Chapter 2, Section 1

The Nile Valley

(Pages 156–164)

Main Idea

Setting a Purpose for Reading
Think about these questions as you read:
• Why did the early Egyptians settle in the Nile River valley?
• What role did the Nile River valley play in the development of the Egyptian civilization?
• How was early Egyptian society divided?

Reading Strategy
As you read pages 157–164 in your textbook, complete this diagram to describe Egyptian irrigation systems.
As you read, take notes describing the Nile and the area surrounding this great river. Use your notes to answer this question: How did the Nile and the surrounding area help protect Egypt?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Define or describe the following terms from this lesson.

cataract

delta

Briefly describe the following places.

Egypt

Nile River

Sahara
Define **this** academic vocabulary word from **this** lesson.

**feature**

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Use each of these terms that you studied earlier in a sentence that reflects the term’s meaning.

**civilization**
(Chapter 1, Section 2)

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**city-state**
(Chapter 1, Section 2)

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Describe the physical environment in Egypt.

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**The River People**
(pages 159–160)

As you read, write three questions about the main ideas presented in the passage. After you have finished reading, write the answers to these questions.

1. 

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2. 

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3. 

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2. Define or describe the following terms from this lesson.

3. Define this academic vocabulary word from this lesson.

Use each of these terms that you studied earlier in a sentence that reflects the term’s meaning.
How did living on the banks of the Nile help farmers?

As you read, write three details about Narmer. Then write a general statement about Narmer’s leadership on the basis of these details.

<table>
<thead>
<tr>
<th>Terms To Know</th>
<th>General Statement</th>
<th>Drawing Conclusions</th>
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<tbody>
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<td>1.</td>
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</table>

Define or describe the following term from this lesson.

A United Egypt (pages 161-162)

How did living on the banks of the Nile help farmers?
Early Egyptian Life (pages 163–164)

As you read, complete the following sentences. Doing so will help you summarize the section.

1. The ___________ was at the top of the early Egyptian social structure.

2. Egypt’s upper class was made up of ___________.

3. Egypt’s middle class included people who ___________.

4. ___________ made up the largest group of early Egyptians.

5. ___________ were at the bottom of the social structure in Egypt.

6. ___________ had more rights in Egypt than in most other early civilizations.

How was Egyptian society organized?
Now that you have read the section, write the answers to the questions that were included in **Setting a Purpose for Reading** at the beginning of the lesson.

Why did the early Egyptians settle in the Nile River valley?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

What role did the Nile River valley play in the development of the Egyptian civilization?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

How was early Egyptian society divided?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Research **hieroglyphics** and the symbols used in this form of writing. On a separate sheet of paper, write an expository essay describing the various types of hieroglyphic signs.
Chapter 2, Section 2

Egypt’s Old Kingdom

(Pages 165–170)

Main Idea

Setting a Purpose for Reading  Think about these questions as you read:
• What were the main Egyptian beliefs about deities and the afterlife?
• Why did Egyptians build pyramids?

Reading Strategy

As you read pages 166-170 in your textbook, complete this graphic organizer to show the different religious beliefs in Egypt.
Old Kingdom Rulers (page 166)

Determining the Main Idea

As you read, write the main idea of the passage. Review your statement when you have finished reading and revise as needed.

________________________

________________________

________________________

Define or describe the following term from this lesson.

pharaoh

________________________

________________________

________________________

Define these academic vocabulary words from this lesson.

period

________________________

________________________

________________________

welfare

________________________

________________________

________________________

Why did the pharaohs hold so much power?

________________________

________________________

________________________

________________________
To preview this section, first skim the section. Then write a sentence or two explaining what you think you will be learning. After you have finished reading, revise your statements as necessary.

Define or describe the following terms from this lesson.

- deity
- embalming
- mummy

Who were some of the main gods and goddesses of ancient Egypt?
Imagine standing at the foot of an ancient pyramid. What do these giant structures tell you about the Egyptian culture and people? As you read, take notes about the pyramids to help you answer this question.

Define or describe the following term from this lesson.

- **pyramid**

Explain why this person is important.

- **King Khufu**

Briefly describe the following place.

- **Giza**

Define these academic vocabulary words from this lesson.

- **structure**

- **principle**
What was the purpose of pyramids?


Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

What were the main Egyptian beliefs about deities and the afterlife?


Why did Egyptians build pyramids?


Research the process of embalming. Then, on a separate sheet of paper, write two to three narrative paragraphs sequencing the steps involved in embalming a pharaoh’s body.
Chapter 2, Section 3
The Egyptian Empire
(Pages 178–186)

Main Idea

Setting a Purpose for Reading Think about these questions as you read:
• What was life like during the Middle Kingdom?
• What important events happened during the New Kingdom?

Reading Strategy
As you read pages 179–186 in your textbook, complete this diagram showing the major accomplishments of Ramses II.
The Middle Kingdom was a golden age for Egypt. Before you read, skim the passage. Make a note of any points that support this statement. Then, after you read, go back and fill in additional information about this golden age.

Thebes
Ahmose
restore
tribute

Define or describe the following term from this lesson:

Define this academic vocabulary word from this lesson:

Briefly describe the following place:

Explain why this person is important:
What advances in art were made during the Middle kingdom?

As you read, list the achievements of Hatshepsut and Thutmose III in the columns below. Then, based on the achievements you have listed, write a short paragraph evaluating the leadership of one of these rulers. Use specific examples from your list to support your opinion.

<table>
<thead>
<tr>
<th>Hatshepsut</th>
<th>Thutmose III</th>
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Evaluating

The New Kingdom (pages 180–181)

Terms to Review

pharaoh
(Chapter 2, Section 2)

Use this term that you studied earlier in a sentence that reflects the term’s meaning.
Describe Egyptian trade during the rule of Hatshepsut.

1. 

2. 

3. 

Legacies of Two Pharaohs (pages 183–184)

Questioning

Before you read, skim the text. Then write three questions about the main ideas you find. After you have finished reading, write the answers to these questions.

1. 

2. 

3. 
People To Meet

Explain why this person is important.

Akhenaton

Define this academic vocabulary word from this lesson.

maintain

Why was the discovery of Tutankhamen’s tomb so important?

The End of the New Kingdom (pages 184–186)

Sequencing

As you read, place the following events in the correct order by numbering them in the spaces provided.

1. ___ Groups from the eastern Mediterranean attack Egypt by sea.

2. ___ Egyptian armies regain lands in western Asia.

3. ___ Egypt is taken over by the Assyrians.

4. ___ Egypt is conquered by Libyans.

5. ___ Ramses II becomes pharaoh.

6. ___ Egypt is ruled by Kush.

7. ___ The temple at Karnak is built.
**People To Meet**

Explain why this person is important.

Ramses II

---

**Academic Vocabulary**

Define this academic vocabulary word from this lesson.

construct

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Sum It Up

Why did Egyptian rulers lose control of their empire?

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Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

What was life like during the Middle Kingdom?

---

What important events happened during the New Kingdom?

---

Read To Write Challenge

Research the reign of Thutmose III. On a separate sheet of paper, write a descriptive paragraph highlighting at least two “tricks” he used to conquer his enemies.
Chapter 2, Section 4
The Civilization of Kush
(Pages 187–191)

Main Idea

Setting a Purpose for Reading  Think about these questions as you read:
• Who were the Nubians and what were they known for?
• What was life like for the people of Kush?

Reading Strategy

As you read pages 188–191 in your textbook, complete this diagram to show the differences and similarities between Napata and Meroë.
As you read, write the main idea of the passage. Review your statement when you have finished reading and revise as needed.

Define or describe the following term from this lesson.

Briefly describe the following places.
Define this academic vocabulary word from this lesson.

**collapse**

Use this term that you studied earlier in a sentence that reflects the term's meaning.

**hieroglyphics**  
(Chapter 2, Section 1)

Where was Kush located in relation to Egypt?
Complete this outline as you read.

I. The Importance of Iron
   A. __________________________________________________________
   B. __________________________________________________________

II. A New Capital
   A. __________________________________________________________
   B. __________________________________________________________

III. Building a Profitable Trade
   A. __________________________________________________________
   B. __________________________________________________________

Briefly describe the following places.

Places To Locate

Napata

Meroë

People To Meet

Kashta

Piye

Explain why each of these people is important.
Define this academic vocabulary word from this lesson.

- decline

Use each of these terms that you studied earlier in a sentence that reflects the term’s meaning.

- caravan
  (Chapter 1, Section 3)

- dynasty
  (Chapter 2, Section 1)

How did Kush become a wealthy kingdom?
Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

Who were the Nubians and what were they known for?

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

What was life like for the people of Kush?

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

For centuries, Nubia was a land of legend. Even the ancient Greeks were fascinated by the mysterious land south of Egypt. Research how Europeans learned of the Nubian culture. On a separate sheet of paper, write a descriptive essay that includes quotes from the European explorer who first sighted the ruins of Meroë.