

World History

Topic 3

Ancient Egypt and Kush

3,000 BCE-600 BCE

NAME: _____

I. Egypt Under the Pharaohs

A. The _____ River Valley

1. one of the world's first big _____ developed here
2. world's _____ river from East Africa to the Mediterranean Sea
3. the White Nile feeds it from Lake _____
4. the _____ Nile feed it feeds it from the highlands of Ethiopia
5. meet in _____ (northern Sudan was known as Nubia or Kush)
6. flows through the _____ Desert of northern Africa
7. flowed through six **cataracts** – _____
8. couldn't travel _____ from Egypt

B. Upper and Lower Egypt

1. then flows through a narrow _____ with cliffs through Upper Egypt
2. carries _____ – fine mineral particles that forms fertile soil
3. slows down and fans out, dropping its _____
4. formed a **delta** – _____
5. the delta is called _____ Egypt

C. Floods and the Black Land

1. _____ soil lines both banks and covers the delta
2. called their country Kemet or “_____” because of the soil
3. flooded yearly
 - a. heavy rainfall during _____ in East Africa
 - b. Egypt's rivers _____
 - c. drained away and left fresh _____ behind
 - d. unpredictable and too much rain could wash away _____
 - e. too little water caused _____ and hunger
4. “the _____ Land” beyond were deserts of hot, burning _____

D. Development of the Egyptian Civilization

1. farming along the Nile started _____,000 years ago
2. farming techniques
 - a. crop _____
 - 1.) built earthen _____ to trap flood waters
 - 2.) water _____ into the soil to water crops
 - 3.) watered crops when there was no rain
 - b. created a _____ – more food than the family needed
 - c. powerful people and families in the region collected crops as _____
3. cities developed
 - a. used the surplus of crops to buy rich cloth, jewelry, and _____ goods
 - b. supplied by merchants and **artisans** – _____
 - 1.) weavers, _____, etc.
 - 2.) settled around _____ home
 - 3.) grew into cities
 - 4.) attracted _____ and skilled people
 - 5.) became centers of _____ and power

6.) _____ and artists built and decorated
impressive buildings

E. Kingdoms of Egypt

1. two Kingdoms in Egypt united under _____
 - a. first **pharaoh** – _____
 - b. wore _____ and _____ crown (for Lower Egypt and Upper Egypt)
 - c. first Egyptian **dynasty** – _____
2. _____ Kingdom
 - a. time of _____, political strength, and culture
3. Middle Kingdom
 - a. dealt with flooding, an **environmental** challenge – _____
 - b. built _____ to control flood water and water crops
4. New Kingdom
 - a. following civil wars and _____
 - b. conquered lands in Asia and _____
 - c. high point
 - d. _____, fell apart, and faced invasion
 - e. conquered by _____ and then the Greek Alexander the Great
5. political order
 - a. _____
 - b. **bureaucracy** – system of offices and officials _____
 - c. _____ – head of bureaucracy
 - d. collected taxes (_____) and distributed to the bureaucracy, priests, _____, artisans, and _____

F. Egyptian Society

1. societal _____ to control Egypt through loyalty and _____
 - a. _____ – a god king that deserved loyalty
 - b. nobles, _____, officials, and _____ (kept records)
 - c. _____ and artisans – painters and _____ and builders that built temples and tombs
 - d. _____ – biggest group and helped with projects when not farming
 - e. **devotion** – _____ (to be rewarded after death)
 - f. _____ – prisoners of war or debtors

G. Egyptian Religion

1. _____ controlled everything
2. kind or dangerous
3. built _____ and offered prayers and gifts to please them
4. many gods
 - a. worshiped _____ of gods
 - b. statues and art portrayed them with _____ features
 - c. Amon-Re – the _____ god, died and was reborn each day
 - d. Osiris – god of the _____, was chopped into pieces by Seth
 - e. _____ – mother goddess, wife of Osiris and brought him back to life
 - 1.) moved _____ and earth for him
 - 2.) represented _____, caring, and _____
 - f. Horus – son of Isis and Osiris who battled _____ and united Egypt
5. people obeyed the _____ and priests to please the gods
6. believed in the _____
 - a. life after death was decided by _____
 - b. prepared by living a _____ life
 - c. the sinful would be _____

7. preserving the dead

- a. _____ needed to recognize the preserved body
- b. poor were buried in the _____ and quickly dried out
- c. wealthy became **mummies** -- _____
- d. teach us much about ancient Egypt

H. Great Rulers

1. Hatshepsut

- a. one of few _____ to rule
- b. daughter of one pharaoh and _____ to another
- c. her son, Thutmose III, was too _____ to take over
- d. carried out _____ rituals to gain the people's support
- e. dressed as a king and wore a false _____ that symbolized strength and power
- f. ruled _____ and built wealth and power through trade
 - 1.) traded in _____ in East Africa
 - 2.) brought back wood, _____, gold, and _____
 - 3.) recorded this history on _____ walls of a huge temple

2. Thutmose III

- a. took over when she died
- b. used _____ to get stronger and grow
- c. conquered land in Africa, _____, and the Fertile Crescent
- d. gained wealth, power, and _____

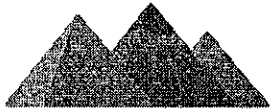
3. Ramses II

- a. also used war to build wealth and power
- b. fought Canaan and _____
- c. fought _____ in Kadesh (Syria) and lost many men
- d. made peace after agreeing on a _____
- e. a great _____ – built the most monuments of all pharaohs

To be used with the October 31, 2022, issue

Name: _____

Reading a Chart








Tut's Treasures



This

chart lists some of the items found inside. Read the chart and answer the questions.

Item	Description	Meaning
Burial Mask 	Tut was buried with a mask made of gold. Experts think it was made to look like Tut's face. It has a prayer or message on the back.	Ancient Egyptians believed that a burial mask would help a person's spirit find their body in the afterlife.
Canopic Jars 	When Tut's body was mummified, his stomach and other organs were removed. They were put in four special jars that look like small coffins.	In ancient Egypt, it was believed people would need their organs in the afterlife.
Statue of Anubis 	A statue in the tomb shows a wolf-like animal called a jackal. It represents Anubis, an ancient Egyptian god.	Ancient Egyptians believed Anubis watched over the dead.
Model Boats 	More than 30 model boats were in Tut's tomb. These small boats were made mostly of wood.	Boats were placed in tombs to represent a person's journey into the afterlife.
Wall Paintings 	The tomb walls are covered in murals, or large paintings. The paint was made by grinding up colorful rocks.	Many of the paintings show scenes from Tut's funeral and burial.

1. What was Tut's burial mask made of? _____
2. How many canopic jars were buried with Tut? _____
3. Who was Anubis, according to the chart?

4. What do the model boats inside Tut's tomb stand for?

5. How did ancient Egyptians make paint for murals? _____

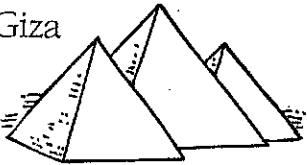


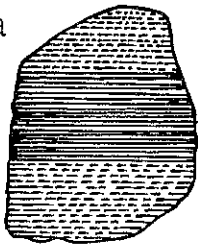

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Name _____

Skill: research

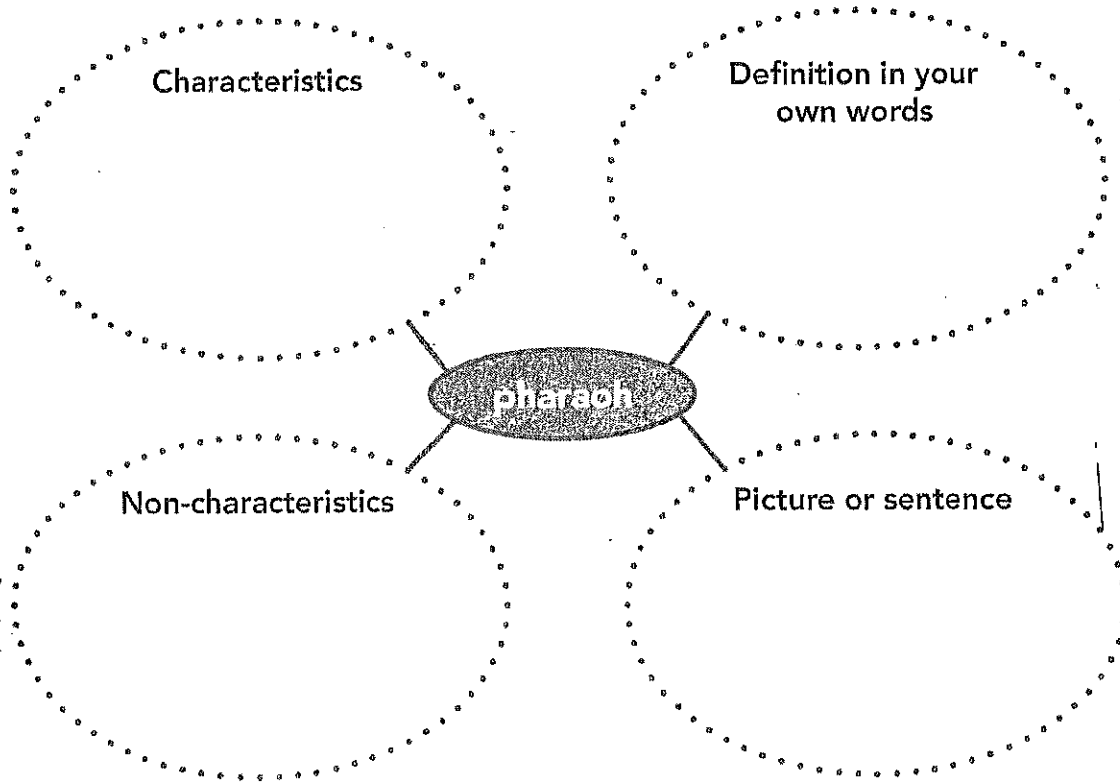
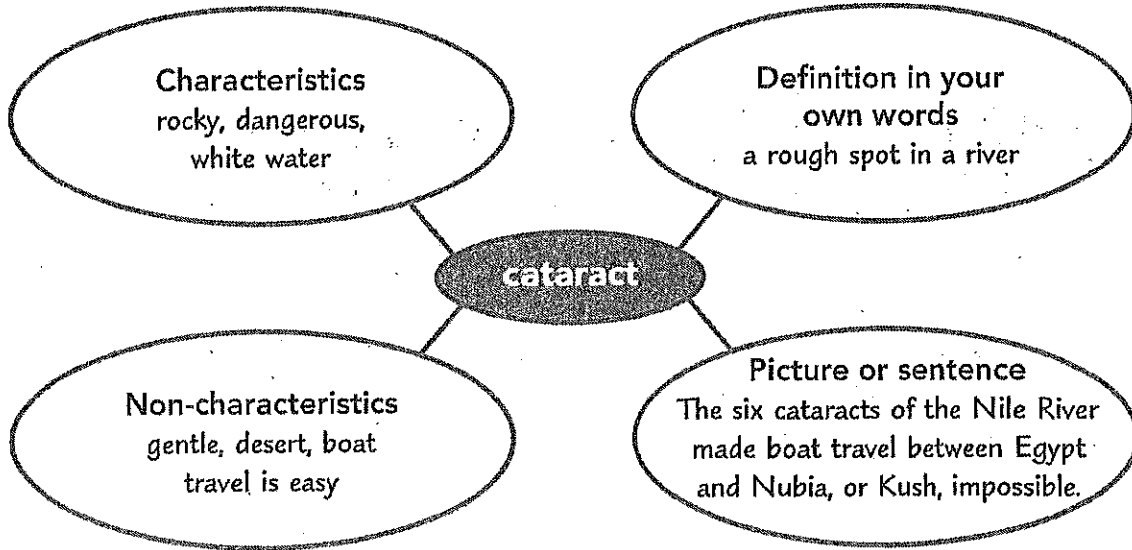
Wonders of Ancient Egypt

The Egyptians developed an advanced civilization 5,000 years ago. Because of Egypt's hot, dry climate, many structures and artifacts of this remarkable culture have survived to the present day. Some are listed below. Use library books or other reference materials to research each item, and write interesting facts about these fascinating Egyptian wonders.

The pyramids of Giza		
Great Sphinx		
The temples of Abu Simbel		
Rosetta stone		
Valley of the Kings		

Practice Vocabulary

Word Map Study the word map for the word *cataract*. Characteristics are words or phrases that relate to the word in the center of the word map. Non-characteristics are words and phrases not associated with the word. Use the blank word map to explore the meaning of the word *pharaoh*. Then make word maps of your own for these words: *mummy*, *dynasty*, *bureaucracy*, *delta*, and *artisan*.



II. Achievements of Egyptian Civilization

A. Writing and Literature

1. hieroglyphics

- _____
- one of the world's _____ writing systems
- preserved _____ and literature
- may have swapped ideas with the _____
- both used phonemes and logograms – signs for _____ or _____
- scribes
 - officials who knew how to _____
 - extremely valued
 - keeping records and preserving knowledge helped them _____

2. papyrus

- material similar to _____ made from _____ that grew along the Nile
- where we got the word _____
- wrote in _____ on easy-to-transport _____
- _____ books, calendar, _____, poems, and prayers
- survived** the _____ – lasted, continued to live
- showed us what was in their _____ and minds

3. literature

- teachings, _____, poems, religious texts, and _____
- on papyrus, _____ monuments, and painted _____
- The Book of the Dead* – guide to the _____
- The Tale of Sinuhe* – tale of an Egyptian official that _____ out of fear after the death of the _____

B. Architecture and Art

1. temples and tombs

- for _____ and pharaohs
- _____ is the biggest, built with massive stone _____

2. pyramids

- tombs in underground _____
- contained items for the ruler in the _____
- Imhotep designed the _____ pyramid
- later designed a true **pyramid** – structure with triangular sides
- pyramids of _____
 - Old Kingdom
 - built for King _____, son Khafre, and grandson Menkaure
 - Khufu's was the tallest building in the world for _____,000 years
- the _____ – famous statue guarding the road to Khafre's pyramid
- shows _____ and building skills
- thousands of laborers (_____) built by hand
- later pharaohs carved tombs from _____ along the Nile

3. painting and sculpture

- painted on _____ walls
- not decorative – showed work and play for the _____
- sculpture** – _____ made of clay, stone, etc.
- placed in the tomb for the spirit in case the _____ was destroyed

C. Science and Math

1. calendar

- _____, or moon-based, year of about 354 days
- caused seasons to be off because a real year is a _____, or sun-based, year of 365 days

- c. watched for _____ star just above the horizon at sunrise to know when the Nile would flood
- d. added an extra _____ to their calendar to match the seasons
- e. every year had a different number of _____
- f. developed a solar _____ instead
- g. Greeks added _____ year when they ruled Egypt

2. mathematics

- a. **construct** – _____
- b. had to know _____ (+, -, x, /) and _____ (measurement of dimensions) to build the pyramids

3. science, technology, and medicine

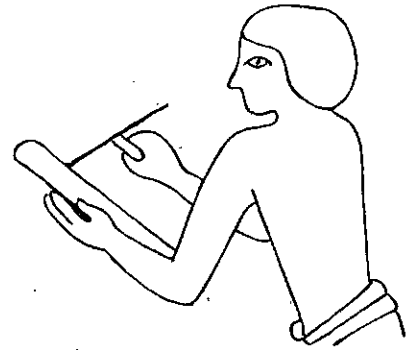
- a. _____ – study of the stars and other objects in the sky
- b. engineering – built huge _____
- c. chemistry – invented _____, mortar, and _____
- d. _____ – to control waters
- e. **anatomy** – study of the _____
- f. skilled _____
- g. studied _____ and developed _____ to treat and cure them

Name _____

Skill: using symbols







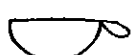






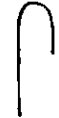



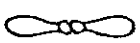
Egyptian Hieroglyphics

The ancient Egyptians used a form of writing called **hieroglyphics**. They used picture symbols to represent objects, ideas, and sounds. These symbols, called **hieroglyphs**, were read from right to left, left to right, or top to bottom.



The chart at the right shows part of the basic Egyptian hieroglyphic alphabet. The symbols on the chart represent only the sounds of the consonants. Make up your own symbols for the vowels. Then use your symbols with the ones in the chart to "spell out" five English words.

A	E	I	O	U
---	---	---	---	---

		
B	D	F
		
G	H	J
		
K	L	M
		
N	P	Q
		
R	S	T
		
W	Y	Z

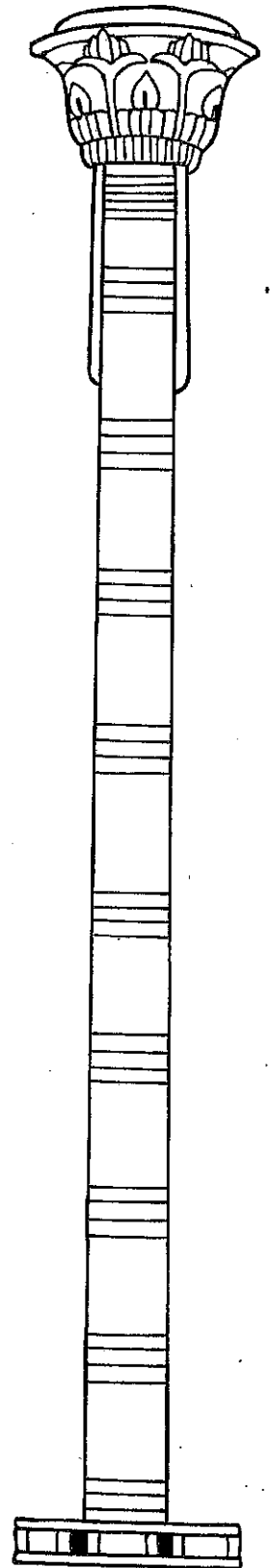
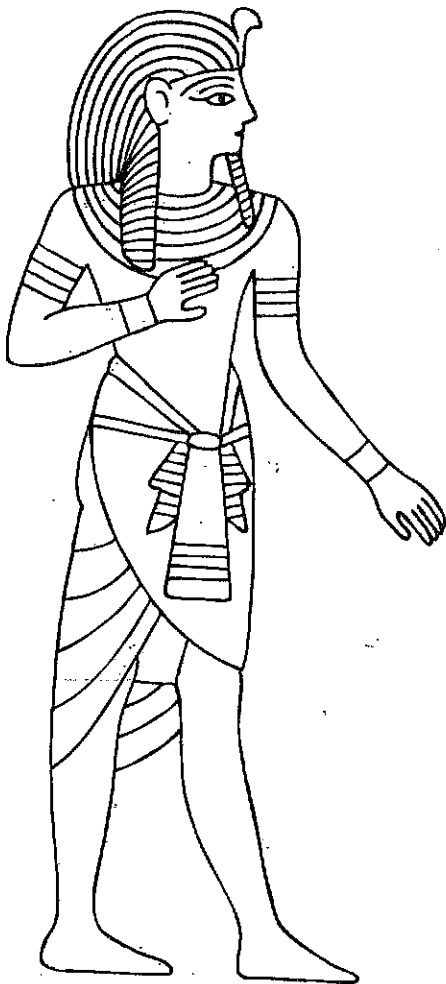
Name _____

Skill: creative expression

Draw Egyptian-Style

Egyptian artists painted scenes on papyrus, stone pillars, and plastered walls. The artists made human figures according to specific rules. For example, one leg was always placed in front of the other. And the head faced sideways, while the eyes and shoulders faced front.

Try drawing yourself Egyptian-style! If you like, show yourself wearing the kind of clothes that the Egyptians wore long ago.



Practice Vocabulary

Sentence Revision Revise each sentence so that the underlined vocabulary word is used logically. Be sure not to change the vocabulary word. The first sentence is completed for you.

1. Ancient Egyptians used hieroglyphics to represent letters in a word.
Ancient Egyptians used hieroglyphics to represent words or sounds.
2. Egyptians wrote in ink on a paper-like material called papyrus, made from trees.
3. During the Old Kingdom, large numbers of workers built massive pyramids to serve as palaces for pharaohs.
4. Skilled Egyptian artists made colossal sculptures of royal officials to stand outside their temples.
5. Egyptians learned a great deal about human anatomy from their work with engineers and used this knowledge to become skilled doctors and surgeons.

III. Egypt and Kush

A. Kush

1. _____ up the Nile
2. also called _____

B. trade

1. Egypt lacked _____, minerals, _____, etc.
2. **commerce** – _____
3. Egyptians wanted _____ goods
 - a. expensive goods you don't _____ but make life more _____
 - b. precious stones, _____, etc.
 - c. accessible because of _____
4. eastern Mediterranean
 - a. _____ sent merchants and officials to promote trade
 - b. crossed the Red Sea to buy _____ wood in Lebanon
 - c. also bought olive oil, _____, and copper
 - d. New Kingdom pharaohs signed peace _____ with enemies and married _____ for more trade
5. Nile Valley and Kush
 - a. gold and **ivory** – _____
 - b. incense and **ebony** – _____
 - c. sold grain, cloth, _____, glass, and jewelry
 - d. **relied** on one another – _____, trusted
 - e. created **interdependence** – _____ by each country or group on the other
 - f. the Kushites adopted elements of Egyptian culture like _____

C. Development of Kush

1. geography
 - a. _____ Nile Valley
 - b. a lot of rainfall, farmland, and land for _____
 - c. depended on the Nile _____
 - d. **generated** a surplus – _____, created
 - e. supported _____ of artisans and merchants
 - f. traveled by foot through the desert because of _____ in the river
 - g. less land than Egypt so traded gold and iron for Egypt's _____
 - h. also traded with _____
2. _____
 - a. shows evidence of a powerful kingdom and trade with Egypt
 - b. saw kings as gods (the belief maybe started in Africa and moved _____)

D. Kush and Egypt

1. Egypt conquered Kush
 - a. Egyptians used _____ from Kush to trade for goods in the Mediterranean
 - b. conquered Kush during both the Middle Kingdom and New Kingdom
 - c. had to pay _____ – gold, cattle, ivory, _____ feathers, and slaves
 - d. regained _____ when Ramses II died
2. Kush conquered Egypt
 - a. Kushite king conquered _____
 - b. _____, or Piankhi, expanded by conquering more
 - c. declared himself _____ of both Egypt and Kush
 - d. ruled Egypt for almost one _____ years
 - e. promoted Egyptian ways they had learned
 - f. created painted _____
 - g. lost to the _____ and retreated to Kush

E. Kush's Accomplishments

1. continued for another _____ years
2. developed a writing system, _____, and government
3. Egyptians destroyed the capital, _____
4. moved the capital south to _____
 - a. easier to _____
 - b. located near _____ deposits
 - c. close to a _____ route from Central Africa
 - d. received a lot of rain for _____
 - e. used the wood to _____, or melt out, iron from rock (iron _____)
 - f. became an _____ center
 - g. iron tools and weapons were stronger than Egypt's _____
 - h. made jewelry and other objects from _____
5. pyramids
 - a. built _____ at Napata and Meroe
 - b. built at steep angles
 - c. held _____ of kings and queen-mothers
 - d. _____ – queen-mothers, sometimes more powerful than kings
6. **Meroitic script** – one of the world's first _____
 - a. scholars can read it but don't understand the _____
7. links to Africa
 - a. traded iron goods, _____, and gold with Africa
 - b. bought ebony and _____
 - c. sold African _____ to Egyptians
8. links to Greek and Roman Egypt
 - a. sold _____, ivory, gold, and iron goods
 - b. bought _____ and cloth
 - c. used _____ but still had to trade for food
9. using the _____ Sea, traded metalwork as far away as _____
10. weakened
 - a. war with the _____
 - b. _____ by desert people
 - c. conquered by _____ (Ethiopia)
11. their _____ continue in the region today

Take Notes

Literacy Skills: Analyze Cause and Effect Use what you have read to complete the table. List appropriate causes from the lesson in the middle column and their effects in the right column. Be sure to record two cause-and-effect relationships for each section. The first one has been completed for you.

Section	Cause	Effect
Why Was Trade Important for Egypt and Kush?	Egypt wanted gold and other luxury items that it did not possess itself.	Egypt began trading its goods to Kush in exchange for gold, ivory, and ebony.
How Did Kush Develop?		
Kush and Egypt		
What Were Kush's Accomplishments?		

INTERACTIVE

For extra help, review the 21st Century Skills Tutorial: **Analyze Cause and Effect.**

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Practice Vocabulary

Matching Logic Using your knowledge of the underlined vocabulary words, draw a line from each sentence in Column 1 to match it with the sentence in Column 2 to which it logically belongs.

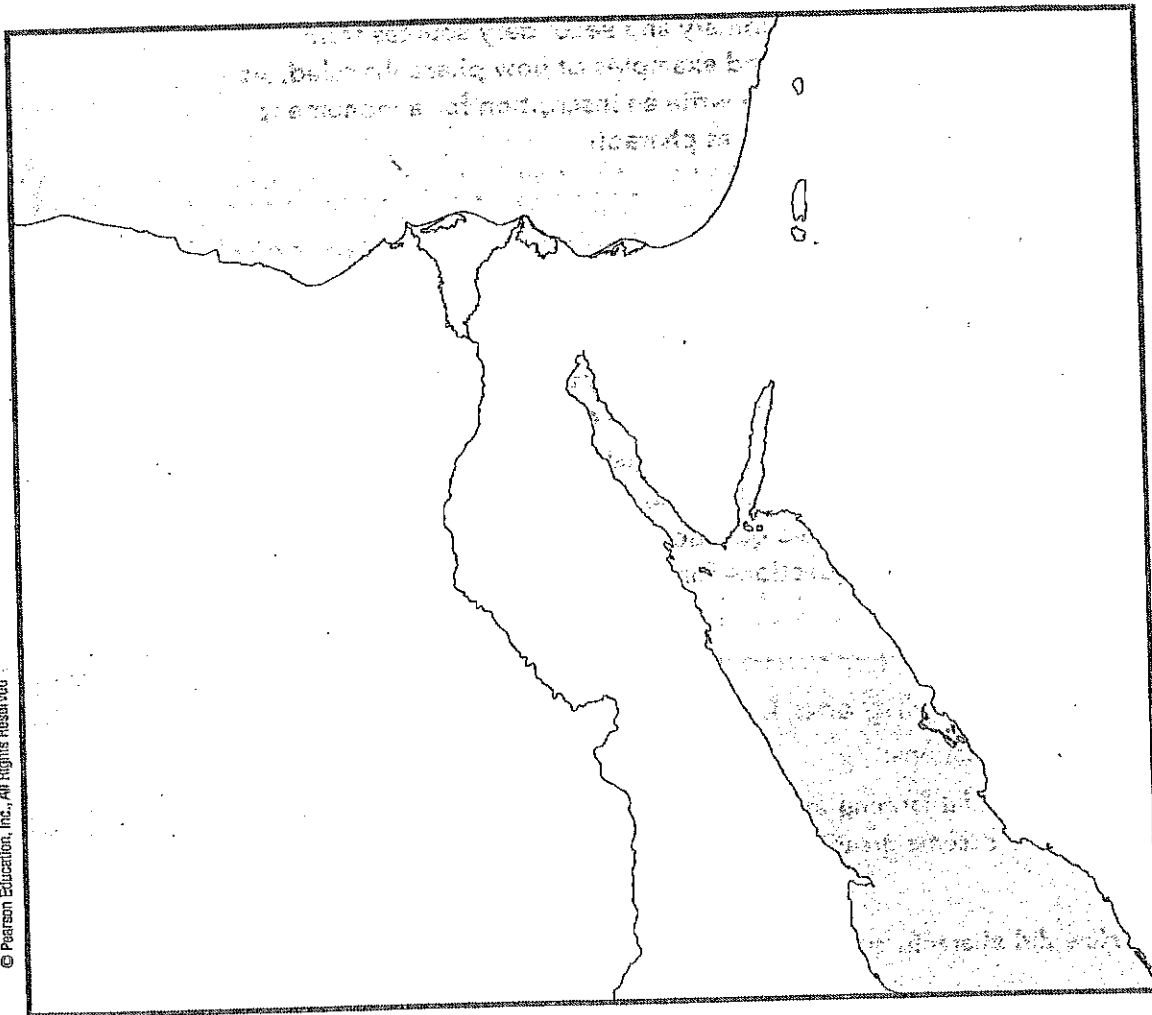
Column 1
1. To obtain resources that it did not have, Egypt began engaging in <u>commerce</u> with nearby countries.
2. In addition to gold, Egyptians traded with Kush for <u>ebony</u> and <u>ivory</u> .
3. As a result of increasing trade, Egypt and Kush developed a relationship of <u>interdependence</u> .
4. Unlike ancient Egyptians, Kushites developed an alphabetic script called <u>Meroitic script</u> .

Column 2
Scholars have yet to figure out the language recorded in this alphabet.
New Kingdom pharaohs signed peace treaties with former enemies, such as the Hittites, to promote trade.
Closer economic ties led to an exchange of cultures and ideas.
In return, Kush came to rely on Egyptian grain.

Map Skills

Using the map in your text, label the outline map with the places listed. Then color in water, desert, and areas of fertile land.

Western Desert	Eastern Desert	Lower Egypt	Upper Egypt
Africa	Asia	Sinai Peninsula	Red Sea
Nile River	Nile Delta	Mediterranean Sea	Kush



2000
BCE

1000
BCE

1
BCE