



6th grade

Unit: the Early River Valley Civilizations

Essential Question: To what degree does geography determine culture?

Instructional Outcome: Students will understand how the geography of the Nile River Valley influenced their papermaking and writing process by analyzing secondary sources and participating in a papermaking activity. (2 Days)

Materials:

Informational trade books on Egyptian geography, papyrus papermaking, hieroglyphs, & scribes. Ex: Eyewitness: Ancient Egypt.

Glue, water, mixing bowl, markers, paper bags or butcher paper.

<http://www.sciencechannel.com/tv---shows/what---the---ancients---knew/videos/what---the---ancients---knew---i---shorts---papyrus/> & http://www.metmuseum.org/collection/the---collection---online/search?ft=*&deptids=10&rpp=30&pg=2

CCLS:

6.3c Mesopotamia, Yellow River valley, Indus River valley, and Nile River valley complex societies and civilizations adapted to and modified their environment to meet the needs of their population.

RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry where appropriate.

Academic and Content Vocabulary: Hieroglyphic, Scribe, Phonogram, Ideogram, Cartouche, Printmaking, surplus, and Papyrus.

Do now/hook: Students listen to an Egyptian song and read the lyrics on the screen.

“When the [Nile] arises earth rejoices and all men are glad.... That givest drink to the desert places which are far from water.”

In their notebooks they answer the questions below. In your own words, what were two effects of the rising water of the Nile? Why might all men be glad?

Do now day 2: Images from the MET Egyptian exhibits are displayed on the board. Students make observations about the design & materials of the artifacts using a KWL chart.

Share: Selected students share their responses. Teacher connects student responses to the papyrus plant and Egyptian papermaking.

Discussion: A short video clip: <http://www.sciencechannel.com/tv---shows/what---the---ancients---knew/videos/what---the---ancients---knew---i---shorts---papyrus/> is shown describing the process of papyrus papermaking. Discussion ensues answering the questions: What materials were used in the creation of Egyptian paper? What geographic feature may have led the Egyptians to have a surplus of these materials?

Activity: Teacher presents directions to make papyrus.

1. To make paper, Ancient Egyptians flattened and smashed stalks of the papyrus plant. Then they placed the stalks running up and down in one layer and side---to---side in the other. Here’s how to make paper using a similar technique. Cover your craft surface with newspaper or make your paper outdoors.

2. Make the paper! Mix an equal amount of glue and water in a flat bowl. Tear a brown paper bag into strips. Lay a paper towel on the newspaper. Dip strips one at a time in the glue mix. Lay them on the paper towel with their edges overlapping. Press the strips smooth. Arrange more strips going across the first layer. Press smooth. Air---dry your paper. (While paper dries students use the trade books to research papyrus completing the graphic organizer in order to complete a paragraph that answers the focus question.)



materials for the arts

Reused Paper Bags – Papyrus Papermaking

Activity (day 2):

3. Decorate your paper. Use markers to decorate your Egyptian Papyrus Paper. Write your name inside a cartouche and three words describing the papermaking process.

Students use their graphic organizers to answer the focus question in paragraph form with an introductory and concluding sentence.

Focus question: How was Egyptian papermaking and writing, influenced by the geography of the Nile River Valley? Assessment: Students display their work at their tables and circulate the room using the peer---evaluation sheet to offer feedback to their classmates.