Unit 1-The First Civilizations and Ancient Egypt

Content Area: **Social Studies**
Course(s): **Social Studies 6**
Time Period: **Marking Period 1**
Length: **Marking Period 1**
Status: **Published**

Essential Questions

- What was life like for prehistoric people?
- How did the Neolithic Revolution influence human history?
- What were some of the earliest inventions from this period?
- How did early countries in Mesopotamia function?
- Where was ancient Egypt?
- Why was the Egyptian religion so influential?
- Why was the Nile River so important to the Egyptians?

Big Ideas

- Hunter/gatherers adapted to their physical environments using resources, the natural world, and technological advancements.

CRLLKS- Career Education

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.

Connection:

Compare how different roles (jobs) of the government and its society differ from one era and civilization to

the others.

Cross-Curricular Integration

Integration Area: Language Arts

RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.

RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

Activity:

Students will view three primary source documents to support a claim. They will analyze the documents to explain why Mesopotamia is considered the "Cradle of Civilization." Using the traits of a civilization and multiple primary sources, students will explain why Mesopotamia is considered the first civilization. They will cite textual evidence to support their claim in an informative essay that explains how Mesopotamia fits the description.

Language Arts Companion Standards:

W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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 aid in comprehension.

B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

C. Use appropriate transitions to clarify the relationships among ideas and concepts.

D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

E. Acknowledge and attempt a formal/academic style, approach, and form.

F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.

L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and

phrases.

B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.

D. Maintain consistency in style and tone.

W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

W.SE.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

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A. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

RL.CI.6.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.

RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

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A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.

D. Maintain consistency in style and tone.

L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on

grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.

C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

RI.AA.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

RL.CI.6.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RI.TS.6.4. Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.

Activity:

The River Valley Civilizations: Mesopotamia is considered the "Cradle of Civilization". Using your background knowledge and documents related to the traits of a civilization as well as evidence from multiple primary and secondary sources, write an informative essay that explains how Mesopotamia accurately fits that description.

W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

A. Introduce claim(s) about a topic or issue and organize the reasons and evidence logically.

B. Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources.

C. Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence.

D. Establish and maintain a formal/academic style, approach, and form.

E. Provide a concluding statement or section that follows from the argument presented.

W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific

procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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 aid in comprehension.

B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

C. Use appropriate transitions to clarify the relationships among ideas and concepts.

D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

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F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.

W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

W.SE.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

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claims that are supported by reasons and evidence from claims that are not.

RL.CI.6.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

Activity:

Egypt: The civilization of Ancient Egypt has been called "The Gift of the Nile". Using research from your textbook and one additional credible source, evaluate the data to determine whether or not this name is accurate. Compose an argument essay that defends your claim using logical reasoning and data while including clear evidence which references both sources.

Diversity Lesson

LGBTQ

River Valley Civilizations: Egypt

Objective: Students will be able to compare how the legacy of Ancient Egyptian pharaohs were honored and how significant people in the U.S. are honored.

Activity:

1-Students will use what they learned about the monuments in Egypt to honor significant leaders to compare it to leaders in the U.S.

2- Students will discuss how pyramids, temples, and monuments were built in Egypt.

3- Students will brainstorm a list of monuments used to honor leaders of the U.S.

4- Students will look for patterns in the people chosen for monuments in the U.S.

5- Students will discuss who they think should have a monument in the U.S., but has not been selected.

6- Students will be given a list of significant Americans from various backgrounds and cultures that have not been honored with a monument.

7- They will choose one to research and honor with a monument.

8- They will input their research onto a google slide template and will describe their selection using Who, What, Where, When, Why, and How.

- **Who** did you select? Provide background information.
- **What** is your person known for? Describe legacy.
- **Where** would you place the monument? Explain your selection.
- **When** did this person impact the U.S?
- **Why** did you select this person?

- **How** will your monument honor your selection? Describe what your monument will look like.

9- Students will have the opportunity to design their monument using the chrome books, a poster, or making a model.

10- Students will present their work to their classmates.

Assessment:

Presentation rubric, google slide template, discussion

Materials:

Textbook, notebook, Chromebook, google slides, Ducksters.com

Standards:

6.2.8.D.2.d Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.

