

# Literacy and Social Studies Activity

## ACTIVITY OVERVIEW

This activity, which is aligned to the Common Core State Standards (CCSS) for English Language Arts and the New York State Social Studies Elementary Standards, introduces students to the process of mummification in ancient Egyptian and Peruvian societies.

### This activity has two components:

- 1. AT THE MUSEUM**, students will read and engage with exhibition texts (including printed text, digital and physical/hands-on interactives, videos, and models). This information will help them complete the post-visit writing task.
- 2. BACK IN THE CLASSROOM**, students will complete a CCSS-aligned explanatory writing task about mummies of Egypt and Peru.

### Materials in this packet include:

#### For Teachers

- Activity Overview (p. 1-2)
- Answers to the student worksheets (p. 3-7)
- Essay scoring rubric (p. 8-9)

#### For Students

- Student worksheets (p. 10-14)

## 1.DURING YOUR VISIT

At the Museum, students will observe specimens and engage with texts (including printed text, digital interactives, videos, and models). The information they'll gather from these sources will help them complete the post-visit writing task.

### Preparation for Museum Visit

- Review the educator's guide to see how themes in the exhibition connect to your curriculum and to get an advance look at what your students will encounter. (Guide is downloadable at [amnh.org/mummies-for-educators](http://amnh.org/mummies-for-educators))
- Familiarize yourself with the student worksheets (p. 13-14) and the map of the exhibition.

### Important Information about the *Mummies* Exhibition

- In keeping with the sensitive nature of displaying human remains, the exhibition's atmosphere is somber and the lighting is dim.
- Photography is prohibited.
- Accompanying labels are often positioned above the display cases.
- Titles of the scans and their corresponding mummies do not always match, but the scans go with the mummies they are closest to.

### Suggestions for Facilitating the Museum Visit

- Explain the goal of the Museum visit: to observe specimens, to engage with texts (including printed text, digital interactives, videos, and models), and to gather information that will help them complete the post-visit writing task.
- Review the worksheet. Clarify what information students should collect.
- Have students explore the exhibition in pairs, with each student completing his or her own student worksheet.
- Encourage student pairs to ask you or their peers for help locating information. Tell students they may not share information with other pairs, but may point each other to places where information needed to complete the worksheet can be found.

### Common Core State Standards

**W.7.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

### New York State Social Studies Elementary Standards

#### Standard 2: World History

- **Key Idea 2.1:** The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions.

## 2. BACK IN THE CLASSROOM

Students will use what they have learned from the visit to the Museum to complete a CCSS-aligned explanatory writing task about mummies.

### Preparation

- Plan how you will explain the student writing task, on the first page of the student entry sheet (p. 15), to students.

### Instructions

- Review the writing task and rubric with students. Explain that they will use it while composing, and also to evaluate and revise what they have written.

### Suggestions for Facilitating Writing Task

- Before they begin to write, have students use the writing task to frame a discussion around the information that they gathered at the Museum. They can work in pairs, small groups, or as a class, and can compare their findings.
- Referring to the writing prompt, have students underline or highlight all relevant passages and information from the notes taken at the Museum. Instruct each student to write down any useful information gathered by their peers.
- Students should write their essays individually.
- Have students self-assess and revise their work using the essay scoring rubric. You may choose to create a student friendly self-assessment checklist based on column four of the essay scoring rubric.

### Supports for Diverse Learners

This resource has been designed to engage all learners with the principles of Universal Design for Learning in mind. It represents information in multiple ways and offers multiple ways for your students to engage with content as they read about, discuss, view, and write about scientific concepts. Different parts of the experience (e.g. reading texts, or locating information in the Museum) may challenge individual students. However, the arc of learning is designed to offer varied opportunities to learn. We suggest that all learners experience each activity, even if challenging. If any students have an Individualized Education Program (IEP), consult it for additional accommodations or modifications.

## Student Worksheet: Page 1

Name: \_\_\_\_\_

**ANSWER KEY**

**Welcome to the *Mummies* exhibition!** Today, you will come face-to-face with real mummies. Mummies are remains of humans and other animals that have been preserved for thousands of years. You'll encounter mummies from the ancient cultures of Peru and Egypt. You'll observe what the mummies look like on the outside, and discover what scientific imaging, like CT scans and X-rays, reveal about what mummies look like on the inside. You will also describe objects that were buried with the mummies in two cultures. Finally, you will see how the two cultures buried their mummies.

*NOTE: Location numbers refer to the map in the Mummies Educator's Guide*

**PERU** (*amnh.org/mummies-for-educators*)

*(The information to answer this question and the following question can be found at stop 2a.)*

### 1. The Practice of Mummification in Peru

Find the Peru map and read about mummification in Peru. Then answer the following questions.

When did Peruvians start mummifying their dead? over 7,000 years ago (5000 BC)

Why did Peruvians mummify their dead? Sample Answer: In ancient Peru mummification allowed the living to remember and remain connected with the dead. Some people kept mummies in their homes or brought them to festivals. Others brought offerings of food or drink to their loved ones' graves.

### 2. Peruvian Mummy Bundles and Burial Objects

In the Peru section, pick a mummy bundle and a burial object to observe. Be sure to pick mummy bundles with scientific scans, like CT scans and X-rays, that reveal what these mummy bundles look like on the inside.

**Draw** a Peruvian mummy and **label** your drawing.

*NOTE: All Peruvian mummies are found in sections 2a-2f.*

Name: See below.

When was it made?

See below.

Where was it found?

Students will find the

information for this question

and the questions above on

the top of the glass cases that

contain the mummies.

# ANSWER KEY

Describe the outside of the mummy bundle and what materials were used to make it.

*Answers may vary.*

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What does the scan show about who is inside the mummy bundle?

*Many mummies have images of scans next to their cases. See section 2b for a touch-screen interactive with more information about many of the mummies.*

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**Draw** and **label** a Peruvian burial object that was wrapped with a mummy.

*NOTE: All Peruvian mummies are found in sections 2a-2f.*

Object Name:

*See below.*

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When was it made?

*See below.*

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Where was it found?

*Students will find the information for this question and the questions above on the top of the glass cases that contain the mummies.*

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Describe the object. What was it used for? What is it made from?

*Answers will vary depending on the object chosen.*

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Why were objects wrapped with the dead? \_\_\_\_\_

*Answers may vary but should include: Many objects included in the bundles were linked to the occupation and gender of the person when they were alive.*

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### **3. Pit Burial Diorama & “Drinks for the Dead” Case** (Section 2d)

Describe where Peruvians buried their mummies and what was buried with them.

*Peruvian mummies were buried in boot-shaped pits under rocky ground. An extended family might be buried together along with food and pots.*

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How were the mummies cared for over time? \_\_\_\_\_

*Mummies were buried with food and drink offerings, which were refreshed when relatives visited the graves.*

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## EGYPT

## ANSWER KEY

## 4. The Practice of Mummification in Egypt

Find the Egypt map and read about mummification in Egypt. Then answer these questions.

When did Egyptians start mummifying their dead? 5,500 Years Ago

Why did Egyptians mummify their dead? (The information to answer this question and the following question can be found at stop 4a.)

Egyptians believed the spirit of the dead would need a physical home in its own body.

## 5. Egyptian Mummies and Burial Objects

In the Egypt section, pick a mummy and a burial object to observe. Be sure to pick a dynastic mummy with scientific imaging that reveals what the mummy looks like on the inside.

Choose an Egyptian mummy of a human. Draw and label it.

*NOTE: All Egyptian mummies are found in sections 4a-4g.*

Name: See below.

When was it made?

See below.

Where was it found?

Students will find the

information for this question

and the questions above on

the top of the glass cases that

contain the mummies.

