# Unit 3: Ancient Egypt and Kush

Content Area: **Social Studies**
Course(s): **Social Studies Gr. 6**
Time Period: **NovDecJan**
Length: **30 Days**
Status: **Published**



## Department of Curriculum and Instruction

**Belleville Public Schools**

**Curriculum Guide**

# Sixth Grade Social Studies

# Unit 3: Ancient Egypt and Kush

**Belleville Board of Education**

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Board Approved: September 23, 2019

## Unit Overview

This unit is about Ancient Egypt and Kush, including the geography of Ancient Egypt and Kush, why the Egyptians settled near the Nile River and Mediterranean Sea, the importance of the pharaohs to Ancient Egyptian culture, life in Ancient Egypt including their social hierarchy, achievements of Egypt and Kush, and how trade linked Egypt and neighboring lands. Student should expect to learn how the Ancient Egyptians and Kushites lived and how this led to further development of other cultures in the world.

Unit 3 is divided into 3 Topic Lessons

- Lesson 1: Egypt under the Pharaohs
- Lesson 2: Achievements of Egyptian Civilization
- Lesson 3: Egypt and Kush

## Enduring Understandings

Students will understand that...

- certain environmental factors were essential to the development and survival of early civilizations.
- the Egyptian pharaohs were crucial to the development of the Ancient Egypt and its lasting legacy in the world.
- the Middle Eastern civilizations created centralized systems of government and advanced societies.

## Essential Questions

- What makes a great leader?
- How are the environmental factors important to the development of early civilizations in Ancient Egypt and Middle East?
- How did the accomplishments of the Egyptian pharaohs affect the lives of those living in Ancient Egypt?

## Exit Skills

By the end of Unit 3: Ancient Egypt and Kush, students should be able to...

- describe the conclusions of cultural diversity, as well as connection, within and across groups in Ancient Egypt and Kush.
- explain why individuals and groups respond differently to their physical and social environments.
- explain how traditions, beliefs, values, and behaviors contribute to the development of culture.

## New Jersey Student Learning Standards (NJSLS)

| | |
|---|---|
| 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. |
| 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. |

## Interdisciplinary Connections

Some examples of interdiciplinary connections made within the unit:

- Science (Egyptian Medicine)
- Science and Math (Discuss achievements of Egyptians in science, mathematics, medicine, and technology)
- ELA Explantory Essay Quest (Phraraoh-in-Training)
- ELA Active Journal (Effects of the region's geography on ancient Egyptians)

- ELA (Comparing writing systems--Hieroglyphs, Meroitic script, and Cuneiform)

| | |
|---|---|
| LA.RH.6-8.1 | Cite specific textual evidence to support analysis of primary and secondary sources. |
| LA.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. |
| LA.RH.6-8.5 | Describe how a text presents information (e.g., sequentially, comparatively, causally). |
| LA.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). |
| 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.6-8.10 | By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently. |
| LA.WHST.6-8.1 | Write arguments focused on discipline-specific content. |
| LA.WHST.6-8.2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. |
| LA.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. |

## Learning Objectives

In Unit 3: Ancient Egypt and Kush, students will be able to...

- describe how environmental factors affected permanent settlement and the cultures of the early civilizations in these areas
- compare the major accomplishments of Egyptian pharaohs including Hatshepsut and Ramses the Great and their role in the legacy of Ancient Egypt.
- construct a journal entry from the point of view of a member of one of the social classes in Egypt.
- explain how the Nile River allowed the people who lived near it to form one of the first great civilizations in history—the Kingdoms of Egypt. AMISTAD

## Suggested Activities & Best Practices

- Chart each of the pharaoh's accomplishments while ruling
- Timeline of significant events/accomplishments during the period
- Diagram the social pyramid used in Ancient Egypt
- Create a social media page on one of the Egyptian Pharaohs
- Compare and contrast Ancient Egypt and Kush
- Construct a journal entry from the point of view of a member of one of the social classes in Egypt
- Museum displaying different inventions from early Egyptian civilization - AMISTAD
- PowerPoint - AMISTAD - history of Africa which pertains to this unit -beginning of PowerPoint through Egypt and Greece (see ancillary resources)

## Assessment Evidence - Checking for Understanding (CFU)

- Unit Tests (Summative)
- Quizzes (Summative)
- DBQ: "Become a Pharaoh-in-Training" Writing (Summative)
- Special-Purpose Maps (Alternative)
- Progress Monitoring #2 (Benchmark)
- Distinguish Between Fact and Opinion (Formative)
- Analyze Interactive Topic Maps (Formative)

In addition to the assessments listed above, the following assessments can be used to track progress:

- Evaluation Rubrics (Formative/Summative)
- Illustration (Alternative)
- Journals (Formative/Summative)
- Quizzes (Summative)
- Study Guide (Formative)
- Think, Pair, Share (Formative)
- Unit Tests (Summative)

## Primary Resources & Materials

- MyWorld Interactive Textbook
- MyWorld Interactive Textbook Online
- National Archives (archives.gov)
- "The Victory of Ramses II over the Hittites" (Primary Document)
- Other primary and secondary resources (via MyWorld Interactive)

## Ancillary Resources

- DocsTeach.org
- Current Events Websites (Newsela, Yahoo News, CNN, FoxNews)
- ReadWorks Article -WHERE DID KING TUT GET HIS EYEBROWS? - https://www.readworks.org/article/Where-Did-King-Tut-Get-His-Eyebrows/61ffaa5b-e4bd-4295-8693-8111b35fb701#!articleTab:content/
- *You Wouldn't Want to Be a Pyramid Builder* by Jacqueline Morley - a high-interest book on the negative aspects of being an Egyptian pyramid builder
- *Ancient Egypt* by Miranda Smith (Curious Kids Guides) - a high-interest book on Ancient Egypt
- A video on Ancient Egypt by National Geographic http://www.youtube.com/watch?v=KdtgX9ORiW4
- A website with many articles written about different aspects of Ancient Egyptian life http://egypt.mrdonn.org/
- An article on daily Egyptian life with references to their use of slavery http://www.ancient-egypt-online.com/daily-life-in-ancient-egypt.html
- BrainPop - MUMMIES https://www.brainpop.com/socialstudies/worldhistory/mummies/; EGYPTIAN PHARAOHS https://www.brainpop.com/socialstudies/worldhistory/egyptianpharaohs/
- NEWSELA - Climate Change is Written all over Mummies' Faces https://newsela.com/read/climate-mummies/id/7991/; The First Black Pharaoh from Nubia https://newsela.com/read/lib-history-black-pharaohs-part-one/id/25872/

- Flocabulary - ANCIENT EGYPT -https://www.flocabulary.com/unit/ancient-egypt/
- PowerPoint - AMISTAD - http://www.njamistadcurriculum.net/history/unit/ancient-africa/navigations/3449 Brief History of North Africa - through Egypt and Greece

## Technology Infusion

- PearsonRealize subscription
- Google classroom - docs, sheets, slides, questions, assignments, material
- DOGO News - Is Queen Nefertiti Resting Inside a Hidden Chamber within King Tut's Tomb? - https://www.dogonews.com/2015/9/2/is-queen-nefertiti-resting-inside-a-hidden-chamber-within-king-tuts-tomb - interactive vocabulary and articles related to the subject matter - students can post comments on articles
- kahoot!
- Jeopardy



## Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

| | |
|---|---|
| CRP.K-12.CRP2 | Apply appropriate academic and technical skills. |
| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason. |
| CRP.K-12.CRP7 | Employ valid and reliable research strategies. |
| CRP.K-12.CRP8 | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CAEP.9.2.8.B.3 | Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. |
| TECH.8.1.8 | 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.B | Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology. |
| TECH.8.1.8.C | Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. |
| TECH.8.1.8.E | Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information. |
| TECH.8.1.8.F | Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. |

## 21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

## 21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

## Differentiation

- JIGSAW - As a form of review, split students into three groups - each group is responsible for preparing a presentation on one of the lessons in this chapter and then teaching it to the rest of the class. Students must take notes during the presentations and assess each presentation.

**Differentiation**

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

**Hi-Prep Differentiation**

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects

- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

**Lo-Prep Differentiation**

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

## Special Education Learning (IEP's & 504's)

- Recommended interventions include providing a copy of teacher notes and completed study guide, open book test, and some kind of review game activity that can be played at home to help the students prepare for an assessment (kahoot!, Jeopardy, etc.).

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes

- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## English Language Learning (ELL)

- Use illustrations, photos, and videos to support instruction - maybe an interactive site like https://www.pbs.org/wgbh/nova/pyramid/explore/.
- Allow products to demonstrate student learning - a pyramid, a chart explaining the process of mummification, a guide to Ancient Egpytian gods and goddesses.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features

- using true/false, matching, or fill in the blank tests in lieu of essay tests

## At Risk

- Tutoring by peers - have all students work with an assigned partner.
- Provide an illustration or diagram of the social period during ancient Egypt.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## Talented and Gifted Learning (T&G)

- Have students do a Facebook page for one of the pharaohs or video an "interview with a pharaoh."

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor

- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

## Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: