Title/Author: *Mummies Made in Egypt* By Aliki

Suggested Time to Spend: 7 mini lessons and a culminating task (Recommendation: two sessions per day, at least 20 minutes per day)

Common Core grade-level ELA/Literacy Standards: RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.7; W.1.2, W.1.8; SL.1.1, SL.1.2, SL.1.3; L.1.1, L.1.2, L.1.4

Lesson Objective: Students will be able to describe the importance of mummies in Ancient Egyptians’ beliefs and the rituals and ceremonies that accompanied this belief.

Teacher Instructions

**Before the Lesson**

1. Read the Big Ideas and Key Understandings and the Synopsis below. **Please do not read this to the students**. This is a description to help you prepare to teach the book and be clear about what you want your children to take away from the work.

Big Ideas/Key Understandings/Focusing Question

Why are mummies a central part of Ancient Egyptian beliefs? One key takeaway was that mummification was important to the Ancient Egyptians because they believed they would live forever. It was important to preserve the body and prepare a tomb as their spirit would live in their tombs as they did on Earth.

Synopsis

This text describes and illustrates with labeled pictures the purpose and process for making mummies in Ancient Egypt. It begins with the beliefs behind the making of mummies and then details the mummification process. It also includes the rituals and ceremonies that accompany the making of a mummy.

1. Go to the last page of the lesson and review “What Makes This Read-Aloud Complex.” This was created for you as part of the lesson and will give you guidance about what the lesson writers saw as the sources of complexity or key access points for this book. You will of course evaluate text complexity with your own students in mind, and make adjustments to the lesson pacing and even the suggested activities and questions.
2. Read the entire book, adding your own insights to the understandings identified. Also note the stopping points for the text-inspired questions and activities. *Hint: you may want to copy the questions vocabulary words and activities over onto sticky notes so they can be stuck to the right pages for each day’s questions and vocabulary work.*
3. Consider pairing this series of lessons on *Mummies Made in Egypt* with a text set to increase student knowledge and familiarity with the topic. A custom text set can be found[here](https://achievethecore.org/page/3062/mummies-made-in-egypt-with-companion-text-set)[.](https://drive.google.com/drive/folders/0B66A6Ds77LpiU3dIZVFxMFFkLUk) *Note: This is particularly supportive of ELL students.*

*Note to teachers of English Language Learners (ELLs): Read Aloud Project Lessons are designed for children who cannot read yet for themselves. They are highly interactive and have many scaffolds built into the brief daily lessons to support reading comprehension. Because of this, they are filled with scaffolds that are appropriate for English Language Learners who, by definition, are developing language and learning to read (English). This read aloud text includes complex features which offer many opportunities for learning, but at the same time includes supports and structures to make the text accessible to even the youngest students.*

*This lesson includes features that align to best practices for supporting English Language Learners. Some of the supports you may see built into this, and /or other Read Aloud Project lessons, assist non-native speakers in the following ways:*

* *These lessons include embedded vocabulary scaffolds that help students acquire new vocabulary in the context of reading. They feature multi-modal ways of learning new words, including prompts for where to use visual representations, the inclusion of student-friendly definitions, built-in opportunities to use newly acquired vocabulary through discussion or activities, and featured academic vocabulary for deeper study.*
* *These lessons also include embedded scaffolds to help students make meaning of the text itself. It calls out opportunities for paired or small group discussion, includes recommendations for ways in which visuals, videos, and/or graphic organizers could aid in understanding, provides a mix of questions (both factual and inferential) to guide students gradually toward deeper understanding, and offers recommendations for supplementary texts to build background knowledge supporting the content in the anchor text.*
* *These lessons feature embedded supports to aid students in developing their overall language and communication skills by featuring scaffolds such as sentence frames for discussion and written work (more guidance available* [here](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion)*) as well as writing opportunities (and the inclusion of graphic organizers to scaffold the writing process). These supports help students develop and use newly acquired vocabulary and text-based content knowledge.*

The Lesson – Questions, Activities, and Tasks

|  |  |
| --- | --- |
| **Questions/Activities/Vocabulary/Tasks** | **Expected Outcome or Response (for each)** |
| **FIRST READING:**  Do a KWL chart before reading. Pose the question, “What do you know about mummies?”  Read aloud the entire book (or chapter) with minimal interruptions. Stop to provide word meanings or clarify only when you know the majority of your students will be confused. | The goal here is for students to enjoy the book, both writing and pictures, and to experience it as a whole. This will give them some context and sense of completion before they dive into examining the parts of the book more carefully.  Students will fill out a graphic organizer dependent upon their personal experiences. |
| **SECOND READING: pages. 1-6**  **Focus: Purpose of Mummification**  PRE-Reading (5 minutes)  Start with inquiry chart posing the question of “What do you believe happens when someone dies?” Students complete independently or with teacher guidance. Give the option of having the students draw and then have support for writing the sentences.   * What happens to the body? * Does it go somewhere? * How does it get there? * What happens to the person’s thoughts and dreams?   Read pages 1-4 including the captions under the illustrations.  What did the Egyptians wish?  What does it mean to live forever?  What did the Egyptians think happened to them when they died?  Where would they live? Explain tomb – a grave, room, or building for holding a dead body  What are gods and goddesses?  Explain what an afterlife is – a life that starts after you die.  Why did their body have to be preserved or mummified?  Read pages 5-6  The author says that as time went on, burials became more elaborate.  Explain that the word elaborate means to do something with great care and detail.  Why did the burials become more elaborate as time went on?  How did the burials change over time?  How long to do mummies last?  Share Out: Using student responses, chart on a Venn Diagram (or T-Chart), the class beliefs about what happens when someone dies.  Using information from the text and responses to the check for understanding questions, complete the other side of the Venn Diagram (or T-Chart) for Egyptian beliefs on what happens when someone dies.  **Optional Exit Ticket Question:** What do Egyptians believe happened to you in the afterlife?  Vocabulary to focus on:   * afterlife * forever * tomb * gods/goddesses | PRE-Reading:  “What do you believe happens when someone dies?”   * What happens to the body? It dies. It no longer works. It goes into the ground. It bleeds. * Does it go somewhere? It goes in the ground in a coffin. It goes to heaven. * How does it get there? People put it in the ground at the cemetery. The angels bring it to heaven. * What happens to the person’s thoughts and dreams? They don’t have any thoughts or dreams anymore. They don’t work anymore.   They wished that they would live forever.  It means you keep living and you’re not really dead.  They lived in their tombs.  They traveled to another world to live with gods and goddesses.  Powerful beings that control important things on Earth.  They traveled in a boat to the other world.  They had a twin that traveled between the two worlds.  So they could be recognized by their soul and their twin.  Because the bodies were decaying. They needed to find a way to keep the bodies in good shape so they could be recognized forever.  First they just put them in the sand, then they dug pits with wood or stone. They wrapped them in cloth. They put bodies in caves. Then people learned how to mummify them.  Thousands of years.  Exit Ticket Responses:   * The Egyptians believe that people live forever. * The Egyptians believe that people travel to different worlds in the afterlife. * The Egyptians believe people live in their tombs. * Pictorial Responses (for struggling writers) |
| **THIRD READING pg. pg. 7 -14**  **Focus: Mummification Process: Prioritize the reading of pages 7-10 and include other sections as time allows.**  Review Big Idea from SECOND READING.  Before reading page seven front load students with the vocabulary of elaborate and modest. Provide two pictures (one modest and one elaborate) and ask the students what they notice is different about them. Identify one as modest and the other as elaborate.  Read pages 7-8  Was every body mummified the same?  The author said people were mummified and buried according to what they could afford – afford means what they could buy with the money they had.  Who got an elaborate burial? Who got a modest burial? Why?  Besides people, what else was mummified?  Read pages 9-10 Engage students in analyzing the pictures and captions on page ten before reading page nine. Draw attention to the text features via pictures and captions to highlight the process of mummification visually before engaging the academic language.  How did embalmers prepare a mummy?  How did they get them out of the body?  What did they do with the organs?  Explain and show an image of natron ( a chemical salt) and canopic jars (special jars for holding organs with the heads of gods on top)  What happened after the organs were removed?  Why did they need to use natron?  Read pages 11-12  How long did they have to wait for the mummy to dry out?  What did the body look like? Explain shrunken - smaller  How did they prepare the body once it was dry? Explain and show a visual of resin – a sticky glue made from plants, and linen – a kind of cotton cloth  Explain adorned – to decorate  What did they do after the body was adorned?  The author says the body took on it’s normal size after 20 layers of linen, why was it smaller before?  Why did they use resin?  Read pages 13-14  Explain amulets – a charm worn for good luck or protection  Why were amulets buried with the mummy? Direct students to use the text box that includes labeled amulets.  What else was buried with the mummy for its afterlife?  What is a shabti and why did the mummy need one?  Why did they put on a portrait mask?  How did they finish making the mummy?  **Optional Exit Ticket Task:** List and draw three different things that the Egyptians did in order to mummify bodies.  Vocabulary to focus on:   * elaborate * afford * modest * amulet * shabti * resin * linen * natron * adorn | No, some people had modest burials and some people had elaborate burials.  Noblemen, others who served the king and queen, and pharaohs had elaborate burials because they were rich. Poor people had modest burials because they didn’t have a lot of money.  Animals were mummified too like cats, alligators and falcons.  They took out the inner organs; brain, stomach, liver, intestines, lungs.  Used a hook to take out the brains and cut a slit in the side to take out the rest.  They put them in natron and inside canopic jars.  They put natron inside the body and covered the body with it too.  Natron dried everything out.  40 days.  It was shrunken.  They cleaned it with oils, spices, and resin. They stuffed the body again. They put linen in the eye sockets. They stuffed the nostrils with beeswax. They crossed the arms and put gold on the nails. They closed the cut and put on jewels and stones.  They wrapped the body in long strips of linen.  Because it had shrunk.  The resin helped hold everything together so nothing would fall out or come apart.  They had amulets for life, well-being, protection, symbols of Osiris to be used in the afterlife.  A shabti.  A small mummy-shaped figure. The mummy needed it to do work in the fields of the other world during the afterlife.  So the ba and ka would be able to recognize the mummy  They wrapped everything in a shroud and put on one last coat of resin  List and draw two different ways that the Egyptians mummified bodies. They buried them in the dirt.  They preserved and dried the bodies out with natron.  They took out the organs.  They were buried in pits lined with wood or stone.  They were buried in caves.  They were mummified and wrapped in linen with a portrait mask.  The bodies were cleaned with oils and adorned with amulets and stones.  They were buried with shabtis.  The notrils and eyes were stuffed.  They used resin to glue everything together. |
| **FOURTH READING: pages 15 – 26**  **Focus: Burial Preparation & The Funeral – Prioritize pages 21-22 and include other sections as time allows.**  Review Big Idea from THIRD READING.  Read pages 15-16  Who was needed to help prepare for the mummy’s burial? Explain prepare – to get ready for  What did they do to prepare?  How many coffins could a mummy have? Direct students to the caption on page 16.  Read pages 17-18  What else did the mummy need for its tomb?  Why did the mummy need statues of the dead person?  How was the tomb prepared? Explain scene – picture  What kinds of scenes would they draw? Why did they draw these things?  Read pages 19-20  What was the funeral like in Ancient Egypt? Explain procession – a long line of people going somewhere together  The author said that the funeral procession was solemn, what do you think solemn means? Explain solemn – serious  Who was part of the procession?  Who are mourners? Explain weep – to cry  What was the job of the porters?  Have students see if they can name the groups of people in the pictures using what was discussed.  Read pages 21-22  Explain what a mastaba is using the diagram and label on page 21 – a tomb  Why did Egyptians build mastabas?  Who does a tomb house?  There are labeled pictures on this page. What information do they give us?  Why did the Egyptians build the shafts into the tomb?  What was the purpose of having false doors?  Why did tombs get bigger?  Read pages 23-24  What was under a pyramid?  Where were pharaohs buried next?  Read pages 25-26  Why is the ritual at the end of funeral procession called the opening of the mouth?  Why is the ritual important?  Where did they put the mummy?  What did the family and friends do after they sealed the tomb?  **Optional Exit Ticket Task:** List and draw three different things that the Egyptians did for the burial and funeral. | Artists, sculptors, and carpenters  They made the coffin or nest of coffins for the mummy and painted it with pictures of gods and goddesses and magic spells of protection.  A mummy could have three coffins: an inner coffin, second coffin, and outer coffin.  Jewelry, furniture, statues, and a stone sarcophagus  If something happened to the mummy then the ba and ka would rest in the statues.  The walls were carved and painted with scenes from the person’s new life  They painted dancers and musicians playing for the person, workers in the fields and carrying goods and the gods/goddesses of the dead welcoming the person. They drew them because this is what they wanted the new life to be like.  The mummy was carried on a sled pulled by oxen and people followed the mummy. There was another sled for the canopic jars in a chest.  Sad, crying, upset  Priests, family servants, mourners, and porters  People paid to weep  To carry all the things that would be buried with the mummy  Porters, bottom of pg. 20  Priests, beginning of the line top of pg. 20  Family/servants, top of pg. 19  Mourners, bottom of pg. 19  To protect their mummy from robbers who would try to steal the mummy and treasures  The mummy, the ka and the ba.  The labels tell us the different parts of the tomb - like the shaft, false door and the burial chamber.  They built the shaft so that the ba could come and go out of the tomb  They had the false doors because that is how the ka came in and out of the tomb  The ba and ka would not be able to go in and out of the tomb  Pharaohs took more and more with them  The burial chamber  The Valley of the Kings in tunnels and secret underground tombs  The mummy’s mouth has the magical ability to speak and eat again  It has the ability to eat and speak in the afterlife  Into the sarcophagus  The family left food for the ka. We know that the mummy is entering its after life because it is packed in its tombs with all of its possessions, it can eat and speak, the ka has food for its return, the body is preserved as a mummy so the ba and ka, the mummy is left alone and sealed into the tomb  Tombs were built underground  They put the mummy on a sled to carry it to the tomb.  People followed the mummy to the tomb carrying the things to put inside the tomb and crying.  Sculptors, artists, and carpenters made statues, jewelry, and furniture for the tomb.  They painted the walls with scenes for the afterlife. |

FINAL DAY WITH THE BOOK - Culminating Task

The pharaoh has just died and you are in charge of preparing his body for the afterlife.

* What do you believe will happen to the pharaoh?
* Why is your job important for the pharaoh?
* What do you have to do to prepare the pharaoh for the afterlife?
* Make a list of the materials you need and people you need to help you prepare the pharaoh for the afterlife.

The culminating task will be presented in the form of a written diary. Students will complete an entry (from the perspective of the priest preparing the body for mummification) for each aspect of the task using words and drawings to show their response.

Vocabulary

|  |  |
| --- | --- |
| **These words merit less time and attention**  (They are concrete and easy to explain, or describe events/  processes/ideas/concepts/experiences that are familiar to your students ) | **These words merit more time and attention**  (They are abstract, have multiple meanings, and/or are a part  of a large family of words with related meanings. These words are likely to describe events, ideas, processes or experiences that most of your student will be unfamiliar with) |
| corpse– a dead body  recognize – to know from an earlier experience  shroud– a wrap of cloth for a dead body  linen – a kind of cotton cloth  natron – a kind of chemical salt that dries things out  resin – a sticky glue made from plants  amulet – a charm worn for good luck or protection  canopic jar – a special jar used to hold the organs of a mummy  sarcophagus – a carved stone coffin | gods/goddesses – a male/female being that is worshipped and believed to have special powers over nature and lfie  ba – soul or spirit  ka– your invisible twin  elaborate – fancy, complicated  embalm – to preserve with chemicals or salts so as not to decay  decay – to break down  splendor – grand, magnificent |

Extension learning activities for this book and other useful resources

* <http://www.ehow.com/how_6392255_make-mummy-project-school.html>
* In order to reinforce the knowledge and vocabulary that students have learned about mummies, support students by watching an informative video. *Note: This is particularly supportive of English Language Learners.* Here are some examples:
  + <https://www.youtube.com/watch?v=28QOM7oZQKg> (start at 3 minutes)
  + <https://www.youtube.com/watch?v=RjvvrAwgCYg> / Spanish version: <https://www.youtube.com/watch?v=tbQ9_9cl3Xw>

Note to Teacher

* Student T-Chart (see below)
* Vocabulary picture cards (see attached)

|  |  |
| --- | --- |
| The Afterlife | |
| Our Beliefs | Egyptian Beliefs |
|  | * The Egyptians believe that people live forever. * The Egyptians believe that people travel to different worlds in the afterlife. * The Egyptians believe people live in their tombs. |

Egyptian Afterlife Word Bank

|  |  |
| --- | --- |
| Word | Picture |
| live forever |  |
| ba  ka |  |
| different worlds |  |
| gods |  |
| travel |  |
| tomb |  |

Second Read Exit Ticket

Name: Date:

**Essential Questions:** What did the Egyptians believe happened when you died?

**Word Bank:** *mummy soul dead ka ba afterlife travel*

**Sentence Starters:**

* The Egyptians believed…
* After you died, the Egyptians believed…

Third Read Exit Ticket

Name: Date:

**Essential Questions:** How did Egyptians prepare a body to become a mummy?

Draw and describe at least 3 things the Egyptians did:

**The Egyptians… The Egyptians…**

**The Egyptians…**

Culminating Task: The pharaoh has just died and you are in charge of preparing the body for burial. Write in your papyrus journal about what it is like to do this important job.

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Day 1: What do you believe will happen to the pharaoh?

The pharaoh is dead. I have to prepare his body for the afterlife.

I believe\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Day 2: Why is your job important for the pharaoh?

I have to do a good job for the pharaoh because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Day 3: What do you have to do to prepare the pharaoh for the afterlife?

There is so much to do! To prepare the body I have to\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Day 4: What do you need to prepare the body? Who do you need to help you?

I need many things to prepare the body. I need to get:

I am also going to need some help. I will ask \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**What Makes This Read-Aloud Complex?**

1. **Quantitative Measure**

Go to <http://www.lexile.com/> and enter the title of your read-aloud in the Quick Book Search in the upper right of home page. Most texts will have a Lexile measure in this database.

810

Most of the texts that we read aloud in K-2 should be in the 2-3 or 4-5 band, more complex than the students can read themselves.

2-3 band 420-820L

4-5 band 740-1010L

1. **Qualitative Features**

Consider the four dimensions of text complexity below. For each dimension\*, note specific examples from the text that make it more or less complex.

|  |  |
| --- | --- |
| **Meaning**  This text addresses complex concepts such as the after-life according to the Ancient Egyptians. Students will have to make meaning of the Egyptian beliefs behind the soul, known as the ka and ba. With this understanding, students will learn about the mummification process and its importance in Egyptian culture. This will help them understand the purpose of making mummies and debunk the myth that they are bodies come back to life. | **Structure**  The structure of the text is straightforward with diagrams. The diagrams and pictures have descriptive captions that provide clear explanations. This dimension does not need to be a prominent qualitative feature to address. |
| **Language**  This text contains a large amount of tier 3, domain specific language related to mummies and the mummification process (materials: linen, resin, canopic jars, shroud, sarcophagus, etc.). | **Knowledge** **demands**  This text requires students to learn or be familiar with Ancient Egypt as a civilization. Students need to be aware of the time period and the geography as that impacts Egyptian’s belief in and ability to create mummies. Students also need to understand the amount of time that was invested in creating & taking care of mummies as evidence of their importance. |

\*For more information on the qualitative dimensions of text complexity, visit <http://www.achievethecore.org/content/upload/Companion_to_Qualitative_Scale_Features_Explained.pdf>

1. **Reader and Task Considerations**

**What will challenge my students most in this text? What supports can I provide?**

* The two qualitative features that will challenge students the most in this text are (1) Language – specifically, the vocabulary pertaining to mummies and (2) Meaning/Purpose- specifically, the concept of after-life. To address these two qualitative features, I can provide a focus on vocabulary on Day 1 to build a language foundation and then, move into the conceptual understanding of the afterlife on Day 2.

**How will this text help my students build knowledge about the world?**

* This text will bring awareness to different cultural beliefs about afterlife, with a specific spotlight on Egyptian ancient civilization.

1. **Grade level:** What grade does this book best belong in? 1st as a read-aloud

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