Joslyn Art Museum
Comprehensive Study Lesson Plan

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2nd Semester – Ancient Egypt

Focus: To Live Forever: Egyptian Treasures from the Brooklyn Museum on view at Joslyn Art Museum, February 11-June 3, 2012

Objectives:
• Understand class separation or a person’s rank in society in ancient Egypt
• Learn how ancient Egyptians, both wealthy and of lesser means secured their place in the afterlife
• Create art using traditions that have their roots in ancient Egypt

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

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

Resources: Check out the Teacher Support Materials online, and http://www.joslyn.org/education/teachers for additional resources

Suggested Materials: To Live Forever Teacher Guide (courtesy Philbrook Museum of Art) and images, masonite, size, acrylic paints, gold composition, paint brushes, paint thinner, apples, salt, powdered bleach, sodium bicarbonate, Ziploc bags, popsicle sticks, basic art supplies.

Vocabulary: afterlife, amulet, ancient Egyptian gods, B.C.E., canopic jars, combine, funeral, gilding, imitate, mummification, netherworld, papyrus, reuse, sarcophagus, shabty, substitute

Procedure:
• **Engage:** Pose the question: What happens when you die? After considering some of the suggestions from students. Then introduce how ancient Egyptians prepared for the afterlife. Refer to the To Live Forever Teacher Guide. (modify questions as needed for younger students).

• **Art Talk:** To Live Forever. Talk about the objects ancient Egyptians had in their tombs. Show students images of the gaming board, shabties, canopic jars, amulets, and other figurines. Discuss the importance of these objects. Are they significant for their artistic value or functional value? Refer to Teresa Meyer’s tour at the February 2012 Thursdays for Teachers.

• **History:** Egyptian mythology. Share information about the network of gods, what roles they played in an ancient Egyptian’s preparation for the afterlife, the funeral process, and their time in the netherworld. Also refer to the To Live Forever Teacher Guide for additional information.

• **Aesthetics:** The Bling. Decoration of an ancient Egyptian’s mummy mask was important for the afterlife. They thought the gods were golden so they wanted to make their image golden as well. Not all ancient Egyptians could afford the precious metal so they painted their masks yellows. Discuss this and other ways ancient Egyptians would substitute, imitate, combine, and reuse.
• **Production 1:** Gilding. Show students images of mummy masks (both gilded and painted to imitate gold). Teach the students some basic gilding techniques using an oil-based size and composition leaf. Refer to the workshop presented by Matthew Jones at the February 2012 Thursdays for Teachers.

• **Production 2:** From Papyrus to Paper. Look at some examples of papyrus used in ancient Egypt. Then using one or both techniques presented by Therese Straseski and Susan Noonan at the February 2012 Thursdays for Teachers, create paper in your classroom. Once it dries, encourage students to decorate it with hieroglyphics.

• **Close:** From Bling to Bliss. Talk about the weighing of the heart ceremony. Ask students if their heart would be heavy; what would their heart say about them? Refer to the *To Live Forever* teacher guide for additional information and this could be paired with Fine Arts.

**Extensions:**

• **Cultural Connections:** Did you know ancient Egypt was not the only civilization using the mummification process? Have students study other cultures’ preparations for death. Consider starting with the Incan Empire.

• **Fine Arts:** Have students create their own Mummy Board. Discuss various decoration found on mummy boards and have students sketch some ideas. Perhaps decoration will show a weighing of the heart ceremony? While students are creating their mummy board, talk about how ancient Egyptians would substitute and imitate finer materials in their afterlife preparations.

• **Language Arts:** Show students the image of *Coffin of the Lady of the House, Weretwahset, Reinscribed for Bensuipet* and have students “read a figure.” Write a story. Ask students what they can tell about her economic status? Look at her clothes, face, and inscriptions. What do these items tell us about her tone, mood, or who she was?

• **Math:** How did the calendar develop? What does B.C.E. mean? Create a timeline and then introduce positive and negative numbers while explaining to students how to measure time. Using images of the objects from *To Live Forever*, have students place them on a number line, and determine the oldest object in the show.

• **Science:** Apple Mummies. Introduce students to the mummification process (use the University of Chicago’s Oriental Institute’s interactive website to demonstrate the steps). Then mummify apples using a modified version. Refer to **Teacher Support Materials** for materials, instructions, and webology.