

The Usborne Encyclopaedia of Ancient Egypt

Phase 2 Day 9

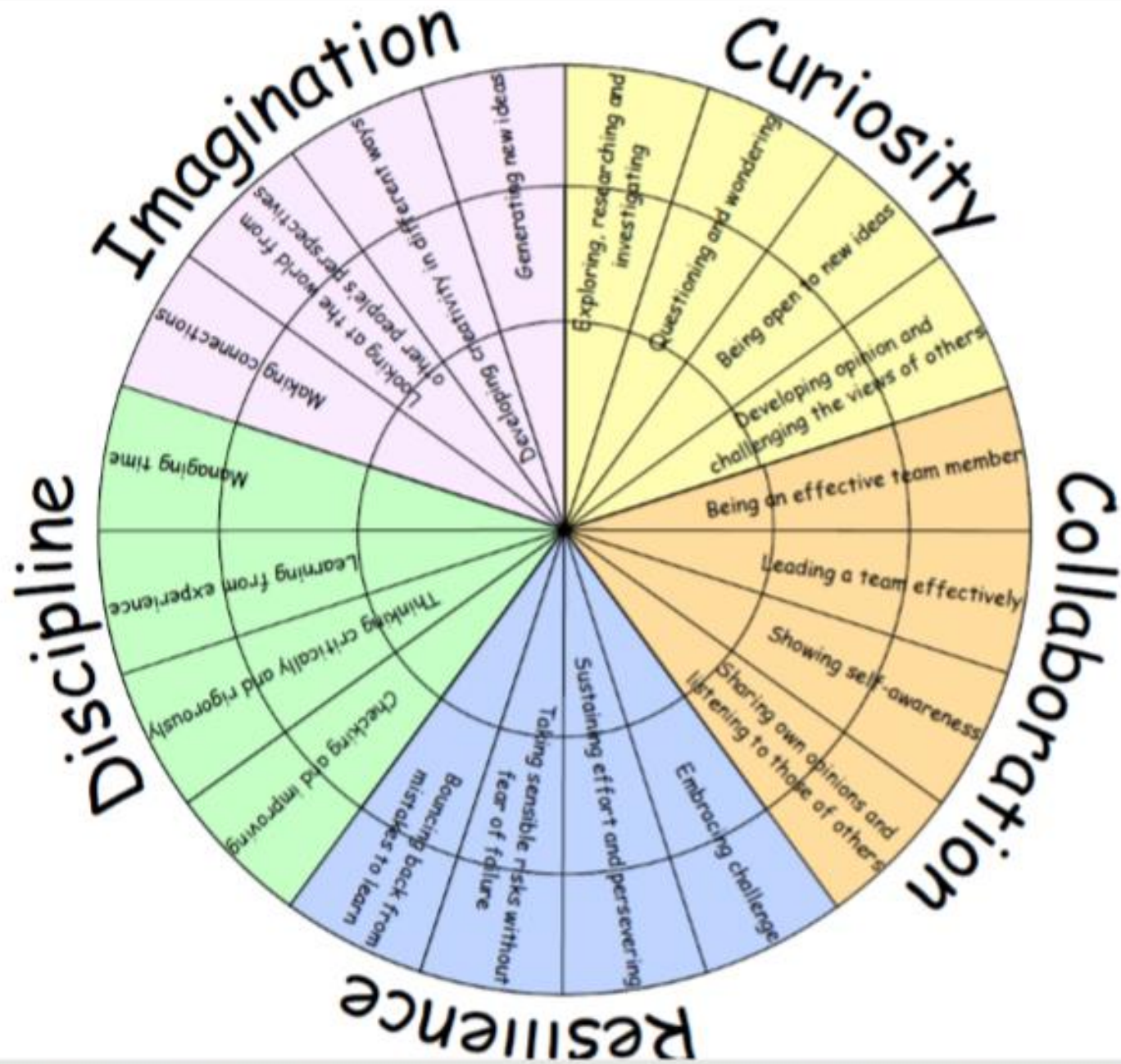
By Gill Harvey and Struan
Reid

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:

Why is it important to include words that are linked to the subject?

How does it benefit the reader?

What learning habits do you use when reading a story or factual report?

Here is your daily speed read challenge.

Are you quicker than yesterday?

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.

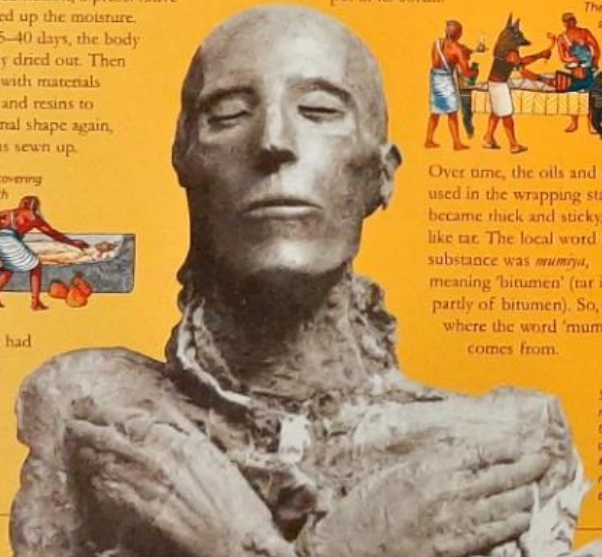
Finally, a mask was placed over the mummy's head. This was done by the chief embalmer, wearing the jackal mask of the embalming god Anubis. At last, the mummy was ready to be put in its coffin.



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 I, Ramesses II's grandson.



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

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.

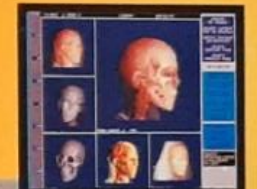


These are typical New Kingdom canopic jars. Hapy, a baboon, protected the lungs. Qehesemwef, a falcon, protected the intestines. Duamutef, a jackal, protected the stomach. Aneswy, a human, protected the liver.

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.



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

Today we will be looking at how **subject specific vocabulary**.

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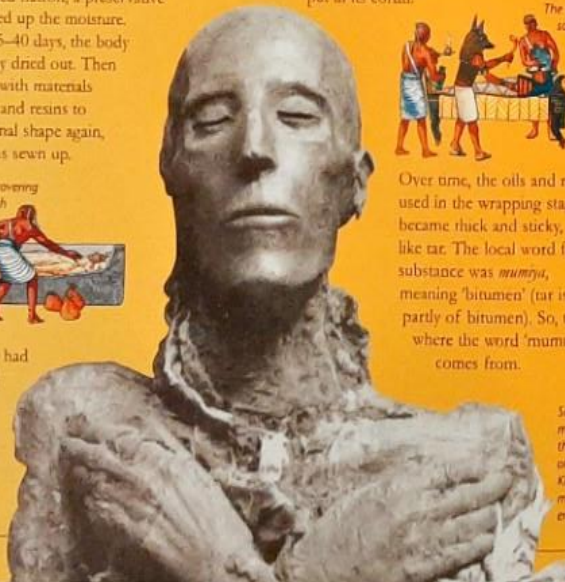
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Happy, a baboon, protected the lungs.

Qehemusef, a falcon, protected the intestines.

Duamutef, a jackal, protected the stomach.

Hapy, a human, protected the liver.

Internet links: for links to websites where you can prepare a mummy for the afterlife and see X-ray images of mummies, go to www.usborne.quicklinks.com

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Subject specific vocabulary is used to explain and add more detail to specific topics.

IDENTIFY

Let's look at this paragraph together.

1. What does the subheading tell you about what is to follow?
2. Why has the author included the words: **mummification, viscera, embalmed, internal canopic jars.**
3. How do the words help you to understand the report?
Share your thought?

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EXAMINE

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Look at this extract.

List all the subject specific words in both extracts.

1.

2.

3.

4.

5.

6.



PRACTISE

What **specific words** would you use to describe the objects above. Make a list below each object.

Football	Mobile phone	Sports car	Heelys

APPLY THE FEATURE

Look at the objects below. Choose one object, then write 3-4 sentences about it. Include subject specific words to describe them.

