



Educator's Guide to *"Delicacy, Grace, & A Degree of Virtuosity,"* Ruth Lynda Deyo

Introduction & Overview:

This online exhibit examines the life, talents, and accomplishments of prodigal pianist, Ruth Lynda Deyo. Deyo was an intelligent and well traveled renaissance woman, mastering many creative trades during her lifetime. Her life was unique and fascinating, especially for a woman of her time. Deyo's talents took her all over the world, and in her travels she fell in love with Egypt and even had the opportunity to explore the tomb of King Tutankhamun. She is believed to be the first woman to have explored his tomb. To give context to Deyo's fascination with Tutankhamun and Egypt, and further align this exhibit with the curricula and learning goals of your classroom, the supplemental lesson plan and research project will focus on the life and legacy of King Tut, as well as the ethics of excavation and museum practices which have allowed us to learn so much about ancient civilizations.

This packet is designed to help you implement this exhibit in your classroom. It provides essential vocabulary, lesson plans, guided questions, and research projects tailored to the learning needs and goals of your students. The content provided in this guide is aligned with New York State's Common Core and Next Generation Learning Standards for 6th grade social studies, but the activities provided in this guide are suitable for all students in grades 6-12. In order to best align with NYS curricula, implementation is recommended in 6th and 9th grade while studying ancient eastern civilizations.

NYS Common Core & Next Generation Learning Standards Alignment:

Grade 6: Social Studies Practices

Gathering, Interpreting, and Using Evidence

1. Develop and frame questions about topics related to historical events occurring in the Eastern Hemisphere that can be answered by gathering, interpreting, and using evidence.
2. Identify, effectively select, and analyze different forms of evidence used to make meaning in social studies (including primary and secondary sources such as art and photographs, artifacts, oral histories, maps, and graphs).
3. Identify implicit ideas and draw inferences, with support.

4. Recognize arguments on specific social studies topics and identify evidence to support the arguments. Examine arguments related to a specific social studies topic from multiple perspectives.

Chronological Reasoning

1. Identify ways that events are related chronologically to one another in time.
2. Employ mathematical skills to measure time by years, decades, centuries, and millennia; to calculate time from the fixed points of the calendar system (B.C.E. and C.E.); and to interpret the data presented in time lines, with teacher support.
3. Identify causes and effects from current events, grade-level content, and historical events.
4. Understand that historians use periodization to categorize events. Describe general models of periodization in history.

Comparison and Contextualization

1. Categorize and evaluate divergent perspectives on an individual historical event.
2. Describe and compare multiple events in the history of the Eastern Hemisphere in societies in similar chronological contexts and in various geographical contexts.
3. Identify how the relationship between geography, economics, and history helps to define a context for events in the study of the Eastern Hemisphere.
4. Understand the roles that periodization and region play in developing the comparison of historical civilizations.

Geographic Reasoning

1. Recognize and explain how characteristics (cultural, economic, and physical-environmental) of regions affect the history of societies in the Eastern Hemisphere.
2. Describe how human activities alter places and regions in the Eastern Hemisphere.
3. Recognize that boundaries and definitions of location are historically constructed.

Civic Participation

1. Demonstrate respect for the rights of others in discussion and classroom debates, regardless of whether one agrees with the other viewpoint. Consider alternate views in discussion.
2. Participate in activities that focus on a local issue or problem in a country in the Eastern Hemisphere.

3. Identify and explore different types of political systems and ideologies used at various times and in various locations in the Eastern Hemisphere and identify the role of individuals and key groups in those political and social systems.
4. Participate in negotiating and compromising in the resolution of differences and conflict; introduce and examine the role of conflict resolution.
5. Identify situations with a global focus in which social actions are required and suggest solutions.
6. Develop an understanding of an interdependent global community by developing awareness and/or engaging in the political process as it relates to a global context.

Grade 6: The Eastern Hemisphere

6.3 EARLY RIVER VALLEY CIVILIZATIONS IN THE EASTERN HEMISPHERE

(ca. 3500 B.C.E. – ca. 500 B.C.E.): Complex societies and civilizations developed in the Eastern Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions. Early human communities in the Eastern Hemisphere adapted to and modified the physical environment.

