

P.Cert.Ch. 7: Geography and the Early Settlement of Egypt, Kush, and Canaan

Content Area: **Social Studies**
Course(s):
Time Period: **March**
Length: **1.5 Weeks**
Status: **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.” Assessment: KWL chart	Aim: Complete the Setting the Stage Geography Challenge Assessment: Geography Challenge	Aim: Introduction to C7 and completion on C7 vocabulary Assessment: C7 Vocab Sheet	Aim: Introduce three environmental factors that affected settlement in Ancient Egypt, Kush, and Cana Assessment: Packet preview and 7.2	Aim: Identify key physical features of Ancient Egypt and Kush. Examine settlement patterns. Assessment: Packet 7.3

Day 6	Day 7
<p>Aim:</p> <p>Identify key physical features of Canaan. Examine settlement patterns.</p> <p>Assessment:</p> <p>Packet 7.4</p>	<p>Aim:</p> <p>Review C7 and assess.</p> <p>Assessment:</p> <p>C7 open book challenge</p>

Integration of 21st Century Themes and Career Exploration

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

online textbook and features

online maps

Google Classroom

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.

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

Sentence construction, map skills analysis and creation, paragraph writing

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.CivicsPI.2.a	Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
SOC.6.2.8.GeoPP.3.b	Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.
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.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.
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.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.