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Take-Home Backpack— Grades 5–6

This sample includes the following:

Kids Learn Activity Book

- Table of Contents (1 page)
- Introduction pages (3 pages)
- Student pages (3 pages)

Nonfiction Book Sample

Family Engagement Guide Sample

To Create a World ⁱⁿ which
Children Love to Learn!

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Welcome Letter

Dear Family,

Welcome to *Kids Learn! Getting Ready for 6th Grade*. This book was created to help your child solidify the concepts they learned in fifth grade and prepare them for the year ahead. Middle school is an exciting time, both for you and your student. Your child will be able to take ownership of their education, and you will get to watch them grow as a learner and an individual. Middle school is an excellent opportunity for your child to build and practice the skills that will help them be successful academically, socially, and emotionally.

Keep these tips in mind as your child completes the activities:

- ◆ Have your child complete one or two pages each time they work, rather than an entire week's worth of activities at one time. You may wish to have your child help you create a schedule for completing the activities.
- ◆ Communicate your trust in your child to practice independence as they work through this book, and empower them to take responsibility.
- ◆ Encourage your child to creatively share their thoughts and feelings on the My Journal pages.

Most of all, use this book to show your child that learning can be fun. With that mindset, they will be most prepared for a successful sixth grade year!



Things to Do as a Family

Study Skills

- ◆ Now that your child may be juggling multiple classes with different teachers, it is even more important for them to stay organized. Try utilizing different folders or sections of a binder for different school subjects.
- ◆ Have your child write their homework in a planner each day. Encourage them to check their planner every evening at home and make plans to complete assignments.
- ◆ Encourage your child to practice different methods of note-taking and studying, such as creating flashcards or color-coding their notes.

Language Arts

- ◆ Journal together, either with a guided prompt or just about how the day is going. Even just five minutes a day can help improve writing, creativity, and mental wellness.
- ◆ Write progressive stories, where one person writes a word or phrase and then passes it to the next person. These stories can be dramatic, silly, scary—you name it! After several rounds, read your story aloud.
- ◆ Learn a word of the day together, and practice using it in different contexts.
- ◆ Start a family book club to dive into reading in a fun way. Make sure the book is something your child chooses with you so it doesn't feel like a chore.



Games to Play Together

- ◆ Family game nights can be a fun way to stay connected as your child gets older and becomes more independent. Gather your family's favorite board or card games, or have your child help you find a new game your family will enjoy.
- ◆ If your child likes video games, taking an interest in playing them together can go a long way. Just make sure to set a limit on screen time so that the gaming doesn't take away from other activities, homework, or sleep.
- ◆ Search for mobile games that are collaborative or competitive and that your family can play together.
- ◆ Gamify your daily household activities by holding friendly competitions as a family. Who can tidy a room or do the dishes the fastest?



Sentence Repair

Directions: Each of these sentences has some errors and needs repairs. Rewrite each sentence using correct capitalization, spelling, and punctuation.

- 1 Gavin jack and rishi are walking to the convenience store.

- 2 Why cant i borrow your sweater.

- 3 before I forget I need to give you the book you requested.

- 4 Keisha defintly, wants to try out for the Play.

- 5 My dogs are named tiger max and fluffball.

- 6 We are studying spiders aunts and beetels.

- 7 Since Tony left i wonder if we should go.

- 8 My favrite foods are chocolate chip pancakes pizza and frys.

- 9 Do you have the notes for tomorrows test.

- 10 I cant believe that you said that

Converting Customary Units

Directions: Use the table to write equivalent measures.

Length	Capacity	Weight
1 foot (ft.) = 12 inches (in.)	1 cup (c.) = 8 fluid ounces (fl. oz.)	
1 yard (yd.) = 3 feet (ft.)	1 pint (pt.) = 2 cups (c.)	1 pound (lb.) = 16 ounces (oz.)
1 mile (mi.) = 1,760 yards (yd.)	1 quart (qt.) = 2 pints (pt.)	1 ton (tn.) = 2,000 pounds (lb.)
1 mile (mi.) = 5,280 feet (ft.)	1 gallon (gal.) = 4 quarts (qt.)	

- 3 yd. = _____ ft. = _____ in.
- 5 gal. = _____ qt. = _____ pt.
- 24 pt. = _____ qt. = _____ gal.
- 6 qt. = _____ pt. = _____ fl. oz.
- 3 tn. = _____ lb.
- 4 gal. = _____ qt.
- 2 mi. = _____ yd.
- 7 ft. = _____ in.
- 8,000 lb. = _____ tn.
- 2 yd. = _____ in.



Planning a Party

Directions: A group of friends is planning a party. Use the clues to find out what each friend is bringing. Mark your answers in the table.

Clues

- ◆ Aria did not bring food or drinks.
- ◆ One friend brought an item that starts with the same letter as their name.
- ◆ Mara brought something cold.
- ◆ Saul loves to bake.

	Aria	Luis	Mara	Saul
cake				
lemonade				
ice cream				
balloons				



Egypt

Ancient Egyptian civilization began when nomads settled into villages along the Nile River for safety. With a gift for building, they began to create their own bricks and later discovered a way to build with stone. This led to the construction of the great pyramids. Egyptians were also good mathematicians. They developed their own system of numbers and ways to measure large distances. Pharaohs ruled Egypt until the land was eventually conquered by the Roman Empire.

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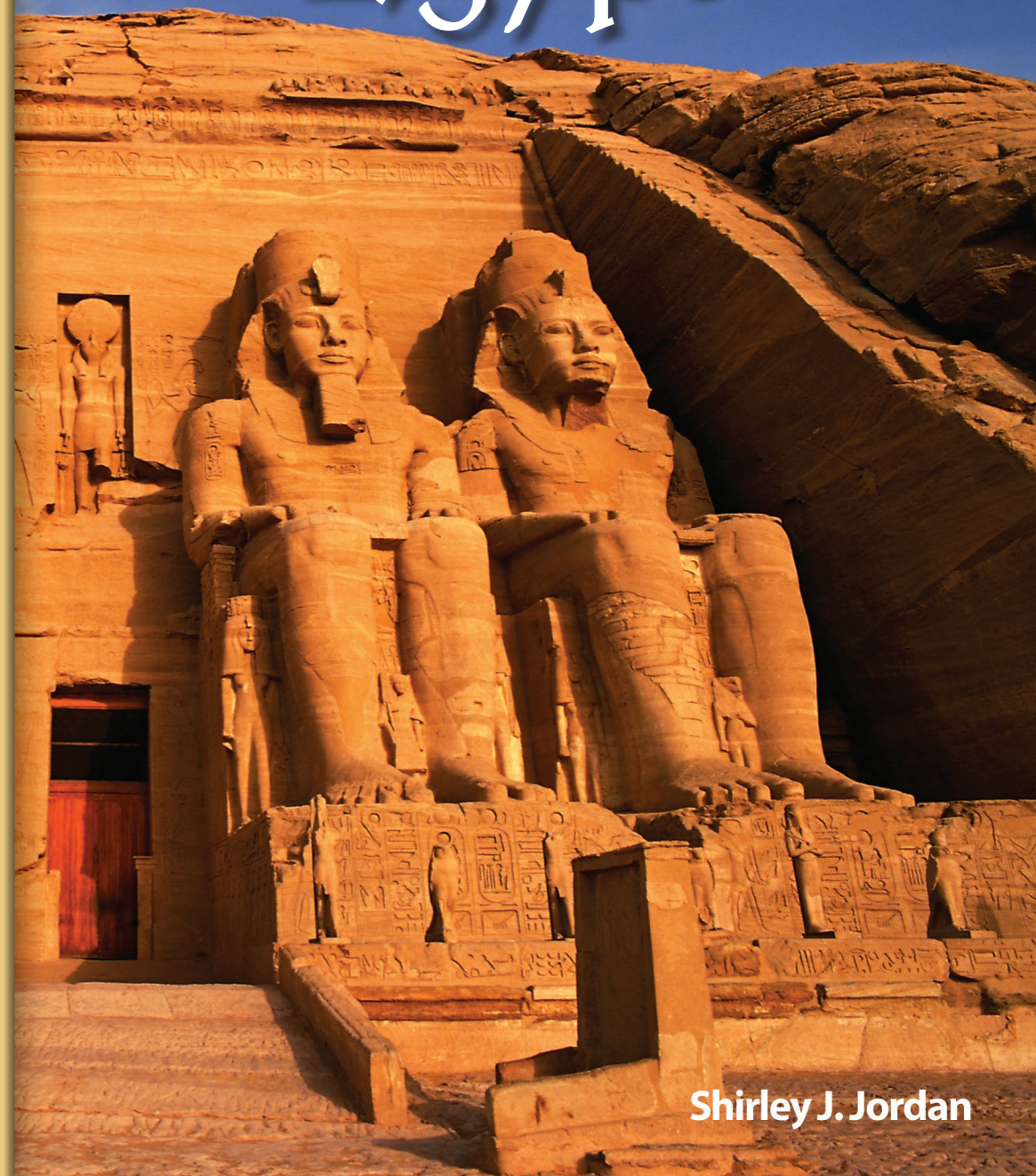
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Shirley J. Jordan

Publishing Credits

Content Consultant

Blane Conklin, Ph.D.

Associate Editor

Christina Hill, M.A.

Assistant Editor

Torrey Maloof

Editorial Assistants

Deborah Buchanan

Kathryn R. Kiley

Judy Tan

Editorial Director

Emily R. Smith, M.A.Ed.

Editor-in-Chief

Sharon Coan, M.S.Ed.

Editorial Manager

Gisela Lee, M.A.

Creative Director

Lee Aucoin

Cover Designer

Lesley Palmer

Designers

Deb Brown

Zac Calbert

Amy Couch

Robin Erickson

Neri Garcia

Publisher

Rachelle Cracchiolo, M.S.Ed.

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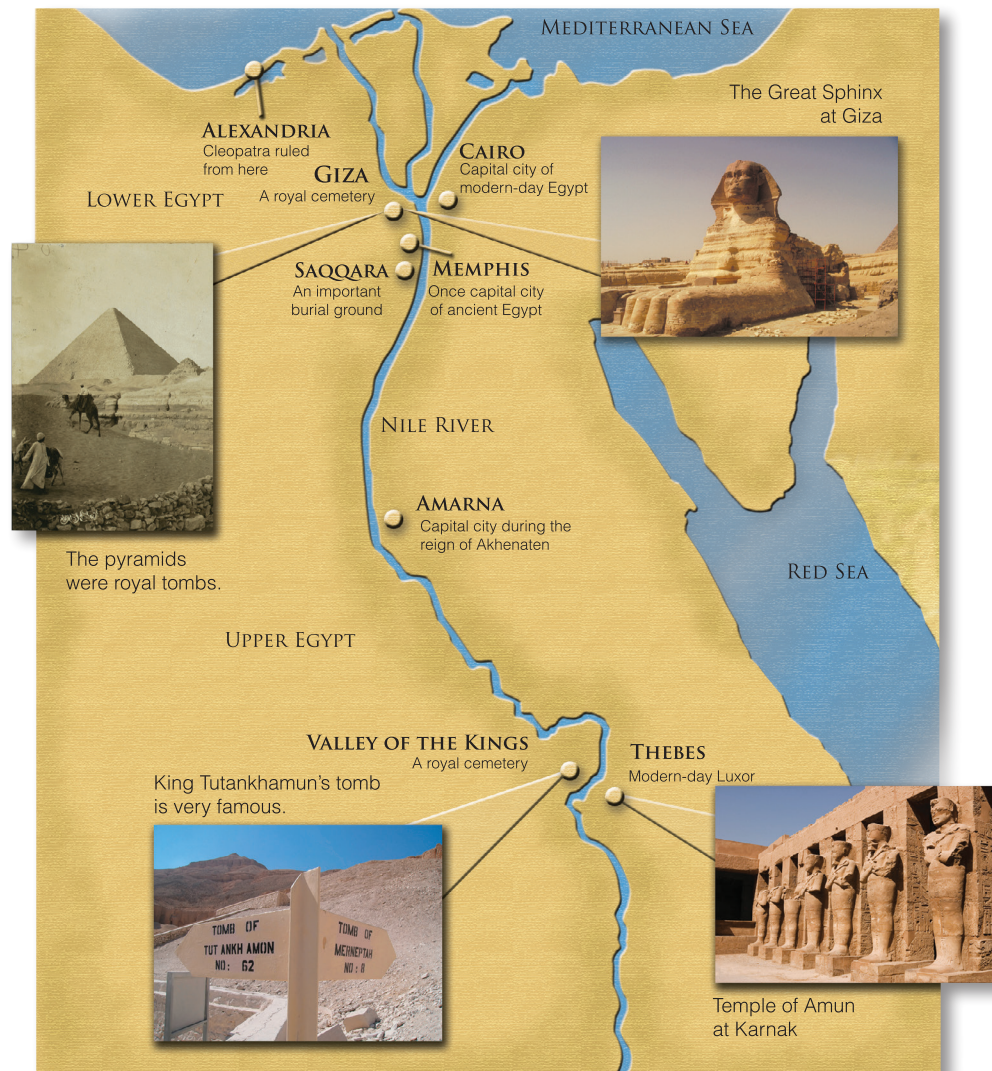
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Ancient Egypt

A country must learn from the past to grow and prosper. For centuries, people have looked back at the history of Egypt and learned important lessons for today. They explore the land in northern Africa where Egypt began. They find evidence of an advanced **civilization** (siv-uh-luh-ZAY-shuhn).



The Nile is the longest river in the world. The early Egyptians were the first people to live along its banks. At first, they were food gatherers who did not stay in one place. Then, they saw how important the river was to their way of life. So, they began to settle down.

During their 5,000 years of history, they learned to use the land wisely. They perfected their arts and crafts and had a gift for building. Those who came after them learned from the talent and wisdom of the ancient Egyptians.



Keeping Records

Egypt had a written language, and some people could read and write. Those people were called scribes. They kept records in pictures and codes. The pictures and codes were discovered in modern times. They are called **hieroglyphics** (HI-ruh-glif-iks).



The Early Period

Around 5000 B.C., **nomads** began to make their homes along the Nile River in northern Africa. Nomads were normally wandering people. But, people felt safer if there were other people living near them. Their villages grew into small kingdoms. Several kingdoms ruled different parts of the river.

Each year, beginning in June, the Nile River flooded. The flooding lasted about four months. It spread wet, new soil all along the river. In most places, this wet soil stretched for about six miles (about 10 km) on either side of the river.

Grasses and reeds sprang up in the wet soil. Ducks and geese came to feed on the grasses. They built nests and laid eggs. Fish swam in the

▼ Ruins along the Nile River

shallow water at the edge of the Nile. The settlers found plenty of food and good fortune in the Nile River Valley.

The lands near where the Nile River started were called Upper Egypt. The lands where the river emptied into the Mediterranean (med-uh-tuh-RAY-nee-uhn) Sea were called Lower Egypt.

Upside-down Map

It may seem strange to us today, but Lower Egypt was to the north. This was nearer to the Mediterranean Sea. Upper Egypt was to the south because it was at the source of the Nile River.

A Kingdom United

In about 3100 B.C., there was a king of Upper Egypt named Menes (MEE-nee-z). His kingdom was in the south, where the river valley was very narrow. Menes knew there was more good land to the north. He wanted to join the two Egypts into one. He sent his army against the people of Lower Egypt. He united the two Egypts and became the first **pharaoh** (FAIR-o).



◀ This carving shows the **double crown** of Egypt. It was worn by the pharaohs.

The Old Kingdom and the Pyramids

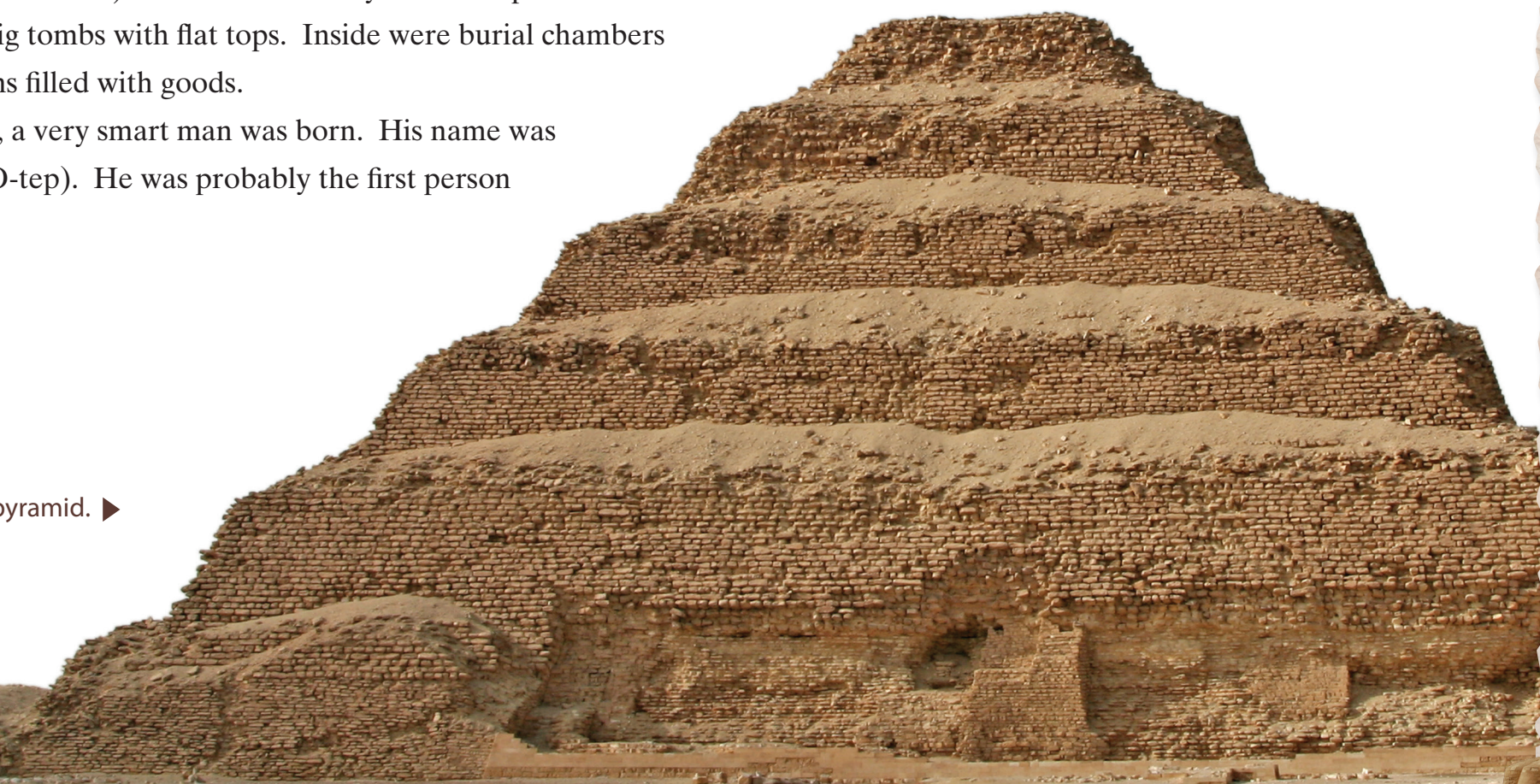
Menes was followed by other pharaohs who were good leaders. Egypt was strong. The people lived well and peacefully.

After living for many years in reed huts, some settlers began to replace them with brick buildings. The brick was made from blocks of mixed mud and reeds. Brick houses were stronger and more comfortable. Soon after, the Egyptians began to build tombs called **mastabas** (MAS-tuh-buhz). This is where they buried important leaders. Mastabas were big tombs with flat tops. Inside were burial chambers and storage rooms filled with goods.

After a time, a very smart man was born. His name was Imhotep (em-HO-tep). He was probably the first person

to find a way to build with stone. Around 2630 B.C., Imhotep created plans for the first pyramid to be built in Egypt. It was called a step pyramid. It was built to be the tomb of King Djoser (JO-suhr). The people went there to worship the spirit of the dead king.

This is a step pyramid. ►



An Unfortunate Theft

The mummy of King Djoser was buried under the pyramid Imhotep designed for him. There were six layers of rock over the body. Somehow, robbers broke into the pyramid. It was later found empty.

The Great Sphinx

The Great Sphinx (SFINKS) was built near the Pyramids at Giza. The Egyptians worshiped it as a sun god. The huge figure is almost as long as a football field. Its tallest parts are like a six-story building. The whole Sphinx is carved from one piece of **limestone**. Visitors to Egypt today never forget the Great Sphinx and the Pyramids at Giza.



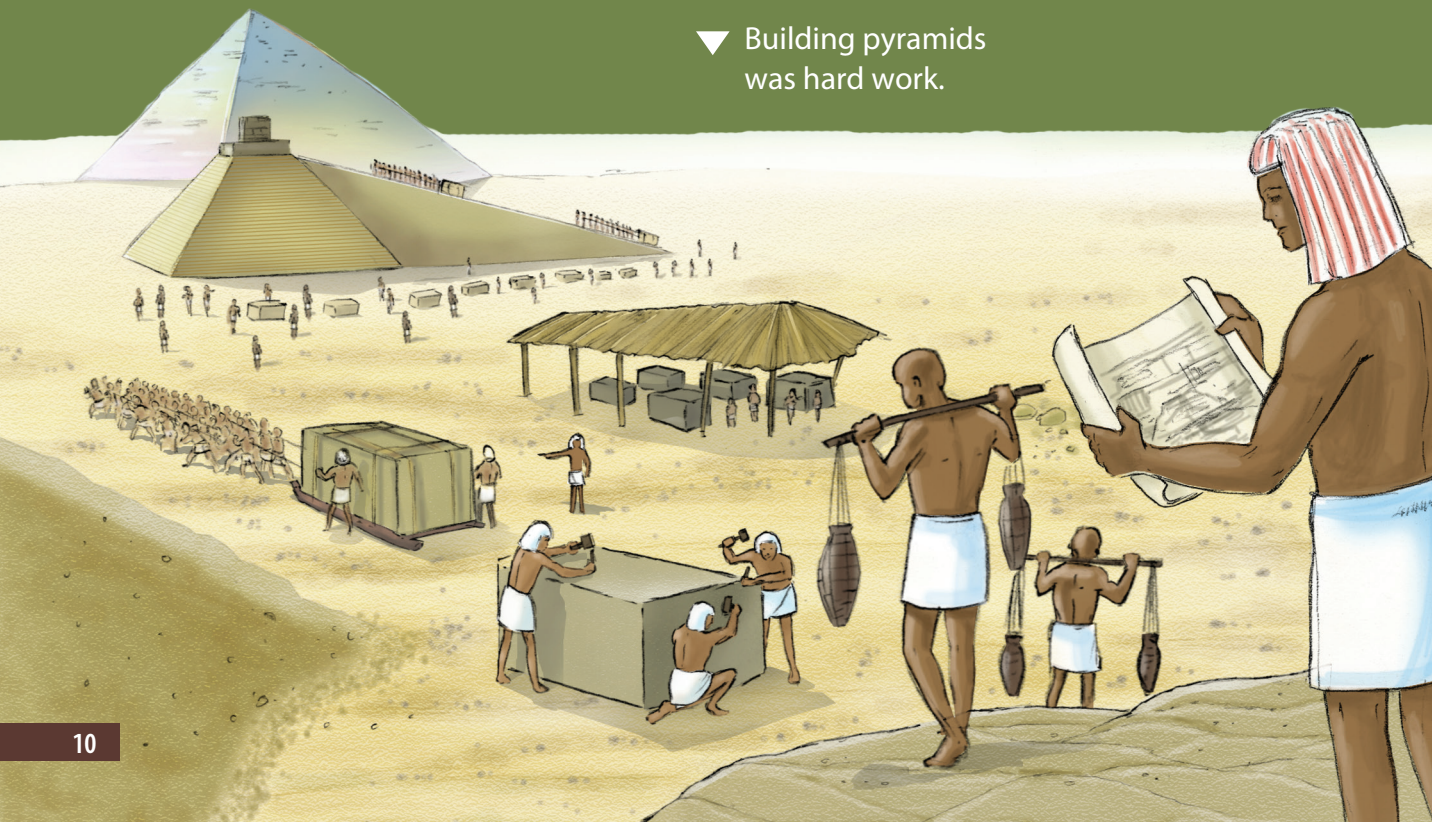
The Egyptians and Mathematics

The Egyptians developed a system of numbers. They had a symbol for one and ten. They did not use the numbers two through nine. The number 25 was written in symbols as $10 + 10 + 1 + 1 + 1 + 1 + 1$.

These ancient people could multiply and divide whole numbers. They also knew how to work with fractions. They invented a system of fractions including $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{1}{10}$. Later, they learned to use more difficult fractions, like $\frac{3}{4}$ and $\frac{7}{10}$.

When the Nile River flooded each year, it washed away land boundaries (BOUND-uh-reez). To solve this problem, the Egyptians developed a way of measuring their land by **surveying** it.

▼ Building pyramids was hard work.



Measuring accurately was also important for building monuments. To build a pyramid, huge blocks of rock had to be cut very carefully so they would fit together exactly.

During the 500-year period called the Old Kingdom, the Egyptians were very busy. They finished more than 20 important pyramids. To do this properly, they had to know about weight and volume. Written records show they also knew algebra and geometry.



▲ This document shows mathematical work by the Egyptians.

No Zero

Although the Egyptians had many symbols to help them work with numbers, they had no zero. We can only imagine today how hard it was to multiply and divide without that important placeholder.

Measuring Time

There were Egyptian **astronomers** (uh-STRAW-nuh-muhrz). They studied the planets and stars, even though they did not have telescopes. As the skies changed with the seasons, these men developed a calendar for the year. Just like ours, it was based on 365 days.

Surveying the Land

To measure land, the Egyptians tied knots in string. With the knots equally spaced apart and the string stretched out, the surveyors counted the knots and wrote down the measurements.

Religion in Everyday Life

The Egyptians had many gods. Some of them frightened people into being careful about how they acted. It was the priests who taught people about the gods. Ordinary people were not allowed inside Egyptian temples.

The moon god, Thoth, was believed to rule over all learning. Egyptians respected him for his control over numbers, weights, and measures. They also thought he could heal, and that he guided the work of doctors.

Re (sometimes called Ra) was the sun god. He was worshipped as the “father of fathers” and the “mother of mothers.” The Egyptians believed that each pharaoh was a child of Re.

Amun (AH-muhn) was the name of the Egyptians’ most important god. He was also called Amun-Re. That means “Amun of the Sun.” His main place of worship was at Thebes (THEEBZ) in Upper Egypt.

◀ **Obelisks** (AW-buh-lisks) like this one tell the stories of the pharaohs’ lives.



◀ This is a carving of Amun and Thoth.

Thoth

Many paintings and carvings of Thoth have been found. He is portrayed as a bird. The Egyptians had libraries like we do today. They believed that Thoth took care of them.

Paintings of Amun

The god Amun is painted with a human form. His headdress has two large feathers on top. In temples at Thebes, he is shown with his wife Mut.

The God Re Today

In paintings, Re is shown in human form. Usually, he has the head of a falcon. He is often shown carrying a sun disk as his symbol.



◀ This temple was in Thebes. Today, Thebes is called Luxor.

The Pharaoh

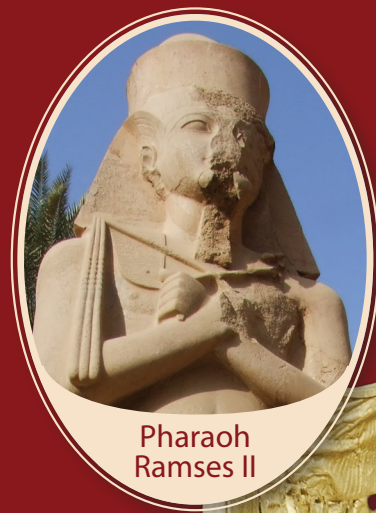
The pharaoh was the most important person in the country. Every man, woman, and child in Egypt knew of the pharaoh's power. When the pharaoh said something, the words became law. But there were no laws the pharaoh had to obey.

The people of Egypt believed their pharaoh was a god. They considered it a great honor just to kiss the dirt near his feet.

The pharaoh lived in a great palace. There were many servants who did nothing but wait on the pharaoh's family. A pharaoh usually had many wives. He chose one of them to be the "great queen." That queen's first son would have special power. When his father died, he would become pharaoh.

It was common for children within the pharaoh's family to marry each other. This kept all the power in the ruler's family. One after another, a member of the family would take the throne. A family group in power like this was a **dynasty** (DIE-nuhs-tee).

This beautiful chair shows a pharaoh with his great queen. ▶



Pharaoh Ramses II



Hatshepsut ▶

The "Great House"

The title *pharaoh* comes from two Egyptian words, *per* and *aa*. Together the two words mean "great house." So *pharaoh* came to mean "one who lives in the great house."

A Struggle for Power

When a pharaoh died, sometimes there was conflict over the throne. If the oldest son of the great queen was very young or sickly, other members of the dynasty might want to take his place. In about 1500 B.C., such a struggle involved the pharaoh's daughter, Hatshepsut (hat-SHEP-soot).





◀ City of the dead in Cairo, Egypt

The Egyptians were farmers. So, it is not surprising that they believed their souls went to a “Field of Reeds.” This was their term for heaven.

They believed the spirit of the person who had died would travel to another world. There he would live with the gods and goddesses. His ka would travel back and forth between this other world and the human body.

The Egyptians and Death

An Egyptian man or woman wanted to live forever. Egyptians believed that a well-treated corpse would wake up some day and live again. Most Egyptian towns had a **necropolis** (nuh-CROP-uh-luhs), or a city of the dead. The streets in that part of town were lined with tombs instead of houses.

Men who knew how to take care of bodies after death were given great respect. They were called **embalmers** (im-BAWLM-uhrz).

Egyptians believed that each person had a ba, or soul. He also had a ka, an invisible twin. If the person who died was to have a proper burial, both the ba and ka had to be honored. Egyptians believed that the ba stayed in contact with the dead person’s friends and all his living relatives.

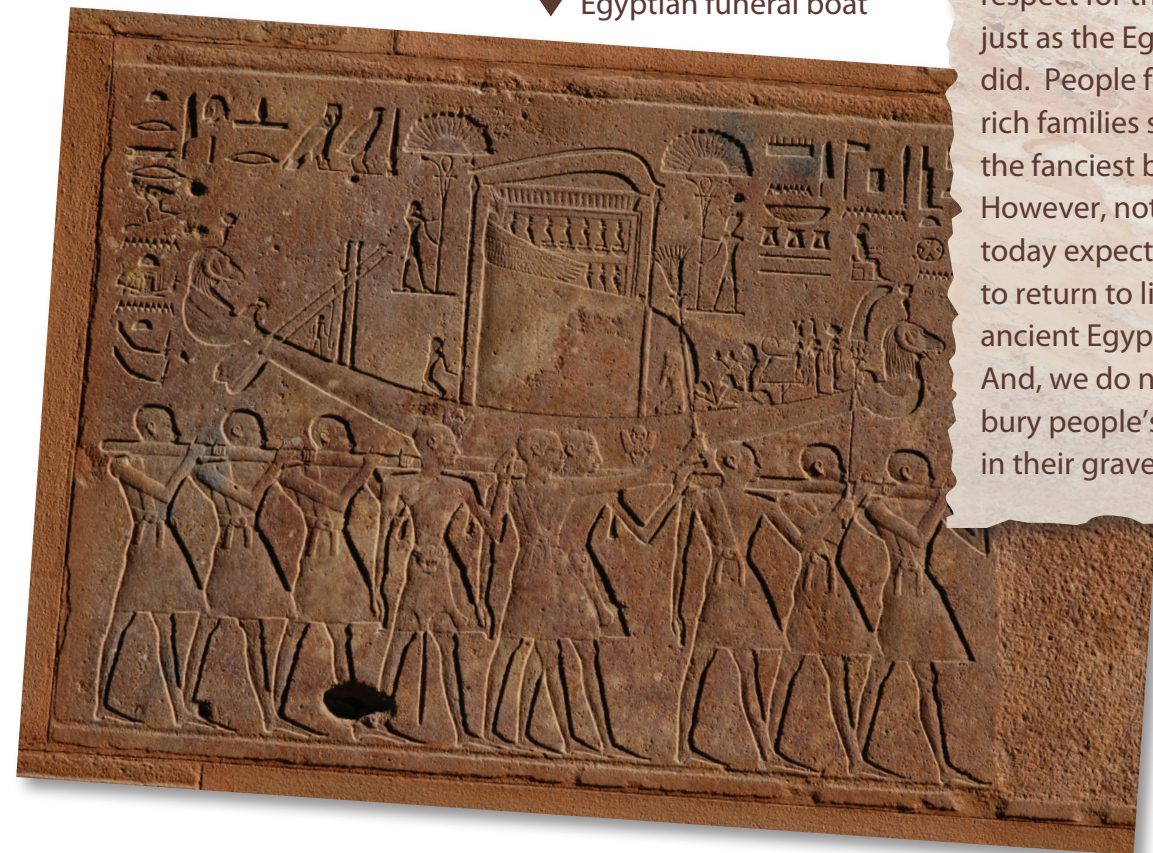
Planning Ahead

Ancient Egyptians only lived to be about 40 years old. Because they wanted to be ready for death, they often began making plans before they were 20 years old.

Mourning the Dead Today

Families today show respect for the dead just as the Egyptians did. People from very rich families still have the fanciest burials. However, not everyone today expects bodies to return to life, as the ancient Egyptians did. And, we do not usually bury people’s treasures in their graves.

▼ Egyptian funeral boat



Preparing a Mummy

In the earliest days of Egypt, tribes of nomads wandered the lands near the Nile River. The bodies of those who died still had to be taken care of. There was no ceremony attached to death at that time. But, to remove the bodies from sight and keep animals away, the remains of the person who died were buried deep in the hot desert sand.

A surprising thing happened. The buried bodies did not rot. They baked in the extreme heat of the sand so that they dried out. The person still looked much like he or she had in life.

This discovery led to **mummification**. How could you dry out a body but keep it where animals



◀ Canopic jars

The Brain

The Egyptians did not value the brain among the other human organs. Hieroglyphic pictures show embalmers removing it through the nose with a hook. Then, it was thrown away.

Examining Mummies

Today, we can learn about a mummy without unwrapping it. Scientists use X-rays. Instead of destroying the mummy, this saves it for later study.

or floods would not uncover it? The answer was **natron** (NAY-trawn), a natural salt that dries out a corpse and leaves it quite lifelike.

There were several steps in creating a mummy. First, embalmers removed the vital organs. Only the heart remained in the body. It would be needed when the mummy returned to life. The other internal organs were placed in clay **canopic** (kuh-NO-pik) jars.

The body was then treated with natron and wrapped in hundreds of yards of linen. About 20 layers of wrapping were needed. Often the dead person's jewelry was placed between the layers of wrapping.

The body was then placed in a decorated casket. It was hidden in a burial chamber along with the treasures of the deceased.



Egyptian mummy wrapped in linen ▶

◀ Egyptian casket

Intruders from Other Lands

Egypt was a difficult land to protect from enemies. Its citizens lived along the long Nile River. It was very hard for an army to protect a country so long and narrow. Only the strongest and wisest of pharaohs could keep the country's borders secure. At times, people from other countries took over some of Egypt's land.

About 1730 B.C., invaders from Asia took over northern Egypt. They conquered the Nile **delta** at the Mediterranean Sea. Then, they moved farther south into the Nile River Valley. They were called the Hyksos (HIK-saws).

The Hyksos occupied large parts of Egypt for more than 100 years. The Egyptian pharaohs on the throne during that time were not strong leaders. They did not inspire their armies to push the intruders out.



◀ Egyptians conquering the Asians



Because the Hyksos stayed so long, they began to marry into Egyptian families. The Egyptians adopted some of the skills of the Hyksos, too. From these intruders, they learned to build bronze weapons and to use horses and chariots. The Hyksos also brought special cattle to the Nile Valley and new types of vegetables and fruits.

One Egyptian pharaoh, Ahmose I (AH-mohs), was finally able to drive out the Hyksos. He forced them back to Asia. However, many influences from these intruders remained part of Egyptian life.

Careful Records

One of the most surprising and important things the Hyksos did was preserve Egyptian documents. During their **reign** (RAIN), scribes recopied Egyptian texts and documents so they would not be destroyed.

A Link to the Bible

The Bible story about Joseph, who was sold into slavery by his brothers, is well-known. He later became the trusted servant of the assistant to Egypt's pharaoh. The Bible does not name that pharaoh, but some historians believe it was one of the Hyksos leaders.

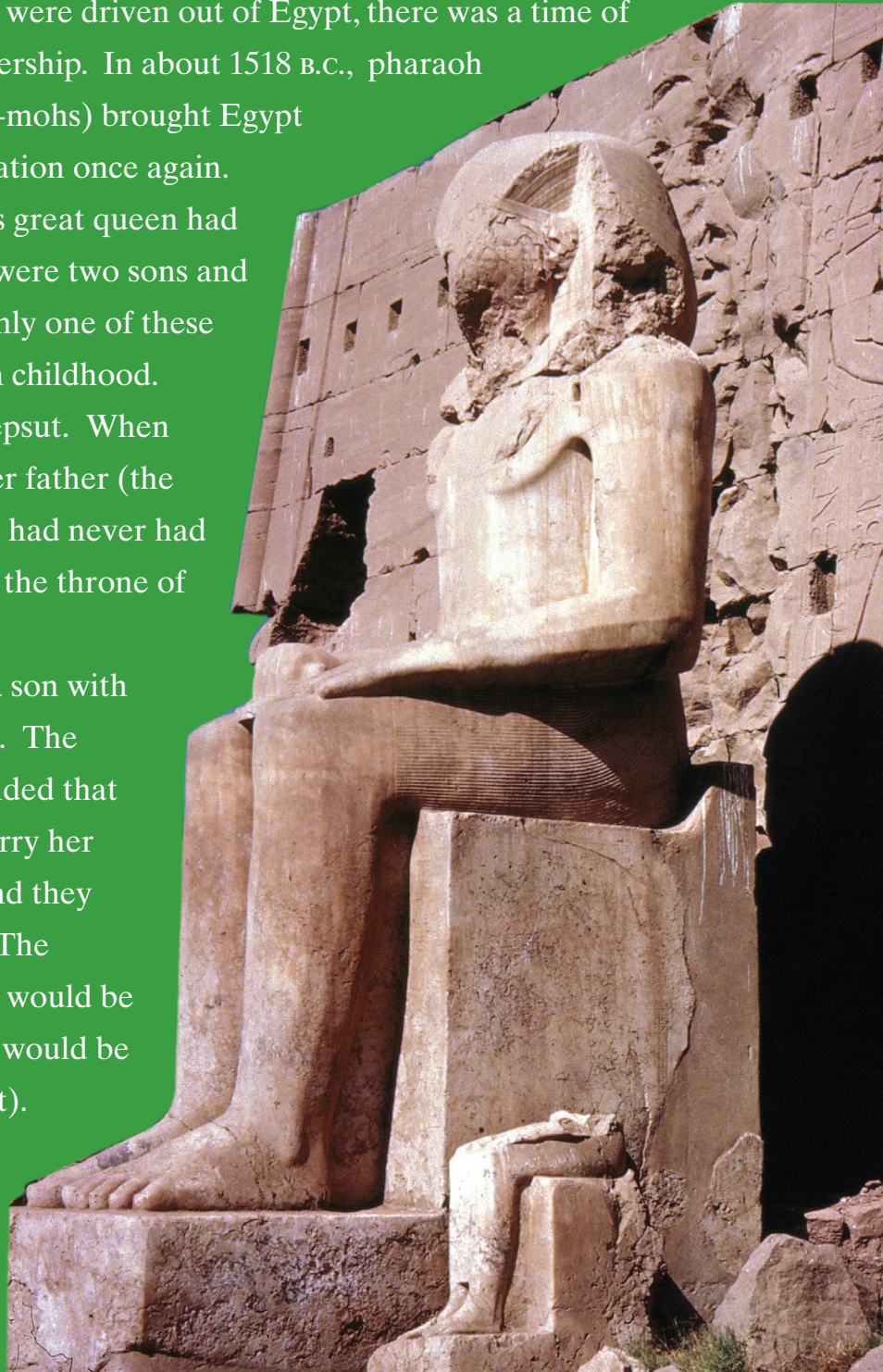
The Early New Kingdom

After the Hyksos were driven out of Egypt, there was a time of peace and strong leadership. In about 1518 B.C., pharaoh Thutmose I (THUHT-mohs) brought Egypt together as a strong nation once again.

Thutmose and his great queen had four children. There were two sons and two daughters. But only one of these children lived through childhood. Her name was Hatshepsut. When she was a teenager, her father (the pharaoh) died. Egypt had never had a woman as ruler, but the throne of Egypt was empty.

Thutmose I had a son with one of his other wives. The advisors of Egypt decided that Hatshepsut would marry her young half brother, and they would rule together. The brother, Thutmose II, would be pharaoh. Hatshepsut would be his **regent** (REE-juhnt).

Thutmose II was a weak and lazy



young man. Hatshepsut was a strong woman who made most of the decisions. Thutmose II ruled for about 10 years with Hatshepsut as his regent. Then, he died. Again, Egypt's throne had no pharaoh.

Thutmose II had a son with another woman. In about 1504 B.C., the son, Thutmose III, became pharaoh. Hatshepsut was now in her twenties, and she was regent to an infant!

Thutmose III was too young to keep Hatshepsut from making the decisions about how Egypt would be ruled. After about seven years, she declared herself pharaoh and took over the throne. Young Thutmose III faded into the background at the palace and kept busy with Egypt's armies.

Hatshepsut ruled Egypt for about 22 years. When she died, Thutmose III became a strong and well-respected pharaoh. His people knew him as the "Warrior King." His reign lasted 30 more years.

Marriages Between Relatives

It was common in ancient times for brothers and sisters to marry to make the ruling family more powerful.

Marriage Partners

It was important for a young man of the pharaoh's dynasty to marry the right young woman. His parents would choose her for him. In most of the world today, young people choose their own husbands and wives.



◀ Thutmose III

▲ A pharaoh and his two wives

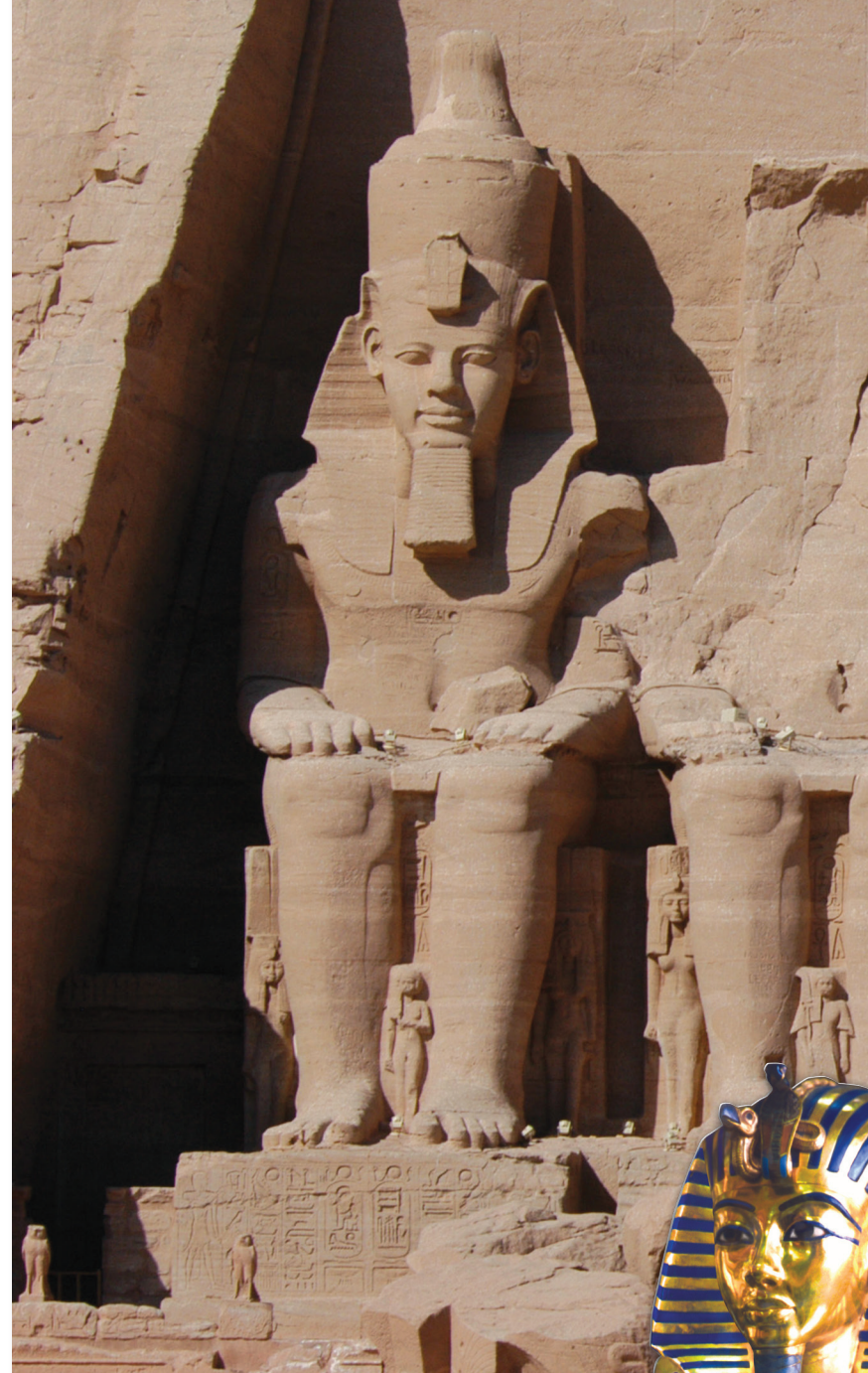
Three Powerful Kings

In the years after Thutmose III died, three strong pharaohs ruled Egypt. They are better known in history than many leaders who lived before them.

Akhenaten (aw-kuh-NAW-tuhn) was Egypt's pharaoh from about 1379 to 1362 B.C. His wife was the beautiful Queen Nefertiti (nef-uhr-TEE-tee). Akhenaten was a religious fanatic who wanted his people to worship only one god, Aten. Akhenaten declared Aten to be the sun god. He destroyed the monuments to Egypt's other gods and drove away the priests for those gods. The people did not like his actions. Most of them did not want to abandon the many gods they believed in.

The next pharaoh, Tutankhamun (toot-ank-AH-muhn), ruled ancient Egypt from about 1361 to 1352 B.C. He became pharaoh when he was only eight or nine years old. Tutankhamun was buried with more than 2,000 items. One of his three coffins was made from more than a ton of pure gold!

Ramses II (RAM-seez) was a pharaoh with a long reign. He is known for his years of land struggles against the invading Hittites (HIT-tites). In peacetime, Ramses built large temples throughout Egypt's cities. Sometimes he even claimed credit for the building projects of pharaohs before him.



▲ Statue of Ramses II



▶ The burial mask of King Tutankhamun

Akhenaten's Beliefs

Some historians call Akhenaten the first world ruler to be a **monotheist** (MAW-nuh-thee-ist). That means someone who believes there is only one god. However, Akhenaten believed there were many gods. He just wanted people to worship only one.

Ramses II and the Bible

Many historians identify Ramses II as the pharaoh at the time of the Bible story of the Exodus.

The Riches of King Tut

The tomb of young King Tutankhamun was not found until 1917. That is very recent in terms of the history of Egypt. Today, great displays of his treasures are on view in museums all over the world.

▶ Queen Nefertiti

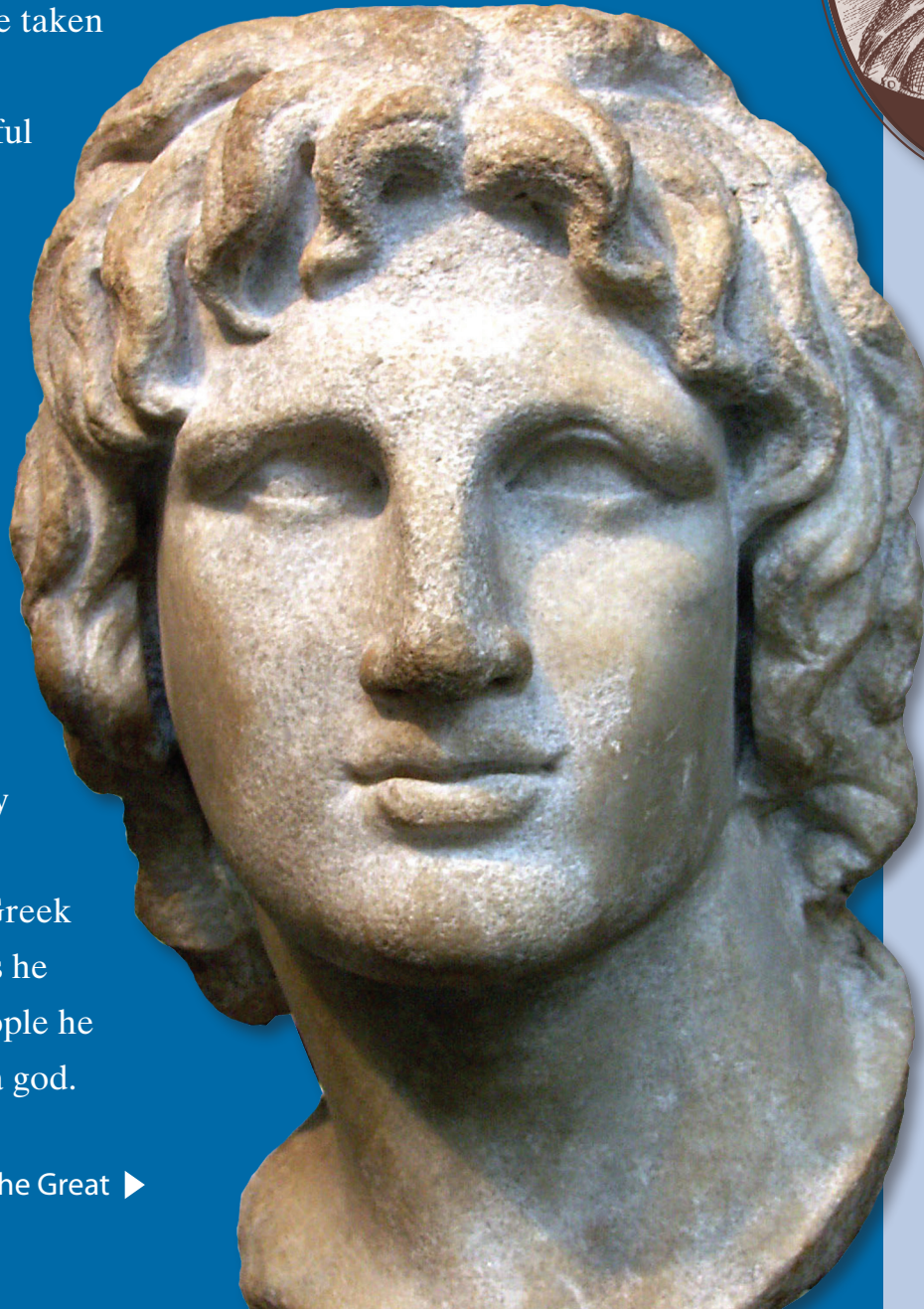
The Late Period

By 1200 B.C., many other regions had entered the Iron Age. Egypt did not have any iron ore. So, they were not able to make stronger weapons like their enemies. Attacks came from many sides. Whole Egyptian states were taken over by invaders.

By 525 B.C., the powerful Persians (PURR-zhuhnz) had driven away the other invaders. They ruled Egypt for nearly 200 years.

In 332 B.C., Alexander the Great and his Greek armies conquered Egypt and most of the known world. The Egyptians welcomed him because they disliked being ruled by the Persians. Alexander brought Greek ideas and Greek customs to all the countries he ruled. He required the people he conquered to treat him as a god.

Alexander the Great ►



Ptolemy I

Alexander the Great died of malaria in 323 B.C. His favorite general, Ptolemy I (TAWL-uh-mee), seized Egypt as his share of Alexander's wealth.

Ptolemy brought Greek and other foreign soldiers to settle there. He developed Egypt into a great nation of industry. Ptolemy's family ruled for almost 300 years. In 51 B.C., a young woman named Cleopatra (klee-uh-PAH-truh) became queen.

By this time, the Roman Empire was expanding through all of Europe, Asia, and Africa. Egypt would soon be attacked. Cleopatra was desperate to make friends with the Romans.

An Engineering Feat

While the Persians ruled Egypt, they built a canal to the Red Sea. This opened trade with other nations.

Cleopatra's Loves

Cleopatra and the Roman emperor, Julius Caesar (SEE-zuhr), fell in love. They had a son together. When Caesar was killed, Cleopatra turned her attention to Caesar's friend, Mark Antony. They had several children together before his death.



◀ Roman emperor Julius Caesar



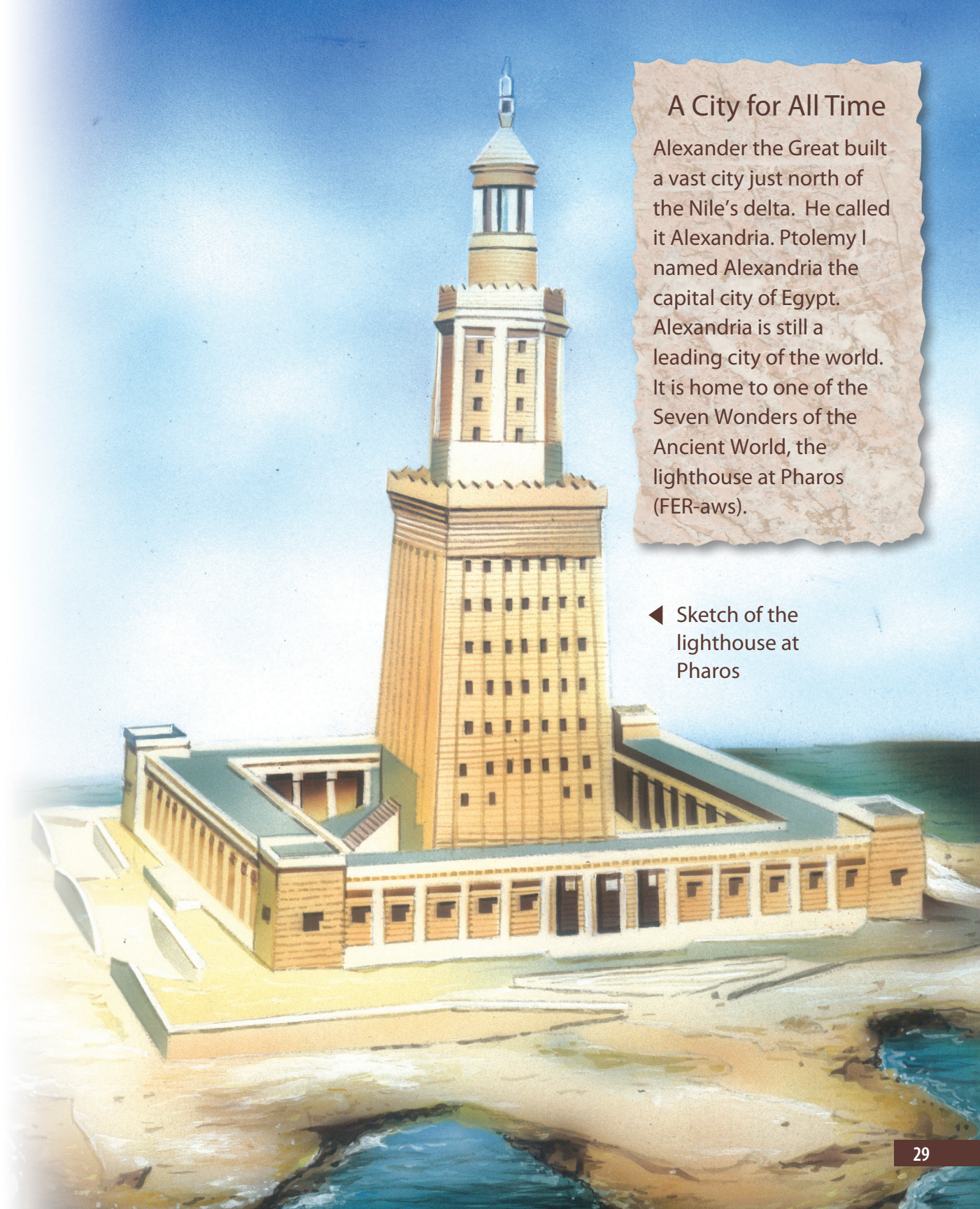
The End of Egypt

The glory of Egypt had been fading for many years. Finally, Cleopatra could hold off her Roman enemies no longer. Huge armies were at the very borders of Egypt.

It was the custom in ancient times for defeated rulers to commit suicide. This was a noble way to earn entry into the Field of Reeds. So, that is what Cleopatra decided to do. According to legend, she allowed herself to be bitten by a poisonous snake, which was a symbol of Egypt.

In 30 B.C., Egypt became a **province** of the mighty Roman Empire. The 3,000-year-old civilization ended.

◀ This carving of Cleopatra is on the side of an ancient Egyptian ruin.



A City for All Time

Alexander the Great built a vast city just north of the Nile's delta. He called it Alexandria. Ptolemy I named Alexandria the capital city of Egypt. Alexandria is still a leading city of the world. It is home to one of the Seven Wonders of the Ancient World, the lighthouse at Pharos (FER-aws).

◀ Sketch of the lighthouse at Pharos

Glossary

- astronomers**—scientists who study the stars
- canopic jars**—jars used in ancient Egypt to hold the internal organs of a mummified body
- civilization**—a society that has writing and keeps track of records
- delta**—a deposit of sand and soil at the mouth of a river
- double crown**—the crown worn by pharaohs after the unification of Upper Egypt and Lower Egypt
- dynasty**—a line of rulers from the same family
- embalmers**—workers who treat dead bodies with various chemicals
- hieroglyphics**—pictures or symbols representing words, syllables, or sounds; used by the ancient Egyptians instead of alphabetical writing
- limestone**—a hard rock formed from the bodies of sea animals and pressed down for centuries
- mastabas**—structures with flat roofs that served as tombs in ancient Egypt
- monotheist**—a person who believes there is only one god
- mummification**—the preservation of a body by embalming
- natron**—hydrated sodium carbonate used by the ancient Egyptians to dry a body
- necropolis**—a cemetery in an ancient city
- nomads**—people having no permanent homes
- obelisks**—tall, four-sided towers of stone covered in hieroglyphs
- pharaoh**—the title of kings of ancient Egypt
- province**—any of the outside territories controlled and ruled by ancient Rome
- regent**—someone who acts in the place of a king or ruler
- reign**—the years that a ruler is in power
- surveying**—determining the location, form, or boundaries of land

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6th Grade

Family Engagement Guide

Welcome to sixth grade! Depending on your school system, your sixth grader is either wrapping up the elementary school years or just starting middle school. Either way, it's a time of intense change—a process that will benefit from patience and a sense of humor!

Your child's brain is continuing to develop. The thoughtful, reasoning part of the brain may be overshadowed by the risk-taking, emotional part at times. Your child is essentially walking the tightrope between childhood and young adulthood during their middle school years. Your tightrope will be balancing tolerance of the not-always-great decisions they may make with keeping your child safe and on the right course.

In school, your sixth grader may be changing classes more often, interacting with more teachers, and adjusting to changing groups of peers from hour to hour. This can make for stimulating days. Home can be an important refuge. Take time to learn how to communicate with teachers who may have 100 or more students; teacher or school websites are especially helpful.

During this period of change, it is important that your sixth grader is given the tools to plan successfully, solve complex problems, reason, and process information.



Top 10 Things Your Sixth Grader Needs to Know

- 1 Strategies for comprehending nonfiction and fiction, including dramas and poems
- 2 How to write and revise research and argumentative essays
- 3 Meanings of complex and multiple-meaning words and phrases
- 4 Figurative language, word relationships, and nuances in word meanings
- 5 Ratio reasoning and ratio concepts to solve problems
- 6 Common factors and multiples of multi-digit numbers
- 7 Number sense and properties of algebraic expressions
- 8 How to solve one-variable equations and inequalities
- 9 Understanding of science texts relevant to 6th grade
- 10 Comprehension of social studies texts relevant to 6th grade