

Common Core Connection:

The standards below begin at grade 6; standards for K-5 reading in history/social studies, science, and technical subjects are integrated into the K-5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Key Ideas and Details:

CCSS.ELA-LITERACY.RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RL.5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Craft and Structure:

CCSS.ELA-LITERACY.RL.5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

CCSS.ELA-LITERACY.RL.5.5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RL.5.7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

CCSS.ELA-LITERACY.RL.5.9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RL.5.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

CCSS.ELA-LITERACY.RH.6-8.1

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

CCSS.ELA-LITERACY.RH.6-8.2

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

CCSS.ELA-LITERACY.RH.6-8.4

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

CCSS.ELA-LITERACY.RH.6-8.7

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

CCSS.ELA-LITERACY.WHST.6-8.1.C

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.WHST.6-8.2

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

CCSS.ELA-LITERACY.WHST.6-8.2.B

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

CCSS.ELA-LITERACY.WHST.6-8.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-LITERACY.WHST.6-8.6

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

Objectives/ Students Learning Outcomes

- 1.) Students will follow directions and complete a variety of tasks individually to recall, identify, and apply specific vocabulary words.
- 2.) Students will listen critically to interpret and make inferences during specific tasks.
- 3.) Students will build on their background knowledge about the ancient Egyptian Pyramids by completing a variety of tasks and through teacher/student led instruction.
- 4.) Students will demonstrate their knowledge by completing different activities related to the Great Depression and by answering the four depths of knowledge questions.
- 5.) Students will collaborate and establish a learning community by participating in whole group discussions and activities

Depths of Knowledge questions to answer

(DOK) Level 1: Around what time period were pyramids being used to house the dead?

(DOK) Level 2: Using step-by-step directions, describe how to build a pyramid

(DOK) Level 3: Explain why people were buried in pyramids? What did these things Copyright Pyramids and Tombs contain? Why was it important that they had these things in their pyramids and tombs?

(DOK) Level 4: Using information from the videos, describe

Materials

Notes Sheet

“Pyramid STEM Challenge” Worksheet

- **Students will need**
 - 10 Pieces of Spaghetti
 - 12 Inches Yard of Masking Tape
 - 12 Inches Yard of String

Videos:

- **Ancient Wonders the Pyramids:**
<https://www.youtube.com/watch?v=NDXtD3BvLxM>
- **Who Built the Pyramids 1 and 2** <https://www.youtube.com/watch?v=k2118KSUSF8>
- <https://www.youtube.com/watch?v=52V9jmrgSbI>
- **How were the Pyramids Built** <https://www.youtube.com/watch?v=lotbZQ55SgU>
- **Fascinating Facts about Pyramids:**
<https://www.youtube.com/watch?v=8s9hQPPmMIA&index=11&list>
- **Start this Video at 5:36 – Ancient Egypt for Kids**
<https://www.youtube.com/watch?v=IBYmOuajdC8>
- **If you have time please show this 3D recreation of how the pyramids were created**
<https://www.youtube.com/watch?v=nxP46jWYgII>

Lesson Introduction: 15 Minutes

Teacher Scenario:

Begin class by showing your students pictures of a pyramid attached to this sheet. Ask everyone to take out a piece of paper and answer the following questions:

- What do you see in the picture?
- What is the purpose of the pyramids?
- What is in the pyramids?

Give your students time to write their answers down.

- Once they have written their answers begin to call on them at random to share their responses. Do this until a majority of your students have shared.

Teacher Transition

Say, "Today we will learn all about why and how tombs and pyramids were created in ancient Egypt. We will do this by viewing videos, answering DOK questions, and completing a STEM challenge assignment."

Whole Group Discussion "Directions" 10 Minutes

Tell your students to return to their desks. Use a projector to show them the following video resources:

- **Ancient Wonders the Pyramids:**
<https://www.youtube.com/watch?v=NDXtD3BvLxM>
- **Who Built the Pyramids 1 and 2** <https://www.youtube.com/watch?v=k2118KSUSF8>
- <https://www.youtube.com/watch?v=52V9jmrgSbI>
- **How were the Pyramids Built** <https://www.youtube.com/watch?v=lotbZQ55SgU>

- **Fascinating Facts about Pyramids:**
<https://www.youtube.com/watch?v=8s9hQPPmMIA&index=11&list>
- **Start this Video at 5:36 – Ancient Egypt for Kids**
<https://www.youtube.com/watch?v=IBYmOuajdC8>
- **If you have time please show this 3D recreation of how the pyramids were created**
<https://www.youtube.com/watch?v=nxP46jWYgII>

Next, when you are done, pass out the “Pyramids Challenge Worksheet” (attached to this lesson plan) to your students. Read aloud the directions to your students, and answer any questions they may have.

Group Work: 25-50 minutes

Students will be challenged to work in groups of 3 by being challenged to compete against each other on who can build the tallest pyramid out of the following materials in 25 minutes

- 10 Sticks of Spaghetti
- 12 Inches of String
- 12 Inches of Masking Tape

Students will be challenged to use what they learned from the videos for construction purposes. This lesson will integrate science, technology, math, and engineering.

Student directions are attached to this lesson plan. If students complete the assignment quickly, have them answer the four DOK questions.

Differentiation (SPED/ELL/Gifted):

1. Students are working in small cooperative learning groups (think-pair-share activity).
2. Chunking assignment into small steps.
3. Utilize Kagan strategies as a means of engaging students, and assisting students with peer-to-peer learning. During this time students are using think-pair-share (discussion questions in the introduction)
4. Utilize constructive/project based learning to allow students to use their creativity and show their understanding of vocabulary in their own unique way. *Students are given the opportunity to work together in groups to create their own pyramids out of teacher instructed materials.*
5. Use of several examples. Through this activity you are incorporating visual, auditory, and kinesthetic aids to support all types of learners through the examples you and students share.
6. DIVERSITY IS ALWAYS CELEBRATED AND ALL CONTRIBUTIONS ARE VALUED

Ongoing Assessment Strategies:

1. Teacher will ask questions, circulate around the classroom and check for understanding.
2. Students will follow directions and complete each task to the best of their ability.
3. Proper use of secondary sources.
4. Correct use of vocabulary.
5. Teacher will evaluate students based on activity criteria.
6. Students clearly demonstrate their knowledge of the content through the completion of different tasks.

Closing, 5 minutes

For the final 5 minutes of class, measure the pyramids using a tape measure and announce the winning team. If possible have a candy incentive ready.

Project Ideas

- Have your students write a first person narrative acting as though they are a known archeologist in the future who has stumbled upon their pyramid. Using the archaeologists point of view, students will be challenged to describe what exactly was found in their pyramid and what do these things tell the future archeologist about their lives.





PYRAMID STEM CHALLENGE

Please follow the directions below and good luck!

Your teacher will create teams of 3

Teams will be given

- 10 Sticks of Spaghetti
- 12 Inches of Masking Tape
- 12 Inches of String

Teams will be challenged to create the tallest pyramid using the materials they were given.

Your teams will only have 25 minutes to do this. You must strategize and think quickly!

Your teacher will measure each pyramid when the time is up.

Pyramids cannot be held. They must stand on their own.

Social Studies
STUDIO

The Pyramids/Tombs First Person Narrative.

(Please take out a separate piece of paper)

Today you will be challenged to write a first person narrative acting as though you're a known archeologist in the future. You must pretend that you were also a mummified pharaoh. Using the archeologist's point of view, you will be challenged to describe what exactly was found in your pyramid and what do these things tell the future archeologist (you) about pharaoh's life (also you) life.

When you are done answer the questions listed below

(DOK) Level 1: Around what time period were pyramids being used to house the dead?

(DOK) Level 2: Using step-by-step directions, describe how to build a pyramid

(DOK) Level 3: Explain why people were buried in pyramids? What did these things contain? Why was it important that they had these things in their pyramids?

(DOK) Level 4: Using information from the videos, describe why death was such a big thing to Egyptians? Was dying considered good or bad?

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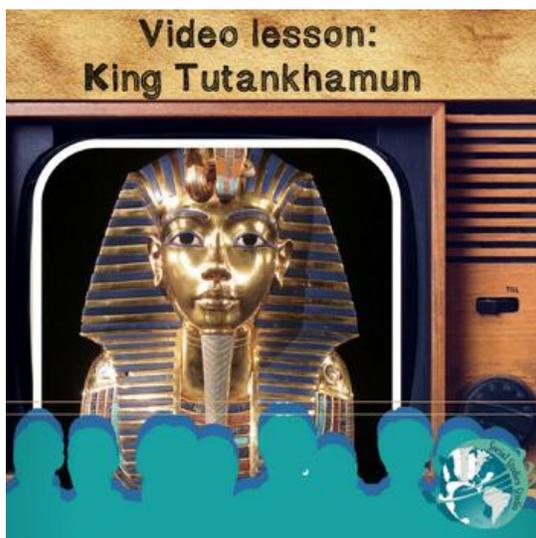
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The Five Themes of Geography Document Based Questions

Students will be required to read and analyze each document. They will show their understanding by answering a series of questions related to the documents that they read.

