

Ancient Egypt and Kush

▼ Sphinx and pyramid in Giza, Egypt



Where & When?



3500 B.C.

c. 3100 B.C.
Narmer unites Egypt

2500 B.C.

c. 2540 B.C.
Great Pyramid at Giza built

1500 B.C.

c. 1500 B.C.
Queen Hatshepsut reigns

500 B.C.

728 B.C.
Piye of Kush defeats Egyptians

The Big Ideas

Section 1

The Nile Valley

Physical geography plays a role in how civilizations develop and decline. The fertile land along the great Nile River supported the Egyptian civilization.

Section 2

Egypt's Old Kingdom

Religion shapes how culture develops, just as culture shapes how religion develops. During the Old Kingdom period, Egypt built a strong kingdom in which religion was deeply woven into Egyptian culture.

Section 3

The Egyptian Empire

All civilizations depend upon leadership for survival. Many changes occurred during Egypt's Middle and New Kingdoms. When strong leaders ruled the country, it expanded into a great empire as arts, literature, and architecture blossomed.

Section 4

The Civilization of Kush

As different societies interact, they often bring about change in each other. South of Egypt a new civilization arose called Kush. Kushites adopted Egyptian ways and eventually conquered Egypt itself.



View the Chapter 2 video in the Glencoe Video Program.

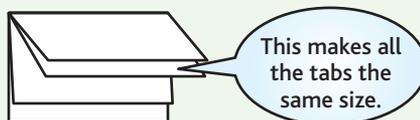
FOLDABLES™ Study Organizer

Summarizing Information Make this foldable to help you summarize the key events and ideas from ancient Egypt and Kush.

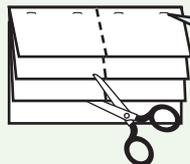
Step 1 Stack two sheets of paper so that the front sheet is one inch higher than the back sheet.



Step 2 Fold down the top edges of the paper to form four tabs. Align the edges so that all of the layers or tabs are the same distance apart.



Step 3 Crease the paper to hold the tabs in place, then staple them together. Cut the top three thicknesses to create a layered book.



Staple together along the fold.

Step 4 Label the booklet as shown and take notes on the inside.

Egypt	Kush
where?	where?
when?	when?
what?	what?

Reading and Writing

As you read the chapter, take notes under the appropriate tabs. Write main ideas and key terms under the "what" tab.

Get Ready to Read

Summarizing



Reading
Skill

1 Learn It!

Good readers naturally summarize while they read to make sure they understand the text. Summarizing helps you organize information and focus on main ideas. By restating the important facts in a short summary, you can reduce the amount of information to remember.

A summary of a longer selection may be a short sentence or paragraph, which includes the main ideas. When summarizing, be brief and do not include many supporting details. Try to restate the text in a way that makes sense to you and will help you remember. Read the passage in Section 1 labeled **Egypt's Social Classes** on pages 163–164. Then look at the main ideas below from that passage and read the summary.

Summary: Egyptian society was divided into social groups based on wealth and power.

Main Idea: Egypt's upper class was made up of nobles, priests, and other rich Egyptians who worked as the government officials.

Main Idea: Egypt's middle class included traders, merchants, artisans, and makers of goods.

Main Idea: Farmers were the largest group of early Egyptians, while many of Egypt's city dwellers were unskilled laborers.

Reading Tip

As you read and summarize in your own words, try not to change the author's original meanings or ideas.

2 Practice It!

Read about **The Middle Kingdom** on pages 179–180. With a partner, summarize the main points. One person should summarize what he or she read while the other listens. Then the second person should summarize again, adding details that the partner may have left out.

When you are finished reading, look at the following list to see if you included all the important ideas.

- The Middle Kingdom was a golden age of peace and prosperity in Egypt.
- During the Middle Kingdom, Egypt expanded its territory with new lands.
- During the Middle Kingdom, the arts, literature, and architecture thrived.
- The Hyksos took control of Egypt for 150 years, ending the Middle Kingdom, until Ahmose led an uprising that drove them out.

Read to Write

After reading Section 2, write a paragraph that summarizes what you remember about Egyptian leaders, religion, and way of life in the Old Kingdom.



▲ Tutankhamen's gold mask

3 Apply It!

As you read this chapter, practice summarizing. Stop after each section and write a brief summary.

The Nile Valley

Guide to Reading



History Social Science Standards

WH.6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.

Looking Back, Looking Ahead

In Chapter 1, you learned about early civilizations in Mesopotamia. At about the same time, another civilization was forming near the Nile River. We call this civilization ancient Egypt.

Focusing on the Main Ideas

- The Egyptian civilization began in the fertile Nile River valley, where natural barriers discouraged invasions. (page 157)
- The Egyptians depended on the Nile's floods to grow their crops. (page 159)
- Around 3100 B.C., Egypt's two major kingdoms, Upper Egypt and Lower Egypt, were combined into one. (page 161)
- Egyptian society was divided into social groups based on wealth and power. (page 163)

Locating Places

Egypt (EE•jihpt)
Nile River (NYL)
Sahara (suh•HAR•uh)

Content Vocabulary

cataract (KA•tuh•RAKT)
delta (DEHL•tuh)
papyrus (puh•PY•ruhs)
hieroglyphics (HY•ruh•GLIH•fihks)
dynasty (DY•nuh•stee)

Academic Vocabulary

feature (FEE•chuhr)
technology (tehk•NAH•luh•jee)
labor (LAY•buhr)

Reading Strategy

Organizing Information Create a diagram to describe Egyptian irrigation systems.



Where & When?



5000 B.C.

c. 5000 B.C.
 Agriculture begins along Nile River

4000 B.C.

c. 4000 B.C.
 Egypt is made up of two kingdoms

3000 B.C.

c. 3100 B.C.
 Narmer unites Egypt



WH6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.

WH6.2.1 Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.

Settling the Nile

Main Idea The Egyptian civilization began in the fertile Nile River valley, where natural barriers discouraged invasions.

Reading Connection Did you know that the Nile River is longer than the Amazon, the Mississippi, and every other river in the world? Read on to learn when ancient peoples first moved to its fertile banks.

Between 6000 B.C. and 5000 B.C., hunters and food gatherers moved into the green Nile River valley from less fertile areas of Africa and southwest Asia. They settled down, farmed the land, and created several dozen villages along the riverbanks. These people became the earliest Egyptians.

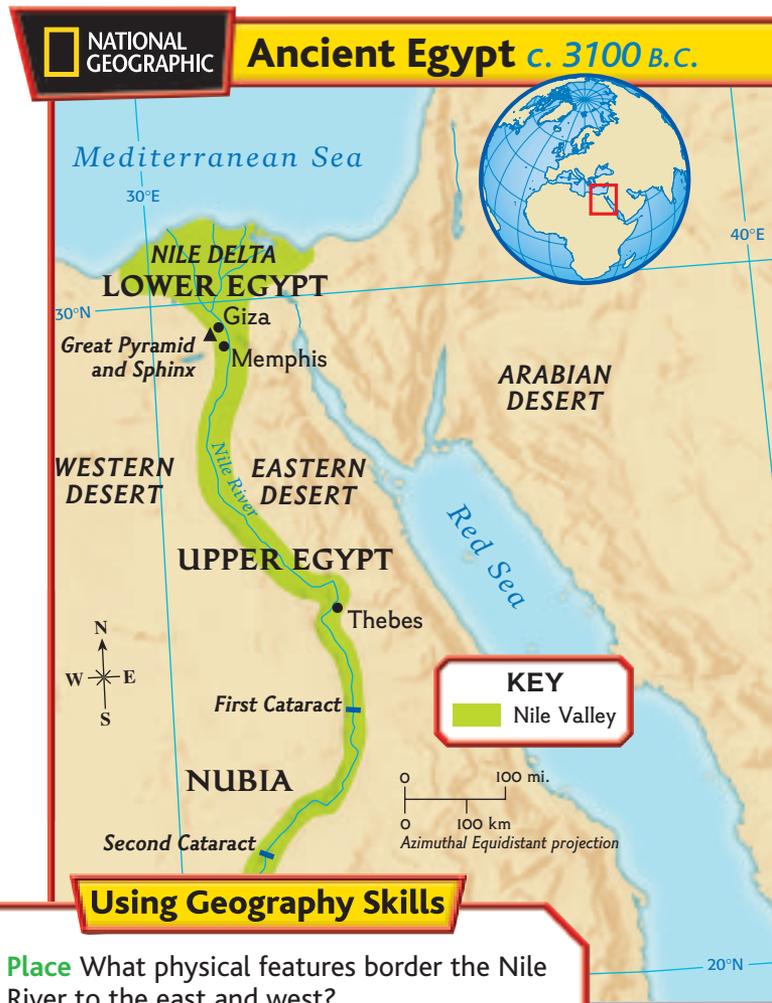
A Mighty River Although **Egypt** (EE•jihpt) was warm and sunny, the land received little rainfall. For water, the Egyptians had to rely on the **Nile River** (NYL). They drank from it, bathed in it, and used it for farming, cooking, and cleaning. The river provided fish and supported plants and animals. To the Egyptians, the Nile was a precious gift. They praised it in a song: “Hail O Nile, who comes from the earth, who comes to give life to the people of Egypt.”

Even today, the Nile inspires awe. It is the world’s longest river, flowing north from mountains in the heart of Africa to the Mediterranean Sea. This is a distance of some 4,000 miles (6,437 km). Traveling the length of the Nile would be like going from Georgia to California, and then back again.

The Nile begins as two separate rivers. One river, the Blue Nile, has its source in the mountains of eastern Africa. The other, the White Nile, starts in marshes in central Africa. The two rivers meet and form the Nile just south of Egypt. There, narrow cliffs and boulders in the Nile

form wild rapids called **cataracts** (KA•tuh•RAKTS). Because of the cataracts, large ships can use the Nile only for its last 650 miles (1,046 km), where it flows through Egypt.

A Sheltered Land In Egypt, the Nile runs through a narrow, green valley. Look at the map below. You can see that the Nile looks like the long stem of a flower. Shortly before the Nile reaches the Mediterranean Sea, it divides into different branches that look like the flower’s blossom. These branches fan out over an area of fertile soil called a **delta** (DEHL•tuh).



Using Geography Skills

- Place** What physical features border the Nile River to the east and west?
- Human/Environment Interaction** How might these features have influenced how ancient Egyptians viewed the Nile?

Find NGS online map resources @ www.nationalgeographic.com/maps



▲ Today, the Nile River valley makes up only about 3 percent of Egypt's land, yet most Egyptians live and work in the area. **How did Egypt's physical setting support settlements and early civilization?**

On both sides of the Nile Valley and its delta, deserts unfold as far as the eye can see. To the west is a vast desert that forms part of the **Sahara** (suh•HAR•uh), the largest desert in the world. To the east, stretching to the Red Sea, is the Eastern Desert. In some places, the change from green land to barren sand is so abrupt that a person can stand with one foot in each.

The ancient Egyptians called the deserts “the Red Land” because of their burning heat. Although these vast expanses could not support farming or human life, they did serve a useful purpose: they kept outside armies away from Egypt's territory.

Other geographic **features** also protected the Egyptians. To the far south, the Nile's dangerous cataracts blocked enemy boats from reaching Egypt. In the north, the delta marshes offered no harbors for invaders approaching from the sea. In this regard, the Egyptians were luckier than the

people of Mesopotamia. In that region, few natural barriers protected the cities. The Mesopotamians constantly had to fight off attackers, but Egypt rarely faced threats. As a result, Egyptian civilization was able to grow and prosper.

Despite their isolation, the Egyptians were not completely closed to the outside world. The Mediterranean Sea bordered Egypt to the north, and the Red Sea lay beyond the desert to the east. These bodies of water gave the Egyptians a way to trade with people outside Egypt.

Within Egypt, people used the Nile for trade and transportation. Winds from the north pushed sailboats south. The flow of the Nile carried them north. Egyptian villages thus had frequent, friendly contact with one another, unlike the hostile relations between the Mesopotamian city-states.

 **Reading Check Summarize** Describe the physical environment in Egypt.



WH6.2.1 Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations. **WH6.2.2** Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power. **WH6.2.9** Trace the evolution of language and its written forms.

The River People

Main Idea The Egyptians depended on the Nile's floods to grow their crops.

Reading Connection When you hear about floods, do you picture terrible damage and loss of life? Read on to learn why the Egyptians welcomed, rather than feared, the flooding of the Nile.

In Chapter 1, you learned that the people of Mesopotamia had to tame the floods of the Tigris and Euphrates Rivers in order to farm. They learned to do so, but the unpredictable rivers remained a constant threat.

Regular Flooding Like the Mesopotamians, the Egyptians also had to cope with river floods. However, the Nile floods were much more consistent and gentle than those of the Tigris and the Euphrates. As a result, the Egyptians were able to farm and live securely. They did not worry that sudden, heavy overflows would destroy their homes and crops, or that too little flooding would leave their fields parched.

Every spring, heavy rains from central Africa and melting snows from the highlands of East Africa added to the waters of the Nile as it flowed north. From July to October, the Nile spilled over its banks. When the waters went down, they left behind a layer of dark, fertile silt, or mud. Because of these deposits, the Egyptians called their land *Kemet* (KEH•meht), "the Black Land."

