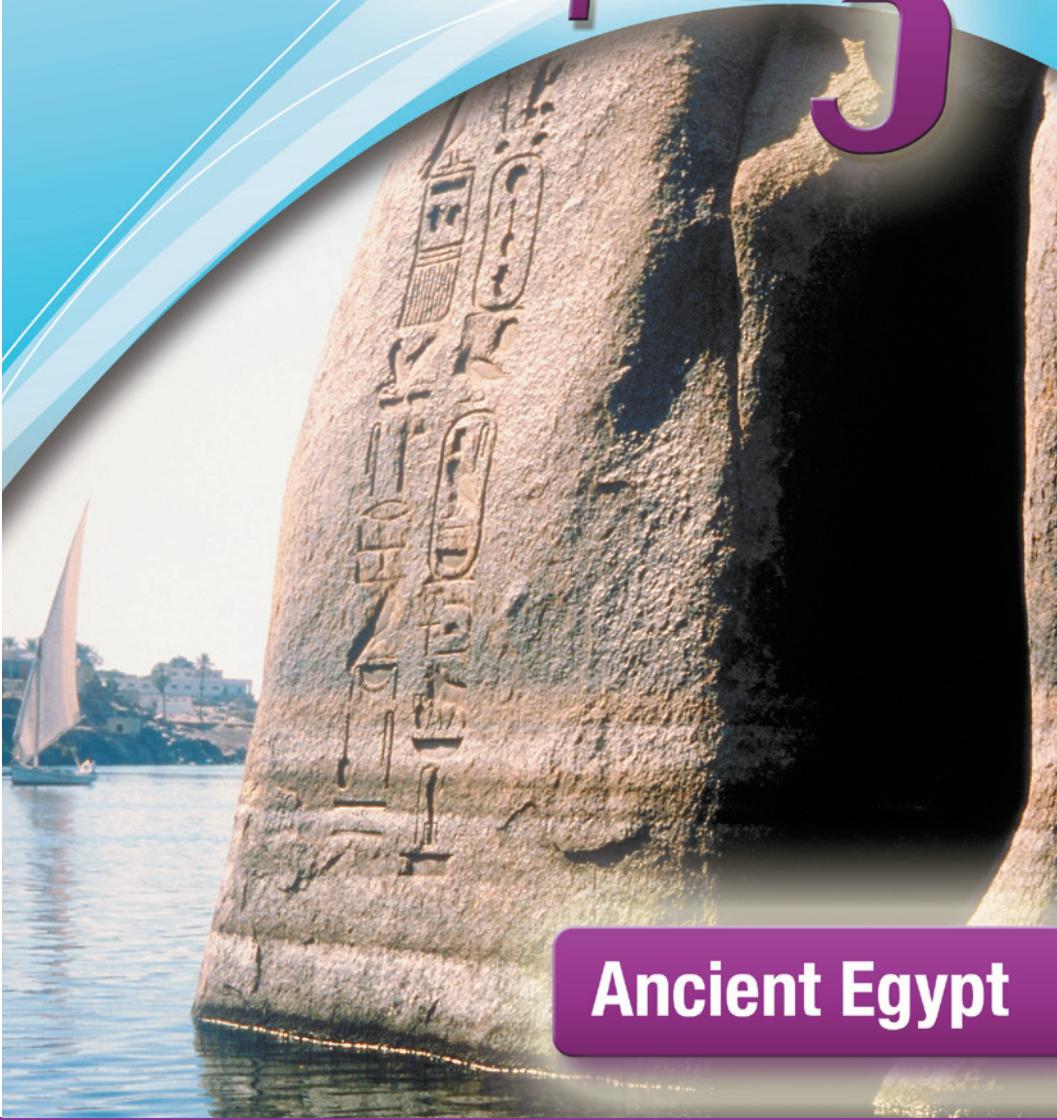


Chapter 3: Ancient Egypt

Lesson	TE pages	ST pages	AM pages	Content and skill objectives	Vocabulary
26	63–66	55–58	31	<ul style="list-style-type: none"> Explain how the geography of the Nile River led to the growth of the Egyptian civilization Identify the natural barriers that discouraged invasions from other civilizations Locate Egypt, the Mediterranean Sea, the Nile River, and the Sahara on a map 	
27	67–70	59–62	32	<ul style="list-style-type: none"> Explain how the Egyptians depended on the floodwaters of the Nile for survival Identify two ways the Nile helped the Egyptians become successful farmers Describe how God used Joseph to help the Israelites Explain how the flooding of the Nile affected taxes Explain how the flooding of the Nile led to the development of the calendar 	delta nilometer shadoof
28	71–74	63–66	33–34, 241–51	<ul style="list-style-type: none"> Identify the two geographic regions that made up ancient Egypt Identify the largest pyramid in the valley of Giza Describe the significance of the Rosetta stone Explain how the Egyptians used papyrus 	dynasty hieroglyphics papyrus pharaoh pyramid
29	75–76	67–68	33–35	<ul style="list-style-type: none"> Explain the mummification process Describe the history behind and the purpose for a cartouche 	canopic jars cartouche mummy sarcophagus
30	77	69	36	<ul style="list-style-type: none"> Gain an understanding of hieroglyphs Decipher and write hieroglyphs 	
31	78–82	70–74	37–42	<ul style="list-style-type: none"> Describe the three kingdoms of ancient Egypt Describe the Hyksos Explain how God used Moses to free His people from slavery Identify the rulers discussed in this chapter and their significance to this time 	
32	83–88	75–79, 413	43–45	<ul style="list-style-type: none"> Describe the social pyramid of ancient Egypt Examine characteristics of Egyptian culture in daily life Identify the significance of religion to the Egyptians Contrast Egyptian beliefs with biblical truth Complete a social pyramid 	amulet
33	89	80		<ul style="list-style-type: none"> Create a model of an Egyptian wig Demonstrate the ability to follow directions and work in a group 	
34	90	81	46	<ul style="list-style-type: none"> Compare and contrast two civilizations Demonstrate the ability to follow directions and work in a group Use a Venn diagram 	
35	91–95	82–86	47–49, 241–51	<ul style="list-style-type: none"> Compare the Kushite civilization with the Egyptian civilization Identify the two forms of written language that the Kushites developed Explain how Kush became wealthy Explain the advantages and the disadvantages of the Aswan Dam 	
36	96		50	<ul style="list-style-type: none"> Recall concepts and terms from Chapter 3 	
37	96			<ul style="list-style-type: none"> Demonstrate knowledge of concepts from Chapter 3 by taking the test 	

A complete materials list for the chapter is provided on the Teacher's Toolkit CD.

Chapter 3



Ancient Egypt

Chapter Overview

This chapter explores the development of the ancient Egyptian and ancient Kushite civilizations. Students will learn the importance of the Nile River to the land's economy, agriculture, and religion. Students will survey the history of the three kingdoms and the cultures of ancient Egypt and ancient Kush, with an emphasis on their accomplishments and significant pharaohs. The chapter also shows the mingling of the histories of the Hebrew people and the Egyptians. It unlocks ancient secrets of the pyramids, hieroglyphics, and mummies. Activities reinforce skills as the student deciphers hieroglyphs, makes an Egyptian wig, and compares ancient civilizations.



Web links—Check www.bjupress.com/resources for Web links that will enhance your lessons. Links have been carefully selected from reputable sites. However, be sure to carefully evaluate all material before you present it. Also be aware that links to some sites may become outdated, though efforts are made to keep them current.



Learning names of modern countries—Challenge the student to learn and memorize the names and locations of the modern countries in the region covered in this chapter. Blank outline maps are provided on the CD.

♦ Lesson 26 ♦

Objectives

- Explain how the geography of the Nile River led to the growth of the Egyptian civilization
- Identify the natural barriers that discouraged invasions from other civilizations
- Locate Egypt, the Mediterranean Sea, the Nile River, and the Sahara on a map

Vocabulary

There are no vocabulary words to introduce.

Materials

- Flow of the Nile, V 3.1
- Egypt Then & Now, M 3.1

Preview

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

Introduction

- What do you think of when someone says "Egypt"?
Answers will vary.

Teach for Understanding

Discussion

page 55

- What is this chapter about? *ancient Egypt*
- What do you think the symbols on the boulder mean? *Answers will vary.*
- What do you think is the significance of these symbols? *Answers will vary. They may be part of a monument. They may tell the distances to ports along the river.*
- What river do you think this is? *the Nile River*
- This is a picture of a marker near Elephantine Island, located in the Aswan area near the first cataract of the Nile River. During ancient times this island was a natural boundary between Egypt and Kush. Because of its strategic location, this island became an important defensive point and trading route.

Discussion

page 56

- ▢ Look at the timeline at the bottom of page 56.
- ▢ About how long did the Old Kingdom last? **500 years**
- ▢ How many years passed between the end of the Old Kingdom and the beginning of the Middle Kingdom? **160 years**
- ▢ What does the *ca.* in front of the date stand for? **circa** What does it mean? **around or approximately**
- ▶ From whom did the people of Egypt descend? **Mizraim, a son of Ham and grandson of Noah**
- ▢ What are some Bible accounts that occurred in Egypt? **possible answers: Joseph lived there after he was sold into slavery by his brothers. Abraham's sons went to Egypt during a famine. Moses grew up there. Joseph and Mary fled to Egypt with baby Jesus.**
- ▶ Where does the Nile River begin and end? **It begins in central Africa and ends at the Mediterranean Sea.**
- ▶ Why was Egypt called "the Gift of the Nile"? **Without the Nile River, Egypt as we know it would not have existed.**
- ▶ If you were to fly over Egypt, which would you see more of, desert or water? **desert**
- ▢ Why is this aerial view of the Nile River green? **The area near the Nile is green with vegetation.**

FOCUS Answers

1. Egypt has been called "the Gift of the Nile" because, without the Nile River, Egypt as we know it would not have existed.
2. the Sahara, the Nile's cataracts, the Mediterranean Sea, and the Red Sea

- FOCUS**
1. Why has Egypt been called "the Gift of the Nile"?
 2. What are Egypt's natural boundaries?

The Egyptian Civilization

At the time the Sumerian civilization was developing in Mesopotamia, other civilizations were growing in Europe, Asia, and Africa. A group of people settled in northeastern Africa in a land called **Egypt**. These people were the descendants of Mizraim, a son of Ham and a grandson of Noah. In the Bible the land is called Mizraim, but it is usually translated "Egypt." Several Old Testament accounts took place in Egypt.

The Nile

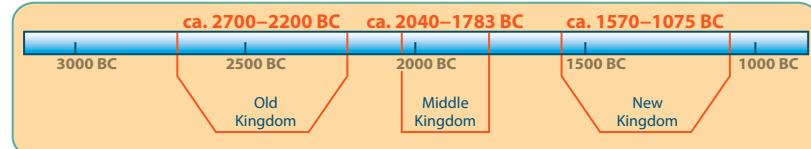
If you were to fly over Egypt, you would see a thin ribbon of green cutting a desert into two parts. Running through that green ribbon, you would see a long blue thread, the Nile River.

The **Nile River** is the longest river in the world. It begins in central Africa and runs four thousand miles north to the Mediterranean Sea.

Imagine how the descendants of Mizraim felt when they saw the mighty Nile River for the first time. Egypt has been called "the Gift of the Nile." Without the Nile River, Egypt as we know it would have not existed. The Nile was a necessary part of ancient Egyptian life.



Aerial view of the Nile River



56



Source of the Nile—The ancient Egyptians believed the Nile was a gift from the gods. They did not look for its source because they believed that a god poured the waters out for them.

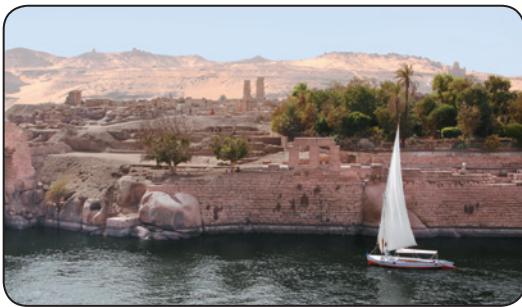
Many explorers have looked for the Nile's source. The Nile is not a single river, but is made up of the Nile, the White Nile, and the Blue Nile. Early expeditions encountered obstacles like cataracts, rugged mountains, and dense jungles. An expedition sent by the Roman emperor Nero was stopped by a huge swamp called the Sudd.

The following are some declarations of the Nile's sources.

- *Early 1600s*—A Spanish missionary traced the source of the Blue Nile to Lake Tana in Ethiopia.

- *Mid-1800s*—John Speke declared that a huge lake in the mountains of central Africa was the source of the White Nile. He named the lake Victoria, after the queen of England.

- *1930s*—A German discovered a mountain spring believed to be the Nile's southernmost headwater in the country of Burundi. A plaque on a small stone pyramid by this spring reads "the Source of the Nile."



The Nile River continues to provide water and transportation today.

The geography of Egypt protected the people from most outside invasions. The vast and treacherous desert, the Sahara, provided protection from enemies in the east and the west. As the Nile flows through the Sahara, sections of the river become very shallow and rocky, causing dangerous rapids. These areas are called cataracts. Six cataracts appear along the path of the Nile. The cataracts slowed the advancement of invaders using the river to attack from the south.

The Nile River provided other benefits for the people. The Egyptians depended on the Nile for food and water. Wherever the Nile flowed, plants grew nearby. However, where there was no water, all was desert. At the edge of some Egyptian farms, a person could stand with one foot in green grass and the other foot in yellow desert sand.

The Nile River became a useful highway for transportation. Travelers and traders navigated the river. Trade settlements developed near the cataracts, where river traffic slowed. Most major rivers

we are familiar with flow from north to south. The Nile, however, flows from south to north. The current floated boats northward. Winds blowing from the north moved boats with sails southward against the current.

Egyptians throughout history honored and gave thanks to the Nile. They gave it the nickname *Hapi*, which means “well fed” or “fat.” They worshiped the Nile as a god rather than acknowledging God, Who created the Nile. The following lines are from the Egyptian “Hymn to the Nile”:

Hail to thee, O Nile! Who manifests thyself over this land, and comes to give life to Egypt! ... Lord of the fish, during inundation [flood], no bird alights on the crops. You create the grain, you bring forth the barley, assuring perpetuity [eternity] to the temples. If you cease your toil and your work, then all that exists is in anguish. ... O Nile, come (and) prosper, come O Nile, come (and) prosper!



Silt from the Nile River provides rich farmland. Farmland touches the desert sand.

