



HOUSTON MUSEUM  
*of* NATURAL SCIENCE

# Texas Essential Knowledge and Skills

---

*HALL OF ANCIENT EGYPT*

*UPDATED OCTOBER 2024*

Thank you for choosing the Houston Museum of Natural Science for your class field trip. We are delighted to have the opportunity to enrich your students' learning experience. To simplify planning your trip, we have provided the Texas Essential Knowledge and Skills (TEKS) for the **Hall of Ancient Egypt** by grade level. This resource is designed to help you align your trip with your curriculum, ensuring your visit is educational and enjoyable.

We look forward to welcoming you and your students for an unforgettable journey through the wonders of discovery.

For help with high school TEKS, please email [curriculum@hmns.org](mailto:curriculum@hmns.org).

## **Kindergarten**

### **Geography 3.A**

The student is expected to use spatial terms, including over, under, near, far, left, and right, to describe relative location.

Students can use the maps displayed throughout the hall to practice using spatial terms, including over, under, near, far, left, and right, to describe relative location. They can also use the same terminology to describe the location of artifacts in the various cases.

### **Geography 3.C**

The student is expected to identify and use geographic tools that aid in determining location, including maps and globes.

Large maps are displayed throughout the hall. Students can use these visual aids to practice finding specific locations.

### **Geography 4.B**

The student is expected to identify how geographic location influences human characteristics of place such as shelter, clothing, food, and activities.

The exhibit showcases artifacts and texts that students can read, highlighting how climate and available materials influenced the construction of temples and burial spaces. Multimedia presentations explore how geographic features shaped ancient Egypt's myths, traditions, and lives.

### **Social Studies Skills 13.B**

The student is expected to identify different kinds of historical sources and artifacts and explain how they can be used to study the past.

The exhibit features artifacts and texts that showcase items ancient Egyptians used in everyday life, religious items, and art. Students can use these items to learn more about life in ancient Egypt.

### **Social Studies Skills 13.C**

The student is expected to gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance.

The exhibit features various artifacts, texts, and multimedia presentations that showcase different aspects of life in ancient Egypt. Students can gather information about ancient Egypt with the assistance of their teacher or chaperones.

### **Social Studies Skills 14.B**

The student is expected to use social studies terminology related to time and chronology correctly, including before, after, next, first, last, yesterday, today, and tomorrow.

The exhibit's timeline provides a chronological lineup of events, with one event causing others to follow. This shows cause and effect and allows students to distinguish between the past, present, and future, using the words before, after, next, first, and last.

### **Fine Arts (Art)**

#### **Foundations: observation and perception 1.A**

The student is expected to gather information from subjects in the environment using the senses.

As students walk through the exhibit, they can observe the vibrant colors and intricate designs of artifacts with their eyes, listen to the sounds of ancient Egyptian music, and take in the large painted pillars and other recreations of ancient Egyptian architecture.

#### **Historical and cultural relevance 3.A**

The student is expected to identify simple subjects expressed in artworks.

Students can identify simple subjects in the artwork by looking for familiar shapes, colors, and objects. Teachers and chaperones can help by pointing out common elements like the sun, animals such as cats and crocodiles, and people dressed in distinctive clothing.

### **Historical and cultural relevance 3.C**

The student is expected to identify the uses of art in everyday life.

Students can see how art was integrated into daily activities, religious practices, and social structures by observing the colorful murals, intricately carved statues, decorated pottery, and other artifacts. For instance, they can discover how hieroglyphs were a writing system and an art form used to record stories and events on temple walls and coffins. By engaging with these elements, they can understand the significance of art in expressing beliefs, telling stories, and preserving history in ancient Egyptian society.

### **Critical evaluation and response 4.B**

The student is expected to express ideas found in collections such as real or virtual art museums, galleries, portfolios, or exhibitions using original artworks created by artists or peers.

As students tour the exhibit, teachers or chaperones can encourage them to describe what they see, such as the artifacts' vibrant colors, unique shapes, and intriguing symbols. Asking open-ended questions and providing prompts can help students articulate their thoughts and feelings about the artwork.

## **1<sup>st</sup> Grade**

### **Geography 5.B**

The student is expected to identify and describe how geographic location influences the human characteristics of place such as shelter, clothing, food, and activities.

The exhibit showcases artifacts and models, highlighting how climate and available materials influenced construction. Multimedia presentations explore how geographic features shaped ancient Egypt's myths, traditions, and lives.

### **Social studies skills 13.B**

The student is expected to identify different kinds of historical sources and artifacts and explain how they can be used to study the past.

The exhibit features artifacts and texts that showcase items ancient Egyptians used in everyday life, religious items, and art. Students can use these items to learn more about life in ancient Egypt.

### **Social studies skills 13.C**

The student is expected to gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance.

The exhibit features various artifacts, texts, and multimedia presentations that showcase different aspects of life in ancient Egypt. Students can gather information about ancient Egypt with the assistance of their teacher or chaperones.

### **Fine Arts (Art)**

#### **Foundations: observation and perception 1.A**

The student is expected to identify similarities, differences, and variations among subjects in the environment using the senses.

As students explore the exhibit, they can use their eyes to observe the distinct shapes, colors, and sizes of artifacts such as pottery, jewelry, and other artifacts. Their sense of touch can help them feel the textures of replicas of the pillars and other temple features that make up the exhibit's interior. Listening to music playing softly in the background will engage their hearing. Ask if they notice a unique smell in this exhibit.

#### **Historical and cultural relevance 3.A**

The student is expected to identify simple ideas expressed in artworks through different media.

Students can discuss various elements, such as the colors, shapes, and symbols they see in the exhibit. For example, they might notice the vibrant hues used in paintings and the hieroglyphs on pottery and other items. Teachers and chaperones can facilitate this by pointing out recurring themes, like the importance of animals or the depiction of daily life and encouraging students to share their thoughts on what these elements might represent.

#### **Historical and cultural relevance 3.B**

The student is expected to demonstrate an understanding that art is created globally by all people throughout time.

By observing the intricate hieroglyphs, detailed sculptures, and other artifacts created thousands of years ago, students can see that people from different cultures and eras have always used art to express their beliefs, tell stories, and celebrate their lives.

### **Historical and cultural relevance 3.C**

The student is expected to discuss the use of art in everyday life.

Students can observe detailed pottery and personal items such as mirrors and jewelry used in everyday life. These items and many others were integral to daily routines and storytelling in ancient Egypt. By seeing these artifacts up close, students can grasp how art was a form of creative expression and a means of communication, cultural identity, and functionality in ancient times.

### **Critical evaluation and response 4.B**

The student is expected to identify ideas found in collections such as real or virtual art museums, galleries, portfolios, or exhibitions using original artworks created by artists or peers.

Students can examine pottery, painted coffins, and stone carvings, which tell stories about ancient Egyptians' daily lives, beliefs, and customs. Teachers and chaperones can ask questions that prompt the children to consider the purpose and significance of each artifact, making connections to what they already know.

## **2<sup>nd</sup> Grade**

### **Geography 3.A**

The student is expected to identify and use information on maps and globes using basic map elements such as title, cardinal directions, and legend.

Large maps are displayed throughout the hall. These visual aids are constant references, where students can practice using basic map elements such as titles, cardinal directions, and legends.

### **Government 8.A**

The student is expected to identify functions of governments such as establishing order, providing security, and managing conflict.

Students can learn about the pharaoh's role in ancient Egypt, including his duties of establishing order, providing security, and managing conflict.

### **Science, technology, and society 13.A**

The student is expected to describe how science and technology have affected communication, transportation, and recreation.

The full-size replica of the Rosetta Stone and the accompanying text tells the story of Egyptian hieroglyphs, an important technology that affected communication in ancient Egypt.

### **Social studies skills 15.B**

The student is expected to identify different kinds of historical sources and artifacts and explain how they can be used to study the past.

The exhibit features artifacts and texts that showcase items ancient Egyptians used in everyday life, religious items, and art. Students can use these items to learn more about life in ancient Egypt.

### **Social studies skills 15.C**

The student is expected to gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts.

The exhibit features various artifacts, texts, and multimedia presentations that showcase different aspects of life in ancient Egypt. Students can gather information about multiple factors related to ancient Egypt.

### **Social studies skills 16.C**

The student is expected to create and interpret timelines for events in the past and present.

The exhibit's timeline provides a chronological lineup of events, with one event causing others to follow. This shows cause and effect and allows students to describe and interpret the order of events in ancient Egypt.

### **Fine Arts (Art)**

#### **Foundations: observation and perception 1.A**

The student is expected to compare and contrast variations in objects and subjects from the environment using the senses.

As students explore the exhibit, they can use their sight to observe differences in colors, shapes, and sizes of artifacts. They can engage their sense of touch by feeling the textures of the replica temple interior that makes up the interior of parts of the

exhibit. How is it similar to other things they have felt? How is it different? Encourage them to listen to the soft background music and compare and contrast it with music they know.

### **Historical and cultural relevance 3.A**

The student is expected to interpret stories, content, and meanings in a variety of artworks.

By observing artifacts like hieroglyphs, statues, and ancient pottery, students can learn about the daily lives, beliefs, and customs of ancient Egyptians. Teachers and chaperones can guide them with simple explanations and storytelling, helping them connect the visual elements to broader cultural and historical narratives found on text panels and multimedia experiences.

### **Historical and cultural relevance 3.B**

The student is expected to examine historical and contemporary artworks created by men and women, making connections to various cultures.

By examining the different artifacts in the exhibit, students can compare ancient Egyptian art with modern creations they have seen in the past. This will help them understand the cultural significance and artistic techniques used across different eras, providing them with an appreciation for how art reflects and influences societal values and traditions. It will also enable students to make meaningful connections between the past and present, recognizing the universal language of artistic expression.

### **Critical evaluation and response 4.A**

The student is expected to support reasons for preferences in personal artworks.

As the students explore the exhibit, encourage them to observe and articulate what captivates them, such as the colors, shapes, or stories behind particular objects. Invite them to compare their creations with the artifacts they see. Teachers and chaperones can guide them in discussing why they like specific pieces, helping them build confidence in voicing their opinions.

### **Critical evaluation and response 4.B**

The student is expected to compare and contrast ideas found in collections such as real or virtual art museums, galleries, portfolios, or exhibitions using original artworks created by artists or peers.



Students can compare the different materials used in crafting an object, such as stone versus metal, or contrast the intricate designs on pottery with the simpler patterns on daily-use items. By examining items like jewelry and statues, they can identify similarities in artistic styles and note differences in the purposes these artifacts served.

## **3<sup>rd</sup> Grade**

### **History 1.A**

The student is expected to describe how individuals, events, and ideas have changed communities, past and present.

Students can explore the roles of the ancient Egyptians and how historical events and ideas, such as trade and the cultural exchange of ideas, shaped their lives.

### **Geography 3.B**

The student is expected to identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains.

Through artifacts, texts, and multimedia presentations, students can explore how the ancient Egyptians adapted to their physical environment along the Nile and the surrounding desert.

### **Geography 4.B**

The student is expected to use a scale to determine the distance between places on maps and globes.

Large maps are displayed throughout the hall. These visual aids are constant references, where students can practice using scale to determine the distance between places.

### **Geography 4.C**

The student is expected to identify, create, and interpret maps of places that contain map elements, including a title, compass rose, legend, scale, and grid system.

Large maps are displayed throughout the hall. Students can use these visual aids to identify and interpret various places using map elements, including titles, compass roses, legends, and scale systems.

## **Social studies skills 15.B**

The student is expected to create and interpret timelines.

The exhibit's timeline provides a chronological lineup of events, with one event causing others to follow. This shows cause and effect and allows students to describe and interpret the order of events in ancient Egypt.

## **Fine Arts (Art)**

### **Historical and cultural relevance 3.A**

The student is expected to identify simple main ideas expressed in artworks from various times and places.

Encourage students to focus on key elements such as symbols, colors, and figures while touring the exhibit. For instance, they can search for recurring images like the sun, which often represents the god Ra, or the use of gold to symbolize wealth and divinity. By discussing these elements with their teachers or chaperones and asking questions about what they see, students can start to comprehend the stories and cultural messages conveyed through the art.

### **Historical and cultural relevance 3.B**

The student is expected to compare and contrast artworks created by historical and contemporary men and women, making connections to various cultures.

While touring the exhibit, students can observe how ancient Egyptian art features detailed depictions of gods, pharaohs, and daily life using hieroglyphic script and vibrant colors. Students can discuss with the teacher or chaperones how cultural influences and societal roles have evolved by comparing and contrasting these objects with contemporary artworks they have seen.

### **Critical evaluation and response 4.B**

The student is expected to use methods such as oral response or artist statements to identify main ideas found in collections of artworks created by self, peers, and major historical or contemporary artists in real or virtual portfolios, galleries, or art museums.

Encourage students to search for recurring themes or symbols, such as pharaohs, hieroglyphic script, and animals. Teachers or chaperones can ask questions like, "What was this object used for?" or "What story were they trying to tell with this object?" This will help students better understand the significance of each artifact and the main ideas in a grouping of objects.

## **4<sup>th</sup> Grade**

### **Social studies skills 20.A**

The student is expected to apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps.

Large maps are displayed throughout the hall. Students can use these visual aids to identify and interpret various places using map elements, including titles, compass roses, legends, and scale systems.

### **Fine Arts (Art)**

#### **Historical and cultural relevance 3.A**

The student is expected to compare content in artworks for various purposes such as the role art plays in reflecting life, expressing emotions, telling stories, or documenting history and traditions.

Encourage students to explore how ancient Egyptian art reflects daily life and social structure through depictions of farming, hunting, and religious ceremonies. They can analyze how the artwork portrays emotions, such as the reverence for gods or the grief of losing a loved one. Additionally, students can examine how the art tells stories, including the epic tales of pharaohs and gods, often illustrated on tomb walls. Finally, they can find examples of artifacts that document historical events and traditions, providing insights into the civilization's customs, beliefs, and advancements.

#### **Historical and cultural relevance 3.B**

The student is expected to compare purpose and content in artworks created by historical and contemporary men and women, making connections to various cultures.

By analyzing the symbolism, materials, and themes in ancient Egyptian art—such as depictions of pharaohs, gods, and daily life—students can draw parallels to modern works that explore identity, power, and spirituality. Teachers and chaperones can encourage students to consider how different cultures express similar concepts through art, creating an understanding of the continuity and evolution of human expression across time and cultures.

## **Critical evaluation and response 4.A**

The student is expected to evaluate the elements of art, principles of design, intent, or expressive qualities in artworks of self, peers, and historical and contemporary artists.

Encourage students to observe the artifacts on display closely. They should pay attention to the use of line, shape, color, texture, and space in the pieces, noting how these elements combine to create harmony, balance, and rhythm. Additionally, students can consider the artifacts' historical context and cultural significance, reflecting on the artists' intentions and the messages they intended to convey.

## **5<sup>th</sup> Grade**

### **Social studies skills 24.B**

The student is expected to apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps.

Large maps are displayed throughout the hall. Students can use these visual aids to identify and interpret various places using map elements, including titles, compass roses, legends, and scale systems.

### **Fine Arts (Art)**

#### **Historical and cultural relevance 3.A**

The student is expected to compare the purpose and effectiveness of artworks from various times and places, evaluating the artist's use of media and techniques, expression of emotions, or use of symbols.

Invite students to note the materials used to create artifacts, such as stone, gold, or papyrus, and the craftsmanship involved, assessing the technical skills and resources available. Encourage students to observe how emotions are conveyed through facial expressions, posture, or scenes depicted and to consider what insights they offer into cultural and societal values. Additionally, interpreting the symbols, such as religious iconography, helps students understand the deeper meanings and purposes behind the objects, such as honoring deities, commemorating the deceased, or documenting historical events.

### **Historical and cultural relevance 3.A**

The student is expected to compare the purpose and effectiveness of artworks created by historic and contemporary men and women, making connections to various cultures.

By analyzing the symbolism, materials, and themes in ancient Egyptian art—such as depictions of pharaohs, gods, and daily life—students can draw parallels to modern works that explore identity, power, and spirituality. Teachers and chaperones can encourage students to consider how different cultures express similar concepts through art, creating an understanding of the continuity and evolution of human expression across time and cultures.

### **Critical evaluation and response 4.A**

The student is expected to evaluate the elements of art, principles of design, general intent, media and techniques, or expressive qualities in artworks of self, peers, or historical and contemporary artists.

Encourage students to observe the artifacts on display closely. They should pay attention to the use of line, shape, color, texture, and space in the pieces, noting how these elements combine to create harmony, balance, and rhythm. Additionally, students can consider the artifacts' historical context and cultural significance, reflecting on the artists' intentions and the messages they intended to convey.

## **6<sup>th</sup> Grade**

### **Geography 5.B**

The student is expected to identify and analyze ways people have adapted to the physical environment in various places and regions.

Through artifacts, texts, and multimedia presentations, students can explore how the ancient Egyptians were impacted and adapted to the climate of ancient Egypt and the yearly flooding of the Nile River.

### **Government 10.A**

The student is expected to identify and give examples of governments with rule by one, few, or many.

Students can identify ancient Egypt as an example of a culture ruled by one and discover the pharaoh's role in government, including his duties of establishing order, providing security, and managing conflict.

### **Culture 14.A**

The student is expected to identify institutions essential to all societies, including government, economic, educational, and religious institutions.

Through artifacts, texts, and multimedia presentations, students can explore topics such as the religious practice of mummification, scribal schools, trade, and the role of the pharaoh in government.

### **Culture 16.C**

The student is expected to identify examples of art, music, and literature that convey universal themes such as religion, justice, and the passage of time.

The exhibit includes numerous examples of art that students can identify as conveying the universal themes of religion (mummies and mummification practices), justice (The Book of the Dead and the Weighing of the Heart Ceremony), and the passage of time (The annual flooding of the Nile River).

### **Social studies skills 19.A**

The student is expected to differentiate between, locate, and use valid primary and secondary sources such as oral, print, and visual material and artifacts to acquire information about various world cultures.

The exhibit features artifacts, texts, and multimedia materials that students can use to learn about ancient Egyptian culture.

## **Fine Arts 6<sup>th</sup> – 8<sup>th</sup> Grade**

### **Fine Arts (Art) 1**

#### **Foundations: observation and perception 1.D**

The student is expected to discuss the expressive properties of artworks such as appropriation, meaning, narrative, message, and symbol using art vocabulary accurately.

Invite students to explore how ancient Egyptians used symbols like the ankh or the scarab beetle to convey meanings of life and protection. By analyzing the narratives

depicted in the tomb paintings and interpreting their cultural messages, students can discern stories of deities, pharaohs, and daily life. Encourage students to discuss the symbolic use of colors, such as the association of gold with divinity.

### **Historical and cultural relevance 3.A**

The student is expected to identify the influence of historical and political events in artworks.

Encourage students to examine the symbols and themes depicted on various artifacts closely. For instance, pharaonic imagery often highlights the ruler's divine right to govern, illustrating the intertwined political power and religious authority. Additionally, depictions of battles, treaties, and conquests can reveal the historical context of military campaigns and territorial expansions.

### **Historical and cultural relevance 3.B**

The student is expected to identify examples of art that convey universal themes such as beliefs, cultural narrative, life cycles, the passage of time, identity, conflict, and cooperation.

Invite students to explore artifacts depicting religious beliefs, such as gods and the afterlife. Ask them to explain how these artifacts reveal the importance of spirituality. Encourage them to find examples of artifacts that depict cultural narratives through scenes of daily life, agriculture, and ceremonies reflecting societal values and practices. Challenge students to identify examples of life cycles and the passage of time on painted coffins and tomb paintings, highlighting the Egyptians' views on mortality and legacy. Can they find examples of the expression of identity by examining statues and other status symbols? Look for items depicting battle scenes and communal activities, showcasing strife and unity within their civilization. Through careful observation, students can understand the universal themes shared across cultures.

### **Historical and cultural relevance 3.C**

The student is expected to explain the relationships that exist between societies and their art and architecture.

Students can observe and find examples of artifacts, such as statues and monumental structures like temple reliefs, which collectively tell the story of a civilization that used art and architecture for aesthetic purposes and as a means of communication, worship, and social organization.

### **Critical evaluation and response 4.B**

The student is expected to analyze original artworks using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork.

Invite students to describe an artifact and meticulously note its physical attributes, such as material, size, color, and intricate details or inscriptions. They should analyze its organization by examining the artifact's presentation, including its placement within the exhibit and its relationship to other pieces. Encourage students to interpret the artist's intention with thoughtful reflection on the cultural and historical context, considering what the artist aimed to convey or achieve. Finally, instruct students to evaluate the artwork's success by critiquing its impact, effectiveness, and relevance, assessing how well it fulfills its intended purpose or resonates with modern viewers.

### **Critical evaluation and response 4.D**

The student is expected to investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries, or community art.

By observing the artifacts, detailed reconstructions, and multimedia experiences, students gain direct insight into ancient Egyptian civilization's artistic achievements and cultural narratives. The exhibit provides context and historical background, allowing students to connect visual aesthetics with the ancient Egyptians' daily lives, beliefs, and practices. This immersive experience fosters a deeper understanding and appreciation of ancient art and its enduring legacy.

### **Critical evaluation and response 4.E**

The student is expected to understand and demonstrate proper exhibition etiquette.

Visiting the Hall of Ancient Egypt allows students to understand and demonstrate proper exhibition etiquette. Students can learn to respect the artifacts and the space by not touching displays, speaking softly to maintain a quiet environment, and staying within designated paths. Additionally, they will have the opportunity to be mindful of other visitors, allowing everyone the chance to view exhibits without obstruction. They will understand that many exhibits do not allow photography. Respectful behavior not only enriches their learning experience but also ensures the preservation of the ancient artifacts for future generations.



## **Fine Arts (Art) 2**

### **Foundations: observation and perception 1.D**

The student is expected to understand and apply the expressive properties of artworks such as appropriation, meaning, narrative, message, and symbol using art vocabulary accurately.

Invite students to explore how ancient Egyptians used symbols like the ankh or the scarab beetle to convey meanings of life and protection. By analyzing the narratives depicted in the tomb paintings and interpreting their cultural messages, students can discern stories of deities, pharaohs, and daily life. Encourage students to discuss the symbolic use of colors, such as the association of gold with divinity.

### **Historical and cultural relevance 3.A**

The student is expected to analyze ways that global, cultural, historical, and political issues influence artworks.

Encourage students to examine the symbols and themes depicted on various artifacts closely. For instance, pharaonic imagery often highlights the ruler's divine right to govern, illustrating the intertwined political power and religious authority. Additionally, depictions of battles, treaties, and conquests can reveal the historical context of military campaigns and territorial expansions.

### **Historical and cultural relevance 3.B**

The student is expected to analyze selected artworks to determine contemporary relevance in relationship to universal themes such as belief, cultural narrative, life cycles, the passage of time, identity, conflict, and cooperation.

Invite students to explore artifacts depicting religious beliefs, such as gods and the afterlife. Ask them to explain how these artifacts reveal the importance of spirituality. Encourage them to find examples of artifacts that depict cultural narratives through scenes of daily life, agriculture, and ceremonies reflecting societal values and practices. Challenge students to identify examples of life cycles and the passage of time on painted coffins and tomb paintings, highlighting the Egyptians' views on mortality and legacy. Can they find examples of the expression of identity by examining statues and other status symbols? Look for items depicting battle scenes and communal activities, showcasing strife and unity within their civilization. Through careful observation, students can understand the universal themes shared across cultures.

### **Historical and cultural relevance 3.C**

The student is expected to compare and contrast relationships that exist between a society's art and its music, literature, and architecture.

Students can observe and find examples of artifacts, such as statues and monumental structures like temple reliefs, which collectively tell the story of a civilization that used art and architecture for aesthetic purposes and as a means of communication, worship, and social organization.

### **Historical and cultural relevance 3.D**

The student is expected to identify career and avocational choices in art such as various design, museum, and fine arts fields.

The Houston Museum of Natural Science offers students a unique opportunity to explore various career and avocational choices in the arts and museum fields. By immersing themselves in the intricate displays, students can gain insights into roles such as museum curators who meticulously research and organize exhibits or exhibit designers who craft visual and spatial experiences for visitors. Additionally, the detailed artistry of ancient artifacts can inspire careers in graphic design, historical restoration, and even digital archiving. This hands-on exposure allows students to see firsthand how their passion for art and history can translate into fulfilling professional and personal pursuits.

### **Critical evaluation and response 4.B**

The student is expected to analyze original artworks using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork.

Invite students to describe an artifact and meticulously note its physical attributes, such as material, size, color, and intricate details or inscriptions. They should analyze its organization by examining the artifact's presentation, including its placement within the exhibit and its relationship to other pieces. Encourage students to interpret the artist's intention with thoughtful reflection on the cultural and historical context, considering what the artist aimed to convey or achieve. Finally, instruct students to evaluate the artwork's success by critiquing its impact, effectiveness, and relevance, assessing how well it fulfills its intended purpose or resonates with modern viewers.

### **Critical evaluation and response 4.D**

The student is expected to investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries, or community art.

By observing the artifacts, detailed reconstructions, and multimedia experiences, students gain direct insight into ancient Egyptian civilization's artistic achievements and cultural narratives. The exhibit provides context and historical background, allowing students to connect visual aesthetics with the ancient Egyptians' daily lives, beliefs, and practices. This immersive experience fosters a deeper understanding and appreciation of ancient art and its enduring legacy.

### **Critical evaluation and response 4.E**

The student is expected to demonstrate an understanding of and apply proper exhibition etiquette.

Visiting the Hall of Ancient Egypt allows students to understand and demonstrate proper exhibition etiquette. Students can learn to respect the artifacts and the space by not touching displays, speaking softly to maintain a quiet environment, and staying within designated paths. Additionally, they will have the opportunity to be mindful of other visitors, allowing everyone the chance to view exhibits without obstruction. They will understand that many exhibits do not allow photography. Respectful behavior enriches their learning experience and ensures the preservation of the ancient artifacts for future generations.

## **Fine Arts (Art) 3**

### **Foundations: observation and perception 1.D**

The student is expected to compare and contrast the expressive properties of artworks, including appropriation, meaning, narrative, message, and symbol, using vocabulary accurately.

Invite students to explore how ancient Egyptians used symbols like the ankh or the scarab beetle to convey meanings of life and protection. Students can discern stories of deities, pharaohs, and daily life by analyzing the narratives depicted in the tomb paintings and interpreting their cultural messages. Encourage students to discuss the symbolic use of colors, such as the association of gold with divinity.

### **Historical and cultural relevance 3.A**

The student is expected to analyze ways in which global, contemporary, historical, and political issues have influenced art.

Encourage students to examine the symbols and themes depicted on various artifacts closely. For instance, pharaonic imagery often highlights the ruler's divine right to govern, illustrating the intertwined political power and religious authority. Additionally, depictions of battles, treaties, and conquests can reveal the historical context of military campaigns and territorial expansions.

#### **Critical evaluation and response 4.B**

The student is expected to analyze original artworks and portfolios using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork.

Invite students to describe an artifact and meticulously note its physical attributes, such as material, size, color, and intricate details or inscriptions. They should analyze its organization by examining the artifact's presentation, including its placement within the exhibit and its relationship to other pieces. Encourage students to interpret the artist's intention with thoughtful reflection on the cultural and historical context, considering what the artist aimed to convey or achieve. Finally, instruct students to evaluate the artwork's success by critiquing its impact, effectiveness, and relevance, assessing how well it fulfills its intended purpose or resonates with modern viewers.

#### **Critical evaluation and response 4.C**

The student is expected to investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries, or community art.

By observing the artifacts, detailed reconstructions, and multimedia experiences, students gain direct insight into ancient Egyptian civilization's artistic achievements and cultural narratives. The exhibit provides context and historical background, allowing students to connect visual aesthetics with the ancient Egyptians' daily lives, beliefs, and practices. This immersive experience fosters a deeper understanding and appreciation of ancient art and its enduring legacy.

#### **Critical evaluation and response 4.D**

The student is expected to understand and demonstrate proper exhibition etiquette.

Visiting the Hall of Ancient Egypt allows students to understand and demonstrate proper exhibition etiquette. Students can learn to respect the artifacts and the space by not touching displays, speaking softly to maintain a quiet environment, and staying within designated paths. Additionally, they will have the opportunity to be mindful of other visitors, allowing everyone the chance to view exhibits without

obstruction. They will understand that many exhibits do not allow photography. Respectful behavior enriches their learning experience and ensures the preservation of the ancient artifacts for future generations.