



MIGHTY MINDS
Educational Consultants

www.mightyminds.co



SAMPLE

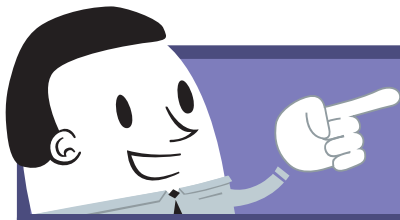


**With Lessons –
Drawing Conclusions**

Literacy

- Who Dunit?
- Life and Death
- Where am I?

Resource code: 27053894



Who Dunnit?

Late last night, Princess Asentha's chambers were broken into and a gold necklace was stolen. *The royal guards have four suspects and must determine which suspect is the true criminal. Each suspect has a confession.*



Q1 Below is Princess Asentha's statement. Read the report and answer the questions.

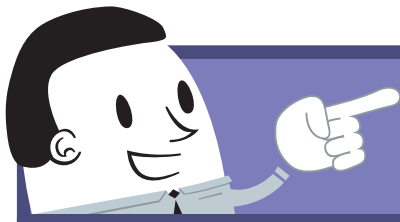
Princess Asentha's statement 1300BC

I went to bed in my chamber last night around 8:00pm. My guards were, as usual, standing outside my chamber door. At this time, my gold necklace was in my jewellery box on the top of my chest of drawers. My chamber door was square shaped and when you entered through the door, my bed is on the opposite wall. When I was in bed, I went to my left where my drawers were. The top was my jewellery box. The window on the side of the drawers, was open as I fell asleep around 8:30pm. I didn't see anything through the window until around 7am and when I opened my jewellery box, I found my precious necklace missing. I'm sure the burglar entered through the window.

...was
...time of
...was
...the time of
...can be
...esses, then
...didn't commit the



a) Using the information from Princess Asentha's report, draw and label her chambers and determine where the burglar most likely entered.



Who Dunnit?

Q2

Below are three suspects, their alibis and their fingerprints for fingerprints and two different ones were found. Read the fingerprints to determine who stole Princess Asentha's questions on the following page.



EVIDENCE



"I was in the kitchens cleaning with the other servants."

"I was home alone sleeping."

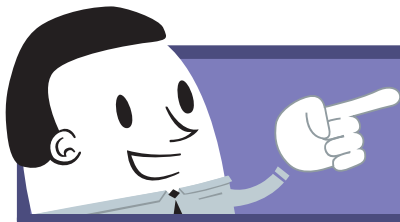


SUSPECT TWO
Khu
Pharaoh's Advisor



SUSPECT THREE
Senbi
Worker





Who Dunnit?

!

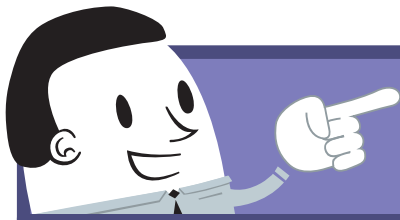
...This exercise is continued from the previous page.

a) Who do you think stole Princess Asentha's necklace? Provide reasons.



b) One other fingerprint was found on the box. Who might this fingerprint belong to?





Life and Death

The life and death of ancient Egyptians has captivated historians for centuries. *In life, ancient Egyptians relied on farming for survival and the year was split into three seasons: the planting, the harvest and the flood seasons. In death, they believed they could take what they were buried with to the afterlife.*



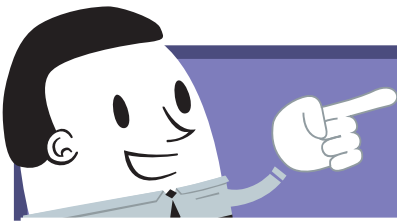
Q1 Analyse the graph below of the three seasons of ancient Egypt and draw conclusions about why they split the year into three seasons.



Key

- Harvest season
- Planting season
- The Nile flood

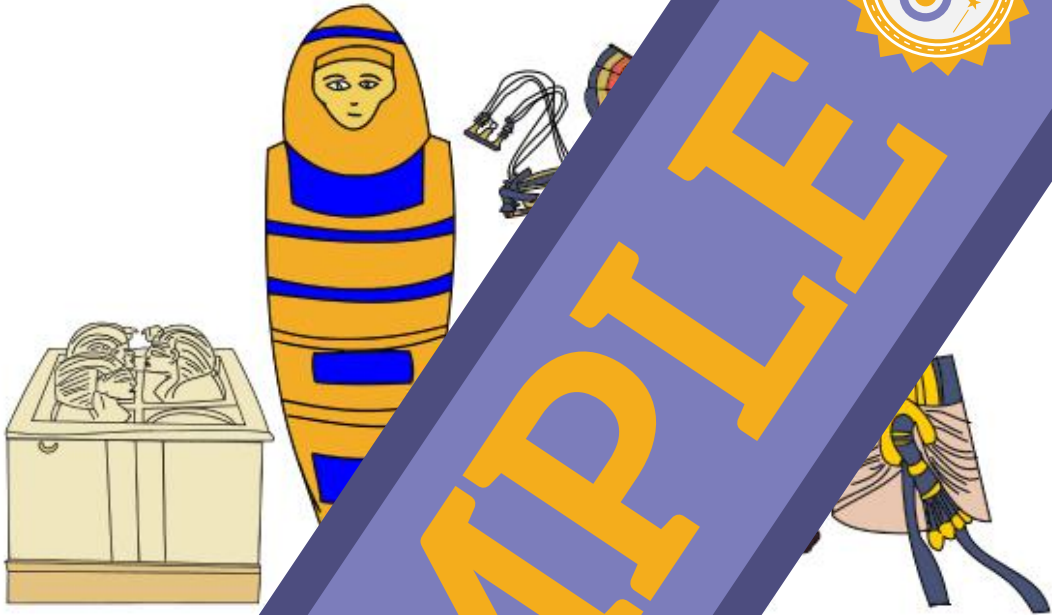


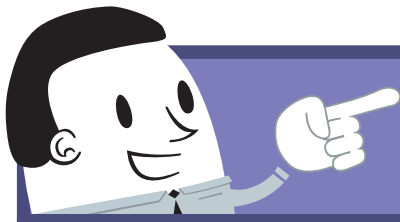


Life and Death

Q2

Below are images of the contents of an ancient Egyptian tomb. Use the images to make conclusions regarding the life of the entombed person.





Where am I?

Peter has been using his time machine to explore the past. He doesn't know where he'll end up! *Help Peter to find where he is on the map.*

Q1

Read Peter's descriptions of the places he travels to and use the information given to determine where he is. There are 3 pages on the page that Peter took to help you.



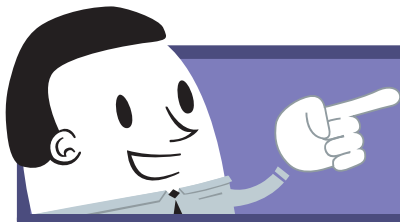
The area is mountainous and the climate is warm and dry. I am seeing food at the local market. There are beautiful temples. I am near a crowd cheering at a sport event. The winner is being celebrated.



I am walking on a hillside; plants are growing on the hillside. The area is very green and isolated; there is a wall to border the area. I follow the wall for miles. It stretches as far as I can see. I am in a place where people talk about an emperor.



I am hearing the sounds of crickets. I'm on the edge of a river where farmers are working. In the river beds there is something that looks like a large construction. I have blocked up a ramp to build something that looks like a triangular



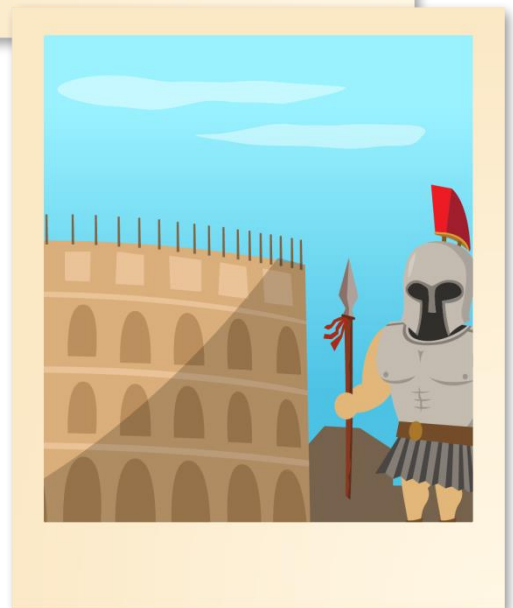
Where am I?

