



Early World Civilizations

Tell It Again!™ Read-Aloud Anthology

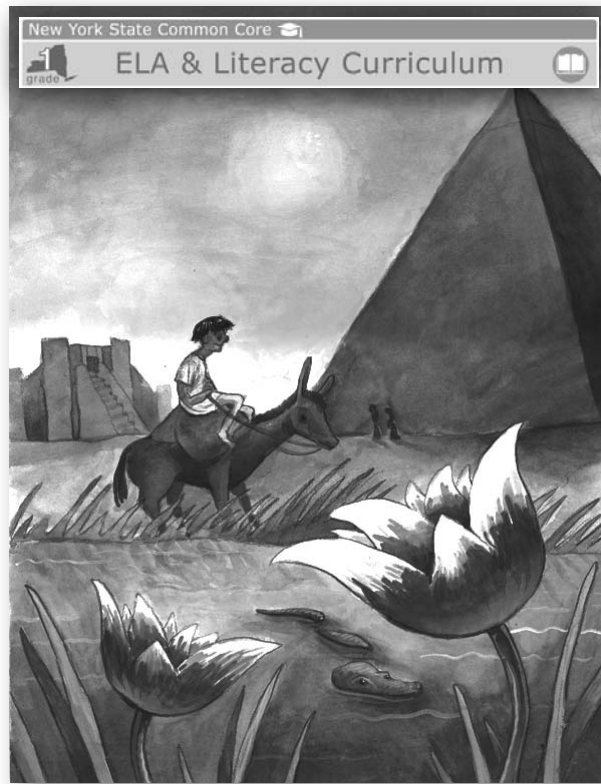


Core Knowledge Language Arts® • New York Edition • Listening & Learning™ Strand



Core Knowledge®

GRADE 1



Early World Civilizations

Tell It Again!™ Read-Aloud Anthology

Listening & Learning™ Strand

GRADE 1

Core Knowledge Language Arts®
New York Edition



Creative Commons Licensing

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.



You are free:

- to Share** — to copy, distribute and transmit the work
- to Remix** — to adapt the work

Under the following conditions:

Attribution — You must attribute the work in the following manner:

This work is based on an original work of the Core Knowledge® Foundation made available through licensing under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License. This does not in any way imply that the Core Knowledge Foundation endorses this work.

Noncommercial — You may not use this work for commercial purposes.

Share Alike — If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<http://creativecommons.org/licenses/by-nc-sa/3.0/>

Copyright © 2013 Core Knowledge Foundation
www.coreknowledge.org

All Rights Reserved.

Core Knowledge Language Arts, Listening & Learning, and Tell It Again! are trademarks of the Core Knowledge Foundation.

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

Table of Contents

Early World Civilizations

Tell It Again!™ Read-Aloud Anthology

Alignment Chart for <i>Early World Civilizations</i>	v
Introduction to <i>Early World Civilizations</i>	1
Lesson 1: A Father and His Son in Mesopotamia	12
Lesson 2: Writing in Mesopotamia	23
Lesson 3: The Religion of Babylon	34
Lesson 4: The Hanging Gardens of Babylon	45
Pausing Point 1	58
Lesson 5: People of the Nile	63
Lesson 6: Writing in Ancient Egypt	74
Lesson 7: Amon-Ra and the Gods of Ancient Egypt.	85
Lesson 8: Approaching the Great Pyramid	95
Lesson 9: The Sphinx	105
Lesson 10: The Story of Hatshepsut	116
Lesson 11: Tutankhamun, The Golden Pharaoh, Part I	127
Lesson 12: Tutankhamun, The Golden Pharaoh, Part II	137
Pausing Point 2	146
Lesson 13: Three World Religions	151
Lesson 14: Judaism	163
Lesson 15: Christianity	174
Lesson 16: Islam	184
Domain Review	194
Domain Assessment	198
Culminating Activities	202
Appendix	205

Alignment Chart for Early World Civilizations

The following chart contains core content objectives addressed in this domain. It also demonstrates alignment between the Common Core State Standards and corresponding Core Knowledge Language Arts (CKLA) goals.

Alignment Chart for Early World Civilizations

Lesson

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Core Content Objectives																
Locate the area known as Mesopotamia on a world map or globe and identify it as part of Asia	✓	✓	✓	✓												
Explain the importance of the Tigris and Euphrates rivers and the use of canals to support farming and the development of the city of Babylon	✓			✓												
Describe the city of Babylon and the Hanging Gardens	✓			✓												
Identify cuneiform as the system of writing used in Mesopotamia		✓														
Explain why a written language is important to the development of a civilization		✓				✓										
Explain the significance of the Code of Hammurabi		✓														
Explain why rules and laws are important to the development of a civilization		✓														
Explain the ways in which a leader is important to the development of a civilization		✓		✓												
Explain the significance of gods/goddesses, ziggurats, temples, and priests in Mesopotamia			✓													
Describe key components of a civilization			✓	✓	✓	✓					✓					
Identify Mesopotamia as the “Cradle of Civilization”				✓												
Describe how a civilization evolves and changes over time				✓												
Locate Egypt on a world map or globe and identify it as a part of Africa					✓	✓	✓	✓	✓	✓	✓	✓				

**Alignment Chart for
Early World Civilizations**

Lesson

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Explain the importance of the Nile River and how its floods were important for farming					✓											
Identify hieroglyphics as the system of writing used in ancient Egypt						✓										
Explain the significance of gods/goddesses in ancient Egypt							✓									
Identify pyramids and explain their significance in ancient Egypt								✓								
Describe how the pyramids were built								✓	✓							
Explain that much of Egypt is the Sahara Desert									✓							
Identify the Sphinx and explain its significance in ancient Egypt									✓							
Identify Hatshepsut as a pharaoh of ancient Egypt and explain her significance as pharaoh										✓						
Identify Tutankhamun as a pharaoh of ancient Egypt and explain his significance											✓	✓				
Explain that much of what we know about ancient Egypt is because of the work of archaeologists											✓	✓				
Identify Judaism, Christianity, and Islam as major monotheistic world religions													✓	✓	✓	✓
Locate Jerusalem, Israel, and the area known as the Middle East on a map													✓			
Define monotheism as the belief in one God													✓			
Identify the Western Wall (or the Wailing Wall) as associated with Judaism, the Church of the Holy Sepulchre with Christianity, and the Dome of the Rock with Islam													✓			
Identify the Hebrews as the ancient people who were descendants of Abraham														✓		
Explain that followers of Judaism are called Jewish people and that the term <i>Jewish</i> is used to describe practices or objects associated with Judaism														✓		
Identify the Star of David as a six-pointed star and a symbol of Judaism														✓		
Identify the Torah as an important part of the Hebrew scriptures														✓		

Alignment Chart for Early World Civilizations

Lesson

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Identify that a Jewish house of worship is called a synagogue or temple														✓		
Identify Moses as a teacher who long ago led the Jewish people out of Egypt in an event referred to as the Exodus														✓		
Explain that, according to an important story in the Torah, Moses received the Ten Commandments from God and that the Ten Commandments are rules that tell people how to behave or live their lives														✓		
Identify important Jewish holidays such as Passover, Rosh Hashanah, Yom Kippur, and Hanukkah														✓		
Explain that Christianity developed after Judaism															✓	
Explain that followers of Christianity are called Christians															✓	
Recognize the cross as a symbol of Christianity															✓	
Identify the Bible as the Christian holy book															✓	
Identify that a Christian house of worship is called a church															✓	
Identify that Christians believe Jesus to be the Messiah and the son of God															✓	
Identify important Christian holidays, such as Easter and Christmas															✓	
Recognize that both Christians and Jewish people follow the Ten Commandments															✓	
Explain that Islam originated in Arabia																✓
Explain that followers of Islam are called Muslims																✓
Identify the crescent and star as symbols of Islam																✓
Identify the Qur'an as the holy book of Islam, containing laws for daily living and many stories that appear in Jewish and Christian holy books																✓
Identify that a Muslim place of worship is called a mosque																✓

Alignment Chart for Early World Civilizations

Lesson

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Identify that Muslims believe that Moses and Jesus were prophets but believe that Muhammad was the last and greatest of the prophets																✓
Identify important Muslim holidays, such as Ramadan and Eid-ul-fitr																✓

Reading Standards for Literature: Grade 1

Key Ideas and Details

STD RL.1.3 Describe characters, settings, and major events in a story, using key details.

CKLA Goal(s)	Use narrative language to describe (orally or in writing) characters, setting, things, events, actions, a scene, or facts from a fiction read-aloud					✓										
---------------------	---	--	--	--	--	---	--	--	--	--	--	--	--	--	--	--

Craft and Structure

STD RL.1.6 Identify who is telling the story at various points in a text.

CKLA Goal(s)	Identify who is telling the story at various points in a fiction read-aloud				✓											
---------------------	---	--	--	--	---	--	--	--	--	--	--	--	--	--	--	--

Reading Standards for Informational Text: Grade 1

Key Ideas and Details

STD RI.1.1 Ask and answer questions about key details in a text.

CKLA Goal(s)	Ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i>), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud															✓
CKLA Goal(s)	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships															✓


Alignment Chart for Early World Civilizations

Lesson

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
STD RI.1.2	Identify the main topic and retell key details of a text.																
CKLA Goal(s)	Identify the main topic and retell key details of a nonfiction/informational read-aloud		✓														
STD RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.																
CKLA Goal(s)	Describe the connection between two individuals, events, ideas, or pieces of information in a nonfiction/informational read-aloud	✓		✓	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓
Craft and Structure																	
STD RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.																
CKLA Goal(s)	Ask and answer questions about unknown words and phrases in nonfiction/informational read-alouds and discussions																
Integration of Knowledge and Ideas																	
STD RI.1.7	Use the illustrations and details in a text to describe its key ideas.																
CKLA Goal(s)	Use illustrations and details in a nonfiction/informational read-aloud to describe its key ideas	✓		✓	✓	✓	✓	✓			✓			✓	✓		
STD RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).																
CKLA Goal(s)	Compare and contrast (orally or in writing) similarities and differences within a single nonfiction/informational read-aloud or between two or more nonfiction/informational read-alouds					✓	✓	✓	✓	✓	✓					✓	
Range of Reading and Level of Text Complexity																	
STD RI.1.10	With prompting and support, read informational texts appropriately complex for Grade 1.																
CKLA Goal(s)	Listen to and demonstrate understanding of nonfiction/informational read-alouds of appropriate complexity for Grades 1–3																

















**Alignment Chart for
Early World Civilizations**

Lesson

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Writing Standards: Grade 1																	
Production and Distribution of Writing																	
STD W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.																
CKLA Goal(s)	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed			✓													
Research to Build and Present Knowledge																	
STD W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.																
CKLA Goal(s)	Make personal connections (orally or in writing) to events or experiences in a fiction or nonfiction/informational read-aloud, and/or make connections among several read-alouds				✓		✓							✓			
	With assistance, categorize and organize facts and information within a given domain to answer questions	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
Comprehension and Collaboration																	
STD SL.1.1	Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and large groups.																
STD SL.1.1a	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).																
CKLA Goal(s)	Use agreed-upon rules for group discussion, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.																



**Alignment Chart for
Early World Civilizations**

Lesson

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
STD SL.1.1b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.																
CKLA Goal(s)	Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner's comments, with either an adult or another child of the same age																
STD SL.1.1c	Ask questions to clear up any confusion about the topics and texts under discussion.																
CKLA Goal(s)	Ask questions to clarify information about the topic in a fiction or nonfiction/ informational read-aloud																
STD SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.																
CKLA Goal(s)	Ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i>), orally or in writing, requiring literal recall and understanding of the details, and/or facts of a fiction or nonfiction/ informational read-aloud																
STD SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.																
CKLA Goal(s)	Ask questions to clarify directions, exercises, classroom routines, and/or what a speaker says about a topic																
Presentation of Knowledge and Ideas																	
STD SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.																
CKLA Goal(s)	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly																
STD SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.																
CKLA Goal(s)	Add drawings or other visual displays to oral or written descriptions when appropriate to clarify ideas, thoughts, and feelings																

Alignment Chart for Early World Civilizations

Lesson

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
STD SL.1.6	Produce complete sentences when appropriate to task and situation.																
CKLA Goal(s)	Produce complete sentences when appropriate to task and situation																
Language Standards: Grade 1																	
Vocabulary Acquisition and Use																	
STD L.1.5c	Identify real-life connections between words and their use (e.g., note places at home that are cozy).																
CKLA Goal(s)	Identify real-life connections between words and their use (e.g., note places at home that are cozy)																
STD L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).																
CKLA Goal(s)	Learn the meaning of common sayings and phrases		✓														
	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>)										✓						
Additional CKLA Goals																	
Identify new meanings for familiar words and apply them accurately		✓							✓								
Prior to listening to an informational read-aloud, identify what they know about a given topic			✓	✓	✓		✓	✓	✓		✓	✓		✓		✓	
Share writing with others		✓	✓	✓	✓	✓		✓	✓		✓		✓				
With assistance, create and interpret timelines and lifelines related to an informational read-aloud					✓												
Demonstrate understanding of literary language such as <i>setting</i>						✓											

**Alignment Chart for
Early World Civilizations**

Lesson

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
While listening to an informational read-aloud, orally predict what will happen next in the read-aloud based on the text heard thus far, and then compare the actual outcome to the prediction					✓				✓			✓				✓
Use personal pronouns orally									✓							



These goals are addressed in all lessons in this domain. Rather than repeat these goals as lesson objectives throughout the domain, they are designated here as frequently occurring goals.



Introduction to Early World Civilizations

This introduction includes the necessary background information to be used in teaching the *Early World Civilizations* domain. The *Tell It Again! Read-Aloud Anthology for Early World Civilizations* contains sixteen daily lessons, each of which is composed of two distinct parts, so that the lesson may be divided into smaller chunks of time and presented at different intervals during the day. Each entire lesson will require a total of sixty minutes.

This domain includes two Pausing Points, one after Lesson 4 when students have covered all of the lessons on Mesopotamia, and another after Lesson 12 at the end of the ancient Egypt section. At the end of the domain, a Domain Review, a Domain Assessment, and Culminating Activities are included to allow time to review, reinforce, assess, and remediate content knowledge. **You should spend no more than twenty-one days total on this domain.**

Week One				
Day 1	#	Day 2	#	Day 3
Lesson 1A: "A Father and His Son in Mesopotamia" (40 min.)		Lesson 2A: "Writing in Mesopotamia" (40 min.)		Lesson 3A: "The Religion of Babylon" (40 min.)
Lesson 1B: Extensions (20 min.)		Lesson 2B: Extensions (20 min.)		Lesson 3B: Extensions (20 min.)
60 min.		60 min.		60 min.

Day 4	#	Day 5	#	Day 6
Lesson 4A: "The Hanging Gardens of Babylon" (40 min.)		Lesson 5A: "People of the Nile" (40 min.)		Lesson 6A: "Writing in Ancient Egypt" (40 min.)
Lesson 4B: Extensions (20 min.)		Lesson 5B: Extensions (20 min.)		Lesson 6B: Extensions (20 min.)
60 min.		60 min.		60 min.

Week Two				
Day 7	#	Day 8	#	Day 9
Lesson 7A: "Amon-Ra and the Gods of Ancient Egypt" (40 min.)		Lesson 8A: "Approaching the Great Pyramid" (40 min.)		Lesson 9A: "The Sphinx" (40 min.)
Lesson 7B: Extensions (20 min.)		Lesson 8B: Extensions (20 min.)		Lesson 9B: Extensions (20 min.)
60 min.		60 min.		60 min.

