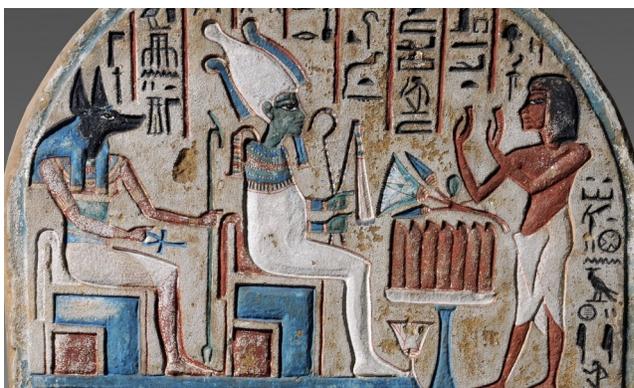


# Classroom Connections

SCHOOL TOUR | *Queen Nefertari: Eternal Egypt*

Grade Levels: 3<sup>rd</sup>—12<sup>th</sup>

The  
Nelson-Atkins  
Museum  
of Art



*Stela of Nakhi* (detail), probably from Deir el-Medina. New Kingdom, late 18<sup>th</sup> dynasty (about 1300 B.C.E.). Painted sandstone, 39 1/2 x 25 x 6 inches (100 x 63 x 15 cm). Museo Egizio, Turin.

## CURRICULUM AREAS ADDRESSED IN THIS TOUR:

### *Visual Arts Performance Standards (KS)*

- Anchor Standard 7: Perceive and analyze artistic work.
- Anchor Standard 8: Interpret intent and meaning in artistic work.
- Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

### *Visual Arts Grade Level Expectations (MO)*

- Determine messages communicated by an image.
- Through observation, infer information about time, place, and culture in which a work of art was created.
- Analyze how art reflects changing times, traditions, resources, and cultural uses.

### *History, Government, and Social Studies Standards (KS)*

- The student will investigate specific beliefs, contributions, ideas, and/or diverse populations and connect those beliefs, contributions, ideas and/or diversity to contemporary issues.
- The student will investigate the relationship among people, places, ideas, and/or the environment and connect those relationships to contemporary issues.

### *Social Studies Grade Level Expectations (MO)*

- Analyze and use artifacts to share information on social studies topics.
- Using a world history lens, describe how people's perspectives shaped the sources/artifacts they created.

## TOUR DESCRIPTION:

This tour emphasizes close looking and critical thinking and gives students the chance to experience the sights, sounds, and culture of ancient Egypt.

As students explore art and artifacts related to Nefertari, celebrated wife of the New Kingdom pharaoh Ramesses II, they will consider what art objects can tell us about ancient Egyptian religious beliefs, political systems, artistic traditions, and daily life.

## TOUR OBJECTIVES:

Learners will:

- Recognize the power and importance of deities and rulers in ancient Egypt.
- Investigate ancient Egyptian beliefs and practices related to the afterlife.
- Understand aspects of daily life in ancient Egypt.

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To schedule a tour visit:  
[nelson-atkins.org/educators](http://nelson-atkins.org/educators)

## BEFORE YOUR VISIT

### *Explore Ancient Egypt Online*

Interactive websites give students the chance to explore ancient Egypt in an immersive and relevant way. Have older students check out the Ancient Egypt site from the British Museum ([ancientegypt.co.uk](http://ancientegypt.co.uk)), or have younger students visit the site made by National Museums Scotland ([nms.ac.uk/explore-our-collections/games/discover-ancient-egypt](http://nms.ac.uk/explore-our-collections/games/discover-ancient-egypt)). What can they learn about the geography, culture, and society of ancient Egypt using these interactive tools?

### *Connect with a Kit*

The Ancient Egypt Art Connection Kit, available in the Educator Resource Center at the Nelson-Atkins, contains multisensory objects, books, and visuals that can enhance students' understanding of ancient Egyptian life and culture. Try setting up kit objects at different stations throughout your classroom, and invite students to think like archeologists and historians as they study the various "artifacts."

### *Consider an Ancient Object*

Throughout their tour of *Queen Nefertari: Eternal Egypt*, students will be asked to consider what art objects can tell us about ancient Egypt. Practice this process by showing students an image of an ancient Egyptian work in the permanent collection of the Nelson-Atkins. Discuss as a class: What do you think this object is made of? What is going on in the work of art? How might it have been used in ancient Egypt? What might it tell you about ancient Egyptian life?



Suggested works:

- **Model Boat**, Middle Kingdom, late 12<sup>th</sup> dynasty
- **Servant Kneading Dough**, Old Kingdom, 5<sup>th</sup> dynasty

View these and other works online at [art.nelson-atkins.org](http://art.nelson-atkins.org).



## AFTER YOUR VISIT

### *Consider a Contemporary Object*

Now that students have considered what art objects might teach us about a past civilization, have them repeat the exercise above, this time considering an object from their own lives. Have students bring in something from home or identify an object found in their classroom. If that object were uncovered 3,000 years from now, what might students of the future think of it? What might it tell them about American society in 2019?

### *Dig Deeper*

During the tour, students were asked to examine a work of art and make a list of all the questions it raised for them. Working in the same groups they had for their tour, have students choose one of their questions and make a research plan for how they might try to answer it. If the resources they would need are not readily available, discuss: What tools, resources, or information would historians need in order to answer our question? Where might they get them?

## SUGGESTED RESOURCES

<b>Art Connection Kit: Ancient Egypt</b>	Hands-on materials to bring ancient Egypt to life. Available in the ERC.
<b>Legacy: The Origins of Civilization</b>	DVD series exploring six ancient civilizations. Available in the ERC.
<b>500 Things to Know About the Ancient World</b>	Fun, kid-friendly facts from the British Museum. Available in the ERC.
<b>Queen Nefertari: Eternal Egypt</b>	The exhibition catalog features images and essays. Available in the ERC.
<b>The Art of Ancient Egypt</b>	Metropolitan Museum of Art curriculum kit. Available in the ERC.

## GLOSSARY OF TERMS RELATED TO ANCIENT EGYPT

<b>Afterlife</b>	Life after death
<b>Amulet</b>	A small charm that was meant to offer protection to its owner
<b>Anubis</b>	The ancient Egyptian god of the dead; he was associated with mummification and was often represented as having the head of a jackal and the body of a man
<b>Artifact</b>	Any object made or modified by humans; it can be studied to learn about the past
<b>Canopic jars</b>	Jars used to hold certain internal organs—the lungs, liver, stomach, and intestines— that were mummified separately from the rest of the body
<b>Cartouche</b>	An oval frame that encircles a set of hieroglyphs, usually representing a royal name
<b>Embalming</b>	Treating a dead body with preservatives to slow its decay
<b>Hieroglyphs</b>	In the formal writing system of the ancient Egyptians, symbolic characters representing sounds or ideas
<b>Ka</b>	According to the beliefs of the ancient Egyptians, the <i>ka</i> was a person’s vital life force; it could survive the death of the body and needed to be provided for with food and other comforts in the afterlife
<b>Kohl</b>	A powder worn as eye makeup in ancient Egypt
<b>Mummification</b>	In ancient Egypt, the practice of preserving a dead body by embalming it and wrapping it in strips of linen
<b>Natron</b>	A natural salt used to dry out a body as part of the mummification process
<b>Nemes</b>	A striped headdress worn by pharaohs of ancient Egypt
<b>Osiris</b>	The ancient Egyptian god of the underworld and resurrection; he is often shown as a mummified man wearing a white cone-shaped headdress
<b>Papyrus</b>	A paper-like material made from the pressed and dried stems of the papyrus plant
<b>Pharaoh</b>	A ruler of ancient Egypt

## GLOSSARY OF TERMS RELATED TO ANCIENT EGYPT, *continued*

<b>Primary source</b>	A source (like a document, object, or recording) that provides firsthand evidence of a historical event or period and was made during the time period under study
<b>Ritual</b>	A religious ceremony consisting of a series of actions performed in a fixed order
<b>Relief sculpture</b>	A sculpture that projects from a surface but is still attached to that surface
<b>Sarcophagus</b>	A stone coffin
<b>Scarab</b>	A type of beetle that was seen by the ancient Egyptians as a symbol of renewal and rebirth
<b>Scribe</b>	In ancient Egypt, someone who learned to read and write hieroglyphs as a profession
<b>Secondary source</b>	A source (like a textbook or encyclopedia) that does NOT provide a firsthand account of a historical event or period but was created later
<b>Social pyramid</b>	The ranking of different groups or classes of people within a society
<b>Stele</b>	A carved or painted stone or wooden slab that was placed upright as a monument
<b>Ushebti</b>	Also called <i>shabtis</i> , these small figurines were placed in ancient Egyptian tombs to perform labors on behalf of the deceased

## EXTEND YOUR STUDY OF ANCIENT EGYPT

The exhibition *Queen Nefertari: Eternal Egypt* will be on view at the Nelson-Atkins for a limited time. But, other works from ancient Egypt are on view in the museum's permanent collection galleries throughout the year. Check out some of these visitor favorites, along with other works from Egyptian history:



L to R: *Inner Coffin of Meret-it-es and Outer Coffin of Meret-it-es*, Egyptian, Late Period to Ptolemaic Period, 30th Dynasty to early Ptolemaic Dynasty (ca. 380—250 B.C.E.), Wood, pigment, gesso and gilding. Purchase: William Rockhill Nelson Trust (by exchange), 2007.12.2.A,B and 2007.12.1.A-C. *Mummy of Ka-i-Nefer*, Egyptian, Later Period, 27th Dynasty to 31st Dynasty (525—332 B.C.E.), human remains, linen, resinous material. Purchase: acquired through the generosity of Jean H. Deacy, 2004.11



## EDUCATOR RESOURCE CENTER

The ERC can help you expand your pre- and post-visit activities to connect students' museum experience with your classroom curriculum. The ERC offers:

- Curriculum consultations
- Circulating resources
- Professional development workshops

Visit [nelson-atkins.org/educators/resources](http://nelson-atkins.org/educators/resources) for info.