



Lesson Plan Summary

Magic Tree House Fact Tracker: Mummies and Pyramids

Create an Egyptian Funeral

A research project using Mummies and Pyramids

<p style="text-align: center;">EACH STUDENT WILL:</p> <ul style="list-style-type: none"> • Read informational text to gather supporting details • Compare information gathered from multiple informational sources. • Research a topic of interest from the Fact Tracker • Organize research through scaffolded note-taking strategies • Create a multimedia project to summarize research • Present project to the class 	<p style="text-align: center;">COMMON CORE STANDARDS ADDRESSED:</p> <p style="text-align: center;">(The standard for one grade level is explained. The codes for applicable grade levels are listed.)</p> <p>READING:</p> <ul style="list-style-type: none"> • KEY IDEAS AND DETAILS (RI1.1, RI2.1, RI3.1, RI4.1, RI5.1) Ask and answer questions about the text. (RI2.1) • INTEGRATION OF KNOWLEDGE AND IDEAS (RI1.9, RI2.9, RI3.9, RI4.9, RI5.9) Compare and contrast the most important points presented by two texts on the same topic. (RI2.9) <p>WRITING:</p> <ul style="list-style-type: none"> • TEXT TYPES AND PURPOSES (WI1.2, WI2.2, WI3.2, WI4.2, WI5.2) Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. (WI2.2) • RESEARCH TO BUILD AND PRESENT KNOWLEDGE (WI1.7, WI2.7, WI3.7, WI4.7, WI5.7) Participate in shared reading and writing projects. (WI2.7) <p>SPEAKING AND LISTENING:</p> <ul style="list-style-type: none"> • PRESENTATION OF KNOWLEDGE AND IDEAS (SL1.4, SL2.4, SL3.4, SL4.4, SL5.4) Report on a topic, speaking clearly at an understandable pace. (SL2.4) • PRESENTATION OF KNOWLEDGE AND IDEAS (SL1.5, SL2.5, SL3.5, SL4.5, SL5.5) Use multimedia components and visual displays to enhance the development of main ideas or themes. (SL2.5)
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FT3-3S914

Created by: Melissa Summer Wells, Woodland Heights Elementary School, Spartanburg, South Carolina



Lesson Plan

Magic Tree House Fact Tracker: Mummies and Pyramids

Create an Egyptian Funeral

A collaborative class project



For this whole-class project, students will pick a historical person they admire and design an Egyptian-style funeral for the individual. They will research both the culture of Egyptian funerals and the basic biographical facts of the individual they choose. Invite parents and other classes to view the “funeral procession” when it is finished!

Materials:

- Copies of the Mummies and Pyramids Fact Tracker for each student or small group
- Egyptian Funeral Planning sheet for each student
- Ball for fact review on Day 2
- Computer lab or research materials for student-selected historical individuals on Day 2
- Cardboard toilet paper rolls for each student’s sarcophagus on Day 3
- Paint, crayons, or colored pencils to decorate the sarcophagus on Day 3
- Materials for funeral procession creation (construction paper, bulletin board paper, aluminum foil, etc., as groups request) on Day 3

Procedures:

Day 1

1. Begin with a discussion of funerals. Have students ever been to a funeral before? What was it like? Try to use as many descriptive words as possible to describe feelings, sights, smells, sounds, etc.

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2. Ancient Egyptians were very interested in burial traditions. Explain that our project will be to create an Egyptian-style funeral for a historical person of each student's choosing. To do that, however, we have to first become experts in Egyptian burial traditions! Jigsaw read the Mummies and Pyramids Fact Tracker. Assign one small group to each chapter. As students read, they will fill out Part 1 of the Egyptian Funeral Planning Sheet (see Accompanying Materials).
3. After students have finished reading and discussing their chapters, reconvene as a large group. Each student will participate in a whole-class sharing of the cultural facts that they learned by reading their chapters. As students share, the teacher can take notes on chart paper (or an interactive white board) for students to reference in the future.

Day 2

1. Begin with a fact review. Have the class sit in a circle and allow students to gently toss the ball to each other. When you catch the ball, you must share a fact you learned from yesterday's reading. (Have the cumulative chart available in case some students get stumped!) Everyone can catch the ball one time.
2. Explain that today, students will begin researching the historical individual of their choice. (*It is suggested that these individuals be from the past, but teachers may choose to allow students to study living individuals at their discretion.*) Review the expectations of good research—use your own words as you take notes, and make sure you are checking reliable sources!
3. Give students the remainder of the time to research their individual.
4. At the end of the session, allow students to share their findings with a partner.

Day 3

1. In a large circle, allow students to share their person's name and one thing that was important to them.
2. Now, we are ready to construct our Egyptian funerals. Students will design a detailed sarcophagus on a toilet paper roll. They will "Egyptian-ize" their individual's picture on the face of the sarcophagus and decorate the rest as they please. Their sarcophagus decorations need to include symbols representing the things that were important to the individual during his or her life. In addition to the sarcophagus, students may wish to include elements from the readings, such as hieroglyphics, gods/goddesses, mummies, pyramids, etc. (These are ideas—not things that must be in every project!)
3. Allow students to work for the remainder of the session. This may require an additional day of work time.
4. When students are done, invite parents and other classes to attend your "funeral procession"! Each student will explain the meaning behind the decorations on the sarcophagus and any other Egyptian elements they decided to add to the project.
5. A rubric for evaluation is included in the Accompanying Materials.

Mummies and Pyramids Accompanying Materials



Name: _____ Date: _____

Egyptian Funeral Planning Sheet



Part 1: Meet the Egyptians

- Name of chapter(s) read: _____
- List five facts you learned about Egyptian culture from your reading that will be helpful to your classmates as they begin planning their historical person's Egyptian funeral.
 1. _____

 2. _____

 3. _____

 4. _____

 5. _____

- What questions do you have about Egyptian funerals after reading this chapter?

Part 2: Meet _____

- Why did you pick this person? _____
- What were some things that were important to this person?
 1. _____
 2. _____
 3. _____
- How will you represent these things in your Egyptian funeral for this person?

- Draw a picture of this person on the back of this paper.

**Student Grading Rubrics for Egyptian Funeral: Use these to send grade reports home.
Multiple are on a page to save paper!**

Egyptian Funeral Rubric			
Name: _____		Person Studied: _____	
	3	2	1
Egyptian Funeral Research	Student focuses on detailed research and fills out entire Part 1 of research sheet.	Student completes some research and fills out most of Part 1 of the research sheet.	Student does not complete research or fill out Part 1 of the research sheet.
Egyptian Funeral Research Presentation	Student contributes one helpful fact to group discussion and listens to other peers present.	Student contributes one helpful fact to group discussion. Sometimes is distracted during others' presentations.	Student does not contribute to group discussion. Disrespectful during others' presentations.
Historical Individual Research	Student focuses on detailed research and fills out entire Part 2 of research sheet.	Student completes some research and fills out most of Part 2 of the research sheet.	Student does not complete research or fill out Part 2 of the research sheet.
Sarcophagus Model	Detailed, creative model resembles historical individual and contains symbols representing the person's contributions to society.	Model somewhat resembles historical individual and contains 1 symbol representing the person's contributions to society.	Model does not resemble historical individual and lacks symbols representing the person's contributions to society.
Funeral Presentation	Student displays neat work and can explain its meaning and relevant facts.	Student displays work and can explain some of its meaning and relevant facts.	Student does not display work and cannot explain relevant facts.
Time Management	Time was used wisely throughout the project.	Time was used wisely for most of the project.	Time was rarely used wisely during the project.
Total: _____/18=_____		Comments: _____	

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