

## Social Studies Grade 7 Unit 2

Unit: *Social Sciences and History*, Grade(s) *Grade 7*

Ancient Mesopotamia Pt. 2 & Ancient Egypt

Duration: 9 Weeks

### Unit

Essential Questions/Enduring Understandings

EQ1: How did the Nile shape ancient Egypt?

EQ2: How did religion influence the daily life, government, and culture of ancient Egyptians?

EQ3: What has been the lasting impact of Egyptian civilization on current society?

EQ4: Why did the three kingdoms of ancient Egypt decline?

EQ5: How did the Israelite Kingdom rise and eventually fall?

EQ6: What are the major beliefs and rituals in Judaism?

EQ7: How is the Jewish present shaped by its past?

EU1: Egyptian civilization was established in a geographically favorable area (fertile soil, ready water supply, natural barriers for protection.

EU2: Egyptian civilization was characterized by settled agriculture, city-states, trade in products and ideas, a system of government with written laws, a developed culture, specialized labor, social hierarchies, and a religious system

EU3: Egyptian success was based on: strong leadership, strong economy, common culture, and favorable geographic conditions (climate, natural resources, protective natural boundaries, etc.)

EU4: Egypt's failure was in general caused by weak leadership, which allowed for internal strife and eventually invasion by outside forces.

EU5: Egyptian innovations contributed greatly in the continuing development of modern society.

EU6: The ancient Israelites, also known as the Hebrew people, emerged in the eastern Mediterranean coastal region and eventually established the kingdom of Israel with Jerusalem as their capital

EU7: Throughout history, the Jewish people have survived and developed despite experiencing revolt, defeat, and migration

EU8: The Israelite religion is known as Judaism - its followers today are called Jews or the Jewish people

EU9: Judaism is founded on the concept of monotheism - the belief in one god

EU10: Jews believe they have a covenant or agreement with their God - in return for obedience, they receive special status (Chosen People), guidance and the land of Israel

EU11: The modern-day nation of Israel is the homeland for the Jewish people

EU12: Jewish teachings and beliefs have had a major influence on Western Civilization - their essential teachings come from a series of texts, most notably the Tanach

Students will be able to...

- Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history.
- Select and use various geographic representations to compare information about people, places, regions, and environments.
- Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems
- Plot events onto a timeline that shows prehistory and history and explain the notion of time and how it is used by social scientists.
- Identify the geographical area that will be used to study world history and read maps of the area using latitude and longitude skills.
- Analyze trends in human migration and cultural interaction and explain the reasoning behind these developments.
- Respond to open-ended essay questions
- Utilize social studies based vocabulary in their explanations of the concepts we are studying, both verbally and in written responses.
- Devise a plan for taking notes and responding to readings that are assigned in class that is effective based on text structure and the main idea of the text.

Evidence of Learning/ Assessment

- Competency 1 - Ancient Egypt
- Competency 2 - Ancient Israel
- Formative Assessments
  - Differentiated Interactive Notebook Entries
  - Student Role-Playing Activities
  - Exit Slips & 3-2-1 Reflections
  - Teacher-Created Quizzes
  - [Digital Formative Assessment Options](#)

