Ancient Egypt Unit

<table>
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<tr>
<th>Name: Lisa Nash</th>
<th>Grade Level: 6</th>
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<td>Lesson Topic: The Gift of the Nile</td>
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<td>Teacher’s Initials:</td>
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Instructional Goals

Students will:
- Describe the Nile River, the geographical area through which it runs, and the effects of its floods on ancient farmers in the region.
- Explain how the people of Egypt used the Nile River to develop a rich agriculture.

Rationale

In the 6th grade, it is important for students to “describe the political and social characteristics of early civilizations and their enduring impact on later civilizations” (6-8 Benchmark B: History), “define and identify regions using human and physical characteristics” (6-8 Benchmark B: Geography), “explain how the environment influences the way people live in different places and the consequences of modifying the environment” (6-8 Benchmark C: Geography), “explain why trade occurs and how historical patterns of trade have contributed to global interdependence” (6-8 Benchmark B: Economics), “analyze different perspectives on a topic obtained from a variety of sources” (6-8 Benchmark A: Social Studies Skills and Methods).

Objectives

The students will be able to:
- Compare the geographic, political, economic and social characteristics of the river civilizations in the Tigris and Euphrates (Mesopotamia), Nile (Egypt), Huang Ho and Indus valleys before 1000 B.C. including:
  a. Location
  b. Government
  c. Religion
  d. Agriculture
  e. Cultural and scientific contributions
  (Ohio Academic Content Standards-History 4)
- Explain the distribution patterns of economic activities and how changes in technology, transportation, communication and resources affect those patterns including:
  a. Agriculture;
  b. Mining;
  c. Fishing;
  d. Manufacturing.
  (Ohio Academic Content Standards-Geography 3)
- Describe ways human settlements and activities are influenced by environmental factors and processes in different places and regions including:
a. Bodies of water;
b. Landforms;
c. Climates;
d. Vegetation;
e. Weathering;
f. Seismic activity

(Ohio Academic Content Standards-Geography 5)
• Explain why trade occurs when individuals, regions and countries specialize in what they can produce at the lowest opportunity cost and how this causes both production and consumption to increase.

(Ohio Academic Content Standards-Economics 3)
• Use multiple sources to define essential vocabulary and obtain information for a research project including:
  a. Almanacs;
  b. Gazetteers;
  c. Trade books;
  d. Periodicals;
  e. Video tapes;
  f. Electronic sources.

(Ohio Academic Content Standards-Social Studies Skills and Methods 1)

Resources
• *Our World* pages 82-85
• Graphic Organizer-handouts
• Graphic Organizer-overhead
• Graphic Organizer Answer book-page 9

Procedures (Three Components)

I. Readiness/Motivation for Lesson Allotted Time: 8 mins
• Have students look at pages 80 & 81 in *Our World*. Have students look at the pictures on these two pages and ask for volunteers to read the title and captions.
• “The pictures shown here will provide clues to the culture you will be reading about throughout the chapter.”
• “What does the picture and caption for ‘The Gift of the Nile’ suggest about the river’s importance to the people of the region?” (The Nile provided them with water and rich soil.)
• “What can you tell from examining these pictures about the people who lived along the Nile River?” (They engaged in war, valued art, and honored their kings.)
• In student journals after the pictures have examined: “Make a prediction about how the people of the Nile River valley lived, based on these pictures.”

II. Lesson Focus Allotted Time: 32 mins
Each student will be placed into eight groups with 2-3 other people. Each group will be assigned a certain section that they will be responsible for reading.

Each student will be given a copy of the graphic organizer web.

The two groups of students that had the same reading will then collaborate on inform the class the important facts about the Nile River that support the main idea of the readings.

Each pair of groups will then come up to the overhead and present to the class their portion of the reading, teaching classmates what they did not read.

III. Closure to Lesson

Allotted Time: 5 mins

- “In which part of Egypt is the Nile Delta: Upper or Lower Egypt?” (Lower Egypt)
- “Which area do you think would produce richer crops: Upper or Lower Egypt? Why?” (Lower Egypt; there is more farmland in the delta and more silt is deposited there.)
- “Why might someone think that the Nile River valley would not be a good place for farming” (It is surrounded by a desert.)
- “What happened when the Nile flooded each year?” (The Nile overflowed its banks and dropped silt to make Egyptian soil richer.)
- “What made the Nile River valley a good place for farming?” (Annual flooding turned dry desert land into fertile soil.)
- “What groups were made possible by irrigation?” (wheat, barley, cucumbers, lettuce, onions, beans, flax)
- “How did the Nile floods affect life for people in Egypt?” (The floods could make the difference between a good year and a bad year in terms of providing good crops or destroying villages.)
- For your homework I would like you do the Review and Assess questions 1-5. But for question one just write the definition instead of a sentence. This will be collected and graded on Monday.

Follow-Up (Enrichment)

- If time allows, students will exam the diagram on page 84. “In your opinion, does the lever look easy to operate? Explain. (Answers will vary; some may point out that the device is very simple; others may say that it would require considerable effort to haul the bucket.)

IV. Assessment

- Review and Assess questions 1-5

1. Delta-very fertile, flat land made of silt dropped by a river as it drains into a larger body of water.
2. What happened if the annual floods were too great or too small? - Too much water meant villages were destroyed and farm animals drowned. Too little water meant crops failed.
3. Why did life for the people of Egypt depend on the Nile? – The Nile’s floods were essential to growing crops.
4. What technology did Egyptian farmers use to get water from the Nile to their
fields? – A shadoof, a lever with a counterweight and a pivot, was used to lift water over the riverbank and into an irrigation canal.

5. How did Egyptians solve the problem of irrigating crops during the dry seasons? – They dug canals and used shadoofs to lift water into them.