

CHAPTER SUMMARY

Ancient Egyptian medicine combined science and magic to treat illnesses and had some surprising similarities to modern Western medicine.

ACCESS

Can you imagine what it would be like to be treated for illness by a doctor in ancient Egypt? What kinds of treatments might she use? Use the K-W-L graphic organizer on page 8 of this study guide to begin to explore ancient Egyptian medicine. In the *What I Know* column, write everything you already know on the subject (if you don't know anything, that's okay). Fill in the *What I Want to Know* column with questions, and as you read the chapter, write the answers to your questions and other interesting facts in the *What I Learned* column.

CAST OF CHARACTERS

Write a complete sentence about why each character is important.

Homer _____

Diodorus (die-uh-DOR-us) Siculus (SICK-u-lus) _____

Herodotus (huh-RAH-duh-tus) _____

WHAT HAPPENED WHEN?

In a complete sentence, tell what happened on the dates below:

about 1600 BCE _____

about 1550 BCE _____

about 750 BCE _____

WORD BANK

peru-ankh Sekhmet obsidian

Choose a word from the Word Bank to complete the sentences below. One word is not used at all.

1. A _____ was a medical school, or "house of life," where Egyptian doctors studied medical records and texts.
2. Egyptian doctors used surgical instruments made from _____, a volcanic glass.

WORD PLAY

There were unhappy consequences for an Egyptian doctor who did not follow the medical rules in prescribing treatments. Today if a doctor mistreats a patient we call it *malpractice*. The prefix *mal-* means "bad." Look in a dictionary for three more words that begin with *mal-* and refer to something bad. (You'll be able to tell by their definitions.) Write the words and their definitions in your history journal, then write a complete sentence for each word.

CRITICAL THINKING

COMPARE AND CONTRAST

Comparisons of ancient Egyptian medicine and modern Western medicine show both stark contrasts and surprising similarities. A graphic organizer can help you understand what the two have in common. Create a two-circle Venn diagram like the one on page 9 of this study guide. Label one circle *Egyptian Medicine* and the other circle *Modern Medicine*. Read the chapter and then copy the words or phrases below in the correct circles. Any descriptions that apply to both types of medicine belong in the overlapping area.

vaccines	medical textbooks studied	surgery performed
evil spirits cause illness	doctors specialize	broken bones set
excrement used as medicine	herbal medicines used	amputations performed
doctors study many years	man-made antibiotics used	anesthesia given
obsidian instruments used	pulse checked	medication dosages adjusted

WRITE ABOUT IT

The Egyptians had interesting treatments for a variety of medical problems that we are familiar with today. In your history journal, create a chart with two columns. Label the first column *Health Problem* and the second column *Treatment*. Write the health problems listed below in the first column, and then read the chapter to find out how the Egyptians would have treated them. Write each treatment in the second column.

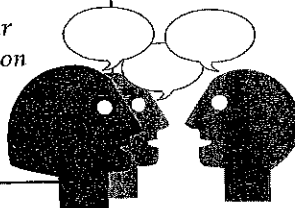
asthma cough cold indigestion cut heart attack

LETTER TO A FRIEND

Think of a health problem for which a doctor has treated you or someone you know. How do you think an Egyptian doctor might have tried to cure the problem? Imagine that you are an ancient Egyptian who wants to recommend a doctor and his treatment to a friend. In your history journal, write a letter to your friend that describes your illness and what medicines or magic the doctor used to make you well.

GROUP TOGETHER

Wouldn't it be fun to know what other students think about medicine in ancient Egypt? Get a few friends together and ask your teacher to help you organize a discussion group at school. Have one person take notes and another person present the group's ideas to the class.



CHAPTER 10 **HANDS OFF: THE SECOND INTERMEDIATE PERIOD**

CHAPTER SUMMARY

The Second Intermediate Period was a time of conflict between the Egyptians and the Hyksos, an immigrant people who were skilled warriors and who built the walled fortress city of Avaris in the Nile Delta.

ACCESS

The Hyksos were different from the Egyptians in many ways. Read the descriptions of the Hyksos in the opening pages of the chapter. To help you understand them, use the main idea map graphic organizer on page 8 of this study guide. In the large circle, write *The Hyksos*. In several connecting smaller circles, write individual details about the Hyksos and the changes they brought to Egypt.

