

Social Studies for All Students

History/Social Science Vision

The knowledge and understanding that come from history and the social sciences are important to young people so that they may participate intelligently and responsibly in civic life, define themselves on the basis of a broad understanding of the world and its history, and have the curiosity and competence to continue to learn about themselves, their world, and the world of others. The goals of the curriculum are to enable students to become active, responsible citizens.

Students will:

- appreciate that individual actions shape our lives and history
- know the principles that bind the United States together as one nation
- discover the sophistication and richness of traditions, cultures, and philosophies around the world
- understand the perspectives of people in different times and places
- question information, ideas, and interpretations of events as a habit of mind

The definitions and meanings of each of the following concepts will be explored across the time span and cultures of human history.

Liberty	Perspectives
Equality	Change
Justice	Commerce and Wealth
Power	Common Good
Citizenship	Environmental Relationships

The concept of culture will be studied extensively in grades K-5. Culture is defined as what people in a society pass on from generation to generation.

K-12 SOCIAL STUDIES SKILLS

We have isolated the social studies skills to make them easier for teachers to use, but in reality students and citizens integrate skills in order to interpret their past and their present.

READING

Students will be able to critically read a variety of sources and distinguish between them for their learning value.

Specifically, students will be able to:

- understand the literal meaning of a passage
- identify salient and important pieces of information from reading sources
- draw conclusions, make inferences, and identify central themes
- know strategies for reading textbooks and other nonfiction sources
- identify the central theme(s) of a primary source and make connections to the time and place of the author's experience
- recognize the limitations of primary sources as the lens of a single observer at a given time and place
- recognize the limitations of textbooks and other nonfiction resources as interpretations
- use documentary sources and fictional portrayals to distinguish between fact and fiction
- recognize the difference between historical fact and an author's interpretation of events
- recognize bias and question the author's motives
- question whether certain perspectives are being omitted from the sources that they are using
- appreciate the study of history and current events as works in progress, recognizing that through new discoveries and research, new interpretations may emerge

THINKING, RESEARCH, and COMMUNICATION

In their thinking, research and communication, students will analyze information and ideas to construct well-founded explanations, arguments and historical narratives.

Specifically, students will be able to:

- obtain data from a variety of places, including libraries, museums, the Internet, and other sources such as books, music, maps, film, journals, eyewitness accounts, and newspapers
- test data and sources for credibility, authority, bias, distortion, omission, and invention
- interpret sources using the critical reading skills above
- challenge arguments of historical inevitability
- consider the importance of individuals, the influence of ideas, self interest, beliefs, and the role of chance and accident when explaining historical or social causation
- build ideas, inferences, and arguments well supported with evidence
- form independent, well-supported thesis statements
- use data to construct arguments or write historical narratives or interpretations
- critically use electronic sources to gather, analyze, evaluate, and present information and ideas
- present clear, well-reasoned narratives, explanations, opinions, and arguments in both oral and written forms

GEOGRAPHY

Students will use knowledge of geography to deepen their understanding of the past and the present.

Specifically, students will be able to:

- find and label on maps the locations of important places, features, and resources
- use a variety of data, including electronic data, to get an accurate portrait of the physical and human characteristics of a place
- describe how physical and human characteristics of a place influence cultures and ways of life
- describe how people, goods, and ideas have moved throughout time creating cultural change
- use and create maps, globes, and other graphic tools to acquire, process, and report information from a spatial perspective
- develop accurate mental maps to put historic and current people, places, and environments in their spatial context on earth

PERSPECTIVES

Students will understand history and social studies by examining important events from a variety of perspectives.

Specifically, students will be able to:

- describe the past through the eyes, experiences, and explanations of people who were there
- understand the motivation of people in different times and places
- avoid judging the past solely in terms of present-day values and personal experiences
- consider multiple perspectives by demonstrating how different motives, beliefs, interests, hopes, and fears influenced the actions of individuals and groups
- realize that multiple perspectives are necessary in order to have a more accurate view of historic and current events

Social Studies Content Sequence

In grades kindergarten through six, students learn about societies here and now, long ago, and far away. They consider geography, tools and technology, history and traditions, art and music, and literature. The breadth of the unit topics allows children to build an understanding of their community, state, country, and other countries in the present and long ago. They learn about the importance of individuals and their actions in their own community and state, and in the global community.

