

# The Usborne Encyclopaedia of Ancient Egypt

## Phase 2 Day 6

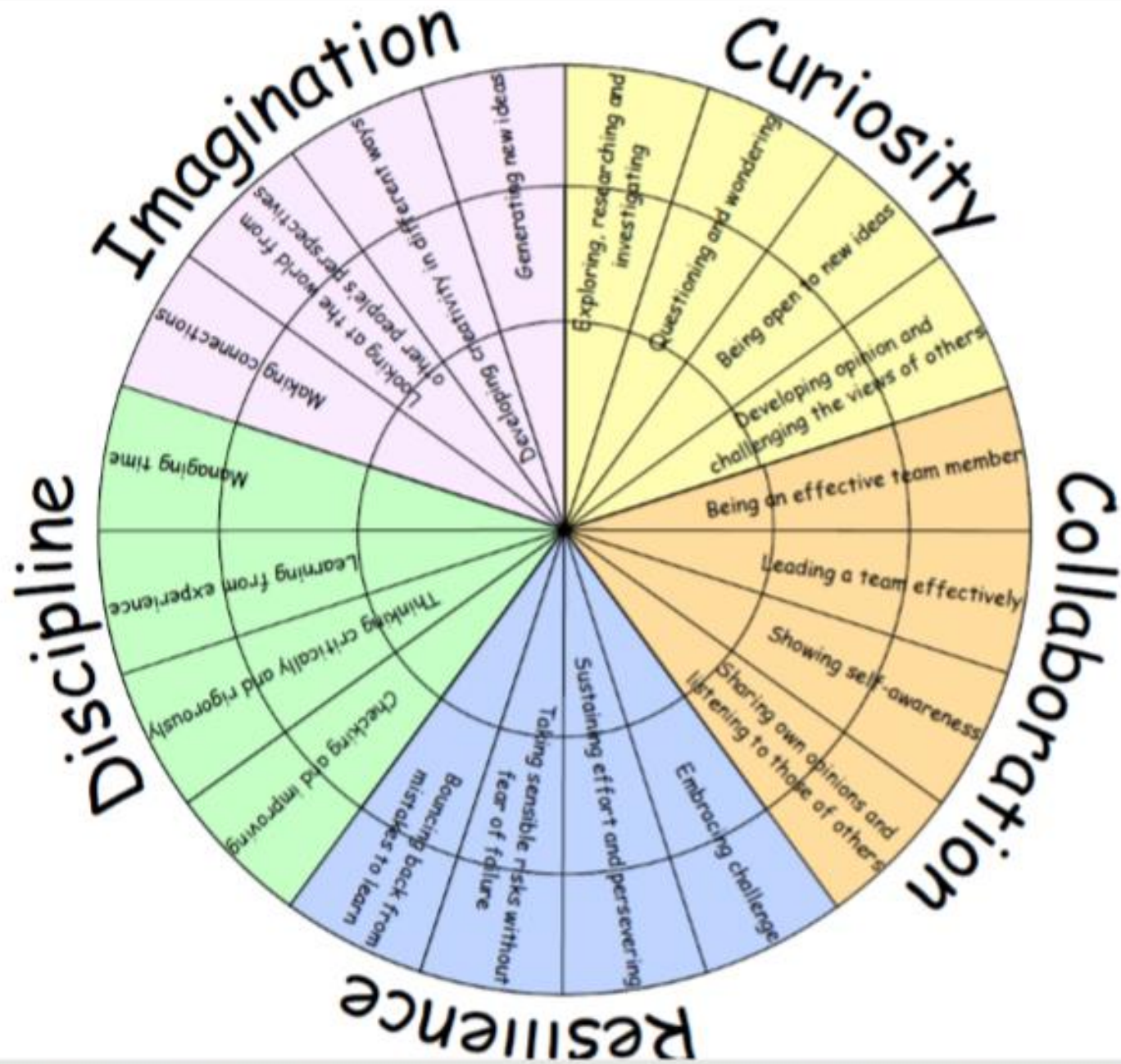
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# LEARNING LADDER AND SKILLS:

- **Decoding-** I can use the context of the sentence to help me to read unfamiliar words.
- **Decoding** - I can use knowledge of root words, suffixes and prefixes to read/understand new words.
- **Decoding** - I can read out loud confidently, understanding how to use a range of punctuation.
- **Responder** - I understand why a writer has written a text.
- **Language Lover** - I can discuss/clarify the meanings of words, linking new meanings to known vocabulary.
- **Comprehender** - I can identify the features of different text types.
- **Comprehender** - I can use a range of organisational features to locate information, such as labels, diagrams and charts.

