

# SURVIVING CHILDHOOD: GROWING UP IN ANCIENT EGYPT

## CHAPTER SUMMARY

Children in ancient Egypt were generally valued. Many children enjoyed toys and pets, and privileged boys went to school. Dreadful diseases took the lives of many young Egyptians, and parents tried medicine and magic to protect their children.

## ACCESS

The lives of Egyptian children were similar in many ways to children's lives today, but there were many differences. As you read this chapter, list the details of the daily lives of Egyptian children in the chart below. Note details about toys and play, pets, and education. Then list details of how kids play today, what pets they have, and what their education is like. Highlight similarities between the two columns in one color and differences in another color.

ANCIENT EGYPTIAN CHILDREN	MODERN AMERICAN CHILDREN

## BUILDING BACKGROUND

How did the Egyptians feel about babies? What kind of parents were they? In your history journal create a main idea map graphic organizer (see page 8 of this study guide) to answer these questions. In three large central circles, write *Pregnancy*, *Childbirth*, and *Babies*. In circles surrounding the central ideas, write facts about each subject that you learn as you read the chapter.

## WORD BANK

amulets ibis apprentice spell

Use words from the Word Bank to fill in the blanks in the following sentences. One word is not used at all.

An \_\_\_\_\_ is a bird that wades in water and has a long, curved bill.

Egyptians wore charms known as \_\_\_\_\_ to protect them against disease or evil.

An \_\_\_\_\_ learns a craft or a trade by doing the work with the help and teaching of a skilled worker.

## WORD PLAY

If necessary, look up in a dictionary the word you did not use. Then write a sentence using that word that shows the word's meaning.

## WITH A PARENT OR PARTNER

The Egyptian word for cat was *myw*, which is similar to the English word for the sound that cats make (*meow*). "Meow" is an example of *onomatopoeia* (*ah-no-mah-toh-PEE-uh*). These are words that name a thing or an action by imitating its sound. Another example of onomatopoeia is "buzz." With a parent or a friend, read the following clues and fill in the blanks with the correct onomatopoeia words.

1. The sound of a leaky faucet: \_\_\_\_\_
2. The sound of a basketball going through a net: \_\_\_\_\_
3. The sound of a car engine: \_\_\_\_\_
4. The sound a dog makes: \_\_\_\_\_
5. The sound of a car horn: \_\_\_\_\_
6. The sound of bells: \_\_\_\_\_
7. The sound of thunder: \_\_\_\_\_

## COMPREHENSION

We have learned much about ancient Egyptian life from the body of the peasant boy Nakht. After you read the chapter, answer the following questions about Nakht.

1. Why is the body of Nakht so valuable to us?

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2. What diseases did Nakht suffer from?

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3. How did Egyptian parents try to combat or prevent such illnesses as Nakht suffered?

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## WRITE ABOUT IT

Ancient Egyptians were very fond of cats. What do you think the life of a typical household cat might have been like? Review the information on page 126. Then imagine that you are a cat living in an ancient Egyptian household. In your history journal, write a short biographical essay about yourself. What did you look like? What were you fed, and how did you spend your day? Where did you sleep? How did people treat you?

# WAR AND PEACE: RAMESSES II AND THE BATTLE OF QADESH

## CHAPTER SUMMARY

Ramesses II led the Egyptian army against the Hittites, who controlled an important trade route. The actual outcome of the battle is in doubt, but it resulted in a peace agreement that was the earliest written treaty.

## ACCESS

### BUILDING BACKGROUND

We know a fair amount about Ramesses II from ancient Egyptian art, architecture, and written history. Before you read the chapter, read the sidebars about Ramesses II on pages 129, 130, and 131. In your history journal, copy the main idea map graphic organizer from page 8 of this study guide to help you more fully understand Ramesses II. In the central circle, write *Ramesses II*. In the surrounding circles, write words and phrases from the sidebars that describe what we know about him.

## CAST OF CHARACTERS

Write a complete sentence about each character.

