

**Social Studies Curriculum  
Union 61/Tantasqua Schools  
Grade 6**

**Theme: Ancient Cultures....Egypt**

<p><i>Students will demonstrate an understanding of the following vocabulary/concepts:</i></p> <p>Compare information shown on modern and historical maps of the same region. (G)</p> <p>Use correctly the words or abbreviations for identifying time periods or dates in historical narratives (<i>decade, age, era, century, millennium, AD/CE, BC/BCE, c., and circa</i>).</p> <p>Identify in BC/BCE dates the higher number as indicating the older year (<i>that is, 3000 BC/BCE is earlier than 2000 BC/BCE</i>) (H)</p> <p>Construct and interpret timelines of events and civilizations studied. (H)</p> <p>The growth and impact of centralized state power. The influence of economic, political, religious, and cultural ideas as human societies move beyond regional, national, or geographic boundaries.</p> <p>The effects of geography on the history of civilizations and nations.</p> <p>The growth and spread of free markets and industrial economies.</p> <p>The development of scientific reasoning, technology, and formal education over time and their effects on people's health, standards of living, economic growth, government, religious beliefs, communal life, and the environment.</p> <p>The birth, growth and decline of civilizations.</p>	<p><b>STUDENT LEARNING OUTCOMES*</b></p> <p><i>A student will be able to:</i></p> <p><b>6.13</b> On a historical map of the Mediterranean region, locate the Mediterranean and Red Seas, the Nile River and Delta, and the areas of ancient Nubia and Egypt. Identify the locations of ancient Upper and Lower Egypt and explain what the terms mean. On a modern map, identify the modern countries of Egypt and Sudan. (G)</p> <p><b>6.14</b> Describe the role of the pharaoh as god/king, the concept of dynasties, the importance of Egyptian rulers, the relationship of pharaohs to peasants, and the role of slaves in ancient Egypt. (H, C)</p> <p><b>6.15</b> Describe the polytheistic religion of ancient Egypt. Identify beliefs about death, the afterlife, mummification, and the roles of different deities. (H)</p> <p><b>6.16</b> Summarize important achievements of Egyptian civilization. (H)</p> <p style="text-align: center;"><i>the agricultural system, the invention of a calendar, monumental architecture and art such as the Pyramids and Sphinx at Giza, hieroglyphic writing and the invention of papyrus .</i></p> <p>Research Option:</p> <p><i>Why was slavery a development of the Egyptian Empire?</i></p>	<p><b>ASSESSMENT STRATEGIES/ACTIVITIES</b></p> <p><i>Students will demonstrate their knowledge/skill by:</i></p> <p><i>What is the legacy of Ancient Egypt ?</i> or Using a summary prompt that compares/contrasts the two ancient civilizations of Mesopotamia and Egypt.</p> <p><b>SUGGESTED TEACHING STRATEGIES &amp; LEARNING ACTIVITIES</b></p> <p>Inquiry and investigation    Mapping Essays                            mobiles    Big Maps Power point presentations    mock trials Mummy X (scientific method- see Appendix) Geography Challenge</p> <p><b>SUGGESTED INSTRUCTIONAL MATERIALS AND RESOURCES</b></p> <p><i>History Alive!</i> Unit 2, Lessons 7,8,9 Literature Link: <i>The Golden Goblet</i> by Eloise Jarvis McGraw <i>Pyramid</i> by David Macaulay <i>Egyptian Cinderella</i> by Shirley Clino</p> <p><b>RELATED SOFTWARE &amp; WEBSITES:</b> <a href="http://www.marcopolo.org">http://www.marcopolo.org</a> has the following related website:</p> <p><i>Making a Mummy the Natural Way</i> <i>Egypt's Pyramids: Monuments with a Message</i> <i>The Mystery of the Scroll</i> <i>Egypt, Gift of the Nile</i></p>
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\* Numbers correspond to Learning Standards from the Massachusetts History and Social Science Framework August, 2003 pp.27-32