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Exploring Primary Sources— Ancient Egypt

This sample includes the following:

- Teacher's Guide Cover** (1 page)
- Teacher's Guide Table of Contents** (1 page)
- How to Use This Resource** (5 pages)
- Card Lesson Plan** (5 pages)
- Card** (2 pages)
- Document Lesson Plan** (7 pages)
- Document** (1 page)

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ANCIENT EGYPT

Teacher's Guide



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How to Use This Resource

Lesson Plans

The learning outcomes are the focus throughout each lesson.

Digital-only reproducibles are clearly labeled.

Page references and digital filenames make lesson preparation easy.

The guiding questions help support development of inquiry by focusing on the primary source being studied.

Essential questions provide inquiry anchors for students as they investigate enduring understandings.

This page is titled "Nile River Valley" and "Which Way to Egypt?". It includes a "Learning Outcomes" section with two bullet points: "Students will learn about the Nile River Valley animals and plants and record their observations in a graphic organizer." and "Students will be able to describe how the natural environment affected the development of ancient Egyptian civilization." Below this is a "Materials" section listing: "copies of the Nile River Valley primary source card (nilecard.pdf)", "copies of Living with De-Nile (page 33)", "copies of Map of Ancient Egypt (digital only)", and "copies of The Egyptian Land document based assessment (page 34)". An "Essential Question" asks: "How do geographical features affect how civilizations develop?". "Guiding Questions" include: "After studying the photograph, what animals or plants do you notice along the Nile?", "How might the diets of the ancient Egyptians have been affected by what was living around the Nile?", "How did the ancient Egyptians deal with the Nile River's many floods?", and "Compare and contrast modern methods for dealing with flooding to those used by the ancient Egyptians." The "Introducing the Primary Source" section has four numbered steps: 1. Use Google Maps or another mapping software to show a modern-day satellite view of part of the Nile River in Egypt. Ask students to note all the geographical features they notice. Does the land look dry or lush? Does it appear that farming would be difficult or easy there? Discuss why some banks of the river seem to have more vegetation than others. 2. Share the image of the Nile River Valley on the primary source card. Give students a few minutes to make lists of at least five observations about the landscape. 3. Introduce the essential question, and use the first two guiding questions to discuss initial impressions of the Nile River Valley. 4. Ask students to predict what life may have been like for ancient Egyptians living along the Nile.

Students collaborate to interact with the primary source through inquiry, textual analysis, and engaging activities.

These assessments provide opportunities for students to independently practice primary source analysis.

This page is titled "Nile River Valley" and "Which Way to Egypt?". It includes an "Analyzing the Primary Source" section with five numbered steps: 1. Have small groups of students read the background information, *Living with De-Nile*. (A copy of this text at a lower reading level is provided in the Digital Resources.) Review the text by underlining all the ways the Nile was useful to the ancient Egyptians. 2. After students have read the background information, revisit the essential question and discuss the last two guiding questions. 3. Provide time for students to complete at least two of the activities from the back of the primary source card. 4. Distribute copies of *Map of Ancient Egypt*, which is available in the Digital Resources. Have students study the map and trace the river's path. Then, have them draw any label the approximate locations of Upper and Lower Egypt. They should add descriptions of the plants and animals that would have been found along the river. 5. To learn more about the Nile River Valley, see page 119 for a technology-based extension activity. Below this is a "Document-Based Assessment" section with two bullet points: "Distribute copies of *The Egyptian Land* to students. Digital copies of the primary sources are provided in the Digital Resources (egyptian1-4.jpg)." and "Have students think about what they've learned throughout this lesson, carefully analyze the primary source, and respond thoughtfully to the prompt." A "Key Words" section lists: "alluvium—clay, silt, sand, and gravel left behind by a flooding river, typically producing rich, fertile soil", "desolate—without people and in a general state of emptiness", "exports—goods or services sent to another country for sale", and "hindrance—something that serves as an obstruction to something else".

Key content vocabulary from the historical background information is bolded in student texts and defined here for reference.

How to Use This Resource *(cont.)*

Background Information

The historical background information provides students with key information about both the time period and the primary source. It is provided at two different reading levels to support differentiation. When preparing for a lesson, decide which level best meets the needs of your students. Use one level for all students, or differentiate the reading levels by student need.

- Encourage students to write strong questions they have as they read these texts. The *Creating Strong Questions* lesson on pages 28–30 will prepare students for this important aspect of the inquiry arc.
- Suggestions for annotations students could make while reading are provided in each lesson plan.

