

# Ancient Powers: A Journey Through the Mediterranean and African Worlds (6th Grade History)

## Materials Needed:

- World map or regional maps highlighting the Mediterranean Sea, Nile River, and Fertile Crescent.
- Printouts or digital access to basic information summaries on Egypt (Old/New Kingdoms), Kush, Phoenicians, Hebrews, and Hittites.
- Whiteboard, markers, or digital equivalent (for modeling).
- Index cards or small sheets of paper (for the "System Sort" and "Mini-Museum" activities).
- Art supplies for Block 3: Markers, colored pencils, construction paper, or digital drawing tools.
- Copies of the INSPECT analysis chart template (see Appendix/Printable).

## Learning Objectives

By the end of this three-block lesson, learners will be able to:

1. Analyze the geographical advantages and environmental adaptations (I) of Ancient Egypt, Kush, and the Phoenicians.
2. Compare and contrast the social, political, and economic systems (S, P, E) of the Hittites and the Hebrews.
3. Create a Mini-Museum exhibit showcasing key cultural developments and technological innovations (C, T) contributed by at least two of the five major civilizations studied.

## Block 1: Rivers, Seas, and the INSPECT Framework (30 Minutes)

### I. Introduction (5 minutes)

#### A. Hook: Geography is Destiny

**Educator (E):** Imagine you are building a brand-new city. You can put it anywhere in the world. What is the single most important geographical feature your city must have to survive? (Water? Mountains for defense? Easy access to trade?)

**Learner (L):** (Discussion/Response focusing on water/resources).

#### B. Stating Objectives and Framework

**E:** For the next three blocks, we are going to become history detectives, investigating five incredible ancient powers: Egypt, Kush, the Phoenicians, the Hebrews, and the Hittites. We will use a special tool called **INSPECT** to break down how these societies worked. INSPECT stands for:

- **I** - Interactions with Environment (Geography)
- **S** - Social Structures (People/Classes)
- **P** - Political Systems (Government/Leaders)
- **E** - Economic Systems (Money/Trade)

- **C** - Cultural Development (Art/Religion)
- **T** - Technology/Innovations (Inventions)

Today, we focus on the "I" – the environment.

## II. Body: The Power of Water (18 minutes)

### A. I Do: The Lifeline of the Nile (6 minutes)

**E:** (Presents map.) Look at Ancient Egypt and Kush. Their entire lives revolved around the Nile River. I am modeling an INSPECT analysis: The Nile flooded reliably (Interaction with Environment), depositing rich, black silt. This allowed them to grow massive amounts of food (Economic effect) and support huge populations (Social effect).

- **Key Concept:** Predictable flooding = Stable farming = Surplus = Time for pyramids.

### B. We Do: From River to Sea (6 minutes)

**E & L:** Now let's look at the Phoenicians, located on the coast of the Mediterranean. Unlike Egypt, they didn't have vast farmlands. What was their main geographical feature? How did they have to adapt?

**L:** (Identifies the sea and limited land.)

**E:** Their interaction with the environment forced them to become expert shipbuilders and sea traders. They created powerful trading colonies across the sea.

- **Focus Comparison:** The Nile (Freshwater farming) vs. The Mediterranean (Saltwater trading).

### C. You Do: The Essential Resource (6 minutes)

#### Activity: Geographical Match

**Instructions:** Match the civilization to the resource/environment they relied on most:

1. Ancient Egypt (Nile River)
2. Kush (Iron Ore/Upper Nile)
3. Phoenicians (Mediterranean Coast/Cedar Forests)
4. Hittites (Mountains/Metal Ores)
5. Hebrews (The Levant/Crossroads of Trade)

**Success Criteria:** Accurately identify the core geographic feature that defined the first three civilizations' lifestyles.

## III. Conclusion (7 minutes)

### A. Formative Assessment Check-in

**E:** Quick review question: If the Nile floods stopped working, which two civilizations would be immediately devastated? (Egypt and Kush.)

### B. Transition to Block 2

**E:** Next time, we move beyond geography and into how people organized themselves: their governments (P), their economies (E), and their social structures (S).

## Block 2: Systems of Order: Politics, Society, and Trade (50 Minutes)

### I. Introduction (5 minutes)

#### A. Hook: Building a Law Code

**E:** If you were the absolute ruler of a new nation, what is the single most important rule you would make to ensure order and fairness?

**L:** (Shares their proposed rule.)

**E:** Today we look at how the Hebrews and the mighty Hittites created systems of rules—political and social—to govern millions of people.

#### B. Recap

**E:** We covered 'I' yesterday. Today: S, P, E.

### II. Body: The Structures of Civilization (40 minutes)

#### A. I Do: Power and Politics - The Hittites (10 minutes)

**E:** The Hittites were known for military power and diplomacy. Their political system was centered on a powerful king, but unlike the Egyptian Pharaoh, the Hittite king shared some power with a council of nobles. This meant the king wasn't seen as a god, but as a military leader. (P)

- **Key Concept:** Hittite strength came from their use of iron weaponry and the war chariot. (Technology intersects with Politics/Military).

**E:** I am placing this fact in the "P" column of our INSPECT chart.

#### B. We Do: The Unique Systems of the Hebrews (15 minutes)

**E & L:** The Hebrew political system evolved—from tribal leaders (patriarchs) to judges, and eventually to kings (Saul, David, Solomon). But what was unique about their **Social (S)** structure and **Political (P)** ideology?

**L:** (Guided discussion about Monotheism and the role of religious law.)

**E:** Their political identity was entirely tied to their covenant with one God (monotheism). Unlike the Hittites who focused on treaties and military might, Hebrew society focused on moral and ethical law given by God. This makes their P and S systems deeply intertwined with their C (Culture/Religion).

- **Key Concept:** Hebrew political legitimacy derived from religious adherence (The Ten Commandments influencing society and law).

#### C. You Do: The System Sort (15 minutes)

##### Activity: Categorization and Comparison

**Instructions:** Learners are given 10 historical facts (pre-written on index cards or listed) related to the five civilizations. They must categorize each fact under the appropriate INSPECT letter (S, P, or E).

**Example Facts:**

- Egypt: Pharaoh owned all the land. (P)
- Phoenicians: Used purple dye and traded cedar widely. (E)
- Hittites: The King made treaties with surrounding nations. (P)
- Kush: The social structure featured prominent women leaders (Candaces). (S)
- Hebrews: Priests and prophets held great influence over public life. (S)

**Success Criteria:** Accurately place at least 8 of the 10 facts into the correct S, P, or E category.

**Differentiation (Scaffolding):** Provide a smaller set of facts focusing only on two civilizations.

**(Extension):** Learners must explain *why* a fact fits that category (e.g., "Trading purple dye is economic because it shows their primary method of wealth creation").

### III. Conclusion (5 minutes)

#### A. System Recap

**E:** We have seen that political structure can be based on military strength (Hittites), divine kingship (Egypt), or religious law (Hebrews). Now that we know how they lived and governed, we will look at what they left behind.

#### B. Transition to Block 3

**E:** Tomorrow, we tackle Culture and Technology, and then you will become the curator of your own Ancient Powers Mini-Museum.

## Block 3: Legacy, Innovation, and the Mini-Museum (50 Minutes)

### I. Introduction (5 minutes)

#### A. Hook: What Lasts?

**E:** What invention from the last 100 years do you think people will still be using 3,000 years from now? Why?

**L:** (Discusses things like the internet, electricity, or specific materials.)

**E:** Today we focus on the cultural legacies (C) and technological breakthroughs (T) that these ancient powers left behind—the things that literally changed the world.

#### B. Project Introduction and Success Criteria

**E:** We are culminating our INSPECT study by creating a **Mini-Museum Exhibit**.

#### Success Criteria for Mini-Museum Card:

1. Choose two different artifacts or innovations from two different civilizations (e.g., Egyptian Pyramid and Phoenician Alphabet).
2. Create a visual representation of the artifact (drawing or detailed description).
3. Write a 3-sentence description explaining its significance (linking it to C or T).

## **II. Body: Culture and Technology (40 minutes)**

### **A. I Do: Modeling Culture and Technology (10 minutes)**

**E:** I will analyze two examples, showing how they fit C or T.

1. **Example 1: Egyptian Hieroglyphs (C & T):** This is technology because it's a writing system, allowing record-keeping. It is culture because it was used primarily in religious texts and royal monuments.
2. **Example 2: Phoenician Alphabet (T):** This simple, phonetic system was a pure technological breakthrough in communication. It allowed people who weren't scribes to read, speeding up trade and spreading knowledge.

**E:** (Briefly introduces other key items): Kushite iron smelting (T), Hebrew monotheism (C), Hittite iron chariot (T).

### **B. We Do: Brainstorming Artifacts (5 minutes)**

**E & L:** Based on everything we have learned across all three blocks, what are 5 truly world-changing innovations or cultural achievements from these civilizations? (List on the board: Pyramids, Alphabet, Iron, Monotheism, Papyrus, etc.)

### **C. You Do: Mini-Museum Creation (25 minutes)**

#### **Activity: Artifact Curator**

**Instructions:** Cora must select two artifacts from two different civilizations and create a display card for each according to the Success Criteria. This is the summative assessment.

- **Focus:** Encourage creativity in representation and precision in explanation. The explanation must clearly show the artifact's impact on C or T.

## **III. Conclusion (5 minutes)**

### **A. Summative Assessment (Demonstration)**

**E & L:** Cora presents her two Mini-Museum cards, explaining why these artifacts represent significant cultural or technological advancements for their time. (In a classroom, this would be a Gallery Walk/Peer Review.)

### **B. Final Recap and Reflection**

**E:** We started by asking how geography impacts civilization (I), then explored how people organize themselves (S, P, E), and finally, what they left behind (C, T). You have successfully used the INSPECT model to analyze five powerful ancient civilizations!

**Reflection Question:** Which of the five powers do you think had the greatest lasting influence on the modern world, and why?

# Differentiation and Adaptability

Context/Need	Adaptation Strategy
<b>Scaffolding/Homeschool (Cora)</b>	Provide a pre-filled INSPECT chart with key points missing; Cora fills in the gaps rather than starting from scratch. Utilize color-coding for the System Sort (S=blue, P=red, E=green).
<b>Extension/Advanced Learners</b>	Require the learner to research and explain a <i>cross-cultural transfer</i> (e.g., How did the Phoenician alphabet influence the Greeks?). For the Mini-Museum, require three cards and a detailed analysis of the economic impact of the artifact.
<b>Classroom Setting</b>	The System Sort becomes a team challenge. The Mini-Museum becomes a group project where each group is responsible for one civilization's C/T contributions. The final gallery walk involves peer feedback.
<b>Digital/Remote Learning</b>	Use collaborative digital whiteboards (like Jamboard or Miro) for the INSPECT chart. The Mini-Museum is created using slides or a simple webpage builder.