What does the CT scan or X-ray show about this mummy?

Many mummies have images of scans next to their cases. See section 4b for a touch-screen

interactive with more information about many of the mummies.

**ANSWER KEY**

**Choose** an Egyptian burial object. **Draw** and **label** it.

Object Name:

*See below.*

When was it made?

*See below.*

Where was it found?

*Students will find the*

*information for this question*

*and the questions above on*

*the top of the glass cases that*

*contain the mummies.*

Describe the object. What was it used for? What is it made from?

*Answers will vary.*

What does this object tell us about mummification in Egypt?

*Answers may vary but should contain the idea that the articular object would be useful in*

*the afterlife.*

**6. Egyptian Tomb Burial Diorama** (Section 4c)

Describe how the tombs where Egyptians buried their mummies were constructed.

*The mummy's wooden sarcophogus is in a larger stone sarcophogus, in a stone burial chamber*

*beneath 90 feet of rock. Tunnels were filled with sand to thwart grave robbers.*

What objects are included in the tomb? What do they tell us about the ancient Egyptians' beliefs about the afterlife?

*Figurines called shabti were included to function as servants in the afterlife.*

**ESSAY SCORING RUBRIC**

	<b>Exceeds</b>	<b>Meets</b>	<b>Approaches</b>	<b>Needs Additional Support</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Research: Mummies Exhibition</b>	Accurately presents information relevant to all parts of the prompt with effective paraphrased details from the exhibition	Presents paraphrased information from the exhibition relevant to the prompt with sufficient accuracy and detail	Presents information from the exhibition mostly relevant to the purpose of the prompt with some lapses in accuracy or completeness AND/OR information is copied from the exhibition text	Attempts to present information in response to the prompt, but lacks connections to the exhibition content or relevance to the purpose of the prompt
<b>Explanations</b>	Integrates relevant and accurate social studies content with thorough explanations that demonstrate in-depth understanding of the significance of mummies in ancient Egypt and Peru	Presents social studies content relevant to the prompt with sufficient accuracy and explanations that demonstrate understanding of the significance of mummies in ancient Egypt and Peru	Presents social studies content mostly relevant to the prompt; shows basic or uneven understanding of the significance of mummies in ancient Egypt and Peru	Attempts to include social studies content in explanations, but understanding of the significance of mummies in ancient Egypt and Peru is weak; content is irrelevant, inappropriate, or inaccurate
	Consistent and effective use of precise and domain-specific language	Some or ineffective use of precise and domain-specific language	Little use of precise and domain-specific language	No use of precise and domain-specific language
	Uses labeled illustrations and captions of Egyptian and Peruvian mummies and objects to effectively communicate relevant information	Uses labeled illustrations and captions of Egyptian and Peruvian mummies and objects to sufficiently communicate relevant information	Inconsistent use of illustrations and captions of Egyptian and Peruvian mummies and objects	No illustrations or illustrations do not contain any labels or captions



**ESSAY SCORING RUBRIC**

	<b>Exceeds</b>	<b>Meets</b>	<b>Approaches</b>	<b>Needs Additional Support</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Development</b>	Includes a relevant opening section that previews the essay to follow	Includes a relevant opening section	Includes an opening section that is insufficient or irrelevant	Does not include an introduction
	Includes relevant, highly detailed examples to address the writing prompt	Includes sufficient examples to address the writing prompt	Includes examples, but not sufficient to fully address the prompt	Does not include any examples
	Provides a concluding section that follows from and effectively supports the information or explanation presented	Provides a concluding section that follows from and sufficiently supports the information or explanation presented	Provides a concluding section that mostly supports the information or explanation presented	Provides a concluding section that does not support the information or explanation presented OR provides no concluding section
<b>Conventions</b>	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors; response includes language and tone consistently appropriate to the purpose and specific requirements of the prompt	Demonstrates a command of standard English conventions and cohesion, with few errors; response includes language and tone appropriate to the purpose and specific requirements of the prompt	Demonstrates an uneven command of standard English conventions and cohesion; uses language and tone with some inaccurate, inappropriate, or uneven features	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics

## Student Worksheet: Page 1

Name: \_\_\_\_\_

**Welcome to the *Mummies* exhibition!** Today, you will come face-to-face with real mummies. Mummies are remains of humans and other animals that have been preserved for thousands of years. You'll encounter mummies from the ancient cultures of Peru and Egypt. You'll observe what the mummies look like on the outside, and discover what scientific imaging, like CT scans and X-rays, reveal about what mummies look like on the inside. You will also describe objects that were buried with the mummies in two cultures. Finally, you will see how the two cultures buried their mummies.

### PERU

#### 1. The Practice of Mummification in Peru

Find the Peru map and read about mummification in Peru. Then answer the following questions.

When did Peruvians start mummifying their dead? \_\_\_\_\_

Why did Peruvians mummify their dead? \_\_\_\_\_

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#### 2. Peruvian Mummy Bundles and Burial Objects

In the Peru section, pick a mummy bundle and a burial object to observe. Be sure to pick mummy bundles with scientific scans, like CT scans and X-rays, that reveal what these mummy bundles look like on the inside.

**Draw** a Peruvian mummy and **label** your drawing.

Name: \_\_\_\_\_

When was it made?

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Where was it found?

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# Mummies

Describe the outside of the mummy bundle and what materials were used to make it.

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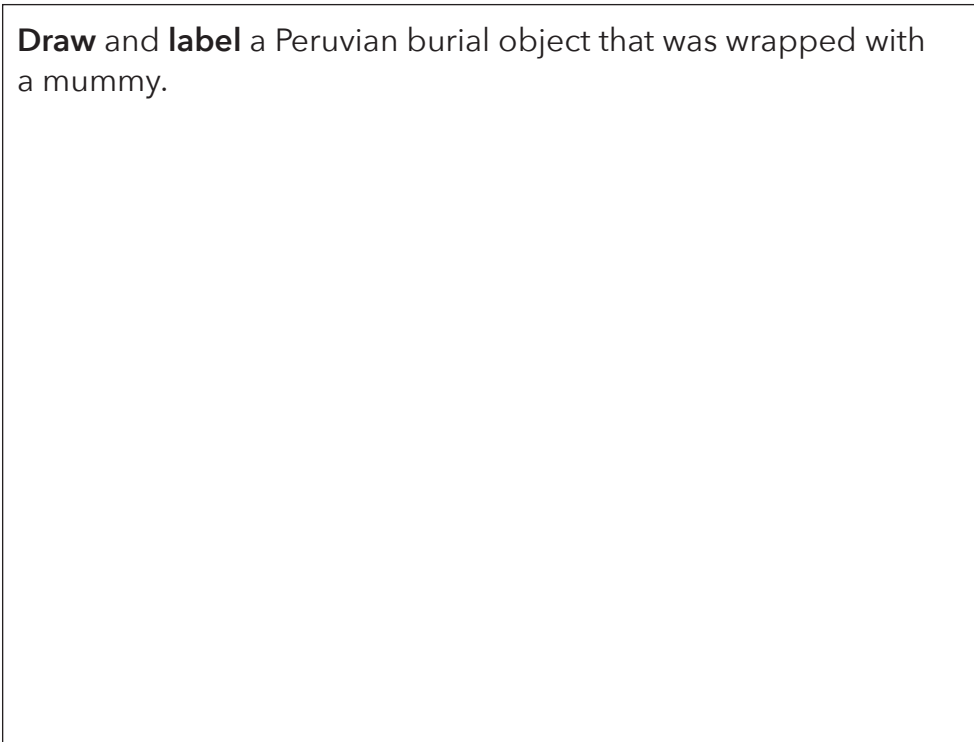
What does the scan show about who is inside the mummy bundle?

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**Draw** and **label** a Peruvian burial object that was wrapped with a mummy.



Object Name:

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When was it made?

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Where was it found?

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Describe the object. What was it used for? What is it made from?

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Why were objects wrapped with the dead? \_\_\_\_\_

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### 3. Pit Burial Diorama & "Drinks for the Dead" Case

Describe where Peruvians buried their mummies and what was buried with them.

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How were the mummies cared for over time? \_\_\_\_\_

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## EGYPT

### 4. The Practice of Mummification in Egypt

Find the Egypt map and read about mummification in Egypt. Then answer these questions.

When did Egyptians start mummifying their dead? \_\_\_\_\_

Why did Egyptians mummify their dead? \_\_\_\_\_

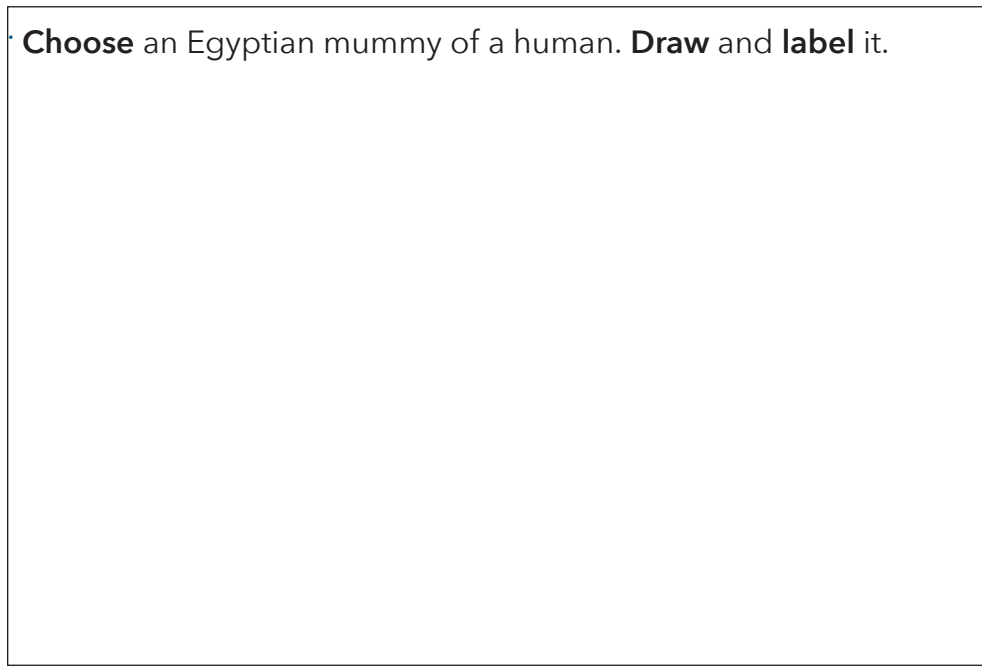
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### 5. Egyptian Mummies and Burial Objects

In the Egypt section, pick a mummy and a burial object to observe. Be sure to pick a dynastic mummy with scientific imaging that reveals what the mummy looks like on the inside.

Choose an Egyptian mummy of a human. Draw and label it.



Name: \_\_\_\_\_

When was it made?

\_\_\_\_\_

Where was it found?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What does the CT scan or X-ray show about this mummy?

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Choose an Egyptian burial object. Draw and label it.

Object Name:

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When was it made?

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Where was it found?

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Describe the object. What was it used for? What is it made from?

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What does this object tell us about mummification in Egypt? \_\_\_\_\_

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## 6. Egyptian Tomb Burial Diorama

Describe how the tombs where Egyptians buried their mummies were constructed.

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What objects are included in the tomb? What do they tell us about the ancient Egyptians' beliefs about the afterlife?

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