Feb. 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 accomplishd, and how they did it.*

Enduring Understandings

Ancient Egyptian pharaohs were powerful people who accomplished great feats during each of thier 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 *Khufu*'s accomplishments. **Assessment:** Packet 8.2; Pharaoh Hint Sheet	**Aim:** Cite *Sensuret I's* 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
Aim: Identify *Hatshepsut's* accomplishments. **Assessment:** 8.4; Pharaoh Hint Sheet	**Aim**: Identify *Ramses II's* accomplishments. **Assessment:** 8.5; Pharaoh Hint Sheet	**Aim:** Review Chapter 8. **Assessment:** Packet 8.6; Crack the Code Challenge; Processing Paragraph	**Aim:** Assess Chapter 8. **Assessment:** Pharaohs + Chart; C8 Assessment	**Aim:** Introduce additional important pharaohs. **Assessment:** turnkey jigsaw; Pharaohs + Chart **Standards:** **Homework:** Clean out binder.

Integration of Career Readiness, Life Literacies and Key Skills

9.2.8.CAP	Career Awareness and Planning
9.4.8.CI	Creativity and Innovation
	An individual's strengths, lifestyle goals, choices, and interests affect employment and income.
	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
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.DC.5	Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
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.

Technology and Design Integration

online textbook and features

Google Classroom

Powerpoint Presentations

Google Expeditions Virtual Field Trip

Interdisciplinary Connections

LA.RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
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.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.RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
LA.W.6.1.A	Introduce claim(s) and organize the reasons and evidence clearly.
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.6.2.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.6.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.6.2.E	Establish and maintain a formal/academic style, approach, and form.
LA.W.6.2.F	Provide a concluding statement or section that follows from the information or explanation presented.
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.6.5	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.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.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.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).
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.

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:

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 fi nal 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

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

Utilize IEP and 504 accommodations

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 and paragraph writing

map analysis

Google classroom

Powerpoint presentations

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 assessments in lesson plans 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 in lesson plans above.

Instructional Materials

History Alive! textbook series

See materials listed in lesson plans above.

Standards

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.
6.2	World History/Global Studies
6.2.2	Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000–1000 BCE)
	Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.
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.GeoHE.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
	The diffusion of ideas and cultural practices are impacted by the movement of people and advancements in transportation, communication, and technology.

	Political and civil institutions impact all aspects of people's lives.
6.3.8.CivicsPI.1	Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.
	Governments have different structures which impact development (expansion) and civic participation.
6.3.8.CivicsPI.2	Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).