

Sixth Grade- Peoples, Places and Cultures in Europe and the Americas, students study the regions and countries of Europe and the Americas, including geographical, historical, economic, political and cultural relationships. The areas emphasized are Europe and North and South America, including Central America and the Caribbean.

Indiana Academic Standards included in this field trip-

History

- 6.1.1 Describe the rise; the political, technological and cultural achievements; and the decline of ancient civilizations in Europe and Mesoamerica*.
- 6.1.2 Describe and compare the beliefs, the spread and the influence of religions throughout Europe and Mesoamerica.
- 6.1.14 Describe the origins, developments and innovations of the Industrial Revolution and explain the changes it brought about.
- 6.1.15 Describe the impact of industrialization* and urbanization* on the lives of individuals and on trade and cultural exchange between Europe and the Americas and the rest of the world.
- 6.1.19 Define and use the terms *decade*, *century*, and *millennium*, and compare alternative ways that historical periods and eras are designated by identifying the organizing principles upon which each is based.
- 6.1.20 Recognize historical perspectives in fiction and nonfiction by identifying the historical context in which events unfolded and by avoiding evaluation of the past solely in terms of present-day norms.
- 6.1.21 Analyze cause-and-effect relationships, keeping in mind multiple causations, including the importance of individuals, ideas, human interests, beliefs and chance in history.
- 6.1.22 Differentiate between fact and interpretation in historical accounts and explain the meaning of historical passages by identifying who was involved, what happened, where it happened, and relating them to outcomes that followed and gaps in the historical record.

Geography

- 6.3.10 Explain that cultures change in three ways: cultural diffusion*, invention* and innovation*.
- 6.3.11 Define the terms anthropology* and archeology* and explain how these fields contribute to our understanding of societies in the present and the past.

Primary focus:

1. Mummy Room with displays

-discuss anthropological and archeological aspects

a. understanding the past

b. role of religious beliefs associated with mummification

c. understanding an ancient civilization

d. relate to decade, century, millennium time frame

2. Outdoor sculptures

-compare timeframe to settlements in the U.S. and Indiana

-relate to culture and beliefs during time period

-artifacts, arts and crafts

3. Timeline of Development (basement) of Indiana and Richmond

a. emphasize earliest timeline markings and relate to ancient cultures

b. tie timeline to decade, century, and millennium

****Break**** field trip time up with a song, craft activity, or game... helps children refocus, and be ready to listen

-example: coloring pages of children in dress from different time periods or word search activity sheet

-example: play a game children played in different time periods (tie to lack of “toys” available... hopscotch required no special equipment, in pioneer days, boys rolled hoops, etc.)

-example: read a short field trip appropriate story

Journey to Ellis Island: How My Father Came to America by Carol Bierman (Hyperion, 1998)

When Jessie Came Across the Sea by Amy Hest (Candlewick, 1997)

Liberty's Journey by Kelly DoPucchio (Hyperion, 2004)

Secondary exhibits: very brief discussions- just enough to whet appetites for further study and visits

1. Davis Airplane Corporation- relate to latter part of Industrial Revolution
2. Horse Drawn Carriages to Historical Automobiles
 - How modes of transportation changed the country and world
 - How transportation improved and contributed to the Industrial Revolution
3. Overall tour of each aspect on the museum... as a wrap-up of elementary years of growth and study through the museum

Accompanying Activities:

1. Teacher packet-

-sheet containing areas to be covered and accompanying State Standards

-vocabulary

-activity sheets

-web pages as further resources

<http://www.pbs.org/wgbh/nova/>

<http://www.mummytombs.com/main.egyptian.htm>

<http://www.si.umich.edu/CHICO/mummy/>

http://archaeology.about.com/od/ancientcivilizations/Ancient_Civilizations.htm

<http://www.lost-civilizations.net/ancient-civilizations.html>

<http://www.fordham.edu/halsall/mod/modsbook14.html>

http://www.kidinfo.com/American_History/Industrial_Revolution.html

<http://library.thinkquest.org/4132/info.htm>

<http://www.carolhurst.com/index.html>

http://www.childrenslit.com/childrenslit/th_1.html

<http://www.dawcl.com/search.asp>

-story list for further in-class reading

Oliver Twist by Charles Dickens

Immigrants: A Library of Congress Book by Martin W. Sandler

(HarperCollins, 1995)

Island of Hope: The Story of Ellis Island and the Journey to America by Martin Sandler (Scholastic, 2004)

Journey to Ellis Island: How My Father Came to America by Carol Bierman (Hyperion, 1998)

When Jessie Came Across the Sea by Amy Hest (Candlewick, 1997)

Liberty's Journey by Kelly DoPucchio (Hyperion, 2004)

-ideas for furthering understanding (writing activities, story webs)

1. The Next Industrial Revolution... green technology

2. Digital pictures- taken at the museum and emailed to the classroom teacher

-pictures of individual students (preferred- but you'd have to make sure you took pictures of every child)

-small group pictures

-whole group picture- emailed to teacher and posted in the museum for the children to show to parents when they come back as a family

3. Take-home invitation- each child takes home an "invitation" from the museum, to bring their families and return.

-outline areas covered in the field trip

4. Teacher field trip evaluation and suggestion sheet



*Wayne County Historical Museum
1150 North A Street
Richmond, IN 47374
765-962-5756*

Dear Parents and Family Members,

Your child just returned from a field trip to the Wayne County Historical Museum. He/She got to see and do many interesting things... see exciting exhibits, sing songs, hear stories, play games, and much more.

The sixth grade field trip focused on the newly updated and always exciting Egyptian Mummy Room, the outdoor sculptures, and a timeline of the development of Richmond and Indiana, among other things. Please ask your student about his/her favorite part.

Your child would really enjoy sharing this wonderful experience with you and other family members. Your family is invited to come to the Wayne County Historical Museum to explore all we have to offer.*

Our hours are Monday - Friday, 9:00 a.m. - 4:00 p.m. and Saturday - Sunday, 1:00 p.m. - 4:00 p.m.

Please come share your child's educational excitement.

Sincerely,

**Jim Harlan
Executive Director**

***minimal entrance fee**



*Wayne County Historical Museum
1150 North A Street
Richmond, IN 47374
765-962-5756*

Field Trip Evaluation and Suggestion form

School _____

Grade Level _____

Teacher _____

1. Did this field trip meet your expectations? Why or why not?

2. What other Wayne County Historical Museum areas should be part of this field trip and fit into your school corporation's curriculum and your State Standards?

3. In what ways could we have made this field trip better for your class?

4. Are there any activities, websites, books, etc. that you could suggest to accompany this field trip information packet?

Thank you for completing this evaluation and suggestion sheet.

Pre-field trip picture sheet-

Areas to be covered on this field trip: Sixth Grade

List all your students below the field trip area where they would like to have their picture taken as a remembrance of this field trip:

1. Mummy Room

_____	_____
_____	_____
_____	_____

2. Outdoor Sculptures

_____	_____
_____	_____
_____	_____

3. Timeline of Development of Indiana and Richmond (basement)

_____	_____
_____	_____
_____	_____

4. Davis Airplane

_____	_____
_____	_____
_____	_____

5. Horse Drawn Carriages

_____	_____
_____	_____
_____	_____

6. Historical Automobiles

_____	_____
_____	_____

mummy

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A mummy is dead human or animal body preserved by embalming or by unusual natural conditions. As a rule mummies are from ancient times. The word is of Arabic derivation and refers primarily to the burials found in Egypt, where the practice of mummification was perfected over the centuries to an extreme of elaboration.

