

# 2016 Docent Training: Interactive Gallery Experience

Gallery Name: Bowhotep Interactive Station

Docent Names: Jean Drum and Meredith Wylie

**Activity Name: "BOWHOTEP INTERACTIVE STATION"**  
*(You take the brains out how??)*

**Audiences: Check all that apply**

X Adults

X Families

X School Children: Grades: All

X Homeschooled Students

**Essential Question:** How are mummies a mirror on the past?

## Common Core Standards and Content Standards

English Language Arts

Speaking and Listening Standards

Comprehension and Collaboration

History-Social Sciences Content Standards

6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.

## List Touring Techniques

Hands-on experience with mummification, Interactive questions.

## List Gallery and/or Interactive Learning Station Artifacts/Objects

Bowhotep cloth mummy sewn/created by Jean Drum including removable lungs, stomach, liver, intestines, and brains.

Mummy mask and sarcophagus made by Jean Drum.

Canopic jars (4), amulets, shabtis, salt



## Introduction/Theme/Purpose

Hands-on engagement with, and discussion of, mummification and preparation for the afterlife used in Ancient Egypt using our very own cloth mummy, Pharaoh Bowhotep.

## Activity Description/Steps in Presenting the Activity

Examining Bowhotep, our cloth mummy, children/visitors discover why ancient Egyptians mummified their dead; what methods were used; how the natural environment assisted the mummification process; and the religious and political climate that supported elaborate Egyptian burials.

Children/visitors mummify Bowhotep: (a) They extract Bowhotep's lungs, stomach, liver, and intestines, and place them in Canopic jars (which are deposited in the tomb). (b) They wrap Bowhotep's body, inserting amulets; place a mask on him; and prepare him for placement in his sarcophagus. (c) They learn why/how the brains were extracted and destroyed. (d) They talk about the importance of the heart, which was left in the body and later "weighed" to determine whether the individual had been virtuous enough to enter the afterlife. (e) The weighing of the heart ceremony could also be enacted.

## Sample interactive questions (2-3) for the Audience

1. Why do you think the ancient Egyptians chose to place all cognition and emotion in the heart?
2. How much "badness" would you say it takes in a lifetime before your heart is eaten by Amit the Gobbler, and you get totally erased and have no chance to enter the Field of Reeds?
3. Do you think the Buddhist system of multiple chances to get enough good karma to reach Nirvana is more

likely to produce a lifetime of good behavior than the Egyptian system? Compare these two systems and give some good reasons. Which system fits our modern American justice system the most closely? Why do you think this?

**Conclusion/Review/Reflection**

Review Ancient Egypt's process and purpose of mummification. Why did they do this? Why do people/cultures seek immortality?

*It was interesting to see that Bowhotep was just as much fun for adults (and they got just as involved) as it was for children, who have been our usual audience both when we had the previous exhibit of Egyptian mummies and when we have presented it as a school outreach program. It seems that he is truly irresistible.*

Date approved by the Education Committee: \_\_\_\_\_