

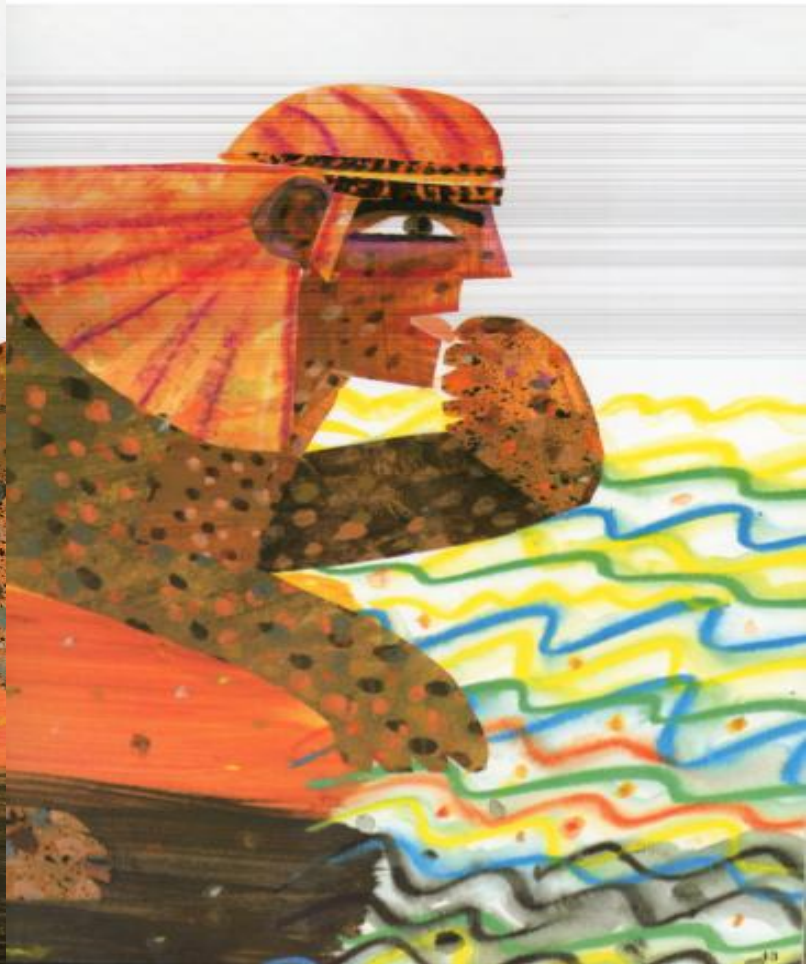
LESSON 1: ANCIENT EGYPT

Sphinx

As the sun
Is going down,
And shadows mix
With yellow sand,
He rises slowly,
Stretches, stands,
Wades into the Nile to wash

Mummy-dust and sand fleas off—
Licks heavy paws
With heavy tongue
Until the cool night air is gone.
While on Egyptian earth
He drops dry purrs,
Ground out like powdered rock.

Deborah Chandra



Self-Portrait Profile & Cartouche

Our Stories Through Egyptian Art:

*Scenes of Egyptian People,
Pharaoh Profiles & Hieroglyphics*



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Scenes of Egyptian People, Pharaoh Profiles & Hieroglyphics*

LESSON 1: Self-Portrait Profile & Cartouche

By Sarah Jayne Bleiweis



INTRODUCTORY INFORMATION:

- **Grade Level & Class Size:** 3rd grade, 20-25 students per class
- **Length of Class Period:** 45 minute class periods, 4 class meetings
- **Lesson Topic & Description:**

This lesson integrates previous 3rd grade lessons about indigenous art, while serving as an introduction to a 3-part interdisciplinary unit about world civilizations that culminates into a school field-trip to the Museum of Fine Arts, Boston. This lesson integrates the study of two forms of Egyptian art, being the Egyptian writing system of hieroglyphics and the Egyptian portraits of Pharaohs and scenes of Egyptian people. Students will focus specifically on the role of these art works in communicating stories about Egyptian life and beliefs. The first day of this lesson starts with an introduction to Egyptian culture, and the written form of hieroglyphics. The teacher will present this lesson through a smart-board presentation, explaining how the class will now be thought of as archaeologists who study ancient Egyptian art and artifacts from this day forward. Students will learn about hieroglyphics, and then create their own cartouche, spelling out either a message or their name in hieroglyphics, as a review exercise to the first day's lesson. On the second day of this lesson, the teacher will present a smart-board presentation about Egyptian portraits, showing images of Egyptian pharaohs & Deities. The teacher will discuss the common symbols of power used within the images. The teacher will introduce images of Egyptian art that portray both scenes of Egyptian people *and* hieroglyphics written in the background, to serve as an introduction to the student's art assignment. Students will create a final piece of artwork similar to the style of Egyptian pharaoh profiles, but in the manner of a self-portrait of themselves as an Egyptian pharaoh, with their name or a message written in hieroglyphics in the background. The students will be able to convey what they learned through their final project, because their portraits will consist of a selection of symbols included in their self-portrayal, telling a story about who they would be if they were a pharaoh of ancient Egypt.

STAGE 1- DESIRED RESULTS

Stage 1.A: Enduring Understandings:

- Egyptian art tells stories about human experience through hieroglyphic writing, scenes of Egyptian people, and portrayals of Pharaohs & Egyptian gods.
- Egyptian Art helps us learn about the ancient Egyptians; who they are, how they lived & what they believed.
- Narrative Egyptian art tells the history of people & events, recording not only facts but the spirit and emotions of the time of ancient Egypt.
- We can express ourselves and our own stories through art, using symbols & hieroglyphics, inspired by the ancient Egyptians.

Stage 1.B: Essential Questions:

- How do ancient Egyptians tell their stories through art?
 - What are the stories in Egyptian art about & where would they be found?
 - Is hieroglyphic writing the only way the ancient Egyptians tell stories?
- What can the stories in Egyptian art tell us about the Egyptian people?
- How can we express ourselves and our own stories through Egyptian art?



Stage 1.C: Goals/Standards:

Massachusetts Fine Arts Frameworks:

- Learning Standard 1: Media, Materials, and Techniques
- Learning Standard 2: Elements & Principles of Design
- Learning Standard 6: Purposes of the Arts

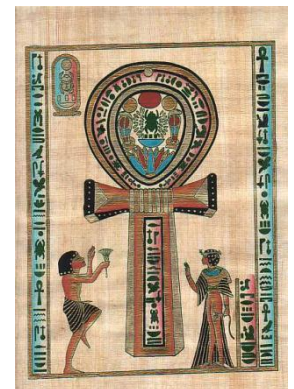
Massachusetts English Language Arts Frameworks:

- English Language Arts Standard 1: Discussion.
- English Language Arts Standard 2: Questioning, Listening, and Contributing.



Stage 1.D: Learning Objectives:

- Students will be able to define the following vocabulary terms: *archaeologist, hieroglyphics, cartouche, self-portrait, papyrus, deities, after-life, Pharaoh, Sphinx, and tomb.*
- Students will be able to identify hieroglyphic writing, scenes of Egyptian people, and portrayals of Pharaohs & Egyptian deities as forms of ancient Egyptian art that tell stories about Egyptian culture.
- Students will be able to identify significant symbols & icons of Egyptian hieroglyphics, that tell us about ancient Egyptian culture; being *the ankh, scarab, udjat eye, and wedjat.*
- Students can apply their knowledge of Egyptian art to create their own artwork, in the style of the ancient Egyptians and on a scroll that they make, similar to papyrus paper.
- Students can identify the various elements of Egyptian art that tells stories, within their own artwork, such as hieroglyphic writing, symbols of power in Egyptian crowns, and portrayals of Pharaohs in the strict Egyptian art-style.



IMAGES ABOVE-RIGHT FROM THE FOLLOWING WEBSITES:

[http:// mirrorofthewombuniverse.ning.com/](http://mirrorofthewombuniverse.ning.com/) 1

<http://www.buzzle.com/img/articleImages/> 1:

<http://www.insecta-inspecta.com/beetles/> 1

STAGE 2- ASSESSMENT EVIDENCE

Stage 2.A: Performance Tasks as Evidence:

- The 3rd graders will create 2 pieces of artwork. One artwork will be an Egyptian cartouche made on practice-paper, using a hieroglyphic chart to spell out their name or a message in hieroglyphics. The second artwork will be the benchmark product and is the Egyptian-inspired self-portrait, consisting of at least one word written in hieroglyphics in the background, and painted on papyrus paper that the students made together, as a class.
- Students will create a draft of their self-portrait as Egyptian Pharaoh, Magician or Deity, using the style of ancient Egyptian art and choosing common symbols & icons of Egyptian art to include in their portraits that will resemble themselves.
- Students will be able to identify and choose various elements of ancient Egyptian art (i.e.: hieroglyphics, Egyptian crowns, Egyptian symbols) to use as a way of telling about themselves in their own artwork.
- Students will be able to name at least one Egyptian Pharaoh, Magician, Deity, or Historical event as being the inspiration behind the story or artwork they viewed during class.
- Students will be able to identify the function and purpose of certain ancient Egyptian artworks shown during a smart-board presentation.
- Students will be able to identify at least three other artworks of ancient India during their self-guided tour at the MFA Boston. Students will reflect their knowledge of these ancient Indian artworks by writing down curatorial information and by providing a sketch of the artwork in their MFA Boston sketchbook.
- Students will draw a self-portrait that resembles the style of ancient Egyptian art. The Egyptian head is in profile, but the eyes are the facial feature that can be seen completely when viewed from front, figure seems stiff & unnatural, certain features of face are rendered from the frontal view, Egyptian crown and common symbols of hieroglyphics are included within the student's final piece of artwork.
- Benchmark product will be a self-portrayal of the student as an Egyptian Pharaoh, Magician, or Deity, painted on student-created papyrus paper, using the style of ancient Egyptian artists, and including a message or name in hieroglyphics written in the background.
- Students will participate in a group critique, where they will share their final products with the class and explain how their story about themselves as Egyptian Pharaoh, Magician, or Deity, is conveyed in the style, symbols and hieroglyphics they chose to use in their artwork.

