

SECOND QUARTER · CYCLE 1, UPPER

TOPIC: Ancient Egypt and Kush

PACING: 5 Days

STANDARDS:

- SS.5-8.C.4** Describe how the beliefs, values, and behaviors of a culture form an integrated system that helps shape the activities and ways of life that define a culture.
- SS.5-8.PPE.8** Discuss human modifications of the environment.
- SS.5-8.IDI.4** Analyze how factors such as physical endowment, interests, capabilities, learning, motivation, personality, perception, and beliefs influence individual development and identity.
- SS.5-8.IGI.11** Critique how groups and institutions influence culture in a variety of ways.
- SS.5-8.STS.7** Analyze how science and technology have changed people's perceptions of the social and natural world as well as their relationship to the land, economy and trade, their concept of security, and their major daily activities.

OBJECTIVES:

- Analyze how the Nile River affected Egyptian life.
- Explain a pharaoh's responsibilities and contribution to the rise and fall of the Egyptian empire.
- Identify how Nubia and Kush were influenced by Egyptian culture.

VOCABULARY: cataracts, delta, shadoof, papyrus, hieroglyphics, dynasty, pharaoh, pyramid, incense, envoy, savanna, textile

SPIRITUAL APPLICATIONS:

Exodus 12:40, 41 – Read and review the Exodus of the Israelites from Egypt. Why did the Israelites need instruction about God's way? How had the Egyptian culture influenced them after 430 years?

MCGRAW-HILL RESOURCES:

A History of the World

Chapter 5 – pp. 97-136

Chapter 5 Digital Lessons Plans and Presentations

Video – *The Nile River* (5:01)

Video – *Life in Ancient Egypt: Agriculture and Crafts* (4:07)

Video – *Ancient Egypt* (8:09)

Video – *Kingdom of Axum* (3:06)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *King Tut: Flashbacks* (5:07)

Learn360 video – *Egyptian Treasures (Egypt): World of Wonders* (11:03)

Learn360 video – *Pyramids* (4:49)

BrainPop video – *Egyptian Pharaohs* (4:12)

BrainPop video – *Mummies* (3:10)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. List all the times you use water during a day. As a class, combine all the examples into one list. Discuss whether it would be feasible to use water for all these purposes if you lived in a desert environment.
2. Write a paragraph describing what it would be like to see the pyramids in person. Use information you have learned. Include descriptive words and phrases.
3. Using satellite images (like Google Earth), compare and contrast the Nile River region with the area around a river near you.
4. Create a map illustrating the expansion of Ancient Egypt. Write a summary paragraph to accompany your map explaining the expansion.
5. Compare and contrast a savanna with a desert. Locate an example of each and draw a two-part picture illustrating both environments.

SECOND QUARTER · CYCLE 1, UPPER

TOPIC: The Israelites

PACING: 6 Days

STANDARDS:

- SS.5-8.C.5** Discern how people learn the elements of their culture through interactions with others, and how people learn of other cultures through communication and study.
- SS.5-8.TCC.12** Elaborate on the contributions of key persons, groups, and events from the past and their influence on the present.
- SS.5-8.PPE.7** Summarize factors that contribute to cooperation and conflict among peoples of the nation and the world including language, religion, and political beliefs.
- SS.5-8.IGI.10** Explain that when two or more groups with differing norms and beliefs interact accommodation or conflict may result.
- SS.5-8.PAG.2** Compare the constitution of a country to the Ten Commandments.

OBJECTIVES:

- Analyze how geography contributes to settlement in Southwest Asia/Canaan.
- Demonstrate understanding of Jewish culture.
- Identify the role of scribes in spreading ideas.
- Understand the connection between historical events and religious holidays.
- Differentiate four different Jewish groups under Roman rule.

VOCABULARY: monotheism, tribe, Exodus, covenant, Torah, commandment, alphabet, psalm, proverb, exile, synagogue, Sabbath, scroll, kosher, Diaspora, rabbi

SPIRITUAL APPLICATIONS:

Genesis 15 – After reviewing the covenant God made with Abraham, discuss the accuracy of the Bible with the secular historical record.

MCGRAW-HILL RESOURCES:

A History of the World

Chapter 6 – pp. 137-170

Chapter 6 Digital Lessons Plans and Presentations

Video – *The Middle East: A Region of Contrasts* (3:25)

Video – *Temple Mount: Landmarks* (4:59)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Judaism: The Promised Land* (24:46)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Write a short essay comparing the Ten Commandments to the constitution of a country.
2. Participate in a skit which summarizes the events leading up to the Exodus.
3. Using a T-chart or two-column chart, list ways in which both David and Solomon were great kings.
4. Even though Ruth was not Jewish by birth, write an opinion essay suggesting reasons Ruth became a role model for Jewish girls.
5. After completing research, develop a four-column chart listing characteristics and beliefs of four Jewish groups: Pharisees, Sadducees, Essenes, and Zealots.
6. Discuss why the location of the Dead Sea Scrolls might be considered the most significant modern archeological discovery.

SECOND QUARTER · CYCLE 1, UPPER

TOPIC: The Ancient Greeks

PACING: 5 Days

STANDARDS:

- SS.5-8.C.10** Analyze how language, behaviors, and beliefs of different cultures can both contribute to and pose barriers to cross-cultural understanding.
- SS.5-8.IDI.6** Determine how personal, social, cultural, and environmental factors contribute to the development and the growth of personal identity.
- SS.5-8.IGI.11** Critique how groups and institutions influence culture in a variety of ways.
- SS.5-8.STS.9** Validate how values, beliefs, and attitudes have been influenced by new scientific and technological knowledge.

OBJECTIVES:

- Explain how geography affected the settlement of Greece.
- Identify similarities and differences between the rights and responsibilities of ancient Greek citizens and U.S. citizens today.
- Describe the characteristics of tyranny, oligarchy, and democracy.
- Identify the location of the Persian Empire and how the Greeks won the Persian Wars.
- Identify characteristics of life in Athens

VOCABULARY: peninsula, polis, agora, phalanx, tyrant, tyranny, oligarchy, helot, ephor, satrapy, satrap, Zoroastrianism, philosopher, direct democracy, representative democracy

SPIRITUAL APPLICATIONS:

Mark 2:28-34 - Jesus discusses the “greatest” commandment. In contrast to many other cultures, the Israelites (and Christians today) believe God is the one and only. Additionally, loving God with “with all your heart and with all your soul and with all your mind and with all your strength” is more important than religious rituals.

MCGRAW-HILL RESOURCES:

A History of the World
Chapter 7 - pp. 171-208
Chapter 7 Digital Lessons Plans and Presentations
Video - Athens (9:11)
Video - The Early Olympics (7:51)
Video - Coinage and Democracy in Greece (6:03)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video - Exploring Ancient Greece: Land and People (20:01)
 Learn360 video segment - Great Empires of the Past: Ancient Greece (2:34)
 BrainPop video - Athens (2:39)
 BrainPop video - Democracy (3:52)
 BrainPop video - Olympics (4:07)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Complete a Venn diagram which compares and contrasts Athens and Sparta. Include information about education, government, and society in each city-state.
2. Write a narrative which describes life in Athens for men, women, and children. Use specific details to show that in this “democracy” people at different levels of society had different rights and privileges.
3. With your classmates, create a bulletin board which illustrates the role geography played in developing the concept of city-states and Greek citizenship.
4. Write a speech that a messenger from Marathon might have given before his death.
5. Conduct a panel discussion sharing your opinions on the advantages or disadvantages of direct democracy and representative democracy.