

604



Date: \_\_\_\_\_

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

**SOCIAL STUDIES 604**  
**WORLD HISTORY AND GEOGRAPHY**

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## SOCIAL STUDIES 604

# THE EARLY CIVILIZATIONS OF NUBIA AND KUSH; THE ROLE OF TRADE IN EGYPT, NUBIA AND KUSH; THE DEVELOPMENT OF LANGUAGE AND ITS WRITTEN FORMS

### OBJECTIVES

When you have successfully completed this Unit, you should be able to:

1. Identify the locations of the ancient civilizations of Nubia and Kush
2. Describe their political relationships with Egypt
3. Describe their commercial relationships with Egypt
4. Describe their cultural relationships with Egypt
5. Discuss the role of Egyptian, Nubian and Kushite trade in the Eastern Mediterranean and Nile Valley
6. Trace the development of language and its written forms
7. Identify the contributions made by ancient Middle-Eastern cultures
8. Understand and apply this unit's character trait, Patient

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### WORDS TO KNOW

**Cat-a-ract** (kăt'ə-răkt') A large or high waterfall. There are ten cataracts occurring along the Nile River.

**Com-mod-i-ty** (kə-mōd'ī-tē) An article of trade or commerce, especially an agricultural or mining product that can be processed and resold.

**Cu-ne-i-form** (kyū'nē-ə-fōrm', kyū-nē'-) Wedge-shaped; A character or characters formed by the arrangement of small wedge-shaped elements and used in ancient Sumerian, Akkadian, Assyrian, Babylonian, and Persian writing.

**Hi-er-o-glyph-ic** (hī'ər-ə-glīf'īk, hī'rə-) A system of writing used in ancient Egypt, in which pictorial symbols are used to represent meaning or sounds or a combination of meaning and sound.

**Kush** (kūsh) Ancient kingdom in what is now Sudan. It flourished from about 1700 B.C. until the 4th cent. A.D. The kingdom of Kush dominated both Nubia and Egypt during its golden age.

**Mau-so-le-um** (mô'sə-lē'əm) A large stately tomb or a building housing such a tomb or several tombs.

**Nubia** (nū'bē-ə, nyū'-) A desert region and ancient kingdom in the Nile River valley of southern Egypt and northern Sudan.

**Pan-the-on** (pän'thē-ŏn', -ən) All the gods of a people considered as a group

**Pa-tient** (pā'shənt) Waiting without complaint.

**Prox-im-i-ty** (prök-sīm'ī-tē) The state, quality, sense, or fact of being near or next; closeness

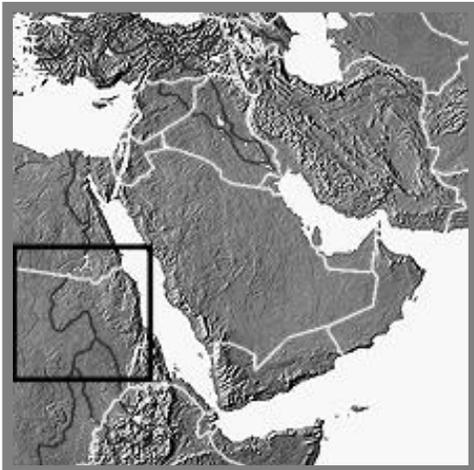
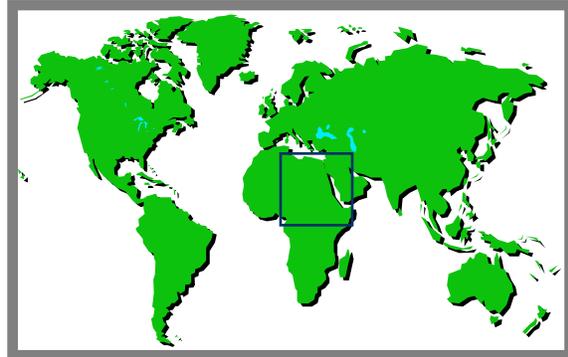
**Vice-roy** (vīs'roi') One who is the governor of a country, province, or colony, ruling as the representative of a sovereign.



## Chapter 1: The Ancient Civilizations of Kush and Nubia

### Section 1: Geography of Kush and Nubia

The Nile River is the longest river in the world. It stretches nearly 3500 miles (over 5500 km) from its beginning point. The Nile forms at Lake Victoria in present-day Uganda. This is called the **source** of the Nile. The Nile River winds its way north from its source in Central Africa, emptying into the Mediterranean Sea. On each side of the Nile is a narrow strip of land. This land provides everything needed for the development of civilization. Many civilizations have developed along the Nile River.



**Figure 1 -- The Nile River in Northeastern Africa**

In Unit 603, you learned about the civilization of ancient Egypt. You also learned how important the Nile River was to ancient Egypt. A Greek historian named Herodotus called Egypt "***The gift of the Nile.***" He said this because the Nile River made it possible for the civilization of Ancient Egypt to develop.

Other important civilizations developed along the Nile. One of these civilizations was the Kingdom of Kush. Kush (sometimes referred to as Cush) was a small but powerful kingdom. It developed in an area located in present-day Sudan.

Much of northeastern Africa is desert. No one can live there. Alongside the Nile, the land was fertile. Growing conditions were so favorable that two or three crops could be grown each year. Because of this, various ancient settlements developed along the Nile. Kush developed in one of these fertile areas.

Nubia is a civilization that developed at about the same time as the Kingdom of Kush. The two cultures share many similarities, but they are distinct in many ways. Nubia was located to the north, near Upper Egypt. Because of its **proximity** to Egypt, Nubia was frequently invaded and controlled by Egypt. Kush was located farther south. Some Egyptian rulers were powerful enough to reach all the way to Kush. This did not happen very often, though.

The Kushites actually conquered and ruled all of ancient Egypt for a time. This occurred after the New Kingdom collapsed. Kushite kings formed Egypt's 25<sup>th</sup> Dynasty, which lasted about a hundred years.

**Directions: Multiple Choice:**

1. How long is the Nile River?
  - a. Almost 5,500 miles.
  - b. About 3,300 km.
  - c. Almost 3,500 miles.
  - d. Nearly 3,300 miles.
  
2. The *source* of the Nile is
  - a. A lake in Uganda
  - b. A river in Sudan
  - c. The Mediterranean sea
  - d. None of the above.
  
3. *Proximity* means
  - a. Lazy.
  - b. Close by.
  - c. Unhealthy.
  - d. None of the above.
  
4. Who called Egypt the "Gift of the Nile?"
  - a. Herodian
  - b. Heroditus
  - c. Herodotus
  - d. Hamlet

5. What did he mean by this?

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6. Name the two civilizations that developed to the south of Egypt.

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7. Name the civilization that ruled Egypt for a time:

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8. How long did this civilization rule Egypt? \_\_\_\_\_



## Strengthening Your Character:

# Patient

**Patient** means to wait without complaint. Here's another definition: Enduring or capable of enduring **hardship** or **inconvenience** without complaint.

9. Look up the word **hardship** in a dictionary. Write its definition below.

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10. Look up the word **inconvenient** in a dictionary. Write its definition below.

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11. Look up the word **complaint** in a dictionary. Write its definition below.

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12.  Using the new definitions you have learned, write what it means to be patient in your own words.

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Have Your Teacher Score Question 12 and initial here:

Score questions 1 – 12 Now.  Correct any wrong answers.  Rescore.

## Section 2: History of Nubia and Kush



Figure 2 -- Egypt, Nubia and Kush

Nubian civilization developed around 3900 B.C. This was about the same time that Ancient Egyptian culture developed to the north. The history of Nubia is very much like the history of Ancient Egypt.

Like the Egyptians, ancient Nubians lived along the fertile banks of the Nile. They depended upon the yearly flooding of the Nile to fertilize and prepare the ground for planting.

Like the Egyptians, the Nubians' life centered around the Nile. Their religious rituals reflected the importance of nature and natural elements. Like the Egyptians, the Nubians acknowledged an extensive **pantheon** of gods. The most important god for ancient Nubians was Amon.

The Kingdom of Kush developed in the region south of Nubia. The Kushites developed a powerful, influential culture. Their civilization centered around the city of Kerma. The Kushite civilization began to develop at about the same time as the Old Kingdom (Age of Pyramids) in Egypt.

Lower Nubia had an abundant supply of gold. During Egypt's Middle Kingdom Period (2040 B.C. to 1782 B.C.), Egyptian Pharaohs seized control of Lower Nubia. This gave them control of Nubia's gold. The Egyptians built fortresses to control trade with the people of Kush and other groups to the south.

During Egypt's Second Intermediate Period (the time when they were ruled by the Hyksos) the Nubian people enjoyed independence from Egypt. However, when the New Kingdom Pharaohs threw off the rule of the Hyksos, they turned their attention once again to the vast resources of the lands south of Egypt.

By this time, Kush's influence had spread northward, and Nubia was controlled by the kingdom of Kush. After many years of battle, the New Kingdom

Pharaohs finally conquered Nubia, then extended their kingdom farther south into the land of Kush.

During this time, Nubia and Kush became colonies of Egypt. This means that Nubians and Kushites were controlled by Egypt. An Egyptian official called a **vicero**y lived in the region of Nubia and Kush. He ruled the two countries on behalf of the Pharaoh.

At the end of the New Kingdom, foreign rulers began to invade and rule Egypt. Egypt lost control of both Nubia and Kush. During this time, the kingdom of Kush became stronger. Eventually, Kush controlled Nubia. The capital of Kush was established at the city of Napata. This period of Kush's history is known as the Napatan Period. It lasted from about 900 B.C. until about 300 B.C.

By about 770 B.C., the kingdom of Kush had pushed northward Egypt. Egyptian officials from the city of Thebes asked Kushite king Piye (pronounced "pie") to protect them from a local official who wanted to rule all of Egypt. Piye defended Egypt from the rebel army. He then made himself ruler of all Egypt. He founded Egypt's 25<sup>th</sup> Dynasty, and called himself by the ancient titles reserved for the Egyptian Pharaohs.

Kush's dominion over Egypt lasted about 100 years. It ended when the Assyrians invaded and conquered Egypt. At about 300 B.C., the kingdom of Kush moved its capital farther south, to the city of Meroe. This is known as the Meroitic Period and lasted until about 320 A.D.

**Directions: Fill in the blanks and answer the questions:**

1. Nubian civilization developed at about \_\_\_\_\_ B.C./A.D. (Circle one.)
2. The three capital cities for the Kingdom of Kush were:
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
3. Which Kushite ruler established control over Egypt? \_\_\_\_\_
4. During which dynasty did this occur? \_\_\_\_\_
5. About how long did that dynasty last? \_\_\_\_\_
6. What does **pantheon** mean?  
\_\_\_\_\_  
\_\_\_\_\_

7. Define **vicero**y:

\_\_\_\_\_  
\_\_\_\_\_

8. The most important god to the Nubian people was \_\_\_\_\_.

9. During which period did Egypt first seize control of Nubia?

\_\_\_\_\_

10. During which period did Kush first dominate Nubia?

\_\_\_\_\_



### Strengthening Your Character:

# Patient Patient

11. Write the definition of **Patient** below:

\_\_\_\_\_

12.  Tell of one instance which shows how you have been **patient** in the past week:

Teacher  
Initials:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

13.  List three ways a parent or family member has demonstrated patience toward you this week:

Teacher  
Initials:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

14.  Follow the outline below to write a thank you note to your parent or family member, expressing your gratitude for the patience shown toward you. (Be sure to express appreciation for the **example** your family member has shown in demonstrating patience to you.) Write your thank you note below. After you have written it, show it to your family member, and ask them to initial in the space provided. Have your teacher read the letter and initial in the space provided.

*Dear* \_\_\_\_\_

*I want to thank you for showing patience toward me  
when* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*You are a great example of patience to me because*  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*I am going to show more patience by*  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Sincerely,*  
\_\_\_\_\_

*Family Member  
Initials:*

Teacher Initials:

Score questions 1 – 14 Now.  Correct any wrong answers.  Rescore.

### **Section 3: Cultural and Commercial Relations with Egypt**



The people of Nubia and Kush were strongly influenced by the Egyptians to the north. Their culture was very similar to that of the Egyptians. Cosmetics such as eye paint were used by both the Nubians and the Kushites. Numerous Egyptian artifacts such as jewelry and pottery have been discovered in their tombs.

During the times of Egyptian rule, the Egyptians took young people from Nubia and Kush to be raised at the Egyptian royal court. There the young people learned the ways of Egyptian life, politics and government. They returned to Nubia and Kush as adults, and were placed in important government positions. This strengthened the ties between Egyptian, Nubian and Kushite culture.

Religion and the afterlife were just as important to the people of Nubia and Kush as they were to the ancient Egyptians. The most important god to Nubians and Kushites was Amon. The temple of Abu Simbel was built by Egyptian Pharaoh Rameses II. It was located in the region of Lower Nubia. Numerous other temples were built in Nubia and Kush by Egyptian rulers.



The burial practices of the Nubians and Kushites were very similar to the Egyptians'. Cemeteries were established at the edge of the desert, beyond the reach of the Nile's annual floodwaters. Both the Nubians and Kushites practiced mummification. They built tombs for their dead. They filled the tombs with various articles from daily life that the deceased would need in the afterlife. Such articles included fine pottery, cosmetics, jewelry, tools, and weapons. Kushite kings were laid out on special burial beds. Many humans were sacrificed and buried alongside their kings. Archaeologists have found hundreds of these victims in the corridors leading to the kings' burial chambers.

Both the Nubians and the Kushites were skilled artisans. They created beautiful pottery and jewelry. They traded actively with the Egyptians. Many exotic goods, such as ivory, animal skins, and special wood products, were not available in Egypt. Both Kush and Nubia were centers for trade in the ancient near east. Much of the trade between Egypt and the rest of Africa was conducted through the regions of Nubia and Kush.

**Directions: Circle "True" or "False."**

1. (True/False) Religion was not very important to the Nubians.
2. (True/False) The people of Kush practiced mummification.
3. (True/False) The temple of Abu Simbel was located in Kush.
4. (True/False) Nubians engaged in trade with the Egyptians.

**Choose the best ending for each sentence:**

5. The central god for the people of Nubia and Kush was
  - a. Re
  - b. Amon
  - c. Bast
  - d. Horus
6. Young people from Nubia and Kush were trained in Egypt in order to
  - a. Become scribes.
  - b. Study the Nile.
  - c. Make Egyptian pottery.
  - d. Learn about Egyptian politics.
7. When they returned from Egypt, these young people
  - a. Had trouble making friends again.
  - b. Were placed in important government positions.
  - c. Believed in life after death.
  - d. Became mummies.
8. Kings from Kush were buried
  - a. In tombs.
  - b. On special beds.
  - c. With other humans.
  - d. All of the above.
9. Which item was not generally available in Egypt?
  - a. Ivory.
  - b. Papyrus.
  - c. Water.
  - d. Stone.



## Strengthening Your Character:

# Patient

A **synonym** is a word that means the same or nearly the same as another word. Following are some **synonyms** of this unit's character trait, **Patient**. Look up each word in a dictionary, and write its definition in the space provided.

10. Forbearing:

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11. Long-suffering:

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12. Resigned:

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13.  The opposite of patient is *impatient*. Think of a time when you were *impatient*. How did you feel? What did you say or do to show you were impatient? How could you have better demonstrated the character trait patience? (Use at least 5 sentences in answering these questions.)

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14.  Read the following statement:

“I would like to learn patience,  
but I want it *right now!*”

Explain why this statement demonstrates *impatience* rather than patience.

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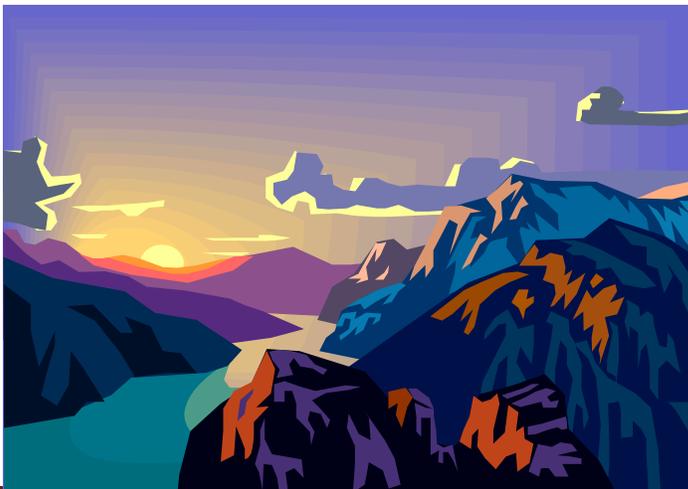
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Have Your Teacher Score Questions 13 and 14 and initial here:

Score questions 1 – 14 Now.  Correct any wrong answers.  Rescore.

patient



*A truly happy  
person is one who  
can enjoy the  
scenery on a detour.*

**CHAPTER 1 REVIEW**  
**45 POINTS POSSIBLE**

Make sure that all of your work is scored and corrected. Review this Chapter, and then try to answer the following questions without looking back.

**Directions:** *Match the word or phrase on the left with the word or phrase that most closely matches it on the right. (Each answer in this section is worth 1 point)*

1. \_\_\_\_\_ Proximity
2. \_\_\_\_\_ Long-suffering
3. \_\_\_\_\_ Piye
4. \_\_\_\_\_ Viceroy
5. \_\_\_\_\_ Pantheon
6. \_\_\_\_\_ Amon
7. \_\_\_\_\_ Patient
8. \_\_\_\_\_ Herodotus

- a. Group of gods
- b. Waiting without complaint
- c. "Gift of the Nile."
- d. Close by
- e. Patient endurance
- f. Ruler of Kush and Egypt
- g. Rules on behalf of the monarch
- h. Most important god

**Multiple choice.** *(Each answer in this section is worth 2 points)*

9. The source of the Nile River is
  - a. Lake Victoria in Uganda
  - b. A river in Sudan
  - c. The Mediterranean sea
  - d. None of the above.
  
10. The length of the Nile is about
  - a. 5,000 feet
  - b. 3,500 miles
  - c. 5,500 miles
  - d. 3,300 km
  
11. The kingdom of Kush was located in present day
  - a. Rwanda
  - b. Somalia
  - c. Sudan
  - d. Egypt
  
12. Kush ruled Egypt during which dynasty?
  - a. 12<sup>th</sup> Dynasty
  - b. 18<sup>th</sup> Dynasty
  - c. 20<sup>th</sup> Dynasty
  - d. 25<sup>th</sup> Dynasty

13. How long did the Kingdom of Kush rule over Egypt?
- a. A short time.
  - b. About 1000 years.
  - c. About 100 years.
  - d. The Kingdom of Kush never ruled over Egypt.
14. Nubian civilization developed about
- a. 3,900 B.C.
  - b. 500 B.C.
  - c. 2,500 B.C.
  - d. 200 A.D.
15. Which civilization was most dependent upon the Nile?
- a. Egypt
  - b. Kush
  - c. Nubia
  - d. All were equally dependent upon the Nile.
16. The temple of Abu Simbel was located in
- a. Egypt
  - b. Kush
  - c. Nubia
  - d. None of the above.
17. List the names of the three capital cities of the Kingdom of Kush: **(6 points)**

\_\_\_\_\_

18.  Explain how Egyptians trained people from Nubia and Kush to become governmental leaders. Do you think it was a good idea? Why or why not? Use complete sentences. **(5 points)**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

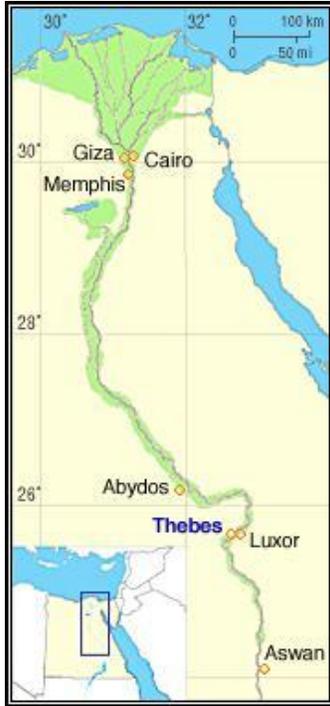
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## Chapter 2: The Importance of Trade in the Ancient Near East

### Section 1: The Role of Trade in Egypt, Nubia and Kush



The Nile River did more than provide ancient civilizations with fertile soil for crops. The Nile River made it possible for the ancient civilizations of Egypt, Nubia and Kush to engage in trade with other places. The Nile provided a means for transporting goods from one place to another. The main capitals of ancient Egypt were Memphis and Thebes. These cities were situated along the Nile River. Because of the Nile's importance to farming and transportation, other cities developed along the Nile as well.

Egypt, Nubia and Kush had abundant natural resources. These resources provided **commodities** for trade. **Commodities** are desirable products. They are used in establishing trade with the people of other lands. There were three main types of **commodities**: **Agricultural Products, Manufactured Goods, and Minerals.**

The fertile Nile Valley provided important agricultural commodities. The main crops produced in Egypt, Nubia and Kush were wheat and barley. Other crops included such items as cucumbers, melons, onions, beans, and lettuce. Figs and dates were grown both for their fruit and to make wine. Flax was an agricultural product used to make linen. The Egyptians also raised livestock and kept bees for honey.

Manufactured goods were also important commodities. Manufactured goods in Egypt, Nubia and Kush were made by individual artisans. The production of linen textiles and clothing was an important industry in ancient Egypt. They also produced pottery, perfume, glassware, and jewelry. Other important products included furniture, bricks, tools and weapons. Many items used by the Egyptians were made from plants, such as baskets, mats, ropes, and papyrus.



A third commodity came from minerals. Egypt, Nubia and Kush all had rich deposits of copper, gold, and gemstones such as turquoise and amethyst.

Egyptian merchants traveled along the Nile River. They traded items they had for items they wanted. Kush served as an important commercial center in this respect. Many goods from Central Africa were exchanged in Kush, then transported north along the Nile River to Egypt. Two-way travel along the Nile River was possible because the river flowed from south to north, but the prevailing winds

blew from north to south. Boats could utilize the Nile's current to travel northward, and could rely on the wind when traveling southward.

Ivory, exotic animal skins, special woods, copper, cattle, and spices were acquired in Kush. Then they were transported northward along the Nile River. The Egyptians exchanged pottery, glass, gold, minerals, agricultural products, and sheets of papyrus for these various items. Many Egyptian artifacts have been found in Nubian and Kushite graves. This shows trade was active between Egypt, Nubia and Kush.



Trade was affected by the natural formations associated with the Nile River. The Southern area of the Nile River (the area near Nubia and Kush) is marked by a series of ten **cataracts**. These are large granite outcroppings which form rapids or waterfalls along the river. The cataracts made travel along the Nile difficult or impossible. Venturing north or south of the cataracts usually required some overland travel.

Sometimes the boat had to be carried beyond the cataract to a place where it could be safely launched again!

**Directions: Fill in the blanks and answer the questions:**

1. Name the three types of commodities used by Egypt, Nubia and Kush:

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

2. Explain how two-way travel on the Nile River was possible:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. How do we know there was active trade between Egypt, Nubia and Kush?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Name three items the Egyptians obtained in trade from Kush:
- a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
5. List three items the Egyptians traded in exchange for items they wanted:
- a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_

6. Why was Kush an important commercial center?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. What is a **cataract** and how did it affect travel on the Nile?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Strengthening Your Character:

**Patient**

8. Write the definition of **Patient** below:

\_\_\_\_\_

9. Read the following sentences. Place a **P** for **Patient** in front of the sentences demonstrating a patient attitude. Place an **I** for **Impatient** in front of the statements demonstrating an impatient attitude.

- a. \_\_\_\_\_ Hurry up! I don't have all day!
- b. \_\_\_\_\_ You go first. I don't mind waiting.

- c. \_\_\_\_\_ Where have you been? I've been waiting all afternoon. Now we'll be late.
- d. \_\_\_\_\_ That cashier sure is slow.
- e. \_\_\_\_\_ No matter how long the winter, spring is sure to follow.
- f. \_\_\_\_\_ Tough times never last, but tough people do.

Score Questions 1 – 9 Now.  Correct any wrong answers.  Rescore.

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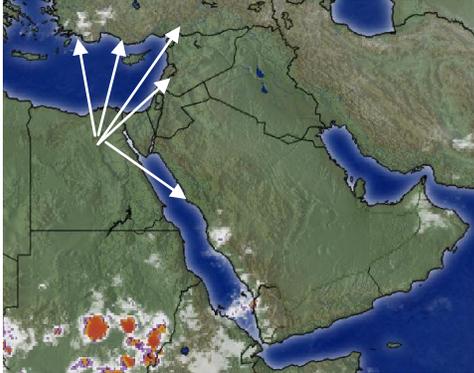


“Our real blessings  
often appear to us  
in the shape of pains,  
losses and disappointments;  
but let us have patience  
and we soon shall see them  
in their proper figures.”



Joseph Addison (1672 - 1719)  
English poet, essayist, playwright

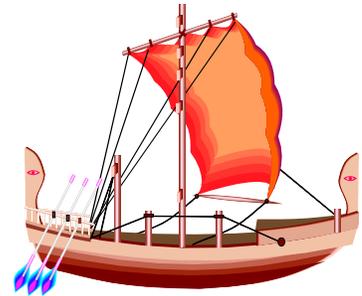
## Section 2: Trade between Egypt and Ancient Mesopotamia



Ancient Egyptian trade extended far beyond the Nile Valley. Traders from Egypt traveled to various ports along the Mediterranean and Aegean seas. They also sailed to ports along the Red Sea. They engaged in trade with places as far away as Syria, Lebanon and Mesopotamia.

From these distant lands ancient Egyptians obtained silver, iron, cedar and horses. In exchange for these various items, the Egyptians traded **commodities** such as textiles, wheat, barley, gold, gemstones, and papyrus. Egypt's role in trade, and her many gifted political leaders, combined to make Egypt one of the richest and most powerful nations of the ancient world.

Egyptian boats were originally made from papyrus reeds and pushed along the Nile by poles. Later they were powered by rowers using oars. Around 3200 B.C., sails were invented, and Egyptians began to use the wind to power their ships. Beginning about 3000 B.C., wooden planks were used to build ships. This made the ships sturdier and more seaworthy, and enabled traders to venture farther from Egypt.



**Directions: Choose the best answer for each sentence.**

1. Trade in ancient Egypt
  - a. Only occurred in the Nile Valley.
  - b. Extended to the Red Sea.
  - c. Went far beyond the Nile Valley.
  - d. Was not very important.
2. Egyptians engaged in trade with all of the following except
  - a. Syria
  - b. Ghana
  - c. Lebanon
  - d. Mesopotamia

3. Egyptians traded to obtain items such as
  - a. Gold, amethyst and turquoise
  - b. Horses, chariots and papyrus
  - c. Silver, iron and cedar
  - d. Fish, textiles and pottery
  
4. Commodities from Egypt exchanged in trade included
  - a. Textiles and papyrus
  - b. Barley and horses
  - c. Pottery and iron
  - d. Silver and wheat
  
5. Explain what the first Egyptian boats were like. What improvements were made over time? How did these improvements help Egyptian trade?

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Strengthening Your Character: *practicing patience*

6. Patience is like a muscle. The more you exercise it, the more patient you become. For the rest of this day, keep a patience journal. Each time you are required to exercise patience, make an entry in the journal.

If you demonstrated the character trait of Patience, by **waiting without complaint**, place a **+** in front of the entry. If you demonstrated *impatience*, place a **-** in front of the sentence.

Use the space on the next page. If you need more space, you may attach an extra sheet of paper.





### **Section 3: The Seven Wonders of the Ancient World**

The Seven Wonders of the Ancient World is a title given to a list of manmade structures. All of the items on this list were located in the ancient near east. They were all constructed between approximately 2600 and 270 B.C. Ancient Greeks and Romans compiled lists of notable things that travelers should see. These lists only contained objects created by human beings. They were considered unique or memorable because of some unusual quality, such as their great size. The list of ancient wonders contributed to trade and commerce in the ancient world. It marked the beginning of tourism, an industry that continues to this day.



The oldest and best preserved of the ancient wonders are the **Giza Pyramids** of ancient Egypt. Built during the Old Kingdom period of ancient Egyptian history, the pyramids served as tombs for the Egyptian Pharaohs. The largest of these pyramids is called the Great Pyramid. It reaches a height of approximately 450 feet, and covers an area of about 13 acres. It was constructed with more than two million limestone

blocks, each weighing an average of 2 ½ tons.

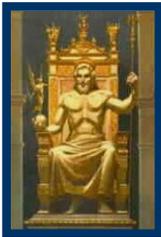
A second wonder of the ancient world was the **Hanging Gardens of Babylon**. Historians believe the Hanging Gardens were built by King Nebuchadnezzar II as a gift for one of his wives. He ruled the Second Babylonian Empire from about 600 B.C. Historians believe the ancient city of Babylon was located near the present day city of Baghdad in Iraq. The gardens were arranged on a brick terrace that was about 400 feet wide by 400 feet long (400 feet square). It was located 75 feet above the ground. Water from the Euphrates River was channeled to the gardens in order to water the plants.

Greek Historian Diodorus Siculus described the gardens as follows:

*“The approach to the Garden sloped like a hillside and the several parts of the structure rose from one another tier on tier... On all this, the earth had been piled... and was thickly planted with trees of every kind that, by their great size and other charm, gave pleasure to the beholder... The water machines [raised] the water in great abundance from the river, although no one outside could see it.”*



A third wonder of the ancient world was the **Temple of Artemis** at Ephesus. Built around 550 B.C., the Temple of Artemis was one of the largest and most complicated temples built during ancient times. It was located in the Greek city of Ephesus, in present day Turkey. The temple was constructed entirely of marble, except for its roof. The roof was made of wood and covered with tile. Dedicated to the Greek goddess Artemis, it measured 377 long by 180 feet wide. The temple contained 106 columns, each about 40 feet high. The columns encircled the interior in a double row. The temple burned down about 200 years after it was constructed (356 B.C.), and another one just like it was built on the same foundation. The second temple was burned in A.D. 262. Today only the foundation and portions of the second temple remain. Sculptures from the second temple can be seen in the British Museum in London.

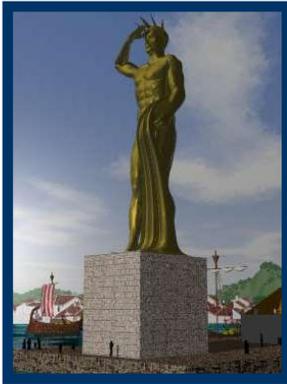


A fourth wonder of the ancient world was the **Statue of Zeus** at Olympia in Greece. Some historians consider it to be the most famous statue of the ancient world. Created in about 435 B.C., the sculptor Phidias dedicated it to Zeus, the mythical king of gods in the Greek pantheon. The ancient Olympic Games were dedicated to Zeus. The 40-foot high statue portrayed Zeus on his throne. Zeus' robe and ornaments were made from gold, and his flesh was made from ivory. Phidias sculpted Zeus with a wreath around his head and a figure of Nike, his messenger, in his right hand. In his left hand he held a scepter with an eagle. The statue survived nearly 1,000 years. It was transported to Constantinople around 400 A.D., and was destroyed by fire in 462 A.D.

The fifth wonder of the ancient world was the **Mausoleum at Halicarnassus**, built in 353 B.C. It was a huge tomb constructed of white marble. Located in modern day Turkey, the tomb was designed to hold the remains of Mausolus, who ruled over part of the Persian Empire. Because of its tremendous size and intricate decorations, all large tombs are now called **mausoleums**. The tomb rose nearly 140 feet. It consisted of a large, enclosed courtyard, the tomb itself, and a roof shaped like a stepped pyramid. It was decorated with columns and statues, including a statue of Mausolus and his wife, Artemisia, in a chariot. When she built the memorial tomb for her deceased husband, Artemisia determined that no expense should be spared. She hired the most famous Greek architects and sculptors. They designed



the tomb and carved detailed relief sculptures. The mausoleum survived until about 1400 A.D., when it was destroyed by earthquakes. Crusaders incorporated parts of the mausoleum into their own buildings. Some sculptures and other parts of the mausoleum have been recovered and now are housed in London's British Museum.



