

Name _____ Date _____ Period _____

Ancient Egypt Research Project

Project Due Date _____ My Presentation Date _____

Description

During our study of Ancient Egypt, you will research a specific topic, complete a research organizer, and create a PowerPoint presentation. Each research project must have a minimum of 3 sources from which you have found information, with at least one source being from paper. Each student will have a maximum of five minutes to present his or her PowerPoint to the class.

Requirements

You will be graded on your use of class time, your PowerPoint, a peer review, and the oral presentation of your PowerPoint. See the rubric at the end of this document for details.

Each PowerPoint must have a minimum of 7 slides and a maximum of 10 slides. The first slide must be a Title slide with the title of your project, your name, your class period, and the month and year in which you completed the project. At least 3 of the next slides must present key ideas from your research. You must incorporate at least 3 graphics or photographs into the presentation. The last slide must be a bibliography of the sources you used for your presentation. All information must be properly cited using the proper citation method. See the example PowerPoint included here for more information.

Possible Research Topics (If you do not like any of these, see me. We'll work something out.)

- Gods & Goddesses
- Pyramids
- Animals of the Nile
- The Sphinx
- Rosetta Stone
- Clothing
- Art
- Trade
- Medicine
- Pharaohs
- Mummies
- Valley of the Kings
- Social Classes
- Farming and the Nile
- Food and Drink
- Geography
- Transportation
- Technology
- Hieroglyphics
- Military
- Slavery
- Role of Women
- Dwellings
- Jewelry
- Government and Laws
- Astronomy
- Education

Write your 1st, 2nd, and 3rd choice of research topic in the spaces below. You must select these topic choices no later than _____.

1st Choice _____

2nd Choice _____

3rd Choice _____

What's in this Organizer

Project Cover Page - (the page before this one) A listing of the Description, Requirements, and possible Topics for the Ancient Egypt Research Project

Sample PowerPoint - "Ancient Egyptian Transportation" an example created by Mr. Melia

Bibliography Organizer - How the Bibliography for "Ancient Egyptian Transportation" was created and a Blank Template for you to use to collect the bibliography information you will need for your PowerPoint


Sixth Grade Bibliography Page - A two page reference document that describes how each source should be listed in your PowerPoint bibliography

PowerPoint Notes Pages - Three pages of blank PowerPoint slides with an area for notes. Use these to draft the content for your PowerPoint

Peer Review Evidence Page - You must have your PowerPoint reviewed by at least one other student. In addition, you must review at least one other student's PowerPoint. Use this page to have your reviewer record their impressions of your PowerPoint. Also, use this page to list the name, title, and date of the PowerPoint(s) that you reviewed

Rubric - This describes how your project will be graded

Please Note: Although your **Bibliography Organizer** and **PowerPoint Notes Pages** will not be graded, they must be reviewed by me before you may begin computer work on your PowerPoint.



Ancient Egyptian Transportation

By
Christopher Mella

Social Studies
Period 1

January
2011

Why do we need to understand transportation in Ancient Egypt?

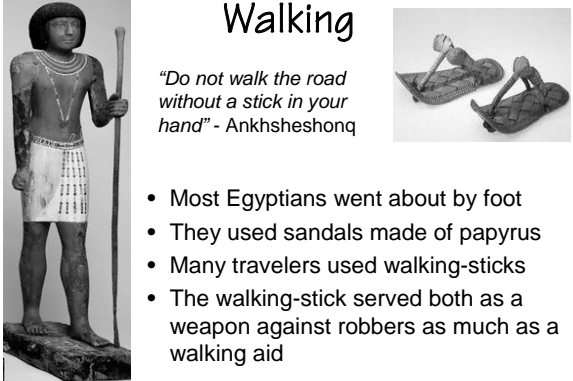
- Transportation, or *movement*, is one of the five themes of geography. It answers the question "How do people, goods, and ideas move from place to place?"
- This can help us understand how the Ancient Egyptians were connected with other regions, cultures, and people in their world.
- This can help us understand how we are connected with the Ancient Egyptians in our world.

Five Major Means of Transportation in Ancient Egypt

- **Walking**
- **Animals**
- **Litters**
- **Chariots**
- **Ships**



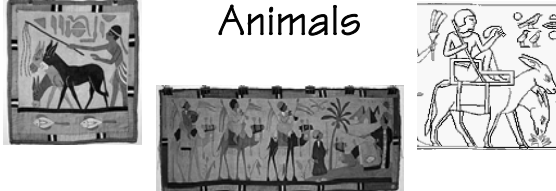
Walking



"Do not walk the road without a stick in your hand" - Ankhsheshonq

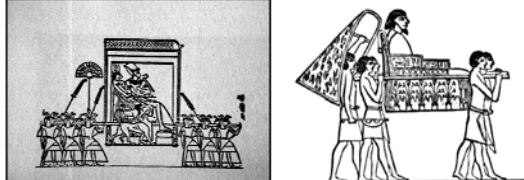
- Most Egyptians went about by foot
- They used sandals made of papyrus
- Many travelers used walking-sticks
- The walking-stick served both as a weapon against robbers as much as a walking aid

Animals




- Donkeys were the most commonly used animal to carry loads. They were sometimes used for riding too.
- It is believed there were millions of donkeys in Ancient Egypt
- Mules, horses and oxen also may have been used to pull carts or carry loads
- Camels were probably not used until a much later period in the Egyptian civilization

Litters



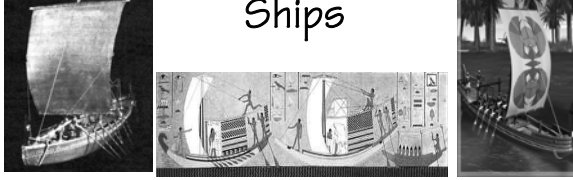
- Litters were "chairs" carried by men or animals
- They were made of a light frame of wood, and sometimes had a covering over the top
- Only the upper classes used litters
- Litters were often used for ceremonial purposes

Chariots



- Chariots are light, two-wheeled, horse drawn vehicles
- Horses were usually not ridden but were instead harnessed to chariots
- Chariots were very fast so Pharaohs liked to use them
- Chariots were very expensive to keep so they were only used by the upper classes and the military

Ships



- Because of the Nile River, ships were a vital means of transportation in Ancient Egypt
- Cedar wood was imported from Phoenicia to build the ships because it was stronger than the local wood
- Ships mainly used sails and oars, but sometimes they were pulled upriver by animals
- Instead of bridges, smaller ships called ferry boats, were used to cross the Nile in narrow places from east and west

Ancient Egypt Transportation Summary

- The majority of people got around just by walking
- Donkeys were used the most to carry loads
- Rich people might have themselves carried in a litter, especially for ceremonial reasons
- Chariots were a fast, but expensive, way to get around, so they were used mainly by the military
- Egypt's location along the Nile made all types of ships essential for transportation

Bibliography

Jacobs, Heidi Hayes. The Ancient World. Upper Saddle River, New Jersey: Prentice Hall, 2003.

Kaplan, Leslie C. Land and Resources of Ancient Egypt. New York: Rosen Publishing Group, 2004.

"Pharaonic Egypt: Means of transportation." January 1, 2011 http://www.reshafim.org.il/ad/egypt/timelines/topics/means_of_transportation.htm.

Sands, Stella. "Kids Discover: Ancient Egypt." Kids Discover 2003: 2-5.

Bibliography Organizer

The Bibliography slide (shown below) of the PowerPoint "Ancient Egyptian Transportation" are listed in the sample organizer below. Use the blank organizer on the next page to collect the information you will need for your Bibliography page.

Bibliography			
Jacobs, Heidi Hayes. <u>The Ancient World</u> . Upper Saddle River, New Jersey: Prentice Hall, 2003.			
Kaplan, Leslie C. <u>Land and Resources of Ancient Egypt</u> . New York: Rosen Publishing Group, 2004.			
"Pharaonic Egypt: Means of transportation." January 1, 2011 http://www.reshafim.org.il/ad/egypt/timelines/topics/means_of_transportation.htm .			
Sands, Stella. "Kids Discover: Ancient Egypt." <u>Kids Discover</u> 2003: 2-5.			

For Books

Author(s) Last Name, First Name	Title	City of Publication	Publisher and Date of Publication
Jacobs, Heidi Hayes	<u>The Ancient World</u>	Upper Saddle River, New Jersey	Prentice Hall, 2003
Kaplan, Leslie C.	<u>Land and Resources of Ancient Egypt</u>	New York	Rosen Publishing Group, 2004

For World Wide Web (Internet Site)

Author (if known)	Title of Article	Title of Work	Date Visited	URL
	Pharaonic Egypt: Means of Transportation		January 1, 2011	http://www.reshafim.org.il/ad/egypt/timelines/topics/means_of_transportation.htm

For a Periodical (Magazine or Newspaper)

Author (if known)	Title of Article	Periodical title (underlined) date: page.
Sands, Stella	Kids Discover: Ancient Egypt	<u>Kids Discover</u> 2003: 2-5

PRINT SOURCES

For Books

Author(s) Last Name, First Name	Title	City of Publication	Publisher and Date of Publication

For an Encyclopedia and other familiar reference books:

Author of article (if available)	Title of article	Title of Encyclopedia (underlined)	Date of edition

For a Periodical (Magazine or Newspaper)

Author (if known)	Title of Article	Periodical Title (underlined) date: page.

ONLINE SOURCES

Encyclopedia Online

Author (if known)	Title of Article	Name of Encyclopedia	Date Visited	URL

For World Wide Web (Internet Site)

Author (if known)	Title of Article	Title of Work	Date Visited	URL

Sixth Grade Bibliography

1. For each source listed, begin first line at margin and indent each line that follows.
2. Underline or use italics for titles of books, periodicals and software. Titles of articles are enclosed in quotation marks.
3. Note punctuation and follow exactly.
4. If required information, such as author or place of publication, is not available, just leave it out.
5. Arrange all sources in one list, alphabetically by first word, which will generally be either the author's last name or the first important word of the title.

PRINT SOURCES

Book with one author:

1. Author.
2. Title of book.(underlined)
3. City of publication:
4. Publisher, date of publication.

Walker, Niki. Colonial Women. New York: Crabtree Publishing Company, 2003.

Book with two authors:

1. Authors, in order they are listed on the title page.
2. Title of book. (underlined)
3. City of publication:
4. Publisher, date of publication.

Ride, Sally and Tam O'Shaughnessy. Exploring Our Solar System. New York: Crown Publishers, 2003.

Encyclopedia and other familiar reference books:

1. Author of article (if available).
2. "Title of article."
3. Title of book.(underlined)
4. Date of edition. (Volume and page number not necessary if articles are arranged alphabetically).

Hutson, James H. "Franklin, Benjamin." The World Book Encyclopedia. 2006.

"France." Compton's Encyclopedia. 2004.

Article in a periodical:

1. Author (if available).
2. "Title of article."
3. Periodical title (underlined) date: page.

Boelter, Mimi. "Voyage of Hope, Voyage of Tears." Cobblestone Feb. 2006: 23-27.

"N.F.L. Training Camp Report" The New York Times 21 August 1996: B12.

ONLINE SOURCES

Encyclopedia Online:

1. Author, if shown
2. "Title of the article."
3. Name of encyclopedia (underlined).
4. Date of your visit (day, month, year -- see example)
5. <First part of http address>. (enclosed in angle brackets).

Christensen, Norman L., Jr. "Tree." World Book Online. 12 Dec. 2005
<<http://www.worldbookonline.com>>.

Solnick, Bruce B. and William D. Phillips. "Franklin, Benjamin." Grolier
Multimedia Encyclopedia. 17 September 2005 <<http://gme.grolier.com>>.

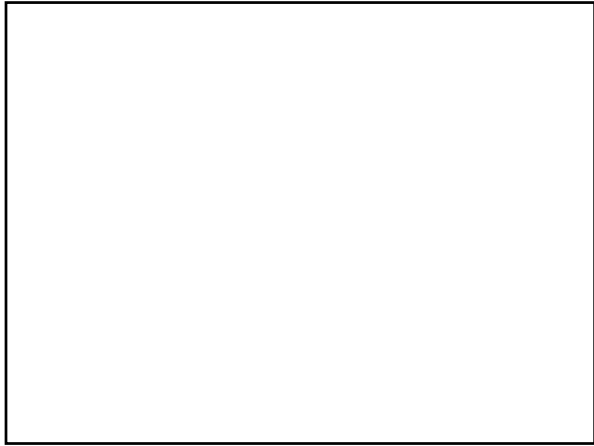
World Wide Web:

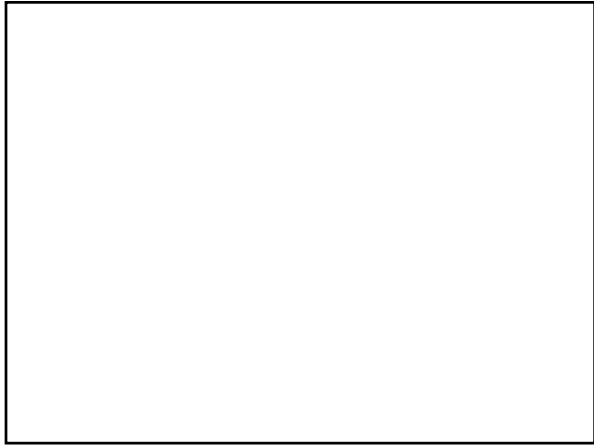
1. Author (if known).
2. "Title of article."
3. Title of complete work. (if relevant, underlined)
4. date of visit
5. <full http address>.(enclosed in angle brackets)

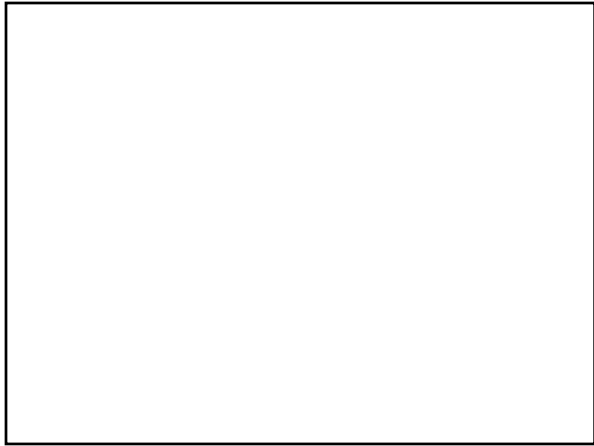
"Biographical Data: Walter M. Schirra." Astronaut Biographies.
10 Jan. 2006 <<http://www.jsc.nasa.gov/Bios/htmlbios/schirra-wm.html>>.

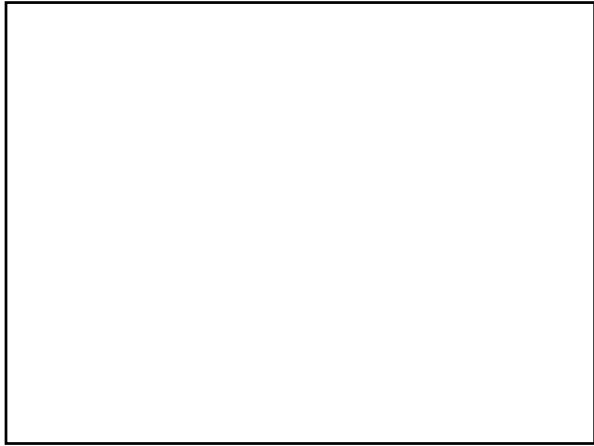
"Statistical Summary: America's Major Wars." The U.S. Civil
War Center. 17 August 2005 <[http://www.cwc.lsu.edu/
other/stats/warcost.htm](http://www.cwc.lsu.edu/other/stats/warcost.htm)>.

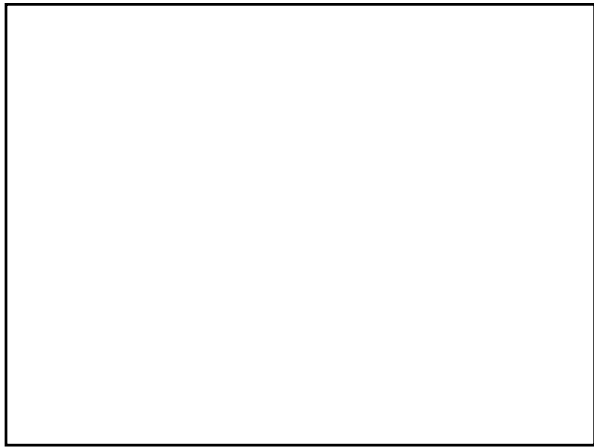
Arnett, Bill. "Comets." The Nine Planets. 21 March 2006
<<http://seds.lpl.arizona.edu/nineplanets/nineplanets/comets.html>>.

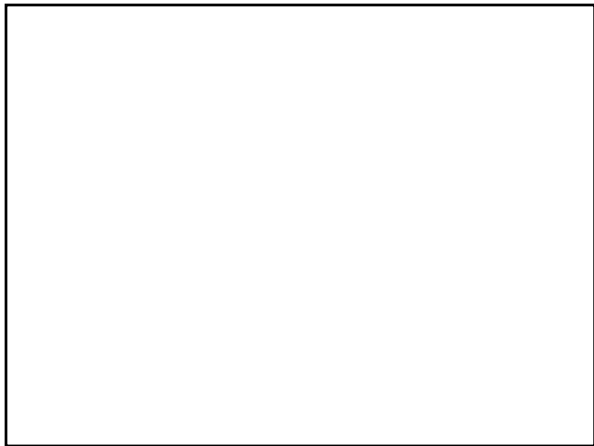


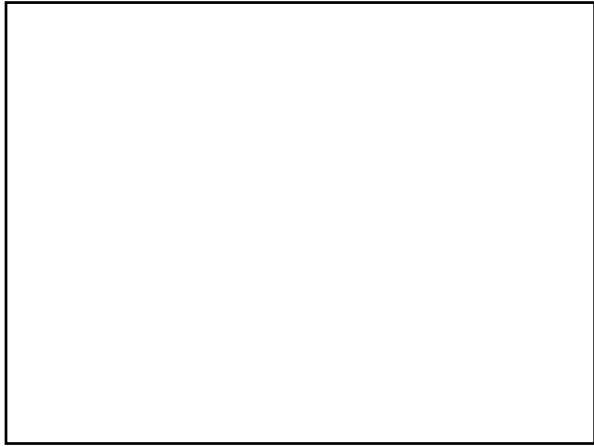


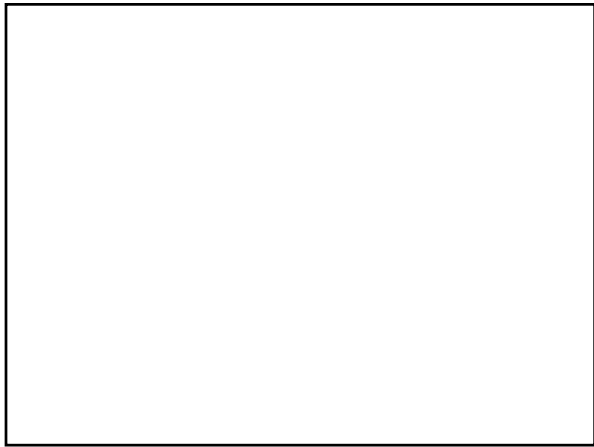


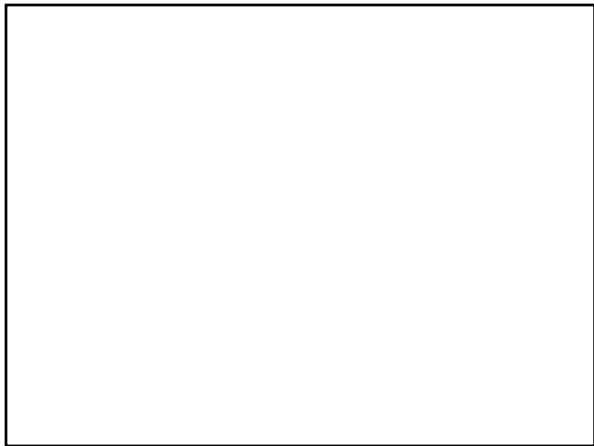












Peer Review Evidence

Name of Reviewer: _____ Date of Review: _____

What I liked about this PowerPoint:

▪ What this PowerPoint needs to make it better:

▪ What I learned from this PowerPoint:

▪ Questions I still have about this topic:

I reviewed the PowerPoint titled _____

by _____ on the following date _____

Name of Reviewer: _____ Date of Review: _____

▪ What I liked about this PowerPoint:

▪ What this PowerPoint needs to make it better:

▪ What I learned from this PowerPoint:

▪ Questions I still have about this topic:

I reviewed the PowerPoint titled _____

by _____ on the following date _____

Rubric for Ancient Egypt Project

CATEGORY	4 Above Standards	3 Meets Standards	2 Approaches Standard	1 Below Standard	Score
Content	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.	
Organization	Content is well organized using headings or bulleted lists to group related material.	Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.	Content is logically organized for the most part.	There was no clear or logical organizational structure, just lots of facts.	
Attractiveness	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Makes good use of font, color, graphics, effects, etc. to enhance to presentation.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.	Use of font, color, graphics, effects etc. but these often distract from the presentation content.	
Sources & Bibliography	Source information collected for all facts. All documented in desired format.	Source information collected for all facts. Most documented in desired format.	Source information collected for all facts, but not documented in desired format.	Very little or no source information was collected.	
Mechanics	No misspellings or grammatical errors.	Three or fewer misspellings and/or mechanical errors.	Four misspellings and/or grammatical errors.	More than 4 errors in spelling or grammar.	
Time and Effort	Class time was used wisely. Much time and effort went into planning, design, and construction.	Most class time was used wisely. Time and effort went into planning, design, and construction.	Class time was not always used wisely, but student clearly put some effort went into planning, design, and construction.	Class time was not used wisely and the student put in little or no effort.	
Presentation	Well-rehearsed with smooth delivery that holds audience attention.	Rehearsed with fairly smooth delivery that holds audience attention most of the time.	Delivery not smooth, but able to maintain interest of the audience most of the time.	Delivery not smooth and audience attention often lost.	
Peer Review	At least one peer review was conducted on the student's project and the student conducted at least one peer review of another student's work.	The student did not have a peer review conducted, but did perform a peer review of another student's work.	The student had a peer review conducted, but did not conduct a review of another student's work.	There is no evidence of a peer review being done on the student's work and the student did not complete a peer review on another student's work.	

Total _____

Please Note: If no work is done in a category, a score of zero may be awarded.