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Milton Somers Middle School
Charles County
History and Visual Arts

Lesson Title: The Death of a Pharaoh

Grade: 6

Purpose: Students will learn about the steps involved in the Egyptian funerary process in order to apply them and produce the following artifacts: a mummy, sarcophagus, ka statues, stela and a funerary procession.

Fine Arts Standard 2.0: Art History~ Historical, Cultural, and Social Contexts – Students will demonstrate an understanding of visual art as a basic aspect of history and human experience.

Fine Arts Indicator 3: Classify [artworks](#) by selected factors, including subject matter, [style](#), and [technique](#)

Fine Arts Objective: a. Identify [subject matter](#), [styles](#), and [techniques](#) representative of various [cultures](#) and periods of art history.

History Standard 5.0: Students will examine significant ideas, beliefs, and themes; organize patterns and events; and analyze how individuals and societies have changed over time in Maryland, the United States and around the world

History Indicator 5.0 Analyze the emergence, growth and decline of African Empires

History Objective a. Describe the contributions of major African monarchies, cities, and [trade](#) networks

Arts Integrated Objective: Students will learn how art (art) was incorporated and used in the daily life experiences and events of the ancient Egyptian culture (social studies).

Vocabulary: mummy, embalming, stela, funeral, ka statue, sarcophagus

Materials & Resources for the Class: Photographs, Walters' website, copies of archaeological articles, Description cards from museum, hieroglyphics guide, Mr. Ivanac, & Mrs. Thompson

Materials & Resources for the Teacher: Photographs, Walters' website, copies of archaeological articles, Description cards from museum, hieroglyphics guide, library books, and the following informative web sites:

Mummy/Sarcophagus/Funeral Procession Guides:

<http://www.ancientegypt.co.uk/mummies/home.html> ,

<http://www.egyptologyonline.com/mummification.htm> ,

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<http://www.civilization.ca/civil/egypt/egcr06e.html> ,
http://www.si.edu/Encyclopedia_SI/nmnh/mummies.htm ,
http://www.schools.manatee.k12.fl.us/421KBOLTON/efolio_3/egyptian_sarcophagus.html

Ka statue Information: <http://www.carnegiennh.org/exhibits/egypt/spirit.htm> ,
<http://www.maat.sofiatopia.org/ka.htm> , <http://www.ancient-egypt.org/index.html> ,
<http://www.virtual-egyptian-museum.org/Collection/FullVisit/Collection.FullVisit-JFR.html?../Content/WOD.VL.00657.html&0> ,
http://www.eternalegypt.org/EternalEgyptWebsiteWeb/HomeServlet?ee_website_action_key=action.display.element&story_id=12&module_id=69&language_id=1&element_id=60512

Stela Information: <http://www.touregypt.net/featurestories/stela.htm> ,
<http://www.digitalegypt.ucl.ac.uk/art/stelae2.html> ,
<http://www.jimloy.com/hiero/yourname.gif>

Sarcophagus Information: <http://library.thinkquest.org/J0113278/Egypt4.htm>

Museum Resources:

- Funerary relief of Tembu, photos & description
- Sarcophagus
- Funerary Statue of Nenkhefетка and His Wife Neferseshemes
- Canopic jars
- Amulets

Teaching Artist Resources: fabric, scissors, plaster, carving tools, hieroglyphics guide, wood, paints, paper, coffee cans (large), clay

Prior Knowledge: Students have studied ancient Egypt in class and understand the importance of religion and their belief in an afterlife. Also, they have knowledge of typical Egyptian artifacts such as pyramid tombs, mummies, hieroglyphics, and statues.

Procedures:

Motivation

Experiential learning opportunities such as this make history come alive for students! By allowing students to conduct further research and replicate Egyptian methods for the burial of the dead, students will recall these procedures for the remainder of their lives.

Modeling

Demonstrations of art techniques will be done in groups as specific to assigned artifact.

Guided Practice

Students will be given selected resources to learn about the Egyptian funeral process in greater detail. Each group will have guidelines and a checklist of tasks to complete that will be discussed.

Independent Practice

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Students will have time for sketching ideas for artifacts or planning simulations. They will work to create their artifacts based on their research and requirements given by teachers.

Assessment:

- Students will write an essay as if they were the museum curator explaining the Egyptian funerary process to visitors
- Rubrics will assess groups on the visual art (sarcophagus, ka statues, stele, & Canopic Jars) or performance art (procession) aspects and accuracy of artifacts or simulations.

Closure: Students will present their artifacts at the funeral for our pharaoh. Afterward, each will complete a survey of the activity, noting new information they learned either from their own participation or from the presentations of their classmates.

Thoughtful Application: Students will complete their essay assignment and turn in to Mrs. Thompson

Lesson Extension: Students may visit the Walters Art Museum in the future or other museums to experience the artifacts of other civilizations and relate these to our lesson.

Lesson Adaptations: Groups may be given longer amounts of time to complete their art projects. Also they can be given resources that are on different reading levels.

LESSON COMPONENT	<u>DAY 1</u> LEARNING STRATEGY
Opening TIME: 5 min.	<p><u>Objective:</u> Today I will...identify key artifacts from an Egyptian Funeral in order to decide how I can best replicate them.</p> <p><u>Warm-up:</u> From our studies of Ancient Egypt in your text, identify at least three artifacts that were used in burying the dead.</p>
Vocabulary/ Introduction TIME: 10 min.	<ul style="list-style-type: none"> • During the warm-up, review what a mummy, the embalming process, stele, canopic jars, ka statues, and a sarcophagus are. • Teachers will present their idea to hold a reproduction of an Egyptian funeral and will discuss how they need the students to help them reproduce the artifacts typically used for this sacred ceremony. Explain that we will be working for several days in order to create a mummy, canopic jars, a sarcophagus, ka statues, a stele, and a funerary cult to run the entire reproduction!
Hands-on / Interactive Procedures TIME: 20 min.	<ul style="list-style-type: none"> • Students will divide into groups as assigned below. • Each group will be given a selection of library books as well as articles printed from above websites and photos from the Walters Art Museum in order to complete the graphic organizer found below these lessons. • The groups will be responsible for identifying the following information: artifacts name (or names, if applicable), it's original intended purpose in an Egyptian funeral, it's historical significance, the original medium, and finally will need to brainstorm in order to decide what medium we can use to accommodate the recreation of it.
Reflection TIME: 20 min.	<ul style="list-style-type: none"> • Groups will share their findings with the class and present their ideas on accommodated mediums. • Students will record other groups' information and final artistic decisions on their own charts to keep everyone informed.
Writing TIME: 10 min.	<ul style="list-style-type: none"> • Teachers will hand out the group grading rubric and discuss the points breakdown. They will also remind the class of the essay that each participant will be responsible for writing after the funeral in order to assess their knowledge. • Students will reconvene in their respective groups to come up with a preliminary plan of action.
Closing TIME: 5 min.	<ul style="list-style-type: none"> • Ask a representative from each group to summarize their plans for the next class to inform the entire group.

LESSON COMPONENT	<u>DAY 4</u> LEARNING STRATEGY
Opening TIME: 5 min.	<p><u>Objective:</u> Today I will...finish up my artifact in order to rehearse our class reproduction of an Egyptian funeral.</p> <p><u>Warm-up:</u> What methods have you found to be most effective in this project? Individual work or team work? Please explain.</p>
Vocabulary/ Introduction TIME: 10 min.	<ul style="list-style-type: none"> • Discuss the fact that while students have been working together like many of the Egyptian artisans did, we will be assessing them both individually and in groups. Ask them to take out the rubric that they were given the first day of the project, as we will be verifying that all tasks were covered to the best of their ability and self-assessing at the end of the period.
Hands-on / Interactive Procedures TIME: 20 min.	<ul style="list-style-type: none"> • Allow students to separate into groups & see Mr. Ivanac for art supplies needed. • Finish working! Teachers will check in on each group to determine any tasks left to complete. • Ask social studies and art teacher for help and instruction in art techniques.
Hands-on / Interactive Procedures TIME: 20 min.	<ul style="list-style-type: none"> • Allow students to separate into groups & see Mr. Ivanac for art supplies needed. • Finish working! Teachers will check in on each group to determine any tasks left to complete. • Ask social studies and art teacher for help and instruction in art techniques.
Rehearsal & Clean-up TIME: 25 min.	<ul style="list-style-type: none"> • The Funerary Cult group will arrange the other groups in order to practice the proceedings of the funeral. (We will have a stand-in mummy today.)
Closing TIME: 5 min.	<ul style="list-style-type: none"> • Revisit the group rubric. Fill in with your peers to determine how good of a job you all feel that you did before turning into Mr. Ivanac! 😊

LESSON COMPONENT	<u>DAY 5</u> LEARNING STRATEGY
Opening TIME: 5 min.	<u>Objective:</u> Today I will...present a reproduction of an Egyptian funeral in order to help history come alive for the other 6 th graders! <u>Warm-up:</u> Be sure to pay attention to all the proceedings today. Also fill in the attached note sheet to use in your curator essay.
Introduction & Preparation TIME: 15 min.	<ul style="list-style-type: none"> • Remind the class that we want to be as authentic as possible and that they should represent themselves positively to their peers.
Hands-on / Interactive Procedures TIME: 20 min.	<ul style="list-style-type: none"> • Allow students to reenact the funeral according to their plans. Be sure they have all materials needed!
Question and Answer Session TIME: 15 min.	<ul style="list-style-type: none"> • Students will field questions from the classes we present our funeral to.
Closing TIME: 15 min.	<ul style="list-style-type: none"> • Fill in notes guide. • Mrs. Thompson will go over the essay assignment. Begin working and complete at home to return next class.

**NOTE SHEET GUIDE:
Sarcophagus-**

Ka Statues-

Stele-

Mummy & Canopic Jars-

Funerary Cult-

ESSAY ASSIGNMENT: Write an essay as if you were the museum curator explaining the Egyptian funerary process to visitors. Be sure to describe each artifact's significance, purpose, and the medium used. It is also a good idea to compare these artifacts and the methods used to something your audience can relate to today. (1 page minimum, please)

Groups:

- 1.) Mummy & Canopic Jars
 - 5 students
- 2.) Sarcophagus
 - 5 students
- 3.) Stele
 - 5 students
- 4.) Ka Statue
 - 5 students
5. Funeral Procession
 - 5 students

Egyptian Funeral Rubric

REQUIREMENT	GROUP SCORE	OUT OF
Historical Accuracy following steps involved in Egyptian Funeral process		5
Effort		5
Teamwork		5
Artistic Representation accurately producing Egyptian funeral artifacts		5
TOTAL		20

NAME: _____ DATE: _____ BLOCK: _____

Parts of An Egyptian Funeral

Artifact	Purpose	Historical Significance	Original Medium	Artifact characteristics
Mummy				Dyed linen Y/N Mummy wrapped accurately Y/N
Canopic Jars				Represents animal or human Y/N Body organ matched with pot Y/N
Ka Statue				Human gestures captured in statue Y/N Representational of Pharaoh Y/N
Stele				Painted Y/N Hieroglyphics etched Y/N
Sarcophagus				Hieroglyphics painted Y/N Pictographs Y/N
Funerary Cult				Costumes accurate Y/N Correct Order Y/N