
Unit 4 (Art History-King Tut)

This is a good lesson to show before Halloween as it shows where some of our Halloween customs originated.

Unit Overview:

Students will study the link between Art, Archeology, and History. They will learn that these areas of study are interrelated and depend on each other. Each adds to the others knowledge. They work together to piece together our past.

They will study the importance of King Tut and Egyptian culture in today's society.

Lesson 4-1: Week 13

Objective:

This lesson shows the importance of Archeology to Art. It helps students understand the importance that Art has on civilizations, both past and present. It helps them understand it is one of the key factors of learning about past civilizations. It also helps them to understand why studying about Art History is important.

Skills Attained:

Students will explore the study of Archeology in relation to Art. They will understand its influence on the world. They will understand the importance of Art History.

Topics:

- Archeology is important to the study of Art.
- Art is a key factor in studying past civilizations.
- Art History is important to study to learn where we have been and where we are going.
- King Tutankhamen and his importance to Egypt and the world, both past and present.

Vocabulary:

1. Archeology-The study of past civilizations.

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2. King Tutankhamen-an Egyptian boy king who lived between 1333 and 1323 BC.
3. Mummy-a body that has been preserved with chemicals and wrappings.
4. Valley of the Kings-a dry rocky valley near Luxor, Egypt where many tombs of Pharaohs are found.
5. Pharaohs-an Egyptian King.
6. Hieroglyph-writing words with pictures.
7. Howard Carter-a British Archeologist and Artist who discovered the tomb of King Tut.
8. Lord Carnarvon-is the British Lord who financed the dig of King Tut's tomb.
9. Sarcophagus-a stone box decorated with sculpture and hieroglyphs.
10. Cloisonné-a type of enamel work where the enamel is in a pattern and separated by metal wires.

Procedure:

- 1) Go to the Encarta website and show them what it says about King Tut, Howard Carter, Lord Carnarvon, and Hieroglyphs. Look at the pictures in the book Tutankhamun by T.G.H.James. I highly recommend this book. It's great!
- 2) Place Class Notes 4:1a Vocabulary on the overhead and/or Unit 4 Lesson 4-1 King Tut.ppt. and pass out the Student Workbooks Lesson 4:1 page 35. Go over the vocabulary and have the students fill it in. They may complete the bottom of the Student Workbook Lesson on their own. Take them up. Do this lesson when the students come to class on their regular rotation prior to viewing the film. Let them know the film is coming up.
- 3) Bring all co-cur 4th Grade classes to the auditorium or any large area where a video can be projected. Make sure to arrange this ahead of time with the other co-cur teachers and with the classroom teachers. I try to schedule it on an early release day.
- 4) Go over with the group proper behavior during films. Tell them the story of King Tut and about the importance of the lesson found under Description.

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5) Show the film to the students. Show as much as time will allow and follow what it describes under teaching strategies.

6) Dismiss students in an orderly manner.

Materials List:

Class Notes 4:1a Vocabulary, Student Workbooks Lesson 4:1 page 35, Film on King Tut, book-Tutankhamun by T.G.H.James, Unit 4 Lesson 4-1 King Tut.ppt

Description:

King Tut was a minor King of Egypt who ruled between 1333-1323. He became Pharaoh at the age of 9 years old and ruled until he was 18. His is important to Archeology because his tomb was found virtually intact by Howard Carter in 1922. It is the only tomb in the Valley of the Kings found that way. All others were looted by thieves long ago. The reason his tomb was not discovered before then is because a greater King had been buried beside him and the rubble from the tomb excavation covered over his tomb site. Howard Carter was an Artist who became interested in Egyptology and went there to study. He helped other Archeologists on their excavations for many years. He was able to get Lord Carnarvon to sponsor a search for tombs in the Valley of the Kings. He looked for 6 years before they found the tomb of King Tut. It was unique because the seal to the tomb was still intact and not broken showing no one had been inside since the Pharaoh was placed there centuries ago. It is like an underground house with several rooms all cut into white rock. Thousands of artifacts, statues, furniture, jewelry, and gold objects were found in with him. The most important part is the four shrines that were one inside each other, each gilded with gold. Inside the fourth shrine was a sarcophagus of solid stone, all hand carved. In it were three coffins, one inside the other. The first was gold over wood, the second cloisonné on sheet gold over wood, and the third, solid gold! In it was the mummy of King Tut with a magnificent gold mask. It is pictured in the graphic examples below. It is 54cm high and weighs 11 KG. It was supposed to be made from a mold of the King's face and is his true likeness. The tomb of King Tut is the greatest archeological find of all times. There were so many things inside it took them 10 years just to get it all out. This is because it was excavated in the scientific manner or archeology excavation:

1. Before touching or moving anything photograph it in its found state, where it is in relation to the objects around it, and where it is found within the whole room.
2. Draw a contour drawing of where it is and number and reference it on that page in relation to other objects around it- i.e.-it is number 10 of 150 objects located in that room.
3. Remove the object carefully, taking every precaution not to harm it in any way. Make sure every item is inventoried, listed and categorized.

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4. Transport it to where it is photographed against a neutral background, drawn, and then preserved as best as can be done by a trained archeology conservator.
5. Store where it will not come to harm, in a controlled environment, such as in storage or in a museum where it can be studied by archeologist, artists, and then on view to the general public.

