

About Session 1

The Context & The Question

Students are introduced to the central debate question and build background knowledge about ancient Egypt. Then, the Reader's Theater introduces students to the focus words and the topic of the unit. Students identify arguments presented by characters in the Reader's Theater script.

Learning Objectives

- Activate and build background knowledge about ancient Egypt.
- Pose the unit's debate question.
- Identify arguments to support a position.
- Learn the meaning of **hierarchy** and **infrastructure**.

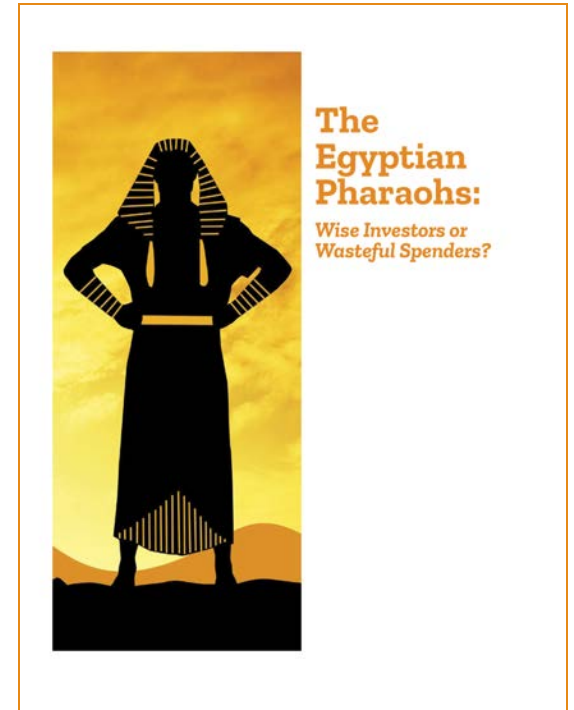
SESSION 1 ACTIVITIES AT A GLANCE

- I. Comprehension Canopy: Engage students in thinking about unit's big ideas and debate topic (40 minutes)
- II. Disciplinary Literacy: Pro and Con (5 minutes)
- III. Launch Thoughtbook (5 minutes)

Teacher Preparation Tips

- Review the focus words in the focus word chart (in the overview in your teacher materials). Throughout the unit you will provide brief, explicit explanations of focus words and give students opportunities to use them.
- Divide students into groups of four, if possible (these will be their groups for the duration of the unit and will be referred to as their squad). Assemble the groups in a way that provides a range of English proficiency and pairs students who will work well together.
- Plan how you will make the student resources available for the students - digitally or in print. Note that the Comprehension Canopy includes an "InstaEgypt" section that either needs to be projected in front of the room or made available to students on their computers or tablets to access the link.
- Make sure you know where students will write whenever they are directed to write in their ThoughtBook (i.e., their social studies notebook; this should be where students usually take notes in your class and not something new).

*If students are using Google Docs, make sure that their Google Drive is shared with you so that you can track their responses.



COMPREHENSION CANOPY

Unit Introduction (15 minutes)



Whole Class Activity

Materials: [InstaEgypt](#), [Timeline](#)

Discuss Prior Knowledge

☞ What do you already know about Egypt and Ancient Egypt? What's a pharaoh? Where's Egypt? What's a pyramid? Are you familiar with other pyramids or have you ever seen one? What questions do you have about Pharaohs, Egypt, and/or Pyramids?

Introduce Topic

☞ In this unit, you will learn about the pyramids and temples of ancient Egypt. Thousands of peasants, craftsmen, and **architects** worked for years to build just one pyramid. Then workers filled it with gold, beautiful furniture, jewelry, and other resources.. The building of the pyramids and temples used much of the **surplus** wealth the Egyptians produced, far more than what it took to feed and clothe all of the people.

Introduce Springboard

Introduce the InstaEgypt page and provide a purpose for viewing. Students should discuss what they see and think with a partner or with their squad. Next, students should write their responses. Tell students that some of the images have links underneath them, if they are curious and want to read a bit more.

Show students the timeline. Point out that the pyramids are still there today to help them understand that they have endured the test of time.

☞ As you look at the images and what people wrote about their visit to Egypt, think about two things: (1) What are some of the reasons an ancient culture might build pyramids, tombs, and temples? (2) What might it be like to visit Egypt and see these pyramids, tombs, and temples?

Pose Unit Question

State the comprehension question that will guide students' learning throughout the unit: Were the Egyptian pharaohs wise investors or wasteful spenders? Instruct students to repeat the unit question.

☞ At the end of the unit, we will have a class debate and half of you will argue that the Egyptian Pharaohs were wise and the other half will argue that they were wasteful with their **surplus**. The skills that you will be learning are applied by real historians when debating a topic. You will be working on the following items:

- How effectively you state your opinion (claim) and support it with strong arguments.
- How effectively you state counter arguments to the arguments presented by the other side.
- How effectively you respond to the other side's counter arguments.
- How effectively you use the focus words (we will review them today and many times before the debate).

Session 1: The Context & The Question

Unit Introduction



Questions to consider when looking at [InstaEgypt](#) and [The Enduring Pyramids](#) Timeline:

What do you see?

What do you wonder?

Would you want to go there?



Directions: Write about the following two questions:

1. What are some of the reasons an ancient culture might build pyramids, tombs, and temples?

2. What might it be like to visit Egypt and see these pyramids, tombs, and temples?

Reader's Theater (25 minutes)



Group Activity

During the Reader's Theater students will work with their squad (groups of four that you assign).

☞ We're going to read about an example of spending that some consider an investment and others consider wasteful.

Introduce Focus Words

See the focus word chart in the unit overview. These words are introduced in the Reader's Theater and will be revisited in later sessions as we read about ancient Egypt. Introduce the following two words before students read the script.

☞ Before you read, we will go over two of our focus words for this unit.

☞ The first word is, "**hierarchy**." Say, "**hierarchy**." A **hierarchy** is a system of organization in which people or things have higher and lower ranks. In this reading you will learn about how athletes, who are high in the school **hierarchy**, will benefit from a new swimming pool the most.

Turn and Talk: Ask students to discuss this question, "What is the typical **hierarchy** in a family?" Circulate and monitor as students talk. Model and provide feedback, as needed.

☞ Another word we will use is "**infrastructure**." Say, "**infrastructure**." **Infrastructure** is the basic facilities that serve an organization, city, country, etc. For example, Egyptians built a huge agricultural **infrastructure**, which included a system of canals, catch basins, and other devices to control the Nile's waters.

Turn and Talk: Ask students to discuss this question, "What kind of **infrastructure** does a school need to run efficiently?" Circulate and monitor as students talk. Model and provide feedback, as needed.

☞ Also, as you read, think of yourself as a word detective. When you encounter the words in bold or any words you would bold because they are difficult, consider ways to detect their meaning: Read around the word (what do you learn about what it means?) and read within the word (what do you learn about what it means?).

The Egyptian Pharaohs: Wise Investors or Wasteful Spenders?

→ Session 1

Reader's Theater

Amazing Investment or Money Down the Drain?



You are going to read about an example of spending that some consider an investment and others consider wasteful. We are going to go over a couple of focus words for this unit.

Hierarchy: a system of organization in which people or things have higher and lower ranks



Turn and Talk:
What is the typical *hierarchy* in a family?

Infrastructure: the basic facilities that serve an organization, city, country, etc



Turn and Talk:
What kind of *infrastructure* does a school need to run efficiently?

Before you begin reading:



Discuss with a partner a time when you (or your family) spent money wisely. Next, tell about a time when you wasted money.

Also, you can think of yourself as a word detective— when you encounter the words that are difficult, consider ways to detect their meaning. Some of these words are in bold and some you may identify.



Script

Setting: The school bell just rang at Horace Mann Middle School, and two seventh-grade boys are waiting outside for their friends who took a detour to the restroom. The friends finally arrive.

Lian: The restrooms in this school are disgusting. The sinks are always clogged, there's graffiti everywhere, and some of the toilets don't even flush. The locks on the stalls are all broken. You have to be a gymnast to go to the bathroom and hold the door closed. But now our school is going to build a new swimming pool because they found some extra money? They've got a problem with priorities. They should ask us students how to spend this **surplus!**

Describe the Reading Protocol

☞ During the Reader's Theater, you will work in your squad, groups of four, that I assign. The procedure for the Reader's Theater activity is:

1. Review the Pros/Cons chart following the script.
2. Everyone in the squad will pick a name/character.
3. Read your character's part clearly and slowly so that all members of your squad can follow along.

Formative Assessment: Small Group Check

As students read the Reader's Theater, circulate among the groups to provide any needed support on the use of the focus words and general reading comprehension. As you circulate, note any patterns of challenges that students might be facing while reading and review those challenges with the whole class after they are done with the activity.

Ask:

- ☞ What do you think about the school's use of resources?
- ☞ Should schools put more money into **infrastructure** or teaching supplies?

Once students have completed the reading, bring the class back together. Review for comprehension, as needed.

Cyrus: And the worst of it, it's not just any swimming pool—they're talking about building the "best" swimming pool money can buy. How can they **justify** such a huge expense? I mean, it's not just the bathrooms that are falling apart. We've got classrooms with broken desks. We don't have art or music classes. I say spend the money on stuff we really need, not on a swimming pool.

Aaron: Dude, a pool would be awesome! We could finally have a place for the swim team other than the local YMCA. And we'd be able to practice every day. I'm tired of our school always being left out of the big sports competitions. I mean, we're really good! Parents would come, and we could charge them to watch us. If lots of people came to see us, I bet we could pay back the cost of the pool. That would **justify** the expense, wouldn't it?

Cyrus: Look, only a few kids would use the pool—the athletes. You guys already get all the special favors. I mean, in the school **hierarchy**, the principal and teachers might be at the top, but the athletes aren't far behind. This school supports athletes more than any other students. So, for those of us at the bottom, what good will a pool do us? Why not use the money to fix the bathrooms? Or get some art and music teachers, or hire after-school tutors so that other kids could get some support for a change?

Heather: I have to admit the bathrooms are gross, but a pool is a great idea. Besides, it's not just for the athletes, Cyrus. The whole town would have access to it for certain days and times. Swimming is super good for you, and if families had access to a heated pool, getting exercise would be easier. But most of all, the pool would put our school on the map. It just might be the best swimming pool ever built in the county!

Cyrus: Yeah, sure. Think about what the pharaohs said: Build me a huge pyramid so I can go on being a god and take care of you all even after I die. It will be good for you. But a lot of good all that **architecture** did the peasants! Pyramids, temples, fifty-foot statues—what a waste.

Aaron: Wait a minute, Cyrus. The Egyptians had a **surplus** so they weren't deciding between building a pyramid or going hungry. Remember Mr. Stokes going on about their land being so fertile they could grow more than enough to feed themselves? That **surplus** allowed them to do other creative things during the floods, like build great pyramids. And the pyramids are still one of the greatest wonders of the world. So what's the problem?

Cyrus: It was oppressive to make people build those pyramids, and it was a big waste of money. They should have built something else that everyone could have used.

Lian: I agree with Cyrus. They should have spent their money on what Mr. Stokes called "**infrastructure**." You know, canals, roads, all the stuff a society needs to run smoothly. Or in the case of our school, fixing our bathrooms or buying some new computers. Let's face it, these things are more important than building a pool no one really needs.

