

Mummy Said There'd be Days Like This!

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Grades: 2 - 3

Time Allotment: 3 or 4 – 60 minute sessions which can be extended by using the extension activities.

Overview: This lesson introduces contributions of Ancient Egypt that have had an impact on world history. It includes video-based as well as web-based activities for facilitating the study of architectural monuments, rituals and written language important to life in ancient Egypt.

Subject Matter: Social Studies, Math, Language Arts, Technology

Learning Objectives:

The student will be able to:

- compare and contrast the life of ancient Egyptians with current life in the United States.
- identify and construct geometric shapes found in the monuments and architecture of Ancient Egypt
- use a ruler/yardstick/meterstick to make linear measurements.
- explore written communication used by ancient Egyptians and compare it to modern methods of communication.
- use the Internet to collect information about ancient Egypt
- use Internet web sites to translate their writings into hieroglyphic format and decipher the writings of their classmates
- perform problem-solving tasks which simulate Egyptian life.

Standards:

The objectives listed above may be used to address the following Virginia Standards of Learning available at <http://www.pen.k12.va.us/go/Sols/historysol2001.doc>

History:

2.1 The student will explain how the contributions of ancient Egypt have influenced the present world in terms of architecture, invention, the calendar, and written language.

Geography:

The student will develop map skills by

2.4 a) locating Egypt on world maps.

2.4 d) describing how the people adapted to and/or changed their environment to meet their needs.

Math:

The student will

2.20 identify, describe, and sort three-dimensional (solid) concrete figures.

2.22 compare and contrast plane and solid geometric shapes.

3.18 analyze two-dimensional and three-dimensional geometric figures and identify relevant properties including # of corners, square corners, edges, and # and shape of faces, using concrete models.

English:

The student will

2.8 e) locate information to answer questions.

2.9 demonstrate comprehension of information in reference materials.

2.11 write stories and simple explanations using available technology.

3.1 use effective communication skills in group activities.

3.7 comprehend information from a variety of resources (using available technology).

Technology:

C/T5.3 The student will process, store, retrieve, and transmit electronic information.

Media Components:

Video/Technology:

- *United Streaming Video* available at www.unitedstreaming.com
Ancient Times: Segment 4 – “Pyramids of Egypt” and Segment 2 – “Hieroglyphics”
- *Reading Rainbow* # 509 “Mummies Made in Egypt”
- Computer with Internet Access

Internet Web Sites:

- Virtual Egypt, <http://www.virtual-egypt.com/newhtml/glyph/glyph.html>.
This hieroglyphic translator/cartouche creator site will allow students to see Hieroglyphic writing and to create their own cartouche.

- Online Hieroglyphics Translator, <http://www.quizland.com/hiero.htm>

Students can translate messages they write to each other at this translator site.

- Ancient Egypt - The British Museum (Extensions)

<http://www.ancientegypt.co.uk/menu.html>

<http://www.ancientegypt.co.uk/life/story/main.html>

These sites are very good for researching facts about life in ancient Egypt.

- Pyramids - The British Museum (Extensions)

<http://www.ancientegypt.co.uk/pyramids/activity/main.html>

This interactive site allows students to measure the dimensions of the Great Pyramid.

Materials

Per Class:

- Computer with Internet Access

- 6 small sacks (paper or fabric) each with a different solid geometric shape inside: square-based pyramid, sphere, cube, rectangular prism, cone, and cylinder.
- 1 poster labeled with attributes of solid shapes: # and shape of faces, bases, # of corners, # of square corners, # of edges.
- examples of interior pyramid paintings showing hieroglyphic symbols and Egyptian people at work (Extensions)
- chart of hieroglyphic symbols translated to the English alphabet

Per Student:

- 1 pyramid pattern and one other pattern to use to create solid shapes
- scissors and pencil
- 1 copy of the “Shapes and Solids” activity sheet
- 1 copy of the “Shape Sack” chart
- 1 copy of "Ancient Egyptian Hieroglyphs" activity sheet
- 1 piece of sketch paper
- 1 copy of the “What Made the Pyramids” graph (Extensions)

Per Group of 4 students

- clear tape
- 1 roll toilet paper
- 1 yardstick or meterstick
- 2 – 6’ lengths of rope or string
- several rock samples (Extensions)
- vinegar (Extensions)
- eyedropper (Extensions)

Prep for Teachers

- Prior to teaching, have all Internet sites bookmarked for easy access throughout the lesson. The websites should also be bookmarked on classroom computers for easy access by students during their individual time in the computer center, or on the computers in the lab for whole class use.
- Download the United Streaming Video clips separately, the *Pyramid* segment and the *Hieroglyphics* segment. You should preview the video clips and cue them as indicated in the Learning Activities section.
- Familiarize yourself with the lesson format and be sure to have all materials ready as listed in the materials section.
- When using media, provide students with a **FOCUS FOR MEDIA INTERACTION**, a specific task to complete and/or information to identify during or after viewing of video segments, Web sites, or other multimedia elements.

Session 1

Introductory Activity: Setting the Stage

1. Tell students that we are going to make a shape that will remind them of a famous building. Hand out the Pyramid pattern and tell students to cut it along the outside lines. Remind them that

they must not cut off any of the shapes that are joined together. After cutting out the shape, students should fold along all lines. They should use tape to create the form of a pyramid. As students finish, ask them what solid shape was made from the flat pattern. **Ask:** "In what country might you find a building which has that shape?" (answer: Egypt).

2. While students are working on their pyramids, discuss with them the meaning of the word archeology and the important role archeologists play in unearthing history of ancient groups of people. **Ask:** "What is archeology?" (answer: The scientific study of people from the past, their buildings and their culture). "What is an archeologist?" (answer: A person who studies the remains of buildings and artifacts from the past). Explain that we know so much about Ancient Egypt because archeologists have studied the buildings and artifacts that were left behind.

3. When students are finished building their pyramid models, ask them to point out the attributes of a pyramid: square base, four triangular sides that are the same shape, four sides meet at one point on the top.

Tell the students that they are going to see a short video that shows examples of pyramids built long ago by ancient Egyptians. Explain that the video will show the monuments as they are today, and that they look very different now than they did when they were built long ago.

Learning Activities

1. **CUE** the first video clip, *Pyramids*, at the United Learning title screen (00:11 on video streaming counter) Provide a **Focus for Media Interaction** by saying, "In this segment of the video, I want you to be able to tell me the place in Egypt where the Great Pyramid is located." **START**, and **PAUSE** after the narrator says, "...large tombs were built here for the Egyptian pharaohs." (00:41, right after the close-up of a horse and rider cross from right to left in front of the pyramid) **Ask**, "Did you hear the name for the plateau area where the pyramids are located?" (answer: Giza).

2. Provide a **Focus for Media Interaction** by saying, "Let's find out how many pyramids were built at Giza." **PLAY** and **PAUSE** at the title screen *Pyramids of Egypt*. (01:08) **Ask**, "How many pyramids are located at Giza?" (answer: three) Say, "The largest pyramid you see here is called The Great Pyramid. Now we are going to fast forward a little bit to learn more about how the Pyramids of Giza were built."

3. **FAST FORWARD** to (04:06 on the United Streaming counter) just after the words "...used to rebuild the city of Cairo." Provide a **Focus for Media Interaction** by saying, "Now we will find out for which pharaohs the pyramids were built. The one you have to remember is the Great Pyramid, so I want you to listen for the name of the Pharaoh for whom the largest of the pyramids was built. Also be able to tell me why the pyramids were built." **START** the video and **PAUSE** at (04:27, where they show a side view of the Sphinx right after the three pyramids), when the narrator says, "...and the third was built for King Mencoray." **Ask**, "Did you hear the name of the pharaoh that the Great Pyramid was built for?" **REWIND** and **REPLAY** if necessary. (answer: King Khufu.) **Ask**, "Why were the pyramids built?" (answer: as tombs for the pharaohs) **Ask**, "Does anyone know what the word *tombs* means?" (answer: a place where someone is buried after they die)