!

...This exercise is continued from the previous page.



I am in a large, busy city; it is very crowded and noisy. People are
draped around themselves. There are soldiers marching through
everyone is on their way to a public fight at a place they call





Working W
Drawing



SAMPLE

3894



MIGHTY MINDS
Educational Consultants



To assist you in using this resource, we have compiled s

This Mighty Minds 'Fundamentals' Lesson focuses on the skill of **completing work** and presents this skill through a theme from the Australian Curriculum (Geography). This lesson is also targeted at a certain skill level, which is **completing work** that is suited to them.

Our 'Fundamentals' Lessons are split into two sections. The first section contains different types of resources.

- The main title page; and
- The blank student work

- This set of instructions
- The Teacher's Checklist
- The Item Description
- The student responses on the student worksheets to ensure that answers are correct
- The teacher's responses to ensure more detailed explanation of the model responses or any other
- Final

Workbooks are available for each chapter. You may want to provide a workbook (the first set of pages) for the students. If students are not using a workbook, you may also like to provide them with the student answer

so that if you email us with suggested changes to any lesson, we will send you the revised lesson – free of charge.

to resources@mightyminds.com.au and we'll get back to you as soon as we





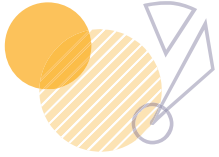
Although we may not realise it, we draw conclusions about the world from the limited information about it that we are provided with. An example is how we judge the plot and quality of a movie based on its trailer, or why we think a person is rich because they are carrying a designer handbag. But we are often wrong in drawing justified conclusions about a person, situation or object.

While drawing conclusions is often done subconsciously, teachers should make sure that students can actively employ to assist them. They may be asked to identify the information that they can gather from the situation to make a conclusion. For example, in a textual example, they should look for spoken language or other cues that indicate that someone is upper class or well educated, whereas slang or other cues indicate a lower social background.

In visual examples, details such as the color of the background and the color of the text can contribute significantly to meaning. It is also important to consider the layout of the text within the visual image, as these features might provide additional information or context.

When drawing conclusions, students should be encouraged to realise that the answer will rarely be explicitly stated in the text – they will need to identify relevant points and put them together partly using their own knowledge. The text may contain many ‘clues’ or ‘links’ to various points of information (such as names, dates, places, etc.). In these situations, students should be advised to read through the text carefully to identify the ‘clues’ or draft of their understanding of the text before proceeding to draw conclusions. It is also advisable that students take note of every clue separately and use it to build up a complete picture of the information in the search for the ‘big picture’ (and often the ‘small picture’ as well).





For the Teachers

Please note: any activity that is not completed during class time will be undertaken at a later date.



'Who Dunnit?', 'Life and Death'

Activity Description:

- This lesson comprises three worksheets and a video, leading to conclusions.
- The first activity, 'Who Dunnit?', requires students to analyse evidence provided.
- The second activity, 'Life and Death', requires students to analyse a graph on ancient Egyptian farming seasons and the contents of a tomb.
- The third activity, 'Where is the tomb?', requires students to analyse information included in written passages and corresponding images to determine the method a time traveller is describing.

Purpose

- To develop students' conclusions from both visual and written information.

Knowledge

- Understanding of words and other symbols (α1)
- Understanding of words and other symbols (α3)
- Understanding of words or other symbols (α4)
- Understanding of pictures/ illustrations (α5)
- Understanding of tables or diagrams or maps or graphs (α6)
- Understanding of text (β29)
- Understanding of information (β38)
- Understanding of information (β41)
- Understanding of information (β43)
- Understanding of information (β48)



Conclusion:

The lesson is expected to take approximately one hour to complete – 20 minutes per

This Item Description is continued on the next page...





