

Making Connections

Reading Comprehension Skills and Strategies Book 6

Unit 3 Skill Focus: Drawing Conclusions/Predicting Outcomes

Unit 3 Theme: Ancient Egypt

Text 1

Text 2

Text 3

Scaffolding Level:

MODELING

GUIDED

COACHING/INDEPENDENT

Text 4

Text 5

Text 6

Scaffolding Level:

INDEPENDENT

INDEPENDENT

INDEPENDENT

BEFORE READING

Skill Focus

Ask a volunteer to define drawing conclusions and predicting outcomes. *(combining information from a text with what is already known to build additional meaning)*

Background Knowledge

Ask students what they remember about ancient Egypt. Ask: “How do you think people today know about inventions and writing systems from so long ago?” *(They found artifacts, including carved hieroglyphs and ancient inventions.)* Tell students that they will be reading a text about the tombs and pyramids of ancient Egypt, which have helped archeologists learn about this culture.

Text Structure and Purpose

Have students open their books to page 40. Explain that this informational text focuses on the tombs and pyramids of ancient Egypt. Tell students that the first paragraph of the text describes the beliefs the ancient Egyptians had about the afterlife, and the rest of the text tells about how these beliefs were incorporated into the death rituals of the culture.

Text Features

Invite students to read the title and focus question silently, and ask a volunteer to read them aloud. Direct students to look at the photographs and read the captions. Invite them to discuss the subject of each photograph and predict what additional information they might read about these subjects in the text. *(Answers will vary.)*

Tombs of Ancient Egypt

Ancient Egyptians believed that after someone died, the person's spirit (called the *ka*) could live on in the afterlife. If the person had been good in this life, the ka would be able to continue to hunt and feast, sing and dance.

The ka needed two things to live forever. First, it needed a physical body in which to return. For this reason, the Egyptians mummified their dead, thus preserving the physical body. Second, the ka needed a place to return at night to rest after enjoying itself all day. This place was the tomb where the mummified body was kept.

The Egyptians called the tomb their House of Eternity. They believed that if the tomb was to be their resting place for all time, it needed to contain all the things that the ka would need in the afterlife: food, clothing, furniture, weapons, tools, perfumes, and cosmetics. Sometimes real objects like food or cosmetics were placed inside the tomb. Other times, models or paintings of the objects were used instead. For example, a herd of cows, a field of grain, or a boat might be painted on a wall.

Between 3000 and 2250 BCE, the Old Kingdom pharaohs had their tombs built. These were huge pyramids made of solid stone blocks. The burial chamber was located at the bottom of a deep shaft. The tomb had several rooms, which were filled with belongings and painted with brightly colored scenes from daily life.

The burial chamber included the mummy and painted scenes from the dead person's life.

40 Unit 3: Drawing Conclusions/Predicting Outcomes

How did ancient Egyptian beliefs about life after death affect their burial rites and practices?

It took a lot of workers many years to build a pyramid.



It took many years to prepare these tombs. Wealthy people built their own tombs near the pharaohs' pyramids. Before they died, they made sure their tombs were complete and held everything they would need in the afterlife.

It was important for the tombs to remain undisturbed. If the goods inside were removed, the ka would no longer be able to use them. But the valuable contents of many tombs were a great temptation.

During the New Kingdom era, from 1570 to 1100 BCE, pharaohs and nobles were buried in tombs in the desert in the Valley of the Kings. These tombs were hidden in secret places in the Valley. They were cut deep into the hillsides, like caves.



A tomb cut into the hillside in the Valley of the Kings

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DURING READING

Comprehension Monitoring/ Question Generating

First Reading

Depending on students' needs, have them read the text independently, in small cooperative groups, or with you. Remind them to circle challenging words, phrases, and sentences.



Find ELL support for comprehension monitoring on page 67.

