

MELBOURNE WINTER MASTERPIECES

# TUTANKHAMUN

AND THE GOLDEN AGE OF THE PHARAOHS

AN EXHIBITION FROM  
**NATIONAL  
GEOGRAPHIC**



**EDUCATION KIT**

## Senior English

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.



# Tasmania: Senior English Education Kit

These education materials were developed for teachers and students of Senior English who are visiting the *Tutankhamun and the Golden Age of the Pharaohs* exhibition at Melbourne Museum.

## ***Acknowledgements***

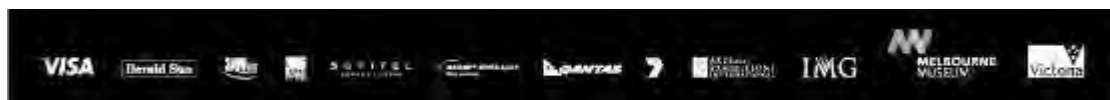
Melbourne Winter Masterpieces is a Victorian Government initiative and is exclusive to Melbourne, Australia.

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

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## Senior English

### Tasmanian teacher notes

The English curriculum in Tasmania acknowledges the complex communication environment of contemporary society and the role that new communication technologies play in the landscape of language and communication. English involves speaking, listening, reading, writing and viewing.

The content of the English curriculum incorporates the following principles:

- English has a distinctive content which includes texts and language.
- The English curriculum includes visual and spoken texts and explicitly teaches speaking and listening skills.
- Viewing has a strong focus on the development of critical literacy, and involves a wide range of visual texts. Students learn about the structures and features of visual texts.
- Language is understood to vary according to context and purpose, and acquires different linguistic structures and features accordingly.
- Students learn specific strategies for communicating in different socio-cultural contexts.

Students acquire and development language skills through a process of negotiation, reflection and collaboration in a range of language contexts. To this end the senior English curriculum in Tasmania offers students a range of options for developing their English language skills.

#### *Senior English Course in Tasmania*

Everyday English 1

Foundation English 2

Essential Skills – Literacy 2

English Communication 3

English Applied 2

The activities in this kit have been designed to accommodate different levels of engagement for students undertaking one of the above Senior English programs. They expose students to a range of text types, and involve them with different language strategies.

A visit to the *Tutankhamun* exhibition will inspire and stimulate senior students to explore the mysteries of ancient Egypt, and will provide a fascinating context for engagement with this geographical region through a range of text types. The activities in this education kit focus on the language skills required for that purpose.

## The Amarna Period: A Bit of a Shock

### Teacher's Guide

The purpose of this worksheet is to present information about the Amarna period of ancient Egypt, in a style which matches the theme: the shock of breaking away from convention.

The reading passage (page 5) has been purposely written to reflect the irreverence which is characteristic of spoken Australian English. It is hoped that this, combined with modern teenage slang, will do two things:

- provide students with a model of how the features of writing can be manipulated to suit a theme;
- convey historical information in an engaging way.

The reading passage also serves as the scaffolding for a writing activity where students rewrite the passage and the image captions using the appropriate tone, vocabulary, etc. required of a formal expository piece of writing.

### Writing Activity: Spoken vs. Written English

NB: Students' responses will vary. The table below provides suggestions for formal, written English alternatives to the vocabulary and phrases used in the passage.

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

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
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: A Bit of a Shock

Do you know of a time in history when there were sudden sweeping changes in art, religion or culture? Answer the questions below.

- Where did it happen?
- When did it happen?
- What changed?
- Why did it happen?
- 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 impact of this, 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.



## Language Choices: Spoken English vs. Written English

The reading passage above uses spoken or conversational English. What tells you that this is in spoken English, not written or formal English? Write notes, including example quotes, for the headings below.

Language choices made in the reading passage:

- narrative voice, including first-person and second-person narration
- vocabulary choices, including synonyms
- use of imagery
- sentence structures and clauses
- verb tenses
- ways of naming characters
- use of dialogue

### Writing Activity: Spoken vs. written English

Rewrite the passage above, using formal, written English instead of spoken English. The first paragraph has been provided 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.



## Embalming in Ancient Egypt

### Teacher's Guide

The purpose of this worksheet is to introduce students to embalming in ancient Egypt, using this as a vehicle to increase students' awareness of factors such as:

- the structure, features and conventions of multimodal texts created for different purposes;
- the effects of form, context, audience and purpose on the author's choice of structure and language;
- the visual, auditory and digital features used by authors to make meaning;
- the meta-language necessary to be able to discuss structures, features and forms of others' texts.

Students visit the three websites suggested and fill in the table, not with answers about content, but with observations in note form about the various language and presentation features of the website.

#### Activity: Comparing websites about embalming in ancient Egypt

NB: Students' answers will vary. Below is a table with sample answers filled in.

	BBC History	The University of Michigan	The British Museum
Describe the characteristics of the language used on this website – e.g. is it informal, colloquial, punchy, short? Give some short examples.	<ul style="list-style-type: none"> <li>• Very formal and authoritative (to create an 'ancient feeling'): 'I am chief embalmer to the great and good and you will be my assistant.'</li> <li>• Condescending (to reflect that the player of the game is merely an assistant): 'Make three mistakes and you have failed'/ 'My cat, Miuty, has seen many assistants come and go.'</li> </ul>	<ul style="list-style-type: none"> <li>• Typical formal expository style: uses a lot of passive verbs to show academic detachment, e.g. 'First, the body was washed and ritually purified.'</li> </ul>	<ul style="list-style-type: none"> <li>• The language is typical formal expository style, but with elements of sequential storytelling, such as 'first', 'then', etc. It also uses the slightly more casual 'we': 'Today we call this process mummification.'</li> <li>• Some of the vocabulary can be clicked to reveal a definition of the word.</li> </ul>
Who do you think is the intended audience of this website? Why do you think so?	<ul style="list-style-type: none"> <li>• Children and young adults. I think so because the design is very colourful and the activities are very playful.</li> </ul>	<ul style="list-style-type: none"> <li>• High school students. There is too much text for a primary school user, and it is too informal for a university user.</li> </ul>	<ul style="list-style-type: none"> <li>• Upper primary school and high school students. The images are too graphic for younger primary students, and the style is too informal for a university/adult website.</li> </ul>

	BBC History	The University of Michigan	The British Museum
Comment on the structure and special features of the blog. (Look at the use of headings, fonts, format and graphics.)	<ul style="list-style-type: none"> <li>The intro screen is very striking, with a large colourful picture of Tutankhamun.</li> <li>It is very colourful, using ancient Egyptian styles of colour and pattern.</li> <li>The graphics are cartoon-like, done in the style of images of people in hieroglyphic writing.</li> </ul>	<ul style="list-style-type: none"> <li>The red background colour gives the site a playful atmosphere, although the yellow text on the red background is a strain on the eyes.</li> <li>The pictures are small and randomly organised, and do not have captions explaining what they are about.</li> </ul>	<ul style="list-style-type: none"> <li>The site uses cartoon pictures for each step in the process, which is a good support for the text.</li> <li>Some photos are also used to give it authority (primary sources).</li> <li>The background is simple and non-distracting.</li> </ul>
How interactive is the website? List what actions the user <i>actually</i> does when using the website.	<ul style="list-style-type: none"> <li>Very interactive: it is a game. The user must choose the correct responses to continue to pass the game.</li> <li>The user has to drag and drop the correct elements in multiple-choice activities, and choose the correct answers to multiple choice questions.</li> </ul>	<ul style="list-style-type: none"> <li>The website is not interactive at all (except for one link – which is dead – to a university). The user just reads the text and looks at the images.</li> </ul>	<ul style="list-style-type: none"> <li>There is some interactivity. The user has to click 'next' to move on. This means that each page can give bite-sized chunks of information, not as overwhelming as a page full of text.</li> <li>The ability to click on words to show definitions is good for younger users or people with English as a second language.</li> </ul>

### Activity: Bringing together the findings

The purpose of this activity is to bring in the higher-level thinking skills of evaluation and elaboration.

You may want to do the final question as a writing activity, where students write a short piece with their suggestions for improving the website.

**Student Activities**



**Embalming in Ancient Egypt**

What questions would you expect to have answered on a website about embalming?

Brainstorm a list of questions in a small group. After that, share your list with the class.

e.g. *Why did ancient Egyptians embalm the dead?*



*Tutankhamun's mummy. National Geographic.*

**Activity: Comparing websites about embalming in ancient Egypt**

In pairs, visit the following three websites and fill in the table below:

1. BBC History  
[www.bbc.co.uk/history/ancient/egyptians/launch\\_gms\\_mummy\\_maker.shtml](http://www.bbc.co.uk/history/ancient/egyptians/launch_gms_mummy_maker.shtml)  
Click on 'Launch the game'.
2. The University of Michigan  
<http://www2.si.umich.edu/chico/mummy/>  
Go to the section 'How are mummies made?'
3. The British Museum  
[www.ancientegypt.co.uk/mummies/index.html](http://www.ancientegypt.co.uk/mummies/index.html)  
Click on the 'Story' link in the text or the left-hand menu column.

	BBC History	The University of Michigan	The British Museum
Describe the characteristics of the language used on this website – e.g. is it informal, colloquial, punchy, short? Give some short examples.			

	BBC History Website	The University of Michigan	The British Museum
Who do you think is the intended audience of this website? Why do you think so?			
Comment on the structure and special features of the blog. (Look at the use of headings, fonts, format and graphics.)			
How interactive is the website? List what actions the user <i>actually</i> does when using the website.			

**Activity: Bringing together the findings**

Now that you have compared the websites above, discuss these questions in a small group before sharing your answers with the class.

1. Which website answered most of your questions from the first activity?
2. Which website was the most effective at communicating what you needed to know? Explain your reasons.
3. Which website was the least effective? Why? How could it be improved? If you wrote an email to the website's host, what suggestions would you make?



## The Satire of the Trades: Using Language to Persuade

### Teacher's Guide

The focus of this worksheet is the use of language in the presentation of a point of view. The worksheet is designed to increase student knowledge in the following areas:

- an understanding of points of view presented in texts whose purpose is to persuade the audience;
- how the text works to influence readers;
- examples of verbal language used by authors of texts to persuade their audience;
- appropriate meta-language to discuss how language is designed to position readers and viewers;
- conventions of small-group and whole-class discussion, including ways of developing constructive interactions and building on the ideas of others.

### Activity: Persuasive techniques

Below is a table with sample answers filled in.

Description	Examples	How this persuades	Examples from the text
<b>Adjectives</b> Words to describe, usually connected to a noun.	shiny (adj) new (adj) house (noun)	Emphasises a characteristic or thing.	greater tired endless weary better
<b>Contention</b> The main point/argument made in arguments or debates. This is the main idea which the writer wants you to agree with.	We need to build more train lines instead of freeways, which only lead to more traffic congestion.	The contention provides the whole point of view in one or two sentences. This gives a clear focus to an argument.	'The job of the scribe is greater than any trade'.
<b>Emotional appeals</b> Often subtle, these trigger people's emotions such as fears, desires, hopes, ideas that are valued, etc.	<ul style="list-style-type: none"> <li>• Soon it won't be safe to go out on the street at night.</li> <li>• To create a safer world for our children, we need to ...</li> </ul>	The audience's emotional reaction can be more powerful than their sense of reason. Appeals to emotion tap into these deep-seated reactions.	Appeal to fear of a weary life or hard work.

Description	Examples	How this persuades	Examples from the text
<p><b>Emotive language</b>                      The use of strong emotive words to get an emotional reaction from the reader.</p>	<ul style="list-style-type: none"> <li>• this disgusting new law</li> <li>• a terrifying idea</li> <li>• his ecstatic speech</li> </ul>	Similar to emotional appeals, but in the form of words rather than ideas.	‘... make you love writing more than your mother’.
<p><b>Exaggeration</b>                      To overstate the size, value, importance, or other quality of a thing, person, or event.</p>	<ul style="list-style-type: none"> <li>• Concert of the Century</li> <li>• Accident ‘Worst ever’</li> <li>• Shark the size of a bus caught</li> </ul>	Gets an audience’s attention, which is why it is often used in headlines. Can increase emotional reaction. When used in a fun way, can win the reader’s support.	[his work is] endless
<p><b>Metaphor</b>                      A phrase that describes something by saying it ‘is’ some other thing. It does not use words such as ‘like’, ‘as’.</p>	<ul style="list-style-type: none"> <li>• His words are gold.</li> <li>• Her eyes are bright stars.</li> <li>• Life is a hard road.</li> </ul>	Metaphors have a strong impact as they use imagery (often visual) which can be more vivid than an explanation. A witty or original metaphor can bring an audience closer.	‘His field is the wood’ ‘his hoe the adze’
<p><b>Repetition</b>                      This can be repeated words, phrases, sentence structures or ideas.</p>	We shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender.	Gives memorable emphasis to a point. The rhythm of repetition can have a mesmerising effect, which is why it is often used in speeches.	‘To the town he takes himself, To his corner he takes himself, From street to street he takes himself To search for people to shave.’  ‘Look, no trade is free from a director, Except the scribe’s: he is the director.’
<p><b>Simile</b>                      Speakers and writers use similes to give emphasis to a certain characteristic of a thing. The comparison made in a simile is often unusual.</p>	<ul style="list-style-type: none"> <li>• He’s as big as a house.</li> <li>• Life is like a journey.</li> <li>• It’s as light as a feather.</li> </ul>	As with metaphors, similes clarify a point using imagery, and are especially effective if original or unusual.	‘like the stuff of a crocodile’

## The Satire of the Trades

The story below is from parts of an ancient Egyptian text known as *The Teaching of Duaf's Son Khety*. A father is taking his son to learn how to read and write at a scribe school. The father explains why being a scribe is better than all other professions by contrasting the life of a scribe with the lives of craftsmen.

Although the father speaks badly of the other professions, he probably does not mean it as strongly as it sounds. It is more likely that he is exaggerating the bad points of the other trades to persuade his son to become a scribe.

Read the text and answer the two questions below.

1. What point of view is the piece written in? (e.g. first, second, third person.) Why did the writer choose this point of view? How does it affect the reader?
2. What is the tone of the piece? Why did the writer choose that tone? What is the effect on the reader?

### The teaching of Duaf's son Khety

I will make you love writing more than your mother,  
I will show its beauties to you;  
Now, it is greater than any trade.  
There is not one like it in the land.

I have seen the metal-worker working  
At the mouth of his furnace;  
With fingers like the stuff of a crocodile  
He stinks more than fish eggs.

A metal worker



<http://www.ancientegypt.co.uk/trade/story/page3.html>

The carpenter who uses an adze,  
He is more tired than a worker in the fields;  
His field is the wood, his hoe the adze.  
His work is endless.

A carpenter



<http://picasaweb.google.com/lh/photo/5FBZjW38BsdCD2fH4vdksg>

The jeweller drills with his chisel  
In different kinds of stone;  
Once he is done with the inlay of the eyes  
His arms are weary, he is tired;  
Sitting down at sunset,  
His knees and back ache.

Jewellers



[www.ancientegypt.co.uk/trade/story/page5.html](http://www.ancientegypt.co.uk/trade/story/page5.html)

The barber is still shaving at the end of the day.  
 To the town he takes himself,  
 To his corner he takes himself,  
 From street to street he takes himself  
 To search for people to shave.  
 He works with his arms to fill his belly,  
 Like a bee which can only eat as it has worked.

A barber's tools



[www.ancientegypt.co.uk/trade/story/page6.html](http://www.ancientegypt.co.uk/trade/story/page6.html)

Look, no trade is free from a director,  
 Except the scribe's: he is the director.  
 But if you know writings, it will be better for you,  
 More than these trades I have shown you.

Statue of a scribe



<http://www.ancientegypt.co.uk/trade/story/page7.html>

Story source: [www.ancientegypt.co.uk/trade/story/main.html](http://www.ancientegypt.co.uk/trade/story/main.html)

### Activity: Persuasive techniques

The table below has a list of persuasive techniques. Find examples of these techniques from the story, and write them in the last column of the table.

Description	Examples	How this persuades	Examples from the text
<b>Adjectives</b> Words to describe, usually connected to a noun.	shiny (adj) new (adj) house (noun)	Emphasises a characteristic or thing.	
<b>Contention</b> The main point/argument made in arguments or debates. This is the main idea which the writer wants you to agree with.	We need to build more train lines instead of freeways, which only lead to more traffic congestion.	The contention provides the whole point of view in one or two sentences. This gives a clear focus to an argument.	



Description	Examples	How this persuades	Examples from the text
<p><b>Emotional appeals</b>                      Often subtle, these trigger people's emotions such as fears, desires, hopes, ideas that are valued, etc.</p>	<ul style="list-style-type: none"> <li>• Soon it won't be safe to go out on the street at night.</li> <li>• To create a safer world for our children, we need to ...</li> </ul>	<p>The audience's emotional reaction can be more powerful than their sense of reason. Appeals to emotion tap into these deep-seated reactions.</p>	
<p><b>Emotive language</b>                      The use of strong emotive words to get an emotional reaction from the reader.</p>	<ul style="list-style-type: none"> <li>• this disgusting new law</li> <li>• a terrifying idea</li> <li>• his ecstatic speech</li> </ul>	<p>Similar to emotional appeals, but in the form of words rather than ideas.</p>	
<p><b>Exaggeration</b>                      To overstate the size, value, importance, or other quality of a thing, person, or event.</p>	<ul style="list-style-type: none"> <li>• Concert of the Century</li> <li>• Accident 'Worst ever'</li> <li>• Shark the size of a bus caught</li> </ul>	<p>Gets an audience's attention, which is why it is often used in headlines. Can increase emotional reaction. When used in a fun way, can win the reader's support.</p>	
<p><b>Metaphor</b>                      A phrase that describes something by saying it 'is' some other thing. It does not use words such as 'like', 'as'.</p>	<ul style="list-style-type: none"> <li>• His words are gold.</li> <li>• Her eyes are bright stars.</li> <li>• Life is a hard road.</li> </ul>	<p>Metaphors have a strong impact as they use imagery (often visual) which can be more vivid than an explanation. A witty or original metaphor can bring an audience closer.</p>	



Description	Examples	How this persuades	Examples from the text
<p><b>Repetition</b>                      This can be repeated words, phrases, sentence structures or ideas.</p>	<p>We shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender.</p>	<p>Gives memorable emphasis to a point. The rhythm of repetition can have a mesmerising effect, which is why it is often used in speeches.</p>	
<p><b>Simile</b>                      Speakers and writers use similes to give emphasis to a certain characteristic of a thing. The comparison made in a simile is often unusual.</p>	<ul style="list-style-type: none"> <li>• He's as big as a house.</li> <li>• Life is like a journey.</li> <li>• It's as light as a feather.</li> </ul>	<p>As with metaphors, similes clarify a point using imagery, and are especially effective if original or unusual.</p>	

**Writing Activity: Practice with persuasive writing**

1. Choose two modern professions, from the list below or of your own choice.
2. Write a paragraph for each one. Use the same tone as the *The teaching of Duaf's son Khety* above. Also, use at least five of the techniques from the table above.
3. Under your paragraphs, list the persuasive techniques you used.

Professions:

- IT worker
- fast-food restaurant worker
- pop star
- school teacher

## The Imaginative Landscape of Ancient Egypt

### Teacher's Guide

The purpose of this worksheet is to explore – within the context of ancient Egypt – the concept of landscape and imagination having a cyclical influence on each other. The worksheet also aims to provide some basic details about the physical landscape, environment and religion of ancient Egypt.

#### Activity: Mind map

For the mind map, remind students to draw the important words from the question and map them. For example: influence, landscape, inhabitants, imagination, etc.

You may find these maps useful for inspiring students to connect the geographical with the imaginative worlds.



[http://ngm.nationalgeographic.com/ngm/0506/feature1/images/mp\\_full.1.jpg](http://ngm.nationalgeographic.com/ngm/0506/feature1/images/mp_full.1.jpg)

## The Imaginative Landscape of Ancient Egypt



<http://artofcounting.com/2010/08/16/the-red-looped-sash-an-enigmatic-element-of-royal-regalia-in-ancient-egypt-part-2/>

The first inhabitants of prehistoric Egypt, like other peoples of that era, were highly attuned to their environment. From earliest times they asked themselves how the world had come into being and who controlled the forces of nature that dominated their lives.

They imagined hidden beings that inhabited a realm beyond the earth and directed these mysterious powers. They anthropomorphised these beings, gave them names, and assigned them characteristics of the environment and the wild animals that inhabited it.

In this environment, two temporal cycles defined the orderly world of the ancient Egyptians. The principal cycle was the daily rising and setting of the sun. Imagined as the god Ra (Re) or Amun-Re in his boat, the solar orb rose each morning in the east and traversed the sky to set in the west, the land of the dead. It was the visible expression of the daily cycle of creation, symbolically dying as it set on the western horizon, it travelled through the Netherworld, and was reborn as it rose in the east, thus re-enacting the moment when the universe came into being.

The second cycle was the annual flood. Egypt's regular agricultural seasons were bound by the annual flooding of the Nile. This lay at the foundation of the civilisation's religious system. The flood's arrival, heralded by the appearance of the star Sirius in the night sky, provided the basis for the Egyptian myth of creation.

Ancient Egyptians conceived of the primeval universe as endless water and night. Out of the waters rose a single hill, analogous to the first areas of earth that emerged as the flood receded. On this primeval mound appeared the creator god, who proceeded to bring the world into being, separating the water from the land. This creation was magically repeated each day by the rising of the sun, evidence that the sun god had survived the nightly journey through the dangers of the Netherworld. These dangers in turn represented the limitless chaos out of which the cosmos had been born, and which continued to surround and threaten its existence.

Just as the landscape and its features left their mark on the imagination of ancient Egyptians, so too the ancient Egyptians' imagination shaped Egypt's landscape. Their religious beliefs shaped the great pyramids and monuments, so easily recognisable almost 5,000 years later.





<http://www.metrolic.com/wp-content/uploads/2010/11/GizaPyramids1.jpg>

Egyptians built these massive tombs to shelter and safeguard the part of a pharaoh's soul that remained with his corpse. Ancient Egyptians believed that when the pharaoh died, some part of his spirit, called his *ka*, remained with his body.

Even now, millennia after the demise of pharaonic culture, Egypt's landscape of pyramids and monuments continues to ignite people's imagination, continuing the cycle of influence.

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).

### Activity: Mind map

Choose a place that is familiar to you. It could be a whole country, a city, suburb, section of a suburb, your garden, etc. In pairs, help each other draw a mind map of your chosen location showing:

- the influence of the landscape on its inhabitants' imagination
- the influence of the inhabitants' imagination on the landscape.

### Writing Activity

Write an expository, persuasive or imaginative piece of 300–400 words about your chosen landscape. Respond to this prompt:

*'Landscape and imagination have a mutual influence upon each other, creating a continuous cycle.'*

You may want to choose a voice which suits the location, reflecting the language style of the people who live there.

## **The Histories of Tutankhamun: Whose Reality?**

### **Teacher's Guide**

The focus of this worksheet is the uncertainty of historians in relation to many 'established facts' about Tutankhamun and ancient Egypt.

There are many secondary and tertiary sources of information on ancient Egypt, especially on the Internet, which hastily take uncertainties from primary sources and present them as confirmed realities. This is highlighted in a post-reading Internet activity – 'Finding Tutankhamun's father on the Internet' – where students will discover that even some of the most authoritative web sources disagree on one of the central questions about Tutankhamun: the identity of his father.

It is hoped that by the end of the worksheet, students will have an awareness of the degree to which historians and archaeologists reconstruct the past as opposed to merely 'discovering' it: the 'reality' of the past often depends upon who is presenting it.

### **Reading Activity**

UP: unconfirmed possibility; AF: accepted fact

1. Tutankhamun's mother was Kiya. UP; *suspect that his mother was...*
2. Tutankhamun married his half-sister. UP; *she was possibly Tutankhamun's half-sister.*
3. Tutankhamun's wife was the same age as him. UP; *it is likely that she was about the same age as her husband.*
4. Tutankhamun and Ankhesnamun's children died. UP; *it seems that the couple did not have any surviving children, although there were two mummified babies in Tutankhamun's tomb – perhaps their daughters.*
5. Tutankhamun was a pharaoh of Egypt. AF; *Tutankhamun became king when he was ...*
6. Tutankhamun reversed the changes made by Akhenaten. AF; *one of his main activities was restoring the changes made by Akhenaten.*
7. Tutankhamun was assassinated. UP; *many people believed he had been assassinated.*
8. Tutankhamun's death was caused by a combination of malaria and an injury from a fall. UP; *some key historians think his death was caused by...*
9. Many of Tutankhamun's burial objects were recycled from other tombs. AF; *up to 80 percent of the burial objects for his body were recycled from other tombs.*



## Web-based Activity: Finding Tutankhamun's father online

The supporting quote(s) from each website appear both as extracts from the text (following 'Supporting quote(s)'), and highlighted in the full, original paragraph of the web page (following 'Text from the website').

### Website 1:

[www.smh.com.au/world/riddle-of-king-tut-dna-unlocks-secrets-20100208-oegr.html](http://www.smh.com.au/world/riddle-of-king-tut-dna-unlocks-secrets-20100208-oegr.html)

**Name of host website:** Sydney Morning Herald

**Name of father, and level of certainty:** Mixed certainty: the one article makes two conflicting assertions about Akhenaten's paternity.

**Supporting quote(s):** 'his father was a famed monotheistic king', 'his father was almost certainly King Akhenaten'.

### Text from the website:

'DNA testing has unravelled some of the mystery surrounding the birth and death of pharaoh king Tutankhamun, revealing *his father was a famed monotheistic king* and ruling out Nefertiti as his mother, Egypt's antiquities chief says.'

'It showed *his father was almost certainly King Akhenaten*, who ruled between 1351 and 1334 BC and tried to impose monotheistic worship in ancient Egypt.'

### Website 2:

<http://news.nationalgeographic.com/news/2010/02/100216-king-tut-malaria-bones-inbred-tutankhamun/>

**Name of host website:** National Geographic Daily News

**Name of father, and level of certainty:** Akhenaten. Certain: states that Akhenaten was Tutankhamun's father.

**Supporting quote(s):** 'King Tut's mother and father were brother and sister'; 'a mummy known until now as KV55 is the "heretic king" Akhenaten—and that he was King Tut's father.'

### Text from the website:

'Regarding the revelation that *King Tut's mother and father were brother and sister*, Pusch said, "Inbreeding is not an advantage for biological or genetic fitness. Normally the health and immune system are reduced and malformations increase," he said.'

'In this way, the team was able to determine that *a mummy known until now as KV55 is the "heretic king" Akhenaten—and that he was King Tut's father.*'

### Website 3:

<http://ngm.nationalgeographic.com/2010/09/tut-dna/garrett-photography>

(Go to photos 10 and 11 of Akhenaten and read the information below each.)

**Name of host website:** National Geographic Magazine

**Name of father, and level of certainty:** Akhenaten? Mixed certainty: The titles are statements, but elsewhere Akhenaten 'might' be the father.

**Supporting quote(s):** 'Father: Akhenaten, KV55'; 'One candidate is the heretic pharaoh, Akhenaten'; 'the body inside might be Akhenaten. DNA now confirms the mummy to be a son of Amenhotep III and Queen Tiye – known to be the parents of Akhenaten – and the father of King Tut'. (This latter description could imply that a brother of Akhenaten could be Tutankhamun's father.)

**Text from the website:**

*'Father: Akhenaten, KV55*

The identity of King Tut's father has long been a mystery. *One candidate is the heretic pharaoh, Akhenaten, who abandoned the gods of the state to worship a single deity. In 1907 a badly decayed mummy was discovered in KV55, a small tomb in the Valley of the Kings containing a jumble of artefacts connected to various kings and queens of the late 18th dynasty.'*

*'Father: Akhenaten, KV55*

Royal epithets on the defaced coffin suggested the *body inside might be Akhenaten*. DNA now confirms the mummy to be a son of Amenhotep III and Queen Tiye – known to be the parents of Akhenaten – *and the father of King Tut.'*

**Website 4:**

[http://news.bbc.co.uk/local/dorset/hi/people\\_and\\_places/history/newsid\\_8522000/8522002.stm](http://news.bbc.co.uk/local/dorset/hi/people_and_places/history/newsid_8522000/8522002.stm)

**Name of host website:** BBC News

**Name of father, and level of certainty:** Akhenaten? High probability, but not certain.

**Supporting quote(s):** 'Tutankhamun's father was buried in 'Tomb 55' – again it still hasn't been proved exactly who this person was.'

**Text from the website:**

*'The tests have also shown that Tutankhamun's father was buried in 'Tomb 55' – again it still hasn't been proved exactly who this person was, but it was always thought to have been Akhenaten [a pharaoh of the 18th dynasty of Egypt; he ruled for 17 years and died in 1336 BC or 1334 BC].*

*DNA sequencing has also shown that Tutankhamun's mother and father had a sibling relationship.'*

**Website 5:**

<http://www.kingtutmelbourne.com.au/about.html>

**Name of host website:** Tutankhamun and the Golden Age of the Pharaohs

**Name of father, and level of certainty:** Akhenaten? Certainty: probable.

**Supporting quote(s):** 'a time when the pharaoh Akhenaten, his probable father'

**Text from the website:**

*'King Tut was born in 1341 BC during the Amarna Age, a time when the pharaoh Akhenaten, his probable father, had introduced quasi-monotheistic beliefs into ancient Egypt, replacing the traditional religion.'*

**Website 6:**

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

**Name of host website:** Wikipedia

**Name of father, and level of certainty:** Akhenaten. Certain: states that Tutankhamun was the son of Akhenaten.

**Supporting quote(s):** 'Father[:] Akhenaten'; 'Tutankhamun was born in 1341 BC, the son of Akhenaten (formerly Amenhotep IV)'; 'In February 2010, the results of DNA tests confirmed that Tutankhamun was the son of Akhenaten'.



**Text from the website:**

*'Father Akhenaten'*

'Tutankhamun was born in 1341 BC, *the son of Akhenaten* (formerly Amenhotep IV) and one of his sisters.'

'The 1922 discovery by Howard Carter of Tutankhamun's nearly intact tomb received worldwide press coverage. It sparked a renewed public interest in ancient Egypt, for which Tutankhamun's burial mask remains the popular symbol. Exhibits of artifacts from his tomb have toured the world. *In February 2010, the results of DNA tests confirmed that Tutankhamun was the son of Akhenaten* (mummy KV55) and his sister/wife (mummy KV35YL), whose name is unknown but whose remains are positively identified as 'The Younger Lady' mummy found in KV35.'

**Website 7:**

[www.drhawass.com/blog/press-release-discovery-family-secrets-king-tutankhamun](http://www.drhawass.com/blog/press-release-discovery-family-secrets-king-tutankhamun)

**Name of host website:** Zahi Hawass (drhawass.com)

**Name of father, and level of certainty:** Akhenaten. Certain: Tutankhamun's father was Akhenaten.

**Supporting quote(s):** 'The principal conclusions made by the team are that Tutankhamun's father was the "heretic" king, Akhenaten'.

**Text from the website:**

'The principal conclusions made by the team are that *Tutankhamun's father was the "heretic" king, Akhenaten*, whose body is now almost certainly identified with the mummy from KV 55 in the Valley of the Kings.'

**Website 8:**

<http://jama.ama-assn.org/content/303/7/638.full>

**Name of host website:** The Journal of the American Medical Association

**Name of father, and level of certainty:** Akhenaten? Mixed: In one place, certain, in another, only 'most probably'.

**Supporting quote(s):** 'Tutankhamun and his father Akhenaten (KV55)', 'and the KV55 mummy, who is most probably Akhenaten, father of Tutankhamun'.

**Text from the website:**

'However, putative breasts in *Tutankhamun and his father Akhenaten (KV55)* cannot be determined, because KV55 is a mummified skeleton and Tutankhamun lacks the frontal part of the chest wall.'

'More than 55 bone biopsies were used to elucidate the individual relationships of 18th-dynasty individuals, with the result that several of the anonymous mummies or those with suspected identities are now able to be addressed by name. These include KV35EL, who is Tiye, mother of Akhenaten and grandmother of Tutankhamun, *and the KV55 mummy, who is most probably Akhenaten, father of Tutankhamun.*'



**Student Activities**

**The Histories of Tutankhamun: Whose Reality?**

**Pre-reading Activity**

Discuss these questions with a partner.

1. What do you already know about Tutankhamun? Where did you get your information from?
2. If you wanted to know more about Tutankhamun, what would be the most authoritative sources to go to?

**Reading Activity**

Read the passage below. For each statement below, circle *AF* (accepted fact) or *UP* (unconfirmed possibility). Write the words which indicate this. Question 1 has been completed for you.

According to the reading passage:

1. Tutankhamun's mother was Kiya. AF / UP *suspect that his mother was ...*
2. Tutankhamun married his half sister. AF / UP: \_\_\_\_\_
3. Tutankhamun's wife was the same age as him. AF / UP: \_\_\_\_\_
4. Tutankhamun and Ankhesnamun's children died. AF / UP: \_\_\_\_\_
5. Tutankhamun was a pharaoh of Egypt. AF / UP: \_\_\_\_\_
6. Tutankhamun reversed the changes made by Akhenaten. AF / UP: \_\_\_\_\_
7. Tutankhamun was assassinated. AF / UP: \_\_\_\_\_
8. Tutankhamun's death was caused by a combination of malaria and an injury from a fall. AF / UP: \_\_\_\_\_
9. Many of Tutankhamun's burial objects were recycled from other tombs. AF / UP: \_\_\_\_\_

**The History and the Mystery of Tutankhamun**

One interesting thing about the discovery of Tutankhamun's tomb was that it presented almost no written evidence about the life of Tutankhamun. So in order to build a picture of his life, historians have to fill in the gaps between the few puzzle pieces they have. Because of all this guesswork, the 'reality' of Tutankhamun's life and death is something reconstructed as much as discovered. Much remains uncertain.

Tutankhamun was born around 1343–41 BCE. Tutankhamun's father was \_\_\_\_\_\*. Many historians suspect that his mother was Kiya, the secondary wife of Akhenaten.

\* See activity below.



Canopic coffinettes of Tutankhamun. National Geographic.



Graphic reconstruction of Tutankhamun's face based on CT scan technology. National Geographic.

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.

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.

One of the biggest mysteries about Tutankhamun's life was how it ended. Although there have been X-rays, CT (computer tomography) scans 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 had been 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.

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.

All of this piecing together of Tutankhamun's life story is not the work of just a single person or group. It is an ongoing accumulation of theories and evidence spanning almost a century, and many aspects of his story are still debated by archaeologists and historians. The resulting uncertainty and mystery surrounding Tutankhamun has only increased people's curiosity and fascination.

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).

### Web-based Activity: Finding Tutankhamun's father online

You will have noticed that the identity of Tutankhamun's father was left blank in the reading passage. In the following activity, you will search for this missing information.

