

Joslyn Art Museum Comprehensive Study Lesson Plan

Objectives and Procedure created by Julie Dierberger, Candra Guenther, Janet Larson, and Dev Mullins
 as part of UNO Service Learning Academy project

Extensions created by Carter Leeka, Susan Oles, and Laura Huntimer.

3rd Quarter – Asian Art and Ancient Egypt

Focus: Unknown Artist, Egyptian; Kushite (Nubian), *Amenirdas I*, *the Divine Consort*, Third Intermediate Period, 25th Dynasty, 700 B.C.E.

Objectives:

- Understand ancient Egypt themes and materials.
- Demonstrate Amenirdas I traits by selecting music that represents the sustainability of the Egyptian Society.
- Continue with the idea of sustainability by creating a structure representing this theme.
- Evaluate the sustainability of materials in current society.

Instructional Strategies that Strongly Affect Student Achievement – Robert J. Marzano

_____ 01 Identifying similarities and differences	_____ 06 Cooperative learning
_____ 02 Summarizing and note taking	_____ 07 Setting goals and providing feedback
_____ 03 Reinforcing effort and providing recognition	_____ 08 Generating and testing hypotheses
_____ 04 Homework and practice	_____ 09 Activating prior knowledge
_____ 05 Nonlinguistic representations	

Resources: Check out the **Teacher Support Materials** online for additional resources.

Suggested Materials: Ancient Egypt & Mesopotamia Trunk, sand & tub, digging tools & brushes, straws, toothpicks, pipe cleaners, cardstock, scissors, tape, Egyptian statue images

Vocabulary: archeology, artifact, biopoem, conclusion, context, culture, density, excavate, material, monotheistic, polytheistic, statue, structure, sustainability, symbol, symmetry, theme, weight.

Procedure:

- **Engage:** The Dig. Have students come up to the front of the room and "dig" for an "artifact." Explain how archeologists must be careful not to damage the artifact during excavation. The student will then think about how that artifact might have contributed to society. Artifacts may be the reproductions in Joslyn's Ancient Egypt & Mesopotamia Trunk or everyday items.
- **Art Talk:** Egyptian Themes. Discuss various themes relating to Ancient Egypt including the *Amenirdas I* bust. Refer to the activity presented by UNO Service Learning Academy at the February 2011 Third Thursdays for Teachers. Continue to the **Production** procedure.
- **History:** Who was Amenirdas I? Refer to the talk by Professor Bucher at the February 2011 Third Thursdays for Teachers. Also refer to the **Teaching Poster**, **Bibliography** and **Webology** in **Teacher Support Materials** for additional information.
- **Aesthetics:** Students should describe the work of art. Then talk about what instruments would sound like *Amenirdas I*. Using a 16 beat rhythm, create a piece, or select a piece of music. Then have the students state, "I selected this piece because..."

- **Production:** Theme: Stability. Divide students into small groups to create a structure that is stable and could remain in tact underground or outside. Refer to the activity presented by UNO Service Learning Academy at the February 2011 Third Thursdays for Teachers.
- **Close:** Future Dig. Have students consider what an excavation of Omaha would be like 2000 years from now. Discuss what would be found in terms of structures and artifacts. Also list what symbols would be discovered (Husker football, MAC apple, street signs, etc.). What conclusions would be made about our culture?

Extensions:

- **Cultural Connections 1:** Discover concepts, inventions, and ideas that have come from the ancient Egypt over the centuries (think crusades and the Renaissance) and their impact on the world.
- **Cultural Connections 2:** Compare and contrast the monotheistic society (Judaic, Christian, Muslim) with the polytheistic society of ancient Egypt. Then consider Sumerian, Roman, Greek, Celtic/Druid, Hindu, and Buddhist views.
- **Fine Arts:** Finish the Statue. It is thought that Joslyn's *Amenirdas I* bust was part of a full-length statue. Show students images of similar Egyptian figures, and then have them complete the portrait drawing what they think that lower half may have looked like. Refer to **Finish the Statue** in **Teacher Support Materials** for additional information.
- **Language Arts:** Biopoem. Show students the images of *Amenirdas I*, and have them brainstorm to create a biopoem. Then have a poetry reading standing by her image or better yet, bring students to Joslyn to have the reading with *Amenirdas I* herself. Refer to **Biopoem** in **Teacher Support Materials** for additional information.
- **Math:** Density and Weight. Considering the size, shape, and material of *Amenirdas I*, estimate the approximate density and weight of the sculpture. Then determine how they would change if the sculpture was made out of different materials.
- **Science:** Archaeology. What is an archaeologist? Explain what they do, and what happens with the artifacts they find. With older students, talk about why it is important to know where something was found. Describe how that gives the artifact context.