

# KING TUT



## ANCIENT HISTORY

This year marks the 100th anniversary of the discovery of King Tut's tomb, in Egypt's Valley of the Kings.

**LEXILE:** 1060L (900L alternate reading level)

**SOCIAL STUDIES (NCSS) STANDARD:** Individuals, Groups, and Institutions

**COMMON CORE (CCSS) STANDARDS:** RI.6-8.1, RI.6-8.3, RI.6-8.8, W.6-8.2

## ENGAGE THE READER

Have students look at the photo at the top of the article. Ask: What do you see? If students recognize King Tut, ask: Who was King Tut? What do you know about him? You may need to tell students that the photo shows the sarcophagus of an ancient Egyptian king, Tutankhamen, and that a sarcophagus is a case that holds a mummified body. Ask: What might the sarcophagus tell us about Tut? What might it tell us about the culture of ancient Egypt? Explain.

## QUESTIONS FOR CLOSE READING AND DISCUSSION

- Why are the artifacts from Tut's tomb important to Egyptians? What might this tell us about the importance of national symbols?
- Tut's tomb was discovered by Howard Carter in 1922. Why do you think he dug up the tomb? Do you think tombs like Tut's should be emptied and displayed around the world? Why or why not?
- Why might King Tut continue to fascinate people? Refer to specific details in the article.

## EXTEND LEARNING

Encourage students to do more research on King Tut and the discovery of his tomb. There are videos on the subject by *National Geographic*, PBS, and *Smithsonian*. Students might look into who Tut was and how he died, and they might also examine customs, beliefs, and ordinary life in ancient Egypt—anything that provides insight into Tut's world. Then have students choose from a few projects in which they can demonstrate their knowledge about Tut. 1) Have students write a diary entry from his perspective. Encourage them to imagine a regular day in Tut's life, as well as his hopes and fears. 2) Have students create a comic strip that documents the discovery of Tut's tomb. The comic should include illustrations and text. 3) Have students make an inventory of objects that are revealing about themselves and their lives, which archaeologists might discover 1,000 years from now. Students should write an archaeologist's report on the discovery.

## COVER STORY QUIZ + ANSWER KEY

The cover quiz can be found on page 3 of this guide.  
For the Google Forms quiz, click [here](#).

1. D (RI.6) 2. D (RI.2) 3. C (RI.1) 4. B (RI.4) 5. D (RI.3)  
6. A (RI.5) 7. Answers will vary. (W.8)



## THE MIDTERM ELECTIONS

Here's why these elections are important, and why voters are eager to head to the polls.

**LEXILE:** 970L (800L alternate reading level)

**SOCIAL STUDIES (NCSS) STANDARD:** Civic Ideals and Practices

**COMMON CORE (CCSS) STANDARDS:** RI.6-8.1, RI.6-8.4, RI.6-8.5, RI.6-8.6

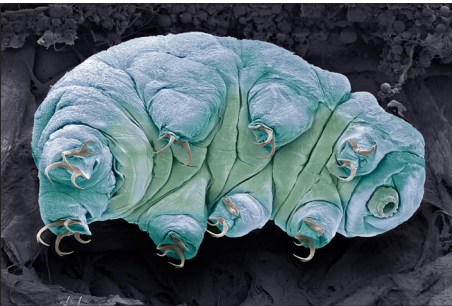
### BEFORE READING

Ask students: What are the midterm elections and what is their purpose? What issues do you think are most important to voters in these elections, and why? How might these elections affect you? Explain. Students who want to learn about the candidates running in local races can do so at [Ballotpedia](#).

As students read the article, have them note details that challenge or confirm their initial ideas.

### DISCUSSION QUESTIONS

- Midterm elections decide which political party has the majority in Congress. Why would a party want the majority in Congress? What do you think would happen if the House and Senate were split between the parties? Explain.
- Many observers expect a record turnout this year, as in the last two major elections. Why do you think voters are so eager?
- Most states offer a form of early voting. Why is it important to have the option to vote early?



## THE SURVIVOR

Tardigrades can survive almost anything. Studying them might help us prepare astronauts for long-term space travel.

**LEXILE:** 1030L (880L alternate reading level)

**SOCIAL STUDIES (NCSS) STANDARD:** Science, Technology, and Society

**COMMON CORE (CCSS) STANDARDS:** RI.6-8.1, RI.6-8.3, RI.6-8.9, SL.6-8.1

### BEFORE READING

Have students examine the image at the top of the article. Ask: What do you see? Why might this creature be newsworthy? (If students are familiar with tardigrades, encourage them to share what they know.)

### DISCUSSION QUESTIONS

- Why are scientists interested in tardigrades? How might these creatures someday help us put people on Mars?
- How does the tardigrade's tun state work? How did the environment affect the animal's development?
- What can this article tell us about scientific discovery? Where do scientists get their ideas?

### CLOSING ACTIVITY

Introduce students to the term *biomimicry*: copying nature to solve human problems. Students can find a short guide to the topic [here](#). Ask: How is the study of tardigrades an example of biomimicry? What other problems might tardigrades help us solve? Have students identify a plant or animal that has an incredible power or appearance. Ask: What gives this species its peculiar abilities? What problems might studying this species help us solve? Explain.

Name \_\_\_\_\_ Date \_\_\_\_\_

Use this week's cover story, "Ancient History," to answer the questions below. For questions 1–6, circle the letter next to the best answer. If you need more space to write your response to question 7, you may use the back of this page.

<p><b>1.</b> King Tut is making news now because</p> <ul style="list-style-type: none"> <li><b>A.</b> his tomb was untouched at the time of discovery.</li> <li><b>B.</b> he was just a child when he became king.</li> <li><b>C.</b> artifacts from his tomb have been displayed in museums around the world.</li> <li><b>D.</b> this year is the 100th anniversary of the discovery of his tomb.</li> </ul>	<p><b>4.</b> Christina Riggs says that Tut's mask is "kind of a blank . . . and people can see in him what they want." This quote illustrates how</p> <ul style="list-style-type: none"> <li><b>A.</b> little research has been done into Tut's story, and why he therefore remains a mystery.</li> <li><b>B.</b> the mysteries around Tut's story are a big part of why we're drawn to speculation about it.</li> <li><b>C.</b> ancient Egyptian design is still largely misunderstood by Egyptologists.</li> <li><b>D.</b> Tut may not have actually existed.</li> </ul>
<p><b>2.</b> The main reason the author begins the article with a scene of the tomb's discovery is to</p> <ul style="list-style-type: none"> <li><b>A.</b> show what the inside of the tomb looked like.</li> <li><b>B.</b> illustrate the character of the archaeologist who discovered the tomb, Howard Carter.</li> <li><b>C.</b> emphasize the ancient Egyptians' taste for gold.</li> <li><b>D.</b> evoke a sense of fascination with King Tut and the discovery of his tomb.</li> </ul>	<p><b>5.</b> Based on the article, what is one reason the return of Tut's treasures to Egypt is significant?</p> <ul style="list-style-type: none"> <li><b>A.</b> They have never been displayed in museums before.</li> <li><b>B.</b> Tut's mask has not been displayed to the public since 1926.</li> <li><b>C.</b> Scientists can study the artifacts all in one place.</li> <li><b>D.</b> They are artifacts that represent the country's unique history.</li> </ul>
<p><b>3.</b> When was Tutankhamen a king in Egypt?</p> <ul style="list-style-type: none"> <li><b>A.</b> 100 years ago</li> <li><b>B.</b> 1,000 years ago</li> <li><b>C.</b> around 3,400 years ago</li> <li><b>D.</b> around 4,500 years ago</li> </ul>	<p><b>6.</b> The focus of the section titled "Look Inside" is</p> <ul style="list-style-type: none"> <li><b>A.</b> ancient Egyptian coffins.</li> <li><b>B.</b> Tut's biography.</li> <li><b>C.</b> the mummification process.</li> <li><b>D.</b> the mystery of Tut's mask.</li> </ul>

**7.** Why do you think people are still fascinated by King Tut?

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