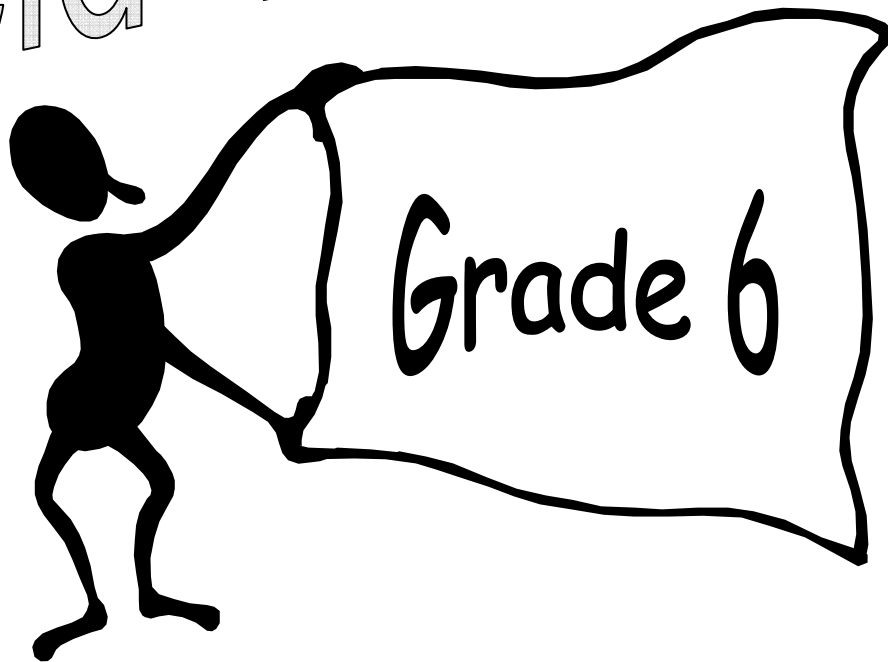


New York City Department of Education
Department of Social Studies

Field-Test Edition



Egypt Past and Present

What Does It Mean For a Society to Advance?

A Sample Unit of Study

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Special Thanks to Troy Fischer, Director of Instructional Technology

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THE NEW YORK CITY DEPARTMENT OF EDUCATION

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Dear Colleague:

We are proud to share this unit of study developed by New York City teachers. It contains tools for planning and adapting curriculum to meet the needs of your students. Since you know your students best, we encourage you to customize and extend these lessons, building on your students' strengths. Please consider it a working draft to be adapted to accommodate the needs and interests of your students. This and all our units of study have been designed with this in mind. It may also be used as a planning tool for grade-level meetings and professional development.

Clearly, many wonderful things are going on in social studies classrooms around the city, as evidenced by the units of study teachers have shared with us. We invite you to share your own units of study and project ideas with us so we may spread your ideas throughout the city.

The unit reflects the New York State Core Curriculum in Social Studies and makes use of the social studies core libraries offered to all K–8 classrooms in New York City. It also integrates the vast resources of this city, including museums, cultural institutions, and neighborhood walks.

The unit was created using the “backward planning” design process. Backward planning, inspired by the work of Grant Wiggins and Jay McTighe in their book *Understanding by Design*, begins with the desired end in mind. Lessons and activities are created to scaffold the learning for students in order to bring them to that end. Each unit of study is developed around an “essential question,” which serves as an organizing thread for the unit of study.

Looking at the New York State Core Curriculum in Social Studies, one might become overwhelmed by the tremendous volume of content. Using the principles of backward planning, we make decisions about what we will teach, how and to what extent we will teach it, and why. Once we begin to think carefully about what we expect the students to learn, think, and be able to do by the end of a specific unit of study, we can plan efficiently and strategically, and make sure that the appropriate learning experiences are provided.

The first step is to brainstorm around the topic. We have included a sample brainstorming web to illustrate this process. It is not expected that everything on the web be included in the final unit. It is merely a tool to help the curriculum writers think about possibilities.

The next step is to create an essential question, a question that asks students to think beyond the literal. It should be multi-faceted and lend itself to discussion and interpretation. Some examples are: “What does it mean to be free?” or “What is the role of government?”

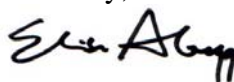
Once the essential question is created, we develop a series of focusing or guiding questions. These questions are content-specific. They help frame the unit of study and later serve as guides for lessons and activity development. Focusing questions are related to the essential question.

Then we can develop goals, objectives, and outcomes for student learning. We ask ourselves what we want the students to know, understand, do, or create. We list or assemble appropriate, multi-dimensional, and varied resources including human resources (guest speakers, experts, artists, performers), books (all genres of quality literature related to the unit of study), magazines, articles, videos, DVDs, posters, artifacts, Internet and online resources, and primary documents. We also research possible field trips to cultural institutions, museums, and community organizations, as well as appropriate neighborhood walks related to the unit.

Finally, we design a variety of assessments to meet the needs of all learners. We choose an appropriate celebration or culminating activity to assess, validate, and honor student learning and products/projects. All the lessons and activities should be designed to scaffold the learning of content and skills to bring students to the final project.

We hope that you will use this unit of study as a starting point for your own planning. Where appropriate, connect with your colleagues (arts, science, math, and literacy teachers) to enrich and extend the unit. Please feel free to share suggestions, additions, or comments.

Sincerely,



Elise Abegg
Director of Social Studies

Dear Reader,

Welcome to the sixth grade unit of study on Egypt: Then and Now. This unit has been designed for teachers *by* teachers during a February curriculum writing institute. It is to be used as part of a year-long sixth grade social studies curriculum. This unit of study is also aligned with the new K-8 core libraries in social studies. By studying ancient Egypt, our sixth grade students can gain an understanding of the beginnings of a society and the start of formalized government. In this unit of study, the students will explore the question, **"What does it mean for a society to advance?"**

Inside this packet you will find an overarching essential question, some focusing questions, a *"brainstorm of possibilities,"* as well as some suggested lessons and resources to support you as you bring this unit alive in your classroom. The lessons are designed so that each teacher can customize and enrich the teaching points to meet the needs and interests of his or her students. We have purposely provided a few *SAMPLE* lesson plans to help you along the way, since there are many ways to help students understand the content and concepts in social studies. In addition, you can find many approaches to using nonfiction in a project-based social studies curriculum. We hope that during your grade-level meetings and/or your extended professional development sessions, you will meet with other grade-level teachers to discuss the classroom collections and to create additional lessons, as you help build a culture of professional learning and collegiality in your schools.

Students will begin this unit by looking at the geography of Egypt and focusing on its effect on Egypt, then and now. Next, students consider the people of Egypt and the social structures that were and are in place. After exploring the social structure of the people of Egypt, students begin to investigate the history of both modern and ancient Egypt. Finally, students learn about the structure of government and how it has changed from ancient days to present day. While investigating the aforementioned subject areas, students learn of the similarities and differences that exist between the beginning of Egyptian society and contemporary Egyptian society, and they relate the term "progress" to a society's changes over time.

Students are asked to produce a culminating project for the unit of study that incorporates the lessons and activities completed throughout the unit. The unit of study that follows contains suggestions for timing, lessons, activities, and a final project.

Social Studies and ELA Learning and Performance Standards

New York State Social Studies Learning Standards	NYC New Performance Standards in ELA	Sample list of strategies that Social Studies and ELA have in common. Check all that apply and add new strategies below.
<p><i>Circle the one(s) that apply to this specific unit and add specifics below.</i></p> <p style="text-align: center;">History of the United States and New York State</p> <p style="text-align: center;">World History</p> <p style="text-align: center;">Geography</p> <p style="text-align: center;">Economics</p> <p style="text-align: center;">Civics, Citizenship, and Government</p> <hr/> <p>What <i>specific</i> social studies content will this unit focus on?</p> <p style="text-align: center;">Egypt: Past and Present</p>	<p><i>Circle the one(s) that apply to this specific unit and add specifics below.</i></p> <p style="text-align: center;">E-1: Reading</p> <p style="text-align: center;">E-2: Writing</p> <p style="text-align: center;">E-3: Speaking, Listening, and Viewing</p> <p style="text-align: center;">E-4: Conventions, Grammar, and Usage of the English Language</p> <p style="text-align: center;">E-5: Literature</p> <p style="text-align: center;">E-6: Public Document</p> <p style="text-align: center;">E-7: Functional Documents</p> <hr/> <p>What <i>specific</i> literacy skills will this unit focus on?</p> <p style="text-align: center;">Reading non-fiction, note-taking, and writing (Travel Brochure).</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Present information clearly in a variety of oral, written, and project-based forms that may include summaries, brief reports, primary documents, illustrations, posters, charts, points of view, persuasive essays, and oral and written presentations. <input type="checkbox"/> Use details, examples, anecdotes, or personal experiences to clarify and support your point of view. <input type="checkbox"/> Use the process of pre-writing, drafting, revising, and proofreading (the “writing process”) to produce well constructed informational texts. <input type="checkbox"/> Observe basic writing conventions, such as correct spelling, punctuation, and capitalization, as well as sentence and paragraph structures appropriate to written forms. <input type="checkbox"/> Express opinions (in such forms as oral and written reviews, letters to the editor, essays, or persuasive speeches) about events, books, issues, and experiences, supporting their opinions with some evidence. <input type="checkbox"/> Present arguments for certain views or actions with reference to specific criteria that support the argument; work to understand multiple perspectives. <input type="checkbox"/> Use effective and descriptive vocabulary; follow the rules of grammar and usage; read and discuss published letters, diaries, and journals. <input type="checkbox"/> Gather and interpret information from reference books, magazines, textbooks, Web sites, electronic bulletin boards, audio and media presentations, oral interviews, and from such sources as charts, graphs, maps, and diagrams. <input type="checkbox"/> Select information appropriate to the purpose of the investigation and relate ideas from one text to another; gather information from multiple sources. <input type="checkbox"/> Select and use strategies that have been taught for note-taking, organizing, and categorizing information. <input type="checkbox"/> Support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns. <hr/> <p>What <i>specific</i> social studies strategies will this unit focus on? Students will create a travel brochure that will focus on ancient Egypt or current Egypt.</p>

Brainstorm of Teaching Possibilities (Select a subset of those ideas that align with your Essential Question, focusing questions and the "big ideas" you have for this unit.)

Math

- Population numbers.
- Measure Egypt's imports and exports as compared to other African nations.
- Charts and tables.
- Building to scale (scale model-making).
- Create a timeline.
- Measurement. And/or use of Scale.
- Estimation.
-
-

Diversity/ Democracy/ Civics

- Government structures.
- Create a political timeline.
- How was diversity (or lack thereof) reflected in the arts? The government structures?
- How were issues of equity and access addressed?
- How was the government formed?
- How has the government changed over time?
- What is the role of the citizen? Their rights?
- Research social hierarchy.
-
-

Science/ Technology

- Technology of architecture, construction. techniques; building pyramids.
- How water was used and moved.
- Plumbing and heat in structures.
- How soil was irrigated: agriculture.
- Calendar; clothing, tools and ancient technology.
- Compare resources of Egypt in ancient times and today.
- Create a desert walk: a tour of the desert.
-
-

Language Arts

- Write reports; eulogize a pharaoh or priest.
- Text-to-text, self-world connections.
- Read non-fiction about Egypt.
- Note-taking at museums; note-taking skills.
- Respond to document-based questions on The Book of the Dead.
- Use of historical fiction about Egypt.
- Write a play depicting daily life.
- Write a journal response from the point of view of someone in ancient Egypt.
- Create a travel journal.
-
-

History/ Primary Resources/ Artifacts

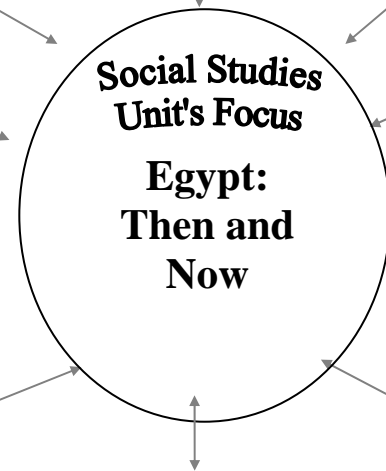
- Maps.
- Book of the Dead.
- Photographs of architectural structures and artifacts.
- Clothing/weapons and other artifacts.

Important People:

- King Tut; Hatshepsut.
- Gods.
- Pharaohs.
- Travel maps and personal logs of famous people.
-

Important Events:

- Determine how Egypt's government has changed over the course of history.



Physical Education/ Health

- Hygiene and living conditions.
- Mind-body relationships.
- Ecology and its relationship to health.
- How did the foods affect the health of the citizens?
- How has medicine changed?.
- What was the role of physical ability?
-

Dance/ Music/ Drama

- Religious dances.
- Explore Musical instruments of the time.
- What was the role of the theatre in society? Who attended?
- How were myths communicated through the arts?
- What were the typical ceremonies and common rituals?
- How were artisans treated in society?
- Compare modern Egyptian art to ancient Egyptian art.
-

Visual Arts

- The use of art to understand daily life.
- The technology of art creation.
- Sculptures: how social structures were portrayed.
- Hieroglyphics and icons.
- What was the purpose of art?
- How were the pyramids depicted in art?
- How were images and icons used in visual art?
- Study Islamic art and its images.
-

Unit's Essential Question

What does it mean for a society to advance?

Focusing Question:

What is, or what was, daily life like for Egyptians?

Focusing Question:

How has geography affected Egyptians?

Focusing Question:

How has/does Egypt's governmental structure reflect the nation's ideology and culture?

Activities that support this question:

- Research social hierarchy.
- Design an advertisement for the job of a pharaoh.
- Create a "gallery" of different aspects of daily life.
- Write a play depicting daily life.
- Create "postcards" from Egypt.
 - Research mummification.
 - Explore archaeology and its importance in understanding history.

Activities that support this question:

- Research social hierarchy.
- Design an advertisement for a pharaoh.
- Create a "gallery" illustrating different aspects of daily life.
- Write a play depicting daily life.
- Send "postcards" from Egypt.
 - Research mummification.
- Explore archaeology and its importance in understanding history.
- Debate the construction of a dam.

Activities that support this question:

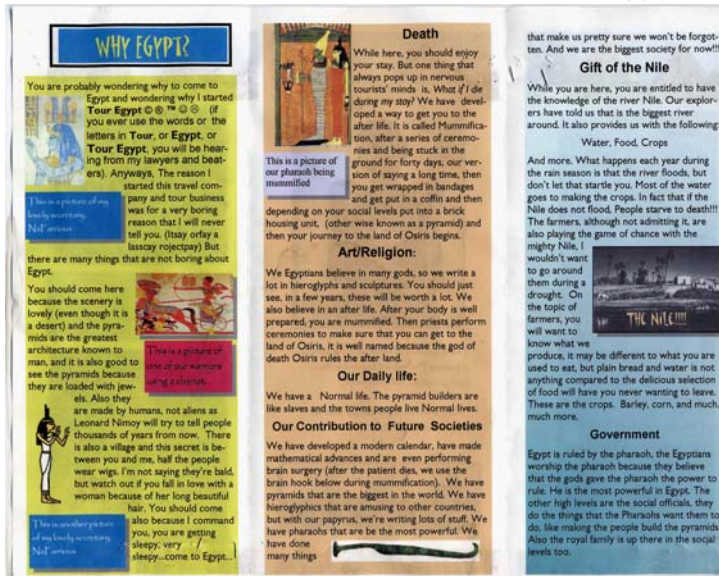
- Write a proposal to stop grave robbing in the pyramids.
- Respond to queries on the Book of the Dead.
 - Create a political timeline.
- Examine hieroglyphs and create own code.

Assessment Strategies (strategies used to collect and assess students' understanding and to help inform additional curriculum planning):

Collection of student writing, using checklists and/or rubrics; use of Internet for research and pictures/images.
Completed research written into a brochure form. **Final Project:** presentation of Travel Brochure.

ABOUT THE FINAL PROJECT

What would it be like to travel to the Egypt of 3000 years ago? What about to the Egypt of this weekend? Students can find out by creating a travel guide to either ancient or modern Egypt. All of the activities, lessons, and resources used in this unit lend themselves to either travel guide. Students can choose their area of interest, whether it is modern or ancient, mummies or archeology, and each student can contribute to the travel guide.



The travel guide will provide insight into what life was like and/or is like in Egypt, thus demonstrating what it means for a society to *advance*. Places to go, people to see, things to do, and cultural facts can be researched throughout the unit as independent lessons and incorporated into the final project.

The travel guide provides an opportunity for students to reflect back on the unit and elevate the most essential content. In addition to reflecting on the unit, presenting the travel guide will bring an audience into the learning process. Travel guides can be displayed; given to other classes; presented to parents, friends, and family; and donated to the school's permanent library collection for all to read.

Teachers should introduce the concept of the final project at the commencement of the unit of study. This will give students the chance to file and save any information they come across that they deem pertinent to the project, and it will serve as a motivating factor to keep students engaged throughout the unit. As the weeks progress, teachers can monitor student interests and assist students in choosing their areas of study for the travel guide. Students can work individually, in pairs, and/or in groups.

(See also pages 53-56.)

Lesson/Activity Planning Grid

Essential Question: What does it mean for a society to *advance*?

Culminating Project: Travel Brochure

What is the focusing question?	<u>Specific activity</u>	What resources will you need? Books? Web sites? Primary documents? Art materials?	What <i>specific</i> content will be covered?	What <i>specific</i> literacy skills will this activity focus on? <i>What specific strategies will this activity focus on?</i> What critical thinking skills are being used?	How will you integrate the ELA standards (reading, writing, speaking, listening, and viewing)? How might you integrate mathematics, science, and the arts?	Is this an independent, small group, or whole class activity? Please indicate.	How will you differentiate this activity to meet a range of learners?	How will the students exhibit their understanding of this activity? How will this lead to the culminating project?
How has geography affected Egyptians?	<i>Students will view pictures of the Nile River and create an advertisement selling a trip down the Nile River as a vacation idea.</i>	<i>Pictures of the Nile River via the Internet, books, or overheads. Brief written description of the function and importance of the Nile River</i>	<i>Students will view pictures of the Nile and write an advertisement selling a trip down the Nile River as a vacation idea.</i>	<i>Reading Listening/Viewing Persuasive Writing Critical Thinking: The importance of the Nile River Valley to Egypt.</i>	<i>E1 – Reading E3 –Listening/Viewing E7 – Functional Document (persuasive writing) SS 2 – Global Studies Arts – Using visual aids to create a written document.</i>	<i>This can be done as an independent or a small group activity.</i>	<i>A range of classroom materials can support diverse learners.</i>	<i>Students will create an advertisement attempting to use a combination of pictures and persuasive writing to get people to travel to the Nile River. This can be applied to the culminating project or used as a model for the project.</i>

SUGGESTED TIMEFRAME

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<i>Focus</i>	<i>Geography</i>	<i>People/Social Structure</i>	<i>History</i>	<i>Government Structure</i>	<i>Optional</i>	<i>Final Project</i>
<i>Ancient</i>	1–2 Days	2–3 Days	1–2 Days	2–3 Days		Create Travel Brochure.
<i>Modern</i>	1–2 Days	1–2 Days	1–2 Days	1–2 Days		Create Travel Brochure.
<i>Activities (Lesson Plans included in Part III: Appendix)</i>	Debate on the building of the dam. Create a relief map.	Research social hierarchy. Write a proposal to stop grave robbing in the pyramids.	Respond to queries on the Book of the Dead.	Design an advertisement for a pharaoh.		

SUGGESTED Unit Mapping Guide

Essential Question: *What does it mean for a society to advance?*

Culminating Project: Create Travel Brochure

Use this suggested planning guide to help sequence lessons. You may want to adjust and shift sequence to meet your needs.

Week _____	READ ALOUD READING Focusing Questions: <i>How has geography affected Egyptians?</i> <ul style="list-style-type: none">□ Content:□ Skill: Connect to prior knowledge. Suggested minilesson: Materials: WRITING PROJECT <ul style="list-style-type: none">□
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Social Structure (Note: the product of this lesson can be a section of the travel guide to ancient Egypt called “Who’s Who in Ancient Egypt.”)

Focusing Question:

What was daily life like for Egyptians?

Skill:

Getting, applying, and synthesizing information

Materials:

One computer for each group of four students, “Social Hierarchy in Ancient Egypt” Web search worksheet, and a list of sites to go to for each person OR collection of classroom books from the social studies library.

Procedure:

- Start by posing the question, “What is a social hierarchy?” and discuss why this is an important concept.
- Draw a pyramid on the board and have students draw one in their notebooks. Ask students to divide the pyramid into four parts. With their group, have them discuss and label the pyramid: From top to bottom, if we were to label this chart with the people who had the most to least power in New York City (or in their school) how would the chart be labeled?
- Discuss what each social level contributes to the society. Touch on the interdependence of each level. With the whole class or in small groups have students make a list of the pros (how can organization lead to the success of a civilization?) and cons (how is a social hierarchy unfair?) of organizing a society like this.
- Let them know that this way of organizing a society has been around and worked for many thousands of years, and has existed in places like ancient Egypt.
- Hand out the Social Hierarchy in Ancient Egypt worksheet.
- On an LCD projector (or have students gather around one monitor), model how to enter a Web site and how to navigate through it to find information. The teacher models the first example on pharaohs.
- The students continue searching for information and filling out their worksheets.
- Share out: All the examples are shared aloud. Chart hierarchy on a pyramid to show social structure.

Journal:

Introduce Perspective Writing/Journaling: During the course of the rest of the unit, students will choose different members of Egyptian society to write about. They can choose and create different personas from ancient Egypt as we learn more about the different social levels and their contributions.

Follow-up/HW:

Choose one “character” from ancient Egypt whom you learned about in the past two days and “walk in their shoes.” Write about any part of their day: morning rituals, an afternoon at work, or a bedtime ritual. Students MUST include at least 5–7 specific facts from their research on ancient Egypt. (If the teacher is reading *Pharaoh’s Daughter* with their class, they can do a deeper study of perspective, authoring, craft, etc.)

**SITES FOR SPECIFIC ROLES IN THE
ANCIENT EGYPTIAN SOCIAL HIERARCHY**

Priest (mummy maker)	www.bbc.co.uk/history/ancient/egyptians/
Queen	http://www.kingtutone.com/queens/ http://www.philae.nu/PerAnkh/Queens.html http://www.ancientnile.co.uk/harem.php
Dancer	http://www.touregypt.net/featurestories/dancers.htm
Pharaoh	http://www.kingtutone.com/pharaohs/ http://www.thepharaohs.net
Advisor to the Pharaoh	http://www.thepharaohs.net
Musician and Singer	http://www.touregypt.net/featurestories/music.htm
Boat Maker	http://nefertiti.iwebland.com/timelines/topics/navigation.htm
Painter/Sculptor/Jeweler	http://www.eternegypt.org
Farmer/Peasant	http://www.eternegypt.org
Spinner	http://www.eternegypt.org
Doctor	http://www.eternegypt.org
Wig-maker	http://www.mnsu.edu/emuseum/prehistory/egypt/dailylife/hairstyles.html
Egyptian Child	http://www.kingtutshop.com/freeinfo/Ancient-Egyptian-Games.htm
Tomb Robber	http://anubis4_2000.tripod.com/subpages1/robbers.htm
Priest/Priestess (temple)	http://www.eternegypt.org
Scribe	http://www.eternegypt.org
Pyramid Worker	http://www.pbs.org/wgbh/nova/pyramid/explore/builders.html
Pharaoh's Son/Daughter	You must look up info on pharaohs to catch a glimpse of what royal life was like!

Pharaohs (The product of this lesson could become a section of the travel guide to ancient Egypt called “Government/Rulers: What you need to know before arriving.”)

Focusing Question:

How has Egypt’s government structure reflected the nation’s ideology and culture?

Skill:

Supporting a position, analyzing information.

Goal:

Students will be able to evaluate the leadership abilities and accomplishments of some of the major pharaohs of ancient Egypt.

Materials:

Computers and/or non-fiction books on Egypt (from SS Classroom collection), copies of Pharaoh Contest worksheet.

Procedure:

- Chart the question: *What makes a good leader?* Brainstorm a list of qualities that the students value in a leader.
- Discuss results and the transition to leadership in ancient Egypt.
- Hand out Pharaoh Contest worksheet and read over instructions. Students can do assignment in partners or small groups.
- Reflection in history notebook: *What are some good leadership qualities exhibited by the pharaohs of Egypt? How did good leadership contribute to ancient Egypt’s success?*
- Share out reflections.

Follow up/HW:

Create an advertisement for the Pharaoh Contest (instructions on handout). Choose a new character for a Perspective Journal, at least two pages in your writer’s notebooks.
Possible prompt: Attending the unveiling of a new temple.

Next Day:

Who wins the contest?

Pharaoh Contest

1. *You* are the judge in Pharaoh Popularity Contest (popularity does not mean if the Egyptian people liked him/her the best, but rather if YOU like him/her the best).
2. Choose three or more Egyptian pharaohs to research using the library and the Internet (a good site is: www.eyelid.co.uk/k-q-menu.htm).
3. Take notes in your history notebook.
4. Decide which pharaoh you think would win the popularity contest and gather information on him/her.
5. Write a reflection on:
 - A. What were their good leadership qualities?
 - B. How did they contribute to Egypt's successes?
6. Draw and color an advertisement for your favorite pharaoh. Be creative and have fun. You can draw a statue of the pharaoh or what you think your pharaoh would have looked like when he/she was alive.
7. Include the following on your advertisement.
 - a. Time period he/she reigned (he/she was king/queen).
 - b. The pharaoh's accomplishments
 - c. Where the pharaoh's tomb is located.
 - d. Why you feel this pharaoh is THE BEST and should win the contest.

The Pharaoh Fact Sheet



- A powerful ruler called “the pharaoh” ruled ancient Egypt. The pharaoh was the leader of the Egyptian people.
- Pharaoh means “great house.”
- The pharaoh was also called the “Lord of the Two Lands” and “High Priest of Every Temple.”

- The Egyptians saw the pharaoh as a god, the living version of the god Horus, son of Osiris.
- The pharaoh was the ruler of Upper and Lower Egypt. The pharaoh's crown was white (Upper Egypt) and red (Lower Egypt) to show the unity of the two lands.
- The pharaoh made laws and collected taxes; he/she was an army leader and the chief of the temples.
- The pharaohs were buried in magnificent tombs, with lots of treasures to take them through to the afterlife.
- The pharaoh often carried a flail (representing the god Osiris) and a hooked stick (representing the pharaoh's authority).
- The pharaohs (men and women) often wore false beards, which symbolized royal authority.
- The main responsibility of the pharaoh was to make sure Egypt was protected and at peace.
- The pharaohs were very wealthy and lived in huge palaces with servants.
- Life in the palace for pharaohs and their family was very comfortable.
- The Pharaoh's daughter did not usually inherit the title of "pharaoh," but her husband could. Some woman ruled as pharaoh if there was no male heir. The last Egyptian pharaoh was a woman: Cleopatra.
- In some royal families, sisters married their brother in order to keep power in one family and to keep their blood line "pure."
- Menes was the first pharaoh in around 3200 B.C. He united Lower and Upper Egypt.
- Hatshepsut was a female pharaoh who ruled for 21 years. She took over the throne for her stepson who was too young to rule. She led Egypt in war against Nubia, a kingdom south of Egypt. Her large temple is located at Deir el Bari.
- Tuthmosis III became pharaoh in around 1450 B.C. He extended Egypt's boundaries.

Architects Lesson Plan

Focusing Question:

What is the legacy of the pyramids of the Old Kingdom?

Skill:

Evaluating information, making inferences and drawing conclusions.

Goal:

Students will identify the reasons for building the pyramids and how they were built.
Students will begin to understand the concept of “legacy” and how it may reflect a specific time and/or place.

Materials:

Computers, handout “Why were the Pyramids built?,” and history notebooks and/or folders.

Procedure:

- Chart the question: “What will be the architectural legacies of New York City?”
- Define and discuss the word “legacy:” an artifact of great value left for future generations to admire or use. Brainstorm a quick list and connect back to the focusing question. Define “Old Kingdom” and brainstorm a list based on prior knowledge. Explain that today they will be doing Internet research on the greatest legacies of the Old Kingdom architects: the pyramids.
- Hand out the day’s assignment sheet and review; set up small groups or partnership in front of computers.

Share-out:

Review the answers and facts filled in on the sheet. Have groups share out their problem-and-solution chart for constructing tombs to be thief-proof.

Follow up/HW:

Reflection in notebook: How do the pyramids represent the successes of ancient Egypt?

Optional:

- Have kids chart three columns in their notebooks labeled: “what I know about pyramids,” “what I want to know,” and “what I learned.”
- Explain that they will fill in all they already know in the first column. Chart a few with the class and let them finish.
- Brainstorm a few questions or wonderings for the second column with the class, and then have them continue on their own.
- Before you start the video: Preview and plan the parts of the video where you can stop so students can fill in the “what did I learn” section of their notes. Model for the students first, and then have them do it on their own. Have two or three students share out before continuing the video. Repeat as many times as necessary.
- Show the National Geographic video, *Who Built the Pyramids*.

Share-out:

At the end of the video, students can share the new facts they learned about the pyramids and how it relates back to the focusing question.

Follow up/HW:

Write a Perspective Journal, two pages in the writer’s notebook from the perspective of an architect or pyramid worker.

6. What are some theories about how they were built?

7. Go to this Web site and write a few facts about three or more pyramids:
www.guardians.net/egypt/pyramids/tour_the_pyramids.htm

pyramid name: _____
facts:

pyramid name: _____
facts:

pyramid name: _____
facts:

When you are done, go to this Web site and go into more pyramids!
www.pbs.org/wgbh/nova/pyramid/explore/

Other Activities

The Problem of the Grave Robbers

The Ancient Egyptians buried their pharaohs in large pyramids, such as the ones at Giza. Buried with the pharaoh in the tomb were many treasures made of things such as gold and precious stones. These treasures were buried with the pharaohs to go with them on their journey to the afterlife. The pyramids stood out across the desert like “shining beacons” advertising the tombs of pharaohs full of treasures. Therefore the pyramids attracted many grave robbers who looted the tombs of their treasures.

The grave robbing became a concern to the Pharaohs who did not want their tombs raided after their death. A solution to this problem was needed. You are a member of the “Pharaoh Protection Society.” It is 3560 B.C., and you have been asked to find an alternative to burying the pharaohs in the pyramids to try to protect them from grave robbers. Complete the Problem-and-Solution Chart by following the steps below:

- a. Identify the problem.
- b. Come up with three possible solutions or forms of action to solve the problem.
- c. For each possible solution, describe a possible consequence, or effect or outcome, of that solution.
- d. Decide which of your solutions you think is the best way to solve the problem and describe why.

Pyramid Assignment

A. You're a pyramid worker sending a letter home.

Imagine that you are a young man who was working to build Khufu's pyramid in about 2570 B.C. Write your family a letter home to fill them in on how you are doing. Explain how you have been spending your days and how the construction of the pyramid is progressing. Include specific historical details that you learned from the film we saw in class. This letter should be *at least* one page, hand-written on loose leaf paper.

B. You're a pyramid worker sending a postcard home.

You are one of the builders of Khufu's pyramid, and the pyramid has just been completed (it's 2566 B.C.)! Create a postcard to send to your family announcing its completion.

On one side of unlined paper, draw a picture of the completed pyramid. On the other side of the paper, draw a vertical line down the center of the page (to make it look like the back of a postcard!). On the right, write your Egyptian family's address and make a fake stamp. On the left, write a note to your family. Include *specific* historical details that you learned from the film we saw in class.

Magnetic Debate (modified from Teacher Created Materials)

Duration:

Three class periods and homework assignments.

Focusing Question:

How has geography and technology affected Egyptians?

Skill:

Recognizing that others may have a different point of view, researching time and chronology.

Goal:

Students will participate in group planning and discussion geared toward making informed decisions on the controversial issue of building the Aswan Dam.

Materials:

Fact sheet.

Assessment checklist.

Graphic organizer for note-taking during debate.

Graphic organizer for note-taking homework.

3-2-1 sheet.

Roll of masking tape.

Index cards.

Resources on the Aswan Dam—articles, Web sites, books, photos, maps, etc.

Procedure:

Pre-debate (class period 1)

Divide the class as follows, for 30 students. (For more or fewer students, be sure to make the Undecided group the largest odd number of students.)

Group	Number of students	Responsibility*
Protection and security: pro	3	Researching and building arguments for the dam’s effects on safety.
Protection and security: con	3	Researching and building arguments against the dam’s effects on safety.
Civilization and quality of life: pro	3	Researching and building arguments for the dam’s effects on the environment.
Civilization and quality of life: con	3	Researching and building arguments against the dam’s effects on the environment.
Government: pro	3	Researching and building arguments for the dam’s political and economic effects.
Government: con	3	Researching and building arguments against the dam’s political and economic effects.
Interrogation committee	5	Writing and posing questions for presenters of pros and cons.
Undecided	7	Comparing and contrasting two different points of view and deciding on which side to align themselves.

*The responsibility of taking notes during the debate is shared by all individuals.

Provide pro and con groups with fact sheets and allow time for groups to conduct research. (This sheet may be differentiated according to reading levels.)

Provide interrogation committee with numerous resources from which to generate questions.

Provide Undecideds with numerous resources from which to gain background information on the dam.

Follow up/HW:

All groups complete a 3-2-1 sheet.

Next Day: (class period 2)

All groups share 3-2-1 sheets within assigned groups.

Allow opportunity for pro and con groups to write and practice two-minute speeches, conduct more research, etc. This is a good time to check for differentiation and division of labor among the group members, for example, writing, researching, and speaking should be divided equitably. Allow for some group members to incorporate art and image skills with maps, graphs, posters, etc.

Allow Interrogation Committee to roam silently among speech-writing so as to get a glimpse of what arguments are being made. This will help generate meaningful questions.

Allow Undecideds to conduct more research and discuss findings on background information.

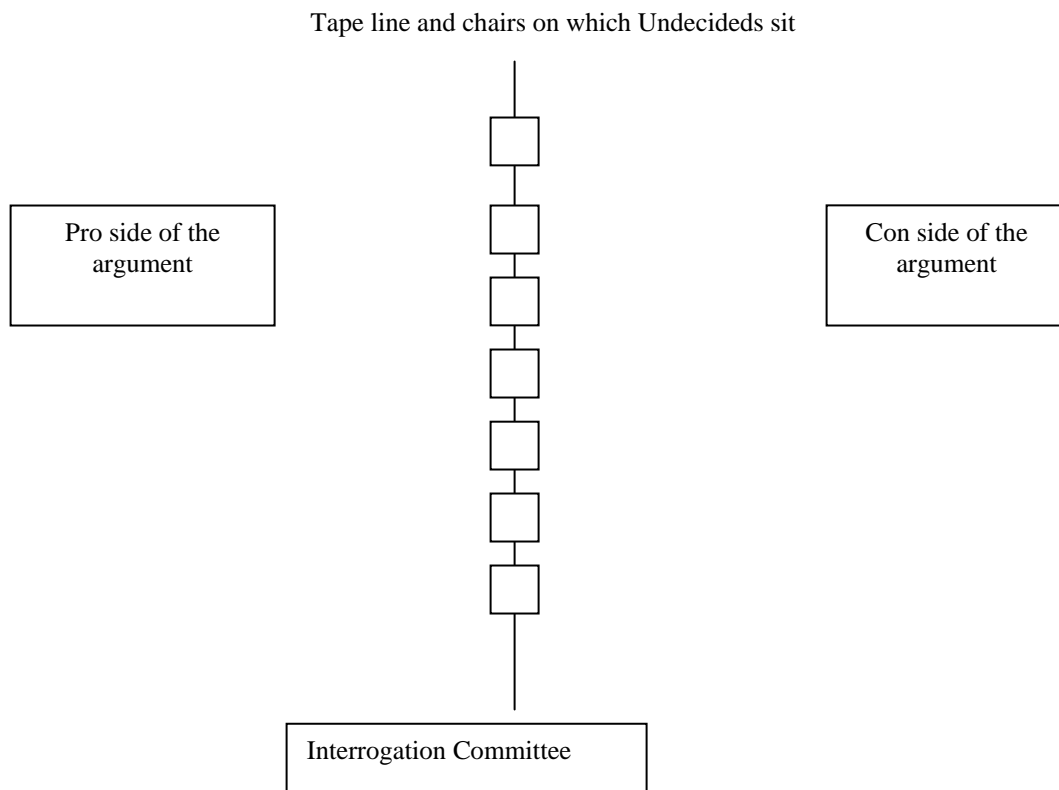
Preview note-taking graphic organizer to be used for homework. (See attached.)

Follow-up/HW

Practice listening and note-taking using note-taking graphic organizer to record main ideas of a news story from the radio or television.

Next day: (Class period)

Arrange classroom as follows.



Remind all students that they are responsible for completing note-taking graphic organizer during the debate. The teacher completes the content and process portions of the assessment checklist during the debate. Call the debate to order and follow the steps below:

1. Call out first category, protection and security, and instruct pro side to speak for two minutes.
2. Interrogation Committee asks one or two questions, and speaker responds.
3. Protection and Security con side gives short rebuttal and follows with his or her two-minute prepared speech.
4. Interrogation Committee asks one or two questions, and speaker responds.
*Undecideds may move chairs to the side that they agree with at this point.
5. Call next category, Civilization and Quality of Life, and instruct con side to speak for two minutes.
6. Interrogation Committee asks one or two questions and speaker responds.
7. Civilization and Quality of Life pro side gives short rebuttal and follows with his or her two-minute prepared speech.
8. Interrogation Committee asks one or two questions and speaker responds.
*Undecideds may move chairs to the side that they agree with at this point.
10. Call next category, government, and instruct pro side to speak for two minutes.
11. Interrogation Committee asks one or two questions, and speaker responds.
12. Government con side gives short rebuttal and follows with his or her two-minute prepared speech.
13. Interrogation Committee asks one or two questions, and speaker responds.
14. Offer a concluding speech wrapping up the content and process that has been shared during this activity.
15. The side that has the majority of Undecideds is declared winner, and Undecideds comment on what persuaded them to render their decision.

Follow-up/HW:

Pose open-ended questions for reflection on both the content and process of the debate.

Discuss the actual historic events and outcomes using information from collected resources.

The Aswan Dam Fact Sheet* (taken from Wikipedia.com)

The city of Aswan is located on the Nile River in Egypt. The river normally floods every summer as a result of waters flowing downward from Ethiopia. These floods bring nutrients and minerals that make the soil fertile around the Nile. This soil is ideal for farming. A low-water year can mean widespread famine and drought. A high-water year can mean that a crop can be entirely wiped out. Since the population is growing along the river, some feel there is a need to control the floodwaters to protect the crops and fields.

The issue of building a dam comes with the following concerns:

1. Which design will be most adequate in controlling the floodwaters?
2. What will need to be done if the dam overflows?
3. How will it be financed?
 - The U.S. has offered aid in the form of a loan.
 - Money is being made from the Suez Canal.
 - Gifts could be accepted from other countries.
4. There are monuments of major historical significance that are not safe from construction and flooding.
5. A dam could provide electricity to villages that have never been connected to such sources of power.
6. Even though Aswan is far away from many markets, a new fishing industry could be created around Lake Nasser.
7. The Nile region is made fertile by the silt left on land after a flood. This silt will eventually pile up in Lake Nasser and make it useless for storing water if a dam is built.
8. Erosion of the coastline may occur due to lack of new sediments from floodwaters.
9. International corporations will need to be relied upon to fertilize the land, causing chemical pollution.
10. The red-brick construction industry relies on mud from the Nile River Delta.
11. In the event a dam is destroyed, the resulting flood will destroy Egypt completely.

Magnetic Debate Note-taking Sheet

Name _____

Category	Pro	Con
Protection & Security		
Civilization & Quality of Life		
Government		

Listening Practice and Note-Taking

Name _____

Directions: Complete the graphic organizer while listening to a news report on the radio or television.

Circle one: Radio station or television channel.

Which station or channel? _____

List what you think the story is mostly about.

What or whom do you agree with in the story?

What or whom do you disagree with in the story?

Do you need more information about the story before you can form an opinion about it? If yes, what else do you need to know?

3-2-1

Name _____

Complete this sheet based on research you conducted in class today on the Aswan Dam.

3 Facts I found:

2 Questions I have:

1 Opinion I can form at this point:

Document-Based Questions: The Book of the Dead

*Ancient Egyptians documented history, rituals, and instructions for those who passed on. These documents, known as **The Book of the Dead** are among the most spectacular archaeological finds. Students' exploration of this "book's" availability in three forms—the original papyrus, the 1895 translation by E. A. Wallis Budge, and downloadable plates from the Internet at www.sacred-texts.com—enhances their quest to answer the unit's essential question.*

Materials

Copies of the document in three forms (attached); Some Sample Scaffolding Questions for Different Documents (attached); chart paper; markers; and student notebooks.

Procedure

1. Divide the class into three groups and distribute their version of *The Book of the Dead*, which they will be considering for this lesson. **DO NOT TELL STUDENTS WHAT THE DOCUMENT IS, BUT ONLY ITS FORM**, i.e. a piece of art, an image from a book, and text from the Internet.
2. Allow a few minutes for group discussion and assign questions appropriate for the document type.
3. Have students chart their findings and answers.
4. Share findings in large group.
5. Direct sharing so that students understand that all groups were looking at the same document.
6. Allow students to choose a form of the document that was not considered in class and assign a sample question to answer for homework.

Document-Based Questions: A Song of the New Kingdom

Ancient Egyptians wrote songs glorifying their gods as well as about their daily thoughts, feelings, and lives. A small number of these songs have survived, handwritten in hieroglyphics on pottery or papyrus. The song below dates from the later New Kingdom, between 1300 B.C. and 1100. It provides information about Egyptian society and religion.

I'm Going Downstream on Kingswater Canal

**I'm going downstream on Kingswater Canal,
with leave to attend Sun Festival;
I want to wander there where the tents
are pitched at the far end of Mertiu Lagoon.
I'll hurry along—I can hardly keep silent—
thinking of God's holy Day,
For maybe I'll see my true love go by
bound for Houses of Offering.**

**I'll stand there with you at the mouth of the Mertiu
(heart, are you with me or back in Re's city?)
Then we'll turn back to Offering House Orchard,
where I'll steal from the grove by the chapels
A branch for a festival fan.
There I can watch the whole celebration.**

**With my eyes upturned toward the holy garden,
and my arms full of flowering branches,
And my hair heavy with sweet smelling unguents,
what a splendid lady I'll be!—
Dressed fine like a princess, for Re,
Lord of Two Lands, on His feast day.**

**Fine like a bride, love,
I'll stand there (waiting) beside you.**

From John L. Foster, translation, *Love Songs of the New Kingdom*
(New York: Charles Scribner's Sons, 1969)

The following sample questions are categorized using Bloom's Taxonomy. See "Sample Scaffolding Questions for Different Documents," attached, for more suggestions.

KNOWLEDGE

List three details from the song that describe the lady's appearance.

COMPREHENSION

Explain where the lady in this song is going. What event is she attending, and where is the event located?

APPLICATION

What information shows that the speaker (lady) might be a servant?

ANALYSIS

What information leads us to conclude that the ancient Egyptians honored the god Re?

SYNTHESIS

Compose a 2–4 line response that could be sung by the lady's true love, which she is hoping to see.

EVALUATION

The translator of these lyrics described this as a love song. Do you agree with this description? Why or why not? What information supports your opinion?

Lesson: How did ancient Egypt's organized social structure lead to its many accomplishments?

Approx. time: 100 minutes over two days

Goal:

Students will be able to compare our modern societal hierarchy with that of ancient Egyptians.

Students will be able to analyze the benefits of having a highly organized society.

Students will explore daily life in ancient Egypt through multiple perspectives of the social hierarchy.

Students will be able to conduct a guided Web-based search for information regarding the people of ancient Egypt.

Materials:

One computer for each group of four students, *A Message of Ancient Days*: "A Social Pyramid," copies for each student of Social Hierarchy packet, "Social Hierarchy in Ancient Egypt" Web search worksheet, chart paper, and history notebooks.

Day I: What is a social hierarchy? Why is it important to know?

- Define social hierarchy: "A system by which a society is organized into social levels." Read it and ask students to copy it into their notes.
- Draw a pyramid on the board and have them draw one in their notebooks. Ask them to divide the pyramid into four parts. With their group, have them discuss and label the pyramid: From top to bottom, if we were to label this chart with the people who had the most to least power in New York City (or in their school), how would the chart be labeled?
- Discuss what each social level contributes to the society. Touch on the interdependence of each level. With the whole class or in small groups have students make a list of the pros (how can organization lead to the success of a civilization?) and cons (how is a social hierarchy unfair?) of organizing a society like this.
- Let them know that this way of organizing a society has been around and worked for many thousands of years, and existed in places like ancient Egypt.
- In partnerships they read the section in *A Message of Ancient Days* called "A Social Pyramid" and the copied packet. In their notes they fill out a new pyramid chart for the ancient Egyptian society. They must include the contributions of each member.
- Share-out: Whole class discusses the hierarchy of ancient Egypt, while the teacher charts the responses on chart paper.

Day II: Who were the ancient Egyptians and what did they do?

- Station groups of four or fewer students at a computer.
- Hand out the “Social Hierarchy in Ancient Egypt” worksheet.
- On an LCD projector (or have students gather around one monitor) model how to enter a Web site and how to navigate through it to find information. The teacher models the first example on pharaohs.
- The students continue searching for information and filling out their worksheets.
- Share-out: All the examples are shared aloud.
- Introduce Perspective Writing/Journaling: During the course of the rest of the unit, students will choose different members of Egyptian society to write about. They can choose and create different personas from ancient Egypt as we learn more about the different social levels and their contributions.
- Follow-up/HW: Choose one “character” from ancient Egypt that you learned about in the past two days. Write about any part of their day: morning rituals, an afternoon at work, or a bedtime ritual. Students **MUST** include at least 5–7 specific facts from their research on ancient Egypt. (If the teacher is reading *Pharaoh’s Daughter* with their class, they can do a deeper study of perspective, authoring, craft, etc.)

SOCIAL HIERARCHY* in ANCIENT EGYPT

Directions: Use reliable online resources to take notes on the social structure in ancient Egypt. The questions below will indicate what you are to take notes on. **Do not spend a lot of time writing; only write down essential details!**

PHARAOHS

What is a pharaoh's role? What is his/her life like? What are his/her contributions to society?

-
-
-

PHARAOHS' FAMILY, NOBILITY,* and ADVISORS

What was their life like?

-
-
-

PRIESTS

What were their jobs? What was their life like?

-
-
-

SCRIBES*

What did they do? What were their contributions? Why was hieroglyphics valued?

-
-
-

SKILLED WORKERS (including skilled & experienced pyramid workers)

What did they do? What were their contributions? Why was their work valued?

-
-
-

ARTISANS*

Who were the craftspeople? What were their roles? What were their accomplishments?

-
-
-

FARMERS

What was their life like? Why were farmers valued?

-
-
-

PEASANTS*/SLAVES (including pyramid workers who were not well trained)

Who were they? What did they contribute?

-

* MEANS IT'S A VOCABULARY WORD THAT YOU NEED TO KNOW!

Note: please see **page 14** for Internet resources to help complete this activity sheet.

EXTRA CREDIT PROJECTS on ANCIENT EGYPT

You're a superstar for taking on an extra Humanities challenge! Choose one of the projects below to complete for extra credit. All projects must be completed by _____.

EGYPTIAN MYTHS

myth – an ancient story dealing with supernatural beings, ancestors, or heroes that explains the world around us, a natural phenomenon, or an aspect of human nature.

I. **Re-tell and Respond Project:** Find and read an ancient Egyptian myth or myths (*if you find myths online, make sure they're from a reliable Web site*). Re-tell the myth or myths and respond to it (or them). Your project must demonstrate some deep thinking about each myth. You must show your juicy ideas, opinions, and reactions! Examples of “juicy” work include:

- A. Writing letters to a character in the myth(s).
- B. Drawing pictures of significant scenes and explaining them.
- C. Creating a diorama of a significant scene and including a written response, etc.
- D. Creating a mobile about the myth(s).

Your work should be presented fabulously (mounted on poster board, typed, proofread, etc.). There are millions of options for the “response” portion of the project; please come speak to me before you begin your project!

II. **Creative Writing Project:** Read a few myths to familiarize yourself with story structure, character types, and tone. Then, write your own myth! Make sure that your myth explains a natural phenomenon, or something about the world in general. Also, be sure to keep these creative writing tips in mind: create characters that “come alive,” include dialogue, start in a catchy way, and include juicy descriptions of setting! All myths should be typed.

PYRAMIDS/THE SPHINX

Research one of the pyramids: the Step Pyramid, the Great Pyramid, Khafre's Pyramid, Menkaure's Pyramid—or the Sphinx. Then, choose one of the options below. In every case, you need to include a bibliography, or a list of the sources you used for your research!

- A. Make a poster including all significant information about the pyramid and photos/drawings.
- B. Create a model, or a scaled down version, of a pyramid or the Sphinx. Include a written explanation of your work.
- C. Write a research paper about the pyramids or the Sphinx. If you choose this option, please see me for a brief lesson on how to structure a research paper, and how to use and site sources correctly! This paper needs to be typed.
- D. Research the controversy over who built the pyramids. Form an opinion and back it up with specific evidence in your paper. If you choose this option, please see me for a brief lesson on how to structure a research paper and how to use and site sources correctly! This paper needs to be typed.

MUMMIES

Research the ancient Egyptian embalming process, called mummifying. Then, choose one of the options below. In every case, you need to include a bibliography, or a list of the sources you used for your research!

- A. Make a poster including all significant information about mummifying a body and photos/drawings. Include a bibliography (a list of the sources you used) on the back of the poster.
- B. Create a model, or a scaled down version, of a mummy. Include a written explanation of your work.
- C. Write a research paper about mummies. If you choose this option, please see me for a brief lesson on how to structure a research paper, and how to use and site sources correctly! This paper needs to be typed.
- D. Research the ancient Egyptian art of embalming and the modern-day embalming process. Write a research paper comparing and contrasting the two processes. If you choose this option, please see me for a brief lesson on how to structure a research paper and how to use and site sources correctly! This paper needs to be typed.

PHARAOHS

Research a famous pharaoh. Then, choose one of the options below. In every case, you need to include a bibliography, or a list of the sources you used for your research!

- A. Make a poster including all significant information about the pharaoh and pictures/drawings.
- B. Write a research paper about a pharaoh. If you choose this option, please see me for a brief lesson on how to structure a research paper and how to use and site sources correctly! This paper needs to be typed.
- C. Write a series of journal entries in the voice of a pharaoh. Make specific reference to people and events in that pharaoh's life.

**Do you have another idea for a project?!?!?!?
Fantastic! Come see me to discuss it!**

Name: _____

Section: _____

ANCIENT EGYPT

Brain Jog on Geography, Social Structure, and Religion

GEOGRAPHY

1. On which continent is Egypt located? _____
2. The _____ River, which runs through Egypt, is the _____ river in the world.
3. Define **delta** (*hint – you’d find a delta in a river!*).

4. What is the difference between **Black Land** and **Red Land**? Why did Egypt have both?

5. Name five “gifts of the Nile.”

SOCIAL STRUCTURE

1. Define **hierarchy**.

2. When you create a visual representation of a hierarchy, why is it usually shaped like a triangle?

- a. Where on the hierarchy were priests? _____
- b. Where on the hierarchy were farmers? _____
4. Explain the responsibilities of a **scribe**.

5. Who were the **artisans**?

6. What are some advantages of being at the top of a hierarchy? What are some disadvantages?

RELIGION

1. Define **polytheism**.

2. a. What is an **afterlife**?

b. How do **mummies** and **pyramids** show that ancient Egyptians believed in an afterlife?

3. What is a **diety**? _____

4. Many gods and goddesses are shown holding an **ankh**. An **ankh** is a symbol of _____

5. Amon-Ra is the god of the _____. What does he look like?

6. Fill in the blanks in three of the four sentences below.

- Bastet takes the form of a _____; she is the goddess of joy, music, dancing, and harvest.
- _____ takes the form of a jackal, he is the god of death, and he watches over mummification.
- Isis is the goddess of _____; her husband and brother is _____.
- Ma'at is the goddess of _____.

Name: _____

Section: _____

RESEARCH ON ANCIENT EGYPT

Dear Parents/Guardians and Students,

We are excited to be starting our unit on ancient Egypt, a civilization with such a rich and amazing culture! We are lucky enough to have numerous books on ancient Egypt in school. However, to add to our learning, the sixth grade team asks that students bring in resources on ancient Egypt. We will be creating and using this in-school "Egyptian library" quite frequently over the coming weeks.

This is a perfect opportunity for you to visit one of the many NYC libraries as a family! We hope to build our in-school mini-library over the next two weeks, and when our study of Egypt is over, all library books can be returned. Please note that this research is not a required part of Humanities course work, but it would very much add to the learning going on in our classrooms.

Below, we've listed some helpful information on the NYC public library system.

BASIC INFORMATION ON NYC PUBLIC LIBRARIES

- The New York Public Library Web site: www.nypl.org
- There are over 80 Branch libraries in the system, so there's bound to be one in your area! Look online or in your phone book for information.
- All circulating items can be found by searching on an online system called [LEO](#) (Library Entrance Online). LEO is very user friendly! You can go to www.nypl.org to perform searches on books on ancient Egypt. You can use LEO from your home to see which library branch owns a particular book, if it is on the shelf, or if it is currently signed out. Through LEO, you can order items to be sent to your local library, review the status of items you have reserved, renew your books, or see what you have borrowed from the library and when it is due.
- Library cards are **FREE** for NYC residents! You can get one at your local library. Parents and guardians should bring identification with them.
- We've listed the locations and hours of two central libraries (two of NYC's biggest libraries), and the branch library closest to SOF below.

Mid-Manhattan Library
455 Fifth Avenue at 40th Street
212.340.0833

Library Hours (*please call to confirm*)

M, W, & TH	9:00 – 9:00
TU	11:00 – 7:00
F & SAT	10:00 – 6:00
SUN	Closed

Donnell Library Center
20 West 53rd Street
212.621.0618

Library Hours (*please call to confirm*)

M, W, & F	10:00 – 6:00
TU & TH	10:00 – 8:00
SAT	10:00 – 5:00
SUN	1:00 – 5:00

Epiphany Branch Library
228 East 23rd Street
212.679.2645

Library Hours (*please call to confirm*)

M	12:00 – 8:00
TU & W	10:00 – 6:00
TH & SUN	Closed
SAT	10:00 – 5:00

Thanks for your continued support!! HAVE FUN!!

Resources for Curriculum Unit

Teacher Background Resources

Mapping the Big Picture

Heidi Hayes Jacobs

Interdisciplinary Curriculum: Design & Implementation

Heidi Hayes Jacobs

<http://www.curriculumdesigners.com>

Doing History

Levstik and Barton

Social Studies Alive!

Teachers Curriculum Institute

Social Studies Strategies for Active Learning

By Andi Stix

www.geocities.com/sseagraves/ancientegyptlessonplans.htm

WWW.ThePharaohs.net

WWW.newton.cam.ac.uk/egypt

www.carnegiemuseums.org/cmnh/exhibits/egypt

www.nationalgeographic.com/xpitions/atlas/maps/egypt-d.gif

<http://www.eternalegypt.org>: Fabulous, directly from Egypt, in three languages (Arabic, English, French) and lots of activities once you enter the full site, not just the walkabout.

<http://www.historylink101.net>: Look for the Egyptian Picture Gallery where you can scroll to pictures that are ROYALTY FREE for use. Give credit to the Web site creators, as thanks.

<http://www.unc.edu/awmc/mapsforstudents.html>: Ancient World Mapping Center that contains free maps for downloading and using in multiple formats (jpg, PDF, etc.). A project of the University of North Carolina at Chapel Hill. Scroll down for maps of Egypt, including Byzantine period, after the pharaohs, landscape, provincial boundaries, etc. Links from there to modern maps.

Millmore, Mark. "**Mark Millmore's Ancient Egypt**"

<http://www.eyelid.co.uk/>

Note: Target audience is K-12.

Public Broadcasting Corporation (PBS). **"NOVA Online: Pyramid: The Inside Story"**

<http://www.pbs.org/wgbh/nova/pyramid/>

Note: Target audience is K–12.

"Daily Life in Ancient Egypt" <http://www.mnsu.edu/emuseum/prehistory/egypt/dailylife/dailylife.html>

Note: Target audience is Elementary.

Dodge, Bernie. **"Egyptian Scavenger Hunt"**

<http://edweb.sdsu.edu/courses/edtec670/egypt/hunt/EgyptHunt.html>

Note: Target audience is K–12.

British Museum. **"Egyptian Life"**

<http://www.ancientegypt.co.uk/menu.html>

Note: Target audience is middle school.

Canadian Museum of Civilization. **"Mysteries of Egypt"**

http://www.civilization.ca/civil/egypt/egypt_e.html

Note: Target audience is K–12.

Carnegie Museum of Natural History. **"Life in Ancient Egypt"**

<http://www.carnegiemuseums.org/cmnh/exhibits/egypt/>

Note: Target audience is middle to high School.

National Geographic Society. **"National Geographic Classics presents : At the Tomb of Tutankhamen"**

<http://www.nationalgeographic.com/egypt/>

Note: Target audience is K–12.

Strudwick, Nigel. **"Egyptology Resources: The first Egyptology site on the web"**

<http://www.thirteen.org/edonline/lessons/nile/b.html>

Note: Target audience is middle to high School.

Web Sites and Technology Supports

<http://www.mnsu.edu/emuseum/prehistory/egypt/dailylife/dailylife.html>

About daily life in ancient Egypt.

Resources on Egypt: Then and Now

http://www.eternalegypt.org/EternalEgyptWebsiteWeb/HomeServlet?ee_website_action_key=action.display.home&language_id=1

Welcome to Eternal Egypt, which brings to light over 5,000 years of Egyptian civilization. Eternal Egypt is a living record of a land rich in art and history, people and places, myths and religions. The stories of Eternal Egypt are told using the latest interactive technologies, high-resolution imagery, animations, virtual environments, remote cameras, three-dimensional models, and more.

<http://www.touregypt.net/>

Web site guide for modern and ancient Egypt tours.

http://www.historylink101.com/ancient_egypt.htm

History Link 101's Ancient Egypt page connects you to the best of art, biographies, daily life, maps, pictures, and research on ancient Egypt.

<http://www.usembassy.egnet.net/>

This Web page from the U.S. Embassy in Egypt provides important current information.

<http://www.world-newspapers.com/egypt.html>

This is a list of newspapers and magazines available in current Egypt.

<http://www.egyptdailynews.com/>

This newspaper provides the daily news, editorials, and articles on a local, national, and international level.

<http://www.metimes.com/>

Current Middle East Times that provides daily news, editorials, and articles on a local, national, and international level.

Recipes for Ancient Egyptian Food:

www.santos.doc.ic.ac.uk/~mmg/recipes.html

www.FreeTranslations.com

www.EternalEgypt.org

www.historychannel.com

www.discovery.com

www.TourEgypt.net

www.dogpile.com

www.Google.com

<http://touregypt.net/index.htm>

(Great for brochure!)

Encarta 2005 Electronic Encyclopedia

<http://library.thinkquest.org/5368>: Fun, quick games on ThinkQuest about Ancient Egypt. Designed by students for students. Not very deep, tests student knowledge lightly.

For travel ideas:

www.lonelyplanet.com/destinations

Expedia maps (by population, climate, geography, geophysical elements, etc.).

ANCIENT EGYPT CAN COME ALIVE THROUGH ONLINE RESEARCH!

The sites below all provide fascinating and reliable information on ancient Egyptian life and culture. Visit as many sites as you can!

About Egypt

<http://www.geocities.com/sseagraves/ancientegyptlessonplans.htm>

Lot of ideas and supports for your students. Useful for the brochure project.

I. ETERNAL EGYPT

www.eternalegypt.org

On this site, which is maintained by the Egyptian Center for Documentation of Cultural and Natural Heritage (CultNat) and IBM, you can view tons of information on all levels of the social hierarchy in Egypt. The site can be a little difficult to get around.

TIP: Go to the "Topics" button on the site and then choose the topic that you want to explore!

II. THE BRITISH MUSEUM'S SITE

www.ancientegypt.co.uk

On this site, maintained by the British Museum, you can check out everything from geography to mummification! The site provides a broad overview of Egyptian life. It allows you to hear stories about the daily lives of Egyptians, explore Egyptian artifacts, and play ancient Egyptian board games!

III. PBS SITES

www.pbs.org (*Search in the upper right for ancient Egypt.*)

PBS's The Mystery of the Nile - www.pbs.org/wgbh/nova/egypt/explore/

Want to see the Sphinx close up? Clamber inside the Great Pyramid? Visit the magnificent tombs and temples of Luxor? Visit this site!

PBS's The Pyramids - www.pbs.org/wgbh/nova/pyramid/

Resources on Egypt: Then and Now

Here you can wander through the chambers and passageways of the Great Pyramid and learn about the pharaohs for whom these monumental tombs were built. You can also follow the 1997 field season of a team of archaeologists as they excavated the bakery that fed the pyramid builders.

[PBS's The Secrets of the Pharaohs - www.pbs.org/wnet/pharaohs/digging.html](http://www.pbs.org/wnet/pharaohs/digging.html)

Here you can check out the treasures hidden in Egyptian tombs and get directions for how to mummify a body!

[PBS's Egypt's Golden Empire - www.pbs.org/empires/egypt/](http://www.pbs.org/empires/egypt/)

At this site, you can research information on famous pharaohs!

IV. CARNEGIE MUSEUM OF NATURAL HISTORY

www.carnegiemuseums.org/cmnh/exhibits/egypt/index.htm

This site provides basic information on all parts of Egyptian life. It provides some interesting information on family life, family dynamics, and the Egyptian use of make-up.

V. MINNESOTA STATE UNIVERSITY SITE ON ANCIENT EGYPT

www.mnsu.edu/emuseum/prehistory/egypt/index.shtml

Check out this site to see all kinds of information on ancient Egypt, including a list of the gods and goddesses that ancient Egyptians believed in! This site also provides some detailed information on significant pharaohs and dynasties.

VI. BBC'S GUIDE TO ANCIENT EGYPT

www.bbc.co.uk/history/ancient/egyptians/

This site is jam-packed with information on ancient Egypt. Parts of it are very interactive—you get to build your own pyramid or prepare a mummy for burial! You can also hear actors reading letters and prayers that real ancient Egyptians wrote and spoke! It also has great photos!

VII. NATIONAL GEOGRAPHIC'S SITES ON ANCIENT EGYPT

www.nationalgeographic.com

This site has unbelievable interactive information on ancient Egypt. When you get to www.nationalgeographic.com, type "Egypt" in the search field and hit "go." A list of sites will appear! You'll see a ton of information on Egyptian artifacts, pyramids, and pharaohs.

Hardware and Software Needs

- At least one computer per student with access to Internet, printer, and scanner.
- MS Office: Excel, Word , Powerpoint
- MSPaint, Publisher
- Student Publishing Center
- Timeliner
- Web search engines
- Video capture capacity
- Adobe Photoshop

Students’ Literature	Classroom Materials
<p>Sixth Grade Classroom Collection:</p> <p><i>Hatshepsut, His Majesty, Herself.</i> <i>Egyptian Echo</i> <i>Ancient Egypt- DK Eyewitness Book</i> <i>Egypt A-Z</i> <i>Egypt: The People</i> <i>Egypt: The Land</i> <i>Egypt: The Culture</i> <i>Women in Ancient Egypt</i> <i>Golden Goblet</i> <i>Mara, Daughter of the Nile</i> <i>Nystrom World History Atlas</i> <i>Nystrom World Atlas</i> <i>Anwar Sadat</i> <i>Gamal Abdel Nasser</i> <i>Hatshepsut The First Woman Pharoah</i> <i>Pyramid</i></p> <p>Suggested texts: <i>The Golden Goblet</i> By Eloise McGraw</p>	<p>Primary Sources Kit: Ancient Egypt Teacher Created Materials</p> <p>Ancient Egypt Ruth Wassinger</p> <p>Ancient Egypt I&II Teacher Created Materials by Andi Stix and Frank Hrbek</p> <p>Construction paper</p> <p>Crayons/markers</p> <p>Glue/glue sticks</p> <p>Pens</p> <p>Pencils</p> <p>Scissors</p>

Resources on Egypt: Then and Now

Tutankhamen's Gift
By Robert Sabuda

Secrets of the Sphinx
By James Cross Giblin

The 5,000 Year Old Puzzle
By Claudia Logan

The Egyptian Echo
By Paul Dowswell

Ancient Egypt
Ruth Wassinger

Poster board of oak tag

Maps of Egypt and region



Social Studies Skills

Comprehension Skills

- Making connections.
- Comparing and contrasting ideas.
- Identifying cause and effect.
- Making inferences and reaching conclusions.
- Paraphrasing; evaluating content.
- Distinguishing fact and opinion.
- Finding and solving multiple-step problems.
- Decision making.
- Handling/understanding different interpretations.

Research and Writing Skills

- Getting information; using various note-taking strategies.
- Organizing information.
- Identifying and using primary and secondary sources.
- Reading and understanding textbooks; looking for patterns.
- Interpreting information.
- Applying, analyzing, and synthesizing information.
- Supporting a position with relevant facts and documents.
- Understanding importance.
- Creating a bibliography and/or Webography.



Interpersonal and Group Relation Skills

- Defining terms; identifying basic assumptions.
- Identifying values conflicts.
- Recognizing and avoiding stereotypes.
- Recognizing different points of view; developing empathy and understanding.
- Participating in group planning and discussion.
- Cooperating to accomplish goals.
- Assuming responsibility for carrying out tasks.

Sequencing and Chronology Skills

- Using the vocabulary of time and chronology.
- Placing events in chronological order.
- Sequencing major events on a timeline; reading timelines.
- Creating timelines; researching time and chronology.
- Understanding the concepts of time, continuity, and change.
- Using sequence and order to plan and accomplish tasks.



Social Studies Skills (continued)



Map and Globe Skills

- Reading maps, legends, symbols, and scales.
- Using a compass rose, grids, time zones; using mapping tools.
- Comparing maps and making inferences; understanding distance.
- Interpreting and/or analyzing different kinds of maps; creating maps.

Graph and Image

- Decoding images (graphs, cartoons, paintings, photographs).
- Interpreting charts and graphs.

Analysis Skills

- Interpreting graphs and other images.
- Drawing conclusions and making predictions.
- Creating self-directed projects and participating in exhibitions.
- Presenting a persuasive argument.



About Brochures

Adapted from Lesson Plans by Jacci Howard Bear, Your Mining Co. Guide to Desktop Publishing
Copyright 1997-98, JBdesigns, Freely distributed for school use. <http://desktoppub.miningco.com>

About Brochures

The brochure as an informative, educational, or persuasive device must present information in a clear, organized manner. It should give enough information that the reader won't be left wondering "what's this really about?" But it should also be a "quick read" so that the reader doesn't become bored before reaching the end. Because it doesn't tell the whole story, it should contain the most important parts of the story. Give the reader the most significant, most interesting facts—the information that will make them want to find out more.

Lesson 1:

Create a Brochure That Describes a Place (Informs, Educates, Persuades)

Introduction

One way that people learn about places, people, or things that they do not know is by reading about them. But what if they don't have time to read a whole book or they just want a quick overview of the subject? They use a brochure, which grabs the readers' attention and gets them interested enough to want to know more.

A travel brochure may show beautiful pictures of exotic places—making you want to visit that city or country.

Task

Create a brochure about **Egypt (past or present)** that informs, educates, or persuades the reader. The brochure is not an in-depth study of a topic, but it should give enough information to grab and keep the reader's interest from start to finish.

A brochure may cover a broad topic, but it shouldn't contain so much information that it overwhelms the reader. Choose four or five key points about **Egypt (past or present)** to describe. If you consider other elements also important, you might list them in a simple bullet list or chart somewhere in your brochure.

In addition to what your brochure says, you must decide the best format to present your information. Different formats work best for brochures with lots of text, lots of pictures, small blocks of text, lists, charts, or maps. You'll need to find the format that works best for your information.

Suggested Steps in Creating a Brochure:

1. First, write down what you currently know "off the top of your head" about your topic. If it is a place, describe the location. Write down any key landmarks, interesting tourist spots, or historically significant locations that you now know about. If it is an organization, write down what you know about that group, its mission or purpose, its membership.
2. Look at sample brochures that you or your class has collected. Identify those that have a style or format you might like to imitate or

Resources on Egypt: Then and Now

borrow. See how much detail each type of brochure includes.

3. Research your topic. Use the materials provided in the classroom or from other sources to gather more details about your topic. From these materials and what you already know about the topic, start picking five to six significant or interesting facts that you think you will want to highlight in your brochure.
4. Use the Place Checklist for questions and ideas on what to include in your brochure.
5. Using the Brochure Checklist, list the major components of your brochure. Mark out any components you wish to omit from your brochure. Write headlines and subheads. Write the descriptive text. Make lists.
6. Sketch out some rough ideas of how you want your brochure to look—describe any graphics you think you want to include. (Your software may come with a collection of clip art; if you have access to a scanner you may be able to scan artwork from clip art books; if you have access to graphics software you may be able to draw your own graphics.) Try out different formats to fit your text. Edit your text to fit your layout. Experiment.
7. Using the page layout software available to you, transfer your rough sketches to the computer. Your software may have templates or wizards that will provide you with even more ideas.
8. Print your final design and fold as necessary.

Checklist for a Brochure about a Place

These are a few things to look for specifically related to brochures about a place. Not all will apply to your brochure.

- Does the brochure give enough information that the reader knows where to find this place (map, directions)?
- Does the brochure tell what is significant about this place (historical importance, tourist attractions, famous residents, significant industries, etc.)?
- Are there interesting pictures? (Pictures with people are usually more effective, but pictures of well-known landmarks or beautiful scenery can work with or without people in the photos.)
- Are the pictures or clip art useful? Do they help to tell the story or do they just seem to be filling up space?
- Does the brochure make the reader want to visit this place (if that is the purpose of the brochure)?
- Does the brochure make the reader want to avoid this place (if that is the purpose of the brochure)?

About

Place a picture and/or illustration here.

Write a paragraph here about some of the related information you gathered.

Write a paragraph here

Place a picture and/or map here

Continue writing here.

Write a paragraph here ...

Place a picture, map, or table here

Continue writing here.

ATTRACTIONS

*Written By: name of the person
completing this section*

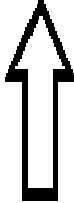

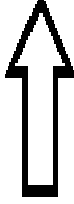
FAST FACTS

Brochure' s Focus

**PLACE A
PICTURE or
MAP HERE.**




**A DESCRIPTIVE PHRASE ABOUT
YOUR BROCHURE'S FOCUS THAT
WOULD MAKE SOMEONE WANT
TO PICK IT UP TO READ.**

Bloom's Taxonomy as applied to Social Studies and Student Projects

<i>Level of Taxonomy</i>	<i>Definition</i>	<i>Teacher Roles</i>	<i>Student Roles</i>	<i>Process Verbs</i>				<i>Projects/Products</i> <i>(Note: Student projects can vary according to the level of engagement and innovation.)</i>	
Evaluation 	<i>Judging the values of ideas, materials, and methods by developing and applying standards and criteria.</i>	Clarifies Accepts Harmonizes Guides	Judges Disputes Develops Participates Actively	judge rate validate predict assess score revise infer referee determine	evaluate compare defend select measure choose conclude deduce debate justify	appraise value probe argue decide estimate criticize rank/rate award support	reject use criteria recommend discriminate prioritize tell why explain rule on determine prove dispute	-Investigation of a topic and/or issue. -Opinion polls and projections. - Produce a survey, make a prediction and explain rationale. -Editorial cartoon that provides a specific point of view on a select topic. -Make recommendation based on data.	-Produce a report that addresses a concern and/or topic. -Write an editorial and/or op-ed. -Critique a book and offer a review. -Defend an issue and/or action taken. -PowerPoint with point-of-view. -Exhibition w/defense -Decide and explain a new policy.
Synthesis 	<i>Putting together constituent elements or parts to form a whole requiring original, creative thinking.</i>	Reflects Extends Analyzes Evaluates	Discusses Generalizes Relates Compares Contrasts Abstracts Participates Actively	compose assemble manage pretend arrange organize invent generalize systematize show compile	propose construct plan revise collect prepare develop originate imagine generate	formulate set up design blend create produce hypothesize predict concoct infer act	improve reorganize role play predict combine write suppose forecast modify devise	-Create a film. -Create a story/play, design/blueprint, problem/solution. -Create a game/song. -Role-play w/point of view. -Produce an iMovie/video. -Create a newspaper. -Create a PSA. -Build a PowerPoint presentation.	- Create a Poem that depicts point-of-view. -Invent a machine. -Participate in mock debates. -Political cartoon. -Create a collage. -Create a media production. -Photo essay with digital camera/slide show. -Make predictions based upon data trends.
Analysis 	<i>Breaking information down into its constituent elements.</i>	Probes Guides Evaluates Acts as a resource Questions Organizes Dissects	Discusses Uncovers Lists Participates Actively	distinguish question research appraise experiment inspect examine probe separate inquire	calculate solve sequence interpret compare inventory scrutinize discover survey detect	test analyze discriminate diagram contrast relate dissect categorize point out classify	organize differentiate deduce group order sort sift investigate arrange	-Diagram an issue/system. -Investigate an issue. -Classify data/graph. -Categorize info. -Illustration. -Inventory. -Create/analyze spreadsheets/charts/tables and compare (Excel).	-Create a plan of action -survey an issue. -Create and compare a database, sort data. -Investigate an issue. -Write an abstract of a book or document. - Compare gestures/songs/dances.

Working Copy

Resources on Egypt: Then and Now

Level of Taxonomy	Definition	Teacher Roles	Student Roles	Process Verbs				Projects/Products <i>(Note: Student projects can vary according to the level of engagement and innovation.)</i>	
Application 	<i>Using methods, concepts, principles and theories in new situations.</i>	Shows Facilitates Observes Evaluates Organizes Questions	Solves problems Demonstrates use of knowledge Constructs Participates Actively	teach manipulate exhibit illustrate calculate sketch interpret prepare make choose	apply adapt relate operate interview paint change record utilize identify	employ show solve schedule collect demonstrate dramatize construct build collaborate	translate produce compute experiment practice use sequence list model select	-Make a prediction. -Create a scrapbook. -Label pictures. -Show illustration. -Dramatize a scene. -Produce historic sculpture. -Sequence a new timeline. -Interview new participants. -Build a scale model. -Sequence events.	-Make jigsaw/ word puzzle. -Dramatize a process/action/job. -Write a diary entry. -Construct diorama. -Illustrate poster. -Prepare a diagram. -Teach a lesson. -Produce a journal. -Prepare a map. -Make a presentation. -Record/collect data.
Comprehension 	<i>Understanding information given.</i>	Demonstrates Listens Questions Compares Contrasts Examines	Explains Translates Demonstrates Interprets Participates Actively	restate paraphrase discuss locate retell research convert translate	describe report recognize review observe locate outline account for	explain tell express summarize list identify illustrate	give main idea give examples of expand upon annotate demonstrate	-Re-tell story. -Summarize a passage. -List events/dates. -Give main idea. -Explanation. -Dramatize/show & tell. -Illustrate/draw.	-Provide an example. -Define in own words. -Take a test. -Identify/label on maps. -Non-fiction passage. -Expand upon an idea.
Knowledge 	<i>Recall or recognition of specific information.</i>	Directs Tells Shows Examines Questions Evaluates	Responds Absorbs Remembers Recognizes Memorizes Takes a Passive Role	define name record match select underline tell re-tell	repeat label recall locate group recite choose repeat	list memorize relate show quote distinguish copy/paste	give example reproduce describe cite sort spell find	-Take a quiz. -Write a definition. -List facts. -Complete worksheet. -Copy from chart/overhead. -Copy from book/Internet.	-Label items. -List items. -Take a test. -Name titles. -Spell words. -Copy diagram. -Copy timeline. -Memorize dates/events.

Working Copy

Thoughts About Resources for DBQ's [\[back to TOC \]](#)

(With assistance by Elizabeth White, Region 2, and Lill Edwards, Dist 75)

Use a wide range of primary and secondary sources in your classroom.

Photos	Letters	Diary Entries/Journals
Illustrations	Tables	Newspapers
Paintings/Art Work	Graphs	Periodicals
Public Documents	Charts	Cartoons
Editorials	Timelines	Maps (Historical, Physical, Political, Distribution, etc.)
Music/Songs	Poetry	Dramatizations
Videos	Interviews	

Documents need to be carefully selected.

- Documents need to be topical.
- Documents need to be varied (e.g., size and form).
- Documents need to be presented at the appropriate reading levels.
- Documents need to present alternative perspectives and/or points of view.
- Documents need to serve as a springboard for deeper conversations, new understandings, and higher-order questions.
- Documents can be presented on their own or in pairs/groups.

Help students make connections to documents.

- Students need to make connections to issues via text-to-self, text-to-text, and text-to-world.
- Documents should be challenging and thought provoking.
- Provide an opportunity and space for students to construct their own understandings.

Select documents that relate to a single issue and/or topic.

- Documents need to be connected to the focus of the minilessons and the content.
- Use strategies like compare and contrast, change over time, etc.
- Make sure that different perspectives are explored.

Sample Scaffolding Questions for Different Documents

Consider using these questions as prompts for student inquiry. These questions might be used during minilessons and/or when you are presenting a shared reading/viewing of a document. They can also be used as questions for conferring with students.

<p>Photographs:</p> <ul style="list-style-type: none"> What are physical characteristics of this photo? What was the photographer trying to capture? What is this photographer’s point of view? What is the most significant image? What is the least significant image? What mood does the photograph communicate? 	<p>Artifacts:</p> <ul style="list-style-type: none"> What is it made of? How old is it? What was/is it used for? What does it tell us about its creator/user? What does it say about the needs of the user? What does it look like that we have today? How has it changed/improved over time? Why?
<p>Song/Poems:</p> <ul style="list-style-type: none"> Who was this written for? What is the central message? What is the specific point of view? What is the mood that it conveys? Does the wording have any symbolic or hidden meaning? 	<p>Documents:</p> <ul style="list-style-type: none"> What kind of document is this? Who wrote or created the document? When was it written? By whom? Why was it written? What is its purpose? What is its central message? Does it have a point of view? Does it provide a different perspective from pervious documents/sources?
<p>Maps:</p> <ul style="list-style-type: none"> What kind of map is it? When was it done? By whom? What key symbols does it use? How does it help you understand more about a place, region, and area? How does this map compare to other maps you have seen? 	<p>Posters:</p> <ul style="list-style-type: none"> What is the purpose of this poster? Who is the intended audience? What symbols does it use? Does it rely primarily on verbal or visual messages? What does the poster asking the reader to do? How does the poster get its message across?
<p>Oral histories:</p> <ul style="list-style-type: none"> Who was interviewed? Why? What makes this person noteworthy? What are the key points of the interview? What does the interview reveal about the historical period? How does this interview help you to understand this particular time in history? 	<p>Cartoons:</p> <ul style="list-style-type: none"> What issue(s) does it address? What is this cartoon’s purpose? Who drew it? Who is the intended audience? What are the primary objects and characters'? What does each object and character represent? What does this cartoon tell you about the artist’s belief and/or point of view? Who would disagree with this message? Why?
<p>All sources:</p> <ul style="list-style-type: none"> What is the point of view, perspective, or bias of the author? What are the features of this document that highlight/support the author’s point of view? How does this connect to other documents? Timelines? Story? Diary entry? etc. How does this document help you understand the context of specific events and people? If you were creating your own document and/or secondary source, what would you select and how would you design it? 	

Student Assessment & Evaluation

Effective evaluation must be an ongoing part of a social studies program. It is multipurpose in nature and can be used to:

- Plan additional units of study.
- Assess student understanding and differentiate instruction.
- Provide the student and teacher with guidance in assessing progress.
- Aid in student self-evaluation.
- Indicate individual or group instructional needs.
- Demonstrate student achievement in knowledge and skills acquisition.
- Indicate the effectiveness of classroom procedures, strategies, and materials.
- Provide qualitative and quantitative feedback on performance for parents, teachers, and students.



Effective evaluation requires ongoing attention to such questions as:

- Are students achieving the knowledge and skills set as goals and objectives?
- How successful are the assessments in demonstrating student knowledge?
- How can we know what students know?



In day-to-day social studies instruction, the teacher has a wide variety of evaluation techniques and strategies from which to choose. Using a variety of formal and informal methods can provide information about students' progress and assist the teacher in planning instruction. By designing a range of student projects, teachers can provide students with ways to demonstrate different strengths and understandings.

Sample of student projects	Sample assessment tools
<ul style="list-style-type: none"> • Exit projects. • Student-made maps and models. • Student-made artifacts. • Mock debates. • Class museums and exhibitions. • Student peer evaluation. • Student-made books. • iMovies; photo essays. • Graphic timelines. • Creating songs and plays. • Writing historical fiction and/or diary entries • Creating maps and dioramas. • Student-created walking tours (leading tools, too!). • Tables, charts, and/or diagrams that represent data. • Student-made power points, Web quests. • Monologues. 	<ul style="list-style-type: none"> • Higher level analytical thinking activities. • Portfolios of student work. • Student criteria setting and self-evaluation. • Teacher observations. • Checklists and rubrics. • Conferences with individuals or groups. • Group discussions. • Anecdotal records. • Teacher-made tests. • Listening to student presentations. • Observing role play and simulations. • Looking at completed "trips sheets." • Rubrics for student exhibitions. • Use of rubrics and checklists. • Reflective journal entries. • Student writing (narrative procedures, etc.). • Video and/or audio tapes of student work. • Studying student work.