

Chapter 5: Outline Notes “Ancient Egypt& Kush”

Lesson 5.1 - The Nile River

The Nile River Valley:

- As empires were flourishing and falling in Mesopotamia, two new civilizations, _____ and _____ were emerging in _____, in the _____ River Valley.
1. Valley Civilization:
 - a. The Nile River Valley was ideal for settlement because of its _____.
 - b. Early hunters and gatherers arrived around _____ B.C and built permanent settlements in the Nile River valley.
 - These people were the earliest Egyptians and _____.
 - c. Early Egyptians lived in the Northern region of the Nile Rive Valley and called their land _____, meaning “_____”, after the dark, rich soil.
 - Later, this northern Nile area would be called _____.
 2. The Gift Of The River:
 - a. Egypt has a _____ and _____ climate. This is one of the reasons many of Egypt’s ancient structures were able to survive.
 - Since the region receives little rainfall, Egyptians depended on the _____ as their source of water for drinking, bathing and watering their crops.
 - b. The Nile River is the world’s _____ river, flowing north about _____ miles from central Africa to the Mediterranean Sea.
 - c. The Niles River starts as two separate rivers, the _____ Nile and the _____ Nile, before joining just South of Egypt.
 - Where the rivers come together, steep cliffs and boulders create fast moving waters called _____.
 3. A Protected Land:
 - a. Throughout centuries, the flow of the Nile has created a _____.
 - Before the Nile reaches _____ Sea, it splits into many branches that resemble a plants bloom. These waterways form a fan-shaped fertile marshland known as a _____.
 - The lush, green Nile Valley and Delta contrast with the barren _____ that stretch on either side of the river.
 - b. The Nile borders one of the largest deserts in the world.
 - To the West is the Libyan Desert which forms part of the _____.
 - To the _____ lies the Eastern Desert which extends to the _____ Sea.
 - c. These deserts were not favorable to humans and animals, and kept Egypt _____ from outside invaders.
 - d. Other physical features protected Egypt:
 - In the Far South, the dangerous cataracts of the Nile barred enemy _____ from attacking.
 - In the North, delta _____ stopped invaders sailing from the Mediterranean Sea.
 - The deserts, cataracts, and delta marshes gave Egyptians an _____ that the Mesopotamian people lacked.
 - e. Egyptians were not cut off from trade, they used _____ patterns to use sail boats to trade with others.

People of the River:

- Mesopotamian people had to learn to control the _____ of the Tigris and Euphrates rivers, but in Egypt the flooding of the Nile was _____, so the Egyptians did not face the same challenges.
1. Predictable Challenges:
 - a. Each year during late spring, heavy tropical _____ in central Africa as well as melting snow from mountains in Eastern Africa causes the Nile to overflow its banks.
 - When waters returned to their normal level in late fall, thick deposits of _____ remained.
 2. How Did Egyptians Farm?:
 - a. After the flooding of the Nile, Egyptians planted wheat, barley and _____ seeds while the soil was still wet.
 - b. During the _____ season, farmers irrigated their crops by scooping out _____, or bowl-shaped holes in the earth to store river water, which they connected to their fields using _____.
 - Egyptians also developed a new tool to make their work easier, a _____ was a bucket attached to a pole that could be used to lift water from the Nile and empty it into basins.

- c. To measure the area of their lands and determine _____ lines after flood waters washed away markers, Egyptians used _____ to recalculate where one field ended and another began.
 - d. Egyptians used _____, a reed plant that grew along the Nile to weave rope, sandals, baskets and river rafts. Later, Egyptians soaked strips of the stalk in water then pounded the strips together to make sheets of _____.
3. How Did The Egyptians Write?:
- a. Like Mesopotamians, Egyptians developed their own system of writing, first by using symbols to represent _____, and later by developing symbols that represented _____.
 - This combination of using pictures and sound symbols created a complex writing system of writing called _____.
 - b. Few ancient Egyptians could read or write hieroglyphics. Some men went to special schools to train as _____.
 - c. Unlike Mesopotamian people who wrote on clay tablets, Egyptian scribes wrote or painted on _____. However, Egyptian scribes did carve hieroglyphics into stone walls and monuments.

