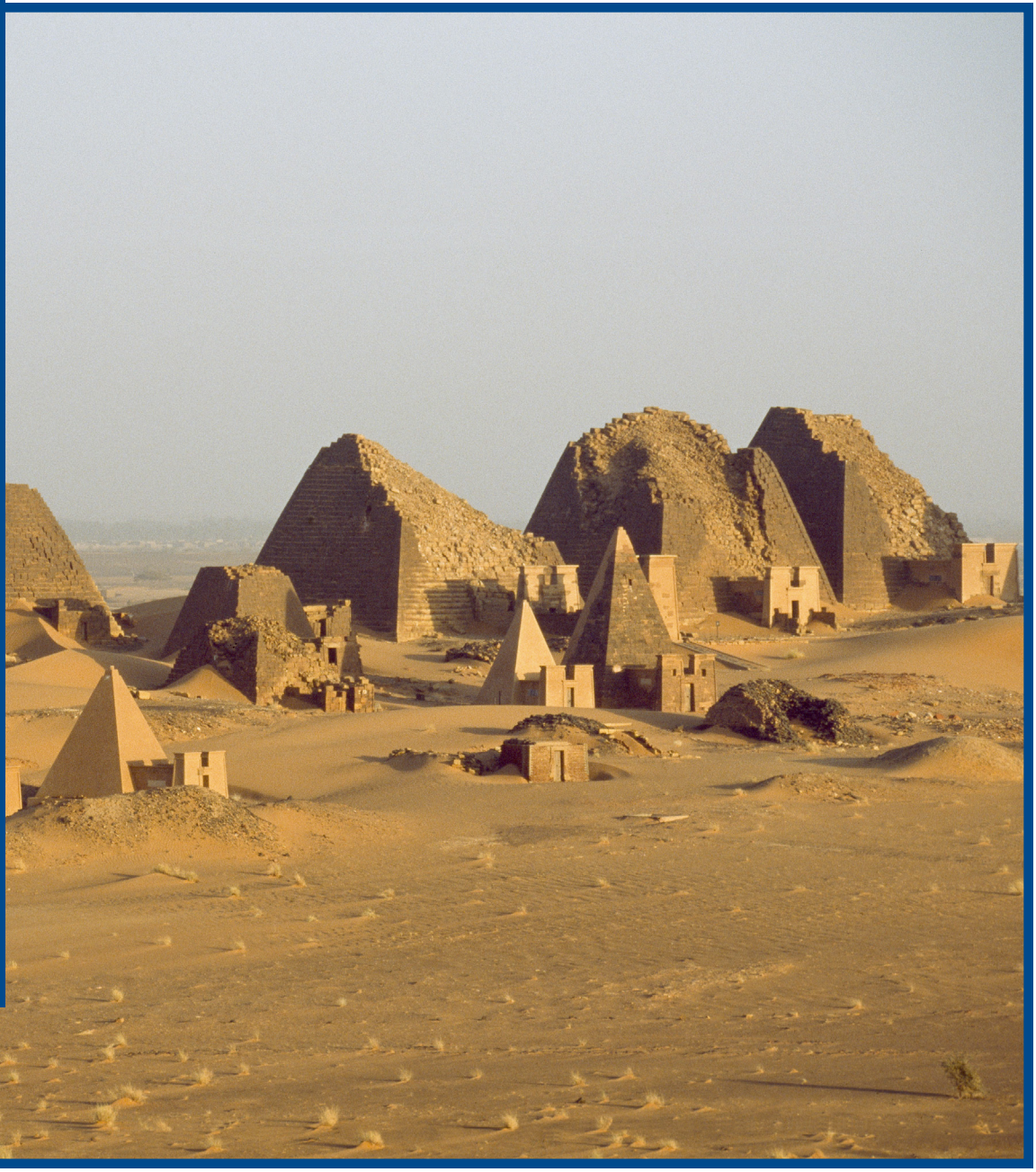
6

History-Social Science Standards 6.2.6. and 6.2.8.