4. Provide a **Focus for Media Interaction** by saying, "Look and listen to this portion of the video. See if you can find out how the pyramids got their names. **START** the video and **PAUSE** when the narrator says, "...that's what they called the tombs when they saw them" (4:54, at the view of the large pyramid centered on the screen). **Ask**, "Who can tell me where the pyramids got their names?" (answer: the Greeks named them after food that they made that was called *pyramis*. These wheatcakes were shaped like the tombs they saw.) **Say**, "What have we made today that is shaped just like the Greek *pyramis*, or wheatcakes?" (answer: paper pyramids) **Ask**, "So, where did the name for this paper pyramid come from?" (answer: the Greek word for wheatcakes) **Ask**, "How are our paper pyramids like the Great Pyramid of Giza?" (answer: the same solid shape) **Ask**, "What makes them look the same? Can you tell me what makes them alike?" (answer: They both have a square bottom or base, four triangular sides or faces, one point where sides meet at the top). **Ask**: "How are yours different from the ones in Egypt?" (answer: Pyramids in Egypt are very large and are made of blocks of stone and our little pyramid is made of heavy paper. One is very large and one is very small) **Say**, "Now we are going to do a little activity that will make you really think about the difference between flat, plane shapes and solid shapes."

5. Hand out the "Shapes and Solids" worksheet. Ask students to circle the shape that would be needed to create the form shown in each line on the worksheet. Students have already constructed a pyramid in the introductory activity. To check their answers on this worksheet, have them choose another two-dimensional shape to cut out, fold and form into a three-dimensional solid shape. Students may wish to create all the forms or you may have each group create a different solid shape and then share their findings.

6. Provide a **Focus for Media Interaction** by saying, "I am going to play some more of this video. See if you can find some solid shapes in ancient Egypt other than the pyramid. Look for the ones you just constructed. Raise your hand anytime you see a solid shape." **PLAY** and **STOP** when the narrator says, "...raise the stones to their proper level." (06:13, where there is a view of the Sphinx directly in front of a pyramid). **Ask**: "Did you see any other solid shapes?" (answer: yes, rectangular prisms, cubes, cylinders). Discuss the variety of solid shapes used in constructions in Ancient Egypt as well as in the world today. **Say**: "Architects in ancient times as well as today use solid geometric shapes to create buildings. Can you think of any buildings that use some of the other solid shapes you made?" (answer: The Capital Building in Washington, D.C. uses cylinders, cubes, rectangular and triangular prisms, and half of a sphere, the Parthenon in ancient Greece as well as ranch houses and government buildings today use a combination of rectangular and triangular prisms, cubes, and cylinders).

7. Provide a **Focus for Media Interaction** by saying, "Now I'm going to play a little more of this video. Listen for the measurements of the pyramid. We are going to compare it to the little pyramid we made." **START** and **STOP** when the narrator says, "...is about 755 feet long". (06:36 on the counter, when the picture shows the pyramid just after the height, length and angles are illustrated with green lines). **Ask**, "How high is the Great Pyramid? (answer: The Great Pyramid is 485 feet high.) **Ask**, "How long is each side of the pyramid?" (answer: each side is about 755 feet long) **Say**, "Stand up and look directly at the top of your pyramid. Is the point at the top directly in the middle of the square you see?" (answer: yes) **Say**, "Check the other shapes you made and see if any others have that feature." (discuss students' answers)

Culminating Activity

Play the Shape Sack Game:

Divide the class into groups of three or four students. Point out the poster labeled with the attributes of solid shapes: # of faces, # of corners, etc. Designate one student in each group as the “shape sleuth” of the group. That student then puts his/her hand in the sack and carefully examines/investigates the solid object inside using only the sense of touch. If the examiner knows what the solid shape is he/she should not tell the group. The examiner should then describe in detail the attributes of the solid inside the bag. Other students in the group then guess what the shape is by coloring a square above the picture they think it matches on their shape chart. The examiner then shows the group the shape inside the sack and they can check their answers. The bags are then passed to the next group and a new “shape sleuth” takes a turn at touching and describing the solid. Continue in this way until all students have had a chance to be the examiner.

Session 2

Introductory Activity: Setting the Stage

1. Hand out the “Ancient Egyptian Hieroglyphs” sheet for students to look at as they watch the video segment on *Hieroglyphics*. Explain that the Ancient Egyptians used a pictograph system of writing similar to the way Native Americans as well as Chinese used pictographs. The Egyptian system of picture writing was called *Hieroglyphics*. **Say**, "Archeologists have been able to find out a lot about ancient Egypt by learning to read hieroglyphics. The Egyptians told many of their stories using this method of writing. It's really like drawing." **Ask**, "Do you see any pictures that you recognize on the sheet?" (take any answers) **Say**, "Some of the pictures remind us of Native American symbols, such as the picture of the owl, which stands for M in Egyptian hieroglyphics. It looks something like the Thunderbird picture in Native American picture writing. I want you to look for a picture in the hieroglyphic sheet that you really like. See if you can draw that symbol."
2. Hand out small pieces of paper for students to make a sketch of one or more of the hieroglyphs on the handout. Ask them to refer to the handout as you show them the next video.

Learning Activities

1. **CUE** the second video clip, *Hieroglyphics*, after the narrator says, "The two lands were united under a king called Menes" (00:20 on video streaming counter, at the view of the stone face of King Menes). Provide a **Focus for Media Interaction** by saying, "In this segment of the video, I want you to raise your hand when you hear the word we talked about during our drawing activity, 'hieroglyphic'." **PLAY AND PAUSE** when the narrator says "...hieroglyphic writing." (1:07 on the counter) **Ask**, "What was their system of writing called?" (answer: hieroglyphic writing)
2. Provide a **Focus for Media Interaction** by saying, "I want you to try to match some of the pictures they talk about in the video to the ones on your handout. I will pause the video when they talk about a picture so you can find it on your handout." **PLAY AND PAUSE** after each hieroglyph is displayed. **Say after each pause**, "Can you find that symbol on your sheet?" **PAUSE** the video again when the narrator says, "...the word, 'name'." (2:12 on the counter). **Say**, "Some of the symbols were not on your sheet. That's because they represent more than just a letter,

actually a phrase. Let's review some of the symbols mentioned." Have students point to each of the symbols mentioned: water (N), mouth (R), folded cloth (S), leaf (E), sun (y).

3. Provide a **Focus for Media Interaction** by saying, "I want you to listen for how the names of important people were written." **PLAY** and **PAUSE** after the narrator says, "Names of important people were always placed inside of cartouches." (3:08 on the counter, just after the cartouche shape is illustrated with white lines on the screen). **Ask**, "How were the names of very important people written?" (answer: they were drawn inside of a shape called a cartouche)

4. Provide a **Focus for Media Interaction** by saying, "In this next segment of the video, I want you to tell me what the ankle strap symbol stood for. We know it was pronounced 'ankh', but what did it mean?" **PLAY** and **PAUSE** after the narrator says, "...for the Ankh was the symbol for life (3:30, after the ankh symbol is drawn on the screen with the word "life"). **Ask**, "What does the ankle strap symbol stand for?" (answer: It was the symbol for life) **Ask**, "Can you remember how the Egyptians would pronounce that symbol?" (answer: "ankh")

5. Tell students that they will be going to the computer lab (or take turns at the computer center in the classroom) so they can create their own cartouches.

Culminating Activity

In your computer center, have students access the following Internet sites:

Virtual Egypt

<http://www.virtual-egypt.com/newhtml/glyph/glyph.html>.

This hieroglyphic translator site will allow them to create their own cartouche. Have students type in their first name, submit it, and it will be returned in hieroglyphic cartouche form. Have students each print out their own cartouche for classroom display.

Online Hieroglyphics Translator

<http://www.quizland.com/hiero.htm>

Students should write a short fact they have learned about Ancient Egypt in the message box, submit it, and it will also be returned via the translator in hieroglyphic form. Have students print out their hieroglyphic messages and trade them with a classmate to decipher.

*NOTE to teacher: If you do not have Internet access, use the Hieroglyphic/Alphabet translator sheet to do this activity.

Session 3

Introductory Activity: Setting the Stage

Read the book Mummies Made In Egypt by Aliko with the class.

Learning Activity:

1. **CUE** (00:00) the video *Mummies Made in Egypt* to just after the opening when the camera focuses on the camel's feet. **FAST FORWARD** to (10:10) when the narrator says "...suspended in

time for thousands of years”, just after showing the paintings inside the tomb. Provide a **Focus for Media Interaction** by saying, “We are going to watch a short portion of a video called *Reading Rainbow, Mummies Made In Egypt*. We are going to be archeologists today and go back in time to explore an ancient pyramid and learn more about mummies.”

2. Provide a **Focus for Media Interaction** by saying, “We are going to continue our study of Ancient Egypt by visiting a very old mummy to see what secrets he can tell us about ancient Egyptian life. This mummy was found in a tomb much like the ones we studied in the Pyramid video. In this part I want you to listen carefully and see if you can find out just how old this mummy is.” **START** and **PAUSE** (11:55 on the video counter, when the computer screen shows the age of the mummy). **Ask**: “How old is this mummy?” (answer: over 2500 years old).

3. Provide a **Focus for Media Interaction** by saying, “You can learn a lot about an old mummy using modern technology. This mummy was once a living person. Listen for three facts you can find out about this person.” **RESUME** and **STOP** (14:27, just after the pelvic illustration is shown) when the Egyptologist says: “so she was a mother.” **Ask**: “What can you tell me about this person’s life?” (answer: lived in the desert – had dental problems because sand got into food they ate and ground down their teeth, brain was extracted through the nose during the mummification process, you can tell she was female by the shape of the pelvis, she was a mother). Discuss with the students everything they were able to learn about ancient Egyptian life just by examining this mummy. Bring up the term archeologist again and review ways we learn about ancient cultures. Bring up the term “Egyptologist”, an archeologist who specializes in the study of ancient Egyptian culture.

Culminating Activity

1. Divide students into groups of 3 or 4 students. Review the facts from the book *Mummies Made in Egypt*, about preparation of a mummy for burial. Talk about organ removal, oils used, other products used such as natron, length of time for drying out, and the amount of cloth used for bandaging. Give each group a roll of toilet paper, a yardstick and some tape. Tell them they are going to create a mummy in their group by measuring the correct amount of bandages needed, and then using all of what was measured to wrap up one person in the group. Have each group measure out 5 meter lengths of toilet paper until they have enough to completely wrap up the mummy. Use the tape to secure the bandages if they begin to slip. Have students keep a tally of the number of 5 meter lengths of paper they needed to cover their mummy. Line up the mummies and compare how successfully each group prepared their wrappings. Ask the mummies to express how it feels to be all wrapped up.

2. Discuss with the students the unit of measurement used by the ancient Egyptians which was called a cubit. The cubit was based upon the length of the forearm, from the elbow to the end of the middle finger. The Royal cubit was approximately 21 inches long. Ancient Egyptians devised a method for measuring distances by tying equally spaced knots in long ropes. They used this method for measuring land after the Nile River overflowed each year. Ask the students if they think this was an accurate way to measure length. Tell them to use the yardstick to measure a partner’s forearm, from the elbow to the end of the middle finger. Compare the results. Give each pair of students a 6’ length of rope. Have them tie a knot near one end, and then a knot every 21”. Have

them use this rope to measure lengths of objects in the classroom and make a chart of their measurements.

Assessment”

Math:

1. Ask students to measure the height of ten objects in their classroom Egyptian Museum (see Social Studies Extensions) and chart their measurements.
2. Ask students to use the cubit rope to measure the height of some of their classmates and chart their measurements.
3. Have students estimate the measurement of the Great Pyramid using a nonstandard unit of measurement: How many buses would it take to pile up to the height of the Great Pyramid. Go to the website listed at the top of this lesson plan to do this activity.

Language Arts:

1. Create an individual or class newspaper that includes articles and illustrations depicting life and customs of ancient Egyptian people. The articles and/or newspaper could be based on a rubric given to the students prior to the assignment.
2. Create a Power Point presentation which includes customs and rituals important to ancient Egyptians comparing them to modern customs practiced by the students and their families.

Social Studies:

1. Using the following web site, have students create a diorama of an ancient Egyptian home.

Egyptian Life

<http://www.ancientegypt.co.uk/life/index.html> This web site offers a variety of views of ancient Egyptian life and culture.

2. Have students create an advertisement which shows traditional dress of ancient Egyptian men, women and children. This could be done as a drawing or as a computer graphic design and then placed in their newspaper (see Language Arts extension).

Cross-Curricular Extensions:

Language Arts:

1. While students are immersed in the cultural study of ancient Egypt they should read grade-level or reading-level appropriate books about ancient Egyptian culture. They should compare and contrast settings, characters and events with their modern way of life. *Reading Rainbow* #509 “Mummies Made In Egypt”, and the book it is based on by Alikei, is an excellent source of information about ancient Egypt with a reading level of grades 2 - 3.
Additional trade book suggestions:

Trade Books:	Reading Level:
<u>Nesma Buys the Beans</u> by Andy Smart	Grades 2 - 3
<u>Tut's Mummy Lost and Found</u> by Judy Donnelly	Grades 2 - 3
<u>The Egyptians</u> by Denise Allard	Grades 2 - 3
<u>I Wonder Why Pyramids Were Built</u> by Philip Steele	Grades 2 - 4
<u>The Mysteries of Ancient Egypt</u> by Nancy Krulik	Grades 2 - 4
<u>Hieroglyphics from A to Z</u> by Peter Der Manuelian	Grades 2 - 4
<u>Free as the Desert Wind</u> by Elsa Marston	Grades 3 - 5
<u>Tales Mummies Tell</u> by Patricia Lauber.	Grades 4 - 6
<u>Growing Up in Ancient Egypt</u> by Rodalie David	Grades 4 - 6
<u>Gift of the Nile</u> by Jan M. Mike	Grades 4 - 7
<u>Pyramid</u> by David Macaulay	Grades 4 - 7
<u>Make it Work! Ancient Egypt</u> by A. Haslam and A. Parsons	Grade 5
<u>Mummies</u> by Suzanne Lord	Grades 6 - 7
<u>Wrapped for Eternity Story of the Egyptian Mummy</u> by M. M. Pace	Grades 6 - 8

2. After discussing the various foods of the ancient Egyptians, have students create a menu which might have been found in an archeological dig. This is one way they can use their hand-made paper (see Art Extension).

3. Have students write a journal entry which compares and contrasts the roles of males and females in Egyptian society. You can extend this activity to include comparisons to the role of males and females in American society today.

Social Studies:

1. Create an Egyptian Museum in your classroom. Have students bring objects from home that are similar to objects found in the tombs of pharaohs, for example, jars, vases, tools. Students can make artifacts for display, such as jewelry, pottery, hand-made paper (see art extension). Students should use the museum for comparison of their own culture with that of ancient Egypt. It can also be used to stimulate creative writing projects.

2. Have students create a poster which illustrates what daily living was like for an ancient Egyptian 7 or 8 year old child. The poster should include games, schooling, food, clothing, and shelter.

Science:

1. Explore mummification by creating "King Tater Tut". Students can create a vegetable mummy. This recipe is almost exactly like the one used by ancient Egyptians to mummify bodies. Using it on a potato will prevent bacteria from rotting the remains. Assemble the following ingredients: ½ cup baking soda, ½ cup washing soda (found in the detergent section of the supermarket), ¼ cup salt, a plastic cup, a spoon, a slice of potato, plastic wrap. Mix the baking soda, washing soda, and salt together in the plastic cup, using the spoon. Then lay the slice of potato to rest in the plastic cup tomb. Cover the cup with the plastic wrap. Bury "King Tater Tut" in the ground. For the purposes of scientific investigation, cut two more slices of potato. Bury one untreated slice beside your embalmed specimen. Place the other untreated slice on the surface of the ground near your burial place. Wait ten days. Examine all your potato slices, comparing the rates of rot and decay. *Note: raccoons are known to be grave robbers! They might interrupt this experiment.

2. Show students the effects of acid rain on the survival of the stones of a pyramid. Set up several different rocks on your testing space. Be sure to include one of limestone and a chunk of chalk or hardened plaster of paris (which also is limestone). Use vinegar (acetic acid), placing one or two drops on each rock. The ones that fizz are made of limestone. Have students record their findings on the “What Made the Pyramids” graph. Explain that the pyramids are made of limestone and pollutants in acid rain are slowly destroying them. Discuss how this experiment explains why the pyramids are deteriorating.

Art:

1. After studying the contributions of ancient Egyptians to our society, emphasizing the use of written language and papermaking techniques, show students the video *Eureka!* #103 Oh, My Papyrus! Using common screening material stretched over a frame and some recycled paper, students can make their own hand-made paper. Students can use the paper to create a scroll with hieroglyphic messages or to construct another pyramid.
2. Students can further analyze the wrapping techniques of mummification by creating a cat mummy using a 16 oz. Plastic soda bottle filled with sand, paper mache paste and newsprint paper.
3. Students can demonstrate their knowledge of patterning by creating an Egyptian mummy case design. After drawing the shape of the mummy case on brown paper, students create patterns using hieroglyphics and colors.
4. After accessing the hieroglyphics translator site students can use any type of commercial or home - made clay to create their own cartouche and/or scarab “stone”.

Movement Education:

1. Show students examples of artwork found inside the burial chambers of pyramids in Egypt. Point out the way people were portrayed: feet pointing sideways, in the same direction as the head, while the upper torso faced front. Encourage students to position themselves in the way of the ancient portraits, trying different levels and shapes.
2. Have students create a dance using the music of The Bangles, “Walk Like An Egyptian”.

Technology:

Ancient Egypt: A Web Quest

<http://www.plainfield.k12.in.us/hschool/webq/webq33/aegypt.htm> – Students can travel back-in-time to Ancient Egypt and perform tasks which reinforce learning about this culture.

Ancient Egyptian Quiz

<http://www.rom.on.ca/quiz/egypt> – Students can test their knowledge on Ancient Egyptian artifacts by taking this interactive quiz.

Virtual Art Room

<http://www.vmfa.state.va.us/gmuvava/index.html> - Students can visit the Virginia Museum of Fine Arts Virtual Art Room and explore the treasures of Ancient Egypt. This interactive site includes lesson plans for teachers, activities and assessment for students.

Community Connections:

1. Invite an architect to visit the class to share examples of architectural design in their own city or town which were influenced by Ancient Egyptian methods of building.
2. Invite a professional calligrapher to visit the class to share examples of artwork. Students can compare modern calligraphy and symbolism used with ancient Egyptian hieroglyphics.
3. Visit a newspaper office or printing business for students to see how the written word actually gets into the books they read.
4. Visit a museum that houses an Egyptian exhibition for students to experience studying genuine artifacts from ancient Egypt.