

Grade 6 Social Studies: Quarter 1 Curriculum Map Scope and Sequence

Unit	Length	Unit Focus	Standards and Practices
Unit 0: Social Studies Skills	1 week	Students will apply the social studies practices to create and address questions that will guide inquiry and critical thinking.	TN Social Studies Practices: SSP.01-SSP.06
Unit 1: Foundations of Human Civilization	2 weeks	Students will learn proper time designations and analyze the development and characteristics of civilizations, including the effects of the Agricultural Revolution.	TN Social Studies Practices: SSP.01-SSP.06 Week 1: 6.01, 6.02 Week 2: 6.03, 6.04
Unit 2: Ancient Mesopotamia	3 weeks	Students will analyze the geographic, political, economic, and cultural structures of the civilization of ancient Mesopotamia.	TN Social Studies Practices: SSP.01-SSP.06 Week 1: 6.05, 6.06, 6.07 Week 2: 6.08, 6.09, 6.10 Week 3: 6.11, 6.12
Unit 3: Ancient Egypt	3 weeks	Students will analyze the geographic, political, economic, and cultural structures of ancient Egypt.	TN Social Studies Practices: SSP.01-SSP.06 Week 1: 6.13, 6.14, 6.15 Week 2: 6.16, 6.17 Week 3: 6.18, 6.19

Grade 6 Social Studies: Quarter 1 Map Instructional Framework

Course Description:

World History and Geography: Early Civilizations Through the Fall of the Western Roman Empire

Sixth grade students will study the beginnings of early civilizations through the fall of the Western Roman Empire. Students will analyze the cultural, economic, geographical, historical, and political foundations for early civilizations, including Mesopotamia, Egypt, Israel, India, China, Greece, and Rome. The sixth grade will conclude with the decline and fall of the Western Roman Empire. This course will also teach students about the historical context of ancient and major world religions and will follow a common template for major world religions so as to not promote any religion. Major world religions are introduced in either 6th or 7th grade. *This course will be the students' first concentrated survey of world history and geography and is designed to help students think like historians, focusing on historical concepts in order to build a foundational understanding of the world. Appropriate primary sources have been embedded in the standards in order to deepen the understanding of world history and geography. Special emphasis will be placed on the development of government, including the beginning of democratic practices.*

Planning and Pacing

The curriculum map outlines the content and pacing for each grade and subject and allows teachers to adequately cover all new material prior to testing. The map is meant to support effective planning and instruction; it is not meant to replace teacher planning or instructional practice. Teachers are considered on pace if they are within two weeks of the curriculum maps.

Weekly Guidance

Weekly overviews include essential questions, student outcomes, texts, suggested strategies and protocols for classroom use, a weekly assignment written in the form of a TN Ready aligned writing prompt, and the associated standards. All curriculum materials, including the texts and instructions for protocols, can be found in Sharepoint. Texts and are in the “6-8 Supporting Documents and Resources” folder and arranged by grade level, quarter, and unit.

Social Studies Instructional Strategies

Suggested strategies and protocols outlined in the maps can be found in the 6-8 Supporting Documents and Resources folder. There are two ways to access resources. They may be accessed individually in the strategies folder or they may be accessed via clicking on hyperlinks in the strategies overview document.

Unit Assessments

Unit assessments have been provided in Sharepoint and can be used in conjunction with the maps. These assessments are housed in the “6-8 Assessments” folder. They are arranged by quarter and include at least two TN Ready style assessment questions per a standard. Teachers may choose to use these as common formative assessments or break them apart to pull questions for bell work, exit tickets, or mini-quizzes.

Content Connections

The units in this map align with English Language Arts Standards in writing, reading, informational text, speaking and listening.

Unit Overview: Quarter 1 Unit 0 – Social Studies Skills

Unit	Length	Unit Focus	Standards and Practices	Narrative Overview
Unit 0: Social Studies Skills	1 week	Students will apply the social studies practices to create and address questions that will guide inquiry and critical thinking.	TN Social Studies Practices: SSP.01-SSP.06	This unit will give students an opportunity to learn about the work of a historian and get to know their classmates.

