

MELBOURNE WINTER MASTERPIECES

TUTANKHAMUN

AND THE GOLDEN AGE OF THE PHARAOHS

AN EXHIBITION FROM
**NATIONAL
GEOGRAPHIC**



EDUCATION KIT

Language and Communication (ESL Learners)

The following materials have been produced by the education team at Melbourne Museum to support teacher and student learning in the key themes of this exhibition.

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The exhibition is organised by the National Geographic Society, Arts and Exhibitions International and IMG, with cooperation from the Egyptian Supreme Council of Antiquities

Image: Canopic Coffinette of Tutankhamun. Not the Funerary Mask.



South Australian Education Kit: Language and Communications

These education materials were developed for teachers and students of English – especially ESL learners – visiting the *Tutankhamun and the Golden Age of the Pharaohs* exhibition at Melbourne Museum.

Acknowledgements

Melbourne Winter Masterpieces is a Victorian Government initiative and is exclusive to Melbourne, Australia.

This exhibition is organised by the National Geographic Society, Arts and Exhibitions International and IMG, with cooperation from the Supreme Council of Antiquities of the Egyptian Ministry of Culture.

The English language and communication activities were written by Scott Wallace, curriculum writer, and Liz Suda, Program Co-ordinator, Humanities, Melbourne Museum.

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Language and Communications Activities

Note to teachers

These materials were written with Adult ESL learners in mind. The activities relate to a number of certificates that are used for ESL learners across Australia, including:

- Certificate of Spoken and Written English,
- The Certificates of General Education for Adults,
- Australian Curriculum Standards Frameworks and Syllabuses.

The activities in this education kit are suitable for learners at Intermediate Level (Levels 2–3), as well as advanced learners (Level 4) of English as a second language. They are also suitable for Middle Years English classrooms which seek to build vocabulary, comprehension, communication and clear thinking.



Tutankhamun as king of Lower Egypt.
National Geographic.

The idea behind these activities is to utilize the themes of the exhibition to further students' understanding of both Ancient Egypt and the texts that are used to communicate ideas about history. These English language activities can supplement the History and Geography activities in the other *Tutankhamun* education kits.

The e5 Instructional Model

Each worksheet in this kit is sequenced according to the e5 Instructional Model. In the Teacher's Guides, activities are labelled with their corresponding e5 phase, i.e. engage, explore, explain, elaborate or evaluate.

Broad learning outcomes relevant to all states

Students will be guided to:

- read, interpret and respond to a range of texts, including various genres of written, spoken and multimedia texts,
- produce a variety of written texts for different purposes and audiences, using appropriate structures and features,
- plan, research and deliver presentations individually and in groups,
- develop ICT skills: conduct online research, and format and write documents,
- develop oral communication and teamwork skills in a community of enquiry.

Visual Communication in Ancient Egypt

Teacher's Guide

Initial Activity (e5: engage)

The purpose of this activity is to raise questions about why ancient Egyptians had such a highly stylised form of visual art, in preparation for the reading passage.

Reading Activity: (e5: explain)

The purpose of this passage is to give students a very basic grounding in some of the principles behind ancient Egyptian art. It is hoped that this will provide a more intimate experience when viewing images from this period.

Extension

In the first episode of the BBC documentary *How Art Made the World* – entitled 'More Human than Human...' – there is an instructive section on the grid system and the mixture of frontal and profile views.

Even if you don't watch the video, you might want to point out an interesting parallel raised in the program that helps to understand the use of profiles in ancient Egyptian art. Imagine Picasso-style abstract images of humans were the only human images known to humankind for 3,000 years. This parallel helps to grasp the incredible fact that these stylised Egyptian figures changed very little for more than 3,000 years.

Vocabulary

Answer key

- realistic: like the real thing
- recreate: to make a copy of
- frontal: looking from/to the front
- profile: looking from/to the side
- grid: lines drawn to make small squares
- function: use (*n.*)
- element: essential part(s) of something

Understanding the main ideas of a paragraph (e5: elaborate)

- Paragraph 3: A carefully controlled drawing system
- Paragraph 2: Clear communication was more important than realism
- Paragraph 5: Conclusion
- Paragraph 1: Introduction
- Paragraph 4: Pictures as writing

Colours and their meaning in different cultures (e5: explain, elaborate)

The purpose of this activity is to take students through their own perception of colours by introducing them to the meaning of colours in ancient Egypt. Starting with the student's own point of view puts the student in the equation, creating a more intimate exploration through involvement.

Extension Activity

You may wish to copy the following activity for students.

Portraits as propaganda

Egypt was one of the earliest great civilisations. In earlier times, before ancient Egyptian civilisation, people lived in smaller groups. The people in these groups knew their leaders and would be in physical contact, but in later large societies – like ancient Egypt – the common person may never see his/her leader. Leaders began using images of their own faces to make their people know them and their power. You can probably see an example of this in your own wallet: have a look at the change purse, and see who you find there.



In small groups, discuss these questions:

1. Can you name any of the people in the pictures above?
2. Can you think of any other examples of portraits as propaganda? They could be famous faces used to advertise products or represent political or social groups.
3. Make a list of the world's Top Five most recognisable faces. What do you think/feel when you see the face? For each face, choose three words, e.g. Queen Elizabeth II: power, tradition, history.

Visual Communication in Ancient Egypt



Brainstorm the following questions in a small group.

1. What is unusual about ancient Egyptian images of people?
2. Why do you think they created human images in this way?
3. Some historians think that less than two percent of ancient Egyptians could read and write. In what ways could the other 98 percent communicate?

Read the passage below, and then do the activities on the next page.

Why do ancient Egyptian figures look the way they do?

1. When you look at ancient Egyptian pictures, you very quickly notice that they are not very realistic. Were they just bad artists? No. Look at ancient Egyptian statues and you see that the artists of that time could create very realistic images when they wanted to. So, why do their pictures look the way they do?



