

# Tutankhamen

Barbara Swaim  
B.J. Ward Middle School  
200 Recreation Drive  
Bolingbrook, Illinois 60440

## Promoting Geographic Knowledge Through Literature Workshop July 7-19, 2002

### Overview

Howard Carter and his sponsor Lord Carnarvon discover the long hidden tomb of Tutankhamen in November 1922. The tomb was found in the Valley of the Kings near the Nile River in Egypt. In reading about the discovery, we utilize the geographical themes of Place, Regions, and Human Environment Interactions.

### Connections with the Curriculum

These activities may be used in Social Studies-Ancient Civilizations and in Language Arts.

Teaching levels: Grades 5-7

Objectives: The student will read the nonfiction selection and locate the setting on a map. Students will create a pyramid showing the passageways and antechamber for a pharaoh's burial. They will also create a telegram describing the contents of the tomb.

### Connection to National Geography Standards

Essential Element: Places and Regions

Standard # 4 The physical and human characteristics of places

Essential Element: Environment and Society

Standard # 14 How human actions modify the physical environment.

## Materials

King Tutankhamen from Lost Worlds by Anne White McDougal-Littell 6<sup>th</sup> Grade textbook

Literature and Language 2001

Map of Africa

Inset map of the Nile River/Valley of the Kings

Shoebox lined with gold paper- tiny peep hole on one end – a flashlight shone from the top

National Geographic Society Video King Tut

Square sheet of construction paper to form a 3D pyramid

Lined paper to create a geography poem

## Suggestions for Teaching the Lesson

### Preview:

The students should have a background knowledge of Ancient Egyptian civilization and the preparation of pharaohs for burial.

1. Have students write in their writing journals their thoughts and feelings about making a great discovery. Share their thoughts with a partner.
2. Discuss the Carter's reasons for archaeology in 1922 – not treasure seeking but an archaeologist trying to preserve the objects.

### Developing

1. Students will read silently the nonfiction account.
2. Discuss Carter's feelings – Would you be able to fill in the stairway after you uncover it?
3. How could he wait 2 more weeks for Carnarvon to arrive before actually opening the doorway?

4. Have the class gaze through the shoebox? What were Carter's feelings as he peered through and saw "Gold...gold. Everywhere the glint of gold."

### Concluding

1. The students will now locate Egypt on the Africa map, the Valley of the Kings West of Luxor where the tomb was located.
2. To further extend the activity, have them construct a pyramid showing passageways and an antechamber. They could also construct a mural on one wall showing Egyptian artwork, and even a sarcophagus for a pharaoh.
3. Have the students create a geography poem using the following format:

### Format for geography poem

Line 1: Name of place

Line 2: What does it look like? (3 items)

Line 3: Where is it? (3 items)

Line 4: What is there? (3 items)

Line 5: A question about the place

Line 6: What does it feel like there? (3 items)

Line 7: What can you do there? (3 items)

Line 8: Synonym for the place

### Extensions

Watch the King Tut Video

Investigate websites and books about mummies

<http://www.discovery.com/highspeed/tlc/mummies/content.html>

[Unwrapped: The Mysterious World of Mummies](#)

[Mummies of Ancient Egypt](#)

Mummies of the Pharaohs Melvin Berger

ISBN O 79227233 4 National Geographic Society

## *Assessment*

Class discussions

Student constructed pyramids

Maps completed

Geography poem