

Name \_\_\_\_\_

Mr. Moore

## **Unit 3 ANCIENT EGYPT**

### **Directions**

The task below is based on documents 1 through 6. This task is designed to test your ability to work with the information provided by various types of documents. Look at each document and answer the question or questions after each document. Use your answers to the questions to help you write your essay.

### **Background**

Ancient Egyptians developed a civilization in northeastern Africa in the Nile River valley. Ancient Egypt was an advanced civilization in many areas, including architecture, transportation, and trade.

### **Task**

For Part A, read each document carefully and answer the question or questions after each document. Then read the directions for Part B and write your essay.

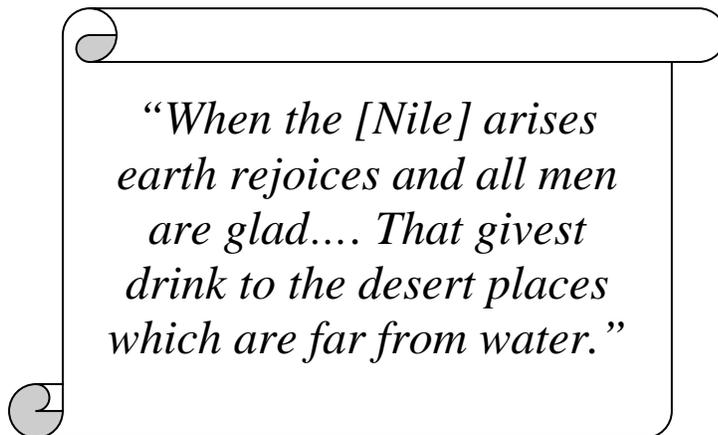
For Part B, use your answers from Part A, information from the documents, and your knowledge of social studies to write a well-organized essay.

In the essay you should:

Describe daily life in  
ancient Egypt.

## Document 1

Egyptian civilization began close to the Nile River because the Nile provided a fertile area in the middle of a desert. The people depended on the Nile for food and water. Heavy rains caused the Nile to overflow regularly, which made the soil fertile and good for farming. The ancient Egyptians sang this song about the benefits of the Nile:



1. According to the song, what were two effects of the Nile’s rising waters? Tell them in your own words.

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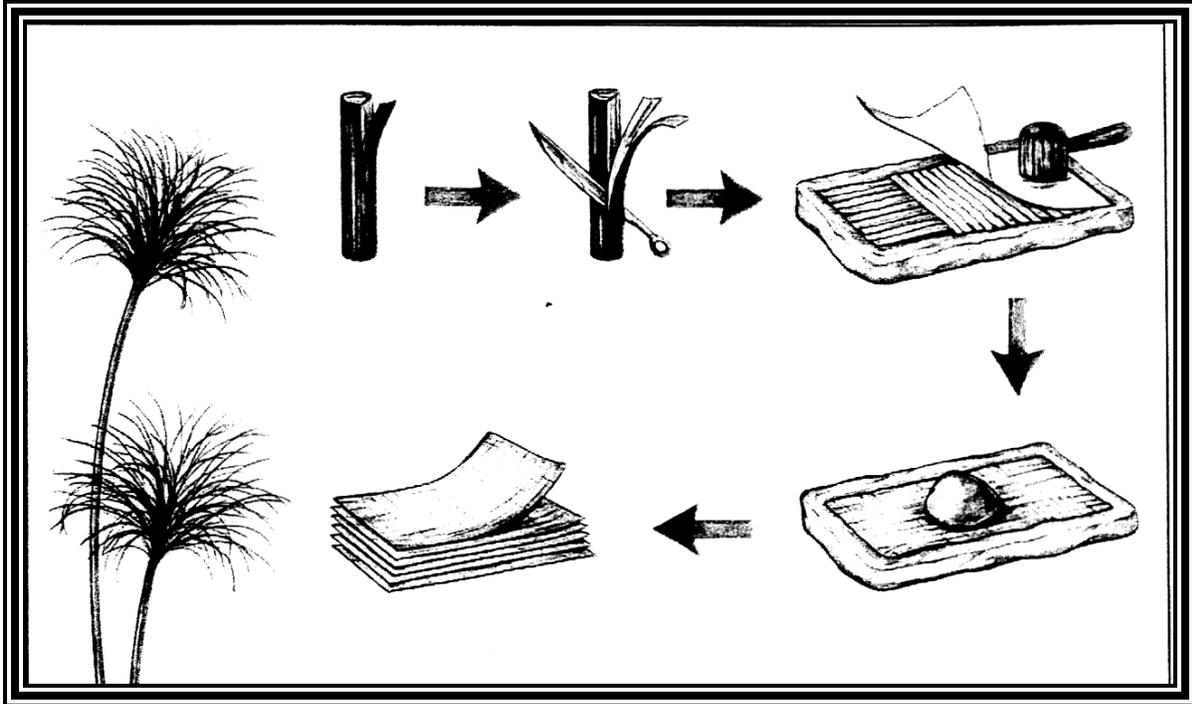
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## Document 2

One of the crops that ancient Egyptians harvested was papyrus. Egyptians used the stems of the papyrus plant to make paper. Below is a diagram of the process of making paper.



1. Based on the drawing, name two steps required to make paper from the papyrus plant.

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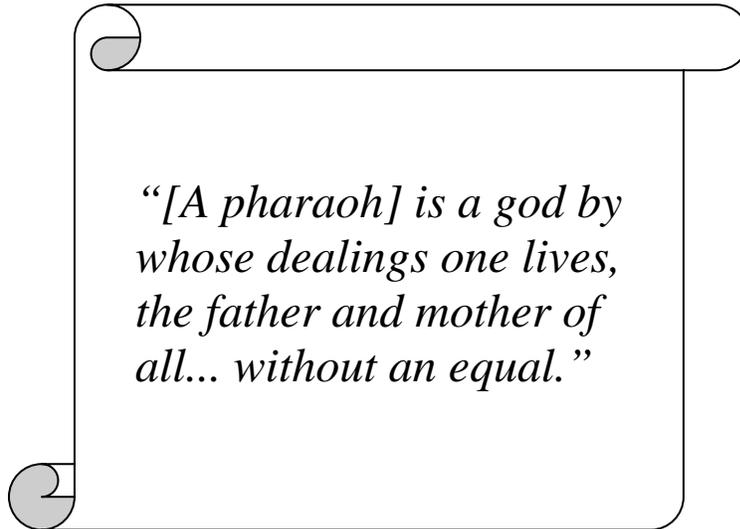
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## Document 3

Ancient Egyptians referred to their king as a pharaoh. What follows is a description of the role of a pharaoh, found on a tomb:



1. Based on the quotation, what did ancient Egyptians believe made the pharaoh such a special person?

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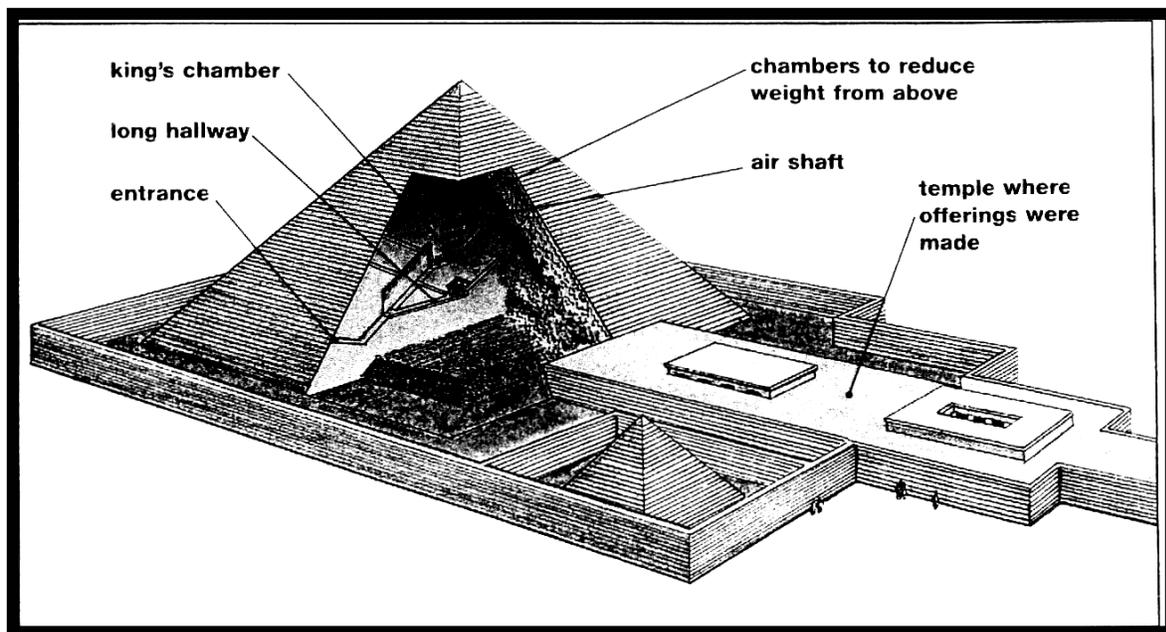
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## Document 4

