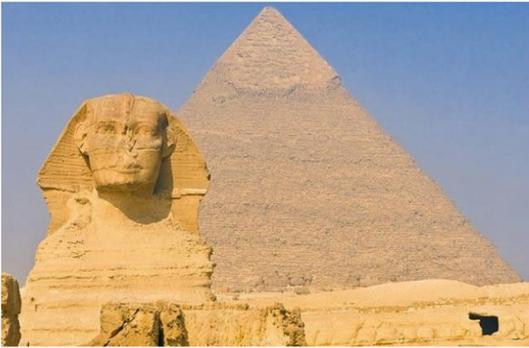


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UNIT SYNOPSIS



The Pyramid of Khafre and the Great Sphinx, taken from National Ge.

When embarking on the epic study of human history, it makes sense to begin students' journey through the past where our shared story of civilization began: the world's river valleys. And while this story is a global one, with early peoples organizing new societies along the banks of the Tigris and Euphrates, Indus, and Yellow rivers, the Great Pyramids of Egypt—the last extant wonder of the ancient world—quite literally tower above the rest of ancient history. The pyramids have mesmerized people around the world for centuries, inspiring countless historians to better understand the grand Egyptian civilization. This unit, *The Gift of the Nile: Ancient Egypt*, provides you with an opportunity to instill this same wonder and love for historical inquiry in your students. The National Standards for History expect elementary students to understand “the cultures and historical developments of selected societies in such

places as Africa, the Americas, Asia, and Europe” and for emerging students of world history to study “major characteristics of civilization and how civilizations emerged.” *The Gift of the Nile: Ancient Egypt* introduces your students to the concept of human “civilization,” or organized societies with traits that include government, technology (e.g., writing), advanced cities, social structures and specialized roles, and a common culture, often including religion. To build your students' historical context, you will begin this study with the world-historic shift from a hunter-gatherer lifestyle to sedentary agriculture, exploring how and why Egyptian civilization emerged along the banks of the Nile River. Then, you will facilitate the examination of the core characteristics of human civilization in depth through the study of Egyptian daily life, social class, religious beliefs, and cultural and architectural achievements. This focus on the Egyptians, a culture that continues to capture our imaginations today, is not only highly engaging but also critically important: Egypt is central to our shared human heritage, and the developments made there were foundational to future civilizations. This historical knowledge will be vital to your students' later studies of global history. You will introduce and reinforce key information about the Egyptian people through rich, culturally relevant whole class Shared Content Reading™ and Close Reading text selections. Students will convey their knowledge of Egypt through project work, including creating their very own burial artifacts and a classroom pyramid.

CONTENT STANDARDS

Readiness Standards

Supporting Standards

History

3.1 The student understands how individuals, events, and ideas have influenced the history of various communities.

(A) describe how individuals, events, and ideas have changed communities, past and present.

3.2

The student understands common characteristics of communities, past and present.

(A) identify reasons people have formed communities, including a need for security and laws,

religious freedom, and material well-being

(B) compare ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation.

Geography

3.3

The student understands how humans adapt to and/or modify the physical environment.

(B) identify and compare how people in different communities adapt to or modify

the physical environment in which they live such as deserts, mountains, wetlands, and plains.

(C)

describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape.

3.4

The student understands the concepts of location, distance, and direction on maps and globes.

(A) use cardinal and intermediate directions to locate places on maps and globes

Geography

3.4(B) use a scale to determine the distance between places on maps and globes.

Government

3.7(C) identify services commonly provided by local, state, and national governments.

3.8(A)

identify the purposes of the Declaration of Independence and the U.S.

Constitution, including the Bill of Rights

Citizenship

3.9(C) identify and describe individual acts of civic responsibility, including obeying laws, serving and improving the community, serving on a jury, and voting

3.9(D) identify examples of nonprofit and/or civic organizations.

Culture

3.10(A)

explain the significance of various ethnic and/or cultural celebrations in the

local community and other communities

3.10(B)

compare ethnic and/or cultural celebrations in the local community with

other communities

Social Studies Processing Skills

3.14 The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology.

(B) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and

in relation to the local community
(C) identify, create, and interpret maps of places that contain map elements, including a title, compass rose, legend, scale, and grid system.

Government

3.7

The student understands the basic structure and functions of various levels of government.

- (A) describe the basic structure of government in the local community, state, and nation.
- (B) identify local, state, and national government officials and explain how they are chosen.

3.8

The student understands important ideas in historical documents at various levels of government.

- (B) describe the concept of “consent of the governed.”

Citizenship

3.9. The student understands characteristics of good citizenship as exemplified by historical and contemporary figures and organizations.

- (A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public

d opinion, identifying cause and effect, comparing, and contrasting.

3.15 The student communicates in written, oral, and visual forms.

- (D) express ideas orally based on knowledge and experiences.
(E) create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas.

3.16 The student uses problem-solving and decision-making skills, working independently and with others.

- (A) use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution

officials to their word, and voting.

UCLA National Standards for History Addressed in this Unit

- Era 1, Standard 2B: The student understands how agricultural societies developed around the world.
- Era 2, Standard 1: The major characteristics of civilization and how civilizations emerged in Mesopotamia, Egypt and the Indus valley.
- 1A: The student understands how [Egypt] became a center of dense population, urbanization, and cultural innovation in the fourth and third millennia BCE.
- Era 4, Standard 4: Major trends in Eurasia and Africa from 4000 to 1000 BCE.

Unit 4: Ancient Egypt

Focus: Learning about the ancient Egyptian civilization a.

1	Introduction to Ancient Egypt	3.3(B), 3.3(C)
2	Daily Life in Ancient Egypt	3.3(B), 3.3(C)
3	Ancient Egyptian Jobs	3.1(A), 3.2(A), 3.2(B)
4	Innovations of Ancient Egypt	3.1(A), 3.2(A), 3.2(B)
5	Ancient Egyptian Writing Project - Day 1	3.1(A)
6	Ancient Egyptian Writing Project - Day 2	3.1(A)
7	Egyptian Beliefs	3.1(A), 3.2(A)
8	Egyptians and the Afterlife	3.1(A), 3.2(A)
9	Egyptian Pyramids and Tombs	3.1(A), 3.2(A)
10	Gifts of the Pyramids	3.1(A), 3.2(A)
11	Final Burial Artifact Project – Day 1	3.1(A), 3.2(A)
12	Final Burial Artifact Project – Day 2	3.1(A), 3.2(A)
13	Collecting Evidence – Ancient Egypt	3.3(B), 3.3(C), 3.2(B)
14–15	Life of an Ancient Egyptian – Writing Project	3.1(A), 3.2(B), 3.17(A), 3.17(B)

VERTICAL STANDARDS

2 nd Grade Social Studies	3 rd Grade Social Studies	4 th Grade Social Studies
Students will engage in a course about diversity and culture in the local community and state.	Students will engage in a course about ancient world communities and how they were created and functioned.	Students will engage in a course about Texas history and how the communities have changed over the history of Texas.

VOCABULARY GLOSSARY

Key Content Vocabulary

Related Vocabulary

- **Ancient** - Having existed for many years; of or relating to a period long past.
- **Nile River** - The Nile is the longest river in the world. It flows through northeastern Africa for about 4,132 miles. The great civilization of ancient Egypt developed on its banks.
- **Agriculture** – Farming, includes both growing and harvesting crops and raising animals, or livestock.
- **Hieroglyphics** - A writing system that uses pictures and symbols instead of letters and words.
- **Fertile** - Producing vegetation or crops plentifully rich.
- **Pharoah** - A ruler of ancient Egypt.
- **Priest** - A person who has the authority to lead or perform religious ceremonies.
- **Civilization** - a group of people with an advanced way of life that includes science, art, and most often writing.
- **Scribe** - A public secretary or clerk; a person who copies manuscripts.
- **Culture** - The characteristic features of everyday life shared by people in a particular place or time.
- **Afterlife** - An existence after death.
- **Religion** - The service and worship of God or the supernatural; a set or system of religious attitudes, beliefs, and ways of doing things.
- **A cause, principle, or system of beliefs held with faith and strong feeling.**
- **Relief** - Elevation of figures or designs from the background (as in sculpture); a work of art with such raised figures.
- **Government** - The agency through which a political unit exercises authority.
- **Myth of kingship** - Religious and political concept by which a ruler is seen as an incarnation, manifestation, mediator, or agent of the sacred or holy (the transcendent or supernatural realm). The concept originated in prehistoric times, but it continues to exert a recognizable influence in the modern world.
- **Social Structure** - The framework of a society founded by a distinct tradition of hierarchy by birth in the social group and by occupation or tradition of work as a distinct social class.
- **Mummification** - To embalm and dry as or like a mummy.

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- **Hierarchy** - An arrangement into a series according to rank; persons or things arranged in ranks or classes.
 - **Pyramid** - A massive structure built especially in ancient Egypt that usually has a square base and four triangular sides meeting at a point.
 - **Technology** - The use of science in solving problems (as in industry or engineering)
 - **Tomb** - A house or burial chamber for dead people.
 - **Papyrus** - The soft central part of papyrus stems especially when made into strips and pressed into a writing material, a writing on or written scroll of papyrus.
 - **Temple** - A building for worship.