Grade 6 Social Studies: Quarter 1 Unit 0 Vocabulary

Tier 2 Vocabulary

data and information, including, critically examine, in order to, extract, paraphrase, significant ideas, relevant information, distinguish, fact and opinion, draw inferences, draw conclusions, recognize, author's purpose, point of view, bias, assess, strengths and limitations, synthesize data, recognize differences, accounts, establish validity, compare, contrast, frame appropriate questions, investigation, construct arguments, supporting evidence, demonstrate and defense, cause and effect, predict likely outcomes, devise outcomes or solutions, develop, recognizing, perceiving and presenting, events, issues, might have been, evaluating, creating context, contribute, identifying patterns, continuity, change over time, connections, present, determine, space, origin, structure, context, validity, locations, conditions, connections, interactions, perceptions, fluid, time and space

Tier 3 Vocabulary

primary sources, secondary sources, printed materials, literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals, graphic representations, maps, timelines, charts, photographs, artwork, artifacts, media and technology sources, citing, historical awareness, historical accounts, historical empathy, present-mindedness, circumstances of time and place, geographic awareness, geographic perspective, diffusion, multiple scales, local, national, global, maps, spatial relationships, humans, physical environment, geographic regions

Sample Unit: Quarter 1 Unit 0 – Social Studies Skills

	SAMPLE DAILY FRAMEWORK	Day 2	Day 3	Day 4	Day 5
Texts	Lunchroom Fight	Lunchroom Fight #2	Make Your Case!	Snapshot Autobiography	Snapshot Autobiography
Standards	SSP.01-SSP.06	SSP.01-SSP.06	SSP.01-SSP.06	SSP.01-SSP.06	SSP.01-SSP.06
Bell Ringer <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Quickwrite: Give a short description of a situation that you have witnessed that someone else might describe differently from you.	Quickwrite: If two people have different stories about the same event, how do you evaluate which one is telling the truth?	Quickwrite: Compare and contrast the work of historians and detectives.	Quickwrite: Journal entry from Snapshot Autobiography Lesson Plan.	Read through your Snapshot Autobiography and decide which one event you will share.
Hook <i>Develop Students interest and connect learning to daily standards. This can include whiteboard protocol, daily agenda, teacher modeling of the standards.</i>	Lunchroom Fight Introduction	Lunchroom Fight introduction.	Discussion in lesson plan on evaluating evidence and the Battle of Lexington.	Whole Group Discussion Portion of Snapshot Autobiography	Students share one event from their snapshot autobiography, either whole group or in small groups.
Inquiry <i>Teacher guided inquiry into content-rich texts, images or other content including.</i>	- Think-Pair-Share— Lunchroom Fight Questions	Students work collaboratively on determining the evidence context for the Lunchroom event.	Make Your Case Scenario A.	Modeling of Part I of Snapshot Autobiography	Discussion from Snapshot Autobiography Day 2.
Application <i>Teacher facilitated small group or partner strategies to deepen Students understanding and foster robust, collaborative discussion.</i>	Debrief—Lunchroom Fight Questions	Students work on 'Suspension Report' activity.	Make your Case Scenario B.	Students work on Part I of Snapshot Autobiography	Student journaling: Answer questions 3 and 4 for the event shared.
Closure <i>Individual Students synthesize and/or summarize learning for the day.</i>	I Used to Think.. Now I Think – about the work of historians.	Tug for Truth – Claim: I can trust the history in my textbook with no verification.	Peel the Fruit: Why is it important for historians to corroborate evidence for historical events?	Students finish pamphlets for homework and interview someone for a second perspective on at least one of their events.	Closing comments from Day 2 Snapshot autobiography.

