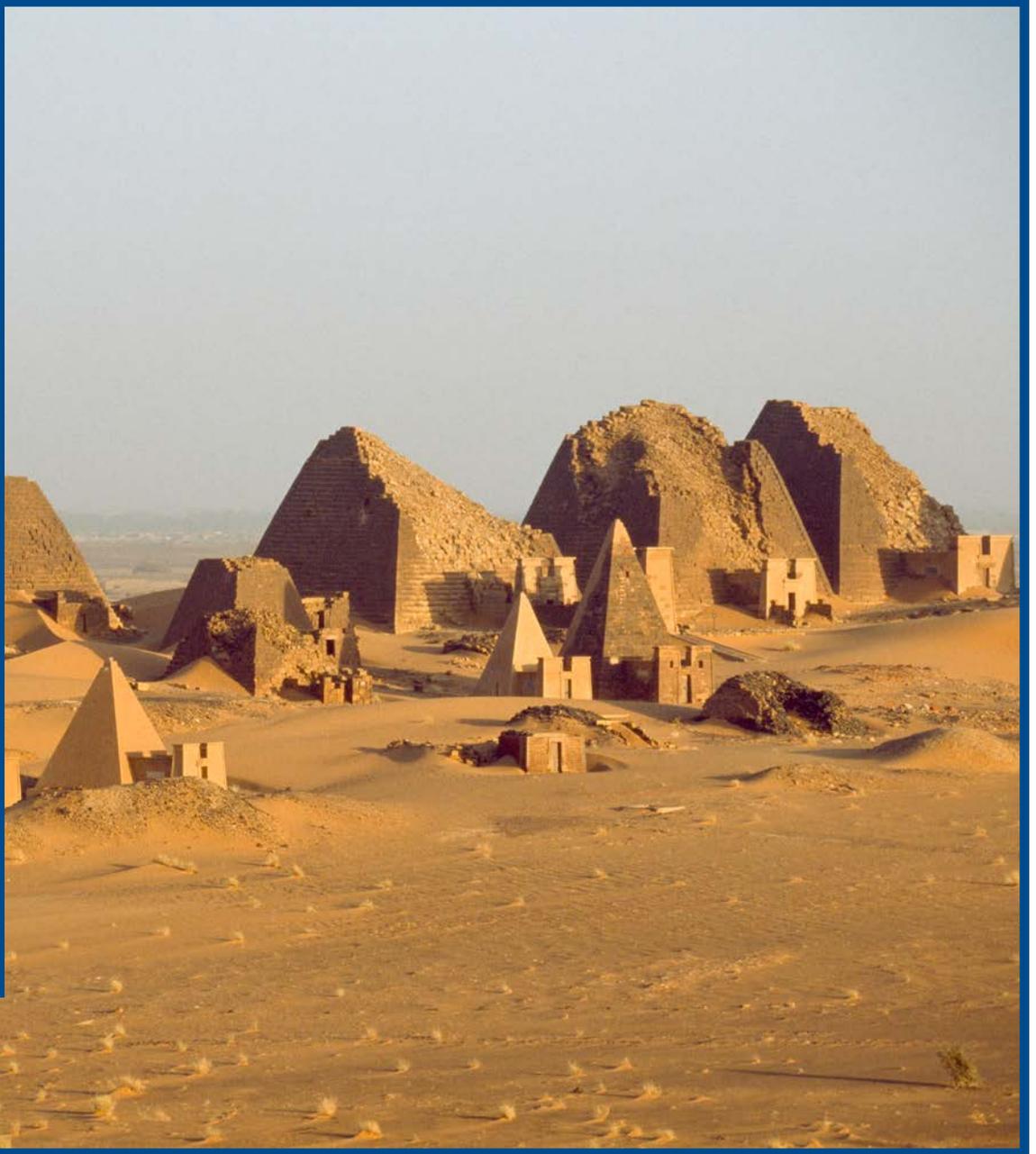


6

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

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California Environmental Protection Agency
California Natural Resources Agency
California State Board of Education
California Department of Education
Department of Resources Recycling and Recovery (CalRecycle)

Key Partners:

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Office of Education and the Environment

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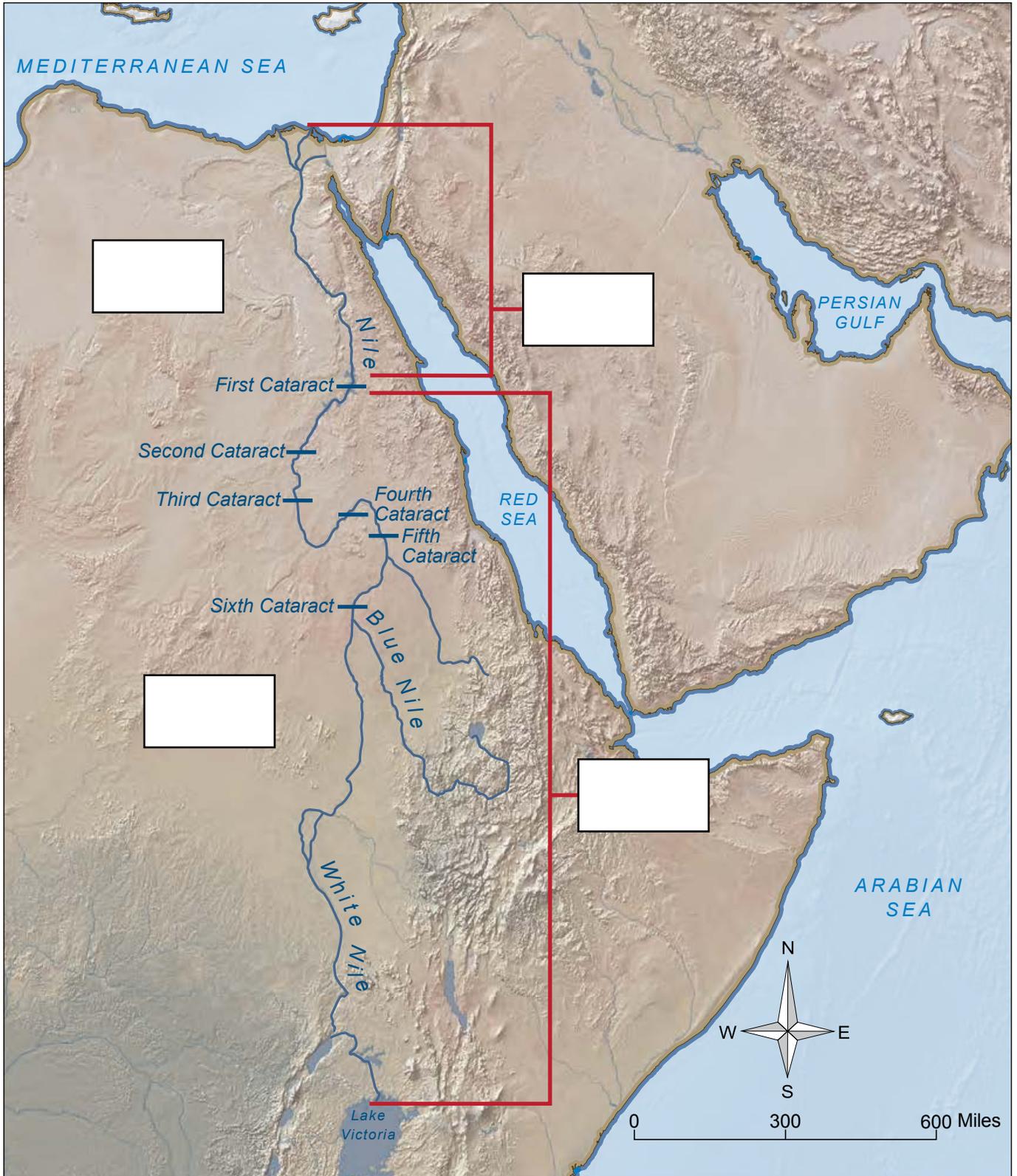
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Map of the Nile Valley

Lesson 1

Name: _____



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?

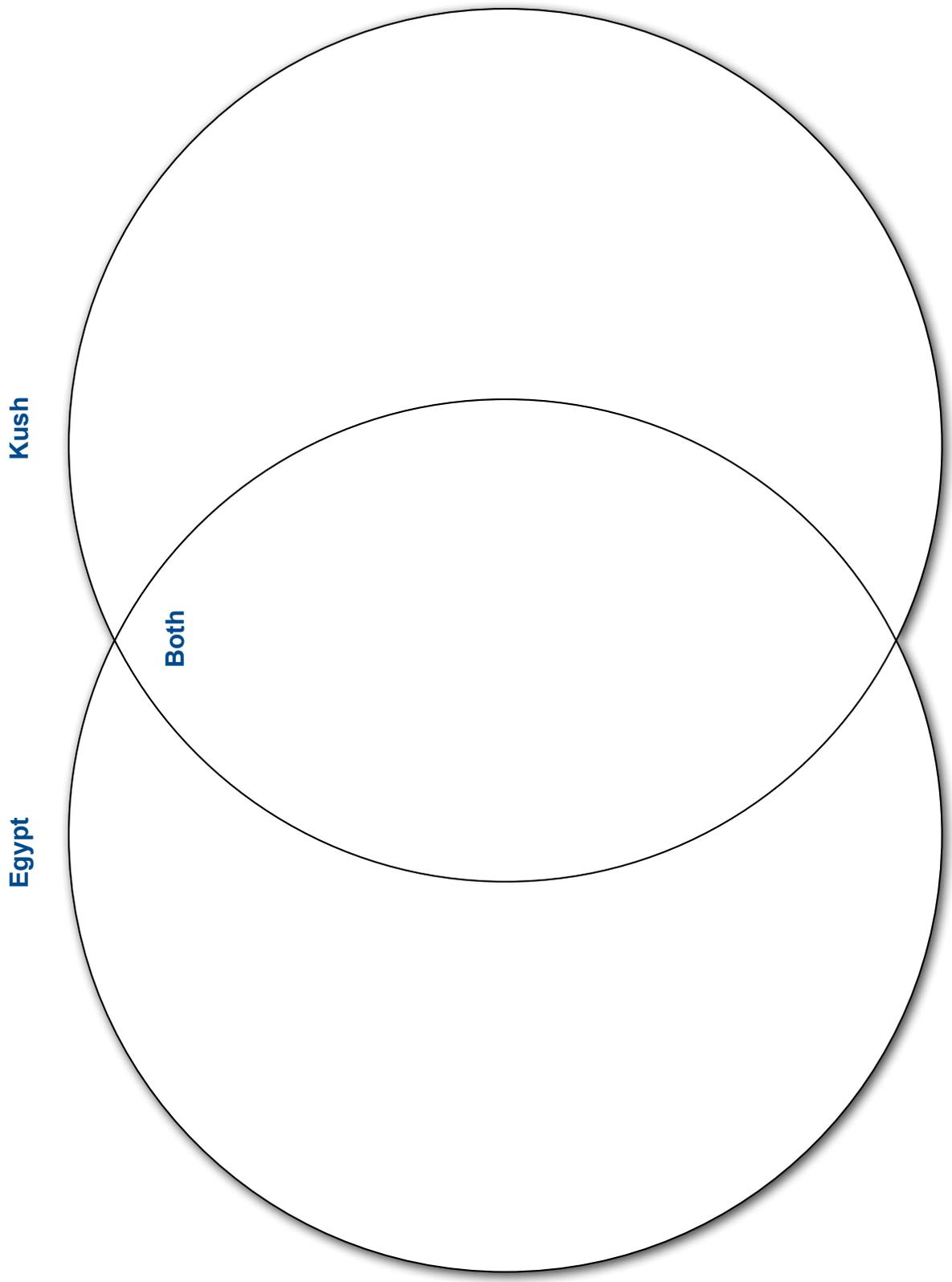
3. How could the people of Kush have gotten resources from the Lower Nile (Egypt)?

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?

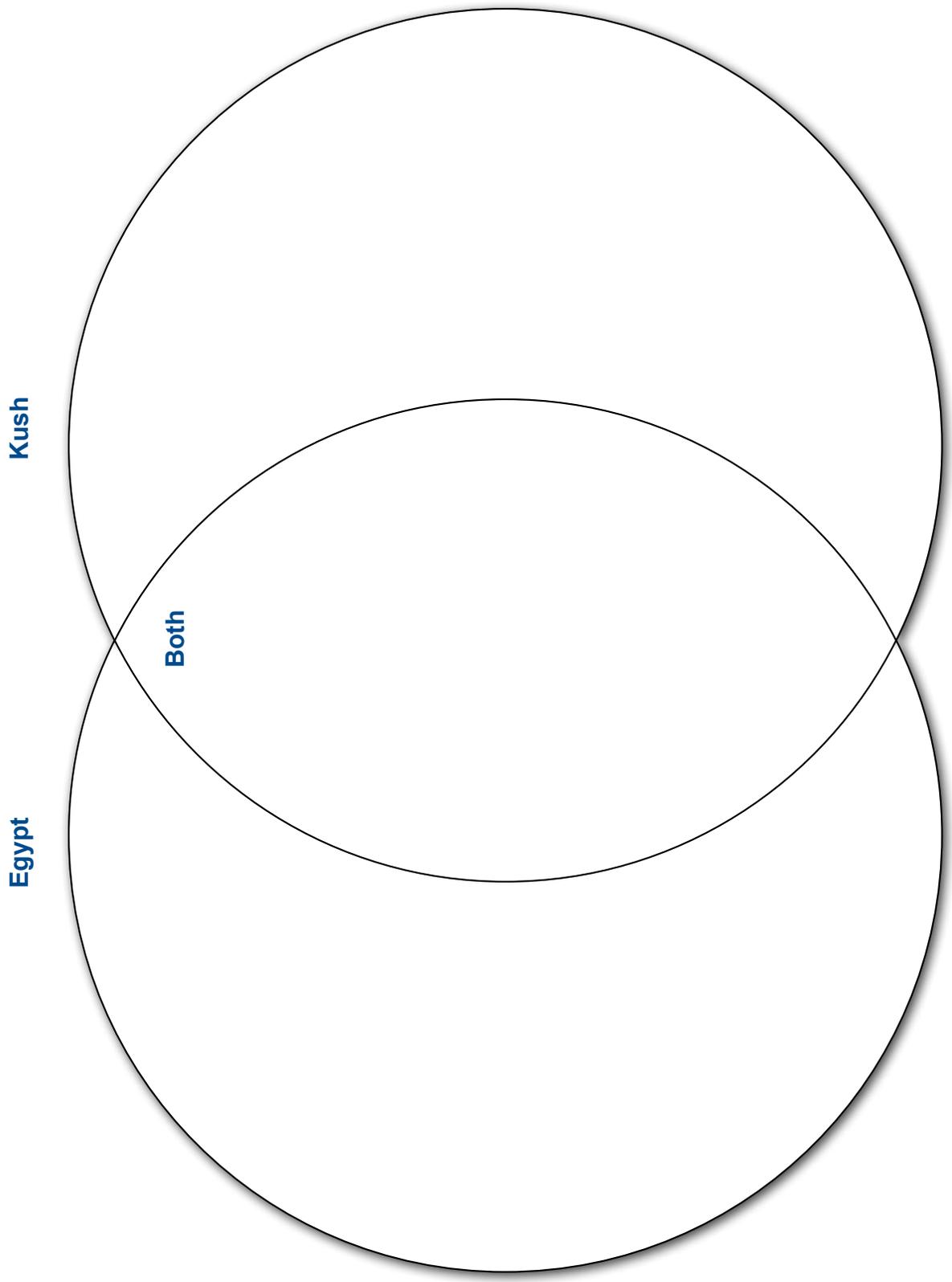
Name: _____

Economic Systems



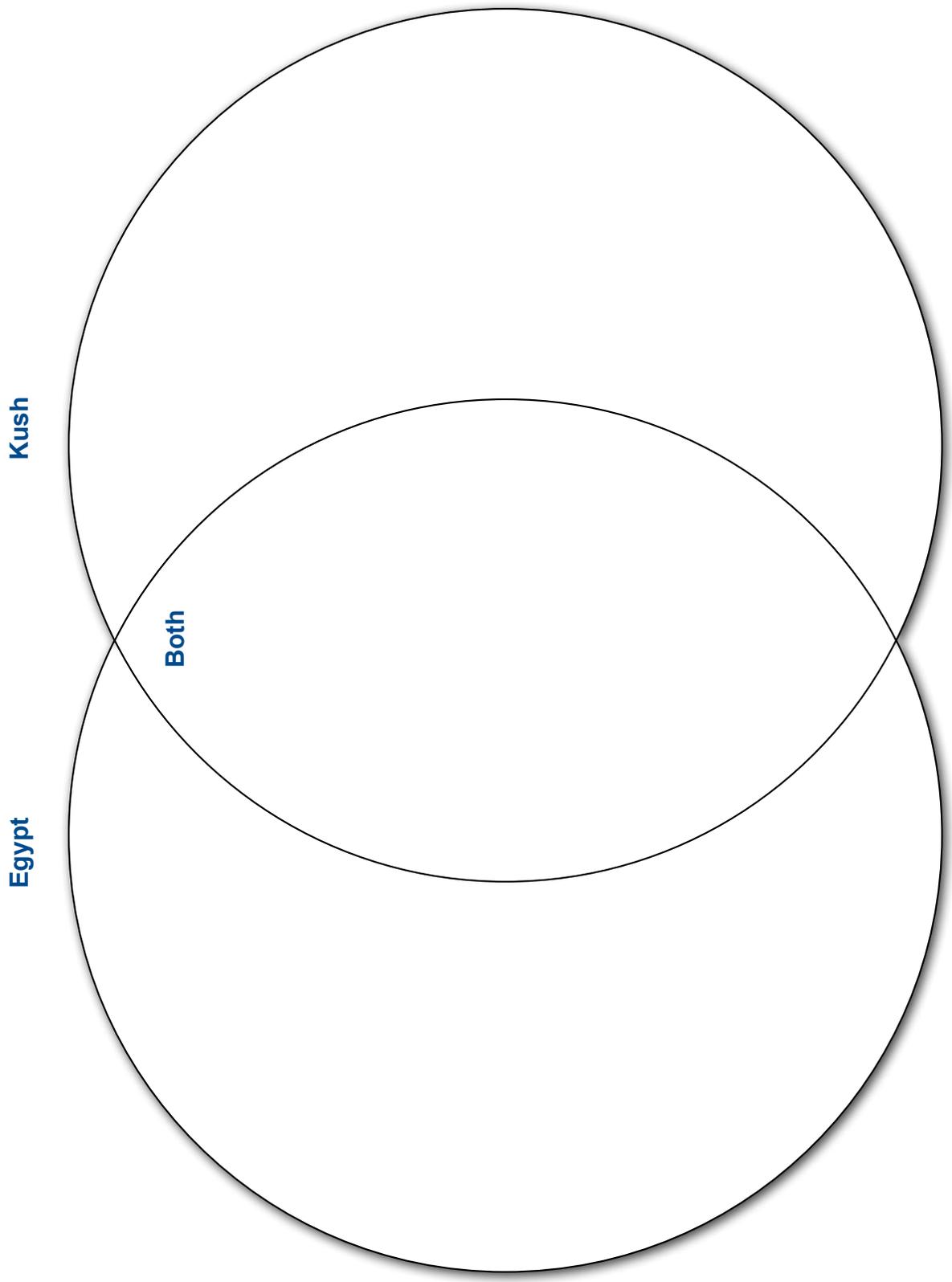
Name: _____

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)



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)

Events Timeline

Lesson 4 | page 2 of 2

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?

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

Name: _____

Trade Product	Influences on Social Systems	Influences on Natural Systems



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