

The Egyptian Tomb KS1/2

PLANNING THE INQUIRY	THE CURRICULUM	<p>Knowledge: Historical information of Ancient Egyptian society – customs, beliefs, artefacts, rituals, peoples lives, tomb building, myths, importance of animals, Gods, the discovery of Tutankhamen...</p> <p>Skills: Historical investigation skills – use different sources to research past events, people and changes using appropriate sources; ask and answer questions, select and record information; recall, select and organise historical information; use dates and historical vocabulary; communicate knowledge and understanding.</p> <p>Understanding: To understand ancient civilizations were different to our own in terms of their values & beliefs and how this understanding can inform interpretations of the past and present.</p> <p>Values: Develop an interest in historical inquiry; apply, develop and communicate information and understanding to inform others; work together as part of team; appreciate different people can have different, opposing, perspectives of the same events and that it is important to respect divergent points-of-view.</p>
	AREA OF STUDY	<p>Ancient Egypt – <i>A study of the key features, including the everyday lives of men, women and children, of a past society selected from: Ancient Egypt, Ancient Sumer, the Assyrian Empire, the Indus Valley, the Maya, Benin, or the Aztecs.</i></p>
	Inquiry Question(s)	<p>Core inquiry Question: <i>How did the Ancient Egyptian's beliefs about life after death affect the organisation of society and people's daily lives?</i></p> <p>Supplementary Inquiry Questions:</p> <p>i. Critical/Ethical: <i>Should we 'plunder' the past? Is the excavation of tombs an act of desecration?</i> Worship, Law, Territory</p> <p>ii. Spiritual: <i>What does the story of Osiris tell us about human desire to make meaning out of life and death?</i> Worship, Learning, Myth</p> <p>iii. Historical: <i>What can we tell about ancient Egypt from what remains?</i> War, Family, Shelter, etc.</p>
Designing the Expert Frame	Scenario	<p>The contents of a recently discovered tomb of an important Egyptian family (but not royal), which has been excavated near to the valley of the kings, is to be transported over to London as a 'sister' exhibition to the much grander one being organised at the British Museum for the pharaoh, Tutankhamen.</p>
	Expert Team	<p>A team of highly skilled museum exhibition organisers are to travel to the site of the tomb arrange for the artefacts to be transported to London and then to be put on display for the general public.</p>
	Client(s)	<ol style="list-style-type: none"> 1. The British Museum (Other possible clients - The Egyptian Archaeology Society & The Cairo Museum - which might have conflicting interests) 2. The BBC looking to make a programme about the exhibition; 3. The dead family whose tomb is being disturbed 4. The 'reluctant' archaeologist; sceptical local people
	Commission(s)	<ol style="list-style-type: none"> 1. To carefully move the artefacts from the discovery site in Egypt to British Museum 2. To create an exhibition about the beliefs of ancient Egyptian people about life after death, and how these beliefs affected their culture and their everyday lives.

Possible Steps in... Can be done over a morning or a week...

