

Early World Civilizations

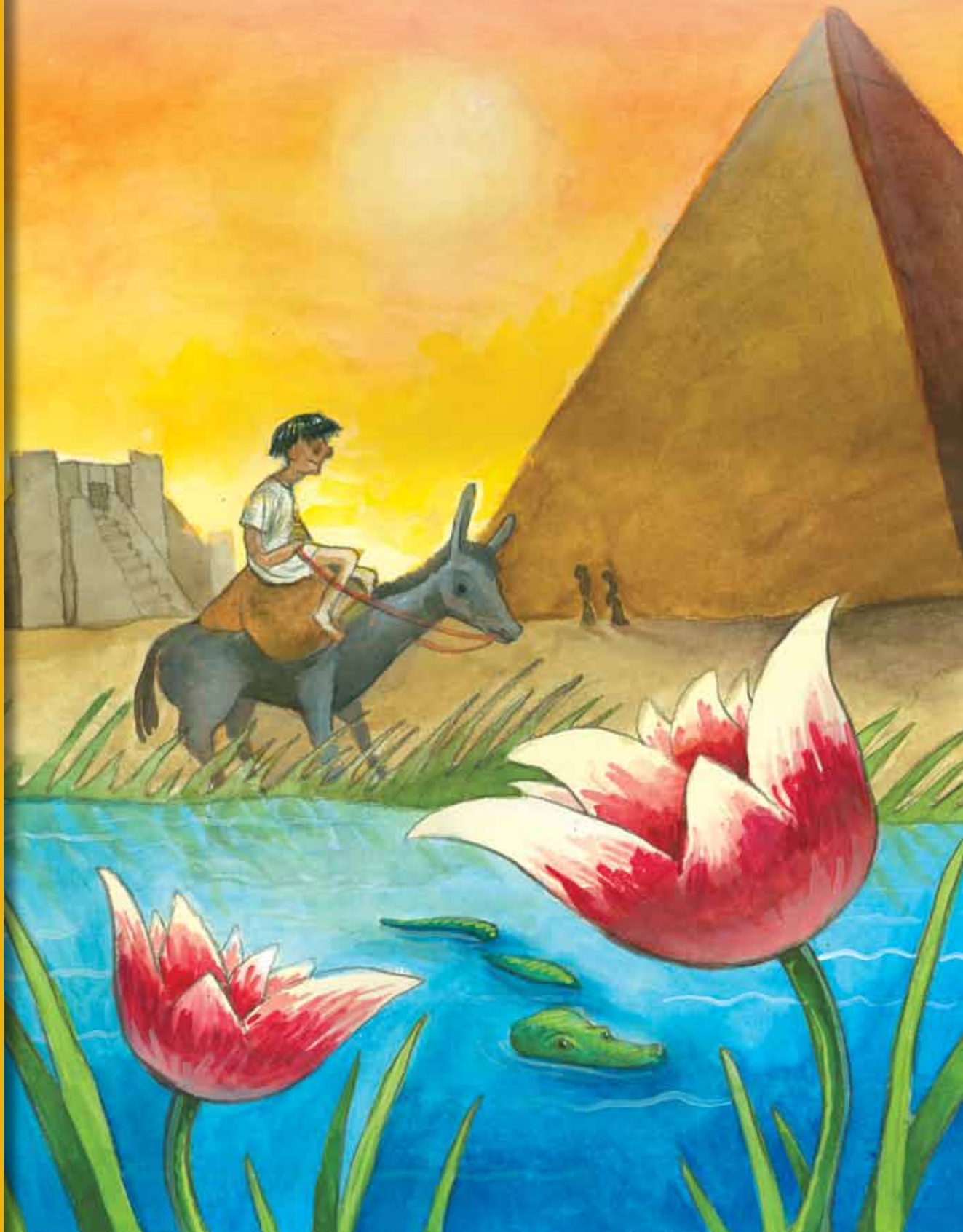
Tell It Again!™ Read-Aloud Supplemental Guide

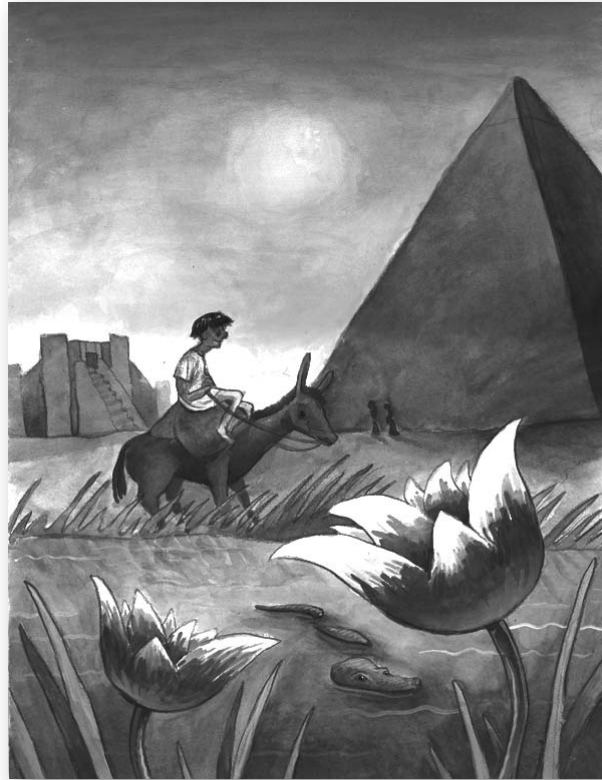
Core Knowledge Language Arts® • Listening & Learning™ Strand



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GRADE 1





Early World Civilizations

Transition Supplemental Guide to the
Tell It Again![™] Read-Aloud Anthology

Listening & Learning[™] Strand
GRADE 1

Core Knowledge Language Arts[®]



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Preface to the Transition Supplemental Guide

This preface to the *Transition Supplemental Guide* provides information about the guide’s purpose and target audience, and describes how it can be used flexibly in various classroom settings.

Please note: The *Supplemental Guides* for the first three domains in Grade 2 contain modified read-alouds and significantly restructured lessons with regard to pacing and activities. These early *Supplemental Guides* provided step-by-step, scaffolded instruction with the intention that students receiving instruction from teachers using the *Supplemental Guide* for the first part of the year would be ready to participate in regular Listening & Learning lessons, and that teachers who have used the *Supplemental Guide* for the first part of the year would be equipped with the instructional strategies to scaffold the lessons when necessary. This shift from the full *Supplemental Guide* to the *Transition Supplemental Guide* affords teachers more autonomy and greater responsibility to adjust their execution of the lessons according to the needs of their classes and individual students.

Transition Supplemental Guides for the remaining domains will still contain Vocabulary Charts and *Supplemental Guide* activities such as Multiple Meaning Word Activities, Syntactic Awareness Activities, and Vocabulary Instructional Activities. However, the *Transition Supplemental Guides* do not have rewritten read-alouds and do not adjust the pacing of instruction; the pacing and read-aloud text included in each *Transition Supplemental Guide* is identical to the pacing and read-aloud text in the corresponding *Tell It Again! Read-Aloud Anthology*. We have, however, augmented the introductions and extensions of each lesson in the *Transition Supplemental Guides* so teachers have additional resources for students who need greater English language support. As a result, there are often more activities suggested than can be completed in the allotted time for the introduction or extension activities. Teachers will need to make informed and conscious decisions in light of their particular students’ needs when choosing which activities to complete and which to omit. We strongly recommend that teachers preview the Domain Assessment prior to teaching this domain; this will provide an additional way to inform their activity choices.


Intended Users and Uses

This guide is intended to be used by general education teachers, reading specialists, English as a Second Language (ESL) teachers, special education teachers, and teachers seeking an additional resource for classroom activities. This guide is intended to be both flexible and versatile. Its use is to be determined by teachers in order to fit the unique circumstances and specific needs of their classrooms and individual students. Teachers whose students would benefit from enhanced oral language practice may opt to use the *Transition Supplemental Guide* as their primary guide for Listening & Learning. Teachers may also choose individual activities from the *Transition Supplemental Guide* to augment the content covered in the *Tell It Again! Read-Aloud Anthology*. For example, teachers might use the Vocabulary Instructional Activities, Syntactic Awareness Activities, and modified Extensions during small-group instruction time. Reading specialists and ESL teachers may find that the tiered Vocabulary Charts are a useful starting point in addressing their students' vocabulary learning needs.

The *Transition Supplemental Guide* is designed to allow flexibility with regard to lesson pacing and encourages education professionals to pause and review when necessary. A number of hands-on activities and graphic organizers are included in the lessons to assist students with learning the content.

Transition Supplemental Guide Contents

The *Transition Supplemental Guide* contains tiered Vocabulary Charts, Multiple Meaning Word Activities, Syntactic Awareness Activities, and Vocabulary Instructional Activities. The Domain Assessments and Family Letters have been modified. In some instances, the activities in the Extensions as well as the activities in the Pausing Point, Domain Review, and Culminating Activities have been modified or rewritten. Please refer to the following sample At a Glance Chart to see how additional support is communicated to the teacher.

Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
Introductory Content	[Additional materials to help support this part of the lesson will be listed here.]	[A brief explanation about how the material can be used.]
Vocabulary Preview	[There will be one or two vocabulary preview words per lesson.]	
Purpose for Listening		
Presenting the Read-Aloud (15 minutes)		
<p>Note: It is highly recommended that teachers preview the read-aloud, Flip Book images, and comprehension questions to determine when to pause during the read-aloud and ask guiding questions, especially before a central or difficult point is going to be presented (e.g., While we are reading this part of the read-aloud, I want to you think about . . .) and supplementary questions (e.g., Who/What/Where/When/Why literal questions) to check for understanding.</p>		
Title of Read-Aloud	[Materials that may help scaffold the read-aloud will be listed here.]	
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions		
Word Work		
 Complete Remainder of the Lesson Later in the Day		
Extensions (20 minutes)		
Extension Activities	[Additional Extension activities may include a Multiple Meaning Word Activity, a Syntactic Awareness Activity, a Vocabulary Instructional Activity, and modified existing activities or new activities.]	

The additional materials found in the *Transition Supplemental Guide* afford students further opportunities to use domain vocabulary and demonstrate knowledge of content. The lessons of this guide contain activities that create a purposeful and systematic setting for English language learning. The read-aloud for each story or nonfiction text builds upon previously taught vocabulary and ideas and introduces language and knowledge needed for the next more complex text. The *Transition Supplemental Guide's* focus on oral language in the earlier grades addresses the language learning needs of students with limited English

language skills. These students—outside of a school setting—may not be exposed to the kind of academic language found in many written texts.

Vocabulary Charts

Vocabulary Chart for [Title of Lesson]			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding			
Multiple Meaning			
Phrases			
Cognates			

Vocabulary Charts at the beginning of each lesson categorize words into three tiers which are generally categorized as follows:

- Tier 1 words are words that are likely to appear in the basic repertoire of native English-speaking students—words such as *father*, *city*, and *mud*.
- Tier 2 words are highly functional and frequently used general academic words that appear across various texts and content areas—words such as *symbols*, *advantage*, and *inquired*.
- Tier 3 words are content-specific and difficult words that are crucial for comprehending the facts and ideas related to a particular subject—words such as *hieroglyphics*, *ziggurat*, and *canals*.

English Language Learners and students with limited oral language skills may not necessarily know the meanings of all Tier 1 words, and may find Tier 2 and Tier 3 words confusing and difficult to learn. Thus, explicit explanation of, exposure to, and practice using Tier 1, 2, and 3 words are essential to successful mastery of content for these students (National Governors Association Center for Best Practices, Council of Chief State School Officers 2010 32–35).

In addition, the Vocabulary Chart indicates whether the chosen words are vital to understanding the lesson (labeled *Understanding*); have multiple meanings or senses (labeled *Multiple Meaning*); are clusters of words that often appear together (labeled *Phrases*); or have a Spanish word that sounds similar and has a similar meaning (labeled *Cognates*). Words in the

Vocabulary Chart were selected because they appear frequently in the text of the read-aloud or because they are words and phrases that span multiple grade levels and content areas. Teachers should be aware of and model the use of these words as much as possible before, during, and after each individual lesson. The Vocabulary Chart could also be a good starting point and reference for keeping track of students' oral language development and their retention of domain-related and academic vocabulary. These lists are not meant to be exhaustive, and teachers are encouraged to include additional words they feel would best serve their students.

Multiple Meaning Word Activities

Multiple Meaning Word Activities help students determine and clarify the different meanings of individual words. This type of activity supports a deeper knowledge of content-related words and a realization that many content words have multiple meanings associated with them. Students with strong oral language skills may be able to navigate through different meanings of some words without much effort. However, students with limited English language proficiency and minimal vocabulary knowledge may be less likely to disambiguate the meanings of words. This is why it is important that teachers have a way to call students' attention to words in the lesson that have ambiguous meanings, and that students have a chance to explore the nuances of words in contexts within and outside of the lessons.

Syntactic Awareness Activities

Syntactic Awareness Activities focus on sentence structure. During the early elementary grades, students are not expected to read or write lengthy sentences, but they might be able to produce complex sentences in spoken language when given adequate prompting and support. Syntactic Awareness Activities support students' awareness of the structure of written language, interrelations between words, and grammar. Developing students' oral language through syntactic awareness provides a solid foundation for written language development in the later elementary grades and beyond.

Vocabulary Instructional Activities

Vocabulary Instructional Activities are included to build students' general academic, or Tier 2, vocabulary. These words are salient because

they appear across content areas and in complex written texts. These activities support students' learning of Tier 2 words and deepen their knowledge of academic words and the connections of these words to other words and concepts. The vocabulary knowledge students possess is intricately connected to reading comprehension, the ability to access background knowledge, express ideas, communicate effectively, and learn about new concepts.

English Language Learners and Students with Disabilities

The *Transition Supplemental Guide* assists education professionals who serve students with limited English language skills or students with limited home literacy experience, which may include English Language Learners (ELLs) and students with special needs. Although the use of this guide is not limited to teachers of ELLs and/or students with special needs, the following provides a brief explanation of these learners and the challenges they may face in the classroom, as well as teaching strategies that address those challenges.

English Language Learners

The *Transition Supplemental Guide* is designed to facilitate the academic oral language development necessary for English Language Learners (ELLs) and to strengthen ELLs' understanding of the core content presented in the domains.

When teaching ELLs, it is important to keep in mind that they are a heterogeneous group from a variety of social backgrounds and at different stages in their language development. There may be some ELLs who do not speak any English and have little experience in a formal education setting. There may be some ELLs who seem fluent in conversational English, but do not have the academic language proficiency to participate in classroom discussions about academic content. The following is a chart showing the basic stages of second language acquisition; proper expectations for student behavior and performance; and accommodations and support strategies for each stage. Please note that ELLs may have extensive language skills in their first language and that they advance to the next stage at various rates depending on their acculturation, motivation, and prior experiences in an education setting.

Language Development Stage	Comprehension and Production	Accommodations and Support Strategies
Entering	<ul style="list-style-type: none"> • Produces little or no English • Responds in nonverbal ways • Has a minimal receptive vocabulary in English 	<ul style="list-style-type: none"> • Use predictable phrases for set routines • Use manipulatives, visuals, realia, props • Use gestures (e.g., point, nod) to indicate comprehension • Use lessons that build receptive and productive vocabulary, using illustrated pre-taught words • Use pre-taught words to complete sentence starters • Use simply stated questions that require simple nonverbal responses (e.g., “Show me . . . ,” “Circle the . . . ”) • Use normal intonation, emphasize key words, and frequent checks for understanding • Model oral language and practice formulaic expressions • Pair with another ELL who is more advanced in oral language skills for activities and discussions focused on the English language • Pair with same-language peers for activities and discussions focused on content
Emerging (Beginner)	<ul style="list-style-type: none"> • Responds with basic phrases • Includes frequent, long pauses when speaking • Has basic level of English vocabulary (common words and phrases) 	<ul style="list-style-type: none"> • Use repetition, gestures, and visual aids to facilitate comprehension and students’ responses • Use manipulatives, visuals, realia, props • Use small-group activities • Use lessons that expand receptive and expressive vocabulary, especially Tier 2 vocabulary • Use illustrated core vocabulary words • Use pre-identified words to complete cloze sentences • Use increasingly more difficult question types as students’ receptive and expressive language skills improve: <ul style="list-style-type: none"> • Yes/no questions • Either/or questions • Questions that require short answers • Open-ended questions to encourage expressive responses • Allow for longer processing time and for participation to be voluntary • Pair with another ELL who is more advanced in oral language skills for activities and discussions focused on the English language • Pair with same-language peers for activities and discussions focused on content

Transitioning (Intermediate)	<ul style="list-style-type: none"> • Speaks in simple sentences • Uses newly learned words appropriately • With appropriate scaffolding, able to understand and produce narratives • Has a much larger receptive than expressive vocabulary in English 	<ul style="list-style-type: none"> • Use more complex stories and books • Continue to focus on Tier 2 vocabulary • Introduce academic terms (e.g., making predictions and inferences, figurative language) • Use graphic organizers • Use increasingly difficult question types as students' receptive and expressive language skills improve: <ul style="list-style-type: none"> • Questions that require short sentence answers • <i>Why</i> and <i>how</i> questions • Questions that check for literal and abstract comprehension • Provide some extra time to respond • Pair with high-level English speakers for activities and discussions focused on the English language
Expanding (Advanced)	<ul style="list-style-type: none"> • Engages in conversations • Produces connected narrative • Shows good comprehension • Has and uses expanded vocabulary in English 	<ul style="list-style-type: none"> • Continue work with academic terms (e.g., making predictions and inferences, figurative language) • Use graphic organizers • Use questions that require opinion, judgment, and explanation • Pair with native English speakers
Commanding (Proficient)	<ul style="list-style-type: none"> • Uses English that nearly approximates the language of native speakers • Can maintain a two-way conversation • Uses more complex grammatical structures, such as conditionals and complex sentences. • Has and uses an enriched vocabulary in English 	<ul style="list-style-type: none"> • Build high-level/academic language • Expand figurative language (e.g., by using metaphors and idioms) • Use questions that require inference and evaluation • Pair with students who have a variety of skills and language proficiencies

(Adapted from Hirsch and Wiggins 2009, 362–364; New York Department of Education 2013; Smyk et al. 2013)

Students with Disabilities and Students with Special Needs

Students with disabilities (SWDs) have unique learning needs that require accommodations and modifications to the general education curriculum. When using the *Transition Supplemental Guide* with SWDs and students with special needs, it is important to consider instructional accommodations, tools, strategies, and Universal Design for Learning (UDL) Principles, which promote learning for all students through the use of multiple forms of representation, expression, and engagement (Hall, Strangman, and Meyer 2003).

Pacing

Pacing is the purposeful increase or decrease in the speed of instruction. Educators can break lessons into manageable chunks depending on needs of the class and follow the section with a brief review or discussion. This format of instruction ensures that students are not inundated with information. Additionally, you may want to allow students to move around the room for brief periods during natural transition points. When waiting for students to respond, allow at least three seconds of uninterrupted wait time to increase correctness of responses, response rates, and level of thinking (Stahl 1990).

Goals and Expectations

Make sure students know the purpose and the desired outcome of each activity. Have students articulate their own learning goals for the lesson. Provide model examples of desired end-products. Use positive verbal praise, self-regulation charts, and redirection to reinforce appropriate ways for students to participate and behave.

Directions

Provide reminders about classroom rules and routines whenever appropriate. You may assign a partner to help clarify directions. When necessary, model each step of an activity's instructions. Offering explicit directions, procedures, and guidelines for completing tasks can enhance student understanding. For example, large assignments can be delivered in smaller segments to increase comprehension and completion (Franzone 2009).

Instruction Format and Grouping

Use multiple instruction formats (e.g., small-group instruction, individual work, collaborative learning, and hands-on instruction). Be sure to group students in logical and flexible ways that support learning.

Instructional Strategies

The following evidence-based strategies can assist students with disabilities in learning content (Scruggs et al. 2010):

- **Mnemonic strategies** are patterns of letters and sounds related to ideas that enhance retention and recall of information. They can be used as a tool to encode information.
- **Spatial organizers** assist student understanding and recall of information using charts, diagrams, graphs, and/or other graphic organizers.
- **Peer mediation**, such as peer tutoring and cooperative learning groups, can assist in assignment completion and enhance collaboration within the classroom.
- **Hands-on learning** offers students opportunities to gain understanding of material by completing experiments and activities that reinforce content.
- **Explicit instruction** utilizes clear and direct teaching using small steps, guided and independent practice, and explicit feedback.
- **Visual strategies** (e.g., picture/written schedules, storymaps, task analyses, etc.) represent content in a concrete manner to increase focus, communication, and expression (Rao and Gagie 2006).

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Alignment Chart for Early World Civilizations

The following chart contains core content objectives addressed in this domain. It also demonstrates alignment between the Common Core State Standards and corresponding Core Knowledge Language Arts (CKLA) goals.

Alignment Chart for Early World Civilizations

Lesson

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Core Content Objectives																
Locate the area known as Mesopotamia on a world map or globe, and identify it as part of Asia	✓	✓	✓	✓												
Explain the importance of the Tigris and Euphrates rivers and the use of canals to support farming and the development of the city of Babylon	✓			✓												
Describe the city of Babylon and the Hanging Gardens	✓			✓												
Identify cuneiform as the system of writing used in Mesopotamia		✓														
Explain why a written language is important to the development of a civilization		✓				✓										
Explain the significance of the Code of Hammurabi		✓														
Explain why rules and laws are important to the development of a civilization		✓														
Explain the ways in which a leader is important to the development of a civilization		✓		✓												
Explain the significance of gods/goddesses, ziggurats, temples, and priests in Mesopotamia			✓													
Describe key components of a civilization			✓	✓	✓	✓					✓					
Identify Mesopotamia as the “Cradle of Civilization”				✓												
Describe how a civilization evolves and changes over time				✓												
Locate Egypt on a world map or globe, and identify it as a part of Africa					✓	✓	✓	✓	✓	✓	✓	✓				
Explain the importance of the Nile River and how its floods were important for farming					✓											
Identify hieroglyphics as the system of writing used in ancient Egypt						✓										

**Alignment Chart for
Early World Civilizations**

Lesson

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Explain the significance of gods/goddesses in ancient Egypt							✓									
Identify pyramids, and explain their significance in ancient Egypt								✓								
Describe how the pyramids were built								✓	✓							
Explain that much of Egypt is the Sahara Desert									✓							
Identify the Sphinx, and explain its significance in ancient Egypt									✓							
Identify Hatshepsut as a pharaoh of ancient Egypt, and explain her significance as pharaoh										✓						
Identify Tutankhamun as a pharaoh of ancient Egypt and explain his significance											✓	✓				
Explain that much of what we know about ancient Egypt is because of the work of archaeologists											✓	✓				
Identify Judaism, Christianity, and Islam as three of many world religions													✓	✓	✓	✓
Locate Jerusalem, Israel, and the area known as the Middle East on a map													✓			
Define monotheism as the belief in one God													✓			
Identify the Western Wall (or the Wailing Wall) as associated with Judaism, the Church of the Holy Sepulchre with Christianity, and the Dome of the Rock with Islam													✓			
Identify the Hebrews as the ancient people who were descendants of Abraham														✓		
Explain that followers of Judaism are called Jewish people and that the term <i>Jewish</i> is used to describe practices or objects associated with Judaism														✓		
Identify the Star of David as a six-pointed star and a symbol of Judaism														✓		
Identify the Torah as an important part of the Hebrew scriptures														✓		
Identify that a Jewish house of worship is called a synagogue or temple														✓		
Identify Moses as a teacher who long ago led the Jewish people out of Egypt in an event referred to as the Exodus														✓		

**Alignment Chart for
Early World Civilizations**

Lesson

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Explain that, according to an important story in the Torah, Moses received the Ten Commandments from God and that the Ten Commandments are rules that tell people how to behave or live their lives														✓		
Identify important Jewish holidays such as Passover, Rosh Hashanah, Yom Kippur, and Hanukkah														✓		
Explain that Christianity developed after Judaism															✓	
Explain that followers of Christianity are called Christians															✓	
Recognize the cross as a symbol of Christianity															✓	
Identify the Bible as the Christian holy book															✓	
Identify that a Christian house of worship is called a church															✓	
Identify that Christians believe Jesus to be the Messiah and the son of God															✓	
Identify important Christian holidays, such as Easter and Christmas															✓	
Recognize that both Christians and Jewish people follow the Ten Commandments															✓	
Explain that Islam originated in Arabia																✓
Explain that followers of Islam are called Muslims																✓
Identify the crescent and star as symbols of Islam																✓
Identify the Qur'an as the holy book of Islam, containing laws for daily living and many stories that appear in Jewish and Christian holy books																✓
Identify that a Muslim place of worship is called a mosque																✓
Identify that Muslims believe that Moses and Jesus were prophets but believe that Muhammad was the last and greatest of the prophets																✓
Identify important Muslim holidays, such as Ramadan and Eid-ul-fitr																✓

**Alignment Chart for
Early World Civilizations**

Lesson

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----

Note: The Language Arts Objectives in the Lessons may change depending on teacher’s choice of activities.

Reading Standards for Literature: Grade 1

Key Ideas and Details

STD RL.1.3	Describe characters, settings, and major events in a story, using key details.															
CKLA Goal(s)	Use narrative language to describe (orally or in writing) characters, setting, things, events, actions, a scene, or facts from a fiction read-aloud				✓											

Craft and Structure

STD RL.1.6	Identify who is telling the story at various points in a text.															
CKLA Goal(s)	Identify who is telling the story at various points in a fiction read-aloud			✓												

Reading Standards for Informational Text: Grade 1

Key Ideas and Details

STD RI.1.1	Ask and answer questions about key details in a text.															
CKLA Goal(s)	Ask and answer questions (e.g., <i>who, what, where, when</i>), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud															✓
	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships															✓
STD RI.1.2	Identify the main topic and retell key details of a text.															
CKLA Goal(s)	Identify the main topic and retell key details of a nonfiction/informational read-aloud		✓													
STD RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.															
CKLA Goal(s)	Describe the connection between two individuals, events, ideas, or pieces of information in a nonfiction/informational read-aloud	✓		✓	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓

**Alignment Chart for
Early World Civilizations**

Lesson

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----

Craft and Structure

STD RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.															
CKLA Goal(s)	Ask and answer questions about unknown words and phrases in nonfiction/informational read-alouds and discussions															



Integration of Knowledge and Ideas

STD RI.1.7	Use the illustrations and details in a text to describe its key ideas.															
CKLA Goal(s)	Use illustrations and details in a nonfiction/informational read-aloud to describe its key ideas	✓		✓	✓	✓	✓	✓			✓			✓	✓	
STD RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).															
CKLA Goal(s)	Compare and contrast (orally or in writing) similarities and differences within a single nonfiction/informational read-aloud or between two or more nonfiction/informational read-alouds					✓	✓	✓	✓	✓	✓					✓

Range of Reading and Level of Text Complexity

STD RI.1.10	With prompting and support, read informational texts appropriately complex for Grade 1.															
CKLA Goal(s)	Listen to and demonstrate understanding of nonfiction/informational read-alouds of appropriate complexity for Grades 1–3															



Writing Standards: Grade 1

Production and Distribution of Writing

STD W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.															
CKLA Goal(s)	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed			✓												

**Alignment Chart for
Early World Civilizations**

Lesson

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
Research to Build and Present Knowledge																		
STD W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.																	
CKLA Goal(s)	Make personal connections (orally or in writing) to events or experiences in a fiction or nonfiction/informational read-aloud, and/or make connections among several read-alouds				✓		✓							✓				
	With assistance, categorize and organize facts and information within a given domain to answer questions	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	
Comprehension and Collaboration																		
STD SL.1.1	Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and large groups.																	
STD SL.1.1a	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).																	
CKLA Goal(s)	Use agreed-upon rules for group discussion (e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.)																	✓
STD SL.1.1b	Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.																	
CKLA Goal(s)	Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age																	✓
STD SL.1.1c	Ask questions to clear up any confusion about the topics and texts under discussion.																	
CKLA Goal(s)	Ask questions to clarify information about the topic in a fiction or nonfiction/informational read-aloud																	✓

**Alignment Chart for
Early World Civilizations**


Lesson

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
STD SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.																
CKLA Goal(s)	Ask and answer questions (e.g., <i>who, what, where, when</i>), orally or in writing, requiring literal recall and understanding of the details, and/or facts of a fiction or nonfiction/informational read-aloud	✓			✓			✓		✓			✓	✓			✓
STD SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.																
CKLA Goal(s)	Ask questions to clarify directions, exercises, classroom routines, and/or what a speaker says about a topic						✓										
Presentation of Knowledge and Ideas																	
STD SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.																
CKLA Goal(s)	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly									✓							
STD SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.																
CKLA Goal(s)	Add drawings or other visual displays to oral or written descriptions when appropriate to clarify ideas, thoughts, and feelings			✓	✓	✓						✓	✓				
STD SL.1.6	Produce complete sentences when appropriate to task and situation.																
CKLA Goal(s)	Produce complete sentences when appropriate to task and situation									✓							
Language Standards: Grade 1																	
Vocabulary Acquisition and Use																	
STD L.1.5c	Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).																
CKLA Goal(s)	Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>)									✓							

**Alignment Chart for
Early World Civilizations**

Lesson

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
STD L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).																
CKLA Goal(s)	Learn the meaning of common sayings and phrases		✓														
	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>)										✓						
Additional CKLA Goals																	
	Identify new meanings for familiar words and apply them accurately	✓							✓								
	Prior to listening to an informational read-aloud, identify what they know about a given topic		✓	✓	✓		✓	✓	✓		✓	✓		✓		✓	
	Share writing with others	✓	✓	✓	✓	✓		✓	✓		✓		✓				
	With assistance, create and interpret timelines and lifelines related to an informational read-aloud				✓												
	Demonstrate understanding of literary language such as <i>setting</i>					✓											
	While listening to an informational read-aloud, orally predict what will happen next in the read-aloud based on the text heard thus far, and then compare the actual outcome to the prediction					✓				✓			✓				✓
	Use personal pronouns orally									✓							

 These goals are addressed in all lessons in this domain. Rather than repeat these goals as lesson objectives throughout the domain, they are designated here as frequently occurring goals.



Early World Civilizations

Transition Supplemental Guide Introduction

This introduction includes the necessary background information to be used in teaching the *Early World Civilizations* domain. The *Early World Civilizations* domain contains sixteen daily lessons, each of which is composed of two distinct parts, so that the lesson may be divided into smaller chunks of time and presented at different intervals during the day. Each entire lesson will require a total of sixty minutes.

This domain includes two Pausing Points: one after Lesson 4 when students have covered all of the lessons on Mesopotamia, and another after Lesson 12 at the end of the ancient Egypt section. At the end of the domain, a Domain Review, a Domain Assessment, and Culminating Activities are included to allow time to review, reinforce, assess, and remediate content knowledge. **You should spend no more than twenty-one days total on this domain.**

Week One							
Day 1	#	Day 2	#	Day 3	Day 4	Day 5	ⓐ
Lesson 1A: "A Father and His Son in Mesopotamia" (40 min.)		Lesson 2A: "Writing in Mesopotamia" (40 min.)		Lesson 3A: "The Religion of Babylon" (40 min.)	Lesson 4A: "The Hanging Gardens of Babylon" (40 min.)	Pausing Point 1 (60 min.)	
Lesson 1B: Extensions (20 min.)		Lesson 2B: Extensions (20 min.)		Lesson 3B: Extensions (20 min.)	Lesson 4B: Extensions (20 min.)		
60 min.		60 min.		60 min.	60 min.	60 min.	

Week Two				
Day 6	Day 7	Day 8	Day 9	Day 10
Lesson 5A: "People of the Nile" (40 min.)	Lesson 6A: "Writing in Ancient Egypt" (40 min.)	Lesson 7A: "Amon-Ra and the Gods of Ancient Egypt" (40 min.)	Lesson 8A: "Approaching the Great Pyramid" (40 min.)	Lesson 9A: "The Sphinx" (40 min.)
Lesson 5B: Extensions (20 min.)	Lesson 6B: Extensions (20 min.)	Lesson 7B: Extensions (20 min.)	Lesson 8B: Extensions (20 min.)	Lesson 9B: Extensions (20 min.)
60 min.	60 min.	60 min.	60 min.	60 min.

Week Three				
Day 11	Day 12	Day 13	Day 14 ¹⁰	Day 15 #
Lesson 10A: "The Story of Hatshepsut" (40 min.)	Lesson 11A: "Tutankhamun, The Golden Pharaoh, Part I" (40 min.)	Lesson 12A: "Tutankhamun, The Golden Pharaoh, Part II" (40 min.)	Pausing Point 2 (60 min.)	Lesson 13A: "Three World Religions" (40 min.)
Lesson 10B: Extensions (20 min.)	Lesson 11B: Extensions (20 min.)	Lesson 12B: Extensions (20 min.)		Lesson 13B: Extensions (20 min.)
60 min.	60 min.	60 min.	60 min.	60 min.

Week Four				
Day 16	Day 17	Day 18	Day 19	Day 20 ¹⁰
Lesson 14A: "Judaism" (40 min.)	Lesson 15A: "Christianity" (40 min.)	Lesson 16A: "Islam" (40 min.)	Domain Review (60 min.)	Domain Assessment (60 min.)
Lesson 14B: Extensions (20 min.)	Lesson 15B: Extensions (20 min.)	Lesson 16B: Extensions (20 min.)		
60 min.	60 min.	60 min.	60 min.	60 min.

Week Five
Day 21
Culminating Activities (60 min.)
60 min.

¹⁰ Lessons include Student Performance Task Assessments.

Lessons require advance preparation and/or additional materials; please plan ahead.

Lesson Implementation

It is important to note that the interactive activities in the *Transition Supplemental Guide* count on the teacher as the “ideal reader” to lead discussions, model proper language use, and facilitate interactions among student partners.

It is highly recommended that teachers preview the read-aloud, Flip Book images, and comprehension questions to determine when to pause during the read-aloud and ask guiding questions, especially before a central or difficult point is going to be presented (e.g., While we are reading this part of the read-aloud, I want to you think about . . .) and supplementary questions (e.g., Who/What/Where/When/Why literal questions) to check for understanding.

Student Grouping

Teachers are encouraged to assign partner pairs prior to beginning a domain, and partners should remain together for the duration of the domain. If possible, English Language Learners should be paired with native English speakers, and students who have limited English oral language skills should be paired with students who have strong English language skills. Keep in mind that in some instances, a group of three would benefit beginning/entering ELLs, and an older student or adult volunteer may be a better arrangement for some students with disabilities. Partnering in this way promotes a social environment where all students engage in collaborative talk and learn from one another.

In addition, there are various opportunities where students of the same home-language work together, fostering their first-language use and existing knowledge to construct deeper meanings about new information.

Graphic Organizers and Domain-Wide Activities

Several different organizers and domain-wide activities are included to aid students in their learning of the content in the *Early World Civilizations* domain.

- Response Cards for *Early World Civilizations* (one per civilization, two total) can be used to preview, review, and discuss characteristics of the ancient civilizations presented in this domain. Students may hold up these Response Cards to answer class questions.

- The Map of Mesopotamia and ancient Egypt (Instructional Master 1A-1)—is a student copy of a map of the Middle East region. Cities and rivers relevant to this domain are labeled or highlighted. Students may use their map to identify the areas of Mesopotamia and ancient Egypt.
- The *Early World Civilizations Charts* for Mesopotamia (Instructional Master 1B-1) and Ancient Egypt (Instructional Master 5B-1) help students follow along with the class *Early World Civilizations Chart*. These charts remind students of the important components of civilization and provide students a way to show what they have learned about the ancient civilizations presented in the read-alouds. Students may wish to cut and paste images from the image sheets that go along with the charts (Instructional Masters 1B-2 and 5B-2), or they may wish to draw and/or write in the boxes.
- The *Three World Religions Comparison Chart* (Instructional Master 13B-1) is a three-column chart that compares Judaism, Christianity, and Islam, three of the world religions that originated in the Mesopotamian and Egyptian regions. Some students may be able to fill in this chart on their own. Consider pairing students who are not ready to fill out their charts independently with those who are able to do so.
- You may wish to coordinate with the school’s art teacher to create an art project related to the contents in this domain, for example, creating a replica of the Hanging Gardens of Babylon or a large mural of the Hanging Gardens; or making papyrus-like paper and painting a message on it using hieroglyphs.

Anchor Focus in Early World Civilizations

This chart highlights several Common Core State Standards as well as relevant academic language associated with the activities in this domain.

Anchor Focus	CCSS	Description of Focus and Relevant Academic Language
Writing	W.1.8	<i>Early World Civilizations Charts; Three World Religions Comparison Chart</i> : Students will categorize and organize facts from the read-alouds onto a chart. Relevant academic language: <i>chart, row, column, information, components, compare, similarities</i>
Language	L.1.1d	Use personal, possessive, and indefinite pronouns

Domain Components

Along with this *Transition Supplemental Guide*, you will need:

- *Tell It Again! Media Disk* or the *Tell It Again! Flip Book** for *Early World Civilizations*
- *Tell It Again! Image Cards* for *Early World Civilizations*

*The *Tell It Again! Multiple Meaning Word Posters* for *Early World Civilizations* are found at the back of the *Tell It Again! Flip Book*.

Recommended Resource:

- *Core Knowledge Teacher Handbook (Grade 1)*, edited by E.D. Hirsch, Jr. and Souzanne A. Wright (Core Knowledge Foundation, 2004) ISBN: 978-1890517700

Why Early World Civilizations Are Important

This domain will introduce students to the development of early civilizations by examining the fundamental features of civilizations, including the advent of farming, the establishment of cities and government, and the development of other practices such as writing and religion. It should be noted that the word *civilization*, as used in this domain, is not meant to convey a value judgment but to indicate that a group of people collectively helped foster these shared characteristics. Starting in the ancient Middle East, students will study Mesopotamia. They will learn about the importance of the Tigris and Euphrates rivers, the development of cuneiform as the earliest-known form of writing, the first codification of laws known as the Code of Hammurabi, and the significance of gods and goddesses in the “cradle of civilization.”

Students will then explore ancient Egypt and be able to compare and contrast Mesopotamia and Egypt. They will learn about the importance of the Nile River; the use of hieroglyphs; the rise of pharaohs, including Tutankhamun and Hatshepsut; the building of the Sphinx and pyramids; and the significance of mummification and the afterlife for ancient Egyptians.

In the first two parts of the domain, the concept of religion (polytheism) in Mesopotamia and ancient Egypt is introduced as

one of the major forces shaping those civilizations. The end of the domain provides a historical introduction to the development of three world religions—Judaism, Christianity, and Islam—which are all characterized by a belief in a single God. The first read-aloud on religion acts as an introduction for the next three and connects this information to what students have already learned about the early civilizations of Mesopotamia and Egypt. This part of the domain will help provide students with a basic vocabulary for understanding many events and ideas in history throughout later grades.

Note: It is recommended that first-grade teachers discuss with their school administrator whether or not to cover the final section of the domain dealing with Judaism, Christianity, and Islam, using the following explanation to guide that discussion:

The study of these world religions is important because religion has been such a central force in shaping the development of civilizations, and it is difficult to teach world history without referencing the role played by religion. For example, the Middle Ages cannot be taught without reference to Christianity. The Crusades cannot be taught without reference to Islam. Thus, the Core Knowledge Language Arts program introduces students at various grade levels to world religions as part of their study of world history, which will provide students with a basic vocabulary for understanding many events and ideas in history. The goal of the program is to familiarize students with major ideas and facts in world history—not to proselytize—and it is imperative to look at the curriculum as a whole. The curriculum in first grade focuses on teaching students very basic similarities and differences among religions and fostering an understanding of and respect for those similarities and differences. Those concepts lay the foundation for the study of other religions, such as polytheistic religions as part of the *Early American Civilizations* domain in Grade 1; Hinduism and Buddhism as part of the *Early Asian Civilizations* domain in Grade 2; etc.

It is recommended that, when teaching these topics, the tone be one of respect and balance. Should questions about truth and rightness come up in discussion, an appropriate answer is, “People of different faiths believe different things to be true. These are questions you may want to talk about with your family and the adults at home.”

Teachers are also advised to inform parents and caregivers of this rationale prior to covering these topics so that families understand that teachers are teaching historical and cultural facts and are not preaching. A family letter (Instructional Master 12B-1) is included in the Appendix that can be used to communicate this to students' families.

What Students Have Already Learned in Core Knowledge Language Arts in Kindergarten

Students who participated in the Kindergarten Listening & Learning Strand of the Core Knowledge Language Arts program have already started building general oral and written language skills, as well as the background Knowledge and vocabulary that are critical to listening and reading comprehension in later years. In kindergarten, they listened to read-alouds of various genres—with increasing length and complexity—and learned to answer questions orally about what they heard. Students were introduced to certain literary terms—including *author*, *illustrator*, *character*, *setting*, and *plot*—that enabled them to talk about the elements of literature to which they were exposed.

In addition, students learned specific content knowledge from the nonfiction read-alouds. With the exception of general information about farming and kings and queens, the content of *Early World Civilizations* will be new to students.

Core Vocabulary for Early World Civilizations

The following list contains all of the core vocabulary words in *Early World Civilizations* in the forms in which they appear in the domain. These words appear in the read-alouds or, in some instances, in the “Introducing the Read-Aloud” section at the beginning of the lesson. The inclusion of the words on this list does not mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure throughout all lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

Lesson 1

banks
canals
flow
reservoir
trade

Lesson 2

cuneiform
records
scribes
symbols
tablets

Lesson 3

gods/goddesses
priests
religion
temples
ziggurat

Lesson 4

caravan
chariots
merchant
platforms

Lesson 5

advantage
Egyptians
enriched
flooding

Lesson 6

accurately
hieroglyphs

Lesson 7

blossom
depicted
lotus

Lesson 8

afterlife
architect
journey
pyramid
treasure

Lesson 9

base
Sphinx
tugged
visible

Lesson 10

accomplishments
counselors
declare
pharaohs
tradition

Lesson 11

archaeologist
authority
passage
tombs
valuable

Lesson 12

priceless
sarcophagus
triumph

Lesson 13

Christianity
faithful
shrine
Islam
Judaism

Lesson 14

Hebrew
Jewish
prophet
rabbi
synagogue

Lesson 15

Christian
church
eternal
Messiah
miracle

Lesson 16

fasting
mosque
Muslim
prayer
similarities

In addition to this core vocabulary list, every lesson includes its own Vocabulary Chart. Words in this chart either appear several times in the Read-Aloud or are words and phrases that support broader language growth, which is crucial to the English language development of young students. Most words on the chart are part of the General Service list of the 2000 most common English words or part of the Dale-Chall list of 3000 words commonly known by Grade 4. Moreover, a conscious effort has been made to include words from the Primary Priority Words according to Biemiller’s (2010) *Words Worth Teaching*. The words on the Vocabulary Chart are not meant to be exhaustive, and teachers are encouraged to add additional words they feel would best serve their group of students.

Vocabulary Chart for A Father and His Son in Mesopotamia			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	Babylon canals <i>Mesopotamia</i> reservoir Warad/Iddin	discovered exclaimed* fertile flow realized	boats city desert farmers father/son palaces
Multiple Meaning	<u>banks</u> crops	settled soil trade*	water
Phrases	Euphrates River King Hammurabi Tigris River		along the river farther away from four thousand years ago good idea
Cognates	Babilonia canales <i>Mesopotamia</i> Río Éufrates Río Tigris	descubrir exclamó* fértil fluir	botes ciudad desierto palacios

References

1. Beck, Isabel L., Margaret G. McKeown, and Linda Kucan. 2008. *Creating Robust Vocabulary: Frequently Asked Questions and Extended Examples*. New York: Guilford.

2. Biemiller, Andrew. 2010. *Words Worth Teaching*. Columbus, OH: SRA/McGrawHill.
3. Dale, Edgar, and Jeanne Chall. 1995. *Readability Revisited: The New Dale-Chall Readability Formula*.
4. West, Michael. 1953. *A General Service List of English Words*. London: Longman, Green and Co.

Comprehension Questions

In the *Early World Civilizations* domain, there are three types of comprehension questions.


Literal questions assess students' recall of key details from the read-aloud; these questions are text dependent, requiring students to paraphrase and/or refer back to the portion of the read-aloud in which the specific answer to the question is provided. These questions generally address Reading Standards for Literature 1 (RL.1.1) and Reading Standards for Informational Text 1 (RI.1.1).

Inferential questions ask students to infer information from the text and think critically; these questions are also text dependent, but require students to paraphrase and/or refer back to the different portions of the read-aloud that provide information leading to and supporting the inference they are making. These questions generally address Reading Standards for Literature 2–4 (RL.1.2–RL.1.4) and Reading Standards for Informational Text 2–4 (RI.1.2–RI.1.4).


Evaluative questions ask students to build upon what they have learned from the text using analytical and application skills; these questions are also text dependent, but require students to paraphrase and/or refer back to the portion(s) of the read-aloud that substantiate the argument they are making or the opinion they are offering. *Evaluative* questions might ask students to describe how reasons or facts support specific points in a read-aloud, which addresses Reading Standards for Informational Text 8 (RI.1.8). *Evaluative* questions might also ask students to compare and contrast information presented within a read-aloud or between two or more read-alouds, addressing Reading Standards for Literature 9 (RL.1.9) and Reading Standards for Informational Text 9 (RI.1.9).

The *Supplemental Guides* include complex texts, thus preparing students in these early years for the increased vocabulary and syntax demands aligned texts will present in later grades. As all of the readings incorporate a variety of illustrations, Reading Standards for Literature 7 (RL.1.7) and Reading Standards for Informational Text 7 (RI.1.7) are addressed as well.


Student Performance Task Assessments

In the *Transition Supplemental Guide for Early World Civilizations*, there are numerous opportunities to assess students' learning. These assessment opportunities range from informal observations, such as *Think Pair Share* and some Extension activities, to more formal written assessments. These Student Performance Task Assessments (SPTAs) are identified with this icon: . There is also an end-of-domain summative assessment. Use the Tens Conversion Chart located in the Appendix to convert a raw score on each SPTA into a Tens score. On the same page, you will also find the rubric for recording observational Tens scores.

Above and Beyond

In the *Transition Supplemental Guide for Early World Civilizations*, there are numerous opportunities in the lessons and Pausing Points to challenge students who are ready to attempt activities that are above grade level. These activities are labeled "Above and Beyond" and are identified with this icon: .

Supplemental Guide Activities

The *Supplemental Guide* activities that may be particularly relevant to any classroom are the Multiple Meaning Word Activities and accompanying Multiple Meaning Word Posters; Syntactic Awareness Activities; and Vocabulary Instructional Activities. Several multiple meaning words in the read-alouds are underlined to indicate that there is a Multiple Meaning Word Activity associated with them. These activities afford all students additional opportunities to acquire a richer understanding of the English language. *Supplemental Guide* activities are identified with this icon: .

Recommended Resources for Early World Civilizations

The *Transition Supplemental Guide* includes a number of opportunities in Extensions, the Pausing Points, and Culminating Activities for teachers to select trade books from this list to reinforce domain concepts through the use of authentic literature. In addition, teachers should consider other times throughout the day when they might infuse authentic, domain-related literature.

If you recommend that families read aloud with their child each night, you may wish to suggest that they choose titles from this trade book list to reinforce the domain concepts. You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families.

Trade Book List

1. *Archaeologists Dig for Clues (Let's-Read-and-Find-Out-Science 2)*, by Kate Duke (HarperTrophy, 1996) ISBN 978-0064451758

Mesopotamia

2. *Gilgamesh the King (The Gilgamesh Trilogy)*, retold and illustrated by Ludmila Zeman (Tundra Books, 1998) ISBN 978-0887764370
3. *Mesopotamia*, edited by E.D. Hirsch, Jr. (Pearson Learning, 2002) ISBN 978-0769050041

Ancient Egypt

4. *Ancient Egypt (DK Eyewitness Books)*, by George Hart (DK CHILDREN; Har/Cdr/Ch edition, 2008) ISBN 978-0756637651
5. *Ancient Egypt*, edited by E.D. Hirsch, Jr. (Pearson Learning, 2002) ISBN 978-0769050058
6. *Bill and Pete Go Down the Nile*, by Tomie dePaola (Puffin, 1996) ISBN 978-0698114012
7. *The Egyptian Cinderella*, by Shirley Climo (HarperCollins, 1992) ISBN 978-0064432795
8. *Egyptian Gods and Goddesses (All Aboard Reading)*, by Henry Barker (Penguin Young Readers, 1999) ISBN 978-0448420295

9. *The 5000-Year-Old Puzzle: Solving a Mystery of Ancient Egypt*, by Claudia Logan (Farrar, Straus and Giroux, 2002) ISBN 978-0374323356
10. *Mummies and Pyramids (Magic Tree House Research Guide)*, by Will Osborne and Mary Pope Osborne (Random House Books for Young Readers, 2001) ISBN 978-0375802980
11. *Mummies in the Morning (Magic Tree House #3)*, by Mary Pope Osborne (Random House Books for Young Readers, 1993) ISBN 978-0679824244
12. *Mummies Made in Egypt*, by Aliki (HarperTrophy, 1985) ISBN 978-0064460118
13. *The Nile River (Rookie Read-About Geography)*, by Allan Fowler (Children's Press, 2000) ISBN 978-0516265599
14. *The Pharaohs of Ancient Egypt (Landmark Books)*, by Elizabeth Payne (Random House Books for Young Readers, 1981) ISBN 978-0394846996
15. *Season of the Sandstorms (Magic Tree House, No. 34)*, by Mary Pope Osborne and Sal Murdocca (Random House Books for Young Readers, 2006) ISBN 978-0375830327
16. *Seeker of Knowledge: The Man Who Deciphered Egyptian Hieroglyphs*, by James Rumford (Houghton Mifflin, 2003) ISBN 978-0618333455

Three World Religions

17. *Celebrate Hanukkah with Light, Latkes and Dreidels*, by Deborah Heiligman (National Geographic, 2006) ISBN 978-0792259251
18. *Exodus*, by Brian Wildsmith (Eerdmans Books for Young Readers, 1998) ISBN 978-0802851758
19. *Golden Domes and Silver Lanterns: A Muslim Book of Colors*, by Hena Khan (Chronicle Books, 2012) ISBN 978-0811879057
20. *It's Seder Time!*, by Latifa Berry Kropf (Kar-Ben Publishing, 2004) ISBN 978-1580130929
21. *Jesus*, by Brian Wildsmith (Eerdmans Books for Young Readers, 2000) ISBN 978-0802852120

22. *Joseph*, by Brian Wildsmith (William B. Eerdmans Publishing Company, 1997) ISBN 978-0802851611
23. *The Miracles of Jesus*, illustrated by Tomie dePaola (Penguin Group, 2008) ISBN 978-0142410684
24. *My First Ramadan*, by Karen Katz (Henry Holt and Co., 2007) ISBN 978-0805078947
25. *My Muslim Faith*, by Khadijah Knight (Cherrytree Books, 2006) ISBN 978-1842343913
26. *One World, Many Religions: The Ways We Worship*, by Mary Pope Osborne (Knopf Books for Young Readers, 1996) ISBN 978-0679839309
27. *Sammy Spider's First Rosh Hashanah*, by Sylvia A. Rouss (Kar-Ben Publishing, 1996) ISBN 978-0929371993
28. *Under the Ramadan Moon*, by Sylvia Whitman (Albert Whitman & Company, 2011) ISBN 978-0807583050
29. *What Is Religion?*, by Bobbie Kalman (Crabtree Publishing Company, 2009) ISBN 978-0778746515

Websites and Other Resources

Student Resources

1. **Egypt Game**
<http://www.neok12.com/diagram/Ancient-Egypt-01.htm>
2. **Geography of Egypt**
<http://kids.nationalgeographic.com/kids/places/find/egypt>
3. **World Religion Images (text may be too advanced for most students)**
<http://www.uri.org/kids/world.htm>
4. **Ziggurats**
http://www.eduplace.com/kids/socsci/ca/books/bkf3/igraphics/AC_03_093_ziggurat/AC_03_093_ziggurat.html

Teacher Resources

5. **Brooklyn Museum**
<http://www.brooklynmuseum.org/exhibitions>
6. **Church of the Holy Sepulchre**
<http://www.sacred-destinations.com/israel/jerusalem-holy-sepulchre-photos/>
7. **Dome of the Rock**
<http://www.sacred-destinations.com/israel/jerusalem-dome-of-the-rock-photos/>
8. **Western Wall**
<http://www.sacred-destinations.com/israel/jerusalem-western-wall-photos/>
9. **World Religions for Teachers**
<http://www.bbc.co.uk/schools/religion>



A Father and His Son in Mesopotamia

1

✔ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Locate the area known as Mesopotamia on a world map or globe and identify it as a part of Asia
- ✓ Explain the importance of the Tigris and Euphrates Rivers and the use of canals to support farming
- ✓ Describe the city of Babylon

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Describe the connection between the location of Mesopotamia near the Tigris and Euphrates Rivers and the ability to farm (RI.1.3)
- ✓ Describe an illustration of a desert and use pictures and details in “A Father and His Son in Mesopotamia” to describe the read-aloud’s key ideas (RI.1.7)
- ✓ With assistance, categorize and organize facts and information from “A Father and His Son in Mesopotamia” to answer questions (W.1.8)
- ✓ Ask and answer *what* questions orally, requiring literal recall and understanding of the details or facts of “A Father and His Son in Mesopotamia” (SL.1.2)
- ✓ Identify new meanings for the word *banks* and apply them accurately

✓ Share writing with others

Core Vocabulary

banks, n. The land on both sides of a river

Example: The children sat on the banks of the river to eat their lunch, and then they went fishing.

Variation(s): bank

canals, n. Long paths people dig into the land and fill with water. Canals are used to water crops and are also used by boats for travel and shipping

Example: The city built canals so that boats could move supplies and things to different parts of the land.

Variation(s): canal

flow, v. To move continually from one place to another

Example: The river flows from east to west.

Variation(s): flows, flowed, flowing

reservoir, n. A large, usually man-made lake, where water is stored for future use

Example: The city has a reservoir to supply its people with water.

Variation(s): reservoirs

trade, v. To exchange goods

Example: Aalif's father went to the city to trade his grain for some cloth.

Variation(s): trades, traded, trading


Vocabulary Chart for A Father and His Son in Mesopotamia

Core Vocabulary words are in **bold**.
 Multiple Meaning Word Activity word is underlined.
 Vocabulary Instructional Activity words have an asterisk (*).
 Suggested words to pre-teach are in *italics*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	Babylon canals <i>Mesopotamia</i> reservoir Warad/Iddin	discovered exclaimed* fertile flow realized	boats city desert farmers father/son palaces
Multiple Meaning	<u>banks</u> crops	settled soil trade*	water
Phrases	Euphrates River King Hammurabi Tigris River		along the river farther away from four thousand years ago good idea
Cognates	Babilonia canales <i>Mesopotamia</i> Río Éufrates Río Tigris	descubrir exclamó* fértil fluir	botes ciudad desierto palacios

Note: Introducing the Read-Aloud and Extensions may have activity options which exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
Domain Introduction	T-Chart: Did people of ancient times have _____? (Yes/No)	Help students compare and contrast life during ancient times and life today. (See example in Advanced Preparation.)
	Various images and short video clips about Mesopotamia	In order to familiarize students with this ancient civilization, infuse the introduction with images of Mesopotamia. Have students discuss what they see in the images or videos.
Where Are We?	Instructional Master 1A-1; brown and blue crayons; world map or globe	Students can use their own map of Mesopotamia and ancient Egypt to follow along whenever you refer to these areas on a world map. Have students shade in the area of Mesopotamia in brown and trace over the lines for the Euphrates and Tigris Rivers in blue.
	Image 1A-8 or another image that shows fertile land	
Vocabulary Preview: Mesopotamia, Canals	world map; images of canals	
Purpose for Listening	Instructional Master 1A-2	You may wish to give students Response Card 1 (Mesopotamia) at this time. Have students find the image of the canals.
Presenting the Read-Aloud (15 minutes)		
A Father and His Son in Mesopotamia	pictures of the Euphrates and Tigris Rivers; images of Babylon; world map or globe	You may wish to show additional pictures of what these landmarks look like as they are mentioned in the read-aloud.

Exercise	Materials	Details
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions	world map or globe	
Word Work: Trade	drawing paper, drawing tools	
 Complete Remainder of the Lesson Later in the Day		
Extensions (20 minutes)		
Multiple Meaning Word Activity: Banks	Poster 1M (Banks)	
Syntactic Awareness Activity: Singular Personal Pronouns		
Vocabulary Instructional Activity: Exclaimed		
Early World Civilizations Chart	Image Cards 1, 2; Instructional Masters 1B-1, 1B-2; tape; chart paper	A graphic organizer of the Early World Civilizations Chart for Mesopotamia (Instructional Master 1B-1) has been included for students to fill out with the class chart. Students may choose to cut images from the Image Sheet for Mesopotamia (Instructional Master 1B-2) and paste them onto their chart.
Take-Home Material		
Family Letter	Instructional Masters 1B-3–1B-5	

Advance Preparation

You may wish to find additional images and pictures as well as short videos of Mesopotamia, fertile lands, canals, Euphrates River, Tigris River, and Babylon.

For Domain Introduction, create a T-Chart like the one that follows.

Note: Items within the chart are suggestions. You may wish to come up with your own items to include in the chart or have students think of additional items. Continue filling in this chart throughout this domain.

Did people of the ancient times have _____?	
Yes	No
cities	cars
farms	electricity
food	computers
families	airplanes
writing	
boats	

Make a copy of Instructional Master 1A-1 for each student. Refer to it as their map of Mesopotamia and ancient Egypt.

Make a copy of Instructional Master 1A-2 for each student. Refer to it as Response Card 1 for Mesopotamia. Students can use this response card to discuss, review, and answer questions about this civilization.

For Early World Civilizations Chart, prepare a copy of Instructional Masters 1B-1 and 1B-2 for each student. Refer to these worksheets as their Early World Civilizations Chart for Mesopotamia and Image Sheet for Mesopotamia. Students may fill in their own charts as you fill in the class chart.

Notes to Teacher

Throughout this domain, you will refer to several areas around present-day Middle East. The Middle East includes countries where Europe, Asia, and Africa intersect. Countries commonly included in the Middle East are Turkey, Syria, Lebanon, Israel, Palestine, Jordan, Iraq, Iran, Afghanistan, Saudi Arabia, Yemen, Oman, the United Arab Emirates, Qatar, Bahrain, Kuwait, and Egypt.

For additional background information and to find images related to Mesopotamia, you may wish to refer to these web resources:

<http://video.nationalgeographic.com/video/kids/people-places-kids/iraq-mesopotamia-kids/>

<http://www.looklex.com/e.o/mesopotamia.htm>

<http://mesopotamia.lib.uchicago.edu>



A Father and His Son in Mesopotamia

1A

Note: Introducing the Read-Aloud may have activity options which exceed the time allocated for this part of the lesson. To remain within the time period allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Introducing the Read-Aloud

10 minutes

Domain Introduction

5 minutes

Tell students that for the next few weeks they will pretend to travel back in time to learn how two different groups of people lived thousands of years ago. Explain to students that the word *ancient* can be used to describe the time period in which these people lived. Tell students that the word *ancient* means very, very old or long, long ago. Tell students that they will learn how people lived in a place known as Mesopotamia and also how people lived in ancient Egypt.

Explain to students that these people lived differently from the way we do today. There were no cars yet, no computers, no televisions or radios, no electric lights, and no refrigerators to keep food fresh and delicious. Tell students that although the lives of the ancient people who lived long ago were very different, there were many ways that we are just like them. These ancient peoples laughed together; they loved the people in their families and tried hard to take care of them; they helped their friends; and they wanted to live safely and comfortably.

Where Are We?

10 minutes

Show students a world map or globe. Ask them to locate Asia. Point to the area known as the Middle East. Tell students that this area of Asia is called the Middle East. Point to Iraq, and explain that Iraq is one of the countries in the Middle East.

Explain that people have been living in this area for thousands of years, but the area has not always been called the Middle East. Explain that, in ancient times, part of it was called Mesopotamia.



← **Show image 1A-1: The desert**

Have students describe the picture. Explain to students that this is a picture of the desert and that the land in Mesopotamia was mostly desert. Explain to students that it does not rain very much in the desert. It is so dry that it is hard for many plants and animals to live there.

Tell students that it is easier for plants and animals to live in areas with fertile land. Explain that *fertile* means the soil in these areas is rich in nutrients and water, making it easier for plants and animals to flourish.



← **Show image 1A-2: Warad and Iddin**

Explain to students that in today’s read-aloud, they will hear about a special part of Mesopotamia where the land isn’t desert; it is fertile (meaning it is easy for plants and animals to live there). They will hear a made-up story about a father and his son who lived in Mesopotamia in ancient times. Point to the man in the picture, and explain that this character is the father whose name is Warad (*WAH-red*). Have students repeat the name *Warad* after you. Point to the boy in the picture, and explain that this character is Warad’s son, Iddin (*ID-din*). Have students repeat the name *Iddin* after you. Tell students that even though this is a story with made-up or fictional characters—Warad and Iddin—Mesopotamia was a real place a long time ago.

Vocabulary Preview

5 minutes

Mesopotamia

1. Today you will meet a father and son who lived four thousand years ago in an ancient civilization called *Mesopotamia*.
2. Say *Mesopotamia* with me three times.
3. Mesopotamia is the name of a region in Asia between the Tigris and Euphrates Rivers.

4. [Point out the Mesopotamian region on a world map. Have students locate the Tigris and Euphrates Rivers on their map. Tell them that Mesopotamia was located between these two rivers.]
5. The word *Mesopotamia* means “land between two rivers.”
6. Tell your partner why you think Mesopotamia’s name has this special meaning. Tell your partner one thing you hope to learn about Mesopotamia.



Canals

← **Show image 1A-8: Close-up of canals**

1. Today you will learn that *canals* were important to the people living in Mesopotamia.
2. Say the word *canals* with me three times.
3. Canals are long paths people dig into the land and fill with water. Canals are used to water crops and are also used by boats for travel and shipping.
4. [Show students different images of canals.]
5. The Mesopotamians built canals so that boats could move supplies and things to different parts of the land.
6. Can you find the canals in this picture? Tell your partner what you think the canals were used for.

Purpose for Listening

Tell students that there were rivers in Mesopotamia just as there are rivers in the United States. These rivers made the land around them fertile so that plants and animals could live around them. Tell the class to listen carefully to learn the names of two rivers in Mesopotamia and why they were important to the people who lived in this area.



A Father and His Son in Mesopotamia

← Show image 1A-3: Warad and Iddin walking on banks of Euphrates

1 The banks are the ground on the sides of the river. [Point to the bank in the image.] The word *banks* can also refer to places where people keep money.

2 or move continuously

Almost four thousand years ago, a father and a son were walking together on the **banks** of a great river, close to what was then possibly the biggest city in the world: Babylon.¹ The father, whose name was Warad (*WAH-red*), said to his son Iddin (*ID-din*), “See, my son: the great Euphrates (*YOU-FRAY-teez*) River. If this river did not **flow**,² there would be no wonderful city of Babylon, no palaces, no gardens, not even any houses.”

Iddin said, “But I don’t understand, Father. Did all these things appear out of the water?”



← Show image 1A-4: Warad and Iddin sitting on a bench

“No,” his father laughed. “No one just floated the palaces down here or pulled them from the water. Let me explain, Iddin.” They sat down on a bench overlooking the wide river, which rolled before them, reflecting the palaces and religious temples that rose high on both banks of the river.



← Show image 1A-5: First people farming

3 or decided to live

4 Why is the desert not a good place to grow crops?

“The first people who lived along this river realized that the land surrounding the river had rich soil for planting crops, like wheat and barley for bread. These people settled³ along the river because the land farther away from the river was desert and the desert is not a very good place to grow crops.⁴ So, these people built their homes along the river so that they could grow crops to feed themselves and their families.

“Now, let me ask you a question, Iddin. Why do you think people built our city right here?”

“Because of the water?”

“Yes, the river water kept alive the plants that were grown for food. Now look around.”



5 [Indicate this motion as you read.]

← **Show image 1A-6: Warad and Iddin sitting on a bench**

And Warad waved his hand in a circle.⁵ “Now we have our great and beautiful Babylon. Of course, the people that settled in Babylon weren’t the only ones who had the good idea to settle along the river. Other people came and settled up and down the river, forming other towns and cities.

“Soon, people realized they could use the Euphrates for more than just growing food. What else do you think they discovered they could use the river for?” Warad asked his son.⁶

Iddin thought for a moment, then asked, “To carry things from one city to another like we do today?”

6 What other things do you think the people used the river for?



7 Trade means to exchange goods.

← **Show image 1A-7: The river**

“Correct!” his father bellowed. “They traveled in boats up and down the river to **trade** with people from other cities.⁷ The cities soon traded crops, material to make clothing, and other items that they needed. The Euphrates River is not the only river that is used in this way. People also use the Tigris River (TY-gris) to grow crops and to trade with other cities.”⁸

“It is hard to think of a time when people did not use the river for growing crops and for traveling as we do today!” Iddin said.

Warad replied, “That it is. I have more to explain to you. You see, after a while, many people had made their homes along the Euphrates, and some had land farther back from the river. Soon, it was difficult for everyone to reach the water easily.⁹ People started wondering if there was a way to get the water from the river to other parts of the city. Soon, they discovered that there was a way!”¹⁰

8 [Show students the Tigris River on a map. Remind them that Warad and Iddin are walking along the Euphrates River.] Both rivers were used in Mesopotamia for growing crops and trading.

9 Why was it harder? [Explain that the density of the people living around the river increased.]

10 How do you think people were able to get the water to other parts of the city? Remember, this was before cars and trucks.



← **Show image 1A-8: Close-up of canals**

Iddin thought for a minute, then exclaimed, “The **canals!**”

“Yes!” his father continued. “They dug ditches cut into the earth, which we call canals.¹¹ The water flowed out of the river and through the canals to the areas of the city farther from the

11 [Point to the canals in the picture.]

12 How do you think the canals enabled the farmers to grow crops even where there were no rivers?

river. Then farmers could grow crops even where the rivers didn't flow."¹²

"Our great king, Hammurabi (hah-moo-*RAH*-bee), did the same thing. He had canals dug to move water all over our country from the two great rivers, the Tigris and the Euphrates. And King Hammurabi and his helpers used an ancient way to collect rain water. When the winter rains come, the water doesn't just wash away downstream. They made the waters run into a **reservoir**, so that after the rains stopped, there would be water for drinking or for watering crops."¹³ Once this was done, people could stay in one place near the river, and make that place better and better, until finally we had . . ."

13 A reservoir is similar to a lake. It's a place where water is stored for future use.



← **Show image 1A-9: Warad and Iddin walking on street**

"Babylon!" exclaimed Iddin. "Our king, Hammurabi, must be the best king of all, father."

Warad agreed, "He is, indeed, a great king. And now I think it is time for us to head home, my son."

Note: Remind students that the fictional characters—Warad and Iddin—are made-up but King Hammurabi was a real king long, long ago in Mesopotamia.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* [Have two students locate the Tigris and Euphrates Rivers on a world map or globe.] On what continent are these rivers located? (Asia)

2. *Literal* Was the land around the rivers fertile land or dry desert in Mesopotamia? (fertile)
3. *Inferential* How were the Euphrates River and the Tigris River important to the Mesopotamians? (People settled near the rivers to grow crops for food; they were used for transportation and for drinking.)
4. *Inferential* Why did the people dig canals? (to move water from the river to other places to support farming, and for transportation)
5. *Literal* Were there cities in Mesopotamia? (yes) What was the name of the city that was the setting of today's read-aloud? (Babylon)
6. *Inferential* Why did people settle in Babylon near the Euphrates River? (People had settled there to grow crops, and it developed into a city.)
7. *Literal* What kinds of goods would the people on the Euphrates and Tigris rivers trade? (crops, clothing, and other items they needed)



← **Show image 1A-6: Warad and Iddin sitting on a bench**

8. *Inferential* How would you describe the city of Babylon? (There were many buildings, including a palace; it was near the river, etc.)
9. *Evaluative* Could the Mesopotamians have settled in this area if it had not been on the banks of the Tigris and Euphrates Rivers? Why or why not? (No, they needed the water from the rivers to water their crops, to drink, etc.)

[Please continue to model the *Question? Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

10. *What? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *what*. For example, you could ask, “What was the setting of today’s read-aloud?” Turn to your neighbor and ask your *what* question. Listen to your neighbor’s response. Then your neighbor will ask a new *what* question,

and you will get a chance to respond. I will call on several of you to share your questions with the class.

11. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Trade

5 minutes

1. In the read-aloud you heard, “They traveled in boats up and down the river to *trade* with people from other cities.”
2. Say the word *trade* with me.
3. *Trade* means to exchange one thing for another.
4. My sister wanted me to trade my crayons for her markers.
5. Have you ever traded something with someone? Try to use the word *trade* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I once traded . . .”]
6. What’s the word we’ve been talking about?

Use a *Drawing and Sharing* activity for follow-up. Directions: Take your paper and fold it in half. On the left side of the paper, draw a picture showing something you have that you would be willing to trade. On the right side of the paper, draw a picture of something you would like to receive in return for the trade. Discuss with your partner whether it seems like a fair trade.

Note: You may wish to make this follow-up a *Sharing* activity where students talk about what they would be willing to trade and what they would like to receive in return.

➤ **Above and Beyond:** For students who are able to do so, have them write a sentence about their drawings, using the word *trade*.



Complete Remainder of the Lesson Later in the Day



A Father and His Son in Mesopotamia

1
B

Note: Extensions may have activity options which exceed the time allocated for this part of the lesson. To remain within the time period allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions

20 minutes

↔ Multiple Meaning Word Activity

5 minutes

Multiple Choice: Banks

Note: You may choose to have students hold up one, two, or three fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. [Show Poster 1M (Banks).] In the read-aloud you heard “Almost four thousand years ago, a father and a son were walking together on the *banks* of a great river.” Here *banks* means the ground along the edges of a river. Which picture shows this?
2. *Banks* can also mean something else. Banks are small containers in which you can save your money. Which picture shows this?
3. Banks are also businesses where people keep their money or go to borrow money that they later have to pay back. Which picture shows this?
4. Now that we have gone over the different meanings for *banks*, quiz your partner on these different meanings. Use complete sentences. For example, you could say, “I put a nickel in my bank.” And your partner should respond, “That’s number 3.”

↔ Syntactic Awareness Activity

5 minutes

Teacher Note: Students have been introduced to the concept of nouns in the Skills portion of the CKLA program. In Unit 1, students learned that nouns name people, things, and places. In Unit 2, students learned about a special kind of noun called a proper noun that names something or someone specific.

Students have not been explicitly introduced to the term *pronouns* in their Skills lessons. The focus of the Syntactic Awareness Activities on pronouns is for students to understand the use of pronouns in their everyday speech, not to learn the term *pronoun*.

Singular Personal Pronouns

number	person	gender	personal pronouns
			subject
singular	1st	male/female	I
	2nd	male/female	you
	3rd	male	he
		female	she
		neuter	it

Note: The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and the meaning of text. These syntactic activities should be used in conjunction with the complex text presented in the read-alouds. There may be variations in the sentences created by your class. Allow for these variations, and restate students' sentences so that they are grammatical.

Directions: We will learn about a special part of speech that we use when we speak and write. This special part of speech is called a pronoun. We use pronouns to replace nouns that stand for people or things.

[Whenever you see a person's name in brackets, please replace that name with the name of a student or co-teacher in your class.]

1. When I want to talk about myself, I use the pronoun **I**. [Point to self.] "**I** am so happy to be your teacher."
 - Now try with your partner: Point to yourself, use the pronoun **I**, and tell your partner what you are happy about. Use this sentence starter to help you begin: "**I** am so happy to . . ."
2. When I am talking face-to-face with someone else, I use the pronoun **you**. Listen as I talk to [Luis] to tell him how he has been helpful. "**You** are helpful for cleaning up after art time."
 - Now you try with your partner: Point to your partner, use the pronoun **you**, and tell your partner how he or she has been helpful. Use this sentence starter to help you begin: "**You** are helpful for. . ."

3. When I am talking about a boy, I use the pronoun **he**. When I am talking about a girl, I use the pronoun **she**. Listen as I say something nice about a girl in our class. “[Gema] is happy. **She** has a smile on her face.”

Now listen as I say something nice about a boy in our class. “[Dorian] is kind. **He** always helps his classmates.”

- Now you try with your partner: Point to a girl in our class, say something nice about her, and use the pronoun *she* to explain why. Use this sentence starter to help you begin: “[Name of girl] is _____. **She**”
Point to a boy in our class, say something nice about him, and use the pronoun *he* to explain why. Use this sentence starter to help you begin: “[Name of boy] is _____. **He**”

4. When I am talking about a thing, I use the pronoun **it**. For example, if you ask me where the door to this classroom is, I could answer, “**It** is over there.” [Point in the direction of the door.]

- Now you try with your partner: Ask and answer a question about something in the classroom. When you answer, use the pronoun **it** to refer to the thing your partner asked about and point to that thing. Use these sentence starters to help you begin: “Where is?” and “**It** is”



← **Show image 1A-4: Warad and Iddin sitting on a bench**

5. Now, I am going to read different sentences from the read-aloud that contain many of the pronouns we just practiced. Please stand up or raise your hand when you hear one of the pronouns. Remember, the pronouns we just practiced are *I*, *you*, *he*, *she*, and *it*.
- Iddin said, “But **I** don’t understand, Father. Did all these things appear out of the water?” [Ask: Who does *I* refer to in this sentence? (Iddin)]
 - “No,” his father laughed. “No one just floated the palaces down here or pulled them from the water. **I** can explain, Iddin.” [Ask: Who does *I* refer to in this sentence? (Warad, Iddin’s father)]

- “Now, let me ask **you** a question, Iddin. Why do **you** think people built our city right here?” [Ask: Who does *you* refer to in these sentences? (Iddin)]
- “Soon, people realized they could use the Euphrates for more than just growing food. They also used **it** to carry things from one city to another.” [Ask: What does *it* refer to in this sentence? (the Euphrates)]
- “Our great king, Hammurabi, did the same thing. **He** had canals dug to move water all over our country from the two great rivers.” [Ask: Who does *he* refer to in this sentence? (Hammurabi)]

⇌ Vocabulary Instructional Activity

5 minutes

Word Work: Exclaimed

1. In the read-aloud you heard, “Iddin thought for a minute, then *exclaimed*, “The canals!”
2. Say the word *exclaimed* with me three times.
3. *Exclaimed* means to say something in a loud and excited way.

[Repeat Iddin’s line, “The canals!” with excitement and enthusiasm. Invite students to do the same.]

When you want to write someone exclaiming something, you can end the sentence with an exclamation point.

[Write *The canals!* on the board and circle the exclamation point.]

4. Adila’s mother exclaimed, “Hurry! If we don’t leave now, you won’t make it on the bus!”
5. Tell your partner about a time when you exclaimed something. What happened? What did you say? For example you could say, “One time I sipped some hot soup, and I exclaimed, ‘Ouch! I burned my tongue!’”

[Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “One time I . . . , and I exclaimed, ‘. . . !’”]

6. What’s the word we’ve been talking about?

Use *Making Choices* and *Acting* activities for follow-up. Directions: I am going to say different sentences. If you would exclaim when saying the sentence, repeat that sentence using a loud and excited voice. If you would simply say the sentence normally, repeat that sentence using a normal voice. If you would whisper the sentence, repeat that sentence using a soft and quiet voice.

1. Ouch! That hurts!
2. Wow! Did you see her do a flip?
3. Turn to page 31.
4. Hush, little baby.
5. My pencil is yellow.
6. It is so chilly outside!
7. Shh! No talking in the library!
8. [Invite partner pairs to act out different situations where they would exclaim, say, or whisper something.]

Early World Civilizations Chart (Instructional Masters 1B-1 and 1B-2)

10 minutes

On a piece of chart paper, draw the following chart. Each section will need to be large enough for an Image Card. This chart will be used throughout the domain to identify and compare components of the civilizations of Mesopotamia and ancient Egypt.

	Farming	Cities	Writing	Leaders	Religion
Mesopotamia	Image Card 1 (Farming)	Image Card 2 (Babylon)			
Ancient Egypt					

Show students Image Card 1 (Farming). Talk about the Image Card, and explain that it is an illustration of the canals in Mesopotamia. Have students share what they learned from the read-aloud about farming in Mesopotamia and its connection with

the Tigris and Euphrates Rivers. Tell students that you are going to place the Image Card on the chart in the *Farming* column to help them remember that farming took place in Mesopotamia.

Show students Image Card 2 (Babylon). Talk about the Image Card, and explain that it shows the city of Babylon. Have students share what they learned from the read-aloud about Babylon. Tell students that you are going to place the Image Card on the chart in the *Cities* column to help them remember that there were cities in Mesopotamia.

Take-Home Material

Family Letter

Send home Instructional Masters 1B-3–5.



Writing in Mesopotamia

2

Lesson Objectives

Core Content Objectives

Students will:

- ✓ Locate the area known as Mesopotamia on a world map or globe and identify it as a part of Asia
- ✓ Identify cuneiform as the system of writing used in Mesopotamia
- ✓ Explain why a written language is important to the development of a civilization
- ✓ Explain the significance of the Code of Hammurabi
- ✓ Explain why rules and laws are important to the development of a civilization
- ✓ Explain the ways in which a leader is important to the development of a civilization

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Identify the main topic and retell key details of “Writing in Mesopotamia” (RI.1.2)
- ✓ With assistance, categorize and organize facts and information from “Writing in Mesopotamia” to answer questions (W.1.8)
- ✓ Explain the meaning of “The Golden Rule” and use in appropriate contexts (L.1.6)

- ✓ Prior to listening to “Writing in Mesopotamia,” identify orally what they know or have learned about Mesopotamia
- ✓ Share writing with others

Core Vocabulary

cuneiform, n. Writing using wedge-shaped symbols found in Mesopotamia

Example: Warad taught Iddin how to read the cuneiform written on the tablet of stone.

Variation(s): none

records, n. Written information

Example: The teacher keeps attendance records of all the students in his class.

Variation(s): record

scribes, n. People whose job it is to write things down

Example: The scribes wrote the laws on clay tablets.

Variation(s): scribe

symbols, n. Pictures or shapes used to stand for something else

Example: The letters of our alphabet are symbols for sounds.

Variation(s): symbol

tablets, n. A thick, flat piece of stone, clay, wood, or paper used for writing

Example: Today we will see cuneiform written on stone tablets.

Variation(s): tablet


Vocabulary Chart for Writing in Mesopotamia

Core Vocabulary words are in **bold**.
 Multiple Meaning Word Activity word is underlined.
 Vocabulary Instructional Activity words have an asterisk (*).
 Suggested words to pre-teach are in *italics*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	<i>cuneiform</i> <i>laws</i> <i>scribes</i> Warad/Iddin/Amur	symbols* behave	boy/brother/ father/uncle/ grandfather cloth writing year
Multiple Meaning	tablets	code records	rule shows story
Phrases	clay tablets <i>Code of Hammurabi</i> King Hammurabi wedge-shaped	comparing the numbers did us all a great favor kept a record	figured out help me remember wrote down
Cognates	<i>cuneiforme</i> escribano(a)s	símbolos* código comparando los números	

Note: Introducing the Read-Aloud and Extensions may have activity options which exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
Where Are We?	Map of Mesopotamia and Ancient Egypt; world map or globe	You may wish to have students locate Mesopotamia on their own map.
What Have We Already Learned?	Early World Civilizations Chart	You may wish to have students refer to their own chart as you review using the class chart.
	Image 1A-8: Close up of canals and/or additional images of canals	Refer to these images when talking about canals.
	Images of King Hammurabi of Babylon	Students may be interested in seeing what King Hammurabi looks like. Explain that there were no cameras in ancient times, so the images are statues of what artists thought he looked like.
Essential Background Information or Terms	Image 2A-1: Warad pointing to cuneiform	Use this image to introduce the new character in the read-aloud, Amur, Iddin's older brother.
	Image 2A-2: Cuneiform and/or additional images of cuneiform; examples of writing systems (e.g., Greek, Arabic, and Chinese)	Use images of cuneiform to expose students to what it looks like. Show examples of other writing systems, and compare them to English. Invite students to tell about or show systems of writing that they know, other than the English alphabet.
Vocabulary Preview: Cuneiform; Laws/Code of Hammurabi	Image 2A-2: Cuneiform and/or additional images of cuneiform	Have students describe cuneiform. Explain that cuneiform is made with wedges. Identify the wedges in the cuneiform.
	examples of a few laws from the Code of Hammurabi (paraphrased, optional); list of classroom rules	You may wish to give students examples of some of the laws from the Code of Hammurabi. This lesson can be an excellent tie-in to reviewing or creating additional classroom rules.
Purpose for Listening	Response Card 1	Invite students to point to the image that refers to the main topic of today's read-aloud.

Exercise	Materials	Details
Presenting the Read-Aloud (15 minutes)		
Writing in Mesopotamia	additional images of cuneiform; examples of a few laws from the Code of Hammurabi (paraphrased, optional)	
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions		
Word Work: Symbols		
 Complete Remainder of the Lesson Later in the Day		
Extensions		
Early World Civilizations Chart	Image Cards 3, 4; Early World Civilizations Chart and Image Sheet for Mesopotamia	Students may follow along using their own chart and image sheet.
Sayings and Phrases: The Golden Rule		

Advance Preparation

You may wish to find pictures and images of cuneiform and King Hammurabi of Babylon to show to students.

You may wish to give a few examples of the laws from the Code of Hammurabi.

Note: You will need to heavily paraphrase and adjust wording so that it is student-friendly and appropriate. (See Notes to Teacher for web resources about the Code of Hammurabi.)

Notes to Teacher

For background information and to find images related to the Code of Hammurabi, you may wish to refer to these web resources:

<http://avalon.law.yale.edu/ancient/hamframe.asp>

<http://www.ushistory.org/civ/4c.asp>

<http://mesopotamia.mrdonn.org/hammurabi.html>



Writing in Mesopotamia

2_A

Note: Introducing the Read-Aloud may have activity options which exceed the time allocated for this part of the lesson. To remain within the time period allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Introducing the Read-Aloud

10 minutes

Where Are We?

5 minutes

Each day, at the beginning of each lesson in this domain, have a different student locate the area known as Mesopotamia on a world map or globe and identify it as a part of Asia. Remind students that this entire region of the world is now called the Middle East and that the present-day country of Iraq is located there.



What Have We Already Learned?

5 minutes

← **Show image 2A-4: Iddin pointing to cuneiform**

Remind students that in the previous lesson, they learned about a father and son in Mesopotamia. Have a student point out Iddin in the picture (the boy pointing to the cuneiform), and have another student point out his father, Warad, in the picture. If students have trouble, point out the characters for them, and have them repeat their names after you. Ask students if they recall what Warad and his son Iddin were talking about as they walked along the banks of the Euphrates River. Students should be able to point out that Warad was explaining the importance of the river to farming and the development of the city of Babylon. You may wish to review what you have completed thus far in the Civilizations Chart begun in the last extension activity.

Ask, “Who remembers what canals are?” (Canals are ditches dug into the land to move water from one place to another. Canals

may also be used for transportation.) Say to students, “King Hammurabi was responsible for building canals in Mesopotamia. He had canals dug to move water all over Mesopotamia from the two rivers, the Tigris and the Euphrates. King Hammurabi and his helpers also collected water in a reservoir, so that there would be water for drinking and for watering crops. This allowed people to settle in one place near the river, and to have an opportunity to make that place better and better, until it became the city of Babylon. Do you think Hammurabi was a good leader?” (Answers may vary.)

Essential Background Information or Terms

10 minutes

Explain that today’s read-aloud is a continuation of the read-aloud they heard previously. They will hear more about Warad and Iddin, and they will meet another boy from Mesopotamia, Iddin’s brother, Amur (*AH-moor*). Point to Amur in the picture, and have students repeat the name *Amur* after you. Tell students that, as the father and his sons talk, they will learn more about King Hammurabi and the decisions he made that helped shape the Mesopotamian civilization.

The main topic, or main idea, of today’s read-aloud is writing. Ask students how people use writing today. Encourage them to identify a wide range of uses for writing, including recording rules, making lists, communicating safety information, or expressing one’s thoughts.

Ask students what is needed in order to write in English. (pens or pencils, paper, knowledge of sounds and letters to represent them, etc.)

Remind students that people all over the world speak and write in many different languages. Ask students if all languages use the same shapes to write the words they say. You may find it helpful to show students an example of Greek, Arabic, or Chinese writing.



Cuneiform

← Show image 2A-2: Cuneiform

1. In today's story Warad shows Iddin and Amur *cuneiform* written on a tablet.
2. Say the word *cuneiform* with me three times.
3. Cuneiform is writing that was used in Mesopotamia. Cuneiform is made by drawing lines and wedges—or shapes that look like triangles.
[Show students different images of cuneiform.]
4. Warad wrote information down on a clay tablet using cuneiform.
5. [Invite students to point to the lines and wedges of the cuneiform.]

Laws/Code of Hammurabi

1. Today you will hear about *laws* called the *Code of Hammurabi*.
2. Say the word *laws* with me three times.
Say the words *Code of Hammurabi* with me three times.
3. Laws are rules made by the leaders of a city, state, or country. People need to follow the laws. One of the first laws ever written down is called the Code of Hammurabi, created by King Hammurabi. There are 282 laws in the Code of Hammurabi.
4. The people who visited Mesopotamia also needed to follow the laws of Mesopotamia called the Code of Hammurabi. The laws were written down on clay tablets so that everyone could see them.
5. Let's review the rules of our classroom, or the Code of [Room #].
[At a later time, you may wish to talk about some of the laws in the Code of Hammurabi. You may wish to use this opportunity to review and update your classroom rules.]

Purpose for Listening

Tell students to listen carefully to find out what Mesopotamian writing looked like and how people used it, as well as what else King Hammurabi did for Mesopotamia.



Writing in Mesopotamia

← Show image 2A-1: Warad pointing to cuneiform

The day after Iddin and his father, Warad, had their conversation about King Hammurabi, Iddin and his older brother, Amur (*AH-moor*), were out kicking a leather ball.¹ When the boys went inside to cool off, they found their father, Warad, sitting at a wide table in the sunny, central courtyard around which the house was built. On the table lay several **tablets**, smooth rectangles made of clay.²

- 1 [Point to the ball in the picture.]
- 2 During the time that Iddin lived, people wrote on clay tablets because paper did not yet exist.



← Show image 2A-2: Cuneiform

Wedge-shaped **symbols** were pressed into the clay. This sort of writing is called **cuneiform** (*kyoo-NEE-i-form*).³

“What are you reading, father?” Amur asked.

- 3 Symbols are shapes used to stand for something else. The letters of our alphabet are symbols that stand for sounds. [Explain to students that this is an image of a clay tablet from Mesopotamia and that the symbols they see stood for words or numbers.]



← Show image 2A-3: Warad pointing to cuneiform

Warad looked up and smiled. “This first tablet shows how much cloth we have sold this month in our store. The other shows how much we sold during the same time last year. I am comparing the numbers, deciding how much cloth I will need to buy from the weaver for the store next week. These sorts of **records** help me remember how much we sold last year. Otherwise, I would probably forget.”⁴

- 4 Records are pieces of information written down to help you remember something. For example, you could keep a record, or list, of your friends’ birthdays so you wouldn’t forget. Warad, Iddin’s father, kept a record of how much cloth he sold from year to year so he wouldn’t forget.



← Show image 2A-4: Iddin pointing to cuneiform

Iddin sat down on a wooden bench next to the table. “Father,” he asked, “who figured out how to write in the first place? Who decided what each symbol meant?”

Before Warad could answer, Amur said, “The king did it. Isn’t that right, Father? King Hammurabi can do anything.”

Warad said gently, “Well, Amur, our king has done many wonderful things. But someone else made up writing even before the king was born. And Iddin, I’m afraid we don’t know exactly who it was that figured out how to write and decided what each symbol should mean.”

Iddin laughed. “Maybe they should have kept a record on clay tablets in cuneiform!”

Warad laughed, too. “Well, whoever it was did us all a great favor. If we couldn’t write, it would be harder to remember information for long periods of time . . .”

Iddin interrupted, “Like how much cloth you sold last year?”

Warad smiled, “Like how much cloth I sold last year.”



← Show image 2A-5: Scribes

“People around here, between the Tigris (TY-gris) and the Euphrates (you-FRAY-teez) Rivers, have known about writing for nearly *fifteen hundred years*.⁵ That’s important. In fact, King Hammurabi may not have invented writing, but he had a great idea about how to use it. Hammurabi was so powerful that he made up a set of rules, or laws, for people to live by, so that they would know how to behave in different situations. Then he had his **scribes** write them down.⁶ Actually, your uncle, my brother, is one of the scribes who helped the king write down the laws of our country. This set of laws is called the Code of Hammurabi. There are 282 laws in all.”⁷

“That’s a lot of laws!” exclaimed Iddin. “That must have taken Uncle and the other scribes a long time to write.” He hesitated. “How did Uncle get to be a scribe anyway?”

“Our father, your grandfather, was a scribe, and that is why all our family members can read and write. Your grandfather taught your uncle, and he taught me. We are lucky that we know how to read and write. And if your uncle and the others had not written down all the laws of King Hammurabi . . .”

“ . . . who could remember all 282 of them?” Iddin finished.

5 That’s a really long time!

6 Scribes are people whose job it is to write things down.

7 Who in the story is speaking about Hammurabi? (Warad)
[Reinforce that Warad is a fictional character, but King Hammurabi and the Code of Hammurabi were real.]



← **Show image 2A-6: The family thinking about writing**

8 Do you think you could remember 282 laws or rules? Writing down all 282 laws helped people remember them, which also helped them to better live by the laws. If people weren't sure whether they should do something, they could look at the clay tablets with the laws and see what the laws said. [You may wish to connect this with any written class rules you might have.]

“Exactly,” said Warad. “Amur, what do you think would happen if we couldn’t remember the laws?”⁸

The older boy said, “If we couldn’t remember the laws, people wouldn’t follow the same rules. Someone visiting another town might break that town’s rules without even knowing it.”

Warad said, “And Iddin, what if I gave you one set of rules, and I gave Amur a different set of rules?”

“That wouldn’t be fair,” said Iddin, “unless I liked my rules better than his.”

They all laughed. Then Amur said, “I like writing for another reason, too. After Uncle visited us, I wrote down that story he told us about being caught in a sandstorm in the desert, and how they had to lie down and cover their heads when the strong wind blew the sand so hard all around them. I read it to Iddin last night.”

Iddin smiled. “Maybe you should write a story about us, Amur.”

His brother thought about it. Then he answered, “That is a funny idea, Iddin. Who would want to read a story about us?”⁹ Then the boys went back outside to play some more.

9 Are we reading a story that was written about them now?

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students’ responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Inferential* What was the main topic, or main idea, of today’s read-aloud? (the importance of writing to civilizations such as the Mesopotamians)

2. *Literal* What was Mesopotamian writing called? (cuneiform)
3. *Inferential* Describe how the Mesopotamians made cuneiform writing. (Wedge-shaped symbols, or markings, were pressed into tablets, which were smooth rectangles made of clay.)
4. *Inferential* Why was writing important to Warad? (He used it to keep track of how much cloth he had sold.)
5. *Inferential* Why was writing important to Amur? (He used it to write down a story he had heard. Without it, he might have forgotten the story.)
6. *Literal* What was the Code of Hammurabi? (the many laws that Hammurabi, the king of Mesopotamia, had written down and which everyone was expected to follow)
7. *Literal* What were the people called that wrote down the Code of Hammurabi? (scribes) [Make sure students understand that only certain people were taught to write in Mesopotamia.]
8. *Inferential* Why was writing important to a civilization such as Mesopotamia? (It helped them to write down and remember their laws. Without writing, the laws might have changed much more frequently.)
9. *Evaluative* What would life in ancient Mesopotamia have been like without writing? (Answers may vary.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

10. *Evaluative Think Pair Share:* How was Mesopotamian writing different from ours? Are there any ways in which it was the same? (Answers may vary.)
11. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Symbols

5 minutes

1. In the read-aloud you heard, “Wedge-shaped *symbols* were pressed into the clay.”
2. Say the word *symbols* with me.
3. Symbols are things, like shapes, marks, or even pictures, which stand for something else.
4. Question marks are symbols that are sometimes used at the end of sentences.
5. Can you think of any other symbols that you have seen? Perhaps there are some right here in the classroom. Try to use the word *symbols* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “ _____ are symbols for . . . ”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I will read several sentences to you. If the sentence describes a symbol, you should say, “That is a symbol.” If it does not describe a symbol, you should say, “That is not a symbol.”

1. The red traffic light tells the cars to stop. (That is a symbol.)
2. The letters I write stand for sounds. (That is a symbol.)
3. My sister Mara is very pretty. (That is not a symbol.)
4. The weather reporter shows a picture of a sun to tell viewers that it will be a sunny day. (That is a symbol.)
5. My dog’s name is Gunther. (That is not a symbol.)



Complete Remainder of the Lesson Later in the Day



Writing in Mesopotamia

2_B

Extensions

20 minutes

Early World Civilizations Chart

15 minutes

	Farming	Cities	Writing	Leaders	Religion
Mesopotamia	Image Card 1 (Farming)	Image Card 2 (Babylon)	Image Card 3 (Cuneiform)	Image Card 4 (Hammurabi)	
Ancient Egypt					

Show students Image Card 3 (Cuneiform). Talk about the Image Card, and have students share what they learned from the read-aloud about cuneiform and writing in Mesopotamia. Tell students that you are going to place the Image Card in the *Writing* column on the Civilizations Chart to help them remember that Mesopotamians developed a system of writing.

Show students Image Card 4 (Code of Hammurabi). Talk about the Image Card, and tell students that Hammurabi's Code was carved into a stone pillar and was not written on paper; this is a picture of the pillar that contains the Code of Hammurabi. Have students share what they learned from the read-aloud about Hammurabi and the Code of Hammurabi. Explain that the 282 laws were inscribed on a huge pillar. Tell students that you are going to place the Image Card in the *Leaders* column on the chart to help them remember that Mesopotamians had a leader (king) and laws. Explain that a leader is very important to the development of a civilization. Remind them that King Hammurabi was not only responsible for writing all the laws, but he also oversaw the building of the canals they previously heard about.

Remind students that Warad said that writing was important because it enabled them to write down their laws in order to remember them more easily. Tell students that there is one “law,” or rule, that many different people in many times and places called “the Golden Rule,” and that many people still follow this rule today. It is not an official law in our country, but it is a famous saying that many people try to live by: “Do unto others as you would have them do unto you.”

Write the saying on a piece of chart paper, a chalkboard, or a whiteboard. Explain that you are writing down the saying, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Emphasize that you are writing the saying so that you don’t forget, just like Warad said, and tell them that you will read the words to them.

Repeat the saying and explain that “unto” means “to.” Ask students what they think it means to “do unto others as you would have them do unto you.” (Treat other people with the same kindness, respect, and consideration with which you would like them to treat you.)

Discuss how students might apply the Golden Rule in the following situations:

1. Your friend falls down and scrapes her knee on the playground.
2. The person sitting next to you answers a question incorrectly in class.
3. Your little brother or sister is annoying you.
4. You notice that a new student has no one to play with.

Ask students to think of a time that they have followed the saying “Do unto others as you would have them do unto you.” Tell them that you would like for them to draw a picture of it. Then, they should each write a sentence about their pictures. Some students may need to dictate their sentences to an adult, whereas others may write a word or two or a complete sentence. Have students share their drawings and writing with a partner or with the class.



The Religion of Babylon

3

✔ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Locate the area known as Mesopotamia on a world map or globe and identify it as a part of Asia
- ✓ Explain the significance of gods/goddesses, ziggurats, temples, and priests in Mesopotamia
- ✓ Describe key components of a civilization

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Describe the connection between gods and goddesses and the ways Mesopotamians described natural events (RI.1.3)
- ✓ Describe an illustration of a ziggurat and use pictures and details in “The Religion of Babylon” to describe the read-aloud’s key ideas (RI.1.7)
- ✓ With guidance and support from adults, respond to questions and suggestions from peers on an interactive illustration focusing on facts from “The Religion of Babylon” to add details and to strengthen writing as needed (W.1.5)
- ✓ With assistance, categorize and organize facts and information from “The Religion of Babylon” to answer questions (W.1.8)
- ✓ Add drawings to descriptions of details from “The Religion of Babylon” to clarify ideas and thoughts (SL.1.5)

- ✓ Prior to listening to “The Religion of Babylon,” identify orally what they know and have learned about Mesopotamia
- ✓ Share writing with others

Core Vocabulary

gods/goddesses, n. Powerful unseen rulers, both male and female, that people living in ancient times believed controlled what happened in the world

Example: The people thanked the gods and goddesses for providing good weather.

Variation(s): god, goddess

priests, n. Religious leaders

Example: The priests left food for the gods, hoping they would protect the soldiers in battle.

Variation(s): priest

religion, n. The belief in and worship of a superhuman, controlling power, such as a personal God or gods

Example: Some holidays, such as Hanukkah and Easter, are connected to a religion.

Variation(s): religions

temples, n. Buildings created for worship and practicing religious beliefs

Example: Ancient temples were often beautiful buildings crowned in gold.

Variation(s): temple

ziggurat, n. A tall, pyramid-shaped structure with a temple at the top


Example: The priest cared for the sun god’s statue at the top of the ziggurat.

Variation(s): ziggurats

Vocabulary Chart for The Religion of Babylon			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	<i>Babylon</i> god/goddesses Marduk priests religion* temples Warad/Amur ziggurat	certainly wondered	busy/noisy—calm city dirty—beautiful male/female palace sky sun water why
Multiple Meaning		power	answers rest
Phrases	King Hammurabi temple of Marduk	After all explain how the world works	A long, long time ago figured out praise him and give him thanks turning away from
Cognates	<i>Babilonia</i> religión* templos zigurat	ciertamente	ciudad palacio

Note: Introducing the Read-Aloud and Extensions may have activity options which exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
Where Are We?	Map of Mesopotamia and Ancient Egypt; world map or globe	You may wish to have students locate Mesopotamia on their own map.
What Have We Already Learned?	Image Cards 1–4	Divide students into four groups. Each group will be in charge of sharing information about their image card to the rest of the class.
	Image 2A-6: The family thinking about writing	Use this image to review the fictional characters in the previous two read-alouds.
Essential Background Information or Terms		You may wish to replace the term <i>polytheistic</i> with the phrase “belief in many, many gods.”
	chart paper with: <i>I wonder why . . .</i> written on it	You may wish to begin this section with students’ questions about the world. Their questions may lead to interesting group research topics. (See additional activity in <i>Extensions</i> .)
Vocabulary Preview: Babylon, Temple/Ziggurat	Image 3A-3 and/or additional images of ancient Babylon; Map of Mesopotamia and Ancient Egypt; red crayon	Show students additional pictures of ancient Babylon. Have students find the location of Babylon on their map and circle it red.
	Image 3A-4 and additional images of ziggurats	Show students additional pictures of ziggurats.
Presenting the Read-Aloud (15 minutes)		
The Religion of Babylon	Images of the gods and goddess referred to in this read-aloud: Marduk—the god of Babylon Shamash (Utu)—sun god Anu (An)—sky god Ea (Enki)—god of fresh water Ninsar—goddess of plants	Students may be interested in seeing and hearing about the stories and descriptions of the Mesopotamian gods referred to in this read-aloud. (See <i>Notes to Teacher</i> for web resources to obtain this information.)

Exercise	Materials	Details
Purpose for Listening	Response Card 1	Invite students to point to the image that refers to the main topic of today's read-aloud.
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions		
Word Work: Religion		
 Complete Remainder of the Lesson Later in the Day		
Extensions (20 minutes)		
Early World Civilizations Chart	Image Card 5; Early World Civilizations Chart and Image Sheet for Mesopotamia	Students may follow along using their own chart and image sheet.
Interactive Illustrations	drawing paper, drawing tools	
I Wonder Why . . .	chart paper with: <i>I wonder why . . .</i> written on it; trade book with a "How Things Work" or "How Things Came to Be" topic	This activity may lead to interesting group research topics. Alternatively, based on students' interests, you may wish to read a trade book about how things work or how things came to be.
Mesopotamian gods and goddesses	websites with information about Mesopotamian gods and goddesses	Students may be interested in seeing and hearing about the stories and descriptions of the Mesopotamian gods referred to in this read-aloud. (See <i>Notes to Teacher</i> for web resources to obtain this information.)

Advance Preparation

You may wish to find pictures and images of ancient Babylon and ziggurats.

Notes to Teacher

For background information and to find images related to Mesopotamian gods and goddesses, you may wish to refer to these web resources:

http://en.wikipedia.org/wiki/List_of_Mesopotamian_deities

http://www.mesopotamia.co.uk/gods/explore/exp_set.html

For background information and to find images related to ziggurats, you may wish to refer to this web resource:

http://www.mesopotamia.co.uk/ziggurats/home_set.html

During Essential Background Information or Terms, you may wish to omit the term *polytheistic* as this term may be too advanced for this grade. What is important is that students become aware that the people in Mesopotamia believed in many, many gods. (Later in the domain, students will learn about religions that have only one God.)

During Word Work, you may wish to adjust the language as necessary so that students who are comfortable sharing about their religion are free to do so; however, students should not be forced to share.



The Religion of Babylon

3_A

Note: Introducing the Read-Aloud may have activity options which exceed the time allocated for this part of the lesson. To remain within the time period allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Introducing the Read-Aloud

10 minutes

Where Are We?

5 minutes

Each day, have a different student locate the area known as Mesopotamia on a world map or globe and identify it as a part of Asia. Remind students that this entire region of the world is now called the Middle East and that the present-day country of Iraq is located there.

What Have We Already Learned?

10 minutes

Divide the class into four groups. Give each group one of the Image Cards from the chart: Image Card 1 (Farming), Image Card 2 (Babylon), Image Card 3 (Cuneiform), and Image Card 4 (Code of Hammurabi). Tell students that you will give them a few minutes in their groups to talk about the Image Card and what they have learned about the Mesopotamian civilization. Then, the class will come back together, and each group will have a few minutes to share with the class.



← **Show image 2A-6: The family thinking about writing**

Remind students that in the previous lesson, they heard a story about a father, Warad, and his sons, Iddin and Amur, in Mesopotamia. Tell students that today they will hear more about Warad and his son Amur.

Have a student point out Amur in the picture, and have another student point out Warad in the picture. If students have trouble, point out the characters for them, and have them repeat their names after you.

Essential Background Information or Terms

10 minutes

Tell students that they are going to learn about something else that was important to the people of Mesopotamia: religion. Explain that religion is a system of beliefs often used to explain the world and the way people should live in it.



← Show image 3A-1: Mesopotamian looking at desert sky

Say:

A long, long time ago, before people knew much about science to explain how the world works, they wondered about nearly everything, just as we do today. But they didn't have many answers yet.

They might say, "The wind is blowing from the east. Yesterday it was blowing from the west. Why doesn't the wind always blow from the same direction?"

They might look up at the night sky and ask, "Why don't those stars fall down and hit us on the head?"

They might wonder, "Why is the ocean over there and the land over here? How come everything isn't dry land, or all ocean?" They just didn't know.

Sometimes it took a long time to get the right answers. Someone would learn one part of the answer, and someone else would add something to it. This would go on and on, until at last someone figured out the answer. Learning a bit at a time like this might take hundreds, or even thousands, of years.

And guess what: it is still going on! We are still learning new things based on what people before us figured out. That is one reason it's so important to be able to read and write: so we can learn what other people have learned and tell other people what we discover.



← **Show image 3A-2: Gods and goddesses of Mesopotamia**

Way back in time, one explanation some people came up with was that the world was planned and created by powerful beings, male and female, called gods and goddesses. Gods were male, and goddesses were female. They believed that each god and goddess had power over a part of the universe. These stories helped the people feel less confused about their world.

Explain to students that the people of Mesopotamia had a polytheistic religion. Tell students that *poly-* means many, and *theistic* comes from a word meaning a god or God. So a polytheistic religion is one in which people believe in many gods and/or goddesses. Have students say the word *polytheistic* with you. Be sure to stress the prefix *poly-* when you say it.

Vocabulary Preview

5 minutes

Babylon



← **Show image 3A-3: Palace and temple**

1. Today's story is set—or takes place—in an ancient city called *Babylon*.
2. Say the word *Babylon* with me three times.
3. Babylon was a city in Mesopotamia. It was located between the Tigris and Euphrates Rivers.
[Have students find *Babylon* on their map and circle it red. Explain that Babylon was a thriving and busy city during the time of Mesopotamia, but now Babylon no longer exists.]
4. Warad, Iddin, and Amur lived in Babylon.
5. [Show different pictures of ancient Babylon, and have students discuss whether or not they think Babylon was a large, rich, and busy city.]



Temple/Ziggurat

← **Show image 3A-4: Amur and Warad looking at ziggurat**

1. In today's story Warad takes Amur to the *temple* of one of the gods. Even from far away they could see the very tall *ziggurat* (zig-UH-rough) rising up into the air.
2. Say the word *temple* with me three times.
Say the word *ziggurat* with me three times.
3. A temple is a place people go to worship gods and goddesses. A ziggurat was a pyramid-shaped building in Mesopotamia that had sides that looked like steps.
4. Only the priests could go to the top of the ziggurat and enter the temple.[Point to the top part of the ziggurat, and explain that only priests could go up to the temple to worship the temple's god or goddess.]
5. [Show students different images of ziggurats. Have them identify the step-like sides and the temple at the top.]

Purpose for Listening

Explain to students that the people of Mesopotamia believed in many gods and goddesses that ruled together. Explain that gods are male and goddesses are female. Tell students to listen to find out who the gods and goddesses were and how they were important to the people of Mesopotamia.



The Religion of Babylon

← Show image 3A-3: Palace and temple

- 1 [Point to the palace in the foreground.]
- 2 [Point to the temple at the top of the tall pyramid in the background.]
- 3 Temples were built to honor the gods and goddesses; priests were leaders who lived in the temples. [Remind students that gods were male, and goddesses were female.]
- 4 Religion is a set of beliefs. For some, these beliefs help make sense of their world and how to live in it.
- 5 [Remind students that the Mesopotamians were polytheistic, meaning they believed in many gods.]
- 6 The Mesopotamians had different temples to honor the different gods and goddesses in which they believed.

One day, Warad and his older son, Amur, were walking in the vast city of Babylon. Amur said, “I guess Babylon is the greatest city in all the world, Father. Just look at the palace of King Hammurabi! ¹ I don’t suppose any other king has a palace as grand as this one. And although the city is busy and noisy and dirty, our **temples**, ² where the **priests** feed, clothe, and pray to the **gods and goddesses** for us, are calm and beautiful!” ³

“Yes, my son,” replied Warad, “the temples are very beautiful. And the priests in charge of our **religion** make sure the temples stay that way. ⁴ After all, we want our gods and goddesses to be happy. ⁵ Why, if the sun god grew angry with us, he might not come up in the sky tomorrow.”

“Well that certainly would not be good,” Amur said. “Then we could not grow food, or see each other clearly.”

“And thank goodness for Marduk, the god of our city.” Warad said. “He protects us and makes sure that we live well. In return, we must be sure to praise him and give him thanks for all he does for us. Let us go and visit the temple of Marduk.” ⁶



← Show image 3A-4: Amur and Warad looking at ziggurat

- 7 [Point to the ziggurat in the picture. Have students repeat the word *ziggurat* and ask them to describe the ziggurat. Make sure students understand that the ziggurat is the entire tall pyramid-shaped structure and that the temple is the part at the top.]

Amur happily agreed to go to the temple of Marduk, for it was one of his favorite parts of the city. Even from a distance, they could see the lofty **ziggurat**, rising up many feet into the air. ⁷ Its wide steps climbed up and up to the small temple on top. Only the king and the priests of Marduk were allowed to go up there, but anyone could visit the base of the tower.

“Remember, my son,” Warad said, “there are many gods and goddesses besides Marduk that we must give thanks to.”



8 [Explain to students that this is a picture of some of the gods and goddesses of Mesopotamia.]

← **Show image 3A-5: Gods and goddesses of Mesopotamia**⁸

“I know Father,” Amur sighed. “We believe that each god and goddess has power over a specific part of the universe: one for the sky, one for the water, and one for all the plants growing out of the ground. I am just glad that Marduk is the god of our city and that we have this grand temple for him.”



← **Show image 3A-6: Amur and Warad looking at ziggurat**

After admiring the temple for quite a while, Warad and Amur noticed that the light in the sky was fading. Warad said, “The sun god has done his work for the day and is ready to rest. It is time for us to rest as well.”

Then, turning away from the temple of Marduk, Warad and Amur started for home.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students’ responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* [On a world map or globe, have a student locate the area where Mesopotamia was located.] On what continent was Mesopotamia located? (Asia)
2. *Inferential* Today, you learned that people of long ago did not have scientific answers for the way things happened in their world, such as how the stars stayed in the sky. How did they explain these things? (They told stories about gods and goddesses, who they believed were in charge of different parts of the universe.)

3. *Evaluative* Do you think that gods and goddesses were a good way to explain the workings of the universe? Why or why not? (Answers may vary.)
4. *Inferential* Why was it important for people to write down what they learned about the world? (If they did not write down their discoveries, the people who came after them would ask the same questions over and over again, instead of using what others had learned and asking new questions.)



← **Show image 3A-3: Palace and temple**

5. *Inferential* In today's read-aloud, you heard Amur tell his father that he thought Babylon was the greatest city in the world. Why did he think so? (Its palace and temples were so beautiful, despite the noise and dirt of the city.)
6. *Literal* [Remind students that the Mesopotamians had a polytheistic religion.] What does the word *poly-* mean? (many) So, did the Mesopotamians believe in one god or many gods and goddesses? (many gods and goddesses)
7. *Literal* What were the people whose job was to take care of the temples called? (the priests)
8. *Inferential* What things did the Mesopotamians believe the gods were in charge of? (sun, city, water, sky, etc.)
9. *Literal* At the end of the read-aloud, Amur and Warad visited the temple of Marduk. It was located on top of a much larger building with lots of steps. What was that building called? (ziggurat)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor to discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

10. *Evaluative Think Pair Share:* You have learned a little bit about Amur's life in ancient Babylon. You have learned about farming and the canals, the development of the city of Babylon along the bank of the Euphrates River, cuneiform writing, King Hammurabi and his code of laws, and finally the ziggurats with the temples on top. If you could trade places with Amur for a day, what would you like to do or see? (Answers may vary.)
11. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Religion

5 minutes

1. In the read-aloud you heard, "And the priests in charge of our *religion* make sure that the temples stay [beautiful]."
2. Say the word *religion* with me.
3. Religion is a set of beliefs, based on faith, that help people explain their world and how to live in it. There are many different religions in the world.
4. My neighbors' religion calls upon them to go to synagogue on Saturday, whereas my family's religion calls upon us to go to church on Sunday.
5. Can you name a religion? Try to use the word *religion* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "In Amur's religion, Marduk is the god of the city."]
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to read some sentences. If the sentence describes something about the religion practiced by the people of Mesopotamia, say, “That’s part of their religion.” If it does not, say, “That’s not part of their religion.”

1. The god of the sun brought the people daylight. (That’s part of their religion.)
2. Only kings and priests were allowed to go into the ziggurat temples. (That’s part of their religion.)
3. Anyone could become a god or goddess. (That’s not part of their religion.)
4. The gods and goddesses wore party hats and ate birthday cake. (That’s not part of their religion.)
5. Priests fed, clothed, and prayed to the gods. (That’s part of their religion.)



Complete Remainder of the Lesson Later in the Day



The Religion of Babylon

3_B

Note: Extensions may have activity options which exceed the time allocated for this part of the lesson. To remain within the time period allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions

20 minutes

Early World Civilizations Chart

5 minutes

	Farming	Cities	Writing	Leaders	Religion
Mesopotamia	Image Card 1 (Farming)	Image Card 2 (Babylon)	Image Card 3 (Cuneiform)	Image Card 4 (Hammurabi)	Image Card 5 (Ziggurat)
Ancient Egypt					

Show students Image Card 5 (Ziggurat). Talk about the Image Card, and have students share what they learned from the read-aloud about ziggurats and religion in Mesopotamia. Tell students that you are going to place the Image Card in the *Religion* column on the Civilizations Chart to help them remember that the Mesopotamians had a polytheistic religion.

Interactive Illustrations

15 minutes

- Explain to students that they will all get to be authors and illustrators in the next activity. Ask if they know what authors and illustrators do.
- Pair students with a partner. Give every student a sheet of paper folded in half.
- Explain the instructions to students:

“First, on one half of the paper, write a sentence about the read-aloud you just heard.”

Note: You may wish to remind students of things they have heard in the read-alouds, such as Mesopotamian gods and goddesses, the city of Babylon, and ziggurats.

“Then, taking turns with your partner, read your sentence to your partner. Make sure your partner understands your sentence. After you read your sentence, trade papers.

“Next, using the other half of your partner’s paper, draw an illustration that goes with your partner’s sentence.

“After you have finished your illustration of your partner’s sentence, hand the paper back to the author, or your partner.

“Last, discuss with your partner whether the sentence and illustration match one another. If necessary, edit the sentence or the illustration.”

Checking for Understanding

Note: Before students begin this activity, check to make sure they understand the directions.

- Say to students: “Asking questions is one way to make sure that everyone knows what to do. Think of a question you can ask your partner about the directions I have just given you. For example, you could ask, ‘What should I do after I have finished writing my sentence?’ or, ‘What do we discuss at the end?’”
- Make sure that students understand the five-part instructions to this activity.
- Allow several students to share and discuss how their partners’ illustrations differed from the pictures they had imagined in their heads when they wrote their sentences. As students discuss the illustrations, remember to repeat and expand upon each response using richer and more complex language, including, if possible, any read-aloud vocabulary.

I Wonder Why ...

15 minutes

You may wish to begin or continue this activity from the beginning of this lesson. Alternatively, you may wish to read a trade book about how things work or how things came to be.

Mesopotamian gods and goddesses

15 minutes

You may wish to talk about and show images of the different gods and goddesses that the people of Mesopotamia believed in. Stress that the religion of Mesopotamia had many, many gods and goddesses. (See the web resources in *Notes to Teacher* as a starting place to obtain information about the Mesopotamian gods and goddesses.)



The Hanging Gardens of Babylon

4

✔ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Locate the area known as Mesopotamia on a world map or globe and identify it as a part of Asia
- ✓ Explain the importance of the Tigris and Euphrates rivers and canals to support farming and the development of the city of Babylon
- ✓ Describe the city of Babylon and the Hanging Gardens
- ✓ Explain the ways in which a leader is important to the development of a civilization
- ✓ Identify Mesopotamia as the “Cradle of Civilization”
- ✓ Describe key components of a civilization
- ✓ Describe how a civilization evolves and changes over time

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Identify who is narrating “The Hanging Gardens of Babylon” at various points in the story (RL.1.6)
- ✓ Describe the connection between King Nebuchadnezzar and the Hanging Gardens of Babylon (RI.1.3)
- ✓ Describe an illustration of a caravan of travelers and use pictures and details in “The Hanging Gardens of Babylon” to describe the read-aloud’s key ideas (RI.1.7)

- ✓ Make personal connections, in writing, between the way they live in the present and the way people lived in the time of Hammurabi and Nebuchadnezzar (W.1.8)
- ✓ With assistance, categorize and organize facts and information from “The Hanging Gardens of Babylon” in a chart and in a timeline to answer questions (W.1.8)
- ✓ Ask and answer *what* questions orally, requiring literal recall and understanding of the details or facts of “The Hanging Gardens of Babylon” (SL.1.2)
- ✓ Add drawings to descriptions of events that happened in ancient times and events that happened in present day (SL.1.5)
- ✓ Prior to listening to “The Hanging Gardens of Babylon,” identify orally what they know and have learned about Babylon, the Euphrates River, and King Hammurabi
- ✓ With assistance, create and interpret timelines and lifelines related to “The Hanging Gardens of Babylon”
- ✓ Share writing with others

Core Vocabulary

caravan, n. A large group of people traveling together on animals or in vehicles

Example: The caravan moved together from city to city.

Variation(s): caravans

chariots, n. Two-wheeled, horse-drawn carts used in battle and races during ancient times

Example: The soldiers stood tall as they drove their chariots into battle.

Variation(s): chariot

merchant, n. Someone who buys and sells goods

Example: The merchant sells cloth at the market inside Babylon.

Variation(s): merchants

platforms, n. Floors that are raised off the ground

Example: The teachers stood on platforms while they spoke at the school’s assembly.

Variation(s): platform


Vocabulary Chart for The Hanging Gardens of Babylon

Core Vocabulary words are in **bold**.
 Multiple Meaning Word Activity word is underlined.
 Vocabulary Instructional Activity words have an asterisk (*).
 Suggested words to pre-teach are in *italics*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	Babylon caravan chariots cubits merchant statues vines	amazed famous platforms	buy/sell desert gift king/queen street trees wall wheel
Multiple Meaning	caravan	level reaction* trade	flowers gardens plant
Phrases	the cradle of civilization <i>Hanging Gardens of Babylon</i> King Hammurabi King Nebuchadnezzar Ishtar Gate	How on earth . . . ? the most amazing sight	one on top of another
Cognates	Babilonia caravana estatuas	famoso(a) plataformas reacción*	desierto flores jardín planta

Note: Introducing the Read-Aloud and Extensions may have activity options which exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
Where Are We?	Map of Mesopotamia and Ancient Egypt; world map or globe	You may wish to have students locate Mesopotamia and Babylon on their own map.
Essential Background Information and Terms	Image Cards 1–5; Early World Civilizations Chart	Students may follow along using their own chart.
	image of a baby inside cradle	Help students understand that the “cradle of civilization” means a place where civilization first began.
What Have We Already Learned?	images of ancient Babylon	You may wish to review what students remember about Babylon using images that they have seen of Babylon.
	Image 4A-2: Nebuchadnezzar sitting on throne	You may wish to have students practice saying King Nebuchadnezzar (NEB-OO-cud-NEZ-ur).
Vocabulary Preview: Caravan, Hanging Gardens of Babylon	Image 4A-3: Caravan of travelers on donkeys	
	Image 4A-7: Hanging Gardens of Babylon and/or additional images of the Hanging Gardens of Babylon	Show students additional pictures of the Hanging Gardens of Babylon.
Purpose for Listening	Response Card 1	Invite students to point to the image that refers to the main topic of today’s read-aloud.
Presenting the Read-Aloud (15 minutes)		
The Hanging Gardens of Babylon	images and video clips of the Hanging Gardens of Babylon; images of Ishtar Gate	Students may be interested in seeing more images of these ancient landmarks. Be sure to explain that these places do not exist anymore, but many people like to imagine and recreate what these places looked like.

Exercise	Materials	Details
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions		
Word Work: Reaction		
 Complete Remainder of the Lesson Later in the Day		
Extensions (20 minutes)		
Timeline	Image Cards 4, 6; chart paper, chalkboard, or whiteboard; index cards—one per student; drawing tools	
Early World Civilizations Comparison Chart	Image Cards 1–6; Instructional Master 4B-1; Early World Civilizations Chart and Image Sheet for Mesopotamia	
Recreating the Hanging Gardens of Babylon	images of the Hanging Gardens of Babylon; large chart paper with an outline of the platforms of the Hanging Gardens or drawing paper, drawing tools	You may wish to have small groups of students draw a large picture of the Hanging Gardens, or you may have students draw their own picture of the Hanging Gardens. Note: This can also be a Pausing Point activity.

Advance Preparation

You may wish to find pictures and images of a baby in a cradle to help students understand the meaning of “cradle of civilization,” ancient Babylon, Hanging Gardens of Babylon, and Ishtar Gate to show to students.

For Timeline, prepare a timeline for Mesopotamia on a long piece of chart paper, a chalkboard, or a whiteboard. Draw a long horizontal line for the timeline. On one end of the timeline, write *Ancient Times* below the line, and place Image Card 4 (Code of Hammurabi) above *Ancient Times*.



Prepare a copy of Instructional Master 4B-1 for each student. Students will draw and/or write about the different components of a civilization for Mesopotamia. Save this chart for ancient Egypt.

For Recreating the Hanging Gardens of Babylon, draw outlines of the platforms of the Hanging Gardens on large sheets of chart paper for small groups to fill in with what they think the Hanging Gardens looked like.

Notes to Teacher

For background information, images, and videos related to the Hanging Gardens of Babylon, you may wish to refer to this web resource:

<http://www.unmuseum.org/hangg.htm>



The Hanging Gardens of Babylon

4_A

Note: Introducing the Read-Aloud may have activity options which exceed the time allocated for this part of the lesson. To remain within the time period allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Introducing the Read-Aloud

10 minutes

Where Are We?

5 minutes

Each day, have a different student locate the area known as Mesopotamia on a world map or globe and identify it as a part of Asia. Remind students that this entire region of the world is now called the Middle East and that the present-day country of Iraq is located there.

Essential Background Information or Terms

10 minutes

Use the Civilizations Chart and Image Cards 1–5 to review what has been learned about Mesopotamia.

Explain that Mesopotamia is considered a civilization because the people living there farmed, built cities, developed a form of writing, had leaders, and practiced a religion. Show students the Image Card that represents each part of civilization as you talk about it. Groups of people around the world, in ancient times and in the present day, have done these five things. There have been, and still are, many civilizations.

Explain to students that the read-aloud they will hear today says that Mesopotamia is sometimes called the “cradle of civilization.” Ask them to guess what that term might mean. Talk about the word *cradle*—who uses a cradle (baby); at what stage of life (beginning); etc. Explain that Mesopotamia was one of the first-known civilizations. It had all the important components listed on the Civilizations Chart, things that define a civilization.

What Have We Already Learned?

5 minutes

Tell students that in today's read-aloud, with the help of their imaginations, they will travel back in time and be taken on a tour of the city of Babylon by a narrator who knows the city well. Ask students what they remember about Babylon. (on the banks of the Euphrates; home of King Hammurabi; home of Warad and his family)



← Show image 2A-4: Iddin pointing to cuneiform

Tell students that today's read-aloud takes place more than a thousand years after Warad, Iddin, and Amur lived in Babylon when Hammurabi was the king.

Explain to students that a new king ruled Babylon at this time.

Say, "Do you remember in a previous lesson I asked you what you would like to do or see if you could trade places with Amur for a day? Well, how would you like to go back in time during our read-aloud to Babylon a thousand years after Warad, Iddin, and Amur lived? Let's go!"

Vocabulary Preview

5 minutes

Caravan



← Show image 4A-3: Caravan of travelers on donkeys

1. In today's read-aloud, we will pretend that we are part of a *caravan* traveling to Babylon.
2. Say the word *caravan* with me three times.
3. A caravan is a large group of people traveling together.
4. The people in this illustration make a caravan with their donkeys.
5. Why do you think people travel in caravans? Have you ever been part of a caravan? (parent's car following other cars going to same destination; being part of a parade; lining up animals or cars one after another and pretending that they are going somewhere; etc.)



Hanging Gardens of Babylon

← **Show image 4A-7: Hanging Gardens of Babylon**

1. The main topic of today's read-aloud is the *Hanging Gardens of Babylon*.
2. Say the words *Hanging Gardens of Babylon* with me three times.
3. The Hanging Gardens of Babylon were built by King Nebuchadnezzar as a gift for his wife who missed the trees and flowers of her hometown. The Hanging Gardens of Babylon were special because they were built in the desert where the land was flat and dry, but the Hanging Gardens were tall and had many layers with plants hanging from the sides.
4. The people in Babylon were amazed to see that the Hanging Gardens of Babylon had vines and flowers that hung over the sides.
5. [Show different pictures of the Hanging Gardens of Babylon and have students describe what they see and explain why they were called the Hanging Gardens. Explain that the Hanging Gardens of Babylon do not exist anymore, but many people still like to learn about them and imagine what they might have looked like.]

Purpose for Listening

Tell students to listen to find out what changes have occurred in Babylon over the years since the previous read-aloud, and to find out more about the new king who is ruling Babylon during the time of their imaginary journey to the city.



The Hanging Gardens of Babylon

← Show image 4A-1: City of Babylon on banks of Euphrates

You may remember that Babylon stood on the banks of the Euphrates (you-FRAY-teez) River and was the home of King Hammurabi (hah-moo-RAH-bee), who wrote the laws called “The Code of Hammurabi.”



← Show image 4A-2: Nebuchadnezzar sitting on throne

Well, many years after Hammurabi ruled Babylon, there was another famous king in Babylon with another long name. This king’s name was Nebuchadnezzar (NEB-oo-cud-NEZ-ur). That could be a hard name to say, but everyone in Babylon learned it.¹

1 What is the name of this king of Babylon?



← Show image 4A-3: Caravan of travelers on donkeys²

Here we find a whole group of travelers that make up a **caravan**³ headed for Babylon. Let’s pretend that you and I are traveling to Babylon with this caravan. We have been traveling for weeks to get there so that we can sell fine cotton cloth, which for now is all rolled up on the backs of our donkeys. Most of us are hoping to sell things in Babylon and then buy new things to trade back home.⁴ There are guides and guards to lead us through the desert and to protect us from bandits⁵ on the way. Some of the travelers actually come from Babylon, including a **merchant** named Ili (i-lee), with whom we have become friends.⁶ Ili has been away from home for months, and he is glad to be getting home to Babylon. As we approach the high walls of the city, you tell him, “I have seen lots of cities with walls, but I have never seen a wall as big as this one.”⁷

2 [Have students describe what they see in the picture.]

3 or traveling group

4 What does the word *trade* mean?

5 or thieves

6 So we are pretending that you are characters in this story. You and the storyteller, or narrator, have met a merchant, someone who buys and sells goods.

7 Why do you think there might be an enormous wall around Babylon?

8 A cubit is an ancient unit of measure based on the length of the forearm from the elbow to the tip of the middle finger. [Show this length on your arm to students.]

9 Chariots are two-wheeled, or four-wheeled, horse-drawn carts often used by soldiers in battle. The Mesopotamians invented wheels.

10 Who is telling us about the wall? (Ili)

“Yes,” Ili tells us proudly, “it is about sixteen thousand cubits long, so that it can go all around Babylon.”⁸ The wall is so strong and wide that soldiers have room to turn their **chariots** and horses around on top!⁹ But, wait a few minutes, and you will see one of the loveliest sights along that wall.”¹⁰



11 Remember that the Mesopotamians were polytheistic. What does *polytheistic* mean?



12 Remember, Mesopotamia was mostly desert, but Babylon was built along the banks of what rivers? (the Tigris and Euphrates rivers) What did the canals allow the Mesopotamians to do? (farm)

13 [Point to the statues in the picture.]

14 What do you think is the most amazing sight in all of Babylon?



← **Show image 4A-4: Ishtar Gate with soldiers as guards**

A few minutes later, up ahead we glimpse a tall, wide gate in the wall. Blue-glazed bricks cover the gate, glittering in the bright sunlight. “That is the famous Ishtar (*ISH*-tar) Gate,” Ili tells us. “Our king had it built, then named it for one of Babylon’s goddesses.”¹¹

← **Show image 4A-5: Ili and two others walking along streets**

Half an hour later, soldiers at the Ishtar Gate allow our group to enter, and we find ourselves walking on streets made of stone. This feels strange after the weeks we have spent walking on the shifting sands of the desert.¹² Large statues stand every so often along the sides of the street. “Look! The statues are made of gold!”¹³

As we continue on our way, we pass marvelous palaces and busy shops filled with things to buy. Tomorrow we will take our cloth to one of the shop owners, who has promised to buy it.

Our friend Ili has invited us to dinner at his home tonight. “You are lucky,” he says. “The windows of the inn where you will be staying look out upon the most amazing sight in all of Babylon.”¹⁴

“Do you mean the famous gardens?” I ask.

← **Show image 4A-6: Nebuchadnezzar and his queen**

“Yes,” Ili replies. Then, looking around carefully to make sure that no one else can hear, he says quietly, “King Nebuchadnezzar can be very cruel if he does not like you. But he also has a good side for those he likes or loves; and the person he loves most of all is his queen. The queen came from a land of hills and mountains, with green meadows rich with tall trees and colorful flowers. Some say that after she moved here, the queen missed her home, so our king decided to build her a mountain covered with green plants—the famous Hanging Gardens—so the queen would not be so homesick. But now I must leave you, for this is my street. Remember, you are dining with us this evening. Come hungry, for there will be plenty to eat.” And smiling again, Ili leaves us to continue toward our inn.

15 Who is narrating the story now that Ili has left us? (the narrator)



16 When something hangs, it dangles down, like the way long earrings hang from someone's ears. By looking at the picture, can you tell why these gardens were called "hanging gardens"?

17 The platforms are a little like bleachers at a ballpark.

18 What is needed to help plants grow that is not usually found in a desert?



19 Who is telling us about the Hanging Gardens? (Ili)

We have gone only one block more when you glance over the rooftops ahead and stop in your tracks.¹⁵

← **Show image 4A-7: Hanging Gardens of Babylon**¹⁶

"Look!" you exclaim, your eyes opening wide in wonder. When I look up, I have the same reaction. There, rising above the roofs of the city, we see the famous man-made hill. Many stories high, it is a series of level **platforms** built one on top of another, and connected by ramps and stairways.¹⁷ Narrowing in size the higher you look, the platforms are almost completely covered with trees, vines, and blooming flowers. The flowers are in such abundance that they hang over the sides and give the place its name. We stand amazed at this sight. How on earth can King Nebuchadnezzar grow all these plants in the middle of hot, dry Babylon?¹⁸

← **Show image 4A-8: Watering of the Hanging Gardens**

That night when we are at dinner, Ili explains. "The level parts of the garden are made of mud bricks covered in lead, so that water does not leak through. Workers had to carry up the tons of dirt to cover those parts, and then they set all the plants in place. The water for the plants is lifted up in buckets attached to a long chain. This chain runs around the edges of two great wheels, one at the bottom of the building and one at the top. Workers turn these wheels with cranks, and the buckets dip into a pond of water at the bottom that is filled from the river nearby. As the wheels keep turning, the buckets become full and are lifted up to the top of the chain, where they empty their contents into another pond. From this pond, channels direct the water down to the different garden levels and out among the plants."¹⁹

I tell Ili and his family, "I am amazed at how clever all this is, and how rich King Nebuchadnezzar must be!" But you ask, "And does his queen like it?"

Ili just smiles at us and says, "Wouldn't you?"

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* Where did today's read-aloud take place? (Babylon)
2. *Literal* This read-aloud begins with a narrator (with whom we are pretending to travel) telling us the story. Which character also narrates the story at times? (Ili, the merchant)
3. *Inferential* What is Mesopotamia called? (the cradle of civilization) Why is it called the cradle of civilization? (It is one of the first-known civilizations.)
4. *Literal* What was the name of the king who ruled Babylon at the time of today's read-aloud? (Nebuchadnezzar)
5. *Inferential* How was the entrance to the city of Babylon different from the entrance to cities today? (Babylon was surrounded by a high wall, and people entered through a gate.)
6. *Inferential* When the travelers first entered the city, why did the streets feel funny to them? (The streets were made of stone, and they had been walking for weeks through the sandy desert.)
7. *Inferential* Why did Ili call the Hanging Gardens "the most amazing sight in all of Babylon"? (elaborate engineering—built on platforms, plants not native to desert area, required elaborate system of watering)
8. *Literal* According to Ili, why did King Nebuchadnezzar have the Hanging Gardens built? (He built them for his wife, the queen, who missed the green hills and beautiful flowers in her native land.)

9. *Inferential* The narrator/storyteller says he is impressed by how rich King Nebuchadnezzar must be. What evidence from the story and images would make the narrator think that Nebuchadnezzar was a rich king? (the glittering bricks of Ishtar Gate, large gold statues, palaces, the elaborate hanging gardens)

[Please continue to model the *What? Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

10. *What? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *what*. For example, you could ask, “What did you learn about in today’s read-aloud?” Turn to your neighbor and ask your *what* question. Listen to your neighbor’s response. Then your neighbor will ask a new *what* question, and you will get a chance to respond. I will call on several of you to share your questions with the class.
11. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Reaction

5 minutes

1. In today’s read-aloud you heard, “‘Look!’ you exclaim, your eyes opening wide in wonder. When I look up, I have the same *reaction*.”
2. Say the word *reaction* with me three times.
3. A reaction is the way someone acts or feels about something.
4. Ili always has an amazed reaction when he sees the Hanging Gardens of Babylon.
5. What kind of reaction would you have if the Hanging Gardens of Babylon were right outside our classroom window? [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “If the Hanging Gardens of Babylon were right outside the window, I would have a _____ reaction.” Encourage students to also show their facial expression.]

6. What's the word we have been talking about?

Use a *Making Choices* for follow-up. Directions: I am going to say some situations. Tell your partner what kind of reaction you would have to that situation. Use the sentence frame: "I would have a _____ reaction."

[You may wish to prompt students with the suggested reactions in brackets.]

1. You have been waiting in line for one hour. [bored, annoyed]
2. Your stuffed animal has come to life! [shocked]
3. Your parents are going to take you to your favorite restaurant to eat dinner. [happy]
4. You fell down and cut your knee. [upset]
5. You are having a very hard time tying your shoes. [frustrated]
6. You are going on a field trip to the zoo. [excited]



Complete Remainder of the Lesson Later in the Day



The Hanging Gardens of Babylon

4B

Note: Extensions may have activity options which exceed the time allocated for this part of the lesson. To remain within the time period allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions

20 minutes

Timeline

20+ minutes

Image Card 4
(Code of Hammurabi)

Ancient Times

Present Day

- Explain to students that this is a timeline. A timeline is a line that represents a certain amount of time. Tell students that this timeline represents all the time that has passed from the time of King Hammurabi until today—over four thousand years! Explain that it is very easy to see on the timeline that King Hammurabi lived many, many years ago. Explain to students that this part of the timeline represents the time of Warad, Iddin, Amur, and King Hammurabi.

[Invite a volunteer to point to the time of King Hammurabi. Invite another student to point to the present-day or “modern” times.]

Image Card 4
(Code of
Hammurabi)

Image Card 6
(Nebuchadnezzar)

Ancient Times

Present Day

- Show students Image Card 6 (Nebuchadnezzar). Explain to students that this is a picture of King Nebuchadnezzar—the king of Babylon whom Ili talked about in today’s read-aloud. King Nebuchadnezzar lived over one thousand years after King Hammurabi. Point to different places on the timeline, and ask whether you should put the image card there. Make a vertical line a short distance to the right of the Code of Hammurabi in *Ancient Times*, and attach Image Card 6. Explain to students that the read-aloud they heard today took place in ancient times, but it was a thousand years after Hammurabi lived.
- Give each student an index card, and ask him/her to draw a picture or write a word or phrase describing Mesopotamia. Have students share their cards and then place them on the timeline either closer to King Hammurabi or King Nebuchadnezzar, depending on what they have drawn or written.

Early World Civilizations Comparison Chart (Instructional Master 4B-1)

20 minutes

- Review with students the term *cradle of civilization*, and remind them that this phrase means a place where civilization first began. Using Image Cards 1–6 as prompts, have students name the five components of a civilization: farming, leaders and laws, writing, religion, and cities.

	Farming	Cities	Writing	Leaders	Religion
Mesopotamia	Image Card 1 (Farming)	Image Card 2 (Babylon)	Image Card 3 (Cuneiform)	Image Card 4 (Hammurabi) Image Card 6 (Nebuchadnezzar)	Image Card 5 (Ziggurat)
Ancient Egypt					

- [At this time, place Image Card 6 (Nebuchadnezzar) on the Early World Civilizations Chart in the *Leaders* section, and have students place the same Image Card on their chart.]
 - Give each student a copy of Instructional Master 4B-1. Tell them that they are going to create their own Civilizations Chart to share with their families. Have students draw pictures to show what they have learned about the various components of the civilization of Mesopotamia.
- ✈ **Above and Beyond:** For students who are able to do so, have them write words or sentences describing their pictures. Save students' charts so that they can add ancient Egypt information to it at a later time.

Recreating the Hanging Gardens of Babylon

20+ minutes

- Ask students: "What was so amazing about the Hanging Gardens of Babylon?" (It was a large and beautiful garden in the middle of a desert.) Remind students that the Hanging Gardens of Babylon no longer exist, but people like to wonder and imagine what they looked like.
- You may wish to have small groups of students draw a large picture of the Hanging Gardens, or you may have students draw their own picture of the Hanging Gardens to display in the classroom.



Pausing Point 1

PP₁

Note to Teacher

You should pause here and spend one day reviewing, reinforcing, or extending the material taught thus far.

You may have students do any combination of the activities listed below, but it is highly recommended that you use the Mid-Domain Student Performance Task Assessment to assess students' knowledge of *Early World Civilizations*. The other activities may be done in any order. You may wish to do one activity on successive days. You may also choose to do an activity with the whole class or with a small group of students who would benefit from the particular activity.

Core Content Objectives Up to This Pausing Point

Students will:

- ✓ Locate the area known as Mesopotamia on a world map or globe and identify it as a part of Asia
- ✓ Explain the importance of the Tigris and Euphrates rivers and canals to support farming and the development of the city of Babylon
- ✓ Describe the city of Babylon and the Hanging Gardens
- ✓ Identify cuneiform as the system of writing in Mesopotamia
- ✓ Explain why a written language is important to the development of a civilization
- ✓ Explain the significance of the Code of Hammurabi
- ✓ Explain why rules and laws are important to the development of a civilization
- ✓ Explain the ways in which a leader is important to the development of a civilization

- ✓ Explain the significance of gods/goddesses, ziggurats, temples, and priests in Mesopotamia
- ✓ Describe key components of a civilization
- ✓ Identify Mesopotamia as the “Cradle of Civilization”
- ✓ Describe how a civilization evolves and changes over time

Student Performance Task Assessment

10 Mesopotamia

Materials: Instructional Master PP1-1

Directions: I will read ten sentences about Mesopotamia. If my sentence is correct and gives the right information about Mesopotamia, circle ‘T’ for “true.” If my sentence is incorrect and does not give right information about Mesopotamia, circle ‘F’ for “false.” I will read each sentence twice.

Note: You may wish to relate circling ‘T’ to circling the smiling face and circling ‘F’ to circling the frowning face, something students are familiar with doing in the past vocabulary assessments and domain assessments.

1. Mesopotamia was located on the continent of Asia. (T)
2. There was only one river that flowed through Mesopotamia. (F)
3. Babylon was the name of the famous river in Mesopotamia. (F)
4. Canals helped the Mesopotamians move water from one place to another. (T)
5. Mesopotamians wrote using cuneiform. (T)
6. King Hammurabi created the laws in Mesopotamia. (T)
7. Mesopotamians had many, many gods. (T)
8. Everyone is allowed to go to the top of a ziggurat. (F)
9. Babylon is the name of a great city in Mesopotamia. (T)
10. The Hanging Gardens of Babylon still exist today. (F)

Activities

Where Are We?

Materials: World map or globe

Help students locate and identify the area known as the Middle East. Ask them to identify the continent on which the Middle East is found. (Asia) Point to the present-day country of Iraq, and explain that this is one of the countries in the Middle East. Explain that in ancient times, this part of the Middle East was called Mesopotamia. Have students share connections between these places and the read-alouds.

Image Review

Show the Flip Book images from any read-aloud again, and have students retell the read-aloud using the images.

Early World Civilizations Chart Review

Materials: Image Cards 1–6; Early World Civilizations Chart for Mesopotamia

Have students place the image cards in the correct sections of the chart. Review the information on the chart with students.

Domain-Related Trade Book or Student Choice

Materials: Trade book

Read a trade book to review what students have learned so far about Mesopotamia; refer to the books listed in the domain introduction. You may also choose to have the students select a read-aloud to be heard again.

Exploring Student Resources

Materials: Domain-related student websites

Pick appropriate websites from the Internet for further exploration of Mesopotamia.

Videos of Mesopotamia

Materials: Videos of Mesopotamia

Carefully peruse the Internet for short (5-minute), age-appropriate videos related to Mesopotamia.

Prepare some questions related to the content presented in the videos.

Discuss how watching a video is the same as and different from listening to a storybook or read-aloud.

Have students ask and answer questions using question words *who*, *what*, *when*, *where*, and *why* regarding what they see in the videos.

You Were There: Mesopotamia

Have students pretend that they lived in ancient times in Mesopotamia. Ask students to describe what they would see and hear if they went to Babylon. Consider also extending this activity by adding group or independent writing opportunities associated with the “You Were There” concept. For example, ask students to pretend they are scribes recording the story of Nebuchadnezzar and his queen and write the story down as a group.

Class Book: Mesopotamia

Materials: Drawing paper, drawing tools

Tell the class or a group of students that they are going to make a class book to help them remember what they have learned thus far in this domain. Have the students brainstorm important information about Mesopotamia and what the components of Mesopotamian civilization were. Have each student choose one idea to draw a picture of, and then have him or her write a caption for the picture. Bind the pages to make a book to put in the class library for students to read again and again. You may choose to add more pages upon completion of the entire domain before binding the book.

Trading Activity

Materials: Drawing tools

Tell students that they are going to pretend they are in a market in Mesopotamia and have come to trade with others there. Hand out crayons or markers to each student. Divide the class into two groups. Have one group pretend to be the vendors at the market and remain seated, while the other students pretend to be the market attendees and roam around the classroom trading crayons or other drawing tools with the vendors. Have the students say, “Would you trade your crayon for this crayon?” Make sure that students use the word *trade* in their conversations with other students.

Venn Diagram

Materials: Chart paper, chalkboard, or whiteboard; drawing tools

In order to compare desert land to fertile land, draw two large overlapping circles to make a Venn diagram on chart paper, a chalkboard, or a whiteboard, and label them “Desert” and “Fertile.”



← **Show image 1A-1: The desert**

Have students describe what they see in the picture. Record their observations on the diagram.



← **Show image 1A-8: Close-up of canals**

Have students describe what they see in the picture. Record their observations on the diagram.

Have students describe the similarities and differences between the desert land and the fertile land. Remind students that the Euphrates River and the Tigris River made the land in Mesopotamia fertile. Farther away from the rivers there was desert land.

Then and Now Venn Diagram

Materials: Chart paper, chalkboard, or whiteboard

In order to compare life in ancient Mesopotamia to life today, draw two large overlapping circles to make a Venn diagram on chart paper, a chalkboard, or a whiteboard, and label them “Then” and “Now.” Tell students they will be talking in pairs. Explain that each student will be given one minute to list as many ways as they can how life was different in ancient times from the way life is today. Have each student turn to a neighbor and begin. When one minute is up, have the second student take a turn for one minute. Then encourage students to share their ideas and take dictation. First, ask students to identify the area of the Venn diagram where their ideas should be recorded. Then, tell the students they will now try to list as many ways that life back then was the same as it is today. Give students one minute for each turn, and then take dictation, asking them first to identify the area of the Venn diagram on which similarities go (i.e., the overlapping part).

Writing Using Cuneiform

Materials: modeling compound; tools to make wedges (e.g., reed stick or pencil)

Invite students to “carve” their own decodable message on clay tablets using cuneiform characters.

Recreating the Hanging Gardens of Babylon

Materials: large chart paper, drawing tools, mixed media (leaves, flower petals, cloth, tissue paper, etc)

Students learned about the Hanging Gardens of Babylon and that the Hanging Gardens no longer exists. Have students imagine what the Hanging Gardens looked like. Then have them recreate the Hanging Gardens on a large sheet of chart paper using mixed media.



People of the Nile

5

✔ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Locate Egypt on a world map or globe and identify it as a part of Africa
- ✓ Explain the importance of the Nile River and how its floods were important for farming
- ✓ Describe key components of a civilization

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Use the setting of “People of the Nile” to write and draw a unique story with the same setting (RL.1.3)
- ✓ Describe the connection between the annual flooding of the Nile River and the ability of Egyptians to farm and settle in the area (RI.1.3)
- ✓ Describe an illustration of crops growing along the banks of the Nile River and use pictures and details in “People of the Nile” to describe the read-aloud’s key ideas (RI.1.7)
- ✓ Compare and contrast Mesopotamia and ancient Egypt (RI.1.9)
- ✓ With assistance, categorize and organize facts and information from “People of the Nile,” to answer questions (W.1.8)
- ✓ Add drawings to descriptions of the Nile River, the setting of “People of the Nile,” to clarify ideas and thoughts (SL.1.5)

- ✓ Prior to listening to “People of the Nile,” make predictions orally about whether life in ancient Egypt was similar to, or different from, life in Mesopotamia, and then compare the actual outcomes to predictions
- ✓ Share writing with others

Core Vocabulary

advantage, n. Something that helps to make someone better or more likely to succeed.

Example: The children’s small size gave them an advantage when playing hide and seek because they could hide in small spaces.

Variation(s): advantages

Egyptians, n. People from or living in Egypt

Example: Cleopatra and King Tut were Egyptians.

Variation(s): Egyptian

enriched, v. Added to make something better

Example: Breakfast cereals are enriched with vitamins.

Variation(s): enrich, enriches, enriching

flooding, n. Water rising and overflowing onto the dry land around it


Example: Flooding of the Nile River helped the Egyptians grow crops.

Variation(s): none

Vocabulary Chart for People of the Nile			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	canals clay Egypt/ Egyptians flooding floodwater Rensi/Ipi/Meret village	ancient advantage/ disadvantage* damage* destroy enriched flows	boat family farm/farmer fisherman food mud/muddy river
Multiple Meaning	crop floods	fields	building grow <u>rose</u>
Phrases	Nile River vitamins and minerals	could not count on depended on start to build up again	go hungry no longer used up
Cognates	canals Egipto/ Egipcio(a)	destruir enriquecido	bote familia

Note: Introducing the Read-Aloud and Extensions may have activity options which exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
Where Are We?	Map of Mesopotamia and Ancient Egypt; brown and blue crayons; world map or globe	You may wish to have students locate Egypt on their own map. Have students shade in the area of Egypt in brown and trace over the line for the Nile River in blue.
Making Predictions About the Read-Aloud	Image Card 7; Timeline from Lesson 4	As you tell students that people were also living in Egypt at the same time people were living in Mesopotamia, you may wish to point this out on the timeline. Write “Ancient Egypt” or place Image Card 7 on the timeline in the <i>Ancient Times</i> section.
	Image 5A-6: Ipi and Meret on the banks of the Nile	Identify Rensi (<i>REN</i> -see), Ipi (<i>IP</i> -pea), and Meret (<i>MER</i> -et).
Vocabulary Preview: Egyptians, Flooding	images of ancient Egyptians	
	images of the Nile River flooding and flooding in general	
Purpose for Listening	Response Card 2	You may wish to give students Response Card 2 (Ancient Egypt) at this time. Have students find the image of an Egyptian sailing on a boat in a canal.
Presenting the Read-Aloud (15 minutes)		
People of the Nile	images of the Nile River	Show students real photos of the Nile River so that students can get a sense of the setting of this read-aloud.
	examples/samples of crops grown along the Nile River	You may wish to bring in examples/samples of food products made from wheat and barley, lentils, radishes, lettuce, parsley, dates, and figs. You may also wish to bring in examples or images of papyrus. Papyrus was used to make boats and paper.

Exercise	Materials	Details
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions		
Word Work: Damage		
 Complete Remainder of the Lesson Later in the Day		
Extensions (20 minutes)		
Multiple Meaning Word Activity: Rose	Poster 2M (Rose)	
Syntactic Awareness Activity: Plural Personal Pronouns		
Vocabulary Instructional Activity: Advantage/ Disadvantage	chart paper; index cards	Use a two-column chart to show student-created examples of things that would be an advantage and a disadvantage.
Early World Civilizations Chart	Instructional Masters 5B-1 and 5B-2	A graphic organizer of the Early World Civilizations Chart for Ancient Egypt (Instructional Master 5B-1) has been included for students to fill out with the class chart. Students may choose to cut out images from the Image Sheet for ancient Egypt (Instructional Master 5B-2) and paste them onto their chart.
Setting	drawing paper, drawing tools	
Take-Home Material		
Family Letter	Instructional Masters 5B-3 and 5B-4	

Advance Preparation

You may wish to find pictures and images of ancient Egyptians, flooding, the Nile River, and crops grown along the Nile River to show to students. You may also wish to bring samples of food products made from crops grown next to the Nile River.

Note: Be sure to check with your school’s policy regarding food distribution and allergies.

Make a copy of Instructional Master 5A-1 for each student. Refer to it as Response Card 2 for ancient Egypt. Students can use this response card to discuss, review, and answer questions about this civilization.

For Vocabulary Instructional Activity, prepare a two-column chart to show examples of things that would be an advantage and a disadvantage to students.

For Early World Civilizations Chart, prepare a copy of Instructional Masters 5B-1 and 5B-2 for each student. Refer to these worksheets as their Early World Civilizations Chart and Image Sheet for Ancient Egypt. Students may fill in their own charts as you fill in the class chart.

Notes to Teacher

For background information, images, and videos related to ancient Egypt, you may wish to refer to these web resources:

<http://kids.nationalgeographic.com/kids/photos/ancient-egypt>

<http://www.history.com/topics/ancient-egypt/photos#egyptian-pyramids>

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

<http://www.childrensuniversity.manchester.ac.uk/interactives/history/egypt>



People of the Nile

5_A

Note: Introducing the Read-Aloud may have activity options which exceed the time allocated for this part of the lesson. To remain within the time period allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

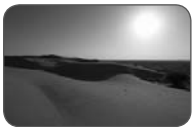
Introducing the Read-Aloud

10 minutes

Where Are We?

10 minutes

Ask students to locate the continent of Africa on a world map or globe. Point to Egypt and explain that Egypt is a country in the northeast corner of Africa.



← **Show image 5A-1: The desert**

Review with students what a desert is. Explain that much of Egypt, like Mesopotamia, is a desert. The desert in Egypt is called the Sahara Desert. Have students repeat *Sahara Desert* after you.

Ask students which two rivers were very important to the Mesopotamians and why those rivers were so important. (Tigris and Euphrates; allowed them to farm in the desert) Tell students that today they will learn about life in ancient Egypt and an important river called the Nile River. The Nile is the longest river in the world, and it flows through Egypt. Show students the Nile River on a map or globe.

Ask students if they have heard of Egypt, the Nile River, or the Sahara Desert. Give students the opportunity to share any prior knowledge they have about the region.

Making Predictions About the Read-Aloud

5 minutes

Tell students that at about the same time people were living in Mesopotamia, people were also living in Egypt. Tell students that the next several read-alouds will be about life in ancient Egypt

several thousands of years ago. Explain to them that part of the read-aloud is factual information about the Egyptians, and the other part is a made-up story of an Egyptian family with fictional characters—Rensi (*REN-see*), Ipi (*IP-pea*), and Meret (*MER-et*). Ask students if they think life in ancient Egypt was the same as or different from life in Mesopotamia.

Vocabulary Preview

5 minutes

Egyptians

1. In the next several read-alouds we will hear about the life of ancient *Egyptians*.
2. Say the word *Egyptians* with me three times.
3. Egyptians are people from or living in Egypt.
4. There were Egyptians living in Egypt around the same time there were people living in Mesopotamia.
5. [Show different pictures of ancient Egyptians. Invite students to describe what they see.]

Flooding

1. Today you will hear about the *flooding* of the Nile River.
2. Say the word *flooding* with me three times.
3. Flooding takes place when water rises and overflows onto the dry land around it. Flooding can help make the soil better for growing crops, but flooding can also ruin crops and homes if the water rises too high.

[Show pictures of flooding.]

4. The Egyptians both liked and feared the flooding of the Nile. They knew that flooding could be helpful as well as harmful.
 5. I am going to read some sentences. If my sentence shows how flooding can be helpful, stand up and say, “Flooding can be helpful.” If my sentence shows how flooding can be harmful, stay seated and say, “Flooding can be harmful.”
- Flooding made the soil really good for planting crops. (Flooding can be helpful.)

- Flooding ruined people’s homes. (Flooding can be harmful.)
- Flooding filled the canals with water. (Flooding can be helpful.)
- Flooding ruined the homes of the animals that lived near the river. (Flooding can be harmful.)

Purpose for Listening

Tell students to listen carefully to learn about life in ancient Egypt, and to find out whether or not their predictions were correct about ancient Egypt being the same as or different from Mesopotamia. Also tell them that Egypt has been called “the gift of the Nile,” and they should listen carefully to learn why.



People of the Nile

← Show image 5A-2: Map of Nile, Tigris, and Euphrates rivers

While people were creating cities and nations in Mesopotamia, another group of people, the **Egyptians**, were building another great civilization on the banks of another river, the Nile.¹

The Nile River is the longest—and one of the mightiest—rivers on the earth.² After it flows all the way through Egypt, it empties into the sea. The Nile has always given the people of Egypt a special **advantage**.³

Most farmers outside of Egypt⁴ had a hard time growing crops. They often had to farm the same land year after year. The problem with this was that by using the same land every year, the crops they planted would use up the natural vitamins and minerals in that land. After the vitamins and minerals were used up, the farmers could no longer grow crops on that land.⁵

So, the farmers would have to stop farming and give the land a few years to “rest.” By not growing crops on that land for a few years, the natural vitamins and minerals the plants needed to grow would start to build up again. Then the farmers could farm on that land again, at least for a few more years.

