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 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
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
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.

Characteristics
- rocky, dangerous
- white water

Definition in your own words
- a rough spot in a river

Non-characteristics
- gentle, desert, boat
- travel is easy

Picture or sentence
- The six cataracts of the Nile River made boat travel between Egypt and Nubia, or Kush, impossible.

Characteristics

Definition in your own words

Non-characteristics

Picture or sentence
II. Achievements of Egyptian Civilization
   A. Writing and Literature
      1. hieroglyphics
         a. one of the world’s __________ writing systems
         b. preserved ______________ and literature
         c. may have swapped ideas with the __________
         d. both used phonemes and logograms – signs for __________ or __________
         e. scribes
            1.) officials who knew how to __________
            2.) extremely valued
            3.) keeping records and preserving knowledge helped them __________

   2. papyrus
      a. material similar to ______ made from _______ that grew along the Nile
      b. where we got the word __________
      c. wrote in _______ on easy-to-transport ______________
      d. ________________ books, calendar, ________, poems, and prayers
      e. ________ the _______ – lasted, continued to live
      f. showed us what was in their _________ and minds

   3. literature
      a. teachings, ____________, poems, religious texts, and ______________
      b. on papyrus, ________ monuments, and painted ______________
      c. The Book of the Dead – guide to the ______________
      d. The Tale of Simuhe – tale of an Egyptian official that ________ out of
         fear after the death of the ______________

B. Architecture and Art
   1. temples and tombs
      a. for _______ and pharaohs
      b. _______________ is the biggest, built with massive stone _________

   2. pyramids
      a. tombs in underground ________________
      b. contained items for the ruler in the ________________
      c. Imhotep designed the _______ pyramid
      d. later designed a true pyramid – structure with triangular sides
      e. pyramids of ________________
         1.) Old Kingdom
         2.) built for King ________, son Khafre, and grandson Menkaure
         3.) Khufu’s was the tallest building in the world for __________ years
      f. the _________ – famous statue guarding the road to Khafre’s pyramid
      g. shows ________________ and building skills
      h. thousands of laborers (______________) built by hand
      i. later pharaohs carved tombs from _________ along the Nile

   3. painting and sculpture
      a. painted on ___________ walls
      b. not decorative – showed work and play for the ________________
      c. sculpture – ________________ made of clay, stone, etc.
      d. placed in the tomb for the spirit in case the _________ was destroyed

C. Science and Math
   1. calendar
      a. ________, or moon-based, year of about 354 days
      b. 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 – _______________ (+, -, 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
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 ____________ – __________________________________________________________________
   b. incense and ____________ – __________________________________________________________________
   c. sold grain, cloth, ____________, glass, and jewelry
   d. relied on one another – ____________________________________________________________________, trusted
   e. created ____________ – ____________________________________________________________________ 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 may have 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 Piankh, 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.

<table>
<thead>
<tr>
<th>Section</th>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why Was Trade Important for Egypt and Kush?</td>
<td>Egypt wanted gold and other luxury items that it did not possess itself.</td>
<td>Egypt began trading its goods to Kush in exchange for gold, ivory, and ebony.</td>
</tr>
<tr>
<td>How Did Kush Develop?</td>
<td></td>
<td></td>
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<tr>
<td>Kush and Egypt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What Were Kush’s Accomplishments?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 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.

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To obtain resources that it did not have, Egypt began engaging in commerce with nearby countries.</td>
<td>Scholars have yet to figure out the language recorded in this alphabet.</td>
</tr>
<tr>
<td>2. In addition to gold, Egyptians traded with Kush for ebony and ivory.</td>
<td>New Kingdom pharaohs signed peace treaties with former enemies, such as the Hittites, to promote trade.</td>
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<tr>
<td>3. As a result of increasing trade, Egypt and Kush developed a relationship of interdependence.</td>
<td>Closer economic ties led to an exchange of cultures and ideas.</td>
</tr>
<tr>
<td>4. Unlike ancient Egyptians, Kushites developed an alphabetic script called Meroitic script.</td>
<td>In return, Kush came to rely on Egyptian grain.</td>
</tr>
</tbody>
</table>
Essential Question  What makes a great leader?
Before you begin this topic, think about the Essential Question by completing the following activity.

1. List three qualities of a great leader. Then, circle the one leadership quality that you think is the most important.

2. Preview the topic by skimming lesson titles, headings, and graphics. Then, place a check mark next to the qualities that you predict will be true about the leaders of ancient Egypt and Kush.

   _ powerful  _ weak  _ concerned about the afterlife
   _ wealthy  _ respected  _ uninterested in the arts
   _ religious  _ monument builders

Timeline Skills
As you read, write and/or draw at least three events from the topic. Draw a line from each event to its position on the timeline.
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.

<table>
<thead>
<tr>
<th>Western Desert</th>
<th>Eastern Desert</th>
<th>Lower Egypt</th>
<th>Upper Egypt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africa</td>
<td>Asia</td>
<td>Sinai Peninsula</td>
<td>Red Sea</td>
</tr>
<tr>
<td>Nile River</td>
<td>Nile Delta</td>
<td>Mediterranean Sea</td>
<td>Kush</td>
</tr>
</tbody>
</table>
### Cultural Elements

**CIVILIZATION:**

<table>
<thead>
<tr>
<th>Geography &amp; Climate</th>
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<tbody>
<tr>
<td>Religion &amp; Values</td>
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<tr>
<td>Government &amp; Laws</td>
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<tr>
<td>Economy &amp; Jobs</td>
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<td>Language &amp; Education</td>
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<td>Food</td>
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<td>Clothing</td>
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<td>Shelter</td>
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<td>Art</td>
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<tr>
<td>Pastimes &amp; Hobbies</td>
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