Unit 0: Social Studies Skills - Week 1

Essential Question(s)	How do peoples' perceptions shape history? How is history written? How can sources be evaluated for validity and bias? What are the jobs of historians?
Student Outcomes	Students can explain how how different people perceive the same events in different ways. Students can compare valid sources with invalid sources. Students can explain why some sources are more valid than others. Students can cite examples of bias in sources.
Texts	Texts: <ul style="list-style-type: none">• Lunchroom Fight• Lunchroom Fight II• Make Your Case• Snapshot Autobiography
Suggested Classroom Strategies and Protocols	Think-Pair-Share I Used to Think, Now I Think Tug for Truth Peel the Fruit
Assessment	Describe two significant aspects of a historian's work and explain how historians evaluate sources for authenticity. Use complete sentences and evidence to support your answer.
Standards	SSP.01-SSP.06

Unit Overview: Quarter 1 Unit 1 – Foundations of Human Civilization

Unit	Length	Unit Focus	Standards and Practices	Narrative Overview
Unit 1: Foundations of Human Civilization	2 weeks	Students will learn proper time designations and analyze the development and characteristics of civilizations, including the effects of the Agricultural Revolution.	TN Social Studies Practices: SSP.01-SSP.06 Week 1: 6.01, 6.02 Week 2: 6.03, 6.04	

Grade 6 Social Studies: Quarter 1 Unit 1 Vocabulary

Tier 2 Vocabulary

Identify, meaning, abbreviations, including, describe, characteristics, use of, explain, impact, emergence, sources, importance, key characteristics

Tier 3 Vocabulary

time designations, historians, BC/BCE, AD/Ce, circa (c. or ca), decades, centuries, nomadic hunter-gatherer societies, Agricultural Revolution, barter economy, domestication, settlements, surpluses, labor specialization, culture, government, religion, social structure, stable food supply, technology, civilizations

Sample Lesson: Quarter 1 Unit 1 – Foundations of Human Civilization

SS TN Standard(s):	6.02
Student Outcomes: <i>What will students know and be able to do as a result of this lesson?</i>	Students can describe hunter-gatherer societies and the technology they had access to at the time.
Key Academic Vocabulary:	Describe, characteristics, use of, nomadic, hunter-gatherer societies
Resources / Materials:	Reader: 6.02 Prehistoric Hunting and Gathering Societies
Warm-Up / Bell Ringer: <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Write a definition for Technology and provide three examples of what you consider to be important technology in your life.
Essential Question / Relevance: <i>Develop student interest and connect learning to daily standards.</i>	How is fire an example of technology?
High-Quality Text(s):	Reader: 6.02 Prehistoric Hunting and Gathering Societies
Text-Specific Inquiry: <i>Teacher guided inquiry into content-rich texts, images or other content.</i>	Close read of 'Prehistoric Hunting and Gathering Societies'
Text-Specific Application: <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	<p>3-2-1</p> <p>3: Find three examples of early human technology (other than fire) in the text and explain why they were important.</p> <p>2: Give two explanations as to why fire was important for early humans.</p> <p>1: What impact did eating cooked food have on early humans?</p>
Closure: <i>Individual students synthesize and/or summarize learning for the day.</i>	<p>Headlines</p> <p>Create a headline for the early human technology that you consider to be the most important. Add a description for the headline that explains why you consider this technology to be more important than the others.</p>

Unit 1: Foundations of Human Civilization - Week 1

Essential Question(s)	What evidence is there of early human societies and cultures?
Student Outcomes	Students can identify and explain common time designations used by historians. Students can describe hunter-gatherer societies and the technologies they had access to.
Texts	Textbook: McGrawHill Discovering Our Past: A History of the World – Early Ages Ch. 1 Lesson 1 and Ch. 3 Lesson 1 Reader: 6.01 Origin and History of the BCE/CE Dating System 6.02 Prehistoric Hunting and Gathering Societies Maps/Videos/Images: Nystorm Atlas of World History P.6-7 Complex Cave Art in the Stone Age Cave Paintings
Suggested Classroom Strategies and Protocols	Creative Questioning Gallery Walk Anticipation Guide: What do students know about prehistoric people? Human Timeline
Assessment	Describe three characteristics of nomadic hunter-gatherer societies and explain what evidence has been found to determine those characteristics. Use complete sentences and evidence to support your answer.
Standards	6.01 Identify the meaning of time designations and abbreviations used by historians, including: BC/BCE, AD/CE, Circa (c. or ca), decades, centuries. 6.02 Describe the characteristics of the nomadic hunter-gatherer societies, including their use of: Basic hunting weapons, Fire, Shelter, Tools.

Unit 1: Foundation of Human Civilizations - Week 2

Essential Question(s)	What characteristics are universal to most civilizations? How did societies form?
Student Outcomes	Students can summarize the Agricultural Revolution and its impact on early human societies. Students can identify and explain the characteristics that civilizations share.
Texts	Textbook: McGrawHill Discovering Our Past: A History of the World – Early Ages Ch. 3 Lesson 2 Reader: 6.03 Impact of the Agricultural Revolution 6.04 Civilization Maps/Videos/Images: Nystorm Atlas of World History p. 8-9 Debating the Documents: From Hunter-Gatherers to Farmers and Herders Hip Hughes History: Neolithic Age Historyteachers: Civilization TedEd: How Farming Planted Seeds for the Internet
Suggested Classroom Strategies and Protocols	Big Paper Silent Conversation: Why was agriculture necessary for developing civilization? Iceberg diagram: Characteristics of Civilization Bio-Poem: Paleolithic Human, Neolithic Human Café Conversations: Farmer, Hunter, Tool maker Life Road Map
Assessment	Describe three ways agriculture led to the emergence of civilization. Use complete sentences and evidence to support your answer.
Standards	6.03 Explain the impact of the Agricultural Revolution, including: Barter economy, Domestication of plants and animals, Emergence of permanent settlements, Food surpluses, Labor specialization, New sources of clothing and shelter. 6.04 Identify and explain the importance of the following key characteristics of civilizations: Culture, Government, Religion, Social structure, Stable food supply, Technology, Writing.

Unit Overview: Quarter 1 Unit 2 – Ancient Mesopotamia

Unit	Length	Unit Focus	Standards and Practices	Narrative Overview
Unit 2: Ancient Mesopotamia	3 weeks	Students will analyze the geographic, political, economic, and cultural structures of the civilization of ancient Mesopotamia.	TN Social Studies Practices: SSP.01- SSP.06 Week 1: 6.05, 6.06, 6.07 Week 2: 6.08, 6.09, 6.10 Week 3: 6.11, 6.12	The first week centers around geography, agriculture, and the advancements that resulted from both. The second week focuses on Mesopotamian society, with the development of city-states, government, and religion. The third week has the enduring legacies of Mesopotamia, with students learning the cultural achievements and ideas of justice developed during this civilization.

Grade 6 Social Studies: Quarter 1 Unit 2 Vocabulary

Tier 2 Vocabulary

Locate, led to, known as, inventions, advancements, analyze, expansion, independent, basic concepts, location, presence, with respect to beliefs, relationship, achievements, principles

Tier 3 Vocabulary

Geographical features, Mesopotamia, Black Sea, Euphrates River, Mediterranean Sea, Persian Gulf, Tigris River, Zagros Mountains, geographic, climatic features, region, Fertile Crescent, irrigation, silt, metallurgy, slave labor, plow, agriculture, Sumer, economic, city-states monarchy, empire, polytheism, deities, cuneiform, clay tablets, ziggurats, Epic of Gilgamesh, epic, law, Code of Hammurabi, principles of justice.

Sample Lesson: Quarter 1 Unit 2 – Ancient Mesopotamia

SS TN Standard(s):	6.11 Identify important achievements of the Mesopotamian civilization, including cuneiform, clay tablets, and ziggurats, and identify the <i>Epic of Gilgamesh</i> as the oldest written epic.
Student Outcomes: <i>What will students know and be able to do as a result of this lesson?</i>	Students can identify the major cultural achievements of Mesopotamia.
Key Academic Vocabulary:	Achievements, epic, Epic of Gilgamesh
Resources / Materials:	Reader: Epic of Gilgamesh excerpt
Warm-Up / Bell Ringer: <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	An 'epic' is a genre of storytelling we will discuss in class today. It is sometimes used to describe music or music played in films, trailers, or games during 'epic' scenes. Listen to the following song and respond to the following prompt: 1) What feelings does this music bring to mind? 2) What kind of scene might this be played during in a game or movie? 3) Using this song as a point of reference, what do you think a good definition is for the word epic? Song: https://www.youtube.com/watch?v=yBcgySKBoo4
Essential Question / Relevance: <i>Develop student interest and connect learning to daily standards.</i>	What are the enduring legacies of Mesopotamia?
High-Quality Text(s):	Reader: Epic of Gilgamesh excerpt
Text-Specific Inquiry: <i>Teacher guided inquiry into content-rich texts, images or other content.</i>	Annotate text for descriptions of Gilgamesh.
Text-Specific Application: <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Using the words they have annotated in the Epic of Gilgamesh excerpt, students create an identity chart for Gilgamesh.
Closure: <i>Individual students synthesize and/or summarize learning for the day.</i>	The Epic of Gilgamesh is the oldest surviving written excerpt we have of an 'epic' story. Based on what students know of Gilgamesh, how is Gilgamesh an example of an epic hero?

Unit 2: Ancient Mesopotamia - Week 1

Essential Question(s)	How does geography impact how civilizations develop? How did innovation lead to the development of Mesopotamia?
Student Outcomes	<p>Students can locate the geographical features of ancient Mesopotamia.</p> <p>Students can explain how geography impacted the development of Mesopotamia.</p> <p>Students can identify and explain the technological advancements of Mesopotamia and their contribution to trade and agriculture.</p>
Texts	<p>Textbook: McGrawHill Discovering Our Past: A History of the World – Early Ages Ch. 4 Lesson 1</p> <p>Reader: 6.05 – Map of the Fertile Crescent Region 6.06 – Agriculture in the Fertile Crescent 6.07 – Advancements of Mesopotamia</p> <p>Maps/Videos/Images: Nystorm Atlas of World History p.10-11 Mr. Nicky: Mesopotamia Instructomania: Geography of Mesopotamia Irrigation in Mesopotamia</p>
Suggested Classroom Strategies and Protocols	<p>Graffiti Boards: Mesopotamian Civilization Ranking – boards should include irrigation, metallurgy, production of tools, use of animals, slave labor, plow, wheel, and sail. Students can use the protocol to discuss and defend their position on which are the most important advancements.</p> <p>Concept Map: Generate, Connect, Sort, Elaborate: Agriculture in the Fertile Crescent excerpt.</p> <p>What makes you say that?: Advancements of Mesopotamia excerpt</p>
Assessment	Identify two Mesopotamian agricultural improvements and explain how each contribution affected Mesopotamian civilization. Use complete sentences and evidence to support your answer.
Standards	<p>6.05 Identify and locate the geographical features of ancient Mesopotamia, including: Black Sea, Euphrates River, Mediterranean Sea, Persian Gulf, Tigris River, Zagros Mountains.</p> <p>6.06 Explain how geographic and climatic features led to the region being known as the Fertile Crescent.</p> <p>6.07 Explain how irrigation, silt, metallurgy, production of tools, use of animals, slave labor, and inventions such as the wheel, sail, and plow led to advancements in agriculture.</p>

Unit 2: Ancient Mesopotamia - Week 2

Essential Question(s)	How did innovation lead to the development of Mesopotamia? Why did empires emerge? How did Mesopotamians explain the world around them?
Student Outcomes	Students can summarize the agricultural advancements of Mesopotamia and analyze how it led to their expansion. Students can explain early concepts of government and define monarchy and empire. Students can define polytheism and explain its impact on the life of the average Mesopotamian.
Texts	Textbook: McGrawHill Discovering Our Past: A History of the World – Early Ages Ch. 4 Lesson 1 and 2 Reader: 6.08 Sumer 6.09 Sargon of Akkad 6.10 Religion in the Ancient World Maps/Videos/Images: Nystorm Atlas of World History p. 12-13 Instructomania: Economy of Ancient Mesopotamia Hip Hughes History: Mesopotamia Explained
Suggested Classroom Strategies and Protocols	Big Paper Silent Conversation: What allowed city-states to form and flourish? Think, Puzzle, Explore: Sumer text Think, Pair, Write, Share: Sargon of Akkad text
Assessment	Describe two characteristics of Mesopotamian government and religion. Use complete sentences and use evidence to support your answer.
Standards	6.08 Analyze how advancements in agriculture in Sumer led to economic growth, expansion of trade and transportation, and the emergence of independent city-states. 6.09 Explain the basic concepts of monarchy and empire, and identify Mesopotamia as the regional location of the world's first empire. 6.10 Explain the concept of polytheism and its presence in Mesopotamia, with respect to beliefs about the relationship of deities to the natural world and their importance in everyday life.

Unit 2: Ancient Mesopotamia - Week 3

Essential Question(s)	What is justice? Is an 'eye for an eye' really just? What are the enduring legacies of Mesopotamia?
Student Outcomes	Students can identify the major cultural achievements of Mesopotamia. Students can define the idea of justice and analyze how justice is applied in the Code of Hammurabi.
Texts	Textbook: McGrawHill Discovering Our Past: A History of the World – Early Ages Ch. 4 Lesson 1 and 2 Reader: 6.11 Epic of Gilgamesh 6.12 Hammurabi's Code Maps/Videos/Images: 3D Project Lesson DBQ Project: Hammurabi's Code – Was it Just? Instructomania Achievements of Mesopotamia The Wonders of Ancient Mesopotamia Mesopotamia and the Development of the Written Language
Suggested Classroom Strategies and Protocols	Two Minute Interviews: What can we learn about reading the stories of ancient civilizations? What does the Epic of Gilgamesh tell us about Mesopotamia? Why was cuneiform invented in Mesopotamia? What advantage was there to the laws being written down? Alphabet Brainstorm: Mesopotamia Review Café Conversation: Sargon, Hammurabi, Mesopotamian farmer, Mesopotamian scribe Found Poems: Code of Hammurabi Bio-poem: Epic of Gilgamesh excerpt
Assessment	Describe two important cultural achievements of Mesopotamian civilization and identify and explain the importance of King Hammurabi on Mesopotamian society. Use complete sentences and evidence to support your answer.
Standards	6.11 Identify important achievements of the Mesopotamian civilization, including cuneiform, clay tablets, and ziggurats, and identify the <i>Epic of Gilgamesh</i> as the oldest written epic. 6.12 Analyze the impact of the introduction of written law in the Code of Hammurabi, and explain its basic principles of justice.

Unit Overview: Quarter 1 Unit 3 – Ancient Egypt

Unit	Length	Unit Focus	Standards and Practices	Narrative Overview
Unit 3: Ancient Egypt	3 weeks	Students will analyze the geographic, political, economic, and cultural structures of ancient Egypt.	TN Social Studies Practices: SSP.01-SSP.06 Week 1: 6.13, 6.14, 6.15 Week 2: 6.16, 6.17 Week 3: 6.18, 6.19	The first week centers around the geography of Ancient Egypt and how that impacted the development of life there. The social hierarchy and unique position of the pharaoh is also examined. The second week focuses on culture and the development of the civilization, with a look at Egyptian religion, mummification, and prominent rulers from the Egyptian dynasties. The third week covers the enduring legacies of Ancient Egypt, covering its cultural achievements and relationships with neighboring civilizations.