Instructional Design/Learning Plan

- Suggested Sequence for Learning
- Suggested Learning Activities
  - Analyze land use: create a map of the Nile River Valley; differentiate between Upper and Lower Egypt
  - Investigate hieroglyphics; create a cartouche, develop a new system of writing.
  - Research technological advances; make a pyramid model; design an irrigation system.
  - Create and perform dramatizations to learn about the social structure of ancient Egypt and daily life for members of each social class.
  - Students compare and contrast the social pyramid of ancient Egypt with a social pyramid of their school.
  - Create an argument to answer the question: What was it like to be a scribe in ancient Egypt?
  - Investigate the death of Tutankhamen; present a CSI show
  - Jean Francois Champollion: research his biography; relate to cracking the hieroglyphic code
  - Create and perform interactive dramatizations to learn about the social structure of Ancient Egypt and its effect on daily life for members of each social class.
  - Analyze images of significant events and leaders from four periods in the history of ancient Kush to learn about the development of the independent kingdom of Kush and its changing relationship with ancient Egypt.
  - Annotate and illustrate a timeline of four periods in the history of Kush and evaluate the influence of location on the history of Kush.
  - “Visit” monuments along the Nile River to learn about four ancient Egyptian pharaohs and their important accomplishments.
  - Identify how Abraham and Moses led the Hebrews to Canaan and to a new religion
  - Examine how strong kings united the Israelites to fight off invaders
  - Discover how invaders conquered and ruled Hebrews after their kingdom broke apart
  - Identify how women in Hebrew society made great contributions
  - Explain how beliefs in God, education, justice, and obedience anchor Jewish society
  - Show how Jewish beliefs are listed in the Torah, the Hebrew Bible, and the Commentaries
  - Illustrate how the Dead Sea Scrolls reveal many past Jewish beliefs
  - Outline how the ideas of Judaism have helped shape later cultures
  - Breakdown how revolt, defeat, and migration led to great changes in Jewish culture
  - Identify how Jews settled in different parts of the world, two cultural traditions formed
  - Find a current article illustrating a central teaching of Judaism and present your findings.
  - Work together to create a timeline of the key events in the Jewish Diaspora and explain how Jews were able to preserve their teachings.

Unit Materials

National Geographic - Great Civilizations

DBQ Project

InfoBase

## Standards Covered

### \*ELA NJSL

#### **RH: Reading History and Social Studies**

##### **Craft and Structure**

- RH.6-8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- RH.6-8.5: Describe how a text presents information (e.g., sequentially, comparatively, causally).
- RH.6-8.6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

##### **Integration of Knowledge and Ideas**

- RH.6-8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

- RH.6-8.8: Distinguish among fact, opinion, and reasoned judgment in a text.
- RH.6-8.9: Analyze the relationship between a primary and secondary source on the same topic.

#### Key Ideas and Details

- RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- RH.6-8.3: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

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

- RH.6-8.10: By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

### WHST: Writing History, Science and Technical Subjects

#### Production and Distribution of Writing

- WHST.6-8.4: Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
- WHST.6-8.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- WHST.6-8.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

#### Range of Writing

- WHST.6-8.10: Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

#### Research to Build and Present Knowledge

- WHST.6-8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- WHST.6-8.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- WHST.6-8.9: Draw evidence from informational texts to support analysis, reflection, and research.

#### Text Types and Purposes

- WHST.6-8.1: Write arguments focused on discipline-specific content.
- WHST.6-8.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

### \*Social Studies NJSL

**SOC.6.2.8: World History/Global Studies:** 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.6.2.8.1: The Beginnings of Human Society

- SOC.6.2.8.D: History, Culture, and Perspectives
  - SOC.6.2.8.D.1.b: 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: Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

#### SOC.6.2.8.2: Early Civilizations and the Emergence of Pastoral Peoples (4000-1000 BCE)

- SOC.6.2.8.A: Civics, Government, and Human Rights
  - SOC.6.2.8.A.2.a: Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
  - SOC.6.2.8.A.2.b: Determine the role of slavery in the economic and social structures of early river valley civilizations.
- SOC.6.2.8.B: Geography, People, and the Environment
  - SOC.6.2.8.B.2.a: 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: 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: Economics, Innovation, and Technology
  - SOC.6.2.8.C.2.a: 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.CS2: Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations: 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.D: History, Culture, and Perspectives
  - SOC.6.2.8.D.2.a: Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
  - SOC.6.2.8.D.2.b: Explain how the development of written language transformed all aspects of life in early river valley civilizations.
  - SOC.6.2.8.D.2.c: 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: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.

**SOC.6.2.8.3: The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE)**

- SOC.6.2.8.D: History, Culture, and Perspectives
  - SOC.6.2.8.D.3.d: Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.

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