



WORKSHEET

THE NILE

I. THE NILE

Egypt is a hot country where it hardly ever rains. Even so, people were able to live there from farming over 6,000 years ago. How was that possible? Every year in the tropical regions at the source of the River Nile, there were periods of long, heavy rainfall. The river swelled so much that it flooded the area along the banks with water and fertile mud. People learned to manage the Nile flood by building canals and dams. With special lifting devices, they could carry water to the higher fields.

Work in the fields was hard but the yields were high. The introduction of methods to store the harvest made it possible to avoid famine in years of poor harvests. People who knew how to calculate the floods and measure the fields were highly regarded and attained power and respect in the villages. Towns soon began to develop under the rule of princes and chieftains. Around 3000 B.C. the two regions of Lower and Upper Egypt were united as one country ruled over by a pharaoh.



Suggested Activity

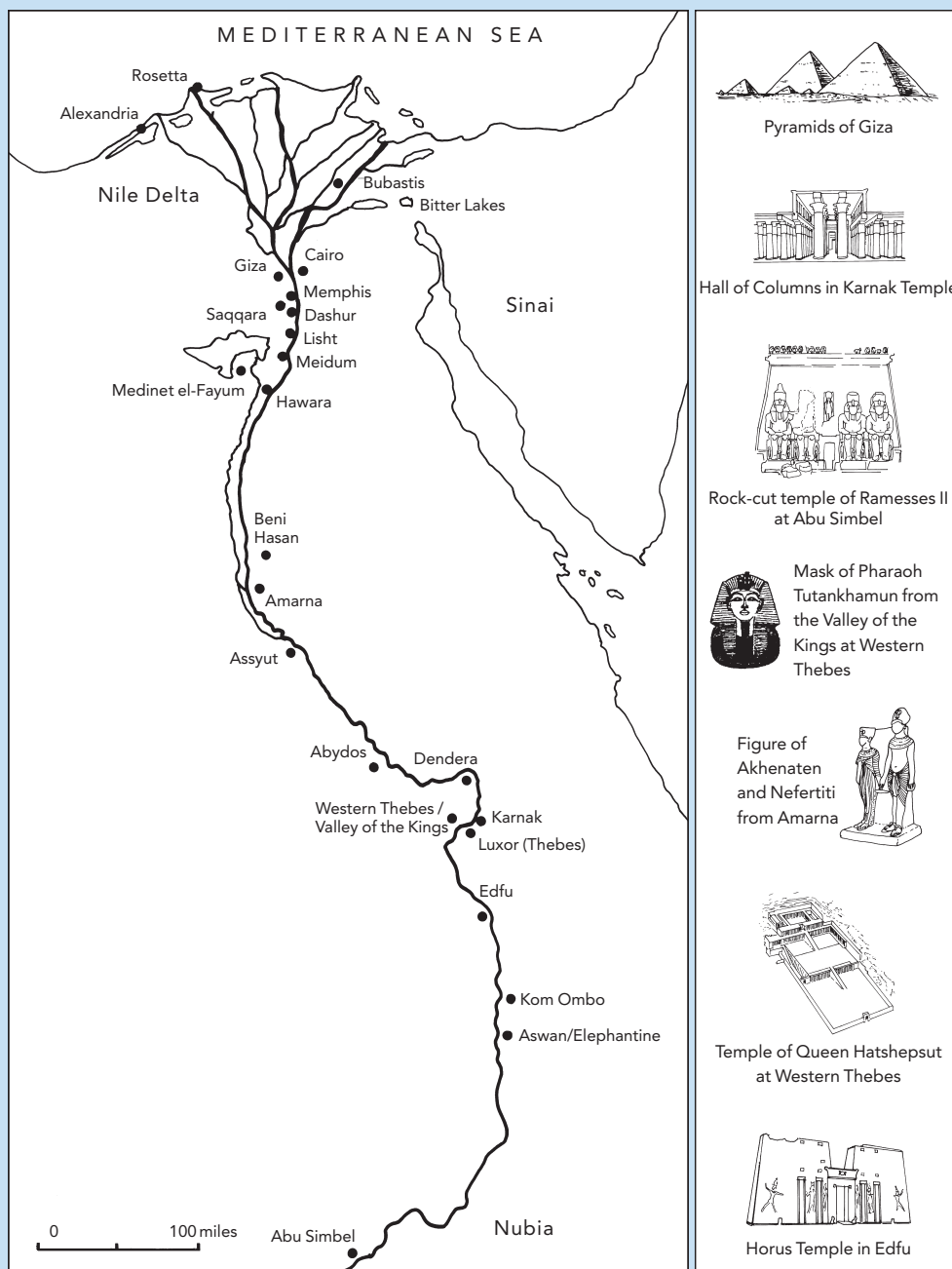
1. Find Egypt on a map of the world or of Africa, copy the map and color in the country.
2. Mark the following towns on your map of Egypt: Alexandria, Cairo, Luxor, and Aswan.
3. Find out about the city of Alexandria from a textbook or the internet. Where did it get its name from?
4. Look in a textbook to find out about Egypt today. Draw a table showing: size, population, politics, natural resources, agricultural products, tourism, etc.

2. MAP OF EGYPT AT THE TIME OF THE PHARAOHS



Suggested Activity

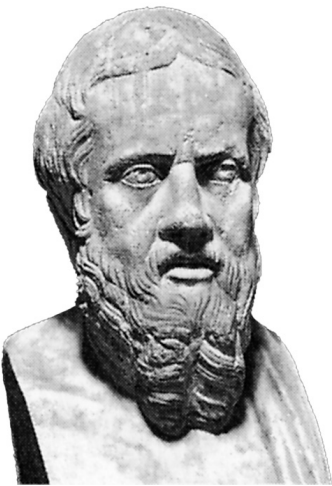
1. Cut out the pictures and stick them on the map in the proper places.
2. Color in the map – blue for water, green for fertile land, yellow for the desert and light brown for buildings.
3. Find out more about a few particular buildings and show the information in a list of keywords.



3. HERODOTUS' AMAZEMENT AT THE WONDERS OF EGYPT

A Greek traveler amazed by Egypt

The Greek scholar Herodotus (c. 484-425 B.C.) was born in Halicarnassus in Asia Minor. He traveled widely and got to know the lands of Mesopotamia, the east coast of the Black Sea, Sicily and parts of Africa. He was a keen observer and listened closely, if sometimes too believingly, to the stories the local people told him. His work



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Herodotus

The Histories is seen as the first important history book ever written and he is known as the "Father of History." Around 450 B.C., Herodotus traveled through Egypt. Much of what he saw and heard there filled the man from Greece with amazement.

On the geography of the country

"Evidently... the regions of Egypt... are new land given by the river... Inland from the sea as far as Heliopolis, Egypt is a wide land, all flat and watery and marshy... Beyond and above Heliopolis, Egypt is a narrow land. For it is bounded on the one side by the mountains of Arabia, which run north to south, always running south towards the sea called the Red Sea. In these mountains are the quarries that were hewn out for making the pyramids at Memphis... On the side of Libya,

Egypt is bounded by another range of rocky mountains among which are the pyramids; these are all covered with sand, and run in the same direction as those Arabian hills that run southward... From Heliopolis to Thebes is nine days' journey by river..."

On agriculture

"At present, of course, there are no people, either in the rest of Egypt or in the whole world, who live from the soil with so little labor; they do not have to break the land up with the plow, or hoe, or do any other work that other men do to get a crop; the river rises of itself, waters the fields, and then sinks back again; then each man sows his field and sends swine into it to tread down the seed, and waits for the harvest; then he has the swine thresh his grain, and so garners it."

On the Nile

"Concerning its nature, I could not learn anything either from the priests or from any others. Yet I was anxious to learn from them why the Nile comes down with a rising flood for a hundred days from the summer solstice; and when this number of days is passed, sinks again with a diminishing stream, so that the river is low for the whole winter until the summer solstice again. I was not able to get any information from any of the Egyptians regarding this..."

On customs and traditions

"Among them, the women buy and sell, the men stay at home and weave... Men carry burdens on their heads, women on their shoulders. Women pass water standing, men sitting. They ease their bowels indoors, and eat out of doors in the

3. HERODOTUS' AMAZEMENT AT THE WONDERS OF EGYPT

streets... No woman is dedicated to the service of any god or goddess... Everywhere else, priests of the gods wear their hair long; in Egypt, they are shaven. For all other men, the rule in mourning for the dead is that those most nearly concerned have their heads shaven; Egyptians are shaven at other times, but after a death they let their hair and beard grow. The Egyptians are the only people who keep their animals with them in the house... The Greeks write and calculate from left to right; the Egyptians do the opposite..."



Suggested Activity

1. Read the report from Herodotus.
2. Make up a dialogue between an Egyptian man and Herodotus. The Egyptian tells the Greek something about his country and Herodotus describes his homeland Greece (use this text, an atlas, your history books or a textbook.)
3. Trace the course of the Nile in an atlas (what countries does it flow through, where are the sources of the Blue and the White Nile?). Maybe now you can clear up some of the questions about the Nile that Herodotus couldn't answer!
4. Have a look round the exhibition and see if you can find objects that show animals and plants. Find out what religious significance some of the animals and plants had for the Ancient Egyptians.

4. EGYPTIAN SEASONS



Suggested Activity

1. Read the paragraph below and explain with the help of your history book or an encyclopedia why the Egyptians welcomed the annual flooding of the Nile.
2. Write the headings 'Sowing', 'Harvest' and 'Flood' in the right order on the drawing of the seasons.
3. Describe the work that the farmers had to carry out each season.
4. In Text C, you can see the water level of the Nile at different times of the year. Make a bar chart of the water levels and mark the seasons in different colours.

Water levels for the Nile 4,000 years ago:

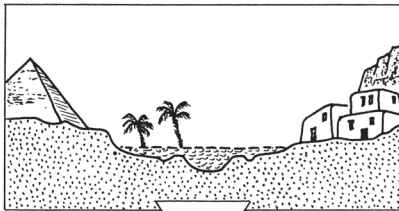
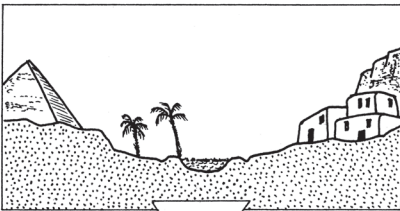
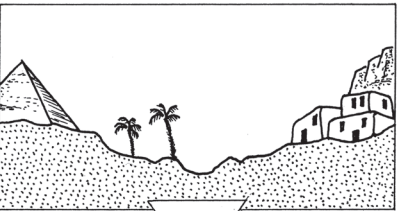
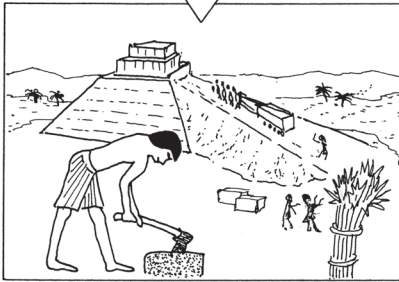
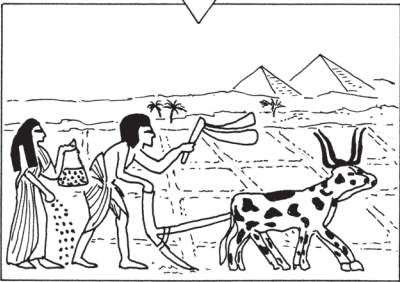
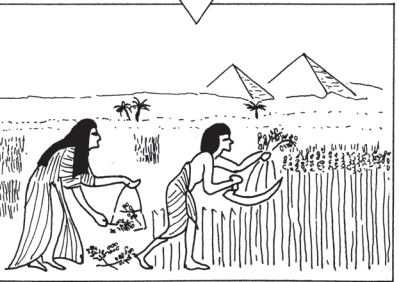
January	1.8 m	July	4.0 m
February	1.4 m	August	5.9 m
March	1.1 m	September	7.9 m
April	1.0 m	October	7.9 m
May	0.8 m	November	5.1 m
June	2.1 m	December	3.0 m

Flooding of the Nile: Celebrations in Egypt

Giza, 15th June in year 12 of the reign of Pharaoh Khufu:

"As they do every year, the inhabitants of Giza have been celebrating the start of the Nile flood. Many fields are already under water and covered with the fertile mud from the river. Experts expect water levels to rise to eight meters above normal by October. That promises a good harvest but it's a long time away yet. First of all, the water will turn our country into a huge lake for three months. This is the time when farmers can work on the building sites of our great pharaoh. Then the sowing will begin. But we'll have to wait until February next year for the harvest."

4. EGYPTIAN SEASONS

June 15 – October 15	October 15 – February 15	February 15 – June 15
		
		
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5. LET'S MAKE A MODEL OF THE NILE

To make a model of the Nile you will need the following materials and tools:

- A board (1 m x .5 m)
- Card
- Paper
- Pencils, watercolors and paintbrushes.
- Plaster, sand and modeling straw
- Spatula, plaster mixing bowl and a small knife
- Plasticine or modeling clay or wood
- Paste
- Some wire
- Scissors

Divide your group into two teams:

Team A's job is to build the model of the River Nile and Team B's to prepare the borders to the left and right of the river.

Water doesn't flow uphill

In order to get the water to the canals located higher up or directly to the fields, the Egyptians used a special device known as the shaduf. It consisted of a wooden pole attached to a simple frame with a leather bucket at one end and a stone or lump of clay at the other. The bucket was pulled down to the river by a farmer and filled with water. The weight of the stone then pulled it back up to the height of the canal or field where it could be emptied. Such devices can still be seen in parts of Egypt today.

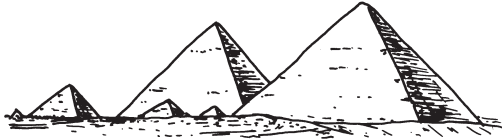


Suggested Activity

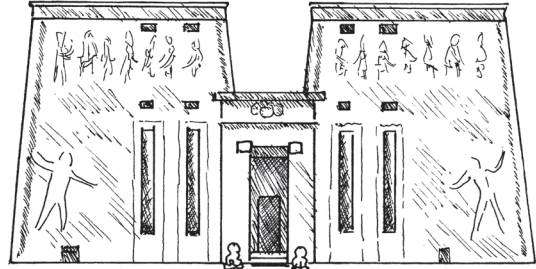
Copy the map and draw the Nile to the Mediterranean coast on the board with a pencil.

- Color in rivers and sea with blue watercolors.
- Mix the plaster and form the landscape (desert, mountains)
- Apply paste to the fertile lands along the riverbanks and cover with modeling straw.
- Make models of pyramids, houses, palm trees etc. out of Plasticine, modeling clay, wood or any other suitable materials; arrange and glue onto the proper places on the model.

5. LET'S MAKE A MODEL OF THE NILE



The Pyramids of Giza, c. 2500 B.C.



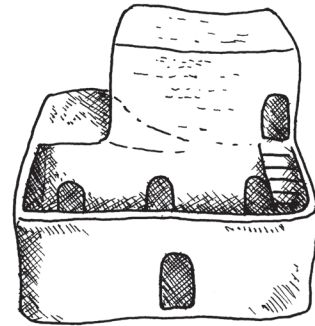
Entrance to a temple (pylon)



Obelisk



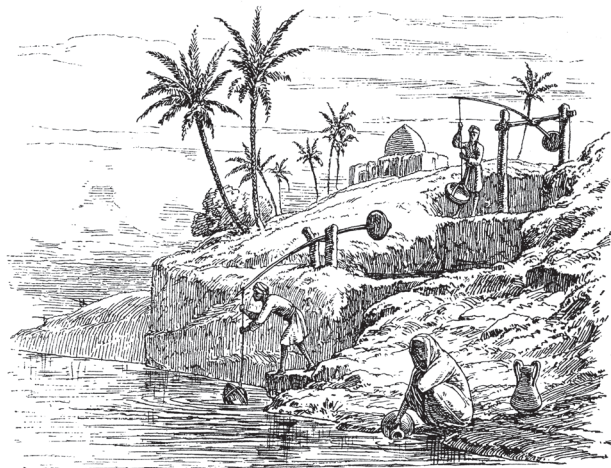
Date palm



Model house



Papyrus plant



Farmers working with the shaduf (device to lift water)

5. LET'S MAKE A MODEL OF THE NILE



Suggested Task Task for Team B

Left and right of the Nile

1. Take the model of the Nile made by Team A and decorate it with the pictures you can find in this worksheet.
2. Color in the pictures and cut them along the bottom lines so they stand up (make several copies of some of the pictures, such as trees or animals). To make them stronger, stick the paper onto cardboard before cutting out.
3. Find suitable positions for the pictures and glue them onto the Nile landscape.



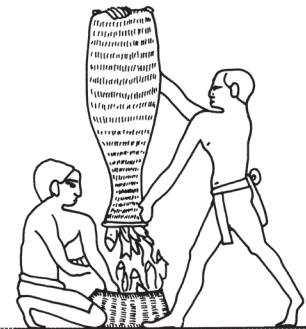
Harvesting



Hunting birds in papyrus thickets



Preparing an animal for slaughter

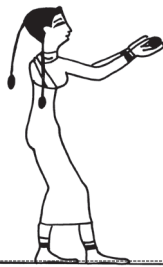


Opening a fish trap

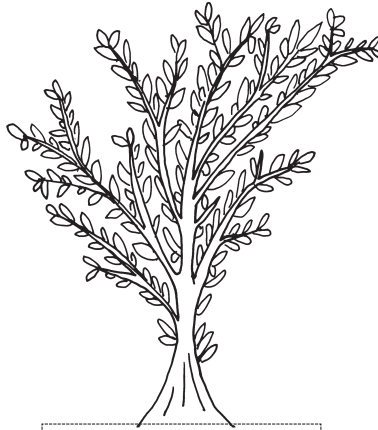
5. LET'S MAKE A MODEL OF THE NILE



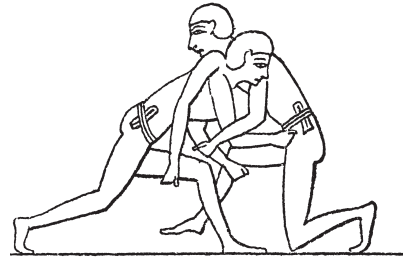
Working on the fields (cutting and gathering corn, plowing)



Girl playing with a ball



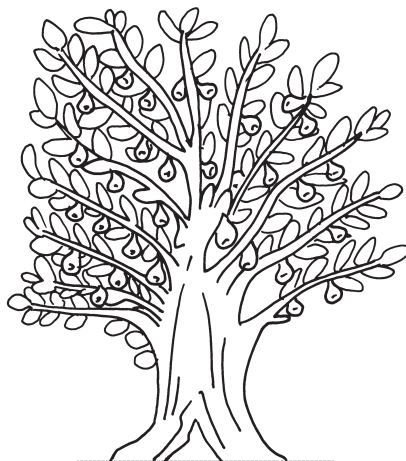
Tamarisk



Boys wrestling



Working with the shaduf



Sycamore



Woman bearing offerings

5. LET'S MAKE A MODEL OF THE NII F



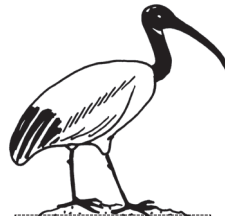
Palm tree



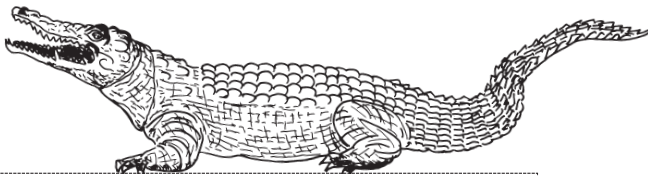
Papyrus



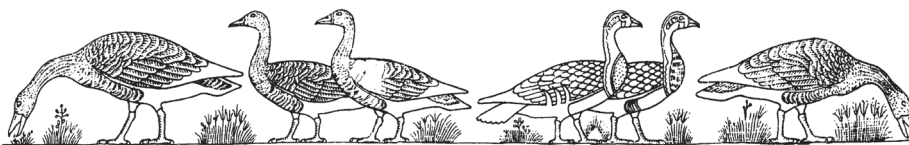
Viper



Ibis



Crocodile

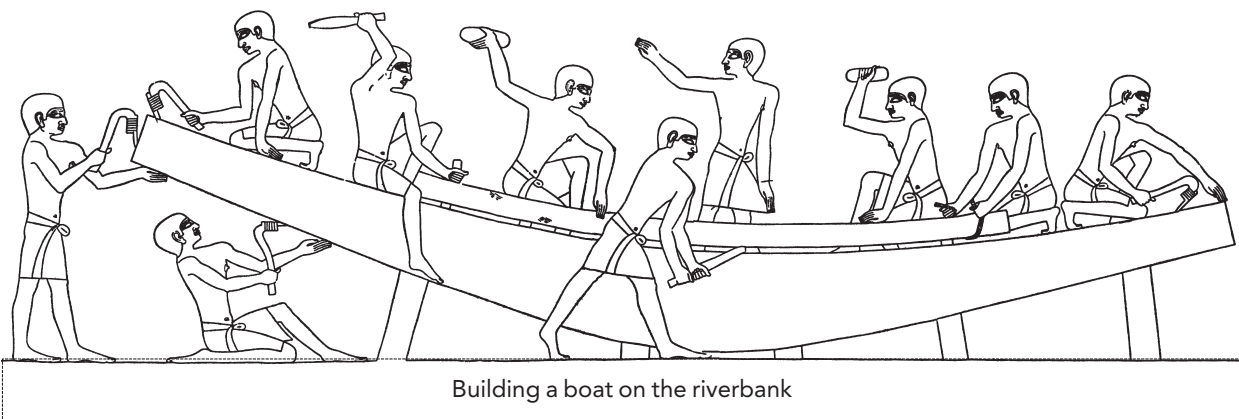
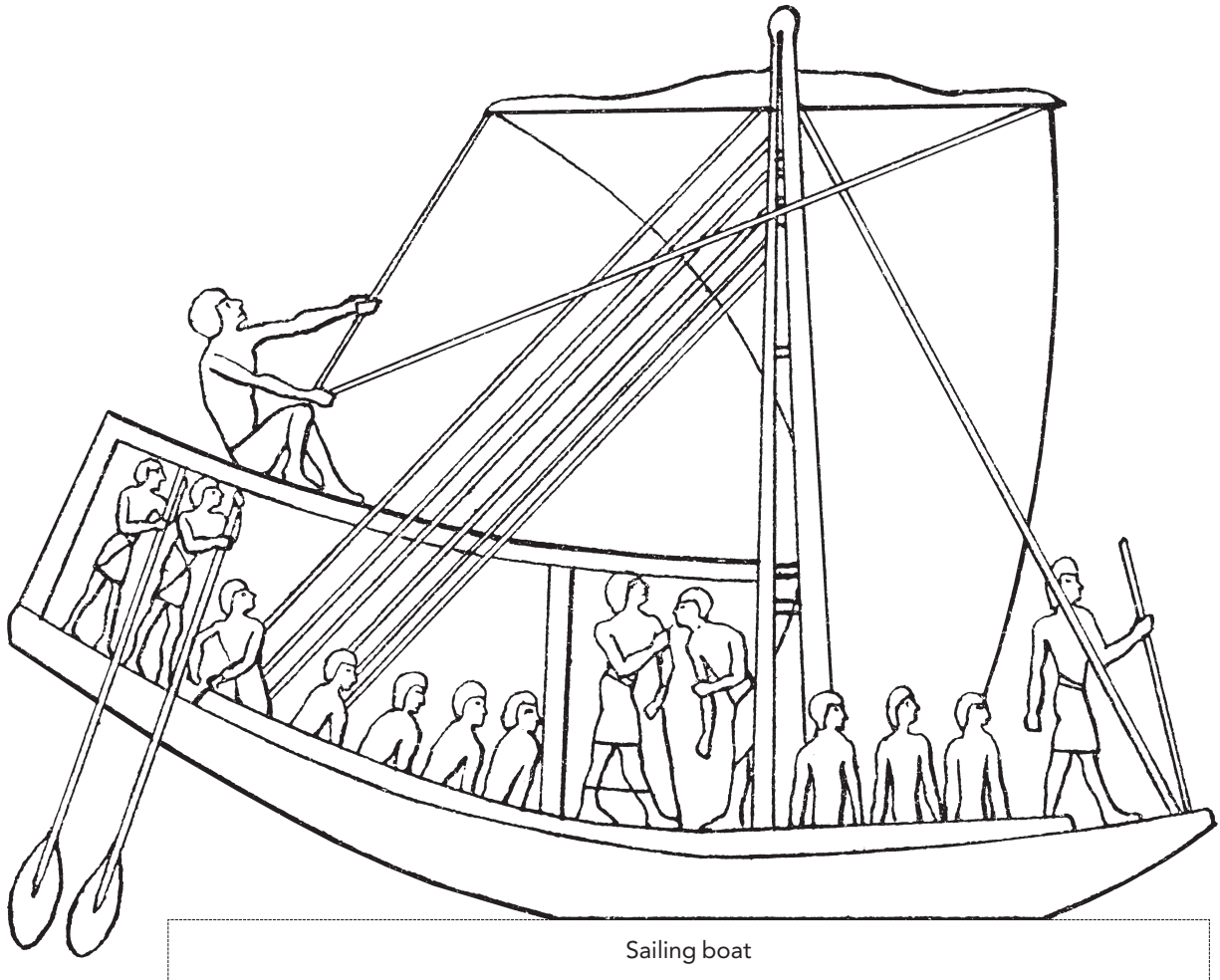


Geese



Oxen pulling a stone for the construction of a temple

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5. LET'S MAKE A MODEL OF THE NILE



Suggested Activity Task for both teams

Write a radio report on your Nile model and make a recording of it. If that's not possible, present your Nile model to the rest of the school as if you were tour guides. Together in your group, write a text for those who'll be playing the tour guides.