57

Discussion

page 57

Look at the picture at the top of the page. What does the Nile River provide even today? *water and a way for transportation*

► How did the geography of Egypt lead to the growth of the Egyptian civilization? *Its natural barriers protected it from invasion and the river provided food and transportation.*

In what ways can the geography of a country determine its success? *possible answers: Rivers may provide for transportation and trade. Fertile soil provides for agriculture. Natural resources provide for trade with other civilizations.*

► What were Egypt's natural barriers? *the Sahara and the Nile's cataracts*

► What did early settlers in Egypt discover about the Nile? *Wherever its water flowed, plants grew; where there was no water, it was desert.*

► What were the benefits of the Nile to the Egyptians? *food, transportation, and trade*

► What was the significance of the Nile's cataracts for the Egyptians? *The cataracts slowed the advancement of invaders using the river to attack from the south. It was a useful highway for transportation and trade. Trade settlements developed near the cataracts, where river traffic slowed.*

► What is an unusual characteristic about the Nile River? *It flows from south to north.*

Display the *Flow of the Nile* visual. Discuss that the elevation of the Nile is what causes the direction of the flow, not its orientation of north or south.

► How did travelers navigate the Nile? *The current floated boats northward. Winds blowing from the north moved boats with sails southward against the current.*

► How did the early Egyptians view the Nile? *They worshiped it as a god by honoring it and giving thanks to it.*

► What name was given to the Nile, and what does the name mean? *Hapi, meaning “well fed” or “fat”*

Discuss the “Hymn to the Nile” excerpt.

Is this hymn a primary or secondary source? *primary*

How does this hymn show that the ancient Egyptians worshiped the Nile as a god? *The Nile is attributed with creating life and prosperity.*

What does toil mean? *continuous, exhausting labor*

► In this hymn what things did the Egyptians thank the Nile for? *possible answers: life, grain, fish*

To whom should the Egyptians have given thanks as their provider? *the true God*

Read together Exodus 20:1–5.

Which of the Ten Commandments teaches us whom we should worship? *the first*

The Region Today

Discussion

page 58

- ⊕ Caption answer: *the Mediterranean Sea*
- On what continent is Egypt located? *Africa*
- What physical feature borders the east and the west of the Nile? *the Sahara*
- Locate all the modern capitals shown on the map. *Cairo, Jerusalem, Amman, Damascus, Beirut, and Nicosia*
- Name the two large bodies of water. *the Red Sea and the Mediterranean Sea*
- ⊕ How many miles is it from Cairo to Jerusalem? *about 300 miles (about 500 km)*
- What modern countries border Egypt? *Libya, Sudan, and Israel*
- What is Egypt's greatest natural resource? *the Nile River*

Activity Manual

Reinforcement—page 31

Egypt

Location—The Arab Republic of Egypt is located in northeastern Africa. Ancient Egypt was the land along the Nile River. Egypt is bordered by Libya to the west, Sudan to the south, the Red Sea to the east, and the Mediterranean Sea to the north.

Climate—Egypt has hot, dry summers and moderate winters. Temperatures range from 107°F (42°C) in the summer to 55°F (13°C) in the winter.

Topography—The land is dominated by the Nile River and its valley. Desert lies to the east and west of the Nile. The Sinai Peninsula is in eastern Egypt.

Natural Resources—Egypt's greatest natural resource is water from the Nile River. Other natural resources include iron ore, petroleum, natural gas, phosphate, limestone, manganese, talc, zinc, asbestos, gypsum, and lead.



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Current events—Challenge the student to choose a modern capital from the *Egypt Then & Now* map. Have him research to find a news article from that capital and present it to the class.

- FOCUS**
- What were some of the tools early Egyptians used for irrigation?
 - How many seasons did Egypt have?

Flooding of the Nile

Each summer in ancient Egypt, the Nile overflowed its banks. Melting snows in African mountains and heavy spring rains far to the south caused the river to rise dramatically. The water would rush down the mountains and across the flat land of Egypt. Soon everything except the tallest palm trees was under water. The flood typically lasted for four months. During those months the water soaked into the land. Silt would settle from the water. This silt became the life-sustaining feature of the flood. Without the annual fertilizing quality of the silt, the crops would not have thrived.

Farming Along the Nile

When the land was nearly dry from the flood, Egyptian farmers went to work in their fields. Because the soil was still soft, plowing was not necessary. The farmers simply scattered their seeds onto the damp ground. After that, they walked their farm animals back and forth



Shadoofs are still used in some areas today.
What do you think were the benefits and disadvantages of using a shadoof?

59

Materials

- ⌚ The Nile River, M 3.2
- ⌚ Ancient Egyptian Water Wheel, V 3.2
- samples of fruit such as watermelon, cantaloupe, cucumber, pomegranate, dates, figs, and grapes

Introduction

- Do you know anyone who grows a garden?
- What do plants need in order to grow? *fertile soil, water, and sunlight*

Guide a discussion about the kinds of crops and the tools and the tending necessary for planting and caring for a garden.

Vocabulary

shadoof
delta

nilometer

- In today's lesson we will learn how the ancient Egyptians watered their crops in an unusual way.

Preview

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

Teach for Understanding

Discussion

page 59

- What were some of the causes of the flooding of the Nile? *melting snow and spring rain flowing from the mountains*
- How long did the flooding of the Nile usually last? *four months*
- What role did the Nile play in making Egyptian soil fertile? *Flooding spread fertile silt into surrounding farmlands.*
- 💡 What was the difference between the way Egyptians planted seeds after a flood and how the Sumerians planted? *The Egyptians scattered seeds onto the damp ground and walked the farm animals across the field to push the seeds into the soil. The Sumerians plowed fields and then planted the seeds.*
- What two things helped the Egyptians become successful farmers? *silt and irrigation*
- What were two tools the Egyptians used to water crops? *shadoof and water wheel*
- Describe a shadoof. *It was a long pole with a bucket on one end and a weight on the other. Farmers used the weight to lift water from the Nile into irrigation canals.*
- Use the glossary to define irrigation. *a way of supplying water to crops*

💡 Caption answers: *possible answers: benefits—helped water crops, lifted heavy buckets of water; disadvantages—difficult to lift and dump one bucket at a time, damage during flooding*

FOCUS Answers

- shadoof and water wheel
- three seasons

Discussion

page 60

Display *The Nile River* map.

❖ Caption answer: *They slowed river traffic, causing trade settlements to develop. They discouraged invaders from the south.*

❖ From which mountain range does the Nile originate? *Ethiopian Highlands*

❖ From which two rivers does the Nile River flow? *the Blue Nile and the White Nile*

➤ How wide is the strip of fertile land along the Nile River? *about ten miles wide*

💡 What is a delta? *a place where mud, sand, and dirt settle in a triangular area at the mouth of a river*

➤ Why was the Nile Delta an ideal place to grow crops? *The land was low and well watered.*

📖 Genesis 45:9–11 tells of a time of famine when Joseph sent for his father to move to the Nile Delta. What is the Bible name for this area? *land of Goshen*

Display the *Ancient Egyptian Water Wheel* visual.

After the floodwaters of the Nile receded, the Egyptians found ways to irrigate their crops. One way was by using a water wheel. As the animals walked, the wheels and gears turned to draw the water up in the pots and empty it into the canal.

❖ What do you think were the advantages and disadvantages of using a water wheel? *Answers will vary.*

Advantages: It watered the crops. Animals could turn the water wheel. Disadvantages: Few farmers could afford it. Flooding could destroy it.

➤ What kinds of crops did the Egyptians grow? *possible answers: cucumbers, melons, dates, figs, wheat, barley, onions, garlic*

➤ What other food did the Nile River provide? *fish and fowl*

➤ How were Egypt's large harvests beneficial? *The people were able to store food for times of famine.*

➤ Did Egypt consume all its own food? *No, the food was shared with foreigners in need.*

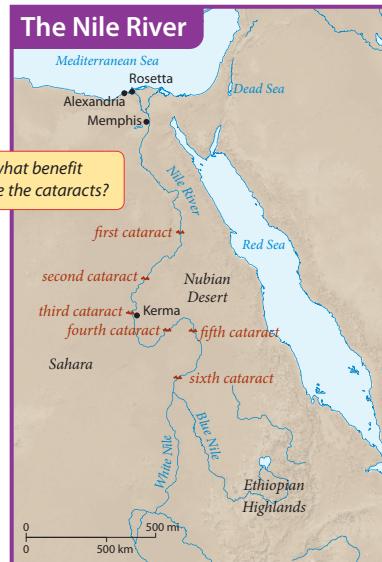
➤ Did the Nile River flood every year? *no* What happened when it did not flood? *There would be a time of famine.*

💡 What is a famine? *a severe food shortage*

💡 What could cause a famine? *a drought (a time of little or no rain)*

Joseph's willingness to share food was used by God to provide for His chosen people, Israel, during a famine. Christians should show God's love by sharing with others in need. [BAT: 5b Giving]

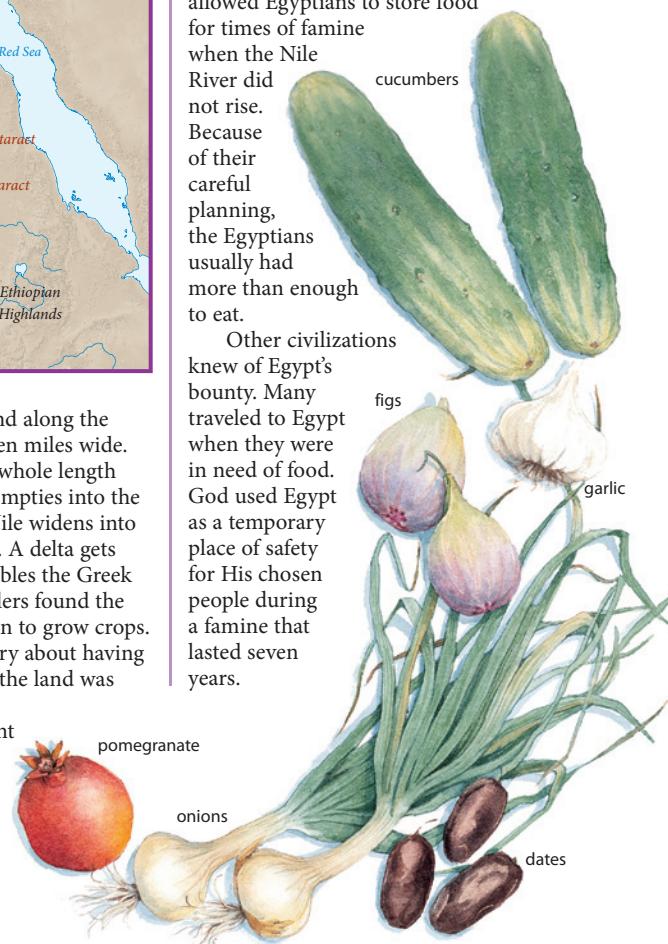
➤ What Bible account describes a family's journey to Egypt during a famine? *Genesis 47:1–6, Joseph's family in Egypt*



many kinds of fish and waterfowl. People also raised animals, but usually only the wealthy had them for meat.

Because Egypt's land was fertile and watered by the Nile, much food was produced. Egypt became the storehouse of the ancient world. Large harvests allowed Egyptians to store food for times of famine when the Nile River did not rise. Because of their careful planning, the Egyptians usually had more than enough to eat.

Other civilizations knew of Egypt's bounty. Many traveled to Egypt when they were in need of food. God used Egypt as a temporary place of safety for His chosen people during a famine that lasted seven years.



60



Nile delta—During ancient times, the delta had seven branches that watered the surrounding area.

Today there are only two branches because of the drying climate. With irrigation, two or three kinds of crops are harvested each year.



Egyptian food—Encourage the student to taste each item that you brought. Explain that Egyptians grew vegetables and fruits year round. You may choose to have a parent volunteer to put together fruit cups ahead of time.



In the Bible

The colorfully dressed people in the middle band of this Egyptian wall painting may be the Israelites being presented by Joseph to the pharaoh.

Joseph

During a period known as the Middle Kingdom, a young Hebrew named Joseph was taken from Canaan to Egypt after his brothers sold him to some traveling merchants. Joseph had already made up his mind to serve God no matter where he was. Potiphar, the captain of the pharaoh's guard, bought Joseph as a slave. While serving in Potiphar's house, Joseph was falsely accused by Potiphar's wife and sent to prison.

God blessed Joseph for his faithfulness. Soon Joseph was placed in charge of the other prisoners. During his time there, Joseph interpreted the dreams of some of the pharaoh's imprisoned workers. One day Joseph was taken to see the pharaoh. The pharaoh had been having dreams that his magicians and wise men could not interpret. God helped Joseph interpret the pharaoh's dreams about withered grain and starving cattle. Joseph explained that the dreams were God's message about a famine that would come. However, God would allow Egypt to have seven years of good harvest before the famine. Joseph advised the pharaoh to have Egypt save food and prepare.

The pharaoh was grateful and chose Joseph to manage the harvests and plan for the famine. When the famine years came, people went to Joseph to buy food. The famine had also devastated the region beyond Egypt. But Joseph's wise planning gave Egypt the ability to provide for both its people as well as others in the region.

Joseph's family was among those who came for food. He invited them to live in Egypt. Over time, they grew into the nation of Israel (Exod. 12:40–41). Joseph's life is an example of how God blesses those who honor Him.

Joseph's family did not return to Canaan after the famine ended. Read Exodus 12:40–41 to find how many years the Israelites remained in Egypt. **430 years**

What celebration do Jews throughout history observe to signify the Israelites' leaving Egypt? **the Passover**

What does Joseph's life teach? **God blesses those who honor Him.**

Joseph's responses to trials are examples for Christians when God takes them through difficult experiences. Joseph was kind and forgiving toward those who had wronged and hurt him. He remained faithful to God through all his trials. [BATS: 2c Faithfulness, 5a Love, 6e Forgiveness]

61

Discussion

page 61

What is the significance of the wall painting? **The colorfully dressed people may be the Israelites. If so that would place them in Egypt during Joseph's time.**

During which Egyptian period was Joseph taken to Egypt as a slave? **the Middle Kingdom**

Who bought Joseph as a slave? **Potiphar, the captain of the pharaoh's guard**

What had Joseph determined in his heart to do? **serve the Lord** [BAT: 2c Faithfulness]

Why was Joseph imprisoned? **He was falsely accused by Potiphar's wife.**

How did Joseph respond, and how was he rewarded? **He remained faithful to God,**

and he was put in charge of the prison.

