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Primary Sources: World Cultures Through Time

This sample includes the following:

Teachers Guide Cover (1 page)

Table of Contents (2 pages)

How to Use This Product (3 pages)

Lesson Plan (10 pages)

Reader (17 pages)

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The background of the cover features a photograph of ancient Egyptian ruins. In the foreground, there are several large, weathered stone statues of pharaohs, some with their heads missing. Behind them are tall, rectangular stone columns, some of which are also damaged. The walls in the background are covered in hieroglyphs. The overall scene is set in a dry, sandy environment under bright sunlight.

Primary Source Readers

**World Cultures
Through
Time**

**Teacher's
Guide**

Teacher Created Materials

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How to Use This Product (cont.)



Unit 2:
Egypt and Hatshepsut:
First Female Pharaoh

Time Line for the Unit

	Egypt	Hatshepsut
Day 1	Complete the Introductory Activity (page 46) as a whole class.	Complete the Introductory Activity (page 46) as a whole class.
Day 2	Complete the Before Reading activities (pages 48–51).	Complete the Before Reading activities (pages 58–61).
Day 3	Work on the During Reading activities (page 52).	Work on the During Reading activities (page 62).
Day 4	Complete the After Reading activities (page 53).	Complete the After Reading activities (page 63).
Day 5	Study the Primary Source Overhead (page 54).	Study the Primary Source Overhead (page 64).
Day 6	Give students the reader (see page 55).	Give students the reader (see page 65).
Day 7	Complete the Concluding Activity (page 47) as a whole class.	Complete the Concluding Activity (page 47) as a whole class.

Unit Learning Objectives

- ✓ Students will identify the main idea and supporting details as they read. (Nonfiction Reading Objective)
- ✓ Students will write compare and contrast expository essays. (Writing Objective)
- ✓ Students will understand how economic, political, and environmental factors influenced the civilization of Egypt. (Social Studies Content Objective)
- ✓ Students will understand how political factors influenced the civilization of Egypt. (Social Studies Content Objective)

Time Line for the Unit

- This chart provides information to help you organize your scheduling of the unit. It estimates how long each part of each lesson plan will take to complete with your class.

Unit Learning Objectives

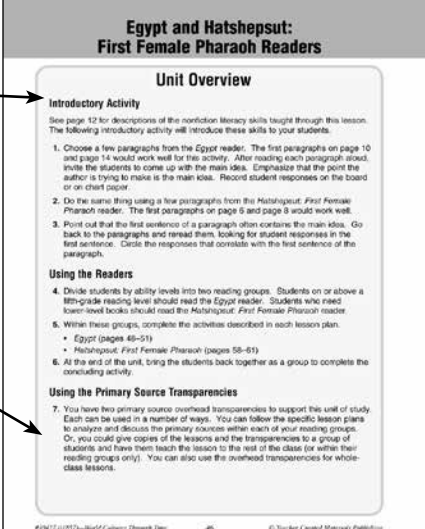
- Listed here are the social studies, reading, and writing objectives for the lesson plans. The reading and writing objectives are similar for each book in the pair. The social studies objectives differ depending on the content of each specific book.

Introductory Activity

- Each set of lessons has an introductory activity for the students. This activity introduces the reading and/or writing skills for the unit of study. This activity is completed as a whole class.

Using the Primary Source Transparencies

- Each lesson has a primary source overhead transparency. These transparencies can be used in small group lessons or for whole-class activities. The primary sources on the transparencies support the social studies content of the readers.



Egypt and Hatshepsut:
First Female Pharaoh Readers

Unit Overview

Introductory Activity

See page 42 for descriptions of the nonfiction literary skills taught through this lesson. The following introductory activity will introduce these skills to your students.

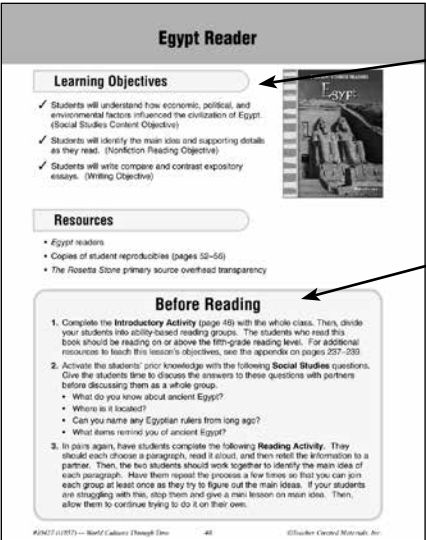
- Choose a few paragraphs from the Egypt reader. The first paragraphs on page 10 and page 14 would work well for this activity. After reading each paragraph aloud, invite the students to come up with the main idea. Emphasize that the point the author is trying to make is the main idea. Record student responses on the board or on chart paper.
- Do the same thing using a few paragraphs from the Hatshepsut: First Female Pharaoh reader. The first paragraphs on page 6 and page 8 would work well.
- Point out that the first sentence of a paragraph often contains the main idea. Go back to the paragraphs and reread them, looking for student responses to the first sentence. Circle the responses that coincide with the first sentence of the paragraph.

Using the Readers

- Divide students by ability levels into two reading groups. Students on or above a fifth-grade reading level should read the Egypt reader. Students who read below-level books should read the Hatshepsut: First Female Pharaoh reader.
- Within these groups, complete the activities described in each lesson plan.
 - Egypt (pages 48–51)
 - Hatshepsut: First Female Pharaoh (pages 58–61)
- At the end of the unit, bring the students back together as a group to complete the concluding activity.

Using the Primary Source Transparencies

- You have two primary source overhead transparencies to support this unit of study. Each can be used in a number of ways. You can follow the specific lesson plans to analyze and discuss the primary sources within each of your reading groups. Or, you could give copies of the readers and the transparencies to a group of students and have them teach the lesson to the rest of the class (or within their reading groups only). You can also use the overhead transparencies for whole-class lessons.



Egypt Reader

Learning Objectives

- ✓ Students will understand how economic, political, and environmental factors influenced the civilization of Egypt. (Social Studies Content Objective)
- ✓ Students will identify the main idea and supporting details as they read. (Nonfiction Reading Objective)
- ✓ Students will write compare and contrast expository essays. (Writing Objective)

Resources

- Egypt readers
- Copies of student reproducible (pages 52–53)
- The Rosetta Stone primary source overhead transparency

Before Reading

- Complete the Introductory Activity (page 46) with the whole class. Then, divide your students into ability-based reading groups. The students who read this book should be reading on or above the fifth-grade reading level. For additional resources to teach this lesson's objectives, see the appendix on pages 227–233.
- Activate the students' prior knowledge with the following Social Studies questions. Give the students time to discuss the answers to these questions with partners before discussing them as a whole group.
 - What do you know about ancient Egypt?
 - Where is it located?
 - Can you name any Egyptian rulers from long ago?
 - What items remind you of ancient Egypt?
- In pairs again, have students complete the following Reading Activity. They should each choose a paragraph, read it aloud, and then retell the information to a partner. Then, the two students should work together to identify the main idea of each paragraph. Have them repeat the process a few times so that you can join each group at least once as they try to figure out the main ideas. If your students are struggling with this, stop them and give a mini lesson on main idea. Then, allow them to continue trying to do it on their own.

Learning Objectives

- Listed here are the social studies, reading, and writing objectives for the lesson. All the activities relate back to these objectives.

Before Reading

- This section begins the actual lesson plan for working with the students as they read the readers. This is the first page of the lesson plan. In total, there are three sections: Before Reading, During Reading, and After Reading. Many of the activities and questions can be used in any order that you would like. You don't need to follow the step-by-step directions to be successful with these activities.

How to Use This Product *(cont.)*

Historical Background Information

- Each overhead transparency lesson has a brief paragraph that gives some background information on the subject. You should use this information to extend your group discussion of the primary source.

Teaching Suggestions

- The teaching suggestions provide one way of studying the primary source with the students. There are two student reproducibles related to each overhead primary source. After a group discussion and/or activity, students will be asked to complete the activity sheets. Much of their analysis of the primary source takes place while they are working on the activity sheets.

Egypt Reader (cont.)

Primary Source Overhead

Historical Background Information

The discovery of the Rosetta Stone was remarkable because it allowed scholars to finally decipher hieroglyphic writing. In 1799, soldiers from Napoleon's French army were in the town of Rosetta. There they discovered the large basalt stone. It soon became the property of Great Britain under the Treaty of Alexandria. It has been exhibited in the British Museum since 1802. It was moved once during World War I for safekeeping. In 2003, the Egyptians insisted that the British give them back the Rosetta Stone. As of 2007, this has not happened.

The declaration inscribed on the stone was a tribute to the Egyptian pharaoh of that time. It is written in three languages: hieroglyphic (the writing of the religious leaders), demotic (everyday writing), and Greek (governmental language). Because the same statements were written three ways, it allowed scholars to solve the system of hieroglyphics that had been so elusive.

Thomas Young worked with the Rosetta Stone first, translating the demotic text in 1814. Then, he tried to figure out the hieroglyphic alphabet. However, his rival, Jean Francois Champollion, was successful in 1822 and is known as the translator.

Teaching Suggestions


- Place the transparency of The Rosetta Stone on the overhead.
- First, explain to the students that this stone contains information written three times, each in a different way. It is written in hieroglyphic, demotic, and in Greek.
- Put the students in small groups. Have them work on these questions:
 - Why do you think the message was written on a stone?
 - How did the ancient Egyptians do this?
 - Why do you think the message on this stone was written three different ways?
- Choose a few students to share their groups' answers. Have a student write the answers on the board. See if any groups came up with the same answers.
- Go over the background information with the students. Explain how the Rosetta Stone was discovered and eventually used to solve the mystery of hieroglyphic writing.
- Give the students A Monumental Discovery (page 54). Students will also need a copy of the overhead to complete this sheet. Assign all of the activities or just a few. Suggested answers are given on page 58.
- After completing the activity, students can complete Breaking the Code (page 55). Possible answers are found on page 58.

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Using the Reader Student Reproducible

Name _____

Living Along the Nile



Directions: Use this map of early Egypt to answer the questions below.

- In what direction would you travel if you went from Giza to Alexandria?
- What part of the map do you think is Upper Egypt? Why?
- Explain why it was difficult to protect Egypt from intruders.

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Primary Sources

- Each student reproducible page has a primary source about the topic of the reader. These photographs, maps, charts, quotations, or letters are reproduced for the students to study.

Questions

- Students use a basic knowledge of the time period, the information they gained from reading the book, and the information provided in the primary source to answer questions about the topic. Suggested answers are provided for each student reproducible page.

Multiple-Choice Questions

- For each reader, a quiz is provided. These quizzes will help you evaluate student learning. They also serve as study guides for the end-of-unit assessment. Each quiz has five multiple-choice questions based on the content of the reader.

Short-Answer Question

- Also included in each quiz is one short-answer question. This question is meant to be answered in a paragraph or two by the students. Suggested answers are provided for the multiple choice and the short-answer questions.

Using the Reader Student Reproducible

Name _____

Egypt Quiz

Directions: Circle the best answer for the multiple-choice questions. Write your response to the short-answer question on the back of this page or on another sheet of paper.

- What river plays an important role in the Egyptian way of life?
 - the Amazon River
 - the Nile River
 - the Mississippi River
 - the Euphrates River
- Large buildings that had flat sides and pointed tops were called _____.
 - mastabas
 - pyramids
 - hieroglyphs
 - shrines
- Ancient Egyptians had many gods. Which of the following was not an ancient Egyptian god?
 - Amun, the god of air and wind
 - Ra, the sun god
 - Osiris, the god of wine
 - Thoth, the moon god
- The leader and most important person in ancient Egypt was called the _____.
 - president
 - pharaoh
 - prime minister
 - high priest
- During the mummification process, the internal organs were removed and placed in _____.
 - canopic jars
 - the sarcophagus
 - the mummy case
 - mastabas
- Which of the following groups did NOT control ancient Egypt at some point in time?
 - the Hyksos
 - the Romans
 - the Celts
 - the Persians

Short-Answer Question

- List at least three great leaders of ancient Egypt. Then, give one example for each leader that shows how he or she influenced life in Egypt.

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How to Use This Product *(cont.)*

Assessment Suggestions

At the end of each lesson, there is a short quiz provided for you. These quizzes will help students review the contents of each book. Each book has a quiz with five multiple-choice questions and one essay-style question. These short assessments may be used as open book evaluations or as review quizzes where students study the content prior to taking the quiz.

The format for the multiple-choice questions includes a variety of questions. The items are designed to give students a variety of question styles (e.g., open-ended, true/false, fill-in-the-blank, what-happened-next) to read and analyze. To help students improve their essay-writing skills, it is suggested that you have students rewrite an essay that does not meet your standards.

When the quizzes have been graded, it is suggested that students keep them to review prior to taking the final unit exam (pages 212–223). The final test also has multiple-choice questions. Some of the items are identical to the quizzes and others are reworded. The final section of the unit test is a document-based question essay.

Reading Levels of the Readers

Below is a chart that lists each of the readers and its reading level. Since this program is not meant to be a guided reading program, these reading levels are meant to help guide you as you assign your students to these books. The text of every reader is provided in paragraph form as a *Microsoft Word* file on the CD-ROM. These files can be used for fluency practice.

Title of Reader	TCM Reading Level	Lexile® Measure	Guided Reading Level	DRA Level	Early Intervention Level	Word Count
<i>Confucius: Chinese Philosopher</i>	4.0	610L	Q	38	23	1,827
<i>Hatshepsut: First Female Pharaoh</i>	4.0	610L	Q	38	23	1,767
<i>Moctezuma: Aztec Ruler</i>	4.0	610L	Q	38	23	1,883
<i>Hammurabi: Babylonian Ruler</i>	4.1	590L	P	34	22	1,627
<i>Julius Caesar: Roman Leader</i>	4.2	540L	O	34	22	1,758
<i>Siddhartha Gautama: The Buddha</i>	4.6	600L	P	34	22	1,671
<i>Socrates: Greek Philosopher</i>	4.6	640L	Q	38	23	1,533
<i>Mansa Musa: Leader of Mali</i>	4.9	610L	Q	38	23	1,571
<i>Egypt</i>	5.0	710L	Q	40	24	2,404
<i>Mesopotamia</i>	5.0	610L	Q	38	23	1,656
<i>Mayas, Incas, and Aztecs</i>	5.1	730L	R	40	25	2,432
<i>China</i>	5.3	610L	Q	38	23	1,808
<i>Rome</i>	5.5	600L	P	34	22	1,731
<i>Greece</i>	5.6	670L	Q	38	23	1,790
<i>India</i>	5.8	640L	Q	38	23	1,507
<i>Sub-Saharan Africa</i>	5.8	700L	Q	40	24	1,730

Egypt Reader

Learning Objectives

- ✓ Students will understand how economic, political, and environmental factors influenced the civilization of Egypt. (Social Studies Content Objective)
- ✓ Students will identify the main idea and supporting details as they read. (Nonfiction Reading Objective)
- ✓ Students will write compare and contrast expository essays. (Writing Objective)



Resources

- *Egypt* readers
- Copies of student reproducibles (pages 52–56)
- *The Rosetta Stone* primary source overhead transparency

Before Reading

1. Complete the **Introductory Activity** (page 46) with the whole class. Then, divide your students into ability-based reading groups. The students who read this book should be reading on or above the fifth-grade reading level. For additional resources to teach this lesson's objectives, see the appendix on pages 237–239.
2. Activate the students' prior knowledge with the following **Social Studies** questions. Give the students time to discuss the answers to these questions with partners before discussing them as a whole group.
 - What do you know about ancient Egypt?
 - Where is it located?
 - Can you name any Egyptian rulers from long ago?
 - What items remind you of ancient Egypt?
3. In pairs again, have students complete the following **Reading Activity**. They should each choose a paragraph, read it aloud, and then retell the information to a partner. Then, the two students should work together to identify the main idea of each paragraph. Have them repeat the process a few times so that you can join each group at least once as they try to figure out the main ideas. If your students are struggling with this, stop them and give a mini lesson on main idea. Then, allow them to continue trying to do it on their own.

Egypt Reader *(cont.)*

Before Reading *(cont.)*

4. **Writing Activity**—Using the Table of Contents, ask students to independently make a list of time periods or people they think they will be able to compare and contrast.
5. For homework or an in-class activity, assign *Living Along the Nile* (page 52). This geography activity will introduce students to the layout of Egypt and show how the ancient cities were situated. Once they are finished, discuss the answers as a whole group. Suggested answers are found on page 58.

During Reading

6. The first read-through should be a teacher read aloud. This will allow students to hear new vocabulary correctly the first time. It will also give them an opportunity to comprehend the text without worrying about decoding. If you would like, you can use the *PowerPoint* slide show of the book (filename: egypt.ppt) like an electronic big book. That way, all the students will stay focused on the page you are currently reading rather than moving ahead of you or falling behind you. You may want to spend some time looking at the pictures and reading the captions and sidebar facts after you read the main text on each page.
7. After reading the book once as a whole group, have the students read the book again independently.
8. As part of the **Reading Activity**, randomly choose students to read portions of the text aloud (one or two paragraphs). Ask other students to generate the main idea from the text that is read. Help students by guiding them as they discuss the main idea. Make sure they stay focused.
9. On the board, write the following **Social Studies** questions. Have students independently write answers to these questions. Then, allow the students to get into groups of three and discuss their answers.
 - What was the role of the pharaoh in ancient Egypt? How was he or she treated?
 - How did he or she affect the safety and welfare of Egypt?
 - Which pharaoh appears to be the most well known? Why?
10. Pass out copies of *The Mystery of the Great Sphinx* (page 53) to the students. Read the beginning portion together. For homework, have students complete the story. If time allows on the following day, have students share their stories.

Egypt Reader *(cont.)*

After Reading

11. **Reading Activity**—In groups of two or three, have the students choose three images from the book. Working together, have them write a paragraph about each image. The paragraphs should describe the chosen images and give interesting facts about the images. As they write, students need to make sure their work has a clear main idea. Have students exchange papers. Each group should then read the paragraphs and look through the readers to locate the described images. If the paragraphs are well written and have a clear main idea, this should be pretty easy.
12. **Writing Activity**—In pairs, ask students to return to their lists of time periods or people that they thought they could compare and contrast. They need to choose two items from their lists. Once they have made their choices, have students create Venn diagrams showing the similarities and differences. The names of the time periods or people should be listed as titles above the circles. In addition to the reader, students may use other resources to find additional supporting details, like the Internet or an encyclopedia.
13. As a whole group, discuss the following **Social Studies** questions.
 - What led to the downfall of Egypt?
 - What were Egypt’s major problems?
 - What were its successes?
 - For what is Egypt remembered?
14. A short posttest, *Egypt Quiz* (page 56), is provided for your use if you would like to assess student learning from the reader. A *Unit Document-Based Assessment* exam is also provided on pages 212–223 to help you further evaluate student learning.
15. Finally, pull the students back together as a whole class and have them complete the **Concluding Activity** on page 47.

Primary Source Overhead

Historical Background Information

The discovery of the Rosetta Stone was remarkable because it allowed scholars to finally decipher hieroglyphic writing. In 1799, soldiers from Napoleon's French army were in the town of Rosetta. There, they discovered the large ballast stone. It soon became the property of Great Britain under the Treaty of Alexandria. It has been exhibited in the British Museum since 1802. It was moved once during World War I for safekeeping. In 2003, the Egyptians insisted that the British give them back the Rosetta Stone. As of 2007, this has not happened.

The declaration inscribed on the stone was a tribute to the Egyptian pharaoh of that time. It is written in three languages: hieroglyphic (the writing of the religious leaders), demotic (everyday writing), and Greek (governmental language). Because the same statements were written three ways, it allowed scholars to solve the system of hieroglyphics that had been so elusive.

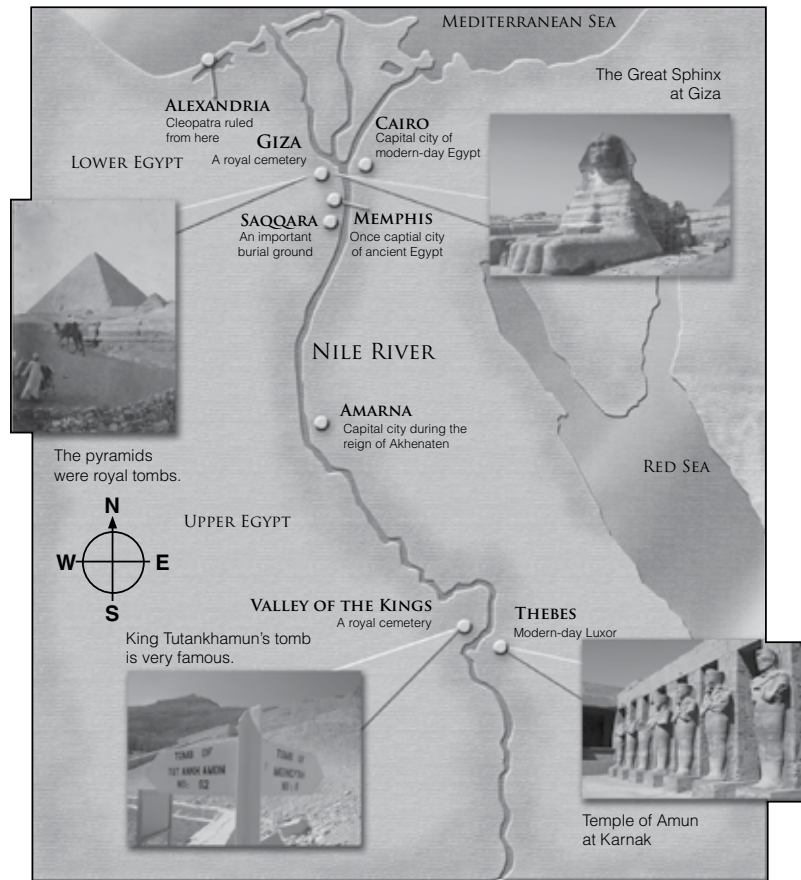
Thomas Young worked with the Rosetta Stone first, translating the demotic text in 1814. Then, he tried to figure out the hieroglyphic alphabet. However, his rival, Jean Francois Champollion, was successful in 1822 and is known as the translator.

Teaching Suggestions

1. Place the transparency of *The Rosetta Stone* on the overhead.
2. First, explain to the students that this stone contains information written three times, each in a different way. It is written in hieroglyphic, demotic, and in Greek.
3. Put the students in small groups. Have them work on these questions:
 - Why do you think the message was written on a stone?
 - How did the ancient Egyptians do this?
 - Why do you think the message on this stone was written three different ways?
4. Choose a few students to share their groups' answers. Have a student write the answers on the board. See if any groups came up with the same answers.
5. Go over the background information with the students. Explain how the Rosetta Stone was discovered and eventually used to solve the mystery of hieroglyphic writing.
6. Give the students *A Monumental Discovery* (page 54). Students will also need a copy of the overhead to complete this sheet. Assign all of the activities or just a few. Suggested answers are given on page 58.
7. After completing the activity, students can complete *Breaking the Code* (page 55). Possible answers are found on page 58.

Name _____

Living Along the Nile



Directions: Use this map of early Egypt to answer the questions below.

1. In what direction would you travel if you went from Giza to Alexandria?

2. What part of the map do you think is Upper Egypt? Why?

3. Explain why it was difficult to protect Egypt from intruders.

Name _____

The Mystery of the Great Sphinx



Source: The Library of Congress

Background Information: This is an 1880 picture of Great Sphinx in Giza, Egypt. As you can see, it is almost fully covered by sand. Today, all this sand has been removed to reveal the famous statue. In between the Sphinx’s front paws is a stone. An ancient story is carved into this stone. The story says that Prince Thutmose IV fell asleep next to the Great Sphinx. He had been hunting all day and was very tired. The prince had a dream that the Sphinx told him he would be the ruler of Egypt if he would just remove the sand and restore it. The rest of the story is missing from the stone. What do you think happened next? How do you think the story ended?

Directions: Finish the story below or on another sheet of paper. Be creative and think about what would make a great ending. Also, give your final story a title. Remember to think of the main idea when deciding on your title.

Name _____

A Monumental Discovery

Directions: Complete the following activities. Write your answers on another sheet of paper. (Your teacher will tell you which activities you must complete.)

Knowledge

Who discovered the Rosetta Stone? In how many different ways was the text written? Where is the Rosetta Stone today?

Comprehension

Why was the discovery of this stone so important? What might have happened if it had not been found?

Application

Draw some of the different hieroglyphics you see. How many different symbols do you notice? How many do you think there are all together?

Analysis

Why did hieroglyphics use pictures instead of letters like we have in our alphabet?

Synthesis

Design your own language code using symbols or pictures. Write at least ten words using your unique code. Then, give the code and your words to a friend. See if he or she can figure out your words.

Evaluation

Compared to English, would hieroglyphics be easier or more difficult to read? To write? Why?

Name _____

Breaking the Code

A 	A 	B 	C/K 	D
E/I/Y 	F/V 	G 	H 	H
I/Y/E 	J 	L 	M 	M
N 	N 	O/U/W 	P 	Q
R 	S/Z 	SH/CH 	T 	TH
U/W/O 	X 	Y/E/I 	Z/S 	

Directions: Use this chart to answer the following questions.

1. Is hieroglyphics or English easier to use? Why?

2. How did Champollion's discoveries about hieroglyphics help other archaeologists?

Name _____

Egypt Quiz

Directions: Circle the best answer for the multiple-choice questions. Write your response to the short-answer question on the back of this page or on another sheet of paper.

1. What river plays an important role in the Egyptian way of life?
 - a. the Amazon River
 - b. the Euphrates River
 - c. the Mississippi River
 - d. the Nile River
2. Large buildings that had flat sides and pointed tops were called _____.
 - a. mastabas
 - b. pyramids
 - c. hieroglyphs
 - d. shrines
3. Ancient Egyptians had many gods. Which of the following was not an ancient Egyptian god?
 - a. Amun, the god of air and wind
 - b. Re, the sun god
 - c. Dionysus, the god of wine
 - d. Thoth, the moon god
4. The leader and most important person in ancient Egypt was called the _____.
 - a. president
 - b. pharaoh
 - c. prime minister
 - d. high priest
5. During the mummification process, the internal organs were removed and placed in _____.
 - a. canopic jars
 - b. the sarcophagus
 - c. the mummy case
 - d. mastabas
6. Which of the following groups did **NOT** control ancient Egypt at some point in time?
 - a. the Hyksos
 - b. the Romans
 - c. the Celts
 - d. the Persians

Short-Answer Question

7. List at least three great leaders of ancient Egypt. Then, give one example for each leader that shows how he or she influenced life in Egypt.

Egypt Reader *(cont.)*

Student Reproducibles—Answer Key

Page 52—Living Along the Nile

1. north or northwest
2. The bottom of the map (the southern part) is Upper Egypt because it is where the Nile River begins.
3. Egypt was difficult to protect because it was so spread out—long and thin. It did not have defined borders. Also, the Nile ran right through the middle, granting even more access to intruders.

Page 53—The Mystery of the Great Sphinx

The stories will vary, but each should be logical and correlate with the beginning of the story. The title should be a good representation of the main idea of the story.

Page 54—A Monumental Discovery

Knowledge—Soldiers in Napoleon’s Army, three ways, British Museum

Comprehension—It allowed experts to figure out hieroglyphics. If it had not been found, we might still be trying to solve the code of hieroglyphics today.

Application—Answers will vary. There are 30 hieroglyphic symbols.

Analysis—That was the type of writing system that made sense to the Egyptians. That’s what they chose to use. Answers will vary, but should be supported.

Synthesis—Answers will vary.

Evaluation—Both would be just as easy to read once you learn how. Writing hieroglyphics would be more difficult than English because it takes more time to draw each picture.

Page 55—Breaking the Code

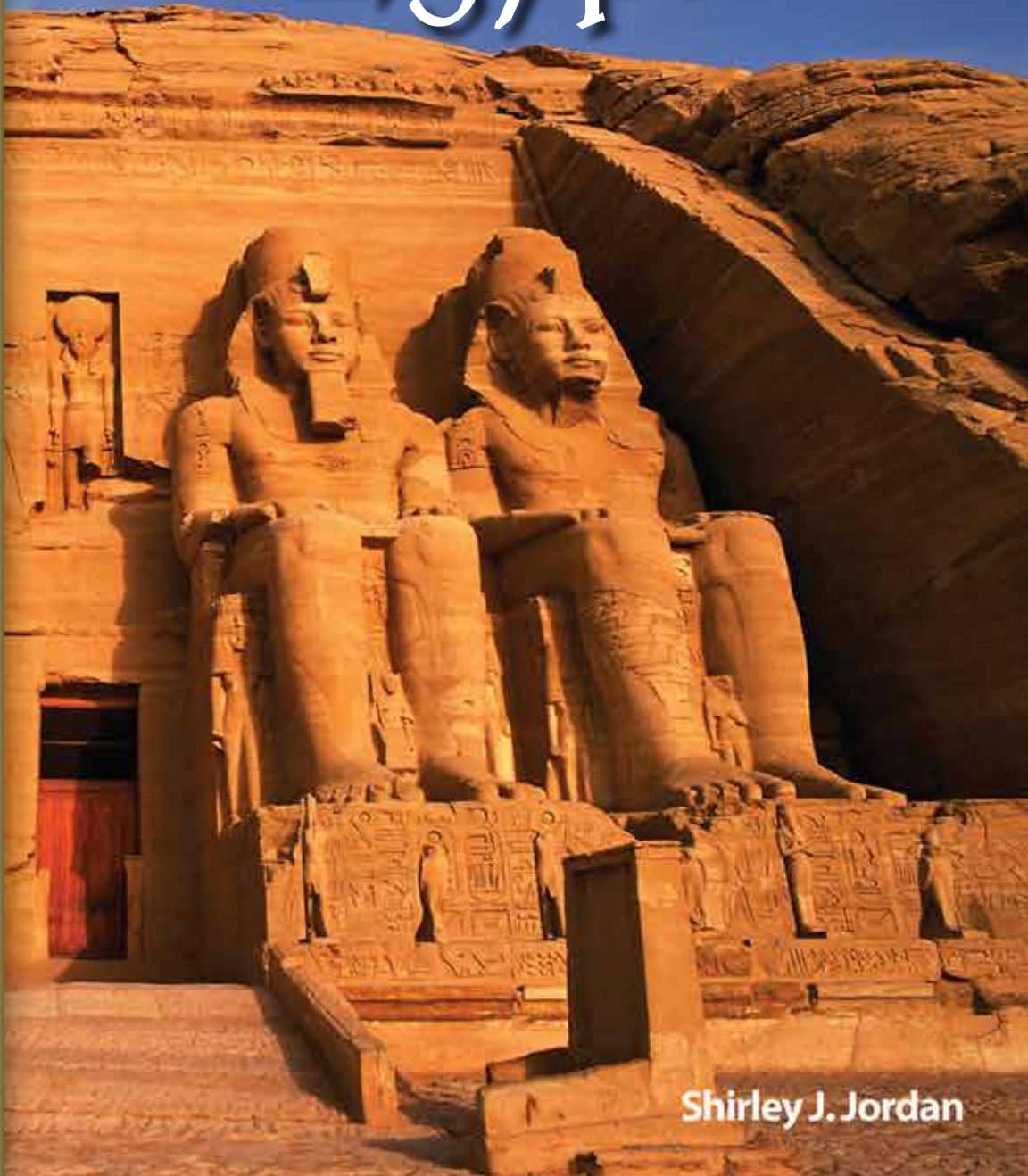
1. English is easier because we are used to using it. You could point out to students, though that English is a very difficult language to learn because we have more sounds than letters.
2. Champollion’s discovery helps archaeologists because now when they find ancient tombs, they understand what the writing on them means.

Page 56—Egypt Quiz

1. d 2. b 3. c 4. b 5. a 6. c
7. Answers will vary, but might include the following examples: Thutmose I brought Egypt together as a strong nation after the Hyksos invasion and rule; Akhenaten declared that only one god could be worshiped, the sun god Aten. Many people in Egypt did not like giving up the other gods that they worshiped; Ramses II build large temples throughout Egypt; Hatshepsut was the first female pharaoh in ancient Egypt.

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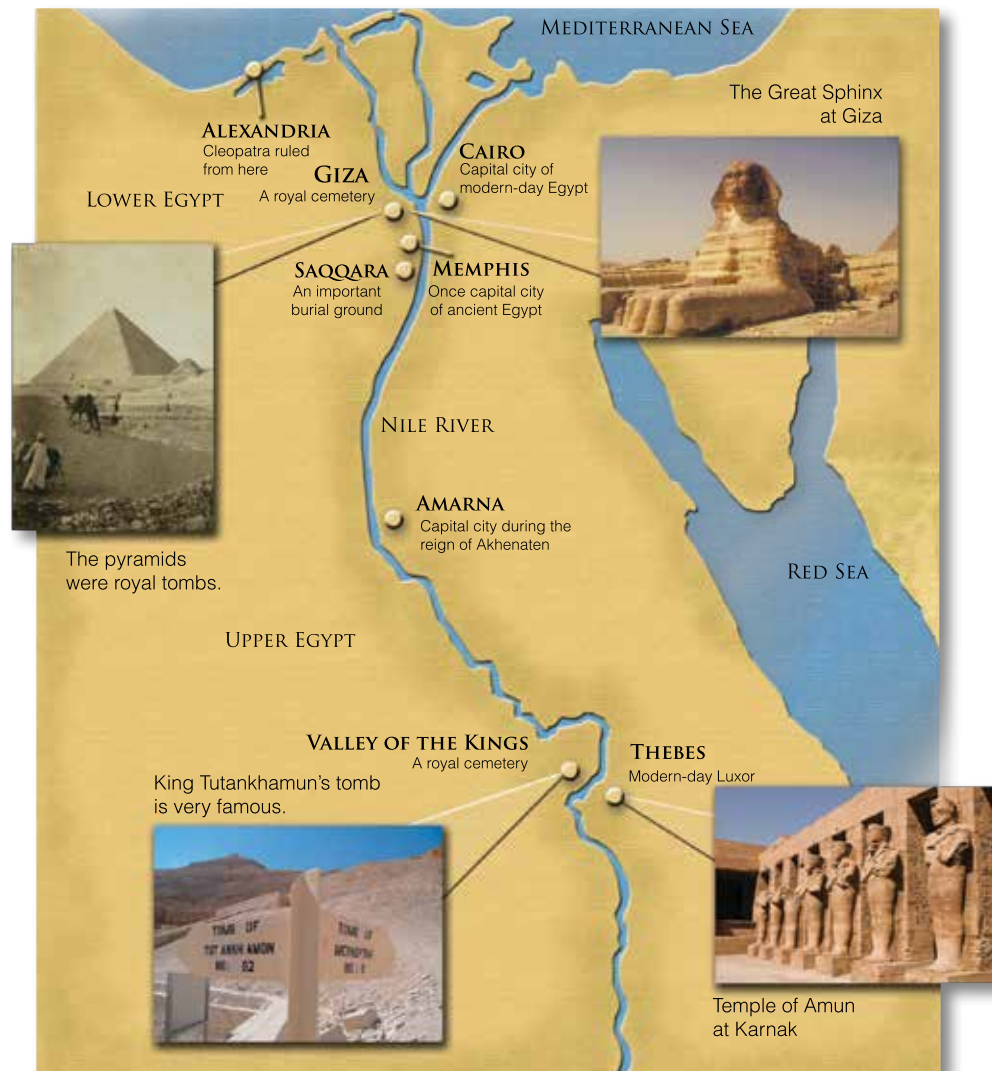
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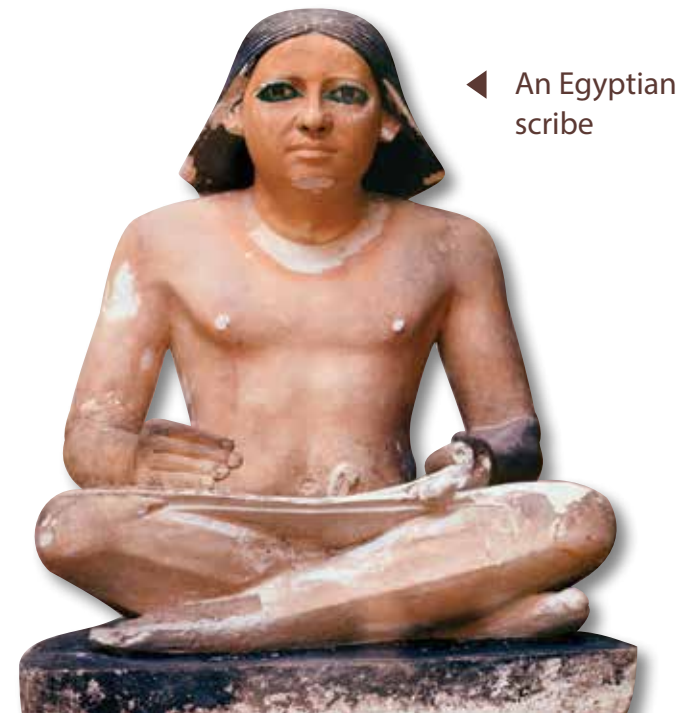
Ancient Egypt

A country must learn from the past to grow and prosper. For centuries, people have looked back at the history of Egypt and learned important lessons for today. They explore the land in northern Africa where Egypt began. They find evidence of an advanced **civilization** (siv-uh-luh-ZAY-shuhn).



The Nile is the longest river in the world. The early Egyptians were the first people to live along its banks. At first, they were food gatherers who did not stay in one place. Then, they saw how important the river was to their way of life. So, they began to settle down.

During their 5,000 years of history, they learned to use the land wisely. They perfected their arts and crafts and had a gift for building. Those who came after them learned from the talent and wisdom of the ancient Egyptians.



Keeping Records

Egypt had a written language, and some people could read and write. Those people were called scribes. They kept records in pictures and codes. The pictures and codes were discovered in modern times. They are called **hieroglyphics** (HI-ruh-glif-iks).



The Early Period

Around 5000 B.C., **nomads** began to make their homes along the Nile River in northern Africa. Nomads were normally wandering people. But, people felt safer if there were other people living near them. Their villages grew into small kingdoms. Several kingdoms ruled different parts of the river.

Each year, beginning in June, the Nile River flooded. The flooding lasted about four months. It spread wet, new soil all along the river. In most places, this wet soil stretched for about six miles (about 10 km) on either side of the river.

Grasses and reeds sprang up in the wet soil. Ducks and geese came to feed on the grasses. They built nests and laid eggs. Fish swam in the

▼ Ruins along the Nile River

shallow water at the edge of the Nile. The settlers found plenty of food and good fortune in the Nile River Valley.

The lands near where the Nile River started were called Upper Egypt. The lands where the river emptied into the Mediterranean (med-uh-tuh-RAY-nee-uhn) Sea were called Lower Egypt.

Upside-down Map

It may seem strange to us today, but Lower Egypt was to the north. This was nearer to the Mediterranean Sea. Upper Egypt was to the south because it was at the source of the Nile River.

A Kingdom United

In about 3100 B.C., there was a king of Upper Egypt named Menes (MEE-nee-z). His kingdom was in the south, where the river valley was very narrow. Menes knew there was more good land to the north. He wanted to join the two Egypts into one. He sent his army against the people of Lower Egypt. He united the two Egypts and became the first **pharaoh** (FAIR-o).



◀ This carving shows the **double crown** of Egypt. It was worn by the pharaohs.

The Old Kingdom and the Pyramids

Menes was followed by other pharaohs who were good leaders. Egypt was strong. The people lived well and peacefully.

After living for many years in reed huts, some settlers began to replace them with brick buildings. The brick was made from blocks of mixed mud and reeds. Brick houses were stronger and more comfortable. Soon after, the Egyptians began to build tombs called **mastabas** (MAS-tuh-buhz). This is where they buried important leaders. Mastabas were big tombs with flat tops. Inside were burial chambers and storage rooms filled with goods.

After a time, a very smart man was born. His name was Imhotep (em-HO-tep). He was probably the first person

to find a way to build with stone. Around 2630 B.C., Imhotep created plans for the first pyramid to be built in Egypt. It was called a step pyramid. It was built to be the tomb of King Djoser (JO-suhr). The people went there to worship the spirit of the dead king.

This is a step pyramid. ►

An Unfortunate Theft

The mummy of King Djoser was buried under the pyramid Imhotep designed for him. There were six layers of rock over the body. Somehow, robbers broke into the pyramid. It was later found empty.