Historical Context:

Created in 1984 by the National Council Geographic, the five themes of geography serve as a guideline for teachers to use when teaching geography in the classroom. This provides students a list of themes that are designed to organize geographical related information about the earth.

The Themes of Geography

1. **Place-** describes the human and physical characteristics of a location. This includes physical characteristics such as mountains, rivers, beaches, topography, and animal and plant life.
2. **Location-** location is labeled absolute or relative. Absolute location provides precise locations of a specific place. This utilizes latitude, longitude and street addresses to describe where a place is located. Relative location describes as a place with a comparison to its environment and other places that surround it.
3. **Movement-**Explains how ideas, fads, goods, people, resources, and communication gets around.
4. **Human-environment Interaction-** Describes humans adapt and modify the environment. Human interact with the land that has both positive and negative effects on the environment.
5. **Region-**They are areas that divide the world. They can be formal, functional, or vernacular.

Tasks:

Part A: Today you will read five short mini articles about recent events from around the world related to the five themes of geography. You will read these documents and use your critical thinking skills to answer various open-ended questions that will require you to apply your background knowledge about the five themes of geography.

Part B: The answers you provide in Part A will assist you in writing the Part B essay. Here you will be asked to:

- Discuss specifically how each of the five themes of geography impacts your life.
- Describe how you interact with each of the five themes of geography daily.
- Analyze why it is important to learn the Five Themes of Geography.

PART A

Document A1

Amazon using drones to deliver packages?

Founder and CEO of Amazon Jeff Bezos announced that they are attempting to deliver packages using aerial drones. They are calling this “Amazon Prime Air.” These drones have reportedly been able to pick up and transport packages that are 5 pound and deliver these packages in a ten-mile radius. Mr. Bezos was able to show his drones in action through a video clip that shows the drone picking up the packages and delivering them across town. Are you ready for the kicker? Customers were able to receive the packages within 30 minutes of clicking the buy button.

Unfortunately, this new wave of drone usage will take years before it is approved. Amazon will need to get their idea sanctioned by the US Federal Aviation Authority before they even think about deploying their drones for commercial use. This is due to several issues that involve safety and drone development. Other places have already been utilizing drones to deliver packages. These places include Southern China and Sydney Australia. In the end this will need to be cleared by the U.S. Federal Aviation Authority before we see something like this in the future!

Questions 1-4

1. Which theme of Geography was addressed in the article?
2. How do you know this theme was the correct choice?
3. Which sentence or paragraph indicates this is the correct theme? Cite the sentence or paragraph and explain how this supports your response.
4. Explain specifically how this theme affects your life.

Document A2

Google's Driverless Cars are hitting Austin

Austin Texas don't be spooked if you see a car driving by itself, Google recently chose Austin as its next location to test its self-driving car. The company will be using Lexus SUVs to test the project and will have a backup driver to ensure everything is okay.

Austin is not the first Google has tested their self-driving cars. The company started testing their self-driving car around Mountain View California. Google believes by venturing out to new locations they will be able to test how their cars will navigate on different roads, driving conditions and other challenges these driverless may face.

So, you may be wondering, how exactly does this work? Google's Self-driving car is powered by an electric motor that uses different sensors and software as a means of locating where it's in at the world. The car also uses a highly advanced digital map along with a GPS system that works like a satellite navigation system. Through lasers and cameras, the car's A.I. is able to monitor the world around the car. This allows the car to safely navigate itself. The software is so advanced that it even recognizes objects, people, cars, road signs, traffic lights, and even protects itself from random hazards.

Questions 5-8

5. Which theme of Geography was addressed in the article?
6. How do you know this theme was the correct choice?
7. Which sentence or paragraph indicates this is the correct theme? Cite the sentence or paragraph and explain how this supports your response.
8. Explain specifically how this theme affects your life.

Document A3

Japan opens the World's first Hotel Fully Operated by Robot Staff!

Japan has globally been recognized for its constant push in robotic technology. In fact they have been creating robots so advanced that they have been able to perform jobs that are normally done by people. These robots are known as "Humanoids" and have been used in Japan to perform job duties in banks and museums. Japan has recently topped itself by creating a hotel that is entirely staffed by "Androids."