Student Workbook

California Education and the Environment Initiative



Egypt and Kush: A Tale of Two Kingdoms

California Education and the Environment Initiative

Approved by the California State Board of Education, 2010

The Education and the Environment Curriculum is a cooperative endeavor of the following entities:

California Environmental Protection Agency
California Natural Resources Agency
Office of the Secretary of Education
California State Board of Education
California Department of Education
California Integrated Waste Management Board

Key Leadership for the Education and Environment Initiative:

Linda Adams, Secretary, California Environmental Protection Agency
Patty Zwarts, Deputy Secretary for Policy and Legislation, California Environmental Protection Agency
Andrea Lewis, Assistant Secretary for Education and Quality Programs, California Environmental Protection Agency
Mark Leary, Executive Director, California Integrated Waste Management Board
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Key Partners:

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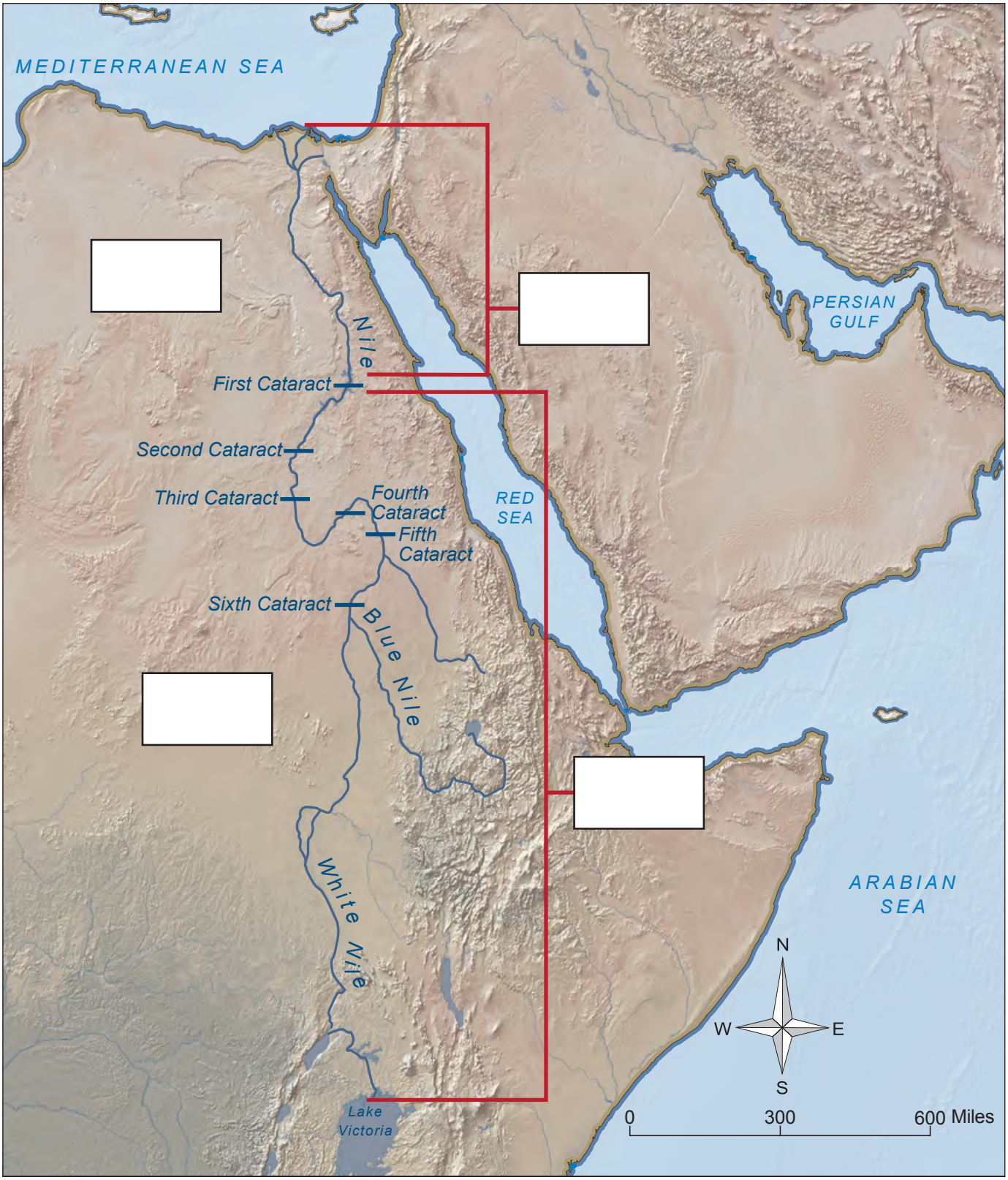
Map of the Nile Valley

