**Nile River Civilization Unit**

**Day 6: Region**

**Description:** For this lesson, students will be split up into six groups. Each group will be looking at a different aspect of the Nile River Civilization including: gods and religion, the pyramids, and mummies. There will be two groups working on each project. Students will work in their groups to fill out the Ancient Egyptian notes page using different resources on the internet and using books provided. Each student will be required to fill out the notes page because the groups will be split up using the jigsaw method and will teach their information to the students in their new group. Students will be expected to fill in notes on their page while the other members of their new groups are presenting the information to them. At the end of class, students will fill out an exit slip, explaining what they learned in class today. This lesson focuses on the theme of region.

**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:

* Explain the importance of the gods, the pyramids, and mummies to Ancient Egypt
* Demonstrate their understanding of their topic by sharing with other students using the jigsaw method

**Resources:**

* Ancient Egyptian notes page

God and religion of Ancient Egypt Resources

* http://www.ducksters.com/history/ancient\_egyptian\_gods\_goddesses.php

Pyramid Resources

* *Pyramid* by David Macaulay
* <http://www.kingtutone.com/pyramids/beginning/>
* http://www.pbs.org/wgbh/nova/pyramid/explore/age2.html

Mummy Resources

* <http://www.youtube.com/watch?v=Jal3tzOrces>
* <http://www.mylearning.org/a-step-by-step-guide-to-egyptian-mummification/p-1681/>
* *National Geographic Kids Readers: Mummies* by Elizabeth Carney

\*Additional resources can be approved by the teacher.

**Procedure:**

* At the beginning of class, the students will share their ideas and facts that they know about Egyptian gods, the pyramids and mummies. There will be webs set up on the SmartBoard for each topic and students will add their ideas to the web.
* The teacher will assign the different topics to the groups. There will be two groups working on each topic. Had out the notes page for students to fill out.
* Once students have their topics they will begin their research in their groups to find out different information about their assigned topic.
* Once groups are finished, groups will now split up into new groups, making sure there is one person from each topic in the new groups (jigsaw method).
* The new groups will now share the information they learned about their assigned topic with the other members. The other students will fill in their notes based on what their group member say.
* After groups share, students will go back to their seats. The class will have a discussion about what they learned about the different topics and fill in the notes sheet on the SmartBoard.
* At the end of class, students will fill out a 321 exit slip, writing down some of the new things they learned in class today.
* Students will then fill in their *5 Themes of Geography* notes page, filling in the theme these examples would fall under.

**Assessment:** Students will turn in their notes page to ensure they fill the notes out during class. Students will also fill out the exit slip to show what they learned during class. The teacher will assess the exit slip to check student learning.

**Exit Slip**

List 3 things you learned today. Write something from each topic discussed.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What two things did you find most interesting today.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What is one question that you still have?

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Ancient Egyptian Notes**

**Directions:** In your groups, research the topic you were assigned, writing down the important information you find out. After you write down your notes, you will be sharing in a different group. Make sure you take good notes!

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| --- | --- | --- |
| Gods of Egypt | Egyptian Mummies | Pyramids |
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