**Grade Level:** 6th

**Class Period:** 45 min.

**Ohio Academic Content Standards:**

Theme: Religions and People of the Eastern Hemisphere; Topic: Early Civilizations;

Content Statement 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.*

Geography, Human Systems

*Content Statement 6: Variations among physical environments within the Eastern Hemisphere influence human activities. Human activities also alter the physical environment.*

**Objectives:**

Students will:

* The Nile River played an important role in the lives of ancient Egyptians and still does today.
* Ancient Egyptians had many of the same concerns as we do today: for example, food supply, technological advances, weather, natural habitats.

**Materials:**

* Computer with internet access
* White board or SmartBoard and markers
* Printed and electronic reference materials about ancient Egypt (see links below)
* Material for making models of the Nile River
* A large disposable turkey basting pan (1 per every 4 students in class)
* Large bag of potting soil
* Medium sized bag of grass seed
* Large roll of aluminum foil
  + Water
  + Pitchers to hold the water (1 per every 4 students in class)
  + Walkabout Chart (enough copies for every student)
  + Student Journal
  + Pencil

**Resources:**

* <http://videos.howstuffworks.com/discovery/28707-assignment-discovery-uses-of-the-nile-river-video.htm>

This is a link to a video that talks about how Ancient Egyptians learned to live near and utilize the Nile River to their advantage.

* <http://videos.howstuffworks.com/discovery/29490-assignment-discovery-the-niles-4000-miles-video.htm>

This is another link to a video that talks about why people settled near the Nile River and how people utilized the river to their advantage.

* <http://www.woodlands-junior.kent.sch.uk/Homework/egypt/nile.htm>

This is a link to some written information on the basics of the Nile River and how Ancient Egyptians learned to live near and utilize the Nile River to their advantage.

* <http://enchantedschoolhouse.blogspot.com/2011/07/making-model-of-nile-river.html>

This is a link that gives directions on how to make a model of the Nile River.

**Outline:**

**Introduction: (5-8 min.)**

1. Begin the class by handing out the Walkabout Charts to every student.
2. Explain to students that they need to tour the room locating one student at a time that knows, or think they know, the answer to one of the questions on their walkabout charts. The student records the answer in the appropriate box and has the other student initial the box.
3. Set a timer on the SMART Board for 5 minutes.
4. After 5 minutes, lead a class discussion about the topics on the chart.
5. Collect the walkabout charts to review the students, understandings of and misinformation about the Nile River.

**Body of Lesson: (35-40 min.)**

1. Watch the two videos about the Nile and then discuss some of its uses.
2. <http://videos.howstuffworks.com/discovery/28707-assignment-discovery-uses-of-the-nile-river-video.htm>

<http://videos.howstuffworks.com/discovery/29490-assignment-discovery-the-niles-4000-miles-video.htm>

1. Read aloud as a class from the website: <http://www.woodlands-junior.kent.sch.uk/Homework/egypt/nile.htm>
2. As a class, make a graffiti wall on the SMART Board and have students come up and list the benefits of the Nile to the Ancient Egyptians.
3. Answer questions about the different Themes of Geography:
   * Location: Tell your neighbor where the Nile is located as if they do not know and have never heard of the river.
   * Place: What does the land look like along the Nile? How does it affect the ability to live in the area? What are the animals like?
   * Relationship Between Places: How did the Egyptians use the Nile? What did the Nile provide for the Egyptians?
   * Movement: How does the Nile connect people and places?
   * Region: Compare the Nile to the river(s) around where we live. Is the land the same along our rivers as it is along the Nile?
4. Using the SMART Board as a projector, use the directions listed on <http://enchantedschoolhouse.blogspot.com/2011/07/making-model-of-nile-river.html> to make a model of the Nile River.
5. Display the rubric for the Nile River models on the SMART Board.

**Closure: (3 min.)**

1. Clean up the Nile River models and get ready to leave for the day.
2. Pass out the homework assignment for the day:

Complete a journal response: “What did you learn about the Nile River today? What surprised you most about it? How has the Nile changed since the Ancient Egyptians? How do you think it will change in the next 100 years?”

**Assessments**:

* Review the Walkabout Charts.
* Observe students’ participation in group work and discussions about the Nile.
* Evaluate the journal response and assess using the journal response rubric.
* Evaluate Nile River models.

**Walk About Chart**

|  |  |  |
| --- | --- | --- |
| What agricultural techniques did Ancient Egyptians use? | Which way does the Nile River flow? | What did the Nile River provide for Ancient Egyptians? |
| Why do early civilizations tend to appear around rivers? | Where is the Nile located? | Name one way the Nile was harmful to the Ancient Egyptians. |

**Nile River Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **3** | **2** | **1** |
| **Model** | Shows an accurate example of the Nile River and shows resemblance. | Shows an example of the Nile River, but does not resemble. | Shows an example, but does a poor job. |
| **Presentation** | Presents example effectively by sharing the model with excellent communication skills. | Presents example by sharing the model with good communication skills. | Presents example by sharing the model but is hard to follow. |

**Journal Response Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name/Number Date** | 1  Has a name, number or date on journal response. | | 0  Does not have a name, number or date on journal response. | |
| **Spelling**  **Punctuation**  **Grammar**  **Capitalization** | 2  Response contains only 1-2 errors. | | 1  Response has multiple errors. | |
| **Answer to the Prompt** | 5  Response answers the prompt completely by giving a detailed explanation. | 4 3  Response answers the prompt with some detail and explanation. | 2 1  Response is answered but contains little detail and explanation. | 0  Response may or may not be answered and has no detail or explanation. |
| **Length** | 2  Response is required length. | | 1  Response is only one sentence long. | |