**Topic: Egyptian Pyramids and Biographies – Interactive Internet Lesson**

| Grade Level: 7 | Duration: 1 hour |

**Objectives**

- Students will be able to define pyramid, Egyptian pyramids, tomb, pharaoh, Saqqara, ancient, and structures.
- Students will be able to utilize internet resources to find definitions, explanations and answers to questions.

**Lesson Context**

This lesson is the first in a five-part unit about the Egyptian pyramids. It introduces the concept of a pyramid, and the uses of pyramids in ancient Egypt.

**Resources**

- Computers with internet access
- Writing utensils
- Copies of appendices for each learner

**Opening Activity**

- Ask learners if they know what a pyramid is (from math class; some may already know that pyramids are ancient structures in Egypt).
- [Pass out Appendix A: Concepts introduction] and ask learners to complete it individually or in groups, and be prepared to share their answers.

Share answers as a class to prepare for the main activity.
Main Activity

- Tell learners the following, or use a description from a textbook the class uses, or your own research:

  *Ancient Egyptians believed in life after death. Mummified bodies of the deceased were preserved in tombs to provide a home for the spirit. Though plain on the outside, tombs were richly decorated inside. Real objects and pictures of objects were put into tombs for the use of the spirit of the deceased in the afterlife. To the ancient Egyptians, pictures of objects had the same power as actual objects to provide for the needs of the spirit. Pictures of food and drink, and making and growing food were important to nourish the spirit. Cookware, cosmetic items such as make-up and perfume (used by both men and women), jewelry and clothing were included. Pictures of members of the deceased’s family, and written and pictured promises of offerings to be given at the tomb by family members were recorded. Hieroglyphic inscriptions, which included the name of the deceased, were also included.*

- Split students into small groups (students can also work individually), and tell them they are going to use internet resources to find answers to important questions about the pyramids in Ancient Egypt. [Pass out Appendix B: Web Search Report] and instruct students to complete in their pairs or groups.

Assign the web search report as homework if necessary, or review the answers as a group, and ask learners to save the reports to help them with the next several lessons about pyramids.
## Appendix A: Concepts Introduction

**Directions:** The words and phrases listed below are important to learning about Ancient Egypt and the Egyptian pyramids. Below, define the words and phrases with the help of an internet search. **Remember to provide context.** Someone reading your definitions should understand more than the simple meaning of the word, but how it is used, or why it might be important.

1. **pyramid:**

   ____________________________________________________________
   ______________________________________________________________________

2. **Egyptian pyramids:**

   ____________________________________________________________
   ______________________________________________________________________

3. **tomb:**

   _______________________________________________________________
   ______________________________________________________________________

4. **Pharaoh:**

   ____________________________________________________________
   ______________________________________________________________________

5. **Saqqara:**

   ____________________________________________________________
   ______________________________________________________________________

6. **ancient:**

   ____________________________________________________________
   ______________________________________________________________________

7. **structures:**

   ____________________________________________________________
   ______________________________________________________________________
Appendix B: Web Search Report

1. Why were the Egyptian pyramids constructed? For what purpose were they used? The Egyptian pyramids were built as tombs for the country’s Pharaohs and their consorts during the Old and Middle Kingdom periods.

2. Who designed the pyramids? Imhotep

3. Why are the structures called “pyramids”? What makes something a pyramid? They are called pyramids because they are like the geometric shape of a pyramid. They have four triangular sides and their sides come together at the top. They have a square base. A pyramid has triangular sides that come to a point at the top.

4. In what city is the “Great Pyramid Located? Giza

5. Which is the oldest Egyptian pyramid? Where is it? Pharaoh Djoser’s Pyramid / it is in the Saqqara burial ground / built 2670 BCE

6. Are the Egyptian pyramids the only pyramids in the world? Explain. No, the Egyptian pyramids are not the only pyramids in the world. There are also pyramids in Sudan, Nigeria, Greece, Spain, China, Mexico, and the United States.

7. Do people still build pyramids? If they do, how are they different from the Egyptian pyramids? Yes. Lots of new pyramids have been built since the Egyptians constructed their pyramids. One example is the Louvre pyramid in Paris, France. It has the same shape as the Egyptian pyramids, but it is made of glass and metal. It is not used as a tomb. It is used as the entrance to the Louvre museum.
## Topic: Egyptian Pyramids and Biographies – Interactive Internet Lesson part 2

### Grade Level: 7  
### Duration: 1 hour

### Objectives
- Students will be able to navigate to a website by typing in a web address.
- Students will be able to describe the components of an ancient Egyptian tomb.
- Students will be able to describe the process by which ancient artifacts are procured and transported to museums.

### Lesson Context
This lesson is the second in a five-part unit about the Egyptian pyramids. It uses a rich and interactive online activity from the Metropolitan museum of art. This lesson provides an excellent opportunity for a teacher to prepare materials for the rest of the unit, grade or review previous assignments, and foster independent use of web resources among learners.

### Resources
- Computers with internet access
- Writing utensils
- Copies of appendices for each learner

### Opening Activity
Review the main concepts from the previous lesson, and tell learners that they will use their new and exciting knowledge of the ancient Egyptian pyramids to go on a guided web tour of an ancient Egyptian tomb.
Main Activity

- Instruct students to visit [http://www.metmuseum.org/metmedia/interactives/art-trek/the-tomb-of-perneb] and complete the activity under **CA. 2381 – 2323 B.C.**

- Pass out **Appendix C: Plan of the Tomb** and instruct students to complete it as they move through the “Plan of the Tomb” section of the activity.

- Instruct students to visit or remain on [http://www.metmuseum.org/metmedia/interactives/art-trek/the-tomb-of-perneb] and complete the activity under **1907-1916 A.D.**

Pass out **Appendix D: The Pyramids in the Twentieth Century** and instruct students to complete it as they move through the activity.
Label the numbered parts of the tomb and briefly explain their function, using the "Explore and Enter the Tomb" part of the Tomb of Perneb activity [http://www.metmuseum.org/metmedia/interactives/art-trek/the-tomb-of-perneb].
Appendix D: The Pyramids in the Twentieth Century

1. Define *archeologists*. Archaeologists are people whose job it is to dig up and study ancient objects.

2. When did archeologists discover Perneb’s tomb? 1907.

3. Why did the archeologists who found Perneb’s tomb have access to the area at that time? In the early 1900s, the Egyptian government allowed foreign archaeologists to dig at approved sites.

4. How did Perneb’s tomb get all the way from Egypt to the Metropolitan Museum of Art in New York? Archeologists took it apart so they could ship the pieces one by one.

5. How did the archeologists and other at the Metropolitan Museum of Art know how to put the tomb back together once it reached the museum? Then they made diagrams of the tomb, so that they would know exactly how to put it back together. The stones were removed one by one, numbered, and carefully packed into crates.

6. What modes of transportation were used to move the parts of the tomb to New York City? Camels carried them into Cairo. Then, they were then put on a train destined for a city on the Suez Canal, where they were loaded onto steamer ships and sent off to New York City.

7. How long did it take for all of the pieces of the tomb to be put back together before the public could visit the tomb? 2.5 years.
## Topic: Egyptian Pyramids and Biographies – Interactive Internet Lesson Part 3

### Grade Level: 7  
### Duration: 2 hour

### Objectives
- Students will be able to use internet resources to define concepts and research careers.
- Students will be able to define curator, Egyptologist, designer, and conservator.
- Students will be able to analyze a situation from the perspective of a stakeholder.
- Students will be able to write and deliver a speech from the perspective of another.

### Lesson Context
- This lesson is the third in a five-part unit about the Egyptian pyramids. It uses a rich and interactive online activity from the Metropolitan museum of art.
- This lesson explains the importance of many stakeholders involved in studies of ancient artifacts and museum studies.
- This lesson asks students to think critically about careers, and about stakeholder perspectives.

### Resources
Computers with internet access, Writing utensils, Copies of appendices for each learner.

### Opening Activity
Review the main concepts from the previous lesson, and tell learners that they will use their knowledge from the past two lessons to learn more about present-day careers in working with ancient artifacts and museums.
Main Activity

- Instruct students to visit [http://www.metmuseum.org/metmedia/interacts/art-trek/the-tomb-of-perneb] and use the information under “Today” to complete **Appendix E: Who takes care of ancient artifacts?**
- When students finish the activity, it can be discussed as a class, or graded by the teacher for a grade. Tell students that the activity they just completed is very important because it will help them role-play a scenario where they will be writing and giving a speech from the perspective of one of the people at the museum.
- Assign each student one of the following roles: curator, Egyptologist, designer, or conservator. Students may want to use the career they used to answer Item 5 in **Appendix E**, or the teacher may assign roles to more evenly distribute the speeches.
- Pass out **Appendix F: Preparing Your Career Speech**, and explain it to students that they will be given a scenario and will make a speech from their career perspective based on that scenario. Encouraging them to independently work, and to remember that the class will also be assuming a role during the speech, so they should be prepared to answer questions.

After students draft and complete speeches, devote a class session to the delivery of the speeches.
Appendix E: Who takes care of ancient artifacts?

Using information from the “Today” section of [http://www.metmuseum.org/metmedia/interactives/art-trek/the-tomb-of-perneb], as well as other information from the internet if necessary, to complete the following.

1. Describe the duties of a curator.

2. Describe the duties of an Egyptologist.

3. What does a designer do at a museum?

4. What is the job of a conservator?

5. Of all the careers involved in caring for and organizing ancient Egyptian artifacts, which one is most interesting to you? Why? Do you think you could do the job yourself someday?
Appendix E: Who takes care of ancient artifacts? **KEY**

Using information from the “Today” section of [http://www.metmuseum.org/metmedia/interactives/art-trek/the-tomb-of-perneb](http://www.metmuseum.org/metmedia/interactives/art-trek/the-tomb-of-perneb), as well as other information from the internet if necessary, to complete the following.

1. Describe the duties of a curator. **Curators** study history and objects to find answers to such questions as: Who made the object? How old is it? Where did it come from? Curators also organize exhibitions using the objects in the Museum’s collection. They select the objects, write the labels that go on the walls, and produce exhibition catalogues, which you can take home with you.

2. Describe the duties of an Egyptologist. **Egyptologists** study ancient Egyptian history, language, literature, religion, architecture and art from the fifth millennium BCE until the end of its native religious practices in the fourth century CE. In the United States, Egyptology is considered a branch of archeology. An Egyptologist might specialize in the understanding of Egyptian culture or the reading of texts and hieroglyphs.

3. What does a designer do at a museum? At a museum, a designer helps curators to visualize how objects will appear in a gallery or exhibition. They help decide how artifacts and other objects and art will appear in a museum and how they will all fit into a theme.

4. What is the job of a conservator? **Conservators** care for the objects, repairing damages and making sure new ones are prevented. They study materials and objects to figure out the best way to clean and preserve them so they last a long time.

5. Of all the careers involved in caring for and organizing ancient Egyptian artifacts, which one is most interesting to you? Why? Do you think you could do the job yourself someday?
Appendix F.1: Preparing Your Career Speech

You are a conservator at the Metropolitan Museum of Art. Recently, there has been less funding than normal to keep the museum running, so some people on the museum’s Board of Directors are looking for ways to save money. They say that one way to save money is to stop using a conservator to clean the artifacts. According to them, “cleaning the ancient artifacts at the museum can’t be that much different from cleaning everything else at the museum, so we are just going to use the same people and materials we use to clean other things, such as the restrooms, and the windows.”

Using what you have learned, and other resources, prepare a three-minute speech about why you think the Board of Directors should or should not stop employing a conservator at the museum. The class will play the role of the Board, so you should try to persuade them to accept your view, and be prepared to answer questions from them. Do not forget their perspective as you prepare your speech.

Appendix F.2: Preparing Your Career Speech

You are a designer who does not have a job right now. You have heard that the Metropolitan Museum of Art is hiring an exhibit designer, and you are excited because you have always wanted to work at a large museum with lots of important old and new art and artifacts. You have a job interview with the manager of the museum, and she wants to know why you are the best person to make all the special objects at the museum fit together to look great for visitors.

Using what you have learned, and other resources, prepare a three-minute speech in which you explain your “vision” for how the ancient Egyptian artifacts will be used in the museum, and how your vision will get people excited to see the artifacts from the tomb, and what other activities the Museum can use to attract people of many ages. The class will play the role of the manager, so you should try to persuade them to accept your view, and be prepared to answer questions from them. Do not forget their perspective as you prepare your speech.

Appendix F.3: Preparing Your Career Speech

You are an Egyptologist at the Metropolitan Museum of Art. You are visiting an elementary school for career day, and the teacher of the class you are visiting has asked if you will give a speech about what kids can do if they are interested in becoming an Egyptologist, why you became an Egyptologist, and some of the most fun and exciting parts of your job.

Using what you have learned, and other resources, prepare a three-minute speech to give to the children. The class will play the role of the children, so you should be prepared to answer questions from them. Do not forget their perspective as you prepare your speech.

Appendix F.4: Preparing Your Career Speech
You are a curator at the Metropolitan Museum of Art. You are excited about the discovery of an ancient Egyptian tomb and you would like to bring it to your museum so many people can come see it. In the same week as the discovery of the tomb, though, an artist has posthumously donated his entire sculpture collection to the museum, and you do not have the space for both. Decide which you would like to accept and curate: the ancient tomb, or the present-day sculptures.

Using what you have learned, and other resources, prepare a three-minute speech to give to the other employees of your museum about why you have chosen the objects you chose. The class will play the role of your colleagues, so you should be prepared to answer questions from them. Do not forget their perspectives as you prepare your speech.
Grade Level: 7  Duration: 2 hours

Objectives
• Students will be able to brainstorm and write short autobiographies.

Lesson Context
• This lesson is the fourth in a five-part unit about the Egyptian pyramids. It uses a rich and interactive online activity from the Metropolitan museum of art.
• This lesson explains the importance of many stakeholders involved in studies of ancient artifacts and museum studies. This lesson asks students to think critically about careers, and about stakeholder perspectives.

Resources
Writing utensils, Copies of appendices for each learner.

Opening Activity
Remind students of the activities you have been doing, and what everyone has learned about how the tombs and pyramids in ancient Egypt were used to commemorate people’s lives and show gratitude and respect to the dead. One way we remember people is by writing and reading biographies, even long after people have died. Biographies are works of non-fiction that tell stories of people’s lives. Sometimes, people write their own biographies. These are called autobiographies.
Main Activity

• Help students write autobiographies with the following steps:
  1. Brainstorm a list of possible writing ideas/topics to provide focus for writing stories with more details. Use Appendix G: Biography Brainstorm.
  2. Use worksheets and ten-minute sessions of directed writing for students having difficulty beginning their writing.
  3. Write first draft.
  4. Revise first drafts through peer conferences.
  5. Edit revised work through teacher conferences.
  7. Explain to students that they will use what they write in their autobiographies to create visual versions of their autobiographies to display in class. Encourage them to bring copies of photos to class to be used for the next day’s activities!
Appendix G: Biography Brainstorm

- Family
- My name:
- My age:
- Hobbies/Sports
- Community
- Favorite books, movies, music, etc.
- What's important to me
Topic: Egyptian Pyramids and Biographies – Interactive Internet Lesson Part 5

Grade Level: 7
Duration: 2 hour

Objectives
- Students will be able to create pyramids from a template.
- Students will be able to distill concepts from written work to create visual art.

Lesson Context
- This lesson is the fifth in a five-part unit about the Egyptian pyramids. In this lesson, learners will use the autobiographies they have already created to create visual representations of autobiographies in their own pyramids.

Resources
Materials per student:
- 5 sheets of 8 1/2" x 11" heavyweight cardstock
- clear tape
- tempera paint (brown, orange, white)
- white glue
- copies of pictures from home, if possible

Others: art smocks, ruler, scissors, spoons, small plates or paint bowls, small 1" sponge scraps, scrap paper, markers, colored pencils

Opening Activity
Review the autobiography lesson, and tell students they will now be turning their autobiographies into art! Students will make pyramids to express the things that are important to them, similar to the way Egyptian pyramids were used.
Main Activity

- Distribute materials and **Appendix H: Autobiographical Pyramid Instructions** and allow students to work independently and creatively to complete their pyramids. Encourage students to view others pyramids in a gallery around the classroom.

### Appendix H: Autobiographical Pyramid Instructions

1. Cut 4 triangles, each with a base of 8.5", and sides of 9.5". Cut 1 square with sides of 8.5".

2. Cover one side of each triangle with photos and illustrations of important things from your autobiography.

3. Mix tempera paint in container to make the shade you want to use for your pyramid.

4. Spoon a small amount of paint onto a saucer to form a thin layer and dip your sponge into the paint.

5. Sponge-paint each triangle in a pattern resembling blocks of stone.

6. Once the triangles are dry, organize them around the square, with painted sides down.

7. Tape the 4 triangles together at 3 of at their 9.5" sides.

8. Stand the triangles up with the painted sides on the outside of the pyramid and tape those three sections to the square base. Leave one side of the triangles un-taped so the pyramid can be opened to view the contents.
Appendix E: Who takes care of ancient artifacts?

Using information from the “Today” section of [http://www.metmuseum.org/metmedia/interactives/art-trek/the-tomb-of-perneb], as well as other information from the internet if necessary, to complete the following.

1. Describe the duties of a curator.

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5. Of all the careers involved in caring for and organizing ancient Egyptian artifacts, which one is most interesting to you? Why? Do you think you could do the job yourself someday?
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