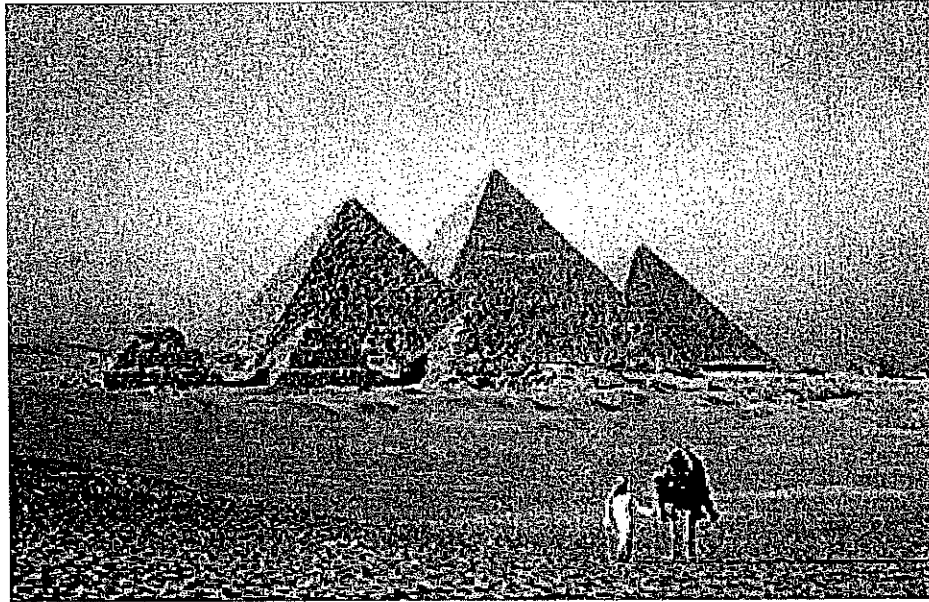


Test Date: _____

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Date : _____

Ancient Egypt: A Tour of the River Nile & the Social Class Pyramid Chapter 8 & 9



The pyramids at Giza (in the center is Khufu's "Great Pyramid")

<http://kids.nationalgeographic.com/staticfiles/NGS/Shared/StaticFiles/NGKids/Image/7wonders-pyramid-NGK0408-1g.jpg>

In this unit, we will take an "imagination field trip" up the Nile River, and explore several important monuments to Egyptian Pharaohs. Along the way, you will learn what a "Pharaoh" was, why they built monuments, and what several individual Pharaohs are most known for. As we go, you will record interesting things that you learn about on "postcards." Then, we will put ourselves in the shoes of a member of one of the social classes from Ancient Egypt. You, along with other members from the same social class, will write and perform a skit, showing what your everyday life was like in Egypt.

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Textbook:

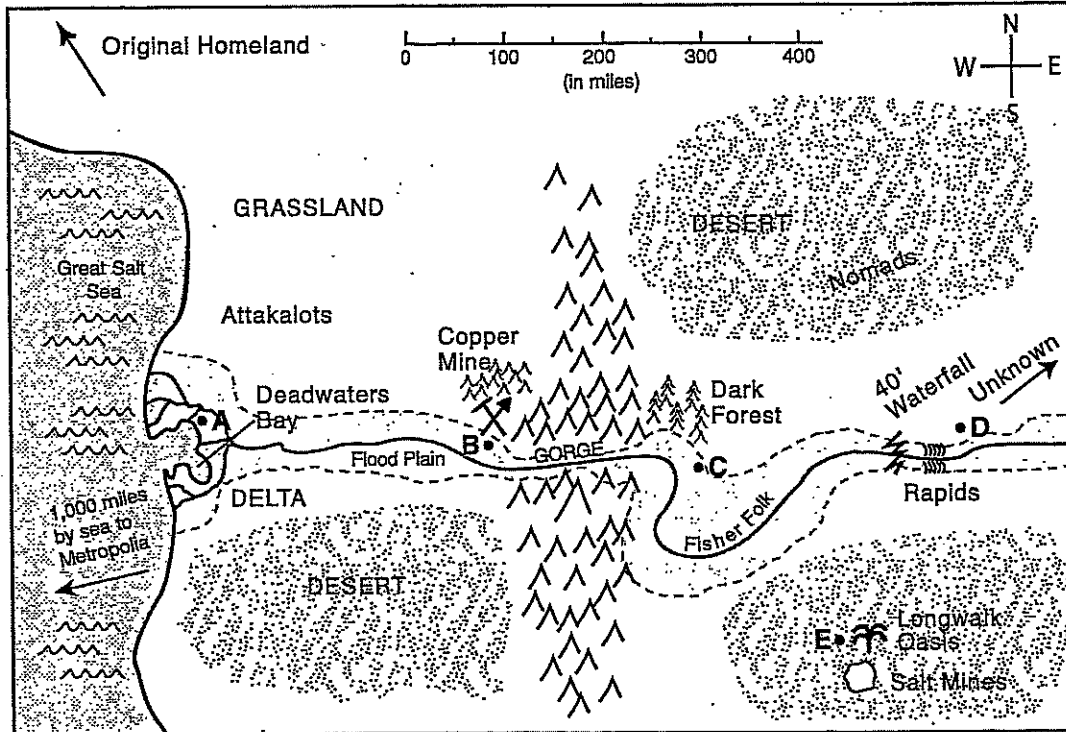
- Chapter 8- "The Ancient Egyptian Pharaohs"
- Chapter 9- "Daily Life in Ancient Egypt"

Hook Exercise: Finding a New Homeland

Directions: It is several centuries before the time of Jesus of Nazareth. You are an elder in a goat-herding tribe of 500 people. Unfriendly raiders from the north are forcing you off your land. You send out a small party of men, armed mostly with your prayers, to search for a new homeland. Six months later, they return. That evening, around a large bonfire, the scouting party presents a rough map to the Council of Elders with five possible settlement sites.

EV

Examine the map with a fellow elder and discuss the pros and cons of each option. Which option is best?



<p>Site A</p> <p>Pros:</p> <p>Cons:</p>	<p>Site B</p> <p>Pros:</p> <p>Cons:</p>	<p>Site C</p> <p>Pros:</p> <p>Cons:</p>
<p>Site D</p> <p>Pros:</p> <p>Cons:</p>	<p>Site E</p> <p>Pros:</p> <p>Cons:</p>	

Which site will you recommend to the council? Why?

3

How Did the Nile Shape Ancient Egypt?

In today's society, it is easy to forget the importance of rivers. Ours is a world of highways and airports, of supermarkets and shopping malls. When we travel or want food, we don't think "river." When we bathe or get thirsty, we think shower or bottled water.

This has not always been the case. In fact, four of the world's most important ancient cultures are known by historians as the "river civilizations." These were Mesopotamia on the Tigris-Euphrates River, China on the Yangtze ("yang-see"), India on the Indus, and Egypt on the Nile. They are called the river civilizations because of the powerful influence a large river system had on the lives of the people. And nowhere was this more true than in the ancient kingdom of Egypt.

Perhaps the most stunning fact about Egypt is its age. The first pharaoh began his rule in 2920 BCE, nearly 5,000 years ago. From this early beginning, Egypt has been a land of contrasts, a place of hot, sunny days and cold nights, of crop-laden fields and empty desert. In its early days, Egypt was two distinct kingdoms. To the south was Upper Egypt, where the Nile flows north out of the mountains. To the north was Lower Egypt where the river spreads into a delta before emptying into the Mediterranean. Egyptians also spoke of the "Black Land" and the "Red Land." The Black Land hugged the Nile. The Red Land was the desert just beyond. The Black Land represented life. The Red Land meant danger. For Egyptians, the Nile literally meant the difference between life and death.

The source of the Nile was a mystery to the ancient Egyptians. Now we know that one branch, called the Blue Nile, begins in Lake Tana in the highlands of Ethiopia. The other main branch, the White Nile, begins with the waters that flow into and then out of Lake Victoria in Kenya. Every

year, when heavy rains fall in central Africa, the **tributaries** of the Blue and White Nile grow full and flow into the main river. The mother Nile, its waters replenished, then flows north and into Egypt. There, the water spills over its banks and covers the low-lying flood plain. For thousands of years, this flooding cycle has provided a seasonal rhythm for the Egyptian people.

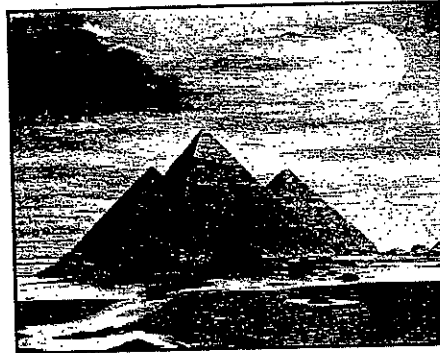
The flooding cycle determined the planting season for farmers. Their main crops were barley and emmer wheat for making bread and beer. People paid their taxes in wheat, and wheat was a main export. Farmers also grew flax for producing fine linen, and harvested **papyrus** from the marshy areas along the river and in

the delta. **Irrigation** channels from the Nile flowed to smaller gardens where farmers grew vegetables such as onions, beans, and cucumbers. Date, fig, and pomegranate trees were tended along the river.

While fruits, grains, and vegetables might sound like the makings of a healthful

diet, one ingredient of Egyptian meals was definitely not good: desert sand. Sand was everywhere, easily settling into the dough for flat bread, a basic food eaten by everyone. Once the ever-present sand ground down a person's teeth, infection and pain set in. Thus, dental disease became a common medical problem in Ancient Egypt.

Let's time-travel to this fertile yet hostile land where life revolved around the ebb and flow of a single waterway. On the following pages are five documents that provide a glimpse of Egyptian life thousands of years ago. As you read the documents, think about how the Nile gave rise to a civilization that, all this time later, continues to fascinate. Then answer the question: *How did the Nile shape Ancient Egypt?*



EV

Background Essay Questions

1. Name four important river civilizations of the ancient world.
2. List two or three pairs of contrasts that describe ancient Egypt.
3. What are two of the sources of the Nile?
4. How did the flooding cycle provide a seasonal rhythm for the Egyptian people?
5. Why was sand a health threat for Egyptians?
6. Define these terms:

Black Land

Red Land

tributaries

papyrus

irrigation

Timeline

- 2920-2575 BCE – Early Dynastic Period: The first pharaohs unify Egypt into a powerful kingdom.
- 2575-2134 BCE – Old Kingdom: big advances in technology and architecture; pyramids built at Giza
- 2040-1640 BCE – Middle Kingdom: Egypt's population, religion and the arts flourish.
- 1550-1070 BCE – New Kingdom: Egypt expands into Syria and Nubia; international trade routes established.
- 712-332 BCE – Late Period: Persians invade and annex Egypt.
- 332-304 BCE – Alexander the Great defeats Persians; establishes new capital in Egypt called Alexandria.
- 30 BCE – Egypt falls to Roman Empire.

