



Lesson Plans Digital Booklet

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Introduction

Exploring Africa is a comprehensive curriculum designed to educate about Africa in a true, objective way. Each unit is designed with a theme in mind: *Why Study Africa?*, *Studying Africa through the Social Studies*, *Studying Africa through the Humanities*, *Regional Perspectives*, and *Country Case Studies*. Using these themes allows Exploring Africa to provide a well-rounded, interdisciplinary, and holistic approach to learning about Africa. Within each unit, there are modules constructed in a more specific thematic organization, which creates an even more accessible format for learning in a systematic way. Finally, within each module there are activities designed to help students comprehend the lessons they just learned. Each of these activities is aligned to the Common Core State Standards (CCSS). It is here in this Exploring Africa Lesson Plan Digital Booklet that we offer lesson plans designed for the physical classroom space, to be used and implemented in your own classroom, and adjusted in any way you see fit to meet your individual classroom's needs. It is highly recommended that these lesson plans for activities are supplemental to the lessons in the modules in Exploring Africa. These lesson plans are for the activities only, and not the lessons for which they are designed.

Unit Five

Country Case Studies

Module Twenty One: Egypt

This module was created to provide students and teachers with the opportunity to study and learn about the Northern African country of Egypt. There is often a misconception that Egypt is solely in the Middle East, but in fact it is also an integral part of North Africa. In addition to providing students with learning activities that will enhance their general knowledge and understanding of the history, geography, societies and cultures of Egypt, this module will engage students in discussion, debates, critical readings, and statistical data that will inform them more about Egypt and develop their critical thinking and reasoning skills while learning about a country of Africa.

Module Twenty One

Introduction to Egypt

The History of Egypt

Modern Egyptian History

Current Issues in Egypt

Introduction to Egypt

| | |
|-------------------|---|
| Time Needed | Approximately 45 minutes |
| Prior Knowledge | Basic map-reading knowledge |
| Lesson Assessment | Formative: reading guide |
| Standards | CCSS.ELA-LITERACY.RH.6-8.7 <i>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</i> D2.Geo.2.9-12 <i>Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.</i> |
| Materials Needed | Access to Exploring Africa, pencil, Introduction to Egypt Reading Guide ¹ , paper |

Objectives

Students will be able to...

- Make inferences about human activity based on a map
- Assess and monitor their own learning and generate further inquiry
- Organize information using a chart
- Have a basic understanding of key pieces of Egypt's economy, culture, geography, etc.

| Time | Learning Task | Methods or Procedures | | | | | | |
|-------|--|--|------|------|-------|--|--|--|
| 5 min | Students create a Know, Want, How, Learn chart on a piece of paper for the country of Egypt, after listening to instructions on how to do so from teacher. | <p>Individual student work; teacher gives instructions to class on how to complete a Know, Want, Learn (KWL) chart. Students draw a chart with four columns like the sample below.</p> <p style="text-align: center;">Egypt</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Know</th> <th>Want</th> <th>Learn</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td></td> <td></td> </tr> </tbody> </table> <p>In the Know column students list things that they already know about Egypt. In the Want column, students write down what they want to know about Egypt, including any questions they have. The Learn column is to be left blank for now.</p> | Know | Want | Learn | | | |
| Know | Want | Learn | | | | | | |
| | | | | | | | | |

¹ Handouts and worksheets, pg. 16

| | | |
|--------|---|--|
| 5 min | Students receive reading guide, listen to instructions, and get on Exploring Africa. | Teacher hands out reading guide and instructs students to get on Module 21, Activity 1 of Exploring Africa. |
| 30 min | Students read the text and fill out their reading guide as they go. | Individual student work; teacher monitors and assists as needed. |
| 5 min | Students return to their KWL chart, and fill in things they have learned about Egypt in this lesson | Individual student work; teacher monitors, and instructs students to hold on to their KWL charts for future use. |

Social Class in Egypt

| | |
|-------------------|--|
| Time Needed | Approximately 3 days |
| Prior Knowledge | Completion of previous activity |
| Lesson Assessment | Formative: participation in class discussion Summative: group project |
| Standards | CCSS.ELA-Literacy.RH.6-8.7 <i>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</i> CCSS.ELA-Literacy.SL.6.4 <i>Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation</i> D2.His.1.6-8 <i>Analyze connections among events and developments in broader historical contexts</i> |
| Materials Needed | A Day in the Life Project handout ² , pencil, access to internet |

Objectives

Students will be able to...

- Conduct independent research
- Collaborate with a small group, to find creative ways to present findings
- Understand the social hierarchy in ancient Egypt

| Time | Learning Task | Methods or Procedures |
|---------|--|--|
| Day One | | |
| 10 min | Ask students to define the term 'social class.' Have a short class discussion on what social class is, how it is determined, the ability of people to move between classes, and students' opinions on society sorting people by class. | Whole class discussion; teacher asks guiding questions, students take hold of discussion from there |
| 10 min | Students split into four groups, and each group is assigned two different social classes of Ancient Egypt. Group One: Pharaoh and Government Officials Group Two: Soldiers and Scribes Group Three: Merchants and Artisans | Class splits into groups, and teacher assigns each group two classes; it is up to the teacher's discretion whether students can choose their own groups, or the teacher assigns them (randomly, or intentionally). Teacher passes out A Day in the Life Project handout. |

² Handouts and worksheets, pg. 17-18

| | | |
|-----------|--|---|
| | Group Four: Farmers and Slaves/Servants Students receive A Day in the Life project handouts ³ . | |
| 20 min | Groups begin researching their topic, and planning their project. | Group work; teacher monitors and assists as needed. |
| Day Two | | |
| 5 min | Students get into their groups and get organized | Teacher instructs students to get back into their project groups |
| 30 min | Students continue work on their project. | Group work; teacher monitors and facilitates. |
| 5 min | Students clean up. | Teacher instructs students that anything not finished in class should be completed at home by the due date. |
| Day Three | | |
| 10 min | Students get into groups and have ten minutes to rehearse their final presentations. | Teacher monitors and assists as needed |
| 30 min | Groups take turns presenting their projects | Students not presenting become members of the audience |
| 2 min | Exit sheet: student writes down the name of each of their group members (including themselves) and evaluates their participation in the project. | Students hand this in to the teacher at the end of class. |

³ Project is adapted from PBS's A Day in the Life lesson plan

The History of Egypt

| | |
|-------------------|---|
| Time Needed | Approximately 40 minutes |
| Prior Knowledge | Completion of prior activities in this module |
| Lesson Assessment | Formative: journal |
| Standards | D2.His.1.6-8 <i>Analyze connections among events and developments in broader historical contexts</i> CCSS.ELA-Literacy.W.8.1 <i>Write arguments to support claims with clear reasons and relevant evidence</i> |
| Materials Needed | Pencil, access to Exploring Africa, journal, KWL chart |

Objectives

Students will be able to...

- Construct an argument based on evidence
- Explain specific events and periods/eras of ancient Egyptian history

| Time | Learning Task | Methods or Procedures |
|--------|--|--|
| 5 min | Students listen to instructions and get on Exploring Africa. | Teacher instructs students to get onto Module 21, activity 2 of Exploring Africa |
| 15 min | Students read through the text. As they read, should write in their journals about three different events in ancient Egypt that they find particularly interesting. <i>What happened? Why is it interesting to you?</i> | Individual student activity; teacher monitors and assists as needed. |
| 15 min | You be the detective: students research the mystery of King Tut's death, and then write a case in your journal against who or what you believe killed him. | Individual student work; teacher monitors and assists as needed. |
| 5 min | Students return to their KWL chart, and fill in things they have learned about Egypt in this lesson (they may also write things they learned from the previous activity on social class) | Individual student work; teacher monitors, and instructs students to hold on to their KWL charts for future use. |

Modern Egyptian History

| | |
|-------------------|---|
| Time Needed | Approximately 42 minutes |
| Prior Knowledge | Completion of previous activities in this module |
| Lesson Assessment | Formative: quick write, prompt response |
| Standards | D2.His.1.6-8 <i>Analyze connections among events and developments in broader historical contexts</i> CCSS.ELA-Literacy.W.8.1 <i>Write arguments to support claims with clear reasons and relevant evidence</i> |
| Materials Needed | Modern Egyptian History Handout ⁴ , pencil, journal, access to Exploring Africa |

Objectives

Students will be able to...

- Explain the role Egypt played in world history
- Form and opinion and construct an argument based on evidence

| Time | Learning Task | Methods or Procedures |
|--------|--|--|
| 5 min | Quick write: Students take a few minutes to write down in their journal what they know about Napoleon. Then students answer the question in their journal: <i>What role do you think Napoleon might have played in Egypt? Why do you think he was interested in Egypt?</i> | Individual student work; teacher writes <i>Napoleon</i> on the board and asks students to do a quick write on everything they know about him. Teacher then asks students to respond to the questions about Napoleon in Egypt. |
| 2 min | Quick write: answer the question in their journal; <i>Who is the current leader of Egypt?</i> | Individual student work; teacher asks students the question, and they write an answer in their journal. |
| 5 min | Students receive Modern Egyptian History handout, and get on Exploring Africa. | Teacher passes out handout, and instructs students to get on module 21, activity 3 of Exploring Africa. |
| 25 min | Students read through the text of activity 3, and respond to the four prompts on their handouts in their journal. | Individual student work; teacher monitors and assists as needed. |
| 5 min | Students return to their KWL chart, and fill in things they have learned about Egypt in this lesson | Individual student work; teacher monitors, and instructs students to hold on to their KWL charts for future use. |

⁴ Handouts and worksheets, pg. 19

Current Issues in Egypt

| | |
|-------------------|--|
| Time Needed | Approximately 4 days |
| Prior Knowledge | Completion of previous activities in this module |
| Lesson Assessment | Formative: journal answers Summative: forum |
| Standards | D2.His.1.6-8 <i>Analyze connections among events and developments in broader historical contexts</i> CCSS.ELA-Literacy.W.8.1 <i>Write arguments to support claims with clear reasons and relevant evidence</i> CCSS.ELA-Literacy.SL.6.4 <i>Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation</i> |
| Materials Needed | Pencil, paper, Forum handouts ⁵ , access to Exploring Africa |

Objectives

Students will be able to...

- Form an opinion and construct an argument based on evidence
- Engage in a debate with peers
- Explore many different facets of a problem, including proposing multiple solutions
- Problematize an argument
- Reflect on their own student learning
- Conduct independent research

| Time | Learning Task | Methods or Procedures |
|---------|---|--|
| Day One | | |
| 5 min | Students listen to instructions and get on Exploring Africa | Teacher instructs students to get on module 21, activity 4 of Exploring Africa. Students will later be divided to take on a specific current issue of Europe, but each student should be informed on all three issues enough to participate in a class discussion. |
| 15 min | Students read text of activity 4 of Exploring Africa. | Individual work; teacher monitors and assists as needed. |
| 7 min | Students listen to teacher instruction. | Teacher writes the word forum and its definition |

⁵ Handouts and worksheets, pg. 20-22

| | | |
|-----------|--|---|
| | | <p>(taken from amnesty international) on the board:</p> <p><i>A forum usually consists of a panel of knowledgeable speakers that will address a group of people. These speakers may often discuss or argue amongst themselves in front of the audience. Although questions are acceptable, it is assumed that attendees are already familiar with the topic.</i></p> <p>Teacher explains:</p> <p><i>Our class will be holding three separate forums on issues facing Egypt. Each of you will become an expert on one issue of Egypt that you are assigned, and then be part of the panel of speakers in front of the class. Each panel will discuss and debate their issues, and the rest of the class will become an audience, who may wish to ask questions or propose further problems to the panel.</i></p> |
| 5 min | <p>Students are split into three groups. One group receives the water shortage forum handout, one group the economic and historical forum handout, and the third group receives the global warming handout.</p> <p>Students listen to instructions, and begin their research.</p> | <p>Teacher assigns groups and passes out handout. Teacher instructs students that despite the fact each will be presenting in a forum with their peers, this is an individual research assignment. Students should not collaborate, but rather conduct their own research and form their own opinions and arguments for their panel.</p> |
| 13 min | <p>Students conduct research on their topic and prepare for the forum (each student may have notecards with them at the forum. <i>But remember: They should be experts on their subject so the notecards should just be helpful reminder points, rather than something that is read off of!</i>)</p> | <p>Individual student work; teacher monitors and assists as needed, and instructs students to conduct any further research at home before the date of their forum.</p> |
| Day Two | | |
| 5 min | <p>Students prepare for the forum</p> | <p>Whole class helps set up the room, students of the forum get ready to present.</p> |
| 35 min | <p>Water Shortage Forum</p> | <p>Students on the panel discuss and debate while the rest of the class is the audience. The audience may propose new questions or problems to the panel.</p> |
| 5 min | <p>Students each write a short reflection in their journal of the issue of water shortage in Egypt and their stand on the issue after the forum</p> | <p>Individual student work; teacher monitors and assists.</p> |
| Day Three | | |

| | | |
|----------|--|--|
| 5 min | Students prepare for the forum | Whole class helps set up the room, students of the forum get ready to present. |
| 35 min | Economic and historical forum | Students on the panel discuss and debate while the rest of the class is the audience. The audience may propose new questions or problems to the panel. |
| 5 min | Students each write a short reflection in their journal of the issue of historical preservation in Egypt and their stand on the issue after the forum | Individual student work; teacher monitors and assists. |
| Day Four | | |
| 5 min | Students prepare for the forum | Whole class helps set up the room, students of the forum get ready to present. |
| 35 min | Global warming forum | Students on the panel discuss and debate while the rest of the class is the audience. The audience may propose new questions or problems to the panel. |
| 5 min | Students each write a short reflection in their journal of the issue of global warming in Egypt and their stand on the issue after the forum | Individual student work; teacher monitors and assists. |
| Homework | | |
| 10 min | Students return to their KWL chart, and fill in things they have learned about Egypt from the three forums. Students then reflect on their chart in their journals: <i>how does the length of your lists compare? What's longer –what you already knew, or what you learned? Is there anything you would want to add to your list of what you want to learn?</i> | Students complete at home and turn in to teacher the next day. |

Handouts and Worksheets

| | |
|--|----|
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| Modern Egyptian History Handout | 19 |
| Water Shortage Forum..... | 20 |
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Introduction to Egypt Reading Guide

1. The world's longest _____, the _____, and the world's largest _____ the _____ can be found in Egypt
2. What is a Khamsin? What does Khamsin mean in Arabic? Why did they name it this? How does a Khamsin affect Egypt?
3. Create a T-chart in your journal covering the negative and positive aspects of the Aswan Dam. Below, discuss the influence a human built object can create on surrounding areas –not only to human life, but also to vegetation and animals. In your opinion, do the benefits outweigh the negative aspects of the dam? Can you think of a different solution than the dam that would provide the same pros, with fewer cons?
4. Looking at Table Two and Three, what can you learn about the economy of Egypt? Do they lose or make money off of their products (exports vs. imports)? How large is the difference between exports and imports?
5. Look at the Population Density map of Africa. How many people per square mile would you find around the Nile River? How many people per square mile would you find in the majority of the rest of the country? Why does this population difference exist?
6. What can you assume about why the major cities Cairo and Alexandria were founded in those particular spots?
7. Write a paragraph in your journal about some of the problems Egypt is facing and why. Also think about what these problems mean for Egypt's future.

A Day in the Life

Directions: Your group is going to learn about a specific social class of ancient Egyptians. After you complete some research on your given social classes, you will create a project that will teach your peers about what a day in the life for someone in your social class would be like, in a creative and engaging way.

Due Date: _____

Our group is going to focus on _____ and _____.

Our group will present the information through (Circle/highlight one):

- A skit/scene showing a typical day in the life
- A newscast style feature story
- An original song about the daily life (composed and sang by our group)
- A written and spoken poem that tells a story about our life
- Multiple detailed illustrations (one per group member), along with a spoken description/explanation of each of the illustrations
- Another creative medium of our choosing (must be approved by the teacher beforehand)

***NOTE: Your group may need or wish to create two different mediums to present their different class systems. I.E. if you have soldiers and scribes you may wish to have one skit about soldiers and a separate skit about scribes OR a skit about soldiers and a poem about scribes, etc.

Guidelines:

- Each group's presentation will be between 7-10 minutes long
- Each group member participates equally in the creation of the project
- Each group member will have a speaking role in the presentation (or singing/playing an instrument role if you choose a song!)
- Each group presents *both* of their given social classes
- If you are performing a skit or newscast, try and use props or costumes that accurately reflect the time period and social class.
- No matter the medium used, it teaches the audience about what it would've been like to live in ancient Egypt as a member of your social groups

To get you started, fill in the table on the back of this page with research you find about your social class! However, feel free to complete even more research than what is suggested in the table to complete your project.

| | | |
|---------------------------|--|--|
| Social Class | | |
| Type of clothing worn | | |
| Types of food eaten | | |
| Types of shelter lived in | | |
| How free time was spent | | |
| Jobs and Responsibilities | | |
| Tools of the Trade | | |
| Miscellaneous | | |

Modern Egyptian History Handout

Directions: After (or while) reading Module 21, activity 3 on Exploring Africa, respond to the following four prompts in your journal. Each prompt's response should be about half a page to a page long. You may do additional research outside of Exploring Africa to further your arguments if you wish.

1. Write about how you think the people of Egypt felt about Ali's monopoly of the cotton crop. What could they do to change this? Did they have any power?
2. Many felt that Ali was very beneficial for Egypt, but others thought differently. After learning about him and his reign in Egypt, take a side, and defend your position!
3. After reading and learning about the past three leaders of Egypt, who do you feel did the most beneficial things for Egypt? Who did the least? Make a statement, and give evidence to defend your position.
4. Return to the question you answered at the beginning of class: who is the current leader of Egypt? Was your original answer correct? Do you think many Egyptians would be able to name the current president of the United States? If yes, why do you think this is true, when many Americans would most likely not be able to name the current president of Egypt? How might this be problematic?

Water Shortage Forum

Directions: Even though there are multiple people who will be presenting in the water shortage forum, you will be working as an individual. You will become an expert on the topic of water shortage in Egypt, and discuss different solutions to the problem in a forum in front of the class.

The forum will be held on: _____

You should be ready to:

- Explain what the water shortage problem is
- Propose different solutions
- Discuss or debate with your classmates on the problem
- Refer to sources (including some outside of Exploring Africa) to back up your argument

You may wish to consider the following questions while researching and becoming an expert on water shortage:

- Why are there water issues in Egypt?
- What role does the Aswan Dam play in the shortage? Is the Aswan Dam more of a hindrance than a benefit to Egypt at this point? What could replace or fix this issues it causes?
- There are three countries interested in the issue of water associated with the Nile: Egypt, Ethiopia, and Sudan. What country has greater water needs? Which country should we focus on when solving the water crisis?
 - Who has the most problems receiving water for their population?
 - How does a country/continent decide how the water should be used and shared?
 - Why do certain countries have more issues with water than others?
 - What would be a good solution to this problem that could benefit all three countries?
 - Where is the most likely place a potential water shortage may occur?
- Are there any places in the United States that may also or already have encountered this problem?
 - Where? Why?
 - Was there a solution? Can this solution be applied in Egypt?
- What role does the growing population play in the water shortage? Why is the population still growing in places where there is a water shortage? Can we reduce the population growth? If not, how can we supply water to the growing number of people?
- How should water be used in Egypt?
- Is there anything else you have learned about Egypt in previous activities that may apply to understanding or solving the water shortage?

Economic and Historical Forum

Directions: Even though there are multiple people who will be presenting in the economic and historical forum, you will be working as an individual. You will become an expert on the topic of economic and historical preservation issues in Egypt, and discuss different solutions to the problem in a forum in front of the class.

