



Creation Lens

Exploring the World, Discovering God

Grade Level: Grade 6

Title:

Environment and Human Migration & Environment and Hebrew Migration

Denomination: Catholic

Lesson ID: OS-G6-01-CA

Contact Info:

Exploring the World, Discovering God (EWDG)
Institute for Theological Encounter with Science & Technology (ITEST)
20 Archbishop May Drive, Suite 3400A
St. Louis, MO 63119

EWDG email: EWDG-Info@creationlens.org

EWDG web site: www.creationlens.org

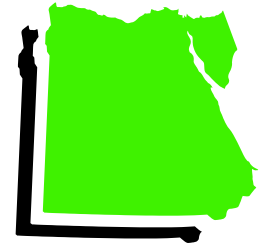
ITEST web site: www.faithscience.org

Ph: 314.792.7220

Note: Web sites referenced in this lesson were valid at time of publication.

Copyright by Exploring the World, Discovering God (EWDG), a pilot program of Institute for Theological Encounter with Science & Technology (ITEST). All rights reserved. The contents, or parts thereof, i.e., lessons/modules, may be reproduced for classroom educational use only. Any reprinting or reproducing for the purpose of sale is prohibited, and if done, party is subject to all legal sanctions.

© ITEST © EWDG



OTHER SUBJECTS – SOCIAL STUDIES & RELIGION – GRADE 6 - CATHOLIC
LESSON TITLE: Environment and Human Migration & Environment and Hebrew Migration

GENERAL CONCEPT: Migration

SOCIAL STUDIES LESSON CONCEPT

- Human-environmental interactions
- Environment affecting human migration

GOAL OF SOCIAL STUDIES LESSON

- Students will understand how the changes in the environment impacted the lives of the Israelites.
- Students will understand how the changes in their environment can impact their lives.

OUTCOME EXPECTED

- Students will construct a map of Israel and Egypt that includes a title, compass, scale, key, and major geographic features.

RELIGION LESSON CONCEPT

- Adaption of Hebrew people for survival
- Hebrew activities affecting relationship with God

GOAL OF RELIGION LESSON

- Students will discuss how the Israelites trusted in God in order to follow His plan for them and strengthen the covenant.
- Students will examine their own relationship of trust with God.

OUTCOME EXPECTED

- Students will construct a map of the Israelites migration to Egypt that demonstrates God's guidance.

MATERIALS NEEDED

- Social Studies book
- Paper
- Crayons/colored pencils
- Ruler
- 5 index cards per group
- Pen or pencil

SOCIAL STUDIES METHODOLOGY

- **ASSIGN** the students to a work group of 3-4 students.
- **SAY:** Using your textbooks draw a map of Egypt and Israel. Your map should include the following:
 - ~Canaan
 - ~Egypt
 - ~Mediterranean Sea
 - ~Dead Sea
 - ~Nile River
 - ~Jordan River
 - ~Jerusalem
- **SAY:** Your map should also display the scale, key, title, and a compass.

MATERIALS NEEDED

- Religion book
- Bible
- Paper
- Crayons/colored pencils
- Ruler
- Pen or pencil

RELIGION METHODOLOGY

- **SAY:** We are going to use our map skills to draw a map of Egypt and Israel at the time that the Israelites migrated into Egypt (before Moses). I am going to assign you to a group of 3-4 students to create the map.
- **ASSIGN** students to a group.
- **SAY:** Using your Religion and Social Studies books, draw a map of Egypt and Israel.
- **SAY:** On the map draw the route that traces the migration of the Israelites into Egypt.
- **ALLOT** time for maps to be created.
- **SAY:** Look in the last part of Genesis and the book of

- **ALLOT** time for maps to be drawn.
- **SAY:** Each group will generate 5 questions that can be answered using the map. Write the questions on the index cards. Write the answers on a separate piece of paper making sure that the numbers on the answer sheet match the corresponding number on the index card.
- **ALLOT** time for questions and answers to be generated.
- **HAVE** the groups switch maps and questions with each other.
- **HAVE** the groups answer the questions on a separate piece of paper.
- **CHECK** the answers.
- **DISCUSS:** How did the environment of Israel and Egypt impact the life of the Hebrews?
- **POSIT:** We can learn information from using maps. We can understand how the environment (desert, drought) can cause a people to migrate. Migration causes one culture to encounter another. Some change will probably occur.

Exodus in your Bible to read about the Israelite migration to Egypt.

- **SAY:** Work in your group to explain what changed and what stayed the same in their relationship with God as they moved. You are to include 3 explanations on the map at the beginning, middle, and end of their journey.
- **ALLOT** time for group work to be completed.
- **PUT** two groups together to discuss how their maps and explanations align. If there are discrepancies, use your book to verify.
- **PRESENT** larger group findings to the entire class.
- **JOURNAL ASSIGNMENT:** How does your environment impact your trust relationship with God?
- **DISPLAY** the maps in the classroom.
- **POSIT:** Our environment can impact our trust relationship with God positively or negatively. We choose which it will be.

SOCIAL STUDIES LINKS

www.timetrek.org/6th.htm

A Walk Through History: Ancient civilizations – 6th grade. This activity could serve as a review up to the Egypt/Israel time.

www.eduplace.com/.../AC_02_047_migration.html

Early Human Migration to 10,000 years ago. Click the forward arrow to play the audio. A narrated review of human migration with maps and other visuals.

RELIGION LINKS

www.chabad.org/.../Jacob-and-His-Family-Go-To-Egypt.htm

The news of Joseph's discovery and his brothers welcoming by King Pharaoh. He urged Joseph to bring the entire family to Egypt and to give them the best of the...-

KEY WORDS

- INTERACTIONS
- MIGRATION
- ENVIRONMENT
- ISRAEL
- EGYPT
- GEOGRAPHIC FEATURES
- CANAAN
- MEDITERRANEAN SEA
- DEAD SEA
- NILE RIVER
- JORDAN RIVER
- JERUSALEM

KEY WORDS

- HEBREWS
- EGYPTIANS
- MOSES
- MIGRATION
- ISRAELITES
- DISCREPANCY
- IMPACT