

Unit 2 Ancient Egypt & the Middle East

Content Area: **Social Studies**
Course(s): **Social Studies 6**
Time Period: **Marking Period 2**
Length: **5 weeks**
Status: **Published**

Course Pacing Guide

This pacing guide should include the vision and mission of the course. It will be the same for all units in your course.

The simpler, the better. Pacing guide flaws come when they are too constricting, so big ideas is best (Cobb, McClain, de Silva Lamberg, & Dean, 2003; Wiggins, Wiggins, & McTighe, 2005)

Model - remove/replace information in this table with information from your course --

Unit	Marking Period	Weeks
Early Humans & Rise of Civilization	MP 1	5 Weeks
Ancient Egypt & the Middle East	MP 1, 2	5 Weeks
Ancient India	MP 2, 3	5 Weeks
Ancient China	MP 3	5 Weeks
Ancient Greece	MP 4	5 Weeks
Ancient Rome	MP 4	5 Weeks

Unit Overview

- the environmental influences on the growth of civilizations in the eastern Mediterranean.
- trade routes between ancient Egypt and Kush.
- religion and monarchy within these early civilizations.
- the development of the arts and architecture in this region.
- the origins of Judaism and the kingdom of Israel.
- how Judaism still thrives in the modern world.

Enduring Understandings

Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River [modern Pakistan and northwestern India], and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.

Essential Questions

- How did civilizations—complex urban societies—develop in Mesopotamia, Egypt, and Kush?
- What environmental factors helped civilizations grow? What impact did civilizations and complex urban societies have on the surrounding environment?
- How did people’s lives change as states and empires took over these areas (increase in social differences, rule by monarchs, laws)?
- From 4000 B.C.E. to 500 B.C.E., how did contact, trade, and other links grow among the urban societies of Mesopotamia, Egypt, Kush, India, and the eastern Mediterranean?
- What were the beliefs and religious practices of the ancient Israelites? How did the religious practices of Judaism change and develop over time?
- How did the environment, the history of the Israelites, and their interactions with other societies shape their religion?
- How did early Judaism support individuals, rulers, and societies?

New Jersey Student Learning Standards (No CCS)

SOC.6.2.8 - [Standard] - All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

SOC.6.2.8.D.1.b - [Cumulative Progress Indicator] - Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.

SOC.6.2.8.D.1.c - [Cumulative Progress Indicator] - Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

SOC.6.2.8.CS2 - [Content Statement] - Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River [modern Pakistan and northwestern India], and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.

SOC.6.2.8.A.2.b - [Cumulative Progress Indicator] - Determine the role of slavery in the economic and social structures of early river valley civilizations.

SOC.6.2.8.B.2.a - [Cumulative Progress Indicator] - Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.

SOC.6.2.8.B.2.b - [Cumulative Progress Indicator] - Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.

SOC.6.2.8.C.2.a - [Cumulative Progress Indicator] - Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.

SOC.6.2.8.D.2.a - [Cumulative Progress Indicator] - Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.

SOC.6.2.8.D.2.b - [Cumulative Progress Indicator] - Explain how the development of written language transformed all aspects of life in early river valley civilizations.

SOC.6.2.8.D.2.c - [Cumulative Progress Indicator] - Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.

SOC.6.2.8.D.2.d - [Cumulative Progress Indicator] - Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.

SOC.5-8.1.1.1 - Construct timelines of the events occurring during major eras including comparative events in world history for the different civilizations.

SOC.5-8.1.1.2 - Explain how major events are related to one another in time.

SOC.5-8.1.2.2 - Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.

SOC.5-8.1.3.3 - Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.).

SOC.5-8.1.4.2 - Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation).

Amistad Integration

Remove/replace the text in this section - this is for your reference (link -- <https://nj.gov/education/amistad/about.htm>)

Purpose:

The Amistad Commission ensures that the Department of Education and public schools of New Jersey implement materials and texts which integrate the history and contributions of African-Americans and the descendants of the African Diaspora.

Goals:

- 1) To infuse the history of Africans and African-Americans into the curriculum in order to provide an accurate, complete and inclusive history.
- 2) To ensure that New Jersey teachers are equipped to effectively teach the revised social studies core curriculum content standards.
- 3) To create and coordinate workshops, seminars, institutes, memorials and events which raise public awareness about the importance of the history of African-Americans to the growth and development of American society in global context.

The curricula addresses issues of bias, prejudice, and bigotry in all units. Students will investigate how the rise of empires led to ancient slavery, class systems, and conquering of lands from civilizations.

SOC.6.2.8.A.3.b	Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.
SOC.6.2.8.A.3.d	Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.

Holocaust/Genocide Education

Remove/replace the text in this section - this is for your reference (link -- https://nj.gov/education/holocaust/about_us/mandate.html)

RE: N.J.S.A. 18A:35-28, Holocaust/Genocide Education

- a.** Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils.
- b.** The instruction shall enable pupils to identify and analyze applicable theories concerning human nature and behavior: to understand that genocide is a consequence of prejudice and discrimination: and to understand that issues of moral dilemma and conscience have a profound impact on life. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Interdisciplinary Connections

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine the central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. reasoning and relevant and sufficient evidence.

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Research to Build and Present Knowledge

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Technology Standards

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize

information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

TECH.8.1.8.B.CS1 - Apply existing knowledge to generate new ideas, products, or processes.

TECH.8.1.8.B.CS2 - Create original works as a means of personal or group expression.

TECH.8.1.8.C.CS1 - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

TECH.8.1.8.C.CS4 - Contribute to project teams to produce original works or solve problems.

TECH.8.1.8.D.4 Assess the credibility and accuracy of digital content.

TECH.8.1.8.F.CS2 - Plan and manage activities to develop a solution or complete a project.

21st Century Themes/Careers

SOC.6.2.8.C.2.a - [Cumulative Progress Indicator] - Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.

Financial Literacy Integration

Remove/replace the text in this section - this is for your reference -- (link to helpful resources: <https://www.nj.gov/education/aps/cccs/career/FLResources.pdf>)

An Act concerning public school instruction on financial literacy and supplementing chapter 35 of Title 18A of the New Jersey Statutes.

Be It Enacted by the Senate and General Assembly of the State of New Jersey:

1. The State Board of Education shall require that a school district incorporate in each of the grades ¹[kindergarten] six¹ through eight financial literacy instruction to pupils enrolled in those grades. The purpose of the instruction shall be to provide ¹[elementary and]¹middle school students with the basic financial literacy necessary for sound financial decision-making.

The instruction shall meet the requirements established by the State board and shall:

- a. be appropriate to, and reflect the age and comprehension of, the students enrolled in the particular grade level; and
- b. include content on budgeting, savings, credit, debt, insurance, investment, and other issues associated with personal financial responsibility as determined by the State board.

PFL.9.1.8.A.4 - Relate earning power to quality of life across cultures.

PFL.9.1.8.A.5 - Relate how the demand for certain skills determines an individual's earning power.

PFL.9.1.8.B.6 - Evaluate the relationship of cultural traditions and historical influences on financial practice.

SOC.6.2.8.A.2.b - [Cumulative Progress Indicator] - Determine the role of slavery in the economic and social structures of early river valley civilizations.

Instructional Strategies & Learning Activities

- THIEVES strategy - students will look at Titles, Headings, Introduction, Every first sentence, Visuals/Vocab, End of unit questions, and Summary to preview unit.
- Students will create a kinesthetic map with their bodies to show how and where people would settle based on environmental factors.
- Students will complete Research Simulation Task through completion of Egyptian Monument Postcard.
- Students will analyze the power displayed by the pharaoh through the building of monuments.
- Students complete an interactive PBS Learning Media lesson on the pyramids during which they interact with videos and paired passages to learn about the building of the Great Pyramid and the social classes of ancient Egypt.
- students participate in stations to extend their learning about the social structure of ancient Egypt and its effect on daily life for members of each social class.
- students research and compose how-to guide on the ancient Egyptian mummification process
- Students create a sensory figure of a Kushite kings/queens to illustrate what that individual experienced and felt during his or her lifetime.
- Students analyze images representing four key periods in the history of the kingdom of Kush. They read more about these periods in which location greatly influenced events in Kush.
- Students copy a timeline of four periods in the history of Kush. Then they annotate and illustrate each

boxed date on the timeline and evaluate the influence of location on the history of Kush.

- Students will write a poem/song/rap to review the key concepts from Egypt/Kush.
- students become experts on four key figures—Abraham, Moses, David, and Solomon—in the history of the ancient Israelites and in the development of Judaism. As experts, students contribute their part of an ancient scroll by writing and illustrating a page about their assigned leaders. Then, they will jigsaw to share their expert knowledge with peers and find out about the other Israelite leaders.
- students learn about the central teachings of Judaism and how they were passed down. Students work together to create a timeline of the key events in the Jewish Diaspora and explain how Jews were able to preserve their teachings.
- Students will create a Sphinx interactive for review of GRAPES for civilization. Government, Religion, Achievements, Politics, Economy, and Social Structure of Egyptian Civilization.

Differentiated Instruction

Examples may include:

- Curriculum Map
- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems
- Tiered Learning Targets
- Learning through play
- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building
- Self-Directed Learning
- Choice Boards
- Debate
- LMS use
- Mock Trial
- The Hot Seat/Role-Play
- Student Data Inventories
- Mastery Learning (feedback toward goal)
- Goal-Setting & Learning Contracts
- Game-Based Learning
- Grouping
- Socratic Seminar
- Genius Hour
- Rubrics
- Learning Menus
- Jigsaws
- Learning Through Workstations
- Concept Attainment
- Flipped Classroom

- Mentoring
- Assessment Design & Backwards Planning
- Student Interest & Inventory Data

Formative Assessments

- TCI Geography Challenge
- TCI Timeline Challenge
- Student Interactive Notebook Activities
- TCI lesson games
- NEWSELA quiz questions and open responses
- Commonlit quiz questions and open responses
- Egypt Review Rap
- Interactive PBS Learning Media lesson on the pyramids during which they interact with videos and paired passages to learn about the building of the Great Pyramid and the social classes of ancient Egypt.
- Research Simulation Task through completion of Egyptian Monument Postcard.
- Construction of 3D Pyramid for review of GRAPES for civilization. Government, Religion, Achievements, Politics, Economy, and Social Structure of Egyptian Civilization.

Summative Assessment

- Lesson Quizzes
- Unit Test
- Mummification Guide

Benchmark Assessments

Link It Assessments

Alternate Assessments

- teacher modified TCI lesson quizzes
- teacher modified TCI unit tests
- Kahoot
- Google Forms

Resources & Technology

- TCI Textbook History Alive! The Ancient World copyright 2017
- teachtci.com (online textbook)
- Student Chromebooks
- Promethean Board
- newsela.com
- commonlit.org
- activelylearn.com
- ducksters.com
- PBS Learning Media interactives
- National Geographic Videos
- TED-Ed.com
- flocabulary.com
- Kahoot.com
- Ancient History Encyclopedia: <https://www.ancient.eu/>

BBC Bitesize World History: <https://www.bbc.co.uk/bitesize/topics/z9jxhyc>

BOE Approved Texts

- Arizona Smith Ancient Egypt Video
- Engineering an Empire - Ancient Egypt
- Building the Great Pyramid BBC documentary

Closure

Such as:

- Snowstorm - Students write down what they learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud.
- Parent Hotline - Give students an interesting question about the lesson without further discussion. Email their guardians the answer so that the topic can be discussed over dinner.
- DJ Summary - Learners write what they learned in the form of a favorite song. Offer to let one or two sing thier summary.
- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.
- Sequence It - create timelines of major events discussed
- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have students write down three quiz questions (to ask at the beginning of the next class).
- Question Stems - Have students write questions about the lesson on cards, using [question stems framed around Bloom's Taxonomy](#). Have students exchange cards and answer the question they have acquired.
- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?"
- Have students dramatize a real-life application of a skill.
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.
- Kids write notes to peers describing what they learned from them during class discussions.
- Ask students to summarize the main idea in under 60 seconds to another student acting as a well-known personality who works in your discipline. After summarizing, students should identify why the famous person might find the idea significant.
- Have students complete the following sentence: "The [concept, skill, word] is like _____ because _____."

- Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"
- After writing down the learning outcome, ask students to take a card, circle one of the following options, and return the card to you before they leave: "Stop (I'm totally confused. Go (I'm ready to move on.)" or "Proceed with caution (I could use some clarification on . . .)"

ELL

Such as:

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate

Special Education

List is not inclusive but may include examples such as:

- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Use a study carrel. (Provide extras so that the student is not singled out.)
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.

- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Give progress reports instead of grades.
- Grade spelling separately from content.
- Allow take-home or open-book tests.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Mark the correct answers rather than the incorrect ones.
- Permit a student to rework missed problems for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.
- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.

504

Examples of accommodations in 504 plans include but are not limited to:

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

At Risk

Examples may include:

- Use of mnemonics

- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Use of a study carrel
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking
- Lab and math sheets with highlighted instructions
- Graph paper to assist in organizing or lining up math problems
- Use of manipulatives
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Film or video supplements in place of reading text
- Pass/no pass option
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Have parent sign homework/behavior chart
- Chart progress and maintain data

*Add to or remove any of these as you see fit.

Gifted and Talented

Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Allow G/T students to work together

Encourage risk taking