The King Tut dig was the first news story to go around the world. This was a time when telephones and telegraphs were linking the world together for the first time. The items that came out of the tomb had a great influence on society. It changed architecture and how buildings were built and decorated -our design for the Washington Monument is an Egyptian Obelisk. It changed the way people dressed -the flapper dresses of the twenties were patterned after Egyptian styles. It had a vast influence on all areas. Our dollar bills now have an Eye of Horus and a pyramid—a symbol of an Egyptian God on them meaning the dollar is sound. One of the things that it influenced also is Halloween as there was a story surrounding the dig about the curse of the mummies-that if you tried to rob the tomb the mummies would come after you. It was a story a newspaper man made up on a slow news day. (Remember this went on for 10 years) That story brought in Mummies to Halloween costumes and Halloween stories, as well as many Hollywood movies being made about mummies. The King Tut find added a great deal of knowledge to what we knew about Ancient Egyptian life through their hieroglyphics or picture writing. This is the story of King Tut told on the walls of the tomb:

King Tut was nine years old when his parents died mysteriously. He became Pharaoh of Egypt and ruled over Upper Egypt -represented by the vulture on his headband and lower Egypt-represented by the cobra on his headband. He loved to hunt and fish, and ride in his chariot. He preferred to do those things instead of his kingly duties. And he had a wife, Ankhesenamun. It says also about a Vizir -or council to the king who was ambitious. It seems that one day when King Tut was out riding in his chariot he didn't come back. He was found dead and it was believed for a long time he had just fallen off the back and hit his head. New forensic studies show that he was murdered. After he died and was buried in the tomb the Vizir wanted to marry the young king's wife. She sent a letter to the Hittite king begging for a son to be sent so she could marry him instead. According to Egyptian law she had to marry within so many days after the Pharaoh's death. The Hittite king thought it was a joke. So he sent no one. She sent another letter begging him, and made him realize she was being trueful in her request so the King sent his youngest son. On the way in the mountains he was ambushed and killed. The young queen ended up having to marry the Vizir. There is speculation that the Vizir may have been responsible for killing King Tut's parents as well as King Tut in order to become Pharaoh himself.

It sounds like a story out of Aladdin or something, but it is what Scholars believe happened. Maybe it is what those kinds of stories are based on. We know about the letters

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as they still exist and are in museums. The request for a son to marry is also found in the Old Testament. The young queen loved King Tut very much as she wrote beautiful love

poems to him that are still in existence today. They are some of the first such poetry known to exist.

Content Background:

Students have been taught about archeology when studying weaving and clay, so are familiar with their purpose.

Suggested Teaching Strategies:

Before showing any film I go over expected behavior-keep hands to your self, don't bother those around you, bathroom breaks will be after the movie-so make sure the teacher has taken them before, listen and pay attention, ask for a kleenex if absolutely necessary. Above all do not disrupt the people around you from watching the show. Arrange the schedule to make the film longer than a normal co-cur time if possible. The teachers will thank you for the extra time. Pick a version of the King Tut story that you can edit down. Just show the most important parts. I use an A&E version that was a mini series of 6 hours. I show the first part where they find the tomb and how it influenced the world, when the exhibition came to the US (1976-79) and its impact here and at the end—that silly King Tut Saturday Night Live song and dance Steve Martin did. It's their reward for being good through the movie. They usually want me to rewind it so they can see it again.

*****Please note it is my choice not to show the Mummy unwrapped. It is a dead 18 year old male completely naked. Even though some kids have seen far worse on movies some have never been exposed to this kind of thing and it will give them nightmares for weeks. Remember even though they are 9 they are still little children. Some parents do not want their children to see it either, or to study about tombs. I make sure they understand it is like a house on the inside with white walls. It is not dark and scary. I make sure they understand I will not be showing them the mummy uncovered. I do show the movie up to the time when they are taking off all the jewelry and showing it. I think that is important artwork. I stop when they get to the hands with all the rings. After that it shows the unwrapped corpse. I invite any parents that feel uneasy about the subject to view the film with the previous class to put their mind at ease or show them the book Tutankhamun by T.G.H.James. This rarely happens but there is always that chance. Please also note that studying King Tut is approved for this age at the state level.

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My teaching style for movies is to add to the commentary and ask questions while the movie is going on that the students can nod their head to. It keeps them interested and gives more information than what might be on the movie.

Modifications:

Special needs kids may not be able to sit through the whole movie. I have found if you sit next to them and talk quietly about the film while it is going on and point out things to them they will stay focused.

Gifted kids can be directed to the local or school library for further study on King Tut, Art History or Art in general.

Assessment:

Assessment is based on 'on task' behavior.

Criteria:

Students need to listen and absorb the information, and be able to answer any questions with knowledge of the subject.

Rubric:

E for excellent- judged individually for exceptional work above and beyond the norm for that individual child, exceptional creativity-taking the base technique taught and elaborating on it creatively, above the norm for the grade level as a whole. (90-100 numerically)

S for satisfactory-any student who tries their best, completing all requirements, and showing ability to the norm of the grade level. (70-89 numerically)

N for needs improvement- for students who don't even try to complete the assignment, for those whose behavior prevents themselves or others from successfully completing the work required. Failing grade. (50-69 numerically)

U-for unsatisfactory-given out rarely only when a student absolutely refuses to do any part of the project, is openly defiant. Failing grade. (50 and below numerically)

I-incomplete-given for those who are absent and can finish the work in a reasonable amount of time, in line with what your district policy states. Grade changed upon completion.

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Teacher's Notes:

Graphic example:



The death mask of Egyptian pharaoh Tutankhamun is made of gold inlaid with colored glass and semiprecious stone. The mask comes from the innermost mummy case in the pharaoh's tomb, and stands 54 cm (21 in) high.

http://encarta.msn.com/media_461517923/Death_Mask_of_Tutankhamun.html