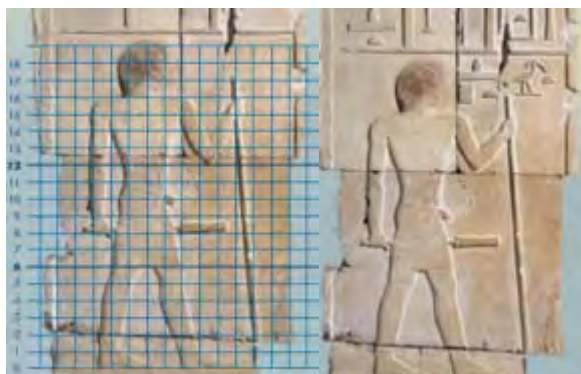
Ancient Egyptian style: not realistic, but body parts are clearer.

Realistic style: body parts are not so clear.

2. For ancient Egyptian artists, clear communication was more important than realistic images. So instead of trying to recreate the human body as it is, they preferred to show it in its clearest position. For example, human eyes are clearer from the frontal view than the profile (or side) view. So even when the person was in profile view, the eyes were still in frontal view.



3. Another interesting thing about ancient Egyptian artists was their careful control of human images. When they created an image, they first drew a grid, then drew the person over it. The body parts always followed the same system. For example, a foot was 2.5 squares long, and the eyeball was one square off the centre line. Their images of people hardly changed for 3,000 years.



4. One of the reasons for artists keeping their images the same was because their pictures had two functions. One function was to create a beautiful picture. The other function of many images was to be read as hieroglyphs. Because their pictures were also writing, it was better for all artists and scribes to follow the same system.

5. All of these elements together give ancient Egyptian art that special style which is so easy to recognise. Next time you look at art from ancient Egypt, remember to look for some of these key elements.

Images:

http://www.brooklynmuseum.org/exhibitions/egypt_reborn/ancient-egypt/k1/K01_website.php



Vocabulary

Match the words on the left with the appropriate meaning on the right.

- | | |
|-------------------------------|---------------------------------------|
| a. realistic (<i>adj.</i>) | ___ looking from/to the front |
| b. recreate (<i>v.</i>) | ___ lines drawn to make small squares |
| c. frontal (<i>adj.</i>) | ___ to make a copy of |
| d. profile (<i>adj./n.</i>) | ___ use (<i>n.</i>) |
| e. grid (<i>n.</i>) | ___ essential part(s) of something |
| f. function (<i>n.</i>) | ___ looking from/to the side |
| g. element (<i>n.</i>) | ___ like the real thing |

Understanding the main idea of a paragraph

Match the main ideas below with the paragraphs of the story.

Write the paragraph numbers in the blanks.

- Paragraph ___: A carefully controlled drawing system
 Paragraph ___: Communication was more important than realism
 Paragraph ___: Conclusion
 Paragraph ___: Introduction
 Paragraph ___: Pictures as writing

The reading passage above uses a five-paragraph structure. The introduction gives you the topic of the whole passage. Paragraphs 1, 2 and 3 tell you more about the topic. The conclusion finishes off the passage with a summary.

Colours and their meanings in different cultures

Fill in the table. Are any colour meanings the same in your culture and ancient Egypt?
 (If you grew up in another country, you can use meanings from your previous country.)

	Red	Yellow	Blue	Black	White	Green
In your culture						
In ancient Egypt	<ul style="list-style-type: none"> • life and victory • anger and fire 	<ul style="list-style-type: none"> • protection (gold lasts forever, can't be destroyed) 	<ul style="list-style-type: none"> • sky / water (the Nile) • creation / first flood • rebirth and fertility 	<ul style="list-style-type: none"> • the underworld • night • death (and rebirth) 	<ul style="list-style-type: none"> • omnipotence (having complete power / power over everything) 	<ul style="list-style-type: none"> • new growth • good health • life and renewed health

The Afterlife

Teacher's Guide

Initial Activities

Before you read... (e5: engage)

These opening questions are designed to get students thinking about their own views on the afterlife, in order to stimulate further questions.

Picture-matching activity (e5: explore)

The purpose of this activity is to give the students a visual aid that will make the reading passage more accessible. It will also prompt connections between the picture, vocabulary, names and concepts.

Answer key:

- Thoth, the ibis-headed scribe god, writes down the results. E
- The soul of the dead person watches the test, hoping to pass. A
(*The part of the soul the ancient Egyptians called 'ba' is depicted as having the body of a bird with the face of the deceased.*)
- Anubis checks to make sure the scale is working correctly. C
- The weight of the heart is compared with the weight of the feather. B
- The feather represents Maat, the goddess of truth, justice and order. D
- Ammut waits, and will eat the heart if it is heavier than the feather. F

Reading Activities: 'The Journey through the Afterlife' (e5: explore)

Put the paragraphs in the correct order (e5: engage, explore)

The purpose of this activity is to deepen the students' understanding of the passage by forcing them to engage with the text.

Answer key for paragraph ordering: 5, 2, 3, 1, 4

Vocabulary: (e5: explore)

Answer key: 1. soul 2. paradise 3. tomb 4. mummy 5. sin 6. preserve

Reading comprehension: (e5: explore)

Answer key: 1. T 2. T 3. T 4. F

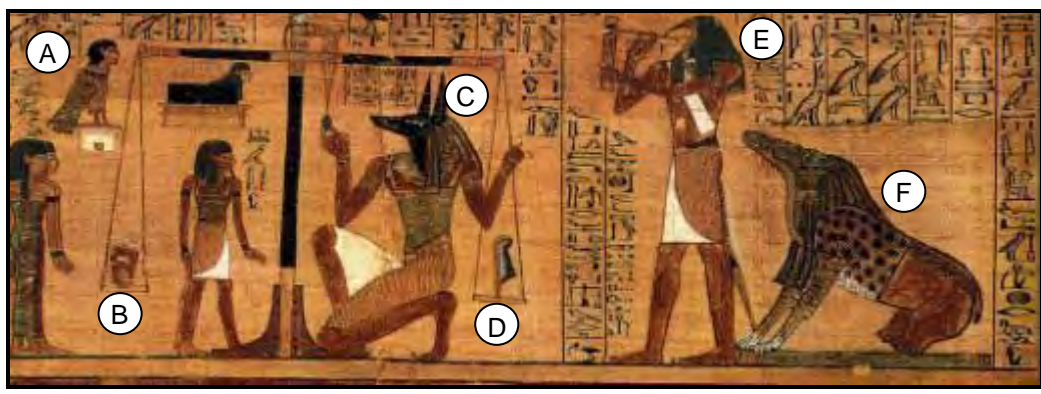
The Afterlife

Before you read...

Discuss the following questions in a small group.

1. What do you think happens after you die? Do you believe in an afterlife?
2. If a person does bad things in his/her life, do you think he/she will be punished in the afterlife?
3. If there is an afterlife, do people have a body? If so, what does it look like? If someone dies at the age of 100, do they have a 100-year-old's body in the afterlife?

Before you read 'The Journey through the Underworld', try to match the parts of the picture (A–G) with the information below. The first one is done for you.



http://upload.wikimedia.org/wikipedia/commons/e/ee/BD_Weighing_of_the_Heart.jpg

Thoth, the ibis-headed scribe god, writes down the results. A. B. C. D. E. F.	The weight of the heart is compared with the weight of the feather. A. B. C. D. E. F.
The soul of the dead person watches the test, hoping to pass. A. B. C. D. E. F.	The feather represents Maat, the goddess of truth, justice and order. A. B. C. D. E. F.
Anubis checks to make sure the scale is working correctly. A. B. C. D. E. F.	Ammut waits, and will eat the heart if it is heavier than the feather. A. B. C. D. E. F.

Read the passage below. Put the paragraphs in the correct order.

The Journey through the Underworld

- When the soul joined the body again, it went to Yaru, a paradise which was a perfect version of life on earth. In the tomb, the dead person needed personal effects – such as furniture, weapons and clothing – so these were put in the tomb with the mummy, along with food and drink.
- The most important part of the journey was the Weighing of the Heart. The heart of the dead person was weighed against 'the feather of truth'. The feather was a symbol of Maat, the goddess of truth, justice and order.



If the heart was heavy with sin, it was thrown to Ammut, a monster which was part crocodile, part lion, and part hippopotamus. If Ammut ate the heart, the person's soul died completely and no longer existed. If the heart was pure and weighed less than the feather, the soul was free to return to its body.

1 The ancient Egyptian religious text *The Book of the Dead* describes the journey that each person goes on when he/she dies.

After passing the test, the pure soul had to travel back to the tomb to find its body again. This is why it was so important to preserve the dead person's body and have a mask, pictures and statues of the dead person: the more images, the easier the body was to find. If the soul could not find the body, it could not live on.

Vocabulary

Below are some words from the reading passage. Match the words with the meanings below. Write the words in the blanks.

preserve	1. _____ The part of a person that still lives after the body dies.
sin	2. _____ A perfect place without problems.
paradise	3. _____ A place where a dead body is put.
tomb	4. _____ A preserved dead body.
soul	5. _____ A bad/evil action.
mummy	6. _____ To stop something from going rotten.

Reading comprehension

Read the questions below and circle *True* (T) or *False* (F) for each one.

1. After travelling through the underworld, the person's soul looked for his/her body. T / F
2. In the ancient Egyptian afterlife, the 'dead' person still needed to eat and drink. T / F
3. If the soul was lighter than the feather, the soul continued to live. T / F
4. The ancient Egyptians believed that when you die, you do not exist anymore. T / F

Embalming in Ancient Egypt

Teacher's Guide

Initial Activity (e5: engage, explore)

Brainstorm ideas about what students already know about Ancient Egypt. Make a list on the board of their responses.

The aim here is not to provide information, but to engage interest. The answers are supplied in the later activities.

Regarding the questions related to modern Australia, below are some facts which you may want to share with your students after they have shared their information.

Do people in modern Australia embalm dead bodies? If so, how? Why?

In some cases, people embalm the deceased. From the Le Pine Funeral Services website (www.lepinefunerals.com.au):

'Embalming is the chemical treatment of a body to disinfect and preserve it. This is carried out by a trained embalmer. Embalming may be needed when:

- There is a longer than average delay between death and the funeral.
- The deceased needs to be transferred overseas or interstate.
- The service calls for an aboveground burial in a crypt or vault.
- To improve the appearance of the deceased for a viewing.

The process involves draining the blood, and then replacing it with fluids such as formaldehyde, methanol, ethanol and other solvents.'

How do people in modern Australia dispose of dead bodies?

Answers will vary. The most common methods are burial in a coffin and cremation.

Music Video Activity: How to make a mummy: (e5: explain)

This activity requires the use of YouTube. Some schools do not allow the use of YouTube. You may wish to contact your IT service and request use of the site for one class, projecting the video on a data projector if you have one.

You might also want to tell your students the origin of the word 'mummy'. It derives from the Arabic *mummiya*, meaning 'bitumen' or 'pitch' (tar or asphalt), and refers to the black resin discovered on bodies placed in Late Period burials in Egypt.

NB: For work with ESL students:

- there is a special focus here on the passive voice;
- it is recommended that you play the video once or twice right through, and then play each line two or three times to give students a chance to get the answers.

Answer key

1. After the dead king is on the table, his **brain** is pulled out (with a wire) through his nose.
2. The guts (intestines), lungs, stomach and liver must be put ('bunged') in four **jars**.
3. **Salt** is poured on the body to dry it out.
4. The body is left to lie for **40** days.
5. Prayers in little scrolls are laid out in the **coffin**.
6. Then the tomb is packed (filled) with **wealth**.
7. The dead king is placed deep inside a **pyramid**.

