

Title: Were Tutankhamen's rights in death respected?

AGE RANGE :
Upper school
KS2

TIME:
1-2 lessons

RELATED ARTICLES:
Article 14, 29

AIMS:

Children to understand people are entitled to have different opinions and they should be allowed to express them through a P4C discussion with the children playing the role of active citizens making informed discussions.

RESOURCES AND PREPARATION:

This lesson follows from the children learning about Howard Carter's discovery of Tutankhamen in history. Literacy link; persuasive writing, arguments
<http://homepage.powerup.com.au/~ancient/curse.htm>
 Text A- Was there a Tutankhamen curse?
 Text B- How did Howard treat Tutankhamen's body?
 Text C- Survey Tutankhamen PowerPoint, planning sheets, prompt cards, Powerpoint music
www.ancientnile.co.uk

SUGGESTED ACTIVITIES: The aim of this discussion is give the children a big question to think about and there are no right/ wrong answers but it encourages children to think about rights and about their right to free thinking.

The children are going to appear present a persuasive argument. Play Egptian music over Powerpoint.

Pose the situation:

Was removing Tutankhamen from his resting place was sacrilegious or should there be no boundaries in the pursuance of knowledge. Whose rights were respected/ infringed? Are rights of the Egyptian people of ancient and modern Egypt respected?

Children to work in mixed ability group. Each table is either to be for or against the argument. Children then organise themselves so one is the chair person, reporter or spokesperson and researcher. Each group works collaborative and co-operate.

As appropriate provide prompt cards with ideas to think about can be given out including:

Whose rights should we consider? Were they denied or supported?

- Points to consider: 1922 was a long time ago different rules and ideas were the norm. So should judgments be made on what happened when different rules applied eg slavery was once considered acceptable? Does the situation need to be changed in any way? If so, can children suggest how?

Encourage children to empathise, would it be right for future generations to unearth our graves, would it be okay if all the present graveyards were dug up now? In some parts of the world digs on holy sites as not carried out. Are they stopping people from learning about the past? But without digs would we have ever known about the Terracotta Warriors in China?

If we never investigate a corpse we might not find the real truth and what about the rights of the dead. Scientists have suggested Tutankhamen might have had a head/ leg injury which may have led to his death- would we have known this had his body not been examined.

Encourage children to children assess the quality of the evidence? Ancient Egyptian did not open the Tutankhamen's sarcophagus as they thought there was a curse. Discuss, read and assess whether the deaths of people connected with opening of Tutankhuman were natural or were there really more deaths due the ' curse?

- Can the arguments be explored through dialogue? Probe deeper with role play with children taking on the roles: Egyptian people, archaeologists, learners, explorers- thought track and freeze frame.
- Does one particular right have to take precedence over another?
- Does everyone necessarily agree on these judgements?

Children work as learning partners and take part in group discussion and go on to write a persuasive RRR argument.

Children share their work and persuade others with their point of view.