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: Review</td>
<td>Day 05 of 14</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.
- Explain how ancient Egypt was united.
- Analyze the workings of government and the importance of religion in Egypt.

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) and to “explain why people institute governments, how they influence governments, and how governments interact with each other” (6-8 Benchmark A: Government).

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)
- Explain reasons for the creation of governments such as:
  a. Protecting lives, liberty and property;
  b. Providing services that individuals cannot provide for themselves.

(Ohio Academic Content Standards-Government 1)

Resources

- *Our World* pages 82-85
- *Our World* pages 88-91
- Review and Assess on page 85-turn in for a grade

Procedures (Three Components)

I. Readiness/Motivation for Lesson          Allotted Time: 2 mins
- Since you had a nice long weekend, we are going to take it easy today and review what we have gone over. Just make sure you have not forgotten what you have already learned. You will also have homework, but not a lot.

II. Lesson Focus                              Allotted Time: 40 mins
- “In which part of Egypt is the Nile Delta: Upper or Lower Egypt?” (Lower
• “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 are the four things that the Nile River provided for Egypt?” (Transportation though boats, silt for their farms, water for them and their animals, and water for the fields.)
• “What evidence can you find that Egypt 5,000 years ago was not at peace?” (ruins of walls, paintings of battles)
• “Why was the double crown an important symbol in ancient Egypt?” (The double crown symbolized the union of Upper and Lower Egypt. It was a symbol of the pharaoh’s power.)
• “What role did local leaders play under the pharaoh?” (Local leaders collected taxes, served as judges, and managed the use of floodwaters.)
• “Who was Menes? And what did he do?” (The first pharaoh of Egypt, unified upper and lower Egypt after leading forces in to take over, made Memphis the capital of Egypt, and assigned local leaders.)
• Define: unification, pharaoh, pyramid, mummification, and Old Kingdom.
• Assign Review and Assess allowing students 10 minutes to work on this in class so they do not have this plus their regular homework assignment.

III. Closure to Lesson

Allotted Time: 3 mins

• Homework: Students will be divided in half. Half of the class will read pages 92, while the other half reads pages 92-93. Tomorrow you will be split into smaller groups. In your smaller groups you will be responsible for informing your partner what the other half of the reading was about. So take a few notes, the main ideas and key points.

Follow-Up (Enrichment)

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 a 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.