CAST OF CHARACTERS

Write a complete sentence about why each character is important.

- Manetho (MAN-eh-tho) _____
- Seqenenre (seck-EN-en-re) _____
- Ahmose (AHK-moz) _____
- Ahhotep (ah-HOE-tep) I _____
- Josephus (jo-SEE-fus) _____

WHAT HAPPENED WHEN?

In a complete sentence, tell what happened on the dates below.

- about 1574–1550 BCE _____
- about 1550 BCE _____
- about 1212–1202 BCE _____
- about 300 BCE _____

TIMELINE

By the end of Chapter 10 you will have learned about the first five ancient Egyptian time periods. Using the timeline graphic organizer on page 9 of this study guide, create a timeline in your history journal that includes the time periods below, in correct order. (Start at the top of the timeline and work your way down.) Include the approximate dates for each period, which can be found in the Top Ten Periods sidebar on page 28 in Chapter 3.

- First Intermediate Period
- Middle Kingdom Period
- Old Kingdom Period
- Second Intermediate Period
- Early Dynastic Period

WORD BANK

heqa-khasut scribe chiefs of foreign lands

Choose words from the Word Bank to complete the sentences. One word is not used at all. Hyksos is the Greek word for _____, which was the Egyptian name of the foreigners who built the city of Avaris. In Egyptian, the name means _____.

COMPREHENSION

Read the sidebar Women in Battle on page 80, and in your history journal answer these questions in complete sentences.

1. How long did Queen Ahhotep I live?
2. Do you think it was typical for someone to live that long in ancient Egypt?

WITH A PARENT OR PARTNER

With an older family member, do an Internet search using the phrase “ancient Egypt average lifespan.” Read three sources that you find and write a paragraph answering the following question in your history journal. After you answer the question, briefly list your sources and their Web addresses.

How long did the average ancient Egyptian live?

CRITICAL THINKING

CAUSE AND EFFECT

Below is a list of causes and effects from the chapter having to do with war between the Egyptians and the Hyksos. Copy the T-chart graphic organizer from page 9 of this study guide into your history journal. Insert the facts below in proper order in the organizer.

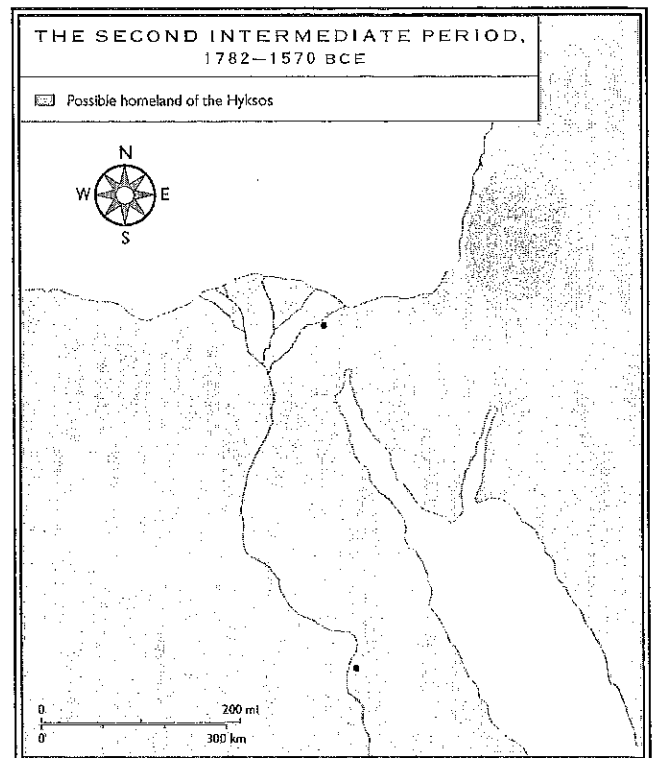
CAUSES	EFFECTS
<ul style="list-style-type: none">• The Egyptians trained to improve their skills.• Egyptians did not want to fight and die away from home.• King Seqenenre was insulted by the Hyksos king's complaints about the royal hippos.• The Egyptians were farmers and the Hyksos were professional soldiers with body armor, leather helmets, and powerful bows.	<ul style="list-style-type: none">• Egypt went to war with the Hyksos.• The Hyksos won the first battles with the Egyptians.• The Egyptians became an organized military power.• The king hired foreign mercenaries to fight battles outside of Egypt.

ALL OVER THE MAP

LOCATION

Using what you have learned so far about ancient Egypt, label the geographic features and locations listed below on the map.

- Red Sea
- Upper Egypt
- Lower Egypt
- Avaris
- Nile River
- Mediterranean Sea
- Delta
- Thebes



A TALE OF TWO DEITIES: HATSHEPSUT AND THUTMOSE III

CHAPTER SUMMARY

To be accepted as ruler, Queen Hatshepsut had to transform herself into a king by creating myths about her divinity and dressing in masculine clothing. She was followed by Thutmose III, whose military skills reinforced Egyptians' belief that he was divine.

ACCESS

Was it fair that Queen Hatshepsut had to dress like a man and make up stories about herself to be accepted as ruler? Do you think that conditions are better today for women in positions of political power, or in some ways the same? In your history journal, write a paragraph expressing your thoughts about how things may or may not have changed for women since Hatshepsut's time. After you have written your paragraph, create a main idea map graphic organizer like the one on page 8 of this study guide. In the central circle, write *Queen Hatshepsut*. Read the chapter, and in the connecting circles write some of the things Hatshepsut had to do to become king.

WITH A PARENT OR PARTNER

You may wish to talk about the subject of women and power with a parent or a friend. Share and compare your ideas.

CAST OF CHARACTERS

Write a complete sentence about why each character is important.

Hatshepsut (hat-SHEP-soot) _____

Thutmose (TUT-moze) II _____

Thutmose (TUT-moze) III _____

WHAT HAPPENED WHEN?

In a complete sentence, tell what happened on the dates below.

1504 BCE _____

1483 BCE _____

WORD BANK

Choose words from the Word Bank to complete the sentences. One word is not used at all.

mortal divine destiny

Ancient Egyptians believed that their rulers were _____, or godlike, and that

ordinary people were _____, or mere human beings with no special powers.

WORD PLAY

Look up in a dictionary the word that you did not use. Write that word in a sentence.

COMPREHENSION

SEQUENCE OF EVENTS

Read the story of the trade expedition to Punt on pages 83–85. Imagine the surprise the Egyptian traders must have felt when they saw the jungle landscape that was so different from their desert home. In your history journal, make a sequence of events graphic organizer like the one on page 9 of this study guide, and then write these sentences about the expedition in the correct order.

Villagers show Egyptian traders where to find ebony and incense.

Traders meet village chief.

Small boats are loaded with items to trade.

Egyptian traders come to a village in Punt.

Sailors unload riches from Punt.

Traders give villagers gifts.

Five sailing ships leave Egypt.

List at least five other items besides ebony and incense that the Egyptians brought back from Punt.

MAKING INFERENCES

The chapter explains that Hatshepsut accepted all the riches brought back from Punt “as her due, in the name of Egypt and her godly father Amun.” What do you think the phrase *as her due* means? Why would Hatshepsut feel this way? Write a complete sentence about it in your history journal.

WORKING WITH PRIMARY SOURCES

Tomb Inscription of an Army Scribe, Deir el-Bahri (about 1479 BCE)

Of King Thutmose III a scribe wrote, “I recorded the victories the king won in every land, putting them in writing according to the facts.”

To the Egyptians, Thutmose III was a military hero whose skill and daring proved his divinity. After you read the chapter, use the outline graphic organizer on page 8 of this study guide to tell the story of his victory at the city of Megiddo. Start by writing the main idea of the story in a complete sentence at the top of the page. Then write two or more important details in complete sentences beneath each of these topics:

- Topic I: Why it was important to regain control of Megiddo
- Topic II: The decision about which road to take
- Topic III: What happened when the Egyptians reached Megiddo

READ MORE

To learn more about Hatshepsut and Thutmose III, see the Further Reading suggestions at the end of *The Ancient Egyptian World*.

CHAPTER SUMMARY

Daily life in ancient Egypt had some similarities to our daily American life, but there were many differences.

ACCESS

What do you already know about daily life in ancient Egypt? How did people dress? What were some of the challenges? Use the K-W-L graphic organizer on page 8 of this study guide to begin to think about daily life in ancient Egypt. In the *What I Know* column, write everything you already know on the subject. Fill in the *What I Want to Know* column with questions, and as you read the chapter, write the answers to your questions and other interesting facts about daily life in ancient Egypt in the *What I Learned* column.

CAST OF CHARACTERS

Write a complete sentence about why this character is important.

Herodotus (huh-RAH-duh-tus) _____

MAKING INFERENCES

Which of the following pharaohs wore a fake beard? (Circle one.)

Pepi II

Thutmose III

Hatshepsut

Why did this pharaoh wear a fake beard?

WHAT HAPPENED WHEN?

In a complete sentence, tell what happened on each date below.

about 2345–2181 BCE _____

about 2000 BCE _____

about 1550 BCE _____

WORD BANK

linen barbarian alabaster rituals fragrances flax

Complete the paragraph below by writing the words from above in the blanks. One of the words is not used.

An uncivilized person, or _____, would probably not wear fine
_____ woven from _____ or use body oils made with
pleasant-smelling _____ like cinnamon or vanilla. He would certainly not own a
beautiful makeup jar carved from the delicate stone known as _____.

WORD PLAY

Look up in a dictionary the word that you did not use. Write a sentence using the word.

CRITICAL THINKING

Imagine that you are an Egyptian preparing to go to a party at the pharaoh's palace. You want to be sure to do all the right things to look fashionable. Each of the beauty rituals listed is either an ancient Egyptian fashion "do" or a fashion "don't." Read the chapter and then write *Do* or *Don't* on the line beside each ritual.

- _____ Wear gold or silver jewelry.
- _____ Wear your hair long.
- _____ Wear your sandals outdoors.
- _____ Wear a palm frond wig.
- _____ Tie a scented wax cone on top of your head.
- _____ Wear eye makeup.
- _____ Put chopped lettuce on your bald spot.
- _____ Wear leather.
- _____ Shave your beard.

WORKING WITH PRIMARY SOURCES

WRITE ABOUT IT

Last will and testament of Lady Naunakhte (about 1151–1145 BCE)

Lady Naunakhte was a "free woman of Egypt." How do you think the rights of ancient Egyptian women compare with women's rights in America today? After you read the chapter, write a paragraph in your history journal that describes Egyptian women's rights in the following areas: personal property, marriage, divorce.

Ancient Egyptians loved to wear jewelry. Look at the pictures of art and hieroglyphics throughout *The Ancient Egyptian World* for design ideas, and in your history journal describe or draw a design for a necklace that an ancient Egyptian might wear.

CHAPTER SUMMARY

The reign of Amenhotep III was a time of great prosperity for Egypt. Most of the wealth was controlled and enjoyed by the small upper classes, and the bulk of the population was unskilled and poor. Crimes were brutally punished.

ACCESS

There was a very clear social order in ancient Egypt that ranged from the king at the very top all the way to the many poor, illiterate people at the bottom. In your history journal draw a Social Order Pyramid with five layers. Write the name of the king, Amenhotep III, in the smallest layer at the very top, and place the poor people in the largest bottom layer. Fill in the middle three layers of the social order pyramid, from highest to lowest, with the people or groups described on page 98.

CAST OF CHARACTERS

Write an adjective that describes each character. Then write a complete sentence about why you chose that adjective.

	Adjective	Why?
Amenhotep (ah-men-HOE-tep) III	_____	_____
Tiy (tee)	_____	_____

WHAT HAPPENED WHEN?

The chapter describes four scarabs that were inscribed with details of historic events from Amenhotep III's reign. For each scarab listed below, write the Egyptian calendar year of Amenhotep's reign when it was created. (Remember, the Egyptians reset the calendar to year one every time a new king took the throne.) Then briefly describe the event that the scarab commemorated.

	Year	Event Commemorated
Scarab 1	_____	_____
Scarab 2	_____	_____
Scarab 3	_____	_____
Scarab 4	_____	_____

GO FIGURE

Approximately how old would Amenhotep III have been in Year 5 of his reign?

