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**Worcester County**  
**Social Studies and Visual Arts**

**Lesson Title:** Daily Life in Ancient Egypt

**Grade:** 6

**Purpose:** Give students a rich educational experience through the integration of Visual Arts and Social Studies.

**Fine Arts Standard(s):** 2.0 Historical, Cultural, and Social Context: Students will demonstrate an understanding of visual art as an essential aspect of history and human experience.

**Fine Arts Indicator(s):** 2.0 Explain how artworks reflect and influence beliefs, customs, and values of a society

**Fine Arts Objective:** a. Identify historical, social, and cultural **themes** in selected **artworks** that influence the beliefs, customs, or values of a society

**Social Studies Content Standard:** 2.0 People of the Nation and World: Student will understand the diversity and commonality, human interdependence, global cooperation of the people of Maryland, the United States, and the World through a multicultural and a historic perspective.

**Topic A.** Elements of **Culture**

**Social Studies Indicator:** 1. Describe characteristics that historians use to organize people into cultures

**Social Studies Objective:** b. Describe and compare elements of **culture** such as art, music, religion, government, social structure, education, values, beliefs and customs, from civilizations in early world history

**Arts Integration Objective:** The students will demonstrate their understanding of early Egyptian life by creating visual replicas of Egyptian art.

**Vocabulary:** stele, hieroglyphics, papyrus, slavery, delta, empire, scribe, economy, expedition, irrigation, scale, unification, artisan, pharaoh, social pyramid

**Materials & Resources for the Class:** Text: *World Adventures in Time and Place* McGraw Hill Social Studies, National Geographic Society.

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plaster slabs	hieroglyphic worksheets
plaster etching tools	paper
drop clothes, newspaper	examples of wall paintings
watercolor sets	colored pencils
water	self-hardening clay
paint brushes	newspaper
graphite paper	

**Materials & Resources for the Teacher:** Text: *World Adventures in Time and Place* McGraw Hill Social Studies, National Geographic Society.

**Museum Resources:** The Walters Art Museum Ancient Egyptian Collection: Funerary Stele with Relief of Tembu(found on the Walters’ website, [www.thewalters.org](http://www.thewalters.org)), 1500B.C., hieroglyphs, papyrus

**Teaching Artist Resources:** National Geographic periodical on Ancient Egypt, *Make It Work Ancient Egypt* Haslam, Andrew, and Parsons, Alexandra, Scholastic Inc. N.Y.

**Prior Knowledge:** Students have knowledge of early civilizations. They have learned that culture is influenced by several factors, including geography, religion, resources, ideas, the social pyramid, and the influences of the cultures of the neighboring cultures. They have also studied Egyptian daily life.

**Procedures:**

**Motivation:** The content and art teacher will introduce the information from each learning station. The content teacher will review prior knowledge. The visual art teacher will have students look at the art resources and guide students through the life of Egyptians as seen in the art. Students will look at Funerary Stela with Relief of Tembu.

**Modeling:** The visual art teacher will instruct students and demonstrate how the art will be created at each of the three visual art learning stations.

1. Tomb painting station and hieroglyphics
2. Pottery

The content teacher will do the same for the remaining stations

3. Games: Snake and Senet

**Guided Practice:** Students will become familiar with the expectations and processes involved at each learning station, and will receive additional help as needed.

**Independent Practice:** Students will learn the skills necessary to be able to work independently at each station.

**Assessment in Art:** Self-assessment checklist, visual products, parade, ‘Gallery Walk’.

**Assessment in Social Studies:** Students will write a journal entry pretending they are an Egyptian child describing a day in their life.

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**Closure:** Reflect on the lesson and ask yourself what you will remember from this lesson and different times in your life. One week? When you graduate middle school? When you go to college? Will you ever do any of these activities again?

**Thoughtful Application:** Compare and contrast Egyptian life then and now, and, or compare their life style to ours. What are the similarities and what are the differences?

**Lesson Extension:** Include other disciplines: math, science and Integrated Language Arts, music, physical education and create an 'Egyptian fair'.

**Lesson Adaptations:** Include any ancient, prehistoric, or contemporary civilization.