



Egypt:

A Land of Firsts

*Elementary Lessons
on*

Egypt

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Egypt: A Land of Firsts

High on the sands of the Sahara Desert stand the pyramids of Egypt, a visual reminder of a superior civilization that thrived along the Nile River beginning over 7000 years ago. This advanced civilization provided the world with a wealth of learning and inventions. The Middle East also gave birth to three major religions.

If we are to have world peace, we must learn to understand and accept one another. These lessons are designed to help young students explore the similarities between themselves and the other humans who inhabit our planet. It is my hope that this understanding will lead to increased tolerance.

Judy Brodigan

Egypt: A Land of Firsts

Lesson One

Egypt: Where Is It and What Is It Like?

Lesson Two

Comparing Communities:

How Long Have the Communities of Egypt and the United States Existed?

Lesson Three

Using Artifacts to Uncover Culture:

What is This Item and What is its Purpose?

Lesson Four

Earning a Living: Farming and Tourism in Egypt

Lesson Five

Children in Egypt and the United States: What Do We Share?

Egypt: Where Is It and What Is It Like?

Learning Objective(s): The student will:

- Identify reasons people have formed communities, including a need for security, law, and material well-being. **(3.2A)**
- Describe and explain variations in the physical environment including climate, landforms, natural resources, and natural hazards. **(3.4A)**

Resources/Materials Needed:

- world map
- Transparency 1 – Land along the Nile River in Egypt
- Transparency 2 – Land along the Nile with desert in the background
- Transparency 3 – Cairo, Egypt
- Transparency 4 – The Sinai Peninsula
- Transparency 5 – Map of Egypt
- Definition poem – one per student or one transparency

Vocabulary:

security, order, climate, precipitation, desert, latitude, landforms, environment

Teaching Strategy:

1. Remind the students of the first part of the school year in the classroom. In order for the students and teacher to become a classroom community where they would live and work together for the year, it was important for them to set up rules that would keep everyone safe, protect their possessions, and to make it possible for everyone to have an environment in which all can learn. Explain that just like the classroom community, communities in the United States and in the world must set up laws for the protection of people and their possessions and make it possible for people to live closely together and have an orderly community.

Teacher note: *People form communities to provide order, security, and efficiency in a complex society.*

2. Ask the students how many of them have heard of Egypt. Locate Egypt on a world map. Then locate the United States and Texas on the map and compare the location of Texas with the location of Egypt. Explain latitude and point out that Egypt and Texas are on approximately the same latitude.
3. Define/review the definition of landforms. Ask the students to describe the land and climate of Texas. Explain that the students will look at some pictures of Egypt to discover what the land and climate are like there.
4. Display Transparency 1. Ask the students to describe the landforms and natural resources they see in the picture. Repeat with Transparencies 2, 3, and 4.

Teacher note: *Although Egypt and Texas are on approximately the same latitude, our land and climates are different. Most of the land in Egypt is a desert and*

receives less than 2 inches of rain per year. The average precipitation in the Dallas area of Texas is 36 inches of per year. The Nile River, the longest river in Africa, is the only major river that flows through Egypt. Until the opening of the Aswan High Dam about 35 years ago, the Nile River flooded each year, putting a layer of new soil on a narrow strip of land on either side of the Nile Valley. This made the Nile Valley a desirable place to grow crops. Still it is necessary to use irrigation to grow crops because the heat and the wind dry the soil out quickly.

The average high temperature in Cairo, the capital of Egypt, is 96°F in July and 65°F in January while the average high temperature in Texas varies from 95°F in July to 55°F in January. Since both Texas and Egypt have areas near a large body of water, the temperatures and moisture vary. Areas near the Gulf of Mexico and the Mediterranean Sea receive winds that moderate temperatures.

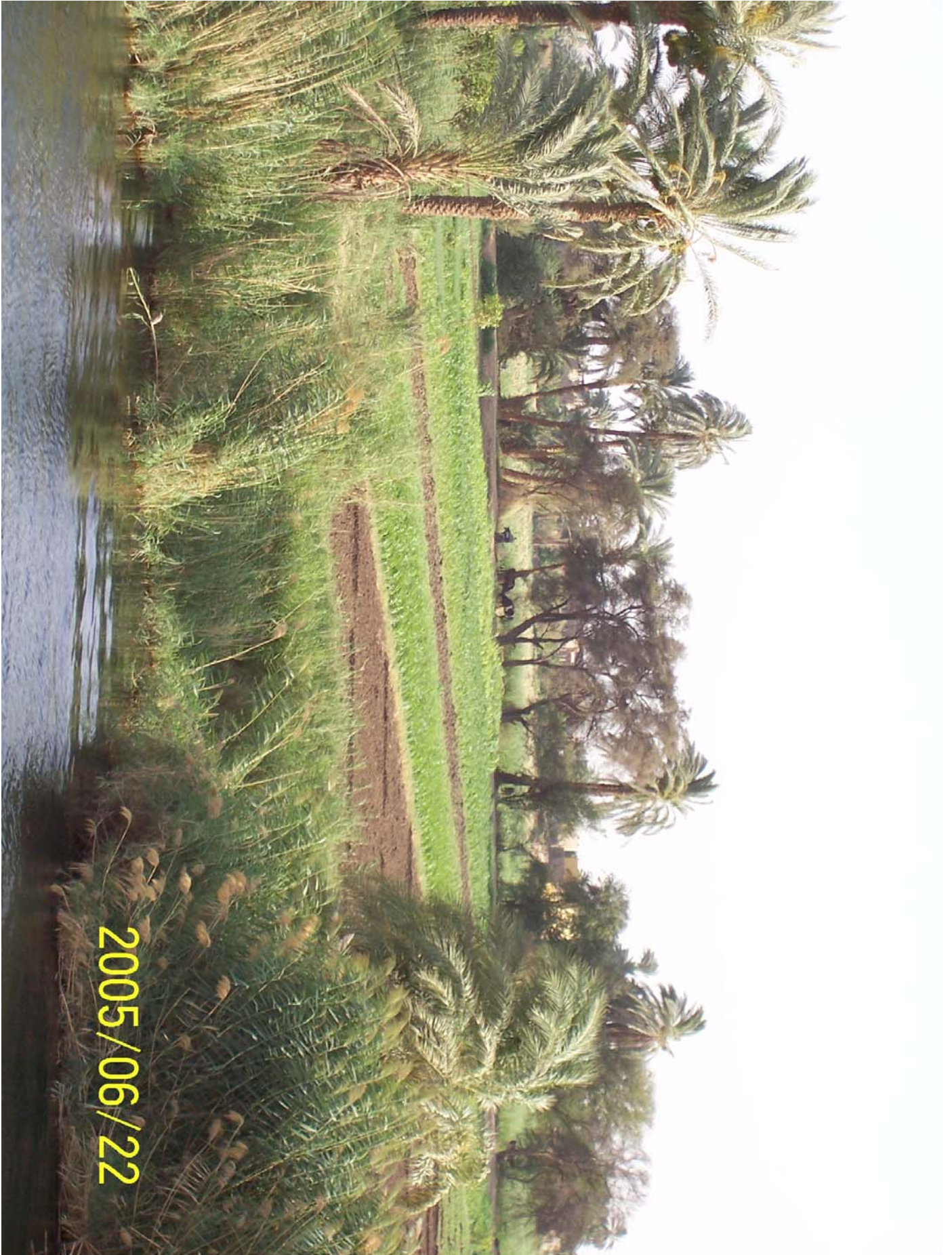
Egypt is larger than Texas, which has about 270,000 square miles. Egypt is approximately 390,000 square miles. Only 3% of the land in Egypt is suitable for growing crops, but only about .5% is currently being used. About 1/3 of the population is engaged in agriculture. The chief products are cotton, rice, corn, wheat, beans, fruits, vegetables, cattle, water buffalo, sheep, goats, and chickens. About ½ of population is engaged in service related occupations, and the remainder are employed in industry.

The population was estimated to be about 76,000,000 in July of 2004. Of these, approximately 20,000,000 live in the Cairo metropolitan area.

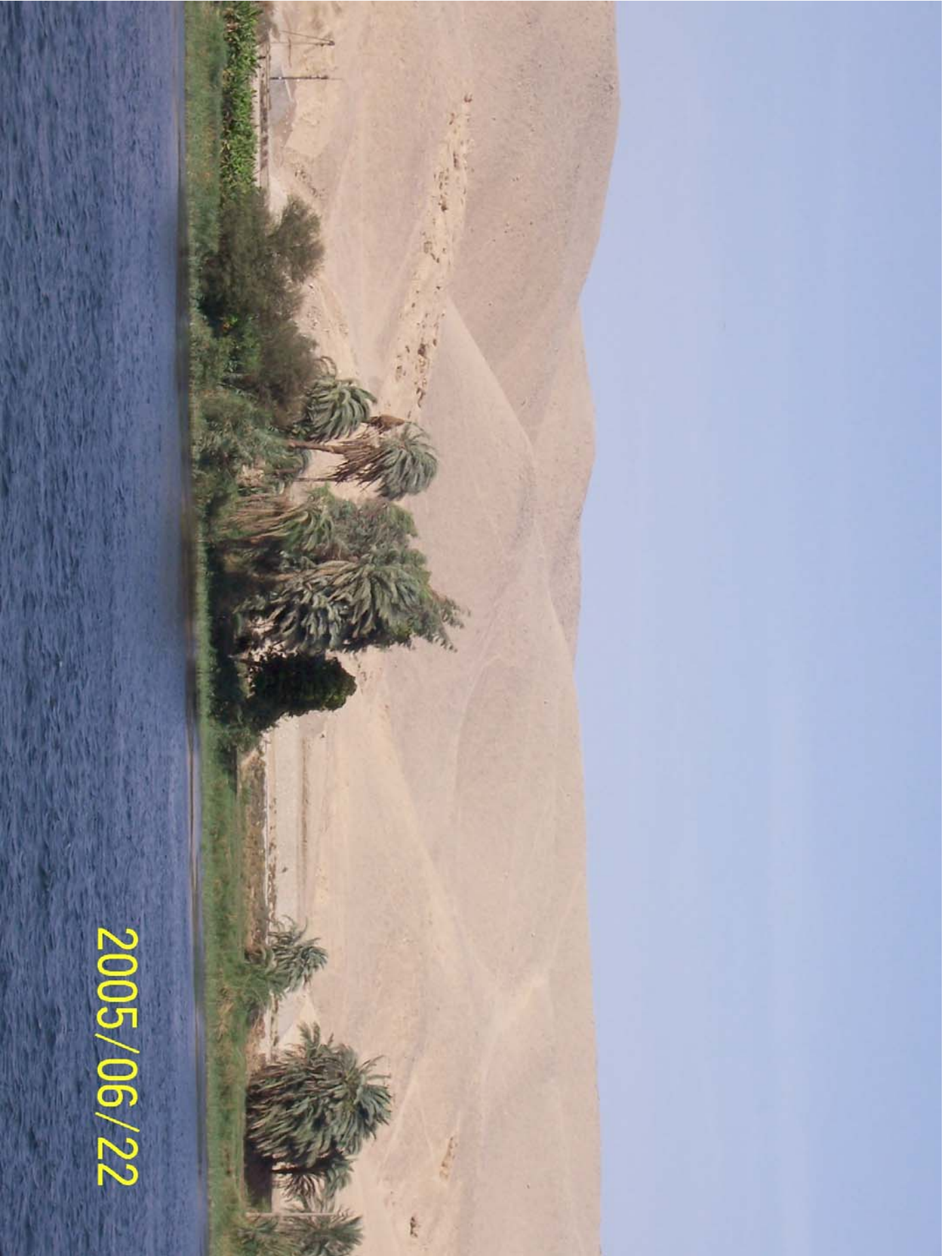
5. Explain in the following lessons that the students will be examining life in Egypt and comparing it to their own lives.

Processing/Evaluation:

Have the students create and illustrate a definition poem of Egypt.



Transparency 1



2005/06/22

Transparency 2



Transparency 3



Transparency 4

Transparency 5

Map of Egypt



Egypt

(two words describing what the climate is like)

(three words that describe what its land is like)

(two words describing how you feel when you see these pictures)

(one word describing where Egypt can be found)

Comparing Communities: How Long Have the Communities of Egypt and the United States Existed?

Learning Objective(s): The student will:

- Use vocabulary related to chronology, including ancient and modern times and past, present, and future times. **(3.3A)**
- Create and interpret timelines. **(3.3B)**
- Describe historical times in terms of years and centuries. **(3.3C)**
- Use appropriate mathematical skills to interpret social studies information. **(3.18F, 4.22F, 5.25F)**
- Increase knowledge of his/her own culture, the culture of others, and the common elements of culture. **(Language Arts 3.13, 4.14, 5.14)**

Resources/Materials Needed:

- Date signs from 5000 B.C. to 2000 A.D., cut apart
- Ancient Times, Middle Ages, and Modern Times signs, cut apart
- Invention cards, cut out
- Important Events in the History of Egypt and the United States cards, cut out
- construction paper

Vocabulary:

timeline, A.D., B.C., century, invention, discovery, century, Ancient Times, Middle Ages, Modern Times

Set Up: Create a tape timeline for 5000 B.C. to 2000 A.D. along the wall, using the year signs to mark the dates along the timeline.

Teaching Strategy:

1. Display the timeline on the wall and discuss with students the concept of a timeline, defining terms such as B.C., A.D., century, etc.
2. Explain that there are 500 years between each number shown on the timeline, which is equal to 5 centuries. With the students calculate the number of centuries represented on the timeline by counting by fives.
3. Next put up the Ancient Times, Middle Ages, and Modern Times signs in the appropriate places on the timeline. Explain briefly why these time separations are named as they are.

Ancient Times – are from the beginning of history (writing) to 476 A.D. which marks the fall of the Roman Empire.

Middle Ages – from 476 A.D. when Barbarian tribes roamed the world and much learning was lost as people sought refuge inside the walls of feudal lords and castles which lasted until 1400 A.D.

Modern Times – from 1400 A.D. during the Italian Renaissance when learning was reborn as a result of the Crusades, increased trade, and the growth of towns. We are still in Modern Times.

4. With the students calculate the approximate number of centuries in Ancient Times, the Middle Ages (use 500 A.D.) and Modern Times.
5. Tell the students that they are going to predict when some inventions were created. Distribute Invention Cards (without dates) to eight of the students. Ask them to place themselves on the time line when they think the invention was first created.
6. After the students have made their predictions, have the students who are seated explain if any of the predictions should be moved to a different place on the timeline and why.
7. Reveal the correct position of the inventions and explain that all of these inventions were all developed by the Egyptians.

calendar	4200 B.C. (calendar based on 365 days)
eyeliner	4000 B.C.
sail	3500 B.C.
paper	3000 B.C.
pyramids	2600 B.C.
potters wheel	2400 B.C.
folding stool	2000 B.C.
principle of alphabet	1800 B.C.

8. Tell students that they are going to add some important events in the history of the United States and Egypt to the timeline. Distribute the cards to eight students and have them place the events on the timeline.

Discuss how long the Egyptian civilization existed before the North American continent was even discovered. Discuss the fact that communities existed in Egypt when only Native Americans lived in what is now the United States.

300 B.C.	Founding of the world's first university at Alexandria, Egypt This is where Eratosthenes measured the diameter and circumference of the Earth, and Euclid discovered the rules of geometry around 300 B.C.
969	Founding of al Qahira (Cairo)
1492	Christopher Columbus lands in America.
1620	The Pilgrims settle in Massachusetts.
1776	The United States declares its independence.
1869	The railroad across the United States is completed.
1869	The Suez Canal is completed in Egypt linking the Mediterranean Sea with the Red Sea.
1969	The United States puts a man on the moon.

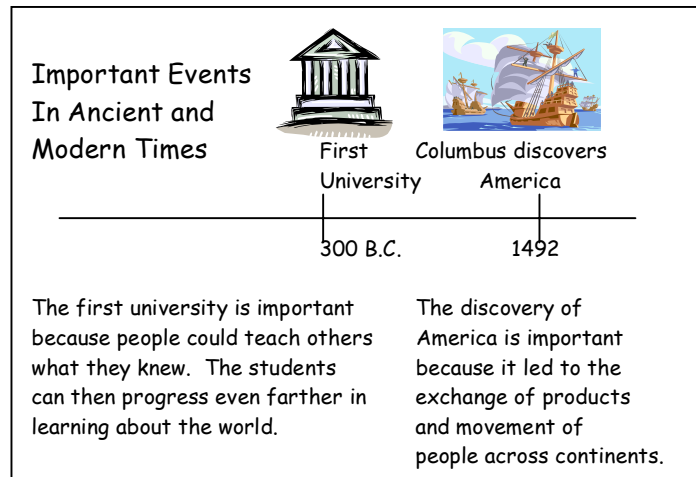
9. After all the cards have been attached have students carefully analyze the timeline. Ask some of the following questions:
 - a. In which year on the timeline did something happen in both the United States and in Egypt?
 - b. Which of the two civilizations has existed for the longest amount of time?

- c. For how many centuries did civilization exist in Egypt before the Pilgrims came to America?
- d. How many centuries before Columbus came to America did Eratosthenes calculate the diameter and circumference of the Earth?
- e. Which event on the timeline in Ancient Times do you think is the most important? Why?
- f. Which event on the timeline in Modern Times do you think is the most important? Why?

Processing/Evaluation:

Have each student choose one event in Ancient Times and Modern Times he/she thinks is the most important event in that time period. Have each student create a timeline in the middle of the construction paper and write the event in the appropriate place on the timeline. Under the event write why he/she choose each event and illustrate his/her events above the timeline on the construction paper.

Sample:



5000 B.C.

4500 B.C.

4000 B.C.

3500 B.C.

3000 B.C.

2500 B.C.

2000 B.C.

1500 B.C.

1000 B.C.

500 B.C.

1 A.D.

500 A.D.

1000 A.D.

1500 A.D.

2000 A.D.

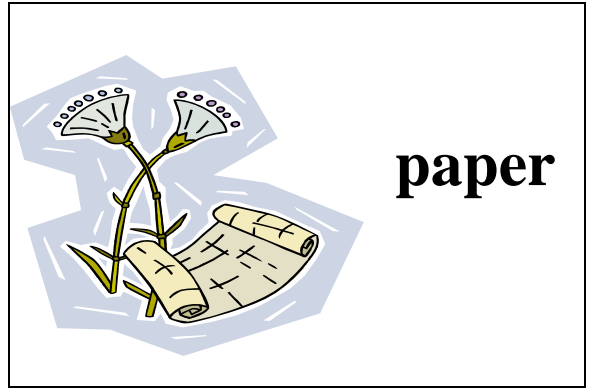
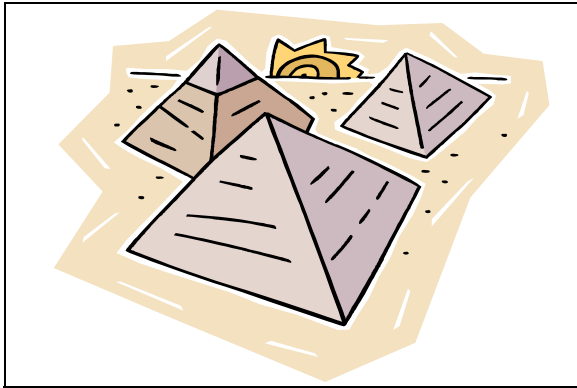
Ancient Times

3000 B.C. –

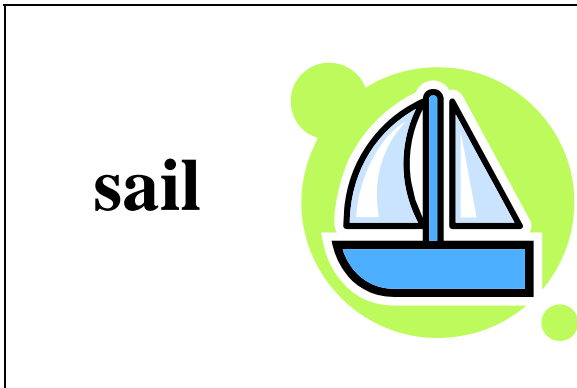
476 A.D

Middle Ages
476 – 1400

Modern Times
1400 –



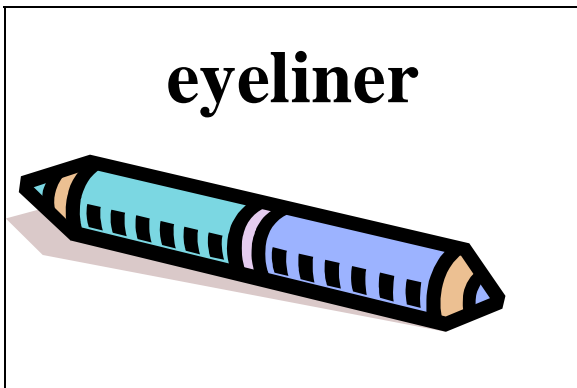
paper



sail



**potters
wheel**



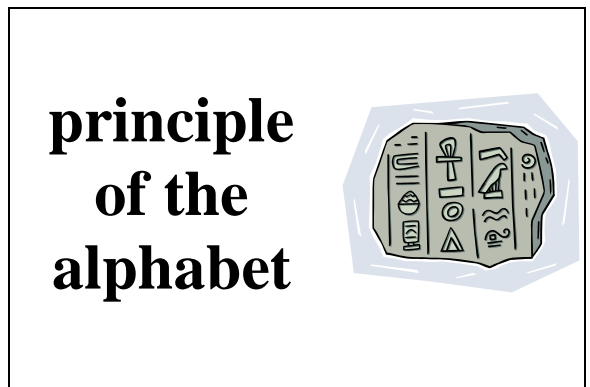
eyeliner



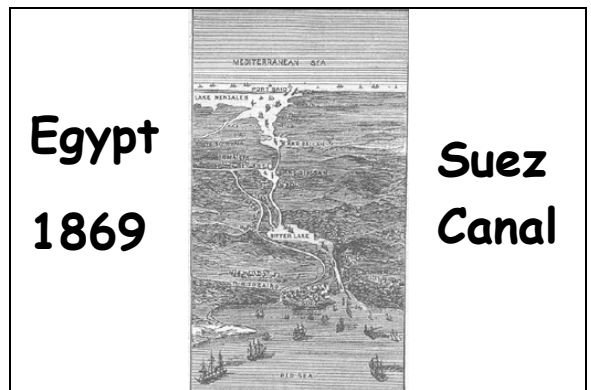
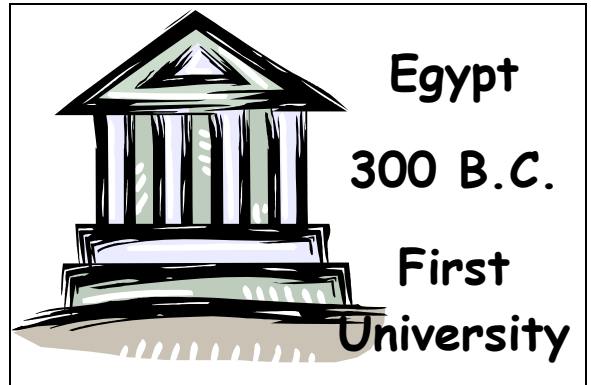
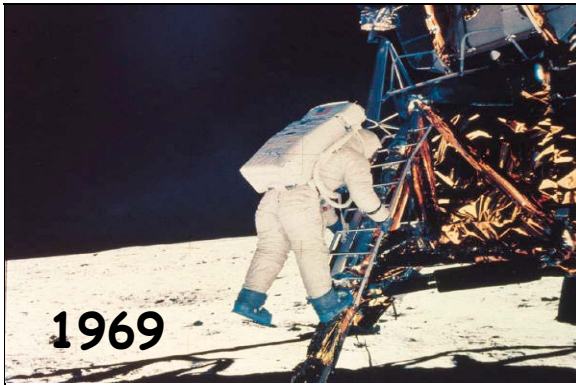
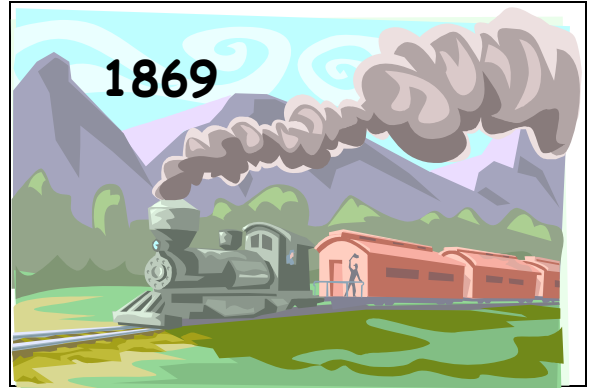
folding stool



calendar



**principle
of the
alphabet**



Using Artifacts to Uncover Culture: What is This Item and What is its Purpose?

Learning Objective(s): The student will:

- Compare ways in which people in the local community and communities around the world meet their needs for government, education, communication, transportation, and recreation over time and in the present. **(3.2B)**
- Identify [selected individual writers and artists and their stories, poems, paintings and other] examples of cultural heritage to communities around the world. **(3.14A)**
- Obtain information about a topic using a variety of primary sources such as pictures, maps, literature, and artifacts. **(3.16A, 4.22A, 5.25A)**
- Increase knowledge of his/her own culture, the culture of others, and the common elements of culture. **(Language Arts 3.13, 4.14, 5.14)**

Resources/Materials Needed:

- paper bag with carved wooden donkey inside
- Trunk containing Egyptian artifacts:
- Fullah (Egyptian Barbie), handmade doll, male doll, rug beater, tambourine, *Harry Potter* in Arabic, Egyptian world map, galabia, *Ozymandias* ISBN 977-5325-82-X, papyrus, Happy Meal box and toy, McDonald's placemat, McRabia flier, Hardee's menu, scarab, bracelet, alabaster vase, appliquéd pillow cover, yarn basket
- Artifact Analysis Worksheet – one per student or pair
<http://www.archives.gov/education/lessons/worksheets/artifact.html>
- Map Analysis Worksheet <http://www.archives.gov/education/lessons/worksheets/map.html>
- Document Analysis Worksheet – one per student or pair
<http://www.archives.gov/education/lessons/worksheets/document.html>
- Photo Analysis Worksheet – one per student or pair
<http://www.archives.gov/education/lessons/worksheets/photo.html>
- Artifacts: Examining Pieces of History (simpler worksheet for younger students) – one per student
- Pyramid foldable - one per student

Vocabulary:

primary source, artifact, document

Setup: Place one of the artifacts in a paper bag and close the bag by folding the top down.

Teaching Strategy:

1. Preview activity: Shake the paper bag and ask the class to predict what they think is in the bag and why. Allow time for students to make predictions and explain their thinking. Reveal what is in the bag and how the donkey is connected to the study of Egypt. (The donkey is used for riding on, pulling carts, and for carrying heavy loads.)
2. Pair the students. Explain that we will be examining some primary sources from Egypt. Define primary source. Explain that these artifacts will give insight into the culture, or way of life, of the people of Egypt.

3. Give each pair of students an artifact (document, map, etc.) and the appropriate analysis worksheet (artifact, map, document, etc.). Explain how the students will use the worksheet to guide their investigation of the artifact, document, etc.
4. Students analyze the artifact (document, map, etc.) using the questions on the analysis worksheet to guide their work.
5. Have the students share what they discovered about the items they investigated.

Alternate strategy: Group the students and give them several like artifacts (all dolls or all books, for example). Have them use an analysis worksheet to guide their investigation of each item. Have them share what they discovered about each item.

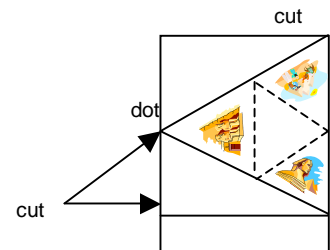
6. Discuss what the artifacts tell us about the culture of Egypt. What can they infer about the way people live in Egypt now? What evidence do they have to support these inferences?

Processing/Evaluation:

Distribute the pyramid page.

Have the students create a pyramid foldable by:

1. Measure and cut 1 ¼ inches off the bottom of the page.
2. Find the middle of the side (9 ¾ inch edge) and make a dot on the paper.
3. Draw a line from the dot to the opposite corners. Cut away from the pictures.
4. Fold as shown with the pictures on the outside of the foldable.



Write one of the following answers on each flap and the center of the inside of the foldable.

- What artifact did you see that surprised you? Why?
- What inference can you make about Egypt and Egyptians by examining the artifacts? What is your evidence?
- Write at least one question you have about life in Ancient Egypt. Where might you find the answer?
- Write at least one question you have about life in modern Egypt. Where might you find the answer?

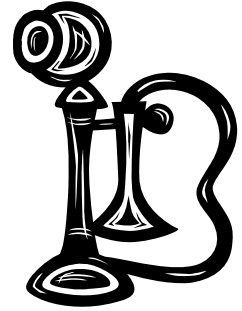
Extension:

Read "Bestseller in Mideast: Barbie With a Prayer Mat." by Zoeph, K. *New York Times International*. (2005, 22 September).

<http://www.nytimes.com/2005/09/22/international/middleeast/22doll.html?ex=1128225600&en=0393b460fa896e36&ei=5070&ex=1128052800&en=2f6047d5077f1907&ei=5070&emc=eta1>



Artifacts: Examining Pieces of History



Artifacts are special objects from the past that tell something about the history of a time and place.

These artifacts might include jewelry, pottery, clothing, toys, tools, or other special things that have been used for many years. You might look at old photographs to find images of some of these objects.

Use the following questions to guide you as you look at artifacts.

<i>Describe what the article looks like.</i>	<i>Draw or glue a picture of the article here.</i>
<i>What do you think the object is?</i>	<i>How might the object be/have been used?</i>
<i>How old do you think the object is? Why?</i>	<i>Do you think this object is important? Why?</i>

Pyramid Foldable Top



Earning a Living: Farming and Tourism in Egypt

Learning Objective(s): The student will:

- Compare ways in which people in the local community and communities around the world meet their needs [for government, education, communication, transportation, and recreation] over time and in the present. **(3.2B)**
- Identify ways of earning, [spending, and saving] money. **(3.2B)**
- Identify the impact of new technology in [photography,] farm equipment, [pasteurization, and medical vaccines] in communities around the world. **(3.15B)**
- Interpret, compare and contrast information from print and visual sources. **(3.16C, E; 4.22B, C; 5.25B, C)**

Resources/Materials Needed:

- ***In the Countryside*** photographed by Tim Loveless
- ***A Farm Album (Roop, Peter, Long Ago and Today)*** by Peter Roop
- “Farm Technology in Egypt and the United States” handout – one per student
- sticky notes – six per student
- Transparency 1 – Children weaving decorative rugs
- Transparency 2 – Nubian woman making and selling baskets near Aswan
- Transparency 3 – Men making appliquéd pillow covers and quilts
- Transparency 4 – Men carving and polishing alabaster vases and statues
- Transparency 5 – A group of Bedouins taking people on camel rides
- Transparency 6 – A tourist policemen protecting the tourists
- 3” X 5” index cards – one per student
- hieroglyphic alphabet handout – one per student
- cartouche handout – one per student

Vocabulary:

gallabiya, maize, mattock

Teaching Strategy:

Day 1

1. Ask students if they have ever visited a farm. Ask them to describe what they have seen on farms they have visited.
2. Explain or remind the students that approximately 1/3 of Egyptians make their living in agriculture. Only about 5% of Americans make their living on farms.
3. Distribute the “Farm Technology in Egypt and the United States” handouts. Explain that the students will hear two books about farming read aloud. As the books are read, the students will record names of farm tools/technology in words on the appropriate section of the handout.
4. Read aloud ***In the Countryside***. Discuss tools used in farming in Egypt as you read.
5. Read aloud ***A Farm Album (Roop, Peter, Long Ago and Today)***. Remind the students that they must record the information in the appropriate section (either long ago or today). Point out tools used in the United States for farming long ago and today.

6. Lead a discussion comparing the tools used in farming in Egypt and the United States. Ask the students the following questions:
 - a. Describe some Egyptian farm tools you recorded. Explain that other students can add to their notes if tools are named they haven't recorded.
 - b. Describe some farm tools you recorded that were from the United States long ago. Explain that other students can continue to add to their notes.
 - c. Describe some farm tools you recorded that were from the United States today. Students can continue to add to their notes
7. Ask the students to compare Egypt to the United States today and long ago. Which is Egypt most like in farming methods? Have the students summarize what they have learned about farm technology.

Day 2

1. Ask the students to think about the last trip they took and about a souvenir they collected or bought on the trip. Ask them to be prepared to share why they purchased this particular souvenir. What about this souvenir was special to the place you were visiting? Have the students share with a partner, and randomly select a few students to share with the whole class.
2. Explain that besides farming, tourism is a large industry in Egypt. Tourist industries include both goods and services tourists might need, like taxi and bus service, tour guides, etc. Have the students brainstorm a list of services that tourists would need.
3. Distribute six sticky notes to each student. Explain that the students will see six slides about the tourist industry in Egypt. Tell the students to use one sticky note to record their notes on each slide. These notes will be used later to create a postcard.
4. Display Transparency 1. Ask the students to describe items they see in the picture. Discuss what the students see. What can the students infer from the picture? What is their evidence? Provide additional information as needed. Repeat this procedure for Transparencies 2 through 6.

Transparency Notes for Teacher:

Transparency 1 – Children and adults work at the weaving of beautiful rugs. Children go to school part of the day and learn to weave the rest of the day. Rugs come in a variety of sizes and large ones can take a month or longer to weave.

Transparency 2 – Nubian women make and sell several craft items, including baskets. Nubia was a section of Egypt near Ethiopia. When the Aswan High Dam was built in the mid 1900's, the area where these people lived was flooded. They had to be moved to higher ground near and in the city of Aswan. (The basket this woman made is in the Egyptian trunk.)

Transparency 3 – Men hand stitch and sell appliquéd pillows and quilts in a variety of styles and sizes. Young men learn under the watchful eye of their older masters. The Tentmakers' Market, or al Khaimiyya, now contains workshops and many stalls where the appliquéd items are made and sold. Items are stitched in a variety of pictures and

designs and are sold at prices ranging from about \$4 to \$100 for very large items. (One of these pillow covers is in the Egyptian trunk.)

Transparency 4 – This transparency shows men in a small village in rural Egypt carving, polishing and selling alabaster vases and statues. Alabaster is a semi-translucent marble-like mineral which is mined in the area. Light can be seen through authentic alabaster vases, but cannot be seen if the vase is not true alabaster. (One of the vases made by these men is in the Egyptian trunk.)

Transparency 5 – Bedouins are nomads, or wandering tribes of people, who once wandered from place to place to find water and grass to graze their animals. Now many of them are engaged in the tourist industry, taking people on camel rides, selling trinkets like scarabs and bracelets, and providing meals at their camps. (One of the bracelets made by the girls and women is in the Egyptian trunk.)

Transparency 6 – Because the tourist industry is so important in Egypt, the government supplies tourist police at all cultural sites and on almost every street corner in Cairo. The Egyptian government wants to make sure that every one is safe, has a good time, and will want to return to Egypt for another visit.

Processing/Evaluation:

Distribute the 3" X 5" index cards. Have the students draw a line down the center of the lined side of the index card. Have them address the right-hand side and draw a stamp in the upper right-hand corner. On the left-hand side, have them write a note home describing a souvenir they would purchase if they went on a trip to Egypt. On the reverse side, students draw and color a picture showing the object being made or the object they would purchase.

Extension:

Explain that one of the most popular souvenirs from Egypt is a silver or gold cartouche in the ancient writing of the Egyptians called hieroglyphics. These silver and gold cartouche's are worn on a chain like a necklace. Review that hieroglyphics were based partly on sound/letter relationships which is the basic principle of the alphabet. However, there were also a multitude of picture words as well. This is why it wasn't a true alphabet.

Distribute the cartouche handouts and hieroglyphic handouts. Explain that writing on the cartouche goes from the top to the bottom. Have each student create a cartouche with his/her name on it.

Farm Technology in Egypt and the United States

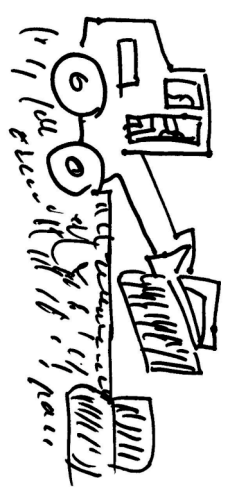


Egypt

The United States Long Ago



The United States Long Ago



The United States Today



Transparency 1



Transparency 2



Transparency 3



Transparency 4





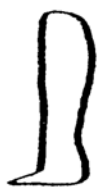














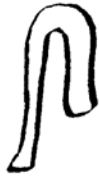
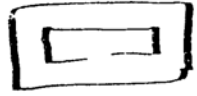





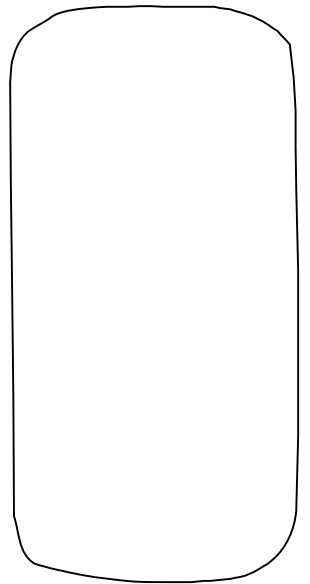
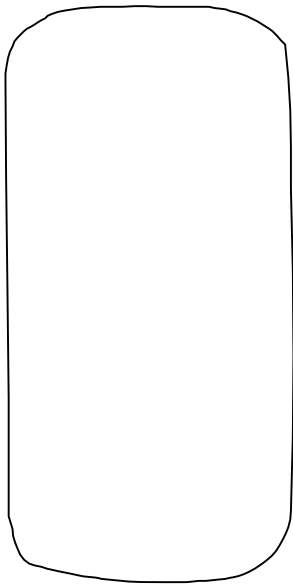
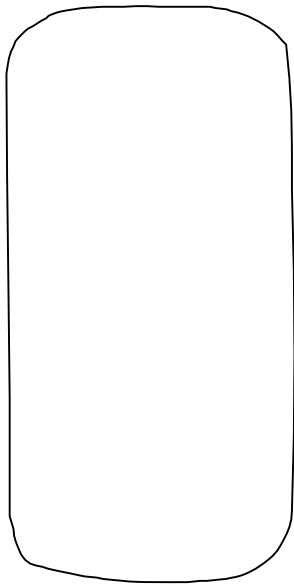
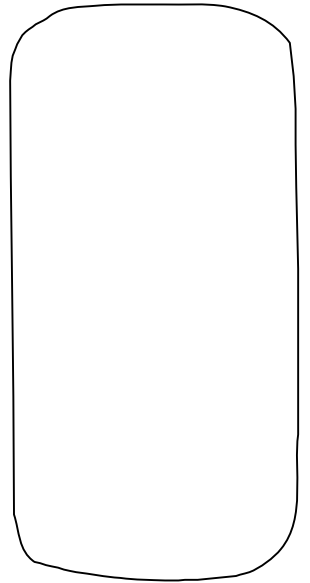
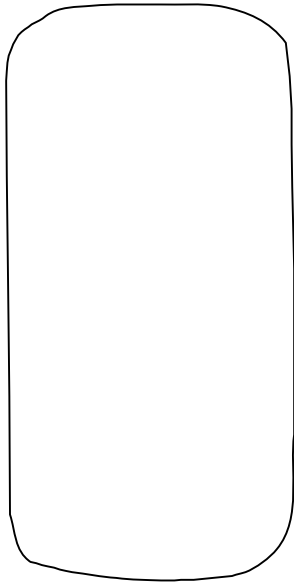
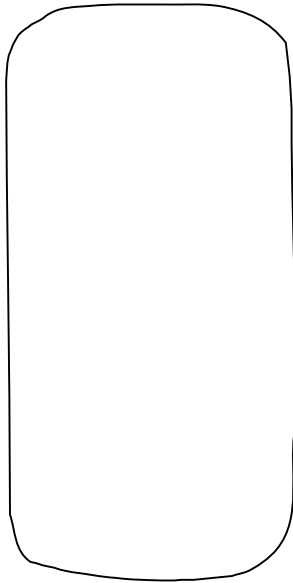
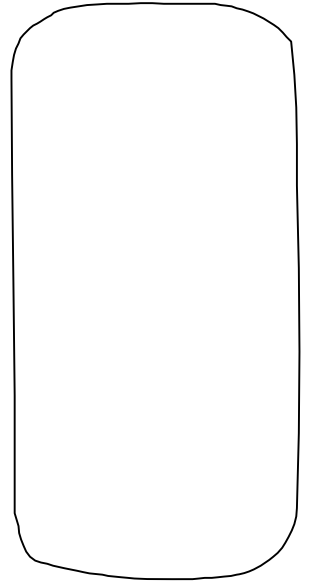
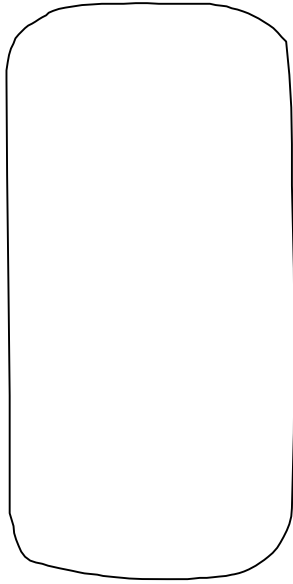
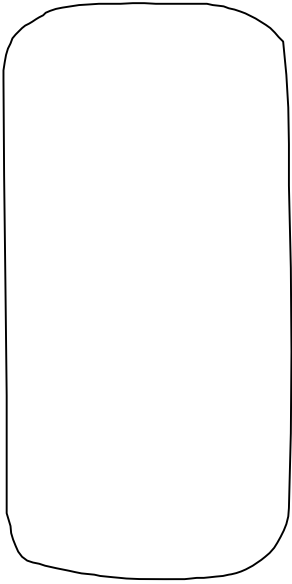
Transparency 5



Transparency 6

Hieroglyphics

	<p>a</p> <p>i, e y</p> 	<p>â</p> 	<p>o u, w</p> 
	<p>b v</p> <p>d</p> 	<p>ch</p> 	<p>f</p> 
<p>g</p> 	<p>h</p> 	<p>dj</p> 	<p>k</p> 
<p>l</p> 	<p>m</p> 	<p>h</p> 	<p>n</p> 
<p>p</p> 	<p>q</p> 	<p>r</p> 	<p>s</p> 
<p>sh</p> 	<p>t</p> 	<p>th</p> 	<p>z</p> 



Children in Egypt and the United States: What Do We Share?

