

Unit: Egypt/Nubia (Grade 5)

Content Area: **Generic Content Area**
Course(s): **Generic Course, Social Studies, Science, Social Studies 1**
Time Period: **Week**
Length: **4 Weeks**
Status: **Published**

Unit Overview

In this unit, students will explore leadership and culture in ancient Egypt and Nubia.

Transfer

- Ask the students if they have seen a video of people rafting through the Grand Canyon. Let them describe what they know about the Grand Canyon, and why water is important in a desert.
- Ask the students about what works of art they know. Have them describe these works and tell why they think they are important. Ask the students to predict what kinds of artwork might be important to ancient peoples such as the Egyptians.
- Explain that interdependent means that two or more people or groups depend on one another for something. Ask students to brainstorm ways the teachers and students at their school are interdependent.

For more information, read the following article by Grant Wiggins.

http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60

Meaning

Understandings

The students will demonstrate the following enduring understandings:

- Geography can affect the way people make a living.
- The ability to construct great buildings requires knowledge of mathematics.
- Trade leads to exchanges of ideas as well as exchanges of goods. **(NEW JERSEY AMISTAD COMMISSION CURRICULUM- SEE UNIT RESOURCES)**

Essential Questions

Students will keep considering...

How much does geography affect people's lives?

Application of Knowledge and Skill

Students will know...

Students will know...

- how Egypt's geography shaped its civilization.
- that dynasties of pharaohs ruled Egypt.
- that Egyptians worshiped many gods.
- that Egyptians developed one of the world's first systems of writing.
- Egyptian accomplishments in math, science, art, architecture, and literature.
- that trade led to diffusion between Egypt and its neighbors.
- how the cultures of Egypt and Nubia were linked and yet distinct.

Students will be skilled at...

Students will be able to:

- identify main ideas and details.
- compare view points to understand the lives of ordinary Egyptians.
- summarize ancient Egypt's main accomplishments.
- develop cultural awareness about the role of mathematics in building the pyramids.
- analyze cause and effect as it affected relations between Egypt and Nubia.
- how the cultures of Egypt and Nubia were linked and yet distinct.

Academic Vocabulary

cataracts - a series or groups of rocky rapids

delta - an area of sediment - soil or minerals carried by water, deposited at the mouth of a river

artisans - skilled workers who practice a handicraft

pharaoh - the king of a united Egypt

dynasty - a ruling family

bureaucracy - a system of offices and officials that handle the business of government

environmental - having to do with natural surroundings

mummy - a body preserved by a special process

hieroglyphic - a drawing or a symbol that represents a word or a sound

papyrus - a material similar to paper. Made of papyrus reeds that grew along the Nile river

pyramid - a structure with triangular sides

sculpture - a statue or other free-standing piece of art made of clay, stone or other materials

anatomy - the study of the structure of the body and of the organs

commerce - the buying and selling of goods and services

ivory - a hard white material made from the tusks of elephants

interdependence - when different countries or groups need or are dependent on each other

Meroitic Script - one of the world's first alphabets

ebony - a black wood from West Africa

<http://quizlet.com/45078356/chapter-4-ancient-egypt-and-nubia-flash-cards/>

Learning Goal #1

Ancient river valley civilizations developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.

LA.RI.5.1	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
LA.RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
LA.W.5.1.A	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
LA.W.5.1.B	Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
LA.W.5.1.C	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
LA.W.5.1.D	Provide a conclusion related to the opinion presented.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
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.
TECH.8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
TECH.8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
TECH.8.1.5.D.4	Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.
TECH.8.1.5.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.5.D.CS2	Demonstrate personal responsibility for lifelong learning
TECH.8.1.5.D.CS3	Exhibit leadership for digital citizenship.

Target 1

Explain how Egypt's unique geography helped shape its civilization and farming methods.

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.

Target 2

Compare and contrast the Old, Middle and New Kingdoms.

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.

Target 3

Differentiate how Hatshepsut and Ramses II expanded their empires.

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.

Target 4

Identify reasons why travel was more difficult in Nubia than in Egypt.

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.

Target 5

Identify how Nubia's location helped to link Africa south of the Sahara to other ancient 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.

Learning Goal #2

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

LA.RI.5.1	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
LA.RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
LA.W.5.2.A	Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.
LA.W.5.2.B	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
LA.W.5.2.C	Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
LA.W.5.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.5.2.E	Provide a conclusion related to the information of explanation presented.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
SOC.6.2.8.D.2.a	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
TECH.8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
TECH.8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
TECH.8.1.5.D.4	Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.
TECH.8.1.5.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.5.D.CS2	Demonstrate personal responsibility for lifelong learning
TECH.8.1.5.D.CS3	Exhibit leadership for digital citizenship.

Describe the Egyptian social pyramid.

SOC.6.2.8.D.2.a

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

Target 2

Explain why priests were so powerful in Egyptian society.

SOC.6.2.8.D.2.a

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

Target 3

Describe the role of Egyptian gods in the daily life of the Egyptians.

SOC.6.2.8.D.2.a

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

Target 4

Explain why the Egyptians felt it was so important to prepare for the afterlife by preserving the dead.

SOC.6.2.8.D.2.a

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

Target 5

Describe how and why Egyptians buried their pharaoh in pyramids.

SOC.6.2.8.D.2.a

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

Target 6

Identify ways Egyptian religion influenced art.

SOC.6.2.8.D.2.a

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

Learning Goal #3

Explain how the development of written language transformed all aspects of life in early river valley civilizations.