Uniting Egypt:

- Egyptian villages along the _____ traded with one another, and before long began trading with Nubia, Mesopotamia, and other places outside of Egyptian borders.
1. Forming Kingdoms:
- a. A need for organized _____ became increasingly important as farming and trade increased.
 - Government was needed to oversee construction of irrigation systems and dams, to develop a process for storing and distributing _____ during famine, and settle conflicts over _____ ownership.
 - b. Over time villages formed small _____, which were ruled over by _____. Eventually, smaller kingdoms fell to the control of stronger ones, and by 4000 B.C., Egypt was made up of two kingdoms;
 - _____ Egypt- in the south-central part of the Nile River Valley.
 - _____ Egypt- located on the Nile River's north Delta.
2. Who Was Narmer?:
- a. The King of _____ Egypt
 - b. Around 3100 B.C., his army conquered Lower Egypt and he married one of their princesses, which _____ the kingdoms.
 - c. Narmer established a new capital at _____, a city on the border of the two kingdoms, and he governed both _____ of the kingdom from there.
 - d. Narmer's kingdom lasted long after his death and rule was passed from father to son to grandson.
 - A line of rulers from one family is called a _____.
 - e. From 3100 B.C. to 332 B.C., Egypt was ruled by a series of _____ dynasties.
 - These dynasties are organized into three time periods:
 1. _____ Kingdom
 2. Middle Kingdom
 3. _____ Kingdom

Lesson 5.1 Review Questions:

- 1) How does a *dynasty* work?
- 2) What physical feature is to the east and west of the Nile River? How did this help Egyptians?
- 3) What was significant about joining the two kingdoms under Narmer?

Lesson 5.2 - Life in Ancient Egypt

Egypt's Early Rulers:

- Around _____ B.C., the Egyptian Civilization entered what was known as the _____ Kingdom
 - For their government, they developed a _____, a government in which the same person is both the _____ and _____ leader.
1. A Political Leader:
 - a. At first the Egyptian leader was called a king. Later, the king was known as a pharaoh, meaning "_____ " –referring to the palace where the king and his family lived.
 - b. Pharaoh's held _____ power over their kingdom, and Egyptians believed that his wise and far-reaching leadership would enable them to _____.
 - c. The Pharaoh appointed _____ to carry out his orders, oversee building projects, and collect _____.
 - d. The _____ owned all the land in Egypt.
 - Sometimes the pharaoh distributed land to officials, priests, and wealthy Egyptians whom he favored.
 2. A Religious Leader :
 - a. Egyptians believed the pharaoh was the son of _____, the Egyptian sun god
 - They believed the pharaoh was a _____ on earth who protected Egypt.
 - b. As their _____ leader, the pharaoh participated in ceremonies to help the kingdom thrive such as being the _____ person to cut the grain at harvest time.

Religion in Egypt:

- Egyptians worshipped _____ gods, whom they believed controlled natural forces as well as human activities.
 - Egyptians depended on the sun and river to harvest their crops, so their most important gods were Re (_____) and _____ (the river god).
1. The Afterlife
 - a. Egyptians believed life after death was _____ than present life
 - b. One of the most important writing in ancient Egypt was _____, which explained what a person can expect in the afterlife.
 - c. Earliest Egyptians believed only the _____ could enjoy the afterlife
 - They believed his _____ resided in his body and had to be protected in order for him to complete the journey to the _____ and continue to watch over _____.
 - d. As centuries passed, Egyptians began to believe everyone could enjoy the afterlife with the help of the god _____, ruler of the dead. _____ emerged so Egyptians could protect bodies for the afterlife
 - e. Before embalming, priests removed the body's _____ to be stored in special jars and buried with the body.
 - The body was then covered with a salt called _____ and stored for several days to dry up the remaining water in the body.
 - Finally, the shrunken, dried body was wrapped in strips of linen and sealed in a coffin.
 - f. The wealthy had their coffins sealed inside _____, while poorer people had their coffins buried in caves or in the sand.
 - Egyptians viewed animals not only as pets, but as _____ creatures. Even animals were _____.
 - Egyptians learned about the human body through embalming, and became the first to learn how to _____ open wounds and set _____ bones.
 - They wrote down their medical information on papyrus, and these became the world's first _____.

