

Yale 2013 PIER Summer Institutes

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TITLE OF UNIT: The Writings of Ancient Egyptians

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Subject Area: Social Studies

Grade Level(s): 6th

Time Frame to Allow for Unit: 2 days

Introduction: Brief Description of the Unit

Students will be engaged in a DBQ (Document Based Question) exercise in which they take various source materials and answer questions on their understanding of that source. They then must use their understanding of all the sources to answer an essay question. In answering the essay question, students must cite back to several of the sources showing how those sources helped lead them to whatever conclusion they decide to make. Students will be working not only on understanding primary source material but will be improving their writing skills by putting together a 5 paragraph essay.

Geographic Connections:

Students will be asked in the DBQ to analyze a map of Ancient Egypt in order to identify the Nile River and its importance to the growth of the ancient civilization of Egypt.

Vocabulary:

- Primary Source
- Thesis Statement
- Irrigation
- Shadoof
- RACE – graphic organizer for essay writing
- Artifact

Stage 1 – Desired Results

Common Core Content Standard(s):

CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-Literacy.RH.6-8.2 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.

CCSS.ELA-Literacy.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Understanding (s)/Goals:

Students will understand:

- How to interpret and analyze primary and secondary source material
- How to create a 5 paragraph essay by analyzing a group of documents to answer one essay question.

Essential Question(s) Related to Theme(s):

- How does the Nile River help shape the civilization of Ancient Egypt?

Student Objectives (Outcomes):

Students will be able to:

- Read and interpret primary and secondary source material related to Ancient Egypt
- Analyze various textual sources to discover the importance of the Nile River to the growth of the civilization of Ancient Egypt.
- Create a 5 paragraph essay pulling information from provided primary sources to support a thesis statement

Stage 2 – Assessment Evidence

Performance Task(s):

- Written work showing the interpretation of various source material
- Completed graphic organizer for essay
- Final 5 paragraph essay

Other Evidence:

- document analysis

Stage 3 – Learning Plan

Learning Activities:

- This exercise will come at the conclusion of our unit on Ancient Egypt so students will already have a basic understanding of the religion, government, technology, and culture of this ancient civilization.
- Students will have completed one DBQ exercise at the beginning of the school year so this is their second opportunity to practice interpreting primary sources for the purpose of writing an essay
- Students will be given a graphic organizer template with which to complete a 5 paragraph essay following the RACE format.
- Individually students will be interpreting various primary sources. This will occur during class time so that any questions students have can be answered either by a fellow student or by the teacher.
- Students will create a thesis statement, find three examples to support the statement and come to a conclusion in their writing. They will use the graphic organizer provided to guide them through these steps.
- Students will peer edit each other's work and then complete the writing task.

Resource List/Bibliography:

1. http://archserve.id.ucsb.edu/courses/anth/fagan/anth3/Courseware/Egypt/sims/HorusMap/Horus_Map.html
2. <http://www.fordham.edu/halsall/ancient/hymn-nile.asp>
3. <http://www.lookandlearn.com/history-images/N811582>
4. <http://www.touregypt.net/images/touregypt/hunting4.jpg>

How Are You Going to Use This Unit?

I will use this plan as the culminating project for my 6th graders' unit on Ancient Egypt. The unit should fall sometime in late October-November.

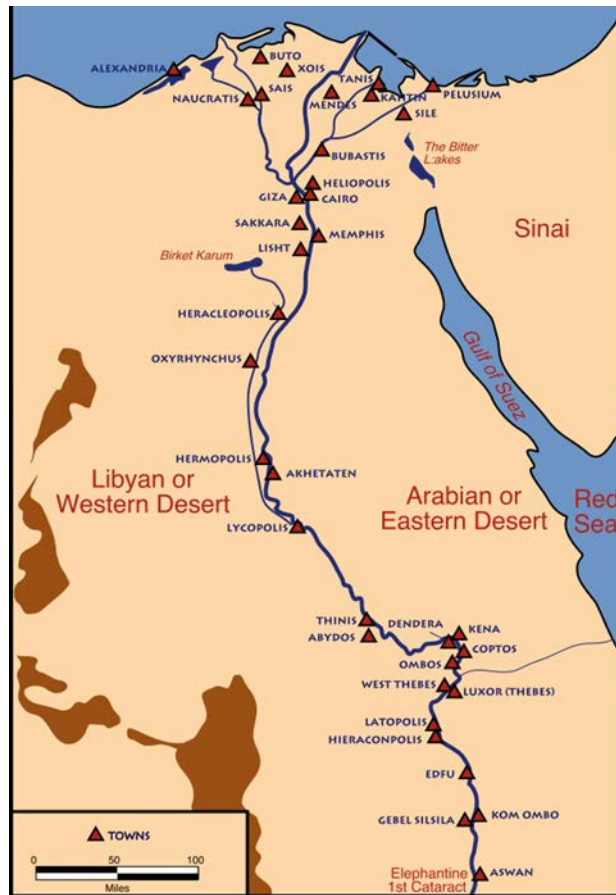
Document Based Question – Ancient Egypt

Instructions: Examine each of the following artifacts or documents and answer the questions that follow. When complete, answer the Essay Question by using evidence gathered from your examination of the artifact or document. A graphic organizer will be provided to you to help formulate your thesis statement and organize your body paragraphs and conclusion.

Essay Question:

How did the Nile River help Ancient Egypt create and grow a civilization?

Part I: Document A



http://archserve.id.ucsb.edu/courses/anth/fagan/anth3/Courseware/Egypt/sims/HorusMap/Horus_Map.html

1. On the above map, identify the following by writing on the map:
 - a. Upper Egypt
 - b. Lower Egypt
 - c. The Delta Region
 - d. The Mediterranean Sea
2. Ancient Egyptians would have relied on the Nile River for:
 - a. Transportation
 - b. Irrigation
 - c. Bureaucracy
 - d. Cataract
 - e. Both a and b
 - f. Both c and d

Document B

“But all is changed for mankind when [the Nile] comes; If [the Nile] shines, the earth is joyous, every stomach is full of rejoicing, every spine is happy, every jaw-bone crushes (its food).

Hymn to the Nile, c. 2100 BCE

<http://www.fordham.edu/halsall/ancient/hymn-nile.asp>

1. What changes does the above quote say the Nile brings to Egypt?

2. What is the tone of the above hymn?
 - a. Sad and mournful
 - b. Happy and celebratory
 - c. Anxious
 - d. War-like

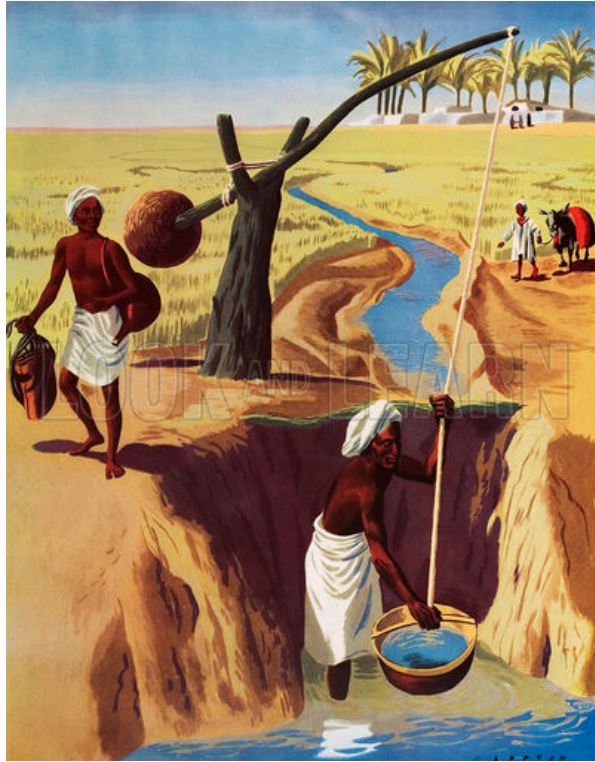
Document C

“Egypt is wholly the gift of the Nile.”

Herodotus

1. What does Herodotus mean? _____

Document D



<http://www.lookandlearn.com/history-images/N811582>

1. What is the name of the above tool?
 - a. Mace
 - b. Mastaba
 - c. Shadoof
 - d. Cataract
2. What is the purpose of this tool? _____

Document E



<http://www.touregypt.net/images/touregypt/hunting4.jpg>

1. What is the man above doing and in what area of Egypt do you think he is engaging in this activity?

Part II: Essay

How did the Nile River help Ancient Egypt create and grow a civilization?

Directions: To answer this question, use your background knowledge and your interpretation of the above documents. You must cite to at least three of the above documents or artifacts in answering your question. A graphic organizer will be provided to help you formulate your introduction, body paragraphs and conclusion.