For the Teachers - continued

...This Item Description is continued from the previous page.

‘Who Dunnit?’, ‘Life and Death’

- **Teaching Notes:**

- If students need any extension activities, the following activities are provided.
 - For ‘Who Dunnit?’, they could be given a mystery to solve and have a peer solve it.
 - For ‘Life and Death’, they could be given a story to conclude who the buried person was and how they died. They could also be given a pyramid to allude to a scribe.
 - For ‘Where am I?’ they could be given a map and have their peers solve them.

- **Follow Up/ Class Discussion:**

- What do you know about the activities?





Who Dunnit?

Late last night, Princess Asentha's chambers were broken into and a gold necklace was stolen. *The royal guards have four suspects and must determine which suspect is the true criminal. Each suspect has a confession.*



Q1 Below is Princess Asentha's statement. Read the report.

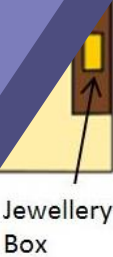
Princess Asentha's statement 1300BC

I went to bed in my chamber last night around 8:00pm. My guards were, as usual, standing outside my chamber door. At this time, my gold necklace was in my jewellery box on the top of my chest of drawers. My chamber was square shaped like a square and when you entered through the door, my bed is on the opposite wall. When I was in bed, my door was to my left where my drawers and on top was my jewellery box. The window on the side of the chest of drawers, was open as I fell asleep around 8:00pm. I didn't hear anything through the window until around 7am and when I opened my jewellery box, I found my precious necklace missing.



a) Using the information from Princess Asentha's report, draw and label her chambers and determine where the burglar most likely entered.

Princess Asentha reports that there are guards
outside her chamber and that her window was left
open. Therefore, the window was the most likely
place for the criminal to enter.





Who Dunnit?

!

...This exercise is continued from the previous page.

a) Who do you think stole Princess Asentha's necklace? Provide reasons.

Both Senbi and Khu have no one to confirm their alibis, but

confirmed by the other servants. One of the fingerprints

Therefore, the criminal is most likely Senbi.

b) One other fingerprint was found on the jewellery box. Who might this fingerprint belong to?

The ex who has touched the jewellery box. Senbi may

have that may have belonged to Princess Asentha or one of her





Who Dunit?

Question One:

Students were required to read the statement given by Princess Asantha before and after her necklace was stolen. The statement outlining what she was asked to interpret her answer in order to sketch Princess Asantha's room and to infer where the criminal most likely entered the room. A diagram of the room a) are provided below.

Model Response:

a) Using the information from Princess Asantha's statement, students can determine where the burglar most likely entered the room. *Princess Asantha reports that there are no windows in her room. Her window was left open. Therefore, the window was the most likely entry point.*

Model Drawing:

Question Two:

Students were given a diagram of the room and three suspects. Each suspect had their fingerprints taken. Students were to use the evidence and alibis to draw conclusions about who committed the crime. One of the fingerprints did not match any of the suspects. Students were asked to infer to whom the fingerprint could belong.

Princess Asantha's necklace? Provide reasons to confirm their alibis, but Nymmatre's can be confirmed. One of the fingerprints matches Senbi's but not Khu's. Senbi is the most likely Senbi. The fingerprint was found on the jewellery box. Who might this fingerprint belong to? It could come from anyone who has touched the jewellery box. Senbi may be the one who touched the box or the fingerprint may have belonged to Princess Asantha or one of the other suspects.





Life and Death

The life and death of ancient Egyptians has captivated historians for centuries. In life, ancient Egyptians relied on farming for survival and the year was split into three seasons: the planting, the harvest and the flood seasons. Many believed they could take what they were buried with to the afterlife.



Q1 Analyse the graph below of the three seasons of ancient Egypt and draw conclusions about why they split the year into three seasons.



The ancient Egyptians split the year into three seasons: the planting, the harvest and the flood seasons. Many believed they could take what they were buried with to the afterlife.

edges of the Nile river. The water level rises from 2M in January to 10M in June, then falls back to 2M in July.

could not grow their crops. The water level rises from 2M in January to 10M in June, then falls back to 2M in July.

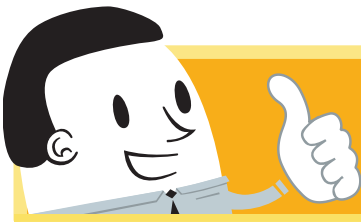
crops. The water level rises from 2M in January to 10M in June, then falls back to 2M in July.

Key

- Harvest season
- Planting season
- The Nile flood



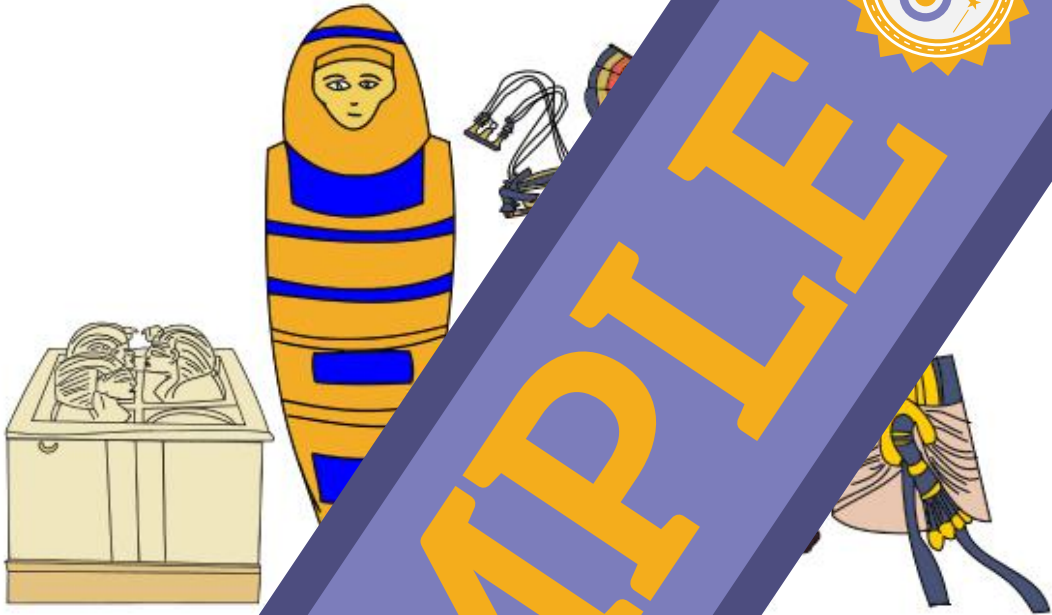
tested before the flood came back in July.



Life and Death

Q2

Below are images of the contents of an ancient Egyptian tomb. Use the images to make conclusions regarding the life of the entombed person.



- The Egyptian mummy was found in a sarcophagus, which indicates that the family could afford a tomb burial. There was also jewelry found with the mummy, which indicates that the Egyptian was wealthy.
- The toys found with the mummy indicate that the Egyptian was a child.
- The child's name was written on the sarcophagus, which indicates that the child was the son of a wealthy or royal family.



Life and Death

Question One:

Students were told about the three farming seasons of ancient Egypt and when they take place. The students were required to analyse the graph and explain why the ancient Egyptians split the year into three farming seasons. To interpret the graph, therefore students should have responded as follows. The model response provided below.

Model Response:

The ancient Egyptians planted their crops in the winter season. When the Nile flooded their crops could not grow. They waited for the summer season immediately after the flood season to allow time for the crops to grow. The crops were harvested back in July.

Students may have added that the flood season was used to water the crops by watering the soil.

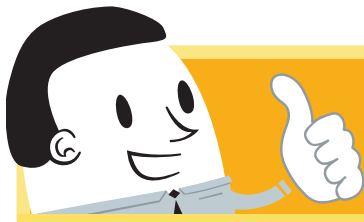
Question Two:

Students were given images of two ancient Egyptian tombs. They were asked to draw conclusions about the person who was buried in each tomb. The model response provided below.

Model Response:

- *The Egyptian was a wealthy person. The family could afford a tomb burial, which was a further indication that the Egyptian was wealthy.*
- *The Egyptian was a child.*
- *The Egyptian was the son of a wealthy or royal family.*





Where am I?

Peter has been using his time machine to explore the past. He doesn't know where he'll end up! *Help Peter to find where he is* on the page that Peter took to help you.

Q1

Read Peter's descriptions of the places he travels to and use the information given to determine where he is. There are three pages that Peter took to help you.



The area is mountainous and the climate is warm and dry. I am seeing food at the local market. There are beautiful temples. I am near a crowd cheering at a sport event. The winner is being crowned.

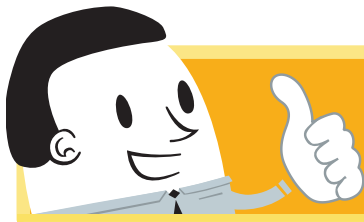
Ancient Greece



I am walking on a hillside; plants are growing on the hillside. The area is very green and isolated; there is a wall to border the area. I follow the wall and see many friends. It stretches as far as I can see. I am in a place where people talk about an emperor.



I am hearing the sounds of crickets. I'm on the edge of a river where farmers are working. In the river beds there is something that looks like a large construction. I see blocks up a ramp to build something that looks like a triangular structure.



Where am I?

!

...This exercise is continued from the previous page.



I am in a large, busy city; it is very crowded and noisy. People are
draped around themselves. There are soldiers marching through
everyone is on their way to a public fight at a place they call

Ancient Rome





Where am I?

Question One:

Students were asked to find out where Peter's time machine had taken him (from text and images) he gives about his surroundings. The correct answer is Ancient Greece. The rationale and bolded text in the passages to show bits of information that lead to the answer are as follows:

Correct Responses:

The area is **mountainous** and the climate is **hot and dry**. There are **temples** and I can hear the roar of a crowd cheering at a **public fight**. I am wearing a **laurel wreath**.

Answer: *Ancient Greece*

Rationale: *Greece is a mountainous country with a hot and dry climate. Greece is well known for its temples with statues of gods and goddesses. The laurel wreaths that were given out at the Olympics.*

I am walking in ponds that have **lotus flowers** growing on the ponds. It's a humid day and the air is **stuffy**. There is a **large wall** that seems to **border the area**. The wall is made of **bricks**, but it never ends. It **stretches as far as I can see**. I am in a place where people talk about an **emperor**.

Answer: *Ancient China*

Rationale: *The sun is hot in the Chinese countryside, and the 'large wall' is clearly the Great Wall of China, which stretches as far as Peter can see. Furthermore, the Great Wall is a symbol of its history.*

It is a very **hot** day. I can hear the sound of crickets. I'm on the edge of a **river** where farmers are **planting rice**. In the river beds there is something that looks like a **large ramp**. I see **moving large blocks up a ramp** to build some **pyramids** in shape.

Answer: *Ancient Egypt*

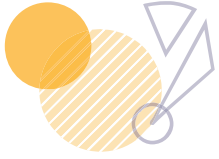
Rationale: *Pyramids are a symbol of Ancient Egypt. Students should remember this from the last lesson. The ancient Egyptians used to move large blocks up a ramp about the river's flooding season. The ancient Egyptians are most likely carting around large blocks.*

The area is **crowded and noisy**. People are wearing what look like **bed sheets**. There are **soldiers marching through the streets in full armor**. They are going to a **public fight at a place they call the Colosseum**.

Answer: *Ancient Rome*

Rationale: *Romans are famous for their togas, which look a lot like bed sheets. The Colosseum is a famous arena for their soldiers, who look like the one in the image. Ancient gladiators fight in the Colosseum.*





End of Learning

Please

If you feel there is a need for this booklet for you to use with your class, you may use the activities (whole worksheets or half sheets) for

Alternatively, you can use the entire worksheet to use at a later date.



MIGHTY MINDS
Educational Consultants