Sydney Bland

River Civilization Unit

Unit Outline

**Nile River Civilization**

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| **Day** | **Procedure** | **Themes** |
| Day 1**Introduction** | * Introduce students to the 5 themes of geography (video)
	+ <http://www.youtube.com/watch?v=AIqC79WrpKg>
* Class discussion on 5 themes
* Introduction of Nile River Civilization with quick write, then show video
	+ <http://www.youtube.com/watch?v=0k-vUbIGJV4>
* Explanation of artifact box project (rubric)
* **Assessment:** “What stuck with you today?” stick note as exit slip
 | All 5 themes |
| Day 2**Location** | * Students will look at world map for location of Egypt, figuring out what continent Egypt is on. Then find the latitude and longitude of Egypt.
* Students will locate other countries around Egypt to gain better understanding of its location in the world.
* Students will then research other important areas in Egypt (cities, monuments, etc.), using latitude and longitude lines to plot these areas. They will fill out worksheet, explain its importance.
* **Assessment:** Informal assessments of work during class, accuracy of map and locations.
 | Location |
| Day 3**Place** | * Students will look at the physical characteristics of Ancient Egypt.
* They will research the areas, figuring out how to color their maps based on the land areas around the civilization (mountains, desert, water, etc.).
* **Assessment:** Students will be graded based on a rubric based on the accuracy of the map.
 | Place |
| Day 4**Relationship between places** | * Groups will be creating a model of the Nile River to look at the annual flooding and the ‘Gift of the Nile. ‘
* Groups will build a model then examine how the land changes after the river recedes.
* **Assessment:** Students will be graded based on their work in class and the journal prompt they will respond to, explaining the important of the Nile River and the annual flooding.
 | Relationship between places |
| Day 5**Movement** | * Groups will read a short story about hieroglyphics and form an understanding hieroglyphics and some of the important aspects about them.
* Students will practice writing with hieroglyphics.
* Their final project will be a cartouche, writing their own name using the different symbols.
* **Assessment:** Students will be graded on their cartouche and the journal entry they will write at the end of class.
 | Movement |
| Day 6**Region** | * Students will work in their groups first, focusing on one area of Ancient Egypt: mummies, religion, pyramids
* Students will research important parts about their topic, then record notes on their note page
* Students will then use jigsaw method, to form new groups, then teaching their new groups about their topic. Students will fill in notes based on other topics.
* **Assessment:** Students will turn in notes page to make sure it is filled in after jigsaw. Students will turn in exit slip at the end of class.
 | Region |
| Day 7 and 8**Closure** | * Day 7 will be work day for students to work on their final projects in class. Class will start with a review of the 5 Themes and the concepts talked about during the week.
* Day 8 will be in class sharing of their projects, and then they will receive a final grade based on the rubric given on day 1.
* **Assessment:** Final grade of their travel brochure (rubric from day 1).
 | All 5 themes |