

## Unit: C: Egypt

Adopted Curriculum for Chambersburg Area SD Curriculum > Folder: Social Studies > 7 Grade: Ancient History - 7 > Unit: C: Egypt 2020

## 3. Student Learning Map

Unit:	C: Egypt	Days:	30		
Subject(s):	Social Studies	Grade(s):	7	Know, Understand, Be Organized	
Essential(s):	Ancient Egypt was shaped by religion, geography, and achievements which continue to impact modern society.			Student Learning Map	
Unit Essential(s):	How did Egypt shape civilization and influence history?			Vocabulary Report	
Acquisition Lesson: Resources					
Concept: <b>Geography</b>		Concept: <b>Government &amp; Economics</b>		Concept: <b>Culture</b>	
1.1.1.A - 1.1.1.B - 1.1.1.C		1.1.1.A - 1.1.1.C - 1.1.1.D - 1.1.1.E 1.4.1.A - 1.4.1.D - 1.4.1.E - 1.4.1.F		1.1.1.A - 1.1.1.C - 1.1.1.D - 1.1.1.E 1.4.1.A	
Lesson Essential Question(s):		Lesson Essential Question(s):		Lesson Essential Question(s):	
What major physical features were found in Egypt? (A)		How was Egypt ruled? (A)		How did daily life differ among social classes in Egypt? (A)	
How did the geography of Egypt influence the development of civilization? (A)		What are differences and similarities between old, middle, and new kingdoms? (A)		What lasting contributions did ancient Egypt make to modern society? (A)	
What major cities rose in Egypt? (A)		Why are some Egyptian pharaohs significant in history? (A)			
		How did the Nile River impact trade in Egypt? (A)			
Vocabulary:		Vocabulary:		Vocabulary:	
Source, Mouth, Delta, Silt (Sediment), Cataract, Resource, Isolated, Fertile		Pharaoh, Absolute Power, Dynasty, Regent, Drought		Peasant, Architecture, Monument, Cubit, Hieroglyph, Papyrus, Astronomy	
Concept: <b>Religion &amp; Beliefs</b>		Concept:		Concept:	
1.1.1.A - 1.1.1.C - 1.1.1.D - 1.1.1.E 1.4.1.A - 1.4.1.F					
Lesson Essential Question(s):		Lesson Essential Question(s):		Lesson Essential Question(s):	
How did the Egyptian belief in the afterlife affect their daily lives? (A)					
How were mummification and architecture linked to religion? (A)					
How did religious differences among Jews and Egyptians lead to conflict? (A)					
Vocabulary:		Vocabulary:		Vocabulary:	

Afterlife, Pyramid,  
Mummification, Tomb

Compare Contrast Summary

Compare Contrast Summary

## Vocabulary Report

Source - Beginning place of a stream or river

Peasant - Member of a class of people (in Europe, Asia, or Latin American) who are small farmers or farm laborers of low social rank

Afterlife - Life after death

Pharaoh - Title of the rulers of ancient Egypt

Mouth - Where water is discharged from a stream or river into an ocean, sea, or lake

Absolute Power - <sup>emphatic</sup> ~~Complete~~ control over life is held by one ruler

Pyramid - <sup>ancient tombs</sup> Quadrilateral masonry mass, stepped and sharply sloping, used as a tomb or a platform for a temple

Dynasty - Ruling family

Architecture - Character or style of buildings

Mummification - Preservation of dead bodies by embalming and wrapping them in cloth

Delta - Land that forms at the mouth of some rivers by soil that is dropped as the river slows and enters the sea

Silt (Sediment) - Particles of soil, sand, and gravel carried and deposited by wind or water

Regent - Person with power over a kingdom in the absence of the ruler <sup>or in a country when a child is too young to rule</sup>

Monument - Something <sup>built</sup> erected (building or statue) in memory of a person or event

Cubit - Ancient linear unit based on the length of the forearm, from elbow to the tip of the middle finger, usually from 17 to 21 inches (43 to 53 cm)

Drought - Period of dry weather

Cataract - Waterfall

Hieroglyph - Pictures which represent objects, concepts, or sounds

Resource - Property that can be converted into money

Tomb - An excavation in earth or rock for the burial of a corpse

Papyrus - Plant used to make a paper-like writing material in ancient Egypt

Isolated - Alone

Fertile - Bearing or capable of producing vegetation

Astronomy - Science that deals with the material universe beyond the earth's atmosphere

Topic: B: The Fertile Crescent

Days: 2

Subject(s): Social Studies

Grade(s): 71

**Key Learning: Characteristics of the Fertile Crescent caused it to become the ideal location for civilization.**



**Unit Essential Question(s): How did The Fertile Crescent shape civilization and influence history?**



<b>Concept:</b> <b>Geography of Mesopotamia</b> 7.2.9.A, 7.4.9.A, 7.4.9.B	<b>Concept:</b> <b>People of Mesopotamia</b> 8.1.9.A, 8.1.9.B, 8.1.9.C, 8.1.9.D, 8.4.9.A, 8.4.9.B, 8.4.9.C, 8.4.9.D	<b>Concept:</b> <b>Geography of Mediterranean</b> 7.2.9.A, 7.4.9.A, 7.4.9.B
<b>Lesson Essential Question(s):</b> What major physical features were present in Mesopotamia? (A)  How did geography influence the development of civilization in Mesopotamia? (A)  What major cities rose in Mesopotamia? (A)	<b>Lesson Essential Question(s):</b> What were the religious and cultural contributions of the Sumerians? (A)  What were the religious, cultural, and political contributions of the Babylonians? (A)  What were the political and cultural contributions of the Assyrians? (A)  What were the political and cultural contributions of the Chaldeans? (A)	<b>Lesson Essential Question(s):</b> What major physical features were present in the Mediterranean? (A)  How did geography influence the development of civilization in the Mediterranean? (A)  What major cities rose in the Mediterranean? (A)
<b>Vocabulary:</b> Fertile Crescent, City-State	<b>Vocabulary:</b> Scribe, Polytheism, Myth, Empire, Caravan, Bazaar, Zoroastrianism	<b>Vocabulary:</b>

Curriculum: Chambersburg Area SD Curriculum

Course: Ancient History - 7

PENNSYLVANIA

Date: September 28, 2010 ET

Topic: B: The Fertile Crescent

Subject(s): Social Studies

Days: 2

Grade(s): 71

Concept:

**People of the Mediterranean**

8.1.9.A, 8.1.9.B, 8.1.9.C, 8.1.9.D, 8.4.9.A, 8.4.9.B, 8.4.9.C, 8.4.9.D



Lesson Essential Question(s):

What were the cultural contributions of the Phoenicians? (A)

How did the Phoenicians encourage trade with those around them? (A)

Why were the Israelites unique among the peoples of the Fertile Crescent? (A)

What are the basic beliefs of Judaism? (A)



Vocabulary:

Code, Cuneiform, Alphabet, Monotheism, Famine, Exile, Covenant, Prophet, Diaspora

Additional Information:

Attached Document(s):

Vocab Report for Topic: B: The Fertile Crescent

Subject(s): Social Studies

Days: 2

Grade(s): 71

### Concept: Geography of Mesopotamia

Fertile Crescent - Region of the Middle East in which civilizations first arose

City-State - Political unit that includes a city and its surrounding lands and villages

### Concept: People of Mesopotamia

Scribe - In ancient civilizations, a person specially trained to read, write, and keep records

Polytheism - Belief in many gods

Myth - A traditional story that explains the world view of a people

Empire - Group of states or territories controlled by one ruler

Caravan - A group of people traveling together, usually for trade

Bazaar - a permanent merchandising area, marketplace, or street of shops where goods are exchanged or sold

Zoroastrianism - Ancient religion that highlights the struggle between light (good) and dark (evil)

*an Ancient Person religion is based on th*

### Concept: People of the Mediterranean

Code - A set of rules, principles, or laws; especially written ones

Cuneiform - In the ancient Middle East, a system of writing that used wedge-shaped marks

Alphabet - Writing system in which each symbol represents a single basic sound

Monotheism - Belief in one god

Famine - A severe shortage of food in which large numbers of people starve

Exile - To be away from one's home and unable to return due to threat or fear

Covenant - A binding agreement; specifically in the Jewish tradition, the binding agreement God made with Abraham

Prophet - A spiritual leader who interprets God's will for the people

Diaspora - The spreading of the Jews beyond their historic homeland

Topic: F: Greece  
 Subject(s): Social Studies

Days: 25  
 Grade(s): 7th

**Key Learning:** Ancient Greece was shaped by religion, geography, and achievements which continue to impact modern society.

**Unit Essential Question(s):** How did Greece shape civilization and influence society?

<b>Concept:</b> <b>Geography</b> 7.4.9.B, 7.4.9.A, 7.2.9.A	<b>Concept:</b> <b>Government &amp; Economics</b> 5.3.12.K, 5.1.9.C, 6.4.9.B, 8.4.9.D, 8.4.9.B, 8.4.9.A, 8.1.9.D, 8.1.9.B, 8.1.9.A	<b>Concept:</b> <b>Culture</b> 8.4.9.D, 8.4.9.B, 8.4.9.A, 8.1.9.D, 8.1.9.B, 8.1.9.A
<b>Lesson Essential Question(s):</b> What major physical features were found in Greece? (A)  How did the geography of Greece influence the development of civilization? (A)  What major city-states rose in Greece? (A)	<b>Lesson Essential Question(s):</b> How did government change in ancient Greece? (A)  How is democracy in ancient Greece different than democracy today? (A)  Who was considered to be a citizen of Greece? (A)  What is an oligarchy? (A)  Why did ancient Greece rely on trade? (A)	<b>Lesson Essential Question(s):</b> How were ancient Greeks impacted by legends and myth? (A)  How were ancient Greeks impacted by conflict? (A)  How did daily life differ for Athenians and Spartans? (A)  What lasting contributions did ancient Greece make to modern society? (A)  How did Greek culture spread to other areas of the world? (A)
<b>Vocabulary:</b>	<b>Vocabulary:</b>	<b>Vocabulary:</b>

<b>Concept:</b> <b>Religion &amp; Beliefs</b> 8.4.9.C, 8.4.9.B, 8.1.9.C, 8.1.9.B, 8.1.9.A
<b>Lesson Essential Question(s):</b> Why did ancient Greeks create myths? (A)  What were the basic beliefs of the ancient Greeks? (A)
<b>Vocabulary:</b>

Curriculum: Chambersburg Area SD Curriculum  
Course: Ancient History - 7

CHAMBERSBURG AREA SD  
Date: July 19, 2010 ET

Topic: F: Greece  
Subject(s): Social Studies

Days: 25  
Grade(s): 7th

Additional Information:

Attached Document(s):

Topic: D: India  
 Subject(s): Social Studies

Days: 15  
 Grade(s): 7th

**Key Learning:** Ancient India was shaped by religion, geography, and achievements which continue to impact modern society.

**Unit Essential Question(s):** How did India shape civilization and influence history?

<b>Concept:</b> <b>Geography</b> 7.2.9.A, 7.4.9.A, 7.4.9.B	<b>Concept:</b> <b>Government &amp; Economics</b> 8.1.9.A, 8.1.9.B, 8.1.9.C, 8.4.9.A, 8.4.9.B, 8.4.9.C, 6.4.9.B	<b>Concept:</b> <b>Culture</b> 8.1.9.A, 8.1.9.B, 8.1.9.C, 8.1.9.D, 8.4.9.A, 8.4.9.B, 8.4.9.C, 8.4.9.D
<b>Lesson Essential Question(s):</b> What major physical features were found in India? (A)  How did the geography of India influence the development of civilization? (A)  What major cities rose in India? (A)  How has civilization in India been affected by climate and natural disasters? (A)  How were cities of ancient India unique? (A)	<b>Lesson Essential Question(s):</b> How was India ruled? (A)  Why was trade difficult for this civilization? (A)  How did people of ancient India begin trade? (A)	<b>Lesson Essential Question(s):</b> What is the caste system? (A)  How does the caste system impact daily life and society in ancient India and today? (A)  What lasting contributions has ancient India made to modern society? (A)
<b>Vocabulary:</b>	<b>Vocabulary:</b>	<b>Vocabulary:</b>



Topic: D: India  
Subject(s): Social Studies

Days: 15  
Grade(s): 7th

**Concept:**  
**Religion**

8.1.9.A, 8.1.9.B, 8.1.9.C, 8.4.9.A, 8.4.9.C, 8.4.9.D



**Lesson Essential Question(s):**

What are the basic beliefs of Hinduism? (A)

What is the Hindu trinity? (A)

How does Hinduism support the caste system? (A)

What are the basic beliefs of Buddhism? (A)

How was Buddhism received inside and outside of India? (A)

How are Hinduism and Buddhism similar and different? (A)



**Vocabulary:**

**Additional Information:**

**Attached Document(s):**

Topic: A: Prehistory  
Subject(s): Social Studies

Days: 20  
Grade(s): 7th

**Key Learning:** The civilizations of the world were influenced by discoveries of prehistoric people.

**Unit Essential Question(s):** How do we know about prehistoric times?

**Concept:**  
**How to Understand History**

8.1.9.A, 8.1.9.B, 8.1.9.C, 8.1.9.D

**Concept:**  
**Discoveries of Prehistoric Times**

8.1.9.A, 8.1.9.B, 8.1.9.C, 8.1.9.D, 8.4.9.A, 8.4.9.B, 8.4.9.C, 8.4.9.D

**Lesson Essential Question(s):**

What tools do we use to understand history? (A)

What methods are used to measure time span? (A)

How has history been passed on through time? (A)

How do we learn about prehistoric times without written record? (A)

**Lesson Essential Question(s):**

How did the discoveries during prehistoric times influence the development of civilizations? (A)

What are the characteristics of a civilization? (A)

**Additional Information:**  
Text - Chapter 1

Topic: A: Prehistory

Subject(s): Social Studies

Days: 20

Grade(s): 7th

Know:	Understand:	Do:
<p>CONCEPT ONE: How to Understand History</p> <p>Archaeology - Artifacts</p> <p>Timelines - BC - AD</p> <p>Primary Source</p> <p>Secondary Source</p> <p>Oral Traditions</p> <p>Ice Man</p> <p>Cave Art</p> <p>CONCEPT TWO: Discoveries of Prehistoric Times</p> <p>End of prehistory - discovery of writing</p> <p>Tools &amp; weapons</p> <p>Stone Age</p> <p>Fire</p> <p>Hunter-Gatherers</p> <p>Farming</p> <p>Domestication of animals</p> <p>Bronze Age</p> <p>Characteristics of Civilization - Cities, towns, government, social classes, population growth,</p>	<p>The civilizations of the world were influenced by the discoveries of prehistoric people.</p>	

Topic: G: Rome  
 Subject(s): Social Studies

Days: 25  
 Grade(s): 7th

**Key Learning:** Ancient Rome was shaped by religion, geography, and achievements which continue to impact modern society.

**Unit Essential Question(s):** How did ancient Rome shape civilization and influence history?

**Concept:**  
**Geography**  
 7.4.9.B, 7.4.9.A, 7.2.9.A

**Concept:**  
**Government & Economics**  
 5.1.9.C, 5.2.9.C, 5.3.12.K, 6.4.9.B, 8.1.9.A, 8.1.9.B, 8.1.9.C,  
 8.1.9.D, 8.4.9.A, 8.4.9.B, 8.4.9.C, 8.4.9.D

**Concept:**  
**Culture**  
 8.1.9.A, 8.1.9.B, 8.1.9.C, 8.1.9.D, 8.4.9.A, 8.4.9.B, 8.4.9.C,  
 8.4.9.D

**Lesson Essential Question(s):**  
 What major physical features were found in ancient Rome? (A)  
  
 How did the geography of ancient Rome influence the development of civilization? (A)

**Lesson Essential Question(s):**  
 How was ancient Rome ruled? (A)  
  
 How did government in ancient Rome change over time? (A)  
  
 How was the government of ancient Rome organized? (A)  
  
 What events led to the fall of Rome? (A)

**Lesson Essential Question(s):**  
 How did daily life differ for social classes in ancient Rome? (A)  
  
 What lasting contributions did ancient Romans make to modern society? (A)  
  
 What types of entertainment/arts were found in ancient Rome? (A)

**Vocabulary:**

**Vocabulary:**

**Vocabulary:**

**Concept:**  
**Religion & Beliefs**  
 8.1.9.A, 8.1.9.B, 8.1.9.C, 8.1.9.D, 8.4.9.A, 8.4.9.B, 8.4.9.C, 8.4.9.D

**Lesson Essential Question(s):**  
 How was religion in ancient Rome influenced by the ancient Greeks? (A)  
  
 What led to the rise of Christianity in ancient Rome? (A)  
  
 What are the basic beliefs of Christianity? (A)  
  
 How did Christianity impact life in ancient Rome? (A)

**Vocabulary:**

Curriculum: Chambersburg Area SD Curriculum  
Course: Ancient History - 7

CHAMBERSBURG AREA SD  
Date: July 19, 2010 ET

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Additional Information:

Attached Document(s):