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Introduction

Goals

The main goal of this book is to help students develop skills outlined in the Common Core Standards by clarifying what the standards are asking for and by giving teachers specific activities they can use to address the standards.

Organization

The book is mostly organized by the categories into which Common Core places its standards. The first three chapters are “Key Ideas and Details,” “Craft and Structure,” and “Integration of Knowledge and Ideas.” Because “Range of Reading and Level of Text Complexity” is addressed every time students read, it does not have its own chapter. Also, because it is common for many writing categories to overlap on a paper, the fourth chapter covers all the writing standards and is divided into the three main paper types: argumentative, informative, and narrative.

Activities open with an introductory page that includes every standard covered by the activities, directions, estimated lesson length, and additional teaching ideas. At the back of the book are selected answers for the reading activities.

Tracking Common Core Standards

On page 3, there is a chart that can help you track which Common Core Standards you have addressed and with which activities.

Narrative Writing

Narrative writing is not required for social studies teachers, which is why there is no WHST.6-8.3. However, this form of writing was included in this book because numerous social studies teachers also teach language arts, for the many educators who find creative writing a valuable way to explore history, and because other required writing standards can be covered with narrative writing.

Common Core Standards

If a teacher covers the six reading activities and three papers outlined in this book, he or she will have addressed every 6–8 History/Social Studies Common Core Standard at least once. Although it is not expected that teachers cover every standard in each unit of study, this gives teachers a great way to see examples of every standard and have numerous assignments to choose from.

Common Core Standards

READING

Key Ideas and Details

RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2

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

» *Summarize primary or secondary sources.*

RH.6-8.3

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

» *Summarize the steps of a process or historical event.*

Craft and Structure

RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

» *Use context to decipher the meanings of difficult words.*

RH.6-8.5

Describe how a text presents information (e.g., sequentially, comparatively, causally).

» *Determine how the author has ordered the information.*

RH.6-8.6

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

RH.6-8.7

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

» *Interpret a reading with a visual.*

RH.6-8.8

Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9

Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity

RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

SPEAKING AND LISTENING

Comprehension and Collaboration

SL.6.1–SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6–8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

WRITING

Text Types and Purposes

WHST.6-8.1

Write arguments focused on discipline-specific content.

» *Argumentative writing.*

WHST.6-8.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

» *Informative writing.*

W.6.3–W.8.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

» *Creative writing. (This is not required for social studies teachers.)*

Production and Distribution of Writing

WHST.6-8.4

Produce clear and coherent writing in which the development, organization,

and style are appropriate to task, purpose, and audience.

» *Write for a specific audience.*

WHST.6-8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

» *Use writing process.*

WHST.6-8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

» *Publish writing for an audience.*

Research to Build and Present Knowledge

WHST.6-8.7

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

» *Research to answer a question.*

WHST.6-8.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

» *Use multiple credible sources when researching and summarize findings in own words.*

WHST.6-8.9

Draw evidence from informational texts to support analysis, reflection, and research.

» *Support essays with information or quotes from texts.*

Range of Writing

WHST.6-8.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Tracking Common Core Standards

CCSS.ELA-LITERACY	Assignment	Assignment	Assignment	Assignment
<u>RH.6-8.1</u>				
<u>RH.6-8.2</u>				
<u>RH.6-8.3</u>				
<u>RH.6-8.4</u>				
<u>RH.6-8.5</u>				
<u>RH.6-8.6</u>				
<u>RH.6-8.7</u>				
<u>RH.6-8.8</u>				
<u>RH.6-8.9</u>				
<u>RH.6-8.10</u>				
<u>SL.6.1–SL.8.1*</u>				
<u>WHST.6-8.1</u>				
<u>WHST.6-8.2</u>				
<u>W.6.3–W.8.3*</u>				
<u>WHST.6-8.4</u>				
<u>WHST.6-8.5</u>				
<u>WHST.6-8.6</u>				
<u>WHST.6-8.7</u>				
<u>WHST.6-8.8</u>				
<u>WHST.6-8.9</u>				
<u>WHST.6-8.10</u>				

*Not required for social studies teachers.

HOW TO MAKE A MUMMY CHART

Use bullets to summarize in your own words key aspects about each method. Feel free to describe parts you have questions about and/or assumptions you've made about steps that may not have been mentioned.

Most Costly Way	Middle Way	Least Costly Way

ACTIVITY 2

CHAPTER
Key Ideas and Details

DURATION
2 class periods

Egyptian Mythology

COMMON CORE STANDARDS

RH.6-8.2

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

RH.6-8.3

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

DIRECTIONS

- Each student receives one of the three myths. Students read their myth independently, answering "Questions about Your Myth" as they go.
- Students are placed into groups of four to five, with all members having read the same myth. There will be more than one group for each myth. Students share answers from "Questions about Your Myth," record on a separate piece of paper an agreed-upon eight to ten events, decide on a role for each person, and practice acting the myth out. One of the roles should be a narrator, and groups can recruit other students if they do not have enough people to cover all the parts.
- Students perform their plays. As groups perform, students fill out the first two questions from "Egyptian Mythology Questions."
- After performances are finished, students independently finish "Egyptian Mythology Questions."

VARIATIONS

- The class decides on three key aspects of a good performance. The class uses these to assess each performance.
- Students could have the option of retelling the myth in cartoon panels.
- More Egyptian myths could be provided (such as The Great Queen Hatshepsut, The Prince and the Sphinx, The Seven Year Famine, and so on) so that each performance is a unique myth.

QUEEN HATSHEPSUT WAS THE TRULY GREAT ONE ^{1/2}

Ramses II was “great” at promoting himself. Unfortunately for his current legacy, it’s become more and more apparent that on more important matters, like running an empire, he was much more forgettable. Queen Hatshepsut’s reputation, on the other hand, only is growing more and more impressive as Egyptologists learn more details about how ably she ran Egypt.

Hatshepsut began running the country after her husband died in 1479 BCE and his heir, her stepson Thutmose III, was too young to rule. But in 1473 she fully took on the role of being pharaoh of Egypt, even having pictures drawn of her in king’s regalia, like the fake beard, kilt, and crown. She still was technically co-ruling with Thutmose III, but by all indications she was fully in charge. She was not the only female pharaoh in Egypt’s history, but she is considered the most powerful female pharaoh because she completely took over as pharaoh and ruled longer than any other woman (until her death in 1458 BCE). That she ruled for over two decades was an impressive accomplishment for a woman in that day and age. Egyptologist James Henry Breasted believes she was “the first great woman in history of whom we are informed.”

But besides being a woman able to keep hold of her position, evidence is mounting that she was perhaps the best Egyptian leader. Historians like to write about warmongers, but, for the people, incessantly fighting is a terrible way to live. Too many chroniclers of history seem to forget that war is expensive, costs lives, and interrupts trade. Hatshepsut seemed to be one of the few leaders of a country at that time in history to understand this. Without losing any territory, she reigned for twenty years of peace. Unsurprisingly, this led to greater trade. In one famous expedition, a trading group went to Punt (possibly modern-day Eritrea) and came back with exotic ivory, ebony, gold, leopard skins, and incense. Now if you were living during that time, which would you prefer: Fighting in war after war or having new products brought into your country? It seems like a no-brainer. After she died her stepson took over, and he proceeded to go right back into war, leading to much bloodshed. Maybe Thutmose III should have listened to his stepmother better.



Hatshepsut

TOURIST ATTRACTIONS

Overall

For this paper you are going to pretend that you know someone about to go on a trip to Egypt. Your job is to convince them that there are three attractions they need to see and one that can be skipped. Your paper needs to include a Works Cited page and should be 1 to 2 pages long.

Paragraphs

- Introduction: Introduce the paper, making sure to write it as if you are addressing someone considering a visit to Egypt.
- First Body Paragraph: One place they should visit and why.
- Second Body Paragraph: A second place they should visit and why.
- Third Body Paragraph: A third place they should visit and why.
- Fourth Body Paragraph: A place others might tell them to visit, but is actually overrated and should be skipped.
- Conclusion: Conclude paper, making a final appeal to them to go where you recommend.

Tourist Attractions

- The Giza Necropolis
- Valley of the Kings
- Khan al-Khalili bazaar
- Karnak Temple Complex
- Luxor
- Catacombs of Kom el Shoqafa
- Snorkeling at the Red Sea Reef
- River Nile Cruise
- The Egyptian Museum of Antiquities
- Abu Simbel Temples

Rubric

	Exceeding	Proficient	Developing	Beginning
Argument	Uses a persuasive voice, strong reasoning, and solid support to be highly convincing about what attractions to see. Also, successfully describes why a certain attraction is overrated.	Uses an appropriate voice, logical reasoning, and relevant support to be convincing about what attractions to see. Brings up an attraction they consider overrated, but may struggle to successfully describe why.	At times is convincing about what attractions to see, but needs to improve voice, reasoning, support, and/or counterclaim.	Is rarely convincing about what attractions to see due to issues with voice, reasoning, support, and/or counterclaim.
Conventions	No convention errors. <i>or</i> Uses high-level conventions with few to no errors.	Convention errors in one area. <i>or</i> A single error in a few areas.	Convention errors in two or more areas.	Too short to assess conventions. <i>or</i> Major issues with conventions.