

Egyptian Creations

Describe how arts and innovations served ancient Egypt.

3.4.d “describing the arts and innovations; and”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline each example of art and circle each innovation. Number the circles 1, 2, and 3 to show the three innovations described.

Arts and Ideas Along the Nile

- ① More than 4,000 years ago, people in ancient Egypt lived along the Nile River in northeastern Africa. Artists painted scenes of farming, feasts, and animals on tomb walls. They also carved statues of people and gods. These artworks showed beliefs about daily life and the afterlife. Bright colors and careful shapes helped make important ideas easy to see.
- ② Egyptian workers made papyrus, a writing material from a tall Nile plant. They cut the plant stem into strips, pressed the strips together, and dried them. Scribes used papyrus for letters, records, and stories. Farmers also built canals and basins to guide Nile floodwater onto fields. These water systems helped farmers grow crops when the river's water spread across the land.
- ③ The arts and innovations of ancient Egypt met different needs. Tomb paintings and statues shared religious beliefs and honored people who had died. Papyrus gave people a lighter surface for writing than stone. Canals and basins moved water to fields. By studying these creations, we can describe how Egyptians expressed ideas and solved everyday problems.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 Name two kinds of Egyptian art from the passage. What ideas did this art show or share?

2 How did Egyptian workers make papyrus?

3 Which innovations helped Egyptian farmers? Explain how they helped.

4 How did art and innovations serve different purposes in ancient Egypt?

3 YOUR TURN _____ Your own words

In the left panel, draw and label one artwork from your community. In the right panel, draw and label one innovation from your community. On the lines, write two sentences that tell what idea the artwork expresses and what problem the innovation solves.



A rectangular box for drawing an artwork. A dashed horizontal line is positioned near the bottom of the box, indicating where to write a label.



A rectangular box for drawing an innovation. A dashed horizontal line is positioned near the bottom of the box, indicating where to write a label.

PART 1 • READ AND MARK

Underline each example of art and circle each innovation. Number the circles 1, 2, and 3 to show the three innovations described. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Name two kinds of Egyptian art from the passage. What ideas did this art show or share?	Tomb paintings and statues. They showed or shared beliefs about daily life and the afterlife.
2	How did Egyptian workers make papyrus?	They cut a Nile plant stem into strips, pressed the strips together, and dried them.
3	Which innovations helped Egyptian farmers? Explain how they helped.	Canals and basins helped farmers by guiding Nile floodwater onto fields so crops could grow.
4	How did art and innovations serve different purposes in ancient Egypt?	Art expressed religious beliefs and honored people who had died. Innovations such as papyrus, canals, and basins helped people write or farm.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Left panel: A mural of local flowers on a library wall. Right panel: A wheelchair ramp at the library entrance. The mural expresses pride in the community's plants. The ramp helps people who use wheelchairs enter the building.

Accept any accurate art example and innovation from the student's community or daily life. The response should describe an idea expressed by the art and a useful problem solved by the innovation.