Heather: Everyone loves pools, and I'm sure that those Egyptians gazing up at their **monumental** gold-encrusted pyramids with the golden high noon desert sun burning in their dark almond eyes felt that twenty years of toiling was completely **justified**.

Cyrus: Um, Cleopatra? Have you been spending way too much time watching the History Channel?

Heather: Is it really that obvious?

DISCIPLINARY LITERACY

Pro and Con (5 minutes)



Partner Work

Model Activity

Model how to use evidence from the text to fill in the chart by doing one pro and one con together as a class.

Prompt Students to Practice

Ask students to work in pairs to refer to the Reader's Theater and fill in the Pros and Cons chart in their student pages:

List three reasons from the Reader's Theater to build a swimming pool and three reasons not to.

Review with Whole Group

Have a few students share pros and cons and their own opinion.

THOUGHTBOOK

(5 minutes)



Solo Work

Introduce Thoughtbook

Introduce students to their Thoughtbook. This is designed to match what students in your class are already using. For example, if you have a social studies notebook you should tell them that whenever they are to record responses in their thoughtbook, this is where those responses would go. They should use the last 5 minutes of class to respond to the prompt.

Direct Students to Respond to Thoughtbook Prompt

What is the "big idea" question we will be debating at the end of the unit?

How do you think this reading will help you prepare for that final debate?

Formative Assessment: Class Check

Read through a sample of students' Thoughtbook entries to check for understanding for the class as a whole and to identify individuals who may need additional support. Prepare to provide feedback at the beginning of Session 2.

The Egyptian Pharaohs: Wise Inventors or Wasteful Spenders?

→ Session 1

Pro and Con



Directions:

Work with a partner to write reasons for and against building a swimming pool at Horace Mann Middle School.

PRO: Reasons to build a swimming pool

Students at Horace Mann Middle school think that a pool should be built because...

CON: Reasons not to build a swimming pool

Students at Horace Mann Middle school think that a pool should NOT be built because...



After discussion...

Respond to the question below in your **THOUGHTBOOK**.

What is the "big idea" question we will be debating at the end of the unit?

How do you think this reading will help you prepare for that final debate?



About Session 2

Perspectives and Arguments

In this session, students will revisit the previous session's Reader's Theater, where four friends at Horace Mann Middle School discussed their perspectives on the building of a swimming pool at their school. Students will examine the different perspectives about the construction of a pool through an activity. Then, students will have an opportunity to decide what they think about it by developing some arguments for and against the building of the pool.coun

Learning Objectives

- Identify and generate arguments and counter arguments.
- Analyze data.
- Learn the meaning of “justify” and “surplus”.

SESSION 2 ACTIVITIES AT A GLANCE


- I. Session Introduction (5 minutes)
- II. Disciplinary Literacy
 - A. Identifying Different Perspectives (15 minutes)
 - B. Generating Arguments & Counter arguments (25 minutes)
- III. Thoughtbook (5 minutes)

TEACHER PREPARATION TIPS

- Have students work in pairs. You can split up the squads (heterogeneous groups of 4) that worked together on the Reader's Theater.

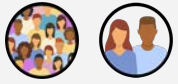
Feedback Based on Class Check from Session 1

If the Thoughtbook entries from Session 1 were strong, provide the class specific positive feedback. For example,

 *I reviewed your Thoughtbook entries and I saw that you did a great job identifying our overarching unit question: Were the Egyptian pharaohs wise investors or wasteful spenders? You all also recognized that the reader's theater will help prepare for you the debate because it shows you arguments and counterarguments to support your position.*

If the Thoughtbook entries from Session 1 were weak, provide the specific corrective feedback based on student responses.

Session Introduction (5 minutes)



Whole Class Activity and Partner Work

Provide Feedback Based on Class Check from Session 1

See instructions above.

State Purpose for the Session

Today, we'll be revisiting the Reader's Theater script to study the characters' different perspectives to try to understand why they think and act a certain way. We will be practicing skills that are applied by real historians when debating a topic.

Instruct students to tell the unit question to their neighbor. Monitor for understanding and provide feedback, if needed.

Introduce and Review Focus Words

Remind students that the focus words will be in bold throughout the unit. Start by reviewing the words **justify** and **surplus**. Explain that these words are very important to the unit because they will ultimately be debating about whether the pharaohs' use of **surplus** (extra money) was **justified**/ reasonable or necessary.

The first word is, "**justify**." Say, "**justify**." To **justify** means "to show or prove that something is necessary or reasonable." For example, How can the school **justify** such a huge expense as a new swimming pool when there are broken sinks in the bathrooms? Another form of the word is **justification** (a noun), which means a good reason or explanation for doing something.

Turn and Talk: Ask students to discuss this question, "What is a **justification** for allowing kids to spend time watching television instead of reading or doing homework?" Circulate and monitor as students talk. Model and provide feedback, as needed.

Another word we will use is "**surplus**." Say, "**surplus**." **Surplus** means an extra amount of something over what is needed or used; excess. For example, in this unit you will learn about the annual floods in Egypt that brought rich soil to their fields, which allowed them to produce a large **surplus** of crops.

Turn and Talk: Ask students to discuss this question, "what would you do with a **surplus** of \$100?"

Session 2: Perspectives and Arguments

Session Introduction

Um... Why are we talking about swimming pools?



As we work through *The Egyptian Pharaohs: Wise Investors or Wasteful Spenders?* unit we are preparing for an essay and debate about whether the Egyptian Pharaohs were wise or wasteful.

In today's session you will be working with arguments and perspectives about building a swimming pool at a school. At first it may seem strange that you will be focused on swimming pools, but during your work today you will be practicing skills that are applied by real historians when debating a topic. These skills include analyzing data, identifying different perspectives, and generating arguments.

Let's first discuss a couple focus words:

Justify: To show or prove that something is necessary or reasonable.



Turn and Talk:

What is a **justification** for allowing kids to spend time watching television instead of reading or doing homework?

Surplus: extra amount of something over what is needed or used; excess



Turn and Talk:

What would you do with a **surplus** of \$100?

Reading the statements below, can you tell which supports building a swimming pool and which opposes?

"This pool is easy to **justify**. If we don't build it, the athletes and families will be disappointed!"

"Make a fuss! A swimming pool is not the way to spend our **surplus**!"

DISCIPLINARY LITERACY

Identifying Different Perspectives (15 minutes)



Whole Class Activity and Partner Work

Model Activity

During this activity, students will be referring to the Reader's Theater script.

Arrange for students to work in pairs by splitting up the groups of four (the squad) from the previous session's Reader's Theater.

1. Review the statements as a class and discuss which one supports building a pool and which one opposes.
2. Spend some time analyzing the pie chart with the whole class. Help students to see that an equal number of students voted against and in favor of the swimming pool, highlighting that students have different perspectives about this one idea.
3. Tell students that with their partner they will be determining which Reader's Theater character voted yes and which voted no.
4. Model how to review the Reader's Theater script to find one example of a student who voted yes. Remind students that in the previous session they also collected some reasons for and against the building of the pool, which they can also use for this activity. Fill in the first example with students.

Prompt Students to Practice

Have students work with a partner to write each character's perspective and support it with evidence from the script. Circulate, monitor, and provide feedback, as needed.

Review with Whole Group

Lead a short review of students' responses, if time allows.

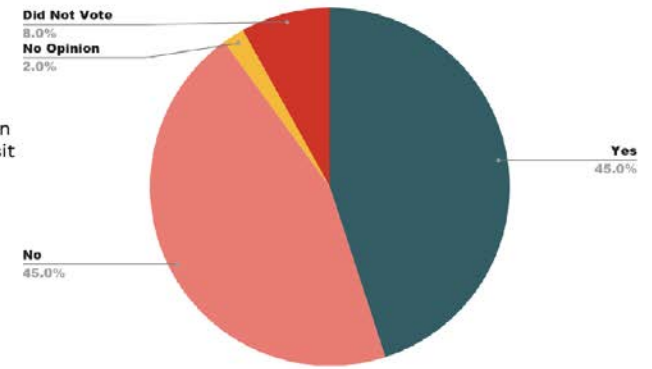
The Egyptian Pharaohs: Wise Investors or Wasteful Spenders?

→ Session 2

Identifying Different Perspectives

Directions:

The student body at Horace Mann Middle School voted on whether or not to build a swimming pool. You can see the results in the pie chart. Revisit the Reader's Theater script and answer the questions that follow.



Yes	414
No	414
No Opinion	18
Did Not Vote	74

1. Which characters in the Reader's Theater do you think voted "yes" to spending the surplus on the pool?

Select one: Lian Cyrus Aaron Heather

I think this character voted "yes" because...



[delete this and add your text in these boxes]

Select one: Lian Cyrus Aaron Heather

I also think this character voted "yes" because...



2. Which characters in the Reader's Theater do you think voted "no" to spending the surplus on the pool?

Select one: Lian Cyrus Aaron Heather

I think this character voted "no" because...



Select one: Lian Cyrus Aaron Heather

I also think this character voted "no" because...



3. According to the data above, some students at Horace Mann voted "no opinion," and others did not vote at all.

Why do you think students would make one of those choices? Are not voting and voting "no opinion" the same thing?

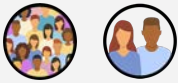


4. If you were a student at this school, how would you vote? Why?



DISCIPLINARY LITERACY

Generating Arguments and Counter Arguments (25 min)



Whole Class Activity and Partner Work

Remind Students About Upcoming Debate

Remind students that one of the things we are preparing to do the following week is to hold a debate about whether the pharaohs were wise investors or wasteful spenders. To be a good debater we need to come up with strong arguments so that we can persuade others, but we also need to think through some counter arguments (reasons to oppose). Students also need to be prepared to respond to the counter arguments against the argument.

Model Activity

Project the table that lists an example of an argument and counter argument and explicitly explain counter argument to the argument, and then show a reason to oppose the counter argument. While working through the example, point out that each entry relates directly to the original argument and tell students that there are varying ways to respond to arguments.

After working through the example with students, tell them they will try generating another argument and counter argument by looking back at the Reader's Theater.

Prompt Students to Practice

Tell students that they will work with a partner to finish the statements that have been started by making arguments based on their own views about the building of the swimming pool. Tell them that they can use the Reader's Theater characters' arguments that they identified in the earlier activity for ideas, or they can come up with their own arguments and reasons about whether or not to use school resources to build the pool. Encourage students to practice using the focus words they've learned: **hierarchy**, **infrastructure**, **justify**, and **surplus**.

Formative Assessment: Small Group Check

As students work in pairs, circulate among the pairs to check for understanding and support their learning. Ask them broad questions (e.g., "what you are working on?") and specific questions, such as:

The Egyptian Pharaohs: Wise Investors or Wasteful Spenders?

→ Session 2

Generating Arguments and Counter Arguments

To be a good debater, you not only need to come up with good arguments (reasons to persuade others), but you also need to come up with counter arguments (reasons to oppose other arguments). Furthermore, you need to be able to respond to the counter arguments against your argument! The first column in the chart below lists arguments to support the idea that Horace Mann Middle School should build a pool. The second column lists the counter arguments to the arguments in the first column. The third column lists the reasons to oppose the counter arguments.

Directions:

We will work through this table as a class.


ARGUMENTS ➔	COUNTER ARGUMENTS ➔ ➔	OPPOSING THE COUNTER ARGUMENTS ➔ ➔ ➔
The extra money should not be spent on building a pool because there are so many items at our school that need to be fixed first. For example, the bathrooms and desks!	Actually the argument you just gave is not that strong because the bathrooms and the desks are OK being in a bit of a messy state. It is not hurting anyone or affecting anyone's learning. It seems it would be way more beneficial to have a new pool.	I don't think so! Maybe it is not hurting anyone to have old desks and messy bathrooms, but not too many students will benefit from the pool. EVERYONE would benefit from fixing the bathrooms and desks.

- How well does your argument support your position (pool/no pool)?
- What language/ phrases might you use to make your argument stronger and more convincing?
- How does the counter argument you generated relate to the argument?
- What language/phrases might you use to make your counter argument stronger and more convincing?
- How well does the response to the counter argument address the counter argument directly?
- What language/phrases might you use to make your response to the counter argument stronger and more convincing?

Review with Whole Group







Based on what you learned from circulating among the pairs, bring the class together for a whole class discussion to review argument, counter argument, and responses to counter arguments as well as language that can be used to communicate them most effectively.

Now you try it! With a partner, look back at the Reader's Theater and look for reasons that building the swimming pool could be a good or bad idea. Then, fill out the dialogue of arguments and counter arguments between you and your partner acting as if one of you supported building the pool and the other opposed.




Directions:

With a partner, finish the sentences that have been started by making arguments, counter arguments, and responses opposing the counter arguments.

 →	Building a new pool is a good/bad idea because...[delete this and add your text in these sentences]	
	Actually, the argument you just gave is not that strong because...	⇐ 
 ⇐ ⇐ →	We don't think so! Your counter argument is weak because...	
 →	Our second argument that the pool is a waste of resources/wise investment is...	
	I disagree. That argument concerns me because...	⇐ 
 ⇐ ⇐ →	Well, your counter argument is not convincing because...	

THOUGHTBOOK

(5 minutes)



Solo Work

Relate Pool Example to Pyramids

Explain to students that just how they read and developed arguments and counter arguments for the building of the pool at the middle school, they will develop arguments and counter arguments for the use of the pharaohs' **surplus** wealth to build the pyramids. They will decide whether it was wasteful or wise.

Direct Students to Respond to Thoughtbook Prompt

In their Thoughtbook, students will add phrases that are helpful when they engage in a debate. They can use phrases from this lesson or elsewhere.

An example: This argument concerns me because...

The Egyptian Pharaohs: Wise Investors or Wasteful Spenders?

→ Session 2

Where are we going with all this?

What is really important to take note of here is that this lesson **provides words and phrases** that you will want to use to be successful during the debate!

After discussion...



Work on the following in your **THOUGHTBOOK**.

Add to your thoughtbook phrases that are helpful when you engage in a debate/discussion/argument. You can use any phrases from this lesson or elsewhere.

Example:

→ This argument concerns me because...



About Session 3

Key Ideas and Evidence

Students engage in reading a short text about ancient Egypt, watch a short video, and use Turn & Talks to guide their comprehension. Students report key ideas into their Thoughtbook.

Learning Objectives

- Learn about the pyramids and other monuments that were built in ancient Egypt.
- Understand why these monuments were built.
- Deepen understanding of key words.
 - ◆ Learn the meaning of “monument” and “architecture”.
- Cite evidence from the readings to support arguments for different perspectives.

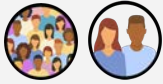
SESSION 3 ACTIVITIES AT A GLANCE

- I. Session Introduction (5 min)
- II. Social Studies Knowledge Acquisition:
 - A. The Pyramids (25 minutes)
 - B. Not Just the Pyramids (10 minutes)
- III. Thoughtbook (10 minutes)
- IV. Extension: Video about how the pyramids were made

Teacher Preparation Tips

- Watch video and read over The Pyramids and Not Just the Pyramids texts. Note any additional vocabulary you want to quickly review before beginning. You might quickly tell students that The Great Pyramid of Giza is the name of one of the pyramids and say it out loud so that students know how to pronounce it. You can also remind them that they saw an image of this in InstaEgypt. You might also quickly review what limestone is. Decide how you will read the text before beginning. For example, you can start as a class and then have students continue with their partners and then come back together as a class.

Session Introduction (5 minutes)



Whole Class Activity and Partner Work

State Purpose for the Session

Tell students that today they will learn about many large structures, including the pyramids, that were built to honor gods and pharaohs in ancient Egypt. Ask students to think of some large buildings in their community.

💬 *What are these buildings used for? What kind of equipment was used in their construction?*

Have students jot down their answers and then turn and talk.

💬 *Tell your neighbor what we've learned so far about the unit question.*

Introduce Focus Words

💬 *A new word for today is, "**monument**." Say, "**monument**". A **monument** is "a building or other large structure that honors a person or event." Another form of the word is **monumental** meaning extremely large and/or important.*

💬 *The peasants of ancient Egypt worked tirelessly to build these great **monuments** to their pharaohs.*

Turn and Talk: Ask students to discuss this question, "For whom or what is there a **monument** in your town or city?" Circulate and monitor as students talk. Model and provide feedback, as needed.

💬 *Another new word is "**architecture**." Say, "**architecture**". **Architecture** is the style or design of buildings. The **architecture** of the Great Pyramid in Egypt has been admired for thousands of years.*

Turn and Talk: Ask students to discuss this question, "If you had to design a school, what would the **architecture** look like?" Circulate and monitor as students talk. Model and provide feedback, as needed.

Session 3: Key Ideas and Evidence

Session Introduction

What are the large buildings in your community?

Over the next three lessons you will be reading texts to understand if the Pharaohs were wise investors or wasteful spenders and you will be gathering evidence from the passages to build arguments and counterarguments for our debate and essay writing. In order to answer this question, we first need to better understand why and how the pyramids were built.



THINK of some large buildings in your community and then answer the following two questions:

- 1.) What are these buildings used for? and 2.) What kind of equipment was used in their construction?

Let's discuss two focus words:

Monument: a building or other large structure that honors a person or event



Turn and Talk:
For whom or what is there a *monument* in your town or city?

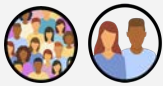
Architecture: the style or design of buildings



Turn and Talk:
If you had to design a school, what would the *architecture* look like?

SOCIAL STUDIES KNOWLEDGE ACQUISITION

The Pyramids (25 min)



Whole Class Activity and Partner Work

Show Video: How the Ancient Egyptian Pyramids Were Built

As a class, watch the brief video clip: *How the Ancient Egyptian Pyramids Were Built*.

<https://klru.pbslearningmedia.org/resource/midlit11.soc.wh.pyramid.s/how-the-ancient-egyptian-pyramids-were-built/>

State Purpose for Viewing the Video

When you watch the video listen for the purpose of building the pyramids. Who did they serve?

Many people believe that they built the pyramids as tombs for the Pharaohs, who were like kings. It was thought that the king would travel up through the pyramid to reach the afterlife.

Read

Explain to students that they will be reading several short texts about the building of **monuments** in ancient Egypt. Then, read the first text, The Pyramids. Read and stop at the designated stopping points to have students discuss the process of building the pyramids and write any questions they might have. For the discussion, students should understand the process for constructing the pyramids: haul 12 2.5-ton blocks an hour for 20 years, and then fill in the surface with smaller casing stones.

Prompt Students to Work in Pairs to Read, Talk, and Write

Have students work in partners to answer the Turn and Talk and write responses to prompts. Explain that students should share their perspective about why they would ask the questions they selected about the pyramids. Circulate and monitor as students work. Model and provide feedback, as needed.

Discuss Student Responses as a Whole Group

Check for understanding by asking a few students to share their responses. Model using the words 'argument' and 'counter argument' as students share their differing perspectives.

The Egyptian Pharaohs: Wise Investors or Wasteful Spenders?

→ Session 3

Video: How the Ancient Egyptian Pyramids Were Built



Building the Pyramids from PBS LearningMedia,

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Source: NOVA: "This Old Pyramid"

Project funded by: Walmart Foundation

The Pyramids

About 4,600 years ago, thousands of men worked under the hot Egyptian sun to build the Great Pyramid of Giza for their Pharaoh (photo on right). Put yourself in their shoes and imagine what it must have been like to pull a 2.5-ton limestone block on a sled up a steep ramp. It took 20 years to haul more than 2 million of these blocks into place. That averages to about 12 blocks per hour, day after day, year after year. After the blocks were in place, smaller casing stones were used to give the pyramid a smooth covering.



The Great Pyramid of Giza stands about 454 feet tall. For 3,800 years it was the tallest man-made structure in the world. Yet it was built in an age without cranes, trucks, bulldozers, or even simple machines such as wheels or pulleys. And the Great Pyramid of Giza was only one of many pyramids that were built as tombs for the pharaohs. Because the pharaohs were viewed as gods, these tombs were important to Egyptians because they believed their leaders could continue to watch over and protect Egypt even after death. The pyramids were intended to help each pharaoh make the journey to the afterlife.

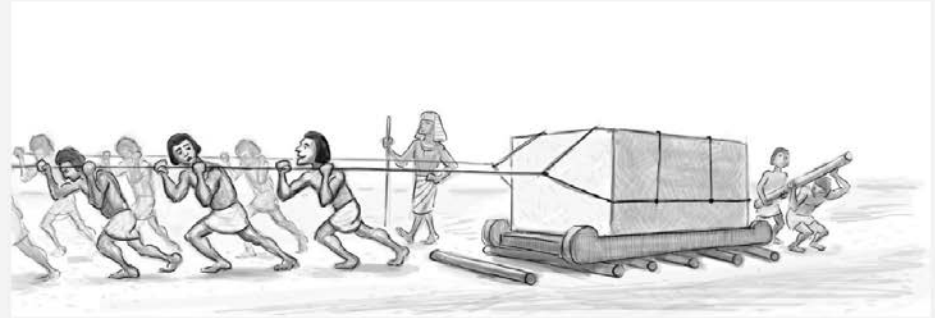


What questions do you have about how these pyramids were built?



Turn & Talk:

The two Egyptians in the illustration are having a conversation. One is complaining about the hardship of building the Great Pyramid of Giza. What do you think the other might say to give him a reason to continue working?



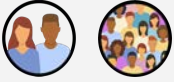
My back is killing me and my feet are burning, Nasser! I'm exhausted from pulling these heavy stone blocks up ramps day after day. Our friend Assad fainted from exhaustion yesterday. I don't want to end up like him. Is a pyramid really worth all this?



After engaging in a Turn and Talk with your partner then answer in writing:
Who do you think did the physical labor and how did they feel about it?

Blank yellow area for writing the response.

Not Just the Pyramids (10 minutes)



Partner Work and Whole Class Activity

Prompt Students to Work in Pairs to Read, Talk, and Write

Have students continue to work in pairs to read 'Not Just the Pyramids', then talk and write.

After students finish reading, ask them to discuss with their partner and write what they can infer from the text about ancient Egyptian ideas about the afterlife.

Discuss with Whole Group

Discuss what your students can infer from the text about ancient Egyptian ideas about the afterlife.

