Lyndsi Schultz

Artifact Box

Egyptian Civilization

Theme:  Grade 6: Regions and People of the Eastern Hemisphere

Strand:  History

Topic:  Early Civilizations

Content Statement:  2. Early civilizations (India, Egypt, China and Mesopotamia) with unique governments, economic systems, social structures, religions, technologies and agricultural practices and products flourished as a result of favorable geographic characteristics.  The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.

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Theme:  Grade 6: Regions and People of the Eastern Hemisphere

Strand:  Geography

Topic:  Places and Regions

Content Statement :  5. Regions can be determined, classified and compared using various criteria (e.g., landform, climate, population, cultural or economic).

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Theme:  Grade 6: Regions and People of the Eastern Hemisphere

Strand:  Geography

Topic:  Human Systems

Content Statement:  6. Variations among physical environments within the Eastern Hemisphere influence human activities.  Human activities also alter the physical environment.

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Theme:  6-8 Grade Literacy (Common Core)

Strand: History/Social Studies

Topic:  Integration of Knowledge and Ideas Content Statement: 6-8.7

Content Statement:  Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**Egyptian Civilization**

Egypt thrived from around 3100 B.C. until 330 B.C. when it was conquered by the Romans.  Ancient Egypt was located in northeastern Africa along the lower part of the Nile River. Egypt was divided into two sections: Lower and Upper Egypt.  The ancient Egyptian civilization was called “The Gift of the Nile” because the Nile River allowed the dry desert to become rich and fertile. During spring, the Nile would overflow from melted snow from the mountains in East Africa.  The full river would overflow into the river valley, bringing with it the rich silt that would make the land fertile.

The Nile allowed the Egyptians to practice agriculture in a predictable pattern which gave them more time to develop technology and art, and practice religion.  The Egyptians were very advanced with their technological ability. They developed a written language known as hieroglyphs and flattened sheets called papyrus. They also observed the Sun and stars and developed a calendar. However, Egypt is most well-known for the pyramids.  These are another example of Egypt’s advanced technology.

    Within the artifact box, you will find several objects that represent the religion, culture, climate, and technology of ancient Egypt.

**Artifact Box**

1. Base 10 Block:  The base 10 block represents the advances that the ancient Egyptians had in the field of mathematics. The Egyptians used numbers based on a decimal system such as we use today.  They had symbols to represent 1, 10, 100, and 1,000. They also developed a successful system for doubling and would construct tables that are similar to the multiplication we use today.
* Teaching idea:  The students would create math problems for each other using the math symbols, or hieroglyphs, of the Egyptians.

1. Pyramid:  The pyramids are some of the most famous architectural designs from the Egyptians.  The first pyramid was constructed by Imhotep for King Djoser. This step pyramid was constructed as a tomb and was complete with courtyards, temples and shrines.  These were provided for the King to enjoy in his afterlife. The step pyramids were believed to provide a stairway to the stars, and this would allow the pharaoh’s soul to join Ra.
* Teaching idea:  Students will construct a diagram of a pyramid, including courtyards or any extra buildings. They will write a description of their design and present both parts to the class.

1. Sunglasses:  The sunglasses represent the climate of ancient Egypt.  Egypt was located in the desert of northeastern Africa. Therefore, the climate was hot and dry.  The temperature was high; at times it exceeded 110 degrees Fahrenheit. This was another reason the Nile River was such a gift.  It provided the relief and water that the desert did not. The civilization was centered around the banks of the Nile because of its life force.  The climate of Egypt allowed the civilization to remain unified due to their isolation.
* Teaching idea:  Students will get a map of Ancient Egypt to label the major cities and also the Sinai.  This will reinforce the closeness of the cities to the Nile River. They will then explain why the climate forced the civilization to be built around the banks of the Nile.

1. Tractor:  The tractor represents the agriculture of ancient Egypt. The Nile River provided the silt that made the land fertile enough to farm and grow crops.  The Egyptians grew grain, wheat, barley, vegetables, figs and flax. The Nile flooded in a predictable pattern that made for three seasons: the flooding season, the growing season and the harvesting season.
* Teaching idea:  The class will be broken into three groups.  Each group will have one of the seasons. They will research what happened during their specific season and what it was used for.  They will create a presentation for the class. After the presentations, we will discuss as a class the three seasons as whole and how the actions of the Egyptians would affect the environment.

1. Leaf:  Religion was an important part of Egyptian life. The Egyptians believed in a higher power and that there was life after death.  They believed that life on Earth was just part of their journey. They Egyptians worshipped several gods and goddesses including Osiris, Isis, Set, Nephthys, and Horus. Trees were considered to be the home of the gods and goddesses.  Hathor was known as the “Mistress of the Date Palm” because they were said to be her favorite tree. Egyptians believed that the gods and goddesses were not far away, but were able to be contacted on a daily basis.
* Teaching idea:  Students would be grouped and given one of the five Egyptians gods listed above.  They would construct a 3-D model of their god along with researching details and facts to present to the class.  They would discuss the importance of their god and the history that goes with it.

Bibliography

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