



#8923

# THE NILE: LIFEBLOOD OF EGYPT

Grade Levels: 7-12

55 minutes

CHIP TAYLOR COMMUNICATIONS 1999

## DESCRIPTION

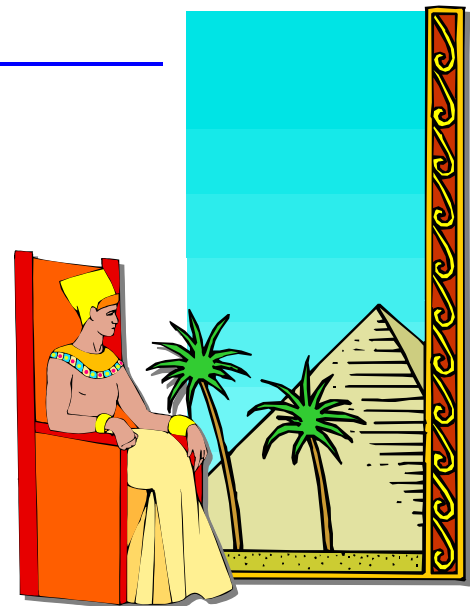
Egypt, most populous of Arab nations, depends on the Nile River for life, transportation, and as a centerpiece of its ancient civilization. Using the river as the connecting element, the viewer travels the river from north to south. Relates the histories and current status of Alexandria, Cairo, the Suez Canal, Sinai, the pyramids, Luxor, the Valley of the Kings, Aswan, and the temple at Abu Simbel. Focus is on Egypt's mix of antiquities and modern life.

## INSTRUCTIONAL GOALS

1. To depict attributes and historical development of society in Egypt.
2. To identify significant historical achievements of Egyptian culture.
3. To evaluate how the Nile shaped the early development of Egyptian civilization and continues to influence life in modern Egypt.
4. To present significant individuals and events in Egyptian civilization.
5. To analyze how Egyptian societies saw themselves in relation to their gods.

## VOCABULARY

- |                   |               |
|-------------------|---------------|
| 1. amphitheater   | 12. minarets  |
| 2. bazaar         | 13. Moslem    |
| 3. cathedral      | 14. mosque    |
| 4. claustrophobic | 15. mummified |
| 5. colossus       | 16. obelisk   |
| 6. dynasty        | 17. pharaoh   |
| 7. gridlocked     | 18. plateau   |
| 8. hierarchy      | 19. pyramids  |
| 9. Islam          | 20. silt      |
| 10. limestone     | 21. sphinx    |
| 11. mason         |               |



## AFTER SHOWING

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### Discussion Items and Questions

1. Discuss the importance of the Nile in Egyptian society.
  - a. Why is the Nile referred to as the lifeblood of Egypt?
  - b. In what way was Egypt the Nile's gift to the ancient world?
  - c. What is the Nile Delta?
  - d. How was it formed?
  - e. Why is the delta's rich soil vital to the nation's economy?
  - f. Where does the Nile begin and end? Which way does it flow?
  - g. Why is the river sometimes referred to as the "United Nile"?
  - h. Why would there be no life in Egypt if the Nile were not there? How is the Nile the thread of life that Egypt hangs on to?
  - i. How has the Nile shaped the life of the farmers who cultivate its shore land?
2. Discuss the geography of Egypt.
  - a. What regions are there in Egypt?
  - b. What kind of weather is typical in Egypt?
3. Discuss the city of Alexandria.
  - a. Where is this city located?
  - b. In what way is the following description apt for Alexandria "as from a seaside throne, reigns the city"?
  - c. Why is this city referred to as the queen city of the Mediterranean?
  - d. What is Alexander the Great's relationship to the city?
  - e. What happened to this city after the death of Alexander the Great?
  - f. How do modern day inhabitants of Alexandria differ from most Egyptians?
  - g. Until recently what role did Alexandria play in the Egyptian government?
  - h. What is the importance of the Lighthouse of Alexandria?
4. Discuss the Egyptian pharaohs. What are the differences between the crowns of pharaohs that ruled only Lower Egypt and those that ruled both Upper and Lower Egypt?
5. Discuss the Suez Canal.
  - a. Where is the canal located?
  - b. What is the importance of the canal to Egypt? To the world?
  - c. What is the purpose of the canal?
  - d. What are the origins of the canal?
6. Discuss the Great Pyramids.
  - a. Where are the pyramids located?
  - b. What is the meaning of the Arab proverb: "All things fear time, but time fears the pyramids"?
  - c. What is the significance of the Great Pyramid of Khufu or Cheops?
  - d. How can the tomb be entered?



