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. 3-6)
- Essay scoring rubric (p. 7)

For Students
- Student worksheets (p. 8-11)
- Student entry sheet (p. 12-16)

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)
- 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 and engage with texts (including printed text, digital interactives, videos, and models), and to gather information to 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.

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.
Welcome to Mummies! Today, you will come face-to-face with real mummies from the ancient cultures of Peru and Egypt. You’ll observe and study what the mummies look like on the outside. You’ll also discover what scientific imaging, like CT scans and X-rays, reveal about what mummies look like on the inside.

NOTE: Location numbers refer to the map in the Mummies Educator’s Guide (amnh.org/mummies-for-educators)

PERU SECTION
In the Peru section, pick two mummies to observe. Be sure to pick mummies with scientific imaging, like CT scans and X-rays, that reveal what these mummies look like on the inside.

Peruvian Mummy #1

Draw and label the mummy.

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

When was it made?
See top of case.

Describe the outside of the mummy.

Answers will vary.

Describe what the scan shows about the inside of this mummy.

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.
**Peruvian Mummy #2**

Draw and label the mummy.

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

Describe what the scan shows about the inside of this mummy.

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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**PERU VS. EGYPT SECTION**

In between the Peru and Egypt sections, find and read the panel that compares these two cultures. List two interesting facts about mummification in Peru, and two interesting facts about mummification in Egypt.

This information can be found in section 3; information about mummification in Peru is in the column on the right, and information about mummification in Egypt is in the column on the left.
Egypt Section

In the Egypt section, pick two mummies to observe. Be sure to pick mummies with scientific imaging, like CT scans and X-rays, that reveal what these mummies look like on the inside.

Egyptian Mummy #1

Draw and label the mummy.

When was it made?
See top of case.

Describe the outside of the mummy.
Answers will vary.

Describe what the scan shows about the inside of 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.
Egyptian Mummy #2

Draw and label the mummy.

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

Describe what the scan shows about the inside of 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

When was it made?
See top of case.

Describe the outside of the mummy.
Answers will vary.
# ESSAY SCORING RUBRIC

<table>
<thead>
<tr>
<th>Research: Mummies Exhibition</th>
<th>Exceeds</th>
<th>Meets</th>
<th>Approaches</th>
<th>Needs Additional Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accurately presents information relevant to all parts of the prompt with paraphrased details from the exhibition</td>
<td>Presents paraphrased information from the exhibition relevant to the prompt with sufficient accuracy and detail</td>
<td>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</td>
<td>Attempts to present information in response to the prompt, but lacks connections to the exhibition content or relevance to the purpose of the prompt</td>
<td></td>
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<tr>
<th>Explanations</th>
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<tbody>
<tr>
<td>Integrates relevant and accurate social studies content with thorough explanations that demonstrate in-depth understanding of Egyptian and Peruvian mummies</td>
<td>Presents social studies content relevant to the prompt with sufficient accuracy and explanations that demonstrate understanding of Egyptian and Peruvian mummies</td>
<td>Presents social studies content mostly relevant to the prompt; shows basic or uneven understanding of Egyptian and Peruvian mummies</td>
<td>Attempts to include social studies content in explanations, but understanding of Egyptian and Peruvian mummies is weak; content is irrelevant, inappropriate, or inaccurate</td>
<td></td>
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</tbody>
</table>

| Uses labeled illustrations of Egyptian and Peruvian mummies to effectively communicate relevant information | Uses labeled illustrations of Egyptian and Peruvian mummies to sufficiently communicate relevant information | Illustrations are unlabeled | Does not include illustrations |

| Uses captions that effectively explain the illustrations | Uses captions that sufficiently explain the illustrations | Captions do not explain the illustrations | Does not include captions |

<table>
<thead>
<tr>
<th>Development</th>
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<tbody>
<tr>
<td>Includes an introductory paragraph that clearly introduces the topic of Egyptian and Peruvian mummies</td>
<td>Includes an introductory paragraph that sufficiently introduces the topic of Egyptian and Peruvian mummies</td>
<td>Includes an opening section that is insufficient or irrelevant</td>
<td>Does not include an introduction</td>
<td></td>
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</tbody>
</table>

| Essay includes descriptions of Egyptian and Peruvian mummies a great deal of supporting details | Essay includes descriptions of Egyptian and Peruvian mummies | Essay includes descriptions of Egyptian and Peruvian mummies, but lacks sufficient details | Essay does not include descriptions of Egyptian and Peruvian mummies |

| Provides a relevant concluding paragraph | Provides a relevant concluding section | Provides a concluding statement | Provides no sense of closure |

<table>
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<tr>
<th>Conventions</th>
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<tbody>
<tr>
<td>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</td>
<td>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</td>
<td>Demonstrates an uneven command of standard English conventions and cohesion; uses language and tone with some inaccurate, inappropriate, or uneven features</td>
<td>Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics</td>
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<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 5</td>
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</table>
Welcome to Mummies! Today, you will come face-to-face with real mummies from the ancient cultures of Peru and Egypt. You’ll observe and study what the mummies look like on the outside. You’ll also discover what scientific imaging, like CT scans and X-rays, reveal about what mummies look like on the inside.

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Peruvian Mummy #1

Draw and label the mummy.

When was it made?

Describe the outside of the mummy.

Describe what the scan shows about the inside of this mummy.
### Peruvian Mummy #2

<table>
<thead>
<tr>
<th>Draw and label the mummy.</th>
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</table>

When was it made?

[Blank lines]

Describe the outside of the mummy.

[Blank lines]

Describe what the scan shows about the inside of this mummy.

[Blank lines]

### PERU VS. EGYPT SECTION

**In between the Peru and Egypt sections, find and read the panel that compares these two cultures.** List two interesting facts about mummification in Peru, and two interesting facts about mummification in Egypt.

[Blank lines]
Egypt Section

In the Egypt section, pick two mummies to observe. Be sure to pick mummies with scientific imaging, like CT scans and X-rays, that reveal what these mummies look like on the inside.

Egyptian Mummy #1

Draw and label the mummy.

When was it made?

Describe the outside of the mummy.

Describe what the scan shows about the inside of this mummy.
**Egyptian Mummy #2**

Draw and label the mummy.

When was it made?

Describe the outside of the mummy.

Describe what the scan shows about the inside of this mummy.
During your visit to the Mummies exhibition, you learned that the people of ancient Egypt and ancient Peru created mummies. Now you will write an essay in which you will describe two mummies that you observed in the exhibition.

First, write an introduction to your essay. Then, describe a mummy from ancient Peru. Your description should include both what it looks like on the outside and what its scan shows about the inside. Include a labeled drawing of the mummy with a caption. Next, describe a mummy from ancient Egypt. Your description should include both what it looks like on the outside and what its scan shows about the inside. Include a labeled drawing of the mummy with a caption. Lastly, write a concluding paragraph.
LeFrak Class of the Month Essay Contest
MUMMIES
GRADE 5

Student Entry Sheet - Page 2

First Name: ___________________________  Last Initial: _____

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Student Entry Sheet - Page 4

Illustration

Caption: