

## All Wrapped Up: The Ancient Egyptian Mummy

**WebQuest Description:** Students will learn about ancient Egyptian mummification. They will also learn to write essays and create group presentations. Students will also explore websites to learn about the location of ancient Egypt's pyramids and ancient Egyptians burial beliefs along with learning how to read hieroglyphs.

**Grade Level:** 6-8

**Curriculum:** Social Studies

**Keywords:** Egypt, Egyptian, Mummy, Mummification, Embalming, Pyramid, Hieroglyphs

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### Introduction

Are you ready to discover the secrets of the Ancient Egyptian Mummy and learning why mummies are all wrapped up in a total of five days? Ever think about what the drawings on pyramid tombs mean? Will find these answers and more information on Ancient Egypt? Let's give it a dig! In teams (three per group) of adventurous archeologist, we will travel to Egypt to find pyramids built for mummies. There we will find the secrets and rituals of Egyptian mummification as we learn to read the drawn hieroglyphs on their caskets. You will document your daily discoveries in your journals, prepare individual essays to be placed in a team booklet, and present your team knowledge with a mysteriously artistic presentation to your classroom peers. Pack your digging gear and get ready for an exciting adventure.

### Tasks

You will explore websites that will help your team create an exciting presentation for our classroom. Your exploration and discovery of Ancient Egypt will also help you critically think and write your individual essay concerning the secrets of pyramids and why mummies are all wrapped up. Ultimately, you will learn about the ancient Egyptian mummy, hieroglyphics, and how ancient Egyptian burial cultures are related in our burial process today. During the five days, we will watch videos/movies concerning mummies and the mummification process, work in groups, listen to Egyptian music, work on individual essay writing, play the Mummy Maker game, complete research on the internet and have class discussion. It will be an awesome discovery.

### Process

#### Unwrapping

the steps off your discovery - Remember each day will be an adventure 1. You will be assigned to an archeological team (three students per group). You and your team members will research information on pyramids, hieroglyphs, and ancient Egyptian mummies using websites such as <http://www.kingtutone.com/mummies/>, [http://www.uen.org/utahlink/tours/tourFames.cgi?tour\\_id=10053](http://www.uen.org/utahlink/tours/tourFames.cgi?tour_id=10053), <http://www.ancientegypt.co.uk/pyramids/home.html>, [http://www.greatscott.com/hiero/hiero\\_over.html](http://www.greatscott.com/hiero/hiero_over.html) and Be sure to take turns during your internet research! 2. Each member of your team will need to keep a journal of your research in order to write an individual 250-word essay. It will need to be organized in one booklet that tells a short story. Be sure to answer the questions when writing: Who, What, When, Why, Why, and How? Organization is everything.

a). One member is chosen as the head archeologist and should design a cover page.

b). Create a table of contents that identifies who wrote each section.

c). Devise a group presentation with visuals such as drawing, photographs; teams can even act out the mummification process, make your own mummy, etc. Use your creative minds to accomplish your mysterious presentation. Vocabulary Word Meanings

Egypt - A country in North Africa.

Egyptian- Arabic and North African people.

Embalming - Process to temporarily preserve human remains.

Hieroglyphs - Egyptian language called sacred-drawings Ex: picture of sheep with five lines by it means five sheep.

Mummy - A body, human or animal who skin and organs have been preserved on purpose or weather exposure.

Mummification - Process to preserve human or animal by drying out and wrapping the remains.

Pyramid - a triangular monumental structure of stone bricks that meet at a point on top used to bury noble people such as Pharaohs and most of their belongings.

## Evaluation

This project is worth 150 points, 25% will account for each students grade for the quarter. Therefore, it is important to accurately score students participation, creativity, organization, and knowledge gained as a group and individuals. Students will receive a copy of graded work to review areas of strengths and weaknesses.

Category and Score	Beginning	Developing	Good	Excellent	Score
Each student is expected to write an individual 250-word essay and combine into one booklet per group that reads like a story with cover page and table of content.	One or two students wrote less than required. Booklet not in story order. Did not complete cover page or table of content.	One student wrote less than required. Booklet reads okay. Did not have completed table of contents.	All students wrote as required. Booklet reads okay. Cover page okay. Missing table of content.	Each student in this group wrote according to directions submitting 250-word essays for the team booklet that included cover page and table of contents.	45
Students have knowledge of mummification, who, why, and where pyramids were built. Must include illustrations and examples of content found; as well as the understanding of hieroglyphics.	No illustrations. No full understanding of instructed content.	Few illustrations. Some understanding of instructed content.	Used good illustrations with some understanding of instructed content.	Used excellent illustrations and understanding of mummification, what pyramids were designed for, and understanding of hieroglyphics.	35
Display classroom oral and visual presentation with creativity and critical thinking skills.	Classroom presentation was not affective and showed little knowledge gained.	Visual presentation was good need work on oral presentation skills.	Visual and oral presentation was good. Needs better organization.	Class presentation included excellent oral and visual competence with explanation of all content areas. Well organized.	35

Category and Score	Beginning	Developing	Good	Excellent	Score
Team must show appropriate collaboration skills in all areas during project.	Team members did not work well together due to disagreements.	Team members did not listen to chosen leader. Missed work in some content areas.	Team members worked well together. Need help with organization skills.	Collaboration, participation, and communication during preparation of project was excellent also used internet appropriately.	35
				Total Score	150

## Conclusion

Our

classroom archaeologists have shared their travels to Egypt discovering the ancient Egyptians tombs where mummies lay, embalming rituals, and language in hieroglyphics that are drawn on the mummies caskets.

Together

our classroom teams have achieved, researched, and accomplished writing literary works of great interest. It was surprising to learn the preparation of mummies is similar to burial preparations of today.

Now we

know the answers to questions such as where mummies lay, what the mummification process is and how it is similar to the embalming process used today not to mention, how to read a few hieroglyphs. If you are really interested you can find out how and who pyramids were built in ancient Egyptians times.

Yes, it

has been a fun learning experience, now it is time to visit another ancient land that is full of mystery. Here is a hint: Your fortune cookie says - pack your hat, coat, gloves, and boots because it gets cold in those mountains!

## Teacher Page

Social

standards concerning this lesson plan adhere to the National Council for the Social Studies, The Arizona Academic Standards, and The Ohio Department of Education Social Studies Standards. Because I am a current student at Grand Canyon University I am pleased to add the Arizona Professional Teacher Standards as follows: Standard 1: The teacher designs and plans instruction that develops students' abilities to meet Arizona's academic standards and the district's assessment plan. The performance assessment shall measure the extent to which the teacher's planning: Assessed performance 7: Includes appropriate use of a variety of methods, materials, and resources Assessed performance 8: Includes learning experiences that are developmentally appropriate for learners Assessed performance 9: Includes learning experiences that address a variety of cognitive levels Assessed performance 10: Includes learning experiences that are appropriate for curriculum goals Assessed performance 11: Includes learning experiences that are based upon principles of effective instruction Assessed performance 12: Includes learning experiences that accurately represent content Standard 2: The teacher creates and maintains a learning climate that supports the development of students' abilities to meet Arizona's academic standards. The performance assessment shall measure the extent to which the teacher: Assessed performance 9: Organizes materials, equipment, and other resources appropriately Standard 3: The teacher implements and manages instruction that develops students' abilities to meet Arizona's academic standards. The performance assessment shall measure the extent to which the teacher: Assessed performance 4: Models the skills, concepts, attributes, or thinking processes to be learned. I have learned through observation, research, and Grand Canyon University's EED 465 Curriculum, Methods and Assessment: Social Studies course that it necessary to provide a lesson plan that reaches all students especially students that struggle with reading, speak little English, and have learning disabilities.

Including

an essential question to introduce a lesson plan is inspiring to students. Not to mention, adding videos, games, vocabulary words, and taking time to teach students how to write appropriate essays can make or break the excitement of learning.

My hope is

that my lesson plan has inspired you to devise enthusiastic lesson plans concerning social studies. There is a world of information to be taught that

will also enhance your students reading, writing, mathematics, and comprehension skills.

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**Standards**

**Credits**

**Other**