**Grade Level:** 6th

**Class Period:** 45 min.

**Ohio Academic Content Standards:**

Theme: Religions and People of the Eastern Hemisphere; Topic: Early Civilizations;

Content Statement 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.*

Geography Strand, 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.

4. Latitude and longitude can be used to identify absolute location.

**Objectives:**

 Students will:

* Work cooperatively in groups using critical thinking to discuss the Ancient Egyptian culture.
* Learn about the geographical location of Egypt.
* Engage in class discussion.
* Investigate a set of artifacts and determine its importance to Ancient Egypt.

**Materials:**

* Computer with internet access
* White board or SmartBoard and markers
* Artifact Box
* Artifact Box Handout:
* Globe
* Sticky Notes
* Markers for writing/drawing purposes
* Flip chart paper (1 piece for every 4 students)

**Resources:**

* <http://www.nationalgeographic.com/resources/ngo/maps/>

This link will be used to show students the location of Egypt in relation to the world, especially the United States.

* <http://www.google.com/earth/index.html>

This will be used to give a more detailed version of the location of Egypt and the land features that exist currently.

**Outline:**

**Introduction: (5-10 min.)**

1. Teacher will begin the class by using a Topic Web to see what students already know about the Ancient Egyptian civilization. (Topic = Ancient Egypt)
2. Divide students into groups no larger than four and provide each group with sticky notes, markers, and a piece of flip chart paper. Lead the students through the process below to complete the web.
3. All students take five sticky notes.
4. Individually, students generate at least five facts about Egypt and the Nile River. They write one fact on each sticky note. If students know more than five facts, encourage them to take more notes. Instruct students to initial each of their notes.
5. Students then label each fact using the following code:

! = I know this is a fact!

\* = I am pretty sure this is a fact.

? = I heard this somewhere and think it may be a fact.

1. Students share their facts in the small groups. They share one idea at a time, going around the group until all ideas have been heard. If there is a fact that the group consensus says is inaccurate, the group starts a pile of notes with these questionable facts. Tell groups to keep duplicate facts, not to discard them.
2. Students review the facts and identify those that go together in some way. Remind them to include duplicate facts in the classification, and to keep the questionable facts in a separate pile.
3. Have groups share their webs with the class and how and why they classified certain sticky notes together.
4. Finally using all the groups’ sticky notes compile a class topic web.

**Body of Lesson: (25-30 min.)**

1. Students will discuss the location of Egypt using the following URL:

<http://www.nationalgeographic.com/resources/ngo/maps/>

<http://www.google.com/earth/index.html>

1. Begin by asking students questions about the location of Egypt.
* Where do you think Egypt is located?
* On what continent might Egypt be located?
* What countries border Egypt?
* What cities are in Egypt?
* What bodies of water do you see?
* What do you think the land of Egypt looks like?
* Are there mountains or lakes?
1. Using the globe, find the latitude and longitude locations of Egypt.
2. Discuss what typical climate for that latitude is.
* Is it hot or cold year round?
1. Ask students if they know what an artifact is and what they are for. Allow a minute for discussion with elbow partners (student immediately beside them). Share ideas as a class.
2. Arrange students in groups of 3-4 and give each student the Artifact Box handout/rubric.
3. Give students about 2 minutes to read the handout/rubric and figure out which aspect of daily life they would like to research in their group.
4. Go around to the different groups and take down each group’s choice. First come, first serve for topics.
5. Discuss the importance of choosing appropriate resources (scholarly vs. amateur pieces) and look over the list on the handout. Suggested books and Web sites follow:

**Books**

* *Eyewitness: Ancient Egypt*, by George Hart (DK Publishing, 2000)
* *How Would You Survive As an Ancient Egyptian?* , by Jacqueline Morley (Franklin Watts, 1995)
* *The Ancient Egyptians (Cultures of the Past)* , by Elsa Marston (Benchmark Books, 1996)
* *Ancient Egypt* , by Ruth Akamine Wassynger (Scholastic, 2000)
* *Art and Civilization Ancient Egypt* , by Neil Morris (NTC/Contemporary Publishing Co., 2000)

**Web sites**

* Life in Ancient Egypt (Carnegie Museum) <http://www.carnegiemuseums.org/cmnh/exhibits/egypt/index.htm>
* Ancient Egypt
<http://www.ancientegypt.co.uk/menu.html>
* Ancient Egypt (History for Kids)
<http://www.historyforkids.org/learn/egypt/index.htm>
* Egypt: Gift of the Nile (Seattle Art Museum)
<http://www.seattleartmuseum.org/Exhibit/Archive/egypt/discover/>

**Closure: (5 min.)**

*Homework Assignment*: Complete a journal response “What did you find interesting so far? What are some things you would like to learn about Ancient Egypt?”

Write 3-5 questions that you are curious about the Ancient Egyptians or their culture.

**Assessments**:

* Review the Topic Web.
* Observe students’ participation in group work and conclusions on geography and climate of the Egyptian area.
* Evaluate the journal response and assess using the journal response rubric.
* Evaluate Artifact Presentations at the end of the unit.

**Journal Response Rubric**

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| --- | --- | --- |
| **Name/Number Date** | 1Has a name, number or date on journal response. | 0Does not have a name, number or date on journal response. |
| **Spelling****Punctuation****Grammar****Capitalization** | 2Response contains only 1-2 errors. | 1Response has multiple errors. |
| **Answer to the Prompt** | 5Response answers the prompt completely by giving a detailed explanation. | 4 3Response answers the prompt with some detail and explanation. | 2 1Response is answered but contains little detail and explanation. | 0Response may or may not be answered and has no detail or explanation. |
| **Length** | 2Response is required length. | 1Response is only one sentence long. |

**Artifact Box Rubric**

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|  **Artifacts/Creativity** **10 Points**  |

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| * Box contains 5 or more appropriate artifacts

• Artifacts clearly represent various aspects of the chosen aspect of Ancient Egyptian life • Box creatively and neatly organized. 10; 9;8  |

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| --- |
| * Box contains at 4 appropriate artifacts

• Artifacts clearly represent various aspects of the assigned River Civilization• Box shows some creativity and organization7;6 |

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| * Box contains less than 3 artifacts

• Artifacts do not appropriately represent various aspects of the assigned River Civilization • Box lacks creativity and neatness 5;4 |

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| **Presentation****(5 minutes max)****10 Points** |

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| --- | --- |
| * Begins with an introduction and description of the assigned aspect of daily Egyptian life.
* Research is evident.
* Provides handout for other students.

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|  10; 9; 8 |

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| * Begins with an Introduction to research but no description of the assigned aspect of daily Egyptian life.
* Some research is evident.
* Provides handout for other students.
 |

 7; 6; 5 | * Does not introduce/describe the assigned aspect of daily Egyptian life.
* Little/no research is evident.
* Does not provide handout for other students.

 4; 3; 2; 1 |
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| **Engaging the Audience****5 Points** |

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| * Well articulated
	+ Audience was engaged.
	+ Artifacts visible.
	+ Speaks clearly and with enthusiasm.

 5;4  |

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| --- |
| • Somewhat articulate • Audience was somewhat engaged. • Artifacts somewhat visible.• Speaks clearly, sometimes speaks with enthusiasm  3  |

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| * Difficulty with articulation

• Audience not engaged. • Cannot see artifacts. • Lacks enthusiasm/speaks in monotone and not clear.  2; 1  |

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