Instructional Goals

Students will:
• Describe the changes that came to Egypt during the years of the Middle and New Kingdoms.
• Identify how Egypt prospered and became an empire during the New Kingdom.

Rationale

In the 6th grade, it is important for students to “describe the effects of interactions among civilizations during the 14th through the 18th centuries” (6-8 Benchmark D: History) and “explain how the endowment and development of productive resources affect economic decisions and global interactions” (6-8 Benchmark A: Economics).

Objectives

The students will be able to:
• Explain how the availability of productive resources and entrepreneurship affects the production of goods and services in different world regions.
(Ohio Academic Content Standards-Economics 1)

Resources

• Our World pages 102-107
• Graphic Organizer
• Graphic Organizer Overhead

Procedures (Three Components)

I. Readiness/Motivation for Lesson

Allotted Time:
• Since it has been a few days since we went over what we have learned, I want to take a few minutes here and see what you remember.
• Review:
  • “What technology helped the Hyksos conquer the Egyptians?” (horses and chariots, bronze weapons, sturdy bows)
  • “How did Egypt benefit from conquering nearby lands?” (It gained resources, enriched its own economy, and helped the pharaohs build an empire.)
  • “What problems do you think might have led the Egyptian government to improve its army and navy during the years of the New Kingdom?” (The government had to increase its military strength because Egypt now ruled large
territories and had more trade routes to secure.)

- “How did Amenhotep I strengthen Egypt?” (Amenhotep I increased trade and alliances, was a great builder, and increased the prestige of Egypt.)

II. Lesson Focus

- Allotted Time:
  - While reading pages 102-107 in our textbook answer the questions on this worksheet.
  - Guiding Questions:
    - “How did the two regions of Nubia offer geographically?” (Lower Nubia was in the north and was flooded by the Nile annually, giving it fertile farmland; Upper Nubia was in the south and had a rugged landscape with rocky cliffs and hills, making it not well suited to farming.)
    - “What economic resources did Upper Nubia possess that might have led neighboring kingdoms to try to conquer it?” (Upper Nubia was rich in mineral resources.)
    - “How was the land of Nubia similar to that of Egypt?” (There was an Upper and Lower Nubia; Lower Nubia had fertile land, every year that Nile flooded. Upper Nubia had a rugged landscape.)
    - “When did the Egyptians make northern Nubia part of their empire?” (around 2100 B.C., during Egypt’s Middle Kingdom.)
    - “What conclusion can you make about the importance of trade to the strength of kingdoms along the Nile?” (Establishing trade routes and contacts was crucial to the growth of a society.)
    - “How long did Egypt rule Kush?” (for more than 500 years.)
    - “How did Egypt’s rule influence Kush?” (Kush used Egyptian hieroglyphics and worshiped Egyptian gods.)
    - “What device did the people of Kush use to make iron from the ore they minded?” (Archaeologists have found furnaces for making iron that are nearly 2,500 years old.)
    - “Why did Kush move its capital to Moerë?” (To better protect itself from Egyptian attacks.)
    - “What happened to Kush by A.D. 350?” (It was conquered by Aksum.)
    - Define: cataract-steep rapids in a river & social pyramid-a triangle-shaped chart the shows the rank of people in its society.

III. Closure to Lesson

- Allotted Time:
  - Tonight start looking over all of Chapter 3. Tomorrow we are going to see how well you know what we have talked about. Then on Thursday do not forget is your test.

Follow-Up (Enrichment)

IV. Assessment

- Collect graphic organizer and guided reading questions for a small points grade, not only to see what they did in class, but also to see that they did their reading.
Read pages 102-107 and answer the questions below.

1. How did the two regions of Nubia offer geographically?
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

2. What economic resources did Upper Nubia possess that might have led neighboring kingdoms to try to conquer it?
   __________________________________________
   __________________________________________
   __________________________________________

3. How was the land of Nubia similar to that of Egypt?
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

4. When did the Egyptians make northern Nubia part of their empire?
   __________________________________________
   __________________________________________
   __________________________________________

5. What conclusion can you make about the importance of trade to the strength of kingdoms along the Nile?
   __________________________________________
   __________________________________________
   __________________________________________

6. How long did Egypt rule Kush
   __________________________________________
   __________________________________________
7. How did Egypt’s rule influence Kush?

8. What device did the people of Kush use to make iron from the ore they minded?

9. Why did Kush move its capital to Meroe?

10. What happened to Kush by A.D. 350?

Define:

Cataract

Social Pyramid
How did the two regions of Nubia offer geographically?
Lower Nubia was in the north and was flooded by the Nile annually, giving it fertile farmland; Upper Nubia was in the south and had a rugged landscape with rocky cliffs and hills, making it not well suited to farming.

11. What economic resources did Upper Nubia possess that might have led neighboring kingdoms to try to conquer it?
Upper Nubia was rich in mineral resources.

12. How was the land of Nubia similar to that of Egypt?
There was an Upper and Lower Nubia; Lower Nubia had fertile land, every year that Nile flooded. Upper Nubia had a rugged landscape.

13. When did the Egyptians make northern Nubia part of their empire?
around 2100 B.C., during Egypt’s Middle Kingdom

14. What conclusion can you make about the importance of trade to the strength of kingdoms along the Nile?
Establishing trade routes and contacts was crucial to the growth of a society.

15. How long did Egypt rule Kush
for more than 500 years

16. How did Egypt’s rule influence Kush?
Kush used Egyptian hieroglyphics and worshiped Egyptian gods.

17. What device did the people of Kush use to make iron from the ore they minded?
Archaeologists have found furnaces for making iron that are nearly 2,500 years old.

18. Why did Kush move its capital to Moerê?
To better protect itself from Egyptian attacks.

19. What happened to Kush by A.D. 350?
It was conquered by Aksum.

20. Define:
   a. cataract-steep rapids in a river
   b. social pyramid-a triangle-shaped chart the shows the rank of people in its society.