

# Rosicrucian Egyptian Museum - Pre-Visit Lesson

Welcome to the pre-visit lesson plan for the Rosicrucian Egyptian Museum! We believe it is crucial for students to engage in this preparation before their visit. Our goal is to introduce them to the “See, Think, Wonder” thinking routine by Project Zero and apply it to museum artifacts. Using digital representations and a 3D tour, students will familiarize themselves with the museum's layout and context, so that they can have an excellent experience exploring the museum.

## Objectives

1. Introduce basic Project Zero thinking routines.
2. Familiarize students with the Rosicrucian Egyptian Museum's layout and key exhibits.
3. Provide basic context about ancient Egypt.

## Common Core State Standards:

For English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects:

1. **CCSS.ELA-LITERACY.RI.6.1:**
  - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. **CCSS.ELA-LITERACY.SL.6.1:**
  - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
3. **CCSS.ELA-LITERACY.W.6.7:**
  - Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
4. **CCSS.ELA-LITERACY.W.6.9:**
  - Draw evidence from literary or informational texts to support analysis, reflection, and research.

## Tech Requirements:

1. Materials: Internet-connected computer connected to a projector and speakers.
2. View 3D tour of museum on web browser : <https://egyptianmuseum.org/360-museum-tour>.

3. View 3D models of artifacts on projector in web browser:  
<https://sketchfab.com/egyptianmuseum>.
4. View YouTube video with audio: [https://www.youtube.com/watch?v=oKV\\_S5NpDdc](https://www.youtube.com/watch?v=oKV_S5NpDdc).

## **ENGAGE: (5 minutes)**

### ***Activity:***

Ancient Egypt: Fact or Cap

*Read each statement and have students guess if the statement is fact or cap (false).*

**Statement 1:** The Great Pyramid of Giza was the tallest man-made structure in the world for over 3,800 years.

**Context:** This is a fact. The Great Pyramid of Giza held this record until the construction of the Lincoln Cathedral in England in 1311.

**Statement 2:** Cleopatra was of Greek descent, part of the Ptolemaic dynasty that ruled Egypt after Alexander the Great's conquest.

**Context:** This is a fact. Cleopatra VII was part of the Macedonian Greek royal family that took control of Egypt after Alexander's empire was divided.

**Statement 3:** The pyramids were built by slaves.

**Context:** This is cap. Evidence shows that the pyramids were built by paid laborers and skilled workers, not slaves.

**Statement 4:** Ancient Egyptians used toothpaste and toothbrushes to clean their teeth.

**Context:** This is a fact. The Egyptians created early forms of toothpaste from ingredients like crushed eggshells and ashes.

**Statement 5:** Pharaohs would often wear glasses made of melted sand to improve their vision.

**Context:** This is cap. Glasses were not invented until much later in history, around the thirteenth century.

**Statement 6:** The ancient Egyptians invented the concept of a 365-day calendar.

**Context:** This is a fact. The Egyptians developed a calendar based on the solar year to help with agricultural planning.

**Statement 7:** Ancient Egyptians believed that the brain was the most important organ and preserved it carefully during mummification.

**Context:** This is cap. The brain was actually discarded, while the heart was considered the most important and often left inside the body.

**Statement 8:** Cats were considered sacred in ancient Egypt and harming one could result in severe punishment.

**Context:** This is a fact. Cats were associated with the deity Bastet and were highly revered in ancient Egyptian society.

**Statement 9:** The curse of the pharaohs is real and causes death to those who disturb tombs.

**Context:** This is cap. The so-called "curse" is a myth. Many of the people involved in tomb discoveries lived long, healthy lives.

**Statement 10:** The Sphinx was built by aliens.

**Context:** This is cap. The Great Sphinx of Giza was built by ancient Egyptians, most likely during the reign of Pharaoh Khafre around 2500 BCE.

## **EXPLORE: (10 minutes)**

### ***Activity:***

Take a quick, 3D virtual tour of the Rosicrucian Egyptian Museum and learn our layout. This is to create familiarity with and encourage exploration at the museum.

### ***Resource:***

3D Tour of the Rosicrucian Egyptian Museum: <https://egyptianmuseum.org/360-museum-tour>.

### ***Instruction:***

- Explain to students that they will be traveling to the Rosicrucian Egyptian Museum on Friday!
- Lead a short 3D tour to orient them to the galleries so that they are better prepared to make the most use of their time.
- Pull up the 3D tour on a projector at the front of the class.

- Guide students through the tour, pointing out the four main galleries and letting them ask questions.
- Inspect the museum and look at a few artifacts on the tour, modeling the “See, Think, Wonder” routine in your vocabulary to pre-teach.

## **EXPLAIN: (10 minutes)**

### ***Activity:***

Introduce the "See, Think, Wonder" routine.

### ***Explanation:***

- **See:** Describe the artifact in detail.
- **Think:** What might be its purpose?
- **Wonder:** What questions do you have?

### ***Instruction:***

- Watch a short video from Harvard’s “Project Zero” about thinking routines as a class: [https://www.youtube.com/watch?v=oKV\\_S5NpDdc](https://www.youtube.com/watch?v=oKV_S5NpDdc).
- Ask students to now attempt to try to use “See, Think, Wonder” on some artifacts they will see at the museum.

## **ELABORATE: (10 minutes)**

### ***Activity:***

Students work as a group, then in pairs, to apply "See, Think, Wonder" to two artifacts from the Sketchfab collection.

### ***Resource:***

Sketchfab Models of Artifacts: <https://sketchfab.com/egyptianmuseum>

### ***Instruction:***

- Distribute “See, Think, Wonder” Handouts.
- Work together to as a class to practice “See, Think, Wonder.”
- Model thinking strategies and styles of approaching the artifact.

### **Example Questions:**

#### **SEE:**

- What details do you notice on this artifact?
- Can you identify any symbols, figures, or patterns?

- What materials do you think this artifact is made from?
- What colors can you see on this artifact?
- Are there any signs of wear or damage?

**THINK:**

- What do you think this artifact was used for?
- Who do you think might have made or used this artifact?
- How do you think this artifact was created?
- What does this artifact tell you about the people who made it?
- How do you think this artifact was important in ancient Egyptian society?

**WONDER:**

- What do you wonder about the history of this artifact?
- What questions do you have about how this artifact was discovered?
- What would you like to know about the daily life of someone who used this artifact?
- Why do you think this artifact has survived for so long?
- What more would you like to learn about the symbols or images on this artifact?

Further Instruction:

- Choose a new 3D artifact as a class, then let them complete the process independently.
- Extension: Have students discuss their ideas in pairs then share out with the whole class.
- Extension: Discuss how learning to investigate is the most important skill of researchers.

**EVALUATION ACTIVITY: (10 minutes)**

***Choosing a Research Focus:***

Students will select a research topic from a simplified list of twelve topics related to ancient Egypt.

***Specialized Expeditions:***

We have created twelve unique “expeditions” for your students to investigate during their museum visit. These topics will be their focus upon arrival.

You can print the "expedition cards" from the provided file or use the ones available at the museum. Inform students that while exploring the museum, it is valuable to look at many exhibits but focus on what interests them the most.

***Completing the "Tomb Ticket":***

Students will need to complete the "Tomb Ticket," which includes the thinking routine practiced in class. It also has boxes to stamp in each gallery, with the final being in the Rock Cut Tomb, the four gallery stamps are required for access to the tomb in addition to locating two artifacts. Groups must enter with their full chaperone group and cannot leave any members outside, so collaboration is strongly encouraged.

Research Topics:

1. The Jewelry of the Nile.
2. The Story of Isis, Horus, and Osiris.
3. Cats in Ancient Egypt.
4. Women of Giza.
5. Hathor.
6. The Art of the Pharaohs.
7. Mummification.
8. Scarabs in Egyptian Culture.
9. The Writing of Ancient Scribes.
10. Sekhmet: The Fierce Goddess.
11. The Treasures of Tutankhamun.
12. Thoth.

***Teacher Instruction:***

- Provide a brief description of each topic.
- Pass out and assign expedition cards or ask students to think about which one they will choose when they arrive at the museum.
- Introduce the Tomb Ticket and explain that their whole group must finish the tomb ticket to enter the Rock Cut Tomb with a chaperone.

***Activity:***

Students complete an exit ticket with one new thing they learned about thinking routines and one question they have about their upcoming museum visit.

Activity Instruction:

- Collect exit tickets to assess understanding and curiosity.

## **LOGISTICS AND EXPECTATIONS: (10 minutes)**

### ***Activity:***

Discuss the final plan for the museum visit, including schedule, behavior expectations, and any specific instructions.

### **Rosicrucian Egyptian Museum Behavior Policies:**

1. Stay with your chaperone group at all times.
2. Speak softly (library voices) and walk gently through the museum.
3. Do not run or jump inside the museum.
4. Do not touch the exhibits or statues.
5. Maintain a distance of at least one foot from all exhibits.
6. Photography is encouraged, but no flash photography.
7. No food or drinks are permitted inside the museum.
8. Be respectful to other guests at all times.
9. Backpacks are not allowed inside, except for the Group Leader's backpack.
10. Follow all instructions given by museum staff.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## See Think Wonder: Exploring Ancient Egyptian Artifacts

*Rosicrucian Egyptian Museum Visit Handout*

Welcome to your adventure into the world of ancient Egypt! Today, we will practice the “See, Think, Wonder” routine to explore our fascinating 3D artifacts. This activity will help you learn how to observe closely, think deeply, and ask questions about what you see. Let’s get started!

### Round 1 - Working Together

Artifact Name or Description: \_\_\_\_\_

#### SEE:



Look carefully at an artifact.

Questions to Guide Your Observations:

- What colors do you see?
- What shapes and patterns are there?
- What materials is it made of?
- What size is the artifact?
- Are there any details that stand out?

#### THINK:



Consider what you think is happening with this artifact.

Questions to Guide Your Thoughts:

- What might this artifact have been used for?
- Who might have used it?
- What stories does it tell?
- Why do you think it was made?
- How do you think it was made?

#### WONDER:



Ask questions about the artifact, you don’t need to know the answers!

Questions to Guide Your Wondering:

- What do you wonder about when you see this artifact?
- What more would you like to know?
- Why is this artifact important?
- What questions do you have about its history or creation?



## Round 2 - Practicing Together

Now let's try the routine together with a new artifact. Record your class's observations below:

*Artifact Name or Description:* \_\_\_\_\_



**SEE:** (What do we see?)



**THINK:** (What do we think?)



**WONDER:** (What do we wonder about, what makes us curious?)

## Round 3 - Your Turn to Explore, Independent Practice

*Artifact Name or Description:* \_\_\_\_\_

**SEE:**

- I see...

**THINK:**

- I think...

**WONDER:**

- I wonder...

# Scarabs in Egyptian Culture

## *Beetle Hustle*



Hello, Beetle Buffs. Do you know what little bug had a very big job in Egyptian mythology? Scarab beetles were a popular symbol in ancient Egypt, representing rebirth and the cycle of life. These small amulets were often made of stone or faience and inscribed with hieroglyphics. Egyptians believed scarabs offered protection and good fortune. They were used in jewelry, placed in tombs, and carried as lucky charms. Let's discover the magic of scarabs through some fascinating artifacts that highlight their role in Egyptian culture.



For each of these artifacts you will use the thinking routine:

**See, Think, Wonder**



**Gallery A:** Find this little beetle scattered throughout the gallery. Do you think you can find them all?

**Gallery B:** Look for the two carved faience beetles. These heart scarabs were placed over the body to take the hearts place should anything happen to it.

**Gallery C:** Discover the large blue scarab with its wings stretched out. The wings were believed to connect to the scarab-faced god Khepri, god of creation and the rising sun.

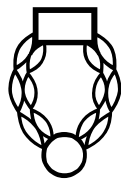
**Gallery D:** Search for a large blue bead. Scarabs pushed large balls carrying their eggs across the desert and Egyptians believed a massive beetle pushed the sun through the sky in a similar way.

# The Jewelry of the Nile

## *Nile's Drip*



Greetings, Jewelry Enthusiasts. Do you know how jewelry reflected the beliefs and social status of ancient Egyptians? Jewelry in ancient Egypt was not just for decoration; it had symbolic meaning and was believed to offer protection. All Egyptians wore rings, necklaces, bracelets, and amulets made from gold, precious stones, and colorful beads that showed their status and beliefs. Jewelry often depicted deities, animals, and symbols that were important to their culture. Let's explore the beautiful and meaningful jewelry worn by the ancient Egyptians through some stunning artifacts that highlight their artistry and craftsmanship.



For each of these artifacts you will use the thinking routine:

### See, Think, Wonder



**Gallery A:** Find the necklace made of blood-red carnelian stones and a matching pair of earrings. The red represented the blood of Isis and the seated baboon at the base represented Thoth.

**Gallery B:** Search for a necklace made of ladder-strung shells with a greenish pendant. Hathor, the deity of beauty, was associated with the sea and people wore shells to honor her.

**Gallery C:** Look for a massive blue collar necklace with a variety of beads hanging from the wall. This was worn by both the living and the dead, with the color blue representing the Nile River, the sky, and the home of their deities.

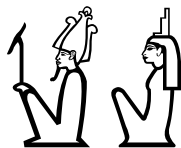
**Gallery D:** Seek out the shield-shaped disk with the head of a lioness at the top. This item was worn by priests and offered protection and symbolized the power of Sekhmet.

# The Story of Isis, Horus, and Osiris

## *Feuds of the Deities*



Welcome, Mythology Buffs. Do you know what roles Isis, Horus, and Osiris played in ancient Egyptian mythology and daily life? They are the three most recognizable deities in ancient Egyptian mythology. Osiris, the deity of the afterlife, was the husband of Isis, the deity of magic and motherhood. Their son, Horus, was the deity of the sky and kingship. Their stories were filled with drama, love, and battles; together, they formed a powerful trio. They represented and influenced many aspects of Egyptian life and religion. Let's explore their significance through some amazing artifacts that illustrate their roles in mythology and Egypt.



For each of these artifacts you will use the thinking routine:

### See, Think, Wonder



**Gallery A:** Look for three falcon mummies; one stands tall in a tiny coffin, and the other two lay unwrapped at its feet. Falcons were the representation of the deity Horus, the king of the living and the deities.

**Gallery B:** Find five fragments of a wooden coffin covered in color and deities. Osiris appears four times, seated with his arms crossed. Osiris is the king of the underworld and death, mirroring his son Horus.

**Gallery C:** Search for Isis, kneeling on the ground, her arms lost to time. She wears a large chair-like headdress. As the ideal wife, she mourned her husband so much that her tears flooded the Nile.

**Gallery D:** Seek out the broken stone that shows a man and a woman holding a sistrum, an instrument resembling a maraca. Egyptian art features many couples to mirror the ideal husband and wife Osiris and Isis.

# Cats in Ancient Egypt

## Pharaoh's Cat Craze



Hello, Cat Specialists. Do you know why cats were so highly valued and protected in ancient Egypt? In Egypt, cats were more than just pets; they were protectors and symbols of good luck. People believed cats could guard their homes from pests and evil spirits. They were so important that harming a cat could get you into serious trouble. The deity Bastet, with the head of a cat, represented home and family. Egyptians loved cats so much that they even mummified them. Let's explore these treasured furry friends.



For each of these artifacts you will use the thinking routine:

See, Think, Wonder



**Gallery A:** Discover the life like white wooden cat-shaped coffin. Notice the intricate details and craftsmanship that show the respect given to cats.

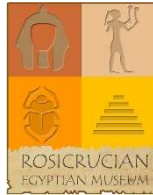
**Gallery B:** Find the black statue of the cat deity Bastet, seated gracefully. It was placed in homes to offer protection and symbolize domestic harmony.

**Gallery C:** Check out this tiny votive kitten mummy. Ancient Egyptians made these to honor cat deities and seek their favor.

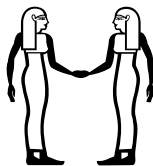
**Gallery D:** Observe this small statue of Sekhmet standing tall with her sun disk and serpent headdress. Sekhmet, with her lioness head, represents the fierce and protective nature attributed to cats.

# Women of Giza

## Giza Girl Bosses



Welcome, Aspiring Historians. Do you know the roles and rights women had in ancient Egyptian society? Women in ancient Egypt had many rights and could own property, run businesses, and even become pharaohs. Girls often learned from their mothers, helping with household tasks and preparing for adult life. Women were respected for their roles as mothers and caregivers, and some even worked as priestesses or scribes. They also played important roles in religion and politics. Today, let's explore the amazing lives of women and girls in ancient Egypt through some fascinating artifacts that show their importance within Egyptian society.



For each of these artifacts you will use the thinking routine:

### See, Think, Wonder



**Gallery A:** Discover "Sherit," a child mummy adorned with a gold-plated mask and jewelry. This artifact reflects the care and love her parents had for their "little one."

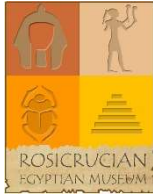
**Gallery B:** Can you find all of the handheld mirrors, both worn and preserved? Mirrors like these symbolized the eternal beauty and significance of women in Egyptian society.

**Gallery C:** Examine the statue of Isis holding baby Horus on her lap. This powerful image shows the maternal care and divine connection between mother and child.

**Gallery D:** Look for the wooden stele with Ma'at's wings spread at the top, the Nile boat sailing beneath, and the hieroglyphics that tell her story at the bottom. This was dedicated to a temple singer in the largest temple of the deity Amun.

# Hathor

## Good Vibes



Greetings, Joy Bringers. Do you know how important Hathor was in Egyptian daily life? Hathor was the deity of love, beauty, music, and fertility. She was often depicted as a cow or a woman with cow horns. Hathor was a beloved deity, associated with joy and celebration. She played a key role in many festivals and rituals, bringing happiness and prosperity. Let's explore the charm and influence of Hathor through some beautiful artifacts that show her significance in daily life and worship.



For each of these artifacts you will use the thinking routine:

### See, Think, Wonder



**Gallery A:** Look for the small wooden comb with a few broken bristles next to other beautification products. To be beautiful and composed in ancient Egypt was to honor the deity Hathor.

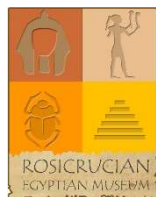
**Gallery B:** Discover a variety of small ceramic containers ranging from white, black, and green. These held kohl for eyeliner, which was not just for looks but also to protect from the harsh sun.

**Gallery C:** Search for a bronze staff head that has an ornate cow head with horns flanked by two serpents. Priests would carry these to protect from evils both seen and unseen.

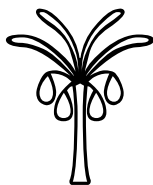
**Gallery D:** Find a limestone sistrum that has a cow's head on its handle and three seated lions, one on top, two at the base. Hathor was Sekhmet's opposite, peace and love meant to balance out destruction.

# The Art of the Pharaohs

## Pharaoh's Paint



Greetings, Color Critics. Did you know the use of colors in ancient Egyptian art had a much deeper meaning than just looking pretty? Color played a significant role in ancient Egyptian art and symbolism. Different colors had different meanings and were used to convey messages and emotions, but the meaning changed depending on how they were used. The use of color in tombs, temples, and everyday objects reveals much about ancient Egyptian beliefs and aesthetics. Let's explore the vibrant world of color in ancient Egypt through some colorful artifacts that highlight their artistic skills and cultural meanings.



For each of these artifacts you will use the thinking routine:

### See, Think, Wonder



**Gallery A:** Find all the objects in Gallery A that use blue, the color of the Nile, the sky, and the deities. This color represented eternity and rejuvenation.

**Gallery B:** Find all the objects in Gallery B that use red, the color of power, the hot sun, and the desert. This color was mostly worn by the wealthy.

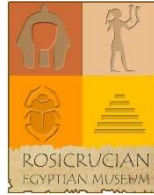
**Gallery C:** Find all the artifacts in Gallery C that use green, the color of life and vegetation, death and rebirth, and protection. This color was mostly associated with Hathor and Osiris.

**Gallery D:** Find all the artifacts in Gallery D that use black, the color of death, darkness, and the Nile soil. Afterlife deities like Anubis and Osiris (called "the black one"), were painted in black.



# The Writing of Ancient Scribes

## *Scribal Scribbles*



Hello, Young Scribes. Do you know what it took to be an Egyptian scribe? Being a scribe in ancient Egypt was a prestigious job. Boys who trained to be scribes learned to read and write hieroglyphics, keeping records for the Pharaoh and the government. Scribes were highly respected and played an important role in society. They used reed pens and ink to write on papyrus scrolls and recorded everything from taxes to magical spells. Today, let's dive into the daily life of a scribe and see some of the tools and artifacts they used.



For each of these artifacts you will use the thinking routine:

### See, Think, Wonder



**Gallery A:** Find the coffin with a woman's beautifully painted face. The back and inside are covered in hieroglyphics with protective spells for her journey through the afterlife.

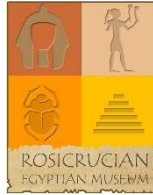
**Gallery B:** Search for the small, black gabbro stone mortar and gumdrop-shaped pestle. Used by scribes and their students, it was a portable tool for grinding inks.

**Gallery C:** Look for the seated smiling baboon on top of an incense burner. It represents the deity Thoth, the patron of scribes, and mirrors the sitting position for working scribes.

**Gallery D:** Seek out a broken, triangle-shaped stone fragment with damaged royal cartouches, ripped from temple walls. This was an attempt to erase the person's name from history, showing the importance of the written word.

# Sekhmet: The Fierce Deity

## *Sekhmet: Boss Babe*



Greetings, Female Deity Enthusiasts. How much do you know about Sekhmet? Sekhmet was the fierce lion-headed deity of war, healing, and protection. She was believed to bring both destruction and healing. Pharaohs invoked Sekhmet's power for victory in battles and to ward off disease. Her statues and depictions show her strength and importance in Egyptian mythology. Sekhmet was also associated with the sun deity Ra. Let's learn about the powerful deity Sekhmet through some significant artifacts that highlight her role and influence in ancient Egypt.



For each of these artifacts you will use the thinking routine:

### See, Think, Wonder



**Gallery A:** Look for the standing cat mummy with cubic wrappings and a drawn-on face. This was a religious offering sent into the afterlife with a prayer either for Sekhmet or Bastet.

**Gallery B:** Daily life holds many house cats, but can you find the hidden wounded lioness?

**Gallery C:** Search for the standing statue of the lion-headed goddess holding a papyrus staff. Statues like this one were placed in temples during a plague in hopes that Sekhmet would heal the sick.

**Gallery D:** Discover the small standing statue of Sekhmet with her sun disk and serpent headdress. Sekhmet was associated with the sun deity Ra and the powerful serpent Wadjet.

# The Treasures of Tutankhamun

## *Tut's Epic Loot*



Greetings, Treasure Hunters. How much do you really know about the famous boy king? Tutankhamun, also known as King Tut, is one of the most famous pharaohs of ancient Egypt. Although he ruled for a short time, his tomb was discovered nearly intact, filled with treasures that have captivated the world. King Tut's golden mask and other artifacts provide a glimpse into the wealth and splendor of ancient Egypt. His tomb's discovery also gave us invaluable insights into Egyptian burial practices and art. Let's explore the legacy of Tutankhamun through some remarkable artifacts that highlight his life and times.



For each of these artifacts you will use the thinking routine:

### See, Think, Wonder



**Gallery A:** At the bottom of the stairs, find the large golden sarcophagus of the boy king. His death mask is one of the most recognizable symbols of ancient Egypt.

**Gallery B:** Search for a wooden board game with blue faience playing pieces. This is Senet, a game the nine-year-old King Tut likely would have played.

**Gallery C:** Search for a red stone head missing half of its face. Most of Tut's statues were eventually destroyed by a successor named Horemheb in the hope of making Egyptians forget about him.

**Gallery D:** Look for the large standing statue of a pharaoh with his arms crossed over his chest. This was Tut's father Akhnaton, a controversial pharaoh whose name was also almost erased from history.

# Thoth

## *Thoth's Mic Drops*



Welcome, Wisdom Seekers. Do you know how many jobs Thoth had? Thoth was the deity of wisdom, writing, and knowledge. He was often depicted as a man with the head of an ibis bird or a baboon. Thoth played a crucial role in maintaining the universe and recording the deeds of the other deities and humans. Scribes looked to Thoth for guidance and inspiration. He was also associated with the moon and credited with establishing Egypt's calendar. Let's delve into the many roles of the deity Thoth.



For each of these artifacts you will use the thinking routine:

### See, Think, Wonder



**Gallery A:** Look for a seated baboon covered in wrappings. Thoth is often depicted as a baboon scribe who gave the gift of language to the Egyptians.

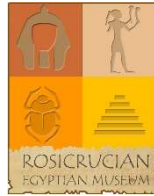
**Gallery B:** Search for a large granite statue of a seated royal scribe. Thoth was the scribe of the underworld and mediator of the deities. His most common worshippers were fellow scribes.

**Gallery C:** Find the small statue of a man stepping forward with an ibis headdress. Thoth was associated with the phases of the moon and ibises because their beaks resemble a crescent moon.

