

Education Support Pack

Egyptians

Written by Joan Williams

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NOTE: When using Kar2ouche with younger students, you may like to change the screen fonts. Do this by going into Utilities and clicking on the question mark. Go to the third page and change the Window, Bubble and Tool tip fonts. Window and Bubble work well on Comic Sans 12, whereas the Tool tip works at Comic Sans 14 bold. You will need to type in your password. The default password is password – but your network manager may have changed this so check first.

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Introduction

What is Kar2ouche?

Kar2ouche is a multi-media authoring tool, and is used in a series of Content Libraries focused on enhancing learning in a number of different subjects. In each instance the application's functions and interface are the same; it is just the backgrounds, characters, props and texts that change. Consequently, once children have learned to use Kar2ouche they are able to use it across a range of subjects.

Enhancing Learning

Not only does Kar2ouche help students develop the skills relevant to particular subject areas, it also facilitates the development of more generic thinking skills. Thus students are encouraged to know how as well as what.

Information-processing skills	<p>Using Kar2ouche students can be encouraged to:</p> <ul style="list-style-type: none"> • identify key images, text, ideas – extract what is essential • sort the relevant from the irrelevant • organise and where necessary prioritise ideas • sequence events • compare and contrast their work with the work of others • analyse the relationship between characters • develop cultural awareness.
Reasoning skills	<p>Using Kar2ouche students can be encouraged to:</p> <ul style="list-style-type: none"> • justify decisions using evidence • make informed choices • work out sub-texts • consider alternative perspectives/interpretations • articulate ideas.
Enquiry skills	<p>Using Kar2ouche students can be encouraged to:</p> <ul style="list-style-type: none"> • work collaboratively to question text • observe events and predict subsequent action • consider consequences • reflect critically on written text, their own work and the work of peers.

<i>Creative thinking skills</i>	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none"> • offer interpretations of texts/situations • create multi-media texts • respond imaginatively to texts/situations.
<i>Evaluation skills</i>	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none"> • engage in collaborative working and dialogue • review, modify and evaluate work produced.
<i>Communication</i>	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none"> • engage in group discussion • present ideas to a group • use visual aids and images to enhance communication • listen, understand and respond critically to others • read for meaning <ul style="list-style-type: none"> – extract meaning beyond the literal – analyse and discuss alternative interpretations, ambiguity and allusion – explore how ideas, values and emotions are portrayed – consider how meanings are changed when texts are adapted to different media.

To summarise, Kar2ouche encourages students to:

- make sense of information – understand texts
- reason – interpret, justify, compare, observe and predict
- enquire – investigate multiple meanings and perspectives
- create – respond imaginatively
- evaluate – modify and improve
- communicate/articulate ideas.

Activities Using Kar2ouche

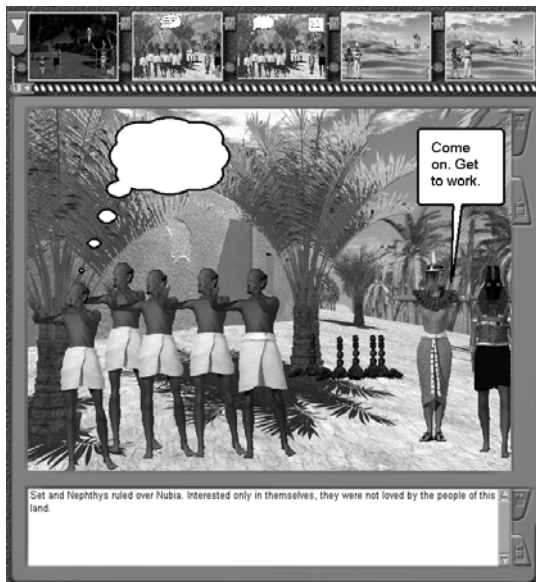
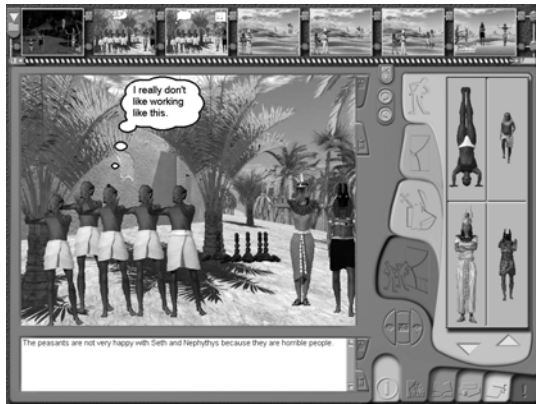
Students and teachers in a range of contexts can use Kar2ouche in a number of ways. Roughly, Kar2ouche can be used to create:

- storyboards
- animations
- publications.

Storyboards

These are particularly useful in encouraging students to show their understanding and ability to extract key information. By producing storyboards, students often show their ability to summarise and synthesise key information. Students can be asked to create:

- a summary of a particular event or piece of text in a specified number of frames
- witness reconstructions – step by step – as if for the police
- a summary with speech bubbles or captions containing important quotations
- a storyboard with their own commentary or summary in their own words
- alternative beginnings
- alternative endings
- before and after shots
- additional episodes
- alternative interpretations of a key moment where the text is ambiguous
- outlines of structure
- explorations of subtext through the use of thought bubbles
- illustrations of the difference between what people say and what they may think with reference to evidence
- presentations for class
- illustrations of alternative points of view/debate
- imagined meetings between characters
- photographs/freeze frames for a particular moment
- a proposal for a new film/advert/documentary etc to be presented to a board of executives.



In all of these students can add sound, their own digital images, special effects and recordings of their own voices.

If time is limited, teachers can partially complete storyboards that students finish in the lesson. Partially completed storyboards may comprise, for example:

- the first and last frame – students make the frames for the central section
- storyboards that contain blank thought bubbles, blank speech bubbles and/or blank text boxes
- storyboards with questions in text boxes or caption windows
- storyboards with text in the caption window – students create the pictures
- storyboards with odd frames missing
- sequencing activities
- a quiz – ‘who says what?’, ‘what happens next?’ etc.

Students can create their own incomplete storyboards for other students to complete – this could be a sort of consequences game – what happens next?

Animations

Students who have access to Kar2ouche out of class time, can enjoy creating animations. As with storyboards, animations enable students to demonstrate their understanding and ability to extract key information. Most of the activities listed below *can also be created as still storyboards*. Students may be told that they have been commissioned to create a:

- | | | |
|------------------|---|---|
| • news programme | • film trailer | • advertisement |
| • documentary | • opening sequence of a film or credits (representing a particular genre) | • musical score |
| • TV chat show | | • fashion show, to show fashions of the time. |
| • TV interview | | |



Publications

As a plenary, students can either present their storyboards to the class using a data projector or on screen. Alternatively, they can use the print facility to create publications in Kar2ouche or copy into a word-processing/desk-top publishing program.

The sorts of publications students create, could include:

- newspaper front page – using Kar2ouche to compose the pictures (students may choose to create broadsheets and tabloids to compare the differences)
- storybooks – picture above, story below (concentrating on structure/settings etc)
- cartoon strips (or film strips)
- graphic novels
- estate agents' details
- diary entries (with photos/pictures)
- letters (with pictures)
- photo albums
- magazine spreads
- advertising posters
- wanted posters
- guides
- catalogues
- book and magazine covers.



In all of these activities students may be asked to consider audience and purpose. Teachers can stipulate this audience.

The possibilities are almost endless. As teachers get used to the software and use it within their particular area of expertise, other activities will suggest themselves.

Kar2ouche and Special Needs

It may be a truism to say that all children have special educational needs, but it does mean that teachers are always considering ways of differentiating the lessons that they teach in order to meet the requirements of individual students. A totally flexible learning and teaching tool, Kar2ouche is easily adapted to these needs so that the teacher and/or learning support assistant can create lessons that appeal to the full ability range from the least to the most able.

However, looking at the more widely used definition of special needs as referring to those students who experience some kind of sensory or learning difficulty, on average 20% of students in comprehensive schools fall into this category. A number of studies have shown that computers can enhance the learning experience of these children.

‘From 1988-90 the Palm Project explored the effects of computers on students’ autonomy in learning. The project found that students not only were more autonomous but also more motivated.’

Glendon Ben Franklin in Leask, M Ed. (2001) *Issues in Teaching Using ICT*, Routledge.

In particular, multi-media products, such as Kar2ouche, appeal to a wide range of learning styles and have the advantage of being able to reinforce learning in a multi-sensory way through the use of visual and auditory stimuli. The fact that Kar2ouche enables students to create storyboards, animations and publications, plus manipulate and interpret text, also appeals to those with a preference for a kinaesthetic approach to learning.

Special needs children are often prevented from functioning effectively in lessons because much of the work required is based on reading and writing, skills that are often under-developed. In Kar2ouche all of the text is provided with a soundfile so that students can access information even if their reading skills are impaired. Listening to increasingly complex texts extends a student’s vocabulary whilst also increasing his or her attention span. By following the text as they listen, students begin to recognise words and are provided with a real context for their learning.

In addition Kar2ouche enables children to record their own voices, thus providing an alternative to writing. This provides immediate gratification and the ability to communicate with their peers in a way that increases their confidence. ‘Nothing motivates children with

special needs more than success, especially when their peer group can see that success is demonstrated on an equal basis without allowances being made.' (Angela McGlashon in Gamble, N and Easingwood, N (2000) *ICT and Literacy*, Continuum.) Once confidence has been built, the speech and thought bubbles offer the opportunity for students to write in small bite-size chunks. This can be increased gradually by requiring students to produce a paragraph in the caption window and subsequently maybe use the writing frames and scaffolds provided in the education support packs that accompany the software.

The soundfiles and recording facility can therefore be seen to enable the learner to develop greater independence and this encourages them to continue with tasks that may once have been beyond them. Using Kar2ouche makes a range of curriculum areas far more accessible to non-readers and also to children whose first language is not English. These children often find reading the language far more difficult than speaking it.

As well as children with learning difficulties, Kar2ouche enhances the learning of children with behavioural problems, such as attention deficiency syndrome. In trials, these students found the multi-sensory and creative approach motivating, non-threatening and rewarding. It has been shown in a range of research that, students who experience difficulties interacting socially often find using computers less intimidating or confusing. However, ideal for pair or small group work, Kar2ouche can be used by the teacher to encourage collaborative learning thereby supporting these students as they begin to develop the ability to express themselves in a social situation. Having rehearsed ideas in a small group they are then more confident when required to present their ideas to the class or an adult.

For students with visual impairment, the teacher can go into the password-protected area to increase the size of the font. The soundfiles also help these children. Likewise the brief sound-clips support dyslexic children many of whom find processing large amounts of information in a single unit difficult. They can also control the pace of the reading and repeat it as necessary thus allowing them to consolidate learning. For those whose hearing is impaired the combination of text and exciting visual material is motivating and by being able to attach pre-recorded soundfiles, students are provided with an effective means to communicate with their hearing peers. The record and playback facility also allows children with less severe hearing problems to rehearse their enunciation in a safe environment before sharing with others.

Every effort has been made to make Kar2ouche a fully flexible learning and teaching tool, to enable children of all abilities to have fun whilst engaging in activities that challenge them appropriately as they develop skills, knowledge and understanding in a range of curriculum subjects. To this end we are continuing to listen to teachers, support research projects and use findings to develop additional features that will help to move learning forward.

This Pack

This pack provides examples of just some of the ways Kar2ouche can be used to enhance your students' learning through visualisation, debate, speculation and exploration. It links closely with the National Curriculum for History and English as well as the National Literacy Strategy. In addition, lesson suggestions incorporate activities that can be used to facilitate lessons in PSHE/Citizenship and which develop ICT capabilities.

With a little customisation, the work suggested can be used with Years 3-6. In many of the activities, work gets progressively more difficult for use with older groups and/or to challenge the more able in groups lower down the school. You will also find that there are two forms of the various photocopiable worksheets: the first for use with younger or less able students, the second for those who are older or more able. Other sheets are divided into sections beginning with simpler, less demanding tasks and ending with those that relate to learning outcomes in Years 5 and 6.

So why use Kar2ouche at all? Students find Kar2ouche an easy-to-use, accessible and absorbing program that enables them to explore fictional and non-fiction texts in a way that develops insight and understanding of sometimes quite difficult concepts. Where material is open-ended, students find that Kar2ouche helps them to develop interpretations that they are then able to justify with close reference to the material they have read. Through the activities, students are also given the opportunity to communicate ideas through collaborative working, exchange of views and group presentations. The texts and images also provide the stimulus for creative writing and provide students with the opportunity to reflect critically on their own work and the work of others.

One of the benefits of using Kar2ouche is, therefore, its versatility. It allows you as a teacher to use it in the ways you consider most appropriate with your classes. The variations are almost limitless.

The following lesson suggestions, written by experienced primary teachers, are just suggestions. However, we are confident that once you begin to use the software, you will come up with numerous other lesson ideas, not covered here, but equally effective in delivering the intended learning outcomes.

Structure

The pack is divided into sections. This is Section 1 – the Introduction, and it comprises an overview of curriculum coverage; Section 2 provides the texts included in the program, a glossary and suggested reading list. Section 3 focuses mainly on History and incorporates a range of lesson suggestions and photocopiable student worksheets. Sections 3 and 4 focus more closely on English and Literacy skills respectively. All suggestions however provide opportunity for cross-curricular learning and intended learning outcomes are provided at the beginning of each set of activities.

Most of these activities are suitable for **pair and group work** because by working together students dynamically re-interpret, analyse and create meaning from the text.

Supporting Materials

When you have loaded the Kar2ouche software onto your system, you will find two general storyboards for use in the classroom.

- Isis and Osiris
- Temple Section

These storyboards can be used to introduce the stories contained in the Content Library to the class.

Also included is a range of sample storyboards that show examples of the things that students might produce. They can be adapted to produce partially completed storyboards for students to complete.

- English Activity 1 – What Happens to Set?
- English Activity 2 – Embalmer
- English Activity 3 – Newspaper Pictures
- History Activity 1 – Entertainments
- History Activity 2 – Artefacts
- History Activity 3 – Landscapes of Egypt
- History Activity 4 – Gallery Exhibit
- Literacy Activity 1 – Picture for Story
- Literacy Activity 2 – Start of Play
- Literacy Activity 3 – Set's Character

Education Support Pack

A copy of the ESP is available in PDF format on our website. This can be accessed by visiting www.kar2ouche.com/esp.

Presentations

Some of the activities culminate in a presentation of some sort. Ideally, this will involve a networked data projector and possibly an interactive whiteboard. Alternatively, you could use a data projector linked to a stand-alone computer and disks on which to record the students' work. Other methods of sharing work might include:

- a network management system allowing all students to see the same presentation on their individual computer screens
- saved files in a shared area where students can gain access at their own speed
- students moving around the room to view presentations at the machines on which the work was produced.

You may therefore need to discuss with your ICT co-ordinator what methods are available to you and your class.

Getting in Touch

We would welcome feedback on the materials we are providing and if you have additional suggestions, it would be great to share them with other teachers. You can get in touch with us by:

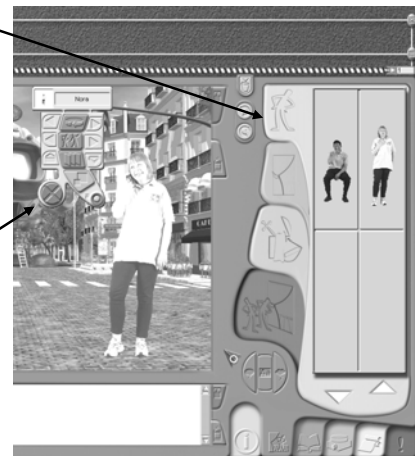
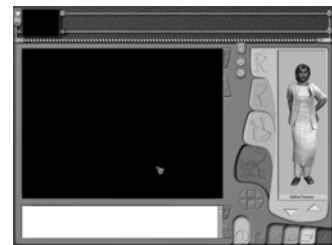
- e-mailing **esp@kar2ouche.com**
- **www.kar2ouche.com**

If You Haven't Used Kar2ouche Before – A Starter

If students have not used Kar2ouche before, QuickStart and User Guides are available on Disc 2 within your CD pack, on the hard drive for schools with Kar2ouche *Unlimited* service or can be downloaded via our website <http://www.immersiveeducation.co.uk/support/kar2ouche/>. A good way of showing them the main functions is to demonstrate how to create a title frame. This introduces selecting backgrounds, adding and posing characters, introducing text bubbles, as well as adding text and sound. Students can pick up other skills as they go.

To create a title frame

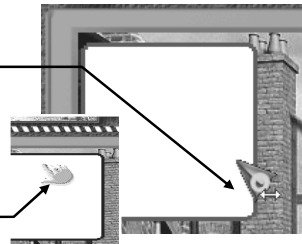
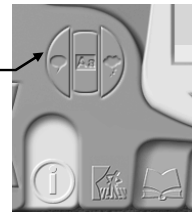
1. Ask students to open Kar2ouche – the first screen they see is the composition screen.
2. Next ask them to select a background by clicking on the **blue background tag**. They should click again to see six backgrounds and yet again to see twelve. (Do not click again, otherwise they return to a single view.) They can scroll through the backgrounds using the **green arrows** at the bottom. Once they have browsed the backgrounds they should select one they like by left clicking on it. It will appear in the composition window.
3. Having selected a background, students should choose a character to add to the frame. They do this by clicking on the **green character tab** (click once more to see four characters, click again to see sixteen) and scrolling through using the green arrows at the bottom. They select the character by left clicking (holding down) and dragging it into the frame. Now for the fun. This character can be resized, posed and rotated by right clicking on it in the frame. This brings up the **manipulator tool**.



- To rotate the character students click on the left and right facing arrowheads at either side of the top icon.
- To repose the character they click on the arrow heads either side of the central characters icon.
- To resize the character students should left click on the blue squares at the bottom of the manipulator tool, then drag the mouse towards them to make the character bigger or backwards to make it smaller.
- The bottom icon allows the layering of characters and/or props.
- The character can be moved around by left clicking and dragging.



