Nile (Egypt) River Civilization

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| **Your Name: Kristi Sisi (Wisehart)** | **Grade Level:** 6th |
| **Lesson Topic:** Importance of Location | **Day 1 of 7** |
|  | **Date:** |

**Essential Question**

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| How does where you live influence how you live? |

**Lesson Summary / Rationale (as required by instructor)**

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| In this lesson students will learn the location of the Nile River Civilization, as well as important cities and landmarks within this civilization. They will learn why the environment this civilization chose was so important to their success.  This is important for sixth graders to know because they need to understand why the Egyptians choose to live in the environment by the Nile River. |

# Strands, Content Statements, Objectives

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| Strand: History  Content Statement: 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.  Objectives:   * Students will be able to locate important cities and landmarks for the Ancient Nile River Civilization. * Students will be able to determine the importance of these cities and landmarks to the Ancient Nile River Civilization. |

**Resources**

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| Venn Diagram  Lap Tops/iPads  SMARTboard  Clicker Response System |

**Procedures**

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| **I. Readiness/Motivation for Lesson *( Engage)* Allotted Time: 5 minutes**   * Ask students to complete a short writing prompt to start the unit. * They will be answering the following question: “If you were settling in an area what would be key environmental aspects you would look for in an area?” * They should think about cities and civilizations we have already learned about and what help them be successfully environmentally or what caused them to fail environmentally. * After all students have finished the writing prompt, the teacher will lead a short discussion on students’ answers.   **II. Lesson Focus: *(Explore, Explain, Extend)* Allotted Time: 40 minutes**   * Using the artifacts made for our class, students will search for these artifacts using a GPS in the playground, field and ball field area on school grounds. * The teacher will need to hide these items and record their GPS coordinates ahead of time for students to locate. * Students should find these items and try to determine their use for the Nile River Civilization. * They should record their thoughts on a Glogster page on their iPads as they find the artifacts. * Students should return the artifacts after taking a picture of it, guessing it’s use, and recording these things on their Glogster page. * Once students have found all the artifacts, students can share their Glogster pages in class. * The rest of the lessons in this unit will dig into the uses of each of these artifacts. * **ASSESSMENT:** Students will be given a short formative assessment using the student response clicker system. This will involve ten multiple choice questions students will answer to make sure students met the objectives for the day. These questions will involve a range of skills including standard multiple choice and justified multiple choice.   **III. Closure to Lesson Allotted Time: 5 minutes**   * In order to close the lesson, students will complete a 3-2-1 telling three things they learned, two things they found interesting and one question they still have about the material learned in this lesson.   **IV. Assessment/*Evaluation:* Assessment here if not embedded in plan.**   * Embedded in lesson   **V. Differentiation**   * A struggling student could be placed with students that will help them stay on task. They teacher may also need to guide this group more, as it may be hard for students to stay on task.   **VI. Extension/Enrichment Activities (Optional as prescribed by instructor)**   * The teacher can ask students how where they live influences how they live. This can be discussed as a class.   **VII. Assignment** |

Nile (Egypt) River Civilization

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| **Your Name: Kristi Sisi (Wisehart)** | **Grade Level:** 6th |
| **Lesson Topic:** Nile River Civilization WebQuest | **Day 2 of 7** |
|  | **Date:** |

**Essential Question**

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| How does where you live influence how you live? |

**Lesson Summary / Rationale (as required by instructor)**

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| In this lesson students will complete a WebQuest to find important facts that led to the success of the Nile River Civilization.  This is important for sixth graders to know because they need to understand why the Egyptians choose to live in the environment by the Nile River. |

# Strands, Content Statements, Objectives

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| Strand: History  Content Statement: 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.  Objectives:   * Students will be able to determine important facts that led to the Nile River Civilization thriving. |

**Resources**

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| Laptops/iPads  WebQuest Packet—retrieved from beaverschoollibrary.homestead.com/**Egypt**CyberSearch.doc  ExitSlip |

**Procedures**

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| **I. Readiness/Motivation for Lesson *( Engage)* Allotted Time: 5 minutes**   * Show this interactive timeline to the class on the SMARTboard: http://www.rom.on.ca/programs/activities/egypt/learn/timeline.php * Discuss some of the events on the timeline. * Review the previous lesson by asking students how the Nile Egypt Civilization could have lasted as long as this timeline shows them existing.   **II. Lesson Focus: *(Explore, Explain, Extend)* Allotted Time: 40 minutes**   * Have students work in cooperative groups to complete a WebQuest on the Nile River Civilization. * There are 20 topics listed in the WebQuest. Divide the class into five groups and give each group four of the topics to cover. * Students should only visit the websites given by the teacher. * They can record their findings, to share with the class, in their interactive notes pages on their iPad. * After finishing the WebQuest, students will be asked to share what they have learned with the class. * **ASSESSMENT:** Students will be given a short formative assessment using the student response clicker system. This will involve ten multiple choice questions students will answer to make sure students met the objectives for the day. These questions will involve a range of skills including standard multiple choice and justified multiple choice.   **III. Closure to Lesson Allotted Time: 5 minutes**   * In order to close the lesson, have students complete an exit slip sharing in short paragraph form why the Egyptians thrived in the land they chose to live.   **IV. Assessment/*Evaluation:* Assessment here if not embedded in plan.**   * Embedded in lesson   **V. Differentiation**   * A struggling student may need prompts for the WebQuest read to them as well as they information on the web page. Another student   **VI. Extension/Enrichment Activities (Optional as prescribed by instructor)**   * The teacher can ask students how where they live influences how they live. This can be discussed as a class.   **VII. Assignment** |

Nile (Egypt) River Civilization

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| **Your Name: Kristi Sisi (Wisehart)** | **Grade Level:** 6th |
| **Lesson Topic:** Importance of Location | **Day 3 of 7** |
|  | **Date:** |

**Essential Question**

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| How does where you live influence how you live? |

**Lesson Summary / Rationale (as required by instructor)**

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| In this lesson students will use a coordinate system and GPS to determine the location of important artifacts to the Nile River Civilization.  This is important for sixth graders to know because they need to understand the coordinate system. Students also need to be able to infer and think critically. |

# Strands, Content Statements, Objectives

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| Strand: History  Content Statement: 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.  Objectives:   * Students will be able to infer the importance of artifacts to the Nile River Civilization. * Students will be able to use and understand coordinates and a GPS coordinate system. |

**Resources**

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| Venn Diagram  Lap Tops/iPads  SMARTboard  Clicker Response System |

**Procedures**

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| **I. Readiness/Motivation for Lesson *( Engage)* Allotted Time: 5 minutes**   * Ask students to complete a short writing prompt to start the unit. * They will be answering the following question: “If you were settling in an area what would be key environmental aspects you would look for in an area?” * They should think about cities and civilizations we have already learned about and what help them be successfully environmentally or what caused them to fail environmentally. * After all students have finished the writing prompt, the teacher will lead a short discussion on students’ answers.   **II. Lesson Focus: *(Explore, Explain, Extend)* Allotted Time: 40 minutes**   * Have students work in cooperative groups to see if they can label the following interactive map: http://library.thinkquest.org/CR0210200/ancient\_egypt/map.html * Students can use the sites as the interactive map as a guide for the rest of this activity. * They should, as a group, choose two of the sites to do a little further research. Students should see what roles each of their two chosen sites played in the ancient Nile River Civilization. * After researching with their groups, students can shortly share some of the ways their sites played a role in the ancient Nile River Civilization. * **ASSESSMENT:** Students will be given a short formative assessment using the student response clicker system. This will involve ten multiple choice questions students will answer to make sure students met the objectives for the day. These questions will involve a range of skills including standard multiple choice and justified multiple choice.   **III. Closure to Lesson Allotted Time: 5 minutes**   * In order to close the lesson, show this video to students:   http://www.travelvideo.tv/videos/egypt/travelonthenilevideo.html   * Have them compare and contrast with a Venn Diagram the importance of the Nile River in both today’s and the ancient Nile River Civilization.   **IV. Assessment/*Evaluation:* Assessment here if not embedded in plan.**   * Embedded in lesson   **V. Differentiation**   * A struggling student could be provided a copy of the interactive map on paper to help them label the sites on the web and on paper. This will make it more visual for them throughout the lesson.   **VI. Extension/Enrichment Activities (Optional as prescribed by instructor)**   * The teacher can ask students how where they live influences how they live. This can be discussed as a class.   **VII. Assignment** |