Length of Time:

2 weeks

LGBTQ Mandate

Chapter 1

After learning the importance of timelines and how to read timelines, students will learn how to make a timeline to display events. Students create a timeline of five life events on a google slide template. They research five world/national events that happened the same year as their important life events. Events can be a discovery, a presidential election, historic achievements, inventions, etc. There are no violent events permitted. Two of the major events world/national will be related to advancements for the LGBTQ community. Ex: NJ legalizes same sex marriage in 2013. In 2015, same sex marriage is legalized in all 50 states. Each personal and world event also includes a corresponding picture. The timelines are shared with the class on the TV and students make connections with their classmates and discuss what we have in common with one another. Students have the choice to present this on a Google slide template provided for them in Google classroom, or to create a poster display.

Chapter 5

Read and discuss how Egyptian pharaoh, Queen Hatshepsut, dressed in a male wardrobe as pharaoh, including a false beard. Egyptians accepted her rule, and she wore these garments like any male pharaoh would. She took the throne when the position was only to be passed to males and proved she was a stronger leader. She built relationships with other civilizations by sending envoys to their lands. She helped Egypt grow wealthy through trade. Her statues depict her in the male headdress wearing the male ceremonial false beard.

National Hispanic Heritage

National Hispanic Heritage Month Sept. 15th - Oct. 15th

Students will reflect on and discuss National Hispanic Heritage Month. Students in each class will be split into groups and will be assigned an influential person involved in shaping the U.S. democracy or who is involved in the government and or entertainment industry. Each group will research their assigned person and the impact they had. After students have presented their final projects to the class, their work will be displayed on a bulletin board. Students will also watch educational and BrainPOP videos. Some people students will research with their groups are, but not limited to,: Cesar Chavez, Justice Sonia Sotomayor, Ellen Ochoa, Antonia C. Novello, Jennifer Lopez, Eva Longoria, and Alexander Rodriguez.

Social and Emotional Learning

Paleolithic vs Neolithic

- PLAN Problem Solving
- Audience-Focused Communication

Students work in cooperative groups to take on the role as the teacher. They work together to teach a topic of the lesson and present it to their classmates. After teaching their classmates the lesson and providing them with notes, they assess their classmates. All decisions on how to teach the lesson are made by the students. One assessment is an SEL interactive question that has no wrong answer to involve all classmates

Example Student Created SEL Activity:

- Responsible Listening
- Respectful Empathic Debate

Students have classmates write on whiteboards which place they would prefer to live in : Paleolithic temporary shelter , Neolithic village, or a Sumerian city-state. They move to the part of a classroom, which represents where they would like to live. Groups discuss together, write three reasons on the whiteboard and share with their classmates. Students decide if they want to change their opinion based on what other classmates said.

- Respectful Empathic Debate
- Collaborative Creativity

Students discuss what it was like living like a male or female in these shelters and how it compares to life today. They will discuss the importance shelter has always been for human survival.

Egypt

- PLAN Problem Solving

- Audience-Focused Communication

Students work in cooperative groups to take on the role as the teacher. They work together to teach a topic of the lesson and present it to their classmates. After teaching their classmates the lesson and providing them with notes, they assess their classmates. All decisions on how to teach the lesson are made by the students. One assessment is an SEL interactive question that has no wrong answer to involve all classmates

Example Student Created SEL Activity:

- Responsible Listening

Students stand in a circle to share their answers to the question:

King Tut was found with 5,000 objects in his tomb that were untouched. This was very rare in Egypt. If you were bringing objects to the afterlife what are three items you would take.

The group then picked three people whose tomb they would rob based on their items.

- Respect Empathic Debate
- Collaborative Creativity

Students discuss empathy and how the Egyptians believed they had to be preserved perfectly to make it to the afterlife and how unfortunately robbers found the tombs, mummies, and riches.

STAT: Hammurabi's Code is 282 fair laws that governed Babylon.

Social Studies Skills

6.2.8.HistoryCC.1.d Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.

Chronological Thinking

Construct timelines of the events occurring during major eras including comparative events in world history for the different civilizations.

Activity:

Students will learn the purpose of a timeline, how to read a timeline, and how to make a timeline. After studying timelines, students will create a timeline to understand the transitions from the Paleolithic time to the Neolithic time, to the era of civilizations. They will organize events on a timeline to understand when farming began in different parts of the world, which led to the formation of civilizations.

Chronological Thinking

Explain how major events are related to one another in time.

Activity:

A timeline will be created on a google slide. The students will include five personal events from their life on the bottom part of the timeline. They will then find 5 world events that occurred the same year as their personal event. These world events will be posted on the top of their timeline. These events will display major events that occurred during their lifetime. Timelines will be presented to the class.

CSDT Technology Integration

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

Activity:

After studying timelines, to understand the transitions from the Paleolithic Era to the Neolithic Era, to the era of civilizations, students will create their own timeline. A timeline will be created on a google slide. The students will include five personal events from their life on the bottom part of the timeline. They will then find 5 world events that occurred the same year as their personal event. These world events will be posted on the top of their timeline. These events will demonstrate knowledge of real world problems by displaying them using digital tools. They will add text and pictures to their timelines. Timelines will be presented to the class.

African American History Studies

Art

Article from *African American History-The Untold Stories*

One of the characteristics of being a civilization is having art. After discussing the art of our earliest river valley civilization, we will view the article to learn about how art continued to progress with the African American community in the early United States.

Enduring Understandings

6.2 World History/Global Studies

A. Civics, Government, and Human Rights

6.2.8.GeoPP.1.a Compare and contrast the social organization, natural resources, and land use of early

hunters/gatherers and those who lived in early agrarian societies

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.CivicsHR.2.a Determine the role of slavery in the economic and social structures of early river valley civilizations.

B. Geography, People, and the Environment

6.1.5.GeoPP.6 Compare and contrast the voluntary and involuntary migratory experiences of various groups of people and explain why their experiences differed

6.2.8.GeoHE.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.

6.2.8.GeoSV.2.a 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.

6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

C. Economics, Innovation, and Technology

6.2.8.HistoryCC.1.a: Describe the influence of the agricultural revolution (e.g., the impact of food surplus from farming) on population growth and the subsequent development of civilizations.

6.2.8.HistoryCC.1.b: Determine the impact of technological advancements on hunter/gatherer and agrarian societies.

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.

D. History, Culture, and Perspectives

6.2.8.HistoryCC.1.d: Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.

6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.

6.2.8.HistorySE.1.a: Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

6.2.8.HistoryCC.2.b: Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations

6.2.8.HistoryCC.2.c: Explain how the development of written language transformed all aspects of life in early river valley civilizations.

6.2.8.HistoryCA.2.a: 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.

6.2.8.HistoryCC.2.a: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.

Focus Areas

● Recognize that the location of Mesopotamia in the Fertile Crescent contributed to its rise

● Compare the various empires of the Fertile Crescent (Babylonians, Assyrians, Chaldeans)

● Identify the impact that inventions and contributions made on society (laws, alphabet, tools, etc.)

● How do modern day technologies differ from early technologies?

● Explore the achievements of the ancient Egyptians (hieroglyphics, pyramids). ● Describe how life centered around the Nile River.

● Identify how society was organized into class systems.

● Summarize the Egyptians beliefs about the afterlife.

● Examine the relationship between Egypt and the Kingdom of Kush.

● Discuss the impact that Egyptian trading had on other Mediterranean cultures.

Activities and Assessments

Timeline Project

Graphic Organizers / Notes

Tests – multiple choice / open-ended

Writing Activity

Internet Investigation

Quizzes

Worksheets: multiple choice, short answer, open-ended, vocabulary activities Do-Now activities

Maps

Short documentary/movie clip

Egyptian Pharaoh Presentation

Primary Sources

Students will explain why Mesopotamia is considered the “Cradle of Civilization” using Hammurabi’s Code, a

map of Mesopotamia displaying the Fertile Crescent, and an image of ziggurat built in Sumer. They will write an informative essay that explains how Mesopotamia fits this description using the three primary sources.

● Law code

● Cities developing in a river valley

● Development of religion

Geography

Kids create maps for each civilization

DBQ using map to explain how geography affects civilization

Compare/contrast geography of civilizations

Readers' theater: Epic of Gilgamesh

Idling modern countries that were once part of an ancient civilization Chapter 3 –

1. Pg. 74-75 Make a map of Mesopotamia

2. Pg. 98-99 Make a map of Ancient Egypt

* See Appendix E for Cross Content Integration

Current Events

Climate Change

6.2.8.GeoHE.4.b: Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.

- Activity: Analyze how physical and human characteristics of places and regions are connected to human identities and cultures, and use geographic models to determine the impact of environmental modifications made by earlier civilizations on current day environmental challenges. Create a digital presentation comparing an ancient civilization's environmental modification to a current environmental challenge in the same region. Use geographic models to illustrate the connection between past actions and present issues, explaining how these modifications have influenced the region's culture and identity over time.

Document Based Activity

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.GeoHE.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
6.2.8.HistoryCC.2.c: Explain how the development of written language transformed all aspects of life in early river valley civilizations.

DBQ Activity

According to the chart, what tool would Paleolithic people use if they wanted to make another tool?

Based on the chart, which tool would Paleolithic people have used to make holes in leather and wood?

For the complete DBQ Plan, please refer to DBQ Baseline Assessment PDF.