

MELBOURNE WINTER MASTERPIECES

TUTANKHAMUN

AND THE GOLDEN AGE OF THE PHARAOHS

AN EXHIBITION FROM
**NATIONAL
GEOGRAPHIC**



EDUCATION KIT

Middle Years Ancient History

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.



Tasmanian Education Kit: Middle Years Ancient History

These education materials were developed for teachers and students in the middle years of schooling visiting the *Tutankhamun and the Golden Age of the Pharaohs* exhibition at Melbourne Museum.

Acknowledgements

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

On-site education activities and education kits were researched and developed by Pip Kelly, curriculum writer, and Liz Suda, Program Coordinator, Humanities, Melbourne Museum. The activities may be reproduced for teaching purposes. Permission to reproduce any material for other purposes must be obtained from Museum Victoria.

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Middle Years Ancient History

How do we know what life was like in the time of Tutankhamun?



Royal Headdress National Geographic

Teacher Notes for Tasmania

These Web-based learning activities have been designed to focus on the disciplines of History and Geography. The 'Web search' is an interdisciplinary activity, designed for students in Years 5–10. Student activities will centre on the essential question '*How do we know what life was like in the time of Tutankhamun?*'

Essential questions provide a focus for framing learning activities and units of study. Sub-questions have been generated in order to answer the essential question. These questions are structured to facilitate students to engage, explore, explain, elaborate and evaluate their findings as per the e5 Instructional Model. The study of ancient Egypt can focus on numerous themes.

These Web-based learning activities have been designed to allow students to investigate different areas of ancient Egyptian civilisation as they conduct research to answer the essential question. They have a particular focus on using historical thinking to interpret the past.

The Web-based learning activities could be used to engage students in ancient Egypt before visiting the exhibition, or could be used after viewing the exhibition to conclude a unit of study. The activities can be modified to suit the interests and needs of your students.

Please note that the activities require access to the Internet. It is recommended that all web links be checked to ensure they are live before each lesson. Some scaffolding should be used to ensure that students select appropriate websites and sources in their research, and that they keep a record of sources accessed.

These tasks are designed to be undertaken in pairs or small groups. The tasks are designed for students to use the Internet as a resource for collecting and analysing information in response to the questions.

Curriculum Links for Tasmania

The study of society and history in the Tasmanian Curriculum lends itself very well to the study of ancient Egypt as a case study. Students can focus on Egypt as a part of Africa, and can employ the skills of historical thinking and investigation to broaden their understanding of the key intended learning outcomes of the Society and History Curriculum.

Society and History: Strands and Performance Criteria

1. Identity, relationships and culture
Understand how culture and community shape identity and relationships.
2. Democratic values and processes
Understand democratic values and processes in society, government and law.
3. Interactions with the environment
Understand relationships between people, resources and places.
4. Interconnections between systems
Understand social, economic and political systems and the connections between them.
5. Responsible citizenship
Understand how individuals and groups can take action to positively influence change.
6. Historical inquiry
Undertake historical inquiries in relation to continuity and change in society.
7. Philosophical inquiry
Undertake philosophical inquiries into issues and beliefs in society.
8. Communication
Acquire, critically examine and communicate information.

Key Strands for Middle Years Students Exploring Egypt

- Identity, relationships and culture
- Interconnections between systems
- Historical inquiry
- Communication

The focus on historical thinking in these activities will provide foundation skills for the study of history in the Australian Curriculum: History, while maintaining the integrity of the student-directed learning focus of the Tasmanian Curriculum.

Learning Outcomes

By completing the activities in this kit, students will:

- gain an understanding of what history is and how it is studied
- examine what primary and secondary sources are and how they are used
- develop their inquiry and observational skills when examining artefacts
- learn about the historical context surrounding Tutankhamun
- develop their historical skills and gain experience in using the Internet as a research tool
- work successfully as individuals and in teams to answer the essential question

Artefacts from Ancient Egypt

Answer to the mystery object question: The object displayed is the Viscera Coffin of Tutankhamun.

Vocabulary

Each group will be provided with numerous terms to define. Students can also add their own terms to their glossary. The complete glossaries could be used to play bingo or memory games, or as revision for a test. For assistance, students can access an extensive online glossary with over 400 entries at www.globalegyptianmuseum.org (click on the 'glossary' hyperlink on the home page).

Artefact Analysis

Students will not be allowed to complete worksheets while viewing the exhibition. However, the artefact analysis sheet can be completed afterwards. This activity provides students with the opportunity to think about and reflect on what they have seen and learnt in the exhibition.

Student Activities

- What is history?
- Ancient Egypt through time
- Tutankhamun
- Symbols in ancient Egypt
- Ancient Egyptian myths
- Artefacts from ancient Egypt
- Hieroglyphics and the Rosetta Stone
- Discovery of King Tut's tomb
- Artefacts and the exhibition
- Science and History
- Tutankhamun: Beneath the mask
- Mummification
- Daily life
- The story of King Tutankhamun
- Pyramid challenge
- Further extension activities
- Artefact analysis



Ceremonial dagger National Geographic

Sources: The Children's Museum of Indianapolis, *Investigating the mystery of the Golden King: A unit of study for grades 3–5, 6–8, and 9–12.*

What is history?

Student Instructions

Before we can think about what life was like in the time of Tutankhamun, we need to know a little bit about history.

Complete the following questions with a partner. You can use your textbook or the Internet to find out the answers. One good starting point is the website <http://en.wikipedia.org/wiki/History>.



The Serpent Goddess National Geographic

1. What is history?

2. What is a primary source? Give two examples of a primary source.

3. What is a secondary source? Give two examples.

Now that we know the difference between a primary and secondary source, let's find out how we can tell if the source is reliable or not. We can ask the following questions about a source:

- Who created the source?
- What do we know about them?
- How much of the source material is fact and how much is opinion?
- When was the source produced?
- Why was the source produced?

Keep these questions in mind as you conduct research about Tutankhamun.



4. Define the following terms and describe what jobs these people undertake:

- archaeologist

- Egyptologist

Use the Internet or your textbook to complete the following questions.

5. Name a famous archaeologist and provide some information about his/her discoveries.

6. Name a famous Egyptologist and provide some information about his/her discoveries.

7. What types of questions would an archaeologist ask?

8. What types of questions would an Egyptologist ask?

9. What do you know about ancient Egypt already? Make a list and share it with the class.

10. How do we know these facts?

11. Where could we find out more information?

Ancient Egypt through Time

Explore some online timelines of ancient Egypt to consider the changes that occurred there. Use the information from these sites to create your own timeline on a separate piece of paper.

www.pbs.org/empires/egypt/special/timeline/prenewkingdom.html

www.eternalegypt.org/EternalEgyptWebsiteWeb/HomeServlet?ee_website_action_key=action.display.timeline&language_id=1&ee_messages=0001.flashrequired.text

www.nationalgeographic.com/pyramids/timeline.html

You will have to include the time periods shown below. You will need to think about how you will design your timeline (including the time scale you will use) and choose the information to be included.

- Predynastic Period
- Early Dynastic Period
- Old Kingdom
- First Intermediate Period
- Middle Kingdom
- Second Intermediate Period
- New Kingdom
- Third Intermediate Period
- Late Period
- Greco-Roman Period

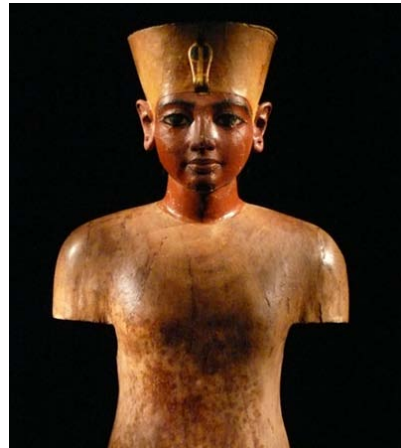
Tutankhamun

Task 1: Let's Explore

There are many things we know about Tutankhamun.

Here are some facts:

- Tutankhamun was a pharaoh of the 18th Dynasty in the New Kingdom in ancient Egypt.
- Tutankhamun ruled from 1333 BC until his death in 1324 BC.
- He was young when he died.
- He married Ankhesenamun.
- He was nine years old when he became king.
- He had two children, both stillborn girls.
- He was only a minor pharaoh in the history of Egypt.



*Torso mannequin of Tutankhamun
National Geographic*

Task 2: Let's Explain

Choose three of the facts above and complete the following questions:

1. What evidence do you think was used to prove this fact?

2. How does this evidence prove this fact?

Task 3: Let's Elaborate

There are some things we don't know:

- Tutankhamun's exact age when he died
- the cause of his death
- who his father was
- when the tomb was disturbed by robbers

Choose two of the points above and answer these questions.

3. How do you think we can find out the answers to these mysteries?

4. What evidence could be used to determine the answers?

Task 4: Let's Evaluate

5. Conduct some research about Tutankhamun. Use the Web links below, and write your answers to these questions on a separate piece of paper.

- Can you add any other facts that we know about him?
- Can you add any other things that we don't know about him?
- What would you like to find out about Tutankhamun?

Tutankhamun: Web links

Griffith Institute: Tutankhamun: Anatomy of an excavation

www.griffith.ox.ac.uk/gri/4tut.html

National Geographic: King Tut's family secrets

<http://ngm.nationalgeographic.com/2010/09/tut-dna/hawass-text>

Information on Tutankhamun's DNA

National Geographic: Interactive: Royal relations

<http://ngm.nationalgeographic.com/2010/09/tut-dna/tut-family-tree>

Interactive diagram of the latest findings relating to Tutankhamun's parentage

National Geographic: Unraveling the mysteries of King Tutankhamun

<http://ngm.nationalgeographic.com/2005/06/king-tut/mysteries/home>

Field Museum: The story of King Tut

www.fieldmuseum.org/tut/interactive/tut_content.html

Interactive site with maps and information about ancient tombs in the Valley of the Kings

Science Museum (UK): Tutankhamun: Beneath the mask

www.sciencemuseum.org.uk/antenna/tutankhamun/index.asp

Includes a reconstruction of Tutankhamun's face

King Tut One

www.kingtutone.com/

An ancient Egyptian resource centre

Wikipedia: Tutankhamun

<http://en.wikipedia.org/wiki/Tutankhamun>

Another good starting point for information on Tutankhamun

Symbols in Ancient Egypt

Task 1: Let's Explore






1. What is a symbol?

2. What are symbols used for?

Modern-day symbols

3. What do the symbols below mean? Complete the table.



Symbol	What does it mean?	Where is it used?	What does it tell us about our society?
			
			
			
			
			




4. Complete the table below with three other symbols you can think of.

Symbol	What does it mean?	Where is it used?	What does it tell us about our society?

Symbols and Ancient Egypt

Task 2: Let's Explain

5. Can you recognise any of the symbols below? Try and complete the table.

Symbol	What is it?	What does it mean?	Where was it used?	What does it tell us about ancient Egyptian society?
				
				
				

Use these Web links to help you complete the table above.

The Eye of Horus:

http://en.wikipedia.org/wiki/Eye_of_Horus

www.egyptianmyths.net/udjat.htm

www.greatscott.com/hiero/eye.html

The ankh:

<http://en.wikipedia.org/wiki/Ankh>

www.touregypt.net/featurestories/ankh.htm

The crook and flail:

www.touregypt.net/featurestories/crooksandflails.htm

Task 3: Let's Elaborate and Evaluate

6. Conduct your own research about ancient Egyptian symbols. Choose one symbol used in ancient Egypt, insert it in the first column of the table below, then complete the rest of the table.

Symbol	What is it?	What does it mean?	Where was it used?	What does it tell us about ancient Egyptian society?

Suggestions:

- was-sceptre (power)
- cartouche (pharaoh's name circled by the sun)
- feather of Maat (truth)
- nemes (headdress)
- ba (soul with physical needs)
- uraeus (royalty or wisdom)
- Red Crown of Lower Egypt (deshret)
- shen (eternity)
- papyrus (Upper Egypt)
- lotus flower (Lower Egypt)
- knot of Isis (life, welfare)
- nebu (gold)
- djed-column (stability)

7. Insert an image for each of the symbols below. Include the website you used and the date you accessed it.

Name	Symbol	Website used	Date accessed
The Eye of Horus			
The ankh			
The crook and flail			
White Crown of Upper Egypt			
My symbol			

Field Trip Activities

- While viewing the exhibition, note where you see the Eye of Horus, ankhs and the crook and flail.
- Can you find any representations of your chosen symbol?

Ancient Egyptian myths

Task 1: Let's Explore

Myths

A myth is a traditional or legendary story, usually concerning a person, hero or event, with or without a basis in fact or a natural explanation. Myths are often about deities or demigods, and explain some practice, rite or natural phenomenon.

1. Can you think of any myths?

2. What do myths tell us about a society?

Task 2: Let's Explain and Elaborate

3. Conduct your own research about ancient Egyptian myths.

Choose one myth from ancient Egypt (perhaps one of the two listed below), then answer the next set of questions on a separate sheet of paper.

Isis and Osiris

www.egyptianmyths.net/mythisis.htm

http://en.wikipedia.org/wiki/Myth_of_Osiris_and_Isis

Sun God Ra

<http://en.wikipedia.org/wiki/Ra>

- What was the origin of this myth?
- What symbols were used to tell the story of this myth?
- What artefacts from ancient Egypt were used to tell the story of this myth?
- What was the purpose of this myth?
- What is the origin of your symbol?
- How can this myth tell us about what life was like in the time of Tutankhamun?

The Egyptian triad: Osiris, Horus and Isis

http://en.wikipedia.org/wiki/Myth_of_Osiris_and_Isis



Artefacts from Ancient Egypt

Artefacts are objects that are made by humans such as tools, works of art and jewellery. Artefacts offer us clues about a society. Our job is to try and interpret these clues.

Task 1: Let's Explore

1. Why do we display artefacts in museums?

Task 2: Let's Explain

2. What can artefacts tell us about the people who created them?

3. How can we make sense of artefacts?

Task 3: Let's Elaborate

4. Why is it important to view real artefacts?

5. What can we learn from artefacts that we cannot learn from replicas or photographs of artefacts?

6. What types of artefacts were produced in ancient Egypt?

Task 4: Let's Evaluate

Mystery object

This object was found in Tutankhamun's tomb. Work with a partner to complete the following questions:

7. What do you think this object is?

8. What do you think it was used for?

9. How big do you think it is?

10. What do you think it is made from?

11. What do you think it can tell us about life in ancient Egypt?

12. Why do you think it was important to place this object in Tutankhamun's tomb?

13. What do these objects tell us about the life of Tutankhamun?

A clue: Tutankhamun's name did not originally appear in the coffin's inscription. It was written over that of Neferneferuaten, an earlier ruler.

Ask your teacher for the name of the artefact so you can conduct some research and find out the answers to the above questions.



Tjuya's coffin

National Geographic

Hieroglyphics and the Rosetta Stone

Read the information on these Web pages, then complete the questions below. You can also do your own research online or at the library.

www.bbc.co.uk/history/ancient/egyptians/decipherment_01.shtml

www.egyptianmuseum.org/discoveregypt (click on 'Who was Rosetta?')

Task 1: Let's Explore

1. What is the Rosetta Stone?

2. When and where was it found?

3. When was the Rosetta Stone made?

Task 2: Let's Explain

4. Who 'cracked' the Rosetta Stone?

5. Why has the discovery of the Rosetta Stone been so important?

6. Where is the Rosetta Stone today?

7. How do hieroglyphics represent meaning?

Extension Activities:

Complete the Rosetta Stone class game.

- Create a set of modern-day symbols to represent meanings from ancient Egypt.
- Create your own set of hieroglyphics.
- Write a letter to your best friend using your set of symbols.
- Give your friend a document giving the meaning of your hieroglyphics, and see if they can decipher your letter.

Discovery of King Tutankhamun's tomb

Task 1: Let's Explore

Read this web page, then answer the questions below:

www.kingtutmelbourne.com.au/discovery.html.



Howard Carter National Geographic

1. Who discovered Tutankhamun's tomb?

2. How was it discovered?

3. When was it discovered?

4. Start with this website (http://en.wikipedia.org/wiki/Harry_Burton), then do some research of your own. Who was Harry Burton?

5. View some of Harry Burton's photographs: www.griffith.ox.ac.uk/gri/carter/gallery/#.
What do the photographs tell you about ancient Egypt?

Task 2: Let's Explain

"At first I could see nothing, the hot air escaping from the chamber causing the candle flame to flicker, but presently, as my eyes grew accustomed to the light, details of the room within emerged slowly from the mist, strange animals, statues, and gold – everywhere the glint of gold. For the moment – an eternity it must have seemed to the others standing by – I was struck dumb with amazement, and when Lord Carnarvon, unable to stand the suspense any longer inquired anxiously, "Can you see anything?", it was all I could do to get out the words, "Yes, wonderful things."

– Howard Carter, on the discovery of Tutankhamun's tomb in November 1922

6. Read the quote above, then explain how Howard Carter felt about the discovery of the tomb.

Task 3: Let's Elaborate

7. How do we know what the objects found in the tomb symbolise?

8. Choose three objects found in the tomb. What do these artefacts tell us about daily life in the time of Tutankhamun?

9. Why is Tutankhamun so famous today, even though he was only a minor king in his own time?

Task 4: Let's Evaluate

Extension Activities

- Read and take notes about the discovery of Tutankhamun's tomb.
- Examine photos of the discovery and write your own captions for them.
- Imagine you are Howard Carter. Write a newspaper article about what you saw, and how you felt as you saw the objects in the tomb for the first time.
- Write an essay on one of the two topics below. Ensure that you provide evidence for all your supporting arguments.



Source: www.griffith.ox.ac.uk/gri/carter/gallery/p0009.html

- a) The pharaohs led very different lives to other people in Egypt in terms of family life, dress, recreational activities, work and possessions; or
- b) Burial practices in ancient Egypt can reveal to us the beliefs of the ancient Egyptians.

