

“Sell it” Project Instructions Sheet

Name _____ Period _____ Due Date _____

1. Create a product to sell from one of the civilizations we have studied. Make sure to figure out how to get your raw materials and how you are going to “sell It.”

2. Consider these Geography Themes:

Location: Do you pick your locations based on what you plan to sell or do you pick the location and then determine what to sell? You need to know both the absolute and relative location of your civilization.

Place: You need to know what your place has to offer and what things you could sell based on the culture, etc. This will take some research. Start with your textbook. Why are some items good to sell and other not?

Human Environmental Interaction (HEI): How will you utilize the environment to help make your product?

Movement: How will you get your natural resources and how will you get your product to market? Does it cost too much (opportunity costs)?

3. Is your item a want or a need?

4. What are the opportunity costs of the item you will sell?

5. Create a poster visual aid. Use the poster notes page to guide you.

6. Present the product to the class.

Name _____ Period _____

POSTER NOTE PAGE

Location:

Name of your civilization

Absolute and relative location of your civilization

Who do you plan to sell the product to? (Your own civilization, another civilization, or both?)

Place:

How would this product fit the culture of this civilization?

How would this product fit the culture of another civilization that would buy it?

HEI

What natural resources from this civilization's environment will you be using?

Movement:

How do you get your civilization's natural resources to the place of manufacturing?

How do you get the product to market? (Your own civilization, another civilization, or both?)

What are the opportunity costs?

Presentation Grade Sheet

Presenter(s): _____

Civilization: _____

Organization and Content (30%):	Poor		Avg.	Excellent	
Appropriate Introduction and Conclusion	1	2	3	4	5
Presentation Organization	1	2	3	4	5
Knowledge of Materials: Location, Movement, Place and HEI addressed	1	2	3	4	5
Included Multimedia Components to Clarify Information	2	4	6	8	10
Q & A Session-Knowledge of Topic	1	2	3	4	5
Speech Skills (70%)					
Posture, Gestures, and Movement	1	2	3	4	5
Eye Contact	2	4	6	8	10
Enthusiasm and Vocal Variation (freedom from monotone)	2	4	6	8	10
Visual Aids (Appropriateness & Effectiveness)	2	4	6	8	10
Effectiveness of Delivery Method	1	2	3	4	5
Use of Allotted Time	1	2	3	4	5
Vocabulary and Use of Appropriate Words	1	2	3	4	5
Freedom from Distracting "Uhs" & "Likes", etc.	2	4	6	8	10
Pronunciation, Enunciation, Audibility, and Clarity	2	4	6	8	10

Total score out of a possible 100 points _____

Comments

Time

Informational Reading on Egypt (example used in presentation)

Egypt's dominance of the ancient world was a result of more than just determination and brute force. Ancient Egypt was blessed with an abundance of natural resources - not least the river Nile.

The Nile provided vast amounts of fertile land and was a major route for communications and travel - it was the freeway of ancient Egypt. Boats moved cattle, grain and soldiers across the Kingdom and the Nile linked Egypt's provincial centers to its capital, Thebes. This enabled Egypt to function as an integrated kingdom, rather than a collection of independent provinces.

The golden touch

Egypt also had many other natural resources that helped it achieve new levels of wealth and sophistication. The most important of these was gold. Egypt's gold turned it into a superpower, respected and courted by friends and enemies alike. Gold-bearing rocks were crushed and the fragments carried to the river by donkeys, where they would be washed and the precious nuggets extracted.

Salt of the earth

The desert regions also gave Egypt a rich supply of salts, particularly natron, brine and soda. These were used in medicine, to preserve and flavor food and to tan animal hide.

Natron was used to make ceramics and glass, and to solder precious metals together: it was even used as a mouthwash. Mixed with salt, it was used to preserve fish, meat and to mummify dead bodies; mixed with oil, it became an early form of soap.

Rock solid

The deserts around Egypt also provided building materials for temples, palaces and tombs. Sandstone and limestone were quarried and shaped without any machinery or cutting tools. Instead, wedges were pushed into channels cut into blocks of rock to split stones away from the rest of the rock.

Getting the most from your vegetables

Flax, a winter vegetable, was also essential. Flax had two main uses: oil and fiber. The flax stems were combed to remove the bolls, which contained linseed oil. The remaining fibers were spun to make linen threads, which could then be woven into clothing, sheets and blankets.

Out of the woods

One natural resource Egypt lacked was good quality timber. Although palm trees were used in construction, other native trees, such as sycamore, acacia and tamarisk, were

usually too knotty and brittle to be used in construction or for top quality decorations. Instead, these trees were used for firewood and charcoal. They were also turned into furniture and coffins for ordinary Egyptians. Someone with enough money could improve their coffin's appearance by covering it with ivory, ebony and other expensive woods. Any other woods were easily imported from abroad, usually from the Lebanon.

Reed all about it

Egyptians had a winning way with reeds, which grew in huge numbers beside the Nile. Reeds were the material with a million uses: they were turned into mats, baskets and sandals, while the mud they grew in was used as clay for pottery and bricks.

They also had a massive supply of papyrus, a plant that grew in marshes and swamps near the Nile. Papyrus was used to make paper. The stalks were sliced into strips: these were then laid over each other and beaten to make a sheet.

Because it could quickly be written on with pen and ink, and easily rolled up and carried, papyrus soon became indispensable. Bureaucrats could now ensure that a famine could be averted and its soldiers properly supplied. Lessons could be learned and knowledge could be stored, bringing Egypt to new levels of efficiency. While its power was based primarily on gold, it was papyrus that gave Egypt its sophistication.

2006 Donegon enterprises

<http://www.pbs.org/empires/egypt/educators/index.html>

Economics Vocabulary (Optional--goes with the PowerPoint used before the lesson)

Economy-

- A system for **producing** and **distributing goods** and **services** to fulfill peoples **wants** (needs).
- You must have human **wants** in order to have an economy.

Capitalism -

- **Free Enterprise** or **Free Market**
- A type of economic system where the **individual** decides how goods and services will be produced and distributed.
- **Little to no government control of the economy**

Socialism-

- A type of economic system where the **government** controls the major industries in a country (electric companies, oil, health care).
- **The government decides how these goods and services will be produced and distributed.**
- Some **private ownership** is allowed.

Communism-

- **The government owns and controls all the production of goods and services.**
- There is **no private ownership**, everything is owned collectively by the people and the government decides who gets what and who can use what.

Money-

- Anything that is accepted as **payment** for goods and services

Supply-

- The **amount** of a product made and sold in an economy at a certain price.

Securities, stocks and shares-

- **Ownership** in a business or corporation

Buyer-

- A person **willing to buy** goods at a certain price

Seller-

- A person willing **to sell** a good or service at a certain price

Goods-

- **Physical products** that can be bought or sold

Services-

- **Work** that you will pay another person to do for you

Invest-

- To place your **money** into business, the stock market or other areas of the economy where you hope your money will make a profit

Budget-

- A **plan** for how you will spend and save money

Profits-

- The **money** you have left over after you subtract what it cost you to make something from what you were able to sell it for.

Wants-

- **Physical-** food, water, oxygen, shelter, clothing
- **Emotional-** love, security, happiness

Factors of Production-

- The **resources** that produce the goods and services that satisfy people's wants

3 Factors of Production-

- **Land--** soil, minerals, water, animals, plants that grow on the **earth**.
- **Labor--**the **time and energy** it takes people to produce goods and services.
- **Capital-** is anything that can be **saved** and used to produce other goods and services. examples- tools, machinery, or money

Types of Economies-

1. Traditional

- An economic system based on **traditions and customs**.
- Most traditional economies are found in **less developed countries** of the world.

2. Command

- The **government** decides how the factors of production will be used.
- Many command economies are found in **dictatorships**.
- This theory was started by **Karl Marx and Friedrich Engel** and includes: **Communism** (All factors are owned by the government) and **Socialism** (Wealth should be distributed equally)

3. Market

- In this type of economy **private individuals** decide how the factors of production are used, and how goods and services are produced and distributed.
- There is **little or no** government control of the economy.
- It is based on competition for profits.

4. Mixed

- A **combination** of different types of economies. Example-Capitalism and Socialism.