

UNIT 2

Ancient Egypt and the Middle East

Geography Challenge

Lesson 7: Geography and the Early Settlement of Egypt, Kush, and Canaan

How did geography affect early settlement in Egypt, Kush, and Canaan?

Lesson 8: The Ancient Egyptian Pharaohs

What did the pharaohs of ancient Egypt accomplish, and how did they do it?

Lesson 9: Daily Life in Ancient Egypt

How did social class affect daily life in ancient Egypt?

Lesson 10: The Kingdom of Kush

How did location influence the history of Kush?

Lesson 11: The Origins of Judaism

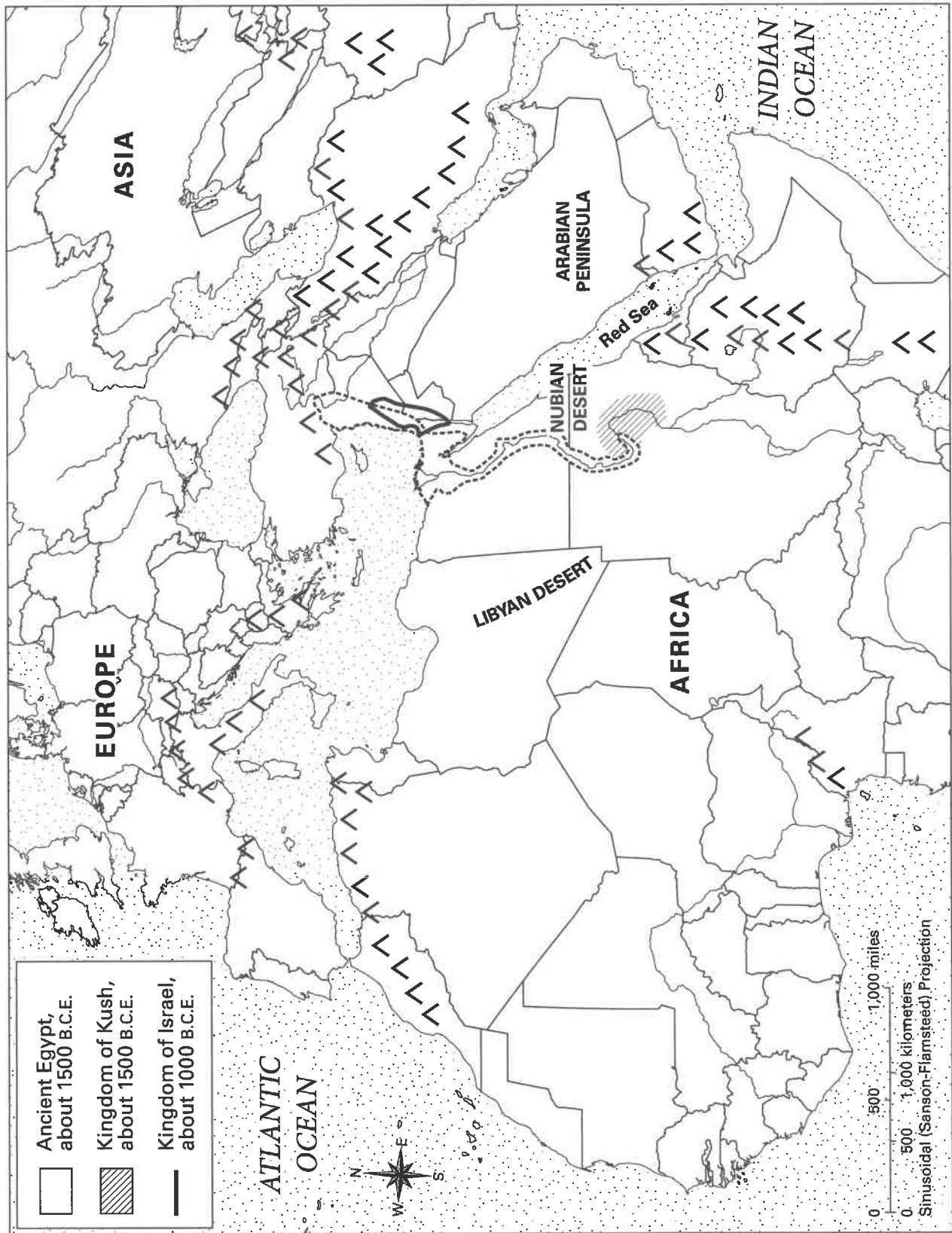
How did Judaism originate and develop?

Lesson 12: Learning About World Religions: Judaism

What were the central teachings of Judaism, and why did they survive to modern day?

Timeline Challenge

Ancient Egypt, Kush, and Israel





Geography Skills

Analyze the maps in “Setting the Stage” for Unit 2 in the Student Text. Then answer the following questions and fill out the map as directed.

1. Locate the Arabian Peninsula on the outline map. Draw a box around it. The Arabian Peninsula is part of which continent?
2. Locate ancient Egypt on the map in the Unit 2 “Setting the Stage” in the Student Text. Shade it on the outline map and key. Egypt is part of which continent?
3. Locate the Nile River and the Nile River delta on your map. Label them.
4. Four large bodies of water touch the shores of the Arabian Peninsula. Locate these bodies of water and label the missing ones on your map.
5. Locate the kingdom of Israel. Label it on your map. Then locate the kingdom of Kush. Label it on your map.
6. Locate the two deserts that surrounded much of ancient Egypt. Circle them on your map.
7. What are the two major vegetation zones in both ancient Egypt and the Middle East?
8. What do the boundaries of ancient Israel tell about its size compared with that of ancient Egypt? Compared with that of ancient Kush?

Critical Thinking

Answer the following questions in complete sentences.

9. Considering the environmental factor of vegetation, why do you think civilization on the African continent began in Egypt, rather than farther west, in central North Africa?

10. What do the locations of deserts, rivers, and seas on this map tell us about where early people were likely to settle?

11. The kingdom of Kush was an important trading center in Africa. Why might its location explain this fact?

12. Ancient Egypt and the Arabian Peninsula have very few mountains. Most of the land is flat, with some low hills in places. How might the geography have influenced what ancient people did to make their living?

13. While most people who lived in ancient Egypt and the Middle East avoided settling in nearby deserts, those regions protected them from their enemies. Why do you think this was true?

14. Ancient Egyptians worshiped the Nile River as a god. Why do you think they did so?

7

Geography and the Early Settlement of Egypt, Kush, and Canaan

How did geography affect early settlement in Egypt, Kush, and Canaan?

PREVIEW

The environmental factors of an area affect people's choices about where to settle. These factors might include bodies of water, landforms, plant life, and weather.

Examine the landscape drawing that your teacher is displaying. Identify at least three environmental factors that might affect your choice of where to settle. For each factor, explain why it is important. For example, you might write, *The river would provide food and fresh water for my settlement.*

Environmental Factor 1:

Environmental Factor 2:

Environmental Factor 3:

READING NOTES

Social Studies Vocabulary

As you complete the Reading Notes, use these terms in your answers.

topography
vegetation

Nile River
Egypt

Kush
Mediterranean Sea

Canaan
Jordan River

Section 1

Use the landscape drawing below to complete the following:

1. How did water affect people's choices of where to settle? Write three statements that answer this question.
 -
 -
 -

2. How did topography affect people's choices of where to settle? Write three statements that answer this question.
 -
 -
 -

3. How did vegetation affect people's choices of where to settle? Write three statements that answer this question.
 -
 -
 -

4. In the image below, circle (or draw) an example of each factor you described. Circle water related factors in *blue*, topography related factors in *orange*, and vegetation related factors in *green*.



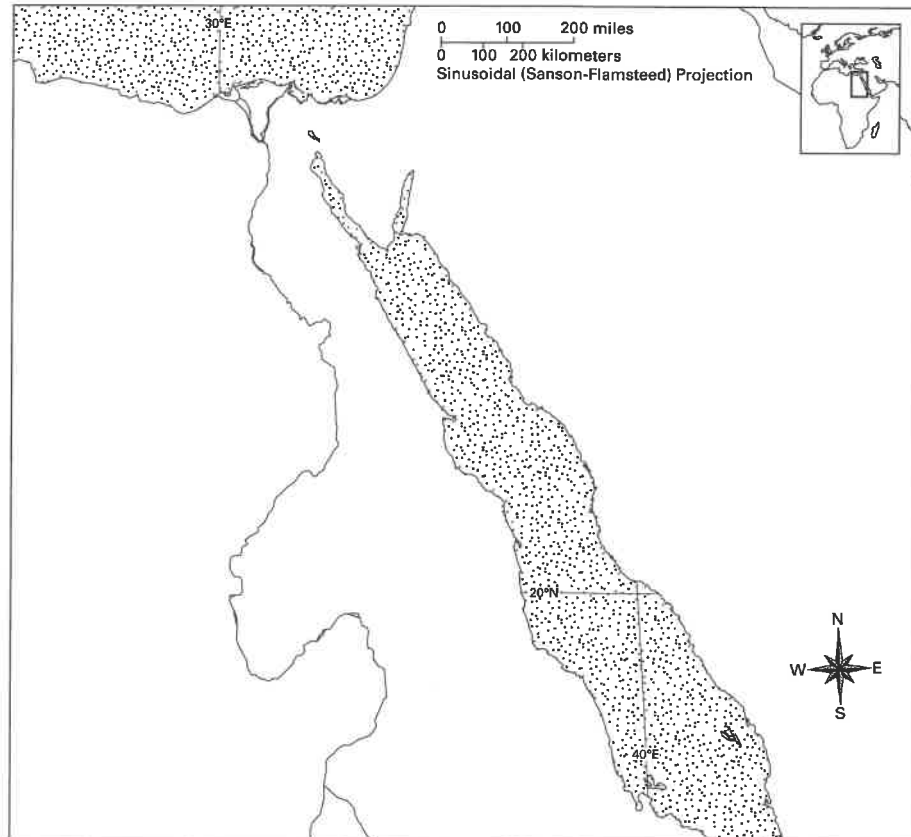
Section 2

After reading Section 2 and examining the map in the section, follow the steps below.

1. Label these physical features on the map:

- Mediterranean Sea
- Red Sea
- Nile River
- Arabian Desert
- Libyan Desert
- Nubian Desert

Ancient Egypt and Kush



2. Draw the letter *H* or another simple symbol in all the places on the map where human settlements were located in this region.
3. Write a paragraph that answers this question: *How did geography affect people's choices of where to settle in ancient Egypt and Kush?* Use and underline at least five words or phrases from the Word Bank.

Word Bank

water
topography
vegetation
Mediterranean Sea
Red Sea
Nile River
Arabian Desert
Libyan Desert
Nubian Desert

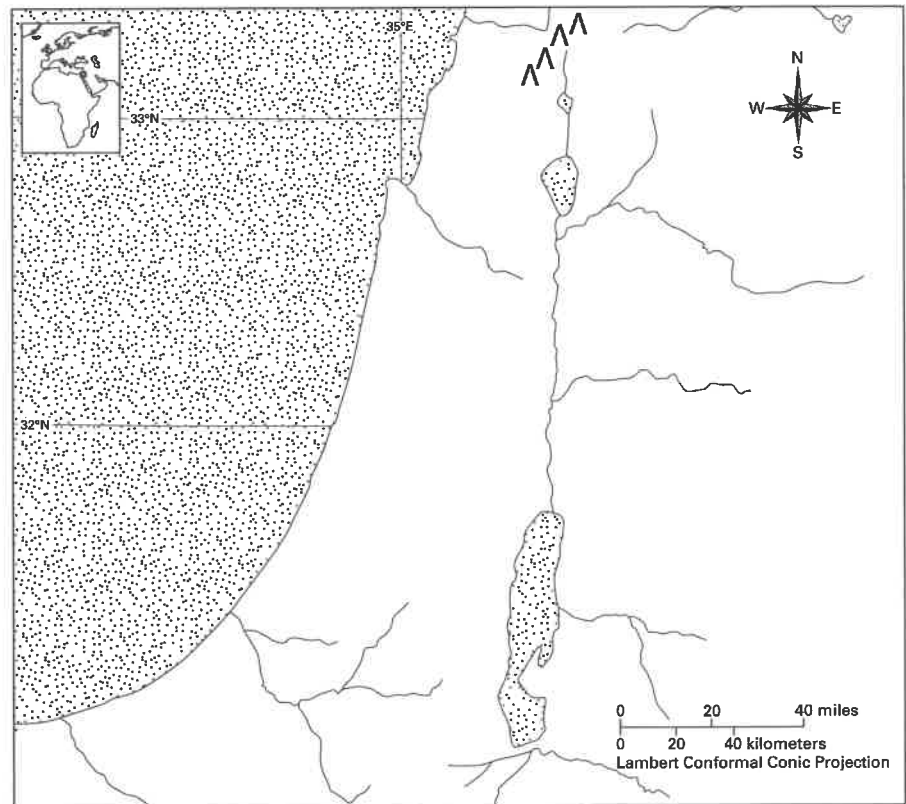
Section 3

After reading Section 3 and examining the map in the section, follow the steps below.

1. Label these physical features on the map:

- Mediterranean Sea
- Sea of Galilee
- Dead Sea
- Jordan River
- Lebanon Mountains
- Negev Desert
- Syrian Desert

Ancient Canaan



2. Draw the letter *H* or another simple symbol in all the places on the map where human settlements were located in this region.
3. Write a paragraph that answers this question: *How did geography affect people's choices of where to settle in ancient Canaan?* Use and underline at least five words or phrases from the Word Bank.

Word Bank

- water
- topography
- vegetation
- Mediterranean Sea
- Sea of Galilee
- Dead Sea
- Jordan River
- Lebanon Mountains
- Negev Desert
- Syrian Desert
- nomad

PROCESSING

Draw a simple map of the state where you live. Your map should include the following:

- labels for three or more important physical features (bodies of water and landforms) in your state
- shading on the areas containing vegetation that is best suited for human settlement
- the letter *H* or another simple symbol to show the most likely locations of the first human settlements

Then write a short paragraph to answer this question: *How did geography affect early settlement in your state?* Your answer should include the names of at least two of the important physical features of your state and at least two of these terms: *water, topography, vegetation.*

The Ancient Egyptian Pharaohs

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What did the pharaohs of ancient Egypt accomplish, and how did they do it?

PREVIEW

Carefully analyze the image and write your answers to the questions below.

1. What interesting details do you see in this postcard's image?



2. In whose honor do you think this monument was built?

3. Why do you think this monument was built to honor these four men?

4. What other monuments do you know that have been built to honor a person or group of people? Where are these monuments? Whom do they honor?

READING NOTES

Social Studies Vocabulary

As you complete the Reading Notes, use these terms in your answers.

pharaoh Hatshepsut Ramses II treaty

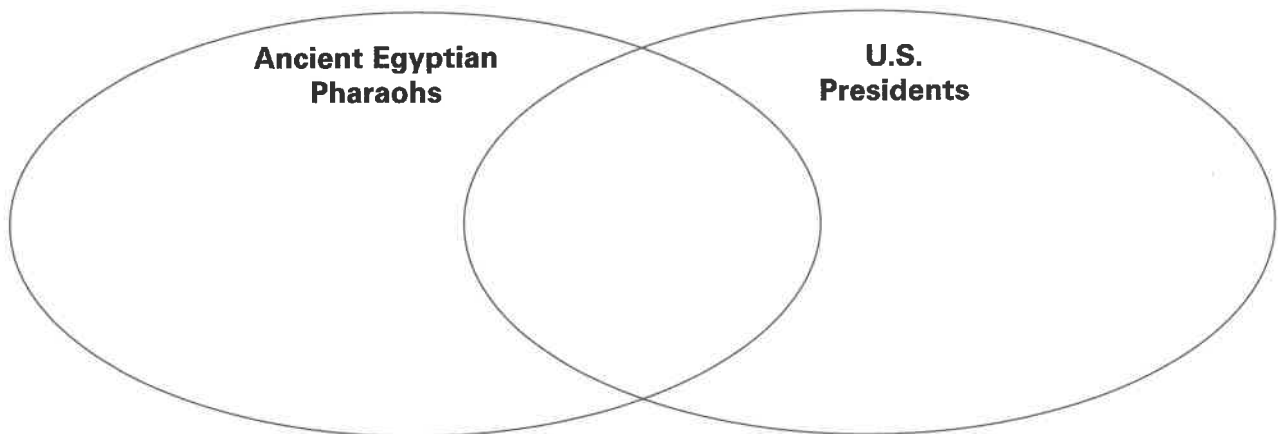
Section 1

1. Follow these steps to complete the timeline below:

- Draw a bar to represent how long each kingdom lasted. Use *red* for the Old Kingdom, *green* for the Middle Kingdom, and *blue* for the New Kingdom.
- Label each bar with the name of the kingdom (Old, Middle, or New), and also write another name that the period is known by (Example: Age of Pyramids).
- Underneath each bar, list one or two things that the period is known for.



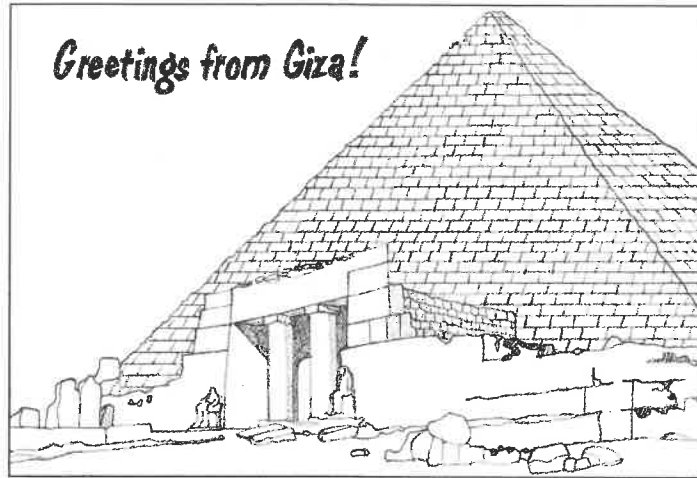
2. In the Venn diagram below, list at least one way that the pharaohs of ancient Egypt are similar to presidents in the United States today. Then list at least two ways that Egyptian pharaohs are different from U.S. presidents.



Section 2

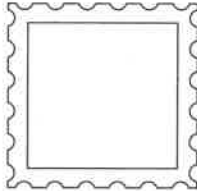
Write a postcard to a friend or relative about the pharaoh Khufu and your visit to the Great Pyramid. Make sure your postcard includes the following:

- an appropriate greeting (such as “Dear Maria,”) and closing (such as “See you soon!”)
- information about the pharaoh Khufu, such as when he ruled, what kind of ruler he was, and what some of his important accomplishments were
- information about the Great Pyramid, such as how big it was, what it was made of, how long it took to build, and how the Egyptians might have built it



Sketch a stamp for the postcard by drawing a visual or symbol that relates to what you learned.

Dear _____,



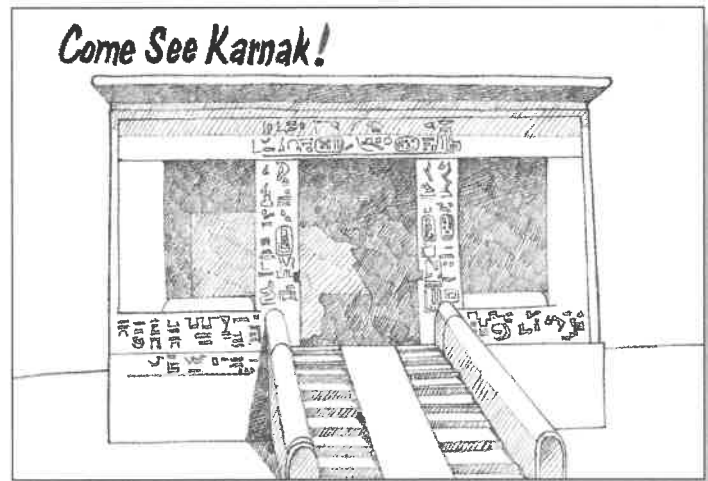
The monument I just visited is _____

It was built by the pharaoh _____

Section 3

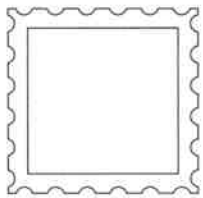
Write a postcard to a friend or relative about the pharaoh Senusret I and your visit to the White Chapel. Make sure your postcard includes the following:

- an appropriate greeting and closing
- information about the pharaoh Senusret I, such as when he ruled, what kind of ruler he was, and what some of his greatest accomplishments were
- information about the White Chapel, such as what it was made of, what kind of artwork it included, and how it was discovered by archaeologists



Sketch a stamp for the postcard by drawing a visual or symbol that relates to what you learned.

Dear _____,



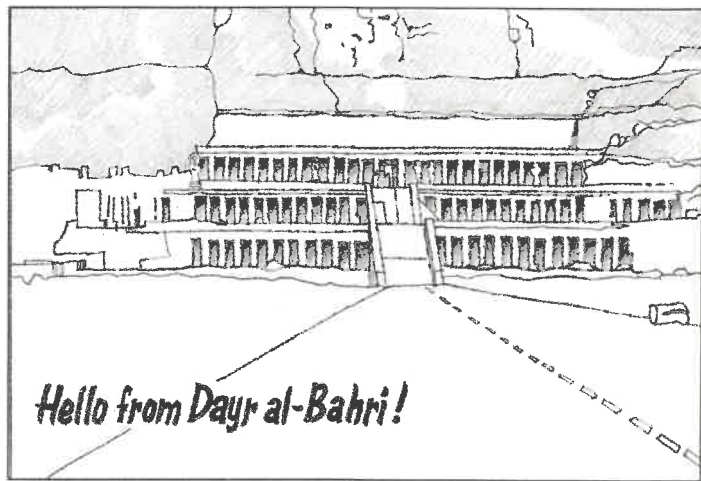
Today, I learned about the pharaoh Senusret I _____

I also saw the White Chapel. _____

Section 4

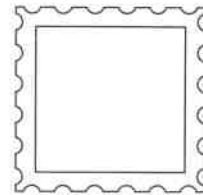
Write a postcard to a friend or relative about the pharaoh Hatshepsut and your visit to the temple at Dayr al-Bahri. Make sure your postcard includes the following:

- an appropriate greeting and closing
- information about the pharaoh Hatshepsut, such as when she ruled, what was unique about her rule, and what she accomplished in relation to trade with other countries
- information about the temple at Dayr al-Bahri, such as where it was built and how were the outside and the inside walls decorated



Sketch a stamp for the postcard by drawing a visual or symbol that relates to what you learned.

Dear _____,



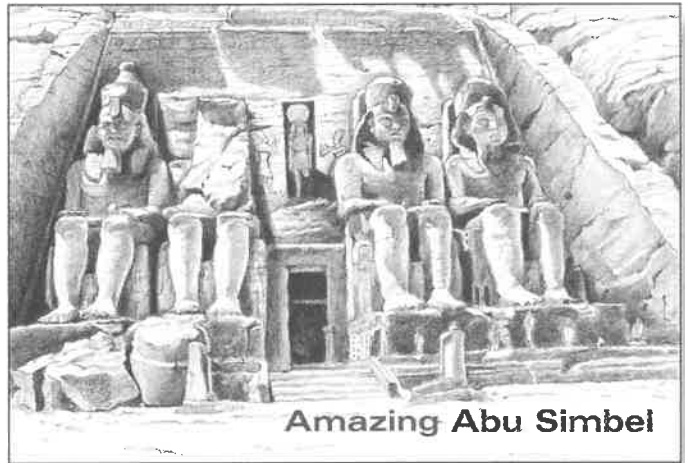
Today, I learned about the pharaoh Hatshepsut. _____

I also visited her temple at Dayr al-Bahri. _____

Section 5

Write a postcard to a friend or relative about the pharaoh Ramses II (Ramses the Great) and your visit to the temple at Abu Simbel. Make sure your postcard includes the following:

- an appropriate greeting and closing
- information about the pharaoh Ramses II, such as when he ruled and why he was called Ramses the Great
- information about the temple at Abu Simbel, such as what the sculptures at the main entrance were, what caused a unique event to happen twice a year, and how the temple was saved from near destruction

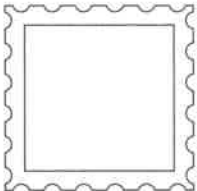


Sketch a stamp for the postcard by drawing a visual or symbol that relates to what you learned.

Dear _____,

Today, I learned about the pharaoh Ramses II. _____

I also visited his temple at Abu Simbel. _____



P R O C E S S I N G

On a separate sheet of paper, write a paragraph answering the Essential Question: What did the pharaohs of ancient Egypt accomplish, and how did they do it? Support your answer with specific examples of great accomplishments of at least three pharaohs.

READING FURTHER

Preparing to Write: Comparing and Contrasting Then and Now

The techniques that archaeologists use as they study artifacts have changed over time. In the chart below, describe the methods used by scientists in the early 1900s, in the time of Howard Carter. Then describe how modern scientists, such as those who took part in the Egyptian Mummy Project, conduct research today. Explain the effects of each period's techniques on the mummies being studied.

	Archaeologists in the Early 1900s	Archaeologists Today
Techniques		
Effects		

Writing a Compare and Contrast Paragraph

In the space below, write a paragraph that compares and contrasts the techniques used by archaeologists studying ancient Egyptian mummies in the early 1900s and today. Describe the effects of each period's techniques on the mummies. Use the information in the chart you completed on the preceding page to organize and write your paragraph.

Use this rubric to evaluate your essay. Make changes to your work if you need to.

Score	Description
3	The paragraph includes information that is very relevant to the topic, and compares and contrasts the two periods. There are no spelling or grammar errors.
2	The paragraph includes information that is somewhat relevant to the topic, and compares or contrasts the two periods. There are some spelling or grammar errors.
1	The paragraph includes information that is not relevant to the topic and does not compare or contrast the two periods. There are many spelling or grammar errors.

Daily Life in Ancient Egypt

9

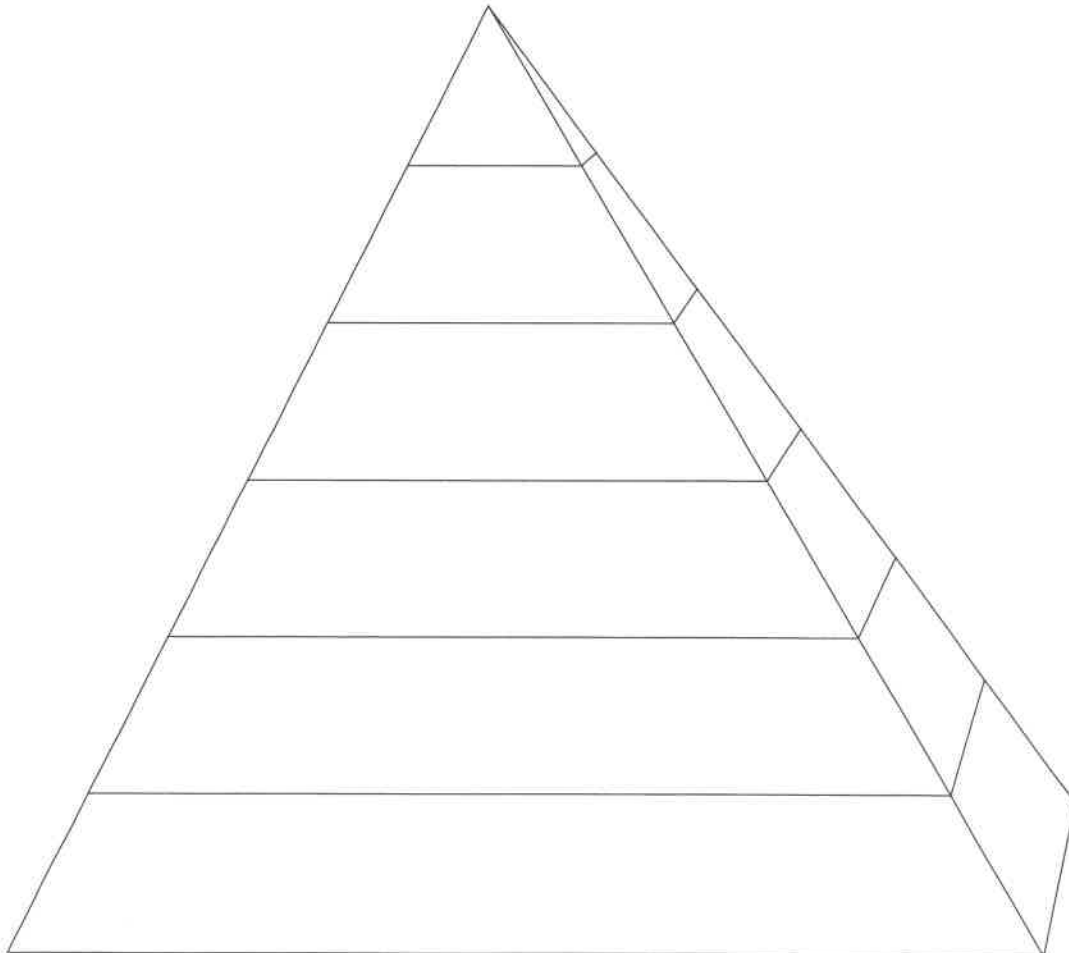
How did social class affect daily life in ancient Egypt?

PREVIEW

Using the list below, copy the name of each individual or group below onto the level of the pyramid where you think it belongs. For each name, write a short sentence to explain why you placed it at that level on the pyramid.

Students Principal Teachers Student Council Office Staff Assistant Principal

My School's Social Pyramid



READING NOTES

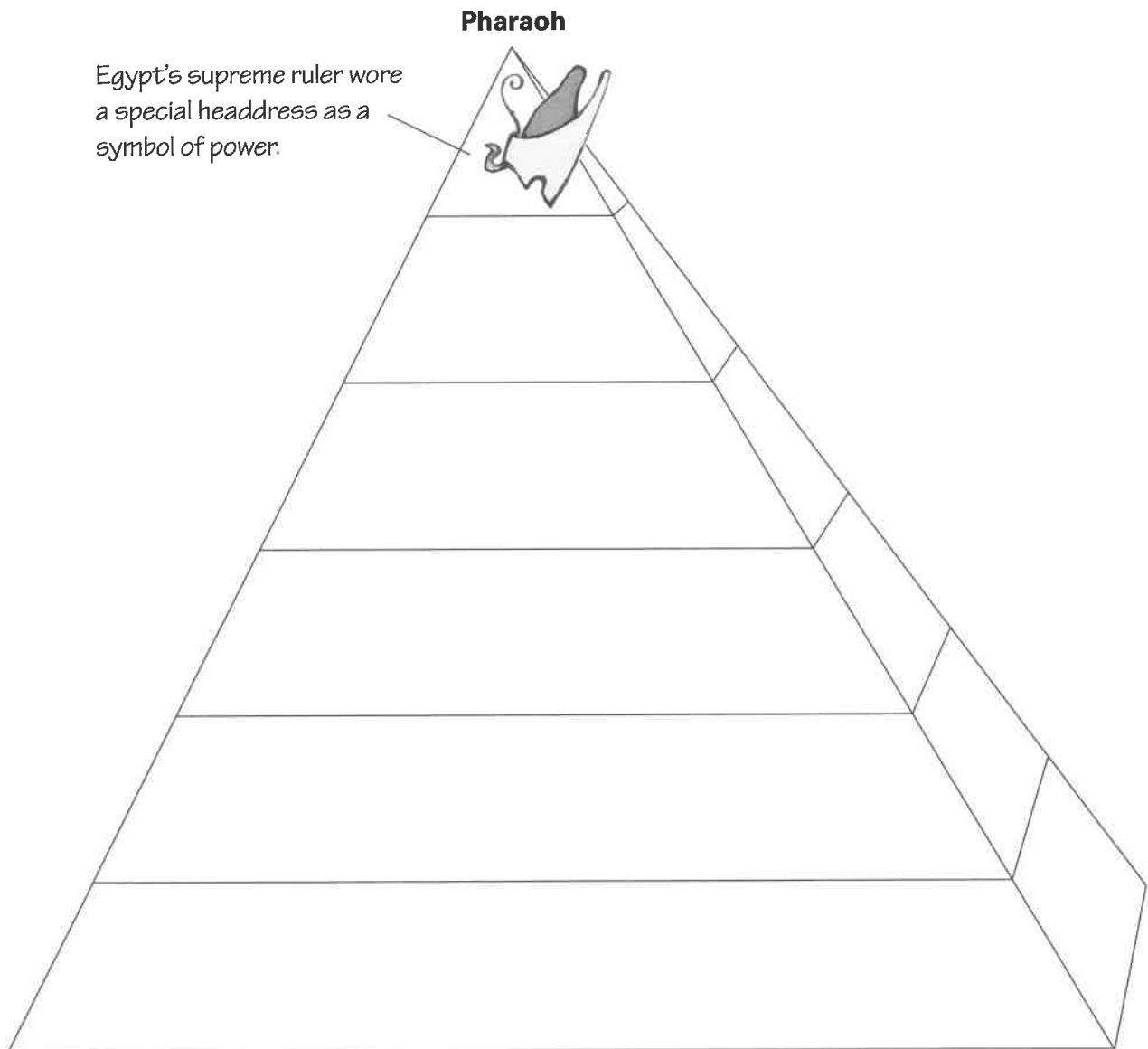
Social Studies Vocabulary

As you complete the Reading Notes, use these terms in your answers.

social pyramid	status	peasant	hieroglyph
social class	noble	afterlife	

Section 1

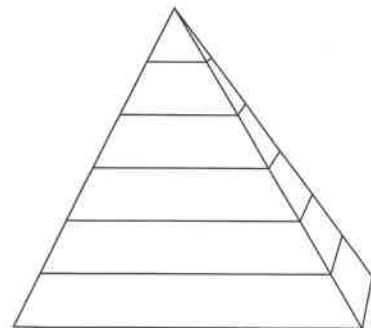
1. Label the social class in ancient Egypt that belongs on each level of the social pyramid below. Draw a symbol or visual to represent each social class. Write a brief caption explaining what each symbol or visual means. An example is completed for you.



2. Why was ancient Egyptian society structured like a pyramid?
3. How did religion affect the organization of the social pyramid?
4. In what ways did Egyptian women enjoy more freedom and rights than most women in the ancient world?
5. Why do you think that the social pyramid in ancient Egypt was rigid?

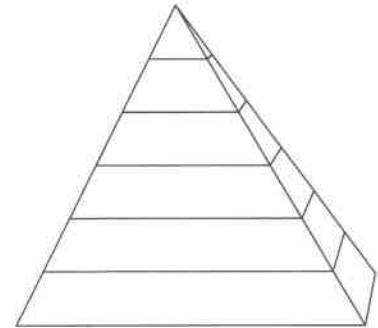
Section 2

1. On the social pyramid, outline and label the level that represents government officials.
2. Write down three or more important facts about the types of government officials and their responsibilities.
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 -
 -
3. In complete sentences, answer this question: *How did the status of government official affect the daily lives of people in this social class?*



Section 3

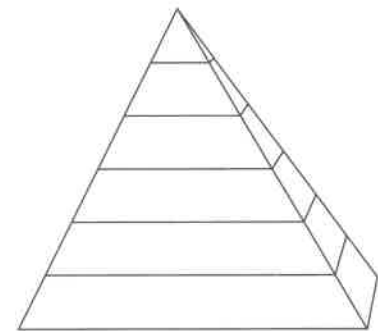
1. On the social pyramid, outline and label the level that represents priests.
2. Write down three or more important facts about the types of priests and their duties.
 -
 -
 -



3. In complete sentences, answer this question: *How did the status of priest affect the daily lives of people in this social class?*

Section 4

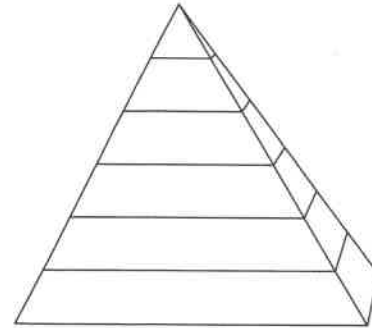
1. On the social pyramid, outline and label the level that represents scribes.
2. Write down three or more important facts about scribe schools and the types of work scribes did.
 -
 -
 -



3. In complete sentences, answer this question: *How did the status of scribe affect the daily lives of people in this social class?*

Section 5

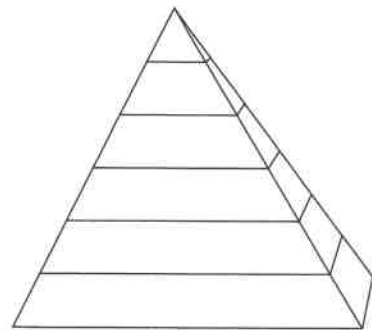
1. On the social pyramid, outline and label the level that represents artisans.
2. Write down three or more important facts about the types of artisans and their work.
 -
 -
 -



3. In complete sentences, answer this question: *How did the status of artisan affect the daily lives of people in this social class?*

Section 6

1. On the social pyramid, outline and label the level that represents peasants.
2. Write down three or more important facts about the work of peasants during the three seasons.
 -
 -
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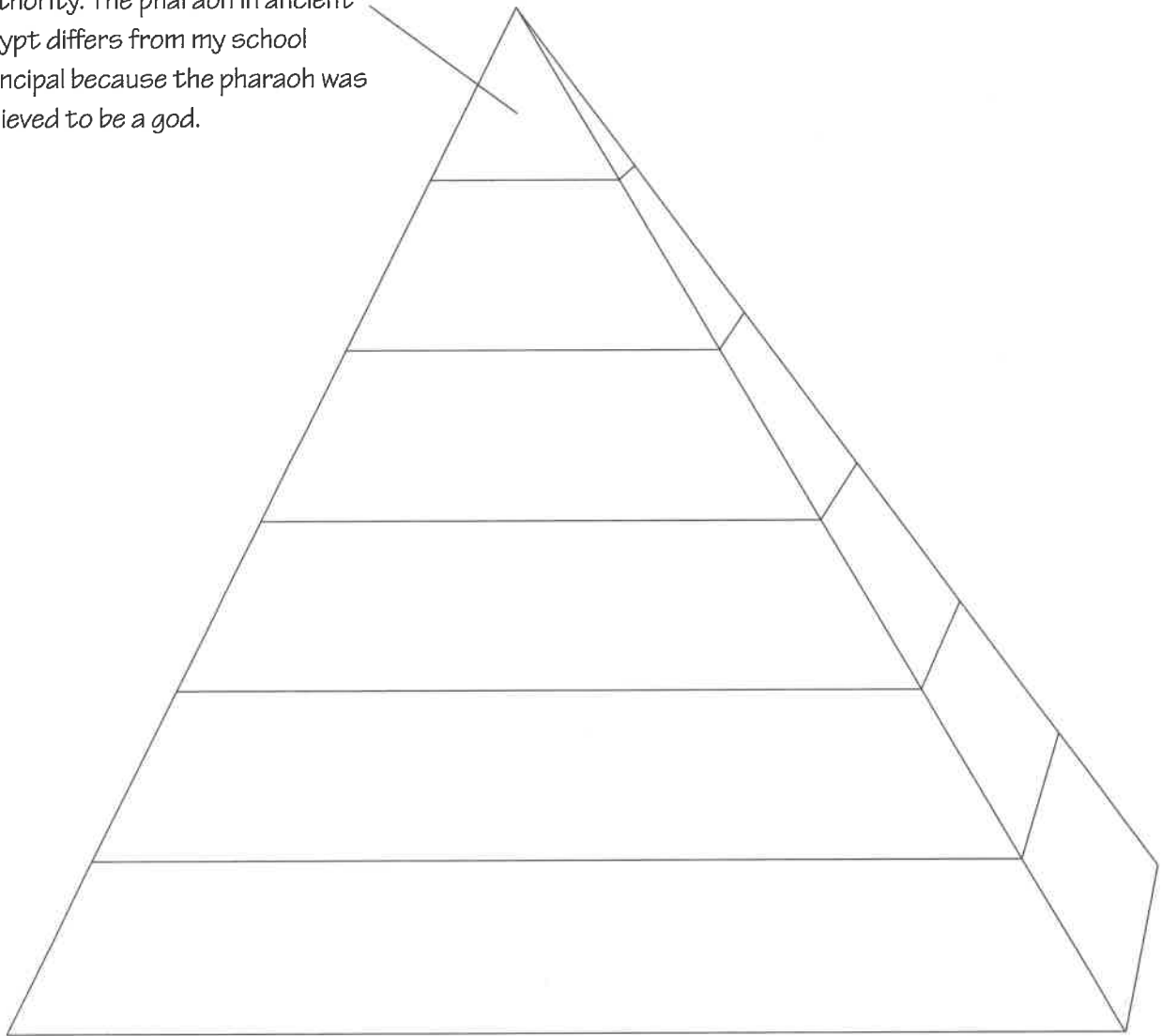


3. In complete sentences, answer this question: *How did the status of peasant affect the daily lives of people in this social class?*

PROCESSING

Compare at least three levels of the ancient Egyptian social pyramid to your school's social pyramid (from the Preview activity). For each level, identify the Egyptian and school group. Explain at least one way that the two groups are similar and at least one way that the two groups are different. A sample comparison for the top level on the pyramid is provided below.

The pharaoh in ancient Egypt is like my school principal because both have the most power and authority. The pharaoh in ancient Egypt differs from my school principal because the pharaoh was believed to be a god.



INVESTIGATING PRIMARY SOURCES

Using Questions and Evaluating Sources

Think about what you know about scribes in ancient Egypt. What else do you want to learn about this group? List some questions you have about scribes.

Question 1:

Question 2:

Question 3:

Read *Investigating Primary Sources, What Was It Like to Be a Scribe in Ancient Egypt?*, in the Student Text. Use the primary sources in the reading and reliable sources from the Internet or books to answer the questions. For each source, consider if it helps answer the question and why it was created.

Answer 1:

Source:

Answer 2:

Source:

Answer 3:

Source:

Use the evidence you gathered to make a claim to this question: *What was it like to be a scribe in ancient Egypt?*

Claim:

Constructing an Argument

Create an argument to answer the question: *What was it like to be a scribe in ancient Egypt?* Your argument should:

- clearly state your claim.
- include evidence from multiple sources.
- provide explanations for how the sources support the claim.

Use this rubric to evaluate your argument. Make changes as needed.

Score	Description
3	The claim clearly answers the question. The argument uses evidence from two or more primary sources that strongly support the claim. The explanations accurately connect to the evidence and claim.
2	The claim answers the question. The argument uses evidence from one or more primary sources that support the claim. Some of the explanations connect to the evidence and claim.
1	The claim fails to answer the question. The argument lacks evidence from primary sources. Explanations are missing or are unrelated to the evidence and claim.

The Kingdom of Kush

10

How did location influence the history of Kush?

PREVIEW

Follow these directions to create a sensory figure in the space below. A sensory figure is a simple drawing of a character and includes short descriptions of what that character sees, hears, touches, and feels.

- Draw a simple outline of a famous person. You can choose a historical figure or a present-day figure, such as a political leader, entertainer, athlete, actor, and so on. Title the drawing with the name of the person.
- Complete the statement in each box to describe four important things this person has seen, heard, touched, and felt (emotions) during his or her lifetime. Draw a line from each statement to the corresponding body part on the figure

With my eyes, I see...

With my ears, I hear...

With my heart, I feel...

With my hands, I touch...

READING NOTES

Social Studies Vocabulary

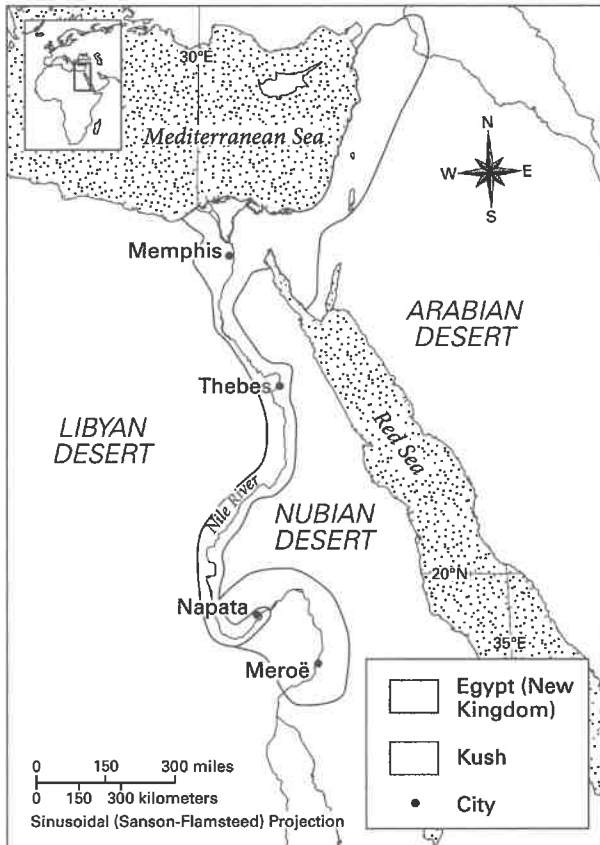
As you complete the Reading Notes, use these terms in your answers.

Meroë dynasty kandake

Section 1

Identify the location of Kush by completing the map below. Use one color to shade in Kush and the corresponding box in the key. Use a different color to shade in Egypt and the corresponding box in the key. Answer the questions to the right of the map.

Egypt and Kush, 1600–1100 B.C.E.



1. How did location and natural resources help Kush?

2. What did Kush trade with its neighbor, Egypt?

For the sensory figure below, finish the statements to describe four important things a Kushite leader would have seen, heard, touched, and felt (emotions) during the historical period, 1600 to 1100 B.C.E. In your statements, include and underline all the words and phrases from the Word Bank. Use each word or phrase at least once. One example is done for you.

Word Bank

gold	trading hub
Egypt	Egyptianized
tribute	independence

With my eyes, I see...

With my ears, I hear...



With my heart, I feel...

sad that my kingdom of Kush has become Egyptianized. We speak their language, worship their gods, and wear their style of clothing

With my hands, I touch...

In complete sentences, answer this question: *How did location influence Kush during this time period?*

Section 2

For the sensory figure below, finish the statements to describe four important things a Kushite leader would have seen, heard, touched, and felt (emotions) during the historical period, mid-700s to mid-600s B.C.E. In your statements, include and underline all the words and phrases from the Word Bank. Use each word or phrase at least once.

Word Bank

armies	Kushite pharaohs
Egypt	Jebel Barkal
dynasty	Assyrians

With my eyes, I see...

With my ears, I hear...

With my heart, I feel...

With my hands, I touch...



In complete sentences, answer this question: *How did location influence Kush during this time period?*

Section 3

For the sensory figure below, finish the statements to describe four important things a Kushite leader would have seen, heard, touched, and felt (emotions) during the historical period that began about 590 B.C.E. In your statements, include and underline all the words and phrases from the Word Bank. Use each word or phrase at least once.

Word Bank

Meroë	resources
trade	weapons and tools
iron	

In complete sentences, answer this question: *How did location influence Kush during this time period?*

Section 4

For the sensory figure below, finish the statements to describe four important things a Kushite leader would have seen, heard, touched, and felt (emotions) during the period in which Kush split from Egypt. In your statements, include and underline all the words from the Word Bank. Use each word at least once.

Word Bank

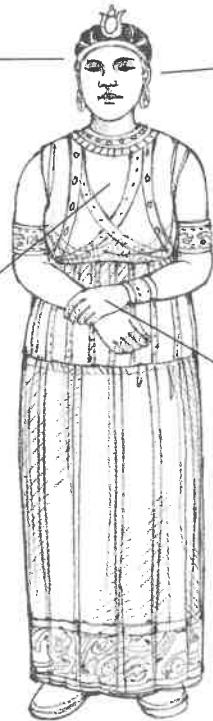
African treaty
 Meroitic Roman
 kandake

With my eyes, I see...

With my ears, I hear...

With my heart, I feel...

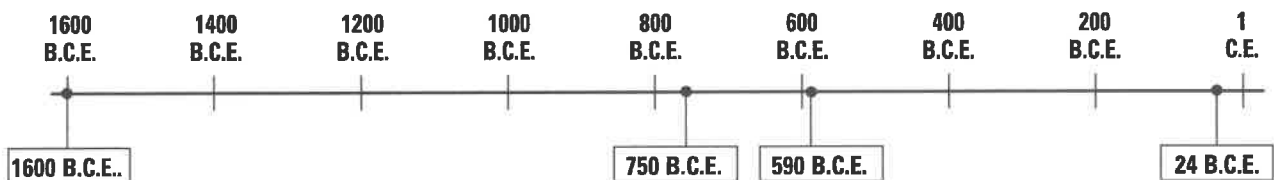
With my hands, I touch...



In complete sentences, answer this question: *How did location influence Kush during this time period?*

PROCESSING

On a separate sheet of paper, copy the timeline and dates below.



Create an illustrated timeline of the history of Kush. For each date boxed on the timeline, identify the event, explain its importance, and draw a relevant symbol.

Below your timeline, respond in complete sentences to this question: *During which time period did location most influence Kush, and why?*

The Origins of Judaism

11

How did Judaism originate and develop?

PREVIEW

Think of two historical figures who have been important in the development of the United States. List them below. Then write a sentence that explains each person's contributions to this country. Draw a symbol or visual to represent the contributions. An example is given for you.

Alice Paul

She led the fight for women to have the right to vote, which was finally achieved in 1920.

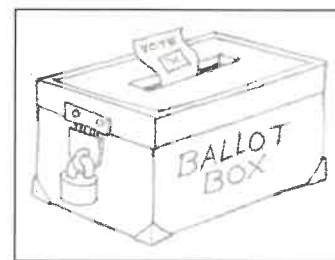


Figure 1:



Figure 2:



READING NOTES

Social Studies Vocabulary

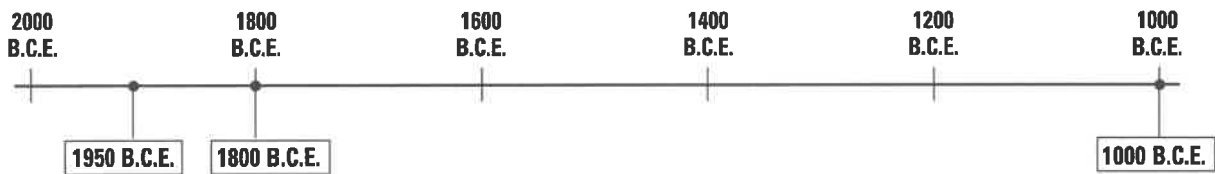
As you complete the Reading Notes, use these terms in your answers.

Torah	Judaism	Israel	Jerusalem	Exodus
Israelite	tradition	slavery	covenant	Ten Commandments

Section 1

Identify the sources that historians use to learn about the ancient Israelites. Which of these sources do you think is the most useful and why?

Complete the timeline below. For each of the boxed dates, write a brief caption describing the location and movement of the ancient Israelites around that time. Add a title for your timeline that summarizes its main idea.



Section 2

For each Jewish leader on the matrix, describe one action he took as the leader of the ancient Israelites and one contribution that the Torah says he made to the development of Judaism.

Jewish Leader	Action as Leader	Contribution to Judaism
Abraham		
Moses		
David		
Solomon		

Section 3

Abraham אַבְרָהָם

1. Describe one or more important actions taken by Abraham.
2. List at least two contributions that the Torah says Abraham made to the development of Judaism. For each one, explain why this contribution is significant.
 -
 -
3. Write a quotation from the Torah that shows one of these contributions.
4. Sketch a key artifact relating to Abraham. Write a caption explaining how this artifact relates to the life of Abraham, as described in the Torah.

Section 5

David
דָּוִד

Solomon
שְׁלֹמֹה

1. Describe one or more important actions taken by David and by Solomon.
2. List at least two contributions that the Torah says David and Solomon made to the development of Judaism. For each contribution, explain why it is significant.
 -
 -
3. Write a quotation from the Hebrew Bible that shows one of these contributions.
4. Sketch a key artifact relating to David or Solomon. Write a caption explaining how this artifact relates to the life of David or Solomon, as described in the Torah.

PROCESSING

In the space below, first list one contribution that Abraham, Moses, David, and Solomon made to the origin and development of Judaism. Then, from your list, choose the individual who you think made the most significant contribution and explain your choice in a well-written paragraph.

12

Learning About World Religions: Judaism

What are the central teachings of Judaism, and why did they survive to modern day?

PREVIEW

Think of a tradition that is shared and preserved in your family. It might be a favorite recipe, a story, an activity, or a special custom. Briefly describe your tradition in the space below, and then answer the questions that follow.

My family tradition:

How long has your family had this tradition?

What challenges have you or your family faced in trying to preserve this tradition?

In what ways have you or your family tried to pass this tradition along to others?

READING NOTES

Social Studies Vocabulary

As you complete the Reading Notes, use these terms in your answers.

polytheism

Talmud

exile

Yavneh

monotheism

ethics

Jewish Diaspora

Section 1

Complete the matrix below by doing the following:

- In the first column, identify the four central beliefs and teachings of Judaism, as discussed in Section 1.
- In the second column, briefly describe each belief or teaching.
- In the third column, explain how each belief or teaching is influential today.

Four Central Teachings of Judaism	Description	Influence Today

Section 2

A fellow student has questions about the beginning of the Jewish Diaspora. Create a dialogue with the student. Fill in responses with sentences that answer the student's questions.

Student:

How did the Jewish Diaspora begin, and why was it difficult for followers of Judaism?

You:

The Jewish Diaspora began in 597 B.C.E., when ...

Student:

Which foreign powers ruled Judah, and how did they treat the Jews?

You:

The Babylonians were conquered in 539 B.C.E. by the ...

Student:

What happened after the Jews rose up against the Romans in 66 C.E.? In 135 C.E.?

You:

The Jews kept the Romans out of Jerusalem for three years, but in 70 C.E. ...

Section 3

A fellow student has questions about how Judaism survived and developed during the Jewish Diaspora. Create a dialogue with the student. Fill in responses with sentences that answer the student's questions.

Student:

Where did the Jews live during the Jewish Diaspora?

You:

After losing control of their homeland, Jews were exiled...

Student:

Who was Yohanan ben Zakkai, and why was he significant?

You:

Yohanan ben Zakkai was a rabbi who...

Student:

What new practices developed over time that helped Judaism survive?

You:

New practices were introduced to ensure that...

PROCESSING

Find a newspaper or magazine article about a current topic that reflects one of the four central teachings of Judaism. Then, write a paragraph in the space below that tells which teaching the article reflects and how.

**Timeline Skills**

Analyze the Unit 2 timeline in the Student Text. Also think about what you have learned in this unit. Then answer the following questions.

1. Which of these events happened first: Abraham's migration to Canaan, Kushite pharaohs rule Egypt, or the reign of Hatshepsut?
2. Who was responsible for building the Great Pyramid of Egypt?
3. About how many years after the reign of Khufu did Ramses the Great rule Egypt?
4. For about how long did the African kingdom of Kush exist?
5. About when did Hatshepsut rule Egypt, and what was significant about her reign as pharaoh?
6. Did the Kushite pharaohs rule Egypt before or after Ramses the Great?
7. During whose reign was the First Temple of Jerusalem built?
8. How many years were the Jews held in captivity in Babylon?
9. When did Kush attack Roman forts? What happened as a result?
10. What is significant about the event that took place in 135 C.E.?

