

ANCIENT EGYPT

WORLD HISTORY

APPLYING COMMON CORE

ACTIVITIES TO MEET ANCHOR STANDARDS



CHARLIE BOONE



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Introduction

Goals

The main goal of this book is to help students develop skills outlined in the Common Core Standards by clarifying what the standards are asking for and by giving teachers specific activities they can use to address the standards.

Organization

The book is mostly organized by the categories into which Common Core places its standards. The first three chapters are “Key Ideas and Details,” “Craft and Structure,” and “Integration of Knowledge and Ideas.” Because “Range of Reading and Level of Text Complexity” is addressed every time students read, it does not have its own chapter. Also, because it is common for many writing categories to overlap on a paper, the fourth chapter covers all the writing standards and is divided into the three main paper types: argumentative, informative, and narrative.

Activities open with an introductory page that includes every standard covered by the activities, directions, estimated lesson length, and additional teaching ideas. At the back of the book are selected answers for the reading activities.

Tracking Common Core Standards

On page 3, there is a chart that can help you track which Common Core Standards you have addressed and with which activities.

Narrative Writing

Narrative writing is not required for social studies teachers, which is why there is no WHST.6-8.3. However, this form of writing was included in this book because numerous social studies teachers also teach language arts, for the many educators who find creative writing a valuable way to explore history, and because other required writing standards can be covered with narrative writing.

Common Core Standards

If a teacher covers the six reading activities and three papers outlined in this book, he or she will have addressed every 6–8 History/Social Studies Common Core Standard at least once. Although it is not expected that teachers cover every standard in each unit of study, this gives teachers a great way to see examples of every standard and have numerous assignments to choose from.

Common Core Standards

READING

Key Ideas and Details

RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

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.

» *Summarize primary or secondary sources.*

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).

» *Summarize the steps of a process or historical event.*

Craft and Structure

RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

» *Use context to decipher the meanings of difficult words.*

RH.6-8.5

Describe how a text presents information (e.g., sequentially, comparatively, causally).

» *Determine how the author has ordered the information.*

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).

Integration of Knowledge and Ideas

RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

» *Interpret a reading with a visual.*

RH.6-8.8

Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9

Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity

RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

SPEAKING AND LISTENING

Comprehension and Collaboration

SL.6.1–SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6–8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

WRITING

Text Types and Purposes

WHST.6-8.1

Write arguments focused on discipline-specific content.

» *Argumentative writing.*

WHST.6-8.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

» *Informative writing.*

W.6.3–W.8.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

» *Creative writing. (This is not required for social studies teachers.)*

Production and Distribution of Writing

WHST.6-8.4

Produce clear and coherent writing in which the development, organization,

and style are appropriate to task, purpose, and audience.

» *Write for a specific audience.*

WHST.6-8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

» *Use writing process.*

WHST.6-8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

» *Publish writing for an audience.*

Research to Build and Present Knowledge

WHST.6-8.7

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

» *Research to answer a question.*

WHST.6-8.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

» *Use multiple credible sources when researching and summarize findings in own words.*

WHST.6-8.9

Draw evidence from informational texts to support analysis, reflection, and research.

» *Support essays with information or quotes from texts.*

Range of Writing

WHST.6-8.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Tracking Common Core Standards

CCSS.ELA-LITERACY	Assignment	Assignment	Assignment	Assignment
<u>RH.6-8.1</u>				
<u>RH.6-8.2</u>				
<u>RH.6-8.3</u>				
<u>RH.6-8.4</u>				
<u>RH.6-8.5</u>				
<u>RH.6-8.6</u>				
<u>RH.6-8.7</u>				
<u>RH.6-8.8</u>				
<u>RH.6-8.9</u>				
<u>RH.6-8.10</u>				
<u>SL.6.1–SL.8.1*</u>				
<u>WHST.6-8.1</u>				
<u>WHST.6-8.2</u>				
<u>W.6.3–W.8.3*</u>				
<u>WHST.6-8.4</u>				
<u>WHST.6-8.5</u>				
<u>WHST.6-8.6</u>				
<u>WHST.6-8.7</u>				
<u>WHST.6-8.8</u>				
<u>WHST.6-8.9</u>				
<u>WHST.6-8.10</u>				

*Not required for social studies teachers.

Key Ideas and Details

ACTIVITY 1

How to Make a Mummy

RH.6-8.1

RH.6-8.2

RH.6-8.3

ACTIVITY 2

Egyptian Mythology

RH.6-8.2

RH.6-8.3

ACTIVITY 1

CHAPTER
Key Ideas and Details

DURATION
1 class period

How to Make a Mummy

COMMON CORE STANDARDS

RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

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.

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).

RH.6-8.9

Analyze the relationship between a primary and secondary source on the same topic.

RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

DIRECTIONS

- The class reads the primary source together, highlighting lines or phrases they have a question about or are surprised by. Students should draw a line from what they highlighted to the margins and write their question or explain why they were surprised.
- Students read the primary source again, but this time independently, and fill in the “How to Make a Mummy Chart” as they go. Students share what they wrote with a neighbor, then the class.
- Students repeat with the secondary source, but do both steps independently. Students share what they highlighted and wrote in the table with a neighbor, then the class.
- Students independently answer the “How to Make a Mummy Questions.”
- The teacher may also want to show a video as a third way to learn about how mummies are made.

IMPORTANT/DIFFICULT VOCABULARY

There are many ways to review vocabulary. Below are some words you may choose to create a review activity with.

- | | | |
|----------------|----------------|-------------------|
| ▪ Canopic jars | ▪ Embalm | ▪ Natron crystals |
| ▪ Casia | ▪ Entombed | ▪ Purge |
| ▪ Cavity | ▪ Evisceration | ▪ Resin |
| ▪ Corpse | ▪ Myrrh | ▪ Saltpeter |

HOW TO MAKE A MUMMY: PRIMARY SOURCE

The earliest known description of the mummification practice is from the Greek historian Herodotus, who visited Egypt around 450 BCE and wrote about the mummification process.

There are men whose sole business this is and who have this special craft. When a dead body is brought to them, they show those who brought it wooden models of corpses, painted likenesses; the most perfect way of embalming belongs, they say, to One whose name it would be impious for me to mention in treating such a matter; the second way, which they show, is less perfect than the first, and cheaper; and the third is the least costly of all. Having shown these, they ask those who brought the body in which way they desire to have it prepared. Having agreed on a price, the bearers go away, and the workmen, left alone in their place, embalm the body. If they do this in the most perfect way, they first draw out part of the brain through the nostrils with an iron hook, and inject certain drugs into the rest. Then, making a cut near the flank with a sharp knife of Ethiopian stone, they take out all the intestines, and clean the belly, rinsing it with palm wine and bruised spices; they sew it up again after filling the belly with pure ground myrrh and casia and any other spices, except frankincense. After doing this, they conceal the body for seventy days, embalmed in saltpeter; no longer time is allowed for the embalming; and when the seventy days have passed, they wash the body and wrap the whole of it in bandages of fine linen cloth, anointed with gum, which the Egyptians mostly use instead of glue; then they give the dead man back to his friends. These make a hollow wooden figure like a man, in which they enclose the corpse, shut it up, and keep it safe in a coffin-chamber, placed erect against a wall.

That is how they prepare the dead in the most costly way; those who want the middle way and shun the costly, they prepare as follows. The embalmers charge their syringes with cedar oil and fill the belly of the dead man with it, without making a cut or removing the intestines, but injecting the fluid through the anus and preventing it from running out; then they embalm the body for the appointed days; on the last day they drain the belly of the cedar oil which they put in before. It has such great power as to bring out with it the internal organs and intestines all dissolved; meanwhile, the flesh is eaten away by the saltpeter, and in the end nothing is left of the body but hide and bones. Then the embalmers give back the dead body with no more ado.

The third manner of embalming, the preparation of the poorer dead, is this: they cleanse the belly with a purge, embalm the body for the seventy days and then give it back to be taken away.



Mummy and cartonnage of a woman

Source: Herodotus. *The Histories*. Trans. A. D. Godley. Cambridge: Harvard University Press, 1920.
<http://www.perseus.tufts.edu/hopper/text?doc=Perseus%3Atext%3A1999.01.0126%3Abook%3D2%3Achapter%3D86>.
Available under the Creative Commons Attribution-ShareAlike 3.0 United States License, <http://creativecommons.org/licenses/by-sa/3.0/us/>.

HOW TO MAKE A MUMMY: SECONDARY SOURCE ^{1/2}

The following is from a modern website that summarizes historical events. The below excerpt is a description of the most costly mummification process (although the site does not specify this).



Canopic Jars

Removal of the Brain: With long hooks, the brain is extracted through the nasal passage. The Egyptians didn't think that the brain had any special use.

Organ Removal (Evisceration): A cut is made on the left side of the body, and the liver, lungs, and other organs are removed, dried out, and stored in sacred vessels called canopic jars. The heart is left in the body, because it will be weighed in judgment by Osiris.

Dehydration with Natron Crystals: Now the body must be dehydrated (have the liquids removed) to stop decay. A type of salt called natron is used. Natron crystals are packed around the body. The crystals absorb body fat and fluids and keep the body from decaying. After being treated for about 40 days, the corpse is washed and dried.

Stuffing: Because the body has lost much of its mass, resin-stained clothes or bits of sawdust are used to pack the corpse, which by now has also lost its eyeballs. Pieces of cloth are stuffed in the eye sockets and painted black. At this point, the corpse's lips and cheeks are painted.

Oiling the Body: This elaborate process includes massaging, perfuming, and anointing (blessing with oil) the corpse.

Coloring: After the nose and mouth are filled with cloth scraps to restore the shape of the face, the body is colored. Men are colored red; women are colored yellow. After the coloring, resin is poured into body cavities.

Image source: Canopic Jars. By unknown artist, circa 900–800 BCE, the Walters Art Museum, Baltimore, 41.171–41.174

Arrangement of the Body: Depending on which period of Egyptian history the deceased lived in, the arms are either placed to the side of the corpse, folded on its chest, or placed with hands on shoulders.

Wrapping: The body is wrapped in several layers of fine linen; and various body parts receive particular attention. This process takes two weeks, after which a resin is added to the bandages.

Funerary Mask: A mask, sometimes made entirely of gold, is fitted to the mummy's body. Symbols of gods often adorned masks.

Burial of Waste: All materials used to prepare the corpse (such as natron and bloody linen) are placed in a jar and buried away from the mummy's tomb.

Finally, the time has come to entomb the mummy. Jewelry, games, furniture, food, clothing, and cosmetics might be entombed with the corpse. These things would be used in the afterlife. *The Book of the Dead*, a collection of hymns and prayers, might also be included in the tomb to protect the body on its journey to the realm of the dead.

Source: Independence Hall Association. "Mummies." UShistory.org. Accessed September 9, 2015. <http://www.ushistory.org/civ/3d.asp>. Available under the Creative Commons Attribution 4.0 International License, <http://creativecommons.org/licenses/by/4.0/>.

HOW TO MAKE A MUMMY CHART

Use bullets to summarize in your own words key aspects about each method. Feel free to describe parts you have questions about and/or assumptions you’ve made about steps that may not have been mentioned.

Most Costly Way	Middle Way	Least Costly Way

HOW TO MAKE A MUMMY QUESTIONS ^{1/3}

1. What makes Herodotus's account a primary source?
2. What does the primary source include that the secondary source does not?
3. What does the secondary source include that the primary source does not?
4. Cite a line from Herodotus's account that you had a question about. State your question and give a possible answer.
5. Cite a line from Herodotus's account that you were surprised by. Explain.

6. Cite a line from the secondary source that you had a question about. State your question and give a possible answer.
7. Cite a line from secondary source that you were surprised by. Explain.
8. Herodotus never states the exact length of the embalming for the “middle way.” Why can it be assumed that it is seventy days?
9. Why might the secondary source only describe the most expensive method of mummification?

10. What were the mummification steps if a family was poor?
11. What were the mummification steps if the family was rich? Reduce to the key six to eight steps.
12. What were the steps for the second-most expensive mummification?

ACTIVITY 2

CHAPTER
Key Ideas and Details

DURATION
2 class periods

Egyptian Mythology

COMMON CORE STANDARDS

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.

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).

RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

DIRECTIONS

- Each student receives one of the three myths. Students read their myth independently, answering "Questions about Your Myth" as they go.
- Students are placed into groups of four to five, with all members having read the same myth. There will be more than one group for each myth. Students share answers from "Questions about Your Myth," record on a separate piece of paper an agreed-upon eight to ten events, decide on a role for each person, and practice acting the myth out. One of the roles should be a narrator, and groups can recruit other students if they do not have enough people to cover all the parts.
- Students perform their plays. As groups perform, students fill out the first two questions from "Egyptian Mythology Questions."
- After performances are finished, students independently finish "Egyptian Mythology Questions."

VARIATIONS

- The class decides on three key aspects of a good performance. The class uses these to assess each performance.
- Students could have the option of retelling the myth in cartoon panels.
- More Egyptian myths could be provided (such as The Great Queen Hatshepsut, The Prince and the Sphinx, The Seven Year Famine, and so on) so that each performance is a unique myth.

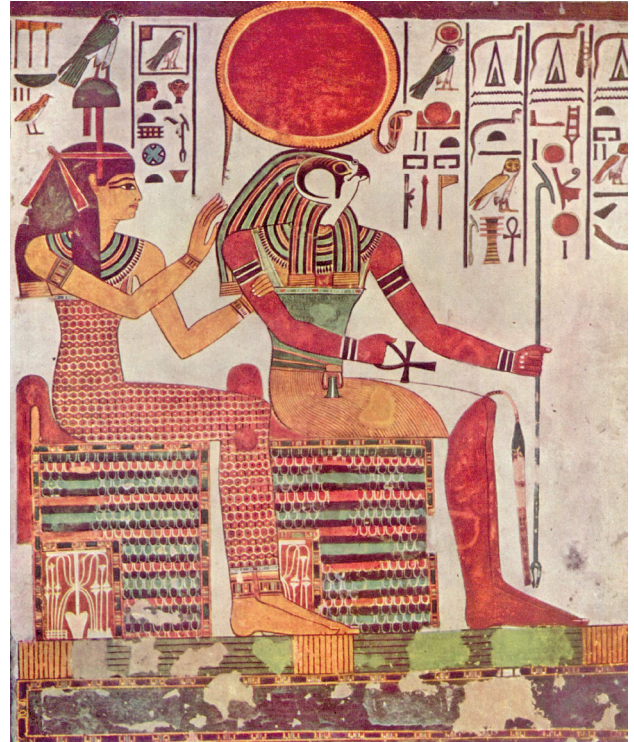
RA'S SECRET NAME

In the beginning there was nothing but darkness. Out of this rose a great shining egg. This egg was Ra. Ra was all-powerful, but much of his strength lay in his secret name. As long as no one else knew it, Ra remained invincible.

What Ra spoke of came into being. He named the winds, the rain, and the earth. And the first winds blew, the first raindrops fell, and the earth emerged. He named the sky and she stretched over the earth clinging to both of its sides. He named the Nile and the great river flowed through Egypt. He named mankind, and men and women came into being.

Ra assumed the form of a man and became Egypt's first pharaoh. He reigned for thousands of years, bringing plentiful harvests and being much praised by men and women. But because he was in the shape of man, he began to grow old. His wisdom was declining, and mankind did not always listen to him. It was time for him to reign in the heavens and let a young god rule Egypt. But Ra would not leave and without knowing his secret name, no one could make him.

Isis, goddess of magic, was smarter than all of Egypt, alive and dead. She knew everything, except for Ra's secret name. She wanted her husband Osiris to be pharaoh. She decided to trick Ra into giving her his secret name.



Ra and Isis

Ra had grown so old that he sometimes drooled. After some of his saliva fell upon the earth, Isis took that earth and formed it into the first cobra. Isis placed the cobra on a road Ra walked every day. As he passed, the cobra attacked him, biting and injecting him with venom. Ra screamed so loudly it could be heard throughout all of the earth. The gods came to him and asked what had happened. He told them about the snakebite and said it was a pain beyond imagination. He begged them to find help.

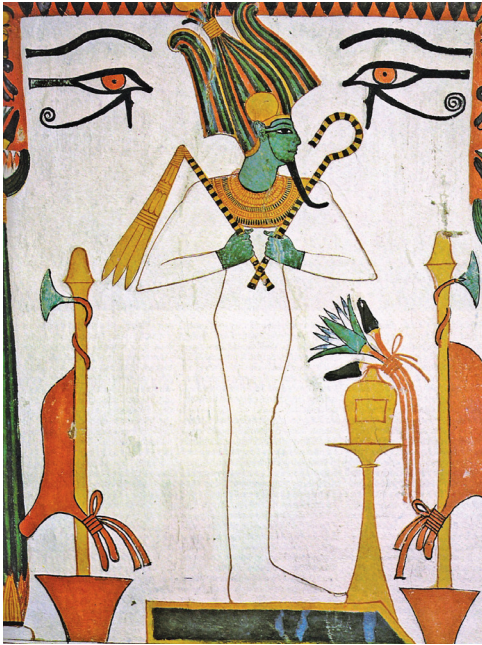
Isis, who was a healer, came to Ra. She told him she could heal him, but would need to know his secret name to do so. Ra gave her names, but none were his secret name. Isis said, "Those are not the names I need. Please, tell me your secret name. It is the only way."

The pain from the poison only grew worse. Ra, unable to take it any more said, "I will tell you my secret name, but only if you promise not to tell anyone but your son, Horus."

She agreed and the name passed to her. She made the venom leave him. But now that his secret name was known, Ra could no longer be pharaoh. He took his place in the heavens. Osiris became the new pharaoh, with Isis as his queen.

SET THE EVIL ONE

After Ra took his place in the heavens, Osiris ruled Egypt, with his sister Isis as his queen. At first, mankind was struggling, fighting and eating one another. But Isis found wheat and barley; Osiris taught men and women how to farm. Then Osiris brought them laws, music, and poetry. Mankind was now able to live together in peace.



Osiris

But their brother Set, the Evil One, did not care that mankind was doing better. Set was jealous of his brother and wanted to be pharaoh. Set plotted to kill his brother. After Osiris returned from traveling the earth, where he shared the wonders of Egypt with nations everywhere, Set welcomed his brother back. He knelt before him and said, “It is so good to have you back. I would like to host a great feast to honor you, the great pharaoh of Egypt.”

Osiris agreed to come and the banquet had the best food and drink ever seen in Egypt. In the middle of the event, Set brought out a beautiful casket. It was made with rare cedar from Lebanon and decorated with ebony, ivory, gold, and silver. Paintings of the gods and animals adorned it. Set announced, “Whoever fits exactly into this casket; it will be theirs.”

Osiris wanted the casket. What he did not know is that Set had the casket made to exactly match Osiris’s body. The other guests tried to get into the casket, but each was too thin or fat or tall or short. But when Osiris got in, he fit perfectly. He exclaimed, “The casket is mine!”

“It will be yours—forever!” Set jeered. Then he closed the lid, nailed it shut, covered any gaps with molten lead, and tossed the casket into the Nile. Unable to breathe, Osiris’s human form died. His spirit left the casket, but without a proper burial, Osiris could not enter Duat, the underworld. With Osiris gone, Set became pharaoh.

All across Egypt, a heartbroken Isis searched for Osiris’s body. This proved difficult. After Osiris’s casket had settled on land, a tree had grown around it. The tree grew to be so beautiful that a king had it cut down and turned into a pillar for his castle, not knowing the body of a god was inside. But the resourceful Isis figured out where his body was, and the king gave her the pillar. Isis made it open and removed the casket. She brought the casket back to Egypt and hid it in the delta while she went to get their son, Horus. Unfortunately, Set happened upon the casket while Isis was gone. Enraged, Set tore the lid off, ripped Osiris’s body into fourteen pieces, and scattered his dead brother across Egypt, hoping crocodiles would eat his remains. “Osiris is now destroyed!” Set cackled.

But he was wrong. Isis painstakingly scoured Egypt, finding all but one of the pieces (it had been eaten by a fish). Using her magic, Isis joined all the pieces together and replaced the missing one. She performed proper funeral rights and Osiris finally was able to enter Duat, where he became king.

HORUS THE AVENGER

Horus's parents were Osiris and Isis. His uncle was Set. Osiris had been pharaoh of Egypt, but Set had murdered him and taken the throne. Set knew that one day Horus would try to take the throne back, so he set out to kill him. When Horus was still a child, Set turned himself into a scorpion, snuck into Horus's room, and stung him. Horus wailed all night long and despite Isis using her healing powers, he grew cold and limp. Isis wailed in sorrow.

But Horus was not dead and his mom soon learned this. Instead, he traveled to Duat, the underworld, to be with Osiris, his dad. There he was trained in how to best defeat Set.

One day Osiris asked Horus what the most useful animal would be in a battle with Set. Horus said he would bring a horse. Osiris probed, "Wouldn't a lion be more helpful in a fight?"

Horus quickly replied, "A lion would be the best animal for a weak man. But I want a horse so I can chase down Set when he's running away from me." Osiris was impressed with this answer and now knew his son was confident enough to take on Set.

Horus was taken back to the land of the living on a boat driven by the sun god, Ra. Once Horus was back on Earth, a wild boar ran up to him. Horus, not realizing it was his evil uncle Set, marveled at the animal, commenting, "Look at that pig! I've never seen one so big and ferocious." But before Horus knew it, the wild boar shot a stream of fire into his eyes.

Horus screamed in pain and was blinded. The recovery took weeks. But when he was ready, he said he could now see more clearly than ever before. Horus gathered an army together, which he led against Set. Many battles were fought, but in the last one, Horus and his army approached the island Set was on. As Horus's ships grew closer, Set turned himself into a gargantuan red hippopotamus and yelled, "A terrible storm will now rage against my enemies!"

And it did. Horus and his army found themselves facing whipping winds, enormous waves, and torrents of water. But they held strong and Horus managed to get his boat through to the island. There, Set tried to crush Horus with his powerful jaws, but Horus threw his harpoon into Set's gaping mouth. The harpoon went deep into Set's brain and Set fell to the ground—dead.

People nearby celebrated and sang, "Rejoice! Horus has defeated the evil Set! Let us take the hippopotamus, drink its blood, eat its flesh, and give the scraps to the cats. Glory to Horus, the avenger, for taking back the throne that was always meant to be his."

Horus was pharaoh of Egypt for thousands of years. Under his rule peace reigned. After he rose up to the heavens, many believed that any new pharaoh was a living Horus.



Set (left), Ramses (center), and Horus (right)

QUESTIONS ABOUT YOUR MYTH ^{1/2}

1. Who are the characters? List them and describe who they are.

2. What is the problem in the story? Describe it below.

3. How is the problem solved? Explain.

4. What might be a moral of the story?
5. What do you learn about Egypt from this story? What animals, objects, and geography are included in the myth that probably were part of their civilization?
6. What do you think are the six to eight key events in the myth?

EGYPTIAN MYTHOLOGY QUESTIONS ^{1/2}

1. List four key events about one of the myths you did not read about.
2. List four key events about the other myth you did not read about.
3. Who are the first four pharaohs of Egypt? Place them in order.
4. What is ironic about Set tricking Osiris, so that Set could become pharaoh?

5. Why did Isis believe that Ra should stop being pharaoh?

6. Why did Isis hate Set?

7. Why did Horus believe he should be pharaoh?

8. Which myth did you like the best? Why?

Craft and Structure

ACTIVITY 3

Comparing Major Rivers

RH.6-8.4

RH.6-8.5

ACTIVITY 4

Ramses II versus Hatshepsut

RH.6-8.6

ACTIVITY 3

CHAPTER
Craft and Structure

DURATION
1 class period

Comparing Major Rivers

COMMON CORE STANDARDS

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.

RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.5

Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

WHST.6-8.1

Write arguments focused on *discipline-specific content*.

DIRECTIONS

- Students respond in their journals to the prompt, “List as many uses of rivers as you can think of.” Students share what they wrote with the class. The teacher lists accurate uses on the board.
- The class reads the first two paragraphs of “Comparing Major Rivers” together, filling in the chart as they go.
- Students read the remaining paragraphs independently, filling in “Comparing Major Rivers Chart” as they go. Students share what they wrote with a neighbor, then the class, adding any facts or uses they missed.
- Students discuss with a neighbor which river they think was the most useful and why.
- Students independently answer “Comparing Major Rivers Questions.”

EXTENSIONS

- Students could also be provided with information about a nearby major river.
- Have students write an imaginative story about how their lives would change if all the rivers disappeared.
- Assign students to compare and contrast the major rivers by recording information about them in a three-circle Venn diagram.

COMPARING MAJOR RIVERS ^{1/2}

Rivers help out societies, old and new, in a multitude of ways. Ancient civilizations were particularly dependent on bodies of water, and it is no surprise that so many of the world's earliest successful cultures lived in the vicinity of rivers. The biggest reason for this is the most obvious: Rivers provide water. This water can be used to drink, wash clothes, and travel. Additionally, animals also drank the water so men could hunt the animals that lived in or came to the water source. Early civilizations also found undammed rivers to be a boon to agriculture. After the snow melts in the mountains where the river starts, the river's water level rises. This causes the water to overflow the river's banks, spreading silt over the land. This silt has nutrients that make the land fertile. Rivers were essential for three important ancient civilizations: the Nile River for the Egyptians, the Tigris and Euphrates rivers for those who settled in Mesopotamia, and the Indus and Ganges rivers for the Indus and Aryan civilizations.

One of the world's most amazing civilizations had no chance of starting without the Nile. Egypt gets barely any rain, which means most of the country is a desert. But right in the middle of this desert is the world's longest river, the Nile, which is over 4,000 miles long. What made the Nile particularly beneficial to ancient Egypt was the predictability of its floods. This was very helpful to farmers and inspired a calendar based on three seasons: flood season, planting season, and harvest season. The Nile had other gifts as well for its residents. Fish, ducks, and geese lived in the delta, and added to the Egyptian diet. Also, a reed called papyrus grew there. Egyptians used papyrus to make



Nile River Delta at night



Tigris and Euphrates rivers in southwestern Asia

boats, baskets, sandals, and, most historically important, a paper for one of the world's first writing systems. Actually, the English word "paper" comes from "papyrus." The Nile continues to be important to Egypt. In 1968 the Aswan High Dam began operations. This means that Egyptians no longer have the floods and helpful silt (so that Egyptian farmers now need to use artificial fertilizers). On the other hand, the dam produces a lot of electric power and provides a consistent source of water for irrigation.

Mesopotamia is located between the Tigris and Euphrates rivers. (Its name is actually Greek for "the land between the rivers.") Many early civilizations chose to live in this area, and the world's first farmers, cities, and writing may have originated there. When considering aspects of the area's climate and geography, this is surprising. The summers were extremely hot, with droughts common. Also, the

Image sources:

Photo of the Nile Delta. By NASA, ISS025-E-9858

Map of the Tigris and Euphrates Rivers. By K. Musser; CC BY-SA 2.5

floods of the Tigris and Euphrates, unlike the Nile, were highly unpredictable. And when the floods did arrive, they were often strong enough to destroy plants before they were harvested. However, the inhabitants there were resourceful. Farmers dug canals from the rivers to their fields and then used gates to control when water would irrigate their fields. They also diverted excess water into artificial lakes that they could access during a dry spell. This resulted in some of the most fertile farmland in the world, producing a surplus of wheat and barley that was traded around the region for other products. Today, there are dams along both rivers. These generate hydroelectric energy that is used in Syria, Iraq, and Turkey, as well as water for irrigation.



Ganges River

The Indus and Ganges rivers are two extremely important rivers in India. Both start in the Himalayan Mountains, but travel in opposite directions across the Indian subcontinent. Along the Indus River started another of the world's earliest civilizations, the Indus civilization. The area around the Indus River was great for farming. There was much rain, resulting in naturally fertile land, and the Indus River flooded multiple times during the year, spreading silt far and wide. Wheat and barley successfully grew there, and soon cities followed. Like the Tigris and Euphrates rivers, the Indus River's floods were unpredictable, and so an irrigation system was created to maintain the river as a positive force instead of a destructive one. The Aryan civilization settled around the Ganges River around the time of the Indus civilization's decline. One unique use of the Ganges is for religious purposes. The Ganges is considered the most holy river by those practicing Hinduism. Hindus still travel from all over India to swim in "Mother Ganges," with many people saving water from it in plastic bottles to use for religious ceremonies. Many Hindus even claim that the water has healing powers. The Ganges' religious significance is so great that many Indians choose to bury their dead in it, believing this may help their relatives reach nirvana. Modern uses of these rivers have been many, and for the world's second most populated country, crucial. There are more modern irrigation canals in the Indian peninsula than anywhere else in the world. Hydroelectricity is also produced, bringing energy to millions. Both rivers are still important trade corridors, although the Ganges is now too shallow in most areas for large boats.

Many aspects of living directly along the rivers are not necessary anymore: Farmers buy fertilizer, water is piped into people's homes, and trade goods can make their way quickly by car or plane. But rivers are still very important. Dams not only bring much of the world its electricity, but they also emit fewer greenhouse gases than natural gas or coal-generated electricity. For many, rivers are not as important economically, but are a great source for leisure activities. Swimming, rafting, kayaking, and driving motorboats might not put food on the table, but bring much pleasure to people all over the globe. Living near rivers may no longer be as indispensable as they were for the world's first settled societies, but rivers continue to play a major role in the world today.

COMPARING MAJOR RIVERS CHART

	Facts	How it was used in the past	How it is used today
Nile			
Tigris and Euphrates			
Ganges and Indus			

COMPARING MAJOR RIVERS QUESTIONS ^{1/2}

1. Is the reading organized chronologically, comparatively, or causally? Explain.
2. What does the word “boon” mean in the following context? “Early civilizations also found undammed rivers to be a **boon** to agriculture.”
3. What does the word “trade corridors” mean in the following context? “Both rivers are still important **trade corridors**.”
4. What do the three rivers systems all have in common?
5. How is the Nile River unique?
6. How are the Tigris and Euphrates rivers unique?

7. How is the Indus River or Ganges River unique?
8. How have the uses of rivers stayed the same since ancient times?
9. How have the uses of rivers changed during modern times?
10. Write an argumentative paragraph about which river system was the most useful. Have at least three supported reasons and a counterargument against a reason someone might give for one of the other rivers being the most useful.

ACTIVITY 4

CHAPTER
Craft and Structure

DURATION
1 class period

Ramses II versus Hatshepsut

COMMON CORE STANDARDS

RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

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.

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).

RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

DIRECTIONS

- The class reads “King Ramses II Really Was the Greatest!” together, highlighting loaded language and filling in the chart as they go.
- Students read “Queen Hatshepsut Was the Truly Great One” independently, highlighting loaded language and filling in the chart as they go.
- Students use reasons/facts from the chart to discuss with a neighbor who they think was the stronger pharaoh. Using reasons/facts from the chart, the class debates which they think was the stronger pharaoh.
- Students independently answer “Ramses II and Hatshepsut Questions.”

IMPORTANT/DIFFICULT VOCABULARY

There are many ways to review vocabulary. Below are some words you may choose to create a review activity with.

- | | | |
|--------------|-------------------|--------------|
| ▪ Bankruptcy | ▪ Incessantly | ▪ Obelisks |
| ▪ Egregious | ▪ Ingeniously | ▪ Strategic |
| ▪ Hittites | ▪ Mortuary temple | ▪ Subsequent |
| ▪ Hyksos | ▪ Nubians | ▪ Warmongers |

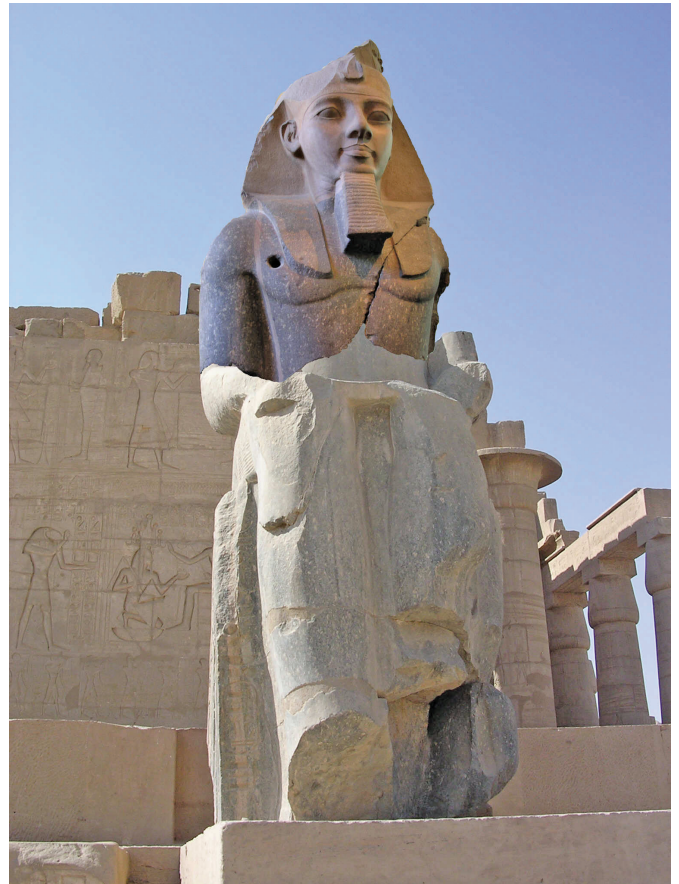
KING RAMSES II REALLY WAS THE GREATEST! ^{1/2}

King Ramses II versus Queen Hatshepsut? Please. King Ramses is the most famous of all the pharaohs. His nickname is simply “the Great.” Queen Hatshepsut was a fine, if unremarkable, Egyptian leader. Ramses II was the best. There’s a reason at least nine other pharaohs were named after him.

King Ramses II’s reign (1279 BCE–1212 BCE) was the second longest in Egyptian history. At only age fifteen he arrived on the throne, and never once during his rule did he back down from protecting its borders, which he was forced to do against numerous, hostile neighbors. Just two years into his reign he decided to take care of the pirates who were attacking Egyptian boats and disrupting trade. Ingeniously, Ramses the Great posted his boats in strategic locations, but he patiently waited for the pirates to start their assaults before striking them. This resulted in his managing to capture most of the pirates in one battle. Ramses II also had to endure attacks from the Libyans and Nubians, but is most famous for his clashes with the Hittites, with whom he fought many epic battles. In the Battle of Kadesh, he particularly showed his famous bravery. Ramses II, as always, was on the battlefield with his men. But this time he got separated, and he and his bodyguard found themselves facing upwards of 37,000 Hittite warriors. Did he get on his hands and knees and beg them to save his life? No, he charged, slew many, and escaped with his life against all odds.

But Ramses the Great knew that military strength wasn’t the only way to keep an empire together. After twenty years of fighting the Hittites, he signed a peace treaty with their king, among the first peace treaties ever to exist between empires. This led to years of peace between the two regional superpowers. Unsurprisingly, after Ramses II’s sixty plus year reign ended, Egypt began to weaken. A century and a half after his death, Egypt’s great empire had split apart. Egypt would never be as powerful again.

Ramses II was not only successful at maintaining an empire but also had many monuments built that, over 3,000 years later, still astound tourists. The most famous building he built might be the Abu Simbel, a 90-foot high, 185-foot long temple that includes four 60-foot statues of kings cut out of living rock. He also had built the city Pi-Ramses, the Ramesseum, the Pylon of Ramses, and the Ramses statue. During his reign, almost every temple in Egypt



Colossus of Ramses II at Thebes (digitally restored)

was renovated. Outside of the pyramids, King Ramses II stands alone among pharaohs in creating amazing monuments that still remind people what an incredible civilization the ancient Egyptians were.

Some uninformed historians consider Queen Hatshepsut a more important pharaoh. It's hard to see where they would even start to make such an argument, but some have claimed her record as a peacekeeper should make her the more well known of the two. But if she was such a fantastic peacekeeper, why did her own flesh and blood turn against her? It's true; the power-hungry Queen Hatshepsut continued to hold onto the throne despite it being her stepson, Thutmose III, who was supposed to be ruling. He, unsurprisingly, resented this and some think had her name removed from many monuments and historical records. Thutmose III, a strong pharaoh, would make many impressive military gains once finally freed from his mother's oppression. If Queen Hatshepsut had let him be pharaoh when he was supposed to, who knows what else he could have accomplished.

Good for Queen Hatshepsut that she remained in power for around twenty years. Granted, Ramses served for over six decades, but for a female pharaoh, that is an impressive accomplishment. But in terms of who actually was the more successful pharaoh, it's not even close. Ramses the Great held off more intruders and created more monuments while ruling for over three times as long as Hatshepsut the Mediocre.



Abu Simbel temple

QUEEN HATSHEPSUT WAS THE TRULY GREAT ONE ^{1/2}

Ramses II was “great” at promoting himself. Unfortunately for his current legacy, it’s become more and more apparent that on more important matters, like running an empire, he was much more forgettable. Queen Hatshepsut’s reputation, on the other hand, only is growing more and more impressive as Egyptologists learn more details about how ably she ran Egypt.

Hatshepsut began running the country after her husband died in 1479 BCE and his heir, her stepson Thutmose III, was too young to rule. But in 1473 she fully took on the role of being pharaoh of Egypt, even having pictures drawn of her in king’s regalia, like the fake beard, kilt, and crown. She still was technically co-ruling with Thutmose III, but by all indications she was fully in charge. She was not the only female pharaoh in Egypt’s history, but she is considered the most powerful female pharaoh because she completely took over as pharaoh and ruled longer than any other woman (until her death in 1458 BCE). That she ruled for over two decades was an impressive accomplishment for a woman in that day and age. Egyptologist James Henry Breasted believes she was “the first great woman in history of whom we are informed.”

But besides being a woman able to keep hold of her position, evidence is mounting that she was perhaps the best Egyptian leader. Historians like to write about warmongers, but, for the people, incessantly fighting is a terrible way to live. Too many chroniclers of history seem to forget that war is expensive, costs lives, and interrupts trade. Hatshepsut seemed to be one of the few leaders of a country at that time in history to understand this. Without losing any territory, she reigned for twenty years of peace. Unsurprisingly, this led to greater trade. In one famous expedition, a trading group went to Punt (possibly modern-day Eritrea) and came back with exotic ivory, ebony, gold, leopard skins, and incense. Now if you were living during that time, which would you prefer: Fighting in war after war or having new products brought into your country? It seems like a no-brainer. After she died her stepson took over, and he proceeded to go right back into war, leading to much bloodshed. Maybe Thutmose III should have listened to his stepmother better.



Hatshepsut

Hatshepsut also is known for her building projects. At least partly due to not having to pay for military campaigns and the rise in trade, historians believe Egypt was remarkably rich at this time. Hatshepsut spent some of these riches restoring buildings that the Hyksos, earlier invaders, had destroyed. Additionally, she had many new buildings constructed. One of her most famous monuments is the Mortuary Temple of Hatshepsut in the Deir el-Bahri temple. Also, at the Karnak Temple complex she placed two obelisks; one of them, at 97 feet tall, is the tallest ancient Egyptian obelisk that is still standing. She may have actually done more, but it appears her stepson, possibly angry that he had not come to power sooner, had her name removed from most of her temples and monuments. This is part of the reason she was not better known at first. Fortunately, Hatshepsut's many accomplishments eventually were recognized.

Ramses "the Great," is no equal to Queen Hatshepsut. Some would argue he was a great military leader, but the Hittites routinely defeated him. Unsurprisingly, since he was more interested in his reputation than actually being a good leader, after the Battle of Kadesh, which was more or less a draw, Ramses II had temple walls across Egypt carved with the story that it was a huge Egyptian victory. He is also well known for the many projects he erected and dedicated to himself. But he was so obsessed with being remembered that he had his own name inscribed over the names of other pharaohs on various public works. Ramses II even used the materials from other monuments to build many of his projects. Some evidence is even starting to come out that the empire might have been on the verge of bankruptcy due to his excessive spending habits. This might be why subsequent pharaohs struggled to maintain Egypt's borders.

That these egregious acts have been successful in making Ramses II famous is quite sad. As is usually the case though, the truth tends to win out in the long run. You had a nice run there, Ramses the Overrated, but now it's time to let people learn about a truly great leader, Queen Hatshepsut.



Mortuary Temple of Hatshepsut

RAMSES II AND HATSHEPSUT CHART

	Reasons/facts that support he/she was a strong ruler	Reasons/facts that support he/she was a weak ruler
Ramses II		
Hatshepsut		

1/2

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Integration of Knowledge and Ideas

ACTIVITY 5

Learning from Egyptian Murals

RH.6-8.7

ACTIVITY 6

How Did King Tut Die?

RH.6-8.8

RH.6-8.9

ACTIVITY 5

CHAPTER
Integration of Knowledge and Ideas

DURATION
1 class period

Learning from Egyptian Murals

COMMON CORE STANDARDS

RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

DIRECTIONS

- The teacher projects Image A and the class fills out the applicable row in the “Egyptian Murals Chart” together.
- The teacher projects Image B for the class. Quietly, students fill in the applicable row independently. Students share what they wrote with a neighbor, then the class.
- The teacher hands each student one of the remaining six images. Students independently complete the applicable row and then exchange images with neighbors two times, examining a different image each time. There will be three images each student has not seen.
- The teacher projects images C–H one at a time. Students share what they wrote. Students should fill in the columns for the three images they have not seen yet.
- Students complete an exit ticket for the task: “List what you learned about Egypt by looking at their murals.”

VARIATIONS

- Students could be given more time for the assignment and look at all the murals independently.
- The teacher could have groups of students in charge of presenting their observations/questions/inferences about one mural to the class.
- The teacher could provide a bigger variety of Egyptian art for students to examine and learn from (e.g., sculptures, monuments, pottery).

EGYPTIAN MURALS

Image A

Found in the tomb of Egyptian Queen Nefertari (who lived until around 1250 BCE).



Grave chambers scene of Nefertari, wife of Ramses II, playing chess.

EGYPTIAN MURALS

Image B

Believed to be among the first depictions of domesticated animals. Date is unknown.



Ancient Egyptian hieroglyphic

EGYPTIAN MURALS

Image C

A depiction of the court bakery. Found in the tomb of Ramses III, who lived from around 1217 to 1155 BCE. Some parts at the bottom of the image are missing. This has been represented with short, sketchy lines.



Bakery of Ramesses III

EGYPTIAN MURALS

Image D

Dated at around 1350 BCE, this is one of eleven murals found in the tomb-chapel of Nebamun, a rich Egyptian official. This image shows him hunting.



Scene from the Tomb of Nebamun

EGYPTIAN MURALS

Image E

Dated at 1350 BCE, this is a fragment of one of the eleven murals found in the tomb-chapel of Nebamun, a rich Egyptian official.

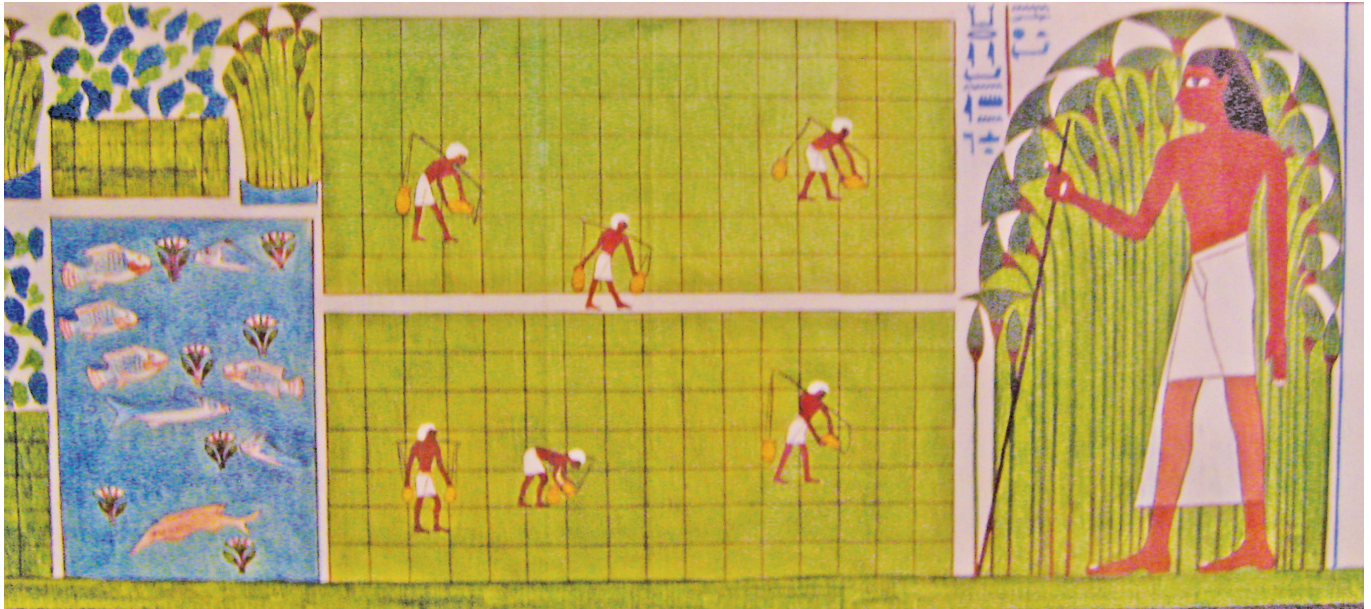


Scene from the Tomb of Nebamun

EGYPTIAN MURALS

Image F

Believed to be from the early 14th century BCE, this mural was found in the tomb of the chief gardener from the Gardens of Amun, Nakh.



Scene from the Tomb of Nakh

EGYPTIAN MURALS

Image G

A scene from the *Book of the Dead* (circa 1275 BCE).

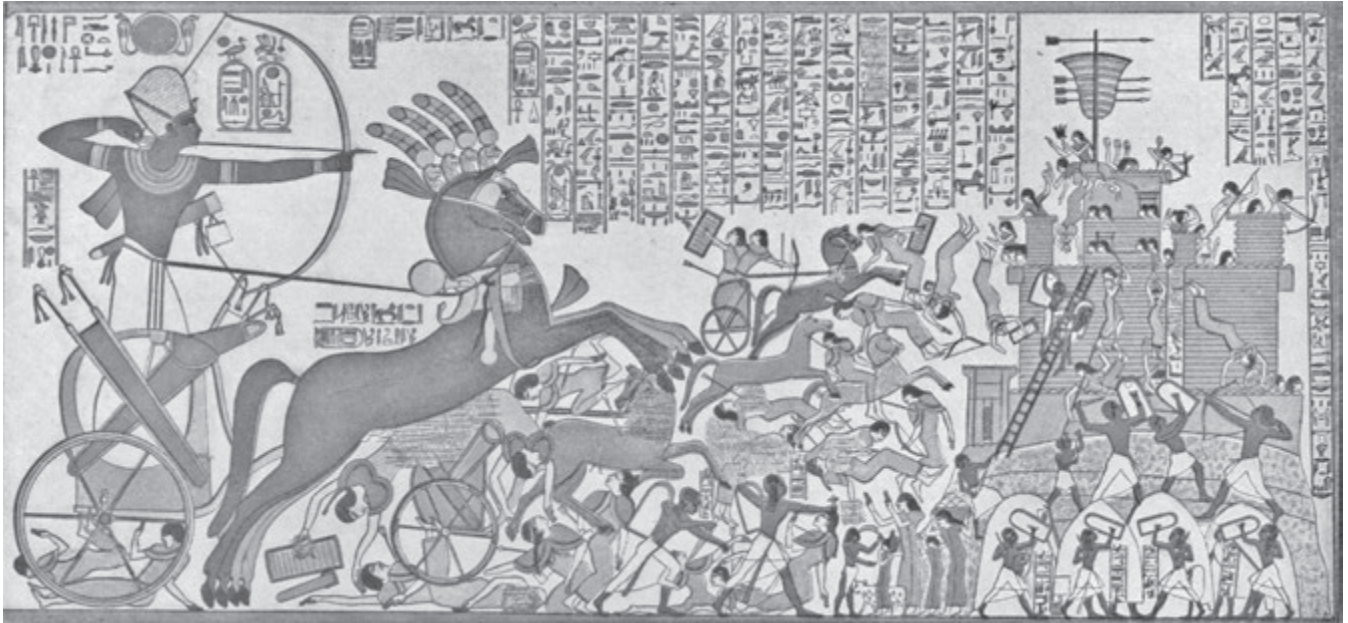


Weighing of the Heart from the *Book of the Dead*

EGYPTIAN MURALS

Image H

Re-creation of a mural found in Ramses II's temple in Thebes. This was first published in 1907 CE.



Mural from Ramses II's temple, Thebes

EGYPTIAN MURALS CHART ^{1/2}

Fill in the chart based on the image and short text about it. Make sure to write about the image in the correct row.

	Observations	Questions	Inferences
Image A			
Image B			
Image C			
Image D			

Image E			
Image F			
Image G			
Image H			

ACTIVITY 6

CHAPTER
Integration of Knowledge and Ideas

DURATION
2 class periods

How Did King Tut Die?

COMMON CORE STANDARDS

RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

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.

RH.6-8.8

Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9

Analyze the relationship between a primary and secondary source on the same topic.

RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

DIRECTIONS

- The class reads the first three sections together, filling in the “How Did King Tut Die Chart” as they go.
- The teacher places students into groups of three or four. Each group gets one to two laptops. Groups use the rest of the reading and information from the Internet to fill in more of the “How Did King Tut Die Chart.”
- Groups decide what they think is the most likely way he died. Each group presents their theory and explains why they believe it is most likely to the class.
- Students independently answer “King Tutankhamen Questions.”

IMPORTANT/DIFFICULT VOCABULARY

There are many ways to review vocabulary. Below are some words you may choose to create a review activity with.

- | | | |
|----------------------|----------------|---------------|
| ▪ CAT scan | ▪ Effigy | ▪ Sarcophagus |
| ▪ Club foot | ▪ Egyptologist | ▪ Shrouds |
| ▪ Congenital defects | ▪ Forensic | ▪ Sternum |
| ▪ DNA | ▪ Malaria | ▪ Vertebrae |

EXTENSIONS

- Show the class Steve Martin's *Saturday Night Live* skit in which he sang a song about King Tut.
- Go into more depth with students about what was found in his tomb.
- Assign students to investigate the curse that supposedly struck those who entered Tut's tomb.

52 **HOW DID KING TUTANKHAMEN DIE?** 1/4**ACTIVITY 6** Integration of Knowledge and Ideas**Introduction**

Although he may have only lived to nineteen, King Tutankhamen, also known as King Tut, has intrigued Egyptologists for years. Part of this is due to the discovery of his tomb in 1922, which had mostly escaped looters and contained a wealth of Egyptian artifacts. Additionally, Egyptologists are still in conflict over how and why he died so young. New technology has enabled discoveries about a body more than 3,000 years old that had never before been thought possible. Do we finally know what happened to King Tut? Will we ever know? Read on to find out what the experts think.

Howard Carter

Opening the doors of Pharaoh
Tutankhamen's tomb

Howard Carter discovered King Tutankhamen's tomb in 1922. Tut's tomb was found underneath ancient workers' huts and was unique in containing most of its original treasures. It took Carter and his associates ten years to document the over 5,000 items found in the tomb. Egyptologists could only imagine what must have been in the tombs of the many much-more-important kings.

Tutankhamen's sarcophagus was discovered in 1923, but getting King Tut's mummy out would prove to be quite the challenge. The body was located within three coffins, and due to resins from the embalming process, his body was stuck to the bottom coffin. Carter dealt with this by putting the body out in the desert heat for hours, hoping this might melt the resin. When this didn't work, Carter had the body chiseled out with hammers. This would only be the beginning of damage done to Tut's corpse. At this time, archaeologists valued treasures much more than dead bodies, so Carter's team sliced off various limbs to get to the jewelry adorning Tutankhamen's body. They even cut his head off in their pursuit

to acquire the mask. Egyptologists today are horrified by the manner in which Carter treated this important ancient artifact.

Scans of the Body

An X-ray scan of Tut's body in 1968 made two startling discoveries. One was that the sternum and some of his ribs were missing. Had these parts been removed by Egyptian embalmers because he had died by being crushed? Strangely, Carter had not mentioned in his notes that they were missing. Had Carter's team misplaced them while trying to reconstruct the cut up body? Second, at the back base of his skull there was a change in bone density accompanied by some bone shards. Had a blow to the head, possibly in a successful murder attempt or chariot accident, caused this?

In 2005, Zahi Hawass headed a team that used a CAT scan to make around 1,700 images of Tutankhamen's body. Scientists studied these and came up with many new findings. First of all, it appeared that the bone shards in the skull were not from the surrounding skull, but from the vertebrae. This led them to the conclusion that the shards had not gotten there from a blow to the head. The scientists also found a break in the lower left thighbone. According to their press release, "This fracture appears different from the many breaks caused by Carter's team: it has ragged rather than sharp edges, and there are two layers of embalming material present inside." This injury could have been sustained in multiple ways, in a chariot crash or during a battle for example, and then the infection from the wound may have killed him.

There was other evidence that King Tut may have had foot issues. Tutankhamen was buried with over 100 walking sticks and various paintings show him sitting in his chariot (versus standing like most people did). Later analysis of the CAT scans showed that he might have had club foot. Possibly, he had Köhler disease, which can result in foot swelling. If so, he would have had a difficult time walking or standing at times. On the other hand, as Egyptologist Salima Ikram discussed, "I think part of what was interpreted as club foot could be due to the positioning of the foot during mummification." She also noted that there are paintings where Tut is standing while driving a chariot.



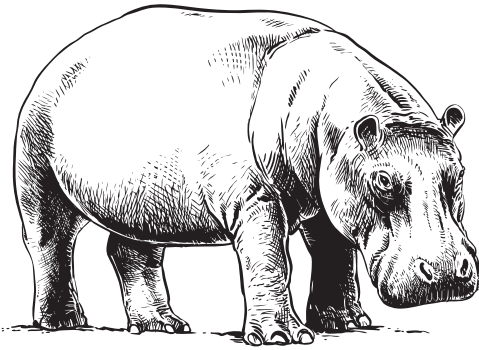
Replica of Tutankhamen's mummy

DNA Tests

After the CAT scan, Hawass was given permission by the Egyptian government to administer DNA tests to Tut's body and other mummies who may have been related to him. In 2010 they reported their discoveries. One finding was that Tutankhamen's parents appeared to be siblings. This was a common practice by Egyptian royalty, but can lead to congenital defects (like clubfoot). *Psychology Today* reported that children of siblings have a 50 percent chance of dying early, having a significant birth defect, or suffering a major mental deficit.

Another discovery was evidence of malaria in Tutankhamen's DNA. Could the mosquito-borne disease that still ravages areas in Africa been what did him in? This was a brand new hypothesis. Other scholars were not so sure. They pointed out that malaria tends not to kill people as old as Tut was, since most people have developed immunities to malaria by the time they are adults.

When Hippos Attack



Dr. Benson Harer, an Egyptology professor at California State University, has his own theory. As mentioned earlier, Tutankhamen's body in 1968 was missing his sternum and some ribs. Perhaps, Harer proposes, this is because Tut was crushed to death by a hippopotamus. Death by hippo would not be as rare as it sounds. Even today, hippos kill people in Africa. In ancient Egypt, rampaging hippos were a real problem. Since pharaohs were known to go on hippo hunting trips (this is recorded in various Egyptian murals), it is entirely possible an

aggressive hippo attacked King Tut's hunting crew. This also might explain why no Egyptian records have been found to explain Tutankhamen's early death. Being killed by a hippo could have been interpreted as a sign that the gods held his family in disfavor. To maintain his family's dynasty, King Tut's relatives may have covered up the real reason for his death.

Quotations from Egyptian Experts

Howard Carter on opening King Tutankhamen's sarcophagus:

The contents were completely covered by fine linen shrouds. The lid being suspended in mid-air, we rolled back those covering shrouds, one by one, and as the last was removed a gasp of wonderment escaped our lips, so gorgeous was the sight that met our eyes: a golden effigy of the young boy king, of most magnificent workmanship, filled the whole of the interior of the sarcophagus.

Chuck Van Siclen, an Egyptologist at Egypt's American Research Center:

Considering how much attention we pay to Tut, it's as if you wrote a history of the presidents of the United States and devoted three long chapters to William Henry Harrison.

Jo Marchant in *The Shadow King: The Bizarre Afterlife of King Tut's Mummy* (2013):

Interpreting the clues inside a three-thousand-year-old body isn't easy, especially one that has been gutted by ancient embalmers, dismembered by modern archaeologists, and thrown about by looters.

An Egyptian guide on Tutankhamen in 2014:

One year we think we know something for sure. The next year, they tell us, no, you're completely wrong. But that's OK, I think. It's okay to have a little mystery. And maybe we will never know what really happened to him. That would be OK, too.

