

**Hieroglyphs at the Carlos
Pre- Visit Activities (Grades: 3rd-8th)**

Subject	ELA, Visual Arts
Pre-Visit Activity Goal	Establish foundational knowledge of geography and it's influence on the ways indigenous people live and create art.
Grade Level	3rd-8th
Learning Standards	VA3.RE.1, VA3.CN.1, VA3.CN.3, VA4.RE.1, VA4.CN.1, VA4.CN.2, VA4.CN.3, VA5.RE.1, VA5.CN.1, VA5.CN.3, VA6.RE.2, VA6.CN.1, VA6.CN.2, VA6.CN.3, VA7.RE.1, VA7.RE.2, VA7.CN.1, VA7.CN.2, VA7.CN.3, VA8.RE.1, VA8.RE.2, VA8.CN.1, VA8.CN.2, VA8.CN.3, ELASEKSL1, ELAGSEKSL2, ELAGSEKSL3, ELASEKSL6, ELAGSE1SL1, ELAGSE1SL2, ELAGSE1SL3, ELAGSE1SL4, ELAGSE2RL2, ELAGSE2RL3, ELAGSE2SL1, ELAGSE2SL2, ELAGSE2L3, ELAGSE2L6, ELAGSE3RL2, ELAGSE3RL3, ELAGSE3SL1, ELAGSE3SL3, ELAGSE4RL9, ELAGSE4SL1, ELAGSE4SL2, ELAGSE4L1, ELAGSE5RL7, ELAGSE5SL1, ELAGSE5SL2, ELAGSE5L1, ELAGSE5L3, ELAGSE5L3, ELAGSE6SL1, ELAGSE6SL2, ELAGSE6L3, ELAGSE7SL1, ELAGSE7SL2, ELAGSE7L1, ELAGSE7L3, ELAGSE8SL1, ELAGSE8SL2, ELAGSE8SL4, ELAGSE8L1, ELAGSE8L3
Materials	Colored pencils, crayons, or markers.
Vocabulary	Relief Cartouche Hieroglyphic
Extensions	<u>Slithering Through Egypt</u>

	Mummy Diaries & Past Mummy Cam Videos
List of Objects	Tomb Relief Mirror Djed-Pillar Tomb Relief of Nykateti

Pre Visit Activities (Grades: 3rd to 8th)

Prior to Virtual Tour

What to Expect

We cordially welcome you and your students to our exhibition “Hieroglyphs at the Carlos!”

During this virtual tour students will have the opportunity to explore the intriguing symbols that make up the Egyptian alphabet through objects and using it to compose words of their own. We will learn more about the connection between nature and pictorial expressions of the divine.

Through this experience students will develop their observation, analysis and interpretative skills while exploring the roles of religious, political, and societal themes in Egyptian culture.

Pre-Visit Questions

- How is texting, especially the usage of acronyms and emojis similar to how Egyptians used hieroglyphics to communicate.
- What are hieroglyphs?
- Where can I find Egyptian influence in my city?

Through the following discussions, students will build their critical thinking skills in order to understand the intersections of the visual arts with their daily academic subjects such as social studies and language arts.

Pre-Visit Vocabulary

Relief: A relief is a wall-mounted sculpture in which the three-dimensional elements are raised from a flat base.

Cartouche: Specifically pertaining to Egyptian hieroglyphs, it is an oval with a horizontal line at one end, indicating that the text enclosed is a royal name.

Hieroglyphic: A system of writing using symbols or pictures; also one of the symbols.

Pre -Visit Activity

Activity Goal: Identify where students can locate Egyptian inspired influences in the city of Atlanta. Encourage students in other cities to explore sites, objects, monuments, etc. based on Egyptian iconography.

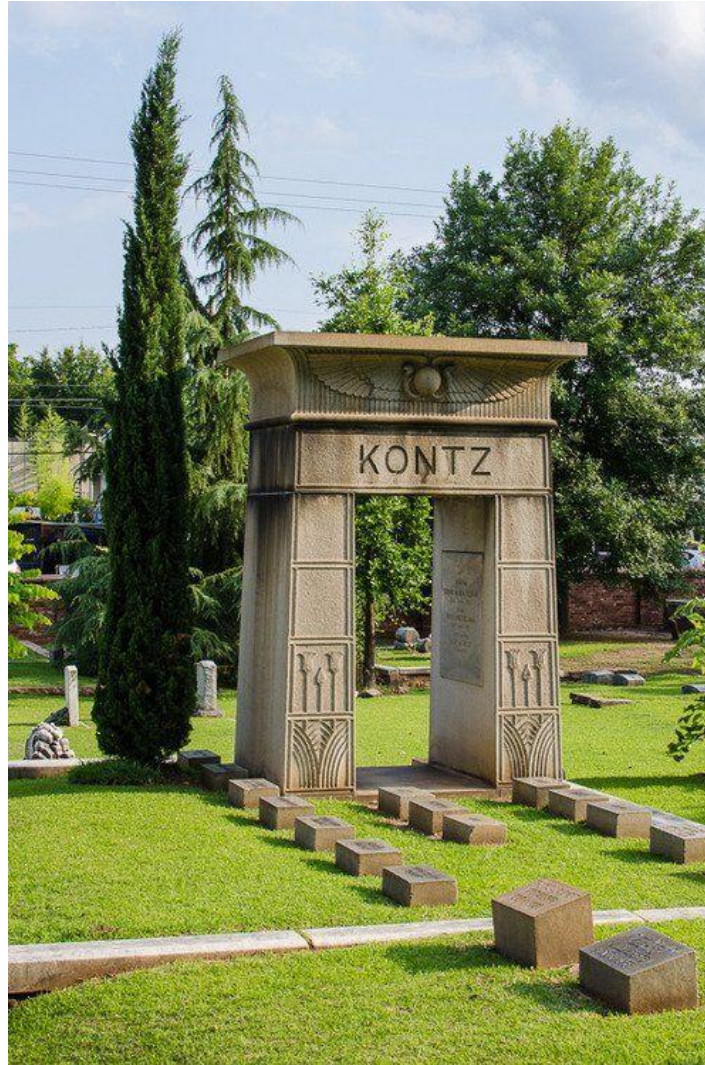
Materials: None

Activity Description:

Share the following information to lead students into a discussion about the subject.

The predynastic era or prehistoric period of ancient Egypt (approximately 3500 BCE) reveals a variety of examples of artistic expression ranging from sculpture, papyrus drawings, pottery, reliefs, and paintings. The most predominant themes centered around religious rituals, deities, nature, and a belief in life extending beyond death.

In America, beginning in the early part of the nineteenth century, through the middle of the twentieth century, everyday objects and architecture began to incorporate stylized components of Egyptian art. Examples of obelisks, pyramids, hieroglyphs, Egyptian motifs, patterns, and imagery of the sphinx can be found on furniture, architecture, jewelry and ceramics. Take a look at the following arch found inside the Oakland cemetery located in Atlanta.



What shapes or images do you see? Around the same time of the Egyptian revival, the rural cemetery movement took hold of the American public. During this time, alternative views outside of the popular Christian perspective of death and the afterlife were widespread. Some of these resembled those found in Egyptian ideology which lessened the separation between those who are living, and those who are deceased. In the case of the rural cemetery movement, families began to commune with one another in cemeteries.

At seven feet tall, the Kontz granite arch has a sun disk, lotus plant blossoms, serpents, and outstretched wings representing the sun god Ra.

Have students take a look at the following object found in the museum's collection and make comparisons with the Kontz arch. How are they alike? How are they different? Discuss what students believe the object is and what its purpose could be. Where would this object be found in ancient Egypt?



Inform students that this object is the *False Door of Hepeti and Her Mother Sahat* (2543-2120 BCE). Although not an actual door, false doors were placed in front of Egyptian tombs to symbolize the liminal space between the living world and the dead. Examine the scene depicted on the door more closely.



Created for Hepetii and her mother Sahat, the **relief** depicts them both in a seated position eating and drinking food from a table. The food, which served as an offering, was left by relatives at an altar located outside the door. Egyptians often left food and other common items they believed the deceased would need in the next life.



Offering Table, Egyptian, Old Kingdom, 2543-2120 BC, Black granite, Museum purchase, 14 1/2 x 6 3/8 x 3 1/2 in. (36.8 x 16.2 x 8.9 cm), 2010.037.001, Collection: Ancient Egyptian, Nubian, and Near East Art

- How is the custom of leaving offerings for the dead similar or different to the customs people perform today for loved ones who passed away?

The Fox Theatre which opened in 1929 is another example of how Egyptian artistic elements are fused with modern architecture. Share the following photos with students of the theatre.





(*Note: Alternatively, if photos are copyrighted (taken from visitor photographs on TripAdvisor), have students visit the Fox Theatre website and see if they can find the influences).

Post Activities (Grades 3rd-8th)

Subject	Visual Art, Social Studies, English Language Arts
Post Visit Activity Goal	Recall the significance of hieroglyphics in Egyptian culture by using the virtual tour as a reference.

Grade Level	3rd-8th
Learning Standards	<p>VA3.RE.1, VA3.CN.1, VA3.CN.3, VA4.RE.1, VA4.CN.1, VA4.CN.2, VA4.CN.3, VA5.RE.1, VA5.CN.1, VA5.CN.3, VA6.RE.2, VA6.CN.1, VA6.CN.2, VA6.CN.3, VA7.RE.1, VA7.RE.2, VA7.CN.1, VA7.CN.2, VA7.CN.3, VA8.RE.1, VA8.RE.2, VA8.CN.1, VA8.CN.2, VA8.CN.3, ELASEKSL1, ELAGSEKSL2, ELAGSEKSL3, ELASEKSL6, ELAGSE1SL1, ELAGSE1SL2, ELAGSE1SL3, ELAGSE1SL4, ELAGSE2RL2, ELAGSE2RL3, ELAGSE2SL1, ELAGSE2SL2, ELAGSE2L3, ELAGSE2L6, ELAGSE3RL2, ELAGSE3RL3, ELAGSE3SL1, ELAGSE3SL3, ELAGSE4RL9, ELAGSE4SL1, ELAGSE4SL2, ELAGSE4L1, ELAGSE5RL7, ELAGSE5SL1, ELAGSE5SL2, ELAGSE5L1, ELAGSE5L3, ELAGSE5L3, ELAGSE6SL1, ELAGSE6SL2, ELAGSE6L3, ELAGSE7SL1, ELAGSE7SL2, ELAGSE7L1, ELAGSE7L3, ELAGSE8SL1, ELAGSE8SL2, ELAGSE8SL4, ELAGSE8L1, ELAGSE8L3</p>
Materials	Pencil, paper, colored pencils

Post Activity - ELA (Grades 6th-12th)

Instructions

1. Have students compose a message using only the emojis and symbols available on their mobile devices.
2. Take turns sharing their messages via smartboard and see if the class can decipher the message.
3. Afterwards discuss the differences between communicating with hieroglyphs and emojis.

Instructions

1. Describe what three items you would want left in your tomb. Explain why you chose these items.

Instructions

1. Have a discussion or analyze how Egyptian art and architecture are different from any other cultures you learned about.

Post Activity - Visual Arts (Grades: K-12th)

Instructions

1. Using the Egyptian hieroglyph alphabet (insert), students will ____
2. Students can draw renditions of what the Egyptians thought the underworld would have looked like.
3. Students can draw self portraits in the style of the Egyptian pharaohs/pharaohess/god/goddesses. Use the Egyptian hieroglyph alphabet to spell out one adjective that would describe how they would like others to remember them. Have students surround their word inside the shape of a cartouche.
4. Have students create their own alphabet (letters A-Z) using symbols. Have them explain why they chose those symbols to represent certain letters.

**Post Activity - Social Studies
(Grades: 5th-12th)**

Instructions

- Apply what students have learned about Egypt and hieroglyphs to create compositions to answer the following questions.
1. Do you believe having hieroglyphs helped Egyptians become one of the most powerful empires in history? Why or why not?
 2. Discuss why you think hieroglyphs resemble snakes, birds, animals, etc.