Pyramid Tombs:

- To honor their pharaohs, Egyptians built giant burial tombs called _____.
 - Inside the tombs, Egyptians placed clothing, jewelry, furniture, and other personal belongings for the pharaoh to use in the _____.
1. How Were The Pyramids Built?:
 - a. Building the pyramids took _____ of workers.
 - Surveyors, carpenters, architects, and engineers were needed, as well as _____ during the summer months when the Nile River was flooded and they were unable to farm.
 - b. Workers searched the Nile river valley for stones to be used in building the pyramids. Artisans would use _____ tools to cut the stones into huge blocks then workers moved the stones using wooden _____ and pulley systems.
 - c. Egyptians wanted the entrance to each pyramid to face _____. To find north, they studied the skies and developed an understanding of astronomy.
 - Using this knowledge, they developed a ____-day calendar which is the basis of our modern calendar.

- d. Advances were also made in _____. Egyptians had to study angels and calculate the number of blocks it would take to build a pyramid.
 - They developed a system of written numbers based on ten, and created _____.
2. An Egyptian Wonder:
 - a. The _____ Pyramid, built around the mid-2000s B.C., is the largest pyramid built by the Egyptians.
 - Around the height of a 48-story building, the pyramid stands _____ feet above the desert.
 - More than _____ million stone blocks were used in the construction, each weighing on average 2.5 tons
 - The pyramid extends over an area of about _____ football fields.

Daily Life:

- At its peak, Egypt was home to about _____ million –about the number in Colorado today.
 - Most lived in the fertile _____ and _____ –about 3% of Egypt's land mass.
1. Egypt's Social Groups:
 - a. Highest Class: _____ and his family
 - b. Upper Class: Priests, nobles, army commanders
 - c. _____ Class: Artisans and other skilled workers
 - d. Lower Class: Farmers and herders
 - e. Lowest Class: _____ workers and enslaved people
 2. How People Lived:
 - a. Upper class Egyptians had homes along the Nile River, some 2-3 stories tall and constructed of _____ and sun-dried mud bricks.
 - The Upper class dressed in white _____ clothing and wore dark eye makeup.
 - b. _____ (artisans and skilled workers) lived in smaller homes and dressed more simply than the upper class.
 - c. The lower classes; farmers, herders, unskilled workers, and enslaved people made up the _____ of the population.
 - Farmers rented their land from wealthy _____ and lived in small, usually one room homes made from mud bricks with palm leaf roofs.
 - Unskilled workers performed _____ labor such as loading & transporting cargo.
 - Most unskilled workers settled in _____ city neighborhoods in small mud-brick houses with dirt floors.
 - Families often gathered on _____ to socialize and because of the hot Egyptian climate, they _____ on their rooftops to help keep the home cooler.
 - Some of the unskilled workers were _____ people, and many could earn their freedom over time.
 3. Egyptian Families
 - a. The _____ was the most important group in Egyptian society
 - b. The _____ was the head of the household.
 - c. Women had more rights than in the past and could own land, and obtain a divorce
 - Wealthy women sometimes served as _____.
 - Wives of farmers worked in the _____ with their husbands.
 - Women of _____ social class stayed home.
 - d. Few Egyptian children attended school:
 - They had time to play board games, with dolls, balls and spinning tops.
 - _____ learned to sew, cook and run the household from their mother.
 - Boys learned a _____ from their father.
 - e. Boys and girls were expected to marry and begin a family in their _____ years.
 - People generally lived in _____ family households, but some farm families lived as extended families.
 - f. The _____ son or sometimes oldest daughter was expected to take care of the _____ when they became too old or sick. This included giving the parents a proper _____.

Lesson 5.2 Review Questions:

- 1) What kind of religion did the ancient Egyptians practice? Describe at least one way that their religion was tied to agriculture.
- 2) Why did the Egyptians spend years and many resources to build enormous tombs for their dead pharaohs?

Lesson 5.3 - Egypt's Empire

Golden Age:

- Around 2200 B.C., ruling Pharaohs in Memphis began to _____, and nobles began to struggle for control of Egypt.
 - Finally, a new dynasty of Pharaohs came to power and moved the capitol from Memphis to _____.
 - This began a new period of peace known as the _____ Kingdom.
1. Conquests
 - a. During the Middle Kingdom, Egypt conquered and expanded to _____ in the south, and to the northeast into present –day Syria. They also required _____ from the people they conquered.
 - b. Improvements made within Egypt included;
 - Thousands of acres of _____ added to increase crop production
 - More irrigation dams and channels built to supply _____ to the population
 - The construction of a canal between the Nile River and the Red Sea to be used for _____.
 2. The Arts Flourished
 - a. _____ were decorated with colorful paintings depicting the stories of deities and scenes from everyday life.
 - b. Sculptors carved _____, fishing and _____ scenes onto stone walls.
 - c. Pharaohs stopped building pyramids, and had their tombs constructed by carving out limestone _____ west of the Nile River. This area became known as the _____.
 3. The Hyksos
 - a. During the 1600s, Egyptian nobles challenged the Pharaohs. As civil war divided Egypt, people from _____ Asia, known as the _____ swept into Egypt.
 - b. The methods of the Hyksos were unknown to Egyptians. They rode horse-drawn carriages and used sturdier weapons made of _____ and _____.
 - The Hyksos used this technology to take control of Egypt.
 - c. Hyksos ruled Egypt for over _____ years but remained separate from the Egyptians.
 - d. Meanwhile, Egyptians learned to use this new _____ and around 1550 B.C., Egyptian prince, _____ formed an Army and drove the Hyksos out.

Building an Empire:

- Ahmose began a new empire, and began a new period of rule from 1550 B.C. to 1070 B.C. known as the _____.
1. A Woman Pharaoh:
 - a. A _____ named Hatshepsut came to power around 1473 B.C. when her husband, the _____ died and she ruled on behalf of her young _____.
 - b. Because the title Pharaoh was reserved for a man she dressed in men's clothing and wore the fake _____ to copy the one worn by male Egyptian kings.
 - c. She built magnificent kingdoms and restored old _____.
 2. Growth of Trade:
 - a. Hatshepsut valued _____ over going to war.
 - b. During her reign, she made efforts to restore trade relations lost during the _____ invasion.
 - c. _____ traveled to ports in Arabia and East Africa to exchange Egyptian beads, metal tools, and weapons for _____, ivory, ebony wood, and _____.
 - d. For _____ products, Egyptian traders travelled to the East of the Mediterranean Sea where present day Lebanon is located.
 - People in that region were called _____, and culturally had a large impact on other societies with their _____ of an alphabet and a system of writing different from other regions.
 3. Trade and Politics:
 - a. Egyptians traded wheat, _____, gold, _____, tin and tools to the Phoenicians for _____ dye, wood, and furniture.
 - In turn, Phoenicians traded Egyptian goods with other people, which spread Egyptian goods and foods across _____.
 - This trade helped make Egypt _____, which Hatshepsut used to build monuments.
 - b. The Egyptian kingdom also developed ties with other nations such as the _____ Empire in Mesopotamia, the Mittani in Syria, and the Hittite Empire in Anatolia by _____ or by _____.

- c. To maintain close ties, Pharaoh's and rulers also traded _____ –This was the first time in history a group of nations worked _____ to reach common _____.
4. Expanding the Empire:
- a. When Hatshepsut died, her _____, Thutmose became Pharaoh and began expanding Egypt's control north to the _____ River in Mesopotamia, and south to Nubia, which had once thrown off Egyptian rule.
 - As Egypt's armies conquered more area, the empire grew wealthy as _____ became more common and Egypt acquired gold, copper, ivory and other valuable goods from the conquered people.

Two Unusual Pharaohs:

- During the _____, two Pharaoh's; _____ and _____ would come to power, and their actions would set them apart from other Egyptian rulers in history.
1. A Religious Founder:
- a. Amenhotep ____ came to power around 1370 B.C., and would try to change Egypt's _____, which was based upon the worship of many deities
 - Fearing the power of Egypt's _____, Amenhotep introduced the new religion of worshipping _____, the _____ god as Egypt's only god. He also removed the priests who opposed this change and took their lands.
 - He also moved changed his name to Akhenaton and moved the capitol of Egypt to _____, a city north of Thebes.
 - b. Many Egyptians opposed this change in religion and continued to worship many _____. Priests resisted their loss of power, and army leaders lost faith in the Pharaoh's rule.
 - Under Akhenaton's weak rule, Egypt would lose most of its lands in Western _____.
2. Who was King Tut?
- a. The nephew of Akhenaton who took over as Pharaoh at the age of _____.
 - b. Ruled based on advice of priests and immediately restored the tradition of _____.
 - c. King Tutankhamen died unexpectedly after ruling for _____ years.
 - His _____ was discovered in 1922, perfectly preserved and undisturbed.
 - Most tombs of the Pharaoh's have been _____ by thieves.

Recovery and Decline:

- During the 1200s B.C., the _____ worked to restore Egypt's greatness.
1. Ramses II ruled from 1279-1213 B.C., conquered the region of _____ and fought with the Hittites.
- a. He had many new _____ built throughout Egypt. One of the most famous was in _____, called Karnak.
 - Temples were used for special occasions, to store valuable items, and as _____.
2. Why Did Egypt Decline?:
- a. Egypt fought many costly wars, first by Armies in the Eastern Mediterranean.
 - b. In the 900s B.C., the _____ conquered Egypt.
 - Next, _____ seized power.
 - Finally, in _____ B.C., Egypt was taken over by _____ from Mesopotamia.

Lesson 5.3 Review Questions:

- 1) Why was the Middle Kingdom period considered to be a "golden age" for Egypt?
- 2) Why was the New Kingdom a unique period in ancient Egypt's history?
- 3) What might have been the duties of an ancient Egyptian envoy?

Lesson 5.4 - The Kingdom of Kush

The Nubians:

- Another civilization in Africa was _____, which would later be known as Kush. Kush was located south of Egypt along the _____ River in present day _____.
 - _____ were the first settlers to arrive in this region. Later, _____ villages developed along the Nile River.
 - Nubians did not have to rely on the _____ of the Nile like the Egyptians, because they received rainfall all year long.
1. The Rise of Kerma:
 - a. The Nubians gradually took over smaller _____ and formed the kingdom of _____.
 - b. Kerma's location next to the Nile river made it an important _____ between Egypt and southern Africa.
 - c. Workers in Kerma built _____ for their kings, but on a smaller scale than the Egyptians.
 - The kings of Kerma were buried with their personal belongings such as gems, gold, jewelry, and pottery.
 2. Egyptian Invasion:
 - a. Egyptians invaded Kerma in the 1400s B.C., and after a ____ year war, conquered the kingdom.
 - b. As a result of Egyptian rule, Nubians adopted many beliefs and customs from the Egyptians.
 - Egyptian _____ and goddesses
 - Copper and _____ tools
 - Adapted hieroglyphics to fit their own language and _____

The Kushite Kingdom:

- Egyptians were weak by the end of the _____ Kingdom and the Nubians were able to _____ from Egyptian rule.
1. The Rise of Kush:
 - a. By 850 B.C. the Nubians developed an independent kingdom called _____.
 - b. _____, the capital of Kush, was located where trade caravans crossed the upper Nile River.
 - Trade brought _____ to the traders and _____ of Kush.
 2. Kush Conquers Egypt:
 - a. About 750 B.C., a Kushite King named _____ invaded Egypt, reaching the city of Thebes before his death. His son, Piye became king and completed the conquest for Egypt.
 - b. The kings and people of Kush continued to admire Egyptian _____.
 - They built white _____ monuments similar to those in Egypt.
 - They believed in a close relationship between gods and their rulers.
 - They built small _____ as tombs for their kings.
 - c. The people in Kush also adopted customs and styles similar to southern _____ and developed their own style of painted _____.
 3. Using Iron:
 - a. After ruling Egypt for ____ years, in 671 B.C., the Assyrians, armed with _____ weapons were able to defeat the Kush who fled from Egypt and returned to their homeland.
 - b. Despite defeat, the Kushites learned how to make iron and were able to use this to make better _____ for farming.
 4. The Capitol of Meroë:
 - a. Kush's rulers moved the capital city from Napata to Meroë, near one of the Nile's _____. This location was safer from Assyrian attacks, and still useful in _____.
 - b. Modeled after Egypt's great cities, Meroë had a temple dedicated to the god Amon-Re. Walls and palaces were decorated with _____, and small _____ stood in the royal graveyard.
 - c. Meroë was different in that its large deposits of _____ and nearby trees made it prime for producing _____. As a result, the city contained iron furnaces which poured smoke in columns into the sky.
 5. A trading Center:
 - a. Meroë was at the heart of a large web of _____ that ran north to Egypt's border and south into central Africa.
 - b. From Africa, Kush received leopard skins and valuable _____.
 - Kush traded these items as well as enslaved workers, and their own iron products to places as far away as Arabia, India, China, and Rome. In return, they brought back _____, textiles, and other goods.
 - c. Kush remained a great trade kingdom for nearly _____ years before the kingdom of Axum arose near the red sea in Eastern Africa.
 - _____ gained strength and around A.D. 350, invaded Kush and destroyed Meroë.