

Ancient Egypt and Kush**Section 1****MAIN IDEAS**

1. Egypt was called the gift of the Nile because the Nile River gave life to the desert.
2. Civilization developed along the Nile after people began farming in this region.
3. Strong kings unified all of Egypt.

Key Terms and People

cataract steep river rapids, almost impossible to sail by boat

delta a triangle-shaped area of land made of soil deposited by a river

Menes an Egyptian leader who united both upper and lower Egypt into one kingdom

pharaoh ruler of unified Egypt, literally means “great house”

dynasty a series of rulers from the same family

Section Summary**THE GIFT OF THE NILE**

Life in Egypt revolved around the Nile, the world’s longest river. The Nile carries water from central Africa through a vast stretch of desert land. It also carries fine black silt. When the river floods, it deposits this fertile soil along its banks. Since the land surrounding the Nile Valley was arid desert, the area along the river was the lifeline for people living in the region. The river was so important to people that Egypt was called the “gift of the Nile.”

Ancient Egypt developed along a 750-mile stretch of the Nile, and was originally organized into two kingdoms—Upper Egypt and Lower Egypt. Upper Egypt was located upriver in relation to the Nile’s flow. Lower Egypt was the northern region and was located downriver.

Cataracts, or steep rapids, marked the southern border of Upper Egypt. Lower Egypt was centered in the river **delta**, a triangle-shaped area of land made of soil deposited by the river. In midsummer

What gifts did the Nile give to the land along its banks?

How could a cataract serve as a natural protective barrier?

Section 1, *continued*

the Nile would flood Upper Egypt. In the fall the river would flood Lower Egypt.

CIVILIZATION DEVELOPS ALONG THE NILE

With dry desert all around, ancient settlers were attracted to this abundant and protected area of fertile farmland. Hunter-gatherers first moved to the area around 12,000 years ago and found plenty of meat and fish to hunt and eat. By 4500 BC farmers were living in villages and growing wheat and barley. They were also raising cattle and sheep.

Around 3200 BC the Egyptian villages formed into two kingdoms. The capital of Lower Egypt was located in the northwest Nile Delta at a town called Pe. The capital city of Upper Egypt was called Nekhen. It was located on the west bank of the Nile.

KINGS UNIFY EGYPT

Around 3100 BC **Menes** (MEE-neeZ), the king of Upper Egypt, invaded Lower Egypt. He married a princess there in order to unite the two kingdoms under his rule. Menes was the first **pharaoh**, which literally means ruler of a “great house.” He also started the first Egyptian **dynasty**, or series of rulers from the same family. He built a new capital city, Memphis, which became a popular cultural center. His dynasty ruled for nearly 200 years.

CHALLENGE ACTIVITY

Critical Thinking: Drawing Inferences Villages developed when people stopped being hunter-gatherers and start growing their food. Some people in villages became powerful leaders who united several villages and their people into larger territories under one organization. Imagine that you are a village leader in ancient Egypt and that you are interested in uniting several villages. Write a speech explaining why you want to unite the villages and why people should agree with you.

Why would hunter-gatherers be attracted to the banks of a river that floods every year?

Why do you think Egyptian farming villages banded together and became kingdoms?

Section 1, *continued*

DIRECTIONS On the line provided before each statement, write **T** if a statement is true and **F** if a statement is false. If the statement is false, write the correct term on the line after each sentence that makes the sentence a true statement.

_____ 1. Cataracts are triangle-shaped areas of land made of soil that is deposited by a river.

_____ 2. Deltas are steep rapids that made sailing portions of rivers such as the Nile very difficult.

_____ 3. Menes was a leader who rose to power in Upper Egypt around 3100 BC.

_____ 4. Menes founded Egypt's first pharaoh, a series of rulers from the same family.

_____ 5. Historians consider Menes to be Egypt's first dynasty, the title used by the rulers of Egypt.

SECTION 2**Summary**

(First Page) Answers will vary. Sample answer: because a government needs many people to take part in it to function properly

(Second Page) Sargon; polytheism; make offerings to them; kings and below them were priests and nobles

Challenge Activity

Answers will vary. Students letters should include statements about the possible flooding of the farm and the request to the priests for an offering.

True/False

1. T
2. T
3. F; Countryside areas are considered to be **rural**.
4. T
5. F; The practice of worshipping just one god is called **monotheism**.
6. T

SECTION 3**Summary**

(First Page) cuneiform; picture symbols that represent objects such as trees or animals

(Second Page) the ox-drawn plow; Students should underline the sentence: *Most people lived in one-story houses with rooms arranged around a small courtyard*; stringed instruments, reed pipes, drums, and tambourines

Challenge Activity

Answers will vary. Accept all reasonable responses.

Fill in the Blank

1. scribe
2. ziggurat
3. cuneiform
4. epic
5. pictograph
6. architecture
7. scribe
8. epic

Vocabulary Terms

9. b
10. a
11. b

SECTION 4**Summary**

(First Page) Euphrates; so that people can know what the laws are and understand them

(Second Page) the Hittites, Kassites, Assyrians, and Chaldeans; Sumerian culture; Mediterranean Sea

Challenge Activity

Timelines will vary. Sample dates: 1800 BC The Babylonian Empire forms; 1595 BC The Hittites capture Babylon; c. 1600 BC The Kassites capture Babylon; 1200 BC the Assyrian Empire forms; 612 BC The Chaldeans conquer the Assyrians.

Fill in the Blank

1. Nebuchadnezzar
2. alphabet
3. monarch
4. Hammurabi
5. chariot
6. Hammurabi

True/False

7. F; The Hittite soldiers used the **chariot** in their battles to capture Babylon.
8. F; Under the laws of **Hammurabi**, injuring a rich man brought a greater penalty than injuring a poor man.

Ancient Egypt and Kush**SECTION 1****Summary**

(First Page) fertile soil; because a cataract was difficult to sail by boat

(Second Page) because it would provide food and water; because they could better protect themselves

Challenge Activity

Student speeches should include statements supporting unification.

True/False

1. F; **Deltas** are triangle-shaped areas of land made of soil that is deposited by a river.
2. F; **Cataracts** are steep rapids that made sailing portions of rivers such as the Nile very difficult.
3. T
4. T
5. T
6. T

SECTION 2

Summary

(First Page) that the pharaoh was both a king and a god

(Second Page) the lower class; the life force; to house dead rulers

Challenge Activity

Students should respond that it is different because Americans do not believe the President is a king or a god. Students should also note that presidents are elected and have more limited powers than pharaohs.

Descriptive Phrases

Answers will vary. Sample answers:

1. life after death
2. wealthy, powerful
3. using practical scientific knowledge
4. most famous pharaoh of the Old Kingdom
5. preserved dead bodies wrapped in cloth
6. wealthy, powerful
7. the third dynasty
8. triangle-shaped tombs

SECTION 3

Summary

(First Page) from Southwest Asia

(Second Page) south; architects; farmers and peasants

Challenge Activity

Answers will vary. Student essays should include reasonable statements about any advantages or disadvantages.

Vocabulary

1. Ramses the Great; a pharaoh of the New Kingdom

2. Middle Kingdom; a period of peace in Egypt
3. Queen Hatshepsut; a New Kingdom ruler who expanded trade
4. trade routes; routes used by traders
5. New Kingdom; the height of Egypt's power and glory

SECTION 4

Summary

(First Page) Greek

(Second Page) sphinxes and obelisks; kings, priests, and other important people; because it is one of the few Egyptian tombs left untouched by tomb raiders

Challenge Activity

Student messages will vary but should be able to be translated.

Fill in the Blank

1. Papyrus
2. hieroglyphics
3. King Tutankhamen
4. Rosetta Stone
5. Sphinxes
6. obelisk

SECTION 5

Summary

(First Page) fertile soil, gold, copper, stone

(Second Page) about 450 years; the iron industry; Women were active in society, and some rose to positions of authority; Students should circle the name and kingdom: *King Ezana* and *Aksum*

Challenge Activity

Student essays will vary but should include an explanation for the defeat of Egypt.

Vocabulary Terms

1. b
2. a
3. c
4. b
5. a
6. a
7. b