

6th Grade Social Studies
Intro to Ancient Egypt

Length of Lesson:

60 mins- 2 Classes/30 minutes each

Learning Outcomes:

1. Students will be able to identify the conditions for a civilization to begin.
2. Students will be able to explain why civilizations settled where they did.
3. Students will be able to describe the elements of their surroundings that settlers used to survive.
4. Students will be able to communicate how agriculture played a role in the establishment of civilizations and human life.

Standards:

- 6.1 PRESENT-DAY EASTERN HEMISPHERE GEOGRAPHY: The diverse geography of the Eastern Hemisphere has influenced human culture and settlement patterns in distinct ways. Human communities in the Eastern Hemisphere have adapted to or modified the physical environment.
- 6.2 THE FIRST HUMANS THROUGH THE NEOLITHIC REVOLUTION IN THE EASTERN HEMISPHERE: The first humans modified their physical environment as well as adapted to their environment.
- 6.3 EARLY RIVER VALLEY CIVILIZATIONS IN THE EASTERN HEMISPHERE (ca. 3500 B.C.E. – ca. 500 B.C.E.): Complex societies and civilizations developed in the Eastern Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions. Early human communities in the Eastern Hemisphere adapted to and modified the physical environment.

Essential Questions:

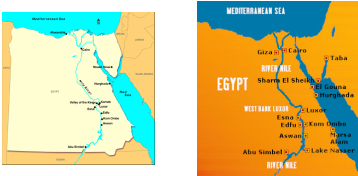
What conditions are necessary for a civilization to begin to develop?

- How did the location, geography, and climate of ancient Egypt affect the development of civilization there?
- How important was the Nile River to life in Ancient Egypt?
- How did the ancient Egyptians adapt to their environment?

- How did the early people use their surroundings to help themselves survive?
- How did the development of agriculture change human life?

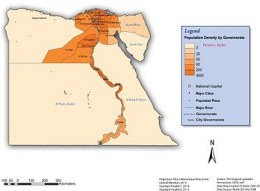
Materials Needed:

- Smart board
- Map of Ancient Egypt with bodies of water



- Population density map

Egypt: Population Centers & Density



- Flood Plan Map



- Textbook
- Archeological Information pictures of artifacts and ancient civilization
- Video about life in Ancient Egypt (Anticipatory set)

Video Link: http://www.youtube.com/watch?v=T6kaC67g8_U

- 3-2-1 Chart blank

Technology Resources:

- Smart board
- Power point
- Video

Video Link: http://www.youtube.com/watch?v=T6kaC67g8_U

Vocabulary:

- **Culture**-a particular society at a particular time and place.
- **Egypt**-A country and ancient empire west of Israel
- **Nile River**-The longest river in the world in which early kingdoms in Egypt were centered around.
- **Inundation**-One of the seasons of the Egyptian calendar when the Nile rises and floods the land
- **Delta**-A low triangular area formed by silt where a river divides before entering a larger body of water
- **Emergence**-The season when plants grew in Ancient Egypt
- **Agriculture**-The practice of growing, breeding, and caring for plants and animals that are used for food, clothing, housing, transportation, and other purposes
- **Silt**-Fine, fertile soil carried by rivers and deposited on nearby lands.
- **Fertile**-Rich in the substances plants need to grow well; describes soil and land.

- **Harvest**-The season when plants are ripe and ready to be gathered
- **Irrigate**-To bring water to a dry place in order to grow crops

Lesson Summary:

For this lesson students will be able to pull information from a video, as well as read maps about Ancient Egypt. The goal is that through this lesson students will gain a greater understand if why the civilizations settled where they did and the importance of the two seasons that occur in Egypt as well as their effects on farmers and crops.

Anticipatory Set:

First students will watch the video http://www.youtube.com/watch?v=T6kaC67g8_U and then students will make a 3-2-1 chart of the three things that they know about Ancient Civilizations and the Nile River two things that they learned and one thing that they want to know more about.

Step by Step Day 1:

1. Teacher will introduce students to the geography of Ancient Egypt, by telling students that it was part of the many Ancient River civilizations and that the Nile River played an important role in the development of the civilizations.
2. After introducing the lesson to the class, play the short video clip http://www.youtube.com/watch?v=T6kaC67g8_U about the Nile River and its importance to Ancient Egypt. As students are watching the video have them take down notes of things that they think are

important. This will not only aid in class discussion but it will help students to complete their 3-2-1 chart before having a discussion with the class.

3. After the video clip is over, have students work on their 3-2-1 chart recording three things that they learned, two things they found interesting, and one question that they still have. Students should try to do this independently since they will share their ideas with the class later on.
4. Once students have had enough time to complete the 3-2-1 activity, start talking about the different components and write them down on the board. It might not be a bad idea for students to write down the information that you put on the board as well, it will provide them with the opportunity to pick up some more information from the video that they might have missed. I would also compose a list of questions that the students to revisit at the end of day two to see if there were any questions that were left unanswered. Wrap up the lesson with, sharing with the students that we will be learning more about the Nile and farming in class tomorrow.

Step by Step Day 2:

1. Introduce the lesson today will asking students if they remember what they learned in the video yesterday. Have a mini review session of the video and then pull up the list of questions that the students made and tell them to keep them in mind as they are going through the lesson today.

2. Put up the power point, and have students start taking notes on the slides. When you reach the slides with the maps have students answer questions about the maps.

- Look at the maps of the civilizations in Ancient Egypt, what do they all have in common?
- What is the Capital of Egypt? (If students don't know tell them that it is Cairo.)
- Why do you think that Cairo is located where it is?
- Based on where the civilizations of Ancient Egypt are, do you think that the Nile River played an importance in the lives of the Ancient Egyptians? If yes, why and what was the impact.

3. Continue on with the power point having students discuss as they go along about the seasons in Egypt and what happens in each season.

- Have students make comparisons about the seasons. Harvest in Egypt is like what season in the United States?
- Emergence is like what season in the United States?

4. Finish discussing the power point, asking students the following questions.

- What conditions are necessary for a civilization to begin to develop?

- How did the location, geography, and climate of ancient Egypt affect the development of civilization there?
- How important was the Nile River to life in Ancient Egypt?
- How did the ancient Egyptians adapt to their environment?
- How did the early people use their surroundings to help themselves survive?
- How did the development of agriculture change human life?

When finished ask students if they have any more questions. If they do answer them, if not pull up the list of questions that you created yesterday go over them, see if all of them were answered in the power point if not answer the remaining questions.

5. Have students complete a quick ticket out the door/ exit activity. Have them write on a piece of paper where they would make a settlement in Ancient Egypt and why. Try to have it only be a paragraph and hand it into the teacher when complete.

Closure:

Students will complete a ticket out the door activity that details where they would make a settlement in Ancient Egypt and why, which will be handed in before they leave.

Evaluation/Assessments:

1. Students with the help of the teacher will create a list on the board of the different components of the 3-2-1 chart and record students responses. This will help the teacher to gain a better understand of who was paying attention and who was not.
2. Students will hand in their 3-2-1 chart. The teacher will look them over to see if students were really watching the video and actively engaged in the learning process.
3. Students will answer questions about Egypt that the teacher verbally asks based on the maps and the power point. This will help assess students map reading ability as well comprehension and critical thinking skills.
4. Students will hand in their ticket out the door which is the response to, Where would you create a settlement in Egypt and why. This will help the teacher to see if students were really comprehending the material that they learned and to make sure that students are able to make educated guess and formulate opinions based on the information that has been provided to them.

Modifications/Differentiation:

There are several differentiations/modifications that can be made with this lesson.

- Students who are ESOL or have difficulties writing, may have a print out of the notes.

- Students who are ESOL or have difficulty reading may have the question and writing prompts read aloud to them more than once.
- Students who are ESOL may have simplified directions.
- Students who are hard of hearing or have difficulties paying attention may have preferential seating within the classroom.
- Those who need extra help may be pulled during another time and given one on one instruction or group instruction to reinforce material.

Extensions:

The lesson could be taught at a slower pace with more hands on material. This lesson could also be broken down into more than two class days so that students are not getting so much information thrown at them all at once. If there is a good chapter in the text book regarding this students could also read it and create gist statements, or one sentence summaries about each section and then teach the class what the important things that they learned from the classroom were.

