



THE EGYPTIAN PHARAOHS: WISE INVESTORS OR WASTEFUL SPENDERS?

SOCIAL STUDIES ACTIVITIES

Session 1 Reader's Theater Identifying Different Perspectives Generating Arguments and Counterarguments	2–5
Session 2 Building Background Knowledge Evaluating Arguments	6–9
Session 3 Preparing for the Debate	10–11
Session 4 It's Debate Time!	12–14
Session 5 Writing	15–16

SUPPLEMENTARY ACTIVITIES FOR OTHER CONTENT AREAS

ELA Video Games About Society and History	17
Math Pyramid Surfaces	18
Science Washington Monument Earthquake Damage	19

FOCUS WORDS

Examining the Focus Words Closely	20
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Reader's Theater

Spending Priorities

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**!

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?

In this week's social studies lesson, you will learn about the pyramids and temples of ancient Egypt. Thousands of peasants and craftsmen worked for years to build just one pyramid. Then workers filled it with gold, beautiful furniture, and jewelry. 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.

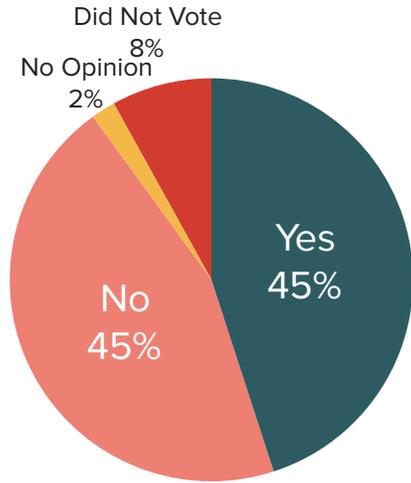
As you learn about these **monumental** structures, think about these questions:

- ▶ How was Egypt's **surplus** wealth created?
- ▶ Why did Egypt use so much of this **surplus** to build the pyramids and other **architecture**?
- ▶ Was this use of that wealth **justified**? Were they wise or wasteful with their **surplus**?

Identifying Different Perspectives

Lian, Cyrus, Aaron, and Heather

The student body at Horace Mann Middle School voted on whether or not to build a swimming pool. The results are below. Examine the data and answer the questions that follow.



Yes	414
No	414
No Opinion	18
Did Not Vote	74

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

Make a fuss! A swimming pool is not the way to spend our **surplus**!
-Student who opposes building pool

1. Which characters in the Reader's Theater (Lian, Cyrus, Aaron, or Heather) do you think voted "yes"?

I think _____ voted "yes" because _____

I think _____ also voted "yes" because _____

2. Which characters in the Reader's Theater (Lian, Cyrus, Aaron, or Heather) do you think voted "no"?

I think _____ voted "no" because _____

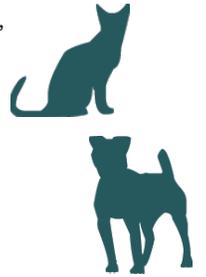
I think _____ also voted "no" because _____

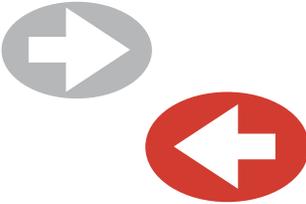
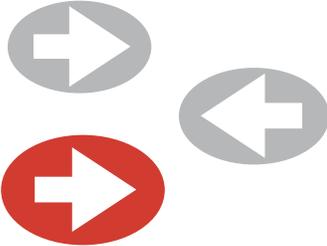
3. According to the data above, some students at Horace Mann voted "no opinion," and others did not vote at all. Why do you think students would make one of those choices? Are not voting and voting "no opinion" the same thing?

Generating Arguments and Counterarguments

Cats and Dogs

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 counterarguments (reasons to oppose other arguments). Furthermore, you need to be able to respond to the counterarguments against your argument! The first column in the chart below lists arguments to support the idea that cats are better pets than dogs. The second column lists the counterarguments to the arguments in the first column. The third column lists the reasons to oppose the counterarguments. With a partner, complete the blanks in the chart.