The Great Sphinx

The Great Sphinx (SFINKS) was built near the Pyramids at Giza. The Egyptians worshiped it as a sun god. The huge figure is almost as long as a football field. Its tallest parts are like a six-story building. The whole Sphinx is carved from one piece of **limestone**. Visitors to Egypt today never forget the Great Sphinx and the Pyramids at Giza.



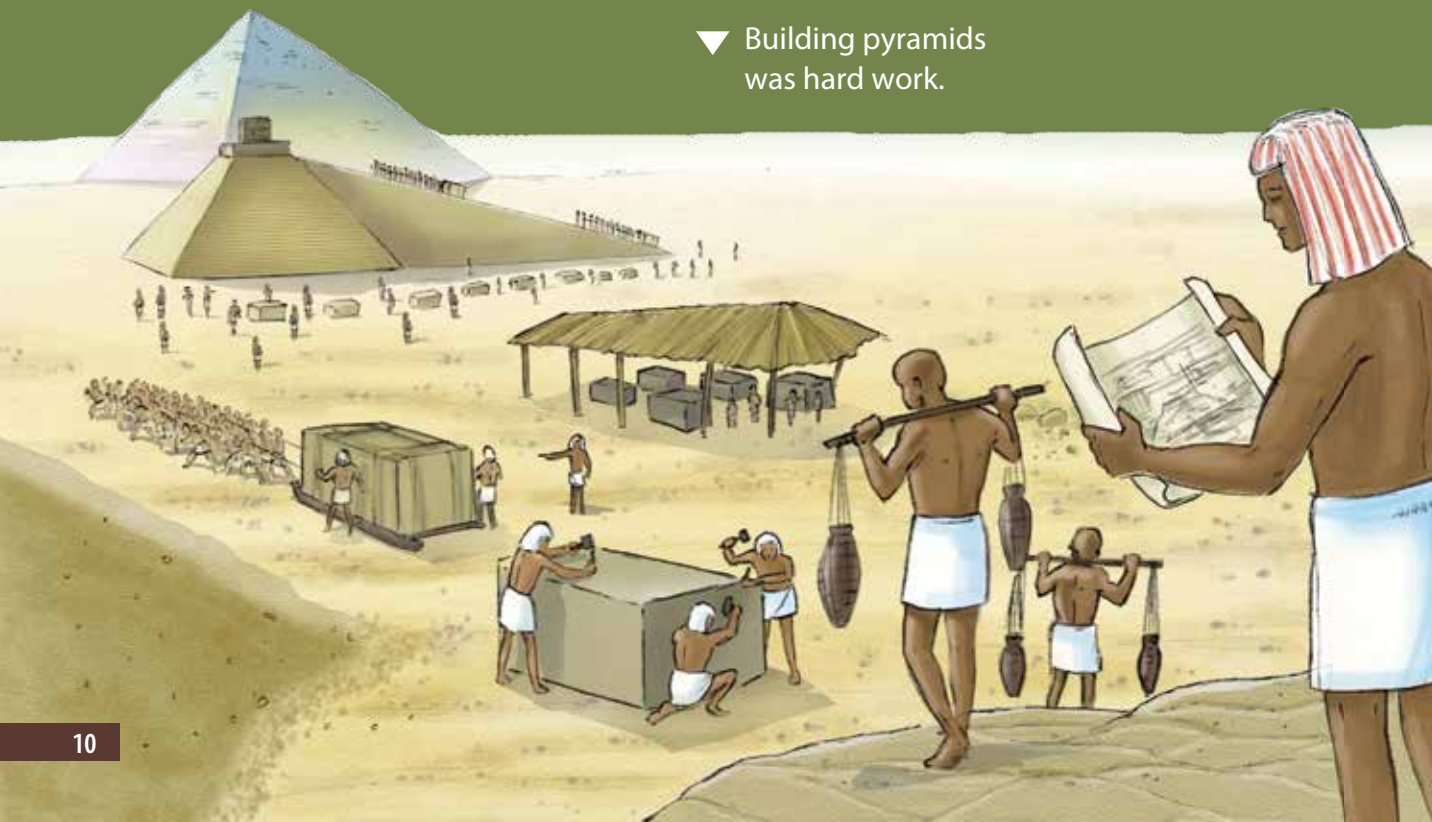
The Egyptians and Mathematics

The Egyptians developed a system of numbers. They had a symbol for one and ten. They did not use the numbers two through nine. The number 25 was written in symbols as $10 + 10 + 1 + 1 + 1 + 1 + 1$.

These ancient people could multiply and divide whole numbers. They also knew how to work with fractions. They invented a system of fractions including $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{1}{10}$. Later, they learned to use more difficult fractions, like $\frac{3}{4}$ and $\frac{7}{10}$.

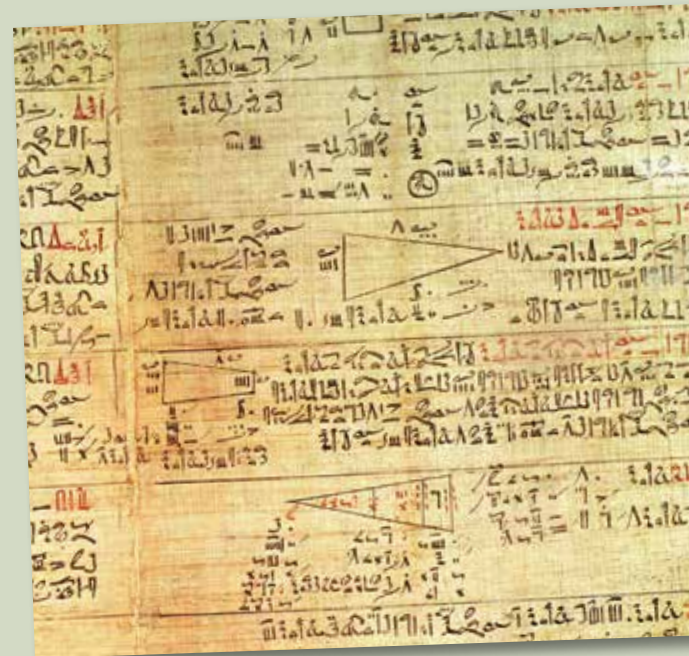
When the Nile River flooded each year, it washed away land boundaries (BOUND-uh-reez). To solve this problem, the Egyptians developed a way of measuring their land by **surveying** it.

▼ Building pyramids was hard work.



Measuring accurately was also important for building monuments. To build a pyramid, huge blocks of rock had to be cut very carefully so they would fit together exactly.

During the 500-year period called the Old Kingdom, the Egyptians were very busy. They finished more than 20 important pyramids. To do this properly, they had to know about weight and volume. Written records show they also knew algebra and geometry.



▲ This document shows mathematical work by the Egyptians.

No Zero

Although the Egyptians had many symbols to help them work with numbers, they had no zero. We can only imagine today how hard it was to multiply and divide without that important placeholder.

Measuring Time

There were Egyptian **astronomers** (uh-STRAW-nuh-muhrz). They studied the planets and stars, even though they did not have telescopes. As the skies changed with the seasons, these men developed a calendar for the year. Just like ours, it was based on 365 days.

Surveying the Land

To measure land, the Egyptians tied knots in string. With the knots equally spaced apart and the string stretched out, the surveyors counted the knots and wrote down the measurements.

Religion in Everyday Life

The Egyptians had many gods. Some of them frightened people into being careful about how they acted. It was the priests who taught people about the gods. Ordinary people were not allowed inside Egyptian temples.

The moon god, Thoth, was believed to rule over all learning. Egyptians respected him for his control over numbers, weights, and measures. They also thought he could heal, and that he guided the work of doctors.

Re (sometimes called Ra) was the sun god. He was worshipped as the “father of fathers” and the “mother of mothers.” The Egyptians believed that each pharaoh was a child of Re.

Amun (AH-muhn) was the name of the Egyptians’ most important god. He was also called Amun-Re. That means “Amun of the Sun.” His main place of worship was at Thebes (THEEBZ) in Upper Egypt.

◀ **Obelisks** (AW-buh-lisks) like this one tell the stories of the pharaohs’ lives.



◀ This is a carving of Amun and Thoth.

Thoth

Many paintings and carvings of Thoth have been found. He is portrayed as a bird. The Egyptians had libraries like we do today. They believed that Thoth took care of them.

Paintings of Amun

The god Amun is painted with a human form. His headdress has two large feathers on top. In temples at Thebes, he is shown with his wife Mut.

The God Re Today

In paintings, Re is shown in human form. Usually, he has the head of a falcon. He is often shown carrying a sun disk as his symbol.



◀ This temple was in Thebes. Today, Thebes is called Luxor.

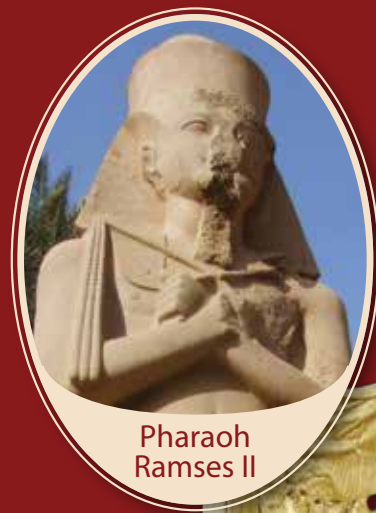
The Pharaoh

The pharaoh was the most important person in the country. Every man, woman, and child in Egypt knew of the pharaoh's power. When the pharaoh said something, the words became law. But there were no laws the pharaoh had to obey.

The people of Egypt believed their pharaoh was a god. They considered it a great honor just to kiss the dirt near his feet.

The pharaoh lived in a great palace. There were many servants who did nothing but wait on the pharaoh's family. A pharaoh usually had many wives. He chose one of them to be the "great queen." That queen's first son would have special power. When his father died, he would become pharaoh.

It was common for children within the pharaoh's family to marry each other. This kept all the power in the ruler's family. One after another, a member of the family would take the throne. A family group in power like this was a **dynasty** (DIE-nuhs-tee).



Pharaoh Ramses II



This beautiful chair shows a pharaoh with his great queen. ▶

Hatshepsut ▶

The "Great House"

The title *pharaoh* comes from two Egyptian words, *per* and *aa*. Together the two words mean "great house." So *pharaoh* came to mean "one who lives in the great house."

A Struggle for Power

When a pharaoh died, sometimes there was conflict over the throne. If the oldest son of the great queen was very young or sickly, other members of the dynasty might want to take his place. In about 1500 B.C., such a struggle involved the pharaoh's daughter, Hatshepsut (hat-SHEP-soot).





◀ City of the dead in Cairo, Egypt

The Egyptians were farmers. So, it is not surprising that they believed their souls went to a “Field of Reeds.” This was their term for heaven.

They believed the spirit of the person who had died would travel to another world. There he would live with the gods and goddesses. His ka would travel back and forth between this other world and the human body.

The Egyptians and Death

An Egyptian man or woman wanted to live forever. Egyptians believed that a well-treated corpse would wake up some day and live again. Most Egyptian towns had a **necropolis** (nuh-CROP-uh-luhs), or a city of the dead. The streets in that part of town were lined with tombs instead of houses.

Men who knew how to take care of bodies after death were given great respect. They were called **embalmers** (im-BAWLM-uhrz).

Egyptians believed that each person had a ba, or soul. He also had a ka, an invisible twin. If the person who died was to have a proper burial, both the ba and ka had to be honored. Egyptians believed that the ba stayed in contact with the dead person’s friends and all his living relatives.

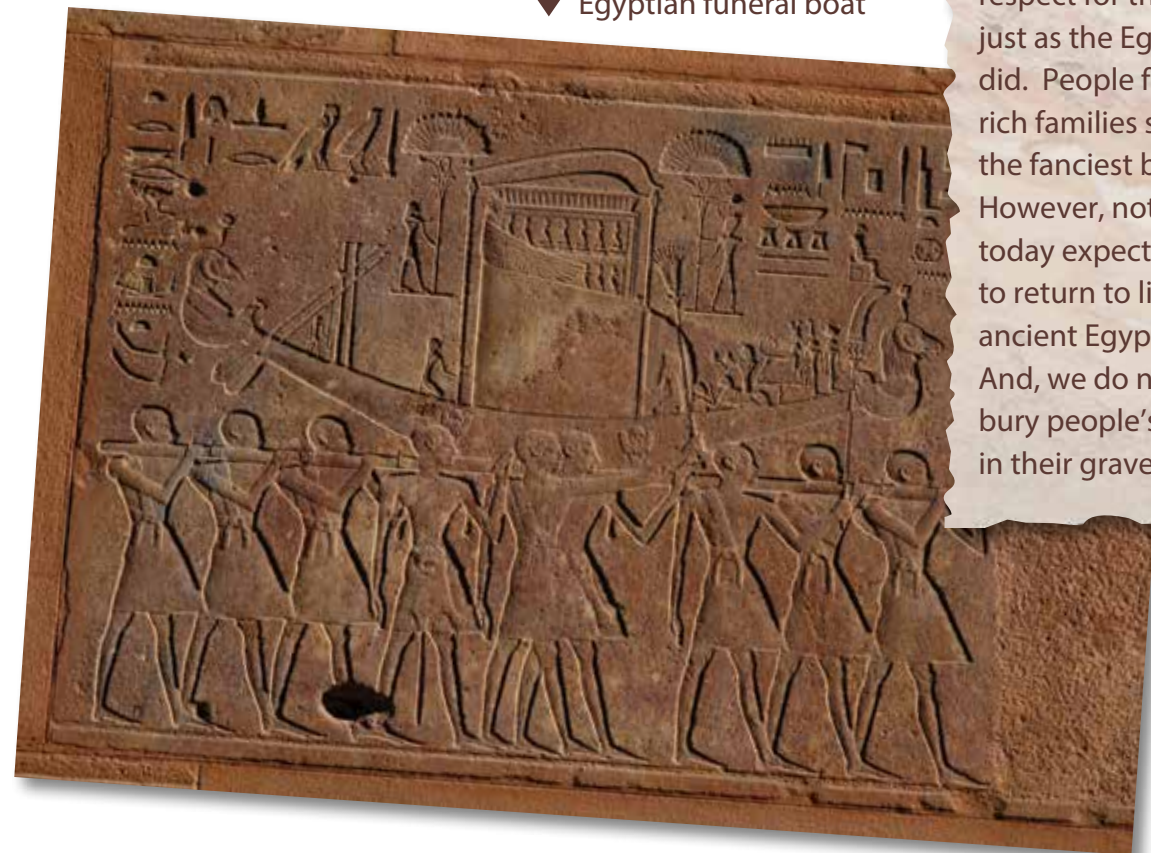
Planning Ahead

Ancient Egyptians only lived to be about 40 years old. Because they wanted to be ready for death, they often began making plans before they were 20 years old.

Mourning the Dead Today

Families today show respect for the dead just as the Egyptians did. People from very rich families still have the fanciest burials. However, not everyone today expects bodies to return to life, as the ancient Egyptians did. And, we do not usually bury people’s treasures in their graves.

▼ Egyptian funeral boat



Preparing a Mummy

In the earliest days of Egypt, tribes of nomads wandered the lands near the Nile River. The bodies of those who died still had to be taken care of. There was no ceremony attached to death at that time. But, to remove the bodies from sight and keep animals away, the remains of the person who died were buried deep in the hot desert sand.

A surprising thing happened. The buried bodies did not rot. They baked in the extreme heat of the sand so that they dried out. The person still looked much like he or she had in life.

This discovery led to **mummification**. How could you dry out a body but keep it where animals



◀ Canopic jars

The Brain

The Egyptians did not value the brain among the other human organs. Hieroglyphic pictures show embalmers removing it through the nose with a hook. Then, it was thrown away.

Examining Mummies

Today, we can learn about a mummy without unwrapping it. Scientists use X-rays. Instead of destroying the mummy, this saves it for later study.

or floods would not uncover it? The answer was **natron** (NAY-trawn), a natural salt that dries out a corpse and leaves it quite lifelike.

There were several steps in creating a mummy. First, embalmers removed the vital organs. Only the heart remained in the body. It would be needed when the mummy returned to life. The other internal organs were placed in clay **canopic** (kuh-NO-pik) jars.

The body was then treated with natron and wrapped in hundreds of yards of linen. About 20 layers of wrapping were needed. Often the dead person's jewelry was placed between the layers of wrapping.

The body was then placed in a decorated casket. It was hidden in a burial chamber along with the treasures of the deceased.



Egyptian mummy wrapped in linen ▶

◀ Egyptian casket

Intruders from Other Lands

Egypt was a difficult land to protect from enemies. Its citizens lived along the long Nile River. It was very hard for an army to protect a country so long and narrow. Only the strongest and wisest of pharaohs could keep the country's borders secure. At times, people from other countries took over some of Egypt's land.

About 1730 B.C., invaders from Asia took over northern Egypt. They conquered the Nile **delta** at the Mediterranean Sea. Then, they moved farther south into the Nile River Valley. They were called the Hyksos (HIK-saws).

The Hyksos occupied large parts of Egypt for more than 100 years. The Egyptian pharaohs on the throne during that time were not strong leaders. They did not inspire their armies to push the intruders out.



◀ Egyptians conquering the Asians



Because the Hyksos stayed so long, they began to marry into Egyptian families. The Egyptians adopted some of the skills of the Hyksos, too. From these intruders, they learned to build bronze weapons and to use horses and chariots. The Hyksos also brought special cattle to the Nile Valley and new types of vegetables and fruits.

One Egyptian pharaoh, Ahmose I (AH-mohs), was finally able to drive out the Hyksos. He forced them back to Asia. However, many influences from these intruders remained part of Egyptian life.

Careful Records

One of the most surprising and important things the Hyksos did was preserve Egyptian documents. During their **reign** (RAIN), scribes recopied Egyptian texts and documents so they would not be destroyed.

A Link to the Bible

The Bible story about Joseph, who was sold into slavery by his brothers, is well-known. He later became the trusted servant of the assistant to Egypt's pharaoh. The Bible does not name that pharaoh, but some historians believe it was one of the Hyksos leaders.

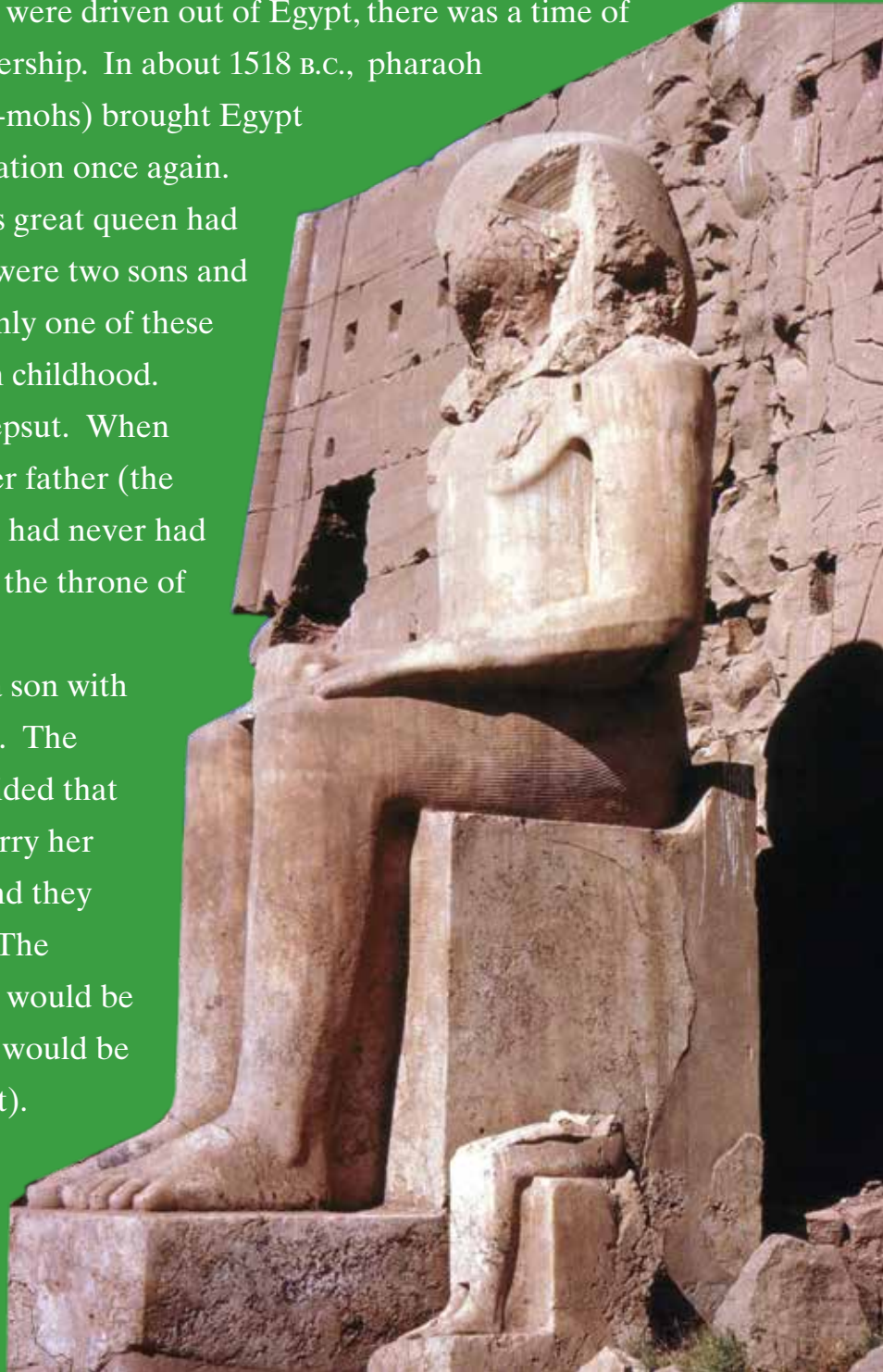
The Early New Kingdom

After the Hyksos were driven out of Egypt, there was a time of peace and strong leadership. In about 1518 B.C., pharaoh Thutmose I (THUHT-mohs) brought Egypt together as a strong nation once again.

Thutmose and his great queen had four children. There were two sons and two daughters. But only one of these children lived through childhood. Her name was Hatshepsut. When she was a teenager, her father (the pharaoh) died. Egypt had never had a woman as ruler, but the throne of Egypt was empty.

Thutmose I had a son with one of his other wives. The advisors of Egypt decided that Hatshepsut would marry her young half brother, and they would rule together. The brother, Thutmose II, would be pharaoh. Hatshepsut would be his **regent** (REE-juhnt).

Thutmose II was a weak and lazy



young man. Hatshepsut was a strong woman who made most of the decisions. Thutmose II ruled for about 10 years with Hatshepsut as his regent. Then, he died. Again, Egypt's throne had no pharaoh.

Thutmose II had a son with another woman. In about 1504 B.C., the son, Thutmose III, became pharaoh. Hatshepsut was now in her twenties, and she was regent to an infant!

Thutmose III was too young to keep Hatshepsut from making the decisions about how Egypt would be ruled. After about seven years, she declared herself pharaoh and took over the throne. Young Thutmose III faded into the background at the palace and kept busy with Egypt's armies.

Hatshepsut ruled Egypt for about 22 years. When she died, Thutmose III became a strong and well-respected pharaoh. His people knew him as the "Warrior King." His reign lasted 30 more years.

Marriages Between Relatives

It was common in ancient times for brothers and sisters to marry to make the ruling family more powerful.

Marriage Partners

It was important for a young man of the pharaoh's dynasty to marry the right young woman. His parents would choose her for him. In most of the world today, young people choose their own husbands and wives.



▲ A pharaoh and his two wives

◀ Thutmose III

Three Powerful Kings

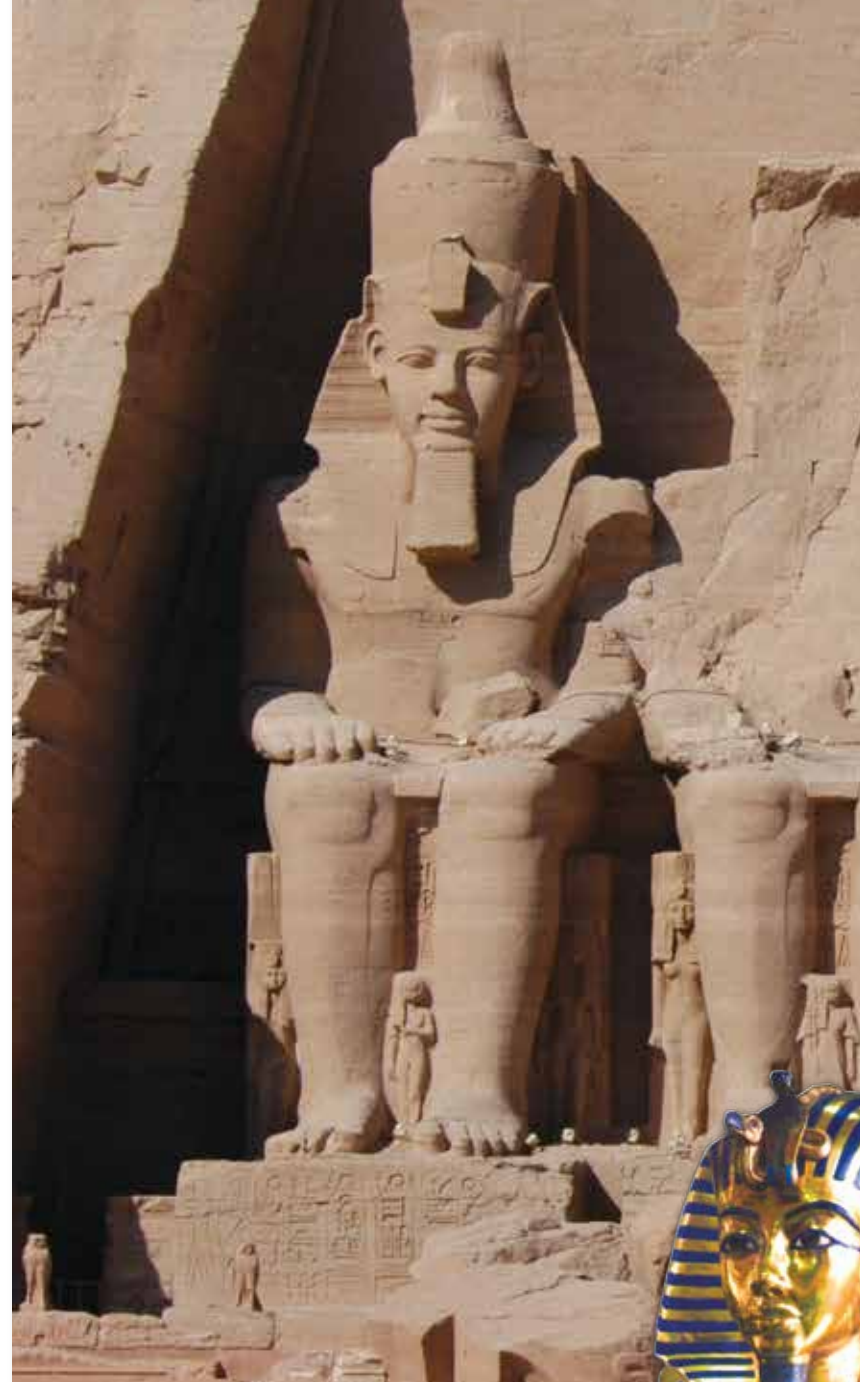
In the years after Thutmose III died, three strong pharaohs ruled Egypt. They are better known in history than many leaders who lived before them.

Akhenaten (aw-kuh-NAW-tuhn) was Egypt's pharaoh from about 1379 to 1362 B.C. His wife was the beautiful Queen Nefertiti (nef-uhr-TEE-tee). Akhenaten was a religious fanatic who wanted his people to worship only one god, Aten. Akhenaten declared Aten to be the sun god. He destroyed the monuments to Egypt's other gods and drove away

the priests for those gods. The people did not like his actions. Most of them did not want to abandon the many gods they believed in.

The next pharaoh, Tutankhamun (toot-ank-AH-muhn), ruled ancient Egypt from about 1361 to 1352 B.C. He became pharaoh when he was only eight or nine years old. Tutankhamun was buried with more than 2,000 items. One of his three coffins was made from more than a ton of pure gold!

Ramses II (RAM-seez) was a pharaoh with a long reign. He is known for his years of land struggles against the invading Hittites (HIT-tites). In peacetime, Ramses built large temples throughout Egypt's cities. Sometimes he even claimed credit for the building projects of pharaohs before him.



▲ Statue of Ramses II



▶ The burial mask of King Tutankhamun

Akhenaten's Beliefs

Some historians call Akhenaten the first world ruler to be a **monotheist** (MAW-nuh-thee-ist). That means someone who believes there is only one god. However, Akhenaten believed there were many gods. He just wanted people to worship only one.

Ramses II and the Bible

Many historians identify Ramses II as the pharaoh at the time of the Bible story of the Exodus.

The Riches of King Tut

The tomb of young King Tutankhamun was not found until 1917. That is very recent in terms of the history of Egypt. Today, great displays of his treasures are on view in museums all over the world.

▶ Queen Nefertiti

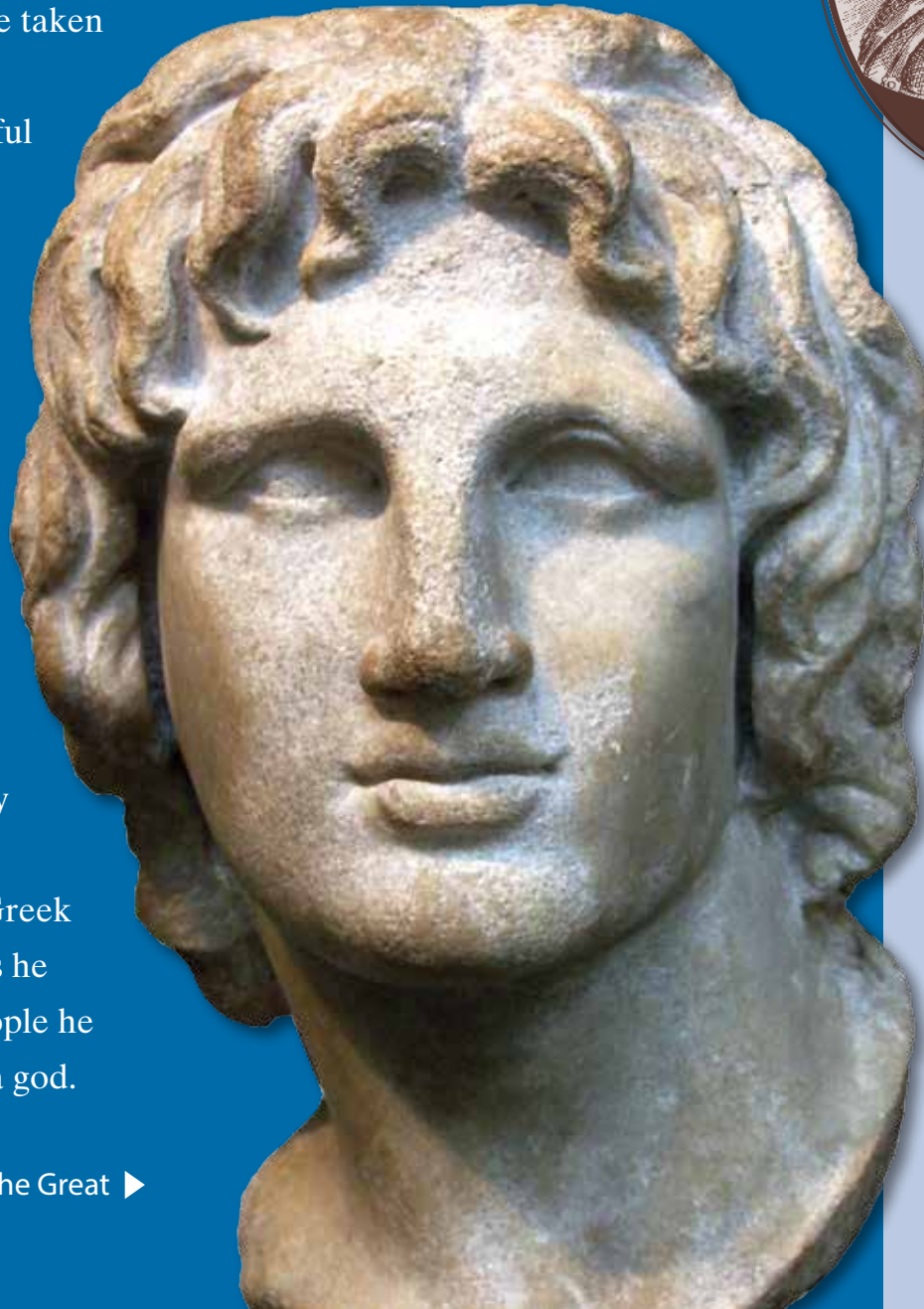
The Late Period

By 1200 B.C., many other regions had entered the Iron Age. Egypt did not have any iron ore. So, they were not able to make stronger weapons like their enemies. Attacks came from many sides. Whole Egyptian states were taken over by invaders.

By 525 B.C., the powerful Persians (PURR-zhuhnz) had driven away the other invaders. They ruled Egypt for nearly 200 years.

In 332 B.C., Alexander the Great and his Greek armies conquered Egypt and most of the known world. The Egyptians welcomed him because they disliked being ruled by the Persians. Alexander brought Greek ideas and Greek customs to all the countries he ruled. He required the people he conquered to treat him as a god.

Alexander the Great ►



Ptolemy I

Alexander the Great died of malaria in 323 B.C. His favorite general, Ptolemy I (TAWL-uh-mee), seized Egypt as his share of Alexander's wealth.

Ptolemy brought Greek and other foreign soldiers to settle there. He developed Egypt into a great nation of industry. Ptolemy's family ruled for almost 300 years. In 51 B.C., a young woman named Cleopatra (klee-uh-PAH-truh) became queen.

By this time, the Roman Empire was expanding through all of Europe, Asia, and Africa. Egypt would soon be attacked. Cleopatra was desperate to make friends with the Romans.

An Engineering Feat

While the Persians ruled Egypt, they built a canal to the Red Sea. This opened trade with other nations.

Cleopatra's Loves

Cleopatra and the Roman emperor, Julius Caesar (SEE-zuhr), fell in love. They had a son together. When Caesar was killed, Cleopatra turned her attention to Caesar's friend, Mark Antony. They had several children together before his death.



◀ Roman emperor Julius Caesar



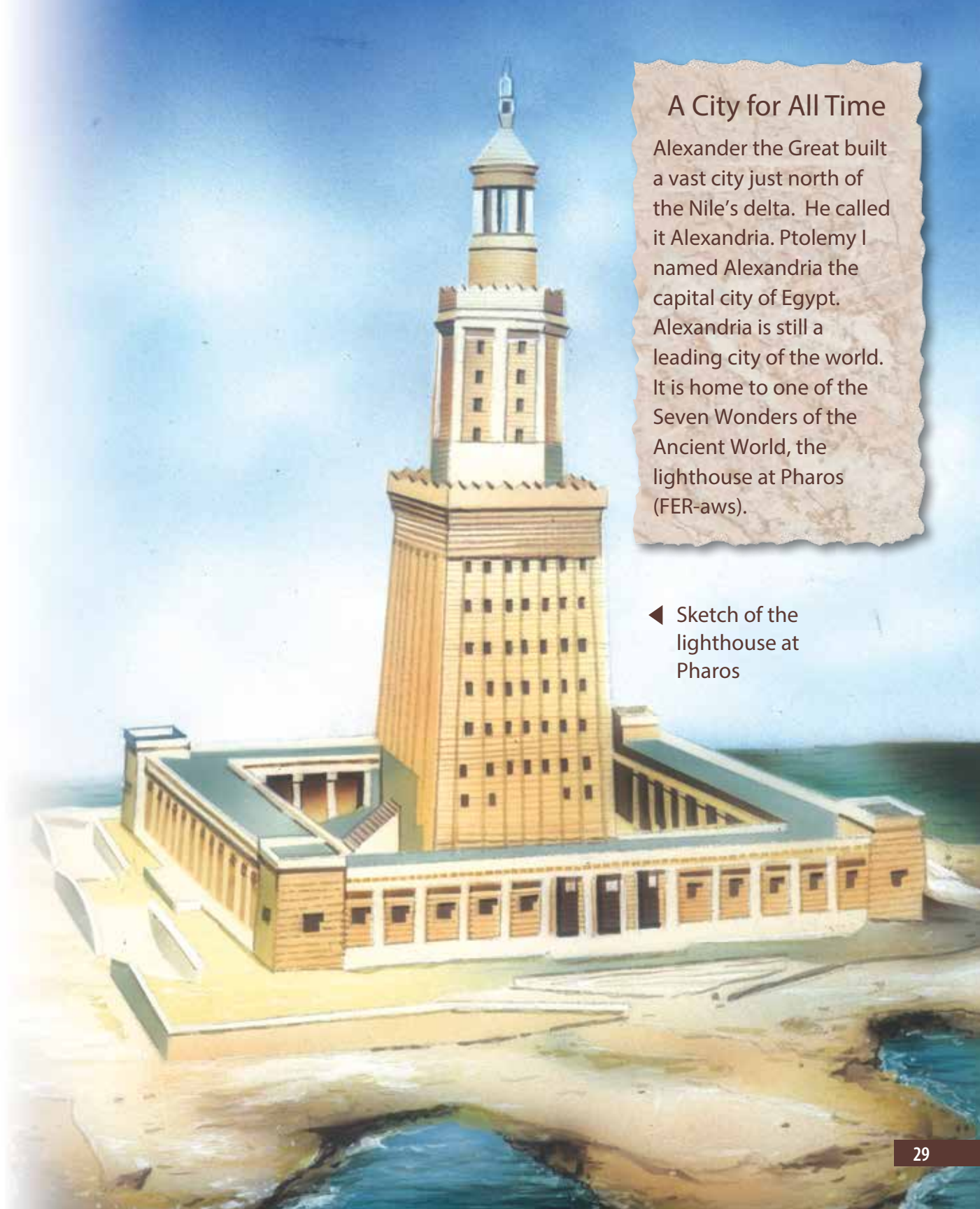
The End of Egypt

The glory of Egypt had been fading for many years. Finally, Cleopatra could hold off her Roman enemies no longer. Huge armies were at the very borders of Egypt.

It was the custom in ancient times for defeated rulers to commit suicide. This was a noble way to earn entry into the Field of Reeds. So, that is what Cleopatra decided to do. According to legend, she allowed herself to be bitten by a poisonous snake, which was a symbol of Egypt.

In 30 B.C., Egypt became a **province** of the mighty Roman Empire. The 3,000-year-old civilization ended.

◀ This carving of Cleopatra is on the side of an ancient Egyptian ruin.



A City for All Time

Alexander the Great built a vast city just north of the Nile's delta. He called it Alexandria. Ptolemy I named Alexandria the capital city of Egypt. Alexandria is still a leading city of the world. It is home to one of the Seven Wonders of the Ancient World, the lighthouse at Pharos (FER-aws).

◀ Sketch of the lighthouse at Pharos

Glossary

- astronomers**—scientists who study the stars
- canopic jars**—jars used in ancient Egypt to hold the internal organs of a mummified body
- civilization**—a society that has writing and keeps track of records
- delta**—a deposit of sand and soil at the mouth of a river
- double crown**—the crown worn by pharaohs after the unification of Upper Egypt and Lower Egypt
- dynasty**—a line of rulers from the same family
- embalmers**—workers who treat dead bodies with various chemicals
- hieroglyphics**—pictures or symbols representing words, syllables, or sounds; used by the ancient Egyptians instead of alphabetical writing
- limestone**—a hard rock formed from the bodies of sea animals and pressed down for centuries
- mastabas**—structures with flat roofs that served as tombs in ancient Egypt
- monotheist**—a person who believes there is only one god
- mummification**—the preservation of a body by embalming
- natron**—hydrated sodium carbonate used by the ancient Egyptians to dry a body
- necropolis**—a cemetery in an ancient city
- nomads**—people having no permanent homes
- obelisks**—tall, four-sided towers of stone covered in hieroglyphs
- pharaoh**—the title of kings of ancient Egypt
- province**—any of the outside territories controlled and ruled by ancient Rome
- regent**—someone who acts in the place of a king or ruler
- reign**—the years that a ruler is in power
- surveying**—determining the location, form, or boundaries of land

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