Stage 2.B: Other Evidence/Continuum of Assessment Strategies:

- **Informal Checks:** Throughout the art lesson, the teacher will rotate through the classroom helping students to make sure they continue to follow directions, and asking them to translate what the hieroglyphics of their cartouche says, as they select what their Egyptian crown will be, and what Egyptian design & symbols they will use within their own final artwork. At the end of the art lesson, the teacher will ask each table of students a review question about the art lesson and the vocabulary terms introduced. The students' correct answer will be their "ticket" to go line up at the door, before leaving the classroom.
- **Observing:** Teacher watches students follow directions during the process of creation, as they use a variety of books, art materials and media as resources for choosing which Egyptian stories, symbols, designs, and hieroglyphic letters they will include in their Egyptian-inspired self-portraits. The teacher will offer assistance to students when needed.

- **Dialogue:** Teacher facilitates opening discussion about what kinds of conclusions can be made from the stories portrayed and symbols used within various ancient Egyptian artworks. During a smart-board presentation on the first day, students will become engaged in conversation by their assigned role as archaeologists uncovering artifacts and clues about ancient Egypt. Students will discuss hieroglyphics and how the ancient Egyptian system of writing was deciphered in 1799 when workers found the Rosetta Stone. The teacher will facilitate discussion about similarities found in the symbols of modern day visual culture today, compared to the ancient Egyptian hieroglyphics of back then. During smart-board activities on the second day, the teacher will facilitate discussion about the strict style used to portray people in Egyptian art. Additionally, the students will view a wide selection of Egyptian art that uses various common symbols and hieroglyphics to tell stories about the beliefs and/or lifestyles of the ancient Egyptians. The teacher will discuss with the students different ways that they could incorporate these symbols and hieroglyphics within their own self-portraits. The teacher will use the smart-board to engage students in an interactive review quiz, toward the end of the class period, on the final days of this lesson.

Stage 2.C: Criteria:

- Participation in smart-board activities.
- Classroom interaction during the art-creation process.
- Review questions at the end of the art lesson (i.e.: students' "ticket" to leave)
- Evidence of a Plan: Sketches and drafts of the final product, made by the student during the creation process.
 - (1) Draft of the student's Cartouche, on practice-paper, with their message or name spelled out in hieroglyphics.
 - (2) Thumbnail Sketches and plan, in the student's sketchbooks, about what their Egyptian-inspired self-portraits are going to look like, including what symbols & hieroglyphics they will incorporate into their final product.
- Final Product
 - Egyptian-inspired self-portrait, using at least three symbols or icons within the final artwork.
 - Self-portrait will be a profile painting of the student, portrayed as an Egyptian Pharaoh, Deity or Magician, in the style of ancient Egyptian art.
 - Painted on papyrus scrolls, created by the class
 - Students will have to convey or express something about themselves through their artwork.
 - The background will include either a name or a message written by the student in hieroglyphics.
 - The students will have a unified piece of artwork that was well planned.
 - Additionally:
 - *From the student's perspective:* it is meaningful, on a personal level.
 - *From the viewer's perspective:* it is enjoyable to look at.

STAGE 3- LEARNING PLAN

Stage 3.A: Materials and Equipment:

- Smart board Presentation that introduces the lesson
- Overhead Projector (for students' profiles)
- Books, Materials, and other Resources about Ancient Egypt for students to view for ideas

...For Practice Cartouche & Thumb-nail Sketches:

- Cartouche practice paper
- Hieroglyphics Translated Worksheet
- Pencils & ruler

...For Papyrus Paper created by the students:

- White paper (about five 8 ½" x 11" sheets) carefully ripped into 1: x 11: strips
- 2 cups hot water and 2 teaspoons of turmeric (in grocery's spice section)
- white glue
- wax paper
- rolling pin
- stack of heavy books
- small piece of raffia, straw, or yarn

...For Final Product:

- Hieroglyphic stencils
- Overhead projector (for profiles)
- Tempera and acrylic paints
- Gold & silver paint markers
- Brushes, water & paint containers

...To Print Hieroglyphics in Background:

- Styrofoam board
- pencil
- Rolling ink
- Rolling pin

Stage 3. B: Vocabulary:

- *cartouche*: an oval shape enclosing the hieroglyphic name of an important person, or of the pharaoh. Found on monuments, tomb paintings, sculpture, and personal possessions.
- *Divine*: having the qualities or attributes of a god or goddess, superhuman.
- *Hieroglyphic script*: the system of writing used in ancient Egypt in which

pictures and symbols represented words or sounds.

- *Ka*: the spirit of the deceased, believed to pass through false doors to receive offerings of food & drink (either in real supply or in symbolic form- through paintings or carvings) bread, beer, fruit & meat were popular gifts.
- *Pectoral*: object worn on the chest for protection and decoration.

- *Pharaoh*: king or ruler in ancient Egypt who held absolute power. The pharaoh was believed to become a god at the time of his death *Archaeologist*
- *Hieroglyphics*
- *Scribes*: particular group of highly respected officials, in charge of creating court records (writing) & supervising them
- *Cartouche*
- *self-portrait*
- *profile*

- *papyrus*
- *deities*
- *after-life*
- *Pharaoh*
- *Sphinx*
- *Tomb*

Well-known Symbols of Ancient Egypt:

- *the ankh*
- *scarab*
- *udjat eye*
- *wedjat*

Stage 3.C: Visual Image Resources:

- Images of ancient Egyptian art from the MFA Educators Online website will be used.
- Smart-board presentation about Ancient Egyptian Art & Stories
 - Day 1: Hieroglyphics
 - Day 2: Egyptian people, Pharaohs & Deities
- <http://www.guardians.net/egypt/hieroglyphs/hiero-translator.htm>
- <http://www.mrdowling.com/604-rosettastone.html>
- Ancient Egyptian Artwork on Exhibition at Museum of Fine Arts, Boston:



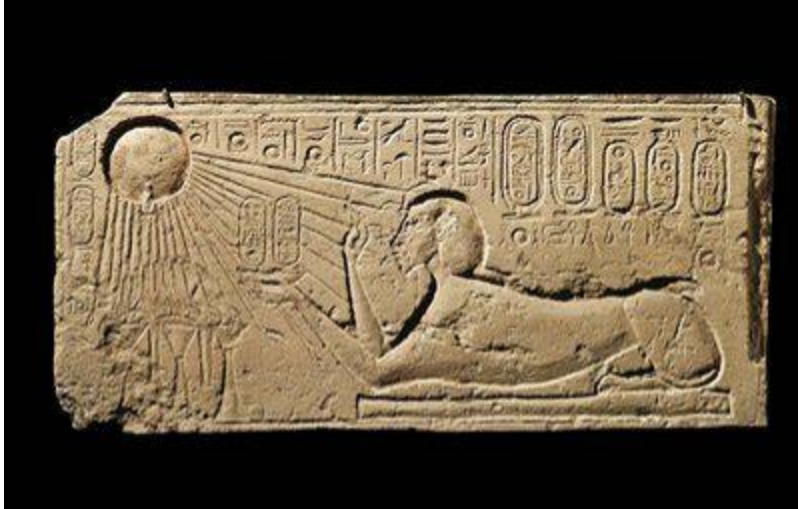
Relief of Ptolemy I offering to Hathor. Egyptian, Hellenistic Period (Ptolemaic Dynasty), reign of Ptolemy I, 305–282 B.C. Kom Abu Billo (Tarrana, Terenuthes), Egypt

Overall: 36 x 128 x 18cm (14 3/16 x 50 3/8 x 7 1/16in.)

Other (Height x length x D): 128cm (50 3/8in.) Block (painted wooden base): 149.5 x 136.2 x 115.6 cm (58 7/8 x 53 5/8 x 45 1/2 in.) Case (plex-bonnet): 38.7 x 136.2 x 24.1 cm (15 1/4 x 53 5/8 x 9 1/2 in.)

Limestone / **Classification:** Architectural elements / **On view in the:** Egyptian Late Period Gallery, Museum of Fine Arts, Boston / Egypt Exploration Fund by subscription, 1889/

Accession number: 89.559



Relief of Akhenaten as a sphinx. Egyptian, New Kingdom, Dynasty 18, reign of Akhenaten, 1349–1336 B.C. Height x width x depth: 51 x 105.5 x 5.2 cm (20 1/16 x 41 9/16 x 2 1/16 in.) Limestone.

Classification: Architectural elements. **On view in the:** Egyptian New Kingdom Gallery, Museum of Fine Arts, Boston. Egyptian Curator's Fund, 1964. **Accession number:** 64.1944.



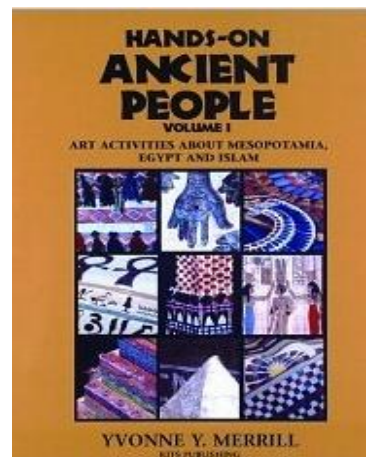
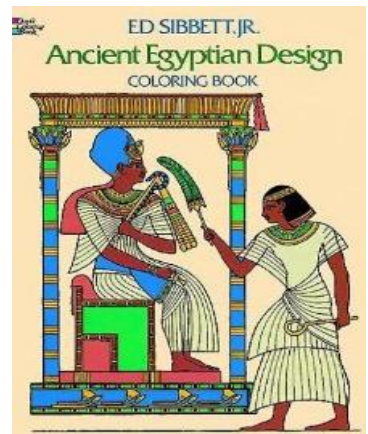
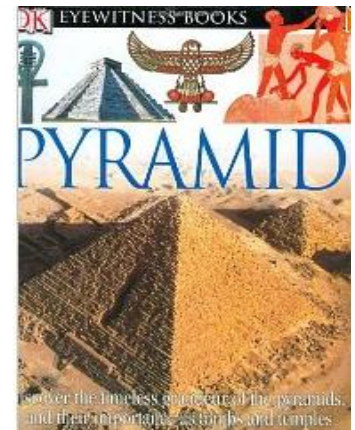
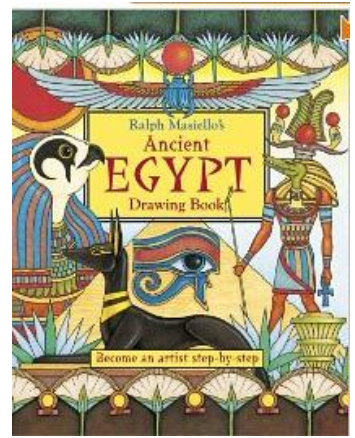
Stele of Intef and Shenetsetji. Egyptian, First Intermediate Period, about 2130–1980 B.C. Findspot: Sheikh Farag, Egypt. Height x width x depth: 48.8 x 53.8 x 12.2 cm (19 3/16 x 21 3/16 x 4 13/16 in.) Limestone **Classification:** Architectural elements Object is currently out on long-term loan, Museum of Fine Arts, Boston. Harvard University—Boston Museum of Fine Arts Expedition, 1925.

Accession number: 25.672

Stage 3.D: Text, Media and Web Resources:

- Mass DOE curriculum frameworks
- Smart board Presentation
- Overhead Projector (for students' profiles)
- Museum of Fine Arts, Boston @ <http://www.mfa.org>
- Museum of Fine Arts, Boston. *Educator's Online* website.
- *Ancient Egypt in the Museum of Fine Arts (MFA), Boston: "My Journal and Sketchbook"*. (1993) MFA, Boston: Department of Education.
- Bartok, M. (1995). *Ancient Egypt and Nubia: Stencils*. Glenview, IL: Goodyear Books.
- Masiello, R. (2008). *Ancient Egypt Drawing Book: Become an Artist Step-by-Step*. Watertown, MA: Charlesbridge Publishing, Inc.
- McCallie, N. Education Coordinator for the Exhibition, "Mummies & Magic: The Funerary Arts of Ancient Egypt".
- Merrill, Y. (2002). *Hands-On Ancient People: Volume I: Art Activities About Mesopotamia, Egypt & Islam*. Kits Publishing.
- Putnam, J. (1994). *Eyewitness Pyramid*. New York, NY: DK Publishing, Inc.
- *Preparing for a Self-Guided Visit to the Permanent Collection at the MFA, Boston: "Egyptian & Nubian Art"*. MFA, Boston: Department of Museum Learning and Public Programs.
- Sibbett, E. (1978). *Ancient Egyptian Design Coloring Book*. New York, NY: Dover Publications.

***NOTE: view Resources on MFA BOSTON Self-Guided Visitor's Packet**



Stage 3.E: Learning Activities & Instruction:

Class One (*Focus: Introduce lesson, Begin Smart-board presentation: Part I of II and create cartouche, using hieroglyphics, on practice-paper*)