Discussion Activity: Death and organs (e5: elaborate)

The main purpose of this section is to relate the topic back to the students' lives so that they can examine the issues more deeply.

Answer key:

Tutankhamun would obviously not want to donate his organs. The ancient Egyptians' religious traditions dictated that the body must be intact so that the soul could recognise it after the Weighing of the Heart ceremony (see worksheet on 'The Afterlife'). At that time, the body would be joined again with the soul, and live on in the afterlife.

For further information on the Australian Organ Donor Register, visit Medicare Australia's website: www.medicareaustralia.gov.au/public/services/aodr/index.jsp.

Embalming in Ancient Egypt

What do you already know?

1. Before we learn about embalming, let's find out what you already know. Fill in the table below. If you don't know the answer, try to guess.

	Modern Australia	Ancient Egypt
Do people embalm dead bodies? If so, how? Why?		
How do people dispose of dead bodies?		

2. Share your answers with the class.

Music Video Activity: How to make a Mummy

Step 1. Go to www.youtube.com.

Step 2. As a search, enter 'horrible histories the mummy song' (this is on the BBC's channel: BBCHorribleHistories).

Step 3. Watch the music video and circle the correct answer for each sentence below.



1. After the dead king is on the table, his **liver / stomach / brain** is pulled out (with a wire) through his nose.
2. The guts (intestines), lungs, stomach and liver must be put ('bunged') in four **coffins / jars / boxes**.
3. **Salt / sand / flour** is poured on the body to dry it out.
4. The body left to lie for **14 / 40 / 400** days.
5. Prayers in little scrolls are laid out in the **coffin / jars / body**.
6. Then the tomb is packed (filled) with **health / wealth / gold**.
7. The dead king is placed deep inside a **pyramid / coffin / house**.

Computer Game Activity: The Mummy Maker

Step 1. Go to www.bbc.co.uk/history/interactive/games/mummy_maker.

Step 2: Enter the game to start playing.

Step 3: As you play the game, write *one word* in each blank below. The first letter of each word is provided.

1. *What is pushed up into the brain?*

A h_____ is pushed up into the brain.

2. *What is moved back and forth?*

The h_____ is moved back and forth.

3. *After the brain, what four things have to be removed?*

The liver, lungs, s_____ and intestines have to be removed.

4. *What is stored in canopic jars?*

The o_____ are stored in canopic jars.

5. *What is buried in salt for 40 days?*

The b_____ is buried in salt for 40 days.

6. *What kind of fabric are the cavities (holes) stuffed with?*

The cavities are stuffed with l_____.

7. *What is fitted to the king's head?*

A w_____ is fitted to the king's head.

8. *What is used to perfume the body?*

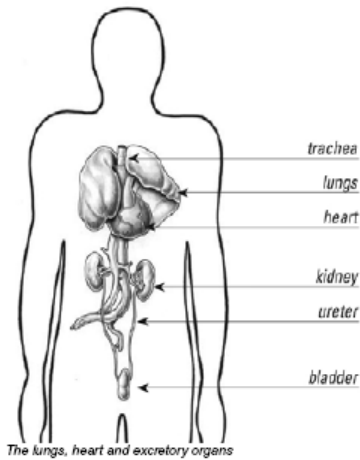
O_____ is used to perfume the body.

9. *What is the body wrapped in?*

The body is wrapped in l_____.

10. *What is fitted on Ramose's face?*

A m_____ is fitted.



Death and Organs

In ancient Egypt, it was very important to protect your organs after death. However, in modern Australia, doctors can use parts of a dead person's body to help others – but only if the person has given permission. To give permission, people put their name down on the Australian Organ Donor Register.

Donation can involve:

- organs: including kidneys, heart, lungs and liver;
- tissue: including heart valves, bone tissue, skin and eye tissue.

Discuss the questions below in small groups.

1. Would Tutankhamun want to donate his organs? Why or why not?
2. Some people choose to donate their organs. What does that say about their beliefs about the afterlife?
3. Would you put your name on the Australian Organ Donor Register? Why or why not?

The Amarna Period: Revolution

Teacher's Guide

Initial Activity: Before you read... (e5: engage, explore)

'Think of a time when there was a sudden huge change in art, religion or culture.'

Discretion needs to be exercised with students who have lived through such times in other countries and may have had traumatic experiences.

Reading Activity: 'Akhenaten: Tutankhamun's Rebel Dad' (e5: explain)

As stated in the yellow text box, this passage has been deliberately written to mimic spoken English, especially the spoken English of teenagers. The goal is to provide some shock value, in keeping with the shock the ancient Egyptians of the Amarna Period must have felt at Akhenaten's irreverent approach to writing on monuments in a way that reflected spoken language rather than the established formal language.

Before reading the passage, you may want to discuss the places where different spoken English styles are used in written forms, such as text messages, tweets, SMS, etc.

For ESL students, bring their attention to the use of the vernacular, and tell them that this is an opportunity to learn some everyday, widely used slang. Point out different contexts where this kind of slang should or should not be used.

Spoken language vs. written language

Tell students to find 10 or so examples of spoken language (a partial list appears in the table below); they do not need to write all of them.

Vocabulary: (e5: explain)

Answer key 1. capital 2. period 3. fertile 4. radical 5. ban 6. worship
 7. background 8. ray 9. figure 10. crumble

Comprehension

Understanding main ideas: (e5: explain)

Answer key: 1. c 2. a 3. b 4. c

Remembering details: (e5: explain)

Answer key: 1. b 2. c 3. c

Making inferences: (e5: explain)

Answer key: 1. d 2. b 3. a

Discussion (e5: elaborate)

Writing: Spoken versus written English (e5: elaborate)

The rewriting of this passage is a great opportunity for students to practise writing in a formal, factual genre. It also requires them to read the information more carefully. The table below has suggested formal/written English alternatives for the spoken language in the text. Of course, answers will vary.



Word used in reading passage	Example of appropriate usage	Word used in reading passage	Example of appropriate usage	Word used in reading passage	Example of appropriate usage
Tut	Tutankhamun	dad	father	rebel dad	revolutionary father
reckon	think, believe	bloke	man	aka	also known as
totes	totally	rad	radical	heaps	a lot of / many
stuff	things	this place	a place	in the middle of nowhere	a remote location / an unpopulated place
man-boobs	breasts	beer gut	large, rounded stomach	freaky	unusual
this really, long ...	a very long ...	some kind of ...	a kind of ...	that's just the way he rolled	that's just the way he was / the way he chose to do things
mixing it up	initiating change	were all serious	were very serious	heavy situations	serious situations
hanging out	spending time	a bit of a	quite a	being a sweetie	showing care / showing tenderness
OMG	<i>(an exclamation like this is unsuitable in any form here)</i>	freaked out	unusual / bizarre	Akhenaten was like ...	Akhenaten said / announced
he was all	he said / announced	'Hey, everybody, Aten's the only god! Worship the sun!'	<i>(inventing direct speech unsuitable for the genre)</i>	Aussies	Australians
I'm not talking about	<i>(the use of first-person narrative in this kind of passage is unsuitable)</i>	solar-y	<i>solar (self-created changes of parts of speech are unsuitable in this genre)</i>	check out the hands	notice the hands
Get a bit of eternal life into ya, mate	I offer you eternal life.	player haters (a slang word referring to people who are envious of others' success)	<i>(use of modern slang unsuitable in this genre)</i>	Yes, Akhenaten ...	<i>(again, creating direct speech is unsuitable here)</i>
multi-god fest	people still worshipped many / multiple gods	folks	people	old school <i>(use of slang unsuitable here)</i>	returned to their previous habit
Dad, you've embarrassed	<i>(too casual for this genre)</i>	kid	child	the old man	his father

The Amarna Period: Revolution

Before you read...

Think of a time when there was a sudden huge change in art, religion or culture. Answer the questions below.



- Where did it happen?
- When did it happen?
- What changed?
- Why did it happen? Whose idea was it?
- Did it change people's lives? How?

Amarna Writing Style

Before the Amarna period, writing on monuments was very formal. However, during the Amarna period, this writing became informal, similar to the spoken language of the time. To reflect the shock of this change, the reading passage below has been written in informal, spoken English.

Akhenaten: Tutankhamun's Rebel Dad

Heaps of historians reckon that Tut's dad was this bloke called Akhenaten, aka Amenhotep IV. He was a radical king. Not radical as in 'totes rad, dude', but radical as in he actually changed heaps of stuff about Egypt.



*Akhenaten, the radical dude.
National Geographic.*

Moving out to Woop Woop

For a start, he moved the capital of Egypt from Thebes to this place in the middle of nowhere (a bit like Canberra ;-)) called Amarna (ancient name: Akhetaten). That's why people called the time 'the Amarna period'. He built a whole new city out in the desert, man.



Here it is, man-boobs and beer gut

Man-boobs and beer gut

One freaky thing about Akhenaten is the way he looks in statues and pictures. He's got this really long, thin face, thick lips, man-boobs and a beer gut. They say he wanted to make himself look half male, half female, like some kind of all-powerful, fertile god with the creative power of male and female together. Hey, that's just the way he rolled, okay?

Mixing it up

Akhenaten fully changed Egyptian art. He was into figures with wider hips, longer necks and smaller legs. Plus, before Akhenaten, pictures of kings were all serious: heavy situations with the gods and the afterlife. But now he made them heaps more playful. Artists made pictures of him doing day-to-day stuff, like hanging out with his wife, pouring drinks for her and generally being a bit of a sweetie.



Amarna -style man

Pre-Amarna-style man

OMG(s)! He banned the gods!

For thousands of years, Egyptians worshipped all these freaked out gods with animal heads and stuff, right? Well, Akhenaten banned them! Even Osiris, that green bloke, god of the underworld. The only god he didn't ban was the sun, that Aten dude. Akhenaten was like, 'Hey, everybody, Aten's the only god! Worship the sun!' And then he was all, 'Smash off the names of all the other gods from the temples and destroy their images!'

Akhenaten seriously worshipped the sun!

I know, I know, you're probably saying, 'Aussies worship the sun, too.' But I'm not talking about catching rays and hitting the beach. Akhenaten actually *worshipped* the sun. He believed the sun's rays were holy life-giving rays of solar-y goodness. The sun's light was actually the sun-god touching the people.



*Akhenaten worships the sun. Check out the hands at the ends of the rays, handing him an Ankh, saying, like, "Get a bit of eternal life into ya, mate."
National Geographic.*

Player haters

In his time, people had just been like, 'Yes, Akhenaten; of course, Akhenaten; we'll only worship the sun, Akhenaten'. But it was still a multi-god fest behind closed doors for lots of folks. After Akhenaten died, people went old-school again and worshipped all the gods, just like before. Later, kings removed images of Akhenaten and the names of him and his kids from buildings and lists of kings and stuff. They took down his temples and moved the capital straight back to Thebes. Akhenaten's big old city crumbled into the desert.

Dad, you've embarrassed me in front of my friends!

Akhenaten's huge changes set up the background for his kid, King Tut. While most of Akhenaten's life was about changing things, most of Tut's life was about changing things back: straight back to how they were before the old man had a go at them.



Reading Activity: Spoken language vs. written language

The reading passage above uses spoken/conversational English. Which words and phrases tell you that this is spoken, not written language? Circle them.

Vocabulary

Write the correct words in the blank spaces:

radical	period	fertile	figure	ban
worship	ray	capital	crumble	background

1. The main city in a country is called the _____.
2. A _____ is a number of years grouped together.
3. Being _____ means being able to give new life.
4. A _____ person has very different ideas and ways of doing things.
5. When you _____ something, you do not let people do/use it.
6. When you pray to something or someone, you _____ it/him/her.
7. _____ means the events that happened before another event.
8. Energy coming from the sun in a straight line is called a _____.
9. The word _____ is another way to say 'body'.
10. To _____ is to break down into small pieces over time.

