

# YOU RULE: THE GEOGRAPHY OF EGYPT

## CHAPTER SUMMARY

Life in ancient Egypt depended on the three-season cycle of the Nile River: *akhet*, *peret*, and *shemu*. Ancient Egyptians believed that their all-powerful pharaohs, or rulers, could speak to the gods and influence the cycle.

## ACCESS

What is it like when one major geographic feature affects everything that you do? A chart will help you understand the cycles of the Nile. Read the chapter, and in your history journal create a three-column chart with the headings *Season*, *What the Nile Does*, and *What Egyptians Did and Felt*. List the three season cycles described on pages 15–17. Use information from the chapter to describe in the second and third columns how the Nile changed during each season and how the ancient Egyptians responded to the changes.

## WITH A PARENT OR PARTNER

The ancient Egyptians depended so much on water from the Nile that they developed the nilometer to measure and compare yearly water levels. What are some of the instruments we use to measure things today? Ask a parent or older family member to help you think of four or five types of modern measuring devices. Write a sentence about each that describes what it measures and why we find it useful or important.

## CAST OF CHARACTERS

Write an adjective to describe each character. Then explain why you chose that adjective.

Pharaoh Pepi (PEH-pee) II \_\_\_\_\_

Harkhuf (HAR-khooF) \_\_\_\_\_

## WORD BANK

barren rapids gauge anguish sacrifices caravans

Choose words from the Word Bank to complete the sentences. One word is not used at all.

To \_\_\_\_\_ is to measure something.

People traveled together in \_\_\_\_\_ through the desert.

A land that has no water becomes \_\_\_\_\_.

Ancient worshipers made \_\_\_\_\_ to the gods.

The boat moved swiftly over the \_\_\_\_\_.

## WORD PLAY

Look up the word you did not use in a dictionary. In your history journal, write a sentence using that word.

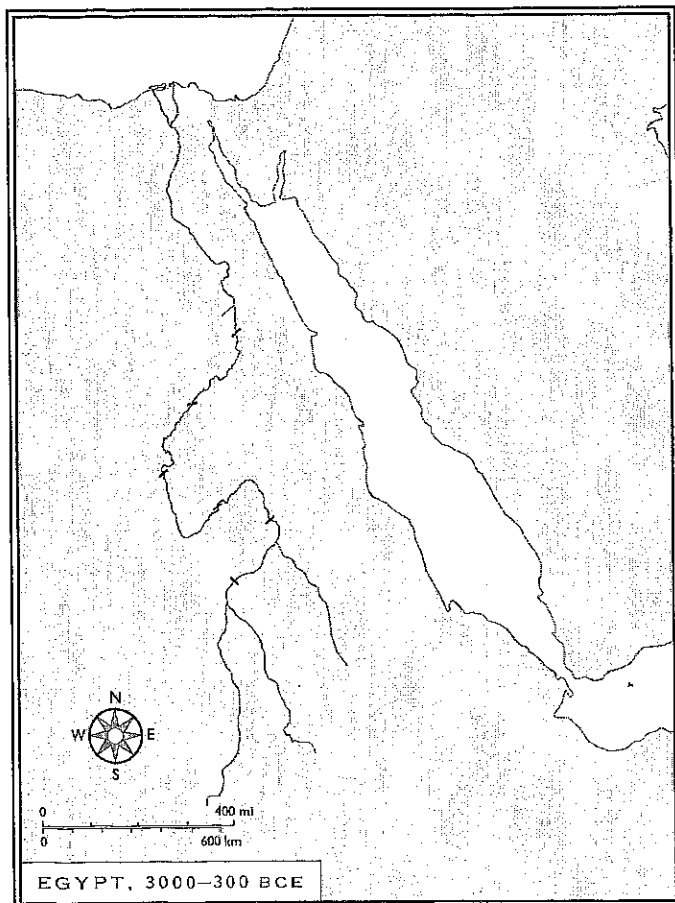
## ALL OVER THE MAP

Label the following geographic features on the map:

- Nile River
- desert
- Nile Delta
- Cataracts

Then answer the following questions:

1. How far up the Nile do you think the river was navigable by boat? \_\_\_\_\_
2. Draw arrows on the map to indicate which direction the river flows.
3. Trace in colored pencil any tributaries to the Nile.



## WORKING WITH PRIMARY SOURCES

Harkhuf's Tomb Inscription (about 2250 BCE)

We know a little about the interests and lifestyle of the boy king, Pepi II, from reading parts of his letters that are inscribed on Harkhuf's tomb. At the time of these writings, he was only eight years old and was supreme ruler of his world. He wrote to Harkhuf:

Come north to the palace at once! Drop everything—hurry and bring that pygmy you have brought, alive, happy, and well, for the divine dances, to gladden the heart, to delight the heart of the king who lives for ever!

Imagine that you are supreme ruler of your world. In your history journal, write a paragraph describing a typical day in your royal life. Where do you spend the day? What do you eat? What kinds of things do you do?

# WRITTEN IN STONE: THE FIRST KING

## CHAPTER SUMMARY

Ancient Egypt was once divided into two parts, Upper Egypt and Lower Egypt. The Narmer Palette (3100 BCE), an ancient stone carving, tells the story of the unification of Egypt under its first king.

## ACCESS

Nekhen and Tjeni were villages that grew to be important towns in ancient Egypt. In your history journal, make two copies of the main idea map graphic organizer from page 8 of this study guide. In the center circle of one map, write *Nekhen*; in the other, write *Tjeni*. As you read the chapter, write details about these towns in the surrounding circles.

## CAST OF CHARACTERS

Write a sentence or two about why the following character was important.

Narmer (NAR-mer) \_\_\_\_\_

## WORD BANK

palette legend conquered chaos pigments harmony

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

\_\_\_\_\_ describes a situation that is confused or disorganized.

A \_\_\_\_\_ is a popular story from history that may not be true.

The king and his army \_\_\_\_\_ the enemy forces.

People living in \_\_\_\_\_ are peaceful.

## WORD PLAY

Look up the two words that you did not use in the dictionary. Write one sentence in the space below that includes both words.

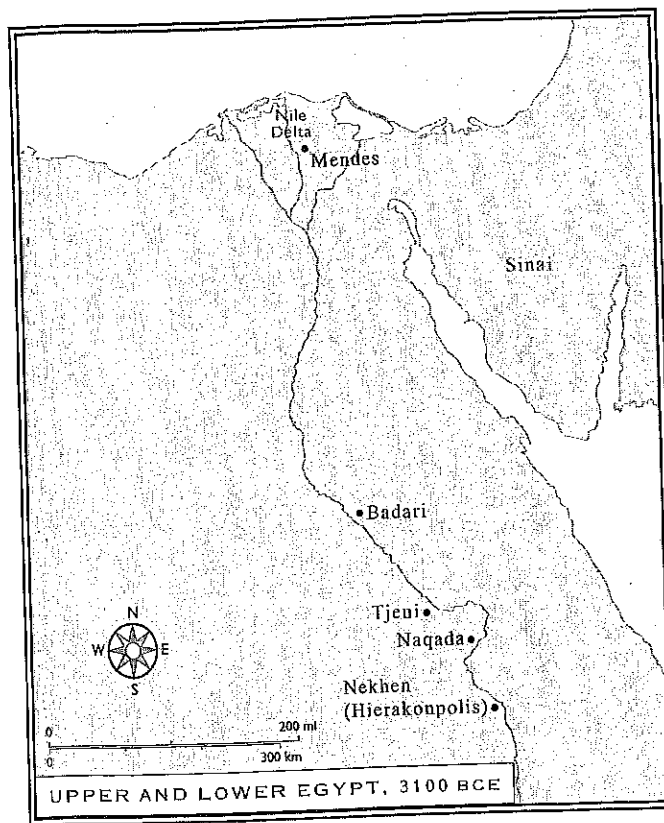
## WITH A PARENT OR PARTNER

The word *unification* begins with the prefix *uni-*, which means "one." In five minutes, write all the words you can think of that start with *uni-*. Ask a parent or partner to do the same. Then read your lists to each other. Look up in a dictionary any words either of you do not know.

## ALL OVER THE MAP

Read the "Topsy Turvy" sidebar on page 23, and study the map. Then label the following geographical features and areas on this map.

Nile River   Mediterranean Sea   Red Sea   Upper Egypt   Lower Egypt



Answer the following questions in your history journal.

1. Why was ancient Egypt once called "The Two Lands"?
2. In which direction does the Nile River flow?
3. How does gravity affect the direction in which the Nile flows?
4. Why are the two parts of Egypt called "Upper" and "Lower"?

## WORKING WITH PRIMARY SOURCES

The Narmer Palette (3100 BCE)

The creator of the Narmer Palette carved pictures and symbols into stone to tell the dramatic story of King Narmer's unification of the Two Lands. Read the description of the Narmer Palette on pages 24–26 and answer this question:

Why do the authors describe the Narmer Palette as being like a "comic book"?

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On one or more pages in your history journal, using only pictures and symbols, create a "comic book" describing an important event in your life.

# STAIRWAY TO HEAVEN: THE OLD KINGDOM

## CHAPTER SUMMARY

The Old Kingdom Period (2686–2184 BCE) was a time of wealth and prosperity in ancient Egypt. During this period a brilliant architect, Imhotep, designed and built a burial complex for King Djoser that included the first pyramid.

## ACCESS

Write the names of the characters below in a column in your history journal. As you read the chapter, write short sentences about why each person was important.

## CAST OF CHARACTERS

Djoser (ZO-zer)

Manetho (MAN-eh-tho)

Imhotep (im-HOE-tep)

Edwin Smith

## WHAT HAPPENED WHEN?

In a complete sentence, tell what happened on the following dates:

2700 BCE \_\_\_\_\_

1862 CE \_\_\_\_\_

## GO FIGURE

How many years passed between these two events? \_\_\_\_\_

## WORD BANK

granaries architect masons inundation artisan

Choose words from the Word Bank to complete the sentences. One word is not used at all. Go back to the book to check information.

1. \_\_\_\_\_ helped cut the stone for the pyramids.
2. During the time of the \_\_\_\_\_, the waters of the Nile rose.
3. An \_\_\_\_\_ designs buildings.
4. During years of good harvests, extra grain was stored in \_\_\_\_\_.

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

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

## CRITICAL THINKING

### FACT OR OPINION?

A fact is a statement that can be proved. An opinion judges things or people, but it cannot be proved or disproved. Make a two-column chart in your journal. Label one column *Fact* and the other column *Opinion*. Write each sentence below from the chapter in the column where it belongs.

1. Manetho grouped the kings into 30 ruling families that we call dynasties.
2. Even a god-king must feel awe at the sight of a structure larger than anything built before it . . .
3. The architect's name was Imhotep and he built the first pyramid.
4. The burial complex was as big as twenty-four soccer fields.
5. . . . once scholars start organizing there is no stopping them.
6. The king's granaries filled.
7. King Djoser must have traveled from the capital city of Memphis to the burial grounds at Saqqara now and again . . .
8. In the 19th century, a German scholar decided to group the dynasties.

## WORKING WITH PRIMARY SOURCES

Edwin Smith Papyrus, 30th century BCE

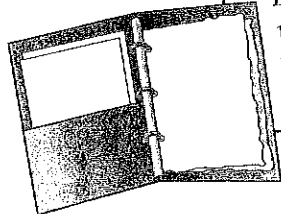
Read the last two paragraphs of the chapter, including the excerpt from the Edwin Smith Papyrus. Then answer these questions in your history journal.

1. What were some of the reasons that building the pyramids was dangerous for the workers?
2. How do you think Imhotep discovered his medical treatments and cures?

## WRITE ABOUT IT

Imagine you are a farmer who has come to Saqqara for the first time to help build the pyramid. What do you see when you arrive at the burial complex? What are the work conditions like? The weather? What foods do you eat? Write a paragraph in your history journal describing your experience.

### HISTORY JOURNAL



*Don't forget to share your history journal with your classmates, and ask if you can see what their journals look like. You might be surprised—and get some new ideas.*

# THANK YOU, ROSETTA STONE: HIEROGLYPHS

## CHAPTER SUMMARY

Ancient Egyptians may have been the first people to write, using pictures known as hieroglyphs to represent objects and sounds. But Egyptian forms of writing changed, and our ability to understand hieroglyphs was lost. The discovery of the Rosetta Stone (196 BCE) in 1799 enabled us to decipher the ancient words.

## ACCESS

You may have seen pictures of Egyptian hieroglyphics before, in books or magazines, or even in movies. Perhaps their mysterious beauty made you curious to know more about them. In your history journal, copy the K-W-L graphic organizer chart from page 8 of this study guide. In the *What I Know* column, write what you already know about hieroglyphics. (If you don't know anything, that's okay.) In the *What I Want to Know* column, write three questions that you have. After reading the chapter, complete the *What I Learned* column with facts about hieroglyphics.

## CAST OF CHARACTERS

Write a sentence or two about why each character was important.

Bekenkhons \_\_\_\_\_

Ptolemy V (TALL-uh-mee) \_\_\_\_\_

Napoleon \_\_\_\_\_

Thomas Young \_\_\_\_\_

## WHAT HAPPENED WHEN?

In a complete sentence, tell what happened on the following dates:

About 3100 BCE \_\_\_\_\_

196 BCE \_\_\_\_\_

1799 CE \_\_\_\_\_

## DO THE MATH

Did the year 196 BCE come before or after 3100 BCE? \_\_\_\_\_

## WORD BANK

demotics hieroglyphics hieratic

Choose words from the word bank to complete the sentences. One word is not used.  
Egyptians first wrote in pictures called \_\_\_\_\_. A kind of shorthand, called \_\_\_\_\_, eventually became popular for everyday writing.

## WORD PLAY

The Egyptian cursive writing known as *sesh* was called *demotics* by the Greeks. The prefix *dem-* comes from the Greek word *demotika*, which means "popular" or "of the people." Can you think of another word we use that begins with *dem-* and relates to "the people"? Write the word here.

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## WRITE ABOUT IT

What would it be like to create your own unique form of writing? What kinds of pictures or symbols might you use? At the top of a page in your history journal, write a line from one of your favorite songs. In the space below, write the line from the song again, this time using only pictures and symbols that you create to express the meaning of the words.

## COMPREHENSION

### SEQUENCE OF EVENTS

These sentences describe the steps in making papyrus. Read the chapter and put them in order by writing numbers in the blanks next to each event. (Write "1" next to the earliest event, and so forth.)

- \_\_\_\_\_ Cover the reed strips with linen, then pound the sheet with a mallet.
- \_\_\_\_\_ Slice the stem into thin strips.
- \_\_\_\_\_ The dried sap will glue the strips together.
- \_\_\_\_\_ The crushed reeds ooze sticky sap.
- \_\_\_\_\_ Lay the strips together, slightly overlapping.
- \_\_\_\_\_ Peel the skin off the papyrus stem.
- \_\_\_\_\_ Arrange another layer on top, going in the opposite direction.
- \_\_\_\_\_ Glue the sheets together with flour and water paste.

When you have completed the exercise, make a sequence of events chart in your history journal (see page 9 of this study guide). Draw it with eight boxes. Copy each event in a box, beginning with the first one and ending with the last one.

