



Teacher's Notes: Mummies

Learning Objectives:

The students will be able to list the steps to make a mummy.

The students will be able to define and explain the following:

The students will be able to point/eye gaze at features of

Activities

1. Have students turn a peer into a mummy using toilet paper.
2. Mummify an apple experiment. See video. You can also have one apple that is not kept in salt so that students can compare.

<https://www.youtube.com/watch?v=rwyzMNIvFS8>

General Tips: The goal is to build background knowledge while leading an engaging discussion on any and all information that can be talked about on a given page. The items that you choose to bring up or focus on can be modified for the students you are working with. For example, if you have a student who can point to something in the picture, answer yes/no questions be sure to incorporate a lot more of that as you go through the book. On the same token, be sure to ask a lot of comprehension questions and critical thinking questions at the level appropriate for students. There is something for everyone.

Page 1: The people of Ancient Egypt had different religious beliefs. They believed that people who go to an afterlife when they died. They wanted a person's body to be preserved after he/she died. They preserved a dead person's body by making it into a mummy. They made mummies out of a dead person's body.

Point: people, mummy

WH Questions: What did ancient Egyptians make?

Yes/No: Did Ancient Egyptians make mummies? What making mummies part of their religion?

Opinion/Experiences: Some people dress up as mummies for Halloween. Have you ever seen someone dressed as a mummy?

Peer to Peer Interaction: After you read Page 1, ask student, "What did Ancient Egyptians make?" The answer is the main idea card, "mummies." Have students read/show/point/eye gaze at either the main idea word or picture card to a partner or the entire group. If appropriate, have the students talk about mummies.

Page 2: The priest was in charge of making a dead person into a mummy. It took a long time to do this!

Point: mummy, priests

Questions: What was a dead person made into? Who turned the dead person into a mummy?

Yes/No: Did they turn a person who was alive into a mummy? Was a dead person turned into a mummy? Did a priest turn the dead body into a mummy?

Peer to Peer Interaction: After you read Page 2, ask students, "What did priests turn a dead person into? The answer is the main idea card "mummy." Have students read/show/point/eye gaze at either

the main idea word or picture card to a partner or the entire group. If appropriate, have the students talk about mummies.

Page 3: There were a lot of steps to turn a dead person into a mummy. The first thing the priests did was wash the body.

Point: foot, toes, hands, soap

Questions: What is the first thing that was done to the body?

Yes/No: Did the priests make the body dirty? Did the priests wash the body?

Opinion/Experiences: How do you wash your body? Do you take a bath or shower? What do you use to wash your body? What do you think the priests used to wash the body?

Peer to Peer Interaction: After you read Page 3, ask students, “What is the first thing that was done to the body? The answer is the main idea card “wash.” Have students read/show/point/eye gaze at either the main idea word or picture card to a partner or the entire group. Have students talk to their partners about the first step to make a mummy.

Page 4: After the priests washed the body, they took most of the organs out of the body. The liver is an organ. The intestines are an organ. The lungs are an organ. The stomach is an organ. These organs are inside our bodies. The priests took these organs out of the body and put them in special jars. The jars were called canopic jars. The only organ they left in the body was the heart.

Point: canopic jars, stomach, liver, intestines, lungs

Questions: What did the priests take out of the body? What did the priests put in canopic jars? Where did they put the organs?

Yes/No: Is the heart an organ? Is the liver an organ? Are the lungs an organ? Are the intestines an organ? Did the priests keep the organs in the dead body? Did the priests take the organs out of the dead body? Were the organs put in canopic jars?

Opinion/Experiences: Have the students put their hands on their chests and breathe deeply. Tell them that their lungs are filling up with air when they breathe in. That is where their lungs are. Have the students try to feel their heart on the left side of their chest.

Peer to Peer Interaction: After you read Page 4, ask students, “What did they put a dead person’s organs? The answer is the main idea card “canopic jars.” Have students read/show/point/eye gaze at either the main idea word or picture card to a partner or the entire group. Have students talk to their partners about the organs in their bodies.

Page 5: Natron was used to dry out the dead body. Natron is salt. They covered the entire body with salt for over a month!

Point: salt shaker

WH Questions: What is natron? What did they dry the body out with?

Yes/No: Is natron salt? Did the natron make the body wet? Did natron dry out the body? Did the priests dry the body out with natron (salt)?

Opinions/Experiences: What do we use salt for today?

Peer to Peer Interaction: After you read Page 5, ask students, “What is natron?” The answer is the main idea card “salt.” Have students read/show/point/eye gaze at either the main idea word or picture card to a partner or the entire group. If appropriate, have students talk to each other what the natron (salt) did to the body?

Page 6: After the body was removed from the natron, the skin was very dry and tough. The priests rubbed the body with special oils so that it would be soft. The oils had a nice smell so the body would also smell good.

Point: bottles of oil

WH Questions: What did the priests rub onto the body?

Yes/No: Did the priests rub powder on the body? Did the priests rub oils on the body?

Opinions/ Experiences: What do you put on your body when your skin is dry?

Peer to Peer Interaction: After you read Page 6, ask students, “What was rubbed on the body?” The answer is the main idea card “oils.” Have students read/show/point/eye gaze at either the main idea word or picture card to a partner or the entire group. If appropriate, have the students talk to their partners about why oils were put on the body.

Page 7: Linen is a type of material that the priests wrapped the dead body in. They wrapped the entire body with linen from head to toe. Have students view the video of mummification rap.

<https://www.youtube.com/watch?v=KBoXtO4Mcv4>

Point: mummy, linen

WH Questions: What did they do with the body? What was the body wrapped in?

Yes/No: Was the body wrapped in plastic? Was the body wrapped in linen?

Opinions/Experiences: Bring is something made of linen for the students to feel.

Peer to Peer Interaction: After you read Page 7, ask students, “What did they do with the linen?” The answer is the main idea card “wrap.” Have students read/show/point/eye gaze at either the main idea word or picture card to a partner or the entire group. If appropriate, have the students talk to a partner about what the body was wrapped in.

Page 8: Once the mummy was all wrapped up, the priests put it in a sarcophagus. A sarcophagus is like a coffin. It is a box made of wood or stone that the mummy is put into. Have students view the first portion of the following video that shows sarcophagi.

<https://www.youtube.com/watch?v=hNUgSGEedKQ>

Point: mummy, sarcophagus

WH Questions: Where did they put the mummy?

Yes/No: Did they put the mummy in the ground? Did they put the mummy in a sarcophagus?

Peer to Peer Interaction: After you read Page 8, ask students, “What did they put the mummy into?” The answer is the main idea card “sarcophagus.” Have students read/show/point/eye gaze at either the main idea word or picture card to a partner or the entire group. If appropriate, have students talk to a partner about what the mummy was put into.

Page 9: The people who live in Egypt no longer turn dead bodies into mummies. Today people can see actual mummies from thousands of years ago in museums. Have students view the following video.

<https://www.youtube.com/watch?v=l3g7KcjzZCc>

Point: pyramid, sphinx, palm trees

WH Questions: Where can people see mummies?

Yes/No: Do Egyptians still make mummies? Can people see mummies in museums?

Opinions/Experiences: Have you ever been to a museum? What museums have you gone to?

Peer to Peer Interaction: After you read Page 9, ask students, “Where can people see mummies?” The answer is the main idea card “museums.” Have students read/show/point/eye gaze at either the main idea word or picture card to a partner or the entire group. If appropriate, have the students talk about what they have learned about museums.