Salima Ikram and Frank Rühli, a paleopathologist:

As time progresses and medical technology improves, tests might be developed that could be carried out on soft tissue that might indicate the presence of diseases that leave no sign on bones—perhaps even a viral disease such as influenza. However, even with the best medical and Egyptological forensic work, it is doubtful that all aspects of Tut's health and possible causes for his death will ever be known.

Albert Zink, scientific director at the Institute for Mummies and the Iceman:

The evaluation of the CT [CAT] scans clearly points out that it is highly unlikely that he was riding a chariot due to his foot disease and his general bad health. Therefore it is unlikely that he had an accident while riding the chariot. [His remains show] a fracture at the left knee that didn't show any signs of healing, but this could be the result of a simple fall and is not typical for a 'car' crash.



Burial mask of Tutankhamen

HOW DID KING TUT DIE CHART ^{1/2}

Fill in the chart below, citing a source when possible (i.e., “According to the 1968 X-rays . . .”). The “other” rows are for any new theories that you find or come up with.

	Support For	Support Against
Murder		
Malaria		
Congenital Defects		
Hippopotamus Attack		

Injuries from a Chariot Accident		
Battle injury		
Other Theory #1		
Other Theory #2		

KING TUTANKHAMEN QUESTIONS ^{1/3}

1. In what ways can the results of analyzing a body from over 3,000 years ago be considered a primary source? In what ways can it be considered a secondary source?
2. In what ways can a quote from a current Egyptologist be considered a primary source? In what ways can it be considered a secondary source?
3. Would you consider the theory that Tutankhamen was killed based on the bone shards found in his skull a fact, a reasoned judgment, or an opinion? Explain.

4. Would you consider the theory that Tutankhamen had foot issues a fact, a reasoned judgment, or an opinion? Explain.
5. What is a question you had that was not answered and whose answer would be helpful in determining what happened?
6. Which do you think is the least likely explanation for how Tutankhamen died? Explain.

7. Which do you think is the most likely explanation for how Tutankhamen died? (It is okay to combine theories.) Support your explanation with facts/quotes. On a scale of 1 (not at all) to 10 (completely), how sure are you that this is how King Tut died?
8. Do you think we will ever know for sure how King Tut died? Explain.

Writing Standards

ARGUMENTATIVE WRITING

Tourist Attractions

WHST.6-8.1
WHST.6-8.4
WHST.6-8.5
WHST.6-8.6
WHST.6-8.7
WHST.6-8.8
WHST.6-8.9
WHST.6-8.10

INFORMATIVE WRITING

Egyptian Research Paper

WHST.6-8.2
WHST.6-8.5
WHST.6-8.7
WHST.6-8.8
WHST.6-8.9
WHST.6-8.10

NARRATIVE WRITING

Cleopatra

W.6.3–W.8.3
WHST.6-8.5
WHST.6-8.9
WHST.6-8.10

ARGUMENTATIVE WRITING

CHAPTER
Writing Standards

DURATION
5–7 class periods

Tourist Attractions

COMMON CORE STANDARDS

WHST.6-8.1

Write arguments focused on *discipline-specific content*.

WHST.6-8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.6-8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST.6-8.7

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WHST.6-8.9

Draw evidence from informational texts to support analysis, reflection, and research.

WHST.6-8.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DIRECTIONS

- Students spend the initial day of research finding out at least one interesting fact about each tourist attraction. They should record this, along with the web sites they used, on a separate piece of notebook paper.
- Students decide on the three “Can’t-Miss” tourist attractions and one “Overrated” attraction they will write about. Students research and complete applicable “Tourist Attractions Research and Outline” rows, making sure to keep track of their sources.
- Students discuss with a neighbor how they plan to introduce and conclude the paper. Students share their plans with the class, then write a rough draft of each in the “Introduction” and “Conclusion” rows.
- Students use “Tourist Attractions Research and Outline” to write final draft.
- Students trade papers with a neighbor and complete “Where Will You Go?”

TOURIST ATTRACTIONS

Overall

For this paper you are going to pretend that you know someone about to go on a trip to Egypt. Your job is to convince them that there are three attractions they need to see and one that can be skipped. Your paper needs to include a Works Cited page and should be 1 to 2 pages long.

Paragraphs

- Introduction: Introduce the paper, making sure to write it as if you are addressing someone considering a visit to Egypt.
- First Body Paragraph: One place they should visit and why.
- Second Body Paragraph: A second place they should visit and why.
- Third Body Paragraph: A third place they should visit and why.
- Fourth Body Paragraph: A place others might tell them to visit, but is actually overrated and should be skipped.
- Conclusion: Conclude paper, making a final appeal to them to go where you recommend.

Tourist Attractions

- The Giza Necropolis
- Valley of the Kings
- Khan al-Khalili bazaar
- Karnak Temple Complex
- Luxor
- Catacombs of Kom el Shoqafa
- Snorkeling at the Red Sea Reef
- River Nile Cruise
- The Egyptian Museum of Antiquities
- Abu Simbel Temples

Rubric

	Exceeding	Proficient	Developing	Beginning
Argument	Uses a persuasive voice, strong reasoning, and solid support to be highly convincing about what attractions to see. Also, successfully describes why a certain attraction is overrated.	Uses an appropriate voice, logical reasoning, and relevant support to be convincing about what attractions to see. Brings up an attraction they consider overrated, but may struggle to successfully describe why.	At times is convincing about what attractions to see, but needs to improve voice, reasoning, support, and/or counterclaim.	Is rarely convincing about what attractions to see due to issues with voice, reasoning, support, and/or counterclaim.
Conventions	No convention errors. or Uses high-level conventions with few to no errors.	Convention errors in one area. or A single error in a few areas.	Convention errors in two or more areas.	Too short to assess conventions. or Major issues with conventions.

TOURIST ATTRACTIONS RESEARCH AND OUTLINE ^{1/2}

Introduction:

Can't-Miss Attraction 1 _____

Facts/reasons/quotations:

Can't-Miss Attraction 2 _____

Facts/reasons/quotations:

Can't-Miss Attraction 3 _____
Facts/reasons/quotations:

Overrated Attraction _____
Facts/reasons/quotations:

Conclusion:

WHERE WILL YOU GO? ^{1/2}

As you read your peer's paper, pretend it is addressed to you (and that you are planning what tourist attractions you will see on your coming trip to Egypt). Respond to the questions below accordingly.

1. Which of the tourist attractions that your partner discussed positively do you think you will go see? Why?
2. Which of the tourist attractions that your partner discussed positively would you consider skipping? Why?
3. Which tourist attraction did your partner consider overrated? What reason did he or she give for you to skip it?

4. What were the three most interesting facts your partner included?

5. It is time to decide. What three tourist attractions will you visit when you are in Egypt? Why?

Egyptian Research Paper

COMMON CORE STANDARDS

WHST.6-8.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.6-8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.7

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WHST.6-8.9

Draw evidence from informational texts to support analysis, reflection, and research.

WHST.6-8.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DIRECTIONS

- Students decide on the topic they will focus on. There should only be one person per topic in each class.
- Using a topic that was not chosen, the class discusses what possible subtopics that topic has. With a neighbor, students discuss possible subtopics for their own topic and record them at the top of their research page.
- Students find information about their topic, record it on the research page, and write a possible subtopic this information could go under, keeping in mind their goal is to have three subtopics total. Students should make sure to keep track of their sources as they go.
- Students use the research page to complete the outline.
- Students use the outline to write the paper.

EGYPTIAN RESEARCH PAPER

Overall

Egypt continues to fascinate students, scholars, and, well, just about everybody. For this paper you will get to research and write about one of the many interesting topics ancient Egypt has to offer. You will decide on three subtopics for your topic, research those specifically, and summarize what you found in an informative paper. The length should be 1 to 2 pages, and a Works Cited page is required.

Topics

Monuments

- Mastabas
- Pyramids
- Temples
- Sphinx
- Valley of the Kings
- Tutankhamen's tomb
- Obelisks

Pharaohs

- Pep II
- Hatshepsut
- Thutmose III
- Thutmose IV
- Akhenaten
- Nefertiti
- Tutankhamen
- Ramses II
- Cleopatra

Religion/Beliefs

- Mummification
- Canopic jars
- Amulets
- Concept of the soul (Ib, Sheut, Ren, Ba, Ka)
- Afterlife
- Gods
- Medicine
- Priests/priestesses

Writing

- Hieroglyphics
- Hieratic script
- Papyrus
- Scribes

Eras

- Early Dynastic Period
- Old Kingdom
- First Intermediate Period

- Middle Kingdom
- Second Intermediate Period
- New Kingdom
- Third Intermediate Period
- Late Period of ancient Egypt
- Achaemenid Egypt
- Ptolemaic Egypt

Other

- Food
- Animals
- Nile River
- Social classes
- Visual arts
- Dance and music
- Games
- Fashion
- Farming
- Rosetta Stone
- Calendar

Rubric

	Exceeding	Proficient	Developing	Beginning
Informative	Comprehensively informs about the topic.	Sufficiently informs about the topic.	Sufficiently informs about parts of the topic.	Does not sufficiently inform about topic.
Introduction and Conclusion	Introduction successfully hooks reader and previews what the paper will cover. <i>and</i> Conclusion successfully shows the major importance of the topic.	Introduction contains a hook and previews what the paper will cover. <i>and</i> Conclusion successfully shows the importance of the topic.	Introduction contains a hook and previews what the paper will cover. <i>or</i> Conclusion successfully shows the importance of the topic.	Introduction is missing a hook or does not preview what the paper will cover. <i>and</i> Conclusion does not show the importance of the topic.

Possible Subtopics:

[illegible]

EGYPT RESEARCH PAPER OUTLINE ^{1/2}

Hook (e.g., fact, description, quotation, question)	
Overall Topic and a Preview of Subtopics to Be Covered	
Transition/Topic Sentence	
Subtopic 1: _____	

Transition/Topic Sentence	
Subtopic 2: _____	
Transition/Topic Sentence	
Subtopic 3: _____	
Conclusion (Discuss why subject is/was important)	

NARRATIVE WRITING

CHAPTER
Writing Standards

DURATION
2–4 class periods

Cleopatra

COMMON CORE STANDARDS

W.6.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

WHST.6-8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.9

Draw evidence from informational texts to support analysis, reflection, and research.

WHST.6-8.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DIRECTIONS

- Students read the bullets on “Cleopatra’s Life” independently, highlighting facts they think are interesting and may include in their story. Students list scenes they could write a story about in the “Potential Scenes” section of the “Cleopatra’s Life” handout. Students share these with the class.
- Students complete “Cleopatra Brainstorm,” bouncing ideas off of their neighbors as they work. Students do not have to complete the questions in order.
- Students use “Cleopatra Brainstorm” to complete a rough draft.
- Students trade papers with a partner and complete “Cleopatra Peer Edit.” Before students trade papers back, they give each other verbal feedback on how to improve their papers.
- Students use feedback from the peer edit to write a final draft.

CLEOPATRA

Overall

A woman takes control of a country over two thousand years ago, has relationships with two major figures from Roman history, and dies by the bite of a snake. Cleopatra's biography reads like it was made up, and it is no surprise that there have been numerous Hollywood movies based on her. For this assignment, you will learn more details about Cleopatra and then write an engaging scene based on historical facts from her life.

Requirements

- Write in first person (use "I"). The story does not need to be from Cleopatra's perspective, but she needs to play a major role. Limit story to one scene.
- Length should be about 1 to 2 pages.

Perspective Options

- Cleopatra
- Ptolemy XIII
- Julius Caesar
- Mark Antony
- Octavian (Augustus Caesar)
- Female servant of Cleopatra
- Caesarion

Rubric

	Exceeding	Proficient	Developing	Beginning
Writing	Writes an extremely engaging story by using vivid word choice, sensory details, and a strong voice.	Writes an engaging story that includes solid word choice, a believable voice, and sufficient sensory details.	Story is at times engaging, but has issues with ordinary word choice, a weak voice, and/or a lack of sensory details.	Story is not engaging due to significant issues with word choice, voice, and/or sensory details.
Information	Fluidly integrates many accurate facts about Cleopatra's life.	Includes a sufficient number of accurate facts about Cleopatra's life.	Includes facts about Cleopatra's life, but either needs more or many were inaccurate.	Contains few accurate facts about Cleopatra's life.

CLEOPATRA'S LIFE ^{1/2}

Background

- Cleopatra lived from 69 BCE to 30 BCE.
- After Alexander the Great conquered Egypt in 332 BCE, Ptolemy (Alexander's general) was placed in charge of the area. Cleopatra was the last of the rulers of this Ptolemaic dynasty.
- In 51 BCE, when Cleopatra was 18, her father died. Cleopatra and her ten-year-old brother, Ptolemy XIII, were both named rulers of Egypt (coregents).
- After a dispute with her brother, in 49 BCE she fled Egypt (to Syria). She raised an army there and returned, hoping to overthrow him.

Julius Caesar

- Julius Caesar was fighting a civil war with Pompey in Rome. Pompey fled to Egypt, hoping to be protected there, but Ptolemy XIII had him killed.
- Julius Caesar came to Egypt looking for Pompey. Both Cleopatra and Ptolemy XIII hoped he would aid them in their war against each other. Supposedly, Cleopatra snuck herself in to see him by hiding in a rug. It is believed that Julius Caesar fell in love with her.
- Julius Caesar defeated Ptolemy XIII and placed Cleopatra in charge of Egypt. Technically, she was co-ruling with her younger brother, Ptolemy XIV, but she was making most of the decisions.
- In 47 BCE Cleopatra gave birth to a son nicknamed Caesarion. It is assumed Julius Caesar was the father, although this was never confirmed.
- Cleopatra visited Caesar in Rome. After Caesar's murder in 44 BCE, Cleopatra returned to Egypt. Ptolemy XIV died and Caesarion, still a toddler, was named Cleopatra's co-regent. Cleopatra's power increased.

Mark Antony

- In Rome Mark Antony, Octavian, and Lepidus defeated the men who conspired against Julius Caesar. In 42 BCE Antony and Octavian split control of the Roman Empire.
- Mark Antony asked Cleopatra to meet him in Tarsus (located south of today's Turkey), to see if she supported his new regime. She made a grand entrance to the city and put together an amazing banquet for him. Soon after, he left his third wife and moved to Alexandria (a city in Egypt) to be with Cleopatra.
- In 40 BCE she gave birth to their twins, Alexander Helios and Cleopatra Selene.

- Antony left for a few years to deal with issues in Rome. Upon his return, Cleopatra and Antony agreed that she would help fund his military campaign in Parthia (in today's Iran) in exchange for Rome returning land Egypt had controlled before.
- Antony's army was defeated in Parthia. Antony chose to return to Egypt to be with Cleopatra instead of going back to Rome to be with his fourth wife. Antony declared that Caesarion was the true heir to Julius Caesar and not Octavian. Octavian declared that Cleopatra had Antony under her control, removed all of Antony's titles, and in 32 BCE declared war on Cleopatra.
- Antony and Cleopatra's forces fought Octavian's in a raging sea battle called the Battle of Actium (31 BCE). Octavian's army handily defeated Antony and Cleopatra. Cleopatra's boat fled the battle to go back to Egypt. Antony was incorrectly told that Cleopatra was dead. In reaction, it's been reported that he fell on his sword, killing himself. Some say that after he stabbed himself, but before he died, someone ran into the room to tell him that she was actually still alive.
- After Antony's funeral, Cleopatra went to her room, accompanied by two female servants. There she committed suicide. Some say she allowed an asp, a venomous snake, to bite her. She was buried alongside Antony.
- Octavian, who would later go by the name Augustus Caesar, now controlled Egypt.

Other Facts about Cleopatra

- Her full name was Cleopatra VII Philopator.
- She could speak many languages and was considered very intelligent.
- Legend has it that she bathed in donkey's milk.
- Shakespeare wrote a play based on her life, titled *Antony and Cleopatra*.
- Movies about her were released in 1917, 1934, 1945, and 1963.

Potential Scenes

-
-
-
-
-
-

CLEOPATRA BRAINSTORM ^{1/2}

1. What scene from Cleopatra's life will you write about? From whose perspective will it be written?
2. Where will the scene take place? What will the surroundings be? What objects will be in the scene?
3. What other characters will be in the story?
4. What are some facts you plan to include?
5. What is the problem in your story? How is it resolved?
6. How will you hook the reader? Some options include dialogue, onomatopoeia (spelling a sound), an in-depth description, or an action.

7. How will your story end? Cliffhanger? Full circle (connect it to beginning)? Punch line (a short statement that leaves the reader thinking)? Foreshadowing?

8. Use bullet points to plan out your story below.

CLEOPATRA PEER EDIT

Writing and Information

Cite two examples of vivid word choice from the paper.

Cite an example of dialogue that could be improved. Cite it and explain why (e.g., does not sound believable, could be shorter, could be more descriptive).

Where did the scene take place? What details could have been added to the setting?

What are two facts about Cleopatra's life that could be added?

Rubric

Assess the paper on the rubric. Explain why below it.

	Exceeding	Proficient	Developing	Beginning
Writing	Writes an extremely engaging story by using vivid word choice, sensory details, and a strong voice.	Writes an engaging story that includes solid word choice, a believable voice, and sufficient sensory details.	Story is at times engaging, but has issues with ordinary word choice, a weak voice, and/or a lack of sensory details.	Story is not engaging due to significant issues with word choice, voice, and/or sensory details.
Information	Fluidly integrates many accurate facts about Cleopatra's life.	Includes a sufficient number of accurate facts about Cleopatra's life.	Includes many facts about Cleopatra's life, but either needs more or many were inaccurate.	Contains few accurate facts about Cleopatra's life.

Selected Answers

ACTIVITY 1

How to Make a Mummy Chart

Most Costly Way	Middle Way	Least Costly Way
<ul style="list-style-type: none"> ▪ Pulled out brain through nose. ▪ Through a cut in the left side of the abdomen, the intestines, liver, lungs, and other organs are removed. ▪ Cleaned belly with palm wine and spices. ▪ Filled up belly with spices. ▪ Sewed up hole. ▪ Herodotus said the body was embalmed in saltpeter for seventy days. The secondary source says the body was embalmed in natron crystals for forty days. ▪ Stuffed body with cloth and sawdust. ▪ Painted lips and cheeks. ▪ Washed, massaged, and added ointments to the body. ▪ Painted whole body. ▪ Wrapped body with linen. ▪ Attached a funerary mask, sometimes made of gold, to the face. ▪ Put in a coffin that looks like person. 	<ul style="list-style-type: none"> ▪ Filled the belly with cedar oil by injecting it through the anus. This would eventually dissolve the inner organs and intestines. ▪ Embalmed body for seventy days with saltpeter. This removes the flesh. ▪ Drained the cedar oil. ▪ Body was not wrapped in linen. 	<ul style="list-style-type: none"> ▪ The belly was cleaned by a "purge." Herodotus never describes what this meant. It probably wasn't adding palm oil since that seems to be the only difference between this method and the "middle way." ▪ Embalmed body for seventy days with saltpeter. This removes the flesh. ▪ Body was not wrapped in linen.

How to Make a Mummy Questions

1. Herodotus visited Egypt to learn about the mummification process.
2. The procedures for the less expensive ways, using saltpeter for embalming, cleaning the body with palm wine, and so on.
3. The use of canopic jars, using natron crystals, coloring the body, and so on.
4. "They cleanse the body with a purge." What is this method? Maybe it's some substance that is harsher than cedar oil; so it does some damage to the body, but doesn't need to be left in for so long.

5. Answers will vary.
6. "Natron crystals are packed around the body." Why is this reading mentioning a different chemical than Herodotus did? Perhaps there were various chemicals that were used, changing over time, and these are two of them.
7. Answers will vary.
8. Although Herodotus doesn't mention how many days for the "middle way," he does say that both the more expensive and cheaper ways require seventy days of embalming. It can be assumed that this is the standard embalming length, since it does not seem to be a factor of cost.
9. It's what actually makes a mummy, people often focus on the practices of the privileged more than on common people, it may have been the method that had been documented the most, and so on.
10. (A) The body was cleaned; (B) the corpse was embalmed for seventy days; (C) the remains were given back to the family.
11. (A) The brain was pulled out through the nose; (B) the torso was opened up; (C) the organs, except for the heart, were pulled out; (D) the abdomen was filled with spices, then sewn up; (E) the body was dried out for between forty and seventy days with salts; (F) the body was stuffed, oiled, and colored; (G) linen was wrapped around the body; (H) the body was placed in a coffin.
12. (A) The body had cedar oil injected into it; (B) the corpse was embalmed, likely for seventy days; (C) the cedar oil was drained; (D) the remains were given back to the family.

ACTIVITY 2

Questions about Your Myth: Ra's Secret Name

1. Ra: The first pharaoh and sun god. Isis: The goddess of magic and married to Osiris. Osiris: Becomes pharaoh after Ra.
2. The problem is that Ra is getting too old to rule Egypt.
3. Isis tricks Ra to solve the problem. After this he cannot rule Egypt any longer.
4. Answers will vary, but the following is one possible answer: Know when it's time to step down and let someone else take over.
5. Their rulers were called pharaohs, they had cobras, the Nile was important, there is a connection between magic and healing, poisonous snakes could be a problem, and so on.
6. (A) Ra invents the world, (B) Ra becomes the first ruler, (C) Ra grows too old to rule Egypt, (D) Isis creates a cobra, (E) the cobra bites Ra and injects him with venom, (F) Ra tells Isis his secret name so she can heal him, (G) Ra rises up to the heavens, and (H) Osiris becomes pharaoh.

Questions about Your Myth: Set the Evil One

1. Isis: The goddess of magic and married to Osiris. Osiris: Pharaoh and, later, god of the dead. Set: Osiris's brother and, later, a pharaoh.
2. The problem is that Osiris (Set's brother) is pharaoh, but Set wants to rule.
3. The problem is solved when Set kills Osiris and takes over.
4. Answers will vary, but the following is one possible answer: Do not be too trustful.
5. They ate wheat and barley; Egyptian society had laws, music, and poetry; Lebanon had valued cedar; ebony, ivory, gold, and silver were available; there were crocodiles; and so on.
6. (A) Set wants to become pharaoh; (B) Set invites Osiris to a party where there is a casket people are trying to fit into; (C) Osiris fits in the casket; (D) Set nails him in there and throws it in the Nile, killing Osiris; (E) Isis finds the casket; (F) Set rips the body into fourteen pieces; (G) Isis either finds or recreates all the parts, burying Osiris; (H) Set takes over as pharaoh and Osiris becomes king of the dead.

Questions about Your Myth: Horus the Avenger

1. Isis: The goddess of magic and married to Osiris. Osiris: God of the dead. Set: Evil god and replaced Osiris as pharaoh. Horus: Osiris and Isis's son.
2. The problem is that Set became pharaoh by tricking and killing Osiris, and Horus wants revenge.
3. The problem is solved when Horus kills Set and becomes pharaoh.
4. Answers will vary, but the following is one possible answer: Payback will come to those who are evil.
5. There were horses, lions, pigs, scorpions, and hippos; they had chariots; there were probably power struggles like this between their pharaohs; and so on.
6. (A) Horus is stung by Set, who was in the form of a scorpion; (B) Horus goes to the land of the dead to train with his dad; (C) Horus comes back to fight Set but is shot in the eye with fire; (D) Horus recovers and raises an army; (E) Set turns into a hippo and creates a storm; (F) Horus manages to get to Set and kill him; (G) Horus becomes pharaoh.