## WORKING WITH PRIMARY SOURCES

Inscription on a statue of Bekenkhons (1250 BCE)

Read the description on pages 36–37 of the life of a student scribe, ending with the details of the inscription on the statue of Bekenkhons. Imagine that you are a teacher writing a report card for young Bekenkhons, who is learning to be a scribe. Begin like this: "Bekenkhons works very hard to learn his craft." Continue the report in your history journal. Be sure to list the kinds of things that Bekenkhons has to learn to write about when he is a scribe, and grade him on them.



# IT'S A GOD-EAT-GOD WORLD: EGYPTIAN RELIGION

## CHAPTER SUMMARY

Ancient Egyptians worshipped thousands of different gods. It was the job of the pharaoh and his priests to take care of the gods, and they built elaborate temples for this purpose.

## ACCESS

Ancient Egyptians seemingly thought that everything had a god—things, objects in nature, subjects of learning, protection against dangers, and so on. If this ancient Egyptian belief were brought into the present, what would this new set of gods be like? What dangers would they protect against? What would be their purpose in different objects? List five such gods, what they effect, and what they might look like.

## CAST OF CHARACTERS

Write a sentence or two about why each character was important.

Neferhotep (nef-er-HOE-tep) \_\_\_\_\_

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

David O'Connor \_\_\_\_\_

William Petrie \_\_\_\_\_

## WHAT HAPPENED WHEN?

In a complete sentence, tell what happened on the following dates:

1741–1730 BCE \_\_\_\_\_

1st century CE \_\_\_\_\_

1967 CE \_\_\_\_\_

## WORD BANK

shrines sacred archaeologist stela scarab excavate

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

A \_\_\_\_\_ is a type of beetle (insect).

A slab of rock inscribed with an ancient story is called a \_\_\_\_\_.

Statues of gods were kept in \_\_\_\_\_.

An \_\_\_\_\_ searches for and studies ancient artifacts to learn about human life in the past.

## WORD PLAY

Look up in a dictionary the words you did not use. Write a sentence in your history journal using each word.

## COMPREHENSION

In the first five chapters you have read about the ancient Egyptian concept of *ma'at*, or "balance." Balance in life was extremely important. Look back through the first few chapters and reread the descriptions of *ma'at*. Then, in your history journal, answer the following questions in complete sentences.

1. Why was balance so important to the ancient Egyptians?
2. Is balance important in your life? If so, what kinds of balance are important to you, and why?

## WRITE ABOUT IT

Because they protected and served the gods, temple priests were very important in ancient Egypt. Read the descriptions of the lives of temple priests and their duties in this chapter, then imagine that you could interview a temple priest. Using a two-column chart, write your questions and the answers that you think a temple priest might give. Be sure to give your priest a name.

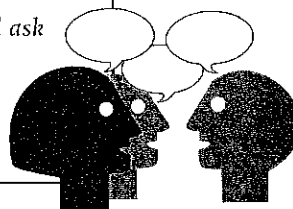
## WORKING WITH PRIMARY SOURCES

Read the interview of archaeologist David O'Connor on pages 48–49, and answer the following questions, using complete sentences.

1. Why is Egypt a good place to learn about early cultures?  
\_\_\_\_\_  
\_\_\_\_\_
2. Why are winter and spring good times of year to excavate in Egypt?  
\_\_\_\_\_  
\_\_\_\_\_
3. What are some of the dangers archaeologists face when excavating a site?  
\_\_\_\_\_  
\_\_\_\_\_
4. Why is it important to record exactly where artifacts are found?  
\_\_\_\_\_  
\_\_\_\_\_
5. What kind of scientist can tell where a certain type of wood came from?  
\_\_\_\_\_  
\_\_\_\_\_

### GROUP TOGETHER

*Wouldn't it be fun to know what other students think about Ancient Egyptian religious beliefs? Get a few friends together and ask your teacher to help you organize a discussion group at school. Have one person take notes and another person present the group's ideas to the class.*



# IT'S A WRAP: MUMMIES AND THE AFTERLIFE

## CHAPTER SUMMARY

Egyptians believed that their only chance for a happy afterlife was to gain entrance to the Field of Reeds. Everyone had three spirits that each played a different role in achieving this. Because the spirits needed their bodies intact, Egyptians developed mummification.

## ACCESS

Egyptians believed that everyone had three spirits: the *Ba*, the *Ka*, and the *Akh*. Each spirit had very unique qualities or tasks that helped achieve a good afterlife. Copy the outline graphic organizer from page 8 of this study guide. On each main idea line, write the name of a spirit. List facts about each spirit on the detail lines as you read the chapter.

## CAST OF CHARACTERS

Write in complete sentences why each character was important.

Herodotus (huh-RAH-duh-tus) \_\_\_\_\_

Diodorus (die-uh-DOR-us) Siculus (SICK-u-lus) \_\_\_\_\_

## COMPREHENSION

Look for Herodotus and Diodorus Siculus in the Cast of Characters on pages 9–11. Read their brief descriptions and answer the following questions in complete sentences in your history journal.

1. What part of the world were Herodotus and Diodorus Siculus from?
2. How did Diodorus Siculus contribute to our knowledge of world history?
3. What is Herodotus known as?

## WHAT HAPPENED WHEN?

In a complete sentence, tell what happened on the following dates:

about 2375–2184 BCE \_\_\_\_\_

about 1500–250 BCE \_\_\_\_\_

## WORD BANK

mummification

Look up the definitions of *mummy*, *mummify*, and *mummification* in a dictionary. Write each word in a sentence in your history journal.

## CRITICAL THINKING

### CAUSE AND EFFECT

Egyptians believed that after they died they had to pass a series of tests to enter the Field of Reeds. After you read the chapter, copy the T-chart graphic organizer from page 9 of this workbook into your history journal. Copy the causes below into the first column. Then find the effect of each cause in the chapter and write the effect in the second column.

1. The spirits correctly answered the questions of the gatekeepers.
2. The spirits successfully declared their innocence before 42 gods.
3. The dead person's heart balanced with truthfulness and justice.
4. The dead person's heart weighed heavy with sin.

### WITH A PARENT OR PARTNER

After completing your chart, read the matched pairs aloud to a parent or partner, connected by the word so.

## WORKING WITH PRIMARY SOURCES

Pyramid Texts (about 2375–2184 BCE)

Coffin Texts (Middle Kingdom)

Book of the Dead (about 1500–250 BCE)

The Pyramid Texts, the Coffin Texts, and the Book of the Dead are documents from three different periods of Egyptian history that tell us about Egyptian burial practices and beliefs about the afterlife. Create a three-circle Venn diagram in your history journal using the model on page 9 of this study guide. In the middle of each circle, write the name of one of these periods of history: *Old Kingdom*, *Middle Kingdom*, *New Kingdom*. Then write each of the details below in the correct circles. If details apply to more than one period, write them in the overlapping parts of the circles.

- spells written on sides of coffins
- Book of the Dead
- only pharaohs allowed into Field of Reeds
- Coffin Texts
- Field of Reeds open to all
- spells written on scrolls
- kings had to answer questions
- Pyramid Texts
- scrolls buried with the body
- kings had answers and spells buried with them

## WRITE ABOUT IT

Read the description of the mummification process on pages 54–56. Then answer the following questions in complete sentences.

1. What bodily organ did the Egyptians believe was most important?  
\_\_\_\_\_  
\_\_\_\_\_
2. How long might it take to wrap a body in linen?  
\_\_\_\_\_  
\_\_\_\_\_
3. Why was it important for the mummy to have a painted mask that looked like the dead person's face?  
\_\_\_\_\_  
\_\_\_\_\_
4. What kind of salt was used to dry out the body?  
\_\_\_\_\_  
\_\_\_\_\_

# TOMB BUILDERS: THE PYRAMID AGE/THE OLD KINGDOM

## CHAPTER SUMMARY

The Great Pyramid was built more than 4,000 years ago as a tomb and a stairway to the afterlife for the king Khufu. It took thousands of workers more than 20 years to complete. The Great Sphinx, a massive statue with the body of a lion and the head of a man, guards the pyramids at Giza.

## ACCESS

How do you think the Great Pyramid could have been built with no modern machinery? What was the purpose of the pyramids, or the Sphinx? In your history journal, copy the K-W-L graphic organizer from page 8 of this study guide. In the *What I Know* column, write anything you may already know about the Great Pyramid, the Sphinx, or the other pyramids at Giza. In the *What I Want to Know* column, write three questions that you have. After reading the chapter, complete the *What I Learned* column with facts about the Giza pyramid complex.

## CAST OF CHARACTERS

Read the chapter and write a complete sentence about why each character was important.

Khufu (COO-foo) \_\_\_\_\_

Thutmose (TUT-moze) IV \_\_\_\_\_

## WHAT HAPPENED WHEN?

In a complete sentence, tell what happened during this time period.

about 1419–1386 BCE \_\_\_\_\_

## WORD BANK

Mennefer mer mummy

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

- \_\_\_\_\_, the capital city of ancient Egypt, was near modern-day Cairo.
- King Khufu's \_\_\_\_\_ was part of an elaborate burial complex.

## WORD PLAY

Write a sentence that includes the word not used. (If necessary, look this word up in a dictionary).

\_\_\_\_\_

\_\_\_\_\_

## DO THE MATH

- How many pounds equal 1 ton? \_\_\_\_\_
- How many pounds would a 40-ton stone block weigh? \_\_\_\_\_

## COMPREHENSION

### SEQUENCE OF EVENTS

How did the builders of the Great Pyramid move those massive stones into place? In your history journal, copy the sequence of events chart on page 9 of this study guide. The final event is placing a block of stone in place on the pyramid. Working backward, fill in the other boxes with the steps that led to this final event.

## WORKING WITH PRIMARY SOURCES

Read the story of the Sphinx and the Dream Stela on page 63. Then answer these questions in complete sentences.

1. What protected the Sphinx from crumbling for thousands of years?

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2. What does the Dream Stela describe?

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3. What deal does the Sphinx make with Prince Thutmose?

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4. Why might Thutmose have made up the story of his dream?

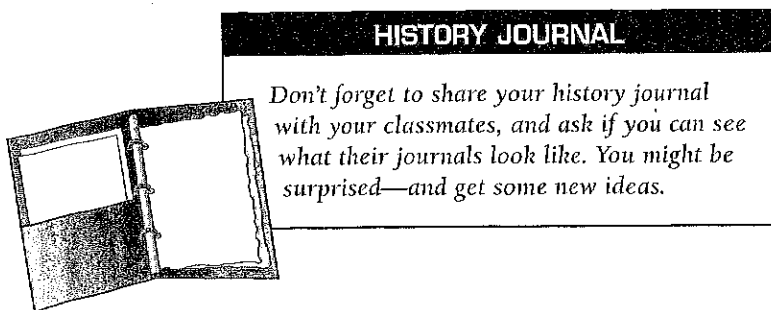
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We know from a small patch of color near one of the Sphinx's ears that it used to be brightly painted. What do you think it looked like? In your history journal, draw a picture of the Sphinx. Use markers or colored pencils to color the Sphinx the way you think it might have originally been painted, or how you'd like to see it painted now.

## WITH A PARENT OR PARTNER

The Great Pyramid at Giza is one of the Seven Wonders of the Ancient World, and the only one still standing. Ask a parent or partner to help you do an Internet search for information on the Seven Wonders of the Ancient World. In your history journal list the Seven Wonders, and write in a complete sentence at least one fact about each. Then, with your partner, try to think of seven modern wonders that might be the equal of the ancient wonders.



