



# Tutankhamun, The Golden Pharaoh, Part I

11

## ✓ Lesson Objectives

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### Core Content Objectives

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Students will:

- ✓ Locate Egypt on a world map or globe and identify it as a part of Africa
- ✓ Identify Tutankhamun as a pharaoh of ancient Egypt
- ✓ Describe key components of a civilization
- ✓ Explain that much of what we know about ancient Egypt is because of the work of archaeologists

### Language Arts Objectives

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With assistance, categorize and organize facts and information from “Tutankhamun, The Golden Pharaoh, Part I” (W.1.8)
- ✓ Add drawings to descriptions of components of civilizations to clarify ideas and thoughts (SL.1.5)
- ✓ Prior to listening to “Tutankhamun, the Golden Pharaoh, Part I,” identify orally what they know and have learned about pharaohs

## Core Vocabulary

**archaeologist, n.** A scientist who studies the way people lived in the past  
*Example:* The archaeologists worked for years to find the location of the ancient city.

*Variation(s):* archaeologists

**authority, n.** Power to make or enforce rules or laws  
*Example:* The police have the authority to stop speeding cars.

*Variation(s):* authorities

**passage, n.** A space along which something or someone may pass, i.e., a hallway

*Example:* The group walked along a secret passage in the castle.

*Variation(s):* passages

**tombs, n.** Places for the burial of the dead

*Example:* Egyptian pharaohs were buried in tombs.

*Variation(s):* tomb

**valuable, adj.** Precious or worth a lot of money

*Example:* The dishes had been in the family for many years and were very valuable.

*Variation(s):* none

| <i><b>At a Glance</b></i>  | <b>Exercise</b>                                | <b>Materials</b>                               | <b>Minutes</b> |
|--|--|--|----------------|
| <i><b>Introducing the Read-Aloud</b></i>   | <b>Where Are We?</b>                           | world map or globe                             | 10             |
|  | <b>What Have We Already Learned?</b>           |  |                |
|  | <b>Purpose for Listening</b>                   |  |                |
| <i><b>Presenting the Read-Aloud</b></i>  | <b>Tutankhamun, The Golden Pharaoh, Part I</b> |  | 15             |
| <i><b>Discussing the Read-Aloud</b></i>  | <b>Comprehension Questions</b>                 |  | 10             |
|  | <b>Word Work: Archaeologist</b>                |  | 5              |
|  <b>Complete Remainder of the Lesson Later in the Day</b> |  |  |                |
| <i><b>Extensions</b></i>   | <b>Civilizations Chart</b>                     | Instructional Master 4B-1;<br>Image Cards 7–14 | 20             |



# Tutankhamun, The Golden Pharaoh, Part I

11A

## Introducing the Read-Aloud

10 minutes

### Where Are We?

Choose a different student each day to locate Egypt on a world map or globe and identify it as part of Africa.

### What Have We Already Learned?

Ask students what they have already learned about the pharaohs of ancient Egypt and more specifically what they learned about Hatshepsut. You may prompt discussion with the following questions:

- What was the job of a pharaoh? (ruler)

#### ◀ Show image 10A-5: Hatshepsut dressed as a man with beard

- How was Hatshepsut different from other pharaohs? (female)
- What kinds of things did Hatshepsut do as pharaoh? (had statues made of herself, had a temple built, traded with neighbors)



### Purpose for Listening

Tell students that the next read-aloud is about other pharaohs of ancient Egypt. Tell the students to listen carefully to learn more about pharaohs of ancient Egypt.



## Tutankhamun, The Golden Pharaoh, Part I

### ◀ Show image 11A-1: King Tut

Many years after Hatshepsut ruled, another pharaoh would rule for nine years and then be almost completely forgotten for three thousand years. His name was Tutankhamun (toot-awn-KAH-mun), although today he is known all over the world as “King Tut.” Tutankhamun was only nine years old when he became pharaoh, and he died when he was only nineteen.



### ◀ Show image 11A-2: Valley of the Kings

We are not sure why he died at such an early age. After his death, some thought he may have had some sort of accident. When he died, he was not buried in a pyramid like the pharaohs in Hatshepsut’s time. Instead, during King Tut’s time, pharaohs were buried in the hillsides of a valley. That valley was called the Valley of the Kings. None of the **tombs** of the pharaohs in the Valley of the Kings were marked.<sup>1</sup> So in an unmarked tomb in that valley, Pharaoh Tutankhamun would rest, surrounded by treasure and forgotten by the world, for nearly thirty-three centuries—a very long time ago.<sup>2</sup>

- 1 Tombs are places where people are buried after they die.
- 2 You heard the word *treasure* in an earlier read-aloud. What does the word *treasure* mean?



### ◀ Show image 11A-3: Howard Carter and Lord Carnarvon working as archaeologists

Now we will jump way ahead in time from ancient Egypt to a time closer to today. Almost one hundred years ago, a British **archaeologist** named Howard Carter was interested in trying to find the lost tombs in the Valley of the Kings.<sup>3</sup> Carter’s partner was a British nobleman, Lord Carnarvon. Carnarvon was also interested in finding the lost tombs in the Valley of the Kings.

Over the next few years, working for and often accompanied by Lord Carnarvon, Carter found a number of ancient objects scattered throughout the valley. But he had in mind a greater prize.<sup>4</sup> Another archaeologist found objects that had hieroglyphs

- 3 An archaeologist is a scientist who studies the people of the past by looking at what they left behind, such as tools or pottery.
- 4 What greater prize do you think Carter had in mind?

5 Remember, the location of Tutankhamun's tomb had been forgotten long ago. Do you think Carter will be able to find King Tut's tomb?

6 *Valuable* means precious or worth a lot of money.

written on them mentioning Pharaoh Tutankhamun. Howard Carter was determined to find the tomb of Pharaoh Tutankhamun and was convinced that somewhere in the Valley of the Kings lay Tutankhamun's hidden burial site. Could he find it?<sup>5</sup>

Trying to find the location of the tomb was not always easy—or safe. Robbers often showed up to steal any **valuable** objects whenever they heard of new discoveries.<sup>6</sup>

In a book about his career, archaeologist Howard Carter wrote about one dangerous encounter with such thieves in the Valley of the Kings. A band of robbers had learned of a discovery, and on a moonlit night the thieves crept through the shadows of the valley, determined to steal whatever they could carry away. But just as they were starting to gather the loot, a second band of robbers appeared with the same idea! Instantly, the two gangs attacked one another in a fierce battle there in the moonlight amid the burial sites of the ancient pharaohs. The second gang chased off the first, but Howard Carter, in his nearby camp, heard the noise of their fight. Here is how he calmly described what happened next.



◀ **Show image 11A-4: Valley of the Kings**

7 Who is telling the story now? (Howard Carter)

8 How do you think Howard Carter felt at that moment?



◀ **Show image 11A-5: Carter shinnying down rope to a group of tomb robbers**

"I collected the few of my workmen still nearby, and set out for the scene of action, an expedition involving a climb of more than 1,800 feet over the hills in the moonlight. It was midnight when we arrived on the scene.<sup>7</sup> The guide pointed out to me the end of a rope dangling down the face of the cliff. Listening, we could hear the robbers actually at work. I first cut their rope, cutting off their means of escape. Then, making secure a good, stout rope of my own, I lowered myself down the cliff."<sup>8</sup>

". . . There were eight [robbers] at work, and when I neared the bottom, there was an awkward moment or two. . . . Eventually [the robbers] saw reason and departed. The rest of the night I spent guarding the spot."<sup>9</sup>

9 Why do you think Howard Carter stayed to guard the spot?



← **Show image 11A-6: Archaeological dig of Carter**

For six years, archaeologist Howard Carter searched for the tomb of Pharaoh Tutankhamun. The two men had focused their attention on one area in the Valley of the Kings. All that was left was the ground beneath some huts in which ancient workers had lived while digging the royal tombs. Carter decided to give this area one last try. He and his men removed the huts and leveled off the soil below. As Carter finished removing the first of the workers' huts, he found something very exciting! For there—lost to the world for thirty-two centuries, and almost overlooked by Carter and his partner Carnarvon in six years of digging—was a stone staircase leading down into the rocky floor of the valley!<sup>10</sup>

10 Where do you think the stone staircase leads? How do you think Howard Carter feels?



← **Show image 11A-7: Door sealed shut**

Carter and his men uncovered the steps one by one until, as they cleared the dirt from the top of the twelfth step, they saw beyond it, in Carter's own words, the upper part of a doorway. Atop the door was a hieroglyphic seal showing that the door had been sealed shut under royal **authority**.<sup>11</sup> Whoever had been buried here was either royal or someone very important to the pharaoh.

11 Authority is power to make and enforce rules. In this sentence, the word *seal* means an official mark. The word *seal* also means a large animal that lives near coasts, has flippers, and eats fish.

Almost overcome with excitement, Carter cut a small hole in the door and shone a light through the hole. Inside, he saw a hallway filled to the top with rocks. It took all his self-control not to break through and begin flinging the rocks out. Instead, leaving some of his men to guard the place, he covered the door up again and rode off through the moonlight, thinking, "Anything might lie beyond that **passage!**"<sup>12</sup> Yet none of them was exactly sure what Carter had found.

12 or hallway

### Comprehension Questions

10 minutes

1. What do you think Carter found? (Answers may vary.)
2. *Literal* What was the name of the pharaoh in today's read-aloud? (Tutankhamun) What is Tutankhamun's nickname? (King Tut)
3. *Literal* Was King Tut an adult or a child when he became pharaoh? How old was he? (He was a child, just nine years old.)
4. *Inferential* Was King Tut pharaoh for many, many years or for just a short time? Why? (He ruled for a short time because he died at about age nineteen.)
5. *Inferential* Was King Tut buried in a pyramid? (No) Why not? (Pyramids were no longer used for burial during the time King Tut lived.) Where was he buried? (in a tomb in the Valley of the Kings)
6. *Evaluative* Do you think you could rule a country at age nine? Why or why not? (Answers may vary.)
7. *Inferential* Who was Howard Carter? (an archaeologist looking for Tut's tomb) Why do you think he was interested in finding King Tut's tomb? (He perhaps wanted to be famous; he thought there would be lots of treasure; it was an amazing archaeological discovery; etc.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

8. *Evaluative Think Pair Share:* Would you have liked to work with Carter? Why or why not? (Answers may vary.)
9. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

## Word Work: Archaeologist

5 minutes

1. In the read-aloud you heard, “A British *archaeologist* named Howard Carter was interested in trying to find the lost tombs in the Valley of the Kings.”
2. Say the word *archaeologist* with me.
3. An archaeologist is a scientist who studies people of the past by looking at what they left behind, such as tools or pottery. Archaeologists often dig into the ground to find what was left behind.
4. An archaeologist recently found pottery from an ancient Native American village.
5. Have you ever heard about the work of an archaeologist? Try to use the word *archaeologist* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I saw on TV that an archaeologist . . .”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to read a sentence. If it describes the work of an archaeologist, say, “That’s an archaeologist.” If it does not describe the work of an archaeologist, say, “That’s not an archaeologist.”

1. I have been digging for evidence of how the Pilgrims lived long ago. (That’s an archaeologist.)
2. I have been digging up potatoes from my garden. (That’s not an archaeologist.)
3. I have been digging for evidence that Native Americans lived in this area long ago. (That’s an archaeologist.)
4. I have been digging a hole to plant a tree. (That’s not an archaeologist.)
5. I have been digging for evidence that there used to be a city along the banks of the river. (That’s an archaeologist.)



**Complete Remainder of the Lesson Later in the Day**





# Tutankhamun, The Golden Pharaoh, Part I

11<sub>B</sub>

## Extensions

20 minutes

### Civilizations Chart (Instructional Master 4B-1)

Show students Image Card 14 (Tutankhamun). Talk about the Image Card, and have students share what they learned from the read-aloud about King Tut. Ask students how King Tut was similar to Hatshepsut. (They were both leaders or pharaohs in ancient Egypt.) Ask students how King Tut was different from Hatshepsut. (male, etc.)

Use the Civilizations Chart and Image Cards 7–14 to review what has been learned about ancient Egypt. Divide the class into eight groups. Give each group one of the Image Cards to discuss within the group. Then, have the groups come back together and share with the class. Remember to repeat and expand upon each response using richer and more complex language, including, if possible, any read-aloud vocabulary.

Explain that we know that there was a civilization in ancient Egypt because the people farmed near the Nile, built cities, developed a way of writing, had leaders called pharaohs, had a religion, and built structures, including pyramids and the Great Sphinx.

Pass out the students' copies of Instructional Master 4B-1 that they started in Lesson 4. Have students draw pictures to show what they have learned about the various components of the ancient Egyptian civilization.

✈ Above and Beyond: For students who are able to do so, have them write words or sentences. After completing the ancient Egypt section, students may talk with a partner or as a class about how the two civilizations compare.

Tell students that, as a class, they are going to dictate a few sentences—which you will write—explaining why ancient Egypt is considered a civilization. Have students brainstorm what was

learned about this civilization. Model how to write a beginning sentence telling what the paragraph will be about. For example, “We have learned that there was a civilization in ancient Egypt.” Then ask students to share sentences explaining how we know that there was a civilization and record their sentences. Finally, model how to add a concluding sentence, such as, “The civilization of ancient Egypt had many of the same things as other civilizations such as Mesopotamia.” Read the completed paragraph to the class.

✈ Above and Beyond: If you have students who are ready to write their own explanation, you may ask them to do so.