

P.Cert. Ch. 8: Ancient Egypt

Content Area: **Social Studies**
Course(s):
Time Period: **February**
Length: **2 Weeks**
Status: **Published**

Unit Overview

This chapter reviews what *the pharaohs of ancient Egypt accomplished, and how they did it.*

Enduring Understandings

Ancient Egyptian pharaohs were powerful people who accomplished great feats during each of their reigns and left a lasting legacy.

Essential Questions

What did the pharaohs of ancient Egypt accomplish, and how did they do it?

Instructional Strategies & Learning Activities

Day 1	Day 2	Day 3	Day 4	Day 5
Aim: Comic Book overview Assessment: 5/17 Responses	Aim: Introduction to the role of a pharaoh Assessment: C8 Vocab	Aim: Introduce Chapter 8. Assessment: C8 vocab, C8 Preview, KWL chart	Aim: Identify <i>Khufu's</i> accomplishments. Assessment: Packet 8.2; Pharaoh Hint Sheet	Aim: Cite <i>Sensuret I's</i> accomplishments. Assessment: Packet 8.3; Pharaoh Hint Sheet

6th Grade Social Studies *History Alive!* Chapter 8 Essential Question: *What did the pharaohs of ancient Egypt accomplish, and how did they do it?*

NJSLS RI.6.1-4; L.6.6; RH.6.5,10; W.6.2,a-f;W.6.3 W.6.4, W.6.1,a,b, W.6.,4,5,10, SL.6.1,a-d, SL.6.4

: 6.2.8.D.1, c, 6.2.8.D.2.a,c,d, 6.2.8.A.2.,a, 6.2.8.C.2.,a, 6.2.8.B.2.a,b

Day 6	Day 7	Day 8	Day 9	Day 10
<p>Aim: Identify <i>Hatshepsut's</i> accomplishments.</p> <p>Assessment: 8.4; Pharaoh Hint Sheet</p>	<p>Aim: Identify <i>Ramses II's</i> accomplishments.</p> <p>Assessment: 8.5; Pharaoh Hint Sheet</p>	<p>Aim: Review Chapter 8.</p> <p>Assessment: Packet 8.6; Crack the Code Challenge; Processing Paragraph</p>	<p>Aim: Assess Chapter 8.</p> <p>Assessment: Pharaohs + Chart; C8 Assessment</p>	<p>Aim: Introduce additional important pharaohs.</p> <p>Assessment: turnkey jigsaw; Pharaohs + Chart</p> <p>Standards:</p> <p>Homework: Clean out binder.</p>

Integration of 21st Century Themes and Career Exploration

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

Technology Integration

online textbook and features

Google Classroom

Powerpoint Presentations

Google Expeditions Virtual Field Trip

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

LA.W.6.2.E	Establish and maintain a formal/academic style, approach, and form.
LA.L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LA.W.6.2.F	Provide a concluding statement or section that follows from the information or explanation presented.
LA.RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LA.W.6.1.A	Introduce claim(s) and organize the reasons and evidence clearly.
LA.W.6.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.6.1.B	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
LA.W.6.5	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.
LA.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.
LA.W.6.2.A	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
LA.W.6.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
LA.W.6.2.C	Use appropriate transitions to clarify the relationships among ideas and concepts.
LA.W.6.10	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.
LA.W.6.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LA.RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
LA.SL.6.1.A	Come to discussions prepared, having read or studied required material; explicitly draw on

that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

LA.RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
LA.SL.6.1.B	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
LA.SL.6.1.C	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
LA.SL.6.1.D	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LA.SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

Differentiation

Learners with Special Needs

- **Modify the Letter-Writing Activity** Modify the letter-writing activity so that students choose only one site to describe in a single paragraph. You might also provide a template that illustrates the proper format for writing a letter.
Modify and Model the Peer-Checking Activity For the peer-checking activity, consider scaling back the number of items that students must look for in the draft letters. Then, before students begin the peer-checking activity, model the process by making a transparency of a draft letter and going through it together, as a class.
- **Prepare a Hint Sheet** Prepare a hint sheet to help students complete the Reading Notes for this lesson. It should list in random order all the answers provided in the Guide to Reading Notes. Give students this sheet before they begin the “felucca tour.” As students read each section of text, they can refer to the hint sheet to complete their postcards.
- **Provide the Postcard Checklist** for additional structure to complete each postcard.
Highlight Key Words on Each Copy of the Station Directions For example, you might highlight direction words such as examine, list, and discuss. You might also highlight specific factual information needed to complete the Reading Notes or to do the station’s activity.
Provide a Copy of Guide to Reading Notes from the Lesson Guide As students visit each site on the tour, have them highlight the important facts that they find in the given answers for that site.

Advanced Learners

- **Have Students Research Additional Information for Their Postcards** For each of the sites students visit on their felucca tour, have them do additional research on the Internet or in a library about the pharaoh (Khufu, Senusret I, Hatshepsut, Ramses the Great) and/or the monument (the Great Pyramid, the White Chapel, the temple at Dayr al-Bahri, the temple at Abu Simbel). Have students incorporate this information into their Reading Notes postcards and into their final writing assignment.
Have Students Create a Journal of Their Felucca Tour Use these directions for an alternative or additional writing assignment:
Create a four-page journal describing your felucca tour of ancient Egyptian monuments. Use your Reading Notes to help you complete the journal. Be sure to use correct grammar and spelling. Each page of your journal should be about your visit to a different site and must include these parts:
 - A short paragraph describing each new destination, including the direction and approximate distance from the previous location.
 - A paragraph describing the site you visited, including some description of the art or architecture of

the monument at that site, and any other interesting information or facts about the site or monument.

- A paragraph discussing the pharaoh who built the monument at that site, including when he or she ruled, what kind of ruler he or she was, and what some of his or her most important or interesting accomplishments were.
- At least two photographs, artifacts, or souvenirs from your visit to the site. These items should relate to something you wrote about in your journal. Write a short caption describing each item.

Modifications & Accommodations

Utilize IEP and 504 accommodations

Benchmark Assessments

Sentence construction and paragraph writing

map analysis

Google classroom

Powerpoint presentations

Formative Assessments

See assessments in lesson plans above.

Summative Assessments

See assessments in lesson plans above.

Instructional Materials

History Alive! textbook series

See materials listed in lesson plans above.

Standards

LA.RL.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
SOC.6.2.8.D.2.a	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
LA.RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
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.
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.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.
SOC.6.2.8.B.2.b	Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.
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.