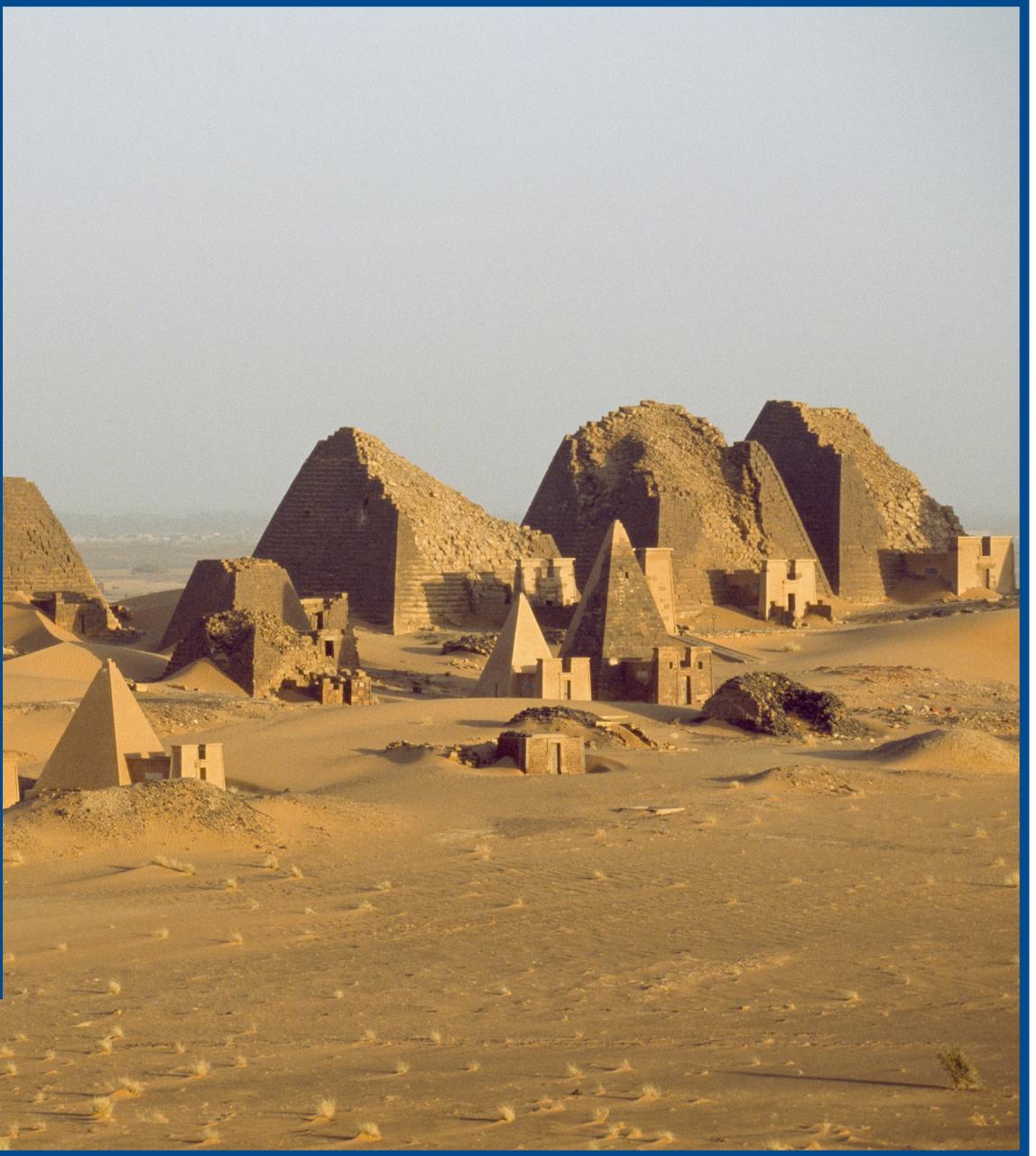


6

History-Social  
Science Standards  
6.2.6. and 6.2.8.



