

Egyptologist: Egyptian Trade Routes

Adventure Description:

In this adventure, you will think like a egyptologist and create an art installation about the significance of Egyptian trade in Ancient Egypt.

Activity

Step 1: Background Information on Egyptologists and Egyptian Trade (10 minutes)

- Show Video: [Ancient Egyptian Trade Routes](#).
- Explain to students that trade is widespread in both ancient and modern civilizations. Ask students why countries trade goods. Discuss how trade allows people and civilizations to buy goods that they need to survive. Trade also allows people and civilizations to sell goods so they can make money. Discuss other reasons that people and civilizations may trade (e.g., to form economic and political alliances and relationships, to create competition in the marketplace and negotiate prices of items).
- Next, ask students why egyptologists would want to study trade practices from ancient Egypt (e.g., understand how trade influenced ancient Egyptians' lives, to compare trade practices in ancient and modern-day Egypt, to look at artifacts that were traded and make claims about Egyptian life).
- Extra Time? Have students go to <https://www.arcgis.com/apps/MapTour/index.html?appid=6c91581948a14e3989e650b4e1877c83> and discuss why trade was important in different civilizations.

Step 2: Activity Set Up (5 minutes)

- Explain to students that egyptologists can have many different types of jobs. Some work at universities and teach college classes and conduct research. Others work at museums or libraries. Others conduct archaeological digs.
- Explain to students that they will imagine they are egyptologists who are working at a museum. They will imagine they are creating a new exhibit that has an art installation about Egyptian trade. Show [Handout: Examples of Art Installations](#).
- Provide students with [Handout: Steps to Create an Art Installation](#). As a class, read through the steps.
- Next, provide students with [Handout: Sources](#). Explain to students that they will need to incorporate a minimum of 3 sources in their installation.
- Place students into pairs or small groups. Students can also work individually.
- Teacher note: If students have not created claims before, discuss the following:
 - A claim is an argument or statement that is backed up by evidence.
 - A claim is something that can be disputed. Explain that the statement "strawberries are a type of fruit" is not a claim because it is not disputed. It is a fact that is widely accepted. However, the statement "if a society doesn't have trade, it will fail" is a claim because it can be disputed. People might argue that a society can survive without trade.
 - A claim is backed up by evidence. Egyptologists and other professionals have to carefully choose evidence that will support their claim.

Please contact Allison Bischoff, Director of Customer Service, at allison@rozzylearningcompany.com or 314-272-2560 with questions.



Egyptologist: Egyptian Trade Routes

Step 3: Choosing a Claim and Evidence (10+ minutes)

- Explain to students that they will first complete Step 1, choosing which claim they want their installation to focus on.
- Then, have students come up with a minimum of three pieces of evidence to support the claim they chose. Students should use [Handout: Sources](#).
- Once students choose the pieces of evidence they want to use, have them fill out Step 2. Students will describe how the evidence backs up their claim.

Step 4: Brainstorming Ideas for Art Installation (5+ Minutes)

- Explain to students that they will now complete Step 3, brainstorming ideas for their installation. Students can use sculpture, photography, live performance art, street art, or a combination of multiple types.
- Next, have students complete Step 4, sketching or writing down their ideas for their installation. Students should focus on figuring out how to design their installation to focus on the claim and evidence the selected about Ancient Egypt.

Step 5: Creating Art Installation (25+ minutes)

- Explain to students that when they will now complete Step 5, creating their installation. Provide students with art supplies and building materials (e.g., cardboard, old fabrics, old pic pipes).
- Students can also cut out images from [Handout: Sources](#) to use as part of their installation.
- If students are only doing a live art installation, they should decide what props they want to create.

Step 6: Presentations and Discussion (5+ minutes)

- Have students present their installations to the class. Students should also discuss what claim their installation focuses on and what evidence they used to back up their claim.
- Optional: You can record students presentations and post it on a private Youtube channel for families and other students to see. This will allow students to make their installations virtual!

Materials List

Provided online:

- Video: Video: Ancient Egyptian Trade Routes
- Handout: Examples of Art Installations
- Handout: Steps to Create an Art Installation
- Handout: Sources

Not provided:

- Assortment of recycled materials (cardboard pieces, egg cartons, etc)
- Assortment of art supplies (pipe cleaners, pom pom balls, construction paper)

Please contact Allison Bischoff, Director of Customer Service, at allison@rozzylearningcompany.com or 314-272-2560 with questions.