The hotel is named Henn-na which translates to "strange" in Japanese, opened on July 17th, 2015 and is located at Nagasaki's Huis Ten Bosch theme park. Guests will be surprised as they enter the hotel to see that an English-speaking dinosaur bot wearing a bowtie and bellhop hat will greet them. Once guests have been checked in, they have the opportunity to request robot "porters" which are luggage trolleys. They are used to carry guest belongings to their rooms.

Instead of using traditional room keys, guests access their rooms by using facial recognition technology. Guests will also have their very own robotic assistant that will switch on lights, set alarm clocks, and do various other tasks. Due to the success of this hotel, Sawada built another location in Japan which opened in early 2018. Sawada has plans to open eight more locations.

Questions 9-12

9. Which theme of Geography was addressed in the article?
10. How do you know this theme was the correct choice?
11. Which sentence or paragraph indicates this is the correct theme? Cite the sentence or paragraph and explain how this supports your response.
12. Explain specifically how this theme affects your life.

Document A4

Understanding how other areas are affected.

Did you know that most areas are usually affected by a central place? For example the city of Austin is does not only affect itself, it also affects other cities around it. Another word to define these areas is called a Metropolitan area.

One example of this would be the retail industry. If you ever go into a store, ask whoever is in charge what kind of manager supervises certain areas around this city? There is a specific name for this type of manager. Using Austin TX as our example, the manager will not only supervise operation in Austin TX but they will also supervise all actions in cities near Austin.

This process is usually utilized by startup companies. They will use a main city to begin their business and slowly branch out into smaller cities. This has led to massive successes for startup companies in the restaurant and retail industries.

Questions 13-16

13. Which theme of Geography was addressed in the article?
14. How do you know this theme was the correct choice?
15. Which sentence or paragraph indicates this is the correct theme? Cite the sentence or paragraph and explain how this supports your response.
16. Explain specifically how this theme affects your life.

Document A5

Underwater Garden

I think many of us can agree that we take the environment and all it has to offer for granted. This same thought has gone through the head of Luca Gamberini who began thinking about this a few years ago. He began to notice that several things have factored a healthy plant life due to different environmental conditions. Through several amounts of dedicated research, Luca Gamberini has finally found a solution to this problem...Underwater greenhouses.

Yes- you read that right, an underwater greenhouse. When this idea was proposed, many believed this was odd and difficult to do. Luca Gamberini argued that there will be more than enough H₂O for plant life and they would be exposed to stable temperatures. So, what about the sun? The plants will receive light from the sun through the ocean's surface. Plants will also be protected from other potential dangers that include parasites and human activity.

Luca Gamberini eventually tested his theory out by using strawberries and basil. He would name his underwater garden "Nemo's Garden". He planted seeds in a biosphere (an enclosed bubble). Gamberini has constant feed that tracks changes in oxygen and carbon dioxide levels through different types of technology and a live streaming channel that is available for the public to see. Gamberini knows this will be a success because he has been testing this out for years now; in fact, he started an organization with his father called "The Ocean Reef Group." Currently Gamberini has a total of five biospheres that grow basil, beans and strawberries. It is rumored that they will attempt mushroom next. This will hopefully catch on and will be used by other farmers. The Ocean Reef Group even produces small biospheres that you can put in your own aquarium.

Questions 17-20

17. Which theme of Geography was addressed in the article?
18. How do you know this theme was the correct choice?
19. Which sentence or paragraph indicates this is the correct theme? Cite the sentence or paragraph and explain how this supports your response.
20. Explain specifically how this theme affects your life.

PART B – Essay

Historical Context:

Created in 1984 by the National Council Geographic, the five themes of geography serve as a guideline for teachers to use when teaching geography in the classroom. This provides students a list of themes that are designed to organize geographical related information about the earth.

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Part B: The answers you provide in Part A will assist you in writing the Part B essay. Here you will be asked to:

- Discuss specifically how each of the five themes of geography impacts your life.
- Describe how you interact with each of the five themes of geography daily.
- Analyze why it is important to learn the Five Themes of Geography.

Writing Essay Rubric

Title of essay: _____

Format (Assignment follows all formatting requirements) 0
1 2 3 4 5 6 7 8 9 10

Organization (Assignment is organized in an appropriate format)
0 1 2 3 4 5 6 7 8 9 10

Content (Writer proves that he/she knows the topic and writes in a focused style that is appropriate for the assignment)
0 1 2 3 4 5 6 7 8 9 10

Voice (Writer uses an appropriate voice in the assignment)
0 1 2 3 4 5 6 7 8 9 10

Conventions (Assignments uses appropriate language, shows a good demand of syntax, grammar, and usage)
0 1 2 3 4 5 6 7 8 9 10

Total score: _____/50

Comments:

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