### A. Determining Main Ideas
As you read about ancient Egyptian civilization, fill out the chart below by writing notes to answer the questions.

<table>
<thead>
<tr>
<th>Government</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Why is Narmer a legendary hero in ancient Egyptian history?</td>
<td></td>
</tr>
<tr>
<td>2. How did the role of Egyptian pharaohs differ from the role of Mesopotamian rulers?</td>
<td></td>
</tr>
<tr>
<td>3. Why did the Egyptians build great pyramids for their kings?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Culture</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4. How did Egyptian religious beliefs compare with those of the Mesopotamians?</td>
<td></td>
</tr>
<tr>
<td>5. What social classes made up Egyptian society?</td>
<td></td>
</tr>
<tr>
<td>6. What were significant achievements of the ancient Egyptians in science and technology?</td>
<td></td>
</tr>
<tr>
<td>7. How did the Egyptian writing system compare with the Mesopotamian system?</td>
<td></td>
</tr>
</tbody>
</table>

### B. Writing Expository Paragraphs
On the back of this paper, write a paragraph explaining why ancient Egypt was viewed as the "gift of the Nile." Use the words *delta* and *cataract* in your writing.
SKILLBUILDER PRACTICE  Interpreting Visual Sources

Paintings, drawings, carved statues, and other visual sources are valuable clues to the past. Rich in detail, they reveal much about the historical period in which they were created. Look at the images on pages 42–43 of your textbook. Examine the different images of work and play in ancient Egypt and read the captions to learn more about the culture of Egypt. Then answer the questions that follow. (See Skillbuilder Handbook)

1. Look at the image of the temple. What types of craftsmen would be needed to complete this building?
   __________________________________________________________
   What type of organization would be needed to accomplish the building of this temple?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

2. What do you think was painted on the walls and columns of the temple?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

3. Look at the cosmetic box. What items are sitting on the top of the box? What did they contain?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

4. What do you think the design on the side of the cosmetic box represents?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

5. Study the senet game boards and the description of the game. What board games does it remind you of? What might a modern player use to determine moves instead of sticks or knuckle bones?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
A delta is a flat, triangular-shaped deposit of land found at the mouth of a river that empties into a normally still body of water. Deltas are formed when branches of a river carry soil downstream; the river's flow is slowed at the point of emptying, and soil is allowed to build up. Egypt's Nile River reaches its destination by first splitting into two main branches and then into numerous canals and streams, forming a delta out of an area that was once part of the Mediterranean Sea.

Egypt's famous Nile Delta is notable for more than being just the northern limit of the Nile River. The Delta is extremely fertile and thousands of years ago provided an environment for the formation of one of the world's first civilizations. The Nile Delta has long been considered an agricultural "fantasy"—containing more than one-half of Egypt's farmable land. Today the Delta is like a spider web of nearly 54,000 miles of canals. These canals provide water for the approximately 15 million Egyptians who live in the Delta's thousands of villages. The people grow everything from food and flowers, to cotton.

However, the Nile Delta region is not without some problems. In contrast to Upper Egypt of the south, with its more durable building stones, little of the Delta's ancient past survives. The Delta's structures were built primarily with mud bricks. As a result, today almost all of its ancient sites have been reduced to mere piles of mud. Also, drainage problems have arisen. Salts are coming to the surface and the Delta's fertility is declining. Pollution from untreated waste is increasing. In addition, the polar ice cap is slowly melting, causing the level of the Mediterranean Sea to rise. This process threatens to some day "drown" the Delta. Concrete dikes are now being built to try to hold back the Mediterranean.
Name ___________________________  Egypt and the Nile Delta continued

Interpreting Text and Visuals

1. Into what body of water does the Nile River empty? ____________________________

2. In what direction does the Nile River flow? _________________________________

3. The place where a river begins is known as its source. From Memphis, in which direction is the
source of the Nile River? _________________________________

4. How is the area of river deposits shown on the map? ____________________________

5. What surrounds the Delta region? __________________________________________

6. About how many miles long is the Delta’s shoreline with the Mediterranean? __________
   About how deep into the desert does the delta extend? __________________________

7. Describe the importance of the Nile Delta to Egypt. ____________________________

8. What problems does the Nile Delta region face? _______________________________

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

____________________________________________________________________________
____________________________________________________________________________
Sphinx of Amenemhet III

Shown below, this statue of a sphinx—a mythological creature having the body of a lion and the head of a man, ram, or hawk—is made of black granite. It represents Amenemhet III, a pharaoh who ruled in the Twelfth Dynasty of the Middle Kingdom. What does this statue tell you about Egyptian culture?

Discussion Questions

1. **Categorizing** Imagine that you are a museum tour guide. What are some of this statue’s distinguishing features that you might point out to a tour group? List at least three specific characteristics and share your list with classmates.

