



Young
Audiences
Arts for
Learning

Maryland

Teacher Program Guide

Assembly Date: _____

Assembly Time: _____

For Students in: _____

Pharaoh's Secrets: Myths and Mysteries of Ancient Egypt *Noa Baum*



Dive into the rich culture of ancient Egypt, one of the world's most fascinating and important civilizations. Through Noa's captivating stories and songs, students learn about customs and beliefs, pharaohs, famous inventions, and even some fun facts about the Egyptians' favorite animal, the cat! Noa brings myths and timeless stories of magic and adventure to life with animated voices, song, and audience participation.

Contact Young Audiences for more information on this and other programs at 410-837-7577 or yamd.org

Young Audiences/Arts for Learning | 2600 N. Howard St., Suite 1300 | Baltimore, MD 21218



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Please pass along the attached teacher program guide to all participating class-

Setup Requirements

- Microphone on stand
- Performance space with no doors (that are used during performance) behind Noa
- Students seated in semi-circles or theater style
- Small table or stool with no back on stage for Noa's water

Artist Arrival Time

30 minutes prior to performance



Suggested Introduction

“Ladies and Gentlemen, Boys and Girls, stories are about to be brought to life! Let’s give a warm welcome to Noa Baum as she presents: *Pharaoh’s Secrets-Myths and Mysteries of Ancient Egypt.*”

Inclement Weather

DON’T WORRY! Artists will follow school closings/delays and will work with you to reschedule the performance if necessary.

Young Audiences Contact Number

410-837-7577

After Hours / Emergency Number

Call 410-837-7577 and follow the prompts to be connected with a staff member on call.

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Inside this Guide:

- Artist Bio and Statement
- Program Description
- Maryland State Curriculum Connectors
- Core Curriculum Connectors
- Background Info
- Vocabulary
- List of Resources
- Pre- and Post-Performance Activities
- Classroom Discussion Questions

Artist Bio

Israeli-born Noa is an internationally acclaimed storyteller who uses mesmerizing voices, impeccable timing, and warm authenticity to captivate audiences and confront important topics, such as bullying and intolerance. Noa shares stories from diverse cultures and her own rich Jewish heritage to highlight our similarities and celebrate our differences. Trained in theater and education at New York University, Noa is a Parents' Choice Award winner and recipient of numerous awards from the Maryland State Arts Council and the Montgomery County Arts Council.

Noa holds a BFA in Theater from Tel Aviv University and was an actress with the Khan Repertory Theater of Jerusalem. She also studied with acclaimed acting teacher Uta Hagen in NY and holds a Master of Arts in Educational Theater from New York University (NYU). Noa received a Graduate Fellowship to work in inner city schools from C.A.T., the Theater in Education Company of NYU.

Noa has been living in the U.S. since 1990 and touring internationally. She has presented at hundreds of venues including The World Bank, The Mayo Clinic, The Kennedy Center, The US Defense Department, GWU Law School, Brandies and Stanford Universities, and Hebrew University.

Artist Statement

I grew up in Israel and between acting roles in Jerusalem, I took a job telling stories at a community center. On my first day, a troubled nine-year-old girl walked in late, kicked the kids sitting on the floor, and sat on the windowsill. But as my story began she listened, and then transformed into a graceful majestic princess as she acted out the story with the group. The community center staff told me this was the first time anyone had seen this child participate without breaking chairs.

It was a powerful moment that set me out on the path to become a professional storyteller and teaching artist. For nearly 30 years I've been using the transformative power of stories to motivate students to learn through storytelling, movement, and dramatic play. I marvel at the power of storytelling in developing the social, emotional, and cognitive skills of children. I absolutely LOVE it and look forward to sharing my passion with Maryland students and educators.

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"I absolutely LOVED it!!!! I had tingles up my spine the whole time. There are no words to describe how much I love your storytelling!"

Madison, Student



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Maryland State Curriculum Connectors

Standard 1.0 Perceiving and Responding: Aesthetic Education

Students will demonstrate the ability to perceive, interpret, perform, and respond to the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.



