

Lesson 4: Ancient Egypt (2 Days)

☐ Getting Started

In this lesson, you'll read about the history of ancient Egypt from its earliest beginnings through the end of the New Kingdom. You'll also continue to work on your timeline and will have the opportunity to try your hand at art in an Egyptian style.

Stuff You Need

- *Ancient Civilizations* by Joseph Fullman (DK Eyewitness)
- Ancient Civilization Timeline Cards
- colored pencils
- crayons, markers, or watercolors
- pencil and pen
- scissors
- sketch book
- tape, glue stick, or glue
- World History Timeline

Ideas to Think About

- How were the cultures of the ancient peoples of Mesopotamia and Egypt similar to or different from one another?
- How did the environment (landforms, locations, natural resources, and climate) influence the ancient peoples of Mesopotamia and Egypt?
- How does religion influence political and social systems in different cultures?
- How are the values and beliefs of various cultures reflected in their art and literature?

Things to Know

- **Upper Egypt** in the south and **Lower Egypt** in the north were united around 3100 BC.
- Historians describe Egypt's history as Old Kingdom, Middle Kingdom, and New Kingdom with intermediate periods separating these times of greater stability.
- **Hatshepsut** was a female regent who was declared king and ruled as a pharaoh for more than 20 years.
- **Ramses II** (sometimes spelled Ramesses) was one of the longest-reigning rulers of ancient Egypt and is well-known for his many building projects and wars. He established a new capital of Egypt, Per Ramses.
- The **Nubian** civilization in northeastern Africa had strong ties to Egypt through trade and invasion. The Nubians conquered Egypt in 730 BC.

☐ **Reading and Questions**

Today you will read pages 12-13 and pages 24-25 of *Ancient Civilizations*. This reading will provide an overview of ancient Egypt's history from its earliest days to the end of the New Kingdom as well as its interaction with the Nubian civilization.

Pre-read the selection before answering questions 1-3 below. **Answer these questions after you have finished pre-reading but before you have read the material thoroughly.**

After completing the pre-reading, read pages 12-13 and 24-25 carefully. You may also find it helpful to write a short summary of each 2-page section as you read. Then, answer question 4.

1. Based on your pre-reading, what do you think this reading selection is going to be about? What major topics will be covered?

2. What do you already know about those topics? Take 2-3 minutes to write down everything that you can think of related to those topics. There's no need to write in complete sentences or to refer back to the text — just jot down the things that you already know.

3. Now that you've figured out what the reading will be about and written down what you already know about the reading's topics, what questions do you still have about those topics? What are you wondering about or hoping you'll learn from this reading?

4. Did you find the answers to any of your questions from Question #3 above? If so, write the answers below.

Activities

☐ Activity 1: Geography of Ancient Egypt

In this activity, you'll create a map of ancient Egypt.

Use the map on page 14 and online maps to help you complete the map on the "Geography of Ancient Egypt" activity page. On your map you should do the following:

1. Label the Nile River.
2. Label the delta where the Nile meets the Mediterranean Sea as the Nile River Delta.
3. Shade the area around the Nile River and its delta green to show the fertility of the soil there.

4. Shade the remaining lands around the Nile yellow or orange to show the sands of the desert.
5. Label the regions of Upper Egypt and Lower Egypt.
6. Label the following cities: Abu Simbel, Alexandria, Giza, Memphis, Thebes.

**Ancient Egypt Map**

www.beyondthepage.com/link/8650/

You can use this map to locate cities and regions for your map.

In future reading assignments for this unit, you may find it helpful to have this map handy to use as a reference to help you understand where important events took place.

Using a map to identify the locations of cities and important places as you read can be an important way to connect history to geography and to help you understand the movements of settlers, traders, armies, religious pilgrims, and more as you study world history. In future units and other historical readings, you may find it helpful to get in the habit of asking "Where is that?" whenever you see a place name and to consult a map as you read to help you understand the relationships among different locations.

☐ **Activity 2: Ancient Civilizations of Mesopotamia and Egypt Timeline**

For this lesson, you will need to locate the following green timeline cards and add them to your timeline binder:

- Egypt's Pre-Dynastic Period (3500 BC)
- Egypt's First King (3100 BC)
- Beginning of the Old Kingdom of Egypt (2650 BC)
- Beginning of the New Kingdom of Egypt (1550 BC)
- Reign of Hatshepsut (1490-1468 BC)
- Reign of Ramses II (1289-1224 BC)
- Alexander the Great Comes to Power in Egypt (332 BC)

For each card, note the date on the card, find the page that includes that date in your binder, and then use tape, glue stick, or glue to attach the card above or below the line in the appropriate place.

