

Unit 2: Ancient Egypt and the Near East

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Course(s): **Social Studies 6 Accelerated**
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Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

Social Studies Advanced: Grade 6

Unit 2: Ancient Egypt and the Near East

Belleville Board of Education

102 Passaic Avenue

Belleville, NJ 07109

Prepared by: Linda McKay

Dr. Richard D. Tomko, Superintendent of Schools

Dr. Giovanni Cusmano, Director of Curriculum and Instruction Mathematics and Science K -8

Mr. George Droste, Director of Curriculum and Instruction Mathematics and Science 9 - 12

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Unit Overview

This unit is about Ancient Egypt and the Near East including the geography of Ancient Egypt and 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, and the creation of the first monotheistic religion (Judaism) in the world. Student should expect to learn how the Ancient Egyptians lived and how this led to further development of other cultures in the world.

NJSLS

Please link all standards that apply in this section within the curriculum of the unit being written.

LA.RL.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
LA.RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
LA.W.6.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility

of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

LA.SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
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.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.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.

Exit Skills

By the end of Unit 2 6th grade Social Studies Students Should be able to:

- 1: Articulate the implications of cultural diversity, as well as cohesion, within and across groups in Ancient Egypt and the Near East.

- 2: Explain why individuals and groups respond differently to their physical and social environments.
- 3: Explain how traditions, beliefs, values, and behaviors contribute to the development of culture.

Enduring Understanding

The enduring understandings for this unit include:

- U1: The environmental factors are essential to the development and survival of early civilizations.
- U2: The Egyptian pharaohs were crucial to the development of the Ancient Egypt and its lasting legacy in the world.
- U3: The Middle Eastern civilizations created centralized systems of government and advanced societies.
- U4: Monotheism affects the Middle Eastern civilizations.

Essential Questions

The essential questions for this unit are:

- Q1: How are the environmental factors essential to the development of early civilizations?
- Q2: How did the accomplishments of the Egyptian pharaohs affect the lives of those living in Ancient Egypt?
- Q3: What factors unify people and help create a stable government?
- Q4: How does the shift to monotheism (Judaism) affect civilizations in the Middle East?

Learning Objectives

After completing Unit 2 on Ancient Egypt and the Near East, 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 explaining the life of a member of one of the social classes in Egypt.
- create a scroll describing one of the major Hebrew leaders who contributed to the formation of one of the world's major religions.

Interdisciplinary Connections

Please list all and any cross-curricular content standards that link to this Unit.

LA.RL.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
LA.RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
LA.RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
LA.RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
LA.W.6.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
LA.SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
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.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
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.
TECH.8.1.8.F.CS3	Collect and analyze data to identify solutions and/or make informed decisions.
TECH.8.2.8.B.CS2	The effects of technology on the environment.
TECH.8.2.8.B.CS3	The role of society in the development and use of technology.
TECH.8.2.8.C	Design: The design process is a systematic approach to solving problems.

Alignment to 21st Century Skills & Technology

Key SUBJECTS AND 21st CENTURY THEMES

Mastery of key subjects and 21st century themes is essential for all students in the 21st century.

Key subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

21st Century/Interdisciplinary Themes

- Civic Literacy
- Environmental Literacy
- Global Awareness
- Health Literacy

21st Century Skills

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

Technology Infusion

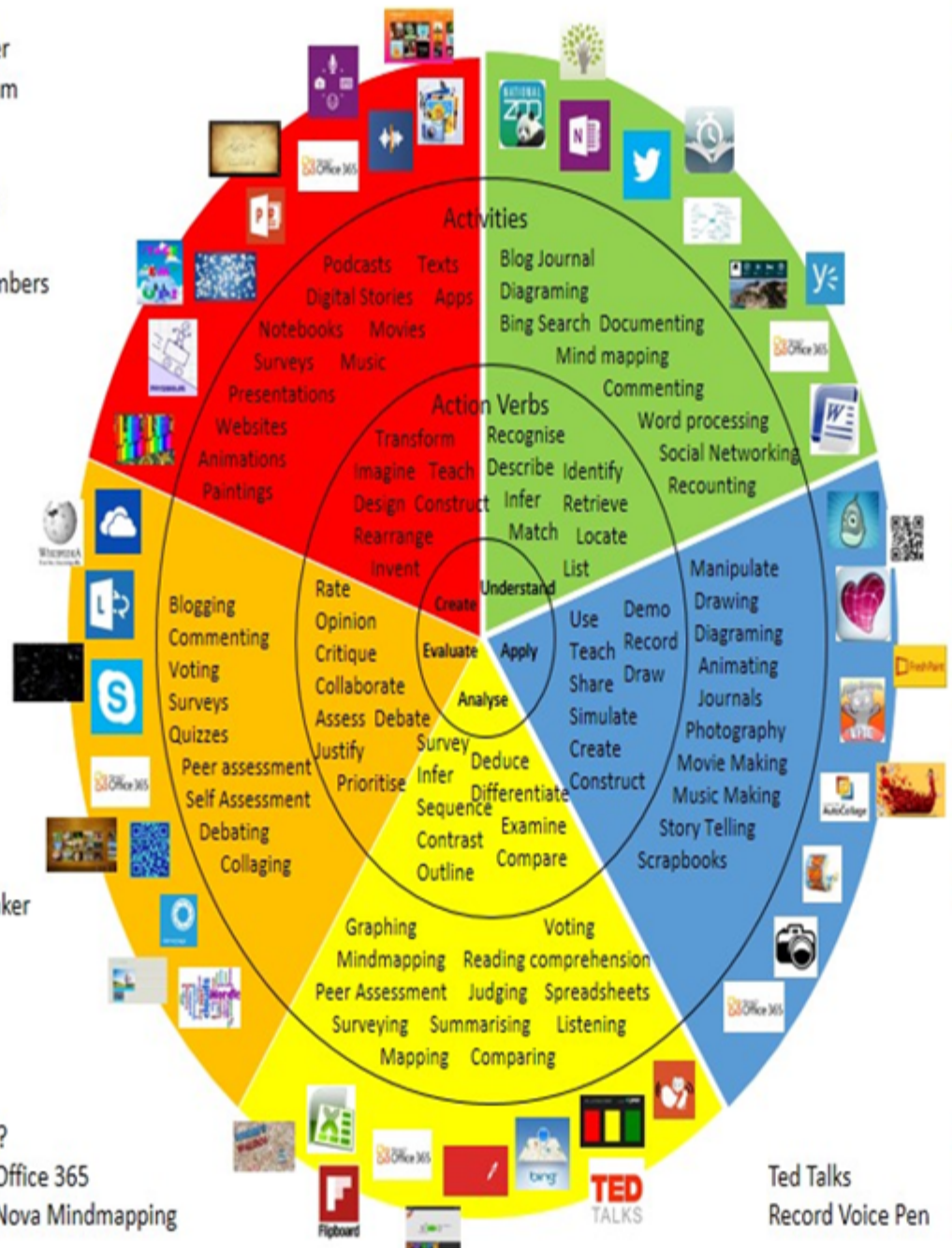
What technology can be used in this unit to enhance learning?

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker

Where's Waldo?
MS Excel
Flipboard
Office 365
Nova Mindmapping



Originally taken from <http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg>
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Differentiation

Differentiation for this unit includes:

- Create note cards for short bursts of information

- Digital formats for presentation of material
- Vary arrangement of components or layout of material
- Provide dictionaries (digital, graphic, or book version) available to learner
- Brainstorm examples of use of new terms or symbols making real-world applications
- Utilize tech options
- Connect to prior knowledge and learning
- Allow students to make predictions for outcomes based upon introduction to material

Special Education

- 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
- 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

ELL

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- 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 work presented 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

Intervention Strategies

- 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 work presented 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

Evidence of Student Learning-CFU's

Please list ways educators may effectively check for understanding in this section.

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

Primary Resources

The resources available to you that are located either within the district or that can be obtained by district resources are:

- Holt World History Ancient Civilizations
(http://samples.hmhco.com/mid_school_world_history/index.php)
- History Alive TCI The Ancient Civilizations Resources (CD)
- Internet Ancient History Sourcebooks (<http://legacy.fordham.edu/halsall/ancient/asbook.asp>).

Ancillary Resources

Other resources available to strengthen your lesson include:

- Holt Rinehart and Winston World Geography Textbook.
- Junior Scholastic Monthly Magazines (<http://junior.scholastic.com/>)

Sample Lesson

Unit Name: Ancient Egypt and the Near East

NJSLS: see below

Interdisciplinary Connection: Cross disciplinary includes working together in groups to understand the achievements of one of the pharaohs during their reign as pharaoh to create a Facebook page and including modern knowledge of social media to knowledge learned in Chapter 8.

Statement of Objective: After deciding which pharaoh they believe had the greatest effect on Ancient Egypt's success based on their accomplishments, students will be able to continue creating a Facebook page for one of the pharaohs chosen with statuses of their accomplishments and based on their lives with at least 3 of 5 statuses completed as a group.

Anticipatory Set/Do Now: Of the 5 pharaohs discussed in Chapter 8, which pharaoh do you believe had the greatest effect on Ancient Egypt's success and why?

Learning Activity: Discuss directions and Continue working on pharaoh Facebook page due on Monday.

Student Assessment/CFU's: Exit Slip

Materials: Pharaoh Facebook Template, Colored Pencils, Directions, Notebook, Notes

21st Century Themes and Skills: see below

Differentiation/Modifications: Differentiation includes working in groups to complete a Facebook page about a pharaoh and their life and accomplishments.

Integration of Technology: Students will use research they completed about the pharaoh, his accomplishments, and life during his/her reign.

