

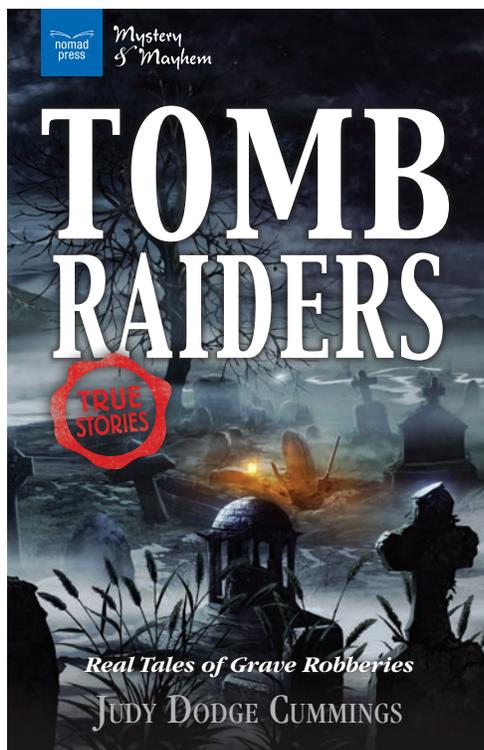
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# CLASSROOM GUIDE

## Including Essential Questions and Common Core Connections

Nomad Press offers concise classroom guides to help educators explore content-related topics with students and encourage them to develop ideas in meaningful ways.

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**Age:** 10–13

**Grade:** 4–6

**Softcover:** 9781619306226, \$9.95

**Hardcover:** 9781619306202, \$19.95

**eBook:** all formats available, \$7.99

**Specs:** 5.75 x 9, 128 pages, b&w interior

**Focus:** World History, Reading & Language Arts

**GRL:** Z

### Tomb Raiders: Real Tales of Grave Robberies

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Why on earth would anyone want to dig up a grave? The characters in *Tomb Raiders: Real Tales of Grave Robberies* all have their reasons.

Armed with shovels and crowbars, thieves throughout history have unearthed graves out of greed, hunger, and knowledge. *Tomb Raiders* recounts little-known stories of body snatchers and crooks of the crypt, including the starving colonists in Jamestown, Virginia, medical students in New York City in 1788, grave robbers raiding ancient Egyptian pharaohs in the Valley of the Kings and another pyramid in Sipán, Peru, and even kidnapers who see an opportunity in the tomb of President Abraham Lincoln! The *Mystery & Mayhem* series delves into fascinating tidbits of history to provide kids with a jumping-off point into a lifelong habit of appreciating history.

Learn more about *Tomb Raiders* at [nomadpress.net/books/tomb-raiders/](http://nomadpress.net/books/tomb-raiders/)



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## ESSENTIAL QUESTIONS TO ASK

## KEY VOCABULARY

ambitious, cache, charter, dysentery, excavate, forensic, irrigate, mummy, ransom

### BEFORE READING

#### 1 Establish Background Knowledge

- a Why is studying history useful?
- b What kinds of problems can be solved by thinking about how people did things in the past?
- c How have you used what you know about history in your own life?

#### 2 Skill Introduction

- a What do you do when you come to a word or phrase you do not know?
- b How do scientists and archaeologists collaborate with each other to solve problems?

**CCC: CCSS.ELA-Literacy.RH.3** Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

### DURING READING

#### 1 Check for Understanding

- a How does someone's environment influence their beliefs about right and wrong?
- b How does scientific inquiry change from decade to decade? What medical discoveries have changed the way we think about health and illness?
- c Do you think it's possible for historical mysteries to stay mysteries forever or will technology always help find the answers to the questions of what happened?

**CCC: CCSS.ELA-Literacy.SL.1c** Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.



What did the Lord of Sipán actually look like? Check the link to find out:  
[pocho.com/this-is-the-face-of-perus-lord-of-sipan-2000-year-old-warrior-priest-video](http://pocho.com/this-is-the-face-of-perus-lord-of-sipan-2000-year-old-warrior-priest-video)



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## ESSENTIAL QUESTIONS TO ASK

### AFTER READING

#### 1 Summary and Expansion

- a What did you learn, and how does it apply to your own life?
- b What words or phrases were difficult?
- c What surprised you?

#### 2 Critical Thinking

- a Who owns ancient artifacts? The people who find them? The people who own the land on which the objects are found? A museum?
- b In Chapter 2, The Doctors' Riot, the public only became concerned with the grave robbings when a white person's body was dug up. Did the reaction of the mob have anything to do with race?
- c Why did ancient Egyptians embalm their dead? Why do we do this now? What is similar about our cultures?

**CCC: CCSS.ELA-Literacy.RH.8** Distinguish among fact, opinion, and reasoned judgment in a text.

**CCC: CCSS.ELA-Literacy.SL.1c** Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

**CCC: CCSS.ELA-Literacy.WHST.7** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

### COMMON CORE CONNECTIONS

**Grade: 7 Language** CCSS.ELA-Literacy.L.7.3,4,4a,4b,4c,4d,5,5b,5c,6

**Grade: 6-8 History / Social Studies** CCSS.ELA-Literacy.RH.6-8.1,2,3,4,5,7,8,9,10

**Grade: 7 Speaking & Listening** CCSS.ELA-Literacy.SL.7.1,1c,1d,3,4,5,6

**Grade: 6-8 Writing HST** CCSS.ELA-Literacy.WHST.6-8.4,6,7,8,9,10



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## COMMON CORE CONNECTIONS

### Grade: 7 Language

CCSS.ELA-Literacy.L.7.3,4,4a,4b,4c,4d,5,5b,5c,6

- 3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
  - 4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
  - 4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
  - 4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
  - 4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- 5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - 5b Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
  - 5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
- 6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### Grade: 6-8 History/Social Studies

CCSS.ELA-Literacy.RH.6-8.1,2,3,4,5,7,8,9,10

- 1 Cite specific textual evidence to support analysis of primary and secondary sources.
- 2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- 3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- 4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- 5 Describe how a text presents information (e.g., sequentially, comparatively, causally).
- 7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- 8 Distinguish among fact, opinion, and reasoned judgment in a text.
- 9 Analyze the relationship between a primary and secondary source on the same topic.
- 10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.



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## COMMON CORE CONNECTIONS

### Grade: 7 Speaking & Listening

CCSS.ELA-Literacy.SL.7.1,1c,1d,3,4,5,6

1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

1c Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

1d Acknowledge new information expressed by others and, when warranted, modify their own views.

3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 here for specific expectations.)

### Grade: 6-8 Writing HST

CCSS.ELA-Literacy.WHST.6-8.4,6,7,8,9,10

4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

9 Draw evidence from informational texts to support analysis, reflection, and research.

10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.



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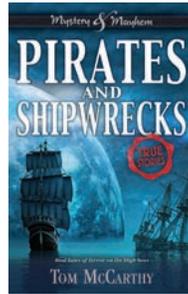


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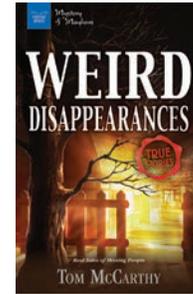
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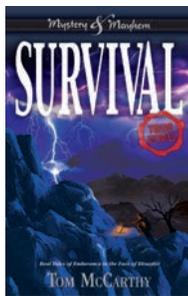
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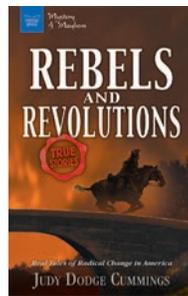
Author: Tom McCarthy



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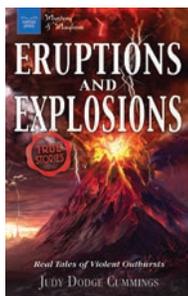
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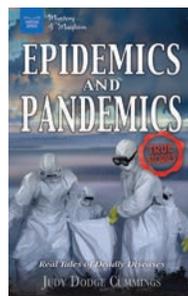
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