

HONORS WORLD HISTORY

AHONEN

Theme 2: Egypt and other African Nations

Time: 2 weeks (08/22/2016-09/02/2016)

Major Test: 09/01/2016

Value: 100 points

Objective: Students will explore the cultural, social and political developments of the Africa from ancient times to present to continue to assemble the puzzle history.

Standards

SSWH1

The student will analyze the origins, structures and interactions of complex society in the ancient Eastern Mediterranean from 3500 BCE to 500 BCE.

SSWH3

The student will examine the political, philosophical and cultural interactions of classical Mediterranean societies from 700 BC to 400CE.

SSWH5

The student will trace the origins and expansion of the Islamic World between 600 CE and 1300CE.

SSWH6

The student will describe the diverse characteristics of early African societies before 1800.

SSWH21

The student will analyze globalization in the contemporary world.

DOK's that you should be able to answer at the end of Theme 2

Recall: Define or Identify

1. Apartheid
2. Desertification
3. Dynasty
4. Howard Carter
5. Ramses II
6. Social Mobility
7. Tutankhamen

Skill/Concept

8. What colors and symbols did Menes and / or Namer place on his newly unified crown?
9. Why is the discovery of Pharaoh Tutankhamun such an important link to understanding the history of Egypt? Be specific.
10. What traded items helped The Sudanic Kingdoms become Empires?
11. What problems did Africa face beginning in the 1700's CE as a result of the European colonization of Africa?

Strategic Thinking

12. What four things did the Hyksos bring to Egypt and why is this important?
13. What are push-pull factors and why are they important for understanding the development of African nations in the 20th and 21st century CE?

Extended Thinking

14. How did the Battle of Kadesh end Egyptian dominance and change the face of civilization? Be specific.
15. Why is the Rosetta Stone so important to unlocking the mysteries of ancient Egypt and why did historians need to "unlock it" in the first place?
16. Why are so many African nations struggling with poverty and government instability in the modern era?

Organization/ Requirements:

For all tasks, it is strongly recommended that you BYOT and bring your own headphones to complete the tasks below. There are several offerings for this theme. This allows for even more differentiation and personalized learning. You may choose to complete the Theme 1 in four different formats. Select the path that is right for you. Remember, regardless of your choice, everyone will take the same test at the end of Theme 1.

Procedure:

- Students may only enter or exit a learning path at the end of the theme.
 - If a student is failing the learning path they have selected at the end of the theme, the student will be **REQUIRED** to select a different path for the next theme that will be discussed with the teacher and the parent.
- All students, regardless of the path they select, are required to take the same assessments (vocabulary and major tests) during the course of the theme.

EVERYONE MUST DO THE FOLLOWING:

- **Crash Course videos:**
- **#4** <https://www.youtube.com/watch?v=Z3Wvw6BivVI>
- **#35** <https://www.youtube.com/watch?v=aJaltUmrGo>
 - **Get the accompanying worksheets from Ms. Ahonen**
 - **Due by: 09/01/2016 at the end of class**
- **Quia: Homework --unlimited**
 - **Theme 2**
 - **Egypt**
 - **African Nations**
 - **Value: 20 points each**
 - **Due by: 09/01/2016 by 11:00 pm; secret word--vocab**
- **Quia: Matching Tests—two times only**
 - **Theme 2**
 - **Egypt**
 - **African Nations**
 - **Value: 20 points each**
 - **Due by: 09/01/2016 by 11:00 pm; secret word—vocab**
- **Quia 1: Multiple Choice Test over Themes 1 and 2—one time only**
 - **Value: 13 points**
 - **Due by: 09/01/2016 by 11:00 pm; secret word-- meso**
- **Major Test: 09/01/2016—This will be taken in class; it is a written test.**
 - **Value: 100 points**
- **National History Day Overview: 09/02/2016**
 - **No point value but you will need to attend class to receive key information about the project**

Pick Your Path of Study Options: Select one of the following

1. **Traditional Lecture / Discussion --Classwork value: 0 points**
 - This option will be assessment based only. This option is good for students who enjoy teacher directed instruction, class discussion and traditionally perform well on test but do not like homework. It should be noted that there must be some time dedicated at home for study so that high scores on assessments can be achieved.
2. **Reading the text and / or selected articles and completing assignments on the readings-- Classwork value: 200 points**
 - This option will be both homework and assessment based. Students will work on the readings and the worksheets during class time and, if done correctly, should require little homework. This option is good for students who want to “just do the work” without teacher lead instruction.
 - Requirements for this theme:
 1. Complete worksheets 2.2; 8.1; 8.2; 8.3; 27.1; 27.2; 34.3
 2. Read the articles below (you can obtain a copy of each from my webpage) and write a summary of each that explains the significance of the event discussed:
 - Egypt riots 2013
 - The Rosetta Stone
 - Tomb of Nefertiti
 3. Create a graphic organizer that compares and contrasts the three kingdoms of ancient Egypt
 4. Select an issue facing Africa in 2016 that you feel is important and create a PowerPoint on your topic that clearly demonstrates your concerns and possible solutions.

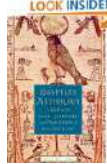
3. Choice (tic tac toe) Board-- Classwork value: 200 points

- This option will be project and assessment based. Students will be given a choice (tic tac toe) board with 9 possible assignments. Students must select 3 of the 9 in a tic tac toe pattern of across, down or diagonal for completion. This option is good for students who prefer more self-direction with limited teacher intervention. One item on the board may be done with a partner or group of no more than three people. Students will work on the choice board during class time and, if done correctly, should require little homework.
- It is strongly suggested that students that select this option have access to their own technology so that research can be completed during class time.
- For this choice board, please use the following link to explain each options and access the needed material. This is also a good website for those of you considering NHD web design.
- <http://sites.rusd.org/ms-d-dickert/africa-choice-assignment>

4. Book study-- Classwork value: 200 points

- This option will be reading, project and assessment based. Students will be given a book to read that reflects the current class topic. Students will be required to read and produce a project, presentation or paper on the book. This option is good for students who **already have a solid understanding** of the class topic but would like to have a more detailed orientated study. Students will, in most cases, have to provide their own books for the study

Egyptian Mythology: A Guide to the Gods, goddesses, and Traditions of Ancient Egypt



- From stories of resurrected mummies and thousand-year-old curses to powerful pharaohs and the coveted treasures of the Great Pyramids, ancient Egypt has had an unflinching grip on the modern imagination. Now, in *Egyptian Mythology*, Geraldine Pinch offers a comprehensive introduction that untangles the mystery of Egyptian Myth.

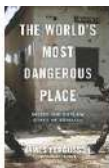
Through Some Miracle Not Yet Clear to Me: The Nightmare of Living Under the Dictatorship of Idi Amin ..and Surviving



Sometimes we forget that life is so different in other parts of the world. Vincent Musaalo is sharing his experiences of what life was like growing up in an oppressed country driven by fear and murder. Although his family suffers the loss of a dear loved one, his mother is determined to keep the family together and, with her faith in God, raise her children with a hope and determination of a better future. Although the circumstances are less than favorable, Vincent spots his book with the light mood and humor that can arise from circumstances of youth, no matter where one lives. It is a story about a family

trying to survive under extremely horrible conditions. It is surreal to think that many Ugandans indeed survived Idi Amin's regime of blood and terror. Those who survived this debacle, will forever have indelible memories of whizzing bullets that were ubiquitous at the time on Kampala streets, as confused masses jockeyed to find refuge in inconceivable places, hoping to cheat death

The World's Most Dangerous Place: Inside the Outlaw State of Somalia



Although the war in Afghanistan is now in its endgame, the West's struggle to eliminate the threat from Al Qaeda is far from over. A decade after 9/11, the war on terror has entered a new phase and, it would seem, a new territory. In early 2010, Al Qaeda operatives were reportedly "streaming" out of central Asia toward Somalia and the surrounding region.

Somalia, now home to some of the world's most dangerous terrorists, was already the world's most failed state. Two decades of anarchy have spawned not just Islamic extremism but piracy, famine, and a seemingly endless clan-based civil war that has killed an estimated 500,000, turned millions into

refugees, and caused hundreds of thousands more to flee and settle in Europe and North America.

What is now happening in Somalia directly threatens the security of the world, possibly more than any other region on earth. James Fergusson's book is the first accessible account of how Somalia became the world's most dangerous place and what we can—and should—do about it

Student Accountability

- Being given the opportunity to **Pick Your Path** is a wonderful way to control and monitor learning. However, with such freedom also comes great responsibility. Regardless of the **Path** that is selected, students must remember the following:
 - Time management is essential for success
 - Class time must be used appropriately
 - All Paths must be completed by the deadline given by the teacher
 - Testing will cover all of the information from the unit regardless of the path you select.
- The goal of personalized / differentiated instruction is for students to be allowed to monitor their own success. By providing options, students should see an improvement or maintenance of higher averages. However, as with all learning, the success of the instruction is dependent on self-motivation and a desire to achieve.

Student Name _____
Class Period _____

Pick Your Path Decision Form

Please ask to see the sheet for Theme 1 and discuss with your student what would be their best option for success. Once the form is returned, the path cannot be changed.

Pick Your Path

- ✓ You must return the signed copy of the form, see below, to begin your Path. If you fail to return the form by Monday, August 22, 2016 you will automatically be enrolled in option #1.

Path selected:

- _____ 1 Traditional Lecture / Discussion
_____ 2 Reading the text and / or selected articles and completing worksheets on the readings
_____ 3 Choice (tic tac toe) Board
_____ 4 Book study
_____ 5 Pre-Approved Independent Study

Parent or Guardian Signature _____

Student Signature _____

Date _____