# 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  
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**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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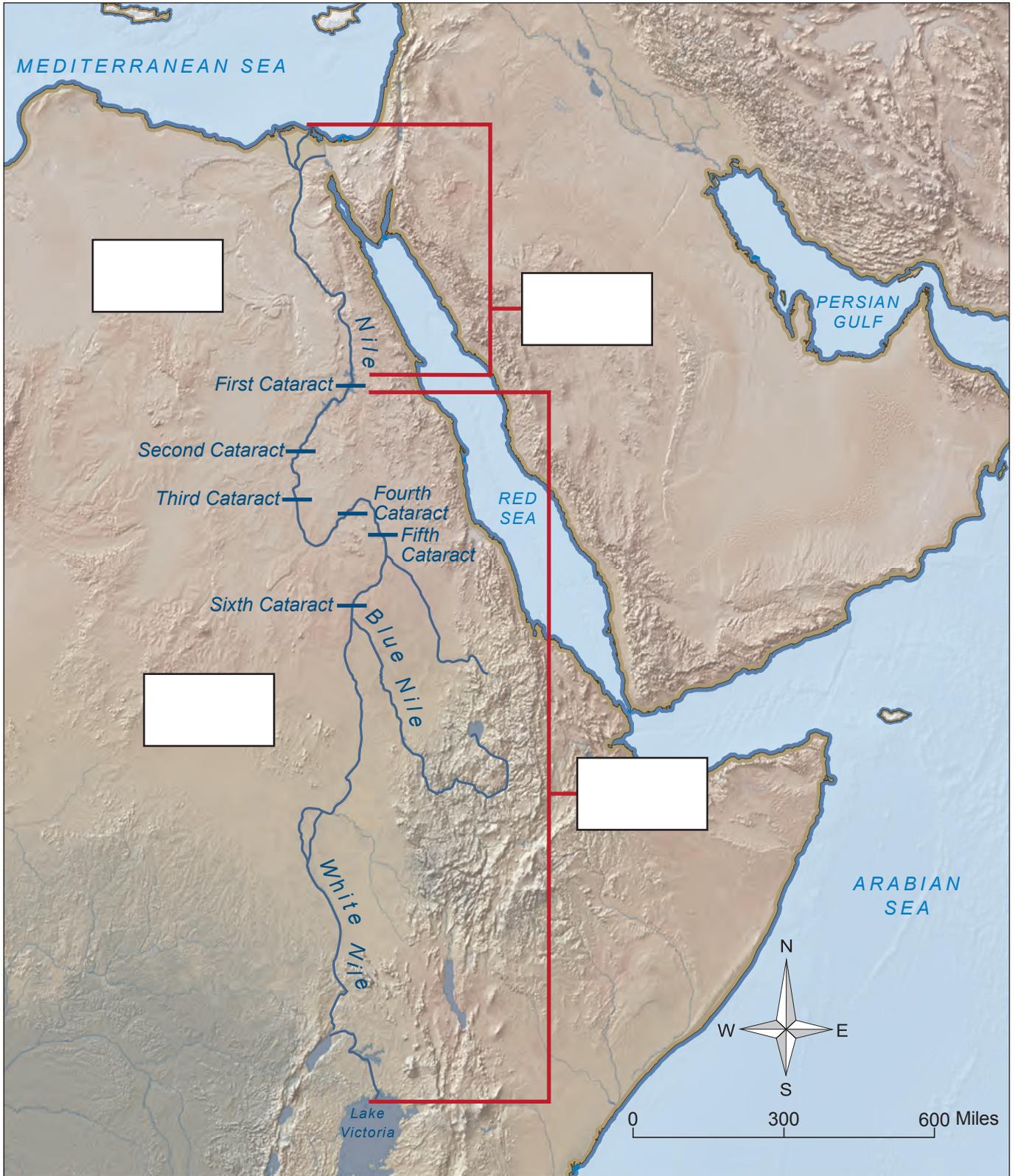
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# Map of the Nile Valley

## Lesson 1

Name: \_\_\_\_\_



## Nile Valley Resources Study Guide

Lesson 2 | page 1 of 2

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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?

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

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

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

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

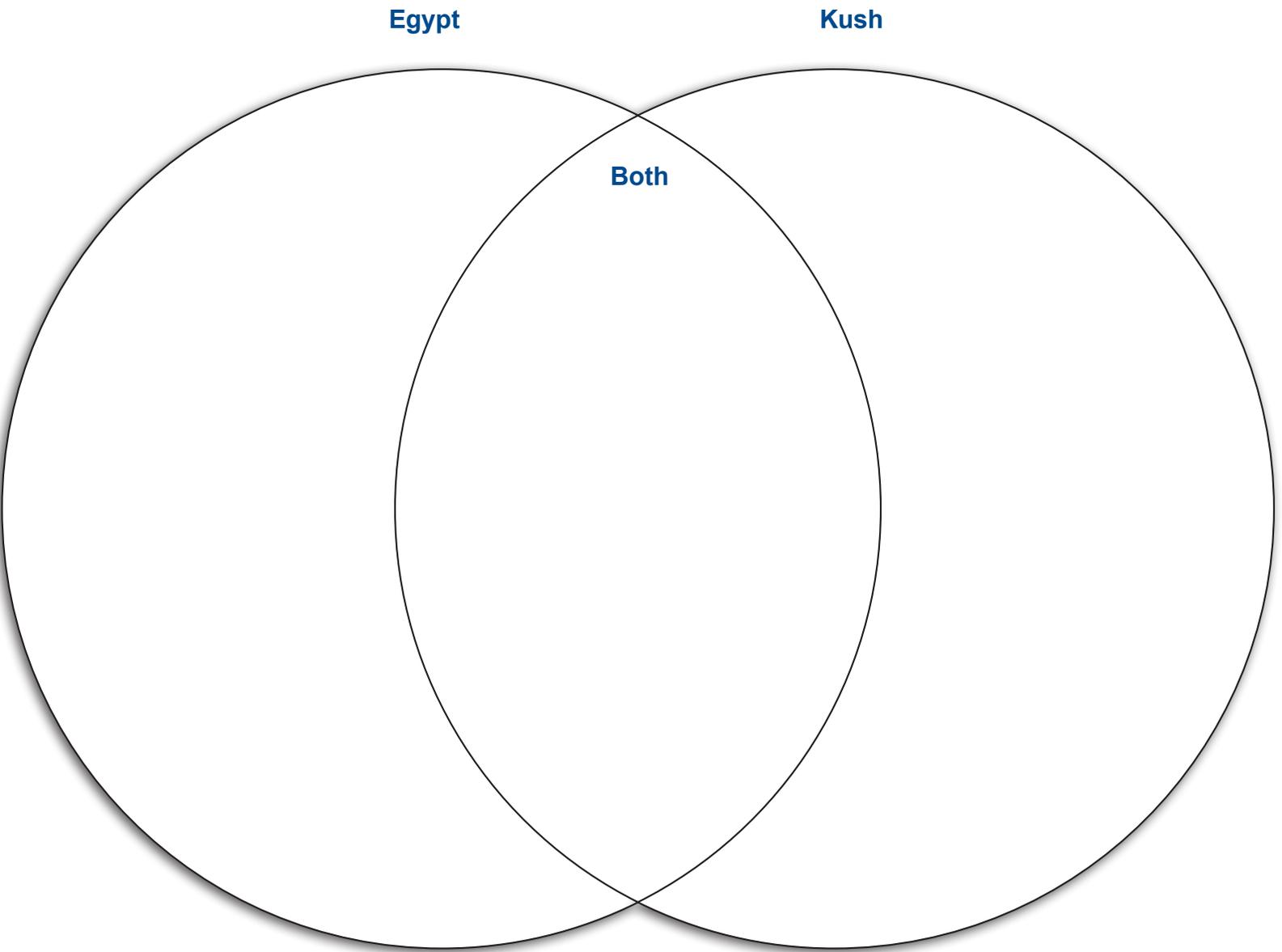
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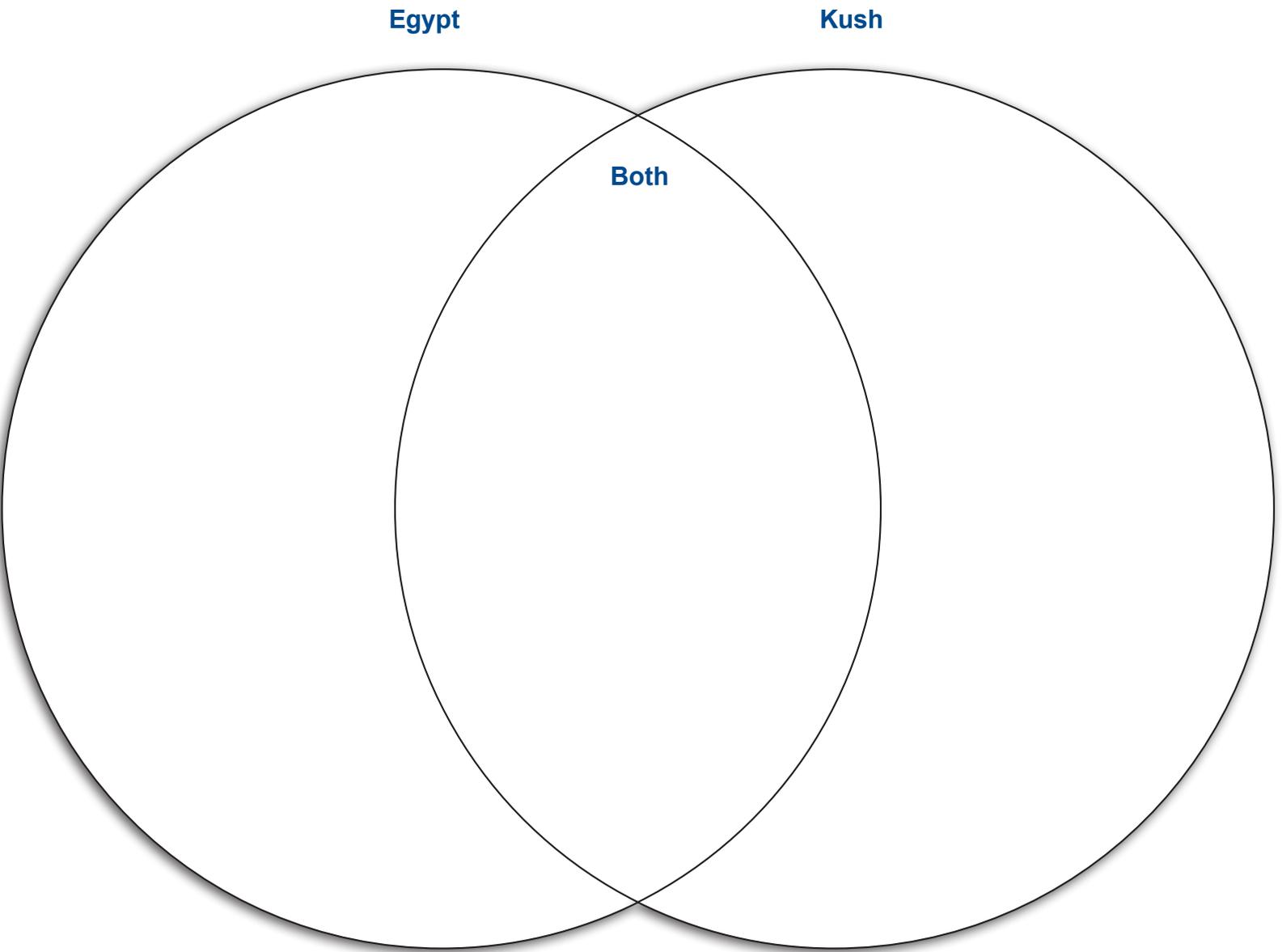
Name: \_\_\_\_\_

**Economic Systems**



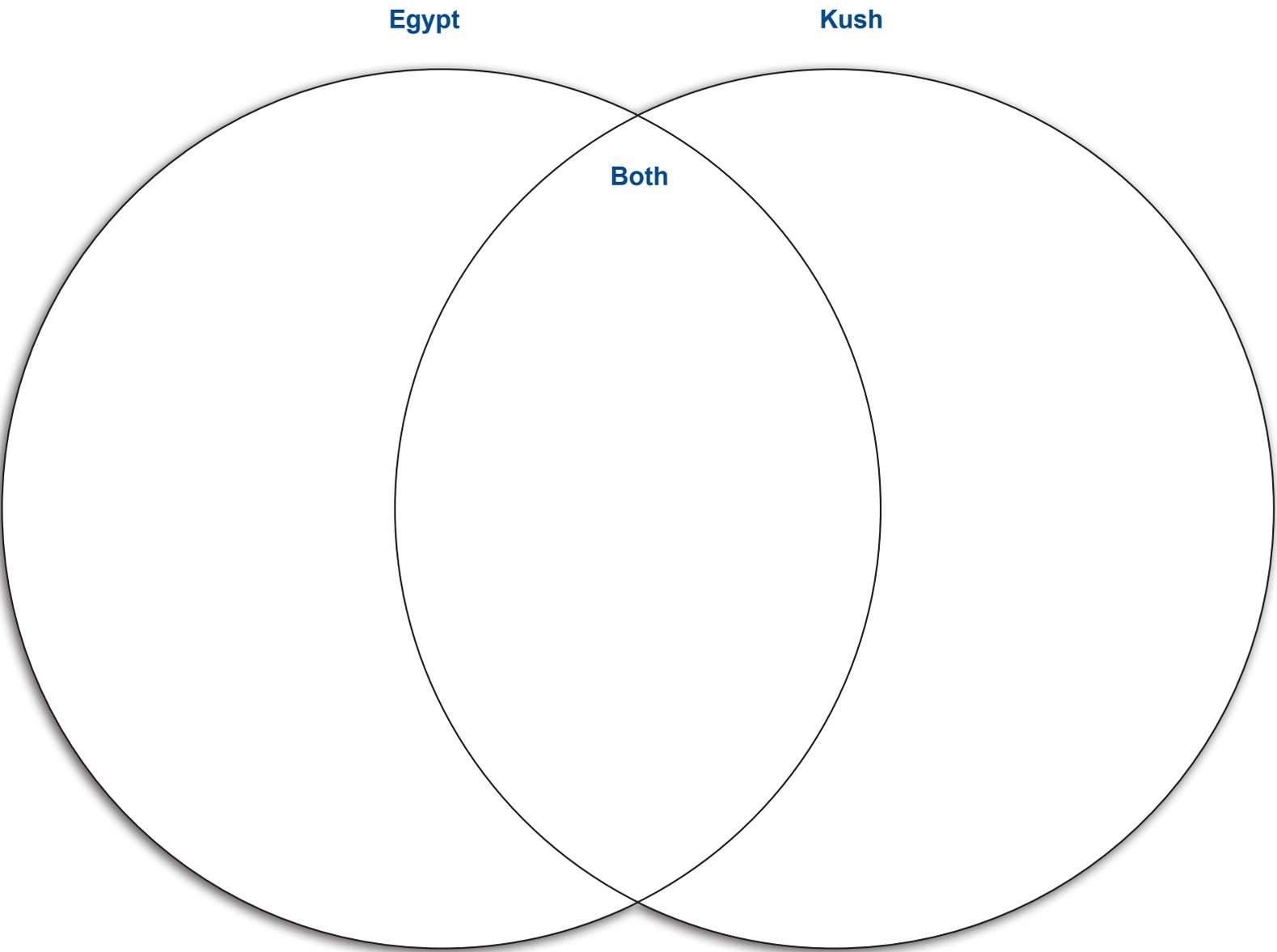
Name: \_\_\_\_\_

**Political Systems**



Name: \_\_\_\_\_

**Religious Systems**



## Events Timeline

Lesson 4 | page 1 of 2

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)

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#### The Middle Kingdom (2050–1750 BCE)

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#### The New Kingdom (1550–1150 BCE)

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#### The Rise of Kush (1100–671 BCE)

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#### Invasion and Alliances (671 BCE–350 CE)

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## Events Timeline

Lesson 4 | page 2 of 2

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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.

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

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

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## Egyptian Rules About Resources

Lesson 5 | page 1 of 2

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		

## Egyptian Rules About Resources

Lesson 5 | page 2 of 2

Name: \_\_\_\_\_

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

## Influences of Egyptian Trade

Lesson 6 | page 1 of 2

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		

## Influences of Egyptian Trade

Lesson 6 | page 2 of 2

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Name: \_\_\_\_\_

Trade Product	Influences on Social Systems	Influences on Natural Systems





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