

<p>Day 1 Objective: Students will know the locations of major physical features in and around Egypt, Kush, and Canaan.</p> <p>Activity: Mapping and critical thinking sheets from Unit 2 Geography Challenge.</p>	<p>Day 2 Objective: Students will better understand the geography of Egypt and the location of Ancient Egyptian cities.</p> <p>Activities: Interactive website that introduces the geography of Egypt and the timeline of Ancient Egypt.</p>	<p>Day 3 Objective: Students will know the three environmental factors of water, vegetation, and topography.</p> <p>Activities: Do the chapter 7 preview, which has them look at a picture and determine what important environmental factors would affect where they settled. Read 7.1</p>	<p>Day 4 Objective: Students will understand the three environmental factors learned in Day 3.</p> <p>Activity: Read 7.2- Environmental Factors, then the reading notes, which has them write two statements about each environmental factor.</p>	<p>Day 5 Objective: Students will understand why people settled where they did in Egypt and Kush.</p> <p>Activities: Do the experiential activity, Read 7.3, then do the reading notes, which has them label different features then explain how geography affects where people settle.</p>
<p>Day 6 Objective: Students will understand where people settled in Canaan and why.</p> <p>Activities: Do the experiential activity for 7.4, read 7.4, and do the reading notes, labeling different features and explaining how the geography of Canaan affected where people settled.</p>	<p>Day 7&8 Objectives: Students will be able to review and understand key concepts of Chapter 7</p> <p>Activities: Review sheet given and graded the next day. We played a review game that had most of the test questions on it.</p>	<p>Day 10 Objective: Students will be able to identify basic parts of Egyptians lives.</p> <p>Activity: Read 9.1 Talk about the school's social pyramid with principal, assistant principal, teachers, etc.</p>	<p>Day 11 Objective: Students will know the social structure of ancient Egypt and why it is shaped like a pyramid.</p> <p>Activity: Read 9.2 and discuss why it is shaped like a pyramid. Discuss which class they feel is most important.</p>	<p>Day 12 Objective: Students will be able to understand the role of government officials in ancient Egypt along with duties of Priests.</p> <p>Activity: Read section 9.3 and 9.4, do the reading notes. At the end of the chapter, all the groups will do their act-it-outs to enhance each section.</p>
<p>Day 13 Objective: Students will be able to explain the work and education of scribes and understand the artisan class and the different types of artisans..</p> <p>Activity: Read 9.5, discuss scribe schools, jobs done by scribes. Read 9.6, talk about the work artisans did, and talk about the social structure inside of the social structure.</p>	<p>Day 14 Objective: Students will understand the importance of the peasant class and what they did both during and outside of the flood season.</p> <p>Activity: Read 9.7, discuss the building of the pyramids, importance of peasants, and the life of a peasant.</p>	<p>Day 15 Objective: Students can act out Egyptian Social classes.</p> <p>Activity: Act out each social class and give critiques to each group.</p>	<p>Day 16 Objective: Students can act out Egyptian Social classes.</p> <p>Activity: Act-it-outs</p>	<p>Objective: Students will be able to understand concepts of Chapter 9</p> <p>Activity: Do a review sheet and play a review game to prepare for the test.</p>

This calendar does not include tests, and is written as if I had started off on a Monday, whereas I believe I started on a Tuesday or Wednesday. The tests are indicated by when I have them reviewing for the test. Day 9 is a test, which is why it is not included on this calendar.