

Ancient Egypt Project: Student Work Examples

Student 1:

The Gift of the Nile: *What role did Geography play in the everyday life of Ancient Egyptians?*

Part 1: Analyzing Documents and Primary Sources

Today in class, you will have the opportunity to look at different primary sources and documents on Ancient Egypt and analyze them. By analyzing these sources, you will come up with questions that will guide your research towards answering the focus question: What role did geography play in the everyday life of Ancient Egyptians?

Follow these steps in order to make sure you hand in the correct assignments to our Global 9 edmodo page.

Steps:

1. Log onto edmodo.com and on the home page, Egypt Assignment #1. Type your response to the in the designated box to submit for a grade (3 points = 100%, 2 points = 67%, 1 point = 33%, 0 points= 0%).
 - a. **Assignment #1:** "Egypt is wholly the gift of the Nile," means that the Nile River made civilization in Egypt possible. It provided the people with means for transport, help with irrigation for farming, some food such as fish, and even created fertile soil for growing crops. The author's point of view is that the Nile was vital to Egypt's political, social and economic success. If I could ask the author a question, I would want to know what background information she has accumulated to back up her statement. Has she studied Ancient Egypt, for example?
2. Next as a class we will analyze our first document together. Click [here](#) to find a map of ancient Egypt. This is not a primary source but a map to get us thinking about how geography was important to Ancient Egyptians everyday life.
3. Now, on your own, explore this [map](#) and explain what the three different interactive features are on the map (Hint: click on the palm tree, red dot, and blue dot). Type your response in Egypt Assignment #2 on edmodo.

- a. **Assignment #2:** The three geographic features listed are Oasis, Quarries, and Mines. An Oasis is a land in the desert with a natural water source. Quarries use stone (limestone, sandstone, granite) to make structures such as statues, temples and pyramids. Finally, Mines were places in the eastern desert which produced resources like gold and semi-precious stones that ancient Egyptians used to make jewelry and other special gifts for the pharaoh, the royal family, members of the nobility and for temples
4. Click on [Photograph #1](#) and answering the following questions in the space below (they do not have to be in complete sentences, you can respond in note or bullet format)

- a. **OBSERVE:** What do you see? What do you notice first? What people and objects are shown? What is the physical setting? What, if any words do you see? What other details can you see?

In this picture, I can see a sphinx sitting in a barren desert. It is a little chipped and seems to be deteriorating, but is still easily identifiable as the Great Sphinx of Giza. There's a lot of sand surrounding it, a lot of desert terrain, but there isn't much else going on.

- b. **REFLECT:** Why do you think the photo was taken? What can you learn from the photograph? How does this photograph relate to your notes or the Geography of Ancient Egypt? What is missing from this photo?

I'm going to assume that the photograph was taken to share this spectacle with people. Whether it be a tourist or a geographer who took the picture, the intent was to use it to teach others about what he or she had seen, or even to learn more about it themselves. We've been learning about Ancient Egypt in class, so we already know why the Great Sphinx was built, who it honors, and who it protects. We also know the importance such structures had to the ancient Egyptians, and how difficult it must've been to build such a thing. The Pyramid of Khafre is missing from the picture; the Great Sphinx guards it. It is too far back for us to see in the photo, but it *is* there.

- c. **QUESTION:** What do you wonder about...who, what, where, when, why, how? Have at least 3 questions for this part

Why isn't the pyramid of Khafre in the picture? How could ancient Egyptians build both structures with such precision, when they had next to no resources to help them; none of the heavy machinery we use today. And how long have said structures been around?

- d. **INVESTIGATE:** What more do you want to know, and how can you find out?

I want to know how the Egyptians could build that sphinx without machines to help them. What did they invent to help? How did they do it? How is it still standing after all these years? I could look back in my notes or my textbook for these answers.

5. Click on [Photograph #2](#) and answering the following questions in the space below (they do not have to be in complete sentences, you can respond in note or bullet format). (Note: Cameras were not invented in Ancient Egypt, however this is an actual picture of the geographic location and actual pyramids of Ancient Egypt therefore a primary source of the pyramids)

- a. **OBSERVE:** What do you see? What do you notice first? What people and objects are shown? What is the physical setting? What, if any words do you see? What other details can you see?

In this picture, there are a few pyramids in the background. In the front, there are some people who seem to be gathering resources from the Nile. There's also a camel, as though these people had been traveling.

- b. **REFLECT:** Why do you think the photo was taken? What can you learn from the photograph? How does this photograph relate to your notes or the Geography of Ancient Egypt? What is missing from this photo?

This photo was probably taken to illustrate the similarities between the way life was for ancient Egyptians and the way that the Nile still plays an important role in the lives of Egyptians today. The photo relates to the Geography of Ancient Egypt because it depicts what we've been learning about their way of life; how they traveled, where their resources came from...it even shows the pyramids in the background, which were very important to the ancient Egyptians.

- c. QUESTION: What do you wonder about...who, what, where, when, why, how? Have at least 3 questions for this part

Why is the one woman standing so far back, just watching everyone else? Is she sick, hurt, unable to work? Or is she taking a break? Were there certain conditions that people could have that would relieve them of their daily jobs, like taking a sick day? Where exactly in Egypt was this photo taken? When was it taken?

- d. INVESTIGATE: What more do you want to know, and how can you find out?

I'd like to know where these people were headed. Their camel indicates that they were traveling, so what was their destination? Why were they traveling at all? I most likely could find all this information online or through my Global teacher.

6. Click on [Photograph #3](#) and answering the following questions in the space below (they do not have to be in complete sentences, you can respond in note or bullet format) (Hint: In the lower right hand corner of the computer screen, you may need to set the zoom to 200% or 400% in order to get a better view of the picture, use the information given about the picture to help you analyze it)

- a. OBSERVE: What do you see? What do you notice first? What people and objects are shown? What is the physical setting? What, if any words do you see? What other details can you see?

This picture is showing a pharaoh holding a crook. Next to him is what appears to be his queen. He looks to be surrounded by hieroglyphics.

- b. REFLECT: Why do you think the photo was taken? What can you learn from the photograph? How does this photograph relate to your notes or the Geography of Ancient Egypt? What is missing from this photo?

This photo was probably taken to teach about a particular pharaoh and his life, or to show hieroglyphics. We are learning about pharaohs and hieroglyphics in our current notes.

- c. QUESTION: What do you wonder about...who, what, where, when, why, how? Have at least 3 questions for this part

Why is the pharaoh raising his crook; is he using it as a weapon? Who is the girl beside him; is she his wife? Which pharaoh is he; a great, well known king?

- d. INVESTIGATE: What more do you want to know, and how can you find out?

I'd like to know which pharaoh this is a picture of and what the symbols behind him mean. I could probably find this information through my teacher or on the internet.

7. At the beginning of class tomorrow, we will discuss these documents and your responses. Please save this file and hand in as an attachment under Egypt Assignment #3.
- To save the word document click file -> save as -> click on documents -> save as "Gift of the Nile part 1"
 - Go to edmodo and click on Egypt Assignment #3. To attach this as a word document click on the icon that looks like a paper and will say "file" when you put the mouse on it. Go to Documents and select "Gift of the Nile part 1," click open. Next click send. There is no need to type in any response for this one because you are attaching your response as a file.

The Gift of the Nile: Part 2: Student Inquiry and

Research (25 points)

What role did Geography play in the everyday life of Ancient Egyptians?

You have already identified some questions you have on the importance of geography on Ancient Egyptian life from analyzing your primary sources. Now it is time to do some research and discovery on your own!

Because it is your first time researching information on your own in Global 9, I have set up a format to make it easier for you. You will work on your research independently but you will then be responsible as a part of a group for creating a “Gift of the

Nile” presentation that explains and answers our focus question: *What role did Geography play in the*

everyday life of Ancient Egyptians? Through the research that you find.

Steps:

1. Cite the helpful website links and one more source that you find on your own using [easybib](#) (free MLA style). We will do the first two together as a class.

Helpful Website Links

- **Ancient Egypt- [British Museum Website](#)**
- o Citation (Trustees of the British Museum)

Works Cited

Trustees of the British Museum. *The British Museum: Ancient Egypt*. 1999. Web site. 24 October 2013.

- **Egyptians – [BBC Website](#)**
- o Citation (BBC History: Ancient Egyptians)

Works Cited

BBC History: Ancient Egyptains. *BBC*. 2013. Web Site. 24 October 2013.

- **Ancient Egypt for Kids- Gift of the Nile**
- o Citation (Martin)

Works Cited

Martin, Phillip. *Ancient Egypt For Kids- Gift of the Nile*. 2013. Web Site. 24 October 2013.

- **Life Along the Nile – Nile River**
- o Citation (Us History)

Works Cited

Us History . 2013. Web Site. 24 October 2013.

- **You must find one more source on your own that is NOT Wikipedia**
- o Citation (National Geographic Society)

Works Cited

National Geographic Society. *National Geographic Education*. 2013. Web Site. 24 October 2013.

2. Now you must use these websites to answer your primary source research questions.
 - a. Look for these **Key Research Terms**: red land, black land, flax, silt, pyramids, papyrus, reed, Hapi or Hapy, crops, fishing, and trade and make sure to include them in your presentation.
3. Fill out student checklist to make sure you did all your research correctly.

Research Questions

*Wherever you find your research (from the list above), copy and paste that citation next to the information and question it goes with below- We will do the first question together as an example.

1 . What are **unique features** of Ancient Egypt's Geography?

- Red land
- Black Land
- Desert
- Nile River (south to north)
- Silt
- Nile provided protection for the people (BBC History: Ancient Egyptians)
- Fresh water for drinking and bathing (Trustees of the British Museum)
- Used Nile for food, water, transportation
- Flax (to make cotton)

2 . How did ancient Egyptians use and **adapt** to the land around the Nile river?

- Irrigation Systems
- Used black land and red land to their advantage (CROPS)
- Fishing
- Found papyrus to make paper
- Used reed to make writing utensils

3 . What was the **economy** based on?

- Theocracy= based on gods/goddesses
- Built temples for gods/goddesses
- Thought if they pleased gods they would be spared a rough flood season

4 . How did geography connect to **religion** in Ancient Egypt?

- When the Nile flooded, they thought it was because of a god (Hapi)
- Seasonal gods
- Farming gods

5 . How did the Nile River provide **food** to Ancient Egyptians?

- Fishing
- Fruit trees (Us History)
- Provided silt that could be used to grow wheat, beans and barley (Us History)

6. How did geography affect Ancient Egyptian **culture**?

- Nile provided resources, and jobs formed accordingly
- introduced trade
- floods started the first calendars (Us History)

7. Question #1 from Primary Source:

I want to know how the Egyptians could build that sphinx without machines to help them. What did they invent to help? How did they do it? How is it still standing after all these years?

Wooden sleds were used to transport blocks of materials to and from pyramid sites. It is believed that ramps were used to hoist the blocks up and get them into position, but there is still speculation; we can't be certain.
(Orcutt)

8. Question #2 from Primary Source:

Why is the one woman standing so far back, just watching everyone else? Is she sick, hurt, unable to work? Or is she taking a break? Were there certain conditions that people could have that would relieve them of their daily jobs, like taking a sick day?

Student Checklist

I cited all my sources properly using easybib (free MLA style).

I found my own source and cited it that was not Wikipedia.

I researched all the questions and typed in some information for each.

I cited all the research I typed in right below the information.

I found research on 2 of the questions I had from analyzing my primary sources and cited it.

Part 3: on PowerPoint Presentation

Part 4 Essay

Niagara Catholic p. 3

10/31/13

Ancient Egypt Essay

Ancient Egypt, an early civilization which began some 5,000 years back, was unique because of its geographic features. The people thrived because of the ways they learned to adapt to their useful resources.

The most important feature of Ancient Egypt was the Nile River. Set in the middle of northern Egypt, The Nile was a source of food, water, protection, transportation, and provided other plants such as papyrus and flax which could be used for writing utensils and making clothing. In the Ancient Egypt, people fished for food. They also collected fruit from the trees that grew around there, thanks to the fertile soil called silt that lined the river banks as a result of the annual flood. Egyptians had an easy route to transport all the goods that the Nile provided them and therefore trade along with farming was one of the most important aspects of Egypt's economy. There were also many natural barriers that surrounded Egypt and protected it from outside invaders. Egyptians had an easy route to transport goods and participate in trade.

The Ancient Egyptians had to worry about the flooding of the Nile River. In order to prepare and predict when the Nile River would flood, Egyptians used irrigation systems to water their crops and invented a calendar to predict the flood. Another thing they did to prevent such harsh flood seasons was to pray to the god Hapi. The Ancient Egyptians were polytheistic and believed that if they pleased the gods and goddesses, they could live peacefully. Temples and pyramids were also built to honor the gods and people worshiped regularly.

The Ancient Egyptians learned to adapt to their environment and from them, we have learned many ideas and methods about how to survive. In Ancient Egypt, the people were very resourceful and found creative ways to manipulate their surroundings and use them to their advantage. Concepts like fishing, irrigation systems, and creating a calendar to keep track of floods saved the Ancient Egyptians and they will forever be remembered as a clever and crucial civilization to the development of who we are today.