Egypt, Nubia, and Kush

Bridges Theme: Early River Civilizations
- Mesopotamia (Level Q/40)
- Egypt, Nubia, and Kush (Level R/40)
- India and China (Level R/40)

Social Studies Big Idea
Readers learn about three ancient civilizations that developed along the Nile River—Egypt, Nubia, and Kush.
Prepare to Read

Build Comprehension

Pictures To Think About
• Hand out books. Read the title aloud. Ask students to tell what they see on the cover.
• Tell students that people in Egypt, Nubia, and Kush developed great civilizations thousands of years ago.
• Have students turn to the page titled Pictures To Think About. Tell them they will use information on these pages to help recall and add to what they already know about ancient civilizations along the Nile River.
• On the board, create a chart with two columns labeled What is it? and What do I know about it? Have students make a copy.
• Ask partners to study each image, starting with the top picture on the left-hand page and moving clockwise. Have students complete as much of the chart as they can on their own.
• Use the sample chart below to help them fill in any missing information.
• Invite students to find each image in the book and read its caption.

<table>
<thead>
<tr>
<th>Photograph</th>
<th>What is it?</th>
<th>What do I know about it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>mummy wrapped in bandages</td>
<td>Egyptians preserved their dead</td>
</tr>
<tr>
<td>2</td>
<td>farmer plowing field</td>
<td>important occupation in ancient Egypt</td>
</tr>
<tr>
<td>3</td>
<td>pyramid-shaped chart with pictures of people</td>
<td>shows social classes in ancient Egypt</td>
</tr>
<tr>
<td>4</td>
<td>giant pyramids</td>
<td>built by Pharaohs to use as tombs</td>
</tr>
<tr>
<td>5</td>
<td>statue</td>
<td>Egyptian pharaoh, or ruler</td>
</tr>
<tr>
<td>6</td>
<td>rows of written symbols</td>
<td>ancient Egyptian writing, or hieroglyphics</td>
</tr>
</tbody>
</table>

Words To Think About
• Have students turn to the Words To Think About spread. Ask them to study the word map for civilization and think of other characteristics and examples to add. Then read the second paragraph on page 2 and ask: What characteristics and examples could you add now? What do you think the word civilization means? (the tools, rules, and other things developed and used by a large group of people)
• Ask students to study the word bench for hieroglyphics. Explain that this word is made up of two word parts from the Greek language. Read the parts aloud for students. Say: Put the word parts together: “sacred carving.” Then read the first paragraph on page 14 aloud as students follow along. Ask: What do you think the word hieroglyphics means? (the writing system used by the ancient Egyptians) Point out that the earliest hieroglyphics were carvings on stone walls.
• Ask students to study the word pedestal for pyramid and think of other answers. Then read the second paragraph on page 15 and ask: What information can we add now? What do you think the word pyramid means? (a large building with triangular sides built to hold mummies and treasures for the afterlife)
• Remind students that good readers use their own knowledge and the text to figure out the meanings of words.
Before Reading

Preview the Book
• Turn to the Table of Contents and have volunteers read the chapter headings aloud. Prompt student partners to discuss what they will learn while reading this book.
• Turn to the Index. Explain that an index lists the topics in alphabetical order and the pages they are found on. Ask students to find the word mummies in the Index and then again on the correct page in the book.

Set Learning Goals
• Pair students and ask them to generate a learning-goal statement about the book’s topic, such as I want to learn about daily life in ancient Egypt, Nubia, and Kush. Have pairs share their statements with the group.
• Post the learning-goal statements on the board in the classroom.

Build Vocabulary for Comprehension
• Write the words civilization, hieroglyphics, and pyramid on the board. Remind students they have already discussed these three important words. Tell them you will now share additional words they will need to know, adding advanced, ancient, archaeologist, artifact, cataract, culture, empire, pharaoh, scribe, and tomb to the list on the board. Read each word and ask students to pronounce it.

Model how to sort the words on a threecolumn chart labeled Know, Think I Know, and Do Not Know. Say: I know the word empire. I will write empire in the first column. I do not know the word cataract. I will write cataract in the last column. I have heard of the word culture, but I do not know much about it. I will write culture in the center column. Ask students to make their own charts and sort the words according to their current understanding of each one. Explain that as they learn more about these words, they can move them to different columns.

