



River Systems: English/Language Arts and History/Social Science Cross Curricular Unit

This Common Core State Standards unit was developed to show how History/Social Science and ELA content can be integrated to produce an interdisciplinary lesson. The two lessons were developed to be taught concurrently and explore the same essential questions. The 10-day lesson sequence culminates with a shared performance task. Throughout both lessons students engage with complex text and respond to text-dependent questions to develop a deeper understanding of content.

English/Language Arts Standards

- RI. 6.1
- RI.6.5
- RI. 6.7
- W. 6.1
- W. 6.2

History/Social Science Standard

- 6.2.1 Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.

ESSENTIAL QUESTION

When faced with a challenge is it better to adapt to or alter your environment?

Day 1

- Map Analysis
- Preview the lesson

Day 2

- Read and analyze, "Los Angeles River"
- Summary writing

Day 3

- Read and analyze, "The History of the Los Angeles River"

Day 4

- Visual Analysis
- Read and analyze, "A Trash Biography: Friends of the Los Angeles River Trash Report"

Day 5

- Read and analyze, "Vision Los Angeles River Revitalization Master Plan"

Day 6

- Reflection

Day 1

- GRAPES
- Vocabulary Analysis

Day 2

- Map Analysis
- Background Reading

Day 3

- Background Reading
- Primary Source Analysis

Day 4

- Primary Source Analysis

Day 5

- Primary Source Analysis
- Visual Analysis

Day 6

- Annotating the Performance Task
- Writing

PERFORMANCE TASK SCENARIO

You have been invited to speak at an international conference on how the growth of a civilization impacts its natural resources. You will be presenting an essay that explains the different approaches to water systems taken by the ancient Egyptians and the settlers of Los Angeles. In your essay, you must evaluate each approach to determine the pros and cons.

Ultimately, you must determine it best for mankind to adapt or alter their environment. Remember, you are presenting at a conference and your presentation will guide the development of future cities.

Note: The symbol  denotes a differentiation strategy.

Lesson 6.2.1 Egypt

Standard

6.2.1 Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.

Enduring Understanding

Upon completion of this four day lesson, students will have the enduring understanding that geography plays a critical role in determining how civilizations develop.

Language Objective

Students will use complex sentences to write a historical brief and create a PowerPoint presentation.

Common Core State Standards

Reading Standards for Literacy in History/Social Studies 6-12

Key Ideas and Details

1. 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.

Craft and Structure

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

Integration of Knowledge and Ideas

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

Range of Reading and Level of Text Complexity

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.

Writing Standard for Literacy in History/Social Studies 6-12

Text Types and Purpose

2. Write information/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
 - b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Range of Writing

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.

Materials

Document 1 Satellite Image of Egypt

Document 2 Map of Egypt

Document 3 Background Reading

Document 4 Procedures for Close Reading

- Document 5 The Hymn of the Nile
- Document 6 Visual
- Student Handout 1 Quick writes
- Student Handout 2 GRAPES organizer
- Student Handout 3 Vocabulary
- Student Handout 4 GRAPES organizer-Egypt
- Student Handout 5 Prompt

Performance Task/Essential Question

Based on evidence compiled from a background reading and primary sources, students make a claim in response to the prompt:

When faced with a challenge is it better to adapt to or alter your environment?



Vocabulary

Students may need frontloading of the following terms:

Tier 2 Words

- Delta
- Fertilization
- Silt
- Papyrus
- Manifests
- Homage

- Anguish
- Inundation
- Immolated

Tier 3 Words

- Re (Ra)

Note: This lesson is designed to be taught in conjunction with the English/Language Arts lesson on the Los Angeles River.

Day 1	
Teacher/Student Activities	Helpful Hints
<p><u>Connecting with ELA</u> Distribute Student Handout 1 which will be used throughout the lesson for students to complete several quick writes. Have students write a response to Question 1, “How do rivers impact the location of settlements?”</p> <p>After students have written their response, they should turn to a partner and discuss their answers.</p>	<p><u>Time Suggestion:</u> 15 minutes</p>
<p><u>Review GRAPES</u> Write the acronym GRAPES on the board vertically. Distribute Student Handout 2. Explain to students that when we study and analyze societies and civilizations, we can categorize their features into six significant categories: Geography, Religion, Achievements, Politics, Economics, and Social Structures.</p> <p>As a class, complete the first row “Geography.” For “Write your own definition” generate a simple definition based on the provided definition. Have students complete their definition with a simple image that helps reinforce the concept of geography. Then, generate some specific examples of things that might fall under “Geography.”</p>	<p><u>Time Suggestion:</u> 20 minutes</p> <p>Teachers may skip this step if they have already taught students the GRAPES analysis model.</p>

<p>Continue with the remaining terms (Religion, Achievements, Politics, Economics, and Social Structures). Have students work with a partner to complete the examples and images.</p>	
<p>Vocabulary Analysis Distribute Student Handout 3. Explain to students that throughout the lesson they will be working with the words alter and adaptation and explain that they will be working through a protocol to develop an understanding of these terms.</p> <p><i>Step 1:</i> Read the definition of the word to students.</p> <p><i>Step 2:</i> Ask students to restate the definition in their own words (done in the describe box on Student Handout 3).</p> <p><i>Step 3:</i> Ask students to construct a picture, symbol, or graphic representing the term.</p> <p>Note: In order for students to obtain mastery of these terms it is essential that the teachers both use and encourage students to use these terms throughout the lesson.</p>	<p><u>Time Suggestion:</u> 20 minutes</p> <p>For a more detailed description of the vocabulary analysis protocol, please see <u>Building Academic Vocabulary Teacher's Manual</u> by Robert Marzano and Debra Pickering.</p>

Day 2	
Teacher/Student Activities	Helpful Hints
<p>Reconnecting with ELA Using Student Handout 1, have students respond to <u>Question 2</u>, "How does geography impact the location of settlements?"</p> <p>After students have written their response, they should turn to a partner and discuss their answers.</p>	<p><u>Time Suggestion:</u> 10 minutes</p>
<p>Map Analysis Distribute Document 1 to students. Explain to them that this is a satellite image. Ask students to examine the image and answer the corresponding text dependent questions. Students should begin by completing the questions independently and then share their answers with a partner.</p> <p>Next, distribute Document 2. Ask students to analyze Document 2 and answer the text based questions, comparing Document 2 to Document 1. The teacher should point out to students the features of Document 2 on Document 1, allowing students to see that these maps are of the same location.</p> <p>Next, have students fill in Student Handout 4, for the geographical features of Egypt based on what they have observed on the maps.</p> <p> <input checked="" type="checkbox"/> Provide sentence stems for students who are struggling to begin writing</p>	<p><u>Time Suggestion:</u> 20 minutes</p> <p>Students may benefit from the teacher enlarging the maps to point out the areas on the maps that are the same.</p>

<ul style="list-style-type: none"> ○ Document 1 ○ Question 1, “It would be hard to live here because” ○ Question 2, “To make it livable I would need to ” ○ Question 3, “The reason I would chose to live here is” ○ Document 2 ○ Question 1, “I notice” ○ Question 2, “ The Egyptians needed to modify” ○ 	
<p><u>Background Reading</u> Distribute Document 3 to students. Tell students that they are going to engage in a close read of an essay that will teach them about the geography of Egypt.</p> <p><u>First Read</u> While reading, students should:</p> <ol style="list-style-type: none"> 1. Circle any words they do not know. 2. Highlight or underline anything they read connected to adaptation and change. 3. Put a plus in the margin for paragraphs they understand and a question mark next to any paragraph that causes confusion. <p>Document 4 should be used as a reference for students as they read closely.</p> <p><u>Second Read</u> Next, the teacher should read the text aloud to the students, defining words when needed, clarifying any areas of student confusion, and double checking that students have been able to correctly identify the concepts related in equality in the reading.</p> <p><u>Third Read</u> Students should partner read the document.</p> <p>When the students have finished the reading have them complete the text dependent questions by completing a Think, Ink, Pair, Share. This is similar to a Think, Pair, Share except students record their answers before sharing with a partner.</p> <p>After students have completed the questions, have a few students share their answers with the class to check for understanding. When students share, the teacher should have them refer explicitly back to the text.</p>  <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Have students partner read, Student A and Student B, alternating per section. <input checked="" type="checkbox"/> Assign the reading in sections and have students read them and discuss the sections as they read. <input checked="" type="checkbox"/> Remind students to read the questions before they begin reading 	<p><u>Time Suggestion:</u> 25 minutes</p> <p><u>Note:</u> This activity is designed to take longer than 25 minutes and will continue on day three.</p>

<p>the text.</p> <ul style="list-style-type: none"> ☒ EL students may struggle with the words geography and manipulated. Remind students that these words are Spanish cognates for geografía and manipular. ☒ Provide sentence stems for students who are struggling to begin writing <ul style="list-style-type: none"> ○ Question 1, “Geography was an important factor in determining where the Egyptians settled because _____. The text indicates that _____ and _____. ○ Question 2, “_____ in the text leads me to believe the Egyptians adapted to their environment rather than changing it.” ☒ Consider using WDPS (word, definition, picture, sentence) for words prove to be difficult for students. 	
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Day 3											
Teacher/Student Activities	Helpful Hints										
<p><u>Reconnecting with ELA</u> Using Student Handout 1, have students respond to Question 3, “Compare the response of the Egyptians to the Nile with that of the Spanish explorers.”</p> <p>After students have written their response, they should turn to a partner and discuss their answers.</p>	<p><u>Time Suggestion:</u> 10 minutes</p>										
<p><u>Background Reading</u> Students will complete the background reading and analysis.</p>	<p><u>Time Suggestion:</u> 30 minutes</p>										
<p><u>Revisiting GRAPES</u> Using Document 3, fill in any additional information on Student Handout 4 related to GRAPES.</p>	<p><u>Time Suggestion:</u> 10 minutes</p>										
<p><u>Primary Source Close Reading and Analysis</u> Students will analyze an excerpt of <i>The Hymn of the Nile</i>, Document 5.</p> <p><u>First Read</u> Before beginning to read, students should number the paragraphs.</p> <p>The teacher should begin by reading the document to the students. Next write the following words on the board:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Hail</td> <td style="width: 50%;">Manifests</td> </tr> <tr> <td>Re</td> <td>Perpetuity</td> </tr> <tr> <td>Cease</td> <td>Anguish</td> </tr> <tr> <td>Homage</td> <td>Inundation</td> </tr> <tr> <td>Render</td> <td>Immolated</td> </tr> </table> <p>Working with a partner, students should use context clues and definitions on the page to replace these terms in the primary source with words that are easier for them to understand.</p>	Hail	Manifests	Re	Perpetuity	Cease	Anguish	Homage	Inundation	Render	Immolated	<p><u>Time Suggestion:</u> 10 minutes</p> <p><u>Note:</u> This activity is designed to take longer than 10 minutes and will continue on day four.</p>
Hail	Manifests										
Re	Perpetuity										
Cease	Anguish										
Homage	Inundation										
Render	Immolated										

Second Read

The teacher should then read the text aloud to the students, allowing the students to read their replacement terms when teachers arrive at them as they read.

Next, ask students how replacing the vocabulary has changed their understanding of *The Hymn of the Nile*.

Third Read

Students should partner read the document.

After students read, the teacher should work with students through the paragraphs to determine their meaning. Students should take notes in the margins on the meaning of the text.

Finally, have students work with a partner to answer the text dependent questions.



- Have students partner read, Student A and Student B, alternating per section.
- Assign the reading in sections and have students read them and discuss the sections as they read.
- Consider using WDPS (word, definition, picture, sentence) for words that prove to be difficult for students.
- Provide sentence stems for students who are struggling to begin writing
 - Question 1, “The Egyptians gave a _____ level of importance to the Nile.”
 - Question 3, “ The evidence from the text that leads me to believe this statement is true is”
 - Question 4, “The Nile had both a positive and negative impact on the Egyptians. The positive impacts were _____. On the other hand, the negative impacts were _____.”

Day 4	
Teacher/Student Activities	Helpful Hints
<p><u>Reconnecting with ELA</u> Using Student Handout 1, have students respond to Question 4, “Explain the difference between adaptation and alteration.”</p> <p>After students have written their response, they should turn to a partner and discuss their answers.</p>	<p><u>Time Suggestion:</u> 10 minutes</p>
<p><u>Primary Source Close Reading and Analysis</u> Students will analyze an excerpt of <i>The Hymn of the Nile</i>, Document 5.</p>	<p><u>Time Suggestion:</u> 45 minutes</p>

First Read

The teacher should begin by reading the document to the students. Next write the following words on the board:

Hail	Manifests
Re	Perpetuity
Cease	Anguish
Homage	Inundation
Render	Immolated

Working with a partner, students should use context clues and definitions on the page to replace these terms in the primary source with words that are easier for them to understand.

Second Read

The teacher should then read the text aloud to the students, allowing the students to read their replacement terms when teachers arrive at them as they read.

Next, ask students how replacing the vocabulary has changed their understanding of *The Hymn of the Nile*.

Third Read

Students should partner read the document, numbering the paragraphs as they read.

After students read, the teacher should work with students through the paragraphs to determine their meaning.

Finally, have students work with a partner to answer the text dependent questions.



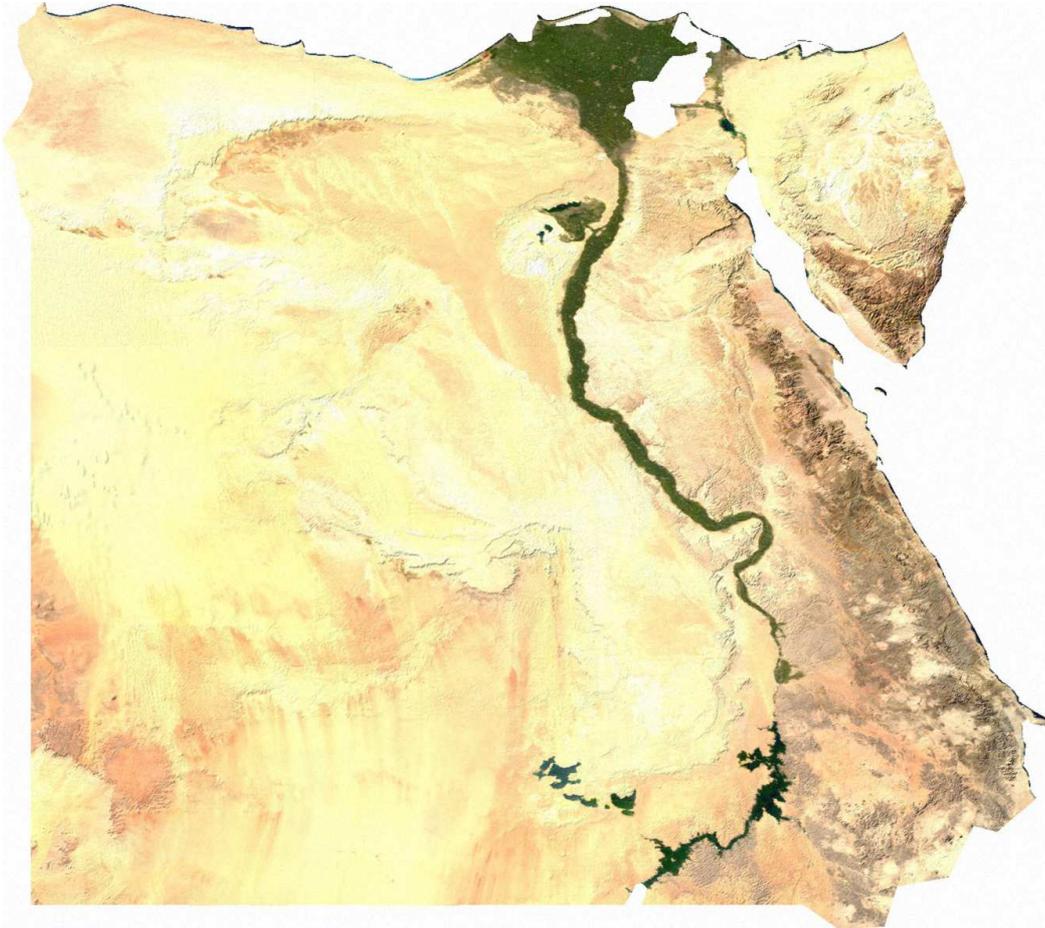
- Have students partner read, Student A and Student B, alternating per section.
- Assign the reading in sections and have students read them and discuss the sections as they read.
- Consider using WDPS (word, definition, picture, sentence) for words that prove to be difficult for students.
- Provide sentence stems for students who are struggling to begin writing
 - Question 1, “The Egyptians gave a _____ level of importance to the Nile.”
 - Question 3, “The evidence from the text that leads me to believe this statement is true is”
 - Question 4, “The Nile had both a positive and negative impact on the Egyptians. The positive impacts were _____. On the other hand, the negative impacts were _____.”

Note: This activity is designed to take longer than 45 minutes and will continue on day four.

Day 5	
Teacher/Student Activities	Helpful Hints
<p><u>Quick Write</u> Using Student Handout 1, have students respond to Question 5, “Would you describe the Egyptian’s relationship with the Nile as mainly positive or negative? Why?”</p> <p>After students have written their response, they should turn to a partner and discuss their answers.</p>	<p><u>Time Suggestion:</u> 10 minutes</p>
<p><u>Primary Source Close Reading and Analysis</u> Students will continue to analyze an excerpt of <i>The Hymn of the Nile</i>, Document 5, using the methods and procedures described in day three.</p>	<p><u>Time Suggestion:</u> 15 minutes</p>
<p><u>Visual Analysis</u> Working with a partner, students should analyze the visual on Document 6.</p>	<p><u>Time Suggestion:</u> 20 minutes</p>
<p><u>Revisiting GRAPES</u> Using Document 5, fill in any additional information on Student Handout 4 related to GRAPES.</p>	<p><u>Time Suggestion:</u> 10 minutes</p>

Day 6	
Teacher/Student Activities	Helpful Hints
<p><u>Annotating the Performance Task</u> Working with a partner or a small group, students will annotate the prompt for the performance task, ensuring they understand what is being asked of them.</p> <p>Students should begin by reading the performance task background and scenario. As they read, have students write in the margin keywords that will help them identify what the task is asking them to accomplish.</p> <p>Next, have students read the task section. In the space next to the vocabulary, have students jot down notes that get to the gist of the task. Then, have students rewrite the task on the back of the prompt page.</p> <p>Finally, have students discuss the task with their partner/group to identify any areas of concern.</p>	<p><u>Time Suggestion:</u> 30 minutes</p>
<p><u>Writing</u> Allow students the remainder of the day and three to four additional days to complete the performance task.</p>	<p><u>Time Suggestion:</u> 25 minutes (writing will continue over the next several days)</p>

Document 1



1. Which features on this map would make living in this region difficult?
2. Based on the map, how would you need to alter your environment to build a successful society?
3. Based on your answer to question #2, determine where on the map you would choose to live. Circle that location and explain your reason for your selection.

Performance Task/Essential Question

When faced with a challenge is it better to adapt to or alter your environment?

Document 2



1. What do you notice about the location of the Egyptian society?
2. Based on the map, what, if any, modifications did the Egyptians need to make to their region in order to establish a society?

Performance Task/Essential Question

When faced with a challenge is it better to adapt to or alter your environment?

Document 3

delta

an area of sediment deposited at the mouth of a river

Background Reading

The most important feature in ancient Egypt was the Nile River. Flowing north from deep in Africa, the Nile created a long, fertile valley that ended in a marshy **delta** by the Mediterranean Sea.

The Nile River valley was surrounded by the Libyan Desert, the Arabian Desert, and the Nubian Desert. These sandy deserts were extremely hot and dry. Most people avoided them, yet the deserts did play one important role in the settlement of Egypt: they formed a natural barrier that helped protect the people from invasion.

Environmental factors in ancient Egypt greatly favored settlement near the Nile River. Most importantly, the Nile was a source of fresh water in an area that was covered mostly by desert.

irrigation

the process of adding water to soil

The lack of water in the deserts made them useless for farming. But in the Nile River valley, the river provided natural **irrigation** and **fertilization**. Every summer, the river overflowed its banks. The floodwaters soaked the dry ground. After several weeks, the waters went down. A thin ribbon of **silt** was left behind. This soil was perfect for farming.

fertilization

the process of adding fertilizer, or plant food to soil

Where there is fresh water, there are usually fish to catch and animals to hunt. The abundant wildlife in the Nile region included fish, ducks, geese, hippos, crocodiles, giraffes, and ostriches.

silt

rich soil

The topography of the river valley also encouraged human settlement. In the south, parts of the Nile ran through narrow valleys and hills. But there were also wide areas of flat land around deep bends in the river. These flat areas were good for farming. In the north, wide plains were watered by the Nile's annual flooding.

papyrus

a tough water plant used to make paper and rope in ancient times

Vegetation was rare in the dry deserts, but it was plentiful in the Nile River valley. Useful plants included reeds and a tough water plant called **papyrus**. People wove reeds into baskets and roofs for their huts. They used papyrus to make rope and paper. And the rich farmlands made it easy to grow crops like wheat and barley.

