Emily Miano

Global Studies and Geography

Grade 9

BISSNET TPS Project

**Project Title**: Egypt: What role did Geography play in the everyday life of Ancient Egyptians?

**I. Project Objectives:**

(1) Students will be able to evaluate how the characteristics of the Ancient Egyptian Civilization was strongly influenced by it geography.

**II. Context:** It is often difficult for students to understand how areas such as Mesopotamia, Egypt, China, and India developed and adapted into such successful civilizations that impacted global history. Through the exploration of primary sources and some guided research questions, students will be able to make the connection between the geography of Egypt and how it contributed to Egypt becoming a successful civilization.

**III. Standards:**

NYS: 2.1, 2.2, 2.3, 2.4 (World History), 3.1, 3.1 (Geography), 4.1 (Economics), 5.1 (Civics, Citizenship, and Government)

CCSS: RH 9-10.1, 9-10.2, 9-10.6, WHST 9-10.2, 9-10.4, 9-10.6, 9-10.7

**IV. Materials**:

Computer/ Internet access

Library of Congress

Edmodo class/student accounts

**V. Anticipatory Set/ The Hook:**

- In groups of 3-4 and have students discuss and come up with three words  that first come to mind when they hear the word “Egypt”. Groups should exchange their three words with another group. T

- The group with their new list of words should now look at the words and categorize into the different characteristics of civilizations that they think the words are associated with.

- Have each group share their words and where they categorized them with the rest of the class and discuss. Ask students to then as a group create three questions they have about some of the words and the categories they were put in.

**VI. Procedures:**

    1. The first two days of the Egypt Unit will be spent working on a note packet in which students must explore the British Museum website on Ancient Egypt and their textbook to answer the questions in the packet. Students will share their answers and discuss the different characteristics of Ancient Egypt on the second day.

    2. Students will then spend 5 days in the computer lab working on their Ancient Egypt project /presentation that will allow students to conduct their own research on how Egypt’s geography had such a strong impact and influence on the civilization as a whole.

3. The project is broken up into 4 parts that will all focus around the essential question: What role did geography play in the everyday lives of Ancient Egyptians?

i. Reading maps and Analyzing Primary Sources

ii. Citing sources and conducting research

iii. Group Project Presentation

iv. Independent Writing

Daily Breakdown of lessons and activities:

|  |  |
| --- | --- |
| Tuesday | **Objective:** SWBAT identify and interpret different geographic features of Ancient Egypt  **Activities:**  1.  Warm-up (on Edomo: Egypt Assignment #1 interpret the quote “Egypt is wholly the gift of the Nile.”- by Greek Historian, Herodotus)  2.  Discuss Project and Assignments. Focus Question: How did geography play a role in the everyday lives of ancient Egyptians.  3. Look and first map of ancient Egypt together on direction sheet (step 2) and discuss through analyzing questions together to model how students should interpret and read maps.  4. Next students should analyze map #2 (step 3- Egypt assignment #2) on their own and type their response to turn in in assignment 2)  5. Tomorrow they will be analyzing primary sources on the geography of Egypt. |
| Wednesday | **Objective:** SWBAT analyze documents relating to the geography of Egypt.  **Activities:**  1.  Students meet in computer lab.  2. As a class discuss what primary sources are, why they are important, and what can students learn from them.  3. Go over the analyzing process (Observe, reflect, question, investigate) and work on photograph #1 as a class. Have students type their responses individually at their computers.  4. Students should use the rest of class to analyze the other documents and make sure to focus on the question and investigate sections.  If they do not finish, they must complete and submit on edmodo for homework. |
| Thursday | **Objective:** SWBAT synthesize research information on the importance of geography in Ancient Egypt.  **Objective:** SWBAT demonstrate their ability to cite sources properly  Activities:  1.  In computer lab go over Gift of the Nile part 2 Assignment #4 task sheet and directions together.  2. Step 1 is to cite sources. Demonstrate while students follow along and practice on their own computers how to cite sources on Microsoft word.  3. Go over research terms and questions with students and explain that those questions are what they should be researching in class and for homework to be handed in on edmodo at the end of class on Friday.  4. Allow students to work on part 2. Walk around and make sure everyone know how to cite properly. |
| Friday | **Objective:** SWBAT synthesize research information on the importance of geography in Ancient Egypt.  **Activities:**  1. Student work day in computer lab to finish part 2 due at the end of class.  2. Walk around to assist students and keep them on track. Mention questions and concerns to the rest of class as that arise. |