How Did the Egyptians Use the Nile? The Egyptians took advantage of the Nile's floods to become successful farmers. They planted wheat, barley, and flax seeds in the wet, rich soil. Over time, they grew more than enough food to feed themselves and the animals they raised.

One reason for their success was the wise use of irrigation. Egyptian farmers first dug basins, or bowl-shaped holes, in the earth to trap the floodwaters. The farmers then dug canals to carry water from the basins to fields beyond the river's reach. The Egyptians also built dikes, or earthen banks, to strengthen the basin walls.

In time, Egyptian farmers developed other **technology** to help them in their work. For example, they used a shadoof (shuh•DOOF), a bucket attached to a long pole, to lift water from the Nile to the basins. Many Egyptian farmers still use this device today.

Primary Source

"Hymn to the Nile"

This passage is part of a hymn written around 2100 B.C. It shows how important the Nile River was to the people of ancient Egypt.

"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."

—author unknown, "Hymn to the Nile"



▲ A shadoof

DBQ Document-Based Question

How does this hymn show that the ancient Egyptians thought of the Nile as sacred?

Early Egyptians also developed geometry to survey, or measure, land. When floods washed away boundary markers dividing one field from the next, the Egyptians surveyed the fields again to see where one began and the other ended.

Egyptians used **papyrus** (puh•PY•ruhs), a reed plant that grew along the Nile, to make baskets, sandals, and river rafts. Later, they used papyrus for papermaking. They did this by cutting strips from the stalks of the plant. Then they soaked them in water, pounded them flat, dried them, and then joined them together to make paper.

What Were Hieroglyphics? The Egyptians used their papyrus rolls as writing paper. Like the people of Mesopotamia, the Egyptians developed their own system of writing. Originally, it was made up of thousands of picture symbols. Some symbols

stood for objects and ideas. To communicate the idea of a boat, for example, a scribe would draw a boat. Later, Egyptians created symbols that stood for sounds, just as the letters of our alphabet do. Combining both picture symbols and sound symbols created a complex writing system that was later called **hieroglyphics** (HY•ruh•GLIH•fihks).

In ancient Egypt, few people could read and write. Some Egyptian men, however, went to special schools located at Egyptian temples to study reading and writing and learn to become scribes. Scribes kept records and worked for the rulers, priests, and traders. Scribes also painstakingly carved hieroglyphics onto stone walls and monuments. For everyday purposes, scribes invented a simpler script and wrote or painted on papyrus.

Reading Check Explain How did living on the banks of the Nile help farmers?

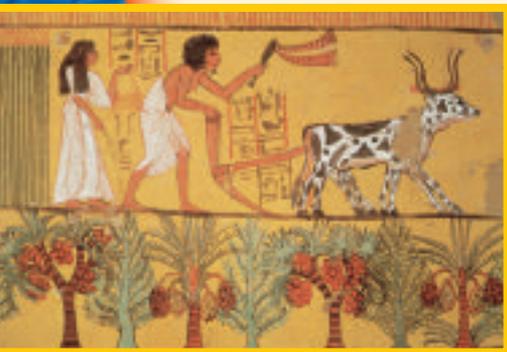
The Way It Was

Focus on Everyday Life

From Farming to Food Harvesting wheat and turning it into bread was vital to the ancient Egyptians. Some people were full-time farmers, but many others were drafted by the government to help during busy seasons.



▲ Tomb painting showing wheat being harvested



▲ Tomb painting showing Egyptian man and woman plowing and planting

The process began as men cut the wheat with wooden sickles and women gathered it into bundles. Animals trampled the wheat to separate the kernels from the husks. The grain was then thrown into the air so the wind would carry away the lightweight seed coverings. Finally, the grain was stored in silos for later use.



WH6.2.2 Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.

WH6.2.6 Describe the role of Egyptian trade in the eastern Mediterranean and Nile valley.

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A United Egypt

Main Idea Around 3100 B.C., Egypt's two major kingdoms, Upper Egypt and Lower Egypt, were combined into one.

Reading Connection What types of services does your local government provide? Read on to find out about the government in ancient Egypt.

In Egypt, as in Mesopotamia, skillful farming led to surpluses—extra amounts—of food. This freed some people to work as artisans instead of farmers. They wove cloth, made pottery, carved statues, or shaped copper into weapons and tools.

As more goods became available, Egyptians traded with each other. Before long, Egyptian traders were carrying goods beyond Egypt's borders to Mesopotamia. There they may have picked up ideas about writing and government.

The Rise of Government The advances in farming, crafts, and trade created a need for government in Egypt. Irrigation systems had to be built and maintained, and surplus grain had to be stored and passed out in times of need. In addition, disputes over land ownership had to be settled. Gradually, government emerged to plan and to direct such activities.

The earliest rulers were village chiefs. Over time, a few strong chiefs united groups of villages into small kingdoms. The strongest of these kingdoms eventually overpowered the weaker ones. By 4000 B.C., Egypt was made up of two large kingdoms. In the Nile delta was Lower Egypt. To the south, upriver, lay Upper Egypt. About 3100 B.C., Narmer (NAR•muhr), the king of Upper Egypt, led his armies north and took control of Lower Egypt. The two kingdoms became unified.

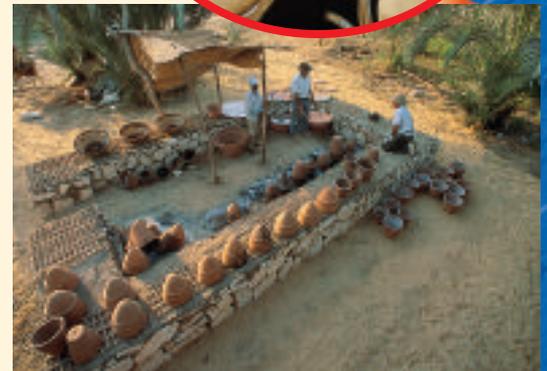


◀ Wheat being harvested today

Baking bread in pots ▶



Turning grain into bread was a long process. Women ground the grain into flour, then men pounded it until it became very fine. For the wealthy, seeds, honey, fruit, nuts, and herbs were added to the dough for flavor. Unfortunately, it was almost impossible to keep small stones and sand out of the flour. As a result, many Egyptians developed tooth decay as these particles wore down their tooth enamel.



▲ A replica of an ancient Egyptian bakery

Connecting to the Past

1. How did the government ensure that enough people were available to harvest the wheat?
2. Why do you think seeds, fruit, and other additives were reserved for the wealthy?

Comparing Mesopotamia to Egypt

	Mesopotamia	Egypt
Natural Defenses	Flat mud plains; few natural defenses	Many defenses: Nile delta, Sahara, Eastern Desert, and cataracts
Rivers	Tigris and Euphrates Rivers	Nile River
Floods	Unpredictable, and a constant threat to the people	Dependable and regular; not feared
Economy	Farming and trade	Farming and trade
Government	City-state led by kings and priests; eventually empires formed	Villages led by chiefs, then united into kingdoms; kingdoms later united and ruled by pharaohs
Work of Artisans	Metal products, pottery, cloth	Metal products, pottery, cloth
Advances	<ul style="list-style-type: none"> • Cuneiform writing • Number system based on 60 • 12-month calendar • Wagon wheel, plow, sailboat 	<ul style="list-style-type: none"> • Hieroglyphic writing • 365-day calendar • Number system based on 10, and fractions • Medicine and first medical books

Understanding Charts

The civilizations of both Mesopotamia and Egypt depended on rivers for fertile lands and irrigation.

1. Which civilization had greater natural defenses? Explain.
2. **Compare** Use the chart to compare the governments of the two civilizations.

Egypt's Ruling Families Narmer ruled from Memphis, a city he built on the border between the two kingdoms. Memphis developed into a center of culture and power along the Nile.

To symbolize the kingdom's unity, Narmer wore a double crown. The helmet-like white crown represented Upper Egypt, and the open red crown represented Lower Egypt.

Narmer's united kingdom held together long after his death. Members of his family passed the ruling power from father to son to grandson. Such a line of rulers from one family is called a **dynasty** (DY•nuh•stee). When one dynasty lost control of the kingdom, another took its place.

Over time, ancient Egypt would be ruled by 31 dynasties, which together lasted an estimated 2,800 years. Historians group Egypt's dynasties into three main time periods called kingdoms. The earliest period, the Old Kingdom, was followed by the Middle Kingdom and then the New Kingdom. Each marked a long period of strong leadership and stability.

Reading Check Explain How were the kingdoms of Upper and Lower Egypt combined?



WH6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.

WH6.2.3 Understand the relationship between religion and the social and political order in Mesopotamia and Egypt.

Early Egyptian Life

Main Idea Egyptian society was divided into social groups based on wealth and power.

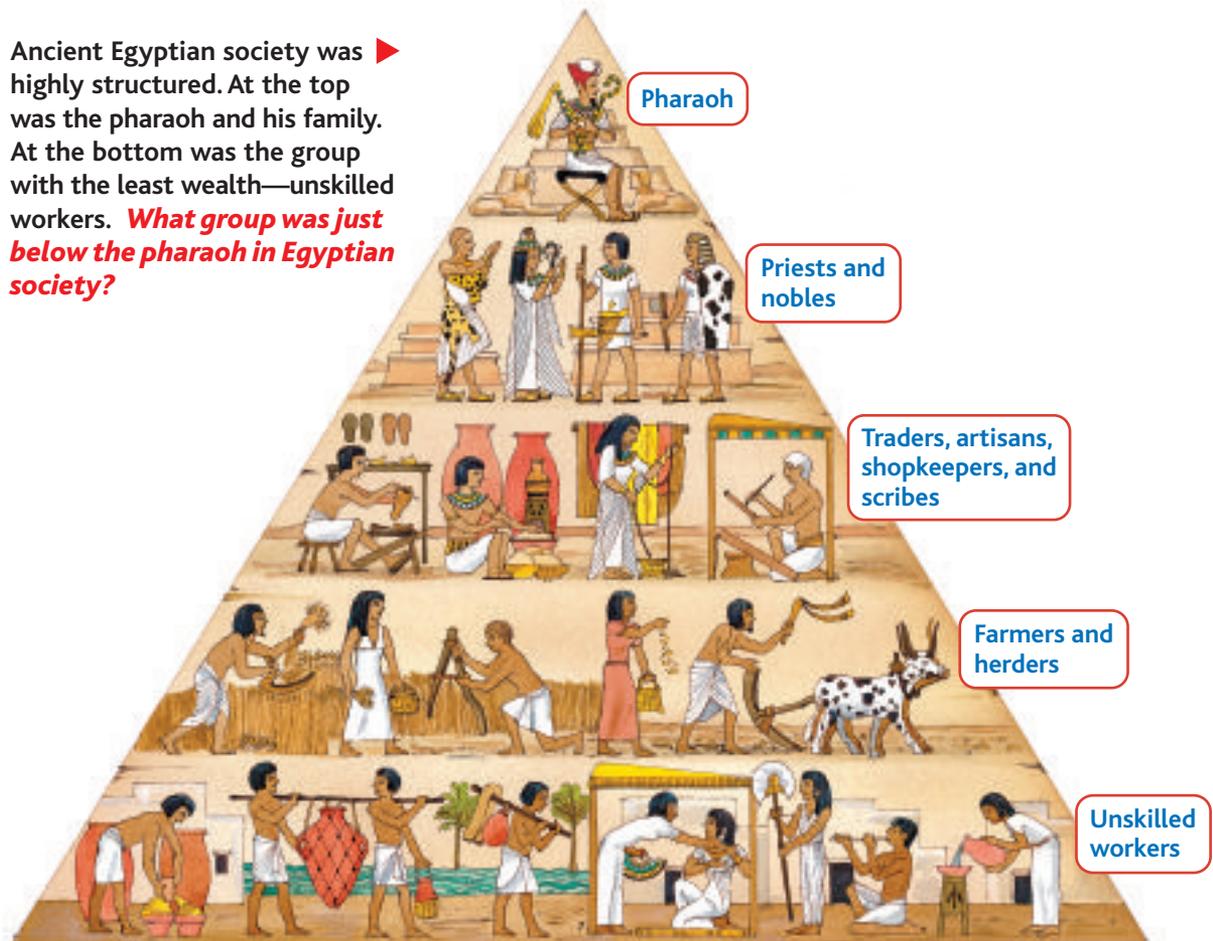
Reading Connection Did you play with dolls or balls when you were young? Egyptian children did too. Keep reading for more details about the Egyptians' daily life.

If you made a diagram of the different social groups or classes in ancient Egypt, you would find that they make a pyramid shape. At the top was the king and his family. Beneath that level was a small upper class of priests, army commanders, and nobles. Next came a larger base of skilled middle-class people, such as scribes, traders, and artisans. At the bottom was the largest group—unskilled workers and farmers.

Egypt's Social Classes Egypt's upper class was made up of nobles, priests, and other wealthy Egyptians who worked as the government officials. They lived in cities and on large estates along the Nile River. They had elegant homes made of wood and mud bricks, with beautiful gardens and pools filled with fish and water lilies. Wealthy families had servants to wait on them and to perform household tasks. The men and women dressed in white linen clothes and wore heavy eye makeup and jewelry.

Egypt's middle class included people who ran businesses or produced goods. They lived in much smaller homes and dressed more simply. Artisans formed an important group within the middle class. They produced linen cloth, jewelry, pottery, and metal goods.

Ancient Egyptian society was highly structured. At the top was the pharaoh and his family. At the bottom was the group with the least wealth—unskilled workers. **What group was just below the pharaoh in Egyptian society?**



Farmers were part of the largest group of early Egyptians. Some rented their land from their ruler, paying him with a large portion of their crops. Most worked the land of wealthy nobles. They lived in villages along the Nile, in one-room huts with roofs made of palm leaves. They had a simple diet of bread, beer, vegetables, and fruit.

Many of Egypt's city dwellers were unskilled workers who did physical **labor**. Some unloaded cargo from boats and carried it to markets. Others made and stacked mud bricks for buildings. Workers lived in crowded city neighborhoods. They had small mud-brick homes with hard-packed dirt floors and a courtyard for the family's animals. On the flat rooftops, families talked, played games, and slept. Women worked on the rooftops, drying fruit, making bread, and weaving cloth.

Family Life In ancient Egypt, the father headed the family. However, Egyptian women had more rights than females in most other early civilizations. In Egypt, women could own and pass on property. They could buy and sell goods, make wills, and obtain divorces. Upper-class women were in charge of temples and could perform religious ceremonies.

Few Egyptians sent their children to school. Mothers taught their daughters to sew, cook, and run a household. Boys learned farming or skilled trades from their fathers. Egyptian children had time for fun, as well. They played with board games, dolls, spinning tops, and stuffed leather balls.

Reading Check Identify How was Egyptian society organized?

History  **online**
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Section 1 Review

Reading Summary

Review the **Main Ideas**

- The deserts on either side of the Nile Valley, along with the Nile cataracts and delta marshes, protected Egypt from invaders.
- The Egyptians became successful farmers using the Nile River's floods and irrigation.
- About 3100 B.C., Narmer united Lower Egypt and Upper Egypt.
- Egypt's society was divided into upper-class priests and nobles, middle-class artisans and merchants, and lower-class workers and farmers.

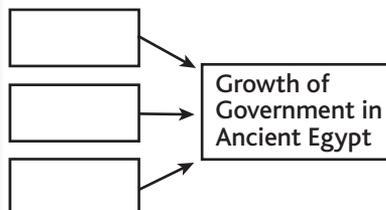
What Did You Learn?

1. What is papyrus and how did the Egyptians use it?
2. What rights did women have in ancient Egypt?

Critical Thinking

3. **Cause and Effect** Draw a diagram to show three things that led to the growth of government in ancient Egypt.

CA HI.2.



4. **The Big Ideas** How did the geography of the Nile River valley lead to the growth of a civilization there? **CA CS1.**
5. **Draw Conclusions** How do Egyptian hieroglyphics help us learn about their society and culture? **CA HR.4.**
6. **Analyze** What was the significance of Narmer's double crown? **CA HI.1.**

7. **Reading Summarizing** Using what you have learned in this section, summarize the yearly cycle of the Nile River. Be sure to describe how this cycle affected farmers in ancient Egypt. **CA 6RC2.4**

Section

2

Egypt's Old Kingdom

Guide to Reading

Looking Back, Looking Ahead

In Section 1, you learned that Egyptian dynasties are divided into the Old Kingdom, Middle Kingdom, and New Kingdom. In Section 2, you will learn about the Egyptians' leaders, religion, and way of life in the Old Kingdom.

Focusing on the Main Ideas

- Egypt was ruled by all-powerful pharaohs. (page 166)
- The Egyptians believed in many gods and goddesses and in life after death for the pharaohs. (page 167)
- The Egyptians of the Old Kingdom built huge stone pyramids as tombs for their pharaohs. (page 168)

Locating Places

Giza (GEE • zuh)

Meeting People

King Khufu (KOO • foo)

Content Vocabulary

- pharaoh (FEHR • oh)
- deity (DEE • uh • tee)
- embalming (ihm • BAHM • ihng)
- mummy (MUH • mee)
- pyramid (PIHR • uh • MIHD)

Academic Vocabulary

- period (PIHR • ee • uhd)
- welfare (WEHL • FAR)
- structure (STRUHK • chuhr)
- principle (PRIHN • suh • puh)

Reading Strategy

Organizing Information Use a graphic organizer like the one below to identify the different beliefs in Egypt's religion.



History Social Science Standards

WH6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.



Where & When?



2600 B.C.

c. 2600 B.C.
Old Kingdom period begins

2400 B.C.

c. 2540 B.C.
Great Pyramid at Giza built

2200 B.C.

c. 2300 B.C.
Old Kingdom declines



Old Kingdom Rulers

Main Idea Egypt was ruled by all-powerful pharaohs.

Reading Connection Would you want your student body president or your sports team captain to have unlimited power? Think what it would be like to have such a leader as you read about the rulers of ancient Egypt.

Around 2600 B.C., the **period** known as the Old Kingdom began in Egypt. The Old Kingdom lasted until about 2300 B.C. During those years, Egypt grew and prospered. The Egyptians built cities, expanded trade, and established a strong government.

The Egyptian kings, or **pharaohs** (FEHR•ohs) as they were called, lived with their families in grand palaces. In fact, the word *pharaoh* originally meant “great house.” The pharaoh was an all-powerful ruler who guided Egypt’s every activity. His word was law, and it had to be obeyed without question.

Pharaohs appointed many officials to carry out their wishes. These officials saw to it that irrigation canals and grain storehouses were built and repaired. They made

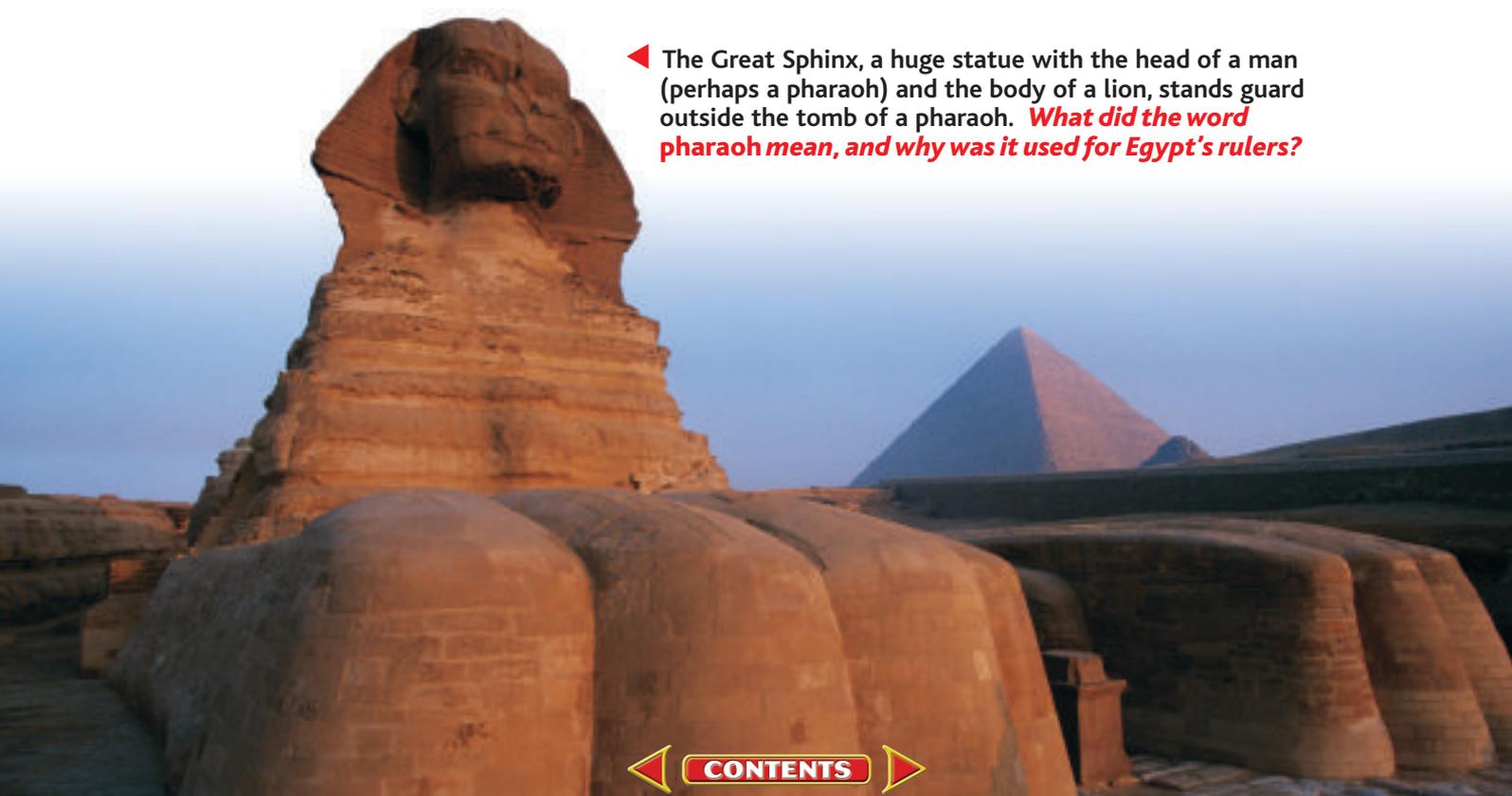
sure that crops were planted as the pharaoh directed. They also controlled trade and collected tax payments of grain from farmers.

Why did Egyptians willingly serve the pharaoh? One reason was that they believed the unity of the kingdom depended on a strong leader. Another was that they considered the pharaoh to be the son of Re (RAY), the Egyptian sun god. As a result, his subjects paid him the greatest respect. Whenever he appeared in public, people played music on flutes and cymbals. Bystanders along the road had to bow down and “smell the earth,” or touch their heads to the ground.

The Egyptians thought their pharaoh was a god on earth who controlled Egypt’s **welfare**. He carried out certain rituals that were thought to benefit the kingdom. For example, he drove a sacred bull around Memphis, the capital city. The Egyptians believed this ceremony would keep the soil rich and ensure good crops. The pharaoh was also the first to cut ripe grain. Egyptians believed this would bring a good harvest.

Reading Check Analyze Why did the pharaohs hold so much power?

◀ The Great Sphinx, a huge statue with the head of a man (perhaps a pharaoh) and the body of a lion, stands guard outside the tomb of a pharaoh. **What did the word pharaoh mean, and why was it used for Egypt’s rulers?**





Egypt's Religion

Main Idea The Egyptians believed in many gods and goddesses and in life after death for the pharaohs.

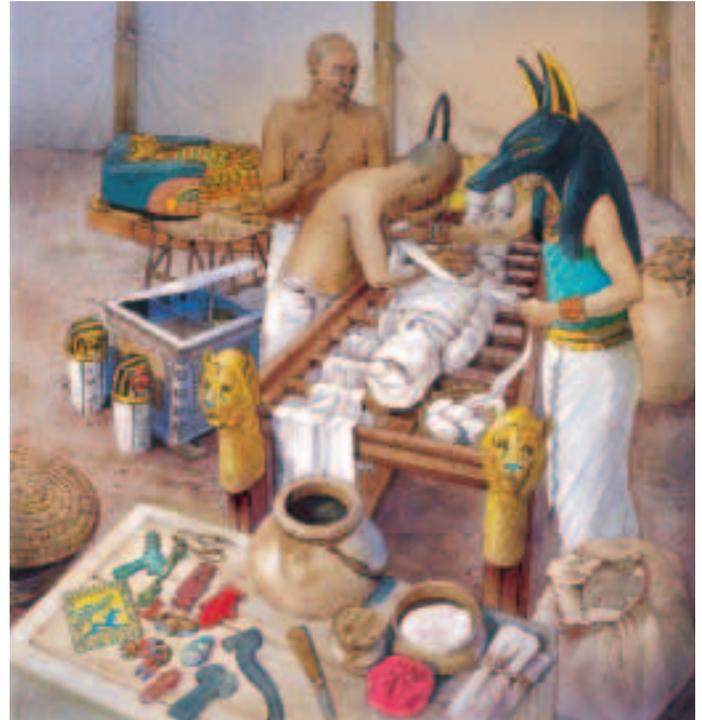
Reading Connection Have you seen mummies in horror movies? Maybe you've even wrapped yourself in strips of cloth to be a mummy for a costume party. Keep reading to find out how the ancient Egyptians made mummies, and why.

Religion was deeply woven into Egyptian culture. Like the people of Mesopotamia, the ancient Egyptians worshiped many **deities** (DEE•uh•teez), or gods and goddesses. The Egyptians believed these deities controlled the forces of nature and human activities.

The main Egyptian god was the sun god Re. This was probably because of Egypt's hot, sunny climate and the importance of the sun for good harvests. Another major god was Hapi (HAH•pee), who ruled the Nile River. The most important goddess was Isis (EYE•suhs). She represented the loyal wife and mother, and she ruled over the dead with her husband Osiris (oh•SY•ruhs).

Life After Death Unlike the Mesopotamians, who imagined a gloomy life after death, the Egyptians took a hopeful view. They believed that life in the next world would be even better than life on Earth. Following a long journey, the dead would reach a place of peace and plenty.

One of the most important manuscripts written in ancient Egypt was the *Book of the Dead*. This was a collection of spells and prayers that Egyptians studied to obtain life after death. They believed that the god Osiris would meet newcomers at the entrance to the next world. If they had led good lives and knew the magic spells, Osiris would grant them life after death.



▲ During the embalming process, the pharaoh's body was placed on a special table. The chief embalmer was dressed as Anubis, the god of mummification. **Why did the Egyptians embalm the pharaoh's body?**

For centuries, Egyptians believed that only the pharaohs and a special few people could enjoy the afterlife. They also believed that the pharaoh's spirit needed a body to make the journey to the afterlife. If the pharaoh's body decayed after death, his spirit would be forced to wander forever. It was vital that a pharaoh's spirit reach the next world. There, the pharaoh would continue to care for Egypt.

To protect the pharaoh's body, the Egyptians developed a process called **embalming** (ihm•BAHM•ihng). First, priests removed the body's organs. A special kind of salt was then applied to the body, and it was stored for a number of days to dry. After this, the body was filled with spices and perfumes, then stitched closed. Next, it was cleaned with oils and tightly wrapped with



WH6.2.3 Understand the relationship between religion and the social and political order in Mesopotamia and Egypt.
WH6.2.5 Discuss the main features of Egyptian art and architecture.

long strips of linen. The wrapped body was known as a **mummy** (MUH•mee). It was put in several wooden coffins, one fitting inside the other. The pharaoh was then ready for burial in a tomb.

Egyptian Medicine In the course of embalming the dead, the Egyptians learned much about the human body. Egyptian doctors used herbs and drugs to treat many different illnesses. They grew skilled at sewing up cuts and setting broken bones.

Some doctors focused on treating particular parts of the body, becoming the first specialists in medicine. Egyptians also wrote the world's first medical books using scrolls of papyrus.

Reading Check Identify Who were some of the Egyptians' main gods and goddesses?

The Pyramids

Main Idea The Egyptians of the Old Kingdom built huge stone pyramids as tombs for their pharaohs.

Reading Connection Do you think the Statue of Liberty or the White House will still be standing in 4,000 years? The giant pyramids of Egypt have stood for about that long. Read to find out how and why they were built.

No ordinary tomb would do for a pharaoh of Egypt. Instead, the Egyptians built mountainlike **pyramids** (PIHR•uh•MIHDS) entirely of stone. These gigantic **structures**, the size of several city blocks, protected the bodies of dead pharaohs from floods, wild animals, and grave robbers. The pyramids also held supplies that the pharaoh might need in the spirit world, including clothing, furniture, jewelry, and food.

Egypt's Religion

▼ Osiris



▲ In this painting, the god Osiris (seated at right) watches as other animal-headed gods weigh a dead man's soul and record the results. The scales have balanced, so the dead man may enter the underworld. **What was the Book of the Dead?**

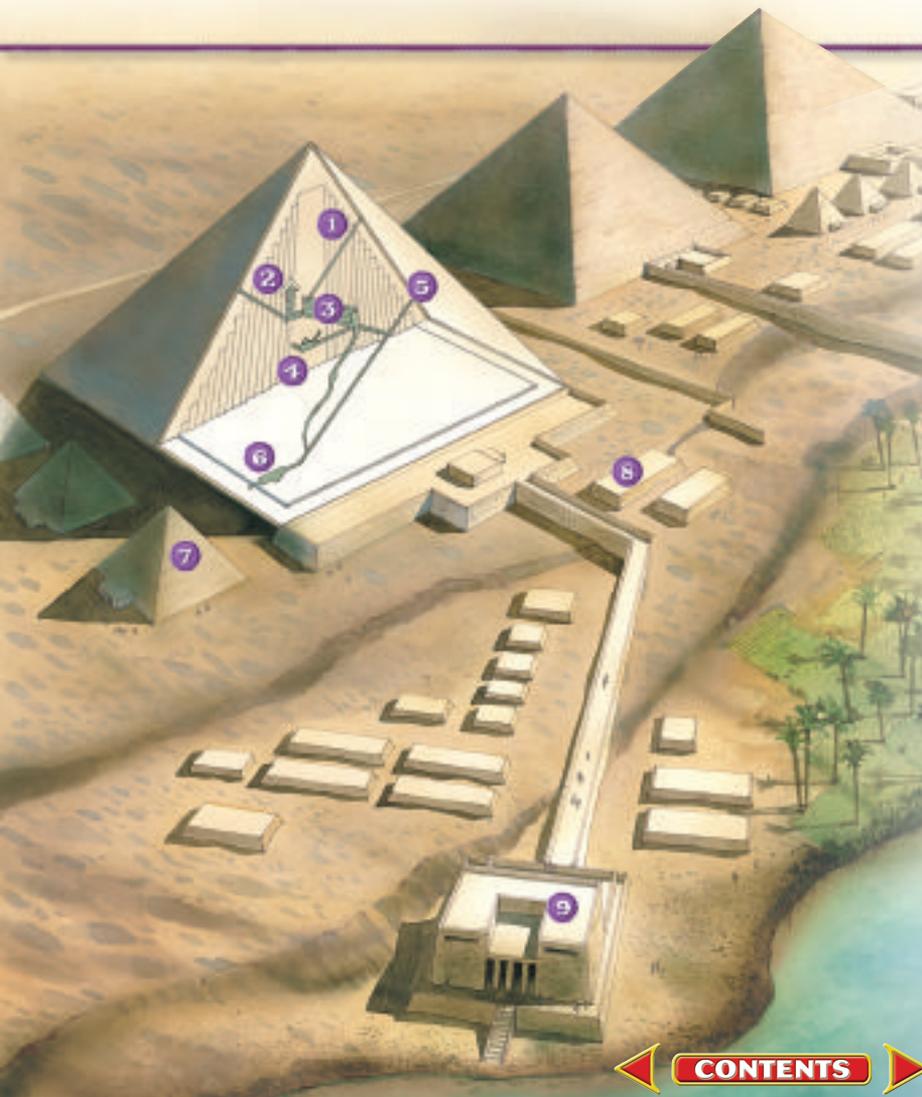
How Was a Pyramid Built? It took thousands of people and years of backbreaking labor to build a pyramid. Most of the work was done by farmers during the Nile floods, when they could not tend their fields. In addition, surveyors, engineers, carpenters, and stonecutters lent their skills.

Each pyramid sat on a square base, with the entrance facing north. To determine true north, the Egyptians studied the heavens and developed **principles** of astronomy. With this knowledge, they invented a 365-day calendar with 12 months grouped into 3 seasons. This calendar became the basis for our modern calendar.

To determine the amount of stone needed for a pyramid, as well as the angles necessary

for the walls, the Egyptians made advances in mathematics. They invented a system of written numbers based on 10. They also created fractions, using them with whole numbers to add, subtract, and divide.

After the pyramid site was chosen, workers went wherever they could find stone—sometimes hundreds of miles away. Skilled artisans used copper tools to cut the stone into huge blocks. Other workers tied the blocks to wooden sleds and pulled them to the Nile over a path “paved” with logs. Next, they loaded the stones onto barges that transported them to the building site. There, workers unloaded the blocks and dragged or pushed them up ramps to be set in place.



Inside a Pyramid

Ancient Egyptians buried their kings within large stone buildings called pyramids.

- 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 king's 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 pyramid shown above is that of King Khafre, son of Khufu. Although it is smaller than the Great Pyramid, Khafre's pyramid was built on higher ground so as to appear taller. **About how tall is the Great Pyramid?**

The Great Pyramid About 2540 B.C., the Egyptians built the largest and grandest of the pyramids known as the Great Pyramid. It is located about 10 miles from the modern city of Cairo. This pyramid, built for **King Khufu** (KOO•foo), is one of three still standing in **Giza** (GEE•zuh) on the west bank of the Nile. It rises nearly 500 feet (153 m) above the desert, covers an area about the size of nine football fields, and contains more than 2 million stone blocks. Each block weighs an average of 2.5 tons.

The Great Pyramid was the tallest structure in the world for more than 4,000 years. It is equal to the size of a 48-story building and is the largest of about 80 pyramids found in Egypt. The Great Pyramid is truly a marvelous structure because the Egyptians built it without using beasts of burden, special tools, or even the wheel.

Reading Check Explain What was the purpose of pyramids?

History online

Study Central Need help with the Old Kingdom in Egypt? Visit ca.hss.glencoe.com and click on Study Central.

Section 2 Review

Reading Summary

Review the **Main Ideas**

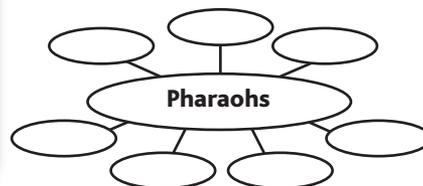
- The all-powerful rulers of Egypt, called pharaohs, were believed to be related to Egypt's main god.
- The Egyptians believed in many gods and goddesses. They also believed in life after death for the pharaoh, whose body would be mummified before burial.
- The pyramids, built as huge stone tombs for the pharaohs, required many years and thousands of workers to construct.

What Did You Learn?

1. How was stone for a pyramid transported to the building site?
2. What did Egyptians learn from embalming bodies?
4. **Math Connection** How did the building of the pyramids lead to advances in science and mathematics? **CA HI.2**

Critical Thinking

3. **Organize Information** Draw a diagram like the one below. Fill in details about the pharaohs of the Old Kingdom and their duties. **CA 6RC2.4**



5. **The Big Ideas** How did the Egyptians' religious beliefs compare to those of the Mesopotamians? **CA 6RC2.3**
6. **Persuasive Writing** Suppose you are an Egyptian pharaoh who wants a pyramid built to house your tomb. Write a letter to the farmers and workers in your kingdom explaining why it is their duty to build the pyramid for you. **CA 6WA2.5**

THE EGYPTIAN CINDERELLA

By Shirley Climo

Before You Read

The Scene: This story takes place in ancient Egypt, along the Nile River. It occurs during the time of the Pharaoh Amasis, about 550 B.C.

The Characters: Rhodopis is a Greek girl who is enslaved by an Egyptian man. There are three servant girls who work with her. Amasis is the pharaoh of Egypt.

The Plot: The Pharaoh announces that he will hold court for all of his subjects. The rest of the servant girls get to go, but Rhodopis is left behind.

Vocabulary Preview

snatched: to grab something quickly

bidding: an order

gilded: covered with or containing gold

sash: a band of fabric worn around the waist or over the shoulder

tunic: a knee-length piece of clothing that is usually tied up with a belt

din: a loud, confused mixture of noise

rushes: plants that are found in or near water

Have you ever felt unappreciated or ignored? In this story, a girl who is normally taken for granted learns to overcome the bad way others treat her.



As You Read

Many different areas of the world have their own version of the Cinderella story. This tale from ancient Egypt uses the main ideas of the story and combines them with Egyptian history. Many of the characters in this tale were based on real people who lived in Egypt thousands of years ago. How does this version of the story differ from the one you know?



Long ago in the land of Egypt where the green Nile River widens to meet the blue sea, there lived a maiden called Rhodopis. When she was still a small child, Rhodopis had been stolen by pirates. She was snatched from her home in Greece, taken across the sea to Egypt and there sold as a slave.

Like the Egyptian servant girls, Rhodopis went to the water’s edge each day to wash clothes or to gather the reeds that grew along the riverbank. But Rhodopis looked different from the Egyptian girls. Their eyes were brown and hers were green. Their hair hung straight to their shoulders, while the breeze blew hers into tangles. Their skin glowed like copper, but her pale skin burned red beneath the sun. That was how she got her name, for Rhodopis meant “rosy-cheeked” in Greek. . . .



Although her master was kind, he was old and liked to doze beneath a fig tree. He seldom heard the servant girls tease Rhodopis. He never saw them ordering her about. . . .

Rhodopis found friends among the animals instead. Birds ate crumbs from her hands. She coaxed a monkey to sit upon her shoulder and charmed a hippopotamus with her songs. It would raise its huge head from the muddy water and prick its small ears to listen.

Sometimes, when her chores were done and the day had cooled, Rhodopis would dance for her animal companions. She twirled so lightly that her tiny bare feet scarcely touched the ground. One evening her master awakened to see her dance.

“No goddess is more nimble!” he called out. “Such a gift deserves reward.” He tugged his chin whiskers, thinking, and then declared, “You shall go barefoot no longer.”

Her master ordered a pair of dainty slippers made especially for Rhodopis. The soles were of real leather, and the toes were gilded with rose-red gold. Now when Rhodopis danced, her feet sparkled like fireflies.

The rose-red slippers set Rhodopis more apart than ever. The Egyptian servant girls were jealous, for they wore clumsy sandals woven from papyrus.¹ Out of spite they found new tasks for her to do, keeping Rhodopis so busy that she was too tired to dance at night.

One evening, Kipa, who was chief among the servant girls, announced, “Tomorrow we sail for Memphis to see the Pharaoh. His Majesty is going to hold court for all his subjects.”

“There will be musicians and dancing,” said another servant girl, eyeing the rose-red slippers.

¹**papyrus:** a plant that grows by the Nile River



“There will be feasting,” added a third.

“Poor Rhodopis! You must stay behind,” Kipa jeered. “You have linen to wash and grain to grind and the garden to weed.”

The next morning, just as Ra² the Sun was climbing into the sky, Rhodopis followed the servant girls to the riverbank. . . . Perhaps they will let me come along to see the Pharaoh after all, she thought. But the three servant girls poled their raft around the bend in the river without giving Rhodopis a backward glance.

²Ra: the ancient Egyptian sun god, also known as Re.



Rhodopis sighed, and turned to the basket piled high with dirty clothes. “Wash the linen, weed the garden, grind the grain.” She slapped the wooden paddle against the cloth in time to her song.

The hippopotamus, tired of so dull a tune, pushed out of the reeds and splashed into the river.

“Shame!” cried Rhodopis, shaking her paddle. “You splattered mud on my beautiful slippers!”

She polished the shoes on the hem of her tunic until the rosy gold glittered in the sun. Then she carefully put them on the bank behind her.

“Wash the linen, weed the garden . . . ” Rhodopis began again, when suddenly a shadow fell on the water. Rhodopis jumped up. A great falcon, the symbol of the god Horus,³ circled in the sky with wings spread so wide that they blotted out the sun.

“Greetings to you, Proud Horus,” Rhodopis murmured. She bowed her head and felt a rush of air on the back of her neck.

When Rhodopis dared to lift her eyes, she saw the falcon soar away. Dangling from his talons was one of her beautiful slippers. “Stop!” she pleaded. “Come back!”

But the bird did not heed her. He flew toward the sun until he was no more than a dark speck against the gold. . . .

After Rhodopis had lost sight of the falcon, the mighty bird followed the course of the Nile to the city of Memphis, to the square where the Pharaoh was

³Horus: the falcon-headed god of ancient Egypt

holding court. There the falcon watched and waited.

The Pharaoh's name was Amasis.⁴ On his head he wore the red-and-white crown of the Two Egypts.⁵ The double crown was heavy and pinched his ears. He preferred driving his chariot fast as the wind to sitting on the throne. Amasis yawned.

At that very moment, the falcon dropped the rose-red slipper into his lap.

The slipper was so bright that Amasis thought it was a scrap of the sun. Then he saw the falcon wheeling overhead.

"The god Horus sends me a sign!" exclaimed the Pharaoh. He picked up the rose-red slipper. "Every maiden in Egypt must try this shoe! She whose foot it fits shall be my queen. That is the will of the gods."

Amasis dismissed the court, called for his chariot, and began his search at once. . . .

The Pharaoh journeyed to distant cities, he tracked the desert where pyramids tower over the sand, and he climbed the steep cliffs where falcons nest. The rose-red slipper was always in his hand. Wherever he went, women and girls, rich or poor, flocked to try on this slipper. But none could fit into so small a shoe.

The longer Amasis searched, the more determined he became to marry the maiden who had lost the tiny slipper. He

summoned his royal barge and vowed to visit every landing along the Nile. The barge was hung with sails of silk. Trumpets blared and oarsmen rowed to the beat of gongs. The din was so dreadful that when the barge rounded the bend in the river, Rhodopis fled in alarm. But the servant girls ran to the water's edge. . . .

Amasis held up the rose-red slipper. "Whoever can wear this shoe shall be my queen."

The servant girls knew that shoe, and knew its owner, too. Yet they clapped their hands over their mouths and said nothing. If one of them could wear it . . .

First Kipa, then the others, tried to put on the slipper. Each cramped her foot and curled her toes and squeezed until tears ran down her cheeks. Still her heel hung over.



⁴Amasis: pharaoh of Egypt from 570–526 B.C.

⁵red-and-white crown of the Two Egypts: a crown worn to symbolize Egypt's unity

“Enough!” said Amasis wearily. He would have set sail again had he not chanced to see Rhodopis peering through the rushes.

“Come!” he commanded. “You must try this rose-red slipper.”

The servant girls gawked openmouthed as the Pharaoh kneeled before Rhodopis. He slipped the tiny shoe on her foot with ease. Then Rhodopis pulled its mate from the folds of her tunic.

“Behold!” cried Amasis. “In all this land there is none so fit to be queen!”

“But Rhodopis is a slave!” protested one of the servant girls.

Kipa sniffed. “She is not even Egyptian.”

“She is the most Egyptian of all,” the Pharaoh declared. “For her eyes are as green as the Nile, her hair as feathery as papyrus, and her skin the pink of a lotus flower.”

The Pharaoh led Rhodopis to the royal barge, and with every step, her rose-red slippers winked and sparkled in the sun.



Responding to the Literature

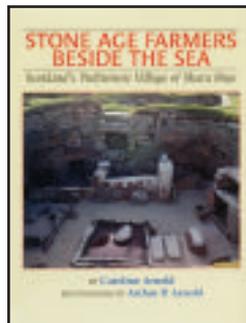
1. What does Rhodopis receive as a gift from her master?
2. Which god does Amasis think is sending him a sign?
3. **Drawing Conclusions** In what ways does the fact that Rhodopis is actually a Greek affect the story? Why do you think this is so? **CA 6RL3.2**
4. **Analyze** How does the author use the setting to advance the action of the story? **CA 6RL3.3**
5. **Read to Write** Pretend that you are Rhodopis. What might you have done if it had been your slipper that was taken? Write two to three paragraphs explaining what you would have done to get the slipper back. **CA 6WS1.2**

Reading on Your Own...



From the California Reading List

Are you interested in the story of early humans, the exciting world of ancient Egypt, or the history of the Israelites? If so, check out these other great books.

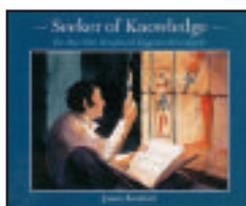
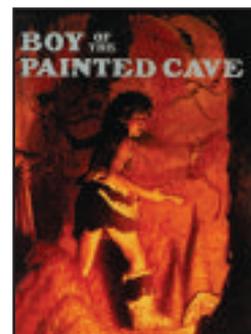


Nonfiction

Stone Age Farmers Beside the Sea by Caroline Arnold introduces the prehistoric village of Skara Brae in northern Scotland. This book describes the daily lives and experiences of people who lived over five thousand years ago. *The content of this book is related to History–Social Science Standard WH6.1.*

Fiction

Boy of the Painted Cave by Justin F. Denzel tells the story of a young cave boy named Tao. Tao wants to be a cave painter but it is forbidden by his clan. The book tells of his struggle against those around him. *The content of this book is related to History–Social Science Standard WH6.1.*

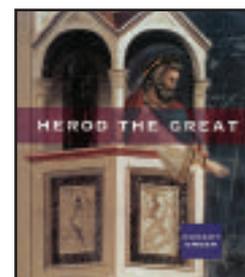


Biography

Seeker of Knowledge by James Rumford describes the life and events of Jean-François Champollion, the man who first deciphered Egyptian hieroglyphs. The book explains how Jean-François was able to learn to read the hieroglyphs. *The content of this book is related to History–Social Science Standard WH6.2.*

Biography

Herod the Great by Robert Green tells the story of the life and reign of King Herod. The book describes the major successes and failures of the king of Judaea. *The content of this book is related to History–Social Science Standard WH6.3.*



The Egyptian Empire

Guide to Reading



History Social Science Standards

WH.6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.

Looking Back, Looking Ahead

During the Old Kingdom, Egyptians established their civilization. During the Middle Kingdom and the New Kingdom, Egypt's powerful pharaohs expanded the empire by conquering other lands.

Focusing on the Main Ideas

- The Middle Kingdom was a golden age of peace, prosperity, and advances in the arts and architecture. (page 179)
- During the New Kingdom, Egypt acquired new territory and reached the height of its power. (page 180)
- Akhenaton tried to change Egypt's religion, while Tutankhamen is famous for the treasures buried with him in his tomb. (page 183)
- Under Ramses II, Egypt regained territory and built great temples, but the empire fell by 1150 B.C. (page 184)

Locating Places

Thebes (THEEBZ)

Meeting People

- Ahmose** (AHM•OHS)
- Hatshepsut** (hat•SHEHP•soot)
- Thutmose III** (thoot•MOH•suh)
- Akhenaton** (AHK•NAH•tuhn)
- Tutankhamen**
(TOO•TANG•KAH•muhn)
- Ramses II** (RAM•SEEZ)

Content Vocabulary

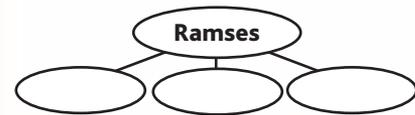
tribute (TRIH•byoot)

Academic Vocabulary

- restore** (rih•STOHR)
- maintain** (mayn•TAYN)
- construct** (kuhn•STRUHKT)

Reading Strategy

Categorizing Information Create a diagram to show the major accomplishments of Ramses II.



Where & When?



2400 B.C.

c. 2050 B.C.
Middle Kingdom begins

1600 B.C.

c. 1500 B.C.
Queen Hatshepsut reigns

800 B.C.

c. 1279 B.C.
Ramses II takes the throne



WH6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.

WH6.2.5 Discuss the main features of Egyptian art and architecture.

The Middle Kingdom

Main Idea The Middle Kingdom was a golden age of peace, prosperity, and advances in the arts and architecture.

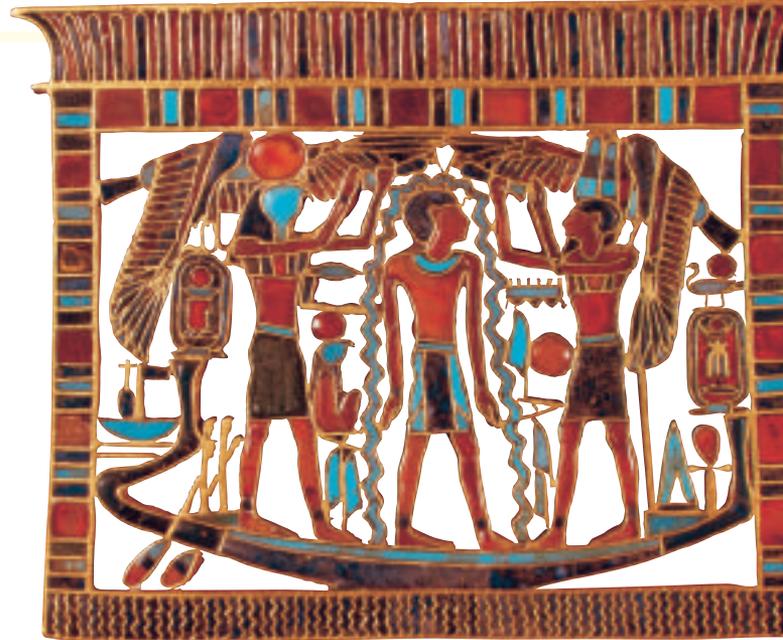
Reading Connection Have you heard older people talk about enjoying their “golden years”? Countries can also experience such happy, productive times. In the following paragraphs, you’ll learn why the Middle Kingdom was a golden age for Egypt.

About 2300 B.C., the pharaohs lost control of Egypt as nobles battled one another for power. Almost 200 years of confusion followed. Finally, a new dynasty of pharaohs came to power. They moved their capital south from Memphis to a city called **Thebes** (THEEBZ). There they **restored** order and stability, ushering in a new period called the Middle Kingdom.

The Middle Kingdom lasted from about 2050 B.C. to 1670 B.C. During this interval, Egyptians enjoyed a golden age of stability, prosperity, and achievement.

The Drive for More Land During the Middle Kingdom, Egypt took control of new lands. Soldiers captured Nubia to the south and attacked what is now Syria. The conquered peoples sent **tribute** (TRIH•byoot), or forced payments, to the Egyptian pharaoh, enriching the kingdom.

Within Egypt, the pharaohs added more waterways and dams. They increased the amount of land being farmed and built a canal between the Nile River and the Red Sea.



▲ This artwork with gold inlay from the Middle Kingdom period shows a funeral boat. **How did architecture change during the Middle Kingdom?**

The Arts Blossom During the Middle Kingdom, arts, literature, and architecture thrived. Painters covered the walls of tombs and temples with colorful scenes of the deities and daily life. Sculptors created large wall carvings and statues of the pharaohs, showing them as ordinary people rather than godlike figures. Poets wrote love songs and tributes to the pharaohs.

A new form of architecture was also created. Instead of building pyramids, pharaohs had their tombs cut into cliffs west of the Nile River. This area became known as the Valley of the Kings.

Who Were the Hyksos? The Middle Kingdom came to an end in 1670 B.C. Nobles were again plotting to take power from the pharaohs. This time, however, Egypt also faced a serious threat from outside. A people known as the Hyksos (HIHK•SAHS), from western Asia, attacked Egypt.

History online
Web Activity Visit ca.hss.glencoe.com and click on *Chapter 2—Student Web Activity* to learn more about ancient Egypt.





WH6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush. **WH6.2.6** Describe the role of Egyptian trade in the eastern Mediterranean and Nile valley. **WH6.2.7** Understand the significance of Queen Hatshepsut and Ramses the Great.

The Hyksos were mighty warriors. They crossed the desert in horse-drawn chariots and used weapons made of bronze and iron. Egyptians had always fought on foot with copper and stone weapons. They were no match for the invaders.