LA.RI.5.1	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
LA.RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
LA.W.5.2.A	Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.
LA.W.5.2.B	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
LA.W.5.2.C	Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
LA.W.5.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.5.2.E	Provide a conclusion related to the information of explanation presented.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
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CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
SOC.6.2.8.D.2.b	Explain how the development of written language transformed all aspects of life in early river valley civilizations.
TECH.8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
TECH.8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
TECH.8.1.5.D.4	Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.
TECH.8.1.5.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.5.D.CS2	Demonstrate personal responsibility for lifelong learning
TECH.8.1.5.D.CS3	Exhibit leadership for digital citizenship.

Target 1

Infer how the invention of hieroglyphics made a complex Egyptian civilization possible.

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.

Target 2

Explain why historians still don't know as much they would like about ancient Nubia.

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.

Learning Goal #4

Analyze the factors that led to the rise and fall of various early river civilizations and determine whether there was a common pattern of growth and decline.

LA.RI.5.1

Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

LA.RI.5.2

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

LA.RI.5.3

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

LA.W.5.2.A

Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.

LA.W.5.2.B

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

LA.W.5.2.C

Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).

LA.W.5.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

LA.W.5.2.E

Provide a conclusion related to the information of explanation presented.

CRP.K-12.CRP1.1

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP.K-12.CRP11.1

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP.K-12.CRP12.1

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

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.
TECH.8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
TECH.8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
TECH.8.1.5.D.4	Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.
TECH.8.1.5.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.5.D.CS2	Demonstrate personal responsibility for lifelong learning
TECH.8.1.5.D.CS3	Exhibit leadership for digital citizenship.

Target 1

Identify the factors for the rise and fall of the Egyptian civilization.

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.
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Target 2

Describe the reasons for the rise and fall of the Nubian civilization.

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.
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Learning Goal #5

Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of class system in early river valley civilizations.

LA.RI.5.1	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
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LA.W.5.2.B	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
LA.W.5.2.C	Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
LA.W.5.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.

LA.W.5.2.E	Provide a conclusion related to the information of explanation presented.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
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CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
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.
TECH.8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
TECH.8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
TECH.8.1.5.D.4	Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.
TECH.8.1.5.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.5.D.CS2	Demonstrate personal responsibility for lifelong learning
TECH.8.1.5.D.CS3	Exhibit leadership for digital citizenship.

Target 1

Explain why some Egyptians could take jobs other than farming.

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.
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Target 2

Compare and contrast the trade needs of Egypt with that of Nubia.

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.
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Target 3

Describe how Egypt's desire for Nubia's trade goods lead to conflict between Egypt and Nubia.

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.

Learning Goal #6

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

LA.RI.5.1	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
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LA.W.5.2.B	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
LA.W.5.2.C	Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
LA.W.5.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.5.2.E	Provide a conclusion related to the information of explanation presented.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
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.
TECH.8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
TECH.8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
TECH.8.1.5.D.4	Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

TECH.8.1.5.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.5.D.CS2	Demonstrate personal responsibility for lifelong learning
TECH.8.1.5.D.CS3	Exhibit leadership for digital citizenship.

Target 1

Describe the multiple ways that Egyptians advanced knowledge of science, math, and technology.

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.
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Target 2

Describe how Nubia's own system of writing, economy, and government made it an important river valley civilization.

New Jersey Amistad Commission Interactive Curriculum -

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.
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Summative Assessment

Common Summative Assessment via Linkit!:

WMS Gr5 CA-Egypt 2016

WMS Gr5 CA Egypt

Formative Assessment and Performance Opportunities

Pearson myWorld etext Assessments:

Chapter 4: Ancient Egypt and Nubia- Chapter Test Forms A & B

Online Chapter Test

Online Chapter Posttest

myWorld Activity: Water in the desert

Accommodations and Modifications

mrWorld Resources

myWorld Activity: Water in the Desert (modifiable)

Know It Show It Self-Test

Essential Question Writer's Workshop- Review of the four basic steps of the writing process: prewrite, draft, revise, present

ELL Accommodations:

myWorld extext in Spanish

Hip Hop History in Spanish

Audio Review in Spanish

Enrichment opportunities: Advanced Social Studies 5-8; more complex text; student research opportunities

Differentiation: 504 accommodations and IEP modifications; text to speech option in online text and for other informational text - online tools are available: (<https://www.naturalreaders.com/>)

Every 5th grade students takes the Egypt Assessment. Students who are reading below grade level are provided a passage that is on their reading level. Student who are reading on an advanced level are provided with the advanced passage.

Content Vocabulary: Academic Word Finder - <http://achievethecore.org/academic-word-finder/>

Unit Resources

- black line masters
- guest speakers
- Interactive whiteboard activities
- Internet
- supplemental textbooks/teacher resources
- Social Studies Notebook
- videos and online videos
- ProGuide
- Activity Cards
- myWorldHistory.com

- Essential Question posters
- myWorld History wall maps
- Student Journal
- Primary Source Documents: The Mini-DBQ Project Binders

Digital Resources:

- Google Expedition
- The Big History Project -<https://school.bighistoryproject.com/bhplive>
- NJ Amistad Commission Curriculum (free resource which requires login) - <http://www.njamistadcurriculum.net/history/unit/evolution-new-nation-state>

Ancient Africa Unit <http://www.njamistadcurriculum.net/history/unit/ancient-africa>

- Pyramid Documentary: <https://www.youtube.com/watch?v=Do3oFnaoYCM>

Interdisciplinary Connections

LA.RI.5.1	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
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LA.W.5.2.B	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
LA.W.5.2.C	Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

- TECH.8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- TECH.8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
- TECH.8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.
- TECH.8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.