|  |  |
| --- | --- |
| Monday | **Objective:** SWBAT synthesize research information on the importance of geography in Ancient Egypt.  **Activities:**  1.  Students meet in computer lab. Give out group assignments (heterogeneous groups)  2. As a class explain and discuss part 3 requirements for the group presentation of the project.  3. Explain to students checklist, rubric, and assign groups.  4. Student s have the rest of today and tomorrow to work on their group presentation. |
| Tuesday | **Objective:** SWBAT synthesize research information on the importance of geography in Ancient Egypt.  **Activities:**  1.  As a class go over requirements of presentation, one more time.  2. Also cite primary sources together in MLA format on Microsoft word.   Post on edmodo.  3. Students have the rest of class to work on presentations. Conference with each group and help divide of the work to those students who are slacking and confused on what to do. |
| Wednesday | **Objective:** SWBAT synthesize research information on the importance of geography in Ancient Egypt.  **Activities:**  1. Student presentation day.  2. Students should have their checklist and rubric to hand in when they present.  3. Go over Egypt Writing Assignment format and how they can prepare for it on their own. |
| Thursday | **Objective:** SWBAT synthesize research information on the importance of geography in Ancient Egypt.  **Activities:**  1. Continue student presentations.  2. Explain to class the writing assessment that they will work on tomorrow in class.  3. If time allows, let students use notes to begin making essay outlines for tomorrow. |
| Friday | **Objective:** SWBAT evaluate why geography was important to the everyday lives of Ancient Egyptians.  **Activities:**  1. Hand out Ancient Egypt writing assignment.  Go over and explain the essay questions and requirements to class.  2. Remind students that once they have written their essay, they should go through the checklist to make sure they included all requirements into their essay. They can also use their Strategy sheets on how to write Intro, Body, and Conclusion paragraphs that they got earlier in the year.  3. Essays are due at the end of class. |

**VII: Assessment:** Students will be assessed throughout the project when handing in their different parts onto edmodo. The project includes both independent and group assessments to make sure students are responsible for their own research and understanding. Along with student inquiry, collaboration, presentation, and individual writing assessments this project also incorporates skills such and using the computer to receive and turn in assignments, citing sources on Microsoft Word, and analyzing primary sources through description, analysis, and questioning.

**VIII. Differentiation:** The topics assigned to each group will be based on their learning styles, interests, and abilities. Although students do have to practice with each different job within their groups, the scaffolding and assistance needed will be adjusted in order for them to succeed and meet the learning goals. Students’ tasks on the Egypt presentation will also be assigned and modified as well to fit students’ specific needs for success.

**X. Reflection:** Because this was an introductory lesson to not just analyzing primary sources but using them to drive student inquiry and research it took a lot of time, modeling, scaffolding, and explanation for all students to succeed. Also at some different parts of the project, some students needed more time than others. I was very happy with how the process of this project played out and the demonstration of knowledge and learning was evident in students’ independent writing. One aspect of the project that I will change for next time is giving students the options of how they will present their group research. Giving them the option to choose made all students go with what they were familiar with, PowerPoint. Next time, to meet the needs of differentiated instruction, I will assign groups to a glogster, smore, video presentation, and movie trailer to offer some variety in both content and how their research will be presented.

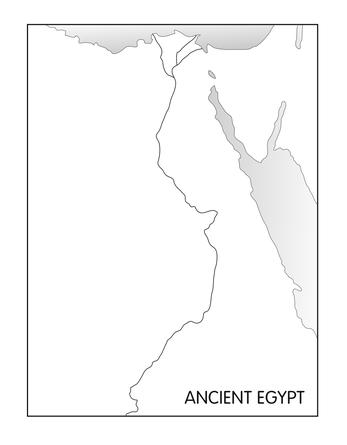
**XI. Librarian Plan of Support:** Our librarian along with myself will serve as a facilitator in students’ research. She will be aware of the project and the content it plans to cover well in advance. This will allow her to become familiar with the primary sources that students will be asked to analyze and give her time to gather research sources online for the students so that they can better practice their database research skills and properly citing their information.

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Niagara Catholic Period \_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_ Ancient Egypt Notes (p.45-53 in textbook)

Ancient Egypt

(Nile River Valley)

1. Egyptian Life
2. Life in Ancient Egypt revolved around the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
3. Home and villages were made out of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
   1. Some of their food was grown.
   2. For the things they could not produce they \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
4. Most Egyptians worked as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
   1. Only a small group of people were \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
5. Geography
6. Ancient Egypt was located on the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ River which is a part of present day \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on the continent of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
7. Ancient Egyptians though of Egypt as being divided into two types of land, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
8. Describe the two types of land below. What did each land provide Egyptians with?
9. The Nile River flows from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Hint: look this up on the internet)
10. The Nile delta is split into \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Egypt and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Egypt. (find online)
11. Label the Nile River, the Nile Delta, Lower Egypt, and Upper Egypt [](http://www.google.com/url?sa=i&rct=j&q=&esrc=s&frm=1&source=images&cd=&cad=rja&docid=ui6sViv9ZrhaPM&tbnid=Y-iW0ZGQj3Hq2M:&ved=0CAUQjRw&url=http://carnogold.wikispaces.com/Yr+7+term+2&ei=1-ZeUt7LBcrmrQH0zoBw&bvm=bv.54176721,d.aWc&psig=AFQjCNGxktJ9k769HKhgYw_IOsQKVCdfKw&ust=1382037542287719)
12. Gods and Goddesses
13. Egyptians believed in many gods and goddesses because they believed that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. They were \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (belief in many gods)
14. List some of the things there were gods and goddesses for.
15. Why did Egyptians believe it was important to recognize and worship these gods?
16. Click on Explore and list the names of the following gods and goddesses
17. Hapy-
18. Amum-
19. Isis-
20. Osiris-
21. Ra-
22. Atum-
23. Egyptian History can be divided into three major periods, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (For this section use page 47-50 in textbook)
24. A Dynasty is, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
25. The Old Kingdom lasted from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_\_ and was a period of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
    1. Rulers in Egypt were called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
    2. They possessed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ power to rule the people.
26. The Old Kingdom eventually Collapsed
27. Pyramids (page 48 in textbook)
    1. The building of pyramids occurred during the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
    2. Why were pyramids built?
    3. What supplies were put inside the pyramids and why?
    4. To preserve the bodies of the dead, Egyptians practiced \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
    5. Explain the mummification process.
    6. The most magnificent pyramid was called the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ located in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
    7. Describe the building process and important features of the \_\_\_\_\_\_\_\_\_\_\_\_\_ pyramid in the space below.

[](http://www.google.com/imgres?sa=X&hl=en&qscrl=1&rlz=1T4WQIB_enUS527US528&biw=1600&bih=794&tbm=isch&tbnid=pmX_Je8ITeH6qM:&imgrefurl=http://famouswonders.com/great-pyramids-of-giza/&docid=OK5PrkDdr7mZZM&imgurl=http://famouswonders.com/wp-content/gallery/pyramids-of-egypt/the-sphinx-at-gizacairo-in-egypt-with-the-pyramid-of-chephren-khafre-in-the-background.jpg&w=1431&h=800&ei=fEJfUsjZOZTF4APZ4YCIAg&zoom=1&iact=rc&page=2&tbnh=168&tbnw=292&start=18&ndsp=30&ved=1t:429,r:25,s:0&tx=123&ty=97.16668701171875)

1. Middle Kingdom (p. 49 in textbook)
   1. How were pharaohs of the Middle Kingdom viewed and where were they expected to do for the people?
2. New Kingdom (p. 49-50 in textbook)
   1. What was significant about the New Kingdom?
   2. What was unique about one of the Pharaohs that ruled the New Kingdom, what was *her* name?
   3. Describe the importance of the following pharaohs in the New Kingdom
      1. Akhenaton:
      2. Tutankhamen:
      3. Ramses III:
      4. Cleopatra VII:

Contrasting Question: What were major differences among the Old, Middle, and New Kingdoms?

1. Writing and Education in Egypt (p. 52 in textbook)
   1. Ancient Egyptian writing is known as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ which means “priest-carvings” or “sacred writings”
   2. What is the difference between Hieroglyphics and Hieratic Script?
2. What were some achievements in Egyptian Art and Science?

**The Gift of the Nile- Part 1: Analyzing Documents and Primary Sources**

**What role did Geography play in the everyday life of Ancient Egyptians?**

Today in class, you will have the opportunity to look at different primary sources and documents on Ancient Egypt and analyze them. By analyzing these sources, you will come up with questions that will guide your research towards answering the focus question: What role did geography play in the everyday life of Ancient Egyptians?

Follow these steps in order to make sure you hand in the correct assignments to our Global 9 edmodo page.

Steps:

1. Log onto edmodo.com and on the home page, Egypt Assignment #1. Type your response to the in the designated box to submit for a grade (3 points = 100%, 2 points = 67%, 1 point = 33%, 0 points= 0%).
   1. Respond to the following quotation by the Greek Historian, Herodotus. You can type your response in the box where it says "type your response here."  
      “Egypt is wholly the gift of the Nile.”- Herodotus  
      Here are some questions to help guide your response:  
      - What does the quotation mean to you?  
      - What is the author's point of view?  
      - What questions do you have about the quotation or for the author?
2. Next as a class we will analyze our first document together. Click [here](http://www.merrittcartographic.co.uk/ancient_egypt.html) to find a map of ancient Egypt. This is not a primary source but a map to get us thinking about how geography was important to Ancient Egyptians everyday life.
3. Now, on your own, explore this [map](http://www.ancientegypt.co.uk/geography/explore/fea.html) and explain what the three different interactive features are on the map (Hint: click on the palm tree, red dot, and blue dot). Type your response in Egypt Assignment #2 on edmodo.
4. Click on [Photograph #1](http://www.loc.gov/pictures/item/2004707594/) and answering the following questions in the space below (they do not have to be in complete sentences, you can respond in note or bullet format) \*Questions adapted from *Library of Congress*: Primary Source Analysis tool <http://www.loc.gov/teachers/primary-source-analysis-tool/>
   1. OBSERVE: What do you see? What do you notice first? What people and objects are shown? What is the physical setting? What, if any words do you see? What other details can you see?
   2. REFLECT: Why do you think the photo was taken? What can you learn from the photograph? How does this photograph relate to your notes or the Geography of Ancient Egypt? What is missing from this photo?
   3. QUESTION: What do you wonder about…who, what, where, when, why, how? Have at least 3 questions for this part
   4. INVESTIGATE: What more do you want to know, and how can you find out?
5. Click on [Photograph #2](http://www.loc.gov/pictures/item/97506987/) and answering the following questions in the space below (they do not have to be in complete sentences, you can respond in note or bullet format). (Note: Cameras were not invented in Ancient Egypt, however this is an actual picture of the geographic location and actual pyramids of Ancient Egypt therefore a primary source of the pyramids)
   1. OBSERVE: What do you see? What do you notice first? What people and objects are shown? What is the physical setting? What, if any words do you see? What other details can you see?
   2. REFLECT: Why do you think the photo was taken? What can you learn from the photograph? How does this photograph relate to your notes or the Geography of Ancient Egypt? What is missing from this photo?
   3. QUESTION: What do you wonder about…who, what, where, when, why, how? Have at least 3 questions for this part?
   4. INVESTIGATE: What more do you want to know, and how can you find out?
6. Click on [Photograph #3](http://www.loc.gov/pictures/item/98506172/) and answering the following questions in the space below (they do not have to be in complete sentences, you can respond in note or bullet format) (Hint: In the lower right hand corner of the computer screen, you may need to set the zoom to 200% or 400% in order to get a better view of the picture, use the information given about the picture to help you analyze it)
   1. OBSERVE: What do you see? What do you notice first? What people and objects are shown? What is the physical setting? What, if any words do you see? What other details can you see?
   2. REFLECT: Why do you think the photo was taken? What can you learn from the photograph? How does this photograph relate to your notes or the Geography of Ancient Egypt? What is missing from this photo?
   3. QUESTION: What do you wonder about…who, what, where, when, why, how? Have at least 3 questions for this part
   4. INVESTIGATE: What more do you want to know, and how can you find out?
7. At the beginning of class tomorrow, we will discuss these documents and your responses. Please save this file and hand in as an attachment under Egypt Assignment #3.
   1. To save the word document click file -> save as -> click on documents -> save as “Gift of the Nile part 1”
   2. Go to edmodo and click on Egypt Assignment #3. To attach this as a word document click on the icon that looks like a paper and will say “file” when you put the mouse on it. Go to Documents and select “Gift of the Nile part 1,” click open. Next click send. There is no need to type in any response for this one because you are attaching your response as a file.

Works Cited

Bird hunting in Ancient Egypt, Tomb Painting. c1978. Book illustrations—1970 1980. Photomechanical prints--1970-1980. Lib. of Cong., Washington D.C. Lib. of Cong. Web. 23 Oct. 2013. < <http://www.loc.gov/pictures/item/98506172/>>

Distant View of the Pyramids with Nile. c1902. Halftone photomechanical prints--1900-1910. Lib. of Cong., Washington D.C. Lib. of Cong. Web. 23 Oct. 2013. <http://www.loc.gov/pictures/item/97506987/>

Jackson, William Henry. The Great Sphinx. c1985. Lantern Slides. Lib. of Cong., Washington D.C. Lib. of Cong. Web. 23 Oct. 2013. < http://www.loc.gov/pictures/item/2004707594/>

"PRIMARY SOURCE ANALYSIS TOOL." *Primary Source Analysis Tool*. Library of Congress, n.d. Web. 23 Oct. 2013.

**The Gift of the Nile:**

**What role did Geography play in the everyday life of Ancient Egyptians?**

**Part 2: Student Inquiry and Research (10 points)**

You have already identified some questions you have on the importance of geography on Ancient Egyptian life from analyzing your primary sources. Now it is time to do some research and discovery on your own!

Because it is your first time researching information on your own in Global 9, I have set up a format to make it easier for you. You will work on your research independently but you will then be responsible as a part of a group for creating a “Gift of the Nile” presentation that explains and answers our focus question:What role did Geography play in the everyday life of Ancient Egyptians? Through the research that you find.

**Steps:**

1. Cite the helpful website links and one more source that you find on your own. I will demonstrate how to do this on Microsoft Word but you can also use [easybib](http://easybib.com/) (free MLA style). We will do the first two together as a class.

**Helpful Website Links**

* **Ancient Egypt-** [**British Museum Website**](http://www.ancientegypt.co.uk/menu.html)
  + **Citation (copy and paste here)**
* **Egyptians –** [**BBC Website**](http://www.bbc.co.uk/history/ancient/egyptians/)
  + **Citation (copy and paste here)**
* **Ancient Egypt for Kids-** [**Gift of the Nile**](http://egypt.mrdonn.org/geography.html)
  + **Citation (copy and paste here)**
* **Life Along the Nile –** [**Nile River**](http://www.ushistory.org/civ/3a.asp)
  + **Citation (copy and paste here)**
* **You must find one more source on your own that is NOT Wikipedia**
  + **Citation (copy and paste here)**

1. **Now you must use these websites to answer your primary source research questions.**
   1. **Look for these Key Research Terms: red land, black land, flax, silt, pyramids, papyrus, reed, Hapi or Hapy, crops, fishing, and trade and make sure to include them in your presentation.**
2. **Fill out student checklist to make sure you did all your research correctly.**

**Research Questions**

**\*Wherever you find your research (from the list above), copy and paste that citation next to the information and question it goes with below- We will do the first question together as an example.**

1 . What are **unique features** of Ancient Egypt’s Geography?

**2 . How did ancient Egyptians use and adapt to the land around the Nile river?**

**3 . What was the economy based on?**

**4 . How did geography connect to religion in Ancient Egypt?**

5 . How did the Nile River provide **food** to Ancient Egyptians?

6. How did geography affect Ancient Egyptian **culture**?

7. Question #1 from Primary Source:

8. Question #2 from Primary Source:

Student Checklist

\_\_\_\_\_ I cited all my sources properly using Microsoft word (MLA style).

\_\_\_\_\_ I found my own source and cited it that was not Wikipedia.

\_\_\_\_\_ I researched all the questions and typed in some information for each.

\_\_\_\_\_ I cited all the research I typed in right below the information.

\_\_\_\_\_ I found research on 2 of the questions I had from analyzing my primary sources and cited it.

Geography of Ancient Egypt Presentation- Part 3



A scroll in King Tut’s tomb has been recently found. The translated hieroglyphics state how King Tut deeply appreciated the geography of his Egyptian Kingdom and how he never wants this appreciation or the beauty of the ancient land to be forgotten for the rest of eternity. You have done the research and analyzed primary sources on different geographic features of Egypt, now it is your job as a group is to create an interesting, informative, and brief presentation describing the geographic features of Ancient Egypt and why they were important to Egyptian life.

**Your project can be presented in but are not limited to the following formats (you must get it approved by me): PowerPoint, Prezi, Glogster, Video, rap, song, poem, or skit.**

**Presentation Requirements**:

* Your presentation must stick to the theme of your research and describe the importance of the Nile River and geography of Egypt on the everyday lives of Ancient Egyptians.
  + Present your answers to your research questions and **focus on at least (2) of the following characteristics of civilizations**: cities, religion, economy, culture and art, government, and class structure
* Your project must include at least (5) the following **key research terms: red land, black land, flax, silt, pyramids, papyrus, reed, Hapi or Hapy, crops, fishing, and trade.**
* **You must also include and discuss one of the primary sources you analyzed in Egypt Assignment # 3 of this project.**
* The options of how to present your research gives a lot of room to be creative so do not be afraid to think outside the box. **Your presentation must be at least 2 minutes long**.
* You should use pictures and videos online to enhance your presentation. MAKE SURE YOU CITE ANY SOURCES OR IMAGES THAT YOU USE. You should already have this finished from Egypt Assignment # 4 so it should be as simple and copying and pasting your citations and works cited.
* There must be a works cited part of your presentation.
* All members of the group must take turns or take part in presenting or else the whole group loses points.
* See [grading rubric](https://docs.google.com/document/d/17oVryNvUaI2BaWnrwNKzr4iJdpca91EqjoQa47PTMlA/edit?hl=en) and group checklist to make sure you include all parts of your presentation to EARN 50 points for this project.

Group Checklist

\_\_\_\_ Presentation sticks to the task and explain the importance of the Nile River and geography of Egypt to the everyday lives of Ancient Egyptians.

\_\_\_\_\_ Presentation refers to at least 2 of the 6 characteristics of a civilization.

\_\_\_\_\_ Presentation includes at least (5) of the key research terms. Please list them here:

\_\_\_\_\_ Presentation includes and describes (1) of the primary sources that was analyzed.

\_\_\_\_\_ Presentation is at least 2 minutes long.

