

EXPLORING CULTURES	
Grade Level	Ideal for 6 th -8 th grade Appropriate for ages 10-15
Exhibitions	<i>Cyrus Tang Hall of China</i> <i>Inside Ancient Egypt</i>
Time	2 hour



Overview

In this exploration students will investigate the natural resources available and how they are used by cultures from two different geographical regions: Egypt and China. Students will then make scientific observations about artifact to learn more about similarities and differences among the cultures.

Guiding Questions

What can we learn about a culture from the characteristics of the artifacts they made?

How do people use the natural resources available within their environment to create objects?

Key Words

Artifact - an object that was made by people in the past

Natural Resources – Materials that exist in nature, not created by humans

Human Needs – Things essential for human survival: food/water, shelter, protection, clothing/fashion, entertainment, etc.

Connections to Standards

C3Framework

D2.Geo.10.6-8: Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.

Common Core State Standards for Literacy

WHST.6-8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

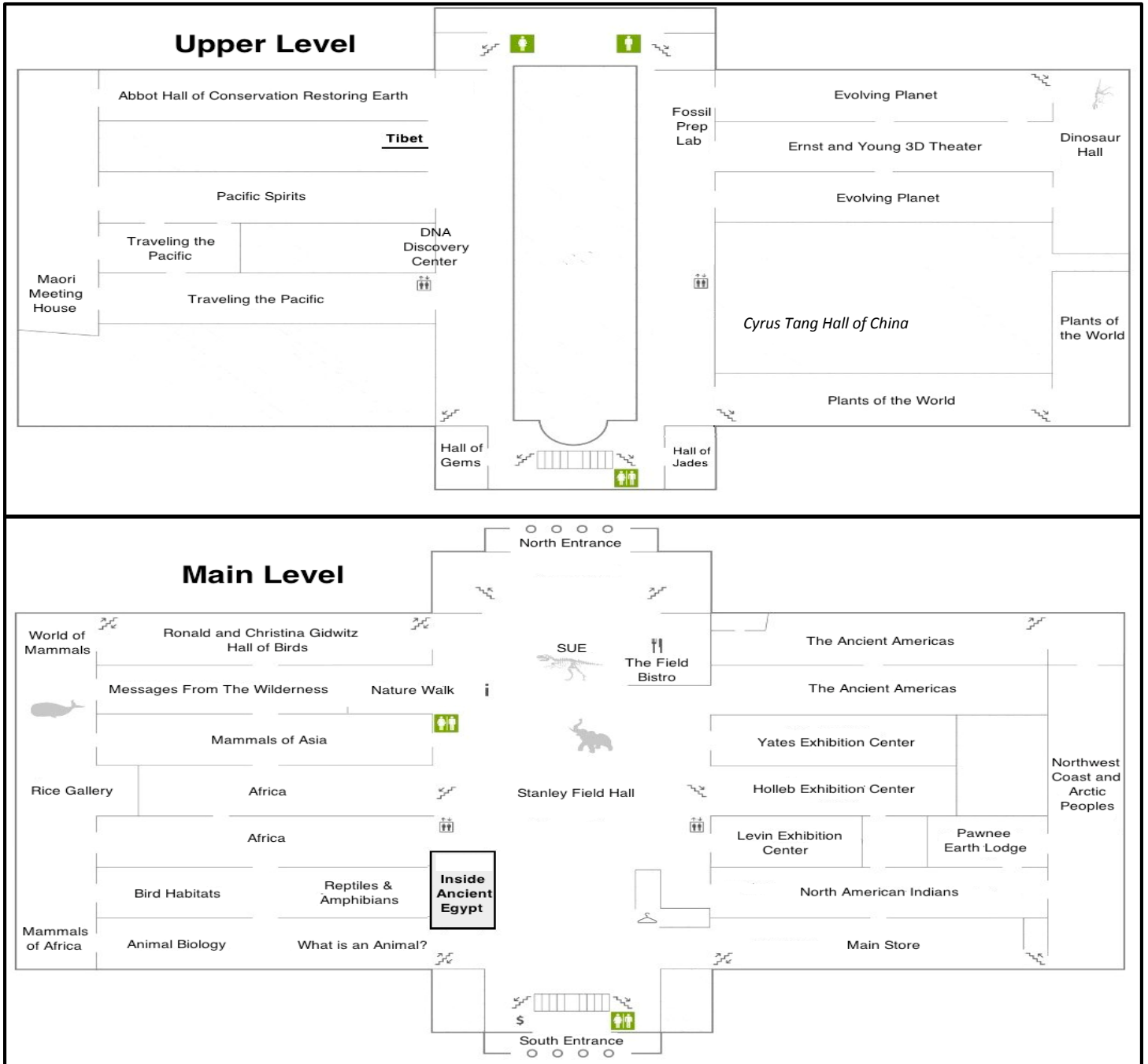
Trip Tip: When students first enter an exhibition, encourage them to look around freely before asking them to concentrate on completing this guide. Becoming familiar with their learning space will help students focus.

MAP

Exhibitions:

Cyrus Tang Hall of China (Upper Level)

Inside Ancient Egypt (Main Level)



EXPLORING CULTURES

Students Guide

NAME _____

Think (before you explore)

All cultures need natural resources to flourish. Describe the ways in which these natural resources could be used in different cultures:

- water
- metal
- stone, gems
- wood
- plant fibers
- soil (sand, silt, clay)

Trip Tip: Before you begin, find a bench or a spot on the floor. Give students an overview of this activity and ask them the Think questions.

Observe and Explain (in the exhibition)-Part A

Find a map of China and Egypt at the beginning of each exhibit. Talk with a partner about three parts that you find interesting. Point out parts that might have valuable natural resources.

Observe and Explain (in the exhibition)-Part B

Every culture develops new and unique ways to meet the basic needs we all have as humans. Find artifacts from each exhibit and explore an artifact that meets each human need.

Trip Tip: The entrance to *Inside Ancient Egypt* is located on the Main Level. A set of stairs inside the exhibition will lead you to the Ground Level, which contains the Mummy Room and Egyptian Marketplace.

Food	
China	Ancient Egypt
Object name:	Object name:
Sketch your object, and label the important parts.	Sketch your object, and label the important parts.

Trip Tip: If anyone in your group is unable to walk up and down stairs, follow signs for the accessible exists in the Mastaba and that will lead to an elevator.

Trip Tip: In the *Cyrus Tang Hall of China*, all the reading rails are interactive. Investigate further by touching the screen panel for more information about the objects you are interested in.

Homes	
China	Ancient Egypt
Object name:	Object name:
Sketch your object, and label the important parts.	Sketch your object, and label the important parts.

Writing	
China	Ancient Egypt
Object name:	Object name:
Sketch your object, and label the important parts.	Sketch your object, and label the important parts.

Trip Tip: Find a quiet spot in the Museum to discuss the Share and Compare ideas, or ask students to answer these questions when they return to school.

Compare and share (after exploration)

- Compare and contrast artifacts from the different cultures that meet the same need.
- If you created one of these objects in your community today, describe which features you might make differently, and which features you would keep the same.
- How might creating these artifacts impact/change their environment?
- If you could use just one of these artifacts, which one would it be? How would you use it?
- Which artifact is most similar to an object you have in your culture, or in your home?

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