Nile (Egypt) River Civilization

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| **Your Name: Kristi Sisi (Wisehart) & Becca Howard** | **Grade Level:** 6th |
| **Lesson Topic:** Importance of Location | **Day 4 of 7** |
|  | **Date:** |

**Essential Question**

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| How does where you live influence how you live? |

**Lesson Summary / Rationale (as required by instructor)**

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| For this lesson students will be working with an interactive activity in which they will be looking more into the place of the Nile River Civilization. They will be looking at pyramids in more detail and actually making their own as well.  This is important for sixth graders to know because they need to understand what the place was like where Egyptians choose to live by the Nile River. |

# Strands, Content Statements, Objectives

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| Strand: History  Content Statement: 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.  Objectives:   * Students will be able to understand the place where Egyptians lived hear the Ancient Nile River Civilization. * Students will be able to determine the location that makes a pyramid work and the environment as well. |

**Resources**

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| SmartBoard  Laptops  Interactive Activity site <http://www.bbc.co.uk/history/interactive/games/pyramid_challenge/index_embed.shtml>  YouTube <http://www.youtube.com/watch?v=6CpjMxXG52s> |

**Procedures**

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| **I. Readiness/Motivation for Lesson *( Engage)* Allotted Time: 5 minutes**   * Students will be asked to work with the person next to them in order to share ideas with each other about the video. * We will start by watching this YouTube video about pyramids. <http://www.youtube.com/watch?v=6CpjMxXG52s>   **II. Lesson Focus: *(Explore, Explain, Extend)* Allotted Time: 40 minutes**   * To start off we will be having a short class discussion over the video that we just watched and what the class thoughts were. * We will then move into the interactive activity that the students will now be able to make up their own pyramid. They will have to decide where they would like their pyramid to be located, using the information learned through the past lessons. They will also have to decide how they want it to be building including the angle of it as well. * Students will be given time to work on this before the end of class * **ASSESSMENT:** Students will be asked to explain their discoveries with the teacher when she comes to them and has a small conferences with each group over what they are discovering over this activity.   **III. Closure to Lesson Allotted Time: 5 minutes**   * To close out the lesson, students will be writing a summary paragraph over what they learned during this lesson and through the interactive activity.   **IV. Assessment/*Evaluation:* Assessment here if not embedded in plan.**   * Embedded in lesson   **V. Differentiation**   * Students who need more guidance and struggle with the computers will be allowed to make groups of three and the teacher will also work more one on one with this group in order to get them started and keep them on the right track.   **VI. Extension/Enrichment Activities (Optional as prescribed by instructor)**   * If time allows, we will have a class competition in which students will be asked to create the best pyramid out there. This will make the students to pay close attention to what makes a pyramid and doesn’t and to show that great one to the whole class.   **VII. Assignment** |

Nile (Egypt) River Civilization

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| **Your Name: Kristi Sisi (Wisehart) & Becca Howard** | **Grade Level:** 6th |
| **Lesson Topic:** Importance of Location | **Day 5 of 7** |
|  | **Date:** |

**Essential Question**

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| How does where you live influence how you live? |

