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Third Grade Ancient Egypt Unit of Instruction

Rationale: This unit of instruction was selected for submission to the PERA committee because it illustrates all the connections visual arts have made throughout existence as it examines the role of the arts in one of the earliest civilizations and how these ideas are still present in today's society. This unit provides an example of how you can use the study of visual art to inform students about history, culture and mythology, as well as, support learning in other subjects like anthropology, geography, social studies, reading and ethics. The studio component of this unit has examples of the use of scaffolding to build new skills and the removal of these supports once skills are acquired. A portfolio of student work will be collected over the course of this unit to demonstrate the development of these skills.

Overview: Over the course of this unit of study, students will participate in a variety of lectures, group discussions, group activities, readings, three studio projects and a variety of formal and informal assessments as addressed in the following documentation.

Ancient Egypt Unit Standards

Here are all of the National Core Arts Standards, the Common Core State Standards for English Language Arts & Literature and the Illinois State Social and Emotional Learning Standards used in the development of this third grade Ancient Egypt unit of instruction. Wherever the standards are used to inform objectives the particular standard will be referenced in short hand and bold (example: **VA:Cr1.1.3**). As measurable objectives inform proper assessment, the state and national learning standards inform the objectives. I have always found it useful to start at the beginning.

Visual Arts/Creating

VA:Cr1.1.3 Elaborate on an imaginative idea.

VA:Cr1.2.3 Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.

VA:Cr2.2.3 Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.

VA:Cr2.3.3 Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.

Visual Arts/Presenting

VA:Pr.4.1.3 Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork.

VA:Pr5.1.3 Identify exhibit space and prepare works of art including artists' statements, for presentation.

VA:Pr6.1.3 Identify and explain how and where different cultures record and illustrate stories and history of life through art.

Visual Arts/Responding

VA:Re7.1.3 Speculate about processes an artist uses to create a work of art.

VA:Re7.2.3 Determine messages communicated by an image.

VA:Re8.1.3 Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.

VA:Re9.1.3 Evaluate an artwork based on given criteria.

Visual Arts/Connecting

VA:Cn10.1.3 Develop a work of art based on observations of surroundings.

VA:Cn11.1.3 Recognize that responses to art change depending on knowledge of the time and place in which it was made.

ELA Literature Standards Grades K-5

Key Ideas and Detail: Grade 3

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Craft and Structure: Grade 3

4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
6. Distinguish their own point of view from that of the narrator or those of the characters.

Reading Informational Text Grades K-5

Key Ideas and Detail: Grade 3

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. Determine the main idea of a text; recount the key details and explain how they it is supported by key details; summarize the main idea.
3. Describe the relationship between a series of historical events, scientific ideas or concepts, a historical, scientific, or technical text, including what happened and why, based on specific language that pertains to time, sequence, and information in the text.

Craft and Structure: Grade 3

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.
5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information of a given topic efficiently.
6. Distinguish their own point of view from that of the author of a text.

Integration of Knowledge and Ideas: Grade 3

7. Use information gained from illustrations (e.g., maps or photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
8. Describe the logical connection between particular sentences and paragraphs in a text to support particular points in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
9. Compare and contrast the most important points and key details presented in two texts about the subject same topic.

Illinois State Social and Emotional Learning Standards

- 1C.2a.** Describe the steps in setting and working toward goal achievement.
- 1C.2b.** Monitor progress on achieving a short-term personal goal.
- 2B.2a.** Identify differences among and contributions of various social and cultural groups.
- 2C.2b.** Analyze ways to work effectively in groups.

Lesson I

Life in Ancient Egypt

Enduring Idea: Art has played a role in the lives of people throughout history.