Comprehension

Understanding main ideas

Circle the letter of the best answer.

1. Paragraph 3 is mostly about _____.
 - a. Akhenaten's long, thin face
 - b. Akhenaten's womanly body
 - c. Akhenaten's unusual appearance
2. The main topic of paragraph 4 is _____.
 - a. the new style of art in the Amarna period
 - b. the love between Akhenaten and his wife
 - c. the thinner style of figures in Amarna art



3. Paragraphs 5 and 6 mainly say that _____.
 - a. ancient Egypt had many gods
 - b. Akhenaten made people worship one god only
 - c. Akhenaten banned the sun god

4. The main topic of paragraph 7 is that _____.
 - a. people followed Akhenaten and worshipped the sun
 - b. people worshipped the sun, but also still worshipped all of the old gods
 - c. after Akhenaten died, people changed everything back to the way it was

Remembering details

Circle the correct answer for each sentence below:

1. Akhenaten wanted to make himself look _____.
 - a. female
 - b. male and female
 - c. overweight

2. Akhenaten changed _____.
 - a. art and religion
 - b. religion
 - c. the capital, art and religion

3. Many historians think Akhenaten was Tutankhamun's _____.
 - a. brother
 - b. son
 - c. father

Making inferences

The answers to the questions below are not shown directly in the reading passage, but you can infer them. Circle the letter of the best answer.

1. The article shows that Akhenaten was _____.
 - a. a free thinker
 - b. a very religious person
 - c. creative
 - d. a very religious, creative free thinker

2. The people of Egypt _____.
 - a. liked Akhenaten's ideas about religion
 - b. did not like Akhenaten's ideas about religion, but had to follow him
 - c. did not care much about religion
 - d. preferred to have only one god

3. Akhenaten saw himself as _____.
 - a. a kind of living god
 - b. a traditional king
 - c. a great artist
 - d. a woman

Discussion

Discuss the answers to these questions with your classmates.

1. Akhenaten changed his country's way of living. Do you think it is better to continue following tradition or to change the world?
2. Ancient Egyptians had many religious traditions. Does that mean they believed in the gods? Do people who celebrate Christmas and Easter believe in God?
3. Which do you prefer, pre-Amarna Egyptian culture or Amarna Egyptian culture? Why?

Writing Activity: Written English vs. spoken English

Rewrite the passage above, using formal, written English instead of spoken English. The first paragraph has been done as an example below.

Spoken English

Heaps of historians reckon that Tut's dad was this bloke called Akhenaten, aka Amenhotep IV. He was a radical king. Not radical as in 'totes rad, dude', but radical as in he actually changed heaps of stuff about Egypt.

Written English

Many historians believe that Tutankhamun's father was a man called Akhenaten, also known as Amenhotep IV. He was a radical king: not 'radical' in the modern slang use of the word, but radical in the sense that he actually made vast changes in Egyptian society.

Tutankhamun

Teacher's Guide

Initial Activity: Before you read... (e5: engage)

The purpose of this activity is to engage students' interest in some of the topics central to Tutankhamun, and to elicit students' prior knowledge of the topic.

Reading Activity: 'The life and death of Tutankhamun' (e5: explain)

Vocabulary: (e5: explain)

Answer key: 1. guesswork 2. assassinate 3. injury 4. evidence 5. surviving
6. restore 7. identity 8. half-sister 9. adviser 10. temple

Using the vocabulary in speaking: (e5: elaborate)

The purpose of this activity is to consolidate students' understanding of the focus vocabulary.

Comprehension

Understanding the main ideas: (e5: explore, explain)

Answer key: 1. a 2. a 3. c 4. b

Remembering details: (e5: explore, explain)

Answer key: 1. a 2. a 3. b

Order of events: (e5: explore, explain)

Answer key: 4, 5, 1, 3, 2

Discussion (e5: elaborate)



Tutankhamun

Before you read...

Tutankhamun was a pharaoh (king) of ancient Egypt.

Discuss these questions with a partner.

1. Tutankhamun became king when he was just a boy. Do you know any other people who became leaders when they were very young?
2. Nobody really knows how Tutankhamun died. His death was a mystery. Which other famous people's deaths were mysteries?
3. What do you already know about Tutankhamun?



*Canopic coffinettes of Tutankhamun.
National Geographic.*

The life and death of Tutankhamun

1. One interesting thing about the discovery of Tutankhamun's tomb was that there was almost no written evidence about the life of Tutankhamun. Historians have to try to build a picture of his life from other sources. Because of all this guesswork, people have very different ideas about Tutankhamun's life and death.
2. Tutankhamun was born around 1343–41 BCE. We are not even sure who his parents were, although many believe he was the son of Akhenaten. The identity of his mother is also unclear. Many historians think that his mother was Kiya, the secondary wife of Akhenaten.
3. When he was about eight years old, Tutankhamun married Ankhesenpaten (later Ankhesenamun), the third daughter of Akhenaten and Nefertiti. Ankhesenamun was possibly Tutankhamun's half-sister, and it is likely that she was about the same age as her husband. It seems that the couple did not have any surviving children, although there were two mummified babies in Tutankhamun's tomb – perhaps their daughters.
4. Tutankhamun became king when he was nine years old. Because of this, it is thought that his advisers made most of the decisions for him in the early years. During his time as king, one of his main activities was restoring the changes made by Akhenaten. He moved the capital back to Thebes, reopened and rebuilt the old temples, gave the priests back their jobs, and restored the old images of the gods which had been destroyed by his father.
5. One of the biggest mysteries about Tutankhamun's life was how it ended. Although there have been two X-rays, a CT (computer tomography) scan and DNA testing on his mummy, experts are still uncertain about how Tutankhamun died. There are a number of different views. In the past, many people believed he was assassinated. But after recent DNA testing, some key historians think his death was caused by a combination of malaria and an injury from a fall.



