

Faces™

GREAT CITIES OF THE WORLD: Cairo

Explore the unique geography, culture, and history of Cairo, Egypt.

CONVERSATION QUESTION

What factors make Cairo, Egypt a unique place?

TEACHING OBJECTIVES

- Students will learn about place.
- Students will learn about Egypt.
- Students will use maps to explain the locations of cultural and environmental characteristics of places.
- Students will explain probable causes of events and developments.
- Students will explain how cultural patterns influence the daily lives of people.
- Students will conduct research.
- Students will write a script for a short film.
- Students will give a multimedia presentation.



In addition to supplemental materials focused on core Social Studies skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

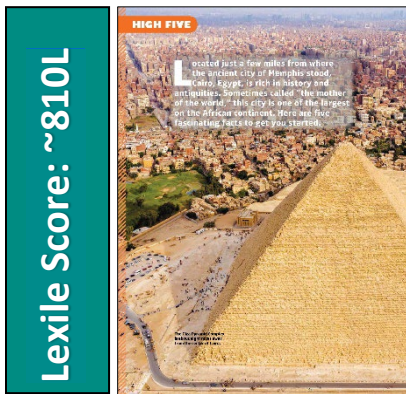
SELECTIONS

- **High Five**
Expository Nonfiction, ~810L
- **Cairo: Gateway to the Nile Delta**
Expository Nonfiction, ~1110L
- **A Taste of Cairo**
Expository Nonfiction, ~890L

High Five

pp. 3–5, Expository Nonfiction

Explore the different sections of Cairo, and the impact of the Nile River on the city's layout.



OBJECTIVES

- Students will learn about place.
- Students will use maps to explain the locations of cultural and environmental characteristics of places.
- Students will conduct research.

KEY VOCABULARY

- **architecture** (p. 3) the complex or carefully designed structure of something, typically a building made by humans
- **square** (p. 4) an open area surrounded by buildings in a town, village, or city
- **downtown** (p. 4) the central area or main business area of a town or city

ENGAGE

Conversation Question: What factors make Cairo, Egypt a unique place?

Have students identify the town or city they live in. Ask them to identify major areas within that place (e.g., central area, neighborhoods, areas known for particular characteristics). Then, explain that all places have a layout, or a structure to their organization. Next, note that geographers use maps to help explain the locations of important areas within a town or city.

INTRODUCE VOCABULARY

Write the sentences below on the board. Then ask students to use the vocabulary words to complete them.

1. Events like fairs and farmers' markets are typically held in a _____, close to _____.
2. The most complex _____ in the city is located _____.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

1. Based on the map on page 4, what are the major areas within Cairo?
2. Based on the map on page 4, what are the major environmental characteristics of Cairo?
3. Based on the map on page 4, what are the major cultural characteristics of Cairo?

CONCEPT/SKILL FOCUS: Explain Locations

INSTRUCT: Explain to students that location can be absolute or relative. Absolute location refers to the exact position of a place on Earth. An address, zip code, and a place's coordinates are examples. Relative location refers to the position of a place on Earth *in relation* to another place. Being 'south of,' 'next to,' or 'down the road from' are examples of relative locations.

ASSESS: Ask students to identify the locations of Cairo's main cultural and environmental characteristics (e.g., Nile, downtown, Citadel, Old Cairo, Giza Plateau, etc.) using relative statements. Have students create five statements such as "The Nilometer is across the river from Old Cairo"). Have students share their statements with a partner to ensure accuracy.

EXTEND

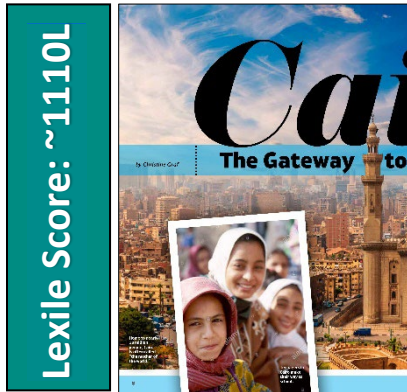
Social Studies Maps of cities help people make sense of the locations of places relative to one another. Ask students to conduct research to find a modern map of their hometown or city. Instruct them to create a set of instructions for a tourist that uses relative location to guide them in moving from one place to at least two other major cultural or environmental characteristics.

Faces® Teacher Guide: January 2022

Cairo: Gateway to the Nile Delta

pp. 9–11, Expository Nonfiction

Discover the diverse cultures and major events that shaped Cairo into the place it is today.



RESOURCES

- Explaining Cause

OBJECTIVES

- Students will learn about place.
- Students will learn about Egypt.
- Students will explain probable causes of events and developments.
- Students will write a script for a short film.

KEY VOCABULARY

- **metropolis (p. 9)** a very large and densely populated city
- **capital (p. 10)** a city that serves as the political center of government for a region or country
- **overcrowding (p. 10)** the presence of more people or things in a place than is comfortable, safe, or allowed

ENGAGE

Conversation Question: What factors make Cairo, Egypt a unique place?

Ask students to share what they know about large cities. What makes them different than other places we call towns or suburban areas. Next, ask them if they've ever been to a large city. Have them describe the types of foods, people, buildings, and cultural things they saw while there.

INTRODUCE VOCABULARY

Together, review the vocabulary words and read them aloud. Then ask students to make predictions about the topic of the text using the vocabulary words. If necessary, help students guess the topic by revealing the title of the article.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

1. What geographic reasons might explain Cairo's political and cultural importance?
2. What major historical events have affected Cairo's development?
3. What evidence is there to support the claim that Cairo is culturally diverse?

CONCEPT/SKILL FOCUS: Explain Cause

INSTRUCT: Explain to students that all events and developments have causes. Most often, there are numerous causes of any singular event or development. Tell students that they'll be examining the probably causes of three key events in Cairo's development.

ASSESS: Ask students to use the *Explaining Cause* graphic organizer to determine the causes of three events affecting Cairo's development listed on the right side of the organizer. Have groups share their findings to ensure comprehension.

EXTEND

Visual Arts Remind students of some of the key events in Cairo's history. Ask them to choose one event and conduct research on it. What caused it? Who was involved? What were the effects of the event? Then, ask them to write a short (1-2 pages) script for a short documentary film about that event and how it impacted Cairo's development.

Explaining Cause

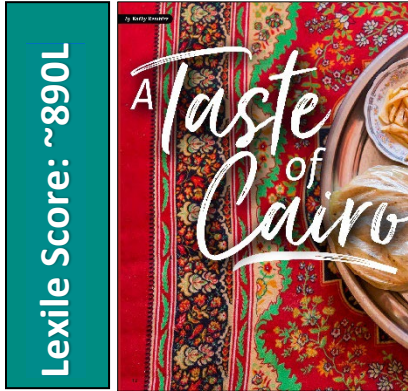
As you read “Cairo: Gateway to the Nile Delta,” identify the various historical causes of the events listed on the right side of the chart. An example is provided.

| Historical Causes | Events |
|-------------------------------------|--|
| Persians invade Egypt in 525 B.C.E. | A fort is built in modern-day Cairo, establishing it as an important area. |
| | Cairo becomes overcrowded. |
| | Numerous minarets and mosques are built across Cairo. |
| | Tourism services in Cairo have suffered recently. |

A Taste of Cairo

pp. 12–15, Expository Nonfiction

Discover the diverse cuisine of modern Cairo, and the factors that influenced its development.



OBJECTIVES

- Students will learn about place.
- Students will learn about Egypt.
- Students will explain how cultural patterns influence the daily lives of people.
- Students will give a multimedia presentation.

KEY VOCABULARY

- **appetizer (p. 14)** a small dish of food or drink taken before the main dish of a meal to stimulate one's appetite
- **main dish (p. 14)** the main food prepared for a meal, often involving commonly consumed foods
- **street vendor (p. 15)** a person who sells something in the street, usually from a small car or vehicle

ENGAGE

Conversation Question: What factors make Cairo, Egypt a unique place?

Ask students to think about what they eat. How did those foods become popular in the place (town, city, country) where they live? When do they eat certain meals? Do others in their area typically eat similar foods at the same time. Why might that be so? Next, have them hypothesize what foods might be popular in Cairo, Egypt, and when people there might eat certain meals. Have them check their predictions as they read the article.

INTRODUCE VOCABULARY

Define each word with students. Then arrange students in small groups and have them practice using all three words in a single sentence. Finally, tell students to look for these words as they read the story.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

1. What are common parts of any 'meal' in Cairo?
2. What is the most important meal for people living in Cairo?
3. What cultural values are taught by playing rugby?

CONCEPT/SKILL FOCUS: Explain Influence

INSTRUCT: Inform students that cultural patterns have impacts on how people live their daily lives. Explain that people living in Cairo have specific ways of eating, including practices affecting when and what they eat. Then, explain that these cultural patterns influence the daily lives of people.

ASSESS: Have students work in pairs. Ask pairs to reread the article to identify at least one cultural pattern (e.g., practice or belief around eating) in Cairo that has impacted their daily life. Then have them identify what those impacts are (e.g., the importance placed on lunch as the most important meal means that dinner is often made from leftovers from lunch.)

EXTEND

Language Arts Invite students to use digital sources to locate 3 different recipes popular in Cairo, Egypt. Then, ask them to put those recipes, along with pictures of the finished dishes, into a multimedia presentation. Invite them to try to make one of the dishes they chose at home. Last, have them present the recipes to the class, explaining how they are made, and if available, what their experience of making and eating one of the dishes was like.