Learning Objective(s): The student will:

- Compare ways in which people in the local community and communities around the world meet their needs for [government,] education, communication, transportation, and recreation over time and in the present. **(3.2B)**
- Increase knowledge of his/her own culture, the culture of others, and the common elements of culture. **(Language Arts 3.13, 4.14, 5.14)**
- Interpret, compare and contrast information from print and visual sources. **(3.16C, E; 4.22B, C; 5.25B, C)**

Resources/Materials Needed:

- story cards about Egyptian children* – four sets
(*These are not three real children, but are based on interviews with children and adults during June and July 2005.)
- ***My First Words*** by Kalimaty Alula
- paper for foldable – one per student
- paper for letter – one per student
- envelope for letter – one per student

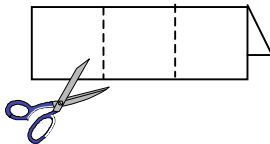
Vocabulary:

Muslim, mosque, Islam

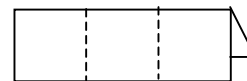
Teaching Strategy:

1. Gather the students in a group close around you. Share the pictures and read the page titles in ***My First Words*** by Kalimaty Alula. (Notice that the book opens from what would be the back of a book here.) Have the students look carefully for things that would commonly be seen in their community and things they would see in Egypt but would not see very often in their community. Discuss in depth as you look through the book.
2. Have the students make a foldable by folding a piece of 8 ½ by 11 sheet of paper hot dog style. Mark the paper in thirds and cut only to the fold as shown.

Cut to fold.



Write the name of each child on one flap.



3. Explain that the students will visit three learning stations where they will read about three Egyptian children. (Place multiple copies of the story cards at each station so more than one pair can be reading at the same time.) They will write

the name of one of the children on each flap. As they read, each student will make a list under the flap of ways that particular child is like him/her.

4. Pair the students. Explain that they should look for many ways that they are like the children about whom they are reading. Monitor as the students visit all three stations and write down examples of how they are like the Egyptian children.

Processing/Evaluation:

Have the students pretend that they are going to have one of these three Egyptian children as a pen pal. Have the students write a letter to the child of their choice, telling the Egyptian child what about their lives is the same and about the cultural traits they share. Place each letter in an envelope.

Extension:

Use the recipe at this web site to make Egyptian bread.

http://oi.uchicago.edu/OI/MUS/ED/TRC/EGYPT/farming_a.pdf

LILA

Lila is nine years old and lives with her mother and three sisters in Cairo, Egypt. Lila's family is Muslim. Lila's mother, Lila and her older sisters wear hijab, which means a scarf covering over her hair, whenever she goes out in public.

She attends school at a sabil-kuttab in her neighborhood. The sabil-kuttab is a very old building in Cairo. Because Egypt is located in a desert, the sabil was a place that provided water in



times past. On the second

floor is a school. Children from ages three to ten attend Lila's school. There they learn reading, mathematics, and memorize verses from the Qur'an, the Muslim holy book.



After school Lila and her older sisters must help their mother at home. They sweep out their rooms and fetch water that will be used for washing and cooking. Often Lila must watch her younger sister while her mother works.

Lila's family often purchases bread for their breakfast, lunch and dinner from merchants who sell bread in their neighborhood.



Lila and her friends like to make and play with dolls. She and her sisters also enjoy playing games and wandering through the market close to their home.



MONA

Mona is nine years old and lives in Cairo, Egypt. Both of her parents went to college, and her father works at a bank. Mona's mother works several days a week as a tour guide. Mona lives with her parents and her older brother in a large apartment in a new neighborhood on the edge of the city. Mona and her brother have household chores to do, but they are also expected to study and to get good grades in school.



Mona and her brother attend private school at an English language school where all of their lessons are taught in English. The classes are small with 20 to 24 students in each class. Mona's brother is in high school. He has a tutor to help him prepare for his national exams. It is important for him to get high grades so he can get into a good college program.

When Mona is not in school, she likes to watch television, listen to rock music, or to play with her friends. She really enjoys practicing her English by watching television shows which are in English. She and her friends have Fullah dolls, and they enjoy dressing them in a variety of traditional Muslim and Western style clothing. Going to McDonald's is a special treat for Mona and her friends.



In the summer time, Mona joins a club that takes students on field trips to a variety of museums, historical sights, and places of interest. One of the places they visit is King Farouk's palace.

SAMIR

Samir is eight years old and lives in Cairo, Egypt. Most of the people in Egypt speak Arabic. He lives with his parents, two brothers and an older sister in a small apartment near the city center. His parents have a small shop where they sell clothing and trinkets. His family is fortunate to have a television. They can even watch American programs because they have a satellite dish.



Samir and his family are Christians and attend church every Sunday. He and his friends enjoy playing soccer. They often play in the courtyard near the church.



Samir, his brothers and sister attend a public school for about five hours in the morning.

Because the schools are crowded, there are two

shifts of school per day. The students in the second shift attend school for five hours in the afternoon. Each class has about forty students and one teacher.

They study mathematics, English, science and social studies.

Samir and his family eat their meals together.

Their meals consist of much bread, rice and beans. On special occasions Samir's aunts, uncles, and cousins get together. Then they enjoy meals of rice, chicken and potatoes. Stuffed pigeon is also a special treat for the family.

Another favorite meal of Egyptians is Kushari, which is made of beans, macaroni and rice.



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