2. **Making Inferences** What can you learn about Egyptian culture from studying this statue?

3. **Comparing and Contrasting** Compare the Sphinx of Amenemhet III to a statue honoring an important person in today’s society. How are these monuments similar? How are they different?
HISTORYMAKERS

Tutankhamen
The Boy King

"At first I could see nothing ... but presently, as my eyes grew accustomed to the light, details of the room within emerged slowly from the mist, strange animals, statues, and gold—everywhere the glint of gold."—Howard Carter, recalling the discovery of Tutankhamen’s tomb

Thrust into the mantle of power at the age of nine or ten, Tutankhamen reigned as pharaoh, or king, of Egypt for only ten years, before dying at the young age of 18. His most important action was to restore ancient Egyptian religion. He was seldom remembered except by scholars who specialized in Egyptian history—until November 26, 1922. That day, archaeologist Howard Carter and George Herbert, a British nobleman, uncovered the tomb of this boy king and found such vast riches that he became the most famous pharaoh of all.

Tutankhamen came to the throne in a difficult time in Egyptian history. His father had tried to radically change the land’s religion. He moved the capital of the kingdom away from Memphis. He abandoned the sacred city of Thebes. He declared that the god Aten was the only god of Egypt, replacing all others. The pharaoh had even changed his own name to Akhenaten to honor the new god.

The changes plunged Egypt into chaos. The pharaoh paid little heed to running his kingdom, and the people suffered. Later, after his death, he was angrily called the “criminal of Akhetaten,” the name of his new capital city.

Akhenaten died after 17 years of rule. Soon afterward, a new name appeared on the scene: Tutankhaten, the son of Akhenaten. He became king of a land in turmoil.

Records show that under the young king, Egypt launched attacks on Nubia to the south and on Asia to the east. However, the boy ruler probably did not lead these military actions. Two older figures—an official named Ay and the general Horemheb—may have guided the country during the young pharaoh’s reign. Both ruled Egypt after his death.

The young king’s main accomplishment was not military but religious. He put an end to his father’s experiment with the new religion of Aten. He moved the religious center of the kingdom back to Thebes and restored worship of the ancient gods. Tutankhaten also worked to restore the temples and other sacred buildings that had fallen to decay. He even changed his name to Tutankhamen to show his reverence for the old gods. Tradition and order returned to Egyptian society. Soon after, however, the boy king died.

Though Tutankhamen had an important impact on Egypt, his reign was obscure to most people until Carter and Herbert brought his tomb to light. The rulers of ancient Egypt built elaborate tombs to house their bodies after death. Some were pyramids of stone. Others were cut into rock in the famous Valley of the Kings. These tombs were filled with gold, jewels, and other treasures for the pharaoh to enjoy in the afterlife. Over the years, however, robbers entered these burial places and took most objects of value. Archaeologists had long hoped to find a tomb that was intact.

Carter and Herbert’s find provided that chance. The entrance to Tutankhamen’s tomb had been covered over by workers who built a later tomb. As a result, his burial place had lain forgotten—and full of dazzling riches—for thousands of years. One spectacular treasure was the death mask of the king, a beautiful piece of solid gold. And the tomb revealed a wealth of other objects: “beads, boxes, stools, chariots, bows, arrows, shoes, gloves, underwear, food ... and much more besides.” Today many of these objects are displayed in museums. They give not just archaeologists, but all people, an opportunity to observe the glory of ancient Egypt.

Questions

1. Recognizing Effects How had Akhenaten’s rule affected Egypt?
2. Drawing Conclusions Why was it significant that Tutankhamen changed his name?
3. Making Inferences Not all the objects in Tutankhamen’s tomb were made of gold or jewels. Why might archaeologists want to study shoes, boxes, or food?
### Summarizing

Complete the chart below by listing the impact of each geographical characteristic of Egypt shown.

<table>
<thead>
<tr>
<th>GEOGRAPHICAL CHARACTERISTICS OF EGYPT</th>
<th>IMPACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nile River: Benefits</td>
<td>1.</td>
</tr>
<tr>
<td>Nile River: Problems</td>
<td>2.</td>
</tr>
<tr>
<td>Vast deserts on either side of the Nile River: Benefits</td>
<td>3.</td>
</tr>
<tr>
<td>Vast deserts on either side of the Nile River: Problems</td>
<td>4.</td>
</tr>
</tbody>
</table>

### Determining Main Ideas

Write your answers in the blanks provided.

5. Ruled Egypt as god-kings: ________________________________

6. The type of government in which rule is based on religious authority: ________________________________

7. Building in which Egyptian rulers were buried: ________________________________

8. Process by which rulers’ bodies were preserved: ________________________________

9. Egyptian writing system: ________________________________

10. Used by Egyptians as a writing surface: ________________________________