- Teacher will engage the class by telling them that their job in art class is to be “archaeologists” from this day forward. *Archaeologists* are scientists who excavate & dig up & study remains of ancient cultures & record information about what they find.
- Teacher will have a bag of 5-10 objects or “artifacts” which tell something about ancient Egyptian existence. Teacher will refer back to the bag of ancient Egyptian artifacts multiple times throughout the course of the lesson.
- Teacher will engage students in class discussion by presenting 5-10 ancient Egyptian “artifacts” to the class, and asking the class whether they know anything about these objects. Teacher will be surveying students’ background knowledge on ancient Egypt through the presentation of “artifacts”, and will then ask students the lesson’s essential questions.
- Teacher will introduce the lesson through a smart board presentation about ancient Egypt, with particular focus on learning about hieroglyphics on the 1st day.
- Teacher will provide general background information about the region & culture of ancient Egypt. Teacher will state the following:
 - Ancient Egypt has been of interest to many archaeologists for hundreds of years. The great civilization began 5000 years ago as a long, thin country running along the Nile River. Without the Nile, people would never have been able to survive there.
 - *Geography*: Egypt lies on the northeastern coast of Africa, next to the Mediterranean Sea & Sahara desert.
 - *Egyptian Artwork (Part I)*: Art was associated with magic. Artistic effort flourished in tombs in the form of carvings, paintings, murals, and statues to provide help to the dead in the after-life. Art and hieroglyphics were carved on temple walls to ensure the gods could always overcome evil.
 - *Egyptian Pyramids*: 80 pyramids have been discovered in Egypt. The most famous is the Great Pyramid at Giza, 1 of the Seven Wonders of the Ancient World, build in 2570BC. Burial chamber was inside the pyramids.
 - *Egyptian Tomb Paintings*: show people playing board games, homemade toys like leather balls, wooden horses, and fabric dolls.
 - *Egyptian Mummies*: a dead body that has been preserved. Ancient Egyptians decide that the dead needed their bodies in the next life, so they took 70 days to preserve a body (1st washed it, then removed brain from nose, then removed organs, embalmed, stored in canopic jars)
 - *Well-Known Symbols* (often found wrapped in mummy linen & placed on mummies):
 - *Serpent*: symbol of royalty / head of cobra (uraeus) at the front
 - *The ankh*: the hieroglyphic symbol for “life”
 - *The scarab*: the most important & most common good-luck charm.
 - *The wedjat or eye of Horus*: appears often in Egyptian art, known as a symbol of power and healing. The god Horus had his eye ripped out, then slit into pieces and thrown into the sea. The god Thoth found the pieces & put the eye together again.

- Teacher will allow time for student questions, and then will proceed to the explaining what the day's art project will be about.
- Teacher will explain what a *cartouche* is, and then will ask students to create their own cartouche design in either a vertical or horizontal position.
- Teacher will present an extra challenge to those students who finish early, asking them to include an Egyptian-style human image somewhere in their cartouche design.
- Students will create their own cartouche on practice-paper, using the hieroglyphic chart to create their name or a message in ancient Egyptian writing.
- Teacher will ask students the following evaluation questions at the end of the class:
 - Were you able to match the letters of your name to the hieroglyphic alphabet? If not, what symbols did you choose & what significance do they have to your personality? (select a sound or image that is a close match to a letter in your name)
 - For those students who finished early & tried to complete the "challenge" assignment: Did you include an Egyptian-style human image somewhere in your composition? Why did you select the specific placement in your cartouche for your human image?
- Teacher will ask students review questions about ancient Egypt at the end of class.
- Students will provide an answer about ancient Egypt in exchange for their "ticket" to line-up at the door.

Class Two (*Focus: Finish Smart-board presentation: Part II of II & begin thumb-nail sketches*)

- Teacher will review lesson about ancient Egypt from the class before, by presenting the bag of artifacts again and then by asking students if they remember what the following words mean: *hieroglyphics, cartouche, Pharaoh, after-life, deity, ankh, scarab, wedjat...*
- Students will provide definitions for the terms from the previous class, and then will identify the different segments of background information about ancient Egypt (i.e.: Art, Beliefs, etc.etc.).
- Teacher will introduce the 2nd half of the lesson through a smart-board presentation about Egyptian artwork, focusing specifically on the artwork of Pharaohs, Deities, and scenes of Egyptian people.
 - Egyptian Artwork (Part II): Egyptians believed that pictures had great power, so they represented a scene carefully and accurately. Egyptian artists were traditional & followed strict rules about what they painted and the colors they used.
 - Egyptian Beliefs: Egyptians believed in many gods, and were polytheistic. It was believed that deities used animals as temporary bodies on earth. Deities often had a male or female body, and an animal's face or head-piece. Important Egyptian Deities depicted in Egyptian art: *Osiris, Isis, horus, Amon-Re, Anubis, Thoh, Hathor, Re*.
 - Egyptians called heaven the "field of Reeds" & dead Egyptians were expected to work for Osiris.
 - The wealthy were buried with clay worker-figures ("shabti") who would do the work for the deceased (up to 401 shabti would be buried with 1 mummy)
 - Egyptian People:
 - *Style:* People were shown with their head, arms, hands, hips, legs, and feet as seen from the side. Eyes, chest, and shoulders were shown from the front.

- Skin-color: Women are painted with lighter skin because they often stayed indoors.
- *Scale*: Gods & Pharaohs were largest in size. Husbands were larger than wives. Children were very small.
- *Jewelry*: both men & women loved to wear jewelry? This included necklaces, bracelets, hair ornaments, earrings...wide collars decorated with colored glass. Much of the jewelry includes images of gods and goddesses. Even tomb cats have been found wearing earrings and fancy collars.
- *Egyptian Headdresses*: by wearing one of the crowns, the Pharaoh was transformed into a god. Egyptian kings & queens wore a range of royal headdresses.
 - *Nemes*: headcloth of pleated linen (along with a long false beard) were features that identify pharaohs.
 - *White crown*: Osiris is depicted wearing this crown. Many tombs show dead pharaohs wearing it as they have “joined with Osiris” in the next world.
 - *Blue crown*: headwear like a helmet covered in gold studs or discs. Sometimes called the “war crown” because worn in & out of battle. Queens are painted wearing a similar blue helmet crown.
 - *Sun crown*: worn by Akhenaton, Pharaoh that worshipped one god: Aten, the sun. his queen Nefertiti’s famous sculpted head is shown wearing a crown unique to her.
 - *Aten crown* or King Tut Headdress
- Egyptian Animals: important in Egyptian life. We know this because many deities wore animal heads.
- *Canopic Jars* that held internal organs: ape or baboon’s head oversaw the lungs, man’s head oversaw the liver, the hawk’s head oversaw intestines, the jackal’s head oversaw the stomach.
- Students will view images of Egyptian hieroglyphics (review from previous class), and also new images of ancient Egyptian artwork that focuses on the human face and human figure; and is currently on view at the Museum of Fine Arts, Boston.
- Teacher will view images of Egyptian artwork with the class, and then will prompt class discussion by asking the following essential questions about the images:
 - How do ancient Egyptians tell their stories through art?
 - What are the stories in Egyptian art about & where would they be found?
 - Is hieroglyphic writing the only way the ancient Egyptians tell stories?
 - What can the stories in Egyptian art tell us about the Egyptian people?
 - How can we express ourselves and our own stories through Egyptian art?
- Teacher will continue to prompt students with Visual Thinking Strategy Questions by asking the following:
 - Can you guess the main idea or emotion behind these scenes?
 - How has each artist **stylized** the human face and/or body?
- Teacher will engage students in discussion about the role of Egyptian art and hieroglyphics to tell stories in ancient Egypt, and the locations they were found at; being in the tombs, pyramids, etc. Teacher will further discuss the following about ancient Egyptian art:
 - In 2D work- various parts of figure were consistently rendered from most easily recognizable view EX: Egyptian head is in profile but the eyes are the facial feature

that can be seen completely when viewed from front...shoulders, chest, upper torso also rendered in frontal view...figure seems stiff & unnatural...logic of art style: ignored the differences among human beings

- Hieroglyphics were added to tell the story of the painting.
- Teacher will then explain an overview of the art project, explaining how students are going to create a profile portrait of themselves, as if they were a Pharaoh, Deity, or magician during the time of ancient Egypt. Teacher will remind students that their portrait must also include hieroglyphics of their name or a message they have made after studying this ancient Egyptian form of writing.
- Teacher will instruct students to begin sketching out their ideas in their sketchbooks, drawing thumbnail sketches, and using the various symbols & attributes that were commonly found in ancient Egyptian art, and that were discussed today during class.
- Students will begin planning their final projects in their sketch books.

Class Three (*Focus: Thumb-nail Sketches for final project*)

- Teacher will review with the students what they did the last class and review ancient Egyptian artwork they had viewed.
- Teacher will demonstrate to the class how to sketch a draft of the Egyptian-inspired self-portrait and how it should portray at least 3 features common to ancient Egyptian art.
 - Teacher will show benchmark product to get students excited for the final project.
 - Teacher will remind students of the exaggerated and stylized features to include in the profile of their faces (emphasizing strict Egyptian art style)
 - Teacher will remind students of the various hieroglyphics and symbols that were commonly found in Egyptian art, and will ask students to include at least three elements of the ancient Egyptian art and style within their own self-portraits.
- Students will watch teacher demonstration and follow instructions to create their thumb-nail sketches in their sketchbooks.
- Teacher will instruct students to continue sketching their ideas and thumb-nails for their final project in their personal sketchbooks for 20 minutes at the start of class.
- Students will continue working on their thumbnail sketches and ideas for their Egyptian-inspired self-portraits.
- Teacher will meet with students individually, to check on their work, and make sure they are following directions, and staying on task.
- Teacher will review key concepts and vocabulary terms with students towards the end of the class period, as a way of determining which table will line up at the door 1st for dismissal.

Class Four (*Focus: Create Papyrus Scroll & Continue working on thumb-nails for final project*)

- Teacher will review what was discussed and presented in the previous class about ancient Egypt.
- Teacher will discuss the following new terms about Egyptian scribes & writing:
 - *A scribe*: a prosperous profession...a professional writer who recorded important events, and wrote legal documents, religious texts, letters, and bills. They wrote on stone & papyrus.

- *Papyrus: paper made from the papyrus plant.*
- *Rosetta Stone:*
 - The secrets of the Egyptian writing system were deciphered from the Rosetta Stone, found in 1799; by workers near the town of Rosetta on the Nile river, inscribed in 3 languages
 - 1. Egyptian hieroglyphics or sacred-writing
 - 2. Demotic (a simplified version of hieroglyphics)
 - 3. Greek
 - Provided key deciphering hieroglyphic symbols & unlocked 6000 years of Egyptian history
 - according to ancient Egyptians, the god Thoth created writing & bestowed it as a gift on humankind. It remained little changed for 3500 years.
- Teacher will explain that the class time today will be used to create our own papyrus paper, very similar to the kind of paper that the ancient Egyptians used.
- Teacher will demonstrate the day's art project by showing students the following:
 1. Soak the paper strip in water & turmeric for half an hour.
 2. On top of wax paper, lay out strips side by side horizontally to create a sheet the size that you want your finished scroll to be.
 3. Using your finger as a brush, coat the strips with glue. Be careful not to disturb the strips.
 4. Lay down a 2nd layer of paper strips vertically.
 5. Place a paper towel over the paper strips and roll with rolling pin.
 6. Remove the paper towel & cover with wax paper. Stack heavy books on the wax paper and leave to dry overnight.
 7. When paper is dry, remove the wax paper. It will now be ready for us to create our paintings on the papyrus scroll. You may roll up your papyrus scroll and tie your scroll with straw or yarn.
- Students will then begin working on the day's art lesson, by following the steps above that the teacher demonstrated at the start of class. Students will create their own papyrus scrolls.
- Students will be instructed to go back to working in their sketchbooks, as they finish at different times throughout the class. Students will be expected to continue thinking about what their final Egyptian-inspired self-portrait will include & drawing their ideas in their sketchbooks.
- Teacher will review questions at the end of the class to test students' knowledge about the new vocabulary terms introduced.
- Students will answer teacher questions in order to receive their "ticket" to line up at the door at the end of class.

Class Five (*Focus: Begin Day 1 of Final Project*)

- Teacher will review with the students what they did the last class and discuss the material they learned thus far from smart-board lesson plans etc.
- Students be broken up into groups of four to six students, and asked to share their thumbnail sketches of their Egyptian-inspired self-portraits with everyone at their tables in the class.
- Teacher will demonstrate the final art project by showing students the following:
 - 1. Outline your profile, using the overhead projector, & with the help of Ms. Wick & Ms. B, students will begin their self-portraits from their own actual profiles.
 - 2. Begin drawing in your image and your symbols or/and hieroglyphics to include.
- Students will create their own self-portraits as an Egyptian Pharaoh, Deity, or Magician, incorporating at least 3 styles, images, or stories from ancient Egyptian art.
- Students will continue working on their self-portraits as Egyptian Pharaoh until the end of class, using only erasable pencil, and creating their final portrait on the papyrus paper they made from the previous class.
- Teacher will ring bell when 5 minutes are left in class to clean up.
- Students will answer teacher's review questions in order to receive their "ticket" to line up at the door at end of class.

Class Six to Seven

- Teacher will review with the students what they did last class and what they are expected to do during today's class.
- Teacher will demonstrate how to begin painting the self-portraits, reminding students that they need to incorporate 3 certain aspects of Egyptian art that tells stories, and showing students how to add gold and silver ink to their artwork.
 - Teacher will instruct students to create their own cartouche through a print method, using a Styrofoam board and rolling ink.
- Students will watch teacher demonstration and follow instructions to create their final product.
- Students will continue working on their final self-portrait paintings, remember to include hieroglyphics in some form or another within the background.
- Teacher will review what the students worked on during the class and then discuss what the expectations will be for their next class.

Class Eight

- Students will complete their Egyptian-inspired self-portraits.
- Students will fill out a self-reflection sheet to rate their level of engagement and satisfaction for the project. The evaluation will also ask students whether or not any improvements could be made, on the teacher's behalf.
- Students will finish completing their final product of ancient Egyptian-inspired self-portraits.

- Students will complete an “anti-coloring book” coloring worksheet about ancient Egyptian art as they finish up the day’s assignments. Students may have the option to view the classroom books on ancient Egypt while they are waiting for their classmates to finish up.
- Students will show their final piece of artwork to the class through an oral presentation, discussing why they chose the various symbols & styles that they chose, and how it best portrays him or her.
- Students will review what they learned at the end of class, as their “ticket” to line up at the door.