Vocabulary

- If students have trouble with the word *rites* in the focus question, suggest that they look at the other word it is paired with: *practices*. Say: "If *practices* means 'ways of doing things or customs,' then *rites* might have a similar meaning. I'll check the dictionary to make sure. The meaning of *rite* is: 'a

formal act or ceremony carried out according to fixed rules.'" Ask students to explain the difference between the two words. (*Rites has more to do with formal ceremonies, practices is more related to general customs.*)

- For the word *chamber*, suggest that students use the photograph on page 40 along with context clues to figure out its meaning. (*room or enclosed space*)
- If students volunteer the word *pharaohs*, challenge them to draw conclusions from the information given in the text. Say: "The text says that pharaohs had elaborate pyramids built, and that wealthy people wanted their tombs to be near them. I can draw the conclusion that pharaohs were important people, even more important than wealthy people. What other conclusions can I draw?" (*They were rich and powerful.*) Tell students that *pharaoh* was the ancient Egyptian word for ruler.

Phrases and Sentences If students have circled the phrase "to remain undisturbed," ask them what the prefix *un-* means (*not*), then have them tell you what *undisturbed* means. (*not disturbed*) Have them paraphrase "not disturbed." (*left alone*) Then have them define *remain*. (*to stay, or continue as before*) Ask a student to think of another way of saying "to remain undisturbed." (*to continue to be left alone*)

Drawing Conclusions/
Predicting Outcomes

Text 3: Tombs of Ancient Egypt

Rereading

Have students reread the focus question silently, and ask volunteers to read it aloud. Direct them to underline information in the text that will help them draw conclusions and predict outcomes to answer this question, including details about ancient Egyptian beliefs, and their burial rites and practices. Ask volunteers to suggest answers. (*The ka needed a comfortable place to return, so the pyramids and tombs were very elaborate.*)

Cooperative Learning

Give students the opportunity to work in small groups to discuss the challenging words, phrases, and sentences they have circled, in addition to the information they have underlined. Then invite the groups to share their ideas with the class.

Next, students can reinforce their understanding of drawing conclusions with the following activity.

- Have each group brainstorm what they would want in their tomb, if they were ancient Egyptians.
- Have them work together to draw a picture of this tomb, labeling the objects.
- Then have reporters from each group come to the front of the room to share their drawings and explain why they chose the objects they did.

Workers labored for years to build a tomb in the Valley. First, the tomb had to be cut into the cliff face made of solid rock. A deep shaft had to be sunk for the burial chamber where the mummy would be placed inside a beautifully painted wooden coffin. The upper rooms contained a statue of the dead person and the person's belongings. The walls were covered with paintings showing the things the person most enjoyed while alive. The person chose the scenes to be painted, and carefully watched the progress of the artists as they worked.

Also painted on the walls were words from the Book of the Dead. These words would help the ka when its earthly deeds were judged by the god Osiris. If the person had not lived a decent life, the spirit would be thrown to a monster called the Devourer of Souls.

When the person died, the mummified body was taken to the tomb by a procession of mourners, who carried all the goods to be placed in the tomb. A priest recited words that the Egyptians believed brought to life the painted objects and statues in the tomb.

The mourners left, and the door was tightly sealed, leaving the dead person in his or her House of Eternity. The mourners were sad to lose their family member or friend, but they were comforted by the belief that their loved one would be happy in the afterlife.

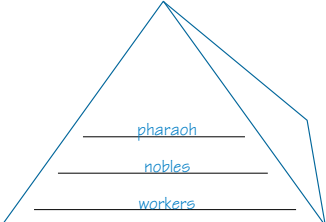
Wooden coffins were ornately decorated.

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Practice the Skill

Draw Conclusions

- Many tombs have been broken into throughout history. Why do you think this has happened?
because the tombs were full of personal belongings of the wealthy people who had been buried there
- What do you think the ancient Egyptians believed would happen to the ka of people whose tombs had been raided?
The ka would have no resting place; it would no longer have what it needed for a happy afterlife.
- The ancient Egyptian system was based on social class systems. Fill in the pyramid to show this hierarchy.
 - nobles
 - workers
 - pharaoh



Predict Outcomes

If a body was not mummified and no tomb was provided, what do you think the ancient Egyptians believed would happen to the spirit?
The ka would not be able to live forever – it would have no body or place to return to.

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AFTER READING

Reread for Fluency

Have partners reread the text, alternating paragraphs. Remind them to pay close attention to punctuation as they monitor each other for accuracy and expression.

Graphic Organizers and Question Answering

Remind students to look at what they have underlined in the text to help them answer the Draw Conclusions and Predict Outcomes questions on page 43. Point to the graphic organizer, and ask students to tell you what shape it is. (*a pyramid*) Tell them that the bottom line inside the pyramid represents the largest number of the ancient Egyptian people, the middle line represents fewer people, and the top line even fewer.

Summarizing

Have students work in small groups to create oral summaries that focus on the beliefs of the ancient Egyptians and the effects of those beliefs as expressed in their tombs and funeral rites. Have a volunteer from each group share their summary with the class.

ELL Support

Students can benefit from previewing the vocabulary related to ancient Egypt. Create a word web to help students remember relationships between concepts and vocabulary. Students will recognize some vocabulary from earlier texts. Use sketching, pantomime, and details in illustrations to define other words as you map them.



ACTIVITIES FOR USE UPON COMPLETION OF UNIT 3, TEXTS 1–5

Text Connections

Explore the following questions and activities with the whole class or small groups, or assign them for independent work. Review Texts 1 to 5 with students, including the activity pages. Tell students they may need to refer back to these pages.

- 1 Write a rebus letter to a friend using some pictures and some alphabetic words. You can choose whether to write horizontally or vertically.
- 2 Choose and research an invention; for example, a bicycle, a musical instrument, or the printing press. Think about the effects this invention has had on modern life, and predict what might have happened if it had not been invented. Then write an entry that can be included with those of other students in a class book.
- 3 Research the discovery of Tutankhamen's tomb. Create a drawing or mural that shows what was inside. How can the contents of Tutankhamen's tomb help you draw the conclusion that Tutankhamen was rich and powerful?
- 4 How do you feel about archeologists removing treasures from ancient Egyptian tombs to be displayed in museums? What kinds of conclusions can you draw about how the ancient Egyptians might have felt about this?
- 5 Research another great civilization, such as the Incas. Report on the discoveries and accomplishments of this culture, and draw conclusions about why it disappeared.

Tombs of Ancient Egypt

Ancient Egyptians believed that after someone died, the person's spirit (called the *ka*) could live on in the afterlife. If the person had been good in this life, the *ka* would be able to continue to hunt and feast, sing and dance.

How did ancient Egyptian beliefs about life after death affect their burial rites and practices?

The *ka* needed two things to live forever. First, it needed a physical body in which to return. For this reason, the Egyptians mummified their dead, thus preserving the physical body. Second, the *ka* needed a place to return at night to rest after enjoying itself all day. This place was the tomb where the mummified body was kept.

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Practice the Skill

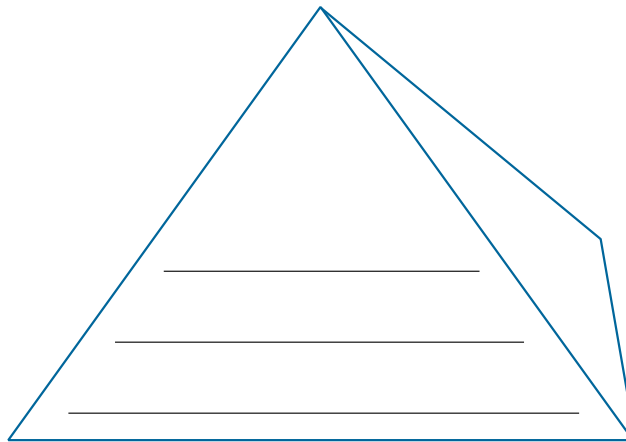
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2. What do you think the ancient Egyptians believed would happen to the ka of people whose tombs had been raided?

3. The ancient Egyptian system was based on social class systems. Fill in the pyramid to show this hierarchy.

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