Text Dependent Questions:

1. Explain in your own words why geography was such an important factor in determining where the Egyptians settled. Provide at least three examples from the text.

2. The Egyptians opted to establish a society based on the environmental conditions provided by the Nile rather than adapting the Nile River Valley to meet their needs. Find evidence in the text that supports this statement.

930L

Performance Task/Essential Question

When faced with a challenge is it better to adapt to or alter your environment?

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Document 4

Procedures for Close Reading

First Read

While reading:

1. Circle any words you do not know.
2. Highlight or underline anything they read connected to adaption and change.
3. Put a plus in the margin for paragraphs you understand and a question mark next to any paragraph that causes confusion.

Second Read

Your teacher will read the text aloud to you, defining any words you do not know.

Third Read

You will read the document again with a partner and answer the text dependent questions.

Performance Task/Essential Question

When faced with a challenge is it better to adapt to or alter your environment?

Document 5

manifests

make evident by showing

Re (Ra)

the sun god of Egypt

anguish

extreme pain

homage

expression of high regard

inundation

cover with water

immolated

killed as a sacrifice

Hymn of the Nile

Hail to thee, O Nile! Who **manifests** thyself over this land, and comes to give life to Egypt!...Watering the orchards created by **Re**, to cause all the cattle to live, you give the earth to drink.

You create the grain, you bring forth the barley, assuring perpetuity to the temples. If you cease your toil and your work, then all that exists is in **anguish**. If the gods suffer in heaven, then the faces of men waste away.

No dwelling (is there) which may contain you! None penetrates within your heart! Your young men, your children applaud you and render unto you royal **homage**.

O **inundation** of the Nile, offerings are made unto you, men are **immolated** to you, great festivals are instituted for you.

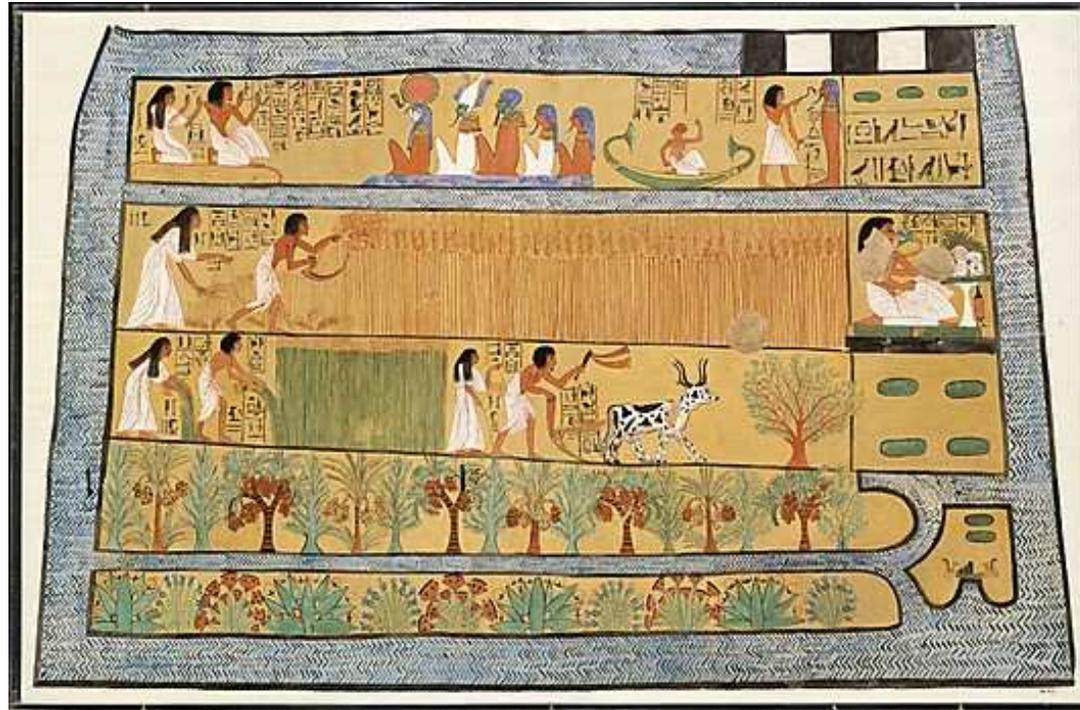
1. Draw a box around the words demonstrate the importance given to the Nile.
2. Based on the text, what level of importance did the Egyptians place on the Nile?
3. The Egyptians had a complicated relationship with the Nile. What evidence from the text leads you to believe this statement is true?
4. Using evidence from the text and the background reading, explain in your own words why the Egyptians would view the Nile as having both a positive and negative impact on their lives.

970L

Performance Task/Essential Question

When faced with a challenge is it better to adapt to or alter your environment?

Document 6



1. Using your knowledge from the readings, explain what is happening in the picture. What are the people doing?
2. Are the people in the image adapting to their environment or changing it? What is your evidence to support your answer?
3. Based on your knowledge of GRAPES, which category is depicted most frequently in the picture? Provide at least three examples of how this category is shown in the image.

Performance Task/Essential Question

When faced with a challenge is it better to adapt to or alter your environment?

Tomb of Sennedjem Courtesy of The Metropolitan Museum of Art

Student Handout 1

Quick Writes

1. How do rivers impact the location of settlements?
2. How does geography impact the location of settlements?
3. Contrast the response of the Egyptians to the Nile with that of the Spanish explorers?
4. Explain the difference between adaptation and alteration.
5. Would you describe the Egyptian's relationship with the Nile as mainly positive or negative? Why?

Performance Task/Essential Question

When faced with a challenge is it better to adapt to or alter your environment?

Student Handout 2

GRAPES

Word	Definition	Picture	Write your own definition.	Your own picture	Examples
Geography	The study of the Earth's surface, climates, and countries.				
Religion	Belief in one or more gods.				
Achievements	Something important or difficult done successfully.				

Student Handout 2

GRAPES

Word	Definition	Picture	Write your own definition.	Your own picture	Examples
Politics	Ideas and activities relating to government and power.				
Economics	The study of the production and trade of goods and money.				
Social Structures	The organization of people and the way they live in a society.				

Category	Examples from Egypt	Source
<p data-bbox="309 293 479 328">Geography</p> 		
<p data-bbox="331 692 456 727">Religion</p> 		
<p data-bbox="282 1123 501 1158">Achievements</p> 		

Category	Examples from Egypt	Source
<p data-bbox="331 363 450 395">Politics</p> 		
<p data-bbox="309 724 472 756">Economics</p> 		
<p data-bbox="264 1118 517 1150">Social Structures</p> 		

Student Handout 5

Adaptation or Alteration

Background:

Throughout history, mankind has been faced with many obstacles. The response to these obstacles has determined the course of human history. When dealing with these challenges, leaders must understand that every decision can result in expected as well as unintended outcomes.

Scenario:

You have been invited to speak at an international conference on how the growth of a civilization impacts its natural resources. You will be presenting an essay that explains the different approaches to water systems taken by the ancient Egyptians and the settlers of Los Angeles. In your essay, you must evaluate each approach to determine the pros and cons.

Ultimately, you must determine it best for mankind to adapt or alter their environment. Remember, you are presenting at a conference and your presentation will guide the development of future cities.

Task:

1. Write an essay that explains the approaches to waterways taken by both the ancient Egyptians and the people of Los Angeles.
 - a. Explain the challenges created by waterways in ancient Egypt and Los Angeles.
 - b. Discuss how each society addressed the challenges.
 - i. Discussion must include at least one positive and one negative from each approach.
 - c. In the conclusion, indicate whether it is better to adapt or alter your environment.
2. Create a digital presentation (PPT, Keynote, etc.) that you will deliver.
 - a. Presentation must include the key points outlined in your essay.
 - b. Include graphics, where appropriate.

Your writing should contain some of following words:

- Delta
- Fertilization
- Silt
- Papyrus
- Manifests
- Homage
- Anguish
- Inundation
- Immolated
- Re (Ra)
- Revitalize
- Requisite
- Repository
- Settlement