Possible Inferences:

- The afterlife was similar to life on earth since many of the same objects could be used (furniture, paintings, jewelry).
- The quality of the afterlife depended on how much wealth was placed in his tomb.
- The afterlife was eternal (at least for the pharaoh), since the pharaoh could continue watching over his people after he died.
- It was a difficult journey to arrive at the afterlife, since the pharaoh needed instructions and advice about how to get there.

THOUGHTBOOK

(10 minutes)



Solo Work

Direct Students to Respond to Thoughtbook Prompt

After discussion, students will go to their Thoughtbook and fill in evidence for either claim: wise investors AND wasteful spenders! You can hint that there might only be evidence to support that they were wise.

The Egyptian Pharaohs: Wise Investors or Wasteful Spenders?
→ Session 3

Not Just the Pyramids



Ancient Egypt lasted for about 3,000 years. During that long time, the Egyptians built many pyramids. They also built many other **monumental** structures. These structures included temples, enormous statues, and a great series of tombs carved right into the rock of a large mountain. Many of these structures are in a region of Egypt called the Valley of the Kings. The tombs held important objects that were thought to be necessary for pharaohs to live well after their earthly lives were over. These tombs were filled with beautiful furniture, statues, wall paintings, precious jewelry, and gold. Each tomb also contained writings with advice for the pharaoh to help guide him or her along the journey to the afterlife. These offerings honored the gods and were thought to enable the pharaohs to continue to watch over Egypt.



Turn & Talk:

What can you infer from the text about ancient Egyptian ideas about the afterlife?



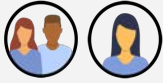
From your reading, was there any evidence for the pharaohs being wise or wasteful? Do you have any new information for either side? (Tip: use the focus words **monumental** and **architecture** when you begin to fill in your table.)

Work on the following in your **THOUGHTBOOK**.

The pharaohs were...		
	Wise Investors	Wasteful Spenders
VIDEO	Explain why this makes them wise in your own words...	
READING #1	Evidence from the text in your own words...	Evidence from the text in your own words ...
READING #2		



EXTENSION: We Finally Know How the Pyramids Were Made



Partner Work or Solo Work

If you finish and have time and are curious about how the pyramids were built, you can watch this extension activity video. This brief video describes a new theory about how the pyramids were built.

<https://www.youtube.com/watch?v=hRvtVrXcC3Y>

▶ We Finally Know How The Pyramids Were Made!

EXTENSION: We Finally Know How the Pyramids Were Made!

(from D NEWS)

For thousands of years, the mystery of how the pyramids in Egypt were made has puzzled the world. Do we finally know the answer? Join Laci as she discusses how the answer might be more obvious than we thought!

Watch the Video to gain an understanding of the construction process.

<https://www.youtube.com/watch?v=hRvtVrXcC3Y>



Write: What is a new theory for how the pyramids were built?

About Session 4

One Event, Many Perspectives

In this session, students consider how a variety of ancient Egyptians might have described the strike at Deir el-Medina. Students will continue to gather evidence for their upcoming debate by reading and evaluating arguments in their Thoughtbook.

Learning Objectives

- Learn about the social structure of ancient Egypt.
- Learn about the artisans and why they went on strike.
- Deepen understanding of focus words: “hierarchy”.
- Cite evidence from the readings to support arguments for different perspectives.

SESSION 4 ACTIVITIES AT A GLANCE

- I. Session Introduction (10 minutes)
- II. Social Studies Knowledge Acquisition: Striking Workers (15 minutes)
- III. Disciplinary Literacy: Reactions from Egyptians Across the Hierarchy (20 minutes)
- IV. Thoughtbook (5 minutes)

Teacher Preparation Tips

- Have students work in pairs from the previous session.
- Review the text, Striking Workers, and decide which words you might quickly preview. For example, you might tell students that papyrus was a plant and it was used as paper.

Session Introduction (10 minutes)



Whole Class Activity

State Purpose for the Session

☞ In the previous session, you learned about the pyramids and other **monumental** structures that the peasants worked incredibly hard to make with the pharaohs' **surplus**. Today you are going to learn more about Egyptian society. In order to understand the event that takes place during the readings and the reactions to it, it is important to understand how Egyptian society was structured.

☞ In the text that we will read, the artisans (who were the crafts people) went on strike because they did not have enough food but it is important to take note that they had more than the peasants, who were the ones building the pyramids.

Review Focus Word

☞ Let's zoom in on the focus word **hierarchy**. Say, "**hierarchy**".

Define the term and then have your students turn and talk to discuss typical **hierarchy** in a family or in a school.

☞ Let's take a look at the **hierarchy** pyramid.

Teachers should explain each level and preview the activity with pictures of the different levels of society.



Solo Activity

Prompt Students to Answer Questions

Next, students should write the answers in their student pages: What is a **hierarchy**? Who had the most power/the least? And how much power did the artisans have?

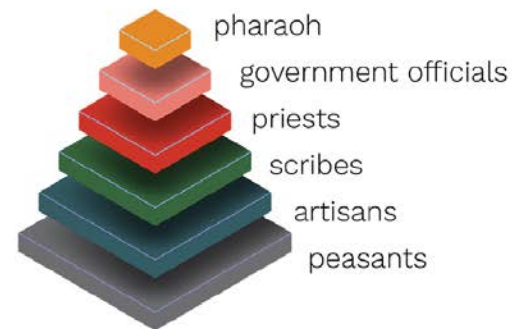
Session 4: One Event, Many Perspectives

Session Introduction

Today you are going to learn more about Egyptian society and read about how the artisans went on strike because they did not have enough food (while pyramids were still being made). In order to understand the event that takes place during the readings and the reactions to it, it is important to understand how Egyptian society was structured.



Before we start, let's review our focus word, hierarchy, and discuss how much power the artisans had. Also note that the police chief was a government official.



What does **hierarchy** mean?

Who had the most power in Egypt?

Who had the least?

How much power did the artisans have?

SOCIAL STUDIES KNOWLEDGE ACQUISITION

Striking Workers: Deir el-Medina (15 minutes)



Whole Class Activity or Partner Work

Read

1. Begin by reading the first paragraph as a class.
2. Check for understanding by facilitating the first Turn, Talk, and Write.
3. Provide corrective feedback if students misunderstand the material.

Prompt Students to Work in Pairs to Read, Talk, and Write

If you feel your students are ready, they can continue reading in pairs and answer the questions that follow. If not, continue reading as a class.

Discuss Student Responses as a Whole Group

If time allows, review the responses as a class. You can also invite students to share their sign ideas.

The Egyptian Pharaohs: Wise Investors or Wasteful Spenders?

→ Session 4

Striking Workers: Deir el-Medina

As we read, think about the upcoming debate and the power the pharaohs had and why the artisans wanted to strike.

This picture shows the recently excavated remains of the ancient village Set Maat (now called Deir el-Medina), home to the laborers and artisans working on the nearby tombs. We know a lot about how the inhabitants of Set Maat lived from papyrus documents and inscribed pottery shards found in the ruins – these include receipts, prescriptions, magic spells, and even love songs! About 70 workers and their families lived in the village, in 3–5 room mud brick homes. Though these houses are simpler than Egypt’s temples, tombs, and other **monumental** forms of **architecture**, the people who lived there were not peasants. They were skilled artisans – potters, carpenters, coppersmiths, sculptors, jewelers, and **architects**.



Turn, Talk and Write:

What kinds of information would receipts, prescriptions, magic spells, and love songs provide to archeologists? What would archeologists find from today's day and age?



Turn, Talk and Write:

What did the artisans do? Describe how the power was organized and where the artisans were in the power structure.

Now think about why these workers would strike as you work with a partner to read the last two paragraphs:

The workers of Set Maat, like everyone else, suffered during leaner times. Sometime around 1,160 BCE, grain reserves ran low. There were many building projects going on in Thebes and perhaps not enough grain rations for all the workers.

Also, sometimes corrupt officials stole grain from the reserves to resell it. In any case, grain payments to the workers at Set Maat suddenly stopped. To protest this unjust decision, the workers went on strike and refused to work until they were paid.

This event may well be the first recorded strike in history.



Turn, Talk and Write:

Why did the artisans strike? What was the cause of the strike? Was it *justified* or not? Explain your answer...



About 3000 years later...

In September 2012, teachers in Chicago went on strike because they were unhappy with their working conditions. Strikers held up signs like the one in the picture (see left). If the workers who went on strike in Deir el-Medina had signs, what do you think they would have written?



Turn, Talk and Write:

Why did the artisans strike? What was the cause of the strike? Was it *justified* or not? Explain your answer...



DISCIPLINARY LITERACY

Reactions from Egyptians... (20 minutes)



Whole Class Activity or Partner Work

Model Activity

Read the activity introduction and descriptions of the peasants, craft workers, police chief, and priest of Thebes. Work through the first example as a class. Model using the words 'argument' and 'counter argument' as students share their differing perspectives. Prompt students to use the words 'argument' and 'counter argument' in their responses as a whole group and when working as partners.

Prompt Students to Practice

Have students work in partners to match the quotations to the person most likely to say it.

Ask questions like:

- What resources might each group of people use every day?
- Which group was most responsible for agriculture?
- What individual was most responsible for law and order?

Review with Whole Group

Review the responses as a class. Provide corrective feedback, as needed.

The Egyptian Pharaohs: Wise Investors or Wasteful Spenders?

→ Session 4

Reactions from Egyptians Across the Hierarchy

How might Egyptians across the hierarchy have reacted to the strike at Deir el-Medina?



Peasants

Peasants worked the farmlands outside of Deir el-Medina. They paid the Pharaoh's tax collectors with the crops they grew. Some of these crops, in turn, fed the crafts workers at Deir el-Medina.



Artisans (Crafts Workers)

Crafts workers were skilled in turning stone, leather, metal, and other materials into beautiful objects, which were placed inside the pyramids and temples. Deir el-Medina was made up of these craftspeople.



Police Chief

The police chief was a minor official in charge of keeping order in Deir el-Medina.



Priest of Thebes

These priests tended the temples of Egypt's most important gods. The top Theban priests were a powerful group that controlled up to a third of Egypt's land at the time of this strike.

Who would say such a thing?

Read these quotations, then match the quotation to the person most likely to have said it. The first one has been done for you.

"Your strike is not **justified** because you must work hard in order to be rewarded when the pharaohs and priests are happy in their afterlives and watching over you."

"I'll tell you my opinion. Go up, gather your gear, close your doors, fetch your wives and your children, and I'll lead you to the temple of Menmaatre and let you settle down there right away."
(actual translation from ancient text!)



Peasant working near Deir el-Medina



The **police chief** in Deir-Medina
(Speaking to the craft workers)



A **crafts worker** in Deir-Medina:
(Speaking to the officials)



Priest of Thebes

"Allowing the artisans to strike is a bad idea because the artisans are already well enough off. We work hard every day and give a portion of our crops to the tax collectors. If anyone deserves a better quality of life, it is us."

"The prospect of hunger and thirst has driven us to this; there is no clothing, there is no ointment, there is no fish, there are no vegetables."
(actual translation from ancient text!)

THOUGHTBOOK

(5 minutes)



Solo Work and Whole Class

Direct Students to Respond to Thoughtbook Prompt

What can you add to your table?

Review evidence students have gathered for the final debate.

Formative Assessment: Class Check

Read through a sample of students' Thoughtbook entries to check for understanding for the class as a whole and to identify individuals who may need additional support. Prepare to provide feedback at the beginning of Session 5. Note whether the evidence is accurately captured in a way that demonstrates students' understanding of the text.

The Egyptian Pharaohs: Wise Investors or Wasteful Spenders?

→ Session 4



Return to your **THOUGHTBOOK** to add any evidence.

*(hint: use the word **hierarchy**)*

The pharaohs were...

	Wise Investors	Wasteful Spenders
READING #3	Evidence from the text in your own words ...	Evidence from the text in your own words ...



About Session 5

Evaluating Uses of Surpluses

In this session, students read about the various ways that surplus was used in ancient Egypt and rank them in importance. This activity allows students a glimpse into the difficulty of prioritizing spending in a society. Students will continue to gather evidence for their upcoming debate in their Thoughtbook.

Learning Objectives

- Understand how surpluses contributed to the construction of pyramids in ancient Egypt.
- Critically evaluate the ways the surplus was used and rank by importance.
- Cite evidence from the text to support arguments for different perspectives.

SESSION 5 ACTIVITIES AT A GLANCE


- I. Session Introduction (5 minutes)
- II. Social Studies Knowledge Acquisition: Using Surplus Wisely (10 minutes)
- III. Disciplinary Literacy: How Egypt Got and Used Its Surplus (30 minutes)
- IV. Thoughtbook (5 minutes)

Teacher Preparation Tips

- Have students work in pairs from the previous day.
- Review the text, Using Surplus Wisely, and decide which words you might preview. For example, you might quickly review what agricultural and resources mean and why they might lead to surplus.
- Plan how you will make the student resources available for the students- digitally or in print.

Feedback Based on Class Check from Session 4

If the Thoughtbook entries from Session 4 were strong, provide the class specific positive feedback. For example,

 *I reviewed your thoughtbook entries and I saw that you did a great job identifying evidence from the text to support the argument that the Pharaohs were wise investors and the argument that they were wasteful spenders. Many of you also used the focus word, “**hierarchy**.”*

If the Thoughtbook entries from Session 1 were weak, provide the specific corrective feedback based on student responses.

Session Introduction (5 minutes)



Whole Class Activity

Provide Feedback Based on Class Check from Session 4

See instructions above

State the Purpose for the Session

*In the previous session you learned about why some workers went on strike against the Pharaohs. Today you will learn about the pharaoh's **surplus** and how they chose to spend it.*

Based on what you learned from the Class Check, start Session 5 by reviewing how textual evidence can be used to support a position and leading a whole class discussion using examples.

Review Focus Words

*Think of yourself as a word detective. When you encounter the words in bold or any words that are difficult, consider ways to detect their meaning. Read around the word and read within the word to learn what the word means. For example, do you see any parts of the word **surplus** that you know the meaning of? (Plus means much/many/more - which can give us a clue that **surplus** means an extra amount of something over what is needed or used.)*

*Let's review the meaning of **monumental**, **surplus**, **architecture**, and **infrastructure**.*

SOCIAL STUDIES KNOWLEDGE ACQUISITION

Using Surplus Wisely (10 Minutes)



Partner Work

Read

Tell students that after reading the text, they should be able to explain how **surpluses** contributed to the construction of pyramids in ancient Egypt. You can read the text aloud as a class or have students read with their partners.

Prompt Students to Work in Pairs to Read, Talk, and Write

Circulate and monitor as students work. Model and provide feedback, as needed.

Discuss Student Responses as a Whole Group

If time permits, have a few students share their ideas with the class.

Session 5: Evaluating Uses of Surpluses

Session Introduction

In the previous session you learned about why some workers went on strike against the Pharaohs. Today you will learn about the pharaoh's **surplus** and how they chose to spend it. After reading the text, you should be able to explain how **surpluses** contributed to the construction of pyramids in ancient Egypt.

Quick Focus Word Review:

- **surplus**: extra amount of something over what is needed or used; excess
- **monumental**: extremely large and/or important
- **infrastructure**: the basic facilities that serve an organization, city, country, etc.

Using Surplus Wisely

Who built the pyramids and other **architectural** wonders? Older theories proposed that slave labor built these **monumental** structures, but newer evidence suggests that everyday Egyptians helped build the pyramids mainly during the months when the Nile was flooding their fields. That annual flood brought new rich soil which helped Egypt produce a large agricultural **surplus** each year. These extra resources were used to pay workers to build the pyramids and temples.



Turn, Talk and Write: What allowed the Pharaoh's to have surplus? What did they choose to use the surplus on? How would you have spent the surplus?

But what about the dry years, when the **surplus** wasn't as large as usual? How could the pharaoh pay the workers to continue his or her building projects? Should they just have stopped working on the projects?

Politicians in the U.S. often plan to use **surpluses** for big projects too – exploring space, expanding airports, building new sports stadiums, bringing the Olympics to an American city. Sometimes those projects are also threatened when the **surplus** dries up and people realize they may need to pay more taxes to rescue the plans.



Turn, Talk and Write: Explain what you think the Pharaohs should have done when there was less surplus. After discussing, write your answer:



Turn and Talk: According to the paragraph above, the pharaoh used ancient Egypt's surplus to pay farmers to build pyramids and temples. If the United States gains a surplus, what do you think it should be used for? Explain your ideas.

DISCIPLINARY LITERACY

How Egypt Got and Used Its Surplus (30 minutes)



Whole Class Activity and Partner Work

Read

Students read about the various ways that a **surplus** was used in ancient Egypt and rank the **surplus** (where 1 is very wise and 9 is very wasteful). This activity allows students a glimpse into the difficulty of prioritizing spending in a society, as well as helps them prepare for essay writing and debate.

Option: Make photocopies of activity pages and have students cut out and then sort the **surplus** options into their preferred ranking order.

Review some of the vocabulary that might be difficult for students. For example: grainery or irrigation or unification.

Model Activity

“This should give you a glimpse into how difficult it can be to prioritize spending in a society! Also, this will help you to prepare for our final debate.”

Read the introduction out loud to the class, providing clarification if necessary. Show images of flooding of the Nile and define ‘fertile.’

Read the instructions. Tell students that they must use a different ranking number 1–9 for each **surplus** option, with no ties. Tell students to consider the good of the Egyptian society as a whole while deciding their rankings.

Select one **surplus** to demonstrate a think-aloud of how you would rank one.

Prompt Students to Practice

Give students several minutes to rank the surplus options with a partner.

“As you work, I encourage you to share arguments with each other about why one spending decision may be wiser than another. You can also create counter arguments against your partner’s claim.”

The Egyptian Pharaohs: Wise Investors or Wasteful Spenders?

→ Session 5

How Egypt Got and Used Its Surplus

The Nile River was the source of Egypt’s great agricultural wealth. Each year it flooded in a regular way. The floods covered the lands on either side with rich, fertile soil. When the flood waters receded, farmers were able to plow the soft, wet soil easily. The soil was extremely fertile and produced excellent crops. The river refreshed the soil after each flood. Year after year, Egypt produced huge agricultural **surpluses**. The extra food was a true resource, or benefit, for Egyptians and supported many other kinds of activities.

Ancient Egypt used its **surplus** to build many **monuments** and **infrastructures** and to reward workers, but were these uses all **justified**? With a partner, read through the list of ways that Egypt used its **surplus**. Together, rank each use of the **surplus** (where 1 is very wise and 9 is very wasteful). Explain each ranking you give.

Egypt used its surplus to...

1. Pay thousands of workers to build **monuments** such as the Great Pyramid of Giza, which is one of the “Seven Wonders of the World,” and Queen Hatshepsut’s temple at Deir el-Bahari, considered to be one of the most beautiful structures in the world.

very wise very wasteful

1 2 3 4 5 6 7 8 9



2. Pay thousands of crafts workers to make items like jewelry and furniture for pharaohs to use in the afterlife.

very wise very wasteful

1 2 3 4 5 6 7 8 9



3. Pay workers to build and maintain a large agricultural **infrastructure**—a complex system of canals, catch basins, dikes, and other devices to control the waters of the Nile River and to irrigate the farmlands.

very wise very wasteful

1 2 3 4 5 6 7 8 9



4. Pay for the building and maintenance of large granaries to store grain. Stored grain was used during times of drought and poor harvests.

very wise very wasteful

1 2 3 4 5 6 7 8 9



Formative Assessment: Small Group Check

As students work in groups on the ranking activity, circulate among the groups. First, listen to their discussion and use the following prompts as needed to guide their thinking forward by focusing on the reasons for their specific rankings and prompting their use of the focal words.

☞ *I see you ranked this statement as an X. Why do you think this statement is evidence that the Egyptian Pharaohs were wise/wasteful spenders?*

☞ *Why did you choose this particular ranking for this statement?*

☞ *Why do you think this way of using the surplus was wise/wasteful?*

☞ *Do you think this way of using the surplus was justified? Why or why not?*

Review with Whole Group

Initiate a class discussion where some students share and provide support for their number 1 and number 9 choices. Have students **justify** their choices and pose questions to their classmates about their rankings.

5. Pay people to oversee building projects. One record shows that on a large building project for the pharaoh, an overseer was paid 28 times what his lowest paid workers earned.

very wise very wasteful

1 2 3 4 5 6 7 8 9



6. Pay thousands of **architects** and workers to build an entirely new capital city for Pharaoh Akhenaten (1353–1336 BCE) because he did not want the worship of sun god Aten to be contaminated by the worship of other gods.

very wise very wasteful

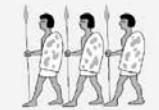
1 2 3 4 5 6 7 8 9



7. Pay an army of soldiers and a large number of officials to unite Egypt during three long periods: the Old Kingdom, the Middle Kingdom, and the New Kingdom. Unification and **hierarchy** helped maintain order and stability.

very wise very wasteful

1 2 3 4 5 6 7 8 9



8. Pay for the 17 military campaigns of Pharaoh Thutmose III (1457–1425 BCE), many of which were aimed at extending Egypt's empire and adding to Egypt's wealth.

very wise very wasteful

1 2 3 4 5 6 7 8 9



9. Pay for priests and scribes. Scribes kept track of stored goods, land holdings, debts, and many other records needed by government officials. During the New Kingdom, priests of Thebes controlled about a third of Egypt's farmlands.

very wise very wasteful

1 2 3 4 5 6 7 8 9



THOUGHTBOOK

(5 minutes)



Solo Work

Direct Students to Respond to Thoughtbook Prompt

Have students return to their Thoughtbook. Now is the time to fill in the graphic organizer. Prompt students to work in pairs and go back through their notes to look carefully at *Using **Surplus** Wisely* and the ranking **surplus** activity.

The Egyptian Pharaohs: Wise Investors or Wasteful Spenders?

→ Session 5



Again, return to your **THOUGHTBOOK** to add any evidence.

(hint: do any of these items you ranked provide more ideas or evidence for the debate?)...

The pharaohs were...

	Wise Investors	Wasteful Spenders
READING #3	Evidence from the text in your own words ... Explain why this makes them wise in your own words...	Evidence from the text in your own words...



About Session 6

Preparing for the Debate

In this session, students prepare for the next session's debate by developing arguments and counter arguments and practicing in teams.

Learning Objectives

- Deepen understanding of whether the pharaohs were wise or wasteful.
- Cite evidence from the text to support arguments and prepare to argue against counter arguments.
- Review the meaning of “justify”, “surplus”, “monument(al)”, “architecture”, “hierarchy”, and “infrastructure”.

SESSION 6 ACTIVITIES AT A GLANCE

- I. Session Introduction (5 minutes)
- II. Disciplinary Literacy: Writing Debate Statements (35 minutes)
- III. Thoughtbook (10 minutes)

Teacher Preparation Tips

- Have students work in their heterogeneous teams of 4 (the same group they have been working with throughout the entire unit). Teams will collaboratively take on one side of the argument (i.e. a group of four will all argue that the pharaohs were wise together). You know your class best, so you can either divide up the class or allow teams to pick which side they want to be on. Ensure that half argue that the pharaohs were wise and half argue that they were wasteful.
- Make sure that students know that they have been gathering evidence and useful skills and pieces of information for this debate since session 1! Take the time to review what is expected of students during the debate and how to be prepared for the argument and the counter argument. Students should have their Thoughtbook in front of them when they are writing their debate statements.

Session Introduction (5 minutes)



Whole Class Activity and Partner Work

State the Purpose for the Session

Review how the debate will run and expectations.

☞ *In this session you will be working with your squad to prepare for the debate.*

☞ *Your team will be assessed on:*

- *How effectively you state your opinion (claim) and support it with strong arguments.*
- *How effectively you state counter arguments to the arguments presented by the other side.*
- *How effectively you respond to the other side's counter arguments.*
- *How effectively you use the focus words (we will review them today).*

☞ *Before you begin planning with your squad for the debate, let's review what a counter argument is. What is a counter argument and what are some of the phrases that you use when making arguments and counter arguments?*

Prompt students to share their responses with a partner and then jot down their responses.

Review Focus Words

☞ *Before you begin preparing debate statements, turn and tell your partner about the Pharaohs in ancient Egypt and try to use as many of the focus words as possible.*

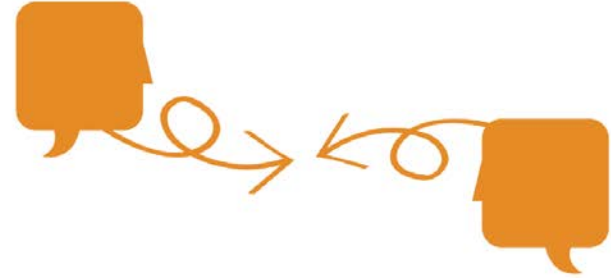
As partners talk, circulate, monitor, and provide feedback on their understanding of whether or not the ancient Pharaohs were wise investors or wasteful spenders. Also, assess their appropriate use of focus words. Challenge them to use all six, if possible.

Session 6: Preparing for the Debate

Session Introduction



You will be in your squad and will argue that the pharaohs were either wasteful or wise. No matter which side you are on you will need to be prepared with counter arguments, so you should understand both sides of the argument.



Let's review what a counter argument is...

(hint: check your Session 2 Thoughtbook entry)

What is a counter argument and why is this important in preparing for the debate?

What are some words and phrases that help you make arguments and counter arguments?

Quick focus words review:



Turn & Talk:

Turn and tell your partner about the Pharaohs in Ancient Egypt and try to use as many of the focus words as possible!

justify • monumental • surplus • architecture • infrastructure • hierarchy

DISCIPLINARY LITERACY

Writing Debate Statements (35 minutes)



Working In Teams

Introduce the debate question: Were the Egyptian pharaohs wise investors or wasteful spenders?

In the student squads of 4 assign perspectives or let groups choose the perspective that they will support in the debate. Make sure that half the class is on one side of the issue and the other half on the other.

Model Activity

Guide students through this process of preparing for the debate, showing them where to include each piece of evidence from their Thoughtbooks (and the surplus list from the previous session) and how to support it. You might say:

*In round 1, a representative from your squad will share an opening statement. To write an opening statement, your squad will have to decide which three pieces of evidence are the strongest for your side. For example, if I wanted to use #4 from the **surplus** list (from the previous session) to support my argument, I would check 'wise investors' and then write 'having enough to eat in times of drought allowed the Egyptian people to avoid famine and premature death.'*

1. Direct students to the bottom of the page and explain that they must guess how an opposing team might challenge their argument, and then think about how to respond to that challenge.
2. Review the "Generating Arguments and Counter arguments" pages from Session 2 if students need to be reminded about the meaning of a counter argument.
3. Remind students to use information from Sessions 3, 4, and 5 to support their arguments.

Prompt Students to Prepare Debate Statements

After reviewing the organizer, direct students to go through the four rounds of the debate and complete the graphic organizer with their squads. The organizer will help them prepare their debate statements and counter arguments. Once students have completed the document as a squad, they will decide who will represent their team for each round.

The Egyptian Pharaohs: Wise Investors or Wasteful Spenders?

→ Session 6

Writing Debate Statements

You will be preparing for the debate as a team and work together in thinking through all of your team members' statements even though ultimately you will only represent your team for one round.

In the debate there will be four rounds:

Round 1: One person from your team will share an **opening statement**.

Round 2: A new representative from your team will respond with a **counter argument to the other team's opening statement/argument. (In other words: clarify, challenge, and respond. Ask clarifying questions or challenge another group's claim or supporting evidence)**

Round 3: A new representative from your team will present a **defense** against another team's counter argument. **(In other words: clarify, challenge, and respond.)**

Round 4: The last representative will share **closing remarks**.

Which side is your team arguing?

WISE

The Pharaohs were wise investors.

WASTEFUL

The Pharaohs were wasteful spenders.

Preparing for Round 1

OPENING STATEMENT

First, decide on your team's top three strongest pieces of evidence. You may pick from the ranking activity in Session 5, notes from your Thoughtbook, or come up with new evidence as a team.

Evidence:

This shows strong evidence the Pharaohs were wise investors wasteful spenders because...

Evidence:

This shows the Pharaohs were wise investors wasteful spenders because...

Evidence:

This shows the Pharaohs were wise investors wasteful spenders because...

Formative Assessment: Small Group Check

As students work in groups on their debate statements, circulate among the groups. First listen to their discussion and use the following prompts as needed to guide their thinking forward.

- ☞ *How well do your 3 opening arguments support your position?*
- ☞ *What focus words/language/phrases might you use to make your arguments stronger and more convincing? What textual evidence could you use to strengthen your arguments?*
- ☞ *What arguments might the other team present? Do the counter arguments you prepared directly address their arguments?*
- ☞ *What focus words/language/phrases might you use to make your counter argument stronger and more convincing? What textual evidence could you use to strengthen your arguments?*
- ☞ *How well does your response to the other team's counter argument directly address their counter argument?*
- ☞ *What focus words/language/phrases might you use to make your response to the counter argument stronger and more convincing? What textual evidence could you use to strengthen your arguments?*
- ☞ *How well can you deliver your argument/counter argument/response to counter argument using appropriate and convincing tone of voice, gestures, enthusiasm?*

Review with Whole Group

- ☞ *I'm going to give you a few minutes during the next session to orally practice your statements with your squad, but you have some time to practice now. You may want to also practice for homework.*

Preparing for Round 2

DEVELOPING COUNTER ARGUMENTS

As a team you should also be fully prepared with counter arguments. How will you **argue against the other team**? Think about how the other team might use information from any earlier reading or activity to support their argument and what your team might say to show they are wrong.

Practice by using the ranking activity in Session 5.

If they use # _____ to support their argument, then we'll use the following counter argument:

If they use # _____ to support their argument, then we'll use the following counter argument:

Preparing for Round 3

ANTICIPATING THEIR COUNTER ARGUMENTS

Not only is it important to think ahead of how you might counter your opponent with a good argument. It is equally important to **think ahead about how THEY will counter your arguments**. As a team, think about what they might say against the points you make in your opening statement. Thinking about how you might respond in advance will make your debate performance stronger.



Team Turn & Talk: How might the other team argue against us? How might we defend our positions

Preparing for Round 4

MAKING A STRONG CONCLUSION

At the end of the debate, your team will have a chance to make a concluding statement. Prepare a draft concluding statement that summarizes your arguments and connects important evidence to your claims. Once your team has completed your draft statements, you should decide who will represent your team for each round.

- If you are the representative for **round one**, you should write in your own words your team's claim and 3 pieces of evidence.
- If you are representing your team during **round 2 or 3** you should be prepared for what the other team might say and how you will respond. Although you can prepare, you will ultimately have to respond to what is said by the opposing team, so listen carefully.
- If you are representing your team for the **closing statement**, you will have to prepare some work on the fly but can prepare to restate your team's argument and maybe add something new!

*****You are going to have a few minutes during the next session to practice with your statements with your team but you might want to practice with your group for homework if you can and/or practice at home in front of a sibling/caregiver or in front of the mirror. Practice will help you build confidence so that you do not need to read directly from your notes.**

THOUGHTBOOK

(10 minutes)



Solo Work

Direct Students to Respond to Thoughtbook Prompt

Once students discuss as a squad and each student decides on the round they will present, each student will prepare their individual statements in their Thoughtbooks.

Formative Assessment: Class Check

Read through a sample of students' Thoughtbook entries to check for understanding for the class as a whole and to identify individuals who may need additional support. Prepare to provide feedback at the beginning of Session 7.

The Egyptian Pharaohs: Wise Investors or Wasteful Spenders?

→ Session 6

Complete the table indicating who will be representative for your team during each of the four rounds:

Your team representative:

Round 1 <i>Opening Statement</i>	
Round 2 <i>Present a counter argument to the other team's position.</i>	
Round 3 <i>Defend your team's position against the counter argument made by the other team.</i>	
Round 4 <i>Closing Statement</i>	



Write your individual statement for your role in the debate.

THOUGHTBOOK

I am preparing my statement for Round 1 2 3 4.

My statement:



About Session 7

Debate Day

Students debate the unit topic from multiple perspectives. Were the pharaohs wise investors or wasteful spenders?

Learning Objectives

- Orally state claims and argue a point of view by citing textual evidence.
- Evaluate the strength of claims and evidence.
- Learn criteria for successful performance in a debate (e.g., voice level, proper body language, eye contact, ability to stay on topic).

SESSION 7 ACTIVITIES AT A GLANCE

- I. Session Introduction (7 minutes)
- II. Disciplinary Literacy: Debate (38 minutes)
- III. Thoughtbook (5 minutes)

Teacher Preparation Tips


- Make sure to review the debate procedures ahead of time so that you are confident in the routine and also think through ensuring that all students participate in the debate - [reviewing the animation](#).
- You might need to physically set up your room for the debate before students arrive.
- Plan how you will run the debate. There are options for how to run the debate. The most important part is that directions are clear and students understand what is expected of them.

Consider the following options for running the debate:

- This lesson is designed so that the entire class is together and there are 2-3 groups of debates in front of everyone (depending on the size of your class).
- Half of the class debates in one part of the room and the other half in another. You can set up your room so that you have two debates going at one time and you move from one to the other.
- You can also set up so that 4 debates are running at the same time ABCD vs. 1234 or four debates run and all students watch all the debates.
- Tip: Pull out of a “hat” which teams will debate with one another. This will make that process fun!
- If multiple teams are going at the same time, the teacher should facilitate using a timer and announcing “round 1 - opening statements”, “round 2”, “round 3”, “round 4 - closing statement.”

