

Grade 6 Unit 3 : Egypt- Gift of the Nile (MS Social Studies)

Revised by Dr. Griggs for the 2017-18 school year

Unit Title: Ancient Egypt, the Gift of the Nile

Grade Level: 6

Unit Narrative: In this unit, students will engage with some big historical questions related to the geography, government, and daily life of ancient Egypt. They will first more widely explore the desert biome and discover its challenges. Next, they will apply what they've learned to explain why Egyptians built settlements along the Nile river that would ultimately become a powerful kingdom. The rulership of, and daily life in, ancient Egypt will form the balance of the unit.

Desired Results

AERO Standards and Performance Indicators

Prioritized standards in bold

1.8.a Apply key concepts such as chronology, causality, and conflict to identify patterns of historical change.

1.8.c Explain the causes of significant historical and current political events and issues.

3.8.e Describe ways that human events have influenced, and been influenced by, physical and human geographic conditions in local, regional, national, and global settings.

4.8.a Examine the interaction between people and the environment and understand how people both shape and are shaped by the environment that they live in.

6.8.b Explain how different types of government acquire, use, and justify power.

Long Term Learning Targets (student friendly language)

- I can place key events in Egyptian history into their proper chronology on a timeline.
- I can explain the geographic causes behind the settlement of Egyptians along the Nile River.
- I understand how the Nile and the desert environment of Egypt influenced Egyptian history.
- I understand how the Egyptians changed the land around the Nile, and used its resources, for their own gain.
- I understand how an absolute monarchy works, and how Egyptian pharaohs drew their power from the belief that they were gods.

<p>6.8.c Describe major issues involving rights, responsibilities, roles, and status of the individual in relation to the general welfare.</p>	<ul style="list-style-type: none"> - I can explain the roles and responsibilities of each major social class in ancient Egypt.
<p style="text-align: center;"><i>CCSS ELA & Literacy in History/Social Studies Standards</i></p> <p>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.</p> <p>WHST.6-8.1 Write arguments focused on discipline specific content.</p>	<p style="text-align: center;"><i>Long Term Literacy Targets</i></p> <ul style="list-style-type: none"> - I know how to find the meaning of unknown words in my social studies readings. - I can write a persuasive argument about which Egyptian pharaoh had the greatest accomplishments.

Content Connection
<p>Connection to art: Students will produce an illustrated timeline of Egypt as their unit project.</p> <p>Connection to math: Students will complete a geography challenge in which they will use map scales to calculate proportional distances.</p> <p>Connect to English: Students will write a well-organized paragraph on the topic “What did the pharaohs of ancient Egypt accomplish, and how did they do it?”</p> <p>Connect to science: Students will learn about the desert Biome and the flora/fauna that live in it.</p>

Guiding Questions	Big Ideas
What are some challenges posed by life in the desert, and how have people adapted to meet them?	Deserts make up 30% of the land's surface. From space they look empty and lifeless, but a closer look reveals a different picture. Deserts are united by their lack of rain, yet they are the most varied of our planet's ecosystems. Changes are rare in deserts, but they play a crucial part in their story.
How did geography affect early settlement in Egypt?	Early civilizations developed near and depended upon rivers in order to survive and thrive. The rivers of ancient Egypt allowed for trade, which in turn allowed the civilization to prosper and grow. Geography affected the choices made by the Egyptians to settle near the Nile River. The Nile River was a source of fresh water in an area that was mostly desert. The Libyan Desert, the Arabian Desert, and the Nubian Desert were too hot and dry. But in the Nile River valley, the river provided natural irrigation and fertilization. The topography included wide, flat areas of land that were good for farming. Vegetation was rare in the dry deserts, but it was plentiful near the Nile River.

<p>What did the pharaohs of ancient Egypt accomplish, and how did they do it?</p>	<p>Khufu established the pharaoh as the central authority of Egypt; he kept strict control over Egypt's food supply and declared himself a god. He built the Great Pyramid. Senusret I was a strong ruler who governed a stable, unified Egypt. During Senusret's rule, some of Egypt's greatest works of literature were written. He also built and improved religious buildings, including the White Chapel. Hatshepsut was Egypt's first female ruler. She stayed in power by appointing loyal advisers to government positions and by demanding the same respect that a male ruler would be given. Hatshepsut was known for promoting trade with other Countries and building a stunning temple at Dayr alBahri. Ramses II ruled for more than 60 years and was known as Ramses the Great. At the age of ten, Ramses was a captain in Egypt's army. In his lifetime, he had over 100 wives, and more than 100 children. He built the temple at Abu Simbel.</p>
<p>How did social class affect daily life in ancient Egypt?</p>	<p>Government officials led lives of luxury. Most were nobles who had great wealth, fine homes, and plenty of time to socialize. They attended lavish banquets and dressed in fine clothing and jewelry. Priests had to purify themselves because they were the only ones who could enter the sanctuaries. To purify themselves, they had to avoid certain foods, cleanse their bodies, shave off body hair, and wear clothes made of linen cloth. Scribes were Egypt's official writers and record keepers, so they were highly respected and well paid. Only men were allowed to be scribes. Becoming a scribe was one of the few ways that men could rise above their parents' social class. Though artisans were highly skilled, they were seen by the upper classes as common laborers. Therefore, artisans rarely received recognition for their work. Artisans lived in modest, rectangular homes that were barely 10 meters long. They worked side by side in large workshops for 10 days at a stretch. Workers depended entirely on their employers</p>

	for food. Peasants were the lowest and largest social class in ancient Egypt. Although society depended on their work, they were seen as unskilled laborers. They had the fewest comforts. They lived in plain houses of mud bricks and had little furniture. Their diet was simple, and they spent most of their lives working.
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Terminology (New or Recently Introduced Only)

Desert, arid, precipitation, adaptation
Topography, Nile River, vegetation, Egypt, Mediterranean Sea
Pharaoh, Hatshepsut, Ramses II, treaty
Social pyramid, status, peasant, hieroglyph, social class, noble, afterlife

Performance Tasks

Small summative performance task: Students create a poster or report outlining how a human group of their choice has adapted to the harsh conditions of desert life.

