

Just The Facts



Google Slides Digital Activity

Mapping the World

Imagine for a moment that you are going on a long journey at sea. The time is the mid 1700's. You have some roughly drawn maps and very little information about what lies out in that vast unknown. You hope to discover new lands. Probably, you will also find strange plants, animals, and people living there. Are you excited? Maybe a little scared?



Captain Cook

This was a way of life for a great explorer known as Captain James Cook. In the 1760's and 70's he traveled all over the world. He had excellent mapmaking skills. His government chose him to travel to the vast Pacific Ocean. Captain Cook and his crew were the first Europeans to travel along the coast of Australia and New Zealand. He claimed this land for England. It was named New South Wales. Later, Captain Cook sailed farther south than any other explorer had gone. He went as far south as the Antarctic Ocean. Then he went on around the entire globe through these waters.

Before Cook's travels, the lands in the southern oceans were drawn without much detail. But his drawings and notes led to more correct maps. Captain Cook was a true explorer. He discovered many islands and kept detailed notes about the people, their language, and way of life. One of his greatest accomplishments was to prove that there were no more continents to be discovered. His many journeys had benefits for sailors as well. He showed crews how to better prepare for long voyages. He urged sailors to get fresh foods at each stop to help keep them healthy. By washing and caring for food better, many diseases were avoided. In his travels, Captain Cook discovered the Hawaiian Islands which he named the Sandwich Islands. While on this coast of Alaska, Captain Cook discovered the Hawaiian Islands which he named the Sandwich Islands. However, his journeys had problems with the crew for taking too much from the unfriendly native people. Captain Cook was a true explorer.

Today we can find a map, a picture, a video, a photograph, television, and the internet made by explorers to tell them to the world.



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Deep, Dark, & Mysterious

What am I?

I can provide a home to animals, birds and insects. I can hold secrets from the past. I can be a great place for some adventurer to explore. If you were able to guess that I am a cave, you are right! A cave is a natural hollow in the ground which is large enough for a human to enter. Some caves may end a few feet inside the entrance. Others can stretch for miles and miles. Formation of a cave takes thousands of years. Caves can be created in different ways. Some of these ways are:

Underground Water Action

The most common place to find a cave would be in areas that have limestone rock. It begins when water on the earth's surface begins to trickle down through cracks in the rock. The water contains a gas called carbon dioxide. This forms a weak acid that eats away at the limestone. The water travels underground, forming passages and caves as it travels.

Lava Tube Cave

This type of cave is formed from hot flowing lava. The outer lava cools and hardens. The hot lava inside continues to flow out. The hot lava finally drains completely out of the tube and a cave is created.

Sea Cave

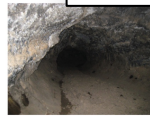
This type of cave is also created by the action of water. The force of the ocean waves will erode a rocky shoreline. The softer materials will be washed away, leaving a cave in their place.

Ice Caves

These caves form inside a glacier. The ice starts to melt as the glacier approaches warmer areas of land. Streams of water form under the ice. They combine with warm air and hollow new caves.



Limestone Cave



Lava Tube Cave



Sea Cave



Ice Cave

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It's a Print

When a criminal is booked for a crime at a police station, it is likely that he or she will be fingerprinted. Finger by finger, each hand is pressed onto a pad of ink. Then each finger is pressed firmly on a white sheet of paper. This records the impressions or fingerprints. The chance of two people having the same fingerprint is extremely rare. This is an almost foolproof method of identification. One of the first things done at a crime scene is to look for and collect fingerprints. If the fingerprints at a crime scene match up with those of a criminal on record, then the police have their first real lead.

Fingerprint ID was probably first used by the Chinese many, many years ago. They used their thumbprints to sign important documents. The first person to create a system of using fingerprints was Sir William J. Herschel. He was a British government official working in Bengal, India in the 1850's. There was a big problem with the Indian people impersonating one another. His solution was to use fingerprints to make a positive ID. Fingerprinting in crime fighting was used about 40 years later. Another Englishman, Sir Francis Galton, devised a method of fingerprinting that is still used today. Fingerprints are classified according to a certain number of ridges between the pol major patterns of fingerprints are Similar patterns are filed together for future use. This makes the search



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Fun & Games of Long Ago After Reading

5. These games are still very popular with children. Why do you think this is so?
6. When we debate a topic, we state the pros (points in favor of, points we agree with) and the cons (points against, points we disagree with). Read these statements. Then state some pros and cons to support each side of the argument.

Statement	Pros	Cons
Children of long ago did not have as many toys as children of today. Therefore, they did not have a very good childhood.		
Children of today have too many toys and electronic games. They would have a better childhood if they had fewer gadgets and toys.		



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HOW TO USE THIS RESOURCE

This product is a Google Slides presentation with interactive text boxes that students can fill out digitally! If you don't already have a free Google account, you will need to do that before downloading this digital resource. Each student will also need their own account to work on the slides digitally.

You will...

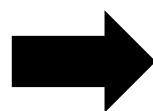
- **Save a copy** of the file on your own Google Drive so you can edit the copy. When you download the file, the original file is set to "View Only." **You must make a copy to edit & share with your students.** (When you open the file, it will send you to a link where you can select '**make a copy**' and then add the file to your google drive.)
- When you're ready for your students to complete the assignment, you will share your downloaded copy with your students. Make sure that when you share the file, **you only allow viewing capability (not editing or commenting).**
- If you want to only share one slide at a time, open your saved copy of the file, select the slide you want to share, right-click on the slide in the view panel on the left side, select copy. Then open a new empty Google Slides presentation and paste the copied slide into the new file. If your students need more than one slide for their writing assignment, direct them to duplicate the slide.

Students will...

- When your students begin working on the assignment, instruct your students to **make a copy of the file.** This is the copy that they will edit. I would recommend having a common filename that each student should use with their name or student ID.
- When they complete the assignment, they will need to then share their new copy with you so that you will have access to their writing. If you're familiar with Google Classroom, they can simply submit the file there.

Product Link:

Click on the icon to view your purchased product. When you open the file, please **don't "request access"** to this file. You **DO** need to save a copy of the file to your own google drive so you can edit it and share with your students.



**Editable
Version**



**Digital
Ready**

What's in a Name?

Before Reading

1. **Word Meanings:** What am I? Use words from the Word Box to answer the riddle

ancestors	sources	population
relatives	forename	surname
basis	cultures	occupation

I mean	What am I?
a) the places or things where something begins	
b) the arts, beliefs, and customs that make up different ways of life	
c) your first name	
d) people from whom we have descended	
e) your last name	
f) the number of people who live in a place	
g) the work a person does in order to earn a living	
h) the foundation of a belief or opinion	
i) a name used instead of one's real name	
j) a people who belong to the same family	

- Write your full name: first, middle, last.
- Tell how you were given your name: who chose it, why that name was picked, if you were named for someone else in your family.
- Look in a book about names or on the internet to discover the meaning of your name. Write the information that you find.
 - First Name:
 - Middle Name:
 - Last Name:
 - What do you think your last name means?
 - How do you think your family got their last name?

What's in a Name?

Names...everyone has one. When you meet someone, one of the first things you want to know is the person's name. Parents chose names for a number of reasons. Sometimes a child is named after a parent or favorite relative. Sometimes they get their name from a character in a book or a movie star. There are many sources for first names such as: colors, flowers, seasons, and even foods! Different cultures have preferred names. Your first name, or forename, is your given name.

This is the name your parents picked for you when you were born. Your surname or last name is inherited from your family. Names can tell us a lot about our ancestors. In very early days, people did not have last names. Imagine living in a village that had four men named Peter. You might be talking to someone about Peter, but you would need to explain which one you meant. As the population grew, there needed to be a way to tell each other apart. Some people took their name from their occupation. Peter the baker became Peter Baker over time. Peter Smith might be the village blacksmith. Peter Mason might be a man who worked with stones.

Other people took their last name from their fathers. If the father's name was William, the son might call himself Williamson. Other ways of using a father's name was to use an "O" or a "Mac" at the beginning of the name or by adding an "s" to the end of it. So "O'Dell" might be Dell's son, "MacGregor" might be Gregor's son, and "Jacobs" might be Jacob's son. Other people decided to use physical features as the basis for choosing a last name. A man might pick a name by referring to his hair color: Redman, Blackman, Brown. Sometimes the name referred to a personal quality like Goodman or Ritchie. Another way of choosing a name was to base it on where one lived. The Hiltons may have lived on a high hill, while the LaValleys may have lived down in a valley.

In some families, last names were changed slightly by the family members. When Europeans came to North America many years ago, some changed their names to a more English spelling. "Noir" became "Black," "Bellinski" became "Bell." Some families altered their name to set them apart from relatives so "Green" became "Greene." Sometimes people were given a "nickname" by their family or their friends. These names were chosen for a number of reasons. They might be a shortened version of one's name: like Vicki for Victoria. They might describe the person: like "Speedy" for a fast runner or "Tiny" for a little child. Sometimes the nickname means just the opposite: like calling a bald man "Curly." Nicknames are meant to be all in good fun.

What's in a Name?

1. Write some names that you know that were taken from these categories.

Flowers			
Movie/TV stars			
Seasons			
Places (cities, states)			

2. Using the ideas above, explain how these people may have gotten their surname.

Sally Baker		Jack Woods	
Ben Johnson		Susan White	

3. Look at the nicknames below. Describe who you think might fit these nicknames. Fill in a nickname to fit the description.

Shorty	
Flash	
Billy	
Jenny	
	Someone who is always talking
	Someone whose real name is Margaret
	Someone whose real name is Daniel
	Someone who has red hair

What's in a Name?

After Reading

1. Number these events in the order in which they happened.
 - ☐ People found it necessary to start using last names.
 - ☐ People started to live together in villages and towns.
 - ☐ It was common for several people to have the same first names.
 - ☐ At first, people had only one name.

2. Do you believe that our names give others an idea of what we are like? Why or why not?

3. If you could change your name (first and last names) what would you choose? Why?

Try to find out more about the origins of people's names. Use magazines, non-fiction library books, and the internet to help you. Here are some websites to help you get started:

www.behindthename.com www.todaysparent.com

Mapping the World

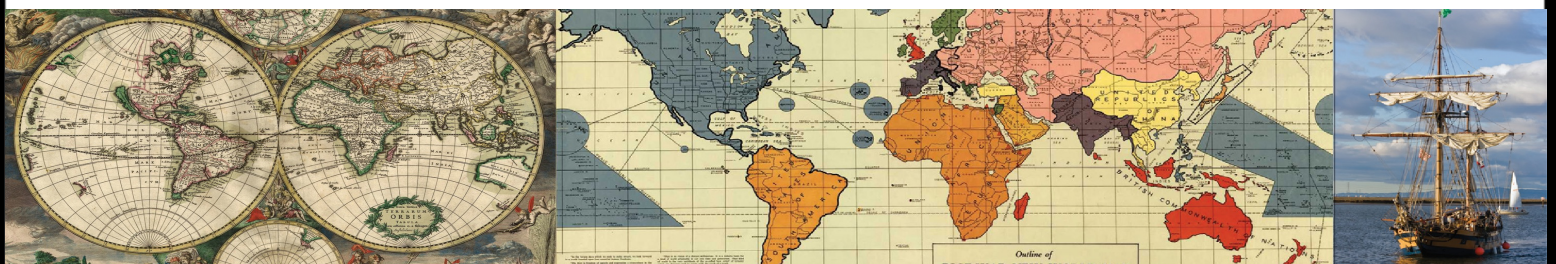
Before Reading

1. **Word Meanings:** Match these words from the story to their meanings. Write the letter of the word in front of the correct meaning.

Word	#	Meaning
a) accomplishments		very great in size or amount
b) avoided		someone who travels to unknown lands to discover something
c) benefits		a group of people in charge of running a country
d) expedition		something that helps a person or thing
e) explorer		kept away from
f) government		a journey made for a special reason
g) knowledge		what is known from understanding, study or experience
h) photography		achievements, things done successfully
i) relied		the art of taking pictures with a camera
j) vast		depended on someone or something

2. Imagine that you are an explorer of long ago, about to set out on a journey to unknown lands. Make a list of the top 5 items/ people that you would want to take on your ship. Remember that you can only take things that were invented at that time. Give a reason for your choices.

Items I Would Take on My Voyage	Reason for My Choice
a)	
b)	
c)	
d)	
e)	



Mapping the World

Imagine for a moment that you are going on a long journey at sea. The time is the mid 1700's. You have some roughly drawn maps and very little information about what lies out in that vast unknown. You hope to discover new lands. Probably, you will also find strange plants, animals, and people living there. Are you excited? Maybe a little scared?



Captain Cook

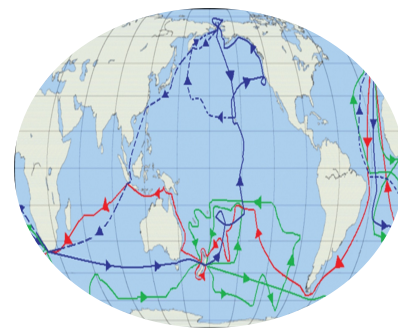
This was a way of life for a great explorer known as Captain James Cook. In the 1760's and 70's he traveled all over the world. He had excellent mapmaking skills. His government chose him to travel to the vast Pacific Ocean. Captain Cook and his crew were the first Europeans to travel along the coast of Australia and New Zealand. He claimed this land for England. It was named New South Wales. Later, Captain Cook sailed farther south than any other explorer had gone. He went as far south as the Antarctic Ocean. Then he went on around the entire globe through these waters.

Before Cook's travels, the lands in the southern oceans were drawn without much detail. But his drawings and notes led to more correct maps. Captain Cook was a true explorer. He discovered many islands and kept detailed notes about the people, their language, and way of life. One of his greatest accomplishments was to prove that there were no more continents to be discovered. His many journeys had benefits for sailors as well. He showed crews how to better prepare for long voyages. He urged sailors to get fresh foods at each stop to help keep them healthy. By washing and caring for food better, many diseases were avoided. In his travels, Captain Cook discovered the Hawaiian Islands which he named the Sandwich Islands. While on this expedition, Cook sailed the west coast of Canada and up to the coast of Alaska. Captain Cook was one of the most successful explorers of all time. However, his journeys had problems as well. Sometimes the island people became angry with the crew for taking too much food with them. Other times the sailors were attacked by unfriendly native people. Captain Cook was killed during one of these attacks.

Today we can find a map, a picture or just about any information about any place in the world. But true adventurers like Captain Cook paved the way for this knowledge. Before photography, television, and the Internet, people relied on the records of these journeys made by explorers to tell them what was out in the great beyond.

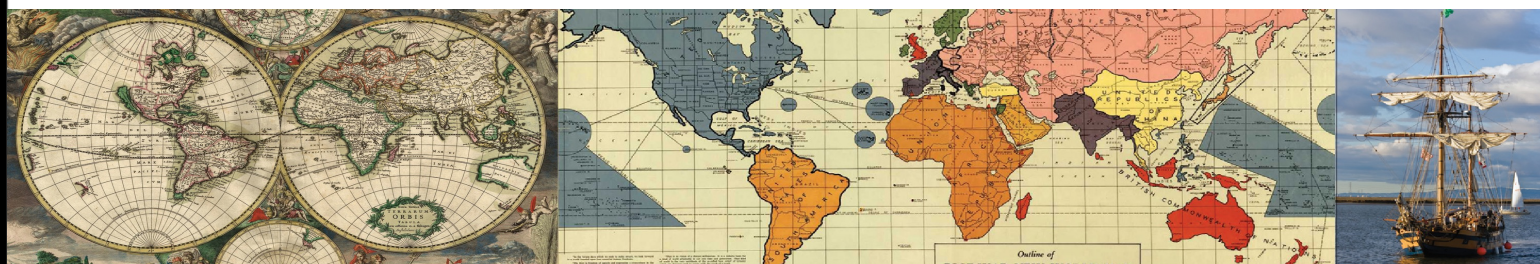


Mapping the World



1. What qualities would an explorer need to have?
2. How do you think Captain Cook reached the conclusion that there were no more continents to discover?
3. Pretend that you are a reporter covering the death of Captain Cook. You need to make notes based on your reading. Complete the chart to answer the questions.

a) WHERE did this event take place?	
b) WHO became angry with the crew?	
c) WHY were the island people so angry?	
d) WHAT action did the island people take?	
e) WHAT was the outcome of the attack?	



Mapping the World

After Reading

Use the facts in the story to help you to decide if these statements are TRUE or FALSE.

1. Write T for TRUE or F for FALSE on the line in front of the sentence.

- a) _____ Captain James Cook was chosen by his government to travel to the Pacific Ocean.
- b) _____ Captain Cook never sailed in the Antarctic Ocean.
- c) _____ Captain Cook taught his sailors how to avoid diseases on board ship.
- d) _____ Captain Cook was drowned when his ship struck an iceberg and sank.
- e) _____ Captain Cook was a skilled mapmaker and navigator.

2. Captain Cook sailed all over the world. Think about some of the dangers he and his crew would have faced. Complete the chart with your ideas and some facts from the story.

Dangers Faced by the Sailors at Sea	Dangers Faced by the Sailors on Land

Try to find out more about Captain Cook and other early explorers. Use magazines, non-fiction library books, and the internet to help you. Here are some websites to help you get started:

www.cptcook.com www.plantexplorers.com/explorers/biographies/captain/captain-james-cook.htm

It's a Print

Before Reading

1. **Word Meanings:** Solve the puzzle by using the words in the Word Box.

amnesia
unique
foolproof

impression
criminal
whorls

classified
visible
impersonating

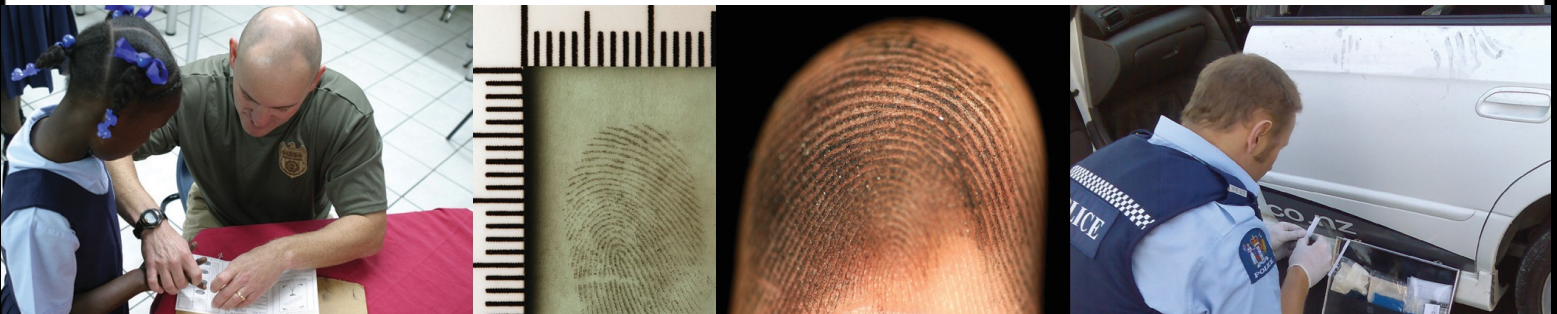
able to be seen	
a mark or design produced by stamping or pressing	
pretending to be someone else	
something used to prove who a person is	
one of a kind	
a loss of memory	
someone who breaks the law	
not able to be tricked or fooled	
arranged in groups or categories	
patterns in a fingerprint of at least one complete circle	

2. Think about newspaper articles or shows you have watched that tell about criminals. List some of the kinds of evidence that police collect in order to charge someone.

It's a Print

When a criminal is booked for a crime at a police station, it is likely that he or she will be fingerprinted. Finger by finger, each hand is pressed onto a pad of ink. Then each finger is pressed firmly on a white sheet of paper. This records the impressions or fingerprints. The chance of two people having the same fingerprint is extremely rare. This is an almost foolproof method of identification. One of the first things done at a crime scene is to look for and collect fingerprints. If the fingerprints at a crime scene match up with those of a criminal on record, then the police have their first real lead.

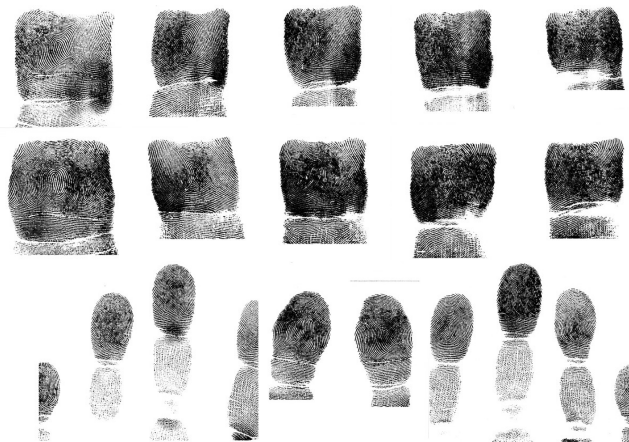
Fingerprint ID was probably first used by the Chinese many, many years ago. They used their thumbprints to sign important documents. The first person to create a system of using fingerprints was Sir William J. Herschel. He was a British government official working in Bengal, India in the 1850's. There was a big problem with the Indian people impersonating one another. His solution was to use fingerprints to make a positive ID. Fingerprinting in crime fighting was used about 40 years later. Another Englishman, Sir Francis Galton, devised a method of fingerprinting that is still used today. Fingerprints are classified according to a certain pattern. The class relates to the number of ridges between the points within a pattern. The three major patterns of fingerprints are based on arches, loops, and whorls. Similar patterns are filed together with law enforcement agencies for future use. This makes the search for a certain print much faster.



It's a Print

At a crime scene, investigators may be lucky enough to find visible fingerprints. These prints are formed by dirt, blood or other substances. They are photographed directly from the object. But many times, fingerprints are hidden on an object that was touched by the criminal. These are called “latent” prints. They can be made visible in two ways. If the surface of the object is hard, it can be dusted using a fine brush and a fine powder. The powder clings to the oils in the fingerprint. This gives a clear outline of the print. If the surface of the object is soft, it can be treated with chemicals to “develop” fingerprints. Today, most countries require that all criminals be fingerprinted. But fingerprints aren’t just used to fight crime. They can help locate missing people, especially children. They can help amnesia victims rediscover who they are. Sometimes they are used to identify unknown dead people. They may be used to identify criminals who are trying to enter our country.

Our society is changing, and many people are concerned about the safety of their children. There are excellent programs that will fingerprint young children in case the information is needed. Big hospitals want to ensure that there is no mix-up with newborn babies. However, babies don’t have fully formed fingerprints at birth. So, how does the hospital do it? They take footprints! Footprints are fully formed in infants. Research shows that one’s footprints are as unique as one’s fingerprints. Each of us has our own special mark!



It's a Print

1. Why is fingerprinting “an almost foolproof method of identification?”
2. a) What reasons might a person have for impersonating someone else? b) What do we call this today when someone pretends to be someone else? (usually by stealing their credit cards, bank cards)
3. Before fingerprinting was used in solving crimes, do you think the police were very successful in solving crimes? Why or why not?
4. a) Explain the meaning of “latent” prints. b) Explain how latent prints are made visible.



It's a Print

After Reading

1. List the ways in which fingerprints can be used in today's world.
2. Why do most hospitals take footprints of newborns instead of fingerprints?

Optional Activity: Make your own set of fingerprints on the form below. Use an ink pad or washable paint to make the impression. Press you finger lightly onto the ink pad. Roll your fingers from left to right on the paper to make a complete print. Cut out this chart and keep it at home in a safe place

Name: _____ Date of Birth: _____

Left Hand					Right Hand				
Small Finger	Ring Finger	Middle Finger	Index Finger	Thumb	Thumb	Index Finger	Middle Finger	Ring Finger	Small Finger

Try to find out more about fingerprinting. Use magazines, non-fiction library books, and the internet to help you. Here is a website to help you get started:

www.onin.com/fp/fphistory.html <http://en.wikipedia.org/wiki/Fingerprint>

Ice on the Move

Before Reading

1. **Word Meanings:** Match these words from the story to their meanings. Write the letter beside the word in front of the correct meaning.

Word	#	Meaning
a) collide		a large mass of ice
b) continually		a body formed when substances solidify
c) crystals		to make sure or certain
d) ensure		very sad or dreadful
e) glaciers		to crash against each other
f) temperate		going on and on without stopping
g) tragic		not too hot and not too cold

2. How do you think icebergs form?
3. Do you think icebergs are common or rare? Give reasons for your opinion.
4. Why do ships need to be aware of icebergs when they are traveling through certain parts of the ocean?

Ice on the Move

Icebergs are pieces of ice that break off glaciers or polar ice sheets. These pieces drift in the water with the ocean currents.

Where They are Found

Icebergs are formed in the world's coldest seas. In the Arctic Ocean, the area around the North Pole is covered by a thick layer of ice. Most icebergs start there. In the waters around Antarctica, big icebergs break off from the huge ice shelves.

How Icebergs are Formed

Some of the land around the North and South Poles is mountainous. Huge snowfields, near the tops of these mountains, gradually turn to ice. After many months, the ice becomes very heavy and starts to move downhill. These rivers of ice are called glaciers. Finally, the glacier reaches the sea. Huge pieces of ice break off and become floating icebergs. Around the North Pole is a thick covering of ice. This is called an ice sheet. Long strips of ice extend out into the sea from the edge of the ice sheets. Cracks in the ice and the action of the waves cause chunks of ice to break free from these strips. Then, the icebergs are free to drift out to sea. The Polar Ice Cap is a very thick sheet of ice that covers most of Antarctica. Enormous flat-topped icebergs break off this sheet and drift away. These icebergs have flat, table-like tops, and are called tabular icebergs.



Ice on the Move

How Icebergs Float

When water freezes, it expands. This makes the iceberg light enough to be able to float in the ocean. When water freezes, it forms ice crystals. Some parts of the iceberg may look like clear blocks of glass. Most icebergs look white because they are covered with snow.

Shapes and Sizes of Icebergs

Icebergs come in all shapes and sizes. Southern (Antarctic) icebergs tend to be larger than northern (Arctic) ones. Some icebergs reach up to 400 feet (120 m) above the water's surface. The tallest iceberg on record was 550 feet (167m) high. The largest iceberg on record was 208 miles (335 km) long and 60 miles (97 km) wide. Icebergs are molded into different shapes by the action of wind and waves. They may have flat tops, swirls, tunnels, points, or even look like pyramids.

Traveling Icebergs

Arctic icebergs come mainly from Greenland. In May, June, and July they drift down the eastern coast of North America. One Arctic iceberg reached as far south as the island of Bermuda. This journey was about 2500 miles (4000 km)! Antarctic icebergs float freely during the summertime. Icebergs can travel up to 16 miles (25 km) per day. One Antarctic iceberg reached as far north as Rio de Janeiro. This trip would be about 3440 miles (5500 km). Ships and airplanes keep track of the movement of icebergs to ensure the safe travel of ships and ocean liners. Tragic accidents have happened when a ship collides with an iceberg.

Icebergs: Common or Rare?

Icebergs are being formed continually. They are not rare at all and can often be seen in northern or southern waters. Each year, over a thousand icebergs drift north and south to reach the temperate zones. Some icebergs last for a very long time without melting. If they stay in icy waters, they could last for years. Northern explorers talk about an "island" that they stopped at during their travels for over 20 years of time. It turned out to be just a huge piece of ice!



Ice on the Move

After Reading

1. Why is it so important to keep track of the movement of icebergs?
2. Pretend you were one of those northern explorers who was fooled into thinking the iceberg was really an island. What might make you believe that this iceberg was solid land? What do you think finally made travelers suspect that this “island” was really an iceberg?
3. Crossing the Ice: In past times, explorers crossed the ice on foot or by using sleighs pulled by huskies. Today, scientists, workers, and adventurers can travel in different ways. Use library books or the internet to help you find out about different ways of travel across the ice. Record your answers.
4. Icebreakers are ships that are designed to travel through ice covered waters. They are equipped with a special bow and a reinforced hull. The icebreaker moves steadily forward, pushing its bow up onto the ice. Then the weight of the ship causes the ice to collapse. Icebreakers are used for many purposes in frozen parts of the world. What do you think some of these jobs might be?

**Optional: Draw and label a diagram to show your idea of a tabular iceberg in the ocean.*

Try to find out more about icebergs. Use magazines, non-fiction library books, and the internet to help you. Here are some websites to help you get started:

www.solcomhouse.com/iceberg www.thefreelibrary.com

Preserved in Time

Before Reading

1. **Word Meanings:** Solve the puzzle by using the words in the Word Box.

archaeologist	parka	embalm	peat bag	exhibit
pharaoh	fascinating	preserve	research	mummy

I mean	What am I?
a) a warm fur or cloth jacket	
b) to keep or protect	
c) a swampy area filled with soil made of decayed plants	
d) a dead body that has been preserved and wrapped in cloth	
e) something put on display for others to see	
f) exciting, very interesting	
g) someone who studies the way people lived a very long time ago	
h) a careful study or investigation in order to learn new facts	
i) the title of the kings of ancient Egypt	
j) to treat a dead body so it is protected from decay	

2. Many ancient cultures believed that death meant the end of an earthly life, but it was also the beginning of a new life in a strange and different world. This was called the afterlife.

3. What do you already know about such beliefs and about some of the burial practices?

Preserved in Time

Hello out there..... all you budding archeologists! This is Karlee Carter from WJ4U, bringing you a live interview with that well-known archeologist, Professor Diggims. Professor Diggims will be joining us shortly from Cairo, Egypt via Skype.

Karlee: Good morning, Professor Diggims. Thank you for agreeing to speak with us. I understand you have some fascinating information for our listeners.

Professor Diggims: Yes, yes. I always enjoy sharing what I have learned with all your little friends.

Karlee: Let's start with your present project. Tell us about it, won't you?

Professor Diggims: Most certainly. My team is creating an exhibit to inform and enlighten people about Mummies. We are quite excited about it!

Karlee: Sounds terrific! What exactly are mummies? How did they get that name?

Professor Diggims: Mummies are dead bodies that have survived for thousands of years. The body of a mummy does not rot because it has been specially preserved. We have found mummies of people, pets, and even beetles and mice. The word "mummy" comes from an Arabic word *mummiya* that means tar. Many mummies have been discovered with a tar-like coating over the cloth wrappings.

Karlee: What was the reasoning behind turning a body into a mummy? Were all bodies made into mummies?

Professor Diggims: In Egypt, all bodies were buried in the sand. But the powerful Pharaohs wanted something better. Also, they believed that when a person died, they would go on to a strange new world called the afterlife. It was thought that they would need their body in this other world, so they devised a way to preserve their bodies. The pharaohs had big tombs with lots of room. They even buried food, drink, and valuables with the mummy.

Karlee: So is there one standard kind of mummy?



Preserved in Time

Professor Diggims: Our display will feature three kinds of mummies. The first one, made in Egypt, was made by embalming the body, rubbing oils, and spices onto the skin, wrapping it in strips of cloth, and putting a sealant over the bandages. The embalmers often sang chants and spells as they worked. This whole process could take up to 70 days! The mummy's face was covered with a painted mask. The rich people might have a special body case to hold their mummy.

Karlee: Please...go ahead and tell us about the other two kinds of mummies.

Professor Diggims: The bog mummy is just what the name suggests. Across Northern Europe, ancient bodies have been pulled from the mucky peat bogs and marshes. The acid in the peat bog makes the skin look like a dark tan and turns almost every mummy's hair to red. Some of these mummies are so well preserved that archeologists can take their fingerprints! The ice mummy also lives up to its name. In the icy lands in the far north of our world, a body can be quickly frozen. It will stay that way for hundreds of years. Some ice mummies have been made by accident, like the one found in 1991. Two hikers found a frozen body. It was discovered that he had been covered in snow for 5,000 years! He had earned the name "The Iceman." In a more planned burial, archeologists found the body of a tiny Inuit boy buried in the snow in Greenland. He was dressed in a thick furry parka, pants, and padded boots. His relatives packed other belongings with him to take to the next world.

Karlee: Professor, you have a very interesting career indeed! Can you tell us a bit more about your exhibit?

Professor Diggims: Well, I don't want to give it all away. But I can tell you that we will be featuring some "odd but true" stories about mummies as well. People all over the world had their own ways to preserve the dead and prepare them for the journey to the next phase of life.

Karlee: Professor Diggims, thank you for sharing your research and upcoming exhibit. I'm sure our viewers will be watching for it. This is Karlee Carter from WJ4U signing off.



Preserved in Time

After Reading

1. Why do you think the Egyptians buried food, drink, and personal valuables with the mummy?
2. Is this a logical way of burying people in Greenland? Give reasons for your opinion.
3. Many mummies have been discovered with a tar-like coating over the cloth wrappings. What might be the reason for using tar?
4. Compare and contrast the three kinds of mummies mentioned in this article. Complete the chart with your ideas.

Type of Mummy	Location in the World (Where this mummy has been found)	Preserving Agent (What has prevented the body from decaying)
Cloth Wrapped Mummy		
Bog Mummy		
Ice Mummy		

5. Think about some other locations in the world or types of conditions where a body might be preserved. Write a few sentences about your ideas.

Try to find out more about mummies. Use magazines, non-fiction library books, and the internet to help you. Here are some websites to help you get started:
www.ancientegypt.co.uk www.nationalgeographic.com

Deep, Dark, & Mysterious

Before Reading

1. **Word Meanings:** Use these words from the story to complete the word puzzle.

acid	formation	glacier	lava
passages	secrets	tourist	limestone

I mean	What am I?
a) a chemical that joins with a base to make salt	
b) melted rock that comes out of a volcano	
c) information that we promise not to tell others	
d) a large mass of ice that moves slowly	
e) a person who travels for pleasure	
f) routes, paths, or ways by which things can pass	
g) the process of making something	
h) a rock used for building	

2. Think about what you already know about caves. Read these sentences. Then write T for True or F for False on the line in front of the sentence.

- a) _____ Most caves are found in areas of hard rock called granite.
- b) _____ Historians can gather a great deal of information from caves about how prehistoric people lived.
- c) _____ Rock formations inside of caves are known as speleothems.
- d) _____ Lava tube caves often have a regular shape and very smooth sides.
- e) _____ Ice caves usually form underwater.
- f) _____ The words “caving, potholing, and spelunking” are all used to describe the sport of exploring caves.

Deep, Dark, & Mysterious

What am I?

I can provide a home to animals, birds and insects. I can hold secrets from the past. I can be a great place for some adventurer to explore. If you were able to guess that I am a cave, you are right! A cave is a natural hollow in the ground which is large enough for a human to enter. Some caves may end a few feet inside the entrance. Others can stretch for miles and miles. Formation of a cave takes thousands of years. Caves can be created in different ways. Some of these ways are:

Underground Water Action

The most common place to find a cave would be in areas that have limestone rock. It begins when water on the earth's surface begins to trickle down through cracks in the rock. The water contains a gas called carbon dioxide. This forms a weak acid that eats away at the limestone. The water travels underground, forming passages and caves as it travels.

Lava Tube Cave

This type of cave is formed from hot flowing lava. The outer lava cools and hardens. The hot lava inside continues to flow out. The hot lava finally drains completely out of the tube and a cave is created.

Sea Cave

This type of cave is also created by the action of water. The force of the ocean waves will erode a rocky shoreline. The softer materials will be washed away, leaving a cave in their place.

Ice Caves

These caves form inside a glacier. The ice starts to melt as the glacier approaches warmer areas of land. Streams of water form under the ice. They combine with warm air and hollow new caves.



Limestone Cave



Lava Tube Cave



Sea Cave



Ice Cave

Deep, Dark, & Mysterious

Over a great deal of time, water can create a whole system of caves that are linked together. There may be tunnels and passageways of many different sizes. There are amazing rock formations and waterfalls to be seen underground. Many cave systems are popular tourist attractions. Here are some of those famous spots:

- The largest known cave system is Mammoth – Flint Ridge Cave System in Kentucky, USA. It stretches for over 300 miles (500 km). Some scientists believe that there is even more of it yet to be discovered.
- The world's largest cave is the Sarawak Chamber in Gunung Mulu National Park in Malaysia. The average width is 985 feet (300 m.), and its length is 2,300 feet (700 m). Its lowest height is 230 feet (70 m).
- The world's deepest cave is Reseau Jean Bernard in France. It is found 5,036 feet (1,535 m) underground
- Caves are usually dark, damp, and home to strange looking formations called speleothems. These eerie formations are made by water trickling or seeping into the cave. The most commonly known speleothems are stalactites which hang down from the ceiling like icicles and stalagmites which rise up from the ground like spikes. Sometimes a stalactite and a stalagmite meet, join, and form a column.

Even though they can be dark and damp, caves have always been fascinating to people. Historians and anthropologists are interested in the development of human beings. Caves provide them with a huge amount of information about cave dwellers and how they lived. Scientists study bones and other materials found in caves. They examine the layers of soil to get clues about the climate, plants, and animals of those prehistoric days.

Other scientists called geologists study rocks, soils, and fossils to find out about the history of our earth. Caving is a popular sport, but it can be dangerous. People who explore caves for sport are called spelunkers, or potholers. Cavers always explore in groups. They carry sturdy ropes and other safety and climbing gear. They wear hard hats and heavy clothing to protect themselves against jagged and sharp rocks. Caving is also hard work. These explorers crawl through low passages on their hands and knees. They squeeze through tiny openings. Sometimes they climb slippery, steep rocks. But the thrill of the landscape and the sense of adventure make these hardships vanish!



Deep, Dark, & Mysterious

After Reading

1. Reread the second last paragraph in this article. Write a meaning for each of these words. Use a dictionary if you need help.
 - historian:
 - anthropologist:
 - geologist:
3. How would these scientists be involved in the study of caves?
4. Caving is becoming a popular sport. Why do you think this is so? Would you go caving if you had the chance? Why?

**Optional Activity: Draw and label a diagram to show the inside of a cave with stalactites and stalagmites.*

Try to find out more about caving or spelunking. Use magazines, non-fiction library books, and the internet to help you. Here are some websites to help you get started:

www.wikipedia.org www.encyclopedia.com



Fun & Games of Long Ago

Before Reading

1. **Word Meanings:** Match these words from the story to their meanings. Write the letter beside the word in front of the correct meaning.

Word	#	Meaning
a) chess		well-liked by many people
b) crude		a game using a board that is played by two people
c) hopscotch		human beings as a group, all people
d) makeshift		in a natural, rough or unfinished state
e) medieval		having to do with the Middle Ages
f) nobles		made out of whatever materials are available
g) peasants		a game on numbered squares that are drawn on the ground
h) popular		long sticks with small blocks partway up to put one's feet on
i) society		the poorer people in a society

Fun & Games of Long Ago

Before Reading

2. a) How do children of today spend their spare time? b) How do you spend your spare time?
3. Pretend your parents have told you that you are to choose three toys or games or books that are your favorite to keep. The rest will be given away to charity. Complete the chart to tell which ones you will keep and give your reasons.

My Choices	My Reasons for My Choices
a)	
b)	
c)	



Fun & Games of Long Ago

Many of the games and toys that you play with today are from long, long ago. Some of them have changed very little and still provide us with lots of fun! There are guessing games such as “I Spy” and “Heads or Tails.” There are running games like “Hide and Seek” and “Tag.” And there are circle games like “Ring Around the Rosie” and “Duck, Duck, Goose.” Children often played these games because they didn’t need any equipment. Sometimes the games were based on a popular song or rhyme of the times. Board games such as chess were very popular in the Middle Ages. The rules of chess and the games pieces—King, Queen, Bishop, Knight—taught children about different people’s roles in their society. Other games used dice or marbles. Like today, these games were played by both children and adults.

Medieval adults and children also played games much like our bowling, tennis, soccer, baseball, and golf. The balls were often made of leather stuffed with horsehair. Sometimes a dried pig’s bladder was used. It was filled with dried peas or beans. The racquets, golf clubs, or hockey sticks were often crude or makeshift sticks. Summer days were filled with swimming in the lakes and rivers. Early people even made life preservers out of tree bark to help young children stay afloat. Games with hoops were popular—spinning them around one’s body or chasing a rolling hoop. In the winter, sliding down hills or playing games on the ice could be seen. Skates were made from sharpened cattle and horse bones and tied to children’s shoes. Throwing a spear along the ice was an aboriginal game called “snow snake.”

Generally, girls and boys played with the same toys. Rocking horses and hobby horses were very popular. They were decorated and painted to look and feel like real horses’ heads. Games like leapfrog and hopscotch were common for both boys and girls. For the daring child, there was walking on stilts and climbing trees. However, girls liked puppets made of clay, wax, wool, or wood. They were painted and dressed in various costumes. Peasant girls had puppets dressed in work clothes. Noble girls had puppets dressed in long robes and fancy headdresses. These puppets came to be known as “dolls.” Boys liked to play the games that involved more physical activity. Horseback riding, archery, and wrestling were their choices. A favorite game of long ago was “sword and buckler,” which centered on pretend sword fights and daring deeds. Boys also played at hunting games.



Fun & Games of Long Ago

Noble boys caught birds and other small animals with hawks and falcons. Peasant boys hunted small animals with traps and homemade bows and arrows. Toys and games supplied most of the fun for children. However, there were other sources of good times. Market days, fairs, and festivals were times of celebration in the Middle Ages. On market days, townspeople and villagers would come to a central spot. They would buy and sell fruits and vegetables, clothing, household goods, and livestock. These days were full of treats for children. Bakers sold all kinds of sweet treats. Craftspeople sold toy tops, whistles, and dolls.

Fairs were like a very large market and were held once a year. Here, children could see, and maybe buy, goods from all over the world. There were many kinds of foods to try. Maybe best of all was the entertainment. Jugglers, acrobats, musicians, and trained animals were all a part of this event. Festivals were a celebration centered on a special time of year. Harvest time was a time for feasts, dancing, singing, and games.

Sometimes peasants would be invited to the nobleman's castle for the day. Many kinds of good foods were served. The young children received gifts of apples and nuts. On May Day, people celebrated spring. They decorated a tall pole, called the Maypole, with colored ribbons and flowers. They chose a May Queen and May King who danced around the pole with the other children. Today we have many different toys and electronic devices to entertain us. But look closely and you will see that many toys and games of long ago are still with us today.

Try to find out more about the history of toys and games. Use magazines, non-fiction library books, and the internet to help you. Here are some websites to help you get started:
www.kidinfo.com http://en.wikipedia.org/wiki/List_of_traditional_children's_games



Fun & Games of Long Ago

After Reading

1. These games are still very popular with children. Why do you think this is so?
2. Explain what is involved in these games:
 - a) archery
 - b) wrestling
3. Why do you think that most festivals were celebrated in the fall and in the spring?
4. Many toys and games that started in long ago days are still played by children today. Complete the chart by listing as many of these games and toys as you can. Use the article and your own ideas to help you.

Guessing Games Circle Games	Board Games Dice & Marble Games	Sports	Toys
a)			
b)			
c)			
d)			
e)			



Fun & Games of Long Ago

After Reading

5. These games are still very popular with children. Why do you think this is so?
6. When we debate a topic, we state the pros (points in favor of, points we agree with) and the cons (points against, points we disagree with). Read these statements. Then state some pros and cons to support each side of the argument.

Statement	Pros	Cons
Children of long ago did not have as many toys as children of today. Therefore, they did not have a very good childhood.		
Children of today have too many toys and electronic games. They would have a better childhood if they had fewer gadgets and toys..		



Answer Key

What's in a Name?

Before Reading:

1. a) sources b) cultures c) forename d) ancestors e) surname f) population g) occupation h) basis i) nickname j) relatives
2. Answers will vary.
3. Answers will vary.

During Reading:

1. Answers will vary.
2. Answers will vary.
3. Answers will vary.

After Reading:

1. 4,2,3,1
 2. Answers will vary.
 3. Answers will vary.
-

Mapping the World

Before Reading:

1. j), e), f), c), b), d), g), a), h), i)
2. Answers will vary.

During Reading:

1. be brave, be a leader, be able to draw maps and keep records
2. Answers will vary
3. a) WHERE: Hawaiian Islands b) WHO: island people c) WHY: crew took too much food d) WHAT: attacked; e) WHAT: Captain Cook killed

After Reading:

1. a) TRUE b) FALSE c) TRUE d) FALSE e) TRUE
2. On the Sea: bad weather, rough waves, unknown/unmapped waters, icebergs, shortage of food and water; On land: hostile natives, insects, extreme temperatures, unfamiliar food, shortage of drinking water

Answer Key

It's a Print!

Before Reading:

1. Across: 1. visible 5. impression 8. impersonating 9. classified 10. whorls Down: 2. identification 3. unique 4. amnesia 6. criminal 7. foolproof
2. eyewitness reports, surveillance cameras, fingerprints

During Reading:

1. The chance of two people having the same fingerprints is extremely rare.
2. a) They want to steal their money or property. They are trying to escape from the law.
b) identity theft
3. Answers will vary.
4. a) Latent prints are prints that are hidden on an object that was touched by the criminal. b) A hard surface can be dusted with a fine dust and powder. A soft surface can be treated with chemicals to "develop" fingerprints.

After Reading:

1. Solving crimes/catching criminals; locating missing people; helping amnesia victims; identify unknown or dead people; screening people who are entering our country.
 2. Fingerprints aren't fully formed at birth, but footprints are.
 3. Student fingerprint record
-

Ice on the Move

Before Reading:

1. e), c), d), g), a), b), f)
2. Answers will vary.
3. Answers will vary.
4. Collision with an iceberg can cause a great deal of damage. The ship could sink, and lives could be lost.

During Reading:

1. Student diagrams
2. So ships can avoid collisions.

After Reading:

1. Answers will vary.
2. airplanes, helicopters, snowcats, tractors, snowmobiles
3. rescue ships trapped in ice, clear shipping lanes, carry out research

Answer Key

Deep, Dark, and Mysterious

Before Reading:

1. a) acid b) lava c) secrets d) glacier e) tourist f) passages g) formation h) limestone
2. a) False b) True c) True d) True e) False f) True

During Reading

1. Student diagram

After Reading:

1. a) historian: a person who studies and writes about history; anthropologist: a person who studies the origin of races and the lives of humans; geologist: a person who studies rocks and minerals to find out about our earth and its changes.

Fun and Games of Long Ago

Before Reading:

1. h, a, i, b, e, d, c, j, g, f
2. Answers will vary.
3. Answers will vary.

During Reading:

1. very few rules; little ones liked singing and running; they are more familiar songs/actions
2. a) archery: Use a bow to shoot arrows at a target b) wrestling: opponents try to force each other to the ground in hand-to-hand
3. Answers will vary.

After Reading:

1. Answers will vary.
2. Answers will vary.

Preserved in Time

Before Reading:

1. **Across:** 4. parka 5. preserve 6. peat bog 7. mummy 8. exhibit **Down:** 1. fascinating 2. archeologist 3. research 4. Pharaoh 8. embalm 2. Answers will vary.

During Reading:

1. Answers will vary.
2. Answers will vary.

After Reading:

1. Tar would make a seal over the cloth and keep out the water and moisture.
2. Cloth Wrapped Mummy - Egypt - Oils and spices; Bog Mummy -Northern Europe - Acid in the peat bog Ice Mummy-The Far North, frozen lands
3. Answers will vary