

Unit 3: Ancient Egypt and the Middle East

Approximate Length of Time: 6 weeks including required Nile DBQ,
Holocaust Remembrance Week, second week of November
Teachers following textbook should allow approximately 3 days per lesson

Essential Question: How did economy, politics, culture, religion, and technology help shape ancient Egypt/Kush?
How did economy, politics, culture, religion, and technology help shape ancient Israel?

Unit Objectives

Geography: The students will identify and justify the development of the civilization of ancient Egypt and Kush. They will use maps to identify the physical features and migration patterns of the ancient African kingdoms. Students will discuss the ancient Wonders of the World, applicable to the region.

World History: Students will summarize the achievements of the Egyptian civilization. They will also describe how important people impacted the political, social, and religious institutions of ancient Egypt and Kush. Students will be introduced to the shift in powers and the geographical, cultural, and religious effects connected.

Economics: Students will identify how people of ancient Egypt and Kush acquired goods/services needed to survive. They will describe the system developed for trade and the traditional economy.

Geography: Students will discuss and describe, with the support of maps, how the belief systems of Judaism spread throughout the world with the migration of its people.

World History: Students will identify the key figures and basic beliefs compared with those of other geographic regions.

Economics: Students will identify how people of ancient Israel acquired goods/services needed to survive through interactions within their region and beyond. They will describe the system developed for trade and the traditional economy.

Focus Standards	SS.6.G.2.3	Analyze the relationship of physical geography to the development of ancient river valley civilizations. <i>Remarks/Examples: Examples are Tigris and Euphrates (Mesopotamia), Nile (Egypt), Indus and Ganges (Ancient India), and Huang He (Ancient China).</i>
	SS.6.G.4.4	Map and analyze the impact of the spread of various belief systems in the ancient world. <i>Remarks/Examples: Examples are Buddhism, Christianity, Judaism.</i>
	SS.6.W.2.4	Compare the economic, political, social, and religious institutions of ancient river civilizations. <i>Remarks/Examples: Examples are Nile, Tigris-Euphrates, Indus, Huang He.</i>
	SS.6.W.2.9	Identify key figures and basic beliefs of the Israelites and determine how these beliefs compared with those of others in the geographic area. <i>Remarks/Examples: Examples are Abraham, Moses, monotheism, law, emphasis on individual worth and</i>

		<i>responsibility.</i>
Supporting Standards	SS.6.E.3.3	Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.
	SS.6.G.4.3	Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.
	SS.6.W.2.2	Describe how the developments of agriculture and metallurgy related to settlement, population growth, and the emergence of civilization.
	SS.6.W.2.5	Summarize important achievements of Egyptian civilization. <i>Remarks/Examples: Examples are agriculture, calendar, pyramids, art and architecture, hieroglyphic writing and record-keeping, literature such as the Book of the Dead, mummification.</i>
	SS.6.W.2.6	Determine the contributions of key figures from ancient Egypt. <i>Remarks/Examples: Examples are Narmer, Imhotep, Hatshepsut, Ramses the Great, Akhenaten, Tutankhamun.</i>
	SS.6.W.3.18	Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia.
Yearlong Standards	SS.6.E.1.1	Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.
	SS.6.E.1.3	Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).
	SS.6.E.3.1	Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.
	SS.6.E.3.2	Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
	SS.6.E.3.4	Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
	SS.6.G.1.3	Identify natural wonders of the ancient world. <i>Remarks/Examples: Examples are Seven Natural Wonders of Africa, Himalayas, Gobi Desert.</i>
	SS.6.G.1.4	Utilize tools geographers use to study the world. <i>Remarks/Examples: Examples are maps, globes, graphs, charts and geo-spatial tools such as GPS (global positioning system), GIS (Geographic Information Systems), satellite imagery, aerial photography, online mapping resources.</i>
	SS.6.G.1.5	Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.
	SS.6.G.1.6	Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations. <i>Remarks/Examples: Examples are major rivers, seas, oceans.</i>
Yearlong Standards (continued)	SS.6.G.1.7	Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today. <i>Remarks/Examples: Examples are Phoenicia, Carthage, Crete, Egypt, Greece, Rome, Kush</i>
	SS.6.G.2.1	Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.
	SS.6.G.2.2	Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations. <i>Remarks/Examples: Examples are city-states, provinces, kingdoms, empires.</i>
	SS.6.G.2.4	Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.

		<i>Remarks/Examples: Examples are Egypt, Rome, Greece, China, Kush.</i>
	SS.6.G.2.5	Interpret how geographic boundaries invite or limit interaction with other regions and cultures. <i>Remarks/Examples: Examples are China limits and Greece invites.</i>
	SS.6.G.2.6	Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another. <i>Remarks/Examples: Examples are Phoenicia on Greece and Greece on Rome.</i>
	SS.6.G.2.7	Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.
	SS.6.G.3.1	Explain how the physical landscape has affected the development of agriculture and industry in the ancient world. <i>Remarks/Examples: Examples are terracing, seasonal crop rotations, resource development.</i>
	SS.6.G.3.2	Analyze the impact of human populations on the ancient world's ecosystems. <i>Remarks/Examples: Examples are desertification, deforestation, abuse of resources, erosion.</i>
	SS.6.G.4.1	Explain how family and ethnic relationships influenced ancient cultures.
	SS.6.G.4.2	Use maps to trace significant migrations, and analyze their results. <i>Remarks/Examples: Examples are prehistoric Asians to the Americas, Aryans in Asia, Germanic tribes throughout Europe.</i>
	SS.6.G.5.1	Identify the methods used to compensate for the scarcity of resources in the ancient world. <i>Remarks/Examples: Examples are water in the Middle East, fertile soil, fuel.</i>
	SS.6.G.5.2	Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.
	SS.6.G.5.3	Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations. <i>Remarks/Examples: Examples are flooding of the Nile, drought in Africa, volcanoes in the Mediterranean region, famine in Asia.</i>
	SS.6.G.6.2	Compare maps of the world in ancient times with current political maps.
	SS.6.W.1.1	Use timelines to identify chronological order of historical events.
	SS.6.W.1.2	Identify terms (decade, century, epoch, era, millennium, BC/BCE, AD/CE) and designations of time periods.
	SS.6.W.1.3	Interpret primary and secondary sources. <i>Remarks/Examples: Examples are artifacts, images, auditory sources, written sources.</i>
	SS.6.W.1.6	Describe how history transmits culture and heritage and provides models of human character.
	SS.6.W.2.3	Identify the characteristics of civilization. <i>Remarks/Examples: Examples are urbanization, specialized labor, advanced technology, government and religious institutions, social classes.</i>

Resources to Support Instruction

(You *must* be logged in to your BPS Launchpad to access certain resources.)

***School principals are responsible for approving supplemental instructional materials including suggested resources found in the boxes below. This includes anything other than adopted curriculum and DBQ materials.**

Supplemental activities and hands-on mini-projects may be found under Active Learning Opportunities, Digital Learning, and Primary & Secondary Sources and may be supported by links under Videos. We recommend taking the time to explore them and determine

what best fits your needs.

***Additionally, there is a Processing activity available for every TCi lesson, both online and in the workbook, that could be used as an assignment or extended to a mini-project.**

TCi Connections	Focus/Supporting Standards Resources	Active Learning Opportunities
• Unit 3 Ancient Egypt and the Middle East Unit Overview: Geography Challenge and Inquiry Project Textbook pgs. 170-175 Workbook pgs. 91-98 • Unit 3 Lesson 11 - Geography and the Early Settlement of Egypt, Kush, and Canaan Textbook pgs. 176-183 Workbook pgs. 99-103 • Unit 3 Lesson 12 - The Ancient Egyptian Pharaohs Textbook pgs. 184-195 Workbook pgs. 105-112 • Unit 3 Lesson 13 - Daily Life in Ancient Egypt Textbook pgs. 196-213 Workbook pgs. 113-120 • Unit 3 Lesson 14 - The Kingdom of Kush Textbook pgs. 214-219 Workbook pgs. 121-126 • Unit 3 Lesson 15 - The Origins of Judaism Textbook pgs. 221-229 Workbook pgs. 127-132 • Unit 3 Lesson 16 - Learning About World Religions: Judaism Textbook pgs. 230-237 Workbook pgs. 133-137 • Unit 3 Timeline Challenge Textbook pgs. 134-135 Workbook pgs. 139-140	• DBQ Project - How Did the Nile Shape Ancient Egypt? (REQUIRED) NEW! Nile DBQ supporting RESOURCES DBQ recommended to be done prior to lesson 14. • CPalms: WebQuest: Pyramids, and Hieroglyphics, and Mummies! Oh My! *must be signed in to CPalms to see lesson PLEASE ALSO REFER TO THE HOLOCAUST STANDARDS DOCUMENT FOR HOLOCAUST REMEMBRANCE WEEK. *The first 3 links will cover the Holocaust Education Standards. • Lesson Plan for Holocaust Education Week *Week long lesson plans • The Holocaust (TCi Unit 3 Lesson 16 Dive Deeper: Explore) • The Historical Migration of the Jews: Psalm 137 (TCi Unit 3 Lesson 16 Dive Deeper: Literature) • CPalms: Lesson Plan: The Persuasion of Propaganda *must be signed in to CPalms to see lesson • CPalms: Lesson Plan: It Can't Happen Here! *must be signed in to CPalms to see lesson	For TCi linked activities, click link then click "activity." Please note that many of these activities encompass the entirety of the lesson. • Physical Features-Act it Out! (TCi Lesson 11 Activity: Experiential Exercise) *or pg. 181 in TG • Egyptian Tourist Stations (TCi Lesson 12 Activity: Writing for Understanding) *or pg. 193 in TG • Daily Life-Interactive Drama (TCi Lesson 13 Activity: Problem Solving Group Work) *or pg. 207 in TG • Kingdom of Kush-Image Analysis and Act it Out (TCi Lesson 14 Activity: Visual Discovery) *or pg. 221 in TG • Achievements of a Historical Figure - Scroll Creation (TCi Lesson 15 Activity: Writing for Understanding) *or pg. 233 in TG • Timelines of Jewish History After Exile (TCi Lesson 16 Activity: Problem Solving Group Work) *or pg. 245 in TG • How to Mummify a Hot Dog • Draw Like an Egyptian and its template • Egyptian Mummy Project. Additional information on King Tut How Did King Tut Die? HISThttps://drive.google.com/file/d/1YxGkldYKbDGA5shQ_DINPXN5IAds1U5q/viewORY.