## SKILLS:

- Decoding the text
- Understanding the content
- Collaborating
- Improving



## LEARNING HABITS:

Which learning habits do you think we will need to use today?

# RECALL:

## Locate:

- the title
- the subheadings
- the page numbers
- the diagrams
- the photographs
- the captions

Afterwards, complete 1 minute speed read and record your time.

Self-assess. Have you increased your speed?

## EMBALMING AND MUMMIES

The embalming process, which prevented bodies from rotting away, was perfected over hundreds of years. If it was done properly, it was a lengthy, messy and gruesome job, but it did work.

### THE NEW KINGDOM METHOD

Mummification took 70 days altogether. First, a slit was made in the side of the body so that the 'viscera' – the intestines, lungs, liver and stomach – could be taken out. The viscera were embalmed separately and placed in four 'canopic jars' (see opposite). The heart was left in the body, because Egyptians believed it would be judged in the Next World.



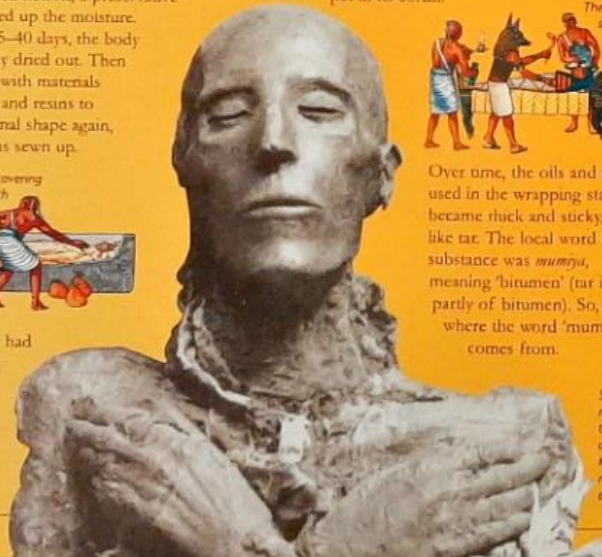
The body is cut open and the internal organs taken out.

Next, the embalmers covered the body with a salt called natron, a preservative that also soaked up the moisture. After about 35–40 days, the body was completely dried out. Then it was stuffed with materials soaked in oils and resins to make it a normal shape again, and the slit was sewn up.



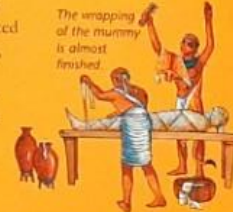
Embalmers covering the body with natron.

The body now had to be wrapped in layers of linen, starting with the fingers and toes.



Many New Kingdom mummies are still in amazingly good condition today. After the New Kingdom, standards waned, but bodies were still mummified until beyond the time of the Ptolemies.

Jewels and amulets (charms) were placed between the layers, to protect the person in the next life, and each layer was covered in oils, resins and perfumes, too.



The wrapping of the mummy is almost finished.

Finally, a mask was placed over the mummy's head. This was done by the chief embalmer, wearing the jackal mask of the embalming god Anubis. At last, the mummy was ready to be put in its coffin.



The chief embalmer says prayers over the completed mummy.

Over time, the oils and resins used in the wrapping stage became thick and sticky, almost like tar. The local word for this substance was *mumija*, meaning 'bitumen' (tar is made partly of bitumen). So, this is where the word 'mummy' comes from.

Seti I's amazing mummy shows the effectiveness of the New Kingdom method of embalming.

This is the mummy of Seti II, Ramesses II's grandson.



### CANOPIC JARS

There were usually four canopic jars with each mummy, containing the mummified liver, lungs, stomach and intestines. Each jar had a different stopper, in the form of one of the four sons of Horus, who protected the viscera.



These are typical New Kingdom canopic jars. Hapy, a baboon, protected the lungs. Qehesunet, a falcon, protected the intestines. Duamutef, a jackal, protected the stomach. Hensy, a human, protected the liver.

### MUMMIES REVEAL THEIR SECRETS

In the 19th century, mummies were often unwrapped so that investigators could inspect them. Later, it was recognized that this practice damaged them badly, so it was stopped. Now, when scientists want to find out about a mummy, they put it into a CAT scanner, which sees through all the bandages. They can also carry out tests on tiny scraps of mummy flesh to find out

about their DNA, the unique blueprint that each of us has in our cells. For example, DNA tests have shown that Tutankhamun and the body found in KV55 (see page 28) were definitely related.



Modern technology: below, a wrapped mummy inside a CAT scanner. Right, images of mummies' faces, reconstructed by a computer.



The mummy has been unwrapped. You can see how thin the arms and legs were when they were dried out.

# BLUEPRINT FOR THE NC REPORT:

| STEP   | CONTENT  | FEATURES  |
|--------|--|---|
| Step 1 | Think of a catchy title and three succinct subheadings | <ul style="list-style-type: none"> <li>• Large-sized, capital letters - <b>title</b>.</li> <li>• Medium-sized, underlined, capital letters of <b>subheadings</b>.</li> </ul>  |
| Step 2 | Add factual information beneath each subheading.       | <ul style="list-style-type: none"> <li>• Factual information</li> <li>• Historical vocabulary (brackets)</li> <li>• Subject-specific language</li> <li>• Third person (Tutankhamun, he, the body, his mummy)</li> <li>• <b>Fronted adverbials for sequence</b></li> </ul> |
| Step 3 | Present information in different ways                  | <ul style="list-style-type: none"> <li>• Detailed diagrams</li> <li>• Short descriptive sentence for caption</li> <li>• Words for labels</li> <li>• Images (sketches, hieroglyphics, photographs)</li> <li>• WOW fact box/ Did you know....?</li> </ul>                   |

This week, we will be looking at the key features for a non-chronological report. Today's focus is **fronted adverbials of time** - you are very good at using these already.

## Features of a Non-chronological report include:

- Fronted adverbials for sequence - **time**
- Factual information - **facts**
- Historical vocabulary (brackets) - **explain tricky words**
- Subject-specific language - **words linked to the subject**
- Third person - **Tutankhamun, he, the body, his mummy**

# IDENTIFY

1

Now, when scientists want to find out about a mummy, they put it into a CAT scanner.

2

Next, the embalmers covered the body with a salt called natron, a preservative that also soaked up the moisture..

3

Mummification took 70 days altogether. First, a slit was made in the side of the body so that the 'viscera' – the intestines, lungs, liver and stomach – could be taken out.

4

After about 35–40 days, the body was completely dried out. Then it was stuffed with materials soaked in oils and resins to make it a normal shape again, and the slit was sewn up.

5

In the 19th century, mummies were often unwrapped so that investigators could inspect

← Look at the 5 extracts from the report.

1. Where do you find the fronted adverbials?
2. Do they always need to be at the start of a sentence?

# EXAMINE

**Use your copy of the report to identify the correct answers.**

Complete these sentences using the correct missing fronted adverbials in the box. Rehearse them before writing them down.

| Fronted adverbials   |          |
|----------------------|----------|
| First,               | Next,    |
| Over time,           | Finally, |
| After about 35 days, | Later,   |

\_\_\_\_\_, a slit was made in the side of the body.

\_\_\_\_\_, they found out that unwrapping the mummy damaged it.

\_\_\_\_\_, the body was completely dried out.

\_\_\_\_\_, a mask was placed over the mummies head.

\_\_\_\_\_, the embalmers covered it with a salt called natron.

\_\_\_\_\_, the oils and resin became thick and sticky.



**Ext.** Explain why fronted adverbials are often found at the start of a sentence.



# PRACTISE

**Copy** the sentences below. Then, underline the fronted adverbial of **time** in each sentence.

Afterwards, the children went home.

Then, he put the cake in the oven to bake.

During the night, the hungry fox looked for food.

## Examples

|                 |                 |
|-----------------|-----------------|
| This afternoon, | In the morning, |
| Next,           | Finally,        |
| After that,     | At last,        |

Write your own sentences using these examples:

- **In the morning**, I saw a rainbow.

# APPLY THE FEATURE

Place the fronted adverbial **at the start** of the sentence and separate it from the rest using a comma.

1. The train is due to leave the station in five minutes.

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2. I am going to the zoo later today.

---

3. The slimy slug crawled along the path very slowly.

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4. The chef washed his knives very carefully.

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5. Joe tiptoed down the stairs without making a sound.

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6. Ellie goes to gym club twice a week.

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7. The mouse ran down the clock as the clock struck one.

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Here is an example for question 1

**In five minutes,** the train is due to leave the station.