Samples from Primary Source Readers: World Cultures

- Table of Contents and Introduction from Teacher’s Guide
- Sample lesson plan with student reproducible and quiz
- Sample pages from Egypt reader
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Introduction

How to Use This Product (cont.)

Time Line for the Unit
- This chart provides information to help you organize your scheduling of the unit. It estimates how long each part of each lesson plan will take to complete with your class.

Unit Learning Objectives
- Listed here are the social studies, reading, and writing objectives for the lesson plans. The reading and writing objectives are similar for each book in the pair. The social studies objectives differ depending on the content of each specific book.

Introductory Activity
- Each set of lessons has an introductory activity for the students. This activity introduces the reading and/or writing skills for the unit of study. This activity is completed as a whole class.

Using the Primary Source Transparencies
- Each lesson has a primary source overhead transparency. These transparencies can be used in small group lessons or for whole-class activities. The primary sources on the transparencies support the social studies content of the readers.

Learning Objectives
- Listed here are the social studies, reading, and writing objectives for the lesson. All the activities relate back to these objectives.

Before Reading
- This section begins the actual lesson plan for working with the students as they read the readers. This is the first page of the lesson plan. In total, there are three sections: Before Reading, During Reading, and After Reading. Many of the activities and questions can be used in any order that you would like. You don't need to follow the step-by-step directions to be successful with these activities.
How to Use This Product (cont.)

Historical Background Information

- Each overhead transparency lesson has a brief paragraph that gives some background information on the subject. You should use this information to extend your group discussion of the primary source.

Teaching Suggestions

- The teaching suggestions provide one way of studying the primary source with the students. There are two student reproducibles related to each overhead primary source. After a group discussion and/or activity, students will be asked to complete the activity sheets. Much of their analysis of the primary source takes place while they are working on the activity sheets.

Primary Sources

- Each student reproducible page has a primary source about the topic of the reader. These photographs, maps, charts, quotations, or letters are reproduced for the students to study.

Questions

- Students use a basic knowledge of the time period, the information they gained from reading the book, and the information provided in the primary source to answer questions about the topic. Suggested answers are provided for each student reproducible page.

Multiple-Choice Questions

- For each reader, a quiz is provided. These quizzes will help you evaluate student learning. They also serve as study guides for the end-of-unit assessment. Each quiz has five multiple-choice questions based on the content of the reader.

Short-Answer Question

- Also included in each quiz is one short-answer question. This question is meant to be answered in a paragraph or two by the students. Suggested answers are provided for the multiple choice and the short-answer questions.
Introduction

How to Use This Product (cont.)

Assessment Suggestions

At the end of each lesson, there is a short quiz provided for you. These quizzes will help students review the contents of each book. Each book has a quiz with five multiple-choice questions and one essay-style question. These short assessments may be used as open book evaluations or as review quizzes where students study the content prior to taking the quiz.

The format for the multiple-choice questions includes a variety of questions. The items are designed to give students a variety of question styles (e.g., open-ended, true/false, fill-in-the-blank, what-happened-next) to read and analyze. To help students improve their essay-writing skills, it is suggested that you have students rewrite an essay that does not meet your standards.

When the quizzes have been graded, it is suggested that students keep them to review prior to taking the final unit exam (pages 212–223). The final test also has multiple-choice questions. Some of the items are identical to the quizzes and others are reworded. The final section of the unit test is a document-based question essay.

Reading Levels of the Readers

Below is a chart that lists each of the readers and its reading level. Since this program is not meant to be a guided reading program, these reading levels are meant to help guide you as you assign your students to these books. The text of every reader is provided in paragraph form as a Microsoft Word file on the CD-ROM. These files can be used for fluency practice.

<table>
<thead>
<tr>
<th>Reader Title</th>
<th>Reading Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mesopotamia</td>
<td>5.0</td>
</tr>
<tr>
<td>Hammurabi: Babylonian Ruler</td>
<td>4.1</td>
</tr>
<tr>
<td>Egypt</td>
<td>5.0</td>
</tr>
<tr>
<td>Hatshepsut: First Female Pharaoh</td>
<td>4.0</td>
</tr>
<tr>
<td>Greece</td>
<td>5.6</td>
</tr>
<tr>
<td>Socrates: Greek Philosopher</td>
<td>4.6</td>
</tr>
<tr>
<td>Rome</td>
<td>5.5</td>
</tr>
<tr>
<td>Julius Caesar: Roman Leader</td>
<td>4.2</td>
</tr>
<tr>
<td>India</td>
<td>5.8</td>
</tr>
<tr>
<td>Siddhartha Gautama: The Buddha</td>
<td>4.6</td>
</tr>
<tr>
<td>China</td>
<td>5.3</td>
</tr>
<tr>
<td>Confucius: Chinese Philosopher</td>
<td>4.0</td>
</tr>
<tr>
<td>Africa</td>
<td>5.8</td>
</tr>
<tr>
<td>Mansa Musa: Leader of Mali</td>
<td>4.9</td>
</tr>
<tr>
<td>Mayas, Incas, and Aztecs</td>
<td>5.1</td>
</tr>
<tr>
<td>Moctezuma: Aztec Ruler</td>
<td>4.0</td>
</tr>
</tbody>
</table>
Before Reading

1. Complete the Introductory Activity (page 46) with the whole class. Then, divide your students into ability-based reading groups. The students who read this book should be reading on or above the fifth-grade reading level. For additional resources to teach this lesson’s objectives, see the appendix on pages 237–239.

2. Activate the students’ prior knowledge with the following Social Studies questions. Give the students time to discuss the answers to these questions with partners before discussing them as a whole group.
   • What do you know about ancient Egypt?
   • Where is it located?
   • Can you name any Egyptian rulers from long ago?
   • What items remind you of ancient Egypt?

3. In pairs again, have students complete the following Reading Activity. They should each choose a paragraph, read it aloud, and then retell the information to a partner. Then, the two students should work together to identify the main idea of each paragraph. Have them repeat the process a few times so that you can join each group at least once as they try to figure out the main ideas. If your students are struggling with this, stop them and give a mini lesson on main idea. Then, allow them to continue trying to do it on their own.
Before Reading (cont.)

4. **Writing Activity**—Using the Table of Contents, ask students to independently make a list of time periods or people they think they will be able to compare and contrast.

5. For homework or an in-class activity, assign *Living Along the Nile* (page 52). This geography activity will introduce students to the layout of Egypt and show how the ancient cities were situated. Once they are finished, discuss the answers as a whole group. Suggested answers are found on page 58.

During Reading

6. The first read-through should be a teacher read aloud. This will allow students to hear new vocabulary correctly the first time. It will also give them an opportunity to comprehend the text without worrying about decoding. If you would like, you can use the PowerPoint slide show of the book (filename: egypt.ppt) like an electronic big book. That way, all the students will stay focused on the page you are currently reading rather than moving ahead of you or falling behind you. You may want to spend some time looking at the pictures and reading the captions and sidebar facts after you read the main text on each page.

7. After reading the book once as a whole group, have the students read the book again independently.

8. As part of the **Reading Activity**, randomly choose students to read portions of the text aloud (one or two paragraphs). Ask other students to generate the main idea from the text that is read. Help students by guiding them as they discuss the main idea. Make sure they stay focused.

9. On the board, write the following **Social Studies** questions. Have students independently write answers to these questions. Then, allow the students to get into groups of three and discuss their answers.
   - What was the role of the pharaoh in ancient Egypt? How was he or she treated?
   - How did he or she affect the safety and welfare of Egypt?
   - Which pharaoh appears to be the most well known? Why?

10. Pass out copies of *The Mystery of the Great Sphinx* (page 53) to the students. Read the beginning portion together. For homework, have students complete the story. If time allows on the following day, have students share their stories.
After Reading

11. Reading Activity—In groups of two or three, have the students choose three images from the book. Working together, have them write a paragraph about each image. The paragraphs should describe the chosen images and give interesting facts about the images. As they write, students need to make sure their work has a clear main idea. Have students exchange papers. Each group should then read the paragraphs and look through the readers to locate the described images. If the paragraphs are well written and have a clear main idea, this should be pretty easy.

12. Writing Activity—In pairs, ask students to return to their lists of time periods or people that they thought they could compare and contrast. They need to choose two items from their lists. Once they have made their choices, have students create Venn diagrams showing the similarities and differences. The names of the time periods or people should be listed as titles above the circles. In addition to the reader, students may use other resources to find additional supporting details, like the Internet or an encyclopedia.

13. As a whole group, discuss the following Social Studies questions.
   - What led to the downfall of Egypt?
   - What were Egypt’s major problems?
   - What were its successes?
   - For what is Egypt remembered?

14. A short posttest, Egypt Quiz (page 56), is provided for your use if you would like to assess student learning from the reader. A Unit Document-Based Assessment exam is also provided on pages 212–223 to help you further evaluate student learning.

15. Finally, pull the students back together as a whole class and have them complete the Concluding Activity on page 47.
Directions: Use this map of early Egypt to answer the questions below.

1. In what direction would you travel if you went from Giza to Alexandria?

2. What part of the map do you think is Upper Egypt? Why?

3. Explain why it was difficult to protect Egypt from intruders.
Egypt Quiz

Directions: Circle the best answer for the multiple-choice questions. Write your response to the short-answer question on the back of this page or on another sheet of paper.

1. What river plays an important role in the Egyptian way of life?
   a. the Amazon River  c. the Mississippi River
   b. the Euphrates River  d. the Nile River

2. Large buildings that had flat sides and pointed tops were called _________.
   a. mastabas  c. hieroglyphs
   b. pyramids  d. shrines

3. Ancient Egyptians had many gods. Which of the following was not an ancient Egyptian god?
   a. Amun, the god of air and wind  c. Dionysus, the god of wine
   b. Re, the sun god  d. Thoth, the moon god

4. The leader and most important person in ancient Egypt was called the _________.
   a. president  c. prime minister
   b. pharaoh  d. high priest

5. During the mummification process, the internal organs were removed and placed in ____________.
   a. canopic jars  c. the mummy case
   b. the sarcophagus  d. mastabas

6. Which of the following groups did NOT control ancient Egypt at some point in time?
   a. the Hyksos  c. the Celtics
   b. the Romans  d. the Persians

Short-Answer Question

7. List at least three great leaders of ancient Egypt. Then, give one example for each leader that shows how he or she influenced life in Egypt.
Ancient Egypt

A country must learn from the past to grow and prosper. For centuries, people have looked back at the history of Egypt and learned important lessons for today. They explore the land in northern Africa where Egypt began. They find evidence of an advanced civilization (siv-uh-luh-ZAY-shuhn).

Keeping Records

Egypt had a written language, and some people could read and write. Those people were called scribes. They kept records in pictures and codes. The pictures and codes were discovered in modern times. They are called hieroglyphics (HI-ruh-glif-iks).

The Nile is the longest river in the world. The early Egyptians were the first people to live along its banks. At first, they were food gatherers who did not stay in one place. Then, they saw how important the river was to their way of life. So, they began to settle down.

During their 5,000 years of history, they learned to use the land wisely. They perfected their arts and crafts and had a gift for building. Those who came after them learned from the talent and wisdom of the ancient Egyptians.