



DREAMSCAPE
LEARN™



TOMB OF SETI I

CINEMATIC IMMERSIVE EXPERIENCE

FOR HIGH SCHOOL PROJECT-BASED LEARNING

Enter the Tomb of Seti I, and experience the secrets of a culture lost to time. As you move through its chambers, its vast, symbolic messages reveal the beliefs of a people who asked the same questions we do today, like what waits for us beyond life. Walls and ceilings come alive with intricate imagery, mysterious artifacts, and ritual symbolism. Each space reveals how images, symbols, and composition can carry the essential truths of our world, the journey beyond life, and cultural values across time.

IMMERSIVE PROJECT-BASED LEARNING EXPERIENCES

The Tomb of Seti I immersive experience serves as a catalyst for standards-aligned, project-based learning across disciplines, engaging students in authentic systems of inquiry.

Inside this guide, educators will find a range of interdisciplinary PBL concepts and lesson ideas designed to spark inquiry, support meaningful exploration, and connect learning to real-world contexts, with students taking on the roles of:



archaeological data analysts



museum exhibit curators



environmental planning analysts



visual storytellers

Flexible classroom use

Educators can seamlessly incorporate these immersive, project-based learning experiences into existing curricula to:

- Boost student engagement
- Foster inquiry-driven learning and critical thinking
- Connect disciplines through meaningful, cross-curricular experiences
- Bring authentic, real-world learning into the classroom

ELA: Systematic Visual Storytelling

How do visual systems communicate meaning without using words?

Visual systems like tomb wall and ceiling paintings organize meaning through imagery, sequencing, and symbolic representation, and can be compared to modern visual storytelling systems like graphic novels and photography.



Students examine a selected section of tomb wall paintings and identify how meaning is created through imagery, sequencing, spatial arrangement, and symbolic detail. They analyze how the composition communicates narrative, ideas, or status without relying on written sentences.

Students then create a **wordless comic or other visual narrative** that tells a clear story using only images, or compare the visual structure of tomb paintings with another visual communication system (such as comics, sculpture, paintings, iconography, or emojis) to explain how meaning is constructed through visual design.

Standards (Common Core — ELA Literacy):

RST.9-10.7 — analyze diverse formats of information

SL.9-10.2 — interpret and analyze information presented in diverse media formats





Social Studies: Cultural Symbolism

How do symbols, imagery, and visual systems express a culture's understanding of the natural world, the divine, and human existence?

Across cultures and throughout history, humans have created symbolic systems to explain the natural world, represent the divine, and make sense of life and death. These systems often appear in art, architecture, and ritual spaces. They communicate meaning, reinforce shared beliefs, and shape how societies understand their place in the universe.

Students analyze visual and symbolic systems in the Tomb of Seti I, identifying recurring symbols, figures, and patterns. They investigate how these elements may represent natural cycles (such as the movement of the sun), spiritual beliefs, or ideas about life after death.

Students then design a **museum exhibit** focused on a unifying theme (e.g., “Visualizing the Afterlife” or “Imagining the Divine”). The exhibit includes artifacts or examples from the Tomb of Seti I and at least two other cultural systems, with interpretive panels explaining how each uses symbolism to communicate meaning, belief, and worldview.



Standards (C3 Framework for Social Studies):

D2.His.2.9-12 — analyze change/continuity in cultural practices

D2.His.14.9-12 — analyze multiple perspectives



Statistics: Data Insights for Archaeological Research

What do patterns in visual data reveal about artistic priorities across different sections of the Tomb of Seti I?

Statistical analysis of visual systems can reveal patterns by identifying how symbols, figures, and motifs are distributed across sections of a cultural artifact.

Students act as archaeological data technicians analyzing assigned sections of tomb imagery. Each student or group records the frequency of selected visual features such as symbols, figures, or recurring motifs and organizes their findings into frequency tables and appropriate visual representations.

Students then create a **data visualization** that communicates both their findings and an interpretation of observable patterns within their section. These visualizations can be combined into a class-wide dataset arranged according to the spatial structure of the tomb, forming a collective visual representation of patterns across the site. Students distinguish between observed data, pattern-based interpretation, and limitations of inference from partial datasets.

Standards (Common Core — Statistics):

HSS-ID.A.1 — represent data with plots and tables

HSS-ID.B.5 — summarize and interpret data on a single variable





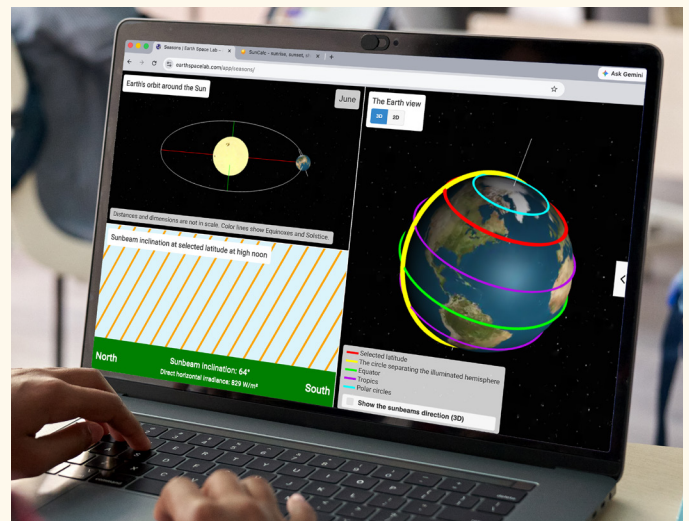
Astronomy: Earth–Sun System Modeling

How do we determine which Earth–Sun models are most useful for occupations that depend on seasonal and solar patterns?

Throughout history, humans have always relied on and revered the sun, even if they did not understand the science behind it. Many modern-day professions use scientific models of Earth–Sun interactions to explain and predict seasonal change, daylight variation, and solar intensity in order to do their jobs.

Students compare and contrast contemporary Earth–Sun models, including axial tilt, solar angle, and radiation, and daylight variation models to explain seasonal and geographic differences in sunlight patterns.

Students then apply their findings to create a **sun-earth pocket guide** for different fields such as farming, construction, event coordination, cinematography, or renewable energy planning, explaining which model is most relevant, how it supports decision making, its limitations, and how other models may help fill in the gaps.



Standards (NGSS — Earth and Space and Sciences):

HS-ESS1-1 — develop and use models of Earth–Sun systems based on evidence

HS-ESS1-4 — use models to explain cyclical patterns and evaluate model limitations