Lesson 1

Name: _____



Name: _____

Part 1

Instructions: Use the **Nile Valley Resources Map** (Student Edition, pages 6–8) to complete the chart below. List the main natural resources available to Egypt and Kush, and describe what each resource was used for. (Do not forget the Nile River!)

Egypt's Resources		Kush's Resources	
Item	**Used For**	**Item**	**Used For**

Name: _____

Part 2

Instructions: Answer the following questions using information from this lesson. (3 points each)

1. Based on the resources available along the Lower Nile, what do you think were the main sources of Egypt's wealth?

_____

_____

_____

2. Based on the resources available along the Upper Nile, what were the main sources of Kush's wealth?

_____

_____

_____

3. How could the people of Kush have gotten resources from the Lower Nile (Egypt)?

_____

_____

_____

4. What were two resources that Egypt most likely traded with Kush? Why?

_____

_____

_____

5. What were two resources that Kush most likely traded with Egypt? Why?

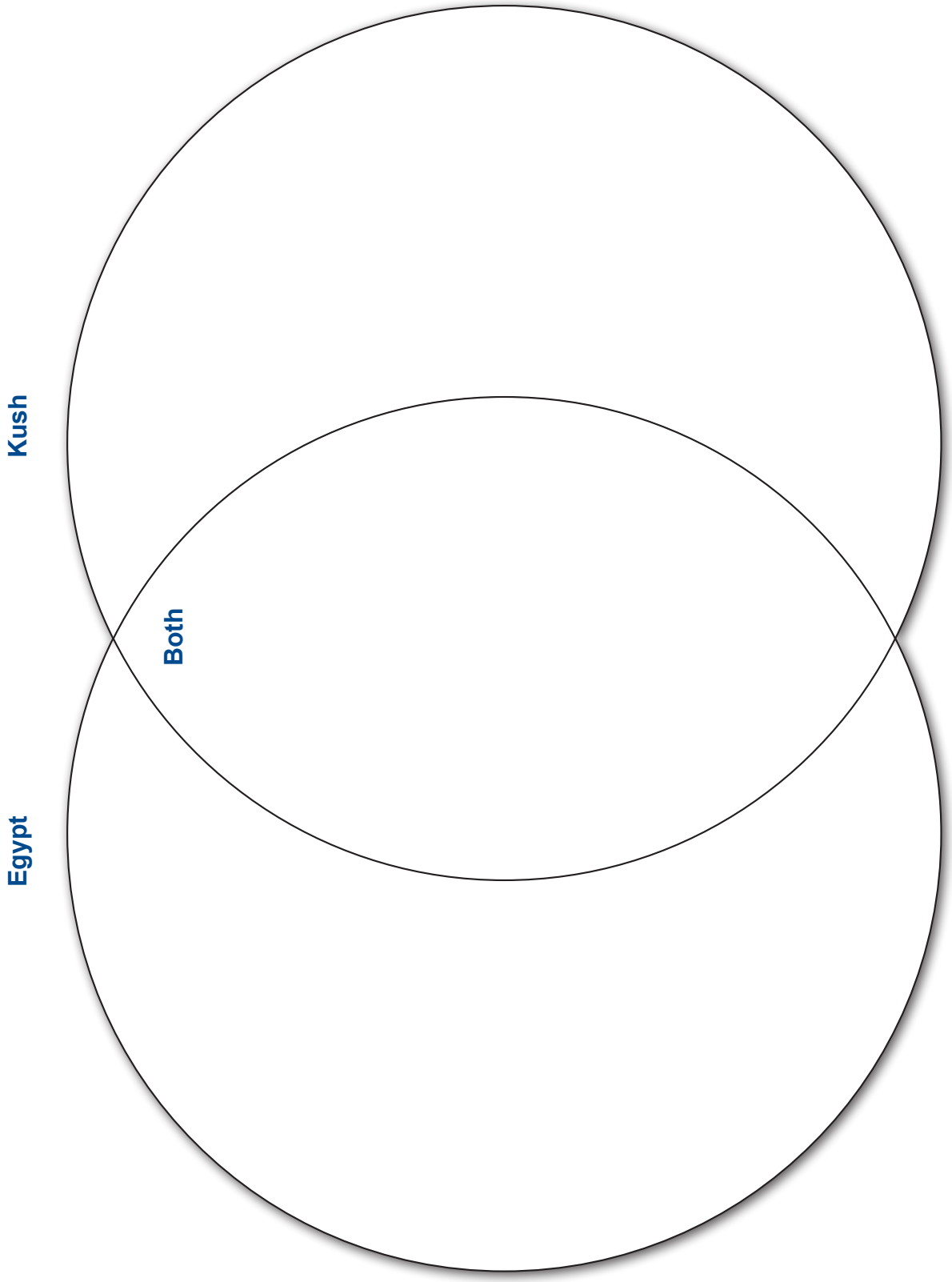
_____

_____

_____

Name: _____

Economic Systems



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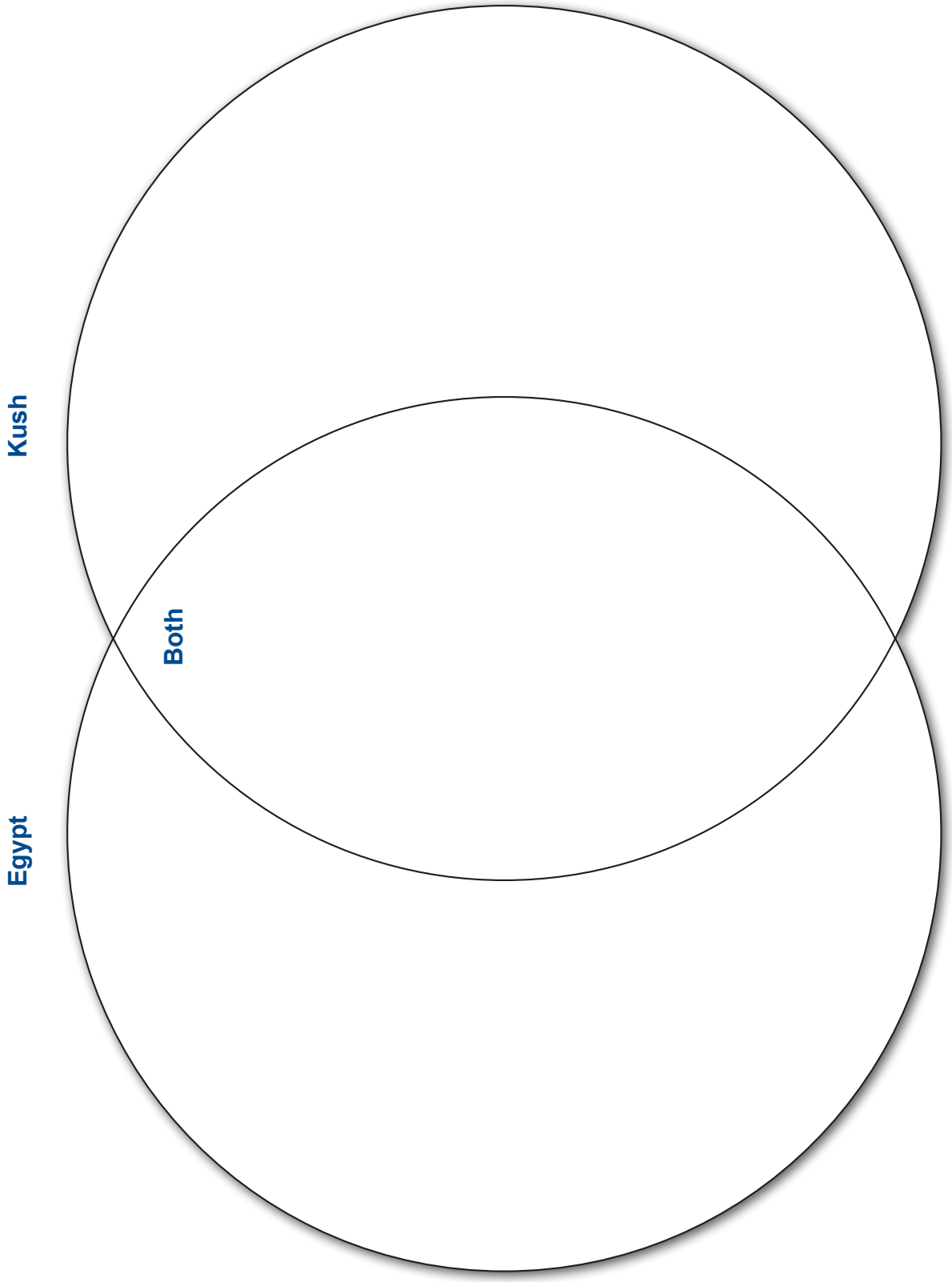
Political Systems



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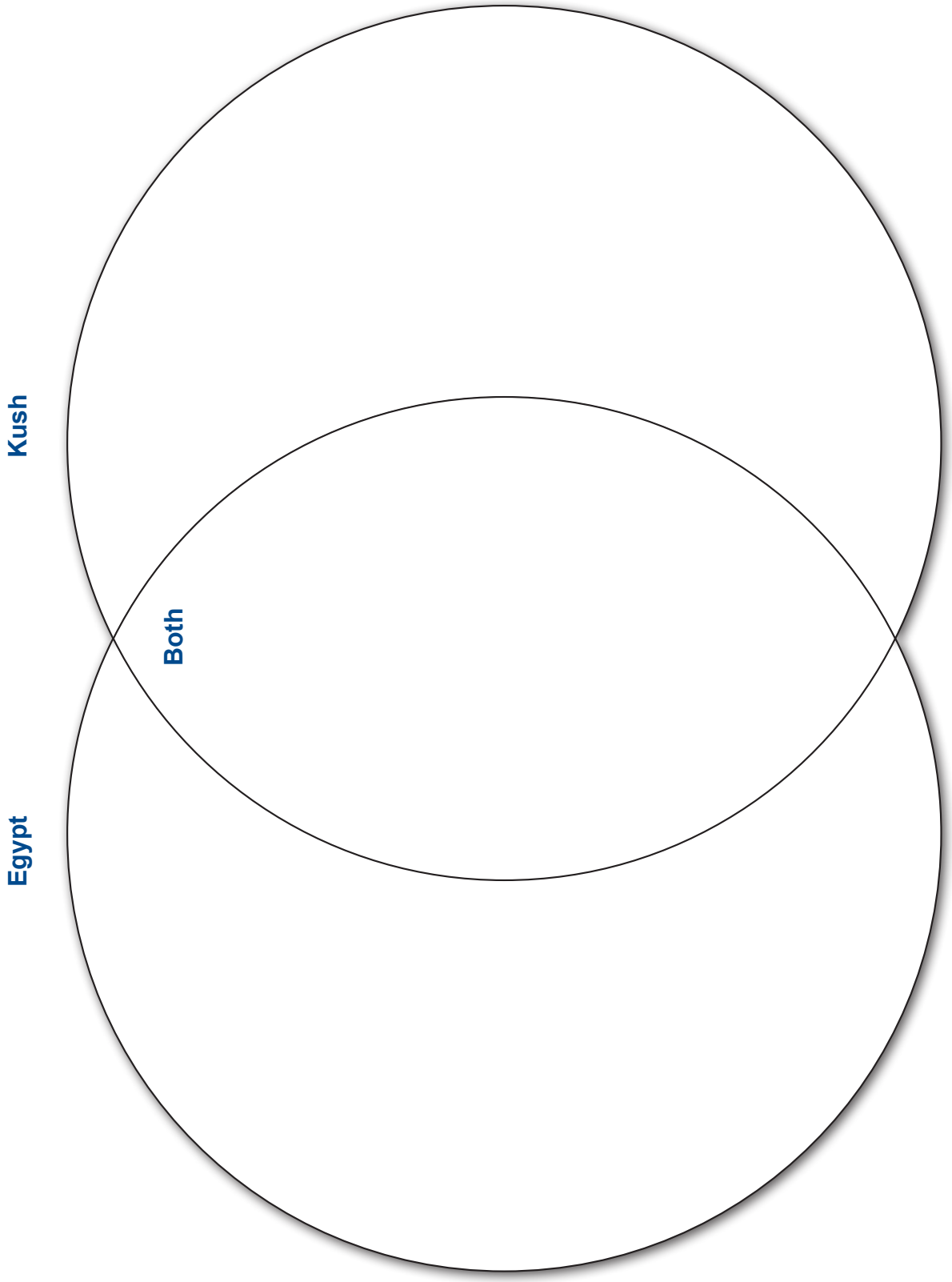
Religious Systems



Name: _____

Part 1

Instructions: Fill in each piece of the timeline with a summary of events from the **History of Egypt and Kush** (Information Cards #32–36). (3 points each)

The Old Kingdom (3000–2150 BCE)

_____

_____

_____

The Middle Kingdom (2050–1750 BCE)

_____

_____

_____

The New Kingdom (1550–1150 BCE)

_____

_____

_____

The Rise of Kush (1100–671 BCE)

_____

_____

_____

Invasion and Alliances (671 BCE–350 CE)

_____

_____

_____

Name: _____

Part 2

Instructions: Use information from the timeline to answer the following questions. (5 points each)

1. Describe the relationship between Egypt and Kush.

_____

_____

_____

_____

_____

_____

2. How did Egypt's agricultural success (and surplus) affect their relationship with Kush?

_____

_____

_____

_____

_____

_____

3. Why did each Egyptian dynasty have a policy related to controlling the kingdom of Kush?

_____

_____

_____

_____

_____

_____

Name: _____

Instructions: As you "hear" from each of these ancient people, fill in the chart below. (2 points for each person)

Worker	Goods and Resources They Use	Rules They Have to Follow
Fisherman		
Cloth Merchant		
Weaver		
Temple Laborer		
Soldier		
Viceroy		
Tax Collector		

Name: _____

Worker	Goods and Resources They Use	Rules They Have to Follow
Cattle Herder		
Baker		
Potter		
Papyrus Maker		
Trade Negotiator		
Slave		
Farmer		

Name: _____

Instructions: On the chart below, describe how Tyrian purple dye influenced social systems and natural systems. Then, read about another famous product from Ancient Egypt. Take notes on how the supply and demand for the product influenced social and natural systems. (1 point per "influence" identified; up to 10 points for each "Trade Product")

Trade Product	Influences on Social Systems	Influences on Natural Systems
Tyrian Purple Dye		

Name: _____

Trade Product	Influences on Social Systems	Influences on Natural Systems

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