

Learning Objectives for *Virtual History – Ancient Egypt*

LEARNING OBJECTIVES FOR LEVEL 1

After successful completion of Level 1 of *Virtual History – Ancient Egypt*, students will be able to:

Geography

- Explain the flood cycle of the Nile River, including the inundation- the annual rise of the Nile into the agricultural flood plains that occurs at different times in different years
- Explain the Nile River as a source of food and water, and a central aspect of life in ancient Egypt

Economics and Culture

- Describe basic cultural aspects of ancient Egyptian society including:
 - the style of clothes and housing in the Ancient era
 - the reliance on fish and agriculture for food
 - the architectural use of mud bricks for housing
- Compose a short essay on the challenges to survival faced by Egyptian villagers and the means Egyptians used to overcome those challenges, including:
 - the basic needs for food, water and shelter, needs that increase with a growing population
 - fishing as a food source, and over-fishing as a threat
 - agriculture as a food source, the importance of successful harvests, and the threat of flooding
 - the importance of mud bricks for building shelter
- Compose a short essay on the basic progression of farming in ancient Egypt including:
 - the planting, watering, and harvesting of grain
 - the milling of grain into flour
 - the baking of flour into bread, a primary source of food

Vocabulary

- Recognize, define and correctly spell the following words:

emmer, famine, hoe, ibis, inundation, Olynthian mill, pestle, plow, rotary mill, scythe, sickle, thatch, and winnow

Learning Objectives for Virtual History – Ancient Egypt

LEARNING OBJECTIVES FOR LEVEL 2

After successful completion of Level 2 of *Virtual History – Ancient Egypt*, students will be able to:

Geography

- Locate Upper and Lower Egypt on a map of the Nile River Valley
- Explain the role of the Nile River as a central transportation route that allowed the ancient Egyptians to move goods and people up and down the Nile River Valley
- Compose a short essay describing the different geographic features of Upper and Lower Egypt including:
 - The location and significance of the Delta region in northern Egypt, which was the bread basket of the Egyptian kingdom
 - The location of southern Egypt, its access to minerals, and its relative lack of farmland
 - The location of Nubia, and its proximity and threat to southern Egypt

Economics and Culture

- Compose a short essay describing some of the technological advancements of the ancient Egyptians and their benefits including:
 - The role of irrigation and cisterns in improving farming efficiency and productivity
 - Copper mining, and the production of building tools, such as the adze, and weapons for defense, such as the bronze tipped arrow
 - Wooden boats and the ability to travel and transport goods along the Nile River
- Explain the threat posed by the Nubians, especially to southern Egypt, and the importance of defense to the maintenance of an expanding society
- Explain the importance of trade for the acquisition of resources not available in ancient Egypt, such as wood from Lebanon for boat building.
- Explain the challenges of an expanding population, including the needs to provide for more food, shelter, and defense

Vocabulary

- Recognize, define and correctly spell the following words:

adze, aqueduct, barter, cistern, dynasty, irrigation, Lebanon, Nubia, Nubians, ore, shaduf, Sudan, Syria and trade
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Learning Objectives for *Virtual History – Ancient Egypt*

LEARNING OBJECTIVES FOR LEVEL 3

After playing Level 3 of *Virtual History – Ancient Egypt* for at least two 50-minute class periods, students will be able to:

Geography

- Locate the site of the Great Pyramids of Giza on a map and describe the proximity of the site to Upper and Lower Egypt.

Economics and Culture

- Describe the materials, tools and processes used in the construction of the Great Pyramids
- Describe the importance of papyrus, papermaking, scribes and hieroglyphics to the ancient Egyptians
- Explain the economics of building the Great Pyramids including:
 - the need for large quantities of excess food, a food surplus, to feed workers
 - the need for copper and the production of tools for quarrying and construction
 - the need for excess population, not needed for food production, that could be used as a labor force
- Compose a short essay that explains how certain innovations and technologies enabled the Ancient Egyptians to undertake the construction of the pyramids including
 - Advanced agriculture, food surplus and the specialization of labor
 - Writing and writing technologies like papyrus scrolls that allowed written orders to be used in the management of a large civic project
 - Management, governance and the role of scribes
- Compose a short essay describing the challenges of completing a pyramid including:
 - Shortages of food, labor, tools and other resources
 - Transportation of food, labor and materials to the remote, desert pyramid site
 - Managing the rest of the kingdom, such as providing for each village and defending from the Nubians, while also trying to manage the massive construction effort

Vocabulary

- Recognize, define and correctly spell the following words:

barracks, cuneiform, Giza, hieroglyphics, Khufu, papyrus, pharaoh, pyramid, quarry, Re or Ra, scribe, Sumerians and tomb
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