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## Introduction to Egypt

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# Introduction to Egypt

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St. Albert High School

Grade Level (Req.): 10	Content Area (Req.): Geography	Unit (Opt.): North Africa, Southwest Asia, and Central Asia
<p>Connections to Other Disciplines (Opt.):</p> <ul style="list-style-type: none"> <li>• World History</li> <li>• Current Events</li> <li>•</li> </ul>		
Time Frame (Req.): 3-4 Days	Goal (Req.): Students will develop a general understanding of the basic geography of Egypt.	
	Objective (Req.): Students will use Google Earth and maps to locate Egypt and its various cities and landforms. Students will compute both the population density and physiological density of Egypt using various online sources. Students will research the Aswan Dam and discuss both the pros and cons associated with it.	
<p>Materials Needed (Req.):</p> <ul style="list-style-type: none"> <li>• online access via computer/tablet/phone</li> <li>• outline maps (hard copy) of North Africa/Middle East</li> <li>• geography textbook</li> <li>• Google Earth</li> <li>• CIA World Factbook</li> <li>• other assorted online resources as needed (i.e. CNN, The Economist, Wall Street Journal, New York Times, etc.)</li> <li>•</li> </ul>	<p>New Vocabulary (Opt.):</p> <ul style="list-style-type: none"> <li>• population density</li> <li>• population distribution</li> <li>• physiological density</li> <li>• geometric boundary</li> <li>• nationalism</li> </ul>	
<p>Anticipatory Set/Introduction [Inquiry Question is required] (Req.): (1) When defined by its political boundaries, Egypt appears to be a large and moderately-settled country. Why are political boundaries rendered (largely) irrelevant when seeking to accurately analyze Egypt? (2) At first glance, Egypt appears to enjoy no special placement in the world. Why is Egypt (actually) strategically important? (3) in the ancient world, Egypt was a major world power. Why does Egypt have so much (present-day) weakness and instability in society and government?</p>		
<p>Instructional Sequence/Procedure (Req.):</p> <ol style="list-style-type: none"> <li>1. Assign appropriate reading of text and an introductory take-home quiz about Egypt in anticipation of day 1 of the lesson. The quiz will not be graded, but will be used as a tool to gauge how well students understand the reading and their previous knowledge about Egypt.</li> <li>2. (Start of lesson) Have students determine the absolute location of Egypt and various Egyptian cities using Google Earth.</li> <li>3. Discuss with students the relative location of Egypt using the outline maps. Have students refer to the surrounding countries and bodies of water.</li> <li>4. In reference to place, introduce to students the concept of "physiological density." Have students observe that the population distribution within Egypt lies primarily along the banks of the Nile River.</li> </ol>		

5. Have students compute (both) the population and physiological density of Egypt. The students will discuss what each measurement implies about Egypt (how different conclusions about density will be drawn based on the measurement tool). Online sources of information (i.e. population, total land area, arable land area) must be credible (i.e. CIA World Factbook).
6. Have students research and discuss why Egypt is included in the North Africa/Middle East region. The characteristics to be discussed should include the following: (1) located near or in deserts and mountains, (2) a population that practices one of the major monotheistic religions, (3) possessing oil reserves, (4) a need for freshwater resources, and (5) a long history of external influence. Refer to hard copy maps when needed.
7. Present students with a short lecture about the role that, in the past and present, the Nile River plays in facilitating movement within the developed region of Egypt.
8. Using Google Earth and other websites, students will treat the Aswan Dam as a case study of how the Egyptians have chosen to interact with the environment (specifically, the Nile River). Just such interaction (the need to build dams and canals) is what caused the first government to spring up along the Nile River. Students will discuss positive outcomes (i.e. irrigation, water supply, flood control) related to the control of the Nile. They will also be asked to explore unintended consequences (i.e. strategic vulnerability of the Aswan Dam, water-borne diseases) related to the attempt to control the Nile. They will record both the pros and cons in their notebook/portfolio.
9. The introduction will close with a discussion of the problems facing the present-day Egyptian government (current events discussion).
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Formative Evaluation (Req.): Introductory quiz to gauge student understanding of textbook readings prior to lesson and previous student knowledge about Egypt.

Assessment (Req.): The assessment will consist of two parts. The first will be the questions asked and conclusions drawn (written in notebook/portfolio) during the study of the Aswan Dam. The second part will consist of a formal quiz that adequately summarizes the lesson.

Iowa Core Curriculum Standards Used (Req.):

- GE 1., Grades 9-12: Understand the use of geographic tools to locate and analyze information about people, places, and environments.
- GE 3., Grades 9-12: Understand how human factors and the distribution of resources affect the development of society and the movement of populations.
- GE 4., Grades 9-12: Understand how physical and human processes shape the Earth's surface and major ecosystems.
- GE 5., Grades 9-12: Understand how human actions modify the environment and how the environment affects humans.
- GE 2., Grades 9-12: Understand how physical and human characteristics create and define regions.
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<ul style="list-style-type: none"> <li>•</li> </ul>	
<p>Common Core Curriculum Standards Used (Opt.):</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	
<p>NGS Standards Used (Req.):</p> <ul style="list-style-type: none"> <li>• (1) How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information.</li> <li>• (3) How to analyze the spatial organization of people, places, and environments on Earth's surface.</li> <li>• (4) The physical and human characteristics of places.</li> <li>• (9) The characteristics, distribution, and migration of human populations on Earth's surface.</li> <li>• (12) The processes, patterns, and functions of human settlement.</li> <li>• (14) How human actions modify the physical environment.</li> <li>• (15) How physical systems affect human systems.</li> <li>• (17) How to apply geography to interpret the past.</li> <li>•</li> <li>•</li> </ul>	
<p>Five Themes of Geography Used (Req.):</p> <ul style="list-style-type: none"> <li>• Location</li> <li>• Place</li> <li>• Region</li> <li>• Movement</li> <li>• Human-Environmental Interaction</li> </ul>	<p>School District Standards and Benchmarks (Opt.):</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
<p>21<sup>st</sup> Century Universal Constructs (Opt.):</p>	
<p>Other Disciplinary Standards (Opt.):</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	
<p>Other Essential Information (Opt.):</p>	
<p>Other Resources (Opt.):</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	



Nations of the Middle East and North Africa