Grade 6 Social Studies: Quarter 1 Unit 3 Vocabulary

Tier 2 Vocabulary

Impacted, development, role, reasons, key figures, under the leadership, conquests, significance, examine, surrounding, conflict

Tier 3 Vocabulary

Egypt, Nile Delta, Nile River, Red Sea, regions of Upper and Lower Egypt, Sahara, agricultural, irrigation, Egyptian society, social classes, pharaohs, god/kings, slaves, polytheistic religion, beliefs, afterlife, mummification, pyramids, Queen Hatshepsut, economic policies, Ramses the Great, kingdom, Tutankhamun's tomb, hieroglyphics, papyrus, pyramids, Sphinx at Giza, cultural diffusion, Nubia

Sample Lesson: Quarter 1 Unit 3 – Ancient Egypt

SS TN Standard(s):	6.17 Analyze the impact of key figures from ancient Egypt, including: Growth under the leadership of Queen Hatshepsut and her economic policies, Ramses the Great's military conquests leading to growth of the kingdom, Significance of the discovery of Tutankhamun's tomb on the understanding of ancient Egypt.
Student Outcomes: <i>What will students know and be able to do as a result of this lesson?</i>	Students can summarize the significance of Hatshepsut on Egypt's economy.
Key Academic Vocabulary:	Key figures, under the leadership, Queen Hatshepsut, pharaoh, economic policies
Resources / Materials:	TedEd Video, excerpt from Ancient History Encyclopedia Online
Warm-Up / Bell Ringer: <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Brainstorm: Egyptian rulers often built temples of themselves, statues, and wrote stories so they would be remembered. The ruler you will learn about today had many of their statues, temples, and stories destroyed by other rulers so they would not be remembered. Why do you think something like this might happen?
Essential Question / Relevance: <i>Develop student interest and connect learning to daily standards.</i>	What makes a leader 'great'?
High-Quality Text(s):	TedEd video and excerpt from Ancient History Encyclopedia Online.
Text-Specific Inquiry: <i>Teacher guided inquiry into content-rich texts, images or other content.</i>	Watch TedEd video on Hatshepsut (https://ed.ted.com/lessons/the-pharaoh-that-wouldn-t-be-forgotten-kate-narev#watch)
Text-Specific Application: <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Read section titled 'Pharaoh Hatshepsut' from https://www.ancient.eu/hatshepsut/ Students participate in a 'Save the Last Word for Me' activity. They highlight three sentences in the text that describe Hatshepsut's impact on the economy of Egypt. Students mingle-pair-share the sentences from the text they have chosen. One student shares the sentence they identified and the other student must explain why that sentence relates to Hatshepsut's impact on the economy.
Closure: <i>Individual students synthesize and/or summarize learning for the day.</i>	Students write a paragraph explaining Hatshepsut's impact on the economy of Egypt using at least one citation from the text.

Unit 3: Ancient Egypt - Week 1

Essential Question(s)	How does geography impact the development of ancient Egypt? How is Egyptian society organized? Why?
Student Outcomes	Students can locate the geographical features of ancient Egypt. Students can explain how geography impacted the development of agriculture in Egypt. Students can summarize the social hierarchy of ancient Egypt and explain the relations between social classes.
Texts	Textbook: McGrawHill Discovering Our Past: A History of the World – Early Ages Ch. 5 Lesson 1 and 2 Reader: 6.13 Map of Ancient Egypt 6.14 Ancient Egyptian Agriculture 6.15 Daily Life in Egypt Maps/Videos/Images: Nystorm Atlas of World History p. 16-17 DBQ Project – How did the Nile Shape Ancient Egypt? Debating the Documents: Slaves, Peasants, and Scribes in the Ancient World Instructomania: Geography of Ancient Egypt Instructomania: Economy of Ancient Egypt
Suggested Classroom Strategies and Protocols	Create a Social Hierarchy Graphic Organizer: Egyptian Society Bio-poems: Social Classes of Ancient Egypt Café Conversations: What is the geographical importance of the Nile River? How did agriculture impact life in Ancient Egypt? What innovations developed because of the Nile River? Dissecting the Prompt: Ancient Egyptian Agriculture excerpt Circle of Viewpoints: Daily Life in Egypt excerpt
Assessment	Describe the social structure of Ancient Egypt, explain how social classes were organized and the importance of the pharaoh. Use complete sentences and evidence to support your answer.
Standards	6.13 Identify and locate geographical features of ancient Egypt, including: Mediterranean Sea, Nile Delta, Nile River, Red Sea, The regions of Upper and Lower Egypt, The Sahara. 6.14 Explain how agricultural practices impacted life and economic growth in ancient Egypt, including the use of irrigation and development of a calendar. 6.15 Explain the structure of ancient Egyptian society, including: Relationships between groups of people, How social classes were organized by occupation, Positions of pharaohs as god/kings Role of slaves.

Unit 3: Ancient Egypt - Week 2

Essential Question(s)	How did ancient Egyptians explain the world around them? What were ancient Egyptian's beliefs about the afterlife? What makes a leader 'great'? How do archaeologists and historians learn about ancient civilizations?
Student Outcomes	Students can describe ancient Egyptian polytheism and its practices concerning mummification. Students can summarize the significance of ancient Egyptian rulers, including Hatshepsut, Ramses the Great, and Tutankhamun.
Texts	Textbook: McGrawHill Discovering Our Past: A History of the World – Early Ages Ch. 5 Lesson 2 and 3 Reader: 6.16 Mummification 6.17 Ramses Poem Maps/Videos/Images: Mr. Nicky Ancient Egypt Historyteachers: King Tut Historyteachers: Mummification
Suggested Classroom Strategies and Protocols	Identity Charts: Ramses, Hatshepsut, Tutankhamun Life Road Maps: Ramses, Hatshepsut, Tutankhamun 3-2-1: Mummification excerpt Character Chart: Ramses Poem
Assessment	Identify two religious beliefs of the Ancient Egyptians and explain how each belief affected the lives of Egyptians. Use complete sentences and evidence to support your answer.
Standards	6.16 Explain the polytheistic religion of ancient Egypt, with respect to beliefs about the afterlife, the reasons for mummification, and the use of pyramids. 6.17 Analyze the impact of key figures from ancient Egypt, including: Growth under the leadership of Queen Hatshepsut and her economic policies, Ramses the Great's military conquests leading to growth of the kingdom, Significance of the discovery of Tutankhamun's tomb on the understanding of ancient Egypt.

Unit 3: Ancient Egypt - Week 3

Essential Question(s)	How do cultures and civilizations change through contact with each other? What are the enduring legacies of ancient Egypt?
Student Outcomes	Students can identify the major cultural achievements of ancient Egypt. Students can explain the concept of cultural diffusion. Students can apply their knowledge of cultural diffusion to the relationship between ancient Egypt and Nubia.
Texts	Textbook: McGrawHill Discovering Our Past: A History of the World – Early Ages Ch. 5 Lesson 1 and 4 Reader: 6.18 Mystery of the Great Sphinx 6.19 Nubia Images Maps/Videos/Images: Nystorm Atlas of World History p. 18-19 Hip Hughes: Ancient Egypt Explained – The Old Kingdom Great Pyramids at Giza Ancient Egypt: Architecture
Suggested Classroom Strategies and Protocols	Graffiti Boards: Egyptian Civilization Ranking – boards should include irrigation, calendar, pyramids, Sphinx, hieroglyphics, papyrus. Students use the protocol to discuss which are the most important advancements and defend their position. Headlines: Egypt's conquest of Nubia, Nubia's conquest of Egypt Gallery Walk: Nubia images See-Think-Wonder or 3-2-1: Nubia images
Assessment	Identify three achievements of Egyptian civilization and explain why the achievement was important to ancient Egyptians. Use complete sentences and evidence to support your answer.
Standards	6.18 Analyze the achievements of ancient Egyptian civilization, including: hieroglyphics, papyrus, and the pyramids and Sphinx at Giza. 6.19 Examine the cultural diffusion of ancient Egypt with surrounding civilizations through trade and conflict, including its relationship with Nubia.