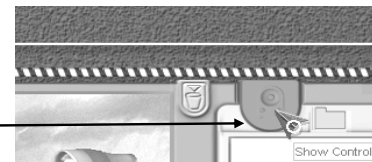
4. Next ask students to add a text bubble. They can do this by left clicking on the **text bubble icon**. The text bubble will appear in the top left hand portion of the screen. Students can then write in their name, form and the title of the storyboard they are about to complete. If they need to make the bubble bigger, they do this by passing the cursor over the right or bottom borders until a **double arrowhead** appears. They should then click and drag to size. To move the bubble to elsewhere on the screen students should hover over the top of the bubble until the **hand** appears, left click to grab it and then drag to position.



5. Finally, students could be asked to add some sound, either in the form of a sound effect or a recording of their own voice. In either case they should begin by clicking on the **text/audio tab** at the bottom of the screen.



Next they should click on the **show controls icon** at the top of this text/audio frame. This will bring up the audio control panel.



To add a sound effect they should click on the orange folder, then select one of the sound effects offered by clicking on it and then on open. If they want to preview these sound



effects they should click on the effect and then on play. To record their own voices students press on the red microphone icon and speak into their microphones. To stop the recording they should press the square red button. They will be prompted to give their soundfile a name. They type this into the box and then click on save. The sound is attached to their frame.

Students will now know how to use the main functions of Kar2ouche. Encourage them to play in order to learn what other things it can do, for instance how to attach a soundfile to a frame.

About Primary Curriculum Egyptians

The lesson plans in this section are in line with the National Curriculum requirements for the Key Stage 2 World History Study Unit. The suggested History activities are intended to support weekly History lessons and you may find it useful to refer to the QCA Unit 10: *What Can We Find Out About Ancient Egypt From What Has Survived?* in relation to the activities covered here.

The suggested lessons also incorporate ICT capabilities and develop literacy skills with direct links to text level work from the National Literacy Strategy (NLS) for each Year Group in Key Stage 2. In addition you will find a range of more general English lessons and suggestions for PSHE and Citizenship activities.

Prior Learning

Before working through these activities, students would benefit from having knowledge of:

- timelines
- the fact that there are different periods of history
- the fact that life has been different in different places at different times
- handling artefacts: asking questions and drawing inference
- using a variety of different sources of information.

History

By working through these activities, students will be able to:

- find out about the way of life of people living in ancient Egypt from archaeological discoveries
- develop their understanding of characteristic features of a society
- identify the different ways the past is represented
- use sources of information to make simple observations, inferences and deductions
- find out about Pharaohs (Y5/6)
- find out about religion, gods and goddesses.

ICT Capabilities

By working through the lessons, students will also be able to:

- communicate messages by using a combination of graphics and text
- explore, develop and create musical ideas by using ICT and other methods
- use ICT to organise, reorganise, develop and explore ideas
- use ICT to identify key points in a story or account
- use ICT when writing narrative and non-narrative texts in English, including accounts drawing on historical sources
- develop visual ideas in art and craft using ICT, including imported images from digital cameras, scanners, etc
- create a multimedia presentation using text, images, and sounds.

Literacy and English

By working through the lessons, students will be able to:

- present information to audiences through a range of activities and contexts
- listen to stories and discussions related to topics, and respond appropriately
- read a variety of fiction, non-fiction and non-literary texts, including myths and legends and ICT-based materials
- plan and draft a variety of forms of written work, both on screen and on paper
- make effective contributions to group discussions
- participate in drama activities and write play scripts.

PSHE

By working through the lessons, students will be able to:

- talk and write about their opinions, and explain their views, on issues that affect themselves and society
- understand that there are different kinds of responsibilities, rights and duties
- reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences
- explore how the media present information
- think about the lives of people living in other places and times, and people with different values and customs.

Where the Work Fits into the Curriculum

The Programmes of Study for Key Stage 2 National Curriculum and National Literacy Strategy (NLS) are referred to below:

History	Knowledge, skills and understanding: 1a, 1b, 2a, 2b, 3, 4a, 4b, 5a, 5b, 5c Breadth of study: 13
ICT Capabilities	Knowledge, skills and understanding: 1a, 1c, 2a, 3a, 3b, 4a, 4b, 4c Breadth of study: 5a, 5b
Literacy Strategy (specific text level components)	<p>Year 3 Term 2: myths, legends, and fables Targets 1, 2, 3, 6, 7, 8, 9.</p> <p>Year 4 Term 1: play scripts Targets 1, 2, 3, 4, 5, 6, 13; Text-types in newspapers and magazines Targets 16, 17, 18, 19, 20, 21, 24</p> <p>Year 5 Term 1: play scripts Targets 5, 18, 19, 20; plus recounts of events Targets 21, 24.</p> <p>Year 5 Term 2: myths, legends and fables Targets 1, 2, 3, 8, 11, 13, 14; plus non-chronological reports, explanations Targets 15, 16, 17, 18, 19, 20, 21, 22, 23, 24</p> <p>Year 6 Term 1: autobiography and biography, diaries, journals Targets 11, 12, 13, 14, 15, 16, 18</p> <p>Year 6 Term 2: discussion texts Targets 15, 16, 17, 18, 19, 20</p>
English	<p>EN1 Speaking and Listening: En1: 1a-d, 2a-e, 3a-f, 4a, 6a-c Breadth of Study: 7, 8a-c, 9a-c, 10a-c, 11a-c</p> <p>EN2 Reading: En2: 1d, 2, 3a-f Breadth of Study: 7, 8f-g, 9b-c</p> <p>EN3 Writing: En3: 1, 5a-b, 5g, 2 Breadth of Study: 8, 9a-d, 10, 11, 12</p>
PSHE	1a, 2d, e, k, 4b

Suggested Expectations

These are broad expectations across Key Stage 2. They are general guidelines based around the National Curriculum Attainment Targets (for Years 3-6) and should be used in conjunction with the National Curriculum Level descriptors.

History

All students will: recognise that the past can be divided into periods; demonstrate factual knowledge and understanding of characteristic features of life in ancient Egypt; identify some of the different ways that the past is represented; ask and answer questions about the past through using a variety of sources; communicate their learning making appropriate use of specialist terms.

Most students will: describe different representations of the past; answer questions about the past by making simple observations about sources of information.

Some students will: make a reasoned judgement about the validity of different representations of the past; answer questions about the past by selecting and combining information from sources and giving reasons for their selection.

ICT Capabilities

All students will: use ICT to save information, find and use appropriate stored information; generate, develop, organise and present work; share and exchange ideas with others.

Most students will: use ICT to organise and classify information and present findings; generate, amend and record work; share ideas in different forms.

Some students will: add to, amend and combine different forms of information from a variety of sources; present information in different forms; show awareness of intended audience and need for quality in their presentations.

Literacy and English

All students will: show understanding of the main points in discussion; show that they have listened carefully through relevant comments and questions; read a range of texts fluently and accurately; show understanding of main points and express preferences in responding to fiction and non-fiction; use knowledge of alphabet to locate books and find information; write in an organised, imaginative and clear manner; practise the main features of different forms of writing and use them appropriately; adapt writing for different readers.

Most students will: show awareness of the needs of the listener by including relevant detail; listen carefully and respond with increasing appropriateness to what others say; show understanding of simple text through reading; express opinions about major events or ideas; communicate meaning in narrative and non-narrative forms of writing; show some awareness of reader.

Some students will: develop ideas thoughtfully, describing events and conveying their opinions clearly; listen carefully in discussion, making contributions and asking questions that are responsive to other's ideas and views; show understanding of significant ideas, themes, events and characters; use inference and deduction; refer to text when explaining views; locate and use ideas and information; write in a range of forms in a manner that is lively and thoughtful; sustain and develop ideas in interesting ways; organise work appropriately for the purpose of the reader; produce writing that is varied, interesting and conveys meaning clearly in a range of forms for different readers.

PSHE

All students will: talk about their opinions based on a range of stimuli; discuss issues related to their day-to-day experiences.

Most students will: talk and write about their opinions in a balanced and informed manner, looking beyond their own experiences.

Some students will: talk and write about their opinions and explain their views with reasons; empathise with others and infer information about their lives and experiences.

Embedded Activities

Introduction

Included in this Content Library are three embedded activities. These activities make use of the new activity screen in Kar2ouche.

The activity screen contains step-by-step instructions to guide students through the activity, including links to the audiofiles and storyboards used during the lesson, thus eliminating the need to have more than one application open on screen at one time.

Included here are the teachers' notes for each activity, along with a copy of the step-by-step instructions that the students will see in the activity screen.

The activities included are:

Activity 1: The Discovery of Tutankhamun's Tomb

Activity 2: Tutankhamun's Funeral Mask

Activity 3: The Day that Tutankhamun Came to Tea

Teacher Notes

Activity 1:

The Discovery of Tutankhamun's Tomb

Key Stage/Year	Key Stage 2/ Years 3-6
Group Organisation	Students may work individually through this activity. However to support less confident writers, you may wish to encourage students to work in pairs selected by you.
Suggested Timing	1-2 lessons. The second lesson may be devoted to planning the diary and creating the storyboard version. Access to the software is necessary for both lessons.

Overview of Task

Students are introduced to the work of Howard Carter and the discovery of Tutankhamun's tomb. They discuss the artefacts that were uncovered, and the emotions of the staff on locating the tomb. Students then create a storyboard diary recalling the main events leading up to and including the discovery of the tomb.

Objectives

All students will: learn about Howard Carter and the discovery of Tutankhamun's tomb; observe sources of information in order to answer questions about the past.

Most students will: show knowledge and understanding of some of the main events studied; use sources of information to answer questions about the past; use inference to help answer questions.

Some students will: select and combine information from different sources; show factual knowledge and understanding of aspects of the history of Britain and the wider world.

Curriculum References

National Curriculum

History 1a and 1b chronological understanding; 2c identify and describe reasons for and results of historical events; 4a and 4b historical enquiry; 5a-c organisation and communication of historical information.

English En2 Reading 2 a-d understanding texts; 3 a-f reading for information; 5a and e, and 9b non-fiction texts. En 3 Writing 1a choosing form and content to suit purpose, 9a and b range of purposes for writing: to imagine and explore feelings, and to inform and explain; 10; 12.

PSHE 4b think about the lives of people living in other places and times, and people with different values and customs.

National Literacy Strategy

Year 5

Term 1: 21 identify features of recounted text; 24 write recounts.

Year 6

Term 1: 11 distinguish between biography and autobiography; 14 develop skill of biographical and autobiographical writing in role.

Outcomes

By the end of these sessions, students will have:

- extracted information from pictures and written sources about Howard Carter and the excavation of Tutankhamun's tomb
- created a storyboard diary relating to the discovery of Tutankhamun's tomb
- thought about the lives of people living in other places and times.

Resources

Kar2ouche *Egyptians* Content Library

- **Inside the Tomb** audio
- **Tour of Tutankhamun's Tomb** storyboard
- **My Diary** storyboard

Topic books relating to Tutankhamun's tomb from reading list in Education Support Pack.

Web-based resources showing Howard Carter and Tutankhamun's tomb:

- www.ashmol.ox.ac.uk contains Howard Carter's diaries
- www.encarta.msn.com has information about Howard Carter's life
- www.unmuseum.org/mummy contains information about Howard Carter and the Curse of the Mummy
- www.touregypt.net/featurestories/carter photographs and information about Howard Carter's work in Egypt.

(N.B. these websites were available at time of writing. Please guide your students to the most suitable websites available, according to your school's policy on Internet research.)

Activities

Introduction – Treasures in the Tomb

- 1 Discuss with the students who Howard Carter was. Using textbooks, resources from the Internet for reference or the information below, briefly explain that he found Tutankhamun's tomb, with its treasures still intact, in 1922.

Tutankhamun died when he was nineteen, possibly murdered by his enemies. His tomb was modest. After his death, people tried to remove his name from all records, including his tomb. In 1891 an Englishman named Howard Carter arrived in Egypt. He was convinced that there was at least one undiscovered tomb: that of Tutankhamun. Carter had to find someone to pay for his search. His backer was Lord Carnarvon, a very wealthy man. For five years Carter looked for the missing Pharaoh's tomb but found nothing. Carnarvon summoned Carter to England in 1922 to tell him he was calling off the search. Carter managed to talk the lord into supporting him for one more season of digging. On November 4th, 1922, Carter's workmen discovered a step cut into the rock. Then they found fifteen more leading to an ancient doorway that appeared to be still sealed. On the doorway was the name Tutankhamun. (Source: 'Howard Carter and the Curse of the Mummy' from <http://www.unmuseum.org/mummy.htm>)



- 2 Using Kar2ouche, read through the section of the story of Tutankhamun entitled **Inside the Tomb** with the class. Students can open Kar2ouche *Egyptians* and locate the activity screen for Activity 1: *The Discovery of Tutankhamun's Tomb*. From the introductory section, students can click on the icon to listen to **Inside the Tomb**.

- 3 Brainstorm with the students the sorts of items they think would have been in the tomb when Tutankhamun was buried. (Funerary models, shrines, canopic jars, ushabtis, furniture, thrones, etc.)
- 4 If you have access to an interactive whiteboard, or a data projector, and can show Kar2ouche to the whole class, you could ask students to look through the props in the Content Library and share examples of the items they think would have been in the tomb. The props can be divided into two sections: those that students think would be in the tomb and those that they think would not be. If you have time, students could discuss their reasons for dividing the props into the different sections.
- 5 Ask students to imagine that they are members of Howard Carter's team. They have just uncovered the step cut into the rock, the steps leading to the doorway and then the treasures in the tomb itself.
- 6 Brainstorm with the class the types of emotions that Howard Carter and his team would have been feeling when they found the tomb. (Apprehension, nervousness, excitement, etc.) Students who are more able could also think about why they would have these emotions.

You may wish to discuss the difference between fact, opinions and emotions with the class, especially as there was rumoured to be a curse on the mummy's tomb. The local workers may have been worried about excavating the site because of these stories.



- 7 Ask students to take the **Tour of Tutankhamun's Tomb**. They should open Kar2ouche *Egyptians*; locate the activity window and open Activity 1: *The Discovery of Tutankhamun's Tomb*. Students then click on the icon to start the tour.
- 8 Discuss with the students what they have seen during the tour and relate this information to the emotions that Carter and his team would be feeling.

**Development –
Writing your
Diary**

- 9 Working in pairs, students imagine that they are members of Howard Carter's team. They have been asked to recall the events of November 1922.
- 10 Students read through some of the resources detailing Howard Carter's discovery and make notes on the main points (dates, what was discovered, the artefacts etc).



- 11 Ask the students to use the **My Diary** storyboard to help them create their own diary showing the main events leading up to the discovery of the tomb, and their feelings:
- Dates
 - Digging in the desert for five years and finding nothing
 - Finding the tomb entrance
 - Walking down the steps
 - Finding the sarcophagus and all of the buried treasures inside the tomb.

Contents of My Diary storyboard:

Frame 1

Instructions in caption window: Add notes to each of the frames to help you plan your diary. You need to think about what you see and how you feel in each one.

Frames 2–4

Describe the events leading up to the discovery of the tomb. Choose characters, props and a background to illustrate this.

Frames 5–6

Describe how you feel as you find the tomb entrance. Choose characters, props and a background to illustrate this.

Frames 7–8

You are walking down the steps to the tomb. What do you see? Choose characters, props and a background to help you describe this.

Frame 9

Describe how you feel as you see the sarcophagus and the treasures inside the tomb for the first time. Choose characters, props and a background to add to the composition window.

- 12 You might wish to include a discussion about the conditions that they would be working in: hot, dry and sandy. A reminder about the difference between facts, feelings and opinions may also be needed here.
- 13 The diary can be presented as a storyboard within Kar2ouche, with important information in text boxes or the caption window. The students can record their own audiofiles, expressing their feelings. Alternatively, the students can create a diary for publication by choosing a print option from the print screen.

Plenary – an Interview with the Press

- 14 Students share their diaries with the rest of the class by participating in a hot-seat activity:
- A student volunteers to be interviewed about their work in Egypt.
 - The remainder of the class become reporters from local or national newspapers.
 - The student sits in a chair and is asked questions in role about their discovery.
 - They answer the questions using the information contained in their diary.

For assessment purposes, teachers should check storyboards or hot-seat answers for inclusion of main points and artefacts.

If this lesson is taught during Literacy Hour, a KWL matrix could be used as part of the planning and assessment process: K – what they already know; W – what they would like to know (reason and focus for research) and at the end L - what they feel they have learnt.

Extension

As an extension activity, students could:

- create a newspaper front page, using the hot-seat activity as a starting point. The story could include quotations from their diaries and 'on the spot' comments.
- research the 'Curse of the Mummy's Tomb' and produce a Kar2ouche storyboard publication of the story for students to read. This activity could be set with an intended audience in mind, for instance a younger year group.

Student Notes

Activity I

The Discovery of Tutankhamun's Tomb



Objectives

In these Kar2ouche activities you will be learning about Howard Carter and the discovery of Tutankhamun's tomb. You will show your understanding of this information by creating a storyboard diary.

Outcomes

By working step by step through the main activities you will:

- become familiar with the work of Howard Carter
- research information about Howard Carter and the excavation of Tutankhamun's tomb
- create a storyboard diary relating to the discovery of Tutankhamun's tomb
- think about the lives of people living in other places and times.

Resources


To complete the activities you will need access to:

- Kar2ouche *Egyptians* Content Library
- resource books showing Howard Carter and Tutankhamun's tomb.

Activities

Introduction – Treasures in the Tomb

- 1 Using Kar2ouche, familiarise yourself with the story of Tutankhamun by listening to the section entitled **Inside the Tomb**. Your teacher may have already discussed the text with you.

[click here](#)  to listen to the audio **Inside the Tomb**

- 2 Brainstorm the sorts of items you think would have been in the tomb when Tutankhamun was buried.
- 3 Think about the types of emotions that Howard Carter and his team would have been feeling when they found the tomb. Your teacher might ask you to give reasons as to why they would have these emotions.
- 4 Take the **Tour of Tutankhamun's Tomb**.

