March 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
Aim: Identify key physical features of Canaan. Examine settlement patterns. **Assessment:** Packet 7.4	**Aim:** Review C7 and assess. **Assessment:** C7 open book challenge

Integration of Career Readiness, Life Literacies and Key Skills

9.4.8.CI	Creativity and Innovation
9.2.8.CAP	Career Awareness and Planning
	An individual's strengths, lifestyle goals, choices, and interests affect employment and income.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
9.4.8.CT	Critical Thinking and Problem-solving
9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.DC	Digital Citizenship
	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
9.4.8.GCA	Global and Cultural Awareness
	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML	Information and Media Literacy
	Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
9.4.8.IML.8	Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).

Technology and Design Integration

online textbook and features

online maps

Google Classroom

Interdisciplinary Connections

LA.RH.6-8	Reading History and Social Studies
LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.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.
LA.RH.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
LA.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.
LA.RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LA.RH.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
LA.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LA.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
LA.RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.

- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Differentiation

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

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.
Modifications and Accommodations used in this unit:

Follow IEP accommodations and differentiation as listed above.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.
Schoolwide Benchmark assessments:
Aimsweb benchmarks 3X a year
Linkit Benchmarks 3X a year
Additional Benchmarks used in this unit:

Sentence construction, map skills analysis and creation, paragraph writing

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).
Formative Assessments used in this unit:

See assessment embedded in lessons above

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.
Summative assessments for this unit:

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

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.EconGE.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.GeoPP.3.b	Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.