[BAT: 4d Victory]

How did Joseph help the pharaoh? **With God's help, he interpreted the pharaoh's dream.**

How did the pharaoh show his gratitude for Joseph's help? **He chose Joseph to manage the harvests and plan for the famine.**

Who came to buy food from Joseph during the famine? **people from other regions, including his family**

How did Joseph treat his family? **He forgave them and gave them food.**

How might he have been tempted to treat them? **possible answers: refuse to give them food, imprison them, treat them rudely to punish them for selling him as a slave**

Discussion

page 62

- What instrument did the Egyptians use to measure the Nile's water levels? *a nilometer*
 - Why did governmental officials keep detailed records of the Nile's flooding? *for tax purposes*
 - How did the flooding relate to the amount of taxes paid? *Flooding made the soil fertile, resulting in better crops. Good crops brought in more taxes.*
 - Why did the Egyptians develop a calendar? *to determine when the Nile would flood*
 - What was the Egyptian calendar based on? *phases of the moon*
-  How many more days in a week did the Egyptians have than we do today? *three*
- What did the Egyptians use to keep track of time? *water clock and sundial*
 - What were the disadvantages of the water clock and sundial? *The water clock had to be refilled often and the sundial could only be used during the daytime.*

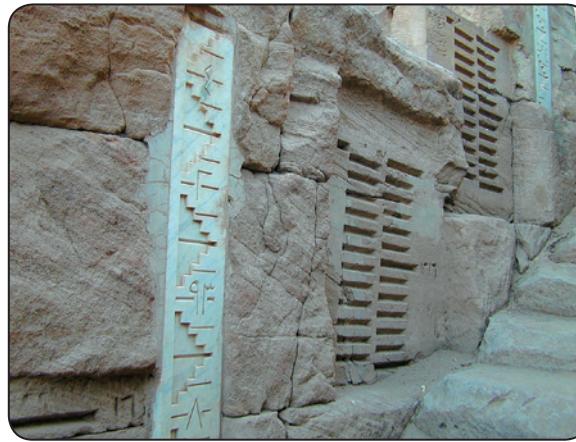
Activity Manual

Review—page 32

This Study Guide reviews Lessons 26 and 27.

Assessment **Quiz 3A**

The quiz may be given anytime after completing this lesson.



Nilometers on Elephantine Island near the first cataract

this calendar was five days short of a full year, the Egyptians added five more days to the calendar. They used these days to celebrate the birthdays of the gods.

The Egyptians also used two types of twenty-four-

hour clocks—the water clock and the sundial. Both kept time, but each had a disadvantage. The water clock had to be refilled often. The sundial could only be used during the daytime. Ancient Egyptians used the stars to determine the time at night.

Comparison of Seasons and Calendars		
	Egypt	United States
Seasons in a year	3	4
Months in a season	4	3
Days in a month	30	28–31
Weeks in a month	3	4–5
Days in a week	10	7

Taxes and Time

All Egypt depended on the Nile River. Governmental officials kept detailed records of when the river flooded and how high the water rose. The Egyptians used a **nilometer** (NY lahm uh tur) to measure the Nile's water levels. The measurements affected how much the people owed in taxes. The amount of taxes changed each year depending on how good the crops were. The more the Nile River flooded, the more fertile farmland there was to produce crops.

Because of the importance of the Nile's floods, the Egyptians developed a calendar that told the exact days on which the Nile was expected to flood. This calendar had three seasons: Flood (Akhit), Planting (Perit), and Harvest (Shemu).

The Egyptian calendar was based on the phases of the moon. There were four months in each season. Each month had three weeks with ten days each. Since

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Making a sundial—Get a dowel rod and twelve stones. In a sunny location draw a large circle in the dirt. Stand the dowel rod in the center of the circle. Place the stones evenly around the rod to resemble the numbers on a clock. Observe the shadow to determine the time.



Farming today—Challenge the student to research and write about various aspects of modern farming or gardening (e.g., planting, irrigation, fertilizing, harvesting, threshing, and weeding).



Egyptian seasons—In ancient Egypt, Perit was the name given to the cool season, and Shemu was the name given to the hot season.

Preview

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

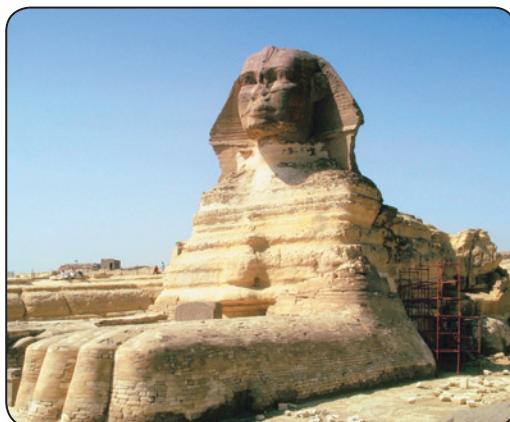
Teach for Understanding**Discussion****page 63**

Guide the student in completing the *Pyramid Organizer: Old Kingdom*.

- Which two areas did early Egyptians settle in?
Lower Egypt and Upper Egypt

Refer to the *Egypt Then & Now* map on page 58 as the areas of the Nile are discussed.

- What area was called Lower Egypt? *the plain around the Nile delta*
► What area was called Upper Egypt? *the area south of the Nile delta*
⊕ In which part of Egypt is Alexandria located? *Lower Egypt*
⊕ In which part of Egypt is the ancient city of Thebes located? *Upper Egypt*
► We tend to think of *upper* and *lower* in relation to north and south. In this case *upper* and *lower* refer to elevation, not direction.
► What is a dynasty? *a line of kings or rulers who belong to the same family*
► Who began the first dynasty in Egypt? *Menes*
💡 What was the main accomplishment of Menes? *He unified Lower and Upper Egypt into one kingdom.*



The Great Sphinx was built near the Great Pyramid during the Old Kingdom.

63

◆ Lesson 28 ◆

Introduction

- Some of the artifacts archaeologists have found in Egypt are writings.

Distribute the scrolls and direct each student to write a Bible verse or a fact about ancient Egypt on his scroll and roll it up. At a later time hide the scrolls around the classroom and provide time for the students to be “archaeologists” and find the scrolls and read the messages aloud.

- Today’s lesson will describe a kind of paper the Egyptians used to keep written records.

FOCUS Answers

1. The earliest pyramids were step pyramids made of mud bricks. Later pyramids were made of large cut stones that fit snugly together with smooth sides made of limestone.
2. Many artifacts were preserved for the afterlife. Egypt’s climate was hot and dry.



Preparing a scroll—For each scroll you will need a half sheet of paper, two drinking straws, and tape. Attach a straw to each end of the paper and roll into a scroll.

Objectives

- Identify the two geographic regions that made up ancient Egypt
- Identify the largest pyramid in the valley of Giza
- Describe the significance of the Rosetta stone
- Explain how the Egyptians used papyrus

Vocabulary

dynasty	hieroglyphics
pharaoh	papyrus
pyramid	

Materials

- prepared scroll for each student (See Teacher Helps.)
- *Pyramid Organizer: Old Kingdom, AM p. 33*

Discussion

pages 63–64

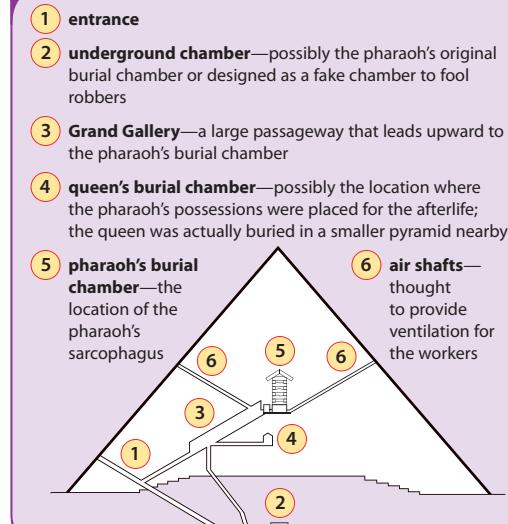
- Look at the History TimeLine on Activity Manual pages 241–51. Find Upper and Lower Egypt united under Menes. What other civilizations were developing at the same time as Egypt? *Sumerian and Olmec*

- What were the rulers of Egypt called? *pharaohs*
- What are rulers called in most other countries? *kings and presidents*
- What was probably the most spectacular accomplishment of the pharaohs? *the pyramids*
- What are pyramids? *large tombs*
- Were all pyramids built the same way? *no*
- Describe how the construction and materials changed. *The earliest pyramids were step pyramids made of mud bricks. Later pyramids were made of large cut stones that fit snugly together with smooth sides made of limestone.*
- Who was the largest pyramid built for? *Khufu*
- Where is Khufu's pyramid located? *Giza*
- Where was the queen buried? *in a smaller pyramid nearby*
- Examine and discuss the *Inside the Great Pyramid* diagram.
- Why were fake chambers built in the pyramid? *to mislead robbers*
- How much land did the Great Pyramid cover? *thirteen acres*
- Locate Giza on the *Egypt Then & Now* map on page 58.

The design of pyramids changed over time. Later pyramids were made of large cut stones. The large building blocks were carefully cut to fit snugly together. These pyramids had smooth sides made of polished limestone.

Each pyramid contained more than just the buried body of a pharaoh. Food, clothing, furniture, and even games and toys were placed in the pyramid's burial chamber. The pharaohs thought these things would bring them pleasure and ease in the next life. Small statues were also placed in the tombs. These were thought to act as servants to the pharaoh in the afterlife. Detailed scenes of daily life were painted on the walls to make the pharaoh feel at home. Pyramids were usually built for royalty, but some other Egyptians were able to afford such tombs as well.

The three pyramids in the valley of Giza are the most well-known. The largest of these is the **Great Pyramid**, which was built for the pharaoh Khufu (KOO foo). Khufu ruled during the Fourth Dynasty. His magnificent pyramid covers thirteen acres and can be visited today.

INSIDE THE GREAT PYRAMID

The Great Pyramid

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Background

Servants in tombs—It is believed that servants who were buried with their masters were killed with poison prior to being buried. The findings in the tomb of Queen Merneith suggest this likelihood. In her tomb all the servants' skeletons were found facing the same direction, as if the bodies had been placed there and posed rather than having suffered the violent death of being buried alive.



Pyramid at Giza—The Great Pyramid of Khufu is one of three at Giza. It is made of 2.3 million blocks. The average weight of each block is 2.5 tons. It rises to a height of 481 feet. Each side spans a length of nearly 2.5 football fields. Historians believe the workmen cut the blocks from quarries to the south, moved them to the Nile, rafted them downstream, and moved them from the Nile to the worksite. The only known tools that they used to cut, move, and position the blocks were copper saws, wooden rollers, sleds, ramps, and levers. The skilled workers built the pyramid with great precision. The corners of the Great Pyramid point almost exactly to the four compass points. The Great Pyramid is the largest building in the world.

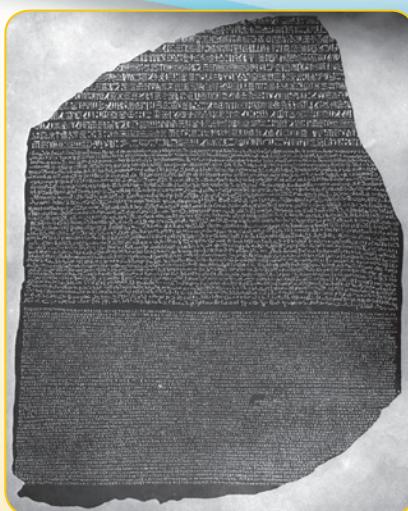
Echoes from the Past

The Rosetta Stone

Ancient Egyptian writing is called **hieroglyphics** (hy er uh GLIHF iks) or picture writing. People drew pictures of the ideas they wanted to express. This kind of writing was used from about 3000 BC to AD 1100—longer than any other form of writing used.

For many centuries after the Egyptian civilization declined, no one was able to read hieroglyphics. In 1799 a large black stone was found in the town of modern-day Rosetta, near the Mediterranean Sea. The stone was the lower part of an upright monument called a stele (STEE lee). This stele had been engraved to record a decree of the pharaoh Ptolemy (TOL uh mee). The inscription was written in Egyptian hieroglyphics, common Egyptian, and Greek.

The **Rosetta stone** became the key to unlocking the Egyptian language. Since Greek was a known language, it was used to translate the Egyptian symbols and words. However, it was not until 1822 that **Jean-François Champollion** (zhahn frahn-SWA shahn-po-LYON) successfully translated several of the hieroglyphics on the stone. Historians and archaeologists can now read Egyptian hieroglyphics for themselves.



The Rosetta stone was the key for unlocking the Egyptian language.

Artifacts

As with most civilizations, our knowledge about the Old Kingdom comes from its artifacts. Because the Egyptians were so careful to preserve things for the afterlife, a large number of objects survived. Egypt's hot, dry climate was also important in preserving

artifacts. If artifacts were from regions with high humidity, they decayed more quickly. In Egypt, however, ancient food items, clothing, and some colored paintings have survived. As a result, more has been learned about the ancient Egyptian civilization than any other.

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Discussion

page 65

Discuss Echoes from the Past.

- What is Egyptian writing called? **hieroglyphics**
- What do hieroglyphics look like? **pictures**
- 💡 What finding was the key to unlocking the Egyptian language? **the Rosetta stone**
- Where was the Rosetta stone found? **the modern-day town of Rosetta**
- Why was the Rosetta stone such an important discovery? **Greek was common so the hieroglyphs could be deciphered.**
- Who decoded the hieroglyphics on the Rosetta stone? **Jean-François Champollion**
- What was the Rosetta stone part of? **a monument called a stele**

- What was the purpose of the stele? **to record a decree of the pharaoh Ptolemy**
- In what two important languages was the message written? **Egyptian and Greek**
- 💡 How many years after the stone was found did Champollion complete his translation work? **twenty-three years later**
- 💡 Champollion worked patiently for many years before successfully decoding the Rosetta stone's message. Likewise, we should be diligent in each task that the Lord gives us to do. [BATs: 2c Faithfulness, 2e Work]
- From what does much of our information about the Old Kingdom of Egypt come? **artifacts**

- Why did the artifacts in Egypt survive better than artifacts in other civilizations? **The Egyptians were careful to preserve items for the afterlife. Egypt's hot, dry climate was good for preservation.**



Journal entry—Imagine that you discovered the Rosetta stone. Write a journal entry about the experience.



Rosetta stone—The Rosetta stone is a fragment of a stele of a decree to commemorate the coronation of the Egyptian king, Ptolemy V. The black basalt stone fragment is 3 feet 9 inches long, 2 feet 4 1/2 inches wide, and almost 11 inches thick. Today the Rosetta stone is on display in the British Museum in London.

Discussion

page 66

- What particular artifacts reveal much about the daily life of the ancient Egyptians? *colorful paintings inside the pyramids*
- What other structures did the pharaohs construct? *storehouses, beautiful palaces, and temples*
- In which two cities did the pharaohs mostly build? *Memphis and Thebes*
- From what kind of artifact have historians learned much about Egypt? *written records on papyrus*
- What is papyrus? *paper made from the pith of the papyrus plant*
- What was an advantage of paper made from papyrus? *It was light and thin and could be stored easily.*
- What did scribes and priests use papyrus for? *records, letters, and stories*
- In what other ways was the papyrus plant used? *to make baskets, boats, and rope*
- What fact about Champollion shows that he enjoyed studying languages? *He had mastered thirteen languages by the age of twenty.*

Activity Manual

Reinforcement & Study Skill—page 33

The pyramid organizer may be assembled after Lesson 35.

**BIOGRAPHY****Who:** Jean-François Champollion**What:** Egyptologist**When:** 1790–1832**Where:** France

By the age of nineteen, Champollion had received his Doctor of Letters. By age twenty he had mastered thirteen languages. He was appointed conservator of the Egyptian Museum at the Louvre in Paris. Champollion was the first to translate a portion of the hieroglyphics on the Rosetta stone. He died of a stroke at the age of forty-one.

readily available since it grew along the banks of the Nile. Papyrus was light and thin and could be stored easily. Egyptian scribes and priests used it for thousands of years to keep records, write letters, and tell stories. This natural plant resource was also used to make baskets, boats, and rope. People in Europe also used papyrus. They used it until the Middle Ages.



The largest artifacts in Egypt are structures such as the great pyramids and the Sphinx. The colorful paintings inside the pyramids tell us a great deal about the daily life of the Egyptians. In addition to pyramids, the pharaohs erected storehouses, beautiful palaces, and temples to their gods. Most of these buildings are located in the cities of Memphis and Thebes.

Historians have learned much about Egypt from records written on papyrus. **Papyrus** (puh PY ruhs) is the name given to the paper made from the pith (the soft sponge-like center of a stem) of the papyrus plant. Our word *paper* comes from the word *papyrus*. Papyrus was

Papyrus growing along the Nile River. Papyrus stems are cut into sections, peeled, and thinly sliced. The slices are soaked, layered, and pounded. The finished paper is then dried before use.

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**Making paper from papyrus—**

Information about daily life in ancient Egypt has been obtained from art and from papyrus records. Making the papyrus plant into paper took time and skill. Workers gathered the papyrus reeds, and the papyrus makers peeled the bark off the stems and cut the stems into very thin strips, each about a foot long and an inch wide. The strips were placed side by side on a cloth and another row of papyrus strips was placed on top of the first layer in the opposite direction.

The papyrus strips were soaked with water, covered with a cloth, and pounded to bind the fibers. After drying, the papyrus was smoothed with a stone or a shell. The sheets were glued together and rolled into a scroll.



Uses of papyrus—The papyrus plant roots were used for fuel, tools, or containers. Fibers of the plant were woven into ropes, sails, and blankets. Chewing gum was made from part of the plant. Boats were built by weaving papyrus strips together. The ark of bulrushes in which Moses was hidden (Exod. 2:3) may have been made of papyrus.

**Additional pronunciation**

Thebes (THEEBZ)

- FOCUS**
- Why did Egyptians make mummies?
 - What was the significance of the way the embalmer dressed?

Mummies

You have no doubt heard about Egyptian mummies. A **mummy** is a dead body that has been preserved from decaying. The study of mummies has given archaeologists a significant amount of insight about the ancient Egyptians. Studying mummies has revealed what the people of Egypt actually looked like. Because of their religious beliefs, the Egyptians carefully preserved the bodies of their dead. Some civilizations buried or burned their dead, leaving nothing for archaeologists to study.

As you can see from how Egyptians provided for a pharaoh's afterlife, they did not believe in the true God. They believed that without a body, a person could not exist in the next world. After a person died, his family paid a person called an *embalmer* to preserve the body.



Canopic jars
Which four organs were placed in canopic jars?

The embalmer dressed in the jackal-headed costume of the embalming god, Anubis. First, the embalmer cleaned out the body's skull. Then he cleaned the abdominal cavities and dried the liver, stomach, lungs, and intestines. The embalmer placed each of these organs in special containers called **canopic jars**. He then filled the body with spices. The body was soaked for seventy days in a salt solution called *natron*. Once removed from the natron, the body was washed and wrapped in linen strips.

The embalmer returned the preserved mummy to the family for burial. Wealthy families purchased several coffins that fit one inside another. The coffins were made of metal, wood, or stone. This type of stone coffin is called a **sarcophagus** (sahr KOH uh guhs). Some coffins were



An Egyptian mummy

67

◆ Lesson 29 ◆

Objective

- Explain the mummification process
- Describe the history behind and the purpose for a cartouche

Vocabulary

- | | |
|--------------|-------------|
| mummy | sarcophagus |
| canopic jars | cartouche |

Materials

- Mummy**, V 3.3
- roll of bath tissue for each group
- Pyramid Organizer: Old Kingdom** from Lesson 28
- Kinds of Mummies**, IA 3.1, for each student (for use with AM p. 35)

Introduction

Display the *Mummy* visual.

- What is this a picture of? **a mummy**
- As part of their religious beliefs, the ancient Egyptians preserved each dead body for the afterlife. The body was carefully wrapped in strips of linen cloth.

- Do the mummy wrapping activity.

Preview

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

Teach for Understanding

Discussion

page 67

- What is a dead body called that has been preserved from decaying? **a mummy**
- How are mummies helpful to archaeologists? **They give insight about ancient Egyptians and what they looked like.**
- Why did Egyptians make mummies? **They believed that preserving a body would ensure that person had a body in the afterlife.**
- What did a family do after a family member died? **The family would pay to have the body embalmed and preserved.**
- What did the embalmer wear as he did his job? **the jackal-headed costume of the embalming god, Anubis**

Discuss the embalming process. Provide additional resources from www.bjupress.com/resources, other websites, or the library.

- What were the containers called that the embalmer put the organs in? **canopic jars**
- Caption answer: **liver, stomach, lungs, and intestines**
- How did wealthy families bury their dead? **They purchased several coffins made either of wood, metal, or stone that fit inside each other for preserving the mummy.**
- What was a stone coffin called? **a sarcophagus**

FOCUS Answers

- Bodies were preserved as part of religious beliefs; without a body, a person could not exist in the next world.
- The embalmer dressed in the jackal-headed costume of the embalming god, Anubis.

Activity

Mummy wrapping—Give each group of four students a roll of bath tissue. Direct each group to wrap one student to resemble a mummy. Relate how the process the Egyptians used for making mummies was much more involved than this.

Discussion

page 68

- Why were servants sometimes buried with the deceased person? *so they could serve their master in the afterlife*

- 💡 What do you think were some of the items that were buried with the mummies of the wealthy?
Answers will vary and could include food, clothing, furniture, games, toys, and small statues of gods.

- 💡 Why do you think things were buried with people? *to bring ease and pleasure in the next life*

- 📖 The Bible teaches that Christians will be given new, glorified bodies when Christ returns (Phil. 3:20–21). [BATs: 1b Repentance and faith; 8a Faith in God's promises]

- 📖 Riches are temporary. Wealth cannot be taken with a person when he dies. Matthew 6:20 and Colossians 3:2 exhort Christians to lay up treasures in heaven and to set their affections on things above. [BAT: 7d Contentment]

Distribute and discuss *Kinds of Mummies*. You may choose to complete Activity Manual page 35 as part of the discussion.

- Why did the pharaoh have his name written inside a shenu? *The Egyptians believed the oval shape offered protection.*

- Where have archaeologists found shenus? *monuments, tombs, amulets, and papyri*

- 💡 What is an amulet? *an ornament worn to protect the wearer from evil spirits*

- What was written inside the shenus? *hieroglyphs that represented a pharaoh's birth name, throne name, and sometimes other information*

- Who invaded Egypt in the 1800s? *Napoleon Bonaparte*

- What did the French soldiers think the shenu looked like? *gun cartridges*

- What is the French word for cartridge? *cartouche*

- 📷 Look at the artifact. Locate the cartouche on it. Whose name is inscribed on the cartouche?
Rameses II

Activity Manual

Reinforcement & Study Skill—pages 33–34

Expansion—page 35

This page explores other cultures that used mummification and compares modern cryogenics with biblical truth. *Kinds of Mummies* (IA 3.1) is needed to complete this page.

Things People Did**The Cartouche**

A pharaoh often had the hieroglyphs of his name written inside an oval shape called a *shenu*. The word *shenu* came from the Egyptian word for "encircle." The Egyptians believed that the person whose name was encircled with a shenu would be protected.

A shenu served as a nameplate. Archaeologists have found shenus on monuments, tombs, amulets, and papyri. These shenus contained hieroglyphs that represented a pharaoh's birth name, throne name, and sometimes other information.

The shenu shape became very important to the Egyptians. The use of the shape extended beyond nameplates. Many sarcophaguses, burial chambers, and other structures were made in this long oval shape.

In the 1800s Napoleon Bonaparte invaded Egypt. His French soldiers saw shenus on buildings and artifacts. They thought the shape of a shenu resembled the shape of their gun cartridges. Since the French word for "cartridge" is *cartouche*, the soldiers gave the name *cartouche* (kar TOOSH) to the shenu symbols. Today archaeologists and historians continue to call them cartouches.



This artifact shows Rameses II with a bow and arrow next to a cartouche.

richly decorated. The mummy of a wealthy person was also buried with many items to be used in the afterlife.

Sometimes the deceased person's servants were buried with him so they could serve him in the afterlife.

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More information about amulets is presented in Lesson 32.



Scarab—The scarab was a symbol of the solar cycle and represented the god Khepri in hieroglyphs and in other ancient Egyptian writings. Khepri was an Egyptian creator god who was worshiped for the rising of the sun. The Egyptians believed that Khepri pushed the setting sun in the sky.



Napoleon Bonaparte—Challenge the student to research Bonaparte's campaign to Egypt and have him present his findings.

Activity

Design a cartouche—Challenge the student to design a cartouche for himself, using symbols that represent hobbies or personality traits. Display the cartouches and invite students to decipher them.

Background

Mummy—Besides people, Egyptians also mummified animals. Over one million mummified animals have been found in Egypt, many of which were cats.

Discovering How

Deciphering Hieroglyphics

Have you ever seen a message written in code and wondered what it meant? To decipher a coded message, you need a key. Champollion used Greek as a key to interpret the hieroglyphics on the Rosetta stone. In this activity, you will use a key containing a hieroglyphic alphabet to decipher and write hieroglyphic words.

1. Get your Activity Manual.
2. Match the words and hieroglyphic spellings in Section A.
3. Answer the questions in Section B using words spelled in hieroglyphics.
4. Write your name in hieroglyphics in the blank cartouche in Section C.



A modern restorer works to repair and preserve hieroglyphics in the tomb of Queen Nefertari, wife of Rameses II.

vulture A	foot B	hand D	reed E (I)	horned viper F (V)	pot stand G
house H	cobra J (G)	basket K (C)	lion L	owl M	water N
lasso O	stool P	hillside Q	open mouth R	folded cloth S (C)	bread loaf T
quail chick U (W)	two reeds Y	doorbolt Z	hobble rope CH	lake SH	cow's belly TH

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◆ Lesson 30 ◆

Introduction

Objectives

- Gain an understanding of hieroglyphs
- Decipher and write hieroglyphs

Vocabulary

There are no vocabulary words to introduce.

Materials

🕒 Hieroglyph Chart, V 3.4

- cards prepared with the words *pyramid*, *mummy*, *Nile*, *shadoof*, *flood*, *nilometer*, *delta*, *dynasty*, *hieroglyphics*, *papyrus*, *pharaoh*, *Egypt*, *cataracts*, *cartouche*, *sarcophagus*, and *artifact*

Display the *Hieroglyph Chart*.

- In ancient Egypt, pictures rather than letters represented different sounds. Some pictures could be used to represent more than one sound. Write the word *shop*. Ask students which hieroglyphs would be needed to write *shop* in hieroglyphics. The /sh/ sound will be written with one picture: lake. The final word should have a picture of lake, lasso, and stool.



lake
sh



lasso
o



stool
p

Divide the class into two teams. Instruct one student from each team to come to the front of the room to view a word. Explain that, when you give the signal, the students will write the word for display as quickly as possible using pictures from the *Hieroglyph Chart*. Instruct teammates to raise their hands as soon as they know the word. The first team to guess the correct word wins that round of the word race. Continue with the remaining word cards.

- If you did not have the chart, would you have been able to decode the words? *no*

Teach for Understanding

Discussion

page 69

- What is the man in the picture doing? *restoring and preserving hieroglyphics in Queen Nefertari's tomb*

- Use the chart to decode some of the hieroglyphs in the picture.

Guide the student in completing Activity Manual page 36.

Activity Manual

Activity—page 36

Assessment

🕒 Rubric—pages R 2–5

You may choose to grade Activity Manual page 36 rather than use a rubric. Select one of the prepared rubrics or customize a rubric to meet your specific needs.

◆ Lesson 31 ◆**Objectives**

- Describe the three kingdoms of ancient Egypt
- Describe the Hyksos
- Explain how God used Moses to free His people from slavery
- Identify the rulers discussed in this chapter and their significance to this time

Vocabulary

There are no vocabulary words to introduce.

Materials

- Bible for each student
- *Pyramid Organizer: Middle Kingdom*, AM p. 37
- *Pyramid Organizer: New Kingdom*, AM p. 39

Introduction

Conduct a Bible drill using the following verses. Direct the students to listen carefully as each verse is read in order to explain what the verses have in common.

Genesis 13:1 2 Kings 18:21
Genesis 15:18 Isaiah 19:21
Genesis 45:8 Joel 3:19
Exodus 3:20 Matthew 2:13
Exodus 12:51

- What do the verses have in common? *They all say something about Egypt.*
- Egypt played a role in the events of the Bible. In this lesson you will discover how biblical events relate to our study of ancient Egypt.

Preview

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

Teach for Understanding**Discussion****page 70**

Guide the student in completing the *Pyramid Organizer: Middle Kingdom*.

- What caused the Old Kingdom to fall? *The pharaohs were weak rulers.*
- What were the achievements of the pharaohs of the Middle Kingdom? *peace and stability; larger canals and ponds; trade; construction of forts, temples, pyramids, palaces, and other buildings*
- What was the significance of the canals and the ponds? *They stored the Nile's floodwaters for the dry season.*

- FOCUS**
1. How did the construction of pyramids differ between the Old Kingdom and the Middle Kingdom?
 2. Who was the first female ruler in Egypt?

