

**ORAL QUIZ ON MUMMIFICATION**

To administer this and other oral quizzes, print this form, sit down at a table opposite your student, and use the questions below to prompt the student to tell you what he knows, in this case about the Egyptian practice of mummification. As the student answers the questions, use the spectrum form on the following page to note how well he does, on a scale from “failing” to “excellent.” Is he detailed enough in his answer? Could he use more specific words? If you have discussed additional points in your reading besides those that we list, how well does he remember them? As always, you yourself must assess your student’s answer in relation to what you have taught him, so feel free to expand this evaluation (and the form) as needed.

For your convenience, we list after each question some answering points that a lower-grammar student might be expected to know from this week’s reading.

**Stages in the Mummification Process**

1. What was the first stage in the process of mummification?

*The first stage in mummification was the opening of the body and removal of most internal organs, which were placed in jars with statues of animal heads on them.*

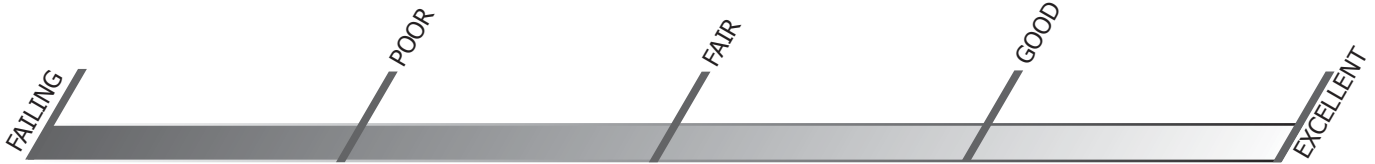
2. What was the second stage in the process?

*The second step was to stuff the hole in the body with cloth and spices, then cover the body with a kind of salt and leave it to dry out.*

3. What was the third stage?

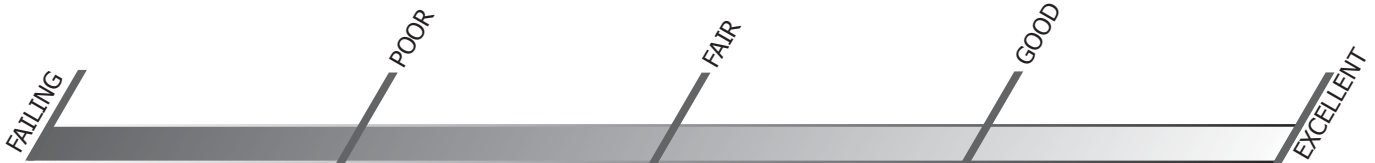
*After a long time, the body was wrapped in bandages and placed in a coffin. Then it was ready for burial.*

1. WHAT WAS THE FIRST STAGE IN THE PROCESS OF MUMMIFICATION?



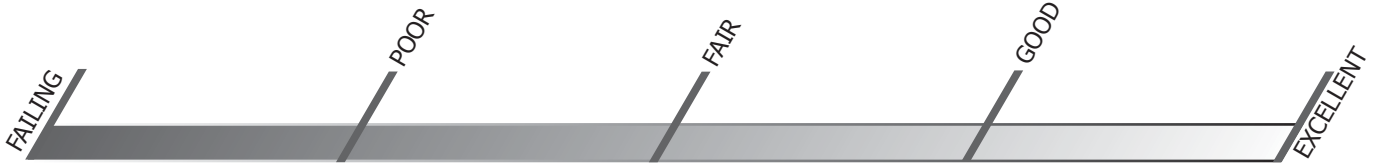
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2. WHAT WAS THE SECOND STAGE IN THE PROCESS?



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3. WHAT WAS THE THIRD STAGE?



COMMENTS: \_\_\_\_\_  
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**TRUE OR FALSE?**

Your student has been instructed to write T (for True) or F (for False) in the space provided. We have provided correct answers below the false questions. (Note that this quiz covers facts that your student studied in the last two weeks as well as this week.)

- T   1. The longest river in Egypt was called the Nile River.
- T   2. Papyrus was an important plant for Egyptian everyday life.
- F   3. Egyptians believed in only one god.  
*The Egyptians were polytheists and believed in many gods.*
- T   4. Kings of Egypt had pyramids built to be their tombs.
- F   5. Two people could build a pyramid in just a few days.  
*It would take huge numbers of people many years to make a pyramid.*
- T   6. The king of Egypt was called a pharaoh.
- T   7. Hippopotamuses lived in the Nile river.
- F   8. The Nile flooded every winter when there were heavy snows.  
*It flooded every summer and left behind thick black mud.*
- F   9. Once the pyramids were closed, no one ever dared to open them again and steal things from them.  
*There were many grave robbers and pyramid thieves.*
- T   10. In Egypt, many people wore thin kilts, or tunics.

**ORAL QUIZ****PART 1: ROLES IN EGYPTIAN SOCIETY**

Ask your student to tell you about typical elements in the everyday lives of the Egyptian people listed below.

NOTE: The sample answers given below are those which a lower-grammar student might be expected to know from his reading. You may use them to prompt your student, if you choose. The purpose of this exercise is to see how well students know the tasks and responsibilities, as well as the privileges and pleasures, associated with these social roles in Egyptian life. Your student is not required to know this much detail about the lives of every one of these Egyptian figures; as always, assess his mastery according to the material that you yourself have taught him.

**Pharaoh**

- Ruled the country
- Believed to belong to the family of gods
- Wore crowns and lived in palaces
- Believed that they should rule all of the lands created by the gods
- Exchanged gifts with rulers of other countries

**Nobles**

- Enjoyed hunting
- Loved grand banquets
- Wore fine clothes and jewelry
- Wore makeup (both men and women)

**Laborers and Farmers**

- Dug channels to bring water to their fields
- Kept ducks, geese, and other animals for food
- Raised sheep for wool
- Helped build temples or monuments
- Wore loincloths

**Children**

- Played with rattles, balls, tops, etc.
- Helped in the fields or learned skills from father (boys)
- Learned to weave and cook (girls)
- In an important family, learned reading, writing, and math (especially boys)

**OPTIONAL: Priests/Priestesses**

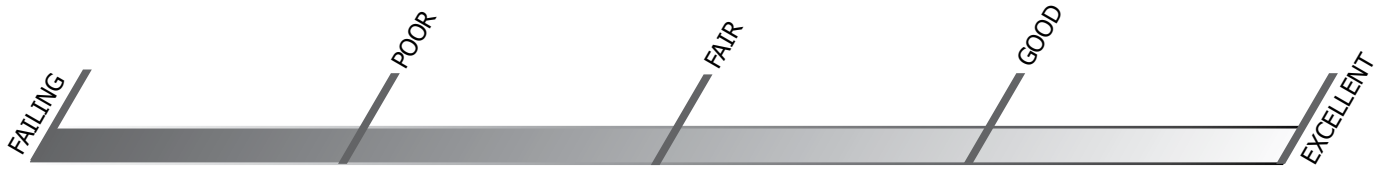
- Offered food and drink to the gods
- Burned incense
- Played music
- Shaved heads and washed at certain times of the day
- Invented a way of writing (hieroglyphs)
- Prepared bodies for mummification

**PART 2: EGYPTIAN BURIAL PRACTICES**

In this part of the evaluation, ask your student to talk about the details that he has absorbed about Egyptian mummification and burial practices. Below are points that come from your printed resources over the last three weeks.

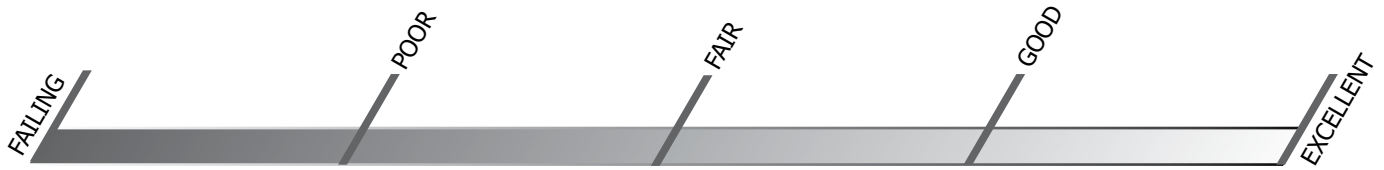
- Egyptian beliefs about the afterlife made it important to them to preserve dead bodies.
- Mummification was a long process by which a body was preserved. (Go into as much detail as you feel is appropriate on this point.)
- Royalty had more elaborate proceedings after death.
- Priests carried out ceremonies to ensure that the pharaoh would come back to life in the next world.

**PHARAOH**



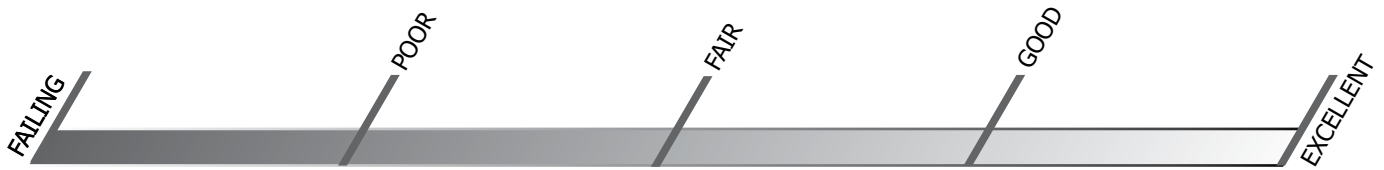
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**NOBLES**



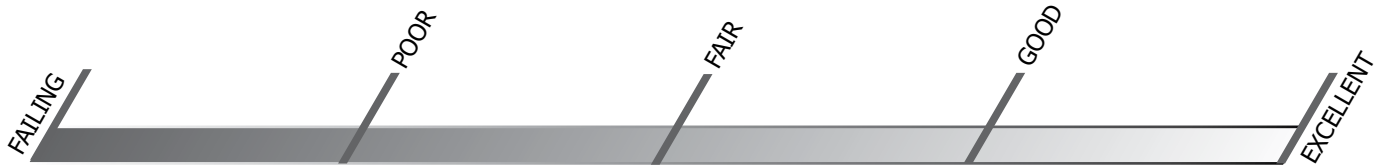
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**LABORERS AND FARMERS**



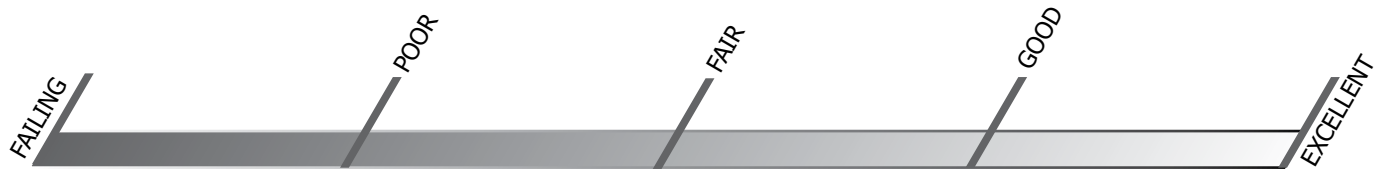
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**CHILDREN**



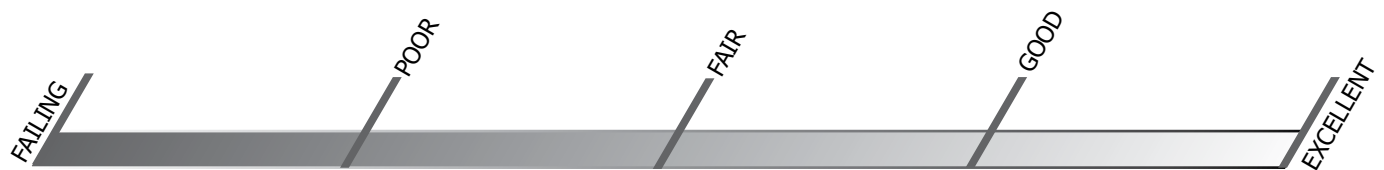
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**OPTIONAL: PRIESTS/PRIESTESSES**



COMMENTS: \_\_\_\_\_  
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**BURIAL PRACTICES**



COMMENTS: \_\_\_\_\_  
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**ORAL QUIZ**

Ask your student to tell you about the events of the days of Creation. The points and level of detail given below are those which a lower-grammar student might be expected to know from his reading. You may also use these points to prompt the student.

**First Day**

- *Light is created and separated from darkness.*
- *Day and Night are created and named.*
- *The first evening and the first morning occur.*

**Second Day**

- *The waters are separated.*
- *Heaven (the expanse) is made and named.*
- *The waters above the expanse are separated from the waters below the expanse.*

**Third Day**

- *The waters under heaven are gathered.*
- *Earth (ground) is made and named.*
- *Seas are made and named.*
- *Vegetation and fruits are made.*

**Fourth Day**

- *The sun is created.*
- *The moon is created.*
- *Stars are created*

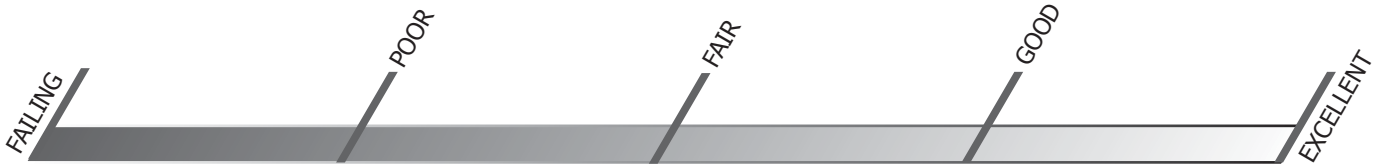
**Fifth Day**

- *Sea creatures are made.*
- *Birds are made.*

**Sixth Day**

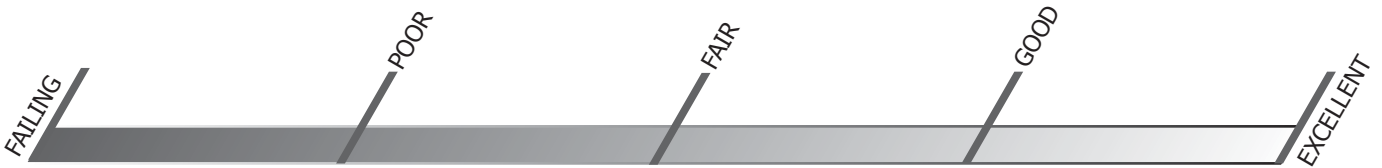
- *Land-dwelling animals are made.*
- *Man is made.*
- *Woman is made.*

1. WHAT DID GOD DO ON THE FIRST DAY OF CREATION?



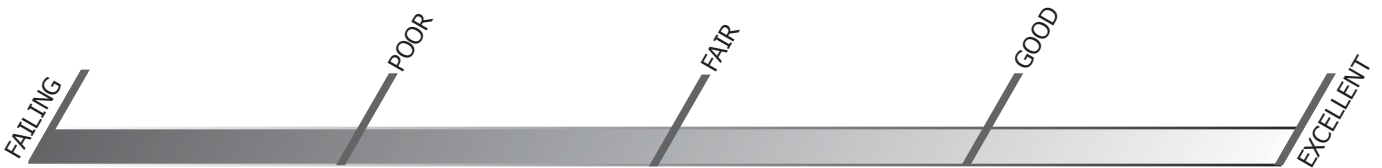
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2. ON THE SECOND DAY OF CREATION?



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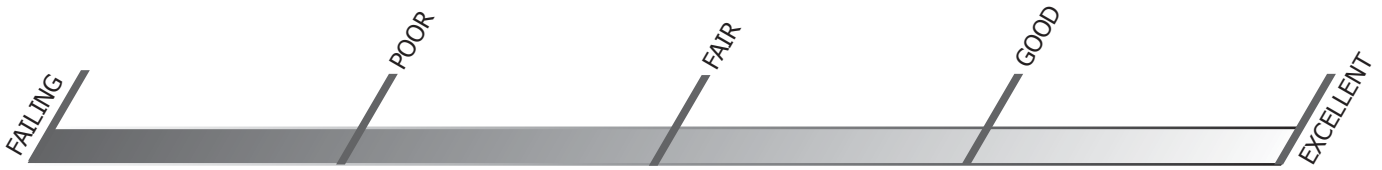
3. ON THE THIRD DAY?



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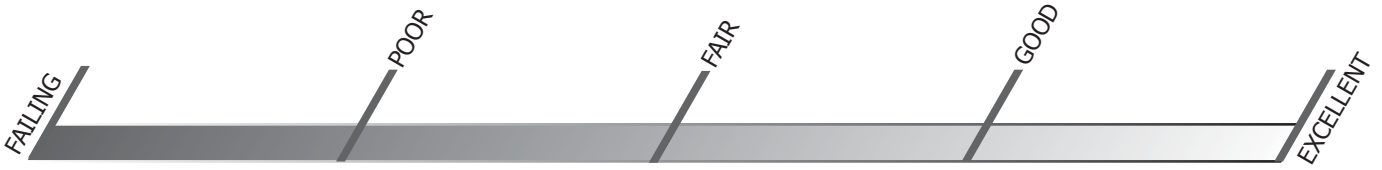


4. ON THE FOURTH DAY?



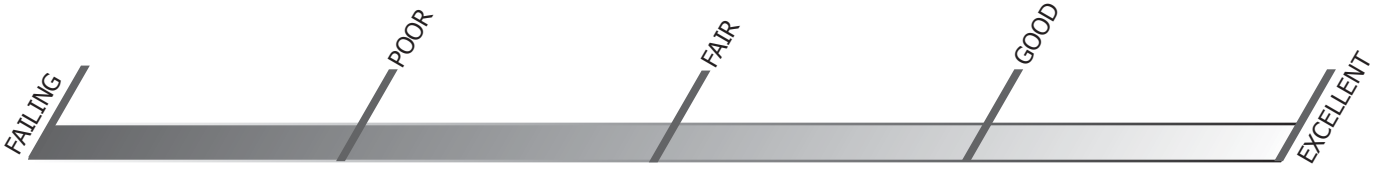
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5. ON THE FIFTH DAY?



COMMENTS: \_\_\_\_\_  
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\_\_\_\_\_

6. ON THE SIXTH DAY?



COMMENTS: \_\_\_\_\_  
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\_\_\_\_\_

THINGS CREATED BY GOD IN GENESIS 1

1

*Light is created. (A yellow crayon would convey this idea, though there is no need for your student to draw a globe because the sun has not yet been created.)*

4

- *Sun is created.*
- *Moon is created.*
- *Stars are created.*

Your student should fill in his chart with some sort of pictures to represent the events of creation listed here.

2

*Heaven ("the expanse") is made and named. (This might be represented by a blue crayon with white spaces left for clouds.)*

5

- *Sea creatures are made.*
- *Birds are made.*

3

- *Earth (ground) is made and named. (For this and for the seas, it might be best to allow the student to draw a pretend map or roughly represent the earth as a globe, with brown crayon for land and blue for sea).*
- *Seas made and named.*
- *Vegetation and fruits made. (For vegetation, pictures of trees or grass, or even tomatoes or corn or some other plant, might be drawn.)*

6

- *Land-dwelling animals are made.*
- *Man is made.*
- *Woman is made.*