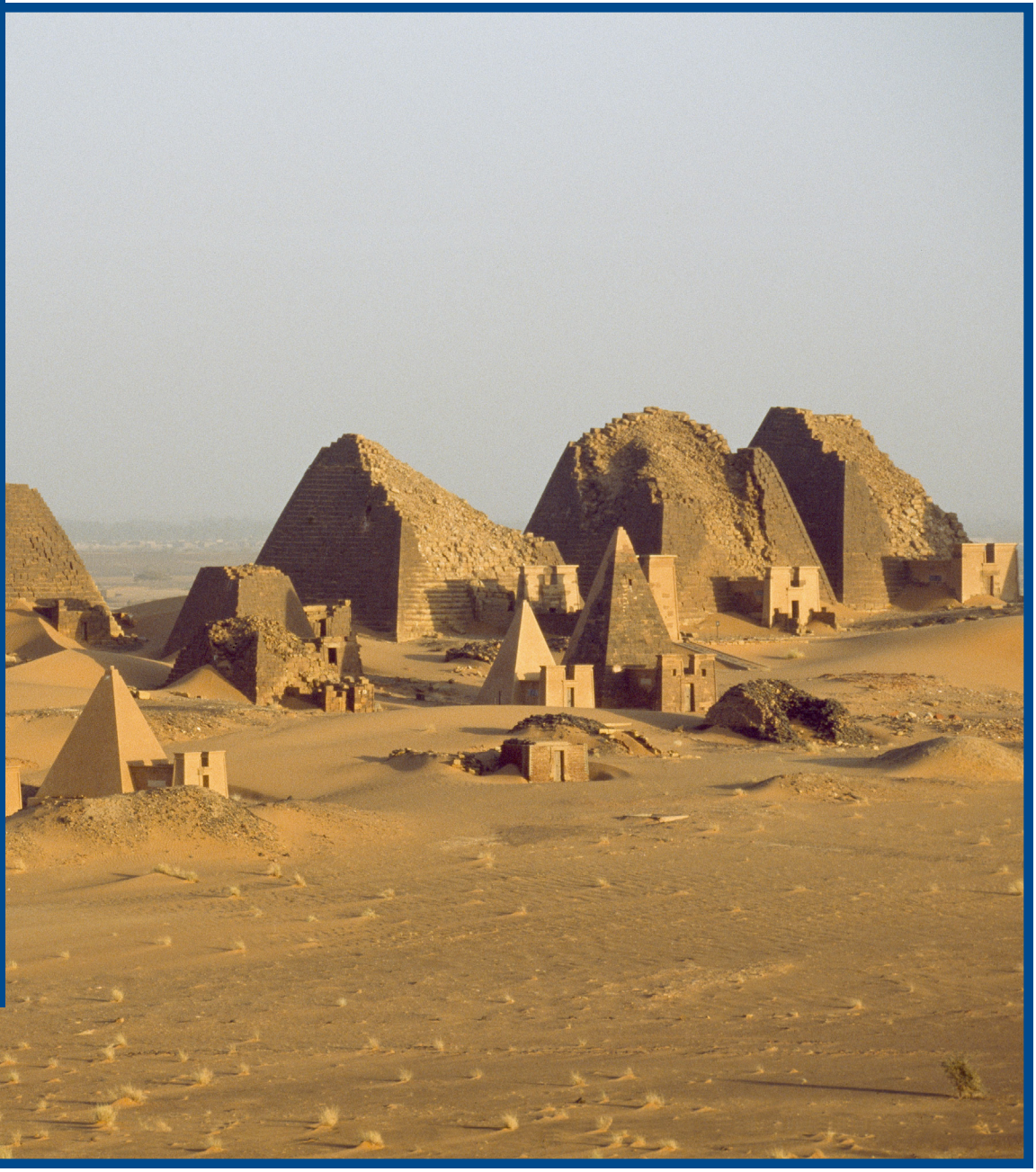
6

History-Social Science Standards 6.2.6. and 6.2.8.

Teacher's Masters

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
Mindy Fox, Director, Office of Education and the Environment, California Integrated Waste Management Board

Key Partners:

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Lesson 1 Sharing a River

Discussion Questions 2

Lesson 2 The River's Resources

None required for this lesson.

Lesson 3 So Much Alike, But…

None required for this lesson.

Lesson 4 The History of Egypt and Kush

None required for this lesson.

Lesson 5 Egypt's Commercial Success

None required for this lesson.

Lesson 6 The Influence of Trade

None required for this lesson.

Assessments

A Tale of Two Kingdoms—Traditional Unit Assessment Master 6

Time-Travel Guide—Alternative Unit Assessment Master 9

Discussion Question 1
Instructions: Work as a group to answer this question.

What was the natural resource the people of Los Angeles and Owens Valley wanted and needed, and how did each try to get control of it?

Discussion Question 2
Instructions: Work as a group to answer this question.

How was the natural resource controlled by Los Angeles?

Discussion Question 3
Instructions: Work as a group to answer this question.

What happened to Owens Valley when Los Angeles took the natural resource from the area?

Discussion Question 4
Instructions: Work as a group to answer this question.

What happened to Los Angeles when it gained control of the natural resource from Owens Valley?

Discussion Question 5
Instructions: Work as a group to answer this question.

What has happened almost 100 years after Los Angeles began taking the natural resource from Owens Valley?

Discussion Question 6
Instructions: Work as a group to answer this question.

Why did the people of Owens Valley sign away their rights to the natural resource?

Discussion Question 7
Instructions: Work as a group to answer this question.

What role did the United States government play in this story?

_____

_____

_____

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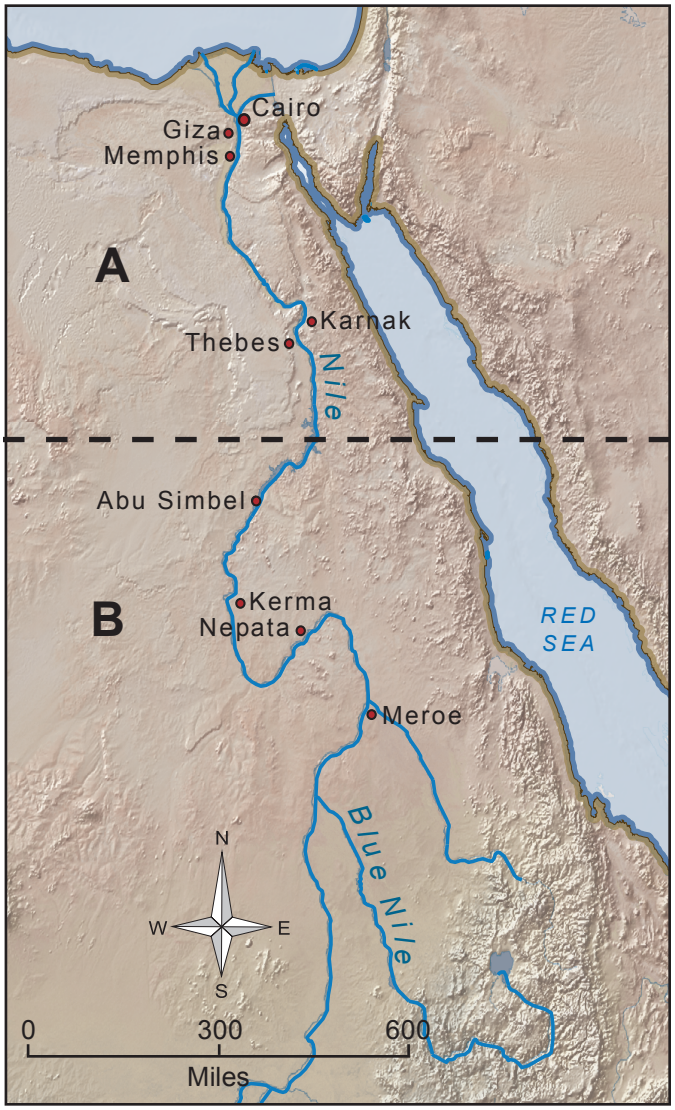
Name: _____

Part 1

Instructions: Use this map to answer the questions 1 and 2 below. (2 points each)



1. Which letter identifies the area on the above map where the kingdom of Kush was located? _____

2. Write the name of one capital of Kush:

   _____

Part 2

Instructions: Select the best answer and circle the correct letter. (2 points each)

3. Which natural resource had the greatest influence on both Egypt and Kush?
   a. grassland
   b. gold
   c. Nile River
   d. Nile Delta
   e. All the above.

4. Which natural resources supported agriculture in Egypt?
   a. flooding, flat land, and a warm climate
   b. good soldiers, flooding, and sandstone
   c. the ibis, good soil, and gold
   d. rainfall, high mountains, and forests
   e. All the above.

5. Which natural resources were most important to the economy of Kush?
   a. flooding, forests, and a warm climate
   b. good soldiers, flooding, and sandstone
   c. lions, granite, and mountains
   d. forests, iron and gold ores, and animals
   e. All the above.

6. Which of the following best describes how the kingdoms of Egypt and Kush were alike?
   a. Both had strong armies.
   b. Both believed in many gods and built pyramids.
   c. Both were ruled by kings, who made rules about everything.
   d. Both grew grains and used the Nile to trade goods.
   e. All the above.

Name: _____

7. Which of the following best describes how the kingdoms of Egypt and Kush were different?
   a. The people of Egypt did not raise cattle, only the Kushites did.
   b. The Kushites thought their ruler was the child of the sun god; Egypt's pharaoh was the sun god.
   c. Grain in Egypt was used like money; the Kushites paid people in gold.
   d. Egypt traded mostly with kingdoms to the north and the Kush traded with kingdoms to the south.
   e. All the above.

8. Which of the following best explains how the Nile helped both Egypt and Kush become strong?
   a. The floods helped both kingdoms grow better crops.
   b. The river helped them to move goods to other places to trade.
   c. The cataracts helped them build strong forts for defense.
   d. The fish in the river were a valuable trade item for both kingdoms.
   e. All the above.

9. Which of the following was Egypt famous for in the eastern Mediterranean and Nile Valley?
   a. cattle, gold, and slaves
   b. horses, pyramids, and dates
   c. wheat, linen, and papyrus
   d. sand, water, and glass
   e. All the above.

10. Which of the following was Kush famous for in the eastern Mediterranean and Nile Valley?
    a. glass, wheat, and bronze
    b. wood, gold, and iron tools
    c. copper, dates, and papyrus
    d. olive oil, wine, and natron
    e. All the above.

Part 3

Instructions: Read each statement below and write "Agree" or "Disagree" after it, then explain why you agree or disagree in a few sentences. Provide two supporting details in each of your answers. (5 points each)

11. For 4,000 years, Egypt was bigger and stronger than Kush. _____

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Name: _____

12. Control of the Nile was important to both Egypt and Kush. _____

13. Trade affected the communities and natural systems in the Nile River Valley and the Mediterranean. _____

Name: _____

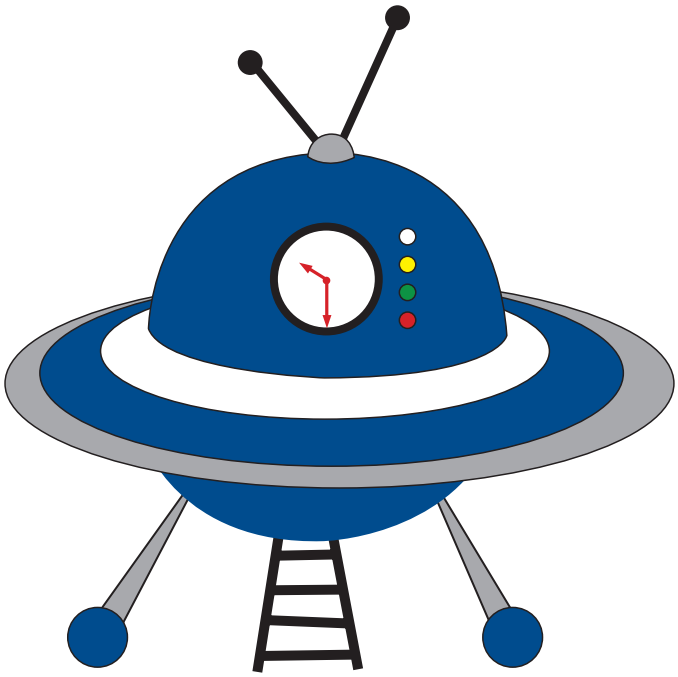
Instructions: Imagine that time travel has become possible. Sixth-grade students can now travel back in time to learn about Egypt, Kush, and the resources of the Nile River Valley. As an expert on these ancient kingdoms, your job is to create a travel guide. It should describe important places and events in Egypt and Kush. It should also tell time-travelers what to look at so they can learn about the resources, trade, and life along the Nile River in ancient Egypt and Kush. (20 points)

You may make the travel guide any way that you want, but your guide must include:
(up to 4 points each)

- a list of at least four important cities in Kush and Egypt that the traveler should visit
- two examples of the types of agriculture in each kingdom (four total)
- two or more examples of important goods and resources traded by each kingdom (four total)
- how both kingdoms used and/or controlled the Nile River and Valley resources
- two examples of the effects of trade on the natural systems in the region

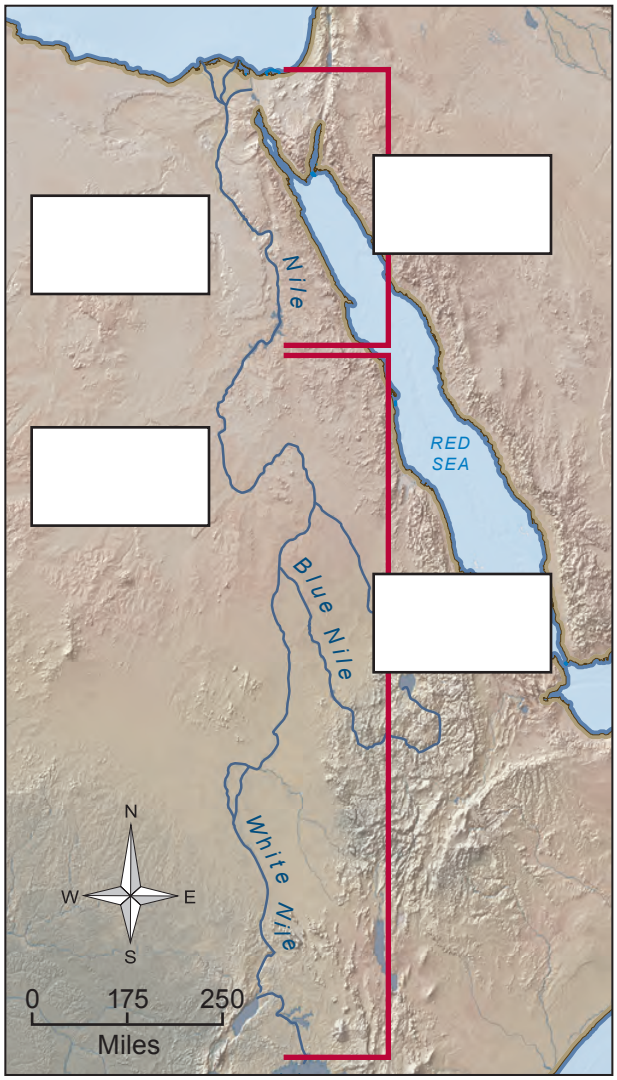
You may use writing, pictures, and the map provided in your travel guide to show the traveler what to look for. You may also use any of the information in your **Student Workbook** to help you.

The scoring tool on page 4 will be used to score your final brochure.



Name: _____

Use the space below and on the next page to write a rough draft of your brochure. Begin by labeling the map at the right with “Egypt,” “Kush,” “Lower Nile,” and “Upper Nile” so your travelers can see exactly what you are describing. You may include this map on your brochure.



Name: _____

Time-Travel Guide Scoring Tool

Component	4 points	3 points	2 points	1 point
Identifies four key cities in Egypt and Kush	Gives the locations and names of four cities	Gives the locations and names of three cities	Gives the locations and names of two cities	Gives the location and name of one city
Gives two examples of agriculture in both kingdoms	Gives two examples of agriculture from each kingdom	Gives two examples of agriculture, one from each kingdom	Gives two examples of agriculture from only one kingdom	Gives one example of agriculture from either kingdom
Identifies at least two important trade resources or goods from each kingdom	Identifies two important resources or goods traded in Egypt and two traded in Kush	Identifies two important resources or goods from one kingdom and one resource from the other kingdom	Identifies one trade resource or good important to trade in Egypt and one in Kush	Identifies one important trade resource or good in Egypt or in Kush
Explains the use/ control of the Nile by both kingdoms	Mentions that Egypt had a military presence along the Nile and that Kush always controlled the Upper Nile	Mentions that Egypt had a military presence along the Nile or that Kush always controlled the Upper Nile	Mentions that both kingdoms used the Nile as a trading "highway"	Mentions that Egypt or Kush used the Nile for trade
Describes two effects of trade on the natural systems of the region	Gives two examples of how trade of a popular product changed natural systems in the region	n/a	Gives one example of how trade of a popular product changed natural systems in the region	n/a

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