Artefacts and the Exhibition: Tutankhamun and the Golden Age of the Pharaohs

Task 1: Let's Explore

View the information and the video on this website:

www.kingtutmelbourne.com.au/video.html.

1. Who owns the artefacts in the exhibition *Tutankhamun and the Golden Age of the Pharaohs*?

2. When and where are the objects in the exhibition from?

3. Where will the exhibition travel to after Melbourne?

Task 2: Let's Explain

It has been estimated that there are at least two million objects from ancient Egypt on display worldwide, being shown in over 850 public collections from around 60 countries.

4. Explore the Web links below and complete the table.

Museum name	Where is the museum?	What objects are on display?	Insert an image of an important object.	Website link
				www.britishmuseum.org/the_museum/department_s/ancient_egypt_and_sudan.aspx
				www.memphis.edu/egypt/artifact.php
				www.metmuseum.org/works_of_art/egyptian_art



				www.carlos.emory.edu/egyptian-nubian

5. Can you find other locations that display artefacts from ancient Egypt? Choose two other locations, describe what objects they have on display and add them to your table. You can use the Web links below to assist you.

www.eternalegypt.org/EternalEgyptWebsiteWeb/HomeServlet?ee_website_action_key=action.display.sites&language_id=1

www.globalegyptianmuseum.org/
www.sca-egypt.org/eng/MUS_List.htm

Task 3: Let's Elaborate and Evaluate

Dr. Zahi Hawass is the former secretary general of the Supreme Council of Antiquities of Egypt. Read this extract from a press release on his website:

Under the auspices of Farouk Hosny, the Minister of Culture, Dr. Zahi Hawass, secretary general of the Supreme Council of Antiquities of Egypt, and Thomas P. Campbell, director of The Metropolitan Museum of Art in New York, announced jointly today that, effective immediately, the Metropolitan Museum of Art would acknowledge Egypt's title to 19 ancient Egyptian objects that have been in its collection since the early 20th century. All of these small-scale objects, which range from study samples to a three-quarter-inch-high bronze dog and a sphinx bracelet-element, are attributed to Tutankhamun's tomb, which was discovered by Howard Carter in 1922 in the Valley of the Kings. The Museum initiated this formal acknowledgement after renewed, in-depth research by two of its curators substantiated the history of the objects.

6. Summarise the extract.

7. How many objects are being returned to Egypt?

8. Why were these objects housed at the Metropolitan Museum of Art?

9. Do you think it is important that historical objects are returned to Egypt? Why or why not?

Extension Activities

- Find an artefact at home. Bring it to school.
- Display your artefact for other class members to see.
- Ask your classmates what they think the significance of the object is.
- How can they find evidence to support their idea?

Science and History

Task 1: Let's Explore

Read through these websites to find out more about Tutankhamun's death:

www.kingtutone.com/tutankhamun/murder/

www.akhet.co.uk/tutdeath.htm

<http://news.nationalgeographic.com/news/2007/10/071023-king-tut.html>

1. What theories are there relating to how Tutankhamun died?

Task 2: Let's Explain

2. What evidence was used to support these theories? Complete the table below.

Theory	Evidence for/against the theory
Tutankhamun was murdered.	
Tutankhamun died of an infection.	
Tutankhamun was disabled.	

Task 3: Let's Elaborate

3. How has modern science contributed to the debate?

4. What recent evidence has been added to the debate?

5. An ivory box found in King Tut's tomb shows Tutankhamun leaning on a cane, with his wife Ankhsenamun standing at his side. Is this evidence that he had a disability?

Tutankhamun: Beneath the mask

Task 1: Let's Explore

Go to this web page:

www.sciencemuseum.org.uk/antenna/tutankhamun/index.asp.

Then click on 'Getting his head examined' and 'A chip off the old block' to answer the following questions.



1. What evidence is there that Tutankhamun suffered from Klippel-Feil syndrome?

He may have been a little unsteady on his feet, and may have needed a cane to support himself or to help him with walking. – Todd Gray, Chief Medical Examiner, Salt Lake City

2. What other condition might have Tutankhamun suffered from?

Task 2: Let's Explain

3. Tutankhamun had a fracture in his skull. What evidence is used to claim that this did not lead to his death?

Class Quiz!

- Explore the other sections of the website above.
- Write down five questions you could ask your classmates. Ensure you also record the answers.
- Conduct a class quiz. Ask each other questions about Tutankhamun based on the website's information.