		• Make an Egyptian Sarcophagus • Holt Interactive Graphic Organizers
Text Resources	Digital Learning	Primary and Secondary Sources
• TCi Literature Links • CommonLit: Developing Civilization in Ancient Egypt (1000L) • CommonLit: Exodus 1: Israelites Oppressed (850L)	• NEW! Digital Escape Room for Lessons 11-14 review–The Great Mummy Mystery • British Museum - Ancient Egypt • Ancient Egypt Song By Mr. Nicky • Canaan and Ancient Israel • Youtube: Origins of Judaism (6:41)	• Library of Congress - Standards Based Resources • National Archives Document Analysis Sheets • Teaching Primary and Secondary Sources
Videos (Please preview all videos before sharing with students.)	Formative Assessment Options	Differentiation
• Youtube: Journals Through History: Egypt: Land of Abundance (17:31) * Land of Abundance Edpuzzle • Youtube: Journals Through History: Egypt: Constructing Civilization (17:24) * Constructing Civilization Edpuzzle • Youtube: 25 Musical Instruments of Egypt (15:51) • Youtube: How to Make A Mummy (04:45) * Make a Mummy Edpuzzle • Youtube: The Kush Empire: National Geographic (02:24) * Kush Empire Edpuzzle • Youtube: Floating down the Nile • Youtube: The Egyptian Book of the Dead: A Guidebook for the Underworld (04:31) * Book of the Dead Edpuzzle	• Lesson 11 - Geography and the Early Settlement of Egypt, Kush, and Canaan (TCi) • Lesson 12 - The Ancient Egyptian Pharaohs (TCi) • Lesson 13 - Daily Life in Ancient Egypt (TCi) • Lesson 14 - The Kingdom of Kush (TCi) • Lesson 15 - The Origins of Judaism (TCi) • Lesson 16 - Learning About World Religions: Judaism (TCi) • 10 Ideas for Building A Formative Assessment Toolkit	• Lesson 11 - Geography and the Early Settlement of Egypt, Kush, and Canaan (TCi) • Lesson 12 - The Ancient Egyptian Pharaohs (TCi) • Lesson 13 - Daily Life in Ancient Egypt (TCi) • Lesson 14 - The Kingdom of Kush (TCi) • Lesson 15 - The Origins of Judaism (TCi) • Lesson 16 - Learning About World Religions: Judaism (TCi)

• Youtube: The Pharaoh That Wouldn't be Forgotten (04:33) * Pharaoh Wouldn't Be Edpuzzle • Youtube: Origins of Judaism (6:41)		
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Focus/Supporting Standards and Resources Matrix								
Resources	E.3.3	G.2.3	G.4.3	W.2.2	W.2.4	W.2.5	W.2.6	W.3.18
Unit 3 Lesson 11-Geography and the Early Settlement of Egypt, Kush, and Canaan		x						x
Unit 3 Lesson 12-The Ancient Egyptian Pharaohs			x		x	x	x	
Unit 3 Lesson 13-Daily Life in Ancient Egypt	x				x	x		
Unit 3 Lesson 14-The Kingdom of Kush	x							x

CommonLit: Developing Civilization in Ancient Egypt (1000L)		x			x	x	x	
Youtube: Journals Through History: Egypt: Land of Abundance (17:31)		x	x	x	x	x	x	
Youtube: Journals Through History: Egypt: Constructing Civilization (17:24)		x	x	x	x	x	x	
Youtube: How to Make A Mummy (04:45)						x		
Youtube: The Kush Empire: National Geographic (02:24)								x
Youtube: The Egyptian Book of the Dead: A Guidebook for the Underworld (04:31)						x		
Youtube: The Pharaoh That Wouldn't be Forgotten (04:33)							x	
DBQ Project - How Did the Nile Shape Ancient Egypt? (REQUIRED)		x	x	x	x	x		
British Museum - Ancient Egypt	x	x	x		x	x	x	
Ancient Egypt Song By Mr. Nicky		x		x		x	x	

