

Read & Finish  
the packets

CHAPTER 2

# Ancient Egypt and Kush

## Floating Along the Nile

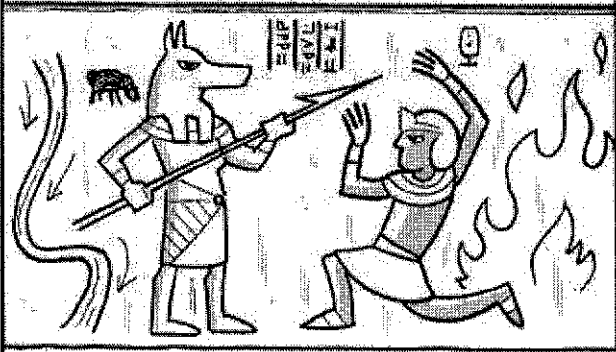


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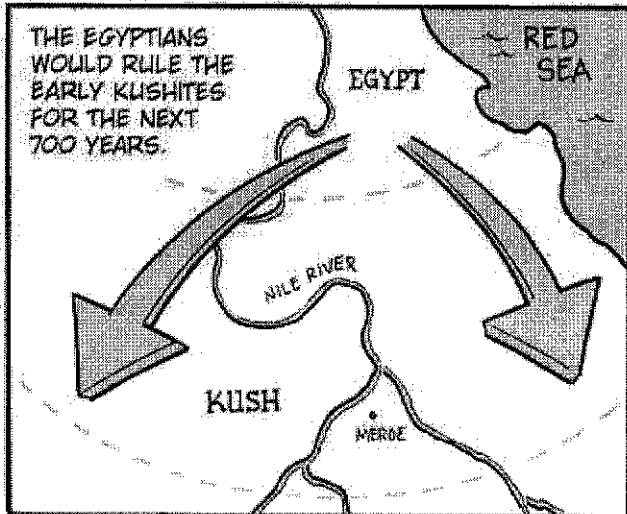
AROUND 2000 B.C., A CIVILIZATION THAT WOULD LATER BE KNOWN AS THE KUSH BEGAN AS A GROUP OF SIMPLE CATTLE HERDERS ON THE GRASSY PLAINS SOUTH OF THE SAHARA.



LIFE CHANGED FOR THE EARLY KUSHITES IN THE 1400'S B.C., WHEN THEY WERE INVADDED AND CONQUERED BY THE EGYPTIANS.



THE EGYPTIANS WOULD RULE THE EARLY KUSHITES FOR THE NEXT 700 YEARS.



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THROUGH THIS LONG RELATIONSHIP,  
THE KUSHITES ADOPTED MANY FORMS  
OF EGYPTIAN CULTURE. IT WAS  
ALMOST AS IF EGYPT'S CULTURE  
FLOATED DOWN THE NILE RIVER...



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THERE WAS EXTENSIVE TRADE BETWEEN EGYPT AND KUSH. TRADING WITH EGYPT HELPED KUSH GROW A POWERFUL ECONOMY.



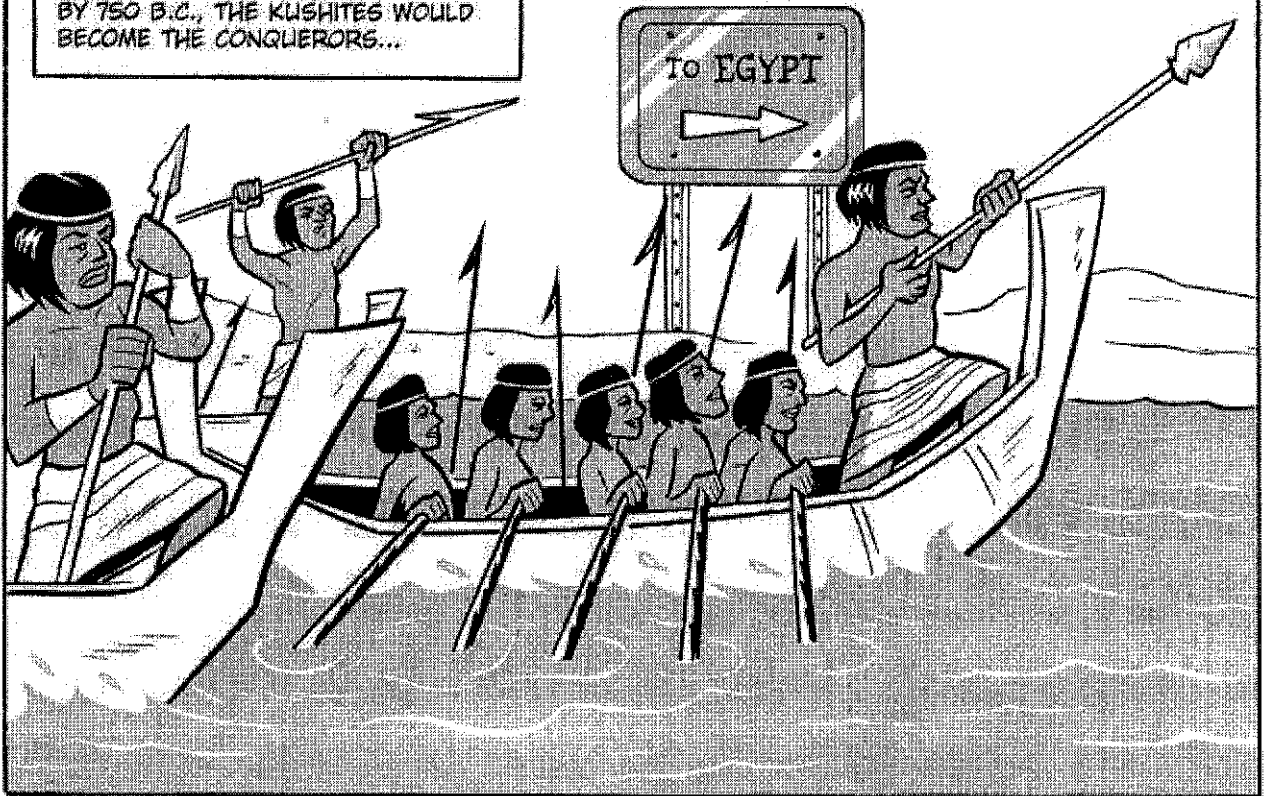
THE EGYPTIANS TAUGHT THE KUSH HOW TO WORK WITH BRONZE AND COPPER.



ONE USE OF THIS NEW KNOWLEDGE WAS THAT THE KUSHITES COULD MAKE BETTER WEAPONS.



BY 750 B.C., THE KUSHITES WOULD BECOME THE CONQUERORS...



## CHAPTER 5 | LESSON 1 Gift of the Nile

**Lesson 1 Gift of the Nile****BEFORE YOU READ**

In this lesson, you will learn how the Nile River in Egypt helped people create a civilization.

**AS YOU READ**

Use this chart to take notes about why Egyptian civilization developed along the Nile River. Answering the question at the end of each section will help you fill in the chart.

Causes	Effects
Floods	
New agricultural techniques	
Many land resources	

**TERMS & NAMES**

- **cataract** waterfall
- **delta** area near a river's mouth where the water deposits fine soil
- **silt** fine soil deposited by a river
- **fertile** good for growing crops
- **linen** type of fabric woven from flax plants

**Geography of Ancient Egypt**

(pages 147–148)

*Why was the Nile River important?*

A historian once called Egypt “the gift of the Nile” because the river made it possible for people to develop a civilization there.

The Nile is the longest river in the world. It flows north through Africa and ends in the Mediterranean Sea. It has many **cataracts** along the way. The cataracts end in southern Egypt, and the river is calm the rest of the way. Near the sea, the river splits into many streams and forms a **delta**. The water deposits **silt** in the delta.

Every summer, heavy rains fell in the south, and the Nile would flood. The rushing current would carry **fertile** black soil with it. The river flooded the land along the shores. As the water slowed, it set down the soil. The river flooded at the same time every year, so farmers knew when the land would be good for planting.

The ancient Egyptians lived in the black land where the river had put down the fertile soil. The land away from the river was a dry desert they called the red land. In Egypt, the weather was always sunny. For eight months it was hot. For the four months of winter, it was cooler.

The harsh desert stopped enemies from reaching Egypt. The Mediterranean coast was swampy and did not have good harbors. Since travel was hard, the early Egyptians did not travel far from home.

1. How did the Nile floods help farmers grow crops?

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READING STUDY GUIDE CONTINUED

**Land of Plenty**

(pages 148–149)

*How did the Egyptians use the land around the Nile?*

Egyptian farmers invented farming methods that gave them more farmland. They dug ditches that took river water to dry areas. Then they used a bucket on a pole to spread the water on the fields. They were using these methods by 2400 B.C.

Farmers grew many different foods. They grew vegetables, such as lettuce, radishes, asparagus, and cucumbers. They grew fruits, such as dates, figs, grapes, and watermelons. They grew wheat and made bread from it.

Egyptians made clothing from plants. Thread made from the flax plant was woven into a cloth called **linen**. Linen is light and cool. Men wore wraps around their waists. Women wore loose, sleeveless dresses. Egyptians used the reeds that grew in marshes to make sandals. Reeds are tall grasses.

Egyptian houses were made of bricks. The roofs were made of sticks and palm trees. Houses had high windows to keep out the sunlight. They were often painted white to reflect away the heat. Woven reed mats covered the dirt floors. Most people slept on mats with linen sheets. Rich people had beds and cushions.

Nobles had fancy homes with courtyards with shade trees. Some had pools filled with lotus flowers and fish. Poorer people went to the roof to cool off after sunset. They often cooked, ate, and slept outside.

2. How did new farming methods help Egyptians grow all of the food they needed?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Geography Shapes Egyptian Life**

(pages 150–151)

*What economic activities developed in Egypt?*

Egypt's economy was based on farming. But people did many other jobs too.

Mining was important work. Egyptians used copper to make tools and weapons. They knew how to use copper as early as 6000 B.C. Later they learned that iron was stronger and began to use that. They also mined gold to make jewelry and special objects. Nubia, in the south, had the richest gold mines.

Mining was hot and difficult work. Copper and iron were found in the mountains of the Sinai Peninsula. This desert lies east of Egypt.

The Egyptians also mined precious stones. They used precious stones to make jewelry. Turquoise was a kind of precious stone that came from the Sinai.

Egyptians fished for and hunted the animals that lived along the river. People made rafts out of reeds to go on the river. They used nets and harpoons to catch fish. Spears were used to hunt hippopotamuses and crocodiles. Small birds, such as quail, were caught with nets. People also hunted ducks and geese.

Over time, the Egyptians began to use the Nile for travel. They added sails and oars to their boats. They did not always need to row their boats. The river current flowed north, so boats could drift when going toward the delta. However, the winds blew toward the south. Travelers could raise their sails to go in that direction.

Because the Nile provided so much, Egyptians had extra products they could trade. They did not have money, so they exchanged goods. This type of trade is called barter.

3. How did Egyptians use the natural resources they had?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Name \_\_\_\_\_

Period \_\_\_\_\_

Date \_\_\_\_\_

CHAPTER 5 | LESSON 1 Gift of the Nile

## Activity Sheet

### Part A. Build Vocabulary

**Key Terms** Read the vocabulary definitions. Then write the word in each blank that best completes the sentence.

**cataract:** waterfall

**delta:** an area near a river's mouth where the water deposits silt

**silt:** fine soil

1. Many species of birds and fish lived in the Nile \_\_\_\_\_.
2. After each year's flooding of the Nile, the \_\_\_\_\_ deposited along the river meant an excellent season of crops.
3. As Egyptians sailed near the \_\_\_\_\_ in the south, they heard the sound of loud rushing water.

### Part B. Cooperative Work

Work with your classmates to complete the chart. Enter examples, or supporting details, for each main idea in the chart.

Main Ideas	Supporting Details
1. The Nile River and Egypt's geography were important to the growth of ancient Egypt.	
2. The ancient Egyptians used their natural resources in innovative ways.	
3. The ancient Egyptians developed economic activities other than farming.	

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Name \_\_\_\_\_

Period \_\_\_\_\_

Date \_\_\_\_\_

CHAPTER 5 | LESSON 1 Gift of the Nile

## Reteaching Activity

### Reading Comprehension

A. Find the name or term in the second column that best matches the description in the first column. Then write the letter of your answer in the blank.

- |  |               |
|--|---------------|
| _____ 1. a waterfall like those on the Nile River in Egypt                               | a. upper Nile |
| _____ 2. an area near a river's mouth where the water deposits (leaves behind) fine soil | b. fertile    |
| _____ 3. the name for the Nile River in the south of Egypt                               | c. cataract   |
| _____ 4. the name for the Nile River in the north  | d. delta      |
| _____ 5. term for soil that is good for growing crops                                    | e. lower Nile |

B. Find the name or term in the second column that best matches the description in the first column. Then write the letter of your answer in the blank. Number 9 in the first column needs two matches from the second. Write both letters.

- |  |                 |
|--|-----------------|
| _____ 6. a bucket on a lever (stick that moves the bucket up and down) used by ancient Egyptians to lift water from rivers or canals for use in the fields | f. silt         |
| _____ 7. light fabric created by weaving fibers from flax plants   | g. bartering    |
| _____ 8. fine soil that is deposited (left behind) along the shores of a river such as the Nile  | h. linen        |
| _____ 9. two precious (rare and costly) stones that were mined for their use in Egyptian jewelry   | i. lapis lazuli |
| _____ 10. exchanging goods that people grew or made  | j. shaduf       |
|  | k. turquoise    |

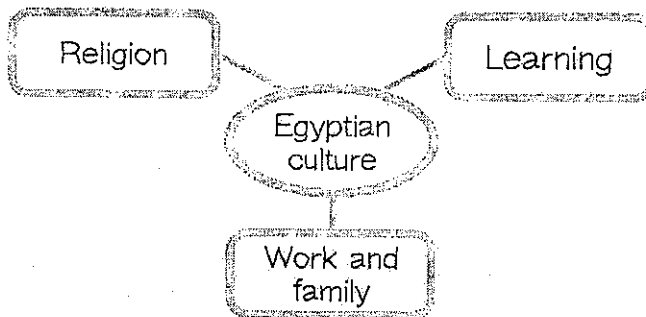
## CHAPTER 5 | LESSON 2 Life in Ancient Egypt

**Lesson 2 Life in Ancient Egypt****BEFORE YOU READ**

In the last lesson, you read how Egyptians prospered along the Nile. In this lesson you will read about how this prosperity made life easier and provided greater opportunities for many Egyptians.

**AS YOU READ**

Use this web diagram to understand aspects of Egyptian culture.

**TERMS & NAMES**

- **scribe** a person whose job was to write and keep records
- **hieroglyph** a picture that stands for different words or sounds
- **papyrus** paperlike material
- **afterlife** a life believed to follow death
- **embalm** to preserve a body after death
- **mummy** a body that has been dried so it won't decay

**Work and Family Life**

(pages 155–157)

*How did work and social roles affect people in ancient Egypt?*

As farmers grew more food than they could eat themselves, the society's economy began to grow. In time, many people were able to turn from farming to other types of work. Egyptian society became more complex. It had many levels. At the top of Egyptian society was the ruler. The king had the greatest power in Egyptian society. Next came priests and nobles. Priests carried out ceremonies and took care of the temples. Priests and rulers held ceremonies to please the gods. Egyptians believed that if the gods were angry, the Nile would not flood and crops would not grow.

Just below the priests and nobles were government officials and **scribes**. Egypt's leaders divided the country into 42 provinces.

In each province, government officials kept the provinces running smoothly. Scribes were people whose job was to write and keep records. Next came craftspeople and merchants. Some craftspeople built stone or brick houses and temples. Others made pottery, furniture, clothing, sandals, jewelry, or other goods. Merchants sold goods, and traders traveled to the upper Nile to trade with other Africans. They exchanged Egyptian goods for animal skins, live beasts, and exotic woods.

Slaves were at the bottom of society. In Egypt, people became slaves if they owed a debt, committed a crime, or were captured in war. Most Egyptian slaves were treated well and usually freed after a period of time. Slaves who worked in the mines had a much harder life. Many died from overwork.

In Egyptian society, men and women had fairly equal rights. They could both own and

## READING STUDY GUIDE CONTINUED

manage their own property. The main job of most women was to care for their children and home. Some also wove cloth or worked with their husbands in fields or workshops. Some even rose to key positions in the government.

1. What groups were at the top and at the bottom of Egyptian society?

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**Expanding Knowledge**

(pages 157–158)

*How did learning advance in ancient Egypt?*

Egyptian priests studied the sky as part of their religion. They created the world's first practical calendar. The Egyptians also developed early geometry. They developed practical ways to measure the land. Architects used geometric shapes such as squares and triangles to design temples and monuments. Egyptian doctors learned about the human body by preparing the dead for burial. That knowledge helped them perform some of the world's first surgery. Around 3000 B.C., Egyptians developed a writing system using **hieroglyphs**. Hieroglyphs are pictures that stand for different words or sounds. They also made a form of paper from a plant known as **papyrus**. Papyrus scrolls were light and easy to carry. Egyptians used them to create some of the first books.

2. What advances in learning did the Egyptians make?

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**Beliefs and Religion**

(pages 159–161)

*What religious beliefs did Egyptians hold?*

The Egyptians had a positive view of life. Their fertile soil allowed them to meet most of their needs. They did not have to struggle to make a living. Their positive outlook shaped their religion. It led them to believe that the gods favored them. Egyptians believed that they would have a happy and prosperous **afterlife**. An afterlife is a life believed to follow death.

The Egyptians worshiped many gods. Many of them were related to the afterlife or to nature. The Egyptians worshiped the sun, river, and plant gods. Important Egyptian gods included Re, the sun god; Osiris, a god who judged Egyptians after death; Isis, a fertility goddess who was Osiris' wife; and Anubis, god of the dead.

Egyptians believed that they would need their bodies in the afterlife, so they embalmed dead people. **Embalm** means to preserve a body after death. Embalmers removed all organs except the heart and filled the body with a mixture of salt and herbs to create a **mummy**. A mummy is a body that has been dried so it won't decay. When dry, the mummy was wrapped in hundred-of yards of linen strips. It was placed inside a coffin inside a tomb. The tomb also held furniture, food, and other everyday objects the dead would need for the afterlife.

3. What did the Egyptians think happened after death?

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## CHAPTER 5 | LESSON 2 Life in Ancient Egypt

**Activity Sheet****Part A. Build Vocabulary**

**Key Terms** Read the vocabulary definitions. Then write the word next to the sentence that describes its origin.

**scribe:** a person whose job was to write and keep records  
**hieroglyph:** picture that stands for a word or sound in a writing system  
**papyrus:** a paperlike material made from the papyrus reed  
**afterlife:** a life believed to follow death  
**embalm:** to preserve a body after death  
**mummy:** a body that has been dried so as not to decay

- \_\_\_\_ 1. This word comes from the French *enbaumer*, meaning to “put balm in.”
- \_\_\_\_ 2. This word comes from the Greek *papyrus*, meaning “paper.”
- \_\_\_\_ 3. This word comes from the Latin *scribere*, meaning “to write.”
- \_\_\_\_ 4. This word comes from the Persian *mum*, meaning “wax.”
- \_\_\_\_ 5. This word comes from two smaller words that refer to the time after death.
- \_\_\_\_ 6. This word comes from the Greek *hieros*, meaning “sacred,” and *glyphe*, meaning “a carving.”

**Part B. Cooperative Work**

Work with your group to write at least two or three examples for each category in the following chart.

Category	Examples
Occupations and Social Roles	
New Knowledge and Learning	
Religion	

Name \_\_\_\_\_

Period \_\_\_\_\_

Date \_\_\_\_\_

CHAPTER 5 | LESSON 2 Life in Ancient Egypt

## Reteaching Activity

### Finding Main Ideas

- A. Choose the word that best completes each sentence below. Write that word in the blank provided.

obelisk      Artisans      calendar      scribe      pharaoh

1. In ancient Egypt, the person whose job was to write and keep records was called a \_\_\_\_\_.
2. \_\_\_\_\_ were people who made pottery, jewelry, linen clothing, and other goods that could be used in trade.
3. An \_\_\_\_\_ was an Egyptian monument that had a shaft (tall straight structure) with a pointed top.
4. The ruler of Egypt was called a \_\_\_\_\_.
5. Their observations (careful viewings) of the star now called Sirius helped Egyptians create a \_\_\_\_\_ that worked well.

- B. Choose the word that best completes each sentence below. Write that word in the blank provided.

papyrus      hieroglyphs      polytheism      embalmed      afterlife

6. Egyptians used a writing system with \_\_\_\_\_, pictures that stand for different words or sounds.
7. Egyptians used \_\_\_\_\_, a material like paper, to roll into scrolls for early books.
8. Early Egyptians believed that a happy \_\_\_\_\_ followed life on Earth.
9. Egyptians practiced \_\_\_\_\_, a religion that included a belief in many gods.
10. To keep a body from decaying after death, Egyptians \_\_\_\_\_ it by removing all organs except the heart, filling the body with salt and herbs, and wrapping it in linen strips to create a mummy.