

# Ancient Mediterranean Lands: Egypt

## Utah Social Studies

### Materials

- ◆ *Flooding of the Nile River* activity sheet
- ◆ Textbook or other research material on crops in Ancient Egypt

### Background

Egypt, in northern Africa, is one of the oldest civilizations of the region. Its northern shores lie on the Mediterranean Sea, to the East lies the Red Sea, the great Sahara desert lies to the west, but the “Life Blood” of Egypt flows north from the high lands of Nubia into a fan-shaped fertile delta where it meets the Mediterranean Sea. Egypt has very little rainfall and without the mighty Nile River it would be a desert. In ancient times, the river would flood each year bringing with it rich black soil from the northern mountains and depositing it on the river banks. This fertile mud helped Egypt grow plentiful food and allowed it to become a mighty civilization.

### Activity Procedures

1. Give each student a Flooding of the Nile River worksheet.
2. Instruct the students to make a chart of the flooding of the Nile River by using the information found on the worksheet.
3. When the students are finished charting the flooding, have the students find a partner to answer the questions found on the worksheet.

### Additional Activities, What’s Next?

[http://extension.usu.edu/aic/lessons/pdf/wheat\\_ancient.pdf](http://extension.usu.edu/aic/lessons/pdf/wheat_ancient.pdf)

### Additional Resources

#### I Am the Mummy Heb-Nefert

#### Grades 4-6

In this quiet, evocative voyage through time, an Egyptian mummy looks back on her life. In her own time, Heb-Nefert was the wife of the pharaoh’s brother, with servants who dressed her and a loving husband with whom she explored the royal gardens and hunted birds on the Nile. She recalls visiting her humble childhood home where women baked bread outdoors and a snake was coiled in a basket to catch rats and mice. When she died, her body was anointed with oils and spices, and bandaged to begin the process of mummification. Her loyal cat was mummified, too, so it could follow her into the afterlife. Finally, she looks down on her shriveled body where it lies in a museum and observes the daily stream of visitors that pass by, rarely thinking that a similar fate awaits them. Bunting uses a poetic, lyrical voice to transport readers beyond the withered mummified remains they see and into Heb-Nefert’s ancient world. The atmospheric watercolors pick up both the sunlight on Egyptian sands and the dark shadows of sealed tombs.

Author: Eve Bunting. Printed by: Voyager Books

ISBN: 0152024646



**Time:** 30 minutes

**Grade Level:** 6

### Social Studies, Standard 1

Students will understand how ancient civilizations developed and how they contributed to the current state of the world.

#### Objective 1

Explain why physical geography affected the development of early civilizations.

- a. Identify the major physical features of the regions where ancient civilizations flourished.
- b. Describe how these features influenced the success or decline of the civilizations.
- c. Compare maps of these ancient civilizations to current political maps and make inferences about the continuing affects of physical geography on cultural development.

#### Objective 4

Analyze how the earliest civilizations created technologies and systems to meet community and personal needs.

- a. Identify innovations in manmade structures over time (e.g. irrigation, roads, building materials) and their influence on meeting needs.



**The Egyptian News**

**Grades 5-7**

This book bring readers a wealth of information in colorful pictures, short articles, and witty “ads” that emphasize the social milieu of ancient Egypt and the world of the Aztecs. From the endpapers decorated with hieroglyphics (Egypt) and the Aztec calendar, to the parchment-colored pages bordered with appropriate symbols, the books exhibit designs and illustrations, costumes and colors based on archaeological findings from these cultures.

Author: Scott Steedman. Printed by: Candlewick Press  
ISBN: 0763604232

**Ancient Egypt**

**Grades 4-8**

Take your students back to the time of the pharaohs and pyramids with this integrated theme unit. Filled with hands-on activities that bring the rich history of Ancient Egypt to life: how-to’s for building a scale model of a pyramid, Egyptian games, math activities using the Egyptian number system, plus much more.

Author: Ruth Akamine Wassinger. Printed by: Scholastic  
ISBN: 059089644X



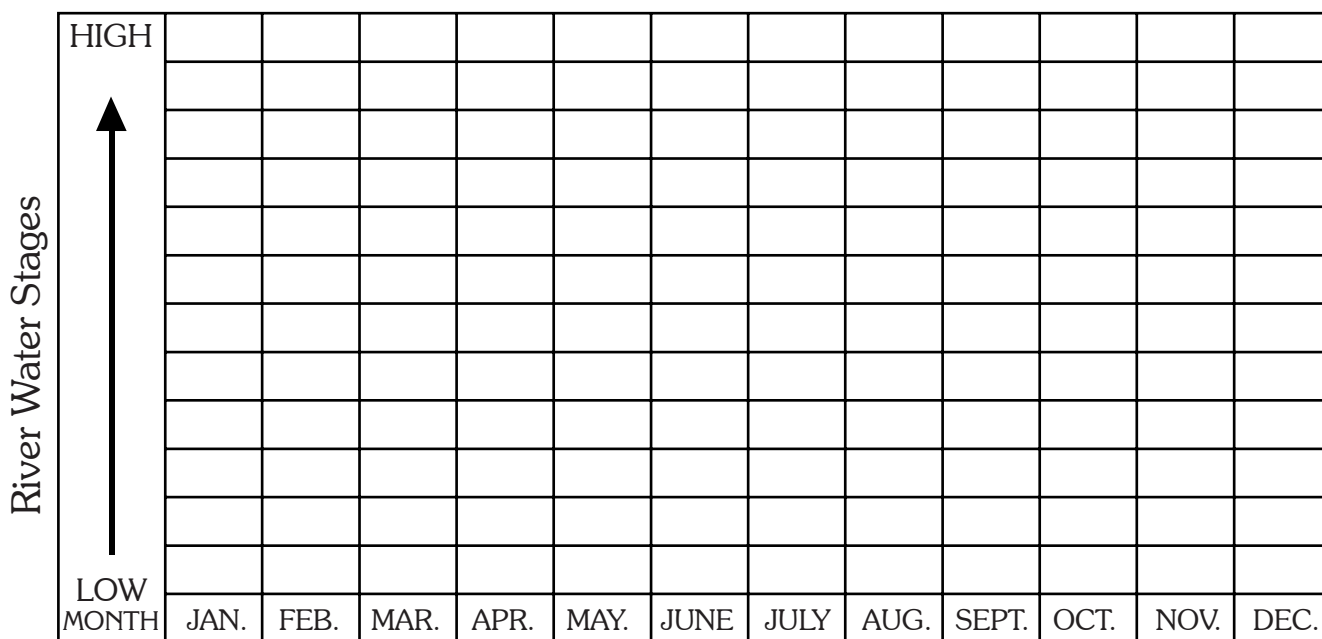
*Teacher Notes:*

# Flooding the Nile River

Ancient Egypt has been called the “Gift of the Nile.” The Nile flooded around the same time every year, depositing rich soil for farming. Make a chart of the flooding of the Nile River by using the information below. When you finish find a partner and answer the questions. Think carefully.

Height of the Nile by month

January---3 squares	July---2 squares
February---2 ½ squares	August---11 squares
March---1 ½ squares	September---12 squares
April---1 square	October---10 squares
May---1 square	November---6 squares
June---1 ½ squares	December---4 squares



1. During the months when the Nile was not flooding farmers worked for the pharaohs building temples, tombs, and public buildings. By reading the chart write down the months you believe farmers were working for the pharaohs. Tell why you chose those months.

2. Look at the chart and answer these questions. **Give reasons for your answers.**

- What months were the months when new soil was laid down on the fields of Egypt?
- When do you think farmers planted their fields?
- What months were growing months for crops in Egypt?
- When do you think irrigation was used the most for helping the land grow crops?
- During the year, when do you think harvest took place in Egypt?

3. Research Egypt and list five crops that were grown in Ancient Egypt.


# Flooding the Nile River - Answer Key

Ancient Egypt has been called the “Gift of the Nile.” The Nile flooded around the same time every year, depositing rich soil for farming. Make a chart of the flooding of the Nile River by using the information below. When you finish find a partner and answer the questions. Think carefully.

## Height of the Nile by month

January---3 squares  
 February---2 ½ squares  
 March---1 ½ squares  
 April---1 square  
 May---1 square  
 June---1 ½ squares

July---2 squares  
 August---11 squares  
 September---12 squares  
 October---10 squares  
 November---6 squares  
 December---4 squares

River Water Stages 	HIGH								X				
									X	X			
									X	X	X		
									X	X	X		
									X	X	X		
									X	X	X	X	
									X	X	X	X	X
									X	X	X	X	X
									X	X	X	X	X
									X	X	X	X	X
									X	X	X	X	X
									X	X	X	X	X
	LOW MONTH	JAN.	FEB.	MAR.	APR.	MAY.	JUNE	JULY	AUG.	SEPT.	OCT.	NOV.	DEC.

1. During the months when the Nile was not flooding farmers worked for the pharaohs building temples, tombs, and public buildings. By reading the chart write down the months you believe farmers were working for the pharaohs. Tell why you chose those months.

*August, September, October, and part of November. During the flooding months the farmers allowed the Nile River to flood the farmland to place new soil on the land. They worked away from the farms during this time.*

2. Look at the chart and answer these questions. **Give reasons for your answers.**

- What months were the months when new soil was laid down on the fields of Egypt?

*(the end of July may be added) August through November is when the Nile was above flood level.*

- When do you think farmers planted their fields?

*The end of November and first part of December because the flood level of the fields was low and the new soil had been laid down.*

- What months were growing months for crops in Egypt?

*January through March and June crops grew in Egypt.*

- When do you think irrigation was used the most for helping the land grow crops?

*January through June because crops need water to grow.*

- During the year, when do you think harvest took place in Egypt?

*Crops have different growing times. Harvest months were from the end of March through the end of June/ first part of July.*

3. Research Egypt and list five crops that were grown in Ancient Egypt.

*Wheat, barley, cotton, flax, millet, cucumbers, figs, grapes, watermelon, garlic, aniseed, chickpeas, lentils, dates, onions, lettuce, peas, leeks*