THE PHARAOHS OF ANCIENT EGYPT: OPPRESSORS OR GREAT LEADERS?

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Setting: Tiana, Tray, and Ingrid are walking to school together. They stop to pick up their friend Raul. Since he hasn’t been answering their phone calls, Tiana knocks loudly on his door. After a minute, Raul storms out of his house.

Raul: I swear! My parents are like...oppressors!
Tiana: What?
Raul: My parents! They act like those people we’ve been studying in social studies, the pharaohs in ancient Egypt. They’re oppressive!
Tiana: So you’re saying that your parents collect taxes from you and force you to build pyramids? Right. Okay.
Raul: No! But they canceled our family cell phone plan so they can save money for some dumb family vacation to Disney World. I can’t call or text my friends anymore! My life is practically over.
Tiana: Sounds rough. Glad my parents didn’t do that. They’re pro-democracy.
Raul: Stop messing with me. Can’t you see I’m in pain here?
Tiana: Well, how do your brother and sister feel about all of this? If you all feel wronged, maybe you can stage a revolution and get your parents to give your cell phones back.
Raul: They both could care less! My older brother has a job after school, so he can pay for his own cell phone plan. My nerdy baby sister is antisocial and never calls or texts anyone. I’m the only victim in this whole deal, and it’s just plain wrong.
Tray: Look, man, think about it from your parents’ perspective. They probably feel awful about not being able to pay for vacations and cell phones at the same time. They had to make a hard choice and they decided to go with a vacation that’s going to give you great family memories for a long, long time.
Raul: Tray, I’m not saying I don’t value time with my family. Of course I do! They have my back. But my friends are important to me too, and I need my cell phone to have their backs! Losing touch with my friends doesn’t seem worth going on a vacation to hang out with my family. I’m with them all the time.
Ingrid: Raul, sometimes you have to take a hit for the team. Think of your baby sister! Disney World may be nothing to you, but I bet going there is like a dream come true for her. Doesn’t her happiness seem worth sacrificing your cell phone?
Tiana: Hey, I’m all for making baby sisters happy no matter what pains they can be, but I also don’t think it’s right to destroy Raul’s happiness for an overpriced, overrated trip to see a bunch of grown people dressed up as mice and ducks. Raul, why don’t you propose a cheaper and less commercial vacation destination to your parents, one that won’t force them to cut off your cell phones?

Raul: I’m way ahead of you, Tiana. I did suggest going somewhere more affordable, and my parents said, “No!” Honestly, I think they just want other parents to be impressed because they take their kids to Disney World. My aunt and uncle took their kids to the Grand Canyon last summer and they can’t stop talking about it. My parents are doing this just to look good, so they really are like the pharaohs of ancient Egypt. They make decisions that make them look great without listening to anyone or caring how other people feel.
Tray: Yeah, some pharaohs did do some pretty harsh things and the people didn’t have much of a say, but pharaohs did provide order to the civilization, which benefited everyone overall.
Ingrid: Exactly. Like the pharaohs, your parents are making sure that you and your brother and sister have stability in your lives. Even though they don’t have much money, they want to make sure you can still go on family vacations like everyone else. Are you sure your parents are only doing this to look good?
Tiana: Raul, let me take this one. So Ingrid, Raul can’t text his friends and that’s causing some major instability in his life. His social life is over without a cell phone. His parents can keep the family more in order by keeping the phones and vacationing in some place other than the magnificently expensive “Magic Kingdom.”
Raul: Ugh! I hope you guys don’t mind getting emails from me.
Tray: What’s email?
Raul: Right. Well, I guess going to Disney World works out since my only friends from now on will be mice and ducks.

What You’ll Be Learning in This Unit
In this week’s social studies lesson you will learn about ancient Egypt and its pharaohs. The pharaohs were more than powerful rulers. They were believed to be gods with supernatural powers. People thought that the pharaohs watched over Egypt even after they were dead. The pharaohs owned all the land and controlled the people who lived there.