Egyptian Mythology Questions

1. Answers will vary.
2. Answers will vary.
3. Ra, Osiris, Set, and Horus.
4. Osiris became pharaoh after Isis tricked Ra.
5. She wanted her husband to be pharaoh.
6. Set killed her husband.
7. Horus wanted to avenge his father's death.
8. Answers will vary.

ACTIVITY 3

Comparing Major Rivers Chart

	Facts	How it was used in the past	How it is used today
Nile	Floods were predictable Longest river in world Surrounded by desert English word "paper" comes from "papyrus"	Farming Ancient Egyptians based calendar on its flood cycle Papyrus, from around the river, was used for paper, sandals, and boats Fish, ducks, and geese lived around it	Irrigation Hydroelectricity
Tigris and Euphrates	"Mesopotamia" means the land between the rivers Floods were unpredictable Traded extra wheat and barley	Farming Irrigation canals Excess water stored in artificial lake	Irrigation Hydroelectricity
Ganges and Indus	The rivers flow in opposite directions Floods were unpredictable Some people believe Ganges has healing properties	Farming Religious purposes	Irrigation Hydroelectricity Religious purposes Trade

Comparing Major Rivers Questions

1. Comparatively—The reading compares the uses of three different major river systems.
2. Benefit
3. An avenue many people use to bring goods to other.
4. All the rivers helped with farming in the past and are used for hydroelectricity today.
5. It is the world's longest river.
6. The residents of the area used both rivers to create complex irrigation systems that included gates and artificial lakes.
7. The Ganges's water is thought to have healing powers.
8. All the rivers still are used to help with farming.
9. They are all dammed. This means that silt is not spread over farmland in floods but that people do get a natural electricity source from the waters.
10. Answers will vary.

ACTIVITY 4

Ramses II and Hatshepsut Chart

	Reasons/facts that support he/she was a strong ruler	Reasons/facts that support he/she was a weak ruler
Ramses II	Ruled one of the world's biggest empires Ruled for 60+ years Defeated pirates using a smart military tactic Fought Libyans, Hittites, and Nubians Made one of the first peace treaties Built Abu Simbel, Pi-Ramses, the Ramesseum, the Pylon of Ramses, and many more	Had a carving made that exaggerated his success in a battle Wrote his name over other people's names on monuments May have brought empire close to bankruptcy
Hatshepsut	Rare to be a ruler in that time as a woman Kept peace without losing territory Increased trade Built giant obelisks, her mortuary temple, and fixed many destroyed monuments	Was supposed to allow her stepson to take over Ruled for a much shorter time than Ramses Had a bad relationship with her stepson, who some think removed her name from many monuments

Ramses II and Hatshepsut Questions

1. "Queen Hatshepsut was a fine, if unremarkable, Egyptian leader," "showed his famous bravery," "he had so successfully kept at bay," and so on.
2. "Impressive accomplishment," "Ramses the Overrated," "Hatshepsut's many accomplishments," and so on.
3. Answers will vary, but the following is one possible answer: I thought the most convincing reason was that he signed one of the world's first peace treaties. This is important and goes against the other reading's argument that he spent too much time fighting.
4. Answers will vary, but the following is one possible answer: I found it convincing that Hatshepsut increased trade so much. It makes sense that avoiding war would lead to more positive interactions with neighbors, new goods, and a richer society.

5. In the pro-Ramses reading, the fact that Thutmose may have removed Hatshepsut's name from monuments is used to show that she was power hungry and couldn't work well with people. The pro-Hatshepsut reading uses the same fact as a reason for why she was not well known in the past. That reading also argues that she might have even more accomplishments, we just don't know of them because he may have erased them.
6. Answers will vary, but the following is one possible answer: I think "Queen Hatshepsut Was the Truly Great One" made a stronger rebuttal. It really goes into detail about how Ramses II spent a lot of money promoting himself. Also, the other reading's rebuttal seems particularly biased. It assumes it is her fault Thutmose III attempted to remove all traces of her. Also, from the language the pro-Ramses author used, you can tell it is not even certain that he was the one who removed her name, which would completely invalidate that rebuttal.
7. Answers will vary.

ACTIVITY 5

Egyptian Murals Chart

Answers will vary, but the following chart presents some possible answers.

	Observations	Questions	Inferences
Image A	She is playing a game. She is wearing what looks like a crown. There are hieroglyphics behind her.	How similar is that game to chess? Was she a particularly powerful queen? What is in her hand?	Egyptians probably also played games. If she had her own tomb, she was probably really powerful. She might have really liked playing that game.
Image B	There is a bull. A man is milking a cow. The men and women are carrying items at the bottom of the mural.	Did only men milk cows? What are those items in their hands at the bottom? If the date is unknown, how can the mural be considered one of the first depictions of domesticated animals?	Egyptians clearly drank cow milk. The people at the bottom might be involved in a ceremony, showing the connection between religion and food production. The hieroglyphics might explain more about what is going on in this scene.
Image C	People are making bread Grain was carried in what looks like vases. The men have no hair.	Why is this in black and white? Are we missing anything important in the sections that are lost? Did women play any role in the making of bread?	Bread baking is a complicated process. It appears that they have a surplus of grain. The process for making bread has changed a lot.
Image D	Nebamun is very large. He is hunting different types of birds. Two women are behind him.	Who do the women behind him represent? Why do they show him holding a snake? Is he crying?	Tombs were not just for royalty. The women behind him are probably not goddesses or they'd be bigger than him. The woman behind him might be a servant, since she seems to be holding his arrows.

Image E	<p>This is another mural from Nebamun's tomb.</p> <p>Cattle are being brought somewhere.</p> <p>More has been broken off on this mural than the other image we saw from Nebamun's tomb.</p>	<p>What are we missing?</p> <p>Where are the cattle going?</p> <p>Why do some men have hair and others do not?</p>	<p>I think the cattle might be part of a religious ceremony.</p> <p>Shaving your head might be just a fashion decision and not a sign of class. In this mural the bald men and men with hair are the same size and seem to be doing the same job.</p>
Image F	<p>A man stands to the side with a cane.</p> <p>Six workers are carrying something.</p> <p>There is a pond with fish at the garden.</p>	<p>Is that Nakh on the right, or Amun?</p> <p>What are the gardeners carrying?</p> <p>Who was Amun?</p>	<p>Gardeners must have had a high rank in society.</p> <p>Nakh appears to be in charge of a lot of people.</p> <p>They might be carrying water from the pond.</p>
Image G	<p>At the top there are many people seated.</p> <p>A man with an animal head is weighing two things.</p> <p>There are people, animals, and half-animals.</p>	<p>Who are the gods?</p> <p>Why do some people have animal heads?</p> <p>Is this what Egyptians believed happened to people after they died?</p>	<p>Perhaps the weighing will determine one's fate after death.</p> <p>Gods are usually bigger than people and I think the man in between the scales is a human, whereas I think the people at the top are gods. Maybe the people at the top are considered to be in a different section so they did not have to be bigger.</p>
Image H	<p>A man is riding a chariot and pointing an arrow.</p> <p>There are many people fighting.</p> <p>They appear to be fighting over a fort.</p>	<p>How close is this image to the original?</p> <p>Is this based on an actual battle?</p> <p>Is the biggest person in the picture Ramses II?</p>	<p>Ramses II appears to have fought in battles, unlike some cultures whose leaders did not actually fight.</p> <p>Ramses II's men appear to be darker skinned than who they are fighting.</p>

ACTIVITY 6

How Did King Tut Die Chart

	Support For	Support Against
Murder	<p>A 1968 X-ray showed bone shards and a difference in bone density at the back of the head.</p> <p>Someone else would have become pharaoh after King Tut's death. Maybe that person planned his murder.</p>	<p>A 2005 CAT scan showed the bone shards were from vertebrae. If he had died from being hit in the head, the bone shards would be from his skull.</p>
Malaria	<p>DNA analysis showed the body had malaria.</p>	<p>Adults don't usually die from malaria.</p>
Congenital Defects	<p>DNA evidence showed that his parents were probably siblings. This often leads to congenital defects.</p> <p>CAT scan analysis showed he might have had clubfoot, which is a congenital defect.</p> <p>He was often shown sitting in his chariot instead of standing.</p> <p>He was buried with many canes.</p>	<p>There are murals depicting him standing while riding a chariot.</p> <p>The process of mummifying him may have led to giving his foot the appearance that it was clubfoot.</p> <p>A clubfoot alone would not kill someone. Something else would probably have had to happen for him to die.</p>
Hippopotamus Attack	<p>His body was missing ribs and a sternum, which were not usually removed during the mummification process. If he was crushed to death, the embalmers might have removed those parts.</p> <p>Pharaohs went on hippo hunting trips.</p> <p>Being killed by a hippo could have been perceived as the gods being unhappy with him or his family. His relatives may have covered up how he died so the people would continue to support them.</p> <p>Hippos are dangerous.</p>	<p>Carter's team never mentioned the ribs and sternum missing. Perhaps they destroyed them in their haphazard autopsy.</p> <p>There is no evidence showing that this crushing was done by a hippo.</p>
Injuries from a Chariot Accident	<p>A 1968 X-ray showed bone shards and a difference in bone density at the back of the head.</p> <p>Egyptian leaders often led their men into battle.</p> <p>His body was missing ribs and a sternum, which are not usually removed during the mummification process. If he was crushed to death, the embalmers might have removed those parts.</p>	<p>A 2005 CAT scan showed the bone shards were from vertebrae, which was interpreted to mean that the shards got there after he died.</p> <p>If he had congenital defects, like club foot, he would not have been fighting in battles.</p>
Battle Injury	<p>A 2005 CAT scan found a break in his lower left thigh bone. This could have been a battle wound, with an ensuing infection killing him.</p>	<p>If he had foot issues, you would think he would not be fighting in battles.</p>
Other Theory #1	<p>Answers will vary.</p>	<p>Answers will vary.</p>
Other Theory #2	<p>Answers will vary.</p>	<p>Answers will vary.</p>

King Tutankhamen Questions

1. It can be considered a primary source because the body is from that time. It can be considered a secondary source because it's being analyzed thousands of years after the person lived.
2. It can be considered a primary source because it is the Egyptologist's exact words. It can be considered a secondary source because what he or she is discussing is from many years ago.
3. This was a reasoned judgment for that time. But with new evidence, it is doubtful scientists would reach that same conclusion.
4. The foot issue would be a reasoned judgment; there is a lot of support for this, but because so much of the evidence was gathered thousands of years after Tut's death, it can still not be a fact. Also, there are still alternative explanations for his foot issues.
5. Answers will vary, but the following is one possible answer: I want to know more about the malaria theory. Is there evidence of people who have died not solely from malaria, but with it as a factor? For instance, even if malaria wouldn't have killed an adult, could club foot and malaria cause one's death?
6. Answers will vary.
7. Answers will vary.
8. Answers will vary, but the following is one possible answer: I don't think we will ever know how King Tut died. As the Egyptian guide said, "One year we think we know something for sure. They next year, they tell us, no, you're completely wrong." Many of the other experts also mention how difficult it will be to find out from an analysis of the body at this point. It also seems like if there was any Egyptian writing about him and his death, it already would have been discovered by this point.

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