Ancient Egypt: A study of its development, its dominion and its and cultural legacy.

This unit contains materials related to the study of Ancient Egyptian development and artifacts. Students will utilize primary sources, multimedia and maps to explore how geography played a role in Ancient Egypt's development. Additionally, students will become informed on the continuing debate over rightful ownership of ancient Egyptian artifacts and will be take a stance through discussion and writing.

This unit of study was developed under the direction of the Washoe County School District Department of Curriculum & Instruction. For questions or further information, please contact Angela Orr at aorr@washoeschools.net.

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Unit of Study

Table of Contents

Contents	Page #
Essential Understandings	2
Nevada State Social Studies & Common Core Standards Guiding This Unit Plan	2
Unit Assessment: Culminating Activity- Writing	3
Unit Assessment: Graphic Organizer- Writing	4-5
Lesson 1: Passing Notes: Using Annotation to Gain Deeper Meaning– Annotation	6-11
Lesson 2: Vocabulary Activity – Word study	12-14
Lesson 3: Ancient Egypt Historical Map – Primary Source	15-17
Lesson 4: Primary Source of Old Kingdom – Primary Source	18-24
Lesson 5: Egyptian Artifacts and Cultural Heritage - Discussion	25-36
Lesson 6: "Egypt Wants its Treasures Back" – Multi Media	37-38
Annotated Bibliography	39
SBAC Writing Rubrics	40-41

Essential Understandings

As a result of this unit, students will develop fundamentally important knowledge, skills, and dispositions. Students will be able to explain and discuss how the legacy and acquisition of Ancient Egypt artifacts affect life today by formulating an opinion valuing diversity and other opinions. They will be able to understand how geography influenced how Ancient Egyptians live. Students will be able to annotate a text, have meaningful discussions with their peers, label and create topographic maps and write a well-developed informative or argumentative essay.

Standards Addressed in this Unit of Study

Nevada State Social Studies Standards

Standard Number	Lessons
G6. (6-8). 1- Describes physical and human features, i.e. cultural characteristics, of places and regions in Nevada, the United States, and the world.	Lesson 3
G6. (6-8). 2- Locate major civilizations, ancient through current, and describe how and why these regions changed over time.	Lesson 3, 4
G6. (6-8). 3- Illustrate the relationship between the physical and cultural characteristics of a region.	Lesson 1, 3, 5
G6. (6-8). 5- Define physical geographic terms, i.e. archipelago, gulf, basin, tundra	Lesson 3
H1. (6-8).16- Identify the characteristics of a civilization	Lesson 4
H1. (6-8). 17- Explain how a civilization's geographic location influenced its development.	Lesson 3, 4
C13. (6-8). 5- Explain the influence of ancient civilizations of the roles, rights, and responsibilities of citizens.	Lesson 6, 7

Common Core State Standards for Literacy

Standard Numbers	Lessons
6. RIT. 1- Cite textual evidence to support analysis of what the text says explicitly and well as inferences drawn from the text.	Lesson 1, 4, 7
6. RIT.2- Determine a central idea of a text and how it's conveyed through particular details, provide a summary of the text, distinct from personal opinions and judgments.	Lesson 4, 5, 6, 7
6. RIT.4- Determine the meaning of words and phrases as they are used in a text including figurative, connotative, and technical meanings.	Lesson 2, 4
6. RIT.8- Trace and evaluate specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	Lesson 1, 4, 5, 7
6. W.1- Write arguments to support claims with clear reasons and relevant evidence.	Lesson 4, 7
6. W.2- Write informative/explanatory text to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content.	Lesson 4, 7
6.SL.1- Engage effectively in a range of collaborative discussions with diverse partners in grade 6 topics, texts and issues, building on others ideas and expressing their own clearly.	Lesson 4, 5
6. SL.4- Present claims and findings, sequencing ideas logically, and using pertinent descriptions, facts, and details.	Lesson 4, 5
6. L.3- Use knowledge of language and its conventions when writing, speaking, or listening.	Lesson 4, 7
6. RL.1- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	HM Theme 4: *Lord of the Nile* Optional resource
6. RH.7 – Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	Lesson 6
6. RH.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.	Lesson 6

Unit Assessment: Culminating Writing Activity

The lessons in this unit will culminate in learning experiences that demonstrate student understanding of subject matter and display dispositional awareness and growth in skills. These culminating experiences are directly related to lessons that follow. Descriptions of each, along with criteria for assessment, are found below.

There are two final culminating writing activities: An informative and argumentative piece. You may choose to assign individual students one activity or you may choose to have students pair up and write to both activities. There are many choices to address the essential unit questions.

Additionally, students should be familiar with organizational patterns of both types of writing, specifically introductions and conclusions, and be aware of how to cite sources in their writing.

** See attached graphic organizer to support the writing**

Culminating Activity 1: Writing an expository/informative piece

A civilization is developed when it is provided with the things which the people need in order to survive. Think about what you have learned about ancient Egypt civilizations.

How did the geography of Ancient Egypt influence how the people lived? In a well-developed, organized informative paper, explain your answer. Be sure to cite specific evidence from the articles, maps, and any other sources we have studied.

Culminating Activity 2: Writing an argument

"Antiquities, James Cuno argues, are the cultural property of all humankind, evidence of the world's ancient past, not just one nation."

Write a well-developed, organized argumentative paper about the following:

How does the legacy and acquisition of Ancient Egyptian artifacts affect life today? What are some of those specific effects we have read about? Include whether or not you agree with James Cuno and support your argument with evidence.

Culminating activity 1: Expository Piece GRAPHIC ORGANIZER

GEOGRAPHY:	Features:		Effect on Civilization:
LAND			
Water			
Soil			
Natural Resource			
Wildlife			

Culminating activity 2: Expository Piece GRAPHIC ORGANIZER

	Ancient Artifacts:	Effect on Today:
Argument 1		
Argument 2		
Agree or Disagree: James Cuno's Argument		

Lesson 1:

Passing Notes: Using Annotation to Gain Deeper Meaning

Essential Understandings and Skills of Lesson: Annotating text, what the marks mean, and forming meaning from difficult text through annotation practice.

Rationale: Text based focus, rich conversation with teachers and peers, comprehension of text, and develops habits for making evidentiary arguments.

Student Objectives: SWBAT interpret words and phrases to determine the central idea and summarize key details.

Materials: Article "X Marks the Spot" By Salima Ikram and Janice Ikram, Caliope Magazine, 9/2012 (1 copy for each student, 1 copy for each small group), highlighters, pencils,

Approx. Time	What is the teacher doing during this time?	What are students expected to do during this time?	Notes
If you have not practiced annotation before, we have included a "Text Annotation" resource to support you. It is important to guide students through this process and encourage them to make multiple notes on their text.			
5 min	Read aloud to students without annotating.	Read along with teacher	
20 min	Think aloud: model paragraph 1& 2, annotate text and difficult vocabulary	Mimic the same marks as teacher on text and margins.	
5-10 min	Start annotation guide (circles, underlines, thought bubbles, etc.), define what the marks mean, take student input.	Students re-read text and help decide what annotation marks mean.	
5 min	Ask students to locate the claim in part 1. (what and why)	In small group, students locate 1) What Khufu's first duty was, 2) Why he had to do this. Cite line #'s.	Group students in 2-3 w/ diverse reading ability
5 min	Ask students to locate the support in paragraph 1. (What and why)	Students need to BOX the support. Read, discuss, consensus, report.	
10 min	Model a 2-10 word summary of paragraph 1 with a think aloud of what this entails	Students write and follow along.	
5-10min	Process restarts with paragraph 3, but with less teacher input.	Students annotate 1) find claim, 2) cite evidence, 3) write short summary.	Small group
5 min	Teacher checks for understanding. Facilitate and discuss student summaries.	Students share claims, evidence, and summaries.	
30-40min	Model the process with less teacher input, more student directed talk. Meet with each group & check for understanding.	Students work together in small groups at the paragraph level.	
10min	Facilitate and build a class annotation mark list.	Come up with at least two annotation marks and define them.	

Text Annotation

Provide the Scaffolding (Give them something to hook onto.)