The focus here is on the online author's **level of certainty** about Tutankhamun's father's identity.

1. Work in small groups. Each group goes to one of the websites below.
2. Fill in the blanks with your findings and a supporting quote.
3. Include the author's level of certainty about the father's identity, taking note of words like 'possibly', 'may/might be', 'probably', etc.

**Website 1:**

[www.smh.com.au/world/riddle-of-king-tut-dna-unlocks-secrets-20100218-oeqr.html](http://www.smh.com.au/world/riddle-of-king-tut-dna-unlocks-secrets-20100218-oeqr.html)

Name of host website: \_\_\_\_\_

Name of father and level of certainty: \_\_\_\_\_

Supporting quote(s): \_\_\_\_\_

**Website 2:**

<http://news.nationalgeographic.com/news/2010/02/100216-king-tut-malaria-bones-inbred-tutankhamun/>

Name of host website: \_\_\_\_\_

Name of father and level of certainty: \_\_\_\_\_

Supporting quote(s): \_\_\_\_\_

**Website 3:**

<http://ngm.nationalgeographic.com/2010/09/tut-dna/garrett-photography>

(The first screen shows nine photographs. Scroll to the right, and go to the tenth and eleventh photos of Akhenaten. Read the information below each.)

Name of host website: \_\_\_\_\_

Name of father and level of certainty: \_\_\_\_\_

Supporting quote(s): \_\_\_\_\_

**Website 4:**

[http://news.bbc.co.uk/local/dorset/hi/people\\_and\\_places/history/newsid\\_8522000/8522002.stm](http://news.bbc.co.uk/local/dorset/hi/people_and_places/history/newsid_8522000/8522002.stm)

Name of host website: \_\_\_\_\_

Name of father and level of certainty: \_\_\_\_\_

Supporting quote(s): \_\_\_\_\_

**Website 5:**

[www.kingtutmelbourne.com.au/about.html](http://www.kingtutmelbourne.com.au/about.html)

Name of host website: \_\_\_\_\_

Name of father and level of certainty: \_\_\_\_\_

Supporting quote(s): \_\_\_\_\_

**Website 6:**

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

Name of host website: \_\_\_\_\_

Name of father and level of certainty: \_\_\_\_\_

Supporting quote(s): \_\_\_\_\_

**Website 7:**

[www.drhawass.com/blog/press-release-discovery-family-secrets-king-tutankhamun](http://www.drhawass.com/blog/press-release-discovery-family-secrets-king-tutankhamun)

Name of host website: \_\_\_\_\_

Name of father and level of certainty: \_\_\_\_\_

Supporting quote(s): \_\_\_\_\_

**Website 8:**

<http://jama.ama-assn.org/content/303/7/638.full>

Name of host website: \_\_\_\_\_

Name of father and level of certainty: \_\_\_\_\_

Supporting quote(s): \_\_\_\_\_



**Answer the following questions in small groups.**

1. Do all of the websites give the same answer to the question of who Tutankhamun's father was?
2. In general, would you say that these are authoritative sources on Tutankhamun? Rank them in order from most authoritative to least authoritative.
3. What do you think caused the differences between the information provided by the various websites?

**Legends in your life: Whose reality?**

When there is little evidence surrounding the life of an historical figure, it provides fertile ground for inaccuracy and embellishment. Often, the mixture of fact and fiction can combine to create legends.

**Activity: Local legend**

Think of a legendary figure in one of the social circles below, and work through the questions provided:

- school
  - family
  - group of friends
  - local area
  - sports club
1. What are some of the well-known stories about the person? Which ones are true/exaggerated/fictitious?
  2. For the true stories, how do you know they are true?
  3. Did you witness the events in the stories associated with the person? If not, who did you hear about them from? Was he/she trustworthy? Why/Why not?
  4. Do different people have different versions of the story/stories? What are they? Why are they different?

**Writing Activity: Local legend**

Write a short factual piece about your legendary figure.

- *Format:* A report for an online publication. The exact format will vary depending on the person you write about, e.g. a member of a sports club might be written about in the club online newsletter. For a family member, you might write about them in a blog.
- *Tone:* Again, this will vary depending upon the subject of your piece. Was he/she a humorous/tragic/violent figure? Adjust the tone to suit.
- *Length:* 300 – 400 words.
- *Include:* Various sources and quotes to show different perspectives on the legend.



## ***A Clash of Religious Beliefs in Ancient Egypt: Encountering Conflict***

### **Teacher's Guide**

The purpose of this worksheet is to introduce the Amarna period in ancient Egypt to students, and to use it as an exploration of the theme of encountering conflict.

The opening activity is designed to create a link between the students' own situation in modern Australia and that of ancient Egypt. The quotation from the Department of Foreign Affairs and Trade (<http://www.dfat.gov.au/facts/religion.html>) is supplied as concrete evidence that modern governments have official channels for managing religion, just as in ancient Egypt. This is so that students realise that whilst religious freedom in Australia is often taken for granted, it is the result of official policy, rather than something that 'just happens to be that way'.

The discussion questions before the reading passage are designed to prompt students to reflect on what the consequences might be if Australia underwent a radical shift in religious freedom and beliefs. The purpose of this is to prime the students' thinking and make them more receptive to the reading passage.

As always, teachers will need to gauge the situation and direct the conversation if they perceive the possibility of students being offended or ostracised.

### **Writing Activity: Exploring conflict**

Most of the records we have of the Amarna religious revolution are from official sources. There is little information on how these religious changes actually made the average person feel or what their thoughts on the matter were.

The writing activity is an opportunity for students to use what information they have about this period as a springboard for imagining what people would have felt at the time of the religious revolution.



## **A Clash of Religious Beliefs in Ancient Egypt: Encountering Conflict**

‘Australia has no official state religion and people are free to practise any religion they choose, as long they obey the law. Australians are also free not to have a religion. ... Religious freedom is safeguarded by section 116 of the Australian Constitution, which prohibits the federal government from making any law establishing any religion, imposing any religious observance, or prohibiting the free exercise of any religion. Individuals are free to express a diversity of views, as long as they do not incite religious hatred.’

– *The Department of Foreign Affairs and Trade*  
[www.dfat.gov.au/facts/religion.html](http://www.dfat.gov.au/facts/religion.html)

**Discuss these questions in a small group, then share your answers with the class.**

1. How would you feel if the government decided to change the Constitution and forced people to follow one particular religion?
2. How do you think people around you would react if this happened?
3. How do you think people from other religions (different from the religion chosen by the State) would feel if their religion was banned? How might they react?

**Read the passage on religion in ancient Egypt.**

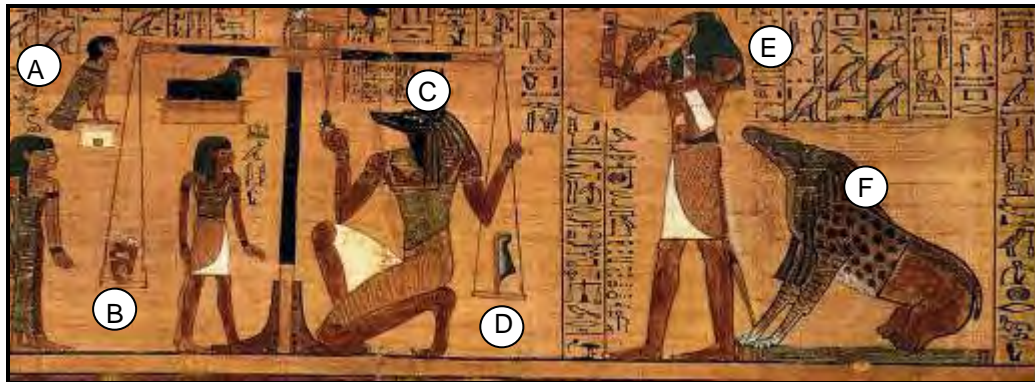
### **Traditional religion in ancient Egypt**

Religion in ancient Egypt was more than a belief system – it was a way of life, permeating every aspect of existence. The fundamental principle governing this system was *maat*, an abstract concept often translated as ‘truth’ or ‘justice’, but more accurately defined as ‘the way the world was supposed to be’.

*Maat* was set in place by the creator god at the moment of creation, and renewed daily by the dawning of the sun. Within the created universe, every individual had his or her ordained place and function. According to this world view, the gods and the blessed dead had a direct effect on events in the world of the living.

The details of this system and its attendant beings developed slowly over time. By the pharaonic era, the Egyptian pantheon was composed of many gods and goddesses. These were represented in art as human, animal or a combination of both.

[http://upload.wikimedia.org/wikipedia/commons/e/ee/BD\\_Weighing\\_of\\_the\\_Heart.jpg](http://upload.wikimedia.org/wikipedia/commons/e/ee/BD_Weighing_of_the_Heart.jpg)



The traditional gods in action in the Weighing of the Heart, the trial the soul underwent after death.  
**A.** The soul of the dead person watches the test, hoping to pass. **B.** The weight of the heart is compared with the weight of the feather. **C.** Anubis checks to ensure the scale is working correctly. **D.** The feather represents maat. **E.** Thoth, the ibis-headed scribe god, writes down the results. **F.** Ammut waits, and will eat the heart if it is heavier than the feather. If the heart is free of the weight of sin, the person lives on in paradise.

### Radical religious changes imposed by the pharaoh Akhenaten

The traditional religion of ancient Egypt remained fundamentally stable for millennia. Then, in the late eighteenth dynasty, the radical theological innovations of Amenhotep IV (also known as Akhenaten) undermined the status quo, and set up repercussions that reverberated to the end of the pharaonic era.



Akhenaten the heretic pharaoh.  
[www.ancient-egypt.co.uk/cairomuseum/cmakhenaten/pages/akhenaten.htm](http://www.ancient-egypt.co.uk/cairomuseum/cmakhenaten/pages/akhenaten.htm)

Under Akhenaten's reign, the worship of the sun-god Aten was imposed as the State religion. Many old gods were forced out of the State pantheon: first the gods of the dead, such as Osiris, then others. For this reason, many historians claim that Akhenaten was the world's first monotheist ruler.

Akhenaten sent out an army to hack away the names of the other gods from temples and monuments. Even the word for god was erased wherever it was plural.

Akhenaten left behind a record of his faith in the form of a sun hymn, found in a tomb at Amarna, Akhenaten's newly established capital. This poem, written by the king himself, praises the Aten as creator and protector of the world. The following is an extract:

Splendid you rise, O living Aten, eternal lord!  
You are radiant, beautiful, mighty,  
Your love is great, immense,  
Your rays light up all faces,  
Your light here gives life to hearts,  
When you fill the Two Lands with your love.  
August God who fashioned himself,  
Who made every land, created what is in it,  
All peoples, herds and flocks,  
All trees that grow from soil;  
They live when you dawn for them,  
You are mother and father of all that you made.  
*(Translation by Miriam Lichtheim)*



*Akhenaten worships the sun.  
National Geographic.*

Akhenaten imposed a radical shift from the beliefs of his predecessors, but his heresy did not long (if at all) outlive its creator. Egypt's traditional religion was too deeply rooted. Soon after Akhenaten's death, the country (under Tutankhamun and his advisers) rejected the new god and returned to the nation's previous religious beliefs.

### **Writing Activity: Exploring conflict**

Imagine you are living in the time of the Amarna religious revolution. Choose one of the topics below and write a short text.

1. Write the dialogue of an argument between a person whose worship in his/her temple is interrupted by a soldier hacking the name of the temple's deity from the building itself.
2. You are a foreign diplomat in Egypt. You record the impact of the religious revolution in a report to give to your superiors in your home country.
3. You are a deeply religious scribe who believes in the traditional deities of ancient Egypt. Write a page in your journal about what is happening around you in the religious revolution, and your feelings about your religion being banned.