

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)

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.

Common Core State Standards

W.4.2: 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.

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.

Student Worksheet: Page 1

Name: _____ **ANSWER KEY**

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

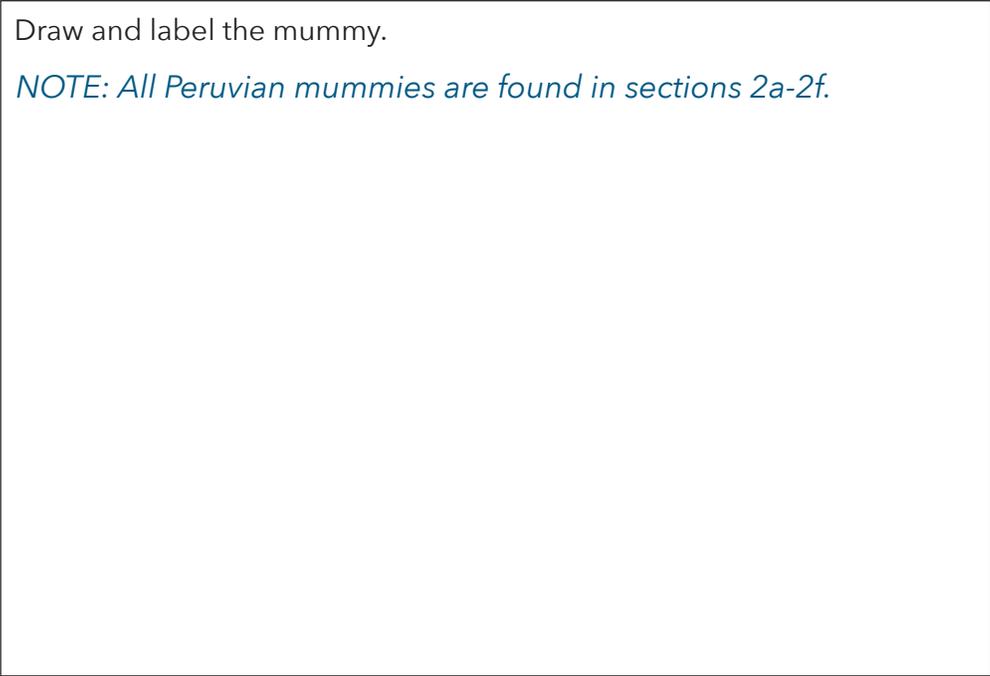
interactive with more information about many of the mummies.

Peruvian Mummy #2

ANSWER KEY

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.

Horizontal lines for writing answers to the questions.

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.

Horizontal lines for writing answers to the question about the scan.

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.

Horizontal lines for writing answers to the Peru vs. Egypt section.

Egypt Section

ANSWER KEY

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.

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

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

ANSWER KEY

Draw and label the mummy.

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

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.

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ESSAY SCORING RUBRIC

	Exceeds	Meets	Approaches	Needs Additional Support
	4	3	2	1
Research: Mummies Exhibition	Accurately presents information relevant to all parts of the prompt with 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
Explanations	Integrates relevant and accurate social studies content with thorough explanations that demonstrate in-depth understanding of Egyptian and Peruvian mummies	Presents social studies content relevant to the prompt with sufficient accuracy and explanations that demonstrate understanding of Egyptian and Peruvian mummies	Presents social studies content mostly relevant to the prompt; shows basic or uneven understanding of Egyptian and Peruvian mummies	Attempts to include social studies content in explanations, but understanding of Egyptian and Peruvian mummies is weak; content is irrelevant, inappropriate, or inaccurate
	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
Development	Includes an introductory paragraph that clearly introduces the topic of Egyptian and Peruvian mummies	Includes an introductory paragraph that sufficiently introduces the topic of Egyptian and Peruvian mummies	Includes an opening section that is insufficient or irrelevant	Does not include an introduction
	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
Conventions	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

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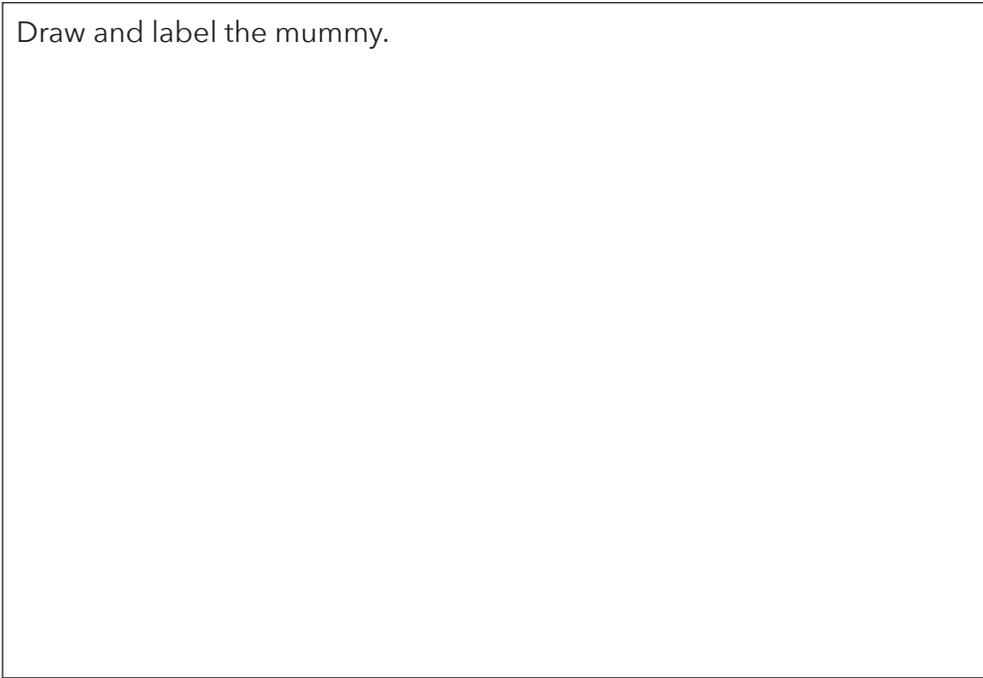
When was it made?

Describe the outside of the mummy.

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

Peruvian 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.

PERU VS. EGYPT SECTION

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