The forum will be held on: _____

You should be ready to:

- Explain what economic and historical preservation issues Egypt is facing
- Propose different solutions
- Discuss or debate with your classmates on the problem
- Refer to sources (including some outside of Exploring Africa) to back up your argument

You may wish to consider the following questions while researching and becoming an expert on economic and historical preservation issues in Egypt:

- What is threatening the historical monuments of Egypt?
- What are the main reasons for the threat on the monument?
- What role do water tables and sewage systems play in this issue?
- Why do you think should help solve this issue?
- How should they go about doing it?
- How does the Aswan Dam play a role in this issue? Do the benefits of the dam outweigh the negative outcomes of the dam? If not, can the dam be replaced or innovated to bring a more positive outcome?
- What will happen to Egypt's economy if these monuments are ruined? Do you think the article, *Rising Water Table Threatens Egypt's Monuments* represents the feelings of most Egyptians? How do you think people living there may feel?
- Are the artifacts a big enough concern for the people of Egypt to focus on, or should they focus on other concerns, like the water shortage?
- Is it important to preserve history? Why?
- Would the economy collapse without tourism? What else adds to Egypt's economy?
- If tourism or the economy wasn't a factor, would it still be important to preserve the historical artifacts?
- Would it be easier to build new models or replicas of the artifacts that tourists can still visit than preserve the already existing and deteriorating artifacts? Why? What are the pros and cons of this? Do you support this?
- What if something similar was happening to an artifact in the United States, such as Mount Rushmore? Would you still feel the same?

Global Warming Forum

Directions: Even though there are multiple people who will be presenting in the global warming forum, you will be working as an individual. You will become an expert on the topic of global warming issues in Egypt, and discuss different solutions to the problem in a forum in front of the class.

The forum will be held on: _____

You should be ready to:

- Explain what global warming is, and how it is affecting Egypt
- Propose different solutions
- Discuss or debate with your classmates on the problem
- Refer to sources (including some outside of Exploring Africa) to back up your argument

You may wish to consider the following questions while researching and becoming an expert on global warming in Egypt:

- What is global warming?
- Why is Egypt at risk due to global warming?
- What are the causes of global warming?
- What are the consequences of global warming?
- Who will be responsible for helping countries who are affected by global warming?
- How will the breadbasket (agricultural sector) of Egypt be affected by global warming?
- Can the citizens in Egypt help reduce global warming?
- Do you believe global warming should be a top concern for Egypt to deal with? Or should they focus on other issues?
- Is Egypt responsible for their global warming problem?
- How do rich and poor countries adapt differently to climate change?
- How does weather forecasting play a role?
- How does technology play a role? In helping increase resilience towards global warming? In creating global warming?
- How can other countries play a role in the solution? How can citizens in Egypt gain the attention of other countries, in order to request their aid in the solution? Does Egypt need other countries to do their part in stopping global warming, to be able to stop the effects of global warming in Egypt?
- Is there anything else you have learned about Egypt in previous activities that may apply to understanding or solving the global warming issue?

Answer Keys and Examples

Introduction to Egypt Reading Guide.....24

Introduction to Egypt Reading Guide

The world's longest _____, the _____, and the world's largest _____ the _____ can be found in Egypt

Answer: river; Nile River; desert; Sahara Desert

What is a Khamsin? What does Khamsin mean in Arabic? Why did they name it this? How does a Khamsin affect Egypt?

Answer: a hot windstorm; it means 50; they named it this because the Saharan winds can blow for 50 days each year. They occur from February to June, and can be deadly.

Create a T-chart covering the negative and positive aspects of the Aswan Dam. Below it, discuss the influence a human built object can create on surrounding areas –not only to human life, but also to vegetation and animals. In your opinion, do the benefits outweigh the negative aspects of the dam? Can you think of a different solution than the dam that would provide the same pros, with less cons?

Answers will vary.

Looking at Table Two and Three, what can you learn about the economy of Egypt? Do they lose or make money off of their products (exports vs. imports)? How large is the difference between exports and imports?

Answer: they lose money; 9.8 billion dollars

Look at the Population Density map of Africa. How many people per square mile would you find around the Nile River? How many people per square mile would you find in the majority of the rest of the country? Why does this population difference exist?

Answer: above 500; 0-5; the Nile River provides many things essential to living such as food and water, while the rest of the country is largely covered in desert, which is extremely difficult to live in.

What can you assume about why the major cities Cairo and Alexandria were founded in those particular spots?

Answer: close proximity to water. Cairo is on the Nile, and Alexandria is on the coast of the Mediterranean.

Write a paragraph in your journal about some of the problems Egypt is facing and why. Also think about what these problems mean for Egypt's future.

Answers will vary.