(Standards: 2, 3; Themes: ID, TCC, GEO, SOC)

6.3a Humans living together in settlements develop shared customs, beliefs, ideas, and languages that give identity to the group.

6.3b Complex societies and civilizations share the common characteristics of religion, job specialization, cities, government, language/record keeping system, technology, and social hierarchy. People in Mesopotamia, the Yellow River valley, the Indus River valley, and the Nile River valley developed complex societies and civilizations.

6.3c Mesopotamia, Yellow River valley, Indus River valley, and Nile River valley complex societies and civilizations adapted to and modified their environment to meet the needs of their population.

- ❖ Students will explore how the selected complex societies and civilizations adapted to and modified their environment to meet their basic needs of food, clothing, and shelter.

6.3d Political and social hierarchies influenced the access that groups and individuals had to power, wealth, and jobs and influenced their roles within a society.

- ❖ Students will compare and contrast the gender roles, access to wealth and power, and division of labor within the political and social structures of the selected river valley societies and civilizations.
- ❖ Students will examine the unique achievements of each of the selected complex societies and civilizations that served as lasting contributions.

6.4 COMPARATIVE WORLD RELIGIONS (ca. 2000 B.C.E – ca. 630 C.E): Major religions and belief systems developed in the Eastern Hemisphere. There were important similarities and differences between these belief systems.

(Standard: 2; Themes: ID, SOC)

6.4a Civilizations and complex societies developed belief systems and religions that have similar, as well as different, characteristics.

6.4b Belief systems and religions are based on sets of mutually held values.

6.4c Belief systems and religions often are used to unify groups of people, and may affect social order and gender roles.

Learning Objectives

- Students will learn about the extraordinary life of prodigal pianist Ruth Lynda Deyo and the many skills she pursued and excelled at during her lifetime.
- Students will learn about ancient Egypt, specifically the era of King Tutankhamun's reign, through the lens of pianist Ruth Lynda Deyo who took a great interest in him and the culture of Egypt as a whole.
- Students will examine and contemplate the ethics of archaeological excavations and museum practices as they relate to expansion of knowledge, cultural preservation, and respect for the burial practices and mortuary beliefs associated with ancient civilizations.

Vocabulary:

Assign this vocabulary list to students prior to the implementation of the online exhibit and accompanying lesson plans in your classroom. You may choose to have students create flashcards or other study tools which will aid them in learning the essential vocabulary for this unit.

- **Cultivate:** to improve or develop by careful attention, training, or study.
- **Disseminate:** to spread or disperse something (especially information) widely.
- **Enamored:** the state of being filled with love for someone or something.
- **Excavate:** to remove earth carefully and systematically in order to find buried remains.
- **Heretic:** a person who is at odds with what is generally accepted, usually in regards to religion.
- **Metaphysical:** Relating to the branch of philosophy which explores the fundamental nature of reality, including the relationship between mind and matter.
- **Monotheism:** the religious worship of a singular god.
- **Occult:** supernatural, mystical, or magical beliefs, practices, or phenomena.
- **Pantheon:** all the gods of a religion or people collectively.
- **Patentee:** a person or organization that obtains or holds a patent for something; a founder.
- **Polytheism:** the religious worship of multiple gods.

Lesson Plan:

The Life & Legacy of King Tutankhamun

You may choose to implement this lesson prior to your students' exploration of the online exhibit as a whole, or prior to the "Life Abroad & Egyptomania" section. This lesson may be carried out in the classroom or remotely.

Objective:

Students will learn about the legacy of King Tutankhamun, who was significant not for his reign but for his well preserved tomb and what it has taught us about ancient Egyptian culture and government. This lesson will get students thinking about how much information we know about ancient Egypt as a result of tomb excavation and the ethics of this practice.

Do Now:

To begin the lesson, students will be tasked to examine three pictures which showcase a selection of objects that Tutankhamun was buried with. As they examine these images and the items they depict, students will make inferences about the life of King Tut and ancient Egyptian culture as a whole. Three minutes per image is recommended, but time can be changed to suit the needs of your students.

Before moving on to the main lesson, allow students to discuss their findings in groups, partners, or as a whole class. Students should explain why they made specific inferences based on objects seen in the images and prior foundational knowledge of ancient Egypt, if applicable.

Instruction:

Guide students through the provided lesson slides in order to expand students' knowledge about Tutankhamun's parents, the reign of his father, his own reign, and the significance of his tomb in an archaeological and historical context.

For slides containing primary source documents and analysis questions, allow students at least five minutes to analyze the documents and record written responses to each question. Allow students to discuss their answers as a class, in groups, or in partners following each mini writing activity.

Conclusion:

Review and reflection questions are posed to students on the last slide of the lesson. Give students at least five minutes to record their responses to the questions posed.

Comprehension Questions:

Assign the following questions to students to guide them through their exploration of the online exhibit. These questions may be used as homework, classwork, or group/full class discussion questions. If assigned as written work, students should answer the following questions in full sentences.

Introduction

1. What attributes have been ascribed to Ruth Lynda Deyo? List at least three.
2. Where was Ruth born?
3. At what age did Ruth begin her musical career?
4. Where was Ruth's first performance?
5. In what country did Ruth study music at age 18?
6. Where did Ruth meet her husband, Charles Dalton?
7. What was Ruth's opera entitled?

Life Abroad & Egyptomania

1. What cities in Europe did Ruth travel to during the first two decades of the twentieth century? List at least three.
2. During her time in Egypt, which famous pharaoh's tomb did Ruth have the opportunity to explore?
3. How did Ruth's trip to Egypt affect her and subsequently her art?

Triumphs of Ruth Lynda Deyo

1. What was the critical reception to Ruth's music like?
2. What are some key phrases used by critics to describe Ruth's performances?

The Diadem of Stars and Charles Dalton

1. In what year did Ruth and her husband Charles get married?
2. What wars did Charles serve in?
3. What professions did Charles hold?
4. Where did Ruth and Charles call home after they got married?
5. What was Ruth's opera, *The Diadem of Stars*, about?
6. How did Ruth spend the second half of her life?

Family and Huguenot Street

1. What Huguenot Patentee families was Ruth descended from?
2. Where were Ruth's parents born and raised?
3. How were her parents described by their community?

4. What occupation did Ruth's father, Peter, hold during his lifetime?
5. What important impact did Ruth's mother, Ida, have on her daughter?
6. What occupation did Ruth's younger brother, Morton, hold?
7. What did Morton do to preserve his sister's legacy?

Final Project:

Ethics of Excavation Research Project

As an accompaniment to this exhibit, you learned a great deal about the life of King Tut, the ancient Egyptian pharaoh who Ruth Lynda Deyo took a great interest in and whose tomb she was able to explore in her lifetime. You were only able to learn so much about him, though, because of the information archaeologists, historians, and scholars have discovered through archaeological excavations of his tomb and that of other ancient Egyptian tombs. The practice of archaeological excavation has led to many important and groundbreaking historic discoveries, but is it an ethical way to learn about the past? Oftentimes, sacred burial sites are disturbed and cultural practices of those who we seek to learn more about are disrespected for the pursuit of knowledge.

For this project, you will be tasked to develop an argument as to whether or not you think it's ethical to practice tomb excavation in order to learn about a person or community. Your argument should consist of carefully researched facts and evidence as well as your personal beliefs on the subject. As you conduct your research and evaluate your own beliefs, consider the following questions:

- What cultural and religious beliefs and practices surrounded death and burial in ancient Egypt?
- Were these beliefs and practices considered sacred?
- What knowledge about ancient Egypt has been discovered without the disturbance of tombs and other burial sites? Is this information enough to piece together an accurate representation of ancient Egyptian life and culture?
- What is more important: knowledge or respect for the dead/the cultural values of ancient civilizations?
- Do you think it's possible to strike a balance between learning about a culture through excavation while still being respectful of the culture's sacred objects and deceased members?

It is suggested that you conduct your research within the scope of archaeological excavation in Egypt, though you may choose to research these practices within a different civilization or geographic area. If you choose to select a new group or region, you must first receive approval from your teacher.

Your final project may be carried out as a(n):

- Essay
- Powerpoint presentation

- Poster board presentation
- Oral report
- Short film
- Structured debate with a partner (performed for your teacher or your class)
- Form of your choosing
 - If you choose to develop and utilize your own format, it must first receive your teacher's approval.