**Nile River Civilization Unit**

**Day 3: Place**

**Description:** For this lesson students will be looking at the area around the Nile River Civilization. Students will start the lesson off by writing the first three things they think of when the teacher says ‘Nile River Civilization in Ancient Egypt.’ Once students have their thought down, they will share their thoughts with their elbow partner to see if they have any ideas in common. After students share, there will be an open class discussion about student’s different thoughts and we will write them on the board. The main focus of the lesson today is to look at the physical characteristics of Egypt and the land around the Nile River. This lesson focuses on the theme of place. Students will get a blank map of Egypt and they will have to research everything about the land around the Nile River. As students find the information, they will color different areas on their map with different colors. At the end of the lesson, groups will share their maps with the rest of the class to see the similarities and the differences in the map. Groups will be assessed on the accuracy of their map. After groups have shared their maps, we will discuss how the different characteristics of the land contributed to the civilization.

**Standards:**

Social Studies Standards

* Regions and People of the Eastern Hemisphere: Geography: Early Civilizations- 2. Early civilizations (India, Egypt, China and Mesopotamia) with unique governments, economic systems, social structures, religions, technologies and agricultural practices and products flourished as a result of favorable geographic characteristics. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.
* Regions and People of the Eastern Hemisphere: Geography: Spatial Thinking and Skills: 3.Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed.
* Regions and People of the Eastern Hemisphere: Geography: Spatial Thinking and Skills: 4. Latitude and longitude can be used to identify absolute location.
* Regions and People of the Eastern Hemisphere: Geography: Places and Regions-5. Regions can be determined, classified and compared using various criteria (e.g., landform, climate, population, cultural, or economic).
* Regions and People of the Eastern Hemisphere: Geography: Human Systems-6. Variations among physical environments within the Eastern Hemisphere influence human activities. Human activities also alter the physical environment.

Language Arts Standards

* Reading: Informational Text-Key Ideas and Details: 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
* Reading: Informational Text-Key Ideas and Details: 7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

**Objectives:**

The student will be able to:

* Locate different areas of the land on a blank map of Egypt
* Discuss how the land affected the civilization

**Resources:**

* Blank map of Egypt from <http://fivejs.com/outline-maps-ancient-egypt-and-greece/>
* Colored pencils
* Computers
* 3 2 1 Exit slip from <http://filebox.vt.edu/users/jabates1/portfolio/islamexitslip.pdf>
* Social Studies Journals

**Procedure:**

* Students will get out their social studies notebook at the beginning of class. The teacher will explain to students that they need to write down the first three things that come to their mind when they hear ‘Nile River Civilization in Ancient Egypt.’
* Once students have their ideas written, they will share what they wrote with their elbow partner. Students will be looking for similarities or differences in their thoughts and ideas.
* After discussing with partners, students will share their ideas with the class and the teacher will record them on the board. The idea is to figure out what it is like in Egypt.
* After sharing their thoughts, students will get a blank map of Egypt. Explain to students the activity for the day.
  + Today you will be looking at the land around the Nile River Civilization. There is desert, mountains, water, and other physical characteristics that surround the Nile River Civilization that affected the lives of the people. Your job is to figure out exactly what the land was like. On your blank map, you will be coloring in the different areas with different colored pencils. Desert will be colored brown, water will be colored blue, mountains will be colored gray and plant areas will be colored green.
  + In your groups you will be researching on different websites, trying to figure out how to color your map.
  + After you color in your map, you will need to respond to the following prompt in your social studies journal: **How did the different land areas around the Nile River Civilization affect the lives of the people? Where there positive or negative effects on their lives because of the land? Explain your thoughts.**
* After each group has finished their map and their journal prompts, groups will begin to share their maps and thoughts.
* The class will discuss how the land around the Nile River affected the people and their daily lives. Students will share their responses in their journals with the whole class, and we will record some of the important ideas.
* The final part of the lesson will be for students to fill in their 5 Themes of Geography chart (the last column). The students will need to figure out which theme this activity would fall under and have to list in in the column titled ‘Examples in the Nile River Civilization.’

**Assessment:** Students will receive a grade based on their group work, how accurate their map is, and their journal prompt response. This activity will be work 15 points. The rubric is listed below.

**Place Map of Ancient Egypt**: During the lesson today, students were to research the different areas around the Nile River Civilization to figure out what it is like in Egypt. They were to work in their groups to figure out how to color their maps based on the different land areas around the Nile River Civilization. Students then respond to the journal prompt in their social studies journal, discussing how these different areas impact the civilization.

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| Category | 4 | 3 | 2 | 1 |
| Group work  \_\_\_\_/5 | Student works well during class. Few interruptions and helps group members. | Student helps group members with some research. Distracted during in class work. | Minimal effort shown to help group members during research. | Student does not focus during in class work time. Not helping group members. |
| Accuracy of Map  \_\_\_\_/5 | One location or area is incorrect on map. | Two locations or areas are incorrect on map. | Three locations are incorrect on the map. | Two or more locations and areas are incorrect on map. |
| Journal Prompt Response  \_\_\_\_/5 | Includes details from lesson in journal response. Leaves out few important details. | Few details about items discussed in class. Does not fully answer the question. | Few details included in journal response. Does not answer both questions. | No details included from in class discussion. Does not answer question. |

Total grade:\_\_\_\_\_\_\_/15

Comments: