Title: **Ancient Egypt** – Chapter 5 – 1 Notes

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| *Directions: Read Chapter 5 Lesson 1 in you textbook (pg.100 - 107). As you read, fill in the blanks on the guided notes below with the appropriate information available in the text. Highlight/Underline any vocabulary words used in the notes.* | |
|  | **Nile River Valley**   * Nile river ideal for human settlement because of \_\_\_\_\_\_\_\_\_\_\_\_\_\_ land   + By 5,000 BC \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ moved into Nile River Valley     - Built \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ settlements   + Lived in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ region of the Nile     - Called land \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ which means \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * People depend on Nile river   + Used for drinking and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   + Supplied water to grow \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   + World’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ river     - Over 4,000 miles long     - Starts as two rivers the \_\_\_\_\_\_\_\_\_\_\_\_ Nile and the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Nile     - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (waterfalls or rapids) make traveling by ship on the Nile difficult * Egypt’s geography protected it from invaders   + Protected from sea invasion in north by a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (area of fertile soil created by the deposit of nutrients near the mouth of a river)     - Creates lush, green and fertile land   + Surrounded by the largest \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the world     - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ desert to the west and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ desert to the east     - All part of the Sahara desert     - Called the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because of scorching heat     - Isolated and protected Egypt   + Nile cataracts kept enemy \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ from attacking from the south   + Because of its geography, Egyptians rarely faced danger of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   **People of the River**   * The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the Nile were very predictable   + Less destructive than \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ floods   + Flooded once a year     - Rainfall and melting snow led to summer floods     - Left fertile \_\_\_\_\_\_\_\_\_\_\_\_\_   + During dry season farmers \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ their crops     - Scooped out \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to store river water     - Dug \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_allowing water to flow to crops     - Used a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to lift water and empty it into basins * Egyptians developed their own writing system   + Gathered \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (reed plant) to weave rope, baskets and to create paper     - Wet strips laid side by side put together dried to make paper   + Egyptian writing system was called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_     - Used a complex system of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and sound symbols     - Few could read, but some men went to schools to become \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   **Uniting Egypt**   * Protection and surpluses of food allowed Egypt to grow   + People left farming to work in other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_     - Became artisans, merchants and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   + Villages traded with one another     - Traded with Nubia in South and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in North     - Learned from trading with other societies * Egypt needed an organized \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   + Groups of villages merge to form \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_     - \_\_\_\_\_\_\_\_\_\_\_\_\_ Egypt located in South     - \_\_\_\_\_\_\_\_\_\_\_\_\_ Egypt located in North   + Kingdoms united by king of upper Egypt named \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in 3100 BC     - married Lower Egypt’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to unify the kingdoms and created Egypt’s first \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (line of rulers from one family)   **Critical Thinking**  *How did the Nile River help the ancient Egyptians develop as a well-governed civilization?*  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |