Ancient Egyptian Civilization

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AIMS Multimedia is a leading producer and distributor of educational programs serving schools and libraries for nearly 40 years. AIMS draws upon the most up-to-date knowledge, existing and emerging technologies, and all of the instructional and pedagogical resources available to develop and distribute educational programs in film, videocassette, laserdisc, CD-ROM and CD-i formats.

Persons or schools interested in obtaining additional copies of this AIMS Teaching Module, please contact:

AIMS Multimedia

1-800-FOR-AIMS
1-800-367-2467
Congratulations!

You have chosen a learning program that will actively motivate your students AND provide you with easily accessible and easily manageable instructional guidelines designed to make your teaching role efficient and rewarding.

The AIMS Teaching Module provides you with a video program keyed to your classroom curriculum, instructions and guidelines for use, plus a comprehensive teaching program containing a wide range of activities and ideas for interaction between all content areas. Our authors, educators, and consultants have written and reviewed the AIMS Teaching Modules to align with the Educate America Act: Goals 2000.

This ATM, with its clear definition of manageability, both in the classroom and beyond, allows you to tailor specific activities to meet all of your classroom needs.
RATIONALE

In today’s classrooms, educational pedagogy is often founded on Benjamin S. Bloom’s “Six Levels of Cognitive Complexity.” The practical application of Bloom’s Taxonomy is to evaluate students’ thinking skills on these levels, from the simple to the complex: Knowledge (rote memory skills), Comprehension (the ability to relate or retell), Application (the ability to apply knowledge outside its origin), Analysis (relating and differentiating parts of a whole), Synthesis (relating parts to a whole), and Evaluation (making a judgment or formulating an opinion).

The AIMS Teaching Module is designed to facilitate these intellectual capabilities, AND to integrate classroom experiences and assimilation of learning with the students’ life experiences, realities, and expectations. AIMS’ learner verification studies prove that our AIMS Teaching Modules help students to absorb, retain, and to demonstrate ability to use new knowledge in their world. Our educational materials are written and designed for today’s classroom, which incorporates a wide range of intellectual, cultural, physical, and emotional diversities.
ORGANIZATION AND MANAGEMENT

To facilitate ease in classroom manage-
ability, the AIMS Teaching Module is
organized in four sections. You are
reading Section 1, Introduction to the
Aims Teaching Module (ATM).

SECTION 2,
INTRODUCING THIS ATM
will give you the specific information
you need to integrate the program into
your classroom curriculum.

SECTION 3,
PREPARATION FOR VIEWING
provides suggestions and strategies for
motivation, language preparedness,
readiness, and focus prior to viewing
the program with your students.

SECTION 4,
AFTER VIEWING THE PROGRAM
provides suggestions for additional
activities plus an assortment of consum-
able assessment and extended activities,
designed to broaden comprehension of
the topic and to make connections to
other curriculum content areas.
FEATURES

INTRODUCING EACH ATM

SECTION 2

Your AIMS Teaching Module is designed to accompany a video program written and produced by some of the world’s most credible and creative writers and producers of educational programming. To facilitate diversity and flexibility in your classroom, your AIMS Teaching Module features these components:

Themes

The Major Theme tells how this AIMS Teaching Module is keyed into the curriculum. Related Themes offer suggestions for interaction with other curriculum content areas, enabling teachers to use the teaching module to incorporate the topic into a variety of learning areas.

Overview

The Overview provides a synopsis of content covered in the video program. Its purpose is to give you a summary of the subject matter and to enhance your introductory preparation.

Objectives

The ATM learning objectives provide guidelines for teachers to assess what learners can be expected to gain from each program. After completion of the AIMS Teaching Module, your students will be able to demonstrate dynamic and applied comprehension of the topic.
PREPARATION FOR VIEWING

SECTION 3

In preparation for viewing the video program, the AIMS Teaching Module offers activity and/or discussion ideas that you may use in any order or combination.

Introduction To The Program

Introduction to the Program is designed to enable students to recall or relate prior knowledge about the topic and to prepare them for what they are about to learn.

Introduction To Vocabulary

Introduction to Vocabulary is a review of language used in the program: words, phrases, usage. This vocabulary introduction is designed to ensure that all learners, including limited English proficiency learners, will have full understanding of the language usage in the content of the program.

Discussion Ideas

Discussion Ideas are designed to help you assess students’ prior knowledge about the topic and to give students a preview of what they will learn. Active discussion stimulates interest in a subject and can motivate even the most reluctant learner. Listening, as well as speaking, is active participation. Encourage your students to participate at the rate they feel comfortable. Model sharing personal experiences when applicable, and model listening to students’ ideas and opinions.

Focus

Help learners set a purpose for watching the program with Focus, designed to give students a focal point for comprehension continuity.

Jump Right In

Jump Right In provides abbreviated instructions for quick management of the program.

AFTER VIEWING THE PROGRAM

SECTION 4

After your students have viewed the program, you may introduce any or all of these activities to interact with other curriculum content areas, provide reinforcement, assess comprehension skills, or provide hands-on and in-depth extended study of the topic.
SUGGESTED ACTIVITIES

The Suggested Activities offer ideas for activities you can direct in the classroom or have your students complete independently, in pairs, or in small work groups after they have viewed the program. To accommodate your range of classroom needs, the activities are organized into skills categories. Their labels will tell you how to identify each activity and help you correlate it into your classroom curriculum. To help you schedule your classroom lesson time, the AIMS hourglass gives you an estimate of the time each activity should require. Some of the activities fall into these categories:

Meeting Individual Needs

These activities are designed to aid in classroom continuity. Reluctant learners and learners acquiring English will benefit from these activities geared to enhance comprehension of language in order to fully grasp content meaning.

Curriculum Connections

Many of the suggested activities are intended to integrate the content of the ATM program into other content areas of the classroom curriculum. These cross-connections turn the classroom teaching experience into a whole learning experience.

Critical Thinking

Critical Thinking activities are designed to stimulate learners’ own opinions and ideas. These activities require students to use the thinking process to discern fact from opinion, consider their own problems and formulate possible solutions, draw conclusions, discuss cause and effect, or combine what they already know with what they have learned to make inferences.

Cultural Diversity

Each AIMS Teaching Module has an activity called Cultural Awareness, Cultural Diversity, or Cultural Exchange that encourages students to share their backgrounds, cultures, heritage, or knowledge of other countries, customs, and language.

Hands On

These are experimental or tactile activities that relate directly to the material taught in the program. Your students will have opportunities to make discoveries and formulate ideas on their own, based on what they learn in this unit.

Writing

Every AIMS Teaching Module will contain an activity designed for students to use the writing process to express their ideas about what they have learned. The writing activity may also help them to make the connection between what they are learning in this unit and how it applies to other content areas.

In The Newsroom

Each AIMS Teaching Module contains a newsroom activity designed to help students make the relationship between what they learn in the classroom and how it applies in their world. The purpose of In The Newsroom is to actively involve each class member in a whole learning experience. Each student will have an opportunity to perform all of the tasks involved in production: writing, researching, producing, directing, and interviewing as they create their own classroom news program.

Extended Activities

These activities provide opportunities for students to work separately or together to conduct further research, explore answers to their own questions, or apply what they have learned to other media or content areas.

Link to the World

These activities offer ideas for connecting learners’ classroom activities to their community and the rest of the world.

Culminating Activity

To wrap up the unit, AIMS Teaching Modules offer suggestions for ways to reinforce what students have learned and how they can use their new knowledge to enhance their world view.
**VOCABULARY**

Every ATM contains an activity that reinforces the meaning and usage of the vocabulary words introduced in the program content. Students will either read or find the definition of each vocabulary word, then use the word in a written sentence.

**CHECKING COMPREHENSION**

Checking Comprehension is designed to help you evaluate how well your students understand, retain, and recall the information presented in the AIMS Teaching Module. Depending on your students’ needs, you may direct this activity to the whole group yourself, or you may want to have students work on the activity page independently, in pairs, or in small groups. Students can verify their written answers through discussion or by viewing the video a second time. If you choose, you can reproduce the answers from your Answer Key or write the answer choices in a Word Bank for students to use. Students can use this completed activity as a study guide to prepare for the test.

**CONSUMABLE ACTIVITIES**

The AIMS Teaching Module provides a selection of consumable activities, designed to specifically reinforce the content of this learning unit. Whenever applicable, they are arranged in order from low to high difficulty level, to allow a seamless facilitation of the learning process. You may choose to have students take these activities home or to work on them in the classroom independently, in pairs or in small groups.

**CHECKING VOCABULARY**

The Checking Vocabulary activity provides the opportunity for students to assess their knowledge of new vocabulary with this word game or puzzle. The format of this vocabulary activity allows students to use the related words and phrases in a different context.

**TEST**

The AIMS Teaching Module Test permits you to assess students’ understanding of what they have learned. The test is formatted in one of several standard test formats to give your students a range of experiences in test-taking techniques. Be sure to read, or remind students to read, the directions carefully and to read each answer choice before making a selection. Use the Answer Key to check their answers.
ADDITIONAL
AIMS MULTIMEDIA
PROGRAMS

After you have completed this AIMS Teaching Module you may be interested in more of the programs that AIMS offers. This list includes several related AIMS programs.

ADDITIONAL READING
SUGGESTIONS

AIMS offers a carefully researched list of other resources that you and your students may find rewarding.

ANSWER KEY

Reproduces tests and work pages with answers marked.
THEMES

The religious, agricultural and political achievements of the ancient Egyptians had a strong impact on future generations throughout the world. In Ancient Egyptian Civilization, students are introduced to the diverse contributions made by the Egyptian empire. Contemporary life in Egypt is also discussed, illustrating the endurance of ancient customs that continue to sustain modern Egyptians.

OVERVIEW

Ancient Egyptians were the first to develop an organized religion, as well as a national government and a thriving art community. They produced the first stone architecture and the earliest form of paper. They devised early surgical methods, musical instruments, and the basics of geometry. The ancient Egyptians were an important and fascinating nation of people, whose beliefs and accomplishments still fascinate us today.

OBJECTIVES

- To explain the development of the ancient Egyptian civilization and its link to the Nile river.

- To show how daily life for the fellahins, or Egyptian peasants, is much like it was thousands of years ago.

- To explain ancient Egyptian religious beliefs.

- To explore the importance of ancient ruins such as the Throne of the World in Karnak.

- To study ancient relics, such as those found in the tomb of Tutankhamen, and to better understand the secrets they hold.
Use this page for your individual notes about planning and/or effective ways to manage this AIMS Teaching Module in your classroom.

Our AIMS Multimedia Educational Department welcomes your observations and comments. Please feel free to address your correspondence to:

AIMS Multimedia
Editorial Department
9710 DeSoto Avenue
Chatsworth, California 91311-4409
INTRODUCTION TO THE PROGRAM

The giant pyramids, statues and temples of Egypt tell us a great deal about what life was like 5000 years ago. The lives of the people were closely related to the Nile river. Egyptian farmers planted their crops after the waters of the Nile flooded the land. Mud taken from the banks of the river was used to make the houses that most people lived in. Fish taken from the Nile was the most common form of meat.

How might the Nile river affect people living in Egypt today? How has man learned to control the river, and how does the river still control the lives of the Egyptians? (Man has learned to control the river through dams and other forms of irrigation. The river remains a powerful force in Egypt. It is the main inland route for goods to leave and enter the country.)

INTRODUCTION TO VOCABULARY

Write the words “pyramid,” “pharaoh” and “Sphinx” on the board. Ask students if they know what these things have in common. Which part of the world is associated with all three?

Tell students that the Egyptians are one of the most closely studied ancient civilizations in the world. Many of their greatest feats, like the pyramids and the Sphinx, have become household words. Tell students they are about to learn more about the ancient Egyptians and why they still fascinate us today.

DISCUSSION IDEAS

Before viewing the program, ask students to spend a few moments thinking about the things they see around them in the classroom. Where did these things come from? Who first invented them?

Explain that many of the things we use everyday were introduced by the ancient Egyptians. Papyrus, the first form of paper, was made from a plant that grew near the Nile. Egyptians were also the first to invent a 365-day calendar year, as well as an advanced system of measurement and the fundamentals of arithmetic.

FOCUS

Have students ever wondered what it would be like to live thousands of years ago, in a thriving kingdom filled with interesting people? Explain that many ancient Egyptians were artists, scholars and leaders who lived very colorful lives. Fortunately, they kept records of their activities on papyrus scrolls. Since the climate of Egypt is hot and dry, many of these scrolls were preserved throughout the years. Today, they provide a window to the daily life of the ancient Egyptian.
HOW TO USE THE ANCIENT EGYPTIAN CIVILIZATIONS AIMS TEACHING MODULE

Preparation

› Read Ancient Egyptian Civilizations Themes, Overview, and Objectives to become familiar with program content and expectations.

› Use Preparation for Viewing suggestions to introduce the topic to students.

Viewing ANCIENT EGYPTIAN CIVILIZATION

› Set up viewing monitor so that all students have a clear view.

› Depending on your classroom size and learning range, you may choose to have students view Ancient Egyptian Civilizations together or in small groups.

› Some students may benefit from viewing the video more than one time.

After Viewing ANCIENT EGYPTIAN CIVILIZATIONS

› Select Suggested Activities that integrate into your classroom curriculum. If applicable, gather materials or resources.

› Choose the best way for students to work on each activity. Some activities work best for the whole group. Other activities are designed for students to work independently, in pairs, or in small groups. Whenever possible, encourage students to share their work with the rest of the group.

› Duplicate the appropriate number of Vocabulary, Checking Comprehension, and consumable activity pages for your students.

› You may choose to have students take consumable activities home, or complete them in the classroom, independently, or in groups.

› Administer the Test to assess students’ comprehension of what they have learned, and to provide them with practice in test-taking procedures.

› Use the Culminating Activity as a forum for students to display, summarize, extend, or share what they have learned with each other, the rest of the school, or a local community organization.
SUGGESTED ACTIVITIES

Connection to Math
Throughout most of their history, the ancient Egyptians didn’t use coins. Instead, they used a value system based on the deben. Workers received a container of wheat worth a certain number of deben. The worker could use the wheat to make bread, or trade it for other goods.

An ax was worth 5 deben, a basket was worth 2, a cotton robe was worth 6 and a papyrus scroll was worth 1 deben. If you were an ancient Egyptian with enough wheat to equal 18 deben, what could you buy? (answer combinations will vary)

Connection to History
After the opening of King Tutankhamen's tomb in 1923, 22 people connected with the tomb died from mysterious illnesses or strange accidents. Some people call it the “Curse of King Tut’s Tomb.”

Could there be an explanation for the “Curse”? What if a bacteria or poison was hidden in the tomb? Could the deaths be nothing more than a string of coincidences? Ask students to visit the library to find out more about the “Curse of King Tut’s Tomb.” Tell them to write a one-page paper explaining why they do or do not believe in the curse.

Cultural Exchange
Encourage students to use the Internet to learn more about Egypt. How many web sites are there about Egypt? What can these sites teach us about ancient Egyptians and modern-day Egyptians? Is there a way to use the Internet to communicate with people living in Egypt? (Add some website addresses)

In the Newsroom
Divide students into groups and ask each group to create news stories set in ancient Egypt. The stories might focus on major events, such as the crowning of King Tut, or minor events, such as a feast at the home of a wealthy family. Ask students to include details about weather, clothing, food and other aspects of daily life.

If audio or video equipment is available, have students create a news show focusing on the articles collected. Get everyone involved in the project by letting students choose to write, research, produce, direct or interview.
Meeting Individual Needs

Ask students to look up Egypt in the encyclopedia and answer the following questions.

What is the official name of Egypt? How many people live there? What is the capital city? What is the official language of Egypt? What religion do most Egyptians practice? (Arab Republic of Egypt; between 50,000 and 60,000 people; Cairo; Arabic; Islam)

Writing

Cats were considered sacred in ancient Egypt. Most wealthy Egyptians owned many cats. Some people buried their cats in solid gold coffins embedded with jewels. Sculptors carved bronze and gold statues of cats, and wealthy Egyptians built stone temples for their cats.

Ask students to learn more about ancient Egyptians and their link to animals such as cats. Tell them to find out more about the gods who were named after animals like the lion, crocodile and baboon. Have them write a paper on their discoveries.

Link to the World

Many aspects of daily Egyptian life have not changed for thousands of years. Encourage students to investigate the lifestyle of a modern-day Egyptian. Pose the questions, “If you were a young person living in Egypt, how might a page of your diary read? Which parts of your daily life would you share with the ancient Egyptians?”

Connection to Art

Ancient Egyptian rulers dressed in a very elaborate fashion. For instance, they wore head-dresses, bracelets and collars heavy with precious stones. They also wore false beards, heavy belts and leather sandals covered with gold.

Tell students to find pictures of ancient Egyptian rulers to learn more about the wardrobes of the era. Imagining themselves as Egyptian rulers, ask them to draw pictures of what they would wear during important ceremonies.

Culminating Activity

Ask students to choose one of the following ancient Egyptians: Cheops, Cleopatra, Menes, Nerfertiti, Ramses II and Tutankhamen. Tell them to study the life of their chosen person by reading about them in an encyclopedia or library book. Then, have each student tell the class an interesting fact or story about their famous person. During the presentations, write the facts on the board underneath the names of each famous person.
VOCABULARY

The following vocabulary words are from Ancient Egyptian Civilization. Fill in the number of each word next to its closest definition.

1. Faiyum 6. Nile
2. Fellahins 7. Osiris
3. Pharaoh 8. Ra
4. Irrigation 9. Sphinx
5. Karnak 10. Tutankhamen

__ great river and surrounding fertile valley which drew prehistoric man to the Egyptian region
__ boy king whose tomb was discovered in the Valley of the Kings, along with many impressive artifacts
__ ancient Egyptian ruler
__ huge carving with the face of an Egyptian ruler and the body of a lion
__ location of the Throne of the World, a giant complex of courts and temples
__ ancient Egyptian god of the dead, son of Ra
__ changes in the flow of water which make land more fertile and valuable
__ former desert and swampland that was irrigated into farmland thousands of years ago
__ peasants who live in houses made with sun-dried mud bricks
__ sun god and the most important ancient Egyptian god
CHECKING COMPREHENSION

Read the following sentences and circle the letters of the words that best fill each blank.

Prehistoric man first came to the Egyptian region because of fertile land surrounding the _____ 1 ____. Land was made even more valuable as Egyptians directed the flow of water through a process called _____ 2 ____. One large area that was successfully changed from swampland into farmland is called the _____ 3 ____. The ancient Egyptians were talented architects, building huge stone _____ 4 _____ that still stand thousands of years later. They also carved impressive statues, like the _____ 5 ____, which has the body of a lion and the face of an Egyptian ruler. Ancient Egyptians worshipped gods who were closely related to _____ 6 ____. _____ 7 ____, or the sun god, was the most important of these ancient gods. _____ 8 ____, the son of Ra, was the god of the dead. Since the Egyptians believed that possessions could be taken into the afterlife, they built elaborate tombs for their rulers, or _____ 9 ____. Many precious artifacts were found in the tomb of ____ 10 ____, a young man who was made king when he was only nine-years-old.

1. A. fellahins  B. Nile river  C. Ethiopian desert  D. Sphinx
2. A. flooding  B. ebbing  C. irrigation  D. scrolling
3. A. Faiyum  B. Karnak  C. Osiris  D. Nile in Course
4. A. bridges  B. islands  C. fences  D. pyramids
5. A. Great King  B. Sphinx  C. Throne of the World  D. Faiyum
6. A. food  B. papyrus  C. nature  D. scrolls
7. A. Ra  B. Tut  C. Sphinx  D. Osiris
8. A. Cheops  B. Osiris  C. Nile  D. Karnak
9. A. pyramids  B. fellahins  C. pharaohs  D. temples
10. A. Faiyum  B. Sphinx  C. Ra  D. Tutankhamen
TRUE OR FALSE

Place a “T” next to the statements that are true, and an “F” next to the statements that are false.

