Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Per. \_\_\_\_\_\_\_

Ancient EGYPT Project Menu

Honors Assignment: Two boxes are to be completed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. You **must** do one odd (**individual**) project and one even (**group**) project. You may do one extra box for extra credit. College Prep: Choose one box to do (odd or even). You may do one box for extra credit

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| **#1: Egypt Map Project:**Color and label a map of ancient Egypt and the surrounding areas. Write a multi-paragraph essay about the geography of Egypt and how its location gave it a strategic advantage in battle. See packet for more details and guidelines.  | **#2: Egyptian Newspaper** In a team of 2, 3, or 4 people, create an issue of *The Daily Hieroglyphic*, an ancient Egyptian newspaper. You will each write two articles for the paper from a list of topics given by your teacher. Additionally, you will include 3 or more interesting “space fillers” to make your paper more interesting. See handout for more details.  | **#3:****Egyptian Art Project**Create a self-portrait in the Egyptian artistic style and define characteristics of Egyptian art in a multi-paragraph essay. See packet for more details and guidelines.  |
| **#4: Newscast**In a group of 3 or 4 people, you will write, rehearse, and film an ancient Egyptian news broadcast. One member will act as reporter, presenting a 2 minute report in an area relating to the topic. The report will include interviews and props. The other members must be included in the broadcast in some way (ex. Interviewer, interviewee). The cast may be pre-taped at home or taped live in class. See handout for more details. | **#5: Compare/Contrast Ancient Mesopotamia and Ancient Egypt.** How did the two earliest civilizations parallel each other, and how were they extremely different? Complete a Venn Diagram comparing and contrasting Mesopotamia and Egypt, and use it to write a compare/contrast essay highlighting the parallels and paradoxes between the two groups. Handout gives details. | **#6: Egyptian Commercial/Infomercial**In a group of 3 or 4 people, you will write, rehearse, direct, and film a commercial for an Egyptian product or service that relates to your group’s assigned topic. The group must type a script and distribute it to group and teacher, bring props and visuals, and coordinate rehearsal prior to the performance. The performance may be pre-taped or taped live in class. See handout for more details. |
| **#7: Embalming Brochure**Imagine you are the owner of an embalming company in Egypt. Create a brochure that your company might use to persuade people to use your services. See handout for guidelines and requirements.  | **#8: Screenwriter’s Skit/Play** In a group of 4 or 5, students will write, rehearse, direct, and perform a play that will teach the class about the assigned topic. The performance should include a role for each group member. Scripts must be typed and distributed to all teammates. The skit can be performed live with props and costumes, or videotaped at home to be shown in class. See handout for guidelines.  | **#9:** **Standards Review**SS Textbook Page 115-116 (#1-18)Page 116 (#20-25)Page 117 (#1-7) |

**Standards Addressed:**

*HSS 6 Analyzes the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.*