- e. What does the pyramid house?
  - f. Why are the pyramids considered to be great engineering feats?
  - g. What were the responses of Julius Caesar and Napoleon to the pyramids?
7. Discuss the Sphinx.
- a. What is the purpose of the Sphinx?
  - b. What are the various names of this edifice? What do they mean?
  - c. Why was the Sphinx created?
  - d. How has the Sphinx been abused?

### Applications and Activities

1. Research the Seven Wonders of the World.
2. Evaluate the following statements from the video. Consider possible bias or stereotyping.
  - a. Prayer is better than sleep.
  - b. Youngsters are not pressed into working for lack of child labor laws.
  - c. These little artisans cheerfully add their earnings to the family income.
  - d. Egypt's gift to the world was and still is its people.
  - e. The Egyptians are ... still the prime outgrowth of the fertile Nile.
  - f. The Egyptians are ... a warm, affectionate, friendly people. A special breed of the human family.
3. Research alternative systems of recording time including Egyptian, Indian, Mayan, Muslim and Jewish.
  - a. Consider the astronomical systems on which they are based: solar, lunar and semi-lunar.
  - b. Evaluate their strengths and weaknesses.
4. Investigate the historical achievements of the ancient Egyptians. Consider mummification, hieroglyphics and the use of papyrus paper.
5. Write short biographies of significant individuals in Egyptian civilization. Include Thumose II, Ramses II, Queen Hatshepusut and King Tut.
6. Write a timeline of significant events in Egyptian history. Consider:
  - a. The extent of Egyptian expansion during the Old, Middle and New Kingdoms
  - b. The biblical account of the exodus of the children of Israel
  - c. The arrival of Julius Caesar and Napoleon in Egypt
  - d. The French military presence in the 1800s
  - e. The influence of Islam and Christianity
  - f. The plans of the Great Khan Mongke to invade Egypt
  - g. The perception of Black Death from Ibn Battuta in Egypt and Syria
  - h. The effects of the United States and Soviet Cold War competition for influence or dominance on Egypt



## RELATED RESOURCES

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### Captioned Media Program

- Ancient Egypt #3432
- Egypt #3237
- The Nile: Profile of a River #2505

### 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.

- **MR. DONN'S ANCIENT HISTORY LESSON PLANS AND ACTIVITIES**

<http://members.aol.com/donnandlee/index.html#EGYPT>

A gold mine of activities specifically related to ancient Egypt. Includes tests, activities and lesson plans in disciplines ranging from math, writing, reading, history and art.

- **THE ANCIENT CULTURE WEB**

<http://www.julen.net/ancient>

The categories in this searchable updated site include: archaeology, art, buildings, monuments, cities, daily life, language, literature, law, mythology and religion.

- **PYRAMIDS THE INSIDE STORY**

<http://www.pbs.org/wgbh/nova/pyramid/>

This NOVA site includes great pictorial tours, including excavation and exploring the pyramids.

- **SPLENDORS OF ANCIENT EGYPT**

<http://www2.sptimes.com/Egypt/Default.html>

Invites you to trace the paths of kings and queens, and envelop yourself in the magnificent splendors of ancient Egypt. Includes a study guide on the lives, times and lands of the ancients and much more!