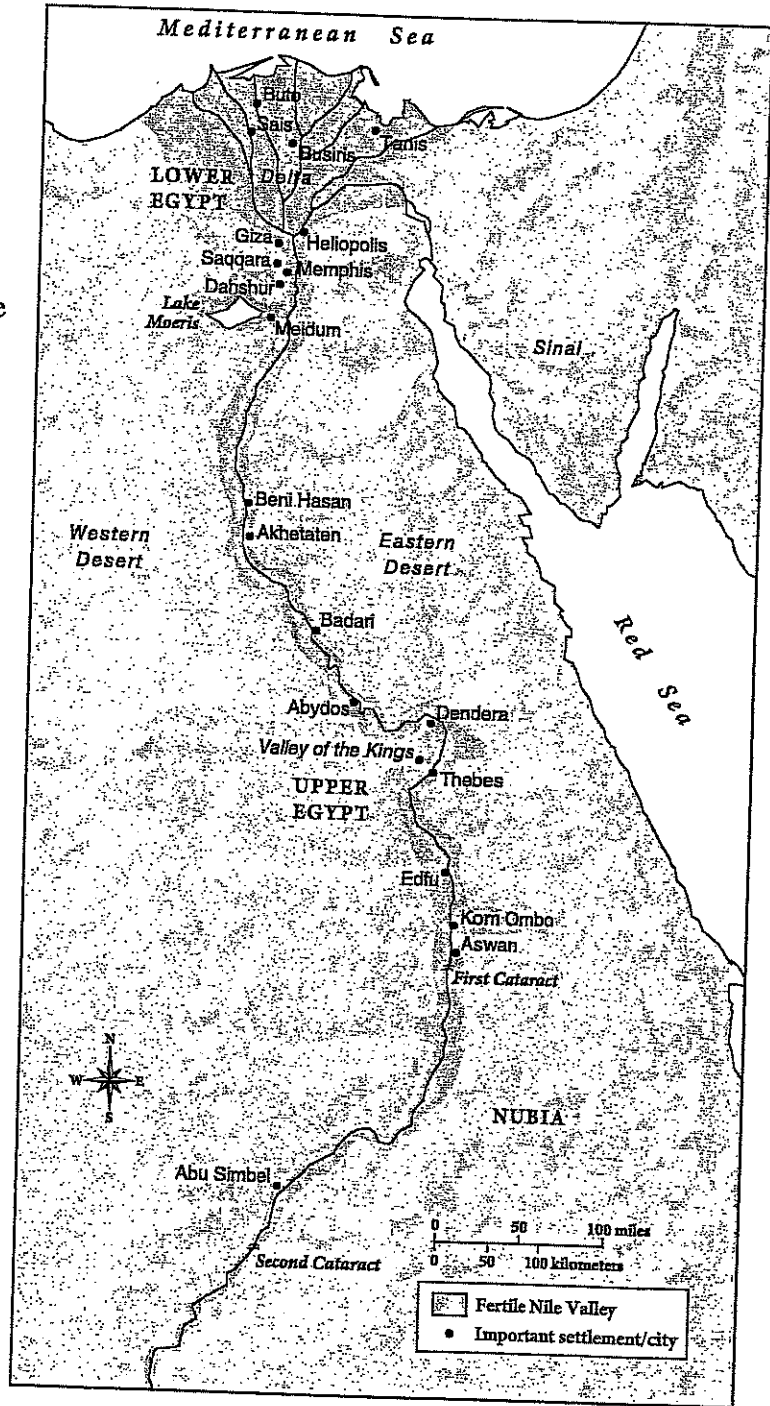
Document A

Source: Map created from various sources.

Egypt circa 1500 BCE

Document Analysis

1. The Nile is the world's longest river, 4,160 miles. Consider the southern boundary of Ancient Egypt to be at Aswan (the first cataract, or rapids). About how many miles of the Nile are actually in Egypt?
2. Why is the delta region to the north called "Lower Egypt"?
3. What were the eastern, western and northern boundaries of Egyptian settlement?
4. Given the geography of this area, do you think Egypt was vulnerable to foreign invaders? Explain your thinking.
5. What do you notice about population distribution and settlement location in Ancient Egypt? List three reasons for this.



EV

(6)

Document B

Source: Chart adapted from Katherine Hinds, *Life in Ancient Egypt: The Countryside*, Marshall Cavendish Benchmark, 2007.

The Nile River Flood Cycle

Akhet (flood season) Mid-June to mid-October	Fields in the Nile floodplain covered in water and fertilized by a new batch of silt. Time when many farmers worked off their public-labor tax, doing jobs like canal repair or quarrying.
Peret (planting & growing season) Mid-October to mid-February	Waters receded but Nile high enough to fill irrigation canals; crops planted and tended.
Shemu (harvest season) Mid-February to mid-June	Crops in the Lower Nile harvested and sent to market.

EV

Note: Average rainfall, historically and today, has remained about the same. The Nile delta receives about four inches per year. The Nile Valley south of Cairo and Giza receives less than one inch. In comparison, Atlanta, Georgia, gets about 50 inches of rain annually and Phoenix, Arizona, about eight inches.

Document Analysis

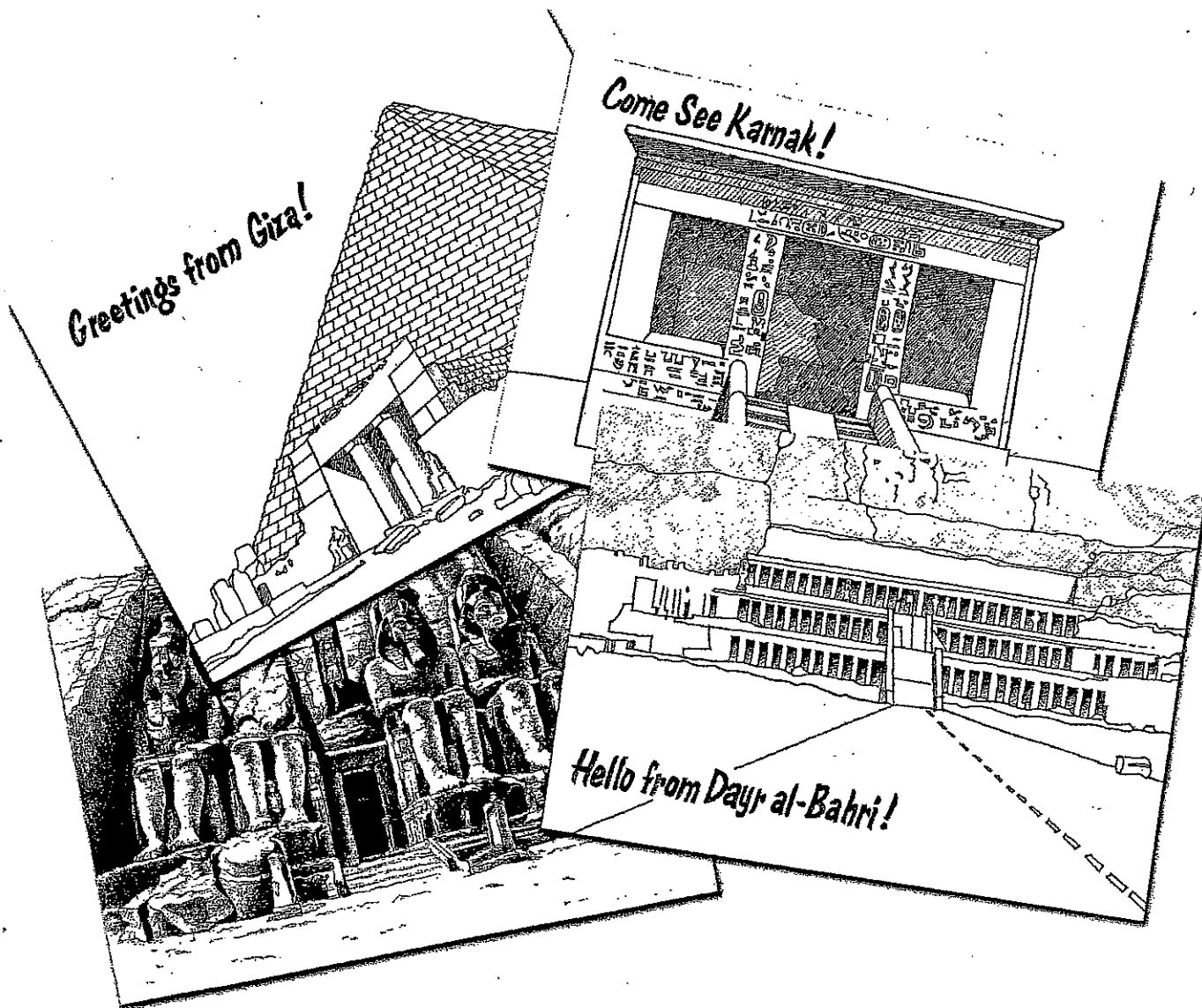
1. What differences do you see between the Egyptian seasons and the standard seasons in much of the United States today?
2. Usually the flood season produced a "good Nile," just the right amount of water. What might be the consequences of a "bad Nile"—too much or too little water?
3. The population of Ancient Egypt was probably about one million, 95 percent of whom were farmers. According to the chart, when were farmers busiest?
4. When would this large work force of farmers be available to work on government projects, like building palaces and tombs?
5. How does this document help you answer the question: How did the Nile shape Ancient Egypt?



READING NOTES 8

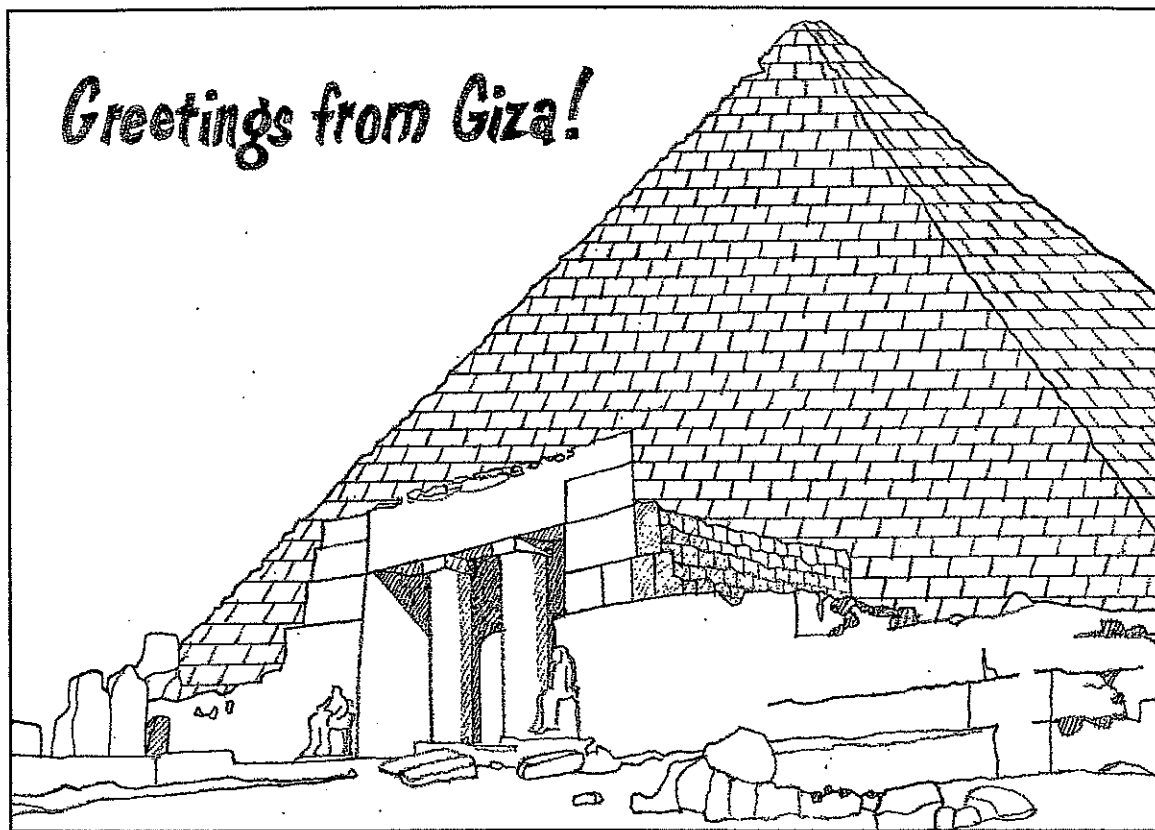
For each site you visit on your felucca tour, send a postcard to a friend or relative. Follow these steps to create each postcard:

1. Begin with a proper greeting (such as *Dear Maria,*).
2. Fill in the blank with the name of the monument.
3. Write at least one interesting thing you learned about the monument.
4. Fill in the blank with name of pharaoh.
5. Write at least one interesting thing you learned about the pharaoh.
6. Draw an appropriate symbol or visual for the stamp.
7. Write a proper closing (such as *See you soon!*).





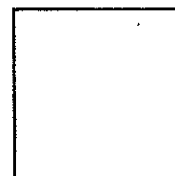
Tour Site 1



Dear _____,

The monument I just visited is _____

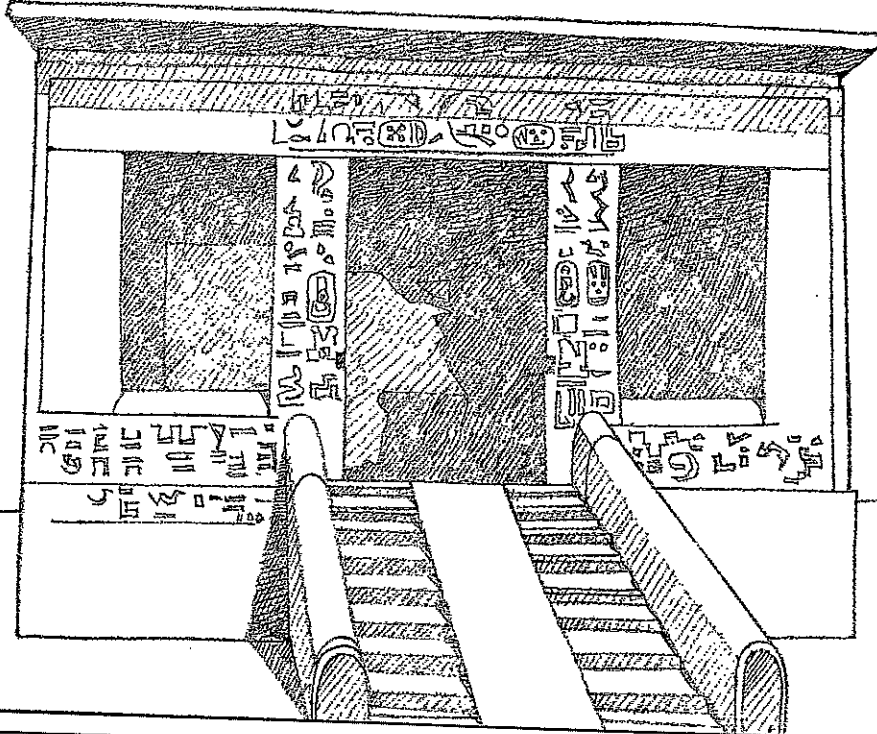
It was built by the pharaoh _____





Tour Site 2

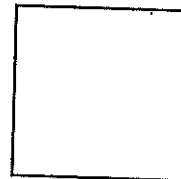
Come See Karnak!



Dear _____,

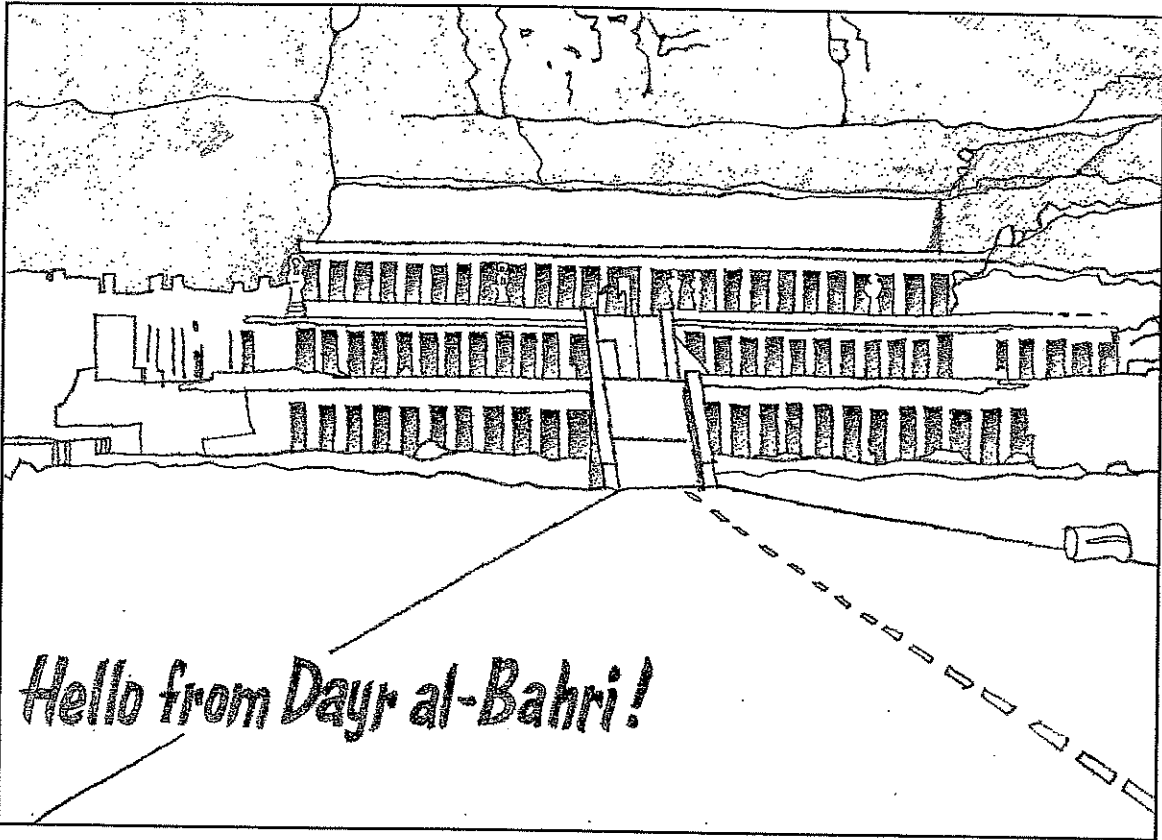
The monument I just visited is _____

It was built by the pharaoh _____





Tour Site 3

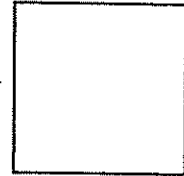


Hello from Dayr al-Bahri!

Dear _____,

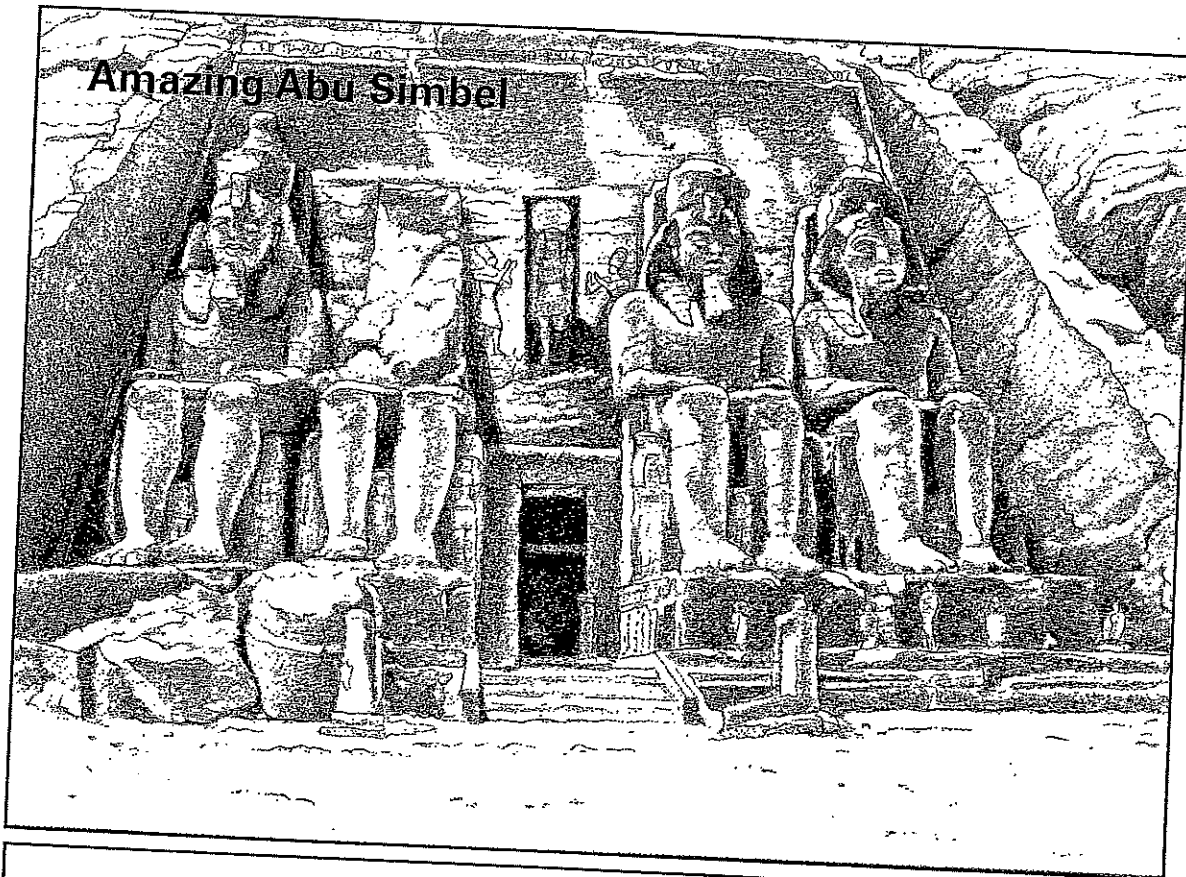
The monument I just visited is _____

It was built by the pharaoh _____





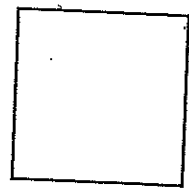
Tour Site 4



Dear _____,

The monument I just visited is _____

It was built by the pharaoh _____



Social Class Notes Handout

In the Ancient World, the social class you were born into made a big difference for what your daily life would be like. While social class divisions do exist in modern America, most people today would consider themselves part of the “middle class”—those of us who work hard for a living and usually are able to afford most of the things we need, and some of the things we want. Furthermore, in this country it is possible to change the social class you’re in by getting a good education and working hard. This was NOT possible in Ancient Egypt (with one exception).

A “**Social Class**”, according to Social Scientists, is a **group of people in society with the same political, economic, and cultural status**. Read below for more info on each of these aspects of the definition.

1. **Political Status** is power—the ability to influence events around you. Political status is how much power you have, relative to the rest of society.
2. **Economic status** is money – Economic status is how much money you have, relative to the rest of society. Basically “rich”, “poor”, or somewhere in between.
3. **Cultural status** is hard to define. It involves recreation, clothing, food, and other aspects of culture. Members of different social classes usually have different ways of enjoying themselves and often dress differently. For example, think about these different forms of entertainment, and what kinds of people you would expect to find participating in each:

football game vs. polo match

Lady Gaga concert vs. the opera

Birthday party at a friend’s house vs. Black-tie gala event at the top floor of the Prudential Center