



Save Ancient Studies Alliance

Summer 2024 Teaching Ancient Studies: Continuing Education Reading Group

Teaching Ancient Egypt

Led by Prof. Paige Brevick

Introduction to Reading Group:

This course will equip K-16 educators to instruct their students on the rich history of Ancient Egyptian civilization, using modern methods that challenge stereotypes and embrace alternative learning strategies. By focusing on contemporary issues within the field of Egyptology, Teaching Ancient Egypt will present a holistic approach to how educators can present Ancient Egypt within their classrooms. Participants will explore underutilized topics and resources on Ancient Egypt that promote accessibility, inclusivity, and diverse narratives from over four thousand years of Egyptian history. Examples of discussions and activities include deconstructing sensationalized storylines about Ancient Egypt, animal life at the earliest known zoo in ancient Hierakonpolis, the solid silver coffins of Psusennes I, Nubian Pharaohs in Egypt, and how to talk to children about human remains in museums. Together, these topics offer participants a wealth of information and insights in order to instruct on Ancient Egypt confidently in the classroom. This course will use a variety of in-class resources, including video clips, video games, virtual museum tours, Google Earth, peer-reviewed articles, and unpublished case-studies and activities from the instructor.

Reading Group Objectives:

The objective of this course is to equip educators with the knowledge and resources to present a view of Ancient Egypt within their classes that challenges stereotypes and promotes didactic use of topics that connect our ancient past to our present.

Your SASA Educational Ambassador:

Paige Brevick

PhD in Egyptology at the University College
London, Institute of Archaeology



Google Classroom:

During our weekly Zoom meetings, we'll come together to discuss our readings and delve into the topic. We will also use Google Classroom to provide easy access to reading materials, resources, and facilitate ongoing discussions through open forums. This platform will also be where participants submit their assignments.

Dates:

Fridays @ 9:00 am EDT

★ *Please note: There is no scheduled meeting on Friday, July 26. There will be an extra session meeting on Saturday, August 3rd instead.*

- Session 1: Friday, July 12
- Session 2: Friday, July 19
- Session 3: Friday, August 2
- Session 4: Saturday, August 3
- **Session 5: Rescheduled- Saturday, August 10**

Week 1: Meeting Ancient Egypt

Objectives – Be able to identify shortcomings of the traditional approach to teaching Ancient Egypt. Provide a high-level overview of ancient Egyptian natural landscape, and examples of animal and human connections.

- Introductions & Group Activity
- Stereotypes vs. Hooks – “Ancient Egypt”
 - o Pyramids, Tutankhamun, Mummies, Curses, Tombs
- Promoting Ancient Egypt in the Classroom
 - o Why Does it Matter?
 - o STEM + Social Studies + Art
 - o Making Egypt Relatable
- Nile Valley culture
 - o Introduction to Predynastic Egypt and Animal Life
 - o Natural Resources = Material Culture
 - o Case Study: Ancient Zoo at Hierakonpolis

Week 2: Mummies, Monsters, and Media

Objectives: Be able to identify negative stereotypes and misrepresentations of mummified human remains in media. Learners will be trained to conduct classroom discussions that foster scientific and culturally sensitive narratives of mummified human remains.

- What is a Mummy Discussion Activity
 - Representations in Movies and Media
 - o Why Does it Matter?
 - Reconstructing an Ancient Egyptian's Voice
 - o Nesyamun Case Study and Discussion Activity
 - Mummified Remains in Museums
 - o Display Examples
 - o Museum Interpretation Examples
 - How to Talk about the Dead in the Classroom
 - o Constructive Activities Introduction
 - o Memory, Ancestors, and the Afterlife
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- [CBS Morning Show Report Nesyamun Voice reconstruction study](#)
 - [Synthesis of a Vocal Sound from the 3,000 year old Mummy, Nesyamun 'True of Voice'](#)
 - Day, Jasmine. "[Mummymania: mummies, museums, and popular culture.](#)" 2005.
 - Mentexaka, A. "[Egypt in Western Popular Culture: From Bram Stoker to 'The Jewel of the Nile'.](#)"

Week 3: Competing Identities and Neighbors

Objective: Be able to lead classroom activities that situate Ancient Egypt in a broader geographic landscape and provide students with a framework for understanding identity in its ancient context.

- Relating "Ancient Egypt" to Themes of Identity in the Classroom
 - o Identity, Race, Relationships, Nation
 - Gender Roles in Ancient Egypt
 - Homogeneity and Hybridity
 - o Fayum Mummy Portraits
 - o Nubian Gods and Pharaohs
 - o Hyksos Neighbors Scarab Activity
 - Representation Matters
 - o How the Egyptians Portrayed Themselves?
 - o How they Portrayed their Neighbors?
 - o Classroom Activity Discussion
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- Panagiotopoulos, Diamantis. "[Foreigners in Egypt in the Time of Hatshepsut and Thutmose III.](#)"
 - Anthony, Flora Brooke. [Foreigners in Ancient Egypt: Theban Tomb Paintings from the Early Eighteenth Dynasty.](#)

- [APPEAR Project](#).

Week 4: How to Talk about Tut

Objectives: Participants will develop a range of activities and discussion points that address the history of the discovery of the tomb of Tutankhamun from frequently overlooked perspectives.

- Tutankhamun Activity
- Who was “the Boy King?” Discussion
- Alternative Approaches to Teaching the Story of Tutankhamun
 - o Hussein Abd-el Rasul
 - o Egyptian Archaeologists’ Role in the Discovery
 - o Early Photography and Media – What’s in a Story?
 - o Gold and Silver – Coffins of Psusennes I
- Childhood in Ancient Egypt Activity
- The Griffith Institute
 - o <http://www.griffith.ox.ac.uk/discoveringtut/burton5/burtoncolour.html>
 - o <http://www.griffith.ox.ac.uk/discoveringtut/>
- [The Silver Pharaoh](#).

Week 5: Object-Focused Learning

Objectives: Students will discuss object-focused learning strategies and be able to successfully create customized museum tours for their own classroom needs using virtual and in-person approaches.

- Museum Label Activity
- Museums in Flux – The Narrative Question
- Traditional Modes of Display
 - o Curiosities, Fine Art, Anthropological
- Examples of Museum Exhibitions
 - o Contemporary changes
- Building a Successful Museum Visit
 - o Objects, Labels, Stories
- Digital Museum Resources
 - o Bringing the Museums to the Classroom
- Video Games and Gamification of Learning
 - o Walk-through Tours in the Classroom
- Workshop Wrap-up
- [Turning the Pandemic Upside Down: Development of Object Based Learning Professional Development](#).
- [SASA Archaeogaming Education Modules](#).
- <https://explore.soane.org/section/sepulchral>

- https://artsandculture.google.com/streetview/ancient-egypt-rediscovered/iwEdtU9S6btPwA?sv lng=-3.18944877939836&sv lat=55.946958337100746&sv h=-17.970346196394082&sv p=-4.701469857073434&sv_pid=IW3ty5FkFn8AAARDz-M00g&sv_z=0.9642994306852715

Culminating Assignment:

Instructions for this assignment can be found in your Google Classroom under Coursework.

Certificates of Completion:

The following criteria must be met by participants in order to receive a certificate of completion:

- Complete culminating assignment
- Attended all 5 live class discussions

* If you are seeking continuing education/professional development credits SASA recommends that you check with your school district, continuing education committee, or other relevant authority in advance to ensure you receive the proper credit and advancement for your coursework. Save Ancient Studies Alliance does not guarantee acceptance by your school, district, or licensing authority.