Middle Kingdom

(ca. 2040–1783 BC)

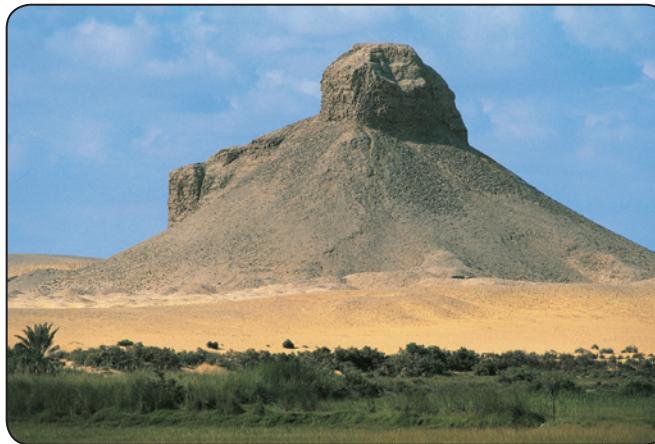
The Old Kingdom thrived for over five hundred years. However, the later pharaohs were weak rulers, and their reigns resulted in disorder and war. More than a century of fighting took place in the land. Then a new dynasty came into power. Egypt was united once again.

A new period began, called the Middle Kingdom. During this time the Egyptians experienced peace and stability. The pharaohs showed greater

care for the people of the land. Under their leadership, larger canals and ponds were made to store the Nile's floodwaters for later use during the dry season.

Egypt restored trade with its neighbors. The Egyptians built forts along the Nile River between the river's first and second cataracts. The presence of these forts helped control the trade routes. It was during this kingdom that the biblical account of Joseph took place.

Temples, pyramids, palaces, and other buildings were also constructed during the Middle Kingdom. The people decorated these buildings with sculptures and paintings, much like those of the Old Kingdom. However, the pyramids built during the Middle Kingdom were smaller and less grand than those of the Old Kingdom. Less care was used in their construction. Instead of using stone, builders used mud bricks. Since the bricks were less durable, not many of the Middle Kingdom's pyramids survived.



The Black Pyramid at Dahshur was built during the Middle Kingdom. How is this pyramid different from the one pictured on page 64?

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FOCUS Answers

1. Pyramids built during the Middle Kingdom were smaller and less grand than those of the Old Kingdom. Less care was used in their construction. Instead of using stone, builders used mud bricks, which were less durable. Not many of the Middle Kingdom's pyramids survived.
2. Queen Hatshepsut



The Hyksos considered the hippopotamus to be sacred.

New Kingdom (ca. 1570–1075 BC)

The peace of the Middle Kingdom did not always remain. The pharaohs neglected the security of the borders and failed to keep their forts in good repair. A people called the **Hyksos** (HIK sohs) took advantage of the defenseless situation and swept into Egypt. The word *Hyksos* means “foreign rulers.” Historians are not certain who these foreigners were, but evidence shows that the Hyksos brutally attacked and seized whatever they wanted. The Hyksos ruled for about 150 years. From these people the Egyptians learned to use weapons made of bronze and iron, as well as the horse-drawn chariot with two wheels.

An Egyptian prince named Ahmose eventually drove out the invaders. He

created a protective buffer south of the Upper Kingdom to prevent further invasions. He also expanded the kingdom farther east. This set the stage for what is called the New Kingdom.

The New Kingdom was the greatest period in Egyptian history. Ahmose made Egypt mightier than it had ever been. Eventually Egypt became a regional power. The pharaohs of the New Kingdom were warrior kings. They expanded Egypt’s borders by conquering neighboring peoples. They also gained wealth by trading with other civilizations to obtain gold and ivory.

Queen Hatshepsut (hat SHEP SOOT) was one of the early rulers during the New Kingdom. She ruled with her husband until his death and then ruled with her young nephew. She decided to make herself pharaoh. Hatshepsut was the first woman to be a ruler in Egypt.

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Discussion

page 71

Guide the student in completing the *Pyramid Organizer: New Kingdom*.

► **What people invaded Egypt?** *the Hyksos*

► **What animal did the Hyksos consider sacred?** *the hippopotamus*

► **What circumstances made it easy for the Hyksos to conquer Egypt?** *The pharaohs did not strengthen Egypt’s borders or keep the forts repaired.*

► **What did the Hyksos introduce to the Egyptians?** *bronze and iron weapons; the two-wheeled, horse-drawn chariot*

► **What earlier civilization had chariots drawn by animals?** *Sumerian*

► **What set the stage for the New Kingdom?** *Ahmose’s actions: He drove out the Hyksos, created a protective buffer south of the Upper Kingdom to prevent further invasions, and expanded the kingdom farther east.*

► **How did Egypt expand its borders?** *by conquering neighboring peoples*

► **Who was the first woman to rule Egypt?** *Queen Hatshepsut*



Hyksos—Some historians believe the Hyksos may have migrated from Asia or a nearby region. They only ruled northern Egypt, while native Egyptian pharaohs continued to rule from Thebes in the south. The Theban pharaohs eventually drove the Hyksos from Egypt.



Ceremonial beard—Some statues of Queen Hatshepsut feature her with a ceremonial beard. Why might a queen portray herself in such a manner? Many of the pharaohs were portrayed with a ceremonial beard; she may have wanted to ensure that she looked the part of a pharaoh. Some say it was a symbol of her pharaonic power.

Discussion

page 72

- Book Discuss what important biblical event occurred during the New Kingdom. *The Israelite people were freed from slavery.*
- ▶ Whom did God raise up to free his people from slavery? *Moses*
- ▶ What happened early in Moses' life to prepare him for this task? *He was brought up and educated in the pharaoh's household.*
- ▶ Where was Moses when God called him? *in Midian*
- ▶ Whose permission did Moses need to free the slaves? *the pharaoh's*
- ▶ What finally convinced the pharaoh to let the Israelites go? *the tenth plague*
- Book What happened when the pharaoh changed his mind and chased the Israelites? *God destroyed the pharaoh's entire army in the Red Sea.* [Bible Promise: G. Christ as Friend]
- Book How did the ten plagues that God sent demonstrate the folly of the Egyptians' false religion? *Many elements of the plagues were gods that the Egyptians worshiped (the Nile, the frogs, the cattle, the sun, the pharaoh). These false gods could not protect the Egyptians from the plagues.*

In the Bible**Moses**

During the first part of the New Kingdom period, the Egyptians kept the Israelites enslaved. God used Moses to free His people from slavery.

Moses was an Israelite who was brought up in the pharaoh's household. There Moses probably learned to read and write, as well as studied history, arithmetic, and science.

After he committed a murder, Moses fled from Egypt. He lived in Midian as a shepherd. There God spoke to him from a burning bush. God told Moses to return to Egypt and lead the Israelites to freedom. Moses went before the pharaoh to ask him to free the slaves. When the pharaoh refused, God sent a series of ten plagues on the Egyptians. During the last plague, all the firstborn sons of the Egyptians died. The pharaoh finally agreed to let the Israelites go.

After the Israelites left, the pharaoh changed his mind. He chased them with an army and six hundred chariots. But the Lord protected the Israelites. He destroyed all of the pharaoh's army in the waters of the Red Sea.



Thutmose III (thoo-tuh MO suh) was the next pharaoh. He was the greatest Egyptian warrior king. He used the chariot to invade Palestine and Syria. During his reign, the Egyptian empire stretched to the Euphrates River in the northeast.

Not all pharaohs began ruling as adults. Try to imagine being the ruler of a powerful civilization at your age. **Tutankhamen** (TOOT ahng KAH muhn), also called King Tut, was only nine years old when he became pharaoh of Egypt. He died when he was about nineteen and was buried at Thebes in the Valley of the Kings. He did nothing of great importance during his short reign. However, King Tut is famous for his tomb. It is described as one of the greatest discoveries of all time.

The British archaeologist Howard Carter discovered the tomb in 1922. The tomb was found in very good condition.

It contained thousands of objects and much wealth. Carter took over eight years cataloging all the statues, furniture, toys, pottery, and precious objects he found. Because of King Tut's tomb, historians now have extensive information about how the pharaohs of the New Kingdom lived and died.



Golden funerary mask of Tutankhamen



Howard Carter near Tutankhamen's golden sarcophagus



Tutankhamen—King Tut's pyramid was smaller than other pyramids. It was buried by sand and stone fragments as larger pyramids were built nearby. Consequently, his pyramid seems to have escaped the notice of thieves who stole most of the treasures buried with royal mummies in the more prominent pyramids.

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Discussion

page 73

- What was Thutmose III known for? *being the greatest warrior king*
- How old was King Tutankhamen when he began his rule? *nine*
- 💡 How would you like to be king or queen at the age of nine? *Answers will vary.*
- How old was King Tutankhamen when he died? *nineteen*
- What were the king's achievements? *nothing of great importance*
- What is King Tutankhamen remembered for? *his tomb*
- By whom and in what year was King Tut's tomb discovered? *Howard Carter, a British archaeologist; 1922*

- What was found in the tomb? *statues, furniture, toys, pottery, and other precious objects*
- How was the finding of King Tut's tomb beneficial? *It revealed much about how the pharaohs of the New Kingdom lived and died.*
- What is a funerary mask? *It is a mask made of gold, wood, or a substance like papier-mâché to resemble the deceased person's face. It is placed over the head and the shoulders of the deceased.*
- 💡 Look at the bottom picture. What is this sarcophagus covered in? *gold*
- 💡 Carter is examining the image of Tutankhamen carved on the coffin inside the sarcophagus. Tutankhamen's funerary mask was on his mummy inside the coffin.

Discussion

page 74

- Who was the greatest enemy of Egypt that Rameses II defeated? *the Hittites*
- What were some of the accomplishments of Rameses II? *signed a lasting peace treaty with the Hittite king, built some of the greatest temples in Egypt*
- What was his most famous temple? *the temple at Karnak*

Direct attention to the picture of the statue at Karnak.

What do you think happened to the face on the statue? *Answers will vary, but it is believed that it was damaged by invaders.*

► Many statues were defaced by Muslim forces as they swept across Egypt. The Muslims were offended by the statues or graven images and damaged them to remove the offending faces. Centuries later, Muslims and others fired guns at the statues and defaced them.

► Why was Rameses II called Rameses the Great? *He had a reputation for being a wise and good pharaoh and was kind to his subjects.*

What do you think the Egyptian people thought of Rameses? *Answers will vary.*

The statues of Rameses II were all extremely large. Another picture of the statues outside the temple at Abu Simbel is on page 86.

► What happened to the tomb of Rameses? *Robbers broke into it and stole most of its valuables.*

► What item from the tomb still exists today? *his mummy*

Direct the student to look at the map on page 58. Have the student find Egypt's capital, Cairo, where the mummy of Rameses can be viewed in the Egyptian Museum.

► What happened to Egypt after the death of Rameses? *Egypt grew weaker and eventually fell to invaders.*

Activity Manual

Reinforcement & Study Skill—pages 37–40

The pyramid organizer may be assembled after Lesson 35.

Review—pages 41–42

This *Study Guide* reviews Lessons 28–31.

Assessment

Quiz 3B

The quiz may be given anytime after completing this lesson.



Statue of Rameses II at the Karnak temple in Luxor, Egypt

Rameses II is also known as Rameses the Great. He had a reputation for being a wise and good pharaoh and was kind to his subjects. When he died, he was buried in a beautiful tomb. Although grave robbers broke into his tomb, his mummy was not destroyed. Today the mummy is in the Egyptian Museum in Cairo.

Egypt grew weaker after the death of Rameses II. The pharaohs were no longer able to protect the empire from invaders. Two hundred years after the death of Rameses, people from the west invaded Egypt. From then on Egyptians were ruled by foreigners until the 1900s, when the modern state of Egypt was formed.



Close-up view of one of the colossal statues of Rameses II guarding the Abu Simbel temple

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Karnak—The temples of Karnak are located in the ancient city of Thebes, the modern city of Luxor. There are three main temples and several small temples. Thebes was a major religious center. It was also the burial place for the pharaohs of the Middle Kingdom. The temples were built for the gods Mut, Menth, and Amen. There are ten monumental stone pylons and seven sets of obelisks.

Preview

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

Teach for Understanding

Discussion

page 75

Discuss that a triangle can be used to visualize the Egyptian social structure because the number of people in each level decreases as the levels go up.

- Why are the farmers, merchants, servants, and slaves at the bottom of the pyramid? *They represent the lowest and the largest social class.*
- Who made up the second level from the bottom? *priests, soldiers, scribes, and artisans*
- What do you think scribes did? *wrote, kept records*
- How could a person change social classes? *by finding favor with the pharaoh*
- What Hebrew slave found favor with the pharaoh and changed his social status? *Joseph*
- How did Joseph find favor with the pharaoh? *by interpreting his dream*
- Where were women on the social pyramid? *on every level*

Compare the ancient Egyptians' uses for music with its uses today.

- Why do you think the Nile was a theme for many of the Egyptian songs? *They believed it was the source of their life.*



U.S. social structure—Guide the student in researching the economic social structure of the United States. Discuss how a pyramid does not work since the lowest economic class is not the largest.

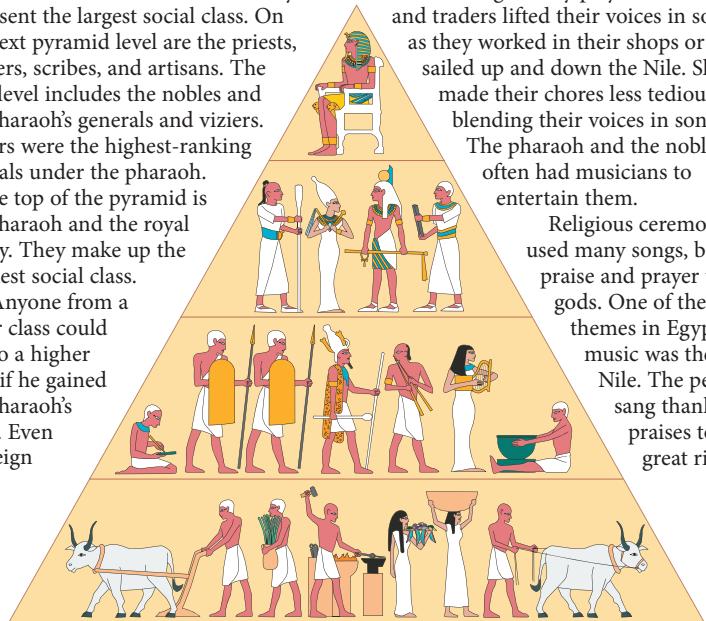
- FOCUS**
1. What was the social structure of Egypt shaped like?
 2. What did Egyptians wear to protect themselves from evil spirits?