Name _____ Date _____

The Power of the Pyramid

The pyramids are some of ancient Egyptians' most lasting achievements. The size and design of their monuments also shows their artistic **pro**cess. The pyramids further show the construction abilities of the ancient architects.

Pyramids are structures with square bases. They have four triangular-shaped sides that meet at a point at the top. Ancient Egyptians used pyramids as tombs or temples. There are still many ruins of pyramids standing near the Nile River in Egypt today.

The ancient Egyptians were known for their architecture. In fact, the largest pyramids are among the Seven Wonders of the Ancient World. Workers used materials such as granite, limestone, and sandstone for all their projects. Stone quarries supplied the materials. The stones had to fit together perfectly because the monuments were constructed without **m**ortar between the stones. They also used **p**illars as supports.

The construction of the huge pyramids and monuments presented challenges to the Egyptians. Workers used a system of ramps to move stones to the top of the enormous structures. These ramps also allowed artists to decorate the tops of the walls and pillars.

It took many people to build the largest pyramids. Some archaeologists estimate there were as many as 10,000 workers. The workers ate what they would have ever been able to eat back home. Historians believe this could have been how so many workers were **r**ecruited.

Pyramid construction began around 2600 BC. King Djoser began to make plans for his burial. He called his advisor, Imhotep, to design his tomb. Imhotep was a great architect. He was also a physician. Before then, a royal tomb was flat on top and made of mud bricks. Imhotep made a more permanent and spectacular tomb for the king. Instead of using mud bricks, he designed a tomb made out of stone.

While building Djoser's tomb, the Egyptian workers put one flat-topped structure on top of another one. They made each level a few feet smaller than the one below it. The finished pyramid was 80 feet (24 meters) tall. There was a chamber underground for the king's tomb. A stone wall one mile (1,609 meters) long and 133 feet (40 meters) high surrounded the tomb. The wall had 14 doors, but only one door opened.

Architects later built on Imhotep's ideas to make pyramids that were even greater. King Djoser had started an age of building pyramids that would last for more than a thousand years. He began the era of step pyramids.



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Within the Teacher's Guide, the texts are leveled at a seventh- to eighth-grade reading level and are denoted by a triangle in the top right of each page.

Name _____ Date _____

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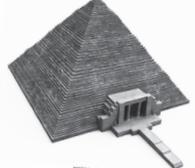
There were many challenges to constructing the huge pyramids and monuments. Workers used a system of ramps to move stones to the top of the huge buildings. These ramps also allowed artists to decorate the tops of the walls and pillars.

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Architects later used Imhotep's ideas to make pyramids that were even greater. King Djoser had started an age of building pyramids that would last for more than a thousand years. He began the era of step pyramids.



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Texts leveled at a fifth- to sixth-grade reading level are denoted by a square and are only provided in the Digital Resources.

Glossary terms are bolded to highlight their importance to the content. All glossary words are included in both levels of the information.

A Student Glossary is provided in the Digital Resources. This document includes the vocabulary words and definitions from all 16 lessons.

How to Use This Resource *(cont.)*

Student Activity Pages

Nile River Valley

About the Engraving
Wood engraving is a print technique made popular in the nineteenth century. An artist would carve an image into wood, leaving the raised parts to be used like a stamp for printing. This engraving shows the Nile River during one of its semiannual floods. The Pyramids of Giza can be seen in the background. This engraving was first published in 1882. During the nineteenth century, journalists traveled along the river and included drawings in their reports. Amelia Edwards was one of these writers. She published a book of her travels and illustrations in 1890. *A Thousands Miles Up the Nile* included over 70 wood engraved illustrations, like the one on this card.

Analyzing History

- List some plants found along the Nile in ancient Egypt.
- Explain how the ancient Egyptians used the Nile River.
- What would have been the best part about living along this river during ancient times?
- What was the importance of papyrus at this time in history?

Historical Writing

Fiction
You are about to travel to ancient Egypt and can take one modern tool, book, or leader with you. What or whom are you taking? Write a story to explain why you have chosen this particular item or person.

Nonfiction
After studying the picture of the Nile River and completing some basic research, write a comparison of ancient Egypt and modern Egypt.

Writing Challenge
You are invited to dinner in ancient Egypt at the pharaoh's house. Write about the experience. Describe what foods were served, how the food was gathered, how it was prepared, and how it tasted and smelled.

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Background information provides a concise description of the primary source image students will study.

Activities for students increase in complexity, providing scaffolded opportunities for student engagement.

Fiction and nonfiction writing prompts promote deeper connections to the primary source.

An inquiry-driven writing task challenges students to take their learning to the next level.