Common Core Standard Connectors

CCSS.ELA-Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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Background Information

- All songs created by Noa Baum. “Egypt is The One” was co-written with Noa’s wonderful friend and singer Annie Johnstone. The Cat Song was adapted from Marcia Williams’ book “Ancient Egypt Tales of Gods and Pharaohs.”
- For many thousands of years, long before there were written words – people told stories. Stories were part of the life fabric of the whole community, not just for kids! What people heard they passed on. We call this way of passing on stories – The Oral Tradition. There were also special people who worked especially hard to listen and remember and pass the stories on. They were the elders, the spiritual leaders, the bards, the poets, and the storytellers.
- *What is Storytelling?*
At its core, storytelling is the art of using language, vocalization, and/or physical movement and gesture to reveal the elements and images of a story to a specific, live audience. A central, unique aspect of storytelling is its reliance on the audience to develop specific visual imagery and detail to complete and co-create the story. We listen, but actually, we see story. We see places and people in the movie of our mind. A good story stays with us in our hearts through the pictures we created with our imagination, in our mind.
- *What is Oral Language?*
Storytelling distinguishes written language from spoken language – in the resonance of voice there is meaning and intent, how and when we pause, our attitude and emotional emphasis – our individual human presence. We use all these, in addition to words, to tell stories.
Developmentally, our first language is the spoken or oral language: we learn to communicate our needs and interact long before we can form words and speak. We learn to speak and express ourselves using the complexity and richness of oral language long before we learn how to read and write.
Oral language encompasses all modes of expression of which only a small part is words.
Tone of voice, rhythm and silence, gestures and body language, posture and use of space, facial expression and eye behaviors are all part of our communication power and are stronger than the content or words we use.

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Vocabulary

- **Oral Language** - encompasses all modes of expression of which only a small part is words
- **Mythology** – a body or collection of myths belonging to a people and addressing their origin, history, deities, ancestors, and heroes.
- **Pharaoh** – a title used for rulers of all Ancient Egyptian dynasties. The title literally means "great house," describing the royal palace. Historically, however, "pharaoh" only started being used as a title for the king during the New Kingdom, and became the form of address for a person who was king and the son of the god Ra.
- **Hieroglyph** (Greek for "sacred carving") – a character of the ancient Egyptian writing system.
- **Egyptian hieroglyphs** (god's words) – a formal writing system used by the ancient Egyptians that combined graphic and alphabetic elements.
- **Papyrus** – a thin paper-like material made from the pith of the papyrus plant, *Cyperus papyrus*, a flowering wetland plant resembling grass or rushes. It was once abundant in Southern Sudan along with the Nile Delta of Egypt. Papyrus is first known to have been used in ancient Egypt, but it was also used throughout the Mediterranean region. Ancient Egyptians used this plant as a writing material and for boats, mattresses, mats, rope, sandals, and baskets.
- **The Nile** – a major north-flowing river in northeastern Africa, generally regarded as the longest river in the world. It is 6,853 km (4,258 miles) long. The Nile is an "international" river as its water resources are shared by eleven countries, namely, Tanzania, Uganda, Rwanda, Burundi, Democratic Republic of the Congo, Kenya, Ethiopia, Eritrea, South Sudan, Sudan and Egypt. In particular, the Nile is the primary water resource and life artery for Sudan and Egypt
- **Ra** or **Re** – the ancient Egyptian solar deity. By the Fifth Dynasty (2494 to 2345 BC) he had become a major god in ancient Egyptian religion, identified primarily with the midday sun. The meaning of the name is uncertain, but it is thought that if not a word for 'sun' it may be a variant of or linked to words meaning 'creative power' and 'creator.'
- **Deity** – In religious belief, a deity is a supernatural being, who may be thought of as holy, divine, or sacred. Some religions have one supreme deity, others have multiple deities of various ranks. (For more on deities, go to: <http://www.ancientegypt.co.uk/gods/explore/main.html>)

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Vocabulary (continued)

- **Fish Amulet** – representing the ‘tilapia’ or ‘boliti’ fish, these were called ‘nekhau’ in Egyptian and were used as a charm against drowning by children. Fish amulets were often placed at the end of a plait on young children and young women. Also known as a symbol for regeneration.
- **Land of the Dead** – the place where people were thought to go after death. Often the dead were said to dwell in the realm of Osiris, a lush and pleasant land in the underworld. The solar vision of the afterlife, in which the deceased soul traveled with Ra on his daily journey, was still primarily associated with royalty, but could extend to other people as well.
- **Mummy** – a deceased human or animal whose skin and organs have been preserved by either intentional or accidental exposure to chemicals, extreme cold, very low humidity, or lack of air, so that the recovered body will not decay further if kept in cool and dry conditions. Mummies of humans and other animals have been found on every continent, both as a result of natural preservation through unusual conditions, and as cultural artifacts. Over one million animal mummies have been found in Egypt, many of which are cats.
- **Pyramid** – in ancient Egypt, a quadrilateral masonry mass having smooth, steeply sloping sides meeting at an apex, used as a tomb.
- **Sphinx** – a figure of an imaginary creature having the head of a man or an animal and the body of a lion.

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List of Resources

- Bower, Tamara. *How the Amazon Queen Fought the Prince of Egypt* 2005: New York: Atheneum
- Cashford, Jules. *The Myth of Isis and Osiris* 1993: Barefoot Books A retelling of the ancient myth, illustrated with historical pieces.
- Clements, Andrew (text) & Kiesler, Kate A. (illustrations). *Temple Cat* 1996: Clarion
- DePaola, Tomie. *Bill And Pete Go Down The Nile*
- Foster, John & Brock, Lyla Pinch. *The Tale of the Shipwrecked Sailor: A Tale of Ancient Egypt* 1998: Cairo: American University in Cairo Press. Retelling of this Middle Kingdom tale in which a sailor finds himself stranded on an island inhabited by a magical serpent.
- Greger, C. Shana. *Cry of the Benu Bird: An Egyptian Creation Story* 1996: Houghton Mifflin. The story of the god Atum and his divine children.
- Howard, Alace Woodward & Kubiny, Coleman. *Sokar and the Crocodile: An Egyptian Fairy Story*
- Hull, R. (text) & Loftus, Barbara & Bateman, Noel (illustrations). *Egyptian Stories* 1993: Thomson Learning/Wayland. A collection of retold myths and legends including the creation of the world by Ptah, the story of the theft of the Book of Thoth, and others.
- Lattimore, Deborah Nourse. *The Winged Cat and Other Tales of Ancient Civilizations*. A girl and a wicked priest journey through the Netherworld to prove which of them is innocent of murdering a sacred cat.
- Lumpkin, Beatrice (text) & Nickens, Linda (ills) Senefer. *A Young Genius in Old Egypt* 1997: Africa World Press. During the reign of Hatshepsut, a carpenter's son becomes a royal engineer and mathematician.
- Manniche, Lise. *How Djadja-em-ankh Saved the Day* 1977: Thomas Y. Crowell. Translation of "The Boating Party" tale from the Papyrus Westcar.
- McDermott, Gerald. *Voyage of Osiris: A Myth of Ancient Egypt* Caldecott Medal 1977: Windmill. The myth of Osiris retold.

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List of Resources (Continued)

- Mike, Jan M. (text) & Reasoner, Charles (ills). *Gift of the Nile: an ancient Egyptian legend* 1996: New York: Troll. During a magical boat trip down the Nile, Mutemwia proves her love to King Sneferu.
- Schofield, Lily. *Tom Catapus and Potiphar*. 1903: Frederick Warne & Co. The story of an Egyptian boy and his cat, told in verse.
- Stolz, Mary. *Zekmet, the Stone Carver: A Tale of Ancient Egypt* 1995: Houghton Mifflin. How a sculptor came to carve the Great Sphinx at Giza.
- Ross, Stewart (text) & Shields, Sue (illustrations). *Coming Alive: The Finest Pharaoh of All* 1999: Evans Brothers. The story of the female pharaoh, Hatshepsut.
- *The Prince Who Knew His Fate* 1981: NY: Metropolitan Museum of Art/Philomel
Translation of an ancient story in which a prince runs away, trying to escape the fate foretold for him.
- Williams, Marcia *Ancient Egypt Tales of Gods and Pharaohs* 2013: Candlewick. In this retelling of nine tales of ancient Egypt, Marcia Williams uses her signature comic-strip style to capture the rich mythology and early history of this great civilization.



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Pre-Performance Activities

- Listening practice: with closed eyes, or head lowered on table, in complete silence, listen for 2 minutes. Encourage students to name everything they heard, inside and outside sounds. Discuss with students what makes a good listener. Make a list of the suggestions on the board.
- Look at the map and find Egypt.
- Have students complete a KWL chart about Egyptian Gods and Goddesses. What do you know about them? What do you want to know about them? Eventually, we will revisit the chart and complete the “learned” column together! Invite students to research the various gods and goddesses of ancient Egypt. A recommended site:
<http://www.ancientegypt.co.uk/gods/explore/main.html>
- What is a delta and how is it essential to life of Egypt from ancient times till today?

Post-Performance Activities

- Invite students to share a favorite moment, part, or story from the assembly.
- Discuss what they noticed about their listening. What “pictures” or images do they remember? Have students write and/or draw the images that stayed with them from any chosen myth they heard in the assembly.
- Story circle - Recall: Traditional storytelling means telling the story in your own words from your mind’s eye memory. This is knowing the story “by heart”. Choose a story they heard in the assembly (or any other story you’ve read to them). Have students sit together in a circle. Go around the circle: the first person starts telling the story in their words. At a certain point, give a signal (bell, clap, chime, etc.), the next person in the circle must continue from the same place. No one is allowed to speak unless it’s your turn. No one is allowed to correct anyone else. If someone forgot an essential part you must find a way to add it in when it’s your turn. If the story ends before everyone in the circle had a chance, start it again.
- Review the song Egypt is The One. What in it was new to you? Go on an investigative journey and find out what other inventions or innovations did the Ancient Egyptians give to the world?
- Cats were sacred in Ancient Egypt: 1) Draw a comic strip or photo to go along with any or all of the juicy facts about Cats that you remember from the assembly. 2) Look up other facts, pictures and stories about Cat goddesses. 3) Create your own song or rap about Ancient Egyptian Cats.
- Create your own song or rap about Ancient Egyptian Mummies.

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Classroom Discussion Questions

- What qualities do you think a good story teller has? Why is storytelling a useful and important skill?
- Do you think it's easier to re-tell true stories or to make them up from your imagination? Explain.
- Which aspect of Ancient Egypt culture that you heard about in the assembly do you like the best? Explain.



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Sample Lesson Plan

YOUNG AUDIENCES OF MARYLAND

Lesson Title: Cat Story Comic Strip

Artist's Name: Noa Baum

Teacher's Name:

School:

Grade:

Fine Arts Standard (Cut and paste from **Maryland State Standards** – <http://www.mdk12.org>)

Standard

1.0 Perceiving and Responding: Aesthetic Education-Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences, and the environment through visual art.

Indicator

1.2. Identify and compare ways in which selected artworks represent what people see, know, feel, and imagine.

Objective

1.2.b. Use color, line, shape, texture, and form to represent ideas visually from observation, memory, and imagination.

Integrated Content Area:

SL.3.2- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Lesson Objective: Draw a comic strip or to go along with any or all of the juicy facts about Cats that you remember from the Pharaoh's Secrets assembly.

Introduction/ Motivation (15 minutes)

Teacher: Tell students the goal of the assignment. Share some comic strips with the class. Review information students learned in the assembly about cats. Record information from this brainstorming session on the board for the whole class to see.

Modeling (10 min): Demonstrate how students can organize information into 3 comic strip panels. Teacher should pick the most important fact that you will use for the exemplar strip on the board. Create a catchy title to include in the first panel and then have students offer ideas of how to illustrate the first fact in the first panel. Ask students what text should be used to support their drawing but remind them that space is limited, so keep it short and sweet.

Guided Practice (10 min): Have students chose a second fact that they would like to include in their comic strip on their own. Encourage them to use line and shape to illustrate the fact then come up with the minimal text that will support their second drawing. Share some examples with the class. Discuss whether or not the panel clearly communicates the fact. What can the students do to make their panels more successful?

Independent Practice (5 min): Have students chose a final fact to illustrate in the last panel. Include text to support the drawing.

Assessment/Closer (20 min):

Have students share their comic with a neighbor. Each student should then rate the success of the comic by the following criteria for each panel.

- 1) This panel clearly illustrates the fact using lines, shapes, and text.
- 2) This panel sort of illustrates the fact but I have some questions.
- 3) This panel needs more work to help me understand the fact illustrated.

Take a poll on which facts were most used in the comics by the students. Were their some facts that no one chose to illustrate? If so, partner up to come up with a good way to present these facts combining text and illustrations.

Share these collaborative illustrations with the class.

Vocabulary Panel, comic strip, vocabulary from the assembly “Pharaoh’s Secrets”

Materials 3 panel comic strip templates, pencils, facts about cats list

Handouts Example comic strips

Resources

Williams, Marcia *[Ancient Egypt Tales of Gods and Pharaohs](#)*

2013: Candlewick In this retelling of nine tales of ancient Egypt, Marcia Williams uses her signature comic-strip style to capture the rich mythology and early history of this great civilization.