**Nile River Civilization Unit**

**Day 4: Relationship between places**

**Description:** For this lesson, students will be looking at the annual flooding of the Nile River. During this lesson, students will research information about the annual flooding then each group will build a model of the Nile River, showing how the land around the river changes after it floods. This lesson focuses on the theme of relationship between places. For this lesson, students will be creating a model of the Nile River, using sand and dirt. We will create a model of the river when it is not flooded, then we will add water so the river will overflow over its banks. Students will examine how the area around the river changes after the flood waters have ‘receded.’ This will show students how the land changed so farmers were able to plant their crops along the Nile River. Students will form an understanding of the ‘Gift of the Nile.’

Lesson idea from the following source:

*6th Grade Social Studies PBL project Flooding the Nile.* Feb 16 2012. Retrieved from <http://www.youtube.com/watch?v=YVHqSmQAMUA>

**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 impact of the Nile River on the Nile River Civilization
* Create a model of the Nile River

**Resources:**

* [**http://marktanner.com/niletrip/importance-of-nile-river-floods.html**](http://marktanner.com/niletrip/importance-of-nile-river-floods.html)
* Tin pans
* Dirt, sand, water, stones
* Foil
* Hair Dryer
* Computers
* Social Studies journal

**Procedure:**

* At the beginning of class, students will research the ‘Gift of the Nile’ and the importance of the Nile River to Ancient Egypt. Groups will spend the first 10-15 minutes of class taking notes and gathering any information they can about the Nile River.
* Once groups are finished, have students share their findings and write them down on the SmartBoard.
* Explain to students the importance of the Nile River and the impact it had on the lives of the people in this civilization.
* Introduce today’s activity to the class.
  + Today we will be building a model of the Nile River. Each group will create their own model of the Nile River, using sand, dirt, stones and water. As a class we will then look at the river before the flooding, then look at the river after it has flooded. This will help us see how the land has changed due to the annual flooding.
* Pass out materials to students.
* Once all groups have the materials, instruct them to begin creating their models. They will use the sand as the land around the river and they will put the dirt in the river along with some rocks, then fill the river with water when it is time to do so. Allow students enough time to complete their models. Once groups finish, fill the river with water. Have students observe what the river looks like now before the flooding.
* Once groups are ready, have students add more water to the river since it is time for the annual flooding. Students should notice the changes in the river and the area surrounding it. As the water floods, some of the dirt from the river should carry over to the sand along the banks. This will be the black mud that is fertile. Students will then use a hair dryer to make the water ‘recede’ then note the changes to the land around the Nile River. If done correctly, there should be the dirt around the river banks, which is where the farmers would plant their crops.
* At the end of the lesson, the whole class will discuss what changes were made to the land due to the flooding of the river. Allow time for students to share their thoughts.
* At the end of class, have students respond to the follow prompt in their social studies journals: **How did the Nile River impact the lives of the people in Ancient Egypt? What is the ‘Gift of the Nile?’**
* Students will then fill in their notes pages, determining which theme of geography this lesson would fall under

**Assessment:** Students will get graded on their answer to the journal prompt at the end of class. This will show the student understanding of the topic discussed in class today. The teacher will also assess their work in class, noting how they work with their group members.