Culture of Egypt

Social Classes

The social structure of ancient Egypt can be arranged in a triangle-shaped diagram called a **social pyramid**. An Egyptian's social class depended on his wealth or power. At the bottom of the social pyramid are the farmers, merchants, servants, and slaves. They represent the largest social class. On the next pyramid level are the priests, soldiers, scribes, and artisans. The next level includes the nobles and the pharaoh's generals and viziers. Viziers were the highest-ranking officials under the pharaoh. At the top of the pyramid is the pharaoh and the royal family. They make up the smallest social class.

Anyone from a lower class could rise to a higher class if he gained the pharaoh's favor. Even a foreign



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◆ Lesson 32 ◆

Introduction

Objectives

- Describe the social pyramid of ancient Egypt
- Examine characteristics of Egyptian culture in daily life
- Identify the significance of religion to the Egyptians
- Contrast Egyptian beliefs with biblical truth

Vocabulary

amulet

Materials

- balance (or *Balance*, V 3.5)
- *Pyramid Texts* (Resource Treasury)

slave could rise to a higher class. This happened to Joseph, a Hebrew slave who became the second-most-powerful man in Egypt.

Unlike in most ancient civilizations, some women in Egypt held important roles. Women were able to buy and sell property. Many worked as farmers or merchants and at other jobs usually held by men. Some even served in the temples as priestesses.

Music

The ancient Egyptians loved music. It was part of their everyday life rather than just for celebrations. Farmers sang while they worked in the fields. Children sang as they played. Raftsmen and traders lifted their voices in song as they worked in their shops or sailed up and down the Nile. Slaves made their chores less tedious by blending their voices in song.

The pharaoh and the nobles often had musicians to entertain them.

Religious ceremonies used many songs, both of praise and prayer to the gods. One of the main themes in Egyptian music was the Nile. The people sang thankful praises to the great river.

Display the balance or the *Balance* visual.

- What is this? *a balance*
- What is it used for? *to measure mass*
- What unit of measurement does it use? *gram*

Demonstrate how the balance works.

- In today's lesson we will learn about a balance that used a very different unit of measurement. The Egyptians believed that a god used such a balance to determine a dead person's entrance into the afterlife.

Focus Answers

1. a triangle or a pyramid
2. an amulet

Discussion

page 76

- What kinds of cloth did Egyptians use for clothing? *linen, cotton, and wool*
- What were Egyptian wigs made of? *human hair and beeswax*
- What kinds of hairstyles were popular among Egyptians? *Women usually had long hair. Men were bald or cropped their hair just above their shoulders.*
- What cosmetic did both men and women use? *kohl*
- What was the purpose for wearing kohl? *to make the eyes look bigger and to protect them from the glare of the sun*
- What did the Egyptians eat? *bread, melons, cucumbers, onions, dates, figs, fish, waterfowl, and meat*
- What plant did the people use to make clothes? *flax*
- What is an amulet? *an ornament that Egyptians believed gave protection from evil spirits*
- Look at the picture of the scarab amulet. What does it look like? *an insect*
- A scarab is a type of beetle. To the Egyptians, it symbolized the soul, life, and transformation.
- What objects do people nowadays believe give protection or good luck? *Answers will vary and may include a rabbit's foot, a lucky coin, a four-leaf clover, or some other small object.*
- What did the Egyptians depend on for a good afterlife? *their good works*
- Do some people today believe their good works will ensure them a place in heaven? *yes*
- What does the Bible say about good works and heaven? *Heaven is not attained by good works.*

Read and discuss Ephesians 2:8–9 or Titus 3:5.

- The Egyptians valued cleanliness. How do you think they reacted to the plagues sent by God when Moses faced Pharaoh? *Answers will vary. Elicit the idea that the plagues included blood, insects, disease, and death, all of which are considered vile and unclean.*

Daily Life

Egyptians were known for their cleanliness. Each day they wore fresh clothing made of linen, cotton, or wool. Ancient washrooms have been found in some of the ruins. With this in mind, you can imagine the terrible trial the plagues of frogs, lice, and flies sent by God were for the Egyptians.

Both men and women wore wigs made from human hair and beeswax.

Women usually wore their hair long, while men were bald or cropped their hair just above their shoulders.

Men and women also wore cosmetics. They used black cosmetic powder called kohl (KOL) to make their eyes look bigger. The kohl also protected their eyes from the glare of the sun. Egyptians loved strong-scented perfumes. On special occasions a woman might wear on her wig a cone made of scented animal fat. As the fat melted, the perfume was released.

Egyptians ate mainly bread made from either wheat or barley. They also ate melons, cucumbers, onions, dates, and figs. The river supplied them with many kinds of fish and waterfowl. They also raised animals for meat.

The Egyptians weaved flax, a kind of plant, into cloth to make their clothes. Men wore skirts that wrapped around



Female hairstyle with perfume cone, male hairstyle, child's hairstyle



Both men and women wore necklaces. These were often made of gold and beads. Many necklaces had large ornaments called amulets. The Egyptians believed that the amulet protected its wearer from evil spirits.

Egyptians believed that after they died they would be rewarded according to the good things they had done. The people put much time and effort into preparing for death and the afterlife.



Scarab amulet

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BIBLE
Purity—Although outward cleanliness is important, inward cleanliness is much more important to God. People can only be inwardly clean by having their sins washed away by the blood of Christ. [BATs: 1b Repentance and faith; 4b Purity; Bible Promise: B. Guiltless by the Blood]



CULTURE Kohl—The black cosmetic powder called kohl absorbs sunlight. It is similar to the black grease used by modern football or baseball players to reduce the glare of the sun on their eyes.

Boys of upper-class families started school at age four or five. Boys of the middle-class and lower-class families did not attend school. They learned the same trades as their fathers. Girls from all classes were trained by their mothers to run a household. Many girls were married about age thirteen.

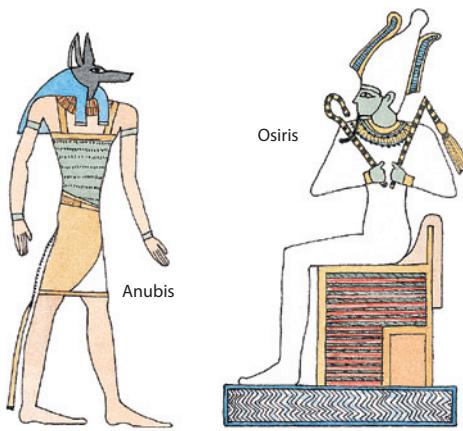
Everyone worked for the pharaoh. People were paid with food and clothing rather than with money. Most of the people were farmers or other laborers.

Religion

Although the people of Egypt had seen the power of the one true God, they refused to believe in Him. They continued to worship their own false gods. The Egyptians were polytheistic. They had hundreds of gods—one god for each village and city. There were gods of the land and of the heavenly bodies, such as the sun, moon, and stars. There were gods who provided protection. There were even gods who represented daily activities. Families built altars in their houses to worship their favorite gods.

Egyptians believed that Ra, the sun god, created and ruled the world. During the Middle Kingdom, the priests of Thebes joined their god, Amen, to Ra. They called the new god Amen-Ra. They also told everyone how to worship the new god. This made the priests very powerful.

Osiris, the god of the underworld, was a favorite of the Egyptians. They believed that after burial, a dead person



traveled by boat to the Hall of Judgment, where Osiris presided. Anubis, the jackal-headed god, weighed the dead person's heart against the feather of justice, order, and truth. A papyrus copy of the *Book of the Dead* was buried with the person. This scroll provided the person with instructions of what to do and say in the afterlife. The following translation is a portion of text from the book. It tells the person what to chant to declare his innocence during judgment.

I have not committed sins against men. . . . I have not made any man to weep. I have not committed murder. I have not given the order for murder to be committed. I have not caused calamities to befall men and women. . . . I have not carried away the milk from the mouths of children. I have not driven the cattle away from their pastures. I have not snared the geese in the goose-pens of the gods. . . . I have not stopped water when it should flow. I have not made a cutting in a canal of running water. . . . I am pure. I am pure. I am pure.

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Discussion

page 77

- At what age did boys begin school? *age four or five*
- About what age did many girls marry? *age thirteen*
- 💡 What does it mean to be polytheistic? *to worship many gods*
- Who did the Egyptians believe created the world? *Ra, the sun god*
- During the Middle Kingdom, what did the priests of Thebes do to Ra? *They joined their god, Amen, to Ra, making a new god named Amen-Ra.*
- 💡 Identify an example of how the Egyptians during the Middle Kingdom witnessed the power of the one true God.
- 💡 Some witnessed Joseph's ability to interpret dreams.
- 💡 Identify examples of how the Egyptians during the New Kingdom witnessed the power of the one true God. *through the ten plagues and the parting of the Red Sea*
- Who was the god of the underworld? *Osiris*
- What was Anubis's role in the Hall of Judgment? *He weighed the dead person's heart against the feather of justice, order, and truth.*
- What was buried with a person? *the Book of the Dead*
- What was the purpose of the Book of the Dead? *It provided instructions on what to do and say in the afterlife to declare one's innocence during judgment.*

- People cannot be saved by doing good things; people can be saved only by accepting Christ's sacrifice on the cross as a payment for sin. [BAT: 1b Repentance and faith; Bible Promise: E. Christ as Sacrifice]

Compare the *Book of the Dead* and the Ten Commandments (Exod. 20:1–17) as time allows.

Discussion

page 78

- Which god protected children? *Isis, the wife of Osiris*
- 💡 Why do you think the Egyptians thought they needed so many gods? *Answers will vary.*
- Which three gods formed the model family that Egyptians tried to follow? *Osiris, Isis, and their son, Horus*
- What was the significance of the Egyptian belief that the pharaoh was the son of Horus? *This made the pharaoh a god and the high priest of Egypt.*
- What ritual did the pharaoh follow every morning? *He had to awaken the idol of Horus, wash and clothe it, give it food, and put makeup on it.*



Changing gods—The names and roles of some of the Egyptian gods changed over time. For example, Ra joined with Amen to become Amen-Ra and at another time Ra joined with Horus to become Ra-Horakhty. This fluidity may account for why the pharaoh was sometimes associated with Ra (TE p. 87) and other times with Horus (ST p. 78). Contrast this with the biblical truth that God does not change. Examine God's promises in Psalm 102:27; Isaiah 40:8; Malachi 3:6; and Hebrews 13:8.



The Egyptians taught that Isis, the wife of Osiris, protected children. Their son, Horus, had the body of a man and the head of a falcon or a hawk. These three gods formed the model family that Egyptians tried to follow. There were also gods of medicine, education, music, and even love. Hathor, the goddess of love, had the body of a woman and the head of a cow.

Egyptians believed that the pharaoh was the son of Horus. This made the pharaoh a god and the high priest of Egypt. Every morning, after washing and dressing, the pharaoh went to the temple to "awaken" the idol of Horus. He washed and clothed the idol, gave it food, and put makeup on it. After that the people believed the day could proceed with the god's blessing.



Temple of Horus in Edfu, Egypt

Pyramid Texts

The Pyramid Texts are inscribed on the interior walls of certain pyramids. The texts include prayers, hymns, and spells for the dead pharaoh for his passage to his new celestial abode.

Thy two wings are spread out like a falcon with thick plumage, like the hawk seen in the evening traversing the sky (Pyr. 1048).

He flies who flies; this king Pepi flies away from you, ye mortals. He is not of the earth, he is of the sky. . . . Thou ascendest to the sky as a falcon, thy feathers are (those of) geese (Pyr. 913).

King Unis goes to the sky, king Unis goes to the sky! On the wind! On the wind! (Pyr. 309)

[S]tairs to the sky are laid for him that he may ascend thereon to the sky (Pyr. 365).

King Unis ascends upon the ladder which his father Re (the Sun-god) made for him (Pyr. 390).

Atum has done that which he said he would do for this king Pepi II, binding for him the rope-ladder, joining together the (wooden) ladder for this king Pepi II; (thus) this king is far from the abomination of men (Pyr. 2083).

"How beautiful to see, how satisfying to behold," say the gods, "when this god (meaning the king) ascends to the sky. His fearlessness is on his head, his terror is at his side, his magical charms are before him." Geb has done for him as was done for himself (Geb). The gods and souls of Buto, the gods and souls of Hierakonpolis, the gods in the sky and the

gods on earth come to him. They make supports for king Unis on their arm(s). Thou ascendest, O King Unis, to the sky. Ascend upon it in this its name "Ladder" (Pyr. 476–9).

Opened are the double doors of the horizon; unlocked are its bolts (Pyr. 194).

Thy messengers go, thy swift messengers run, thy heralds make haste. They announce to Re that thou hast come, (even) this king Pepi (Pyr. 1539–40).

This king Pepi found the gods standing, wrapped in their garments, their white sandals on their feet. They cast off their white sandals to the earth, they throw off their garments. "Our heart was not glad until thy coming," say they (Pyr. 1197).

O Re-Atum! This king Unis comes to thee, an imperishable glorious-one, lord of the affairs of the place of the four pillars (the sky). Thy son comes to thee. This king Unis comes to thee (Pyr. 217).

The king ascends to the sky among the gods dwelling in the sky. He stands on the great [dais], he hears (in judicial session) the (legal) affairs of men. . . . become thou a spirit dwelling in Dewat. Live thou this pleasant life which the lord of the horizon lives (Pyr. 1169–72).

Development of Religion and Thought in Ancient Egypt, trans. by James Henry Breasted (Chicago, 1912), pp. 109–15, 118–20, 122, 136.

413

Discussion

page 413

Display and discuss the *Pyramid Texts*. Note that the spellings in the primary source may differ from those in the Student Text.

- What kind of writing do you think was used to record the original *Pyramid Texts*? *hieroglyphics*
- Where can the *Pyramid Texts* be found? *inscribed on the inner walls of certain pyramids*
- What types of literature are included in the *Pyramid Texts*? *prayers, hymns, and spells for the dead pharaoh*
- What imagery is used to tell about the afterlife being opened to the dead pharaoh? *The double doors are unlocked and open.*

- What adjectives are used to describe King Unis? *imperishable and glorious*
- What do you think *imperishable* means? *not able to die*
- Does man deserve these descriptions? *no*
- How does the text say King Unis ascends to the sky? *by the stairs of a ladder*
- Who built the ladder for King Unis to ascend to heaven? *Re (Ra)*

In passages 476–79, the gods of the cities Buto and Hierakonpolis supported the ascension of the king. The belief that the king was received into the afterlife as a god by both cities shows the unity of Lower Egypt and Upper Egypt.

