

King Tut: Putting the Reality into the Virtual



Overview/Prior Knowledge

This lesson should be conducted after students have an understanding of the civilization of ancient Egypt and how religion impacted the lives of ancient Egyptians. The students will have the opportunity to compare the real tomb with a simulation via an Oculus Go to examine the designers' purpose behind their representation of certain artifacts while omitting others.

Objectives

- The students will identify the types of objects that important people/pharaohs would have been buried with in their tomb.
- The students will explain the reasons that pharaohs (and others) were buried with material possessions that necessitated the building of large tombs.
- The students will compare what they learn about King Tut's tomb and the VR experience.
- The students will examine what items were included in the VR experience and provide justification for the possible inclusion of those specific objects to identify the author's purpose in the VR development.

Time Required

2-3 50-minute class periods

Recommended Grade Range

6-8

Subject/Sub-Subject

Social Studies

Standards

Social Studies

- 7.1 Illustrate an understanding of the development of civilization in the Nile River Valley.
(Strands: Civics, Civil Rights, Geography, History, Economics)
2. Investigate how religion affected the lives of the ancient Egyptians including such aspects as architecture, the afterlife, and mummification.

English Language Arts

- RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
- RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Library of Congress - Teaching with Primary Sources Skills:

- Identify details when observing a primary source(s)
- Ask questions related to observations and the topic of a primary source
- Make comparisons with primary sources

Highlighted Strategies:

- Explanation Game, *Making Thinking Visible*

Credits

Kenneth V. Anthony and Nicole C. Miller, Mississippi State University

Materials

- Primary Sources – See Resource Guide at the end of this document.
- Read Works Article: The King of Bling: On Tour with Tut and His Treasures
<https://www.readworks.org/article/The-King-of-Bling/680cfcf6-3e25-4566-b85d-4a60860be9d8#!articleTab:content/>
- Internet Access/Devices for Students
- The Griffith Institute Website <https://www.loc.gov/item/webcast-6258>
- Access to an Oculus Virtual Reality system (any) and the Discover Egypt App – *Note: Significant portions of this lesson could be conducted without this technology.*

Procedures

Introduction

- The images of King Tut's tomb materials from the antechamber will be displayed on the board. The teacher will guide the students through the explanation game strategy from *Making Thinking Visible* - http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03d_UnderstandingRoutines/ExplanationGame/ExplanationGame_Routine.html.
- The first thing will be for the students to name and identify what they see in the image. The teacher will have them identify and name as many different things as they can (This can be done either in whole group or in small groups – as long as you can focus students on only naming what they see – and not moving on to the explanation and reasoning of their thoughts).
 - *NOTE: Throughout this process it is important to also have them consider the place and its possible purpose – not just the objects in the image.*
- Then the teacher will have the students explain each item named. Here it is important to focus on generating as many explanations as possible. It isn't as important to get to the right answers as it is to generate explanations based on the following questions (These should be documented by the students and/or the teacher):
 - What could it be?
 - What role or function might it serve?
 - Why might it be there?
- This will be followed up by asking for student reasoning.
 - What makes you say that?
 - Or why do you think it happened that way?
- The students will be guided to generate alternatives.
 - What else could it be?
 - And what makes you say that?
- Have students do the same thing with figuring out what this is a picture of (big picture)? What purposed does it serve?

During

- **Part 1:** The teacher will reveal that the image is from the antechamber to King Tut's tomb (explaining what an antechamber is and that King Tut was one of Egypt's Pharaohs). The teacher will provide a very brief overview of King Tut (he was a pharaoh, "boy king", died young at 19) and that we didn't discover his tomb until centuries after his death.
- Have students complete column 1 – of the student handout for what items they can see in the image of the antechamber.
- The students will read the article on Read Works, *On Tour with Tut and His Treasures*.
 - Using this reading, the teacher can then elaborate on key components from the article.

