



LESSON PACK

Language Arts Lesson Pack » History & Culture

Ancient Egypt & King Tuts Tomb

Recall facts; make inferences; draw conclusions; use vocabulary

Skills Addressed	Find main idea, recall facts, make inferences, draw conclusions and expand vocabulary
Learning Notes	This Reading Comprehension lesson pack contains four passages on mummies, cats, pyramids and tombs of Ancient Egypt. The passages and comprehension questions are related to one theme at different reading levels.
Teaching Tip	All students read the "Great Pyramid" passage. Students read one passage and become the designated "expert" for the information learned. Put students into groups of threes with the task of sharing information learned from their passage. Each group is required to write up a summary sheet recording information learned from each passage. (Tactile, Interpersonal, Verbal, Auditory)
Modifications and/or Extensions	To modify these exercises, students use note cards to record and organize information learned from each passage. The note cards are then used to help each group summarize information learned about Ancient Egypt.
Recommended Exercises	
<i>Introductory:</i>	'Finding Out About the Past' Passage
<i>Follow-up:</i>	'The Nubians' Passage

Lesson Packs are selections from popular EPS series, grouped together by skill. They include teaching tips, alignment with standards and extensions for use in the classroom. They are just one component of Lesson Logic, an online service of EPS. Visit www.lessonlogic.com for more information.

The Lessons included in this pack are as follows:

Mummies Complete passage and questions on ancient Egyptian mummies	From the EPS book <i>Reading for Content 2</i>
Tutankhamen Complete passage & questions on the discovery of King Tut's tomb	<i>Reading for Content 3</i>
Cats Complete passage and questions on the evolution of house cats	<i>Reading for Content 4</i>
The Great Pyramid Passage Read passage on the Great Pyramid of Egypt	<i>Wordly Wise 3000 1</i>
The Great Pyramid Questions Answer recall and inference questions on passage about Great Pyramid	<i>Wordly Wise 3000 1</i>

To learn more about these books, please visit
www.epsbooks.com/html/catsearch.asp
and type in the name of the book in the search box

Mummies are bodies of people who died thousands of years ago in Egypt. They fascinate people because they tell us a lot about ancient Egypt. Mummies were first found in 1798. Many of them were taken out of Egypt, but now the government forbids people to do this.

These bodies were preserved by removing the fluids from them. The Egyptians did this because they wanted to preserve a dead person's identity after death.

At first, mummies were made naturally. About 5,000 year ago Egyptians buried their dead in sand. This warm sand dried the bodies, and natural mummies were the result.

Later on, Egyptians feared grave robbers so they buried the bodies in closed tombs. They had learned how to make their own mummies. It was a long process that took about 70 days. The last step was wrapping the body in linen.

Then the dead person's family and friend's had a great feast. They believed that after the feast the body would go on a long trip. They thought it would go through the underworld to the Judgment Hall. If the person had been good, he would go to a heaven that looked much like Egypt.

People wanted the dead to feel at home so they painted their tombs with happy scenes and put food, drink, and furniture in them. Gold was even placed in the tombs of rich people.

-
1. Egyptians made dead people into mummies because it
 - a. was the law.
 - b. helped prevent disease.
 - c. was a quick way to bury the dead.
 - d. preserved the bodies.
 2. Ancient Egyptian tombs were like
 - a. homes.
 - b. museums.
 - c. churches.
 - d. modern graves.
 3. Choose the best answer.
How long did it take to make a mummy?
 - a. about a month
 - b. about two months
 - c. about three months
 - d. about four months
 4. We can conclude that ancient Egyptian funeral ceremonies were
 - a. long.
 - b. cheap.
 - c. short.
 - d. simple.

In 1922 Howard Carter, a British archaeologist, discovered the tomb of Tutankhamen. Tutankhamen, also known as King Tut, was an ancient Egyptian king who died at the age of eighteen or nineteen. Carter spent fifteen years searching for his tomb.

Carter thought that there must be undiscovered tombs in ancient Egypt's royal burial ground. He was sure that a small part of it had not been searched, but most people disagreed.