Focus/Supporting Standards and Resources Matrix (continued)

Resources	E.3.3	G.2.3	G.4.3	W.2.2	W.2.4	W.2.5	W.2.6	W.3.18
Physical Features-Act it out!		x						
Egyptian Tourist Stations			x			x	x	
Daily life-Interactive Drama					x			
Kingdom of Kush-Image Analysis and Act-It-Out					x			
The Holocaust (TCi Unit 3 Lesson 16 Dive Deeper: Explore)					x	x	x	
The Historical Migration of the Jews: Psalm 137 (TCi Unit 3 Lesson 16 Dive Deeper: Literature)					x	x	x	

Focus Standards and Resources Matrix

Resources	G.4.4	W.2.9
Unit 3 Lesson 15-The Origins of Judaism		x
Unit 3 Lesson 16-Learning About World Religions: Judaism	x	x
CommonLit: Exodus 1: Israelites Oppressed (850L)	x	
What Defines a People?	x	x
Canaan and Ancient Israel		x
Achievements of a Historical Figure-Scroll Creation		x
Timelines of Jewish History After Exile		x

Yearlong Standards and Resources Matrix

Resources	E.1.1	E.1.3	E.3.1	E.3.2	E.3.4	G.1.3	G.1.4	G.1.5	G.1.6	G.1.7	G.2.1	G.2.2	G.2.4	G.2.5	G.2.6	G.2.7	G.3.1	G.3.2	G.4.1	G.4.2	G.5.1	G.5.2	G.5.3	G.6.2	W.1.1	W.1.2	W.1.3	W.1.6	W.2.3
Unit 3 Lesson 11-Geography and the Early Settlement of Egypt, Kush, and Canaan							x	x	x	x	x			x		x	x			x		x	x	x					
Unit 3 Lesson 12 - Ancient Egyptian Pharaohs		x	x	x	x		x				x				x						x				x			x	x
Unit 3 Lesson 13-Daily Life in Ancient Egypt		x											x				x	x	x				x				x		x

Unit 3 Lesson 14-The Kingdom of Kush	x	x	x	x	x		x					x	x					x	x	x	x	x								
Yearlong Standards and Resources Matrix (continued)																														
Resources	E.1.1	E.1.3	E.3.1	E.3.2	E.3.4	G.1.3	G.1.4	G.1.5	G.1.6	G.1.7	G.2.1	G.2.2	G.2.4	G.2.5	G.2.6	G.2.7	G.3.1	G.3.2	G.4.1	G.4.2	G.5.1	G.5.2	G.5.3	G.6.2	W.1.1	W.1.2	W.1.3	W.1.6	W.2.3	
CommonLit: Developing Civilization in Ancient Egypt (1000L)											x			x			x											x	x	
Youtube: Journals Through History: Egypt: Land of Abundance (17:31)						x				x	x		x	x	x		x	x	x			x			x			x	x	
Youtube Journals Through History: Egypt: Constructing Civilization (17:24)						x				x	x		x	x	x		x	x	x			x			x			x	x	
DBQ Project - How Did the Nile Shape Ancient Egypt? (REQUIRED)	x		x				x			x	x	x	x	x			x				x	x	x		x		x	x	x	
British Museum - Ancient Egypt	x	x					x	x	x	x	x	x		x					x					x	x	x	x	x	x	
Mummy Maker Game-Steps in the Mummification Process																												x	x	
Yearlong Standards and Resources Matrix (continued)																														

Resources	E.1.1	E.1.3	E.3.1	E.3.2	E.3.4	G.1.3	G.1.4	G.1.5	G.1.6	G.1.7	G.2.1	G.2.2	G.2.4	G.2.5	G.2.6	G.2.7	G.3.1	G.3.2	G.4.1	G.4.2	G.5.1	G.5.2	G.5.3	G.6.2	W.1.1	W.1.2	W.1.3	W.1.6	W.2.3
Pyramid Builder Game-Do You Have What It Takes?																												x	x
Physical Features-Act-It-Out!							x			x	x			x			x												
Egyptian Tourist Stations																									x		x		x
Daily Life-Interactive Drama																											x		x
Kingdom of Kush-Image Analysis and Act-It-Out	x	x	x	x	x																				x		x		
Teaching With 100 Objects - Ancient Civilizations																												x	
Library of Congress - Standards Based Resources																											x		
National Archives Document Analysis Sheets																											x		

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