Feedback Based on Class Check from Session 6

If the Thoughtbook entries from Session 6 were strong, provide the class specific positive feedback. For example,

 *I reviewed your Thoughtbook entries and I saw that you did a great job identifying your role in the debate and your debate statement. You will use these in your debate today.*

If the Thoughtbook entries from Session 6 were weak, provide the specific corrective feedback based on student responses.

Session Introduction (7 minutes)



Working in Teams

Provide Feedback Based on Class Check from Session 6

See instructions above

State Purpose for the Session

Today you will debate using our unit question. Before we begin, you will have a few minutes to prepare with your team.

Review debate procedures. [Link to animation.](#)

Remind students that they should have a representative reading the opening statement and that while they are watching a debate, they should record observations about their peers.

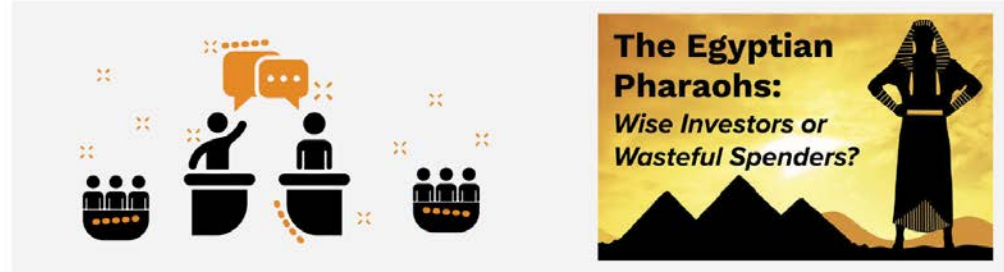
Quickly review the aspects of the debate that students should observe. For example, students may take notes on the debater's voice level, proper body language, eye contact, or ability to stay on topic. Students may also listen for what students say to make their statements clear and convincing.

While your teammates are engaged in the debate you should be listening very carefully because you will be entering the debate in round 2 or round 3 with a counter argument. Also, if you do not have a teammate in the circle you should be listening for ideas you had not thought of before or evidence that you might want to add to your essay. Remember to be supportive of one another!

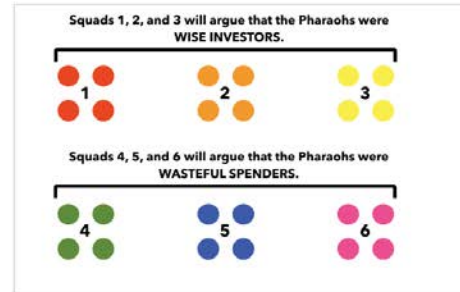
Prompt students to practice their statements with their teams for a few minutes.

Session 7: Debate Day

Session Introduction



You can see how the debate will run by [reviewing the animation](#):

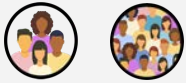


How to debate effectively:

1. **Speak clearly and with confidence.**
2. **Maintain proper body language.**
3. **Maintain eye contact with your opponents and the audience.**
4. **Stay on topic.**

DISCIPLINARY LITERACY

Debate (38 minutes)



Working in Teams and Whole Class

Model Activity

Show the [debate animation](#) to your students and answer any final questions about how the debate will run.

Describe how multiple debates will occur simultaneously and set expectations for where students should stand and how you expect them to behave.

Prompt Students to Debate

Allow the debate to proceed. Each debate will take place over FOUR rounds.

After each round, the debating teams should quickly discuss with their team members what they will say in the next round and then send their previously selected new representative to enter the debating inner circle.

- **Round 1:** One student reads their opening statements then reconvenes with the team to plan a counter argument against another team.
- **Round 2:** Students present their counter arguments then reconvene to plan a defense against the counter argument given to them. (They choose a new member of their team for this round!)
- **Round 3:** Students present their defense against counter arguments from other groups. (The member of the team who has not been in the debate circle yet should enter the debate for this round.)
- **Round 4:** One student makes closing statements.

Review as a Whole Group

After the debate, facilitate a brief discussion.

- 💬 Did any of your classmates make a point that you had not thought of?
- 💬 What did you see classmates do well during the debate? Where could the class improve?
- 💬 Did you learn any new words during this unit that you could use when you write your essay?
- 💬 Your essay can take either side – wise or wasteful. Are you considering writing your essay on the same side you debated or might you take the opposing side in the debate? Why?

THOUGHTBOOK

(5 minutes)



Solo Work

Direct Students to Respond to Thoughtbook Prompt

- 💬 After listening to the debate, which side do you think won and which side will you write about in your essay? Why?

The Egyptian Pharaohs: Wise Investors or Wasteful Spenders?

→ Session 7

Debate

Here is a rundown of today's debate. There are four rounds with short breaks in between for teams to strategize.

ROUND 1



Team Representatives present opening statements.

Other team members listen carefully to the other team's opening statement and write ideas for counter arguments. Use your Thoughtbook to jot down ideas.

Between rounds:

STRATEGY SESSION:

Each team discusses how to counter the argument presented in opening statements.

ROUND 2



Team Representatives present a counter argument to the other team's position.

Other team members listen carefully to their representative and the other team's representative. As they hear counter arguments against their team's position, they write down ideas about how to respond. Use your Thoughtbook to jot down ideas.

Between rounds:

STRATEGY SESSION:

Each team discusses how to respond to the counter argument the other team presented.

ROUND 3



Team Representatives defend against the counter argument made by the other team.

Other team members hear responses to counter arguments and write down ideas the team might want to add to the closing statement. Use your Thoughtbook to jot down ideas.

Between rounds:

STRATEGY SESSION:

Each team discusses what to include in the closing statement.

ROUND 4



Team Representatives make closing statements.

Other team members stand in support of the representative and applaud when they finish. Thank the opposing team for the opportunity to debate them.



Now, return to your **THOUGHTBOOK** to add in which side you think won the debate and why.

Now after listening to the debate, which side do you think won and which side will you write about in your essay? Why?



About Session 8

Writing an Argumentative Essay

Using evidence presented in the Reader's Theater, students write an argumentative essay about why a pool should be built at Horace Mann Middle School.

Learning Objectives

- Write an argumentative essay citing text evidence.
- Logically support claims and argue a point of view by citing textual evidence.

SESSION 8 ACTIVITIES AT A GLANCE

- I. Session Introduction (5 minutes)
- II. Disciplinary Literacy: Drafting an Argumentative Essay (45 minutes)

Teacher Preparation Tips

- Have student pages for Session 8 open at the beginning of the lesson.
- Have a word processing software document open. If you prefer to write by hand, ensure that you have a way to project your writing.
- This unit provides scaffolding (a graphic organizer with sentence starters). Keep in mind that some students might not need the graphic organizer. Also, some students might need a graphic organizer for this unit but not for the next one. The goal is to remove the scaffolded support when students are ready.

Session Introduction (5 minutes)



Whole Class Activity

State Purpose for the Session

Before starting, provide specific feedback about their performance in the debate and what they can improve in the next debate.

- Today we will complete a planning document for an argumentative essay together using evidence from the Reader's Theater from earlier in the unit.
- We will argue that Horace Mann Middle School should invest in a swimming pool. While we write, we will find great places to use our focus words and persuasive language to strengthen our arguments!
- This will help you next session when it is your turn to complete a planning document and then write an essay.

Introduce Essay Expectations

- Writing an argumentative essays is a lot like debating. You need to state a claim that answers the debate question, provide evidence, explain how that evidence supports your claim, and conclude with a summary of your claim.
- In the debate, we also included a counter argument where we disputed the other side's claim. We can also do this in our argumentative essay. I challenge you to add a counter argument and a counter argument response in your essay.



Partner Work

Review Focus Words

Prompt students to work in pairs to match the focus words to their definition. Quickly review answers. Remind students to use focus words in their writing, as needed.

Session 8: Writing an Argumentative Essay

Session Introduction



Today we will write about whether or not Horace Mann Middle School should invest in a pool:



Focus Words

Match each focus word to its definition. Check the box next to the focus word after using it.

- justify monumental surplus infrastructure hierarchy

Focus Word	Definition
	A system of organization in which people or things have higher or lower ranks
	Extra amount of something over what is needed or used: excess
	The basic resources that serve an organization, city, country, etc.
	To show or to prove that something is necessary or reasonable
	The style or design of buildings
	Extremely large and/or important

DISCIPLINARY LITERACY

Drafting An Essay (45 minutes)



Whole Class Activity

Teach Essay Components

Read the text under *Drafting An Essay* aloud. Teach the four important argumentative essay parts in TREE (Harris et al., 2008). Prompt students to repeat them after you 1-2 times, providing positive feedback as they recall the mnemonic. Review the three provided reasons for and against building a swimming pool at Horace Mann Middle School.

“We are going to take the position that Horace Mann Middle School should invest in a swimming pool. We will use two of the reasons in favor of building a pool in the essay we write together. We’re also going to create a counter argument against one of the reasons not to build a pool.”

Model Argumentative Essay Writing

1. Project a digital copy of student page 38.
2. Explicitly model how to plan the argumentative essay on why Horace Mann Middle school should invest in a swimming pool.
3. Use the *Teacher Key*, as needed, to plan the essay.

Use think-alouds including:

*“I know the first important essay part in TREE is Topic Introduction. Since I’m arguing that Horace Mann Middle School should buy a pool, my topic introduction will be ‘Horace Mann Middle School should invest their **surplus** money in a swimming pool.’”*

“Now I need to plan reasons why they should buy a swimming pool. Let’s go back to the evidence from the text in our ‘Reasons for a Swimming Pool’ table.”

“I think this evidence could be used to to say...”

“I need to convince the reader that my argument is right. So now I need to explain why my reason supports my topic introduction...”

“I’ve planned my arguments and counter argument. I’ve supported my reasons with explanations. Now I need to wrap it up right with an ending. One way to end an essay that I like is ‘Those are three reasons why Horace Mann Middle Schools

The Egyptian Pharaohs: Wise Investors or Wasteful Spenders?

→ Session 8

Drafting An Essay

To make a strong argumentative essay, you need to include a few important essay parts. Your teacher will show you how to use T-R-E-E to write an argumentative essay.

Using T-R-E-E to write an argumentative essay

T	TOPIC INTRODUCTION <input type="checkbox"/> Tell what you believe (your claim).	SAMPLE ESSAY STRUCTURE Introduction Paragraph _____ _____ _____ Body Paragraph 1 _____ _____ _____ Body Paragraph 2 _____ _____ _____ Body Paragraph 3 _____ _____ _____ Conclusion Paragraph _____ _____ _____
R	REASONS <input type="checkbox"/> Introduce two arguments and one counter argument (three reasons) that support your claim.	
E	EXPLANATIONS <input type="checkbox"/> Provide evidence and explain Reason 1 (your first argument). Tell why you believe it is correct. <input type="checkbox"/> Provide evidence and explain Reason 2 (your second argument). Tell why you believe it is correct. <input type="checkbox"/> Provide evidence and explain Reason 3 (your counter argument) and why you believe it is incorrect.	
E	ENDING <input type="checkbox"/> Tell your claim again and give a final thought.	

Today, you will review the reasons for and against building a new pool at Horace Mann Middle School. Then, you will use these reasons to draft an argumentative essay with your teacher.

Reasons for building a pool	Reasons against building a pool
The swim team would be able to practice every day if the school had a pool.	It would be expensive to build and maintain a pool.
If there was a pool for the swim team, the school could charge parents to watch the meets and pay back the cost.	The pool would be mostly used by athletes, not all students.
It would be easier for students and their families to get exercise if the school had a pool.	The bathrooms and desks would not be repaired if the money was spent on the pool.

should invest their surplus money in a swimming pool.” I am also going to add a final thought...

⌚ If time allows and students need help the writing essay using the planning sheet:

After planning, display only the planning sheet and a blank word document. Write the essay in front of students using the planning sheet, continuing to use think-alouds, as needed. Add some of the focus words, as applicable.

After finishing, model how to use the ‘Check for the Four Important Parts’ graphic organizer. Go back to the essay and identify each part before checking each yes column. Revise in front of students if any parts are missing.

⌚ If there is little time left or students are able to write the essay using the planning sheet:

Describe how you would translate the plan into a written essay. Then, review the graphic organizer for the essay parts in TREE. If there is not time to model the revision graphic organizer, review it during the next session.

Wrap Up

Tell students that they will use TREE in the next session to plan and write their own argumentative essay about whether the Pharaohs were wise or wasteful spenders.

In the planning sheet below, plan your argumentative essay, using the four important essay parts in TREE.

T-R-E-E Planning Sheet

Sentence starters and suggestions:

T	TOPIC INTRODUCTION <input type="checkbox"/> Tell what you believe (your claim).	Introduction Paragraph "Horace Mann Middle School should..." "This use of resources was wise/wasteful..." [Reason 1 – Argument] [Reason 2 – Argument] [Reason 3 – Counter Argument]
R	REASONS <input type="checkbox"/> Introduce two arguments and one counter argument (three reasons) that support your claim.	
E	EXPLANATIONS <input type="checkbox"/> Provide evidence and explain Reason 1 (your first argument). Tell why you believe it is correct.	Body Paragraph 1 "One reason..." "For example..." "This shows that..." "This proves that..."
	<input type="checkbox"/> Provide evidence and explain Reason 2 (your second argument). Tell why you believe it is correct.	Body Paragraph 2 "Another reason..." "For example..." "This shows that..." "This proves that..."
	<input type="checkbox"/> Provide evidence and explain Reason 3 (your counter argument) and why you believe it is incorrect.	Body Paragraph 3 "One counter argument might be..." "This argument concerns me because..." "This does not show that..." "This does not prove that..."
E	ENDING <input type="checkbox"/> Tell your claim again and give a final thought.	Conclusion Paragraph "Horace Mann Middle School would be..." "Those are the reasons why..."

→ Session 8

Review your essay for the four essay parts and revise your writing if any of them are missing.

Review Using T-R-E-E

		YES	NO	
T	TOPIC INTRODUCTION	Did you include a topic introduction?	<input type="checkbox"/>	<input type="checkbox"/>
R	REASONS • 2 Arguments • 1 Counter Argument	Did you provide an argument in support of the claim in your topic introduction using evidence?	<input type="checkbox"/>	<input type="checkbox"/>
		Did you provide a second argument in support of the claim in your topic introduction using evidence?	<input type="checkbox"/>	<input type="checkbox"/>
		Did you disprove 1 counter argument using evidence?	<input type="checkbox"/>	<input type="checkbox"/>
E	EXPLANATIONS	Did you provide an explanation for each reason?	<input type="checkbox"/>	<input type="checkbox"/>
E	ENDING	Did you finish with an ending that restates your topic introduction?	<input type="checkbox"/>	<input type="checkbox"/>

[Launch your own Google Doc copy](#) of the key shown on the right.

Session 8 Teacher Key

Swimming Pool Essay

T	TOPIC INTRODUCTION <input type="checkbox"/> Tell what you believe (your claim).	Introduction Paragraph Horace Mann Middle School should use their surplus money to invest in a swimming pool.
R	REASONS <input type="checkbox"/> Introduce two arguments and one counter argument (three reasons) that support your claim.	This use of resources would be wise. <ol style="list-style-type: none">1. The swim team would be able to practice every day if the school had a pool.2. A pool would bring in money.3. It would not be just athletes using the pool. Anyone can have fun swimming!
E	EXPLANATIONS <input type="checkbox"/> Provide evidence and explain Reason 1 (your first argument). Tell why you believe it is correct.	Body Paragraph 1 One reason that Horace Mann Middle School should use their surplus money to invest in a swimming pool is that the swim team would be able to practice every day. For example, without a pool at the school, the swim team has to go to the YMCA to practice. Because of this, they only get to practice a few times a week. This shows that the school would be better off if they built a swimming pool.
	<input type="checkbox"/> Provide evidence and explain Reason 2 (your second argument). Tell why you believe it is correct.	Body Paragraph 2 Another reason that the school should invest in a swimming pool is that it would bring in money. For example, if there was a pool, the school could charge parents to watch the swim meets and pay back the cost. This proves that building a pool is a wise investment.
	<input type="checkbox"/> Provide evidence and explain Reason 3 (your counter argument) and why you believe it is incorrect.	Body Paragraph 3 One counter argument might be that only athletes would use the pool. This argument concerns me because anyone can have fun swimming. All students would be able to use the pool. This does not show that building a pool would be a wasteful decision.
E	ENDING <input type="checkbox"/> Tell your claim again and give a final thought.	Conclusion Paragraph Those are the reasons why Horace Mann Middle School should build a swimming pool with their surplus money.

About Session 9

Writing Your Argumentative Essay

Using evidence presented throughout the unit, students will answer the unit question in an argumentative essay.

Learning Objectives

- Write an argumentative essay citing text evidence.
- Logically support claims and argue a point of view by citing textual evidence

SESSION 8 ACTIVITIES AT A GLANCE

- I. Session Introduction (1 minute)
- II. Disciplinary Literacy: Writing an Argumentative Essay (49 minutes)

Teacher Preparation Tips

- Modify the activity for students with writing difficulties by using only two pieces of evidence instead of three.
- Work in small groups with students, as necessary. Circulate to provide support with finding evidence, planning, writing, and reviewing.
- This unit provides scaffolding (a graphic organizer with sentence starters). Keep in mind that some students might not need the graphic organizer. Also, some students might need a graphic organizer for this unit but not for the next one. The goal is to remove the scaffolded support when students are ready.

Session Introduction (1 minute)



Whole Class Activity

State Purpose for the Session

Today, you will answer the unit question by writing an argumentative essay about whether the Pharaohs were wise or wasteful.

DISCIPLINARY LITERACY

Writing An Argumentative Essay (49 minutes)



Whole Class Activity

Review Focus Words

Prompt students to write explanations or sample sentences for each focus word. If they need support, remind them that they can use their student pages from previous sessions.

Session 9: Writing an Argumentative Essay

Session Introduction



Today you will write a brief essay answering the unit question:



Like an oral debate, a good argumentative essay includes:

1. A clear answer to the debate question that states your claim.
2. Two or more pieces of evidence that support the claim.
3. An explanation of how the evidence supports the claim.
4. A conclusion that summarizes the claim.

Also:

5. Try to include a counter argument and counter argument response in your essay.

Focus Words

Write a definition or sample sentence for each focus word. Use your notes if you need to.

justify • monumental • surplus • architecture • infrastructure • hierarchy

Focus Word	Definition or Sample Sentence
justify	
architecture	
hierarchy	
surplus	
infrastructure	
monumental	



Solo Activity

Review Activity

- You can choose to support the same argument as you did in the debate or you can change your stance and support the other side.
- Just like in the last session, you will plan your essay using the four important parts in TREE. What are the essay parts? (Topic Introduction, Reasons - 2 Arguments and 1 Counter Argument, Explanation, Ending)
- Where can you find evidence to support your argument? (Thoughtbooks, readings, activities, videos, debate notes)
- After you complete your planning sheet, you'll use it to write the argumentative essay. What should you do after writing your essay? (Use the 'Review Using TREE' graphic organizer to review and revise, if needed)

The Egyptian Pharaohs: Wise Investors or Wasteful Spenders?

→ Session 9

Drafting Your Argumentative Essay

Review the four components of a strong argumentative essay in the TREE graphic organizer below. Use your Thoughtbooks, readings, activities, videos, and debate notes, to provide evidence to support your two arguments and one counter argument in the table below.

T	TOPIC INTRODUCTION <input type="checkbox"/> Tell what you believe (your claim)..
R	REASONS <input type="checkbox"/> Tell why you believe it. <ul style="list-style-type: none"> • 2 Arguments • 1 Counter Argument
E	<input type="checkbox"/> Say more about Reason 1 (your first argument).
	<input type="checkbox"/> Say more about Reason 2 (your second argument).
	<input type="checkbox"/> Say more about Reason 3 (your counter argument).
E	ENDING <input type="checkbox"/> Tell your claim again and give a final thought.

In the planning sheet below, plan your argumentative essay, using the four important essay parts in TREE.



Prompt Students to Plan and Write

Have students begin using the TREE graphic organizer to plan their essay. Ensure that students do not skip this step and begin writing the final draft right away.

Work in small groups with students, as necessary. Circulate to provide support with finding evidence, planning, writing, and reviewing.


T-R-E-E Planning Sheet

Sentence starters and suggestions:

T	TOPIC INTRODUCTION <input type="checkbox"/> Tell what you believe (your claim).	"The Pharaohs of ancient Egypt..." "They were wise/wasteful..." [Reason 1 – Argument] [Reason 2 – Argument] [Reason 3 – Counter Argument]
R	REASONS <input type="checkbox"/> Introduce two arguments and one counter argument (three reasons) that support your claim.	
E	<input type="checkbox"/> Provide evidence and explain Reason 1 (your first argument). Tell why you believe it is correct.	"One reason..." "For example..." "This shows that..." "This proves that..."
	<input type="checkbox"/> Provide evidence and explain Reason 2 (your second argument). Tell why you believe it is correct.	"Another reason..." "For example..." "This shows that..." "This proves that..."
	<input type="checkbox"/> Provide evidence and explain Reason 3 (your counter argument) and why you believe it is incorrect.	"One counter argument might be..." "This argument concerns me because..." "This does not show that..." "This does not prove that..."
E	ENDING <input type="checkbox"/> Tell your claim again and give a final thought.	"The Pharaohs of ancient Egypt were..." "Those are the reasons why..."

Wrap Up

If time permits, ask students to share their essays with the class.

 Does anyone want to share a part of their essay they are proud of?

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Review your essay for the four essay parts and revise your writing if any of them are missing.

Review Using T-R-E-E

		YES	NO
T	TOPIC INTRODUCTION		
	Did you include a topic introduction?	<input type="checkbox"/>	<input type="checkbox"/>
R	REASONS <ul style="list-style-type: none">• 2 Arguments• 1 Counter Argument		
	Did you provide an argument in support of the claim in your topic introduction using evidence?	<input type="checkbox"/>	<input type="checkbox"/>
	Did you provide a second argument in support of the claim in your topic introduction using evidence?	<input type="checkbox"/>	<input type="checkbox"/>
	Did you disprove 1 counter argument using evidence?	<input type="checkbox"/>	<input type="checkbox"/>
E	EXPLANATIONS		
	Did you provide an explanation for each reason?	<input type="checkbox"/>	<input type="checkbox"/>
E	ENDING		
	Did you finish with an ending that restates your topic introduction?	<input type="checkbox"/>	<input type="checkbox"/>