

Egypt and Mummies

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Date- October 19, 2005
Subject- Art

Grade: 3 and up

Standards: Academic standards for History 8.4.3-C. Compare similarities and differences between earliest civilizations and life today (e.g., Africa, Egypt; Asia, Babylonia; Americas, Olmec; Europe, Neolithic settlements). Academic standards for Arts & Humanities 9.2.3-G.. Historical and Cultural Contexts: Relate works in the arts to other geographic regions (Africa).

Cross-curricular integration: Social Studies and writing

Objectives:

- Students will be able to explain the purpose of mummies.
- Students will be able to recognize some of the Egyptian hieroglyphs and practice using them through their paintings on the mummies.
- Students will be able to demonstrate their understanding by creating a mummy and using Egyptian hieroglyphs.

Materials: wheat paste, water, large pan, a long balloon for frame, white glue, small paintbrushes, and newspapers

Vocabulary: hieroglyphs

Instructional Procedures:

- Anticipatory set- Locate Egypt on a map and ask students what they know about this land. If “mummies” have not been mentioned mention them and tell the students that this is what they will be learning about today. Explain to students why Egyptians made mummies.
- Developmental Activities-
 - * Pass out a long balloon to each student and have them carefully blow the balloon up. Explain that this will be used as a frame for the mummy and that it will eventually deflate inside of the mummy.
 - * Dip strips of the newspaper into the paste and wrap around the balloon until the desired shape has been achieved.
 - * Allow the mummy to dry thoroughly. Note: this may take a few days.
 - * Seal the mummy by brushing on a coat of undiluted white glue. Sealing is not necessary, but it keeps colors from running. If using a sealer, allow sufficient time for it to dry completely.
 - *Decorate the mummy with Egyptian-style paints and hieroglyphs. Draw the traditional portrait mask on the head. When the paints have dried, the mummy can be glazed with a varnish or another commercial glaze. However, glazing is not necessary.

- Closure- Review the role of mummies in the Egyptian world. Review popular Egyptian symbols and their meaning (for example, udjat and scarab). Compare and contrast how Egyptian burials differ from today's burial process.

Assessment: Criteria for assessment include teacher observation of student participation in discussion about mummies, creating a mummy, and craftsmanship in the creation and painting of the mummy. Observe the students abilities to compare and contrast the Egyptian burials to today's burial process.

Extension/Enrichment: Students will write a letter to another classmate using only Egyptian hieroglyphs. The teacher should choose who students will write to so that everyone receives a letter.

Students with Special Needs: Provide assistance in creating the mummy frame. For students with motor skill difficulties have the balloon pre-inflated and have it started for the student, so that the newspaper strips are not sliding around.