<table>
<thead>
<tr>
<th>Know</th>
<th>Think I Know</th>
<th>Do Not Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>empire</td>
<td>culture</td>
<td>cataract</td>
</tr>
</tbody>
</table>

Introduction
• Ask students to turn to the Introduction on pages 2–4. Explain that an introduction tells what a book is about.
• Ask students to discuss what they see in the images and why they think the author put these here.
• Invite students to read the Introduction silently. Then say: Pages 2 and 3 compare two ancient civilizations, Egypt and Nubia. Which sounds more interesting to you? Why? Turn to a partner and discuss your answers. After partners confer, invite them to share their thinking with the group.

Text and Graphic Features
Use this table to help students see how text and graphic features provide extra information to readers.

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Feature</th>
<th>Prompts</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>chart (p. 11)</td>
<td>1. What does this chart show? 2. Why is a triangle a good shape for this chart?</td>
<td>1. the social classes in ancient Egyptian society 2. The shape matches the organization of the classes, which had few people at the top, more in the middle, and many at the bottom.</td>
</tr>
<tr>
<td>4</td>
<td>sidebar (p. 26)</td>
<td>What does this sidebar add to what you already know about ancient Egypt’s rulers?</td>
<td>Not all of ancient Egypt’s pharaohs were men; under certain circumstances, a strong woman could rule as pharaoh.</td>
</tr>
</tbody>
</table>
Chapter 1

Before Reading

Build Vocabulary for Comprehension
• Write the words *cataract*, *culture*, and *artifacts* on the board.
• Guide students to see that *cataract* is directly defined in the caption on page 2 (Introduction). Ask: What clue does the author use to let us know she is defining the word? (the word called) Ask students to define *cataracts*.
• *Ask: What clues does the author give on page 3 to help us define *culture*?* (written language, records of what life was like) Have students define *culture* using the text.
• Guide students to see that the author defines *artifact* on page 3 with a synonym by using a comma and the word *or*. Ask: What synonym does the author give for *artifact*? (objects)

Model Monitor-Reading Strategy: Stop/Think/Write
• Say: One way to make sure I understand what I read is to stop and think about the information. Then I can write my thoughts so I’ll remember them later.
• Explain that today students will stop, think, and write while they read Chapter 1.
• Read page 5 aloud while students follow along. Say: I’m thinking about how important the Nile River would be in such a dry region. I’ll write this idea on a self-stick note and place it on the page. The note will help me remember my idea.

Set Purpose for Reading
• Ask students to read pages 5–9 silently.
• Encourage them to stop to think and write details, thoughts, and questions as they read.
• Tell students they will read to answer the question How did the Nile River affect the early history of Egypt and Nubia?

During Reading

Observe and Prompt Reading Strategies
• Watch as students stop to think and write about the information.
• Take note of students who have difficulty.

After Reading

Discuss the Reading
• Ask students to point out places they stopped to think and write as they read Chapter 1, and invite volunteers to share their notes.
• Have students answer the question How did the Nile River affect the early history of Egypt and Nubia?
• To focus on text and graphic features for Chapter 1, use the map prompt from the chart on page 3 of this guide.
• Use the Bridges: Egypt, Nubia, and Kush Comprehension Question Card for text-dependent questions that refer to this section.

Review Vocabulary
• Ask students to restate the direct definition given for *cataracts*, the description given for *culture*, and the synonym given for *artifacts*.
• Ask students to locate the words on their vocabulary charts and decide if they want to move any to another column.

Summarize Information
• Explain that a summary gives the key ideas from a book. Say: To help myself remember what I read, I often summarize the information in a chapter. Summarizing means pulling out the most important ideas and details and reducing a long piece of text to something short and to the point.
• Have students turn to Chapter 1. As a group, decide on the key ideas and have one or two students write the information on chart paper or the board. (The Nile flooded every year and brought rich soil for farming. The river was also a transportation route. Farther up the river in Nubia, people used the Nile less for transportation because of waterfalls.)
• Keep the key ideas posted. Say: After we select the key ideas from the rest of the book, we will write a summary together.
Chapters 2 and 3

Before Reading

Build Vocabulary for Comprehension
- Write the words **pharaoh**, **hieroglyphics**, **scribe**, **pyramid**, and **tomb** on the board. Review the definitions for **hieroglyphics** and **pyramid** using the spread at the beginning of the book and the text on pages 14 and 15.
- Guide students to see that **pharaoh** is directly defined on page 11. **Say:** *The author uses the words was called to signal the definition of pharaoh.* Ask students to define **pharaoh**. Repeat the process for **tombs** on page 16.
- Guide students to see that **scribe** is described on page 14. **Say:** *The author gives us clues to help us define scribe.* Help students find the clues (rulers wanted everything written down, wrote down all the records) and define **scribe**.

Guide Monitor-Reading Strategy: Stop/Think/Write
- Remind students that stopping to think and write can help them better understand and remember what they read.
- **Say:** *We can stop to think and write anytime we read. We pause to record important details and ideas. We also write questions we have about the text.*
- After you read page 10 aloud, **ask:** *What do you want to remember about the early Egyptians? What is an important detail about arts and crafts? Do you have a question about where the two kingdoms were located?* Write students’ responses on a self-stick note and place it on the page.

Set Purpose for Reading
- Ask students to read Chapters 2 and 3, stopping to think and write details, ideas, and questions as they read.
- Tell students they will read to answer the questions *What was daily life like in early Egypt and Nubia? and Why did the Egyptians build pyramids?*

During Reading

Observe and Prompt Reading Strategies
- As students read, observe them carefully. For students who struggle with stopping to think and write, model it again. Then read page 11 aloud. Ask students to stop, think, and write about important details in the text.

After Reading

Discuss the Reading
- Ask students to read some of their notes aloud. **Ask:** *How did stopping to think and write help you understand the cultures of ancient Egypt and Nubia?*
- Have students answer the questions *What was daily life like in early Egypt and Nubia?* and *Why did the Egyptians build pyramids?*
- To focus on text and graphic features for Chapters 2 and 3, use the chart prompt from the chart on page 3.
- Use the **Bridges: Egypt, Nubia, and Kush** Comprehension Question Card for text-dependent questions that refer to this section.

Review Vocabulary
- Ask students to restate the direct definitions given for **pharaoh** and **tomb** and the description given for **scribe**.
- Ask students to decide if they want to move any words to another column on their charts.

Summarize Information
- As a group, decide on the key ideas from Chapter 2 and add them to the Chapter 1 summary. (Egyptian kings were very powerful and became known as pharaohs. The Egyptians developed a writing system using hieroglyphics. The Nubians developed a civilization to the south of Egypt.)
- Repeat the process with Chapter 3. (Egyptians believed in the afterlife and built great pyramids as tombs. They preserved dead bodies as mummies and put them in the pyramids.)
Chapter 4 and Conclusion

Before Reading

Build Vocabulary for Comprehension
- Write the word empire on the board.
- Guide students to see that empire is described on page 25. Say: The author provides clues we can use to help us define empire. Help students find the clues (won battles and gained land, took control of, controlled trade, traded with other lands) and define empire.

Apply Monitor-Reading Strategy: Stop/Think/Write
- Remind students they have been stopping to think and write about the information in the book. Say: You can think and write about important details and questions as well as how you feel about what you read.
- Read page 20 aloud as students follow along, stopping periodically so they can think about the text. Remind them to jot down notes about their thoughts.
- Say: Stopping to think and write helps you better understand and remember what you read. Encourage students to stop, think, and write as they finish reading the book.

Set Purpose for Reading
- Ask students to read Chapter 4 and the Conclusion, stopping to think and write notes as they read.
- Tell students they will read to answer the question What was life like in later Egypt, Nubia, and Kush?

During Reading

Observe and Prompt Reading Strategies
- As students read, watch them to see if they are stopping to think and write notes about what they are reading.
- Ask yourself Who is still struggling with this strategy? How can I help them? and provide support as needed.

After Reading

Discuss the Reading
- Ask students to read their notes aloud.
- Have students answer the question What was life like in later Egypt, Nubia, and Kush?
- To focus on text and graphic features for Chapter 4, use the sidebar prompt from the chart on page 3 of this guide.
- Read and discuss the Checkpoints on pages 23 and 27.
- Use the Bridges: Egypt, Nubia, and Kush Comprehension Question Card for text-dependent questions that refer to this section.

Review Vocabulary
- Ask students to restate the description given for empire and decide if they want to move the word to another column on their charts.

Summarize Information
- Have students turn to Chapter 4. Ask: What are the key ideas from Chapter 4? (The Nubians formed a new kingdom on the upper Nile called Kush with the capital at Kerma. The Hyksos brought horses and chariots and took over Egypt for a time. Later, Egypt became an empire and Kush fell.)
- Tell students they will write a summary of the book later on in the lesson.
Build Comprehension

Identify Cause and Effect

- **Model.** Say: A cause is what makes something happen, and an effect is what happens. Sometimes authors provide clue words such as **because** or **as a result.** Other times we must recognize causes and effects on our own. I notice on page 3 the author says we know a lot about ancient Egyptian culture **because** Egypt had a written language. The word **because** is a clue word that signals a cause-and-effect relationship. Egypt’s written language is the cause, and our knowledge about ancient Egyptian culture is the effect.

- **Draw a chart on the board with three columns labeled Page, Cause, and Effect and ask students to create similar charts on paper.** Record information for the cause and effect from page 3 while students do the same.

- **Guide.** Help students locate the cause-and-effect relationship in the first paragraph of page 7. Record their responses on your chart as students do the same.

- **Have students reread the last paragraph on page 9.** Say: The author says people in Nubia did not travel the Nile as much as people in Egypt did. Then the author mentions waterfalls and the winding river. What is the cause? What is the effect? Record responses while students do the same.

- **Apply.** Reread the chart and then explain that student partners will find causes and effects on pages 10 and 22.

- **Ask students if they have any questions before they begin. Monitor their work and intervene if they have difficulty. If students find cause-and-effect relationships different from those in the sample, be sure each one is supported in the text.**

- **Review the completed graphic organizer.**

Shared Writing

**Summarize the Book**

- **Say: We have selected key ideas from each chapter. Now we will work together to write a summary of the entire book.**

- **Review the key ideas recorded on chart paper, and then ask: How can we summarize the book in our own words?** Ask one or two students to serve as scribes as the class forms summary sentences.

**Sample Summary for Egypt, Nubia, and Kush**

The Nile River brought rich soil to Egypt and provided transportation. A civilization arose in Egypt headed by a powerful pharaoh, or king. The Egyptians developed hieroglyphics, a writing system, and built great pyramids as tombs. South of Egypt, another civilization developed in Nubia. Later, the Nubians formed the kingdom of Kush. Egypt went through a period of rule by Hyksos and rule by Kush. Eventually, Egypt became a powerful empire.

### Identify Cause and Effect

<table>
<thead>
<tr>
<th>Page</th>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Egypt had a written language.</td>
<td>We know a lot about ancient Egyptian culture.</td>
</tr>
<tr>
<td>7</td>
<td>The Nile floods every spring.</td>
<td>The flooding left behind rich soil for early Egyptian farmers.</td>
</tr>
<tr>
<td>9</td>
<td>The upper Nile River was winding and had waterfalls.</td>
<td>People in Nubia did not travel the Nile as much as people in Egypt did.</td>
</tr>
<tr>
<td>10</td>
<td>Early Egyptians became good farmers and grew more food than they needed.</td>
<td>Some people could do other work, such as making arts and crafts.</td>
</tr>
<tr>
<td>22</td>
<td>Egyptians built a canal between the Red Sea and the Nile.</td>
<td>Egyptian traders could travel to western Asia and bring back gold, silver, special woods, and new ideas.</td>
</tr>
</tbody>
</table>
Phonics/Word Study

Long e Digraphs

- Ask students to locate the word sea in the caption on page 5. Write sea on the board and circle ea. Say: The letters ea stand for the long e sound in the word sea. Slowly draw your finger under the word as you say it, and ask students to do the same in their books. Repeat the process with the letters ee in needed on page 6, the letters ey in money on page 11, and the letters ie in believe on page 10.