Because the farmers could only grow their crops on the same land for a few years before the natural vitamins and minerals would be used up, they could not count on being able to grow enough food every single year. It was a very hard life.

But, the Egyptians⁶ could farm the same land over and over again. Do you know why? The reason they could had to do with the Nile.

1 [Point to Mesopotamia and Egypt on the map. Explain that Egyptians are people who live or lived in Egypt.]

2 What is the longest river in the world?

3 It was very helpful for the Egyptians to have the Nile.

4 [Point to the area surrounding Egypt on the map.]

5 [Explain to students that crops need vitamins and minerals to grow.]

6 [Point to Egypt on the map.]



← **Show image 5A-3: Map of Africa with Egypt and the Nile highlighted**

7 [Point to it on the map, dragging your finger from the bottom of the image to the mouth of the river in Egypt at the top of the image, as you read.]

The Nile begins its long journey to the sea in the high mountains of central Africa.⁷ Every spring, heavy rainstorms fill Africa’s mountain lakes, emptying water into the Nile. Rushing down the mountainsides with enormous speed and power, the swollen river carries mud, rich with minerals and vitamins, in its current. When the floodwaters reach the flat lands of Egypt, they spread out for miles on either side of the riverbanks. When the rains and the **flooding** stop, the river goes back to its usual size.⁸

8 Water is no longer covering land that is usually dry.



← **Show image 5A-4: Crops growing along the banks of the Nile**⁹

9 [Have students describe what they see in the picture.]

10 [Point to the crops and the river in the picture.] The river mud added vitamins and minerals to the fields during the flooding.

Long, long ago the ancient Egyptians planted crops in the muddy fields that were **enriched** with vitamins and minerals.¹⁰ In this way, the Nile floods meant life for the Egyptians. But if the rains were light for a year or two, the floodwaters would not bring enough rich soil (with vitamins and minerals for the plants), and the people might go hungry because they would not be able to grow as much food.

The Egyptians knew their lives depended on the river. Most Egyptians lived within twelve or thirteen miles of the Nile on one side or the other, for it was there that the floodwaters refreshed the land each year.¹¹

11 How is this similar to Mesopotamia?

12 How do you think floodwaters can be dangerous?

The floodwaters could also be very dangerous.¹² When the spring floods came, the Nile could destroy homes and villages if they were built too close to the river. So, many ancient Egyptian villages were built up above the level of the river so that when the spring floods came, the river would not destroy the buildings and homes.

13 Here the word *rose* means moved upward or increased. The word *rose* can also mean a type of flower.

Some villages, though, were built on the same level as the river itself. Every year the people living there would have to leave their village when the water rose too high.¹³ They moved away to a safer place and then would return a few weeks later after the river had returned to a lower level. The ancient Egyptians in those villages would have to repair a lot of the damage. Still, they did that every single year.



← **Show image 5A-5: Egyptian man pointing to village with canals**

14 [Point to the canals in the picture.]

15 Who else have you learned about who also dug canals? (Mesopotamians) What did the Mesopotamians use the canals for? (farming)

16 What do you think the ancient Egyptians used the Nile for in addition to farming?

Some villages had another way of dealing with the flood waters. The people living in these villages dug canals, ditches cut into the earth that spread from the edge of the river to carry away the extra water from the spring floods.¹⁴ The water flowed through the canals, past the village, and into the farm fields beyond. So the village did not get damaged, and the water could be transported out farther from the Nile.¹⁵

But the Egyptians used the Nile for other reasons, as we shall see in this story of an ancient Egyptian family.¹⁶



← **Show image 5A-6: Ipi and Meret on the banks of the Nile**¹⁷

17 You are now going to hear a fiction story with the Nile River Valley as its setting.

One day thousands of years ago, an Egyptian woman named Ipi (*IP-pea*) and her daughter Meret (*MER-et*) went down to the Nile to gather some soft, muddy clay so they could make clay pots. Approaching the river, they heard a voice call, “Ipi! Meret!” They looked up and smiled, for sailing out in the middle of the Nile was Rensi (*REN-see*), the husband of Ipi and the father of Meret. Rensi was a fisherman who sailed his narrow boat up and down the river, casting out rope nets to catch fish. Rensi did this just as the men in his family had always done before him. As Rensi’s mother had told him, “Once a fisherman, always a fisherman; and once a fisherman’s son, always a fisherman, too.”¹⁸

18 The ancient Egyptians used the Nile for food by fishing!

Rensi began making his way back to Meret and Ipi, and after a few minutes, he reached shore. Pulling his boat a little way onto the sand so that it would not drift back into the water, he made his way over to them.

Meret turned to her father, who hugged her and kissed her. “Little fish,” he said gently, using one of his nicknames for Meret.



← **Show image 5A-7: Rensi, Ipi, and Meret carrying fish to house**

The three of them took the rope fishing nets from the boat and hung them to dry on wooden racks in the sun. Then Rensi, his wife, and his daughter took the fish from the boat back to their

19 The river was an easy way to transport people and goods. How is this similar to Mesopotamia?

village, where they would sell them at the market. ¹⁹ That night, exhausted from a day at the market, they made their way back to their little house made of mud bricks at the edge of the village.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Evaluative* Were your predictions about whether life in ancient Egypt was the same as or different from life in Mesopotamia correct? Why or why not? (Answers may vary.)
2. *Literal* [Have a student locate the country of Egypt on a world map or globe.] On what continent is Egypt located? (Africa)
3. *Inferential* Why is Egypt often called “the gift of the Nile”? (It is because of the Nile River, and what it allowed the Egyptians to do, that ancient Egypt was able to be established as a civilization.)
4. *Inferential* How was the flooding of the Nile, which happened during heavy spring rains, important for farming? (It enriched the soil with vitamins and minerals.)
5. *Inferential* Why did most people in ancient Egypt live near the Nile? (They needed to grow their own food, and the river made farming possible.)



← **Show image 5A-7: Rensi, Ipi, and Meret carrying fish to house**

6. *Inferential* Within the read-aloud you heard a made-up story about an Egyptian family. Summarize what happens in the story. (Ipi and Meret go down to the river and see Rensi sailing and fishing. Rensi sails back to shore. The three of them took the fish from the boat back to their village to sell at the market. Finally they walk back to their house made of mud bricks.)

7. *Inferential* How was the Nile important to Meret and her family? (They used the clay to make pots, they fished in the river, and they traveled on it.)
8. *Evaluative* How were Mesopotamia and ancient Egypt the same? (They both were located near rivers; people lived in both places; both had canals; etc.)
9. *Evaluative* How were they different? (They were on different continents; the rivers had different names; etc.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

10. *Evaluative Think Pair Share:* Could ancient Egypt have existed without the Nile River? Why or why not? (Answers may vary.)
11. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Damage

5 minutes

1. In today's read-aloud you heard, "The ancient Egyptians in [the villages that had flooding] would have to repair a lot of the *damage*."
2. Say the word *damage* with me three times.
3. Damage is harm that is done to something so that it is broken or not as nice.
4. Rensi needed to fix the damage done to his boat after the floodwaters got into his boat.
5. Can you think of any damage the ancient Egyptians would need to fix after flooding?

[Ask two or three students. If necessary, guide and/or rephrase the students' responses: "The ancient Egyptians would need to fix the damage done to their _____."]

6. What's the word we have been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to say some sentences. If my sentence tells about a situation that will cause damage to something, say, "That will cause damage to [object]." If my sentence tells about a situation that will not cause damage to something, say, "That will not cause damage to [object]."

1. Azizi carefully put the library book in his backpack. (That will not cause damage to the library book.)
2. Hafsah left the library book out in the rain. (That will cause damage to the library book.)
3. Hapi accidentally threw a baseball at his neighbor's window. (That will cause damage to the window.)
4. Chloe was very careful not to walk in mud with her new shoes. (That will not cause damage to the new shoes.)
5. Somebody's car ran into Layla's aunt's car. (That will cause damage to the car.)



Complete Remainder of the Lesson Later in the Day



People of the Nile

5_B

Note: Extensions may have activity options which exceed the time allocated for this part of the lesson. To remain within the time period allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions

20 minutes

↔ Multiple Meaning Word Activity

5 minutes

Sentence in Context: Rose

Note: You may choose to have students hold up one, two, or three fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. [Show Poster 2M (Rose).] In the read-aloud you heard that “Every year the people living [near the Nile] would have to leave their village when the water *rose* too high.” Here *rose* means moved higher and higher. Which picture shows this?
2. *Rose* can also mean other things. *Rose* is a pink color. Which picture shows this?
3. A *rose* is also a kind of flower that smells sweet and has thorns on its stem. Which picture shows this?
4. Now with your partner, make a sentence for each meaning of *rose*. Use complete sentences. I will call on a few partner pairs to share their sentences.

Plural Personal Pronouns

number	person	gender	personal pronouns
			subject
plural	1st	male/female	we
	2nd	male/female	you
	3rd	male/female	they

Note: The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and the meaning of text. These syntactic activities should be used in conjunction with the complex text presented in the read-alouds. There may be variations in the sentences created by your class. Allow for these variations, and restate students’ sentences so that they are grammatical.

Directions: We will learn about a special kind part of speech that we often use when we speak and write. This special part of speech is called a pronoun. We can use pronouns to replace nouns that stand for people or things. [Whenever you see a person’s name in brackets, please replace that name with the name of a student or co-teacher in your class.]

1. When I am talking about myself and another person, I use the pronoun **we**. Listen as I talk about myself and [Ms. Cueva]. “**We** have fun teaching this class.”
 - Now you try with your partner: Point to yourself and your partner and use the pronoun **we** to tell about something you and your partner have fun doing together. Use this sentence starter to help you begin: “**We** have fun . . .

2. When I am talking face-to-face with a group of people, I use the pronoun **you**. Listen as I talk to [Luis, Brody, and Marianne] and ask them to do something. “Will **you** please put your lunchboxes in your cubbies?”
 - Now you try with your partner: Choose three classmates, and ask them if they would like to play with you and your partner. Point to the three classmates and use the pronoun **you** to ask your classmates if they would like to play with you and your partner. Use this sentence starter to help you begin: “Would **you** like to play _____ with us?”

3. When I am talking about other people, I use the pronoun **they**. Listen as I talk about two students in our classroom, [Isaac] and [Kenny], "**They** are sitting in the front of the classroom."
 - Now you try with your partner: Point to several students and use the word **they** to tell about what they are doing. Use this sentence starter to help you begin: "**They** are . . ."
4. Now, I am going to say different sentences about the read-aloud that contain many of the pronouns we just practiced. Please stand up or raise your hand when you hear one of those words. Remember, the pronouns we just practiced are *we*, *you*, and *they*.



← **Show image 5A-4: Crops growing along the banks of the Nile**

- The Egyptian farmer told the other farmers, "**We** need to harvest these crops before the weather gets too hot." One of the farmers replied, "**We** need more help if **we** are going to harvest all the crops by tonight." [Ask: "Who does *we* refer to in this sentence?" (the Egyptian farmers)]
- The Egyptians liked to live near the river, but because of flooding, **they** built their villages above the level of the water. [Ask: "Who does *they* refer to in this sentence?" (the Egyptians)]



← **Show image 5A-6: Ipi and Meret on the banks of the Nile**

- The family lives near the river. **They** live in a little house made of mud bricks. [Ask: "Who does *they* refer to in this sentence?" (the family)]
- Rensi called out to Ipi and Meret, "Will **you** help me bring my boat to shore?" [Ask: "Who does *you* refer to in this sentence?" (Ipi and Meret)]

↔ **Vocabulary Instructional Activity**

15 minutes

Word Chart: Advantage/Disadvantage

1. In the read-aloud you heard, "The Nile has always given the people of Egypt a special *advantage*."
2. Say the word *advantage* with me three times.

3. An advantage is something that helps to make someone better or more likely to succeed. The opposite of advantage is *disadvantage*. A disadvantage is something that causes difficulty and makes it less likely for someone to succeed.
4. Living close to the Nile was an advantage as well as a disadvantage to the ancient Egyptians.
5. With your partner, think of one reason why living near the river was an advantage and one reason why living near the river was a disadvantage to the ancient Egyptians.

[Ask two or three students. If necessary, guide and/or rephrase the students' responses: "Living near the river was an advantage because. . . ; living near the river was a disadvantage because . . . "]

We will make a two-column chart for the words *advantage* and *disadvantage*.

[Give each student two index cards. Have them think of one thing that is an advantage to them and draw it on one index card. Have them think of one thing that is a disadvantage to them and draw it on the other index card. Prompt students by having them consider what might help them or hinder them in their learning at school, or what might help them or hinder them from becoming a better athlete.]

Early World Civilizations Chart (Instructional Masters 5B-1 and 5B-2)

5 minutes

	Farming	Cities	Writing	Leaders	Religion
Mesopotamia	Image Card 1 (Farming)	Image Card 2 (Babylon)	Image Card 3 (Cuneiform)	Image Card 4 (Hammurabi) Image Card 6 (Nebuchadnezzar)	Image Card 5 (Ziggurat)
Ancient Egypt	Image Card 7 (Farming)				

Show students Image Card 7 (Farming Along the Nile). Talk about the Image Card, and have students share what they learned from the read-aloud about farming along the Nile. Ask students how this is similar to Mesopotamia. (They both farmed near the river.) Ask students how this is different from Mesopotamia. (The ancient Egyptians farmed near the Nile, while the people of Mesopotamia farmed on the banks of the Euphrates and Tigris Rivers.) Tell the students that you are going to place the Image Card in the *Farming* column on the chart to help them remember that people in ancient Egypt farmed near the Nile.

Setting

20 minutes

Ask students if they remember what the setting of a story is. (where and when it takes place) Ask students to identify and describe the setting of the story about Meret and her family. (near the Nile River, thousands of years ago)

Ask students what other kinds of stories might be written with the same setting. (going fishing on the Nile; taking a trip down the Nile in a boat; etc.) After brainstorming ideas, tell students that they are going to draw a picture of one of the ideas. Then they will write about the picture that has been drawn. Some students may need to dictate to an adult what will be written. Others may write a word or two, one complete sentence, or several sentences with a beginning, middle, and end. Give students the opportunity to share their drawings and writing.

Take-Home Material

Family Letter

Send home Instructional Masters 5B-3 to 5B-5.



Writing in Ancient Egypt

6

✔ **Lesson Objectives**

Core Content Objectives

- ✓ Locate Egypt on a world map or globe and identify it as a part of Africa
- ✓ Identify hieroglyphs as the system of writing used in ancient Egypt
- ✓ Explain why a written language is important to the development of a civilization
- ✓ Describe key components of civilization

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Describe the connection between a written language and the ability to accurately record information (RI.1.3)
- ✓ Describe an illustration of hieroglyphs and use pictures and details in “Writing in Ancient Egypt” to describe the read-aloud’s key ideas (RI.1.7)
- ✓ Compare and contrast writing in Mesopotamia with writing in ancient Egypt (RI.1.9)
- ✓ Make personal connections between the role of writing in their lives with writing in ancient Egypt (W.1.8)
- ✓ With assistance, categorize and organize facts and information from “Writing in Ancient Egypt” to answer questions (W.1.8)

- ✓ Ask questions to clarify directions for an activity in which they are to decode hieroglyphs (SL.1.3)
- ✓ Prior to listening to “Writing in Ancient Egypt,” identify orally what they know and have learned about the Nile River and ancient Egypt

Core Vocabulary

accurately, adv. Correctly; without errors or mistakes

Example: She accurately answered each homework question and received a “Well Done!” sticker.

Variation(s): none


hieroglyphs, n. Pictures that represent sounds, letters, or words

Example: The hieroglyphs carved in the stone told a story about the flood.

Variation(s): hieroglyph

Vocabulary Chart for Writing in Ancient Egypt			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	hieroglyphs/ <i>hieroglyphics</i> history law Meret messengers <i>papyrus</i> scribe	accurately* exactly exhausted inquired* messages replied represent symbols wearily	asked/answered father/mother fishing king learn listening night remembered river sing/singing song write/writing
Multiple Meaning		record	paint
Phrases		pass on information	mixed up Once in a while write things down
Cognates	jeroglificos historia mensajero(a) <i>papiro</i> escribano(a)	exactamente mensajes representar símbolo	pintar

Note: Introducing the Read-Aloud and Extensions may have activity options which exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
Where Are We?	Map of Mesopotamia and Ancient Egypt; world map or globe	You may wish to have students locate Egypt on their own map.
Personal Connections	Image 2A-2: Cuneiform	Review what students learned about cuneiform.
What Have We Already Learned?	Image 5A-6: Meret on the banks of the Nile	Review what students learned about the Nile River.
Vocabulary Preview: Hieroglyphs/Hieroglyphics, Papyrus	Image 6A-2: Hieroglyphs carved in stone and/or additional images of hieroglyphics	Have students describe hieroglyphs. Explain that hieroglyphs are picture-like symbols that represent sounds, letters, and words.
	images or examples of papyrus (the plant) and papyrus (the paper)	
Purpose for Listening	Response Card 2	Invite students to point to the image that refers to the main topic of today's read-aloud.
Presenting the Read-Aloud (15 minutes)		
Writing in Ancient Egypt		
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions	world map or globe	
Word Work: Accurately		
 Complete Remainder of the Lesson Later in the Day		

Exercise	Materials	Details
Extensions (20 minutes)		
Multiple Meaning Word Activity: Form	Poster 3M (Form)	
Syntactic Awareness Activity: Singular Possessive Pronouns		
Vocabulary Instructional Activity: Inquired		
Early World Civilizations Chart	Image Cards 8, 9; Early World Civilizations Chart and Image Sheet for Ancient Egypt	Students may follow along using their own chart and image sheet.
Drawing the Read-Aloud	Instructional Master 6B-1	

Advance Preparation

You may wish to find pictures and images of hieroglyphs and papyrus to show to students.



Writing in Ancient Egypt

6_A

Note: Introducing the Read-Aloud may have activity options which exceed the time allocated for this part of the lesson. To remain within the time period allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Introducing the Read-Aloud

10 minutes

Where Are We?

5 minutes

Choose a different student each day to locate Egypt on a world map or globe and identify it as a part of Africa.



Personal Connections

5 minutes

← **Show image 2A-2: Cuneiform**

Discuss the significance of writing, using the following questions and the image as a guide:

- What is the name for the ancient Mesopotamian writing in the image? (cuneiform)
- Is it important to write things down? Why or why not?
- What kinds of things do you write?
- How would your lives be different if there were no writing?



What Have We Already Learned?

5 minutes

← **Show image 5A-6: Meret on the banks of the Nile**

Remind students that in the previous lesson they learned about Meret and her family in ancient Egypt. Have a student point out Meret in the picture. Have students repeat the name *Meret* after you. Ask, “Besides farming, what else was the Nile used for?” (fishing; transportation) Now have students describe the setting in the previous story about Meret and her family. (a village near the Nile River)

**Hieroglyphs/Hieroglyphics****← Show image 6A-2: Hieroglyphs carved in stone**

1. Today you will learn that ancient Egyptians used *hieroglyphs* in their writing. Hieroglyphs are like single sounds, letters, or words. The writing system of ancient Egypt is called *hieroglyphics*.
2. Say the word *hieroglyphs* with me three times.
Say the word *hieroglyphics* with me three times.
3. Hieroglyphs are pictures that represent sounds, letters, or words. The ancient Egyptian way of writing is called hieroglyphics.

[Show students different images of hieroglyphics.]

4. Ipi will teach Meret how to read and write hieroglyphs.
5. [Invite students to identify the picture-like writing of hieroglyphics.]

Papyrus

1. In the read-aloud, you will hear Meret's mother say, "People also paint or write on wood or *papyrus*."
2. Say the word *papyrus* (puh-PIE-rus) with me three times.
3. Papyrus is a tall, grass-like plant that grows in water. [Show images of papyrus (the plant).]
Papyrus is also the paper made from the papyrus plant. [Show images or pass around examples of papyrus (the paper).]
4. The ancient Egyptians wrote hieroglyphs on stone, wood, or papyrus.
5. [If available, pass around examples of papyrus paper for students to see and touch.] Which material do you think is the easiest to write on—stone, wood, or papyrus? Which material do you think is the lightest—stone, wood, or papyrus?

Purpose for Listening

Tell students that the next read-aloud is about writing in ancient Egypt. Remind them that they learned about cuneiform writing in the read-alouds about Mesopotamia. Explain that this story continues with the life of the character Meret, and that even though this is a made-up story, there are real facts in it about Egyptian writing long ago. Tell them to listen carefully to find out whether Egyptian writing was like Mesopotamian writing.



Writing in Ancient Egypt

← Show image 6A-1: Meret and her father returning

Once in a while, Meret accompanied her father while he went fishing. Late one night, Meret and her father returned from a long day of fishing on the Nile River. They were both exhausted from being out in the hot sun all afternoon and relieved to be back on the banks of the river. Meret’s mother was waiting for them along the shore. When she saw Meret, she scooped the tired girl up and gave her a huge hug.

“I will sing you your bedtime song as we walk home, my child,” she told Meret. Meret nodded, wearily looking up at her mother.

When her mother finished singing the beautiful song, Meret asked curiously, “Mother, how did you learn that song?”

“I learned it from my mother, who learned it from her mother,” Meret’s mother replied. “I learned everything I needed to know by listening to my mother. I will teach you everything you need to know, and I hope that you will be able to listen well.”

“I will,” Meret answered. “But isn’t there another way to pass on information?”



← Show image 6A-2: Hieroglyphs carved in stone¹

“Well, yes,” Meret’s mother answered. “The kings and scribes know how to draw symbols called **hieroglyphs** that represent the words we say. Then, someone else can come along and read these symbols much later and understand *exactly* what was written.”²

“But why would we need to write things down, when we can just pass them on by talking?” Meret inquired.

1 [Have students describe what they see in the picture.]

2 [Have students repeat the word after you. Help them to understand that these symbols stand for spoken words, much like the letters in the alphabet can be put together to spell the words we say.]



← **Show image 6A-3: Messenger**

“Sometimes messages need to be carried by messengers over very long distances,” Meret’s mother explained, “and in the time it took to travel great distances, the messengers sometimes forgot the messages, or got some of the words mixed up when they tried to repeat them.”

“That is not so good!” Meret exclaimed. “Then the person could get the wrong message!”

“Exactly,” Meret’s mother continued. “However, when the message is written down, there is no chance that the messenger will forget the message or get it mixed up. This is one reason why reading and writing are so important. We Egyptians decided it was important to write things down **accurately.**”³

3 or correctly without any mistakes

“That seems like a good idea.” Meret agreed. “So writing things down using symbols helps messengers deliver the correct message, but are there other things that writing is used for?”



← **Show image 6A-4: More hieroglyphs**⁴

“Many things,” Meret’s mother said. “Writing is used so that the important things that happen will be remembered for a long, long time. It is how we can look back and remember things that happened before you and I were even alive!”

4 What are these symbols called?
[Pause for students’ responses.]

“Wow!” Meret said in amazement.

Her mother continued, “So we write to record our history, but we also use it to write down laws that everyone should follow.”⁵ We use these symbols to write down stories, poems, and even songs.”

5 How is this like the Mesopotamians? What was the set of laws called? (the Code of Hammurabi) The word *history* refers to things that happened in the past.

“Like the beautiful song you always sing to me, Mother?” Meret inquired.

“Yes, the song I sing to you every night has been written down so that it will be remembered forever,” Meret’s mother answered, smiling.



← **Show image 6A-5: Meret and her family**

6 The word *form* here means a type of something. The word *form* can also mean to make or create.

7 Papyrus is a plant that the Egyptians used to make paper by cutting the inside of the stalk into thin strips, making them wet, pressing them together, and leaving the papyrus to dry. This forms a smooth writing surface.

8 [Have students repeat the word *hieroglyphics*. You may wish to turn back to image 6A-4 as you read the rest of the paragraph.] Even though Meret is a character in a made-up story, hieroglyphics were real in Ancient Egypt.

“That is good,” Meret said. “I like that song.” She paused and then asked, “So the carvings on the stones of the temple are a form of writing?”⁶

“Yes,” her mother replied. “People also paint or write on wood or papyrus. The messengers I told you about earlier normally take messages written on papyrus.”⁷

“Well I imagine that a stone would be quite heavy to carry!” Meret laughed.

Meret’s mother laughed as well and then said, “But now, my dear, it is time for you to sleep. We are finally home.”

“Will you sing me the song one more time?” Meret asked as they went inside.

Meret’s mother nodded and then began singing. Before she was even done, Meret was fast asleep.

Meret’s favorite song had been written down using hieroglyphics, the ancient Egyptian way of writing.⁸ In ancient Egypt, kings, scribes, priests, and craftsmen were some of the few people who understood the meanings of the symbols. These hieroglyphs, or single pictures and symbols, were used instead of the letters and words we have in our language to communicate and write down important messages, laws, songs, stories, and prayers so that they would be remembered for many years to come. It wasn’t until hundreds of years later that the word *hieroglyphics* was given to this form of writing.

Comprehension Questions

10 minutes

1. *Literal* [Have a student locate Egypt on a world map or globe.]
On what continent is Egypt located? (Africa)
2. *Literal* What is the name of the ancient Egyptian system of writing? (hieroglyphics; individual characters are called hieroglyphs)
3. *Inferential* Describe the hieroglyphs. (pictures that represented words)
4. *Literal* Where did the ancient Egyptians write hieroglyphs? (on papyrus, wood, and stone)
5. *Inferential* What kinds of things did the ancient Egyptians write down? (songs, laws, messages, stories, etc.)
6. *Inferential* Why was it important to the ancient Egyptians to write things down? (to have accurate records of what had happened)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

7. *Evaluative Think Pair Share:* How are hieroglyphs different from cuneiform? How are hieroglyphs the same as cuneiform? (Answers may vary and might include that they were used in different places; they used different types of symbols, cuneiform used lines and wedges, hieroglyphs used pictorial symbols; both hieroglyphs and cuneiform were used long, long ago; both used symbols to represent letters and words)
8. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Accurately

5 minutes

1. In the read-aloud you heard, “We Egyptians decided it was important to write things down *accurately*.”
2. Say the word *accurately* with me.
3. *Accurately* means correctly and without errors or mistakes.
4. I always check my writing to make sure that I spelled my words accurately.
5. What kinds of things can you check to make sure that you did them accurately? Try to use the word *accurately* when you tell about them. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I check my _____ to make sure that I did it accurately.”]
6. What’s the word we’ve been talking about?

Use a *Telephone* activity for follow-up. Directions: I will whisper a statement or message in one of your ears, and that person will pass on that message to the next student by whispering it in his or her ear. We will continue doing this until every student has heard this message. When we get to the last student, I will ask him or her to tell the class the message. [Have the class discuss the end result and whether or not the statement was passed on accurately. Have students use the word *accurately* in their discussion.]

[Remind students that the read-aloud explained how it was important to the ancient Egyptians to write things down accurately. Continue by playing another game of telephone, but this time, write a simple decodable statement/message on a piece of paper. Have each student read the statement on the paper quietly and pass it to the next student until each has had a turn. Ask the last student to tell the class the message. Discuss how writing helps deliver a message accurately. Have students use the word *accurately* in their discussion.]



Complete Remainder of the Lesson Later in the Day



Writing in Ancient Egypt

6_B

Note: Extensions may have activity options which exceed the time allocated for this part of the lesson. To remain within the time period allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions

20 minutes

↔ Multiple Meaning Word Activity

5 minutes

Context Clues: Form

Note: You may choose to have students hold up one, two, or three fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. [Show Poster 3M (Form).] In the read-aloud you heard Meret ask, “So the carvings on the stones of the temple are a *form* of writing?” Here *form* means a type of or kind of something. For example, hieroglyphics is a form of ancient writing. Which picture shows this?
2. Form is also a piece of paper on which you fill out your information. Which picture shows this?
3. *Form* means to make or create. Which picture shows this?
4. I’m going to say some sentences with the word *form*. Hold up one finger if my sentence tells about *form* in picture one; hold up two fingers if my sentence tells about *form* in picture two; hold up three fingers if my sentence is about *form* in picture three.
 - Meret formed clay bowls using her hands.
 - Hieroglyphs are a form of writing used in ancient Egypt.
 - At the beginning of the school year, there are many forms that your parents need to fill out.
 - The students form a line at the door before going outside for recess.

- Write your name on the form, and answer the questions.
- Writing letters is a form of communication.

↔ Syntactic Awareness Activity

5 minutes

Singular Possessive Pronouns

number	person	gender (of "owner")	personal pronouns
singular	1st	male/female	mine
	2nd	male/female	yours
	3rd	male	his
		female	hers

Note: The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and the meaning of text. These syntactic activities should be used in conjunction with the complex text presented in the read-alouds. There may be variations in the sentences created by your class. Allow for these variations, and restate students' sentences so that they are grammatical.

Directions: We have been learning about pronouns. We use pronouns when we speak and write to replace nouns that stand for people or things. Can you remember some pronouns we talked about already? (*I, you, he, it, we, they*) Today we will learn about possessive pronouns. We use possessive pronouns to show ownership or to show that something belongs to someone. [Whenever you see a person's name in brackets, please replace that name with the name of a student or co-teacher in your class.]

1. When I am talking about something that belongs to me, I use the possessive pronoun **mine**. For example, "This book is **mine**; it belongs to me."
 - Now you try with your partner: Use the word **mine**, and point to yourself when you make up a sentence about something that belongs to you. Use this sentence starter to help you begin: "This _____ is **mine**; it belongs to me."
2. When I am talking face-to-face with a person about something that belongs to that person, I use the possessive pronoun **yours** to tell that person that something belongs to him or her. Listen as I talk to [Cristal] to tell her that this pencil belongs to her. "[Cristal], this pencil is **yours**; it belongs to you."

- Now you try with your partner: Use the possessive pronoun **yours** to tell your partner about something that belongs to him or her. Use this sentence starter to help you begin: “[Partner’s name], this _____ is **yours**; it belongs to you.”
3. When I am talking about something that belongs to a boy, I use the possessive pronoun **his**. When I am talking about something that belongs to a girl, I use the possessive pronoun **hers**. Listen as I say that something belongs to a boy in our class. [Point to a boy.] “This drawing is **his**; it belongs to [James].”
- Now listen as I say something that belongs to a girl in our class. [Point to a girl.] “This drawing is **hers**; it belongs to [Joanne].”

- Now you try with your partner: Use the possessive pronoun **his** to tell your partner that something belongs to a boy in the class. Use this sentence starter to help you begin: “This _____ is **his**; it belongs to [name of boy].”
 - Use the possessive pronoun **hers** to tell your partner that something belongs to a girl in the class. Use this sentence starter to help you begin, “This _____ is **hers**; it belongs to [name of girl].”
4. Now, I am going to say different sentences about the read-aloud that contain many of the possessive pronouns we just practiced. Please stand up or raise your hand when you hear one of those words. Remember, the possessive pronouns we just practiced are *mine*, *yours*, *his* and *hers*.



← **Show image 6A-3: Messenger**

- [Point to the messenger’s bag.] “This bag of messages is **his**.” [Ask: “Who does *his* refer to in this sentence?” (the messenger)]
- When the messenger delivers the letter, he tells the person getting the letter, “This letter is **yours**.” [Ask: “Who does *yours* refer to in this sentence?” (the person getting the letter)]



← **Show image 6A-1: Meret and her father returning**

- Rensi points to the bag of fish and says, “That bag of fish is **mine**.” [Ask: “Who does *mine* refer to in this sentence?” (Rensi)]
- [Point to the oar.] “This oar belongs to Meret; the oar is **hers**.” [Ask: “Who does *hers* refer to in this sentence?” (Meret)]

↔ Vocabulary Instructional Activity

5 minutes

Word Work: Inquired

1. In the read-aloud Meret *inquired*, “But why would we need to write things down, when we can just pass them on by talking?”
2. Say the word *inquired* with me three times.
3. *Inquired* means asked a question in order to get more information.
4. Meret is a curious girl, she inquired about many things.
5. Pretend you are Meret, what would you have inquired about?

[Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I would have inquired about . . .”]

6. What’s the word we have been talking about?

Use a *Sharing* activity for follow-up. Directions: Think of something you are curious about; think of something you would like to learn more about. Then think of a question you can ask about it. I will call on several of you to ask your question. After you have finished saying your question, the rest of the class will say “inquired [name of student].” For example, after [Marcy] asks, “Why is it important to learn about ancient civilizations?” the rest of the class will say all together, “inquired [Marcy.]”

Early World Civilizations Chart

10 minutes

	Farming	Cities	Writing	Leaders	Religion
Mesopotamia	Image Card 1 (Farming)	Image Card 2 (Babylon)	Image Card 3 (Cuneiform)	Image Card 4 (Hammurabi) Image Card 6 (Nebuchadnezzar)	Image Card 5 (Ziggurat)
Ancient Egypt	Image Card 7 (Farming)	Image Card 8 (City)	Image Card 9 (Hieroglyphs)		

Show students Image Card 8 (City in Ancient Egypt). Talk about the Image Card and how people settled along the Nile, just like Meret and her family. Ask students how this is similar to Mesopotamia. (They both had cities near rivers.) Tell students that you are going to place the Image Card in the *Cities* column on the Civilizations Chart to help them remember that there were cities in ancient Egypt.

Show students Image Card 9 (Hieroglyphs). Talk about the Image Card, and have students share what they learned from the read-aloud about hieroglyphs and writing in ancient Egypt. Ask students how this is similar to Mesopotamia. (They both had a way of writing.) Ask students how this is different from Mesopotamia. (Cuneiform and hieroglyphs are different.) Tell students that you are going to place the Image Card in the *Writing* column on the Civilizations Chart to help them remember that the ancient Egyptians had a way of writing.

Drawing the Read-Aloud (Instructional Master 6B-1) 15 minutes

Give each student a copy of Instructional Master 6B-1 and a piece of drawing paper.

Give students the opportunity to talk about the various hieroglyphs on the Instructional Master. On the board, write a decodable word in hieroglyphs, and show students how to use the Instructional Master to decode the word.

Ask students to write their names, or a decodable word that can be spelled correctly, using the hieroglyphs. Words associated with ancient Egypt would be an excellent choice.

Say, “Asking questions is one way to make sure that everyone knows what to do. Think of a question you can ask your neighbor about the directions I have just given you. For example, you could ask, ‘What should we do first?’ Turn to your neighbor and ask your own question now. I will call on several of you to share your questions with the class.”



Amon-Ra and the Gods of Ancient Egypt

7

✔ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Locate Egypt on a world map or globe and identify it as a part of Africa
- ✓ Explain the significance of gods/goddesses in ancient Egypt

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Describe the connection between Egyptian beliefs and their gods and goddesses (RI.1.3)
- ✓ Describe an illustration of Egyptian gods and use pictures and details in “Amon-Ra and the Gods of Ancient Egypt” to describe the read-aloud’s key ideas (RI.1.7)
- ✓ Compare and contrast gods/goddesses in ancient Egypt with those in Mesopotamia (RI.1.9)
- ✓ With assistance, categorize and organize facts and information from “Amon-Ra and the Gods of Ancient Egypt” to answer questions (W.1.8)
- ✓ Ask and answer *what* questions orally, requiring literal recall and understanding of the details or facts of “Amon-Ra and the Gods of Ancient Egypt” (SL.1.2)

- ✓ Prior to listening to “Amon-Ra and the Gods of Ancient Egypt,” identify orally what they know and have learned about ancient Egypt and about the religious beliefs of Mesopotamians
- ✓ Share writing with others

Core Vocabulary

blossom, n. A flower

Example: Benjamin picked a beautiful cherry blossom off the cherry tree.

Variation(s): blossoms

depicted, v. Shown in words or with pictures

Example: Her painting depicted a sunny day at the ocean.

Variation(s): depict, depicts, depicting


lotus, n. A plant that grows in water with pink flowers

Example: As they rowed down the river, they passed a lotus.

Variation(s): lotuses

Vocabulary Chart for Amon-Ra and the Gods of Ancient Egypt			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	<i>Amon-Ra</i> gods/goddesses Egypt/Egyptian falcon Horus lotus <i>myth</i> Sobek statue	depicted* specific*	animal believed bird boat crocodile head human lonely sun water world
Multiple Meaning	blossom	bright power	flower petals story
Phrases	creation of the world pray to him	mixture of _____ and _____	saw around them thinking about
Cognates	Egipto/Egipcio(a) halcón loto mito estatua	específico(a)*	animal botecocodrilo humano(a) flor pétalo

Note: Introducing the Read-Aloud and Extensions may have activity options which exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
Where Are We?	Map of Mesopotamia and Ancient Egypt; world map or globe	You may wish to have students locate Egypt on their own map.
What Have We Already Learned?	Image Cards 7–9; Early Word Civilizations Chart	Divide students into three groups. Each group will be in charge of sharing information about their image card to the rest of the class.
Vocabulary Preview: Myth, Amon-Ra	Image 7A-2: Amon-Ra and/or additional images of Amon-Ra	Show students additional pictures of Amon-Ra, the Egyptian god of the sun.
Purpose for Listening	Response Card 2	Invite students to point to the image that refers to the main topic of today’s read-aloud.
Presenting the Read-Aloud (15 minutes)		
Amon-Ra and the Gods of Ancient Egypt	<p>Images of the gods and goddess referred to in this read-aloud:</p> <p>Horus—god of the sky (falcon/man)</p> <p>Sobek—a god of the Nile (crocodile/man)</p> <p>Amon-Ra (Amon)—god of the sun</p> <p>Bastet—goddess of protection (cat/woman)</p> <p>Tawaret—goddess of childbirth (hippo/crocodile)</p>	Students may be interested in hearing the stories and descriptions of the Egyptian gods referred to in this read-aloud. (See <i>Notes to Teacher</i> for web resources to obtain this information.)
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions		
Word Work: Depicted	images of various Egyptian gods and goddesses; drawing paper, drawing tools	
 Complete Remainder of the Lesson Later in the Day		

Exercise	Materials	Details
Extensions (20 minutes)		
Vocabulary Instructional Activity: Specific/General		
Early World Civilizations Chart	Image Card 10; Early World Civilizations Chart and Image Sheet for ancient Egypt	Students may follow along using their own chart and image sheet.
Egyptian gods and goddesses	websites with information about Egyptian gods and goddesses	Students may be interested in hearing the stories and descriptions of the Egyptian gods referred to in this read-aloud. (See <i>Notes to Teacher</i> for web resources to obtain this information.)
Domain-Related Trade Book	Trade book about life along the Nile River or about Egyptian gods and goddesses	

Advance Preparation

You may wish to find pictures and images of Amon-Ra and other Egyptian gods and goddesses referred to in the read-aloud to show to students. You may also wish to find pictures of animals commonly found in Egypt near the Nile River, e.g., hippos, swamp/jungle cats, Nile crocodiles, and jackals.

Find a book related to life along the Nile River or about Egyptian gods and goddesses to read aloud to the class.

Notes to Teacher

For background information and to find images related to Egyptian gods and goddesses, you may wish to refer to these web resources:

www.ancientegypt.co.uk/gods/explore/main.html

<http://www.childrensuniversity.manchester.ac.uk/interactives/history/egypt/egyptiangod>



Amon-Ra and the Gods of Ancient Egypt

7A

Note: Introducing the Read-Aloud may have activity options which exceed the time allocated for this part of the lesson. To remain within the time period allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Introducing the Read-Aloud

10 minutes

Where Are We?

5 minutes

Choose a different student each day to locate Egypt on a world map or globe and identify it as part of Africa.

What Have We Already Learned?

10+ minutes

Divide the class into three groups. Give each group one of the Image Cards used for ancient Egypt from the chart: Image Card 7 (Farming Along the Nile), Image Card 8 (City in Ancient Egypt), and Image Card 9 (Hieroglyphs). Tell students that you will give them a few minutes in their groups to talk about the Image Card and what they have learned about the ancient Egyptian civilization. Then, the class will come back together and each group will have a few minutes to share with the class.

As time permits, also ask students what they remember about farming, cities, and writing in Mesopotamia. You may wish to refer to the Civilizations Chart to help students remember.

Finally, ask students what they remember about religion in Mesopotamia, again referring to the Civilizations Chart to help students remember. Remind students that the Mesopotamians believed there were *many* gods and goddesses.



← **Show image 6A-1: Meret and her father returning**

Remind students that in the previous lessons, they learned about Meret and her family in ancient Egypt. Have a student point out

Meret in the picture. Have them repeat the name *Meret* after you. Tell students that today they will continue with the story of Meret and her mother in ancient Egypt. Today we will hear about their religion, or belief system.

Vocabulary Preview

5 minutes

Myth

1. In today's read-aloud you will hear Ipi share a *myth* about an Egyptian god.
2. Say the word *myth* with me three times.
3. A myth is a fictional, or made-up, story from ancient times that explains how things came to be.
4. Meret loves to listen to the myth about why the sun rises and sets every day.
5. Have you ever heard a myth before? [Call on volunteers to share. Tell students that they will hear an Egyptian myth today.]



Amon-Ra

◀ Show image 7A-2: Amon-Ra

1. Today you will hear that the most important Egyptian god is named *Amon-Ra*.
2. Say the word *Amon-Ra* with me three times.
3. Amon-Ra is the Egyptian god of the sun.
4. The ancient Egyptians believed that Amon-Ra created everything.
5. [Show students different images of Amon-Ra. Have partner pairs describe the physical features of Amon-Ra.]

Purpose for Listening

Have students listen carefully to find out what the ancient Egyptian gods looked like and what kinds of things they did.



Amon-Ra and the Gods of Ancient Egypt

← Show image 7A-1: Egyptian gods¹

1 [Have students describe what they see in the picture.]

The old stories from Egypt said that some of the gods and goddesses looked like specific animals the Egyptians saw around them in their own country, or a mixture of animals and human beings. For example, one common Egyptian bird was a small hawk called a falcon. The ancient Egyptians believed in a god named Horus (*HAWR-US*), who was **depicted**² as a man's body topped with the head of a falcon.

2 or shown

Another of their gods, Sobek (*SO-beck*) was depicted with a human body but the head of a crocodile! There have always been real crocodiles living along the banks of the Nile River, and they are always hungry. They often try to catch and eat other animals. In the old days, people believed in Sobek,³ the god with a crocodile's head, so they could pray to him to keep real crocodiles away. The Egyptians were careful to say nice things about him. "See," they would say, "we made a handsome statue of you, great Sobek, and we will leave meat and fish in front of the statue for you to eat."

3 [Point to the image on the right in the illustration.]

Another Egyptian god was depicted as a cat, another as a hippopotamus, and so on. Others looked completely human but were still thought to have special powers.



← Show image 7A-2: Amon-Ra

The ancient Egyptians' most important god had different names in different parts of Egypt. Some people called him Amon (*AH-mahn*). Some called him Ra (*RAH*). Sometimes they put these together as Amon-Ra. These were all names for the Egyptian god of the sun, whom they said created everything, including many of the other gods and goddesses.⁴

4 You have just heard some real ideas the Ancient Egyptians had when it came to their religious beliefs.

Let's listen as Meret's mother tells her a story about Amon-Ra, the Egyptian god of the sun, and what the ancient Egyptians believed about the creation of the world.



← **Show image 7A-3: Meret and her mother washing clothes**

Meret and her mother were washing clothes down at the edge of the Nile. Meret's mother said, "Amon-Ra started out by living inside a large, beautiful flower called a **lotus**. In those days, everything was covered with water, and the lotus flower was under the waves. Finally Amon-Ra thought, 'It is time for this lotus to rise up out of the water and open its petals.' And because he was powerful, it happened."⁵

5 Who is telling the story of Amon-Ra? (Meret's mother)

"That is amazing!" Meret, said. She turned to set some wet clothes on a large rock so the sun would dry them.



← **Show image 7A-4: Amon-Ra with sun in boat sailing across sky**

Her mother replied, "You have not yet heard the most wonderful part! After the lotus **blossom** opened,⁶ Amon-Ra said, 'Now I will make everything else in the world, just by thinking about each thing and using my powers. I will think up other powerful gods and goddesses so I won't be lonely. I will make stars and planets, the sun and the moon, and the birds, fish, plants, and animals. And I will make the first human beings, too.' After he made everything, Amon-Ra picked up the sun and put it into a big boat."

6 [Point to the lotus in the picture.]
The blossom is the flower on the lotus plant.

"The whole sun?" asked Meret.

"Yes. Amon-Ra is very strong. He sailed his boat with the sun in it across the whole sky until he reached the other side. Then he rested and did it again the next day. He still does this every day, and when he rests it is night."⁷

7 What do you think the Egyptians were trying to explain with this story?



← **Show image 7A-5: Meret and her mother washing clothes**

Meret thought this over and asked, "Why can't we see him or his boat?"

"Maybe he and the boat are too far away, up in the air. We can only see the bright sun shining from the back. Or perhaps the sun is so bright we cannot look carefully enough to see the boat. After all, you must not stare at the sun. That will hurt your eyes."

Meret said, “Well, I am glad Amon-Ra made the sun, or we could not dry our laundry.” And Meret’s mother laughed.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

1. *Inferential* Describe the gods/goddesses of ancient Egypt. (Most were depicted as animals or part-animal.)
2. *Inferential* What did the ancient Egyptians believe the gods and goddesses did? (took care of people; created parts of the world; etc.)
3. *Literal* Who was Amon-Ra? (Many ancient Egyptians believed that he was the god of the sun, the god who created the world.)
4. *Inferential* What did Meret’s mother’s story about Amon-Ra explain? (that she believed Amon-Ra created the world, and was the reason for the rising and setting of the sun)
5. *Inferential* Summarize the myth you just heard about Amon-Ra’s creation of the world. (In the beginning of the myth, Amon-Ra lived inside a lotus flower which was under water. He made it rise up out of the water and blossom. Then he made everything else in the world from his imagination, including the first human beings. Next, he put the sun into a boat and sailed it across the whole sky and then he rested.)
6. *Evaluative* How were the gods and goddesses of ancient Egypt the same or different from the gods/goddesses of Mesopotamia? (There were many gods and goddesses for different things in both Mesopotamia and ancient Egypt. The gods and goddesses of Mesopotamia and ancient Egypt looked different from each other.)

[Please continue to model the *Question? Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

What? Pair Share: Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *what*. For example, you could ask, “What did you learn about

in today's read-aloud?" Turn to your neighbor and ask your *what* question. Listen to your neighbor's response. Then your neighbor will ask a new *what* question, and you will get a chance to respond. I will call on several of you to share your questions with the class.

7. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]



Word Work: Depicted

5 minutes

← Show image 7A-1: Egyptian gods

1. In the read-aloud you heard, "Sobek was *depicted* as having a human body but the head of a crocodile." [Point to the image on the right.]
2. Say the word *depicted* with me.
3. When something is depicted, it is represented or shown in pictures or words.
4. The Egyptian artist depicted Sobek as a man with a crocodile head.
5. Can you tell how Sobek is depicted in this stone carving? [Invite students to point to the crocodile head and human torso, arms, and legs. As they point to specific parts of Sobek have them say, "This depicts Sobek's ____." You may wish to show additional images of Egyptian gods and goddesses and ask how they are depicted in the images.]
6. What's the word we've been talking about?

Note: You may wish to complete the *Drawing* activity at a separate time.

Use a *Drawing* activity for follow-up. Directions: Draw a picture of a made-up Egyptian god or goddess. Depict the god or goddess using a mixture of human and animal features. Then show your drawing to your partner, and see if your partner can tell what things depict your god or goddess.



Complete Remainder of the Lesson Later in the Day



Amon-Ra and the Gods of Ancient Egypt

7
B

Note: Extensions may have activity options which exceed the time allocated for this part of the lesson. To remain within the time period allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions

20 minutes

↔ Vocabulary Instructional Activity

5 minutes

Word Work: Specific /General

1. In today's read-aloud you heard, "The old stories from Egypt said that some of the gods and goddesses looked like *specific* animals the Egyptians saw around them in their own country, or a mixture of animals and human beings."
2. Say the word *specific* with me.
3. *Specific* means an example of a certain kind of thing.
4. An apple is a specific type of fruit.
5. You heard about some specific types of animals on which the Egyptians based their gods and goddesses. Can you think of some other specific types of animals? Try to use the word *specific* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "A _____ is a specific type of animal."]
6. What's the word we've been talking about?

Use an *Antonyms* activity for follow-up. Directions: The opposite of *specific* is *general*. For example, the word *cat* is specific, but the word *animal* is general. I am going to give you several pairs of words, and I would like for you to tell me which of the words is specific and which of the words is general.

1. color and green (*Color* is general, and *green* is specific.)
2. milk and drink (*Milk* is specific, and *drink* is general.)
3. three and number (*Three* is specific, and *number* is general.)
4. girl and Maria (*Girl* is general, and *Maria* is specific.)
5. winter and season (*Winter* is specific, and *season* is general.)

Early World Civilizations Chart

5 minutes

	Farming	Cities	Writing	Leaders	Religion
Mesopotamia	Image Card 1 (Farming)	Image Card 2 (Babylon)	Image Card 3 (Cuneiform)	Image Card 4 (Hammurabi) Image Card 6 (Nebuchadnezzar)	Image Card 5 (Ziggurat)
Ancient Egypt	Image Card 7 (Farming)	Image Card 8 (City)	Image Card 9 (Hieroglyphs)		Image Card 10 (Egyptian gods)

Show students Image Card 10 (Egyptian Gods). Ask students to identify what they see, talk about the Image Card, and share what they learned from the read-aloud about gods and goddesses in ancient Egypt. Tell students that you are going to place the Image Card on the Civilizations Chart to help them remember that the ancient Egyptians believed in many, many gods.

Egyptian gods and goddesses

15 minutes

You may wish to talk about and show images of different gods and goddesses that the people of ancient Egypt believed in. Stress that the religion of ancient Egypt had many, many gods and goddesses. (See the web resources in *Notes to Teacher* for a starting place to obtain information about the Egyptian gods and goddesses.)

Domain-Related Trade Book

20 minutes

- Refer to the list of recommended trade books in the Introduction at the front of this *Supplemental Guide*, and choose one trade book related to life along the Nile River or Egyptian gods and goddesses to read aloud to the class.

- Explain to students that the person who wrote the book is called the author. Tell students the name of the author. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or on the title page.
- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain.



Approaching the Great Pyramid

8

✔ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Locate Egypt on a world map or globe and identify it as a part of Africa
- ✓ Identify pyramids and explain their significance in ancient Egypt
- ✓ Describe how the pyramids were built

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Describe the connection between the Great Pyramid and Pharaoh Khufu (RI.1.3)
- ✓ Compare and contrast pyramids and ziggurats (RI.1.9)
- ✓ With assistance, categorize and organize facts and information from “Approaching the Great Pyramid” to answer questions (W.1.8)
- ✓ Identify new meanings for the word *steps* and apply them accurately
- ✓ Prior to listening to “Approaching the Great Pyramid,” identify orally what they know and have learned about the Nile River and religion in ancient Egypt
- ✓ Share writing with others

Core Vocabulary

afterlife, n. A life believed to begin after death

Example: Many peoples and cultures believe in an afterlife.

Variation(s): none

architect, n. Someone who designs buildings

Example: My mother is the architect who designed the shopping mall.

Variation(s): architects

journey, n. A trip

Example: Their journey from home to their grandparents' house took eight hours.

Variation(s): journeys

pyramid, n. A structure or shape with triangular sides

Example: The family saw the Great Pyramid while on vacation in Egypt.

Variation(s): pyramids

treasure, n. Something valuable or precious like gold or jewels

Example: The pirates found treasure on the ship.

Variation(s): treasures

Vocabulary Chart for Approaching the Great Pyramid

Core Vocabulary words are in **bold**.


Multiple Meaning Word Activity word is underlined.

Vocabulary Instructional Activity words have an asterisk (*).

Suggested words to pre-teach are in *italics*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	Ahweru/Setna afterlife Amon-Ra architect Egyptian Giza Imhotep Nile Osiris/Isis/Horus pyramid temple voyage	created* journey powerful treasure*	boat father/daughter gold great/greatest shines stone tall west
Multiple Meaning	dock	reach	building ship <u>steps</u> top
Phrases	Great Pyramid Pharaoh Djoser Pharaoh Khufu	from a distance	famous forever greatest ruler on the earth
Cognates	arquitecto(a) Egipcio(a) Nilo Pirámide templo Gran Pirámide Faraón Djoser Faraón Khufu	creó* tesoro*	bote oeste

Note: Introducing the Read-Aloud and Extensions may have activity options which exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
Where Are We?	Map of Mesopotamia and Ancient Egypt; red crayon; world map or globe	You may wish to have students locate Egypt on their own map. Have student locate Giza in Egypt and circle it red.
What Have We Already Learned?		You may wish to focus the review on content from Lesson 7, and review the religion of ancient Egypt.
	Image 3A-4: Amur and Warad looking at ziggurat	Review ziggurats from Mesopotamia to prepare students to learn about pyramids in ancient Egypt.
Vocabulary Preview: Architect; Pyramid	Image 8A-6: Setna pointing at the Great Pyramid in the distance and/or additional images of pyramids	Show students additional pictures of pyramids.
Purpose for Listening	Response Card 2	Invite students to point to the image that refers to the main topic of today's read-aloud.
Presenting the Read-Aloud (15 minutes)		
Approaching the Great Pyramid	Images of the pharaohs and the gods referred to in this read-aloud: Pharaoh Djoser Pharaoh Khufu Osiris/Isis/Horus Amon-Ra	
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions		
Word Work: Treasure	drawing paper, drawing tools	
 Complete Remainder of the Lesson Later in the Day		

Exercise	Materials	Details
Extensions (20 minutes)		
Multiple Meaning Word Activity: Steps	Poster 4M (Steps)	
Syntactic Awareness Activity: Plural Possessive Pronouns		
Vocabulary Instructional Activity: Created		
Pyramids and Ziggurats	Image Cards 5, 11; chart paper; Instructional Master 8B-1 (optional); additional images and videos of pyramids and ziggurats	

Advance Preparation

You may wish to find pictures and images of pyramids, in particular the Great Pyramid, as well as images of the pharaohs and gods referred to in this read-aloud.

For Pyramids and Ziggurats, you may wish to create a large Venn diagram on chart paper to compare and contrast pyramids and ziggurats.

Notes to Teacher

For background information and to find images related to Egyptian pyramids, you may wish to refer to these web resources:

<http://www.ancientegypt.co.uk/pyramids/index.html>

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



Approaching the Great Pyramid

8A

Note: Introducing the Read-Aloud may have activity options which exceed the time allocated for this part of the lesson. To remain within the time period allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Introducing the Read-Aloud

10 minutes

Where Are We?

5 minutes

Choose a different student each day to locate Egypt on a world map or globe and identify it as part of Africa.

What Have We Already Learned?

5 minutes

Ask students to share what they have learned about the Nile River and why it was so important to the ancient Egyptians. Tell students that the Nile River was also important for transportation. The people used boats on the Nile to carry goods and people from place to place.

Then have students share what they have learned about religion in ancient Egypt. Remind students that the ancient Egyptians believed in many gods—a practice known as polytheism.

Vocabulary Preview

5 minutes

Architect

1. In today's read-aloud you will hear about the greatest *architect* in ancient Egypt.
2. Say the word *architect* with me three times.
3. An architect is someone who designs buildings. An architect draws what a building should look like and draws the plan that the builders follow.
4. An architect designed our school building.

5. With your partner, think of other buildings an architect can design. [Call on a few partner pairs to share.]



Pyramid

← **Show image 8A-6: Setna pointing at the Great Pyramid in the distance**

1. In today's story, a father and his daughter travel down the Nile to see the *Great Pyramid*.
2. Say the word *pyramid* with me three times.
3. A pyramid is a structure or building with triangular sides.
4. [Invite a student to point to the pyramid in the distance. Show additional images of pyramids. Have students point out the triangular sides.]
5. The family saw the Great Pyramid while on vacation in Egypt.
6. Tell your partner what might be inside the pyramids; discuss why the ancient Egyptians built pyramids; and how they built the pyramids. [Tell students to listen to the read-aloud to see if they are correct.]

Purpose for Listening

Ask students what they remember about the ziggurats in Mesopotamia. Explain that in today's read-aloud, they will learn about a building in ancient Egypt that was similar to the ziggurats of Mesopotamia. Tell them that the building actually existed a long time ago, even though this read-aloud is a made-up story. Tell students that today's read-aloud is about another father and daughter's trip on the Nile. Tell students to listen carefully to find out why the father and daughter are taking the trip.



Approaching the Great Pyramid

← Show image 8A-1: Setna and Ahweru on boat

1 What was the father's name? What was the daughter's name? [Ask students to repeat the names after you as you point out the characters in the illustration.]

2 A pyramid is a structure with triangular sides.

Long ago, there was an Egyptian priest named Setna (*SET-nuh*). He was in charge of one part of a giant temple to the gods in his city. Setna had a daughter named Ahweru (*ah-WARE-oo*), whom he loved very much. ¹ When Ahweru was old enough, her father took her on a boat trip down the Nile to a place called Giza (*GHEE-zah*) so she could see the Great **Pyramid** there. ²



← Show image 8A-2: Isis and Horus

3 or traveled

They journeyed ³ for many days as passengers on a large sailing ship. During the voyage, Setna explained to his daughter what the Great Pyramid was and why it had been built. He said, "We Egyptians say that far to the west lies a place called 'the beautiful west.' When someone dies, he or she has the chance to travel there. If they arrive safely, their spirit will be happy forever, for the good god Osiris (*o-sy-ris*) is king there and takes good care of everyone. But the **journey** ⁴ to this peaceful place is dangerous and hard to make, and not everyone who tries to get there reaches it. So we pray to Osiris and to his wife, Isis (*EYE-sis*), and to their son, the falcon-headed god Horus. If they wish to do so, these three can help us reach the beautiful west with their powers, so we must make very sure that they like us." ⁵

4 or trip

5 Remember that the ancient Egyptians had a polytheistic religion. What does that mean?

"The god Osiris will even let us bring any **treasure** we have with us when we go there: pretty artwork, fine clothes, jewelry, or whatever we most enjoy in this life so that we may have an enjoyable **afterlife**." ⁶

6 The afterlife is the next life after death.



← Show image 8A-3: Djoser in royal bed

7 or Egyptian ruler

"Well, many years ago, there was a pharaoh ⁷ named Djoser (*JOE-sir*). One night, Djoser dreamed that one of the gods told him to build a special place for Djoser's family and servants to put his

body and treasures after he had died. Now, Djoser had a friend working for him who he thought was the smartest man alive in those days. This friend's name was Imhotep (im-HO-tep). Imhotep was the greatest **architect** in Egypt.”

At this point, Setna's daughter Ahweru interrupted. “Father, what is an ‘architect’?”

“An architect is a person who decides how a building should look and draws the plan the builders follow. Today in Egypt, our builders usually follow the same plans that Egyptian architects have used for thousands of years. But Imhotep was the one who first created many of those plans.”

“He must have been the best architect ever.”



← **Show image 8A-4: Djoser's pyramid**

“Pharaoh Djoser certainly thought so. He called Imhotep to the palace and told him about the dream. The pharaoh said, ‘Imhotep, build me a building that reaches up toward the sky in honor of the gods. Make the middle of it an open space for me, and for my treasures, for after I die. Make it special.’ So Imhotep built the first pyramid. The bottom of it is an enormous stone square, and then the four sides reach upward, leaning in toward one another until they meet at the top. The sides of that first pyramid are built as steps, making it easier to climb up the outside.⁸ Well, Djoser's pyramid was so wonderful that the pharaohs after him wanted pyramids, too, but with smooth sides, not steps.

“Much later came another pharaoh named Khufu (KOO-foo).⁹ Pharaoh Khufu wanted people to know what an important pharaoh he was, so he commanded his people to build him the biggest pyramid of all: the Great Pyramid.”

8 Here the word *steps* means the raised surfaces like the ones on which on which you put your foot when climbing up or down. The word *steps* can also mean to move your foot when you walk.

9 So what was a ruler in ancient Egypt called?



← **Show image 8A-5: Setna and Ahweru on boat, looking at village**

Setna and his daughter Ahweru continued sailing for many days on their way to see the Great Pyramid at Giza and were nearing the end of their long journey along the Nile when suddenly, Setna pointed up ahead and said, “Look, my dear Ahweru! What do you see?”



← **Show image 8A-6: Setna pointing at the Great Pyramid in the distance**

Ahweru's eyes opened wide with excitement. "Is that the top of the Great Pyramid, Father? Are we getting close?"

"It is the top, but we are still a long way from it. We will not be there until tomorrow. It will start getting dark soon, so we will be stopping shortly. But it is so tall that we can begin to see it even from this distance."

The top of the pyramid shone brightly. "It is like the sun, Father!" Ahweru exclaimed.

"That is because the top is covered in gold that the pharaoh ordered to be brought from his mines in the desert, and the sides are covered in smooth, white stone.¹⁰ The pyramid shines in the sun."

"The whole top is gold?"

"Yes. You see, Pharaoh Khufu wanted to show how powerful he was. He said, 'I am the greatest ruler on earth, and the god of the sun, Amon-Ra, is the greatest of the gods, the one who created the world. My pyramid will shine in the sunlight to honor Amon-Ra and to remind everyone that, just as he created the world, I created this pyramid and am also great. I will be famous forever!'" Setna looked again at that shining peak. "And all these years later, Ahweru, we are indeed standing here talking about Pharaoh Khufu."

10 Mines are places where people dig deep into the earth to get minerals like gold.



← **Show image 8A-7: Setna and Ahweru on dock**

"But now it's time for our boat to dock for the night. We will go into that town over there, get some dinner, then go to sleep. Because I am a priest at the temple of Karnak, we are invited to stay at the temple in this place. Come on, then. You will get to see the Great Pyramid up close tomorrow. It's the most amazing building ever made!" And they stepped off their boat onto the wooden dock at the shore.

Comprehension Questions

10 minutes

1. *Inferential* Why were Setna and Ahweru traveling on the Nile? (to see the Great Pyramid)
2. *Evaluative* How do you think Ahweru feels about seeing the Great Pyramid? Why? (Answers may vary.)
3. *Literal* What was the pyramid made of? (gold and stones)
4. *Inferential* Why was the Great Pyramid built? (as a burial place for Pharaoh Khufu)
5. *Literal* What else was placed in the pyramid besides the person's body? (treasure)
6. *Inferential* Why was treasure also placed in the pyramid? (Egyptians believed the person would use these things in the next life or afterlife.)
7. *Inferential* How would you describe a pyramid to a friend? (Answers may vary but may include tall; square base; four triangular sides; etc.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

8. *Inferential Think Pair Share:* Why did Khufu command that such a large pyramid be built? (to be his burial place; to show his power; to hold lots of treasure; so that he is remembered; etc.)
9. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Treasure

5 minutes

1. In the read-aloud you heard, “The god Osiris will even let us bring any *treasure* we have with us when we go there.”
2. Say the word *treasure* with me.
3. Treasure is gold, jewels, or other valuable things.
4. Columbus traveled across the ocean hoping to find treasure.
5. What things have you seen or heard about that you would consider treasure? Who might have treasure? Where might treasure be kept? Try to use the word *treasure* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “The treasure is kept in . . .”]
6. What’s the word we’ve been talking about?

Use a *Drawing* activity for follow-up. Directions: Pretend you will be given any treasure that you request. Draw a picture of the treasure that you would like to have, and explain why in writing. [Some students may need to dictate to an adult what will be written. Others may write a word or two, one complete sentence, or several sentences. Give students the opportunity to share their drawings and writing with a partner or with the class, making sure that they use the word *treasure*.]



Complete Remainder of the Lesson Later in the Day



Approaching the Great Pyramid

8_B

Note: Extensions may have activity options which exceed the time allocated for this part of the lesson. To remain within the time period allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions

20 minutes

↔ Multiple Meaning Word Activity

5 minutes

Associated Phrase: Steps

Note: You may choose to have students hold up one, two, or three fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described. Please change the number “2” that show directions for how to do something to number “3.”

1. [Show Poster 4M (Steps).] In the read-aloud you heard, “The sides of that first pyramid are built in *steps*, making it easier to climb up the outside.” Which picture shows steps we can climb up?
2. *Steps* can also mean something else. *Steps* also means the directions for how to do something. Which picture shows this?
3. *Steps* can also mean to move in a specific direction by lifting your foot and putting it down in another place. Which picture shows this?
4. [Point to the steps that are climbed on a staircase.] With your partner, talk about what you think of when you see these kinds of steps.
 - When I see these kinds of steps, I think of walking upstairs to my bedroom, the steps in front of the school, etc.
5. [Point to the verb *steps* that demonstrates moving in a specific direction by lifting your foot and putting it down in a different place.] Now with your partner, talk about what you think of when you see this form of *steps*.

- When I see this form of the word *steps*, I think of how my mother steps over the toys in the family room, how my teacher steps around the desks in our classroom, how my friend steps quietly while we play hide-and-seek, etc.
6. [Point to the steps that are the stages in a process of doing something.] Now with your partner, talk about what you think of when you see these kinds of steps.
- When I see these kinds of steps, I think of the steps I take to get ready for school in the morning, the steps to make my favorite dessert, the steps to create an art project, etc.

↔ Syntactic Awareness Activity

5 minutes

Plural Possessive Pronouns

number	person	gender (of "owner")	personal pronouns
plural	1st	male/female	ours
	2nd	male/female	yours
	3rd	male/female/ neuter	theirs

Note: The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and the meaning of text. These syntactic activities should be used in conjunction with the complex text presented in the read-alouds. There may be variations in the sentences created by your class. Allow for these variations, and restate students' sentences so that they are grammatical.

Directions: We have been learning about pronouns that we can use when we speak and write to replace nouns that stand for people. Today we will continue to learn about possessive pronouns. We use possessive pronouns to show ownership or to show that something belongs to someone. [Whenever you see a person's name in brackets, please replace that name with the name of a student or co-teacher in your class.]

1. When I am talking about something that belongs to me and somebody else, I use the possessive pronoun *ours*. Listen as I say that something belongs to me and someone else. "[Charles], this marker is **ours**; it belongs to us."

- Now you try with your partner: Use the possessive pronoun **ours** to tell your partner that something belongs to the both of you. Use this sentence starter to help you begin: “[Partner’s name], this _____ is **ours**; it belongs to us.”
2. When I am talking face-to-face with two or more people about something that belongs to them, I use the possessive pronoun **yours** to tell them that something belongs to them. Listen as I talk to [Ben, Josh, and Josie] to tell them that these books belong to them. “[Ben, Josh, and Josie], these books are **yours**; they belong to you.”
 - Now you try with your partner: Choose three classmates. Use the possessive pronoun **yours** to tell your classmates that something belongs to them. Use this sentence starter to help you begin: “[The names of three classmates], these _____ are **yours**; they belong to you.”
 3. When I am talking about something that belongs to more than one person, I use the possessive pronoun **theirs** to show that something belongs to them. **Theirs** is used for more than one boy or girl. Listen as I say that something belongs to a group of people in our class. [Point to three students.] “This drawing is **theirs**; it belongs to them.”
 - Now you try with your partner: Use the possessive pronoun **theirs** to tell your partner that something belongs to a group of people in the class. Use this sentence starter to help you begin: “This _____ is **theirs**; it belongs to them.”
 4. Now, I am going to say different sentences about the read-aloud that contain many of the possessive pronouns we just practiced. Please stand up or raise your hand when you hear one of those words. Remember, the possessive pronouns we just practiced are *ours*, *yours*, and *theirs*.



← **Show image 8A-7: Setna and Ahweru on dock**

- [Point to the boat.] Setna tells Ahweru, “This boat is **ours**.” [Ask: “Who does *ours* refer to in this sentence?” (Setna and Ahweru)]



← **Show image 8A-4: Djoser’s pyramid**

- Imhotep tells Djoser, “This pyramid is for you and your family. Once the pyramid is finished, it will be **yours**.” [Ask: “Who does *yours* refer to in this sentence?” (Djoser and his family)]



← **Show image 8A-5: Setna and Ahweru on boat, looking at village**

- Setna points to the people on the shore, “We are going to visit a new village. This village is **theirs**.” [Ask: “Who does *theirs* refer to in this sentence?” (the people on the shore)]

↔ **Vocabulary Instructional Activity**

5 minutes

Word Work: Created

1. In today’s story you heard Pharaoh Khufu say, “My pyramid will shine in the sunlight to honor Amon-Ra and to remind everyone that, just as he created the world, I *created* this pyramid and am also great.”
2. Say the word *created* with me three times.
3. *Created* means made something using your talents and imagination.
4. Imhotep created the plans to build a pyramid.
5. Have you created something lately? What did you create? [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I created ____.”]
6. What’s the word we have been talking about?

Use a *Sharing* activity for follow-up. Directions: Pretend that, like Imhotep, you are an architect. What kind of building would you like to create? Why would you like to create that kind of building? How would your building look? What special things would your building have? How would your building be useful?

Pyramids and Ziggurats (Instructional 8B-1, optional) 15 minutes

Note: You may wish to fill in a Venn diagram as you review pyramids and ziggurats.

- ✦ **Above and Beyond:** For students who are able to fill in their own Venn diagram, you may wish to give them a copy of Instructional Master 8B-1.
- Show students Image Card 11 (Pyramid). Ask students to identify what they see, talk about the image card, and share what they learned from the read-aloud about pyramids in ancient Egypt.

- Show students Image Card 5 (Ziggurat). Ask students to identify what they see, and review what ziggurats were in Mesopotamia.
- Ask students how pyramids are similar to the ziggurats of Mesopotamia. (They both are tall, large, and built by people.)
- Ask students how the pyramid is different from the ziggurat. (Pyramids: built in Egypt; for pharaoh; triangular sides; used for burial. Ziggurats: built in Mesopotamia; for the gods; rectangular layers; religious place.)



The Sphinx

9

☑ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Locate Egypt on a world map or globe and identify it as a part of Africa
- ✓ Explain that much of Egypt is the Sahara Desert
- ✓ Describe how the pyramids were built
- ✓ Identify the Sphinx and explain its significance in ancient Egypt

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Compare and contrast the Great Sphinx and the Great Pyramid (RI.1.9)
- ✓ With assistance, categorize and organize facts and information from “The Sphinx” to answer questions (W.1.8)
- ✓ Ask and answer *what* questions orally, requiring literal recall and understanding of the details or facts of “The Sphinx” (SL.1.2)
- ✓ Prior to listening to “The Sphinx,” make predictions orally about what will happen next in the story, and then compare the actual outcomes to predictions
- ✓ Use personal pronouns orally

Core Vocabulary

base, n. The lowest or bottom part of something

Example: While waiting at the base of the mountain, the climbers looked up and watched their teammates climb higher and higher.

Variation(s): bases

Sphinx, n. An imaginary creature with the body of a lion and the head of a human

Example: She had seen many pictures of the Sphinx in books about Egypt.

Variation(s): none

tugged, v. Pulled hard on something

Example: Her little brother always tugged on her hair when they were in the car.

Variation(s): tug, tugs, tugging

visible, adj. Able to be seen

Example: The stars were visible because it was a clear night.


Variation(s): none

Vocabulary Chart for The Sphinx

Core Vocabulary words are in **bold**.
 Multiple Meaning Word Activity word is underlined.
 Vocabulary Instructional Activity words have an asterisk (*).
 Suggested words to pre-teach are in *italics*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	Ahweru/Setna downstream god limestone pyramid Sphinx statue	approach surely tugged visible*	begin eye father/daughter remembered rope sailed sand taller
Multiple Meaning	base	guard pointed	blocks building face story
Phrases	Great Pyramid Pharaoh Khufu Pharaoh Khafre	sheer muscle power swallowed it up thrilling sights	closer and closer in front of one hundred stories thousands of pounds
Cognates	pirámide Esfinge Estatua base Gran Pirámide Faraón Khufu Faraón Khafre	visible*	bloques

Note: Introducing the Read-Aloud and Extensions may have activity options which exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
Where Are We?	Map of Mesopotamia and Ancient Egypt; world map or globe	You may wish to have students locate Egypt on their own map.
Making Predictions About the Read-Aloud		Ask review questions first. Then tell students that Setna and Ahweru will see the Great Pyramid and another famous Egyptian building.
	Timeline of Egyptian pharaohs	You may wish to begin a timeline to help students keep track of the pharaohs they hear about in this read-aloud: Djoser, Khufu, and Khafre. Continue to use this timeline for the lessons on Hatshepsut and Tutankhamen.
Vocabulary Preview: Base, Sphinx	Image 9A-2: Workers pulling stones and additional images of pyramids	Show students pictures of pyramids, and have them identify the base of the pyramids.
	Image 9A-5: Setna and Ahweru looking at the Sphinx and/or additional images and videos of the Sphinx	Show students additional images and videos of the Sphinx.
Purpose for Listening	Response Card 2	Invite students to point to the image that refers to the main topic of today's read-aloud.
Presenting the Read-Aloud (15 minutes)		
The Sphinx	Additional images and videos of the Great Pyramid and the Sphinx	Students may be interested in seeing additional images of these famous Egyptian structures. (See <i>Notes to Teacher</i> for a web resource that has an interactive "walk about" for the Great Pyramid and the Sphinx.)
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions		
Word Work: Visible		
 Complete Remainder of the Lesson Later in the Day		

Exercise	Materials	Details
Extensions (20 minutes)		
Pyramids and the Sphinx	Image Cards 11, 12; Instructional Master 9B-1 (optional); chart paper; additional images of pyramids and the Sphinx	
Domain-Related Trade Book	Trade book about the pyramids or the Sphinx.	

Advance Preparation

You may wish to find pictures and videos of pyramids, in particular the Great Pyramid and the Sphinx.

You may wish to create a timeline of Egyptian pharaohs to help students understand that the pharaohs ruled long ago and to help them keep track of which pharaoh ruled first. Write “Djoser” or place a picture of Djoser on the far left (around 2668 BCE); write “Khufu” or place a picture of Khufu a little to the right (80 years later, around 2589 BCE); write “Khafre” or place a picture of Khafre right next to Khufu (30 years later, around 2558 BCE). Write “Present Day” on the far right.



For *Pyramids and the Sphinx*, you may wish to create a large Venn diagram on chart paper to compare and contrast pyramids and the Sphinx.

Find a book related to the pyramids or the Sphinx to read aloud to the class.

Notes to Teacher

For background information and to find images and videos related to Egyptian pyramids and the Sphinx, you may wish to refer to this web resource:

<http://www.pbs.org/wgbh/nova/ancient/explore-ancient-egypt.html>



The Sphinx

9A

Note: Introducing the Read-Aloud may have activity options which exceed the time allocated for this part of the lesson. To remain within the time period allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Introducing the Read-Aloud

10 minutes

Where Are We?

5 minutes

Choose a different student each day to locate Egypt on a world map or globe and identify it as part of Africa.

Making Predictions About the Read-Aloud

5 minutes

Tell students that they are going to listen to the next part of the story of Setna and Ahweru traveling to see the Great Pyramid. Setna and Ahweru also see another famous Egyptian structure.

Have students review what has happened so far by showing them the following images and guiding them in retelling the story of Djoser's first pyramid.



← **Show image 8A-3: Djoser in royal bed**

- How does the story of Djoser begin? (He is asleep in his bed; he has a dream.)
- What is Djoser told in the dream? (to build a special place for his body once he has died)
- When he wakes up, what does Djoser do? (He asks his friend Imhotep to design a building.)



← **Show image 8A-4: Djoser's pyramid**

- What does Imhotep design?

Have students predict what they think will happen in the next part of the story.

Vocabulary Preview

5 minutes



Base

← Show image 9A-2: Workers pulling stones

1. There are many workers at the *base* of this pyramid.
2. Say the word *base* with me three times.
3. A base is the lowest or bottom part of something.
4. What are the workers doing at the base of the pyramid? [Call on volunteers to answer.]
5. [Show additional images of pyramids, and invite different students to come up to the image and point to the base.]



Sphinx

← Show image 9A-5: Setna and Ahweru looking at the Sphinx

1. In today's story, Setna and Ahweru see the *Sphinx*.
2. Say the word *Sphinx* with me three times.
3. A sphinx is an imaginary creature with the body of a lion and the head of a human.

[Invite a student to point to the body of a lion and the head of a human. Show additional images of the Sphinx. Have students point out the body of the lion and the head of a human.]

4. The Sphinx may have been built in front of the pyramids to protect them.
5. [Show additional images of the Sphinx.] Describe the Sphinx to your partner.

Purpose for Listening

Explain to students that the story they are about to hear continues with the characters from the previous read-aloud, Setna and Ahweru. Tell students to listen carefully to the read-aloud to find out whether or not their predictions were correct.



1 More and more of the pyramid could be seen.

The Sphinx

← Show image 9A-1: Three pyramids

The next morning, as their boat sailed closer and closer, Ahweru kept thinking, “Surely this must be all of it. There cannot be any more.” But more and more of the pyramid became **visible** to them.¹ Soon Ahweru could see other pyramids near the great one, too. She was sure they must be very large, but they looked tiny compared to that of Khufu’s pyramid. Ahweru could not take her eyes off that one.

No wonder she was amazed. Even today, when we have skyscrapers reaching over one hundred stories into the air, the Great Pyramid is one of the world’s most thrilling sights. However, part of the pointed top is gone now. Later, people took the stone to build other things and kept the gold for themselves. Also, the smooth, white stone has worn away from the sides, revealing enormous blocks of tan limestone that the white stone originally covered.



← Show image 9A-2: Workers pulling stones

2 The word *pounds* here refers to the measurement of how much something weighs. The word *pounds* also means to hit against something.

But even without the top, the Great Pyramid is 450 feet tall. That’s about thirty-six stories high. Although we have much taller buildings today, remember that the stone blocks the Egyptians moved—with just sheer muscle power—weighed thousands of pounds each.² That’s more than several large automobiles put together. They cut the stone blocks from mountains farther up the Nile and floated them downstream to Giza on flat-topped boats. Then they threw ropes around the blocks, gathered dozens of workers to pull the ropes, and dragged the blocks across rows of smooth, heavy logs to the pyramid. Then more workers **tugged** and tugged, or pulled hard, on the ropes to pull the blocks up big ramps and into place.



3 The Sphinx has the head of a man on the body of a lion.

← **Show image 9A-3: Setna and Ahweru approaching the Sphinx**

As Ahweru stepped off the ship and approached the Great Pyramid, something else caught her eye. Ahead of her, rising out of the sand, lay a giant statue with the body of a lion and the head of a man. She said, “Father, is that . . .”

“Yes,” said Setna, “that is the Great **Sphinx**.³ It is nearly as famous as the pyramid of Pharaoh Khufu, though nowhere near as big.”

“Did Pharaoh Khufu build the Sphinx, too? Or did one of the gods do that?”

“It was a pharaoh . . .”

Ahweru interrupted, “Then I was right: it was Khufu.”

“Actually, it was his son, the Pharaoh Khafre (*KAHF-rey*). I suppose, like his father, he wanted to be remembered for something. But he knew that the people of Egypt had spent twenty years building his father’s pyramid and that it had cost an unbelievable amount of gold to do it. Perhaps Khafre did not wish to spend that much time and money, so he built the second largest pyramid—that one over there.”



← **Show image 9A-4: Setna pointing to pyramid**

He stopped and pointed, and Ahweru said, “When we were on the boat, that one looked bigger than the Great Pyramid. But now I see it is smaller. Why is that, Father?”

“It is built on higher ground, Ahweru, so as you approach, the second pyramid seems to be the bigger of the two. Once you reach this place, however, with both of them right in front of you, it is clear which is truly the greatest. At any rate, although Khafre knew he could not match his father’s pyramid, he must have wondered what he could do, so that he, too, would be remembered forever. I suppose that was one reason for building the Great Sphinx. Look at the face, my daughter; it is the face of Pharaoh Khafre himself.”



← **Show image 9A-5: Setna and Ahweru looking at the Sphinx**

“The Sphinx’s face is made to look like the pharaoh’s face? Why?”

“We do not know for certain, for the years have not been kind to the Great Sphinx. Twice since it was built, the sands of the desert have swallowed it up, covering it almost completely. I think there may once have been writing around the **base**, but the sand rubbed that away.⁴ Maybe the writing told why the pharaoh put his own face on it, but if so, those words are gone.

4 The base is the part at the bottom.

“However, an old story says that the lion was given the pharaoh’s face to show that Khafre was as fierce and powerful as a lion. The story adds that he set it in front of the pyramids to protect them.”

5 At least, that is what many ancient Egyptians believed.

“That makes sense to me. After all, there are smaller sphinxes up near the temple at Karnak to help guard it magically.”⁵

“Yes. This one is certainly not the only sphinx in Egypt, nor the only statue set up to guard a place. But because this one is the biggest and most beautiful, it is called ‘great.’ And today we Egyptians say that the Great Sphinx is a form of the sun god. And now, my daughter, it is time to begin our long journey home.”⁶

6 What’s a journey?

Ahweru stood and looked at the huge statue for a moment. Then she said, “I am glad that I was able to see the Great Pyramid and the Sphinx. Thank you for bringing me, Father.”



← **Show image 9A-6: Setna and Ahweru walking away from the Sphinx**

“You are welcome,” Setna replied. And father and daughter returned to the boat to begin their journey home.

Comprehension Questions

10 minutes

1. *Evaluative* Were your predictions about what you thought would happen in this part of the story correct? Why or why not? (Answers may vary.)
2. *Evaluative* How do you think Ahweru felt when she finally saw the Great Pyramid? (excited, happy, etc.)
3. *Literal* What was the pyramid made of back then? (gold and stones)
4. *Inferential* How was the pyramid built? (by floating blocks down the Nile; by many people dragging the stones to be put in place; etc.)
5. *Evaluative* Do you think it was harder or easier to build something like a pyramid in ancient times than it is to build a tall building today? (It was harder in ancient times because they did not have the machines that we now have.)
6. *Inferential* How would you describe the Great Sphinx to someone? (a statue with the body of a lion and the head of a man)
7. *Inferential* Why do you think the pharaoh Khafre decided to have the Great Sphinx built? (He wanted to show how powerful he was; he thought it would protect the pyramid; etc.)
8. *Inferential* Why is the Sphinx that Ahweru and Setna saw called the Great Sphinx? (There are other sphinxes that are smaller.)

[Please continue to model the *Question? Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

9. *What? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *what*. For example, you could ask, “What events do you remember from today’s story that Setna told about the Great Sphinx?” Turn to your neighbor and ask your *what* question. Listen to your neighbor’s response. Then

your neighbor will ask a new *what* question, and you will get a chance to respond. I will call on several of you to share your questions with the class.

10. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Visible

5 minutes

1. In the read-aloud you heard, “But more and more of the pyramid became *visible* to them.”
2. Say the word *visible* with me.
3. If something is visible, it can be seen.
4. The sun is visible on a clear day.
5. What things are visible in the classroom? Try to use the word *visible* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “The chalkboard is visible.”]
6. What’s the word we’ve been talking about?

Use a *Word Parts* activity for follow-up. Directions: Sometimes parts of a word can give you a clue to the meaning of that word. [Put the stress on the prefix *in-*.] For example, if *visible* means able to be seen, what does *invisible* mean? (not able to be seen) *Invisible* is the antonym—or opposite—of *visible*. We can add *in-* to the beginning of some words to make new words that have the opposite meaning. Let’s see if you can figure out the meaning of these words.

1. If *active* means moving around and full of energy, what does *inactive* mean?
2. If *complete* means finished and done, what does *incomplete* mean?
3. If *accurate* means free from mistakes, what does *inaccurate* mean?



Complete Remainder of the Lesson Later in the Day



The Sphinx

9_B

Note: Extensions may have activity options which exceed the time allocated for this part of the lesson. To remain within the time period allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions

20 minutes

Pyramids and the Sphinx (Instructional 9B-1, optional) 15 minutes

Note: You may wish to fill in a Venn diagram as you review pyramids and the Sphinx.

- ✈ Above and Beyond: For students who are able to fill in their own Venn diagram, you may wish to give them a copy of Instructional Master 9B-1.
- Show students Image Card 12 (Sphinx). Have students identify the picture, talk about the image card, and share what they learned from the read-aloud about the Great Sphinx.
- Show Image Card 11 (Pyramid). Ask students to identify what they see, talk about the image card, and share what they learned from the read-aloud about pyramids in ancient Egypt.
- Ask students how the Sphinx and the pyramids are alike. (They both are tall, large, famous, built for a pharaoh, and built by people.)
- Ask students how the Sphinx is different from the pyramids. (Sphinx: lion body and human face; used to protect the pyramid. Pyramids: triangle shape; used as a burial place.)

Domain-Related Trade Book

20 minutes

- Find a trade book related to pyramids or the Sphinx to read aloud to the class.
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or on the title page.
- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain.



The Story of Hatshepsut

10

✔ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Locate Egypt on a world map or globe and identify it as a part of Africa
- ✓ Identify Hatshepsut as a pharaoh of ancient Egypt and explain her significance as pharaoh

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Describe the connection between the flooding of the Nile River and the ability of the ancient Egyptians to live in the area (RI.1.3)
- ✓ Describe an illustration of farmers working near the Nile and use pictures and detail in “The Story of Hatshepsut” to describe the read-aloud’s key ideas (RI.1.7)
- ✓ Compare and contrast Hatshepsut with other Egyptian pharaohs (RI.1.9)
- ✓ With assistance, categorize and organize facts and information from “The Story of Hatshepsut” to answer questions (W.1.8)
- ✓ Use words and phrases acquired through conversations about “The Story of Hatshepsut,” including using frequently occurring conjunctions to signal simple relationships in a “Somebody Wanted But So Then” chart (L.1.6)

- ✓ Prior to listening to “The Story of Hatshepsut,” identify orally what they know and have learned about ancient Egypt and about leaders in Mesopotamia
- ✓ Prior to listening to “The Story of Hatshepsut,” make predictions about the way in which Hatshepsut was different from other Egyptian leaders, and then compare the actual outcomes to predictions
- ✓ Share writing with others

Core Vocabulary

accomplishments, n. Successes or achievements, things done well
Example: Hatshepsut considered that building temples for the gods was one of his accomplishments.
Variation(s): accomplishment

counselors, n. People who give advice
Example: The king talked to his counselors about whether or not to go to war.
Variation(s): counselor


declare, v. To say or make known to everyone
Example: After the judges score the athletes’ performances, they declare a winner.
Variation(s): declares, declared, declaring

pharaohs, n. Kings or rulers of ancient Egypt
Example: Most of the pharaohs of ancient Egypt were male.
Variation(s): pharaoh

tradition, n. A special belief or way of doing something that hasn’t changed over the years
Example: Her favorite family tradition is going to the beach at the beginning of summer vacation.
Variation(s): traditions

Vocabulary Chart for The Story of Hatshepsut			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	counselors Egypt/Egyptian Hatshepsut pharaohs royal	accomplishments ancient considered conquer destroying declare job preserved responsibilities tradition* wise	beard builder decided dressed king/princess man/woman nephew/cousin palace
Multiple Meaning	carving rule	change fairly handle trade	
Phrases	Thutmose the First Thutmose the Second Thutmose the Third	had something to do with meant life or death ran the country	big house cover up forget about
Cognates	consejero(a) Egipto/Egipcio(a) faraón real	considerer conquistar destruir declarer preservado responsabilidad tradición*	decidió princesa palacio

Note: Introducing the Read-Aloud and Extensions may have activity options which exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
Where Are We?	Map of Mesopotamia and Ancient Egypt; world map or globe	You may wish to have students locate Egypt on their own map.
What Have We Already Learned?		You may wish to focus the review on ancient Egypt.
	Early World Civilizations Chart; Image Cards 7–10	Divide students into four groups. Each group will be in charge of sharing information about their image card to the rest of the class. Place the image cards on the chart. Ask students which part of the chart does not have any image card yet.
Making Predictions About the Read-Aloud	Image Card 11, 12	Remind students that pharaohs had amazing structures built in ancient Egypt: Pharaoh Khufu built the Great Pyramid, and his son Pharaoh Khafre built the Sphinx.
	Image 10A-5: Hatshepsut dressed as a man with a beard	Practice pronouncing Hatshepsut’s name (hat-SHEP-soot).
Vocabulary Preview: Pharaohs	Timeline of Egyptian Pharaohs	
Purpose for Listening		
Presenting the Read-Aloud (15 minutes)		
The Story of Hatshepsut		
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions		
Word Work: Tradition	drawing paper, drawing tools	
 Complete Remainder of the Lesson Later in the Day		

Exercise	Materials	Details
Extensions (20 minutes)		
Early World Civilizations Chart	Image Card 13; Early World Civilizations Chart and Image Sheet for Ancient Egypt	Students may follow along using their own chart and image sheet.
Somebody Wanted But So Then: Hatshepsut	Instructional Master 10B-1	

Advance Preparation

Copy the Somebody Wanted But So Then chart on chart paper, a chalkboard, or a whiteboard, using Instructional Master 10B-1 as a guide.

Notes to Teacher

You may wish to continue filling in the Timeline of Egyptian Pharaohs with the names of the pharaohs presented in today’s read-aloud. Write “Thutmose I” or place a picture of Thutmose the First to the right of Khafre (1000 years later, around 1520 BCE); write “Thutmose II” or place a picture of Thutmose the Second right next to Thutmose the First (30 years later, around 1492 BCE); write “Hatshepsut” and “Thutmose the Third” or place pictures of Hatshepsut and Thutmose the Third right next to Thutmose the Second (15 years later, around 1479 BCE).





The Story of Hatshepsut

10_A

Note: Introducing the Read-Aloud may have activity options which exceed the time allocated for this part of the lesson. To remain within the time period allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Introducing the Read-Aloud

10 minutes

Where Are We?

5 minutes

Choose a different student each day to locate Egypt on a world map or globe and identify it as part of Africa.

What Have We Already Learned?

10+ minutes

Divide the class into four groups. Give each group one of the Image Cards used for ancient Egypt: Image Card 7 (Farming Along the Nile), Image Card 8 (City in Ancient Egypt); Image Card 9 (Hieroglyphs); and Image Card 10 (Egyptian Gods). Tell students that you will give them a few minutes in their groups to talk about the Image Card and what they have learned about the ancient Egyptian civilization. Then, the class will come back together, and each group will have a few minutes to share with the class.

If time permits, also ask students what they remember about farming, cities, writing, and religion in Mesopotamia. You may wish to refer to the Civilizations Chart to help students remember.

Finally, ask students what they remember about the leaders in Mesopotamia, again referring to the Civilizations Chart to help students remember. Ask students what the leader of Mesopotamia was called and have them share what they remember about the various kings and their contributions to the cradle of civilization. Show the applicable Image Cards: Image Card 4 (Code of Hammurabi) and Image Card 6 (Nebuchadnezzar).

Making Predictions About the Read-Aloud

5 minutes

Tell students that they have already learned about several pharaohs or leaders in ancient Egypt who built some amazing architectural structures. Ask if anyone can name the ones you've already discussed. Show Image Card 11 (Pyramid)—Pharaohs Djoser and Khufu, and Image Card 12 (Sphinx)—Pharaoh Khafre, as a reminder.

Tell them that today they will hear about another ancient Egyptian leader, a pharaoh named Hatshepsut. Tell them that there is something very different about this leader compared to the other leaders they have learned about thus far. Ask students to predict what is so different about Hatshepsut.

Vocabulary Preview

5 minutes

Pharaohs

1. In today's read-aloud you will learn that the kings of ancient Egypt were called *pharaohs*.
2. Say the word *pharaohs* with me three times.
3. Pharaohs are kings or rulers of ancient Egypt.
4. Most of ancient Egypt's pharaohs were male.
5. Do you remember the names of any Egyptian pharaohs? [You may wish to refer the Timeline.] Tell your partner what you think the job of a pharaoh is like. [Call on a few partner pairs to share.]

Purpose for Listening

Tell students to listen carefully to the read-aloud to find out whether or not their predictions about how Hatshepsut is different are correct.



The Story of Hatshepsut

← Show image 10A-1: Pharaoh

In ancient times, kings of Egypt were called **pharaohs**. But the word *pharaoh* didn't always mean "king." At first it just meant "big house" or "palace" because the pharaoh was the person who lived in the biggest house in Egypt, the royal palace.



← Show image 10A-2: Farmers working near the Nile¹

Pharaohs were considered much more than kings, however. The flooding of the Nile meant life or death to the Egyptians, and they thought the pharaoh had something to do with making the Nile overflow each spring. In fact, they believed that the pharaoh was not just a man; they thought he was also a god. Because he was such an important person, the ancient Egyptians had certain rules that told how a pharaoh should be chosen.

And like so many other things the Egyptians did—whether it was the way they painted their pictures, or dressed, or prayed—once they decided how to do something, they didn't like to change the rules. But about three thousand five hundred years ago somebody changed the rules for them. And that person was a princess.²

1 [Ask students to describe the image. Ask students to describe what happened to the Nile River each year and what that meant for the crops that the Egyptians wanted to grow.]

2 How do you think a princess was able to change the rules for all of Egypt?



← Show image 10A-3: Young Hatshepsut talking to pharaoh³

Hatshepsut—think of her name as “hat, *shep*, soot”—was the daughter of a pharaoh named Thutmose (thut-*MOE*-se) the First. Thutmose was already fairly old when he became pharaoh, and he wanted to do all he could for Egypt in the time he had left, so he worked extra hard. As he got older, he could not keep up this pace. Luckily, his beloved daughter, Hatshepsut, said, “I will help you run Egypt, father.”

“Thank you, daughter,” he replied, and he gave her more and more of his responsibilities to handle. Hatshepsut enjoyed this and did a fine job. But then, sadly, Thutmose the First grew ill and died.⁴

3 Even though Hatshepsut and Thutmose the First were real people, the conversation they are having is made up.

4 What do you predict Hatshepsut will do now?

5 A tradition is doing something the same way again and again over time.



So the Egyptians needed a new pharaoh. You might think they would pick Hatshepsut, because she already knew how to do the job. But **tradition** said the pharaoh had to be male, not female, and we know how the Egyptians felt about changing rules.⁵ So Hatshepsut's cousin became Pharaoh Thutmose the Second.

← **Show image 10A-4: Pharaoh and Hatshepsut sitting on thrones**

Then Thutmose the Second also died and the royal court chose Hatshepsut's young nephew to become Pharaoh Thutmose the Third. But Hatshepsut had had enough of doing all the work while someone else got to be pharaoh. She announced, "I have decided to become co-ruler of Egypt with my nephew, Thutmose the Third. We will be pharaohs together."

One of the wise, old **counselors** hobbled forward and said, "Excuse me, Princess, but I'm sure you remember that the pharaoh has to be . . . a man!"⁶

6 Counselors are people who give advice.

7 What do you think she did?

8 *Declare* means to announce or tell everyone.



For what she did next, some people have called her "the first great woman in human history."⁷ Hatshepsut simply replied, "That is no problem. I officially **declare** myself a man!"⁸

← **Show image 10A-5: Hatshepsut dressed as a man with beard**

So Hatshepsut and Thutmose the Third were both called "pharaoh," but she ran the country. She directed builders and artists to put up pictures and statues of her dressed as a man, and even wearing a beard. It was so hot in Egypt in those days before air conditioning that, in order to stay cooler, Egyptians shaved their heads, and the men wore no beards or mustaches. But pharaohs wore skinny, fake beards in order to look wise. Only now it was a woman wearing the beard!

← **Show image 10A-6: Hatshepsut's temple**



Hatshepsut was an excellent pharaoh. She constructed one of the greatest temples to the Egyptian gods, and she built up trade between Egypt and some of her distant neighbors. Every time she did something good, her builders would carve advertisements into

9 Accomplishments are things you have done well.



the walls of buildings, describing the terrific job Hatshepsut was doing.

After Hatshepsut's death, Thutmose decided to put up walls to cover up the images of Hatshepsut's **accomplishments**.⁹ He wanted people to forget about Hatshepsut. Thutmose also set out to conquer many other countries around Egypt, making Egypt and its people incredibly rich and powerful. Today he is considered one of the greatest of all the ancient pharaohs.

← **Show image 10A-7: Statue of Hatshepsut**

Thousands of years later, modern scientists took down the walls hiding the temple carvings. Not only had those walls hidden the carvings, they had actually kept harsh weather or other things from destroying Hatshepsut's image and the words she had chosen to tell about herself. Although he had wanted to make people forget, Thutmose had preserved by accident the memory of Hatshepsut, the woman who made herself a pharaoh.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

1. *Evaluative* Were your predictions about how Hatshepsut was different from other leaders you have learned about correct? (Answers may vary.)
2. *Literal* Did the ancient Egyptian civilization have a leader? (yes) What was the leader called? (pharaoh)
3. *Inferential* What kinds of things did Hatshepsut do while pharaoh? (She had pictures and statues made of her dressed as a man; she had a temple built; she traded with neighbors.)
4. *Evaluative* How was Hatshepsut different from the other pharaohs? (female)
5. *Evaluative* How was Hatshepsut like other pharaohs? (ruler)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

6. *Evaluative Think Pair Share:* Why was being pharaoh so important that she declared herself a man? (She had already been doing the work; she thought she was the best person to be the leader; etc.)
7. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Tradition

5 minutes

1. In the read-aloud you heard, "But *tradition* said the pharaoh had to be male, not female, and we know how the Egyptians felt about changing rules."
2. Say the word *tradition* with me.
3. A tradition is a way of doing something that has continued in the same way for many years.
4. My family has a tradition of watching fireworks on the Fourth of July.
5. Does your family have a certain tradition? Try to use the word *tradition* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "My family has a tradition of . . ."]
6. What's the word we've been talking about?

Use a *Drawing* activity for follow-up. Directions: Draw a picture of one of your family's favorite traditions.

Give students the opportunity to share their drawings and writing with a partner or the class, making sure that they use the word *tradition*.

- Above and Beyond: For those students who are able to do so, have them write about their drawing.



Complete Remainder of the Lesson Later in the Day



The Story of Hatshepsut

10_B

Extensions

20 minutes

Early World Civilizations Chart

5 minutes

	Farming	Cities	Writing	Leaders	Religion
Mesopotamia	Image Card 1 (Farming)	Image Card 2 (Babylon)	Image Card 3 (Cuneiform)	Image Card 4 (Hammurabi) Image Card 6 (Nebuchadnezzar)	Image Card 5 (Ziggurat)
Ancient Egypt	Image Card 7 (Farming)	Image Card 8 (City)	Image Card 9 (Hieroglyphs)	Image Card 13 (Hatshepsut)	Image Card 10 (Egyptian gods)

Show students Image Card 13 (Hatshepsut). Talk about the Image Card, and have students share what they learned from the read-aloud about Hatshepsut and pharaohs in ancient Egypt. Ask students how this is similar to Mesopotamia. (They both had rulers who influenced what happened during the development of the civilization.) Ask students how Hatshepsut is different from the leaders of Mesopotamia. (Hatshepsut was female.) Tell students that you are going to place the Image Card in the *Leaders* column on the Civilizations Chart to help them remember that the ancient Egyptians had leaders called pharaohs.

Somebody Wanted But So Then (Instructional Master 10B-1)

15 minutes

Write the following blank summary chart on chart paper, a chalkboard, or a whiteboard.

Somebody	
Wanted	
But	
So	
Then	

Tell students that they are going to talk about the read-aloud and that you are going to write down what they say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Emphasize that you are writing what they say so that you don't forget, and that you will read the words to them. Modeling this type of writing will help prepare students to do this type of activity on their own.

✈ Above and Beyond: Use Instructional Master 10B-1 for those students who are able to do the writing on their own.

Ask students who the read-aloud was about. Tell them that you are going to write Hatshepsut's name on the chart.

Ask students what Hatshepsut wanted. Tell them that you are going to write that Hatshepsut wanted to be pharaoh.

Ask students what kept Hatshepsut from being pharaoh at first. Tell them that you are going to write that the tradition was that only men could be pharaohs.

Ask students what Hatshepsut decided to do. Tell them that you are going to write that Hatshepsut declared herself a man.

Ask students what happened once Hatshepsut declared herself a man. Tell them that you are going to write that she ruled as pharaoh.

Somebody	Hatshepsut
Wanted	Wanted to be pharaoh
But	But, tradition said that only men could be pharaoh.
So	So, Hatshepsut declared herself a man.
Then	Then, Hatshepsut ruled as pharaoh.

Read the completed chart to the class.



Tutankhamun, The Golden Pharaoh, Part I

11

☑ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Locate Egypt on a world map or globe and identify it as a part of Africa
- ✓ Identify Tutankhamun as a pharaoh of ancient Egypt
- ✓ Describe key components of a civilization
- ✓ Explain that much of what we know about ancient Egypt is because of the work of archaeologists

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With assistance, categorize and organize facts and information from “Tutankhamun, The Golden Pharaoh, Part I” (W.1.8)
- ✓ Add drawings to descriptions of components of civilizations to clarify ideas and thoughts (SL.1.5)
- ✓ Prior to listening to “Tutankhamun, the Golden Pharaoh, Part I,” identify orally what they know and have learned about pharaohs

Core Vocabulary

archaeologist, n. A scientist who studies the way people lived in the past
Example: The archaeologists worked for years to find the location of the ancient city.

Variation(s): archaeologists

authority, n. Power to make or enforce rules or laws
Example: The police have the authority to stop speeding cars.

Variation(s): authorities

passage, n. A hallway
Example: The group walked along a secret passage in the castle.

Variation(s): passages

tombs, n. Places for the burial of the dead
Example: Egyptian pharaohs were buried in tombs.

Variation(s): tomb

valuable, adj. Precious or worth a lot of money
Example: Pharaohs placed valuable items in their tombs.


Variation(s): none

Vocabulary Chart for Tutankhamun, The Golden Pharaoh, Part I

Core Vocabulary words are in **bold**.
 Multiple Meaning Word Activity word is underlined.
 Vocabulary Instructional Activity words have an asterisk (*).
 Suggested words to pre-teach are in *italics*.

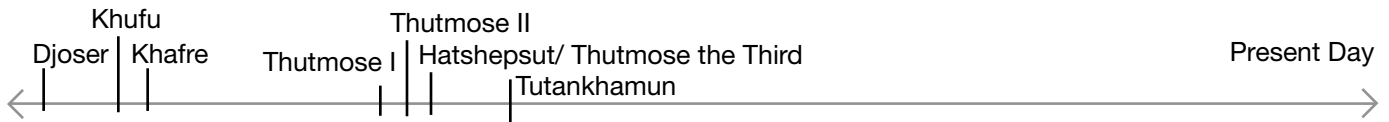
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	<i>archaeologist</i> authority expedition pharaoh tombs	ancient convinced discover/ discoveries removed* valuable*	buried door find/found forgotten hole king lost moonlight night robber/thieves rope staircase steal
Multiple Meaning	<u>seal</u> passage	rest scattered treasure	saw
Phrases	band of robbers Howard Carter Lord Carnarvon Pharaoh Tutankhamun royal tombs Valley of the Kings	awkward moment exactly sure focused their attention	interested in nine years old
Cognates	<i>arqueólogo(a)</i> expedición faraón tumba <u>sello</u> Faraón Tutankamón	convencido descubrimiento valioso(a)* tesoro	

Note: Introducing the Read-Aloud and Extensions may have activity options which exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
Where Are We?	Map of Mesopotamia and Ancient Egypt; world map or globe	You may wish to have students locate Egypt on their own map.
What Have We Already Learned?	Image 10A-5: Hatshepsut dressed as a man with beard	Review that a pharaoh is a ruler. Review what students have learned about Hatshepsut.
Vocabulary Preview: Archaeologist, Tombs	Image 11A-3: Howard Carter and Lord Carnarvon working as archaeologists	
Purpose for Listening		
Presenting the Read-Aloud (15 minutes)		
Tutankhamun, The Golden Pharaoh, Part I		
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions		
Word Work: Valuable	drawing paper, drawing tools	
 Complete Remainder of the Lesson Later in the Day		
Extensions (20 minutes)		
Multiple Meaning Word Activity: Seal	Poster 6M (Seal)	
Syntactic Awareness Activity: Indefinite Pronouns		
Vocabulary Instructional Activity: Remove	something wrapped or hidden in many layers of cloth or paper	
Early World Civilizations Chart	Image Card 14; Early World Civilizations Chart and Image Sheet for Ancient Egypt	Students may follow along using their own chart and image sheet.
Early World Civilizations Comparison Chart	Early World Civilizations Comparison Chart (Instructional Master 4B-1)	

Notes to Teacher

You may wish to continue filling in the Timeline of Egyptian pharaohs. Write “Tutankhamun” or place a picture of Tutankhamun a little to the right of Hatshepsut (100 years later, around 1333 BCE).





Tutankhamun, The Golden Pharaoh, Part I

11A

Note: Introducing the Read-Aloud may have activity options which exceed the time allocated for this part of the lesson. To remain within the time period allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Introducing the Read-Aloud

10 minutes

Where Are We?

5 minutes

Choose a different student each day to locate Egypt on a world map or globe and identify it as part of Africa.

What Have We Already Learned?

5 minutes

Ask students what they have already learned about the pharaohs of ancient Egypt and more specifically what they learned about Hatshepsut. You may prompt discussion with the following questions:

- What was the job of a pharaoh? (ruler)

← **Show image 10A-5: Hatshepsut dressed as a man with beard**

- How was Hatshepsut different from other pharaohs? (female)
- What kinds of things did Hatshepsut do as pharaoh? (had statues made of herself, had a temple built, traded with neighbors)





Archaeologist

← Show image 11A-3: Howard Carter and Lord Carnarvon working as archaeologists

1. In today's read-aloud, we will meet an *archaeologist* named Howard Carter.
2. Say the word *archaeologist* with me three times.
3. An archaeologist is a scientist who studies the way people lived in the past.
4. The archaeologist wanted to find out more about ancient Egypt, so she traveled to Egypt.
5. Discuss with your partner what an archaeologist might do to learn about the way people lived in the past. [Call on a few partner pairs to share.]

Tombs

1. In today's read-aloud you will hear that Howard Carter was interested in trying to find the lost *tombs* in ancient Egypt.
2. Say the word *tombs* with me three times.
3. Tombs are places to bury the dead.
4. Egyptian pharaohs were buried in tombs.
5. What comes to mind when you hear the word *tomb*? What do you think the inside of a pharaoh's tomb might have? [Tell students to listen to the following read-alouds to find out what it is like inside of a pharaoh's tomb.]

Purpose for Listening

Tell students that the next read-aloud is about other pharaohs of ancient Egypt. Tell the students to listen carefully to learn more about pharaohs of ancient Egypt.



Tutankhamun, The Golden Pharaoh, Part I

← Show image 11A-1: King Tut

Many years after Hatshepsut ruled, another pharaoh would rule for nine years and then be almost completely forgotten for three thousand years. His name was Tutankhamun (toot-awn-KAH-mun), although today he is known all over the world as “King Tut.” Tutankhamun was only nine years old when he became pharaoh, and he died when he was only nineteen.



← Show image 11A-2: Valley of the Kings

We are not sure why he died at such an early age. After his death, some thought he may have had some sort of accident. When he died, he was not buried in a pyramid like the pharaohs in Hatshepsut’s time. Instead, during King Tut’s time, pharaohs were buried in the hillsides of a valley. That valley was called the Valley of the Kings. None of the **tombs** of the pharaohs in the Valley of the Kings were marked.¹ So in an unmarked tomb in that valley, Pharaoh Tutankhamun would rest, surrounded by treasure and forgotten by the world, for nearly thirty-three centuries—a very long time ago.²

- 1 Tombs are places where people are buried after they die.
- 2 You heard the word *treasure* in an earlier read-aloud. What does the word *treasure* mean?



← Show image 11A-3: Howard Carter and Lord Carnarvon working as archaeologists

Now we will jump way ahead in time from ancient Egypt to a time closer to today. Almost one hundred years ago, a British **archaeologist** named Howard Carter was interested in trying to find the lost tombs in the Valley of the Kings.³ Carter’s partner was a British nobleman, Lord Carnarvon. Carnarvon was also interested in finding the lost tombs in the Valley of the Kings.

- 3 An archaeologist is a scientist who studies the people of the past by looking at what they left behind, such as tools or pottery.

Over the next few years, working for and often accompanied by Lord Carnarvon, Carter found a number of ancient objects scattered throughout the valley. But he had in mind a greater prize.⁴ Another archaeologist found objects that had hieroglyphs

- 4 What greater prize do you think Carter had in mind?

written on them mentioning Pharaoh Tutankhamun. Howard Carter was determined to find the tomb of Pharaoh Tutankhamun and was convinced that somewhere in the Valley of the Kings lay Tutankhamun’s hidden burial site. Could he find it?⁵

5 Remember, the location of Tutankhamun’s tomb had been forgotten long ago. Do you think Carter will be able to find King Tut’s tomb?

6 *Valuable* means precious or worth a lot of money.

Trying to find the location of the tomb was not always easy—or safe. Robbers often showed up to steal any **valuable** objects whenever they heard of new discoveries.⁶

In a book about his career, archaeologist Howard Carter wrote about one dangerous encounter with such thieves in the Valley of the Kings. A band of robbers had learned of a discovery, and on a moonlit night the thieves crept through the shadows of the valley, determined to steal whatever they could carry away. But just as they were starting to gather the loot, a second band of robbers appeared with the same idea! Instantly, the two gangs attacked one another in a fierce battle there in the moonlight amid the burial sites of the ancient pharaohs. The second gang chased off the first, but Howard Carter, in his nearby camp, heard the noise of their fight. Here is how he calmly described what happened next.



← **Show image 11A-4: Valley of the Kings**

“I collected the few of my workmen still nearby, and set out for the scene of action, an expedition involving a climb of more than 1,800 feet over the hills in the moonlight. It was midnight when we arrived on the scene.⁷ The guide pointed out to me the end of a rope dangling down the face of the cliff. Listening, we could hear the robbers actually at work. I first cut their rope, cutting off their means of escape. Then, making secure a good, stout rope of my own, I lowered myself down the cliff.”⁸

7 Who is telling the story now? (Howard Carter)

8 How do you think Howard Carter felt at that moment?



← **Show image 11A-5: Carter shinnyng down rope to a group of tomb robbers**

“. . . There were eight [robbers] at work, and when I neared the bottom, there was an awkward moment or two. . . . Eventually [the robbers] saw reason and departed. The rest of the night I spent guarding the spot.”⁹

9 Why do you think Howard Carter stayed to guard the spot?



← **Show image 11A-6: Archaeological dig of Carter**

For six years, archaeologist Howard Carter searched for the tomb of Pharaoh Tutankhamun. Carter and Lord Carnarvon had focused their attention on one area in the Valley of the Kings. All that was left was the ground beneath some huts in which ancient workers had lived while digging the royal tombs. Carter decided to give this area one last try. He and his men removed the huts and leveled off the soil below. As Carter finished removing the first of the workers' huts, he found something very exciting! For there—lost to the world for thirty-two centuries, and almost overlooked by Carter and his partner Carnarvon in six years of digging—was a stone staircase leading down into the rocky floor of the valley!¹⁰

10 Where do you think the stone staircase leads? How do you think Howard Carter feels?



← **Show image 11A-7: Door sealed shut**

Carter and his men uncovered the steps one by one until, as they cleared the dirt from the top of the twelfth step, they saw beyond it, in Carter's own words, the upper part of a doorway. Atop the door was a hieroglyphic seal showing that the door had been sealed shut under royal **authority**.¹¹ Whoever had been buried here was either royal or someone very important to the pharaoh.

Almost overcome with excitement, Carter cut a small hole in the door and shone a light through the hole. Inside, he saw a hallway filled to the top with rocks. It took all his self-control not to break through and begin flinging the rocks out. Instead, leaving some of his men to guard the place, he covered the door up again and rode off through the moonlight, thinking, "Anything might lie beyond that **passage!**"¹² Yet none of them was exactly sure what Carter had found.

11 Authority is power to make and enforce rules. In this sentence, the word *seal* means an official mark. The word *seal* also means a large animal that lives near coasts, has flippers, and eats fish.

12 or hallway

Comprehension Questions

10 minutes

1. What do you think Carter found? (Answers may vary.)
2. *Literal* What was the name of the pharaoh in today's read-aloud? (Tutankhamun) What is Tutankhamun's nickname? (King Tut)
3. *Literal* Was King Tut an adult or a child when he became pharaoh? How old was he? (He was a child, just nine years old.)
4. *Inferential* Was King Tut pharaoh for many, many years or for just a short time? Why? (He ruled for a short time because he died at about age nineteen.)
5. *Inferential* Was King Tut buried in a pyramid? (No) Why not? (Pyramids were no longer used for burial during the time King Tut lived.) Where was he buried? (in a tomb in the Valley of the Kings)
6. *Evaluative* Do you think you could rule a country at age nine? Why or why not? (Answers may vary.)
7. *Inferential* Who was Howard Carter? (an archaeologist looking for Tut's tomb) Why do you think he was interested in finding King Tut's tomb? (He perhaps wanted to be famous; he thought there would be lots of treasure; it was an amazing archaeological discovery; etc.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

8. *Evaluative Think Pair Share:* Would you have liked to work with Carter? Why or why not? (Answers may vary.)
9. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Valuable

1. In today's read-aloud you heard, "Robbers often showed up to steal any *valuable* objects."
2. Say the word *valuable* with me three times.
3. Something that is valuable is precious or worth a lot of money.
4. Pharaohs placed valuable items in their tombs.
5. Tell your partner about something that is valuable to you or your family. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "_____ is valuable to me."]
6. What's the word we have been talking about?
7. Use a *Drawing* and *Writing* activity for follow-up. Directions: Draw a picture of something that is valuable to you. Then write a sentence about it. [After students have finished their drawing and sentence, have them share their drawings and sentences in small groups.]



Complete Remainder of the Lesson Later in the Day



Tutankhamun, The Golden Pharaoh, Part I

11B

Note: Extensions may have activity options which exceed the time allocated for this part of the lesson. To remain within the time period allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions

20 minutes

↔ Multiple Meaning Word Activity

5 minutes

Definition Detective: Seal

Note: You may choose to have students hold up one, two, or three fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. In the read-aloud you heard the word *seal* in this sentence, “Atop the door was a hieroglyphic *seal* showing that the door had been sealed shut under royal authority.”
2. With your partner, think of as many meanings for *seal* as you can, or discuss ways you can use the word *seal*.
3. [Show Poster 6M (Seal).] In the read-aloud, *seal* means an official mark or stamp. Point to the picture on the poster that shows how the word *seal* is used in the lesson.
4. *Seal* can also mean other things. To seal something means to close it tightly. Which picture shows this meaning of *seal*?
5. A seal is also an animal that lives near the sea. Which pictures shows this meaning of *seal*?
6. Did you or your partner think of any of these definitions?
7. Now quiz your partner on the different meanings of *seal*. For example you could say, “My mother asked me to seal the lid to the cookie jar.” And your partner should point to the picture of the person sealing a jar to show that you meant that kind of *seal*.

Indefinite Pronouns

Indefinite Pronoun	Meaning
everybody	all people
somebody	unknown person
something	unknown thing

Note: The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and the meaning of text. These syntactic activities should be used in conjunction with the complex text presented in the read-alouds. There may be variations, in the sentences created by your class. Allow for these variations and restate students’ sentences so that they are grammatical.

Directions: We have been learning about pronouns. We use pronouns when we speak and write to replace words that stand for people or things. Today we will learn about indefinite pronouns. We use indefinite pronouns to talk about people and things but not specific people and things.

1. When I am talking about all people, I use the pronoun **everybody** to refer to all the people in one place. Listen as I tell all the people in this class to do something. “**Everybody** stand up!”
 - Now you try: I will call on a few students to tell the whole class to do something. Use the word **everybody** to refer to all the people in this class. Use this sentence starter to help you begin: “**Everybody** [give command]!”
2. When I am talking about a person but not a specific person, or when I am talking about an unknown person, I use the pronoun **somebody**. Listen as I ask one person, any person, from the class to help me do something. “Can **somebody** please help me get my whiteboard eraser?”
 - Now you try: I will call on a few students to ask one person, any person, from the class to help him or her do something. Use the pronoun **somebody** to refer to any person in this class. Use this sentence starter to help you begin: “Can **somebody** please [give request]?”

3. When I am talking about a thing but not a specific thing, or when I am talking about an unknown thing, I use the pronoun **something**. Listen as I talk about something I need. “I need **something** I can write with.” Notice I did not ask for a specific thing to write with like a pencil or a marker; I just asked for *something* to write with.
 - Now you try: I will call on a few students to tell the rest of the class about something they need. Use the word **something** to show that you are not talking about a specific thing. Use this sentence starter to help you begin: “I need **something** I can [sit on; write on; erase with; eat with; clean up with; play with].”
4. 4. Now, I am going to say different sentences about the read-aloud that contain many of the pronouns we just practiced. Please stand up or raise your hand when you hear one of those words. Remember, the pronouns we just practiced are *everybody*, *somebody*, and *something*.



← **Show image 11A-7: Door sealed shut**

- [Point to the hole in the door.] Carter told his men, “**Somebody** has tried to break open this door.” [Ask: “Who does *somebody* refer to in this sentence?” (an unknown person who tried to break open the door)]
- Carter asked, “I need **something** to break open this door.” [Ask: “What does *something* refer to in this sentence?” (an unspecified thing that can be used to break open the door)]
- Carter told the people with him, “Shh, **everybody** be quiet.” [Ask: “Who does *everybody* refer to in this sentence?” (all the people who are with him)]

↔ Vocabulary Instructional Activity

5 minutes

Word Work: Removed

1. In today's read-aloud you heard that while Carter was searching for the tomb of Tutankhamun, Carter and his men *removed* the huts of ancient workers in order to dig into the ground beneath the huts.
2. Say the word *removed* with me three times.
3. Removed means moved or taken away.
4. Carter removed the dust from the wall so that he could see the hieroglyphics carved into the wall.
5. [Show students the object wrapped in layers of paper or cloth.] There is a surprise in here, but what do we need to remove in order to find out what it is?
[Invite different students to come up and remove one layer. Have the rest of the class say: "[Name of student] removed a layer of paper/ cloth."]
6. What's the word we have been talking about?

Early World Civilizations Chart

5 minutes

	Farming	Cities	Writing	Leaders	Religion
Mesopotamia	Image Card 1 (Farming)	Image Card 2 (Babylon)	Image Card 3 (Cuneiform)	Image Card 4 (Hammurabi) Image Card 6 (Nebuchadnezzar)	Image Card 5 (Ziggurat)
Ancient Egypt	Image Card 7 (Farming)	Image Card 8 (City)	Image Card 9 (Hieroglyphs)	Image Card 13 (Hatshepsut) Image Card 14 (Tutankhamun)	Image Card 10 (Egyptian gods)

Show students Image Card 14 (Tutankhamun). Talk about the Image Card, and have students share what they learned from the read-aloud about King Tut. Ask students how King Tut was similar to Hatshepsut. (They were both leaders or pharaohs in ancient Egypt.) Ask students how King Tut was different from Hatshepsut. (male, etc.) Tell students that you are going to place the Image Card in the *Leaders* column on the Civilizations Chart to help them remember that the ancient Egyptians had leaders called pharaohs.

Early World Civilizations Comparison Chart (Instructional Master 4B-1)

20 minutes

- Explain that we know that there was a civilization in ancient Egypt because the people farmed near the Nile, built cities, developed a way of writing, had leaders called pharaohs, had a religion, and built structures, including pyramids and the Great Sphinx.
 - Give each student their copy of Instructional Master 4B-1. Tell them that they are going to continue to fill in their Early World Civilizations Comparison Chart with information about ancient Egypt.
 - Have students draw pictures to show what they have learned about the various components of the ancient Egyptian civilization.
 - After completing the ancient Egypt section, have students talk with a partner or as a class about how the two civilizations compare.
- Above and Beyond: For students who are able to do so, have them write words or sentences describing their pictures.



Tutankhamun, The Golden Pharaoh, Part II

12

✔ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Locate Egypt on a world map or globe and identify it as a part of Africa
- ✓ Identify Tutankhamun as a pharaoh of ancient Egypt and explain his significance
- ✓ Explain that much of what we know about ancient Egypt is because of the work of archaeologists

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Describe the connection between King Tut's tomb and historians' knowledge of ancient Egyptian culture (RI.1.3)
- ✓ Ask and answer *who* questions orally, requiring literal recall and understanding of the details or facts of "Tutankhamun, the Golden Pharaoh, Part II" (SL.1.2)
- ✓ Add drawings to descriptions of details about Mesopotamia and ancient Egypt (SL.1.5)
- ✓ Prior to listening to "Tutankhamun, the Golden Pharaoh, Part II," make predictions about what Howard Carter found in King Tut's tomb, and then compare the actual outcomes to predictions
- ✓ Share writing with others

Core Vocabulary

priceless, adj. Worth more than any amount of money

Example: My grandmother thinks that my artwork is priceless.

Variation(s): none

sarcophagus, n. A stone coffin

Example: The mummy was placed in the sarcophagus.

Variation(s): sarcophaguses or sarcophagi


triumph, n. A great success

Example: The band's performance was a triumph, and everyone was pleased.

Variation(s): triumphs

Vocabulary Chart for Tutankhamun, The Golden Pharaoh, Part II			
Core Vocabulary words are in bold .			
Multiple Meaning Word Activity word is <u>underlined</u> .			
Vocabulary Instructional Activity words have an asterisk (*).			
Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	archaeologist assistant Egyptian hieroglyphic <i>mummy</i> sarcophagus	ancient destroying examine priceless triumph*	behind door gold/golden king opened
Multiple Meaning	carved case	clear cover excited reflections signs	empty feet room saw
Phrases	burial chamber golden shrine Howard Carter Lord Carnarvon Pharaoh Tutankhamun Valley of the Kings	a series of mystery was solved there was no clue	all over the world moved too fast three thousand, three hundred years
Cognates	arqueólogo(a) asistente Egipcio(a) jeroglífico <i>momia</i> sarcófago Faraón Tutankamón	anciano examiner triunfo* claro(a) reflejo signo una serie de	

Note: Introducing the Read-Aloud and Extensions may have activity options which exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
Where Are We?	Map of Mesopotamia and Ancient Egypt; world map or globe	You may wish to have students locate Egypt on their own map.
Making Predictions About the Read-Aloud		
Vocabulary Preview: Mummy/ Sarcophagus	Image 12A-4: Tut’s sarcophagus	
Purpose for Listening		
Presenting the Read-Aloud (15 minutes)		
Tutankhamun, The Golden Pharaoh, Part II		
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions		
Word Work: Triumph		
 Complete Remainder of the Lesson Later in the Day		
Extensions (20 minutes)		
Image Card Review	Image Cards 1–14	As an alternate activity, you may wish to designate two areas in the room—one for Mesopotamia, and one for ancient Egypt. Have students go to the area of the room that their image card represents. Then in their group, have students take turns to explain what is on their image card.
Class Book	Instructional Master 12B-1	
Domain-Related Trade Book	Trade book about Egyptian pharaohs, in particular Hatshepsut or Tutankamun	
Take-Home Materials		
Family Letter	Instructional Master 12B-2	

Advance Preparation

Find a trade book about Egyptian pharaohs, in particular, Hatshepsut or Tutankhamun, to read aloud to the class.



Tutankhamun, The Golden Pharaoh, Part II

12_A

Note: Introducing the Read-Aloud may have activity options which exceed the time allocated for this part of the lesson. To remain within the time period allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Introducing the Read-Aloud

10 minutes

Where Are We?

5 minutes

Choose a different student each day to locate Egypt on a world map or globe and identify it as part of Africa.

Making Predictions About the Read-Aloud

5 minutes

Ask students to share what happened in the previous read-aloud about archaeologist Howard Carter's search for King Tut's tomb. You may want to show the images from the last read-aloud to help with the retelling. Have students predict what they think Carter found at the end of the last read-aloud. Reread the last sentence of the read-aloud from Lesson 11, if necessary.

Vocabulary Preview

5 minutes

Mummy/Sarcophagus



← Show image 12A-4: Tut's sarcophagus

1. In today's read-aloud, you will see Pharaoh Tutankhamun's *mummy* inside his *sarcophagus*.
2. [Point to the mummy.] Say the word *mummy* with me three times.
[Point to the sarcophagus.] Say the word *sarcophagus* with me three times.
3. A mummy is the dead body of a person or animal that has been treated with oils and chemicals and wrapped in cloth.

A sarcophagus is the case or box that mummies are put into.

4. King Tutankhamun's mummy was placed in a sarcophagus.
5. Discuss with your partner why ancient Egyptians would make a dead pharaoh into a mummy and put the mummy in a sarcophagus. [Call on a few partner pairs to share.]

Purpose for Listening

Tell students to listen carefully to find out whether or not their predictions are correct.



Tutankhamun, The Golden Pharaoh, Part II

- ← Show image 12A-1: Carter and others looking at part of door in passageway

After clearing what turned out to be the last of sixteen stairs, Howard Carter and Lord Carnarvon saw, carved into the door a few inches lower than Carter had been able to see the first time, the royal sign of Pharaoh Tutankhamun. But Carter also saw signs that part of the door had been opened before, and then resealed.¹ After all their work, would they find an empty tomb?²

- 1 Who do you think might have opened and resealed the door?
- 2 What do you think? Will the tomb be empty?

For days, the crew worked to clear the rock-filled passageway, anxious to move ahead but afraid of destroying anything important if they moved too fast. Thirty-two feet in, they found another door! This one also had Tutankhamun's seal and more signs that part of it had been broken open. Carter cut another hole, lit a candle, and looked through. The others, fairly dancing with excitement behind him, waited, but he said nothing—because, as it turned out, he could not speak. He was too overcome. At last Carnarvon demanded, “Can you see anything?” Howard Carter turned slowly, and answered, “Yes—wonderful things!”³

- 3 What do you think Carter saw?



- ← Show image 12A-2: Tut's throne, and other golden objects

What they saw was just a hint of what appeared several days later when they opened that door and entered by the light of electric torches, or flashlights. As those torches lit up the room beyond, light flashed back at the explorers: reflections in gold! There, shining in the torchlight, were a golden throne, a statue of a golden snake, couches made of gold, golden clothing draped over two large, black stone statues, and much more.

Looking around, Carter and Carnarvon saw ancient Egyptian art pieces of great beauty, some unlike any they had ever seen before. These were **priceless** not only for the gold and jewels all over them, but also because they would give new clues to the

4 *Priceless* means worth more than any amount of money. Remember, archaeologists work to find out about other cultures by looking at what the people left behind.

5 A sarcophagus is a stone coffin. A mummy is the body of someone who has died and which has been wrapped in cloth. The mummy is placed in the sarcophagus.

6 A triumph is a success.

7 Why do you think there were so many doors?



← **Show image 12A-3: Tut's burial chamber**

religious beliefs and way of life of the ancient Egyptians.⁴ Then one of Carter's assistants called, "There is another door." Sure enough, there was another, smaller room, filled with more objects. But unlike those in the first room, these were thrown about, as if a robber, feverishly searching through the riches of the place, had been interrupted and had left them behind in a hurry.

But among all these wonders, something was missing: there was no mummy, nor even a mummy case, or **sarcophagus** (*sahr-KOF-uh-gus*).⁵ There was a moment of mixed **triumph** and disappointment.⁶ But the surprises of that day were not over. As Carnarvon and Carter reentered the first room, they glanced at the far wall, and almost at the same moment shouted, "Look!" For in that wall they saw a fourth door.⁷

Already they had found the largest, most valuable collection of ancient Egyptian treasures ever discovered. It would take several months before their team could examine everything and gently move it out. Finally, Howard Carter gently pulled away some stones atop the fourth door, and, holding up a light, looked in. At his side, an assistant held up a microphone to carry Carter's words by radio around the world. Here is how Howard Carter later described what he saw beyond the door: "There, within a yard of the doorway, stretching as far as one could see, stood a solid wall of gold! There was no clue as to its meaning. But with the removal of a very few stones, that mystery was solved. We were at the entrance of the actual burial chamber of the king. That which barred our way was the side of an immense, golden shrine built to cover and protect the sarcophagus which held the long-lost pharaoh!"



← **Show image 12A-4: Tut's sarcophagus**

They had found the burial chamber of Tutankhamun almost three thousand, three hundred years after his death. The great cover surrounding his mummy case stood eighteen feet wide,

eleven feet long, and nine feet high—all covered in gold! Carved into this were hieroglyphic symbols. The walls of the room were covered with hieroglyphic words and paintings of Tutankhamun and the Egyptian gods.



← **Show image 12A-5: King Tut's gold mask**

The sarcophagus itself turned out to hold a series of cases, one inside the next, some of wood covered in gold. The innermost case, holding the mummy, would become one of the most famous images in the world. It was made of solid gold. Inside it was the king's mummy, with a mask over his face, made of gold and of shining blue stone.

The discovery of King Tut and his treasures excited people all over the world. Wherever the news spread, people said, "We want to know more about ancient Egypt. We want to learn how we are different from those ancient Egyptians, and how we might be the same." Nearly a hundred years later, people are still saying it. All this happened because two men, Howard Carter and Lord Carnarvon, wondered about someone who had lived more than three thousand years before them: Tutankhamun, Pharaoh of Egypt.

Comprehension Questions

10 minutes

1. *Evaluative* Were your predictions about what Howard Carter found correct? Why or why not? (Answers may vary.)
2. *Literal* What did Carter and the others find inside the tomb? (many objects made of gold, e.g., throne, statues, couch, King Tut's sarcophagus with mummy, etc.)
3. *Inferential* How do you think Carter felt when he finally discovered King Tut's tomb? (excited, thrilled, etc.)
4. *Inferential* The read-aloud is titled "Tutankhamun, The Golden Pharaoh." Why did the author chose that title? (Lots of gold objects were found in his tomb; etc.)
5. *Inferential* Why was the discovery of King Tut's tomb so important? (This is how we know much of what we know about ancient Egypt.)
6. *Evaluative* Do you think that archaeologists will continue to make new discoveries about ancient Egypt? Why or why not? (Answers may vary.)

[Please continue to model the *Question? Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

7. *Who? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *who*. For example, you could ask, "Who did you hear about in today's read-aloud?" Turn to your neighbor and ask your *who* question. Listen to your neighbor's response. Then your neighbor will ask a new *who* question, and you will get a chance to respond. I will call on several of you to share your questions with the class.
8. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Triumph

5 minutes

1. In the read-aloud you heard, “There was a moment of mixed *triumph* and disappointment,” when Carter first found objects in King Tut’s tomb.
2. Say the word *triumph* with me.
3. A triumph is a success or win.
4. Reading the book all by myself was a triumph.
5. Have you ever had a triumph? Try to use the word *triumph* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “It was a triumph when I . . .”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to read about an event. If it describes a triumph, say, “That is a triumph.” If it doesn’t describe a triumph, say, “That is not a triumph.”

1. winning a race (That is a triumph.)
2. refusing to do your homework (That is not a triumph.)
3. singing in front of the school (That is a triumph.)
4. memorizing your favorite poem (That is a triumph.)
5. forgetting to brush your teeth (That is not a triumph.)



Complete Remainder of the Lesson Later in the Day



Tutankhamun, The Golden Pharaoh, Part II

12_B

Note: Extensions may have activity options which exceed the time allocated for this part of the lesson. To remain within the time period allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions

20 minutes

Image Card Review

10 minutes

Pass out all of the Image Cards for Mesopotamia and ancient Egypt to various students. Have students take turns telling all that they can about what is shown on each Image Card.

Class Book (Instructional Master 12B-1)

20 minutes

After reviewing what has been learned about Mesopotamia and ancient Egypt, tell students that they are each going to make a page for a class book about Mesopotamia and ancient Egypt. Brainstorm what the various pages may be about. Have each student draw a picture for one fact or concept. Then have students write a sentence about the picture. Some students may need to dictate to an adult what will be written. Others may write a complete sentence on their own. Give students the opportunity to share their pictures and sentences with a partner or with the class. Bind the pages to make a book that will become a part of the classroom library for students to read and enjoy again and again.

Domain-Related Trade Book

20 minutes

- Refer to the list of recommended trade books in the Introduction at the front of this *Supplemental Guide*, and choose one trade book about Egyptian pharaohs to read aloud to the class.
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author. Explain to

students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or on the title page.

- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain.

Take-Home Material

Family Letter

Send home Instructional Master 12B-2.



Pausing Point 2

PP₂

Note to Teacher

You should pause here and spend one day reviewing, reinforcing, or extending the material taught thus far.

You may have students do any combination of the activities listed below, but it is highly recommended that you use the Mid-Domain Student Performance Task Assessment to assess students' knowledge of *Early World Civilizations*. The other activities may be done in any order. You may wish to do one activity on successive days. You may also choose to do an activity with the whole class or with a small group of students who would benefit from the particular activity.

Core Content Objectives Up to This Pausing Point

Students will:

- ✓ Locate the area known as Mesopotamia on a world map or globe and identify it as part of Asia
- ✓ Explain the importance of the Tigris and Euphrates rivers and the use of canals to support farming and the development of the city of Babylon
- ✓ Describe the city of Babylon and the Hanging Gardens
- ✓ Identify cuneiform as the system of writing used in Mesopotamia
- ✓ Explain why a written language is important to the development of a civilization
- ✓ Explain the significance of the Code of Hammurabi
- ✓ Explain why rules and laws are important to the development of a civilization
- ✓ Explain the ways in which a leader is important to the development of a civilization

- ✓ Explain the significance of gods/goddesses, ziggurats, temples, and priests in Mesopotamia
- ✓ Describe key components of a civilization
- ✓ Identify Mesopotamia as the “Cradle of Civilization”
- ✓ Describe how a civilization evolves and changes over time
- ✓ Locate Egypt on a world map or globe, and identify it as a part of Africa
- ✓ Explain the importance of the Nile River and how its floods were important for farming
- ✓ Identify hieroglyphics as the system of writing used in ancient Egypt
- ✓ Explain the significance of gods/goddesses in ancient Egypt
- ✓ Identify pyramids and explain their significance in ancient Egypt
- ✓ Describe how the pyramids were built
- ✓ Explain that much of Egypt is the Sahara Desert
- ✓ Identify the Sphinx and explain its significance in ancient Egypt
- ✓ Identify Hatshepsut as a pharaoh and explain her significance as pharaoh
- ✓ Identify Tutankhamun as a pharaoh of ancient Egypt and explain his significance
- ✓ Explain that much of what we know about ancient Egypt is because of the work of archaeologists

Student Performance Task Assessment

10 Ancient Egypt

Materials: Instructional Master PP2-1

Directions: I will read ten sentences about ancient Egypt. If my sentence is correct and gives the right information about ancient Egypt, circle ‘T’ for “true.” If my sentence is incorrect and does not give the right information about ancient Egypt, circle ‘F’ for “false.” I will read each sentence twice.

Note: You may wish to relate circling ‘T’ to circling the smiling face and circling ‘F’ to circling the frowning face, something students are familiar with doing in the past vocabulary assessments and domain assessments.

1. Ancient Egypt was located on the continent of Africa. (T)
2. The Nile River was very important to the ancient Egyptians. (T)
3. The flooding of the Nile River helped the Egyptians to farm. (T)
4. Ancient Egyptians wrote using cuneiform. (F)
5. Ancient Egyptians had many, many gods. (T)
6. Some Egyptian gods were part human and part animal. (T)
7. Amon-Ra is the Egyptian god of the moon. (F)
8. Only one pyramid was built in ancient Egypt; it was called the Great Pyramid. (F)
9. The Sphinx had the body of a lion and the head of a human. (T)
10. All the pharaohs of ancient Egypt were male. (F)

Activities

Egypt

Materials: World map, globe

On a world map or globe, help students locate and identify the area in which the ancient Egyptians lived. (Egypt, in Africa) Locate the Nile River for students. Have students talk about the environment in which the ancient Egyptians lived and the importance of the Nile for farming, travel, and transportation.

Image Review

You may wish to show the Flip Book images from any read-aloud again and have students retell the read-aloud using the pictures.

Early World Civilizations Chart Review

Materials: Image Cards 7–10, 13, and 14; Early World Civilizations Chart for Ancient Egypt

Have students place the image cards in the correct sections of the chart. Review the information on the chart with students.

Venn Diagram: Compare and Contrast Mesopotamia and Ancient Egypt

Materials: Early World Civilizations Chart; chart paper

Create a large Venn diagram to compare and contrast Mesopotamia and Ancient Egypt. Use the Early World Civilizations Chart to get information for the Venn diagram.

Domain-Related Trade Book or Student Choice

Materials: Trade book

Read a trade book to review what students have learned so far about ancient Egypt; refer to the books listed in the domain introduction. You may also choose to have the students select a read-aloud to be heard again.

Exploring Student Resources

Materials: Domain-related student websites

Pick appropriate websites from the Internet for further exploration of ancient Egypt.

Videos of Ancient Egypt

Materials: Videos of ancient Egypt

Carefully peruse the Internet for short (5-minute), age-appropriate videos related to ancient Egypt.

Prepare some questions related to the content presented in the videos.

Discuss how watching a video is the same as and different from listening to a storybook or read-aloud.

Have students ask and answer questions using question words *who*, *what*, *when*, *where*, and *why* regarding what they see in the videos

Mini-Farming on the Nile

Materials: Fast-growing seeds; two small containers; soil; sand; water

Plant fast-growing seeds in two containers of a mixture of sand and soil. Label one container “Near the Nile” and the other container “Far from the Nile.” Water only the container labeled “Near the Nile,” and have students observe both containers. Make sure that students understand that plants flourished near the Nile because of the water that came from the Nile and that plants farther from the Nile were harder to grow because of the lack of water in the desert.

You Were There: Living with the Ancient Egyptians

Have students pretend that they lived with the ancient Egyptians. Choose an event from Lessons 5–10, and have students describe what they see and hear. For example, you may wish to have students pretend they are traveling down the Nile River with Ahweru, seeing the Great Pyramid and the Sphinx for the first time.

Ancient Egyptian Tales of Gods

You may wish to share other stories about ancient Egyptian gods—such as Isis, Osiris, and Horus—to reinforce the polytheistic beliefs of the culture. You should be able to find these stories in the library or on the Internet.

Ancient Egyptian Ruins

To learn more about ancient Egyptian ruins, use an Internet search to find pictures and descriptions of ancient Egyptian archaeological sites.

Making Papyrus Paper

Materials: glue; brown paper bags; markers; trays

Tell students that they will make papyrus-like paper similar to the way the ancient Egyptians made paper: by flattening and smashing papyrus plants and then layering the pieces by overlapping them to create a sheet of paper.

Note: Cover the work surface with newspaper. This activity can also be done outdoors.

To make the paper: Mix an equal amount of glue and water in a large tray. Tear brown paper bags into strips. Immerse the paper strips one at a time into the glue mix. Lay the strips so that they overlap each other. Let the strips air-dry.

Once the paper is dry, have students write their name using the hieroglyphic alphabet (see Instructional Master 6B-1 for an example of a hieroglyphic alphabet).

Guest Presenter

You may wish to invite an architect or archaeologist to speak to your students about their work and give your students an opportunity to ask the guest presenter questions.



Three World Religions

13

✓ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Identify Judaism, Christianity, and Islam as major monotheistic world religions
- ✓ Locate Jerusalem, Israel, and the area known as the Middle East on a map
- ✓ Define monotheism as the belief in one God
- ✓ Identify the Western Wall (or the Wailing Wall) as associated with Judaism, the Church of the Holy Sepulchre with Christianity, and the Dome of the Rock with Islam

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Describe the connection between the city of Jerusalem and the three monotheistic religions of Judaism, Christianity, and Islam (RI.1.3)
- ✓ Describe illustrations of various religious buildings and use pictures and details in “Three World Religions” to describe the read-aloud’s key ideas (RI.1.7)
- ✓ Make personal connections between religions they know about and the topic of “Three World Religions” (W.1.8)
- ✓ With assistance, categorize and organize facts and information from “Three World Religions” to answer questions (W.1.8)

- ✓ Ask and answer *what* questions orally, requiring literal recall and understanding of the details or facts of “Three World Religions” (SL.1.2)
- ✓ Prior to listening to “Three World Religions,” identify orally what they know and have learned about religion in Mesopotamia and ancient Egypt

Core Vocabulary

Note: The definitions of the three religions are generic because this is the introductory lesson to these religions. Students will be able to fill in additional details as you cover the rest of the lessons in this domain.

Christianity, n. The religion of the Christians; one of the world religions
Example: Christianity was spread throughout the world as Jesus’ followers preached what they called the “good news” of his life, death, and resurrection.
Variation(s): none

faithful, adj. Loyal; dependable
Example: Thomas was faithful to his grandfather, reading to him every day.
Variation(s): none


shrine, n. A sacred or holy place of worship
Example: The Dome of the Rock is an Islamic shrine in Jerusalem that is famous for its architecture.
Variation(s): shrines

Islam, n. The religion of the Muslims; one of the world religions
Example: Muhammad’s teachings form the basis of Islam.
Variation(s): none

Judaism, n. The religion of the Jewish people; one of the world religions
Example: Judaism is the oldest of the three major religions we are learning about today.
Variation(s): none

Vocabulary Chart for Three World Religions			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	<i>Christianity</i> / Christians God <i>Islam</i> /Muslim Jerusalem <i>Judaism</i> /Jewish religion shrine worship	belief/believed faithful* holy including wondered	city different questions/ answers
Multiple Meaning	faith	practice	called place
Phrases	Church of the Holy Sepulchre Dome of the Rock holy city religious beliefs Western/Wailing Wall		
Cognates	Cristianismo / Cristiano(a) (el) Islam / Musulmán(ana) Jerusalén Judaísmo / Judío(a) religión	fiel* incluyendo practicar	ciudad diferente

Note: Introducing the Read-Aloud and Extensions may have activity options which exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
What Have We Already Learned?		You may wish to replace <i>polytheistic</i> with the phrase “belief in many, many gods,” and <i>monotheistic</i> with the phrase “belief in one God.”
Personal Connections		
Where Are We	Map of Mesopotamia and Ancient Egypt; red crayon; world map or globe	You may wish to have students locate Mesopotamia and Egypt on their own map. Have students locate Jerusalem on their map and circle it red.
Vocabulary Preview: Judaism/Christianity/Islam	Image 13A-3: Three world religions	
Purpose for Listening		
Presenting the Read-Aloud (15 minutes)		
Three World Religions		
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions		
Word Work: Faithful		
 Complete Remainder of the Lesson Later in the Day		
Extensions (20 minutes)		
Three World Religions Comparison Chart	Instructional Masters 13B-1, 13B-2	You may wish to fill in parts of the chart throughout this lesson.

Advance Preparation

Create a three-column chart like the one on Instructional Master 13B-1. You may wish to place the images in Instructional Master 13B-2 that represent the three world religions at the top of the columns.

Make a copy of Instructional Master 13B-1 for each student. Refer to it as their Three World Religions Comparison Chart. Students may wish to fill in their own charts as you fill in the class chart.

Note to Teacher

In this lesson and throughout the rest of the domain, you may wish to omit the terms *polytheistic* and *monotheistic*, as these terms may be too advanced for this grade. What is important is that students become aware that some people believe in many, many gods and some people believe in one God.

There are opportunities in the *Extensions* section of the next three lessons to read a trade book about the world religions presented in this domain.



Three World Religions

13_A

Note: Introducing the Read-Aloud may have activity options which exceed the time allocated for this part of the lesson. To remain within the time period allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

5 minutes

Tell students they are going to learn more about religion in order to understand historical events. Remind them that they learned the word *religion* in an earlier lesson. Ask, “What does *religion* mean?” (the belief in and worship of a superhuman controlling power, especially a God or many gods) Explain that religions began a very long time ago. Say, “You have been studying about ancient peoples in the Middle East. You have learned about Mesopotamia and ancient Egypt. What are some of the things you learned about the religions of those civilizations?” (Student responses should include the fact that ancient peoples of this region worshiped many gods and goddesses; review the term *polytheism*.)

Explain that some religions are not polytheistic, but that they are monotheistic. Ask, “Who knows or can guess the meaning of the word part *mono-*?” (*Mono-* means one.) Explain that over the next few days, they are going to be learning about three monotheistic religions, or religions that have a belief in only one God.

Personal Connections

5 minutes

If students know the name of a religious group, ask them to share it. Accept all answers, even if students identify only one particular sect or denomination of the religion. (Make a list on a chart.) Tell students that there are many different religions in the world today.

Where Are We?

5 minutes

Using a world map or globe, show students the Middle East. Point out the locations of Mesopotamia and ancient Egypt that they have already learned. Tell them that they will be learning about three different religions and that all three began in the Middle East. These three religions have many followers around the world today.

Vocabulary Preview

5 minutes

Judaism/Christianity/Islam



← Show image 13A-3: Three world religions

1. In today's read-aloud, you will be introduced to three world religions: Judaism, Christianity, and Islam.
2. [Point to the Star of David.] Say the word *Judaism* with me three times.
[Point to the cross.] Say the word *Christianity* with me three times.
[Point to the crescent moon and star.] Say the word *Islam* with me three times.
3. Judaism, Christianity, and Islam began in areas around Mesopotamia and ancient Egypt. They are three world religions among many, many religions in this world.
4. Judaism, Christianity, and Islam believe in one God.
5. How are Judaism, Christianity, and Islam different from the religions of Mesopotamia and ancient Egypt?

Purpose for Listening

Tell students to listen carefully to find out the names of three world religions in the world today.



Three World Religions

← Show image 13A-1: Sky

Have you ever wondered how the universe came to be? Or why the stars shine at night? Or what makes a rainbow? Perhaps you've wondered what causes a thunderstorm or an earthquake, or why the earth has more water than land. Well, you are not alone. Lots of people have wondered about these same things for thousands of years.



← Show image 13A-2: Gods and goddesses of Mesopotamia

To find answers to these questions, people looked at the natural world around them. They were amazed by the power of the sun and moon and stars. Some people believed some animals were sacred, or holy, and they worshiped them.

The ancient Mesopotamians and Egyptians worshiped many gods and goddesses whom they believed controlled everything that happened on Earth. They made offerings to the gods and held festivals and ceremonies in their honor.

People began following religions long, long ago. People have always asked many questions: How did people come to live on the earth? What are the stars in the sky? Who, if anyone, controls everything that happens? Their explanations of all the mysteries of the universe became stories that they told one another, long before writing was ever invented.



← Show image 13A-3: Three world religions¹

Not everyone in ancient times had the same beliefs or religions. The same is true today. There are many different religious beliefs and many different religions.²

1 [Point to the image and explain to students that these three symbols are just three amongst many religions and many religious symbols in the world.]

2 [Refer back to the chart paper where you recorded students' previous responses, and ask if anyone has another group that they want to add to the list.]

3 [Stop briefly after each name, citing its inclusion on the chart or adding it if it is not there. Also, point to the symbol in the image associated with each of the religions, proceeding from left to right.]



4 [Point to Jerusalem on the map. Remind students about the two ancient civilizations, Mesopotamia and ancient Egypt, that they have already studied. Review the location of these two civilizations.]



5 What do you see in this picture?

← **Show image 13A-4: Map of Middle East, highlighting Jerusalem**

In fact, all three religions call the city of Jerusalem a holy, or sacred, city.⁴

← **Show image 13A-5: The Western Wall**⁵

People who practice Judaism—Jewish people—worship at many places, including a place known as the Western Wall. This is the only remaining support wall that was part of the ancient temple in Jerusalem on the western side of the Temple Mount. That is why it is called “the Western Wall.” Because this site is so holy to Jewish people, sometimes when people pray there, they get very emotional as they worship, leading some people to refer to this wall by its nickname, “the Wailing Wall.”⁶

6 *Wailing* means crying or sobbing.



7 What things catch your eye about this building?

8 or sacred place of worship

← **Show image 13A-6: Church of the Holy Sepulchre**⁷

Christians, people who practice Christianity, worship at many places, including a place known as the Church of the Holy Sepulchre. A sepulchre is a place where dead people are placed. This church is the main Christian **shrine**⁸ in Jerusalem.



9 What things catch your eye about this building?

← **Show image 13A-7: Dome of the Rock**⁹

Muslims, people who practice Islam, worship at many places, including a place known as the Dome of the Rock. Made of marble and tile, this is the oldest complete example of an Islamic building that is still standing today.

10 [Stop here to review the names of the three religions.]



11 So these people were polytheistic, like the Egyptians and Mesopotamians. Do you remember what *polytheistic* means?

12 Why do you think some people call Canaan “the promised land”?

13 The word *faithful* means being loyal to someone or something.

Jewish people, Christians, and Muslims worship in many other places around the world in addition to these three holy shrines in Jerusalem.¹⁰

← **Show image 13A-8: Three world religions**

How did these religions begin, and why do all three consider the city of Jerusalem to be a holy city? Well, about four thousand years ago in a land called Ur, there lived a man by the name of Abraham. The people of Ur worshiped many different gods—one for the sun, one for the moon, one for the stars, and so on.¹¹ But Abraham had a different belief; he believed that there was only one God.

Stories tell us that this one all-powerful God spoke to Abraham, promising to lead him out of Ur. Abraham and his wife, Sarah, packed their things and traveled far, far away to a place called Canaan in ancient times. Some people refer to Canaan as “the promised land.”¹² Today, it is known as the country of Israel, which is where the holy city of Jerusalem is located. It was here that Abraham remained **faithful** to his one God, who is often called the God of Abraham.¹³

All three religions—Judaism, Christianity, and Islam—are monotheistic faiths, or faiths that believe in one God. Over the next few days, you will learn important differences about each of these world religions. It is important to remember that all three religions—Judaism, Christianity, and Islam—started long ago in the Middle East, that all three religions have sets of beliefs that help people make sense of their universe, and that all three religions have influenced the laws and customs of people around the world for many years.

Comprehension Questions

10 minutes

1. *Literal* People have always wondered and asked questions about the universe and the world in which they lived. How did people long ago, before writing was even invented, share what they believed? (They told stories.)
2. *Inferential* The early Egyptians and other ancient people believed that many gods influenced or controlled life on earth, so they worshiped them. What was different about Abraham? (He worshiped only one God.)
3. *Literal* What does it mean if a religion is *monotheistic*? (It centers around a belief in one God, not many.)
4. *Literal* What are the three world religions named in today's read-aloud? (Judaism, Christianity, Islam)



← **Show image 13A-4: Map of Middle East, highlighting Jerusalem**

5. *Literal* What is the name of the city in the Middle East considered to be a holy city by all three religions we learned about today? (Jerusalem) [Have a student point to the region known as the Middle East, the country of Israel, and the city of Jerusalem in the image.]

[Please continue to model the *Question? Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

6. *What? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *what*. For example, you could ask, "What did you learn about in today's read-aloud?" Turn to your neighbor and ask your *what* question. Listen to your neighbor's response. Then your neighbor will ask a new *what* question, and you will get a chance to respond. I will call on several of you to share your questions with the class.
7. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you

may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Faithful

5 minutes

1. In the read-aloud you heard, “Abraham remained *faithful* to his one God.”
2. Say the word *faithful* with me three times.
3. *Faithful* means being loyal to someone or something.
4. Juanita showed she was faithful to her little sister by reading a story to her every evening, no matter how tired or how busy Juanita was.
5. Are you *faithful* to someone or something in your life? Or is someone faithful to you?
[Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I am faithful to _____ because . . . ” or “_____ is faithful to me because . . . ”]
6. What’s the word we’ve been talking about?

Use a *Word Parts* activity for follow-up. Directions: The antonym or opposite of faithful is **un**faithful. When we add the prefix *un-* to the beginning of some words, it makes a new word that has the opposite meaning. What do you think *unfaithful* means? (not loyal) With your partner decide what these words that have *un-* at the beginning mean.

- unhappy
- unkind
- unbelievable
- unsafe
- unknown
- unlucky
- unafraid



Complete Remainder of the Lesson Later in the Day



Three World Religions

13_B

Extensions

20 minutes

Three-Column Chart: Three World Religions (Instructional Master 13B-1)

- Show students the comparison chart you have prepared. Explain that you are going to use this chart to talk about the next three read-alouds.

Note: Tell students that you are going to write down what they say on the chart, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Emphasize that you are writing what they say so that you don't forget, and tell them that you will read the words to them.

- For today's purposes, first present students with the structure of the chart so that they have an idea of what they will be learning in subsequent lessons. Explain that Judaism, Christianity, and Islam are alike in one way. Ask students to help you fill out the first row, Number of Gods, for each religion.
- Then, introduce the remaining characteristics along the vertical axis, explaining that the three religions are different in many ways. Tell them that they will help you fill in the rest of the chart as they learn more about each religion in the coming lessons.

➤ **Above and Beyond:** If students are able, you may want to have them fill in their own charts using Instructional Master 13B-1.

	JUDAISM	CHRISTIANITY	ISLAM
NUMBER OF GODS	one	one	one
NAME OF FOLLOWERS	Jewish people	Christians	Muslims
NAME(S) OF IMPORTANT PEOPLE	Abraham, Moses	Jesus	Muhammad
NAME OF HOLY BOOK	Torah	Bible	Qur'an
IMPORTANT HOLIDAY	Passover	Easter, Christmas	Ramadan
INTERESTING FACT	Answers may vary.	Answers may vary.	Answers may vary.



☑ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Identify Judaism as a monotheistic religion
- ✓ Identify the Hebrews as the ancient people who were descendants of Abraham
- ✓ Explain that followers of Judaism are called Jewish people and that the term *Jewish* is used to describe practices or objects associated with Judaism
- ✓ Identify the Star of David as a six-pointed star and a symbol of Judaism
- ✓ Identify the Torah as an important part of the Hebrew scriptures
- ✓ Identify that a Jewish house of worship is called a synagogue or temple
- ✓ Identify Moses as a teacher who long ago led the Jewish people out of Egypt in an event referred to as the Exodus
- ✓ Explain that, according to an important story in the Torah, Moses received the Ten Commandments from God and that the Ten Commandments are rules that tell people how to behave or live their lives
- ✓ Identify important Jewish holidays such as Passover, Rosh Hashanah, Yom Kippur, and Hanukkah

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Describe the connection between Abraham and the Jewish people (RI.1.3)
- ✓ Describe an illustration of Moses and use pictures and details in “Judaism” to describe the read-aloud’s key ideas (RI.1.7)
- ✓ With assistance, categorize and organize facts and information from “Judaism” to answer questions (W.1.8)

Core Vocabulary

Hebrew, *adj.* Relating to the tribe of people from whom the Jewish people are descended or a language spoken in Israel

Example: Moses led the Hebrew people out of Egypt into Canaan.

Variation(s): Hebrews

Jewish, *adj.* Belonging to or related to the practice of Judaism

Example: Hanukkah is a Jewish holiday that is celebrated during the month of December.

Variation(s): none

prophet, *n.* A leader in a religion who teaches other people

Example: Moses was the Jewish prophet who led his people to freedom.

Variation(s): prophets

rabbi, *n.* A Jewish religious leader, often serving a synagogue

Example: The rabbi read to us from the Torah on Saturday, our Sabbath.

Variation(s): rabbis


synagogue, *n.* A Jewish place of worship

Example: Jewish people often go to the synagogue to pray.

Variation(s): synagogues

Vocabulary Chart for Judaism			
Core Vocabulary words are in bold .			
Multiple Meaning Word Activity word is <u>underlined</u> .			
Vocabulary Instructional Activity words have an asterisk (*).			
Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	Abraham Canaan covenant descendant God Hanukkah Hebrew <i>Judaism/Jewish</i> Moses Passover prophet rabbi Sabbath Seder synagogue* Torah	celebrate holiday respect	bread eat family promised
Multiple Meaning	Exodus		
Phrases	parted the waters of the Red Sea Rosh Hashanah Star of David “the promised land” Yom Kippur	instead of treating others respectfully	to take care of
Cognates	Abrahám Canaán descendiente Janucá hebreo(a) <i>Judaísmo/</i> Judío(a) Moisés profeta rabino la Torá éxodo	celebrar respetar	familia prometió

Note: Introducing the Read-Aloud and Extensions may have activity options which exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
Essential Background and Terms	Three World Religions Comparison Chart	Point out the column for Judaism. Tell students that they will hear about this religion today.
Vocabulary Preview: Judaism/Jewish	Image 14A-5: Synagogue or temple	
Purpose for Listening		
Presenting the Read-Aloud (15 minutes)		
Judaism		
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions		
Word Work: Synagogue		
 Complete Remainder of the Lesson Later in the Day		
Extensions (20 minutes)		
Three World Religions Comparison Chart	Three World Religions Comparison Chart	You may wish to fill in parts of the chart throughout this lesson. Students may wish to fill in their chart as you fill in the class chart.
Domain-Related Trade Book	Trade book about Judaism	

Advance Preparation

Find a trade book about Judaism to read aloud to the class.



Introducing the Read-Aloud

10 minutes

Essential Background Information or Terms

You may wish to start out with a review of the previous lesson and what you have filled in thus far on the chart about the three major religions.

Remind students that Abraham was a man who lived thousands of years ago. Remind them that other people who were living during this time worshiped many different gods and goddesses. Review the story of Abraham covered in the previous read-aloud and how Abraham promised to worship one God instead of many different gods. As a result of this, Abraham and his wife traveled to a new place. Ask, “Where did Abraham journey to when he left the land of Ur?” (Canaan) Reiterate that Abraham worshiped only one God. Abraham believed that God would make him the father of many nations, and Abraham became the first Jewish person. We call the faith that Jewish people follow *Judaism*.

Tell students that many religions have prophets. Prophets are leaders in a religion who teach other people. Their teachings are often about religion. Today, students will learn a little bit about the Jewish people and their faith, and how a man, one of the Jewish prophets, helped lead the Jewish people out of slavery many years ago.

Vocabulary Preview

Judaism/Jewish



← Show image 14A-5: Synagogue or temple

1. In today's read-aloud, you will learn about a religion called *Judaism* and about some holidays that *Jewish* people celebrate.
2. [Point to the Star of David.] Say the word *Judaism* with me three times.
Say the word *Jewish* with me three times.
3. Judaism is the oldest of the three world religions we will learn about. The people who practice Judaism are called Jewish people.
4. In today's read-aloud you will meet a Jewish girl named Miriam; she will tell you about Judaism.
5. The Star of David is a sign that represents Judaism. Can you find the Star of David in this picture? What do you think this building is used for? [Tell students to listen to what Miriam says to find out.]

Purpose for Listening

Tell students to listen to find out the name of the prophet who led the Jewish people out of slavery and why that was important.



Judaism

← Show image 14A-1: Miriam

Hi, I'm Miriam. I am **Jewish**. Jewish people practice a religion called Judaism. Judaism began long ago with the **Hebrew** people, descendants of Abraham. You've already heard about Abraham. Jewish people believe that God made a covenant, or agreement, with Abraham. In this covenant, God promised to take care of Abraham and his descendants, and Abraham promised to worship only God instead of following the common practice of worshipping many different gods.¹

Long after Abraham died, the Hebrews had to leave the "Promised Land" of Canaan because there was not enough food to eat. They moved to neighboring Egypt, where they were made to work as slaves for the king, or pharaoh, of Egypt.²

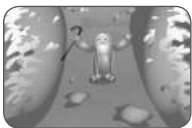
- 1 Abraham left the land of Ur. Where did he go to live?
- 2 [Using a world map, point to the area known as Israel and then to Egypt. Explain that the Hebrews went from Canaan to Egypt to live, and they worked as slaves for the pharaoh.] Slaves are made to work for someone without pay or freedom.



← Show image 14A-2: Moses³

After many years, God sent a **prophet**⁴ named Moses to help free the Hebrew people and lead them back to Canaan, "the promised land."⁵

- 3 What do you see in this picture? [Explain that this is a sculpture of Moses done by a famous artist named Michelangelo.]
- 4 or one who teaches others about religion
- 5 Why was Canaan called "the promised land"?



← Show image 14A-3: Moses and the parting of the Red Sea⁶

Moses asked the Egyptian pharaoh to free the Jewish people from slavery, but the pharaoh refused. God punished the pharaoh for enslaving the Jewish people.⁷ Finally, the pharaoh let the Jewish slaves leave Egypt and return to Canaan. Moses led them to freedom by obeying God, who parted, or pushed back, the waters of the Red Sea so the Jewish people could walk through to Canaan. This journey out of Egypt is called the Exodus.⁸

- 6 This is someone's depiction of what Moses did to help lead the Hebrew people out of Egypt. Listen to see what Moses did.
- 7 or for making them slaves
- 8 [Using a world map, point to Egypt, the Red Sea, and then to Israel (Canaan). Explain that the Jewish people, led by Moses, left their life of slavery in Egypt and went back to "the promised land" of Canaan.]



← **Show image 14A-4: Miriam**

Today I am celebrating the holiday of Pesach [*PAY*-sock], or Passover, with my family. It is one of our most important Jewish holidays. Passover is when we celebrate the freedom of our people from slavery in Egypt and their journey back to Canaan. I am going to the **synagogue** to hear the story of Moses once again. Won't you come along?



← **Show image 14A-5: Synagogue or temple**

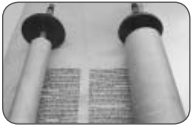
This is my synagogue or temple. You can tell it apart from other houses of worship because it has the Star of David on it. King David was one of our finest kings and his six-pointed star has become a symbol of the Jewish faith. Let's go in!



← **Show image 14A-6: Synagogue entrance bearing the Star of David**⁹

9 What do you see in the entrance?

Inside, I will introduce you to my uncle, the **rabbi**. A rabbi is a religious leader for the Jewish faith. He will read from the Torah, a beautiful handwritten scroll.



← **Show image 14A-7: Torah scroll**

The Torah refers to all of the Hebrew scriptures, but most often when Jewish people say "Torah" they mean the first five books that are mostly about Moses.



← **Show image 14A-8: Rabbi in the synagogue**

There's my uncle. We are a little bit late. He has already begun reading the story. He reads in Hebrew, the ancient language of the Jewish people.



← **Show image 14A-9: Miriam's family around a Seder meal**

Tonight, as part of our celebration, we will tell the Exodus story. Would you like to join my family at our Seder? Seder is the name of our special Passover dinner. It's a lot like our weekly Shabbat [*sha-BAHT*] or Sabbath, our holy day of rest on Saturday when the whole family gathers together for a big, special meal. The youngest person in the room who can speak is the one who begins the Seder by asking, "Why is this night different from all other nights?"



← **Show image 14A-10: Seder plate**

At a Seder, the food we eat is very important. Each food put on the Seder plate has a special meaning to help us remember the story of Moses and the Hebrews escaping from Egypt.



← **Show image 14A-11: Matzoh**

Passover lasts for one week and each day we eat matzoh, or *flat* bread. That is because when the Jewish people fled Egypt so quickly, they did not have time to wait for their bread to rise.¹⁰ All they had to eat was flat bread. See what I mean about each food at our Seder having a special meaning?

Passover is a really important holiday for my people, but we have lots of other holidays as well.

10 [Explain to students that when you make bread, you normally have to wait for it to rise before you can put it in the oven and bake it. This is what makes bread round and fluffy. But the Jewish people did not have enough time to let the bread rise, so the bread was baked flat.]



← **Show image 14A-12: Honey and apple at Rosh Hashanah**¹¹

We also celebrate Rosh Hashanah, the Jewish New Year, which happens during late summer or autumn. We eat sweet foods such as apples and honey to represent our wish for a sweet year ahead. That is when we thank God for the creation of the world.¹²

11 What do you see in this picture?

12 What do you think it means to wish for a sweet year?



← **Show image 14A-13: Menorah**¹³

During another Jewish holiday called Hanukkah [*HAN-noo-kuh*], meaning the Festival of Lights, Jewish people all around the world light nine-branched candlesticks called menorahs. They light the menorahs to remember the past, a time when they rebelled against the rulers who had conquered them. These rulers told the Jewish people that they could no longer pray to God. The story goes that when the Jewish people went to the temple, they only found a small jar of oil with which to relight the lamp; however, the oil lasted miraculously for eight days until they were able to get more.

13 What do you see in this picture?
[Have students count the candles and then point out the Star of David.]



← **Show image 14A-14: The Ten Commandments**

Another of our holidays, Yom Kippur, is a time when we ask God to forgive our sins.¹⁴ We try to live our lives by the Ten Commandments,¹⁵ special laws given to Moses by God. They tell us that there is only one God and that we are to respect him by treating others respectfully.

14 our bad behavior

15 [Point to the illustration.]



← Show image 14A-15: Miriam

Shalom [sha-LOHM].¹⁶ Peace to you.

¹⁶ *Shalom* is a word in Hebrew.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

1. *Literal* Miriam said that she practices a religion called Judaism. What are the people who practice Judaism called? (Jewish people)
2. *Literal* The descendants of Abraham were known at first as Hebrews, and later as Jewish people. How many gods did Abraham and the Hebrews/Jewish people worship? (only one God)
3. *Literal* What was the name of the Jewish prophet or teacher who helped free the Jewish people? (Moses)
4. *Inferential* Moses led the Jewish people out of Egypt to Canaan, “the promised land.” This is known as the story of the Exodus, which happened long ago in ancient times. Why were the Jewish people unhappy in Egypt? (The pharaoh, or king, had made them slaves.)
5. *Evaluative* The read-aloud tells us that every year at Passover, the rabbi reads the same story from the Torah. It is the story of the Exodus from Egypt. Why do you think it is important for the Jewish people to remember this story? (Answers may vary.)
6. *Literal* What is the symbol of the Jewish religion? (the star of David)
7. *Literal* What is the Jewish house of worship called? (synagogue or temple)
8. *Inferential* Do the Jewish people celebrate any other holidays besides Passover? (yes) What are some of the others? (Rosh Hashanah, Hanukkah, Yom Kippur, etc.)
9. *Literal* Miriam mentions that the Jewish Sabbath, or day of rest and worship, is on what day of the week? (Saturday)

10. *Literal* Moses received the Ten Commandments from God. The commandments gave Moses and his people rules for living. How many gods did the Ten Commandments say to worship? (only one God)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

11. *Evaluative Think Pair Share:* If you were going to write ten commandments, or rules for how people should live, what would one of your commandments be? (Answers may vary. Compare them to classroom rules.)
12. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Synagogue

5 minutes

1. In the read-aloud you heard, “I am going to the *synagogue* to hear the story of Moses once again.”
2. Say the word *synagogue* with me.
3. A synagogue is a place of worship for the Jewish people.
4. A synagogue, also called a temple, is where Jewish people go to pray.
5. Have you ever been to a synagogue or another place of worship that is similar to a synagogue? Tell about it. Try to use the word *synagogue* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I went to my friend’s synagogue with her.”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to read some activities or symbols that may or may not belong inside a synagogue. You should say either, “That could happen in a synagogue,” or “That could not happen in a synagogue.”

1. The rabbi read from the holy book called the Torah. (That could happen in a synagogue.)
2. Loud cheers were heard as the basketball players took their places on the court. (That could not happen in a synagogue.)
3. The Jewish people bowed their heads in prayer. (That could happen in a synagogue.)
4. The Star of David was hung in the front of the building. (That could happen in a synagogue.)
5. Elephants and tigers arrived for the spectacular circus performance. (That could not happen in a synagogue.)



Complete Remainder of the Lesson Later in the Day



Judaism

14_B

Note: Extensions may have activity options which exceed the time allocated for this part of the lesson. To remain within the time period allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions

20 minutes

Three World Religions Comparison Chart (Instructional Master 13B-1)

15 minutes

Display the incomplete three-column chart like the one shown below.

Explain to students that you are going to use this chart to talk about today's read-aloud. Tell them that you are going to write down what they say on the chart, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Emphasize that you are writing what they say so that you don't forget, and tell them that you will read the words to them.

Ask students to help you in filling in the spaces under the *Judaism* column. If students have trouble recalling facts, you may wish to use images from the Flip Book to remind them of relevant details. If students are able, you may want to have them continue filling in their own charts using Instructional Master 13B-1.

Note: Be sure to remind students throughout their work on the Three-Column Chart that these are just three of many religions in the world.

	JUDAISM	CHRISTIANITY	ISLAM
NUMBER OF GODS	one	one	one
SYMBOL OF FAITH	Star of David	Cross	Crescent Moon and Star
NAME(S) OF IMPORTANT PEOPLE	Abraham, Moses	Jesus	Muhammad
NAME OF HOLY BOOK	Torah	Bible	Qur'an
IMPORTANT HOLIDAY	Passover	Easter, Christmas	Ramadan
INTERESTING FACT	Answers may vary.	Answers may vary.	Answers may vary.

Domain-Related Trade Book

20 minutes

- Refer to the list of recommended trade books in the Introduction at the front of this *Supplemental Guide*, and choose one trade book about Judaism to read aloud to the class.
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or on the title page.
- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain.



☑ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Identify Christianity as a monotheistic religion
- ✓ Explain that Christianity developed after Judaism
- ✓ Explain that followers of Christianity are called Christians
- ✓ Recognize the cross as a symbol of Christianity
- ✓ Identify the Bible as the Christian holy book
- ✓ Identify that a Christian house of worship is called a church
- ✓ Identify that Christians believe Jesus to be the Messiah and the son of God
- ✓ Identify Easter and Christmas as important Christian holidays
- ✓ Recognize that both Christians and Jewish people follow the Ten Commandments

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Describe the connection between Judaism and Christianity (RI.1.3)
- ✓ Compare and contrast Judaism and Christianity (RI.1.9)
- ✓ With assistance, categorize and organize facts and information from “Christianity” to answer questions (W.1.8)

- ✓ Prior to listening to “Christianity,” identify orally what they know and have learned about polytheism, monotheism, and Judaism

Core Vocabulary

Christian, n. Someone whose religion is based on the teachings of Jesus

Example: A Christian believes that Jesus is the son of God.

Variation(s): Christians

church, n. A public house of worship for the Christian faith

Example: My aunt was married in the church last Sunday.

Variation(s): churches

eternal, adj. Lasting forever; never-ending

Example: Some people believe that life is eternal and will never end.

Variation(s): none

Messiah, n. A savior, predicted by ancient Hebrews, and believed by Christians to be Jesus

Example: There are many songs about the Messiah in Christian hymnbooks.

Variation(s): none

miracle, n. An often unexpected and always extraordinary, nearly unbelievable event, usually thought to be brought about by God

Example: In the New Testament, I read about a miracle performed by Jesus.


Variation(s): miracles

Vocabulary Chart for Christianity

Core Vocabulary words are in **bold**.
 Multiple Meaning Word Activity word is underlined.
 Vocabulary Instructional Activity words have an asterisk (*).
 Suggested words to pre-teach are in *italics*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	Bible <i>Christianity/</i> Christian Christmas church /chapel Easter God Jesus Messiah prayed priest/pastor/ minister resurrection savior	believe celebrate eternal forgiveness holiday holy miracle* symbol	died love son Sunday
Multiple Meaning	cross	teaching	rose
Phrases	a follower of Jesus Holy Week son of God	According to . . . grew out of	came back to life
Cognates	Biblia <i>Cristianismo/</i> Cristiano(a) capilla Jesús Mesías pastor/ministro(a) resurrección salvador	celebrar eterno(a) milagro* símbolo	

Note: Introducing the Read-Aloud and Extensions may have activity options which exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
What Have We Already Learned?	Three World Religions Comparison Chart	You may wish to replace <i>polytheistic</i> with the phrase “belief in many, many gods,” and <i>monotheistic</i> with the phrase “belief in one God.”
Vocabulary Preview: Christianity/Christian	Image 15A-5: Church	
Purpose for Listening		
Presenting the Read-Aloud (15 minutes)		
Christianity		
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions		
Word Work: Miracle		
 Complete Remainder of the Lesson Later in the Day		
Extensions (20 minutes)		
Three World Religions Comparison Chart	Three World Religions Comparison Chart	You may wish to fill in parts of the chart throughout this lesson. Students may wish to fill in their chart as you fill in the class chart.
Domain-Related Trade Book	Trade book about Christianity	

Advance Preparation

Find a trade book about Christianity to read aloud to the class.



Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

You may wish to start out with a review of the previous lesson and what you have filled in thus far on the chart about the three major religions during the extensions of earlier lessons.

Remind students that Judaism is a religion that practices the belief in one God. Ask if they recall a word used to describe belief in one God. (*monotheistic; monotheism*) Ask, “What is the word we learned to describe the belief in many gods?” (*polytheistic; polytheism*) Then ask students to name the prophet that led the Jewish people out of Egypt to “the promised land.” (Moses) Remind them that a prophet is a leader in a religion who teaches other people.

Tell them that they are going to learn about another monotheistic religion today—a religion that also has a holy figure. Ask them if anyone knows the name of the key Christian holy figure or leader. (Jesus)

Vocabulary Preview

Christianity/Christian



← Show image 15A-5: Church

1. In today’s read-aloud, you will learn about a religion called *Christianity* and about some holidays that *Christian* people celebrate.
2. Say the word *Christianity* with me three times.
Say the word *Christian* with me three times.
3. Christianity is one of the three world religions we will learn about. Christianity grew out of Judaism. The people who practice Christianity are called Christians.

4. In today's read-aloud you will meet a Christian boy named Peter; he will tell you about Christianity.
5. The cross is a sign that represents Christianity. Can you find the cross in this picture? What do you think this building is used for? [Tell students to listen to what Peter says to find out.]

Purpose for Listening

Tell students that Christians believe Jesus is more than just a prophet. Tell them to listen to find out who Christians believe Jesus to be.



1 a prophet who lived long ago

Christianity

← Show image 15A-1: Peter

Today is Easter, one of the most important holidays in Christianity. My name is Peter and I am a **Christian**, a follower of Jesus.¹ Miriam is my good friend. I know that she has already told you a little bit about her religion, Judaism. Well, Christianity grew out of Judaism. In fact, Jesus was Jewish.



← Show image 15A-2: Moses

Remember how Moses freed the Jewish people and led them back to “the promised land” of Canaan, or Israel? Well, long after that, the Jewish people again struggled to be free. Their land had been conquered and ruled by Roman soldiers. They were no longer free. They prayed for a **Messiah**, or savior, who would bring peace and justice to the world. They thought this would include freedom from Roman rule. It was at this time that Jesus was born. Some Jewish people believed that Jesus was the Messiah for whom they prayed.²

2 So, what did people believe the Messiah would do?



← Show image 15A-3: Jesus, born to Mary and Joseph in a manger³

Jesus was a holy leader and a special teacher. Christians today believe Jesus is the Messiah, sent to save the people here on Earth. Christians also believe that Jesus is the son of God.

3 [Explain to students that this image is not a photograph of the real Mary, Joseph, and Jesus. It is a recreated scene, or a reenactment.]



← Show image 15A-4: Jesus preaching

Jesus spent long hours teaching people about God’s love for them and instructing them to be kind to one another. Jesus seemed to care about everybody—the rich and the poor, the healthy and the sick, the good and the bad. He became so popular with the people that some began to call him the king of the Jewish people.

4 or the Christians' holy book

5 A miracle is an extraordinary and nearly unbelievable event, usually thought to be brought about by God.



6 [Point to the cross in the illustration.]



7 or everlasting



8 [Point to the lilies in the picture.]

9 *Minister, priest, and pastor* are different names for Christian church leaders.

10 [Point to the Bible in the picture.]

11 Who remembers what the Hebrew scriptures are called? (Torah)

12 The Christian Bible combines what Christians call the Old Testament, which includes the Hebrew Torah, and the New Testament, which is about Jesus and his followers.

According to the Bible,⁴ on the third day after Jesus died, he rose from the dead and came back to life. Christians believe that Jesus died so that his followers might also experience life after death and forgiveness for their sins or wrongdoings. This **miracle** is why Christians all around the world celebrate Easter.⁵

So, now that you know why today is so special, come along to **church** with me. I have some things I'd like to show you.

← **Show image 15A-5: Church**

This is my church. Some of my friends go to a chapel, which is a small church, and others go to a great big cathedral. You could say my church is medium-sized. You can tell it is a Christian church because of the cross on the top.⁶

← **Show image 15A-6: Cross**

The cross is an important symbol of the Christian faith because Christians believe that Jesus died on a cross so, according to my religion, we could live with him forever.

← **Show image 15A-7: Cross with purple drape**

During Holy Week, the week before Easter, the cross is draped in a purple cloth to remember the miracle of Jesus' resurrection, or his rising from the dead and coming back to life. Today, I will place flowers on the cross as a symbol of rebirth and **eternal**⁷ life.

← **Show image 15A-8: Bible with lilies**

Let's go inside. The church is full of Easter lilies today.⁸ The minister, priest, or pastor gives a sermon, or talk, every Sunday.⁹ He reads from the Bible, our holy book.¹⁰ Part of our Bible, the Old Testament, contains the same books of Jewish scriptures.¹¹ But today's readings will come from the New Testament. It is full of stories about the life of Jesus, including today's story of the Resurrection.¹² After we sing some special Easter songs and hymns, musicians with big brass instruments will play and join in with their loud and joyous praise!



13 [Explain to students that this image is not a photograph of actual people. It is a recreated scene, or a reenactment.]

← **Show image 15A-9: Reenactment of nativity scene** ¹³

Christians also celebrate the birth of Jesus. That day is called Christmas, which is celebrated on the twenty-fifth of December. Christians sometimes act out the nativity scene, when the baby Jesus was born in a manger. ¹⁴

14 [Point to the illustration.]



← **Show image 15A-10: Three Wise Men**

At Christmas, Christians also give presents to one another, just as the three wise men who visited the baby Jesus when he was born gave him presents over two thousand years ago. There are other special days for Christians, but the two biggest celebrations by far are Christmas and Easter.



← **Show image 15A-11: Peter**

After Jesus died on the cross, his disciples, or followers, continued to spread his teachings to others. Today, Christianity is widely practiced around the world. There are many different groups of Christians, but they share many of the same practices, or ways of doing things. Most practicing Christians go to church on Sunday morning, their day of rest, where they meet to pray and sing songs. Christians also try to live their lives by the Ten Commandments. ¹⁵ Finally, Christians believe that Jesus is God's son and the Messiah, our savior.

15 What are the Ten Commandments?

16 *Pacem* is a word in Latin; it means "peace."

Pacem (*PAH-chem*). ¹⁶ Peace be with you.

Comprehension Questions

10 minutes

1. *Literal* What is the name given to people who practice Christianity and follow the teachings of Jesus? (Christians)
2. *Inferential* Who do Christians believe Jesus to be? (the son of God; the Messiah or savior)
3. *Inferential* Which faith came first, Christianity or Judaism? (Judaism; Christianity grew out of Judaism.)
4. *Literal* What is the symbol of the Christian religion? (a cross)
5. *Inferential* On Easter, Christians celebrate a Christian miracle. What is that? (Jesus' coming back to life after he died)
6. *Literal* The Jewish house of worship is called a synagogue. What is the Christian house of worship called? (church)
7. *Literal* The read-aloud tells us that the Christian holy book contains the Old Testament (which includes the Torah) and the New Testament. What is the Christian holy book called? (the Bible)
8. *Literal* The Jewish day of rest or Sabbath is on Saturday. When is the Christian day of rest? (Sunday)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

9. *Evaluative Think Pair Share:* In what ways do Christianity and Judaism seem the same to you? (Both follow the Ten Commandments; both are monotheistic; etc.) What are some ways they are different? (Answers may vary.)
10. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Miracle

5 minutes

1. In the read-aloud you heard, “[The] *miracle* [of Jesus coming back to life after he died] is why Christians all around the world celebrate Easter.”
2. Say the word *miracle* with me.
3. A miracle is something truly fantastic—extraordinary, nearly unbelievable.
4. I think that it is a miracle that no one was hurt in the earthquake.
5. What do you think is a miracle? Try to use the word *miracle* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “To me, it is a miracle that . . .”]
6. What’s the word we’ve been talking about?

Use an *Imagination* activity for follow-up. Directions: Turn and talk to your partner. Pretend that you could ask for a miracle to be performed and that your wish for the miracle would be granted. What would that miracle be? Be sure to use the word *miracle* and explain why it would be a miracle.



Complete Remainder of the Lesson Later in the Day



Christianity

15_B

Note: Extensions may have activity options which exceed the time allocated for this part of the lesson. To remain within the time period allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions

20 minutes

Three World Religions Comparison Chart (Instructional Master 13B-1)

15 minutes

Display the incomplete three-column chart like the one shown below.

Explain to students that you are going to use this chart to talk about today's read-aloud. Tell them that you are going to write down what they say on the chart, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Emphasize that you are writing what they say so that you don't forget, and tell them that you will read the words to them.

Ask students to help you in filling in the spaces under the *Christianity* column. If students have trouble recalling facts, you may wish to use images from the Flip Book to remind them of relevant details.

Note: Be sure to remind students throughout their work on the Three-Column Chart that these are just three of many religions in the world.

	JUDAISM	CHRISTIANITY	ISLAM
NUMBER OF GODS	one	one	one
NAME OF FOLLOWERS	Jewish people	Christians	Muslims
NAME(S) OF IMPORTANT PEOPLE	Abraham, Moses	Jesus	Muhammad
NAME OF HOLY BOOK	Torah	Bible	Qur'an
IMPORTANT HOLIDAY	Passover	Easter, Christmas	Ramadan
INTERESTING FACT	Answers may vary.	Answers may vary.	Answers may vary.

Domain-Related Trade Book

20 minutes

- Refer to the list of recommended trade books in the Introduction at the front of this *Supplemental Guide*, and choose one trade book about Christianity to read aloud to the class.
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or on the title page.
- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain.



Lesson Objectives

Core Content Objectives

Students will:

- ✓ Identify Islam as a monotheistic religion
- ✓ Explain that Islam originated in Arabia
- ✓ Explain that followers of Islam are called Muslims
- ✓ Identify the crescent and star as symbols of Islam
- ✓ Identify the Qur'an as the holy book of Islam, containing laws for daily living and many stories that appear in Jewish and Christian holy books
- ✓ Identify that a Muslim place of worship is called a mosque
- ✓ Identify that Muslims believe that Moses and Jesus were prophets but believe that Muhammad was the last and greatest of the prophets
- ✓ Identify important Muslim holidays, such as Ramadan and Eid-ul-fitr

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Describe the connection between prayer and Islam (RI.1.3)
- ✓ With assistance, categorize and organize facts and information from “Islam” to answer questions (W.1.8)

- ✓ Ask and answer *where* questions orally, requiring literal recall and understanding of the details or facts of “Islam” (SL.1.2)
- ✓ Prior to listening to “Islam,” make predictions about whether the religion of Islam had a key figure, and then compare the actual outcomes to predictions

Core Vocabulary

fast, v. To refrain from eating for a certain period of time, often for religious reasons

Example: Followers of many different religions fast during some of the religion’s holy days.

Variation(s): fasts, fasted, fasting

mosque, n. A house of worship for Muslims

Example: Men and women often pray separately in the Muslim mosque.

Variation(s): mosques

Muslim, n. One who practices the religion of Islam

Example: The Muslim people bow in the direction of Mecca, the birthplace of Muhammad.

Variation(s): Muslims

prayer, n. Spoken or silent conversations with God

Example: People of most world religions participate in prayer.

Variation(s): prayers


similarities, n. Things in common with one another

Example: It is easy to spot the similarities between bicycles and tricycles.

Variation(s): similarity

Vocabulary Chart for Islam			
Core Vocabulary words are in bold .			
Multiple Meaning Word Activity word is <u>underlined</u> .			
Vocabulary Instructional Activity words have an asterisk (*).			
Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	Allah Arabic Imam <i>Islam/Muslim</i> Mecca mosque Muhammad pilgrimage pillar prayer prophet Qur'an Ramadan	believe revealed similarities*	life month moon rugs
Multiple Meaning	fast towers	message share teaching	
Phrases	break the fast	to surrender	
Cognates			

Note: Introducing the Read-Aloud and Extensions may have activity options which exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
Essential Background Information or Terms	Three World Religions Comparison Chart	You may wish to replace <i>polytheistic</i> with the phrase “belief in many, many gods,” and <i>monotheistic</i> with the phrase “belief in one God.”
Making Predictions About the Read-Aloud		
Vocabulary Preview: Islam/ Muslim	Image 16A-6: Mosque	
Purpose for Listening		
Presenting the Read-Aloud (15 minutes)		
Islam		
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions		
Word Work: Similarities		
 Complete Remainder of the Lesson Later in the Day		
Extensions (20 minutes)		
Three World Religions Comparison Chart	Three World Religions Comparison Chart	You may wish to fill in parts of the chart throughout this lesson. Students may wish to fill in their chart as you fill in the class chart.
Domain-Related Trade Book	Trade book about Islam	

Advance Preparation

Find a trade book about Islam to read aloud to the class.



Islam

16_A

Introducing the Read-Aloud

10 minutes

Essential Background Information or Terms

It is recommended that you start out with a review of Judaism and Christianity and what you have filled in thus far on the chart about the three major religions.

Tell students that the religion they will hear about today is called Islam. Tell them that Islam, like Judaism and Christianity, began in the Middle East and that the people who practice Islam also believe in one God. Ask if they recall the word used to describe belief in one God. (*monotheistic; monotheism*) Tell students that the Islamic word for God is *Allah*, which is in Arabic, a language spoken in various countries.

Explain that like the other two religions already introduced, Islam is also practiced around the world by millions of people today.

Making Predictions About the Read-Aloud

Remind students that both Judaism and Christianity have key figures and ask them to name each. (Judaism: Moses; Christianity: Jesus) Ask them to predict whether or not they think Islam has a key figure.

Vocabulary Preview

Islam/Muslim

← Show image 16A-6: Mosque



1. In today's read-aloud, you will learn about a religion called *Islam* and about a holiday that *Muslim* people celebrate.
2. Say the word *Islam* with me three times.
Say the word *Muslim* with me three times.
3. Islam is one of the three world religions we will learn about.
The people who practice Islam are called Muslims.

4. In today's read-aloud you will meet a Muslim girl named Maira; she will tell you about Islam.
5. This building is called a mosque. What do you think this building is used for? [Tell students to listen to what Maira says to find out.]

Purpose for Listening

Tell students to listen to hear if their predictions are correct.



Islam

← Show image 16A-1: Maira

Hi. My name is Maira [mah-EE-rah]. That means *moon* in Arabic, my native language. I like that my name matches the symbol of my religion, a crescent moon and a star.



← Show image 16A-2: Crescent and Star¹

I am **Muslim** and my religion is Islam. It has a lot in common with Judaism and Christianity. My friends, Miriam and Peter, shared their important holidays with you, and I want to do the same.²

1 You learned that the symbol for Judaism is the Star of David, and that the symbol for Christianity is the cross. This is the symbol for Islam.

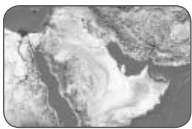
2 We call a person who follows Judaism a “Jew” and a person who follows Christianity a “Christian.” What is a person called who follows Islam?



← Show image 16A-3: Cups, dates, and traditional sweet, cheese-filled pastries

Today we are celebrating Eid-ul-Fitr [EED-el FOOT-er], the end of Ramadan [rah-mah-DAHn], a month-long period during which we **fast**. That means that we do not eat or drink anything from sunup to sundown every day for a month.³ Ramadan is the holiest month of the year for Muslims. But you need to know the story of my faith in order to understand why.

3 Muslims have a big celebration at the end of Ramadan. [Point to the illustration, and explain that these are some of the foods that might be found at such a celebration.]



← Show image 16A-4: Map of Saudi Arabia⁴

About six hundred years after Jesus was born, the prophet Muhammad was born in the land that we now call Saudi Arabia. In those days, whereas Christians and Jewish people already believed in one, all-powerful God, the people living in Saudi Arabia still believed in many gods and goddesses. Muhammad believed that he heard the voice of God, sending him messages of how to lead a better life, a life of helping others. According to our religious

4 [Ask students to identify the location where Judaism began, where the Jews lived as slaves, where the Jews returned to as “the promised land,” and where Christianity began. Also point out the country we now call Saudi Arabia, and say that Islam began in Arabia.]

teachings, Muhammad became a prophet and began to spread God’s message throughout the land. Muhammad taught that the rich should share their wealth with the poor. During Muhammad’s lifetime, the stories that he received from Allah, the Arabic word for God, were never written down because Muhammad could neither read nor write. But later they were written and collected into the Muslim holy book, the Qur’an [kooor-AHN].



← **Show image 16A-5: Qur’an**⁵

- 5 [Point to the language on the page and explain that the Qur’an is written in Arabic, the language spoken by Muhammad.]
- 6 or when Muhammad learned the stories of the Qur’an
- 7 which means spoken or silent conversations with God
- 8 [Remind students that followers of all three monotheistic religions they have learned about take part in prayer.]

The Qur’an has some stories that are the same as the stories told in both the Hebrew Torah and Christian Bible. The Qur’an also contains laws about how to live a good life. The month of Ramadan celebrates the time that the Qur’an was revealed to Muhammad.⁶ One reason Muslims fast at this time of year is because Muhammad fasted in the desert before he received God’s messages. Another reason is to help us remember the poor and the hungry. It is a month of close family activities and much praying. Speaking of **prayer**,⁷ let me show you my **mosque**.⁸



← **Show image 16A-6: Mosque**

- 9 [Point to the towers that are part of the mosque.]
- 10 We call a Jewish house of worship a *synagogue*, and a Christian house of worship a *church*. What do we call a Muslim place of worship?

A mosque is the Muslim place of worship, the spiritual center of the Islamic community. Sometimes mosques are very fancy like the Dome of the Rock in Jerusalem. Ours is not quite so fancy as that, but it is a place I love to go, especially at night during Ramadan. Usually, a mosque has one or two towers known as minarets,⁹ and it is from there that the holy man calls us to prayer.¹⁰



← **Show image 16A-7: Inside a mosque**

Inside the mosque, you will not find rows of seats like there are in churches and synagogues. Instead, we remove our shoes outside the mosque and gather on prayer rugs. Often women and men pray in different areas, but all of them listen to the Imam

11 A Jewish worship leader is called a *rabbi*. A Christian worship leader may be called a *priest*, *minister*, or *pastor*. What is a Muslim worship leader called? [Have students repeat the word *Imam* after you.]

12 What do you think “break the fast” means?



← **Show image 16A-8: Family praying**

13 [Have a discussion about the word *pillars* meaning duties. Ask one or two students to list some duties they are expected to do at home. Reiterate that the five pillars are five duties Muslims are expected to do.]

14 [Point to the illustration.]

15 What does *fasting* means?



← **Show image 16A-9: Ka'ba in Mecca**¹⁶

16 [Point to the illustration, and explain that this is a shrine in the most holy city of Islam called Mecca, where Muhammad was born.] Every Muslim hopes to make a pilgrimage there at least once during his or her lifetime.



← **Show image 16A-10: Maira**

[ee-*MAHM*], the man who leads the prayers.¹¹ Tonight, Muslims will gather together under the crescent moon “to surrender,” or give control of our lives over, to God. That is, after all, what the word *Islam* means—“surrender to God.” Then we will break the fast together, first with a date and some water as we always do, and then with a marvelous feast. Yum!¹²

All Muslims must follow the Five Pillars of Islam, the five most important duties we should do to be good Muslims.¹³ Praying five times each day in the direction of Mecca, Muhammad’s birthplace, is one of the five pillars, or duties, we must perform.¹⁴ Another pillar is fasting during Ramadan.¹⁵ Other pillars include: helping the poor and needy and making a pilgrimage, or visit, to Mecca at least once in our lifetimes.

The most important pillar, the *shahada*, is declaring our faith in one God. We say, “There is no God but God, and Muhammad is his prophet.” Muslims believe that Abraham, Moses, and Jesus were all great prophets, but Muslims believe that the greatest of the prophets is Muhammad. Likewise, although we believe in some of the teachings of both the Hebrew and the Christian Bibles, all of our beliefs are in the poetic book known as the Qur’an.

Miriam, Peter, and I belong to three different religions, but I hope that you have learned how many **similarities** we share. I have the same wish for the world as Peter and Miriam. Assalamu Alaikum [ah-sah-*LAHM*-oo ah-*LAYK*-koom]. Peace be unto you.

Comprehension Questions

10 minutes

1. *Evaluative* Were your predictions about whether Islam has a key figure correct? (Answers may vary.)
2. *Literal* Is there a prophet for Islam? (yes) What is his/her name? (Muhammad)
3. *Inferential* Where did the religion of Islam begin? (Saudi Arabia) Why did it begin in Saudi Arabia? (Muhammad was born in Saudi Arabia.)
4. *Literal* What are the followers of Islam called? (Muslims)
5. *Inferential* What practice do Muslims observe during Ramadan, the holiest month of the year for Muslims? (fasting from sunup to sunset) Why do Muslims fast during this time? (to remember what Muhammad did before he received God's message)
6. What is the name of another Muslim holiday, which occurs at the end of Ramadan? (Eid-ul-Fitr)
7. *Inferential* Prayer is important to all three religions you have learned about. What is different about prayer time for Muslims? (Prayer is more specified. They must pray five times per day and face the direction of Mecca, Muhammad's birthplace.)
8. *Evaluative* Many Muslim children grow up memorizing parts of the Qur'an, the holy book of Islam. Why do you think they do that? (Answers may vary.)
9. *Inferential* How would you describe the setting inside a mosque? (People go barefoot in a mosque and pray on prayer rugs.)
10. *Literal* What is the symbol of the religion of Islam? (the crescent and the star)

[Please continue to model the *Question? Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

11. *Where? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of

a question you can ask your neighbor about the read-aloud that starts with the word *where*. For example, you could ask, “Where did Islam begin?” Turn to your neighbor and ask your *where* question. Listen to your neighbor’s response. Then your neighbor will ask a new *where* question, and you will get a chance to respond. I will call on several of you to share your questions with the class.

Word Work: Similarities

5 minutes

1. In the read-aloud you heard, “I hope that you have learned how many *similarities* we share.”
2. Say the word *similarities* with me.
3. Similarities are things that people or objects have in common with one another, or things that are the same.
4. All birds are different, but they have certain similarities. For example, they all have wings.
5. Look around the room and find two things or people that have similarities. Then tell us what they are. Try to use the word *similarities* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “Ralph and Raoul have similarities. They are both boys in the first grade, and both of their names begin with the letter ‘R.’”]
6. What’s the word we’ve been talking about?

Use a *Synonyms and Antonyms* activity for follow-up. I am going to name two objects. If you think the objects have more similarities, say “They have more similarities.” If you think they have more differences, say “They have fewer similarities.”

(Answers may vary for all.)

1. coats and sweaters
2. elephants and ants
3. apples and bananas
4. schools and churches
5. moms and dads



Complete Remainder of the Lesson Later in the Day



Note: Extensions may have activity options which exceed the time allocated for this part of the lesson. To remain within the time period allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions

20 *minutes*

Three World Religions Comparison Chart (Instructional Master 13B-1)

15 *minutes*

Display the incomplete three-column chart like the one shown.

Explain to students that you are going to use this chart to talk about today's read-aloud. Tell them that you are going to write down what they say on the chart, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Emphasize that you are writing what they say so that you don't forget, and tell them that you will read the words to them.

Ask students to help you in filling in the spaces under the Islam column to complete the chart. If students have trouble recalling facts, you may wish to use images from the Flip Book to remind them of relevant details.

Note: Be sure to remind students throughout their work on the Three-Column Chart that these are just three of many religions in the world.

	JUDAISM	CHRISTIANITY	ISLAM
NUMBER OF GODS	one	one	one
NAME OF FOLLOWERS	Jewish people	Christians	Muslims
NAME(S) OF IMPORTANT PEOPLE	Abraham, Moses	Jesus	Muhammad
NAME OF HOLY BOOK	Torah	Bible	Qur'an
IMPORTANT HOLIDAY	Passover	Easter, Christmas	Ramadan
INTERESTING FACT	Answers may vary.	Answers may vary.	Answers may vary.

Domain-Related Trade Book

20 minutes

- Refer to the list of recommended trade books in the Introduction at the front of this *Supplemental Guide*, and choose one trade book about Islam to read aloud to the class.
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or on the title page.
- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain.



Domain Review

DR

Note to Teacher

You should spend one day reviewing and reinforcing the material in this domain. You may have students do any combination of the activities provided, in either whole-group or small-group settings.

Core Content Objectives Addressed in This Domain

Students will:

- ✓ Locate the area known as Mesopotamia on a world map or globe and identify it as part of Asia
- ✓ Explain the importance of the Tigris and Euphrates rivers and the use of canals to support farming and the development of the city of Babylon
- ✓ Describe the city of Babylon and the Hanging Gardens
- ✓ Identify cuneiform as the system of writing used in Mesopotamia
- ✓ Explain why a written language is important to the development of a civilization
- ✓ Explain the significance of the Code of Hammurabi
- ✓ Explain why rules and laws are important to the development of a civilization
- ✓ Explain the ways in which a leader is important to the development of a civilization
- ✓ Explain the significance of gods/goddesses, ziggurats, temples, and priests in Mesopotamia
- ✓ Describe key components of a civilization
- ✓ Identify Mesopotamia as the “Cradle of Civilization”
- ✓ Describe how a civilization evolves and changes over time
- ✓ Locate Egypt on a world map or globe, and identify it as a part of Africa

- ✓ Explain the importance of the Nile River and how its floods were important for farming
- ✓ Identify hieroglyphics as the system of writing used in ancient Egypt
- ✓ Explain the significance of gods/goddesses in ancient Egypt
- ✓ Identify pyramids and explain their significance in ancient Egypt
- ✓ Describe how the pyramids were built
- ✓ Explain that much of Egypt is the Sahara Desert
- ✓ Identify the Sphinx and explain its significance in ancient Egypt
- ✓ Identify Hatshepsut as a pharaoh of ancient Egypt and explain her significance as pharaoh
- ✓ Identify Tutankhamun as a pharaoh of ancient Egypt and explain his significance
- ✓ Explain that much of what we know about ancient Egypt is because of the work of archaeologists
- ✓ Identify Judaism, Christianity, and Islam as three of many world religions
- ✓ Locate Jerusalem, Israel, and the area known as the Middle East on a map
- ✓ Define monotheism as the belief in one God
- ✓ Locate places associated with Judaism, Christianity, and Islam
- ✓ Explain that Islam originated in Arabia
- ✓ Identify key figures of Judaism, Christianity, and Islam
- ✓ Identify symbols of Judaism, Christianity, and Islam
- ✓ Identify buildings associated with Judaism, Christianity, and Islam
- ✓ Identify important holidays of Judaism, Christianity, and Islam

Review Activities

Where Are We?

Materials: World map or globe

Help students locate places associated with the three religions: Jerusalem, Egypt, the Middle East, and Arabia. Have students share connections between these places and the three religions.

Image Review

Show the Flip Book images from any read-aloud again, and have students retell the read-aloud using the images. Particular images may also be shown in order to have students identify important people, places, or symbols of the three religions.

Domain-Related Trade Book or Student Choice

Materials: Trade book

Read an additional trade book to review a particular religion; refer to the books listed in the domain introduction. You may also choose to have students select a read-aloud to be heard again.

Key Vocabulary Brainstorming

Materials: Chart paper, chalkboard, or whiteboard

Give students a key domain concept or vocabulary word such as *monotheism*. Have them brainstorm everything that comes to mind when they hear the word, such as *one God*, *Judaism*, etc. Record their responses on chart paper, a chalkboard, or a whiteboard for reference.

Riddles for Core Content

Ask students riddles such as the following to review core content:

- I am the holy book of Islam. What am I? (Qur'an)
- We are the people who practice Judaism. Who are we? (Jewish people)
- Christians believe that I am the Son of God. Who am I? (Jesus Christ)

- I am a building where Jews go to listen to the rabbi. What am I? (synagogue)
- Muslims believe I was the greatest prophet of all. Who was I? (Muhammad)
- Easter and Christmas are two important holidays in this religion. What religion is this? (Christianity)

Class Book: Three World Religions

Materials: Drawing paper, drawing tools

Tell the class or a group of students that they are going to make a class book to help them remember what they have learned about three world religions. Have students brainstorm important information about Judaism, Christianity, and Islam. Have each student choose one idea to draw a picture of, and then have him or her write a caption for the picture. Bind the pages to make a book to put in the class library for students to read again and again.

Three-Column Chart: Three World Religions

Conceal the information on the Three-Column Chart that was used in the extension activities. Ask students if they can identify particular pieces of information such as, “What is the name of the holy book of Christianity?” See if the class is able to uncover the entire chart.



Domain Assessment

DA

This domain assessment evaluates each student's retention of domain and academic vocabulary words and the core content targeted in *Early World Civilizations*. The results should guide review and remediation the following day.

There are three parts to this assessment. You may choose to do the parts in more than one sitting if you feel this is more appropriate for your students. Part I (vocabulary assessment) is divided into two sections: the first assesses domain-related vocabulary, and the second assesses academic vocabulary. Parts II and III of the assessment address the core content targeted in *Early World Civilizations*.

Part I (Instructional Master DA-1)

Directions: I am going to say a sentence using a word you have heard in the read-alouds and the domain. First I will say the word, and then I will use it in a sentence. If I use the word correctly in my sentence, circle the smiling face. If I do not use the word correctly in my sentence, circle the frowning face. I will say each sentence two times. Let's do number one together.

1. **Trade:** To trade means to give one item and receive another item in return. (smiling face)
2. **Mesopotamia:** Mesopotamia is place that still exists in Asia today. (frowning face)
3. **Religion:** Religion is the worship of God or gods. (smiling face)
4. **Canals:** Canals are long paths dug into the ground and filled with water used for watering crops. (smiling face)
5. **Flooding:** The heavy rains caused the flooding of the river. (smiling face)
6. **Hieroglyphs:** Hieroglyphs are the type of writing used in Mesopotamia. (frowning face)

7. **Pyramid:** A pyramid is a structure with triangular sides. (smiling face)
8. **Pharaoh:** The pharaoh was the ruler of Mesopotamia. (frowning face)
9. **Sphinx:** The Sphinx is an imaginary creature with the body of a human and head of a lion. (frowning face)
10. **Archaeologist:** An archaeologist is a scientist who studies the way people lived in the past. (smiling face)

Directions: I am going to read more sentences using other words you have heard and practiced. First I will say the word, and then I will use it in a sentence. If I use the word correctly in my sentence, circle the smiling face. If I do not use the word correctly in my sentence, circle the frowning face. I will say each sentence two times.

11. **Symbols:** The letters of our alphabet are symbols for sounds. (smiling face)
12. **Accurately:** When something is done accurately, it does not have any mistakes. (smiling face)
13. **Visible:** When something is visible, you cannot see it. (frowning face)
14. **Valuable:** Something that is valuable to you is very important to you. (smiling face)
15. **Similarities:** When two things have many similarities, they are alike in many ways. (smiling face)

Part II (Instructional Master DA-2)

Directions: I am going to read some sentences with information about early world civilizations. If my sentence is about Mesopotamia, check the box for “Mesopotamia.” If my sentence is about ancient Egypt, check the box for “Ancient Egypt.” If my sentence is about both Mesopotamia and ancient Egypt, check both boxes.

1. This civilization developed along the Nile River in Africa. (Ancient Egypt)

2. This civilization developed between the Euphrates and Tigris rivers in Asia. (Mesopotamia)
3. This civilization used the rich soil from the flooding of the Nile River to grow crops. (Ancient Egypt)
4. This civilization had a writing system. (both)
5. This civilization developed a system of writing known as cuneiform. (Mesopotamia)
6. This civilization developed a system of writing using hieroglyphs. (Ancient Egypt)
7. This civilization was ruled by a pharaoh. (Ancient Egypt)
8. This civilization was from long, long ago. (both)
9. This civilization had written laws known as the Code of Hammurabi. (Mesopotamia)
10. This civilization built pyramids. (Ancient Egypt)
11. This civilization had cities. (both)
12. This civilization believed in many gods and goddesses. (both)

Part III (Instructional Master DA-3)

Directions: I will read a sentence about one of the three religions we discussed. If it is true for Judaism, circle the Star of David—a symbol for Judaism. If it is true for Christianity, circle the cross—a symbol for Christianity. If it is true for Islam, circle the crescent moon and star—a symbol for Islam.

1. This religion is the oldest of the three. (Judaism)
2. People of this religion go to a mosque to worship Allah, which is how you say *God* in the Arabic language. (Islam)
3. The holy book of this religion is the Bible. (Christianity)
4. The people who follow this religion are called Muslims. (Islam)
5. The Star of David is an important symbol of this religion. (Judaism)
6. Easter and Christmas are important holidays in this religion. (Christianity)

7. People of this religion believe that Jesus is the Son of God.
(Christianity)
8. Praying five times a day is one of the duties of followers of this religion. (Islam)
9. The followers of this religion are called Jewish people. (Judaism)
10. People of this religion go to a church to worship God.
(Christianity)
11. A rabbi is a leader in this religion. (Judaism)
12. People of this religion believe the greatest of all the prophets was Muhammad. (Islam)



Note to Teacher

Please use this final day to address class results of the Domain Assessment. Based on the results of the Domain Assessment and students' Tens scores, you may wish to use this class time to provide remediation opportunities that target specific areas of weakness for individual students, small groups, or the whole class.

Alternatively, you may also choose to use this class time to extend or enrich students' experience with domain knowledge. A number of enrichment activities are provided below in order to provide students with opportunities to enliven their experiences with domain concepts.

Remediation

You may choose to regroup students according to particular areas of weakness, as indicated from Domain Assessment results and students' Tens scores.

Remediation opportunities include:

- targeting Review activities
- revisiting lesson Extensions
- rereading and discussing select read-alouds
- reading the corresponding lesson in the *Supplemental Guide*, if available

Enrichment Activities

Guest Speakers

Invite parents or religious leaders in the community to come in and talk about their traditions associated with the three religions. You will want to share with them, ahead of time, the chart used for the extension activity to maintain the focus on particular aspects of the religions. You may also wish to share the family letter with your speakers so they understand that you are covering the religions in the context of world history and not for the purpose of proselytizing.

Class Book: Three World Religions

Materials: Drawing paper, drawing tools

Tell the class or a group of students that they are going to make a class book to help them remember what they have learned about three world religions. Have students brainstorm important information about Judaism, Christianity, and Islam. Have each student choose one idea to draw a picture of, and then have him or her write a caption for the picture. Bind the pages to make a book to put in the class library for students to read again and again.

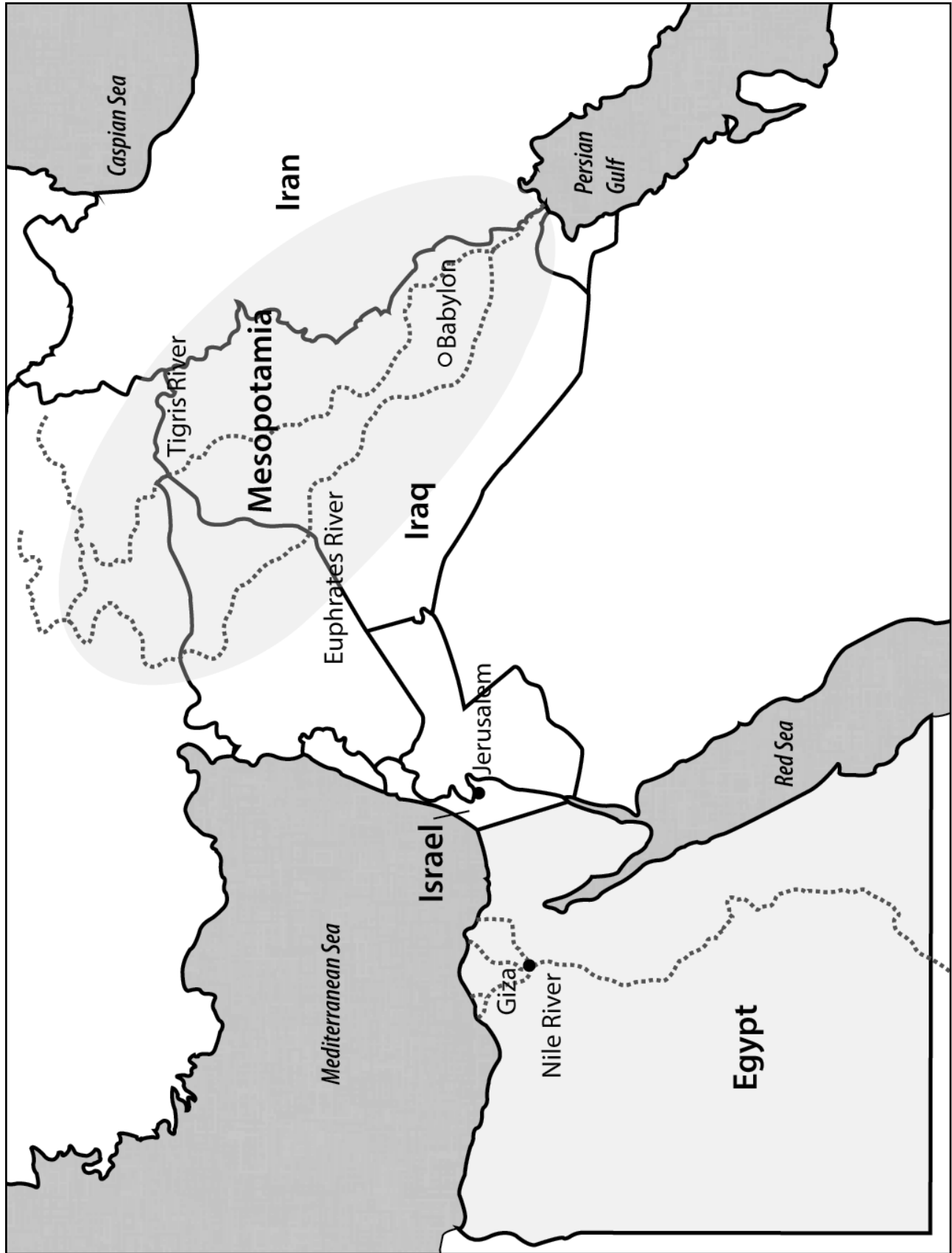
Three-Column Chart: Three World Religions

Conceal the information on the Three-Column Chart that was used in the Extension activities. Ask students if they can identify particular pieces of information such as, “What is the name of the holy book of Christianity?” See if the class is able to uncover the entire chart.

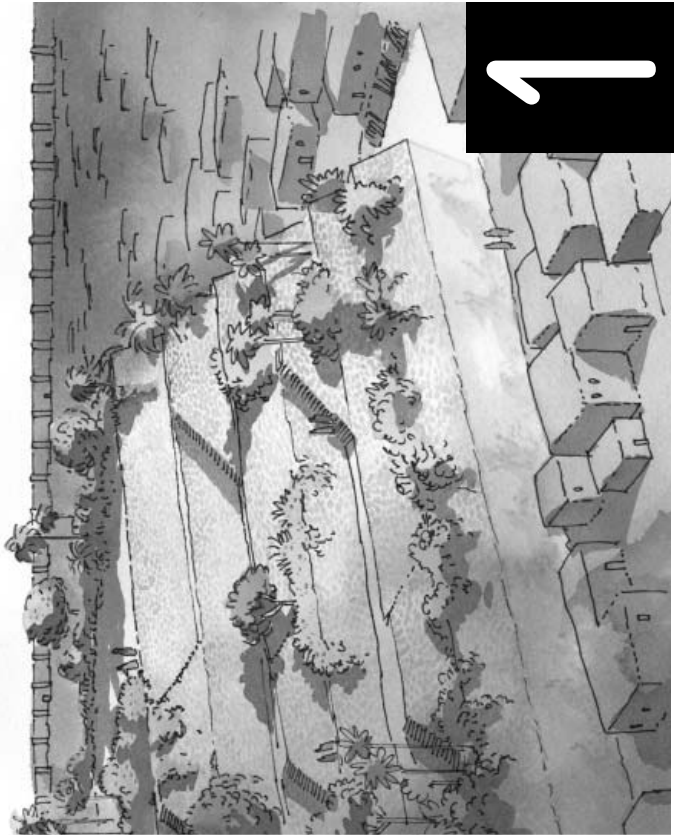
For Teacher Reference Only:

Instructional Masters for
Early World Civilizations

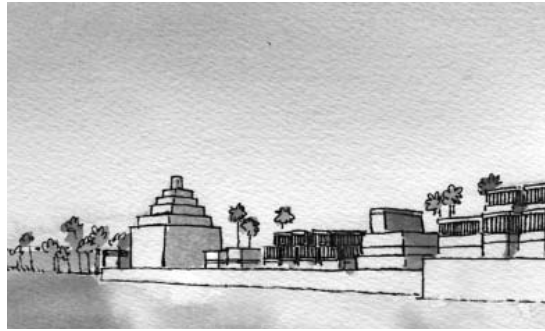




1



Mesopotamia	
Cities	Farming
Writing	Religion
Leaders	





Dear Family Member,

During the next several days, your child will be learning about the ancient civilization of Mesopotamia which was located in the Middle East. Your child will learn about the five components that make up a civilization. S/he will learn that a civilization has farming (among other types of jobs), cities, writing, leaders, and religion.

Below are some suggestions for activities that you may do at home to reinforce what your child is learning about Mesopotamia.

1. Create Your Own

Invite your child to draw his/her own civilization and write a sentence about the civilization on the activity page attached to this letter. Remind your child about the components that make up a civilization, and ask your child how his/her civilization has those components.

2. Mesopotamia

Explore a topic related to Mesopotamia with your child. Your child will learn that Mesopotamia was located in the Middle East; the land was mainly desert; the civilization flourished between the Euphrates and Tigris Rivers; it had a writing system called cuneiform; it had a large city called Babylon which had the Hanging Gardens of Babylon; and the people believed in many gods and worshipped their gods in buildings called ziggurats.

3. Sayings and Phrases: The Golden Rule—“Do Unto Others As You Would Have Them Do Unto You”

Your child will learn the Golden Rule: “Do unto others as you would have them do unto you.” This means that you treat other people the way you want to be treated. For example, if you want people to be nice to you, you must be nice; and if you want others to share with you, you must share with others. Talk with your child about the meaning of this saying and ways to follow it. Find opportunities to compliment your child for following the Golden Rule.

4. Read Aloud Each Day

It is very important that you read to your child each day. The local library and your child’s teacher may have books on Mesopotamia. A list of books related to this civilization is attached to this letter.

Be sure to let your child know how much you enjoy hearing about what s/he has been learning at school.

Recommended Trade Books for Early World Civilizations

Trade Book List

1. *Archaeologists Dig for Clues (Let's-Read-and-Find-Out-Science 2)*, by Kate Duke (HarperTrophy, 1996)
ISBN 978-0064451758

Mesopotamia

2. *Gilgamesh the King (The Gilgamesh Trilogy)*, retold and illustrated by Ludmila Zeman (Tundra Books, 1998)
ISBN 978-0887764370
3. *Mesopotamia*, edited by E.D. Hirsch, Jr. (Pearson Learning, 2002) ISBN 978-0769050041

Ancient Egypt

4. *Ancient Egypt (DK Eyewitness Books)*, by George Hart (DK CHILDREN; Har/Cdr/Ch edition, 2008) ISBN 978-0756637651
5. *Ancient Egypt*, edited by E.D. Hirsch, Jr. (Pearson Learning, 2002) ISBN 978-0769050058
6. *Bill and Pete Go Down the Nile*, by Tomie DePaola (Puffin, 1996) ISBN 978-0698114012
7. *The Egyptian Cinderella*, by Shirley Climo (HarperCollins, 1992) ISBN 978-0064432795
8. *Egyptian Gods and Goddesses (All Aboard Reading)*, by Henry Barker (Penguin Young Readers, 1999) ISBN 978-0448420295
9. *The 5000-Year-Old Puzzle: Solving a Mystery of Ancient Egypt*, by Claudia Logan (Farrar, Straus and Giroux, 2002)
ISBN 978-0374323356
10. *Mummies and Pyramids (Magic Tree House Research Guide)*, by Will Osborne and Mary Pope Osborne (Random House Books for Young Readers, 2001) ISBN 978-0375802980
11. *Mummies in the Morning (Magic Tree House #3)*, by Mary Pope Osborne (Random House Books for Young Readers, 1993) ISBN 978-0679824244
12. *Mummies Made in Egypt*, by Alikei (HarperTrophy, 1985)
ISBN 978-0064460118



13. *The Nile River (Rookie Read-About Geography)*, by Allan Fowler (Children's Press, 2000) ISBN 978-0516265599
14. *The Pharaohs of Ancient Egypt (Landmark Books)*, by Elizabeth Payne (Random House Books for Young Readers, 1981) ISBN 978-0394846996
15. *Season of the Sandstorms (Magic Tree House, No. 34)*, by Mary Pope Osborne and Sal Murdocca (Random House Books for Young Readers, 2006) ISBN 978-0375830327
16. *Seeker of Knowledge: The Man Who Deciphered Egyptian Hieroglyphs*, by James Rumford (Houghton Mifflin, 2003) ISBN 978-0618333455

Three World Religions

17. *Celebrate Hanukkah with Light, Latkes and Dreidels*, by Deborah Heiligman (National Geographic, 2006) ISBN 978-0792259251
18. *Exodus*, by Brian Wildsmith (Eerdmans Books for Young Readers, 1998) ISBN 978-0802851758
19. *Golden Domes and Silver Lanterns: A Muslim Book of Colors*, by Hena Khan (Chronicle Books, 2012) ISBN 978-0811879057
20. *It's Seder Time!*, by Latifa Berry Kropf (Kar-Ben Publishing, 2004) ISBN 978-1580130929
21. *Jesus*, by Brian Wildsmith (Eerdmans Books for Young Readers, 2000) ISBN 978-0802852120
22. *Joseph*, by Brian Wildsmith (William B. Eerdmans Publishing Company, 1997) ISBN 978-0802851611
23. *The Miracles of Jesus*, illustrated by Tomie dePaola (Penguin Group, 2008) ISBN 978-0142410684
24. *My First Ramadan*, by Karen Katz (Henry Holt and Co., 2007) ISBN 978-0805078947
25. *My Muslim Faith*, by Khadijah Knight (Cherrytree Books, 2006) ISBN 978-1842343913

26. *One World, Many Religions: The Ways We Worship*, by Mary Pope Osborne (Knopf Books for Young Readers, 1996) ISBN 978-0679839309
27. *Sammy Spider's First Rosh Hashanah*, by Sylvia A. Rouss (Kar-Ben Publishing, 1996) ISBN 978-0929371993
28. *Under the Ramadan Moon*, by Sylvia Whitman (Albert Whitman & Company, 2011) ISBN 978-0807583050
29. *What Is Religion?*, by Bobbie Kalman (Crabtree Publishing Company, 2009) ISBN 978-0778746515









Vocabulary List for Early World Civilizations (Part 1)

This list includes many important words your child will learn about in *Early World Civilizations*. Try to use these words with your child in English and in your native language. Next to this list are suggestions of fun ways your child can practice and use these words at home.

- banks
- canals
- trade
- cuneiform
- records
- scribes
- symbols
- tablets
- gods
- goddesses
- religion
- ziggurat
- caravan
- chariots
- merchant

Directions: Help your child pick a word from the vocabulary list. Then help your child choose an activity and do the activity with the word. Check off the box for the word. Try to practice a word a day in English and in your native language.

	Draw it
	Use it in a sentence
	Find one or two examples
	Tell a friend about it
	Act it out
	Make up a song using it

Name _____



Directions: Draw a picture and/or write about what you have learned about each of these components of the civilizations of Mesopotamia and ancient Egypt.

	Mesopotamia	Ancient Egypt
Religion		
Leaders		
Writing		
Cities		
Farming		

1.

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F

2.

T

F

3.

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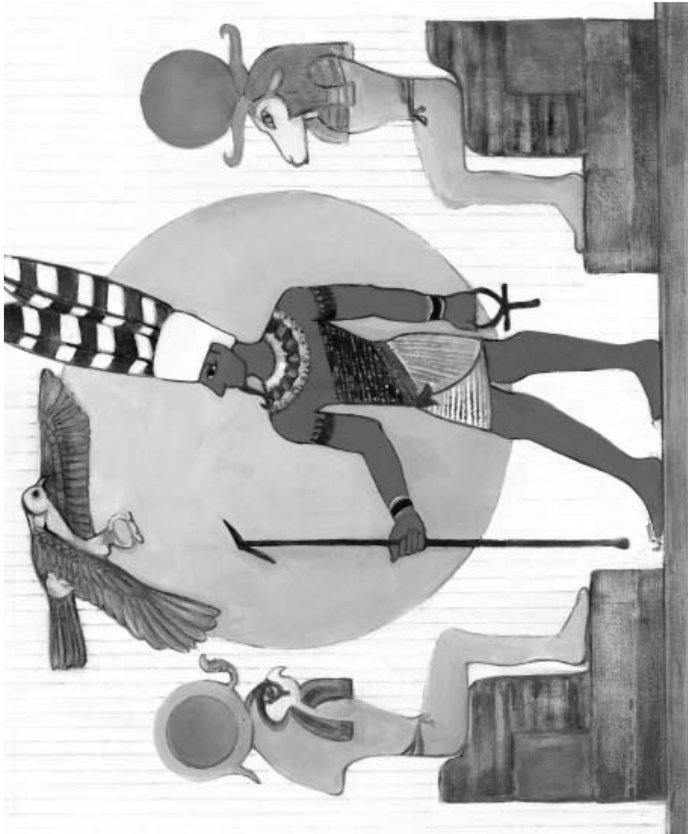
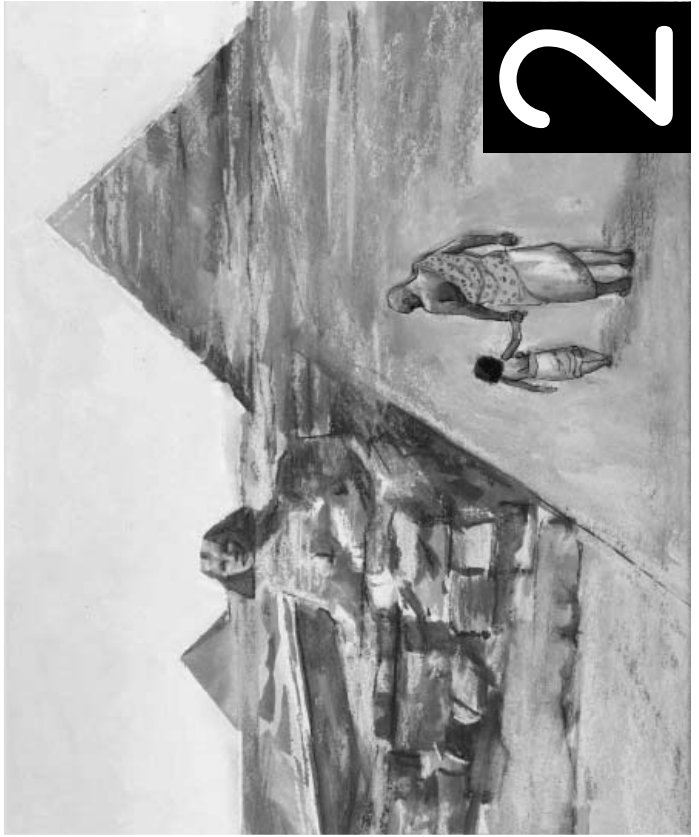
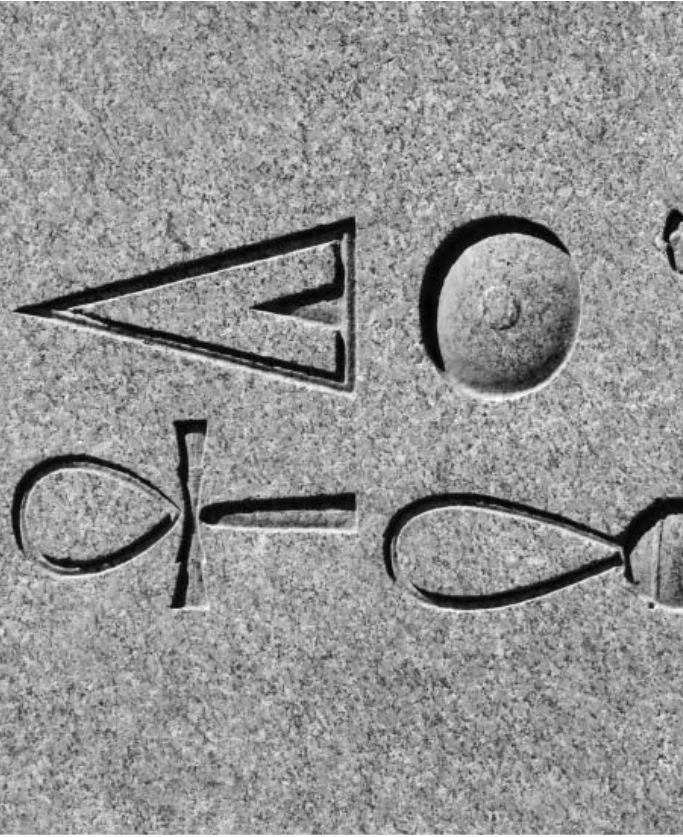
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Directions: Listen to your teacher's instructions.

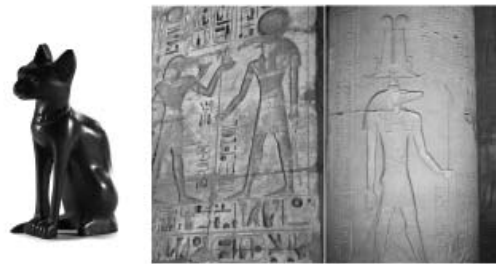
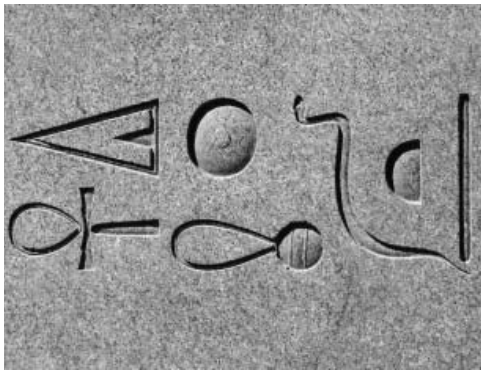
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| 9. | <input checked="" type="radio"/> T | <input type="radio"/> F |
| 10. | <input type="radio"/> T | <input checked="" type="radio"/> F |

Directions: Listen to your teacher's instructions.



2

Ancient Egypt	
Cities	Farming
Writing	Religion
Leaders	





Dear Family Member,

For the next several days, your child will be learning about another ancient civilization, ancient Egypt. S/he will learn that, like Mesopotamia, ancient Egypt also had all the components of a civilization: farming, cities, writing, leaders, and religion.

Below are some suggestions for activities that you may do at home to reinforce what your child is learning about ancient Egypt.

1. Compare Civilizations

After your child has finished learning about ancient Egypt, which will be in about a week, help your child complete the activity page attached to this letter. Ask your child to identify the picture for Mesopotamia and the picture for ancient Egypt at the top of the page. Read the words on the page to your child, and ask your child what s/he knows about that word. Then have your child draw a line from the word to the picture of the matching civilization at the top.

2. Ancient Egypt

Explore a topic related to ancient Egypt with your child. Your child will learn that ancient Egypt was located on the continent of Africa; the land was mainly desert; the civilization flourished next to the Nile River; it had a writing system called hieroglyphics; the people believed in many gods; they had leaders called pharaohs who built the famous pyramids and the Sphinx.

3. Create Your Own Message

Your child will learn that the ancient Egyptians developed a writing system called hieroglyphics. Using the sample hieroglyphic alphabet attached to this letter, invite your child to write a “secret” message to you in hieroglyphic code.

4. Read Aloud Each Day

Continue to read to your child each day. Please refer to the list of books sent home with the previous family letter, recommending resources related to ancient Egypt.

I hope you have enjoyed hearing about early world civilizations from your child.



Mesopotamia



Ancient Egypt

ziggurats

Africa

pyramids

Hanging Gardens

Euphrates
River

Sphinx

Asia

Tigris River

Hatshepsut

Amon-Ra

Nile River

Hammurabi

Tutankhamun

cuneiform

pharaohs

hieroglyphics









Vocabulary List for Early World Civilizations (Part 2)

This list includes many important words your child will learn about in *Early World Civilizations*. Try to use these words with your child in English and in your native language. Next to this list are suggestions of fun ways your child can practice and use these words at home.

- advantage
- accurately
- hieroglyphs
- depicted
- architect
- pyramid
- treasure
- Sphinx
- visible
- pharaohs
- tradition
- tombs
- valuable
- triumph

Directions: Help your child pick a word from the vocabulary list. Then help your child choose an activity and do the activity with the word. Check off the box for the word. Try to practice a word a day in English and in your native language.

	Draw it
	Use it in a sentence
	Find one or two examples
	Tell a friend about it
	Act it out
	Make up a song using it



Egyptian Hieroglyphs

Directions: Use these hieroglyphs to write your name and then some other words or a short message.



Aa



Bb



Cc, Ss, Zz



Dd



Ee



Ff, Vv



Gg



Hh



Ii



Jj



Kk



Ll



Mm



Nn



Oo



Pp



Qq



Rr



Tt



Uu, Ww

Egyptian Hieroglyphs

Directions: Use these hieroglyphs to write your name and then some other words or a short message.



Aa



Bb



Cc, Ss, Zz



Dd



Ee



Ff, Vv



Gg



Hh



Ii



Jj



Kk



Ll



Mm



Nn



Oo



Pp



Qq



Rr



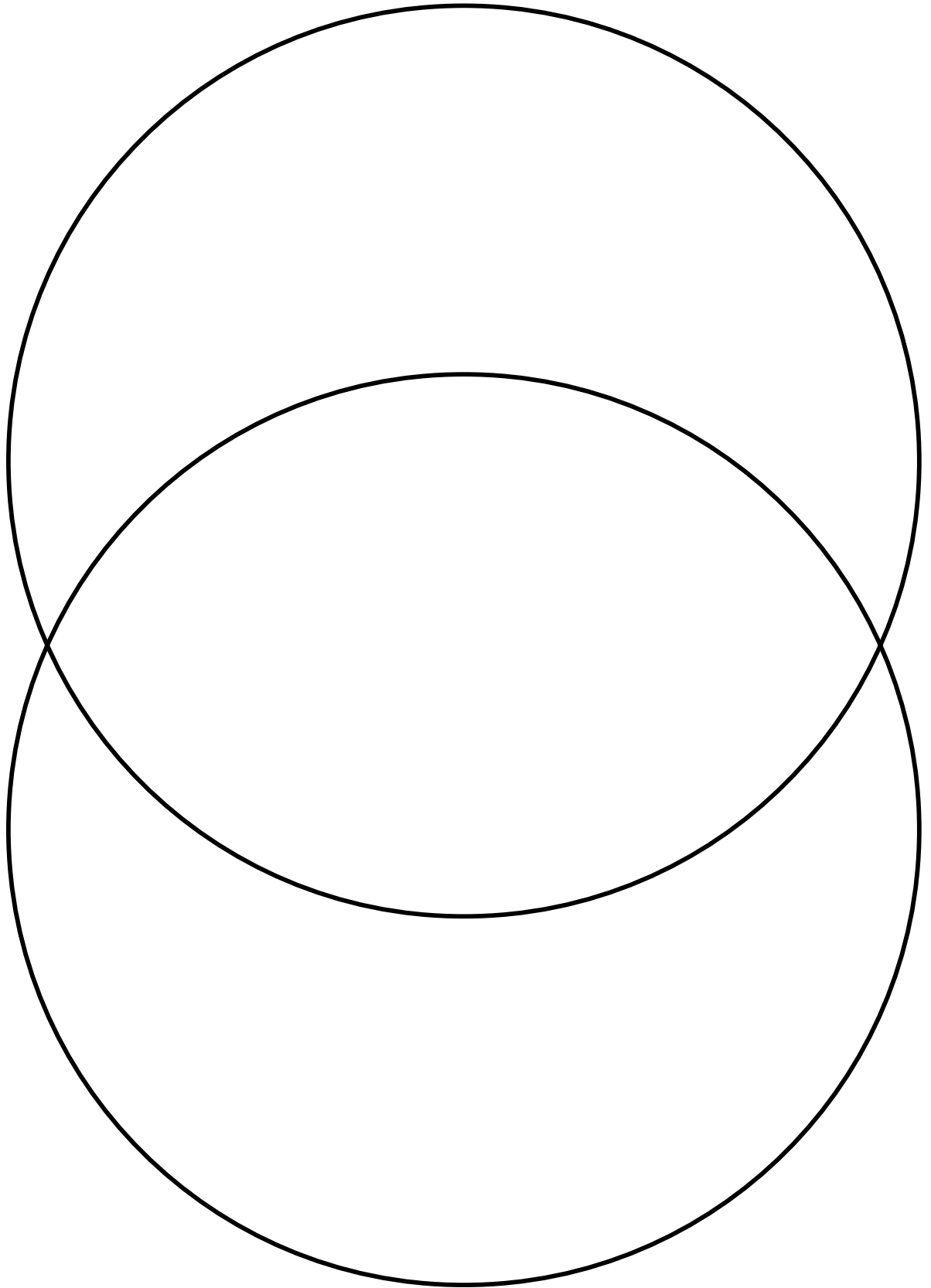
Tt



Uu, Ww

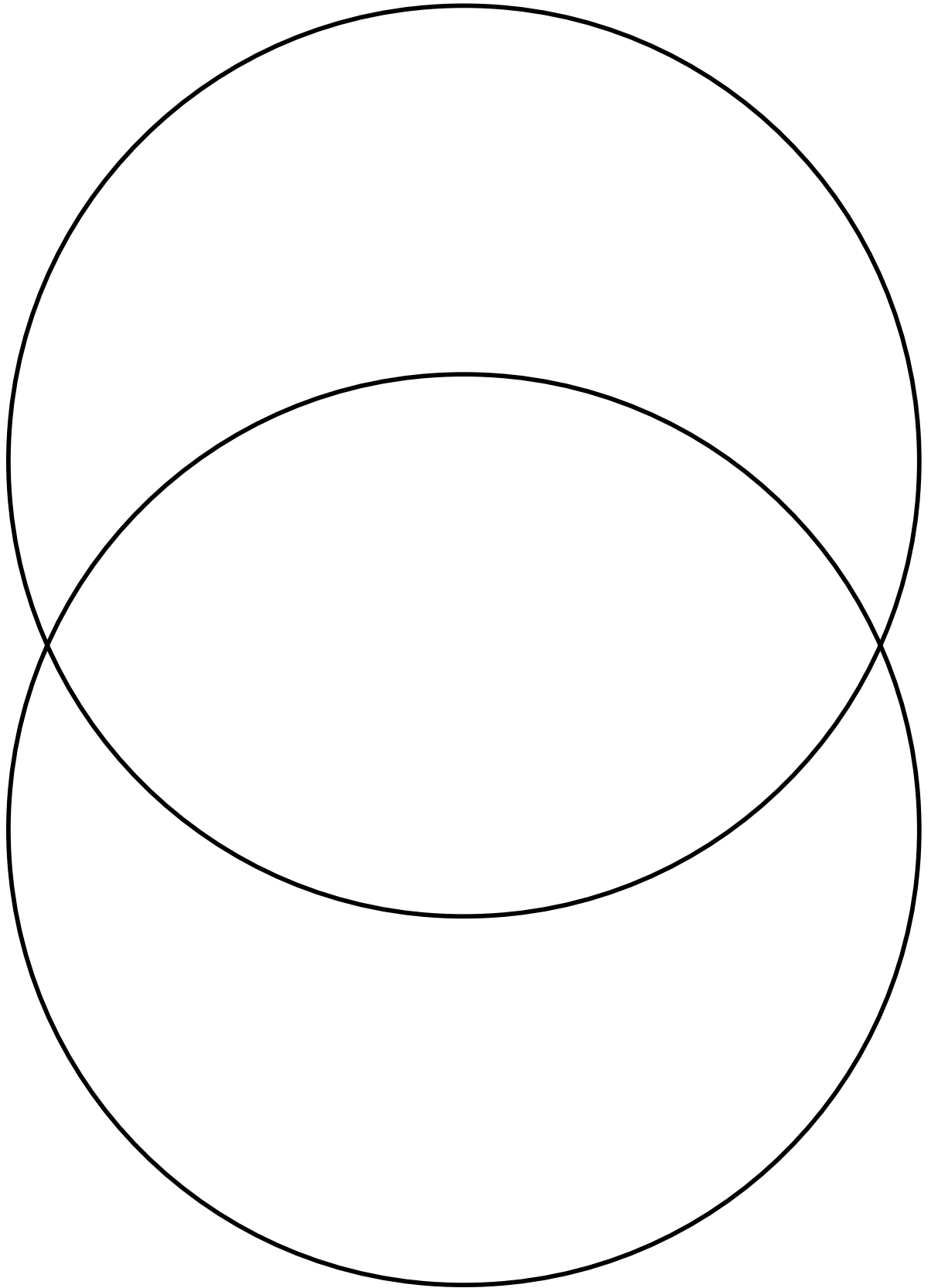
Ziggurats

Pyramids



The Sphinx

Pyramids



Directions: Think about what you heard in the read-aloud to fill in the chart using words or sentences.

Somebody	
Wanted	
But	
So	
Then	

Name _____



Four sets of horizontal lines for writing, each consisting of a solid top line, a dashed middle line, and a solid bottom line.



Dear Family Member,

During the past several weeks, your child has been listening to read-alouds about the ancient civilizations of Mesopotamia and Egypt. They have learned that the ancient Mesopotamians and Egyptians worshiped many different gods.

On _____, we will begin the remaining lessons in this unit of study. The read-alouds will extend what students have already learned about the ancient Mesopotamians' and Egyptians' belief in many gods. Lessons 13–16 provide a historical introduction to the development of three world religions—Judaism, Christianity, and Islam—which are characterized by a belief in a single God. These three world religions originated in the Mesopotamian and ancient Egyptian areas of the world.

The Core Knowledge Language Arts program introduces students at various grade levels to the major world religions as part of their study of world history. In this domain, your child will hear about three world religions: Judaism, Christianity, and Islam. The intent is to provide the vocabulary and context for understanding the many ways that the world religions have influenced ideas and events in history. It is important to understand that the religions your child will hear about in first grade—Judaism, Christianity, and Islam—are not being singled out or presented in any way that suggests the merits or correctness of specific religious beliefs. In later grades, your child will be introduced to other religions—such as Hinduism and Buddhism—as they learn about historical events in other parts of the world.

The historical events and ideas leading to the development of each religion are presented in a balanced and respectful manner. If your child has questions about the truth or “rightness” of any beliefs or religions, the teacher will respond by saying, “People of different faiths believe different things to be true. These are questions you may want to talk about with your family and the adults at home.” Please let your child’s teacher know if you have any questions or if you would like to see any of the read-alouds that will be used in the lessons.

Name _____

1. T F

2. T F

3. T F

4. T F

5. T F

6. T F

7. T F

8. T F

9. T F

10. T F

Directions:

1.

 T

F

2.

 T

F

3.

 T

F

4.

T

 F

5.

 T

F

6.

 T

F

7.

T

 F

8.

T

 F

9.

 T

F




10.

T




 F

Directions:

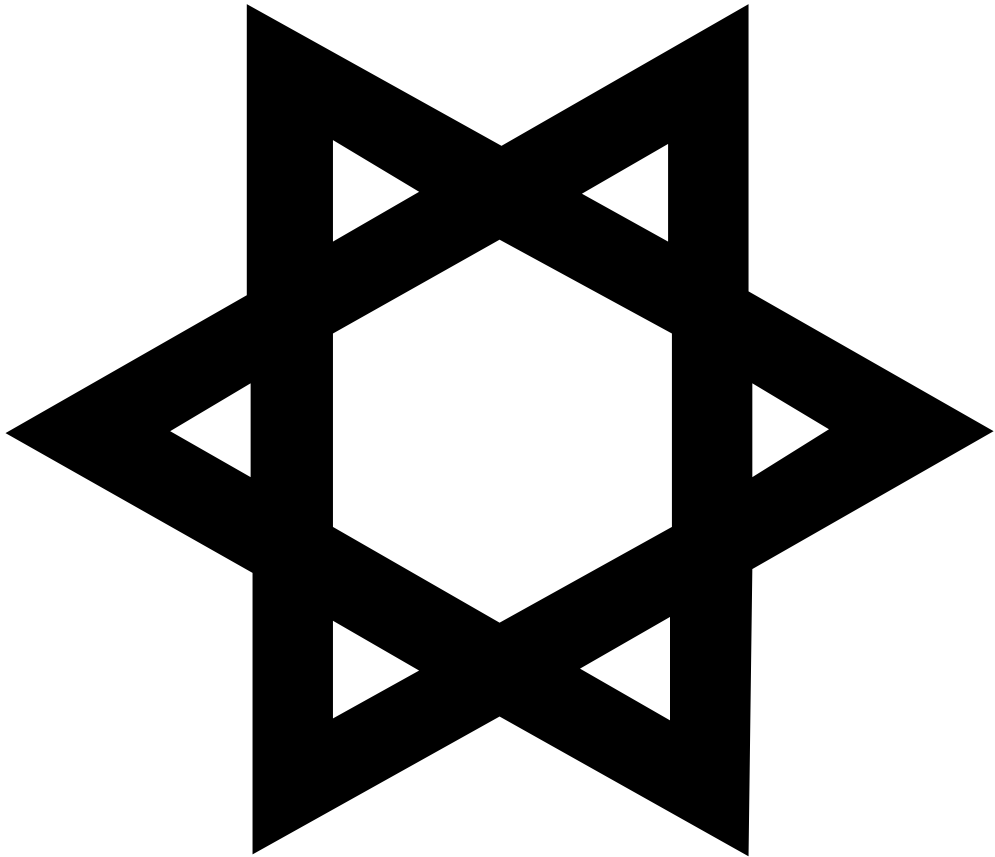
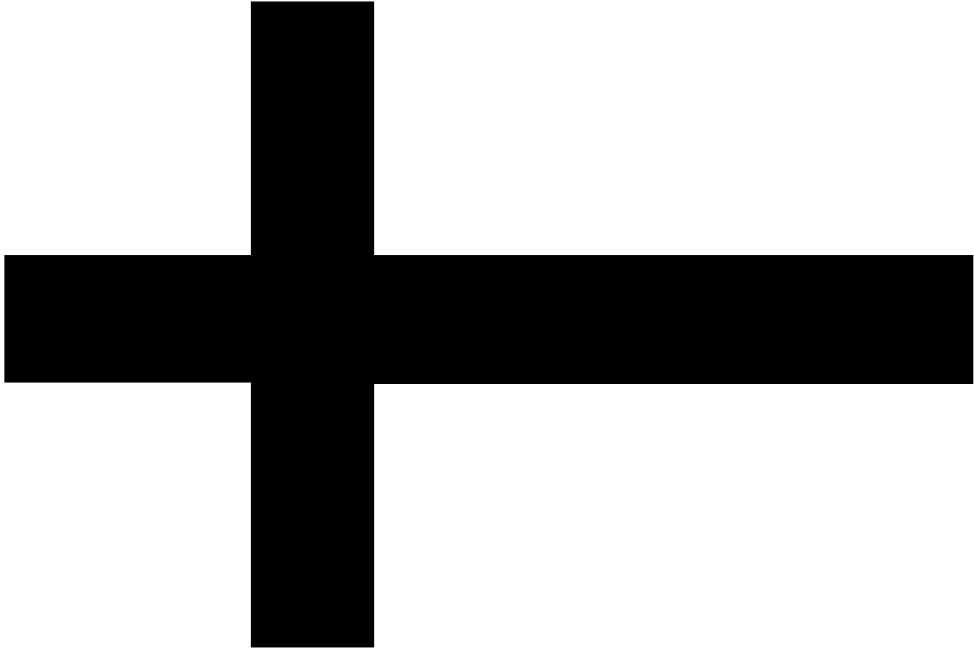
Three World Religions Comparison Chart

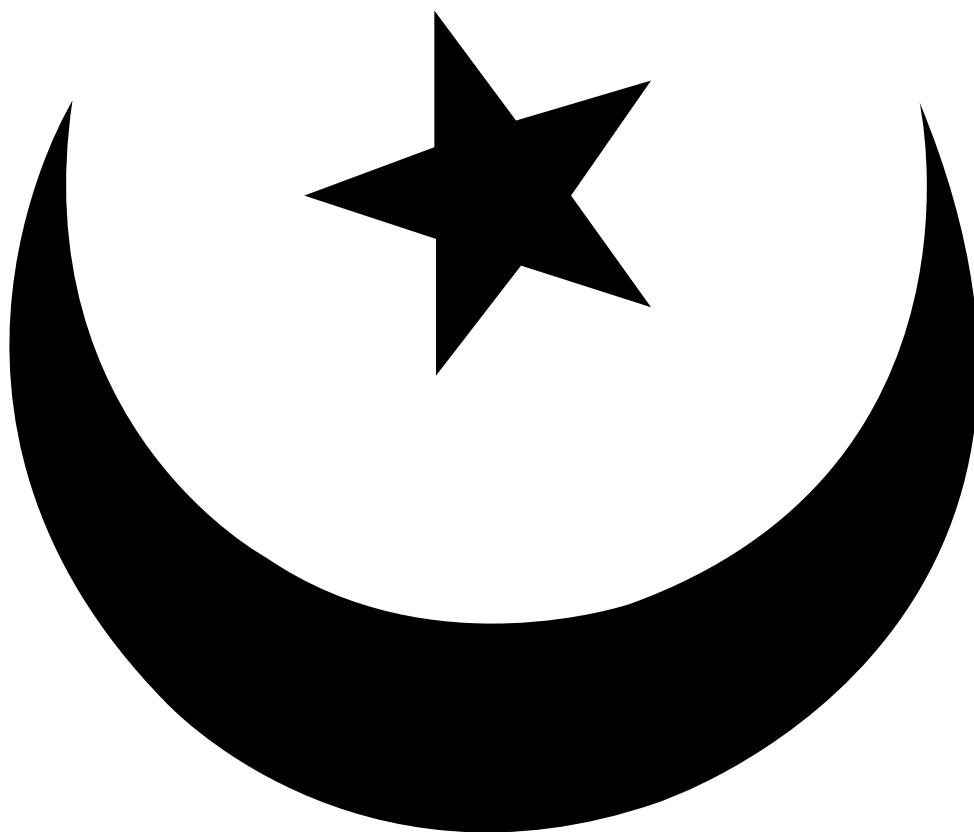
	JUDAISM 	CHRISTIANITY 	ISLAM 
NUMBER OF GODS			
NAME OF FOLLOWERS			
NAME(S) OF IMPORTANT PEOPLE			
NAME OF HOLY BOOK			
IMPORTANT HOLIDAY			
INTERESTING FACT			















Three World Religions Comparison Chart

	JUDAISM 	CHRISTIANITY 	ISLAM 
NUMBER OF GODS	one	one	one
NAME OF FOLLOWERS	Jewish people	Christians	Muslims
NAME(S) OF IMPORTANT PEOPLE	Abraham, Moses	Jesus	Muhammad
NAME OF HOLY BOOK	Torah	Bible	Qur'an
IMPORTANT HOLIDAY	Passover	Easter, Christmas	Ramadan
INTERESTING FACT	Answers may vary.	Answers may vary.	Answers may vary.

Name _____



































1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Directions: Listen to your teacher's instructions.



1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Directions: Listen to your teacher's instructions.

11.  
12.  
13.  
14.  
15.  

Directions: Check off whether the sentence you hear is about Mesopotamia, Ancient Egypt, or both.



Mesopotamia



Ancient Egypt

	Mesopotamia	Ancient Egypt
1.		
2.		
3.		
4.		
5.		
6.		





Mesopotamia



Ancient Egypt

7.		
8.		
9.		
10.		
11.		
12.		

Directions: Check off whether the sentence you hear is about Mesopotamia, Ancient Egypt, or both.both.

	 <p>Mesopotamia</p>	 <p>Ancient Egypt</p>
1.		✓
2.	✓	
3.		✓
4.	✓	✓
5.	✓	
6.		✓












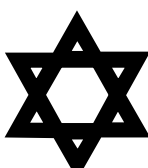








Mesopotamia

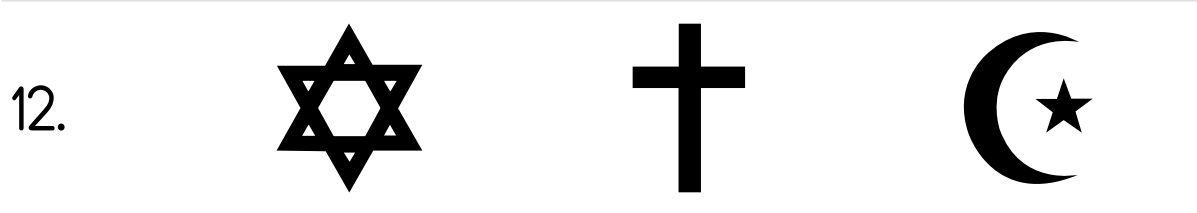
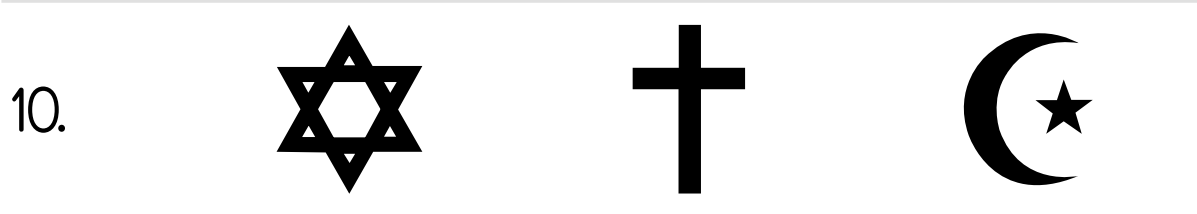
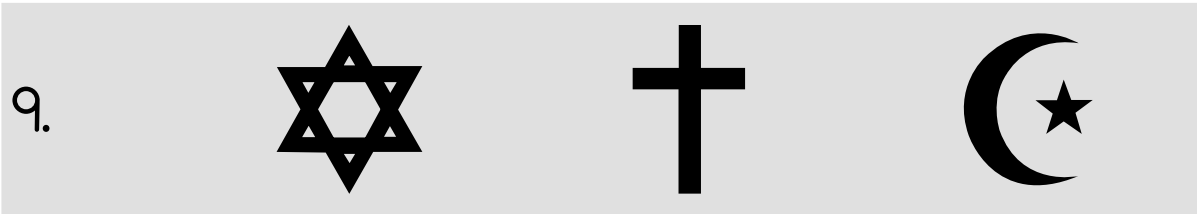
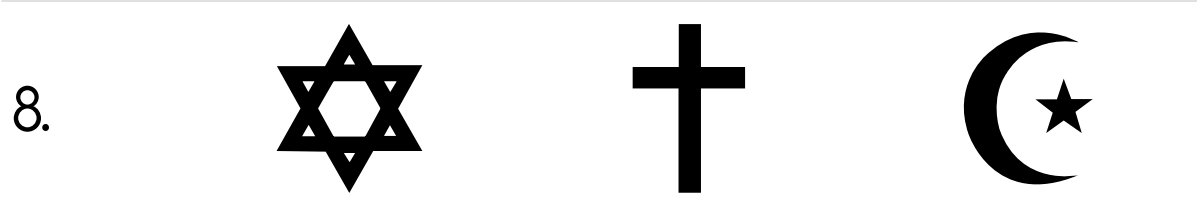
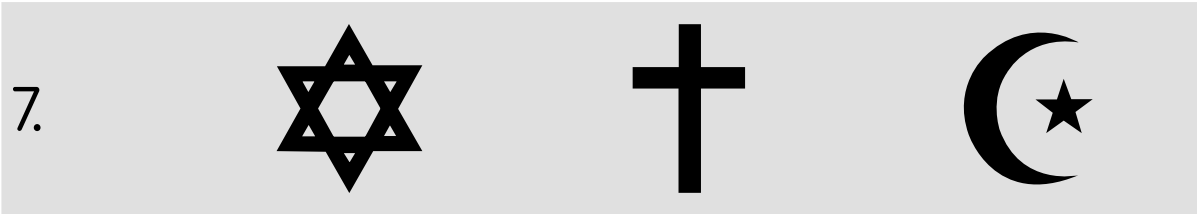


Ancient Egypt




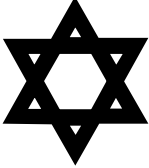






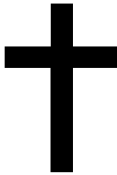


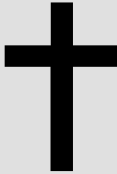


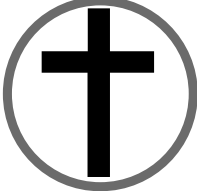

7.		✓
8.	✓	✓
9.	✓	
10.		✓
11.	✓	✓
12.	✓	✓






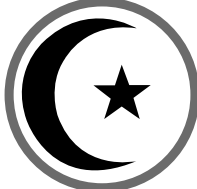












Directions: Listen to the sentence read by the teacher. If the sentence is true for Judaism, circle the star of David. If the sentence is true for Christianity, circle the cross. If the sentence is true for Islam, circle the crescent moon and star.

1.			
2.			
3.			
4.			
5.			
6.			



Directions: Listen to the sentence read by the teacher. If the sentence is true for Judaism, circle the star of David. If the sentence is true for Christianity, circle the cross. If the sentence is true for Islam, circle the crescent moon and star.

1.			
2.			
3.			
4.			
5.			
6.			

7.			
8.			
9.			
10.			
11.			
12.			

Tens Recording Chart

Use this grid to record Tens scores. Refer to the Tens Conversion Chart that follows.

Name							

Tens Conversion Chart

Number Correct

	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	0	10																			
2	0	5	10																		
3	0	3	7	10																	
4	0	3	5	8	10																
5	0	2	4	6	8	10															
6	0	2	3	5	7	8	10														
7	0	1	3	4	6	7	9	10													
8	0	1	3	4	5	6	8	9	10												
9	0	1	2	3	4	6	7	8	9	10											
10	0	1	2	3	4	5	6	7	8	9	10										
11	0	1	2	3	4	5	5	6	7	8	9	10									
12	0	1	2	3	3	4	5	6	7	8	8	9	10								
13	0	1	2	2	3	4	5	5	6	7	8	8	9	10							
14	0	1	1	2	3	4	4	5	6	6	7	8	9	9	10						
15	0	1	1	2	3	3	4	5	5	6	7	7	8	9	9	10					
16	0	1	1	2	3	3	4	4	5	6	6	7	8	8	9	9	10				
17	0	1	1	2	2	3	4	4	5	6	6	7	7	8	8	9	9	10			
18	0	1	1	2	2	3	3	4	4	5	6	6	7	7	8	8	9	9	10		
19	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	
20	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10

Simply find the number of correct answers the student produced along the top of the chart and the number of total questions on the worksheet or activity along the left side. Then find the cell where the column and the row converge. This indicates the Tens score. By using the Tens Conversion Chart, you can easily convert any raw score, from 0 to 20, into a Tens score.

Please note that the Tens Conversion Chart was created to be used with assessments that have a defined number of items (such as written assessments). However, teachers are encouraged to use the Tens system to record informal observations as well. Observational Tens scores are based on your observations during class. It is suggested that you use the following basic rubric for recording observational Tens scores.

9–10	Student appears to have excellent understanding
7–8	Student appears to have good understanding
5–6	Student appears to have basic understanding
3–4	Student appears to be having difficulty understanding
1–2	Student appears to be having great difficulty understanding
0	Student appears to have no understanding/does not participate

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