

SYMBOLS & MEANINGS IN ANCIENT EGYPT: JEWELRY

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Introduction: The PowerPoint presentation includes samples of ancient Egyptian jewelry and the meaning of the symbols used to create the jewels. This Presentation is to serve as a supplemental resource for teaching Ancient Egypt.

Geographic Connections: The artifacts reflect the world view of the ancient Egyptians and their spacial relationships in their belief systems.

Vocabulary: Tutankhamun, Ankh, Udjat

Stage 1 – Desired Results	
<p>Common Core Content Standard(s): <i>For grades 6-10</i></p> <ul style="list-style-type: none"> • <u>CCSS.ELA-Literacy.RH.6-8.7</u> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. • <u>CCSS.ELA-Literacy.RH.9-10.2</u> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text • <u>CCSS.ELA-Literacy.RST.6-8.2</u> Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. 	
<p>Understanding (s)/Goals:</p> <p>Students will know the art and culture of ancient Egypt through learning about its jewelry.</p>	<p>Essential Question:</p> <p>How does jewelry teach us about the values and belief systems of the past?</p>
<p>Student Objectives (Outcomes):</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • To familiarize students with the uses, meaning, art, and symbolism of ancient <u>Egyptian adornment</u>; • To stimulate exploration of <u>ancient Egyptian customs and beliefs</u>; • To enable students to gain an understanding and appreciation that ancient Egyptian customs and beliefs are <u>intertwined with sophisticated artistry</u>. • 	
Stage 2 – Assessment Evidence	
<p>Performance Task(s):</p> <ul style="list-style-type: none"> • This project is meant to serve as a resource for middle school and high school units on ancient Egypt and its success should be assessed within the 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • To be determined by the teachers who utilize this material, but may include: <ul style="list-style-type: none"> ○ Debate activity ○ Superstition activity

context of the units in which it is used.	<ul style="list-style-type: none"> ○ Art activity ○ Professions activity (art history, curation, etc.)
Stage 3 – Learning Plan	
<p>NOTE: This project is not a stand-alone lesson – its purpose is to provide a resource for teachers and students who desire to learn about the meaning and symbol of ancient Egyptian jewelry.</p> <p>Major Themes: Studying Ancient Egyptians’ Jewelry Helps illuminate their Culture, Beliefs and Artistry Learning How Jewelry was Created & Used in Ancient Egypt Gives Clues About:</p> <ul style="list-style-type: none"> • What technical and creative skills Egyptian artists developed & mastered; • When/How they learned to: Shape and transform metals, minerals, gem stones, and crystals, using the tools available in those faraway times; • What trade & travel habits enabled them to obtain various materials; • What their reasons were for making these efforts; • How they used symbols and hieroglyphs to transform a beautiful work of art into something more – a form of communication about the user of the jewel and his or her beliefs. <p>We Can Learn Whether Jewelry Was Worn As:</p> <ul style="list-style-type: none"> • Talismans or Amulets to Bring Good Fortune or Ward off Evil • Signs of Authority, Rank, or Wealth • Signs of Identification with a Group, a Belief System, etc. • Identification of the Wearer • Personal Mementos or Gifts • Ways to Enhance Personal Appearance <p>The following pages contain images and descriptions of a number of famous examples of ancient Egyptian Jewelry – as a stimulus to continue your study and learn more about why so many people around the world are fascinated by the beauty, symbolism, and complex creativity of ancient Egyptian Jewelry.</p> <p>The Presentation includes guiding questions, illustrations and digital images of the jewelry pieces. The Presentation should be used as the supplemental material for your study of Ancient Egypt.</p>	

Resource List/Bibliography:

- The Egyptian Museum, established in 1835, now located in Cairo, is currently closed (July, 2013), and its website (<http://www.egyptianmuseum.gov.eg>) is not online at this time. Until it functions once again, the following sites may be useful:
- http://en.wikipedia.org/wiki/Egyptian_Museum#King_Tutankhamun
- The British Museum – has over 100,000 artifacts from Egypt

<http://www.britishmuseum.org> and http://www.britishmuseum.org/explore/online_tours/egypt.aspx

- Metropolitan Museum of Art, New York, NY – has over 25,000 artifacts from Egypt
<http://www.metmuseum.org/search-results?ft=Egypt&x=0&y=0>
- PennMuseum in Philadelphia, PA – has over 40,000 artifacts from Egypt
<http://www.penn.museum/search.html?q=Egypt&x=0&y=0>
- Museum of Fine Arts, Boston, MA has over 45,000 artifacts from Egypt
- The Egyptian Museum in Turin, Italy – has over 32,000 artifacts from Egypt
http://www.museoegizio.it/pages/hp_en.jsp
- The Neues Museum in Berlin, Germany – has over 80,000 artifacts from Egypt
<http://www.neues-museum.de/index.php>
- The Grand Egyptian Museum in Giza, Egypt – has over 100,000 artifacts from Egypt
<http://www.gem.gov.eg> and other locations.