

◀ The God Osiris was respected because he represented new life and new crops. [Statue c. 664–332 B.C.E.]

5000 B.C.E to 350 C.E.

# Ancient Egypt and Kush

## CHAPTER 3

### ASKING ESSENTIAL QUESTIONS

*How does geography influence the way people live? • What makes a culture unique? • Why do civilizations rise and fall?*

**What Will I Learn?** I will learn about civilizations that emerged in the northeastern region of Africa and the important role the Nile River valley played in shaping their cultures and empires.

**Why Does It Matter To Me?** Egyptians traded with different groups of people throughout Africa, the Mediterranean region, and Southwest Asia. Today, trade is still important. Trade, however, now occurs easily throughout the world because of technological advancements.

**How Will I Know That I Learned It?** I will be able to describe the relationship between the Nile River valley and the rise of Egypt and Kush and identify contributions those societies made in the arts, science, technology, and government.

**Using Your Inquiry Journal** As you read this chapter and examine the primary sources, use your Inquiry Journal to help you make notes and expand your list of questions. As you gather information, think about how you will answer the Essential Questions.

#### LESSON 1

The Nile River

#### LESSON 2

Life in Ancient Egypt

#### LESSON 3

Egypt's Empire

#### LESSON 4

The Kingdom of Kush



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# PLACE & TIME Egypt and Kush 5000 B.C.E. to 350 C.E.

The Egyptian empire covered the northeastern corner of Africa. It centered on the Nile River valley. Egypt extended from central Africa to coastal areas along the Red and Mediterranean Seas. Despite periods of weakness, the empire expanded over the centuries of the Middle Kingdom and the New Kingdom.

The science of embalming allowed ancient Egyptians to preserve the bodies of their dead as mummies. [c. 300 B.C.E.–50 C.E.]



## STEP INTO THE PLACE



### GEOGRAPHIC REASONING

Egypt's location in a river valley surrounded by deserts helped it become powerful.

- 1. SPATIAL THINKING** What physical features made it possible for Egyptians to travel and trade?
- 2. HUMAN-ENVIRONMENT INTERACTION** In addition to Lower Egypt and Upper Egypt, the Egyptian Empire extended to which other civilizations?



These jars were used for storage during the process of making mummies. The tops of the jars show the heads of Egyptian Gods. [c. 2000 B.C.E.–100 C.E.]

## STEP INTO THE TIME

**UNDERSTANDING CHRONOLOGY** What events in the time line suggest that the Egyptians were unified, organized, and determined to build an empire?

## ANCIENT EGYPT AND KUSH

c. 3100 B.C.E.  
Narmer unites Egypt

c. 3000 B.C.E.  
Egyptians develop hieroglyphics

c. 2600 B.C.E.  
Old Kingdom period begins

c. 2540 B.C.E.  
Great Pyramid built

3000 B.C.E.

## THE WORLD

c. 3000 B.C.E.  
India's early civilization begins

c. 2700 B.C.E.  
Chinese begin making bronze artifacts

c. 2500 B.C.E.  
Mesopotamia sets up world's first library





## ESSENTIAL QUESTION

- How does geography influence the way people live?

# THE STORY BEGINS...

*In ancient times, and even today, lush green farmland contrasts sharply with the vast desert areas that stretch for hundreds of miles on either side of the Nile River. [Modern photograph]*

## LESSON 1

# The Nile River

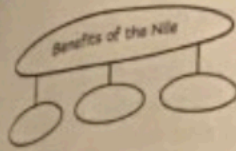
Herodotus was tired but excited. He had left Greece months before and had only just arrived in Egypt. He stared out over the Nile River. It was so strange to see the dusty brown desert right next to the bright green plants beside the Nile. Herodotus was puzzled. Why did the Nile overflow its banks every year even though there was no rain? He sat down to write out his thoughts before he talked to the priests the next day:

“I was particularly anxious to learn from them why the Nile, at the commencement of the summer solstice, begins to rise, and continues to increase for a hundred days—and why, as soon as that number is past, it forthwith retires and contracts its stream, continuing low down the whole of the winter.”

—from *History of Herodotus*, c. 430 B.C.E.







#### ANALYZING KEY IDEAS AND DETAILS

Identify three reasons why most Egyptians lived near the Nile River. Use a web diagram like this one to record the details. Explain how these reasons affected the lives of ancient Egyptians.

## THE NILE RIVER VALLEY

**GUIDING QUESTION** *Why was the Nile River important to the ancient Egyptians?*

While empires flourished and fell in Mesopotamia, two other civilizations developed along the Nile River in northeastern Africa. One of these civilizations was Egypt (EE-jihpt). It developed in the northern part of the Nile River valley.

The other civilization, Kush (KOOSH), emerged in the far southern part of the Nile River valley. Although Egypt and Kush were **unique** civilizations, they influenced one another throughout their long histories. Both civilizations built temples and monuments, along with pyramids in which they buried their dead.

### VALLEY CIVILIZATION

The Nile River valley was ideal for human settlement because of its fertile land. As early as 5000 B.C.E., hunters and gatherers from the drier areas of Africa and Southwest Asia began to move into the Nile River valley. Permanent settlements were created by early groups who farmed the land and built villages along the Nile's banks. These people were the earliest Egyptians and Kushites.

The early Egyptians lived in the northern region of the Nile River valley. They called their land *Kemet* (KEH-meht), which means "black land," after the dark, rich soil found there. Later, this northern Nile area would be called *Egypt*.

Of the world's early river valley civilizations, you probably are most familiar with ancient Egypt. People still marvel at its ruins located in present-day Egypt. These ruins include the enormous stone Sphinx that has the body of a lion and a human head. Archaeologists also study the wondrous pyramids and the mummies found buried in tombs that were once full of riches.

#### UNDERSTANDING CRAFT AND STRUCTURE

1. **DETERMINING CENTRAL IDEAS** Based on the text evidence, what was the impact of the Nile River on the people of ancient Egypt?
2. **CITING TEXT EVIDENCE** What evidence supports the idea that geography helped protect Egypt?

R

YES

NO

NOT SURE

## THE GIFT OF THE RIVER

Many of ancient Egypt's structures survived because Egypt has a hot, dry climate. Since the region receives little rainfall, ancient Egyptians depended on the Nile for drinking and bathing. The river also supplied water to grow crops. To the Egyptians, the Nile was the "creator of all good." They praised it in a hymn:

"You create the grain, you bring forth the barley,  
Assuring perpetuity [survival] to the temples.  
If you cease your toil and your work,  
Then all that exists is in anguish [suffering]."

—from "Hymn to the Nile" c. 2100 B.C.E.

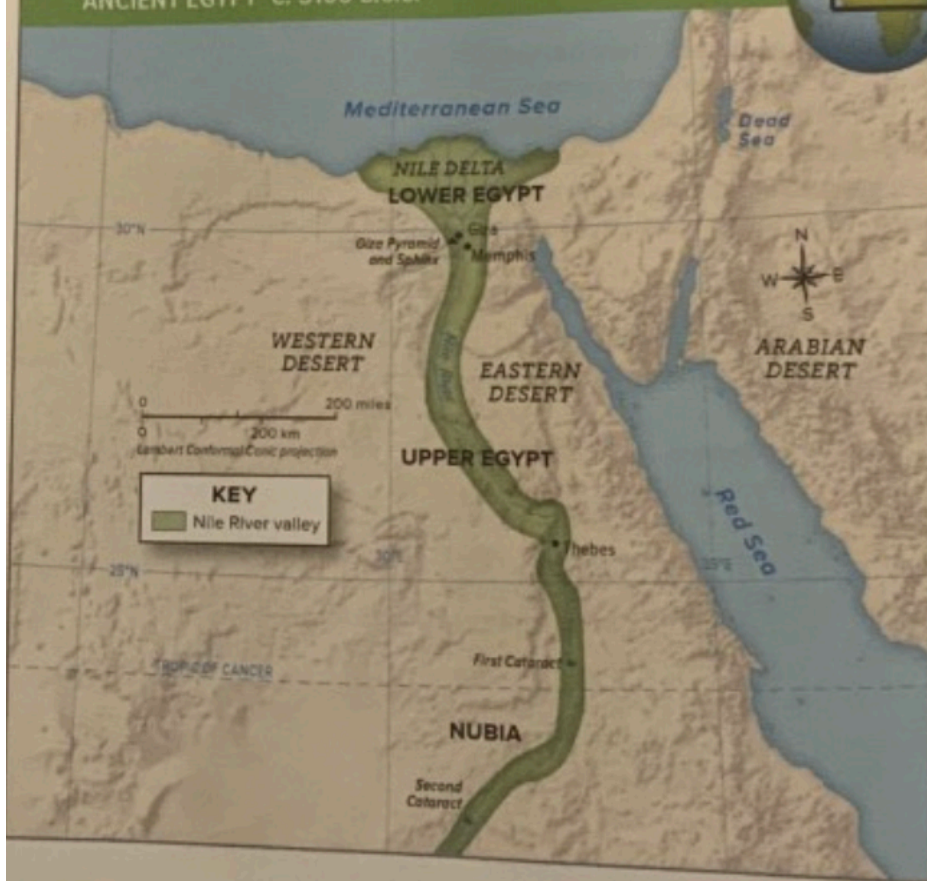
### ANALYZING PRIMARY SOURCES

- 1. DETERMINING CENTRAL IDEAS** What is the main idea about the Nile in this excerpt?
- 2. DETERMINING CONTEXT** Why was the Nile important from 5000 B.C.E. to 350 C.E.?

Do you know which is the world's longest river? It is the Nile that flows north about 4,000 miles (6,437 km) from central Africa to the Mediterranean Sea. It has been called the "lifeblood" of Egypt.

At its source, the Nile is two separate rivers: the Blue Nile and the White Nile. The Blue Nile begins in the snowy mountains of eastern Africa. The White Nile starts in the tropics of central Africa.

ANCIENT EGYPT c. 3100 B.C.E.



### GEOGRAPHIC CONNECTION

The Nile carries its life-giving water the length of Egypt.

- 1. SPATIAL THINKING**  
Describe the relative locations of Upper Egypt and Lower Egypt.
- 2. HUMAN-ENVIRONMENT INTERACTION** Why do you think the location of Giza made it an early thriving city in ancient Egypt?



The two rivers join just south of Egypt to form the Nile River. There, steep cliffs and large boulders form dangerous, fast-moving waters called **cataracts** (KA•tuh•RAKTS). Cataracts make traveling by ship along the Nile difficult.

## A PROTECTED LAND

As with many rivers, the Nile's flow throughout the centuries has created a valley. You can see on the map on the previous page that the Nile looks like the long winding root of a plant. Shortly before the Nile reaches the Mediterranean Sea, it splits into many branches that resemble a plant's bloom. These waterways form a fan-shaped area of fertile marshland called a **delta** (DEHL•tuh).

In the Nile River valley, we see the effect that water has on the landscape. The lush, green Nile valley and delta contrast sharply with the barren deserts that stretch out on either side of the river. The change in landscape can be so sudden that a person can stand with one foot in fertile soil and one foot in barren sand.

The Nile borders the largest deserts in the world. To the west of the Nile River is the Libyan Desert, which forms part of the Sahara (suh•HAR•uh). To the river's east lies the Eastern Desert that extends to the Red Sea. The ancient Egyptians called these deserts the "Red Land" because of their scorching heat. These large desert areas were not favorable to humans or animals. They kept Egypt **isolated**, however, from outside invaders.

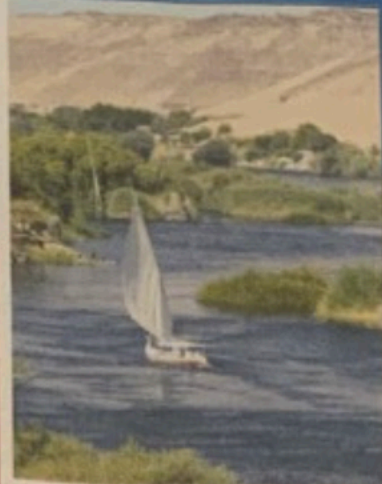
In addition to the deserts, other physical features protected Egypt. To the far south, the Nile's dangerous cataracts prevented enemy ships from attacking Egypt. In the north, delta marshes stopped invaders who sailed from the Mediterranean Sea. These physical features gave the Egyptians advantages that Mesopotamians lacked. The Egyptians rarely faced the danger of invasion. As a result, Egyptian civilization developed peacefully.

The Egyptians, though isolated, were not completely cut off from other peoples. The Mediterranean Sea to the north and the Red Sea to the east provided routes for trade.

Egyptians took advantage of the region's wind patterns so that they could travel and trade. Although the natural flow of the Nile's currents carried boats north, winds from the north pushed sailboats south.

## 4 CHECKING FOR UNDERSTANDING

1. **EXPLAINING** Who were the earliest Egyptians and Kushites?
2. **EXPLAINING** How were the Egyptians protected by the physical environment?




Narrow cataracts on the Nile limit river travel, especially for larger ships. [Modern photograph]

## DETERMINING MEANING

To better understand the definition of a river **delta**, find its description and illustration in the Geographic Dictionary. Based on this information why are deltas fertile?

R





The stark contrast between fertile and infertile land can still be seen along the banks of the Nile today.

#### UNDERSTANDING CRAFT AND STRUCTURE

##### 1. DETERMINING THE MEANING

In "Predictable Floods" the author states the floods left behind fertile soil. Why would the soil be fertile?

##### 2. ANALYZE TEXT

**STRUCTURE** How does the author connect the section describing hieroglyphics with an earlier section describing papyrus?

## PEOPLE OF THE RIVER

**GUIDING QUESTION** How did the ancient Egyptians depend on the Nile River to grow their crops?

We know that the Mesopotamians controlled the floods of the Tigris and Euphrates Rivers to grow crops. They developed the technology to do so, but the unpredictable rivers constantly challenged them. In Egypt, however, the flooding of the Nile River was seasonal and consistent from year to year. So the Egyptians did not face the same challenge.

## PREDICTABLE FLOODS

As in Mesopotamia, flooding along the Nile in Egypt was common. The Nile floods, however, were more predictable and less destructive than those of the Tigris and the Euphrates. As a result, the Egyptians were not afraid that heavy floods would destroy their homes and crops. Each year, during late spring, heavy tropical rains in central Africa and melting mountain snow in eastern Africa added water to the Nile. Around the middle of summer, the Nile overflowed its banks and flooded the land. Egyptian farmers were ready to take advantage of this cycle. When the waters returned to their normal level in late fall, thick deposits of fertile soil remained.

## HOW DID EGYPTIANS FARM?

Farmers planted wheat, barley, and flax seeds while the soil was still wet. Over time, they grew enough food to feed themselves and the animals they raised.

During the dry season, Egyptian farmers irrigated their crops. They scooped out basins, or bowl-shaped holes, in the earth to



store river water. They then dug canals that extended from the basins to the fields, allowing water to flow to their crops. Raised areas of soil provided support for the basin walls.

**H** In time, Egyptian farmers developed new tools to make their work easier. For example, farmers created a **shadoof** (shuh-DOOF), which is a bucket attached to a long pole that lifts water from the Nile and empties it into basins. Many Egyptian farmers still use this method today to water their crops.

Egyptian farmers also needed a way to measure the area of their lands. When floods washed away boundary markers that divided one field from another, farmers used geometry to help them recalculate where one field began and the other ended.

Egyptians gathered **papyrus** (puh-PY-ruhs), a reed plant that grew wild along the Nile. They used the long, thin reeds to weave rope, sandals, baskets, and river rafts. Later, they used papyrus to make paper. To do this, the Egyptians cut strips from the stalks of the papyrus plant and soaked them in water. Next, the strips were laid side by side and pounded together. They were then set out to dry, forming a large sheet of papyrus on which the Egyptians could write.



Special techniques and tools—such as this shadoof—helped farmers grow crops in the dry season.

#### MAKING CONNECTIONS

##### THE IMPACT OF AGRICULTURAL PRACTICES

Several of ancient Egypt's agricultural practices had far-reaching influence. Initially, Egyptians developed their calendar to track the cyclical floods of the Nile River. Over time this calendar became the 365-day calendar that we use today. Irrigation practices were also initially used by Egyptian farmers. To expand trade, irrigation practices were adopted to create a canal that connected the Nile River to the Red Sea during Egypt's Middle Kingdom.

*We learn about ancient farming methods from Egyptian art murals such as this from the 19th dynasty, c. 1200s, B.C.E.*

**DESCRIBING** What details about ancient farming methods can you find in this painting of farmers?





#### MAKING CONNECTIONS TO TODAY

### FROM HIEROGLYPHS TO ICONS

Egyptians used hieroglyphs as means of communication. Each symbol has its own unique meaning. Today, we use icons as symbols for words and emotions in the form of electronic icons, such as emojis. Just like hieroglyphs, these icons communicate a story using pictures rather than words. Unlike hieroglyphs, which were only understood by scribes, millions of people use electronic icons in their daily lives.

*Papyrus reeds grow wild along rivers. The process of making paper from papyrus took many days. [Modern photograph; illustration c. 1754 C.E.]*

**PREDICTING** If Egyptians had not developed papyrus, what other material might they have used on which to write?

## HOW DID THE EGYPTIANS WRITE?

Like the Mesopotamians, the Egyptians developed their own writing system. At first, Egyptian writing was made up of thousands of picture symbols that represented objects and ideas. A house, for example, would be represented by a drawing of a house. Later, Egyptians created symbols that represented sounds, just as the letters of our alphabet do. The combination of pictures and sound symbols created a complex writing system called **hieroglyphics** (hy•ruh•GLIH•fihks).

Few ancient Egyptians could read and write hieroglyphics. Some Egyptian men, however, attended special schools to prepare for careers as scribes in government or business. The Egyptians did not write on clay tablets like the Mesopotamians. For their daily tasks, Egyptian scribes developed a simpler script that they wrote or painted on papyrus. These same scribes carved hieroglyphs onto stone walls and monuments.

### ✓ CHECKING FOR UNDERSTANDING

1. **RELATING EVENTS** How did the Egyptians' experience with flooding differ from that of the Mesopotamians?
2. **DIFFERENTIATING** What type of writing system did the Egyptians develop?

## UNITING EGYPT

**GUIDING QUESTION** How did Egypt become united?

Protected from outside attacks by desert barriers, Egyptian farmers were able to grow surpluses—extra amounts—of food. In Egypt, as in Mesopotamia, extra food meant that some people





## EARLY TRADE ROUTES



### GEOGRAPHIC REASONING

Trade routes brought new ideas to Egypt, as well as money and goods.

- 1. SPATIAL THINKING** What two islands were the farthest north on Egyptian trade routes?
- 2. HUMAN-ENVIRONMENT INTERACTION** In which cities might a trader stop traveling from Memphis to Babylon?
- 3. HUMAN-ENVIRONMENT INTERACTION** Why do so many trade routes run along waterways?

could leave farming to work in other occupations. Artisans, merchants, and traders began to play an important role in Egypt's economy. As more goods became available, villages along the Nile traded with one another. Before long, Egyptian caravans were carrying goods to Nubia (NOO-bee-uh) to the south, Mesopotamia to the northeast, and other places outside Egypt's borders. Along with the exchange of goods, Egyptian traders learned about the ways of life and governments of other societies.

## FORMING KINGDOMS

The need for organized government became increasingly important as farming and trade increased. A government was necessary to oversee the construction and repair of irrigation ditches and dams. A government was needed to develop a process for storing and distributing grain during famines. In addition, conflicts over land ownership had to be settled.

Over time, groups of villages merged to form small kingdoms. Each of these kingdoms was ruled by a king. The weaker kingdoms eventually fell under the control of the stronger ones. By 4000 B.C.E., Egypt was made up of two large kingdoms. One was Upper Egypt, which was located in the south-central part of the Nile River valley. The other was Lower Egypt, which was located along the Nile River's north delta.

### ANALYZING KEY IDEAS AND DETAILS

- 1. DETERMINING CENTRAL IDEAS** What evidence does the text provide to explain the reasons that government formed?
- 2. CITE TEXT EVIDENCE** What can you infer from the statement that "Egypt was usually united under a single ruler"?





Egyptian art often included images of its rulers. The man in the center of this carving, created c. 3000 B.C.E., is Narmer.

**ANALYZING** How does the carving show that Narmer was a powerful leader?

## WHO WAS NARMER?

Narmer (NAHR•mer) was a king of Upper Egypt. About 3100 B.C.E., he led his armies from the valley north into the delta. Narmer conquered Lower Egypt and married one of Lower Egypt's princesses, which **unified** the kingdoms. For the first time, all of Egypt was ruled by one king.

Narmer established a new capital at Memphis, a city on the border between Upper Egypt and Lower Egypt. He governed both parts of Egypt from this city. Memphis began to flourish as a center of government and culture along the Nile.

Narmer's kingdom lasted long after his death. The right to rule was passed from father to son to grandson. Such a line of rulers from one family is called a **dynasty** (DY•nuh•stee). When one dynasty died out, another took its place.

From about 3100 B.C.E. to 332 B.C.E., a series of 30 dynasties ruled Egypt. These dynasties are organized into three time periods: the Old Kingdom, the Middle Kingdom, and the New Kingdom. Throughout these three time periods, Egypt was usually united under a single ruler and enjoyed stable government.

### ✓ CHECKING FOR UNDERSTANDING

- 1. IDENTIFYING PATTERNS** Describe the rise of trade in Egypt. How was this similar to Mesopotamia?
- 2. SEQUENCING** How did the separate kingdoms of Egypt unite?

## LESSON 1 REVIEW AND ACTIVITIES

### Time and Place

- 1. USING MAPS** Look back at the map "Ancient Egypt." What physical feature is to the east and west of the Nile River? How did this feature help Egyptians?

### Building History-Social Science Analysis Skills

- 2. IDENTIFYING EFFECTS** How did the Nile River help the ancient Egyptians develop as a well-governed civilization?
- 3. IDENTIFYING EFFECTS** How did trade bring new ideas to Egypt?
- 4. EXPLAINING IDEAS** What was significant about the joining of the two kingdoms under Narmer?

### Writing About History

- 5. EXPLANATORY WRITING** Why has the Nile River been described as the "lifeblood" of Egypt? Why was the river essential to Egyptians? Explain your answer in the form of a short essay.

### Collaborating

- 6. ASKING QUESTIONS** Work with a partner to discuss how Egyptians farmed. Take turns responding to the following questions: How did they farm during the dry season? What tools did they develop to make their work easier? How did they measure the area of their land?



## ESSENTIAL QUESTION

• What makes a culture unique?

# THE STORY BEGINS...

The Great Pyramid [center] at Giza was constructed in the mid-2000s B.C.E.

## LESSON 2

# Life in Ancient Egypt

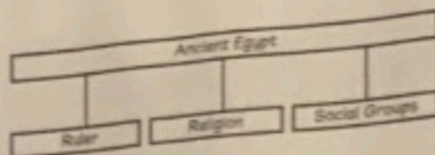
Diodorus stopped. He could hardly believe his eyes. The sun was rising and the pyramids were coming into view. The top of the Great Pyramid seemed to touch the sky! How did the Egyptians move such large pieces of stone to build these tombs? As a historian, Diodorus had seen many amazing things in his travels but it was going to be hard to explain the incredible sight of the pyramids.

“He [Khufu] built the greatest of the three pyramids, which were accounted amongst the seven wonders of the world. They stand toward Libya, one hundred and twenty furlongs [79,200 ft] from Memphis, and forty-five [29,700 ft] from the Nile. The greatness of these works, and the excessive labour of the workmen seen in them do even strike the beholders with admiration and astonishment.”

E

—from *The Historical Library of Diodorus the Sicilian, in Fifteen Books*, c. 50 B.C.E.





#### ANALYZING KEY IDEAS AND DETAILS

Read closely to identify information about ancient Egypt. Use a diagram like this one to list facts about ancient Egypt from the text in each of the boxes.

#### UNDERSTANDING CRAFT AND STRUCTURE

1. **ANALYZING TEXT PRESENTATION** How did the author structure the content to support the understanding of theocracy?
2. **ANALYZING TEXT PRESENTATION** How does the text support the idea that "The Egyptians valued unity"?

## EGYPT'S EARLY RULERS

**GUIDING QUESTION** *How was ancient Egypt governed?*

Around 2600 B.C.E., Egyptian civilization entered the period known as the Old Kingdom. The Old Kingdom lasted until about 2200 B.C.E. During these years, the Egyptians built magnificent cities and increased trade.

The Egyptians also formed a unified government. They valued unity and order. They understood the importance of everyone working and living according to similar principles and beliefs. Therefore, they developed a government under an all-powerful ruler who controlled both religious and political affairs. A government in which the same person is both the political leader and the religious leader is called a **theocracy** (thee•AH•kruh•see).

### A POLITICAL LEADER

At first, the Egyptian ruler was called a king. Later, he was known as **pharaoh** (FEHR•oh). The word *pharaoh* originally meant "great house." It referred to the grand palace in which the king and his family lived.

The Egyptians were fiercely loyal to the pharaoh because they believed that a strong ruler unified their kingdom. The pharaoh held total power. He issued commands that had to be obeyed. Egyptians believed that a pharaoh's wise and far-reaching leadership would help their kingdom survive such disasters as war and famine.

The pharaoh appointed **bureaucrats** (BYUR•uh•kratz), or government officials, to carry out his orders. Bureaucrats supervised the construction and repair of dams, irrigation canals, and brick granaries. Granaries (GRAY•nuh•reez) were used to store grain from bountiful harvests so people would not starve during times of poor harvests.

The pharaoh owned all the land in Egypt and could use it as he pleased. The pharaoh's officials collected tax payments of grain from farmers. The pharaoh also **distributed** land to officials, priests, and wealthy Egyptians whom he favored.



## A RELIGIOUS LEADER

Egyptians were also loyal to the pharaoh because they thought he was the son of Re (RAY), the Egyptian sun God. They believed their pharaoh was a God on Earth who protected Egypt. The people showed the pharaoh great respect because they thought he was a God. Whenever the pharaoh appeared in public, people played music on flutes and cymbals and bowed their heads.