Name _____ Date _____

Double Take

About the Statue
This statue is the red granite head from a much larger colossal figure of a king. It was made around the year 1390 BC during the Eighteenth Dynasty. It was originally in the ancient city of Thebes.

Directions: Study the combined crown on the statue of the Egyptian pharaoh. Draw a crown or other object that represents the unification of your school and another nearby school. Label each part, and write an explanation of what each represents.

Challenge
Some historians disagree with Egyptian tradition about who was actually the king that unified Upper and Lower Egypt. Some think Menes was not the king. Research the unification of Upper and Lower Egypt, and report your findings to the class.

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123561—Exploring Primary Sources: Ancient Egypt 79

Key information about the primary source reproduction prepares students for the activity.

Engaging activities encourage students to use higher-order thinking skills as they analyze the primary source.

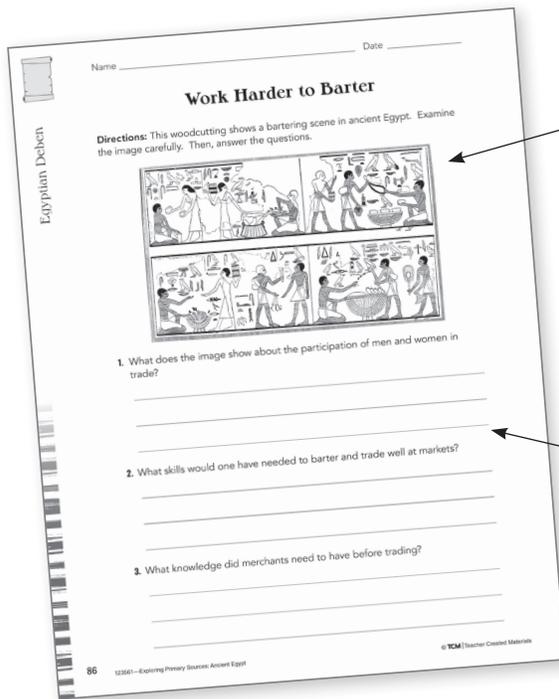
Extension challenges are provided to engage students in more complex tasks.

- **Hint:** Find and use the photograph button on your copier when copying student reproducibles, including document-based assessments. This will produce clearer images that will be easier to analyze.

How to Use This Resource *(cont.)*

Document-Based Assessments

A document-based assessment (DBA) connected to the content of each lesson gives students an opportunity to practice primary source analysis. These DBAs practice key skills needed for many social studies assessments in middle school and high school.



Each DBA includes a visual or textual primary source.

Students use general knowledge of the time period, what they learned in the lesson, and details in the primary source to respond to the constructed-response questions.

Digital Resources

Projecting primary sources while students are analyzing them allows for whole-class discussions.

At times, projecting full-color versions of a primary source may be more beneficial than copying them on black-and-white copiers.



How to Use This Resource *(cont.)*

Culminating Activities

Project-Based Learning Activity

Engaging project-based learning (PBL) activities provide opportunities for students to work collaboratively and share what they've learned about the content.

Student presentations of PBL work are excellent for inviting guests to visit and see what students are doing.

Name _____ Date _____

Wonders of Egypt

Directions: Work with your group to decide which four topics of ancient Egypt you would like to research. You will research one of the group's chosen topics.

Areas to Research	

My research topic: _____

Ten facts about my topic: _____

One ethical problem or concern about my topic and related to my research: _____

Wall illustration ideas: _____

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Name _____ Date _____

DBQ Essay Tasks

Directions: Use the documents on pages 115–117 and your knowledge of ancient Egypt to complete one of the following essay tasks. Before you begin writing your essay, complete the following steps:

1. Read and annotate your chosen essay task from this page.
2. Think about the evidence you need to look for in the documents to respond to the prompt.
3. Determine other information you can include in your essay. This can be information you learned in class or read about in a book or online.
4. Write a first draft of your thesis before you analyze the documents on pages 115–117, and respond to the questions.
5. Analyze the documents on page 115–117, and respond to the questions.
6. Revise your thesis to make it clear and concise. Make sure you can support your thesis with evidence from documents you analyzed.

Essay Task 1

Think about the Nile River and the desert surrounding Egypt. What did the people get from the river? How did the people use the river for transportation and trade? How would floods harm and benefit civilization? What else did the desert offer the people?

In your essay, remember to:

- Describe the Nile River as a resource.
- Describe the desert as a resource.
- Discuss how each might have hurt the people at times.
- Use information found in the documents to support your response.
- Give details and evidence to support your answers.
- Include a topic sentence, an introduction, a body, and a conclusion.

Essay Task 2

Choose an ancient Egyptian god. Why was this god important to the people? Did the god make the people feel hopeful or fearful? What role did this god play in people's lives and in the afterlife?

In your essay, remember to:

- Describe the role of the god and his or her importance to the people.
- Use information found in the documents to support your response.
- Give details and evidence to support your answers.
- Include a topic sentence, an introduction, a body, and a conclusion.

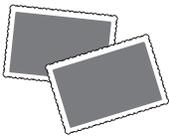
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Document-Based Questions

Document-based questions (DBQs) require students to analyze multiple DBAs and then respond to essay tasks in cohesive, well-supported essays.

Two essay tasks allow students to choose which DBQ they'd like to answer.

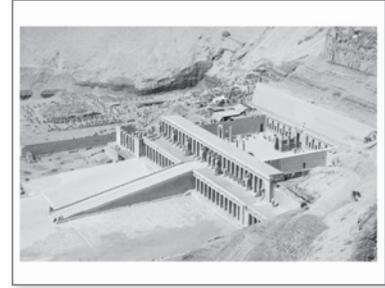
Each has a specific question and indicators to guide student responses.



The Female Pharaoh

Learning Outcomes

- Students will analyze the role of Hatshepsut to explain why she holds an important place in Egyptian history.
- Students will be able to explain the part gender roles played in ancient Egyptian politics.



Materials

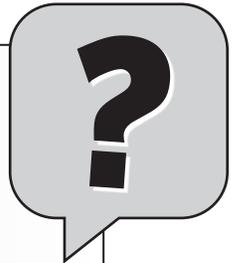
- copies of the *Temple of Hatshepsut* primary source card (Hatshepsut.pdf)
- copies of *Hatshepsut* (page 41)
- copies of the *Another Female Pharaoh* document-based assessment (page 42)

Essential Question

- Why do people feel the need to be remembered?

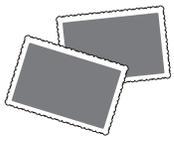
Guiding Questions

- Cite three ways you can tell this was a royal temple.
- Describe the type of leader this temple is likely honoring.
- How did Hatshepsut pave the way for future queens of Egypt?
- What were the greatest accomplishments and failures of Hatshepsut's reign?



Introducing the Primary Source

1. Ask each student to talk with the person sitting next to them about a time they felt out of place. Were they the only girl in a room dominated by boys (or vice versa)? Or the youngest person participating in an activity? Ask them to discuss how they handled feeling that way. As a class, discuss why some people are more comfortable in an out-of-place environment. Does this eventually equip them for greater tasks?
2. Share the photograph of the temple on the primary source card. Give students a few minutes to make lists of at least five observations, inferences, or questions they have about the image.
3. Introduce the essential question, and use the first two guiding questions to discuss Hatshepsut's reign of ancient Egypt.



The Female Pharaoh *(cont.)*

Analyzing the Primary Source

1. Have small groups of students read the background information, *Hatshepsut*. (A copy of this text at a lower reading level is provided in the Digital Resources.) Review the key words with students as necessary. As students read, encourage them to annotate the text by underlining the factors in ancient Egypt that allowed a woman to become pharaoh and highlighting the accomplishments of Hatshepsut.
2. After students have read the background information, revisit the essential question and discuss the last two guiding questions.
3. Provide time for students to complete at least two of the activities from the back of the primary source card.
4. Place students into seven small groups. Assign each group one of the following leaders: Jacinda Ardern, Mette Frederiksen, Tsai Ing-wen, Katrín Jakobsdóttir, Angela Merkel, Sanna Marin, and Erna Solberg. Have groups research their assigned leaders and create lists of how these women have led their countries.
5. Draw a large Venn diagram on chart paper or the board. Label one circle *Hatshepsut* and the other circle *Women Leaders in the 21st Century*. Have students compare Hatshepsut's experiences as a leader to these leaders.

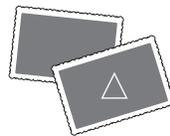
Document-Based Assessment

- Distribute copies of *Another Female Pharaoh* to students. Digital copies of the primary sources are provided in the Digital Resources (pharaoh1.jpg and pharaoh2.jpg).
- Have students think about what they've learned throughout this lesson, carefully analyze the primary source, and respond thoughtfully to the questions.

Key Words

These key content words are included in both levels of the background information.

- **autonomy**—freedom from external control
- **defendants**—people accused or sued in a court of law
- **divine**—of, from, or like a god
- **plaintiffs**—people who bring cases against others in a court of law



Hatshepsut

In many ancient societies, women were treated as inferior people. In some cases, they were even treated like property. In ancient Egypt, on the other hand, women had rights equal to men's. They were treated with respect. A woman could own property in her own name. She could have her own profession and economic **autonomy**. A wife was entitled to one-third of any property that she owned jointly with her husband. Upon her death, she could will the portion she owned to anyone she wished.

