Unit 03: The Nile Valley

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Week 8**
Length: **3 Weeks**
Status: **Published**

Unit Overview

The unit is about early human civilization in the Nile River Valley. In this unit students will learn about a system of writing and culture that developed there and lasted for thousands of years.

Standards

LA.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.
LA.RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LA.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LA.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
LA.RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
LA.WHST.6-8.1	Write arguments focused on discipline-specific content.
LA.WHST.6-8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LA.WHST.6-8.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
LA.WHST.6-8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.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.
LA.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.
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.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.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.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.

Essential Questions

- How do religious beliefs shape the activities of a culture?
- How does culture change over time?
- What role has geography played in human history?

Application of Knowledge and Skills...

Students will know that...

- 1. The myriad reasons for the Nile River's importance in Egyptian culture.
- 2. The Great Pyramids of Giza were built in the third millennium B.C.
- 3. The Egyptian language was hieroglyphics.
- 4. Egyptians made mummies to preserve their bodies for use in the afterlife
- 5. The Egyptians civilization had an incalculable impact on the development of neighboring peoples.
- 6. A text can present information in several different ways; one common method is logical sequential.

Students will be able to...

- A. Identify the Nile River on a blank map
- B. Investigate a historical subject using the internet
- C. Compare and contrast written, video, or internet resources
- D. Make connections between historical events and modern culture, i.e. the impact of Egyptian civilization on neighboring peoples
- E. Identify distinguishing places/regions of Egypt: Giza, Sahara Desert, Nile River
- F. Summarize the sequence of events in a text.

Assessments

- Common Core Focus Formative: Other written assessments Summarize the events that led to Osiris becoming the lord of the Egyptian underworld. RH.6-8.5., WHST.6-8.2d.

- Ancient Egypt Map Formative: Other visual assessments Label a blank map indicating the major geographic features and population centers in and near ancient Egypt, then answer map questions. 6.2.8.B.2.a, 6.2.8.B.2.b, WHST.6-8.1.

- Ancient World Model Summative: Visual Arts Project Working in small groups students will create physical, three dimensional models of a significant marking period one concept: Mesopotamia map, geography of Egypt, ziggurats, Great Pyramids of Giza, mummies, Otzi the Iceman, or other teacher approved topics. Students will then present their models to the class. Possible indicators: 6.2.8.A.1.a, 6.2.8.B.1.a, 6.2.8.B.1.b, 6.2.8.C.1.a, 6.2.8.C.1.b, 6.2.8.D.1.a, 6.2.8.D.1.b, 6.2.8.D.1.c; 6.2.8.A.2.a, 6.2.8.A.2.b, 6.2.8.A.2.c, 6.2.8.B.2.a, 6.2.8.B.2.b, 6.2.8.C.2.a, 6.2.8.D.2.a, 6.2.8.D.2.b, 6.2.8.D.2.c, 6.2.8.D.2.d, RH.6-8.7. RH.6-8.9. WHST.6-8.6., WHST.6-8.7

- Impact of the Nile River Formative: Written Report Write a paragraph analyzing the impact of the Nile River in the development of Egyptian civilization. 6.2.8.D.2.a, 6.2.8.D.2.b, 6.2.8.D.2.c, RH.6-8.5., RH.6-8.8., WHST.6-8.1c., WHST.6-8.1e.

- Matching Vocabulary Diagnostic: Other written assessments Using prior knowledge, identify vocabulary terms associated with ancient Egypt with their definitions. 6.8.D.2.d, RH.6-8.4.

- Nile River Valley Test Summative: Written Test Test encompassing the geography and culture of early Egyptian civilization. 6.2.8.A.2.a, 6.2.8.A.2.b, 6.2.8.A.2.c, 6.2.8.B.2.a, 6.2.8.B.2.b, 6.2.8.C.2.a, 6.2.8.D.2.a, 6.2.8.D.2.b, 6.2.8.D.2.c, 6.2.8.D.2.d, RH.6-8.4., WHST.6-8.1., WHST.6-8.2d.

Activities

- Follow the Ancient Egypt Geography Story
  (c)The British Museum
- Watch "Ancient Egyptians" (united streaming) and write a paragraph analyzing the impact of the Nile River in the development of Egyptian civilization
- TTG: When, where, why, and how were the Great Pyramids built?
- Writing using ancient hieroglyphics
- Compare desert, water, and farmland resources via maps
- Metropolitan Museum field trip
- Describe the Temple of Dendur (located in the Metropolitan Museum)
- Role of the Pharaoh worksheet
- A historian's decision making process about artifacts/archeology worksheet
- Use the Maps101 map collections for making worksheets and projection in the classroom: Egyptian empire expansion
- Use the Map101 interactive maps to control displayed information and analyze maps as history unfolds: Egyptian empire expansion

Activities to Differentiate Instruction

Differentiation for students with diverse needs (including special education, ELL, and gifted):

- **General modifications based on student motivation may include:**

  - Activity choice
  - Personally meaningful activities

- Hands-on, multimodal activities
- Involvement in goal setting and assessment activities
- Response options

- **General modifications based on instructional presentation may include:**

- Previewing information/materials
- Questioning techniques
- Brainstorming and webbing
- Preteaching or reviewing strategies
- Visual demonstrations, illustrations, or models

- **General modifications based on instructional monitoring may include:**

- Timelines for assignments
- Think-alouds, self-talk
- Journal entries
- rubrics and checklists
- peer reviews and coaching

- **General modifications based on classroom organization may include:**

- Cooperative learning groups
- Buddy systems
- Group roles (timekeeper, recorder, encourager, materials messenger, illustrator)
- Prompt-cue
- Gesture-signal
- Variety of workspace arrangements
- Organizational tools – labeled bins or cabinets for materials
- Seating arrangements – minimize distractions, provide positive student models

- **General modifications based on student response may include:**

- Extended time
- Practice exercises
- Use of preferred response mode

Content specific modifications for students with special needs may include:

- Modifications & accommodations as listed in the student's IEP
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- Teacher will supply materials and ideas as necessary for three dimensional models project
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- Length of the hieroglyphic writing activity will be modified to an appropriate length

Content specific modifications for ELL's may include:

- tap the student's prior knowledge and experience, which may be different from other students in the

class
- Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: Delta, Pharaoh, Unification, Pyramid, Mummification, Hieroglyphics, Cartouche, Papyrus, Polytheism, Rosetta Stone, Sphinx
- Length of the hieroglyphic writing activity will be modified to an appropriate length

Content specific modifications to extend learning for gifted students may include:

- Research the Temple of Dendur on the internet and incorporate this research into as essay about the physical description of the temple
- Model project will completed to scale, e.g. the three pyramids at Giza will be proportional to the measurements of their real counterparts

Integrated/Cross-Disciplinary Instruction

Three dimensional student projects will incorporate student artistic skills which have been developed, particularly in reference to perspective, proportions, and color combinations.

Resources

- Macmillan/McGraw-Hill Our World textbook (c)2005
- Macmillan/McGraw-Hill Our World Practice and Activities Workbook isbn:0021499926
- "Ancient Egyptians" video http://player.discoveryeducation.com/index.cfm?guidAssetId=98b63760-6bef-4d68-8ccc-610a92ee4c64&productCode=HUB
- Ancient Egypt Geography Story (c)The British Museum http://www.ancientegypt.co.uk/geography/story/main.html
- http://www.maps101.com/

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity,

	whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.