The **Colossus of Rhodes** was considered to be the sixth wonder of the ancient world. It was a huge bronze statue that stood near the harbor of Rhodes, an island in the Aegean Sea. The statue honored the mythical sun god Helios. Standing about 120 feet tall, it was nearly the same size as the Statue of Liberty. Created around 292 B.C., it was commissioned by the people of Rhodes to celebrate a military victory. Rhodian sculptor Chares of Lindos spent 12 years working on the masterpiece. The statue was constructed of bronze plates over an iron framework. Inside the statue were several stone columns which provided the main support.

Each bronze plate was first cast then hammered into the right shape for its location in the figure. It was then hoisted into position and riveted to the surrounding plates and the iron frame. The Colossus was destroyed by an earthquake in 224 B.C., its huge remains lining the harbor of Rhodes. Even so, it was impressive. More than 200 years later, the historian Pliny wrote:

*"Even as it lies, it excites our wonder and admiration. Few men can clasp the thumb in their arms, and its fingers are larger than most statues. Where the limbs are broken asunder, vast caverns are seen yawning in the interior. Within it, too, are to be seen large masses of rock, by the weight of which the artist steadied it while erecting it."*

The seventh wonder of the ancient world was called the **Pharos of Alexandria**. This was a lighthouse that stood on the island of Pharos in the harbor of Alexandria, Egypt. Standing over 400 feet high, the lighthouse became so famous that the word "pharos" became synonymous with the word lighthouse. Designed by Greek architect Sostratos, the building was commenced around 290 B.C., during the reign of Ptolemy II. It took about 20 years to build. The lighthouse rose in three sections from a stone platform. Its bottom section was square, the middle was eight-sided, and the top circular. A fire burning at the top of the lighthouse provided light. A large curved mirror, likely made of polished metal, was used to project the fire's light into a beam. It was said that ships as far away as 100 miles could detect the light from the tower at night or the smoke from the fire during the day. The Lighthouse of Alexandria stood as a landmark for



more than 1,500 years. It collapsed following an earthquake in 1326 A.D.

**Directions: Answer the questions.**

1. Which is the oldest of the wonders of the ancient world?  
\_\_\_\_\_
2. Who created the Hanging Gardens? \_\_\_\_\_
3. In what city were the Hanging Gardens located? \_\_\_\_\_
4. What word became synonymous with the word "lighthouse?" \_\_\_\_\_
5. How tall was the Statue of Zeus? \_\_\_\_\_
6. Where was the Temple of Artemis located? \_\_\_\_\_
7. How many columns did it have? \_\_\_\_\_

**Circle "True" or "False"**

8. (True/False) A fancy tomb is called a Colossus.
9. (True/False) The statue of Zeus was made of white marble.
10. (True/False) The Lighthouse of Alexandria was finished in five years.
11. (True/False) The Temple of Artemis was destroyed by fire twice.
12. Who authorized the building of the Mausoleum of Halicarnassus?  
\_\_\_\_\_
13. For what purpose?  
\_\_\_\_\_  
\_\_\_\_\_
14. **?** What did Pliny have to say about the Colossus of Rhodes? Based upon the words Pliny used, what conclusions can you draw about its size?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Section 4: Ancient Civilization's Contributions to Modern Society

The societies of ancient Mesopotamia and Egypt were important for many reasons. They made important contributions to civilization. Ancient Egyptians created the world's first national government. They also practiced basic forms of arithmetic. Writing was invented both in Mesopotamia and Egypt. The Egyptians also invented papyrus, the first form of paper. It was made from the stems of papyrus plants. Egyptians developed one of the first religions to emphasize life after death. Egyptians also built great cities. Many skilled architects, doctors, engineers, painters, and sculptors lived and worked in Egypt.



Ancient Egyptians observed patterns in the stars and on land. These observations enabled them to develop a calendar of 365 days per year. Their calendar was based on the annual flooding of the Nile River. The flooding began soon after a star called Sirius reappeared on the eastern horizon after months of being out of sight. This reappearance usually occurred each year around June 20. The Egyptians' calendar enabled them to date much of their history. These dated accounts from ancient Egypt enabled scholars to set dates for events in other parts of the ancient world.

The ancient Egyptians used a complex system of measurement. They could measure distance, length, weight, area, and volume. They used geometry to determine farm boundaries. Their mathematics was based on a system of counting by tens, but the system had no zeros.



Ancient Egyptian doctors were the first to scientifically study the human body. They studied the structure of the brain. They understood that the pulse was somehow connected with the heart. They set broken bones, cared for wounds, and treated various illnesses. Some doctors even specialized in a particular field of medicine, such as eye defects or stomach disorders.

Irrigation is an important practice that developed in both Mesopotamia and Egypt. Irrigation allows plants to grow where there is not enough natural rainfall. This increases the supply of food. The wheeled cart was invented in Mesopotamia. Both Mesopotamia and Egypt contributed to the understanding of engineering and architecture. The buildings they erected gave us this understanding.





Mesopotamians used a number system that was based on the number 60. This enabled them to develop a system of timekeeping that is still in use today: Each minute is made up of 60 seconds; each hour contains 60 minutes. Mesopotamians developed the 360-degree circle. They understood complex mathematical concepts, including fractions, squares, and square roots. They were also able to predict eclipses of the sun and moon.

**Directions:** *Read each sentence. Decide whether the contribution came from Egypt, Mesopotamia, or both. Write “Egypt,” “Mesopotamia,” or “Both” in the space provided after each sentence.*

1. Formed the first national government. \_\_\_\_\_
2. Developed a system of writing. \_\_\_\_\_
3. Invented the first form of paper. \_\_\_\_\_
4. Could predict eclipses of the sun. \_\_\_\_\_
5. Scientifically studied the human body. \_\_\_\_\_
6. Invented the wheeled cart. \_\_\_\_\_
7. Contributed to engineering and architecture. \_\_\_\_\_
8. Developed irrigation \_\_\_\_\_
9. Religion emphasizing life after death. \_\_\_\_\_
10. Understood fractions, squares, square roots. \_\_\_\_\_
11. Used geometry to determine farm boundaries. \_\_\_\_\_

12. Calendar based on 365 days. \_\_\_\_\_

13. Timekeeping based on units of 60. \_\_\_\_\_

## Strengthening Your Character:

# Patient



A Fable is a story that illustrates a virtue or provides a moral lesson for life. One of the most famous collections of fables is Aesop's Fables. Read the following fable:

### The Crow and the Pitcher



A CROW, HALF-DEAD WITH THIRST, CAME UPON A PITCHER WHICH HAD ONCE BEEN FULL OF WATER; BUT WHEN THE CROW PUT ITS BEAK INTO THE MOUTH OF THE PITCHER HE FOUND THAT ONLY VERY LITTLE WATER WAS LEFT IN IT, AND THAT HE COULD NOT REACH FAR ENOUGH DOWN TO GET AT IT. HE TRIED, AND HE TRIED, BUT AT LAST HAD TO GIVE UP IN DESPAIR. THEN A THOUGHT CAME TO HIM, AND HE TOOK A PEBBLE AND DROPPED IT INTO THE PITCHER. THEN HE TOOK ANOTHER PEBBLE AND DROPPED IT INTO THE PITCHER. THEN HE TOOK ANOTHER PEBBLE AND DROPPED THAT INTO THE PITCHER. THEN HE TOOK ANOTHER PEBBLE AND DROPPED THAT INTO THE PITCHER. THEN HE TOOK ANOTHER PEBBLE AND DROPPED THAT INTO THE PITCHER. THEN HE TOOK ANOTHER PEBBLE AND DROPPED THAT INTO THE PITCHER. AT LAST, AT LAST, HE SAW THE WATER MOUNT UP NEAR HIM, AND AFTER CASTING IN A FEW MORE PEBBLES HE WAS ABLE TO QUENCH HIS THIRST AND SAVE HIS LIFE.

*And the Moral is . . . Little by little does the trick.*

14.  Explain how this fable illustrates this unit's character trait.

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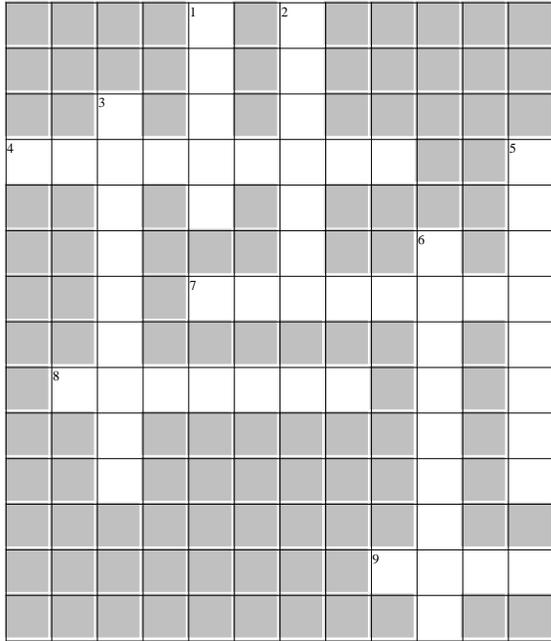
Have Your Teacher Score Question 14 and initial here:

Score questions 1 – 14 Now.  Correct any wrong answers.  Rescore.

**CHAPTER 2 REVIEW**  
**(45 POINTS POSSIBLE)**

Make sure that all of your work is scored and corrected. Review this chapter, and then try to answer the following questions without looking back.

1. Complete the following crossword puzzle. Each correct answer is worth one point:



Created with EclipseCrossword — htl

**Across**

- 4. Being near or close
- 7. Large waterfall
- 8. Governs on behalf of the king
- 9. Kingdom that dominated Egypt for a time

**Down**

- 1. Ancient kingdom just south of Egypt
- 2. Waiting without complaint
- 3. Item used in trade or commerce
- 5. Group of gods
- 6. Large, stately tomb

2. Name the Seven Wonders of the Ancient World: (Each letter is worth one point)

- a. The \_\_\_\_\_ of Giza
- b. The \_\_\_\_\_ of Babylon
- c. The Temple of \_\_\_\_\_ in \_\_\_\_\_.
- d. The \_\_\_\_\_ of Rhodes
- e. The \_\_\_\_\_ at Halicarnassus.
- f. The Statue of \_\_\_\_\_ in Olympia.
- g. The \_\_\_\_\_ of Alexandria.



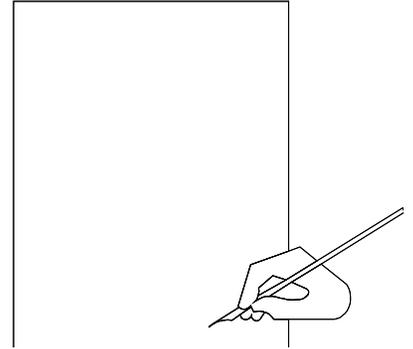


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## Chapter 3: The Development of Language and its Written Forms

### Section 1: The Development of Language

Language refers to human speech, either spoken or written. It is a system of communication. Language enables people to speak with one another and to write their thoughts and ideas. The word language comes from the Latin word *lingua*, which means *tongue*. A language is sometimes referred to as a *tongue*. People use the term *mother tongue* to refer to their native language.



Wherever human society exists, language is there as well. Most human activities depend upon cooperation between people. A common language helps people work together. Language has made possible the development of civilization. Without language for communication, there could be no literature, art, religion, philosophy, science, commerce or government.



Languages have three things in common:

- A sound-pattern
- Words
- Grammatical structure

A sound-pattern refers to the group of sounds used in human speech. Most languages have 20 to 60 of these sounds.

Words are sounds and sound-patterns that have meaning. Words represent objects, actions, or ideas.

Grammatical structure is sometimes called syntax. It refers to the way sentences are formed. All languages have grammatical structures.

Oral language was used for thousands of years before written language developed. The development of writing was a tremendous step forward in the development of civilization. As you will recall, a civilization means that people have developed a complex system of living. Four elements that are essential to the development of civilization are:

- A system of rules for living
- Division of Labor within a society
- Development of written language
- Trade

The earliest forms of writing developed in Sumer and Egypt.



**Directions: Match each word or phrase on the left with the description which most nearly matches it on the right.**

1. \_\_\_\_\_Lingua
2. \_\_\_\_\_Language
3. \_\_\_\_\_Mother Tongue
4. \_\_\_\_\_Syntax
5. \_\_\_\_\_Civilization

- |   |
|---|
| <ol style="list-style-type: none"><li>a. Complex system of living</li><li>b. Grammatical Structure</li><li>c. Communication</li><li>d. Latin word for Language</li><li>e. Native Language</li></ol> |
|---|

6. Name the three common elements of language:

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

**Circle "True" or "False"**

7. (True/False) Only some languages have grammatical structure.
8. (True/False) Most languages have 20-60 sounds.
9. (True/False) Words are sounds that have meaning.
10. (True/False) Written language developed about the same time as oral language.

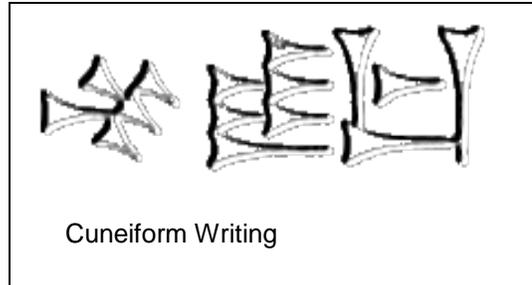




## Section 2: Cuneiform, Language of Sumer

One of the earliest forms of writing developed in the ancient Mesopotamian city of **Sumer**. Sumerians developed a system of word-pictures about 3,500 B.C. Sumerian writing is called **cuneiform**. Cuneiform is a system of picture symbols. The name comes from the Latin word, *cuneus*, and means “wedge shaped.”

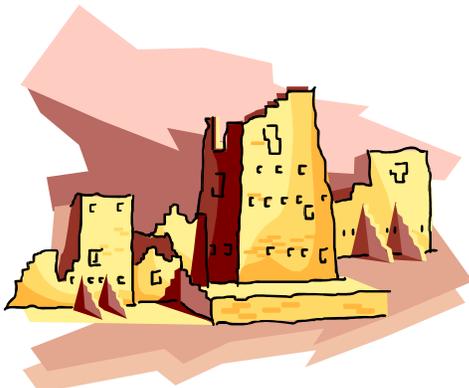
Cuneiform characters are made up of small wedges. They are broad at one end and pointed at the other. Most cuneiform writings were inscribed on clay tablets. The characters were made with a wedge-shaped tool called a *stylus*, while the clay was still wet. The tablets were then dried in the sun. Cuneiform characters were sometimes inscribed in metal and stone.



Although Sumerians are generally believed to have invented Cuneiform, other Mesopotamian cultures used similar systems of writing. They include the Babylonians, Assyrians, Hittites, Elamites, and Persians. The Sumerians and Babylonians used about 600 characters to represent objects and ideas. Some of their characters were made from a single wedge. Others were complicated symbols with 30 or more wedges.

At first, scholars had a hard time translating cuneiform writing. This is because the characters can represent either words or syllables. Also, some ancient peoples developed their own interpretations of cuneiform symbols. This meant there might be several meanings for any one character.

A large inscription located in present-day Iran helped scholars understand Cuneiform symbols. The inscription was carved in a cliff called Behistun Rock. Its surface was huge – 300 feet long! It contained an inscription written in three languages — Persian, Babylonian, and Elamite. Sir Henry Rawlinson, an English diplomat, translated the Persian portion during the mid-1800's. He then translated the Babylonian portion. The text described the accomplishments of the Persian king Darius I in the late 500's B.C. The Elamite section was translated much later. These translations helped scholars decipher other cuneiform inscriptions.



In the past two hundred years, many hundreds of thousands of cuneiform clay tablets and stone inscriptions have been discovered. These tablets include business records, legal documents, and rules regarding religious ceremonies. They have provided scholars with valuable information regarding life in the ancient world.

**Directions: Multiple Choice:**

1. Cuneiform developed in
  - a. Sumer
  - b. Persia
  - c. Babylon
  - d. Assyria
  
2. Cuneiform is
  - a. Wedge-shaped
  - b. Picture Symbols
  - c. From the Latin *cuneus*
  - d. All of the above
  
3. How many Cuneiform tablets have been found?
  - a. About five hundred.
  - b. Approximately one thousand.
  - c. Hundreds of thousands.
  - d. Less than a hundred.
  
4. The Behistun Rock contained inscriptions in which languages?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  
5. What is significant about the Behistun Rock?

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6. Sumerian Cuneiform contained about \_\_\_\_\_ characters.
  
7. When did Cuneiform develop? \_\_\_\_\_

8. Explain why scholars had difficulty translating Cuneiform texts.

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## Strengthening Your Character: **Patient**

Thomas Henry Huxley (1825-1895), an English biologist, had this to say about being patient:

“Patience and tenacity of purpose are worth more than twice their weight in cleverness.”

9. **Tenacity** means to be **tenacious**. Look up the word **tenacious** in the dictionary. Write its definition here.

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10.  Explain in your own words what Thomas Huxley means.

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11.  Do you agree with Mr. Huxley? Why or why not?

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Have Your Teacher Score Questions 10-11 and initial here:

Score questions 1 – 11 Now.  Correct any wrong answers.  Rescore.

### Section 3: Hieroglyphics, Language of Egypt



Egyptian hieroglyphics developed around 3000 B.C. Like Cuneiform, it is a system of picture symbols used to represent ideas and sounds. The word *hieroglyphics* comes from Greek words which mean *sacred writing*.

Ancient Egyptians used hieroglyphics for more than 3,000 years. They made religious inscriptions on temples and stone monuments and recorded the words and

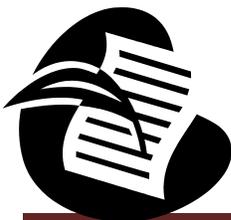
deeds of royalty. Hieroglyphics were written or carved by highly trained men who were called *scribes*.

At first, Egyptian hieroglyphics used about 800 symbols. However, by 300 B.C., there were more than 6,000 symbols. Early hieroglyphics contained pictorial characters called pictographs. These characters represented ideas. For example, Egyptians who wished to express the idea of a woman drew a picture of a woman.

Some early Egyptian writings included phonetic hieroglyphs, called phonograms. These hieroglyphs represented the sounds of the language, much like our modern alphabet characters. These could represent a single sound, or a combination of two or more sounds.

Hieroglyphic texts could be read from right to left or from left to right. It depended upon the direction the hieroglyphs faced. They could also be written in columns which were read from top to bottom. Hieroglyphs were often used as decoration. They were often covered with gold or painted with bright pigments.

As writing became more common, an important need arose. Writers needed a material that could be written on, stored and transported more easily than stone. This led to the invention of *papyrus*, the first form of paper. Papyrus was a material made from a reed plant. Writers called **scribes** wrote on papyrus using brushes made of reeds. The tips of the reeds were softened then shaped into a point. Soot was mixed with water to make ink.

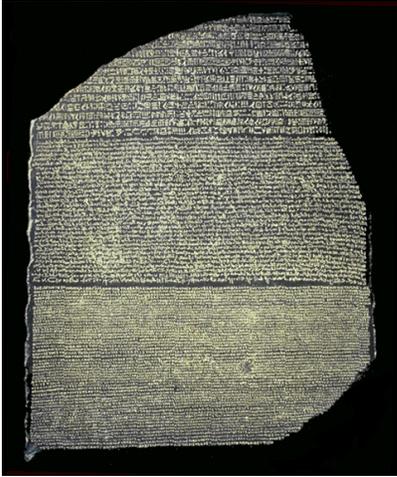


The Egyptians invented a simplified cursive-style script called hieratic writing. This allowed them to write more quickly. About 700 B.C., another script called demotic was developed. It became

popular because it was simpler. It could be written even faster than hieratic writing. Scribes used the script for record-keeping and correspondence. Demotic writing was widely used for about 1,000 years.

After about A.D. 300, the Egyptians gradually changed their writing system. The hieroglyphics were replaced with simpler characters. They used an alphabet consisting mainly of Greek letters. The meaning behind the hieroglyphic symbols was gradually forgotten.

In 1799, a French officer from the army of Napoleon I discovered a stone tablet in the Nile River Delta. It was called the Rosetta Stone, because it was discovered near Rosetta, Egypt. The tablet bore an inscription in three languages—Egyptian hieroglyphic, Egyptian demotic, and Greek. The text contained a decree, issued in 196 B.C., honoring King Ptolemy V.



Rosetta Stone

Scholars read the Greek portion of the text. Then they compared it to the hieroglyphic and demotic writings. In this manner, they were gradually able to decipher the texts. In 1822, French scholar Jean Francois Champollion succeeded in deciphering and translating the Egyptian writings on the stone. The Rosetta Stone provided the key to understanding ancient Egyptian writings. This, in turn, enabled scholars to understand more about ancient Egyptian history.

**Directions: Answer the questions / Fill in the blanks.**

1. When did Hieroglyphics develop? \_\_\_\_\_
2. Hieroglyphics means \_\_\_\_\_ in Greek.
3. In addition to Hieroglyphics, Egyptians used two other forms of writing called \_\_\_\_\_ and \_\_\_\_\_.
4. Explain the difference between pictographs and phonograms.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Circle "True" or "False"**

5. (True/False) The Rosetta Stone was discovered by Jean Francois Champollion.
6. (True/False) The text of the Rosetta Stone was written in Greek, Demotic, and Latin.
7. (True/False) Hieroglyphic texts can be written and read in many different directions.
8. (True/False) Egyptians began using a Greek alphabet about 300 A.D.



Strengthening Your Character: **Patient**

9.  Think of three ways you can demonstrate patience. Write them in the space provided:

*I can show patience by*

- a. \_\_\_\_\_  
\_\_\_\_\_
- b. \_\_\_\_\_  
\_\_\_\_\_
- c. \_\_\_\_\_  
\_\_\_\_\_

10. Read your answers to someone. Have that person initial in the space provided:

<b>Initials:</b>
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**Have Your Teacher Score Questions 9-10 and initial here:**

Score questions 1 – 10 Now.  Correct any wrong answers.  Rescore.

**CHAPTER 3 REVIEW**  
**50 POINTS POSSIBLE**

Make sure that all of your work is scored and corrected. Review this chapter, and then try to answer the following questions without looking back.

**Directions:** Match each word or phrase on the left with the description which most nearly matches it on the right. (Each answer in this section is worth 1 point)

1. \_\_\_\_\_Lingua
2. \_\_\_\_\_Hieroglyphics
3. \_\_\_\_\_Pictographs
4. \_\_\_\_\_Cuneiform
5. \_\_\_\_\_Syntax
6. \_\_\_\_\_Phonograms
7. \_\_\_\_\_Hieratic
8. \_\_\_\_\_Words

- a. "Wedge-Shaped"
- b. Word pictures
- c. "Language"
- d. Represent Sounds
- e. "Sacred Writings"
- f. Sounds with meaning
- g. Having to do with grammar
- h. Cursive or script writing

**Multiple Choice** (each answer in this section is worth 2 points)

9. Hieroglyphics can be read from
  - a. Left to right
  - b. Right to left
  - c. Top to bottom
  - d. All of the above.
  
10. Papyrus was made from
  - a. Cloth
  - b. Sawdust
  - c. Plants
  - d. Leather
  
11. Knowledge of Cuneiform texts was aided by discovery of which item?
  - a. Demotic script
  - b. Behistun Rock
  - c. Papyrus
  - d. Rosetta Stone

12. Which item contributed most to the knowledge of Hieroglyphics?
- a. Demotic script
  - b. Behistun Rock
  - c. Papyrus
  - d. Rosetta Stone
13. Which written language developed first?
- a. Hieroglyphics
  - b. Cuneiform
  - c. Greek
  - d. Hieratic

**Circle “True” or “False” (Each answer in this section is worth 2 points)**

14. (True/False) Hieroglyphics were used for about 1000 years.  
15. (True/False) There were more than 6,000 Hieroglyphic symbols.  
16. (True/False) Cuneiform used about 300 symbols.  
17. (True/False) The Behistun Rock was discovered in the Nile Delta.  
18. (True/False) Cuneiform characters can represent either words or syllables.  
19. (True/False) Written and spoken language developed about the same time.

**Essay Questions. (Each essay is worth 10 points)**

20.  Explain the significance of the Behistun Rock and the Rosetta Stone. What are they? In what ways are they similar to one another? In what ways are they different? How did they contribute to our knowledge of history in the ancient near east?

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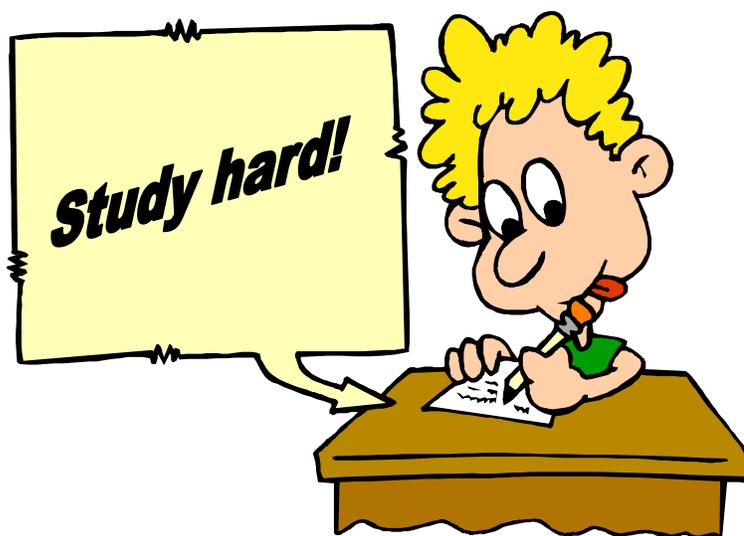


**BEFORE TAKING THE UNIT REVIEW YOU SHOULD:**

- Know the meaning of the vocabulary words
- Review the entire Unit
- Make sure that every answer is correct
- Study again any questions you missed
- Have your teacher staple your Unit together
- Have your teacher initial here when you have completed these steps.**

Teacher  
Initials:

- Now take the Unit Review without looking back



## UNIT REVIEW

TOTAL POSSIBLE SCORE: 100 POINTS

**Directions: Matching** (Each answer is worth 2 points)

1. \_\_\_\_\_ Patient
2. \_\_\_\_\_ Piye
3. \_\_\_\_\_ Herodotus
4. \_\_\_\_\_ Nile
5. \_\_\_\_\_ Viceroy
6. \_\_\_\_\_ Nubia
7. \_\_\_\_\_ Commodities
8. \_\_\_\_\_ Cataract
9. \_\_\_\_\_ Lingua
10. \_\_\_\_\_ Cuneiform

- |   |
|---|
| <ol style="list-style-type: none"><li>a. Longest river</li><li>b. "Language"</li><li>c. Desirable products</li><li>d. Waterfall</li><li>e. "Wedge-shaped"</li><li>f. King who ruled Egypt</li><li>g. Called Egypt the "Gift of the Nile"</li><li>h. Rules on behalf of King</li><li>i. Waiting without complaint</li><li>j. Located just south of Egypt</li></ol> |
|---|

**Multiple Choice** (Each answer is worth 3 points)

11. The importance of Kush was due to its
  - a. Geographic location
  - b. Special tombs
  - c. Large population
  - d. Strong navy
  
12. Egypt dominated
  - a. Kush more than Nubia
  - b. Nubia more than Kush
  - c. Both Nubia and Kush about the same
  - d. Neither Nubia nor Kush
  
13. Kushite kings formed which Egyptian dynasty?
  - a. 12<sup>th</sup>
  - b. 18<sup>th</sup>
  - c. 25<sup>th</sup>
  - d. 30<sup>th</sup>
  
14. Which of the following was not one of the capital cities of the Kingdom of Kush?
  - a. Kerma
  - b. Napata
  - c. Meroe
  - d. Memphis
  
15. The kingdom of Kush was located in present day

- a. Rwanda
- b. Somalia
- c. Sudan
- d. Egypt

16. List the three types of resources from Egypt: (6 points)

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

17. List two items Egypt obtained in trade from Kush: (4 points)

- a. \_\_\_\_\_
- b. \_\_\_\_\_

18. List two items Egypt obtained in trade from distant lands: (4 points)

- a. \_\_\_\_\_
- b. \_\_\_\_\_

19. Name the Seven Wonders of the Ancient World: (Each letter is worth two points)

- a. The \_\_\_\_\_ of Giza
- b. The \_\_\_\_\_ of Babylon
- c. The Temple of \_\_\_\_\_ in \_\_\_\_\_.
- d. The \_\_\_\_\_ of Rhodes
- e. The \_\_\_\_\_ at Halicarnassus.
- f. The Statue of \_\_\_\_\_ in Olympia.
- g. The \_\_\_\_\_ of Alexandria.

**Circle "True" or "False" (Each answer is worth 3 points)**

- 20. (True/False) Written and spoken language developed about the same time.
- 21. (True/False) Egyptians created the world's first national government.
- 22. (True/False) Mesopotamians invented the 365 day calendar.
- 23. (True/False) The Egyptian mathematical system had no zeros.
- 24. (True/False) Mesopotamians were the first to study the human body.
- 25. (True/False) Mesopotamians invented a timekeeping system based on units of 60.



**SOCIAL STUDIES 604  
TEST**

Name _____
Date _____
Possible Score: <b>100 points</b>
My Score: _____

**Directions:** Match each word or phrase on the left with the description that most nearly matches it on the right. (Each answer in this section is worth 3 points)

1. \_\_\_\_\_ Mausoleum
2. \_\_\_\_\_ Kush
3. \_\_\_\_\_ Mother Tongue
4. \_\_\_\_\_ Syntax
5. \_\_\_\_\_ Lingua
6. \_\_\_\_\_ Hieroglyphics
7. \_\_\_\_\_ Pantheon
8. \_\_\_\_\_ Proximity
9. \_\_\_\_\_ Demotic
10. \_\_\_\_\_ Behistun Rock

- |                     |
|---------------------|
| a. Egyptian script  |
| b. Key to Cuneiform |
| c. Close by         |
| d. Fancy tomb       |
| e. Dominated Egypt  |
| f. Native Language  |
| g. "Language"       |
| h. "Sacred Writing" |
| i. Group of gods    |
| j. Grammar          |

**Multiple Choice (Each answer is worth 5 points)**

11. Young people from Nubia and Kush were trained in Egypt in order to
  - a. Become scribes.
  - b. Study the Nile.
  - c. Make Egyptian pottery.
  - d. Learn about Egyptian politics.
  
12. The source of the Nile River is
  - a. Lake Victoria in Uganda
  - b. A river in Sudan
  - c. The Mediterranean sea
  - d. None of the above.
  
13. The Kushite king who ruled over Egypt was named
  - a. Meroe
  - b. Piye
  - c. Phileo
  - d. Kerma
  
14. Egyptians traded to obtain items such as
  - a. Gold, amethyst and turquoise
  - b. Horses, chariots and papyrus
  - c. Silver, iron and cedar
  - d. Fish, textiles and pottery

15. Commodities from Egypt exchanged in trade included
- a. Textiles and papyrus
  - b. Barley and horses
  - c. Pottery and iron
  - d. Silver and wheat
16. Cuneiform
- a. Is wedge-shaped
  - b. Developed in Sumer
  - c. Comes from the Latin word *cuneus*
  - d. All of the above

**Short answer. (Each answer is worth 5 points)**

17. What is the Rosetta Stone? Where was it found? Why is it significant?

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18.  Why was the Nile River important to ancient civilizations?

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19. Name five of the seven wonders of the ancient world. (10 points)

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

20. **?** Which ancient wonder is most impressive to you? Why? **(10 points)**

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21. **?** Explain why patience is important. List three ways you have shown patience in the past month. List one area in which you need to improve in showing patience. **(10 points)**

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# Congratulations!