

Chapter 3 Key Concepts

LESSON 1: The Lifeline of the Nile

- Ancient Egyptian civilization dates from 3100 B.C. to about 395 A.D.
- The Egyptians depended on the Nile River, the longest river in the world, to survive for thousands of years.
- The papyrus plant, a type of reed, was cultivated in Egypt and was used to make papyrus paper.
- The many gifts of the Nile, such as irrigation and transportation, helped civilization develop in ancient Egypt.
- The Nile flooded causing people to lose their lives and crops to be destroyed. If it did not flood enough, crops wouldn't grow.
- Egyptians were polytheistic. Their main god, Amon-Ra, was represented by the sun.

LESSON 2: Life in Egypt

- The first civilizations in ancient Egypt were great and complex.
- Ancient Egypt is divided into the Old, Middle, and New Kingdoms.
- Pyramids were burial places. The largest pyramid which took 20 years to build is located at Giza.
- Mummification was a religious practice that helped preserve a body after death. The process took 70 days.
- Hieroglyphs are a form of ancient Egyptian writing. The decoding of the Rosetta Stone helped scholars read hieroglyphs.
- Egyptian society was structured like a pyramid: King / nobles and priests / merchants, craftsmen, and scribes / farmers and unskilled workers / enslaved people

LESSON 3: Nubia and Egypt

- Nubia was a kingdom to the south of Egypt that developed its own culture.
- The Egyptians and Nubians interacted with each other and with other peoples.
- Nubian pottery was often red and black. It was a valuable trade good.
- The Nubians had a written language called Meroitic. It is very similar to Egyptian hieroglyphs, but no one has been able to decode it.
- Thutmose III was the pharaoh of Egypt's 18th and largest dynasty. He was a brilliant general who never lost a battle.
- A series of invasions led to Egypt's decline and to the rise in strength of the Nubian Kingdom of Kush.

Lesson 1: The Lifeline of the Nile

Directions: Answer the following questions and complete the statements about the Nile River. You will use your textbook and provide the page number where you found your answer.

p. 79 1. Why was the Nile so important to the ancient Egyptians?

The Nile River was so important because it irrigated the surrounding land for about 5 miles on both sides.

p. _____ 2. The dry desert land not far from the banks of the Nile is called “_____.”

p. _____ 3. Egyptians used papyrus stems to make _____.

p. _____ 4. What made it difficult for the ancient Egyptians to transport goods southward down the Nile?

p. _____ 5. What often happened when heavy rains caused the Nile to overflow?

p. _____ 6. How did the Egyptians prepare for times when the Nile did not flood enough and crops could not grow?

p. _____ 7. What technology did the Egyptians use to move water from the Nile to their crops?

p. _____ 8. The Egyptians’ main god, _____, was represented by the sun.

p. _____ 9. Why did the Egyptians put together a calendar?

Lesson 1: The Lifeline of the Nile

Directions: Read the summary about how the Egyptians depended on the Nile River to survive. As you read, highlight/underline important details that relate to that section's title. Think about what you already know, what you want to know, and what you have learned after reading the summary.

Vocabulary

delta a triangular-shaped area of soil at the mouth of a river

silt a mixture of soil and small rocks

papyrus a plant that was used to make paper

cataract a waterfall

The Nile River Valley (p. 79)

The Nile River has provided water for civilizations in northeastern Africa for thousands of years. The Nile River is surrounded by deserts. It is more than 4,000 miles long and is the longest river in the world. The river begins in East Africa and flows northward into Egypt. Egypt is a country in the Nile River Valley. The Nile flows through a **delta**, a triangular-shaped area of soil at the mouth of a river. A delta looks like fingers spread out. Water flowing northward carried **silt**, a mixture of soil and small rocks. The river brought silt to the delta. Egyptian civilization began along the Nile River. The Nile irrigated land that stretched about 5 miles on both sides of the Nile.

Giver of Life (p. 80)

The Nile River overflowed every year because of heavy rains. People living along the river planted seeds in the fertile soil after the flood waters went down. They harvested crops in late summer. Much of the land near the Nile was desert. Without the river, crops could not be grown. People would not have enough water to survive. Ancient Egyptians grew a crop called **papyrus**. They made paper from this plant. The Nile was used to move goods. But travelers had to watch out for the Nile's six **cataracts**, or waterfalls. They made it impossible to sail directly from the Nile Delta south to East Africa without taking a boat out of water and carrying it. The Nile gave the Egyptians many gifts to help their civilization develop.

Taker of Life (p. 81)

The Nile flooded at about the same time each year. But this flooding was not always the same. Sometimes it flooded too much and destroyed crops and killed people. Other times, the river did not flood enough. Crops would not grow. When crops failed, the Egyptians used crops they kept from earlier harvests. The Egyptians built irrigation canals to bring water to their crops. The Egyptians wanted to find out why the Nile flooded differently each year. The Egyptians watched sunrises, sunsets, and how the moon looked every evening. They used this information to figure out when the Nile might flood. They made a calendar to keep track of the number of days between floods. This calendar helped them determine that the Nile flooded between May and September. The irrigation canals and calendar helped solve their problems with the Nile.

Lesson 2: Life in Egypt

Directions: Unscramble the words below to make each sentence true. You will use your textbook and provide the page number where you found your answer.

- p. 85 1. According to legend, King (seenm) Menes, wearing the double crown, led his army north.
- p. _____ 2. (sheimmp) _____ was made the capital of Egypt during the first dynasty.
- p. _____ 3. Historians know little about life in Egypt before the third dynasty, when (teaonhm) _____ began to keep records.
- p. _____ 4. Hieroglyphics could not be read until the (storate) _____ Stone was decoded.
- p. _____ 5. The ancient Egyptians buried each (ahorpah) _____ in a pyramid with a variety of his possessions.
- p. _____ 6. To preserve their pharaohs' bodies for the afterlife, the Egyptians used a process called (oumiiatmmfcin) _____.
- p. _____ 7. King (sreoz) _____ hired an architect to build a step pyramid.
- p. _____ 8. The (targe dipayrm) _____ was the tallest human-made structure in the world until the 1800s.
- p. _____ 9. A new middle class of artisans and scribes emerged during the (dlmedi gmondki) _____.
- p. _____ 10. The Hyksos of western Asia brought new technology to Egypt, including the (traihoc) _____.
- p. _____ 11. Sobeknefru and Hatshepsut were powerful (mnowe) _____ rulers in Egypt.

Lesson 2: Life in Egypt

Directions: Read the summary about the first great and complex civilizations in ancient Egypt. As you read, highlight/underline important details that relate to that section's title. Think about what you already know, what you want to know, and what you have learned after reading the summary.

Vocabulary

unify to join together

pharaoh a god-king

hieroglyphics a form of writing made up of pictures and symbols **pyramid** a large stone building that served as a house or tomb for the dead **mummy** a preserved body

economy the way people use and manage resources

Unifying Egypt (p. 85)

Upper Egypt and Lower Egypt were **unified**, or joined together, into one country. Legend says that King Menes led his army into Lower Egypt and joined the two kingdoms in about 3150 B.C. Historians divided ancient Egypt into the Old Kingdom (c. 2575–2181 B.C.), the Middle Kingdom (c. 2040–1782 B.C.), and the New Kingdom (c. 1570–1070 B.C.). During the New Kingdom, the king became known as the **pharaoh**, or god-king.

Egyptian Records (p. 86)

Like the Sumerians, the Egyptians developed a type of writing based on pictures. This writing is called **hieroglyphics**, or “sacred carvings.” The pictures stood for objects and ideas. Unlike Sumerian cuneiform, the Egyptian pictures also stood for sounds. A passage on the Rosetta Stone was written in Greek and Egyptian. Archaeologists read Egyptian hieroglyphics by comparing them to the Greek words. Priests, officials, and scribes, or professional writers, kept written records. These records help archaeologists understand ancient Egyptian life.

Pyramid Building (p. 87)

Old Kingdom pharaohs built **pyramids**, or large stone tombs for dead pharaohs. Egyptians believed that pharaohs were gods even after they died. Pyramids were filled with all the pharaoh's possessions. The pharaoh's preserved body, or **mummy**, was placed in the pyramid.

Social Life (p. 89)

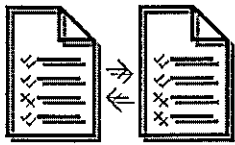
Trade grew during the Middle Kingdom. A new middle class came into being. In the new class system, the pharaoh was at the top. Then came nobles and priests. Next were merchants, craftspeople, and scribes. Then came farmers and unskilled workers. Enslaved people were at the bottom of the class system. Egyptians could move between classes. Like Sumerian women, Egyptian women could inherit land and take part in business. Most women were not taught to read and write.

Trade and Technology (p. 89)

During the Middle Kingdom, the Egyptian **economy** became stronger. An economy is the way people use and manage resources. The Hyksos from Asia took over Egypt in about 1660 B.C. After about 100 years, the Egyptian pharaohs took over again. This began the New Kingdom.

New Kingdom Pharaohs (p. 90)

Middle Kingdom and New Kingdom pharaohs ruled with their sons or wives. In 1350 B.C., Amenhotep IV became pharaoh. He and his wife Nefertiti began to worship a new sun god called Aton. Amenhotep neglected his duties as pharaoh. The next pharaoh, Tutankhamun, brought back order to Egypt. Aton was no longer worshipped.



Nubia and Egypt

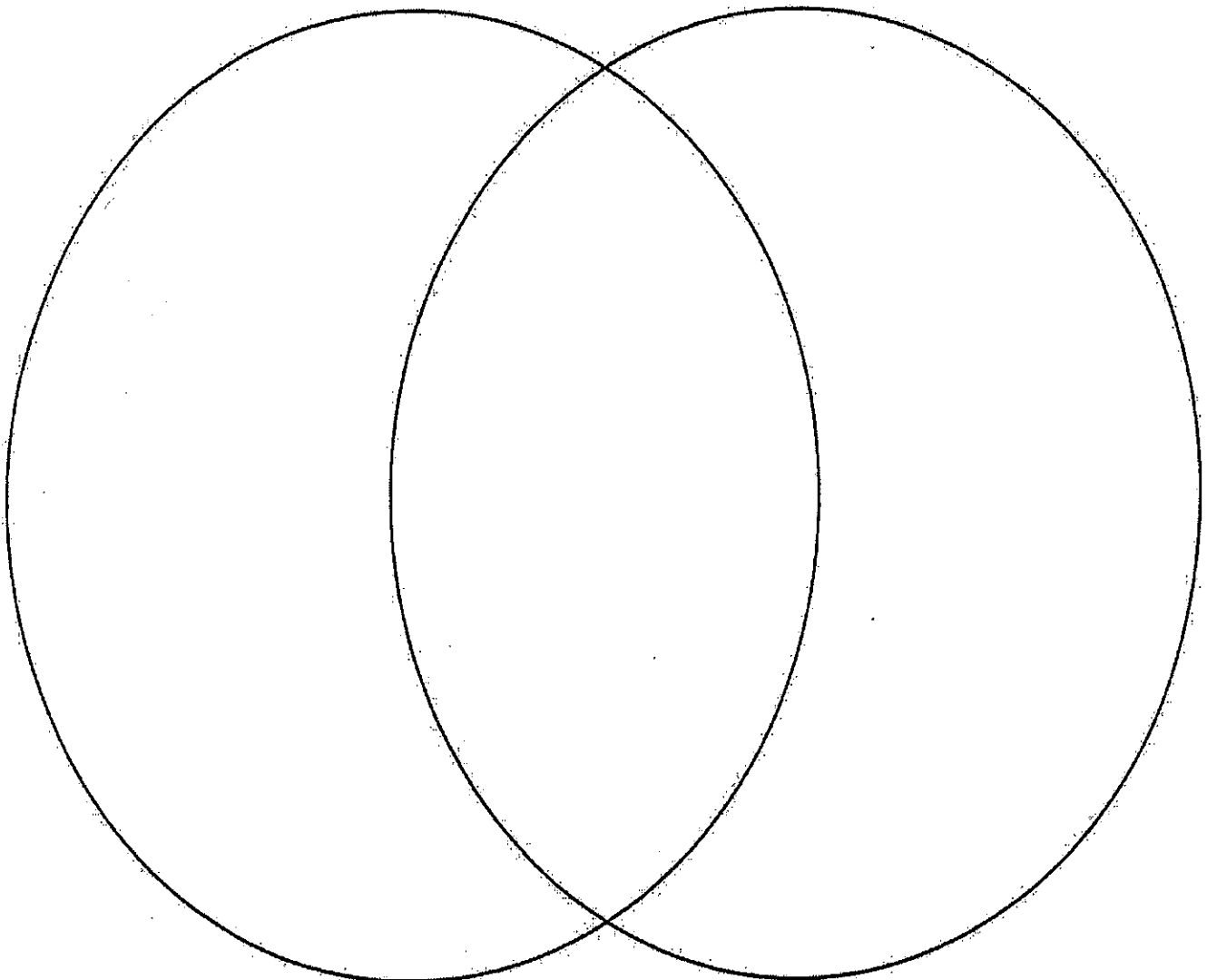
(Use with Lesson 3 on p. 92–95 of textbook)

DIRECTIONS: Read p. 92-95 of your textbook to reveal how the Egyptians and Nubians interacted with each other and with other peoples. Then write the detail in the correct part of the Venn diagram below.

- located in the north
- located in the south
- believed in many gods (polytheism)
- built irrigation canals
- written language was Meroitic
- developed a form of writing called hieroglyphics
- used wooden sticks to cultivate crops
- had goods such as gold, ivory, cattle, ostrich feathers, and granite

Egyptians

Nubians



Name _____ Period _____

Lesson 3: Nubia and Egypt

Directions: Read the summary about the Egyptians and Nubians interacting with each other and with other peoples. As you read, highlight/underline important details that relate to that section's title. Think about what you already know, what you want to know, and what you have learned after reading the summary.

Vocabulary

independent free

Lands South of Egypt (p. 93)

Nubia was a kingdom south of Egypt. Part of Nubia now makes up the African country of Sudan. Archaeologists believe people have been living in Nubia since about 3200 B.C. Unlike in Egypt, tall cliffs of granite rock surrounded parts of the Nile in Nubia. The soil in Nubia was rockier than in Egypt. Like the Egyptians, the Nubians built irrigation canals to get water from the Nile to their crops. The written Nubian language was called Meroitic. It was much like Egyptian hieroglyphics. People today are still unable to read Meroitic. Most of what we know about Nubia comes from Egyptian writings. Both the Nubians and the Egyptians believed in many gods. The Nubians may have also worshipped Egyptian gods. Nubians believed in an afterlife and built pyramids. Nubian pyramids were smaller and shaped differently than Egyptian pyramids.

Interaction (p. 94)

By about 2575 B.C., the Egyptians invaded Nubia. They were looking for resources. Egypt depended on Nubia for trade goods such as gold, ivory, cattle, and granite. Egypt set up trading centers and forts to protect its trade routes in Nubia. In the 1800s B.C., Egypt took over land in northern Nubia. This land included Kush, a Nubian kingdom. In about 1650 B.C., during the Hyksos rule of Egypt, Kush became **independent**, or free. In the 1400s B.C., Egypt took over Nubia again. At the end of the New Kingdom, Egypt became weak and Kush again became independent. Kush began to take over all of Egypt by about 750 B.C. The Kushite kings then became pharaohs of Egypt.

Kush Rises (p. 95)

Many groups tried to take Egypt from the Kushite kings. In about 670 B.C., the Assyrians attacked Egypt. The Kushites moved south to their capital at Nepata. After 600 B.C., the Egyptians regained power and destroyed Nepata. The Kushites founded a new capital at Meroë and trade grew. Meroë was rich in iron. Traders from other lands wanted tools and weapons made out of iron. Egyptians used bronze tools when they built pyramids.

Women in Kush became queens as they did in Egypt. Egypt grew weaker and influenced Kush less. Meroë remained a great trade center until A.D. 350.

Egyptian Records (p. 86)

Hieroglyphics is a form of writing based on pictures. Hieroglyphs stood for sounds, not letters. However, for this activity you will be using symbols as letters. Scholars generally believe that Egyptian hieroglyphs came into existence a little after Sumerian script (pictographs/cuneiform) which may have influenced it.

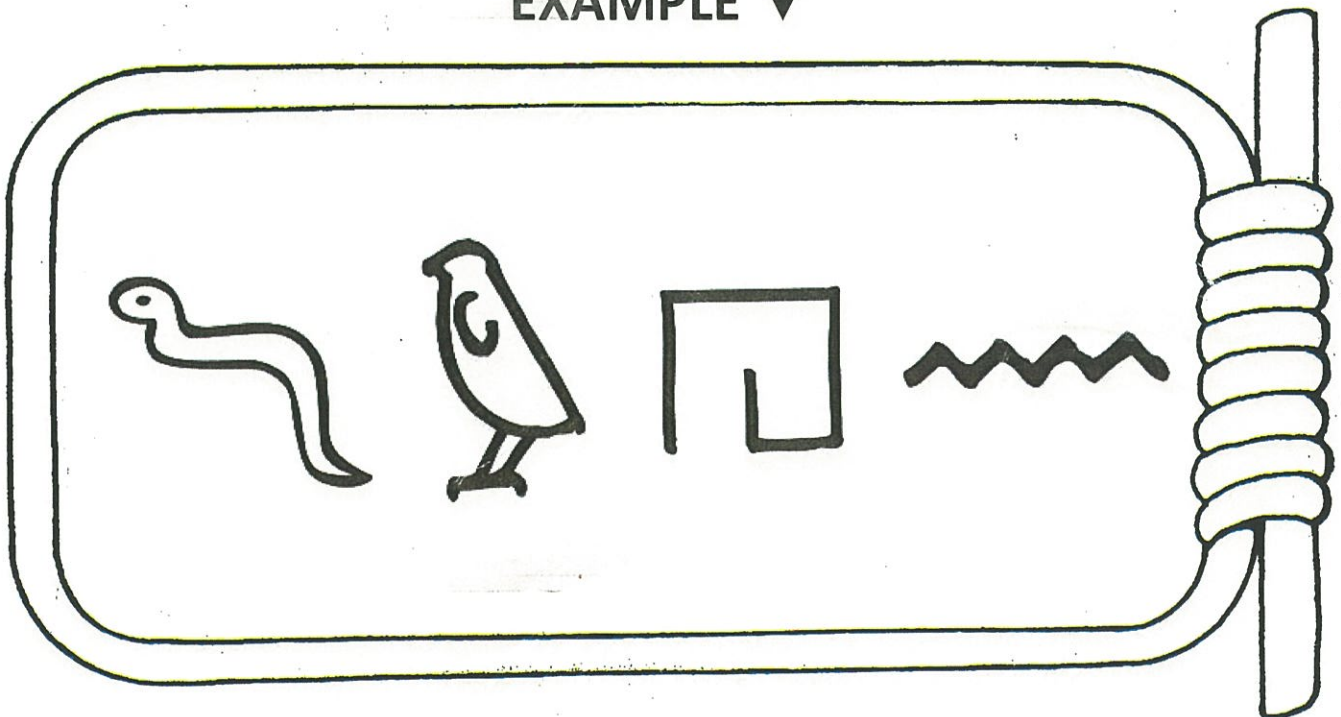
The individual rulers of Ancient Egypt each had their own personal signatures in the form of cartouches. A royal cartouche consisted of the name of the ruler written in hieroglyphics enclosed in an oval ring. The different royal cartouches were invaluable to early scholars. By comparing these early cartouches, Champollion was able to crack the code on the Rosetta Stone, make a momentous breakthrough for understanding of this ancient written language. Words were written right to left, left to right, or top to bottom, and the characters always faced the beginning of the word.

Additional Facts:

















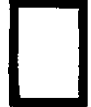










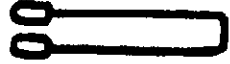

- The word hieroglyph is from the Greek, meaning "sacred carving."
- Egyptians were the first to use papyrus writing paper.
- Egyptians believed hieroglyphics were magical and that writing was a sacred act.
- The Egyptian spoken language was related to the languages of southwestern Asia and to some in northern Africa. It was eventually replaced with Arabic.

DIRECTIONS: Find hieroglyphics in the glossary of your textbook and write its definition on the next page. Use the oval ring to make your own cartouche. You will write your first name using the hieroglyphs located on the back of these directions. Use PENCIL first, making the figures as large as possible. Then outline them using a color of your choice. You may write your name left to right or right to left. Remember the characters should face the beginning of the word. Then color in the rest of your cartouche. Once finished, answer the question located below your cartouche.

EXAMPLE ▼



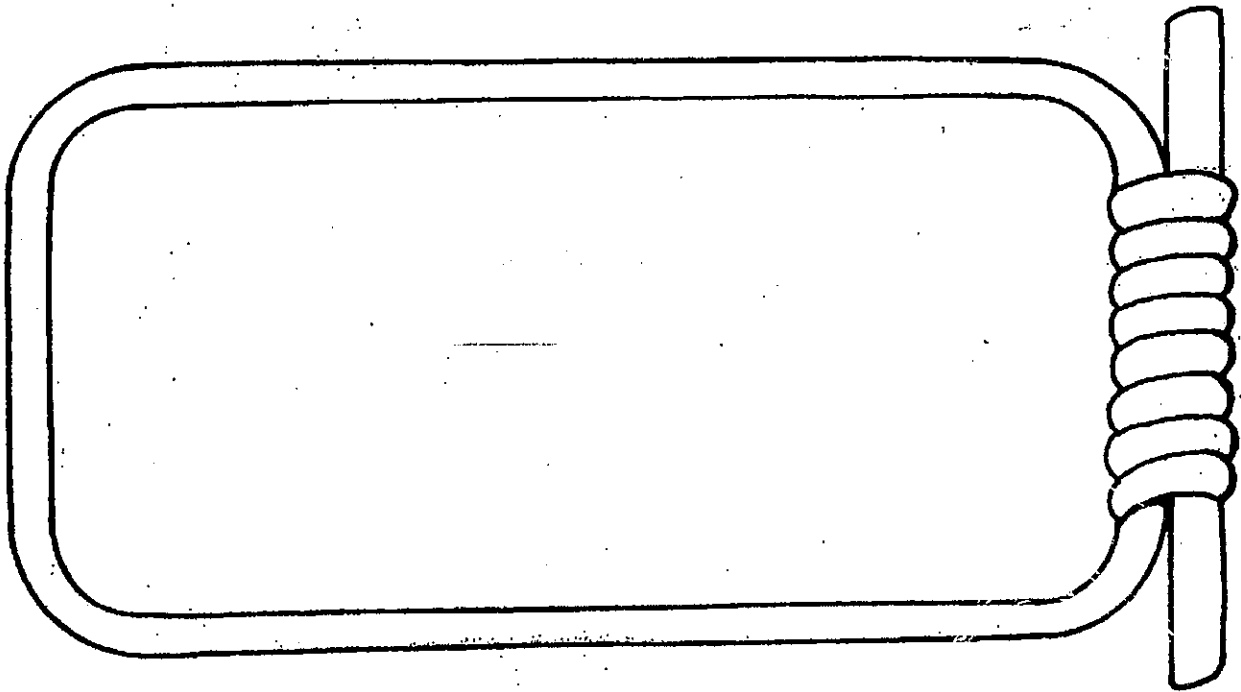
Hieroglyphic Alphabet

| | | | |
|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| A  eagle | B  leg | C  as in <i>cat</i> basket  as in <i>cent</i> folded cloth | D  hand |
| E  two reed flowers | F  horned viper | G  a stand for a jar | H  reed shelter |
| I  reed flower | J  snake | K  basket | L  lion |
| M  owl | N  water | O  chick | P  stool |
| Q  hill | R  mouth | S  folded cloth | T  loaf of bread |
| U  chick | V  horned viper | W  chick | X  sounds like <i>k + s</i> as in <i>six</i> |
| Y  two reed flowers | Z  a bolt | CH  tethering rope | SH  pond |

Egyptian Records

(use with textbook page 86)

Definition of Hieroglyphics: _____



How is hieroglyphic writing similar and different from the writing in your textbook? Be specific.

Resource: _____ Group # _____

DISCOVER EGYPT

Directions: As a group, explore the Egypt resource your group was given. Look at the pictures, read the captions, read the articles that interest you, etc. Then, as a group, write down 3 interesting facts you learned from your exploration. Be sure to write the page number where you found your fact. Be prepared to share these findings with the class.

Page # 1. _____

Page # 2. _____

Page # 3. _____

As you listen to other groups share out their findings, write down 2 interesting facts you learned from your classmates.

1. _____

2. _____

Chapter 3: Ancient Egypt and Nubia Reflection

1. What information did I learn that was new to me? **Explain and be specific.**

2. Was completing the work assigned for Chapter 3 easy or difficult for me? **Explain and be specific.**

3. Rate your effort at meeting the folder expectations (**circle ONE**):

| Excellent | Good | Needs Improvement | Unacceptable |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>Excellent Effort</u> | <u>Acceptable Effort</u> | <u>Some Effort</u> | <u>Little to No Effort</u> |
| I completed every page. Pages were completed neatly and to the best of my ability. I asked questions if I was unsure about something, and participated often. | I completed every page. Pages were completed accurately, and somewhat neatly. Sometimes I asked questions if I was unsure about something, and sometimes I participated. | I completed most of the pages. Some pages were not completely accurate, answers missing, and page numbers off. Not my neatest work. I rarely asked questions if I was unsure about something, and rarely participated. | I did not complete several pages. Many pages were not accurate, were missing answers, and page numbers were off. Work was not neat. I did not ask questions if I was unsure about something, and did not participate. |

Teacher Feedback:

Chapter 3 Folder Grade _____

Chapter 3 Summative Exam Grade _____

Comments: