

## Developmental Series Sample

**Objective 4:** The student will apply critical thinking skills to analyze culturally diverse written texts.

### Knowledge and Skills Statement

**(5.10) Reading/comprehension:** The student comprehends selections using a variety of strategies.

### Student Expectation

**(H)** The student is expected to draw inferences such as conclusions or generalizations and support them with text evidence [and experience].

## ACTIVITY

### Logical Links

(conclusions and generalizations)

### Materials

For each pair of students:  
*Logical Links* activity cards  
*Logical Links* puzzle—2  
 Scissors

### Procedure

Pair students, and distribute materials. Students in each pair shuffle the *Logical Links* activity cards and place the cards in a pile, face up. Each student cuts out the pieces of his or her *Logical Links* puzzle. (S)He sets aside the puzzle pieces.

Player A reads aloud the top activity card. Both players study the card. On a piece of notebook paper, each player writes a conclusion or a generalization based on the information on the card. When both players have written a conclusion or a generalization, Player A turns over the top card to reveal the answer.

Each player with a correct answer earns one of his or her puzzle pieces. (S)He takes a puzzle piece from his or her pile and starts an "earned" pile. If a card shows more than one correct answer and a player has written any one of the correct answers, (s)he earns a puzzle piece. A player does not earn a puzzle piece for an incorrect answer. Players discuss any errors and set the used card aside.

Player B reads aloud the next card, and players follow the same procedure. Play continues in this manner, with players taking turns reading cards. Once a player has earned all of his or her puzzle pieces, (s)he works to put the puzzle together. If one of the players in a pair has earned all of his or her puzzle pieces, the other



player continues working through the cards until (s)he earns all of his or her puzzle pieces. (S)He then works to put his or her puzzle together.

The first player to complete his or her puzzle is the winner. Players work together to identify conclusions and generalizations for any unused cards.

### Enrichment

Have students work in groups of three to create their own logical links. Student A begins by writing down a premise or an observation. Student B adds a second premise or a generalization based on the initial premise or observation. Student C then completes the link with a conclusion or a generalization. The next cycle begins with Student B's premise or observation. Students evaluate their links for logic as they work.

### Notes on Logic

A conclusion is an idea reached through deductive logic. If the premises (statements) that a conclusion is based on are true and the logic is valid, the conclusion must be true. For example:

Premise:	All hamburgers are sandwiches.	True
Premise:	A mushroom burger is a hamburger.	True
Conclusion:	A mushroom burger is a sandwich.	True

If one (or both) of the premises is (or are) not true, the conclusion might be true, or it might not. For instance:

Premise:	All hamburgers are airplanes.	False
Premise:	A mushroom burger is a hamburger.	True
Conclusion:	A mushroom burger is an airplane.	False
Premise:	All horses are sandwiches.	False
Premise:	A mushroom burger is a horse.	False
Conclusion:	A mushroom burger is a sandwich.	True

For purposes of the activity, assume that all premises are true.

Generalizations are reached through inductive logic. A generalization can be made based on a number of specific cases. For instance, at every elementary school Teri has visited or heard of, the majority of the teachers have been female. Teri can generalize from this that most (but not all) elementary teachers are female. Note that generalizations can *never* be 100 percent certain. If Teri assumes that all elementary teachers are female, then Teri is stereotyping.



(game cards - 1st 6 of 25)

All dogs are animals.  
All German shepherds are dogs.

**Conclusion**

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All dogs are animals.  
George III is a dog.

**Conclusion**

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No dog is a cat.  
George III is a dog.

**Conclusion**

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No cat is a dog.  
Chicken Joe is a cat.

**Conclusion**

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All cats have whiskers.  
Zoey is a cat.

**Conclusion**

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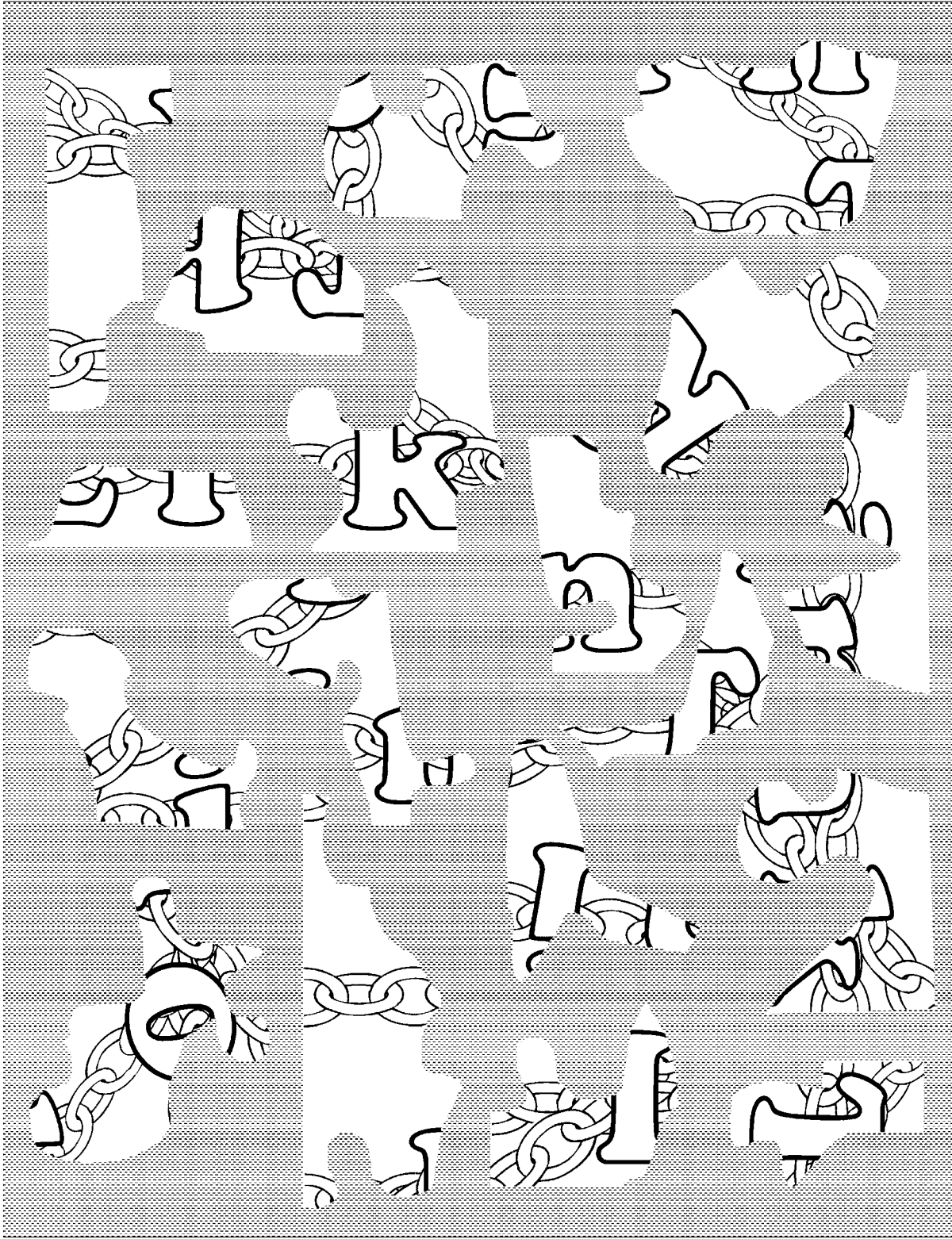
Some roses are red.  
Roses are flowers.

**Conclusion**

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# Logical Links Puzzle



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### The Curse of the Mummy's Tomb

- 1            Howard Carter knelt in a musty tomb, chipping away at a wall by candlelight. Lord Carnarvon watched anxiously. Carter made a small hole and peered through.
  
- 2            "Can you see anything?" Carnarvon asked.
  
- 3            In the dim light, Carter saw piles of gold and jewels. "Yes, wonderful things," he answered. The men had finally found the tomb of Tutankhamen, better known as King Tut.
  
- 4            Only months later, Carnarvon died from a sickness he got from a mosquito bite. Within a short time, others who had entered the tomb also died. Newspapers published stories about the curse of King Tut. Since then, people have wondered if there really is a curse. To understand the whole story, one must go back about five thousand years.
  
- 5            The kings and queens of ancient Egypt, called pharaohs, ruled from about 3100 B.C. to 341 B.C. They were not just rulers. Ancient Egyptians believed they were gods. For this reason, Egyptians had slaves build their pharaohs huge tombs and monuments. Egypt's famous pyramids are the best known of these tombs. Yet, there are in fact many smaller tombs as well.
  
- 6            Ancient Egyptians believed in an afterlife. That is, they thought when people died, their souls lived on. If a person had been good, his or her soul would live on in peace. However, a wicked person's soul would live in misery. The god Osiris judged whether a person had led a good life.
  
- 7            When pharaohs or other rich or important Egyptians died, their bodies were prepared in a special way, or "mummified," so they would be ready for



the afterlife. First, all of the organs were removed from inside the body, except for the heart, which was left to be judged by Osiris. Next, the skin was rubbed with oils and wrapped in linen to keep it from decaying. The body was then laid in a tomb with gold, jewels, food, weapons, and more treasures. Sometimes, slaves were killed and buried in the tombs, too. Egyptians believed that these things would help the dead in the afterlife.

8 Priests and pharaohs tried to keep anyone from stealing these treasures. Tomb entrances were sealed. Halls were plugged with giant rocks. Tombs were built with winding passageways and dead ends to confuse anyone who got inside. Some tombs even had traps like covered pits. As a final measure, priests would often say a curse over the tomb. The curse promised bad luck—or worse—for anyone who entered.

9 However, thieves still made it into the tombs. The large pyramids were the first ones robbed. Around 1540 B.C., pharaohs began to use hidden tombs. Many of these were carved out of the walls of steep cliffs. Clever thieves found many of these tombs as well, though. Around 1090 B.C., Egypt fell on hard times. As a result, many more Egyptians became tomb robbers. Were these ancient robbers "cursed" for entering tombs?

10 Fast-forward to the nineteenth century, when many Europeans grew interested in Egypt's culture. Scientists called archeologists began to search for objects and treasures to study and put in museums. They were disappointed when they discovered that the tombs they found, such as the pyramids, had been robbed centuries earlier. Though some small treasures were found, the archeologists did not find much.

11 Howard Carter, a British archeologist, had been studying in Egypt since he was seventeen. By looking at ancient records, he learned about a mysterious pharaoh named Tutankhamen, who reigned from about 1347 to 1339 B.C. None of Carter's fellow archeologists had heard of this pharaoh. Carter guessed that somewhere in the Egyptian desert, King Tut's tomb lay undisturbed. He wanted to find it. Lord Carnarvon promised to pay for Carter's search.

12 After years of looking, Carter and Carnarvon finally entered King Tut's tomb on November 26, 1922. As they had guessed, much of the pharaoh's treasure was still there. In fact, a richer treasure had never been found in any Egyptian tomb. Everyone was excited. No one was thinking about a curse.

13 However, when Carnarvon died, people took notice, especially reporters. Soon, others who were connected with the tomb's opening also died. Archeologists Arthur Mace and George Jay Gould died mysteriously within a day of entering the tomb. Carter's secretary and the man who x-rayed King Tut's mummy also died. Newspapers published wild reports about the "curse of the mummy."



- 14 Was there really a curse? Howard Carter, the man who actually opened the tomb, never thought so. He lived a healthy life for many years after he found the tomb until he finally died of natural causes. Many others went in the tomb without any ill effects. Historians have cast doubt on the curse as well. Museum director Herbert Winlock looked at the number of people who died within twelve years of the tomb's discovery. He found that only six of the twenty-six people who were at the opening of the tomb had died during that time. Twenty-two people were present when King Tut's coffin was opened in 1924. Only two of them died within the next ten years. Winlock learned that everyone present when Tut's mummy was unwrapped in 1925 was still alive nine years later.
- 15 These numbers suggest that there really was no curse on King Tut's tomb. Today, most people think that reporters at the time exaggerated the curse in order to sell their papers. These stories captured the public's imagination just as tales of UFOs, Bigfoot, and the Loch Ness monster continue to do today.
- 16 However, there is still the question of why at least some people connected with the tomb mysteriously died. Today's scientists explored this. They looked at descriptions of the tomb from the 1920s. They learned archeologists had seen black mold, a type of fungus, growing on the walls. Scientists have shown that fungi can live for thousands of years. When breathed in, they can make people very sick, or even cause death. Some think that fungi were swept into the air and breathed in by those who entered the tomb.
- 17 Some questions remain. Was the mold put there on purpose by ancient Egyptians, or did it just happen to grow in the tomb? We may never know. Today's archeologists, though, take no chances with moldy curses. They wear protective suits and air filters when entering tombs or handling mummies. Maybe at last, after thousands of years, modern tomb raiders have overcome the last of the pharaohs' traps. Only time will tell.



- 1** Which of the following is a valid conclusion based on the information in the selection?
- A** King Tut was buried with more treasure than any of the other pharaohs.
  - B** King Tut was the last of the Egyptian pharaohs.
  - C** King Tut was pharaoh when Egypt fell on hard times.
  - D** King Tut's heart was not removed when his body was mummified.
- 2** The information in the selection suggests that —
- A** pharaohs were the only Egyptians buried with treasures.
  - B** slaves were sometimes treated unfairly in ancient Egypt.
  - C** most pharaohs wanted to share their treasure with their people.
  - D** everyone who saw King Tut's mummy died mysteriously.
- 3** Based on the information in the selection, the reader can conclude that —
- A** in 1934, twenty of the people present at the opening of King Tut's tomb were still alive.
  - B** by 1934, nine of the people present at the unwrapping of King Tut's mummy had died.
  - C** all of the people who were present at the opening of King Tut's tomb were present at the opening of his coffin.
  - D** in 1934, twenty-two of the people present at the opening of King Tut's coffin were still alive.
- 4** Which of these is a generalization that can be made based on the information in the selection?
- A** Most archeologists in Egypt were British.
  - B** Most pharaohs wanted to make it easy for people to visit their tombs.
  - C** Most Egyptian tombs were difficult to find, enter, or move through.
  - D** Most archeologists in Egypt got rich from the treasures they found in tombs.