<p>ARGUMENTS</p> 	<p>COUNTERARGUMENTS</p> 	<p>OPPOSING THE COUNTERARGUMENTS</p> 
<p>Cats take up less time and are less work because, unlike dogs, they do not need to be walked every day. Dogs require monumental effort!</p>	<p>Walking a dog is exercise, so dog owners can improve their health by walking their dogs. That seems worth the greater amount of time.</p>	<p>Walking may be good exercise, but dogs must be walked even in cold and miserable weather. If you prefer not to freeze while you exercise, dogs may not be the best idea.</p>
<p>Cats are much more independent than dogs, and therefore much less needy.</p>	<p>Independence is not always a good thing. Cats may not always want their owners' attention, whereas dogs always do. If you want a pet who always wants to spend time with you, dogs are the way to go.</p>	
<p>Cats are cleaner than dogs. Dogs like to go outside, roll on the ground, and get muddy. You have to bathe dogs, whereas cats clean themselves!</p>		

Generating Arguments and Counterarguments

Composing a Dialog

Now you try it! With a partner, look back at the Reader’s Theater and decide whether you think building the pool is a good idea or a bad idea. Then, fill out the dialogue of arguments and counterarguments between you, your partner, and your opponent. Use the chart on cats and dogs on the previous page as a model.

MY PARTNER
AND I

OUR
OPPONENT



Building a new pool is a *good/bad* idea because...
(circle one)

Actually, the argument you just gave is not that strong because...



We don’t think so! Your counterargument is weak because...



Our second argument that the pool is a *waste of resources/wise investment* is...
(circle one)

I disagree. That argument concerns me because...



Well, your counterargument is not convincing because...

Does this chart make you want to change your mind? Explain.

Building Background Knowledge

The Monumental Architecture of Ancient Egypt

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.



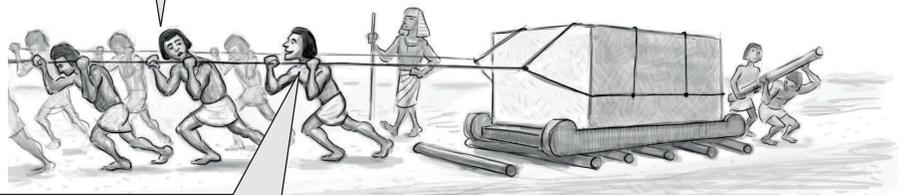
The Great Pyramid of Giza, in Egypt
Photo by Nina Aldin Thune

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.

TURN AND 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? Use evidence from the paragraph above to fill in the bubble.

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?



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.



A small part of the vast temple complex at Karnak.

Building Background Knowledge

Using Surplus Wisely

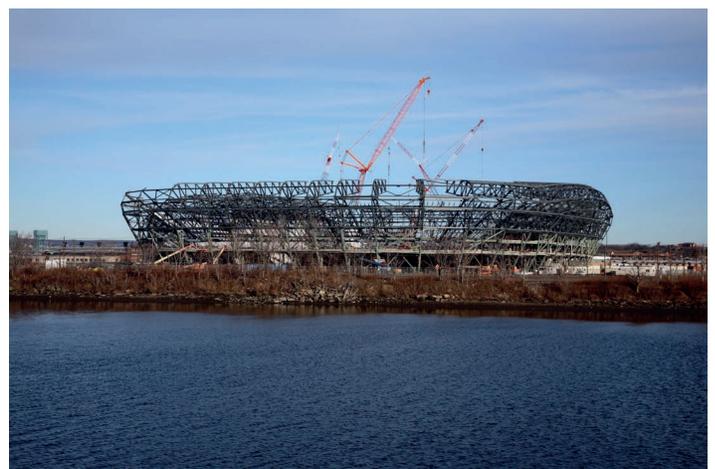
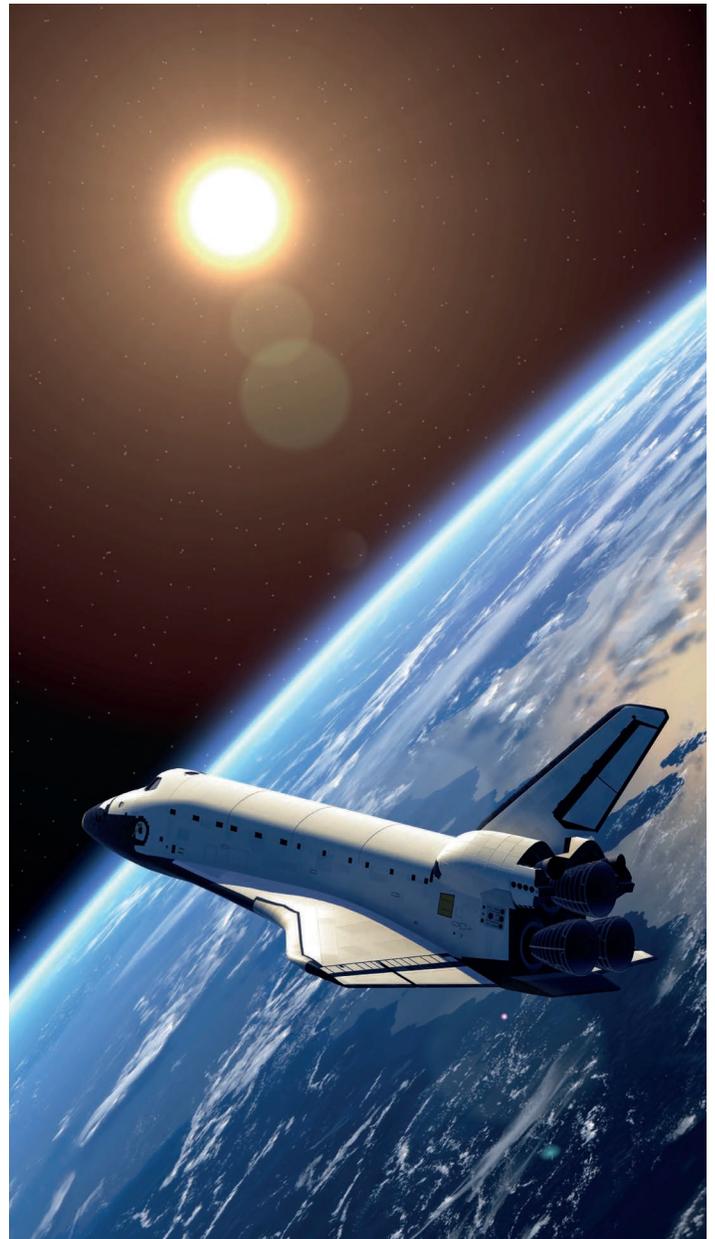
Who built the pyramids and other architectural wonders? Older theories proposed that slave labor built these **monumental** structures, but newer evidence suggests that everyday Egyptians helped build the pyramids mainly during the months when the Nile was flooding their fields. That annual flood brought 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.

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**

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.



Building Background Knowledge

Striking Workers: Deir el-Medina (Set Maat)

The picture below 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.

These workers helped design the tombs, carved sculptures, and made furniture and other beautiful objects to place in the tombs. Many were able to read and write. They were somewhere in the middle of Egypt’s social **hierarchy**, well below the pharaoh and his officials, priests, and scribes, but much better off than the peasants.

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.



Workers' Village at Deir el-Medina



TURN AND TALK

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? Write your messages in the signs below.



Evaluating Arguments

The Strike at Deir el-Medina

How might Egyptians across the **hierarchy** have reacted to the strike at Deir el-Medina? The two translated statements below in quotation marks are words that were actually recorded during the strike. Using the information about each of the groups, fill out the bubbles.



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.



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
(Walters Art Museum)

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.

Crafts Worker in Deir el-Medina:

(Speaking to the officials)

"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."

Priest of Thebes:

Your strike is *justified/not justified* (circle one) because...

Peasant working near Deir el-Medina:

Allowing the crafts workers to strike is a *good idea/bad idea* (circle one) because...

Police Chief in Deir el-Medina:

(Speaking to the crafts workers)

"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." *(The police chief is allowing the workers to strike.)*

Preparing for the Debate

How Egypt Got and Used Its Surplus

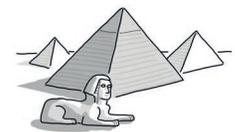
The Nile River was the source of Egypt’s great agricultural wealth. Each year it flooded in a regular way. The floods covered the lands on either side with rich, fertile soil. When the flood waters receded, farmers were able to plow the soft, wet soil easily. The soil was extremely fertile and produced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

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.

1 2 3 4 5 6 7 8 9



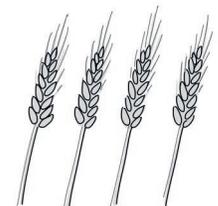
3 Pay workers to build and maintain a large agricultural **infrastructure**—a complex system of canals, catch basins, dikes, and other devices to control the waters of the Nile River and to irrigate the farmlands.

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.

1 2 3 4 5 6 7 8 9



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.

1 2 3 4 5 6 7 8 9

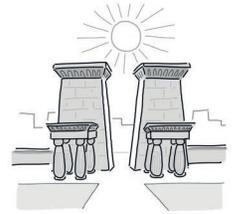


Preparing for the Debate

How Egypt Got and Used Its Surplus

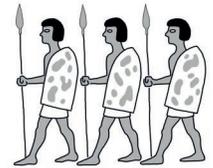
6 Pay thousands of architects and workers to build an entirely new capital city for Pharaoh Akhenaten (1353–1336 BCE) because he did not want the worship of sun god Aten to be contaminated by the worship of other gods.

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.

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.

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.

1 2 3 4 5 6 7 8 9



On the lines below, rank the nine uses of the **surplus** from MOST IMPORTANT to LEAST IMPORTANT.

 MOST IMPORTANT ----- LEAST IMPORTANT

Be prepared to **justify** your rankings during a class discussion!

It's Debate Time!

Preparing for the Debate

Your teacher will assign you to one of two debate teams. To prepare for the debate, fill out this worksheet with your teammates.

Opening Statement

TEAM 1: We think that the ancient Egyptians were wise investors.

TEAM 2: We think that the ancient Egyptians were wasteful spenders.

Choose three uses of the surplus (from pages 10 and 11) to support your team's position and list them by number below. Explain how each supports your team's position.

▶ # _____

This shows that the Egyptians were wise investors wasteful spenders because _____

▶ # _____

This shows that the Egyptians were wise investors wasteful spenders because _____

▶ # _____

This shows that the Egyptians were wise investors wasteful spenders because _____

Counterarguments

How will you argue against the other team? Think about how the other team might use the information from pages 10 and 11 to support their argument and what your team might say to show they are wrong.

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

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

It's Debate Time!

Preparing for the Debate

The debate question is:

Pyramids and Other Monumental Structures: Great Achievements or a Waste of Egypt's Surplus?

Before the Debate

You or your teacher will decide when each member of your team will be in the fishbowl, or the inner circle, for this debate on whether ancient Egypt's pyramids and other **monumental** structures were or were not a waste of Egypt's **surplus**.

While in the inner circle, you will have an opportunity to read your opening statement from the previous page. However, you are strongly encouraged to have more evidence prepared to support your position. And you should also have evidence prepared to argue against the other group's position.

During the discussion, students outside the circle will watch, listen, and take careful notes on what their group member in the inner circle says.

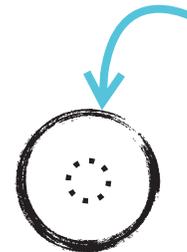
Inner Circle Role

- Share your group's position. Be sure to back it up with evidence.
- Listen while students from other groups read their statements.
- Make arguments that support or challenge the arguments of the others in the circle.
- Use the weekly focus words whenever possible to earn bonus points for your team.



Outer Circle Role

- Listen closely to what students in the fishbowl (inner circle) say.
- Fill in a table for each debate round. Focus most on the member(s) of your team in the inner circle. Your notes will better prepare you and your team for the next debate.



Session 4

justify • monumental • surplus • architecture • infrastructure • hierarchy

It's Debate Time!

During the Debate

Outer Circle Debate Notes

Be sure to consider:

- Did they use evidence to support their argument?
- Did their argument match their team's role?
- Did their argument make sense?



Complete the following forms during and after the debate:

*Example:
She had no
evidence for her
second claim.*

*Example:
She asked the other
group a good
question.*

*Example:
Maybe check facts
with other group
members.*

My Team Member(s)	Notes on the Argument	Strengths and Weaknesses	Focus Words My Team Member(s) Used	Feedback for My Team Member(s)
			<input type="checkbox"/> justify <input type="checkbox"/> monumental <input type="checkbox"/> surplus <input type="checkbox"/> architecture <input type="checkbox"/> infrastructure <input type="checkbox"/> hierarchy	
			<input type="checkbox"/> justify <input type="checkbox"/> monumental <input type="checkbox"/> surplus <input type="checkbox"/> architecture <input type="checkbox"/> infrastructure <input type="checkbox"/> hierarchy	

Writing

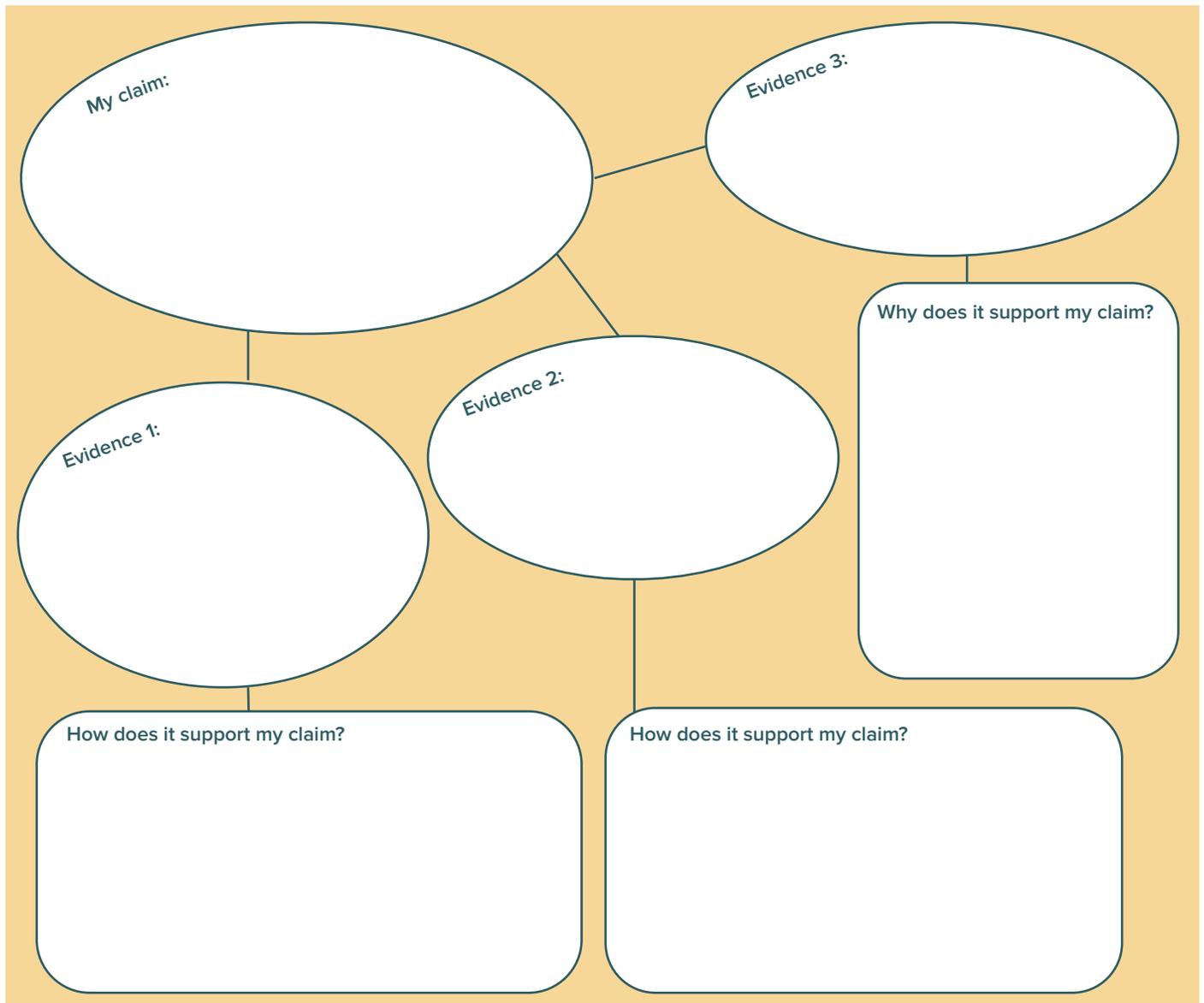
Writing an Argumentative Essay

Today you will write a brief essay responding to the debate question:

Pyramids and Other Monumental Structures: Great Achievements or a Waste of Egypt's Surplus?

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.



Video Games About Society and History

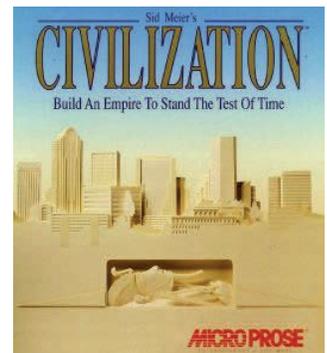
Can kids learn from video games?

According to a recent study, over 90 percent of children in the United States between the ages of 2 and 17 play video games. The average teenager plays around 14 hours of video games per week. Video gaming can cause problems for kids. They may become overweight because they sit rather than move around or play sports. They can fall behind in school because they stay up late or don't do their homework.

However, some people **justify** the video games as a way to learn. Video games can teach kids how to process information quickly and to decide quickly if information is important. These are necessary skills when we use the internet to gather information for school or for work.

But can we learn about society and history from video games? Some educators claim we can, with games like the following:

The *Civilization* series: Players of *Civilization* choose an ancient civilization, such as Mayan, Greek, or Egyptian, and make decisions about its **infrastructure**, such as whether to build roads or canals. The players who choose to build ancient Egypt soon discover that their civilization does best when they focus on agriculture rather than crafts. A player who manages to create a food **surplus** will see his or her population grow and prosper. Players can only be successful if they create conditions similar to those that allowed these real civilizations to succeed.



"Civilization" by MicroProse

SimCity: Like *Civilization*, *SimCity* lets players make choices about growth and the use of **surpluses**. The player functions as the mayor of a city, making decisions that will allow the city to grow and keep the citizens happy and healthy. *SimCity* teaches students about the **architecture** used in different time periods, as players must build schools, hospitals, stadiums, and **monuments** dedicated to important people or events. At the same time, they must deal with pollution, transportation, crime, and other social issues.



"Sim City" by Maxis

World Without Oil: Video game creator Jane McGonigal wanted people to think differently about the world's oil supply. She designed a game where players would experience a world in which oil became so expensive that people would no longer be able to drive cars. As a result, bicycles are stolen and buses are overloaded. People who played this game began to post their experiences on a website blog, and many said that the game made them think more about the world's scarce oil supply and limited resources.

World Without Oil is an Independent Lens Web-exclusive presentation of an Electric Shadows project presented by ITVS Interactive and funded by the Corporation for Public Broadcasting - <http://worldwithoutoil.org/>



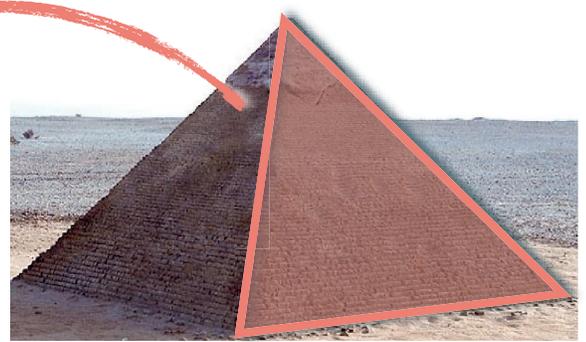
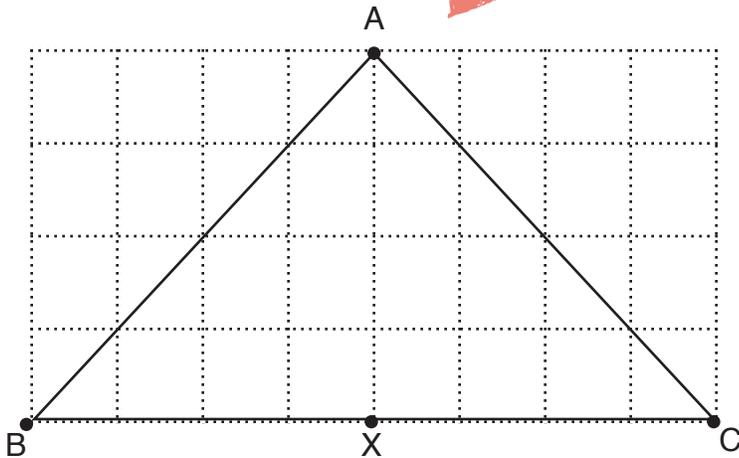
"World Without oil"
by Writerguy LLC

DISCUSSION: Have you ever learned anything from playing video games? Do you think schools will use more video games in the future instead of textbooks? Could you design a video game that would help students like you better understand ancient Egypt? Where do you think video games should fall in the **hierarchy** of instructional materials?

Pyramid Surfaces

Determining Area

Let's study one of the triangular surfaces.



This photograph shows a pyramid with a square base and four triangles as exterior surfaces. Today, the shiny casing stones that once covered the exterior surfaces are no longer there.

The people who occupied the top of ancient Egypt's **hierarchy** wanted **monuments** to be huge and to shine brilliantly in the sun. To do this, they covered each of the triangular sides with casing stones made of polished limestone. Some historians think that they even capped the pyramid with gold!

Talk these questions over with a partner:

What is the total number of square units of the area of the triangle pictured above? What was your method for finding this out?

The triangle above is pictured inside of a rectangle. What is the area of that rectangle? Compare the area of the triangle to the area of the rectangle. Notice anything interesting?

Challenge:

When you multiply the length of BC by the length of AX, the product is the same number as the square units inside the rectangle. Why?

Try multiplying the length of BC by the length of AX and then dividing the product by 2. Do you get the same number as the area of the triangle? Why or why not?

DISCUSSION: Can a pyramid base have a shape other than a square?

Washington Monument Earthquake Damage

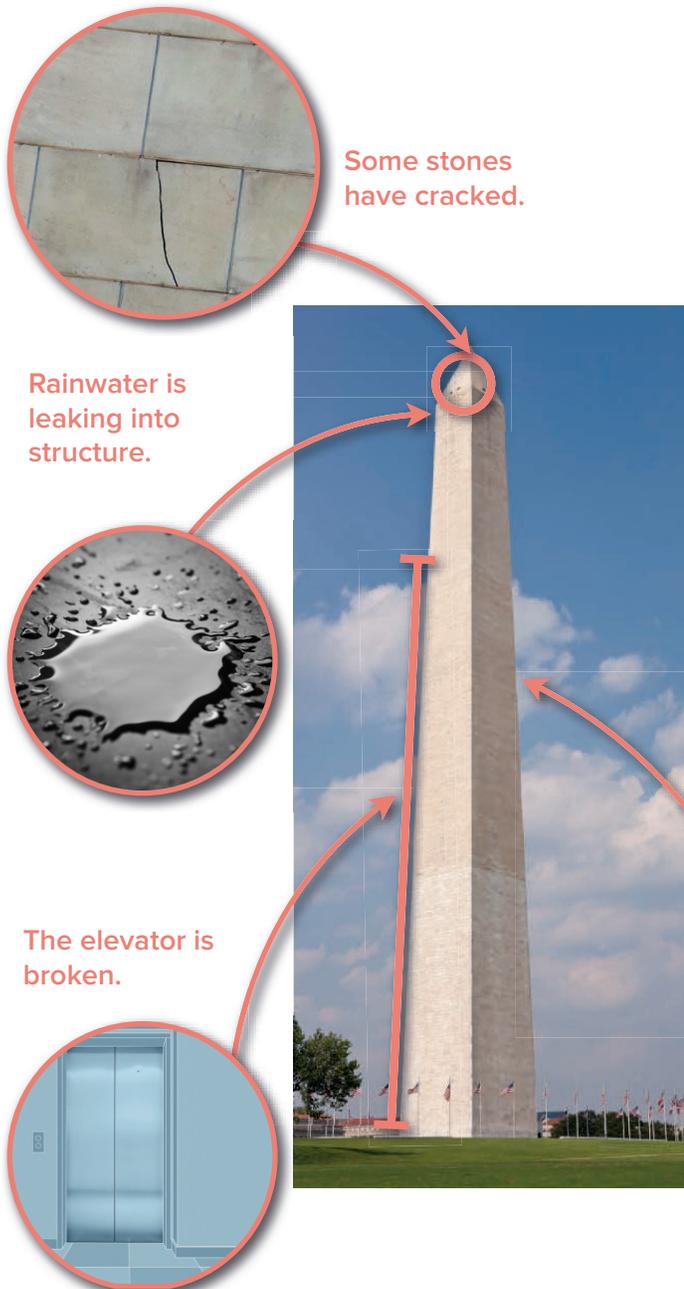
Monumental Repair Costs

In 2011, the Washington **Monument** was damaged by an earthquake. This famous structure honors the great American George Washington, but some people did not see a good **justification** for the repair expenses. They thought that \$15 million was too much for something that just serves as a **monument**. They argued that fixing the nation's **infrastructure**, such as bridges and railroads, was a more urgent matter.

Fortunately, a wealthy person has donated half of the **monumental** repair costs. The government allocated the rest of the funds, even though some members of Congress suggested that the repairs could wait until the budget showed a **surplus**.

Congress includes people from all over the country, and it controls how the government spends money. If President Washington were alive today, he would probably be happy with this system of decision-making instead of a system where only a few people at the top of the **hierarchy** decide everything.

The Washington **Monument** is the tallest stone structure in the world. When the architects and the builders were constructing the huge obelisk, they probably had no idea that such big earthquakes could occur near Washington, D.C.



Source: United States Geological Survey

EXPLORE AND DISCUSS:

Use building blocks or other stackable items to build a short tower and a tall tower on a table or desk. Bump the furniture to simulate an earthquake. What happens? Simulate earthquakes of different magnitudes and durations.

Examining the Focus Words Closely

SoGen Unit 6.2

FOCUS WORD OR *RELATED FORM	DEFINITION	SAMPLE SENTENCE	 TURN AND TALK
justify (<i>verb</i>)	to show or prove that something is necessary or reasonable	How can the school justify such a huge expense as a new swimming pool when there are broken sinks in the bathrooms?	<i>How might someone justify building a statue to honor Martin Luther King Jr.?</i>
* justification (<i>noun</i>)	a good reason or explanation for doing something	What kind of justification could be made for funding the space program?	<i>What is a justification for allowing kids to spend time watching television instead of reading or doing homework?</i>
monumental (<i>adjective</i>)	extremely large and/or important	During that time, the pharaohs built many pyramids and other monumental structures.	<i>What monumental structure would you build if you could?</i>
* monument (<i>noun</i>)	a building or other large structure that honors a person or event	The peasants of ancient Egypt worked tirelessly to build these great monuments to their pharaohs.	<i>For whom or what is there a monument in your town or city?</i>
surplus (<i>noun</i>)	extra amount of something over what is needed or used; excess	The annual floods in Egypt brought rich soil to their fields, which allowed them to produce a large surplus of crops.	<i>What would you do with a surplus of \$100?</i>
architecture (<i>noun</i>)	the style or design of buildings	The architecture of the Great Pyramid in Egypt has been admired for thousands of years.	<i>If you had to design a school, what would the architecture look like?</i>
infrastructure (<i>noun</i>)	the basic facilities that serve an organization, city, country, etc.	Egyptians built a huge agricultural infrastructure , which included a system of canals, catch basins, dikes, and other devices to control the Nile's waters.	<i>What kind of infrastructure does a school need to run efficiently?</i>
hierarchy (<i>noun</i>)	a system of organization in which people or things have higher and lower ranks	Athletes who are high in the school hierarchy will benefit from a new swimming pool the most.	<i>What is the typical hierarchy in a family?</i>