A scaffolding skill that you can teach to struggling readers and great readers alike is the **annotation of text**. This means, quite simply, that the reader "marks up" sections of text and making notes as you interact with the text. Annotation helps build three key **reading skills**. When annotating a text, the reader:

▸ Formulates questions in response to what he is reading
▸ Analyzes and interprets elements of the text (e.g. argument, reasoning, evidence)
▸ Draws conclusions and makes inferences based on explicit and implicit meaning

Model & Guide...Model & Guide

In order for this to be effective, it is essential that you model with your students how to annotate a text.

1. **READ IT ALOUD FIRST**: Students need to know that they don't start highlighting until after they've first read through the text.

2. **MODEL A THINK-ALOUD:** You can then annotate it yourself by talking your way through WHY you choose certain items to mark up. As you do this, you can also ask the students to pick items for annotation and have them explain why they selected them.

3. **CREATE AN ANNOTATION GUIDE:** Determine what you want students to get out of the documents, and then make sure that the annotation guide requires them to find this type of information. Provide students with symbols or codes to use in their own annotation. **Underline the claim in a passage.** The rest is supporting information and examples. Identify the topic sentence to find it easier.

▸ **Use symbols/codes** –question marks to indicate disagreement, exclamation marks to note agreement or to flag a strong statement, triangles to indicate a change in thinking, or a star for the topic sentence
▸ **Write the passage topic in the margin as a reminder** – Just a word or two.
▸ **Write questions in the margin** – When you don't understand something or when you don't understand the author's thought process on a particular topic, write the question in the margin as a reminder to settle the question.
▸ **Circle new and unfamiliar words** – Look them up as soon as possible.

- **Add your or other author's perspectives in the margins** – Other authors have surely written on the same subject. What do they say? Do they agree with this author? If not, what do they say? Add these ideas in the margins.
- **Draw arrows to related ideas** – Or unrelated ideas...
- **Summarize** – Add your own summary after the last paragraph. That simple exercise will crystalize your thinking on the topic. If you can't write it, you don't understand it.

After Students Engage With the Text, Engage Them in Discussion of It

Taking notes on reading is typically an individual quest. It still can be, but if you are trying to teach the skill of annotation, using it only for reading on homework assignments will not suffice. Make sure that all students are held accountable for their annotations. But remember that the accountability should also encourage further engagement with the text. Students will engage with the text while annotating; make sure that you engage with them (or allow to engage with one another) after. Accountability for annotation should always be positive. Some ideas might include:

- **Best Question Contest** – Encourage questions in text by making a list of everyone's question in the front of the class. Use this as a tool to provide answers and make sure the whole class is on the same page. Reward students with thoughtful questions.
- **The Huddle** – Place a small amount of text on a large piece of paper (or overhead or smart board) and enlist a small group to come together with their own annotations and make a "super annotated text." The group will discuss what the most important annotations are and the best way to complete them to help others understand the document. Have the group present or allow other students to visit their work.
- **First Word/Last Word:** In small groups, take turns speaking about a text with the following steps.
    1. The person will read a short section that they annotated, but they will not comment on the section or explain why they annotated it the way they did.
    2. Then, in a clockwise fashion everyone in the group will be given time to respond and share their thoughts on this particular section of the text.
    3. Finally, the author of the card gets the LAST WORD by reading his/her reaction and explaining the reasons for their annotation.
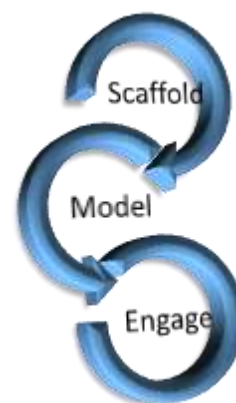
What Not To Do

- **Don't use a highlighter** – Quality marking isn't done with a fat-tipped highlighter. You can't write, which is an important part of marking the text, with a large marker. Get yourself some fine point colored pens to do the job.
- **Don't mark large volumes of text** – You want important points to stand out. Although we all know that everything can't be important, we often highlight all of the text on the page. You want to find the 20% of the text that is important and mark that.
- **Don't mark the obvious** – Don't waste time marking up things that are already in your knowledge-base or skill set. If you already know it, you don't need to mark it.

Super Annotator!!!

Annotation: a fancy way of saying to make notes on a document.

Whether it's a primary or secondary source, annotating is a great way to work through a complicated text. Using the symbols below and this strategy, you will be able to read almost anything and understand it!

Symbol	Name	Usage
!	Great Point!	Use this symbol when you have found the main point of the reading or something that is interesting to you. Underline or highlight the main idea.
?	What???	Use this symbol to mark an area of a reading that you don't understand. It could be a sentence or even a whole page. This symbol is not to be used when you are giving up on reading.
◯	Unknown vocab	Circle an unknown vocabulary word. Remember: look it up later.
◯→	Unknown vocab definition	After looking up an unknown vocabulary word or by figuring a word out using context clues, you now know what it means. Write the definition in the margin.
" "	Author's idea	Put quotations around an author's idea. This idea probably will be his/her conclusion after presenting evidence. These might also be used with the Great Point! Feel free to highlight.
1, 2, 3...	Major points	If an author is making many different points, number them in the margin.
↰↳	Connections	There will be connections between different parts of a reading. Connect them with arrows!

A couple hints:

Write anywhere you can! Write thoughts that pop into your brain about what you are reading. You can review these later.

1 # X Marks the Spot

2 **Calliope, September 2012**

3 By Salima Ikram and Janice Kamrin

4 It was official. Khufu had been crowned king of **Egypt**, and one of his first duties was to find a place to
5 build his tomb. It would be his own special site, a new place, that was away from the pyramids of the
6 kings that had ruled before him.

7 Khufu had plans to build an enormous complex, one that would include smaller pyramids for his mother
8 and his wives, and many tombs for the rest of his family and the members of his court. To do so, he
9 needed a very large area. He also had to follow religious tradition and choose a site that lay on the west
10 side of the Nile River, in the direction of the setting sun. According to the ancient Egyptians, the sun died
11 every night in the west and was born again in the east the next morning. Therefore, it was customary to
12 bury people on the west bank of the river so that they could travel with the sun god through the night and
13 be reborn with him at dawn.

14 ## Exactly What Was Needed

15 For the Egyptians, the desert was the perfect cemetery. As it lay beyond the reaches of the Nile's
16 floodwaters, the tombs and bodies remained safe and dry. The desert was also the best place to find stone
17 to build tombs. Equally important was the fact that by using the desert, the Egyptians kept the fertile strip
18 of land along the eastern bank of the Nile for farmland.

19 But why pick Giza? When choosing a site, Khufu had had to keep other requirements in mind as well.
20 The pyramid had to be near the city of Memphis, **Egypt's** capital at the time and the center of his
21 government. Memphis traced its origins to the beginning of Egyptian history. It had been founded by a
22 king named Menes, who chose the area because it was at the point where Upper and Lower **Egypt** met.

23 As the meeting point for many trade routes, Memphis was filled with government offices, temples, and
24 houses for the officials who ran the country. The city's chief deity was Ptah, the creator god. The
25 Egyptians also honored Ptah as the patron of craftsmen -- the people who made pottery, carved statues,
26 and painted the pictures that covered the walls of tombs and temples.

27 ## Near a God's City

28 The pyramid also needed to be near Heliopolis. Located on the east bank of the Nile, the city was sacred
29 to the sun god Re, the most important deity in **Egypt** at the time. Re was worshipped in a temple at
30 Heliopolis that was surrounded by statues and obelisks. Obelisks are tall pillars that are topped by small
31 pyramids and acted as symbols of the sun. The Egyptians often covered the tops with gold so that they
32 would reflect and shine in the sunlight. Egyptologists think that there might have been a special large
33 obelisk in the temple at Heliopolis. Perhaps Khufu thought that his pyramid had to have a view of the
34 temple and its obelisk.

35 Giza, however, was not the only site in the western desert that was near Memphis and had a view of
36 Heliopolis. Khufu chose Giza because it had a large, flat plateau that was high above the floodplain and
37 because there was a lot of good-quality building material in the area. Giza was also close enough to the
38 Nile for Khufu's construction teams to transport additional building materials and supplies to the site by

39 boat. Excavations offer evidence that workers dug a huge harbor at the foot of the Giza Plateau so that the

40   imported goods could be brought as close as possible to the pyramid site.

41   A Family Affair

42   While his own tomb complex was being built, Khufu planned for the burials of his family and courtiers.
43   Three small pyramids were erected to the east of his pyramid, perhaps for his mother and two of his
44   wives. Two huge cemeteries were laid out like miniature towns to the east and west of Khufu's pyramid.
45   Arranged in rows along narrow streets, the tombs were houses for the dead. Members of Khufu's
46   immediate family were given tombs in the eastern cemetery. The western cemetery was mostly for
47   courtiers.

48   The tombs in these cemeteries are solid rectangles with sides that slope inward. Egyptologists call them
49   mastabas, because they look like benches (mastabas in Arabic) found outside traditional Egyptian homes.
50   The mastabas were built of limestone, just as the pyramids were. (See also pages 28-30.) The small rooms
51   inside were decorated with images of the dead person in front of tables piled high with food. Relatives of
52   the dead person came to these rooms to visit their loved ones, to say prayers for their souls, and to bring
53   their spirits more food and drink. The bodies of the deceased were placed in huge stone coffins that were
54   in rooms dug into the stone below the mastabas.

55   Khufu ordered the construction of a great many tombs in these two cemeteries. Only after they were built
56   did he assign them to specific people: Some were family members, others were courtiers and officials
57   who had proved themselves worthy of a burial site near that of the king. Every person who was given a
58   tomb then placed his or her name in the tomb chapel and chose the decorations. After Khufu died, the
59   cemetery remained in use for hundreds of years.

Lesson 2:

Vocabulary Building

Essential Understandings and Skills of Lesson: Vocabulary development will improve comprehension and writing skills.

Rationale Successful vocabulary development involves the teaching of specific words AND providing direct instruction in word learning strategies. Vocabulary knowledge is directly related to comprehension and is the bridge between the word level processes of phonics and the cognitive processes of comprehension. While some words may be defined in the text, it could benefit students to understand how to use context clues to find meaning.

Student Objectives: How can I figure out the meaning of words that I don't know? How can vocabulary improve my writing? How can vocabulary help me understand the meaning of a text?

Materials: All readings included in this unit.

Lesson Plan Outline:

Explicit Vocabulary Instruction-Selection of Vocabulary:

Select a limited number of Tier 2 words for robust, explicit vocabulary instruction.
Three to ten words per text selection would be appropriate.
Briefly tell students the meaning of other words that are needed for comprehension.

Basic Explicit Vocabulary Instruction Routine:

Step 1: Introduce the word
Step 2: Introduce the meaning of the word (student friendly definition)
Step 3: Illustrate with examples
Step 4: Check for Understanding

Approximate Time	What is the teacher doing during this time?	What are students expected to do during this time?	Notes
Step 1: 2 minutes	The teacher writes or displays the word on the board and reads the word aloud. "This word is lavish, what word?"	Students repeat the word. If the word is difficult or unfamiliar, have students repeat the word a number of times.	
Step 2: 2 minutes	The teacher introduces the meaning of the word by presenting a student friendly definition.	Students read the explanation with the teacher.	
Step 3: 3-5 minutes	The teacher is prepared to illustrate the word with examples. The teacher may use concrete examples, visual examples, and/or verbal examples.	Students discuss the examples, when the term might be used and who might use the term.	
Step 4: 3-5 minutes	The teachers checks for understanding by asking a deep processing question, asking students to discern between examples and non-examples, or students can generate their own examples. . Teacher monitors and coaches, then calls on students to share.	Students may be asked to write or discuss with a partner during this step. Student is prepared to share with group.	

rites	deductions	interconnected	inscribed
contemporary	procure	revered	remoteness

Explicit Vocabulary Instruction (Based on Isabel Beck's work)

Step 1: Introduce the Word

Write the word on the board.
Read the word and have the students repeat the word. If the word is difficult to pronounce or unfamiliar have the students repeat the word a number of times. Introduce the word with me. "This word is lavish, what word?"

Step 2: Introduce the meaning of word

Present a student-friendly explanation. Use the Collins COBUILD Dictionary.
Try these resources: http://www.mycobuild.com/free-search.aspx
http://dictionary.reverso.net/english-cobuild/
Tell students the explanation OR have them read the explanation with you.

Step 3: Illustrate the word with examples

Concrete examples: Contextualize words, Beck 2008
Visual examples
Verbal examples
(Also discuss when the term might be used and who might use the term.)

Step 4: Check students' Understanding

Option #1: Ask deep processing questions. "What is something you have observed or read about that was considered lavish?"
Option #2: Have students discern between examples and non-examples. (Frayer Method) "Is a picnic by the Truckee River usually a lavish event?" "How could you turn a picnic by the river into a lavish event?"
Option #3: Have students generate their own examples. "The most recent Royal Wedding was considered by many to be a very lavish event?"

Practice Activity: Example A

Introduce the word.
"This word is migrate. What word?"
Present a student-friendly explanation.
"When birds or other animals move from one place to another at a certain time of year, they migrate. So if birds move to a new place in the winter or spring, we say that the birds _____. Animals usually migrate to find a warmer place to live or to get food."
Illustrate the word with examples.
"Sandhill cranes fly from the North to the South so they can live in a warmer place. Sandhill cranes _____."   "The wildebeests in Africa move to a new place so that they can find water and grass. Wildebeests _____."
Check students' understanding. (Deep processing question)
"Why might birds migrate? Tell your partner." (The teacher monitors and coaches. Then the teacher calls on individuals.)

Practice Activity: Example B

Introduce the word.
"This word is virtue. What word? _____. Again, _____. Virtue is a noun."
Present a student-friendly explanation.
"When someone has a really good quality like honesty, that quality is a virtue. So, when someone has a really good quality, we call that quality a _____."
Illustrate the word with examples.
Being honest is a virtue. Lying is not a virtue.   Being kind is a _____. Being mean is not a _____.   Being generous is a _____. Being greedy and not sharing is not a _____.   Being reliable is a _____. Being inconsistent so that people cannot count on you is not a _____.
Check students' understanding. (Examples and Non-examples)
Make a T Chart on your paper. Now, label the columns "virtue" and "not virtue".   With your partner, write in a virtue and then the opposite of that virtue. Let's read my ideas first.

Virtue	Not Virtue
patient	impatient, feeling annoyed
responsible	irresponsible
careful	careless
orderly	messy
courageous	scared

Lesson 3:

Ancient Egyptian Historical Map

Essential Understandings and Skills of Lesson: Students will demonstrate an understanding of the significance of geography on a culture.

Rationale Cite specific evidence to support analysis of primary and secondary sources, integrate visual information with other information in print and digital texts, and analyze the relationship between a primary and secondary source on the same topic.

Student Objectives: SWBAT demonstrate an understanding of the significance of geography in Egyptian culture and why Egyptians would settle near the Nile River.

Materials: Egypt map, questions, chart paper, Active board if available, pencil, paper

Approximate Time	*What is the teacher doing during this time?*	*What are students expected to do during this time?*	*Notes*
5 minutes	Teacher will pass out the map to the students	Students will be looking over the map	Map can be found in student textbook page 79
10 minutes	Discuss with the students elements of a map: title, compass rose, key, scale. Discuss vocabulary: topography and elevation	Students will be able to locate various elements of a map and explain why they are useful in groups	Groups of 3-4
20-30 minutes	Teacher will present each question to the students one at a time. Model (think aloud) how to find and answer the first question whole group.	Students will discuss and locate answers from the primary source in pairs/groups to be shared whole class.	Groups may each be given a different question and be required to share and justify their answer with the class. (Expert groups)
15 minutes	Teacher will present culminating question to the students	Students will answer the question individually in writing.	Writing assignment could be sent home for editing and revising.

