



GUIDED READING ACTIVITY 2-1

The Nile Valley

Directions: Outlining Reading the section and completing the outline below will help you learn more about the Nile valley. Refer to your textbook to fill in the blanks.

- I. The Egyptians relied upon the _____ for their water needs.
 - A. The Nile River is the world's _____ river.
 1. The Nile River flows for a distance of _____ miles.
 2. The Nile begins as two separate rivers, the _____ flowing from Eastern Africa and the _____ from the marshes of Central Africa.
 - B. Geographic features of the Nile River _____ the Egyptians.
 1. To the far south, the Nile's dangerous _____ blocked enemy boats.
 2. In the north, the _____ marshes offered no harbors for invaders from the sea.
- II. The Egyptians had to cope with river _____, although they were more dependable and gentle than those of the Tigris and Euphrates.
 - A. As a result of regular flooding, the Egyptians were able to farm and live _____.
 1. After the floodwaters went down, the farmers were left with a layer of dark, _____ mud.
 2. One reason for the Egyptians' successful farming was their wise use of _____.
 - B. Egyptians _____ technology for their society.
 1. The Egyptians used _____ to make writing paper.
 2. Egyptians developed their own system of writing called _____.
 3. Extra amounts of food freed some people to work as _____ instead of farmers.
- III. Around 3100 B.C., Egypt's two major kingdoms were combined into _____.
 - A. _____, also known as Menes, is the king credited for unification.
 - B. Egyptian society was divided into _____ based on wealth and power.

ABC
de VOCABULARY ACTIVITY 2-1

The Nile Valley: Words to Know

Directions: Word Puzzle The alphabetical list below contains the letters for spelling the terms that answer the questions below. Write the term to answer each question, and cross out the letters in the box used to spell the term. Use the nine extra letters to complete question 6.

cataract	dynasty	delta
hieroglyphics	papyrus	
A A A A A C C C D D E E E E G H I I I I L L L		
N N O P P P R R R R R S S S T T T T U V Y Y Y Y		

- | | |
|---|--|
| <p>1. The Nile River branches out over an area of fertile soil. What is this area called?</p> <p>_____</p> | <p>sandals, rafts, and paper. What was the name of this plant?</p> <p>_____</p> |
| <p>2. The Egyptians developed writing using thousands of picture symbols. What was their writing called?</p> <p>_____</p> | <p>5. Egyptian rulers passed their power from father to son to grandson. What is the term for a line of rulers from one family?</p> <p>_____</p> |
| <p>3. Boulders in the Nile form wild rapids. What are these rapids called?</p> <p>_____</p> | <p>6. The nine extra letters can be reordered to spell the name of the longest river in the world. Write the letters in the correct order to spell this name.</p> <p>_____</p> |
| <p>4. The Egyptians used a reed plant that grew along the Nile to make baskets,</p> | |

Building Academic Vocabulary

survey, *verb*

Directions: You may use a dictionary or the Internet to help you answer the following question. Then circle the letter of the word(s) that has the closest meaning to the boldface word.

7. Egyptians **surveyed** the fields to see where one began and the other ended.

- A. walked through B. measured C. planted D. split

Mid-Chapter Check

Vocabulary Check



1. Fill in the blank in the sentence below with the correct term. (Lesson 2)

A _____ is a comparison of two quantities by division.

Skills Check and Problem Solving

Find the greatest common factor or least common multiple of each set of numbers. (Lesson 1)

2. 24 and 18

GCF = _____

3. 12 and 20

LCM = _____

4. 16 and 32

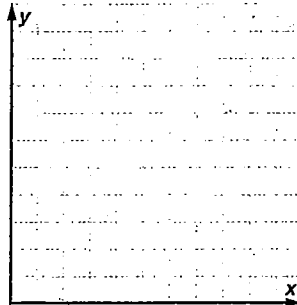
GCF = _____

5. Write 15 cookies to 40 brownies as a ratio in simplest form. (Lesson 2) _____

6. Write 171 miles in 3 hours as a unit rate. (Lesson 3) _____

7. **MP Use Math Tools** The table below shows the amount in Josiah's account each week. List the information as ordered pairs and then graph the ordered pairs. Describe the pattern in the graph. (Lesson 5)

Josiah's Savings		
Week, x	Savings (\$), y	Ordered Pair (x, y)
1	5	
2	10	
3	15	
4	20	
5	25	



8. **MP Persevere with Problems** An artist is using three different colors in a mosaic. The ratio of green to blue to yellow color tiles in the mosaic is 4:6:9. She has 42 blue tiles to use. How many green and yellow tiles does she need? (Lesson 4)



NOTES

Choose a title for the selection.

What is the main idea of the passage?

Determine what a paragraph or passage is mostly about.

**TYPICAL
MAIN IDEA
QUESTION
STEMS**

Determine the main topic of a paragraph (or reading passage).

Identify the best summary of the paragraph (or selection).



An American Symbol

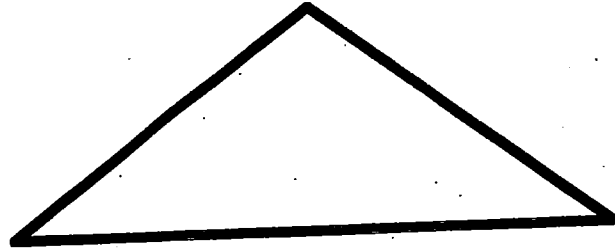
Uncle Sam is one of our nation's oldest symbols. The first sketches of Uncle Sam appeared in the 1830s. At first, his appearance took many forms. However, by the 1860s, drawings of Uncle Sam became more similar. Most pictures showed a tall, thin man with a long white beard. He was dressed in striped pants, a top hat, and a tailcoat.

Believe it or not, Uncle Sam was actually based on a real person. He was a meat packer named Samuel Wilson from Troy, New York. Everyone called him Uncle Sam. During the War of 1812, Samuel Wilson supplied meat to the U.S. Army troops stationed near him. He stamped the letters "U.S." on each wooden barrel of beef and pork. All the soldiers thought the initials stood for Uncle Sam. However, that wasn't Samuel Wilson's intention. He used the initials to stand for the United States. Eventually, the words "Uncle Sam" became the term for anything referring to the United States.

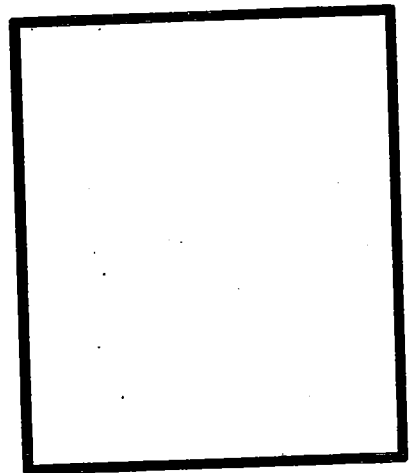
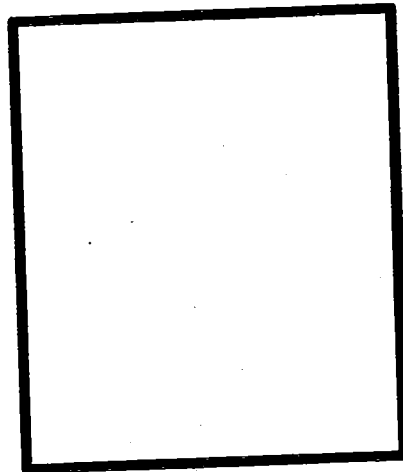
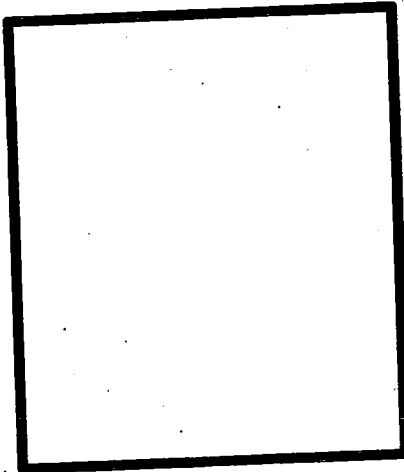
ASSEMBLY DIRECTIONS

1. ANSWER THE QUESTIONS ABOVE THE SHAPES. WRITE YOUR ANSWERS INSIDE THE SHAPES.
2. CUT OUT EACH SHAPE ALONG THE SOLID BLACK LINE.
3. PUT THE SHAPES TOGETHER IN A HOUSE SHAPE.
4. GLUE YOUR MAIN IDEA HOUSE BELOW THE PASSAGE.

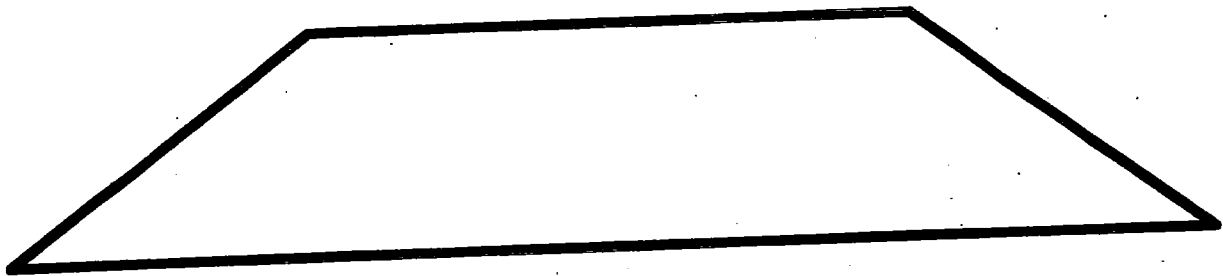
What is the topic of the paragraph?



List three details from the passage about the topic.



What does the author want you to know about the topic?



Title of Passage: The Run Part 3

AME:

Topic
• Plague, disease across the country

Supporting Details

-
-
-

Main Idea
• A few young people try to stay safe from crazed plague victims.