\_\_\_\_\_ All images and/or videos used are cited properly and your group included a works cited page in your presentation

\_\_\_\_\_ All group members participate in presentation

Geography of Ancient Egypt Presentation Rubric (50 points)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **King Tut is Dancing in his tomb with excitement! The Nile and Ancient Egypt will be remembered FOREVERRRRR!**  **10-9 points** | **King Tut is satisfied with your presentation and believes people will remember the Nile.**  **8-7 points** | **The Nile River is important to Egypt but that’s all people really remember about it. King Tut wants more explanation!**  **6-4 points** | **The Nile what??? King Tut is disappointed because the people are intrigued but confused about the geography of Egypt.**  **3-2 points** | **King Tut is rolling over in his tomb with despair because your group did not use their time wisely and disappointed him with your project.**  **1-0 points** |
| Relevance of research to theme in presentation | Your research was thorough and in depth. You included all the research requirements into your presentation. | Your research was thorough but was missing 1-2 aspects of the research requirements in your presentation. | You needed to follow the research format and requirements a little more closely. Your presentation drifted away from the theme. | Your research was lacking a lot of key components and did not make connections to the requirements. | Next time you are given computer lab time, do not waste it researching sports stats or entertainment gossip on the internet |
| Inclusion of Primary source analysis | You included one of the sources and made it relevant to the theme and presentation. It contributed to the audiences understanding of the importance of geography in Ancient Egypt. | You included a source and were able to explain it but it needed more connection to the theme. | You included a source but it did not fit smoothly into the presentation. | You showed a picture of the source and that is it. | You did not include one of the primary sources. |
| Presentation creativity | Presentation is creative and keeps the audience’s attention. | Presentation is creative but loses the audience at times. | Presentation is generic and does not bring anything new to the table. | Presentation was not rehearsed and is very hard to pay attention to. | Your group made the choice to slack off and your grade earn is reflecting your decision ☹ |
| Group Participation | All group members participated equally. | All group members participated but some more than others | 1 group member stood there and did not contribute | 2-3 group members did not present | You only had 1-2 group members present and now your entire group is losing points. |
| Length/ Citations | Met 2 minute requirement and included a works cited page | 20-30 seconds too short or over 5 minutes and included a works cited page | Less than a minute long and included a works cited page | Less than 30 seconds long and no works cited page | That 20 seconds of a presentation does not allow the audience to understand the theme and no works cited page |

Part 4: Independent Writing Assignment

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_                Niagara Catholic p. \_\_\_\_

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_                Ancient Egypt Writing Assignment (25 points)

**Historical Context:** Ancient Egypt was one of the earliest civilizations that arose about 5,000 years ago. There are many unique characteristics of the Ancient Egyptian civilization that were affected by different geographical features of the area. The geography of Ancient Egypt had a large impact on the everyday lives of Ancient Egyptians.

**Task:**  You have analyzed primary sources, researched, and presented information about the geography of Ancient Egypt. Now it is time demonstrate your knowledge of this topic through writing. Your job is to write an essay that explains, describes specific examples, and connects to the following question:

|  |
| --- |
| **Essay Question:** How did geography affect the everyday lives of Ancient Egyptians? |

**Your essay must include:**

* A proper introduction and conclusion (5 points)
* A description of the different geographic features and how they were used and adapted to in Ancient Egyptian everyday life. (10 points)
* An explanation of how the geography of Egypt connected to religion and Egypt’s economy. (5 points)
* At least (5) the following key terms: red land, black land, flax, silt, pyramids, papyrus, reed, Hapi or Hapy, crops, fishing, and trade. (5 points)

After writing your essay Complete the Student Checklist to make sure you included all the requirements in your essay.

**Student Checklist**

\_\_\_\_\_ I included a proper introduction and conclusion (5 points)

\_\_\_\_\_ I described the different geographic features and how they were used in Ancient Egyptian everyday life. (10 points)

\_\_\_\_\_ I explained how the geography of Egypt connected to Religion and Egypt’s economy. (5 points)

\_\_\_\_\_ I included at least (5) the following key terms: red land, black land, flax, silt, pyramids, papyrus, reed, Hapi or Hapy, crops, fishing, and trade. (5 points)