Length of time: 2 Classes of 45 Minutes

Objectives:

1. Through a teacher led discussion, students will set achievable learning goals to be accomplished over the course of this unit. **(SEL1C.2a.)**
2. Through viewing a slide show and participating in a discussion students will analyze the role of visual art in Ancient Egypt. **(VA:Pr6.1.3, CCRI 3.1, VA:Cr 1.2.3)**
3. Through a teacher lead discussion and reading informational text students will examine the life of children in Ancient Egypt. **(CCRI 3.3, SEL 2B.2a.)**
4. Through a group activity, students will compare the day to day lives of children in Ancient Egypt to their own lives. **(VA:Cn11.1.3, CCRI 3.8, SEL 2C.2b.)**

Key Concepts:

| | | |
|---------------|---------------|---------------|
| Ancient Egypt | Sahara Desert | Hieroglyphics |
| Papyrus | Agriculture | Anthropology |

Materials: Teacher prepared slideshow, Teacher prepared informational text packet and teacher made guided note material

Motivation: Students will be motivated by the opportunity to act as anthropologists as they study ancient Egyptian culture, the ability to write and decode hieroglyphics

Procedure:

- Day 1: Teacher calls class to order. Teacher has students help distribute pre-test. Students complete pre-test. Teacher leads discussion on setting goals for the Ancient Egypt unit of study. Using a lyric sheet and teacher example, students learn the Ancient Egypt Song. Teacher begins slideshow/lecture about the lives of children in Ancient Egypt.
- Day 2: Teacher calls class to order. Class reviews previously discussed material. Teacher continues slideshow/lecture. Teacher divides class into small groups. Teacher assigns students to use the provided informational text in addition to the new information learned in the lecture to compare the live's of children in Ancient Egypt to their own experience today. Students will then be asked to cite the text to show two similarities and two differences in the lives of children. Teacher will

assign students to complete a worksheet for homework which asks:
How would your life be different if you were alive in Ancient Egypt?
What one thing would you want to bring from contemporary times?
Why?

Evaluation: Students will be evaluated on participation in the group discussion, the successful completion of their group assignment and the completion of their homework assignment.

Artifact I:

Picture yourself in Ancient Egypt

In the space provided below draw a picture of yourself as a young person in Ancient Egypt:

What is different about your life?

What is still the same?

If you could bring one thing from the future what would it be?

Why?

Lesson II

Your Own Cartouche

Enduring Idea: Visual symbols are an accurate and useful tool for conveying meaning.

Length of Time: 4 class times of 45 minutes

Objectives:

1. Through a class discussion, students will analyze the use of symbols to convey meaning. **(VA:Re7.2.3)**
2. Through a teacher lecture/slideshow, students will examine how symbols are used to add meaning to works of art. Students will discuss how images can have meaning. Students will examine how the Rosetta Stone was utilized to give hieroglyphics meaning. **(VA:Re7.2.3, CCRI 3.7, CCRI 3.8)**
3. Using Hieroglyphic Handout, oil pastels, tempera wash, pencils and paper, students will create their own Egyptian Cartouche Inspired composition. **(VA:CR 1.2.3, VA:Cr 2.2,3)**

| | | | |
|----------------------|-----------|---------------|---------------|
| Key Concepts: | Cartouche | Hieroglyphics | Rosetta Stone |
| | Symbol | Wash | Resist |
| | Pattern | | |

Materials: Teacher slideshow/handout, Oil Pastels, Tempera Wash, Paper, Pencils

Prerequisite Skills: Students should have some experience with drawing

Acquired Skills: Wash, Oil Pastel Resist

Motivation: Students will create their own Cartouche with their own name in an ancient language.

Art Advocacy: Cartouche compositions in addition to all the Egypt inspired artwork will be proudly displayed in the hallway. The unit could culminate in a traveling art exhibit and/or an Egyptian party at the school.

Procedure:

Day 1: Teacher calls class to order. Teacher leads review over previously discussed material. Students share answers to questions while homework is being collected. Teacher asks students to access prior knowledge in a class discussion about symbols. Teacher shares a slideshow illustrating the use of symbols in art. Students discuss the meanings of the art through a teacher lead aesthetic scan. Teacher shows Cartouche examples created on the walls of pyramids, as well as, in contemporary artwork. Teacher shares the discovery of Rosetta Stone and how it was utilized to give meaning to hieroglyphics. Teacher assigns students to decode a message in hieroglyphics, as well as practice with their family in creating a family cartouche.

Day 2: Teacher calls class to order. Teacher distributes vocabulary quiz to check for understanding. Students complete quiz while teacher checks homework. Teacher instructs students to transfer their sketches to the large paper as they begin the creation of their cartouche compositions. Teacher distributes paper. Students begin to transfer their drawings. Teacher demonstrates adding a pattern to the background. Students add a pattern to their compositions once done practicing on another sheet of paper. Teacher selects student to collect drawings once the class has put their name and the name of their teacher on the artwork. Teacher assigns incomplete quizzes as homework.



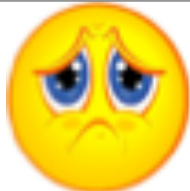


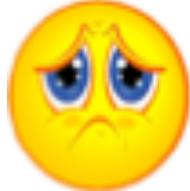


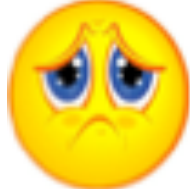
Day 3: Teacher calls class to order. Class goes over quizzes. Teacher conducts brief survey to check level of understanding. Teacher has two students distribute the previously began compositions while he distributes crayons and oil pastels. Teacher demonstrates how to use sharp crayons to color the details of their hieroglyphics and the oil

pastels on the background pattern. Teacher encourages students to experiment with a combination of the two materials on the oval and bar of their compositions. Teacher selects two students to collect artwork while teacher reviews previously discussed material.

Day 4: Teacher calls class to order. Teacher reviews previously discussed material. Teacher selects two students to distribute artwork. Teacher demonstrates applying a tempera wash to the Cartouche Compositions. Students apply the tempera wash. Teacher distributes self-evaluation to be completed by the student pertaining the recently completed work. Teacher demonstrates filling in the self-evaluations. Students complete the self-evaluations. Students put artwork on the drying rack while they line up and the teacher collects the self-evaluation.

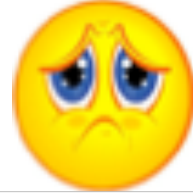
Evaluation: The students will be evaluated on the successful completion of their homework. They will also be evaluated by a self-evaluation/teacher checklist.

Artifact II:
Cartouche Self-evaluation/Teacher Check List

| Ancient Egypt Self Evaluation | | | |
|--|---|--|---|
| I created a cartouche that reflects me and my family |  |  |  |
| I used hieroglyphics and patterns in my composition. |  |  |  |
| I used oil pastels. crayons and tempera to create a wash |  |  |  |

Ancient Egypt Self Evaluation

I tried my best and worked hard every class time.



Artifact III: Vocabulary Exercise

On a separate piece of paper define the following words and then use the words correctly in a sentence. Use your notes if you want to.

Cartouche

Hieroglyphics

Rosetta Stone

Symbol

Wash

Resist

Pattern

Ancient Egypt

Sahara Desert

Papyrus

Agriculture

Lesson III:
Isis, Set, Osiris and Disney

Enduring Idea: All art forms are built on a history that is ancient.

Length of Time: 2 class times of 45 minutes

Objectives:

1. Through the teacher telling a story, with illustrations of course, students will examine the Egyptian Myth of Isis, Set and Osiris. **(CCELA 3.1, CCELA 3.2, CCELA 3.3)**
2. Through a class discussion students will compare the Egyptian Myth to the Disney Film, *The Lion King*. **(CCRI 3.9, SEL 2B.2a.)**
3. Working with an adult, students will examine the ethical decision to portray revenge as morally justifiable in media marketed to small children. **(CCRI 3.6)**

| | | | | |
|----------------------|-----------|---------|-----------------------|-----|
| Key Concepts: | Mythology | Isis | Osiris | Set |
| | Moral | Revenge | Social Responsibility | |

Prior Knowledge: It would be useful if the students are familiar with the Disney film *The Lion King*

Materials: Teacher's Story with accompanying illustrations, Guided note handout, homework sheet

Motivation: Students will learn the origin of a popular Disney Feature Film.

Procedure:

Day 1: Teacher calls class to order. Teacher reviews previously discussed material. Teacher shares the Ancient Egyptian myth of Isis, Osiris and Set in the oral tradition as old as the myth itself. Teacher utilizes Epson Board to share illustrations to keep the story engaging. Teacher leads class discussion on the similarities between the Egyptian Myth and the Disney film *The Lion King*. Students discuss the moral of these two works of literature. The teacher distributes homework assignment prior to the dismissal of class.

Day 2: Teacher calls class to order. Teacher reviews previously discussed material. Students share homework assignments with the class. Teacher leads a Socratic Dialogue pertaining to corporate responsibility in making moral choices in its development of media who's target audience is children. As a class, the Third Graders will discuss if revenge is a socially acceptable behavior and if it should be portrayed as heroic in films.

Evaluation: Students will be evaluated on the successful completion of their homework and how much they participate in the class discussion.

Artifact IV:

Egyptian Mythology/Lion King Worksheet

Today in class we discussed the Egyptian Myth of Isis, his jealous brother Set, and the act of revenge committed by his son, Osiris. In the space below draw a picture of your favorite part of the story. After sharing this picture and the myth with an adult, answer the following two questions on the back:

1. Is revenge the right way to solve a problem?
2. Is it responsible to make media targeted at young children that shows revenge is what a hero does? Why or why not?

Lesson IV:
Pharaoh Self Portrait

Enduring Idea: Aesthetics impact how we view the world.

Length of Time: 4 Classes of 45 Minutes

Objectives:

1. Through viewing a teacher created slideshow, and a class discussion, students will evaluate the Egyptian Aesthetic and its impact on Egyptian Society. **(VA:Cn11.1.3)**
2. Through guided and independent practice students will plan their pharaoh self portrait. **(VA:Cr 2.2.3)**
3. Using a photograph, pencils, sketches, large paper, a tempera wash and colored pencils, students will create a self portrait that depicts themselves as a pharaoh and shows elements of the Egyptian Aesthetic. **(VA:Cr1.2.3)**

| | | | |
|----------------------|------------|----------|---------|
| Key Concepts: | Aesthetics | Portrait | Profile |
| | Pharaoh | Unity | Variety |
| | Emphasis | Wash | |

Material: Teacher created slideshow, guided note packet, photograph booth with pharaoh headset, profile practice pictures, photograph, pencils, paper, tempera wash, colored pencils

Prerequisite Skills: Students will have experience adding a wash to a composition.

Acquired Skills: Students will use colored pencils to create emphasis, unity and variety on their artwork.

Motivation: Students will have the opportunity to depict themselves as the supreme ruler over all ancient Egypt. Students will get to use a new medium cover the course of the lesson. Students will dress as a pharaoh and take a photograph as a reference material in the creation go their self portraits.

Art Advocacy: Pharaoh Portrait compositions in addition to all the Egypt inspired artwork will be proudly displayed in the hallway. The unit could culminate in a traveling art exhibit and/or an Egyptian party at the school.

Procedure:

Day 1: Teacher calls class to order. Teacher reviews previously discussed material. Teacher shows a slideshow with a variety of examples of Ancient Egyptian paintings. Teacher leads discussion over aesthetics. Students use observation to discover elements of the aesthetics of Ancient Egypt. Teacher guides students on how to successfully draw a profile portrait. Students then color their practice pharaohs. While the students are coloring, teacher takes a photo of each student dressed as a pharaoh. Teacher assigns students to practice profile portraiture by drawing a family member in profile for homework.









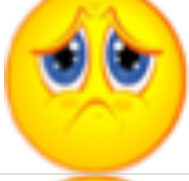



Day 2: Teacher calls class to order. Teacher reviews previously discussed material. Teacher instructs students to get out their practice pharaohs and the drawings they completed for homework. Teacher distributes the pharaoh photographs taken the previous class. Students work on their pharaoh portraits. Towards the end of class, teacher distributes tempera wash to be applied to the compositions. Students apply wash, take portrait to drying rack and line up.

Day 3: Teacher calls class to order. Teacher reviews previously discussed material. Teacher leads slideshow/discussion over emphasis, unity and variety in artwork. Teacher conducts think aloud exercise as to how they might use these principles in their composition. Teacher demonstrates using colored pencils. Teacher selects students to help distribute supplies. Students use remaining class time to work on portraits.

Day 4: Teacher calls class to order. Teacher reviews previously discussed material by giving a quiz. Teacher distributes artwork and supplies while students complete quiz. Students work on pharaoh portraits. Upon completing their compositions, students will complete a self evaluation over their performance. Students will be dismissed once the supplies are back in order and the evaluations complete.

Evaluation: Students will be evaluated through completing a quiz and a self evaluation/teacher checklist over the completion of their artwork.

Artifact V:
Pharaoh Portrait Self-evaluation/Teacher Check List

| Ancient Egypt Self Portrait | | | |
|---|---|--|---|
| I created a self portrait in the Egyptian aesthetic. |  |  |  |
| My portrait reflects me in some way. |  |  |  |
| I used colored pencils to create emphasis, unity and variety. |  |  |  |
| I tried my best and worked hard every class time. |  |  |  |

Artifact VI:
Ancient Egypt Quiz

Fill in the blank:

The _____ river runs through the middle of Egypt and is one of the largest rivers in the world.

This river is important to life in Ancient Egypt because Egypt is in the middle of the _____ Desert.

A _____ is a thin layer of paint.

Matching:

- | | |
|---|------------------|
| _____ a ruler in Ancient Egypt | a. Set |
| _____ the symbols Ancient Egyptians used to write | b. Profile |
| _____ Side view of the face | c. Pharaoh |
| _____ Philosophy of beauty | d. Cartouche |
| _____ Often contained a name | e. Hieroglyphics |
| _____ God who killed his brother out of jealousy | f. aesthetics |

Extended Response: How is the way we paint the president different than the way Egyptians painted the pharaoh? Why?

Lesson V:
The Great Pyramids of Giza/Depth Devices

Length of time: 3 classes of 45 Minutes

Objectives:

1. Through a slideshow, guided discussion and a reading segment, students will examine the history of the passing of pharaohs and the traditions surrounding the after life in Ancient Egypt. **(VA:Re7.2.3, CCRI 3.7, CCRI 3.8)**
2. Through a guided drawing students will create a three dimensional depiction of the pyramids of Giza. **(VA:Cr1.2.3)**
3. Through a side by side comparison of drawing techniques, students will evaluate the effectiveness of size, placement and overlap to create depth in a composition. **(VA:Cr2.2.3)**
4. Using crayons and watercolor paint, students will evaluate the use of resist to create texture and contrast. **(VA:Cr1.2.3)**
5. Using student created drawings and a collage element, students will create a composition of one of the seven wonders of the world utilizing all three depth devices. **(VA:Cr2.2.3)**

| | | | |
|--------------------|------------------------|------------|---------------|
| Vocabulary: | Great Pyramids of Giza | Sphinx | Depth Devices |
| | Size | Placement | Overlap |
| | Foreground | Background | Middle-ground |
| | Overlap | Resist | Wash |

Materials: Teacher Slide Show, Draw along activity, Sphinx collage element, Paper, Glue, Scissors, Crayons, Watercolor paint, colored pencils

Prerequisite Skills: Students should have experience with drawing, painting and scissors

Acquired Skills: Students will develop their ability to more accurately portray space in a two dimensional composition.

Motivation: Students will be motivated by exploring the mysteries surrounding pharaohs and mummies, as well as, the excitement of creating a 3 dimensional space of a 2 dimensional composition.

Art Advocacy: Pharaoh Portrait compositions in addition to all the Egypt inspired artwork will be proudly displayed in the hallway. The unit could culminate in a traveling art exhibit and/or an Egyptian party at the school.

Procedure:

Day 1: Teacher opens class with review over previously discussed Ancient Egypt material. Teacher shares origin of mummy story. Students examine artwork from pyramids, as well as, the Great Sphinx and the Pyramids of Giza. Teacher leads students in a landscape drawing depicting the pyramids of Giza. Students use remaining class time to color in the drawings they have created.

Day 2: Teacher opens class by reviewing previously discussed ideas. Teacher demonstrates using a wash to create a resist. Students will use a wash to fill in the skies of their previously started compositions. Students will use the remaining class time to color the sphinx collage element.

Day 3: Teacher will begin class by reviewing previously discussed material. Students cut out the collage element of their composition. Students will complete their Giza compositions by using glue to add the collage element. Students will use remaining class time to complete a self-evaluation to conclude this project.

Evaluation: Students will complete a self-evaluation/teacher check list on their craftsmanship and their ability to follow directions in the creation of their collage, and, their ability to create a drawing using depth devices independent of hided instruction.

Lesson VI:

Studio Egypt

Length of Class: 3 classes of 45 Minutes

Objectives:

1. Through working in groups students will help each other master the newly developed studio skills. **(VA:Cr 2.2.3, SEL 2C.2b.)**
2. Using collage, watercolor paint, crayons, colored pencils, glue and scissors, students will create their own compositions that portray space using the depth devices and reflect some element of the Ancient Egypt aesthetic. **(VA:Cr 2.2.3)**
3. Through completing a post test, students will realize the goal they had set at the beginning of this unit of study. **(SEL1C.2b)**

Prerequisite Skills: Prior to this lesson, students have had experience creating a resist, a wash, using colored pencils to create emphasis and unity, collaging, and using depth devices to create space in two dimensional artwork.

Motivation: Students will be properly motivated by the freedom to use new skills creatively and independently, also, the class will award a best in class ribbon.

Procedure:

- Day 1: Teacher calls class to order. Teacher assigns students to begin creation of their compositions that illustrate all of the new skills they have developed over the course of this unit. Teacher has centers set up and student helpers to monitor the centers. While students work teacher continually reviews Egyptian material in preparation for their test.
- Day 2: Students enter class with centers set up. Students get right to work on their Egyptian inspired compositions. While students work teacher continually reviews Egyptian material in preparation for their test.
- Day 3: Teacher calls class to order. Teacher distributes post-test. Students complete post-test and a self-evaluation/teacher checklist pertaining

their Egyptian inspired compositions. Teacher dismisses class once all assignments have been collected.

Evaluation: Students will be evaluated on their ability to successfully create their own composition that uses the new techniques, utilizes all three depth devices, and reflects some element of the Egyptian aesthetic by completing a self evaluation/teacher checklist. Students will also be evaluated on the learning over the course of the entire unit by completing the post-test.

Artifact VII:

Pre/Post-Test

Matching:

- | | | |
|-------|--|------------------|
| _____ | a ruler in Ancient Egypt | a. aesthetics |
| _____ | the symbols Ancient Egyptians used to write | e. Profile |
| _____ | Side view of the face | x. mythology |
| _____ | Philosophy of beauty | t. Cartouche |
| _____ | Often contained a name | r. Hieroglyphics |
| _____ | God who killed his brother out of jealousy | s. Set |
| _____ | God who avenged his father | n. depth |
| _____ | Mythical Beast with the body of a lion and the head of a pharaoh | h. pyramid |
| _____ | Tomb for a pharaoh | i. sphinx |
| _____ | Illusion of space in art | p. Osiris |
| _____ | Folklore that informs beliefs | g. Pharaoh |

Project Assessment: On the back of this paper draw a portrait that reflects the Egyptian aesthetic.

Short Answer:

The _____ river runs through the middle of Egypt and is one of the largest rivers in the world.

This river is important to life in Ancient Egypt because Egypt is in the middle of the _____ Desert.

A _____ is a thin layer of paint.

The _____ _____ is guard in front of the three pyramids of Giza

The walls of the pyramids are lined with _____ filled with hieroglyphics that say the pharaoh's name.

Extended Response: What Egyptian myth did we discuss in class? What happened in the myth? How does the myth portray a Disney movie?

Project Assessment: On the back of this paper make a drawing that uses all three depth devices. **Label all three.**