So that young people may come to define themselves on the basis of a broad understanding of the world and its history, the emphasis for fifth and sixth graders shifts from cultural geography to ancient history and the study of traditions, beliefs, and ideas of selected ancient civilizations and major historic cultures around the world. In grades seven and eight, the focus will be on our American history before the 20th century and how it evolved from many earlier histories. The eighth grade concludes with a unit asking each student to Face History and Ourselves. In the high school, the content of study shifts in the first two years from American history back out to the foundations of modern world history. The core social studies sequence ends in the eleventh grade with an indepth focus of United States history. A range of electives are also offered for seniors and underclassmen. Students will graduate with an informed world view, the ability to think from multiple perspectives, and the skills necessary for active citizenship in the 21st century.

- K Mexico
- 1 Ghana
- 2 New England Now and Long Ago
Japan
- 3 Treasures of Boston's Neighborhoods
Russia
- 4 The People and Geography of the United States
- 5 Ancient Egypt
Ancient China
- 6 Enduring Beliefs and the World Today
 - Part One: Ancient Greek and Roman Culture and Influences on the West
 - Part Two: The Role of Religion in the Ancient and Modern Worlds
- 7 American History - PreColumbian Through 1789
- 8 United States History 1789 -1880
- 9 World History From 500-1850 A.D.
- 10 Modern World History 1815 to the Present
- 11 United States History 1880 to the Present
- 12 Electives: Year-long courses-AP Psychology and Humanities
Semester-long courses-East Asian History: China and Japan, Political Science,
Economic History and Theory, Theory of Knowledge, Sociology, Psychology, and
Russia

Kindergarten

MEXICO

Organizing Idea:

Cross-culturally and within cultures, families exhibit similarities and differences. Some of the major similarities in clothing and food are due partly to the climate and geography of a place. Mexico helps young children begin to understand similarities and differences of people within a location and across several locations.

Why Do We Teach Mexico?

In the study of Mexico, children begin to think about cultural diversity and begin to develop the global perspective that is further enhanced in each year of the elementary curriculum.

Guiding Questions and Content Learning Goals

How do families live in Mexico?

Students will:

- understand the similarities as well as differences in people
- acknowledge that different ways of life have value
- appreciate the importance of Hispanic/Latino culture to all Americans
- construct a mental picture of Mexico and its people using:
 - location - children will use a map/globe to locate Mexico
 - topography - children will be aware that Mexico includes the following regions: deserts, rain forests/jungles, mountains, volcanoes, peninsulas, and coastline beaches/seashore. This knowledge will be used to form a foundation of children's understanding about clothing worn and housing in these different regions. Children will also learn about ways food is acquired in Mexico (farms, open markets, supermarkets) and the foods common to the different regions of the country.
 - language - children should become aware of the various languages spoken by people in Mexico
 - celebrations - children will discuss the similarities and differences in the ways families celebrate special occasions (e.g. Las Posadas and family winter celebrations: Dia de los Muertos and Memorial Day; The day of San Antonio Abad and our lack thereof). The discussion of ways people celebrate special occasions should include food, clothing, music, and dance.
 - arts - children will be exposed to the importance of the arts in daily life (e.g., weaving, pottery, music) and traditional culture (bark painting, God's eyes, folk dance, folk tales).

Skills:

Reading

- obtain data from maps, books, artifacts, and film

Geography

- distinguish between land vs. water on maps and globes
- distinguish between continents and oceans on world maps and globes
- understand that maps and globes are representations of local and distant places
- draw a mental map of Mexico

Grade 1

GHANA

Organizing Idea:

Life in Ghana is strongly influenced by the environment and the traditions people pass from generation to generation.

Why Do We Teach Ghana?

Although it is a small country in western Africa, Ghana is an important country. The people express a rich variety of artistic styles and folk traditions. In addition, many African Americans trace their roots to western Ghana.

Guiding Questions and Learning Goals

How does the place where people live affect their lives?

Students will:

- identify the continent of Africa
- locate Ghana on a world map and globe
- locate the equator on a world map and globe and describe how its proximity affects climate and people
- locate and describe the three regions of Ghana: coastal/plains, rain forest, and savanna
- identify Ghana's climate as hot and wet (humid) all year

How do traditions shape life in Ghana?

- describe how storytelling is used to entertain as well as to explain the past and teach life lessons
- explain how traditional and contemporary songs and musical instruments are an important part of Ghanaian life today
- describe how traditional arts and crafts continue to be made and used in Ghana today

How are Ghanaian children and families similar to you and your family?

- acknowledge that different ways of life have value
- understand the similarities as well as the differences of people
- understand that many African American families trace their families back to Ghana

Skills:

Reading

- understand the literal meaning of a passage
- draw conclusions, make inferences, and identify central themes
- use documentary sources and fictional portrayals to distinguish between fact and fiction

Thinking, Research, and Communication

- obtain data from maps, books, artifacts, film, picture databases, folk tales and proverbs

Geography

- distinguish between land vs. water on maps and globes
- distinguish between continents and oceans on world maps and globes
- understand that maps and globes are representations of local and distant places
- draw a mental map of Ghana
- locate human features of Ghana, including Kumasi, Accra, and Akosombo Dam
- describe how Ghanaians use their environment for fishing, farming, housing, and transportation on the coastal plains, in the rain forest, and in the savanna
- describe how Ghanaians use the resources of gold, cacao, and timber

Perspectives

- begin to understand that their own perspectives are different from others
- avoid judging Ghana and Ghanaians solely in terms of personal values and experiences

Grade 2

NEW ENGLAND, NOW AND LONG AGO

Organizing Idea:

Children need to appreciate that they are part of a continuum composed of people, past and present, whose decisions affect the environment and human life.

Why Do We Teach New England, Now and Long Ago?

This unit helps children to understand the impact of change on communities and environments and to evaluate whether the purported benefits of a given change will outweigh its costs. Children will focus particularly on the period from 1850 to the present and will study the affects of technology and land use in Wellesley. Having learned from “improvements” and mistakes made long ago, children will be better prepared to make informed decisions as they face change in the future.

Guiding Questions and Learning Goals

How are families who lived in New England during the 1800’s different from your family?

Students will:

- describe families long ago meeting their needs in different ways
 - food, homes, clothing
 - family roles
 - communication
 - recreation
- explain how people built communities to help meet their needs
 - schools
 - businesses
 - churches and social gatherings

How do inventions change people’s lives?

- explain how inventions changed New England family life during the late 1800’s
 - electricity
 - indoor plumbing, central heating
 - telephone
 - automobile
- describe how the inventions changed people’s lives, their communities, and the environment in both positive and negative ways

Skills:

Reading

- draw conclusions, make inferences, and identify central themes
- recognize the value of historical fiction as a way to understand the past
- make personal connections through the use of both fiction and nonfiction materials including books, photographs, and web sites

Geography

- understand the impact of the New England climate on daily life
- become familiar with local maps and learn to identify streets and significant locations
- identify the six New England states and locate New England on a map of the United States

Thinking, Research and Communication Skills

- use old maps, artifacts, timelines, historical fiction, and primary sources to obtain data and make sense of life long ago
- develop research skills using varied technology and a range of sources (books, libraries, museums, photos, maps, and eyewitness accounts)

Grade 2

JAPAN

Organizing Idea:

Japanese people have the same basic needs as people everywhere, but they are fulfilled differently because of the scarcity of space, density of population, natural resources, and the cultural values of nature, beauty, family, and simplicity in Japan.

Why Do We Teach Japan?

This unit is designed to give students a positive exposure to a different value system as well as the opportunity to acquire knowledge of, and sensitivity toward, an Asian culture strong in tradition yet responsive to modern ways.

Guiding Questions and Learning Goals

How are Japanese children and families similar to you and your family?

Students will:

- explain how families in Japan and the United States are similar in many ways

How do the Japanese honor the past in their everyday lives?

- describe Japan as a country with modern technology and ancient traditions
- describe how nature, beauty, family, and simplicity shape the Japanese culture

What problems have the Japanese people solved?

