

UNIT 2 LEARNING EXPECTATIONS

1. This document is a summation of what you need to master for the Unit Test.
2. Review the overview below and be able to answer the questions as we analyze the Unit.
3. Quizzes and Exit Ticket Assessments that will align with the overview below.
 - a. This is a Study Resource.
 - b. This can be used to assist in completing your Do Now.
 - c. **INCORPORATE LEARNED INFORMATION WITHIN YOUR EXIT TICKETS**
4. Your answers need to incorporate Perspectives and ISPICE.

INQUIRY ARC	WHERE DOES POWER COME FROM?
<p>Purpose For Learning</p> <p><i>How to connect the unit to being successful and achieving your goals.</i></p> <p><i>How does power equate to achieving your goals? How do circles help put you closer to achieving your goals or keep you from your goal?</i></p> <ol style="list-style-type: none"> 1. How can your beliefs help you achieve your goals? 2. How can you stay focused on your goals even though you are surrounded by negativity? 3. How can negativity keep you from or hold you back from experiencing your goals? 4. Who has the power in your career field? 5. Do you know anyone successful in the career field of your dreams? 	<p>POWER means the ability to do or act; capability of doing or accomplishing something; political or national strength; great or marked ability to do or act; strength; might; force; the possession of control or command over others; authority; ascendancy; political ascendancy or control in the government of a country, state, etc; legal ability, capacity, or authority; delegated authority; authority granted to a person or persons in a particular office or capacity; a document or written statement conferring legal authority.</p> <p>Once people decided to become civilized, power took on a new meaning. Someone had to lead the civilization. How would people decide who to follow? What kept the people engaged and focused on the preservation of the civilization? How and why is religion so important to civilization? Why are there social classes in civilization? Does these ideas individually help or hurt the progress of civilizations? How does these concepts work together to help civilization as a whole or hurt it?</p> <p>At this present stage many students do not understand the concept of power and how much power they actually have. Following others and allowing peer pressure to limit their power and progress. What type of power do you have? What type of power do you need to be successful?</p> <p>What are the reasons for following a particular person? What characteristics do they need? When should you take the lead?</p>
<p>Unit 1 – Early Humans</p>	
<p>Big Ideas (Main Ideas)</p> <ul style="list-style-type: none"> • Mesopotamia, commonly believed to be one of the first civilizations, was known as early innovators of written language, government, and religion. • The Hebrews were a monotheistic group who had been enslaved in Egypt. During the exodus, Israelites left Egypt to reclaim their holy land. • Israelites fought to regain control of their Holy land anchoring themselves in their religious beliefs to overcome and resist invasions and clashes with neighbors. 	
<p>PURPOSE FOR LEARNING ANSWERS</p>	
Empty space for answers	

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DC Content Power Standards	Compelling Questions	Supporting Questions
Use the italicized questions to answer the DC Content Power Standards.		
<p>7.3.5: Describe the relationship between religion (polytheism) and the social and political order in Mesopotamia and Egypt.</p> <p><i>How did ISPACE connect with the Mesopotamia and Egyptian culture?</i></p> <p><i>How did Hammurabi's Codes differ from the Egyptian laws? Were they just?</i></p> <p><i>What were the differences between Mesopotamia and Egypt? Use ISPACE to make the connections.</i></p>	<p>CQ1: Who had power in ancient Egypt?</p> <p>Compare the power of the different social groups, its leaders, and the social hierarchy?</p>	SQ1: How did the power structure emerge in ancient Egypt?
		SQ2: How were the roles of the social classes in ancient Egypt reinforced by religion?
		SQ3: How did Egyptians respond to the social order?
<p>7.7.3: Identify the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): belief in God; emphasis on individual worth; personal responsibility; the rule of law; observance of law; practice of the concepts of righteousness and justice; and importance of study.</p> <p>The Torah – First 5 Books of the Bible (Not the New Testament). How many laws were there (Not just the 10 Commandments)? Why was sacrifice so important?</p>	<p>CQ2: What does it take to build a civilization?</p> <p>What are the similarities and differences when discussing ISPACE and civilizations?</p>	SQ4: How did agriculture lead to villages and eventually cities?
		SQ5: What elements did all the early civilizations have?
		SQ6: How were the early civilizations different from each other?
<p>7.7.2: Describe the settlements and movements of Hebrew peoples, including the exodus and their movement to and from Egypt, and the significance of the exodus to the Jewish and other peoples.</p> <p><i>The Hebrews left their land and moved to Egypt due to famine. Other people inhabited that land and would lose it when the Hebrews returned.</i></p> <p><i>How did the movement of the Hebrews affect the Egyptians and the people who are living in the land the Hebrews left and now want back?</i></p>	<p>CQ3: Can power come from within?</p> <p>Why did observing the Passover help Progress the Hebrews?</p>	SQ7: Where was Ancient Israel?
		SQ8: How did the Exodus, Babylonian Captivity and Diaspora challenge the Jewish community?
		SQ9: How did the Jews keep their identity as a people through times of challenge?
Unit Performance Task	<p>Students will write a five-paragraph explanatory essay in which they answer the unit inquiry arc question – Where does power come from? Students will cite evidence from Ancient Egypt and Ancient Israel to discuss how power worked in their governments, religions, and social structures.</p>	