

obs.Chapter 7: Geography and the Early Settlement of Egypt, Kush, and Canaan

Content Area: **Social Studies**
Course(s):
Time Period: **March**
Length: **1 Week**
Status: **Not Published**

Unit Overview

This unit studies the geography and early settlement of Egypt, Kush and Canaan.

Enduring Understandings

The geography of the region affected the early settlement of Egypt, Kush and Canaan.

Studying the history of the past helps us to understand how civilizations lived and how their existence is similar and different than our lives today.

Essential Questions

How did geography affect early settlement in ancient Egypt, Kush, and Canaan?

Instructional Strategies & Learning Activities

Day 1	Day 2	Day 3	Day 4	Day 5
Aim: Introduce Ancient Egypt “A picture is worth a thousand words.” Procedure: 1. Complete KWL on Ancient Egypt: K and W columns. 2. Review the seven	Aim: Complete the Setting the Stage Geography Challenge Procedure: 1. Collect the ¶ HW. 2. Read TB 69 and examine the three maps on pages 68-69.	Aim: Introduction to C7 and completion on C7 vocabulary. Procedure: 1. Distribute C7 packet. Review essential question. 2. Read the	Aim: Introduce three environmental factors that affected settlement in Ancient Egypt, Kush, and Canaan. Procedure: 1. Distribute C7 Challenge. 2. Orally read 7.1	Aim: Identify key physical features of Ancient Egypt and Kush. Examine settlement patterns. Procedure: 1. Collect 7.2 Paragraph. 2. Orally read 7.3 on pages 74-75.

<p>characteristics of civilization.</p> <p>3. Pair share what is seen on the Ancient Egypt map.</p> <p>4. Review sandwich paragraph organizer with ¶ on how to write a ¶. Use colored pencils to examine.</p> <p>5. Distribute the list of transitions.</p> <p>Assessment:</p> <p>KWL chart</p> <p>Homework:</p> <p>¶ on Egypt map</p>	<p>3. Guided activity: begin the Geography Challenge Sheet #1-8 and map (with colored pencils) and transparencies.</p> <p>Assessment:</p> <p>Geography Challenge</p> <p>Homework:</p> <p>Finish the Geography Challenge</p>	<p>vocabulary terms.</p> <p>3. Hand out the C7 Vocab Sheet and examine directions.</p> <p>4. Students complete C7 Vocab sheet and hand in for graded assignment.</p> <p>5. Using the C7 packet,</p> <p>display Visual 7A and complete the Preview Activity.</p> <p>Assessment:</p> <p>C7 Vocab Sheet</p> <p>Homework:</p> <p>Finish Preview Activity;</p> <p>C7 Quiz Day 7</p>	<p>page 71 orally.</p> <p>3. Read 7.2 pgs. 72-73.</p> <p>4. Discuss the answers orally to 7.2 packet.</p> <p>5. Using colored pencils, blue, brown, and green, complete 7.2 in packet (total of 9 sentences).</p> <p>Assessment:</p> <p>Packet preview and 7.2</p> <p>Homework:</p> <p>Packet 7.2 Paragraph; Chapter 7 Challenge due Day 7; C7 Quiz Day 7</p>	<p>3. Use large Nile River map to discuss.</p> <p>4. Distribute index cards: list three facts about the Nile everyone should know.</p> <p>Complete packet 7.3.</p> <p>5. Discuss paragraph assignment.</p> <p>Assessment:</p> <p>Packet 7.3</p> <p>Homework:</p> <p>Packet 7.3 Paragraph</p>
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Day 6	Day 7
<p>Aim:</p> <p>Identify key physical features of Canaan. Examine settlement patterns.</p> <p>Procedure:</p> <p>1. Review 7.3 and collect</p>	<p>Aim:</p> <p>Review C7 and assess.</p>

paragraph. 2. Read 7.4 on TB 76-77. 3. Complete packet 7.4. 4. Review vocabulary. 5. Reread Chapter 7.	Procedure: 1. Review 7.4 and collect paragraph. 2. Review C7 Challenge. 3. C7 quiz #1-15 multiple choice. 4. Silently read and complete “The Rise of Ancient Egypt.” 5. Read the comic book.
Assessment: Packet 7.4	Assessment: C7 open book challenge
Homework: Packet 7.4 paragraph onto lined paper; C7 Challenge; C7 Quiz	Homework: None

Integration of 21st Century Themes and Skills

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.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.

PFL.9.1.8.F.1

Explain how the economic system of production and consumption may be a means to achieve significant societal goals.

Technology Integration

Interdisciplinary Connections

CCSS.ELA-Literacy.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
CCSS.ELA-Literacy.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
CCSS.ELA-Literacy.RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.WHST.6-8.2.b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
CCSS.ELA-Literacy.WHST.6-8.2.c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
CCSS.ELA-Literacy.WHST.6-8.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CCSS.ELA-Literacy.WHST.6-8.2.e	Establish and maintain a formal style and objective tone.
CCSS.ELA-Literacy.WHST.6-8.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CCSS.ELA-Literacy.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.WHST.6-8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.
CCSS.ELA-Literacy.WHST.6-8.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Differentiation

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Learners Reading and Writing Below Grade Level

- **Support Comprehension** Provide photocopies of the book pages for Section 2. As students read these pages, have them highlight or underline, in color, the significance of each environmental factor discussed. Suggest that they use blue for water, brown for topography, and green for vegetation. Later, as students complete their Reading Notes, encourage them to use the highlighted information and to record their notes for each factor in the same three colors.

Conduct a Prewriting Activity For the Processing activity, have students first complete their maps. Then, pair students to discuss their ideas for the paragraph response. Encourage students to use these ideas as they write their paragraphs.

Learners with Special Education Needs

- **Use Representatives** During the Experiential Exercise, use name tags to represent the presence of group members during the settlement part of the activity. Have students write their names on pieces of construction paper. They can ask a peer to place their names in the specific areas where they would choose to settle.

Provide an Outline Map For the Processing activity, provide a simple outline map of your state. Also consider labeling one or more important physical features to serve as a clue to identifying other features.

Advanced Learners

- **Use Thematic Maps** After students have modeled and settled the map of each area in the Experiential Exercise, give small groups of students copies of thematic maps to examine. Consider using a physical features map, including elevation; a vegetation map; and/or a climate map. Ask students, Where would you settle? Did your location change from before? Why or why not? How did environmental factors affect your decision?
- **Repeat, reword, clarify directions**
- Paragraph graphic organizers to provide writing support
- Check in to ensure understanding before moving on to new concepts.
- Analyze mentor text to demonstrate model paragraph

Modifications & Accommodations

Follow IEP accommodations and differentiation as listed above.

Benchmark Assessments

Formative Assessments

See assessment embedded in lessons above

Summative Assessments

See assessments embedded in lessons above.

Instructional Materials

History Alive! Textbooks

all associated materials with textbook, and other materials as listed in lesson plan above.

Standards

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.