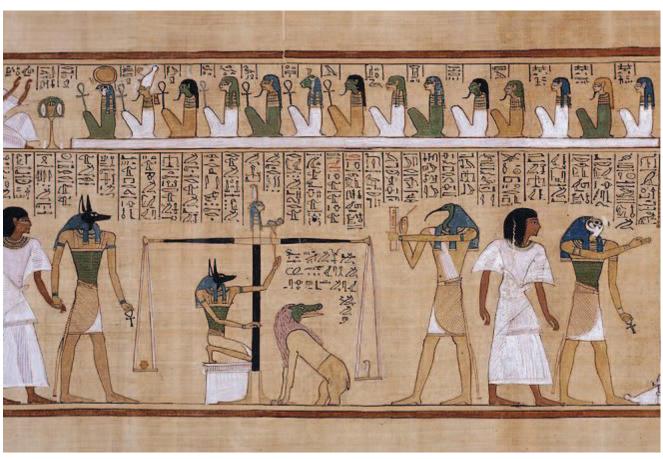
Investigating History

GRADE 6, UNIT 2

Western Asia, the Middle East, and North Africa





Papyrus of Hunefer, manuscript (1275 BCE), via Wikimedia Commons





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Table of Contents

Unit Information	3
Unit Inquiry Map	5
Unit Overview	8
Vocabulary List	20
Lesson Plans	27
Cluster 1: Geography of Western Asia, the Middle East and North Africa	29
Cluster 2: First Civilizations: Ancient Mesopotamia Part I	64
Cluster 3: Government and Laws in Ancient Mesopotamia	95
Cluster 4: First Civilizations: Ancient Egypt and Nubia	110
Cluster 5: New Models of Governing	168
Cluster 6: The Abrahamic Religions Emerge: Judaism, Christianity and Islam	196
Summative Assessment	251
Student Version	260
Rubric	
Supplemental Resources	273
Educative Resources	

UNIT INFORMATION

Western Asia, the Middle East and North Africa

Unit Throughlines

Why do human communities create government and laws?

What common elements do religions share and how do their differences matter?

How is the physical environment connected to people and the way they live?

- **EU 1.** Access to water has played a key role in the development of West Asian and North African societies since ancient times. Water quality and access remains an urgent need shaping life in the region today.
- **EU 2.** City life in Mesopotamia introduced new opportunities in religion, education, writing, government, and the economy, as well as new social divisions and limitations. Drawbacks of civilization such as war, conquest, and slavery soon followed.
- **EU 3.** With more people living in greater proximity, governments and laws arose to keep order and ensure justice (as it was then envisioned). As Hammurabi's Code illustrates, a range of matters needed regulation.

Learning Progression

Geography of Western Asia, the Middle East and North Africa | 5 Lessons

How do a geographer's tools help us understand West Asian and North African life in ancient times and today?

- L1. Analyze and organize information from images and short articles as related to either the physical or human geography of the region.
- L 2. In the context of a scavenger hunt, select a kind of map that is most relevant to answer particular geographic questions about North Africa and West Asia.
- L 3. Organize geographical information about West Asia and North Africa by adding it to a map, and identify the kind of map created.
- L 4. Analyze a video and maps in order to develop civic knowledge concerning global and Middle Fastern water needs and issues.
- L 5. Analyze the vital importance of water to this region, past and present, and the challenge of scarcity through maps and readings centered on the Tigris and Euphrates rivers.

First Civilizations: Ancient Mesopotamia Part I | 4 Lessons

What were the pros and cons of life in complex societies?

- L 6. Organize chronological information by summarizing and sequencing key events in Mesopotamia's ancient history on a BCE timeline.
- L 7. Describe key aspects of Sumerian city life with a focus on religion, education, government, and the economy.
- L 8. Analyze works of Mesopotamian literature as primary sources to explain the thoughts and feelings of ancient people who read and wrote these works.
- L 9. Analyze Mesopotamian "firsts" related to technology, government, and the organization of societies in order to evaluate the credibility of a source and identify several profound drawbacks of civilization (empire, war and slavery).

Government and Laws in Ancient Mesopotamia | 2 Lessons

Why did early Mesopotamian societies create government and laws?

- **EU 4.** The predictability of the Nile's floods, and the agricultural prosperity they brought, gave the Egyptian and (later) Nubian government a stability that was unusual in the ancient world. These features also contributed to a religious cosmology that order and justice.
- **EU 5.** The earliest religions of Western Asia and North Africa were polytheistic. Men and women found a place for themselves within these religions, and political and religious power were joined.
- **EU 6.** After the collapse of Bronze Age societies in the Western Mediterranean, the Phoenicians and later the Persians demonstrated that new models of governing could work: either a network of maritime city-states organized around trade, or a vast multi-ethnic empire that knit its territories together through civic and administrative innovations.
- **EU 7.** Judaism, Christianity and Islam shared common roots in monotheism, based upon Abraham's reported revelation from God. But they also developed distinct teachings and practices and differences of emphasis. Each of these religions was also internally diverse and changed over time.

Key Practice Standards

- **PS 1.** Demonstrate civic knowledge, skills, and dispositions.
- **PS 2.** Develop focused questions or problem statements and conduct inquiries.
- **PS 5.** Evaluate the credibility, accuracy, and relevance of each source.

- L 10. Analyze features and selected laws from Hammurabi's Code in order to determine its purposes for ancient Mesopotamian society.
- L 11. Analyze selected laws from Hammurabi's Code in order to determine their purpose for ancient Mesopotamian society.

First Civilizations: Ancient Egypt and Nubia | 8 Lessons

How did Egyptians and Nubians show their beliefs about life and death through religion?

- L 12. Assess the credibility of sources relating to the geography of the Nile River Valley in order to draw conclusions about how the Nile shaped life in Egypt and Nubia.
- L 13. Analyze the credibility of a source concerning the role of the pharaoh, and trace the ruler's and others' positions in the social hierarchy.
- L 14. Categorize Egypt's gods and goddesses by function and decide which would be the relevant deity for solving various civic or personal challenges.
- L 15. Depict the practices and rituals that ancient Egyptians believed would secure an afterlife by creating illustrated summaries based on primary and secondary sources.
- L 16. Use evidence in primary sources to refute historical narratives about Nubia.
- L 17. Generate inquiry supporting questions for the Guiding Question "Were women powerful in ancient Egypt and Nubia?" and examine textual and visual sources to answer them.
- L 18. Use student-generated supporting questions and diverse evidence to answer the Guiding Question "Were women powerful in ancient Egypt and Nubia?"
- L 19. Use knowledge and evidence from sources to support, in debate-style, an assigned position on the question "Were women powerful in ancient Egypt and Nubia?"

New Models of Governing | 3 Lessons

How did the Phoenicians and Persians innovate in government and civic life?

- L 20. Explain the causes and effects of the Bronze Age Collapse using a secondary reading.
- L 21. Describe how the Phoenicians innovated in civic life and maritime trade.
- L 22. Analyze innovations in Persian government and civic life in order to argue their hierarchy of importance to the empire's success.

The Abrahamic Religions Emerge: Judaism, Christianity and Islam | 11 Lessons

In the early period of each Abrahamic religion, what ideas and beliefs were important to their followers?

L 23. Organize introductory information and write questions about three Abrahamic religions — Judaism, Christianity and Islam.

Key Literacy Standards

RCA-H.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RCA-H.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.

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

RI.5.10. Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.

SLCA.6-8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.

SLCA.6-8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation.

WCA.6-8.9. Draw evidence from informational texts to support analysis, interpretation, reflection, and research.

- L 24. Build a foundational understanding of Judaism as part of a civic disposition toward religious pluralism.
- L 25. Build a foundational understanding of Judaism through texts and visual sources.
- L 26. Build a foundational understanding of Judaism through texts and visual sources.
- L 27. Build a foundational understanding of Christianity as part of a civic disposition toward religious pluralism.
- L 28. Build a foundational understanding of Christianity as part of a civic disposition toward religious pluralism.
- L 29. Build a foundational understanding of Christianity through texts and visual sources.
- L 30. Build a foundational understanding of Islam as part of a civic disposition toward religious pluralism.
- L 31. Build a foundational understanding of Islam through texts and visual sources..
- L 32. Build a foundational understanding of Islam through texts and visual sources.
- L 33. Respond to the inquiries posed in the two Supporting Questions by completing a Venn diagram to show understanding of the three Abrahamic religions and their relationship.

Summative Assessment | 3 Days

Abrahamic Religions Content and Skills Check

This first part of the assessment consists of a Content and Skills Check meant to give students practice in preparing for a content assessment and determining what they understood from the Abrahamic Religions cluster. It includes a vocabulary and matching section, a short answer reflection, and a multiple-choice section to assess their skill in selecting relevant and credible sources for particular questions.

World-Changing Civic Concepts Pitch

Throughout this unit, students have seen examples of new concepts in civic life and government developed in the ancient societies of West Asia and North Africa. In this part of the assessment, students choose a world-changing civic or governing concept from one of the societies introduced in this unit. They summarize the concept, using past notes and activities, and then write a short "pitch" describing the benefits of the civic idea for the past society and explaining its value for the present. They present their pitch by recording it for an audience (the teacher, or others if you wish).

Across the various parts of the process of writing and recording their pitch, students demonstrate civic knowledge, participatory skills (such as making and supporting arguments), and dispositions (such as respectful listening and communicating in ways accessible to others).

Investigating History

Grade 6, Unit 2

Western Asia, the Middle East and North Africa



Why do human communities create government and laws?

What common elements do religions share and how do their differences matter?

How is the physical environment connected to people and the way they live?

Framing the Unit

Unit 6.2 on the geography and ancient history of Western Asia, the Middle East and North Africa is the first of three global regions that comprise the content for the remainder of the sixth grade year in social studies. (Sub-Saharan Africa and Central America, the Caribbean Islands, and South America follow.) In Western Asia and North Africa, ancient peoples developed the world's earliest known civilizations and cities, with an array of innovations so fundamental that your students interact with them almost every waking hour of their day! (Of course, many of these were discovered independently by ingenious humans in other global regions during the millennia that followed.) One of these innovations, the development of writing systems (and the modern ability to translate them) has allowed social scientists to reconstruct a remarkably vivid picture of how people behaved and what they pondered in these earliest complex societies. Students have the opportunity to investigate many areas of lived experience in Unit 2. Central themes of study include daily life in families and communities; religious beliefs and practices; and government, leadership and civic relations. These themes are well matched with the literacy and practice standards featured in Unit 2, especially PS 1, PS 2, RCA-H.10, and SLCA.1.

The unit opens with Cluster 1, exploring the region's physical and human geography. While learning its unique characteristics, students are also introduced to several fundamental geography tools and concepts they will use across their social studies education. Regarding geographic content, rivers and waterways are an important throughline connecting the geographic and historical clusters of Unit 2. Students think about the role of water in an arid region as they probe their Essential Question of how the physical environment influences people's ways of living. How did water matter for ancient river valley societies? How does access to it matter now? They use Sustainable Development Goal #6, on water, to probe these questions, which are echoed throughout the unit.

With this geographic foundation in place, Cluster 2, 3, and 4 introduce major Bronze Age societies of ancient Western Asia and North Africa: the Mesopotamians and the Egyptians and Nubians. The Mesopotamia lessons focus on social organization, new institutions like

governments and laws, and the pros and cons of life in a complex society. Students also learn how time is described and represented, terminology they will practice using all year. While studying Egypt and Nubia, students consider how people's ways of life were imbued with their religion and mythology. They also gain practice in inquiry — asking questions and then answering them using sources — and in considering the relevance and credibility of sources for particular questions.

A central question in historical studies is what caused some societies to collapse and others to rise. Cluster 5 examines that question, looking at the multiple causes of the "Bronze Age Collapse" between 1250 and 1150 BCE, and then at two of the West Asian societies that became dominant in its wake: the Phoenicians and the Persians. These Iron Age powers thrived using models of civic organization and governance unusual for the time, concepts that are the focus of this brief cluster. Considering these ideas helps to prepare students for the Summative Assessment, which asks them to pitch a civic concept from the ancient world that still has value today.

Lastly, students circle back to religion. Over ten lessons, they learn about three Abrahamic religions originating in the region — Judaism, Christianity, and Islam — that went on to reshape world history. The goal in these lessons is for students to learn, through a stations-based constructivist approach, the basic features of these faiths. From their origins to their teachings and from their holy books to their branches today, students gain a picture of religions as a set of beliefs and practices that are internally diverse and ever changing. After examining how these monotheistic religions were similar and different, they practice studying what they have learned for a content and skills assessment.

Enduring Understandings

- 1. Access to water has played a key role in the development of West Asian and North African societies since ancient times. Water quality and access remains an urgent need shaping life in the region today.
- 2. City life in Mesopotamia introduced new opportunities in religion, education, writing, government, and the economy, as well as new social divisions and limitations. Drawbacks of civilization such as war, conquest, and slavery soon followed.
- 3. With more people living in greater proximity, governments and laws arose to keep order and ensure justice (as it was then envisioned). As Hammurabi's Code illustrates, a range of matters needed regulation.
- 4. The predictability of the Nile's floods, and the agricultural prosperity they brought, gave the Egyptian and (later) Nubian government a stability that was unusual in the ancient world. These features also contributed to a religious cosmology that order and justice.
- 5. The earliest religions of Western Asia and North Africa were polytheistic. Men and women found a place for themselves within these religions, and political and religious power were joined.
- 6. After the collapse of Bronze Age societies in the Western Mediterranean, the Phoenicians and later the Persians demonstrated that new models of governing could work: either a network of maritime city-states organized around trade, or a vast multi-

- ethnic empire that knit its territories together through civic and administrative innovations.
- 7. Judaism, Christianity and Islam shared common roots in monotheism, based upon Abraham's reported revelation from God. But they also developed distinct teachings and practices and differences of emphasis. Each of these religions was also internally diverse and changed over time.

Connections to Current Events and Issues

Connections to today's world and students' lives are built into this unit. Other contemporary connections could be added or developed for various topics of study within this unit, and we encourage you to take advantage of opportunities to connect students' learning to contemporary local, national, and global developments that may arise as you teach this unit. Some ideas for linking this unit to current events and issues include:

- As part of the Geography, Mesopotamia, or Egypt/Nubia clusters, build in additional time to explore issues concerning water access and quality in an era of climate change (SDG #6). Helpful resources include the photo essays <u>A Climate Warning from the</u> <u>Cradle of Civilization</u> (NYT, 2023) and <u>Death of the Nile</u> (BBC, 2017).
- When teaching about the Bronze Age Collapse (Lesson 20), ask students to consider
 the role of cause and effect in ancient and contemporary events, making connections
 between the ancient Mediterranean and our modern world. Have them share what
 they think, or know, about effects of recent events such as military invasions, mass
 migrations, epidemics and associated strains on societies and supply chains, natural
 disasters (earthquakes, wildfires, droughts), or collapses of the economy and social
 stability.
- Help students understand the breakthrough in efficiency and speed that the alphabet brought (Lesson 21) through an analogy: have them learn about (and try) shorthand. A good resource is Writing Shorthand: The Basics of the Teeline, Pitman, and Gregg Methods (WikiHow). Explain to students that shorthand was developed as a way to write information faster, for example when a secretary might be transcribing a letter, or a court reporter recording testimony at a trial. Ask students if they see parallels in the efficiency of shorthand and the ways that people use abbreviations in texting, including the use of emojis and memes. Have them practice writing messages using as few characters as possible and seeing if a partner can "translate" it.
- Have students compare and contrast the government and administration of the U.S. to that of the Persian (Achaemenid) Empire, introduced in Lesson 22. If you would like to make this into a deeper project or a research opportunity, the handout *United* States/Persian Empire Comparisons may be used. Be sure to remind students that such comparisons can teach us about both of the topics being compared, but it's not a simple 1 to 1. Life in these societies was very different in fundamental ways!

Vocabulary (in order of appearance)

Tier 3 Vocabulary

human geography physical geography absolute location latitude longitude physical map political map

relative location arid humid marsh BCE CE

circa (c.) millennium bureaucracy

canal
city-state
cuneiform
patron god
religion
scribe
ziggurat

epic hymn literature myth conquer empire war divine

war divine stele cataract delta dynasty hieroglyphs pharaoh afterlife Ma'at polytheism

Bronze Age Collapse maritime ethnic multiethnic covenant

mummification

Exodus holy prophet synagogue

Ten Commandments

Torah Bible Christ

Christianity church Gospels Messiah missionary pilgrimage resurrection Trinity

Allah hajj Islam Kaaba mosque Qur'an Ramadan

Priority Tier 2 Vocabulary

relevant/relevance climate sanitation benefit credibility hierarchy power powerful

civic innovate sacred

Lesson Clusters

Cluster 1: Geography of Western Asia, the Middle East and North Africa (Lessons 1-5)

How do a geographer's tools help us understand West Asian and North African life in ancient times and today?

Focus Standards: 6.T3a.1, 6.T3a.2, 6.T3a.3, 6.T3b.1, PS 1, PS 5, RCA-H.6-8.5, RI.5.10

This first cluster of lessons lays the groundwork of important geographic skills and concepts that students will continue to use throughout Grades 6 and 7. In Lesson 1, the "hook" lesson for the unit, students learn about the regionally-organized structure of their study going forward, then acclimate to the physical and human geography of this specific region through photographs and short readings chosen to engage them as readers. Lessons 2 and 3 introduce geographers' tools in the form of different types of maps and highlight some of their features, such as lines of latitude and longitude. Students learn to read maps as texts (RCA-H.5) and to select maps relevant to answering particular questions about the region's places and features (PS 5). Lessons 4 and 5 offer a case study in the uses of water in the Middle East, utilizing maps to deepen understanding of the challenges around water scarcity and management. Civic questions arise as students learn about the UN's Sustainable Development Goal #6 concerning clean water and sanitation as a need for all. In the final lesson, students zoom in on the Fertile Crescent and its Tigris and Euphrates Rivers, exploring their value to these societies past and present. They conclude by choosing a claim about water's vital importance to the region and supporting it with evidence from their readings and maps.

Cluster 2: First Civilizations: Ancient Mesopotamia Part I (Lessons 6-9)

What were the pros and cons of life in complex societies?

Focus Standards: 6.T2.8, 6.T3b.1, 6.T3b.2, 6.T3b.3, 6.T3b.4a, 6.T3b.4b, 6.T3b.4c, 6.T3b.4d, 6.T3b.4e, PS 1, PS 2, PS 5, RCA-H.6-8.5, RI.5.10, SLCA.6-8.4

The complex societies (or civilizations) of ancient Mesopotamia are the oldest known complex societies on earth. Mesopotamia was an incubator of human achievements, from the first written literature and science to the first monumental building projects, from wheeled vehicles to water management systems, and from legal codes to libraries. Cluster 2 will leave students with a sense of wonder for the avalanche of astonishing "firsts" generated by the peoples of this region (corresponding to the modern-day nation of Iraq, and parts of Iran, Kuwait and Syria). Going further, students will also apply critical thinking to examine some drawbacks of civilization alongside its benefits.

Cluster 2 begins by grounding students in the conventions and vocabulary for representing ancient historical time and the timeline as an informational text. It then introduces Mesopotamian city-states and empires, guiding students to investigate the topics of governance, religion, economy, education and literary culture in the daily lives of Mesopotamians. At the end of the cluster, students are introduced to the concept and practice of credibility analysis in a 6th grade context (PS 5).

Cluster 3: Government and Laws in Ancient Mesopotamia (Lessons 10-11)

Why did early Mesopotamian societies create government and laws?

Focus Standards: 6.T2.3, 6.T2.8, 6.T3b.4a, 6.T3b.4b, 6.T3b.4c, 6.T3b.4d, 6.T3b.4e, PS 1, PS 5, RCA-H.6-8.2, RI.5.10, WCA.6-8.9

Cluster 3 is a brief, deeper analysis of one topic: governance and law, probing the intentions and purposes of Mesopotamia's early legal codes in the context of daily life. For practice standards, these lessons center PS 1 (civic knowledge and participatory skills). These lessons continue students' thinking about PS 5 through analyses of a source's purpose and intended audience.

Cluster 4: First Civilizations: Ancient Egypt and Nubia (Lessons 12-19)

How did Egyptians and Nubians show their beliefs about life and death through religion?

Focus Standards: 6.T3c.1, 6.T3c.2, 6.T3c.3, 6.T3c.4, 6.T3c.5, 6.T3c.6, 6.T3c.7, PS 1, PS 2, PS 5, RCA-H.6-8.5, RCA-H.6-8.7, RI.5.10, SLCA.6-8.1, SLCA.6-8.4

In this cluster, students trace the early development of societies along the Nile Valley, with specific emphasis on the ways that natural geography affected social organization, religious practices, and daily lives. They learn about the social structure of ancient Egypt, and the role of the divine pharaoh at the top of the hierarchy. The lessons then focus more deeply on religion, investigating Egypt's and Nubia's shared polytheistic religion, with its positive outlook and central value of Ma'at. The omnipresence of religion, and its conception of life as the first stage of an eternal journey, is illustrated through preparations for the afterlife and funerary practices. Next, wary of past scholarship that diminished the achievements of Nubia, the lessons spotlight the civilization as a dynamic equal to Egypt whose cultural practices mingled and blended with those of its northern neighbor through trade, cultural diffusion, and occasionally conquest.

Lastly, students inquire and hold an oral debate about women's power and the forms it took in these Nile societies (PS 1, PS 2, SLCA.4), a key practice for the Summative Assessment and a topic with resonance today. Throughout the cluster, students engage with both primary and secondary sources, evaluating them for credibility and relevance (PS 5) and using them as windows into ways of living in early complex societies.

Cluster 5: New Models of Governing (Lessons 20-22)

How did the Phoenicians and Persians innovate in government and civic life?

Focus Standards: 6.T3d.1, 6.T3d.2, 6.T3d.3, 6.T3g.1, 6.T3g.2, PS 1, PS 2, RCA-H.6-8.5, RI.5.10, SI CA.6-8.1

This short cluster of three lessons supports the narrative coherence of Unit 2 as a whole. A lesson on the Bronze Age Collapse around 1200 BCE helps to explain why many early civilizations of West Asia (or the Eastern Mediterranean) were destroyed or severely weakened, making space for new powers to emerge. It also gives students

valuable practice in thinking about the historical thinking skill of causation. After this introduction, the cluster shines a light on the Supporting Question concerning innovations in civic and governing institutions. Two Iron Age societies — the Phoenicians who dominated trade in the Mediterranean for a great length of time, and the Persians who ruled Western Asia and North Africa across a great distance — produced a remarkable array of fresh solutions to the challenges their particular societies faced. Grasping their innovations will prepare students with multiple possibilities to consider for their "civic achievement of greatest value" on the Summative Assessment.

Cluster 6: The Abrahamic Religions Emerge: Judaism, Christianity and Islam (Lessons 23-33)

In the early period of each Abrahamic religion, what ideas and beliefs were important to their followers?

Focus Standards: 6.T3e.1, 6.T3e.2, 6.T3e.3a, 6.T3e.3b, 6.T3e.3c, 6.T3e.3d, 6.T3f.1, 6.T3f.2, 6.T3f.3, PS 1, PS 2, PS 5, RCA-H.6-8.5, RI.5.10, SLCA.6-8.1

Among its many other contributions, Western Asia was the birthplace of three major world religions that stemmed from the conception of God held by the Hebrew patriarch Abraham, based upon his reported revelation from God. Judaism, which dates to the Bronze Age, configured its theology around the single, authoritative creator God, a belief in prophets, and an emphasis on law, believed to be conveyed by revelation. Christianity grew in the first century CE as a sect of Judaism that eventually embraced a variety of explanations for the nature of Jesus, in which Church orthodoxy established that he was the Son of God, or Messiah, Jesus's followers continued to preach his radical social teachings after his death at the hands of the Roman state, and, Christians believe, his resurrection and ascension to heaven. Islam originated in the Arabian oasis town of Mecca in the 7th century CE, when the prophet Muhammad reported receiving revelations from God through the angel Gabriel — revelations which became the Qur'an over a period of 23 years, and which recognized and built upon the prophecy of teachings in the earlier Judeo-Christian scriptures. Each religion spread over time, through diaspora or direct evangelism. Today, adherents to these three religions together make up more than half of the world's population.

Because learning about religion is conceptually demanding, the lessons in this cluster utilize the same pedagogical approach for each religion. After some introductory context and a brief video overview, students visit "centers" or stations, where they learn about similar topics for each religion and respond to prompts in an organizer packet. The overall emphasis is on inquiring about the core beliefs and ideas of each faith (PS 2), in order to cultivate the kind of basic religious literacy that is the foundation of religious pluralism, a central civic and democratic value. In keeping with this goal, Practice Standard 1 lies at the heart of the unit. Along the way, students read a variety of primary and secondary sources, either independently or in small groups (RCA-H.10), and consider the relevance and credibility of sources for different questions about religion (PS 5). At the end of the cluster, they identify similarities and differences

among the religions using a Venn diagram and Putting It Together discussion. Throughout the cluster, the emphasis is on respectful learning and appreciation for a variety of traditions.

Summative Assessment: Abrahamic Religions and World-Changing Civic Concepts (Lessons 34-36)

Focus Standards: 6.T3b.4, 6.T3c.4, 6.T3c.5, 6.T3c.7, 6.T3d.3, 6.T3e.3, 6.T3f.1, 6.T3f.2, 6.T3f.3, 6.T3g.2, PS 1, PS 5

Abrahamic Religions Content and Skills Check

This first part of the assessment consists of a Content and Skills Check meant to give students practice in preparing for a content assessment and determining what they understood from the Abrahamic Religions cluster. It includes a vocabulary and matching section, a short answer reflection, and a multiple-choice section to assess their skill in selecting relevant and credible sources for particular questions.

World-Changing Civic Concepts Pitch

Throughout this unit, students have seen examples of new concepts in civic life and government developed in the ancient societies of West Asia and North Africa. In this part of the assessment, students choose a world-changing civic or governing concept from one of the societies introduced in this unit. They summarize the concept, using past notes and activities, and then write a short "pitch" describing the benefits of the civic idea for the past society and explaining its value for the present. They present their pitch by recording it for an audience (the teacher, or others if you wish).

Across the various parts of the process of writing and recording their pitch, students demonstrate civic knowledge, participatory skills (such as making and supporting arguments), and dispositions (such as respectful listening and communicating in ways accessible to others).

Unit Focus Standards

Content Standards

- **6.T2.3:** Explain that the term Paleolithic Era refers to the period of earliest human history, beginning c. 2.6 million years ago to c, 11,700 years ago, characterized by the first use of stone tools, fire, hunting and gathering weapons, and, about 50,000 years ago, by cave painting, sculpture, tools, and artifacts using diverse materials such as bone, shell, stone, mineral pigments, and wood).
- **6.T2.8:** Construct and interpret a timeline that shows some of the key periods in the development of human societies in the Paleolithic and Neolithic Eras. Use correctly the words or abbreviations for identifying time periods or dates in historical narratives (decade, age, era, century, millennium, CE/AD, BCE/BC, c. and circa). Identify in BCE

dates the higher number as indicating the older year (that is, 3000 BCE is earlier than 2000 BCE).

- **6.T3a.1:** On a physical map, use cardinal directions, map scales, key/legend, and title to locate important physical features of the region (e.g. the Indian Ocean, the Black Sea, Aegean Sea, Mediterranean Sea, Red Sea, Arabian Peninsula, the Persian Gulf, the Nile, Tigris, and Euphrates Rivers, the Strait of Gibraltar, the Bosporus, and the Suez Canal). Use other kinds of maps (e.g., landform, population, climate) to determine important characteristics of this region.
- **6.T3a.2:** On a political map of Western Asia, the Middle East, and North Africa, demonstrate map reading skills to distinguish countries, capitals, and other cities and to describe their absolute location (using latitude and longitude coordinates) and relative location (relationship to other countries, cities, or bodies of water); use knowledge of maps to complement information gained from text about a city, country or region.
- **6.T3a.3:** Explain how absolute and relative locations, major physical characteristics, climate and natural resources in Western Asia, the Middle East, and North Africa have influenced settlement patterns, population size, and economies of the countries.
- **6.T3b.1:** Explain how the presence of the Tigris and Euphrates Rivers contributed to the development of agriculture and ancient complex societies; explain why historians have called the region that surrounds these rivers "the Fertile Crescent."
- **6.T3b.2:** On a map of archaeological sites in the region, and identify the locations and time periods of the Sumerians, Babylonians, and Assyrians as successive states and empires.
- **6.T3b.3:** Describe how irrigation, mining and metalsmithing, agriculture, the domestication of animals, and inventions such as the wheel, the sail, and the plow contributed to settlement and the growth of Mesopotamian civilizations.
- **6.T3b.4:** Analyze the important characteristics and achievements of early Mesopotamia.
 - **6.T3b.4a:** a complex society with rulers, priests, soldiers, craftspeople, farmers, and slaves
 - **6.T3b.4b:** a religion based on polytheism (the belief in many gods)
 - **6.T3b.4c:** monumental architecture (the ziggurat) and developed art (including large relief sculptures, mosaics, carved cylinder seals)
 - **6.T3b.4d:** cuneiform writing, used for record keeping tax collection, laws and literature
 - **6.T3b.4e:** the first epic (the Epic of Gilgamesh) and the first set of written laws (the Code of Hammurabi, for example, "If a man put out the eye of another man, his eye shall be put out."
- **6.T3c.1:** Identify the locations of ancient Upper and Lower Egypt and ancient Nubia; and explain what the terms "Upper" and "Lower" mean in this context.
- **6.T3c.2:** Describe the significance of the Nile River to ancient Egyptians.

- **6.T3c.3:** Analyze the kinds of evidence that have been used by archaeologists and historians to draw conclusions about the social and economic characteristics of ancient Nubia (the Kingdom of Kush) and their relationship to the characteristics of ancient Egypt.
- **6.T3c.4:** Analyze the role of the pharaoh as god/king, and describe how pharaohs were represented in painting and sculpture, the concept of dynasties, and significant acts of at least one pharaoh or queen (e.g., Khufu, Akhnaten, Ramses II, Nefertiti, Cleopatra).
- **6.T3c.5:** Describe the relationships among social classes (e.g., the relationship of the pharaoh to priests, nobles, government officials, soldiers, scribes, artisans, farmers, and peasants, laborers, and slaves).
- **6.T3c.6:** Describe the polytheistic religion of ancient Egypt with respect to beliefs about death, proper behavior, the afterlife, mummification, and the roles of deities.
- **6.T3c.7:** Summarize important achievements of the Old, Middle, and New Kingdoms (e.g., the agricultural system; knowledge of mathematics, astronomy, the invention of a calendar; the invention of papyrus and hieroglyphic writing; the organization of monumental building projects such as the Pyramids and Sphinx at Giza; the centralization of government and military power).
- **6.T3d.1:** On a map of the ancient Mediterranean world, locate Greece, Asia Minor, Crete, Phoenicia, the Aegean and the Red Sea.
- **6.T3d.2:** Explain how the location of Phoenicia contributed to its domination of maritime trade in the Mediterranean from c. 1000-300 BCE.
- **6.T3d.3:** Describe how the alphabetic Phoenician writing system differed from Mesopotamian cuneiform or Egyptian hieroglyphic writing; explain how Phoenician maritime traders contributed to the spread of the use of the alphabetic system, which eventually evolved into the Greek alphabet and then into letter symbols used in other languages.
- **6.T3e.1:** On a historical map of the Mediterranean, locate Asia Minor, Greece and Mesopotamia, the kingdoms of the Hittites and ancient Israel and Palestine and ancient Egypt.
- **6.T3e.2:** Trace the migrations of the ancient Israelite tribes from Mesopotamia to the land called Canaan and explain the role of Abraham and Moses in Hebrew history.
- 6.T3e.3: Describe the history of ancient Israel and early Christianity:
 - **6.T3e.3a:** monotheistic religion (e.g., the belief in one God, the Ten Commandments, the emphasis on individual worth and personal responsibility, the belief that rulers and the ruled must adhere to the same moral obligations)
 - **6.T3e.3b:** the Hebrew Bible's accounts of the history of early Israel: the unification of the tribes of Israel under Saul, David, and Solomon; the founding of Jerusalem as capital city by David (c. 1000 BCE), the building of the first temple by Solomon (c. 900-800 BCE), the destruction of the first temple (c. 400 BCE), the annexation of Judea by the Roman Empire and the Roman destruction of the second temple (c. 70 CE).
 - **6.T3e.3c:** the emergence of Christianity as a distinct religion, with roots in Judaism, but increasingly diverse followers throughout the Roman Empire and

- the relationship of early Christians to the officials of the Roman Empire.
- **6.T3e.3d:** the central features of Christianity (e.g., the belief in a messiah who could redeem humans from sin, the concept of salvation, the belief in an Old and a new Testament in the Bible, the life and teachings of Jesus.).
- **6.T3f.1:** On a map of the Arabian Peninsula, identify the Red Sea and the cities of Mecca and Medina as the sites of the beginning of the Muslim religion.
- **6.T3f.2:** Explain Islam's historical relationship to Judaism and Christianity as monotheistic religions.
- **6.T3f.3:** Describe the life and teachings of Muhammad (570-c. 632 CE) and the significance of the Qur'an as the primary source of Islamic belief.
- **6.T3g.1:** Describe the impact of encounters through trade, cultural exchange, and conquest among the societies and empires in the region, in particular, exchanges on land routes of the Silk Roads linking Europe, the steppes of West Asia, East Asia, and Africa, and the goods, languages, and cultural motifs exchanged (e.g., gold, ivory from Africa, grain from Western Asia, produce, horses, livestock, wood, furs from the steppes, ceramics, silk, and other luxury goods from China).
- **6.T3g.2:** Use information from primary and secondary sources to research contributions of one of the ancient Mesopotamian, Egyptian, Phoenician, Israelite, Islamic, and Eurasian societies to the modern world.

Practice Standards

- PS 1: Demonstrate civic knowledge, skills, and dispositions.
 - Unit-specific target for this standard: Demonstrate civic knowledge, skills, and dispositions by learning about civic innovations and/or religious diversity, and participating in discussions and debates.
- **PS 2:** Develop focused questions or problem statements and conduct inquiries.
 - Unit-specific target for this standard: With support of the teacher and peers, develop questions about sources and topics that contribute to the process of inquiry and investigation.
- **PS 5:** Evaluate the credibility, accuracy, and relevance of each source.
 - **Unit-specific target for this standard:** Evaluate the credibility of secondary and primary sources, and their relevance to answering a specific question.

Literacy Standards

- **RCA-H.6-8.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- **RCA-H.6-8.5:** Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.
- **RCA-H.6-8.7:** Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

- **RI.5.10:** Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.
- **SLCA.6-8.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
- **SLCA.6-8.4:** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation.
- **WCA.6-8.9:** Draw evidence from informational texts to support analysis, interpretation, reflection, and research.



Grade 6, Unit 2: Western Asia, the Middle East and North Africa

Vocabulary List

Geography of Western Asia, the Middle East and North Africa (Lessons 1-5)

Lesson	Word	Definition
1	human geography (n.)	how people interact with their region's physical geography
1	physical geography (n.)	the study of the Earth's weather, temperature, rainfall, vegetation, resources, landforms, and water forms.
2	absolute location (n.)	a way to find out exactly where something is, using latitude and longitude lines
2	latitude (n.)	lines that "hug" the earth
2	longitude (n.)	lines that meet at the North and South Poles
2	physical map (n.)	shows major land and water features, elevation, climate zones, and resources
2	political map (n.)	shows country borders, major cities, capital cities, and a different color for each country
2	relative location (n.)	a way to find out approximately where something is, using other places or features around it as a guide
2	relevant/relevance (adj./n.)	related to or important to a topic; the importance of something to a topic
3	climate (n.)	a region's temperature and weather conditions over a long period
3	terrain (n.)	surface features
4	arid (adj.)	having little rain (like a dry desert)
4	humid (adj.)	having a high level of water in the atmosphere (like a rainforest)
4	sanitation (n.)	providing the public with access to clean water and proper removal of waste
5	marsh (n.)	found at the edges of rivers; looks like a flooded field

First Civilizations: Ancient Mesopotamia Part I (Lessons 6-9)

Lesson	Word	Definition
6	BCE (n.)	abbreviation for "before the Common Era"; describes years before Year 1
6	CE (n.)	abbreviation for "Common Era"; describes years after Year 1, thought to be when Jesus was born
6	circa (c.) (p.)	around that time, or approximately those years
6	con (n.)	negative aspect of something
6	millennium (n.)	a period of 1000 years
6	pro (n.)	positive aspect of something
7	bureaucracy (n.)	the organized offices and people that carry out what a government wants to get done
7	canal (n.)	a waterway made by people, for the purpose of transportation or to carry/control water & irrigate farms
7	city-state (n.)	its own small country; it has its own king (or other style of government) and does not belong to any bigger nation
7	cuneiform (n.)	the system of ancient writing invented in Sumer. The name comes from the wedge shape of the letters pressed into wet clay
7	patron god (n.)	a particular god/goddess adopted and honored by a group or community; every Sumerian city state had its own patron god they prayed to
7	religion (n.)	a set of beliefs about the universe usually involves worship of a god or gods, and beliefs about certain ideas about right and wrong behavior
7	scribe (n.)	a person who works as a professional writer for the government or for a business
7	ziggurat (n.)	a massive temple building with rising layers
8	benefit (n.)	any action or thing that helps or improves someone
8	epic (n.)	a tale of adventure, often involving a journey or quest (meaning, the search for something precious)
8	hymn (n.)	a religious song or poem giving praise to God or to gods
8	literature (n.)	words of lasting value, either written or spoken, that are generally considered to be a work of art

8	myth (n.)	an ancient story that helps explain the world
9	conquer (v.)	to overcome or take over another group of people by force; usually done by a government
9	credibility (n.)	trustworthiness; the quality of being believable, truthful
9	empire (n.)	a major political unit having a territory of great extent under one ruler
9	war (n.)	violent conflict between states or nations, organized by governments

Government and Laws in Ancient Mesopotamia (Lessons 10-11)

Lesson	Word	Definition
10	divine (adj.)	coming from or connected with God or a god
10	stele (n.)	an upright stone slab or pillar with an inscription or design

First Civilizations: Ancient Egypt and Nubia (Lessons 12-19)

Lesson	Word	Definition
12	cataract (n.)	a waterfall or fast moving water found within a river
12	delta (n.)	a triangular area of land at the mouth of a river, often contains especially fertile soil
13	dynasty (n.)	a family of rulers who rule over a land, or a period of time that the family rules
13	hierarchy (n.)	a system in which people or groups are ranked with high or low social status
13	hieroglyphs (n.)	the symbolic writing system of ancient Egypt
13	pharaoh (n.)	the monarch (king or queen) of Egypt or Nubia — the religious, military and political leader
14	afterlife (n.)	life after death
14	Ma'at (n.)	the central value of Egyptian religion; idea of rightful balance, order, harmony, justice and truth
14	polytheism (n.)	belief in many gods

15	mummification (n.)	a process of drying or embalming flesh with chemicals like resin (pine or fir sap) or natron (a kind of salt)
17	power (n.)	the ability to act, exercise control, or influence others
17	powerful (adj.)	having a large amount of influence or control
18	debate (n.)	an organized discussion between two people or groups in which they make opposing claims or express opposing opinions on a topic

New Models of Governing (Lessons 20-22)

Lesson	Word	Definition
20	Bronze Age Collapse (n.)	a period between 1250 and 1150 BCE when many important societies such as the Egyptians were dramatically weakened
21	civic (adj.)	relating to city or community affairs
21	innovate (v.)	do something in a new way
21	maritime (adj.)	connected to the sea
22	ethnic (adj.)	belonging to a group of people that share a culture, religion or language
22	multiethnic (adj.)	including people of many different ethnicities

The Abrahamic Religions Emerge: Judaism, Christianity and Islam (Lessons 23-33)

Lesson	Word	Definition
23	Judaism (n.)	religion developed among the ancient Hebrews that stresses belief in God and faithfulness to the laws of the Torah
23	monotheism (n.)	belief in only one god (mono = one, theos = god)
24	covenant (n.)	an agreement (in religion, made by God and a religious community)
24	Exodus (n.)	"Departure" Exodus tells the story of the freeing of the people of Israel from slavery in Egypt under the leadership of Moses and their covenant with God
24	holy (adj.)	dedicated to God or a religion

24 prophet (n.) 24 sacred (adj.) 24 synagogue (n.) 25 Jewish house of worship 26 Ten Commandments (n.) 27 In Judaism, the first five books of God's teaching and revealed to the prophet Moses	int — law, as
24 synagogue (n.) Jewish house of worship 24 Ten Commandments (n.) 10 laws given by God to Moses as part of their covenarules for right conduct 24 Torah (n.) In Judaism, the first five books of God's teaching and revealed to the prophet Moses	law, as
Ten Commandments (n.) 10 laws given by God to Moses as part of their covenarules for right conduct 10 laws given by God to Moses as part of their covenarules for right conduct 11 Judaism, the first five books of God's teaching and revealed to the prophet Moses	law, as
(n.) rules for right conduct 24 Torah (n.) In Judaism, the first five books of God's teaching and revealed to the prophet Moses	law, as
revealed to the prophet Moses	·
	d New
27 Bible (n.) Holy book of Christianity (includes Old Testament an Testament)	
27 Christianity (n.) religion that began in the first century CE based on t teachings of Jesus Christ	he
27 church (n.) Christian house of worship (also: the organization of the Christian religious comme	munity)
27 Gospels (n.) one of the first four New Testament books in the Bibliof the life, death, and resurrection of Jesus Christ	e, telling
27 Messiah (n.) In Judaism, the hoped-for savior of the Jews In Christianity, also a savior (specifically Jesus)	
27 missionary (n.) someone who tries to promote their religion to other	S
27 pilgrimage (n.) a journey religious people take to a holy place or a pla	ace of
27 resurrection (n.) the event told about in the Bible in which Jesus Christreturned to life after his death	st
27 Trinity (n.) Christian belief that the one God is experienced as 3 the Father, the Son (Jesus), and the Holy Spirit	persons:
30 Allah (n.) Arabic name for God	
30 hajj (n.) an annual pilgrimage to Mecca in Arabia; for Muslims able, a religious duty to carry out at least once in their	
30 Islam (n.) the religion which teaches that there is only one God Muhammad is God's prophet	and that
Islam's holiest site, a stone building covered in cloth to located in the courtyard of the Great Mosque in Mecon Muhammad took out the earlier gods and rededicate Kaaba to Allah. Muslims face the Kaaba when they proceed in cloth to located in the courtyard of the Great Mosque in Mecon Muhammad took out the earlier gods and rededicate Kaaba to Allah. Muslims face the Kaaba when they proceed in cloth to located in the courtyard of the Great Mosque in Mecon Muhammad took out the earlier gods and rededicate to located in the courtyard of the Great Mosque in Mecon Muhammad took out the earlier gods and rededicate to located in the courtyard of the Great Mosque in Mecon Muhammad took out the earlier gods and rededicate to located in the courtyard of the Great Mosque in Mecon Muhammad took out the earlier gods and rededicate to located in the courtyard of the Great Mosque in Mecon Muhammad took out the earlier gods and rededicate to located in the courtyard of the Great Mosque in Mecon Muhammad took out the earlier gods and rededicate to locate the Kaaba when they proceed in the courty and t	ca. ed the
30 mosque (n.) any house or open area of prayer in Islam; usually a cobuilding, but also includes areas such as outdoor cou	

30	Qur'an (n.)	holy text of Islam: believed to be the word of God, dictated to Muhammad by the angel Gabriel
30	Ramadan (n.)	the ninth month of the Islamic calendar, observed by Muslims as a month of fasting during the daylight hours, prayer, reflection and community
30	revelation (n.)	a divine message or sign — something revealed by God

LESSON PLANS

Geography of Western Asia, the Middle East and North Africa

How do a geographer's tools help us understand West Asian and North African life in ancient times and today?

CONTENTS

Lesson 1

The Physical and Human Geography of West Asia and North Africa

Lesson 2

Using Geographers' Tools to Get to Know the Region

Lesson 3

What Maps and Mapmaking Can Show

Lesson 4

The Geography of Water in the Middle East

Lesson 5

Water in the Middle East: The Tigris and Euphrates, Past and Present

Overview

This first cluster of lessons lays the groundwork of important geographic skills and concepts that students will continue to use throughout Grades 6 and 7. In Lesson 1, the "hook" lesson for the unit, students learn about the regionally-organized structure of their study going forward, then acclimate to the physical and human geography of this specific region through photographs and short readings chosen to engage them as readers. Lessons 2 and 3 introduce geographers' tools in the form of different types of maps and highlight some of their features, such as lines of latitude and longitude. Students learn to read maps as texts (RCA-H.5) and to select maps relevant to answering particular questions about the region's places and features (PS 5). Lessons 4 and 5 offer a case study in the uses of water in the Middle East, utilizing maps to deepen understanding of the challenges around water scarcity and management. Civic questions arise as students learn about the UN's Sustainable Development Goal #6 concerning clean water and sanitation as a need for all. In the final lesson, students zoom in on the Fertile Crescent and its Tigris and Euphrates Rivers, exploring their value to these societies past and present. They conclude by choosing a claim about water's vital importance to the region and supporting it with evidence from their readings and maps.

Learning Objectives

By the end of this cluster, students should be able to...

- Categorize and analyze diverse types of maps and extract information from them.
- Apply geographic concepts, and tools such as maps, satellite imaging, and data, to make their own maps of the region.
- Describe features of West Asia and North Africa through the practices of a geographer.

• Discuss the vital importance of water access in the Middle East region historically and today.

Vocabulary

TIER 2	TIER 3
climate relevant/relevance sanitation terrain	absolute location arid human geography humid latitude longitude marsh physical geography physical map political map relative location

Cluster Focus Standards

Content Standards

STANDARD	LESSON(S)
6.T3a.1: On a physical map, use cardinal directions, map scales, key/legend, and title to locate important physical features of the region (e.g. the Indian Ocean, the Black Sea, Aegean Sea, Mediterranean Sea, Red Sea, Arabian Peninsula, the Persian Gulf, the Nile, Tigris, and Euphrates Rivers, the Strait of Gibraltar, the Bosporus, and the Suez Canal). Use other kinds of maps (e.g., landform, population, climate) to determine important characteristics of this region.	2-3
6.T3a.2: On a political map of Western Asia, the Middle East, and North Africa, demonstrate map reading skills to distinguish countries, capitals, and other cities and to describe their absolute location (using latitude and longitude coordinates) and relative location (relationship to other countries, cities, or bodies of water); use knowledge of maps to complement information gained from text about a city, country or region.	2-3

6.T3a.3: Explain how absolute and relative locations, major physical characteristics, climate and natural resources in Western Asia, the Middle East, and North Africa have influenced settlement patterns, population size, and economies of the countries.	1
6.T3b.1: Explain how the presence of the Tigris and Euphrates Rivers contributed to the development of agriculture and ancient complex societies; explain why historians have called the region that surrounds these rivers "the Fertile Crescent."	4-5

Literacy Standards

STANDARD	LESSON(S)
RCA-H.6-8.5: Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.	1-5
RI.5.10: Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.	1, 5

Practice Standards

STANDARD	LESSON(S)
PS 1: Demonstrate civic knowledge, skills, and dispositions by learning about civic innovations and/or religious diversity, and participating in discussions and debates.	4-5
PS 5: Evaluate the credibility of secondary and primary sources, and their relevance to answering a specific question.	2-3

LESSON 1

The Physical and Human Geography of West Asia and North Africa



Learning Objective

Analyze and organize information from images and short articles as related to either the physical or human geography of the region.



Language Objective

Read to identify and categorize examples of physical geography and human geography.



SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: Model for students how to use text features such as images, subheadings and data tables to find information from the articles. Students may draw examples or write single words/short phrases on their worksheet. Take additional time to review examples of human geography before students begin the activity as this term may be more difficult to grasp.

Levels 4-5: Remind students that they may skim and scan the articles rather than reading for full comprehension for the purposes of this activity.

Lesson Context

The beginning of this unit marks a new way of learning about social studies. From this point on, students focus on geographical regions and the cultures that developed there past and present. They encounter new geographical terms and concepts; and complex societies with cultures both similar to and different from their own, touching upon topics and time periods across the past 5,000 years.

Lesson 1 is an entry point into students' first region of study: North Africa and West Asia. First, they participate in launching the cluster's Supporting Question: *How do a*

MATERIALS

- ☐ Geography of North Africa and West Asia
- Supporting Question
 Launch
- Lesson 1 Slidedeck

VOCABULARY

human geography physical geography

geographer's tools help us understand West Asian and North African life in ancient times and today? Students take time to wonder about the region and what they want to know (PS 2). Then they analyze images and short articles about this region chosen for grade-level interest and accessibility (RCA-H.10), and categorize information as related to either physical or human geography (PS 3, RCA-H.5). Lesson 1 is intended to "hook" student curiosity about the people and places of this complex region. In the next lesson, they practice reading and interpreting maps while taking part in a scavenger hunt for geographic clues.

Lesson Standards

6.T3a.3: Explain how absolute and relative locations, major physical characteristics, climate and natural resources in Western Asia, the Middle East, and North Africa have influenced settlement patterns, population size, and economies of the countries.

RCA-H.6-8.5: Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.

RI.5.10: Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.



ADVANCE PREPARATION

You will need a Newsela account (free) to connect students with some of the article options on the handout *Geography of North Africa and West Asia*. If unfamiliar, explore Newsela's ability to adjust text levels, presenting options for students of varied reading levels. Other article options come from two additional sources.

Places, Peoples and Times: A Preview (5

minutes)

Project **Slide 2**, which describes where the class has been and where they're going. Use this to start the discussion. In your own words, share an introduction that makes these points:

In our last unit, Human Origins, we focused on the distant past. Beginning with this unit, we'll be doing an exploration of the entire world, focusing on one section or region at a time. We'll be studying the ancient history of each region we visit, as well as its modern geography. The world is so big and its history is so long and rich that we can't finish it this year, so we'll continue next year!

Continue to Slides 3 and 4 for visual support:

- On **Slide 3**, ask how many continents students can name.
- With **Slide 4**, show the regions of the world they will study in Grade 6: West Asia and North Africa; Sub-Saharan Africa; and South and Central America and the Caribbean.

Share with students that our project for the next few lessons is to get to know one large region of the world — the crossroads of three continents! — by thinking like geographers.

The region is Western Asia, the Middle East and North Africa. One question they probably have is "What countries does that include?" or "Where do Western Asia, the Middle East and North Africa begin and end?"

Using a wall map, the map on **Slide 5**, or another of your choice, trace the region with your finger.

- Explain that for the purposes of this unit, we are looking at the area reaching from modern-day Morocco in the west to Turkey and Iran in the north to Iran and Oman in the east to Yemen and Sudan in the south — and everything in the middle!
- Today they will start to learn about some of these countries in more detail, using articles and photographs to explore some of the ways that people live in this region today.

Exploring Physical and Human Geography (30 minutes)

In this activity students will explore a curated set of images and mini-essays from various parts of North Africa and West Asia today. Many of these are first-hand accounts, with topics or titles meant to intrigue middle schoolers. Before getting



This blog post, <u>The</u> <u>Geographer's Tools</u>, will be a helpful foundation for teachers across the year and provide a good perspective on how to approach the Supporting Question for Cluster 1.

started with the activity, introduce the vocabulary terms and concepts of **physical vs. human geography**.

Project **Slide 6** with a definition and examples of **physical geography**.

- Go over the slide as a class.
- Ask them to name 2-3 examples of their own region's or city's **physical geography** in a turn-and-talk with their neighbor.

Take a few examples from the class.

Show **Slide 7**, which has a definition, and a photo representing **human geography**. Read the definition for students, and ask how the photo shows that people have interacted with this physical environment (in other words, the definition of human geography).

• Now ask them to name 2-3 examples of their own region's or city's human geography in a turn-and-talk with their neighbor.

Take a few examples from the class.

Students may say things like:

- **Physical geography**: Berkshire mountains, grass weather, Atlantic Ocean, rivers, estuaries, marshland, Cape Cod, hurricane season, autumn leaves
- **Human geography**: soccer field, city buildings, solar panels on the highway, apple picking, lobster rolls

Explain that they will now get a "menu" of articles and photographs that relate to the physical and human geography of North Africa and West Asia — they get to choose the ones that interest them the most and explore them on their own. Distribute the *Geography of North Africa and West Asia* handout. Review the directions found there, then set the students to work.



These two terms will be discussed in greater detail as the year continues; this quick overview is all that is needed for students to engage in this lesson's activity.



MAKE CONNECTIONS

The idea of physical and human geography may be familiar to students from their study of United States regions in Grade 4.



SUPPORT ALL STUDENTS

Depending on your class and preferences, either model the analysis of one article together, or pair students or have them work solo.



TEACHING TIP

In the *Geography of North Africa and West Asia* handout, the column on the left has brief news articles and photos from two sources: AramcoWorld and Newsela.. The column on the right has informational articles on different countries from National Geographic. Feel free to add to, or edit, the list of articles in the handout with any supplementary materials you have at the ready — each article should have some information about both physical and human geography.



SUPPORT ALL STUDENTS

In the left column, note that the Newsela articles may be set to particular Lexile levels, while the Aramco articles may not (but are typically shorter).

Check-l

Check-In (5 minutes)

Have students share their findings on a sticky note on a wall poster, giving one example of physical geography and one example of

human geography from an article of their choosing.



Launching the Question (10 minutes)

Last, launch Supporting Question 1 for Cluster 1. Project **Slide 8**. Show the question that will be supporting their work in these upcoming lessons:



How do a geographer's tools help us understand West Asian and North African life in ancient times and today?

Direct students' attention to the *Supporting Question Launch* handout. Remind students that this year when we grapple with a Supporting Question, we will think about what we already know about the topic, and what we wonder (want to know).

- **Know:** What do I already know about this topic?
- Wonder: What do I want to know?

Independently or in pairs, ask students to fill in their responses to these questions. Then ask students to contribute either a Know or Wonder response, and record them on a KW T-chart using flipchart paper or a digital format.



Keep in mind that many of your students' questions or points of knowledge will routinely be addressed in the activities that follow; refer to them as they come up and show the class how and when they have been answered. Further, many classrooms develop their own practices relating to these student questions, for example, researching one or two per cluster as a class challenge, or having students "star" or "check" them on wall posters when they think they have "spied" an answer in a reading or source. At the same time, it is important to note that not every question must or should be answered: curiosity is a muscle that needs exercising, and learning to pose questions can be an end goal of its own!

LESSON 2

Using Geographers' Tools to Get to Know the Region



Learning Objective

In the context of a scavenger hunt, select a kind of map that is most relevant to answer particular geographic questions about North Africa and West Asia.



Language Objective

Read a map key and legend and/or an atlas entry in order to locate relevant information to answer questions.



SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: Students may use a visual glossary or translated reference sheet of geography terms while completing the scavenger hunt. Pair students thoughtfully for the activity and consider assigning them the role of "scribe" or "searcher" based on their strengths.

Levels 4-5: Help students make connections to the term "relative" location by discussing connections between it and other similar words (relationship, relate). Provide a written definition of these terms on a word wall or have students copy in their notes for reference.

Lesson Context

Lesson 2 offers an introduction to geographical thinking through a regional exploration; it focuses on both new and reviewed map reading and data analysis skills that reflect Guiding Principles 5 & 9 of the *Massachusetts History and Social Science Framework*. Students explore North Africa and West Asia through a scavenger hunt for geographic clues, while gaining practice with important items from the geographer's toolkit as well as new insight for the cluster's Supporting Question. This lesson enables students to read and interpret atlases and maps as unique types of

MATERIALS

- Scavenger Hunt Answers
 West Asia and North
 Africa Geography
 Scavenger Hunt
 Maps of the Middle East
- Maps of the Middle East and North Africa and/or a class set of atlases
- Lesson 2 Slidedeck

informational text central to the social sciences (RCA-H.5). They also learn the definition of relevance, and practice selecting maps relevant to particular questions (PS 5). Through these exercises, they begin to absorb some of the symbolic and spatial thinking they'll go on to learn more explicitly in subsequent lessons of this cluster, including Lesson 3.

VOCABULARY

absolute location

latitude

longitude

physical map

political map

relative location

relevant/relevance

Lesson Standards

6.T3a.1: On a physical map, use cardinal directions, map scales, key/legend, and title to locate important physical features of the region (e.g. the Indian Ocean, the Black Sea, Aegean Sea, Mediterranean Sea, Red Sea, Arabian Peninsula, the Persian Gulf, the Nile, Tigris, and Euphrates Rivers, the Strait of Gibraltar, the Bosporus, and the Suez Canal). Use other kinds of maps (e.g., landform, population, climate) to determine important characteristics of this region.

6.T3a.2: On a political map of Western Asia, the Middle East, and North Africa, demonstrate map reading skills to distinguish countries, capitals, and other cities and to describe their absolute location (using latitude and longitude coordinates) and relative location (relationship to other countries, cities, or bodies of water); use knowledge of maps to complement information gained from text about a city, country or region.

RCA-H.6-8.5: Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.

PS 5: Evaluate the credibility of secondary and primary sources, and their relevance to answering a specific question.



• ADVANCE PREPARATION

Collaborate with your school or district librarian (or public library staff) to secure the best range of reference materials for this activity, including a variety of atlases and globes.

Attach or place maps of West Asia and/or North Africa around the room. Have a variety of atlases and globes on hand for student use. Pick one map to also leave projected throughout the hunt. Cut out and then tape *Scavenger Hunt Answers* around the classroom in both hidden and obvious locations.

Download <u>Google Earth</u> and practice using the "Grid Lines" function, which can be found on Google Earth's left hand menu: there is an icon that looks like a square, called "Map Style." Click on it and turn **on** grid lines.

Introduction to Geographic Places and Features through a Scavenger Hunt (30)

minutes)



O: LEARN MORE

As referenced in the previous lesson, there are different ways to think about the regions of North Africa, West Asia, and the Middle East. For the purposes of this lesson, and to align with the Massachusetts Framework, students will engage with a subset of the countries in North Africa (Egypt and Sudan primarily), some of which will also be re-visited in our African geography unit. Students will also encounter maps labeled "The Middle East." Note that there is lively debate among researchers, policymakers and thinkers from each of these regions and beyond in regard to the delineation of this world region and which nations it encompasses; Defining the Term "Middle East" from Ohio State University or What is the Middle East? from TeachMideast are helpful background for this debate.

Introduce today's topic using <u>Lesson 2 Slidedeck</u>, then use **Slide 2** to remind students of the Supporting Question. Point out that the various types of maps, globes and atlas books they see around the classroom today are tools of the geographer. They will need all of these tools and resources when they take part in a West Asia/North Africa Scavenger Hunt challenge!



TEACHING TIP

This hunt can be tailored to your class dynamic and class culture. If movement would be helpful for your students, place maps around the classroom or even throughout the halls. If that might be distracting, keep the maps contained to their desks by using an atlas and digital maps. Feel free to edit any questions to make them more relevant to your student population.

By splitting the hunt into two 10-minute halves, students can explain their scavenger hunt process to the rest of the class, ensuring that they are "thinking about thinking" and providing space for advice or clarification.

Before beginning the hunt, pre-teach the important vocabulary relevant and relevance on Slide 3 - Slide 4. You can reinforce their understanding by asking students to formulate sentences using one or both words.

Also go over the meaning of **political map** and **physical** map, using Slide 5 and Slide 6 to underscore their differences.

Then spend a few minutes modeling an answer search for one (or both) clues in the boxes below. Consult more than one map or source for each question or to double check the answers you find, thinking aloud as you make your selection of sources. Depending on your students, some helpful skills to model might include:

- Using the map's key to determine if the item is a country/capital, or a geographical feature
- · Noticing the region the map represents (Africa, Asia, or a combination)
- Finding the best, most **relevant** map to use (**physical** maps for any questions about rivers or deserts, for example, or a **political map** for countries or cities)

Teacher clues to model:

Clue: Find the ocean that **Clue:** What is the name of borders North Africa to the Jordan's capital city? west. **Answer:** Atlantic Ocean

Answer: Amman

Hand out the **West Asia and North Africa Geography Scavenger Hunt** and pair the students. Say they will hunt for and answer as many clues as they can before your timer goes off. There are two rounds of ten minutes each. Let the scavenger hunt begin!

After 10 minutes, bring students back as a whole class. Without sharing the answers to their questions, ask a few pairs to explain how they answered some of the clues.

• Encourage students to talk about their process of finding a **relevant** map to use and how they interacted with the map as they determined their answers. (For



MAKE CONNECTIONS

Because this vocabulary is part of Practice Standard 5, students will probably have a working concept from prior years. This is the first time in Grade 6 that the term is formally introduced.



TEACHING TIP

This is an initial practice with the skill of selecting relevant information, so let students experiment with some "trial and error": but also feel free to give hints or advice as you circulate.

- example, "We used a physical map because the clue mentioned mountains...").
- This also provides a chance to clear up any pronunciation questions.

This discussion should take about five minutes.

Proceed to Round 2 of the scavenger hunt. After the second 10-minute hunt, gather the class and go over any questions that "stumped" them or answers that were divergent. This should take about five minutes.

Check-In

Ask student pairs to hold up one clue that they answered using a political map (example, Clue #1 is about a nation) and one that relates to physical geography or they found on a physical map (example, Clue #2 is about a physical feature). Discuss a few student answers as a way to reinforce class understanding of this distinction.

How Explorers Find Locations (20 minutes)

This activity introduces students to some essential geographic concepts they will encounter during this unit and in all regional units to come. With each slide, you will ask students to help find examples on the maps (or atlases) displayed throughout the classroom or on devices. In the next lesson they will practice applying these skills independently, so this is just an introduction.

Show students **Slide 7**. Explain that lines of latitude and longitude help mapmakers and explorers find the exact location of a place. Have students open their arms wide, to demonstrate lines of latitude. Then, have students point one hand to the ceiling and one to the floor, to demonstrate lines of longitude.

Ask students to use the maps to find and name:

- **one latitude line** that runs through North Africa
- one longitude line that runs through West Asia.



TEACHING TIP

Throughout the year, teachers will demonstrate geographical skills and features using Google Earth — a visually impressive tool for demonstration, though rather challenging for 6th grade students to use themselves. Mapmaking by students will primarily take place on Google My Maps, which is an easier tool to manipulate. Students will do a project using Google My Maps in Lesson 3.

Show students Slide 8.

- Tell students that **absolute location** is a way to find out exactly where something is, using latitude and longitude lines.
- To find a place's **relative location**, people use landmarks or map features.

To demonstrate these, click on <u>Google Earth</u>. On the left, there will be an icon that looks like a square, called "Map Style." Click on it and turn **on** grid lines. Demonstrate, using any landmark in North Africa or West Asia, that people can find the **absolute location** of a place by using the latitude and longitude lines — read the coordinates out loud. Do this a few times.

Then, turn **off** grid lines. Ask a student to describe where Egypt is. They should say something about it being in North Africa, near West Asia, "under" the Mediterranean Sea. Tell students they are expressing a **relative location** — finding a place using other places or features around it as a guide.



When students use GPS on their phone, it's giving them the absolute location.

Teacher Answer Key:

1. (Check to make sure students know which country is in which region)	2. The Sahara Desert
3. The Mediterranean Sea	4. The Indian Ocean
5. Yemen	6. The Atlas Mountains
7. Saudi Arabia	8. The Nile River
9. The Persian Gulf or The Arabian Gulf*	10. Iraq
11. Jordan	12. Niger, Libya, Chad, Sudan, Mali
13. United Arab Emirates	14. Israel, Lebanon, Syria, Egypt
15. Morocco	16. The Red Sea
17. Egypt	18. Saudi Arabia
19. Cairo	20. North

* Iranians (and the US since 1917) have used the term Persian Gulf, while Arab Gulf states have preferred "Arabian Gulf" since the rise of Arab nationalism (1950s+). Maps may use either term depending on their perspective.

Cluster 1: Geography of Western Asia, the Middle East and North Africa

LESSON 3

What Maps and Mapmaking Can Show



Learning Objective

Organize geographical information about West Asia and North Africa by adding it to a map, and identify the kind of map created.



Language Objective

Describe a map using technical vocabulary for types of maps.



SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: As in the previous lesson, students may use a visual glossary or translated reference sheet of geographic terms. Review the verb + preposition combinations "flow through," "flow into" and "originate in" before students begin the questions.

Levels 4-5: For students at this and lower levels, you may reduce the number of items to complete, if appropriate for the student's ability level.

Lesson Context

Lesson 3 builds on students' first foray into the region's physical and political geography (in Lesson 2). In the first half of Lesson 3, students are oriented to different types of maps, engaging PS 5 as they evaluate the relevance of each map to a particular kind of question. In the second half they integrate this overview, using map-reading and map-creating skills to make their own map of Western Asia, the Middle East and North Africa, and organize information based on feature and region.

MATERIALS

- Mapping the RegionMapping the Region(Challenge Version)
- Lesson 3 Slidedeck

VOCABULARY

climate

terrain

Lesson Standards

6.T3a.1: On a physical map, use cardinal directions, map scales, key/legend, and title to locate important physical features of the region (e.g. the Indian Ocean, the Black Sea, Aegean Sea,

Lesson 3: What Maps and Mapmaking Can Show

Mediterranean Sea, Red Sea, Arabian Peninsula, the Persian Gulf, the Nile, Tigris, and Euphrates Rivers, the Strait of Gibraltar, the Bosporus, and the Suez Canal). Use other kinds of maps (e.g., landform, population, climate) to determine important characteristics of this region.

6.T3a.2: On a political map of Western Asia, the Middle East, and North Africa, demonstrate map reading skills to distinguish countries, capitals, and other cities and to describe their absolute location (using latitude and longitude coordinates) and relative location (relationship to other countries, cities, or bodies of water); use knowledge of maps to complement information gained from text about a city, country or region.

RCA-H.6-8.5: Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.

PS 5: Evaluate the credibility of secondary and primary sources, and their relevance to answering a specific question.



O ADVANCE PREPARATION

Familiarize yourself with <u>My Maps</u> by going through the exercise in "Let's Make a Map" yourself. Here is the <u>Mentor Map</u>, which you can show students — it mimics their final product.

Geographic Features and Different Kinds of Maps (15 minutes)

Share **Slide 2** and **Slide 3**. Give your students a minute or two for the observation and thinking challenge on each slide. (This is a review of Political and Physical maps, an important cartographical distinction.) For each slide in turn, ask students to turn and talk, answering the questions:



What does this map show? For what purposes would this map be relevant?

Have several volunteers relay their answers to the class and discuss, coming up with a final sentence or two. Have students complete boxes one and two on their *Mapping the Region* graphic organizer.

Click on the link in **Slide 4** - **Slide 5**, Terrain Map. Pause to define the word, explain its Latin root (*terra* means earth), and see if students know any related words/phrases (territory, all-terrain vehicle, etc.). Ask students to turn and talk, answering the questions:



OE LEARN MORE

For preparing to teach the lesson, this article may be helpful: Types of Maps: Topographical, Political, Climate, and More (ThoughtCo).

What does this map show?

(After students respond, click to reveal more information.)

For what purposes would this map be relevant? (Sample answers: If I am walking someplace how hard is it to get there? If I want to build my house on some land I need to know if it is up on a mountain)

Have several volunteers relay their answers to the class and discuss. Then have students fill in their map graphic organizer.

The following three maps are specific examples of **climate** maps. Tell students that a **climate** map shows a region's temperature and weather conditions over a long period of time, projecting **Slide 6**. Repeat the exercise, having students guess which colors represent which kinds of climate areas. It's fine, for the time being, to use words like "mostly cold," "has seasons," "mostly hot." Then, go through **Slide 7** and **Slide 8** and complete the graphic organizer.

Let's Make a Map! (30 minutes)

For this activity, students will need access to Google Maps and digital devices. Now that students have looked at geographical features and examples of map types, they're ready to make their own Middle East and North Africa maps. They can do this activity in pairs or solo.

Using the *Mapping the Region* handout, walk through the section in the box on page 2. This will help them set up their map and get familiar with the tools needed to locate places and add them to their map. Modeling the first geographic location would also be a good idea. Each location comes with a "brainteaser" question or two that can only be answered by close reading of the map; this helps students gain familiarity with the region of North Africa and West Asia as they learn about these specific geographic features.



LEARN MORE

For geographers today, a topographical map with contour lines is the most common style of representing elevation and terrain. If you prefer you may introduce students to this more technical vocabulary and mapping style.



SUPPORT ALL STUDENTS

There are many ways to modify this activity. For students who are distracted by multi-step directions, or who may struggle with the coordination of mapmaking, feel free to limit the number of terms they pin, or split students into pairs to divide the list. Students who are tech savvy and want a higher level of challenge may benefit from using the alternative *Mapping the Region (Challenge Version)*, which gives more options for customizing the map with pins, symbols, and other details. Another option is to create hand-drawn paper maps using a base outline and the question prompts from the activity.

Check-In

Have students conclude by returning to the first page of their handout and putting a check mark next to all the types of maps that

their map qualifies as being. (Note: because the map is pre-populated with country names and borders, this will include "Political Map.") Debrief as a class, taking responses to see if students have successfully applied their understanding of the various map types (geographer's tools) learned in the opening activity.

LESSON 4

The Geography of Water in the Middle East



Learning Objective

Analyze a video and maps in order to develop civic knowledge concerning global and Middle Eastern water needs and issues.



Language Objective

Name examples of geographers' tools using technical vocabulary and discuss how these tools help us understand life and water issues in the Middle East.

O

SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: Show an image such as <u>Groundwater</u> to help students understand groundwater vs. surface water. Watch the TedEd video with captions and/or at reduced speed. Provide a sentence frame to answer the "how" question, such as "The ___ (physical/groundwater/political) map shows us ___."

Levels 4-5: Use a discussion protocol, such as "Write Think Pair Share" or "Think Pair Square" when students discuss their answers to the supporting question. Have students practice saying their responses with multiple partners after the class has shared on the anchor chart using the sentence frame above.

Lesson Context

Lessons 4 and 5 take a close-up look at one issue of concern to geographers and other social scientists: the vital uses of water in the Middle East, past and present, and the critical need for the region's people to protect water today. In doing so, students consider how research on global problems can be a part of demonstrating civic knowledge, skills and dispositions (PS 1, SLCA.1). Lesson 4 begins by circling back to the UN's SDGs (introduced in Unit 1), centering SDG #6 and zooming out to a global context of water challenges around the world. Next, in the main activity, students zoom in to a

MATERIALS

- Analyzing Maps and Water
- Analyzing Maps and Water (Teacher Version)
- Lesson 4 Slidedeck

VOCABULARY

arid

humid

map set that shows how geographers help us understand water scarcity in the region of the Middle East (PS 5, RCA-H.5); students also consider how geographers and others might use maps as tools to advocate for civic action. Lesson 4 ends with a Putting It Together for the cluster's Supporting Question, How do a geographer's tools help us understand West Asian and North African life in ancient times and today? These activities of Lesson 4 prepare students to engage with Lesson 5, a bridge between past and present and a transition from Cluster 1 to Cluster 2.

sanitation

Lesson Standards

6.T3b.1: Explain how the presence of the Tigris and Euphrates Rivers contributed to the development of agriculture and ancient complex societies; explain why historians have called the region that surrounds these rivers "the Fertile Crescent."

RCA-H.6-8.5: Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.

PS 1: Demonstrate civic knowledge, skills, and dispositions by learning about civic innovations and/or religious diversity, and participating in discussions and debates.



ADVANCE PREPARATION

If you have not worked on water issues previously, it may be helpful to get familiar with the three interactive water maps and their host websites that are featured in the lesson; access them through the student handout **Analyzing Maps and Water**.

Activator: How Do We Use Water? (5

minutes)

To start today's lesson, ask students to brainstorm (out loud, in pairs, or on note paper) how they use water in their daily lives.

After a few moments, ask them to expand their brainstorm to include how water is used in communities in general. As they share their answers, add them to **Slide 2** of today's slideshow.

Answers you might hear include these (although this is not a checklist!):

Drinking and washing ourselves; Cooking, housekeeping (bathing, laundry, dishes, etc); Agriculture & growing our food; Electricity generation

Lesson 4: The Geography of Water in the Middle East

(some percent of the electricity consumed is generated by dams); Recreation (sports, boating, swimming); Industry (factories use water); Fishing (and fish farming from lakes and rivers); Sanitation (toilets and plumbing).

Sustainable Development Goal #6: Clean Water and Sanitation (15 minutes)

Next, introduce students to the SDG they'll be looking at during this lesson — SDG #6: Ensure Availability and Sustainable Management of Water and Sanitation for All. Show students the infographic on **Slide 3** - **Slide 4** (clicking directly on the infographic takes you to the SDG website, where a larger image pops up). Define **sanitation** for students and ask them for an example of who is responsible for water sanitation in their town or city.

Then invite volunteers to read aloud a few key facts for the class, or to a partner. Ask students,

Why do you think clean water and sanitation would be on the United Nations' list of goals?

Deepen understanding of SDG #6 and the global challenges of water with the TedEd video <u>Are We Running Out of Clean Water?</u>, linked from **Slide 5**. The video is about five minutes long, but show it in two sections with a check-in pause for each. Use these time cues and questions to check in with students.

Pause at minute 2:36 (after the narrator says "...at an unsustainable pace.") Ask students:

What are some of the world's water problems?

Possible student responses: Most of our water is salt water; only 1% of water is usable; some places don't have easy access to fresh water; our underground water reserves are being depleted (reduced)

Continue the video until the end. Ask students:

What are some of the world's water solutions?

Possible student responses: more efficient irrigation techniques; eating foods that require less water; being careful about food waste



A Climate Warning from the Cradle of Civilization (New York Times, 2023) and Death of the Nile (BBC, 2017) are remarkable but deeply troubling special reports that could be excellent teacher background for Lessons 4 and 5.



This exercise can also be done as an EdPuzzle to maximize individual student interaction with its contents.

¥ Zooming In: Geography Tools to Show Water Scarcity in the Middle East (20

minutes)

Remind students of the Supporting Question for this geography cluster (point to a wall poster or show **Slide 5**). To keep building their answer, they will now work with one more set of geographic tools. These can help us understand water scarcity in the region of the Middle East.

The next three slides (**Slide 10-Slide 12**) illustrate the issue of water in North Africa and West Asia by using three different maps. These maps are replicated for students in their **Analyzing Maps and Water** handout to analyze independently.

Pair or group students to work on this map analysis together. **Analyzing Maps and Water (Teacher Version)** can help you support student work as you circulate.

Last, as you get ready to move your class toward the "Putting It Together" synthesis for Cluster 1, raise this "think about it" question (on the last page of the handout students already have):

For what reasons or motivations do you think geographers would make maps of the type we just worked on (i.e. water scarcity maps, etc.)?

Student responses to listen for include: geographers are calling attention to a problem; they are trying to make a difference; trying to help solve the challenge of SDG#6, etc.

Putting it Together (10 minutes)

Bring students back to the whole group. Return once more to this cluster's Supporting Question (Slide 5) and facilitate a synthesizing discussion:



How do a geographer's tools help us understand West Asian and North African life in ancient times and today?

Ask students to answer the question with a *what* and a *how,* clicking the slide to show each prompt question:



If there is a group of students who would benefit from a teacher-led activity instead of working independently, use the question and prompts from the *Analyzing Maps and Water* handout and lead students through **Slide 9**-**Slide 11**. The maps could also be divided up and jigsawed.

<u>What</u> geographer's tools have we been looking at and using?

Key points focus on different kinds of maps: political, physical, topographical, geographical features, climate, temperature, aridity, rainfall, surface or groundwater, maps giving latitude and longitude, etc.

<u>How</u> have they helped us (the class) learn about life in this region?

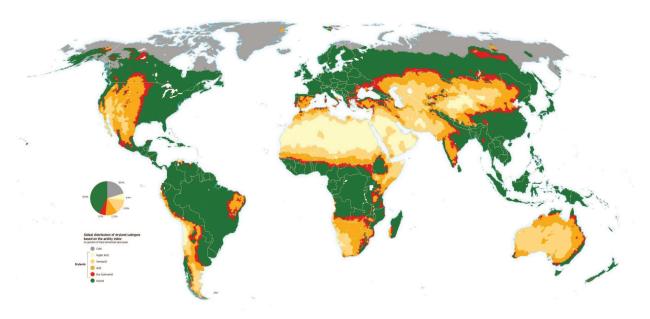
Key types of responses to listen for:

- Showed the geographic challenges and possibilities (heat, lack of surface water; sunshine, major rivers or seas)
- Showed where the water is or isn't the general aridity of the region
- Showed what landscapes people encountered (desert, rivers, mountains)
- Showed country borders

Track students' responses on an anchor chart. When students have processed the topic as a whole class, cover the chart temporarily and have students do a turn-and-talk giving one *what* and one *how* response to a partner.

Name:	Date:
Name.	Date.

Analyzing Maps and Water (Teacher Version) Global Climate Map



arid: having little rain (like a dry desert)

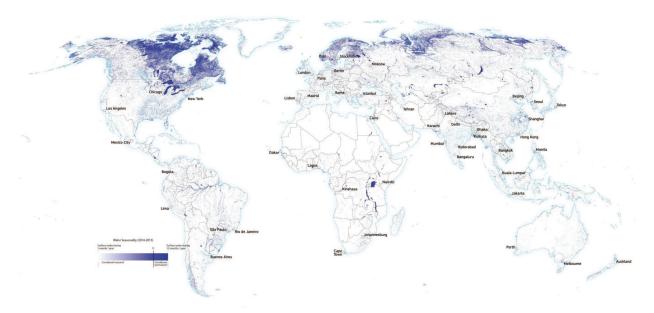
humid: having a high level of water in the atmosphere (like a rainforest)

This is a map of the world's climate zones from **arid** to **humid** to **cold**. Open the map from its website and work with the map to answer these questions.

Which colors represent **humid** regions and which colors represent **arid** regions? **humid = green arid = yellow, orange**

What might it mean to live in a place where it is **arid**? **It would be hard to grow crops because rainfall is very low.**

Global Climate Map: Surface Water



surface water: freshwater that is above ground, and easy to access (get)

This is a map of the world's surface water supply. Open the map from its website and use it to answer these questions.

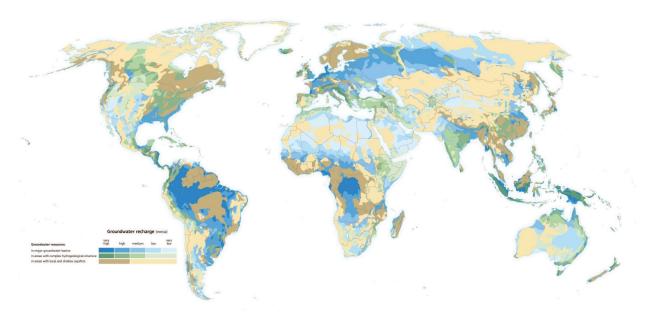
Which parts of North Africa and West Asia have surface water? Is this region well supplied with surface water? How does the map tell you?

Coasts and along riverbeds

What might it mean to live in a place without access to surface water?

Finding clean, drinkable water might be really difficult — may have to walk a long time to reach it, or find other ways of getting water to drink.

Global Groundwater Map



groundwater — freshwater that is underground, sometimes challenging to access (get). Groundwater is often used for irrigation (watering crops) or wells (drinking or household use).

This is a map of the world's groundwater supply. Open the map from its website and work with it to answer these questions.

What surprises you about this map, after looking at the first two?

There is quite a lot of groundwater in North Africa and West Asia.

Why might it be hard to access groundwater?

It could be too deep, or technology might not be available to reach it.

"Think About It" question (for class discussion): For what reasons or motivations do you think geographers would make maps of the type we just worked on (i.e. water scarcity maps)?

All maps © European Union, 1995-2023, CC BY 4.0

LESSON 5

Water in the Middle East: The Tigris and Euphrates, Past and Present



Learning Objective

Analyze the vital importance of water to this region, past and present, and the challenge of scarcity through maps and readings centered on the Tigris and Euphrates rivers.



Language Objective

Support a claim about water's vital importance using evidence from maps and articles and vocabulary for geographer's tools.

SUPPORTING MULTILINGUAL LEARNERS
Levels 1-3: Provide sentence frames for supporting the claim and citing evidence. For example, "I agree that water scarcity would have been a huge problem in Mesopotamia during ancient times. I think this because water helped people One piece of evidence that supports this is" "A geographer's tool that helped me answer is"
Levels 4-5: Provide more sophisticated sentence models or sentence stems for students to cite evidence in their answers. For example, "According to, water"

Lesson Context

In Lesson 4 students learned about SDG #6 and the effort to highlight water challenges of the Middle East using a geographer's tools and approaches. Lesson 5 completes our "closer look" case study of water issues in the region by examining the past and present of the Tigris and Euphrates rivers through a grade-appropriate reading and a photo essay (RCA-H.10). In doing so Lesson 5 also serves as a transition and bridge to the ancient culture clusters (2-4) that follow, preparing students for a close look at Mesopotamia in Cluster 2. The lesson connects to one of Unit 2's Essential

MATERIALS

Euphrates Rivers

Exploring the Marshes of the Tigris and Euphrates Rivers

The Ancient Tigris and

- Rivers

 Analyzing Maps and
- Supporting a Claim with

Questions, how is the physical environment connected to people and the way they live? The lesson wraps up with a writing exercise (planned in class, finished for homework): students choose a claim about water scarcity and support it with evidence from more than one source.	 Exploring the Tigris and Euphrates Rivers (Optional) Water Use in the Tigris and Euphrates: Images (Optional) Drought and Abundance in the Mesopotamian Marshes
	Lesson 5 Slidedeck
	VOCABULARY
	marsh

Lesson Standards

6.T3b.1: Explain how the presence of the Tigris and Euphrates Rivers contributed to the development of agriculture and ancient complex societies; explain why historians have called the region that surrounds these rivers "the Fertile Crescent."

RCA-H.6-8.5: Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.

RI.5.10: Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.

PS 1: Demonstrate civic knowledge, skills, and dispositions by learning about civic innovations and/or religious diversity, and participating in discussions and debates.



OF ADVANCE PREPARATION

This lesson calls for students to navigate independently through a *New York Times* photo essay. If your students can use the *New York Times* through a school account, make this arrangement prior to class. School librarians can likely help with access issues. Otherwise, teachers can access the essay through a personal account and project the images for the whole class, making it a group exercise. Note that an alternative version of the activity, swapping in a slidedeck for the NYT photo essay, is offered as well; see "optional" materials above.

*** The Tigris and Euphrates in the Past** (20

minutes)

As class begins, let students know that the majority of today's lesson will be about the two important rivers that help define

the center of the area now known as the Middle East: The Tigris and Euphrates Rivers. Another name for the region of these rivers is **Mesopotamia**.

First, your students might better visualize the rivers if you share **Slide 1** and the Google Earth video map project, <u>Journey of the Euphrates</u> from Mapograph (**Slide 2**). It is almost 4 minutes in total, so choose a short segment or two to feature; you can also play it at a faster speed.

Optionally, after watching, ask students to guess which kind of social scientists probably contributed to this project? (Answer: geographers and archaeologists teamed up to create it!)

In pairs, small groups, or solo, have students read *The Ancient Tigris and Euphrates Rivers*. In the directions, students are asked to highlight the *geography* of the rivers in green, the *uses* of the rivers in yellow, and *facts about the past* in blue. There is also a word bank at the top of the reading to contextualize some words that may be new for students.

Geographical Features	Rivers' Uses	Facts about the Past
 the fertile land between them begin in the snowy Taurus Mountains in what is now the country Turkey the rivers often flood they end up together, at a river delta in Iraq they flow into the Persian Gulf over 1,000 miles long 	 first agricultural societies water for farms (irrigation) fresh water for drinking homes for fish and water birds easy transportation by boat bathing water reeds and mud on the river banks for making containers and structures 	 Mesopotamia means "the land between rivers" in the ancient Greek language numerous settlements and cities in Mesopotamia as early as 3200 BCE Mesopotamians invented new forms of irrigation Fertile soil made the land perfect for agriculture and settlements



Highlights of the Google Earth video Journey of the Euphrates include these: at the beginning, showing the river's origins in the Taurus Mountains of Turkev: at about 3 minutes, showing where archaeologists and geographers have identified the ancient city of Ur. You should know that the course of rivers can shift over thousands of years; perhaps a very observant student will point out that ancient Ur was on the river, but it is now a distance away!

A St

Check-In

After students finish the reading, summarize students' findings as a class. Below are some possible student answers. Then ask, which

column is most relevant to answering the question (**Slide 3**): How is the physical environment connected to people and the way they live?

The Tigris and Euphrates in the Present (15

minutes)

In the second half of this case study, students will explore the Tigris and Euphrates Rivers in the present day by looking at the *New York Times* photo essay <u>Drought and Abundance in</u> the Mesopotamian Marshes.

Project the photo essay on the board and scroll through it, explaining to students that Emilienne took these photos of a community of people who live in the marshes of the Tigris and Euphrates Rivers. Tell students that a **marsh** often looks like a flooded field, and can be found at the edges of rivers.

Pair students. Hand each student a paper version of the *Exploring the Marshes of the Tigris and Euphrates Rivers* handout (so they can sketch a part of their photo). In their pairs, students should scroll through the photo essay. They're looking for four photos, but will eventually only pick one to focus on:

- One photo that shows **more animals than people** in it.
- One photo that shows more water than land in it.
- One photo that shows more green than any other color in it.
- One photo that shows **people or a person using tools**.

There are a few options for each prompt. After they find four photos of their choice, they will choose one photo to study.

After about 10 minutes of independent work in their pairs, put two pairs of students together to share their findings. Ideally each pair will have looked at a different photo.

Come back as a whole class. Ask students again to consider the unit's Essential Question, based on these photos:



How is the physical environment of the Tigris and Euphrates Rivers today connected to people and the way they live?

Students may say:

- People use the rivers for fishing
- People use the marshland to raise water buffalo
- People use the reeds to build houses
- There can be drought, and people don't have enough water.

As students respond, scroll to the photo they studied, asking them to use their notes or evidence from the photo to answer the question.

Optional Alternative

In place of the *New York Times* photo essay, another option is to use *Water Use in the Tigris and Euphrates: Images*; it too illustrates water use around the Tigris and Euphrates Rivers today. Students can begin with **Slide 2**, which shows a map of the two rivers and the area they serve, as well as a photograph of a reservoir in Taurus Mountains where these two rivers originate. This slide provides helpful regional context for students.

Each subsequent slide has a photo representing aspects of water usage in the Tigris and Euphrates Rivers basin. Students can use their *Exploring the Tigris and Euphrates Rivers* handout as they work. (You may notice that some of the photos are from other locations, when specific opensource photos of the Tigris and Euphrates were unavailable. However, all of the activities described are well documented as part of modern life in the region. You may choose to explain this to students or see if they notice it themselves — and praise them for closely analyzing the source captions!)

Exit Ticket: Supporting a Claim

(15 minutes)

Direct students' attention to the **Supporting**a Claim with Evidence exit ticket. Students
will support one of the following claim statements with
evidence:

Claim Statement A:

Water scarcity or drought would have been a terrible problem for the people of ancient Mesopotamia.

Claim Statement B:

Water scarcity or drought would still be a terrible problem for the people of Mesopotamia today.

Students can begin to sketch an answer in class using their *Exploring the Marshes of the Tigris and Euphrates Rivers* organizer, and can finish this brief writing project for homework.

First Civilizations: Ancient Mesopotamia Part I

What were the pros and cons of life in complex societies?

CONTENTS

Lesson 6

It's About Time! Meeting the Mesopotamians

Lesson 7

City Life: Visiting a Sumerian City-State

Lesson 8

The World's First Writers

Lesson 9

More Mesopotamian "Firsts"

Overview

The complex societies (or civilizations) of ancient Mesopotamia are the oldest known complex societies on earth. Mesopotamia was an incubator of human achievements, from the first written literature and science to the first monumental building projects, from wheeled vehicles to water management systems, and from legal codes to libraries. Cluster 2 will leave students with a sense of wonder for the avalanche of astonishing "firsts" generated by the peoples of this region (corresponding to the modern-day nation of Iraq, and parts of Iran, Kuwait and Syria). Going further, students will also apply critical thinking to examine some drawbacks of civilization alongside its benefits.

Cluster 2 begins by grounding students in the conventions and vocabulary for representing ancient historical time and the timeline as an informational text. It then introduces Mesopotamian city-states and empires, guiding students to investigate the topics of governance, religion, economy, education and literary culture in the daily lives of Mesopotamians. At the end of the cluster, students are introduced to the concept and practice of credibility analysis in a 6th grade context (PS 5).

Learning Objectives

By the end of this cluster, students should be able to...

- Use or interpret time-related vocabulary and terminology (especially BCE/CE, millennium, circa) to comprehend and describe the ancient past.
- Synthesize information from diverse primary and secondary sources to make and support inferences about realms of daily life (religion, government, economy, literature, and law) in ancient Mesopotamia.
- Describe the significance of groundbreaking achievements developed by the peoples of Mesopotamia.
- Determine the credibility of a secondary source and a historical primary source by applying several

evaluative criteria (such as author expertise, intended audience).

Vocabulary

TIER 2	TIER 3
benefit con credibility pro	BCE bureaucracy canal CE circa (c.) city-state conquer cuneiform empire epic hymn literature millennium myth patron god religion scribe war ziggurat

Cluster Focus Standards

Content Standards

STANDARD	LESSON(S)
6.T2.8: Construct and interpret a timeline that shows some of the key periods in the development of human societies in the Paleolithic and Neolithic Eras. Use correctly the words or abbreviations for identifying time periods or dates in historical narratives (decade, age, era, century, millennium, CE/AD, BCE/BC, c. and circa). Identify in BCE dates the higher number as indicating the older year (that is, 3000 BCE is earlier than 2000 BCE).	6

6.T3b.1: Explain how the presence of the Tigris and Euphrates Rivers contributed to the development of agriculture and ancient complex societies; explain why historians have called the region that surrounds these rivers "the Fertile Crescent."	6-7
6.T3b.2: On a map of archaeological sites in the region, and identify the locations and time periods of the Sumerians, Babylonians, and Assyrians as successive states and empires.	7-9
6.T3b.3: Describe how irrigation, mining and metalsmithing, agriculture, the domestication of animals, and inventions such as the wheel, the sail, and the plow contributed to settlement and the growth of Mesopotamian civilizations.	6-7, 9
6.T3b.4a: a complex society with rulers, priests, soldiers, craftspeople, farmers, and slaves	6-9
6.T3b.4b: a religion based on polytheism (the belief in many gods)	6-9
6.T3b.4c: monumental architecture (the ziggurat) and developed art (including large relief sculptures, mosaics, carved cylinder seals)	6-9
6.T3b.4d: cuneiform writing, used for record keeping tax collection, laws and literature	6-9
6.T3b.4e: the first epic (the Epic of Gilgamesh) and the first set of written laws (the Code of Hammurabi, for example, "If a man put out the eye of another man, his eye shall be put out."	6-9

Literacy Standards

STANDARD	LESSON(S)
RCA-H.6-8.5: Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.	6

RI.5.10: Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.	7-9
SLCA.6-8.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation.	7

Practice Standards

STANDARD	LESSON(S)
PS 1: Demonstrate civic knowledge, skills, and dispositions by learning about civic innovations and/or religious diversity, and participating in discussions and debates.	7, 9
PS 2: With support of the teacher and peers, develop questions about sources and topics that contribute to the process of inquiry and investigation.	6
PS 5: Evaluate the credibility of secondary and primary sources, and their relevance to answering a specific question.	9

LESSON 6

It's About Time! Meeting the Mesopotamians



Learning Objective

Organize chronological information by summarizing and sequencing key events in Mesopotamia's ancient history on a BCE timeline.



Language Objective

Summarize and sequence chronological information about Mesopotamia's ancient history on a BCE timeline using content vocabulary for time.



SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: Review and translate the words earlier/later and before/after while demonstrating how to use the timeline to ensure that students have Tier 1 vocabulary needed to describe events in relation to each other on a timeline.

Levels 4-5: Model how to use synonyms to paraphrase the information from the time cards.

Lesson Context

To open Cluster 2, Lesson 6 orients students to historical timelines and timeline conventions while introducing them to ancient Mesopotamia — our oldest known example of a complex society. Lesson 6 builds upon notions of time and its representation first encountered in Unit 6.1, but goes further, enabling students to work with and begin to construct this unique form of informational text (i.e. a timeline) (RCA-H.5). Following an activator intended to "hook" student curiosity about ancient Mesopotamia, students practice translating a prose paragraph into data points on a timeline. They do so utilizing newly-learned disciplinary conventions and vocabulary (B.C.E., circa, etc.) that are foundational for Grades 6, 7 and beyond. The lesson closes with a launch of the Cluster 2 question, What were the pros and cons of life in

MATERIALS

- Mesopotamia: It's About Time!
- ☐ It's About Time Cards
- Supporting Question Launch
- Lesson 6 Slidedeck

VOCABULARY

BCF

CE

circa (c.)

con

Lesson 6: It's About Time! Meeting the Mesopotamians

early complex societies? as a set-up for Lesson 7, 8 and 9 (PS 2).

millennium pro

Lesson Standards

- **6.T2.8:** Construct and interpret a timeline that shows some of the key periods in the development of human societies in the Paleolithic and Neolithic Eras. Use correctly the words or abbreviations for identifying time periods or dates in historical narratives (decade, age, era, century, millennium, CE/AD, BCE/BC, c. and circa). Identify in BCE dates the higher number as indicating the older year (that is, 3000 BCE is earlier than 2000 BCE).
- **6.T3b.1:** Explain how the presence of the Tigris and Euphrates Rivers contributed to the development of agriculture and ancient complex societies; explain why historians have called the region that surrounds these rivers "the Fertile Crescent."
- **6.T3b.3:** Describe how irrigation, mining and metalsmithing, agriculture, the domestication of animals, and inventions such as the wheel, the sail, and the plow contributed to settlement and the growth of Mesopotamian civilizations.
- **6.T3b.4a:** a complex society with rulers, priests, soldiers, craftspeople, farmers, and slaves
- **6.T3b.4b:** a religion based on polytheism (the belief in many gods)
- **6.T3b.4c:** monumental architecture (the ziggurat) and developed art (including large relief sculptures, mosaics, carved cylinder seals)
- 6.T3b.4d: cuneiform writing, used for record keeping tax collection, laws and literature
- **6.T3b.4e:** the first epic (the Epic of Gilgamesh) and the first set of written laws (the Code of Hammurabi, for example, "If a man put out the eye of another man, his eye shall be put out."
- **RCA-H.6-8.5:** Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.
- **PS 2:** With support of the teacher and peers, develop questions about sources and topics that contribute to the process of inquiry and investigation.



OF ADVANCE PREPARATION

Before class begins, draw an empty timeline on the board with arrows going in two directions, and the sides marked for BCE and CE time; you will use this to model a crucial (and difficult!) concept for students. Be sure there is ample room on the BCE side of the timeline, and mark off approximately equal space for 6 millennia. Your timeline should look approximately like this image on **Slide 2**; alternatively, print handouts of this slide for students to mark up.

Most students will benefit greatly from physically sequencing the time facts that appear on pages 2-4 of their handout. Prepare for the timeline activity by printing and cutting the *It's About Time Cards*, for students to either work on individually or in pairs.

Warm Up: Wondering about Mesopotamia

(5 minutes)

Write the word "Mesopotamia" on the board and have students practice pronouncing it (Mess-uh-poe-TAY-mi-ah).

Let them know that next class period they will "time travel" to experience a "day in the life" of a Mesopotamian city. To prepare for that experience, this lesson will introduce them to historical highlights of ancient Mesopotamia and the cultures that existed there.

The first way they will meet Mesopotamia is through a music video. Everyone needs paper to jot notes as they watch. These are their viewing tasks (**Slide 3** and **Slide 4**):

- Decide if this is a primary or secondary source. Be prepared to explain your answer.
- What are two things you're now most curious to learn about Mesopotamia's history? Write them down. (It's fine if you don't spell all the new terms or names exactly right, just sound them out as best you can!)

There are two video options; play the one you prefer.

- <u>The Mesopotamian Song</u> by JamCampus (2:11; linked from **Slide 3**)
- Ancient Mesopotamia Song by Mr. Nicky (3:42; linked from Slide 4)



For general teacher background pertinent to Lesson 6 (and helpful across Cluster 1), see The Mesopotamians (History on the Net), Mesopotamia: Civilization Begins, an exhibition website from the Getty Museum, and Ancient Mesopotamia 101 from National Geographic. To appreciate Mesopotamia's artistic achievements, view The Met Museum's Art of the First Cities in the Third Millennium B.C. for one end of the timeline, and the Met's astonishing Digital Reconstruction of the Palace at Nimrud, Assyria (during the reign of Ashurnasirpal II, 9th century BCE) for a later phase. Students could explore the last resource for enrichment



SUPPORT ALL STUDENTS

Both videos are humorous and fast-paced. Both include captioning of the lyrics. It may be helpful to set the video to a slower playback speed; this can be done using the utility icon on Youtube. (Note that the Jam Campus song is a clever spoof of Rihanna's "Disturbia," which some students may possibly know — but please be aware that Rihanna's music video for the original song has adult content you won't want to highlight for 6th graders.)

After, have students briefly share their answers in small groups (being mindful of the time). End by reaching consensus on the first question.

Students should recognize that this music video fits the definition of a secondary source about Mesopotamia (the video does not come from the time of ancient Mesopotamia; and the filmmaker consulted other secondary and primary sources to compile the information they put into the video). Students may need help to understand that an informational text can be entertaining or humorous and still convey accurate information, as these generally do (albeit simplified).

Making a Timeline of Mesopotamian **Highlights** (35 minutes)

Distribute to each student the handout **Mesopotamia: It's About Time!**. The activity begins with a class read-aloud.

Before they begin, turn attention to the "glossary of time" terms" that appears below the two-paragraph text on their handout and on **Slide 5**. Ask students if they know any of these terms already.

- Note that students will get a helpful hands-on practice with all this terminology in just a moment; this is only a preview.
- The most difficult of these terms/concepts will be BCE time and the way it is read "backwards" from right to left. So take a moment to preview the concept, using the definition in their glossary and some practice examples on the whiteboard. One good exercise: ask students to show you where to put the years 1 CE and 1 BCF.
 - If helpful, make the analogy with number lines they know from Math and negative numbers but do make sure students know that we do not count a year Zero!
 - Most importantly, be sure they can see that in BCE time, the larger numbers are older than smaller numbers.



TEACHING TIP

The primary purpose of this activity is carefully introducing disciplinaryspecific terms and conventions for the representation of historical time; these are crucial across the two years of our ancient history curriculum (Grades 6 & 7). In particular, it gives students practice with BCE time and the concept of a millennium as a time term; and it exposes them to several ways that time can be represented in an informational text (i.e. in narrative form and on a chronological timeline). Through this activity students will also gain a bigpicture overview of ancient Mesopotamia's history by organizing their own timelines, populated with data points from a text.



TEACHING TIP

If you wish, take some time now to go over the terms BC and AD as well and briefly explain their origin using optional **Slide 6**. (Use the PPT hide function if you don't wish to address it here.) If not here, you will have a second opportunity to circle back in Cluster 4 where students will make the jump from the BCE to the Common Era dates when they study the Abrahamic Religions. Both Common Era Facts for Kids, and Should We Use A.D. or C.E.? reference some of the debates surrounding these choices.

Now turn to the informational text itself. Project on the whiteboard "Mesopotamia: It's About Time!" — a two-paragraph informational text to read together (**Slide 7**). Students should follow the text in their handout.

After they read, have a quick debrief. Ask a few reading comprehension probes. But quickly get to the main idea: that this text as presented probably seems difficult to follow (since we can't comprehend a jumble of dates!). See if students can come up with any suggestions that would make it easier (hint: a timeline with the events in order).



MAKE CONNECTIONS

In Grade 6, Unit 1, students looked at timelines, practiced adding events to timelines, and created a timeline representing turning points in prehistory. Here students build on that earlier work, utilizing newly-learned disciplinary conventions and vocabulary for the representation of historical time (B.C.E., circa, etc.) that are foundational for Grades 6, 7 and beyond.

Now students have a job to do: in the remaining time for this activity, they will take a "Timeline Challenge."

Hand out the cut-up cards, where they will find the same article, broken into short chunks, about one sentence per card.

Their Timeline Challenge directions are on **Slide 8**:

- 1. Organize the cards in order of the sentences (the cards are numbered to help them with this).
- 2. Find all the cards that have date facts. (*Hint: there are SIX of these.*) They can move the other cards out of the way.
- 3. Put these date facts into chronological order: that means, from oldest on the left to most recent on the right.
- 4. Choose several of these time facts to rephrase (shorten!) and add to their individual timeline of ancient Mesopotamian history. Incorporate at least two of their new vocabulary words for time: circa, millennium, BCE.

Teacher guidance:

 To check on comprehension when they get to Step 3, have every student raise the card for the oldest event on the timeline. (Answer: it is the founding of Eridu c. 5400 BCE)

CULTURAL COMPETENCE

Keep in mind that the BC/AD discussion is an opportunity to uncover cultural assumptions in the ways we think about history, dates, and time. Students will benefit from knowing (and some may already know) that many other cultures have starting point years or date numbering systems that are more "relevant" to their cultural context. They typically use these to supplement the BCE/CE time conventions that are widely accepted around the globe in modern times. The Assyrian Calendar, for example, is rooted in an interesting aspect of its ancient past.

- If helpful, model together as a class how to shorten and rephrase date facts for the timeline.
- The date facts are found on cards 2, 4, 6, 7, 9, and 11.



SUPPORT ALL STUDENTS

There are numerous ways to adapt this activity. The critical piece is the sequencing of events and their correct orientation (largest numbers are oldest and go furthest to the left); you could dispense with the individual timeline writing and simply have students lay the pieces out on their desks or chart paper with tape for millennium markers. In an oral review, ask student volunteers to rephrase a shortened version of each date fact so you can write it on the board; challenge them to use the new vocabulary spoken out loud. If the concept of BCE time is particularly difficult for your students to grasp, the Timeline Challenge can be completed as a full-class exercise on the white board; just build in pauses so students or student- pairs can grapple with each element on their own before the class answers together.



Launching the Question (10 minutes)

Now that students have previewed historical highpoints of Mesopotamia by creating a timeline, they are ready for the Supporting Question Launch. Share the supporting question about ancient Mesopotamia they will work to answer in the first half of Cluster 1 (**Slide 9**):



What were the pros and cons of life in early complex societies?

This is a good place to introduce (or reinforce) the vocabulary terms **pro** and **con**, and practice with an example familiar to your students (**Slide 10**).

Then distribute copies of the *Supporting Question Launch* handout. Independently or in pairs, ask students to fill in their responses to the questions below. (Note: the term "complex societies" is vocabulary from Grade 6, Unit 1, so for the moment, let students sit with it and see what they can recall.)

• **Know:** What do I already know about this topic?

• Wonder: What do I want to know?



MAKE CONNECTIONS

Later in Cluster 2,, students will produce a pros and cons list about Mesopotamian civilization. While investigating the history of Egypt and Nubia in Cluster 3, students will engage in a debate where they will be assigned a pro or con position. Thoughtful pro and con argumentation is a valuable civic skill and an aspect of skill development for speaking and listening.

Afterward, ask several students to contribute either a Know or Wonder response, and record them on a KW T-chart or flipchart paper. Keep these ideas posted throughout Cluster 2.

Lastly, depending on their level of recall, you may wish to circle back to the term "complex societies" with a deeper or more precise recollection. Reminding them of their river society maps (Unit 1, Lesson 21), ask what they can recall about the **characteristics** of complex societies. Collect student ideas on the board. Then check their recall against the chart of "Complex Society Characteristics" on **Slide 11**. Point out that when they visit a Sumerian city-state next time they will see most of these characteristics in action!



Formative Assessment

Collect students' timeline handouts as a formative assessment for the lesson.

LESSON 7

City Life: Visiting a Sumerian City-State



Learning Objective

Describe key aspects of Sumerian city life with a focus on religion, education, government, and the economy.



Language Objective

Write a brief informative speech describing the pros and cons of moving to a Sumerian city referencing key aspects of city life.



SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: Guide students at this level to explore the visual sources of each part of the simulation first. Students may respond on their note sheet using their native language or a response with mixed English and native language use (called *translanguaging*) before writing their homework in English. For the writing assignment, allow students to write in list form.

Levels 4-5: Students at this level would benefit from a few model sentences or sentence starters that could be used in the speech.

Lesson Context

The rise of cities and city-states was another enormous milestone in human history. With their time orientation established in Lesson 6, students move on to investigate ancient city life through the lens of Supporting Question 1. Lesson 7 invites students to spend a day within the walls of an ancient Sumerian city-state in the late 3rd millennium BCE. Social scientists have constructed a surprisingly vivid and detailed picture of life in the cities of ancient Mesopotamia, due in part to the availability of numerous translated cuneiform texts. Using sensory learning stations and some imagination, students engage in a Mesopotamia simulation that involves deliberation for a community decision (PS 1). Students explore primary texts, visuals, virtual-

MATERIALS

- A Day in the Life of a Sumerian City-State
- Lesson 7 Slidedeck
- Experiential Learning Stations - Day in the Life of a Sumerian City-State

VOCABULARY

bureaucracy canal city-state

Lesson 7: City Life: Visiting a Sumerian City-State

Cluster 2: First Civilizations: Ancient Mesopotamia Part I

reality reconstructions and more to analyze key themes of urban life with a focus on religion, education, government and the economy (RCA-H.10). Lesson 7 concludes with a writing exercise (completed for homework): students write a speech or report to help their community make a decision, demonstrating content knowledge and exercising civic intellectual and participatory skills (PS 1, SLCA.4, WCA.1).

cuneiform
patron god
religion
scribe
ziggurat

Lesson Standards

6.T3b.1: Explain how the presence of the Tigris and Euphrates Rivers contributed to the development of agriculture and ancient complex societies; explain why historians have called the region that surrounds these rivers "the Fertile Crescent."

6.T3b.2: On a map of archaeological sites in the region, and identify the locations and time periods of the Sumerians, Babylonians, and Assyrians as successive states and empires.

6.T3b.3: Describe how irrigation, mining and metalsmithing, agriculture, the domestication of animals, and inventions such as the wheel, the sail, and the plow contributed to settlement and the growth of Mesopotamian civilizations.

6.T3b.4a: a complex society with rulers, priests, soldiers, craftspeople, farmers, and slaves

6.T3b.4b: a religion based on polytheism (the belief in many gods)

6.T3b.4c: monumental architecture (the ziggurat) and developed art (including large relief sculptures, mosaics, carved cylinder seals)

6.T3b.4d: cuneiform writing, used for record keeping tax collection, laws and literature

6.T3b.4e: the first epic (the Epic of Gilgamesh) and the first set of written laws (the Code of Hammurabi, for example, "If a man put out the eye of another man, his eye shall be put out."

RI.5.10: Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.

SLCA.6-8.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation.

PS 1: Demonstrate civic knowledge, skills, and dispositions by learning about civic innovations and/or religious diversity, and participating in discussions and debates.



OF ADVANCE PREPARATION

The core of this lesson set-up is the set of three experiential learning stations that represent three crucial focal points of an ancient Sumerian city: the temple (religion), the scribe school (education/government), and the canals, riverfront and shops (commerce/economy). The full set of materials and tasks for each station can be found in the Experiential Learning Stations - Day in the Life of a Sumerian City-State slide deck.

Teachers will find it helpful to set up one or more computers at each station ahead of time, with the relevant slides or websites already pulled up for students to use. Also consider printing out selected materials (from the stations slideshow) and arraying them at the stations so students spend some time off of screens. The primary sources and the background readings would all be good candidates. Feel free to enhance the centers as well with other props, visuals or signage. (If you have Lego fiends in your class, see if someone will build you a DIY ziggurat model some days before this lesson! Here are <u>DIY directions</u> from a middle school YouTuber.)

Last, plan how students will be grouped and the order in which you want them to rotate. Note: depending on your classroom geometry and class size, you may wish to double up the stations (1, 2, 3 and A, B, C) for better access and flow.

Activator and Introduction (10 minutes)

Ask students to think back to their first social studies unit this year. See what they can recall:

What changed after the Neolithic Revolution began? In Neolithic societies, what lifestyle did most people live?

(Answers: farming; production of grains; domestication of animals for work and food; settled life in organized villages)

Archaeologists tell us this is a good description of Mesopotamia starting circa 9,500 BCE. People of this region lived the village farming lifestyle for thousands of years. They grazed their flocks of sheep and raised cereal grains and lentils to feed the community.

But something big was about to change again! Read together **Slide 2**.

Then pause and ask: what does a city mean to you? Make a class word splash of student ideas and word associations digitally or on the whiteboard.

Return to finish Slide 3.

Then explain that today the class is going to investigate what it was like to live in an ancient Sumerian city-state. Students will do that by using imagination and "visiting" one of these ancient cities.

Other points to add (in your own words):

- Social scientists know an amazing amount of detail about how these cities looked, sounded and smelled

 for example, what people ate, the music they listened to, what they did for fun. We know these things from archaeological digs and artifacts, paintings and art, and especially, from written records.
- The story of Mesopotamia's writing system, first invented by Sumerians, is one of the things they will learn about today.

Before they head over to ancient Mesopotamia, preview the vocabulary they'll encounter in this Sumerian city (**Slide 4**) — **ziggurat, patron god, cuneiform, scribe, bureaucracy, canal**. Point out that whenever you go somewhere new, it's good to get familiar with some of the words and practices used there!

LEARN MORE

Excellent background knowledge on urban culture and the daily life of ancient Sumerian cities can be found in "Mesopotamian City Life," from the Penn Museum. See Mesopotamian Religion:

Gods, Practice, and Priests (History on the Net) for insight about one vital dimension of urban culture.

⋉ Simulation: A Day in the Life of a Sumerian City-State (35 minutes)

1

• LEARN MORE

We based this simulation on the city-state of Ur for several reasons: the great ziggurat of Ur is among the best reconstructed ziggurats in Iraq; and much is known about Ur from a major excavation of its royal tombs. But note that our "city-state" in this simulation is actually a composite; we have borrowed knowledge and sources from other neighboring Sumerian cities as needed.

Distribute the student packet, *A Day in the Life of a Sumerian City-State*. Introduce the simulation activity by reading together the scenario box at the top of page 1.

Use the groupings and rotation order that you devised. Have students explore three city experiences representing key aspects of Sumerian daily life: the **Scribe School** (representing education and government bureaucracy), the **Great Temple** (religion), and the **Canals, Riverfront & Shops** (commerce and the economy).



TEACHING TIP

You might let them know that, as a representative of the king's government in the city-state of Ur, you will inform them of where they go and when it is time to rotate. Sumerian life was orderly and organized, as best we can tell, so you can set the tone!



TEACHING TIP

You could take a minute to show students <u>Ur: Sumerian City (2300 BC)</u> if you'd like them to have a mental picture of the built environment and its geographical setting. We recommend you choose a faster playback speed.

Consider using a buzzer, bell or gong to mark the movement times. Plan on 8-10 minutes per station. As students work their way through the experiential stations, circulate to give support.

Debrief (5 minutes)

Begin the debrief by asking students about their day in Ur.



What was your personal high point experience? What is something you think your village and family members would appreciate about life in Ur, and why?

Gather ideas in a way that allows for widespread participation but very brief responses; it should go quickly as many students will name the same highpoints.

Next ask.



Was there anything that disappointed or concerned you about city life?

On the **positive side**, students will generally observe (in developmentally appropriate terms) that daily life in Ur offered its residents diverse goods to buy, a higher standard of living, and the creativity and stimulation that comes from many people living together exchanging ideas. They might notice that the Sumerian city-state also provided order, safety and employment through its government bureaucracy and a rich religious life that residents found comforting and protective to face the ups and downs of being human.

Observant students may also see hints in the background texts and sources of some of the city's **negative aspects**: patriarchy (girls cannot go to Scribe School; women's primary role is running the household); social class divisions (servants and laborers are mentioned); crowds and crime; and social control (students whipped for being late to school; the expectation that city residents will provide substantial gifts to the temple).

Homework: Writing Task

Students' homework is on the last page of their **A Day in the Life of a Sumerian City-State** packet:

Your village sent you to the city to be their "eyes and ears": that's why you spent a day investigating the city-state of Ur. Now you are tasked with bringing back a report that will help them make a decision about whether to move to the city.

For homework, write down the words you would say to your village — your family, friends and neighbors. Include 2 or 3 good reasons to move to a Sumerian city (the **pros**). Also include at least 1 drawback (the **cons**) they should know about city life as they deliberate and make their choice.



TEACHING TIP

If you have the time in your scope and sequence, Lesson 7 could be taught over two days. This would allow students to investigate the optional extension materials at one or more of the stations. The writing element could turn into an in-class activity; or you could keep the homework assignment but have students engage in a pre-write where they orally present two or three persuasive talking points to a small group of classmates.

LESSON 8

The World's First Writers



Learning Objective

Analyze works of Mesopotamian literature as primary sources to explain the thoughts and feelings of ancient people who read and wrote these works.



Language Objective

Write a caption for an original illustration that summarizes the main idea of a primary source.



SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: Students at lower proficiency levels can be assigned to the poetry of Enheduanna as this text is overall less complex.

Levels 4-5: If students are assigned the Epic of Gilgamesh and you choose the longer version, allow them to read the bulleted version first.

Lesson Context

Lesson 7 introduced the complexity of life in the Mesopotamian city-states, including the emergence of state-supported religion and priests, and the development of cuneiform writing. Lesson 8 probes another astonishing development of the ancient Mesopotamian world: the creation of written literature. The lesson features two bodies of writing in two distinct genres: the mythical adventures of a Sumerian king in the epic of Gilgamesh; and poems to the moon god and his daughter by Enheduanna – priestess, princess, and the world's first named author! Students begin by brainstorming the benefits and diverse purposes of literature in their own society. In the main activity they work closely with Mesopotamian literature as a primary source, documenting what they learn in this reading exercise

MATERIALS

- Mesopotamian Literature
 Ouick Check
- Poems of Enheduanna
- paper
- colored pencils and other drawing supplies
- Lesson 8 Slidedeck

VOCABULARY

benefit

epic

hymn

Lesson 8: The World's First Writers

Cluster 2: First Civilizations: Ancient Mesopotamia Part I

through an original illustration plus caption (RCA-H.10), and a "tabletop mini-gallery" debrief (PS 3, SLCA.1). Lesson 8 closes by summarizing the benefits that written literature may have brought to Mesopotamia with reference to the cluster's Supporting Question. This in turn paves the way for the Putting It Together activity in Lesson 9.

literature myth

Lesson Standards

6.T3b.2: On a map of archaeological sites in the region, and identify the locations and time periods of the Sumerians, Babylonians, and Assyrians as successive states and empires.

6.T3b.4a: a complex society with rulers, priests, soldiers, craftspeople, farmers, and slaves

6.T3b.4b: a religion based on polytheism (the belief in many gods)

6.T3b.4c: monumental architecture (the ziggurat) and developed art (including large relief sculptures, mosaics, carved cylinder seals)

6.T3b.4d: cuneiform writing, used for record keeping tax collection, laws and literature

6.T3b.4e: the first epic (the Epic of Gilgamesh) and the first set of written laws (the Code of Hammurabi, for example, "If a man put out the eye of another man, his eye shall be put out."

RI.5.10: Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.

Activator: The Benefit of Books (5 minutes)



CULTURAL COMPETENCE

This lesson, focused on the value and benefit of books, presents a fine opportunity for a civic action extension (PS 7). Students can turn their own ideas about the benefit of books into small posters or a giant banner for their school or public library, and help put a spotlight on our libraries as a valuable civic resource. The banner could include sections on how literature benefited people in the ancient world vs. today. (The month of April contains National Library Week and National Librarian Appreciation Day.) Where appropriate and needed, your class could advocate for branch libraries, library hours, or other civic causes. Or students could advocate for the "freedom to read" locally and globally.

Start the lesson with a think-and-share. Give students these question prompts (**Slide 2** - **Slide 3**). Ask them to free-write for one minute. They may write on one or both questions. Preview the definition of **benefit** as needed.

Lesson 8: The World's First Writers

- How do books **benefit** our society?
- How do books help or **benefit** you?

Collect students' ideas. A fine way to do so is using Jamboard or another digital-sharing platform where students can easily post their own thoughts and see those of their classmates. Briefly discuss their responses as a class.

It is important that students surface a wide array of ideas here; later these will pave the way for speculation about the purposes and benefits that literature brought to the people of ancient Mesopotamia. Some ideas to listen for: books entertain, or teach; give us role models; show us other parts of life; make us feel less alone or confused; help us process our feelings; educate and inspire; give us something we share or have in common; unify a community.

Introduction: Meet the World's First Best-Selling Authors (15 minutes)

Bring students' attention back to Mesopotamia. Explain that we can ask a similar question about these ancient societies they've been studying:



How did literature benefit ancient Mesopotamia and its people?

The class will be learning today about two extremely famous works of Mesopotamian **literature** (defined on **Slide 4**). These were so popular over so many centuries and cultures that we can think of them as the first literary best-sellers — as well as the oldest written literature that social scientists have yet discovered.

Begin the introduction to the Epic of Gilgamesh using **Slide 5** - **Slide 10**. Then, continue with the introduction to Enheduanna and her poetry, using **Slide 11** - **Slide 14**.

Facilitate this overview according to the needs of your class. There are built-in pause points for the introduction of vocabulary, "further learning" facts, and discussion prompts, but it is not necessary to follow every pathway. Move toward completion so students can work directly with the texts in the close reading activity that follows.



TEACHING TIP

The main body of the lesson features two literary works:; this introduction lets students "meet" these works, placing them in historical context and showing why they are such remarkable innovations in world history. It also introduces key vocabulary terms for the lesson and the unit as a whole: literature, epic, myth, hymn.



TEACHING TIP

The introduction to Enheduanna incorporates a clip from the TEDEd video, "Who Was the World's First Author?" Important: please use this recommended clip only; it ends at 3:14. Immediately following this clip is a very brief but explicit reference to sexuality that is not grade-level appropriate.



• LEARN MORE

Sumerian and Akkadian were two major languages of ancient Mesopotamian. Like the Greeks and the Romans (Hera vs. Juno) these two cultures had their own names for parallel gods and goddesses. As explained in the slides, for example, the moon god was called Nana in Sumerian and Sin in Akkadian.



Check-In

Give students the three-question **Mesopotamian Literature Quick Check** as a check-in for understanding key ideas.



▶ Investigating Sources: Ancient Literature (25 minutes)

Students have now been introduced to two ancient works of Mesopotamian literature and their authors. Explain that the class will go deeper by reading some of the literature itself. Historians often use sections or passages of ancient literature as primary sources.

Literature can help us understand the thoughts, beliefs or emotions of people in the distant past. That's because literature comes from a certain time period we can determine, and was written with an intended audience and purpose in mind.

Some students in the class will specialize in the **Poems of Enheduanna** (Team E). Other students will specialize in Tablets 1-7 of the <u>Epic of Gilgamesh</u> (Team G). Students in both groups will be responsible for reading and understanding one short literature passage.



LEARN MORE

Excellent teacher background on these fascinating works of world literature is supplied by Gilgamesh, an essay by Ira Spar (Met Museum of Art); The Epic of Gilgamesh (Annenberg); Enheduanna, the World's First Named Author (BBC.com); and She Who Wrote: Enheduanna and the Women of Mesopotamia (Morgan Library exhibit and video).

After reading, every student will create their own illustration and caption for the passage they read closely. They should draw one scene from their Gilgamesh "tablet" or one image from their Enheduanna poem in whatever way they visualize it. The caption they write should summarize the main idea or action of their passage.

In the last five minutes, have them share their illustrations in a "tabletop mini-gallery" to make inferences and answer our original question:



How did literature benefit ancient Mesopotamia and its people?

They should spread their illustrations out for their group to see.

- Direct each student to talk through their illustration for their group mates.
- Students may ask questions and share supportive comments ("One thing I appreciated about your illustration is...").



SUPPORT ALL STUDENTS

Epic of Gilgamesh (History for Kids) is a far simpler version that will benefit some readers. The story is divided into 8 bullet points without headings; students may need help to get situated with their assigned passage.



CULTURAL COMPETENCE

If one or more students in your class has experienced the recent loss of a loved one, please be aware that the Epic of Gilgamesh famously explores this theme. We excluded from our close-reading activity the second half of the epic (focused on his profound grief and attempts to recover his friend from death). But some students might find these passages on their own. If you have concerns, it is certainly possible to teach the lesson by focusing solely on the poetry of Enheduanna for the main activity ("Close Reading: Ancient Literature as a Primary Source").

Also, please bear in mind that almost all ancient world literatures, mythologies and religious traditions make explicit reference to sexuality and sexual acts as forms of primal human and divine energy. This is true of the original Mesopotamian literature referred to in Lesson 8 — though all such references have been carefully excluded from the materials provided here for 6th grade learners.

Formative Assessment: Table Discussion & Wrap Up (5 minutes)

Pass out paper to each group. Ask them to brainstorm responses to the question from the start of class (**Slide 15**):



How did literature benefit ancient Mesopotamia and its people?

Possible student responses:

- Helped people handle emotions like fear and triumph
- Entertained people
- Educated people about better ways to behave (cp. with Gilgamesh as a bad king); warned them about angering gods
- Gave people heroes (cp. with Gilgamesh later as a good king)
- If they praised their gods by reciting hymns, the gods might favor them or be nice to their city
- Gave them a connection with their community through shared gods, shared stories.

LESSON 9

More Mesopotamian "Firsts"



Learning Objective

Analyze Mesopotamian "firsts" related to technology, government, and the organization of societies in order to evaluate the credibility of a source and identify several profound drawbacks of civilization (empire, war and slavery).



Language Objective

Use a graphic organizer to read and summarize information from a nonfiction text about technology, government, and social organization in ancient Mesopotamia.



SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: If the quantity of text is overwhelming, guide students to skim the texts for the word "first" and then read the surrounding sentences in order to fill in the graphic organizers. Students will still be able to grasp the main ideas from the reading and can read sentences copied from the text during the give-one-get-one activity.

Levels 4-5: Encourage students of higher levels to paraphrase the "firsts" they read about in their article with their own words when sharing with their peers. Remind them to use synonyms to paraphrase.

Lesson Context

In Lessons 7 and 8 students investigated some of the Mesopotamians' remarkable discoveries focused on daily life, religion, and the origins of writing and literature. In this class, they will turn to other Mesopotamian "firsts" related to technology, government, and the way that societies are organized. Reading and exchanging information from and about brief articles on Sumer, Babylon, and Assyria, students learn more about the forms of governments and states in the ancient world (PS 1, RCA-H.10). They also begin to make

MATERIALS

- Empires, Politics, and War Articles
- Give One, Get One: More Mesopotamian "Firsts"
- Mesopotamia: Pros and Cons
- Lesson 9 Slidedeck

Cluster 2: First Civilizations: Ancient Mesopotamia Part I

inferences about the serious down-sides of civilization — war, conquest, enslavement, and empire. Students consider the credibility of an informational text and what information it cites in an exercise introducing (or reinforcing) this crucial dimension of information literacy (PS 5, RCA-H.9). That main activity of the lesson then prepares them to engage in the final component of Lesson 9: a Putting It Together discussion on the pros and cons of life in early complex societies, reinforced with a Ticket to Leave.

VOCABULARY
conquer
credibility
empire
war

Lesson Standards

6.T3b.2: On a map of archaeological sites in the region, and identify the locations and time periods of the Sumerians, Babylonians, and Assyrians as successive states and empires.

6.T3b.3: Describe how irrigation, mining and metalsmithing, agriculture, the domestication of animals, and inventions such as the wheel, the sail, and the plow contributed to settlement and the growth of Mesopotamian civilizations.

6.T3b.4a: a complex society with rulers, priests, soldiers, craftspeople, farmers, and slaves

6.T3b.4b: a religion based on polytheism (the belief in many gods)

6.T3b.4c: monumental architecture (the ziggurat) and developed art (including large relief sculptures, mosaics, carved cylinder seals)

6.T3b.4d: cuneiform writing, used for record keeping tax collection, laws and literature

6.T3b.4e: the first epic (the Epic of Gilgamesh) and the first set of written laws (the Code of Hammurabi, for example, "If a man put out the eye of another man, his eye shall be put out."

RI.5.10: Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.

PS 1: Demonstrate civic knowledge, skills, and dispositions by learning about civic innovations and/or religious diversity, and participating in discussions and debates.

PS 5: Evaluate the credibility of secondary and primary sources, and their relevance to answering a specific question.



OF ADVANCE PREPARATION

The first half of Lesson 9 relies on brief articles from the *Empires, Politics, and War Articles* handout — a set of three readings. You need to print enough copies so that each student has just one of the three.

Activator: Returning to a Question, **Defining Terms** (5 minutes)

Remind students that they've been working In Cluster 2 to answer the question (**Slide 2**):

What were the pros and cons of life in early complex societies?

In Lessons 7 and 8 they investigated some of the Mesopotamians' remarkable discoveries focused on daily life, religion, and the origins of writing and literature. In this class, they will turn to other Mesopotamian "firsts" related to technology, government, and the way that societies are organized. Toward the end of class they will start to compile their pro and con lists, then engage in a Putting It Together activity.

Pause to preview key vocabulary: war, empire, conquer. These are important words and ideas for all of Grades 6 and 7. (Students will likely have some preconceived ideas about them, but here they will be introduced to more precise social science definitions.)

- To begin, pair students off and ask them to write down their own best working definitions for each vocabulary term.
- Debrief their ideas, then share the grade-level definitions on **Slide 3 Slide 4** & **Slide 5**.



► Investigating Sources: Sumer, Babylon, Assyria (30 minutes)



BUILD LITERACY

One feature of this activity is guiding students to evaluate the credibility of an informational text. In some schools, students have already learned how to evaluate credibility, e.g. from school librarians. In that case you will be extending their prior knowledge to the social studies context. By all means use the checklist or protocol endorsed by your district and with which students are familiar. Substitute it at **Slide 8** below and apply it to the articles for this activity.

Distribute the handout *Give One, Get One: More Mesopotamian "Firsts"* and the *Empires, Politics, and War Articles*. Each student should be assigned to one of the three articles.

Explain that in this activity, students will read about three of the important civilizations that flourished in the region of Mesopotamia over its thousands of years of ancient history: Sumer, Babylon, and Assyria.

- Reading their assigned article, they will analyze Mesopotamian "firsts" related to technology, government, and the organization of societies.
- Afterwards, they will "give and get" information in a series of exchanges with classmates who read about the other civilizations.

Pause here for a mini-lesson on **credibility**. In your own words, explain that your class wants to think about the quality and trustworthiness of the articles they will be reading. We always want to be confident we are sharing good and true information when we use it ourselves and pass it on to others!

Pre-teach the vocabulary terms **credibility** (meaning "trustworthiness") and **credible** (believable; truthful; can be trusted) using **Slide 6**. Then do one of the following:

- Share on Slide 7 the suggested 6th-grade criteria for evaluating credibility: author/creator, date, intended audience, purpose, and citation of sources
- Display the protocol for evaluating credibility that your school already uses.

To practice applying this skill, students can use their assigned article. Walk them through the steps, pausing for each component.



LEARN MORE

Sumerians, Babylonians, Akkadians and Assyrians were some of the various communities and peoples originating in city-states who lived alongside each other in the many centuries of Mesopotamian civilization, with rising and falling dominance at various periods of time. For the needs of a sixth-grade curriculum, the simplified history presented here should generally suffice. Educators can learn more about our three featured groups by consulting the cited articles linked on the student handout.



BUILD LITERACY

For understanding how to teach about the credibility of sources, educators may benefit from the article The Ultimate Guide to Teaching Source Credibility - Education World and the guide Ancient History: Evaluating Sources that suggest ways to think about the credibility of primary sources in ancient world studies.

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TEACHING TIP

Keep in mind that early in the year, this is an emerging skill, meant to build good research "hygiene," and their evaluation needn't be deep or exhaustive. It is enough for students to practice looking at the author bio or the "about" page of a website, noticing that the article is backed by a list of sources which themselves can be found and opened, and that its purpose is to educate and inform.

In this case, students learn from the organizational description that the author of all three articles is <u>Primary Source</u> – the non-profit organization that authored the Investigating History curriculum. The conclusion to be drawn from the exercise is that these sources are credible — published by a group with knowledge of the subject, backed by checkable sources, and with a purpose to inform and educate.

Transition to the independent reading task. As they read their own "mini-article," students should fill in the boxes for their assigned civilization on the *Give One, Get One: More Mesopotamian "Firsts"* handout. Circulate to give support where needed.

- When most students have finished filling in the boxes for their own assigned civilization, invite them to meet with a classmate who read about one of the other civilizations and exchange answers.
- Repeat the process for the remaining civilizations, for a total of three.
- Students should fill in answers from these conversations on their handout.



Putting it Together: Pros and Cons of Civilization (15 minutes)

Give each student their own copy of the **Mesopotamia: Pros and Cons**. Ask students to think back once more to the supporting question:



What were the pros and cons of life in early complex societies?

In pairs, have students begin coding the items on the sheet. For each item they should discuss and decide: was it a "pro," a "con," or a mixture of both for ancient Mesopotamian people? Have them write a "P" or "C" next to each item.

Cluster 2: First Civilizations: Ancient Mesopotamia Part I

After they have done this work for 5-6 minutes, bring the group together. Create a two-column chart on the whiteboard or a digital form. Ask student pairs to share their thoughts, with the teacher serving as scribe and facilitator to chart many of their responses. Not all students will have identical answers. That is great! Encourage your students to voice divergent views and defend their own views with reasoning and examples.

Exit Ticket

To assess understanding, and to reinforce claim-making about the benefits and drawbacks that emerged from lifestyles in the earliest complex societies, wrap up with this prompt (Slide 8):

Choose one item from the "pro" or from the "con" side of the two-column chart. In two-three sentences, give your best explanation of how this was a benefit to society, or how it hurt society.

Government and Laws in Ancient Mesopotamia

Why did early Mesopotamian societies create government and laws?

CONTENTS

Lesson 10

Hammurabi's Stele: Analyzing a Monument and Its Meaning

Lesson 11

Law and Government in Ancient Mesopotamia

Overview

Cluster 3 is a brief, deeper analysis of one topic: governance and law, probing the intentions and purposes of Mesopotamia's early legal codes in the context of daily life. For practice standards, these lessons center PS 1 (civic knowledge and participatory skills). These lessons continue students' thinking about PS 5 through analyses of a source's purpose and intended audience.

Learning Objectives

By the end of this cluster, students should be able to...

- Evaluate the impact of Mesopotamian laws and legal codes on society.
- Analyze the purpose and intended audience of a historical primary source.

Vocabulary

divine stele

Cluster Focus Standards

Content Standards

STANDARD LESSON(S)

6.T2.3: Explain that the term Paleolithic Era refers to the period of earliest human history, beginning c. 2.6 million years ago to c, 11,700 years ago, characterized by the first use of stone tools, fire, hunting and gathering weapons, and, about 50,000 years ago, by cave painting, sculpture, tools, and artifacts using diverse materials such as bone, shell, stone, mineral pigments, and wood).	10
6.T2.8: Construct and interpret a timeline that shows some of the key periods in the development of human societies in the Paleolithic and Neolithic Eras. Use correctly the words or abbreviations for identifying time periods or dates in historical narratives (decade, age, era, century, millennium, CE/AD, BCE/BC, c. and circa). Identify in BCE dates the higher number as indicating the older year (that is, 3000 BCE is earlier than 2000 BCE).	10
6.T3b.4a: a complex society with rulers, priests, soldiers, craftspeople, farmers, and slaves	11
6.T3b.4b: a religion based on polytheism (the belief in many gods)	11
6.T3b.4c: monumental architecture (the ziggurat) and developed art (including large relief sculptures, mosaics, carved cylinder seals)	11
6.T3b.4d: cuneiform writing, used for record keeping tax collection, laws and literature	11
6.T3b.4e: the first epic (the Epic of Gilgamesh) and the first set of written laws (the Code of Hammurabi, for example, "If a man put out the eye of another man, his eye shall be put out."	11

Literacy Standards

STANDARD	LESSON(S)
RCA-H.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	10

RI.5.10: Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.	11
WCA.6-8.9: Draw evidence from informational texts to support analysis, interpretation, reflection, and research.	10

Practice Standards

STANDARD	LESSON(S)
PS 1: Demonstrate civic knowledge, skills, and dispositions by learning about civic innovations and/or religious diversity, and participating in discussions and debates.	10-11
PS 5: Evaluate the credibility of secondary and primary sources, and their relevance to answering a specific question.	10-11

LESSON 10

Hammurabi's Stele: Analyzing a Monument and Its Meaning



Learning Objective

Analyze features and selected laws from Hammurabi's Code in order to determine its purposes for ancient Mesopotamian society.



Language Objective

Discuss the purpose of different sections of Hammurabi's Code with a partner using the root form of verbs (verbs that follow the word "to").

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SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: Give students a list of statements using root/infinitive verbs to refer to throughout the lesson. The statements should be potential purposes for each component, such as "to protect the people/farmers/rulers" or "to make sure there is enough food." Include some distractors/incorrect statements. During the turn and talk, students can refer to this list and choose an appropriate answer to fill in a sentence frame, "I think the purpose is _____." Students at higher levels can explain their reasoning.

Levels 4-5: To aid comprehension of Laws 48 and 49 for students at this or any level, illustrate or act out the scenarios with students from the class. Choose one student as gardener, creditor/banker, and landowner and demonstrate with props such as hats, a toy shovel, nametags, etc.

Lesson Context

Building on their introduction to the ancient Mesopotamian innovation of a written code of laws in Lesson 9, students begin Lesson 10 with a launch of the Supporting Question: Why did ancient Mesopotamian societies create government and laws? This question will guide their learning for the next two lessons as they analyze and discuss excerpts of Hammurabi's Code from ancient and modern

MATERIALS

- Government and Laws in Mesopotamia
- Lesson 10 Slidedeck

VOCABULARY

divine

perspectives. After the Supporting Question Launch, students interact with a famous primary source, the stele of Hammurabi's Code (1780 BCE) discovered in modern-day Iraq in 1901. By considering the authorship/credibility and organization of the stele (engraving, prologue, laws, and epilogue), students begin to probe its purposes for Mesopotamian society (PS 5, RCA-H.5). The lesson concludes with a closer look at two laws concerning agriculture, probing the motivations an ancient society might have had to regulate matters related to the food supply. Students read these laws with a partner, consider their societal purpose, and share their observations and reactions to the laws in a class discussion (PS 1, SLCA.4). In Lesson 11, students will explore additional legal categories of Hammurabi's Code, including family, property, and criminal law.

stele

Lesson Standards

6.T2.3: Explain that the term Paleolithic Era refers to the period of earliest human history, beginning c. 2.6 million years ago to c, 11,700 years ago, characterized by the first use of stone tools, fire, hunting and gathering weapons, and, about 50,000 years ago, by cave painting, sculpture, tools, and artifacts using diverse materials such as bone, shell, stone, mineral pigments, and wood).

6.T2.8: Construct and interpret a timeline that shows some of the key periods in the development of human societies in the Paleolithic and Neolithic Eras. Use correctly the words or abbreviations for identifying time periods or dates in historical narratives (decade, age, era, century, millennium, CE/AD, BCE/BC, c. and circa). Identify in BCE dates the higher number as indicating the older year (that is, 3000 BCE is earlier than 2000 BCE).

RCA-H.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

WCA.6-8.9: Draw evidence from informational texts to support analysis, interpretation, reflection, and research.

PS 1: Demonstrate civic knowledge, skills, and dispositions by learning about civic innovations and/or religious diversity, and participating in discussions and debates.

PS 5: Evaluate the credibility of secondary and primary sources, and their relevance to answering a specific question.



Launching the Question (10 minutes)

Project **Slide 2** and in your own words, remind students that in Lesson 9, they learned that the Babylonian King, Hammurabi, posted the laws for his empire where everyone could see them. Then use the timeline and images on the slide to point out that while Hammurabi's Code may be the best-known law code from the ancient world, it is not the oldest. Point out the three earlier Mesopotamian law codes: Urkagina, Ur Nammu, and Lipit-Ishtar. Share that we only have fragments of these earlier law codes but almost all of Hammurabi's laws.

Project **Slide 3** and explain that in this cluster, they will be working with the Supporting Question:



Why did ancient Mesopotamian societies create government and laws?

Distribute copies of the **Government and Laws in Mesopotamia** handout. Independently or in pairs, ask students to fill in their responses to the questions below.

- **Know:** What do I already know about this topic?
- Wonder: What do I want to know?

Then ask several students to contribute either a Know or Wonder response and record them on a KW T-chart or flipchart paper. Keep these ideas posted throughout Cluster 2.



For Lessons 9 and 10, strong background knowledge for teachers can be found at Code of Hammurabi, an article from World History Encyclopedia; this <u>8 Things</u> You May Not Know About Hammurabi's Code from History.com; and an enjoyable podcast, Code of Hammurabi, from University of Washington.



TEACHING TIP

If students struggle to come up with three things they know about why Mesopotamian societies created government and laws, encourage them to reflect on their learning in Lesson 7-9. It would also be acceptable to ask them to consider what they know about a society's need for government and laws more generally.



► Investigating Sources: Hammurabi's Code (20 minutes)

Organize students into pairs and ask them to turn over their **Government and Laws in Mesopotamia**. Explain that they'll watch a quick video explaining the carved image at the top and then discuss the various sections and features of the stele with a partner.

Move to **Slide 4** - **Slide 5** - **Slide 6**. Briefly review the definition of the words **stele** and **divine**, which are featured in the clip. Then show the first 1:38 of the clip (the video is timed to stop at this place).

After the video, pause for a **credibility** check. Ask, and give students a moment to consider:

- 1. Who was the author/creator of this source and when did they write it? (Note: Help students use proper language for recording dates in their answer, i.e., "King Hammurabi, 1780 BCE" or "circa 1780 BCE.")
- 2. Did they have expertise about laws and government that make this a credible source to answer some of our questions about ancient government? (Answer: yes! Hammurabi, as a leader and law maker of this period, had valuable expertise about the topic we want to examine.)

Then have students turn and talk with their partner about the question on **Slide 7** - **Slide 8**.

Why would Hammurabi choose to include this engraving on the stele? What does it say about the purpose of the stele?

Debrief as a whole class, encouraging students to use the sentence frame, "Its purpose was to..."

Some answers that you might hope to hear include:

- To show/reinforce his power.
- To illustrate what is happening for people who cannot read.
- To make people afraid not to follow the laws; to show the importance of the laws because they came from a god.



Students may be interested to know that the stele is 7 feet 4 inches tall and has a circumference of about 5 feet. That is much bigger than any legal book we have! (Fun fact: NBA basketball talent Victor Wembanyama is the same height as the stele.)



TEACHING TIP

This is meant to be a straightforward exercise. More complicated questions about primary sources – their point of view, blind spots, etc. – will be treated in the next unit..

Next, have the class read and review the rest of the stele's features. Assign one of the three remaining features to every pair of students and have them analyze it with a partner. They should discuss:



What was the purpose of this feature? What could it tell me about why ancient Mesopotamian societies created government and laws?

Move to **Slide 9** - **Slide 10** and debrief their findings as a whole-class discussion. Some answers you might hope to hear include:

- **Prologue**: To state the purpose of the laws. To explain that Hammurabi wants to help and protect his people.
- **Laws**: To make it clear what the expectations are for the people. To explain how they will be held accountable for following the rules and living together as a community. To remind us that our actions matter.
- **Conclusion**: To reinforce the idea that the laws are just and effective and should be followed even after Hammurabi's rule.

Hammurabi's Laws about Agriculture (20

minutes)

Have students move to the last page of their packet. Share that Hammurabi's Code included laws about many different categories, including family life, crime, and property. Today, we will wrap up the lesson by looking at two laws about agriculture and use these to model the approach they will use when looking at the other categories in the next lesson.

Begin by projecting **Slide 11** and asking students:

Why would ancient Mesopotamian society need or
want to make laws about agriculture?

Have students turn and talk briefly, then ask volunteers to share back their responses. These may include answers such as:

- Societies need to have stable food supplies in order to thrive.
- People need to eat to survive.

Next, ask students to work with their partner to read the two laws and fill out the reasons and observations portions of their graphic organizer. Give them about 10 minutes for this. Then bring the class together to discuss/debrief their findings.

Some responses/observations you might hope to hear include:

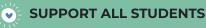
- Ancient Mesopotamian societies needed a stable food supply. The first law encourages people to grow crops without worrying about going into debt if the weather does not cooperate.
- Ancient Mesopotamian societies needed a stable food supply. The second law holds a person responsible for wasting good land by not growing crops.

To probe or challenge student thinking, you might ask:

- In Law 48, why should the creditor lose the money he loaned to the planter? (After all, it's not his fault the weather was bad either.) Here students might observe that the creditor can afford to lose his loan, but the planter has nothing to repay him with sending him into deeper debt will not help society or encourage people to grow crops.
- What might happen if these laws did not exist?
 Society's food supply might be in jeopardy, or people might become very poor. Or they might be lazy or careless with other people's property.

Wrap up the lesson by asking students to share any final observations about the laws. (For example, they could share their opinions of the laws, comparisons or contrasts to laws that they know about, or questions that they have.)

They will continue to study Hammurabi's Code in the next lesson.



If students would benefit from more support, you could also analyze and discuss the two laws as a whole-class activity using **Slide 12** and **Slide 13**. **LESSON 11**

Law and Government in Ancient Mesopotamia



Learning Objective

Analyze selected laws from Hammurabi's Code in order to determine their purpose for ancient Mesopotamian society.



Language Objective

Discuss the purpose of selected laws from Hammurabi's Code in small-group and whole-class format using evidence to support reasoning.



SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: You may add a step for students to illustrate a few of the laws in order to check comprehension. Group students of mixed proficiency levels together and set up a structured group work protocol to facilitate interaction in the group. Students may refer to the list of purposes from the previous lesson to serve as models for how to explain purpose.

Levels 4-5: Provide a reference of sentence starters and/or academic conversation talk moves such as in Figure 1 <u>here</u> to help students cite evidence, clarify and build on each other's ideas in class discussion.

Lesson Context

In Lesson 10, students analyzed the text features of Hammurabi's stele and probed the reasons why ancient Mesopotamian societies would choose to have laws about agriculture. In Lesson 11, students return to Hammurabi's Code, this time considering the rationale for laws about physical safety, property, professional responsibility and family (RCA-H.10). Students first work in small groups to analyze the laws and their consequences (RCA-H.5), practicing making eye contact and supporting their ideas with evidence and reasoning as they discuss the laws and complete a graphic organizer (SLCA.4). Afterward, the whole class contributes to a Putting It Together discussion of the

MATERIALS

- ☐ Hammurabi's Code
- Lesson 11 Slidedeck

Supporting Question: Why did ancient Mesopotamian societies create government and laws? This discussion also provides the opportunity to consider the laws in a modern context and the civic avenues to addressing legal standards that are unjust (PS 1). Lesson 11 wraps up the cluster and sets the stage for further exploration of governance in two other ancient civilizations of the region: Egypt and Nubia.

Lesson Standards

6.T3b.4a: a complex society with rulers, priests, soldiers, craftspeople, farmers, and slaves

6.T3b.4b: a religion based on polytheism (the belief in many gods)

6.T3b.4c: monumental architecture (the ziggurat) and developed art (including large relief sculptures, mosaics, carved cylinder seals)

6.T3b.4d: cuneiform writing, used for record keeping tax collection, laws and literature

6.T3b.4e: the first epic (the Epic of Gilgamesh) and the first set of written laws (the Code of Hammurabi, for example, "If a man put out the eye of another man, his eye shall be put out."

RI.5.10: Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.

PS 1: Demonstrate civic knowledge, skills, and dispositions by learning about civic innovations and/or religious diversity, and participating in discussions and debates.

PS 5: Evaluate the credibility of secondary and primary sources, and their relevance to answering a specific question.

† Investigating Sources: Hammurabi's Laws about Property, Physical Safety, Professional Responsibility and Family Life (30 minutes)

CULTURAL COMPETENCE

Some of the laws and punishments included in this activity are harsh; they may be upsetting to a sensitive student. You know your students best and can edit the handout as needed to meet their needs. The curricular rationale for including the harsh punishments is to show that ideas of what is fair, just or necessary are an important feature of a society's civic philosophy. Cruelty toward accused or imprisoned individuals has been a feature of many societies across space and time. You might point out to students that, in the modern world, international organizations and treaties have condemned mistreatment of imprisoned people in theory, as have our own nation's laws. This is indeed a positive development. Sadly, however, these ideals are not always consistently practiced.

Organize students into groups of four and project **Slide 2**. Share that today students will continue to analyze Hammurabi's Code to look for evidence to answer the Supporting Question:



Why did ancient Mesopotamian societies create government and laws?

Yesterday they looked at laws about agriculture, and today they will look at laws about physical assault, family life, professional responsibility and property.

Provide each student with a *Hammurabi's Code* handout. Explain to students that they should read each set of laws together:



• MAKE CONNECTIONS

The image included on the cover slide is one of 23 marble relief portraits over the gallery doors of the House Chamber in the U.S. Capitol, depicting historical figures noted for their work in establishing the principles that underlie American law. For more information, see Relief Portrait Plaques of Lawgivers.

- Considering the reason for each individual law (why ancient Mesopotamian society would want or need the law)
- Coming up with two thoughts, observations or questions they have about each set of laws

Project **Slide 3** and remind students to use evidence and reasoning to support their claims, and maintain eye contact with their classmates as they discuss the laws. This prompt will encourage students to practice presentation skills (SLCA.4); these are revisited in the Summative Assessment for Unit 2.

Give students about 30 minutes to work through the laws, about 7 minutes per category. (Some categories might take slightly longer than others.) As they work, circulate to support student learning and probe their understanding of the laws they are analyzing.



N- LEARN MORE

Students may be curious about Law 143 (in Family Law) and what Hammurabi's Code means by saying the woman "shall be thrown in the water." Some translations use the word "drowned" to describe the punishment, but others do not.



N- LEARN MORE

The Mesopotamian right for a woman to divorce her husband will possibly seem surprising to some students (and educators). But it was a feature of many ancient civilizations of Eurasia and Africa, including Egypt. The patriarchal control over divorce that is familiar to Western audiences is a legacy of medieval Christianity that carried forward well into the 20th century. For background, read The History of Divorce Law in the USA (History Cooperative).



Putting it Together: The Purpose and Intent of Hammurabi's Code (20)

minutes)

Project **Slide 4** of the Supporting Question. Begin by asking students to share their thoughts about why Mesopotamian society wanted or needed these laws and a government to enforce them. Then ask them to share their thoughts, questions and observations about the laws. It may be helpful to start with the more straightforward categories of property, physical assault and professional responsibility before moving onto the more complex topic of family law.

As students talk, record their ideas on the board or chart paper. Some possible ideas are listed below, although this is not a checklist, and you will certainly not be able to discuss each of these ideas:

Property (Slide 5)

- People want to feel like their property is safe if they are going to live in a community with a large number of people they don't know or are not related to.
- The penalty is very harsh perhaps to discourage anyone from even trying (or thinking about trying) to steal.
- It is interesting that if the thief is not caught, the community reimburses the person who is robbed. This suggests that the community is collectively responsible for preventing theft.

Physical Safety (Slide 6)

- Violence is disruptive to a peaceful society these laws and punishments discourage it.
- The laws about physical assault are different depending on one's class. (For example, when a man harms a man of equal rank, the punishment is to receive the identical harm to his person. But if the person he harms is of lower rank, he just receives a fine.)
- It is interesting that the punishment for anyone hitting a man of higher rank is to be whipped in public. The public nature of the punishment suggests it is a warning to keep people of lower rank in their place.
- These laws seem written to preserve the power of the upper class.

Professional Responsibility (Slide 7)

- People need to be able to trust that the people they hire are competent and have proper training. Both laws discourage people from taking money to do jobs they are not qualified to do.
- These laws put responsibility on the people to do their jobs well. In society, if everyone does their job well with attention and care, the entire society will benefit.
- The laws seem to put a tremendous amount of pressure on the builder and the doctor. There does not seem to be any room for special circumstances.

• The punishment for the doctor basically ends their career since it would be very hard to be a doctor without hands in ancient Mesopotamia.

Family Law (Slide 8)

- These laws indicate that society wants families to be stable and supportive of each other.
- Family members have legal obligations to treat each other well. For example, the father cannot kick his son out of the house without a good reason.
- A wife CAN leave her husband if he neglects her but cannot leave if she is a "bad wife" and neglects him.
- A son loses his hand if he hits his father (this suggests that a son must respect his father).
- The laws about wives seem somewhat sexist. It is true that a woman is allowed to leave a man if she presents evidence against him – but the law about being a bad wife does not mention presenting evidence against her.
- The law about the son striking the father does not appear to provide any exceptions or understanding of circumstance – What if it was self-defense?

After engaging in a conversation about the four categories of laws, invite students to share additional questions and observations. For example:

- How are the laws similar to or different from the laws that organize our society?
- Which laws seem fair and reasonable? Which laws do not?
- What could ancient Mesopotamians do to change laws they thought were unfair?
- What can we do in our society to change laws that are unfair?

First Civilizations: Ancient Egypt and Nubia

How did Egyptians and Nubians show their beliefs about life and death through religion?

CONTENTS

Lesson 12

Life along the Nile

Lesson 13

Organizing a Complex Society under a Divine Ruler

Lesson 14

The Gods and Their Roles in Ancient Egypt

Lesson 15

Life as an Eternal Journey: Preparing for the Afterlife

Lesson 16

Ancient Nubia "Lost" and Found

Lesson 17

Inquiry Cycle: Women in Ancient Egypt and Nubia – Exploring Evidence (Part I)

Lesson 18

Inquiry Cycle: Women in Ancient Egypt and Nubia – Preparing to Debate (Part II)

Lesson 19

Inquiry Cycle: Women in Ancient Egypt and Nubia – Class Debate (Part III)

Overview

In this cluster, students trace the early development of societies along the Nile Valley, with specific emphasis on the ways that natural geography affected social organization, religious practices, and daily lives. They learn about the social structure of ancient Egypt, and the role of the divine pharaoh at the top of the hierarchy. The lessons then focus more deeply on religion, investigating Egypt's and Nubia's shared polytheistic religion, with its positive outlook and central value of Ma'at. The omnipresence of religion, and its conception of life as the first stage of an eternal journey, is illustrated through preparations for the afterlife and funerary practices. Next, wary of past scholarship that diminished the achievements of Nubia, the lessons spotlight the civilization as a dynamic equal to Egypt whose cultural practices mingled and blended with those of its northern neighbor through trade, cultural diffusion, and occasionally conquest.

Lastly, students inquire and hold an oral debate about women's power and the forms it took in these Nile societies (PS 1, PS 2, SLCA.4), a key practice for the Summative Assessment and a topic with resonance today. Throughout the cluster, students engage with both primary and secondary sources, evaluating them for credibility and relevance (PS 5) and using them as windows into ways of living in early complex societies.

Learning Objectives

By the end of this cluster, students should be able to...

- Describe how the natural geography and climate of the Nile River allowed for, and influenced, the development of Egypt and Nubia along its banks.
- Explain the primary religious beliefs of the Egyptians, and how a belief in an afterlife informed both daily life and the functioning of society.
- Explain how centuries of trade, migration, and interdependence shaped Egypt and Nubia.

- Evaluate the credibility and relevance of historical sources using established criteria.
- Synthesize information from a variety of sources and use it to explain the organization in roles in a complex, hierarchical society.
- Debate whether or not women were powerful in ancient Egypt and Nubia in terms of government & leadership, religion, and economics & daily life.

Vocabulary

TIER 2	TIER 3
debate hierarchy power powerful	afterlife cataract delta dynasty hieroglyphs Ma'at mummification pharaoh polytheism

Cluster Focus Standards

Content Standards

STANDARD	LESSON(S)
6.T3c.1: Identify the locations of ancient Upper and Lower Egypt and ancient Nubia; and explain what the terms "Upper" and "Lower" mean in this context.	12-13
6.T3c.2: Describe the significance of the Nile River to ancient Egyptians.	12-13, 16
6.T3c.3: Analyze the kinds of evidence that have been used by archaeologists and historians to draw conclusions about the social and economic characteristics of ancient Nubia (the Kingdom of Kush) and their relationship to the characteristics of ancient Egypt.	15-19

6.T3c.4: Analyze the role of the pharaoh as god/king, and describe how pharaohs were represented in painting and sculpture, the concept of dynasties, and significant acts of at least one pharaoh or queen (e.g., Khufu, Akhnaten, Ramses II, Nefertiti, Cleopatra).	13-15, 17-19
6.T3c.5: Describe the relationships among social classes (e.g., the relationship of the pharaoh to priests, nobles, government officials, soldiers, scribes, artisans, farmers, and peasants, laborers, and slaves).	13, 15, 17-19
6.T3c.6: Describe the polytheistic religion of ancient Egypt with respect to beliefs about death, proper behavior, the afterlife, mummification, and the roles of deities.	14-19
6.T3c.7: Summarize important achievements of the Old, Middle, and New Kingdoms (e.g., the agricultural system; knowledge of mathematics, astronomy, the invention of a calendar; the invention of papyrus and hieroglyphic writing; the organization of monumental building projects such as the Pyramids and Sphinx at Giza; the centralization of government and military power).	12-13, 15

Literacy Standards

STANDARD	LESSON(S)
RCA-H.6-8.5: Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.	14-15
RCA-H.6-8.7: Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	13-19
RI.5.10: Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.	13-14, 17-18
SLCA.6-8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.	12, 14, 16-19

SLCA.6-8.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation.

19

Practice Standards

STANDARD	LESSON(S)
PS 1: Demonstrate civic knowledge, skills, and dispositions by learning about civic innovations and/or religious diversity, and participating in discussions and debates.	13-14
PS 2: With support of the teacher and peers, develop questions about sources and topics that contribute to the process of inquiry and investigation.	15, 17-19
PS 5: Evaluate the credibility of secondary and primary sources, and their relevance to answering a specific question.	12-13, 16

LESSON 12

Life along the Nile



Learning Objective

Assess the credibility of sources relating to the geography of the Nile River Valley in order to draw conclusions about how the Nile shaped life in Egypt and Nubia.



Language Objective

Write notes based on primary sources about Egyptian perspectives on the Nile and how it supported their civilization using sentence frames for analysis.



SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: Anticipate key vocabulary words from the video and source activity that your learners may have trouble with; provide a visual or translated glossary of these terms. During the Gift of the Nile slidedeck, allow students at lower proficiency levels to work with a partner of a higher proficiency level. Students may divide the work or work together; for example students at the lower level may work on the first column and share responses with their partner working on the other columns or students at lower proficiency could focus on visual sources.

Levels 4-5: Encourage students at this level to use the higher level sentence frames when writing during the source activity to stretch their writing.

Lesson Context

In the first lesson of our Ancient Egypt and Nubia cluster, students discover the centrality of the Nile River and its natural resources that the Egyptians and Nubians harnessed to build complex societies along its banks. It begins with an examination of the geography of the Nile and how it makes Egyptian life possible through resources like fresh water, arable land, a location isolated from potential enemies, and a superhighway for trade and travel of goods and people. The lesson introduces the Supporting Question for this cluster,

MATERIALS

- Supporting Question Launch
- Importance of the Nile: Video Notes
- ☐ Egyptian and Nubian Nile River Notes
- Nile River: Teacher Background and Responses

Lesson 12: Life along the Nile

For ancient Egyptians and Nubians, how did their ways of living connect to their religion and mythology? Then in the main activity, students trace the influence of the Nile in the daily lives and religious beliefs of Egyptians and Nubians, analyzing primary sources to do so and considering thoughtfully their credibility (PS 5). The lesson ends with a synthesizing discussion (SLCA.1). The sourcework activity also builds knowledge on Essential Question 2: How is the physical environment connected to people and the way they live?

Lesson 12 Slidedeck Life on the Nile Student Slidedeck		
VOCABULARY		
cataract		
delta		

Lesson Standards

6.T3c.1: Identify the locations of ancient Upper and Lower Egypt and ancient Nubia; and explain what the terms "Upper" and "Lower" mean in this context.

6.T3c.2: Describe the significance of the Nile River to ancient Egyptians.

6.T3c.7: Summarize important achievements of the Old, Middle, and New Kingdoms (e.g., the agricultural system; knowledge of mathematics, astronomy, the invention of a calendar; the invention of papyrus and hieroglyphic writing; the organization of monumental building projects such as the Pyramids and Sphinx at Giza; the centralization of government and military power).

SLCA.6-8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.

PS 5: Evaluate the credibility of secondary and primary sources, and their relevance to answering a specific question.



O ADVANCE PREPARATION

As the lesson is designed, students will need devices for close analysis of sources in the <u>Life on the Nile Student Slidedeck</u>. An alternative is projecting each slide on a classroom computer and pausing for individual work time; but in that scenario students will need to access the accompanying text from the notes section below each slide.

Launching the Question (10 minutes)

Project **Slide 1** and share with students that this lesson begins our study of two ancient societies: Egypt and Nubia. Our project for the next few lessons is to

get to know a unique and varied region along the banks of the world's longest river, the Nile. We will be studying the Egyptians and Nubians by examining parts of their history, culture, and daily lives while considering the Supporting Question (**Slide 2**):



For ancient Egyptians and Nubians, how did their ways of living connect to their religion and mythology?

Show students where ancient Egypt and Nubia were when the two kingdoms coexisted using the Slide 2 map. Then distribute copies of the *Supporting Question Launch* and remind students that we will think about what we already know about the topic, and what we wonder (want to know).

Independently or in pairs, ask students to fill in their responses to these questions. Then have them contribute either a Know or Wonder response, and record these on a KW T-chart using flipchart paper or a digital format. Keep this chart posted for use in future lessons.



MAKE CONNECTIONS

You can remind students that they have been introduced to the vocabulary words religion and mythology in the cluster on ancient Mesopotamia. Help students to draw on their previous knowledge as they build questions related to a contemporary civilization.

Information from a Video: The Nile River and Egyptian Life (15 minutes)

To transition, activate student knowledge from the geography lessons: ask them, what are the potential advantages and challenges of locating settlements next to a river? Brainstorm a contrast list on the board. If they do not raise it, ask them to draw from their learning about the Tigris and Euphrates in their answers.

 Students should be able to identify advantages like water for drinking, irrigation, transportation, travel, and fish or water fowl for food, and challenges like destructive flooding. Some students may think of the potential for conflict over limited resources, and the fact that people were spread out over thousands of miles of terrain. Tell the class that these are good generalizations about rivers. But every river has its own unique and important history. To begin studying two of the world's most ancient civilizations, Nubia and Egypt, they will learn today about the river that connected them, the Nile.

Direct students to their *Importance of the Nile: Video Notes* handout. Screen the short film, <u>The Importance of the River Nile in Ancient Egypt</u> (6:34 min; link to video on **Slide 3**.)

Pause the video regularly to allow students to fill in notes.

For background and responses on the Nile, see the **Nile River: Teacher Background and Responses** document.



TEACHING TIP

For this lesson, excellent background knowledge for teachers can be found in Egypt and the Nile (Carnegie Museum of Natural History) and the video The Amazing Fertility of the Nile (BBC, 2:58). A useful introductory resource for this and upcoming lessons is Ancient Egypt 101 (video, National Geographic).



TEACHING TIP

A main purpose of this video exercise is to establish key terminology and concepts related to the Nile, including the featured vocabulary for Lesson 12. Pause the video as needed for students to take notes. It also prepares students with background knowledge for their deeper thinking with primary sources in the main lesson activity.

Like all ancient world mythologies, there are graphic and sometimes disturbing references to body parts of the gods in some Egyptian myths. If you wish to avoid such references you may choose to cut the video at minute 4:16.

▶ Investigating Sources (20 minutes)

Remind students of the vocabulary terms credibility (meaning "trustworthiness") and credible (believable; can be trusted) that they learned in the prior Mesopotamia lessons. Ask students to remind you what criteria can be used to tell us whether a source is credible. They should surface criteria such as the source's creator, purpose and intended audience. At times, the source's date may also be useful, if known.

Set students up with the <u>Life on the Nile Student Slidedeck</u> interactive deck. It displays primary sources and, in the slide notes, supporting information for each. Also have students move to the related **Egyptian and Nubian Nile River Notes**.

This activity is meant to have students investigate three things:

- 1. What ancient Egyptian sources about the Nile exist, and are they credible sources?
- 2. What do they say about how the Nile supported Egyptian civilization?
- 3. What do they say about how Egyptians thought about or saw the Nile?

Before they begin, review the directions as a class and go over the sample answer on their notesheet. This is their chance to try applying standards of credibility to sources – but it will be challenging in the beginning! This is hard for historians too.

Let them work at their own pace on these sources.

In the last few minutes, touch base about the "credibility" column on their sheets. Help them to see that historians need a healthy skepticism about trusting their sources, as the purposes for which they were created do matter! But there is also so much we can learn from solid sources like these about the societies that made them. Take responses from the second two columns to illustrate this point.



SUPPORT ALL STUDENTS

There are numerous ways to adapt this activity. See recommendations for ELs above. Keep in mind that students can move forward without having examined each and every source. If you abbreviate or adapt the task, be sure that students have seen at least two types of sources — the religious poem "Hymn to the Nile," one of the tomb paintings, or the material artifact from a burial. You may also pair ELs with a reading partner.



TEACHING TIP

In the 5th century BCE, the Greek historian Herodotus called Egyptian civilization "the gift of the Nile." Consider asking students whether the ancient Egyptians appear to have shared his view.

Homework: Hieroglyphs & the Rosetta Stone (5 minutes)

This homework sets up the next lesson, where they will look at government and social structure in ancient Egypt. They will learn about the pharaoh and his/her court, as well as the other social classes that made the society run.

There is an important relationship between **hieroglyphic writing** and the power of the Egyptian ruler. But what are hieroglyphs anyway? And how do they help historians understand ancient Egypt?

Ask students to watch <u>How The Rosetta Stone Unlocked</u> <u>Hieroglyphs</u> (British Museum, 2:45) for homework and answer the questions in their *Hieroglyphics and the Rosetta Stone Homework* handout.



• LEARN MORE

The term hieroglyph comes from hiero - holy and glyph - writing. Scribes recorded all manner of governmental records, as well as prayers, sacred texts, mythology, and taxes using Egyptian hieroglyphs. While temples often had colorful written inscriptions all over their walls, the Egyptians also used papyrus scrolls to write on. Egyptian hieroglyphic writing is thought to be one of the four independentlydeveloped writing systems of the ancient world.

Nile River: Teacher Background and Responses

Note: The video in this activity addresses Egypt, but the advantages and disadvantages apply to Nubia as well.

Advantages of the Nile:

- Agriculture: The Egyptians had a plentiful supply of fresh water to irrigate their crops; the annual flood provided water to fields in a natural basin system. Irrigation systems were not really important until the introduction of the water wheel circa 600 BCE.
- Arable land: The annual flooding of the Nile meant that the rich silt and soil deposited by the flood waters gave the Egyptians land for growing grain and other important food staples.
- Fresh water: In an otherwise desert area, the Nile provided a seemingly endless supply of water for drinking, bathing, watering crops and livestock, cleaning clothes and for hygiene, plus the Egyptians brewed beer, and even used the flood waters to float building materials for the pyramids into place.
- Travel and trade: The Nile was the superhighway of ancient Egypt and Nubia, providing an easy route for people, goods, and commerce up and down its 4,000 miles.
- Natural resources: The ecosystem around the Nile provided food items like waterfowl, fish, and other animals to supplement agricultural food sources. The Nile also provided water plants like papyrus for a number of other purposes, including for an early form of paper.
- Unity: Because Egyptians could only live within a few miles of the Nile, it created an opportunity for Egypt to unify as a single political entity around 3000 BCE. Later Kings used the Nile as a way to project political power to all sectors of Egyptian territory.

Disadvantages of the Nile:

- Dangerous flooding: Just as the annual flooding was an important source of arable land for the Egyptians, the flooding was unpredictable and could also be a destructive force if it overran expected levels.
- Conversely, inadequate flooding at times meant drought, famine, and systemic problems for the Egyptians. (Note: The flood could be manipulated through channels and levies, but the shadouf was only capable of watering fields close to the river, probably orchards and the like. This is a major contrast with Mesopotamia, where irrigation systems were central to agricultural production.)
- Isolation: Although not completely negative, the specific geography of the Nile and surrounding area meant that the Egyptians were isolated from other Mediterranean societies and to a considerable extent from the civilizations of central Africa because most of their mobility was directly linked to the route of the Nile. (Note, however, that there were several oases that served as bases for longer desert crossings, and the deserts provided important resources, including gold, hard stone for statues, and semiprecious stones for jewelry like amethyst and carnelian.)

General background on environmental change and culture (also addressed in Unit 3):

Both Egyptian and Nubian civilization came out of the so-called "Green Sahara," a period from around 8000-5500 BCE when rainfall created savannas and grasslands, even lakes, where there is now barren desert. Modern conditions were reached in northern Egypt by around 3500, but even later in Egyptian and Sudanese Nubia (with the rains gradually receding southward through 1000 BCE, when modern conditions were reached). As a result, both cultures shared a number of cultural features, notably an emphasis on cattle symbolism, reflecting the importance of a common pastoral lifestyle. Pastoralists continued to range throughout the Eastern Desert (between the Nile and the Red Sea) during the time of the Egyptian and Nubian kingdoms.

LESSON 13

Organizing a Complex Society under a Divine Ruler



Learning Objective

Analyze the credibility of a source concerning the role of the pharaoh, and trace the ruler's and others' positions in the social hierarchy.



Language Objective

Write a job description for the pharaoh using information from primary and secondary sources and action verbs to describe responsibilities.



SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: Adapt some of the sentences from the Rosetta Stone to a lower language level and select key sentences from "A Day in the Life." Put these together on a handout or sentence strips and have students mark/sort the statements as examples of "responsibilities" or "benefits." Point out that "responsibilities" tend to be listed as verbs. Have students copy and adapt language from your handout/sentence strips to fill in the job description.

Levels 4-5: Show students job postings on the internet to build background of what a job description looks like and what language may be found in one. For example, point out verbs like *lead*, *develop* or *ensure* in the "responsibilities" section, and phrases like "experience doing X" as part of the "qualifications" section.

Lesson Context

In Lesson 12, students learned how the ancient Egyptians relied upon the Nile River for the natural resources that made their daily lives possible. Students also began to make connections between Egyptian religious beliefs and elements of the natural world in both imagery and myth. In Lesson 13, they turn to the unification and social structure of ancient Egypt, integrating visual sources that depict the unification (RCA-H.7). Soon after setting up a stable and

MATERIALS

- The Egyptian Social Pyramid
- Rosetta Stone Credibility Chart (Teacher Version)
- A Day in the Life of a Pharaoh
- Lesson 13 Slidedeck

complex society around 3000 BCE, the Egyptians created a social hierarchy based on occupation and status. Utilizing secondary and primary sources, students discern that the pharaoh sat at the very top of this hierarchy, a combination of king and deity who oversaw every element of Egyptians' daily lives (PS 1, RCA-H.9, RCA-H.10) and preserved Ma'at, which gave their lives order. They see that the religious beliefs of the Egyptians were deeply imbued with their belief in the pharaoh, and particularly in the pharaoh's afterlife. They also delve into the highly structured social order the Egyptians set up, how Egyptians organized their society, and the bureaucratic advancements they made in establishing this order — including the invention and use of hieroglyphs. Students continue their investigation of source credibility in Lesson 13 as they look at how the Rosetta Stone described the pharaoh's role (PS 5).

VOCABULARY

dynasty hierarchy hieroglyphs

pharaoh

Lesson Standards

6.T3c.1: Identify the locations of ancient Upper and Lower Egypt and ancient Nubia; and explain what the terms "Upper" and "Lower" mean in this context.

6.T3c.2: Describe the significance of the Nile River to ancient Egyptians.

6.T3c.4: Analyze the role of the pharaoh as god/king, and describe how pharaohs were represented in painting and sculpture, the concept of dynasties, and significant acts of at least one pharaoh or queen (e.g., Khufu, Akhnaten, Ramses II, Nefertiti, Cleopatra).

6.T3c.5: Describe the relationships among social classes (e.g., the relationship of the pharaoh to priests, nobles, government officials, soldiers, scribes, artisans, farmers, and peasants, laborers, and slaves).

6.T3c.7: Summarize important achievements of the Old, Middle, and New Kingdoms (e.g., the agricultural system; knowledge of mathematics, astronomy, the invention of a calendar; the invention of papyrus and hieroglyphic writing; the organization of monumental building projects such as the Pyramids and Sphinx at Giza; the centralization of government and military power).

RCA-H.6-8.7: Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RI.5.10: Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.

PS 1: Demonstrate civic knowledge, skills, and dispositions by learning about civic innovations and/or religious diversity, and participating in discussions and debates.

PS 5: Evaluate the credibility of secondary and primary sources, and their relevance to answering a specific question.

Note: This lesson may be taught across two class periods if more time is needed.

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N- LEARN MORE

Resources to build knowledge of Lesson 13 topics include <u>The Pharaohs</u> from Egypt's Golden Empire (PBS); In Our Time (BBC) podcasts: <u>Rosetta Stone</u> and <u>Egyptian Book of the Dead</u>; Hieroglyph videos from <u>Voices of Ancient Egypt</u>; <u>The Egyptian Book of the Dead: A Guide for the Underworld - Tejal Gala</u> (TED Ed), and <u>Ancient Egyptian Hieroglyphs Overview</u> article (Khan Academy). The texture of daily life is wonderfully described in <u>Daily Life in Ancient Egypt</u> (World History Encyclopedia).

Activator: The Unification of Egypt (10)

minutes)

Today the class is going to begin thinking about power and leadership in ancient Egyptian society and what kind of government was behind the many accomplishments of this civilization. We will also look at one particular and important leader in a moment. Project **Slide 2** and introduce the two regions of ancient Egypt:

- Upper Egypt the narrow, long river valley that was more urbanized and prosperous in ancient times, probably from trade
- Lower Egypt the rich agricultural (and rural) lands of the Nile delta region.

Remind students that the Nile River flows **northward** from its sources in central Africa to the Mediterranean, meaning Lower Egypt is north of Upper Egypt. This can be confusing for students to visualize at first.

Then use **Slide 3** to **Slide 5** to show the symbols — crowns — of the two regions. Challenge students to find depictions of the two crowns worn by King Narmer on the Narmer Palette. This is an important source for our belief that Narmer was likely Egypt's unifying ruler, motivated to bring the regions together for food resources or trade. Symbolically, the unification was achieved by King Hor-Aha Menes when the two crowns were merged in the Double Crown.

Then ask this challenge question:

King Narmer was known for unifying the two immense areas of Upper and Lower Egypt. Can you think of any ways that written communications, using hieroglyphic writing, could also have helped leaders create unity across these two areas?

Take some "theories" from students, recording a few ideas on the board. Say you will come back to them.

Before moving on, circle back to the homework assignment preceding Lesson 13. Ask for volunteers to describe what they learned from the video: What are hieroglyphs, and why have they been so important to historians of ancient Egypt?

(Hieroglyphs are the individual signs in a system of pictorial writing; for more background, see the Teacher Background note at end of Lesson 12 or listed resources. Decoding this system has allowed us to construct histories of ancient Egypt and given a window into Egyptian perspectives.)



LEARN MORE

Some background knowledge on Narmer and the unification will be helpful for teachers leading this activity. Strong resources include Palette of King Narmer (Khan Academy) and The Royal Crowns of Egypt (Egypt Exploration Society). For more on Narmer and Hor-Aha Menes, Egyptian unification, and the ambiguity created by the fragmentary nature of the historical record, see the entry Narmer in the World History Encyclopedia.



• LEARN MORE

Students may be interested to learn that ancient Egyptians called their ruler "king" or "queen" for most of their history. "Pharaoh" meant "Great House" and referred to the ruler's palace. Not until the reign of Akhenaten (c. 1353–1336 BCE) was the term first used for the ruler himself.

Ancient Nubia (today's Sudan) also shared pharaonic-style rulership, and its kings ruled both Nubia and Egypt from 747 to 656 BCE.



► Investigating Sources: Evaluating Credibility on the Role and Achievements of the Pharaoh

(25 minutes)

In this activity, students use primary and secondary source materials to come up with a "job description" of the **pharaoh**. Define this term briefly using **Slide 6**. This may be done in small groups or partners.

First ask students to read "<u>A Day in the Life of a Pharaoh</u>" from Egypt's Golden Empire (PBS). (An alternative or additional reading is <u>Pharaohs</u> from National Geographic Education.) Students should highlight, underline, or use notebooks to write down the main activities or responsibilities of the pharaoh as they are presented in the article.

Now have students turn to the *The Egyptian Social Pyramid* handout. The first page includes context and a primary source passage to correlate with their prior reading from PBS ("A Day in the Life of a Pharaoh").

- See if students can recall what the Rosetta Stone is and why it is important. Here, we will look at the text itself, both to learn about the pharaoh's role and to practice thinking about source credibility: do they think the descriptions of the pharaohs from the Rosetta Stone are partly or totally credible?
- Go over the criteria for credibility with students, and direct their attention to the credibility exercise on page 2 of the packet as where they will record thoughts about what makes the source credible (in full or part), or not.
- Have students read page 1 of the packet both the context and the primary source text. When you get to the latter, consider reading it aloud, all together or by turns, declaiming the names and compliments of the pharaoh in a loud, declarative voice.
- Have them work in partners or small groups on the credibility chart. When they are finished, debrief as a whole class using the Rosetta Stone Credibility Chart (Teacher Version).



BUILD LITERACY

This "Day in the Life" article is written creatively as a "you-are-there," behind-thescenes look at the life and activities of a typical Egyptian god-king from morning to night. Students will find it entertaining and accessible; but they may need help understanding what kind of source it is (a good practice of R5 – how texts present information). You can assure them that informational texts, like this one, can be written in an enjoyable way but still have credibility and accuracy. The extensive reading list that accompanies this PBS feature shows the credible secondary sources that informed the article.

To learn or teach more days-in-the-life of people of different ranks and occupations in Egypt, PBS has created additional profiles: Nobleman, Craftsman, Priest, Soldier, Soldier and Woman, while TED Ed offers A Day in the Life of an Egyptian Doctor.

Organizing Egyptian Society: A Social Pyramid (15 minutes)

The class has now met the pharaoh, a combination of king and deity who ruled over Egypt with absolute power. Pharaohs typically passed their power on to their offspring, creating families of rulers called **dynasties**. Define this term using **Slide 7**.

But Egyptian society was more than its top leader. It was made up of many other levels of people who also had specialized roles and responsibilities (students may recall that job specialization is a characteristic of a complex society). The ancient Egyptians had a highly structured social order, where some people had high status, and others very little. We call this a **hierarchy.** Introduce the definition on **Slide 8.**

In fact, many historians have compared the social structure of Egypt to a pyramid – very appropriate for Egypt! We are going to figure out why.

Start with a quick class discussion: brainstorm the other jobs that would be necessary to keep Egypt running smoothly. For a hint, help them think of the primary activities that would need to be done in that society, based on what they know so far.

Students might say: agriculture, warfare and defense, building houses, temples, and pyramids (tombs), trade and commerce, keeping records, irrigation expert, crocodile hunter, carrying out the pharaoh's orders, worshiping the gods, etc.

Then direct their attention to the Egyptian Social Pyramid handout on page 3 of the packet. This exercise gives them a challenge: assign each category to where they think it fits on the pyramid, from highest to lowest. There are seven social groups for them to rank. Remind students they are trying to see this through the eyes of an ancient Egyptian person, not according to their own personal rankings.

After they have a few minutes to puzzle through their own pyramids, project the Social Structure of Ancient Egypt infographic on **Slide 9**. Take "noticings" from the class.

Lead a debrief discussion, choosing some of these prompts:



• LEARN MORE

Historians differ on how many levels or rankings they posit for ancient Egypt. Another popular hierarchy chart ascribes five levels; these are illustrated in this middle-school-friendly short video, <u>Daily Life in Egypt:</u> <u>Five Social Classes</u> (Peppy Productions)

- Does the infographic confirm some of your answers?
 Anything surprising?
- What two groups are at the top of the pyramid? What two groups are at the bottom? What do you think about that?
- What do you notice about scribes? Why do you think they have such a high ranking? (Refer back to discussion from the start of class: how did writing help keep the kingdom unified? Note too that scribes would have a higher rank and wealth than an ordinary soldier, despite how the pyramid looks.)
- Farmers were the biggest group (80% of population) and economically, maybe the most important. Yet farmers are in the lowest rank why? (Note that many poor farmers worked for the state or for wealthy landowners.)
- Do you see women on this infographic? Where would women fit into the social pyramid of ancient Egypt? (Answer: at every ranking!)



Check-In (5 minutes)

Ask students to reflect with a partner on what they would now add to their KW chart about our supporting question based on their knowledge of the pharaoh.

Then as a whole class, take responses and list them on the chart. If students need prompts, ask them to consider

- How the pharaoh maintained divine order (Ma'at)
- What the pharaoh did at the temples
- How the people encountered or saw the divine ruler
- How the pharaoh's duties connected to the Osiris myth

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CULTURAL COMPETENCE

Have students brainstorm ways we might see Ma'at in our modern society today, or in our own school (classes, grades, teachers, principal) — although keep in perspective for students that the Egyptian beliefs were connected to religious beliefs and the duality of the landscape. Ask them to share out, as time allows.

Homework (Optional)

Assign students to create a job description for the pharaoh, filling in page 4 of their *The Egyptian Social Pyramid* packet with 3-5 bullet points per section.

Rosetta Stone Credibility Chart (Teacher Version)

Is this source a credible description of the pharaoh and his achievements?

Consider the author(s), date written, intended audience, and purpose of the source.

YES (reasons why)	NO (reasons why not)
The authors (priests) describe the kinds of roles we know about from other sources The authors (priests) describe the kinds of roles we know about	 The language is just a formula, copied from earlier texts — it is not personal to this pharaoh.
 It shows what the priests want their pharaoh to be like: generous, forgiving, protective, etc. 	 The language is exaggerated, talking of "making perfect the life of human beings" and giving the ruler credit for things he personally did not do
 The priests see their pharaoh as divine (Horus-Ra), and probably would not want to lie about a 	(establishing Two Lands, defeating enemies)
god	 This text was put in every temple, so the priests probably wanted all priests across the land to support
 The date is from the reign of an actual pharaoh (but may not be a great source for much earlier 	the ruler & these goals.
dynasties)	 The priests may want to win the pharaoh's favor by exaggerating his generosity and goodness. Or they may want to influence the pharaoh by reminding everyone of what they want their ruler to be like.

LESSON 14

The Gods and Their Roles in Ancient Egypt



Learning Objective

Categorize Egypt's gods and goddesses by function and decide which would be the relevant deity for solving various civic or personal challenges.



Language Objective

Actively use the text feature of headings to read and comprehend a nonfiction text about Egyptian religion.



SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: Depending on the student's proficiency level and comfort, students may or may not read aloud in their groups or may read aloud the headings only in the "Religion" reading group activity. Bold or highlight key words of the sentences on the "Which God or Goddess" worksheet to make that activity more accessible.

Levels 4-5: Provide students with a checklist of steps for using text features during the group reading activity on an anchor chart or the board. For example: 1) Discuss how text is organized 2) Skim headings 3) etc. This checklist can be used for later reading activities to support students' use of the strategy on their own.

Lesson Context

Having learned about Egypt's hierarchical social structure in the last lesson, with the god-king or pharaoh at the top, students take a deeper dive into Egyptian religious beliefs and mythology in this lesson. First, they read a nonfiction text, using headings to guide their understanding of different aspects of Egypt's polytheistic religion (RCA-H.10, RCA-H.5). Then they "meet" several of the most important gods and goddesses, introduce them to one another in small groups, categorize them by function (PS 3, RCA-H.7), and collaboratively decide which deity would be relevant for

MATERIALS

- Egyptian ReligionEgypt's Polytheistic
- Religion

 Egyptian Deity Cards
- Lesson 14 Slidedeck

VOCABULARY

afterlife Ma'at

Lesson 14: The Gods and Their Roles in Ancient Egypt

solving various civic or personal challenges (PS 1, SLCA.1). The lesson ends with a return to the Supporting Question and a look ahead to its second part, the afterlife, using a short video to introduce the idea of a Book of the Dead. The next lesson explores rituals about the afterlife more fully.

polytheism

Lesson Standards

6.T3c.4: Analyze the role of the pharaoh as god/king, and describe how pharaohs were represented in painting and sculpture, the concept of dynasties, and significant acts of at least one pharaoh or queen (e.g., Khufu, Akhnaten, Ramses II, Nefertiti, Cleopatra).

6.T3c.6: Describe the polytheistic religion of ancient Egypt with respect to beliefs about death, proper behavior, the afterlife, mummification, and the roles of deities.

RCA-H.6-8.5: Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.

RCA-H.6-8.7: Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RI.5.10: Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.

SLCA.6-8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.

PS 1: Demonstrate civic knowledge, skills, and dispositions by learning about civic innovations and/or religious diversity, and participating in discussions and debates.



OF ADVANCE PREPARATION

For the last activity, decide whether you would like to print the eight gods and goddesses as half-page cards that groups can hold up, or share the resource digitally so they can search for the relevant deity. If the former option, print (and if possible laminate) the cards in advance, one set for each group of 4 students.

Introduction to Polytheism (10 minutes)

Call to mind what students observed at the end of the last class about the role of the pharaoh in the divine order.

Then project **Slide 1** and explain that today we are going to consider Egyptian religion more broadly and think about how and why Egyptians turned to their gods. We will also

Lesson 14: The Gods and Their Roles in Ancient Egypt

think about an approach to religion that may be unfamiliar to most students now, but was quite common in the ancient world and still exists: the belief in multiple gods, or **polytheism.** Introduce the term using **Slide 2** - **Slide 3**, with examples of gods from Egyptian religion.

Give the context that often, Egyptian gods represented aspects of nature or human nature. Egyptians believed they also had the power to protect them and reward or punish their behavior. Ask students to speculate with a partner or small group:

How might Egyptians please such gods, or calm them?

List on the board or KW chart (under W) some wonderings. Then affirm responses in line with ways that Egyptians interacted with and worshiped their gods, such as *correct rituals*, *spells*, *offerings*, *amulets* and *obedience*.

Emphasize that these were very frequent practices in the daily lives of common Egyptians, not just priests! Egyptians felt their gods were close at hand, imbuing each day with meaning.

Understanding Egyptian religion will help us add detail to our responses to our Supporting Question (**Slide 4**):



For ancient Egyptians, how did their ways of living connect to their religion and mythology?

To do this, we will turn to a reading next.



Investigating Sources: Using Text Features to Learn About Egyptian Religion (20 minutes)

Put students in groups of four, and provide individual students with either a link to the "Religion" reading from Egypt's Golden Empire website (PBS, link on **Slide 4**), or with the **Egyptian Religion** reading itself. This will be their introduction to Egyptian religious concepts, and also an opportunity to practice thinking about how a nonfiction text presents information.



TEACHING TIP

Students are new to the study of ancient religion, and may have little to offer about the sorts of practices that were regularly used. Give them sufficient time to consider the question, then introduce key missing ideas if they are not raised. They will see these sorts of special practices across many cultures this year.

Ask students to look over the reading and discuss with their group how information is organized in this reading. For instance:

- Is it a narrative, organized in a sequence?
- Is it comparative?
- Does it describe something?
- Does it explain or give information about something?

Direct students' attention to how information is organized and chunked: in this case, with section heading and subheadings. These offer the main clue to its organization.

After a minute, take each group's responses to see whether they have discerned that the article is organized by key ideas or concepts of Egyptian religion. They should see that it is **explaining** religion through these concepts. Emphasize that the subheadings are written to cue readers to pay attention to these concepts, as they are important.

Students will read the article in small groups in a moment. However, begin as a whole class by asking students about the text features at the very top of the article:

- What is the heading? (Religion)
- How does the article begin (what's at the top), and what should you do with this?

They will notice two sentences in boldface. Take their ideas about why this is pulled out in this way, and how it's meant to be helpful. Draw out the ideas that this text feature is intentional by the authors: they are summarizing the big ideas of the article and preparing readers to enter into the details. Good readers do not skip such clues — they pay close attention to orient their mind to the ideas! Read the introductory paragraph to the class.

Then, have students do a read-aloud in their small groups, with each student reading a section. Each student should begin by reading aloud and then pausing at their section subheading (boldface); the goal here is to draw attention to subheadings as a feature they should not skim over. After reading it, the student should turn the subheading into a question, as a good practice for using this text feature to support their comprehension. Model this with the first heading as an example: the "Mysterious and frightening" heading might prompt a question like,



For more guidance and ideas, see the post <u>Teaching</u> <u>Headings and Subheadings</u>.

What was likely to be frightening to Egyptians?, or How were mysterious things related to religion?

Let small groups take over the read-aloud on their own at this point, switching readers at each subheading/new concept. Circulate to see if the groups need support in using the headings as comprehension tools, or have other questions.

At the end, briefly revisit the Supporting Question. Have students do a quick turn-and-talk with a partner, both naming one important way Egyptians' ways of life connected to their religious beliefs.

Then tell students that we will be talking more about death and burial in the next lesson; today's focus is on grasping the concepts of polytheism and **Ma'at**. Show **Slide 5** - **Slide 6** to reinforce what they read about Ma'at; this is an important civic concept for Egypt that students will reference later in the unit.

▶ The Roles of the Primary Deities (20

minutes)

In this final activity, students will learn about eight of the most important Egyptian deities — a sampling of how the Egyptians envisioned their gods and goddesses. Give each student a copy of the handout **Egypt's Polytheistic Religion**.

Hand each group a set of the *Egyptian Deity Cards* cards and have each student take two cards.

Instruct each student to read about their two gods or goddesses, first in silence, then introduce them to their small group. They should explain both the god's appearance and its powers or roles.

As students listen to their peers' introductions, they will use the handout to categorize each god or goddess as primarily concerned with life on earth or life after death. This introduces the idea of an **afterlife**, an idea picked up again in the next lesson.

> Life on earth: Isis, Horus, Amun Re, Thoth, Hathor Life after death: Osiris, Seth, Anubis

After students have "met" all the deities, their last challenge is to collaboratively decide which deity would be most



TEACHING TIP

As an extension, you could have students create ancient Egyptian-style deities based on animals native to Massachusetts or their home state/country. For example, what powers and domain might a god have if it was shown with the head of a raccoon, a coyote, a chickadee, a snapping turtle, a squirrel, a white-tailed deer, a bobcat, or a red-tailed hawk?

appropriate or relevant for solving various civic or personal challenges Egyptians might have encountered. Using page 2 of the handout, have students discuss and decide which god or goddess to honor or make offerings to for a given situation.

Check-In

To debrief and assess students' understanding, read the scenarios aloud and have each group hold up the card of the god or goddess they chose. If time allows, you can probe why they picked the particular deity.

Wrap up by asking students how Egyptian ways of living connected to religion; add their observations to the KW chart.

Homework

Have students watch the TED Ed video The Egyptian Book of the Dead: A Guide for the Underworld - Tejal Gala (4:31) and write two ways Egyptians' ways of living (on earth) connected to their religious beliefs or mythology about the afterlife. This is laid out for them on page 2 of the handout, which you can collect at the start of the next class.

LESSON 15

Life as an Eternal Journey: Preparing for the Afterlife



Learning Objective

Depict the practices and rituals that ancient Egyptians believed would secure an afterlife by creating illustrated summaries based on primary and secondary sources.



Language Objective

Write focused questions about artworks placed in tombs for use in the afterlife.

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SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: Offer a few sentence stems for the graphic organizer such as "It tells us they believed ...", "It tells us _____ was important." and "It doesn't tell us..." Give a few more model questions for students at this level to follow and adapt.

Levels 4-5: Check in with students one-on-one to give feedback on their questions. Although grammar is not the emphasis of this activity, formulating questions in the past tense can be challenging for students and explicit instruction can be helpful. <u>Here</u> is a grammar reference guide.

Lesson Context

After learning about central religious concepts like polytheism and Ma'at, and meeting a pantheon of deities in Lesson 14, this lesson focuses on another preoccupation of Egyptians that was shared by ancient Nubians: life as preparation for an eternal afterlife. Students discuss the purpose of Books of the Dead, and beliefs and practices around death and the underworld. Then they learn rituals that Egyptians performed like mummification, and the construction by both cultures of monumental tombs.

MATERIALS

 Asking Questions of Tomb Art: Egypt or Nubia
 blank paper
 posterboard (optional)
 markers or colored pencils
 Lesson 15 Slidedeck Students summarize their knowledge of how pharaohs and later others secured an afterlife by creating illustrated-panel posters of the steps or practices involved. Lastly, they use visual texts of either Egyptian or Nubian funerary objects to consider what such sources can and cannot tell us, and ask focused questions about their purpose within religion and culture (RCA-H.5, PS 2). In the next lesson, students consider the characteristics of Nubian civilization and its relationship to Egypt.

VOCABULARY

mummification

Lesson Standards

- **6.T3c.3:** Analyze the kinds of evidence that have been used by archaeologists and historians to draw conclusions about the social and economic characteristics of ancient Nubia (the Kingdom of Kush) and their relationship to the characteristics of ancient Egypt.
- **6.T3c.4:** Analyze the role of the pharaoh as god/king, and describe how pharaohs were represented in painting and sculpture, the concept of dynasties, and significant acts of at least one pharaoh or queen (e.g., Khufu, Akhnaten, Ramses II, Nefertiti, Cleopatra).
- **6.T3c.5:** Describe the relationships among social classes (e.g., the relationship of the pharaoh to priests, nobles, government officials, soldiers, scribes, artisans, farmers, and peasants, laborers, and slaves).
- **6.T3c.6:** Describe the polytheistic religion of ancient Egypt with respect to beliefs about death, proper behavior, the afterlife, mummification, and the roles of deities.
- **6.T3c.7:** Summarize important achievements of the Old, Middle, and New Kingdoms (e.g., the agricultural system; knowledge of mathematics, astronomy, the invention of a calendar; the invention of papyrus and hieroglyphic writing; the organization of monumental building projects such as the Pyramids and Sphinx at Giza; the centralization of government and military power).
- **RCA-H.6-8.5:** Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.
- **RCA-H.6-8.7:** Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- **PS 2:** With support of the teacher and peers, develop questions about sources and topics that contribute to the process of inquiry and investigation.

Activator: Book of the Dead Review (70

minutes)

Note: If you did not assign the TED Ed video <u>The Egyptian</u> <u>Book of the Dead: A Guide for the Underworld - Tejal Gala</u> for homework, or feel that most students have not watched it, start the lesson by showing it first. It introduces important religious practices like leading a pure (sinless) life, mummification, and the creation of a Book of the Dead. The importance of magic amulets and spells is also highlighted.

Begin class by asking students to popcorn-share a "Book of the Dead Review" by contributing a word or phrase that describes or comments on the video tale of the book (Ani's story) as they encountered it in the homework video. Consider starting this off by throwing out a phrase or two of your own, like "action-packed," "magic," "full of monsters," "suspenseful" or "happy ending." Let all who wish to add something have a chance; the purpose is to activate students' knowledge from the video they watched for homework.

Then project **Slide 1**, which is from the same *Papyrus of Ani* referenced in the video. Using this image as a memory aid, ask,



What did Ani's Book of the Dead teach us about Egyptian religion and how Egyptians prepared for life after death?

(Students may mention mummification by priests; the use of charms; the heart-scarab amulet; the need for a book of magic spells and codes to get past obstacles and monsters in the underworld; judgment by the assessor gods; declaring sins one has not committed; the weighing of one's heart against the Feather of Truth; Osiris; securing an afterlife in the Field of Reeds or being devoured, etc.)

Note students' responses in a visible way, as they will need the list later. Take a moment to prompt, and answer, questions students may have about mummies or the mummification process using **Slide 2**.



• LEARN MORE

An excellent resource for teacher background is Book of the Dead: Becoming God in Ancient Egypt, an online display from the Institute for the Study of Ancient Cultures Museum (via Google Arts and Culture). Helpful resources on mummification — not for the faint of heart — include How to Make a Mummy (TED Ed) and The **Mummification Process** (Egypt Museum). Additional recommended resources on mummies and pyramids include <u>Egyptian Mummies</u> and The Egyptian Pyramid (Smithsonian); this National Geographic <u>Pyramids Photo</u> Essay; The Amarna:3D Project; How Were the Egyptian Pyramids Built? (LiveScience); Decoding the **Great Pyramid** (NOVA Season 46, Episode 4 (PBS); and the book and PBS video Pyramid by David Macaulay.

Securing an Afterlife (10 minutes)

Explain to students that both ancient Egyptians and ancient Nubians saw life and the afterlife as an eternal journey; life in many ways was one big preparation for the afterlife. Ordinary people lived in a world of spells and charms, trying to maintain Ma'at and not upset the various gods.

The chief responsibility for Ma'at, of course, lay with the pharaoh, so ensuring his afterlife was most important of all; he began planning for it soon after taking power. Later, wealthy Egyptians also went to extreme effort and expense to construct elaborate tombs that would make their afterlife a reflection of their lives on earth — like palaces for the afterlife, filled with all the things they would need there.

Show students the video How Did They Build the Great Pyramid of Giza? (TED Ed, 5:33), linked from **Slide 3**. As they watch, pause the video to prompt students (in small groups or as a whole class) to reflect on the question,



How was building pyramid-tombs part of securing an afterlife? Whose lives were shaped by this religious practice?

Emphasize that thousands of free Egyptian people — mostly farmers working in the flooding season — built the pyramids, not enslaved people. These monumental projects required huge numbers of laborers and support people (25,000 for Khufu's Great Pyramid at Giza!).

Share that pyramids were not the only monumental works constructed by the Egyptians. The guardian of the tombs at Giza is a Great Sphinx, part-man and part-lion. Show the Sphinx using **Slide 4**.

Then emphasize that the Egyptians were not the only pyramid builders in the region! The Kushite kingdom of Nubia to the South shared similar religious beliefs, also had pharaoh-style rulers, and built pyramids — theirs were steeper, more slender, and more numerous. Project **Slide 5** to make this point.



DEARN MORE

Afterlife preparations did not mean that Egyptians devalued life itself indeed, they tried to create a life that was worth living eternally and were not, contrary to some images in popular media, deathobsessed. See Egyptian Afterlife - The Field of Reeds for details.

▶ An Illustrated Guide to the Afterlife (15

minutes)

Ask students to actively process what they have learned about Egyptian and Nubian rituals concerning the afterlife. In groups of four, have them create a 4-panel poster, with each person illustrating one step, or one practice, that was part of the effort to earn or ensure an afterlife. (For the poster, students can assume this is for the pharaoh.)

Students will each draw one practice, then merge them onto a poster or in a wall display. Show **Slide 6** so they see layout ideas (though others are possible too). For their drawing, they should also include a caption explaining why a person needed to do that particular practice.

To guide students' selection of key practices, ask them to identify with their group <u>four</u> important practices and divide them up for illustration. The sorts of practices might include

- Living a life free of sin/upholding Ma'at;
- Creating a Book of the Dead to guide you (practicing all the right spells and rituals);
- Planning for the mummification of your body;
- Construction of a tomb or pyramid-tomb.

Students may express these or other practices in other words or ways; this is not an exclusive list.

When posters or displays are complete, put them up and allow students to visit other groups' work.



TEACHING TIP

You may wish to explain to students that funerary practices changed over time. At first, the afterlife was only accessible to the pharaoh, but by the time of the Middle Kingdom Period, most Egyptians who could afford it made preparations for an afterlife of their own. Pyramid texts — religious spells carved into tomb walls — soon spread to queens and important government figures, and then to the coffins of common people. Pharaohs and commoners alike used Books of the Dead. More detail is available in Egyptian Afterlife: Ancient Egyptian Burial Practices, Beliefs, Rites, and Rituals (History Cooperative). It is worth noting, too, that the certainty of an eternal afterlife had its skeptics even in ancient Egypt, as Life after Death in Ancient Egypt explains (History Today).

Asking Questions of the Tomb Objects of Egypt and Nubia (15 minutes)

Preface this activity by saying that Egyptian tombs often featured artwork that included images of gods, spells and prayers in hieroglyphs, and all the supplies needed for a happy and comfortable afterlife. By studying these tombs and what archaeologists have discovered inside, we can learn a great deal about Egyptian daily life, death, and religious beliefs. We can also ask questions prompted by these materials.

In this last activity, students will first choose one of two resources that will expose them to a gallery of photos of either Egyptian or Nubian objects found in tombs and pyramids (links on **Slide 7**). From this chosen set, they will select three objects to observe in detail. They do not need to read the complete text, though captions will likely be helpful.

Choice 1: 30 Treasures of Tutankhamen's Tomb (LiveScience) — Egyptian objects of splendor found in the tomb of the boy king Tutankhamen, whose neveropened tomb was discovered in 1922 in the Valley of the Kings

Choice 2: Relics from the Kingdom of Kush and Ancient Nubia (World History Encyclopedia) — Luxury goods from various tombs and pyramids that show the glory and refinement of Nubian culture

From this image set, they will complete the **Asking Questions of Tomb Art: Egypt or Nubia** handout prompts drawn from the Supporting Question:

- What can this artwork or artifact tell us about life and religion in Ancient Egypt/Nubia??
- What can't it tell us?
- What focused questions can we ask to understand its meaning or purpose better?

Select an object of your choice to model inferential thinking and relevant question-generation with students. Or use the example of the Armlet from Meroë (Nubia, 2nd image) with these responses to the three questions above:

- 1. It tells us that Nubians wore images of their gods on their jewelry; they buried fine goods to bring to the afterlife
- 2. It cannot tell us whether this armlet was ever worn in life, or made only for the afterlife (unless the item shows evidence of wear); cannot tell us whether only queens wore gold
- 3. Did Nubians put gods on their jewelry to worship them? To call for their protection?

LESSON 16

Ancient Nubia "Lost" and Found



Learning Objective

Use evidence in primary sources to refute historical narratives about Nubia.



Language Objective

Contribute ideas and cite evidence as part of a whole-class discussion of Egyptian and Nubian beliefs and ways of life.



SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: During the whole-class discussion, use inclusive strategies such as providing wait time, think-pair-share, or asking students to paraphrase or build on what others have said using sentence stems.

Levels 4-5: Students may benefit from a list of academic conversation sentence starters to support their participation. See the table in <u>this article</u> for examples. Make an effort to call on some students rather than picking the fastest volunteers.

Lesson Context

As we saw in the last lesson, the religious beliefs of ancient Egypt and Nubia were mostly shared by the two cultures, a fact which emphasizes their deep commingling. Through religious faith in common, trade, intermarriage, warfare and even military service (when one power occupied or ruled the other), Nubians and Egyptians mutually influenced one another in complex ways and created a cosmopolitan culture. However, historians have glorified Egypt's accomplishments and denied or misattributed those of Nubia. This lesson explores why, helping students to see how bias is embedded in historical narratives both ancient and current — but also how historiography can shift in a more accurate direction (PS 4, PS 5). Students examine evidence of

MATERIALS

- Evidence of Nubian Achievements
- Lesson 16 Slidedeck

Lesson 16: Ancient Nubia "Lost" and Found

Nubia's unique characteristics as well as its inextricable links to its northern neighbor. To conclude the lesson, students have a Putting It Together discussion that circles back to the

Supporting Question (SLCA.1).

Lesson Standards

6.T3c.2: Describe the significance of the Nile River to ancient Egyptians.

6.T3c.3: Analyze the kinds of evidence that have been used by archaeologists and historians to draw conclusions about the social and economic characteristics of ancient Nubia (the Kingdom of Kush) and their relationship to the characteristics of ancient Egypt.

6.T3c.6: Describe the polytheistic religion of ancient Egypt with respect to beliefs about death, proper behavior, the afterlife, mummification, and the roles of deities.

RCA-H.6-8.7: Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

SLCA.6-8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.

PS 5: Evaluate the credibility of secondary and primary sources, and their relevance to answering a specific question.

Activator: Debriefing Homework (10 minutes)



N- LEARN MORE

Helpful resources for building knowledge about Ancient Nubia include <u>Nubia Resources</u> from Boston University's African Studies Center and the teacher-oriented podcast <u>Nubia on the Nile: African Civilization and the Racial Politics of Memory</u> from Primary Source. The Museum of Fine Arts in Boston, which has the largest collection of Nubian art in the world, mounted an exhibit called "Ancient Nubia Now" in 2019; resources connected to this exhibition are good starting places for learning (and seeing) more: <u>Ancient Nubia Emerges</u> (short video from MFA) and <u>An MFA Exhibition Tries To Correct The Record On Misrepresented Ancient Nubia</u> (WBUR). See also <u>The Land of Nubia</u> (MET Museum), and <u>Why Ancient Nubia is Finally Emerging from Egypt's Long Shadow</u> (New Scientist).

Begin class by discussing what students learned and asked about ancient Egypt and Nubia from their homework observations. Ensure that they are grasping the key insight that these grave goods show the close connection between life and afterlife in the minds of these cultures; their view of

the world and journey through it was guided by their religious outlook.

Remind the class about the location and land of Nubia using **Slide 2**. Then pivot to students who observed Nubian objects specifically for their homework choice and ask them:

What sort of culture did Nubia seem to be?

(They will likely note things like its gold, fine metalwork, pyramids, or similarities to Egypt — characteristics of an advanced and prosperous Nubian culture.)

Share the news that for many centuries, Europeans and Americans who studied Africa, especially Egypt specialists, did not believe Africans could create such things! They separated Africa south of the Sahara off from Egypt. They treated Egypt as highly advanced and Nubia as a lesser civilization that mostly borrowed from Egypt. So in this lesson, we will look at why the "experts" got the story wrong, and how Nubia was Egypt's equal.



Check-In

Collect students' homework handout to assess their thinking and the relevance of their questions.

Nubia "Lost" and Found (10 minutes)

Ask students to speculate on how a civilization could be "lost" or looked down upon even when clear evidence of its achievements was found.

Take some responses and note or project them on the board. Then verify or share the key causes of this loss and misinterpretation, as we now understand it, using **Slide 3**. In addition to affirming students' good thinking, having this background will help them make sense of the video that follows.

It is important to note that

 The prejudice behind this sort of thinking affected history and archaeology until quite recently — it began to change only in the 1980s and 1990s.

 The Museum of Fine Arts in Boston and Harvard University supported an excavation of the Nubian site of Kerma from 1913 to 1916, and brought back objects that now make up the world's largest Nubia collection. In an effort to correct racist ideas that their lead archaeologist promoted, the museum in 2019 created a major exhibition called "Ancient Nubia Now."

Explain to students that they will watch part of a short video produced by the MFA Boston as part of this exhibit, of an Egyptologist discussing How Egyptologists Removed Ancient Egypt from Africa (watch from the beginning to 3:38, stopping as needed to offer explanations or check in with students). While Egypt is in the title, the video explains how Nubia got left behind and how royal or official Egyptian propaganda shaped views of Nubians that did not correspond to the reality of how these societies lived together and intermingled. Share the Nubia and Egypt timelines on **Slide 5** so students can see how these Nile River societies coexisted in time as well as geography.



TEACHING TIP

A wonderful resource for introducing Nubia and its achievements to students, which closes with the "lost" theme, is What Happened to the Lost Kingdom of Kush? (TED Ed, 4:34). It is not included in this activity sheerly for time reasons, but could be added if you take additional time with Nubia lessons.

Examining Evidence: The Achievements of Ancient Nubia (15 minutes)

In pairs or small groups, ask students to create a list based on the following questions:

If you wanted to study an ancient civilization, what would you look for?

What artifacts would help you understand it?

Take their ideas. Next, explain that we will look at some evidence from Nubia which may correspond with the types of evidence or artifacts students just suggested (look for connections!).

Share **Slide 6-Slide 12** with students (make a View-Only copy of the deck) and project **Slide 6** while you introduce the questions:



How does this evidence disprove stereotypes about ancient Nubians?



TEACHING TIP

The number of slides in this exercise may be adjusted for the needs of your class and the time you have.



Does this evidence offer ideas about Nubia's relationship to Egypt, including in religion?

Keep these projected; students will work to answer them in their pairs or small groups using the *Evidence of Nubian Achievements* handout. Complete sentences are not necessary; this is meant to be a brief introduction (along with last night's homework) to the variety and refinement of Nubian civilization as revealed by archaeological evidence.



Putting it Together: Life and Religion in Ancient Egypt and Nubia (15 minutes)

For the remainder of class, have students take out their KW charts, to which they have been adding across several lessons. These include the Supporting Question we are now revisiting:



For ancient Egyptians and Nubians, how did their ways of living connect to their religion and mythology?

Facilitate a whole-class discussion of this question, drawing upon topics addressed in this cluster of lessons.

As students respond, ask them to cite evidence to support their observation. Note key takeaways in a form that can then be shared with them to model notetaking. These might include:

- The Nile and its seasons affected ways of life and mythology, such as the myth of Osiris and the positive, live-forever outlook of the Nile civilizations.
- Harmony and order (Ma'at), established by the gods, were considered to be the normal state of affairs.

- In the polytheistic religion, many gods were drawn from nature and the natural forces of the Egyptian and Nubian worlds.
- One god-king, the pharaoh, was responsible for maintaining order in a hierarchical society.
- The pharaoh was divine, meaning that he (sometimes she) had absolute power and had to be obeyed.
- Life was a preparation for the eternal afterlife, through ways of living, the use of spells, magic and charms or amulets in everyday life, worship of the gods, the creation of (guide)books of the dead, mummification, and the building and stocking of tombs or pyramidtombs.
- Art and artifacts reflected the presence of the many deities and religious symbols that guarded over people in Nile societies.
- Egypt and Nubia were neighbors who strongly and mutually influenced one another's cultures, and sometimes conquered one another; they shared many characteristics, including religious beliefs and cults to gods (such as Amun), and also engaged in dialogue back and forth.

To close the discussion, have each student look back at their KW chart and add two important things they now know to the "Know" column, and answer, if possible, at least one thing they formerly "Wondered."

LESSON 17

Inquiry Cycle: Women in Ancient Egypt and Nubia – Exploring Evidence (Part I)



Learning Objective

Generate inquiry supporting questions for the Guiding Question "Were women powerful in ancient Egypt and Nubia?" and examine textual and visual sources to answer them.



Language Objective

Read to find evidence for different positions on the Guiding Question and inquiry supporting questions, and organize evidence through notetaking.

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SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: Provide students with a formulaic and repetitive question stem that they can use for generating the questions about each category, such as "Could women be ___ (noun for a job)? Did women have the power to ___(verb)?"

Levels 4-5: Pair students thoughtfully with others of varying proficiency levels so that they can collaborate productively during the activity.

Lesson Context

For the trio of lessons beginning with Lesson 17, students undertake an Inquiry Cycle around the Guiding Question, Were women powerful in ancient Egypt and Nubia? This engaging and multi-perspective question – with its strong contemporary relevance – ties to the unit's civic themes and integrates content from the cluster. In Lesson 17, students develop inquiry supporting questions about power and women (PS 2) linked to three realms of ancient Egyptian and Nubian life that they have already encountered — government & leadership; religion; and economy & daily life. In Lessons 17 and 18 they conduct the inquiry by

MATERIALS

- Women and Power Debate
- ☐ Teacher Guidance:
- Debate Talking Points
- Lesson 17-19 Slidedeck
 Inquiry Cycle Sources

VOCABULARY

power

investigating diverse sources pertaining to these realms, and organize their evidence to support pro and con positions (PS 2, RCA-H.7). Ultimately, students will be assigned a position, pro or con, and work with a team to present a set of arguments in an abbreviated oral debate. This performance task practices essential civic skills (including the ability to discuss complex civic issues with people of different views, and defend a position, speaking with clarity and effectiveness) and SLCA.1.

powerful

Lesson Standards

- **6.T3c.3:** Analyze the kinds of evidence that have been used by archaeologists and historians to draw conclusions about the social and economic characteristics of ancient Nubia (the Kingdom of Kush) and their relationship to the characteristics of ancient Egypt.
- **6.T3c.4:** Analyze the role of the pharaoh as god/king, and describe how pharaohs were represented in painting and sculpture, the concept of dynasties, and significant acts of at least one pharaoh or queen (e.g., Khufu, Akhnaten, Ramses II, Nefertiti, Cleopatra).
- **6.T3c.5:** Describe the relationships among social classes (e.g., the relationship of the pharaoh to priests, nobles, government officials, soldiers, scribes, artisans, farmers, and peasants, laborers, and slaves).
- **6.T3c.6:** Describe the polytheistic religion of ancient Egypt with respect to beliefs about death, proper behavior, the afterlife, mummification, and the roles of deities.
- **RCA-H.6-8.7:** Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- **RI.5.10:** Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.
- **SLCA.6-8.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
- **PS 2:** With support of the teacher and peers, develop questions about sources and topics that contribute to the process of inquiry and investigation.



OF ADVANCE PREPARATION

All student evidence sources for this Inquiry Cycle are contained in the Lesson 17-19 Slidedeck, Slides 4-14. Students will need to access these slides and links on individual devices beginning today and continuing in Lesson 18.

Before students begin their source work, it is important for the teacher to preview the document **Teacher Guidance: Debate Talking Points**. This will help you guide and support the student working groups as they engage in their investigation of evidence for the Inquiry Cycle.

Plan carefully how to organize student "expert" groups as these will transform into your debate teams for the final performance task. You will need to organize six student groups, two for each topic (i.e., two groups on government & leadership, two on religion, two on economy & daily life). Later, these will become the opposing "debate teams" with one expert group assigned pro, and the other the con position. (In other words, of the two groups researching religion, one will eventually be for the proposition that *Egyptian and Nubian women had power in the realm of religion* and the other against it; etc.) These two teams will then face off in the oral debates. On debate day, you and the class will watch and learn from three rounds of debate, one for each of the three realms of our inquiry – government & leadership, religion, economy & daily life.

Last, keep in mind that class size will affect your set up. In a class of 20-25 students, debate teams will average three to four students per side and that works well. If your class is considerably larger, consider alternatives such as splitting it in half and inviting outside judges to help you on debate day.



Launching the Question: Inquiry Hook and Guiding Question

Launch (20 minutes)

Start the class with this personal reflection prompt, giving students quiet time to think (30 seconds) and then about one minute to write down their ideas:

In your own words, what makes someone powerful, or what does being powerful mean?

Challenge yourself to write your answer concisely (in a way that is short, simple and clear) so it is easier to share. Start with "being powerful means..."

Gather your students' ideas. One effective strategy is to use Jamboard or another digital sharing platform. You can also scribe students' phrases on the whiteboard.

Discuss their responses, looking for patterns but also noting variety.

 Some ideas or phrases to listen for are: "being the boss of myself," having choices, having wealth and everything else you need, the freedom to do what you want, being respected and listened to, being a leader, being able to influence others, being happy with who you are.

Transition by explaining that your class will spend this and the next few lessons investigating **power** and women in the ancient societies of the Nile they have been studying in Cluster 3. For this inquiry cycle, the Guiding Question is (**Slide 3**):



Were women powerful in ancient Egypt and Nubia?

Tell students first they will need to think about the Guiding Question itself. What do they know or think they know about this Guiding Question? Ask them to turn and talk with a partner. Collect initial ideas and observations in a popcorn share.

Now move to question generation. What are the "inquiry supporting questions" (smaller questions) that will help them break down the Guiding Question and search for an answer? Explain that in this case, they are going to look at power for women in three areas of life they have already thought about for ancient Nubia and Egypt. The categories are:

- 1. government & leadership
- 2. religion
- 3. and economy & daily life.

Give each student their own copy of the **Women and Power Debate** handout. Divide them into mid-size working groups
(3-5 per group). Their first task is to brainstorm questions for each of the three columns.



TEACHING TIP

The opening discussion, highlighting the many ways we can think about power. should enrich students' approach to this Inquiry Guiding Question. Help make connections to that initial conversation as appropriate. This is also a good juncture for students to raise the problem of "women" as a category – in other words, which women do we mean? Were all women in these societies the same? It may help to remind students of the social pyramid they studied earlier in Cluster 3.

Circulate to support their working process. They should have 6-9 minutes for brainstorming a question list, with five more minutes to review their questions and "star" their top question for each category – meaning most interesting to the group and most relevant to answering the inquiry Guiding Ouestion.



TEACHING TIP

Students should spend a few minutes on each column. Use a timer if groups need help with pacing.

Inquiry supporting questions generated by students might look like these:

- Government and Leadership: Were women ever the pharaoh? Did they get to be government officials?
- **Religion**: Did their religions show respect for women? Were women the priests? What did it mean that there were female gods?
- **Economy and Daily Life**: What jobs did women get to do? Did women have their own money? How many rights did women have?



TEACHING TIP

Students this year are just beginning to develop discernment around question quality. In this instance, a range of questions is acceptable as long as they are broadly relevant to the category. Students will search for evidence pertinent to these questions in their source work, but more importantly, they will be cataloguing pro-and con-evidence to answer the Guiding Ouestion.



¥ Investigating Sources: Reading for Evidence of Women and Power

(30 minutes)

Start the inquiry process by assigning students to the teams and topics you organized ahead of time – typically six teams. (See the Advance Preparation note above.) Explain that each team will become "expert" about one of these topics: government & leadership; religion; or economy & daily life.

Direct everyone back to the **Women and Power Debate** packet where they will find instructions for their work with evidence on page 2. Each team has three evidence sources to analyze for their assigned realm of women's experience. Students should now open their first evidence slide on devices (Evidence Source A, D, or G).

For all three groups, the first evidence slide provides a short info text reading. Encourage groups to spend a few minutes previewing their article first, drawing on strategies for nonfiction reading they practiced in Lesson 14 or other strategies they know. Have students scan the page visually and share their observations. If you created an anchor chart/checklist in Lesson 14, refer back to it. Ask:

- What features of the page are part of the article?
 What parts of the page are outside of the article?
- What text features do you notice? (Titles, section headings, illustrations, captions to the illustrations, etc.)

The teams can begin their source work now.

Remind them they are hunting for <u>both</u> pro and con evidence and taking notes together on their sources. They should record their answers in the **Women and Power Debate** packet.

Students work on this task for the remainder of the class period. If they complete the first source (out of three), they should proceed to the second.



Check-In

Collect and review inquiry packets to get a sense of students' progress in advance of their second day of research.

Teacher Guidance: Debate Talking Points

Note: This is not a checklist, it is the range of talking points that students might identify or infer from their evidence sources. Do not expect that any team will identify and make all of these points in their debate presentations.

Government & Leadership

Pro	Con
 Some women <u>were</u> leaders in Egypt There are examples of female pharaohs 	 For thousands of years, vast majority of pharaohs were men – just a few exceptions to that pattern
 Women sometimes ruled independently; they also had unofficial power and influence when married to powerful men Hatshepsut is most important example of female leader – one of greatest & most successful pharaohs (ex. prosperous & expanding society) 	 Only men officially worked for the government as high officials Egyptian queens had to obey husbands; role was to support the royal family Hatshepsut was depicted as a man with a beard; maybe women who held power had to do it like
 expanding society) Hatshepsut proved women could rule successfully! In Nubia (Meroitic period), even stronger evidence: many prominent & famous queens, the Kandakes. Great diplomats, warriors, protected their people More rights and leaders in Egypt & Nubia than other societies of the time 	 Most leaders even in Nubia were men; Kandakes often co-ruled with the king or male leader Refutation example: although some women broke through and got real power, this doesn't mean that much since it wasn't the regular way.
Refutation example: although true that most leaders were men, one famous female ruler like Hatshepsut could be model and inspiration	

Religion

Pro Con

- Women had roles in religious rituals as priestesses & to honor/entertain deities with music & dance
- An especially important role was God's wife of Amun. We don't know much about it but she seemed to boss the priests
- Goddesses were worshiped and had their own dedicated temples
- Egyptian women had female goddesses to help them & make them feel safe in childbirth
- In Nubia during Meroitic period, goddess Isis became number one

Refutation example: although priests ran the temples and held the most jobs there, priestesses and goddesses made Egyptian and Nubian women feel they were a part of their religion; they were models to inspire and make them proud.

- Vast majority of priests and temple administrators or paid workers were men
- Priests were powerful in the whole society, holding land and having government influence
- Female goddesses were wives of male gods; like in a family, the male gods were the fathers that god wives had to obey
- The male gods were the most powerful and important gods – for example, ruler of the underworld, ruler of the sky

Refutation example: the video shows that god's wife of Amun was the head of that temple, and that's impressive, but we don't know how common that practice was. Mostly the priests ran temples.

Economy and Daily Life

Pro Con

- Egyptian women had surprisingly many legal rights
- Women could own their own property; could make
 - independent business decisions
- Every child, boys and girls, got equal inheritance from parents, not just sons
- Women were allowed to take outside jobs for pay; many jobs were open to them
- Some jobs for women had high status like priestess and religious or royal entertainer
- Some jobs for women were skilled and challenging like weaving, brewing and baking

Refutation example: Although most women, wealthy and not wealthy, stayed at home to raise families and do housework, the fact that Egyptian women could work outside the home gave an option and path for women who wanted something different in life. A choice is a kind of power.

- Few women worked outside the home
- Main role was housework and family
- Women had no way to stop pregnancy; many babies kept them at home. Not much choice
- The most valued jobs were not open to women, for example, scribes, government bureaucrats & officials
- Not all women in the social pyramid were the same. Elite wealthy women married to powerful men had more independence and told other people what to do. But most women were regular, not elite; they and their husbands had fewer choices, less power.
- Some women were servants, some were slaves. They had least power and choice

Refutation example: Although Egyptian women had an unusual set of rights compared to other ancient societies, like the right to own property or get a family inheritance, if a woman was too poor to have property this right didn't mean much to her.

LESSON 18

Inquiry Cycle: Women in Ancient Egypt and Nubia – Preparing to Debate (Part II)



Learning Objective

Use student-generated supporting questions and diverse evidence to answer the Guiding Question "Were women powerful in ancient Egypt and Nubia?"



Language Objective

Read to find evidence for different positions on the Guiding Question and inquiry supporting questions, and organize evidence through note taking.



SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: Based on student strengths, you may guide individual students towards a particular resource or paragraph to read that is appropriate to their level. If students need more guidance, give them a purpose for reading by saying "Read this paragraph to determine if women could ____ in Ancient Egypt and Nubia." Have them take notes using the repetitive sentence stems from lesson 17 "Women could ____. Women had the power to ___."

Levels 4-5: Remind students of the process you have used to analyze text features before reading, and encourage them to use that process while they conduct their research.

Lesson Context

Lesson 18 is the second lesson of an Inquiry Cycle for the Guiding Question, Were women powerful in ancient Egypt and Nubia? In Lesson 17, students developed inquiry supporting questions about power and women linked to three realms of ancient Nubian and Egyptian life and society – government & leadership; religion; and economy & daily life. In Lesson 18, student groups are asked to develop expertise in one of these realms, organizing evidence to conduct an

MATERIALS

- Women and Power Debate
- Teacher Guidance: Debate Talking Points
- Lesson 17-19 Slidedeck

inquiry and support pro and con positions (PS 2, PS 3, RCA-H.2). Their work in Lesson 18 (including the homework) prepares them to work with a team and present a set of arguments for or against the proposition in a simplified oral debate.

VOCABULARY

debate

Lesson Standards

- **6.T3c.3:** Analyze the kinds of evidence that have been used by archaeologists and historians to draw conclusions about the social and economic characteristics of ancient Nubia (the Kingdom of Kush) and their relationship to the characteristics of ancient Egypt.
- **6.T3c.4:** Analyze the role of the pharaoh as god/king, and describe how pharaohs were represented in painting and sculpture, the concept of dynasties, and significant acts of at least one pharaoh or queen (e.g., Khufu, Akhnaten, Ramses II, Nefertiti, Cleopatra).
- **6.T3c.5:** Describe the relationships among social classes (e.g., the relationship of the pharaoh to priests, nobles, government officials, soldiers, scribes, artisans, farmers, and peasants, laborers, and slaves).
- **6.T3c.6:** Describe the polytheistic religion of ancient Egypt with respect to beliefs about death, proper behavior, the afterlife, mummification, and the roles of deities.
- **RCA-H.6-8.7:** Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- **RI.5.10:** Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.
- **SLCA.6-8.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
- **PS 2:** With support of the teacher and peers, develop questions about sources and topics that contribute to the process of inquiry and investigation.



O ADVANCE PREPARATION

In this class period you will need to assign student teams their pro or con position for the debate; see suggestions below.

Also consider how you will support and assign students whose IEP plans/EL status require accommodation around oral communication. For students who have an accommodation around oral performance-based tasks, options may be offered that include recording an individual persuasive argument; presenting an oral argument individually to the teacher; making a persuasive poster; or recording an argument using oral language scaffolds such as sentence stems, word banks or models. Make a plan and discuss it with the affected students prior to Lesson 18. See options below.

Debate: A Civic Skill (10 minutes)

Start by teasing out the definition and concept of **debate** (**Slide 14**). See what prior understandings students bring, asking questions like,

- What is debate and why do we do it?
- How could debate benefit a democracy?
- How is it different from writing a persuasive argument?

Responses to listen for would include: you need to ponder both sides of the question; it is based on research and uses strong evidence and examples; it's public, oral, spoken; there's an element of a contest so it is engaging; it is arguing but not personal or unpleasant; should be engaging and educational because it involves listeners and it is a performance.

If your class has less experience with the art of debate, you might show a brief, authentic example such as this video (**Slide 15**): real middle school students, represented by CGI avatars, debating the question <u>Should schools require</u> students to wear uniforms? Ask:

- What did you notice about this example?
- What are some sentence starters or "debate language" you heard?

Reveal the reason for this introduction: next period, they will have a class debate of the Inquiry Guiding Question, *Were women powerful in ancient Egypt and Nubia?* Each team will be assigned to a pro or con position.

Explain that debaters look at both sides of a question to get prepared; thinking about both sides is how we make our strongest, most effective arguments.

That's what they have been doing, and will finish doing now – hunting for both pro and con evidence for the question of women's power. But soon they will know whether their team is pro or con. Their assignment will be a surprise and they will get it soon in class today!



BUILD LITERACY

The case for debate (or debate-inspired activities) as a civic learning tool is well made in the article Teaching Debate Across the Curriculum from Edutopia and the video <u>Tapping Into</u> the Power of Debate in the Classroom. Note that your 6th grade students have also practiced a number of preparatory skills that they can draw upon here, including the development of pro-and-con lists in Lessons 7 and 9, and the "Putting It Together" discussion for their Farmers and Foragers Inquiry in Unit 1.



Investigating Sources: Reading for Evidence of Women and Power (70)

minutes)

Complete the inquiry process. Students should be working in the same teams as the prior class period, two teams for each topic (government & leadership; religion; economy & daily life). They should take notes, finishing up the last of their three evidence sources.

Preparing to Debate: Turning Evidence Into an Oral Argument (30 minutes)

Now is the moment! Give the six expert teams their assigned position – pro or con – on the question:



Were women powerful in ancient Egypt and Nubia?

You will end up with one team arguing "pro" and one team "con" for each of three propositions:

- Ancient Egyptian and Nubian women were powerful in government and leadership.
- Ancient Egyptian and Nubian women were powerful in religion.
- Ancient Egyptian and Nubian women were powerful in **economics and daily life**.



TEACHING TIP

To assign debate positions, you can hand out folded slips of paper, one per team. Or add some drama by holding a head to head coin toss for each of the three categories.

With the remaining time in the class period, the teams should begin to prepare for their debate-style presentation. Direct them to the Oral Debate Directions and Note Sheet in their **Women and Power Debate** packet. Remind them they must consult their evidence notes as they prepare.

Find a good pause point to go over the concept of "rebuttal" in debate (whether you choose to introduce that formal vocabulary word or use a synonym). This is likely the biggest stretch of the activity. Help students understand that they must closely listen to their opponents' words and speak in response to them. ("I heard you made the point X...But we want to respond by pointing out Y...") They do this all the time in real life – it is one big purpose of the word "but"! Clarify that they can't fully plan out their rebuttal responses until they hear the words of their opponent, but they can plan ahead by predicting what strong arguments their opponents will use. That's why they organized evidence for both sides, pro and con.



SUPPORT ALL STUDENTS

For students who have an accommodation around oral performance-based tasks, options may be offered that include recording an individual persuasive argument; presenting an oral argument individually to the teacher; making a persuasive poster; or recording an argument using oral language scaffolds such as sentence stems, word banks or models. Plan these with the affected students prior to this class period.



BUILD LITERACY

In the language of the literacy standards, students will learn to "acknowledge" and/or "distinguish their own claims from alternate or opposing claims" (WCA.1) as well as "acknowledge new information expressed by others" and "respond to others' questions and comments" (SLCA.1). At a sixth-grade level, students may do the acknowledgement element and counter without necessarily giving a precise or logical refutation.

Homework: Prepare for the Debate

Based on their agreed upon speaking order and roles, have students complete their debate preparation notes for homework. They must bring this work with them for the next class so they can rehearse with their team, then take part in the debate!

LESSON 19

Inquiry Cycle: Women in Ancient Egypt and Nubia – Class Debate (Part III)



Learning Objective

Use knowledge and evidence from sources to support, in debate-style, an assigned position on the question "Were women powerful in ancient Egypt and Nubia?"



Language Objective

Through debate-style oral presentation, advance a position on a question using academic conversation talk moves (elaborating/clarifying, supporting with examples, building on or challenging other ideas, paraphrasing, or synthesizing).



SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: The above "academic conversation talk moves" come from research from Jeff Zwiers outlined in here (see figure 1). For students at this level, choose one or two moves that you want students to practice. Review the sentence stems on figure 1, give opportunities to practice and ask students to use those stems during their debate. Students at this level may be assigned to opening or closing statements so that they can rehearse language in advance.

Levels 4-5: Students may have a <u>reference sheet</u> of all of the talk moves and sentence stems to use as needed during the debate.

Lesson Context

This closes the cycle of lessons (17 through 19) where students undertake an inquiry around the Guiding Question, Were women powerful in ancient Egypt and Nubia? Students developed inquiry supporting questions about power and women linked to three realms of ancient life in Nile societies — government and leadership; religion; and economy & daily life (PS 2). In Lessons 17 and 18 they investigated diverse

MATERIALS

Women and Power Debate sources pertaining to each of these realms, organizing evidence to support pro and con positions (PS 3, RCA-H.7). Students were assigned to a position, pro or con. In this lesson, they will work with their team to present a set of arguments in an abbreviated oral debate. This performance task synthesizes content knowledge while practicing essential civic skills (including the ability to discuss complex civic issues with people of different views, and defend a position, speaking with clarity and effectiveness - SLCA.4) and key speaking and listening skills (SLCA.1). Students finish with an individual self-reflection on their learning.

☐ Teacher Guidance:
Debate Talking Points
Egypt and Nubia Debate
Exit Ticket
Lesson 17-19 Slidedeck

Lesson Standards

6.T3c.3: Analyze the kinds of evidence that have been used by archaeologists and historians to draw conclusions about the social and economic characteristics of ancient Nubia (the Kingdom of Kush) and their relationship to the characteristics of ancient Egypt.

6.T3c.4: Analyze the role of the pharaoh as god/king, and describe how pharaohs were represented in painting and sculpture, the concept of dynasties, and significant acts of at least one pharaoh or queen (e.g., Khufu, Akhnaten, Ramses II, Nefertiti, Cleopatra).

6.T3c.5: Describe the relationships among social classes (e.g., the relationship of the pharaoh to priests, nobles, government officials, soldiers, scribes, artisans, farmers, and peasants, laborers, and slaves).

6.T3c.6: Describe the polytheistic religion of ancient Egypt with respect to beliefs about death, proper behavior, the afterlife, mummification, and the roles of deities.

RCA-H.6-8.7: Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

SLCA.6-8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.

SLCA.6-8.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation.

PS 2: With support of the teacher and peers, develop questions about sources and topics that contribute to the process of inquiry and investigation.



O ADVANCE PREPARATION

Before class, set the debate stage with chairs for the debaters, angled to face the audience but also slightly facing each other.

Have rubric sheets ready for you to evaluate the team performances; and re-read the **Teacher Guidance: Debate Talking Points** so these content points and arguments are fresh in your memory.

Team Preparation (10 minutes)

Provide teams with the space and opportunity to rehearse their oral arguments in front of their own team members. If possible, spread out or use auxiliary space so they have room to speak in a presentation voice without excessively distracting other groups.

Remind students that these are features of effective oral communication:

- 1. Speak in a loud clear voice so the audience and judge can hear you.
- 2. Look up at the audience (at least some of the time) and make eye contact so the audience feels included.

Three Debates: Presenting Pro and Con Arguments (25 minutes)

The debate will have three rounds: one each about the power of ancient Egyptian and Nubian women in government and leadership; religion; and economics and daily life.

Explain that students in the two other teams will be the debate audience. As they listen they will have a task: to take Listening Notes on their response sheet in the **Women and Power Debate** packet. They will do this twice, using the left column for one debate category and the right column for the other.

There are up to eight minutes allotted for each of the three debates, so adjust according to your individual student numbers and group size. Typically the "debates" will move quickly at this grade level, with arguments quite basic and direct and without great oratorical flourish. (Think of the two-minute model debate on school uniforms.) The movement of

students on and off the debate stage may be the most timeconsuming feature! Use a timer, buzzer, or any other methods you favor to keep the action moving. Don't forget the final step of everyone shaking hands and congratulating each other on a job well done.



Putting it Together: Where Do You Stand? (15 minutes)

Return to the Guiding Question for the Inquiry Cycle (**Slide 3**):



Were women powerful in ancient Egypt and Nubia?

Lead a full-class closing discussion that integrates evidence and perspectives from the three realms (religion, economy, leadership):

- What were some of the most powerful or persuasive points you heard? What made those stand out?
- Did you notice big differences between royal and regular (i.e. non-elite) women? How much did a woman's level of power depend on where she was in the social pyramid?
- Did role models (such as priestesses, goddesses or queens) seem important in making Egyptian and Nubian women powerful? Would life have been harder for women without role models?
- Looking back to the activator discussion on Day 1 (Lesson 17), what did you learn about ancient women and power that seems similar to or different from women and power today?



VIII. Exit Ticket

Close with the **Egypt and Nubia Debate Exit Ticket**, asking students to answer the questions:

- 1. What do you personally believe is the right answer, and why?
- 2. What is one argument from the other side that made you stop and think?

New Models of Governing

How did the Phoenicians and Persians innovate in government and civic life?

CONTENTS

Lesson 20

System Collapse: The End of the Bronze Age

Lesson 21

The Phoenicians:
Maritime Traders of the
Mediterranean

Lesson 22

The Persian Empire: Balancing Unity and Diversity

Overview

This short cluster of three lessons supports the narrative coherence of Unit 2 as a whole. A lesson on the Bronze Age Collapse around 1200 BCE helps to explain why many early civilizations of West Asia (or the Eastern Mediterranean) were destroyed or severely weakened, making space for new powers to emerge. It also gives students valuable practice in thinking about the historical thinking skill of causation. After this introduction, the cluster shines a light on the Supporting Question concerning innovations in civic and governing institutions. Two Iron Age societies the Phoenicians who dominated trade in the Mediterranean for a great length of time, and the Persians who ruled Western Asia and North Africa across a great distance — produced a remarkable array of fresh solutions to the challenges their particular societies faced. Grasping their innovations will prepare students with multiple possibilities to consider for their "civic achievement of greatest value" on the Summative Assessment.

Learning Objectives

By the end of this cluster, students should be able to...

- Explain the causes of the Bronze Age Collapse in societies of the eastern Mediterranean, and make a connection to today.
- Analyze how a causal text presents information.
- Explain how the Phoenicians were unique among contemporary Mediterranean civilizations, and how their power and influence came from trade rather than conquest.
- Demonstrate the legacy of the Phoenicians as seen through their material goods, alphabetic script, various Mediterranean colonies, and the connections they forged across cultures.
- Describe and evaluate the civic and governing innovations of the Persian Empire.

Vocabulary

TIER 2	TIER 3
civic innovate	Bronze Age Collapse ethnic maritime multiethnic

Cluster Focus Standards

Content Standards

STANDARD	LESSON(S)
6.T3d.1: On a map of the ancient Mediterranean world, locate Greece, Asia Minor, Crete, Phoenicia, the Aegean and the Red Sea.	20-21
6.T3d.2: Explain how the location of Phoenicia contributed to its domination of maritime trade in the Mediterranean from c. 1000-300 BCE.	21
6.T3d.3: Describe how the alphabetic Phoenician writing system differed from Mesopotamian cuneiform or Egyptian hieroglyphic writing; explain how Phoenician maritime traders contributed to the spread of the use of the alphabetic system, which eventually evolved into the Greek alphabet and then into letter symbols used in other languages.	21
6.T3g.1: Describe the impact of encounters through trade, cultural exchange, and conquest among the societies and empires in the region, in particular, exchanges on land routes of the Silk Roads linking Europe, the steppes of West Asia, East Asia, and Africa, and the goods, languages, and cultural motifs exchanged (e.g., gold, ivory from Africa, grain from Western Asia, produce, horses, livestock, wood, furs from the steppes, ceramics, silk, and other luxury goods from China).	20-21
6.T3g.2: Use information from primary and secondary sources to research contributions of one of the ancient Mesopotamian, Egyptian, Phoenician, Israelite, Islamic, and Eurasian societies to the modern world.	21-22

Literacy Standards

STANDARD	LESSON(S)
RCA-H.6-8.5: Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.	20
RI.5.10: Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.	20-22
SLCA.6-8.1: Engage effectively in a range of collaborative discussions (one-onone, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.	21-22

Practice Standards

STANDARD	LESSON(S)
PS 1: Demonstrate civic knowledge, skills, and dispositions by learning about civic innovations and/or religious diversity, and participating in discussions and debates.	20-22
PS 2: With support of the teacher and peers, develop questions about sources and topics that contribute to the process of inquiry and investigation.	20

LESSON 20

System Collapse: The End of the Bronze Age



Learning Objective

Explain the causes and effects of the Bronze Age Collapse using a secondary reading.



Language Objective

Pull evidence from a text to explain the causes and effects of the Bronze Age Collapse in the Eastern Mediterranean using a graphic organizer.



SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: Write an adapted text summary of the article for students at Levels 1-2. Use repetitive cause/effect language structures in the adapted text. Students can use this text to fill in the graphic organizer. Additionally, choose one of the following strategies to help students with key words in the text: 1) provide a translated glossary, 2) bold key words in the text and have students look up the translations, or 3) annotate the adapted text with student-friendly definitions. Suggested words: drought, famine, invaders, collapse/downfall/demise, interconnected.

Levels 4-5: Explain the phrase "domino effect" and show a visual to help students understand this part of the text. Provide sentence stems for the speech recording activity.

Lesson Context

In the Mediterranean region, the Bronze Age lasted from circa 3200 BCE until about 1000 BCE. The "first-wave" societies that students have studied so far in this unit were in fact Bronze Age powers. In this lesson, students learn about their interconnectedness, and then about the confluence of events between 1250 and 1150 BCE that brought downfall or diminishment to nearly all of them: the Bronze Age Collapse. Seeking to answer the question of why this happened (PS 2), students identify the major causes of the Collapse from a causally-organized secondary reading (RCA-H.5, RCA-H.10). Finally, they use the recording tool Screencastify (or a similar

MATERIALS

- Understanding the Bronze Age Collapse
- Lesson 20 Slidedeck

VOCABULARY

Bronze Age Collapse

alternative), which they will need for the unit's Summative Assessment, to make and orally record a connection between the stressors that brought about the end of the Bronze Age and analogous challenges that societies face in today's world (PS 1). In the next two lessons, they will learn about two "second-wave" civilizations, Phoenicia and Persia, that arose or gained prominence after the decline of the Mediterranean's once-great Bronze Age powers.

Lesson Standards

6.T3d.1: On a map of the ancient Mediterranean world, locate Greece, Asia Minor, Crete, Phoenicia, the Aegean and the Red Sea.

6.T3g.1: Describe the impact of encounters through trade, cultural exchange, and conquest among the societies and empires in the region, in particular, exchanges on land routes of the Silk Roads linking Europe, the steppes of West Asia, East Asia, and Africa, and the goods, languages, and cultural motifs exchanged (e.g., gold, ivory from Africa, grain from Western Asia, produce, horses, livestock, wood, furs from the steppes, ceramics, silk, and other luxury goods from China).

RCA-H.6-8.5: Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.

RI.5.10: Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.

PS 1: Demonstrate civic knowledge, skills, and dispositions by learning about civic innovations and/or religious diversity, and participating in discussions and debates.

PS 2: With support of the teacher and peers, develop questions about sources and topics that contribute to the process of inquiry and investigation.

Activator: The Bronze Age in the Eastern Mediterranean (10 minutes)

Open the lesson by sharing with students that the societies they have been studying — such as Egypt of the pharaohs, or the Babylonian Empire — were **Bronze Age** societies. Explain that the making of bronze required raw materials that linked societies from today's Italy to Afghanistan in a far-reaching trade network.

Then use **Slide 2** and **Slide 3** to identify the Late Bronze Age powers of the eastern Mediterranean and Fertile Crescent — reinforcing the known ones and introducing the major new ones. Reveal the big mystery of this lesson: why did these states "collapse" or weaken dramatically during the **Bronze Age Collapse** between 1250 and 1150 BCE?

Show part of the PBS video clip "The Bronze Age Superhighway" (minutes 3:08 to 8:51, linked from **Slide 5**); this clip ends with the phrase "the most revealing snapshot we have of Bronze-Age trade." Use this excerpt to help students grasp how the states of the time interacted in a system of trade and exchange. Pause it as necessary to check for understanding or emphasize key ideas.



MAKE CONNECTIONS

Students may recall that archaeologists and historians often use materials to date eras — as they did with the Stone Ages and Copper Age that students learned about in Unit 1.



• LEARN MORE

To build background knowledge on the interconnected world of the Bronze Age, see <u>Contact among Mesopotamia</u>, <u>Egypt</u>, <u>Kush</u>, <u>and Other Societies</u> (Teaching California Inquiry Sets). For the Bronze Age Collapse, the following resources may be helpful: <u>What Happened after Civilization Collapsed</u> (NPR's Throughline podcast, 58 min), <u>Lessons from the Last Time Civilization Collapsed</u> (NPR), <u>The Bronze Age Collapse</u> (BBC podcast), <u>Scientists Say Climate Change Contributed to the Bronze Age Collapse</u> (Inside Climate News), <u>The Bronze Age Collapse - Before the Storm (Part 1)</u> (see the full animated series of 5 videos from Extra History). See also the World History Encyclopedia's entry on the <u>Uluburun Shipwreck</u>.

The Puzzle of Collapse (30 minutes)

Put students in groups of four, and give each student the handout *Understanding the Bronze Age Collapse*, which includes a graphic organizer and an article. Before embarking on the reading, ask students to brainstorm in their small groups possible reasons that a fully functioning

state or society might fall apart — or in other words, what could be powerful enough to destroy a civilization? Take some responses to prime them for the reading.

Then have students turn to the article. Read the introduction aloud to students. Pause and ask them to think about how this text presents information and what kind of question it is answering. Suggest that they use the title and subheadings, as well as any clues in the text, to decide. Then they can check one of the boxes at the top of their graphic organizer (page 1). Any of the following cues point to a **causal** organization:

- The title itself is a causal question (What caused the Bronze Age collapse?).
- The text also asks, "What kind of event could have triggered such a sudden and sweeping downfall?" and then gives an answer about several causes. "Triggered" means "caused."
- The subheadings are those different causes, broken down by types. Note that one subheading has two causes within it ("megadrought" and "earthquake storms").

As they read in their groups, round-robin-style (with teacher supports where needed), have them fill in the organizer with the major causes they find (usually one per section). They should also fill in any results or effects noted in the text.

Debrief and discuss students' findings as a whole class; facilitate a discussion. Additionally, emphasize the important effects noted in **Slide 6**, which set up key understandings for the next two lessons. Optionally, prompt students to speculate about effects that are not fully elaborated in the text, using the questions below the slide.

Making a Past-Present Connection (10

minutes)

Tell students that as a final task, they are going to practice speaking their ideas aloud and analyzing social problems — two tasks that they will do again on the Summative Assessment. Ask students to consider one "lesson" we can learn from the Bronze Age Collapse that is useful for people today to remember. It may be helpful to revisit their list from earlier in class — did they turn out to be relevant?

Model a possible response to this question, projecting **Slide 7** as you do. The example given there is an actual cause of the Bronze Age Collapse that is not directly addressed in the reading.

Students might address past/present topics such as mass migrations, supply chain issues (global trade interconnections), massive wildfires, droughts, earthquakes, military invasions, economic collapse, or others.

After students come up with a past-present lesson, have them share it orally with a partner (as a practice for later recording themselves on the Summative Assessment).



TEACHING TIP

This activity is one place you could introduce students to Screencastify, a tool which will be used on the Summative Assessment, if you wish to have them try it out in advance. It is a straightforward tool, however, and not necessary to practice here.

LESSON 21

The Phoenicians: Maritime Traders of the Mediterranean



Learning Objective

Describe how the Phoenicians innovated in civic life and maritime trade.



Language Objective

Discuss Phoenician innovations and summarize them for peers using language for academic conversations.



SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: Instead of splitting the entire class into two groups that read the whole article, consider putting students into smaller groups that read shorter excerpts of text. Pair students of varying proficiency levels together. You may select a few short YouTube videos for students to watch before reading their text to build background. Students may summarize by copying or adapting a key phrase from their paragraph.

Levels 4-5: Give students a structure for discussing the reading with their groups. For example, ask the reader or the person to the left of the reader to respond with a sentence stem such as "What I understood from my/your passage was...One part I'm not sure about is..."

Lesson Context

In the prior lesson, students learned about the Bronze Age Collapse that occurred around 1200 BCE. The trade-rich eastern Mediterranean cities that the Greeks called "Phoenicia" were one of the few societies not to suffer disruptions. Having emerged around 1550 BCE, they grew in influence after the Collapse and continued to dominate the Mediterranean for another 900 years. The Phoenicians were unique in that rather than trying to build a land empire, they gained power and prosperity through a complex web of trading routes across the Mediterranean. While extending

MATERIALS

- Land/Sea ComparisonChart (Teacher Version)
- Phoenician Colonies and Trade
- Innovative Ideas:Colonies and theAlphabet
- Lesson 21 Slidedeck

their maritime trade system to replace the older, defunct network of the Bronze Age, this collection of coastal cities pioneered several civic and governance-related ideas (PS 1). These included the structure of a network of independent city-states; the idea of colonies for trade; and the communication breakthrough of an alphabetic script, which made literacy far more accessible and efficient. This lesson introduces the Phoenicians through map work, short readings and discussion (SL1, R10), and peer teaching through paraphrasing. It builds knowledge on five different content standards as it addresses the Supporting Question for this short cluster: How did the Phoenicians and Persians innovate in government and civic life? The next lesson completes the picture with the innovations of the Persians.

VOCABULARY

civic innovate

maritime

Lesson Standards

6.T3d.1: On a map of the ancient Mediterranean world, locate Greece, Asia Minor, Crete, Phoenicia, the Aegean and the Red Sea.

6.T3d.2: Explain how the location of Phoenicia contributed to its domination of maritime trade in the Mediterranean from c. 1000-300 BCE.

6.T3d.3: Describe how the alphabetic Phoenician writing system differed from Mesopotamian cuneiform or Egyptian hieroglyphic writing; explain how Phoenician maritime traders contributed to the spread of the use of the alphabetic system, which eventually evolved into the Greek alphabet and then into letter symbols used in other languages.

6.T3g.1: Describe the impact of encounters through trade, cultural exchange, and conquest among the societies and empires in the region, in particular, exchanges on land routes of the Silk Roads linking Europe, the steppes of West Asia, East Asia, and Africa, and the goods, languages, and cultural motifs exchanged (e.g., gold, ivory from Africa, grain from Western Asia, produce, horses, livestock, wood, furs from the steppes, ceramics, silk, and other luxury goods from China).

6.T3g.2: Use information from primary and secondary sources to research contributions of one of the ancient Mesopotamian, Egyptian, Phoenician, Israelite, Islamic, and Eurasian societies to the modern world.

RI.5.10: Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.

SLCA.6-8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.

PS 1: Demonstrate civic knowledge, skills, and dispositions by learning about civic innovations and/or religious diversity, and participating in discussions and debates.



Launching the Question (5 minutes)

Explain to students that for reasons that remain a mystery, one group of eastern Mediterranean cities was NOT burned or destroyed in the Bronze Age Collapse: the cities of Phoenicia. With fewer competitors after the Collapse, these cities actually thrived as a maritime trading network. A few centuries later, the Persians rose to power in Western Asia, building the world's largest empire to date — an empire that included the Phoenician city-states. In this short cluster, we will ask (**Slide 2 - Slide 3 - Slide 4**),



How did the Phoenician and Persian empires innovate in government and civic life?

Define the terms **innovate** and **civic** for students, then ask,

- **Know:** What do I already know about this topic?
- **Wonder:** What do I want to know?

Students' prior knowledge of the topic is likely to be scant, so do this exercise quickly as a whole-class. Students may contribute either a Know or Wonder response; record these on a KW T-chart using flipchart paper or a digital format.



N- LEARN MORE

Resources on Phoenicia are plentiful. A few that may be helpful for familiarizing yourself with the culture include The Phoenicians (In Our Time podcast, BBC) Why Tyrian Purple Dye is So **Expensive** (Insider Business video), Creating Purple (University of Michigan) — a broader resource on the creation and use of color in the ancient world, Climate Change is Killing the Cedars of Lebanon (NYTimes Interactive), and Write Your Name in the Phoenician <u>Alphabet</u> (video). If your school has access to PBS's NOVA episodes, see A to Z: The First Alphabet (Season 47, Episode 13).

Positioned for Trade: Geography and the Phoenician Network (15 minutes)

Project the map of the original territory of Phoenicia on **Slide 5**, and introduce Phoenicia — a rare group of cities that was spared in the Bronze Age Collapse, possibly because of their wealth and value as trade centers. Explain to students that the earliest Phoenician cities were Byblos, Sidon, and Tyre — all on the east coast of the Mediterranean Sea, mainly in what is now the country of Lebanon.



O LEARN MORE

Scholars use the label
"Canaanite" in the Bronze
Age and "Phoenician" in the
Iron Age to describe moreor-less the same people. We
do not know what they
called themselves.

Explain that Phoenicia organized itself in a unique and practical way: in a time when large empires were breaking down into smaller units, Phoenicia organized itself as a network of independent **city-states**. That meant that while Phoenician city-states were culturally related, they also possessed individual and competitive identities. They each had their own king and sometimes a council that advised the king.

Put an anchor chart on the wall labeled "Civic or Governing Innovations — Phoenicia" as a means of capturing responses to the Supporting Question. Add "Network of City-States" as the first entry. (No other society had organized itself this way before the Phoenicians, although the Greeks would do so later.)

Next, refocus students on geography. The Phoenician cities themselves were wedged into a narrow strip of land between the mountains and the sea. Lacking many of the resources they needed to grow their populations, the Phoenician cities set out on ships to secure those resources through trade with other civilizations.

Next, project the blank map on **Slide 6** and ask students to predict where the Phoenicians may have set up colonies to support their trading.

Ask students to speculate if the Phoenicians were more likely to travel by land or by sea.

The answer is by sea: The center of the network that Phoenicia built was the Mediterranean itself: it was a sea-based, or **maritime**, network. But because of its strategic location, it also connected resources from the maritime world to the more powerful inland empires (Egypt, Assyria, Babylon, and Persia), trading goods and ideas back and forth.

Then ask:



What would be the benefits and challenges of traveling by land? By sea?



TEACHING TIP

For a more interactive view of this region, students might use Google Earth to see what the terrain of Phoenicia would have looked like. Phoenician cities like Sidon, Tyre, Byblos and Beirut still exist in modern Lebanon and are searchable on Google Earth's map feature. Tyre is particularly useful to search, as it was originally an island until Alexander the Great built a causeway to conquer it. Most importantly, it is an ideal harbor and trading port. As students zoom out, they can see that these cities are located on the coast of the Mediterranean. To the east are mountains and then desert. Students may also notice that Greece, Egypt, and Turkey (Anatolia) are nearby.



TEACHING TIP

If time is tight, this prediction-making activity could be skipped. Do ensure, though, that students understand the maritime nature of the Phoenician network.

Set up a simple comparison chart to visibly track their responses (see *Land/Sea Comparison Chart (Teacher Version)* for guidance).

Then give each student the **Phoenician Colonies and Trade** handout, and have them look closely at the map of <u>Phoenician Expansion</u> in the centuries after the Bronze Age Collapse, starting with the Map Key. (The map is also projectable from **Slide 7**.) With a partner, have them answer the questions on the handout.



O LEARN MORE

By linking all of the biggest powers around the sea, the Phoenicians were able to make themselves the central source of raw materials and finished goods that powerful empires needed to thrive. To support their trading network, they established colonies and outposts in places like Sicily, Sardinia, Crete, Spain, and Carthage in North Africa. Alexander the Great (of Macedonia) finally conquered them in 332 BCE, but many of their major cities are still inhabited today!

► Innovative Phoenician Ideas: Colonies and the Alphabet (30 minutes)

For the remainder of class, students will read about, discuss and share their knowledge of two major civic or governing innovations developed by the Phoenicians: colonies and the alphabet. They will use a cooperative method of reading and orally paraphrasing key information from a text as part of a group presentation to their peers.



MAKE CONNECTIONS

The project of colonization has come under scrutiny for its oppressive features and extractive goals. Efforts to "decolonize" the curriculum have brought important, critical review to the historical legacies of colonialism. In introducing the idea of colonies in this lesson, the intent is not to endorse their formation, but to explain why the Phoenicians set them up. Students do need to be aware of the existence and purposes of colonies as a foundation for understanding this history and later, much more territorial and intensive colonization efforts. In fact, they have already encountered such mercantile efforts in Grade 5. It is also important to understand that the Phoenicians were neither engaging in conquest nor threatening existing powers when they founded the ports, markets, and warehouses of their colonies. These were essentially small trading outposts, although Carthage was an exception in later growing large and powerful.

Divide the class into two groups, and give every student the handout *Innovative Ideas: Colonies and the Alphabet*. Project **Slide 8** with the directions for the activity.

- The first group will read the first article: "Colonies and Their Purposes," and the second group will read the second: "Communication Made Easier: The Alphabet."
- In their group, they should read aloud round-robin style, and remember the number of the passage they read. After each numbered passage, have students pause to check in and briefly discuss what they read with their group. Anything they do not understand, they should discuss together — and seek teacher clarification if needed.
- The passage they read will become their passage to paraphrase — put in their own words — for the class during group presentation time. At the end of the round-robin reading, have each student take a minute to prepare to teach the two pieces of information they consider most important, and perhaps a fun (memorable) fact if possible.

After 15 minutes, have the Colonies group form a sequential line in the front of the classroom. In other words, they should line up in order of the passages. Then go down the line and have them teach their section "loud and clear" for the class.

When the group finishes, ask students what should be added to the "Civic or Governing Innovations — Phoenicia" anchor chart, and write in the key idea.

Then repeat the process for the Alphabet group.



SUPPORT ALL STUDENTS

Since the literacy demands of this activity are considerable, pair students up for reading certain passages as needed. They can co-present to the class, as well, so that each student is only responsible for saying one thing.

Homework

Ask students to review the reading that they did not do in class, to ensure they have understood the key ideas from the presentation. They should underline core ideas or highlight as they read.

Land/Sea Comparison Chart (Teacher Version)

Trade by LAND	Trade by SEA
 Use of caravans, pack animals, wheeled vehicles to transport goods 	 Use of ships capable of long- distance travel
 Need for rest stops and trading	 Need for ports where ships can
posts to both refresh supplies and	dock to unload goods and load
sell goods	supplies or new goods for trade
 Longer journeys around the	 Shorter, faster trade routes across
Mediterranean	the Mediterranean
 Dangers include hostile bandits,	 Dangers include rough seas and
long treks in unknown territory,	terrible storms, running out of
running out of supplies	fresh water, and piracy
 Rough terrain like mountains, deserts, and rocky coasts are all dangerous on foot 	 Ships can reach mainlands like Italy and Egypt, but can also visit islands like Sicily, Sardinia, Crete, and Cyprus

LESSON 22

The Persian Empire: Balancing Unity and Diversity



Learning Objective

Analyze innovations in Persian government and civic life in order to argue their hierarchy of importance to the empire's success.



Language Objective

Read and discuss evidence of innovations in Persian government and civic life in order to discuss their importance to the empire's success.

O

SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: Consider bolding/highlighting key phrases in the texts to help students identify the most important information. Provide a list of simple sentence stems on the board for students to use during the hierarchy conversation. "This innovation should go higher because it gives the empire more ___ (money/stability/better life)."

Levels 4-5: Provide a list of more complex sentence stems for students to use during the group work. Include stems that help students elaborate and directly build upon or challenge other students' ideas (such as in Fig. 1 here).

Lesson Context

The Persian Empire, also called the Achaemenid Empire (pronunciations vary), ruled a territory extending from Western Asia into the Balkans and North Africa from 550 BCE until its defeat by Alexander of Macedon in 331 BCE. Spanning 2.1 million square miles, it was the largest empire that the world had ever known — the first great world empire, containing earlier empires within it. Like the Phoenicians, whom students encountered in Lesson 21, the Persians met the needs of their empire by innovating in government and civic life (PS 1). In this lesson, students read

MATERIALS

- Persian Innovation Cards
- Hierarchy Activity Slips
- Hierarchy Activity
 Directions and Prompts
 (optional)
- Lesson 22 Slidedeck

VOCABULARY

ethnic

about Persians' pragmatic tolerance of conquered peoples and several innovations that established their reputation as great administrators (RCA-H.10). They then work collaboratively to arrange these innovations in a hierarchy of importance to the empire's success (SLCA.1) — a type of thinking useful for the upcoming Summative Assessment.

multiethnic

Lesson Standards

6.T3g.2: Use information from primary and secondary sources to research contributions of one of the ancient Mesopotamian, Egyptian, Phoenician, Israelite, Islamic, and Eurasian societies to the modern world.

RI.5.10: Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.

SLCA.6-8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.

PS 1: Demonstrate civic knowledge, skills, and dispositions by learning about civic innovations and/or religious diversity, and participating in discussions and debates.



ADVANCE PREPARATION

Before the lesson, prepare the hierarchy activity cards by photocopying and cutting out a set for each group.

Activator: Getting a Lay of the Land (5)

minutes)



LEARN MORE

A few resources that may be helpful for familiarizing yourself with the culture and history of the Persian Empire include <u>The Cyrus Cylinder and Ancient Persia</u>: <u>Charting a New Empire</u>, <u>Persia</u>: <u>Ancient Iran and the Classical World</u>, <u>Persepolis Reimagined</u> (a stunning tour of a virtual reconstruction from the Getty Museum), <u>Persepolis</u> (In Our Time podcast, BBC), <u>The Cyrus Cylinder and Ancient Persia</u>: <u>A New Beginning</u> (Getty video), and <u>The Surprising Origins of the Postal Service</u> (BBC). <u>The Persian Empire</u> (Khan Academy) offers a good overview.

Project **Slide 2** to show the map of West Asian Empires in 600 BCE. Explain to students that in 550 BCE, a rebel army under the leadership of a Persian leader named Cyrus rebelled against the Median King. From there, they conquered several of the major empires of the day.

- Animate the slide and show students where Persia is located. Use your finger or a pointer to trace the borders of the Median Empire and explain that Cyrus conquered all of the Median Empire.
- Show how he then moved west to conquer the Lydian Empire
- Show how he traveled South to conquer the Babylonian Empire in 540 BCE.

Cyrus, now known as King Cyrus of Persia, and eventually known as Cyrus the Great, ruled the largest empire the world had ever known! He would become the ruler of nearly half the world's population.

Move to **Slide 3** to show the Persian Empire as its greatest extent. Explain that after Cyrus, the empire got even BIGGER under the rule of his successors. The territory of the new Persian Empire provided valuable access to natural resources and trade routes, setting the stage for the Persians to become a wealthy and powerful empire.

Project **Slide 4** and teach the vocabulary words **ethnic** and **multiethnic.** Note here that people who lived on the lands the Persian conquered had different cultures, languages and even religions.

Move to **Slide 5** and ask:



How were the Persians able to govern such an enormous and diverse empire for more than 200 years in the ancient world?

Explain that in the next activity students will learn about the innovations in government and civics that allowed the Persians to develop a thriving empire, and work in small groups to rank their importance in the empire's success by creating a "hierarchy of innovations."



SUPPORT ALL STUDENTS

If your students would benefit from having access to the activity directions and prompts for determining hierarchy, you could copy *Hierarchy Activity Directions and Prompts* for each group.



• LEARN MORE

From the reign of Darius I (522 - 486 BCE), the Persian rulers adhered in a nonexclusive way to a belief system called Mazdaism or proto- Zoroastrianism. This had elements from the teachings of the Persian prophet Zoroaster, who lived around 1000 BCE; Zoroastrianism as a religion emerged later, during the Sassanid period. Zoroaster prophesied about a single god, Ahura Mazda, who was the bringer of light, order and truth. Ideas from Zoroaster may have influenced the Abrahamic religions; these included monotheism, belief in a messiah, a worldview of good vs evil, free will, angels and demons, and heaven and hell. Students will learn more about the religion of Zoroastrianism in 7th grade when they study the Silk Routes (Unit 7.3).

► Analyzing Persian Innovations: Creating a Hierarchy (30 minutes)

Divide students into groups of 5 and provide each group with a set of *Persian Innovation Cards* and a set of *Hierarchy Activity Slips*. Explain that each card describes an innovation that the Persians used to govern their empire successfully. Have students distribute the cards randomly so that each student has one. Then have each student take the slip from the *Hierarchy Activity Slips* that corresponds to the innovation they have. Ask students to count off in their groups from 1 to 5.

Project **Slide 6** and review the protocol for the activity which is explained in detail below.

- Student 1 reads their card out loud and places their hierarchy slip in the center of the table.
- Student 2 reads their card to the group and decides whether their innovation was more or less important than the first, placing it above (more important) or below (less) and providing their rationale.
- Any member of the group can argue a different opinion and convince the group to move the card up or down.
- Once the group agrees on the order of the hierarchy cards, Student 3 reads their card and decides where it belongs in the hierarchy. They articulate their argument and open the discussion up to the whole group.

This process continues until all cards have been read and all hierarchy slips have been placed. In each turn, a student can choose to rearrange the slips in any order as long as they provide their rationale. After each individual student turn, the discussion opens back up to the group.

Once all of the students have placed their hierarchy slips, the groups should discuss the final hierarchy they agreed upon, and make any final adjustments. Each member of the group should take responsibility for articulating the position of one of the innovations in the hierarchy.

In deciding where their innovation belongs in the hierarchy, students should consider:



MAKE CONNECTIONS

Thomas Jefferson kept a copy of the Cyropaedia, a 4th century BCE biography of Cyrus the Great written by the military leader Xenophon of Athens. Less a work of history than a treatise about leadership, Xenophon's account of Cyrus' religious tolerance and just rule of a diverse empire nevertheless inspired Jefferson and the founding fathers as they envisioned the government of the United States. Its accuracy regarding Cyrus is widely debated. For more information see "Cyrus Cylinder: How a Persian Monarch Inspired Jefferson" (BBC News).

- How does the innovation provide stability, wealth, or quality of life for the empire and its citizens?
- How might life be more difficult in the empire without this innovation?
- How is one innovation more necessary than the other?

As students work, circulate around the room to answer questions and listen to their discussions. If groups seem stuck or are moving too guickly, play devil's advocate to their position or ask them to consider or argue for another order of innovations as a thought exercise.

They will discuss their findings in the Putting It Together discussion that follows.



TEACHING TIP

There is no "right order" for the hierarchy. The importance of the innovations can be argued in a variety of ways.



Putting it Together (15 minutes)

Bring students back together and project **Slide 7**. Explain that they'll start by debriefing the hierarchy activity about the Persian Empire. As students discuss, chart their responses on the board.

- Begin by asking a representative from each group to share the innovation they put at the top of their hierarchy and why.
- Ask a different representative from each group to share which innovation they put at the bottom of their hierarchy and why.
- Open up the conversation to include the three middle positions, using this as an opportunity to discuss any innovations that have not been covered in the top and bottom conversation.
- Direct student attention to the anchor chart of Phoenician innovations from Lesson 21. Ask students to turn and talk with a partner about which innovation they thought was most important for the success of the Phoenicians.
- After this partner-share, ask students to discuss their ideas as a whole group. Be sure to give attention to all three Phoenician innovations if they don't come up organically in the discussion.



MAKE CONNECTIONS

The "Connections to Current Events and Issues" section of the Unit Overview offers suggestions for having students compare and contrast the government and administration of the United States to that of the Persian (Achaemenid) Empire. If you would like to make this into a deeper project or a research opportunity, the handout United States/Persian **Empire Comparisons** may be used.

Students should be able to list and describe the Persian and Phoenician innovations. Facilitate a dialogue about how these innovations mattered to the success of these societies. Some key takeaways might include that they:

- Developed solutions to address diversity
- Provided people with services they needed to be productive
- Prevented rebellion and internal conflicts
- Produced wealth that improved the standard of living
- Improved communication and extended literacy beyond elites.
- Created unity/harmony (economic, political, cultural)
- Improved governance and trade through record keeping and postal delivery
- Preserved independence in the absence of a large land empire (Phoenicians)
- Balanced local control and central authority.

United States/Persian Empire Comparisons

In this activity, you can have students research and fill in the column of the chart on the USA. Suggested answers are provided, but they are meant only to facilitate discussion and analysis. Students might work in pairs or in small groups.

Achaemenid Empire	United States of America
Extends to about 3.1 million square miles, and includes a vast land area, over lots of different kinds of terrain:	Extends to about 3.8 million square miles, and includes a vast land area, over lots of different kinds of terrain:
Zagros Mountains, Mediterranean coast, Caspian Sea area, Iranian Plateau, Indus River Valley, Mesopotamia, Taurus Mountains, Anatolian Peninsula.	Rocky Mountains, Atlantic and Pacific coasts, Great Lakes area, Colorado Plateau, Mississippi River Valley, New England, Appalachian Mountains, Florida.
An Introduction to the Geography of the Persian World and West Asia	<u>Geography of the United States</u>
Persian Empire Map	Physical Map of the United States
Central Government Laws and administrative decisions are made by Cyrus and his successors. Cyrus was a monarch with total power who ruled regions with local autonomy (independence). He respected their institutions and organizations, as well as religious practices. Satraps had considerable power, but it was not unlimited. Cyrus' own officials, the military and periodic inspections prevented them from rebelling. The emperor was known as the 'King of Kings' and had the final say on all matters. His orders were carried out by a vast	The US federal government has a centralized set of laws and administration — although with 3 branches that check and balance one another. The President is the head of the Executive Branch, but does not have unlimited power. Laws are made by Congress, and interpreted by the courts. The federal government has administrative offices in Washington DC, as well as offices all across the US states and territories. Branches of the U.S. Government
bureaucracy spread across the land. The capital city was Persepolis, built by Cyrus as a showcase of his power and skill.	
Persian Empire Government	

Achaemenid Empire United States of America Royal Road The Eisenhower Highway System After World War II, President Dwight The Persian Empire created a vast, complex network of roads and highways that Eisenhower ordered the construction of a connected all parts of its territory. vast network of highways to connect all parts of the United States. The system represented one of the largest building The central highway was called the Royal projects the US has ever undertaken. Road because it connected the important capital cities of Sardis in the west (modernday Turkey) to Susa in the east, and then on The Eisenhower Highway System had to Persepolis (Cyrus's new capital, in several related purposes: modern-day Iran). Allow the US military to quickly transport equipment and soldiers to all parts of the country The highway system served many purposes: • Facilitate easy transportation of • Allow soldiers, government officials, goods and people across state lines, and the emperor to easily get from and at high speeds one part of the empire to another • Allow easy travel to all parts of the • Facilitate Persia's role as the central country by its residents, and connect part of the Silk Road — a huge all states to a single highway network of trade routes connecting Fast Asia to the Mediterranean • Improve communication to all parts • Transport goods, raw materials, and of the country, especially in a time people to and from all parts of the before the Internet empire • Included a series of rest stops that • Connect all of the different tribes. usually have restrooms, restaurants, regions, and cultures of the empire shops, and gas stations into a single, unified nation Dwight D. Eisenhower and the Birth of the • The road system included a series of Interstate Highway System waystations and rest stops where merchants, travelers, and soldiers Ike's Interstates at 50 could stop for the night, eat, resupply, and prepare to continue The Creation of America's Highway System their journey Royal Road The Royal Road of the Achaemenids in Darius' Empire The Darius Road: The Heart of the Persian Empire It is interesting to think about why roads

existed. Many different needs are met by

them!

Achaemenid Empire United States of America

Administrative Subdivisions: Satraps

In order to organize the empire and create a bureaucracy to carry out his orders, Cyrus divided the territory into sections, called satrapies. Each one had a top administrator called a satrap, whose job was to make sure the emperor's commands were obeyed, and to make decisions about local matters.

Most satraps were either close relatives of the emperor, like sons or nephews. Over time, the satraps themselves became wealthy and powerful — sometimes even challenging the emperor.

Satraps were responsible for collecting taxes from their area and sending the money to the central government — to the emperor.

Each satrapy had an open attitude towards local identity, customs, and religion. As long as the loyalty (and taxes) went to the King of Kings.

Federal Government and State Governments

The United States is exactly that — a united country made up of 50 states. While the central government in Washington DC oversees the national laws and order, each of the states has a governor, a legislature, and a unique identity.

The phrase e pluribus unum is a motto of the USA, often appearing on coins, bills, and the official seal. It means "Out of many, one" — meaning one unified country made up of many states.

Unlike the Achaemenid administration, state governors are not appointed by the President, nor do they have to answer to his authority like the satraps did to the emperor. While governors have to obey all laws — state and federal -- they are elected by the people.

Even within each state, the territory is divided into counties, and then into local governments.

In Massachusetts for example, there are 14 counties and there are 351 cities and towns.

Service | At the Smithsonian

Achaemenid Empire	United States of America
Royal Post The Persians created the world's first postal system in connection with the royal roads. The postal system was a way to allow messages, commands, and news to move	The U.S. Post Office Ben Franklin was appointed the first postmaster general in 1775, even before the U.S. had gained independence from Britain.
from one part of the empire to another. Using a combination of runners on foot or on horseback, the Persian postal system had a relay method of one messenger taking a letter for part of the journey, then passing it off to the next messenger for the next leg of the journey.	In 1792, the federal government created the USPS to facilitate mail to all parts of the country. Today, it is still one of the biggest departments of the administration, and almost everyone living in the country has some contact with the Post Office on a regular basis.
The postal system relied on the organized highway system to facilitate faster and easier travel over long distances. This quick movement of messages also facilitated the administration of government, as Cyrus and	The USPS divides the country into sections that are denoted by a 5-digit zip code. Whenever you mail a letter or package, this code tells the post office exactly where to send it.
his successors could easily communicate and respond to his satraps. The Surprising Origins of the Postal Service	Like the Persian system, much of the postal delivery system relies on our system of roads and highways to transport mail from one part of the country to another.
World Post Day: A Brief History of Postal Service in Ancient Iran	When Did the US Postal Service Begin and What Was Its Purpose?
	A Brief History of the United States Postal

Freedom of Religion: Crash Course

Government and Politics #24

Achaemenid Empire United States of America Religion in Achaemenid Persia Religion in the Constitution The state religion of Cyrus and the Persian Here in the United States, there is no official Achaemenids was Zoroastrianism. It state religion. The Founders made sure that consisted of a monotheistic belief system the 1st Amendment protected the free exercise of religion for all people living in centered around a deity called Ahura the US. Mazda, and a prophet named Zoroaster. The main ideas of Zoroastrianism involve a While the majority of the country's struggle between good and evil, light and Founders were Protestant Christians, we darkness. Zoroastrian temples contained a now have a multi-religious nation with people of many different faiths sacred fire — a symbol of the power of light and good over evil. Christians, Jews, Muslims, Hindus, Sikhs, Buddhists, and folks who do not belong to any religious group. The Persian emperor was more than just a political ruler, as he also had religious and spiritual roles of leadership as well, and was Even though the US doesn't have an official believed to be favored by Ahura Mazda as a state religion, there are examples of overlap divine ruler over the empire. between faith and government: Despite Zoroastrianism's being the official • Our coins and bills have the slogan "In God We Trust" on them religion of the Persian state, other religions were tolerated and conquered people were • Often Congress will begin its able to continue worshiping their gods in sessions with a prayer from a peace — especially the gods of chaplain Mesopotamia after the conquest of • Religious organizations have a long Babylon, and in Egypt after Cyrus's son, history of participating in American Cambyses, conquered there. civic life — for example, many Black churches were instrumental in In one specific example, Cyrus is fondly advancing the Civil Rights remembered in the Hebrew Bible because Movement in the 1960s. he freed the Jewish prisoners after conquering Babylon, and allowed them to Understanding America's First Freedom return to Jerusalem to rebuild their temple there. The Babylonians had previously Freedom of Religion destroyed the Jewish temple built by King Solomon centuries earlier. The First Amendment: Freedom of Religion in the U.S Zoroastrianism Freedom of Religion

Please Explain: The Zoroastrian Religion

Cyrus Cylinder, ancient decree of religious

freedom, starts U.S. tour | Reuters

Achaemenid Empire

United States of America

Persepolis

Cyrus's empire had many important, wealthy cities throughout its territory. But, he wanted to create a magnificent capital worthy of the vast empire he had put together. That city was Persepolis, located in modern-day Iran, and still visible as an archaeological site today.

Persepolis was a huge city, built on a raised platform of stone and earth. It included a huge palace meant to awe any visitors there to see the emperor. It took years of construction and incredible amounts of money to complete, although Cyrus's successors continued to add and modify the city's monuments.

Persepolis was important not just as an administrative center, but it was also a symbol of the wealth, power, and attitudes reflected in Cyrus's government. As King of Kings, he wanted to place himself and his power above all others in the huge territory he controlled.

By incorporating many styles of art, architecture, and materials, Cyrus reflected the resources and cultural diversity of the empire he ruled. Although Cyrus chose the site for the new city, much of the construction was completed by one of his successors, Darius I.

<u>The Ancient And Forgotten Empire Of</u> Persepolis

<u>Joanna Lumley's Silk Road Adventure:</u> Discovering the Ruins of Persepolis

Persepolis: Images of an Empire

Persepolis

<u>Take a Journey to Ancient Persia with Persepolis Reimagined</u>

Washington, D.C.

After the founding of the country, the US built a new capital city on land donated by the states of Maryland and Virginia. The city was built to showcase the values of the new United States — connected to the ancient cultures and legacies of the past, like Greece and Rome, and valuing the ideals of citizenship and democracy.

The purpose of creating the District of Columbia was so that no state would be favored over any other when it comes to the federal government's relationship to the states.

Over time, important monuments and buildings mark the landscape of Washington DC, and are easily associated with the government, administration, and history of the United States:

- US Capitol Building
- White House
- Supreme Court Building
- Lincoln Memorial
- Vietnam Memorial
- Washington Monument

The City of Washington

Here's Why Washington D.C. Isn't a State

Washington, D.C. History in 5 Minutes

United States of America Achaemenid Empire Cyrus and His Successors George Washington and Beyond As the builder and unifier of the As the first President and commander-in-Achaemenid Empire. **Cyrus** was widely chief of the US Army. George seen as the father of the new state, and set **Washington** set the tone and norms for out much of the framework that his future Presidents to follow. successors then followed. The process for succession was father-to-son inheritance, Thomas Jefferson oversaw a huge although there are several examples of expansion of the territory of the United assassinations and other extenuating States through the Louisiana Purchase in circumstances disrupting the transition 1803, effectively doubling its size. process. Abraham Lincoln preserved the United Cambyses, the next emperor after Cyrus, States during the Civil War, ended human was able to add Egypt to the territory of the slavery, and kept the republic functioning. Achaemenids around 525 BCE - This was an especially important conquest because of Egypt's long history as the 'breadbasket' of the Mediterranean **Darius I** expanded the empire to its greatest extent in terms of territory and power. He put down rebellions, and conquered areas to the north and east. Darius and his successor Xerxes feature prominently in Greek history as they both launched unsuccessful attempts to subjugate the Greek city-states in the first part of the 5th century BCE. Darius III was the last emperor of the Achaemenids, losing his empire to

Alexander the Great, who burned the city of

Persepolis around 330 BCE.

The Abrahamic Religions Emerge: Judaism, Christianity and Islam

In the early period of each Abrahamic religion, what ideas and beliefs were important to their followers?

CONTENTS

Lesson 23

An Introduction to the Abrahamic Religions

Lesson 24

Judaism: Religion of the Book (Day 1)

Lesson 25

Judaism: Religion of the Book (Day 2)

Lesson 26

Judaism: Religion of the Book (Day 3)

Lesson 27

The Origins, Beliefs and Practices of Christianity (Day 1)

Lesson 28

The Beliefs and Practices of Christianity (Day 2)

Lesson 29

The Beliefs and Practices of Christianity (Day 3)

Lesson 30

Islam: Roots and Revelation (Day 1)

Lesson 31

Islam: Roots and Revelation (Day 2)

Overview

Among its many other contributions, Western Asia was the birthplace of three major world religions that stemmed from the conception of God held by the Hebrew patriarch Abraham, based upon his reported revelation from God. Judaism, which dates to the Bronze Age, configured its theology around the single, authoritative creator God, a belief in prophets, and an emphasis on law, believed to be conveyed by revelation. Christianity grew in the first century CE as a sect of Judaism that eventually embraced a variety of explanations for the nature of Jesus, in which Church orthodoxy established that he was the Son of God, or Messiah. Jesus's followers continued to preach his radical social teachings after his death at the hands of the Roman state, and, Christians believe, his resurrection and ascension to heaven. Islam originated in the Arabian oasis town of Mecca in the 7th century CE, when the prophet Muhammad reported receiving revelations from God through the angel Gabriel — revelations which became the Qur'an over a period of 23 years, and which recognized and built upon the prophecy of teachings in the earlier Judeo-Christian scriptures. Each religion spread over time, through diaspora or direct evangelism. Today, adherents to these three religions together make up more than half of the world's population.

Because learning about religion is conceptually demanding, the lessons in this cluster utilize the same pedagogical approach for each religion. After some introductory context and a brief video overview, students visit "centers" or stations, where they learn about similar topics for each religion and respond to prompts in an organizer packet. The overall emphasis is on inquiring about the core beliefs and ideas of each faith (PS 2), in order to cultivate the kind of basic religious literacy that is the foundation of religious pluralism, a central civic and democratic value. In keeping with this goal, Practice Standard 1 lies at the heart of the unit. Along the way,

Lesson 32

Islam: Roots and Revelation (Day 3)

Lesson 33

Similarities and Differences among the Abrahamic Religions students read a variety of primary and secondary sources, either independently or in small groups (RCA-H.10), and consider the relevance and credibility of sources for different questions about religion (PS 5). At the end of the cluster, they identify similarities and differences among the religions using a Venn diagram and Putting It Together discussion. Throughout the cluster, the emphasis is on respectful learning and appreciation for a variety of traditions.

Learning Objectives

By the end of this cluster, students should be able to...

- Describe the key beliefs and ideas of the three major Abrahamic religions.
- Explain how these faith traditions are connected to one another, and also how they are distinct.
- Generate and answer questions about religions with civility and curiosity.
- Evaluate how different sources contribute to understanding of particular questions.

Vocabulary

TIER	TIER 2	TIER 3
Judaism monotheism	revelation sacred	Allah Bible Christianity church covenant Exodus Gospels hajj holy Islam Kaaba Messiah missionary mosque pilgrimage prophet Qur'an Ramadan

resurrection synagogue Ten Commandments Torah Trinity

Cluster Focus Standards

Content Standards

STANDARD	LESSON(S)
6.T3e.1: On a historical map of the Mediterranean, locate Asia Minor, Greece and Mesopotamia, the kingdoms of the Hittites and ancient Israel and Palestine and ancient Egypt.	25
6.T3e.2: Trace the migrations of the ancient Israelite tribes from Mesopotamia to the land called Canaan and explain the role of Abraham and Moses in Hebrew history.	24-26
6.T3e.3a: monotheistic religion (e.g., the belief in one God, the Ten Commandments, the emphasis on individual worth and personal responsibility, the belief that rulers and the ruled must adhere to the same moral obligations)	24-29
6.T3e.3b: the Hebrew Bible's accounts of the history of early Israel: the unification of the tribes of Israel under Saul, David, and Solomon; the founding of Jerusalem as capital city by David (c. 1000 BCE), the building of the first temple by Solomon (c. 900-800 BCE), the destruction of the first temple (c. 400 BCE), the annexation of Judea by the Roman Empire and the Roman destruction of the second temple (c. 70 CE).	24-29
6.T3e.3c: the emergence of Christianity as a distinct religion, with roots in Judaism, but increasingly diverse followers throughout the Roman Empire and the relationship of early Christians to the officials of the Roman Empire.	24-29
6.T3e.3d: the central features of Christianity (e.g., the belief in a messiah who could redeem humans from sin, the concept of salvation, the belief in an Old and a new Testament in the Bible, the life and teachings of Jesus.).	24-29

6.T3f.1: On a map of the Arabian Peninsula, identify the Red Sea and the cities of Mecca and Medina as the sites of the beginning of the Muslim religion.	30
6.T3f.2: Explain Islam's historical relationship to Judaism and Christianity as monotheistic religions.	23, 30-33
6.T3f.3: Describe the life and teachings of Muhammad (570-c. 632 CE) and the significance of the Qur'an as the primary source of Islamic belief.	30-33

Literacy Standards

STANDARD	LESSON(S)
RCA-H.6-8.5: Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.	24
RI.5.10: Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.	24-32
SLCA.6-8.1: Engage effectively in a range of collaborative discussions (one-onone, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.	23-33

Practice Standards

STANDARD	LESSON(S)
PS 1: Demonstrate civic knowledge, skills, and dispositions by learning about civic innovations and/or religious diversity, and participating in discussions and debates.	23-25, 27- 28, 30-31
PS 2: With support of the teacher and peers, develop questions about sources and topics that contribute to the process of inquiry and investigation.	23-24, 27- 28, 30-31

Cluster 6: The Abrahamic Religions Emerge: Judaism, Christianity and Islam

PS 5: Evaluate the credibility of secondary and primary sources, and their relevance to answering a specific question.

26, 29-30, 32 **LESSON 23**

An Introduction to the Abrahamic Religions



Learning Objective

Organize introductory information and write questions about three Abrahamic religions — Judaism, Christianity and Islam.



Language Objective

Write notes and questions about the Abrahamic religions on a SQ Launch Chart.



SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: Students may draw images on the KWL chart rather than writing.

Levels 4-5: When students are sharing out responses from their KWL chart, provide a structured format (such as group roles) to ensure that all students have an opportunity to participate.

Lesson Context

Ancient West Asia, later called the Middle East, was a crucible of religions. Three of these religions, which took shape over millennia, have lasted into the present day. These were the Abrahamic religions, which expressed a belief in One God, the Creator. Lesson 23 begins with a deliberate reflection on the characteristics that define a religion, to deepen students' understanding of a religion's role and elements. It then introduces the meaning and symbols of the Abrahamic religions, and the cluster's Supporting Question: What ideas and beliefs were important to the followers of each Abrahamic religion? Engaging with these questions allows students an opportunity at the start of this unit to share and discuss some of the knowledge they possess, cultivating a pluralistic mindset toward religious ideas and choices of others (PS 1). This conversation also prompts them to consider the diversity within religions and situate their

MATERIALS

- Supporting QuestionLaunch
- Lesson 23 Slidedeck

VOCABULARY

Judaism monotheism experience as part of it (SLCA.1). They also write questions about what they wonder, which can be revisited as the unit progresses (PS 2), and consider the credibility of a particular educational source (PS 5). In the next lesson, students will investigate the historical origins and beliefs of Judaism.

Lesson Standards

6.T3f.2: Explain Islam's historical relationship to Judaism and Christianity as monotheistic religions.

SLCA.6-8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.

PS 1: Demonstrate civic knowledge, skills, and dispositions by learning about civic innovations and/or religious diversity, and participating in discussions and debates.

PS 2: With support of the teacher and peers, develop questions about sources and topics that contribute to the process of inquiry and investigation.

Hook: Characteristics of a Religion (70)

minutes)

Explain to students that in this lesson, we are beginning a study of three religions that originated in Western Asia and went on to have a deep impact on the world. Before delving into them, though, we need to think at a new level about what a religion offers — what are its characteristics and its role in society?

On chart paper, or on the board, write or project the sentence stem on **Slide 2**: *A religion has...*, and invite students to brainstorm responses as a class.

This prompt is meant to be open-ended and generative, to get students thinking about the place of a religion in a community. Share the information that scholars from different eras and regions have slightly different definitions of "religion;" this list is just a brainstorm.



MAKE CONNECTIONS

Students have already had exposure to Mesopotamian and Egyptian religious beliefs, so remind them that they may draw upon these examples as they brainstorm.

Student responses may include: a set of beliefs, belief in God or in a divine being, stories, rules or laws, rituals or practices, prayers, symbols, belief in right and wrong, community, or leaders.

Keep the chart available throughout the unit, occasionally pointing out connections between the individual religions and the students' brainstormed list.

Let students know that there are a few reasons why they study religion in school (something they have already begun and will continue to do throughout middle and high school):

- Many religions have played an important role in human history, shaping beliefs that many people still hold today; influencing governments, laws, and rulers; and generating both peace and conflict.
- Learning about different religions helps students learn to speak and listen respectfully to others with different sets of beliefs.
- We live in communities with people of different religions, no religion, different traditions, and different perspectives. Learning about the history of religions helps us understand and appreciate each other.

Also clarify for students that although they will be considering questions of the credibility and relevance of sources for learning about religions, they will not be evaluating the credibility of religious teachings as such. Here, we are trying to understand what these major religions teach and have taught historically. Whether events in history happened as described in religious teachings is a separate question — one that scholars are still sorting through the available (often limited) evidence to determine.

Launching the Question (15 minutes)

Show students **Slide 3**. While there aren't a lot of absolutes when learning about and talking about religions, these three statements are important truths (outlined by the American Academy of Religion in its <u>Guidelines for Teaching about Religion in K-12 Schools in the U.S.</u>). Religions:

 Are internally diverse — not everyone within a religion thinks or practices in exactly the same way



LEARN MORE

For further consideration of the elements that constitute a religion, see <u>Religion</u> (Britannica) or <u>Defining the Characteristics</u> <u>of Religion</u> (Learn Religions).



TEACHING TIP

It may be helpful to explore with students the idea of historical truth vs religious truth. Religious teachings are often expressed through stories (such as parables), symbols or metaphors: their power is not necessarily in their literal meaning. In fact, followers of a religion often disagree on how exactly particular teachings should be interpreted or understood.

- Are dynamic ancient religions that have lasted until today have changed over time, and continue to change
- Are part of cultures, not isolated from them religions influence and are influenced by cultures.

Tell students that scholars study for decades to understand and talk about religions, partially because they *are* so diverse and go through so many changes. In these lessons, you'll only be spending a few days on each religion! So you will be learning and thinking about some of the very basics of each religion, its history, and how it is practiced. And some of you have knowledge and experience of some of these religions already.

Hand students the *Supporting Question Launch* document. Here they will find the supporting question for this unit. Introduce the idea of Abrahamic religions by saying that the three religions we will be studying — Judaism, Christianity, and Islam — all believe that Abraham was the first man to hear the word of God and deliver God's message to people. They all worship the one God of the prophet Abraham, even though they use different names for God. Belief in one God is called **monotheism** (*mono* = one).

Since students' experience of religion or these religions will differ, ask them to independently fill out the two columns for the supporting question:

- What I already know about this topic
- What I want to know (wonder about)

Then ask students to share some of their prior knowledge or their questions in small groups. Students who practice a certain faith may be excited to share some of their knowledge with the class, and now is the time to do that. Encourage listening without prejudice or interruption!

Circulate to hear the kinds of background information students are sharing with one another, and recap a few points you overheard for the whole class, perhaps those aligned with the material in the next activity. Instruct them to save their questions, as we will be trying to answer them over the next few lessons!



• LEARN MORE

In this unit, we will study three highly influential Abrahamic religions, but several more religions fall under the Abrahamic category, including the Baha'i Faith, Druze, and Rastafari. Sometimes Judaism, Christianity and Islam are referred to as "the monotheistic religions," but note that this category includes other religions as well, such as Zoroastrianism, Sikhism, and Vodou.



TEACHING TIP

In this cluster, we make the jump from BCE to CE dates as we study the Abrahamic religions. If you haven't yet taught about BC/AD and BCE/CE (introduced in Lesson 6), here is a good opportunity to do so.

▶ An Introduction to the Major Abrahamic Religions (25 minutes)

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CULTURAL COMPETENCE

When teaching "living" religions, take time to clarify the linguistics of "all/many/some." Explicitly share with students that as they begin studying religions that are currently practiced today, it will be impossible to make the statement that all people in one religion believe or practice in the same way. Religion is highly personalized, and using language like "some of the ways people practice" or "many followers believe" can be helpful for acknowledging this reality. Nonetheless, religions are not limitlessly personalized; they also have foundational beliefs and stories that give them boundaries and coherence. Many of these identifying features will be the focus of this cluster.

At this point, you are ready to introduce the religions themselves. Share with students that in this unit, they'll be studying religions that are all considered **monotheistic**.

Use Slides 6 and 7 to teach students about time and historical context, pausing after each slide for notecatching:

- **Slide 7** is a simplified timeline of the three Abrahamic religions, which shows around when they began and a common symbol for each, and demonstrates these religions' relationships to one another in time. Read (or have student volunteers read) the names of each religion out loud and their dates. Students may have questions about the symbols, which each have complex histories, but for the purposes of this lesson it is enough to let students know that symbols in a religion represent certain (often holy) events, people, or beliefs, and help people feel connected to the beliefs and stories of their religion.
- Slide 6 shows the three Abrahamic religions in the larger context of the 6th grade units. Point out that while the arrows for each religion show its approximate start date, these religions have lasted up to today!



O: LEARN MORE

For more information on these symbols, see <u>How Did the Six-Pointed Star Become Associated With Judaism?</u>, <u>Cross</u>, and <u>A History of the Crescent Moon in Islam</u>. For more information on each of the religions listed here, and more, visit <u>Religions</u> at The Pluralism Project.

For the remaining time, have students explore (independently or in pairs) the present picture for these religions on the <u>PBS Interactive World Religions Map</u>, linked from **Slide 6**. Use this time to walk through the class, answering individual questions, collecting questions that might benefit from an answer in front of the whole class. Minimally, explores trends that students see, and have them consider the question,

What gives this source credibility (or not)? (Hint: Think about its maker, date, purpose, and what you already know.)

Students might suggest that it is made by PBS for education; that the percentages add up, or others. Or they might say that no sources are cited for the information, that no date for the map is given so percentages may have shifted, or even that people might actually practice more than one religion, etc.



TEACHING TIP

This curriculum necessarily switches at times from historical context and events to descriptions of religion in the present. Be explicit about whether a resource is focused on ancient history or today; ask students to attend to time words that can orient them to the past or present.



• LEARN MORE

For more about religious traditions in the U.S., and how they are interacting in the present, see the essay Rivers of Faith from the Pluralism Project at Harvard.

LESSON 24

Judaism: Religion of the Book (Day 1)



Learning Objective

Build a foundational understanding of Judaism as part of a civic disposition toward religious pluralism.



Language Objective

Read text and visual sources to learn about the religion of Judaism and write notes in an organizer packet.



SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: Guide students to read the questions at each center before interacting with the texts so they can read/listen for the main ideas. At some stations you may reduce the number of questions students must complete, or adapt the text by bolding/highlighting key words or reducing the text length. If the source is a linked web article, students may use a browser translator. Students may skip Center 4 which may be challenging for newcomers without teacher guidance.

Levels 4-5: Remind students to use text features (headings, images, captions) to support them in their reading.

Lesson Context

The history of Judaism and the ancient Israelites is complex and spans four millennia, persisting into the present day. The lessons in this cluster are necessarily introductory, focused on what is vital for 6th graders to know about an ancient but evolving religion for life in a pluralistic society (PS 1). Through centers (stations), students learn together about Judaism's holy texts (RCA-H.5) and beliefs; sacred spaces; leaders (especially the patriarch Abraham); the Exodus story; lives and culture; ethics, rules and laws; and symbols and religious dress (RCA-H.10). As they read and analyze texts and images, they encounter many topics through both primary and

MATERIALS

- ☐ Judaism Packet
- Visual Glossary: The Abrahamic Religions
- ☐ Judaism Center #1 Cut-
- Lesson 24 Slidedeck
- Judaism Centers

VOCABULARY

covenant

secondary sources, later reflecting on what each offers to their understanding (RCA-H.9). They also pose their own questions (PS 2). In subsequent lessons, they will rotate through centers with the same topics for Christianity and Islam.

Exodus

holy

prophet

sacred

synagogue

Ten Commandments

Torah

Lesson Standards

6.T3e.2: Trace the migrations of the ancient Israelite tribes from Mesopotamia to the land called Canaan and explain the role of Abraham and Moses in Hebrew history.

6.T3e.3a: monotheistic religion (e.g., the belief in one God, the Ten Commandments, the emphasis on individual worth and personal responsibility, the belief that rulers and the ruled must adhere to the same moral obligations)

6.T3e.3b: the Hebrew Bible's accounts of the history of early Israel: the unification of the tribes of Israel under Saul, David, and Solomon; the founding of Jerusalem as capital city by David (c. 1000 BCE), the building of the first temple by Solomon (c. 900-800 BCE), the destruction of the first temple (c. 400 BCE), the annexation of Judea by the Roman Empire and the Roman destruction of the second temple (c. 70 CE).

6.T3e.3c: the emergence of Christianity as a distinct religion, with roots in Judaism, but increasingly diverse followers throughout the Roman Empire and the relationship of early Christians to the officials of the Roman Empire.

6.T3e.3d: the central features of Christianity (e.g., the belief in a messiah who could redeem humans from sin, the concept of salvation, the belief in an Old and a new Testament in the Bible, the life and teachings of Jesus.).

RCA-H.6-8.5: Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.

RI.5.10: Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.

SLCA.6-8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.

PS 1: Demonstrate civic knowledge, skills, and dispositions by learning about civic innovations and/or religious diversity, and participating in discussions and debates.

PS 2: With support of the teacher and peers, develop questions about sources and topics that contribute to the process of inquiry and investigation.



OF ADVANCE PREPARATION

Teachers may find it helpful to set up one or more computers at each center ahead of time, with the slide or website already pulled up for students to use. Centers may also have a list of supplemental materials and print-outs, so students can spend some time away from screens.

For Center #1, use the Judaism Center #1 Cut-Outs to cut out nine cards that tell the Jewish creation story. Students will put the cards in order as they read the story. Alternatively, they can draw the icons on their packet.

If you wish, split up the Judaism Centers Slidedeck by centers so that students at each center get only the slides for their topic.

What is Judaism? (25 minutes)

Though neither the first nor the largest monotheistic religion, **Judaism** could be considered the most influential early monotheistic religion. Explain to students that Judaism was a religion developed among the ancient Hebrews that stresses belief in God and faithfulness to the laws of the Torah. Ancient Jews are often called "ancient Hebrews," "Israelites," or "early Jews." Note for students that they will see all three interchangeably. Give each student the Visual Glossary: The **Abrahamic Religions** and explain that this is a tool for them to visualize and review the vocabulary they are learning in these lessons.



LEARN MORE

To learn more about Judaism, see the multi-part Introduction to Judaism and other essays at The Pluralism Project (Harvard University), or the introductory Religious **Education resources at BBC** Bitesize.

Map Orientation

Project the map on **Slide 2**, noting that Judaism developed in its early period between 2000 BCE and 150 BCE, so this is what the region looked like toward the end of that origin period. Have students come to the board to identify the societies they have already learned about — Mesopotamia and Egypt / Nubia — then introduce the new areas framed on the map to build students' sense of regional geography: Israel (later Palestine under the Romans), Asia Minor (the peninsula), and what was later called Greece. Most important for now is locating the land of Israel.



TEACHING TIP

Work with this map situates the development of Judaism geographically, and aligns with content standard 6.3e:1.

Biblical Story of Abraham

Hand each student a copy of the **Judaism Packet**. This packet will help students record their observations and new information about Judaism – they'll use it during whole-class activities and in the upcoming Judaism centers. The packet can be used digitally, or can be printed out.

Tell the story of Abraham as relayed in the Torah, on **Slide 3** - **Slide 4** and point out his path on the **Slide 4** map. This gives students a chance to interact with the origin story of all three religions in the region. After you read the story out loud, have students retell the story to their partner, filling in the three sentence stems in their packet and identifying how information is ordered in the text (*sequentially*; this is a narrative).

Video Explanation of Judaism and Optional Clarifying Slide

Show students the Judaism excerpt of <u>The Five Major World Religions - John Bellaimey</u>, from TEDEd, linked on **Slide 5**, beginning at 2:21 and ends at 4:20. Show the video twice: once for students to watch and absorb without pressure to take notes, and a second time for students to add information to the "Video Notes" section of their **Judaism Packet**.



LEARN MORE

The story of Abraham on Slides 3-4 is a simplified version of the Biblical story. In actuality, Abraham's journey included a caravan of people, took many years, and had multiple challenges. This synthesized and clear story fits these purposes of student understanding of Abraham's covenant and his experience of believing in One God.

After the video, which will mention three major streams of Judaism (Orthodox, Conservative, and Reform), show students **Slide 6**, which represents present-day reality and adds in Reconstructionist Judaism, a stream of Judaism that is important in a U.S. context. Briefly explain these types of Judaism today:

- Orthodox Jews follow the ancient holy texts very deliberately and specifically, and many live by following strict rules. There are different types of Orthodox Jews. Some wear clothes that are similar to those worn by their ancestors.
- **Conservative Jews** are between Orthodox and Reform in terms of strict observance of Jewish law.
- **Reform Jews** often celebrate traditional holidays and cultural experiences, but may not be as strict in following some of the Jewish rules and laws. They are strong advocates for personal choice in terms of celebrating Jewishness.
- Reconstructionist Jews see Judaism as a civilization, not merely a religion; celebrate culture, philosophy and historical memory; emphasize inclusive and evolving practices (pioneered the bat mitzvah celebration for girls). This movement started in the United States.

Also share with students that many Jews consider themselves to be "cultural" Jews but not religious at all – meaning they don't believe in God but they enjoy eating Jewish food, celebrating holidays, and learning about their Jewish history.

After these slides, pause and ask students if they have any questions, directing them to the box in their packet to write one down. Then, as students share questions, collect them on the board or the K/W chart from the prior class, without answering them (except for any clarifying questions regarding the previous two slides). At the end of the next class, you'll come back to these questions to see if students have found the answers.

Y Judaism Centers (25 minutes)

Over the next two classes, students will go through a set of "centers" or stations. Each center will provide information or



TEACHING TIP

As students learn about these religions, they will encounter visual representations of major figures. Classical paintings and depictions of Abraham, Moses, and Jesus are artistic imaginings. Influenced by the Greek and Roman depictions of their gods, many artists created Abraham, Moses, and Jesus to look similar to Zeus or other Greek gods. In actuality, Abraham, Moses, and Jesus would have looked like anvone from the Jewish communities in the Middle East at that time. For more, here is What Did Jesus Look Like?, an article from History.com about the subject.

an activity about an aspect of Jewish history, traditions, and beliefs. The centers can be done in any order. There will be seven centers in total, and each center should take between 10 and 15 minutes. Students will use their *Judaism Packet* to collect information.

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TEACHING TIP

This activity is set up to have students rotate through different "centers" or stations throughout the classroom, each one marked off as a designated area for specific learning to take place. Although students can do this individually, the center lessons are designed to be done in assigned small groups of three or four, so students can help each other if they get stuck and enter into meaningful dialogue about what they are learning. Even though the activities are computer-based, it can be a helpful practice to have students move from one place to the next at the conclusion of each activity.

The activity is spread out over 3 lessons. Ideally, student completion of the centers is as follows:

- Day 1: Complete 2 centers.
- Day 2: Complete 3 centers.
- Day 3: Complete 2 centers.

Center #1: Jewish Holy Texts and Beliefs: In this center, students look at two different resources to learn about the Jewish holy books and about the Jewish belief in God. They learn the story of Creation according to the Book of Genesis, putting its elements in order.

Center #2: Jewish Holy Places and Sacred Spaces: This center focuses on two topics: Jewish holy places (Israel and Jerusalem) and sacred spaces (the two temples, and synagogues). Students learn about why Jerusalem is holy to Jews. They also look at the ruins of the Second Temple, and ruins and interiors of ancient and modern synagogues. They learn about what all synagogues have in common.

Center #3: Jewish Leaders: In this center, students learn about the early Jewish leaders, prophets, and kings described in the Hebrew Bible. Students note that when both Abraham and Jacob are visited by God and directed to go to Canaan, they are also given new names as their identity as Jewish leaders is solidified.

Center #4: Jewish Stories: This center focuses on the Exodus story, or the story of Moses leading the Jews out of Egypt. If

color printing is available, printing the slides as a packet or picture book may be a nice screen break for students. Choose one student in each group to read the story out loud, or have students switch off.

Center #5: The Lives and Cultures of Early Jews: This center brings students to a cross section of an early Israelite home. Each item has a description, which students use to draw conclusions about geography, daily life, rituals, and social organization.

Center #6: Right and Wrong, Rules and Laws: In this center, students learn the foundation of the Abrahamic religious teachings: The Ten Commandments. They also take a look at the Jewish attitude towards judgment, rewards, punishment, and good deeds.

Center #7: Jewish Symbols and Religious Dress: Here, students look at the Star of David and the menorah, as well as exploring a few examples of religious dress in Judaism.

LESSON 25

Judaism: Religion of the Book (Day 2)



Learning Objective

Build a foundational understanding of Judaism through texts and visual sources.



Language Objective

Read text and visual sources to learn about the religion of Judaism and write notes in an organizer packet.



SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: Guide students to read the questions at each center before interacting with the texts so they can read/listen for the main ideas. At some stations you may reduce the number of questions students must complete, or adapt the text by bolding/highlighting key words or reducing the text length. If the source is a linked web article, students may use a browser translator. Students may skip Center 4 which may be challenging for newcomers without teacher guidance.

Levels 4-5: Remind students to use text features (headings, images, captions) to support them in their reading.

Lesson Context

For the second day, students rotate through centers (stations), learning together about Judaism's holy texts and beliefs; sacred spaces; leaders such as prophets and kings; the Exodus story; lives and culture; ethics, rules and laws; and symbols and religious dress. During this lesson, they complete 3 centers (PS 1, RCA-H.10) and answer questions they generated in Lesson 24 (PS 2). In subsequent lessons, they will rotate through centers with the same topics for Christianity and Islam.

MATERIALS

- Judaism PacketVisual Glossary: The Abrahamic ReligionsLesson 24 Slidedeck
- Judaism Centers

Lesson Standards

- **6.T3e.1:** On a historical map of the Mediterranean, locate Asia Minor, Greece and Mesopotamia, the kingdoms of the Hittites and ancient Israel and Palestine and ancient Egypt.
- **6.T3e.2:** Trace the migrations of the ancient Israelite tribes from Mesopotamia to the land called Canaan and explain the role of Abraham and Moses in Hebrew history.
- **6.T3e.3a:** monotheistic religion (e.g., the belief in one God, the Ten Commandments, the emphasis on individual worth and personal responsibility, the belief that rulers and the ruled must adhere to the same moral obligations)
- **6.T3e.3b:** the Hebrew Bible's accounts of the history of early Israel: the unification of the tribes of Israel under Saul, David, and Solomon; the founding of Jerusalem as capital city by David (c. 1000 BCE), the building of the first temple by Solomon (c. 900-800 BCE), the destruction of the first temple (c. 400 BCE), the annexation of Judea by the Roman Empire and the Roman destruction of the second temple (c. 70 CE).
- **6.T3e.3c:** the emergence of Christianity as a distinct religion, with roots in Judaism, but increasingly diverse followers throughout the Roman Empire and the relationship of early Christians to the officials of the Roman Empire.
- **6.T3e.3d:** the central features of Christianity (e.g., the belief in a messiah who could redeem humans from sin, the concept of salvation, the belief in an Old and a new Testament in the Bible, the life and teachings of Jesus.).
- **RI.5.10:** Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.
- **SLCA.6-8.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
- **PS 1:** Demonstrate civic knowledge, skills, and dispositions by learning about civic innovations and/or religious diversity, and participating in discussions and debates.

¥ Judaism Centers (40 minutes)

In their small groups of 3 to 4, have students continue working on their **Judaism Packet** as they move from station to station to collect information. They should complete 3 centers in this lesson.

Lesson Wrap-Up (10 minutes)

Direct students' attention to the K/W chart or list of questions from the prior class. Now, ask students to provide answers to some of the questions, crossing off each question as it is answered. If there are questions left unanswered, assure students that they will have time in the next class to answer them, since centers will continue.

Judaism: Religion of the Book (Day 3)



Learning Objective

Build a foundational understanding of Judaism through texts and visual sources.



Language Objective

Read text and visual sources to learn about the religion of Judaism and write notes in an organizer packet.



SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: Individually check-in with students at this level to gauge their understanding of the key ideas about Judaism and re-teach if necessary. You may do this by asking brief yes/no comprehension questions or other simple comprehension questions. This check-in will give you a sense if you need to modify the centers differently for the activities on Christianity in the next lesson.

Levels 4-5: During the Judaism wrap-up, write student contributions on the board in concise accessible language to ensure students have a summary of the main ideas in their packet.

Lesson Context

For the past two lessons, students have been learning about Judaism through center-based activities. In this lesson, they complete their Judaism centers, consider the relevance of different sources for answering questions about Judaism (PS 5), and write a response to the Supporting Question. In the next lesson, they will embark on a study of Christianity using a parallel approach.

MATERIALS

- Judaism PacketVisual Glossary: The Abrahamic ReligionsJudaism Exit Ticket
- Lesson 24 Slidedeck
- l Judaism Centers

Lesson Standards

6.T3e.2: Trace the migrations of the ancient Israelite tribes from Mesopotamia to the land called Canaan and explain the role of Abraham and Moses in Hebrew history.

Lesson 26: Judaism: Religion of the Book (Day 3)

6.T3e.3a: monotheistic religion (e.g., the belief in one God, the Ten Commandments, the emphasis on individual worth and personal responsibility, the belief that rulers and the ruled must adhere to the same moral obligations)

6.T3e.3b: the Hebrew Bible's accounts of the history of early Israel: the unification of the tribes of Israel under Saul, David, and Solomon; the founding of Jerusalem as capital city by David (c. 1000 BCE), the building of the first temple by Solomon (c. 900-800 BCE), the destruction of the first temple (c. 400 BCE), the annexation of Judea by the Roman Empire and the Roman destruction of the second temple (c. 70 CE).

6.T3e.3c: the emergence of Christianity as a distinct religion, with roots in Judaism, but increasingly diverse followers throughout the Roman Empire and the relationship of early Christians to the officials of the Roman Empire.

6.T3e.3d: the central features of Christianity (e.g., the belief in a messiah who could redeem humans from sin, the concept of salvation, the belief in an Old and a new Testament in the Bible, the life and teachings of Jesus.).

RI.5.10: Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.

SLCA.6-8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.

PS 5: Evaluate the credibility of secondary and primary sources, and their relevance to answering a specific question.

¥ Judaism Centers (25 minutes)

In their small groups of 3 to 4, have students finish working on their **Judaism Packet**. For this lesson, plan to have students finish their remaining two centers.

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SUPPORT ALL STUDENTS

If there is a group of students who finish early, have them choose a Jewish folktale to listen to from the selection found on WGBH's podcast, <u>Circle Round</u> (on the last slide of the <u>Judaism</u> Centers and linked below).

- Written in the Stars
- One Wish (feat. Boston Symphony Orchestra)
- Katya the Quick
- The Dozen Loaves of Bread
- One Speckled Hen
- Pot of Gold
- The Wiser Adviser

Judaism Wrap-Up (25 minutes)

As part of their practice in determining source relevance, ask students to independently complete the two questions about relevance on page 5 of the packet.

Take some student responses, and ask students,

What made these sources relevant to the question?

Clarify any confusion about relevance and which sources would be most relevant here (answer for #1 is Ten Commandments; answer for #2 is the first 3 responses).

Then project **Slide 7**. Spend a few minutes discussing the Supporting Question as a class, deliberately employing vocabulary students have learned in these lessons. This question is also found in the last section of students' Judaism Packet:



What ideas and beliefs were important to the followers of Judaism?

(Students may share: belief in one God; stories, laws, and commandments; freedom to worship; the covenant with God; sacred spaces to worship, or others.)

Exit Ticket



will help them put together these ideas as a summary of their study of Judaism. They should use at least 3 vocabulary terms from the *Visual Glossary: The Abrahamic Religions* (monotheism — Ten Commandments) in their response. Afterward, collect their packets to assess their understanding.

The Origins, Beliefs and Practices of Christianity (Day 1)



Learning Objective

Build a foundational understanding of Christianity as part of a civic disposition toward religious pluralism.



Language Objective

Read text and visual sources to learn about Christianity and write notes in an organizer packet.



SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: You may choose to group students at this level together and travel with them through the centers to provide additional support. Alternatively, students may be grouped with students of higher proficiency levels to provide the support.

Levels 4-5: If students have stronger oral comprehension than literacy skills, you may ask certain group members to take turns reading aloud for each other.

Lesson Context

In Lesson 26, students completed their study of Judaism. In this lesson, they receive their Christianity packet, learn basic terminology, and then through slides and a video are introduced to the story of Jesus, the first-century Jewish healer and prophet whose teachings later formed the basis for a new religion. Through a centers-based approach over this and the next two lessons, they delve deeper into his radical teachings, his early death, and the determination of his followers to spread his message. Ultimately, his followers' missionary zeal led to the slow growth of a new religion called Christianity, beginning in the middle decades of the 1st century CE and initially spreading in the northern

MATERIALS

- Christianity Packet
- ☐ Visual Glossary: The Abrahamic Religions
- ☐ Lesson 27 Slidedeck
- Christianity Centers

VOCABULARY

Bible

Christianity

church

Mediterranean world. In these lessons, students engage each day in 2-3 centers about Christian holy texts and beliefs; sacred spaces; stories and holy days; holy places; right and wrong, rules and laws; symbols and religious dress; and leaders and early Christianity, especially the work of Paul (RCA-H.10). Examples from both past and present help students to understand that, like Judaism, Christianity is a living and evolving religion with great internal diversity — vital understandings for civic life today (PS 1). As students read, watch, and take notes in their organizer packet, they continue to answer the questions raised in the opening activity about Christianity (PS 2).

Gospels

Messiah

missionary

pilgrimage

Trinity

resurrection

Lesson Standards

6.T3e.3a: monotheistic religion (e.g., the belief in one God, the Ten Commandments, the emphasis on individual worth and personal responsibility, the belief that rulers and the ruled must adhere to the same moral obligations)

6.T3e.3b: the Hebrew Bible's accounts of the history of early Israel: the unification of the tribes of Israel under Saul, David, and Solomon; the founding of Jerusalem as capital city by David (c. 1000 BCE), the building of the first temple by Solomon (c. 900-800 BCE), the destruction of the first temple (c. 400 BCE), the annexation of Judea by the Roman Empire and the Roman destruction of the second temple (c. 70 CE).

6.T3e.3c: the emergence of Christianity as a distinct religion, with roots in Judaism, but increasingly diverse followers throughout the Roman Empire and the relationship of early Christians to the officials of the Roman Empire.

6.T3e.3d: the central features of Christianity (e.g., the belief in a messiah who could redeem humans from sin, the concept of salvation, the belief in an Old and a new Testament in the Bible, the life and teachings of Jesus.).

RI.5.10: Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.

SLCA.6-8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.

PS 1: Demonstrate civic knowledge, skills, and dispositions by learning about civic innovations and/or religious diversity, and participating in discussions and debates.

PS 2: With support of the teacher and peers, develop questions about sources and topics that contribute to the process of inquiry and investigation.



O: ADVANCE PREPARATION

You may find it helpful to set up one or more computers at each center ahead of time, with the slide or website already pulled up for students to use. Centers may also have a list of supplemental materials and print-outs, so students can spend some time away from screens.

Split up the <u>Christianity Centers</u> slidedeck into centers so that students at each center get only the slides for their topic.

What Is Christianity? (20 minutes)

Explain to students that many hundreds of years after Judaism emerged, another monotheistic religion grew from its foundations: Christianity. We will be learning about Christianity next. Share **Slide 1** to show students Judaea, where the religion emerged.

Distribute the *Christianity Packet* to students. This packet will help students record their observations and new information about Christianity — they will use it during whole-class activities and in the upcoming Christianity centers, just as they did with Judaism. The packet can be used digitally, or can be printed out.

Then tell the story of Jesus using **Slide 2** - **Slide 3**. This is both the story of the religion's most important figure and its origin story. After reading the story out loud, students should retell the story to their partner, filling in the two sentence stems in their packet.

For context, share the next piece of the story, that Jesus' teachings and example had such an impact on some of his followers that they continued to spread the word after his death. This led to the start of a new religion called **Christianity** based on the teachings of Jesus Christ, which included many teachings from Judaism. Explain that "Christ" means "the savior," or "the **Messiah**" — because Christians thought Jesus was the Messiah whom Jewish teachings said would come someday to save them. Use the **Visual Glossary: The Abrahamic Religions** to reinforce these ideas.

Show students the Christianity excerpt of <u>The Five Major</u> World Religions - John Bellaimey, linked from **Slide 4**; begin watching at 6:27 and end at 8:26. Show the video twice: once for students to watch and absorb without pressure to take notes, and a second time for students to add information to the "Video Notes" section of their **Christianity Packet**.

Last, show students **Slide 5**: Types of Christianity, and explain that these varieties of Christianity developed over many centuries and continue to evolve. Note to students that not all types of Christianity are listed here. This is an overview of the three main "branches" of Christianity, and each of the three branches believes in one God and in the teachings of Jesus.

After these three slides, pause and ask students if they have any questions. As students ask questions, collect them on the board or on their K/W chart, without answering them (except for any clarifying questions directly regarding the previous slides). In the next lesson, you'll come back to these questions to see if students have found the answers after visiting several centers.



TEACHING TIP

It's important for students to understand that for his entire life Jesus was Jewish. He had different ideas about what being Jewish meant, just as Abraham had different ideas about what praying to God meant. As Jesus grew up, studied, traveled, and gave sermons, he was considered Jewish by his community and he participated in Jewish life. For more information, PBS has "He was Born, Lived, and Died as a Jew" by religious scholars to help explain. It was his followers who later started a new religion based on his teachings.



1 LEARN MORE

To learn more about Christianity, see the multipart <u>Introduction to</u> <u>Christianity</u> and other essays at The Pluralism Project (Harvard University)...

Christianity Centers (30 minutes)

Explain that today and over the next two classes, students will visit a set of "centers" or stations in small groups of 3 to 4 students (you may wish to change the group composition at this point). Each center will provide information or an activity about an aspect of Christian history, traditions, and beliefs. The centers can be done in any order. There will be seven centers in total, and each center should take 10-15 minutes.

Students will use their *Christianity Packet* to collect information.



TEACHING TIP

This activity is set up to have students rotate through different "centers" or stations throughout the classroom, each one marked off as a designated area for specific learning to take place. Although students can do this individually, the center lessons are designed to be done in assigned small groups of three or four, so students can help each other if they get stuck and enter into meaningful dialogue about what they are learning. Even though the activities are computer-based, it can be a helpful practice to have students move from one place to the next at the conclusion of each activity.

The activity is spread out over 3 lessons. Ideally, student completion of the centers is as follows:

- Day 1 (this lesson): Complete 2 centers.
- Day 2: Complete 3 centers.
- Day 3: Complete 2 centers.

Center #1: Christian Holy Texts and Beliefs: In this center, students look at two different resources to learn about the Christian Bible and about the Christian belief in God and the Trinity. They read a passage from Jesus's Sermon on the Mount, as written in the Gospel of Matthew.

Center #2: Christian Sacred Spaces: This center focuses on sacred spaces (churches). Students look at the insides and architecture of different types of churches and learn about what many churches have in common. (There is a separate center on Holy Places.)

Center #3: Christian Stories and Holy Days: This center tells the story of Jesus's life and death from the Gospels, and explains its relation to major Christian holidays. If color printing is available, printing the slides as a packet or picture book may be a nice screen break for students. Choose one student in each group to read the story out loud, or have students switch off.

Center #4: Christian Holy Places: In this center, students learn about Christian pilgrimages and use an interactive map to learn about places holy to Christians.

Center #5: Right and Wrong, Rules and Laws: In this center, students are reminded of the Ten Commandments, a



• LEARN MORE

Students may have questions about the idea of Jesus' death, resurrection and ascension to Heaven, a central teaching of Christianity and the heart of the Easter story. Jesus' Crucifixion, Resurrection and Ascension may be helpful for background. While the idea of a "risen Christ" is a core Christian belief, interpretations of the idea of bodily resurrection vary widely; see for instance Christians Hold Many Views on Jesus' Resurrection from Religion News.

foundational moral teaching. They look at Jesus' teachings on love and forgiveness, as well as his teaching about wealth.

Center #6: Christian Symbols and Religious Dress: Here, students look at the Christian cross and fish symbols, and explore a few examples of religious dress and head coverings in Christianity.

Center #7: Christian Leaders and Early Christianity: This center gives students a look at the spread of Christianity, specifically through the work of Paul and the early Christian missionaries. If color printing is available, printing the slides as a packet or picture book may be a nice screen break for students.

The Beliefs and Practices of Christianity (Day 2)



Learning Objective

Build a foundational understanding of Christianity as part of a civic disposition toward religious pluralism.



Language Objective

Read text and visual sources to learn about Christianity and write notes in an organizer packet.



SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: Students may write a bulleted list of ideas rather than a full paragraph in response to the Supporting Question Check-In.

Levels 4-5: Students may use a paragraph frame to write their 3-sentence paragraph.

Lesson Context

Through centers in the prior and current lesson, students delve deeper into Jesus' radical teachings, his early death, and the determination of his followers to spread his message. Ultimately, his followers' missionary zeal led to the slow growth of a new religion called Christianity, beginning in the middle decades of the 1st century CE and initially spreading in the northern Mediterranean world. In this lesson, students engage in 3 centers about Christian holy texts and beliefs; sacred spaces; stories and holy days; holy places; right and wrong, rules and laws; symbols and religious dress; and leaders of early Christianity, especially the work of Paul (RCA-H.10). Examples from both past and present help students to understand that, like Judaism, Christianity is a living and evolving religion with great internal diversity — vital understandings for civic life today (PS 1). As students read, watch, and take notes in their organizer packet, they

MATERIALS

- ☐ Christianity Packet
- Visual Glossary: The Abrahamic Religions
- Lesson 27 Slidedeck
- Christianity Centers

Lesson 28: The Beliefs and Practices of Christianity (Day 2)

continue to answer the questions they raised earlier about Christianity (PS 2).

Lesson Standards

6.T3e.3a: monotheistic religion (e.g., the belief in one God, the Ten Commandments, the emphasis on individual worth and personal responsibility, the belief that rulers and the ruled must adhere to the same moral obligations)

6.T3e.3b: the Hebrew Bible's accounts of the history of early Israel: the unification of the tribes of Israel under Saul, David, and Solomon; the founding of Jerusalem as capital city by David (c. 1000 BCE), the building of the first temple by Solomon (c. 900-800 BCE), the destruction of the first temple (c. 400 BCE), the annexation of Judea by the Roman Empire and the Roman destruction of the second temple (c. 70 CE).

6.T3e.3c: the emergence of Christianity as a distinct religion, with roots in Judaism, but increasingly diverse followers throughout the Roman Empire and the relationship of early Christians to the officials of the Roman Empire.

6.T3e.3d: the central features of Christianity (e.g., the belief in a messiah who could redeem humans from sin, the concept of salvation, the belief in an Old and a new Testament in the Bible, the life and teachings of Jesus.).

RI.5.10: Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.

SLCA.6-8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.

PS 1: Demonstrate civic knowledge, skills, and dispositions by learning about civic innovations and/or religious diversity, and participating in discussions and debates.

PS 2: With support of the teacher and peers, develop questions about sources and topics that contribute to the process of inquiry and investigation.

Christianity Centers (40 minutes)

Have students continue working in their small groups on the <u>Christianity Centers</u>. Today, they will complete 3 centers.

Lesson Wrap-Up (10 minutes)

Direct students' attention to the K/W chart or list of questions from the prior class. Now, ask students to provide answers to some of the questions, crossing off each question as it is answered. If there are questions left unanswered, assure students that they will have time in the next class to answer them, since centers will continue.

The Beliefs and Practices of Christianity (Day 3)



Learning Objective

Build a foundational understanding of Christianity through texts and visual sources.



Language Objective

Read text and visual sources to learn about the religion of Christianity and write notes in an organizer packet.



SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: Individually check-in with students at this level to gauge their understanding of the key ideas about Christianity and re-teach if necessary. You may do this by asking brief yes/no comprehension questions or other simple comprehension questions. This check-in will give you a sense if you need to modify the centers differently for the activities on Islam in the next lesson.

Levels 4-5: During the Christianity wrap-up, write student contributions on the board in concise accessible language to ensure students have a summary of the main ideas in their packet.

Lesson Context

For the past two lessons, students have been learning about Christianity through center-based activities. In this lesson, they complete their Christianity centers, consider the credibility of different sources for answering a question about Christianity (PS 5), and write a response to the Supporting Question. In the next lesson, they will embark on a study of Islam using a parallel approach.

MATERIALS

- ☐ Christianity Packet
- ☐ Visual Glossary: The Abrahamic Religions
- ☐ Christianity Exit Ticket
- Lesson 27 Slidedeck
- Christianity Centers

Lesson Standards

6.T3e.3a: monotheistic religion (e.g., the belief in one God, the Ten Commandments, the emphasis on individual worth and personal responsibility, the belief that rulers and the ruled must adhere to the same moral obligations)

Lesson 29: The Beliefs and Practices of Christianity (Day 3)

6.T3e.3b: the Hebrew Bible's accounts of the history of early Israel: the unification of the tribes of Israel under Saul, David, and Solomon; the founding of Jerusalem as capital city by David (c. 1000 BCE), the building of the first temple by Solomon (c. 900-800 BCE), the destruction of the first temple (c. 400 BCE), the annexation of Judea by the Roman Empire and the Roman destruction of the second temple (c. 70 CE).

6.T3e.3c: the emergence of Christianity as a distinct religion, with roots in Judaism, but increasingly diverse followers throughout the Roman Empire and the relationship of early Christians to the officials of the Roman Empire.

6.T3e.3d: the central features of Christianity (e.g., the belief in a messiah who could redeem humans from sin, the concept of salvation, the belief in an Old and a new Testament in the Bible, the life and teachings of Jesus.).

RI.5.10: Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.

SLCA.6-8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.

PS 5: Evaluate the credibility of secondary and primary sources, and their relevance to answering a specific question.

Christianity Centers (25 minutes)

In their small groups of 3 to 4, have students continue working on their Christianity centers, using their *Christianity Packet* to collect information. For this lesson, plan to have students finish their remaining two centers.

Christianity Wrap-Up (25 minutes)

As part of their practice in determining source credibility, ask students to independently complete the question about credibility on page 5 of the packet. This is an opportunity to engage in explicit discussions of credibility.

Take some student responses, and clarify any confusion about credibility and which sources would be most credible regarding early Christianity (answers are the TEDEd video and Paul; Jesus was not alive in the period, and his purpose was to reform Judaism, while the Roman ruler would be a biased source).

As a follow up, elicit students' reasoning by asking,

How did you determine that those sources were

credible?

Project **Slide 6**. Spend a few minutes discussing, as a class, this question from the last section of students' **Christianity Packet** (a version of the Supporting Question):



What ideas and beliefs were important to the followers of Christianity?

(Students may share: belief in one God; stories from the Gospels; 10 Commandments; sacred spaces to worship; Jesus' life and teachings; Jesus' death and resurrection; the Trinity; or others.)

Exit Ticket

Ask students to create a three-sentence paragraph on their *Christianity Exit Ticket*, putting together these ideas as a summary of their study of Christianity. Direct them to use at least 3 new vocabulary words (see *Visual Glossary: The Abrahamic Religions*). Afterward, collect their packets to assess their understanding.

Islam: Roots and Revelation (Day 1)



Learning Objective

Build a foundational understanding of Islam as part of a civic disposition toward religious pluralism.



Language Objective

Read text and visual sources to learn about Islam and write notes in an organizer packet.



SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: Spend additional time directly teaching the Islam-related vocabulary from the Visual Glossary before asking students to complete the centers. This will give students background knowledge and multiple exposures to the key vocabulary words.

Levels 4-5: Based on your observations and student reflections of their own learning in the previous centers activities, give students feedback on areas for growth. You may choose to assign roles in the small groups to facilitate students working together (such as scribe, timekeeper, etc).

Lesson Context

Having completed their study of Christianity in Lesson 29, students begin to learn about the third Abrahamic religion they will study, Islam, in Lesson 30. Initially, they learn about its founding figure, Muhammad, whose unusual life experience informed his reflections and ultimately his prophecy in the late 6th and early 7th century CE. After an introduction to Islam, students investigate the different aspects of Islam through "centers," continuing this work over the next two lessons. Topics include Muslim holy texts and beliefs; holy places and sacred spaces; important Muslim figures; the hajj; lives and cultures of early Arabs and the story of Muhammad; right and wrong, rules and laws; and Islamic symbols and religious dress. During this lesson, they

MATERIALS

- ☐ Islam Packet
- ☐ Visual Glossary: The Abrahamic Religions
- Lesson 30 Slidedeck

VOCABULARY

Allah

haji

Islam

Kaaba

Lesson 30: Islam: Roots and Revelation (Day 1)

complete two centers (PS 1, RCA-H.10) and generate questions about Islam (PS 2). As they read and analyze images, they continue to reflect on what makes a source credible (PS 5).

mosque
Qur'an
Ramadan
revelation

Lesson Standards

- **6.T3f.1:** On a map of the Arabian Peninsula, identify the Red Sea and the cities of Mecca and Medina as the sites of the beginning of the Muslim religion.
- **6.T3f.2:** Explain Islam's historical relationship to Judaism and Christianity as monotheistic religions.
- **6.T3f.3:** Describe the life and teachings of Muhammad (570-c. 632 CE) and the significance of the Qur'an as the primary source of Islamic belief.
- **RI.5.10:** Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.
- **SLCA.6-8.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
- **PS 1:** Demonstrate civic knowledge, skills, and dispositions by learning about civic innovations and/or religious diversity, and participating in discussions and debates.
- **PS 2:** With support of the teacher and peers, develop questions about sources and topics that contribute to the process of inquiry and investigation.
- **PS 5:** Evaluate the credibility of secondary and primary sources, and their relevance to answering a specific question.



OF ADVANCE PREPARATION

You may find it helpful to set up one or more computers at each center ahead of time, with the slide or website already pulled up for students to use. Centers may also have a list of supplemental materials and print-outs, so students can spend some time away from screens.

Split up the <u>Islam Centers</u> slidedeck into centers so that students at each center get only the slides for their topic

What Is Islam? (20 minutes)

Explain to students that today they will embark on a study of a third Abrahamic religion that drew upon the first two — the religion of Islam, which began with an Arab man named Muhammad in 610 CE. Define Islam using the **Visual Glossary: The Abrahamic Religions** as the religion of God's teachings as revealed to Muhammad. Ask students to think about how much later Muhammad lived than Jesus (almost 600 years).

Project **Slide 1** and distribute the *Islam Packet* to students. This packet will help students record their observations and new information about Islam — they'll use it during wholeclass activities and in the upcoming Islam Centers. The packet can be used digitally, or can be printed out.

Begin by telling the story of Muhammad using **Slide 2** and **Slide 3**. This is both the story of the religion's most important figure and its origin story. After reading the story out loud, students should retell the story to their partner, filling in the two sentence stems at the start of their packet.

Then show students the Islam excerpt of The Five Major World Religions - John Bellaimey, linked on **Slide 4** — begin at 8:27 and end right at 10:26. This explains the origins of Islam as reported in the Qur'an, along with beliefs and practices described there. Show the video twice: once for students to watch and absorb without pressure to take notes, and a second time for students to add information to the "Video Notes" section of their Islam Packet.

After the video, which will mention the two major branches of Islam (Sunni and Shia, or Shi'ites), show students Slide 5. Use the notes below the slide for explanation. The key point is that Islam is a major world religion, and has a lot of variety within it.

After these slides, pause and ask students if they have any questions. Collect questions on the board or on the K/W chart paper, without answering them (except for any clarifying questions directly regarding the previous two slides). At the end of the next class, you'll come back to these questions to see if students have found the answers.



To learn more about Islam. see the multi-part Introduction to Islam and other essays at The Pluralism Project (Harvard University), or the introductory Religious Education resources at BBC Bitesize.



TEACHING TIP

The video is followed (at 10:27) by a nude sculpture from prehistoric times, the Venus of Willendorf. Set it to end precisely at 10:26 to keep the focus on Islam.

▶ Islam Centers (30 minutes)

Have students begin to investigate a set of centers about Islam. Each center will provide information or an activity about an aspect of Islamic history, traditions, and beliefs. The centers can be done in any order. There will be seven centers in total, and each center should take between 10 and 15 minutes. Students will use their *Islam Packet* to collect information

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TEACHING TIP

This activity is set up to have students rotate through different "centers" or stations throughout the classroom, each one marked off as a designated area for specific learning to take place. Although students can do this individually, the center lessons are designed to be done in assigned small groups of three or four, so students can help each other if they get stuck and enter into meaningful dialogue about what they are learning. Even though the activities are computer-based, it can be a helpful practice to have students move from one place to the next at the conclusion of each activity.

The activity is spread out over 3 lessons. Ideally, student completion of the centers is as follows:

- Day 1 (this lesson): Complete 2 centers
- Day 2: Complete 3 centers
- Day 3: Complete 2 centers

Center #1: Muslim Holy Texts and Beliefs: In this center, students learn about the Qur'an, about the Muslim belief in God and its connection to Judaism and Christianity, and about key beliefs of Sunni and Shia Islam.

Center #2: Holy Places and Sacred Spaces of Islam: This center focuses on Islamic holy places (Mecca, Medina, and Jerusalem) and sacred spaces (the mosque). Students learn about why each city is holy to Muslims. They look at the general architecture of a mosque, then use the Islamic Sacred Spaces Map to explore mosques on every inhabited continent and throughout Asia.

Center #3: Important Muslim Figures: This center tells the story of Muhammad's Night Journey and his connection to the prophets Abraham, Moses, and Jesus, as related in the Qur'an and hadith. This story helps illustrate the interconnectedness of the Abrahamic religions. If color printing is available, printing the slides as a packet or picture book may be a nice screen break for students.

Lesson 30: Islam: Roots and Revelation (Day 1)

Center #4: The Hajj: This center brings students to Baghdad in 791 CE, where two young Muslim siblings are preparing for their *hajj*. It also explores daily life in one of the most important Islamic cities at the time.

Center #5: The Lives and Cultures of Early Arabs and the Story of Muhammad: In this center, students watch 11 minutes of a documentary about the beginnings of the Islamic empire. The clip shows the geography, climate, and culture of pre-Islamic Arabia and West Asia, and dives deeper into Muhammad's early life.

Center #6: Right and Wrong, Rules and Laws: In this center, students learn the various sources of Islamic moral teachings, including the Qur'an, hadith, and Bible. They learn the acts of worship outlined in the Five Pillars.

Center #7: Islamic Symbols and Religious Dress: Here, students look at the crescent moon and star symbol. They also explore a few examples of religious dress in Islam.



TEACHING TIP

In other versions of this story found online, Muhammad's face is shown. To many Muslims, this is deeply disrespectful. This version of the story does not show Muhammad's face.

Islam: Roots and Revelation (Day 2)



Learning Objective

Build a foundational understanding of Islam through texts and visual sources...



Language Objective

Read text and visual sources to learn about Islam and write notes in an organizer packet.



SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: Review and reinforce the key vocabulary related to Islam from the Visual Glossary.

Levels 4-5: Rotate group roles if you chose to assign them.

Lesson Context

Through centers in the prior and current lesson, students deepen their understanding of Islam. Here, students engage in the 3 or 4 centers about Muslim holy texts and beliefs; holy places and sacred spaces; important Muslim figures; the hajj; lives and cultures of early Arabs and the story of Muhammad; right and wrong, rules and laws; and Islamic symbols and religious dress (PS 1, RCA-H.10). They also continue to answer questions about Islam they generated earlier in the cluster (PS 2). As they read and analyze images, they encounter many topics through both primary and secondary sources; later they will draw upon these sources to reflect on what each offers to their understanding (RCA-H.9).

MATERIALS

- Slam Packet
- Lesson 30 Slidedeck
 - Islam Centers

Lesson Standards

6.T3f.2: Explain Islam's historical relationship to Judaism and Christianity as monotheistic religions.

Lesson 31: Islam: Roots and Revelation (Day 2)

6.T3f.3: Describe the life and teachings of Muhammad (570-c. 632 CE) and the significance of the Qur'an as the primary source of Islamic belief.

RI.5.10: Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.

SLCA.6-8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.

PS 1: Demonstrate civic knowledge, skills, and dispositions by learning about civic innovations and/or religious diversity, and participating in discussions and debates.

PS 2: With support of the teacher and peers, develop questions about sources and topics that contribute to the process of inquiry and investigation.

▶ Islam Centers (40 minutes)

Have students continue working on their <u>Islam Centers</u>, using their *Islam Packet* to collect information. They should complete 3 centers in this lesson.

Lesson Wrap-Up (10 minutes)

Ask students to provide answers to some of the questions from prior lessons, crossing off each question as it is answered. Students can collect these answers in the general notes section of their Islam Packet. If there are questions left unanswered, assure students that they will have time in the next class to answer them, since centers will continue.

Islam: Roots and Revelation (Day 3)



Learning Objective

Build a foundational understanding of Islam through texts and visual sources.



Language Objective

Read text and visual sources to learn about Islam and write notes in an organizer packet.



SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: Students may write a bulleted list of ideas rather than a full paragraph in response to the Supporting Question Check-In.

Levels 4-5: Students may use a paragraph frame to write their 3-sentence paragraph.

Lesson Context

Lesson 32 begins with the completion of the Islam Centers started in the prior two lessons. Students then consider the credibility of different sources for answering a question about Christianity (PS 5), and write a response to the Supporting Question. In the next lesson, they will use a Venn diagram to compare and contrast the three religions, and hold a "Putting It Together" conversation about their similarities and differences.

MATERIALS

- ☐ Islam Packet
- ☐ Visual Glossary: The Abrahamic Religions
- ☐ Islam Exit Ticket
- Lesson 30 Slidedeck
- Islam Centers

Lesson Standards

6.T3f.2: Explain Islam's historical relationship to Judaism and Christianity as monotheistic religions.

6.T3f.3: Describe the life and teachings of Muhammad (570-c. 632 CE) and the significance of the Qur'an as the primary source of Islamic belief.

Lesson 32: Islam: Roots and Revelation (Day 3)

RI.5.10: Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.

SLCA.6-8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.

PS 5: Evaluate the credibility of secondary and primary sources, and their relevance to answering a specific question.

▶ Islam Centers (25 minutes)

In their small groups of 3 to 4, have students continue working on their Islam centers, using their *Islam Packet* to collect information. For this lesson, plan to have students finish their remaining two centers.

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SUPPORT ALL STUDENTS

If there is a group of students who finish early, have them watch <u>The Complex Geometry of Islamic Design</u> (linked here and in the <u>Islam Centers</u> slide deck) or <u>It's a Church, It's a Mosque, It's the Hagia Sophia</u> (linked here, in the <u>Islam Centers</u> slide deck, and in students' *Islam Packet* on page 5 for easy locating).

Islam Wrap-Up (25 minutes)

As part of their practice in determining source credibility, ask students to independently complete the question about credibility on page 6 of their packet. This is an opportunity to engage in explicit discussions of credibility.

Take some student responses, and clarify any confusion about credibility and which sources would be most credible regarding the hajj (answers are the image of the Kaaba and the BBC article with interviews of pilgrims; the Bible predates the hajj as a practice, while the advertisement's purpose is to seek business or profit).

As a follow up, elicit students' reasoning by asking,

How did you determine that those sources were credible?

Project **Slide 6**. Spend a few minutes discussing, as a class, the question projected (also the last section of students' Islam Packet). It is a version of the Supporting Question:



What ideas and beliefs were important to the followers of Islam?

(Students may share: Belief in one God; the Prophet Muhammad; the Qur'an; hadith; Ten Commandments; any of the Five Pillars; features of mosques, or others.)

Exit Ticket

Ask students to create a three-sentence paragraph in their *Islam Exit Ticket*, putting together these ideas as a summary of their study of Islam. Direct them to use at least 3 vocabulary words they have learned (see *Visual Glossary: The Abrahamic Religions*: Islam — Kaaba). Afterward, check or collect their packets to assess their understanding (but return them in the next lesson so students may use them as study guides for the Summative Assessment).

Similarities and Differences among the Abrahamic Religions



Learning Objective

Respond to the inquiries posed in the two Supporting Questions by completing a Venn diagram to show understanding of the three Abrahamic religions and their relationship.



Language Objective

Compare and contrast religions by writing in a Venn diagram using content-specific vocabulary.

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SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: Rather than referring back to their packets, students may start by using the Visual Glossary to sort terms into the appropriate categories.

Levels 4-5: When students are sharing out their responses in class discussion, give compare/contrast sentence stems for them to use such as "Both Christianity and Islam have ____" or "Unlike the other religions, Islam has ____."

Lesson Context

For the past ten lessons, students have prepared to respond to the Supporting Question, What ideas and beliefs were important to the followers of each Abrahamic religion?, while also thinking about connections between these religions. Now they are ready to synthesize their learning and apply a wider, comparative lens across the three faiths. The lesson allows them to "warm up" by highlighting a major commonality between the religions: the shared value of Jerusalem as a holy city. Then, to consider what is distinctive about each religion, they learn about (or review) Venn diagrams, which they use to organize information about the

MATERIALS

- Abrahamic ReligionsVenn Diagram
- Lesson 33 Slidedeck

religions (PS 3). For the remainder of the lesson, students populate a Venn diagram with ideas and beliefs unique to the particular religions, or shared across two or more of them (PS 3). As a whole class, they "put together" their conclusions as the teacher captures these features on the board. This offers a chance before the Summative Assessment to probe students' understanding of how the three major Abrahamic religions of West Asia stood both together and apart in shaping Western societies.

Lesson Standards

6.T3f.2: Explain Islam's historical relationship to Judaism and Christianity as monotheistic religions.

6.T3f.3: Describe the life and teachings of Muhammad (570-c. 632 CE) and the significance of the Qur'an as the primary source of Islamic belief.

SLCA.6-8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.

Warm Up: The Importance of Jerusalem (15

minutes)

Show students the 1581 map on **Slide 2**, often simply called the "clover leaf" map. Ask students to share what they notice.

- They will notice that this is not an accurate or credible map — no navigator would be able to use it and have their trip go smoothly (nor would they find mermaids in the ocean).
- They will also notice that Jerusalem is in the center of this map; it's the map of an *idea* that Jerusalem was, for many people, the "center" of the world.

Ask students to concretely answer why the mapmaker — and many followers of the Abrahamic religions then and now — might think of Jerusalem as central.



1 LEARN MORE

To learn more about the centrality of Jerusalem to Judaism, Christianity and Islam, listen to the podcast episode Rooted in Jerusalem: The Abrahamic Faiths, a teacher-oriented resource from Primary Source.

Possible student answers:

- It is a holy place in all three religions.
- It is where the first Jewish temples were built.
- It is where Muhammad reported having his Night Journey.
- It is where Jesus spent his last days, and was buried.
- It is located where three continents come together.

Reiterate for students that Jerusalem has appeared in the story of each Abrahamic religion because of its historical importance to each of them: a source of both commonality and conflict over the centuries.

Show the first 5 minutes of the 7-minute video on **Slide 3**, a flyover of Jerusalem. Tell students to raise their hand or thumb each time they see a place mentioned or shown that they've learned about in their Judaism, Christianity, or Islam centers.



LEARN MORE

Jerusalem is also central to present-day geopolitical conflict in the region, and students may bring related background knowledge or ideas to this discussion. Two resources that discuss the history of these tensions are The Conflict in Jerusalem is Distinctly Modern. Here's the History. (New York Times), and The History of Jerusalem (Al-Jazeera). Bear in mind that all sources on the conflict bring a perspective.



► Putting it Together: Similarities and Differences among the Abrahamic Faiths (30 minutes)

Next, indicate that it is time to circle back to the Supporting Question that has been guiding our inquiry throughout the religion lesson (project it on **Slide 4**). Explain that we will try to answer it across all three religions using the device of a Venn diagram as a way to capture and synthesize learning. If Venn diagrams are new to your students, explain that they are ways to track and graph two or more things or ideas that may be both similar and different.

- Use **Slide 5** to explain
- Use **Slide 6** to model as a class (see below)
- Use **Slide 7** to apply the ideas to our topic.

Students will complete the Venn Diagram on their handout (the same as **Slide 8**) using the notes from their centers (you will need to distribute back the packets you collected at the end of Lesson 32).

To practice using a Venn diagram, discuss as a class what would go in each part of **Slide 6**, comparing a turtle to a rabbit.

Give students the **Abrahamic Religions Venn Diagram** handout. After working in groups for a number of lessons, gauge whether or not working independently would be a better fit for your students. Ask students to open up their Judaism, Christianity, and Islam packets.

Project **Slide 9**, which lists possible topics for their Venn Diagrams. Keep this list projected as students use their notes to synthesize Jewish, Christian, and Muslim ideas and beliefs and find the similarities and differences between the three Abrahamic religions (the Supporting Question). Have students fill in their Venn diagrams, as you circulate to check their understanding and troubleshoot. Students may find it helpful to have their Visual Glossary: The Abrahamic **Religions** at hand as they work, to assist with and review useful vocabulary.

After about 15 minutes, bring the students back together as a whole class. Project **Slide 8** on the board again and use the rest of class to discuss where important facts, ideas, and beliefs go in each section of the Venn Diagram. Write the answers on the board as students volunteer the information. Clarify any points of confusion or address any questions the students may have.

Finally, ask the question: How were the Abrahamic religions similar? Students will be able to list similarities from the center section of their Venn diagrams. This will tie up the unit, and give students a chance to reiterate the similarities, especially the most important one: they are monotheistic religions that all believe in the same God. Ask probing questions to fill in any major gaps, using Slide 10 for quidance.

Ultimately, you will collect their Venn diagrams at the end of the unit, but allow students to keep them for now as study/review sheets.



TEACHING TIP

A natural outgrowth of the discussion of similarities might be student questions as to why people of these religions do not always get along. Of course, along with their similarities, these religions have plenty of differences between and within them as well — and even people of similar or related views can often disagree over a host of issues! The reasons depend on the specific conflict and circumstances. Nonetheless, it may be helpful to explain to students that conflicts are as often rooted in access to resources, such as land. water, or even power itself, as they are in religious questions as such.

Homework: Reviewing for the Summative Assessment (5 minutes)

Inform students that the next three lessons will be a Summative Assessment of their understanding of the whole unit. For the next class, they should prepare for an assessment that specifically focuses on the Abrahamic Religions by reviewing the concepts in their Visual Glossary and in their Judaism, Christianity, and Islam packets. Give students the remaining few minutes of class to locate these so they have them at hand. Brainstorm together or offer students tips for reviewing (self-quizzing, using words in a sentence, reading over packets, creating a word cloud for each religion, etc.).

SUMMATIVE ASSESSMENT

Abrahamic Religions and World-Changing Civic Concepts

ASSESSMENT PACING

Lesson 34

Task 1

Lesson 35

Task 2

Lesson 36

Task 2

Assessment Overview

Abrahamic Religions Content and Skills Check

This first part of the assessment consists of a Content and Skills Check meant to give students practice in preparing for a content assessment and determining what they understood from the Abrahamic Religions cluster. It includes a vocabulary and matching section, a short answer reflection, and a multiple-choice section to assess their skill in selecting relevant and credible sources for particular questions.

World-Changing Civic Concepts Pitch

Throughout this unit, students have seen examples of new concepts in civic life and government developed in the ancient societies of West Asia and North Africa. In this part of the assessment, students choose a world-changing civic or governing concept from one of the societies introduced in this unit. They summarize the concept, using past notes and activities, and then write a short "pitch" describing the benefits of the civic idea for the past society and explaining its value for the present. They present their pitch by recording it for an audience (the teacher, or others if you wish).

Across the various parts of the process of writing and recording their pitch, students demonstrate civic knowledge, participatory skills (such as making and supporting arguments), and dispositions (such as respectful listening and communicating in ways accessible to others).

Assessment at a Glance

- Task 1: Abrahamic Religions Content and Skills Check
- Task 2: Making a Civic Pitch; this includes outlining, drafting, practicing, revising, and recording the pitch.

Summative Assessment

Advanced Preparation

This assessment requires the use of an audio recorder. The recommended recording tool is <u>Screencastify</u>, which can only be used on Chrome browser. You will need to install the extension before the assessment.

There is time built into the assessment to enroll students in Screencastify, and a tutorial on how to record for this specific activity. You may instead choose to enroll students in Screencastify ahead of the assessment.

Assessment Focus Standards

Content Standards: 6.T3b.4, 6.T3c.4, 6.T3c.5, 6.T3c.7, 6.T3d.3,

6.T3e.3, 6.T3f.1, 6.T3f.2, 6.T3f.3, 6.T3g.2 **Practice Standards:** PS 1, PS 5



SUPPORTING ALL STUDENTS

Levels 1-3: See suggested supports for specific assessment tasks.

Levels 4-5: See suggested supports for specific assessment tasks.

Grading and Providing Feedback

Task 1

To score the content-based part of the assessment, use the grading practices you think best and are part of your classroom or school culture. One possibility is to award 1 point for each correct box in Part A (21 pts), 1 point for each correct check mark in Part C (7 pts), and up to 5 points for Part B for 33 points total (or multiply by 3 for scoring out of 100 points).

LESSON 34

Summative Assessment, Day 1



▼ SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: For part B, provide a paragraph frame if appropriate for your students. If students have difficulty expressing their knowledge in English let them know it is acceptable to get their ideas down in their home language. Allow extra time if needed for the assessment.

Levels 4-5: Allow students the use of a word-to-word dictionary while they are writing in part B.

Teacher Notes

This portion of the assessment consists of one 50-minute Content and Skills Check, which includes a vocabulary and matching section, a short answer reflection, and a multiple-choice section to assess their knowledge of relevant and credible sources for particular questions (PS5). The assessment is framed in the context of the Abrahamic religions; the remaining unit content will be assessed through the performance-based Task 2 of the assessment.

MATERIALS

Summative Assessmen
Part 1: Abrahamic
Religions

Summative Assessment Part 1 (Answer Key)

Task 1: Abrahamic Religions Content and Skills Check (50 minutes)

Give students the entire class period to complete this written assessment independently.

LESSON 35

Summative Assessment, Day 2



▼ SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: Note that there is no length specified in the instructions: 3 short sentences may be appropriate for students at this level. Write an adapted mentor text and sentence frames based on the shorter mentor text to guide students.

Levels 4-5: Students can use a speech-to-text application to hear the pronunciation of their writing before they record themselves. Provide students sentence stems or model language for how to give feedback during the partner speaking and listening activity.

Teacher Notes

In today's lesson, students began Task 2 of the assessment, in which they will make the case for the civic impact of some innovation they have studied throughout the unit. Students will engage in a class-wide brainstorm to generate a list of possible innovations, then select one and begin outlining their pitch.

MATERIALS

- Summative Assessment
 Part 2: Civic Concept
 Pitch
- Summative Assessment Part 2 Slidedeck

Civics Brainstorming (20 minutes)

The summative assessment begins with a teacher-led brainstorming session using the <u>Summative Assessment Part 2 Slidedeck</u>: the class will work together to identify civic or governing practices that had value to society both in the past and in the present. Share this slidedeck with students digitally as well.

Begin with **Slide 2**, which shows a few of the "general world-changing concepts" of ancient West Asia and North Africa — note these were not *civic* concepts. Remind students that these societies created new inventions or technologies that we still use today:

- The pyramids represent new forms of architecture and building
- The chariot shows the wheel, which we use today in vehicles and machinery

• Purple dye is made and loved for textiles and many other products.

Each of these inventions and achievements added *value* to the societies that used them, both in the past and in the present (although some made life harder for their neighbors!).

Show **Slide 3**, which asks the question: *How can we describe "civic"?* Use this opportunity to quickly summarize and reflect student understanding of the idea of civics.

Student responses may correctly include: having to do with government, rules, how a society runs, how a society or community is organized.

Before showing the next slide, tell students that the innovative civic concepts, structures and systems of ancient West Asia and North Africa changed the world! Show **Slide 4**, which is labeled: World-Changing Civic Concepts from Ancient West Asia! For this slide, ask students to list the civic concepts they remember from Mesopotamia, Egypt & Nubia, Phoenicia and Persia. Remind them that, like the pyramids or the wheel, these civic concepts added value to the societies where they were created, and have influenced some of the ways we structure our society today.

Give students their *Summative Assessment Part 2: Civic Concept Pitch*, which is what they will use throughout the two lessons to gather their thinking and complete the assessment. As you add civic examples to Slide 3, ask students to add the examples into the left hand column of their Handout. Discuss and add in the location of each example (there may be multiple locations for some of the civic examples).

Create the class-generated list by typing directly onto the slide, aiming for around 8 or 9 concepts in total. Some possibilities include:

- Law Codes (for example, Hammurabi's Code)
- Schools (Mesopotamia Sumeria)
- Divine Rulers (both men and women; in Egypt, Nubia, and Mesopotamia)
- Ma'at (Egyptian ruler's and people's responsibility for maintaining balance, justice and order in life & the afterlife)
- Warfare/Organized armies

- Empire (Mesopotamia, Egypt, Persia)
- Network of Trading City-States (Phoenicia)
- Trading Outposts/Colonies (Phoenicia)
- Record Keeping (writing systems, including the alphabet)(Mesopotamia; Egypt; Phoenicia)
- Tolerance of Cultural Differences for All (Persia)
- Government-Sponsored Roads, Postal System & Water System (Persia; also Sumer for irrigation system, Assyria for roads)
- Satrapies and Central Bureaucracy (Persian province system)
- Common Currency and Official Language (Persia)

Pair the students and ask them to create a one-sentence summary for some or all of the civic examples listed on the board, in the middle column of their Handout. An example is given to them for U.S. checks and balances, a civic idea they know about from Grade 5 that will not co-opt them on one of the West Asian concepts.

After they are finished, ask students to share their sentences — one or two sentences for each civic example.

Put the students back in pairs and ask them to fill out the final column of this section of their Handout, which asks how this civic achievement has influenced our societies today.

After they are finished, ask students to share their ideas for each civic example.

Introduction to the Assessment (15 minutes)

Tell students that their final assessment for this unit will be to write a "pitch" for a civic concept of their choice. Show them **Slide 5**, which explains what a pitch is and how students will structure their own pitch.

Walk students through **Slide 6** (the outline), **Slide 7** (the pitch), and **Slide 8** (the <u>recording</u>- click on the image of the text which will take you to the recording), which model the rest of the assessment and include a mentor outline and pitch. Tell students that the mentor text is an example of how to complete the assessment, even though it is about a civic concept they studied in 5th grade. The mentor text is meant

to show students *how* to write their pitch, not *what* to write about.

Review the rubric with students, on **Slide 9**. Remind them to have the rubric available as they go through the steps in the assessment.

Writing the Outline (15 minutes)

Give students a few minutes to choose the civic concept they want to pitch from ancient West Asia or North Africa.

Have students begin writing their outline, which they will do on page two of their Handout. They will need to use their notes and information from lessons on Mesopotamia, Egypt and Nubia, Phoenicia, and Persia.

Note: Do not include the Abrahamic Religions cluster of lessons in this part of the Summative Assessment. Evaluating and "pitching" concepts from various religions would be at odds with the way the unit strives to help students understand the beliefs of various traditions, and likely to invoke sensitivities. The religion lessons are assessed in Part Linstead.

Helpful resources include:

- <u>Experiential Learning Stations Day in the Life of a Sumerian City-State</u> (esp. Slides 3-5 & 13-17)
- Empires, Politics, and War Articles
- <u>Lesson 10 Slidedeck</u>, Government and Laws in Mesopotamia, Hammurabi's Code
- Hieroglyphics and the Rosetta Stone Homework
- The Egyptian Social Pyramid
- Lesson 14 Slidedeck (esp. Slides 3-4 on Ma'at)
- <u>Inquiry Cycle Sources</u> (on Egyptian & Nubian women in power)
- Phoenician Colonies and Trade
- Innovative Ideas: Colonies and the Alphabet
- Persian Innovation Cards

Homework

Have students finish their outline for homework.

LESSON 36

Summative Assessment, Day 3



▼ SUPPORTING MULTILINGUAL LEARNERS

Levels 1-3: Note that there is no length specified in the instructions: 3 short sentences may be appropriate for students at this level. Write an adapted mentor text and sentence frames based on the shorter mentor text to guide students.

Levels 4-5: Students can use a speech-to-text application to hear the pronunciation of their writing before they record themselves. Provide students sentence stems or model language for how to give feedback during the partner speaking and listening activity.

Teacher Notes

Today, students conclude the assessment. They turn the outline they created yesterday into a pitch, then practice delivering it to a partner and incorporate feedback on their content and presentation. Please note that students' homework for today is to record and submit their final pitch through Screencastify; if you would prefer the assessment be completed entirely in-class, you may have to adjust the timing or add additional time for students to record their pitch in class.

MATERIALS

- Summative Assessment
 Part 2: Civic Concept
 Pitch
- Summative Assessment
 Part 2 Slidedeck

Writing the Pitch (15 minutes)

On the second day of the assessment, have students write their pitch (a script for their eventual recording), formatting their outline and research into a paragraph of text. Their pitch should include all of the information in the outline, as well as language that *persuades* the audience that the world-changing civic concept they chose was a valuable one that benefited its society, and that elements of it are still used or could be used today. Project the mentor text on the board (**Slide 7**) for students to use as inspiration.

Partner Listening (20 minutes)

In this partner listening activity, students pair up and each read their pitch to their partner. This is a chance to develop

and practice speaking and listening skills, which are highlighted on their *Summative Assessment Part 2: Civic Concept Pitch*. Encourage the listeners to listen first, and then complete the table on page 4 of their handout. Because each pitch should only be a minute or two long, listeners could ask to hear it again and complete their table during the second recitation.

The listener then gives the speaker feedback. In introducing this activity to the class, remind students that giving feedback is a way to help someone improve their work through suggestions, not an opportunity to criticize their work.

Pitch Revisions (10 minutes)

Students then independently work on revising their pitch based on their partner's feedback.

Homework Preparation (5 minutes)

Have students sign up for Screencastify, if they aren't enrolled already. Use the directions written in the **Advance Preparation** section of the teacher guidance.

Homework

Instruct all students to record their pitch, using Screencastify. In the Student Assessment Handout, there is a space to paste their recording link just above the rubric. They will turn in the whole packet to complete their assessment.

Name:	Date:

Summative Assessment Part 1: Abrahamic Religions

Part A

Complete the chart by placing the appropriate word or symbol in the correct box.

- Use the word bank below.
- Some words may be used more than once.
- Some boxes may have more than one correct answer.

mosque	One God	synagogue	Jerusalem
Five Pillars	Abraham	Jesus	Muslims
church	Qur'an (Koran)	10 Commandments	Moses
Christians	Muhammad	Mecca	Tanakh/Torah
$\mathbf{G} \Leftrightarrow T$	Gospel teachings	Medina	Bible

	Judaism	Christianity	Islam
Holy Book			
Holy Space of Worship			
Important People			
Followers Called			
Important Belief			
Symbol			
Holy Place			

Part B

Answer the question in 3-5 sentences. Be sure to use the words **monotheistic**, **belief**, and **prophet** in your answer.

Explain the beginnings of Judaism, Christianity, and Islam. In what ways were the three Abrahamic religions similar?			
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Part C: Assessing Sources

In prior lessons, you have evaluated the **credibility** (trustworthiness) of sources, by considering their author/publisher, purpose, and their citing of sources. You also know that different sources are **relevant** for answering different questions.

Thinking about the sources you have encountered in the Centers over the last 9 lessons, answer the questions below:

1. Which one of the following sources would be most relevant for understanding Muslim beliefs?
An ancient map of West AsiaThe BibleThe Qur'anA painting of Abraham
2. Check at least 2 sources that would be relevant for understanding the spread of Christianity in the ancient Mediterranean world:
 A physical map of Paul's journey from Western Asia into Europe The Creation Story as told in the Torah A video showing Christianity's growth during the Roman Empire Letters written by Paul during his travels
3. Which two of the following would be the best examples of credible sources for learning about Jerusalem's religious history?
 A BBC newspaper article citing historic places in Jerusalem Hammurabi's Code Archaeological remains of a Jewish temple/place of worship An advertisement for a Jerusalem city tour
4. Which two of the following would be the most credible sources on Jewish holidays and traditions?
 A BBC article about Passover A TED Ed video on "The Five Major World Religions" Descriptions of Jewish culture written by the ancient Egyptians

Summative Assessment Part 2: Civic Concept Pitch

Civic Concept and Location	One-Sentence Summary	How do we use (or might we use) this concept today?
Checks and balances (this example is from the U.S yours will be from West Asia or North Africa)	Checks and balances were created by the U.S.'s founders in 1787 to make sure that none of the 3 branches of government could become too powerful.	We still use this to stop any branch of government from overstepping its limits - for example, we might impeach a president.

Civic Concept and Location	One-Sentence Summary	How do we use (or might we use) this concept today?

My World-Changing Civic Concept Outline

Civic Concept	
Summarize the concept: • When and where • What it was	
How did it benefit its own society?	
What makes this civic concept worth remembering or applying today?	

My World-Changing Civic Concept Pitch			
was a concept that changed the world!			
lere's how it benefited its own ancient society:			
lere is how it could still be useful today:			

Partner Speaking and Listening Activity

- **When Speaking:** Make eye contact, speak clearly and at the appropriate volume.
- **When Listening:** Make eye contact and focus on the speaker.

After you listen to your partner's pitch, complete the following. Then share what you've written with your partner.

Civic concept	How was this civic concept beneficial?	One impressive part of the pitch	One suggestion

Name:	Date [.]
Name	Date

Summative Assessment Part 1 (Answer Key)

Part A

Complete the chart by placing the appropriate word or symbol in the correct box.

- Use the word bank below.
- Some words may be used more than once.
- Some boxes may have more than one correct answer.

mosque	One God	synagogue	Jerusalem
Five Pillars	Abraham	Jesus	Muslims
church	Qur'an (Koran)	10 Commandments	Moses
Christians	Muhammad	Mecca	Tanakh/Torah
€ \$ †	Gospel teachings	Medina	Bible

	Judaism	Christianity	Islam
Holy Book	Tanakh/Torah	Bible	Qur'an
Holy Space of Worship	synagogue	church	mosque
Important People	Abraham and/or Moses	Jesus (and/or earlier ones, e.g. Moses)	Muhammad (and/or earlier ones, e.g. Moses, Jesus)
Followers Called	Jews	Christians	Muslims
Important Belief	One God Ten Commandments	One God Gospel teachings	One God Five Pillars
Symbol		(+)	G
Holy Place	Jerusalem	Jerusalem	Mecca Medina Jerusalem

Part B

Answer the question in 3-5 sentences. Be sure to use the words **monotheistic**, **belief**, and **prophet** in your answer.

Explain the beginnings of Judaism, Christianity, and Islam. In what ways were the three Abrahamic religions similar?

See Venn Diagram in Lesson 32 for guidance.

Part C: Assessing Sources

In prior lessons, you have evaluated the **credibility** (trustworthiness) of sources, by considering their author/publisher, purpose, and their citing of sources. You also know that different sources are **relevant** for answering different questions.

Thinking about the sources you have encountered in the Centers over the last 9 lessons, answer the questions below:

1. Which one of the following sources would be most relevant for understanding Muslim beliefs?
 An ancient map of West Asia The Bible The Qur'an A painting of Abraham
2. Check at least 2 sources that would be relevant for understanding the spread of Christianity in the ancient Mediterranean world:
 A physical map of Paul's journey from Western Asia into Europe The Creation Story as told in the Torah X A video showing Christianity's growth during the Roman Empire Letters written by Paul during his travels
3. Which two of the following would be the best examples of credible sources for learning about Jerusalem's religious history?
_X A BBC newspaper article citing historic places in Jerusalem Hammurabi's Code _X Archaeological remains of a Jewish temple/place of worship An advertisement for a Jerusalem city tour
4. Which two of the following would be the most credible sources on Jewish holidays and traditions?
 _X A BBC article about Passover _X A TED Ed video on "The Five Major World Religions" Descriptions of Jewish culture written by the ancient Egyptians

Name:	Date:

Summative Assessment Rubric

Task 2

Criteria	Description	Feedback
Civic Concept Explained	Student explains what the civic concept was.	
Benefits of Civic Concept Explained	Student explains the civic concept's benefits in the past and in the present using sound reasoning, well-chosen details.	
Research and Accuracy	Student demonstrates understanding of the civic concept, presenting information accurately and coherently.	
Presentation	Student speaks clearly and at the appropriate volume.	
Final Paragraph	Student paragraph is clearly written and thoroughly justifies the benefits of the civic concept.	

Overall Feedback:

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5 U	JPP	LEM	ENIAL		URCES



Grade 6, Unit 2: Western Asia, the Middle East and North Africa

Resources for Educators

As you prepare to teach this unit, we encourage you to deepen your own understanding of the content you will be covering with students. Throughout the lesson plans, sidebars highlight opportunities for you to learn more about various topics and historical events being covered, including links to a wide range of external resources. This document provides a complete list of these linked resources and a brief description of each to support your continued learning.

Cluster 1: Geography of Western Asia, the Middle East and North Africa

Author	Resource	Use
Lesson 1		
Geography	The Geographer's Tools	Foundatioal information about geographic concepts
Lesson 2		
Ohio State University	<u>Defining the Term "Middle East"</u>	Background about the debate on the delineation of the Middle East region and which nations it encompasses
Teach Mideast	What is the Middle East?	Background about the debate on the delineation of the Middle East region and which nations it encompasses
Lesson 3		
Briney, Amanda	<u>Types of Maps: Topographical,</u> <u>Political, Climate, and More</u>	Discussion of the features and purpose of different kinds of maps
Lesson 4		
Rubin, Alissa J. and Denton, Bryan	A Climate Warning from the Cradle of Civilization	Discussion of the effects of climate change in the Fertile Crescent
Schwartzstein, Peter	Death of the Nile	Information about the effects of human activity on the health of the Nile River

Cluster 2: First Civilizations: Ancient Mesopotamia Part I

Author	Resource	Use
Lesson 6		
History on the Net	The Mesopotamians	General background information about ancient Mesopotamia
The J. Paul Getty Museum	Mesopotamia: Civilization Begins	General background information about ancient Mesopotamia
National Geographic	Ancient Mesopotamia 101	General background information about ancient Mesopotamia
Department of Ancient Near Eastern Art, The Metropolitan Museum of Art	Art of the First Cities in the Third Millennium B.C.	Infomration about Mesopotamia's early artistic achievements
The Met	Digital Reconstruction of the Palace at Nimrud, Assyria	An example of Mesopotamia's later artistic achievements
Kiddle Encyclopedia	Common Era Facts for Kids	Student-level explanation of origins of BCE/CE time conventions
Gill, N.S.	Should We Use A.D. or C.E.?	Background article that references some of the debates surrounding Common Era naming choices
Wikipedia	<u>Assyrian Calendar</u>	An example of another culture's date numbering system that differs from BCE/CE time conventions
Lesson 7		
Hafford, William B.	Mesopotamian City Life	Background on urban culture and the daily life of ancient Sumerian cities
History on the Net	Mesopotamian Religion: Gods, Practice, and Priests	Insight about the importance of religion to Mesopotamian urban culture
Jacob, Kais	<u>Ur: Sumerian City (2300 BC)</u>	Visual representation of Ur's built environment and its geographical setting.
Lesson 8		

Spar, Ira	<u>Gilgamesh</u>	Background on the tale of Giglamesh
Invitation to World Literature	The Epic of Gilgamesh	Background on the tale of Giglamesh
BBC	Enheduanna, the World's First Named Author	Background on the tale of Enheduanna
The Morgan Library & Museum	She Who Wrote: Enheduanna and the Women of Mesopotamia	Background on the tale of Enheduanna
Lesson 9		
Lambert, Keith	The Ultimate Guide to Teaching Source Credibility - Education World	Strategies to teach about analyzing credibility
Marymount Libraries	Ancient History: Evaluating Sources	Guidelines and guiding questions for evaluating source credibility

Cluster 3: Government and Laws in Ancient Mesopotamia

Author	Resource	Use
Lesson 10		
Mark, Joshua J.	Code of Hammurabi	Background about Hammurabi's Code
Andrews, Evan	8 Things You May Not Know About Hammurabi's Code	Background about Hammurabi's Code
Information School, University of Washington	Code of Hammurabi	Background about Hammurabi's Code
Lesson 11		
Architect of the Capitol	Relief Portrait Plaques of Lawgivers	More information on the image included on the cover slide of the lesson slidedeck
Foreman, Amanda	The Heartbreaking History of Divorce	Background on the patriarchal nature of divorce throughout history
Hardy, James	The History of Divorce Law in the USA	Background on the patriarchal nature of divorce in the United States

Cluster 4: First Civilizations: Ancient Egypt and Nubia

Author	Resource	Use
Lesson 12		
Carnegie Museum of Natural History	Egypt and the Nile	Background on the importance of the Nile River in Ancient Egypt
BBC Earth	The Amazing Fertility of the Nile	Background on the importance of the Nile River in Ancient Egypt
National Geographic	Ancient Egypt 101	Introduction to Ancient Egyptian civilization
Lesson 13		
Calvert, Amy	Palette of King Narmer	Analysis of an artifact portraying Narmer and a representation of the unification of Egypt
Egypt Exploration Society	The Royal Crowns of Egypt	Background on Narmer and the unification
Mark, Joshua J.	<u>Narmer</u>	More on Narmer and Hor-Aha Menes, Egyptian unification, and the ambiguity created by the fragmentary nature of the historical record
Egypt's Golden Empire	The Pharaohs	Build knowledge about the role of the pharaoh
In Our Time	Rosetta Stone	Build knowledge about the importance of the Rosetta Stone
In Our Time	Egyptian Book of the Dead	Build knowledge about the Book of the Dead
Voices of Ancient Egypt	Voices of Ancient Egypt	Videos introducing hieroglyphs and how they were read
TED-Ed	The Egyptian Book of the Dead: A Guide for the Underworld - Tejal Gala	Discussion of the importance of the Book of the Dead
The British Museum	Ancient Egyptian Hieroglyphs Overview	Introduction to hieroglyphs
Mark, Joshua J.	Daily Life in Ancient Egypt	Describes the texture of daily life in Egypt
Lesson 14		

Alyssa Teaches	<u>Teaching Headings and</u> <u>Subheadings</u>	More guidance and ideas on teaching reading using text features
TED-Ed	The Egyptian Book of the Dead: A Guide for the Underworld - Tejal Gala	Discussion of the importance of the Book of the Dead
Lesson 15		
TED-Ed	The Egyptian Book of the Dead: A Guide for the Underworld - Tejal Gala	Discussion of the importance of the Book of the Dead
Institute for the Study of Ancient Cultures Museum	Book of the Dead: Becoming God in Ancient Egypt	Background on the Book of the Dead
TED-Ed	How to Make a Mummy	Information about mummification
Egypt Museum	The Mummification Process	Information about mummification
Smithsonian's National Museum of Natural History	Egyptian Mummies	Information about mummies
Smithsonian's National Museum of Natural History	The Egyptian Pyramid	Information about pyramids
Thomson, Emma	Pyramids Photo Essay	Information about Nubian pyramids
Amarna3D	The Amarna:3D Project	A reconstruction of an ancient Egyptian city
Jarus, Owen	How Were the Egyptian Pyramids Built?	Information about the construction of the pyramids
PBS	Decoding the Great Pyramid	Video about the archaeology of the pyramids
Mark, Joshua J.	Egyptian Afterlife - The Field of Reeds	Details on Egyptian afterlife beliefs
Tolentino, Cierra	Egyptian Afterlife: Ancient Egyptian Burial Practices, Beliefs, Rites, and Rituals	Details on Egyptian funerary practices
Chalmers, Matthew	<u>Life after Death in Ancient Egypt</u>	Discusses ancient Egyptians who were skeptical about the afterlife
Lesson 16		
African Studies Center, Pardee School of Global Studies	Nubia Resources	Information about Ancient Nubia

Primary Source	Nubia on the Nile: African Civilization and the Racial Politics of Memory	Information about Ancient Nubia
Museum of Fine Arts Boston	Ancient Nubia Emerges	Starting place for learning (and seeing) more about Ancient Nubia
Guerra, Cristela	An MFA Exhibition Tries To Correct The Record On Misrepresented Ancient Nubia	Starting place for learning (and seeing) more about Ancient Nubia
Kamrin, Janice and Oppenheim, Adela	The Land of Nubia	Starting place for learning (and seeing) more about Ancient Nubia
Barras, Colin	Why Ancient Nubia is Finally Emerging from Egypt's Long Shadow	Starting place for learning (and seeing) more about Ancient Nubia
Emberling, Geoff	What Happened to the Lost Kingdom of Kush?	Introduction of Nubia and its achievements
Lesson 18		
Blanchet, Michelle	Teaching Debate Across the Curriculum	Case for debate (or debate- inspired activities) as a civic learning tool
Edutopia	Tapping Into the Power of Debate in the Classroom	Discussion of how debate can be effective across content areas

Cluster 5: New Models of Governing

Author	Resource	Use
Lesson 20		
Hutton, Shennan	Contact among Mesopotamia, Egypt, Kush, and Other Societies	Background about the interconnected world of the Bronze Age
Abdelfatah, Rund and Arablouei, Ramtin	What Happened after Civilization Collapsed	Background about the Bronze Age Collapse
Frank, Adam	Lessons from the Last Time Civilization Collapsed	Background about the Bronze Age Collapse
In Our Time	The Bronze Age Collapse	Background about the Bronze Age Collapse

Tigue, Kristoffer	Scientists Say Climate Change Contributed to the Bronze Age Collapse	Background about the Bronze Age Collapse
Extra History	The Bronze Age Collapse - Before the Storm (Part 1)	Background about the Bronze Age Collapse
Cartwright, Mark	<u>Uluburun Shipwreck</u>	Background about the Bronze Age Collapse
Lesson 21		
In Our Time	The Phoenicians	Introduction to Phoenician culture
Business Insider	Why Tyrian Purple Dye is So Expensive	Discussion of the process Phoenicians used to produce purple dye
Ancient Color	<u>Creating Purple</u>	Broader resource on the creation and use of color in the ancient world
Barnard, Anne and Haner, Josh	Climate Change is Killing the Cedars of Lebanon	Discussion of the history of Lebanon's cedar trees and their present-day threats
CREWS Project	Write Your Name in the Phoenician Alphabet	Introduction to the Phoenician alphabet
PBS	A to Z: The First Alphabet	Introduction to the Phoenician alphabet
Lesson 22		
The Met	The Cyrus Cylinder and Ancient Persia: Charting a New Empire	Introduction to the culture and history of the Persian Empire
The J. Paul Getty Museum	Persia: Ancient Iran and the Classical World	Introduction to the culture and history of the Persian Empire
Getty	Persepolis Reimagined	Familiarizing yourself with the culture and history of the Persian Empire
In Our Time	<u>Persepolis</u>	Introduction to the culture and history of the city of Persepolis
The Getty	The Cyrus Cylinder and Ancient Persia: A New Beginning	Introduction to the culture and history of the Persian Empire

Bekhrad, Joobin	The Surprising Origins of the Postal Service	Discussion of the postal system in the Persian Empire
Google Classroom	The Persian Empire	Overview of the Persian Empire
BBC News	Cyrus Cylinder: How a Persian Monarch Inspired Jefferson	Information on the Cyropaedia and how Cyrus inspired Thomas Jefferson

Cluster 6: The Abrahamic Religions Emerge: Judaism, Christianity and Islam

Author	Resource	Use
Lesson 23		
Britannica	Religion	Consideration of the elements that constitute a religion
Cline, Austin	Defining the Characteristics of Religion	Discussion of the various elements of religion
Lewis, Danny	How Did the Six-Pointed Star Become Associated With Judaism?	More information on the symbol of Judaism
Britannica	Cross	More information on the symbol of Christianity
Huda	A History of the Crescent Moon in Islam	More information on the symbol of Islam
The Pluralism Project, Harvard University	Religions	Information about religions including Judaism, Christianity, and Islam
The Pluralism Project, Harvard University	Rivers of Faith	More about religious traditions in the U.S., and how they are interacting in the present
Lesson 24		
The Pluralism Project, Harvard University	Introduction to Judaism	Background about Judaism
BBC Bitesize	Religious Education	General background about Judaism, Christianity, and Islam
Pruitt, Sarah	What Did Jesus Look Like?	More information on the features of Jesus
Lesson 27		

From Jesus to Christ	He was Born, Lived, and Died as a Jew	Explanations of Jesus' life as a Jewish person
The Pluralism Project, Harvard University	Introduction to Christianity	Learn more about Christianity
BBC Bitsize	Jesus' Crucifixion, Resurrection and Ascension	Background on the idea of Jesus' death, resurrection and ascension to Heaven
Evans, Jason Oliver	Christians Hold Many Views on Jesus' Resurrection	One interpretation of the idea of bodily resurrection
Lesson 30		
The Pluralism Project, Harvard University	Introduction to Islam	Background about Islam
BBC Bitesize	Religious Education	General background about Judaism, Christianity, and Islam
Lesson 33		
Primary Source	Rooted in Jerusalem: The Abrahamic Faiths	Discussion of the centrality of Jerusalem to Judaism, Christianity and Islam
Boshnaq, Mona and Chan, Sewell	The Conflict in Jerusalem is Distinctly Modern. Here's the History	History of tensions in present- day Jerusalem
Al Jazeera	The History of Jerusalem	History of tensions in present- day Jerusalem