

# ANCIENT EGYPT: THE GIFT OF THE NILE (3000 B.C.-30 B.C.)



**#3432**

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OPEN-CAPTIONED  
UNITED LEARNING  
1997  
Grade Levels: 5-10  
28 minutes

## **DESCRIPTION**

Presents a broad overview of ancient Egypt and its long history. Part I discusses the importance of the Nile River to Egypt's civilization, economy, and protection from enemies; the unification of the Upper and Lower Nile to create one nation that lasted 2700 years; and religious beliefs. Part II covers hieroglyphics, burial practices, tombs, and the decline of the empire.

## **ACADEMIC STANDARDS**

Subject Area: World History

- Standard: Understands the political, social, and cultural consequences of population movements and militarization in Eurasia in the second millennium BCE
  - Benchmark: Understands significant individuals and events in Egyptian civilization (e.g., the extent of Egyptian expansion during the Old, Middle, and New Kingdoms, and some of the factors that made this expansion possible; major political and cultural achievements of Thutmose III, Ramses II, and Queen Hatshepsut in Egypt) (See Instructional Goal #4)
- Standard: Understands technological and cultural innovation and change from 1000 to 600 BCE
  - Benchmark: Understands geographical and architectural features of Egypt and Kush (e.g., the locations of Egypt and Kush on the African continent and the geographic features that either assisted or hampered communication between these two kingdoms, what architectural evidence suggests about the relationship between Egypt and Kush) (See Instructional Goals #1 and #5)
- Standard: Understands the major characteristics of civilization and the development of civilizations in Mesopotamia, Egypt, and the Indus Valley
  - Benchmark: Understands influences on the social and economic framework of Mesopotamia, Egypt, and the Indus Valley (e.g., the characteristics of government and military in Egypt and Mesopotamia and the ways in which central authorities commanded labor and taxes from peasant farmers; how architectural, artistic, technological, and scientific achievements of these civilizations affected the economics of daily life) (See Instructional Goals #1, #2, #3, #4, and #5)
  - Benchmark: Understands how written codes and stories reflect social conditions in Mesopotamia, Egypt, and the Indus Valley (e.g., how the code of Hammurabi illustrated the ethical values, social hierarchy and attitudes, and roles of women in Mesopotamia; how the biblical account of Genesis and the Enuma Elish from Babylon reflect contrasting beliefs) (See Instructional Goal #3)
  - Benchmark: Understands influences on the development of various civilizations in the 4th and 3rd millennia BCE (e.g., how the natural environment of the Tigris -Euphrates, Nile, and Indus Valleys shaped the early development of civilization; different characteristics of urban development in Mesopotamia, Egypt, and the Indus Valley) (See Instructional Goal #1)

## **INSTRUCTIONAL GOALS**

1. To present the importance of the Nile River to Egyptian civilization, economy, and defense.
2. To examine religious beliefs of ancient Egyptians.
3. To introduce hieroglyphic writing.
4. To introduce significant individuals in ancient Egyptian civilization.

5. To depict burial practices in ancient Egypt.
6. To review the decline of the Egyptian empire.

## **VOCABULARY**

1. civilization
2. Pharaoh
3. hieroglyphic
4. channel
5. delta
6. papyrus
7. underworld
8. mummy
9. burial chamber
10. tomb

## **BEFORE SHOWING**

1. Locate the following places on a map.
  - a. Egypt
    - (1) Thebes
    - (2) the Valley of the Kings
    - (3) Memphis
    - (4) Cairo
    - (5) Crocodilopolis
    - (6) Edfu
    - (7) Giza
    - (8) Kon Ombo
  - b. Nile River
  - c. Mediterranean Sea
  - d. Sahara
  - e. Red Sea
  - f. Rome, Italy
  - g. Macedonia
2. Describe the geography and climate of Egypt.
3. Begin a K-W-L.
  - a. In a column labeled “K” (Known), list known facts about ancient Egypt. Do not use reference books.
  - b. In a column labeled “W” (Want to Know), list questions about ancient Egypt.
  - c. Complete after watching the video. (See AFTER SHOWING.)

## **AFTER SHOWING**

### Discussion Items and Questions

1. Complete the K-W-L. (See BEFORE SHOWING.)
  - a. In a column labeled “L” (Learned), write answers to questions from the “W” column. Use information from the video.
  - b. Research answers for any questions left unanswered by the video.
2. Discuss the importance of the natural environment to ancient Egypt.

- a. In what ways did ancient Egyptians learn to live from the land?
  - b. Would the ancient Egyptian empire not have existed without the Nile? Why or why not?
  - c. What role did the Sahara desert play in the ancient Egyptian empire?
  - d. Why was the northern part of Egypt called Lower Egypt and the southern part called Upper Egypt?
  - e. What was the ancient Egyptians' response to flooding?
3. Discuss ancient Egyptian religious beliefs.
    - a. List deities that the Egyptians worshipped. Include reasons these deities were worshipped. Consider Hathor, Re, Horus, and the crocodile god.
    - b. Imagine caring for the crocodile in the temple at Crocodilopolis.
    - c. Describe ancient Egyptians' view of the afterlife.
  4. Discuss hieroglyphics.
    - a. Describe hieroglyphic characters.
    - b. Evaluate the level of skill needed to read and write hieroglyphics.
    - c. Explain for what a *cartouche* is used.
  5. Discuss papyrus.
    - a. What value did papyrus have?
    - b. Why was the invention of paper a giant step on the way to modern civilization?
    - c. What is paper used for today?
  6. Write an acrostic for one of the people below.
    - a. Menes
    - b. Khafre
    - c. Hatshepsut
    - d. Ramses
    - e. Nofretari
    - f. Zoser
    - g. Tutankhamen
    - h. Ankhesenamen
  7. Discuss ancient Egyptian burial practices.
    - a. Why were bodies buried on the west side of the Nile?
    - b. How did the tombs of the Pharaohs gradually change?
    - c. Why would a pyramid have a hidden door?
    - d. What is the *Valley of the Kings*?
    - e. Why did the Pharaohs abandon the practice of building pyramids?
  8. Discuss the rise and fall of the ancient Egyptian empire.
    - a. How did the Egyptian empire begin?
    - b. What caused the uniting of the Upper and Lower Egyptian kingdoms?
    - c. What is the importance of the following dates?
      - (1) 3100 B.C.
      - (2) 1100 B.C.
      - (3) 332 B.C.
      - (4) 30 B.C.
      - (5) 1922
    - d. How did the Egyptian nation begin to come apart?
    - e. Who was Alexander the Great?

## Applications and Activities

1. Devise a plan for building a pyramid. Consider building locally or in Egypt.
  - a. Choose a time period in which to build. Consider modern or historical time periods.
  - b. Design a pyramid. Determine whose burial site it will be.
  - c. Calculate cost. Consider pay for laborers, materials cost, and transportation fees.
  - d. Create a projected timeline of building completion.
2. Build a miniature replica of a pyramid.
3. Create a time capsule of local, modern artifacts. Consider items that would best characterize local society if found by an archaeologist 1000 years from now.
4. Research the Nile River.
  - a. What is the modern response to flooding?
  - b. Why is the fresh soil after flooding very fertile?
5. Research hieroglyphics.
  - a. Investigate the importance and discovery of the Rosetta Stone.
  - b. Create cartouches for local, national, and international leaders.
  - c. Compare hieroglyphics with American Sign Language, Chinese characters, Native American picture writing, and written English.
6. Investigate what daily life was like in ancient Egypt.
  - a. What was life like as a child of a Pharaoh?
  - b. What were the roles of men and women?
  - c. What kinds of occupations did people have?
  - d. What kind of social hierarchy existed?
7. Read the Biblical account of life in Egypt in the book of "Exodus."
  - a. In what time period did this account occur?
  - b. What were the Israelites helping to build?
  - c. What was daily life like for an Israelite in ancient Egypt?
8. Research ancient Egyptian burial practices.
  - a. What process was used to mummify bodies?
  - b. How does Egyptian mummy making compare with that of the Inca Indians?
  - c. What are the similarities and differences between mummification and modern burial practices?
  - d. How long did it take to build a pyramid?
  - e. What safeguards were built into the resting places of kings?
  - f. What risks would be involved in robbing a king's tomb?
9. Research the discovery of King Tut's tomb.
  - a. How was the site discovered?
  - b. Where are the artifacts from King Tut's tomb currently being kept? Who owns them?
  - c. Why was this tomb not robbed?
10. Plan an Egyptian Day. Encourage ancient Egyptian costumes, provide typical ancient Egyptian foods and entertainment, include historical presentations and displays, and make signs in hieroglyphics.
11. Plan a trip to Egypt to see the Great Pyramids, the Sphinx, the Valley of the Kings, Ramses' temple (Abu Simbel), the Sahara, and the Nile.
12. Imagine worshipping a modern leader. Write newspaper headlines regarding an American president who does the following:
  - a. announces himself to be the son of a god
  - b. plans to build temple to honor himself
  - c. plans to build a pyramidlike burial chamber for himself

## RELATED RESOURCES

### Captioned Media Program

- Egypt #2278
- Egypt #3237
- Egypt 1: Cairo & the Pyramids #7670
- Gift of the Nile, The #2479
- Life Under the Pharaohs #2407
- Nile, The: Profile of a River #2505
- Paper #2097
- Pharaohs, The #2423
- Pyramid #3284

### World Wide Web

The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and “kid-safe” sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- PYRAMIDS: THE INSIDE STORY <http://www.pbs.org/wgbh/nova/pyramid/>

This joint venture between PBS and NOVA includes a tour of the Great Pyramid. Information at this site includes history of ancient Egypt, the pyramids, the Sphinx, and hieroglyphics. Detailed coverage of an archaeological excavation looking for an ancient Egyptian palace. Maps section includes Egypt, Giza, and the excavation site.

- THE ANCIENT EGYPT SITE <http://www.geocities.com/~amenhotep/index.html>

This comprehensive, searchable, award-winning site by an Egyptologist is for teachers and secondary students. Includes an interactive timeline of Egyptian ancient history, overview of monuments, clickable maps, and hieroglyphics. Link categories include ancient Egypt on the Internet with a special section geared for kids and teachers, plus a movie guide and links to museums.

- GUARDIAN’S ANCIENT EGYPT KID CONNECTION <http://guardians.net/egypt/index.html>

This subpage of Guardian’s Egypt is primarily a list of related sites for younger students. Includes interactive quizzes, a clickable mummy that explains the mummification process, and much more. Check the homepage for further related information for teachers and advanced students.

- ANCIENT EGYPT FOR KIDS <http://www.angelfire.com/ca/pye/index.html>

Educational resources designed to help children learn about ancient Egypt. Includes text and images of ancient Egyptian life, the Great Pyramids and the Sphinx at Giza, hieroglyphics, and King Tutankhamen. Also covers the afterlife, the gods, the Pharaohs, and the Valley of the Kings. Links to related sites.

- COLOR TOUR OF EGYPT <http://www.memst.edu/egypt/egypt.html>

Touring information on archaeological sites in Egypt. Photographs of each area.



**PLEASE RETURN LESSON GUIDE  
WITH VIDEO**

**Lesson guide also available  
online at *www.cfv.org***

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