- Ramesses II (RAM-ah-seas) \_\_\_\_\_
- Nefertari \_\_\_\_\_
- Menna \_\_\_\_\_

## WHAT HAPPENED WHEN?

In complete sentences, tell what happened in the following years of Ramesses II's rule. Then answer the questions.

- Year 5 \_\_\_\_\_
- Year 21 \_\_\_\_\_
- During which dynasty did Ramesses II rule? \_\_\_\_\_
- During which century BCE did this dynasty's rule begin? \_\_\_\_\_

## WORD BANK

regnal allegiance division rendezvous fraternity treaty

Complete the sentences below by writing the words from the Word Bank in the blanks. Two words are not used.

- A large group of soldiers is called a \_\_\_\_\_.
- \_\_\_\_\_ between the king of Egypt and the Hittite king means that they were like brothers.
- A \_\_\_\_\_ is an agreement negotiated between nations.
- \_\_\_\_\_ refers to the years of a king's reign.

## WORD PLAY

Look up in a dictionary the two words not used, and write a complete sentence using each word in your history journal.

## CRITICAL THINKING

### CAUSE AND EFFECT

In Year 5 of his reign, Ramesses II led his army on a mission to regain control of the city-state of Qadesh from the Hittites. In your history journal create a T-chart graphic organizer similar to the one on page 9 of this study guide. Below is a list of events that occurred before and during the battle between the Egyptians and the Hittites. Write them in the order that they happened, matching causes with effects in the columns of your graphic organizer.

CAUSE	EFFECT
The Army of Re did not know that they were vulnerable and in mortal danger.	The Egyptians found two Hittite deserters hiding in the Wood of Labwi.
The Hittite deserters told Ramesses that the Hittite king was too frightened of Ramesses to proceed further.	The Army of Re soldiers panicked and scattered.
The Army of Re fled the battlefield.	Ramesses believed the deserters and took one division of the army toward Qadesh.
The Egyptian army stopped to rest in the Wood of Labwi and set up camp.	The Army of Re led the Hittite army directly toward Ramesses and the Army of Amen.
The Egyptian patrol captured two Hittite spies who told them that the Hittite king and army were just over the hill.	The Army of Re marched into a trap.
Hittite charioteers charged the Army of Re.	Ramesses knew that he had been tricked.

## WORKING WITH PRIMARY SOURCES

### COMPREHENSION

Royal Inscriptions, Qadesh Battle Inscriptions of Ramesses II (about 1279–1212 BCE)

Read the inscription on page 132 that describes Ramesses' heroic defeat of the Hittite army. In your history journal, answer the following questions in complete sentences, explaining your answers.

1. How likely is it that this story of Ramesses' heroism is true?
2. Why do you think the royal scribes wrote this story?

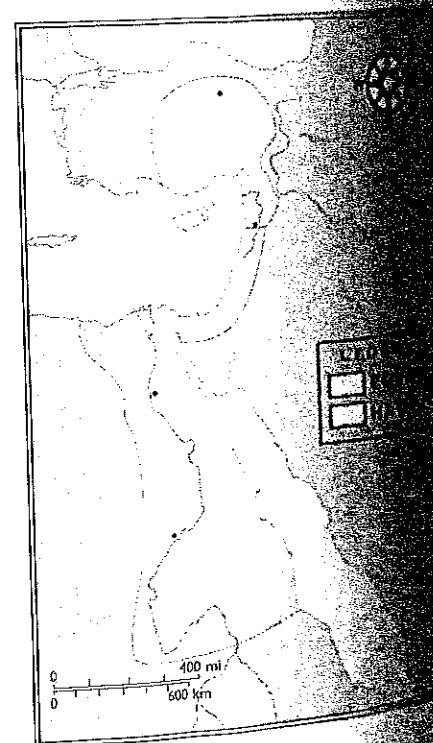
## ALL OVER THE MAP

### INTERACTION

1. Label the following cities, countries, and physical features on the map below.

Tigris River	Red Sea	Mediterranean Sea
Qadesh	Mesopotamia	Canaan
Amarna	Cyprus	Orontes River
Nile River	Hattusa	Euphrates River

2. Use shading or a pattern to indicate the territories of Egypt and Hatti. Then key these patterns in the legend.
3. The chapter states that whoever controlled the city-state of Qadesh controlled the trade route from the coast. Study Qadesh's location on the map, noting its position near bodies of water. In your history journal explain why Qadesh was so important.



# SCRATCH AND SNIFF: VILLAGE LIFE

## CHAPTER SUMMARY

Living conditions for the average villager in ancient Egypt were primitive. Houses were made of mud bricks, which would disintegrate in a short time. Water was scarce and was severely rationed.

## ACCESS

If you were to explain to someone how you live, what would you talk about? You might describe your home, your family, the sights of your city, what you eat, your activities, and what people do to make a living. List these categories in a chart in your history journal. As you read about village life in ancient Egypt, jot down details about how ancient Egyptians lived.

## WORD BANK

necropolis incense tell floodplain

Complete the sentences below by writing words from the Word Bank in the blanks. One word is not used.

You can hide a bad odor by burning \_\_\_\_\_.

\_\_\_\_\_ is a Greek word that means "city of the dead."

Archaeologists can learn details about past settlements by excavating a \_\_\_\_\_.

## WORD PLAY

Write a sentence using the word you did not use, clearly showing that word's meaning.

## CRITICAL THINKING

After you read the chapter, put a checkmark beside any of the following features you might expect to find in an ancient Egyptian house.

- |                                     |  |  |  |
|-------------------------------------|--|--|--|
| <input type="checkbox"/> mud bricks | <input type="checkbox"/> basement      | <input type="checkbox"/> bathroom                | <input type="checkbox"/> entrance hall |
| <input type="checkbox"/> fleas      | <input type="checkbox"/> garage        | <input type="checkbox"/> red door                | <input type="checkbox"/> couch         |
| <input type="checkbox"/> brick oven | <input type="checkbox"/> windows       | <input type="checkbox"/> cloth door              | <input type="checkbox"/> onions        |
| <input type="checkbox"/> bed        | <input type="checkbox"/> candles       | <input type="checkbox"/> ice                     | <input type="checkbox"/> fireplace     |
| <input type="checkbox"/> books      | <input type="checkbox"/> sack of beans | <input type="checkbox"/> people sleeping on roof |  |

In your history journal, draw a blueprint, or map, of a typical ancient Egyptian house based on the general layout descriptions on pages 131–138. Label the rooms and features of the house on your blueprint.

## COMPREHENSION

Answer the following questions in complete sentences in your history journal.

1. Why did the Egyptians burn incense in their homes?
2. Why were the houses at Deir el-Medina somewhat nicer than the houses in other villages?
3. What is a barter system?
4. Why was it a punishment to be sent to the back of the house?

## DO THE MATH

The chapter tells us that at Deir el-Medina an average six-person household would be given about four gallons of water per person, per day, for drinking and bathing. Based on this estimate, answer the following questions:

1. How many total gallons of water per day would a household of eight people be given? \_\_\_\_\_
2. How many total gallons per "week" (ten Egyptian workdays) would the same family of eight receive? \_\_\_\_\_

## WORKING WITH PRIMARY SOURCES

Notes on ostraca (broken pots) found at Deir el-Medina, about 1293–1070 BCE

- "I am wretched; I am searching for my sight but it is gone."
- "Since I was a child until today, I have been with you."
- "Seek out for me one tunic in exchange for the ring; I will allow you ten days."
- "I will do it! See, I will do it, I will do it!"

## WRITE ABOUT IT

The inscribed fragments of ostraca found at Deir el-Medina are like pieces of torn-up personal letters; their partial messages tantalize us with their hidden stories. When you read the fragments of messages above, do you wonder who these people were, and what their circumstances might have been? Were they happy in their lives, or struggling? Choose one of the messages above, and on a page in your history journal write a biographical sketch of the person you imagine might have written it. Describe the following details about this person:

- name
- age
- male or female
- what the person looks like
- what is happening or has happened to the person and how the person feels about it
- who the person is writing to, and why
- why the person used these particular words

## READ MORE

To learn more about village life, see the Further Reading suggestions at the end of *The Ancient Egyptian World*.

# BATTLE STATIONS: THE SEA PEOPLES

## CHAPTER SUMMARY

During the reign of Ramesses III, the feared Sea Peoples threatened to invade Egypt. Using superior military strategy and a highly trained army, Ramesses III defeated the Sea Peoples and saved Egypt from destruction.

## ACCESS

The chapter tells us that the mysterious Sea Peoples changed the ancient world dramatically. How do you think this was so? After you read the chapter, use the main idea map graphic organizer on page 8 of this study guide to organize our knowledge about the Sea Peoples. In the central circle, write *Sea Peoples*. In the surrounding circles, write words and phrases from the chapter that describe what we know about them and questions that we have about them.

## CAST OF CHARACTERS

Write a complete sentence describing Ramesses (RAM-ah-seas) III.

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## WHAT HAPPENED WHEN?

According to the chapter, what was happening in the eastern Mediterranean region in the late 13th century BCE? \_\_\_\_\_

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## WORD BANK

mortuary galley javelin maneuver

Complete the sentences below by writing in the blanks the words from the Word Bank. One word is not used.

The Sea Peoples used a spearlike weapon known as a \_\_\_\_\_.

A \_\_\_\_\_ is a military movement made to gain an advantage over the enemy.

The word \_\_\_\_\_ has to do with death or the burial of the dead.

## WORD PLAY

The prefix *mort* in the word *mortuary* comes from Latin and means "death." Another word with the prefix *mort* is *mortal*, which has several possible meanings. Look up *mortal* in a dictionary and write two of its definitions in your history journal. Write original sentences using *mortal* with each of these meanings.

## CRITICAL THINKING

### COMPARE AND CONTRAST

Compare and contrast the armies of the Egyptians and the Sea Peoples. Draw a large two-circle Venn diagram in your history journal (see page 9 of this study guide). Label one circle *Sea Peoples* and the other *Egyptians*. Write the details from the chapter listed below in the appropriate circles. Write any shared details in the overlapping area.

- used archers
- disorderly and chaotic
- used grappling hooks
- boats with oars
- charioteers
- orderly rows
- conquered the Hittites
- boats with sails
- swords and spears
- homeless
- could lose their homeland

## COMPREHENSION

### OUTLINE

Ramesses III's victory against the Sea Peoples is the main theme of the art and architecture of his mortuary temple. Use the outline graphic organizer on page 8 of this study guide to help you more fully understand this important event in ancient Egyptian history. Draw an outline in your history journal with the four main ideas listed below. Write several details from the chapter beneath each of the topics.

Topic I: Who the Sea Peoples were and why they were attacking Egypt

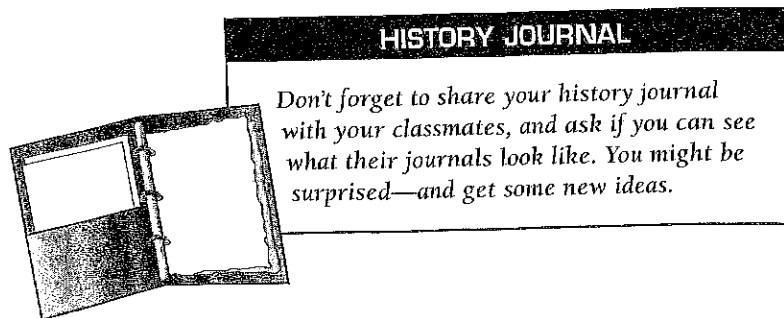
Topic II: What Ramesses III did to try to stop the Sea Peoples

Topic III: The defeat of the Sea Peoples' army

Topic IV: The defeat of the Sea Peoples' navy

## WRITE ABOUT IT

In complete sentences in your history journal, describe the crucial advantages the Egyptians had that allowed them to conquer the Sea Peoples in the Nile delta.