Ancient Egypt

Mediterranean Sea

LOWER EGYPT

ASIA

LIBYAN DESERT

UPPER EGYPT

AFRICA

Red Sea

First Cataract

Second Cataract

Third Cataract

NUBIAN DESERT

Fourth Cataract

Fifth Cataract

Sixth Cataract

Feet	Meters
6,500	2,000
1,650	500
650	200
0	0

Below Sea Level

—— Fertile land along the Nile

♦ Cataract

→ Direction of Nile flow

SWBAT demonstrate an understanding of the significance of geography in Egyptian culture and why Egyptians would settle near the Nile River.

1. How did the water affect people's choices of where to settle?

2. Notice the region east of the Nile River. How does the Nile River impact the settlement of the people?

3. Considering the factor of vegetation, why do you think civilization on the African continent began in Egypt, rather than farther west, in central North Africa?

4. The regions of Lower Egypt were important in trading in Africa. Why might their location explain this fact?

5. Using the map, why do you think the Ancient Egyptians revered the Nile River?

6. Locate the delta on the map. Why was it so important to the Egyptian settlement?

Culmination question: How did topography affect people's choices of settlement?

Lesson 4:

Primary Sources of the Old Kingdom

Essential Understandings and Skills of Lesson: Close Analytic Reading

Rationale In a close analytic reading, questions are deliberately focused upon building a coherent body of knowledge around an important topic, concept, or theme.

Student Objectives: The goal of a close reading with text dependent questions is for students to use the reading and writing habits they have been practicing on a regular basis to explore a complex and rich text. By reading and rereading the passage while engaging in classroom discussion, students will explore the text at a deep level.

Materials: Primary Sources of the Old Kingdom – copies for each student, highlighter, pencils, and the writing frame (graphic organizer). Students are NOT given access to questions before reading the text. Write questions on chart paper to show one at a time.

Lesson Plan Outline: Outline of Close Reading Steps

The teacher introduces the document without providing background knowledge. This is a cold read, and the teacher should be aware that students will often encounter texts for which there is no one available to provide the context and a narrative of the texts importance or critical attributes.

To support the historical thinking skill of sourcing a text, the teacher asks students to note the title, date, and author. The teacher points out that the line numbers will increase opportunities for discussion by allowing the whole class to attend to specific lines of text.

Students silently read their own copy of the document. Note: Due to the varying reading abilities and styles of students, the teacher may need to end this silent reading time before every single student has completed the reading. Because students will hear it read aloud and reread the document many times, the necessity of maintaining classroom flow outweighs the need to ensure that all students have read the entire document.

The teacher demonstrates fluency by reading the document aloud to the class as students follow along. Steps 3 & 4 may be reversed based on teacher knowledge of student needs.

The teacher reveals to the students only one text-dependent question at a time (rather than handing out a worksheet with questions). This could be accomplished through a smart or promethean board, an overhead projector, an ELMO, or chart paper.

The teacher asks students to search the document for evidence to provide for an answer. Some questions refer to specific areas of the text for students to reread, while others allow students to scan larger areas of the text. In small peer groups, students discuss their evidence citing specific line numbers in order to orient everyone to their place in the text. The time discussing the text in small groups should remain productive. Offering students too much time may cause them to wander from the text. Keep the pace of the class flowing.

Then, the teacher solicits multiple answers from various groups in the class. During the whole group answer session for each question, multiple responses are expected. Each question provides opportunities to find answers in different words, phrases, sentences, and paragraphs throughout the text. The teacher should probe students so they will provide sufficient support and meaningful support for each answer.

We suggest that as students provide textual evidence, the teacher models annotation of the document, so that all students learn how to mark up the text, and so that all students are prepared for the culminating writing assessment.

All questions and answers should remain tied to the text itself. The questions and answers are intended to build knowledge over the course of the reading.

The reading is followed by a writing assignment that requires textual support. Students demonstrate a deep and nuanced understanding of the text using evidence in their writing. This allows the teacher to assess for individual understanding and formatively diagnose the literacy gains and further needs of students.

TIP: Because rereading is of fundamental importance in accessing highly complex texts, one very effective way to reach struggling readers is to allow them access to the text ahead of time (especially with teacher support).

However, we suggest that all students in the class encounter the questions on the text for the first time together, as the method provides for heterogeneous groups to tackle the difficult aspects of the text in a low-stakes and cooperative manner.   In our experience, even struggling readers perform well with this method, as they can find evidence directly in the text rather than relying upon a wealth of prior knowledge and experiences.

Approximate Time	*What is the teacher doing during this time?*	*What are students expected to do during this time?*	*Notes*
Day 1 5 -10 minutes	Pass out Close Read "Primary Sources of the Old Kingdom" Asks students to note the title, date, and author. Point out the line numbers	Students are noting the specific parts of the text as the teacher says	.
Day 1 15-20 minutes	Walks around monitoring students as they read	Students silently read their own copy of the document	
Day 1 10 minutes	Demonstrates fluency by reading the document aloud to the class	Students follow along as the teacher reads aloud	
Day 1 10 minutes	Asks students to highlight words they are unfamiliar with and/or interesting words	Students annotate text. Discuss, in small groups (3-4 students), words highlighted. Get ready to share 3-5 words still unknown and/or interesting	
Day 1 15 minutes	Writes down words students identify that are unfamiliar/interesting. Discuss meaning	Students are listening and annotating unfamiliar words	
Day 2 10 minutes	Demonstrates fluency by reading the document aloud to the class .	Students follow along as the teacher reads aloud	
Day 2 45+ minutes	Reveals *only* one text-dependent question at a time. Ask students to search the document for evidence to provide for an answer Solicit multiple answers from various groups in the class. Probe	In the small peer groups, students discuss their evidence citing specific line numbers in order to orient everyone to their place in the text Students provide textual evidence Students learn to mark up the text	Students can take two questions home (at a time) to modify, change, and/or write completely

	students so they will provide sufficient and meaningful support for each answer	(annotating)	Or each group member can take one questions home to clarify
	Model annotation of the document. Use the actual document on a smart board or overhead transparency		
Day 3 10-15 minutes	Asks students to discuss modified answers to questions reminding them to provide textual evidence	In (the same) small groups, students will discuss modified answers	
Day 2 10-15 minutes	Have students work together to modify the one question that wasn't modified	In small peer groups students will work together to enhance the previous answer to one question	
Day 3 10 minutes	Demonstrates fluency by reading the document aloud to the class	Students follow along as the teacher reads aloud	
Day 3 30+ minutes	Discuss the culminating writing activity	Students use their annotated text and the graphic organizer to establish a claim, warrant and use evidence with their argument	

Primary Sources of the Old Kingdom

The Egyptian Old Kingdom ended over 4,000 years ago, but amazingly we still have access to a number of primary sources dating from the era.

Preoccupation with death

The historical period that we call the Old Kingdom (2686-2160 BC) was immensely long, lasting as it did for over 500 years. When it began, the unified Egyptian state was only about 300 years old and when it came to an end, the state still had nearly 2,000 years left ahead of it. Remoteness in time is one of the main difficulties we encounter when we look for sources of information about the Old Kingdom. Many simply have not survived.

Distant in time

We know infinitely more about the wealthy people of Egypt than we do about the ordinary people, as almost all the monuments were made for the rich and influential. Houses in which ordinary Egyptians lived have not been preserved, and when most people died they were buried in simple graves with few funerary goods.

Most of our traditional sources of information about the Old Kingdom are those concerned with death and the rituals surrounding death: these include pyramids, tombs and graves, but also statues, reliefs and paintings. Even papyri come mainly from pyramid temples. But this does not mean that death was the Egyptians' only preoccupation.

Paper or scroll

There are other reasons why so much of our evidence is based on funeral rites. Egyptian towns and villages were situated in the Nile valley, where old houses were pulled down and new ones built on the same spot, because space was valuable - so little remains of the older buildings. Pyramids and tombs, by contrast, were built on desert margins, where the space was not needed for other buildings, so were left to tell their tale centuries after they were built. Also, while domestic housing was made of sun-dried bricks, pyramids and tombs were built of stone - so their chances of survival were infinitely better.

a ceremony

Annual records

There was no history writing during the Old Kingdom but there were annals, brief records of important events. These are only incompletely preserved. We also have lists of kings, although they date from later periods, mostly from the New Kingdom, which started about a thousand years after the Old Kingdom ended. …

The Egyptians counted the years of each king's reign, but began again when a new king came to the throne. There are no astronomical dates known from the Old Kingdom, which could have provided us with fixed chronological points. The only way of establishing exactly when each king ruled is by adding up the lengths of the reigns known from the lists of kings (but these are not complete) or from the dates that survive on contemporary monuments (although we cannot be sure that the last year of the reign is recorded).

modern

39 Modern scientific techniques, especially radiocarbon dating (based on the changes in the
40 radioactive isotope C14), are helpful, but the margin of error is still too large. Other
41 methods, e.g. that based on astronomical observations reflected in the building of pyramids,
42 have the potential to be useful, but more work is needed before they can be used with
43 confidence.

44 Practically everything that we know about Egyptian kings derives from their monuments.
45 The Pyramid Texts, which were spells concerning the king's afterlife, began to be inscribed
46 inside Egyptian pyramids from the reign of King Unas, about 2350 BC. The temples for the
47 king's posthumous cult were decorated with reliefs and contained many statues, all of which
48 give us information about the role of the king in Egyptian society. Scenes that show real
49 events are rare. We must not forget that the purpose of these reliefs was to show an ideal
50 state of affairs, which the king wished to last forever, not the contemporary reality. …

51 Representations carved on the walls of tombs include scenes of everyday life on the owner's
52 estates and so show how even ordinary people lived and worked. We must be rather careful
53 when interpreting these scenes and must not take them entirely at face value. They were
54 included in order to play a role in the tomb owner's afterlife, not as an accurate record. …

55 **Scientific techniques**

56 Some knowledge of Old Kingdom technology and working procedures derives from
57 pictures, but most information must be deduced from the monuments and objects that
58 survive from that time. Certain activities were never shown, for example pyramid building,
59 and written documents concerning such works have not survived.

60 Modern scientific methods are now beginning to provide a wealth of information on aspects
61 of the Old Kingdom society - aspects that we have not known much about, until now. The
62 study of pottery has become very useful, especially in the search for chronological clues and
63 trade contacts. The study of botanical (plant) and faunal (animal) remains can show us how
64 people in the Old Kingdom lived - which plants they cultivated, which animals they bred,
65 and what they ate.

66 Examination of human remains informs us of the Egyptians' state of health. Research
67 concerning different types of stone and metal can also be very revealing: when we establish
68 from where these materials came, and in what quantities, we can make deductions about
69 trade contacts, expeditions sent to procure these materials, the state of technology, and so   to get or obtain
70 on.

71 There is no one way of searching for sources of information concerning the Old Kingdom.
72 They are all interconnected, and each has a contribution to make. Egyptologists must be
73 prepared to examine any kind of evidence available, whether it is 'traditional'
74 (archaeological and art historical - based on monuments; or philological - based on
75 inscriptions), or 'non-traditional' (mostly new scientific techniques). They must be
76 scavengers of information, leaving no source of information neglected, and must be
77 constantly searching for new approaches.

Primary Sources of the Old Kingdom

By Jaromir Malek   *BBC News: History*   *February 17, 2011*

Questions

In what way does the author describe the Egyptian Old Kingdom?
Line 4: over 4000 years ago
Line 7: 2686-2160 BC
Line 8: lasted 500 years
Line 17: great concern with death and rituals surrounding death
Line 22: situated along the Nile Valley

Why do traditional sources of information about the Old Kingdom seem to be preoccupied with death?
Line 11: no historical records of history
Line 16: most of our traditional sources of information are concerned with death and rituals surrounding death
Line 21: evidence of funeral rites and death are the only remnants left
Line 66: examination of human remains informs us of the Egyptians' state of health

What limitations do Egyptologists face when constructing a history of the Old Kingdom?
Lines 29-54: brief records, no astronomical dates, incomplete king reign timelines, unreliable carbon dating, scenes that show real events are rare, contemporary reality did not exist

Why does the author warn us against taking the history of the Old Kingdom at "face value" (lines 52-53)?
Lines 51-54: cannot accept things always as they are, not accurate records, perception is not reality, writing not available-we value written history

What are Egyptologists currently using to understand different aspects of the Old Kingdom society? What deductions can be drawn from this new information?
Lines 55-70: pottery, plants, modern scientific methods, stone and metal, animal and human remains
Pottery-chronology and trade
Plants and animal remains-what they farmed and ate, bred animals
Human remains-state of health
Stone and metal-trade, technology, exploration

Culminating Writing Activity: The author claims "They [Egyptologists] must be scavengers of information, leaving no source of information neglected, and must be constantly searching for new approaches." How does the article support this argument? Explain your reasoning with evidence from each of the three sections of text.
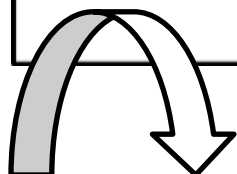
Students will need to establish a claim, warrant and use evidence with their argument
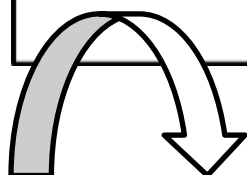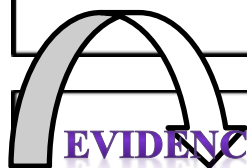
Argumentative: Writing Frame

Name_____

POSITION: WHAT IS YOUR CLAIM?

EVIDENCE:

EVIDENCE:

EVIDENCE:

Lesson 5: Issue Overview:

Who Owns the Artifacts?

Essential Understandings and Skills of Lesson: Through a sequence of scaffold steps, small groups of students increase their understanding of a community problem. They consider perspectives and engage in a shared decision making process.

Rationale: Using the Structured Academic Controversy (SAC) methodology, students work independently, in pairs, small groups, and large groups. Students will initiate and participate effectively in a range of collaborative discussions. Through SAC, students gain understanding and share multiple perspectives on issues.

Student Objectives: Students will be able to build background knowledge of issues while building an understanding of multiple perspectives.

Materials: 1 copy of article for each student, highlighter, note taker page/blank sheet of paper for annotated summaries, chart (butcher) paper

Approximate Time	*What is the teacher doing during this time?*	*What are students expected to do during this time?*	*Notes*
Day 1 10 minutes	Pass out page one of the article, "Egyptian Artifacts & Cultural Heritage."	Students will read the issue and description silently working on their annotative skills.	
Day 1 15-20 minutes	Facilitates classroom discussions on the issue. Ask questions for further clarification of the issue.	Students will share written ideas with peers and whole group.	
Day 2 20 minutes	Pass out the page (2) that has the three artifacts in question.	In groups of three, students will read and annotate a section from page two.	Jigsaw articles in this section.
Day 2 10-15 minutes	Create a three column chart for discussion of the artifacts. What is the artifact in question? Where is the artifact now? Where did the artifact come from?	Students will participate in discussion of artifacts.	
Day 3 20 minutes	Pass out page three and four	Students will partner read and annotate to understand the issue.	
Day 3 20 minutes	Help determine central ideas of the text and summarize the key details and ideas.	Students will write a five to seven sentence summary of each page using the three column chart and their annotations.	Check for understanding of the central idea.
Day 4 20-25 minutes	Pass out the Deliberating in Democracy Handout #1	In groups of three to four, students will write and sketch the eight rules for deliberation.	Choose Handout 1-3 or Formalities of Structured Academic Controversy, Structured Academic

			Controversersy, and Other Side of the Issue.
Day 4 20 minutes	Circulating to each group and checking for understand.	Review the readings (all 4 pages) as to determine the specific point of view.	
Day 5 20 minutes	Assign the students a point of view: Artifacts belong to country of origin or not.	Listing the evidence to support their side.	
Day 5 20 minutes	Prep students for the presentation of each side. Split students into groups of four – two for and two against	Planning the 2-3 main arguments for their side.	
Day 6 60 minutes	Reminds students about the rules for deliberation and monitors student groups.	1. One side presents their three arguments to the other side. The other side needs to listen carefully, take notes, and then repeat the arguments back in order to be sure that they understand them, asking clarifying questions as necessary. 2. The pairs switch and the process is duplicated. 3. Each side provides feedback to the other until everyone is satisfied that their position has been heard and understood. 4.Dissovle pairs to come to consensus/disagreement	
Day 7 15 minutes	Reviews positions and overall consensus/disagreement. Pass out question set for video (Lesson 6)	Giving feedback on positions and personal opinion of each point of view. Pre-read questions	Transition to multimedia video (you tube) Lesson 6.

Sources:

Structured Academic Controversy process overview:
http://www.dda.deliberating.org/images/pdf/Deliberation_Steps.pdf

Original Text: http://www1.american.edu/ted/mummy.htm

Lesson text: Excerpted From: http://www1.american.edu/ted/mummy.htm (American University, Washington DC)
November 27, 2012

EGYPTIAN ARTIFACTS & CULTURAL HERITAGE

Egypt and Great Britain

"The Egyptian wings of museums around the world make each Egyptian feel proud and bitter at the same time"
-Egyptian Ambassador Abdel Halim Badawi(1)

1. The Issue

The case study will focus on the current dispute between Great Britain and Egypt over the ownership of Egyptian artifacts removed from Egypt in the late 19th century, now housed in the world renowned British Museum. Although the moral and ethical arguments include all Egyptian artifacts, the specific artifacts under current dispute include the 'best' of what has been removed from Egypt, items which symbolize the national identity and cultural heritage of Egypt; the Rosetta Stone, the Sphinx's beard, and the multitude of mummies. This case will include a historical overview of the artifacts under discussion and the arguments of both Egypt and Great Britain regarding their right to ownership.

2. Description

Historical Overview
During antiquity, the great tombs of Egypt were looted and pillaged of their treasured artifacts by adventurers and archaeologists acting on behalf of 'science'. The area of Ancient Thebes, specifically, the Valley of the Kings (the burial site for almost all pharaohs 1539-1075 BC), Luxor, the Valley of the Queens, and Karnakare, were the most prosperous of such treasures, and the greatest target. Due to the cultural importance of Ancient Thebes, UNESCO designated it an official World Heritage site in 1979. The implications of these illicit acts in the 19th century are the basis for this case. The international community is struggling to interpret ownership rights in modern day based on actions which took place prior to the existence of international law protecting these treasures. The decision by the international community is a serious one as it will set a precedent in determining resolutions for future disputes. As globalization continues to have an impact on cultures and national identities worldwide, disputes such as this will become even greater in number.

What are the Egyptian Artifact that are focused on?

1)The Rosetta Stone
Of the great number of stolen treasures, the Rosetta Stone, the Sphinx's beard, and the multitude of mummies, all housed at the British Museum, are at the forefront of the dispute. The Rosetta Stone is considered not only one of Egypt's cultural icons, but one of the world's cultural icons, as well. The Rosetta stone was discovered by Napoleon's French troops occupying Egyptian territory in August of 1799. Following the French surrender to Great Britain in 1801 with the Treaty of Alexandria, British Officials took ownership of the stone and sent it to the British Museum in London, where it still stands today. The Rosetta Stone is significant in the respect that it provided the key to unlocking the meaning of Ancient Egyptian hieroglyphics. The slab of black basalt was inscribed by the priests of Memphis, a town south of Cairo, as homage to King Ptolemy Epiphanes to mark his accession to the Egyptian throne. The text is written three times in three different languages. The first is in hieroglyphics, the second was written in the Egyptian language called Demotic (a language displaced by Greek during the Ptolemaic period 304-30 BC), and the third was in Greek, the official language of Egypt in 196 B.C. Western scholars knew Greek and were therefore able to decipher the language of Pharaonic hieroglyphics, providing a firm foundation for the study of Egyptology.

2)The Sphinx's Beard
The Sphinx is massive at 20 meters tall and 57 meters long, representing King Khafre with a lion's body and a pharaoh's head. The Sphinx is well-known throughout the world as a symbol of Ancient Egypt. The powerful statue faces eastwards and guards the Giza Necropolis. Archaeologists believe the beard of the Sphinx fell off naturally sometime during the 14th century. One three foot fragment of the giant's royal headdress was discovered accidently by Italian, Giovanni Caviglia in 1816 and later sold to the British Museum in 1818. One of the main issues of significance is the fact that the beard is the primary support for the neck of the 4,600 year old Sphinx (lion-man) and is desperately needed to save the condition of the Sphinx. Egypt completed a 10 year restoration project on the Sphinx in May of 1998; the return of the beard is the last step for the complete restoration of this national treasure. One should also note that the Sphinx's beard is not on exhibit at the Museum, it has been stored in the basement of the British Museum for 160 years; a disembodied lump in the study collection. Although Great Britain has offered to loan the fragment with periodic reviews, in exchange they want to borrow the body of a jackal-faced god for which it has the sculptured head. Egypt continues to firmly state they want the permanent title of the beard. The very fact that fragments are under dispute and being 'bartered' is quite distressing. One would think items of antiquity would be treated with enough respect by the international community that an attempt would be made to keep them intact, rather than negotiating modern day 'shares' of the cultural artifact.

3)Mummies
Mummies add a greater complexity to this case. The arguments for the return of the Rosetta Stone and the Sphinx's beard center on issues such as cultural property rights and a claim to cultural heritage. Although both of these issues also apply to mummies, issues of intellectual property rights in respect to not only the mummies themselves, but also in reference to the knowledge derived from the research and study of the mummies are central factors. Issues of ethical treatment of mummies, a buried, entombed body also come to light. This case will begin its analysis of the Egyptian mummy as a cultural artifact by first briefly outlining the mummification process.

Issues at Hand

A great number of mummies were removed from their ancient burial grounds in the Nile River Valley during the time of antiquity. Although Ancient Egyptian mummies are on display in museums across the world, the British Museum in London holds the second largest collection next to the National Museum in Cairo. It claims to be the center for Egyptology for the world. This is where another factor of the dispute lies. The mummies are the ever-popular centerpiece of the museum's vast Egyptian collection, recently given greater prominence with the opening of the Roxie Walker galleries of Egyptian funerary archaeology in May of 1999. The galleries offer the world's most comprehensive display of mummification, providing important source materials for research.

Issues of Intellectual Property Rights in relation to the scientific study of ancient Egyptian artifacts are quite controversial. Scientists are using mummies increasingly in the study of genetics and disease. An important item to note in this development and evidence of Britain as a leader in this endeavor is the recent establishment of the world's first Mummy Tissue Bank. Who should own the rights to this knowledge? With the rapid increase in technology, it can be argued that there needs to be regulations in place to protect artifacts that are being used for science.

Other recent developments which involve potential intellectual property rights include the recently launched Ancient Egypt web site by the British Museum at www.ancientegypt.co.uk. The first site contains more than 1,000 pages of information based on the museum's collection of artifacts, which include the world famous Rosetta Stone, a chunk of pyramid and, of course, lots of mummies. Does Great Britain have the right to establish a web site highlighting Egyptian treasures? The claim to ownership of Egyptian artifacts clearly does not end with strictly physical ownership, but also permeates into new realms such as the Internet, etc.

Lastly, the issue of ancient mummies in regard to their essential existence - a buried, entombed, human body, raises the ethical questions. The right of the dead to remain in the state of burial is of central importance. Museums around the world have become increasingly sensitive about the display of human remains. Archaeologists have become interested in this development as well, with the discovery of the Kennewick Man. The skeleton body has been impounded in a vault, denied to researchers due to a claim by Native Americans in the United States based on US Federal Law, *Native American Graves Protection and Repatriation Act* (NAGPRA). US Native Americans have had an impact on numerous museum tours which exhibit human skeletal remains. Due to their beliefs and legal support of NAGPRA, they have been able to prevent museums from including human remains in their exhibits in areas in the United States. The British Museum has had no qualms about the display of human remains in their Egyptian collection.

