

# Navigating the Nile

Use with Student Text pages 56–58.

Name \_\_\_\_\_

## A. Fill in the blanks with the answers to the clues given.

1.	T	R	A	D	E										
2.	N	I	L	E											
3.	W	A	T	E	R										
4.	I	N	V	A	S	I	O	N							
5.	S	A	H	A	R	A									
6.	C	A	T	A	R	A	C	T							
7.	M	I	Z	R	A	I	M								
8.	W	O	R	S	H	I	P	E	D						
9.	T	R	A	N	S	P	O	R	T	A	T	I	O	N	

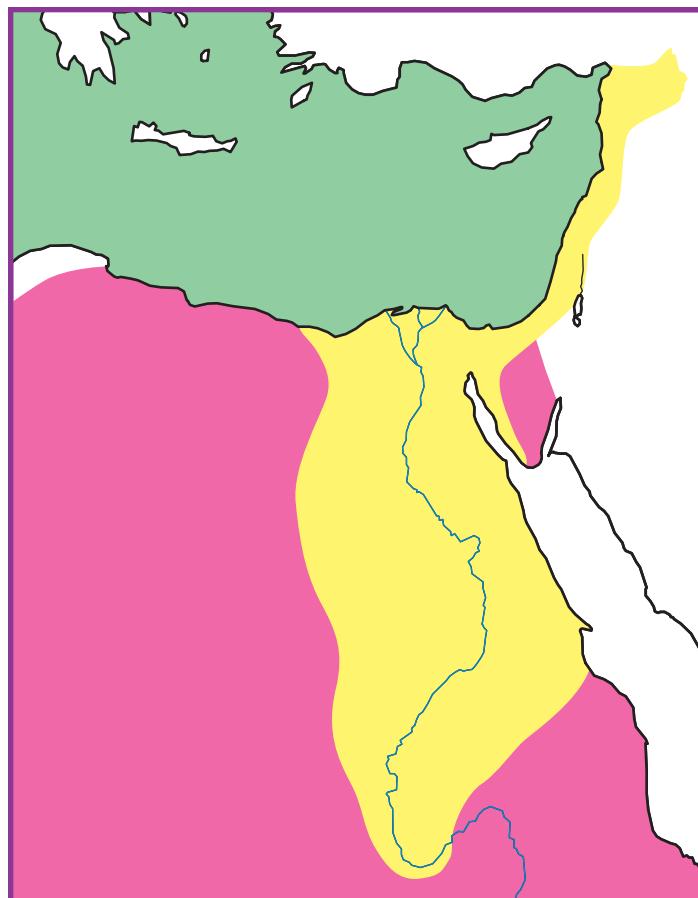
- Because the river traffic slowed, \_\_\_ settlements developed along the cataracts.
- The longest river in the world is the \_\_\_.
- The Egyptians depended on the Nile for food and \_\_\_.
- The geography of Egypt helped protect the people from \_\_\_.
- Protection in the east and the west was provided by the \_\_\_.
- A section of river that is shallow and rocky that causes dangerous rapids is called a \_\_\_.
- In the Bible, Egypt is often referred to as \_\_\_.
- The Egyptians \_\_\_ the Nile as a god.
- The Nile was also important for providing a method of \_\_\_.

## B. Use the shaded letters to complete the statement.

10. The Nile River flows from south to north because the south has a higher *elevation*.

## C. Color the map. *Yellow and red coloring may vary.*

- Blue - Nile River
- Green - Mediterranean Sea
- Yellow - Egypt (the New Kingdom)
- Red - Sahara



# Study Guide

Use with Student Text pages 56–62.

Name \_\_\_\_\_

## A. Complete the section.

1. What two geographic features provided protection for Egypt against invaders?  
◆ the Sahara ◆ the cataracts of the Nile River
2. Name three things the Nile River provided for the Egyptians.  
◆ water ◆ food ◆ transportation
3. What was the nickname for the Nile? What did it mean? Hapi, meaning "well fed" or "fat"
4. What benefit did the flooding of the Nile have? It deposited silt on the soil, making very fertile farmland.
5. How did the flooding of the Nile affect the taxes the people paid? Taxes were based on how good the crops were. The more the Nile flooded, the more fertile land there was to produce crops.
6. How did the flooding of the Nile affect the development of the calendar? The calendar included three seasons based on the Nile's flood: Flooding, Planting, and Harvest.

## B. Number the events in Joseph's life in order. Then fill in the blanks in the last statement.

- 5 7. Joseph interpreted the dreams of Pharaoh.
  - 7 8. Joseph was able to provide food and land for his family.
  - 4 9. Joseph was faithful in his service in prison.
  - 2 10. Joseph was faithful in serving Potiphar.
  - 3 11. Joseph was falsely accused by Potiphar's wife and thrown into prison.
  - 6 12. Joseph was put in charge of the harvests.
  - 1 13. Joseph was sold into slavery.
14. Joseph's life demonstrates that God blesses those who honor Him.

## C. Write a second sentence that illustrates the first sentence and clearly shows your understanding of the bolded word.

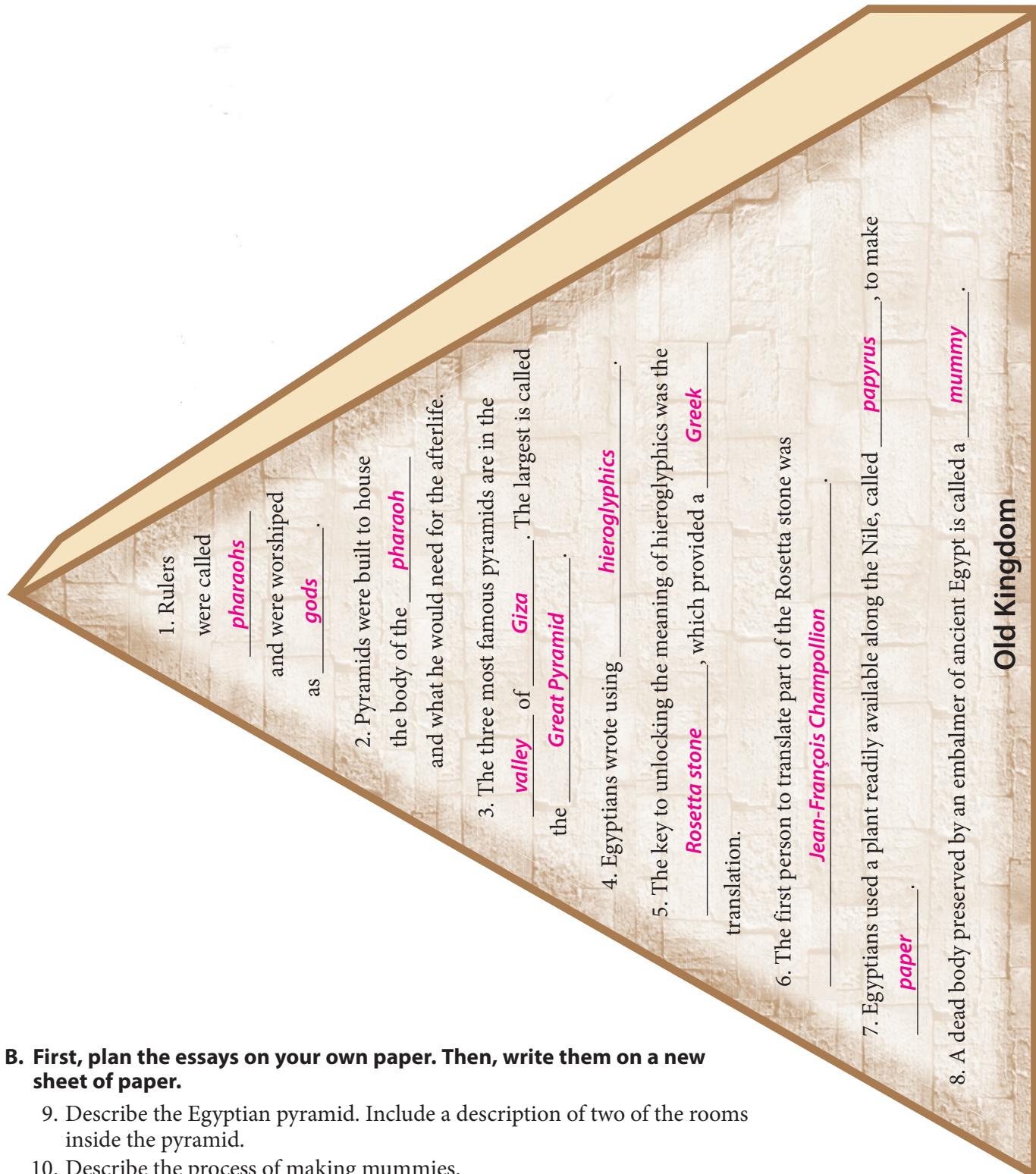
15. The Egyptians used a **nilometer** to help figure the taxes that the people would pay. possible answer: A nilometer showed how high the Nile River was when its banks flooded.
16. The **shadoof** helped the farmer get water to his crops. possible answer: The farmer took the bucket on the long pole, dipped it into the Nile River, pulled it up, and then emptied it into the canal.
17. The farmer chose to plant his crops on the **delta** of the Nile River. possible answer: His crops were planted on the fan-shaped fertile land where the Mediterranean Sea and the Nile meet.

# Pyramid Organizer: Old Kingdom

Use with Student Text pages 63–68.

Name \_\_\_\_\_

## A. Complete the sentences on the side of the pyramid.



## B. First, plan the essays on your own paper. Then, write them on a new sheet of paper.

9. Describe the Egyptian pyramid. Include a description of two of the rooms inside the pyramid.

10. Describe the process of making mummies.

*The answers to the essay questions are located on page 34.*

Answers for essay questions on page 33

9. Describe the Egyptian pyramid. Include a description of two of the rooms inside the pyramid.

*The student's essay should include the following information: Each pyramid was constructed on a rectangular base with four sloping triangular sides. Each pyramid contained the buried body of a pharaoh (or other wealthy person), food, clothing, furniture, games and toys, and small statues. These things were to bring pleasure and ease in the afterlife. Detailed scenes of daily life were painted on the walls. The essay should also include descriptions of two of these rooms: underground chamber—possibly the pharaoh's original burial chamber or designed as a fake chamber to fool robbers; Grand Gallery—a large passageway that led upward to the pharaoh's burial chamber; queen's burial chamber—possibly the location where the pharaoh's possessions were placed for the afterlife; or pharaoh's burial chamber—the location of the pharaoh's sarcophagus.*

10. Describe the process of making mummies.

*The student's essay should include the following: First, the embalmer cleaned out the body's skull. Then he cleaned out 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 natron. Then the body was washed and wrapped in linen strips. The embalmer returned the preserved mummy to the family for burial.*

# Mummies

Name \_\_\_\_\_

Use with the article *Kinds of Mummies*.

## A. Fill in the blanks with the answers to the clues given. Unscramble the letters in the circles to answer the last question.

1. The Egyptian's heart was weighed against the F E A T H E R O F  
T R U T H.
2. The oldest mummies were found in P E R U and C H I L E.
3. The South American mummies were found in C R O U C H E D positions.
4. Scientists determined that the Lindow Man trimmed his beard with S H E A R S.
5. The Inuit mummies were found lying on S E A L S K I N  
B L A N K E T S.
6. As trophies for their victories, some peoples of South America would turn their conquered enemies into S H R U N K E N H E A D S. (Hint: The same letter begins the first word and ends the second word.)

## B. Answer the questions.

7. Why would a person have himself frozen? possible answers: extend his life, find a cure for his disease, live forever
8. Read Hebrews 9:27. Write the verse in your own words. Accept any reasonable answer. The verse states, "And as it is appointed unto men once to die, but after this the judgment."
9. Based on this verse, what would you say is the ultimate goal of the people being frozen? possible answers: to live forever, to avoid judgment
10. What does the person being frozen hope that scientists in the future will give him? possible answers: a cure for his disease, a new body

The resurrection of Jesus from the dead guarantees that all who put their trust in Christ will also one day be raised bodily from the dead (1 Cor. 15:20).

11. What does God promise that all Christians will receive after the resurrection? (1 Cor. 15:51–52; 1 John 3:2) a new body or to be like Christ



A cryogenics lab

# Hieroglyphics

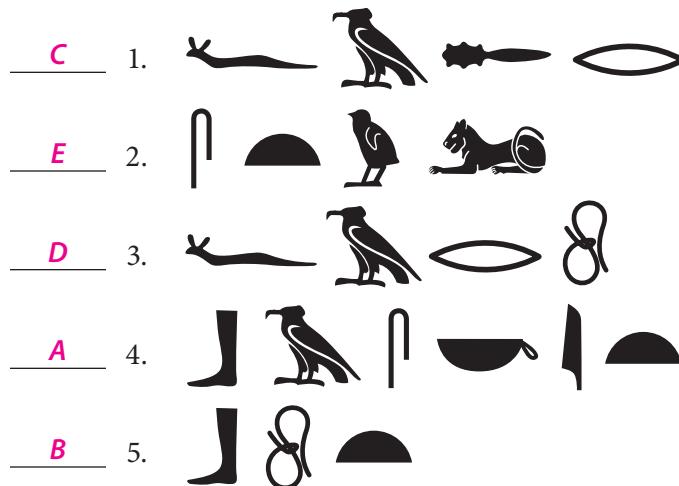
Use with Student Text page 69.

