NYS Learning Standards:
ELA, School to Work, and Social Studies

Background:
Students will have a basic understanding of the ancient Egyptian time period.

Objectives:
To read a news article on the MAG exhibit, for key details and an understanding of the “behind-the-scenes” preparations by scientists and museum personnel
To write a business letter of application in response to a want ad for MAG assistants
To analyze and respond to the article in a written media report, following a designated content form
To set the stage for an informed visit to the exhibit, “Protected for Eternity”

Materials:
“Mummy on loan to the MAG,” Democrat and Chronicle, June 21, 2003, pp. 1-2B
“Getting the Scoop” sheet
“Museum Assistant” want ad
“Media Report Form”

Methods:
Read the news article as a class and fill in the “Getting the Scoop” sheet.
Brainstorm a list of activities undertaken by experts in preparation of the exhibit.
Write a business letter of application for a museum position in response to the want ad.
Analyze and respond to the article by writing a “Media Report.”

Corresponding Questions:
What were some of the behind-the-scenes activities that took place in preparation for the exhibit?
What scientific and museum experts took part in the preparation, and what was each interested in discovering?
What do we know and what remains unknown about the mummy?
What specific details or information will students want to explore during the museum visit?
**Content:**
Primary source news article

Aspects of scientific and artistic inquiry surrounding the artifacts to be exhibited

Understanding of technical, artistic, and other professions related to museum work

**Summary and Conclusion:**
Students will increase their understanding of the behind-the-scenes preparation, by a wide variety of experts, for such an exhibit. Students will also gain valuable background information in preparation for the museum visit.

**Homework/Extension:**
Students will reinforce their understanding by writing a media report in which they analyze and respond to the information found in the news article.

**Assessment:**
Rubric based on planning, development of detail, and overall quality
WANTED: 
MUSEUM ASSISTANTS

Memorial Art Gallery
500 University Avenue
Rochester, New York 14607-1415

Opportunity: Work “behind the scenes” with a team of museum and science experts on the new exhibit, “Protected for Eternity”

Application: Write a business letter, providing positive qualities which prove you are the right person for the job

* Prepared by Glenda VanRy, Geneseo Central School

Memorial Art Gallery
500 University Avenue ♦ Rochester, NY 14607 ♦ (585) 473-7720 ♦ http://mag.rochester.edu

October 2003
ANCIENT EGYPT IN THE CLASSROOM PROJECT
— Ancient Egypt Game —

NYS Learning Standards:
Art and Social Studies

Background:
Students will have completed a unit of study on ancient Egypt when assigned this project. The project is differentiated in that it allows for a wide range of design subjects and artistic choices, as well as research/reference options.

Objectives:
To create a review game based on the ancient Egyptian time period, meeting the established requirements and including themes of historic and symbolic importance to ancient Egypt

Materials:
Blank game boards, dice sticks, playing pieces and other art supplies


“Project Requirements” handout


Methods:
Study and explore game samples and models, including the interactive book and disk.

Review sources and brainstorm game themes.

Research selected theme and take notes in order to generate questions.

Type a set of rules.

Create a game board, game pieces, throw sticks, question cards, etc.
Corresponding Questions:
What stands out in your mind when you think of reviewing our unit of study on the ancient Egyptian time period?
What visuals, samples, models, and/or other references help you with ideas?
Are you keeping the importance of the planning/development of details and overall quality in mind throughout the project?

Content:
Personal choice – ancient Egyptian theme

Summary and Conclusion:
Students will submit their game, meeting all requirements according to a predetermined time frame. Following the project, all games will be displayed and orally explained within each class section. Time will be provided to explore, play, and enjoy each other’s final games.

Assessment:
Rubric based on planning, development of details, and overall quality
Project Requirements

~ ancient Egyptian theme ~

~ game name ~

~ game board ~

~ typed rules ~

~ 3 throw sticks ~

~ 2 playing pieces ~

~ 15 questions & answers ~

* Prepared by Glenda VanRy, Geneseo Central School
NYS Learning Standards:
Math and Social Studies

Background:
Students will have a basic understanding of key features of life in ancient Egypt.

Objectives:
To investigate concepts of ancient Egyptian math symbols and system of measurement
To explore and practice using ancient Egyptian math and measurement
To gain an appreciation for the extraordinary mathematical accomplishments of the ancient Egyptians

Materials:
Mysteries of Egypt, IMAX film or video version, Destination Cinema and National Geographic Television, 1999.
Royal Cubit from the Tomb of Kha, Artefatto: S.8647, Egyptian Museum of Turin, Italy for Made in Museum.

Methods:
Study the hieroglyphic math symbols used by ancient Egyptians.
Make a number decoder to use in working math problems.
Examine the replica of the royal cubit and compare its measurements to those of a variety of students and adults.
Create a royal cubit measurement tool.
Determine the importance of measurement to the ancient Egyptians in regard to the rising of the Nile’s waters throughout the flood season and the storage of supplies, such as grain.
Discuss the importance and role of the scribe within the ancient Egyptian society.
**Corresponding Questions:**
What was the role of the scribe in regards to the calculation of the flooding of the Nile and record keeping for the pharaoh?

How does the ancient Egyptian system of math compare to ours?

How sophisticated was the ancient Egyptian’s understanding and application of mathematical concepts?

**Content:**
Aspects of ancient Egyptian math and measurement

**Summary and Conclusion:**
Students will gain a deeper understanding of the complex math concepts understood by ancient Egyptians and how they applied that knowledge to their wants and needs.

**Homework/Extension:**
Students will reinforce their understanding through a variety of prepared math experiences and through the development of their own.
PROTECTED FOR ETERNITY:

The Coffins of Pa-debehu-Aset

ANCIENT EGYPT IN THE CLASSROOM CLASSROOM
— Mummification and the Myth of Isis & Osiris —

NYS Learning Standards:
ELA, Science, and Social Studies

Background:
Students will have a basic understanding of the mummification process and ancient Egyptian religion.

Objectives:
To familiarize students with several versions of the Egyptian myth
To gain an understanding of the symbolic meaning of the myth
To explore the connection between the myth and Egyptian beliefs regarding the role of pharaoh (in life and death), the mummification process, and preparation for entrance into the afterlife
To explore the many complexities of the myth through interdisciplinary experiences

Materials:

Ibid., Artisan’s Tomb,” p. 83.


Mysteries of Egypt. IMAX or video version, National Geographic, 1998.


“Super-sized caskets let the hefty rest in peace,” Democrat and Chronicle, October 17, 2003, p. 1C.


www.brooklynmuseum.org/ancient-egypt

www.rom.on.ca/schools/visits

Methods:
Share with students the poster reproduction, “Royal Throne of King Tutankhamun,” and elicit their understanding of the importance of the discovery of Tut’s nearly intact tomb as a means to better understand and interpret the role of pharaoh and the concept of eternal life through the mummification process.

Use the throne image of the affectionate husband and wife as a link to the loving couple, Isis and Osiris.

Have students read several versions of the myth by moving about the room to stations where different versions are available, select roles/act out the Wassynger’s play version, and/or watch the Macaulay video clip version.

Have students chart the characters/gods, take brief notes on the personality traits that define them, and their roles in the development of the myth.
Have students follow the mummification process through viewing the video, Mr. Mummy or Mummies Made in Egypt.

Track the mummification process through observation in a science lab on dehydration.

Explore ancient Egyptian carved images and language and math symbols through visuals.

Have students create their own Egyptian myth incorporating visuals, hieroglyphic symbols, etc. to enhance the effectiveness of the story.

Explore the process of preparing for and entrance into the afterlife through creating or playing a game of Senet and reading about its history.

Explore the myth through the interactive book and disk.

Read additional Egyptian myths or research other gods to expand understanding of ancient Egyptian religious beliefs and write a report of discoveries.

Learn about aspects of 21st century burial processes and customs through reading, interviewing, or otherwise exploring.

Visit Rochester’s MAG (Memorial Art Gallery) exhibit, Protected for Eternity: The Coffins of Pa-debehu-Aset or Toronto’s ROM (Royal Ontario Museum) exhibit, Eternal Egypt.
**Corresponding Questions:**
How do ancient Egyptian myths contribute to our understanding of their beliefs, hopes, and dreams?
What common themes, lessons, or morals are found within the myth(s)?
What is the connection between the Isis/Osiris myth and all Egyptian pharaohs?
How do 21st century burial processes and rituals compare and contrast to those of the ancient Egyptians?
In what way did the mummification and burial customs of the ancient Egyptian pharaohs successfully guarantee eternal life?
In what ways, if any, do 21st century burial customs parallel those of the ancient Egyptians?

**Content:**
Aspects of ancient Egyptian life, especially mythology and religion

**Summary and Conclusion:**
Students will increase their understanding of the importance of the myth to numerous aspects of ancient Egyptian beliefs and practices.

**Homework/Extension:**
Students will reinforce their understandings through a wide variety of interdisciplinary activities and experiences.

**Assessment:**
Rubrics based on planning, development of details, and overall quality of individual assignments

* Prepared by Glenda VanRy, Geneseo Central School
PROTECTED FOR ETERNITY:

The Coffins of Pa-debehu-Aset

ANCIENT EGYPT IN THE CLASSROOM LESSON

—Words Cut in Stone—

NYS Learning Standards:
ELA and Social Studies

Background:
Students will have a basic understanding of the powers and beliefs related to ancient Egyptians and the legacy they left in stone, including the Rosetta Stone.

Objectives:
To read and comprehend a primary source document, the inscription on Hatshepsut’s obelisk, translated from hieroglyphics
To interpret figurative language through the use of reference notes
To understand the importance of point-of-view and authorship when analyzing a primary source document
To respond to comprehension and critical thinking questions, based on the reading, in complete sentence form
To understand the importance of the discovery and deciphering of the Rosetta Stone

Materials:


Ibid., “Make Your Own Hieroglyph Decoder,” p. 19.


**Methods:**
Read aloud “A Queen’s Promise” for background information and understanding, making note of reference citations.

Discuss, analyze, and interpret the questions in complete sentence form.

Watch the related segment from the video to reinforce, visually, the themes from the obelisk’s message and the magnitude of Hatshepsut’s accomplishments during her time period and as related to all history.

Watch the video and otherwise explore background information to increase understanding of the significance of the discovery and deciphering of the Rosetta Stone.

Explore Egyptian hieroglyphs through the interactive book and disk.

**Corresponding Questions:**
What was the relationship between ancient Egyptian pharaohs and the gods?

Why were Hatshepsut’s accomplishments so extraordinary?

What was the importance of the discovery of the Rosetta Stone and the eventual cracking of its code?

**Content:**
Accomplishments of a famous, female Egyptian pharaoh as inscribed in hieroglyphs on her monument

The importance of the discovery and deciphering of the Rosetta Stone to our knowledge and understanding of ancient Egyptian history

**Summary and Conclusion:**
Students will increase their understanding of importance of primary sources, both written and in art form, as specifically applied to a primary inscription deciphered from ancient Egyptian hieroglyphics.

**Homework/Extension:**
Write an opinion paragraph: Do you think a female will ever become as powerful a political figure, such as President of the United States, as Hatshepsut did in ancient Egypt? Explain your point-of-view.

**Assessment:**
Rubric based on planning, development of details, and overall quality

* Prepared by Glenda VanRy, Geneseo Central School

October 2003

Memorial Art Gallery
500 University Avenue ♦ Rochester, NY 14607 ♦ (585) 473-7720 ♦ http://mag.rochester.edu
Directions: Answer each of the following questions, based on “A Queen’s Promise,” in complete sentences on separate paper.

Primary Source: “A Queen’s Promise”

Comprehension Questions:
(1.) According to the introductory paragraph, what is an obelisk?

(2.) What famous Egyptian is speaking through the wording on the obelisk?

(3.) How does the speaker describe her own obelisk?

(4.) Who is Amun?

(5.) How does the speaker claim to have been rewarded by Amun?

(6.) How powerful does the speaker claim to be?

(7.) How long does the speaker expect to rule?

Critical Thinking Question:
(8.) Based on your reading in your textbook and of the handout, “A Queen’s Promise,” how accurate did time and history prove the speaker’s claims to be?