Day 2☐ **Activity 3: Egyptian Ruler Trading Cards**

For this activity, you will create trading cards for the following Egyptian rulers (the page numbers indicate where you can find information about each one):

- Narmer (p. 12)
- Dsojer (p. 17)
- Khufu (p. 17)
- Akhenaten (p. 13)
- Hatshepsut (p. 69)
- Tutankhamun (p. 17)
- Ramses II (p. 69)
- Cleopatra VII (p. 13)

On the two "Egyptian Ruler Trading Cards" pages, you will need to fill in the date of each ruler's reign. Next, cut out the boxes on the "Egyptian Ruler Trading Cards Answers" page, and paste each one in its appropriate "known for here" space on the trading cards. (Be sure to look up the ruler so that you'll be able to choose the correct information!)

☐ **Activity 4: Egyptian Art**

In this activity, you'll have the chance to create your own art in an Egyptian style. One of the unique characteristics of Egyptian art is the way that artists depicted the human body. Take some time to look at the images of people from ancient Egyptian paintings throughout the section on ancient Egypt in *Ancient Civilizations* (see pages 12-17 for some examples). Notice that the head and legs of each person are often shown from a side view, while the shoulders and torso are presented in a forward-facing view. You may also notice that the backgrounds of the images are very simply rendered but the tools that they are using and the specific steps of the jobs they are doing are rendered in great detail. How is this different from other styles of art that you have seen?

**Ancient Egyptian Paintings**

www.beyondthepage.com/link/8651/

You can scroll through this slideshow to see more examples of paintings from ancient Egypt.

Create a family portrait using this Egyptian style. You might choose to show a particular moment from your family's life — for example, a holiday celebration or a trip to the beach. You might instead choose to show each member of your family engaged in an activity that he or she enjoys — for example, you might show your father baking bread, your mother playing tennis, or your sister reading.

However you choose to show your family, try to use the Egyptian style of presenting human figures. Remember to have the face in profile, the torso facing forward and the legs in profile. Remember, also, to pay attention to the steps of the activity you're depicting and to include any tools or objects being used but to keep your background relatively simple. You may wish to sketch your artwork in pencil and then go over it in pen and use crayons, colored pencils, markers, or watercolors to add colors like those found in Egyptian paintings.



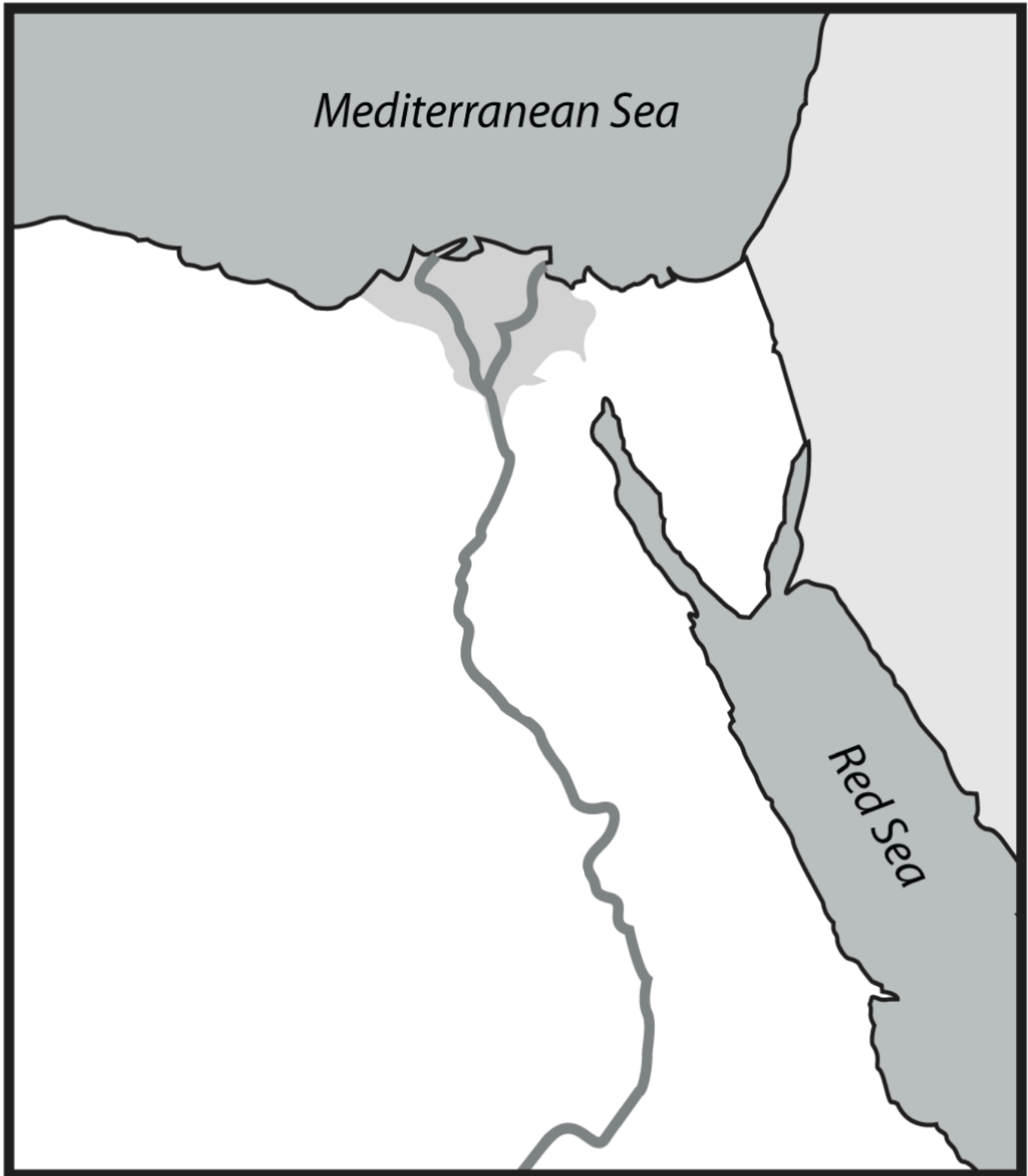
Wrapping Up

This lesson has provided you with an overview of Egyptian history from its beginnings to the end of the New Kingdom. In the next two lessons, you'll examine life in ancient Egypt more thoroughly, first exploring Egypt's religious life and mythology and then, in the following lesson, exploring daily life for Egyptian people.

Life Application

Visit a local art gallery or art museum, and bring along your copy of *Ancient Civilizations*. Compare ancient Egyptian representations of the human form to portraits and other paintings showing people in art from different times and places. Bring along a sketch book to sketch some of the main differences you see.

GEOGRAPHY OF ANCIENT EGYPT



Egyptian Ruler

TRADING CARDS

Ramses II



Date of reign: _____

known for here

Cleopatra VII



Date of reign: _____

known for here

Narmer



Date of reign: _____

known for here

Djoser



Date of reign: _____

known for here

Khufu



Date of reign: _____

known for here

Hatshepsut



Date of reign: _____

known for here

Tutankhamun



Date of reign: _____

known for here

Akhenaten



Date of reign: _____

known for here

Egyptian Ruler

TRADING CARDS ANSWERS

Known for a long reign in which he had many monuments built in his honor	Known for the treasures found within his tomb
Known for having a step pyramid built for him	Known for trying to have Egyptians worship one god instead of many
Known for being Egypt's last pharaoh and allying with Julius Caesar and Mark Antony of Rome	Known for having the Great Pyramid of Giza built for him
Known for being one of Egypt's only female rulers and for building trade with other lands	Known for uniting Upper Egypt and Lower Egypt

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Getting Started

✿ Ideas to Think About

- How were the cultures of the ancient peoples of Mesopotamia and Egypt similar to or different from one another?
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Things to Know

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- **Ramses II** (sometimes spelled Ramesses) was one of the longest-reigning rulers of ancient Egypt and is well-known for his many building projects and wars. He established a new capital of Egypt, Per Ramses.
- The **Nubian** civilization in northeastern Africa had strong ties to Egypt through trade and invasion. The Nubians conquered Egypt in 730 BC.

⦿ Skills

- Analyze the development of early civilizations in Africa, c. 8000 BCE to 600 CE. (SS)
- Trace the development and assess the achievements in the arts, sciences, and technology of early river civilizations, including those around the Nile (Egypt) and Tigris-Euphrates (Mesopotamia) rivers. (SS)
- Analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia and Egypt. (SS)
- Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations. (SS)
- Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power. (SS)
- Understand the relationship between religion and the social and political order in Mesopotamia and Egypt. (SS)
- Discuss the main features of Egyptian art and architecture. (SS)
- Describe the role of Egyptian trade in the eastern Mediterranean and Nile valley. (SS)
- Understand the significance of Queen Hatshepsut and Ramses the Great. (SS)

Introducing the Lesson

In this lesson, your child will explore the history of ancient Egypt and its rulers. She will explore the geography of ancient Egypt, continue working on her timeline, summarize the lives of several Egyptian rulers, and use Egyptian artwork as inspiration for a family portrait.

Reading and Questions

1. Based on your pre-reading, what do you think this reading selection is going to be about? What major topics will be covered?

Answers will vary.

2. What do you already know about those topics? Take 2-3 minutes to write down everything that you can think of related to those topics. There's no need to write in complete sentences or to refer back to the text — just jot down the things that you already know.

Answers will vary.

3. Now that you've figured out what the reading will be about and written down what you already know about the reading's topics, what questions do you still have about those topics? What are you wondering about or hoping you'll learn from this reading?

Answers will vary.

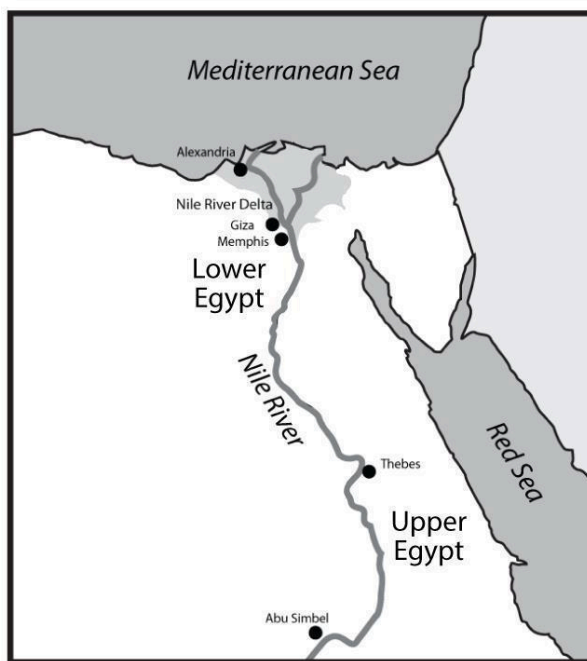
4. Did you find the answers to any of your questions from Question #3 above? If so, write the answers below.

Answers will vary.

Activities

Activity 1: Geography of Ancient Egypt

In this activity, your child will complete a map of ancient Egypt.



Activity 2: Ancient Civilizations of Mesopotamia and Egypt Timeline

For this lesson, your child will locate seven green timeline cards and add them to her binder. The dates on the cards should correspond to the dates on the timeline pages where your child has affixed each card.

Day 2**Activity 3: Egyptian Ruler Trading Cards**

For this activity, your child will complete trading cards for 8 Egyptian rulers.

Answer Key:

- Narmer -- Known for uniting Upper Egypt and Lower Egypt
- Dsojer — Known for having a step pyramid built for him
- Khufu -- Known for having the Great Pyramid of Giza built for him
- Hatshepsut — Known for being one of Egypt's only female rulers and for building trade with other lands
- Tutankhamun — Known for the treasures found within his tomb
- Ramses II — Known for a long reign in which he had many monuments built in his honor
- Akhenaten — Known for trying to have Egyptians worship one god instead of many
- Cleopatra VII — Known for being Egypt's last pharaoh and allying with Julius Caesar and Mark Antony of Rome

Activity 4: Egyptian Art

In this activity, your child will create a family portrait in the style of Egyptian artwork. The head and lower body of each figure should be presented in profile, while the torso should be presented from the front. Beyond these simple guidelines, there is no right or wrong way to complete this activity — your child can be as creative as she wishes in creating an Egyptian-style portrait of your family!

Wrapping Up**Questions to Discuss**

- Where were most of the Egyptian cities located? (Egyptian cities were typically located along the Nile River and in its delta.) Why do you think that might be? (The Nile provided fertile land for agriculture and easy routes for transportation.)
- Why did Egyptian rulers have pyramids built? (The pharaohs wanted to honor themselves, and the pyramids served as tombs after they died.)
- What was the result of Akhenaten's attempt to move away from the traditional gods to the worship of one god, Aten? (It was upsetting to the Egyptian people, and they returned to their previous religion after Akhenaten's death.)
- What did you learn about ancient Egypt that you did not know before?

Things to Review

- Review your child's map from the "Geography of Ancient Egypt" activity page for accuracy.
- Review your child's timeline.
- Review your child's Egyptian ruler trading cards for accuracy.
- Talk to your child about his Egyptian-styled portrait of your family, and ask questions about why he chose to show the activities that he did, his use of color, or other elements of his artwork that you find interesting.