



# Letter from a Leader

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| <b>Grade Level</b> | 6                 |
| <b>Duration</b>    | 1-2 class periods |

## National Standards

### GEOGRAPHY

#### Element 2: Places and Regions

4. The physical and human characteristics of places

#### Element 4: Human Systems

9. The characteristics, distribution and migration of human populations on Earth's surface

10. The characteristics, distribution and complexity of Earth's cultural mosaics

11. The patterns and networks of economic interdependence on the Earth's surface

#### Element 6: The Uses of Geography

17. How to apply geography to interpret the past

18. How to apply geography to interpret the present and plan for the future

## AZ Standards

### ELA

#### Reading

#### Range of Reading and Level of Text Complexity

6.RI.10 By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.

#### Writing

Production and Distribution of Writing  
6.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

## Arizona Social Science Standards

### GEOGRAPHY

**Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.**

6.G3.1 Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. Key concepts include but are not limited to language, land and sea transportation and trade routes

### HISTORY

**The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.**

6.H1.1 Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.

6.H1.2 Explain the causes and effects of interactions between cultures and civilizations. Key concepts include but are not limited to trade, competition, warfare, slavery, serfdom, innovations, and contributions.

## SIOP Elements

### Preparation

Adapting content  
Linking to background  
Linking to past learning  
Strategies used

### Scaffolding Modeling

Guided practice  
Independent practice  
**Comprehensive input**

### Grouping Option

**Whole class**  
Small groups  
**Partners**  
Independent

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| <b>Integrating Processes</b><br><b>Reading</b><br><b>Writing</b><br>Speaking<br>Listening | <b>Application</b><br><b>Hands on</b><br>Meaningful<br><b>Linked to objectives</b><br>Promotes engagement | <b>Assessment</b><br><b>Individual</b><br><b>Group</b><br><b>Written</b><br>Oral |
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### Arizona ELP Standards

#### ELL Stage IV

##### Basic

##### Reading

**Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. The student will demonstrate knowledge of reading comprehension by:**

B-8: summarizing the main idea and supporting details from text.

B-23: locating information in print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodicals, website, and textbooks) periodicals for a specific purpose.

##### Writing

**Standard 1: The student will express his or her thinking and ideas in a variety of writing genres. The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by:**

B-3: taking notes using a teacher selected and student created graphic organizer or cloze notes.

## Overview

Students are naturally curious about the history, culture, and accomplishments of past civilizations. A study of past cultures allows students to see how contributions from past times are still valued today.

## Purpose

In this lesson, students will gather information on an ancient civilization's trade, culture, and accomplishments and report their findings in the form of a business letter. This lesson contains strategies for diverse learners (ELLs).

## Key Vocabulary

**trade** – when people sell and buy goods

**goods** - things people make or grow to trade

**civilization** - a group of people who have a system of government and similar way of life

**leader** - person who is in control

## Materials

- Suggested: National Geographic *Reading Expedition Series, Civilizations Past to Present: China, Egypt, Rome, Greece, and Mexico* but

other reading materials from the internet or library can be used

## Objectives

The student will be able to:

- Gather information on a civilization from reading informational text.
- report their findings in the form of a business letter.

## Procedures

*Prerequisite Knowledge: Students know how to write a business letter.*

*Background Information: This lesson is an alternative to using the World History textbook.*

- Introduce the key vocabulary by projecting the Vocabulary Cards with their definitions. Have students divide a piece of paper into 4 sections and copy each word and definition, one per box. This will become their vocabulary chart. (**Application: Hands on, Scaffolding: Comprehensible input**)
- Have students turn the vocabulary chart paper over and have them create a t-chart with 3 divisions. Model how to label one column "Culture," another column "Contributions to the World," and the final column "Trade Goods." Brainstorm and list examples for each column using the United States

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as an example. **(Scaffolding: Modeling; Group Option: Whole Class)**

3. Explain to students they are going to do the same thing using a book or internet resource on a particular civilization. Assign pairs of students one of the civilizations. Instruct students to read the material and complete a new three column t-chart on that civilization. **(Group Option: Partners; Integrating Processes: Reading, Writing; Application: Linked to objectives)**

### SESSION TWO

4. After reading and gathering information, remind students of the components of a business letter and share how the letter will be graded. The letter should include several ways that civilization was great and what it had to offer in trade. Project, distribute, and explain the Civilization Letter Scoring Guide.

**(Integrating Processes: Writing; Application: Linked to objectives)**

5. Project the following list so partner groups know who is writing the letter and who will be the recipient.

- ◆ Queen Hatshepsut of Egypt writes to the King of Punt
- ◆ Montezuma of Mexico writes to Cortez of Spain
- ◆ Julius Caesar of Rome writes to King Cassivellaunus of Britain
- ◆ Kublai Khan of China writes to Marco Polo of Italy
- ◆ Pericles of Greece writes to the King of Persia

Additional Ideas: To be used with National Geographic Society books on Peru, Mali, India, Japan and the Vikings or other sources of information.

- ◆ Guthrun the Dane (Viking King of northern England) to Alfred the Great (English King of southern England)

- ◆ Atahaulpa (Incan King) to Francisco Pizarro (Spanish conquistador)
- ◆ Mansa Musa (King of Mali) to Ibn Battuta (Muslim explorer)
- ◆ Shah Jahan (Emperor of India) to Charles I (King of England)
- ◆ Meiji Mutshuhito (Emperor of Japan) to Ulysses S. Grant (President of the United States)

6. Beginning ELLs can identify and illustrate 3 trade items and 3 ways the civilization was great instead of writing the business letter. **(Assessment: Individual or Group, Written)**

## Assessment

### ELA and Social Sciences

The business letter can be graded according to the Civilization Letter Scoring Guide. A score of at least 80 out of 100 points will be considered mastery.

Items illustrated and identified by beginning ELLs can be graded. Five out of six correctly identified and illustrated will be considered mastery.

## Extensions

Students could write a response to the letter taking the other person's point of view.

## Sources

*Reading Expedition Series, Civilizations Past to Present: China, Egypt, Rome, Greece, and Mexico*, by National Geographic Society (\$10 per book)  
<https://ngl.cengage.com>