Egyptian women were equal in the court system as well. They could act as witnesses, **plaintiffs**, or **defendants**. Women were accountable for crimes they committed, and they had to answer accusations in court. If found guilty of a crime, women suffered the same punishment that men would.

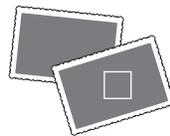
Women could even be pharaohs. Hatshepsut was the fifth pharaoh of the Eighteenth Dynasty of Egypt. She was the second female pharaoh, and she assumed the throne in 1478 BC. Many statues show her with more masculine features. She likely did not look that way. In carved sculptures, Hatshepsut is sometimes shown with a ceremonial beard. When she assumed the role of pharaoh, she often wore the royal male costume, perhaps as a political statement. Regardless of how she chose to dress—or how she looked—Hatshepsut successfully ruled over her nation for 20 years.

Among her many great deeds, Hatshepsut left an architectural legacy known as the *obelisk*. An obelisk is a massive stone structure that stands upright on a base. The largest of these structures weighed tons. Historians are still trying to figure out how the Egyptians were able to make these huge structures stand upright.

Hatshepsut's temple in the Valley of the Kings is a magnificent structure. When she designed her temple at Deir el Bahari in Thebes, she included reliefs of her birth showing herself as the daughter of Amon, the Egyptian god of the gods. She claimed a **divine** birth to convince the people to follow her as their leader. The temple is a fine example of ancient Egyptian architecture. It is also a massive tribute to an important leader. Its style was never repeated.

Hatshepsut disappeared in 1458 BC when Thutmose III led a revolt against her. After she disappeared, Thutmose had many of her shrines, statues, and reliefs destroyed. Hatshepsut's temple remains to remind modern generations of her legacy.





Hatshepsut

Women were treated as inferior to men in many ancient cities. They were sometimes even treated like property. But in ancient Egypt, women had rights equal to men's. They were treated with respect. A woman could own her own property. She could have her own job. She could have **autonomy** over her money. A wife could own one-third of any property that she owned with her husband. She could even leave that property to anyone she wanted when she died.

Egyptian women were equal in the court system too. They could act as witnesses in a trial. And, they could also be **plaintiffs** or **defendants**. That meant that women were also tried for crimes. They were given the same punishment as men if they were found guilty.

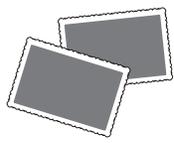
Women could even be pharaohs. Hatshepsut was the fifth pharaoh of the Eighteenth Dynasty of Egypt. She was only the second female pharaoh. She became pharaoh in 1478 BC. Many statues show her with more masculine features. She likely did not look that way. Some sculptures of Hatshepsut even show her with a ceremonial beard. Hatshepsut often wore the royal male costume when she became pharaoh. This may have been done as a political statement. No matter what she chose to wear—or how she looked—Hatshepsut successfully ruled over her nation for 20 years.

Hatshepsut had many great deeds. One of her greatest was how she influenced architecture. The Egyptians created the *obelisk* during her reign. An obelisk is a huge stone structure that stands upright on a base. The largest obelisks weighed tons. Historians still do not know how the Egyptians were able to make the huge structures stand upright.

Hatshepsut's temple in the Valley of the Kings is an amazing structure. Her temple at Deir el Bahari in Thebes shows images of herself as the daughter of Amon. Amon was the Egyptian god of the gods. She claimed a **divine** birth to convince the people to follow her as their leader. The temple is in a beautiful, natural setting. It is a fine example of ancient Egyptian architecture. It is also a massive tribute to an important leader. Its style was never repeated.

Hatshepsut disappeared in 1458 BC when Thutmose III led a revolt against her. After she disappeared, Thutmose had many of her statues destroyed. Her temple remains to remind modern generations of her legacy.





Another Female Pharaoh

Temple of Hatshepsut

Directions: Cleopatra came to power in Egypt in 51 BC. She had a younger brother but was still able to become pharaoh. Both images are interpretations of Cleopatra. Study the images carefully. Then, answer the questions.



eighteenth-century woodcut of Cleopatra



Elizabeth Taylor as Cleopatra from a 20th-century movie

1. Compare and contrast the two images of Cleopatra. Which one do you think is the most accurate? Explain your answer.

2. Many images and films have been created about Cleopatra. Why has more historical attention been given to Cleopatra than Hatshepsut?



Temple of Hatshepsut

About the Temple

Hatshepsut's temple in the Valley of the Kings is a magnificent structure. It was built at Deir el Bahari in the city of Thebes. The style of the temple's complex architecture was never repeated. This picture shows the type of buildings that followed the era of pyramid building. It also shows the impressive size of Hatshepsut's temple.

Analyzing History



- Describe how Hatshepsut is shown in statues and explain the reasons why.
- Compare and contrast Hatshepsut's temple to the burial place of another Egyptian pharaoh.
- Research and describe Hatshepsut's achievements during her reign.
- Why do you think that Hatshepsut's body was never found?

Historical Writing



Fiction

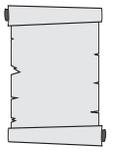
Write a diary entry as Hatshepsut. Tell about your day leading the Egyptians. Describe how others treated you and what you did during the day.

Nonfiction

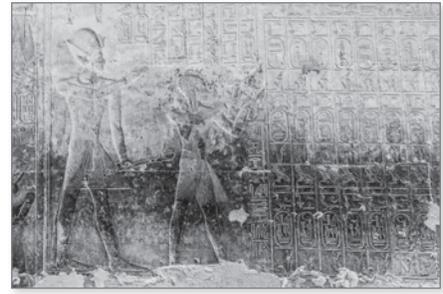
Research and write an essay about a notable woman in politics today. Compare and contrast this woman to Hatshepsut.

Writing Challenge

Design and draw a statue that ancient Egyptians might have built to honor Hatshepsut. Write a description of the statue explaining why you designed it as you did.



Abydos King List



Learning Outcomes

- Students will understand how different civilizations change over time.
- Students will be able to identify the Egyptian kingdoms and explain the economic, political, and environmental influences of each.

Materials

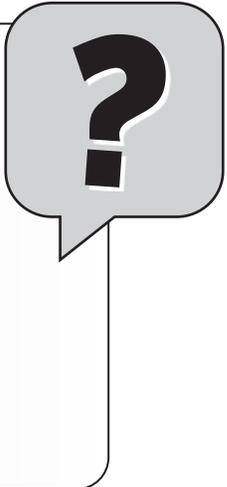
- *Old Kingdom Names* reproduction (kingdomnames.pdf)
- copies of *Kingdoms Come* (page 89)
- copies of *Drawing of the List* (page 90); *optional*
- copies of *Offerings to the Gods* (page 91)
- copies of the *Temple Tribute* document-based assessment (page 92)

Essential Question

- What causes some civilizations to evolve faster than others?

Guiding Questions

- What do you think the two people are doing?
- What do the people have in their hands?
- Whose names do you think are carved in the stone wall?
- Why do you think some kings' names were not included in the list?



Introducing the Primary Source

1. Ask students to identify any new buildings or parks in their communities that were not there just a few years ago. Ask them to identify other ways their communities have changed. Have their families changed in ways they feel comfortable sharing? Do their families participate in any new activities? Do they have responsibilities or opportunities now that they did not have in the past?
2. Share the *Old Kingdom Names* reproduction, and ask students to analyze it closely. You may choose to distribute copies of the clearer image, *Drawing of the List*, to students and have them annotate it with observations or questions they have about the image.
3. Introduce the essential question, and use the first two guiding questions to discuss the carving and what might be significant about the people and images on it.



Abydos King List *(cont.)*

Analyzing the Primary Source

1. Have small groups of students read the background information, *Kingdoms Come*. (A copy of this text at a lower reading level is provided in the Digital Resources.) Review the key words with students as necessary. As students read, encourage them to annotate the text by underlining the most important aspect of each kingdom and each intermediate period.
2. After students have read the background information, revisit the essential question, and discuss the last two guiding questions to analyze the carving more thoroughly and discuss the kingdoms and periods of ancient Egypt.
3. Remind students that each intermediate period in Egyptian history had conflict that resulted from lack of leadership. Discuss what might happen in the United States without government leaders. You may also choose to ask students to cite historical examples.
4. Distribute copies of *Offerings to the Gods*, and allow students time to work in small groups to conduct research and rewrite the speech.
5. Ask each group to share its translation with the class. Discuss any discrepancies in the groups' translations and further discuss how historians might resolve such discrepancies.
6. To learn more about the Egyptian kingdoms and intermediate periods, see page 120 for a technology-based extension activity.

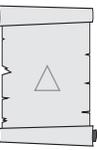
Document-Based Assessment

- Distribute copies of *Temple Tribute* to students. A digital copy of the primary source is provided in the Digital Resources (tribute.jpg).
- Have students think about what they've learned throughout this lesson, carefully analyze the primary source, and respond thoughtfully to the questions.

Key Words

These key content words are included in both levels of the background information.

- **artifacts**—man-made objects that tell about culture or history
- **priority**—of importance



Kingdoms Come

Archeologists have studied ancient Egypt for years. An archeologist is a person who studies human history by uncovering **artifacts** from the past. The artifacts have helped them identify three eras of ancient Egyptian history: the Old Kingdom, the Middle Kingdom, and the New Kingdom. The three kingdoms were separated by periods of unrest.

The Old Kingdom lasted about 500 years. It spanned from about 2575 to 2150 BC. The first pyramids were built during this time, which is why the Old Kingdom is referred to as the Age of Pyramids. During the Old Kingdom, people worshipped the sun and creator god, Ra. Women were held in high regard during this period. A man could only become the next pharaoh if he married the current pharaoh's daughter.

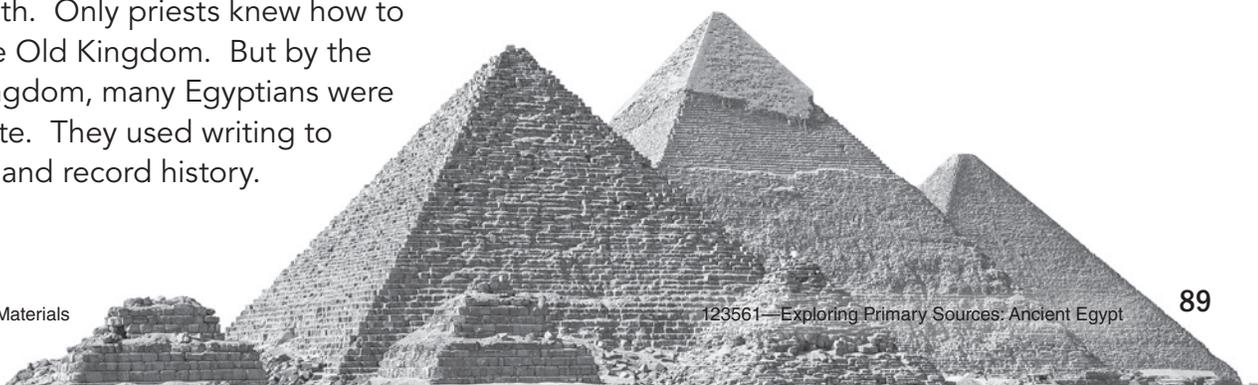
The First Intermediate Period followed the collapse of the Old Kingdom. It lasted from about 2150 to 2055 BC. This was an era of almost 100 years. It was a time of great conflict. There was a lack of leadership, leading to a civil war, invasions, famine, and disease.

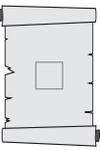
The Middle Kingdom followed. It lasted around 400 years. It stretched from about 2055 to 1652 BC. Pyramids were also built during this time. But they were not created with the same quality as before. Religion was important to the people, who had great fear of their gods and of death. Only priests knew how to write in the Old Kingdom. But by the Middle Kingdom, many Egyptians were able to write. They used writing to tell stories and record history.

The Second Intermediate Period lasted about 100 years. It spanned from approximately 1652 to 1550 BC. It was another era of conflict. Several kings tried to take power, but they failed, and foreign rulers took control.

The New Kingdom and Third Intermediate Period came next. Together, they lasted over 800 years, from 1550 to 712 BC. They also made up the "Egyptian Empire." This period covered the Eighteenth, Nineteenth, and Twentieth Dynasties of Egypt. Egypt became powerful and rich during this time. Relationships between Egypt and surrounding countries became a **priority**. Trading of goods also became more important. More and more people could read and write and communicate through letter writing.

Little was documented about the 400-year Third Intermediate Period. What is known is that surrounding countries invaded Egypt and took power. Egyptian rulers were able to take back power for two centuries, but eventually Egypt became part of the Persian Empire.





Kingdoms Come

Archeologists have studied ancient Egypt for years. An archeologist is a person who studies human history by uncovering **artifacts** from the past. The artifacts have helped them identify three eras of ancient Egyptian history. They are the Old Kingdom, the Middle Kingdom, and the New Kingdom. The three kingdoms were separated by periods of unrest.

The Old Kingdom lasted about 500 years. It was from about 2575 to 2150 BC. The first pyramids were built during this time. This is why the Old Kingdom is known as the Age of Pyramids. During the Old Kingdom, people worshipped the sun and creator god, Ra. Women were held in high regard. A man could only become the next pharaoh if he married the current pharaoh's daughter.

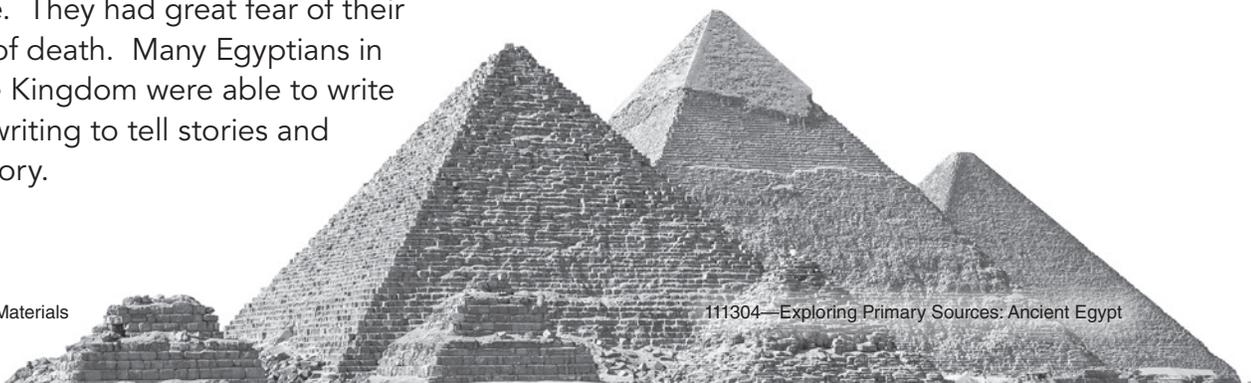
The First Intermediate Period followed the fall of the Old Kingdom. It lasted from about 2150 to 2055 BC. This was an era of just under 100 years. It was a time of conflict. There was a lack of leadership. This led to a civil war, invasions, famine, and disease.

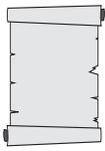
The Middle Kingdom followed. It lasted around 400 years. It was from about 2055 to 1652 BC. Pyramids were also built during this time. But they were not created with the same quality as before. Religion was important to the people. They had great fear of their gods and of death. Many Egyptians in the Middle Kingdom were able to write and used writing to tell stories and record history.

The Second Intermediate Period lasted about 100 years. It was from the years 1652 to 1550 BC. It was another era of conflict. Several kings tried to take power, but all failed. Foreign rulers took control instead.

The New Kingdom and Third Intermediate Period came next. Together, they lasted over 800 years. They were from 1550 to 712 BC. This time was also called the "Egyptian Empire." The period covered the Eighteenth, Nineteenth, and Twentieth Dynasties of Egypt. Egypt became powerful and rich during this time. Egypt had strong bonds with nearby countries. The trading of goods became a **priority**. More and more people could read and write. They often wrote letters to communicate.

Little was recorded about the 400-year Third Intermediate Period. But historians do know that nearby countries invaded Egypt and took power. Egyptian rulers were able to take back power for two centuries. In the end, Egypt became part of the Persian Empire.





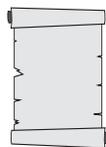
Drawing of the List

Transcription of the speech: Words spoken by King Menmaatra. Bringing the god to his food offering, the making of offerings for the kings of Upper and Lower Egypt.

Greetings to thee, Ptah Sokar, who is South-of-His Wall! Come, that I may make for thee these (things) which Horus made for his father Osiris.



The King List of Abydos.



Offerings to the Gods

About the List

The King List of Abydos is carved on the Mortuary Temple of Seti I. It lists the names of seventy-six pharaohs from ancient Egypt. This drawing of the wall is from the book, *Notes for Travellers in Egypt*, published in 1895. The carving shows Seti I (also called Sethos I) on the left. He holds an incense burner and points toward the names. Beside him is Prince Ramses II. The prince holds a papyrus with a speech written on it. The words of the speech are shown in the six columns above him.

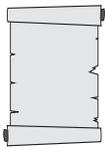
Directions: Read the speech on *Drawing of the List*. Research King Menmaatra and Ptah-Sokar. Use the information you find to rewrite the speech in your own words.

Large rectangular area with a torn paper border and horizontal lines for writing.



Challenge

Research the offerings ancient Egyptians made to their gods. Draw a collection of typical offerings. Include a written description of your drawing.



Temple Tribute

Old Kingdom Names

Directions: Examine the photograph closely. Then, answer the questions.



Karnak Temple in modern-day Luxor, Egypt

1. What observations do you have about the temple?

2. How does the size of the temple communicate the importance of the gods and goddesses it was built to honor?

3. How does this temple compare to modern temples and church buildings in your community?