The people believed that as a God on Earth, the pharaoh controlled Egypt's welfare. As Egypt's religious leader, the pharaoh participated in ceremonies to help the kingdom thrive. For example, the pharaoh rode a bull around Memphis, the capital city, because the Egyptians believed that this would help keep the soil fertile. The pharaoh was also the first person to cut the ripened grain at harvest time. Egyptians believed this action would produce abundant crops.

### CHECKING FOR UNDERSTANDING

1. **IDENTIFYING CAUSES** Why did the Egyptians develop a government under an all-powerful ruler during the period of the Old Kingdom?
2. **DIFFERENTIATING** How was the pharaoh a political leader and a religious leader?

*The pharaoh (left) had many servants to wait on him and provide him with all his needs.  
[Date of image unknown]*

**EXPLAINING** What role did the pharaoh serve as a political leader?





#### ANALYZING KEY IDEAS AND DETAILS

1. **DETERMINING CENTRAL IDEAS** According to the text, what connection do medical advances in Egypt have to Egyptian religion?
2. **IDENTIFYING STEPS** Create a graphic organizer to list the steps in the embalming process.



The Egyptians gave offerings to their Gods, whom they believed controlled their lives. This illustration appears in *The Book of the Dead*, c. 1500s–1000s B.C.E.

#### ANALYZING PRIMARY SOURCES

1. **CITE TEXT EVIDENCE** From the excerpt, what two food staples can people expect to be given to them in the afterlife that will allow them to flourish?
2. **SUMMARIZING** What is the central message of this excerpt?

## RELIGION IN EGYPT

**GUIDING QUESTION** What kind of religion did the ancient Egyptians practice?

Religion influenced every aspect of Egyptian life. Like the people of Mesopotamia, ancient Egyptians worshipped many Gods and Goddesses. The people of Egypt, however, thought their Gods were more powerful. The Egyptians believed these Deities (DEE•uh•teez) controlled natural forces as well as human activities.

The Egyptians depended on the sun to grow their crops and on the Nile River to make the soil fertile. Thus, two of the most **crucial** Gods were the sun God Re and the river God Hapi (HAH•pee). Another important God was Osiris (oh•SY•ruhs). According to legend, Osiris was an early pharaoh who gave the Egyptian people laws and taught them farming. His wife Isis (EYE•suhs) represented the faithful wife and mother. Osiris and Isis together ruled over the world of the dead. Thoth (THOHTH) was the God of learning. He could take human or animal form—or both—as did most Gods and Goddesses.

## THE AFTERLIFE

The Egyptians had a hopeful view of the afterlife, unlike the Mesopotamians, who had a gloomy view. They believed that life after death would be even better than the present life. After a long journey, the dead arrived at a place of peace.

One of the most important writings of ancient Egypt was *The Book of the Dead*. Egyptians studied its prayers and magic spells to prepare for the afterlife. They believed that the God Osiris greeted those who had just died at the gate to the next world. If people had led good lives and knew the spells, Osiris would give them eternal life. This passage from *The Book of the Dead* explains what a person who enters the happy afterlife can expect:

“Wheat and barley ... shall be given unto him therein, and he shall flourish there just as he did upon earth.”

—from *Papyrus of Ani—The Egyptian Book of the Dead*, c. 1450 B.C.E.



The earliest Egyptians believed that only the pharaohs could enjoy the afterlife. They thought that the pharaoh's soul **resided** in his body, and that the body had to be protected in order for the soul to complete the journey to the afterlife. There, the pharaoh would continue to protect Egypt. If the pharaoh's body decayed after death, his soul would not have a place to live. The pharaoh would not survive in the afterlife. As the centuries passed, however, Egyptians came to believe that the afterlife was not only for pharaohs. All people—rich and poor—could hope for eternal life with the help of the God Osiris. As a result, the process of **embalming** (ihm•BAHLM•ihng) emerged so that Egyptians could protect bodies for the afterlife.

Before a body was embalmed, priests removed the body's organs. The organs were stored in special jars that were buried with the body. Then the priests covered the body with a salt called natron and stored it for several days. The natron dried up the water in the body, causing it to shrink. The shrunken, dried body was then filled with burial spices and tightly wrapped with long strips of linen. The wrapped body was then known as a mummy (MUH•mee). The mummy was sealed in a coffin and placed in a decorated tomb.

Wealthy people had their mummies placed in coffins and buried in tombs. Poorer people had their mummies buried in caves or in the sand. Even animals were embalmed. Egyptians viewed animals not only as pets, but also as sacred creatures. As a result, they buried the mummies of cats, birds, and other animals at temples honoring their Gods and Goddesses.

▼ The Goddess Isis was the wife of the God Osiris. Isis is depicted in this tomb mural created c. 1300s B.C.E.

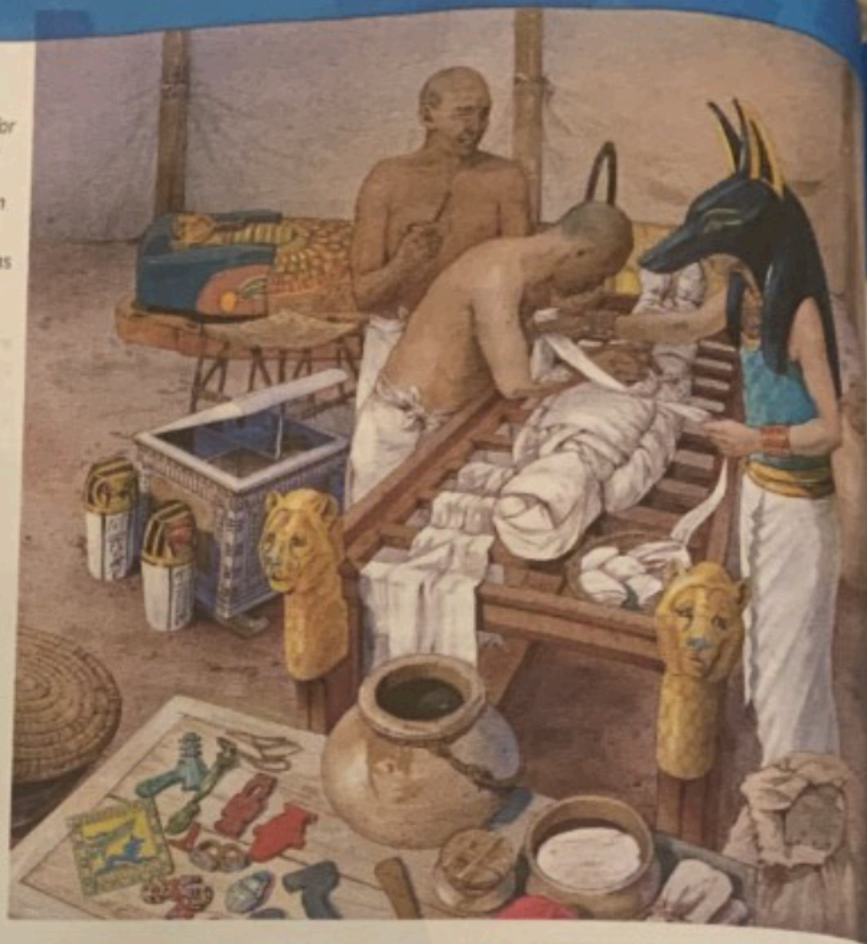
**INFERRING** Why do you think the Egyptians worshipped some powerful Gods that were men and others that were women?





Preparing the pharaoh's body for burial involved a mix of science and religion. Special priests performed the process. [Modern illustration]

**EXPLAINING** What did Egyptians learn about the human body by embalming?



## MEDICAL SKILLS

The Egyptians learned much about the human body from embalming. Egyptian doctors used herbs and drugs to treat different illnesses. The Egyptians also developed basic medical skills. They sewed up cuts and set broken bones. They were the first to use splints, bandages, and compresses. Egyptians also wrote down medical information on papyrus scrolls. These records were the world's first medical books.

**H**

### ☒ CHECKING FOR UNDERSTANDING

1. **EXPLAINING IDEAS** Describe the ways in which religion influenced Egyptian life.
2. **ANALYZING** Why did Egyptians protect a person's body after death?

### ANALYZING KEY IDEAS AND DETAILS

1. **CITING TEXT EVIDENCE** What evidence is offered to support the idea that the Great Pyramid was an Egyptian wonder?
2. **DETERMINING CENTRAL IDEAS** What was the primary purpose for building pyramids?

## PYRAMID TOMBS

**GUIDING QUESTION** Why and how were pyramids built?

The Egyptians honored their pharaohs in a special way. They built great tombs called **pyramids** (PIHR-uh-mihds) for the pharaohs. These enormous structures were made of stone and



covered the area of several city blocks. Centuries after they were built, these monuments still tower over the desert sands. The pyramids protected the bodies of dead pharaohs from floods, wild animals, and robbers. The Egyptians believed the pharaohs would be happy after death if they had their personal belongings. For that reason, they placed the pharaoh's clothing, weapons, furniture, and jewelry in the pyramids.

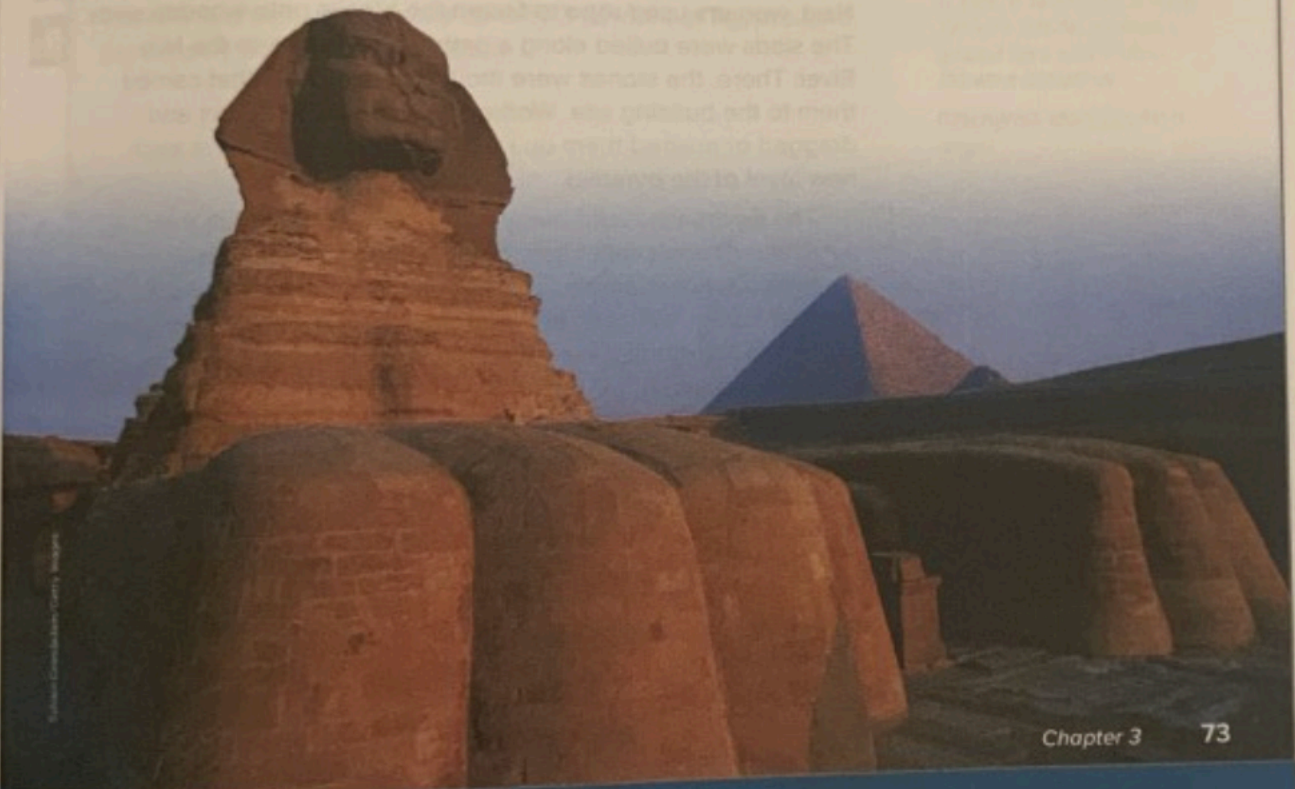
The pyramids preserved, or saved, these objects in relatively good condition for centuries. Today, archaeologists are able to study the pyramids and the treasures they hold to learn about life in ancient Egypt.

### HOW WERE PYRAMIDS BUILT?

Thousands of workers spent years of hard **labor** to build the pyramids. Farmers did much of the work during the summer months when the Nile River flooded and they could not farm.

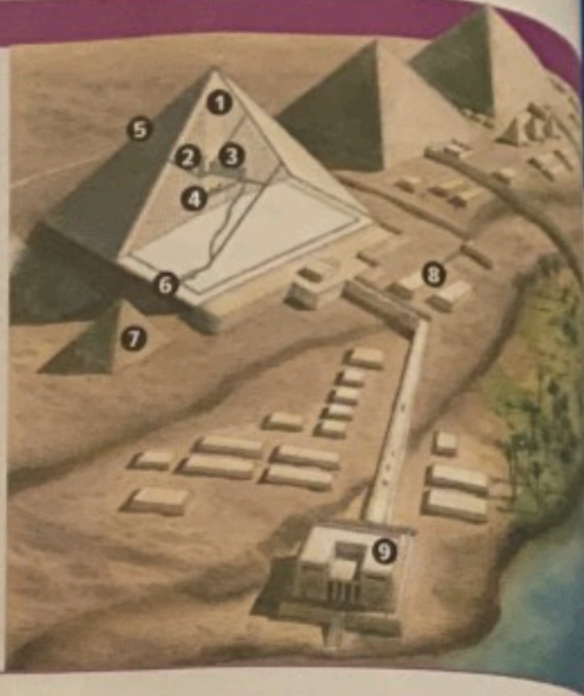
Surveyors, engineers, carpenters, and stonecutters also helped build the pyramids. The first great engineer who built pyramids was Imhotep (lhm•HOH•tehp). He also served as an official for the pharaoh.

*The Great Sphinx is one of the most famous Egyptian monuments. It was built c. 2500s-2400s B.C.E. to honor one of Egypt's pharaohs and stands today among the pyramids at Giza, Egypt.*



## INSIDE A PYRAMID

1. **AIR SHAFT**
2. **KING'S BURIAL CHAMBER** The king's mummified body was placed in a room at the pyramid's center.
3. **GRAND GALLERY** This tall, sloping hall held large granite blocks that sealed the tomb.
4. **QUEEN'S BURIAL CHAMBER** This chamber held a statue of the king, not the queen's body.
5. **ENTRANCE**
6. **UNDERGROUND BURIAL CHAMBER** Sometimes kings were buried here instead.
7. **QUEEN'S PYRAMIDS** These smaller pyramids are believed to be tombs for the kings' wives.
8. **MASTABA** These tombs surrounding the pyramids held royal family members and other nobles.
9. **VALLEY TEMPLE** This temple may have been used for rituals before the king was buried.



The pyramids contained many rooms, each used for a different purpose. [Modern illustration]

**INFERRING** Why was the king's burial chamber constructed in the middle of the pyramid and not at the top?

Workers searched for stone in places throughout the Nile River valley or in Upper Egypt. After locating the stone, skilled artisans used copper tools to cut the stone into huge blocks. Next, workers used rope to fasten the blocks onto wooden sleds. The sleds were pulled along a path made of logs to the Nile River. There, the stones were moved onto barges that carried them to the building site. Workers unloaded the blocks and dragged or pushed them up ramps to be set in place at each new level of the pyramid.

**R2**

The Egyptians faced many challenges as they built the pyramids. These challenges, however, led to important discoveries. For example, each pyramid rested on a square-shaped foundation, with an entrance facing north. To find north, the Egyptians studied the skies and developed an understanding of astronomy. With this knowledge, they invented a 365-day calendar with 12 months divided into three seasons. This calendar became the basis for our modern calendar.

Egyptians also made advancements in mathematics. Egypt's pyramid builders had to calculate how much stone was needed to build a pyramid. They had to measure angles in order to **construct** a pyramid's walls. To do this, they invented a system of written numbers based on 10. They also created fractions, using them with whole numbers to add, subtract, and divide.



## AN EGYPTIAN WONDER


About the mid-2000s B.C.E., the Egyptians built the biggest and grandest of the pyramids—the Great Pyramid. It lies about 10 miles (16.1 km) from the modern city of Cairo. Built for King Khufu (KOO-foo), the Great Pyramid is one of three pyramids still standing at Giza on the Nile's west bank. It is about the height of a 48-story building, towering nearly 500 feet (153 m) above the desert. It extends over an area equal in size to nine football fields. More than 2 million stone blocks were used in the pyramid's construction, each weighing an average of 2.5 tons (2.3 metric tons). For more than 4,000 years, the Great Pyramid stood as the tallest structure in the world.

### CHECKING FOR UNDERSTANDING

1. **ASKING QUESTIONS** Why did the Egyptians build the pyramids?
2. **EXPLAINING CAUSE AND EFFECT** How did the Egyptians make discoveries as a result of the challenges they faced while building the pyramids?

## DAILY LIFE

**GUIDING QUESTION** *How was Egyptian society organized?*

 At its peak, ancient Egypt was home to about 5 million people. This would be about equal to the number of people living today in the state of Colorado. Most ancient Egyptians lived in the fertile Nile valley and delta. The delta is found at the mouth of the river. These two areas, which make up only 3 percent of Egypt's land, are densely populated even today.

### ANALYZING KEY IDEAS AND DETAILS

1. **INTERPRETING VISUAL INFORMATION** The largest social classes in Egyptian society were farmers and unskilled laborers. How does the infographic "Social Status in Ancient Egypt" support that statement?
2. **EVALUATING ARGUMENTS** What evidence does the author present to illustrate the statement that women had more rights than women of earlier civilizations? Is that evidence relevant to the claim?

*In this photo of the Great Pyramid, the pyramid in the center belongs to King Khafre, son of Khufu. Khafre's pyramid has a width (at its base) to height ratio of about 708:471 ft (216:143 m). Khufu's pyramid has a ratio of about 756:481 ft (230:147 m).*

**COMPARING** Which pyramid is larger?





## EGYPT'S SOCIAL GROUPS

H<sub>1</sub>

The **roles** of the people in ancient Egypt reflected their social status, or position in society. Look at the diagram of the different social groups, or classes, in ancient Egypt. The king or pharaoh and his family held the highest social position in Egypt, followed by a small upper class of army commanders, nobles, and priests. The priests served as government officials and supervised people who worked as clerks and scribes. A larger group of traders, artisans, and scribes made up the middle class. The lowest but largest groups in Egyptian society were made up of farmers and unskilled workers. Even though there were divisions in Egyptian class structures, ambitious people in the lower classes were able to improve their social position.

## HOW PEOPLE LIVED

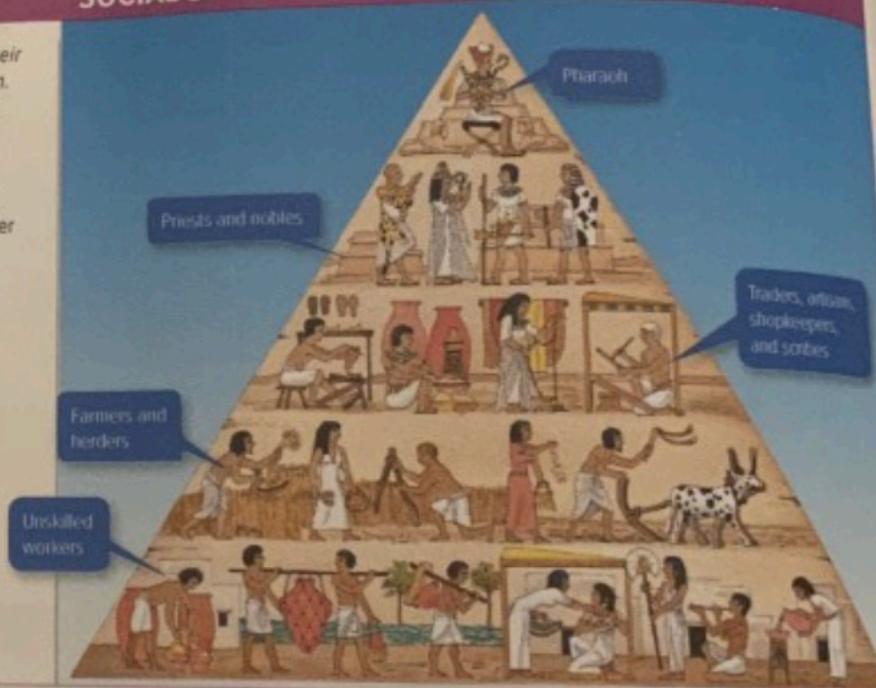
Egypt's upper class lived in elegant homes and on estates along the Nile River. Their homes were constructed of wood and sun-dried mud bricks, and some were two or three stories tall. Surrounding their homes were lush gardens and pools filled with fish and water lilies. Men and women from the upper class dressed in fashionable white linen clothes and wore dark eye makeup and jewelry. Servants waited on them and performed household tasks.

## SOCIAL STATUS IN ANCIENT EGYPT

People lived according to their social status and occupation. People who were ambitious could improve their status. [Modern illustration]

**IDENTIFYING** What level of society do you think a teacher would occupy?

H<sub>2</sub>







*These ancient Egyptian women are chemists. Women were educated and valued for their special skills. [Tomb carving, date unknown]*

**ANALYZING** What social class would these women belong to?

The middle class of ancient Egyptian society was made up of people who owned businesses and held skilled jobs. These jobs included trading and working as a scribe. Artisans were also important members of the middle class. These craft-makers produced linen cloth, jewelry, pottery, and metal goods used by the upper, middle, and lower classes. The middle class lived in smaller homes and dressed more simply than the upper class.

The largest Egyptian social classes included farmers, unskilled workers, and enslaved people. Most farmers worked on land that was owned by wealthy nobles. They paid rent to the landowners, usually with a portion of their crops. The crops, in turn, were used to feed all levels of Egyptian society—upper, middle, and lower classes. Farmers lived in houses that were made of mud brick. The houses generally had only one room and a roof made of palm leaves. Farmers ate a simple diet of bread, vegetables, and fruit.

Unskilled workers performed **manual** labor, such as unloading cargo from boats and transporting it to markets. Some were fishers. These manual laborers created wealth for those that employed them. Most unskilled workers settled in crowded city neighborhoods. They lived in small mud-brick houses with hard-packed dirt floors. Their houses sometimes included a courtyard. Families often gathered on the flat rooftops to socialize, play games, and sleep. Because of the hot Egyptian climate, they also did their cooking on the rooftop. This helped their homes stay cooler.

#### **DETERMINING MEANING**

Using context clues in the text, what is the meaning of the word **manual**?

**W**



The felucca, an ancient Egyptian river craft, sailed the Nile. Sailors today still use the same ship and sail design. [Modern photograph]

**ANALYZING** Into what Egyptian social class would fishers fit?

Some of these unskilled workers were enslaved people. Many had been captured in war, while others had been forced into slavery as a result of their debts. Enslaved people fulfilled a variety of roles in society. Some worked as laborers in agriculture, construction, crafts, or military or religious service. Through these roles, enslaved people helped build the pyramids. Egyptian society allowed for enslaved people to

be incorporated into society and earn their freedom over time.

## EGYPTIAN FAMILIES

The family was the most important group in ancient Egyptian society. Even the Gods and Goddesses were arranged in family groupings. The father was the head of the family in ancient Egypt, but women had more rights than women in other early civilizations had. Egyptian women held a legal status similar to that of men. They could own property, buy and sell goods, and **obtain** divorces.

Wealthy women even served as priests, managing temples and performing religious ceremonies. Wives of farmers often worked in the fields with their husbands. Women of the higher social classes were more likely to stay at home while their husbands worked at their jobs.

Few Egyptian children attended school. Egyptian children had time for fun, playing with board games, dolls, spinning tops, and stuffed leather balls. As in many other cultures, Egyptian children were expected to respect their parents. Mothers taught their daughters to sew, cook, and run a household. Boys learned farming or other trades from their fathers. Learning their father's trade was important, because very often the oldest son would inherit his father's business.

## MAKING CONNECTIONS

### AERODYNAMICS

In order for trade to thrive, Egypt had to ship goods to different regions. The Egyptians used the science of aerodynamics in order to make their ships more efficient. Aerodynamics is the way objects move through the air. Egyptians used this knowledge to make their ships' sails catch the wind, causing them to move faster on the water.



When boys and girls became teenagers, they were expected to get married and start families of their own. In Egyptian cities and among the upper class, people usually lived in nuclear families. A nuclear family is made up of two parents and their children. Some farm families and others in the lower class lived as extended families. In an extended family, older adults, along with their married children and their families, live together. For farm families, this provided more people to work the fields.

The oldest son, and sometimes the oldest daughter, were also responsible for taking care of their parents when the parents became too old or sick to take care of themselves. This responsibility included making sure the parents were given a proper burial after they died.



*Egyptian sons learned their fathers' trades, such as fishing or farming. This woodcut shows fishers hauling nets. [Date of image unknown]*

#### **CHECKING FOR UNDERSTANDING**

- 1. DIFFERENTIATING** In what types of dwellings did Egypt's upper and middle classes live? How did this differ from the way farmers and unskilled laborers lived?
- 2. IDENTIFYING PATTERNS** Describe the status of women in Egypt.

## LESSON 2 REVIEW AND ACTIVITIES

### Time and Place

- 1. EXPLAINING IDEAS** Why did the Egyptians spend years and many resources to build enormous tombs for their dead pharaohs?

### Building History-Social Science Analysis Skills

- 2. ASKING QUESTIONS** What kind of religion did the ancient Egyptians practice? Describe at least one way that their religion was tied to agriculture.
- 3. ANALYZING** What was the most important purpose of the pyramids? Explain your reasoning.
- 4. IDENTIFYING PATTERNS** How was life for Egyptian children similar to or different from that of children today?

### Writing About History

- 5. EXPLANATORY WRITING** If you could be anyone in ancient Egypt except the pharaoh, who would you choose to be? Explain the reasons for your choice. Make sure to include the advantages and disadvantages of your social position.

### Collaborating

- 6. COLLABORATING** Take turns with a classmate describing to one another each step used by Egyptian workers to build the pyramids. Take notes during your discussion. Then use your notes to draw pictures of each step in the process.

**FOLDABLES**  
Study Organizer

Include this lesson's information in your Foldable®.

## POINTS OF VIEW

### Should Artifacts Be Returned to Their Countries of Origin?

You are an archaeologist who found an important ancient artifact in another country. You want to take that artifact home with you and display it in a museum. The country where you found the artifact might protest this. The government might want the artifact to stay in the country. Today, many artifacts are displayed in museums far away from their country of origin. Who has the biggest claim to them? Should artifacts be returned to the countries in which they were found?

#### VOCABULARY

*artifact*: object created by humans remaining from a certain historical period

*antiquity*: object from ancient times

*The Cairo Museum holds countless artifacts from Egypt's long history. An example is this famous golden burial mask of Pharaoh Tutankhamen. [c. 1300s B.C.E.]*

“The Oxford English Dictionary defines ‘repatriate’ as ‘to restore (an artifact or other object) to its country of origin.’ Many artifacts... have special cultural value for a particular community or nation. When these works are removed from their original cultural setting, they lose their context and the culture loses a part of its history. A request for repatriation of an artifact... usually has a strong legal basis. The antiquity was exported illegally, probably also excavated [dug up] illegally, and most importantly, it is now defined by U.S. courts as stolen property. Even in the United States, where private property rights are greatly respected, the government claims ownership of antiquities from federal lands—and would request their repatriation if they were to be privately excavated and exported.”

—Malcolm Bell III, professor emeritus, University of Virginia, 2010 C.E.

#### ANALYZING POINT OF VIEW

Why is repatriation an issue according to Bell?





**R** “History is long and untidy. Territory held today by a given nation-state in the past likely belonged to a different political entity [unit], one with other descendents. Does ancient Hellenistic [Greek] art made and found in Afghanistan, once on the edge of the Greek empire, belong to Greece or to Afghanistan? To which modern nation do they belong? The lines designating [assigning] claims to art and culture are not clear-cut.”

I would argue that within the limits of the law, museums, wherever they are, should be encouraged to acquire works of art representative of the world's many and diverse cultures. This can be through purchase or long-term loan and working in collaboration [cooperation] with museums and nations around the world. These collections encourage a cosmopolitan [international] view of the world and promote a historically accurate understanding of the fluidity [constantly changing] of culture.”

— James Cuno, president and Eloise W. Martin, Director of the Art Institute of Chicago, 2010 C.E.

#### ANALYZING POINT OF VIEW

Why do Cuno and Martin suggest artifacts should be in the possession of museums?



### What Do YOU Think?

**SL**

- 1. CITING TEXT EVIDENCE** Which writer suggests that artifacts should be returned to their countries of origin? What evidence from their writing supports your answer?
- 2. CITING TEXT EVIDENCE** Which writer suggests that museums provide important context for understanding artifacts? What evidence from their writing supports your answer?
- 3. COMPARING AND CONTRASTING TEXTS** How does the argument of Bell differ from that of Cuno and Martin?
- 4. EVALUATING ARGUMENTS** In your opinion, which of the two writers makes a more persuasive argument?

*The Metropolitan Museum of Art in New York is visited by millions of people every year. The museum's collection includes treasures from all over the world, including this sphinx of the Egyptian pharaoh Amenhotep II. [c. 1300s B.C.E.]*

## ESSENTIAL QUESTION

Why do civilizations rise and fall?

# THE STORY BEGINS...

Columns of Great Hypostyle Hall within the Karnak temple are covered with inscriptions. The temple complex at Karnak is the largest in Egypt. [Columns constructed in the 1200s B.C.E.]

## LESSON 3

# Egypt's Empire

James leaned across the large table with his notebook. There was so much work to be done! He had been working night and day since his return from Egypt. He had copied so many inscriptions from the walls and pillars of the temples at Karnak. Now he had to figure out what they meant. The one he was working on, created c. 1280 B.C.E., described the conquest of other lands and the riches this brought to Egypt. As he continued to match up symbols in his notebook to the papers on the table, he figured it out:

“[I turn] my face to the north I work a wonder [for thee] snaring the rebels in their nests by the power of thy might. I bring to thee countries that know not of Egypt, with their tribute borne, consisting of silver, gold, lapis, every splendid costly stone of God's Land.”

—American archaeologist James Henry Breasted,  
*Ancient Records of Egypt: Historical Documents from the Earliest  
Times to the Persian Conquest, 1906 C.E.*





	Middle Kingdom	New Kingdom
Date		
Government		
Economy		

### ANALYZING KEY IDEAS AND DETAILS

Read to identify information about the Middle Kingdom and the New Kingdom. Use a chart like this one to organize the information. Explain the importance of each kingdom to Egypt's history.

## A GOLDEN AGE

**GUIDING QUESTION** Why was the Middle Kingdom a "golden age" for Egypt?

Around 2200 B.C.E., the ruling pharaohs in Memphis began to weaken. Ambitious nobles fought for control of Egypt. For more than 200 years, disorder and violence swept through the region. Finally, a new dynasty of pharaohs came to power. They moved the capital south to a city called Thebes (THEEBZ). These new pharaohs began a period of peace and order called the Middle Kingdom that lasted from about c. 2055 B.C.E. to c. 1650 B.C.E.

## CONQUESTS

During the Middle Kingdom, Egypt conquered new territories. Egyptian armies gained control of Nubia to the south and expanded northeast into present-day Syria. The Egyptian pharaohs added to their kingdom's wealth. They required tribute, or forced payments, from the peoples their armies had conquered.

Within Egypt, the pharaohs made many improvements. They added thousands of acres to the land already being farmed to increase crop production. They had more irrigation dams and channels built to supply more water to the population. The pharaohs also ordered the construction of a canal between the Nile River and the Red Sea. As a result, Egyptian traders were able to send goods south by ship through the Red Sea. From there, the ships sailed to ports along the coasts of Arabia and East Africa.

## THE ARTS FLOURISH **H<sub>2</sub>**

Egyptian arts and architecture thrived during the Middle Kingdom. Painters decorated the walls of tombs and temples with colorful scenes. These tomb paintings illustrated stories about the Deities, as well as scenes from everyday life. Sculptors carved hunting, fishing, and battle scenes on large stone walls. They created statues of the pharaohs, showing them as ordinary humans rather than Gods.

### ANALYZING KEY IDEAS AND DETAILS

- ANALYZING IDEAS** How does the text support the statement that the Hyksos were powerful warriors?
- SUMMARIZING** Use evidence from the text to summarize ways the pharaohs made improvements during the golden age.

Artisans produced jewels for pharaohs and decorative objects from gold, such as this chair that was discovered in the tomb of Tutankhamen. [c. 1300s B.C.E.]

**DIFFERENTIATING** What about this chair makes you think it was made for royalty?







The Hyksos introduced chariots to Egypt. Battle scenes show the advantage a soldier on a chariot has over those on foot. (Plaster cast of temple painting, date unknown)

During the Middle Kingdom, the Egyptians developed a new kind of architecture. Pharaohs no longer had pyramids built. Instead, they had their tombs cut into limestone cliffs west of the Nile River. This area became known as the Valley of the Kings.

## THE HYKSOS

During the 1600s B.C.E., some Egyptian nobles challenged the power of the pharaohs. Civil war divided Egypt, ending an era

of peace and prosperity. As the Middle Kingdom weakened, outsiders invaded Egypt. A people from western Asia known as the Hyksos (HIHK•sahs) swept across the desert into Egypt.

The Hyksos were powerful warriors who used methods of warfare unknown to the Egyptians. The Hyksos rode in horse-drawn chariots and fought with sturdy weapons made of bronze and iron. As a result, they overwhelmed the Egyptian soldiers and took control of the land.

For more than 100 years, Hyksos kings ruled Egypt. The Hyksos borrowed some Egyptian customs but remained separate from the Egyptian people. Meanwhile, most Egyptians hated the Hyksos and planned to overthrow them. The Egyptians learned how to steer horse-drawn chariots and use Hyksos weapons. Around 1550 B.C.E., an Egyptian prince named Ahmose (AH•mohs) formed an army and drove the Hyksos out of Egypt.

### CHECKING FOR UNDERSTANDING

- SUMMARIZING** What improvements did the pharaohs make within Egypt during the Middle Kingdom period?
- ANALYZING** How were the Egyptians able to defeat the Hyksos?

### ANALYZING KEY IDEAS AND DETAILS

- DETERMINING CENTRAL IDEAS** What does the evidence presented in the text indicate about the success of Hatshepsut's reign?
- SUMMARIZING** Based on the information from the text, summarize the impact increased trade had on relations with nearby kingdoms during Hatshepsut's reign.

## BUILDING AN EMPIRE

**GUIDING QUESTION** *Why was the New Kingdom a unique period in ancient Egypt's history?*

**R<sub>2</sub>** Ahmose founded a new dynasty. It began a period known as the New Kingdom, which lasted from about 1550 B.C.E. to 1070 B.C.E. During this time, Egypt prospered through trade, gained more lands through conquest, and reached the height of its power. No longer isolated, Egyptians benefited from the spread of goods, ideas, and cultures within their empire.



## A WOMAN PHARAOH

A queen named Hatshepsut (hat•SHEHP•soot) was one of the few women to rule Egypt. She came to power in about 1473 B.C.E. and governed with her husband Thutmose II. Then, after his death, she made herself pharaoh and ruled on behalf of her young nephew.

Because the title of pharaoh was usually passed from father to son, Hatshepsut had to prove that she was a good leader. In order for the people to accept her, Hatshepsut dressed in the clothes of a male pharaoh. She even wore the false beard to copy the one worn by male Egyptian kings. She built magnificent temples and restored old monuments. As a result, art and architecture thrived during her reign. Her tomb in the Valley of the Kings contains large wall carvings that illustrate some of the major events that occurred during her reign.

## GROWTH OF TRADE

Hatshepsut was more interested in promoting trade than in starting wars. She made great efforts to restore trade relations that had been interrupted by the Hyksos invasion.

During the rule of Hatshepsut, Egyptian seafarers sailed to ports in Arabia and East Africa. There, Egyptian traders exchanged beads, metal tools, and weapons for gold, ivory, ebony wood, and **incense** (IN•sens), a material burned for its pleasant smell.

### MAKING CONNECTIONS TO TODAY

#### IVORY

Ivory comes from mammals with tusks, such as elephants. The hippopotamus, walrus, as well as the narwhal, also have ivory tusks. While ivory was traded in the ancient Egyptian Empire, today it is restricted and illegal in much of the world. Previously, items such as piano keys, as well as other decorative items, were made of ivory.

**R**

*One of the few women to govern Egypt, Hatshepsut ruled with the support of her subjects. This enormous tomb, built in the 1400s B.C.E., stands today in honor of her reign.*





The Egyptians valued wood products because the Nile River valley had few trees. They needed wood to build boats, furniture, and other items. To find wood, Egyptian traders traveled to the east coast of the Mediterranean Sea where the present-day country of Lebanon is located. The people in this region were called the Phoenicians (fih•NEE•shuns). The Phoenicians had a great impact on other cultures in the region. Their invention of an alphabet and a system of writing influenced others. Phoenician trade routes and settlements also encouraged the spread of goods and ideas across a large part of the ancient world.

## H

### TRADE AND POLITICS

The Egyptians traded wheat, paper, gold, copper, tin and tools to the Phoenicians for purple dye, wood, and furniture. The traders exchanged goods they had for supplies they needed, rather than selling goods for money. The Phoenicians in turn traded Egyptian goods to other people. By trading with the Phoenicians, Egyptians spread their food and goods across Southwest Asia. This trading of goods across nations is an example of cultural diffusion, or the spreading of cultures. When nations trade goods that represent their cultures, they spread those cultures to other lands. Trade in the eastern Mediterranean helped make the Egyptian kingdom wealthier. Hatshepsut used some of this wealth to build monuments.

In addition to trade, New Kingdom pharaohs developed political ties between Egypt and nearby kingdoms. For example, the Egyptian dynasty became joined by treaty or marriage with ruling families in the Babylonian Empire in Mesopotamia, the Mittani (mih•TAH•nee) in Syria, and the Hittite Empire in Anatolia (ah•nuh•TOH•lee•uh).

## BIOGRAPHY

### HATSHEPSUT

(REIGNED 1473–1458 B.C.E.)

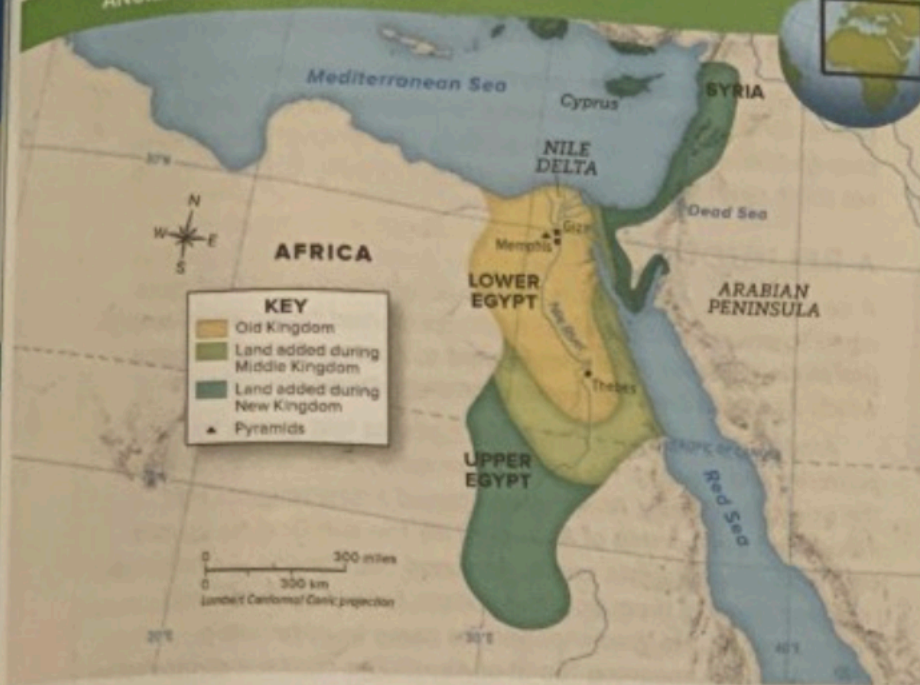
Hatshepsut was one of the most successful rulers of Egypt. During her marriage to King Thutmose II, Hatshepsut influenced her husband's decisions. After his death, she proved herself a skillful leader. Hatshepsut chose people who were loyal to her to serve in government positions. She valued the opinions of common Egyptians and sought their support for decisions she made. After her death, Thutmose III, Hatshepsut's nephew, had her name removed from the royal texts and monuments. Historians believe that he did this to show that no female ruler interrupted the royal line of males. [Stone statue, c. 1475 B.C.E.]

**EXPLAIN** What actions of hers helped make Hatshepsut a successful ruler?





## ANCIENT EGYPTIAN KINGDOMS



### GEOGRAPHIC REASONING

During the Middle Kingdom, the capital of Egypt was moved from Memphis to Thebes.

1. **SPATIAL THINKING** Identify the relative location of Thebes.
2. **EXPLORING PLACE** Describe the borders of the New Kingdom.

To maintain close ties, pharaohs and the other rulers also exchanged **envoys** (EHN•voyz), or representatives. This is another example of cultural diffusion. These actions marked the first time in history that a group of nations tried working together to reach common goals.

## EXPANDING THE EMPIRE

When Hatshepsut died, her nephew, Thutmose III (thoot•MOH•suh), became pharaoh. Thutmose was a strong leader and general who expanded Egypt's control north to the Levant, along the eastern coast of the Mediterranean, and to the Euphrates River in Mesopotamia. His troops also moved south far up the Nile and conquered Nubia, which had once thrown off Egyptian rule. Egyptian armies captured nearly 350 cities during Thutmose's reign.

As Thutmose and his armies conquered more areas, the Egyptian empire grew wealthy, and slavery became more common. Egypt taxed conquered peoples and **acquired** gold, copper, ivory, and other valuable goods from them. Egyptians captured and enslaved many prisoners of war. Enslaved people had some rights, however, including the right to own land, marry, and eventually gain their freedom.

### ✓ CHECKING FOR UNDERSTANDING

1. **ASKING QUESTIONS** Why did Hatshepsut have to prove that she was a good leader? How did she do this?
2. **IDENTIFYING CAUSES** Why did the Egyptians want to trade with the Phoenicians?

### MAKING CONNECTIONS

#### SLAVERY

Records of enslaved people date as far back as the New Kingdom. It was the extraordinary growth of this period and, in particular, the conquests of other peoples that increased the population of enslaved people in Egyptian society.



#### ANALYZING KEY IDEAS AND DETAILS

1. **CITING TEXT EVIDENCE** Based on Howard Carter's discovery, what can you infer about why King Tut is one of the most famous of Egypt's pharaohs?
2. **SUMMARIZING** Use the evidence from the text and summarize the main reason Amenhotep IV tried to change the religion of Egypt.

*This miniature version of Tutankhamen's coffin (c. 1300s B.C.E.) was one of four discovered in his tomb. It is made of gold, a semi-precious gem called carnelian, obsidian, and glass and was designed to hold his organs.*



## TWO UNUSUAL PHARAOKHS

**GUIDING QUESTION** *How did two unusual pharaohs change ancient Egypt?*

During the New Kingdom, two remarkable pharaohs came to power. One pharaoh, Amenhotep IV, tried to make dramatic changes, and one, Tutankhamen, was very young. Their actions set them apart from other rulers in Egypt's long history.

### A RELIGIOUS FOUNDER

A new pharaoh named Amenhotep IV (ah•muhn•HOH•teh) came to power in about 1370 B.C.E. Supported by his wife, Nefertiti (nehf•uhr•TEE•tee), Amenhotep tried to change Egypt's religion, which was based on the worship of many Deities.

Amenhotep believed that Egypt's priests had grown too powerful and wealthy. He felt threatened by their power. To lessen the priests' **authority**, Amenhotep started a new religion. He introduced the worship of Aton (AHT•n), the sun God, as Egypt's only God. When Egypt's priests opposed this change, Amenhotep removed many of them from their posts, took their lands, and closed temples. He then changed his name to Akhenaton (ahk•NAH•tuhn), meaning "Spirit of Aton." The capital was moved to a new city north of Thebes called Akhetaton (ahk•heh•TAH•tuhn).

These changes unsettled Egypt. Most Egyptians rejected Aton and continued to worship many Deities. In addition, the priests of the old religion resisted their loss of power. The discontent with Akhenaton's rule spread to the army leaders. They believed Akhenaton, devoted to his new religion, neglected his duties as pharaoh. Under Akhenaton's weak rule, Egypt lost most of its lands in western Asia to outside invaders.

### WHO WAS "KING TUT"?

When Akhenaton died about 1360 B.C.E., his son, 10-year-old Tutankhamen (too•tang•KAH•muhn), became pharaoh. The young pharaoh relied on advice from priests and officials to rule Egypt. Tutankhamen quickly restored the worship of many Deities. Tutankhamen's short rule ended after only nine years, when he died unexpectedly. The cause of his death is still a mystery to historians, and he remains a fascinating figure.

Even though "King Tut" played a small role in the history of Egypt, he is the most famous of the pharaohs. British archaeologist Howard Carter attracted public attention when he discovered Tut's tomb in 1922. Carter's find was amazing because most tombs of the pharaohs had been robbed by thieves.



## BIOGRAPHY

### RAMSES II (REIGNED 1279–1213 B.C.E.)

By the time Ramses II was crowned pharaoh of Egypt, he was a great warrior and an experienced leader. During his reign, Ramses's popularity grew among the Egyptian people because of his fame on the battlefield and his construction and restoration of buildings and monuments. Ramses fought to expand Egyptian power to Canaan, Syria, Nubia, and Libya. Ramses II also undertook a large-scale building program. He restored the damaged Sphinx, completed the Temple of Karnak, worked on the temple at Abu Simbel, and built himself a city with four temples as well as beautiful gardens and orchards. For these reasons, archaeologists nicknamed the pharaoh "Ramses the Great" many centuries later. [Statue c. 1200s B.C.E.]

**DESCRIBE** How does the reign of Ramses II show evidence of the recovery of Egypt's greatness?



King Tut's tomb, however, contained many valuable artifacts, such as the pharaoh's mummy, a brilliant gold mask of the young ruler's face, and several items of jewelry. The treasures found in Tut's tomb helped historians gain knowledge of royal life in ancient Egypt.

### CHECKING FOR UNDERSTANDING

- DRAWING CONCLUSIONS** Why are Akhenaton and Tutankhamen considered unusual pharaohs?
- IDENTIFYING CAUSES** What changes did Akhenaton make that unsettled Egypt?

## RECOVERY AND DECLINE

**GUIDING QUESTION** *Why did the Egyptian empire decline in the late 1200s B.C.E.?*

During the 1200s B.C.E., the pharaohs worked to restore Egypt's greatness. They fought battles for more territory, increased Egypt's wealth through trade, and built large temples and monuments.

### RAMSES II

The most successful of these pharaohs was Ramses II (RAM•seez), who ruled from 1279 B.C.E. to 1213 B.C.E. Ramses conquered the region of Canaan and moved north into Syria. To get this territory, he fought the Hittites, who lived in present-day Turkey. After many battles, Ramses and the Hittite king signed a peace treaty.

During his 66-year reign, Ramses also devoted himself to peaceful activities. Ramses II and other New Kingdom rulers had many temples built throughout Egypt. One of the most magnificent was Karnak (KAHR•nack) at Thebes. Its huge columned hall still impresses visitors today.

### READING TO UNDERSTAND STRUCTURE

- ANALYZING POINT OF VIEW** Use evidence from this section to evaluate whether Ramses II was a great leader.
- DETERMINING MEANING** The text states that priests and priestesses brought food to the statues of Deities. What evidence from the same paragraph explains the purpose of that act?

**W**



### ANALYZING PRIMARY SOURCES

1. **DETERMINING CENTRAL IDEAS** What does this poem suggest about Ramses' abilities in warfare?

2. **EXPLAINING ISSUES** How might this poem explain the successes of Ramses?

Still in use after more than 3,000 years, Karnak remains to honor Ramses' many achievements.



A poem celebrating a victory by Ramses is carved in the temple. In part of the poem, Ramses says this to his chariot driver:

“Halt! take courage, charioteer, As a sparrow-hawk swoops down upon his prey, So I swoop upon the foe, and I will slay, I will hew [cut] them into pieces, I will dash them into dust.”

—from *Pen-to-tur: The Victory of Ramses II Over the Khita*, c. 1325 B.C.E.

Most Egyptians prayed in their homes, so temples were used only for special occasions. Egyptians saw the temples as the homes of their Deities. Priests and priestesses performed daily rituals, washed the statues of the Deities, and brought them food.

Temples were important to Egypt's economy. Priests hired people to work in temple workshops and granaries. Temples also served as banks. Egyptians used them to store valuable items, such as gold jewelry, fragrant oils, and finely woven textiles.

### WHY DID EGYPT DECLINE?

After Ramses II died, Egypt **declined**. Pharaohs fought costly wars. Armies from the eastern Mediterranean attacked Egypt. By 1150 B.C.E., the Egyptian empire controlled only the Nile delta.

In the 900s B.C.E., the Libyans conquered Egypt. Then, the people of Kush seized power. Finally, in 670 B.C.E., Egypt was taken over by the Assyrians from Mesopotamia.

### ✓ CHECKING FOR UNDERSTANDING

1. **ANALYZING** What were the accomplishments of Ramses II?
2. **IDENTIFYING CAUSES** What led to the decline of Egypt?

## LESSON 3 REVIEW AND ACTIVITIES

### Time and Place

1. **EXPLAINING CAUSES** Discuss two reasons why the Middle Kingdom period was a “golden age” for Egypt.

### Building History-Social Science Analysis Skills

2. **EXPLAINING** Why was the New Kingdom a unique period in ancient Egypt's history?
3. **RELATING EVENTS** Describe the religious changes brought about by Akhenaton and Tutankhamen.
4. **ASKING QUESTIONS** In what ways were temples important to Egypt's economy?

### Writing About History

5. **ARGUMENTATIVE WRITING** You are a scribe who works for Queen Hatshepsut. Write a brief report that explains why she is an effective pharaoh and deserves the support of the people.

### Collaborating

6. **PRESENTING** Work with a partner to create a visual time line of the Middle Kingdom and New Kingdom periods of Egypt. Your time line should include pictures or maps to help explain the people and events of these periods. Share your completed time line with the class, explaining why you chose to include the information that you did.

**FOLDABLES**  
Study Organizer

Include this lesson's information in your Foldable®.



ESSENTIAL QUESTION  
*Why do civilizations rise and fall?*

## THE STORY BEGINS...

Admiration for Egypt's great cities inspired the builders of Meroë. Many of the pyramids of ancient Kush still stand in present-day Sudan. Archaeologists have uncovered some of the remains of Meroë, including a royal palace, temples, and mud-brick homes.

### LESSON 4

## The Kingdom of Kush

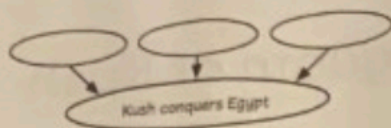
George shook the sand out of his shoes and wiped the sweat from his forehead. This trip was the most difficult he had ever taken. Ever since he had seen the pyramids at Giza, he had wanted to see the ones built by the Kushite kings at Meroë. He hoped today would be the day that made it worth all his trouble. He anxiously looked out across the sand for any signs that they were close:

“The appearance of the Pyramids, in the distance, announced their importance; but I was gratified beyond my most sanguine [optimistic] expectations, when I found myself in the midst of them. The pyramids of Geezah [Giza] are magnificent; but for picturesque effect and elegance of architectural design, I infinitely prefer these of Meroë.”

—George Alexander Hoskins, ESQ., *Travels in Ethiopia*,  
*Above the Second Cataract of the Nile*, 1835 C.E.







#### ANALYZING KEY IDEAS AND DETAILS

Identify events that led to the Kush conquest of Egypt. Use a web diagram like this one to organize the information. Provide examples of how events led to the conquest of Egypt.

#### ANALYZING KEY IDEAS AND DETAILS

1. **DETERMINING CENTRAL IDEAS**  
How did the location of the Kingdom of Kerma benefit the Nubians?

2. **DESCRIBING** Create a simple cause-effect graphic organizer to indicate the cause of Nubia's fall and the effect on Nubians.

## THE NUBIANS

**GUIDING QUESTION** How did Nubia and Egypt influence each other?

In addition to Egypt, other civilizations flourished in Africa. One of these African civilizations was Nubia, later known as Kush. Nubia was located south of Egypt along the Nile River in present-day Sudan.

Cattle herders were the first people to settle in this region, arriving about 2000 B.C.E. They herded long-horned cattle on the **savannas** (suh•VA•nuhs), or grassy plains, that stretch across Africa south of the Sahara. Later, people settled in farming villages along the Nile River.

Unlike the Egyptians, the Nubians did not **rely** on the Nile floods to create fertile soil. Their land had fertile soil and received rainfall all year long. Nubian villagers grew crops such as beans, yams, rice, and grains. The Nubians also hunted for food. Their hunters and warriors excelled at using the bow and arrow.

**R**

## THE RISE OF KERMA

Gradually, the stronger Nubian villages took over the weaker ones and formed the kingdom of Kerma (KAR•muh). The Nubians of Kerma grew wealthy from agriculture and the mining of gold. Their kingdom developed a close relationship with Egypt in the north. Kerma's central location in the Nile valley benefited the Nubians. It made Kerma an important trade link between Egypt and the tropical areas of southern Africa. From Kerma, the Egyptians acquired cattle, gold, incense, ivory, giraffes, leopards, and enslaved people. They also hired Nubians to serve in their armies because of their skills in warfare. Kerma's artisans produced fine pottery, jewelry, and metal goods.

Workers built tombs for Kerma's kings, usually on a smaller scale than Egyptian tombs. Like the Egyptian pharaohs, the kings of Kerma were buried with their personal belongings, including valuable gems, gold, jewelry, and pottery. These artifacts were as magnificent as those found in Egypt's royal tombs that were built during the same time period.

**W**





The savannas of Africa are grassy and dotted with trees and herds of wildlife. The grasses can withstand long, hot periods without rain. These broad plains covered much of Nubia.

## EGYPTIAN INVASION

Egyptian armies invaded Nubia in the 1400s B.C.E. After a 50-year war, the Egyptians conquered the kingdom of Kerma and ruled it for the next 700 years.

**R** As a result of Egyptian rule, the Nubians adopted many of the beliefs and customs of Egyptian culture. For example, the Nubians worshipped Egyptian Gods and Goddesses along with their own Nubian Deities. They learned to use copper and bronze to make tools. The Nubians adapted Egyptian hieroglyphs to fit their own language and created an alphabet.

### CHECKING FOR UNDERSTANDING

1. **EXPLAINING CAUSES** Why did Kerma become an important center for trade?
2. **EXPLAINING** What happened to the kingdom of Kerma?

## THE KUSHITE KINGDOM

**GUIDING QUESTION** *Why did the kingdom of Kush prosper?*

By the end of the Middle Kingdom, Egypt was weak. It could no longer govern its **conquered** peoples effectively, and the Nubians were able to break away from Egyptian rule.

## THE RISE OF KUSH

By 850 B.C.E., the Nubians had formed an independent kingdom known as Kush. Powerful kings ruled the country from its capital at Napata (NA-puh-tuh).

### ANALYZING KEY IDEAS AND DETAILS

1. **DETERMINING CENTRAL IDEAS** Describe two central ideas the text identifies about the city of Meroë.
2. **DETERMINING CENTRAL IDEAS** What is the central idea the author wants you to understand about the use of iron by the Kushites?

### DETERMINING MEANING

Using context clues in the text, how do the terms **conquered** and **independent** relate to each other in the discussion about the rise of Kush?



The city of Napata was located where trade caravans crossed the upper part of the Nile River. Caravans came from central Africa, bringing ivory and other goods. They stopped at Napata for Kushite products and then continued on to Egypt. The Egyptians traded with Kush for goods the Egyptians could not make. Such trade brought wealth to the traders and kings of Kush.

## KUSH CONQUERS EGYPT

In time, Kush became powerful enough to **challenge** Egypt. About 750 B.C.E., a Kushite king named Kashta (KAHSH•tuh) invaded Egypt. His soldiers reached the city of Thebes. After Kashta died, his son Piye (PY) became king and completed the conquest of Egypt in 728 B.C.E. Piye founded the Twenty-fifth Dynasty that governed Egypt and Kush from Napata.

The kings and wealthy people of Kush continued to admire Egyptian culture. Kushites built white sandstone temples and monuments similar to those in Egypt. The Kushites also believed in a close relationship between their rulers and their Deities, many of whom were Egyptian. For example, when a king died, Kushite officials met at the temple to ask the Egyptian God Amon-Re to appoint a new leader:

“ So the commanders of His Majesty and the officials of the palace ... [found] the major priests waiting outside the temple. They said to them, ‘Pray, may this god, Amon-Re ... give us our lord. ... We cannot do a thing without this god. It is he who guides us.’ ... Then the commanders ... and the officials ... entered into the temple and put themselves upon their bellies before this god. They said, ‘We have come to you, O Amon-Re, ... that you might give to us a lord, to revive us, to build the temples of the gods.’ ”

—from *The Selection of Aspalta as King of Kush*, 600 B.C.E.

### ANALYZING PRIMARY SOURCES

1. **CITE TEXT EVIDENCE** What words or phrases suggest a connection between religion and political power in the Kushite society?
2. **EXPLAINING IDEAS** How does this passage illustrate the relationship between Egypt and Kush?

In this scene, Nubian royalty offer gifts to an Egyptian pharaoh. The procession shows respect for the pharaoh. [Tomb painting, 1353–1327 B.C.E.]





## KUSH KINGDOM c. 250 B.C.E.



### GEOGRAPHIC REASONING

Trade caravans crossed the Nile near Napata, which made the city a busy trading center.

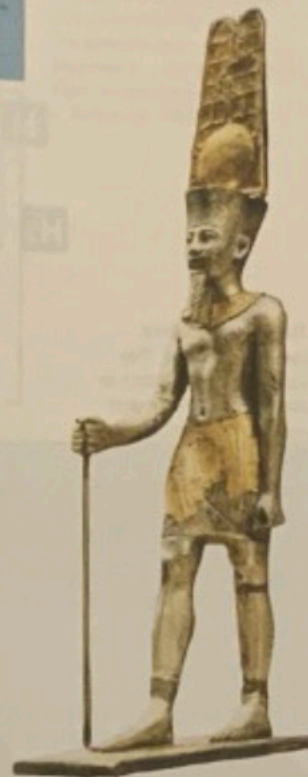
1. **SPATIAL THINKING** In what direction would traders travel to get from Napata to Meroë?
2. **EXPLORING PLACE** How is the Nile different south of Meroë?

Like the Egyptians, the Kushites also built pyramids as tombs for their kings. Kushite pyramids were smaller and had more steeply sloped sides. Some people in Kush, however, adopted customs and styles similar to those worn by southern Africans. This included wearing ankle and ear jewelry. By this time, the people of Kush also had developed their own style of painted pottery. The elephant, a sacred animal in Kush, was used as a theme in sculpture and other arts.

### USING IRON

Kush ruled Egypt for about 60 years. In 671 B.C.E., the Assyrians invaded Egypt. Armed with iron weapons, the Assyrians defeated the Kushites, who only had bronze weapons, which were not as strong. The Kushites fled Egypt and returned to their homeland in the south.

Despite their defeat in Egypt, the Kushites learned how to make iron from the Assyrians. The Kushites became the first Africans to devote themselves to iron-working. Farmers in Kush used iron to make their hoes and plows instead of copper or stone. With better tools, they were able to grow more grain and other crops. Kushite warriors also created iron weapons, which boosted their military strength.



*Kushite artisans worked in gold, creating objects such as this statue of Amon-Re, c. 1295-750 B.C.E. They also made fine pottery.*

## THE CAPITAL OF MEROË

About 540 B.C.E. Kush's rulers moved their capital to the city of Meroë (MEHR•oh•ee), near one of the Nile's cataracts. This move made them safer from Assyrian attacks. The Nile River continued to provide a means for trade and transportation for the Kushites. Large deposits of iron ore and trees were nearby and were used to fuel furnaces for making iron. As a result, Meroë became a major center for iron production as well as a busy trading city.

Kushite kings modeled the layout and design of Meroë after Egypt's great cities. A temple dedicated to the God Amon-Re stood at the end of a long avenue lined with sculptures of rams. The walls of palaces and houses were decorated with paintings. Small pyramids stood in the royal graveyard, modeled on the larger pyramids of Egypt. Meroë, however, was different from a typical Egyptian city because it contained iron furnaces. Huge columns of smoke poured out of iron furnaces. Heaps of shiny black slag, or waste from iron making, lay around the furnaces.

## A TRADING CENTER

Meroë was at the heart of a large web of trade that ran north to Egypt's border and south into central Africa. Kush's merchants received leopard skins and valuable woods from the tropical interior of Africa. They traded these items, along with enslaved workers and their own iron products, to places as far away as Arabia, India, China, and Rome. In return, they brought back cotton, **textiles** (TEHK•styls), or woven cloth, and other goods. Kush's merchants used their wealth to build fine houses and public baths like ones they had seen in Rome.

*The Kushites adopted pyramids as tombs. They usually built tombs, such as the ones shown here, that were smaller than those of the Egyptians.*







Kush remained a great trading kingdom for nearly 600 years. Then, another kingdom called Axum (AHK·soom) emerged near the Red Sea in eastern Africa. Axum is located in the present-day country of Ethiopia. Axum gained its strength from its location on the Red Sea. Goods from Africa flowed into Axum. Over time, it served as a trading center for the ancient Mediterranean and East African worlds. Around 350 C.E., the armies of Axum invaded Kush and destroyed Meroë.

Modeled on Egyptian cities, Meroë had a special purpose. It was an iron-making city with smokestacks and soot. [Left: Monuments, c. 300 B.C.E.–350 C.E.; Right: Nubian pyramids, c. 700s B.C.E.–300s C.E.]

**H**

#### ✓ CHECKING FOR UNDERSTANDING

1. **ASKING QUESTIONS** How were Kashta and Piye important to the Kushite kingdom?
2. **ANALYZING** How did the use of iron affect Kush?

## LESSON 4 REVIEW AND ACTIVITIES

### Time and Place

1. **ANALYZING** How were the cities of Kush similar to and different from those of Egypt?

### Building History-Social Science Analysis Skills

2. **IDENTIFYING PATTERNS** How did Nubia and Egypt influence one another?
3. **EXPLAINING IDEAS** What ideas or goods were exchanged among the Egyptians, Kushites, and Assyrians?
4. **ASKING QUESTIONS** How did natural resources help make Meroë a great trading city?

### Writing About History

5. **ARGUMENTATIVE WRITING** Create an advertisement that could have been used in ancient Egypt and Kush to encourage people to use iron.

### Collaborating

6. **ADAPTING SPEECH** Read the quote from "The Selection of Aspalta as King of Kush." Then rewrite the quote using language that you would use today. Take turns reciting your rewritten version of the quote with a partner. What parts of your version would you change? What parts of your partner's version would you change?

**FOLDABLES**  
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Include this lesson's information in your Foldable®.

## ANALYZING SOURCES

### ANCIENT EGYPT AND KUSH

Ancient Egyptians were ruled by a pharaoh who was a political and religious leader. How did Egyptians view their pharaoh? From where did pharaohs get their power and how did they use that power? What qualities were pharaohs expected to have? What did pharaohs expect from those who served them?

#### VOCABULARY

*Amun*: king of the Gods  
*Khnum*: God of the source of the Nile and creator of children's bodies  
*ka*: the soul  
*proffered*: offered  
*prosperity*: being successful or thriving  
*enduring*: lasting  
*Horus*: God of the sky  
*splendid*: excellent, magnificent  
*renown*: known or talked about by many people  
*hath*: has

#### PRIMARY SOURCE: RELIEF

##### THE BIRTH OF HATSHEPSUT

Hatshepsut was the pharaoh of Egypt starting around 1473 B.C.E. She oversaw Egypt during a time of peace and promoted trade with other kingdoms. Her mortuary temple contains an account of the Gods creating Hatshepsut and preparing her for her role as pharaoh.

“As successor, Hatshepsut was chosen the unique woman; the royal office for her was claimed. . .

After **Amun**. . . determined the name of the child, and promised her the lordship over Egypt, he spoke with the creator god **Khnum** who would form the child on the potter's wheel from mud. . . Then according to the divine instruction, Khnum created the royal child Hatshepsut and her **ka** on the potter's wheel, and the goddess of birth, the frog-headed Heket, **proffered** life to her. Khnum spoke in addition, 'I form you with this divine body . . . I have come to you to form you completely as all gods (Kings), give to you all life and **prosperity**, give to you **enduring** and joy

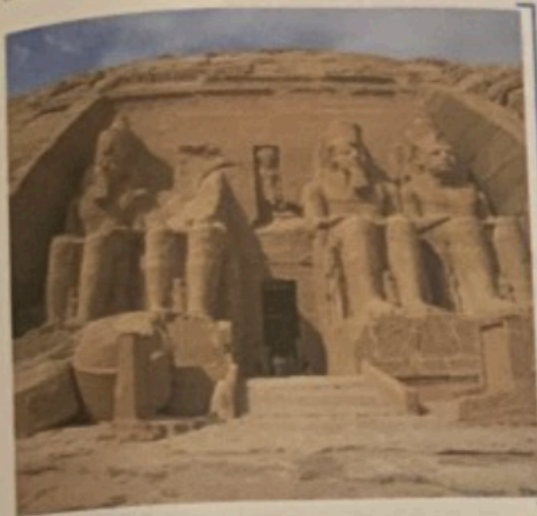
. . . and give to you all health, deliver to you all flat lands and all mountain lands as well as all subjects, give to you every food and nourishment and cause that you appear on the throne of **Horus** like (the sun god) Re (himself). I cause that you stand as the head of all the living when you appear as king of Upper and Lower Egypt. Thus as your father Amun-Re who loves you has commanded it.' ”

#### ANALYZE THE TEXT

1. What does this excerpt tell you about the role of the Gods in selecting a pharaoh?
2. What qualities do the Gods give Hatshepsut that might help her as pharaoh?



The Great Temple of Abu Simbel was built around 1265 B.C.E. and dedicated to the Gods Amun, Re, Ptah, and to the pharaoh Ramses II. Outside the temple are four massive statues, each of Ramses II seated on a throne. Standing at the feet of the statues are Ramses II's wife, his mother, and his sons.



1. What do the depictions of Ramses II in these statues show you about the powers of the pharaoh?
2. What can you infer about the role of the pharaoh from how Ramses II, and his wife, mother, and children are depicted in the statues?

## MULTIPLE PERSPECTIVES

Compare how each of the primary sources portrays the pharaohs. What do they tell you about the qualities Egyptian pharaohs should have? Based on your knowledge of early Mesopotamian rulers such as Hammurabi, how do the powers and qualities of Egyptian pharaohs differ?

The Pharaoh Neferkare ruled Egypt during the Old Kingdom around 2278 B.C.E. He wrote a letter to his governor of Upper Egypt, Harkhuf, praising him for a successful expedition to Nubia.

66 Behold every year you perform what thy Lord wishes and praises. Behold, you pass your days and nights meditating about doing what thy Lord orders, wishes, and praises. And His Majesty will confer on you so many **splendid** honors, which shall give **renown** to your grandson for ever, that all the people shall say when they have heard what [my] Majesty hath done for thee, 'was there ever anything like this that has been done for. . . Harknuf when he came back from Amam because of the attention. . . he displayed in doing what his Lord commanded, and wished for, and praised?' 99

1. Based on Neferkare's description of Harkhuf, what can you infer about what Egyptian pharaohs expect from those who served them?
2. How does Neferkare plan on rewarding Harkhuf?

## CHAPTER 3 Analysis Skills Activities

Write your answers on a separate piece of paper.

### Thinking Like a Historian

1. **ANALYZING** Create a chart identifying the pros and cons of living along the Nile River. Consider the following characteristics of the Nile: regular flooding, cataracts, and delta marshes. Use your completed chart to write a sentence that tells why early Egyptians settled there.

### Understanding Time

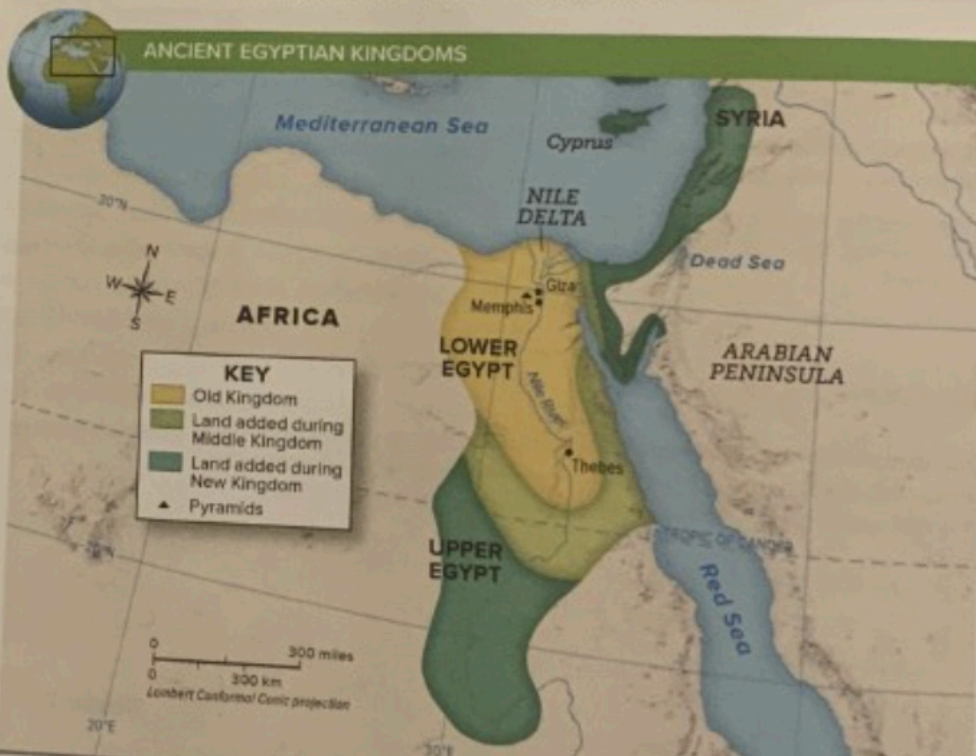
2. **SEQUENCING** Create a time line to arrange the events in the order that they occurred.
  - A. Ramses II conquered the region of Canaan and moved north into Syria.
  - B. During the Old Kingdom period, the Egyptians built magnificent cities and increased trade.
  - C. Hatshepsut came to power and governed with her husband.
  - D. The Middle Kingdom period was the "golden age" of Egyptian civilization.
  - E. Narmer conquered Lower Egypt and married one of Lower Egypt's princesses, unifying the kingdoms.
  - F. A new pharaoh named Amenhotep IV came to power.

### Building Citizenship

3. **EXPLAINING IDEAS** Write a paragraph comparing the role of Egyptian government with what you know of the role of the U.S. government. Remember that while the role of government has grown, both governments had several of the same functions.

### Geographic Reasoning

4. **USE THE MAP TO ANSWER THE FOLLOWING QUESTIONS.**
  - A. **USING MAPS** Describe the geographic extent of the Old Kingdom.
  - B. **IDENTIFYING** Which kingdom added the least amount of territory?





## CHAPTER 3 Assessment

Directions: Write your answers on a separate piece of paper.

### Vocabulary Practice

- 1 Define each of these terms as they relate to ancient Egypt and Kush.
- |               |                   |
|---------------|-------------------|
| A. delta      | F. Middle Kingdom |
| B. papyrus    | G. Karnak         |
| C. Memphis    | H. Nubia          |
| D. bureaucrat | I. Napata         |
| E. embalming  |                   |

### Short Answer

- 2 **IDENTIFYING** What bodies of water allowed Egypt to remain in contact and trade with the outside world?
- 3 **ANALYZING** Describe the methods of irrigation used by Egyptian farmers along the Nile River.
- 4 **EXPLAINING IDEAS** How did the Egyptian form of writing advance beyond the use of symbols to represent objects and ideas?
- 5 **EXPLAINING** Did Narmer's kingdom last after his death? Explain.
- 6 **EXPLAINING** Why were the Gods Re and Hapi especially important to the Egyptians?
- 7 **ANALYZING** Who was Imhotep, and what was his significance to ancient Egypt?
- 8 **UNDERSTANDING CHRONOLOGY** List some of the items traded by the Egyptians to the Phoenicians during the New Kingdom.
- 9 **USING MAPS** How did Kerma's location benefit that kingdom?
- 10 **EXPLAINING IDEAS** What practice did the Kushites adopt from the conquering Assyrians? How did they use this new skill?

- 11 **EXPLAINING EFFECTS** What effect did the landforms surrounding the Nile Valley have on the development of Egyptian civilization?
- 12 **ANALYZING** Why was an organized government needed in Egypt? Describe the development of government in the Nile Valley through the time of Narmer.
- 13 **EXPLAINING CAUSE AND EFFECT** How did the Egyptians' belief in an afterlife contribute to medical advancements? Describe some of those advancements in your answer.
- 14 **RELATING EVENTS** Provide examples of the scientific and mathematical discoveries made by the Egyptians as they built the pyramids.
- 15 **EXPLAINING** Study the diagram titled Social Status in Ancient Egypt in Lesson 2. What do you think the diagram tells you about relative wealth among the different classes in Egypt? Explain your reasoning.
- 16 **DRAWING CONCLUSIONS** Was the reign of Hatshepsut a successful period for the kingdom of Egypt? Explain your answer.
- 17 **ANALYZING** Is Tutankhamen deserving of his status as the best-known Egyptian ruler? Explain.
- 18 **RELATING EVENTS** Summarize the events in the decline of the Egyptian Kingdom.
- 19 **IDENTIFYING PATTERNS** How did Nubian agriculture and farming practices differ from those of the Egyptians?
- 20 **DIFFERENTIATING** What differences and similarities existed in the societies of Egypt and Kush?

Need Extra Help?

If You've Missed Question	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Review Lesson	1-4	1	1	1	1	2	2	3	4	4	1	1	2	2	2	3	3	3	4	4

## CHAPTER 3 Assessment, continued

Write your answers on a separate piece of paper.

### Analyzing Primary Sources

According to Egyptian beliefs, Osiris was murdered by his brother, Seth, and then became the God of the underworld. Egyptians believed Osiris judged human souls after death. He was also believed to be the source of the Nile River. The excerpt below from the *Hymn to Osiris* expresses the praise the Gods have for Osiris. They praise his important role in providing Egyptians what they need to be successful.

“[Praise be] unto thee [you]...who extends thine [your] arms, who lies asleep on thy side, who lies on the sand, the Lord of the earth, the divine mummy ... Thou art the Child of the Earth Serpent [Osiris' father], of great age, Ra [sun god] ... shines upon thy body...so that he may drive away the darkness that shrouds [covers] thee, and may infuse [pour] light in thy two eyes. He passes a long period of time shining upon thee, and sheds tears over thee.

The earth rests upon thy [Osiris's] shoulders, and its corners rest upon thee as far as the four pillars of heaven. If thou move thyself, the earth quakes, for thou art great. [The Nile] appears out of the sweat of thy two hands. Thou breathe forth the air that is in thy throat into the nostrils of men; divine is that thing whereon they live. Through thy nostrils subsist [exist] the flowers, the herbage, the reeds ... the barley, the wheat, and the plants whereon men live. If canals are dug...and houses and temples are built, and great statues are dragged along, and lands are ploughed up, and tombs and funerary monuments are made, they [all] rest upon thee. It is thou who makes them. They are more than can be described in writing. There is no vacant space on thy back, they all lie on thy back, and yet [thou says] not, 'I am [over] weighted therewith. Thou art the father and mother of men and women, they live by thy breath.' ”

—from *Hymn to Osiris*, c. 1600-900 B.C.E.

- 21 DETERMINING CENTRAL IDEAS** Which statement best describes why Osiris is being praised by the Gods?
- A. Osiris showed fairness when judging human souls.
  - B. Osiris built many great temples.
  - C. Osiris was the source of everything the Egyptians needed to survive and prosper.
  - D. Osiris has been blessed by the sun God Ra.

- 22 DETERMINING WORD MEANING** Read the phrase from the excerpt. Which word could replace the underlined word in the phrases?

“If thou move thyself, the earth quakes, for thou art great.”

- A. shrugs
- B. stops
- C. halts
- D. shakes

- 23 CITING TEXT EVIDENCE** Which one of the following phrases from the excerpt indicates that Osiris is responsible for all Egyptians?

- A. “Thou art the father and mother of men and women, they live by thy breath.”
- B. “The earth rests upon thy shoulders, and its corners rest upon thee”
- C. “He passes a long period of time shining upon thee, and sheds tears over thee.”
- D. “if thou move thyself, the earth quakes”

- 24 ANALYZING TEXT** Analyze the following selection from the excerpt and explain how it supports the central point of the hymn.

“[The Nile] appears out of the sweat of thy two hands. Thou breathe forth the air that is in thy throat into the nostrils of men; divine is that thing whereon they live. Through thy nostrils subsist [exist] the flowers, the herbage, the reeds ... the barley, the wheat, and the plants whereon men live.”

### Extended Response Essay

- 25 NARRATIVE WRITING** You are a scribe in the Old Kingdom of Egypt and you have decided to record the ways in which religion in Egypt influenced the lives of the people. Describe how religion played a role in government, social classes, and advancements in science and medicine.

#### Need Extra Help?

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