



Teacher Resource

# King Tut Anniversary

## Focus Questions

Discuss the BTN story as a class and record the main points of the discussion. Students will then respond to the following:

1. How old was Tutankhamun when he became king?
2. Who discovered the tomb of King Tut?
3. In ancient Egypt, why were important people mummified, placed in a sarcophagus and then put into a tomb with treasures?
4. Why was the discovery of King Tut's tomb a big deal?
5. Name three things you learnt watching the King Tut story.

## Activity: Class Discussion

### Before watching

Before watching the BTN King Tut Anniversary story students will discuss in small groups what they already know about the Pharaoh and Ancient Egypt.

- What do you already know about Ancient Egypt and King Tutankhamun? Record your ideas on a mind map.
- Why do you think King Tutankhamun is in the news at the moment?
- What do you wonder about King Tutankhamun?



### After watching

Students will respond to one or more of the following questions after watching the BTN story:

- What did you learn from the BTN story?
- What do you THINK about what you saw in the story?
- Think of three questions you have about the story.
- What more do you want to learn about King Tutankhamun?



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### KEY LEARNING

Students will identify a range of questions about the past to inform a historical inquiry on King Tutankhamun. Students will develop their historical knowledge and understanding of ancient Egypt.

### CURRICULUM

#### HASS – Year 3-4

Pose questions to investigate people, events, places and issues.

#### HASS – Year 5-6

Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges.

#### HASS – Year 7

The role of a significant individual in ancient Egyptian, Greek or Roman history.

The physical features of ancient Greece, Egypt or Rome and how they influenced the civilisation that developed there.

The methods and sources used to investigate at least ONE historical controversy or mystery that has challenged historians or archaeologists, such as in the analysis of unidentified human remains.

Key features of ancient societies (farming, trade, social classes, religion, rule of law).

The evidence for the emergence and establishment of ancient societies (including art, iconography, writing tools and pottery).

## Activity: Glossary

Students will watch the BTN King Tut Anniversary story and summarise the story in their own words. Students will watch the story again and listen carefully, circling each of the following words as they hear them and recording any unfamiliar words.

SARCOPHAGUS	MUMMY	ANCIENT EGYPT
HIEROGLYPHICS	PHAROAH	ARCHAEOLOGIST
TOMB	VALLEY OF KINGS	EGYPTOLOGIST

Ask students to write what they think is the meaning of each word (including unfamiliar words). They will swap definitions with a partner and ask them to add to or change the definition. Check these against the dictionary definition.

Further activities for students:

- Write your own sentences using the key words.
- Investigate this [interactive map](#) of the Valley of Kings. Can you find King Tutankhamun's tomb?
- Use the following words to write a summary about King Tutankhamun: Pharaoh, tomb, mummy.
- Find out if your local museum has an ancient Egyptian collection and plan a visit to learn more about Ancient Egypt. Alternatively, visit the Australian Museum's [online collection](#) including [objects documented in 3D](#).

## Activity: Inquiry Research

Discuss the information raised in the BTN King Tut Anniversary story. What questions were raised in the discussion and what are the gaps in students' knowledge? The following KWLH organiser provides students with a framework to explore their knowledge on this topic.

What do I <b>know</b> ?	What do I <b>want</b> to know?	What have I <b>learnt</b> ?	<b>How</b> will I find out?

Students will develop their own question/s to research or choose one or more of the questions below. Encourage students to collect and record information from a wide variety of sources and present the information they find in an interesting way.

- Why is King Tutankhamun so well known today?

- Who found King Tutankhamun’s tomb? Describe some of the objects that the archaeologists could see in the tomb.
- Why was the discovery of King Tutankhamun’s tomb so important?
- Where is King Tut’s mummy now?
- Why were ancient Egyptian royalty buried in tombs? How many tombs have been found in the Valley of the Kings.

## Activity: Act Like an Historian

Provide your students with the opportunity to think and act as historians. Students will investigate in more depth some questions they have about King Tutankhamun. Students can take notes as they watch the BTN King Tut Anniversary story or download the transcript after watching the story to guide them through the activity. Students will use the following as a guide or students can write their own inquiry question.

- Write a summary about King Tutankhamun, which answers the 5 W’s – Who, What, Where, When and Why?
- Create a timeline highlighting key events in King Tutankhamun’s life. Include a title, date, and description for each event.
- Find one primary source and one secondary source which helps you understand more about King Tutankhamun. Respond to the questions below for each source you find. Share and compare your findings with your classmates.

- What is it?
- Who wrote it or made it?
- When was it written or made?
- Where was it written or made?
- How was it written or made?
- Why was it written or made?
- What evidence does this source contribute to my research?



## Activity: A snapshot in the life of...

Students will choose one aspect of Ancient Egypt to explore in more detail and then use a timeline to organise the information they find in a chronological sequence. This activity will help students understand growth, change, recurring events, cause and effect, and key events of historical and social significance.

Students will construct a timeline of...

- **The evolution Ancient Egypt.** When and how did Ancient Egypt start and end? Plot your findings on your timeline.
- **Technology of the Ancient Egyptians.** What are five technological inventions of the Egyptians? Plot your findings on your timeline. Choose one to explore in more detail.
- **The life of Pharaohs.** Investigate some of Ancient Egypt’s most famous pharaohs. Plot your findings on your timeline. Choose one Egyptian pharaoh and create a biography on their life and achievements.

## Activity – Choose a project

Individually or in small groups, students will choose one of the following projects to work on and then present their findings to the class.

### Design a Shabti

Design and create your own Shabti. What will it be made from? What will you name it?

### Children's Book

Write and illustrate a children's book or comic which tells the story of King Tutankhamun. Alternatively, write a blurb for a book which is a dramatisation of the life of King Tut.

### True or False?

Create a true or false quiz about King Tut and test your classmates. Alternatively, create a word find or crossword.

### Minecraft creation

Create King Tut's tomb using Minecraft. Make it as historically as accurate as you can. Alternatively, create an Egyptian pyramid or map of ancient Egypt using Minecraft.

## Useful Websites

- [Ancient Egyptian Discovery](#) – BTN
- [Ancient Egyptian Timeline](#) – Australian Museum
- [Egypt Exploration](#) – BTN
- [How were ancient Egyptians mummified?](#) – Australian Museum
- [Ancient Egypt Special](#) – BTN
- [Ancient Egyptian Collection](#) – Australian Museum
- [Mummy Mystery: King Tut](#) – National Geographic Kids
- [Glossary of Ancient Egyptian terms](#) – Australian Museum