**CHAPTER SUMMARY**

Ancient Egyptian artists followed very specific style rules. Egyptians believed that art had magical properties. They discovered and used the "sacred ratio" in their art and architecture. Many stories that are familiar to us today may have begun in Egyptian literature.

**ACCESS****BUILDING BACKGROUND**

The opening pages of the chapter give us several important details about ancient Egyptian art. To begin exploring this subject, read the first three paragraphs of the chapter and then answer these questions in your history journal in complete sentences.

Paragraph 1

1. What were three rules that ancient Egyptians followed in drawing or sculpture?

Paragraph 2

2. What is frontalism?
3. How long did the use of frontalism last?
4. Why was it important to Egyptians to show many parts of the body?

Paragraph 3

5. What did the "scribes of outlines" do?
6. What did "colorists" do?

**CAST OF CHARACTERS**

According to the Cast of Characters on page 11, who was Strabo (STRAY-bow)?

What other well-known tale is the fictional story of Rhodopis like?

**WORD BANK**

innovator sacred ratio percussion

Complete the sentences below with words from the Word Bank. One word is not used.

The \_\_\_\_\_ is a precise proportion of length to width.

Someone who is an \_\_\_\_\_ might break the rules of style.

**WORD PLAY**

Write a sentence that shows the meaning of the word you did not use.

## CRITICAL THINKING

### COMPARE AND CONTRAST

The ancient Egyptians discovered and used the measurements known as the “sacred ratio” in most of their art and architecture. The chapter tells us that the sacred ratio is found throughout the universe and that the Egyptians applied it to many of their creations. Use the main idea map on page 8 of this study guide to explore this idea. In your history journal write *The Sacred Ratio* at the top of a page. Then draw two large circles, labeling one *Nature* and the other *Egyptian Art*. In smaller connecting circles write the following items from art and nature where appropriate.

- jewelry
- nautilus shell spiral
- tombs
- galaxies
- hieroglyphs
- temples
- sunflowers
- pyramids
- pinecones
- human body

### MAKING INFERENCES

Why do you think that ancient Egyptians called this measurement that is found throughout the universe “sacred”? Write your answer in complete sentences in your history journal.

## WORKING WITH PRIMARY SOURCES

Egyptian story of Cinderella retold by Strabo (about 63 BCE–21 CE)

You probably recognize the plot of the story of Rhodopis. Use the sequence of events graphic organizer on page 9 of this study guide to put the events of the story listed below in the correct order from beginning to end.

- The old man bought beautiful shoes for Rhodopis.
- The king searched for the woman who could wear the beautiful shoe.
- Rhodopis had too many chores to go to the king’s party.
- Rhodopis was kidnapped and sold to a kind old Egyptian.
- The shoe fit Rhodopis, and she pulled the other one from her tunic.
- They lived happily ever after.
- Horus, disguised as a falcon, snatched one of the shoes from Rhodopis and flew away.
- Horus dropped the shoe in the king’s lap.
- The other servants were mean to Rhodopis.

## COMPREHENSION

Music was very important to the ancient Egyptians. After reading the chapter, answer the following questions.

1. How do we know that ancient Egyptians enjoyed music?

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2. What kinds of instruments did they use?

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## WRITE ABOUT IT

Is music important to you? If so, why? What kinds of music do you enjoy? In your history journal, write a paragraph that tells how you feel about music.

# KING FOR A DAY: KUSH, NUBIA, AND THE THIRD INTERMEDIATE PERIOD

## CHAPTER SUMMARY

During the Third Intermediate Period, Egypt was weak and fractured into competing states. Finally, King Piye of Kush, a kingdom to the south, brought an army into Egypt and reunited the Two Lands. From that time on, Egypt was ruled by foreign dynasties.

## ACCESS

What do you know about King Piye and Kush? What would you like to know? Use the K-W-L graphic organizer on page 8 of this study guide to explore these subjects. In the *What I Know* column, write everything you already know on the subject. Fill in the *What I Want to Know* column with your questions, and as you read the chapter write the answers to your questions and other interesting facts in the *What I Learned* column.

## CAST OF CHARACTERS

Write a complete sentence describing the significance of each of these characters.

Strabo (STRAY-bow) \_\_\_\_\_

Piye (PEE-yee) \_\_\_\_\_

What other name was Piye known by? \_\_\_\_\_

## WHAT HAPPENED WHEN?

In complete sentences, write what happened on the following dates.

about 747–716 BCE \_\_\_\_\_

about 20 CE \_\_\_\_\_

## WORD BANK

nomadic ambassador contempt obligation

Choose words from the word bank to complete the sentences. One word is not used.

An \_\_\_\_\_ is the diplomatic representative of a foreign government.

The King of Dor treated Wenamun with \_\_\_\_\_, or a lack of respect.

Another word for *duty* is \_\_\_\_\_.

## WORD PLAY

Look up in a dictionary the word that you did not use. Write that word in a sentence.

\_\_\_\_\_

## CRITICAL THINKING

### CAUSE AND EFFECT

In the Third Intermediate Period, a weakened Egypt was in chaos until King Piye reunited the Two Lands. Read the chapter, and in your history journal create a T-chart graphic organizer similar to the one on page 9 of this study guide. On the next page is a list of causes and effects that occurred during the time of King Piye. Write them in the order that they happened, matching causes with effects in the columns of your graphic organizer. Then answer the questions.

CAUSE	EFFECT
<p>Kush's archers were very skilled.</p> <p>King Piye appointed his sister "the Divine Wife of the God."</p> <p>Kush had gold mines.</p> <p>The priests at Thebes became very powerful.</p> <p>Egypt became fractured and disorganized.</p>	<p>It became a wealthy and strong country.</p> <p>It lost respect in the ancient world.</p> <p>The Egyptians called it <i>Ta-Seti</i>, "The Land of the Bow."</p> <p>She became ruler of Upper Egypt.</p> <p>The pharaoh's power was weakened.</p>

### WITH A PARENT OR PARTNER

When you've finished your chart, read aloud the sentences to a parent or partner, connecting each cause to each effect with the word *so*.

### COMPREHENSION

1. What is the Greek word for *Nubia*, and what is its English translation?  
\_\_\_\_\_
2. How did someone become a priest during the Third Intermediate Period?  
\_\_\_\_\_
3. List some of the foreign groups that conquered Egypt during the Third Intermediate Period.  
\_\_\_\_\_
4. What does the name that Piye took, *Sema-tawy*, mean?  
\_\_\_\_\_

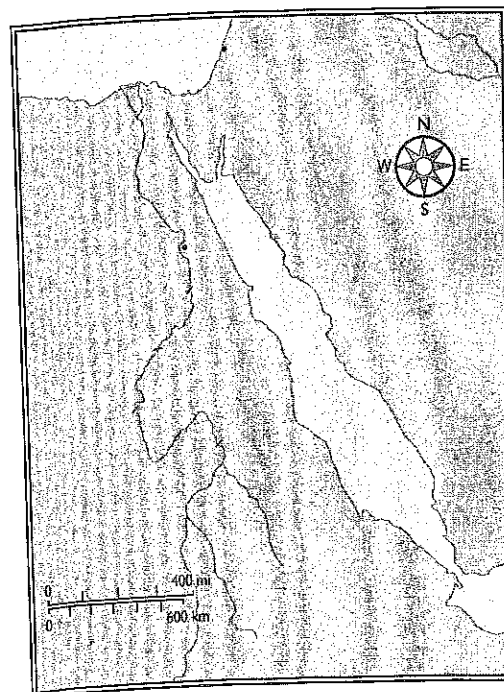
### WRITE ABOUT IT

Read the last two paragraphs of the chapter, which describe King Piye. We are told that he was a "compassionate" man. What other words might describe Piye? In your history journal, write two other adjectives that you believe describe Piye, as a king, a military leader, or a human being. Explain your word choices in complete sentences.

### ALL OVER THE MAP

Study the map below and then do the following exercises.

1. Label the following cities, countries, and geographic features.  
Kush Dor Red Sea Nubia  
Mediterranean Sea Nile River  
Upper Egypt Canaan Thebes  
Lower Egypt Egypt
2. Read the story of the priest Wenamun on pages 150–152. Then trace his journey from Thebes to Dor on the map.
3. How far did Wenamun travel to get from Karnak, in Thebes, to Dor? Use the mileage scale to calculate your answer.  
\_\_\_\_\_



**CHAPTER SUMMARY**

The Egyptians of the 4th century BCE, who had suffered religious and economic persecution under Persian rule, welcomed the Macedonian leader Alexander the Great. Alexander was a bold conqueror who founded the city of Alexandria.

**ACCESS**

Have you ever heard of Alexander the Great? Who was he, and what was so great about him? In your history journal, copy the K-W-L graphic organizer on page 8 of this study guide to help you learn more about Alexander and his conquest of Egypt. In the *What I Know* column, write everything you already know on the subject. Fill in the *What I Want to Know* column with your questions, and as you read the chapter write the answers to your questions and other interesting facts in the *What I Learned* column.

**CAST OF CHARACTERS**

Write a complete sentence describing the significance of each of these characters.

Alexander the Great \_\_\_\_\_

Aristotle \_\_\_\_\_

Plutarch (PLOO-tark) \_\_\_\_\_

Arrian \_\_\_\_\_

**THINK ABOUT IT**

What are the titles of the two famous long poems written by Homer?

**WHAT HAPPENED WHEN?**

In your history journal, copy the timeline graphic organizer on page 9 of this study guide. Then arrange the following dates relating to Alexander's conquest of Egypt in chronological order from top to bottom. Briefly describe what happened on each date in the corresponding boxes.

April 331 BCE

336 BCE

November 14, 332 BCE

late October 332 BCE

## WORD BANK

invincible descendant tribute odyssey oasis

Choose words from the Word Bank to complete the sentences. Two of the words are not used.

An \_\_\_\_\_ is a long, wandering journey.

A service or a gift given to show respect is a \_\_\_\_\_.

Someone who cannot be overcome or conquered is \_\_\_\_\_.

## WORD PLAY

Look up in a dictionary the words that you did not use, and write each word in a sentence in your history journal.

## CRITICAL THINKING

### OUTLINE

Alexander the Great was a very religious person, and religion played a large part in his successful conquest of Egypt. In your history journal, make an outline modeled after the outline graphic organizer on page 8 of this study guide to explore this idea. Write the following topics in four main idea lines:

- Topic I: Egyptian life and religion under Persian rule
- Topic II: Alexander's first impressions of Egypt and its religion
- Topic III: How Alexander practiced religion while living in Egypt
- Topic IV: How the Egyptians felt about Alexander

Then write several details from pages 157–159 beneath each of these main ideas.

## WORKING WITH PRIMARY SOURCES

Plutarch, *Life of Alexander* (about 79 CE)

At the end of the story of young Alexander's wise and brave handling of the wild stallion, Alexander's father the king says to him, "Seek another kingdom, my son, that may be worthy of your abilities; for Macedonia is too small for you."

What does the king mean when he says that Macedonia is "too small" for Alexander? How does he feel about his son's future? In your history journal, write a paragraph that answers these questions. Be sure to explain your answers.

### WITH A PARENT OR PARTNER

Alexander's favorite hero was the warrior Achilles, from Homer's poem the *Iliad*. What do we mean when we say someone has an "Achilles' heel"? How did this phrase come about? With a parent or an older family member, do an Internet search using the phrase "Achilles' heel mythology." Describe your findings about the origin and meaning of "Achilles' heel" in your history journal.

## READ MORE

To learn more about Alexander the Great and his conquest of Egypt, see the Further Reading suggestions at the end of *The Ancient Egyptian World*.

**CHAPTER SUMMARY**

The centuries of Graeco-Roman rule in Egypt were a time of intense political drama and great intellectual and scientific achievement.

**ACCESS****BUILDING BACKGROUND**

This chapter describes several fascinating political leaders of the Graeco-Roman rule over Egypt, including Cleopatra VII. She was an intelligent and creative politician with a strong sense of drama. In your history journal, copy the main idea map graphic organizer from page 8 of this study guide to help you better understand Cleopatra's life. In the central circle, write *Cleopatra VII*. In the surrounding circles, write words and phrases from the chapter that describe her personal qualities and abilities, her cultural achievements, and the methods she used to influence rulers and statesmen.

**CAST OF CHARACTERS**

The final period of ancient Egyptian history features a cast of unforgettable and vivid personalities. In your history journal, make a list of the following characters. As you read the chapter, next to each name write a brief phrase that describes why he or she is historically significant.

General Ptolemy (TALL-uh-mee)

Ptolemy III

Eratosthenes

Pliny the Elder

Sostrates (SAUCE-trah-tees)

Ptolemy II

Ptolemy XII

Berenice

Cleopatra VII

Julius Caesar

Mark Antony

Archimedes

Euclid

Heron

Ptolemy (astronomer, geographer)

Aristarcus of Samos

**WHAT HAPPENED WHEN?****TIMELINE**

By now you know something about all the major time periods of the ancient Egyptian world. Use the timeline graphic organizer on page 9 of this study guide as a model for creating a final timeline in your history journal. Include all the periods you have studied, listed below, in the correct chronological order, from earliest to last.

New Kingdom Period (1570–1070 BCE)

First Intermediate Period (2181–2040 BCE)

Late Period (525–332 BCE)

Early Dynastic Period (3050–2686 BCE)

- Hellenistic (Greek) Period (332–30 BCE)
- Third Intermediate Period (1069–525 BCE)
- Middle Kingdom Period (2040–1782 BCE)
- Graeco-Roman Period (305–30 BCE)
- Old Kingdom Period (2686–2184 BCE)
- Second Intermediate Period (1782–1570 BCE)

### DO THE MATH

How many years passed between the beginnings of ancient Egypt in the Early Dynastic Period (3050 BCE) and the end of Egypt as an independent state (30 BCE)?

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### WORD BANK

parchment ambition opulence stellar

Choose words from the Word Bank to complete the following sentences.

The word \_\_\_\_\_ comes from the Latin word meaning “star.”

\_\_\_\_\_, made from untanned animal skins, was more flexible and durable than papyrus.

The \_\_\_\_\_, or wealth, of Cleopatra's court was displayed dramatically to Julius Caesar and Mark Antony.

\_\_\_\_\_ is the desire to achieve a particular goal.

### WORD PLAY

The Museum in Alexandria was dedicated to the Muses, who were the Greek goddesses of arts and science. What does the verb *muse* mean? Look it up in your dictionary, and write the definition in your history journal. Then use the word *muse* in a complete sentence.

### CRITICAL THINKING

The discoveries made and the ideas developed at the Museum in Alexandria laid the groundwork for our continuing scientific and artistic growth to the present day. In your history journal, make an outline to understand more fully the legacy of the Museum (refer to the outline graphic organizer on page 8 of this study guide). Write several details from the chapter beneath each of the following main ideas.

Topic I: The purpose of the Museum, and the subjects studied

Topic II: The life of scholars at the Museum

Topic III: Math, medicine, mechanics, and maps

### IN YOUR OWN WORDS

The brilliant astronomer and geographer Ptolemy wrote,

Well do I know that I am mortal, a creature of one day.

But if my mind follows the winding paths of the stars

Then my feet no longer rest on earth, but standing by

Zeus himself I take my fill of ambrosia, the divine dish.

What do you think this passage means? What was Ptolemy saying about life? What did he want to do with his own life, and why? In your history journal, rewrite Ptolemy's thoughts in your own words, using his style of writing. Then add to them: What do I want to do with *my* life?