WebQuest Description: Included in this WebQuest are all the materials and resources needed to teach a lesson about King Tut. Students will read an article from the Weekly Reader and be given a list of vocabulary words used in the article. They will also explore the scientific method by forming their own opinion about how King Tut died. Students will research more information using an interactive website. We will incorporate two trade books with information about how King Tut died and how mummies are made. The students will also create a mummy with the class using paper mache.

Grade Level: 3-5
Curriculum: Social Studies
Keywords: King Tut, Mummies, Egyptians, Social Studies, Science, Art, Language Arts

WebQuest URL: http://zunal.com/webquest.php?w=257549

Introduction

Welcome to the King Tut WebQuest! Have you ever wondered if people in other countries have different funeral traditions? Throughout this WebQuest, we are going to discover information about King Tut and how his culture deals with death. He was nine years old when he became ruler of Egypt. Ten years later, he died, and no one was ever able to solve the mystery of his death. Our goal for this WebQuest is to research what scientists believe happened and form our own opinion about how we think King Tut died. While you are researching, you will be able to take a virtual tour of Egypt. We will also learn about the mummification process and even make our own mummies!

Tasks

This page includes a checklist of tasks that will be completed throughout this WebQuest. 1.) All students should read the Scholastic News article entitled Death of a Boy King. 2.) All students will conduct research using the following website. http://kingtutonline.com/ 3.) Take turns sharing the information you gathered from the website with your group. 4.) All students will make a flip book of vocabulary terms from the Scholastic News article. 5.) Individually, take the King Tut quiz on http://kingtutonline.com/. 6.) The teacher will read the trade book How They Croaked and discuss with students. 7.) As a group, form a reasonable hypothesis of how King Tut died. 8.) The teacher will read the trade book Outside and Inside Mummies and discuss with students. 9.) Each group will make a paper mache mummy using step by step instructions. 10.) As a group, you will create a half poster with your mummies name and the mummification process for a Rotunda showcase. 11.) Complete King Tut Vocabulary Quiz.

Process

Please complete each of the tasks in the order they are listed. 1.) Each group member should read the Scholastic News article entitled Death of a Boy King. 2.) All students will conduct research using the following website. http://kingtutonline.com/ 3.) Each student will focus on one of the tabs on the right hand side of the webpage. 4.) Student 1: King Tut 5.) Student 2: Pyramids 6.) Student 3: Mummies 7.) Student 4: Pharaohs. 8.) Once you have completed your research, you will take turns presenting the information you discovered to the rest of your group. If a virtual tour was included with your topic, take the other members of your group on the Field Trip with you! 9.) Then, you will individually make a "hotdog style" flip book with the following words from the article you read, Death of a Boy King. You will write the word on the front. In the first column, you will write what you think it means. Use context clues from the article to help you. Then, you will write the actual definition in the second column. 10.) Revisit the website http://kingtutonline.com/. Click on the King Tut tab. Scroll to the bottom of the page and click on the King Tut Quiz. Complete the quiz by yourself and submit your answers. Review and discuss the results with your group. 11.) Once everyone has completed the quiz, I will read part of the book How They Croaked. We will discuss what different scientists believe happened to cause King Tut's death. 12.) Using the information that you have learned so far, your group will work to form your own reasonable hypothesis of how you think King Tut died. Each group will present their theory to the rest of the class. 13.) I will then read the book Outside and Inside Mummies. We will discuss the difference between mummies and skeletons and the mummification process. 9.) Now that we have learned the Egyptian tradition for preserving bodies, you are going to complete the mummification process by making a paper mache mummy with your group. This process is explained in the Prezi at the bottom of this page. 10.) While your mummy is drying, your group will create a half poster that includes your mummy's name and the steps of the mummification process. 11.) We will showcase your mummies and posters in the school Rotunda in order to share them with the entire school. 12.) Lastly, you will individually complete a vocabulary quiz that includes the words you used to make your flip book. Follow the link at the bottom of this page to complete your quiz. Once you complete it, raise your hand. I will come by and record your grade.
1. Research from King Tut One Website- While the students research and discuss what they have learned with the rest of their group, the teacher will make observations to ensure that everyone is equally participating.

2. Vocabulary Flip Book- The teacher will use the following checklist to grade the vocabulary flip book.

   A. Does the flip book include all of the required vocabulary words? Yes or No
   B. Did the student use context clues to predict the meaning of the word in the first column? Yes or No
   C. Did the student write the correct definition of the word in the second column? Yes or No
   D. Did the student use the correct format for making the flip book? Yes or No

3. Hypothesis of King Tut's Death- The teacher will use the following checklist to grade the hypothesis of King Tut's death.

   A. Is the hypothesis reasonable? Yes or No
   B. Is the use of research about the topic evident through the hypothesis? Yes or No
   C. Did all group members equally contribute to the group's presentation? Yes or No

4. Mummy and Poster- The teacher will use the rubric at the bottom of this page to grade the mummy and poster.

5. Vocabulary Quiz- After the students complete the vocabulary quiz, they will raise their hand, and the teacher will record the score each student received.

<table>
<thead>
<tr>
<th>Category and Score</th>
<th>Beginning</th>
<th>Developing</th>
<th>Very Good</th>
<th>Exemplary</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poster</td>
<td>The poster does not contain a name for the mummy and little to no steps of the mummification process are listed.</td>
<td>The poster contains a name for the mummy, but little to no steps of the mummification process are listed.</td>
<td>The poster contains a name for the mummy and all of the steps of the mummification process are listed except 1 or 2.</td>
<td>The poster contains a name for the mummy and all of the steps of the mummification process are listed.</td>
<td></td>
</tr>
<tr>
<td>Steps of the Mummification Process</td>
<td>The mummy was not filled with linen, salt, or scented oils (Lysol).</td>
<td>The mummy was filled with one of the following: linen, salt, or scented oils (Lysol).</td>
<td>The mummy was filled with two of the following: linen, salt or scented oils (Lysol).</td>
<td>The mummy was filled with linen, salt, and scented oils (Lysol).</td>
<td></td>
</tr>
<tr>
<td>Paper Mache Mummy</td>
<td>The mummy is not shaped correctly and is only partially covered with paper mache.</td>
<td>The mummy is not shaped correctly, but is mostly covered with paper mache.</td>
<td>The mummy is shaped correctly and is mostly covered with paper mache.</td>
<td>The mummy is shaped correctly and is fully covered with paper mache.</td>
<td></td>
</tr>
<tr>
<td>Neatness/ Grammatical Errors</td>
<td>The paper mache mummy is messy, and the poster contains 3 or more grammatical errors.</td>
<td>The paper mache mummy is somewhat messy, and the poster contains 2 grammatical errors.</td>
<td>The paper mache mummy is fairly neat, and the poster contains 1 grammatical error.</td>
<td>The paper mache mummy is neat, and the poster contains no grammatical errors.</td>
<td></td>
</tr>
</tbody>
</table>

Total Score

Conclusion

Now is the time for you to think about what all you have learned throughout this WebQuest. What was your favorite part? What was your least favorite part? What was the most interesting thing you learned? Do you think you contributed equally to the work of your group? What part of the WebQuest are you interested in learning more about? Think about the answers to these questions as we prepare to learn more about the Egyptian culture in the coming weeks!

Teacher Page

The purpose of this WebQuest is to explore King Tutankhamen, how different scientists believe he died, and the mummification process. This is based around an article, Death of a Boy King, in Scholastic News. The entire unit covers Social Studies, Science, English, and Visual Arts. Students will work in groups for most of the tasks making this an excellent cooperative learning experience! This WebQuest would take approximately two weeks to finish in the classroom. Teachers that use it should be sure to read every part of the procedures and work through everything before having students do the activities. This is to ensure that you will be able to answer any possible questions. Also, if you have students make paper mache mummies, do one yourself in order to become familiar with the process and to decide how big/small you would like the mummies to be. Have fun!

Standards

5th grade standards
Social Studies C3 Frameworks
D2.His.9.3-5
Summarize how different kinds of historical sources are used to explain events in the past.
D2.His.13.3-5
Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for a particular topic.
Disciplines: Anthropology and History

MS Science Frameworks
1A
1. Develop and demonstrate an understanding of scientific inquiry using process skills.
   a) Form a hypothesis, predict outcomes, and conduct a fair investigation that includes manipulating variables and using experimental controls. (DOK 3)

ELA CCSS
CCSS.ELA-Literacy.L.5.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
CCSS.ELA-Literacy.L.5.4.a
Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CCSS.ELA-Literacy.L.5.4.c
Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Visual Arts Frameworks
8C
8. Know that cultural traditions, historical periods, and aspects of place influence characteristics of works of art and design. (HC)
   c) Know that there are different cultural or ethnic traditions for creating works of art.

Credits
We would like to thank Dr. Robinson for introducing us to this website and a WebQuest, in general. She also provided the Scholastic News in which we found the article that we based this entire WebQuest on.

Other