

# Yale 2013 PIER Summer Institutes

Sponsored by the Yale Programs in International Educational Resources (PIER)

## TITLE OF UNIT: The Dead Shall Be Raised

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*School: St. James Catholic School*

*Subject Area: Language Arts/Social Studies/Science*

*Grade Level(s): 6<sup>th</sup> Grade*

*Time Frame to Allow for Unit: 1-2 weeks*

### **Introduction: Brief Description of the Unit**

Students will have an opportunity to prepare for their trips to the “Afterlife” in the way of the Ancient Egyptians. This will include the following:

- Writing an “Ideal Biography” for someone
- Using instructional narrative from The Book of the Dead, preparing a mummy for burial
- Writing up a lab report on the mummies before, during and after the mummification process.

### **Geographic Connections: Related to Summer Institute Themes**

This lesson is based on several of the lectures we had throughout the Echoes of Egypt Institute. First, Professor Colleen Manassa’s lecture about Ancient Egyptian literature introduced the idea of writing an “Ideal Biography” based on how people would ideally like to be remembered after they are gone. The text that was translated from The Book of the Dead in the “Echoes of Egypt” museum book informs students of the processes and paths to navigate them safely to the afterlife. Finally, the mummification project idea came directly from Professor Tasha Dobbin-Bennet who showed us how to mummify various perishables in the science lab.

### **Vocabulary: Terms, Concepts and Actors**

**Mummification**

**Book of the Dead**

**Ideal Biography**

### **Stage 1 – Desired Results**

#### **Common Core Content Standard(s):**

**CCSS.ELA-Literacy.RH.6-8.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

**CCSS.ELA-Literacy.RH.6-8.3** Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

**CCSS.ELA-Literacy.RH.6-8.6** Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded

language, inclusion or avoidance of particular facts).

**CCSS.ELA-Literacy.WHST.6-8.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**CCSS.ELA-Literacy.RST.6-8.7** Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

**CCSS.ELA-Literacy.RST.6-8.9** Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

**Understanding (s)/Goals:**

Students will understand that:

- The writing of Ancient Egypt reflected its morals.
- The writing of Ancient Egypt included instructional texts.
- The concept of “afterlife” played a significant role in the daily lives of Ancient Egyptians.
- Ancient Egyptian practices of preparing a body for death and afterlife have influenced modern techniques.

**Essential Question(s) Related to Theme(s):**

- How do people like to be remembered after they are gone?
- What is important about following instructions?
- How do people write instructions?
- How do people today prepare for death compared to the Ancient Egyptians?

**Student Objectives (Outcomes):**

Students will be able to:

- Create a piece of writing based on an Ancient Egyptian text.
- Examine instructions from The Book of the Dead.
- Model the process of mummification.
- Compose a lab report based on the process of mummification.
- Relate the procedures of Ancient Egyptian mummification to those used to prepare bodies for burial in modern society.

**Stage 2 – Assessment Evidence**

**Performance Task(s):**

- Note Taking
- Small group collaboration during lab periods
- Observation, recording and analysis of data that is collected during lab periods
- Individual Writing and peer editing of Ideal Biographies

**Other Evidence:**

- With the knowledge gained from the entire process of mummification, students will compare and contrast in a short essay how the methods of Ancient Egyptian mummification compare to the methods of burial preparation today.

**Stage 3 – Learning Plan**

### **Learning Activities:**

- Prior to teaching, students should have solid understanding of the following:
  - Definition of “biography” and how biographies are written.
  - The Ancient Egyptian history behind mummification, burial and belief in the afterlife.

### **Part I: Ideal Biographies**

1. Students will be given an “Ideal Biography” example.
2. Students and I will discuss the definition of an “Ideal Biography”, why it was written, for whom it was written and by whom it is written.
3. Students will read aloud the example and discuss details of the biography.
4. Students will then be asked to write down three names on an index card of someone they think would write the best ideal biography for them.
5. Students will choose their “Ideal Biographers”.
6. Students will have 5-10 minutes to consult with their biographers and talk to them about what aspects of their lives have been most important to them.
7. Students will begin writing their biographies in class using the 4-square method and outline the beginning of their biographies.
8. As homework, students will flesh out their outlines and present rough drafts the next day in class.
9. Students will peer review each other’s papers in class the next day. I will also review their papers that evening.
10. Students will be asked to re-write their biographies during computer class with suggested edits.
11. Students will peer review once more to check for spelling and punctuation errors.
12. Final drafts will be due the following day.

(Although students will probably want to present these ideal biographies in class immediately, they will be read during the burial ceremony of their mummies.)

### **Part II: Book of the Dead**

1. Students will have already some prior knowledge of mummification through readings and an interactive mummification: (Teachers who have a SmartBoard or similar technology will have fun with this!) <http://oi.uchicago.edu/OI/MUS/ED/kids.html>
2. Students will be introduced to The Book of the Dead through a film from the British Museum: [http://www.britishmuseum.org/channel/exhibitions/2011/book\\_of\\_the\\_dead/video\\_botd\\_schools\\_film.aspx](http://www.britishmuseum.org/channel/exhibitions/2011/book_of_the_dead/video_botd_schools_film.aspx)
3. Students will discuss the video and take a few minutes to explain to each other what The Book of the Dead is and what it meant for the Ancient Egyptians. (Think, Pair, Share)
4. Students will be asked to discuss why it is important to follow instructions and why it is important to write specific instructions (such as when we are doing lab reports.)
5. Students will then be introduced to some artwork from The Book of the Dead and be asked to record their interpretations of the artwork in their copybooks. Students will be asked to write these interpretations as instructions.  
<http://www.egyptartsite.com/ani.html>
6. We will compare the student translations of the artwork with the interpretations of the artist who created the website.
7. As an exit, students will be asked to summarize their visions on The Book of the Dead in class on an index card. For homework, students will be asked to write a paragraph of text for their very own mummy’s Book of the Dead.

8. Students will create their own Book of the Dead using graphics and artwork from the website as well as other resources:
  - [http://www.britishmuseum.org/explore/young\\_explorers/post/book\\_of\\_the\\_dead.aspx](http://www.britishmuseum.org/explore/young_explorers/post/book_of_the_dead.aspx)
  - <http://www.youtube.com/watch?v=hEqINdGNGkY>
9. After students have completed their artwork, we will display the artwork in a “gallery”. Students will be tasked with also writing on an index card information about their work and reflections on The Book of the Dead.

### **Part III: Mummification**

1. As part of their science lab time, students will be mummifying an apple.
2. Students will be asked to prepare for lab ahead of time by doing the following:
  - Doing the interactive video for mummification (cited above)
  - Predicting materials they will use for the lab
  - Predicting time necessary to complete the lab
  - Students will summarize these in a lab report prior to the lab.
3. As a class, students will discuss their predictions together. Students will be given a lab instruction and information sheet and will review prior to going to lab.  
[http://www.fi.edu/learn/tut/9-12/tut\\_print\\_9-12\\_mummy.pdf](http://www.fi.edu/learn/tut/9-12/tut_print_9-12_mummy.pdf)
4. After the apple has mummified, students will be asked to complete their lab reports and draw conclusions on the chemical processes that took place during the mummification process. (See Lab report attached.)
5. Students will then be tasked with creating a sarcophagus for their mummies:  
<http://www.everhart-museum.org/Education/Kids/Egypt/Egypt.MakeIt.htm>

### **Part IV: Burial Ceremony**

1. As the conclusion to our understanding of Ancient Egyptian beliefs in the afterlife and mummification, students will present their sarcophagi in front of the class individually.
2. Each student will read the Ideal Biography that was written for them.
3. We will then “bury” the mummies inside a “tomb” and will retrieve them at the end of the year to see the results of our mummifications.

### **Extensions**

Students will research modern techniques of burial preparation and using a Venn diagram, compare and contrast methods of each.

### ***Resource List/Bibliography:***

Please be sure to include full titles, authors, and URL addresses with dates accessed.

#### **Works Cited**

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"Page 7." *Think Like an Egyptian: The Science of Ancient Egypt*. N.p.: n.p., 2007. 7. *The Franklin Institute Science Museum*. The Franklin Institute Science Museum. Web. 20 July 2013. <[http://fi.edu/learn/tut/5-8/tut\\_print\\_5-8.pdf](http://fi.edu/learn/tut/5-8/tut_print_5-8.pdf)>.

### ***How Are You Going to Use This Unit***

I am planning on using these lessons in my teaching of Ancient Egypt this year (October 2013) as well as sharing this with a group I have been working with over the last year from the University of Notre Dame who has been assisting our Diocese with the revision of our Social Studies curriculum (This is an ongoing project.) I am also considering presenting this at our yearly Diocesan Institute (March 2014).



Take the mass of each apple slice and record in the chart below:

	<b>Apple Slice in “Natron”</b>	<b>Control Apple Slice</b>
<b>Mass of Apple slices after “mummification” (m<sub>2</sub>)</b>		

Draw a picture of your apple slices and color accordingly.

<b>Apple Slice in “Natron”</b>	<b>Control Apple Slice</b>

Using your powers of math, subtract the mass of the apple slices after mummification from the mass of the apple slices “after cutting” ( $m_1 - m_2$ ).

	<b>Apple Slice in “Natron”</b>	<b>Control Apple Slice</b>
<b>Difference of mass of apple slices (<math>m_1 - m_2</math>)</b>		

**Results**

1. Based on your observations, describe what has happened to both the apple slice in “natron” and the control apple slice. Be specific using your senses (smell, touch, sight, NOT TASTE!!!!!!)

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2. In your final calculations of the mass of the two slices, was there a difference in either? Explain. Was there a change in the masses of either or both?

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3. If there was a change, explain why you think this may have occurred. If not, why?

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4. In conclusion, do you think this is an effective way to “preserve” the past? How would you do this differently?

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