1. ____Most homes owned by Egyptian peasants are made from straw.
2. ____The Valley of the Kings was the palace where King Tut lived.
3. ____During the Ebbing of the Flood, ancient Egyptians planted their crops.
4. ____Prehistoric man was drawn to the Egyptian region because of the Sphinx.
5. ____Irrigation methods helped Egypt become a powerful civilization.
6. ____Ancient Egyptians did not believe in an afterlife.
7. ____The Sphinx is a carving of the ancient god Amon-Ra.
8. ____The Throne of the World is located near Karnak.
9. ____The Faiyum is a vast area of dry desert.
10. ____Even today, Egyptians use the water wheel to irrigate their crops.
REVERSE ALPHABET

Each sentence below contains a fact about ancient Egypt. An important word in each sentence is written in reverse alphabet. Reverse alphabet works like this:


Use Reverse Alphabet to uncover the code word in each sentence. Write the answer on the line below.

1. Ancient Egyptians based their HVZHLMH on changes in the Nile river.  
   _____________________________________________________________

2. UVOOZSRMH are peasants who live in houses made with sun-dried mud bricks.  
   _____________________________________________________________

3. Many temples and courts can be found at the "GSILMV of the DLIOW" in Karnak.  
   _____________________________________________________________

4. Using a water wheel is one form of RIIRTZGRLM, a process that makes land more fertile.  
   _____________________________________________________________

5. The "Nile in Course" was the season for ancient Egyptians to SZIEVHG their crops.  
   _____________________________________________________________

6. Crops were planted during the season called the "VYYRMT of the UOLLW."  
   _____________________________________________________________

7. Ra was the HFM TLW, and the most important god in ancient Egypt.  
   _____________________________________________________________

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PIECES OF WORDS

Match the letters on the left with the letters on the right to make wholewords. Then, use the words to fill in the blanks below.

1. pha
2. Fl
3. Amon-
4. irri
5. Kar
6. Ni
7. pyr
8. Osi
9. fel
10. Tutank

ris
gation
amid
lahins
hamen
nak
raoh
le
ood

A _________________________ is a stone structure used as the burial place for a pharaoh.
_________________________ are peasants who fish and farm the land just as their ancestors did.
The ancient Egyptian god who ruled in the afterlife was known as _________________________ .
_________________________ was a young boy who was made pharaoh at the age of nine.
The sun god of ancient Egypt was known as _________________________ .
In ancient Egypt, June through September was known as the _________________________ season.
The _________________________ river helped the Egyptians build a powerful civilization.
_________________________ was the name given to rulers of ancient Egypt.
The process that turned the Faiyum into a fertile oasis is called _________________________ .
The “Throne of the World” is located in _________________________ .
EGYPTIAN SCRAMBLE

Unscramble the words found below. Write the answer on the line provided.

1. aoprhaah
2. dolfo
3. mora-na
4. gtiriaoirm
5. raaknk
6. inie
7. arymdip
8. srois
9. halefiln
10. mthkneatna
PICTURE ALPHABET

Instead of letters, the ancient Egyptians used pictures to represent different objects or people. Use the picture alphabet below to answer the riddle.

A = α
D = β
E = Ε
H = Η
I = Ι
M = Μ
N = Ν
S = Σ
T = Τ
U = Υ
W = Ω
Y = Υ

Q: Why did the ancient Egyptian cry?

A: Ω Ω Η Α Μ Υ ο ο έ η Χ Ω Ω Ω η Χ
VOCABULARY SEARCH

Look up, down, diagonally and backwards to find the words below.

Flood
Karnak
Tutankhamen
Nile
Osiris
Irrigation
Faiyum
Sphinx
Egypt
Tomb
Circle the phrase which best answers the question.

1. The Egyptian season that lasted from June to September was called the:
   • Harvest season.
   • Flood season.
   • Rainy season.
   • Drought season.

2. Irrigation methods were important to ancient Egyptians because they made the land:
   • dry.
   • hot.
   • fertile.
   • sandy.

3. The Faiyum was a swampland that was irrigated and used as:
   • the tomb of a great pharaoh.
   • the house of wealthy Egyptian family.
   • a man-made lake.
   • valuable farmland.

4. The forms of ancient Egyptian gods came from:
   • clay tablets.
   • nature.
   • papyrus scrolls.
   • the Faiyum.

5. The most important god in ancient Egypt was Ra, also known as the:
   • desert god.
   • bird god.
   • river god.
   • sun god.
TEST (CONTINUED)

6. The Throne of the World is an ancient collection of:

- gold and jewelry.
- underground tombs.
- courts and temples.
- sailing vessels.