A few days after his crew started digging they found the beginning of a staircase which seemed like the entrance to a tomb. When the staircase was cleared, they saw the top of a doorway. Carter's search was paid for by Lord Carnarvon, a wealthy Englishman, so Carter immediately wired Carnarvon about his discovery.

When Carnarvon arrived, Carter drilled a small hole through the door. The glint of gold could be seen everywhere. Weapons, vases, and chariots were strewn about. The tomb had been broken into. Carter thought it had been robbed twice, probably soon after the burial.

A few months later the Burial Chamber of the tomb could be entered. King Tut's body was enclosed in three coffins. The inner coffin was solid gold. When it was opened, they saw King Tut's head and shoulders covered with a fabulous, gold funeral mask. Attached to the body and its wrappings were 143 jewels and amulets.

Carter and his staff worked ten years to clean and preserve the treasures of this four-room tomb.

-
1. Choose the best title:
 - a. Tombs of Ancient Egypt.
 - b. An Ancient Egyptian King's Tomb.
 - c. The Work of an American Archaeologist.
 - d. Ancient Burial Grounds.
 2. King Tut's tomb was robbed
 - a. just before Carter discovered it.
 - b. thousands of years ago.
 - c. 100 years ago.
 - d. in 1922.
 3. We can conclude that Carter was a man who
 - a. had great wealth.
 - b. did not give up easily.
 - c. had no patience.
 - d. had no imagination.
 4. Who would be least interested in the discovery of King Tut's tomb?
 - a. historians
 - b. jewelers
 - c. scientists
 - d. athletes

In ancient days the Egyptians worshipped the cat as a goddess. This worship started about 6,000 years ago. Cats were a sacred part of the Egyptian religion, and priests took special care of them. When the temple cats died, they were embalmed and mummified. They were given funerals and buried in cat cemeteries.

Pet cats were also honored in private homes. The ancient Egyptians thought that a cat's life was more valuable than that of a person.

Later, Egypt became a rich country because of its grain. Traders from all over the world went there to buy grain. In the granaries, cats were used to keep rats and mice away from the grain. Traders who came to Egypt managed to steal cats. They wanted cats to kill the rats that were eating their food supplies on their ships. They also found that they could sell the cats they had stolen in the European and British ports they visited. People in these ports were willing to pay any price for them. Thus, cats came to the western world.

The first settlers in America brought cats with them to protect their food supplies on the ships. When they arrived, they found that the Native Americans had difficulty storing food for the winter. There were too many kinds of rodents in this country. The settlers' cats helped them to survive because they enabled them to store food for the long winter.

Over the years there have been many superstitions about cats. In some countries black cats are considered to be a sign of bad luck, while in others they are thought to bring good luck. It was in Africa that the myth of a cat's having nine lives began. Sailors have always considered the tortoiseshell cat, which has a coat of many colors, a good-luck cat.

-
1. People from other countries wanted cats from Egypt for
 - a. religious reasons.
 - b. help in preserving their food.
 - c. special house pets.
 - d. good luck.
 2. The main reason for Egypt's worldwide fame was its
 - a. full granaries.
 - b. precious gold.
 - c. temple cats.
 - d. cat mummies.
 3. We can conclude from this passage that
 - a. people have always been superstitious.
 - b. only people living in ancient times were superstitious.
 - c. today people are becoming more superstitious.
 - d. today people are becoming less superstitious.
 4. What did the Pilgrims bring with them that was most valuable to them during their first year here?
 - a. their spinning wheels
 - b. their lumber
 - c. their cats
 - d. their books

Narrative

Read the narrative below; then complete the exercise that follows.

THE GREAT PYRAMID

Over two thousand years ago, a Greek writer named Antipater made a list of what he called the Seven Wonders of the World. The only one of those **ancient** sights that remains today is the Great Pyramid, in Egypt.

The Great Pyramid is **located** just outside Cairo. It was built by one of the earliest kings of Egypt, who intended it to be a tomb, or burial place, for himself. Covering an area bigger than one hundred football fields and standing 450 feet high, it is the largest of the more than sixty pyramids in Egypt. It is made of two and a half million blocks of stone, some of which weigh as much as fifteen tons. Its **surface** was once covered in shining white limestone and was perfectly smooth, but over the **centuries** most of this has been stripped away and very little of it is left.

It may have taken as long as twenty years to build the Great Pyramid. The stone came from nearby, while the white limestone on the outside came from **quarries** near the Nile River. The blocks were floated across on rafts and were then dragged up a **ramp** of earth that was built up in stages as the work progressed. Skilled stonemasons worked all year on the pyramid. Other work was done by farmers, who worked for a **portion** of each year, probably from July to October, when the Nile overflowed its banks and flooded the fields. Workers believed that their king, Cheops, was a god, a **descendant** of the sun god Ra, and that he deserved this magnificent tomb.

The **interior** of the Great Pyramid contains many rooms, connected by **passages** leading to the outside. King Cheops was laid to rest in one of the most **spacious** rooms. The Egyptians believed in a life after death, and so they left food and drink with the king's body as well as many **precious** objects he had used in daily life. The Egyptians believed he would need these in the next world.

The **chamber** in which the dead king lay was closed off with huge granite slabs to keep people from gaining **entry** to it. In spite of this, however, **intruders** later found a way in and stole the gold objects and the jewels that were inside. They even made off with the body! The Great Pyramid failed to keep Cheops's body safe, but it has kept his name alive over 4,500 years after his death.

THE GREAT PYRAMID

Answer each of the following questions in a sentence. If a question does not contain a vocabulary word, use a vocabulary word in your answer. Use each word only once.

1. What makes the Great Pyramid unusual among the places on Antipater's list?

2. How could one go from room to room within the Great Pyramid?

3. Why would the interior of the Great Pyramid be very dark?

4. How did the Egyptians raise the stones onto the pyramid?

5. Why did the white limestone have to come by water?

6. Why did some people work on the pyramid for only a **portion** of the year?

7. How does the room where the king's body was placed compare with other rooms?

8. Why do you think the narrative refers to the king's room as a **chamber**?

9. What are some of the **precious** objects that might have been left with the dead king?

10. Why did the Egyptians place granite slabs outside the king's tomb?

11. What happened to the gold and the jewels that were inside the tomb?

12. When (to the nearest hundred years) was the Great Pyramid built?

13. Why did the Egyptians think Cheops deserved such a magnificent tomb?

14. How does the Great Pyramid differ from when it was first built?

15. What is the **location** of Cairo?

WORDLY WISE

You have learned that the Greek word for “eight” is *okto*. In Latin, it became *octo*. (An *octopus* has eight arms. *October* was the eighth month in the Roman calendar; we changed it and made it the tenth month.)



A large number of English words are formed from Greek or Latin numbers. Among them is our word **century**, a period of one hundred years. It comes from the Latin for one hundred, which is *centum*. Other words sharing this root include *cent* (There are one hundred cents in a dollar.), *centipede* (This was once thought to have one hundred legs; it actually has about seventy.), and *centimeter* (There are one hundred centimeters in a meter.).



In 1976 the United States celebrated its *bicentennial*. If you knew nothing of the history of the United States, but knew that the Latin for “two” is *bi*, could you figure out how old the United States was in 1976?

How can the word **quarry** have two such separate and unrelated meanings? For the answer to this question we must look into the word’s history. In fact, it is not one word but two quite different ones that by chance have the same spelling.

The word for an animal being hunted comes from the old French *cuiree*, the name for body parts fed to animals after a successful hunt. The word passed into English as *querre*, which in modern English became *quarry*.

The word for a deep pit where stone is cut out of the ground comes from the Latin *quadrum*, which means “squared at the corners.” It was applied to stones used for building, which were usually squared at the corners. Later, changed over time to *quarry*, it came to mean the place from which the stone was obtained.