- explain how geography influences the way of life in Japan
- describe how Japanese people work together to solve problems

Skills:

Reading

- use strategies for reading fiction and nonfiction to understand Japan now and long ago

Thinking, Research and Communication

- obtain data from a variety of sources including books, video, photographs, the Internet, etc.
- present clear explanations in both oral and written form

Geography

- locate four main islands, mountains, Tokyo, Pacific Ocean, Sea of Japan, and Mt. Fuji on a map of Japan
- describe how the climate of Japan is similar to the east coast of the United States; Northern Japan's climate is similar to New England's climate (cold in the winter, warm in the summer); in Southern Japan, winters are mild and summers are hot and wet

Perspective

- realize that multiple perspectives are necessary in order to have a more accurate view of people and cultures

Grade 3

Treasures of Boston's Neighborhoods

Organizing Idea:

Cities are different from the towns in New England. In cities, many, many people live closely together in city neighborhoods. Because there are many people living closely together, people must do some things differently than they do in towns. City dwellers usually have stores close by their homes with buses and subways to help with moving around. Cities change in the course of their long history, and people must and do work together to improve their neighborhoods.

Why Do We Teach Boston Neighborhoods?

Children have studied towns of New England in third grade. They are now ready to understand what cities are and how they are different from towns as preparation for their fourth grade study of United States geography. Dorchester was chosen to be the core neighborhood of focus for a variety of reasons. It is the historic heart of residential Boston --where city dwellers really live. It also is a neighborhood that clearly reflects the themes of the unit--city neighborhoods, treasured old buildings that become treasured new buildings with citizen action, and how neighborhoods change because of immigration and industry.

In addition, Dorchester is one of the home neighborhoods of our Boston students-- students who will be classmates of the students throughout their years in Wellesley even if they do not have Boston students in their third grade class. Resident Wellesley students need to ground the neighborhood of their Boston classmates in reality, not in images given to them by television or what they have imagined given news they hear. Boston students need to have their neighborhood represented in Wellesley's curriculum.

Guiding Questions and Learning Goals

What makes a neighborhood a neighborhood?

Students will:

- describe a neighborhood as a collection of diverse individuals and groups sharing a common way of living
 - stores, libraries, churches, schools ...
 - traditions and festivals
 - architecture
 - heroes
- use street maps to locate the Boston neighborhoods of Downtown, North End, Back Bay, Roxbury, Dorchester (and any neighborhoods represented by members of the class within Boston)

What are the treasures of Boston and its neighborhoods?

- visit one or more neighborhoods in Boston and identify its treasures
 - Roxbury
 - Dorchester
 - North End
 - Copley Square/Downtown
- explain how citizens work together now (as in the past) on urban renewal projects to preserve their neighborhoods' past and improve the future
 - Back Bay landfill
 - urban renewal projects
 - current neighborhood efforts
 - "Big Dig"

What important events have changed the Boston of yesterday and today?

- describe how Bostonians filled in the harbor creating the Back Bay and the South End and understand the reasons why this was done
 - to create land because the population was growing heavily
 - soil and gravel came from Needham, Beacon Hill and other Boston hills
 - took 91 years
- explain how industries have created and continue to create thousands of jobs for people in Boston and its suburbs
 - harbor, shipping, importing, exporting
 - tourism
 - music, arts and the universities
 - services (hotels, maids, restaurants, tailors, dry cleaners, corner markets, lawyers, doctors, professors)
 - business and banking
 - publishing
- describe how immigration of new peoples to Boston has and continues to be a major force of change for the city and its neighborhoods
 - 1600's and 1700's: Native Americans, English, African Americans
 - 1800's: Europeans, Asians
 - 1900's: Europeans, Asians, Latinos
- compare how goods, services and jobs changed from the 1800's to the 1900's

Skills:

Reading

- identify important pieces of information from reading sources
- know strategies for reading nonfiction sources
- question whether certain perspectives are being omitted from the sources that they are using

Thinking/Research & Communication

- obtain data from a variety of places, including maps and electronic sources
- build ideas and inferences well supported with evidence
- present clear narratives and explanations in both oral and written form

Grade 3

Russia

Organizing Idea:

As one of the world's largest countries, Russia has a unique history, climate, and traditions that command great Russian pride.

Why Do We Teach Russia?

Children study Russia because of its rich contributions to world culture and because of the major role it has played and will continue to play in the world's destiny due its rich resources and geographic size.

Guiding Questions and Learning Goals

How does geography make a difference in the way people live?

Students will:

- locate Russia, Moscow, St. Petersburg, Irkutsk, Ural Mountains, Lake Baikal, Lena, Ob, and Volga Rivers, Arctic, Atlantic, and Pacific Oceans, Bering and Baltic Seas, Arctic Ocean
- compare the sizes of Russia to the United States
- locate Russia within the continent of Eurasia
- locate and describe the major land forms of Russia: forest (taiga), mixed forest, plains (steppe), tundra (polar desert)
- locate and describe the climate, land forms, and vegetation of the major regions of Russia
- identify the latitude of Moscow and compare to Boston and its latitude
- explain how climate, land forms, and vegetation shape the ways people in Russia work and live

What makes up the culture of Russia?

- describe how the geography and climate influence Russian culture and ways of living
- describe the daily life of a family living in a Russian city
- describe the daily life of a family living in a rural Russian community
- understand the motivation of people in different times and places
- explain why Russians have a unique and common language
- describe some sources of Russians' pride in their country, e.g., space program, Olympic athletes, ballet/dance, national holidays, literature and folk tales
- explain how the Union of Soviet Socialist Republics broke into countries because people had different cultures and wanted to rule themselves
- describe daily life through the eyes, experiences, and explanations of people living in Siberia, the Steppes region, and a city

Skills:

Thinking, Research and Communication Skills

- use a variety of sources including books, maps, and electronic sources to gather and evaluate information and ideas
- present clear explanations and opinions in oral form

Geography

- identify important pieces of information from reading sources
- know strategies for reading nonfiction sources

Grade 4

THE PEOPLE AND GEOGRAPHY OF THE UNITED STATES

Guiding Questions and Learning Goals

Geography and Regions of the United States

How is the geography of the United States different from place to place?

Culminating Learning Goal:

The landscapes of the regions of the US are shaped by land forms, climate, location and people which in turn influences the economy. (*)

People of the United States

How are the people of the United States diverse?

Culminating Learning Goal:

The diversity of ethnic groups in each region and within states leads to a rich variety in culture and sometimes to conflict. (*)

Massachusetts

What makes a state a state?

Culminating Learning Goal:

The concepts and skills of geography help to build important understandings about the people and places in Massachusetts. (*)

(*) Each lesson contains specific learning outcomes to meet the culminating student goals.

Grade 5

ANCIENT CHINA

Guiding Questions & Learning Goals

What is history?

Students will...

- understand that history is the study of continuity and change over time.
- learn that Ancient Chinese history is organized by dynasties. The first four dynasties are the Shang, the Zhou, the Qin, and the Han.
- understand that china is a ‘continuous civilization’.
- use timelines to get a sense of time, learning to distinguish between BCE and Ce, recognizing the use of BC and AD, and using equal distances to mark off centuries.

How did geography affect the lives of the Chinese long ago?

Students will

- locate modern China on a map and describe its geographical features. These features include the Huang He (Yellow) River, the Yangtze River, the Gobi Desert, the Taklimakan Desert, the Plateau of Tibet and the Himalayas.
- locate Beijing, Shanghai, and Xi’an.
- understand the impact of geography on the development of Ancient China. Students will be able to analyze the interplay of climate, land forms, agriculture, precipitation, and population.
- describe the impacts, both positive and negative, of the Yellow River and the Yangtze River. The Yellow River is known as “China’s Sorrow” but it is relied upon for China’s agriculture. The Yangtze River is beloved because it is more predictable in its flooding and is the center of trade and commerce.

How did the Chinese manage the challenges of ruling over their large empire?

Students will...

- identify the four major classes in Ancient Chinese society in their ranked order: the noble scholar class, the farmers (including the poorest peasants), the skilled workers and craftsmen, and the merchant class.
- understand that although the farmers and peasants were more respected than the merchants, their lot in life was often much harder.
- define the Mandate of Heaven and explain how it allowed power to pass from a dynasty that was ruling unsuccessfully to a new dynasty that would reestablish order and bring about progress.
- visualize the dynastic cycle and be able to apply it to the Shang and the Zhou.
- understand the term ‘state’ can mean an individual state such as Massachusetts or a country such as the USA or France (*‘head of state’ refers to a country’s leader*).

- know that at the end of the Zhou dynasty, conditions were ripe for a takeover by a powerful leader because so many states had been weakened by prolonged warfare.
- learn that Qin ShiHuangdi created the Chinese empire that we know today as China.
- describe how Qin ShiHuangdi ruled over the Chinese empire by centralization of the government, standardization (of writing, currency, weights, measures, money, and roads), and fear.
- learn that as a result of centralization, standardization, and fear, Qin ShiHuangdi was able to produce two of China's treasures: a massive defensive structure called the Great Wall and an extensive burial tomb guarded by terracotta warriors.
- evaluate Qin ShiHuangdi's leadership over a large empire considering centralization, standardization, fear, and the creation of the Great Wall and the terracotta warriors.
- understand that the Chinese faced an ongoing threat from the nomadic Mongols who lived to the north of China. The Chinese chose to defend themselves by building the Great Wall.
- realize that the Great wall was built over a long period of time. The Chinese had been building walls since the Shang dynasty, laying the ground work for Qin ShiHuangdi to create the first long wall.
- understand that during the Han dynasty, leaders maintained a centralized government and instituted a civil service exam to help select the most able and educated individuals to hold government positions.
- explain that during the Han dynasty culture flourished. Han Leaders controlled the eastern end of the Silk Routes which allowed goods and ideas to move freely in and out of China, allowing for cultural exchange. New inventions and silk were mass produced in factories and exported to Asia and Europe.
- realize that China's border expanded significantly during the Han dynasty.

How did Ancient Chinese culture change and advance over time?

Students will...

- understand that oracle bones were the earliest writing of ancient China ever found. *(They were critical in allowing archaeologists to decipher Shang history, as they included names of kings, dates, and descriptions of daily life.)*
- explain the development of Chinese writing over time, from oracle bones to bamboo scrolls to calligraphy. *(Students will see the change as well as the continuity over time.)*
- understand that not only were goods traded along the Silk Road, but ideas and beliefs as well. The Silk road brought Buddhism to China.
- describe the way Chinese beliefs evolved from simple ancestor worship into several belief systems and ways of thinking (Daoism) about how to live life, including Confucianism, Daoism, and Buddhism, among others.
- describe the Confucian belief that a strict adherence to rules and rituals leads to harmony in relationships at home and in society.
- explain that filial piety is the practice of honoring one's parents.
- understand that Daoism is a way of thinking rooted in the idea that people need to live in harmony with nature.
- understand that Confucianism and Daoism are not religions but rather belief systems. Although they are opposite, they are complementary and therefore people can practice both.
- understand that although Chinese belief systems have changed over time, ancestor worship, Confucianism, Daoism, and Buddhism are very much present in modern-day China.

Reading/Research Skills

Students will...

- learn that nonfiction texts have features that help the reader understand the organization of text and recognize the most important information. These features may include a table of contents, an index, a glossary, heading, subheadings, bold words or words in color, highlighted vocabulary words, illustrations, captions, maps, and sidebars.
- learn that nonfiction texts can be narrative, sequential, or categorical and should be read strategically based on their organization.
- use nonfiction reading strategies such as accessing prior knowledge, previewing key vocabulary, asking questions as they read, and summarizing main ideas to help them comprehend challenging nonfiction reading.
- obtain and critically use data from a variety of places, including libraries, museums, the Internet, and other sources such as books, maps, and film.
- build ideas, inferences, and arguments well-supported with evidence.
- use and create maps and timelines to acquire, process, and report information from a spatial perspective.

Ancient Egypt Guiding Questions & Learning Goals

Guiding Questions

- ***HOW DID GEOGRAPHY AFFECT THE LIVES OF THE ANCIENT EGYPTIANS?***
- ***HOW DID THE ANCIENT EGYPTIANS' RELIGION & RULERSHIP AFFECT THEIR LIVES AND HISTORY?***

• **Learning Goals: Concepts & Content**

HOW DID GEOGRAPHY AFFECT THE LIVES OF THE ANCIENT EGYPTIANS?

1. Students will construct a mental map of ancient Egypt including relative locations of important ancient landmarks, the modern capital city, and geographical features.

