



HANDOUT

Title: Grade 6 Unit Guidance Overview

Handout #:

Content:

Guidance Overview

Sixth Grade Unit: Create a Memorial Inspired by Queen Hatshepsut

Learning Objective

- Students will synthesize their understanding of how architecture and memorials reinforce political, religious or social values by first investigating the visual language of Hatshepsut's mortuary temple then creating their own memorial.

Key Questions

- Who was Queen Hatshepsut and why is she special in Egyptian history?
- How are architectural elements and principles of design used to create a language that communicates political, religious, or social values embodied in public memorials?
- Which events and people are worth remembering, and why?

Standards

- HSS-6.2, 6.VA:Cr1.2, 6.VA:Cr2.3

Students Assessed On

- Demonstrated understanding of the visual language of the Hatshepsut mortuary temple and other public memorials.
- Construction of a memorial based on a subject chosen by students.
- Use of visual language to create meaning in the constructed memorial.

Vocabulary

- **Mortuary or Funerary Temple or Complex**- in ancient Egypt, place of worship of a deceased ruler and the depository for food and objects offered to the dead monarch.
- **Queen Hatshepsut**- the fifth pharaoh of the 18th Dynasty of Egypt who reigned from 1493 to 1479 BCE. She was the second historically confirmed female pharaoh.
- **Parthenon**- the grandest temple of the Ancient Greek world for worshipping Athena Parthenos built on the Acropolis at Athens, completed 438 BCE
- **Lincoln Memorial**- a US national memorial built to honor the 16th President of the United States, Abraham Lincoln, completed 1922.
- **Principles of Design** - Emphasis, Proportion, Hierarchy, Repetition
- **Architectural Elements** – column, colonnade, colossal statue, site plan, building material

Resources

- Sixth Grade Unit: "Creating a Memorial Inspired by Hatshepsut" slide deck
- Quiz on Hatshepsut's Funerary Complex, Parthenon, and Lincoln Memorial
- Creating a Memorial Worksheet
- Grading Rubric
- "Hatshepsut from Queen to Pharaoh" Exhibit Catalog

Distance Learning Accommodations

- Push out Key Exercises to students synchronously using video conferencing software
- Push out Key Exercises to students asynchronously using an online learning platform
- Provide take-home kits of art materials to students
- Push out Student Project to students synchronously using video conferencing software
- Push out Student Project to students asynchronously using an online learning platform
- Students can turn artwork in for assessment using a photograph of artwork and an online learning platform



HANDOUT

Title: Grade 6 Unit Quiz

Handout #:

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Quiz

Hatshepsut Mortuary Temple



Parthenon



Lincoln Memorial



1. Which memorial(s) contains at least one colossol statue?
2. While memorial(s) includes columns?
3. Which memorial(s) includes a colonnade?
4. Which memorial(s) is built from marble?
5. Which memorial was built into the side of a mountain?
6. Which memorial was built on the top of the highest hill in Athens?
7. Which memorial was built at the end of a 2000 foot long reflecting pool?



HANDOUT

Title: Grade 6 Unit Creating a Memorial

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Worksheet

Creating a Memorial

Select a hero to commemorate in your memorial. Consider what events or ideas you want to be represented. Take some time to reflect on what you've learned about your subject and what you think is most important for you and others to remember.

Create a plan for your memorial. Your plan should answer the following questions:

Describe the inspiration for your memorial. What message do you want the memorial to convey?

Who is the intended audience for the memorial? Where do you envision the audience encountering the memorial?

How will the memorial communicate your ideas? What specific materials, forms, imagery, or words will it include? Utilize at least **three** architectural terms and **two** principles of design and explain what symbolism or meaning each will communicate in your memorial.

After you've completed this worksheet, draw a site plan of your memorial and be sure and consider the surrounding natural or built elements that will enhance the design and meaning of your memorial. Next create a model of your memorial using recycled material. Finally, give your memorial a title and write a brief description, or artist's statement, to accompany it.

Teaching Visual Arts in Connection with History/Social Studies

Developed by Stanislaus County Office of Education and Butte County Office of Education



HANDOUT

Title: Grade 6 Unit Rubric

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Descriptor	Standard	Skills	Guiding Questions	1	2	3
Quiz	HSS.6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.	Understand the visual language of power, authority and a societal values.	Is the student able to identifying visual cues utilized in Hatshepsut's memorial, the Parthenon, and the Lincoln Memorial.			
Select and research a subject for a memorial.	6.VA:Cr1.2 Formulate an artistic investigation of personally relevant content for creating art.	The student researches and selects a subject for a memorial and completes a worksheet about the subject.	Does the student complete all question prompts in the worksheet? Why is the subject worth commemorating? What are the significant or most important aspects of the subject? What are visual cues that might describe the significance of the subject?			
Design a Memorial relevant to the student's personal interests.	6.VA:Cr2.3 Design or redesign objects, places, or systems that meet the identified needs of diverse users	Students create a site plan and model of the memorial and write an artist statement	Is the art project as complete as the student could make it? Did student use 2 architectural elements and 2 principals of design? Does the artwork reflect deliberate control of media? Is the artwork innovative, completely original, well thought out, and thoroughly developed? Does the composition incorporate several of the design elements. Does the written statement fully describe why the subject is worthy of commemoration and what visual cues and elements of art/design were used to communicate meaning?			