**Nile River Civilization Unit**

**Day 2: Location**

**Description:** For this lesson, students will first look at a world map to figure out what continent Egypt is on. Once they figure out the continent, they will find the latitude and longitude of Egypt. Students will also look at a map of the world to locate the other countries around Ancient Egypt and the Nile River Civilization. This will give students a better understanding of where Egypt is located in the world. Students will receive a blank map of Egypt and will have to located different areas, cities, and monuments on the map. Students will first locate Upper and Lower Egypt on the map, coloring them different colors. Students will then do research to find and plot other important cities and monuments on the map using latitude and longitude lines. It is up to students to figure out and plot different locations based on their importance. Students will then have to fill in the *Important Places in Ancient Egypt* worksheet that explains why they chose to plot this location on their map and the significance this place had on the civilization. For this lesson, students should gain an understanding of the location of Ancient Egypt as well at finding the locations of various cities, monuments, and areas on map. This lesson focuses on the theme of location.

**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 cities and monuments on a map of Egypt
* Describe the importance of different cities and monuments in Ancient Egypt

**Resources:**

* Colored pencils
* Computers
* Blank map from <http://fivejs.com/outline-maps-ancient-egypt-and-greece/> (Draw in longitude and latitude lines in based on world map)
* *Important Place in Ancient Egypt* worksheet

**Procedure:**

* At the beginning of class, students will first look at a world map and find the continent that Egypt is on. After they located Egypt, they will examine the other counties around Egypt to become familiar with the location of Egypt in our world.
* After locating Egypt, students will figure out the latitude and longitude location for Egypt. This will also help locating Egypt on a map of the world.
* Students will then receive a blank map of Egypt. As a class, we will determine where lower and upper Egypt are located on the map. Students will color these areas different colors.
* After finding these areas as a class, students will them research on computers and find important monuments, cities or areas in Ancient Egypt. Students will need to find the latitude and longitude locations for these places and plot them on their map.
* Students will have to explain why they chose to plot the different cities, monuments, or locations on their map. They will need to know the importance of this location to the Ancient Egyptian Civilization.
* After groups finish their map, groups will have to explain their map and their locations. Groups will receive 10 points for in class work and the completion of the map with explanations.
* While groups are presenting, students can add locations to their maps if they feel it is important to the civilization.
* At the end of the lesson, students will need to fill in their notes sheet and figuring out which theme of geography this lesson covers.

**Assessment:**

* Groups will be assessed on their maps and the worksheet they are filling in. The teacher will informally assess students working during class and assess the accuracy of their maps and the locations they chose to place on their maps.

**Important Places in Ancient Egypt**

**Directions:** Once you choose a place to plot on your map, you will fill in the information about the city, monument, or area you choose to place on your map. You will need to include the latitude and longitude but also why you chose to plot this place on your map. When you are presenting your map, this will be up on the Elmo Projector so other students can copy down your information.

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**Latitude and Longitude:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**We chose to plot this place on our map because:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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