Investigations of mummified remains have grown increasingly sophisticated with advances in dating techniques and forensic science. Mummies provide clues to everyday life through such items as clothing, tools, and tattoos. Stomach contents may reveal data on subsistence and the local ecology. Trace-element analysis of hair can reveal exposure to toxic elements (e.g., mercury and lead). Causes of death and active or inactive disease processes can often be ascertained and sometimes point to murder or ritual sacrifice. Mummies can yield blood and DNA samples providing valuable medical and genetic information.

Mummification in Egypt

Egyptian mummies more than 5,000 years old consist of hardly more than bones, skin, and hair, owing their preservation largely to the dry air of Upper Egypt. In humid Lower Egypt practically all mummies have perished. By the time of the New Kingdom (1570-322 BC) the art of embalming had reached its height, and it is possible to determine fairly accurately how the great pharaohs appeared in life, e.g., Amenhotep II (in his tomb near Thebes) and Thutmose III, Thutmose IV, Tutankhamen, Seti I, and Ramses II (all in Cairo). Mummification was related to beliefs concerning the afterlife and was undertaken to safeguard the fate of the soul. The Egyptian method of preparing the body varied over time and also with the social status of the deceased. At first only kings were mummified; later their retinue received similar treatment. Eventually, numerous animals that were considered sacred (cats, dogs, cows, etc.) were likewise embalmed. From the Middle Ages until the 18th cent., ground Egyptian mummies were sold in Europe as a panacea.

Mummification in Other Parts of the World

Outside Egypt, in such widely separated places as the Aleutian Islands, the Canary Islands, China, and the countries now composing what was the Inca civilization, bodies preserved by various artificial means have been found. The venerated mummies of the Inca kings were destroyed by the Spanish. The Chinchoros culture of the N Chilean coast practiced artificial mummification around 5000-3000 BC, and around 4000 BC, corpses were deliberately salted at La Paloma, in central Peru. Pre-Columbian burials on the arid coast of Peru and Chile, often wrapped in textiles, tended to become naturally mummified. In the late 1990s a cache of late prehistoric mummies of the Chachapoyas culture was found in a rock shelter in humid NE Peru. In 1974 in the Changsha area of China, an embalmed woman, later identified as a

matron of the Han dynasty, was disinterred, along with many artifacts, from an air- and watertight tomb, in a remarkably well-preserved state. In Ürümqi (Urumchi), the capital of Xinjiang (Chinese Turkistan), other exceptionally well-preserved mummies, dating back as far as 4,000 years and having European features, have posed a mystery to anthropologists; some believe they may be Tokharians, members of a so-called lost tribe of Indo-Europeans known from later inscriptions.

Natural Mummification

Natural mummification occurs in favorable soils and climates, particularly cold, arid areas, ice, and peat bogs. Peat bogs have revealed naturally preserved corpses dating from as long ago as 840 BC Bodies of Inuit women and children dated at 500 years old have been found frozen in Qilakitsoq, in W Greenland. The frozen bodies of children, ritually sacrificed 500 years ago in Inca ceremonies, were found on Andean summits in 1995 and 1999. A Bronze Age woman of high rank was found frozen in a well-equipped burial chamber in Siberia. The most exceptional frozen specimen is the 5,300-year-old "Ice Man," discovered during an unusual thaw in the Tyrolean Alps in 1991. Another find of a man in a melting glacier was made in NW Canada in 1999. The partially mummified body of the so-called Spirit Cave man, found in Nevada in 1940, was dated in 1996 as over 9,000 years old; Acha man, a mummy from the Atacama Desert, is of a similar age.

Name _____

Egyptian Challenge #1:

A clever treasure hunter discovered an Ancient Egyptian tomb after a treacherous journey through the dark corridors of a pyramid. He saw six bags of intricately carved gold pieces. The inscriptions on the wall of the chamber warned would-be grave robbers that five of the bags contained false gold and that the trip back would be impossible with more than one bag. The hieroglyphics also showed that each of the real gold pieces was 1.1 Egyptian units of measurement and the false gold was one unit each. The tomb contained a special scale that would work only once, and when the amount to be weighed was placed on the scale, no pieces could be added or removed to watch the weight fluctuate. The writings warned that if the scale was misused the tomb would collapse. How could the treasure hunter use the scale to determine which bag to take?

Answer: Place one piece from bag one, two pieces from bag two and three pieces from bag three on the scale. If the resulting weight is 21.1, the real gold was in bag one. If the weight is 21.2 it was in bag two. 21.3 would be bag three, 21.4 would be bag four, 21.5 would be bag five, and 21.6 would be bag six.

Egyptian Challenge #2

Question: You are an archaeologist and you have just uncovered an ancient Egyptian palace. Your colleague has translated the hieroglyphics on the walls and the writings describe the royal family who inhabited the palace. Before she could finish figuring out the family tree she mysteriously disappeared. Use the notes (below) she left behind to help her match Nephthys, Sakhmet, and Akhmenophis to their duties (Pharaoh, High Priest, and Scribe).

Zepssa is wife to the Pharaoh, her grandmother's brother, the High Priest, has no daughters, one son and three grandsons, only one of the grandsons (Sakhmet) is a father (of Nephthys's nephew). The Pharaoh's brother-in-law is a scribe who has one set of living grandparents; the scribe's grandfather (Akhmenophis) has no nephews but a niece who is a mother. The Pharaoh has no brothers, one sister and his parents are dead. Nephthys's sister has married a descendent of the High Priest and has a child.

Answer: Nephthys is the Pharaoh, Akhmenophis is the high priest, and Sakhmet is the scribe.

Name _____

EGYPT FUN GUIDE

Mummimals

The ancient Egyptians mummified animals as well as people. Unscramble the letters to discover the animals they mummified.

BAROC _____

COFLAN _____

NOABBO _____

MESOU _____

ETBELE _____

DREILOCCO _____

CTA _____

ISBI _____

SFIH _____

TURVULE _____

Vocabulary- 6th grade

ARCHAEOLOGIST: A person who studies a civilization by examining the artifacts left behind. These remains may be tools, weapons, jewelry, and even the bodies of its people.

CARTOGRAPHER: A person who makes maps.

DELTA: Deposited soil at the mouth of a river.

HIEROGLYPH: One of the symbols used in Egyptian writing.

MUMMY: A preserved or embalmed body.

PAPYRUS: A reed that grows on the banks of the Nile river. It is weaved into baskets and sandals. Most importantly, it is still used to make paper.

SARCOPHAGUS: A stone coffin.

TOMB: A structure for the burial of the dead.

Name _____

Nile Word Search

By *Margo Wayman*

C	D	L	A	K	E	V	I	C	T	O	R	I	A	B	E	E
A	S	S	D	E	E	R	A	T	O	U	R	I	S	T	S	B
T	F	H	J	E	C	R	O	C	O	D	I	L	E	D	C	A
F	F	A	R	M	S	I	L	M	A	D	N	A	W	S	A	E
I	G	S	H	A	D	O	O	F	K	M	P	T	O	M	T	S
S	R	T	C	A	R	A	T	A	C	S	U	I	N	U	V	N
H	K	Q	H	C	R	E	P	E	L	I	N	L	T	L	W	A
B	H	N	O	R	T	H	E	G	Y	P	T	A	E	L	Y	E
D	A	A	P	A	P	Y	R	U	S	F	Z	P	K	E	G	N
M	R	X	V	I	E	A	R	O	X	U	L	I	A	T	H	A
J	T	C	K	N	W	T	O	U	H	K	P	A	L	L	B	R
E	O	D	T	Z	A	L	L	A	C	C	U	L	E	F	L	R
G	U	W	H	I	T	E	N	I	L	E	A	S	L	N	U	E
S	M	L	U	C	I	D	R	Y	F	J	I	O	V	E	E	T
U	T	P	X	T	B	S	S	D	O	O	L	F	D	I	N	I
T	R	A	L	Z	C	Q	U	S	E	B	E	H	T	M	I	D
O	K	O	L	B	J	C	A	I	R	O	G	H	W	F	L	E
L	B	H	I	P	P	O	P	O	T	A	M	U	S	P	E	M
A	M	R	O	M	R	Y	E	N	C	R	U	I	S	E	R	S
L	A	K	E	T	A	N	A	O	X	A	L	E	X	A	N	D