➤ Why would it be beautiful and satisfying for the king to ascend to the sky? *Answers will vary but should include the comforting idea that he would be well received in the afterlife.*

➤ Geb was the god of the earth. Of what significance is it that Geb welcomes the king in the same way he was welcomed? *It illustrates the belief that the pharaoh is one of the gods.*

In passages 1048 and 913, the dead king is making his journey to join Re (Ra), the sun god. Because a falcon flies high above the earth, the bird is often used as the symbol of Ra. The Egyptians believed that a pharaoh was the son of Ra and would join the gods after dying. The imagery of the falcon reinforces this idea.

➤ What imagery is used to tell about King Pepi's ascension? *a falcon and a hawk*

➤ What is the reaction of the gods at King Pepi's coming (passage 1197)? *They rejoice.*

➤ Luke 15:7 tells us there is joy in heaven. What is the joy a reaction to? *a sinner who repents*

➤ How is the basis for a person's entering heaven according to the *Pyramid Texts* different from what the Bible says? *possible answers: According to Egyptian beliefs, a person entering heaven declares his innocence based on his works. There is no mention of repentance. The Bible says one needs to repent of his sins and trust Christ alone for salvation.*



Pyramid Texts—The hieroglyphic *Pyramid Texts*, discovered in 1880, are older forms of literature than the *Book of the Dead* and are the oldest surviving literature from ancient Egypt.

King Pepi—King Pepi was the grandson of King Unis. The royal families were often buried together, so there would be hieroglyphics about more than one family member in the texts of the pyramid.



Readers theater—Assign different passages of the *Pyramid Texts* to the students to read as a readers theater.

Discussion

page 79

- Which pharaoh tried to change the religion of Egypt? **Amenhotep IV**
- What one god did he want the Egyptian people to worship? **Aton**
- 💡 What do we call a nation that worships only one god? **monotheistic**
- How did Amenhotep demonstrate that he worshiped Aton? **He changed his name to Akhenaton.**
- How did the people feel about this change of religion? **Priests did not like losing their influence, and the Egyptian people did not want to give up the old gods.**
- What happened to the religion after the death of Akhenaton? **His successor returned to the old polytheistic religion.**
- 📍 What is the family of Akhenaton worshiping? **the sun**
- 📍 Locate the cartouches. How many do you see? **nine**

Compare and contrast the beliefs of Egyptians with biblical truth by reading and discussing the *Egyptian Beliefs* box.

Activity Manual**Bible Connection—page 43**

This page presents some of the names of God and their meanings.

Reinforcement—page 44**Review—page 45**

This *Study Guide* reviews Lesson 32. You may choose to grade Section C with the *Essay Rubric* on page R 6.

Quiz 3C

The quiz may be given anytime after completing this lesson.

Relief carving showing Akhenaton and his family making an offering to the sun god Aton

One pharaoh of the New Kingdom tried to change the Egyptian beliefs. His name was Amenhotep IV. He believed there was only one great god, called Aton. The pharaoh even changed his own name to **Akhenaton** (AH kuh NAHT n) to show that he worshiped the god Aton.

The priests of the old gods did not like losing their influence. The Egyptian people did not want to give up the old gods either. After the death of Akhenaton, his successor, Tutankhamen, returned to the old religion.

**EGYPTIAN BELIEFS**

The Egyptians were polytheistic. Their gods were false and were invented by man. The Bible teaches that there is only one true God.

The Egyptians believed that, after death, they would be judged according to their works. If their works were good enough, they would spend the afterlife in a place of peace—fishing, hunting, and relaxing. The Bible teaches that where man will spend eternity depends on his relationship with Jesus Christ.

The Egyptians believed that they could preserve their souls and provide for them in the afterlife. The burial practices were based on this belief. They believed it was important to preserve the deceased body to preserve that person's soul. But they did not believe that body would ever live again. The Bible teaches differently. The resurrection of Jesus from the dead guarantees that all who put their trust in Him will also one day be raised bodily from the dead (1 Cor. 15:20).

Ancient Egypt was a great civilization for many centuries, but its greatness could not last forever. God allowed Egypt to fall to several other peoples, including the Kushites, the Assyrians, the Persians, the Greeks, and the Romans.

God tells us in Ezekiel 29:3–4 that He judged the Egyptians for their worship of false gods and their pride. Yet one day God will show mercy to Egypt. In Isaiah 19:21–22 the prophet Isaiah tells of a time when Egypt will turn to the Lord and He will heal them.



Nefertiti—Akhenaton's wife, Nefertiti, is thought to have been Egypt's most beautiful woman. She was a favorite subject for sculptors and portrait artists, and many representations of her exist in museums today. Nefertiti was a strong supporter of her husband's new monotheistic religion. Not only did she assist Akhenaton in religious ceremonies, but she also had a major influence on his political ideas and decisions as well. Near the time of Akhenaton's death, the name Neferneferuaten began to appear with his on documents, indicating a joint rule.

Discovering How

Making an Egyptian Wig

- Gather the following materials: glue, a stapler, a tape measure, colored construction paper, 5–6 yards of black yarn, and a 9-inch circle of black felt.
- Get a class member to measure the circumference of your head about an inch above your eyebrows.
- Connect 2-inch-wide strips of construction paper to form a headband 1 inch longer than the circumference of your head.
- Cut the black yarn into 8-inch lengths. Lay the headband out flat. Glue the yarn strands side by side along the length of the headband. Leave a 6-inch gap for your face in the center and 1 inch at one end for stapling.
- Staple the ends of the headband together. Staple or glue the circle of black felt to the inside of the headband to form the top of the wig.



◆ Lesson 33 ◆

Introduction

Objectives

- Create a model of an Egyptian wig
- Demonstrate the ability to follow directions and work in a group

Vocabulary

There are no vocabulary words to introduce.

Materials

- 5–6 yards of black yarn for each student
- tape measure
- construction paper
- 9-inch circle of black felt for each student

💡 Both men and women in ancient Egypt wore wigs. Some shaved their heads. What do you think their reasons were for doing this? *possible answers: for comfort from the hot climate, for cleanliness, to prevent lice*

Teach for Understanding

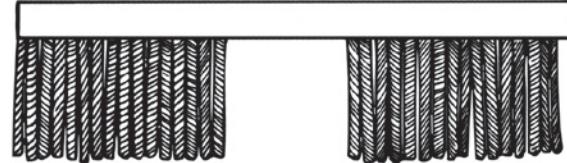
Discussion

page 80

- ▶ Read the steps for assembling the wig.

Group the students into pairs. Distribute the materials. Guide the students in working together to follow a procedure.

Use the pictures to help clarify steps 4 and 5.



Provide a time for the students to wear their wigs.

Assessment

🕒 Rubric—pages R 2–5

Select one of the prepared rubrics or customize a rubric to meet your specific needs.



Measuring head circumference—Direct the students to use a tape measure or some yarn to measure their head circumference. Direct them to find the length and then to lay the yarn along a yard stick to find the measurement.

Cutting yarn—Provide the students with a 4" × 8" piece of cardboard. Direct them to wrap the yarn around the 8" length then cut the looped yarn along the top and bottom of the cardboard.

Headband option—Ribbon may be used in place of the construction paper.

◆ Lesson 34 ◆**Objectives**

- Compare and contrast two civilizations
- Demonstrate the ability to follow directions and work in a group
- Use a Venn diagram

Vocabulary

There are no vocabulary words to introduce.

Materials

● *Venn Diagram, V 3.6*

Introduction

- ▶ Let's compare two of our favorite foods, pizza and spaghetti.
- ▶ What kind of organizer can we use to record our information? *Accept reasonable answers.*
- ▶ We will use a Venn diagram today.

Display the *Venn Diagram*. Guide a discussion as you complete the Venn diagram with class interaction.

Teach for Understanding**Discussion**

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- ▶ Read the steps for comparing and contrasting two civilizations.

Group the students into pairs. Guide the pairs in completing the activity and using information from Chapters 2 and 3.

Activity Manual

Study Skill—page 46

Assessment

● *Rubric—pages R 2–5*

You may choose to grade Activity Manual page 46 rather than using a rubric. Select one of the prepared rubrics or customize a rubric to meet your specific needs.

Exploring Together**Comparing and Contrasting Egypt with Mesopotamia**

Comparing and contrasting two things can help you learn more about them. When you compare and contrast, you are finding similarities and differences between things. The similarities and differences can be written in a chart or a Venn diagram.

Writers often use clue words to show similarities. Clue words that show similarities include *similar to, like, or resembling*. Clue words that show differences include *different from, but, unlike, or however*.

When you compare and contrast different civilizations, begin by looking for similarities. Some characteristics to look for are geography, climate, government, social structure, occupations, religion, and the advances each civilization has made.

1. Work with a partner to compare and contrast ancient Egypt with Mesopotamia. Use your Student Text and other resources.
2. Complete your diagram with the information that compares and contrasts these two civilizations.
3. Share your information.



Preview

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

Teach for Understanding**Discussion****page 82**

- Where was Kush located? *along the Nile River to the south of Egypt*
- How was Kush like Egypt? *It depended on the Nile for food, water, transportation, and trade. The Kushites used irrigation to farm.*
- What were the Kushite occupations? *farmers and animal herders*
- What did the people of Kush have an abundance of? *natural resources, including gold, copper, stone, fertile soil, ebony, and ivory*
- What is ebony? *dark, hard wood*
- What animal did the Kushites tame and use for work? *elephants*



Kush—An older alternative spelling to the word *Kush* is *Cush*. The adjectival form is *Cushite*, as used in the Bible. The term *Kush* has been found in Egyptian texts dating to the Old Kingdom. Many archaeologists prefer to use another name, *Nubia*, which is believed to have come from the Egyptian word for gold.

FOCUS Answers

1. Women in the Kushite civilization held a variety of roles. There were female warriors as well as queens and priestesses. Women were the primary caregivers of the children and the households.
2. The Kushite kingdom existed for more than a thousand years.

Introduction

- Egypt was not the only civilization along the Nile.
- 💡 What name is given to the southern part of the Nile? *Upper Nile*
- The civilization we will discuss today was in the Upper Nile region.

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◆ Lesson 35 ◆**Objectives**

- Compare the Kushite civilization with the Egyptian civilization
- Identify the two forms of written language that the Kushites developed
- Explain how Kush became wealthy
- Explain the advantages and the disadvantages of the Aswan Dam

Vocabulary

Meroitic

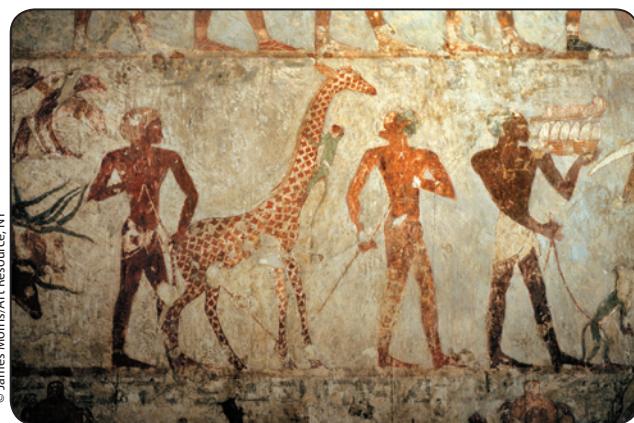
Materials

- ⌚ Pyramid Organizer: *Kush*, AM p. 47
- ⌚ *Kush Then & Now*, M 3.3
- ⌚ *Statue at Abu Simbel Being Moved*, V 3.7

irrigation system to be able to farm more land. In the southern part of Kush, the villagers raised cattle on the savanna, or grassy plain.

The people of Kush had an abundance of natural resources, including gold, copper, stone, fertile soil, ebony (dark, hard wood), and ivory. The Kushites' diet was more limited than the Egyptians' diet because Kush had less ground that was good for farming. The Kushites grew wheat, barley, and a variety of vegetables. They ate fish, cattle, and birds. Hippopotamus, ostrich, and turtle were delicacies that the people enjoyed on special occasions.

The Kushites used palm wood and bricks for building. They fashioned pottery out of clay. They were also skilled hunters. They used the bow and arrow to hunt elephants, lions, leopards, and panthers. Elephants were tamed and used as work animals. Sometimes the Kushites traded animals with other civilizations.



© James Moris/Art Resource, NY

Tomb painting
showing Kushites
leading a giraffe and
other animals

Discussion

page 83

- **Describe the two systems of written language that the Kushites developed.** *One was a form of hieroglyphics similar to the Egyptian hieroglyphics. The other was a form of script with symbols that looked like letters and were used to form words. This script was later called Meroitic.*
- **Identify similarities between Kush and Egypt.** *possible answers: Women were queens and priestesses. Women were the primary caregivers of the children and maintained the households. The religion was polytheistic. The architecture of the pyramids and the temples was similar. Both had writing systems.*
- **Describe how Kush developed into a civilization.** *Kush began as a strong village, became wealthy and powerful, and conquered smaller villages around it.*
- **Who began to fear the growing wealth, population, and power of the Kushites?** *the Egyptians*
- **What happened to Kush during Egypt's Middle Kingdom?** *The pharaoh and his army invaded and conquered Kush.*
- **How did Kush adopt the Egyptian culture?** *The Kushites dressed like the Egyptians, worshiped Egyptian gods, and changed the Egyptian hieroglyphics to accommodate their language.*
- **Caption answer:** *possible answers: The Kushite pyramids are smaller, shorter, steeper, narrower, and made of darker bricks.*



Pyramids in Kush
How do these pyramids compare with the Egyptian pyramids?

Like women in the Egyptian civilization, women in Kush held a variety of roles. There were female warriors as well as queens and priestesses. But women were still the primary caregivers of the children and maintained the households.

The people of Kush developed two systems of written language. One system was a form of hieroglyphics similar to the Egyptian hieroglyphics. The other system was a form of script, or handwriting, with symbols that looked more like letters. This script used a limited number of symbols to form words. The script language was later called **Meroitic** (mehr oh EE tick). It was named after the people of Meroë (MEHR oh EE), the ancient city where the language was first used. Scholars have been able to decipher only a little of the Meroitic language.

The Kushites, like the Egyptians, were polytheistic in their religion. They pictured their primary god, Amun, with

a head like a sheep's. The architecture of their pyramids and temples was also similar to that found in Egypt.