- Students should locate the following: Giza, river delta, Upper Egypt, Lower Egypt, Eastern Desert, Western Desert, Nubia, Sinai Peninsula, Mediterranean Sea, Nile River, river delta, floodplain, Cairo, Memphis, Thebes, Luxor

2. Students will identify the advantages and disadvantages of the location and geographical features of ancient Egypt, explain how the Nile allowed Egyptians to create and distribute surplus amounts of food, and describe ways the ancient Egyptians adapted to their environment.

- The most significant advantage is the Nile River and the fertile river valley and delta. The annual flooding led to a fertile flood plain ("black land") which allowed the Egyptians to farm. The ancient Egyptians lived along the Nile in the Nile River valley and delta. The ancient Egyptians farmed the fertile areas along the Nile. Farming practices allowed farmers to grow more food than needed allowing some members of the civilization to work in nonagricultural roles. The Nile was also used for fishing, trading, and transportation.

- The climate was dry and hot.

- Western & Eastern Deserts: dry, barren ("red land"); Egyptians not able to farm but these vast deserts provided protection from invaders and some natural resources.

HOW DID THE ANCIENT EGYPTIANS' RELIGION & RULERSHIP AFFECT THEIR LIVES AND HISTORY?

3. Students will understand when in time this civilization began and existed and will be able to identify some landmark historical events and patterns/themes from the Old Kingdom, Middle Kingdom, and New Kingdom.

- Some landmark events or themes might include:
 - Old Kingdom: Age of pyramid builders, gigantic monuments built, King Khufu, high period of Egyptian art, Great Pyramids at Giza
 - Middle Kingdom: time of great literature and art, “golden age” of Egyptian literature, Mentuhotep I
 - New Kingdom: Egypt at height of its power; many military and trading expeditions, expansion of the empire, time of great wealth, Thutmose, Valley of the Kings, Ramesses II, Akhenaten, Hatshepsut
- Time line information: BCE stands for Before Common Era, and CE stands for Current Era

4. Students will explain the social hierarchy in which the Egyptian people lived and worked.

- The ancient Egyptian society was stratified. There was a specific hierarchy of people, those with power and wealth and those without. These levels of people were connected to people’s jobs/roles. Those closest to the pharaoh had more power and wealth. There was little mobility in roles. Some roles included: pharaoh, government officials (vizier), high priests, scribes, priests, artisans, soldiers, farmers, and slaves.

5. Students will describe the connection between rulership and religion.

- Religion was very important in the lives of ancient Egyptians. For almost all of its history, ancient Egypt was polytheistic. The pharaohs were seen as god on earth and this gave them their power. Pharaohs built temples to honor gods.
- The ancient Egyptians built pyramids, tombs, temples, palaces and other monumental works. These monumental works were built to glorify the pharaoh, symbolize power, honor a god, or prepare for the afterlife. Some examples include: Great Pyramids at Giza, the Great Sphinx, Temple at Luxor, Temple at Abu-Simbel. Tombs and pyramids are located on the west side of the Nile. These were places for the dead. Temples were built as houses for gods and were built on the east side of the Nile.
- The ancient Egyptians had a system of writing called hieroglyphs. Writing was used to keep track of economic transactions including trade and taxes, as a record of history, in tomb text, and to tell the stories of pharaohs.

• Learning Goals: Skills

READING

Students will be able to:

- identify salient and important pieces of information from reading sources
- draw conclusions, make inferences, and identify central themes
- know strategies for reading textbooks and other nonfiction sources
 - recognize ways that the author provides the readers with information including: text, photographs, maps, captions, introduction, table of contents, glossary.
 - recognize text structures of nonfiction text or the ways authors organize their ideas including: by topic, by sequence (writing about ideas and events as they happen in time), by using compare/contrast (writing about two topics showing how they are similar and different), by using cause and effect (provide explanations about a topic that include reasons), and by problem and solution (writing that describes a problem and then a solution)

- using think along strategies like: questioning, predicting, summarizing, expressing opinion, making connections

THINKING, RESEARCH, AND COMMUNICATION

Students will be able to:

- obtain data from a variety of places including: libraries, museums, and print and non print resources
- critically use print and non print resources to gather, analyze, evaluate, and present information and ideas
 - learn note-taking strategies
- present clear, well-reasoned narratives, explanations, opinions, and arguments in both oral and written forms
 - plan, write, revise, and edit nonfiction text
 - learn strategies for writing and revising nonfiction