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|  | Unit Planner: **Ancient** **Egypt** Social Studies Common Core  Thursday, August 6, 2015, 10:15AM |  |

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| District Wide > 2015-2016 > Grade 6 > Social Studies > Social Studies Common Core > Week 7 - Week 10 | Last Updated: Thursday, June 18, 2015 by Shannon Sarmento |

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| |  | | --- | | Big Idea / Conceptual Lens |   **Progress**  **Growth** | |  | | --- | | Focus of Study |   **Ancient Egyptian River Civilization** |
| |  | | --- | | Standards and Clarifying Objectives |   Choose Standards   |  |  |  | | --- | --- | --- | | NC Essential Standards: Science | | | | **NC: Grade 6** | | | | Earth Science | | | | **Earth: Systems, Structures and Processes 6.E.2 Understand the structure of the earth and how interactions of constructive and destructive forces have resulted in changes in the surface of the Earth over time and the effects of the lithosphere on humans.** | | | |  | 6.E.2.4 Conclude that the good health of humans requires: monitoring the lithosphere, maintaining soil quality and stewardship. |  | | Life Science | | | | **Structures and Functions of Living Organisms 6.L.1 Understand the structures, processes and behaviors of plants that enable them to survive and reproduce.** | | | |  | 6.L.1.1 Summarize the basic structures and functions of flowering plants required for survival, reproduction and defense. |  | |  | 6.L.1.2 Explain the significance of the processes of photosynthesis, respiration, and transpiration to the survival of green plants and other organisms. |  | | NC Essential Standards: Social Studies | | | | **NC: Grade 6** | | | | History | | | | **6.H.1 Use historical thinking to understand the emergence, expansion and decline of civilizations, societies and regions over time.** | | | |  | 6.H.1.1 Construct charts, graphs, and historical narratives to explain particular events or issues over time. |  | |  | 6.H.1.3 Use primary and secondary sources to interpret various historical perspectives. |  | | **6.H.2 Understand the political, economic and/or social significance of historical events, issues, individuals and cultural groups.** | | | |  | 6.H.2.3 Explain how innovation and/or technology transformed civilizations, societies and regions over time (e.g. agricultural technology, weaponry, transportation and communication). |  | | Geography and Environmental Literacy | | | | **6.G.1 Understand geographic factors that influenced the emergence, expansion and decline of civilizations, societies and regions over time (i.e. Africa, Asia, Europe, and the Americas).** | | | |  | 6.G.1.1 Explain how the physical features and human characteristics of a place influenced the development of civilizations, societies and regions (e.g. location near rivers and natural barriers, trading practices and spread of culture). |  | |  | 6.G.1.2 Explain the factors that influenced the movement of people, goods, and ideas and the effects of that movement on societies and regions over time (e.g. scarcity of resources, conquests, desire for wealth, disease and trade). |  | |  | 6.G.1.3 Compare distinguishing characteristics of various world regions (e.g. physical features, culture, political organization and ethnic make-up). |  | |  | 6.G.1.4 Explain how and why civilizations, societies and regions have used, modified and adapted to their environments (e.g. invention of tools, domestication of plants and animals, farming techniques and creation of dwellings). |  | | **6.G.2 Apply the tools of a geographer to understand the emergence, expansion and decline of civilizations, societies and regions.** | | | |  | 6.G.2.1 Use maps, charts, graphs, geographic data and available technology tools to draw conclusions about the emergence, expansion and decline of civilizations, societies and regions. |  | | Economic and Financial Literacy | | | | **6.E.1 Understand how the physical environment and human interaction affected the economic activities of various civilizations, societies and regions.** | | | |  | 6.E.1.1 Explain how conflict, compromise, and negotiation over the availability of resources (natural, human and capital) impacted the economic development of various civilizations, societies and regions (e.g. competition for scarce resources, unequal distribution of wealth and the emergence of powerful trading networks). |  | |  | 6.E.1.2 Explain how quality of life is impacted by economic choices of civilizations, societies and regions. |  | | Civics and Governance | | | | **6.C&G.1 Understand the development of government in various civilizations, societies and regions.** | | | |  | 6.C&G.1.1 Explain the origins and structures of various governmental systems (e.g. democracy, absolute monarchy and constitutional monarchy). |  | |  | 6.C&G.1.2 Summarize the ideas that shaped political thought in various civilizations, societies and regions (e.g. divine right, equality, liberty, citizen participation and integration of religious principles). |  | |  | 6.C&G.1.3 Compare the requirements for (e.g. age, gender and status) and responsibilities of (e.g. paying taxes and military service) citizenship under various governments. |  | |  | 6.C&G.1.4 Compare the role (e.g. maintain order and enforce societal values and beliefs) and evolution of laws and legal systems (e.g. need for and changing nature of codified system of laws and punishment) in various civilizations, societies and regions. |  | | Culture | | | | **6.C.1 Explain how the behaviors and practices of individuals and groups influenced societies, civilizations and regions.** | | | |  | 6.C.1.1 Analyze how cultural expressions reflected the values of civilizations, societies and regions (e.g. oral traditions, art, dance, music, literature, and architecture). |  | |  | 6.C.1.2 Explain how religion transformed various societies, civilizations and regions (e.g. beliefs, practices and spread of Buddhism, Christianity, Confucianism, Hinduism, Islam, and Judaism). |  | |  | 6.C.1.3 Summarize systems of social structure within various civilizations and societies over time (e.g. Roman class structure, Indian caste system and feudal, matrilineal and patrilineal societies). |  | | ComCore: Literacy in History/Social Studies, Science, & Technical Subjects 6-12 | | | | **ComCore: Grades 6-8** | | | | Reading: History/Social Studies | | | | **Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.** | | | |  | 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. |  | | **Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.** | | | |  | RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. |  | | **Range of Reading and Level of Text Complexity  10. Read and comprehend complex literary and informational texts independently and proficiently.** | | | |  | 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. |  | | Reading: Science & Technical Subjects | | | | **5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.** | | | |  | RST.6-8.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. |  | | Writing | | | | **Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.** | | | |  | WHST.6-8.1b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. |  | | **2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.** | | | |  | WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. |  | |  | WHST.6-8.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic. |  | | **Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.** | | | |  | WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |  | | **6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.** | | | |  | WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |  | | **Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.** | | | |  | WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |  | | **9. Draw evidence from literary or informational texts to support analysis, reflection, and research.** | | | |  | WHST.6-8.9. Draw evidence from informational texts to support analysis reflection, and research. |  | | **Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.** | | | |  | WHST.6-8.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |  | | |  | | --- | | Enduring Understandings |   [Bloom's Taxonomy](http://community.wvu.edu/~lsm018/Articulate%20Blooms%20Wheel/blooms_wheel.html)  **Students understand that ...**  **Social Studies**  Civilizations developed in places that supported agriculture and trade.  Religious beliefs shape and define a society's culture.  Natural resources aid and foster the livelihood of a civilization.  Civilizations modify, use, and adapt their environment.  Physical features and human characteristics of a place develop civilizations, societies, and regions.  Innovation and/or technology transforms civilizations, societies, and regions over time.  Conflict, compromise, and negotiation over the availability of resources (natural, human and capital) transforms the economic development of various civilizations, societies, and regions.  **Science**  Heredity and environment shape the characteristics of organisms.  All living organisms undergo life cycles and reproduce.  All living organisms interact with their environment and each other.  All living organisms require certain needs and structures with unique functions that allow them to survive. |
| |  | | --- | | Essential Concepts and Critical Content |   **Key Vocabulary**  cataract  delta  silt  fertile  linen  scribe  hieroglyph  papyrus  afterlife  embalm  mummy  dynasty  succession  pharaoh  pyramid  step pyramid  obelisk  tomb  civilizations  agriculture  trade  society  culture.  natural resources  physical features  regions  capital  **Essential Concepts:**  -Geography (Absolute Location, Relative Location, Landforms, Climate and Vegetation) -Culture (Family Life, Social Structure, Religion) -Government and Trade -Egyptian Achievements (Science, Medicine, Communication--Hieroglyphs, --Architecture--Pyramids) -After Life (mummification, tombs) -Natural Resources (Importance of the Nile) | |  | | --- | | Processes, Strategies, and Skills |   **Process/Skills 1:**   * Note taking and discussion * Effective use of dialogue and questioning   **Strategies**   * Lecture * Cornell Notes   **Process/Skills 2:**   * Discussion * Making inferences * Drawing a conclusion * Ask questions to seek clarification of ideas * Use appropriate deliver and language skills * Select a focus and organizational structure and point of view * Use feedback from listeners to improve speaking delivery * Support opinions with detailed evidence * Use non-verbal elements to sustain audience attention and interest   **Strategies**   * Collaboration * Socratic Seminar   **Process/Skills 3:**   * Research Process * Writing Process * Organizing and gathering information * Writing higher level questions * Collaboration   **Strategies**   * video * Graphic Organizer * Peer evaluation * Reflective Writing * Summarizing   **Process/Skills 4:**   * Analyzing primary and secondary resource documents * Questioning and Discussion * Note-taking and Commentary   **Strategies:**   * Gallery Walk--go ahead and explore **Egypt**   ​  **Process/Skills 5:**   * Application of content vocabulary in discussion * Determine meanings of unknown words * Recognize and use key words introduced * Recognize and the origins and meanings of vocabulary   **Strategies:**   * Paint chips with 3 different shades--vocabulary goes on each chip, as students use their word correctly track student usage * Mailing label activity-Put a label on each student with a geography term connected to **Ancient** **Egypt**. * Provide students with hand-out of clues, pictures, or definitions. Students must find the appropriate word to fit the clue or definition. (20 min.) * Have pairs come up 1 at a time for students to copy word and definition.   **Process/Sklls 6:**   * Using Absolute and Relative Location * Understand the difference and purpose of longitude and latitude lines   **Strategies**   * Describe to me how you would get to a certain place on your map * Practice plotting points on a coordinate planes * Map out landmarks and landforms of **Ancient** Civilizations   **​Process/Skills 7:**   * Write compositions that establish and support a central idea with a topic sentence and supporting paragraphs. * Reflective Writing * Use writing as a means to paraphrase and or summarize what is read or heard. * Research Process * Plan and conduct multi-step information searches   **Strategies**:   * Write a diary entry from your job's perspective about what you already know about **ancient** **Egypt**. You may also include questions that you want answered from your job's perspective * Writing Level 3 Reflections Lesson * Divide paper into three sections * Level 1 describe something in **Ancient** **Egypt** Level 2 Compare and contrast something in **Ancient** **Egypt** Level 3 Rewrite Level 1 and 2 and add a personal or current event connection to your "something" in **Ancient** **Egypt** * Students will conduct short research on Egyptian roles in society. * Elements of Culture Thinking Map (Spider Map) Societal Structure Students will explore Social Status in **Ancient** **Egypt** Procedure 1. Divide class into social classes based on job fact card 2. Assign social classes to each group - One group is the upper class - Another the middle class - Another the lower class 3. From the list provided, have students choose their occupation according to their social class. 4. Have students report to the class their occupation in **Ancient** **Egypt**. Introduce students to NCWiseOwl (This will be their resource for research. Or provide a list of digital text to choose from on student share. (netbooks needed on this day)   **Process/Skills 8:**   * Making connections * Making inferences * Drawing conclusions * Comparing and contrasting historical fact to current events   **Strategies**   * Connections to real world: Arab Spring through Facebook in **Egypt**; brought down their leader * Arab Spring Simplified (about 6 minutes): http://www.schooltube.com/video/fb7692a06f454fbd94cc/The%20Arab%20Spring,%20Simplified. * T-chart comparing historical events to current events * Summarize connections   **Process/Skills 9:**   * Scientific Method * Developing an assumption of the expected outcome forming ideas to explain observations.   **Strategies**   * Conduct science experiments and record findings. * Soil Fact Sheets * Students use three different types of soils (clay, silt, sand) and test the affects on plant growth. * Soil Texture Analysis ( students will use a simple method to estimate the percent of sand, silt, and clay in a soil to determine its texture. |
| |  | | --- | | Essential Questions |   **Natural Resources**  1. Why was the Nile River important?  2. In what ways did the Egyptians use the land around the Nile?  3. When would you use absolute and relative location?  4. How do land forms, climate, and vegetation influence a region as well as a civilization?  **Culture**   1. How is a culture affected by its geography? 2. Identify the major differences of each social class. 3. Compare and contrast the social classes. 4. Is social class a necessity for a civilization to exist? 5. Should civilizations have social status? 6. How did work and social roles affect people in **ancient** **Egypt**? 7. How did Akhenaton try to change Egyptian religion?​ 8. How are rituals and traditions similar and different? What is it's connection to a culture? 9. What did the **Ancient** Egyptians believe about the afterlife?   **Government/Trade**   1. What economic activities developed in **Egypt**? 2. How did the structure of the government change over time? 3. What kind of government ruled **Egypt** after it was united? 4. How does Government affect trade? 5. What happened to **Egypt** when centralized rule weakened? 6. How did Pharaoh Khufu proclaim his glory? What were the effects? 7. What was the significance of Queen Hatshepsut's rule?   **Egyptian Achievements**   1. What advancements in learning did the Egyptians make? 2. How has the Egyptian's advancements impacted our society today?   **Science**  1. What do living organisms need to survive?  2. How does an organism's physical structure enable it to survive?  3. How do organisms interact with each other and their environment?  4. How do living organisms change and reproduce throughout their life cycles?  5. How do heredity and environment affect living organisms?  6. What is the importance of transpiration in a plant's life? | |  | | --- | | Resources/Materials |   **Paint Chips**-Vocabulary  **Flocabulary** - Walk Like An Egyptian  **BrainPop** - Mummies  **Various NonFiction Reading Passages:**  **Papyrus Article**  **Geographical Article**  **Egyptian Job Fact Cards**  **Elements of Culture Spider Map**  <https://www.flocabulary.com/topics/world-history/> <https://www.flocabulary.com/ancient-egypt/> [Spider Map.pdf](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=49680&) [Its not DIRT soil.pdf](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=49760&) [topic1\_factsheet.pdf](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=49800&) [topic2\_factsheet.pdf](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=49801&) [topic3\_factsheet.pdf](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=49802&) [topic4\_factsheet.pdf](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=49803&) [topic8\_factsheet.pdf](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=49804&) [topic9\_factsheet.pdf](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=49805&) [soil-texture-experiment.pdf](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=49806&) <http://www.education.com/science-fair/article/how-much-water-plants-lose-air/> <http://legacy.mos.org/quest/teaching.php> [PBS Empires: Egypt](http://www.pbs.org/empires/egypt/newkingdom/resources.html) [http://www.k12.hi.us/~msinclai/Ancient\_Egypt.html--for more hands on activities to accompany lessons](http://www.k12.hi.us/~msinclai/Ancient_Egypt.html--for%20more%20hands%20on%20activities%20to%20accompany%20lessons) [Egyptian Food and Daily Life](http://www.ducksters.com/history/ancient_egyptian_food_daily_life.php) [Arab Spring Connection](http://www.schooltube.com/video/fb7692a06f454fbd94cc/The%20Arab%20Spring,%20Simplified.) [Egyptian Daily Life British Museum](http://www.britishmuseum.org/pdf/visit_egypt_daily_life_ks2.pdf) [PBS.org Egyptian Lesson PDF](http://www-tc.pbs.org/empires/egypt/pdf/lesson6.pdf) [Ancient Egyptian Lesson Planning Brainstorm Outline](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=49606&) |
| |  | | --- | | Formative, Interim, and Summative Assessments |   Add New Assessment   |  |  | | --- | --- | |  | Student Learning Contract  Rubric: Other: Individual Student Contract  The contract serves as the outline for the independent study for the unit, and a tool to aid in evaluation. Modification of the learning contract may become necessary as the learning experience progresses. Any modifications should be signed by student and teacher.  [learnnc.org/reference/learning+contract](http://learnnc.org/reference/learning+contract)  9 Standards Assessed  Hide Standards   * 6.G.1.1 Explain how the physical features and human characteristics of a place influenced the development of civilizations, societies and regions (e.g. location near rivers and natural barriers, trading practices and spread of culture). * 6.G.1.2 Explain the factors that influenced the movement of people, goods, and ideas and the effects of that movement on societies and regions over time (e.g. scarcity of resources, conquests, desire for wealth, disease and trade). * 6.G.1.3 Compare distinguishing characteristics of various world regions (e.g. physical features, culture, political organization and ethnic make-up). * 6.G.1.4 Explain how and why civilizations, societies and regions have used, modified and adapted to their environments (e.g. invention of tools, domestication of plants and animals, farming techniques and creation of dwellings). * 6.G.2.1 Use maps, charts, graphs, geographic data and available technology tools to draw conclusions about the emergence, expansion and decline of civilizations, societies and regions. * 6.C.1.1 Analyze how cultural expressions reflected the values of civilizations, societies and regions (e.g. oral traditions, art, dance, music, literature, and architecture). * 6.C.1.2 Explain how religion transformed various societies, civilizations and regions (e.g. beliefs, practices and spread of Buddhism, Christianity, Confucianism, Hinduism, Islam, and Judaism). * 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. * 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. | |  | Unit Test  Summative: Test: Unit  18 Standards Assessed  Hide Standards   * 6.H.2.3 Explain how innovation and/or technology transformed civilizations, societies and regions over time (e.g. agricultural technology, weaponry, transportation and communication). * 6.G.1.1 Explain how the physical features and human characteristics of a place influenced the development of civilizations, societies and regions (e.g. location near rivers and natural barriers, trading practices and spread of culture). * 6.G.1.2 Explain the factors that influenced the movement of people, goods, and ideas and the effects of that movement on societies and regions over time (e.g. scarcity of resources, conquests, desire for wealth, disease and trade). * 6.G.1.3 Compare distinguishing characteristics of various world regions (e.g. physical features, culture, political organization and ethnic make-up). * 6.G.1.4 Explain how and why civilizations, societies and regions have used, modified and adapted to their environments (e.g. invention of tools, domestication of plants and animals, farming techniques and creation of dwellings). * 6.G.2.1 Use maps, charts, graphs, geographic data and available technology tools to draw conclusions about the emergence, expansion and decline of civilizations, societies and regions. * 6.E.1.1 Explain how conflict, compromise, and negotiation over the availability of resources (natural, human and capital) impacted the economic development of various civilizations, societies and regions (e.g. competition for scarce resources, unequal distribution of wealth and the emergence of powerful trading networks). * 6.E.1.2 Explain how quality of life is impacted by economic choices of civilizations, societies and regions. * 6.C&G.1.1 Explain the origins and structures of various governmental systems (e.g. democracy, absolute monarchy and constitutional monarchy). * 6.C&G.1.2 Summarize the ideas that shaped political thought in various civilizations, societies and regions (e.g. divine right, equality, liberty, citizen participation and integration of religious principles). * 6.C&G.1.3 Compare the requirements for (e.g. age, gender and status) and responsibilities of (e.g. paying taxes and military service) citizenship under various governments. * 6.C&G.1.4 Compare the role (e.g. maintain order and enforce societal values and beliefs) and evolution of laws and legal systems (e.g. need for and changing nature of codified system of laws and punishment) in various civilizations, societies and regions. * 6.C.1.1 Analyze how cultural expressions reflected the values of civilizations, societies and regions (e.g. oral traditions, art, dance, music, literature, and architecture). * 6.C.1.2 Explain how religion transformed various societies, civilizations and regions (e.g. beliefs, practices and spread of Buddhism, Christianity, Confucianism, Hinduism, Islam, and Judaism). * 6.C.1.3 Summarize systems of social structure within various civilizations and societies over time (e.g. Roman class structure, Indian caste system and feudal, matrilineal and patrilineal societies). * 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. * RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. * 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. | |  | Group Project  Informal: Project: Collaborative/Team  Students are building Egypt within our classrooms (each lesson creates a piece for the classroom)    No Standards Assessed | |  | Reflection  Informal: Written: Reflection  Students write reflectively from the perspective of a person living in Ancient Egypt. Students respond using accurate knowledge gained about daily life and the society of an ancient civilization.  No Standards Assessed | |  | Egypt's Golden Empire  Informal: Oral: Socratic Seminar  After reading and viewing information on powerful Egyptian queens, students will engage in a Socratic seminar to discuss what was learned about their specific role in the Ancient Egyptian Civilization.  5 Standards Assessed  Hide Standards   * RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources. * 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. * RST.6-8.1. Cite specific textual evidence to support analysis of science and technical texts. * WHST.6-8.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. * WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | |  | Student Generated Quiz Questions  Peer Assessment: Project: Collaborative/Team  Once students have learned additional details about these three queens, have them work in pairs or small groups to develop 15 quiz questions and answers that they can use to test the knowledge of their classmates. Questions could be multiple choice, true/false, fill in the blank, or short answer questions. Provide each group with 15 index cards for recording their group’s questions and answers. Allow students access to the Women in Power feature [http://www.pbs.org/empires/egypt/newkingdom/women\_power.html] to ensure that questions and answers are accurate.  2 Standards Assessed  Hide Standards   * WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. * WHST.6-8.9. Draw evidence from informational texts to support analysis reflection, and research. |   6 record(s) found. | |
| |  | | --- | | Integration Opportunities (Optional) |   Choose Standards   |  |  |  | | --- | --- | --- | | P21: 21st Century Student Outcomes | | | | **P21: K-12** | | | | Info, Media & Tech Skills | | | | **Information Literacy Access and Evaluate Information**  **Show details**  **Information Literacy Access and Evaluate Information**  **Hide details**  **People in the 21st century live in a technology and media-suffused environment, marked by various characteristics, including: 1) access to an abundance of information, 2) rapid changes in technology tools, and 3) the ability to collaborate and make individual contributions on an unprecedented scale. To be effective in the 21st century, citizens and workers must be able to exhibit a range of functional and critical thinking skills related to information, media and technology.** | | | |  | Access information efficiently (time) and effectively (sources) |  | |  | Evaluate information critically and competently |  | | **Use and Manage Information**  **Show details**  **Use and Manage Information**  **Hide details**  **People in the 21st century live in a technology and media-suffused environment, marked by various characteristics, including: 1) access to an abundance of information, 2) rapid changes in technology tools, and 3) the ability to collaborate and make individual contributions on an unprecedented scale. To be effective in the 21st century, citizens and workers must be able to exhibit a range of functional and critical thinking skills related to information, media and technology.** | | | |  | Use information accurately and creatively for the issue or problem at hand |  | |  | Manage the flow of information from a wide variety of sources |  | | **ICT Literacy Apply Technology Effectively**  **Show details**  **ICT Literacy Apply Technology Effectively**  **Hide details**  **People in the 21st century live in a technology and media-suffused environment, marked by various characteristics, including: 1) access to an abundance of information, 2) rapid changes in technology tools, and 3) the ability to collaborate and make individual contributions on an unprecedented scale. To be effective in the 21st century, citizens and workers must be able to exhibit a range of functional and critical thinking skills related to information, media and technology.** | | | |  | Use technology as a tool to research, organize, evaluate and communicate information |  | | |  | | --- | | Additional Integration Opportunities (Optional) |   ​Art, Architecture, Language and Literature of the **Ancient** Egyptians   * Storytelling * Setting of **Ancient** **Egypt** * **Papyrus Article** (organizational folder for all reading activities, students will answer questions presented on index cards) * **Geographical Article** (current event) (same folder activity; compare/contrast geographical characteristics of **ancient** and modern **Egypt**) or **Reed Boat article** * **Coordinate Plane Activity** * Ways to get information across?? * Each core will construct their own pyramid and sphinx * Hieroglyphics and Math Activity * Students will complete math using **ancient** hieroglyphs * Students will create their name using hieroglyphs--do the hieroglphyics on brown butcher paper and cover the desks * Students will construct their own piece of Egyptian art and we will do a gallery walk to inspect each piece--auction off the art pieces (give out Egyptian money to use in auction)   Science and Technology of **Ancient** **Egypt** Project   * Mummification and the Afterlife * Build your own sarcophagus activity * Mummify stuffed animals   "Behind every great man is a great woman."   * Ask students to think about the meaning of this quotation silently. After 20-30 seconds, direct students to turn to someone close by and share what they believe the quote means. Continue by directing a short discussion about this topic using questions such as: • Do you agree with this statement? Why or why not? • Can you think of some historical or modern day "great" men who are backed by "great" women? • Give some examples of ways that "great" women support "great" men without interfering in their business, leadership, etc.   "Mummy Activities/Accessorize for the After-Life"   * Students will come up a life and death story of a mummy. * Students will write about accessories that they would want to take them to the after-life. |
| |  | | --- | | Character Qualities (Optional) |  |  |  | | --- | --- | | * Respect * Self-discipline * Responsibility * Cooperation |  | | |  | | --- | | Differentiation/Intervention Focus Areas (Optional |   **Small Cooperative Groups**  **Modified Assignments**  **Learning Contract**  **Extension Activities:** 1. Compare one of the three queens - Nefertiti, Tiy, or Nefertari - to Hatshepsut. In what ways were these women similar, and how were they different? Create a graphic organizer, collage, or some other visual representation that compares and contrasts one of the queens with the Hatsheptsut during her reign as pharaoh. 2. Learn more about the specific monuments and elaborate tombs created for Nefertiti, Tiy, and Nefertari by researching the **Egypt**'s Golden Empire Web site  3. Construct Papyrus plants and a reed boat. (construct Papyrus Reed boats along the Nile)  4. Lotus Flower Clip Article- why is the Lotus flower important? Make a Lotus flower. |

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