The Hyksos ruled Egypt for about 120 years. Then, around 1550 B.C., an Egyptian prince named **Ahmosé** (AHM•OHs) led an uprising that drove the Hyksos out of Egypt.

Reading Check Explain What advances in art were made during the Middle Kingdom?

The New Kingdom

Main Idea During the New Kingdom, Egypt acquired new territory and reached the height of its power.

Reading Connection Do you know the names of any women who hold political office? In ancient civilizations, women rarely held positions of power. Read to learn how a woman became ruler of Egypt.

Ahmosé's reign in Egypt began a period known as the New Kingdom. During this time, from about 1550 B.C. to 1080 B.C., Egypt became even richer and more powerful.

Linking Past & Present

Hieroglyphs and Computer Icons

PAST The ancient Egyptian system of writing was made up of hundreds of different characters called hieroglyphs. Each hieroglyph was a picture that represented a word. For example, a large circle with a smaller circle drawn in its center meant "sun." Egyptian scribes carved hieroglyphic symbols on monuments and used them for everyday communication.



▲ Hieroglyphs

▼ Computer icons



PRESENT Today, millions of people use computer icons as symbols for words and even emotions in e-mails and other electronic communication. These icons are pictures—such as flags or paper clips—that represent other things. *In what way are hieroglyphs and computer icons similar?*

A Woman Ruler About 1473 B.C., a queen named **Hatshepsut** (hat•SHEHP•soot) came to power in Egypt. She ruled first with her husband and then, after his death, on behalf of her young nephew. Finally she made herself pharaoh. Hatshepsut became one of the few women to rule Egypt.

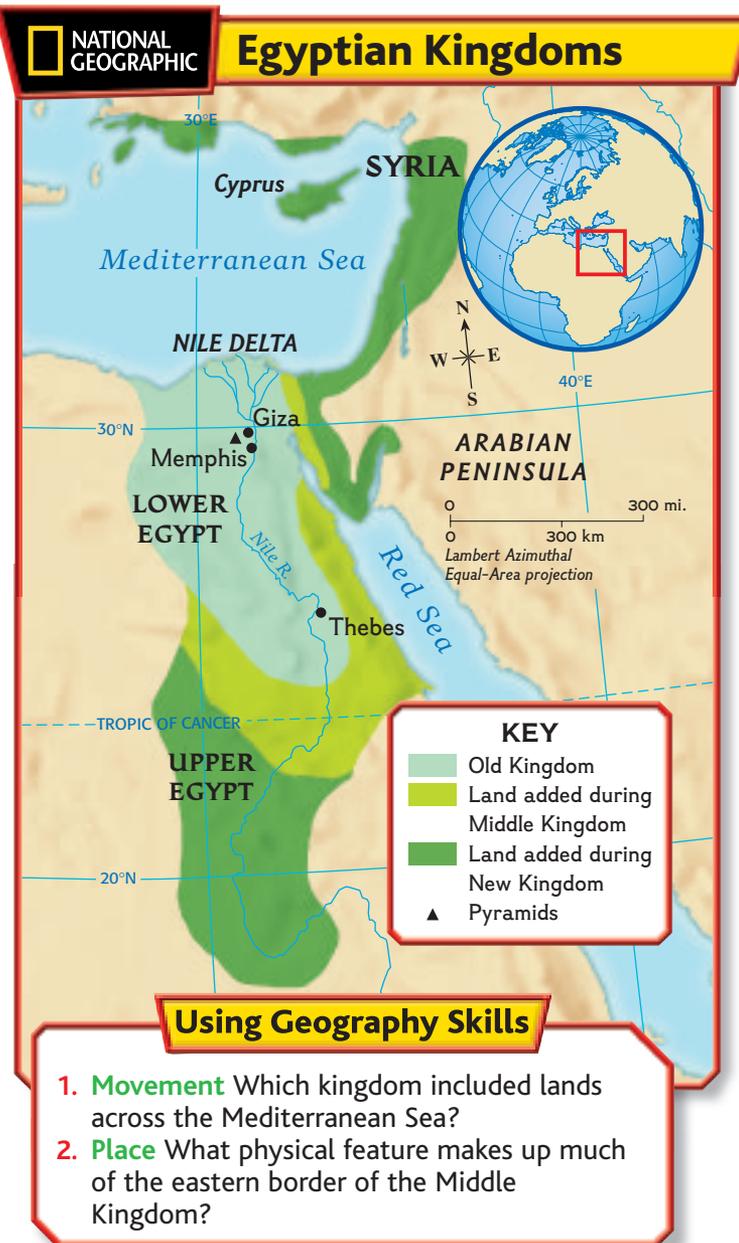
Hatshepsut was more interested in trade than conquest. During her reign, Egyptian traders sailed across the eastern Mediterranean and south along the east coast of Africa. One product Egyptians wanted to find was wood. The Nile Valley had few trees, and the Egyptians needed wood for boats and for wood cabinets that the upper class liked to have in their homes.

The search for wood took Egyptian traders to the east coast of the Mediterranean Sea where the country of Lebanon is located today. The area had many trees, and the people in the region, called the Phoenicians, were famous for their crafts. They made beautiful wooden furniture and were among the first people to learn how to make glass.

The Egyptians traded wheat as well as paper, gold, copper, and tools for Phoenician wood and furniture. The Phoenicians then traded Egyptian goods to other people. In this way, Egyptian food and goods spread across the Middle East. Egypt's trade in the eastern Mediterranean helped make the kingdom wealthier.

Expanding the Empire When Hatshepsut died, her nephew, **Thutmose III** (thoot•MOH•suh), became pharaoh. Thutmose's armies expanded Egypt's borders north to the Euphrates River in Mesopotamia. His troops also moved south and regained control of Nubia, which had broken free from Egypt earlier.

Thutmose's empire grew rich from trade and tribute. In addition to claiming gold, copper, ivory, and other valuable goods



from conquered peoples, Egypt enslaved many prisoners of war. These unfortunate captives were put to work rebuilding Thebes. They filled the city with beautiful palaces, temples, and monuments.

Slavery had not been widespread in Egypt before. During the New Kingdom, however, it became common. Enslaved people did have some rights. They could own land, marry, and eventually be granted their freedom.

Reading Check Summarize Describe Egyptian trade during the rule of Hatshepsut.



HATSHEPSUT

Reigned 1473–1458 B.C.

Hatshepsut ▶

Hatshepsut was the daughter of King Thutmose I and Queen Aahmes. Even as a young princess, she was confident, describing herself as “exceedingly good to look upon . . . a beautiful maiden” who was “serene [peaceful] of nature.” During her marriage to King Thutmose II, Hatshepsut influenced her husband’s decisions and hoped to someday have more power. She saw an opportunity when Thutmose died and declared herself pharaoh.

Because the position of pharaoh was usually passed from father to son, Hatshepsut had to prove that she was a good leader. She often wore men’s clothing to convince the people that she could handle what had always been a man’s job. Unlike other pharaohs, Hatshepsut avoided military conquests. She focused her attention instead on expanding Egypt’s economy. She restored Egypt’s wealth through trade with Africa, Asia, and throughout the eastern Mediterranean. Returning home from trading expeditions, cargo ships were loaded with wood, ebony, furniture, ivory, incense, and myrrh. During her reign, Hatshepsut also rebuilt many of Egypt’s great temples, including the temple at Karnak. In her temple at Deir el Bahri, the reliefs on the walls recorded the major events of Hatshepsut’s reign.



“A dictator excellent of plans”

—Egyptian scribe quoted in *Barbarian Tides*



▲ Hatshepsut’s temple at Deir el-Bahri

Then and Now

Make a list of Hatshepsut’s strengths as a leader. Then choose a present-day female leader and list her leadership strengths. Write a paragraph comparing their similarities and differences.



Legacies of Two Pharaohs

Main Idea Akhenaton tried to change Egypt's religion, while Tutankhamen is famous for the treasures buried with him in his tomb.

Reading Connection If you ask people to name an Egyptian pharaoh, the answer you're likely to get is "King Tut." Read on to find out more about him and his predecessor.

About 1370 B.C., Amenhotep IV (AH•muhn•HOH•TEHP) came to the throne. With the help of his wife, Nefertiti (NEHF•uhr•TEET•ee), Amenhotep tried to lead Egypt in a new direction.

A Religious Reformer Amenhotep realized that Egypt's priests were gaining power at the expense of the pharaohs. In an attempt to **maintain** his own power, Amenhotep introduced a new religion that swept away the old gods and goddesses. Instead, only one god, called Aton (AH•tuhn), was to be worshiped.

When Egypt's priests resisted these changes, Amenhotep removed many from their positions, seized their lands, and closed temples. He then changed his name to **Akhenaton** (AHK•NAH•tuhn), which means "Spirit of Aton." He began ruling Egypt from a new city far from Thebes.

To most Egyptians, Akhenaton's attacks on the gods seemed to be an attack on Egypt itself. They refused to accept Aton as the only god.

Meanwhile, Akhenaton became so devoted to his new religion that he neglected his duties as pharaoh. The administrators he appointed were not as experienced as the priests they replaced, and Akhenaton took no action when the Hittites, enemies from what is now Turkey, attacked Egypt. As a result, Egypt lost most of its lands in western Asia, greatly shrinking the empire.

The Way It Was

Focus on Everyday Life

Cats in Ancient Egypt In ancient Egypt, cats were loved and even worshiped. Egyptians valued the ability of wild cats to protect villages' grain supplies from mice and rats. Over several hundred years, cats became tame, and their role developed from valued hunter to adored family pet to goddess.

In ancient Egyptian tombs, archaeologists have found many wall paintings, carvings, and statues of cats. Often the statues were adorned with beautiful jewelry, such as silver or gold earrings, nose rings, and collars. When an Egyptian family's cat died, its owners shaved their eyebrows to show their grief and had the cat's body mummified.

Egyptians worshiped cats because they associated them with the goddess Bastet. She represented motherhood, grace, and beauty, and often appears in paintings and statues as a woman with the head of a cat.



▲ Egyptian goddess depicted as a cat

Connecting to the Past

1. Why did ancient Egyptians first value cats?
2. With what goddess did the ancient Egyptians associate cats?



WH6.2.3 Understand the relationship between religion and the social and political order in Mesopotamia and Egypt.

WH6.2.7 Understand the significance of Queen Hatshepsut and Ramses the Great.

Tutankhamen's
gold mask



The Boy King When Akhenaton died, his son-in-law inherited the throne. The new pharaoh, **Tutankhamen** (TOO • TANG • KAH • muhn), was a boy about 10 years old. He relied on help from palace officials and priests, who convinced him to restore the old religion. After ruling for only nine years, Tutankhamen died unexpectedly. He may have suffered a fall or been murdered; no one is sure.

What *is* certain is that “King Tut,” as he is nicknamed, played only a small role in Egypt’s history. Why, then, is he the most famous of all pharaohs? The boy king captured people’s imaginations after a British archaeologist, Howard Carter, found his tomb in A.D. 1922.

The tomb contained the king’s mummy and incredible treasures, including a brilliant gold mask of the young pharaoh’s face. Carter’s find was a thrilling discovery, because most royal tombs in Egypt were looted by robbers long ago.

Reading Check Evaluate Why was the discovery of Tutankhamen’s tomb so important?

The End of the New Kingdom

Main Idea Under Ramses II, Egypt regained territory and built great temples, but the empire fell by 1150 B.C.

Reading Connection Egypt remained mighty for thousands of years, but it finally fell to outsiders. Read to learn about Egypt’s last great pharaoh and the empire’s decline.

During the 1200s B.C., pharaohs worked to make Egypt great again. The most effective of these pharaohs was **Ramses II** (RAM • SEEZ). He reigned for a remarkable 66 years, from 1279 B.C. to 1213 B.C. During this time, Egyptian armies regained lands in western Asia and rebuilt the empire. Ramses also launched an ambitious building program, **constructing** several major new temples.



▲ Temple of Karnak

Erich Lessing/Art Resource, NY

RAMSES II

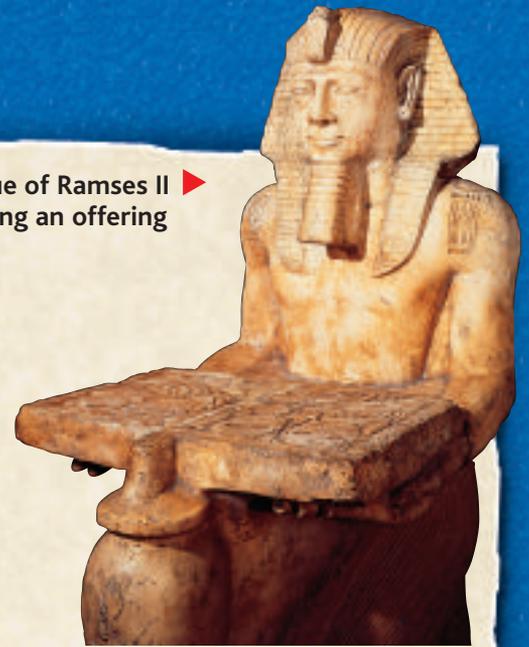
Reigned 1279–1213 B.C.

Ramses II began his military training at a very young age. Ramses' father, Seti I, allowed his 10-year-old son to serve as a captain in his army. Seti also made his son co-ruler of Egypt. By the time Ramses was crowned pharaoh of Egypt, he was a great warrior and an experienced leader. Nine kings who ruled after Ramses II named themselves in his honor. Many centuries later, archaeologists nicknamed the pharaoh "Ramses the Great" because of his fame on the battlefield, his construction and restoration of buildings and monuments, and his popularity among the Egyptian people. His subjects fondly called him "Sese," an abbreviation of Ramses.

Ramses continued in his father's footsteps by trying to restore Egyptian power in Asia. Like many New Kingdom pharaohs, Ramses did this through warfare. He secured Egypt's control of the nearby region of Canaan, an area where the ancient Israelites later lived. In the early years of his reign, Ramses defeated forces in southern Syria and continuously battled Egypt's longtime enemy, the Hittites. Details about one costly battle with the Hittites were carved on temple walls, showing the Egyptians succeeding against great odds.

During his 66-year reign, Ramses II undertook a large-scale building program. He could afford such an expensive plan because Egypt was very prosperous during his reign. He restored the damaged Sphinx, completed the Temple of Karnak, and built himself a city with four temples as well as beautiful gardens and orchards. He is famous for the temple built at Abu Simbel. It was carved out of a solid rock cliff and featured four huge statues of Ramses II, two on each side of the doorway.

Statue of Ramses II holding an offering table



"They all came bowing down to him, to his palace of life and satisfaction."

—hieroglyphic translation by James B. Pritchard, Ancient Near Eastern Texts



▲ Coffin of Ramses II

Then and Now

Use the Internet and your local library to learn about Mount Rushmore, a monument in South Dakota. Describe Mount Rushmore, and then compare it to the temple of Ramses at Abu Simbel.

Why Were Temples Built? Under Ramses II and other New Kingdom rulers, scores of new temples rose throughout Egypt. Many were built by enslaved people captured in war. The most magnificent was Karnak at Thebes. Its huge columned hall decorated with colorful paintings still impresses visitors today.

Unlike modern churches, temples, and mosques, Egyptian temples did not hold regular religious services. Instead, most Egyptians prayed at home. They considered the temples as houses for the gods and goddesses. Priests and priestesses, however, performed daily temple rituals, washing statues of the deities and bringing them food.

The temples also served as banks. Egyptians used them to store valuable items, such as gold jewelry, sweet-smelling oils, and finely woven cloth.

Egypt's Decline and Fall After Ramses II, Egypt's power began to fade. Later pharaohs had trouble keeping neighboring countries under Egyptian control. Groups from the eastern Mediterranean attacked Egypt by sea, using strong iron weapons. The Egyptians had similar arms, but they paid dearly for them because Egypt lacked iron ore.

By 1150 B.C., the Egyptians had lost their empire and controlled only the Nile delta. Beginning in the 900s B.C., Egypt came under the rule of one outside group after another. The first conquerors were the Libyans from the west. Then, about 750 B.C., the people of Kush, a land to the south, began to conquer Egypt. Finally, in 670 B.C., Egypt was taken over by the Assyrians, a powerful society from the north.

Reading Check Analyze Why did Egyptian rulers lose control of their empire?

History online
Study Central Need help with the reigns of Hatshepsut and Ramses the Great? Visit ca.hss.glencoe.com and click on Study Central.

Section 3 Review

Reading Summary

Review the Main Ideas

- During the Middle Kingdom, Egypt expanded its borders, and the arts flourished.
- Under New Kingdom rulers, Egypt built a strong empire and expanded trade.
- Akhenaton failed in his attempt to create a new religion. Tutankhamen ruled briefly but gained fame because of treasures found buried with him.
- Ramses II was Egypt's last great pharaoh. In the 900s B.C., Egypt lost power to outside invaders.

What Did You Learn?

1. What improvements did the Middle Kingdom rulers make?
2. What purposes did temples serve in Egypt?
3. **Organizing Information** Create a chart like the one below. Fill in details about Egypt's Middle Kingdom and Egypt's New Kingdom. **CA 6RC2.4**
4. **Evaluate** Why was the reign of Hatshepsut considered unusual? **CA 6RC2.6**
5. **The Big Ideas** How did Akhenaton upset the traditional order in Egypt? **CA HI.2**
6. **Compare and Contrast** Describe the similarities and differences between the rule of Hatshepsut and Ramses II. **CA 6WS1.3**
7. **Expository Writing** Which Egyptian ruler do you think had the greatest effect upon Egyptian history? Write a short essay to explain your answer. **CA 6WA2.2**

Critical Thinking

3. **Organizing Information** Create a chart like the one below. Fill in details about Egypt's Middle Kingdom and Egypt's New Kingdom.

Middle Kingdom	New Kingdom

Section

4

The Civilization of Kush

Guide to Reading

Looking Back, Looking Ahead

In Sections 1, 2, and 3, you learned about the rise and fall of civilizations in ancient Egypt. Another civilization in early Africa was Kush. It was located near Egypt and was very similar.

Focusing on the Main Ideas

- To the south of Egypt, the Nubians settled in farming villages and became strong warriors. (page 188)
- The people of Kush devoted themselves to ironworking and grew wealthy from trade. (page 189)

Locating Places

Nubia (NOO•bee•uh)

Kush (KUHS)

Kerma (KAR•muh)

Napata (NA•puh•tuh)

Meroë (MEHR•oh•ee)

Meeting People

Kashta (KAHSH•tuh)

Piye (PY)

Content Vocabulary

savanna (suh•VA•nuh)

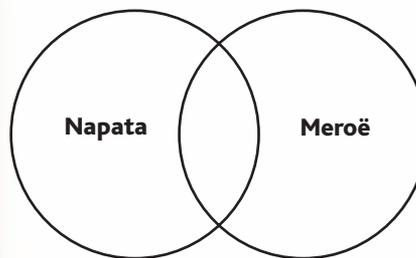
Academic Vocabulary

collapse (kuh•LAPS)

decline (dih•KLYN)

Reading Strategy

Compare and Contrast Use a Venn diagram like the one below to show the similarities and differences between Napata and Meroë.



History Social Science Standards

WH6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.



Where & When?



800 B.C.

700 B.C.

600 B.C.

500 B.C.

c. 750 B.C.

Kashta of Kush conquers part of Egypt

728 B.C.

Piye of Kush defeats Egyptians

c. 540 B.C.

Kush moves capital to Meroë



WH6.2.8 Identify the location of the Kush civilization and describe its political, commercial, and cultural relations with Egypt.
WH6.2.9 Trace the evolution of language and its written forms.

Nubia

Main Idea To the south of Egypt, the Nubians settled in farming villages and became strong warriors.

Reading Connection Are you on good terms with your neighbors? It's not always easy—for individuals or countries. Read on to find out about the Egyptians' neighbors to the south and the ways the two civilizations mixed.

The Egyptians were not alone in settling along the Nile River. Farther south, in present-day Sudan, another strong civilization arose. This was in a region called **Nubia** (NOO•bee•uh), later known as **Kush** (KUHSH).

Historians do not know exactly when people arrived in Nubia. Evidence suggests that cattle herders arrived in about 2000 B.C. They grazed their herds on the **savannas** (suh•VA•nuhs), or grassy plains, that stretch across Africa south of the Sahara. Later, people settled in farming villages in Nubia. They

grew crops, but they were also excellent hunters, skilled at using the bow and arrow. Soon the Nubians began forming armies known for their fighting skills.

The Kingdom of Kerma The more powerful Nubian villages gradually took over the weaker ones and created the kingdom of **Kerma** (KAR•muh). Kerma developed close ties with Egypt to the north. The Egyptians were happy to trade for Kerma's cattle, gold, ivory, and enslaved people. They also admired Nubian skills in warfare and hired Nubian warriors to fight in their armies.

Kerma became a wealthy kingdom. Its artisans made fine pottery, jewelry, and metal goods. Like Egyptian pharaohs, the kings of Kerma were buried in tombs that held precious stones, gold, jewelry, and pottery. These items were as splendid as those found in Egypt during the same period.



▲ In this wall painting, four Nubian princes offer rings and gold to an Egyptian ruler.
What kingdom was formed when more powerful Nubian villages took over weaker ones?



WH6.2.6 Describe the role of Egyptian trade in the eastern Mediterranean and Nile valley.

WH6.2.8 Identify the location of the Kush civilization and describe its political, commercial, and cultural relations with Egypt.

Why Did Egypt Invade Nubia? As you learned earlier, the Egyptian pharaoh Thutmose III sent his armies into Nubia in the 1400s B.C. After a 50-year war, the kingdom of Kerma **collapsed**, and the Egyptians took control of much of Nubia. They ruled the Nubians for the next 700 years.

During this time, the people of Nubia adopted many Egyptian ways. They began to worship Egyptian gods and goddesses along with their own. They learned how to work copper and bronze and changed Egyptian hieroglyphs to fit their own language. As people and goods continued to pass between Nubia and Egypt, the two cultures mixed.

Reading Check Identify Where was Kush located in relation to Egypt?

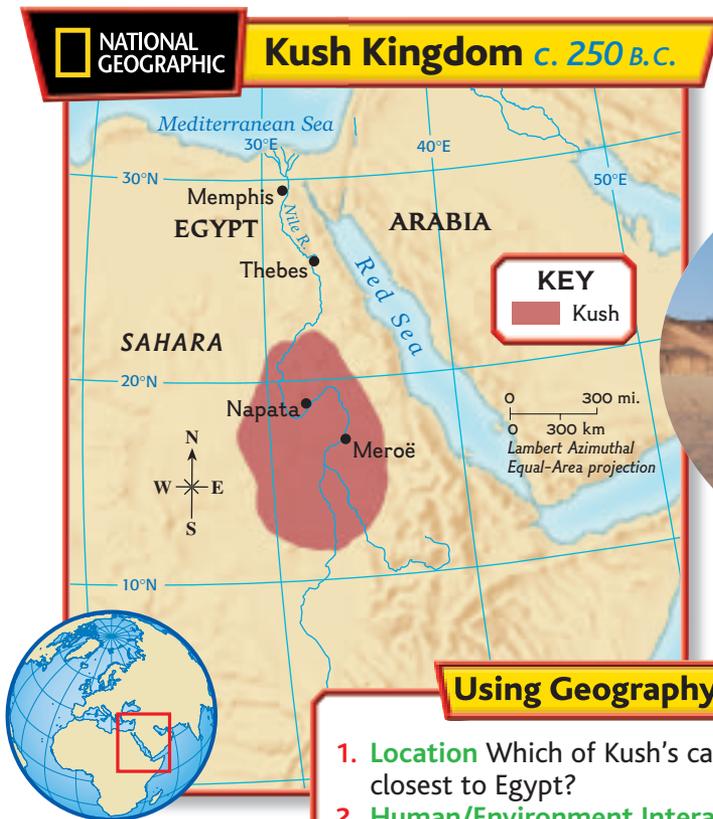
The Rise of Kush

Main Idea The people of Kush devoted themselves to ironworking and grew wealthy from trade.

Reading Connection Do you and your friends ever trade video games or CDs? Trading may be a casual activity for you, but it was essential to ancient peoples. Read to find how Kush took advantage of its location along an important trade route.

As Egypt **declined** at the end of the New Kingdom, Nubians saw their chance to break away. By 850 B.C., a Nubian group had formed the independent kingdom of Kush. For the next few centuries, powerful Kushite kings ruled from the city of **Napata** (NA•puh•tuh).

Napata was in a favorable location. It stood along the upper Nile where trade caravans crossed the river. Caravans soon carried gold, ivory, valuable woods, and other goods from Kush to Egypt.



▲ These Kushite pyramids were much smaller and had more steeply sloped sides than Egyptian pyramids. **How else was Meroë rebuilt to look like an Egyptian city?**

Using Geography Skills

- Location** Which of Kush's capital cities was closest to Egypt?
- Human/Environment Interaction** Based on its location, where might trade that passed through Kush have come from?

Primary Source

Selecting a New King

When their king died, the Kushites asked the god Amon-Re to appoint a new leader.

"[The Kushite officials said] 'We have come to you, O Amon-Re . . . that you might give to us a lord. . . . That beneficent office [helpful task]

is in your hands—may you give it to your son whom you love!'

Then they offered the king's brothers before this god, but he did not take one of them. For a second time there was offered the king's brother . . . Aspalta . . .

[Amon-Re said] 'He is your king.'"



▲ Lion statue in honor of King Aspalta

—author unknown, c. 600 B.C., "The Selection of Aspalta as King of Kush"

DBQ Document-Based Question

Do you think Aspalta was qualified to be king? Why or why not?

In time, Kush became rich enough and strong enough to take control of Egypt. About 750 B.C., a Kushite king named **Kashta** (KAHSH•tuh) headed north with a powerful army. His soldiers began the conquest of Egypt that his son **Piye** (PY) completed in 728 B.C. Piye founded the Twenty-fifth Dynasty that ruled both Egypt and Kush from Napata.

The kings of Kush greatly admired Egyptian culture. In Napata they built white sandstone temples and monuments similar to those of the Egyptians. The Kushites also built small pyramids in which

to bury their kings. The ruins of these pyramids can still be seen today.

The Importance of Iron Kush's rule in Egypt did not last long. During the 600s B.C., the Assyrians invaded Egypt. Armed with iron weapons, they drove the Kushites back to their homeland in the south.

Despite their losses, the Kushites gained something from the Assyrians—the secret of making iron. The Kushites became the first Africans to devote themselves to iron-working. Soon, farmers in Kush were using iron for their hoes and plows instead of copper or stone. With these superior tools, they were able to grow large amounts of grain and other crops.

Kush's warriors also began using iron spears and swords, increasing their military power. Meanwhile, traders from Kush transported iron products and enslaved people as far away as Arabia, India, and China. In return, they brought back cotton, textiles, and other goods.

A New Capital About 540 B.C., Kush's rulers left Napata and moved farther south to be out of the Assyrians' reach. In the city of **Meroë** (MEHR•oh•ee), they set up a royal court. Like Napata, the new capital had access to the Nile River for trade and transportation. The rocky desert east of Meroë, however, contained rich deposits of iron ore. As a result, Meroë became not only a trading city but also a center for making iron.

With their growing wealth, Kush's kings rebuilt Meroë to look like an Egyptian city. Small pyramids stood in the royal graveyard. A huge temple sat at the end of a grand avenue lined with sculptures of rams. Sandstone palaces and red-brick houses had walls decorated with paintings or blue and yellow tiles.

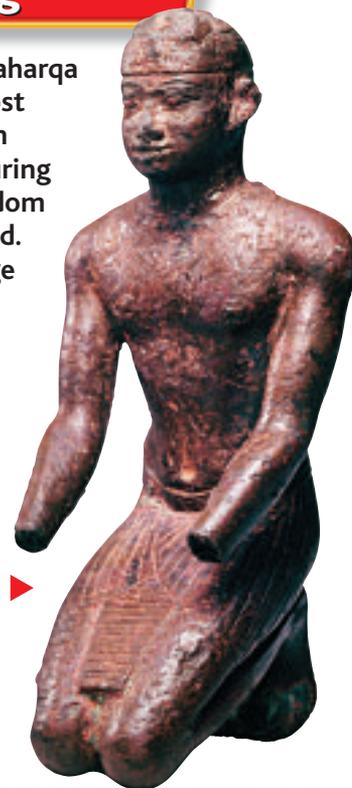
Building a Profitable Trade Meroë became the core, or center of a huge trading network that stretched north to Egypt's border and south into central Africa. Kush's traders received leopard skins and valuable woods from the interior of Africa. They traded these goods, along with enslaved workers and iron products, to people throughout the Mediterranean and the Indian Ocean area.

Kush remained a great trading power for some 600 years. By the A.D. 200s, though, the kingdom began to weaken. As Kush declined, another kingdom rose to take its place. The kingdom is called Axum and was located in what is today the country of Ethiopia. Around A.D. 350, the armies of Axum burned Meroë to the ground. You will read more about the kingdom of Axum when you study Africa.

Reading Check Explain How did Kush become a wealthy kingdom?

Kushite King

The Kushite king Taharqa was one of the most powerful leaders in Nubian history. During his reign, the kingdom grew and prospered. He built many large temples in and around Egypt and Kush. **What kingdom replaced Kush?**



Kushite king
Taharqa

History Online

Study Central Need help with the kingdom of Kush? Visit ca.hss.glencoe.com and click on Study Central.

Section 4 Review

Reading Summary

Review the Main Ideas

- In the Nile Valley to the south of Egypt, the Nubians founded the kingdom of Kerma and traded with the Egyptians.
- The Kushites set up a capital at Meroë that became a center for ironmaking and the base of a huge trading network.

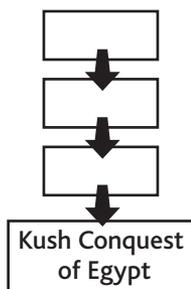
What Did You Learn?

- Who were the Nubians?
- What were the Kushites' most important economic activities?

Critical Thinking

- Sequencing** Draw a diagram to show events that led up to the Kushite conquest of Egypt.

CA 6RC2.4



- Geography Skills** Why was Napata's location beneficial? CA CS3.
- The Big Ideas** How did Egypt's culture affect Kush? CA 6RC2.0
- Compare** How were Kush and Egypt similar? CA 6RC2.2
- Analysis Posing Questions** If you wanted to learn more about Kush, what questions would you ask? Write three questions and exchange them with a classmate. Research each other's questions and write a summary of your findings. CA HRT.

Analyzing Primary Sources

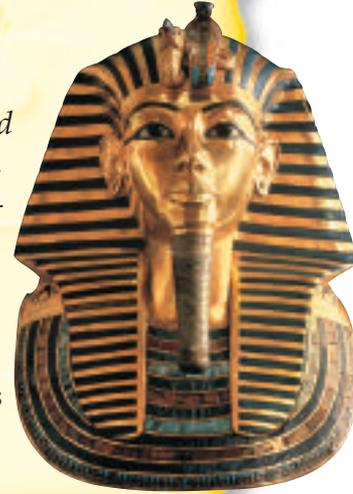


WH6.2.7 Understand the significance of Queen Hatshepsut and Ramses the Great. **WH6.2.8** Identify the location of the Kush civilization and describe its political, commercial, and cultural relations with Egypt.

The Mighty Pharaohs

In Egypt and Kush, rulers were greatly respected. The Egyptians believed that their pharaohs were the sons of the sun god, Re. Because of these beliefs, the pharaoh had enormous power. His word had to be followed without question.

Read the passages and study the image that follows. Then answer the questions on page 193.



Tutankhamen's gold mask ▶

Reader's Dictionary

Re (RAY): god of sun

begat (bih•GAT): fathered

spake: spoke

Osiris (oh•SY•ruhs): a god, king of the Afterworld

stele (STEE•lee): a vertical, engraved stone slab

remnant (REHM•nuhnt): remainder

Amon (A•muhn): god of Thebes; important Egyptian god

Ramses II Rebuilds

Ramses II, one of the great pharaohs of Egypt, ruled from 1279–1213 B.C. Ramses II undertook a large-scale building project. The following passage comes from an inscription describing his order to finish building his father's tomb.

"I came forth from **Re**, although ye say, from [Seti I], who brought me up. . . . When my father appeared to the public, . . . [h]e said concerning me: 'Crown him as king, that I may see his beauty while I live with him.' . . . My mighty deeds for my father as a child, I will now complete, being Lord of the Two Lands; I will construct them in the

proper way . . . I will lay the walls in the temple of him that **begat** me. . . . I will cover its house, I will erect its columns, I will set stones in the places of the lower foundation, making monument upon monuments." . . .

Then **spake** the royal companions, and they answered the Good God: "Thou art Re, thy body is his body. There has been no ruler like thee, (for) thou art unique, like the son of **Osiris**, thou hast achieved the like of his designs."

—Anonymous, "Ramses II Finds the Necropolis Buildings in Ruins"



A Kushite Warrior-King

Around 728 B.C., the Kushite king Piye finished his conquest of Egypt. He was angry to discover that some of the enemy had not been destroyed. The following description appears on Piye's victory *stele*.

Then his majesty was enraged thereat like a panther (saying): "Have they allowed a remnant of the army of the Northland to remain? . . . Not causing their death, in order to destroy the last of them? I swear: as Re loves me! As my father Amon favors me! I will myself go northward, that I may destroy that which he has done, that I may make him turn back from fighting, forever."

—Anonymous, "The Nubian Invasion"

A Sphinx of Kush

The people of Kush adopted many Egyptian ways, especially while they ruled Egypt. This granite sphinx is of the daughter of King Piye from about 660 B.C. Egyptians believed that sphinx statues had magical powers to guard tombs and temples.

- ▼ This sphinx has the face of King Piye's daughter. It guards a sacred offering vessel. The vessel was filled with gifts to the god Amon. These offerings were protected by the sphinx, which held the vessel in its hands so no one could steal it.



DBQ Document-Based Questions

Ramses II Rebuilds

1. Who does Ramses say is his father?
2. Why does Ramses want to finish Seti's tomb?
3. Ramses's royal companions say that he is Re, the sun god. Why do you think they say this?

A Kushite Warrior-King

4. Why is Piye so angry?
5. According to Piye, what is his relationship with the Egyptian gods Re and Amon? Why is this relationship important?

A Sphinx of Kush

6. The Egyptians were known for creating sphinxes, yet this sphinx was made for a daughter of a king of Kush. Why do you think this is so?
7. Compare this sphinx to the images of the Great Sphinx on pages 152 and 166. How are they alike? How are they different?

Read to Write

8. Reread the two passages, as well as the information about the sphinx. What do these primary sources tell you about the role of religion in the lives of Egyptian rulers? How do they demonstrate the power of pharaohs?

CA HR3

Chapter 2 Assessment

Standard WH6.2

Review Content Vocabulary

Match the definitions in the second column to the terms in the first column. Write the letter of each definition.

- | | |
|----------------------|--|
| ___ 1. savanna | a. area of fertile soil at the end of a river |
| ___ 2. tribute | b. reed plant used to make baskets, rafts, and paper |
| ___ 3. cataract | c. grassy plain |
| ___ 4. delta | d. rapids |
| ___ 5. hieroglyphics | e. Egyptian writing system |
| ___ 6. pharaoh | f. forced payments |
| ___ 7. papyrus | g. title for Egyptian leaders |

Review the **Main Ideas**

Section 1 • The Nile Valley

- What natural barriers protected Egypt from invasion?
- What two areas of Egypt were united around 3100 B.C.?

Section 2 • Egypt's Old Kingdom

- What were the Egyptians' religious beliefs?
- Where did Egyptians of the Old Kingdom bury their pharaohs?

Section 3 • The Egyptian Empire

- During what period did Egypt reach the height of its power?
- Why are Akhenaton and Tutankhamen well-known?

Section 4 • The Civilization of Kush

- Where did the Nubians live?
- What made the Kushites wealthy?

Critical Thinking

- Describe** Identify the four social groups in ancient Egypt, and explain who belonged to each group. **CA 6RC2.4**
- Synthesize** How do you think religious leaders reacted to Akhenaton's changes? **CA HI2.**
- Analyze** Do you agree that Egyptian civilization can be called "the Gift of the Nile"? Explain. **CA HR2.**
- Compare** In what ways did Meroë look like an Egyptian city? **CA 6RC2.2**

Geography Skills

Study the map below and answer the following questions.

- Location** The Nile River delta empties into what body of water? **CA CS3.**
- Movement** Why would ancient Egyptians find it easier to travel north and south than to travel east and west? **CA CS3.**
- Human/Environment Interaction** Why is Egyptian farming along the Nile? **CA CS3.**



Read to Write

23. **The Big Ideas Expository Writing** Imagine that you are an Egyptian pharaoh. How would you make sure that your empire is stable and strong? Use real-life pharaohs to help you determine what kinds of things you would do. Write an essay describing your policies and what you hope to achieve through them. **CA 6WS1.2**
24. **Using Your FOLDABLES** Use your foldable to write a description of one of the civilizations in this chapter. Include such things as religious life, family life, and contributions. When you are finished, discuss similarities and differences among the civilizations with a classmate. **CA 6WS1.3**

Using Academic Vocabulary

Use the terms below to fill in the blanks in the following sentences.

- | | |
|---------------|--------------|
| a. feature | e. structure |
| b. technology | f. principle |
| c. labor | g. restore |
| d. welfare | h. construct |
25. An important ____ of Egyptian pyramids is the shape.
26. The shadoof is an example of Egyptian ____.
27. A pyramid is a large ____ made of stone blocks.
28. Pharaohs were in charge of providing for the ____ of their people.
29. Egyptian pharaohs used farmers to help ____ their pyramids.

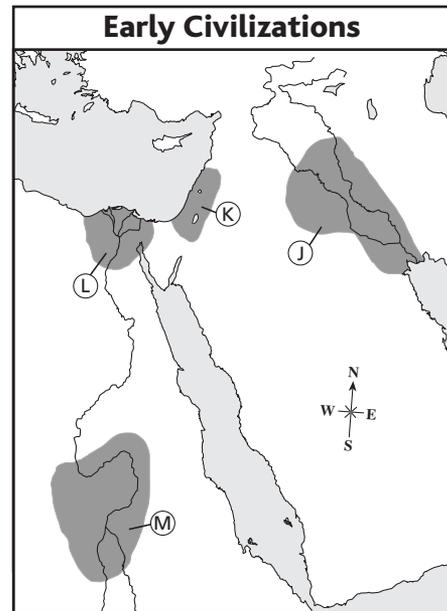
Reviewing Skills

30. **Reading Skill Summarizing** Using information from the text, create a short story about Hatshepsut. Use this writing exercise to summarize life in ancient Egypt during her reign. The story should compare Hatshepsut to other Egyptian rulers and explain the differences in her policies. The events of the story should also show the different social classes in Egypt and explain the problems Hatshepsut faced as a woman pharaoh. **CA 6WA2.1**

31. **Analysis Skill Building a Time Line** Take a look back through the chapter. As you go, make a list of each important leader in ancient Egypt. Create a time line of these leaders, placing them in chronological order. For each entry, include a short summary of their reign. Describe their significant accomplishments or mistakes, and how these actions affected Egypt. **CA CS2**

Standards Practice

Use the map below to answer the following question.



32. Which area on the map was the home of the Kushite kingdom?
- A J
B K
C L
D M