“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.
POSTER NOTE PAGE

Location:
Name of Location
Absolute and relative location

Place:
Why did you chose your product based on the culture of this place?

HEI
What from the environment will you be using?

Movement:
How do you get the natural resources to the point of manufacturing?

How do you get the product to market?

What are the opportunity costs?
# Presentation Grade Sheet

**Presenter (print):**

<table>
<thead>
<tr>
<th>Civilization:</th>
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<tbody>
<tr>
<td>Poor</td>
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## Organization and Content (30%):

<table>
<thead>
<tr>
<th>Item</th>
<th>Poor</th>
<th>Avg.</th>
<th>Excellent</th>
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</thead>
<tbody>
<tr>
<td>Appropriate Introduction and Conclusion</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Presentation Organization</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Knowledge of Materials: Location, Movement, Place and HEI addressed</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Included Multimedia Components to Clarify Information</td>
<td>2</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Q &amp; A Session-Knowledge of Topic</td>
<td>1</td>
<td>2</td>
<td>3</td>
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</table>

## Speech Skills (70%)

<table>
<thead>
<tr>
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<th>Poor</th>
<th>Avg.</th>
<th>Excellent</th>
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</thead>
<tbody>
<tr>
<td>Posture, Gestures, and Movement</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Eye Contact</td>
<td>2</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Enthusiasm and Vocal Variation (freedom from monotone)</td>
<td>2</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Visual Aids (Appropriateness &amp; Effectiveness)</td>
<td>2</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Effectiveness of Delivery Method</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Use of Allotted Time</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Vocabulary and Use of Appropriate Words</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Freedom from Distracting &quot;Uh&quot;s &amp; &quot;Like&quot;s, etc.</td>
<td>2</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Pronunciation, Enunciation, Audibility, and Clarity</td>
<td>2</td>
<td>4</td>
<td>6</td>
</tr>
</tbody>
</table>

Total score out of a possible 100 points ____________

Comments

Time
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.