History of Kush

You have read how an ancient civilization sometimes begins as a strong village. This village then becomes wealthy and powerful and conquers smaller villages around it. Kush was one such strong village. As it gradually extended its power, Kush developed into a civilization. The people of Kush established Kerma as a capital city. Kerma began trading goods with Egypt.

As the Kushites became wealthier and more numerous, the Egyptians began to fear their growing power. During Egypt's Middle Kingdom the pharaoh led his army to invade Kush. The Egyptians completely destroyed Kerma and conquered Kush. Over time, Kush adopted the Egyptian culture. The Kushites dressed like the Egyptians, worshiped Egyptian gods, and changed the Egyptian hieroglyphics to fit their own language.

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Kushite pyramids—The pyramids in Kush were built hundreds of years after the last ones were constructed in Egypt. The Kushite pyramids were step pyramids made of mud bricks. The square bases were much smaller than those made by the Egyptians.

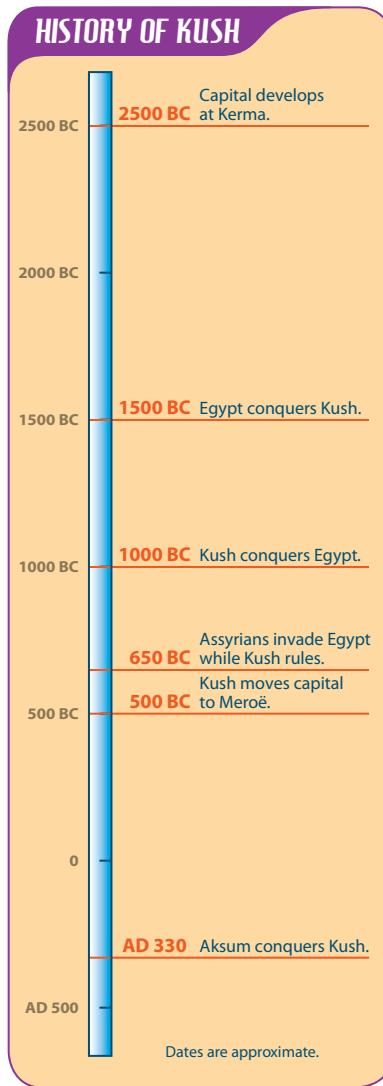
Egypt dominated the Kushites for about five hundred years. But toward the end of Egypt's New Kingdom, Kush became stronger. Egypt eventually lost control, and the Kushites established their independence. The Kushite king became known as a pharaoh, and Napata became the capital. Under the rule of Piye (PY), Kush eventually conquered Egypt. Kush ruled Egypt for only about forty years.

In the mid-600s BC, the Assyrians invaded Egypt during the Kushite rule. The Assyrians had the advantage of iron weapons, and the Kushites were unable to defend Egypt. The Assyrians drove out the Kushites, who returned to their homeland.

The Kushites established a new capital at Meroë. In the surrounding areas, they discovered iron ore deposits. Iron became a valuable item for trade with other civilizations. Kush also exported gold, pottery, tools, ivory, leopard skins, ostrich feathers, and elephants. Slaves were also exported. The Kushites imported jewelry and other goods.

After a period of about four hundred years, the Kushite civilization began to decline. They had used nearly all their natural resources. Most of the trees had been burned as fuel. The savannas were overgrazed and the cattle herds had diminished. Trade began to wane.

To the southeast of Kush, in what is Ethiopia today, the Aksum civilization had developed. Eventually the Aksum people destroyed Meroë and took over the land of Kush in AD 330. The Kushite kingdom had existed for more than one thousand years.



Piye—An alternative spelling for the name Piye is *Piankhi* (PY AN kee).



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Discussion

page 84

► Under whose rule did Kush eventually conquer Egypt? *Piye*

☒ Look at the History Timeline on Activity Manual pages 241–51. Find when Kush conquered Egypt. *1000 BC* What Bible event was happening about this time? *Saul was anointed king over Israel.*

► Who drove the Kushites from Egypt? *the Assyrians*

As needed, review who the Assyrians were and the extent of their rule from Student Text pages 51–52.

► What did the Kushites discover near Meroë that became a valuable item for trade? *iron ore*

► Why was this valuable? *It was traded with other civilizations.*

💡 What other important uses could iron have? *possible answer: Iron could be used for tools and weapons.*

► Why did the Kushite civilization begin to decline? *They had used nearly all their natural resources.*

► Who conquered Kush? *the Aksum people*

Discuss the events on the *History of Kush* timeline.

☒ How many years passed between Egypt's conquering Kush and Aksum's conquering Kush? *1,830 years*

☒ In what year did the Kushite capital move to Meroë? *500 BC*

Discussion

page 85

Display the *Kush Then & Now* map.

- On what continent is Kush located? *Africa*
- What were the three ancient cities in Kush? *Kerma, Napata, and Meroë*
- What land feature is the southern region of Kush? *savanna*
- What is Kush's greatest natural resource? *water from the Nile*
- What other resources are found in Kush? *gold, ivory, ebony, and iron ore*
- ❖ At what modern capital do the Blue Nile and White Nile merge into the Nile? *Khartoum*

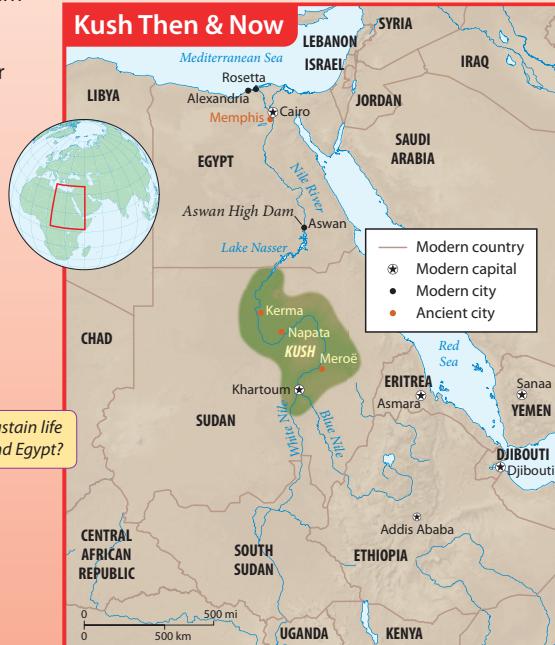
Caption answer: *the Nile River***Sudan**

Location—Ancient Kush was located in northeastern Africa along the Nile River in northern Sudan. Sudan is bordered by Egypt to the north; the Central African Republic, the Democratic Republic of the Congo, Uganda, and Kenya to the south; the Red Sea, Eritrea, and Ethiopia to the east; and Libya and Chad to the west.

Climate—Sudan has hot, dry summers with moderate winters. Temperatures range from 100°F (38°C) in the summer to 55°F (13°C) in the winter. The northern part of the land has little or no rainfall, while the southern part has a rainy season.

Topography—The land is dominated by the Nile River and five of its six cataracts. To the east and west of the Nile is desert. The southern region is savanna.

Natural Resources—The land's greatest natural resource is water from the Nile River. Other resources include gold, ivory, ebony, and iron ore.



What helped sustain life in both Kush and Egypt?

85

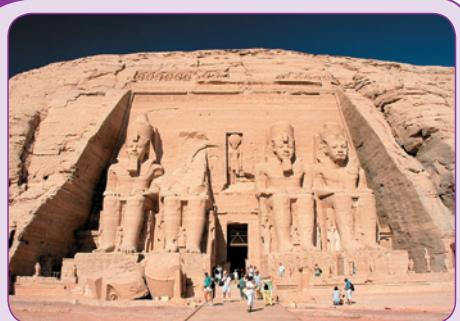
**Exploring the geography of**

Kush—Challenge the student to research and plan a presentation about the geography, resources, and wildlife of the savanna. Encourage him to include pictures in his presentation.

THE ASWAN HIGH DAM

Floods and droughts have been a part of Egypt's history since Bible times (Gen. 41:35–36). Many years the Nile River flooded, destroying the land and the crops. Throughout history Egyptians desired to control the water of the annual floods. In the late 1890s, while Egypt was under British rule, construction on a dam began. This dam was completed in 1902. It was located near the border of Egypt and Sudan. The dam helped control the annual flooding and held water in a reservoir for later release.

Over the next thirty years, the height of the dam was raised and hydroelectric generators were added. By the 1940s the height of the dam needed to be raised again. Instead the decision was made to build a second dam further upstream. After ten years of construction, the **Aswan High Dam** was completed in 1970. The first dam, known as the Old Aswan Dam, remains but has limited function.

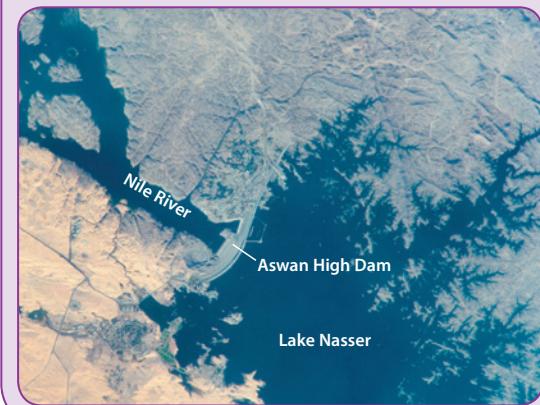


The Great Temple at Abu Simbel
What in the photograph lets you know that the statues are very tall?

The Aswan High Dam formed a large man-made lake, **Lake Nasser**. The water in this reservoir began covering many of the temples, tombs, and villages of ancient Kush. Archaeologists from other countries helped save as many artifacts as they could before the area was completely flooded. The Temples at Abu Simbel were moved to higher ground. Many other monuments were documented before the lake waters covered them.

Not everyone approves of the dam. Silt gets caught behind the dam, so the area below the dam no longer receives rich nutrients for farming. Expensive fertilizers have to be used instead. The dam has also affected fishing, since some fish feed on the silt in the water. People downstream depended on fishing from the river.

Satellite picture of the Aswan High Dam



86

Discussion

page 86

- What has been a part of Egypt's history since Bible times? *floods and droughts*
- What was constructed to help control the flooding? *a dam*
- What formed as a result of the Aswan High Dam? *Lake Nasser*
- What is a negative result of the dam? *It flooded many temples, tombs, and villages of ancient Kush, damaging many artifacts. Silt is caught behind the dam, so the area below the dam no longer receives rich nutrients. The number of fish lessened, affecting fishermen downstream.*
- ✍ How does building a dam fulfill God's mandate in Genesis 1:28? *Answers will vary but should include that God wants mankind to subdue the earth.*

Display and discuss the visual *Statue at Abu Simbel Being Moved*.

- 💡 The temples at Abu Simbel were moved to higher ground before Lake Nasser covered them. Why would preserving these temples be important? *possible answer: They are artifacts of ancient Egyptian history and are irreplaceable.*
- 📘 What difficulties do you think the workers would have faced as they moved the temple? *Accept reasonable answers.*
- 📷 Caption answer: *the difference in size between the people and the statues*

Activity Manual**Study Skill—page 47–48**

This is a pyramid-shaped organizer. After completion of the page, guide the student in cutting out and assembling all four of the pyramid organizers he has from past lessons. You may choose to provide a square of paper to use as a base.

Review—page 49

This *Study Guide* reviews Lesson 35.



Aswan High Dam—In the 1960s the Aswan High Dam was built in Egypt to control the Nile's flooding. The dam retains a large amount of water in Lake Nasser instead of allowing the water to flow over the land during flooding season as it once did. The water stored in Lake Nasser is used to irrigate the land during the dry seasons; it also provides electricity for factories and villages. Egypt can now irrigate its land year-round.

However, because the dam keeps the layer of silt from spreading over the land, Egyptian farmers must now use expensive fertilizers. Parts of the land around the Nile have eroded because of the lack of silt. The dam also causes land drainage problems in some areas. In addition, medical experts have noted an increase in a disease called *schistosomiasis*, thought to be carried by the snails of the Nile River. Before the dam was built, these snails died during the dry season.



Estimating height—Challenge the student to estimate the height of the statues at Abu Simbel, using the average height of a man as six feet tall.

◆ Lesson 36 ◆**Objective**

- Recall concepts and terms from Chapter 3

Introduction

Materials for the Chapter 3 Test will be taken from Activity Manual pages 32, 41–42, 45, and 49. The pyramid organizers may help with review and study. You may review any or all of the material during this lesson.

You may choose to review Chapter 3 by playing “Race down the Nile” or a game from the Game Bank (pp. G 1–2 ☺).

Activity Manual**Chapter Review—page 50**

This page lists the terms and concepts to be reviewed.

Activity **Race down the Nile**

Display *The Nile River* map (M 3.2 ☺). Make a sailboat for each team to use as a marker and place them at the point where the Blue Nile and the White Nile meet. When a student answers a review question correctly, he can move his team’s boat to the next destination along the Nile. The first team to reach the Mediterranean Sea wins.

◆ Lesson 37 ◆**Objective**

- Demonstrate knowledge of concepts from Chapter 3 by taking the test

Assessment**Tests—Chapter 3****Chapter 3 Summary**

Name _____

Define these terms

amulet	nilometer
canopic jars	papyrus
cartouche	pharaoh
delta	pyramid
dynasty	sarcophagus
hieroglyphics	shadoof
mummy	

Locate these places

Egypt
Kush
Lake Nasser
Mediterranean Sea
Nile River
Sahara

Tell about these people

Akhenaton
Jean-François Champollion
Queen Hatshepsut
Ramses II
Thutmose III
Tutankhamen

**Explain what happened**

the Hyksos invasion of Egypt

Be able to . . .

- Write an essay contrasting the Egyptian religion with biblical truth
- Explain how the Nile’s geography led to the growth of the Egyptian civilization
- Identify Egypt’s natural barriers that discouraged invasions
- Explain how the Egyptians depended on the Nile’s floodwaters for survival
- Identify the two things that helped Egyptians become successful farmers
- Describe how God used Joseph to help His people
- Explain how the Nile’s flooding affected taxes and the development of the Egyptian calendar
- Identify the geographic regions that united into one kingdom
- Identify the largest pyramid in the valley of Giza built by Khufu
- Describe the significance of the Rosetta stone
- Explain how the Egyptians used papyrus
- Describe the process of making mummies
- Describe the three kingdoms of ancient Egypt
- Explain how God used Moses to free His people from slavery
- Describe the social pyramid of ancient Egypt
- Compare and contrast Kush with Egypt
- Identify the two forms of Kushite written language
- Explain how Kush became wealthy
- Explain the advantages and disadvantages of the Aswan High Dam

Teacher Notes