- Ask students to look through the book and find other words in which the long e sound is spelled ea, ee, ey, or ie, such as seasons, leaders, reasons, journey, Queen, and achieved. Record the words on index cards as students name them. Read each word, inviting students to echo-read.

- Write ea, ee, ey, and ie on separate index cards and spread them out in a pocket chart or on the table. Ask students to work together to sort the word cards by long e digraph. Then invite each student to choose a pile of cards and use one of the words in a sentence about ancient civilizations.

- See SpiralUp Phonics Skill Bag #6 from BEC for more in-depth instruction.

Grammar and Usage

Possessives

- Ask students to turn to page 2 and read the last sentence in the sidebar with you: “In ancient times, Nubia was Egypt’s neighbor to the south.” Write the phrase Egypt’s neighbor on the board and circle the apostrophe and letter s. Say: The word Egypt is a noun. The word Egypt’s is a possessive. To make a possessive, we add an apostrophe and the letter s to the noun. The apostrophe and letter s mean the neighbor “belongs to” Egypt. Ask students to point to the apostrophe and letter s in their books and echo-read the phrase Egypt’s neighbor. Repeat the process with the phrases the Nile’s flow on page 3 and the world’s longest river on page 5.

- Invite students to read the second caption on page 10 aloud. Ask: Which word is a possessive? (Narmer’s) How do you know? (It is a noun that ends with an apostrophe and the letter s.) Write the phrase Narmer’s successes on the board and circle the apostrophe and s. Ask: What belongs to Narmer? (successes) Repeat the process with the king’s laws on page 11 and Kerma’s rulers on page 21.

- Ask students to find the possessive on page 27 (Kush’s) and explain what belongs to Kush (control). Invite student partners to make up sentences using the possessive Kush’s.

Fluency

Read with Appropriate Pacing

- Say: As good readers, we do not read everything at the same pace, or speed. Instead, we change our pace to match what is happening in the book. Changing the pace makes the book sound more interesting.

- Ask students to turn to page 27. Read the first paragraph at a moderate pace, the first four sentences of the second paragraph at a faster pace, and the last sentence at a slower pace. Say: I read the first paragraph at a normal pace. I read faster as I began the second paragraph to show that this was a confusing time in history. Power passed back and forth between Egypt and Kush. I read the last sentence slowly to show that the power struggle had ended. Have students read the paragraphs aloud as modeled.

- Invite students to read a self-selected page to a partner. Remind them to change their pace to match what is happening in the book.
Build Comprehension

Compare and Contrast

• **Explain.** Create an overhead transparency of the graphic organizer “Egypt, Nubia, and Kush” or draw it on the board. Say: Nonfiction books sometimes tell how things are alike and different. We compare by telling how things are alike. We contrast by telling how things are different.

• **Model.** Say: Let’s figure out some ways Egypt and Nubia are alike and different. Ask students to turn to page 2. Say: On page 2, I read that Egypt and Nubia both began as farming communities. The map shows me they both lie along the Nile River. Record this information in the Alike column of the graphic organizer. Say: On pages 5 through 7, I read that in Nubia, the Nile has many cataracts, but in Egypt, it flows smoothly and floods to make the land fertile. Record this information in the Different column.

• **Guide.** Say: Let’s find more ways Egypt and Nubia are alike. Read the rest of Chapter 1. What is another way the Nile was similar to the Egyptians and Nubians? (Allow time for students to read and respond, assisting if needed.) Yes, we read that the Nile was a major highway for both civilizations. We can write this information in the Alike column. How was traveling the Nile different in the two lands? (Allow time for students to respond.) Yes, traveling the Nile was easy in Egypt but difficult in Nubia. We can write this in the Different column. Record this information in the graphic organizer.

• **Apply.** Ask students to work with a partner to find other ways in which Nubia and Egypt are alike and different. Provide support if it is needed, using the “Guide” process to explore aspects of each civilization such as trade, farming, burial customs, wealth, and war. Record students’ shared responses in the graphic organizer. Finally, have volunteers read the completed graphic organizer aloud.
# Egypt, Nubia, and Kush

**Compare and Contrast**

<table>
<thead>
<tr>
<th>Civilizations</th>
<th>Alike</th>
<th>Different</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Nile</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Egypt and Nubia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Later Egypt and Nubia</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>