Day 10	#	Day 11	#	Day 12
Lesson 10A: "The Pyramids" (40 min.)		Lesson 11A: "The Nile River" (40 min.)		Lesson 12A: "The Sphinx" (40 min.)
Lesson 10B: Extensions (20 min.)		Lesson 11B: Extensions (20 min.)		Lesson 12B: Extensions (20 min.)
60 min.		60 min.		60 min.

Week Three				
Day 11	Day 12	Day 13	Day 14 ¹⁰	Day 15 #
Lesson 10A: “The Story of Hatshepsut” (40 min.)	Lesson 11A: “Tutankhamun, The Golden Pharaoh, Part I” (40 min.)	Lesson 12A: “Tutankhamun, The Golden Pharaoh, Part II” (40 min.)	Pausing Point 2 (60 min.)	Lesson 13A: “Three World Religions” (40 min.)
Lesson 10B: Extensions (20 min.)	Lesson 11B: Extensions (20 min.)	Lesson 12B: Extensions (20 min.)		Lesson 13B: Extensions (20 min.)
60 min.	60 min.	60 min.	60 min.	60 min.

Week Four				
Day 16	Day 17	Day 18	Day 19	Day 20 ¹⁰
Lesson 14A: “Judaism” (40 min.)	Lesson 15A: “Christianity” (40 min.)	Lesson 16A: “Islam” (40 min.)	Domain Review (60 min.)	Domain Assessment (60 min.)
Lesson 14B: Extensions (20 min.)	Lesson 15B: Extensions (20 min.)	Lesson 16B: Extensions (20 min.)		
60 min.	60 min.	60 min.	60 min.	60 min.

Week Five
Day 21
Culminating Activities (60 min.)
60 min.

¹⁰ Lessons include Student Performance Task Assessments

Lessons require advance preparation and/or additional materials; please plan ahead

Domain Components

Along with this Anthology, you will need:

- *Tell It Again! Media Disk* or the *Tell It Again! Flip Book* for *Early World Civilizations*
- *Tell It Again! Image Cards* for *Early World Civilizations*
- *Tell It Again! Supplemental Guide* for *Early World Civilizations*
- *Tell It Again! Multiple Meaning Word Posters* for *Early World Civilizations*

Recommended Resource:

- *Core Knowledge Teacher Handbook (Grade 1)*, edited by E.D. Hirsch, Jr. and Souzanne A. Wright (Core Knowledge Foundation, 2004) ISBN: 978-1890517700

Why Early World Civilizations Are Important

This domain will introduce students to the development of early civilizations by examining the fundamental features of civilizations, including the advent of farming, establishment of cities and government, and creation of other practices, such as writing and religion. It should be noted that the word *civilization*, as used in this domain, is not meant to convey a value judgment but to indicate that a group of people collectively established and shared these practices. Starting in the ancient Middle East, students will study Mesopotamia. They will learn about the importance of the Tigris and Euphrates rivers, the development of cuneiform as the earliest-known form of writing, the first codification of laws known as the Code of Hammurabi, and the significance of gods and goddesses in the “cradle of civilization.”

Students will then explore ancient Egypt and be able to compare and contrast Mesopotamia and Egypt. They will learn about the importance of the Nile River; the use of hieroglyphs; the rise of pharaohs, including Tutankhamun and Hatshepsut; the building of the Sphinx and pyramids; and the significance of mummification and the afterlife for ancient Egyptians.

In the first two parts of the domain, the concept of religion (polytheism) in Mesopotamia and ancient Egypt is introduced as one of the major forces shaping those civilizations. The end of the domain provides a historical introduction to the development of three world religions—Judaism, Christianity, and Islam—which are all characterized by a belief in a single God. The first read-aloud on religion acts as an introduction for the next three and connects this information to what students have already learned about the early civilizations of Mesopotamia and Egypt. This part of the domain will help provide students with a basic vocabulary for understanding many events and ideas in history throughout later grades.

Note: It is recommended that first-grade teachers discuss with their school administrator whether or not to cover the final section of the domain dealing with Judaism, Christianity, and Islam, using the following explanation to guide that discussion:

The study of these world religions is important because religion has been such a central force in shaping the development of

civilizations, and it is difficult to teach world history without referencing the role played by religion. For example, the Middle Ages cannot be taught without reference to the importance of the Christian church. The Crusades cannot be taught without reference to the development of Islam. Thus, the Core Knowledge Language Arts program introduces students at various grade levels to major world religions as part of their study of world history, which will provide students with a basic vocabulary for understanding many events and ideas in history. The goal of the program is to familiarize students with major ideas and facts in world history—it is not to proselytize—and it is imperative to look at the curriculum as a whole. The curriculum in first grade focuses on teaching students very basic similarities and differences among religions and fostering an understanding of and respect for those similarities and differences. Those concepts lay the foundation for the study of other religions, such as polytheistic religions as part of the *Early American Civilizations* domain in Grade 1; Hinduism and Buddhism as part of the *Early Asian Civilizations* domain in Grade 2; etc.

It is recommended that, when teaching these topics, the tone be one of respect and balance. Should questions about truth and rightness come up in discussion, an appropriate answer is, “People of different faiths believe different things to be true. These are questions you may want to talk about with your family and the adults at home.”

Teachers are also advised to inform parents and caregivers of this rationale prior to covering these topics so that families understand that teachers are teaching historical and cultural facts and are not preaching. A family letter (Instructional Master 12B-1) is included in the Appendix that can be used to communicate this to students’ families.

What Students Have Already Learned in Core Knowledge Language Arts in Kindergarten

Students who participated in the Kindergarten Listening & Learning Strand of the Core Knowledge Language Arts program have already started building general oral and written language skills, as well as the background knowledge and vocabulary that are critical to listening and reading comprehension in later years. In kindergarten, they listened to read-alouds of various genres—

with increasing length and complexity—and learned to answer questions orally about what they heard. Students were introduced to certain literary terms—including author, illustrator, character, setting, and plot—that enabled them to talk about the elements of literature to which they were exposed.

In addition, students learned specific content knowledge from the nonfiction read-alouds. With the exception of general information about farming, the content of *Early World Civilizations* will be new to students.

Core Vocabulary for Early World Civilizations

The following list contains all of the core vocabulary words in *Early World Civilizations* in the forms in which they appear in the domain. These words appear in the read-alouds or, in some instances, in the “Introducing the Read-Aloud” section at the beginning of the lesson. Boldfaced words in the list have an associated Word Work activity. The inclusion of the words on this list does not mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure throughout all lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

Lesson 1

banks
canals
flow
reservoir
trade

Lesson 2

cuneiform
records
scribes
symbols
tablets

Lesson 3

gods/goddesses
priests
religion
temples
ziggurat

Lesson 4

caravan
chariots
merchant
platforms

Lesson 5

advantage
Egyptians
enriched
flooding

Lesson 6

accurately
hieroglyphs

Lesson 7

blossom
depicted
lotus

Lesson 8

afterlife
architect
journey
pyramid
treasure

Lesson 9

base
Sphinx
tugged
visible

Lesson 10

accomplishments
counselors
declare
pharaohs
tradition

Lesson 11

archaeologist
authority
passage
tombs
valuable

Lesson 12

priceless
sarcophagus
triumph

Lesson 13

Christianity
faithful
shrine
Islam
Judaism

Lesson 14

Hebrew
Jewish
prophet
rabbi
synagogue

Lesson 15

Christian
church
eternal
Messiah
miracle

Lesson 16

fasting
mosque
Muslim
prayer
similarities

Student Performance Task Assessments

In the *Tell It Again! Read-Aloud Anthology* for *Early World Civilizations*, there are numerous opportunities to assess students' learning. These assessment opportunities range from informal observations, such as *Think Pair Share* and some Extension activities, to more formal written assessments. These Student Performance Task Assessments (SPTA) are identified in the *Tell It Again! Read-Aloud Anthology* with this icon: ⑩. There is also an end-of-domain summative assessment. Use the Tens Conversion Chart located in the Appendix to convert a raw score on each SPTA into a Tens score. On the same page, you will also find the rubric for recording observational Tens scores.

Above and Beyond

In the *Tell It Again! Read-Aloud Anthology* for *Early World Civilizations*, there are numerous opportunities in the lessons and the Pausing Points to challenge students who are ready to attempt activities that are above grade level. These activities are labeled “Above and Beyond” and are identified with this icon: ↗.

Supplemental Guide

Accompanying the *Tell It Again! Read-Aloud Anthology* is a *Supplemental Guide* designed specifically to assist educators who serve students with limited English oral language skills or students with limited home literary experience, which may include English Language Learners (ELLs) and children with special needs. Teachers whose students would benefit from enhanced oral language practice may opt to use the *Supplemental Guide* as their primary guide in the Listening & Learning Strand. Teachers may also choose to begin a domain by using the *Supplemental Guide* as their primary guide before transitioning to the *Tell It Again! Read-Aloud Anthology*, or may choose individual activities from the *Supplemental Guide* to augment the content covered in the *Tell It Again! Read-Aloud Anthology*.

The *Supplemental Guide* activities that may be particularly relevant to any classroom are the Multiple Meaning Word Activities and accompanying Multiple Meaning Word Posters, which help students

determine and clarify different meanings of words; Syntactic Awareness Activities, which call students' attention to sentence structure, word order, and grammar; and Vocabulary Instructional Activities, which place importance on building students' general academic, or Tier 2, vocabulary. These activities afford all students additional opportunities to acquire a richer understanding of the English language. Several of these activities have been included as Extensions in the *Tell It Again! Read-Aloud Anthology*. In addition, several words in the *Tell It Again! Read-Aloud Anthology* are underlined, indicating that they are multiple-meaning words. The accompanying sidebars explain some of the more common alternate meanings of these words. *Supplemental Guide* activities included in the *Tell It Again! Read-Aloud Anthology* are identified with this icon: ⇄.

Recommended Resources for Early World Civilizations

The *Tell It Again! Read-Aloud Anthology* includes a number of opportunities in Extensions, Pausing Points, and the Domain Review for teachers to select trade books from this list to reinforce domain concepts through the use of authentic literature. In addition, teachers should consider other times throughout the day when they might infuse authentic domain-related literature. If you recommend that families read aloud with their child each night, you may wish to suggest that they choose titles from this trade book list to reinforce the domain concepts. You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families.

Trade Book List

1. *Archaeologists Dig for Clues (Let's-Read-and-Find-Out-Science 2)*, by Kate Duke (HarperTrophy, 1996) ISBN 978-0064451758

Mesopotamia

2. *Gilgamesh the King (The Gilgamesh Trilogy)*, retold and illustrated by Ludmila Zeman (Tundra Books, 1998) ISBN 978-0887764370
3. *Mesopotamia*, edited by E.D. Hirsch, Jr. (Pearson Learning, 2002) ISBN 978-0769050041

Ancient Egypt

4. *Ancient Egypt (DK Eyewitness Books)*, by George Hart (DK CHILDREN; Har/Cdr/Ch edition, 2008) ISBN 978-0756637651
5. *Ancient Egypt*, edited by E.D. Hirsch, Jr. (Pearson Learning, 2002) ISBN 978-0769050058
6. *Bill and Pete Go Down the Nile*, by Tomie dePaola (Puffin, 1996) ISBN 978-0698114012
7. *The Egyptian Cinderella*, by Shirley Climo (HarperCollins, 1992) ISBN 978-0064432795
8. *Egyptian Gods and Goddesses (All Aboard Reading)*, by Henry Barker (Penguin Young Readers, 1999) ISBN 978-0448420295
9. *The 5000-Year-Old Puzzle: Solving a Mystery of Ancient Egypt*, by Claudia Logan (Farrar, Straus and Giroux, 2002) ISBN 978-0374323356
10. *Mummies and Pyramids (Magic Tree House Research Guide)*, by Will Osborne and Mary Pope Osborne (Random House Books for Young Readers, 2001) ISBN 978-0375802980
11. *Mummies in the Morning (Magic Tree House #3)*, by Mary Pope Osborne (Random House Books for Young Readers, 1993) ISBN 978-0679824244
12. *Mummies Made in Egypt*, by Aliko (HarperTrophy, 1985) ISBN 978-0064460118
13. *The Nile River (Rookie Read-About Geography)*, by Allan Fowler (Children's Press, 2000) ISBN 978-0516265599
14. *The Pharaohs of Ancient Egypt (Landmark Books)*, by Elizabeth Payne (Random House Books for Young Readers, 1981) ISBN 978-0394846996
15. *Season of the Sandstorms (Magic Tree House, No. 34)*, by Mary Pope Osborne and Sal Murdocca (Random House Books for Young Readers, 2006) ISBN 978-0375830327
16. *Seeker of Knowledge: The Man Who Deciphered Egyptian Hieroglyphs*, by James Rumford (Houghton Mifflin, 2003) ISBN 978-0618333455

Three World Religions

17. *Celebrate Hanukkah with Light, Latkes and Dreidels*, by Deborah Heiligman (National Geographic, 2006) ISBN 978-0792259251
18. *Exodus*, by Brian Wildsmith (Eerdmans Books for Young Readers, 1998) ISBN 978-0802851758
19. *Golden Domes and Silver Lanterns: A Muslim Book of Colors*, by Hena Khan (Chronicle Books, 2012) ISBN 978-0811879057
20. *It's Seder Time!*, by Latifa Berry Kropf (Kar-Ben Publishing, 2004) ISBN 978-1580130929
21. *Jesus*, by Brian Wildsmith (Eerdmans Books for Young Readers, 2000) ISBN 978-0802852120
22. *Joseph*, by Brian Wildsmith (William B. Eerdmans Publishing Company, 1997) ISBN 978-0802851611
23. *The Miracles of Jesus*, illustrated by Tomie dePaola (Penguin Group, 2008) ISBN 978-0142410684
24. *My First Ramadan*, by Karen Katz (Henry Holt and Co., 2007) ISBN 978-0805078947
25. *My Muslim Faith*, by Khadijah Knight (Cherrytree Books, 2006) ISBN 978-1842343913
26. *One World, Many Religions: The Ways We Worship*, by Mary Pope Osborne (Knopf Books for Young Readers, 1996) ISBN 978-0679839309
27. *Sammy Spider's First Rosh Hashanah*, by Sylvia A. Rouss (Kar-Ben Publishing, 1996) ISBN 978-0929371993
28. *Under the Ramadan Moon*, by Sylvia Whitman (Albert Whitman & Company, 2011) ISBN 978-0807583050
29. *What Is Religion?*, by Bobbie Kalman (Crabtree Publishing Company, 2009) ISBN 978-0778746515

Websites and Other Resources

Student Resources

1. **Egypt Game**
<http://www.neok12.com/diagram/Ancient-Egypt-01.htm>
2. **Geography of Egypt**
<http://kids.nationalgeographic.com/kids/places/find/egypt>
3. **World Religion Images (text may be too advanced for most students)**
<http://www.uri.org/kids/world.htm>
4. **Ziggurats**
http://www.eduplace.com/kids/socsci/ca/books/bkf3/igraphics/AC_03_093_ziggurat/AC_03_093_ziggurat.html

Teacher Resources

5. **Brooklyn Museum**
<http://www.brooklynmuseum.org/exhibitions>
6. **Church of the Holy Sepulchre**
<http://www.sacred-destinations.com/israel/jerusalem-holy-sepulchre-photos/>
7. **Dome of the Rock**
<http://www.sacred-destinations.com/israel/jerusalem-dome-of-the-rock-photos/>
8. **Western Wall**
<http://www.sacred-destinations.com/israel/jerusalem-western-wall-photos/>
9. **World Religions for Teachers**
<http://www.bbc.co.uk/schools/religion/>