What You’ll Be Debating in This Unit
Some say the pharaohs were oppressive—their treatment and control of ancient Egyptians was unjust because the pharaohs often treated them cruelly, and no one else had a say in how things were run. But others say that the way pharaohs treated and controlled the people was justified because they built a powerful civilization that lasted for centuries. In the debate, you’ll have the opportunity to take a side and defend your position.
If the characters in the passage had a Spacebook debate, there would be two sides, or claims. The two claims are defined in the boxes to the right. Each character would have to support either Claim 1 or Claim 2. Then, each would provide reasons to support his or her claim in the comments box. Fill in the blanks below to get a sense of how the debate would go between the two sides. Be sure to include at least one focus word in each update.

**Claim 1:**
Raul’s parents are **oppressive**. Taking away Raul’s cell phone to save money for something he does not care about is unjustified.

**Claim 2:**
Raul’s parents are **NOT oppressive**. Taking away Raul’s cell phone for an important family experience is justified.

---

**Raul**
Studies at **Cool Middle School**
From **Downtown, U.S.A.**
Interests: Fighting parental **oppression**, texting for freedom

**Ingrid**
Studies at **Cool Middle School**
From **Downtown, U.S.A.**
Interests: **Stability** and happiness for younger siblings

**Tray**
Studies at **Cool Middle School**
From **Downtown, U.S.A.**
Interests: Appreciating **order** and tough decision-making

**Tiana**
Studies at **Cool Middle School**
From **Downtown, U.S.A.**
Interests: **Revolutions** against overpriced vacations

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I support Claim ____ and my reason is:
In this unit, you will debate whether the pharaohs’ actions created enough order and stability to justify their power. The geography of ancient Egypt had a lot to do with how the pharaohs ran ancient Egypt and why they ruled the way they did. Here you will read some information about Egypt’s geography and discuss your ideas with your classmates in preparation for the big debate ahead.

A LONG-LASTING CIVILIZATION

Ancient Egypt is one of the world’s most important and valued ancient civilizations. Founded over 5,000 years ago, the civilization lasted for almost 3,000 years. Historians have broken ancient Egypt into periods of time that represent changes in boundaries, leaders, and some elements of culture. Yet, for most of this time period, 2950 – 332 BCE (Before Common Era), certain characteristics like government, language, and religion remained nearly the same. The first thing to know about ancient Egypt is that it lasted for a long, long time—about 10 times the entire history of the United States!

TURN AND TALK

What do you think might have caused Egypt to be so stable for such a long time?

THE GEOGRAPHY OF THE NILE

Ancient Egypt was built around the Nile River in northeast Africa. The Nile starts in highlands far to the south of Egypt itself. It flows north more than 4,000 miles all the way to the Mediterranean Sea. The following NASA photo shows the part of the Nile the ancient Egyptians called home, as seen from above. In the image, you can see the green fertile land on either side of the river. In ancient Egypt this was known as the “black land.” Near the sea, the river fans out into many streams in an area shaped like a triangle (see photo on the next page). The triangular area is called the Delta. It is also very fertile. Some of the most important Egyptian cities were located right at the point where the Nile branches out into the Delta. The green strip, however, is surrounded by oppressive desert—the “red land.” The desert actually protected Egypt from its enemies because it was difficult for an army to cross through the hot, waterless terrain. But how did fertile land exist in the middle of a huge desert?

An aerial view of the Nile

According to the passage, the deserts on either side of the Nile were good for keeping enemies away.

TURN AND TALK

Can you propose some reasons why the deserts may not have been good for the Egyptians? Share those reasons with a partner and then write down the best reason you both come up with here.
FLOODS AND GODS

Every year, beginning in June, the Nile floods in a regular way. It was this flood that made the ancient Egyptian civilization possible. People watched to see if the Nile would be deep enough, actually measuring the height of the flood with a Nilometer (see picture below). If it was deep enough, Egyptians celebrated and moved out of its way while the water rose and covered their farmland. For four months, the flood spread black, moist, fertile soil all over the lands near the river. Egyptians called this the “Season of the Inundation.” Egyptians believed the flood was controlled by the god Hapi, who was often portrayed as a caring god who helped to make sure that order existed among gods and men. His work in causing the Nile to flood helped Egypt. Ancient Egyptians so valued this yearly flood that the Greek historian Herodotus called Egypt “the gift of the Nile” (The Histories, Book 2, Chapter 5).

An Egyptian Nilometer used to measure the height of the yearly flood.

TURN AND TALK

According to the paragraph above, the ancient Egyptians were very happy when the flood was big. What do you think their reaction was when the flood was small? Why? What did the Egyptians believe caused the floods in the first place? Share your ideas with a partner and then write what an Egyptian farmer would say on the lines below. Make sure the farmer fully explains his reaction!

What would an Egyptian farmer say?

The floods are caused by

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

If the floods are small, _________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

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When the Season of the Inundation was over, the Nile returned to normal. Farmers went to work for the next eight months growing food. It was this new soil each year that kept Egyptian farms stable and strong. But, to make the best use of the fertile land, the Egyptians had to value cooperation. They had to get along and work together. They had to build dikes to keep floodwaters out of villages. They had to build catch basins to hold water for use during dry months. They had to build canals to get water to all the fields nearby. All of this took planning. It took lots of rules and decisions by thousands of officials.

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PHARAOHS CREATE ORDER

This started with the pharaoh. Egypt had a large government with a king called a pharaoh who was known as the “Lord of Two Lands” and the “High Priest of Every Temple.” As the “Lord of Two Lands,” the pharaoh owned the black land and the red land, made laws and rules to create order, collected taxes, and protected Egypt from enemies. Ancient Egyptians believed the pharaoh was a god—the “High Priest of Every Temple”—and that it was the pharaoh’s duty to keep everything orderly, even nature itself. When a pharaoh died, Egyptians believed that his rule continued in the afterlife, where he made sure that order and stability were maintained among the gods. Pharaohs ordered the construction of pyramids because they believed that these buildings would prepare them for the afterlife. The pyramid contained everything the pharaoh would need to continue to uphold order in the afterlife.

CONNECTING TO SCIENCE: FLOODS

A flood occurs when land that is normally above water is covered in water. From a scientific perspective, the flooding of the Nile is caused by rainfall far to the south that causes the water level in the river to rise. This water makes its way north into Egypt and spreads across the low-lying land around the Nile.

TURN AND TALK

Ancient Egyptians could predict when the yearly floods would begin and could measure the height of the flood to know how much food they would be able to grow. Why do you think they believed it was a god that controlled the flood?
Why would a pharaoh want to be known as a god?

The Egyptians believed their pharaohs were gods who controlled everything, even nature. Think about what this meant for the Egyptians and fill in the boxes below:

<table>
<thead>
<tr>
<th>I think believing the pharaoh was a god was a GOOD thing for the Egyptians because...</th>
<th>I think believing the pharaoh was a god was a BAD thing for the Egyptians because...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**CLASS DISCUSSION**

Which claim above is stronger and why? Use this response and the table above to help you participate in the class discussion.
Session 3

Understanding the Pharaohs

Part A: Learning Through Reading

Egypt was ruled by pharaohs, who stayed in power by ensuring Egypt remained *orderly*, prosperous, and stable. Some of them chose *oppression* to maintain *order*, and others promoted unification and peace. Here are some facts about four important pharaohs, which you will be able to use in arguing whether their *oppressive* ways were justified or not. Note that Egyptian pharaohs had long names. The pronunciations of the full names are provided below, but feel free to refer to them with nicknames (e.g., Nar, Khas, Sen, and Hat) if that’s easier.

<table>
<thead>
<tr>
<th>Year BCE</th>
<th>Pharaoh Name</th>
<th>Pronunciation</th>
<th>Key Facts</th>
</tr>
</thead>
<tbody>
<tr>
<td>2950 BCE</td>
<td>Narmer</td>
<td>[nar – mer]</td>
<td>Not much known about him,Unified many smaller tribes and groups,Credited with founding Egypt</td>
</tr>
<tr>
<td>2686 BCE</td>
<td>Khasekhemwy</td>
<td>[kah – zi – kem – wee]</td>
<td>Won a very bloody war,United upper and lower Egypt,So his name means “two powers have appeared”,Launched Egypt on a long period of <em>order</em> and <em>stability</em>,One statue of Khasekhemwy had the inscription “47,209 northern enemies” along with multiple battle scenes</td>
</tr>
<tr>
<td>1878 BCE</td>
<td>Senusret III</td>
<td>[sen – uz – ret the third]</td>
<td>Built forts in southern Egypt,Developed a large police force,Valued security,Ordered construction of the city Wah-Sut,Wah-Sut was built with streets arranged to form blocks, like modern cities,Statues of Senusret III portray him with large eyes and ears, to indicate that he would learn about any opposition to his rule</td>
</tr>
<tr>
<td>1473 BCE</td>
<td>Hatshepsut</td>
<td>[hat – shep – sut]</td>
<td>Female (there weren’t many female pharaohs!),Represented herself as a daughter of a god,Ruled during 15 years of <em>order</em> and <em>stability</em>,Built many large monuments to emphasize Egypt’s power,Had a close relationship with her people, whom she called her “lapwings” (a common bird),One monument bears her words: “Now my heart turns this way and that, as I think what the people will say. Those who see my monuments in years to come, and who shall speak of what I have done.”</td>
</tr>
</tbody>
</table>

**TURN AND TALK**

Go back through the facts about the four pharaohs and mark each one with a ‑ if you think it suggests the pharaoh was *oppressive*, a † if you think it is evidence of achieving *order* and *stability* by *valuing* the opinions of the people, and a — if you think it suggests neither.
Session 3

Understanding the Pharaohs

Part B: Learning Through Primary Sources

TURN AND TALK

To the left is a carving celebrating Narmer’s unification of Egypt. Narmer is the figure in the center with the tall headpiece. Based on this carving, how do you think Narmer established his rule over a unified Egypt? What evidence do you see on the carving that supports your claim?

TURN AND TALK

Which pharaoh do you think the statue to the right is supposed to be? What evidence connects the statue to the story of one of the pharaohs on the previous page?
Imagine yourself in ancient Egypt. The Nile flood for the past few years has been low, and this year’s flood is again dangerously low. Food stocks are so scarce that people grow angry and begin to revolt. They challenge the authority of the local government by marching, not working, and writing revolutionary graffiti on the walls of buildings in the southern city of Aswan. Using what you have learned today about Narmer, Khasekhemwy, Senusret III, and Hatshepsut, put yourself in Egyptian sandals and think about how they might have attempted to end the revolt in Aswan and restore order and stability. Would they act oppressively? Or would they do something else?

**How do you think each pharaoh would attempt to end the revolt in Aswan?**

I would end the revolt by...

I would end the revolt by...

Now, imagine that Khasekhemwy and Hatshepsut ran into each other (even though they lived a thousand years apart!). What would their plans be? How would they respond to each other’s plan to end the revolt in Aswan?

Khasekhemwy’s reaction to Hatshepsut’s plan would be...

Hatshepsut’s reaction to Khasekhemwy’s plan would be...
It's Debate Time!

Preparing for the Debate

The debate question is:

**Were the pharaohs more oppressive than necessary or justified in their actions by the need to keep order?**

You have several sources of evidence to use in formulating a position on this debate topic: how each of the four pharaohs described on page 8 acted, what the carvings on page 9 suggest about them, how you filled in the talk bubbles on page 10 analyzing their likely actions, the information you have about Egypt’s geography, and the knowledge that there was a constant threat of famine. Pick ONE PHARAOH whose actions support your group’s position and, with your group, fill in the form below to get started on your debate position.

We support the position that the pharaohs were:

- ☐ more oppressive than necessary.
- ☐ justified in their actions by the need to keep order.

My group is focusing on Pharaoh ________________________ .

Our claim can be supported by the following pieces of evidence.

**Evidence #1:** __________________________________________________________

This piece of evidence shows Pharaoh __________ was ☐ more **oppressive** than necessary or ☐ justified by the need to keep order, because __________________________________________________________________________

____________________________________________________________________________________.

**Evidence #2:** __________________________________________________________

This piece of evidence shows Pharaoh __________ was ☐ more **oppressive** than necessary or ☐ justified by the need to keep order, because __________________________________________________________________________

____________________________________________________________________________________.

**Evidence #3:** __________________________________________________________

This piece of evidence shows Pharaoh __________ was ☐ more **oppressive** than necessary or ☐ justified by the need to keep order, because __________________________________________________________________________

____________________________________________________________________________________.
Session 4

It’s Debate Time!

During and After the Debate

The debate question is:

Were the pharaohs more oppressive than necessary or justified in their actions by the need to keep order?

Here is an example of how to fill out the form.

<table>
<thead>
<tr>
<th>Members of Team</th>
<th>Notes on the Argument</th>
<th>Strengths and Weaknesses</th>
<th>Focus Words My Group Used</th>
<th>Feedback for My Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abel</td>
<td>Clearly supported the claim that the pharaohs were justified.</td>
<td>Asked authentic questions.</td>
<td>order, proposal, value, revolution, stability</td>
<td>Use “what if” statements to challenge opposing claims.</td>
</tr>
<tr>
<td>Brandon</td>
<td></td>
<td>Supported the group’s claim.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cheri</td>
<td></td>
<td>Responded to a challenge from other group.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Davis</td>
<td></td>
<td>Didn’t always wait for his or her turn to speak.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Complete the form during and after the debate.

<table>
<thead>
<tr>
<th>Members of Team</th>
<th>Notes on the Argument</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>order, proposal, value, oppressive, revolution, stability</td>
<td></td>
</tr>
</tbody>
</table>
Writing an Argumentative Essay

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

**Were the pharaohs more oppressive than necessary or justified in their actions by the need to keep order?**

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.

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

Writing an Argumentative Essay

Write your essay here:
How Tweets Can Bring Down Oppressors

@ArabRevolution:
IMPORTANT: We are in this for the long haul. Exhaust the police & hope the army stands back. Like #Tunisia. Must not give up quickly. #jan25
@TeaWithCarl

RT@AmmarMa: Mubarak thugs firing bullets at us now at Abd El Meneim Reyad square. Dozens injured. #Tahrir #jan25 via @mosaaberizing
@TeaWithCarl

These are just a couple of the hundreds of thousands of tweets that sustained a revolution in Egypt in 2011 – a movement many have called the Twitter Revolution. We may think of tweets as primarily for entertainment – Justin Bieber’s latest scrapes with the law, or Beyoncé’s updates about her baby. But tweets can also be serious tools in fights against oppression and in fomenting revolution. That happened in Tunisia in 2010 and then in Egypt in 2011.

Hosni Mubarak had become Egypt’s President in 1981. He had a tough job to maintain stability among Egypt’s many opposing groups: Muslims vs. Christians, Arabs vs. Kurds and Armenians, Islamicists vs. Secularists. Mubarak’s Egypt was orderly, with low crime rates, lots of tourism, cheap bread and gas, and high employment rates – but only because Mubarak created thousands of government jobs, subsidized key commodities, suppressed opposing political parties, controlled the press, and put his enemies in prison.

After 30 years of ruling Egypt this way, Mubarak was planning to keep power by appointing his son as his successor. But there had been a successful revolution in nearby Tunisia, and the population of Egypt got the idea that they too could overthrow an oppressive regime. On the 25th of January, 80,000 people gathered in the streets of Cairo to demonstrate. How did they know when and where to go? Mubarak controlled television and radio and newspapers. But the people used Twitter and text messages to get the word out.

Mubarak’s government shut down Twitter access for a week, but protesters used texting and Facebook to continue to communicate with each other and with their supporters outside Egypt. Mubarak was forced to resign on February 11, only two and a half weeks after the first demonstration. Many argue that without Twitter, it would have taken much longer to force him out. During the year 2011, the most frequently used hashtag in the world was #egypt, and #jan25 was the eighth most frequent. One analysis suggests that the number of tweets related to Egypt jumped from 2,300 a day to 230,000 a day in the week before Mubarak resigned!

TURN AND TALK

Look at the illustration and talk about how just a few people tweeting a message can have a huge impact – a phenomenon called “going viral.”
Surveying land was very important in ancient Egypt. Farmland close to the Nile was divided carefully into plots. Each plot's value was determined through careful measurements so that the appropriate amount of tax could be charged to the land owner. Each year, the Nile flooded the farmland and often destroyed the markings dividing the properties. Using ropes and other clever tools, surveyors would re-establish the boundaries. This helped to keep order and maintain a stable system of taxation for the pharaohs.

Surveyors were also important in the process of building the giant monuments of ancient Egypt. They invented early versions of many tools still used today.

One especially useful tool was the knotted rope. Here is an illustration of a rope with 12 equal segments (12 knots total). The Egyptians found that making a triangle from the rope using lengths of 3, 4, and 5 formed a right triangle.

Which farmer has the biggest plot?

Three farmers, Amon, Ra, and Bes, are plotting their farmland. Each plot must have a perimeter of 12 units, and the farmers want to have the largest plot possible. Each will be using a different kind of triangle that he thinks will give him the largest plot possible. Whose plot will be the largest?

a. Carefully mark a length of string into 12 equal segments. Record your work by tracing a model of the triangles you create. Make sure that each triangle has one side that is flat against the bottom of the chart. Be sure to label each side length.

| Farmer Amon uses an equilateral triangle | Farmer Ra uses a right triangle | Farmer Bes uses an isosceles triangle |

b. Estimate: Look at the triangles that you drew above, and estimate their area. Write “1” above the triangle that you think has the largest area, “2” above the triangle with the second to largest area, and “3” above the triangle that you think has the smallest area.

c. Find Area: To find the area of each triangle, use the formula \( \text{area} = \frac{1}{2} \times \text{base} \times \text{height} \). Choose the bottom side of each triangle to be the base. Measure the base. Using your string, measure the height of each triangle. You can find the height by measuring from the top vertex straight down to the base. Measure the height to the nearest half unit. Use the area formula to find the area of each triangle. Write the areas in the boxes below.

| Farmer Amon uses an equilateral triangle | Farmer Ra uses a right triangle | Farmer Bes uses an isosceles triangle |

\( \text{area} = \) \( \text{area} = \) \( \text{area} = \)

d. Analyze: Which farmer has the largest plot? Was your estimation correct?
Precautions in the Lab

Are the rules oppressive?

Mary and Aditya were talking loudly to each other as they walked to science class. Their teacher had told them that they were going to be conducting an exciting chemistry experiment, and that for safety reasons all students had to follow mandatory dress code rules. Mary thought the lab apron and goggles were unattractive and uncomfortable. She thought these policies suppressed her individuality and freedom of expression.

Aditya countered Mary’s claim by saying that the rules were not oppressive. The rules existed to keep students safe. Aditya stated that the dress code rules were not only necessary for safety reasons but that they would also promote an environment in science class where everyone was focused on their academics. It bothered Aditya that students cared so much about the latest fashion.

Mary disagreed with Aditya’s claims. She did not care whether the dress code existed for her personal safety. She wanted the chemistry teacher to consider an alternative proposal: if the students promised to be extremely careful, they would not be required to wear aprons or safety goggles. Aditya countered that their teacher would never agree to this proposal because too many accidents happened because of improper clothing in the lab. She knew of one student who was wearing a baggy sweatshirt instead of a tighter fitting apron. His sweatshirt knocked a large quantity of sodium off the counter into a full beaker of water in the sink. The student tried to dump the beaker out when it started to smoke, but he was too slow. Because sodium is an alkali metal, which is very reactive with water, the beaker caught on fire, and the entire school had to be evacuated.

Mary realized that Aditya had made a good case for wearing the right clothes in chemistry labs. She suddenly remembered hearing a story about a girl in her brother’s class who hadn’t worn safety goggles because they were ugly. The student had been measuring hydrochloric acid into a graduated cylinder when she accidentally spilled the container with the acid in it. The acid splashed onto the lab table and got in her eyes. Hydrochloric acid is extremely corrosive, so her eyes began to sting and burn. Her vision was blurred, so she didn’t see the container roll off the table and onto the floor. The glass bottle landed on her toes and then broke as it hit the floor. Because she was wearing sandals, her feet were also burned by the acid. The girl was rushed first to the emergency eye-wash station and then to the hospital emergency room, where the acid burns on her feet could be treated. Although she recovered, she missed school for several days.

After sharing this story with Aditya, Mary agreed it was silly to focus on fashion instead of safety. Her first words to the chemistry teacher as she entered the chemistry lab were: “Miss Bernard, hand over those safety goggles and that apron! I’m going to start a new fashion trend called ‘safety first!’ I’m going to make safety fashionable if it’s the last thing I do!”

Why doesn’t Mary like the lab rules?

Why does Aditya think that the dress code is necessary?

Who do you agree with? Why?

Do you think that there are times when mandatory dress codes are important to follow?

What other types of accidents could be caused by improper clothing in the lab?
### Examining the Focus Words Closely

<table>
<thead>
<tr>
<th>FOCUS WORD OR *RELATED FORM</th>
<th>DEFINITION</th>
<th>SAMPLE SENTENCE</th>
<th>TURN AND TALK</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>order (noun)</strong></td>
<td>the condition where people behave and live peacefully</td>
<td>Some say the pharaohs were great leaders who brought order and stability to Egypt.</td>
<td>How does your teacher keep order in your classroom?</td>
</tr>
<tr>
<td><strong>orderly (adjective)</strong></td>
<td>calm and peaceful; organized</td>
<td>I depend on the orderly environment of the library to complete my homework when my house is too noisy!</td>
<td>Do you like to do your work in orderly places? Describe an orderly place where you like to go to get work done.</td>
</tr>
<tr>
<td><strong>proposal (noun)</strong></td>
<td>a serious plan or suggestion for people to consider</td>
<td>Mubarak's first response to the protests against him was a proposal to share his power with his vice president.</td>
<td>Have you ever made a proposal to your parents about something you wanted to do?</td>
</tr>
<tr>
<td><strong>propose (verb)</strong></td>
<td>to seriously suggest that something be done</td>
<td>Raul, why don’t you propose to your parents a cheaper vacation destination that won’t force them to cut your cell phones?</td>
<td>Can you propose an idea that will make school more exciting for students?</td>
</tr>
<tr>
<td><strong>value (noun)</strong></td>
<td>importance; usefulness</td>
<td>After getting an A+ on a big math test, Ranjit realized the value of studying hard.</td>
<td>What is the value of memorizing all your multiplication facts?</td>
</tr>
<tr>
<td><strong>value (verb)</strong></td>
<td>to think something is important; to appreciate something</td>
<td>Paola really values the time she spends learning how to sew. She wants to be a fashion designer someday.</td>
<td>What is one activity or skill that you value? Why?</td>
</tr>
<tr>
<td><strong>oppressive (noun)</strong></td>
<td>showing unfair and cruel treatment</td>
<td>Raul thinks his parents are oppressive because they cancelled his cell phone to pay for a family vacation he doesn’t want to go on.</td>
<td>Are there any rules that you consider oppressive? Why do you think they are oppressive?</td>
</tr>
<tr>
<td><strong>oppression (noun)</strong></td>
<td>the condition of having a leader who is cruel and unfair</td>
<td>Some people think that the oppression under Mubarak was good because it helped Egypt keep order.</td>
<td>Do you know of any characters in a book, story, or movie that experienced oppression because of cruel or unfair authority (parent, older sibling, teacher, government, etc.)?</td>
</tr>
<tr>
<td><strong>revolution (noun)</strong></td>
<td>a forcible overthrow of government or social order</td>
<td>If all of you feel it's unfair that your parents cut your phones to pay for a family vacation, maybe you can stage a revolution to get your cell phones back.</td>
<td>Do you think it's a good idea for Raul to start a revolution against his parents to get his cell phone back? Why?</td>
</tr>
<tr>
<td><strong>stability (noun)</strong></td>
<td>the condition of being firm, solid, or not easily moved or changed</td>
<td>Charlie likes the stability of knowing his older brother is always available to help him with homework.</td>
<td>Do you think having stability at home can help students do better in school? Why?</td>
</tr>
</tbody>
</table>