[click here](#)  to begin the **Tour of Tutankhamun's Tomb**

Student Notes

Development – Writing your Diary

It is November 1922. You have been working for some years with Howard Carter as he tries to find the hidden tomb of Tutankhamun. You are now celebrating the discovery of the tomb and its contents.

Naturally, the newspapers are very interested in this amazing discovery and you are expecting to be interviewed by one of them soon.

You want to make sure that you get the facts straight, and so you are writing your diary up in preparation for their visit.

- 5 Working in pairs, imagine that you are members of Howard Carter's team. You have been asked to recall the events of November 1922.
- 6 Read through some of the resources detailing Howard Carter's discovery and make notes on the main points:
 - Dates
 - Digging in the desert for five years and finding nothing
 - Finding the tomb entrance
 - Walking down the steps
 - Finding the sarcophagus and all of the buried treasures inside the tomb.
- 7 With your partner, discuss the emotions that you would be experiencing at each stage of your work. Make notes by each point to remind you later.
- 8 Using the Kar2ouche storyboard **My Diary**, create a diary showing the main events leading up to the discovery of the tomb, and your feelings at each point in the process.
- 9 Choose suitable backgrounds, characters and props to show each diary entry, and add your texts either in the caption window or in text boxes. You can record your own voices and save these as audiofiles.
- 10 Alternatively, you could use the backgrounds, characters and props from Kar2ouche and then copy and paste these to another software package that you are using.



to open the storyboard **My Diary**.

Plenary – An Interview with the Press

- 11 Save your work and then review it to make sure that you have covered all the important points:
 - Dates
 - Digging in the desert and finding nothing
 - Finding the tomb entrance
 - Walking down the steps
 - Finding the sarcophagus and the buried treasure.
- 12 Prepare yourself for the press interview!
- 13 Print out your diary and pass it to your teacher.

Teacher Notes

Activity 2:

Tutankhamun's Funeral Mask

Key Stage/Year	Key Stage 2/ Years 3-6
Group Organisation	Students may work through this activity in pairs, or small groups, as selected by you.
Suggested Timing	1-2 lessons.

Overview of Task

Students are introduced to explanatory and information texts, noting the features of these genres.

Objectives

All students will: learn about Howard Carter and the discovery of Tutankhamun's tomb; observe sources of information in order to answer questions about the past.

Most students will: show knowledge and understanding of some of the main events studied; use sources of information to answer questions about the past; use inference to help answer questions.

Some students will: select and combine information from different sources; show factual knowledge and understanding of aspects of the history of Britain and the wider world.

Curriculum References

National Curriculum

English En2 Reading 3 a-f reading for information; 5a-e, and 9b non-fiction texts. En 3 Writing 1a choosing form and content to suit purpose; 2 a-f planning and drafting; 9b range of purposes for writing: to inform and explain; 10; 12.

History 1a and 1b chronological understanding; 2c identify and describe reasons for and results of historical events; 4a and 4b historical enquiry; 5a-c organisation and communication of historical information.

NLS

Year 3

Term 1: T21 to read information passages, and identify main points or gist of text; T22 to make a simple record of information from texts read; T23 to write simple non-chronological reports from known information.

Outcomes

By the end of these sessions, students will have:

- an understanding of explanatory and information texts
- extracted information from pictures and written sources about Tutankhamun's funeral mask, or other funerary artefacts
- created a presentation using ICT to share their information.

Resources

Kar2ouche *Egyptians* Content Library

- **The Funeral Mask** audio
- **Tutankhamun's Funeral Mask** storyboard

Textbooks relating to the ancient Egyptian period (see reading list in Content Library)

Internet resources showing Tutankhamun's tomb:

- www.ashmol.ox.ac.uk
- www.encarta.msn.com
- www.inetsonic.com/kate/tut

(N.B. these websites were available at time of writing. Please guide your students to the most suitable websites available, according to your school's policy on Internet research.)

Copies of a KWL grid

Post-it notes

Activities

Introduction – Tutankhamun’s Tomb



- 1 Using Kar2ouche, listen to or read through the section of the story of Tutankhamun entitled **The Funeral Mask** with the class. This gives some information about the death mask created for the Pharaoh.
- 2 Follow this with a section from a topic book on the same subject.
- 3 Discuss the style of text that they have read (writing which aims to explain something), and identify some of the features of this style:
 - describes a step at a time
 - uses words to lead you through the explanation
 - uses present or passive tense for verbs
 - uses technical words
 - uses statistics
 - lists lots of detail
 - quotes other people’s views
 - uses diagrams to help.
- 4 Look through the text that you have just read, and ask the class to pick out some of the features (see above). Explain to the class that they may not be able to find all of the features in your example.
- 5 If you have access to an interactive whiteboard, or a data projector, and can show Kar2ouche to the whole class, look through the props in the Kar2ouche *Egyptians* Content Library and share the example of the death mask. Alternatively, provide copies of the death mask for each group of students, either from topic books, or printed from Kar2ouche.

Development – The Funeral Mask



- 6 Working in pairs at a computer, ask students to open Kar2ouche. They should locate Activity 2: *Tutankhamun’s Funeral Mask* from the activity screen and following the on-screen instructions, click on the icon to listen to the audio for **Inside the Tomb**.
- 7 Then, choosing a resource book from the classroom, they should read some information about Tutankhamun’s funeral mask and check for features of explanatory texts. (see point 3.)
- 8 Using a KWL grid, encourage the students to write down any information that they already know about the death mask. (This is the K section of the grid.) This can be shared as a class and filled in on a large copy of the grid.



- 9 Students now go back to the activity screen and click on the icon to view the **Tutankhamun's Funeral Mask** storyboard.

Contents of *Tutankhamun's Funeral Mask* storyboard

Storyboard shows the funeral mask in various rotations, so that students can see the detail of the mask from various angles.

- 10 Ask students to volunteer some questions that they would like to research. (This is the W section of the grid.) Model how to add these to the grid.
- 11 Continuing to work in pairs, students add questions to the W section of the grid. They should also think about where they are going to look for their information, and make a note of this on their grid.
- 12 Using a variety of resources, students begin to research their questions, making notes on the information they find, along with their sources.
- 13 Once students have gathered the information they need, they discuss how to present this information in its final form. Initially, this should be as an explanatory text for a student textbook. This can be created in Kar2ouche using backgrounds and props from the Content Library. Students can browse through the different print options and choose a style for their presentation.
- 14 Model writing an opening paragraph in this style, asking students to check that they have included some of the features of explanatory writing. An example of this might be:
'Ancient Egyptians believed that the body of a dead person had to be preserved so that it could be recognised in the afterlife. The word mummy comes from an Arabic word meaning bitumen. Bitumen is a type of tar.'
- 15 Students share their completed presentations with the rest of the class. They can present these using a digital projector or interactive whiteboard, or they can be displayed on a class display board.
- 16 Students then have the opportunity to look at each presentation. Using Post-it notes, they can add constructive comments (what they like etc) to each one, or vote for their favourite.
- 17 They can also complete the last part of the KWL grid (what they have learnt), either as a whole class, or in their pairs.

Plenary – Publishing your Work

For assessment purposes, the KWL grid will form part of the planning and assessment process: K – what they already know; W – what they would like to know (reason and focus for research) and at the end L – what they feel they have learnt.

Extension

As an extension activity, students could choose a different style of presentation. For instance, they could:

- change the audience. e.g. write for a younger child, an adult audience
- present their information as a web page for the school website.
- create a Kar2ouche storyboard or publication
- design a poster
- produce an information piece for a museum display
- create a 'documentary style' animation based round information that the students have collected on the funeral mask
- provide an informative text on one of the other props.

Student Notes

Activity 2

Tutankhamun's Funeral Mask

Objectives

In these Kar2ouche activities you will be finding out about Tutankhamun's funeral mask. You will collect information from a variety of sources and then present your findings as a presentation to the rest of the class.



Outcomes

By working step by step through the main activities you will:

- gain an understanding of the features of explanatory texts
- research information about Tutankhamun's funeral mask
- use ICT to help you present your information to the rest of the class.

Resources

To complete the activities you will need:

- Kar2ouche *Egyptians* Content Library
- Websites with information about ancient Egypt
- Resource books for ancient Egypt
- KWL grids
- Post-it notes.

Activities

Introduction – Tutankhamun's Tomb

- 1 Using Kar2ouche, listen to the section of the story entitled **The Funeral Mask**.



to listen to the audio **The Funeral Mask**.

- 2 With a partner, choose a resource book from your class that contains information about Tutankhamun's funeral mask.
- 3 Read the information and highlight any of the features of texts that explain.
- 4 Write down anything that you already know about Tutankhamun's funeral mask in the K section of your KWL grid.

Student Notes

Development – The Funeral Mask

You have just been given a new job writing for a publishing company. Your task is to research and write an explanatory text that will go into a book about Tutankhamun and ancient Egypt. You are now being sent off to research Tutankhamun's funeral mask.

- 5 Working in pairs, look carefully at the image of the **funeral mask** from the props in Kar2ouche – Egyptians.



to see the storyboard of **Tutankhamun's Funeral Mask**.

- 6 With your partner, complete the 'what do I want to find out' section of your KWL grid. Think about the questions that you would like to have answered.
- 7 Now think about where you are going to look for your answers. Make a note of any resources you want to use.
- 8 Start making notes for each of the questions you are going to answer. Don't forget that you should be trying to use your own words. Write down the sources that you use for reference. If you copy any phrases directly, you must quote these properly.
- 9 When you and your partner are satisfied that you have all the information you require, start writing your explanatory piece.
- 10 Remember that you need to include some of the following features in your work:
 - step-by-step description
 - words like 'first, next, finally' to lead you through the explanation
 - verbs in the present or passive tense, for example 'was dominated by'
 - technical words
 - statistics
 - lists lots of detail
 - quotations giving other people's views
 - diagrams to help explain meaning.
- 11 Check your spelling and grammar carefully (you might want to ask another pair of students in your class to check your work while you check theirs).
- 12 Check through your final copy to make sure that you haven't made any mistakes.

Plenary – Publishing your Work

- 13 Save your work and print it out.
- 14 Display your work as you think it should appear in the final published book.
- 15 Read the texts published by the other writers.
- 16 Discuss the explanation texts that you have seen.
- 17 Using a Post-it note, you can vote for your favourite text. Give reasons for your choice on the note.
- 18 Complete the 'what I have learnt' section of your KWL grid.

Teacher Notes

Activity 3

The Day that Tutankhamun Came to Tea

Key Stage/Year	Key Stage 2/ Years 3–6
Group Organisation	Students may work through the whole activity individually. Alternatively, you may wish to give support to less able students by selecting pairs or small writing groups for them to plan their stories in. Students could then prepare their drafts individually, in pairs or small groups, as selected by you.
Suggested Timing	1-2 lessons.

Overview of Task

Students are encouraged to use their knowledge of ancient Egypt to plan and write an extended story. The story should involve Tutankhamun visiting a house and having tea with the family. Students will be writing the story from their own perspective.

Objectives

All students will: plan and draft an extended story.

Most students will: plan and draft an extended story based on historical knowledge of Tutankhamun and ancient Egypt.

Some students will: plan and draft an extended story, drawing on knowledge of ancient Egypt and selecting an appropriate genre.

Curriculum References

National Curriculum

English En2 Reading 3 a-f reading for information; 5a-e, and 9b non-fiction texts. En 3 Writing 1a choosing form and content to suit purpose; 2 a-f planning and drafting.

History 5a-c organisation and communication of historical information.

PSHE 4b think about the lives of people living in other places and times, and people with different values and customs.

NLS

Year 3

Term 1: T9 generating ideas through brainstorming; T11 developing use of settings; T12 collecting sentences for story openings/endings.

Term 2: T 6 planning; T7 sequencing key incidents.

Term 3: T11 writing story openings; T12 writing first person accounts; T13 writing extended stories.

Year 4

Term 1: T9, T10 planning stories; T12 writing independently.

Term 2: T10 developing use of settings.

Term 3: T13 write longer stories in chapters.

Year 5

Term 1: T14 map out texts showing structure.

Year 6

Term 1: T7 plan own writing quickly and effectively.

Term 2: T10; T11 write own stories using different genres.

Term 3: T14 write extended stories using themes from reading.

Outcomes

By the end of these sessions, students will have:

- planned a story based around historical content
- drafted and checked their story
- created a final version of their story using ICT.

Resources

Kar2ouche *Egyptians* Content Library

- **With his People** audio
- **Planning a Story** storyboard

Textbooks relating to the ancient Egyptian period (see reading list in the Education Support Pack).

Internet resources relating to ancient Egypt and Tutankhamun:

www.ashmol.ox.ac.uk

www.encarta.msn.com

(N.B. these websites were available at time of writing. Please guide your students to the most suitable websites available, according to your school's policy on Internet research.)

Activities

Introduction – Tutankhamun and his People



- 1 Using Kar2ouche, listen to and read the section of the story of Tutankhamun entitled **With his People** with the class.
- 2 Discuss the content of this section of the story: Tutankhamun is reported to enjoy visiting his subjects, having a meal with them and discussing issues related to their work.
- 3 If you have access to an interactive whiteboard, or a data projector, and can show Kar2ouche to the whole class, look through the characters, backgrounds and props in the Kar2ouche *Egyptians* Content Library and ask students to create a frame showing Tutankhamun at someone's house to set the scene.
- 4 Refer back to the text from the Content Library and other historical information that the students have researched. Ask the students to share their ideas of what Tutankhamun might discuss with the family and what food they might eat.

Development – Plan and Write Your Story



- 5 Working individually, in pairs or in writing groups, students re-read the section of the story of Tutankhamun to familiarise themselves with the text.
- 6 Using the Kar2ouche storyboard **Planning a Story**, they then map out their story; adding their notes to the caption window and any backgrounds, characters or props to the composition frame to remind them of particular points in the story. Students need to refer to their historical knowledge. More able or older students could think about writing the story from a different perspective e.g. a first person account, using flashbacks, or in a different genre.

Planning a Story storyboard:**Frame 1**

This storyboard is designed to help you plan your story. Add your notes to the caption window.

Frame 2

Where and when does your story take place? Choose a background to remind you.

Frame 3

Who is in your story? Write the names of the characters here. Add your characters to the composition window.

Frame 4

What style will you write in? Is it your account? Is it Tutankhamun's or your parents' version?

A fantasy story?

Frame 5

How will you start your story? Write some words to help you with your introduction.

Frame 6–8

What are the main events that take place during the story? Outline them in the next three frames.

Frame 9

How will the story end?

Frame 10

Add a suitable last sentence here.

- 7 Once students are happy with their plan, they begin to write their first draft. This may be on paper, in Kar2ouche, or using a word processing program.
- 8 After they have written their first draft, students then check their work for grammar and spelling errors.
- 9 Once any changes have been made to the draft, students then decide how they would like their final copy to be presented. Students might choose to create a cartoon storybook or a big book.

Plenary – Story Time

- 10 Students share their completed stories with the rest of the class.
- 11 If you have access to a colour printer, laminator and a binding machine, the stories can be made into books and displayed, or added to the class library for students to read in their own time.

For assessment purposes, you could look carefully at the story-writing process and check the planning against the finished story. If you wish, you could use levels to assess the work in preparation for SATs.

Extension

As an extension activity, students could rewrite their story:

- from a different perspective (Tutankhamun's version, your parents' version)
- as a newspaper article, where the local paper finds out that the Pharaoh has visited the students' house and interviews the family
- as a fantasy story, set in the 21st Century, with students using their own photos as backgrounds and Tutankhamun visiting them from the past.

Student Notes

Activity 3

The Day That Tutankhamun Came to Tea

Objectives

In these Kar2ouche activities you will be using your knowledge of ancient Egypt to plan and write an extended story, in which you recall the time when Tutankhamun, Pharaoh of ancient Egypt, came to your house for tea.

Outcomes

By working step by step through the main activities you will:

- become familiar with the story of Tutankhamun
- plan the story of 'The Day that Tutankhamun came to Tea' using the **Planning a Story** storyboard
- complete a first draft of your story
- produce a final copy of your story as a big book or cartoon.

Resources


To complete the activities you will need access to:

- Kar2ouche *Egyptians* Content Library
- resource books for ancient Egypt.

Activities

Introduction – Tutankhamun and his People


- 1 Using Kar2ouche, familiarise yourself with the story of Tutankhamun by listening to the section entitled **With his People**. Your teacher may have already discussed the text with you.
- 2 With a partner, share your ideas of what Tutankhamun might discuss with the family and what food they might eat.

click  here to listen to the audio **With his People**



Student Notes**Development – Plan and Write Your Story**

Your family are farmers in ancient Egypt. You have finished your chores for the day and have been walking along the River Nile. It is time for tea and you are making your way back home. It is quiet, except for the rustling of the rushes by the water and ... footsteps! You turn round to see who is behind you. It's Tutankhamun!

- 3 Using the Kar2ouche storyboard **Planning a Story**, plan your account of what happened. Your story will be written as a first person account (your version).
- 4 Add your notes to the questions in each caption window and add any backgrounds, characters or props to the composition frame to help prompt you when you write your draft.
- 5 Remember that you need to check that any historical information that you add is correct.
 To view the storyboard **Planning a Story**
- 6 Once you are happy with your plan, begin to write your first draft. This may be on paper, in Kar2ouche, or using a word processing program. Don't forget that you need to refer to your story plan.
- 7 When you have written your first draft, check your work for grammar and spelling errors.
- 8 When you are happy with your draft, you need to decide how you would like your final copy to be presented. Within Kar2ouche, you might choose to create a cartoon storybook or a big book, or you might want to use a word processing package and add the backgrounds and characters from Kar2ouche to your work.
- 9 Check your final copy through to make sure that you haven't made any mistakes.
- 10 Save your work and print it out.

Plenary – Story Time

- 11 Share your completed story with the rest of the class.
- 12 If you have access to a colour printer, laminator and a binding machine, you can make your story into a book and it could be displayed, or added to the class library for other students to read in their own time.
You might be able to take your story to another class or year group to share with them.

Texts



Glossary

Adze This was a special tool used by the priest in the 'opening of the mouth ceremony'. The Egyptians believed that if the mummy's eyes, ears and mouth were touched with the adze, the dead person would be able to see, hear and move around.

Afterlife The Ancient Egyptians believed that a dead person came back to life in the field of reeds.

Amulet This was a small charm placed between layers of linen bandages on a mummy thought to protect it from evil spirits or actions.

Antechamber This was the outer room of Tutankhamun's burial tomb.

Canopic jars These were the four jars into which the liver, stomach, lungs and intestines were placed.

Embalming This was the way of stopping a dead body from rotting used by Egyptians.

Feldspar This was a white or fleshy coloured rock.

Funerary models These were models of boats which were placed in the tomb.

Hieroglyphs These were the pictures and symbols used by Ancient Egyptians that represented sounds or words.

Glossary continued



Hieroglyphics This was the picture writing used by the Egyptians.

Incense This was used by the priests in the temples.

Ka This was the spirit form of the dead person. Egyptians believed this would enter the afterlife.

Khepresh This was the headdress worn by Pharaohs.

Lapis lazuli This was a blue gem used in the jewellery found on Tutankhamun's burial mask.

Mummy This was the preserved body of a dead person.

Memset This was the headdress worn by a Pharaoh.

Muu These were people who performed special dances at a funeral procession.

Natron This was a mixture of salts used to dry the dead body.

Pharaoh The Pharaoh was the ruler of Egypt.

Priest This was the person in charge of a temple. Often dressed as a god, he carried out important duties.

Pylons These were gateways into the temple.

Pyramids These were stone buildings with triangular sides. They were used as tombs to bury early Egyptian rulers and can be found at Giza.

Glossary continued



Quartz This was a mineral used in jewellery.

Regent The Regent was an important advisor to the Pharaoh.

Rituals of purification These were special cleansing routines that were carried out by Tutankhamun as he prepared to be Pharaoh.

Sarcophagus This was a stone coffin.

Senefer This was part of the process of being prepared for mummification.

Shrine This was a box holding sacred objects; Tutankhamun's canopic jars were put into a shrine inside his tomb.

Solar cobra This was a snake that represented the goddess of Lower Egypt on a Pharaoh's headdress.

Temples Temples were built by Pharaohs in memory of gods. The important temples are found at Karnak, Luxor, Edfu, and Abu Simbel.

The Book of the Dead This was a book of spells, chants and prayers.

Tomb This was a place where someone was buried.

Ushabtis These were models of workers put into a dead person's tomb. The Egyptians believed they would come to life and work for the dead person in the afterlife.

Valley of the Kings This is where most Pharaohs from the New Kingdom were buried.

Glossary continued



West Bank The west bank of the Nile was where Pharaohs were buried. Ancient Egyptians believed that the land of the dead was where the sun set.

Glossary continued



Gods

Ammit Egyptians believed Ammit was the monster that would eat the heart of the dead person if it weighed heavier than the feather when Anubis weighed it.

Amun-Re Egyptian king of the gods. He was linked with the sun god.

Anubis Egyptian god of embalming and guardian of the dead. Anubis was represented by a jackal.

Bast The Egyptian cat-goddess was thought to be a protector of cats and those who cared for cats. Since cats were prized pets in Egyptian times, Bast was an important goddess in the home.

Hapy The Egyptian river god; represented by a baboon.

Horus God of kingship; represented by a falcon.

Isis The wife of Osiris; Egyptians considered Isis to be the mother goddess and protector.

Nephthys The sister of Isis, Osiris and Set.

Nut Egyptian goddess of the sky; mother of Isis, Osiris, Nephthys and Set.

Osiris The husband of Isis and the god of the underworld.

Glossary continued



Set The Egyptian god of evil, desert and storm.

Thoth The Egyptian god of knowledge and writing, and scribe to the gods.



The Life of Tutankhamun

I am Ay, regent to Tutankhamun, the son of Akenhaten, and I am here to tell his story.

The Temple

Tutankhamun's coronation celebrations marked a magnificent beginning to his reign. The religious ceremony took place at the great temple of Karnak and began with that small boy being led by myself and other great dignitaries through those parts of the temple that would transform him from a boy into a god.

He was dressed in the customary manner, bare-headed, naked to the waist and wearing only a simple pleated loincloth. As he passed the different pylons, priests dressed as gods came to greet him; first was Horus, wearing a falcon's mask. He went deeper and deeper into the temple where further rituals of purification took place.

He finally emerged from the darkness of the temple into the bright sunlight wearing the khepresh, the royal headdress which symbolised his new power and status.

The Palace

That evening a magnificent banquet was held to celebrate his enthronement. Acrobats, dancers and musicians were brought in from all parts of Egypt and beyond. The palace

The Life of Tutankhamun continued

was alive with the tinkling of bells, castanets and drums. There were beautiful dancing girls and breathtaking acrobats.

At the centre of the feasting and merry-making sat the boy king himself perhaps wishing he could roll and tumble with the acrobats, but he knew that as King he had to just sit and watch.

On the Nile

As our young Pharaoh grew, the gods became much more a part of our lives. The Pharaoh could often be seen on his barge on the Nile for he loved to hunt both on water and in the desert.

Our River Nile is alive with so many wondrous creatures from game birds like ducks and geese to dangerous crocodiles and hippopotami. His young wife Ankhesenamun would often go with him on these occasions.

By the third year of his reign, he was 12 years old and the Royal Court had moved to Thebes. While there, the young Pharaoh started a programme of temple building in honour of Amun-Re.

With His People

By the 9th year of his reign, Tutankhamun had become a loved and respected ruler of his people. Not yet 18 years of age, he was worshipped for his wisdom and kindness.

The Life of Tutankhamun continued

He took a keen interest in the life of the people and their work, particularly in the fields. He was known, on occasions, to enter their homes and enjoy a simple meal with them, listening to their concerns.

From the irrigation of crops to the baking of bread, he could talk widely and with authority. He knew the correct time to harvest the pomegranates, the best ways to catch wild pigeons and the right way to grow celery and lettuce.

He recognised that Egypt was 'the gift of the Nile' and that Hapy, the god of the river, needed to be honoured if the land was to remain fruitful. Tutankhamun was never happier than to stand in a field of golden corn marvelling at its wonders.



The Death of Tutankhamun

Then Tutankhamun died very suddenly. The country was thrown into a state of shock, he was so young, his passing so unexpected! It was decided that he would be given the most magnificent of funerals to celebrate his short but glorious life.

Embalming House

His body was most reverently laid out and prepared for senefer or the restoring of rigour. After it, he would be ready to begin his spirit life.

The body was washed and shaved by the embalmers, cut open and the vital organs removed. The brain was drawn out through the nose and the stomach, lungs, liver and intestines removed through his left side, then sealed inside canopic jars. These have been designed in the form of miniature coffins. The heart was finally removed and his body filled with myrrh, cassia and other spices to prevent any further decay. It was then packed in dry natron for 100 days to absorb all its remaining moisture.

The most gifted of our embalmers applied wads of linen inside the body to ensure it maintained the look that Tutankhamun had in life. The skin was rubbed with oils and resin to restore its suppleness.

The Death of Tutankhamun continued

When this has been completed, the body was wrapped in layers of linen with sacred amulets woven in to protect him on his journey to the next world. Hundreds of yards of bandage were used; every finger and toe individually wrapped while the priests wailed out their magical prayers and the embalmers poured on the sweet-smelling oils. Only those parts that would be adorned with gold were left exposed - particularly the face, which was to receive the greatest treasure of all, the death mask.

Inside the Tomb

On the west bank of the Nile, the craftsmen who prepare the funerary items began work frantically to ensure all items would be ready for the day of the funeral.

I had to select a suitable site for the tomb. It would need to be deep in the limestone bedrock and be well hidden to protect it from thieves.

Because our young Pharaoh had been taken from us most suddenly and unexpectedly, I did not have time to prepare as magnificent a tomb as he deserved. I managed to find an existing one that could be approached down a flight of 16 steps.

In total, there were four rooms. At the bottom was an antechamber. Here would be housed those items, though not of immense

The Death of Tutankhamun continued

value, that Tutankhamun would need in his afterlife.

The burial chamber was linked to the antechamber and separated by a rough wall. In the burial chamber, I planned for the shrines, sarcophagus and the mummy of the king to rest. I ordered it to be decorated appropriately with scenes from the funeral, with myself performing the Opening of the Mouth ceremony, Tutankhamun being welcomed by Nut and then his Ka being embraced by Osiris in the realm of the gods.

The Death of Tutankhamun continued

Off this room was a smaller antechamber where furniture and food were to be placed. His last room was to be a Treasury to be filled with the objects of his Kingship as well as shrines, ushabtis and funerary models.

In order that his earthly body should be protected, I designed 3 coffins, housed within each other. These in turn would be encased in a sarcophagus, which would be placed in a large case. The third coffin would be the most elaborate with the finest feature being a life-sized mask of the king covering his face. My goldsmith designed it out of gold and blue glass with a solar cobra on the forehead of the memset or headdress. At its base was a broad necklace made of lapis lazuli, quartz and feldspar with a falcon's head on each shoulder.

Temple and Sanctuary On the Nile

The funeral procession was a long and solemn affair. It started on the east bank of the river with ritual mourners beating their heads and chests, pouring dust over their bodies and wailing while the procession began to form.

The sarcophagus was carried on a sledge pulled by oxen. I led the way to the Nile accompanied by two women dressed as the goddesses Isis and Nephthys, protectresses of the coffins.

The Death of Tutankhamun continued



At the bank, the sarcophagus was loaded onto the royal barge and slowly rowed across the river. We led a flotilla of smaller boats carrying the royal family, guests and the property of the Pharaoh that he would be taking into the next life.

The only sounds were the muffled splash of the oars, the solemn beating of the drum and the occasional distant cry of a waterfowl amongst the reeds.

The Tomb

We reassembled on the west bank, where the final procession would lead to the tomb itself. The priests lit the incense burners and, as we approached, the Muu met us, the funerary dancers who, together with the lector priest, recited the spells in honour of the deceased.

It was here that I performed the Opening of the Mouth Ceremony. After chanting the magic words and making sacred gestures, I touched the Pharaoh's mouth with my adz. The power of breathing and the senses now returned to the Pharaoh in his Ka or spirit form. He was ready to make his way into the afterlife.

The journey of the Ka is difficult and dangerous. Evil monsters and wicked creatures wait and hide in order to try to capture the Ka as it travels. Serpents and crocodiles rise up from watery depths. If the Ka takes a wrong turning it may plunge

The Death of Tutankhamun continued

into everlasting fire, drown or be sliced into pieces. However, I have prepared my spells well from The Book of the Dead to ensure Tutankhamun makes that passage safely - his body and soul intact.

The ultimate test will be his final judgement where his heart will be weighed against a feather of truth and justice by Anubis, the jackal-headed god of the dead, then recorded by Thoth, the scribe. On this most terrible of decisions depends the survival of his soul for if his heart is heavier it is immediately fed to the monster Ammit, who consumes it on the spot. But I have made Tutankhamun ready for his final judgement, the spell is written, he will survive the ordeal.

And so, the Pharaoh is laid in his tomb with his possessions and his journey has begun. We, who are still earthbound, make our last offerings and I am left alone to sweep the footprints from the floor and seal the tomb entrance.



Isis and Osiris

A Myth from Egypt

Nut, wife to the Sun God Ra, gave birth to four babies: Set, Osiris, Nephthys and Isis. Her short-tempered husband had cursed her with childlessness and so, to keep them safe from him, she hid them on Earth.

When they grew old enough to marry, Set could find no one human worthy to be his wife so he married Nephthys. Osiris could not find a human good enough to be his wife either so he married Isis.

Set and Nephthys ruled over Nubia. Interested only in themselves, they were not loved by the people of this land. Osiris and Isis were King and Queen of Egypt, they cared for the humans there and taught them many things about farming, weaving, brewing, making bricks and dancing. The people of Egypt loved their King and Queen so much that Set was jealous.

Set invited Osiris and Isis to a banquet. When they arrived they were amazed by the beauty of a special box Set's craftsmen had made. It was shaped like a man and the space inside was also exactly the size and shape of a man.

Set promised that if anyone could fit into the box he would give it to that person as

Isis and Osiris continued

a present. During the feast, many people
tried, but none fitted. Finally, Osiris
tried and fitted perfectly.

Isis and Osiris continued

Immediately Set closed the lid and locked the box. Isis was horrified and cried out that Osiris would be unable to breathe, but Set just laughed. As Set held onto the weeping Isis, his soldiers took the box away.

Isis was left to walk back into Egypt alone. As she walked, she cried and her tears caused the Nile to burst its banks. The creatures of the desert were frightened that the whole of Egypt would flood so they begged her to stop and promised to help her find the King.

Meanwhile Set's soldiers were in danger of being drowned in the flood so they dropped the beautiful box and ran to save their lives. The box was washed away on the waters of the great Nile.

With the help of the creatures, Isis found the box. She turned herself into a hawk and flew along the river. When she spotted the box afloat in the water she flew down and landed on top, but she was too tired and feeble to do anything but peck at the lid. She managed to make a hole, but her feathers were singed by the fire of Osiris's soul as it tried to escape. Exhausted she fell from the casket into the water and later awoke on the banks of the Nile.

The box by this time had floated out to sea. Slowly salt water seeped in through the hole that Isis had pecked. When it was

Isis and Osiris continued

finally washed up it rested against a young tamarisk tree that grew around it - surrounding it in yet another layer of wood.

Pregnant with Osiris's son, Isis could not continue her search. But when her son was still very young, she began to look for Osiris again. Guided by her desperate love, she eventually found the casket in the tree but Osiris was dead.

Before she could bury the body, the jealous Set hacked it into fourteen pieces. He did not want Isis to bury her husband for then people would be able to worship Osiris at a shrine. He threw the pieces of his brother's body into the river where they were soon washed away.

Angry and desperate Isis cried for help to make a boat but there were no trees. She told the people to use the many papyrus reeds that lined the river. They begged her to reconsider. They said that the vicious crocodiles that swam in the Nile's water would destroy a boat made of reeds. But Isis would not listen.

The crocodiles, in awe of her bravery, asked why she was not afraid. She told them that she cared nothing for her life now that Osiris was dead and explained how he had been murdered by his brother. They were so moved by her story that they promised to find the pieces of her husband's body and return them to her.

Isis and Osiris continued

They searched far and wide, and gently returned all but one of the pieces to the waiting Isis. She took the pieces out into the hot desert and it was here that she realised the full extent of her grief. She wailed for so long and so harshly that the gods themselves were disturbed.

The Sun God, Ra, was unable to sleep for the dreadful noise and ordered that someone should stop it. Anubis, the jackal-headed God, and keeper of secrets, went to Isis and offered to help. He showed her magic that had never before been used on Earth: how to embalm her husband's body and wrap it in linen and prayers. At last he told her that the final step depended on just how much she loved Osiris.

Isis showed her love by shouting Osiris's name so loudly that she disturbed both the gods and the underworld. Anubis smiled and left Osiris and Isis deep in conversation and holding hands. Osiris and Isis could not, however, stay together: for the living and those who have been raised back into life cannot live together.

Osiris left to become guardian to the spirits of the dead. From then on, no Egyptian should fear death, because the familiar and loved face of Osiris would be there to greet them.

Isis went to live in Heaven with Ra, Anubis, Nut and the other gods. From then on, every night as Heaven's boat floated

Isis and Osiris continued



beneath the Earth she glimpsed and waved to
Osiris who sent back his everlasting love.

Egyptians Reading List

History reference books

- Ardagh, P & King, C (1997) *History Detectives: Ancient Egypt*, Macmillan
- Clayton, P (2001) *Family Life in Ancient Egypt*, Hodder Wayland
- Hart, G (1990) *Eyewitness Guides: Ancient Egypt*, Dorling Kindersley
- Kerr, D (2000) *Worldwise: Ancient Egyptians*, Watts
- MacDonald, F (2001) *Cleopatra*, Dorling Kindersley
- Morley, J (2000) *Pinpoints: The Living Tomb*, Hodder Wayland
- Moses, B (1999) *Look inside an Egyptian Tomb*, Hodder Wayland.
- Murdoch, D (1998) *Tutankhamun: the life and death of a Pharaoh*, Dorling Kindersley
- Pemberton, D (1999) *The British Museum Encyclopaedia of Ancient Egypt*, British Museum Press
- Pipe, J (1997) *Mystery History of a Pharaoh's Tomb*, Aladdin/Watts
- Reeves, N (1990) *The Complete Tutankhamun*, Thames-Hudson
- Ross, S (2001) *Ancient Egypt: Family Life*, Hodder Wayland
- Ross, S (2001) *Ancient Egypt: Food and Feasts*, Hodder Wayland
- Ross, S (2001) *Ancient Egypt: Pharaohs*, Hodder Wayland
- Ross, S (2001) *Ancient Egypt: Temples, Tombs and Pyramids*, Hodder Wayland
- Shuter, J (1999) *Ancient Egypt: Farming and Food*, Heinemann
- Shuter, J (2000) *People Who Made History in Ancient Egypt*, Hodder Wayland
- Shuter, J (2001) *Explore History Series: Ancient Egypt*, Heinemann
(This book is closely related to the QCA Unit 10 and follows the same questions posed in the unit.)
- Steadman, S (2000) *The Egyptian News*, Walker
- Stewart, D (2000) *You Wouldn't Want To Be An Egyptian Mummy*, Hodder Wayland

Myths and Legends

Harris, G (1996) *Looking at Egyptian Myths and Legends: Isis and Osiris*, British Museum Press

Horowitz, A (1991) *Myths and Legends*, Kingfisher

McCaughrean, G (2001) *100 World Myths and Legends*, Orion

Parker, V (2000) *Traditional Tales from Ancient Egypt*, Belitha Press

Philip, N (1995) *The Illustrated Book of Myths, Tales and Legends of The World*, Dorling Kindersley

Stories linked to Ancient Egypt

Bailey, L & Slavin, B (2000) *Good Times Travel Agency: Adventures in Ancient Egypt*, A&C Black

Deary, T (1993) *The Awesome Egyptians*, Hippo

Dickinson, C (1997) *The Lost Diary of Tutankhamun's Mummy*, Collins

Masters, A (2000) *In Search of the Boy King*, Hodder Wayland

Wilson, J (2001) *The Cat Mummy*, Transworld.

Wooderson, P. (2000) *The Nile Files: The Helpful Hieroglyphic; The Scrunchy Scarab; The Fearful Pharaoh; The Jinxed Sphinx; The Pointless Pyramid*, Watts.

History Lessons

History Lessons I:

What Do We Know About Ancient Egypt?

Learning Objectives	<p>All students will: locate ancient Egypt in time and place; know that information can be classified in different ways; place events, people and artefacts into correct periods of time.</p> <p>Most students will: recall, select and organise information about ancient Egypt; explore, organise and discuss ideas about ancient Egypt.</p> <p>Some students will: ask and answer questions, and select and record information about ancient Egypt; group information in appropriate categories, giving reasons for their grouping.</p>
Learning Outcomes	<p>By the end of these lessons students will have:</p> <ul style="list-style-type: none"> placed ancient Egypt on a timeline grouped information in appropriate categories used inference to answer questions and gather information used ICT to organise and present work contributed to class/group discussions.
Prior Learning	<p>Students should:</p> <ul style="list-style-type: none"> have an understanding of timelines know that history is divided up into different periods.
NC/NLS References	<p>History 1a and 1b; 4a and 4b; 5 a-c (see also QCA Unit 10)</p> <p>English En2 Reading 3a, 3c and d; En3 Writing 1a and c; 9b; 10</p> <p>PSHE 1a; 2e; 4b</p>
ICT Capabilities	<p>Students will use ICT to organise, reorganise, develop and explore ideas; find out about events from a range of sources of information (including ICT-based sources); select historical knowledge and communicate it in a variety of ways (e.g. timeline on screen); learn to use the Kar2ouche program.</p>
Resources	<p>Timeline History Sheet 1.1</p> <p>Maps of the World, the Continent of Africa and Egypt</p> <p>Kar2ouche Egyptians Content Library</p> <p>History Sheet 1.2 and 1.3 <i>Life in Egypt</i></p> <p>Range of reference texts.</p>

Activities

Introduction

- 1 In small groups, ask students to brainstorm what they already know about Egypt (ancient, modern, location, temperature, etc) then feed back for teacher to list on board. Keep for further activities.
- 2 Explore notion of history – discuss language used to distinguish and categorise the past and present: now and then; ancient and modern; dates; BC and AD. Identify when ancient Egyptian civilisation began. Place ancient Egypt on class timeline.

Development

- 3 Classify existing knowledge as below.
 - In small groups students group brainstorm notes from the board under such headings as: houses; people; death; entertainment; farming; religion and beliefs; ancient and modern Egypt.
 - Students see if they can add any more ideas stimulated by the class's original brainstorm list and the category headings, and (if access is available) by browsing through the props and backgrounds in Kar2ouche.
- 4 Students open Kar2ouche. Allocate an appropriate background to each pair of students and ask them to select characters and props relevant to this background and of a given aspect of life in ancient Egypt – for instance houses, people, death, entertainment, farming, religion and beliefs, communication, etc. They should create a scene in the storyboard frame and write a paragraph in the caption window explaining what they have deduced about this aspect of life.
- 5 Print storyboard frames for class display.

Plenary

- 6 Students share storyboard frames and explain what they have found out about the aspect of life they looked at.
- 7 Share grouping of existing knowledge – discuss the different ways in which information can be grouped/classified.
- 8 Discuss with students how they might check the truth of what they have found out (e.g. the curse of the Pharaohs). Talk about historical sources.

Suggested Extension/Homework

Students could take some time to look through a range of reference books to check accuracy of storyboard frames and then complete the following tasks.

9 Find out

- when the Great Sphinx was built, (between 2600 –2500BC - The Great Sphinx is a large statue carved out of stone. It is located near Khafra's pyramid on the Giza plateau. The Great Sphinx has the body of a lion and the head of a human)
- when Egyptians began to use hieroglyphs (approx. 3100BC),
- when chariots were introduced in Egypt (around 1279BC with Rameses II),
- when Tutankhamun was Pharaoh (between 1336 BC–1327 B.C),
- when Alexander the Great took over Egypt (322BC)
- when Egypt became part of the Roman Empire (in 31 BC (The Romans went to war against the Egyptians. Cleopatra VII and a Roman officer named Mark Antony fought against the Roman navy at the Battle of Actium. Cleopatra VII and Mark Antony's fleet was defeated and Egypt became part of the Roman Empire.)

Add this information to the class timeline.

- 10 If students have access to Kar2ouche outside lesson time, they can use it to find the timeline background and the items listed above. Select the timeline background and place the props and characters against the correct period in Egyptian history. Alternatively, students can draw/work on a timeline like the one below and sketch in the characters and objects.

3000BC	Old Kingdom	2000BC	New Kingdom	1000BC	The Late Period	BC

- 11 Read Bible stories (Moses, the story of the ten plagues, Joseph, etc) to add to existing knowledge.
- 12 As part of a PSHE lesson, students could think about the lives of people living in Egypt in both ancient and modern times and discuss what they think it would be like to live there.

History Sheet 1.1



Egyptian Timeline

BC	
New Kingdom	
1000BC	
The Late Period	
2000BC	
Old Kingdom	
3000 BC	

History Sheet 1.2



Life in Egypt

Information about the past can be grouped in different ways.

Grouping information under headings can help you to remember other things about a topic.

- 1 Arrange the things you already know about Egypt under these headings.

Houses	People
Death	Entertainment
Farming	Religion/beliefs

History Sheet 1.2: Life in Egypt continued

- 2 Open Kar2ouche - Egyptians. Look through the props, characters and backgrounds. Use these to help you find out more about houses, people, death, entertainment, farming, religion and beliefs. Add these things to your list. Use a separate sheet if needed.
- 3 Choose a background suitable for one of the headings in your table. Create a scene for that heading by adding characters and props. Remember that you can:
 - pose characters
 - make them bigger or smaller
 - turn them round.Try to make the scene look real.
- 4 If you have time, add a sentence in the caption window to explain what your scene shows.

History Sheet 1.3



Life in Egypt

Information about the past can be classified in different ways. Look at the information about ancient Egypt collected by the class and think about how you can group/categorise these. What headings might you use? For example:

Houses	Entertainment
People	Farming
Death	Religion and beliefs
	Communication

Grouping information under headings can help you to remember other things about a topic.

- 1 Copy out the table below, leaving lots of space under each heading.
- 2 Arrange the things you already know about Egypt under these headings.

Houses	People
Death	Entertainment
Farming	Religion/beliefs

- 3 Add other ideas that you think of to these headings.

History Sheet 1.3: Life in Egypt continued

- 4 Open Kar2ouche - Egyptians and look through the props, characters and backgrounds. Use these to help you find out more about houses, people, death, entertainment, farming, religion and beliefs. Add these things to your list.
- 5 Choose a background suitable for one of the headings in your table. Now create what you think might have been a typical scene in that location by adding characters and props. Remember that you can:
 - pose characters
 - make them bigger or smaller
 - turn them round.

Try to make the scene look real.

- 6 In the text box, write a paragraph explaining what your picture shows about life in ancient Egypt.

Extension

If you have time, answer the following questions.

- 1 When was the Great Sphinx built?
- 2 When did Egyptians begin to use hieroglyphs?
- 3 When were chariots first used in Egypt?
- 4 When was Tutankhamun Pharaoh?
- 5 When did Alexander the Great take over Egypt?
- 6 When did Egypt become part of the Roman Empire?

History Sheet 1.3: Life in Egypt continued

- 7 What was the name of the Egyptian queen who was ruling when Rome took over?

History Lessons 2:

What Can Artefacts Tell Us About Ancient Egypt?

Learning Objectives	<p>All students will: observe objects in detail and make inferences and deductions; record information about objects accurately; observe sources of information in order to answer questions about the past.</p> <p>Most students will: use sources of information to answer questions about the past; use inference to help answer questions.</p> <p>Some students will: select and combine information from different sources.</p>
Learning Outcomes	<p>By the end of these lessons students will have:</p> <ul style="list-style-type: none"> • used sources of information to answer questions about the past • described artefacts accurately • made inferences and deductions from objects • shown an understanding of lives of people living in other places and times.
Prior Learning	<p>Students should:</p> <ul style="list-style-type: none"> • have knowledge of handling artefacts • be able to ask questions related to artefacts • use skills developed as a result of looking at pictures and visual sources on historical evidence • be familiar with Kar2ouche.
NC References	<p>History 1b; 4a and 4b; 5 a-c</p> <p>English En2 Reading 2a-d, 9b; En3 Writing 1a and c, 9b, 10</p> <p>PSHE 4b</p>
ICT Capabilities	<p>Students will find out about events etc from an appropriate range of sources; communicate knowledge and understanding of history in a variety of ways, including ICT; talk about the information they need and how they can find and use it; share and exchange information in a variety of forms.</p>
Resources	<p>Kar2ouche Egyptians Content Library</p> <p>Additional artefacts</p> <p>History Sheet 2.1 and 2.2 <i>Being an Archaeologist</i></p> <p>Resource books from reading list</p> <p>www.ancientegypt.co.uk</p>

Activities

Introduction

- 1 Share picture or replica of an artefact with the class. If you have access to a computer and data projector, you could show an image from Kar2ouche.
- 2 Get students to answer questions about the artefact.
 - a What is it?
 - b Who made it?
 - c What was it made from?
 - d Who would have used it?
 - e What was it for?
- 3 Encourage students to go further than the obvious information by using inference and deduction.
- 4 Ask students why they have given their answers to 2a-e above.

Development

- 5 Working in pairs, students open Kar2ouche - Egyptians and select one or two appropriate artefacts from the props palette.
- 6 Drag and drop artefacts into the composition window.
- 7 Students type the answers to the following questions into the caption window.
 - a What is it?
 - b Who made it?
 - c What was it made from?
 - d What was it for?
 - e Who would use it?
 - f And, if able, add reasons for their answers.

Plenary

- 8 Students introduce their favourite chosen artefact to the rest of the class, explaining what it is, who would use it and what it was used for.
- 9 Rest of class ask further questions and/or make observations about the artefact, using their powers of inference and deduction.

Suggested Homework/Extension

- 10 Using a variety of other sources of information, including books from the reading list or Internet resources, students find out further information about their particular artefact(s).
- 11 Students can add this information to the caption window in Kar2ouche, and create a scene to include appropriate backgrounds and characters to show its use.

Cross-curricular Extension

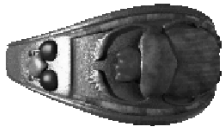
This work could be linked with an art lesson in observational drawing.

Students could think about the lives of people living in other places as part of their PSHE work.

History Sheet 2.1



Being an Archaeologist



Archaeologists find out about people and places from long ago by looking at **artefacts**.

These artefacts can tell us a lot about the work that people did and how they lived.

- 1 Today you are going to be an archaeologist and try to find out about ancient Egypt by looking at artefacts.
- 2 Open kar2ouche - Egyptians and select the props palette. Look through the props.
- 3 With a partner, choose your favourite artefact and drag and drop it into the composition frame. Remember that you can resize it and rotate it. (You might want to show different views of your artefact by dragging more than one into your frame.)
- 4 In the caption window, write some sentences that describe the artefact:
 - a What is it?
 - b Who made it?
 - c What was it made from?
 - d What was it for?
 - e Who would use it?
 - f How would it have been used?
- 5 Choose an appropriate background and add characters to show how your artefact



History Sheet 2.1: Being an Archaeologist continued

would have been used in ancient Egyptian times.

History Sheet 2.2



Being an Archaeologist



Archaeologists find out about people and places that have long disappeared by looking at **artefacts**.

These artefacts can tell us a lot about the work that people did, how they lived, etc.

Today you are going to be an archaeologist to try and find out about ancient Egypt by looking at artefacts.



- 1 Open Kar2ouche - Egyptians and select the props palette. Look carefully at the props.
- 2 With a partner, choose two artefacts and drag and drop them into composition frames. Remember that you can resize them and rotate them. (You might want to have different views of your artefacts.)
- 3 In the caption window, write some sentences that describe the artefacts.
 - a What is it?
 - b Who made it?
 - c What was it made from?
 - d What was it for?
 - e Who would use it?
 - f How would it have been used?
 - g Add some reasons for your answers (what evidence have you got?).
- 4 If you have time, use some of the reference materials in your classroom to

History Sheet 2.2: Being an Archaeologist continued

research the artefacts a little further,
and add this information to your frames.

- 5 Choose an appropriate background and add characters to show how your artefacts would have been used in ancient Egyptian times.

History Lessons 3:

What Can the Landscape Tell Us About Life in Ancient Egypt?

Learning Objectives	<p>All students will: make deductions about life in the past; learn about the importance of the Nile.</p> <p>Most students will: make inference and deductions about life in the past.</p> <p>Some students will: show factual knowledge and understanding of the past; select and combine information from different sources.</p>
Learning Outcomes	<p>By the end of these lessons, students will have:</p> <ul style="list-style-type: none"> • extracted information from pictures and other sources • shown the relationship between the geography of Egypt and the way of life in the past • reflected on the cultural differences of living in other countries.
Prior Learning	<p>Students should:</p> <ul style="list-style-type: none"> • have knowledge gained through previous study of past societies • be familiar with looking at artefacts.
NC References	<p>History 2a; 4a; 5c</p> <p>English En2 Reading 2 a-d; 3a, c, d and e; 9b En3 Writing 1a; 9b; 10</p> <p>PSHE 1a; 2e; 4b</p>
ICT Capabilities	<p>Students will share and exchange information in a variety of forms; explore a variety of information sources.</p>
Resources	<p>Kar2ouche Egyptians Content Library</p> <p>Pictures from resource books depicting farming/ Nile landscape</p> <p>Information about the farming year</p> <p>Map of Egypt</p> <p>Atlases</p> <p>History Sheet 3.1 and 3.2 <i>Be a Detective</i></p>

Activities**Introduction**

- 1 Display a range of Egyptian landscapes from the backgrounds on Kar2ouche CD and look at maps in some atlases.
- 2 Ask for students' response to the question: what can you tell me about the landscape of Egypt? Students should notice that:
 - the River Nile runs through the middle of the country,
 - most of the major towns and cities are located close to the River Nile,
 - a large part of the country is desert.
- 3 Share Kar2ouche backgrounds showing the River Nile, and pictures from resource books depicting farmers/scenes from the banks of the Nile.
- 4 Discuss what students notice from these: equipment used (flail, sickle, shaduf), crops, animals, etc. Explain that many Egyptians would have been farmers. There were three seasons.
 - Inundation (flood): July – October. Farmers would look after their animals, and work for the Pharaoh by building pyramids, etc.
 - Emergence: November – February. Farmers would prepare the land, plant crops and conserve water.
 - Drought: March – June. Farmers would harvest the crops and store food.
- 5 Talk to students about the importance of the river Nile: that it provided transport, food and water; they made pottery from the mud and grew papyrus for household objects and writing.

Development

- 6 Organise students into small teams/groups to work as 'detectives'.
- 7 Using the text from Ay's story, maps of the country and backgrounds from Kar2ouche, students gather clues about the landscape, jobs and life of people who lived by the River Nile.
- 8 Students will present their work as a storyboard, showing evidence gathered from the Kar2ouche CD and their own information from resource books and their own inference and deduction.

Plenary

- 9 Groups to share the information found with the rest of the class.
- 10 Students could print their work out and add it to a class display on ancient Egypt.

Suggested Homework/Extension

- 11 Using the resource books and Internet resources, find out more about the crops grown in ancient Egypt and the farming year. Collate information to present as part of a class display on life in ancient Egypt.

Cross-curricular Extension

- 12 PSHE. Students discuss views of life in Egypt, reflecting on social and cultural issues.

History Sheet 3.1



Be a Detective



We can gather lots of information about life in the past by looking at pictures and other resources.

You will be using accounts and pictures to help you find out about the landscape of ancient Egypt. You will be making a storyboard so that you can share your clues with other teams of detectives.

- 1 In your team open Kar2ouche - Egyptians and find Ay's story from the text library.
- 2 Follow the passage as you listen to the audiofile of the story, picking out the sentences that give you clues about Egypt's landscape.

History Sheet 3.1: Be a Detective continued

- 3 Select these sentences from the written text and drag and drop each sentence, or extract into a separate caption window on your storyboard.
- 4 Select the backgrounds tab and search through the backgrounds for maps and scenery of the River Nile that match the captions. Choose the backgrounds that you think show you what the landscape was like in ancient Egypt.
- 5 Select the props tab and search for clues about the jobs that ancient Egyptians did. (Hint ... what tools did they use in their work?). Choose the props that ancient Egyptians used and add them to the composition window.
- 6 Add any extra information of your own to each frame as thought bubbles or text boxes.
- 7 Print out your detective work. You might be asked to share your findings with other detectives. You could add your work to a display about ancient Egypt.

History Sheet 3.2



Be a Detective



We can gather lots of information about life in the past by looking at different sources of information and deducing answers from what we see.

You are going to work in teams, using accounts, pictures and your own thoughts, to help you find clues about the landscape and life in ancient Egypt.

Create a storyboard that will combine all of the evidence that you have found about the landscape and life in ancient Egypt.

In your team:

- 1 Open Kar2ouche - Egyptians and find Ay's story from the text library.

History Sheet 3.2: Be a Detective continued

- 2 Read through Ay's story, picking out the passages that give you clues about Egypt's landscape.
- 3 Select these passages and drag and drop each one into a separate caption window on your storyboard.
- 4 Select the backgrounds tab and search through the backgrounds for maps and scenery of the River Nile that match the captions. Choose the backgrounds that you think describe what the landscape was like in ancient Egypt according to Ay. Add others that you think he has missed at the end of your frames.
- 5 Select the props tab and search for clues about the jobs ancient Egyptians did (Hint... what tools did they use in their work?).
- 6 Choose the props that support your evidence so far.
- 7 Add any extra information of your own as thought bubbles or text boxes.
- 8 Print out your work. Be prepared to share your evidence with the rest of the detective team.

History Lessons 4:

What Can We Find Out About the Rulers of Ancient Egypt?

Learning Objectives	<p>All students will: find out about Egyptian rulers from pictures</p> <p>Most students will: make inferences about Egyptian rulers</p> <p>Some students will: make inferences and deductions about Egyptian rulers.</p>
Learning Outcomes	<p>By the end of these lessons students will have:</p> <ul style="list-style-type: none"> • extracted information from pictures and written sources about ancient Egyptian rulers, in particular Tutankhamun • created a display about Egyptian Pharaohs • reflected upon moral, social and cultural issues.
Prior Learning	<p>Students should:</p> <ul style="list-style-type: none"> • use skills developed as a result of looking at pictures and visual sources on historical evidence • ask questions related to artefacts and historical sources.
NC References	<p>History 2a; 4a and 4b; 5 a-c</p> <p>English En 2 Reading 3a, c, d and e; 9b; En3 Writing 1a; 9b; 10</p> <p>PSHE 2e; 4b</p>
ICT Capabilities	<p>Students will prepare information for development using ICT, including finding information; develop and refine ideas by bringing together text and images; share and exchange information; use drag and drop techniques.</p>
Resources	<p>Kar2ouche Egyptians Content Library</p> <p>Resource books showing pictures of Pharaohs</p> <p>History Sheet 4.1 and 4.2 <i>Design Your Own Gallery Exhibit</i></p>

Activities

Introduction

- 1 Select some of the Pharaoh characters from Kar2ouche – Egyptians and pictures of Pharaohs from the resource books, including Tutankhamun and other rulers. Give a selection of these to groups of students.
Ask students to look closely at the pictures and images and brainstorm what they see. Explain briefly what the regalia symbolises.
 - Headdresses
 - Double crown: combined Lower and Upper Egypt
 - Blue crown: linked to the sun god and worn by rulers of the New Kingdom
 - Nemes cloth: striped headdress worn at special times
 - False beard: the gods had beards. Pharaohs were regarded as the living image of the gods, so they wore false beards
 - Animals
 - Vulture: Nekhhet – vulture goddess of Upper Egypt
 - Cobra: Wadjet – cobra goddess of Lower Egypt
 - Crook
 - Flail

} emblems of the god Osiris
- 2 Ask students 'What do you think you would have to do if you were a Pharaoh?'. Brainstorm ideas that students can follow up in the development section.
- 3 Read through the first section of Ay's story, up to the point of Tutankhamun's death/listen to the soundfile. (Students will use this during the development.) Students can add any further ideas to their brainstorming session.

Development

Working in pairs:

- 4 Students read Ay's story from Kar2ouche CD text palette. Pick out the important facts relating to being an Egyptian ruler/Tutankhamun; add to a blank storyboard/ pre-prepared board.
- 5 Add backgrounds and appropriate props.
- 6 Students add their own inferences, deductions and information from other sources to this work to create a 'museum' display entitled, for example, 'Being an Ancient Egyptian Ruler.'
- 7 Students print out and display their work in a 'museum gallery' for others to see.

Plenary

- 8 Students can 'visit' the different displays in the museum gallery, discussing, through a question and answer session, what they have found out from reading the work.

Suggested Homework/Extension

- 9 Students could use other resources to find out more about Tutankhamun's life and ancient Egypt during his reign. This information can be combined with work already produced to complete the storyboard, with soundfiles added where appropriate.
If the school has an intranet, some of this work may be shared with other classes across this system.
- 10 Y5-6: Using other resources, including books and the Internet, students could find out more information about Tutankhamun and other Pharaohs. This information can be compiled in Word and combined with appropriate backgrounds from the Kar2ouche CD to create a magazine about 'The Rulers of Ancient Egypt'; soundfiles can be put with the work to create a talking book for younger students, or for a display in school/Open Evening.

History Sheet 4.1



Design Your Own Gallery Exhibit

As well as gathering information from books and the Internet, you can find out more about history by visiting a museum.

A new museum is opening in your area. You have been asked to produce a display for the 'Ancient Egypt Gallery' about Tutankhamun and the ancient Egyptian Pharaohs.

You will be presenting your display as a series of frames containing information from the Kar2ouche CD, your brainstorming ideas and any other information that you think will be useful for students visiting the museum to know.

- 1 Open Kar2ouche - Egyptians and find the text of Ay's story.
- 2 Follow the written text as you listen to the audiofile of Ay's story, up to the end of '...marvelling at its wonders.'
- 3 Pick out the important facts about being an Egyptian ruler and drag the sentences to the caption window on the storyboard.
- 4 Open the backgrounds tab and add any backgrounds that add information to your work.
- 5 Open the props tab and add any props that add information to your work.

History Sheet 4.1: Design Your Own Gallery Exhibit continued

- 6 Add any further information that you found during your brainstorming session.
- 7 If you have any more information that you think will be useful, you can add this as well.
- 8 Using the text box tool, add labels to your frames.
- 9 Give your work an interesting title. Print out your work and display your information in the 'museum gallery' for others to see.

History Sheet 4.2



Design Your Own Gallery Exhibit

As well as gathering information from books and the Internet, you can find out more about history by visiting a museum.

A new museum is opening in your area. You have been asked to produce a display for the 'Ancient Egypt Gallery' about Tutankhamun and the ancient Egyptian pharaohs.

You and a partner will be presenting your display as a series of frames containing information from the Kar2ouche CD; your brainstorming ideas and any other information that you think will be useful for students visiting the museum to know.

- 1 Open Kar2ouche - Egyptians and find the text of Ay's story. Read the written text of Ay's story, up to the end of '...marvelling at its wonders.'
- 2 Pick out important facts about being an Egyptian ruler/Tutankhamun and drag them to the caption windows on your blank storyboard.
- 3 If you have any other information that you found during the brainstorming session and also information that you have found from other sources, you can open a Word document, type this information in, save it and then add it

History Sheet 4.2: Design Your Own Gallery Exhibit continued



to the text box in Kar2ouche by clicking on the orange folder.

- 4 Open the backgrounds tab and add any relevant backgrounds that illustrate what you have found.
- 5 Open the props tab and add any relevant props that add information to your work.
- 6 Using the text box tool, add labels to your frames where appropriate, eg add extra information about the crook or flail and why they were used.
- 7 Give your work an interesting title. Print out your work and display your information in the 'museum gallery' for others to see.

History Lessons 5:

What Can We Find Out About the Afterlife?

Learning Objectives	<p>All students will: learn about Egyptian tombs, pyramids and burial sites; find out about gods and goddesses; observe sources of information in order to answer questions about the past.</p> <p>Most students will: use sources of information to answer questions about the past; use inference to help answer questions.</p> <p>Some students will: select and combine information from different sources.</p>
Learning Outcomes	<p>By the end of these lessons students will have:</p> <ul style="list-style-type: none"> selected information about Egyptian beliefs and the afterlife created an information book on ancient Egyptian beliefs about the afterlife for display become aware of spiritual, moral and cultural issues of people living in different times and places.
Prior Learning	<p>Students should use:</p> <ul style="list-style-type: none"> skills developed as a result of looking at pictures and visual sources on historical evidence knowledge of ancient Egypt gained through previous lessons.
NC References	<p>History 1b; 4a and 4b; 5 a-c</p> <p>English En2 Reading 2 a-d; 9b; En3 Writing 1a; 2a-f; 9b; 10</p> <p>PSHE 2e, 4b</p>
ICT Capabilities	<p>Students will find out about events etc from an appropriate range of sources; communicate knowledge and understanding of history in a variety of ways, including ICT; talk about the information they need and how they can find and use it; share and exchange information in a variety of forms.</p>
Resources	<p>Kar2ouche Egyptians Content Library</p> <p>History Sheets 5.1 and 5.2 <i>Beliefs</i></p> <p>Resource books showing gods and goddesses, embalming, the afterlife etc</p> <p>www.ancientegypt.co.uk</p>

Activities

Introduction

- 1 Ask students what they think the afterlife is. (Encourage respect for different students' beliefs. Take care with students who may have experienced bereavement.)
- 2 Show backgrounds from Kar2ouche – Egyptians and pictures from resource books depicting the journey to the afterlife, tombs, gods, the artefacts found in Tutankhamun's tomb, etc. Encourage students to observe details from these resources.
- 3 Briefly explain the ancient Egyptian beliefs about the afterlife.
 - The sun god Ra was at the centre of their beliefs; he could appear in different forms; he had several names.
 - Many gods and goddesses were worshipped; they often had the head of an animal; some of the most important gods were associated with the afterlife.
 - People came back to life after death; they needed their bodies and possessions for the afterlife: food, furniture, jewellery and clothes were buried; models of buildings were often buried, along with models of servants and ushabtis to do duty work for the dead person.
 - The dead were judged by the gods and went to live in the 'Field of Reeds'; dead people needed their bodies preserving to be able to live there.
 - Pyramids near Giza were built as burial tombs for Pharaohs and important people; during the time of the New Kingdom, Pharaohs were buried in tombs dug deep into the rocks in the Valley of Kings.
- 4 Read through/listen to the audiofile of Ay's Story from *The Death of Tutankhamun* to the end. (More able students might also like to listen to/read the myth of Isis and Osiris and relate this to the beliefs about the afterlife.)
- 5 Discuss the story; what did the students pick out as the main points? (These points should link to the brief explanation of the afterlife/beliefs above.)

Development

- 6 Working in small groups, students use Kar2ouche – Egyptians to research a different aspect of ancient Egyptian beliefs and the afterlife, and produce an information book for display. Areas of research:
 - Gods and Goddesses and their roles
 - Mummies and Embalming
 - A Pharaoh's funeral procession
 - The journey to the afterlife
 - Life after death/ what Tutankhamun took to his grave and why.
- 7 Students use other resources to support their research, adding information to the caption window in Kar2ouche as necessary.
- 8 Print out their work to combine into a class book.

Plenary

- 9 Students can present their work on screen to the rest of the class before printing it off and creating a class book about the beliefs of ancient Egyptians.

Suggested Homework/Extension

- 10 Students could use resource books and the Internet to find out more about:
 - The Pyramids at Giza
 - Egyptian temples
 - The Valley of the Kings.

This can be added to a class display on Egyptians or added to the class book. Each group could record audiofiles to narrate the chapters of the book.

Cross-curricular Extension

This work could be linked with:

RE study of world faiths, especially Hinduism: deities.

Students could link this with discussions in PSHE on different cultures, understanding other people's experiences.

Maths and CDT; creating nets of 3D shapes, designing and making a sarcophagus.

Art & Design; creating masks of gods, which then could be used in Drama, re-enacting, for example, the story of Isis and Osiris.

A variety of literacy based tasks, in particular: Year 3 Term 3; Year 4 Term 2; Year 5 Term 2; Year 6 Term 3.

History Sheet 5.1



Beliefs



There are lots of different ways to combine and present information about a topic. As well as searching the Internet and using CD ROMs, you should have looked at many information books on the topic of ancient Egypt.

Your group is going to research information to go into a chapter of a class book about the beliefs of ancient Egyptians. Your teacher will tell you which area you are going to research.

- Gods and Goddesses and their roles
- Mummies and Embalming.

You will need to think about the information that you need to put into your chapter and how it is going to look.

- 1 Open Kar2ouche - Egyptians and locate Ay's Story from the text palette.
- 2 Find the section that begins: 'Then Tutankhamun died very suddenly ...'
- 3 Follow the written text as you listen to the audiofile from 'The Death of Tutankhamun' onwards.
- 4 Choose the text that gives you information about the area that you are researching.
- 5 Drag the text into the caption window, and add backgrounds, characters and

History Sheet 5.1: Beliefs continued

props to the composition window to
illustrate your work.

History Sheet 5.1: Beliefs continued

- 6 When your group is happy with the presentation of the work, click on the print button. Choose the portrait option. Select a layout by choosing one of the options, and then drag each frame to a box.
- 7 Click the green printer icon to print your chapter.
- 8 Print your chapter and hand it to your teacher so that it can be put into the class book.

History Sheet 5.2



Beliefs



There are lots of different ways to combine and present information about a topic. As well as searching the Internet and using CD ROMs you should have looked at many information books on the topic of ancient Egypt.

Your group is going to research information to go into a chapter of a class book about the beliefs of ancient Egyptians. Your teacher will give you an area to research.

- Gods and Goddesses and their roles
 - Mummies and Embalming
 - A Pharaoh's funeral procession
 - The journey to the afterlife
 - Life after death/ what Tutankhamun took to his grave and why.
- 1 Open Kar2ouche - Egyptians and locate Ay's Story from the text box. Find the section that begins: 'Then Tutankhamun died very suddenly...'
 - 2 Read the text from 'The Death of Tutankhamun' onwards.
 - 3 Choose the text that gives you information about the area that you are researching. Drag the Kar2ouche text into the caption window.
 - 4 You must decide in your group how much information is needed. If you have other

History Sheet 5.2: Beliefs continued

information to add to this chapter, you can type it into the caption window below the copied text.

- 5 Add backgrounds, characters and props to the composition window to illustrate your work.
- 6 When your group is happy with the presentation of the work, click on the print button and check the layout of the book. Choose the portrait option. Select a layout by choosing one of the options, and then drag each frame to a box.
- 7 Click the green printer icon to print your chapter.
- 8 Print your chapter and hand it to your teacher so that it can be put into the class book.

English Lessons

English Lessons 1:

The Story of Isis and Osiris

Learning Objectives	<p>All students will: write their own versions of myths and fables; describe and talk about the effectiveness of their work with ICT, comparing it with other methods and considering the effect it has on others; review and edit writing to produce a final form.</p> <p>Most students will: choose form and content to suit a particular purpose; use language and style that are appropriate to the reader; review what they and others have done to help them develop their ideas.</p> <p>Some students will: be sensitive to the needs of the audience and think carefully about the content and quality when communicating information; use features of layout, presentation and organisation effectively.</p>
Learning Outcomes	<p>By the end of these lessons students will have:</p> <ul style="list-style-type: none"> planned and written their own versions of myths reviewed work and developed ideas, including effectiveness of ICT use.
Prior Learning	<p>Students should be familiar with:</p> <ul style="list-style-type: none"> the story of Isis and Osiris (simple version on CD) what the main features of myths are (see literacy lesson) outlines for planning stories Kar2ouche backgrounds word processing software on PC.
NC/NLS References	<p>NLS Year 5 Term 2: T11, T13</p> <p>English En3 Writing: 1a, b, c, d; 2</p> <p>PSHE 1a; 2c and 2f; 4a and 4d</p>
ICT Capabilities	<p>Students will use ICT to develop and refine ideas through use of text, images and sounds; share and exchange information in a variety of forms.</p>
Resources	<p>Microsoft Word</p> <p>Kar2ouche Egyptians Content Library</p> <p>Story of Isis and Osiris</p> <p>English Sheet 1.1 and 1.2 <i>What Happens to Set?</i></p>

Activities**Introduction**

- 1 Using Kar2ouche Isis and Osiris text/audio, revisit the story with class.
- 2 Discuss main points – put on board as bullet points (Nut has 4 children Isis, Osiris, Set, Nephthys: Set & Nephthys ruled Nubia, Isis & Osiris ruled Egypt: differences between rulers, including jealousy: Isis & Osiris invited to banquet by Set: box given as present to whoever it fitted, i.e. Osiris: Osiris locked in box, box taken away: Isis finds box: Osiris' body cut into 14 pieces: Gods help Isis to embalm Osiris' body: Osiris becomes guardian of the underworld: Isis lives in heaven.) You could ask students to summarise the story as ten bullet points.
- 3 Draw attention to the ending with students: encourage discussion with class using following questions as starting point.
 - What happens to Set at the end of the story?
 - Are you happy that you do not know what happens to Set?
 - What do you think happens to him?

Development

This lesson will take around two sessions to complete.

- 4 Using story-planning section of Sheets 1.1 or 1.2 *What Happens to Set?*, students plan the outline of the next chapter/sequel to story, based on discussion from introduction.
- 5 Begin writing first draft of story in Word.
- 6 Create pictures to accompany story in Kar2ouche and copy them into the Word document. Alternatively, save the Word document as a textfile and load into Kar2ouche text palette by clicking on the orange folder in the text/audio palette. Each paragraph could be dragged to the caption window and accompanied by an illustration.

Plenary

- 7 Students volunteer to share story so far with others. Share good use of vocabulary, sentence structure, etc. Students could present their stories to the class using Kar2ouche projected onto whiteboard.

Suggested Extension/Homework

- 8 Students work in pairs to check each other's work and make amendments prior to printing/publishing.
- Work on the Kar2ouche storyboard to produce final versions of their story. Students record their own audiofiles and add appropriate voice-overs and music.
 - Work in groups to create play scripts and perform the plays.
 - If students work on PC, the student can send it to the teacher so that comments can be inserted to support the student's writing prior to the second session.

Cross-curricular Extension

- 9 PSHE: students could discuss their feelings about Set's actions and suggest ways in which they could resolve the problems encountered in the story without the consequences experienced in the story. They can also relate it to their own playground issues and discuss how they would deal with such behaviour.

English Sheet 1.1



What Happens to Set?



Are you happy that you do not know what happens to Set at the end of the story of Isis and Osiris?

- 1 Complete the plan for the story 'What Happens to Set?' on your Story Planning Sheet.
- 2 Type your story into Microsoft Word. Don't forget to save your work as you go along, and ask for help to check your spelling.
- 3 When you have finished your story, and you and your teacher are happy with it, save it as a text file (your teacher will show you how). Now you can create a storyboard version using Kar2ouche.
 - a Start up your PC and open Kar2ouche.
 - b Click on the blue text and audio tab to enter the text library.
 - c Load your own text for the story into the text box (orange folder).
 - d Highlight the piece of text that you want for the first frame and drag and drop it into the caption window.
 - e Click on the green tab to get to the composition window and choose a background for the frame.
 - f Add your characters; position, pose and size them.
 - g Add any props; position, rotate and size them.
 - h Go to the next frame for the next part of your story.

Follow steps b-h to complete your story.

English Sheet 1.1: What Happens to Set? continued

- 4 Read through your story with a friend.
When you are happy with it print your
finished story.
- 5 If you have time, you could record an
audio version of yourself reading the
story.

English Sheet 1.1: What Happens to Set? continued



Story Planning Sheet

Fill in the gaps in the planning sheet below.

<p>Characters</p> <p>Who is in my story?</p> <p>What are they like?</p>	
<p>Setting</p> <p>Where does my story take place?</p> <p>When does it take place?</p>	
<p>Plot</p> <p>What happens to Set?</p> <p>Who is involved?</p>	

English Sheet 1.1: What Happens to Set? continued



<p>Conclusion</p> <p>How does my story end?</p> <p>What did happen to Set?</p> <p>How does everyone feel?</p>	
<p>Useful words</p> <p>Which words will make my story more interesting?</p>	
<p>Title</p> <p>Think of a good title for your story.</p>	

English Sheet 1.2



What Happens to Set?



Are you happy that you do not know what happens to Set at the end of the story of Isis and Osiris?

- 1 Complete the plan for the story 'What Happens to Set?' on your Story Planning Sheet.
- 2 Type your story into Microsoft Word. Don't forget to save your work as you go along, and ask for help to check your spelling.
- 3 When you have finished your story, and you and your teacher are happy with it, save it as a text file (your teacher will show you how). Now you can create a storyboard version using Kar2ouche.
 - a Start up your PC and open Kar2ouche.
 - b Click on the blue text and audio tab to enter the text library.
 - c Load your own text for the story into the text box (orange folder).
 - d Highlight the piece of text that you want for the first frame and drag and drop it into the caption window.
 - e Click on the green tab to get to the composition window and choose a background for the frame.
 - f Add your characters; position, pose and size them.
 - g Add any props; position, rotate and size them.
 - h Go to the next frame for the next part of your story.

Follow steps b-h to complete your story.

English Sheet 1.2: What Happens to Set? continued

- 4 Read through your story with a friend.
When you are happy with it print your
finished story.
- 5 If you have time, you could record an
audio version of yourself reading the
story.

English Sheet 1.2: What Happens to Set? continued

**Story Planning Sheet**

Fill in the gaps in the planning sheet below.

<p>Characters</p> <p>Who is in your story?</p> <p>What are your characters like?</p> <p>Choose some good adjectives to describe them.</p>	
<p>Introduction</p> <p>How will you start your story?</p> <p>Where and when does the story take place? Describe the setting.</p> <p>Remember to consider what happened at the end of the original story.</p> <p>Add useful words and phrases:</p>	

English Sheet 1.2: What Happens to Set? continued



<p>Plot</p> <p>What happens to Set? How does he feel?</p> <p>Who does he meet?</p> <p>What do these people do?</p> <p>Add useful words and phrases:</p>	
<p>Complication</p> <p>Does something else happen to Set?</p> <p>Who is involved?</p> <p>What happens?</p> <p>Add useful words and phrases:</p>	

English Sheet 1.2: What Happens to Set? continued



<p>Conclusion</p> <p>How does the story end?</p> <p>What happens to Set?</p> <p>How are the other characters affected? How do they feel?</p> <p>Add useful words and phrases:</p>	
<p>Title</p> <p>Think of a good title for your sequel</p>	

English Lessons 2:

A Day in the Life of an Egyptian Embalmer

Learning Objectives	<p>All students will: create a cartoon diary on the subject of embalming using Kar2ouche.</p> <p>Most students will: create a cartoon diary using a range of texts and other sources; show empathy with the characters involved.</p> <p>Some students will: create a cartoon diary using text and other sources, adjusting the story to a specific audience.</p>
Learning Outcomes	<p>By the end of these lessons students will have:</p> <ul style="list-style-type: none"> planned written work carefully researched information using a variety of sources created a cartoon version of a story based on historical sources written in a variety of styles.
Prior Learning	<p>Students should:</p> <ul style="list-style-type: none"> have knowledge of embalming and afterlife from history lessons on Egyptians be familiar with Ay's story (from Kar2ouche Egyptian Content Library) be familiar with writing diary entries be familiar with Kar2ouche (backgrounds, character poses, speech bubbles, text boxes and storyboard frames).
NC References	<p>English En1 Speaking and Listening: 9b; En2 Reading: 3 a-g; 4b; En3 Writing: 1a-e; 2 a-f; 9a</p> <p>PSHE 1a; 2e; 4a and 4b</p>
ICT Capabilities	<p>Students will compose on screen; prepare information for development; share and exchange information in a variety of ways; develop and refine ideas using ICT.</p>
Resources	<p>Kar2ouche Egyptians Content Library</p> <p>English Sheet 2.1 and 2.2 <i>A Day in the Life of an Embalmer</i></p> <p>Selection of books from reading list</p> <p>www.ancientegypt.co.uk</p> <p>Selection of diaries, including <i>The Diary of Anne Frank</i>, <i>The Diary of a Killer Cat</i> (A. Fine).</p>

Activities

Introduction

- 1 Show students pictures from resource books/images from Kar2ouche – Egyptians CD of embalming routine.
- 2 Read through/listen to the section of text from Ay's story: *Embalming House* and revise the main points. You may ask students to create this list themselves from reading or listening to text.
 - Body laid out
 - Washed and shaved
 - Cut open
 - Organs removed – brain, stomach, lungs, liver & intestines and put in canopic jars
 - Body filled with myrrh & spices to dry out
 - Packed in Natron for a hundred days
 - Then packed with linen to keep it in shape
 - Rubbed with oils and resin to keep it supple
 - Body wrapped in layers of linen with amulets between each layer, fingers and toes wrapped individually
 - Priests would pray while the embalmers pour oils over the body.
- 3 Discuss with students how diary entries are written.

Development

- 4 Over the course of two lessons, students plan and write cartoon diary/story on *A Day in the Life of an Embalmer*.
 - Planning stage:
 - i Decide on number of frames required,
 - ii Wording of diary, based on text from Kar2ouche and resource books.
 - Writing stage:
 - i Create frames using Kar2ouche, adding characters, backgrounds and props to composition windows, and text boxes/captions to caption windows.
- 5 Print work and display as diaries/books.

Plenary

- 6 Students share their diaries with the rest of the class. Discuss the different types of diaries that are written.

Suggested Homework/Extension

- 7 Students research Egyptian farming and create a series of frames entitled *A Day in the Life of an Egyptian farmer*. Students could use a mixture of backgrounds from Kar2ouche – Egyptians and digital images gathered from Internet, Encarta and own drawings to add to frames.
- 8 Students look at diaries such as *The Diary of Anne Frank*, or *The Diary of a Killer Cat* and create an appropriate adaptation of a section of the diary. They can look at the different styles of diary writing.

Cross-curricular Extension

Students could link work to PSHE or RE and create diary entries linked to incidents in the playground (bullying related) or symbolic rituals in different religions/festivals.

English Sheet 2.1a



A Day in the Life of an Embalmer

Do you keep a diary? What are you going to do with it?

Lots of people keep diaries. Some of these diaries have become famous. One of the most famous diaries is the one kept by Anne Frank. These diaries tell us about the personal life of the writer, but also give us historical information.

Imagine that you are an Egyptian embalmer. Your work is very skilled and you have carried out your duties many times. However, today your embalming takes on even more importance, as you are about to embalm the body of Pharaoh Tutankhamun.

You are going to write a diary of your work, so that others can read about your skills.

- 1 Open Kar2ouche - Egyptians and find Ay's story - *The Embalming House* from the text and audio library. Follow the text as you listen to the recording of that section.
- 2 Plan your diary on paper. You need to think about how you are going to write your entries.
- 3 When you have completed your planning, open the composition window and write your diary entries in the caption windows. One window per paragraph.
- 4 Now add backgrounds, characters and props, as appropriate. Add text boxes and speech bubbles to each frame if you wish.
- 5 Save your work and print it out as if it were a comic.

English Sheet 2.1a: A Day in the Life of an Embalmer continued

- 6 Share your comic diary with your friends.
How does your comic diary differ from
others? How many different types of
diaries are there?

English Sheet 2.1b



A Day in the Life of an Embalmer - Planning Sheet

Complete the text for each frame. You can use this frame to help you plan your storyboard.

Words to help you:

Shaved, laid, cut, organs, brain, lungs, canopic, myrrh, Natron, 100, linen, shape, resin, wrapped, amulets, fingers, priests, oils.

Title slide	1. The _____ is laid out, washed and _____
2. The body is _____ open. The _____ are removed	3. The _____, stomach, _____, liver and intestines are put into _____ jars.
4. The body is filled with _____ and spices to dry it out.	5. _____ is put inside the body and left for _____ days.
6. The body is packed with _____ to help keep it in _____.	7. To keep the body supple, oils and _____ are rubbed over it.
8. The body is _____ in layers of linen. _____ are placed between each layer. The _____ and toes are wrapped separately.	9. _____ pray while embalmers pour _____ over the body.

English Sheet 2.2



A Day in the Life of an Embalmer

Do you keep a diary? What do you write in your diary? What are you going to do with it? Do you think that it would be interesting for others to read?

Lots of people keep diaries. Some of these diaries have been printed and have been read the world over. One of the most famous diaries is the one kept by Anne Frank. These diaries give us an insight into the personal life of the writer, but also give us historical information.

Imagine that you are an Egyptian embalmer. Your work is very skilled and you have carried out your duties many times. However, today your embalming takes on even more importance, as you are about to embalm the body of Pharaoh Tutankhamun.

You are going to write a diary of your work, so that others can read about your skills.

- 1 Open Kar2ouche - Egyptians and find Ay's story - *The Embalming House* from the text and audio library.
- 2 Read the text from that section and refer to other resources about embalming. Make some notes to remind you of the important details. Plan your diary - you need to decide:
 - how many frames you need to have

English Sheet 2.2: A Day in the Life of an Embalmer continued

- how you are going to write your entries (look at examples of different diary styles and choose one you like).

English Sheet 2.2: A Day in the Life of an Embalmer continued

- 3 When you have completed your planning, open the composition window and begin creating your frames.
 - Write your diary entries in the caption windows.
 - Add backgrounds, characters and props as appropriate. Remember that you can insert your own digital backgrounds from your hard drive.
 - Add text boxes and speech bubbles to each frame as necessary.
- 4 Save your work and print it out as if it were a comic.
- 5 Share your comic diary with your friends. How does your diary differ from the others? How many different styles of diary are there?

English Lessons 3:

Newspaper Story Reporting on Tutankhamun's Death

Learning Objectives	<p>All students will: create a newspaper story on the death of Tutankhamun, showing some awareness of the reader.</p> <p>Most students will: create a newspaper story, using alphabetical knowledge to find information; adapt different forms of writing to different readers.</p> <p>Some students will: create a newspaper story, locating and using ideas and information; develop ideas in interesting ways and organise them appropriately for the purpose of the reader.</p>
Learning Outcomes	<p>By the end of these lessons students will have:</p> <ul style="list-style-type: none"> communicated information in a variety of ways created a newspaper story based on historical evidence gained an understanding of the features of newspaper story writing understood that the media presents information in a variety of ways.
Prior Learning	<p>Students should have:</p> <ul style="list-style-type: none"> completed work on Tutankhamun during history lessons some knowledge of how newspaper stories are put together (linked to literacy lessons) an understanding and appreciation that different people are likely to have different viewpoints.
NC/NLS References	<p>English En2 Reading: 2 a-d; 3 a-f; 4 a and 4b; En3 Writing: 1a-e; 2 a-f</p> <p>NLS Year 4 Term 1: T21, T24; Year 5 Term 1: T21, 24; Year 6 Term 1: T15, 16, 18</p> <p>PSHE 2k</p>
ICT Capabilities	<p>Students will compose on screen and paper; use planning and proofing tools; use ICT to generate, develop, organise and present their work.</p>
Resources	<p>Kar2ouche Egyptians Content Library</p> <p>English Sheet 3.1, 3.2 <i>Headline News</i> and 3.3 <i>Newspaper Planning Sheet</i></p> <p>Resource books containing information on Tutankhamun</p> <p>www.ancientegypt.co.uk</p> <p>Copies of newspapers or Internet news headlines</p>

Activities

Introduction

- 1 Discuss with students the lead story from a local or national newspaper. Identify the characteristics of a newspaper story: catchy headline, facts of story, interviews with witnesses, pictures. If possible, share the same story from two different papers (tabloid and broadsheet) to demonstrate the different styles and viewpoints adopted by different publications.
- 2 Look at news headlines printed from Internet news site – draw conclusions about any possible differences.
- 3 Read the story of Tutankhamun’s death from Kar2ouche – Egyptians CD, or show story and listen to audio version. Revise the main points with the class.
 - 18 years old.
 - Sudden death.
 - Country in state of shock – why? (Kind, full of wisdom, interested in the people.)
 - His funeral would be magnificent to celebrate his life.
- 4 Ask students what else would need to be added to the story – what would readers want to know? Discuss how a tabloid story might be different from one printed in a broadsheet.

Development

Probably two lessons: one for planning; one for writing and creating picture

- 5 Individually or in pairs, students plan the news story (this could be done either on paper using Sheet 3.3, in Word using the outline pane, or using a writing frame). Students should use the story from Kar2ouche and a selection of resource books and web sites to research the event.
- 6 Students open Kar2ouche – Egyptians and create main picture and headline by choosing appropriate backgrounds, characters and props, and inserting a text box into the frame.
- 7 Students can then copy the picture from the Kar2ouche Egyptians Content Library to a Word or Publisher document before completing the newspaper story, or create text boxes on a series of frames in Kar2ouche to complete their story.

Plenary

- 8 Students share headlines and news stories, discussing the different styles that have been used within the class.
- 9 The newspapers can be printed and displayed.

Suggested Homework/Extension

- 10 Prior to printing, students can spell check their work and make a list of words which have caused problems. These could form the basis for an individualised spelling analysis.
- 11 Students could research further into the death of Tutankhamun, in order to add more information to their news story, or to give their work a different 'slant'.

Cross-curricular Extension

- 12 PSHE: Students could watch a television news programme and find the same story in the newspaper or listen to it on the radio. Students can then compare the different ways in which the media report this story.

English Sheet 3.1



Headline News

Journalists need to be able to write their stories so that the headline makes people buy the paper.

A most unthinkable thing has happened. Tutankhamun is dead! 'The Daily Pyramid' has written the following story.

THE DAILY PYRAMID COUNTRY IN SHOCK. RULER DIES

Tutankhamun, Egypt's ruler, died suddenly today.

He was only 18 years old.

The country is said to be in shock.

Tutankhamun leaves behind a wife.

Ay is said to be very upset. He told reporters, "It is so sad. He was so young and so well liked by the people. I am preparing a funeral to be a celebration of his life."

The funeral will take place once the embalmers have completed their work.

English Sheet 3.1: Headline News continued

- 1 You work for a different newspaper and your editor has asked you to cover the story of Tutankhamun's death so that your paper will sell more than your rival's.
- 2 First plan your story. You can use English Sheet 3.3 to help you. You need to decide what information you are going to give to your readers. This might include:
 - when he died
 - how he died (and any gossip)
 - how the country has been affected
 - what happened at his funeral
 - how he was buried.
- 3 Open Kar2ouche - Egyptians and find the section of Ay's story that tells you about Tutankhamun's death. Listen to the audio version while you follow the text of Ay's story to check that you have all of the facts. You might want to look at some of your resource books in class and also some web sites.
- 4 Write your first draft in Word or Publisher. You might want to use Sheet 3.3 to help you.
- 5 When you have finished your story, check it through for spelling and grammar mistakes. You might want to show it to a friend before giving it to your teacher to check.

English Sheet 3.1: Headline News continued

- 6 When you are ready to create your final edition:
- open Kar2ouche - Egyptians and go to the composition frame
 - click on the text box button to add a text box to your frame
 - type your headline text into the text box
 - choose the background, characters and any props that you will need to make up your picture for your story and add them to the composition window
 - check that you are happy with your work, save it and copy it into your Word or Publisher document.

You might want to share your story with other students from the class. How does your story differ from the stories written by other students? Is the style of the story the same?

English Sheet 3.2



Headline News

Journalists need to be able to write their stories so that the headline makes people buy the paper. A most unthinkable thing has happened. Tutankhamun is dead!

A rival newspaper has created the following front page.

<p>THE DAILY PYRAMID <i>COUNTRY IN SHOCK. RULER DIES</i></p>	
<p>Tutankhamun, Egypt's ruler, died suddenly today.</p> <p>He was only 18 years old.</p> <p>The country is said to be in shock.</p> <p>Tutankhamun leaves behind a wife.</p>	<p>Ay is said to be very upset. He told reporters, "It is so sad. He was so young and so well liked by the people. I am preparing a funeral to be a celebration of his life."</p> <p>The funeral will take place once the embalmers have completed their work.</p>

You work for a different newspaper and your editor has asked you to cover the story of

English Sheet 3.2: Headline News continued

Tutankhamun's death so that your paper will sell more than your rival's.

- 1 First plan your story. You might want to use English Sheet 3.3 to help you. You need to decide what information you are going to give to your readers, and also how you are going to write it. Will you write a sensational story for a tabloid newspaper, or something more informative for a broadsheet? Your story might include paragraphs on:
 - when he died
 - how he died – are there any suspicious circumstances?
 - how the country has been affected
 - what happened at his funeral
 - how he was buried.
- 2 Open Kar2ouche – Egyptians and find the section of Ay's story that tells you about Tutankhamun's death. Read through Ay's story to check that you have all of the facts. You might want to look at some of your resource books in class and also some web sites. Make notes on the points you want to include in your story.
- 3 Write your first draft in Word or Publisher. You might want to use Sheet 3.3 to help you.

English Sheet 3.2: Headline News continued

- 4 When you have finished your story, check it through for spelling and grammar mistakes - use the computer to help you. You might also want to show it to a friend before giving it to your teacher to check.
- 5 When you are ready to create your final edition, you will need one or two pictures. Open Kar2ouche - Egyptians and go to the composition frame. Choose the background, characters and any props that you will need to make up the pictures for your story and add them to the composition window.
- 6 To add these pictures to a Word or Publisher document, find the print screen key on your keyboard. (Your teacher may need to show you how to use this function.) Paste them into your Word or Publisher document. Click on the screen you have inserted and use the picture toolbar (View; Toolbars; Picture) to crop and resize the picture.
- 7 Check that you are happy with your work, save it and print it out.

English Sheet 3.3



Newspaper Planning Sheet

Choose the title of your newspaper

Luxor News

Add a crest and

Tutankhamun Dies Age 18!

Opening summary paragraph in larger type

Add a picture from Kar2ouche and a caption

Story in short paragraphs, including witness quotations, and sub-

You could add a secondary story here

Literacy Lessons

Literacy Lessons I

The Story of Isis and Osiris

Learning Objectives	<p>All students will: identify and classify the features of myths; identify uses of commas in sentences.</p> <p>Most students will: show understanding of main points of the story; use punctuation effectively to signpost meaning.</p> <p>Some students will: refer to the text when explaining their views; demonstrate secure use of the comma in embedding clauses within sentences.</p>
Learning Outcomes	<p>By the end of these lessons students will have:</p> <ul style="list-style-type: none"> • identified main features of myths • shown understanding of the text • referred to the text when explaining their views • identified uses of commas within written work • have an understanding of people's lives in other times and places.
Prior Learning	<p>Students should:</p> <ul style="list-style-type: none"> • have some knowledge of myths, legends and fables • know how to use Kar2ouche .
NC/NLS References	<p>NLS Year 5 Term 2 T1, (S5, S9)</p> <p>English En2 Reading: 3; En3 Writing: 2; 3</p> <p>PSHE 4b</p>
ICT Capabilities	<p>Students will develop and refine ideas by bringing together text and images as appropriate; share and exchange information in a variety of forms.</p>
Resources	<p>Kar2ouche Egyptians Content Library</p> <p>Paper copy of story</p> <p>Literacy Sheets 1.1 and 1.2 <i>What is a Myth?</i></p> <p>Copies of other myths (extension)</p>

Activities

Introduction

- 1 **15 MINS** Whole class – shared reading. Class read through the story of Isis and Osiris. (As a reinforcement activity, they can listen to the story again later using the audiofiles in Kar2ouche.) Teacher to draw out comprehension through questions to class after read through.
 - How many children did Nut have?
 - Why were the babies hidden on earth?
 - Who ruled Nubia? Egypt?
 - Why was Set jealous?
 - What was special about the box displayed at Set's banquet?
 - For whom was the box made? (How do you know?)
 - What happened when Isis cried?
 - On which river was the box floating?
 - Which animal did Isis turn herself into?
 - In what way was she injured when in the shape of this animal, and how?
 - What type of tree grew around the box?
 - Why did Isis stop looking for Osiris?
 - What happened to Osiris' body before Isis could bury it? Why did Set do this?
 - Why did the local people try to stop Isis making a boat?
 - Why was Isis not afraid by the people's warnings?
 - How did Anubis help Isis?
 - What happened to Isis and Osiris after their final meeting?
- 2 Introduce class to features of myths: story involving gods and goddesses; tells of events with magical happenings; involves gods involved in evil actions; takes place in a different culture; takes place a long time ago; tries to explain reasons for something important through the story.
- 3 **15 MINS** Whole class – phonics, spelling, vocabulary and grammar (*Following activity suggestion only – but left to discretion of teacher*). Grammar – use of commas in written work: linked to story, highlight the different uses of commas (e.g. the list of jobs taught to the people by Isis and Osiris; the details leading up to Set's soldiers taking the locked box containing Osiris away). Model use in sentences – demonstrate use of comma in embedded clauses. e.g. Nut, wife to the Sun God Ra, gave birth to four babies: Set, Osiris, Nephthys and Isis. Her short-tempered husband had cursed her with childlessness and so, to keep them safe from him, she hid them on Earth.

Development

- 4 **20 MINS** Guided Group Tasks (reading or writing)/ Independent Group Tasks. Students have list of main features of myths in front of them (see Literacy Sheet 1.1 *What is a Myth?*), along with copy of story of Isis and Osiris on CD. Working in pairs, students use Kar2ouche version of the story to find evidence of each of the features of myths. They can copy and drag the evidence (quoting from the story) into the caption window in Kar2ouche and create their own illustrative storyboards.

Plenary

- 5 **10 MINS** Students share their evidence of features of myths. Discuss answers – are students correct? Discuss whether all features have to be present for the story to be a myth and which features are most important. Students could rank the features 1-6, with 1 being most important. If time, or in a subsequent lesson, they could try this out with other well-known stories to see if the ranking works.

Suggested Homework/Extension

Students reinforce features of myths by trying to identify features in other myths. If they have access to Kar2ouche at home or out of lesson time, they can complete storyboard frames.

Literacy Lesson Sheet 1.1



What is a Myth?

The story of Isis and Osiris is an example of a **myth**. Looking for the main features of myths can identify this story genre. A myth is a story that:

- involves gods and goddesses
- tells of events with magical happenings
- involves gods involved in evil actions
- takes place in a different culture
- takes place a long time ago
- tries to explain reasons for something important through the story.

- 1 Open Kar2ouche - Egyptians and find the story of Isis and Osiris in the text library.
- 2 You will need Sheet 1.1a and 1.1b. Cut out the statements from Sheet 1.1a and fit them into the correct boxes on Sheet 1.1b.
- 3 If you have time, go back to Kar2ouche - Egyptians. Type one of your sentences into the caption window, or drag and drop the text into the caption window from the text library. Add a background, some characters and props to the storyboard frames to illustrate your work.

Literacy Sheet 1.1a



Look at these sentences from the Story of Isis and Osiris. They are all evidence of the main features of myths.

Cut them out and stick them into the correct boxes on Sheet 1.3

Nut, wife to the Sun God Ra, gave birth to four babies: Set, Osiris, Nephthys and Isis.



Immediately Set closed the lid and locked the box.



The Sun God Ra, was unable to sleep for the dreadful noise.



Before Isis could bury the body, the jealous Set hacked it into fourteen pieces.



He showed her magic that had never before been used on Earth:



...how to embalm her husband's body and wrap it in linen and prayers.



Set and Nephthys ruled over Nubia.



Osiris and Isis were King and Queen of Egypt.



Isis turned herself into a hawk and flew along the river.



Set did not want Isis to bury her husband for then people would be able to worship Osiris at a shrine.



Isis told the people to use the many papyrus reeds that lined the river.

Literacy Sheet 1.1b



This sheet shows the six main features of myths.

Stick your sentences from Sheet 1.1a into the correct boxes.

A story involving gods and goddesses

It involves gods involved in evil actions

It takes place a long time ago

Literacy Sheet 1.1b: What is a Myth? continued



It tells of events with magical happenings

It takes place in a different culture

It tries to explain the reasons for something important through the story

Literacy Sheet 1.2



What is a Myth?

The story of Isis and Osiris is an example of a **myth**. Looking for the main features of myths can identify this story genre. A myth is a story that:

- involves gods and goddesses
- tells of events with magical happenings
- involves gods involved in evil actions
- takes place in a different culture
- takes place a long time ago
- tries to explain reasons for something important through the story.

- 1 Open Kar2ouche - Egyptians and find the story of Isis and Osiris in the text library.
- 2 Create a storyboard frame for each of the **six** features of myths. For each feature, you need to find evidence from the text that will prove that the story is a myth.
- 3 Select the pieces of text that you think you could use as evidence of each feature. Drag and drop the text into the caption window for that frame.
- 4 Add a background, characters and props to the composition window to help support the evidence that you have found.

Literacy Lessons 2

Isis and Osiris: Play Scripts

Learning Objectives	<p>All students will: understand dramatic conventions; understand how dialogue is set out; write own play scripts.</p> <p>Most students will: write own play script, applying conventions and include production notes.</p> <p>Some students will: annotate play script as preparation for performance, taking into account pace, movement, gesture, delivery of lines and needs of the audience.</p>
Learning Outcomes	<p>By the end of these lessons students will have:</p> <ul style="list-style-type: none"> • created play scripts taking into account dramatic conventions • annotated play scripts in preparation for performance • used their imaginations to understand other people's experiences.
Prior Learning	<p>Students should have:</p> <ul style="list-style-type: none"> • some knowledge of play scripts • participated in school plays/discussed watching plays on TV/video • created their own play scripts during previous literacy/creative writing sessions prior to this session.
NC/NLS References	<p>NLS Year 5 Term 1 Targets 5, 18, 19, 20, (Sentence level 7)</p> <p>English En 1 Speaking and Listening: 4; En3 Writing: 1; 2</p> <p>PSHE 2e</p>
ICT Capabilities	<p>Students will develop writing on paper and on-screen; share and exchange information in a variety of forms.</p>
Resources	<p>Kar2ouche Egyptians Content Library</p> <p>Copies of play scripts for use as examples</p> <p>Literacy Sheets 2.1, 2.2 <i>Isis and Osiris for the Stage</i></p>

Activities**Introduction**

- 1 **15 MINS** Whole class – shared writing. Using Kar2ouche CD Rom draw attention to opening of Isis and Osiris story.
- 2 Discuss how the story will need to be changed in order to turn the story into a play script. This should be a revision of play script conventions. (Conventions of scripting: stage directions, asides, names of characters in margin, etc.)
- 3 With support of class, act as scribe to change opening of story into play script. Set remainder of story to be completed before next lesson.
- 4 **15 MINS** Whole class - phonics, spelling, vocabulary and grammar. Using story of Isis and Osiris from Kar2ouche CD Rom, look at conventions in dialogue.
 - Demonstrate/revise how dialogue is set out: separate lines for alternate speakers; commas before speech marks. Students can use their own versions of the play script to support this session.
 - Using story and support from class, insert some direct speech into the story.

Development

- 5 **20 MINS** Guided Group Tasks (reading or writing)/ Independent Group Tasks. N.B. this lesson implies that the class will have already planned and written their play scripts during homework or other lessons, ready to import into Kar2ouche. Students enter their own play script from MS Word saved as a text file, into Kar2ouche.
- 6 Students drag and drop sections of their text into the caption window for each scene/frame. They add a background, characters and props as appropriate for each scene/frame.
- 7 Students should annotate their work, using text boxes, to explain the position of characters and props in the frame.

Plenary

- 8 **10 MINS** Share play scripts completed so far. Students discuss aspects of each other's work that they like, as an evaluation of their work.
- 9 Revise scripting conventions to remind students of the point of their task.

Suggested Homework/Extension

10 Complete annotation of play script in storyboard frames.

Students could record their own audiofile to go with each frame.
(From their original play scripts.)

Literacy Sheet 2.1



Isis and Osiris for the Stage

When plays are written, the playwright has ideas of how each scene will be acted out on stage.

As the writer of the play 'Isis and Osiris', you have to decide how you want your actors to portray the characters in your work, and how the action will develop. This is why you have written directions in brackets in your script.

By entering some of your play script into the Kar2ouche caption window, you can create composition frames to demonstrate how you want each scene to look.

- 1 Enter your play script text into the Kar2ouche text library (orange folder).
- 2 Choose the text that goes with the action for the very first scene of your play. Enter it into the caption window.
- 3 Add a background, characters and any props to the composition window. Use the manipulator tool to resize and position the characters in the frame. (Imagine that you are acting this part of the play and your teacher or the director shouted 'freeze!' Position the characters, as they would look frozen in that scene.)
- 4 Add the words that the characters are speaking as speech bubbles.

Literacy Sheet 2.1: Isis and Osiris for the Stage continued

- 5 Print out the frames. Talk to your partners about your work. Can you explain the reasons why you have positioned the characters as you have? Add a text box to explain some of your thoughts.

Literacy Sheet 2.2



Isis and Osiris for the Stage

When plays are written, the playwright has ideas of how each scene will be acted out on stage.

As the writer of the play 'Isis and Osiris', you have to decide how you want your actors to portray the characters in your work, and how the action will develop. This is why you have written directions in brackets in your script.

By entering some of your play script into the Kar2ouche caption window, you can create composition frames to demonstrate how you want each scene to look.

- 1 Save your script as a text file and load it into Kar2ouche (click the orange folder in the text/audio palette).
- 2 Choose a section of the text to enter into the caption window.
- 3 Add a background, characters and props to the composition window to demonstrate what the scene would look like at the moment in the play that you have chosen. Use the manipulator tool to resize and position the characters in the frame. (Imagine that you are acting this part of the play and your teacher or the director shouted 'freeze!'. Position the characters, as they would look frozen in that scene.)

Literacy Sheet 2.2: Isis and Osiris for the Stage continued

- 4 Add speech bubbles showing what is being said at the precise moment when the scene has been frozen.
- 5 Print out and then annotate each frame, explaining the reasons why you have positioned the characters as you have.

Literacy Lessons 3

Character Portraits

Learning Objectives	<p>All students will: write portraits of characters; use adjectives appropriately in their work.</p> <p>Most students will: write portraits of characters using story text to describe characteristics and behaviour.</p> <p>Some students will: write portraits of characters using story text and other materials; convey the meaning of the text in a range of forms for different readers.</p>
Learning Outcomes	<p>By the end of these lessons students will have:</p> <ul style="list-style-type: none"> • written character portraits, using story text to support work • used adjectives appropriately in writing • presented work in a variety of forms • thought about the lives of others • reflected on moral, social and cultural issues.
Prior Learning	<p>Students should:</p> <ul style="list-style-type: none"> • know what adjectives are • have read the story of Isis and Osiris • understand how to use Kar2ouche • have some understanding that different people have different viewpoints.
NC/NLS References	<p>NLS Year 3 Term 2: T 8 (Sentence level 2, 3)</p> <p>English En2 Reading: 3a-g; 4a and 4c; 8f; En3 Writing: 1a-e; 7a; 9a; 10</p> <p>PSHE 2e; 4b</p>
ICT Capabilities	<p>Students will present work in a variety of forms; work between two documents.</p>
Resources	<p>Kar2ouche Egyptians Content Library</p> <p>Literacy Sheets 3.1, 3.2 <i>Writing About Characters</i></p>

Activities**Introduction**

- 1 **15 MINS** Whole class – shared reading. Read through story of Isis and Osiris. Briefly discuss with students the main characters:
 - Who are they: Set, Nephthys, Isis and Osiris
 - Main characteristics:
 - a Set – jealous, ruler of Nubia. Interested in self, not loved by their people, evil.
 - b Nephthys – Set’s wife, ruler of Nubia. Interested in self, not loved by their people.
 - c Isis – Queen of Egypt. Loved by people, caring, determined.
 - d Osiris – King of Egypt, loved by people, caring.
- 2 **15 MINS** Whole class - phonics, spelling, vocabulary and grammar. Highlight adjectives from first paragraph of the story.
 - Ask students, what have these words got in common?
 - What type of words are these?
 - Students should identify that the words are adjectives. Ask students, what task do adjectives do in our writing? (Describe nouns.)
 - Get students to volunteer adjectives that they spot from the following paragraphs.
 - Discuss with students the effect that adjectives have on proper nouns – giving an insight into their character or behaviour.

Development

- 3 **20 MINS** Guided Group Tasks (reading or writing)/ Independent Group Tasks. In pairs or individually, students open Kar2ouche – Egyptians and select one of the main characters from the story of Isis and Osiris. Choose an image of the character, place it in the composition frame and pose it.
- 4 Using the text from the story, students create a character portrait of the character, by selecting appropriate words from the text and placing them in thought bubbles/text boxes around the character. They can add other adjectives to the frame to describe their behaviour.

Plenary

- 5 **10 MINS** Students share the character portraits with the rest of the class – other students suggesting further adjectives/other features of the characters that they have found from reading the story, or that have been implied from the events in the story.

Suggested Homework/Extension

- 6 Students could do the same exercise for themselves – take a digital photograph/scan a photograph of themselves and load into the PC. They could then add adjectives to describe their own character. These could be used as part of a PSHE project.
- 7 Alternatively, the students could repeat the exercise for Tutankhamun, or a character from a favourite story.
- 8 A sound track of suitable music or background effects could be recorded and a voice-over added.

Literacy Sheet 3.1



Writing About Characters

What would you do if you lost your pet dog or cat? You might stick up posters in the street or corner shop which describe your pet.

You are sending a driver to meet an important ruler at the airport. This ruler has travelled over many centuries and passed through many countries on their journey. The only clues the driver has to go on are what you have produced on your character portrait. The driver will take this to the airport.

You have to decide which ruler the driver is going to meet - Set or Isis - and produce a character portrait.

- 1 Open Kar2ouche - Egyptians and find the text for the story of Isis and Osiris in the text audio palette.
- 2 Choose an image of the character you have selected and place it in the composition window.
- 3 Put speech bubbles around the edge of your ruler in the composition window. Drag in the relevant words from the story text that describe the ruler's character and behaviour.
- 4 If you can think of other words (adjectives) that describe your ruler, add these in text boxes at the edge of

Literacy Sheet 3.1: Writing About Characters continued

the window - or in the caption window below.

- 5 When you are happy with your character portrait, print it out. You can share your posters with other students from your class.

Extras

You could also play 'Who am I?' with your friends: read out some of the clues for your ruler and see if your friends can guess for whom you are looking.

If you have time, you could create a character portrait for Tutankhamun.

Literacy Sheet 3.2



Writing About Characters

If you have lost a pet, you might stick posters up in your street with a photograph of your animal, its name and some of the main points that characterise the animal as your pet. The Police would do this when they are looking for someone who has carried out a crime in the area, usually with a photo-fit picture of the person they are looking for.

You are sending a driver to meet an important ruler at the airport. This ruler has travelled over many centuries and passed through many countries on their journey. The only clues the driver has to go on are what you have written on your character portrait.

You have to decide which ruler you are going to meet – Set, Nephthys, Isis or Osiris – and produce a character portrait to take with you.

- 1 Open Kar2ouche – Egyptians and find the text for the story of Isis and Osiris in the text audio palette. Choose an image of your chosen ruler and place it in the composition window.
- 2 Copy the screen and paste it into a Word or Publisher document.
- 3 Copy the text that gives you clues to the character and behaviour of your

Literacy Sheet 3.2: Writing About Characters continued

ruler into the caption window. Copy this into your Word or Publisher document too. You are going to use this information to produce your portrait.