The Claim to Ownership

The right of nations to claim cultural property rights on the basis of cultural heritage is one under much controversy in the international community. Many archaeologists argue that an ancient object taken from its context loses most of its meaning. This view supports the argument of governments, such as Egypt, that are claiming a right to their cultural artifacts removed from their territory. The artifacts symbolize the national identity and cultural heritage of Egypt. However, a formal legal agreement that enforces this stance for the times of antiquity does not currently exist. International law protecting cultural heritage has strong support from many non-Western countries, such as Egypt, Greece, Turkey, and Mexico. However, they have little support from Western states such as Great Britain as they fear that returning items to the country of origin would set precedents and empty the world's museums. *"It would be a disaster for the world if only collections of one culture were available in that one country..."* states Britain's arts minister, Paul Channon. Great Britain feels that they obtained these artifacts legally 'for the times' and should therefore retain ownership rights. Additionally, they feel they are promoting Egyptian culture by including Egyptian artifacts and mummies in their exhibits. Great Britain is on the defensive as many of the objects in their museum were obtained during times of Imperialism. The case at hand illustrates the growing tension on the issue. *"You get your marbles back, then others will want their marbles back"*, British Museum Director David Wilson.

Handout 1—Deliberation Guide

What Is Deliberation?

Deliberation is the focused exchange of ideas and the analysis of multiple views with the aim of making a personal decision and finding areas of agreement within a group.

Why Are We Deliberating?

People must be able and willing to express and exchange ideas among themselves, with community leaders, and with their representatives in government. People and public officials in a democracy need skills and opportunities to engage in civil public discussion of controversial issues in order to make informed policy decisions. Deliberation requires keeping an open mind, as this skill enables people to reconsider a decision based on new information or changing circumstances.

What Are the Rules for Deliberation?

- Read the material carefully.

- Focus on the deliberation question.

- Listen carefully to what others are saying.

- Understand and analyze what others are saying.

- Speak and encourage others to speak.

- Refer to the reading to support your ideas.

- Use relevant background knowledge, including life experiences, in a logical way.

- Remain engaged and respectful when controversy arises.

Formalities of the Structured Academic Controversy

Task	Time Allotment
1. Groups of 4 divided into smaller groups of 2	•
2. Each whole class, or large group, reads common background material, works through difficult vocabulary, and analyzes the layout of the document.	•
3. Pair #1 studies one side of the controversy	•
4. Pair #2 studies the other side of the controversy	
5. Pair #1 advocates for their assigned position regardless of personal position.	•
6. Pair #2 makes notes and ask questions about information they don't understand	
7. Pairs reverse positions for steps 5-6	•
8. Each pair used their notes and what they learned from the other side and makes a short presentation demonstrating their understanding of the opposing view.	•
9. Groups work together to discuss the issue, trying to find points of agreement among the members.	•
10. Groups reach consensus on some issue or on a process they could use to resolve their disagreements. Groups record their answers.	•
11. WHOLE CLASS DEBRIEF!!! Make time for this.	•
12. Include an exit ticket, some kind of writing reflection depending on overall significance of content. Included as part of graphic organizer.	•

- Allow students to review material prior to SAC (if assigned for homework etc.)
- Provide some type of literacy strategy- annotation, note taker, highlighting, etc.)
- Build comprehension around background knowledge, vocabulary, and layout of documents.
- USE A TIMER. HAVE BREAKDOWN OF TIME SEQUENCE AVAILABLE FOR STUDENTS TO SCAN.
- When students are teaching the argument to each other, have them flip their handouts over. They should have to explain, rather than read their most compelling reasons. They cannot just exchange papers.
- Designate a lead facilitator
- WHOLE GROUP DEBRIEF!!! Make time for this!

Handout 2—Deliberation Notes

The Deliberation Question:

Review the reading and in your group determine at least three of the most important facts and/or interesting ideas. Ask about any terms that are unclear.

Reasons to Support the Question - YES	Reasons to Oppose the Question - NO

.

Structured Academic Controversy

Question: _____

My position: _____

Background Reading	
Vocabulary words I should know and use	**Important facts from background reading**
• • • • • • • • •	• • • • • • • • •

Preparing My Argument	
My Claims and Reasons	**My Evidence and Examples**
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

The Other Side of the Issue	
Opposing Claims and Reasons	**Opposing Evidence and Examples**
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Common Ground and Further Questions	
Using evidence, we can agree that…	**We need further clarification on…**
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

What did you learn about (insert question here)? What is your final position on the issue? Use at least three pieces of evidence to explain why.

Reflect on your participation in the discussion. What did you do well? What do you need to improve upon?

Handout 3—Deliberation Reflection

What I think:

1. What did I decide and why? Did I support or oppose or have a new idea?

2. What did someone else say or do that was particularly helpful?

3. What, if anything, could I do to address the problem?

What we think:

1. What did we agree on?
2. What, if anything, could we do to address the problem?

Rate yourself and the group on how well the rules for deliberation were followed:
(1 = not well, 2 = well, 3 = very well)

Me
        Group
Read the material carefully.
Focused on the deliberation question. Listened carefully to what others
said. Understood and analyzed what others said. Spoke and encouraged
others to speak. Referred to the reading to support ideas.
Used relevant background knowledge and life experiences in a logical way. Remained engaged and
respectful when controversy arose.

1. What can I do to improve my deliberation skills?
2. What can the group do to improve the deliberation?

Lesson 6: Egypt Wants its Treasures Back

Essential Understandings and Skills of Lesson: Reasoning for and against artifact placement, note taking, summarization, and main idea.

Rationale Teaching students to listen and respect individual viewpoints that may be different than their own to gain a broader view of a complex problem.

Student Objectives: SWBAT take notes recording the Point of View (POV) of each speaker, summarize each point of view,

Materials: Computer lab, You Tube video link, notebook set up for Cornell Notes (see attached link), headphones/ear buds (optional)

Lesson Plan Outline:

Approximate Time	What is the teacher doing during this time?	What are students expected to do during this time?	Notes
20 min	Modeling Cornell Notes note taking strategy.	Passive engagement, repeating note taking behaviors in their notebooks.	Whole group
5-7 min	Explain lesson and expectations. Pass out Guiding Question sheet to each student and pre-read.	Listening and asking clarifying questions.	Whole group
10-15 min	Circulating helping students w/ computers.	Watching/listening to video interview taking notes using the guided questions, starting & stopping where necessary.	Individual
5 min	Circulate and help any students challenged by the note taking skill.	Students compare & revise notes in small group.	2-3 students
5 min	Circulate and help any students challenged by the summarization skill.	Students summarize each POV in small group.	2-3 students
10 min	Model the summary of each POV with student input.	Active listening, checking notes, offering input.	Whole group
10 min	Pose the question: Where should the artifacts be and why do you think this using evidence from the video.	Students take 10 min. to review notes and form an opinion. Then write a 3 paragraph essay explaining their reason for their decision.	Individual.
5 min	Facilitate an anonymous vote. Record the results.	Students write their final decision on a folded paper to be placed in an empty tissue box, etc. "**For** keeping artifacts in Egypt. **Against** keeping artifacts in Egypt."	

Video Link: 'Egypt wants its Treasures Back': http://youtu.be/lxbICL4W_GY

Note Taking Strategy: Cornell Notes: http://coe.jmu.edu/LearningToolbox/cornellnotes.html

~ 37 ~

Guiding Questions:

"Egypt wants its Treasures Back" You Tube video link:

http://youtu.be/lxbICL4W_GY

The narrator starts the video of by saying "for thousands of years, the culture of ancient Egypt has been admired and coveted." Judging from the heightened emotion of the three people interviewed, what is the meaning of coveted?

22 seconds into the video, Dr. Zahi Huwass explains 3 reasons behind his point of view. They are:

1:00-Dr. Hawass makes his point of view known. What is his claim (What does he want)? What artifact matters most to him?

What does it mean to be an "icon and identity of the Egyptian culture"?

1:46-What point of view does Hanna Boulton take? (What does she want?) What reasons does she give for keeping the artifacts in the British Museum?

3:20-Gary Vikan has a point of view also. What does he claim? What does he mean when he says "the English and the French have contributed to what the Rosetta Stone is"?

3:50-The narrator poses a question to Hanna Boulton about Egypt taking Stone Henge. What reason does Hanna Boulton give to back up her point of view? Who makes decisions for the museum?

Annotated Bibliography

Beck, Isabel, Margaret McKeown, and Kukon Linda. *Bringing Words to Life, Second Edition: Robust Vocabulary Instruction.* **2nd ed. New York: The Guilford Press, 2013. Print.**

This book contains idea for teaching vocabulary and provides background information on teaching Tier 1, Tier 2, and Tier 3 vocabulary.

Cooper, David, J., and John Pikulski. *HM Reading 6th grade Triumphs*. **1st ed. Houghton Mifflin Harcourt, 2004. Print.**

This is the adopted Washoe County School District textbook for sixth grade. This is an optional resource to include literature standards.

Cuno, James. "Who Owns Antiquity?" *Art in America Magazine*. **12 1969: Web. 12 Mar. 2013.**

Students will use this article to develop their Socratic Seminar evidence. This article helps develops the argument of who own the ancient artifacts and its ongoing debate.

Ikram, SalimaKamrin, Janice. "X Marks The Spot!" *Calliope* **(2012): 3.** *Primary Search*. **Web. 12 Mar. 2013.**

Students will use this article to annotate a piece of text. Students will gain an understanding of the role geography had on ancient Egyptian life.

Foresman, Scott. *Social Studies, The World*. **Gold Edition: 6th Grade. Glenview: Pearson Education, 2008. 76-96. Print.**

This is a map from the adopted Washoe County School District Social Studies text. Students will use the map to provide geographical perspective.

Jaromir, Malek. "Primary Sources of the Old Kingdom." *BBC History*. **17 02 2011: n. page. Web. 12 Mar. 2013.**

Students will do a close reading with this article. The article provides background information about Egyptian antiquities and their impact history.

Nevada Department of Education, Writing Rubrics,

http://www.doe.nv.gov/NDE_Offices/APAC/Testing/Writing/MS_Resources/

These are the common core writing rubrics from the Smarter Balanced Assessment Consortium that the State of Nevada will be using.

Argumentative Writing Rubric (Grades 6-11)

	4	3	2	1
Statement of Purpose/Focus	The response is fully sustained and consistently and purposefully focused: • claim is clearly stated, focused and strongly maintained • alternate or opposing claims are clearly addressed (begins in 7th grade) • claim is introduced and communicated clearly within the context	The response is adequately sustained and generally focused: • claim is clear and for the most part maintained, though some loosely related material may be present • context provided for the claim is adequate	The response is somewhat sustained and may have a minor drift in focus: • may be clearly focused on the claim but is insufficiently sustained • claim on the issue may be somewhat unclear and unfocused	The response may be related to the purpose but may offer little relevant detail: • may be very brief • may have a major drift • claim may be confusing or ambiguous
Organization	The response has a clear and effective organizational structure, creating unity and completeness: • effective, consistent use of a variety of transitional strategies • logical progression of ideas from beginning to end • effective introduction and conclusion for audience and purpose • strong connections among ideas, with some syntactic variety	The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected: • adequate use of transitional strategies with some variety • adequate progression of ideas from beginning to end • adequate introduction and conclusion • adequate, if slightly inconsistent, connection among ideas	The response has an inconsistent organizational structure, and flaws are evident: • inconsistent use of basic transitional strategies with little variety • uneven progression of ideas from beginning to end • conclusion and introduction, if present, are weak • weak connection among ideas	The response has little or no discernible organizational structure: • few or no transitional strategies are evident • frequent extraneous ideas may intrude
Elaboration of Evidence	The response provides thorough and convincing support/evidence for the writer's claim that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant: • use of evidence from sources is smoothly integrated, comprehensive, relevant, and concrete • effective use of a variety of elaborative	The response provides adequate support/evidence for writer's claim that includes the use of sources, facts, and details. The response achieves some depth and specificity but is predominantly general: • some evidence from sources is integrated, though citations may be general or imprecise • adequate use of some elaborative techniques	The response provides uneven, cursory support/evidence for the writer's claim that includes partial or uneven use of sources, facts, and details, and achieves little depth: • evidence from sources is weakly integrated, and citations, if present, are uneven • weak or uneven use of elaborative techniques	The response provides minimal support/evidence for the writer's claim that includes little or no use of sources, facts, and details: • use of evidence from sources is minimal, absent, in error, or irrelevant
Language and Vocabulary	The response clearly and effectively expresses ideas, using precise language: • use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose	The response adequately expresses ideas, employing a mix of precise with more general language: • use of domain-specific vocabulary is generally appropriate for the audience and purpose	The response expresses ideas unevenly, using simplistic language: • use of domain-specific vocabulary may at times be inappropriate for the audience and purpose	The response expression of ideas is vague, lacks clarity, or is confusing: • uses limited language or domain-specific vocabulary • may have little sense of audience and purpose
Conventions	The response demonstrates a strong command of conventions: • few, if any, errors are present in usage and sentence formation • effective and consistent use of punctuation, capitalization, and spelling	The response demonstrates an adequate command of conventions: • some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed • adequate use of punctuation, capitalization, and spelling	The response demonstrates a partial command of conventions: • frequent errors in usage may obscure meaning • inconsistent use of punctuation, capitalization, and spelling	The response demonstrates a lack of command of conventions: • errors are frequent and severe and meaning is often obscure

Informative/Explanatory Writing Rubric (Grades 6-11)

	4	3	2	1
Statement of Purpose/Focus	The response is fully sustained and consistently and purposefully focused: • controlling idea or main idea of a topic is focused, clearly stated, and strongly maintained • controlling idea or main idea of a topic is introduced and communicated clearly within the context	The response is adequately sustained and generally focused: • focus is clear and for the most part maintained, though some loosely related material may be present • some context for the controlling idea or main idea of the topic is adequate	The response is somewhat sustained and may have a minor drift in focus: • may be clearly focused on the controlling or main idea, but is insufficiently sustained • controlling idea or main idea may be unclear and somewhat unfocused	The response may be related to the topic but may provide little or no focus: • may be very brief • may have a major drift • focus may be confusing or ambiguous
Organization	The response has a clear and effective organizational structure, creating unity and completeness: • use of a variety of transitional strategies • logical progression of ideas from beginning to end • effective introduction and conclusion for audience and purpose • strong connections among ideas, with some syntactic variety	The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected: • adequate use of transitional strategies with some variety • adequate progression of ideas from beginning to end • adequate introduction and conclusion • adequate, if slightly inconsistent, connection among ideas	The response has an inconsistent organizational structure, and flaws are evident: • inconsistent use of transitional strategies with little variety • uneven progression of ideas from beginning to end • conclusion and introduction, if present, are weak • weak connection among ideas	The response has little or no discernible organizational structure: • few or no transitional strategies are evident • frequent extraneous ideas may intrude
Elaboration of Evidence	The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant: • use of evidence from sources is smoothly integrated, comprehensive, and concrete • effective use of a variety of elaborative techniques	The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details: • some evidence from sources is integrated, though citations may be general or imprecise • adequate use of some elaborative techniques	The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes partial or uneven use of sources, facts, and details: • evidence from sources is weakly integrated, and citations, if present, are uneven • weak or uneven use of elaborative techniques	The response provides minimal support/evidence for the controlling idea or main idea that includes little or no use of sources, facts, and details: • use of evidence from the source material is minimal, absent, in error, or irrelevant
Language and Vocabulary	The response clearly and effectively expresses ideas, using precise language: • use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose	The response adequately expresses ideas, employing a mix of precise with more general language: • use of domain-specific vocabulary is generally appropriate for the audience and purpose	The response expresses ideas unevenly, using simplistic language: • use of domain-specific vocabulary that may at times be inappropriate for the audience and purpose	The response expression of ideas is vague, lacks clarity, or is confusing: • uses limited language or domain-specific vocabulary • may have little sense of audience and purpose
Conventions	The response demonstrates a strong command of conventions: • few, if any, errors are present in usage and sentence formation • effective and consistent use of punctuation, capitalization, and spelling	The response demonstrates an adequate command of conventions: • some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed • adequate use of punctuation, capitalization, and spelling	The response demonstrates a partial command of conventions: • frequent errors in usage may obscure meaning • inconsistent use of punctuation, capitalization, and spelling	The response demonstrates a lack of command of conventions: • errors are frequent and severe and meaning is often obscure