

**STUDENT
CENTERED
& COMMON
CORE**

ANCIENT EGYPT STATIONS

**6 ANCIENT EGYPT
READING STATIONS WITH
ACTIVITY OPTIONS & COMMON
CORE QUESTIONS**

STUDENT CENTERED & COMMON CORE

ACHIEVEMENTS OF

ACHIEVEMENTS-THE LASTING

Egypt is still notable for a number of its achievements. As a nation-state, and many of their massive pyramids have survived thousands of years. Egyptians created a civilization that grew along the Nile River. Coupled with papyrus boats, they allowed for them to keep detailed records and trade. Cultural and irrigation techniques were a huge achievement, playing a major role in the lives of the Egyptians, both in the past and today. They originally built small boats from papyrus and cedar wood imported from Lebanon.

1. Describe 3 achievements of the Egyptians.
2. Which two achievements enabled the ability to trade?
3. TRY IT! Write your first name in Egyptian hieroglyphs.

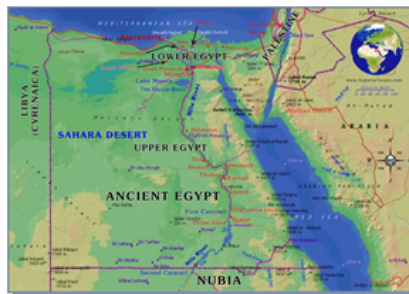


GEOGRAPHY OF ANCIENT EGYPT

GEOGRAPHY-PHYSICAL ENVIRONMENT AND HOW IT INFLUENCE AN ECONOMY AND CULTURE.

The Nile runs through the entirety of Egypt, and it is 4160 miles long, making it the longest river in the world. It flows north, beginning in East-central Africa, and ending when it reaches the Mediterranean Sea. Rainfall gathered in the mountains south of Egypt is the source of the Nile's water. The land itself, in Egypt, is a desert (in the Sahara), and it is not very fertile. But when the Nile overflows each year, silt is deposited in the land near the river, which makes it very fertile. Around 4000 BC, the lands near the Nile's banks began to become increasingly populated by farmers. Since the water levels become unpredictable during the flooding season, Egyptians began to learn how to control the flooding by using irrigation streams, dams, dikes, and by storing water in case of drought. Egyptian civilization and agriculture was almost entirely dependent upon the water and silt from the Nile.

1. **Adaptation:** How did the Egyptians adapt to their environment to eventually create a fertile area bordering the largest desert in the world?
2. **Support with Evidence from the Text-** Support the following sentence with a evidence in the form of a direct quote from the text: The overflow of the Nile River benefited the Egyptians. Make sure to place the sentence chosen in quotes when you write it down.
3. Draw quick sketch of the Nile River and surrounding bodies of water. Label the Mediterranean Sea, the Red Sea and upper/lower Egypt.



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ANCIENT EGYPT QUESTIONS

GEOGRAPHY OF ANCIENT EGYPT

1. **Adaptation:** How did the Egyptians adapt to their environment to eventually create a fertile area bordering the largest desert in the world ? _____

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River benefited the Egyptians. Make
it down.

ter. Label the Mediterranean Sea, the

ence with a evidence in the form of a
for the transportation of goods. Make
own.

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**INCLUDES: 6 READING STATIONS,
PRINTABLE COMMON CORE
QUESTIONS, STATION SIGNS &
TEACHER INSTRUCTIONS**

ANCIENT EGYPT STATIONS TEACHER NOTES

This activity is designed for students to investigate different aspects of Ancient Greece by reading and extracting important information. Students answer questions on the bottom of each station reading on their own paper. Consider instructing the students to write the name of the station at the top of each question set for quick reference.

Some ideas for setting up stations:

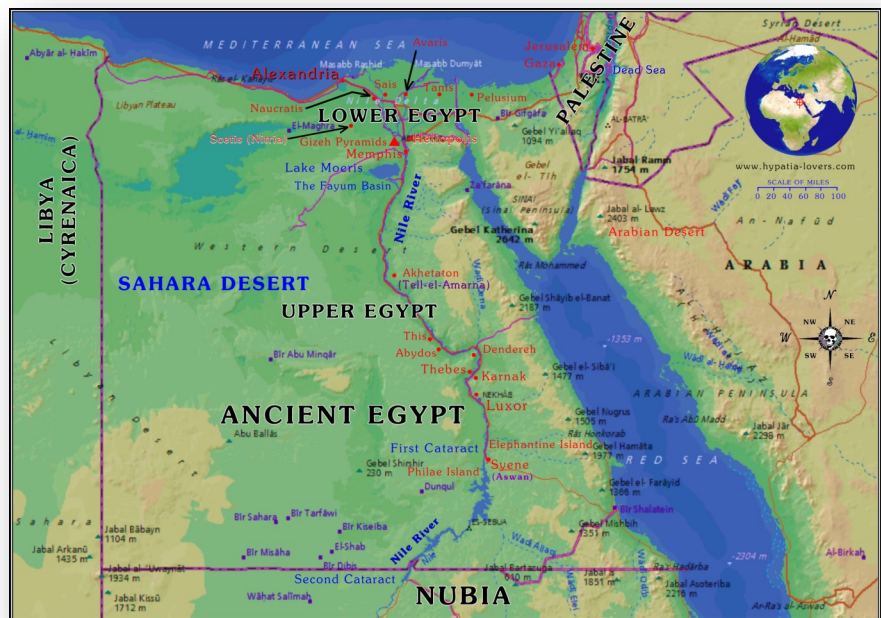
1. Stations Option - Arrange desks so there are seven stations. Place resources on each station (you may want to make enough copies, so each student has a page). Students read and answer questions in groups at the rate of about six minutes per station. Students switch stations after six minutes. It helps to pre-determine the order of station progression, so there is an even amount of students at each station, and so there is less confusion when students are told to switch stations. Consider if skipping ahead is acceptable (I often do not allow it, so it is less competitive to finish).
2. Task Card Option - Copy several copies of each station and place the resources at a central spot in your room. Students use resources one at a time as needed until all stations have been completed.
3. Jigsaw Groups of Four Option - Assign each group member a reading. Students read his/her assigned reading and share with his/her group. Students answer questions together.
4. The Ancient Egypt two page notes graphic organizer that comes with the bundle can also be used during this activity for a fill in the blank option.
5. A foldable graphic organizer was added for a Common Core creative option. See the end of this packet for directions.

GEOGRAPHY OF ANCIENT EGYPT

GEOGRAPHY-PHYSICAL ENVIRONMENT AND HOW IT MAY INFLUENCE AN ECONOMY AND CULTURE.

The Nile runs through the entirety of Egypt, and it is 4160 miles long, making it the longest river in the world. It flows north, beginning in East-central Africa, ending when it reaches the Mediterranean Sea. Rainfall gathered in the mountains south of Egypt is the source of the Nile's water. The land in Egypt is mostly desert (in the northern Sahara), and it is not very fertile. However, when the Nile overflows each year, silt is deposited in the land near the river, which makes it very fertile. Around 4000 BC, the lands near the Nile's banks began to become increasingly populated by farmers. Since the water levels become unpredictable during the flooding season, Egyptians began to learn how to control the flooding by using irrigation streams, dams, dikes, and by storing water in case of drought. Egyptian civilization and agriculture was almost entirely dependent upon the water and silt from the Nile.

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3. Draw a quick sketch of the Nile River and surrounding bodies of water. Label the Mediterranean Sea, the Red Sea and upper/lower Egypt.



THE ECONOMY OF ANCIENT EGYPT

ECONOMY-HOW A CIVILIZATION MAKES MONEY THROUGH THE BUYING AND SELLING OF GOODS AND SERVICES.

The economy of Egypt was largely dependent upon the surplus grains they were able to grow from the water and silt of the Nile. With these grains, mainly wheat and barley, they traded with cities and travelers up and down the Nile, and with traders from southwestern Asia. The Nile River was used to transport goods north and south, and Egyptian sailboats even allowed them to travel against the current of the river. During the Middle Kingdom (2040 BC-1786 BC), Egyptian trade began to expand further into southwestern Asia, eastern Africa, and the eastern Mediterranean region. Egypt had grains and minerals, but they had to trade with other regions to get copper, iron, and wood, which were needed for metal work and building. Trade was often very dangerous, as robbers and pirates were a regular threat.

1. **Support with Evidence from the Text**-Support the following sentence with a evidence in the form of a direct quote from the text: *The Nile River was an excellent source for the transportation of goods.* Make sure to place the sentence chosen in quotes when you write it down.
2. What types of goods were trade in Egypt?
3. In what way was trade dangerous in Egypt?

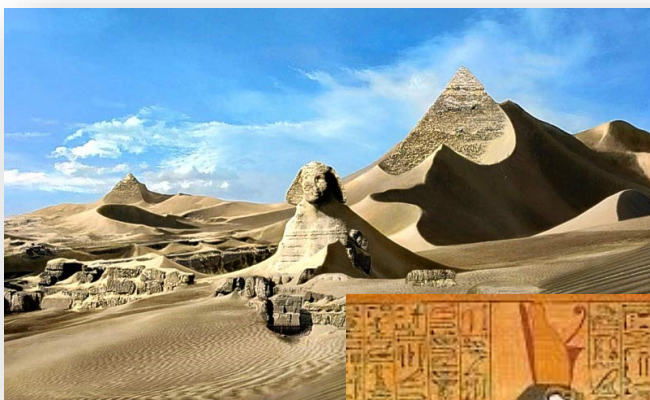





















ACHIEVEMENTS OF ANCIENT EGYPT

ACHIEVEMENTS—THE LASTING CONTRIBUTIONS OF A CIVILIZATION.

Egypt is still notable for a number of lasting achievements. They were the world's first nation-state, and many of their massive pyramids and monuments (such as the sphinx) have survived thousands of years. Egyptians created paper from a plant called papyrus which grows along the Nile River. Coupled with paper, their form of writing, called hieroglyphics, allowed for them to keep detailed records and administer a huge empire. In addition, Egyptian agricultural and irrigation techniques were a huge advancement in farming. With the Nile River playing a major role in the lives of the Egyptians, building ships was an important part of their technology. They originally built small boats from papyrus reeds, but later began to build large ships from cedar wood imported from Lebanon.

1. Describe *three* achievements of the Egyptians.
2. Which *two* achievements enabled the ability for Egyptians to keep records?
3. **TRY IT!** Write your first name in Egyptian hieroglyphs.



	A	vulture		M	owl
	B	leg		N	water
	D	hand		P	stool
	F	viper		Q	hill
	G	stand		R	mouth
	H	rope		S	cloth
	I	reed		T	loaf
	J	serpent		W	chick
	K	basket		Y	reeds
	L	lion		Z	bolt

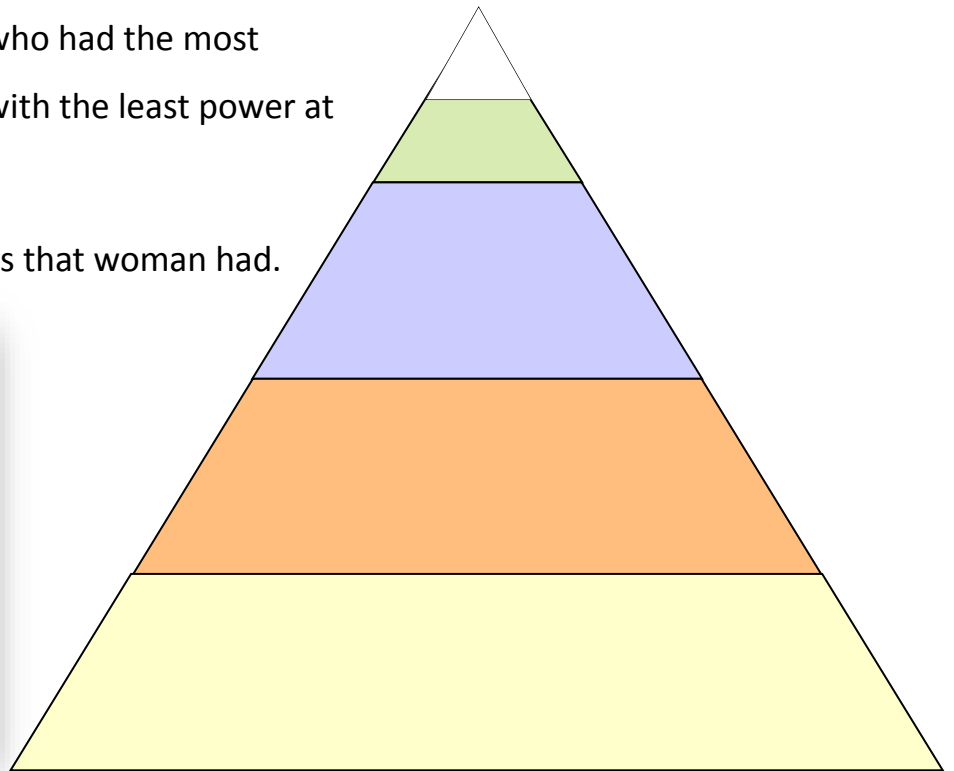
SOCIAL CLASSES OF ANCIENT EGYPT

SOCIAL CLASS-HOW A CIVILIZATION IS DIVIDED INTO CLASSES THAT HAVE DIFFERENT ROLES, RESPONSIBILITIES AND PRIVILEGES.

Egyptian society was broken into a number of classes, with the Pharaoh at the top of the hierarchy. Royal family members, priests, and nobles made up the class below the Pharaoh. Below them was the class of craft workers, scribes (writers), and merchants. The most common class of Egyptians were farmers and unskilled workers. At the bottom of society were slaves, however they did have some rights and opportunities for advancement. Only a small portion of Egyptians lived in cities, with about 95% living in agricultural farming areas. Women were respected and able to own land and businesses, but men generally made up the government and workforce. Women were generally expected to take care of household work and raise children.

SOCIAL CLASS PYRAMID

1. Categorize-Create a five tier pyramid of power on your paper with the people who had the most power at the top and those with the least power at the bottom.
2. Describe two important rights that woman had.



RELIGION OF ANCIENT EGYPT

RELIGION-A BELIEF SYSTEM THAT INFLUENCES THE DEVELOPMENT OF A CIVILIZATION.

Because of the difficulty to predict the flooding of the Nile, Egyptian religion began to develop gods based upon the elements and nature. The most prominent gods worshipped were Hapi, the flood god, Ra, the sun god, Horus, the sky god, and Osiris, the god of the afterlife. Egyptian cities often had unique gods that were only worshipped there, but when a city rose to prominence, its gods often became worshipped all through Egypt. Because Egyptians believed that there was an afterlife, mummies became an important part of their religion. They believed you could take your body, and the possessions that were buried with you, into the afterlife. Because of this belief they thought it was important to preserve one's body as much as possible after death. Mummification allowed for this. Egyptian kings spread the belief that they were living gods, and the pyramids were built to house their dead bodies and processions.

1. Why do you think the Egyptians created nature based gods?
2. Polytheism- List 3 gods and his/her power.
3. **Support with Evidence from the Text**-Support the following sentence with a evidence in the form of a direct quote from the text: *The pyramids were built for religious reasons.* Make sure to place the sentence chosen in quotes when you write it down.



GOVERNMENT IN ANCIENT EGYPT

LEADERSHIP/ GOVERNMENT- HOW A CIVILIZATION CREATES AN ORGANIZED WAY OF LEADERSHIP.

Around 3100 BC, there were two separate kingdoms in Egypt, Upper Egypt and Lower Egypt. Soon afterwards, King Narmer (from Upper Egypt) united the two kingdoms. When the unification happened, it became the world's first ever nation-state. King Narmer was the first king of Egypt's first dynasty, and there would be 30 more dynasties after him. The king controlled all of Egypt, but assigned governors to certain regions to help him rule. There were three eras, the Old Kingdom (2700 BC-2200 BC), the Middle Kingdom (2100 BC-1800BC), and the New Kingdom (1500 BC-1000BC). The Old Kingdom was a long, politically stable, prosperous period for ancient Egypt. Government was organized into one central leader or **Pharaoh**. The Pharaoh was credited with supernatural powers, his authority virtually absolute. Even after death the Pharaoh was expected to mediate between gods and humans. For this reason, the preparation for his afterlife, the building of elaborate burial sites, was vitally important. A civil war ended the Old Kingdom, but Egypt reunited to begin the Middle Kingdom, which was another prosperous time for the civilization. Egypt conquered Nubia to the south, and built forts along the Nile and at the Delta to protect the region. The Middle Kingdom ended when the militarily superior *Hyksos* began to settle in Northern Egypt. The Hyksos took over Lower Egypt and ruled for a century. The Egyptians caught up to the military power of the Hyksos and reunited Upper and Lower Egypt; this began the New Kingdom. Egypt had mostly male Pharaohs, but also some female ones, such as *Hatshepsut*. She was able to increase the size and power of Egypt. After her rule, *Thutmose III* expanded Egypt to its largest size. Then, *Ramses the Great* took power and made Egypt very prosperous. He is noted for building extravagant temples all over the kingdom. However, around 1215 BC, Egypt began its decline, and was only able to remain united until about 1075 BC.

1. Create a timeline beginning in 3100 BC extending to 1215 BC. Beneath the date, write a title and briefly describe a detail that happened in each era. Include the following dates: 3100 BC, 2700 BC, 2100 BC, 1500 BC, 1215 BC.

3100 BC King Namer United Egypt

The king unified both upper and lower Egypt. He became the king of the first dynasty.

ANCIENT EGYPT QUESTIONS

GEOGRAPHY OF ANCIENT EGYPT

1. Adaptation: How did the Egyptians adapt to their environment to eventually create a fertile area bordering the largest desert in the world ? _____

1. **Support with Evidence from the Text**- Support the following sentence with a evidence in the form of a direct quote from the text: The overflow of the Nile River benefited the Egyptians. Make sure to place the sentence chosen in quotes when you write it down.

2. Draw a quick sketch of the Nile River and surrounding bodies of water. Label the Mediterranean Sea, the Red Sea and upper/lower Egypt.



ECONOMY IN ANCIENT EGYPT

1. **Support with Evidence from the Text**-Support the following sentence with a evidence in the form of a direct quote from the text: The Nile River was an excellent source for the transportation of goods. Make sure to place the sentence chosen in quotes when you write it down.

2. What types of goods were trade in Egypt?

3. In what way was trade dangerous in Egypt?

ANCIENT EGYPT QUESTIONS

ACHIEVEMENTS OF ANCIENT EGYPT

1. Describe *three* achievements of the Egyptians.

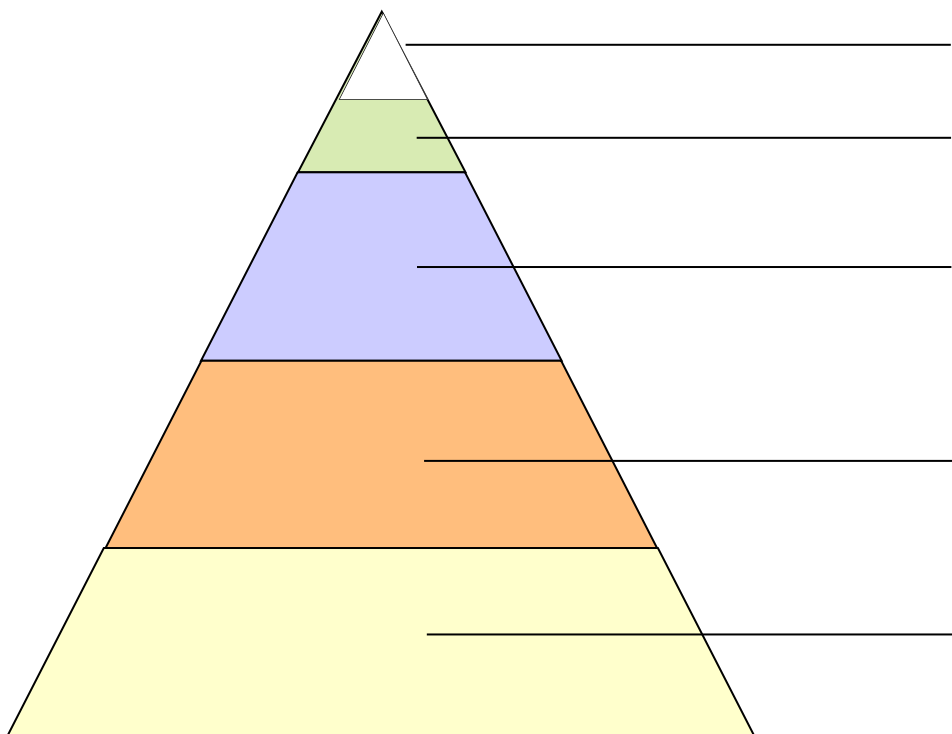
2. Which *two* achievements enabled the ability for Egyptians to keep records?

3. **TRY IT!** Write your first name in Egyptian hieroglyphs.

SOCIAL CLASSES OF EGYPT

1. Describe two important rights that woman had.

2. Categorize-Create a five tier pyramid of power on your paper with the people who had the most power at the top and those with the least power at the bottom.



ANCIENT EGYPT QUESTIONS

RELIGION IN ANCIENT EGYPT

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GOVERNMENT OF ANCIENT EGYPT

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1215 BC

3100 BC

2700 BC

2100 BC

1500 BC

GEOGRAPHY

STATION



ECONOMY
STATION

***GOVERNMENT
STATION***



ACHIEVEMENTS
STATION

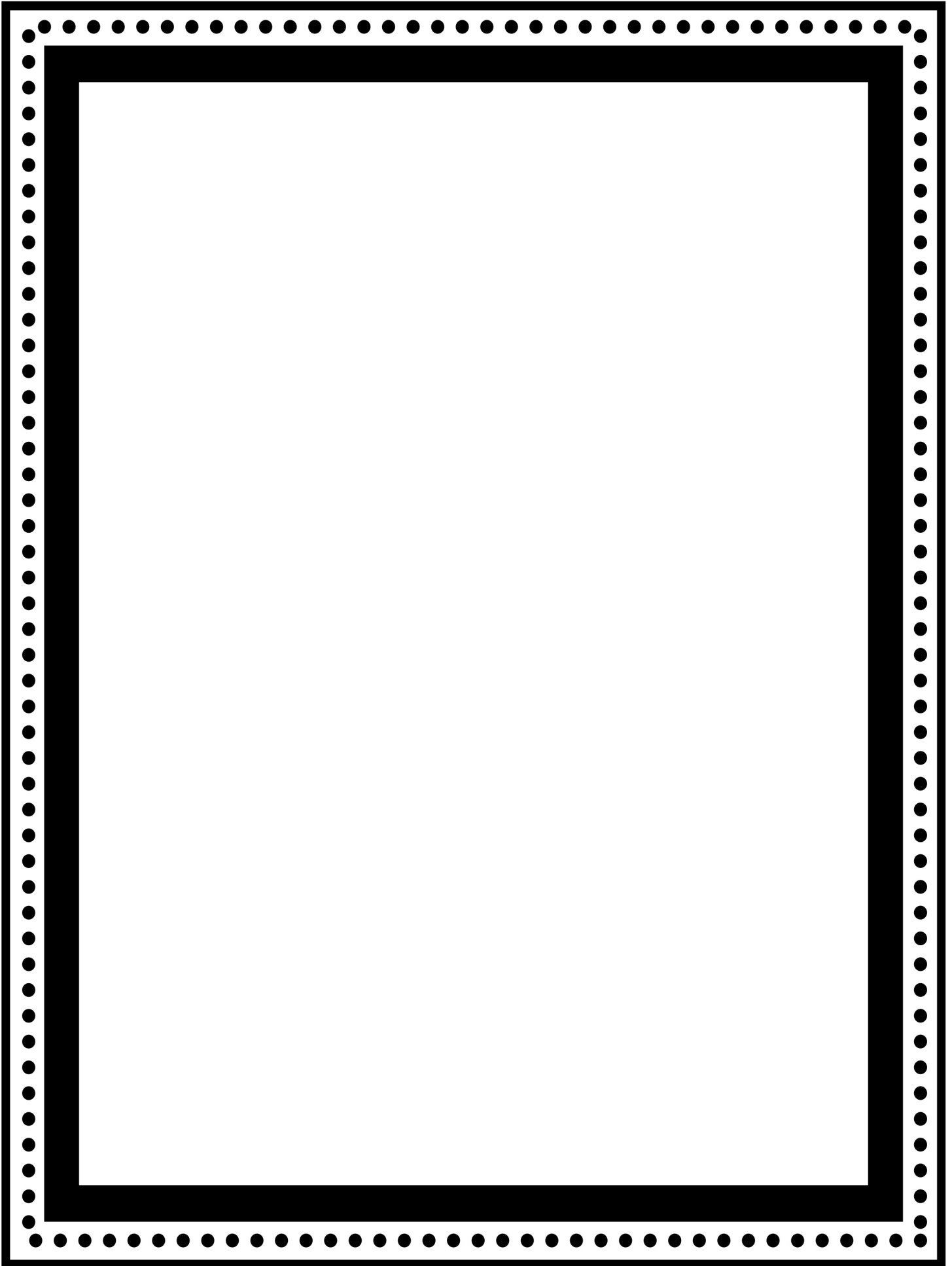


***SOCIAL
CLASSES***

RELIGION

STATION

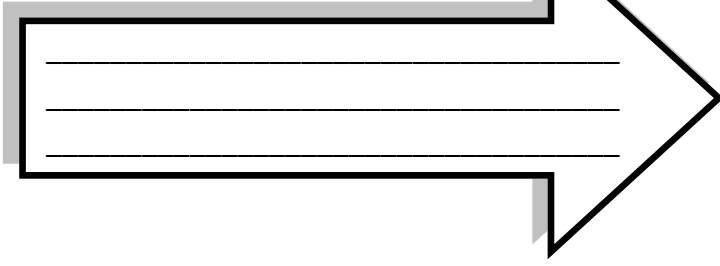
Blank for instructor to write in if a station is added.



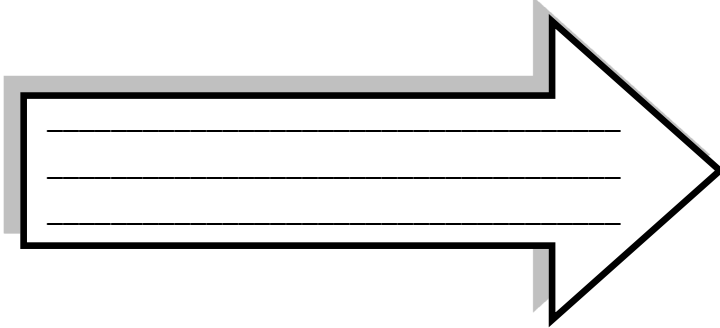
3 WORD BILLBOARD OR # HASHTAG SUMMARY	TITLE: GEOGRAPHY
	ECONOMY
	GOVERNMENT / LEADERSHIP
	SOCIAL CLASS
	ACHIEVEMENTS
	RELIGION

MAIN IDEA

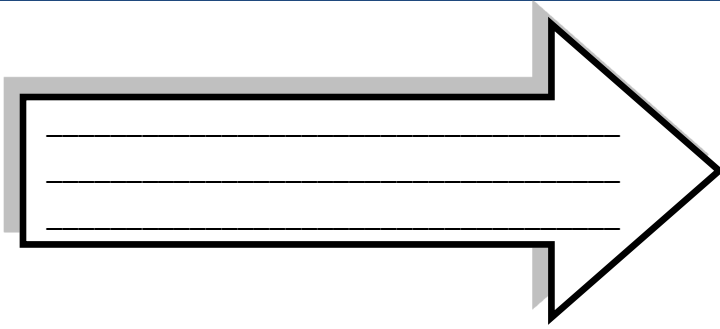
2-3 SUPPORTING FACTS



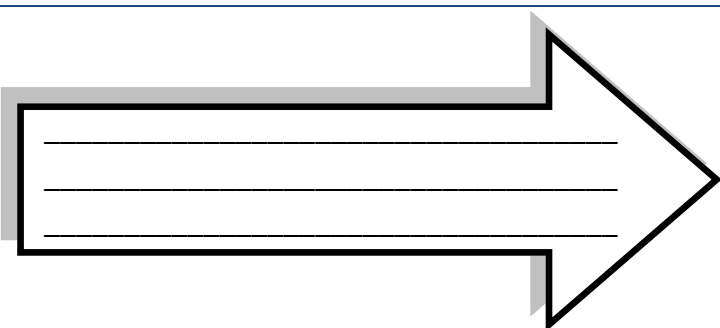
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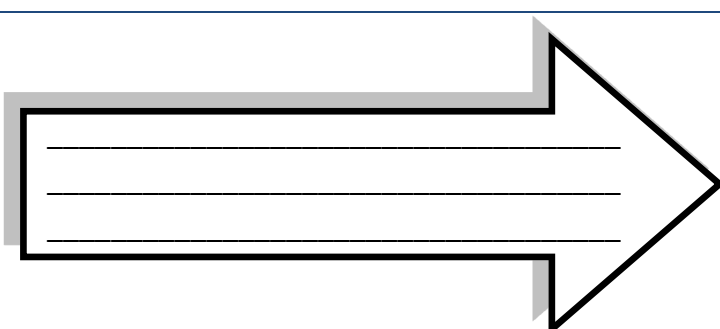
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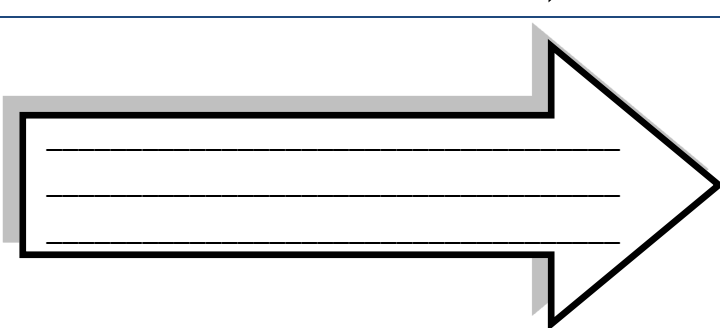
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- 1.
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- 1.
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- 1.
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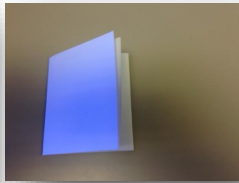
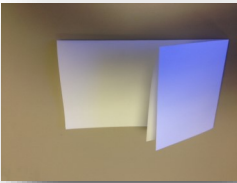
BIG IDEA FOLDING GRAPHIC ORGANIZER

The Big Idea Folding Graphic Organizer was created to add more creative versatility with the notes and/or station work in this bundle. Templates are provided if you would rather copy the pages for students to fold in half and complete (sometimes I copy the first page and have students write in the middle pages, or page 2 of template). If you prefer to have students fold the paper instead of copying the graphic organizer here's how:

1. Students fold paper lengthwise (model).



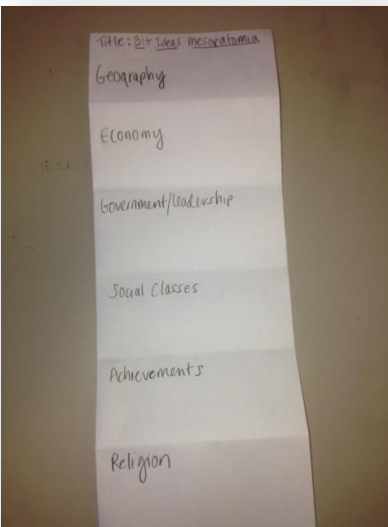
2. Students fold paper into thirds (model). Key wording that works in my class, "Fold the paper so that the part that you are folding is about the same size as the part that is remaining." I fee like a broken record with this statement. Also, I issue a table or row expert that can assist the *folding challenged students*.



3. Students fold paper one more time lengthwise, so they will end up with 6 total sections when unfolded. Optional: As a further step, students can cut the top page so the page has flaps.

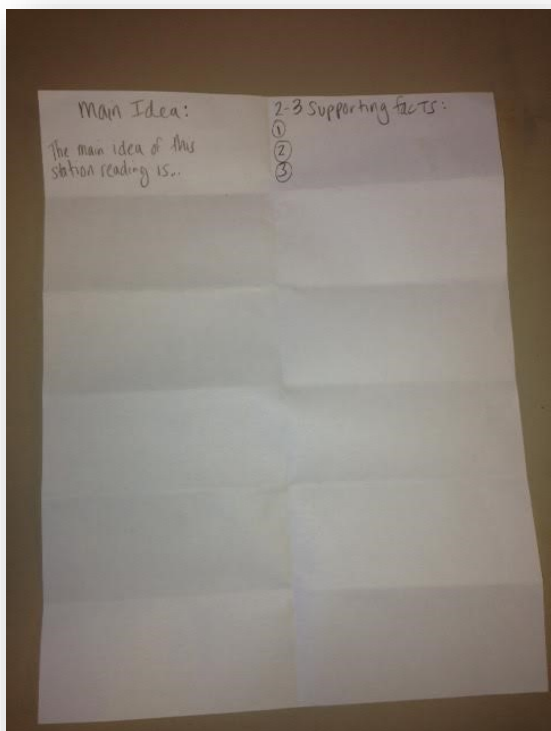


4. Students title, and label big ideas on front. They can make picture boxes if desired. See template for clarification.

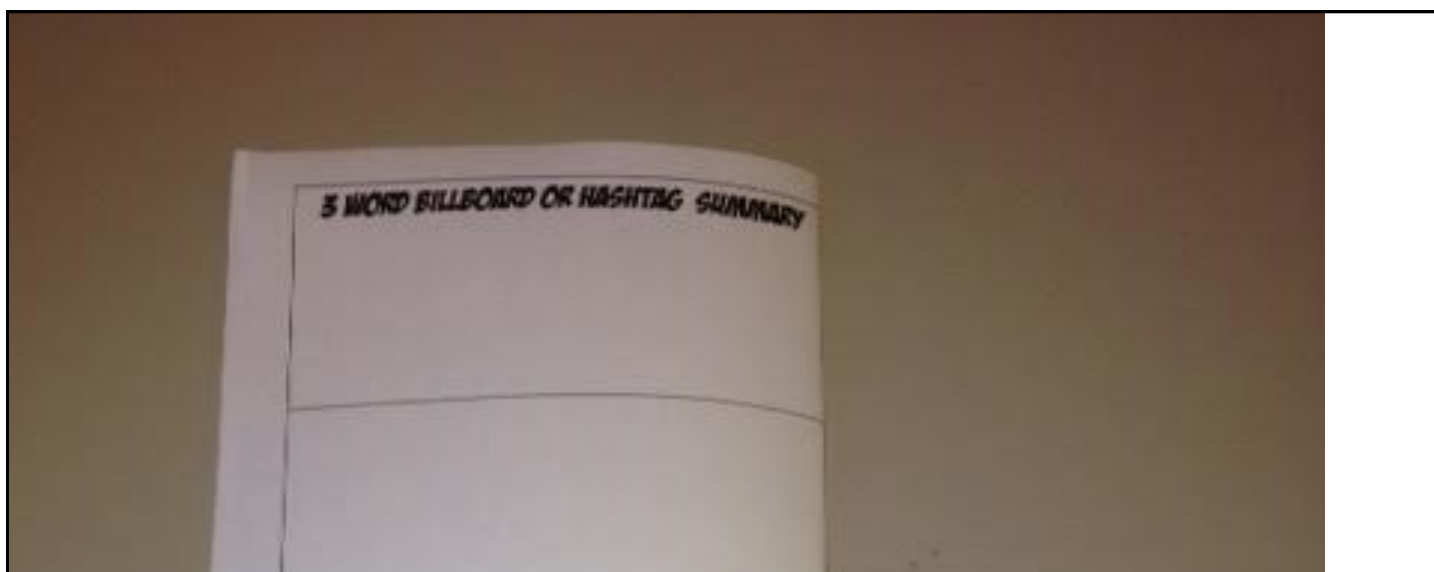


BIG IDEA FOLDING GRAPHIC ORGANIZER

5. Students label middle sections. Left side of open paper is main idea and right side is 2-3 supporting facts (that support main idea). See template to further clarify.



6. Students label back. I like to have them write a #hash tag summary *or* create a 3 word billboard that summarizes the reading. It's a fun twist on a simple task.



7. Option: Make it easy and cut copying in half by copying page 1 of the template provided. Then, students can write in the middle labels (see step 5).



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MONEY BACK GUARANTEE

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We just kindly request that you e-mail us with:

1. The level and subject you teach.
2. How we can improve. Specifics would be great!

Of course, we would appreciate it if you refrain from leaving a negative rating on TPT.

Thanks for your support!

Tony and Erika at Instructomania

