

JOURNEY INTO TIME---ART OF THE MEDITERRANEAN WORLD



Nefertiti, 1350 BC
Erica Wall
Art 10, Hist 10
Archaeology 11



Tutankhamun, 1353-1345 BC
Erica Wall
Art 11, Archaeology 11
History 10



Golden fan
Tutankhamun
Lesley Fraser



ankh & udjet eye
all pharaohs
Kristen Addison

Title: Becoming a Pharaoh's Artisan

Developed by: Sharon Adams-Dean

Suggested grade level: 10 -12

Length of time: 2 weeks of 1-hour classes

Subject areas: visual art, history, language arts

Rationale:

The job of an artisan in Ancient Egypt was as important as a teacher/scribe. Students will learn that creating art in ancient times was valued and provided a good lifestyle. Artisans were housed in a special place in the palace where food and drink was provided in abundance for their careful work. Fashioning objects for the pharaoh to enjoy in his/her lifetime was indeed an honour. Many of these objects of beauty would most certainly accompany him/her into the afterlife. The creation of wall paintings and objects required a lifetime of learning and precise skill. World knowledge about daily life in Egypt has been gleaned through the treasure trove of artefacts found in the great pyramids and tombs in the Valley of the Kings.

Logistics:

Students will require a large workspace as well as ample space to store the artifacts in varying stages of creation. A jigsaw may be required for cutting wood, so coordination with the Industrial Arts teacher or a skilled volunteer may be necessary.

Materials:

Glass jars
paper mache
acrylic paints
coloured beads
sculpy and sculpting tools
plaster of paris

Suggested resources:

Art and History of Egypt. ISBN 99-8029-086-X

National Geographic Treasures of Egypt. Collector's Edition. Vol. 5. ISBN 7480-18364-9

The Nature Company Discoveries Library: Ancient Egypt. ISBN 0-7835-4763-3

Tutankhamen. ISBN 718107659

What Life Was Like on the Banks of the Nile. ISBN 0-8094-9378-0

National Geographic videos or other resources on Egypt and Tutankhamun

Suggested Outcomes:

Students will be expected to:

- independently plan and realize artworks using knowledge of art and design elements and principles
- communicate personal response to the use of art and design elements using the critical language of visual arts
- apply a variety of techniques in the artmaking process, from concept to finished work
- examine the influence of the visual arts and their relationship to daily life and culture
- examine how ideas, perceptions, and feelings are embodied in art works of a culture
- develop an appreciation of diversity among individuals and cultures as reflected in their art work
- explore the role of artists and the arts to inform, define, and cause us to question and reflect
- demonstrate knowledge of art work from different cultures and periods in history

Introduction:

This lesson should be a natural progression of applied knowledge once students have had opportunities to view some of the wonders that were buried with the pharaohs. Since most students have heard of “King Tut”, a screening of a video of Tutankhamun’s tomb and the solid gold artifacts and beautifully made objects discovered in the Valley of the Kings would excite them. Students will learn that King Tut is famous only because his tomb was found un-pillaged. Archaeologists learned that he had scoliosis, as 30 or more canes were buried with him. They also learned that he and his young wife had two stillborn baby girls. Some believe that Ankhesenpaaten murdered him so she could have

a son. Because his rule began at age 9 and he was murdered at age 17, Tut had little time to affect change. There is also great intrigue about his murderers.

The teacher should stress that every pharaoh was buried with objects used in his/her daily life including both mundane and elaborate ceremonial objects: cosmetic jars, chairs, canes, weapons used in hunting, chariots, lamps carved from solid alabaster, shabtis, and ankhs. Each tomb is a microcosm of daily life for royalty in Egypt.

The greatest female pharaoh, Hatshepsut, dressed like a man as a child and stole complete control of Egypt from her regent son, Thutmose III after the death of her husband, Thutmose II. She had more obelisks and buildings built in Egypt than any other pharaoh. Thutmose III was sent off on military campaigns to conquer land to keep him away from Egypt. She was also murdered. Some archaeologists believe her son had her murdered to assume the throne, yet many believe the priests organized her death since as a woman she should not have held the governing position in Egypt.

In the Old Kingdom, the pyramids were built on the great Giza plateau. Unfortunately they were easy target for tomb robbers. In the greatest pyramid made for Khufu, no artifacts or mummy was ever found. Some archaeologists hypothesize that the pharaoh's body was moved to protect it yet most believe it was stolen, ground up and used as an aphrodisiac in China.

The most exciting find in Egypt occurred just in 2000 when the tomb for Ramases II's 150 sons was found in the Valley of the Kings. For students, the thought that there are still many undiscovered tombs brings the time of Ancient Egypt to the present. There is always the hope that another incredible discovery of an unlooted tomb will occur in our lifetime.

Suggestions for Teaching and Learning:

- The emphasis for this project is twofold:
 - 1) Students will learn about the political, religious, and social importance held by the pharaoh in Ancient Egypt and
 - 2) Students will create a reproduction of a key artifact.
- Each student will research the life of a pharaoh and choose one artifact buried with him/her to reproduce. Internet sites are often suspect with false information, so accuracy can be assured through logging on to sites from National Geographic, archaeology departments at universities, or the Discovery Channel.
- A one-page report will introduce the chosen pharaoh including information about when he/she ruled, the capital city, religious beliefs and social emphasis (a war hawk or celebrator of the arts). The artifact found in the Pharaoh's tomb should also be described, including its original purpose and the materials used in its construction. A picture of the original artifact should be included with this report.
- Students can create an initial sketch of the artifact and determine what materials they can find or improvise to create the reproduction. Precious gems can simply be Dollar Store beads; solid gold can be represented by spray-painted wood.
- Alabaster is difficult to reproduce. A glass jar can form the basis of a canopic jar.

- Creating an exact reproduction can be challenging as the skills of the ancients still elude us so students will need to give attention to detail and precision. Allow time for sharing of ideas and reflection on the process.

Extension of Learning Ideas:

- Students could display their artifacts in groupings according to the “kingdom” in which each was found. For this they would need to learn about the political divisions of rule in Egypt into Old, Middle and New kingdoms. If there were several artifacts from the tomb/pyramid of one pharaoh, the inside of the burial chamber could be recreated. This would be an opportunity for other senior students to enter into an Egyptian tomb and experience the thrill that an archaeologist might experience.
- Students could work with the Archaeology teacher to provide their artifacts for burial in DIG pits to be then dug up by the students in that class. In this way, exact reproduction artifacts are being used to help Archaeology students to demonstrate their knowledge in the steps utilized to uncover artifacts. (Refer to Locally Developed Course, Archaeology 11 originating from Central Kings).

Suggestions for Assessment:

- Since the artifact could also be created in art class, the art teacher could assist with the evaluation of the process of creation and including problem solving in the final assessment.
- Evaluation should be based on students’ efforts to duplicate the exact quality of the reproduction.
- A one-page journal style report would encourage students to articulate the findings of their research as well as thoughts and ideas about the art making process.
- Students might host a touring show for students in grade 5 that features a display of their artifacts with their artist statements written on accompanying cards.
- This is a wonderful opportunity to have students dramatize the life and times of their particular Pharaoh