

Egyptian Hieroglyphics

Social Studies and Art Integration project

by Dorcas Cordero and Debbie Cole

C.W.Otto Middle School



Anticipatory set for Egyptian Tablets

Reflection and rationale.

Background: Students analyzed and depicted elements of cave painting. TEACHER USED CAVE PAINTING TO EXAMINE AND PREDICT HUMAN ACTIVITY in ERA 1. Students created their own cave depictions with brown craft paper using charcoal. The examples were displayed throughout the hallway.

Era 2. Instructor started off with power point of Egyptian record keeping. The records were on tablets. Important events were carved on tablets. The students looked at the tablets and used the Art writing tools of: DESCRIPTION, ANALYSIS, INTERPRETATION AND JUDGEMENT. The students had a chart to fill in. Class discussion followed.

Lesson 1: Students studied the complexities of the written language of hieroglyphics.

Lesson 2: Students wrote their names in hieroglyphics.

Lesson3: Students created individual symbols to represent themselves that was unique. They had to write a one to two sentence explanation and add a border. Lettering and pictures.

Lesson 4: Egyptians did not put insignificant things on their tablets .Students were to find a quote that is representative of their values or feelings.

Lesson 5: Chose an important date

Lesson 6: Design and create your own clay tablet.

The tablets were displayed in a community event **Gallery of Pride**. This opportunity allowed them a learning opportunity to display and communicate their recorded events and and activities that were important to them. The Egyptians also practiced such, and also students experienced the form of storytelling that the Egyptians did. Students could think like them, communicate like them, and experience the process.



Egyptian Hieroglyphics

Social Studies and Arts Integration project

Dorcas Cordero and Deborah Cole

ART STANDARDS: ART VA .I.7.1, ART VA.II.7.1,2, ART VA III7.1,2,3, ART VA IV.7.1,2,3,ART VA V.7.4

SOCIAL STUDIES STANDARDS: 7.W2.1.1, 7W3.1.9,7.G2.2.1

In the Social Studies curriculum, eras are highlighted. Dorcas wanted her students to experience cave paintings as well as early documented and recorded information. We together studied cave paintings. Stone tablets were a means of agreement and documentation before the gods. What was the purpose of the symbols used? The following is our record of the lesson.

Picture Analysis- Cave paintings-Era One

What do you see? What do you think happened? What is the story? How were the paintings made? Where did the colors come from? Were there women? Why were certain animals predominant? Why does it appear that there is no "written language"?

Assignment-students will experience doing their own cave art with craft paper and charcoal.

Item analysis-Vases and tablets-Era Two

These items show signs of early record keeping. Why are certain types of symbols used? What do you notice and what do you see? What do you think the information on the tablets might be about? Why were symbols of the gods included? What do you think about what values people may have had? Hieroglyphics: who developed this form of writing? We decided to use Egyptian hieroglyphics because it is easier than cuneiform.

Assignment break down-display board

1. Learn and write some hieroglyphics
2. Write your name in hieroglyphics on the tablet
3. Create your own personal symbol ex. Heart, include a border on your tablet
4. Find and write a quote that represents your thoughts or values and add this

5. Chose a date that is special to you and include this on your tablet ex. Birth date
6. Complete your tablet making sure that the shape is what you want, that you have borders and lines to separate ideas, your name, a special date and a quote. Let dry and paint nicely with watercolor.

Deb's art class did some interactive "drama games"* to reinforce non-verbal cues and symbols. Some of the specific games included a type of charades called alphabet charades, clap around, as well as tableau. These games were intended to get the students to consider non verbal representation of ideas or words. Discussion and application of symbols as words was an additional activity.

The mediums selected to use for this project were SAX paper based clay and watercolor.

The paper based clay was used because of its ready to use, non-toxic, easy clean, and air-harden qualities. The clay was also packaged in tablet type form. Watercolor was used to give the students opportunity to individualize their creations without too much permanence of color. The funds for these materials and for procuring a substitute for planning and for Ms. Cole's classes to move into Mrs. Cordero's room were thankfully provided for by a Department of Education grant called PAINTS.

At the end of March, C.W. Otto Middle School had its first annual GALLERY OF PRIDE to display in an open house type of forum. These were highlights of student projects up to this point. Attendees were parents, at least one school board member and Dr. Terri Spencer from the district curriculum department. The tablets were **all** displayed in Mrs. Cordero's room. It was one of the highlights of the evening. We have selected our personal favorites for you to view. Most of the other students were delighted to be able to take their work home.

*The Drama Game File Companion Notebook, by Jonas Basom, copyright 2007, available at www.DramaEd.net