**Lesson Summary / Rationale (as required by instructor)**

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| In this lesson, students will be asked to think of the different environment and human interactions that were on in the Nile River Civilization. They will be using the information that they have already learned about as well as they will be able to get on the internet in order to do more research as well. They will have this class period and then at the end of it, they will be asked to present, with their group, to the class about what human or environment interaction they researched. Before going into too much researching, they will have to draw out of a hat to see which one they will be learning more about and have to present.    This is important for sixth graders to know because they need to understand what the human and environment interactions were like where Egyptians choose to live by the Nile River. |

# Strands, Content Statements, Objectives

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| Strand: History  Content Statement: 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.  Objectives:   * Students will be able to explain why their human or environment interaction that they research was important to the area. * Students will be able to determine the importance of their human or environment interaction that they researched. |

**Resources**

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| SmartBoard  Laptops |

**Procedures**

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| **I. Readiness/Motivation for Lesson *( Engage)* Allotted Time: 5 minutes**   * To start off the students will be asked to get with three other people around them and draw out of a hat for which human or environment interaction they will be researching more about. * Once they have figured it out, they will be asked to brainstorm ideas together on why they feel that their interaction was important to the people and the area and what makes it so unique.   **II. Lesson Focus: *(Explore, Explain, Extend)* Allotted Time: 40 minutes**   * After brainstorming for a few minutes, students will be asked work within their groups in order to take the time to research their human or environment interaction. * Students may use their prior knowledge through past lessons and they may also use the laptops to get on the internet. There are a varied of ways to help the students would in this research. * Students will then have to determine how they would like to present this material to their classmates. * **ASSESSMENT:** This will occur during this lesson in which brainstorming ideas will be collected and looked at in order to see if the students are on the right track and understanding the material or not. In addition, they will be informally observed while research is taking place until it is time to present in which they will be assessed on communicating accurate information to the class.   **III. Closure to Lesson Allotted Time: 5 minutes**   * We will close the lesson by having students present the material that they have researched to the whole class. * During this time, they will be asked to take notes on the other groups in order to give themselves a little sheet full of information about the different human and environment interactions that took place.   **IV. Assessment/*Evaluation:* Assessment here if not embedded in plan.**   * Embedded in lesson   **V. Differentiation**   * Students who struggle with presenting in front of their classmates will be allowed to create a powerpoint where they can share their information that way. They can then put their voice into the powerpoint as well in order to better help share the information that way as well.   **VI. Extension/Enrichment Activities (Optional as prescribed by instructor)**   * For students who need more of a challenge, they will be asked to recreate their human or environment interaction somehow. They may build something like it or even act it out to their classmates.   **VII. Assignment** |

Nile (Egypt) River Civilization

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| **Your Name: Kristi Sisi (Wisehart) & Becca Howard** | **Grade Level:** 6th |
| **Lesson Topic:** Importance of Location | **Day 6 of 7** |
|  | **Date:** |

**Essential Question**

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| How does where you live influence how you live? |

**Lesson Summary / Rationale (as required by instructor)**

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| This lesson is going to focus on movement around the Nile River Civilization. For this lesson students will be asked to picture themselves during this time and decided what makes something a boat. They will be thinking about what makes something float and why they would help with communication and trade throughout the Nile River Civilization area.  This is important for sixth graders to know because they need to understand what the place was like where Egyptians choose to live by the Nile River and how it helped with movement and communication. |

# Strands, Content Statements, Objectives

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| Strand: History  Content Statement: 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.  Objectives:   * Students will be able to determine the importance of movement and communication to the Ancient Nile River Civilization. |

**Resources**

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| SmartBoard  Laptops |

**Procedures**

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| **I. Readiness/Motivation for Lesson *( Engage)* Allotted Time: 5 minutes**   * To start off I will ask students to take some time to think about life without cars. What would they do? How would they get around? * After some time to think, they will then be given some time to share where we will have our class discussion. * After our class discussion they will be asked to then think about how movement occurred around the Nile River Civilization area. * They will pair up with the three other people around then where they will be given a few minutes to discuss.   **II. Lesson Focus: *(Explore, Explain, Extend)* Allotted Time: 40 minutes**   * Once the discussion time has ended, they will then be given the period time in order to think of how movement occurred in this area and how it helped with communication and trading. * This movement area could mean anything however it has to be realistic and something that they actually did. * Students will be given time to do this at when they will then pair up with another group in the room and share their ideas with each other. * **ASSESSMENT:** Students will be assessed informally through observation as they work with their group members and then by the information that they gather. They will be asked to record their findings just on a piece of paper as they find them as well as where they located that information.   **III. Closure to Lesson Allotted Time: 5 minutes**   * To close this lesson, students will be pairing up with another group in the class in order to share their findings with each other. Each group will present their information and then they will be given the time to ask question to each other.   **IV. Assessment/*Evaluation:* Assessment here if not embedded in plan.**   * Embedded in lesson   **V. Differentiation**   * Students who need to be given a topic in which they will be studying will be assigned something in order to jump start their research and to help them finish within the time period.   **VI. Extension/Enrichment Activities (Optional as prescribed by instructor)**   * Students who need more of a challenge and if time allows will be asked to create their own type of movement that could have been used within the Nile River Civilization using resources that were present.   **VII. Assignment** |

Nile (Egypt) River Civilization

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| **Your Name: Kristi Sisi (Wisehart) & Becca Howard** | **Grade Level:** 6th |
| **Lesson Topic:** Importance of Location | **Day 7 of 7** |
|  | **Date:** |

**Essential Question**

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| How does where you live influence how you live? |

**Lesson Summary / Rationale (as required by instructor)**

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| For this lesson we will start out with me reading the class an Ancient Egypt Pop Up Book. This will be a fun and exciting way to finish up this unit that will really recap everything that they have learned. We will then go into the class doing some last research on the region and how the area helped the Nile River Civilization to really accelerate.  This is important for sixth graders to know because they need to understand what the place was like where Egyptians choose to live by the Nile River and why it was so important. |

# Strands, Content Statements, Objectives

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| Strand: History  Content Statement: 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.  Objectives:   * Students will be able to explain what helped this region to be so successful. * Students will be able to determine the importance of the Ancient Nile River Civilization. |

**Resources**

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| SmartBoard  Laptops  The Ancient Egypt Pop-up Book: In Association with the British Museum |

**Procedures**

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| **I. Readiness/Motivation for Lesson *( Engage)* Allotted Time: 5 minutes**   * To start off the lesson, I will start by reading the class The Ancient Egypt Pop=Up Book. While I am reading it, the students will be asked to pay attention and keep notes of any information that they would like while hearing more about the Ancient Egypt area.   **II. Lesson Focus: *(Explore, Explain, Extend)* Allotted Time: 40 minutes**   * We will then work as a class in order to come up, from our learning so far, how the region really effected and helped the Nile River Civilization to be so successful. * During the class discussion I will be keeping notes of what everyone says up on the SmartBoard for reference. * After the class discussion is done, students will get into their same groups and they will be asked to complete some research about a specific topic that was brought up during the class discussion that they will present more detail about to the whole class. * Students will then be given a good part of the time in order to get their information together. * **ASSESSMENT:** Students will be assessed by their participate in the class discussion as well as being assessed informally during their group preparation time until their presentation period.   **III. Closure to Lesson Allotted Time: 5 minutes**   * To close out the unit students will be presenting their researched information to the class. * Students will also be completing an exit slip in which they will be asked to write down two things that they learned and one question that they might still have.   **IV. Assessment/*Evaluation:* Assessment here if not embedded in plan.**   * Embedded in lesson   **V. Differentiation**   * Some students will not like to present their material in front of their class. In this case they may draw or even create something in order to show the information that they had gathered.   **VI. Extension/Enrichment Activities (Optional as prescribed by instructor)**   * Students who need a challenge and if time allows will be asked to share an overview of everything that was learned through this unit. They may display this information any way they would like however they must share their information that they have learned.   **VII. Assignment** |