Formative performance task: Students write a paragraph answering the Essential Question: What did the pharaohs of ancient Egypt accomplish, and how did they do it? They must support their answer with specific examples of great accomplishments of at least three pharaohs.

Formative performance task: Students compare at least three levels of the ancient Egyptian social pyramid to their school’s social pyramid. For each level, they identify the Egyptian and school group, then explain at least one way that the two groups are similar and at least one way that the two groups are different.

Summative performance task: Students produce a timeline of ancient Egypt that incorporates both what they’ve already learned and new research that they conduct.

Summative Assessments		
<i>Title:</i>	<i>Description:</i>	<i>Standards (coded)</i>
Unit test (Big summative)	Summative assessment that will test student's knowledge of the unit. This will include content-based recall, skills-based questions, geography questions, and a critical thinking extended written response question.	1.8.a,1.8.c, 3.8.e, 4.8.a, 6.8.b, 6.8.c
Unit project (Big summative)	Timeline of ancient Egypt. Students will work together to elaborate on given captions with information that they have learned or have researched about ancient Egypt and to create illustrations in order to further demonstrate their knowledge of ancient Egypt. By completing the timeline, students will also practice their chronology and sequencing skills.	1.8.a, 1.8.c
Deserts: Life in the furnace! (Small summative)	Humans manage to live on the fringes of deserts or even in them. Students will investigate a group of desert dwellers and either make a poster or write a report (their choice) about their lifestyle and the ways that it helps them to survive. Their poster/report will address each challenge posed by deserts that they listed on their graphic organizer while watching the film <i>Planet Earth: Deserts</i> , and indicate how people adapt to those challenges.	3.8.e, 4.8.a

Formative Assessments		
<i>Title:</i>	<i>Description:</i>	<i>Standards (coded)</i>
Egypt: Geography challenge	Students are introduced to the geography of Egypt and the Middle East as they complete this challenge activity.	3.8.e, 4.8.a
The Pharaohs	Students write a well-organized paragraph answering the big question: What did the pharaohs of ancient Egypt accomplish, and how did they do it? They must support their answer with specific examples of great accomplishments of at least three pharaohs.	6.8.b

<p>2 Moodle Quizzes</p> <p>Egyptian Social Classes and You</p>	<p>Students will complete a Moodle quiz on Egyptian geography, and another on the Pharaohs. They will be allowed two attempts to correct any misunderstandings.</p> <p>Students compare at least three levels of the ancient Egyptian social pyramid to their school's social pyramid. For each level, they identify the Egyptian social class and the school group, and explain at least one way that the two groups are similar and at least one way that the two groups are different. For example, "The pharaoh in ancient Egypt is like my school director because both have the most power and authority. The pharaoh in ancient Egypt differs from my school principal because the pharaoh was believed to be a god."</p>	<p>3.8.e, 6.8.b</p> <p>6.8.c</p>
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Lesson	Instructional Focus	Long term learning targets	assessment
Deserts	<p>Students will watch the BBC film <i>Planet Earth: Deserts</i> and complete a graphic organizer on the characteristics of deserts. 'Planet Earth' unravels the secrets behind desert survival and reveals the nature of this dynamic environment. Using the data from their graphic organizers, students will complete a small summative on deserts.</p>	<p>What are some challenges posed by life in the desert, and how have people adapted to meet them?</p>	<p>Formative: Deserts spoke diagram.</p> <p>Small summative: Poster or report on human/desert adaptations.</p>

<p>Geography and the Early Settlement of Egypt</p>	<p>Students complete a geography challenge on ancient Egypt that allows them to develop both their map skills and critical thinking skills. Then, in an Experiential Exercise, students use their bodies to recreate the physical geography of ancient Egypt to learn about how environmental factors influenced early settlement in the region..</p>	<p>How did geography affect early settlement in Egypt?</p>	<p>Formative: Geography challenge</p> <p>Formative: Moodle quiz</p>
<p>The Ancient Egyptian Pharaohs</p>	<p>Students will be introduced to Egypt through the short IMAX film <i>Mysteries of Egypt</i>. Then, in a writing for understanding activity, they will board an Egyptian sailing boat and "visit" monuments along the Nile River, to learn about four ancient Egyptian pharaohs and their important accomplishments.</p>	<p>What did the pharaohs of ancient Egypt accomplish, and how did they do it?</p>	<p>Formative: Paragraph on the achievements of the pharaohs.</p> <p>Formative: Moodle quiz</p>
<p>Daily Life in Ancient Egypt</p>	<p>Students create and perform interactive act-it-outs in a problem-solving group-work activity to learn about the social structure of ancient Egypt and its effect on daily life for members of each social class.</p>	<p>How did social class affect daily life in ancient Egypt?</p>	<p>Formative: Egyptian social pyramid vs. ASK social pyramid.</p>

Unit Project and Unit Test	As a unit project, students will work in class to create a timeline of ancient Egypt. The end of the week will be given over to revision and the unit test.	All previous learning goals.	Summatives: Unit project and unit test
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