Ancient Egyptian pharaohs, or god-kings, had workers build huge pyramids to serve as tombs. Egyptians believed that their kings could take their possessions with them after death. As a result, pharaohs were buried with their possessions. Below is a diagram of a pyramid.



1. Where was the king's (pharaoh's) chamber located?

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2. Why do you think a temple was included?

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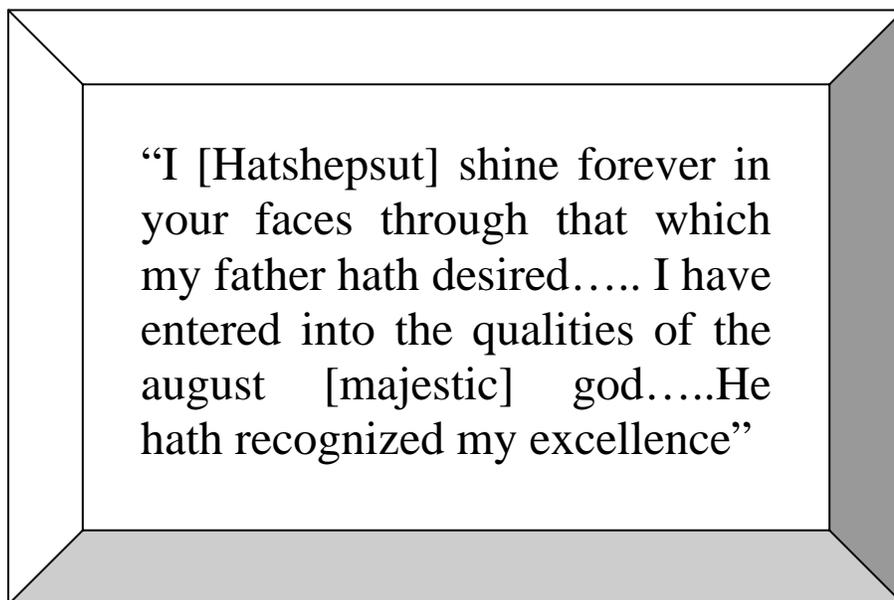
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## Document 5

Hatshepsut was a woman who took the role of pharaoh. She was the daughter of a pharaoh and also was married to a pharaoh. Hatshepsut took control when her husband died. Because Egyptians believed that only men could be kings, Hatshepsut is often portrayed wearing male clothes and a beard, and she is described with a male pronoun. She took control by saying that the sun god Ra was her real father. A description in the temple read:



1. Identify and explain two phrases in the quote that would convince people that Hatshepsut, a woman, was meant to rule.

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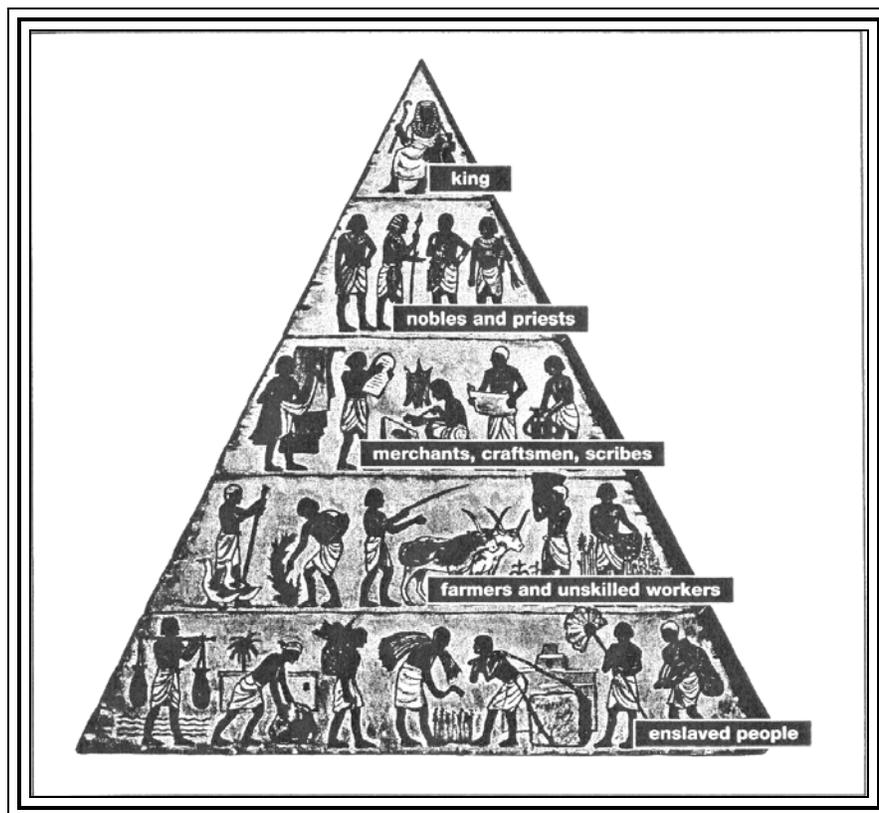
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## Document 6

People in ancient Egypt were born into different social classes that determined their status and their jobs. With hard work, some people were able to move into a higher social class. Below is a diagram of Egyptian society, structured like a pyramid.



1. What two classes would people who harvested papyrus and other crops be in?

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2. What class would a person who wrote on papyrus for a living be in?

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3. Which of these three classes had a higher status? How do you know this?

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## Putting It All Together

### Directions

Using the documents, your answers from Part A, and your knowledge of social studies, write a well-organized essay about the following:

Describe daily life in ancient Egypt.

In your essay remember to:

- Include information about Egyptian beliefs, way of life, and social structure.
- Describe the role of a pharaoh
- Include an introduction, a body, and a conclusion.
- Include details, examples, or reasons to develop your ideas.
- Use information from the documents in your answer.

### Helpful Hints

- Use your graphic organizer for the documents
- Use the graphic organizer for writing the essay
- Edit your work
- Use the documents to feed the essay; however do not forget outside information!!

**GRAPHIC ORGANIZER**

<b>DOCUMENTS</b>	<b>TOPIC</b>	<b>INSIDE INFORMATION</b>	<b>OUTSIDE INFORMATION</b>
<b>1</b>			
<b>2</b>			
<b>3</b>			
<b>4</b>			
<b>5</b>			
<b>6</b>			

## 6<sup>th</sup> Grade Social Studies Rubric for DBQ's

### 5

- Thorough discussions; a full & balanced response to the question
- Uses nearly all documents
- Incorporates accurate & relevant outside information
- Contains no significant factual errors or misinterpretation of documents
- Presents analysis which reflects understanding of complex issues
- Recognizes patterns & distinctions, draws conclusions, & evaluates relative importance
- Recognizes point of view where applicable
- Writes a well developed essay consistently demonstrating clear & logical organization, including a strong introduction & conclusion and a clearly stated thesis

### 4

- A good response, but may be unevenly developed
- Uses most of the documents
- Includes some supplementary information
- Contains mostly accurate information and interpretation of documents
- Shows some understanding/ analysis of complex issues
- Evaluates evidence & formulates generally accurate conclusions
- Well developed essay demonstrating clear plan of organization including a strong introduction & conclusion and a general thesis

### 3

- Competent response to the question
- Uses some of the documents
- Contains little or no supplementary information
- Attempts to formulate some conclusions: may contain some factual errors
- Essay may be unevenly developed with a general plan of organization
- Thesis missing, merely restates question or task

### 2

- An incomplete response
- Uses little information from the documents
- No supplemental information
- Draws vague conclusions; many serious errors
- Writes a poorly organized essay lacking focus, vague or missing introduction or conclusion

### 1

- Confused response
- No use of documents
- Misunderstands the question and/or responds in a dazed & vague manner
- Essay demonstrates major weakness in organization, vague or missing introduction or conclusion

### 0

- Fails to address the question
- No response
- Blank paper or illegible or indecipherable