1. **Introduction:** Gather the class round a large sheet of paper. Before you begin drawing start by talking about the famous exhibition of King Tutankhamen coming to London and that there is a less well known sister exhibition of a noble, but not royal family. This exhibition is intended to show that the afterlife was not just for royalty and the tomb was full of normal artefacts, not the amazing treasure of Tutankhamen.
2. **i. Drawing in:** As you **draw** a line along the bottom of the paper, **say:** *"When the archaeologists found this tomb there was something very unusual. Something none of them had ever seen before."* Draw two sarcophagi shaped boxes standing up.
ii. Discuss some of the possible reasons for this, not looking for a 'right' answer: *"It might be..."* Then **draw** a smaller sarcophagus lying in the usual position. When doing this starter you **might want to** use pictures from books or on the screen showing real sarcophagus or a tomb if the children need this to help them. *"Beside the two full size sarcophagus was a much smaller one, lying in the more usual position."* Again **discuss...**
3. **i. Equipment:** *"Around the tomb the archaeologists found a whole collection of objects. All kinds of things, statues, furniture, boxes, jewellery... many of them very ordinary, some quite ornate and beautiful. All of the objects seem to have been placed very carefully, not just thrown in, but each placed in a very special place. The archaeologists don't yet understand why, but it's clearly important. All the objects, big or small, are thousands of years old and moving them to the exhibition without damaging them is obviously going to be very difficult. I don't know if you could think for a moment if it was our job what would we need? What kind of equipment?"*
ii. The children might need some support with this step... You could draw up a **list** or have one available that they could refer to if they need more scaffolding. Have some paper available so they can make up their own **lists and plans**. Look on the Generic Tasks Grid for the kinds of equipment, machinery and resources a team would need for this kind of job. Obviously this task could be done quite quickly or take a long time depending on the level of engagement of the children.
4. **i. Adult in Role – The Archaeologist:** At some point you will need to bring in the archaeologist. The children/expert-team can then ask the archaeologist **questions** about the tomb and the job and the archaeologist can ask the team questions about their equipment and plans. The archaeologist is very **concerned** about the objects being moved safely and put back exactly where they came from. They will need a great deal of **reassurance**, but are not opposed to the idea in principle. The children need to win, so make it challenging but not impossible!
5. **i. Dramatic Action:** The team now stand outside the tomb (at one end of the carpet), you stand in the doorway, *"Now for this first visit we're just looking and recording, everything stays exactly where it is. Has everyone got their **cameras** and notepads?"* Show your own by **signing**, some of the children may sign their own, if they do acknowledge this. *"Ah yes, I can see you've got a video camera and you've brought one of the digital cameras" etc.*
6. **i. Adult in Role – The Mummy:** *"Mrs... is now going to help us out again, but not as the archaeologist this time, but as someone else. Watch."* Mrs... now stands on the carpet with her arms crossed on her chest in the pose of a mummy. The children will probably read this quite easily, but you might need to refer to the drawing... *"While we're in the tomb lets keep a close eye on the mummy's face she will give us a guide to how we are doing."*
ii. Select one of the team: *"Lets watch R... and see how he does. Keep an eye on the **mummy's face**."* R... enters the tomb, he might need some support, *"We're just going to watch him **stepping carefully** into the tomb and looking for an object to record. What kind of **equipment** are you using R...? A camera, right. Have you got a flash? Hmm. What do you think you're going to take a picture of? Now lets look at the mummy's face. What do you notice?"*
iii AIR shows concern: *"Because we're using drama right now we can listen in to the mummy's thoughts."* Touch the AIR's shoulder. AIR **express** the concerns of the mummy. It may be that the team need to speak to the mummy, ask her **questions**, **reassure** her that everything will be put back, tell her why the objects are being removed. Again it needs to be a challenge, but not impossible. When it seems the right time, then start to let each of the team into the tomb, one at a time. Look for some commitment in their eyes, clearly this is a responsible job not to be done lightly, your role as the **gate-keeper** is a high register so you can set very high demands. *"I can't let anyone in who has come here with a light heart this morning, this is a very tricky job, we can't afford to get it wrong... etc."*

7. **i. The team enter the tomb** and record the objects. Have available a stack of **paper to record** what they find, they can use the project books to help them. *“Take a look in our **research** books you might have found something similar in the tomb.”*
- ii.** The task is to **draw the object** and make a note or two. Set up a **project board** so the objects can be put up for the team also...
- iii** ...a **map** of the tomb so the objects can be accurately mapped for replacement later.
- iv.** Draw out three life size outlines for the mummies these can be used to map x-rays of the sarcophagi. These tasks may take some time as the children research and record the objects in the tomb and their significance.
- v.** From time to time move into step 8 and then back to step 7. Also make reference to the original plans and equipment.
8. **i. Dramatic Action:** As the children are working on the objects from the tomb, it might be appropriate to stop them temporarily to **draw attention** to one object in particular and discuss its significance, this will help the others understand the process. You may also want to **use dramatic action** to look at the deeper **significance**, not just of the objects but also their placing. **For example**, a charm was found on the heart of the mummified child. By using two children in role, one as the child and one as the mother we were able to explore the moment in the past when the mother placed the charm on the child’s heart and what that meant to the mother and to us with the responsibility of putting everything back in its right place.
9. **Further work.** It is difficult to advise beyond this point but it seems likely the team will spend time researching, recording, moving, packing and transporting the objects of the tomb to London. They will also be involved in the setting up of the exhibition and the safe return of the objects back to their original place. There is a huge range of possibilities, for more ideas refer to the generic tasks grid.

World of the Client(s)/ Commission	Planning the move & return
	Recording the objects in situ
	Researching their significance
	Lifting & moving Heavy objects
	Packing safely for journey
	Protecting from damage or theft
	Mapping the route (land, air & sea)
	Transporting safest route
	Communicating with client(s)
	Communicating with others, press etc
	Procedures in case of emergency
	Staff safety

World of the Content	Importance of death & rebirth
	Significance of ordinary items in a tomb
	The process of mummification
	Care for the dead
	The iconography of Egyptian tombs
	Gods, rituals & worship
	The social structure
	Priests, scribes & craftsman

World of the Expert Team	Specialist equipment
	Specialist machinery & vehicles
	HQ, offices, buildings, garages etc.
	Maintenance & repair
	Safety measures & procedures
	Training
	What to do when things go wrong
	Preserving & protecting valuable items
	The history of our company
	Induction for new staff
	Comfort & refreshments on long jobs
	Company identity
	Our portfolio