Mummification

Task 1: Let's Explore

The process of mummifying a human body in ancient Egypt took up to 70 days. Learn more about it by completing the BBC's 'Mummy Maker' computer game here:

www.bbc.co.uk/history/interactive/games/mummy_maker/index_embed.shtml.

- Now that you are an expert, read the information below and see if you can place each step in the correct order. Place a number between 1 and 12 in the column on the right.

The mummification priests would have begun by inserting a metal rod through the nostrils to scramble, liquefy and remove the brain! The Egyptians thought that the brain did not serve any purpose in the afterlife.	
At this point, the body was ready for burial, and the spirit of the person was ready to begin its journey to the Afterlife.	
Then the organs and the body would have been covered with a material called <i>natron</i> and left to dry for 40 days. Natron is of the same chemical composition as salt and baking soda. It's extremely absorbent and would have helped to remove the water from the organs and body.	
Then a series of magical spells were cast to purify the person's soul or <i>ka</i> .	
Once the body is completely wrapped, it was placed inside a wooden coffin. The coffin and body would be taken to the tomb by the family.	
The outside of the body would also be cleaned. The mummifiers would then anoint the skin with perfumes and oils, to try to make the skin a little more flexible. Then they would spend 15 days or so wrapping the body very tightly in linen. The purpose of the wrappings on a mummy is to help the body maintain its shape. As they were wrapping, they included amulets, which they believed would help protect the body and soul in the underworld.	
First the body would have been brought to a place called the <i>ibu</i> – meaning 'tent of purification' – where the body is washed.	
At the end of the 40-day drying period, the internal organs were removed from the natron, cleaned, wrapped in linen, and placed inside what are called 'canopic jars'.	
The mummifiers would then make an incision on the left-hand side of the abdomen. They removed the stomach, lungs, liver and intestines. The heart remained inside the chest. The body now had a large hole in the abdominal region.	
The organs and the hole in the abdomen would be washed with palm wine for disinfection.	
The first step would have been to remove the water in the body. Did you know that the human body is made up of approximately 75% water? If a body is to be preserved, the moisture has to be removed. Otherwise bacteria will grow and this will lead to decay.	
The body would have then been transferred to what is called the <i>Per Nefer</i> or Good House, where it would have been turned over to a High Priest known as the 'Controller of Mysteries'. He was a representative of the jackal-headed god, Anubis – the god of embalming. The Controller of Mysteries would use the personnel under his authority to carry out the actual mummification process.	

Answers: www.egyptianmuseum.org/discoveregypt. (See 'The Making of the Mummy: A Real One!')



Daily Life in Egypt

Task 1: Let's Explore

To find out about Egyptians' daily life, open www.ancientegypt.co.uk/life/story/main.html. Click on 'Egyptian Life' in the top left corner, read this page, then click on 'Story'.

1. To complete the following table:

- Click on the images in the story for a close-up view of the objects mentioned.
- Click on the underlined words in the story to read their definitions.

	A noble family	A farmer's family
Bedroom		
Clothes		
Family		
Food		
Work		
Social activities		

Task 2: Let's Explain

2. In what ways were the lives of nobles and farmers the same in ancient Egypt? In what ways were they different?

Task 3: Let's Elaborate

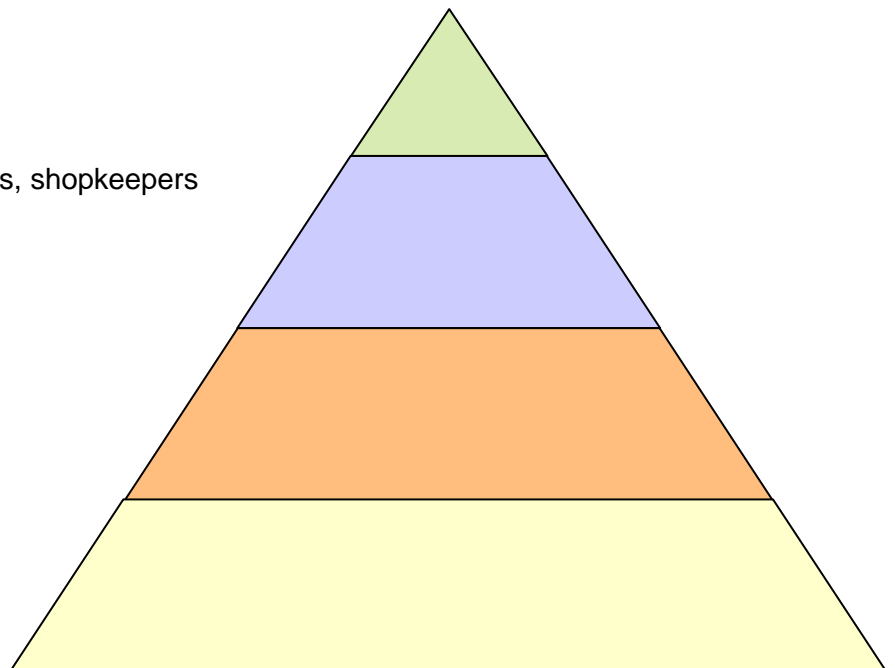
3. Which person would you rather be: a noble or a farmer? Explain your response.

4. Choose another person from ancient Egyptian society. Based on your research into his/her life, write a journal entry (on a separate piece of paper) for an ordinary day in that person's life.

5. Do further research online about people's daily lives in ancient Egypt. What other differences or similarities would there be between a noble's and a farmer's life that were not mentioned?

6. Place the following job titles in order of importance in ancient Egyptian society. Label each level of the pyramid with the roles below.

- soldiers, farmers, herders, tomb builders
- priests, engineers, doctors
- vizier
- high priests, nobles
- unskilled tradesmen
- pharaoh
- scribes, craftsmen, artists, shopkeepers





The Story of King Tut

Task 1: Let's Explore

Visit the web link below to explore the plan of Tutankhamun's tombs, Carter's notes and feelings as they saw the objects for the first time, and images and descriptions of a number of key objects found in each section of the tomb. After reading the website's introduction, click 'Continue' to explore the tomb.

www.fieldmuseum.org/tut/interactive/tut_content.html

1. Sketch a map of Tutankhamun's tomb in the space below. Include the following labels: Antechamber, Annexe, Burial Chamber and Treasury.

Task 2: Let's Explain

2. What evidence is there to suggest that the tomb was not originally made for Tutankhamun?

3. Despite the annexe's small size – 4.3 x 2.6 metres – how many items did it contain?

4. How were the objects in the annexe organised? Why were they organised in this way?

5. Why did Carter say that 'clearing the objects from the antechamber was like playing a gigantic game of spillikins'?

6. What key objects were found in the antechamber (south view historic photo)?

7. Where was the life-sized model of Tutankhamun's torso found?

8. Examine the south view historic photo of the antechamber. What objects would you remove first and why?

9. At first Carter and his team thought that they had stumbled across a collection of objects stored by robbers. What did they notice that suggested otherwise?

10. Which of the following objects was not found in the antechamber (north view historic photo)?

- a ritual nemset vessel
- a painted wooden casket
- an ebony bed
- some canopic jars
- a child's chair with a footrest

11. Choose an object from the burial chamber (shrine view historic photo). Describe what the object is, its purpose and where it was located.

12. When did Carter and his team lift the lid off Tutankhamun's innermost coffin? What was the coffin made from?

13. Approximately how many pieces of jewellery were buried with Tutankhamun's mummy?

Task 2: Let's Explain

14. Tutankhamun's tomb contained over 365 workman shabtis (magical servant statues), and 48 overseer shabtis. What was their purpose? (Look for clues in the treasury, in the east view historic photo).

Task 3: Let's Elaborate

15. What objects are you most fascinated by and why?

16. How would you have felt if you were discovering each room for the first time?

Field Trip Activities:

- Try and locate some of the objects that you have learnt about once you are in the exhibition.
- Complete the artefact analysis sheet (at the end of this handout).

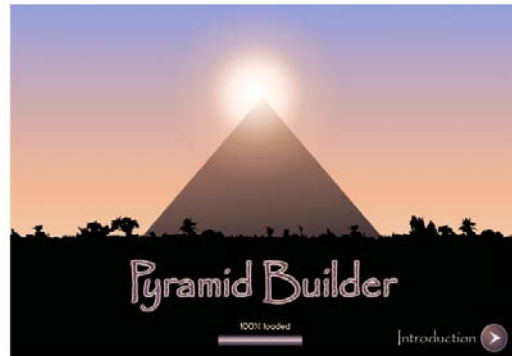
Pyramid Challenge

Task 1: Let's Explore

Journey back four-and-a-half thousand years to Egypt's Old Kingdom, back to the Pyramid Age. As the vizier, or head of state, you are about to undertake the building of the king's pyramid.

Have you got what it takes to be a pyramid builder? Go to

www.bbc.co.uk/history/interactive/games/pyramid_challenge/index_embed.shtml and click on 'Introduction' to find out!



story.in-depth

Follow the instructions provided with the game. You will choose the type of material you would like your pyramid to be made from, where to build it, and even the workforce you will use (including how many days off you'll give them, and what food you will provide them with). Read the information on each page and complete the questions below.



Pyramids at Giza Source: http://en.wikipedia.org/wiki/Egyptian_pyramids

Task 2: Let's Explain

1. Describe how pyramids were built to be aligned with the north-south line.

2. How were the heavy blocks lifted so high?

Further extension activities

Ancient Egyptian Mysteries

We know many things about ancient Egypt, but many mysteries remain. Now is your chance to become an expert and solve an ancient Egyptian mystery. First, choose and explain one mystery. Say why it is mysterious, and describe what evidence there is to support or deny the existence of the mystery.

Topics:

- the Mummy's curse
- Tut's family line
- Why did the old Kingdom come to an end?
- How did Tutankhamun die?
- How were the pyramids created? (See <http://www.pbs.org/wgbh/nova/pyramid/> for more information.)

Everyday Life

What was everyday life like in ancient Egypt?

- What clothes did the ancient Egyptians wear?
- What were their houses made from?
- What gods and goddesses did they worship?
- What toys and games did they use?
- What types of jobs did people do?
- Would you like to have lived in ancient Egypt? Explain why or why not.

Explore Artefacts Online!

The Global Egyptian Museum seeks to create a virtual museum where visitors can view objects from ancient Egypt that are in different museums around the world. You can use this site to search for objects based on where they were found, what era they were from, what they were made of, or what museum they are now displayed in. There are over 1000 artefacts you can browse through.

www.globalegyptianmuseum.org/

The Petrie Museum of Egyptian Archaeology houses over 80,000 objects from ancient Egypt and Sudan. You can search their online catalogue for type of object, where it was found, what it is made from, and what time period it is from.

<http://petriecat.museums.ucl.ac.uk/>

Voices from Ancient Egypt Gallery

Explore the collections of readings from the website 'Voices from Ancient Egypt Gallery': *'The letters, temple carvings and coffin inscriptions of ancient Egyptians offer us an insight into the private life of an extraordinary civilisation. The collection of readings performed here range across 3,000 years; they include a letter from a king, a princess's prayer and the dream of a temple dancer. These are the testimonies of real people, citizens of ancient Egypt; some important, others less so, but all very much alive in the words that survive them.'*

www.bbc.co.uk/history/ancient/egyptians/human_gallery.shtml

Be Part of the Conversation!

Log on to the King Tut Melbourne Facebook page:

www.facebook.com/KingTutExhibitMelbourne.

- Under the 'Discussion' tab, start a new topic to talk about your findings.
- Read and comment on other people's findings.
- Read what members of the public are interested in and see what they are commenting on.

You can also leave a comment at the BBC's Ancient and Archaeology message board:

www.bbc.co.uk/dna/mbhistory/NF2233812.

Field Trip Activities

Find clues from objects in the exhibition about:

- the discovery of the tomb of Tutankhamun
- ancient Egyptian daily life
- farming practices and food
- traditional religion
- death, burial and the afterlife
- daily life
- ideas about beauty

Think again about symbols and myths.

- What Egyptian symbols can you identify in the exhibition?
- What references are made to myths in the artefacts in the exhibition?

Glossary

In a separate document, define all the terms listed below. Add other relevant words to your glossary as you conduct your research. Use the 'glossary' link of www.globalegyptianmuseum.org for assistance.

primary source, secondary source, Rosetta Stone, evidence, Egyptology, model, artefact, history, knowledge, archaeology, Howard Carter, Lord Carnarvon, context, Egyptologist, hypothesis, field survey, excavation, stratigraphy, hieroglyphics, evidence, inference, symbol, BCE, CE, culture, expedition, patron, site, tomb, model, Upper Egypt, Lower Egypt, viscera, coffinettes, antechamber, annexe, burial chamber, treasury

Artefact Analysis

Choose one object from the exhibition.

Sketch your object here. Later on you can find and insert an electronic image from the Internet.

Object name What is it? What is it made from? How old is it?	Describe the object. Where was it found? What shape is it?

How big is it? What colour is it? Is it complete or damaged? Does it depict images of people or animals?	What was it used for? What was the object made for? Who do you think owned or used it?

What does this object tell us about ancient Egypt? Consider power and politics, daily life, burial practices, religion, geography and trade.

How do we know this?

What else would you like to find out about this object? What questions do you have about this object?

How would a similar object be different or the same today? Think of an object that we use today for a similar purpose.

Use this space for any other comments you may have about the object.

What new things did you learn about ancient Egypt from the exhibition? What do you want to find out more about?