Name \_\_\_\_\_

Hieroglyphics probably began with one picture representing each word. That system soon became impractical. It changed to have each symbol representing a sound. This is slightly different from the English alphabet in which sounds can be represented by combinations of letters. For instance, “sh” as in *shop* is made in English by combining

an *s* and an *h*. However, there is a symbol in hieroglyphics for the “sh” sound. Also some English letters can sound like other letters. The *c* in *cat* sounds like a *k*, and the *c* in *cent* sounds like an *s*. When reading or writing hieroglyphics, remember to think of the English sounds and not just the letters.

## A. Use the key on Student Text page 69 to help you match the words.



- A. basket
- B. boat
- C. father
- D. pharaoh
- E. stool

## B. Write the answer in hieroglyphics.

6. Name of Egyptian paper



(papyrus)

7. Name of Egyptian tool for dipping water



(shadoof)

8. Name of a shenu on a monument



(cartouche)

9. Name for a preserved dead body

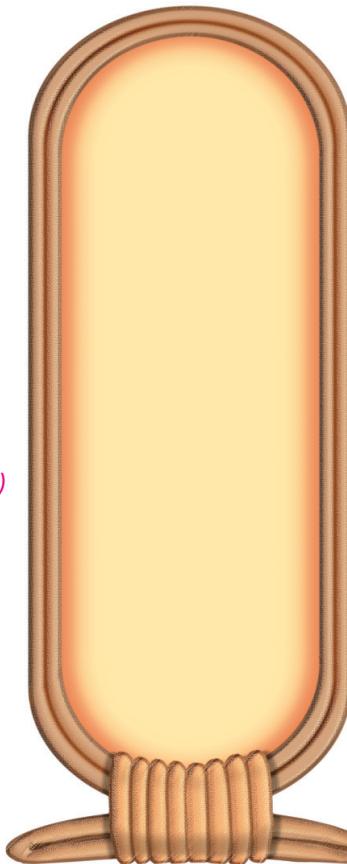


(mummy)

10. Name of the longest river in the world



(Nile)

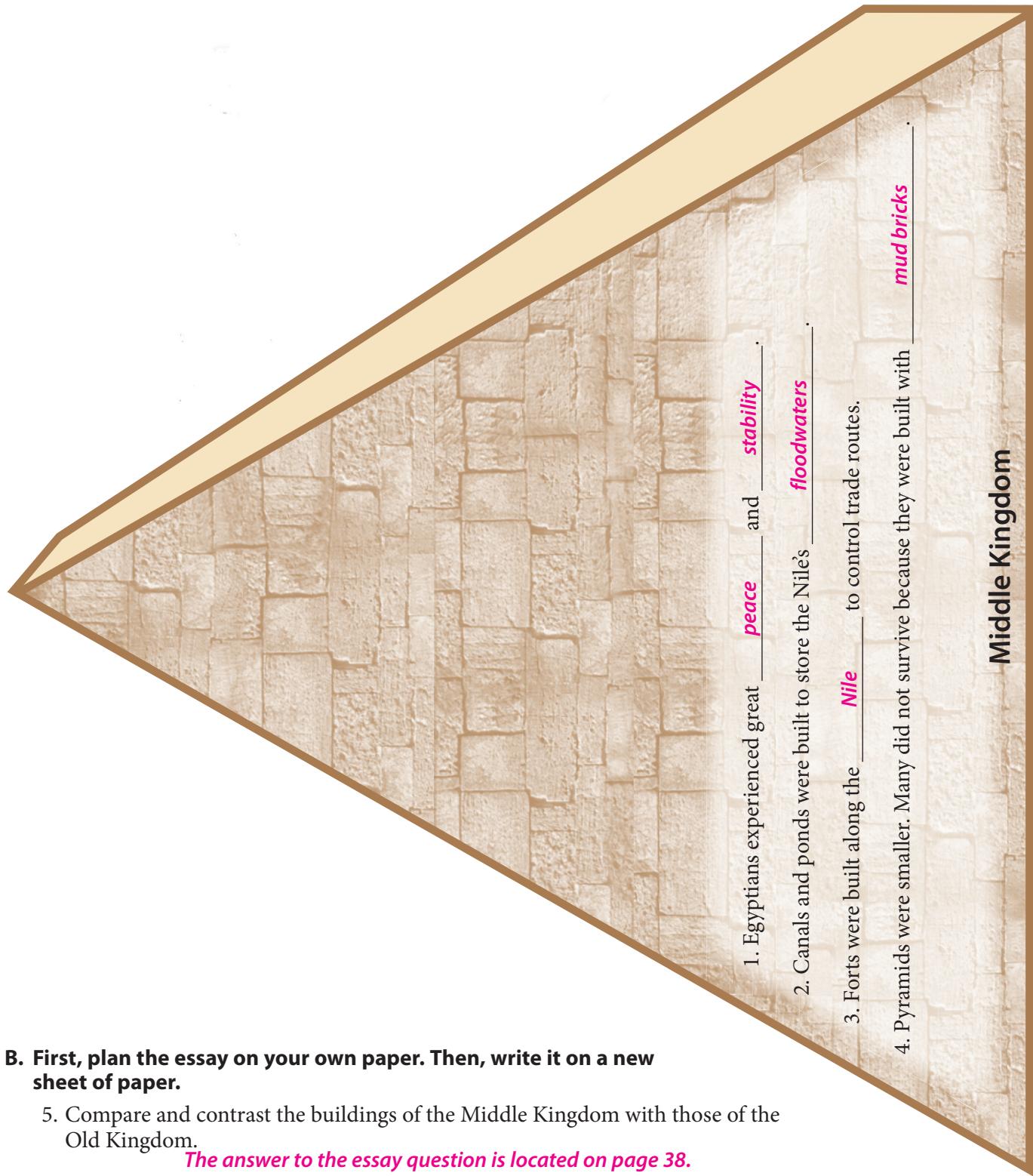


# Pyramid Organizer: Middle Kingdom

Use with Student Text page 70.

Name \_\_\_\_\_

## A. Complete the sentences on the side of the pyramid.



## B. First, plan the essay on your own paper. Then, write it on a new sheet of paper.

5. Compare and contrast the buildings of the Middle Kingdom with those of the Old Kingdom.

*The answer to the essay question is located on page 38.*

Answer for essay question on page 37

5. Compare and contrast the buildings of the Middle Kingdom with those of the Old Kingdom.

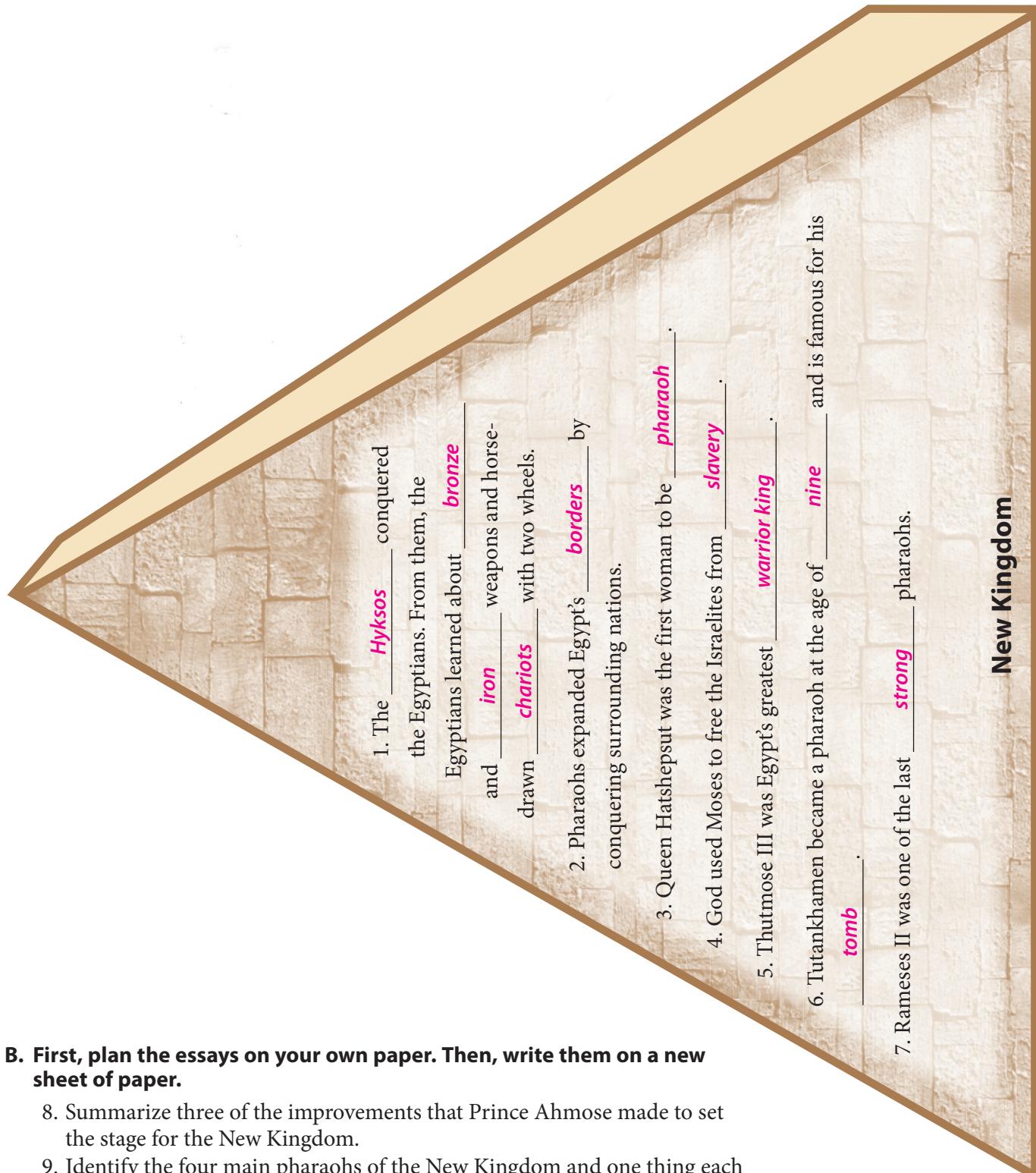
*The student's essay should include the following information: Temples, pyramids, and palaces were constructed during both the Old and Middle Kingdoms. The people in the Middle Kingdom decorated these buildings with sculptures and paintings, much like those of the Old Kingdom. The pyramids built during the Middle Kingdom were smaller and less grand than those of the Old Kingdom. Instead of using stone, builders in the Middle Kingdom used mud bricks. Not many of the Middle Kingdom's pyramids have survived.*

# Pyramid Organizer: New Kingdom

Use with Student Text pages 71–74.

Name \_\_\_\_\_

## A. Complete the sentences on the side of the pyramid.



## B. First, plan the essays on your own paper. Then, write them on a new sheet of paper.

8. Summarize three of the improvements that Prince Ahmose made to set the stage for the New Kingdom.
9. Identify the four main pharaohs of the New Kingdom and one thing each is famous for.

*The answers to the essay questions are located on page 40.*

Answers for essay questions on page 39

8. Summarize three of the improvements that Prince Ahmose made to set the stage for the New Kingdom.

*The student's essay should include three of the following: Ahmose drove out the Hyksos. He created a protective buffer south of the Upper Kingdom to prevent invasions. He expanded the kingdom farther east. He made Egypt mightier than it had ever been.*

9. Identify the four main pharaohs and one thing each is famous for.

*The student's essay should include all these pharaohs and one of these facts for each pharaoh:*

*Queen Hatshepsut was an early pharaoh and was the first woman pharaoh. Thutmose III was the greatest Egyptian warrior king, invaded Palestine and Syria, and stretched the Egyptian empire to the Euphrates River. Tutankhamen, or King Tut, was a boy ruler and is famous for his tomb. Rameses II, or Rameses the Great, had a reputation for being a wise and good pharaoh and was kind to his subjects, was the last of the great pharaohs who kept Egypt strong, defeated the Hittites, and built some of the greatest temples in Egypt.*

# Study Guide

Use with Student Text pages 63–74.

Name \_\_\_\_\_

## A. Complete each sentence.

**dynasty** \_\_\_\_\_

1. A line of kings or rulers who belong to the same family is called a \_\_\_\_\_.

**pharaohs** \_\_\_\_\_

2. During the Old Kingdom, rulers of Egypt became known as \_\_\_\_\_.

**Moses** \_\_\_\_\_

3. God sent \_\_\_ to Pharaoh to ask him to let the Israelites go.

**plagues** \_\_\_\_\_

4. God sent ten \_\_\_ to the Egyptians when Pharaoh refused to free the Israelites.

## B. Write **T** if the statement is true. If the statement is false, write the correction for the underlined words.

**Lower** \_\_\_\_\_

5. The plain around the Nile delta was called Upper Egypt.

**T** \_\_\_\_\_

6. The Great Pyramid is the largest of the pyramids located in the valley of Giza.

**bronze** \_\_\_\_\_

7. From the Hyksos the Egyptians learned to use weapons of steel and iron.

## C. Match the description to the correct person or term.

**E** 8. famous for his tomb

A. Jean-François Champollion

**B** 9. first woman to be a ruler in Egypt

B. Hatshepsut

**A** 10. first to translate a portion of the hieroglyphics on the Rosetta stone

C. Rameses II

**C** 11. the last of the strong pharaohs

D. Thutmose III

**D** 12. the greatest Egyptian warrior king

E. Tutankhamen

**J** 13. paper made from the soft sponge-like center of a stem of a plant growing along the Nile

F. canopic jars

**L** 14. a stone coffin

G. cartouche

**H** 15. Egyptian writing or picture writing

H. hieroglyphics

**G** 16. hieroglyphs of a name written inside an oval shape

I. mummy

**F** 17. special containers for the organs of a dead body

J. papyrus

**I** 18. a dead body that has been preserved from decaying

K. pyramid

**K** 19. a large tomb

L. sarcophagus

## D. Complete the section.

20. Who had the Great Pyramid built? ***Khufu***

21. How did the Rosetta stone unlock the Egyptian language? ***Answer should include that Greek was a known language and that the Greek portion was used to translate the Egyptian symbols on the other portion of the stone.***

22. Name three uses the Egyptians had for papyrus. ***possible answers:***

***record keeping, writing letters, telling stories, basket weaving, making boats, forming ropes***

◆

◆

◆

23. How is the Hyksos invasion of Egypt described? ***The Hyksos brutally attacked and seized***

***whatever they wanted.***

24. Besides weapons, what did the Hyksos bring to the Egyptians that changed their warfare? ***the horse-drawn chariot with two wheels***

**E. Number the steps of the mummy-making process in order.**

- 2** 25. The skull and then the abdominal cavity were cleaned out.
- 5** 26. The body was washed and wrapped in linen strips.
- 1** 27. The embalmer dressed in a jackal-headed costume of Anubis.
- 4** 28. The body was filled with spices and soaked for seventy days in a salt solution called natron.
- 6** 29. The body was returned to the family for burial.
- 3** 30. The organs were dried and placed in special containers called canopic jars.

**F. First, plan the essay on your own paper. Then, write it below.**

31. Describe the Egyptian pyramid. Include a description of two of the rooms inside the pyramid.

*The student's essay should include the following: Each pyramid was constructed on a rectangular base with four sloping triangular sides. Each pyramid contained the buried body of a pharaoh, food, clothing, furniture, games and toys, and small statues. These things were to bring pleasure and ease in the afterlife. Detailed scenes of daily life were painted on the walls. The essay should also include two of these room descriptions: underground chamber—possibly the pharaoh's original burial chamber or designed as a fake chamber to fool robbers; Grand Gallery—a large passageway that led upward to the pharaoh's burial chamber; queen's burial chamber—possibly the location where the pharaoh's possessions were placed for the afterlife (the queen was actually buried in a smaller pyramid nearby); and pharaoh's burial chamber—the location of the pharaoh's sarcophagus.*

# What's in a Name?

Name \_\_\_\_\_



**Read the passage. Write a sentence or two describing what each listed name of God reveals about the character of God.**

*Accept all reasonable answers.  
A summary of the passage has been given.*

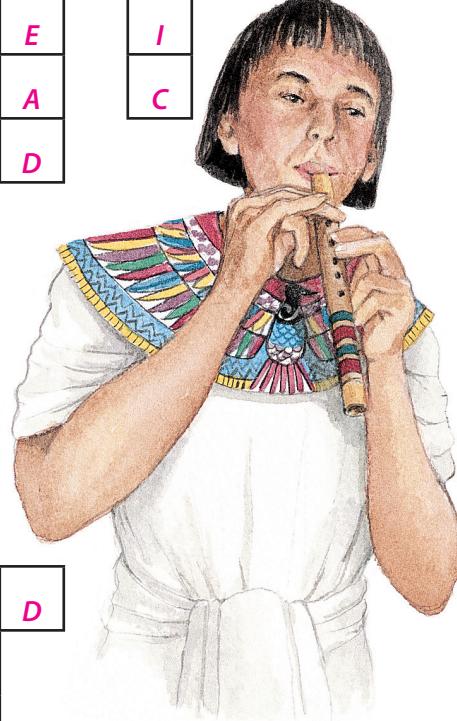
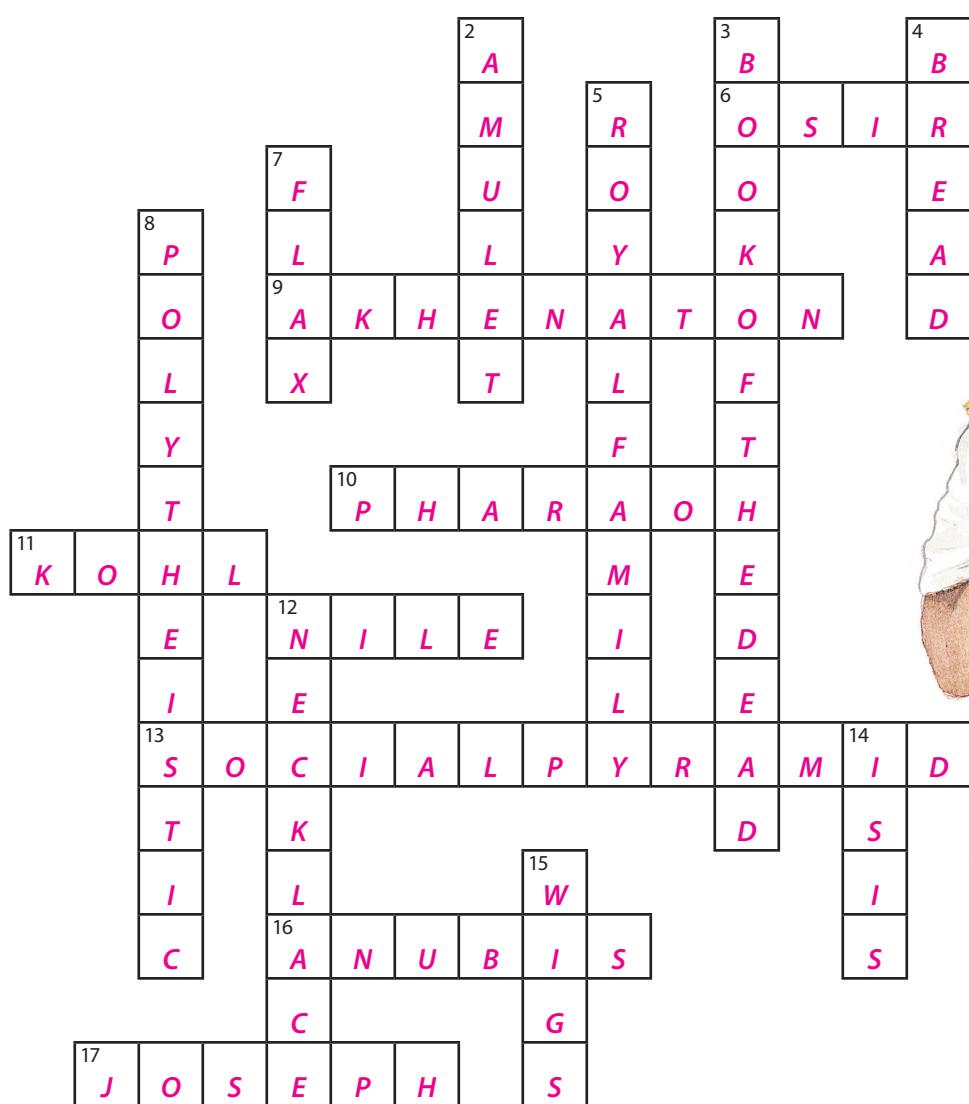
1. Genesis 22—Jehovah-jireh (the Lord provides) *This passage speaks of taking Isaac up the mountain to be sacrificed. God provided a ram as a sacrifice.*
2. Exodus 17:8–16—Jehovah-nissi (the Lord is my banner) *This passage describes the battle where Aaron and Hur held Moses' hands up until the Israelites had won the battle. Moses built an altar and called the place Jehovah-nissi (the Lord is my banner).*
3. Judges 6:1–24—Jehovah-shalom (the Lord is peace) *This passage speaks of God's calling Gideon to be His servant in the battle. In spite of Gideon's initial fear and doubt, he built an altar and called it Jehovah-shalom (the Lord is peace) because it is only God Who can give true peace.*
4. Psalm 23—Jehovah-rohi (the Lord is my shepherd) *This passage is the well-known reference to the Lord's tender care for His sheep.*

# Egyptian Culture

Use with Student Text pages 75–79.

Name \_\_\_\_\_

Complete the crossword puzzle.



## Across

6. the god of the underworld
9. the pharaoh who changed his name to show he worshiped one god
10. the person everyone worked for
11. a black cosmetic powder
12. one of the main themes in Egyptian music
13. a triangle-shaped diagram of social classes (2 words)
16. the god who weighed the dead person's heart against the feather of justice, order, and truth
17. a Hebrew slave who became the second-most-powerful man in Egypt

## Down

1. a part of Egyptian everyday life as well as celebrations
2. a large ornament thought to protect the wearer from evil spirits
3. a scroll buried with every person (4 words)
4. an Egyptian's main food made from wheat or barley
5. people at the top of the social pyramid (2 words)
7. a plant woven into cloth
8. the type of religion the Egyptians had
12. an article worn by both men and women and made of gold and beads
14. the goddess who protected children
15. an article worn by both men and women and made of beeswax

# Study Guide

Use with Student Text pages 75–79.

Name \_\_\_\_\_

## A. Fill in the blanks.

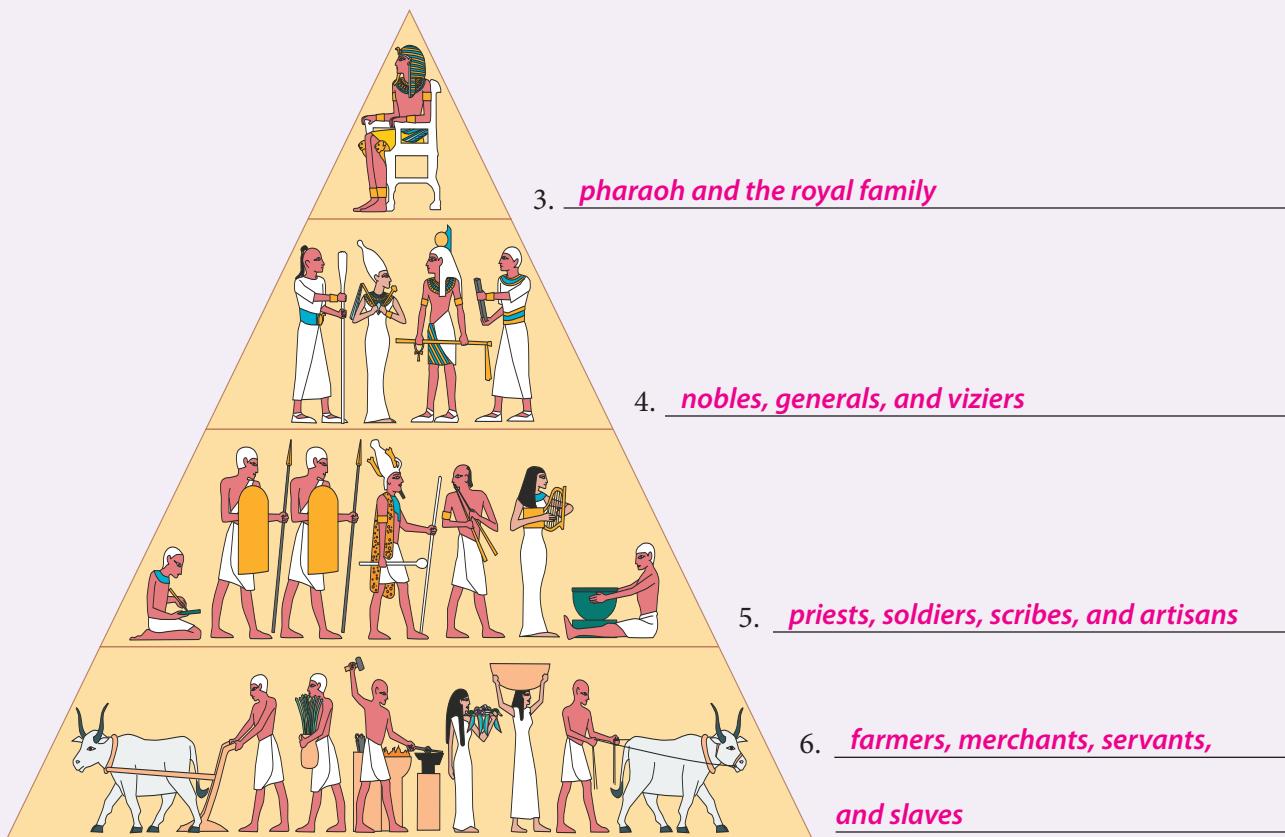
**amulets**

- To provide protection from evil spirits, Egyptians wore \_\_\_ as large ornaments on necklaces.

**Akhenaton**

- Amenhotep IV changed his name to \_\_\_ to show that he worshiped one god, Aton.

## B. Complete the social pyramid by writing the correct occupations on each level. Then answer the questions about social classes.



7. What determined someone's position in the social classes? *wealth or power*

8. How could someone rise to a higher social class? *by gaining the pharaoh's favor*

9. What was different about the roles that women played in Egyptian society from most ancient civilizations? *possible answers: They were able to buy and sell property. They could work as farmers or merchants or hold other jobs usually held by men. Some served in the temple.*

## C. First, plan the essay on your own paper. Then, write it on a new sheet of paper.

10. Contrast the Egyptian religion with biblical truth. Include at least three differences.

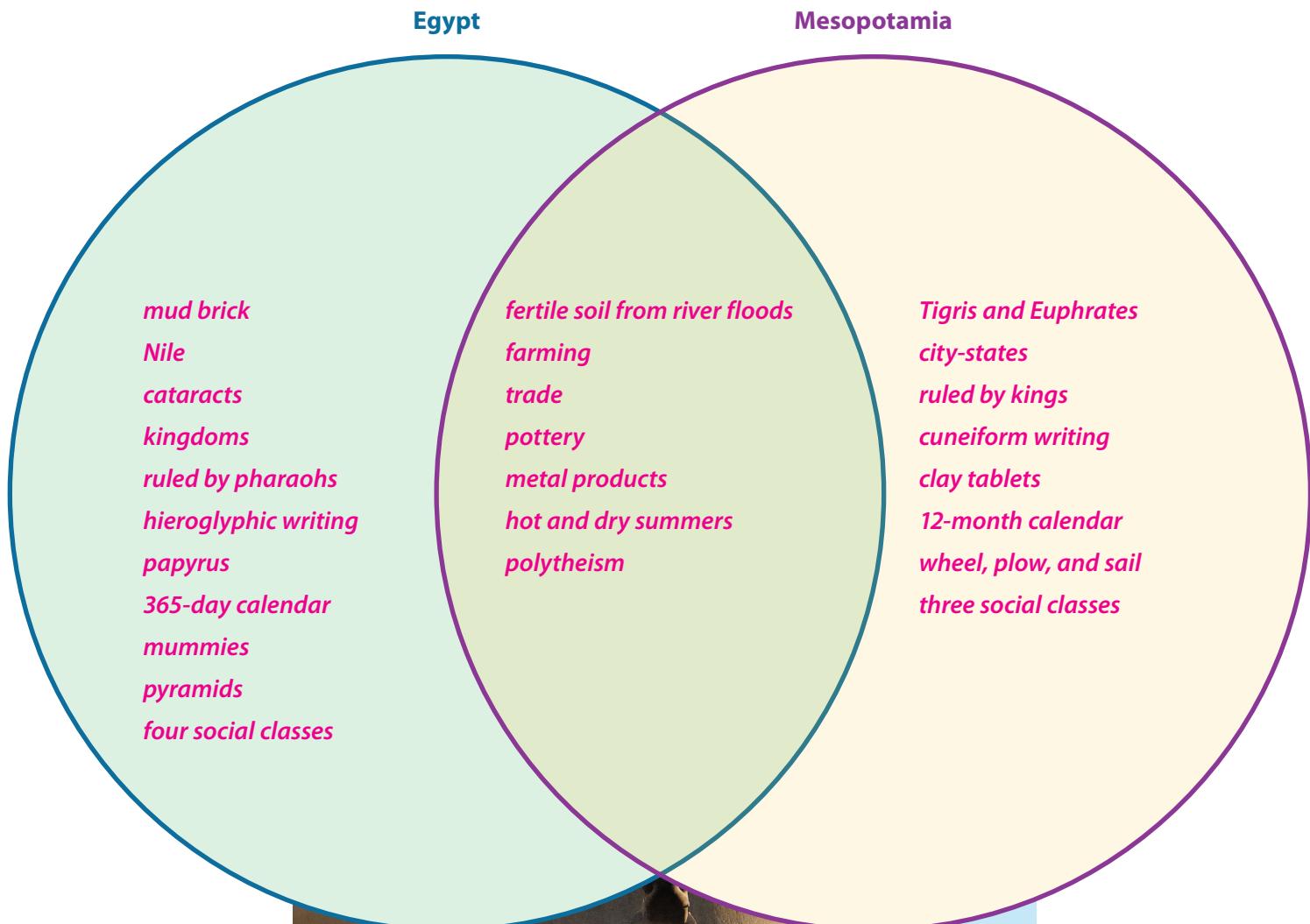
*Suggested answer is on page 48.*

# Comparing and Contrasting

Name \_\_\_\_\_

Use with Student Text page 81.

Use the Venn diagram to compare and contrast Egypt with Mesopotamia. Possible answers have been given.



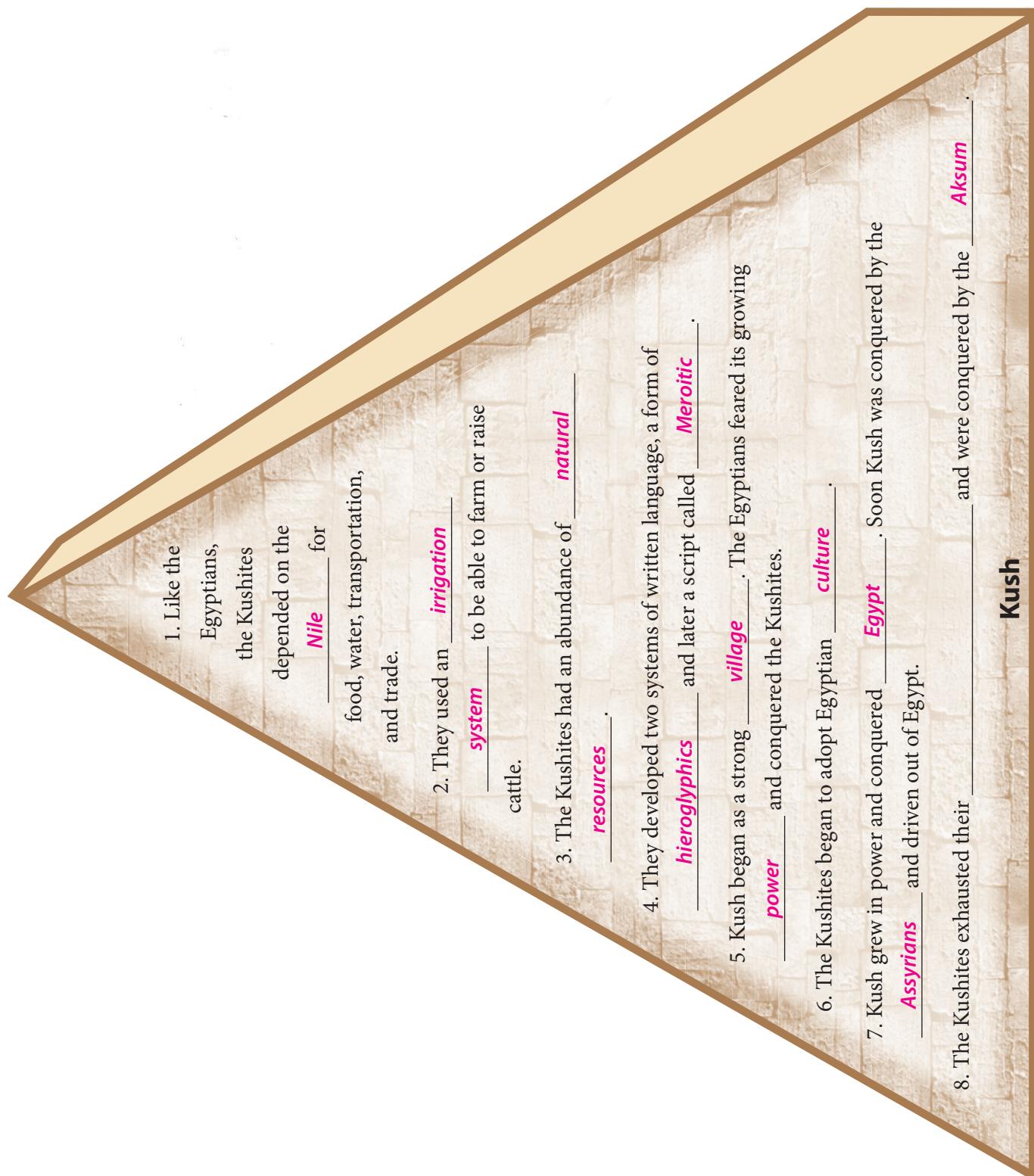
Statue of Rameses II  
in the court of  
Rameses II, Luxor  
Temple, Egypt

# Pyramid Organizer: Kush

Use with Student Text pages 82–86.

Name \_\_\_\_\_

Complete the sentences on the side of the pyramid. Then put the pyramid organizer together by gluing or taping the tabs.



**Answer for essay question on page 45**

10. Contrast the Egyptian religion with biblical truth. Include at least three differences.

*The student's essay should include the following points: (1) The Egyptians were polytheistic. Their gods were false and were invented by man. The Bible teaches that there is only one true God. (2) 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. The Bible teaches that where man will spend eternity depends on his relationship with Jesus Christ. (3) The Egyptians believed that they could preserve their souls and provide for them in the afterlife. Their 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.*

**Answer for essay question on page 49**

14. Compare and contrast Kush with Egypt. Include at least two similarities and one difference.

*The student's essay should include two of these similarities: Kush and Egypt are similar in that they used an irrigation system to increase farmland. Women held a variety of roles but were the primary caregivers in the household. Both Kush and Egypt used hieroglyphics, developed similar architecture, depended on the Nile for survival, and were polytheistic. The essay should include one of these differences: The Egyptians had more farmland, which provided more variety in their diet. Kushites added the Meroitic script to the Egyptian hieroglyphics and depleted their nation's natural resources.*

# Study Guide

Use with Student Text pages 82–86.

Name \_\_\_\_\_

## A. Complete the section.

1. What were the two forms of writing that the Kushites used?

◆ hieroglyphics

◆ Meroitic

2. What happened to the Kushites when the Egyptians conquered them? They adopted Egyptian culture, began dressing like the Egyptians, worshiping Egyptian gods, and changed Egyptian hieroglyphics to fit their own language.

3. What gave the Assyrians the advantage to conquer the Kushites? iron weapons

4. What did the Kushites discover around the capital at Meroë? iron ore deposits

5. Why did the Kushite civilization decline? They used all their natural resources.

6. Name two advantages and two disadvantages of the Aswan High Dam.

Advantages	Disadvantages
<i>Controls the flooding of the river</i>	<i>Covered many artifacts with Lake Nasser</i>
<i>Provides hydroelectric energy</i>	<i>Traps silt behind the dam leaving no nutrients in the soil beyond the dam; affected the fishing</i>

7. How did archaeologists save the Temples at Abu Simbel? They moved them to higher ground where the water would not reach.

## B. Write the names of the numbered places on the map.

8. Egypt

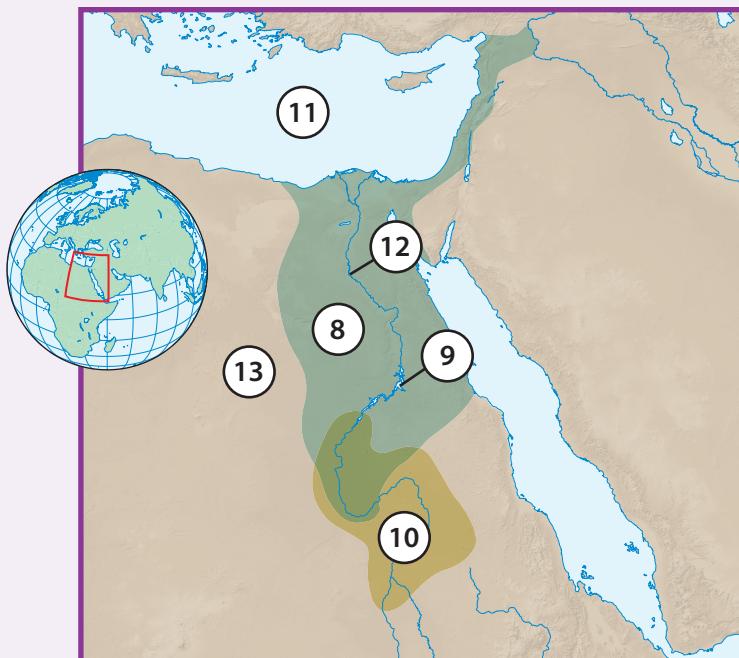
9. Lake Nasser

10. Kush

11. Mediterranean Sea

12. Nile River

13. Sahara



## C. First, plan the essay on your own paper. Then, write it on a new sheet of paper.

14. Compare and contrast Kush with Egypt. Include at least two similarities and one difference.

*Suggested answer is on page 48.*

# 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