7. The Sphinx is a great carving with the face of an Egyptian ruler and the body of:

- a wolf.
- a lion.
- a bird.
- a cobra.

8. Many ancient records are found inscribed on the walls of Egyptian:

- tombs.
- water wheels.
- mud brick homes.
- trees.

9. The Valley of the Kings is a burial ground for the Egyptian:

- fellahins.
- sun gods.
- pharaohs.
- pyramid builders.

10. Many valuable artifacts were found in the tomb of the boy king:

- Karnak.
- Thebes.
- Tutankhamen.
- Sphinx.
ADDITIONAL AIMS MULTIMEDIA PROGRAMS

You and your students might also enjoy these other AIMS Multimedia programs:

The Tomb of Tutankhamun
Myths of the Pharaohs
Tutankhamun: The Immortal Pharaoh
VOCABULARY

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1. Faiyum  6. Nile
2. Fellahins  7. Osiris
3. Pharaoh  8. Ra
4. Irrigation  9. Sphinx
5. Karnak  10. Tutankhamen

6. great river and surrounding fertile valley which drew prehistoric man to the Egyptian region
10. boy king whose tomb was discovered in the Valley of the Kings, along with many impressive artifacts
3. ancient Egyptian ruler
9. huge carving with the face of an Egyptian ruler and the body of a lion
5. location of the Throne of the World, a giant complex of courts and temples
7. ancient Egyptian god of the dead, son of Ra
4. changes in the flow of water which make land more fertile and valuable
1. former desert and swampland that was irrigated into farmland thousands of years ago
2. peasants who live in houses made with sun-dried mud bricks
8. sun god and the most important ancient Egyptian god
CHECKING COMPREHENSION

Read the following sentences and circle the letters of the words that best fill each blank.

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1. A. fellahins
   B. Nile river
   C. Ethiopian desert
   D. Sphinx

2. A. flooding
   B. ebbing
   C. irrigation
   D. scrolling

3. A. Faiyum
   B. Karnak
   C. Osiris
   D. Nile in Course

4. A. bridges
   B. islands
   C. fences
   D. pyramids

5. A. Great King
   B. Sphinx
   C. Throne of the World
   D. Faiyum

6. A. food
   B. papyrus
   C. nature
   D. scrolls

7. A. Ra
   B. Tut
   C. Sphinx
   D. Osiris

8. A. Cheops
   B. Osiris
   C. Nile
   D. Karnak

9. A. pyramids
   B. fellahins
   C. pharaohs
   D. temples

10. A. Faiyum
    B. Sphinx
     C. Ra
     D. Tutankhamen
TRUE OR FALSE

Place a “T” next to the statements that are true, and an “F” next to the statements that are false.

1. F Most homes owned by Egyptian peasants are made from straw.
2. F The Valley of the Kings was the palace where King Tut lived.
3. T During the Ebbing of the Flood, ancient Egyptians planted their crops.
4. F Prehistoric man was drawn to the Egyptian region because of the Sphinx.
5. T Irrigation methods helped Egypt become a powerful civilization.
6. F Ancient Egyptians did not believe in an afterlife.
7. F The Sphinx is a carving of the ancient god Amon-Ra.
8. T The Throne of the World is located near Karnak.
9. F The Faiyum is a vast area of dry desert.
10. T Even today, Egyptians use the water wheel to irrigate their crops.
REVERSE ALPHABET

Each sentence below contains a fact about ancient Egypt. An important word in each sentence is written in reverse alphabet. Reverse alphabet works like this:


Use Reverse Alphabet to uncover the code word in each sentence. Write the answer on the line below.

1. Ancient Egyptians based their HVZHLMH on changes in the Nile river.
   SEASONS

2. UVOOZSRMH are peasants who live in houses made with sun-dried mud bricks.
   FELLAHINS

3. Many temples and courts can be found at the “GSILMV of the DLIOW” in Karnak.
   THRONE, WORLD

4. Using a water wheel is one form of RIIRTZGRLM, a process that makes land more fertile.
   IRRIGATION

5. The “Nile in Course” was the season for ancient Egyptians to SZIEVHG their crops.
   HARVEST

6. Crops were planted during the season called the “VYYRMT of the UOLLW.”
   EBBING, FLOOD

7. Ra was the HFM TLW, and the most important god in ancient Egypt.
   SUN GOD
PIECES OF WORDS

Match the letters on the left with the letters on the right to make wholewords. Then, use the words to fill in the blanks below.

1. pha
2. Fl
3. Amon
4. irri
5. Kar
6. Ni
7. pyr
8. Osi
9. fel
10. Tutank

A _________________________ is a stone structure used as the burial place for a pharaoh.

_________________________ are peasants who farm the land and fish just as their ancestors did.

The ancient Egyptian god who ruled in the afterlife was known as _________________________.

_________________________ was a young boy who was made pharaoh at the age of nine.

The sun god of ancient Egypt was known as _________________________.

In ancient Egypt, June through September was known as the _________________________ season.

The _________________________ river helped the Egyptians build a powerful civilization.

_________________________ was the name given to rulers of ancient Egypt.

The process that turned the Faiyum into a fertile oasis is called _________________________.

The “Throne of the World” is located in _________________________.
EGYPTIAN SCRAMBLE

Unscramble the words found below. Write the answer on the line provided.

1. aoprhah __________________________ PHARAOH

2. dolfo ____________________________ FLOOD

3. mora-na __________________________ AMON-RA

4. gtiriaoirn __________________________ IRRIGATION

5. raaknk ____________________________ KARNAK

6. Inie _______________________________ NILE

7. arymdip ___________________________ PYRAMID

8. sroiis ____________________________ OSIRIS

9. halefiln ___________________________ FELLAHIN

10. mthknevatna ________________________ TUTANKHAMEN

© Copyright 1998 AIMS Multimedia Ancient Egyptian Civilization
PICTURE ALPHABET

Instead of letters, the ancient Egyptians used pictures to represent different objects or people. Use the picture alphabet below to answer the riddle.

A = α
D = β
E = Ε
H = Η
I = Ι
M = Μ
N = Ν
S = Σ
T = Τ
U = Υ
W = Ω
Y = Υ

Q: Why did the ancient Egyptian cry?

A: Νέο Ηαμ ηαλ ηε β Νέο Υ Ρ Ρ Ρ Υ

HE WANTED HIS MUMMY
VOCABULARY SEARCH

Look up, down, diagonally and backwards to find the words below.

Flood
Karnak
Tutankhamen
Nile
Osiris
Irrigation
Faiyum
Sphinx
Egypt
Tomb
Circle the phrase which best answers the question.

1. The Egyptian season that lasted from June to September was called the:
   - Harvest season.
   - **Flood season.**
   - Rainy season.
   - Drought season.

2. Irrigation methods were important to ancient Egyptians because they made the land:
   - dry.
   - hot.
   - **fertile.**
   - sandy.

3. The Faiyum was a swampland that was irrigated and used as:
   - the tomb of a great pharaoh.
   - the house of wealthy Egyptian family.
   - a man-made lake.
   - **valuable farmland.**

4. The forms of ancient Egyptian gods came from:
   - clay tablets.
   - **nature.**
   - papyrus scrolls.
   - the Faiyum.

5. The most important god in ancient Egypt was Ra, also known as the:
   - desert god.
   - bird god.
   - river god.
   - **sun god.**
6. The Throne of the World is an ancient collection of:
   - gold and jewelry.
   - underground tombs.
   - courts and temples.
   - sailing vessels.

7. The Sphinx is a great carving with the face of an Egyptian ruler and the body of:
   - a wolf.
   - a lion.
   - a bird.
   - a cobra.

8. Many ancient records are found inscribed on the walls of Egyptian:
   - tombs.
   - water wheels.
   - mud brick homes.
   - trees.

9. The Valley of the Kings is a burial ground for the Egyptian:
   - fellahins.
   - sun gods.
   - pharaohs.
   - pyramid builders.

10. Many valuable artifacts were found in the tomb of the boy king:
    - Karnak.
    - Thebes.
    - Tutankhamen.
    - Sphinx.