# FROM MONARCHY TO ANARCHY AND BACK AGAIN: THE FIRST INTERMEDIATE PERIOD AND THE MIDDLE KINGDOM

## CHAPTER SUMMARY

The First Intermediate Period was a time of political turmoil as well as greater intellectual freedom and new religious and cultural ideas and technologies. Royal power, peace, and prosperity returned to Egypt during the Middle Kingdom.

## ACCESS

During the First Intermediate Period, power shifted from the king to the governors of the Egyptian provinces. Imagine that you could interview an Egyptian governor during this time. Before reading, skim through the chapter. Then in your history journal make a list of five questions you would ask the governor (be sure to give him a name!). One question might be, "How did you become so wealthy?" Now read the chapter carefully and write the answers to the questions as you imagine your governor might answer them.

## CAST OF CHARACTERS

Write a complete sentence about why each character is important.

Pepi (PEH-pee) II \_\_\_\_\_

Ankhtyfy (ANKH-tee-fee) \_\_\_\_\_

Sinuhe (SIN-oo-way) \_\_\_\_\_

Amenemhet (ah-MEN-em-het) I \_\_\_\_\_

Senwosert (SEN-whe-sert) I \_\_\_\_\_

## WHAT HAPPENED WHEN?

In a complete sentence, tell what happened on these dates:

2278 BCE \_\_\_\_\_

about 1991–1926 BCE \_\_\_\_\_

## TIMELINE

Make a timeline using the timeline graphic organizer on page 9 of this study guide. Starting at the top, divide the timeline into three periods: the Old Kingdom, the First Intermediate Period, and the Middle Kingdom. Then place the following characters or events from the chapter on the timeline, drawing lines connecting them to the appropriate periods.

return of centralized power

vertical loom invented

Pepi II's reign

Ankhtyfy governed

two provinces

end of Pepi II's reign

## WORD BANK

monarchy anarchy intermediate drought

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

1. \_\_\_\_\_ is the absence of governmental authority.
2. A country that is ruled by a king is a \_\_\_\_\_.
3. Something that happens in between two events is \_\_\_\_\_.

## WITH A PARENT OR PARTNER

The prefix *inter* means "between." In five minutes, write all the words you can think of that start with *inter*. Ask a parent or partner to do the same. Then read your lists to each other. Look up in a dictionary any words either of you do not know.

## CRITICAL THINKING

### COMPARE AND CONTRAST

Life during the First Intermediate Period is generally considered to have been difficult and chaotic, but it had its good points, too. Read the chapter and sort these varying descriptions into the organizer below.

- people began to think for themselves
- "festering from civil wars"
- others besides the king might enter the afterlife
- artists painted in new styles
- artisans no longer told how things must be done
- "bathed in blood"
- "mercy has perished"
- inventions such as the vertical loom

### FIRST INTERMEDIATE PERIOD

POSITIVE	NEGATIVE

## WORKING WITH PRIMARY SOURCES

Although the Middle Kingdom was politically more stable than the First Intermediate Period, *The Tale of Sinuhe* tells us that there were still constant threats to the monarchy. Read the story of Sinuhe on page 68.

### MAKING INFERENCES

Why did Sinuhe flee Egypt when he heard that King Amenemhet had been murdered? Give your answer in complete sentences.

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Copy the outline graphic organizer on page 8 of this study guide in your history journal to create an outline of the life of Sinuhe. Write the main idea of *The Tale of Sinuhe* in a complete sentence at the top of your outline. Write two details in complete sentences, labeled Detail A and Detail B, under each of these topics:

- Topic I: Sinuhe leaves Egypt  
Topic II: Sinuhe's life outside of Egypt  
Topic III: Sinuhe's return to Egypt