

Teacher's Guide for FACES

October 2014: Life Along the Nile

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Getting Started

(RI1) Instruct students to page through the issue. There is a symbol at the end of each article. This symbol is called the ankh. The most common meaning of this symbol is "life." As you read through the issue, encourage students to come up with ways the Nile River gives "life" to this region.

High Five

Read all five points. Classify each point as cultural or physical geography.

At a Glance

(RL3) Compare/contrast country populations to land area. Which country has the highest population? Which country has the most land area? Does this help explain why we tend to associate Egypt with the Nile River?

Wild Along the Nile

(RL8) Find evidence of the importance of the Nile in ancient Egypt. Find evidence of the negative impact the increasing number of humans living on the Nile.

(RL3) Compare/contrast the fauna of the Nile Region with your own geographical region.

Life Along the Nile

(RL4) Define: corridor, cataracts, watercourse, delta, tributaries

(RL/RI1) List the positive and negative examples of people taming the Nile for human advantage.

The Fertile Triangle

(RL2) Create a graphic organizer to display the events "shaping" Egypt today. (Sketch a rough outline of the shape of a river and its delta.) List events on "branches" of the delta. How does the shape of a river and delta symbolize what has happened or what needs to happen in the Nile region? (Think: divisions vs. unity)

Who's Got the Power?

(L5) What is the meaning of the phrase: the Nile has been the lifeblood of Egypt?

(RI1) Infer: Why does 99% of the population live so close to the Nile? What is the rest of Egypt's geography like?

(SL1) Are water wars possible? Use facts from this article and other articles in this issue to argue:

- Egypt's position
- The position of the other 10 nations

(RI1) Think about treaties. What tends to happen over time? If you were part of the 2009 agreement, what concessions might you have considered? How might that help alleviate tension?

(RL8) Examine the 1959 treaty at: www.sitemaker.umich.edu/drwcasebook/files/1959_nile_treaty.pdf

Note: United Arab Republic means Egypt. Peruse the headings and subheadings. How many countries were involved/represented in the treaty? Could this be used as evidence of mistreatment?

(SL5) Take a look at this Powerpoint presentation concerning the 2009 Nile Basin Initiative:

http://siteresources.worldbank.org/EXTWAT/Resources/4602122-1213366294492/5106220-1234469721549/33.1_River_Basin_Management.pdf

*Slides 3 and 4 have intriguing maps and information. After showing this additional information, how does it enhance their understanding of this topic?

(RL7) How do photos help you understand the need for water in these nations?

Growing Up: Along the Nile

(RL1) List the positive and negative impacts the Grand Ethiopian Renaissance Dam construction will cause for the Gumuz people.

(RI1) What relationship do you see between Native American history and the Gumuz people?

(SL1) Brainstorm a list of services the Ethiopian government could provide for the Gumuz people to help with this transition. What problems might be encountered?

(W1) Write a persuasive letter explaining why you are for/against this project. Assume you are either – an Ethiopian government official OR –a Gumuz child.

(W7) Conduct short research to find a recent newspaper article discussing the construction of the Grand Ethiopian Renaissance Dam.

The Sound of the Nile

(RL1)

- How did the Nile Project come about?
- What is its purpose?
- How many different Nile region countries do the musicians represent?

(RI1)

- Why is it important to have representation from the various countries?
- We already know the importance of music in any culture. How does the Nile Project take that idea one step further?

Cairo: The Gateway to the Nile Delta

(RI1) The introductory paragraph lists names of Cairo. How did it earn these names? One in four Egyptians lives in Cairo. Use the 1:4 ratio in your classroom to visualize this concept.

(RL8) Find evidence of Cairo's importance to Egypt both now and in the past.

(RL1) Find the cause/effect relationships mentioned when discussing Cairo's population and tourism.

(SL1) Discuss the Nilometer. Do you think this was a fair system of taxation?

Where Two Niles Meet

(RL7) How do the photos display a blend of traditional and modern society? How do the photos support the Fast Fact that mentions the extremely high temperatures of this area?

(RL8) Find evidence of *change* occurring in Khartoum.

(RI1) How do you think Sudanese officials feel about Egypt's refusal to sign the 2009 agreement? Why? (Remember the direction the Nile flows!) As of August, Egyptian officials are holding meetings with Sudanese officials. Check online sources for the latest.

Great Rivers of the World

(RL/RI1) Locate all of these rivers on a world map. What do you notice about directionality? Which ones run north/south? East/west? How many continents are represented? Which ones are missing?

(W7) Conduct short research to find the longest river in Australia. Where does it flow?

(RL7) How do the photos help you understand the differences in the rivers?

The Kanga

(W7) Use Google Translate to find out what "Tuliza Roho Yangu" means.

(RL3) How are kangas similar to American t-shirts? How are they different?

(L5) What are the meanings of the sayings on the kambas listed on page 32?

(RL7) List adjectives to describe kangas. Why do people say you can never have too many kangas?

(SL1) Assume you are a kanga salesperson. Come up with a new and unique use for a kanga. Demonstrate it for the class.

The Birthplace of Coffee

(RL/RI1) Locate Kaffa province. Where is it in relation to the Nile? If the coffee industry also depends on water issues, what happens?

(W3) Write an imagined experience from the viewpoint of either the goat herder or a monk. Explain how coffee was discovered.

*Note how misconceptions not only add humor but also help the legend along.

The Shipwrecked Sailor

(RL1) What does the expression "south up the Nile" mean? What does it mean to win a commission?

(SL1) If you were a sea captain, would you choose the Red Sea route or the Nile River route? Why? Do you think the sailor made up this tale? Why/why not? Did he have anything to gain or lose?

(RL8) Find evidence that the serpent symbolizes the pharaoh. Why might a tale like this appeal to the pharaoh?

Wrap Up:

Tagline Tie-In

- **People** of the Nile Region: How have they changed/stayed the same over thousands of years? (Think of conquerors/conquests.)
- **Places** of the Nile Region: How have cities like Khartoum and Cairo changed? How will the construction of new places (like the dam) impact the entire region?
- **Cultures** of the Nile Region: What is being done to unite the cultures of this region? What happens to indigenous cultures if/when the flow of the Nile is changed?
- Remember the ankh? How does the Nile mean "life" to this region?