

Backward Design Lesson Plan

Chapter 2: How Does Environment Influence Societies?

Teacher: Krystal Munro

Grade level: 5

Subject: Social Studies

Unit title: Chapter 2: How Does Environment Influence Societies?

Length of Unit: approximately 6 weeks/15 classes

Step 1 – Desired Results for the end of this unit

In chapter 2, students explore how geographic features in the environment influence the development of ancient societies. Students focus on Nubia and determine the importance of the Nile River in the development of Nubian society, examining the river's influence on the development of agriculture, transportation routes, and Nubian lifestyle. Students also consider other aspects of the environment (climate, vegetation, natural resources) and how the environment influenced the way Nubians lived. Students investigate how the environment helped Nubians to meet their needs, as well as how Nubian lifestyle affected the environment.

Curriculum Outcome: 5.2.1 Explain how environment influenced the development of an ancient society.

Step 2 – Assessment Evidence

Observation checklists, conferencing and self-reflections (in Social Studies journal) will be used to assess if students are able to:

- Locate an ancient society using geographical skills and technology
- Investigate and understand how a geographic feature contributed to the development of a society.
- Explain how environment influenced the lifestyle of an ancient society.
- Explain how Nubian society changed over time.

Assessment for Learning:

- What role might the Nile River have played in developing Nubian society? Create a web diagram to show this. (Page 23)
- Think about your own community. Use the steps (found in “Step by Step” on page 24) to determine the importance of geographic features in your community. (Page 25)
- Use text and images to describe the different ways the Nile River contributed to the development of Nubian society. Which would you say was the most important? Why? (Page 30)
- How was Nubian lifestyle influenced by the environment? How do you know? (Page 37)
- Create a mind map to show how Nubian lifestyle had an impact on the environment. (Page 41)

Assessment of Learning:

From the following assessments, students will complete 1 of the following 3 assignments:

1. Write three archeological journal entries:
 - In the first journal entry, identify where Nubia is located. Describe where it is located in relation to another ancient society.
 - In the second entry, explain how the Nile River influenced the development of Nubia. (Provide evidence by referring to artifacts).
 - In the third entry, explain how the environment influenced Nubian lifestyle. (Provide evidence by referring to artifacts). (Page 44)
2. Assume the role of a historian who is creating a presentation that explains the role of the environment in the development of Nubia. Include a map of Nubia that clearly shows the geographical features. (Page 44)
3. Create travel information for ancient Nubia. Include in your information:
 - A map that shows where ancient Nubia was located.
 - Images, with captions, of important geographic features and/or places to visit.
 - Images of artifacts with captions that provide evidence of how the environment influenced the development of Nubia. (Page 44)

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Step 3 – Learning Plan

Introduction Lesson: (1 period) Review of Geographic Features

Invite students to brainstorm different places in Atlantic Canada and locate them on a map. Discuss what geographic features are located near these places, how they influence the environment and how these features affect the people who live nearby. Students may refer to atlases, wall maps, etc. with Flash Earth at this link: <http://www.flashearth.com/> or Google Earth at <http://www.google.com> (Depending on the students' prior knowledge, teacher may want to share how to locate places via Google Earth with the following tutorial: <http://www.google.com/earth/learn/beginner.html#tab=searching-for-places>).

Read aloud "What is in this chapter?" & "Look Ahead." Discuss Nubian pyramids, environment/climate, and materials used to build the pyramids. (Page 17)

Lesson 1: (1 period) Where Were Some Ancient Societies Located?

Present an image of a society (people) and ask students to share what they see and what historians might say about this society.

Invite students to read the paragraph on page 18 about geographic features. Then, study the map on page 18-19, and locate the geographic features.

Ask students how they would explain the word *ancient*. Refer to timeline on page 19. Students include word and meaning in their class dictionary. Students add information to their timeline they started in Chapter 1.

Lesson 2: (2 periods) Where Was Nubia Located?

Present a modern day image of the Nile River and ask students: "What influence do you think rivers have on the people who live near them?"

Refer to map on page 20 and ask students to locate Nubia.

Refer to map on page 21 and ask students to explain the climate zones of the world.

Activity 2.1 Compare and contrast climates of Upper Nubia and a city in our province.

Assessment for Learning: What role might the Nile River have played in developing Nubian society? Students create a web diagram of their choice (digital or paper copy) to show this. (Page 23)

Lesson 3: (1 period) How to Determine Geographic Importance

Ask students to explain the difference between a need and a want. Record examples on a chart with the class. Discuss how the environment can influence the needs and wants of a community.

Invite students to read page 24 and predict which features might have the most influence on a community.

Complete “Step by Step” activity (page 24) together as a class to ensure complete understanding. Locate geographic features and discuss importance.

Assessment for Learning: Think about your own community. Use the steps (found in “Step by Step” on page 24) to determine the importance of geographic features in your community. (Page 25) Invite students to share their charts with groups, then compare and contrast to find similarities and differences. Summarize similarities and differences and why certain information was important to include.

Lesson 4: (2 periods) Why was the Nile River Important to Nubia?

Present a variety of images of rivers and discuss characteristics of rivers. Class Discussion of key words: *source, tributaries, delta, mouth, cataracts, reach, receded, domesticated*. Students include key words and meanings/illustrations in their class dictionary. Match key terms with images of the Nile River on pages 26-27.

Divide class into 4 groups and have each group examine one artifact on page 29-30. Students describe the artifact and explain what it tells about Nubian lifestyle. Students summarize their findings to the rest of the class.

Assessment for Learning: Use text and images to describe the different ways the Nile River contributed to the development of Nubian society. Which would you say was the most important? Why? (Page 30)

Extension: Give groups of students index cards with the name of another famous river. In groups, students locate river on a map, draw or sketch the river, and create a diagram (or list) of facts about the river. Compare findings to the Nile River and present to class.

Lesson 5: (2 periods) How Did the Environment Influence Nubian Lifestyle?

Begin by asking students what organizations or people in their community regularly

use evidence to solve a problem or uncover a mystery. Discuss. Explain how archeologists use evidence as clues to help find out about a people in the past. Explain how using clues (or evidence) to come to a conclusion is “inferring.”

Read page 31 to review how archeologists use artifacts to make inferences. Explain a double-entry journal and model two examples for the students. Then complete an example with the class. Students then record their inferences on Activity 2.2 by analyzing artifacts found on pages 34-37.

Assessment for Learning: How was Nubian lifestyle influenced by the environment? How do you know? (Page 37)

Lesson 6: (3 periods) How Did Nubian Lifestyle Affect the Environment?

Review the concept of *sustainability*.

Invite students to read pages 38-41 together. Examine the diagram of the irrigation system on page 38, and the diagram of the shaduf on page 39. Discuss why irrigation was so important for Nubia. Ask students to explain how the technology of land irrigation has changed over time.

Identify main ideas of how lifestyle affected the environment (farming, mining, cutting trees).

Discussion of key words: *sustainability, irrigate, shaduf, pollution, deforestation, desertification*. Students include key words and meanings/illustrations in their class dictionary.

Assessment for Learning: Create a mind map to show how Nubian lifestyle had an impact on the environment. (Page 41)

Extension: In groups, students brainstorm about environmental sustainability and the influence that people have on the environment. Students create a storyboard for a short TV, radio, or Internet commercial (or magazine, or newspaper ad, etc.) that will prompt others to consider environmental sustainability.

Lesson 7: (1 period) Change Over Time: What Happened to Nubian Society?

Present a series of artifacts to students. Discuss how the items have changed over time and ask students to arrange them in chronological order. Explain that all

societies change over time and brainstorm reasons why.

Read together pages 42 and 43. Discuss causes of Nubian lifestyle changes.

Examine map on page 43. Ask student to locate ancient Nubia and to share opinions about whether the map of this region map will now stay the same. Have students support answer with examples.

Ask students to describe ways in which our community has changed over time: point out things that have changed as well as things that have remained the same.

Lesson 8: (2 periods) Assessment

Assessment of Learning: [Click here to see assessment](#)

Materials:

- Maps, atlases, globe
- iPads, computers, pencils & paper
- chart paper & markers for key words
- images of a society, the Nile River, rivers, artifacts
- series of artifacts from the past to put in order
- class dictionary
- Social Studies journal
- Black Line Master 2.1: Comparing Climate Charts
- Black Line Master 2.2: Recording Inferences
- Black Line Master 2.3: How Lifestyle Influences Environment
- Assessment Master 2.1: Rubric for Chapter 2
- Assessment Master 2.2: Checklist and Conferencing for Chapter 2
- Assessment Master 2.3: Rubric for Chapter 2
- K. Munro's Class list for assessments

Cross-Curricular Connections:

- English Language Arts
- Visual Arts
- Science
- Technology Integration

Evidence of Differentiated Teaching/Learning:

- Technology: Class dictionary may be recorded with paper & pencil or iPad
- iPad applications *Co-Writer*, *Read Iris* and *Claro pdf* may be used with journal responses for IPP students
- Brainstorming with a partner

- Students may use sticky notes to record key words & information of important ideas
- Students may work individually, with a partner, or in small groups
- Students may present orally, written, or audio/video recorded

Step 4 – Reflection

Remember to ask:

- What happened during my lesson?
- What did my students learn?
- How do I know?
- What did I learn?
- How will I improve my lesson next time?

Tools for Assessment

Written	Oral	Visual	Kinesthetic
Advertisement	Audiotape	Advertisement	Community outreach
Biography	Balagtasan	Banner	Dramatization
Book report	Debate	Brochure	Field tri
Book review	Discussion	Campaign flyer	Letter writing
Brochure	Dramatization	Cartoon	Oral interviews
Campaign speech	Haiku	Chart	Play
Crossword puzzle	Interview	Collage	Presentation
Editorial	Newscast	Collection	Service learning
Essay	Oral presentation	Computer graphic	Simulations
Experiment record	Oral report	Construction	Role play
Game	Poetry reading	Data display	Skit
Journal	Rap	Design	Scavenger hunt
Lab report	Reader's Theater	Diagram	
Letter	Role play	Display	
Log	Skit	Diorama/shoebox	
Magazine article	Speech	Drawing	
Memo	Song	Graph	
Newspaper article	Teach a lesson	Graphic Organizer	
Poem		Map	
Portfolio		Mobile	
Position paper		Model	
Proposal		Painting	
Questionnaire		Photograph	
Research report		Portfolio	
Script		Poster	
Story		Scrapbook	
Test		Sculpture	
Yearbook		Slide show	
Class Dictionary		Storyboard	
		Venn Diagram	
		Videotape	