WORD BANK

amputation elite vizier illiterate harem

Complete the sentences below using words from the Word Bank above in the blanks. One of the words is not used.

A _____ was a group of women who were part of the king's household.

The _____ kept the government running smoothly for the king.

People who cannot read or write are _____.

_____ is the cutting off of a body part.

WORD PLAY

Look up in a dictionary the word you did not use. Write a complete sentence using the word.

CRITICAL THINKING

We know from ancient documents that crimes were brutally punished in ancient Egypt. The chart lists some of the crimes people committed. Read the chapter. In the second column write the punishments that would have been suffered for committing these acts.

CRIME	PUNISHMENT
Tax evasion	
Stealing cattle	
Perjury	

List three other forms of punishment for crimes committed in ancient Egypt.

1. _____
2. _____
3. _____

WORKING WITH PRIMARY SOURCES

Histories, by Diodorus Siculus (about 90–21 BCE)

Diodorus Siculus wrote,

The penalty for perjury was death; the reasoning being that the perjurer was guilty of the two greatest sins, being impious toward the gods and breaking the most important pledge known to man.

What is *perjury*? Look the word up in a dictionary and write a sentence that shows the meaning of the word.

MAKING INFERENCES

Diodorus Siculus says in this passage that a perjurer was guilty of two great sins. The first sin was impiety, which meant being irreverent or disrespectful to the gods. The second sin was "breaking the most important pledge known to man." What might "the most important pledge known to man" be? Why might ancient Egyptians believe that people who broke this pledge deserved death as punishment? Answer these questions in a paragraph in your history journal, and explain your thoughts.

COMPREHENSION WITH A PARENT OR PARTNER

The king's vizier was a man or woman of extraordinary influence and power. Use the main idea map graphic organizer on page 8 of this study guide and work with a parent or partner to explore the power of the vizier. Write *vizier* in the central circle. Then fill in the surrounding circles with words or phrases from the chapter that describe some of the vizier's many titles and responsibilities.

CHAPTER SUMMARY

The clay tablets known as the Amarna Letters have been identified as ancient diplomatic messages. This correspondence tells us a great deal about the political alliances and arguments between the New Kingdom pharaohs and rulers of other lands.

ACCESS

What would be so important to a government that it would record it on long-lasting media and keep it locked up in a special building? What would we learn about the government if those records were opened up thousands of years later? Read the description of the Amarna Letters that begins on page 101. In your history journal, make a list of at least 10 facts about the letters and their contents.

CAST OF CHARACTERS

After reading the chapter, write a complete sentence about how each character was involved in the story of the Amarna Letters.

E. A. Wallis Budge _____

Monsieur Grebaut _____

Nimmuriya (Amenhotep III) _____

Tiy _____

WHAT HAPPENED WHEN?

In a complete sentence, tell what happened on the following dates:

1386–1334 BCE _____

1887 CE _____

1894–1924 CE _____

WORD BANK

curator dominion antiquities diplomacy alliance steamer

Complete the sentences below by writing the words from the Word Bank above in the blanks. Two of the words are not used.

_____ is the practice of negotiation between nations.

All the lands that the king ruled were part of his _____.

Nations that have an _____ agree to work together.

The _____ of a museum oversees the care of its collections of artifacts.

WORD PLAY

Look up in a dictionary the words you did not use. In your history journal, write complete sentences using the words.

COMPREHENSION

SEQUENCE OF EVENTS

The story of E. A. Wallis Budge's search for the Amarna Letters is like an adventure novel with a comic twist. Use the sequence of events graphic organizer on page 9 of this study guide to put the events from the chapter listed below in the proper order from beginning to end.

- Monsieur Grebaut had Budge followed in Egypt.
- Budge managed to take some of the Amarna Letters back to England.
- The British Museum sent Budge to Egypt to find the tablets discovered in Amarna.
- The steamer captain and the villagers delayed Monsieur Grebaut's delivery of an arrest warrant to Budge.
- Budge discovered that the Amarna tablets were diplomatic letters.

WORKING WITH PRIMARY SOURCES

Amarna Letters (about 1386–1334 BCE)

In a letter to Amenhotep III, the king of Babylon wrote,

When I wrote to you about marrying your daughter you wrote to me saying, "From time immemorial no daughter of the king of Egypt has been given in marriage to anyone." Why do you say this? You are the king and you may do as you please. If you were to give a daughter, who would say anything about it?"

In some parts of the world, marriage is still used to strengthen alliances between groups of people or rulers. Do you think this practice is a good or a bad idea? How do you think the two people being married would feel about it? Write a paragraph in your history journal that expresses your thoughts on this subject.

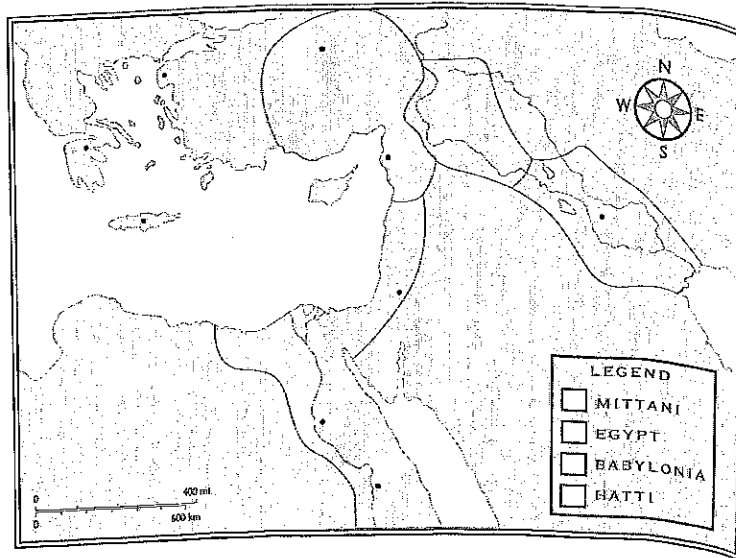
ALL OVER THE MAP INTERACTION

1. Label the following cities, countries, and geographic features on the map below.

Persian Gulf	Lakhish	Amarna	Red Sea
Babylon (city)	Euphrates River	Black Sea	Opel (Luxor)
Greece	Crete	Mycenae	Cyprus
Ugarit	Knossos	Tigris River	Aegean Sea
Nile River	Mediterranean Sea	Hattuss	Troy

2. Use patterns or shading to indicate the following nations. Then key your patterns to the legend.

MITTANI EGYPT BABYLONIA HATTI



SUN WORSHIPPING: THE AMARNA PERIOD

CHAPTER SUMMARY

Amenhotep IV became king when his older brother unexpectedly died. Amenhotep IV changed his name to Akhenaten and decreed that Egyptians must abandon their gods and worship only one god.

ACCESS

Amenhotep IV was a young man who had strong personal ideas and may have had unusual physical characteristics as well. After you read the chapter, use the main idea map graphic organizer on page 8 of this study guide to help you more fully understand Amenhotep IV. In the large circle, write Amenhotep IV. In the surrounding circles, write details from the chapter about what Amenhotep IV may have looked like, how he felt about his family, and the changes he brought to Egypt.

CAST OF CHARACTERS

Write a complete sentence about each character.

Akhenaten (ahk-ken-NAH-ton) _____

Nefertiti (nef-er-TEE-tee) _____

WHAT HAPPENED WHEN?

In a complete sentence, tell what happened on the following dates:

1350-1334 BCE _____
750 BCE _____

The mid-1300s BCE in Egypt was known as "The Golden Age." In several complete sentences, explain why.

WORD BANK

proverb grouse embalmers monotheist

Complete the sentences below by writing the words from the Word Bank in the blanks. One word is not used.

_____ prepare a body for burial.
A person who believes in only one god is a _____.
A _____ is a saying that is believed to be generally true or wise.

WITH A PARENT OR PARTNER

The prefix *mono* comes from the Greek word *monos* and means "one." In five minutes, write all the words you can think of that start with *mono*. Ask a parent or partner to do the same. Then read your lists to each other. Look up in a dictionary any words either of you don't know.

CRITICAL THINKING

COMPARE AND CONTRAST

Thebes and Memphis were very different kinds of cities that served different cultural purposes. Read the chapter and then enter the following descriptive words and phrases about Memphis and Thebes in the appropriate column of the chart.

scribes	government	northern capital	governors
temples	columns	archives	secret rituals
business	documents	Amen	southern capital
priests	gods		

MEMPHIS	THEBES

COMPREHENSION

In the Cast of Characters section at the front of your book, Amenhotep IV (Akhenaten) is described as a "heretic king of Egypt." Judging from what you have learned about Amenhotep, write a definition of *heretic* in your history journal. Then look the word up in your dictionary to check your definition. Write a short paragraph telling why Amenhotep was a heretic.

WORKING WITH PRIMARY SOURCES

Proverbs are sayings that are used to teach wisdom and truth. One of the proverbs that Amenhotep IV would have been familiar with was *Report a thing observed, not heard*. Copy this proverb in your history journal. Then answer these questions:

- What do you think the proverb means?
- What is wise or true about it?

After you have answered the questions, write a paragraph in your history journal that rephrases the proverb in your own words. Explain why this proverb might be important (or no longer important) in the world today.

ONLY TOMB WILL TELL: TUTANKHAMEN

CHAPTER SUMMARY

In 1922, Howard Carter discovered the tomb of Tutankhamen, the king who was probably the son of Akhenaten. The tomb was full of treasures and artifacts and took years to excavate fully.

ACCESS

WHAT DO YOU KNOW?

Perhaps you have heard of King Tut. How much do you already know about him? Use the K-W-L graphic organizer on page 8 of this study guide to begin to understand more about Tutankhamen and the discovery of his tomb. In the *What I Know* column, write everything you already know on the subject. Fill in the *What I Want to Know* column with questions, and as you read the chapter, write the answers to your questions and other interesting facts about Tutankhamen and his tomb in the *What I Learned* column.

CAST OF CHARACTERS

Write a complete sentence to explain why each character was significant.

Howard Carter _____

Tutankhamen (toot-an-KAH-mun) _____

Maya _____

Horemheb _____

Ay _____

WHAT HAPPENED WHEN?

TIMELINE

Using the timeline graphic organizer on page 9 of this study guide, arrange the following dates in Howard Carter's diary from 1922 chronologically from top to bottom, then briefly describe what happened on each date in the corresponding boxes.

November 5

November 24

November 26

November 27

WORD BANK

sarcophagus tomb embalmers

Choose a word from the Word Bank to complete the sentence below.

A _____ is a stone coffin.

WORD PLAY

In the 1920s there was less scientific understanding of what we might learn from certain types of artifacts. Because of this lack of understanding, some of the items discovered in the tomb of Tutankhamen were damaged or destroyed, and their information was lost forever. Today, a variety of scientists would be sent to very carefully study clues at an Egyptian excavation site. Look up the words below in the dictionary and write a complete sentence about how each of these sciences might be used at a tomb excavation.

botany radiology

CRITICAL THINKING

OUTLINE

The excavation of Tutankhamen's tomb was both a frustrating and an exciting process for Howard Carter and his workers because the work proceeded so slowly but such amazing discoveries were made. In your history journal, copy the outline graphic organizer on page 8 of this study guide to help you more fully understand the process of excavating Tutankhamen's tomb. Create your outline with three "main idea" lines, then fill in several details from the chapter beneath each of the following topics.

- Main Idea I: Excavating the passageways and doorways
- Main Idea II: What was found in the antechamber
- Main Idea III: What was found in Tutankhamen's burial chamber

COMPREHENSION

After reading the chapter, answer the following questions about Tutankhamen, the excavation of his tomb, and the study of mummified bodies in complete sentences in your history journal.

1. How old was Tutankhamen when he became king?
2. How old was Tutankhamen when he died?
3. Was he a large person?
4. Why did Tutankhamen change his name from Tutankhaten?
5. Why was Tutankhamen's innermost coffin so heavy?
6. Why was his body stuck to his coffin?
7. What modern technology can we use to tell us what a mummified person's face might have looked like?
8. What animals were the symbols of Upper and Lower Egypt? Where were these symbols found on Tutankhamen's human-shaped coffin?

READ MORE

To learn more about Howard Carter and Tutankhamen, see the Further Reading suggestions at the end of *The Ancient Egyptian World*.