WORD LIST FOR PUZZLE

- Felucca
- Papyrus
- Aswan Dam
- Crocodile
- Hippopotamus
- Floods
- Delta
- North (flows)
- Cataract
- Khartoum
- Cairo
- Nile perch
- Tilapia
- Luxor
- Mediterranean Sea
- Blue Nile
- White Nile
- Shadoof
- Lake Victoria
- Lake Tana
- Egypt
- Thebes
- Cruisers
- Tourists
- Farms
- Reeds
- Catfish
- Mullet
- Bolti (fish)
- Lotus

Name _____

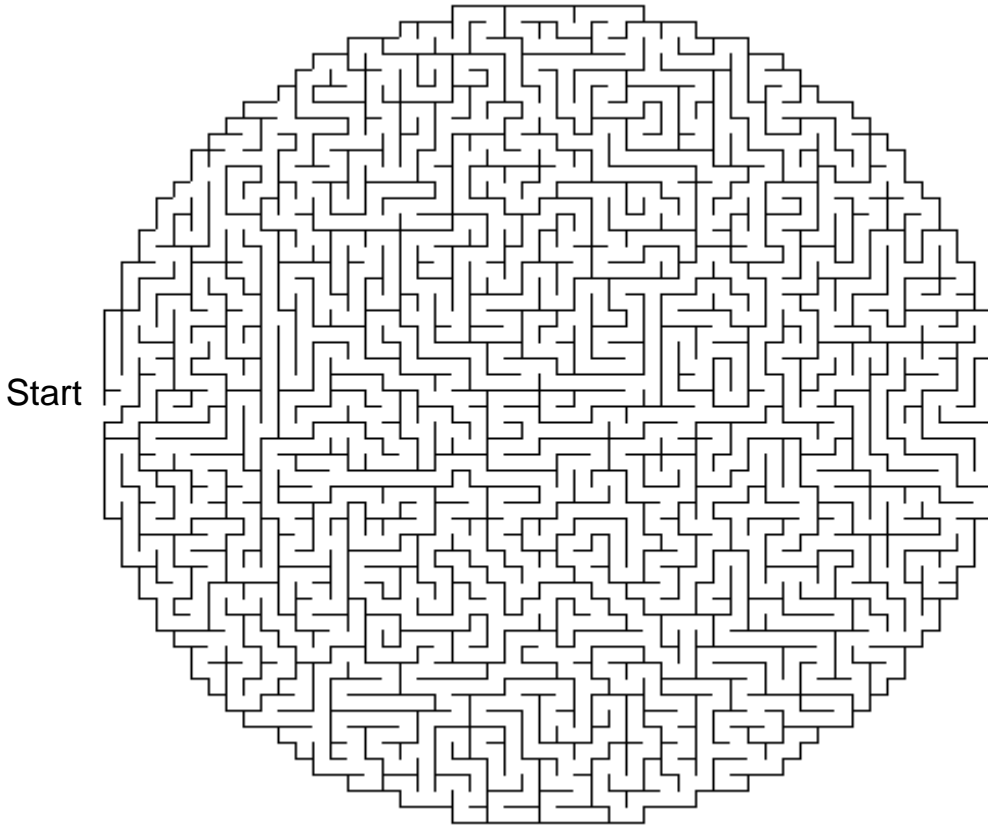
Date _____

Ancient Egypt Maze



Help them

find the pyramids.



Finish