- First, the teacher can highlight how historians and archaeologists determine what happened in the past and how as information or artifacts are discovered, sometimes our understanding of history may change or be deepened.
- Second, the teacher can discuss how religion affected the lives of the ancient Egyptians including such aspects as architecture, the afterlife, and mummification.
 - You could use your text or the PowerPoint provided.
- Finally, the teacher can focus on how history is preserved (with a focus on the role of museums etc. rather than actual artifact preservation). Relating back to the article, the teacher can question the students about how they think history is preserved. The article references museums and traveling museum exhibits. The teacher can then transition to how new technology is changing how we access information about the past and how we experience historical sites.
- **Part 2:** Then participants will conduct a simulated tour of King Tut's tomb via the Oculus Go (or other Oculus device). (You can record video or take screen shots within the Oculus that you could share).
 - Explore the antechamber, the tomb room, and the treasury.
 - Have students explore one at a time and check off what they find in each space on their handout (see below).
- **Part 3:** Have the students explore the Egyptian Museum Website to complete the description of the artifacts, the purpose of the artifacts, and what they tell us about the ancient Egyptian beliefs about the afterlife.

After

- Have students complete the follow up to the activity sheet and answer the question – why did the simulation creators include or discluded certain artifacts possibly in their design?

Assessment

- The handout identifying the various artifacts will serve as an informal assessment.

Differentiation

- The Explanation Game thinking routine allows all students to participate in naming or identifying what they see, but allows more advanced students (and all students) to generate hypotheses about what it is that they see in the image.
- The Read Works article could be read through a screen reader for struggling readers (though the reading is on a 5th grade level to keep it accessible to most students).

Supplementary Materials

- Strategies:
 - Explanation Game Thinking Routine:
http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03d_UnderstandingRoutines/ExplanationGame/ExplanationGame_Routine.html
- Howard Carter Focused
 - A Look into Howard Carter's Diary Tutankhamun Diary
<https://www.smithsonianmag.com/history/uncovering-tutankhamuns-tomb-180957168/>
 - Howard Carter Biography <https://www.biography.com/scientist/howard-carter>
- King Tut
 - L.A. Times Article about the Revised King Tut Exhibition traveling to Los Angeles -
<https://www.latimes.com/entertainment/arts/la-et-cm-king-tut-exhibition-20180322-story.html> The article shares how with modern technology the exhibit was preserving the past and allowing museum visitors to interact with and experience the artifacts in new ways.
 - Article King Tut: A Classic Blockbuster Museum Exhibition That Began as a Diplomatic Gesture <https://www.neh.gov/humanities/2015/septemberoctober/feature/king-tut-classic-blockbuster-museum-exhibition-began-diplom>
 - Egypt Museum <https://egypt-museum.com/tagged/tutankhamun>
 - Where did King Tut Get His Eyebrows <https://www.readworks.org/article/Where-Did-King-Tut-Get-His-Eyebrows/61ffaa5b-e4bd-4295-8693-8111b35fb701#!articleTab:content/>
 - History of King Tut
http://www.softschools.com/language_arts/reading_comprehension/social_studies/398/history_of_king_tut/
 - Ducksters King Tut's Tomb
https://www.ducksters.com/history/ancient_egypt/king_tuts_tomb.php
 - Ducksters King Tutankhamun
https://www.ducksters.com/history/ancient_egypt/tutankhamun.php
 - Biography – King Tut - <https://www.biography.com/royalty/king-tut>
 - Diagram of Tomb and History from the Canadian Museum
<https://www.historymuseum.ca/cmhc/exhibitions/civil/egypt/egtut02e.html>
 - King Tut: How a Tomb Cast a Spell on the World
<http://www.bbc.com/culture/story/20191029-king-tutankhamun-the-tragic-cause-of-the-pharaohs-cult>
- Video /3D
 - Describing Egypt - Explore other Tombs/Temples in 360 Video: <https://describingegypt.com/>
 - YouTube Video: Golden Treasures of King Tut <https://www.loc.gov/item/webcast-6258>
 - King Tut Revealed through an Accurate 3D Replica
<https://www.materialise.com/en/cases/king-tut-3D-model>

Teaching with Primary Sources Resource Guide

Title: King Tut: Putting the Reality into the Virtual

Historical Background:

King Tutankhamun, “the boy king” changed our knowledge about ancient Egyptian life when his tomb in the Valley of the Kings (near Luxor) was discovered by Howard Carter in 1922. This was the most intact tomb found at the time with over 5,000 items providing historians and archaeologists with a way to examine ancient Egyptian history. King Tut came to the throne at 9 years of age and died at an early age (around 19). He ruled during the New Kingdom (around 1550-1290 B.C.).

Source 1:



Title: View of interior of antechamber looking west

Link: <https://www.loc.gov/item/2004670109/>

Purpose: This image is used in the introduction to the lesson with the Explanation Game thinking routine. It helps the students examine the antechamber to King Tut’s tomb before exploring the topic in more depth.

Source 2:

Title: Antechamber 1

Link: <http://www.griffith.ox.ac.uk/discoveringTut/burton5/images/p0012.jpg>

Purpose: This image shows another viewpoint/perspective of the antechamber that can help students to identify the various artifacts found.

Source 3:

Title: Antechamber 2

Link: <http://www.griffith.ox.ac.uk/discoveringTut/burton5/images/p0007.jpg>

Purpose: This image shows another viewpoint/perspective of the antechamber that can help students to identify the various artifacts found.

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Instructions

1. Mark an X next to each artifact found in the Antechamber image. *Not all items are in that image.*
2. Identify if and where each item was found in the VR tomb.
3. Describe the artifact in your own words.
4. For each artifact describe the purpose or role in the burial of the pharaoh and identify what we can learn about Ancient Egyptian belief in the afterlife or religion?
5. At the end choose an artifact that you found interesting that you found as you were searching for the required artifacts and complete the activity for that object as well.



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Artifact	Antechamber discovery image, 1922	VR Tomb – Which room did you find it in (if any), Antechamber, Tomb Room, Treasury	Describe artifact	What was the artifacts purpose in the tomb? What does this artifact tell us about Ancient Egyptian belief in the afterlife?
<p>Guardian Statue(s)</p>  <p>https://egyptmanchester.wordpress.com/2019/11/17/tutankhamuns-guardian-statues-symbolism-and-meaning/</p>				
<p>Canopic chest and jars/lid</p>  <p>https://en.wikipedia.org/wiki/Canopic_chest</p>				

Artifact	Antechamber discovery image, 1922	VR Tomb – Which room did you find it in (if any), Antechamber, Tomb Room, Treasury	Describe artifact	What was the artifacts purpose in the tomb? What does this artifact tell us about Ancient Egyptian belief in the afterlife?
<p>Ushabati</p>  <p>https://en.wikipedia.org/wiki/Ushabti</p>				
<p>Chest with Panoramas</p>  <p>http://www.globalegyptianmuseum.org/detail.aspx?id=15097</p>				

Artifact	Antechamber discovery image, 1922	VR Tomb – Which room did you find it in (if any), Antechamber, Tomb Room, Treasury	Describe artifact	What was the artifacts purpose in the tomb? What does this artifact tell us about Ancient Egyptian belief in the afterlife?
<p>Funerary couches</p>  <p>http://www.touregypt.net/museum/tut120.htm</p>				
<p>Cup in the form of open lotus</p>  <p>https://en.wikipedia.org/wiki/Lotus_chalice</p>				

Artifact	Antechamber discovery image, 1922	VR Tomb – Which room did you find it in (if any), Antechamber, Tomb Room, Treasury	Describe artifact	What was the artifacts purpose in the tomb? What does this artifact tell us about Ancient Egyptian belief in the afterlife?
<p>Model boat</p>  <p>https://www.livescience.com/64922-lost-king-tut-boat-found.html</p>				
<p>Chariot</p>  <p>https://tutankhamunsworld101.weebly.com/golden-chariot.html</p>				

Artifact	Antechamber discovery image, 1922	VR Tomb – Which room did you find it in (if any), Antechamber, Tomb Room, Treasury	Describe artifact	What was the artifacts purpose in the tomb? What does this artifact tell us about Ancient Egyptian belief in the afterlife?
<p>Choose your own artifact to examine. Draw a quick sketch here. Indicate the date of the object on the website for the blog post so it can be found.</p>				



Think

Compare the initial tomb image to the simulation. In what ways are they similar? In what ways are they different?

Why do you think certain artifacts are present in some locations (in the initial 1922 discovery image, the museum, the VR simulation), but not others? Why would the Virtual Reality designer have included or didn't include certain artifacts in the simulation?