**Gallery D:** Writing was believed to help heal, so Thoth was also a patron of physicians. Can you find a few medical tools in this gallery?

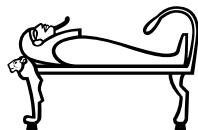
# Mummification

## *Get Wrapped for the Afterlife*



Greetings, Future Archeologists. How much do you know about ancient Egyptian mummification?

Mummification is when soft tissues and organs have been preserved by exposure or lack of exposure to certain elements to help stop decay. Ancient Egyptians mummified their dead because they believed an intact body helped the person live on in the afterlife. How they did this depended on the dynasty and how rich a person was. The poor would use natural mummification and were buried out in the desert. The rich had far more steps, lets learn about some of the tools and practices used in mummification.



For each of these artifacts you will use the thinking routine:

### See, Think, Wonder



**Gallery A:** Find Usermontu, a well preserved mummy whose wrappings are falling away and his arms are crossed over his chest. Crossed arms in mummification was typically only for royalty.

**Gallery B:** Look for two wide glass eyes with blue eye lashes staring back at you. During the mummification process, the real eyes dried out and were replaced with these false eyes.

**Gallery C:** Search for four limestone jars in varying sizes, three of their lids resemble human faces. These jars preserved the large organs of mummies to keep the body from decaying.

**Gallery D:** Find the long plant fibers that resemble coarse blonde hair. Flax plants were woven into fine linen mostly used for mummy wrappings.

# Tomb Ticket

Name: \_\_\_\_\_ Expedition: \_\_\_\_\_

## Complete this Ticket to gain entry into the Rock Cut Tomb!

1. Choose two artifacts from your expedition and complete the thought routines.
2. Explore the galleries and find all the stamps. The final stamp is at the end of the tomb.

### Artifact 1 -



SEE:



THINK:



WONDER:

### Artifact 2 -



SEE:



THINK:



WONDER:

*Find all five stamping stations*

|                      |                      |                      |                      |             |
|----------------------|----------------------|----------------------|----------------------|-------------|
|                      |                      |                      |                      |             |
| <b>Gallery<br/>A</b> | <b>Gallery<br/>B</b> | <b>Gallery<br/>C</b> | <b>Gallery<br/>D</b> | <b>Tomb</b> |



## Follow-Up Classroom Instruction for Monday

### Simplified Objectives:

1. Connect students' learning from the museum visit.
2. Encourage collaboration and synthesis of information.
3. Facilitate presentation and reflection on their learning.

### Materials Needed:

- Laptop and projector for video and slides.
- Handouts with map, simplified research topics, and thought catcher worksheets.
- Exit tickets.
- Poster or slide templates.

### **ENGAGE: (5 minutes)**

#### ***Activity:***

Brief class discussion about the museum visit. Students share highlights.

#### ***Instruction:***

Prompt students with simple questions about their favorite artifact, exhibit, or something new they learned.

### **EXPLORE: (10 minutes)**

#### ***Activity:***

Students pair up with a classmate who specialized in a different topic. Each pair shares their notes or returned tomb ticket.

#### ***Instruction:***

Provide a guided worksheet with prompts to facilitate discussion.

## **EXPLAIN: (10 minutes)**

### ***Activity:***

Pairs join another pair to form small groups. Each student explains their topic using the "Connect, Extend, Challenge" routine.

### ***Instruction:***

Simplify the routine:

- **Connect:** How does your topic connect to another topic in your group?
- **Extend:** How has your understanding grown?
- **Challenge:** What questions do you still have?

## **ELABORATE: (15 minutes)**

### ***Activity:***

Each group creates a simple poster or slide summarizing their topics and connections.

### ***Instruction:***

- Provide templates and examples to guide the creation process.
- Encourage use of visuals and bullet points.

## **EVALUATE: (15 minutes)**

### ***Activity:***

Groups present their projects to the class. Brief Q&A session after each presentation.

### ***Instruction:***

- Keep presentations short (2-3 minutes per group).
- Use a simple rubric for evaluation focusing on clarity and content.

## **LOGISTICS AND EXPECTATIONS: (5 minutes)**

### ***Activity:***

Review any additional instructions or reflections related to the museum visit.

### ***Instruction:***

- Provide a summary and allow students to ask final questions.