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| **Grade 6** | **Lesson: The Physical Features of Ancient Egypt** | | New lesson | |
| **Social Studies Standard(s): Standard 1, Objective 1** | | | | |
| **Content Objective(s):** | | **Language Objective(s):** | | |
| Teacher objective: Students will be able to identify major physical features on a map of ancient civilizations by labeling maps in pairs.  ***Student objective [posted]*** I will identify major physical features on a map of ancient civilizations by labeling maps in pairs. | | Teacher objective: Students will be able to describe the location and physical features of the ancient civilization of Egypt by doing the Information Gap activity.  ***Student objective [posted]*** I will be able to describe the location and physical features of the ancient civilization of Egypt by doing The Information Gap game. | | |
| **Essential Questions:**  How did Geography affect the development of early civilizations? | | **Required Academic Vocabulary for Word Wall:**  **Listen:** Quarries, mines, tributaries,Egypt, Sudan, the Old, the Middle and the New kingdom, Africa, soil  **Speak:** Quarries, mines, tributaries,Egypt, Sudan, Africa, Nile river, Lake Moeris, Delta, Mediterranean Sea  **Read:** Quarries, mines, tributaries,Egypt, Sudan, the Old, the Middle and the New kingdom, Africa, soil  **Write:** Quarries, mines, tributaries,Egypt, Sudan, Africa, Nile river, Lake Moeris, Delta, Mediterranean Sea  **Sentence Frames:**  The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is a feature in (ancient Egypt or modern Egypt) but it is not a feature in Egypt on the (modern or ancient) map.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_ is a feature on both maps.  Find the \_\_\_\_\_\_\_\_\_\_\_(physical feature)  The \_\_\_\_\_\_\_\_\_\_is situated(located) to the(east, west, north, south) of the \_\_\_\_\_\_\_\_\_\_\_\_.  The \_\_\_\_\_\_runs/flows from \_\_\_\_\_\_ to \_\_\_\_\_\_\_.  It’s far from \_\_\_\_\_\_\_\_\_\_.  It’s near/close to\_\_\_\_\_\_\_\_\_\_\_\_\_.  It is adjacent to \_\_\_\_\_\_\_\_\_\_\_\_\_.  It borders \_\_\_\_\_\_\_.  The \_\_\_\_\_\_ flows through \_\_\_\_\_\_\_\_\_\_\_.  Today I learned \_\_\_\_\_\_\_\_\_\_\_\_\_\_.  I wonder why, where, what, when, how \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| **Materials:**  **Atlas of World History**  **World Atlas:**   * Information Gap partner handouts – take two maps and label different features on each map. * Handout of map of the world * Transparency with outline of modern day countries copied on it * Handout of map of Egypt without labels * Enlarged, projected or digital maps of: * The early ancient civilizations in Egypt and modern Egypt   **Pictures/video/collage/power point of Egypt**  **The globe**  **My World, Chapter 4** | | **Additional Lesson Vocabulary:**  **Review:** region, bodies of water, range, border, tributaries, marshland, desert, mountain, gulf, sea, political map  **Extra:** pyramid, mummy, Sphinx, Pharaoh, hieroglyphics | | |
| **Lesson:** | | | | **Instructional Time: 50 minutes** |
| **Opening:** **( 15 minutes)**  **T: “Read the objectives silently”**  **T: “Students, read along as I read aloud. Turn to a partner and discuss this question, ”How are today’s objectives similar to past objectives?”**  **T: “Who would like to share what their partner said?”**  *S: It’s almost the same objective from our lesson on Mesopotamia.*  **T: “Yes, exactly! But today we are going to learn about an ancient civilization in Egypt. We’re going to view a power point presentation (collage or series of pictures or a video clip) of the general geography of Egypt. Here is the list of possible geographical features** (point to list and read through it). **As you watch the power point presentation, look for these physical features.”**   * Show a presentation, collage or series of pictures or a video clip of the general geography, artifacts and culture of the ancient civilizations to familiarize students to the geographical area and culture. * **T: “What were some of the physical features you saw in the power point in this ancient region? Tell your partner what you noticed.”** * Wait 1-2 minutes * T: “**Who can tell me what their partner said?”** * Call on 1-3 students to answer. * As students say the physical features, teacher labels them on the enlarged (projected) map of Egypt.   **Introduction to New Material (Direct Instruction): (15 minutes)**  **T: Ancient Egypt is one of the oldest and longest lasting civilizations in the world. It began in a river valley in 6,000B.C. The first 2,000 years of Egyptian history are divided into three periods: The Old (2686-2181 B.C.), Middle(1991-1786 B.C.) and New Kingdom(1570 B.C.-1070 B.C.). Using a map from the New Kingdom 1570-1070 B.C. we will identify the location of the New Kingdom compared to a modern day political map.**   * Pass out the student handout of the map of the world.   **T: “Look on your maps of the world and using clues from the power point, try to find this region on your modern day map of the world. When you find it, put your finger on it.”**   * Wait 30 seconds – 1 minute   **T: “I see many of you found it on your map. How did you figure out where it was?”**   * Call on volunteers to explain how they figured it out and ask one student to circle it on the enlarged or projected map.   **T: “I noticed a large river with tributaries that start in the ocean and then I noticed the bodies of water that were in the area matched the map of the ancient civilization and that’s how I found it. I’m going to show you this region on the large map.”** (teacher highlights or colors the region).   * Pass out a student version of the ancient civilizations map and a transparency with the modern boundaries and physical features labeled on it but without any words!   **T: “Place the transparency of the modern map of this geographical area on top of the ancient map. As we learn more about these civilizations, you will see they were located in these modern day countries. Which countries do you see in this region? Turn and tell your partner”**   * Give students 1 minute to tell their partner. List the countries and refer to a projected map with the countries labeled on it. (Lebanon, Syria, Isreal, Jordan, Saudi Arabia, Sudan)   **T: “On which continent do you find modern Egypt? Turn and tell your partner.”**   * Give students 10 seconds to tell their partner   **T: “On the count of three, tell me which continent, one, two, three (point to the students)”**   * All students respond chorally   T: **“Let’s look at a physical map of Ancient Egypt next to modern day Egypt.** **On your Venn diagram write physical features you see in Ancient Egypt on the left, physical features you only see on the modern map on the right and features you see on both maps in the middle. I will do the first one. The modern map has boundaries around Egypt but the ancient map does not. I am going to put country boundaries on the right side of my Venn diagram(teacher writes it). Let’s do one together. Turn to a partner and tell them something you notice is the same or different. Use your sentence stem for help. Write your answer on your Venn Diagram.**   * Pre-select a student to respond by listening to their answers and choosing a student who has a good answer. * If possible, place the student’s paper under a document projector.   *S: The Sinai peninsula is a feature in ancient Egypt but it is not feature in Egypt on the modern map. So I wrote that on the left side of my diagram.*  **T: “Now, try to find an example by yourself. Write your answer on your diagram. After I count to three hold up your diagram.”**   * Wait 1-2 minutes. Count to three and look at their answers. Notice if students were able to complete the task or not. If not, model another example.   **T: Great! Turn and tell your partner your answer using the sentence frames.**   * Listen to their answers and pre-select a student who is confident in their answer.   **T: Now with your partner, complete the Venn Diagram with two more examples.**   * **Give them 5 minutes** * **Review their answers as a class and record the answers on a Venn diagram that the whole class can see.**   **Guided Practice: ( 10 minutes)**  **T: “Put your world maps away and take out your blank map of Ancient Egypt. You are going to label the physical features of ancient Egypt by playing information gap in pairs. Does anyone remember how to play this game? “**   * Pause and listen to students explain what they remember.   T: “**Excellent! Does anyone remember the 4 steps for describing a location? Let’s say them together as we hold up our fingers. (students either recall or read the steps)**  T**he steps for how to describe a location on a map.”**   1. **Use the cardinal directions: North, South, East and West in relation to another feature on the map. For example, the river is to the West of the mountains.** 2. **Describe if it is close or far from other features. The mountains are close to the ocean.** 3. **Describe its’ location in relation to borders of countries or cities. The mountains are on the border of Iraq and Iran.** 4. **Describe how the feature flows or in which direction it runs. The river flows North to South.”**   **T: “I need two volunteers to remind the class how we play Information Gap. Ok Lucy and Izzy. Lucy you are partner A and Izzy you are partner B. Lucy will begin by looking at her map, finding a physical feature and then describing its’ location to her partner. Her partner will label her map with the name of the feature. Ok, begin.“**  *S1: The Nile Delta is situated to the north of the cities Giza and Memphis. Many tributaries flow from the Sea to the river through the Delta. It is located on the North side of Egypt and to the west of the peninsula.*  *S2: Labels her map.*  **T: “Great! Izzy, show the class your paper. Ok now it’s Izzy’s turn to describe a feature.”**   * Students repeat the procedure.   **T: “Please sit with your partner. Remember to place a divider between you and your partner. No peeking! Let’s do one together first. Partner A, describe the location of the Nile river.”**   * Partners describe the location. Listen for a good example and pre-select this student to share their description. * Tell student B to hold up their map and check that it was labeled correctly. * If students don’t understand, model another example.   **Independent Practice: ( minutes)**  **T: “Complete the Information Gap activity. When you have finished, check your work with your partner to be sure you labeled your map correctly. “**   * Students complete the map labeling activity as the teacher coaches students and provides immediate language feedback.   **Closing: (5 minutes)**  **T: “Look at the objectives for today. Hold up two fingers and tell me what our content goal was.”**   * Choral response – content objective   **T: “And our language objective?**   * Choral response – language objective.   **T: “We’re going to do a whip around. Everyone will stand up and we will begin on the left side of the room. The first person will either share something we learned today or ask a question about what we learned today. The next person can add something else we learned or answer the question. I will write the questions on the board. Use your sentence frames to help you. I will begin. What was one difference between the ancient map and Modern map of Egypt?”**   * Write the question on the board.   T**: “Ok. Now, the next student has a choice. What can he/she do? Think and then answer on three.”**   * Point to your head, wait 20 seconds, count one, two three, point to the students for a choral answer.   T**: “That’s right, he/she can answer the question or say something they learned or ask another question. Ok. Let’s begin.”** | | | | |
| **Assessment:** | | | | |
| **Take notes during whip around and check maps during Information Gap giving on-going feedback on content and language use.** | | | | |
| **Extra Ideas:** | | | | |
| Use plastic covers over the Venn Diagram so the students can use a dry erase marker for the compare/contrast activity. | | | | |