6. One thing we do know about Tutankhamun's death is that it was sudden and unexpected. He was only about 19 years old. Because there was not enough time to prepare for his burial, up to 80 percent of the burial objects for his body were recycled from other tombs. There is clear evidence of this: names and writing were changed, and some of the figures have female faces instead of Tutankhamun's. Most surprisingly, even his gold burial mask was someone else's. The original face was cut out and replaced with Tutankhamun's.
7. The treasures of Tutankhamun's tomb let us look into the world of ancient Egypt. Over 3,000 years later, Tutankhamun continues to excite the imagination of people all around the world.

This material is adapted from text written by Dr. Zahi Hawass in his book *Tutankhamun and the Golden Age of the Pharaohs* (National Geographic Books, 2005).

Vocabulary

Write the correct words in the blank spaces.

evidence guesswork identity half-sister surviving
 advisors restore temple assassinate injury

1. If you have only a little information, you need to use _____ to solve a problem.
2. To _____ means to kill or murder someone.
3. If you are badly hurt, you probably have an _____.
4. To find out whether something really happened, you need _____.
5. If someone is still living, we can say he/she is _____.
6. To _____ something is to return it to its original condition.
7. Your _____ is information such as your name and date of birth.
8. If one of your parents has a daughter with someone other than your mother/father, that child is your _____.
9. The job of an _____ is to give advice.
10. People go to a _____ to worship gods/God.

Using the vocabulary in speaking

Talk with a partner. Use complete sentences to answer these questions.

1. What kinds of people have professional advisers?
2. What kinds of cards show your identity?
3. Have any buildings been restored in your suburb or city recently?
4. Have you ever had a bad injury? What happened?

Comprehension

Understanding the main ideas

Circle the letter with the best answer.

1. Paragraph 2 is mostly about _____.
 - a. Tutankhamun's parents
 - b. Tutankhamun's wife
 - c. Tutankhamun's position as king
2. The main topic of paragraph 4 is _____.
 - a. Tutankhamun's activities as a king
 - b. Tutankhamun's age when he became king
 - c. Tutankhamun's father
3. Paragraph 5 is mainly saying _____.
 - a. technology can help us find out how Tutankhamun died
 - b. Tutankhamun died very young
 - c. we still do not know how Tutankhamun died
4. The main topic of paragraph 6 is that _____.
 - a. Tutankhamun's death was unexpected
 - b. many things buried with Tutankhamun were taken from others' tombs
 - c. there were many expensive things buried in Tutankhamun's tomb

Remembering details

Circle the letter of the best answer.

1. Many historians think that Tutankhamun's mother was _____.
 - a. Kiya
 - b. Akhenaten
 - c. Ankhesenpaten
2. Tutankhamun got married to his half-sister when he was _____.
 - a. about eight years old
 - b. nine years old
 - c. 10 years old
3. Tutankhamun died when he was _____ years old.
 - a. about nine or ten
 - b. about 19
 - c. about eight

Order of events

Number the sentences 1–5 to show the correct order of events.

- ___ Tutankhamun died.
- ___ Things from other tombs were recycled for Tutankhamun.
- ___ Tutankhamun became king.
- ___ Tutankhamun moved the capital back to Thebes.
- ___ Tutankhamun got married.

Discussion

Discuss the answers to these questions with your classmates.

1. Tutankhamun got married at a very young age. What do you think is a good age to get married?
2. Tutankhamun became a king when he was just a boy. Do you think a boy would enjoy his life as a king?
3. Why do you think people are so interested in Tutankhamun and ancient Egypt?
4. What was the most interesting thing about this article for you? Why?



The Rosetta Stone: Hieroglyphs

Teacher's Guide

Initial Activity: (e5: engage, explore, explain)

Answer key: rd = road st = street pls = please txt msg = text message thx = thanks

Sense Marker Activity: (e5: engage, explore)

Answer key

mlk = milk	pnts = pants	trn = train
shrt = shirt	brd = bread	tbl = table
chr = chair	bkshlf = bookshelf	wtr = water
cpbrd = cupboard	drss = dress	bd = bed
bnn = banana	pln = plane	cr = car
ndls = noodles	trck = truck	shs = shoes

Where was writing used in Ancient Egypt? (e5: explore, explain)

Group Research

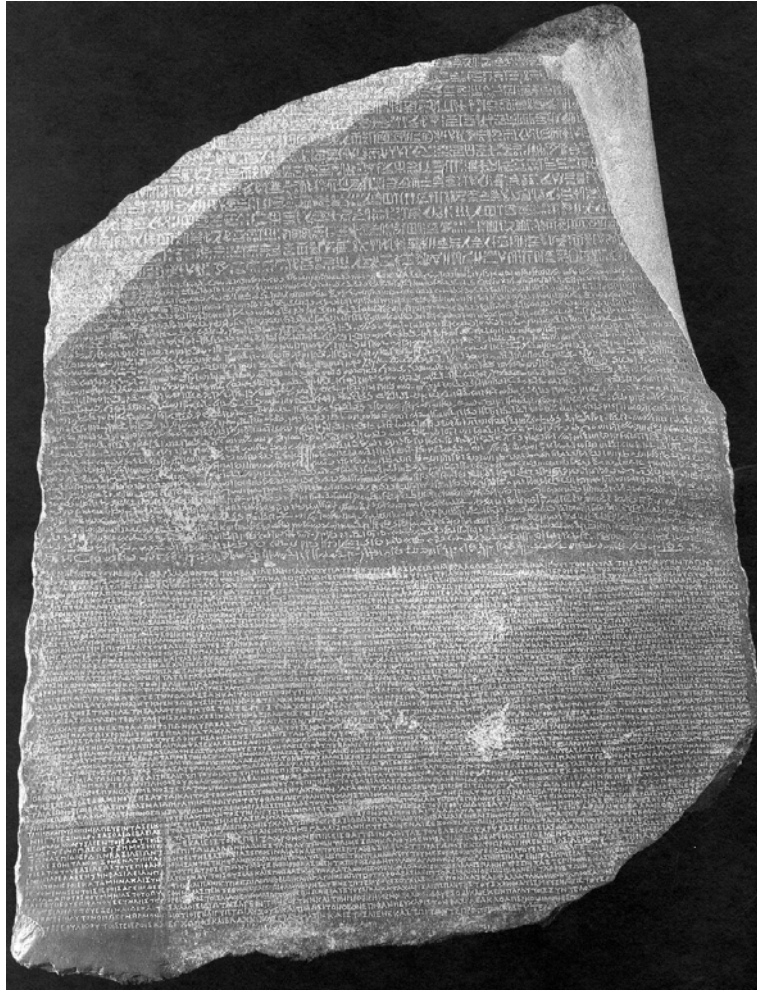
The purpose of this activity is to encourage students to take the initiative in organising themselves in a group and conducting research. The presentation facilitates peer learning.

Rosetta Stone Class Game

Show the photo of the Rosetta Stone (p.28) on a data projector.

How to play

1. Make one copy of the cards on page 29 for each pair of students.
2. Have the students form pairs. Give each pair one set of cards and have them cut them out.
3. Tell the students that the whole class is going to play a game using these questions and answers in 10 minutes' time.
4. Get the students to practise in pairs, asking and answering the questions. Give them 10 minutes to do this.
5. Have the students give the cards back to you.
6. Tell the students that you are going to ask the questions from the cards. The first student to raise his/her hand can try to answer the question.
7. If the student's answer is correct, his/her pair gets one point. If it is incorrect, the pair loses a point.
8. At the end of the game, the pair with the most points wins a small prize.




The Rosetta Stone

<http://jdownsrosetta.files.wordpress.com/2010/04/rosetta-stone-1.jpg>


<p>Q: What is the Rosetta Stone?</p> <p>A: The Rosetta Stone is a stone with three scripts (types of writing) on it: Egyptian hieroglyphics, Egyptian demotic, and Greek.</p>	<p>Q: Why was it written in three different scripts?</p> <p>A: When the Rosetta Stone was written, people in Egypt used three different scripts.</p>	<p>Q: When was the Rosetta Stone made?</p> <p>A: The Rosetta Stone was made in 196 BCE.</p>
<p>Q: When was the Rosetta Stone rediscovered?</p> <p>A: The Rosetta Stone was found in 1799.</p>	<p>Q: Who was the Rosetta Stone found by?</p> <p>A: It was found by French soldiers. They were rebuilding an Egyptian building.</p>	<p>Q: Where was the Rosetta Stone found?</p> <p>A: The Rosetta Stone was found in a small village called Rosetta (Rashid), located in the Nile Delta.</p>
<p>Q: Why is it called the Rosetta Stone?</p> <p>A: It is called the Rosetta Stone because it was found in a town called Rosetta (the English spelling of Rashid).</p>	<p>Q: Who was the Rosetta Stone written by?</p> <p>A: The Rosetta Stone was written by priests in Egypt.</p>	<p>Q: What is written on the Rosetta Stone?</p> <p>A: It outlines all of the good things that Ptolemy did for the people of Egypt, and how he was to be worshipped by priests.</p>
<p>Q: Who deciphered the Rosetta Stone?</p> <p>A: Many people had worked on translating the hieroglyphs over hundreds of years. Using the Rosetta Stone, Frenchman Jean-François Champollion deciphered hieroglyphs in 1822.</p>	<p>Q: How did Champollion decipher the hieroglyphs?</p> <p>A. Champollion could read Greek and Coptic script. He used these to work out the meanings: Greek/Coptic ⇨ demotic ⇨ hieroglyphs</p>	<p>Q. What else would you like to know about the Rosetta Stone?</p> <p>A: Do your own research to find out!</p>

The Rosetta Stone: Hieroglyphs

Ancient Egyptians used a hieroglyphic script (writing system) to write. The individual characters are called hieroglyphs. There were three different types of hieroglyphs. They could represent:

1. a full word/idea:  = eye

2. one sound:  = the letter 'm'


3. a group of sounds:  = 'nfr'







The ancient Egyptians used vowels in speaking, but they usually did not use vowels in writing. We sometimes do the same thing in English to shorten words. For example, do you know what these words are?





rd = _____ st = _____ pls = _____ txt msg = _____ thx = _____

Of course, with no vowels, one word could have many meanings. For example, in English, *fr* could mean *fear*, *fire*, *fur*, *four*, etc. So when the meaning was not clear, the ancient Egyptians added **sense markers**. These were special symbols to make the context of the word clear.





For example, in hieroglyphs,  spells 'nfr'. This can have different meanings with different sense markers:



















 = foundations ( = house)  = wine/beer ( = jug)

In English, this might look like:

fr  = fire fr  = fear fr  = fur fr  = four

The English words below have the vowels removed. Use the 'sense markers' to guess the words and write them on the lines.

Sense markers:  = furniture  = food/drink  = clothes  = vehicles

mlk  = _____	pnts  = _____	trn  = _____
shrt  = _____	brd  = _____	tbl  = _____
chr  = _____	bkshlf  = _____	wtr  = _____
cpbrd  = _____	drss  = _____	bd  = _____
bnr  = _____	pln  = _____	cr  = _____
ndls  = _____	trck  = _____	shs  = _____

Where was writing used in Ancient Egypt?

Group Research

In your class, make six groups. Each group will research one of these topics:

- In scribe school
- In tombs
- In government
- In the fields
- In the army
- In temples

To research your topic, go to www.ancientegypt.co.uk/writing/explore/main.html.

When you have finished your research, each group will give a short presentation to the class about their topic.