Unit 2: Early Africa/Ancient Egypt (Weeks 6-12)

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Week 6-12**
Status: **Published**

UNIT RATIONALE

In this unit, students will define the three major environmental factors: water, vegetation, and topography so that we can explain how these three factors influenced the early settlements of Egypt; analyze the accomplishments of four pharaohs of ancient Egypt who ruled during three long periods of stability so that we can explain the difference between the old, middle, and new kingdoms; define and understand the basics of Ancient Egypt's social pyramid so that we can explain how social class determined the daily life of ancient Egyptians. Also, students will consider how stereotypes about Africa have led to knowledge gaps about its people and history; analyze primary sources from early African civilization and make inferences about its culture; annotate a text about an early African civilization; discuss the disparities between perception and reality when it comes to African people and history.

ESSENTIAL QUESTIONS

1. Why is it important to learn about the history of early African civilizations?

2. How can learning about early African civilizations counteract stereotypes and biases about Africa today?

3. How did geography affect early settlement in Egypt?

4. What did the ancient Egyptian pharaohs do and how did they accomplish it?

5. How did social class affect daily life in ancient Egypt?

STANDARDS

21st Century Standards

CAEP.9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
CAEP.9.2.8.B.6	Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.
CAEP.9.2.8.B.7	Evaluate the impact of online activities and social media on employer decisions.

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

New Jersey (NJSLS) - Grades 6-8 - Social Studies (2020)

6.2.8.GeoPP.1.b:

Use maps to examine the impact of the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas.

6.2.8.HistoryCC.1.c:

Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.

6.2.8.CivicsPI.2.a:

Explain how/why different early river valley civilizations developed similar forms of government and legal structures.

6.2.8.GeoSV.2.a:

Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).

6.2.8.GeoGE.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.

6.2.8.HistoryCC.2.a:

Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.

6.2.8.HistoryCC.2.b:

Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.

6.2.8.HistoryCA.2.a:

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

6.2.8.GeoPP.3.a:

Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.

6.2.8.HistoryCC.3.a:

Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

6.2.8.HistoryUP.3.b:

Compare the status 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 (i.e., political, economic, and social).

6.2.8.HistoryUP.3.c:

Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.

6.2.8.GeoHP.4.a:

Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.

6.2.8.GeoHP.4.b:

Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road).

6.2.8.GeoHE.4.b:

Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.

6.2.8.GeoHE.4.c:

Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies

6.2.8.GeoGI.4.a:

Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion

6.2.8.HistoryCC.4.f:

Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.

6.2.8.HistoryCC.4.g:

Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time

SOC.6.2.8.GeoPP.1.a	Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.
SOC.6.2.8.GeoPP.1.b	Use maps to examine the impact of the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas.
SOC.6.2.8.HistoryCC.1.c	Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.
SOC.6.2.8.CivicsPI.2.a	Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
SOC.6.2.8.GeoSV.2.a	Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).
SOC.6.2.8.HistoryCC.2.a	Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
SOC.6.2.8.HistoryCC.2.b	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
SOC.6.2.8.HistoryCC.2.c	Explain how the development of written language transformed all aspects of life in early river valley civilizations.
SOC.6.2.8.HistoryCA.2.a	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.GeoPP.3.a	Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
SOC.6.2.8.HistoryCC.3.a	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
SOC.6.2.8.HistoryUP.3.b	Compare the status 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 (i.e., political, economic, and social).
SOC.6.2.8.HistoryUP.3.c	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
SOC.6.2.8.GeoPP.4.a	Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.
SOC.6.2.8.GeoPP.4.b	Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road).
SOC.6.2.8.GeoPP.4.c	Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation and impacted science, thought, and the arts.
SOC.6.2.8.GeoHE.4.b	Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.
SOC.6.2.8.GeoHE.4.c	Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
SOC.6.2.8.GeoGI.4.a	Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.
SOC.6.2.8.EconNE.4.a	Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.
SOC.6.2.8.HistoryCC.4.f	Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.
SOC.6.2.8.HistoryCC.4.g	Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.
SOC.6.2.8.B.4.b	Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.
SOC.6.2.8.B.4.d	Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.
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.

NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

CAEP.9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
CAEP.9.2.8.B.6	Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.

CAEP.9.2.8.B.7	Evaluate the impact of online activities and social media on employer decisions.
TECH.8.1.8.A.3	Use and/or develop a simulation that provides an environment to solve a real world problem or theory.
TECH.8.1.8.A.4	Graph and calculate data within a spreadsheet and present a summary of the results.
TECH.8.1.8.A.5	Create a database query, sort and create a report and describe the process, and explain the report results.
TECH.9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

CS.6-8.8.2.8.ITH.2	Compare how technologies have influenced society over time.

PRE-ASSESSMENTS

Prior Knowledge Activity - "Can you name three?"

INSTRUCTIONAL PLAN

MODULE 1

Lesson 1: Ancient Egypt

Student Learning Intentions (SLI) WALT: (We are learning to…)	....define the three major environmental factors: water, vegetation, and topography so that we can explain how these three factors influenced the early settlements of Egypt. ... analyze the accomplishments of four pharaohs of ancient Egypt who ruled during three long periods of stability so that we can explain the difference between the old, middle, and new kingdoms. ...define and understand the basics of Ancient Egypt's social pyramid so that we can explain how social class determined the daily life of ancient Egyptians.
Student Learning Strategies	In an Experiential Exercise, students use their bodies to model

	the physical geography of ancient Egypt, Kush, and Canaan to learn about how environmental factors influenced early settlement in these areas. In a Writing for Understanding activity, students "visit" monuments along the Nile River to learn about four ancient Egyptian pharaohs and their important accomplishments. Then they write a letter about what they have seen and learned on the tour. In a Problem Solving Group work activity, students 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.
Success Criteria	I can explain the three most important environmental factors: water, vegetation, and topography. I can explain that most people in Egypt used the Nile River as a resource for farming, food, and fresh water. I can explain how the surrounding deserts were natural protection for Egypt and that the Nile Delta led to the Mediterranean Sea and was a source for trade and transportation to surrounding areas. I can explain the three periods of ancient Egypt; old, middle, and new kingdoms through the reigns of the Pharaohs Khufu, Senusret I, Hatshepsut, and Ramses II. I can explain the social classes of ancient Egyptian society; Government Officials, Priests, Scribes, Artisans, and Peasants.
Formative Assessment (drives instructional decisions)	Mini-Assessment of the Geography of Egypt Mini-Assessment of the Egyptian Pharaohs Ancient Egyptian Social Pyramid Skits
Activities and Resources	Egypt Atlas Assignment Mini-Lesson on the Geography of Egypt Mini-Assessment of the Geography of Egypt Lesson 8: Ancient Egyptian Pharaohs Mini-Lesson Lesson 8 Text Mini-Assessment of the Egyptian Pharaohs Lesson 9: Daily Life of Ancient Egypt Google Slides

Suggested Modifications	**Risk of Failure:** ~Modify Directions ~Peer Support ~Increase 1-on-1 Instruction ~Contact Home **Gifted & Talented:** ~Extension/Enrichments ~Modify/Change Activities ~Higher Reading Level Material **504:** ~Chunking ~Checking for Understanding ~Extra Time **IEP:** ~Chunking ~Checking for Understanding ~Extra Time ~Oral Reading ~Timers **English Language Learners:** ~Native Language Support ~Adjusted Speech ~Visuals

MODULE 2

Lesson 2: Ancient African Kingdoms

Student Learning Intentions (SLI) WALT: (We are learning to…)	...consider how stereotypes about Africa have led to knowledge gaps about its people and history. ...analyze primary sources from an early African civilization and make inferences about its culture. ...annotate a text about an early African civilization. ...discuss the disparities between perception and reality when it comes to African people and history.
Student Learning Strategies	In a research and presentational activity, students will closely observe the maps, quotes, architectural remains and artifacts of four early African Kingdoms. Students will then discuss their findings with the class in a turn-key style presentation.
Success Criteria	I can list important geographical, economical, and cultural advancements of the African kingdom of Kush. I can list important geographical, economical, and cultural advancements of the African kingdom of Axum. I can list important geographical, economical, and cultural advancements of the African kingdom of Mali. I can list important geographical, economical, and cultural advancements of the African kingdom of Great Zimbabwe.
Formative Assessment (drives instructional decisions)	Research Activity Presentational Assessment
Activities and Resources	Early African Kingdoms Lesson Plans/Guide
Suggested Modifications	**Risk of Failure:** ~Modify Directions ~Peer Support ~Increase 1-on-1 Instruction ~Contact Home **Gifted & Talented:** ~Extension/Enrichments ~Modify/Change Activities

~Higher Reading Level Material

504:

~Chunking

~Checking for Understanding

~Extra Time

IEP:

~Chunking

~Checking for Understanding

~Extra Time

~Oral Reading

~Timers

English Language Learners:

~Native Language Support

~Adjusted Speech

~Visuals

REFLECTIONS

After completing this unit in full, these lessons exceeded the time given and took about 9 weeks to complete. Overall, each success criteria was met.

INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS

ELA.L.SS.6.1.A	Ensure that pronouns are in the proper case (subjective, objective, possessive).
ELA.L.SS.6.1.B	Use intensive pronouns (e.g., myself, ourselves).
ELA.L.SS.6.1.C	Recognize and correct inappropriate shifts in pronoun number and person.
ELA.L.SS.6.1.D	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
ELA.L.SS.6.1.E	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
ELA.L.SS.6.1.F	Recognize spelling conventions.
ELA.L.VL.6.3.A	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

ELA.L.VL.6.3.B	Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
ELA.L.VL.6.3.C	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
ELA.L.VL.6.3.E	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
ELA.W.NW.6.3.B	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
ELA.W.NW.6.3.C	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
ELA.W.NW.6.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
ELA.W.NW.6.3.E	Provide a conclusion that follows from the narrated experiences or events.
ELA.W.WP.6.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
ELA.W.WR.6.5	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
ELA.W.SE.6.6	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.
ELA.W.RW.6.7	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.