

Ancient Egypt



California Standards

History–Social Science

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

Analysis Skills

HR 4 Assess the credibility of primary and secondary sources.

English–Language Arts

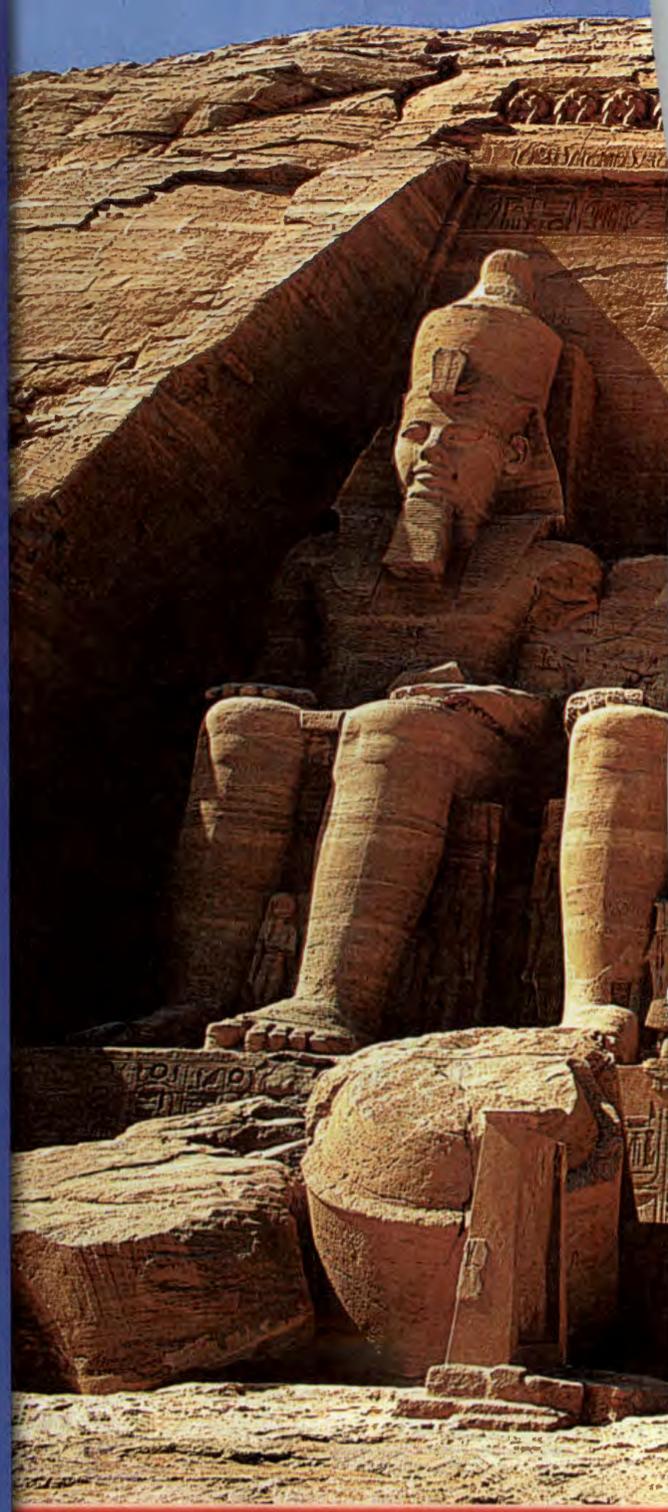
Writing 6.2.2c Follow an organizational pattern appropriate to the type of content.

Reading 6.2.6 Determine the adequacy and appropriateness of the evidence for an author's conclusions.

FOCUS ON WRITING



A Riddle In this chapter you will read about the fascinating civilization of ancient Egypt. In ancient times a sphinx, an imaginary creature like the one whose sculpture is in Egypt, was supposed to have demanded the answer to a riddle. People died if they didn't answer the riddle correctly. After you read this chapter, you will write a riddle. The answer to your riddle will be "Egypt."



CHAPTER EVENTS

c. 4500 BC
Agricultural communities develop in Egypt.

WORLD EVENTS

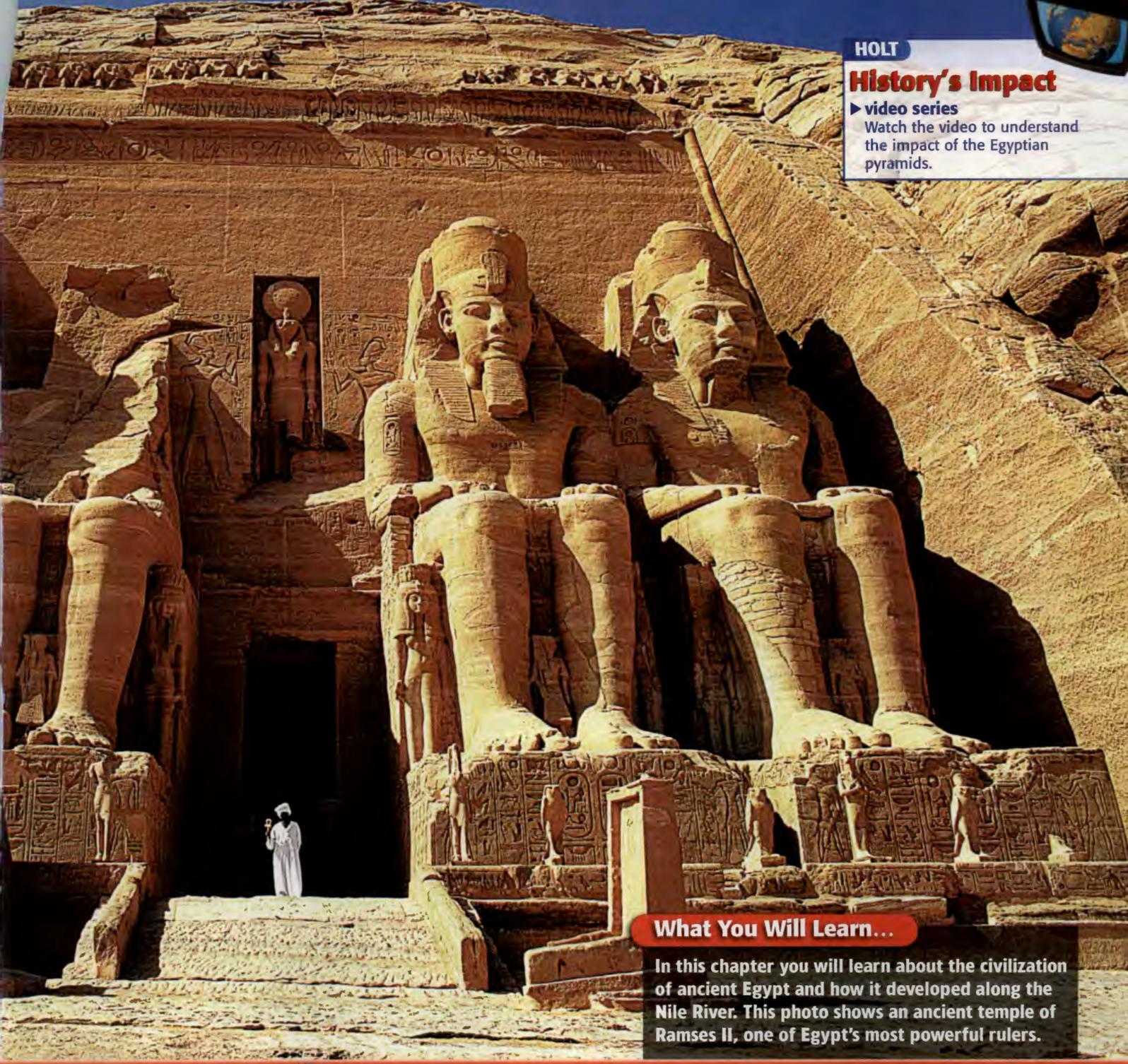
c. 4500 BC
People in Europe begin using copper tools.

4500 BC

History's Impact

▶ video series

Watch the video to understand the impact of the Egyptian pyramids.

**What You Will Learn...**

In this chapter you will learn about the civilization of ancient Egypt and how it developed along the Nile River. This photo shows an ancient temple of Ramses II, one of Egypt's most powerful rulers.

c. 3100 BC
Menes unites Upper and Lower Egypt, establishing the first dynasty.



2500s BC
Egyptians build the Great Pyramid of Khufu at Giza.

c. 1237 BC
Ramses the Great dies.

**3500 BC****2750 BC****2000 BC****1250 BC****500 BC**

c. 3100 BC
Sumerians create the world's first writing system.



c. 1200 BC
The Olmec form the first urban civilization in the Americas.

c. 1027 BC
The Zhou dynasty begins in China.

Economics

Geography

Politics

Religion

Society and Culture

Science and Technology

Focus on Themes In this chapter you will read about the development of the fascinating civilization of Egypt. You will learn how the Nile River, nearby deserts, and other **geographic** features shaped early Egyptian society. You will learn about the

ancient Egyptians' **religious** beliefs and learn how those beliefs shaped everything from their daily lives to the art they created. Of course, you will also read about the pyramids, mummies, and pharaohs that made Egypt famous.

Drawing Conclusions about the Past

Focus on Reading Have you ever read a mystery story in which a detective puts together various clues to solve a puzzling crime? In other words, he combines various bits of information to reach a conclusion.

Drawing Conclusions A **conclusion** is a judgment someone makes by combining information. When you read, you can put together various bits of information from what you are reading to figure out new information that isn't stated exactly in the text.

Additional reading support can be found in the



Burial Practices

The Egyptians developed a method called embalming to preserve bodies and keep them from decaying. The Egyptians preserved bodies as mummies, specially treated bodies wrapped in cloth. Embalming preserves a dead body for many, many years. A body that was not embalmed would decay quickly in a tomb . . .

Only royalty and other members of Egypt's elite, or people of wealth and power, could afford to have mummies made.

The Egyptians preserved dead bodies as mummies.

Only mummies could survive for thousands of years in tombs.

Embalming was expensive and so it was limited to kings and other rich people.

Conclusion: The mummies that historians have found are the bodies of Egyptian kings and rich people



ELA Reading 6.2.6 Determine the adequacy and appropriateness of the evidence for an author's conclusions.

Key Terms and People

You Try It!

The following passage is from the chapter you are getting ready to read. As you read the passage, look for the facts about pyramids.

The Pyramids

The Egyptians believed that burial sites, especially royal tombs, were very important. As a result, they built spectacular monuments in which to bury their rulers. The most spectacular of all were the pyramids—huge, stone tombs with four triangle-shaped sides that met in a point on top.

The Egyptians first built pyramids during the Old Kingdom. Some of the largest pyramids ever constructed were built during this time. Many of these huge pyramids are still standing. The largest is the Great Pyramid of Khufu near the town of Giza. It covers more than 13 acres at its base and stands 481 feet high. This single pyramid took thousands of workers and more than 2 million limestone blocks to build.

*From
Chapter 4
p. 98*

After you have finished the passage, answer the questions below, drawing conclusions about what you have read.

1. Based on their function, do you think pyramids were hollow or solid inside? Why?
2. Considering why the Egyptians built the pyramids, who do you think Khufu was? What makes you think this?
3. Do you think pyramids were first built early in Egypt's history, or late? Why?
4. Think about pictures of the pyramids you have seen. What do you think the landscape near Giza is like?

As you read Chapter 4, think about what you already know about Egypt and draw conclusions to fill gaps in what you are reading.

Chapter 4

Section 1

cataracts (p. 89)
delta (p. 89)
Menes (p. 91)
pharaoh (p. 91)
dynasty (p. 91)

Section 2

Old Kingdom (p. 93)
Khufu (p. 94)
nobles (p. 94)
afterlife (p. 96)
mummies (p. 96)
elite (p. 97)
pyramids (p. 98)
engineering (p. 98)

Section 3

Middle Kingdom (p. 102)
New Kingdom (p. 102)
trade routes (p. 102)
Queen Hatshepsut (p. 103)
Ramses the Great (p. 103)

Section 4

hieroglyphics (p. 108)
papyrus (p. 108)
Rosetta Stone (p. 109)
sphinxes (p. 110)
obelisk (p. 110)
King Tutankhamen (p. 113)

Academic Vocabulary

Success in school is related to knowing academic vocabulary—the words that are frequently used in school assignments and discussions. In this chapter, you will learn the following academic words:

acquire (p. 94)
method (p. 96)
contracts (p. 106)

Geography and Early Egypt

What You Will Learn...

Main Ideas

1. Egypt was called the “gift of the Nile” because the Nile River was so important.
2. Civilization developed after people began farming along the Nile.
3. Strong kings unified all of Egypt.

The Big Idea

The water and fertile soils of the Nile Valley allowed a great civilization to develop in Egypt.

Key Terms and People

cataracts, *p. 89*
 delta, *p. 89*
 Menes, *p. 91*
 pharaoh, *p. 91*
 dynasty, *p. 91*



HSS 6.2.1 Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.

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

If YOU were there...

Your family farms in the Nile Valley. Each year when the river’s floodwaters spread rich soil on the land, you help your father plant barley. When you are not in the fields, you spin fine linen thread from flax you have grown. Sometimes you and your friends hunt birds in the tall grasses along the river banks.

Why do you like living in the Nile Valley?

BUILDING BACKGROUND Like the rivers of Mesopotamia, the narrow valley of the Nile River in Egypt also provided fertile land that drew people to live there. The culture that developed in ancient Egypt was more stable and long-lasting than those in Mesopotamia.

The Gift of the Nile

Geography played a key role in the development of Egyptian civilization. The Nile River brought life to Egypt and allowed it to thrive. The river was so important to people in this region that a Greek historian named Herodotus (hi-RAHD-uh-tuhs) called Egypt the gift of the Nile.

Location and Physical Features

The Nile is the longest river in the world. It begins in central Africa and runs north through Egypt to the Mediterranean Sea, a distance of over 4,000 miles. The civilization of ancient Egypt developed along a 750-mile stretch of the Nile.

Ancient Egypt included two regions, a southern region and a northern region. The southern region was called Upper Egypt. It was so named because it was located upriver in relation to the Nile’s flow. Lower Egypt, the northern region, was located downriver. The Nile sliced through the desert of Upper Egypt. There, it created a fertile river valley about 13 miles wide. On either side of the Nile lay hundreds of miles of bleak desert sands.

As you can see on the map, the Nile flowed through rocky, hilly land south of Egypt. At several points, this rough terrain caused **cataracts**, or rapids, to form. The first cataract, located 720 miles south of the Mediterranean Sea, marked the southern border of Upper Egypt. Five more cataracts lay farther south. These cataracts made sailing on that portion of the Nile very difficult.

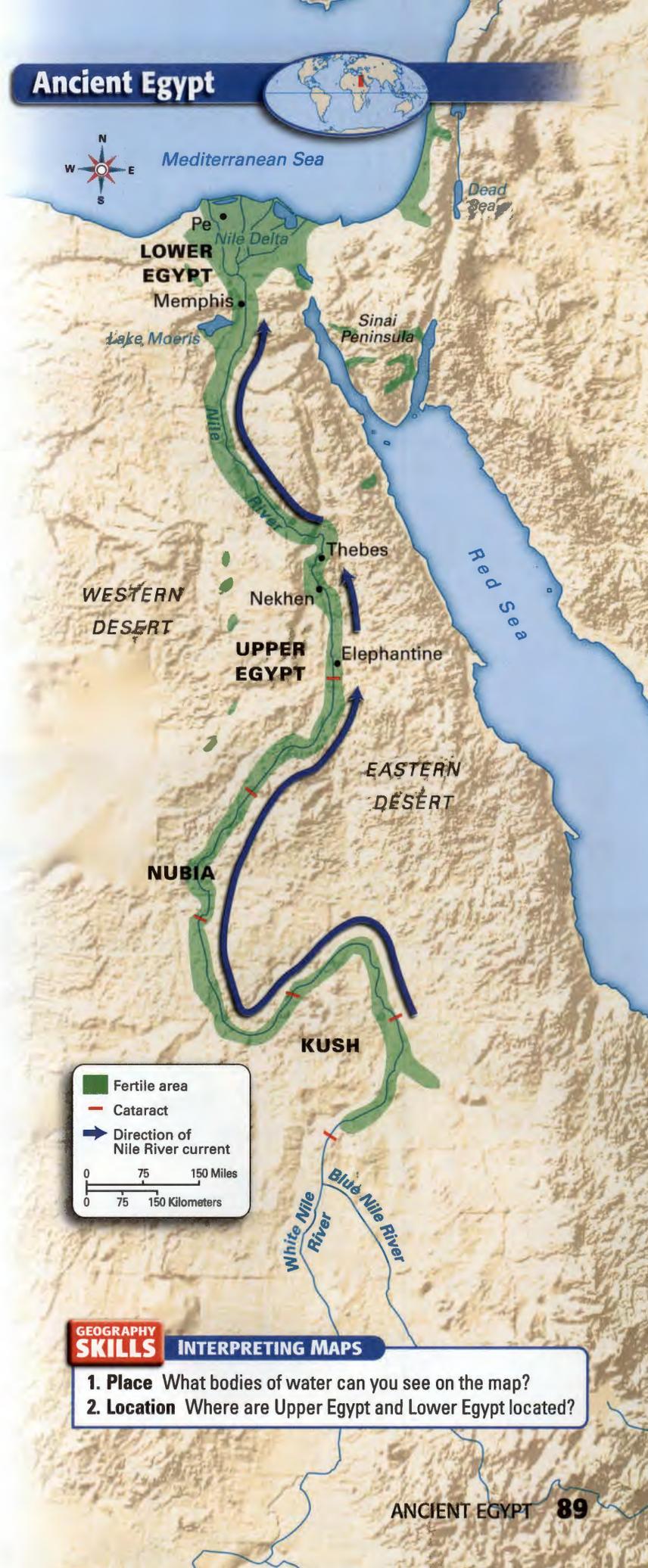
In Lower Egypt, the Nile divided into several branches that fanned out and flowed into the Mediterranean Sea. These branches formed a **delta**, a triangle-shaped area of land made from soil deposited by a river. In ancient times, swamps and marshes covered much of the Nile Delta. Some two-thirds of Egypt's fertile farmland was located in the Nile Delta.

The Floods of the Nile

Because little rain fell in the region, most of Egypt was desert. Each year, however, rainfall far to the south of Egypt in the highlands of East Africa caused the Nile to flood. The Nile's floods were easier to predict than those of the Tigris and Euphrates rivers in Mesopotamia. Almost every year, the Nile flooded Upper Egypt in mid-summer and Lower Egypt in the fall.

The Nile's flooding coated the land around it with a rich silt. As in Mesopotamia, the silt made the soil ideal for farming. The silt also made the land a dark color. That is why Egyptians called their country the black land. They called the dry, lifeless desert beyond the river valley the red land. Each year, Egyptians eagerly awaited the flooding of the Nile. For them, the river's floods were a life-giving miracle. Without the floods, people never could have farmed in Egypt.

READING CHECK Summarizing Why was Egypt called the gift of the Nile?



GEOGRAPHY SKILLS INTERPRETING MAPS

- 1. Place** What bodies of water can you see on the map?
- 2. Location** Where are Upper Egypt and Lower Egypt located?

Civilization Develops in Egypt

The Nile provided both water and fertile soil for farming. Over time, scattered farms grew into villages and then cities. Eventually, an Egyptian civilization developed.

Increased Food Production

Hunter-gatherers first moved into the Nile Valley more than 12,000 years ago. They found plants, wild animals, and fish there to eat. In time, these people learned how to farm, and they settled along the Nile. By 4500 BC, farmers living in small villages grew wheat and barley.

As in Mesopotamia, farmers in Egypt developed an irrigation system. Unlike farmers in Mesopotamia, however, Egyptian farmers did not need to build basins

for storing water. The Egyptians simply built a series of canals to direct the river's flow and carry water to their fields.

The Nile provided Egyptian farmers with an abundance of food. In addition to watering their crops, the Nile allowed farmers to raise animals. Farmers in Egypt grew wheat, barley, fruits, and vegetables. They also raised cattle and sheep. The river provided many types of fish, and hunters trapped wild geese and ducks along its banks. Like the Mesopotamians, the Egyptians enjoyed a varied diet.

Two Kingdoms

In addition to a stable food supply, Egypt's location offered another advantage. It had natural barriers that made it hard to invade Egypt. The desert to the west was too big and harsh to cross. To the north, the

Farming in Egypt



Mediterranean Sea kept many enemies away. More desert lands and the Red Sea to the east provided protection against invasion as well. In addition, cataracts in the Nile made it difficult for invaders to sail in from the south.

Protected from invaders, the villages of Egypt grew. Wealthy farmers emerged as village leaders, and strong leaders gained control over several villages. By 3200 BC, the villages had grown, banded together, and developed into two kingdoms. One kingdom was called Lower Egypt, and the other was called Upper Egypt.

Each kingdom had its own capital city where its ruler was based. The capital of Lower Egypt was located in the north-west Nile Delta at a town called Pe. There, wearing the red crown that symbolized his authority, the king of Lower Egypt ruled.

The capital city of Upper Egypt was called Nekhen. It was located on the west bank of the Nile. In this southern kingdom, the king wore a cone-shaped white crown. For centuries, Egyptians referred to their country as the two lands.

READING CHECK Summarizing What attracted early settlers to the Nile Valley?

Kings Unify Egypt

According to tradition, around 3100 BC **Menes** (MEE-nee-z) rose to power in Upper Egypt. Some historians think Menes is a myth and that his accomplishments were really those of other ancient kings named Aha, Scorpion, or Narmer.

Menes wanted to unify Upper and Lower Egypt. His armies invaded and took control of Lower Egypt. He then married a princess from Lower Egypt to strengthen his control over the newly unified country. Menes wore both the white crown of Upper Egypt and the red crown of Lower Egypt to symbolize his leadership over the two kingdoms. Later, he combined the two crowns into a double crown.

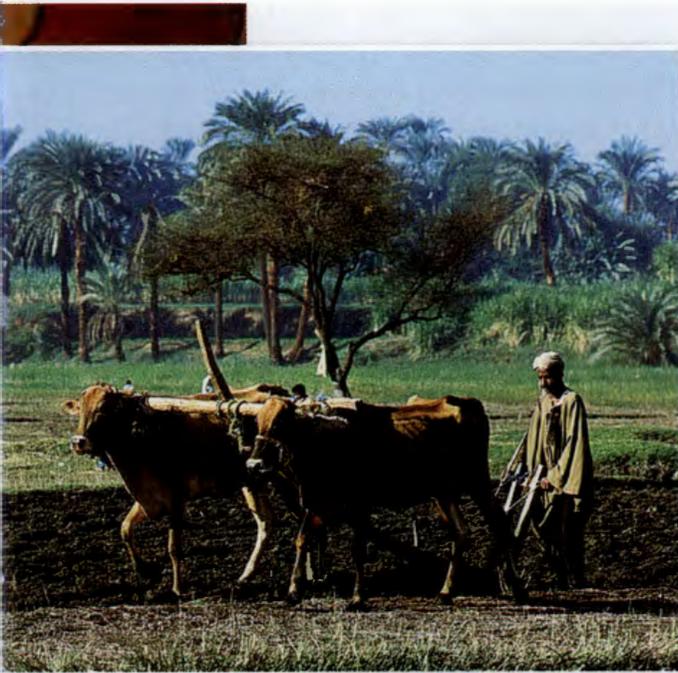
Many historians consider Menes to be Egypt's first **pharaoh** (FEHR-oh), the title used by the rulers of Egypt. The title *pharaoh* means "great house." Menes also founded Egypt's first **dynasty**, or series of rulers from the same family.

Menes built a new capital city at the southern tip of the Nile Delta. The city was later named Memphis. For centuries, Memphis was the political and cultural center of Egypt. Many government offices were located there, and the city bustled with artistic activity.

The First Dynasty lasted for about 200 years. Rulers who came after Menes also wore the double crown to symbolize their rule over Upper and Lower Egypt.

FOCUS ON READING

What can you conclude about the evidence we have for Menes's accomplishments?



Farmers in ancient Egypt learned how to grow wheat and barley. This tomb painting shows a couple harvesting their crop (left). Farmers in Egypt still use the fertile lands along the Nile River to grow food (above).

The pharaoh Menes combined the white crown of Upper Egypt and the red crown of Lower Egypt as a symbol of his rule of Egypt as one kingdom.



They extended Egyptian territory southward along the Nile and into Southwest Asia. Eventually, however, rivals arose to challenge the First Dynasty for power. These challengers took over Egypt and established the Second Dynasty.

READING CHECK **Drawing Inferences** Why do you think Menes wanted to rule over both kingdoms?

SUMMARY AND PREVIEW As you have read, ancient Egypt began in the fertile Nile River Valley. Two kingdoms developed. The two kingdoms were later united under one ruler and Egyptian territory grew. In the next section you will learn how Egypt continued to grow and change under later rulers in a period known as the Old Kingdom.

Section 1 Assessment

go.hrw.com

Online Quiz

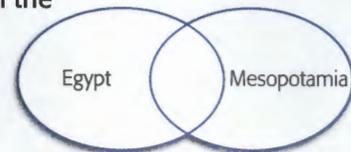
KEYWORD: SQ6 HP4

Reviewing Ideas, Terms, and People **HSS** 6.2.1, 6.2.2

- Identify** Where was Lower Egypt located?
 - Analyze** Why was the Nile Delta well suited for settlement?
 - Predict** How might the Nile's **cataracts** have both helped and hurt Egypt?
- Describe** What foods did the Egyptians eat?
 - Analyze** What role did the Nile play in supplying Egyptians with the foods they ate?
 - Elaborate** How did the desert on both sides of the Nile help ancient Egypt?
- Identify** Who was the first **pharaoh** of Egypt?
 - Draw Conclusions** Why did the pharaohs of the First Dynasty wear a double crown?

Critical Thinking

- Comparing and Contrasting** Draw a diagram like the one here. Use it to show the differences and similarities between the Nile River in Egypt and the Tigris and Euphrates rivers in Mesopotamia.



FOCUS ON WRITING

- Thinking about Geography and Early History** In this section you read about Egypt's geography and early history. What could you put in your riddle about the geography and historical events that would be a clue to the answer?

The Old Kingdom

If YOU were there...

You are a farmer in ancient Egypt. To you, the pharaoh is the god Horus as well as your ruler. You depend on his strength and wisdom. For part of the year, you are busy planting crops in your fields. But at other times of the year, you work for the pharaoh. You are helping to build a great tomb so that your pharaoh will be comfortable in the afterlife.

How do you feel about working for the pharaoh?

BUILDING BACKGROUND As in other ancient cultures, Egyptian society was based on a strict order of social classes. A small group of royalty and nobles ruled Egypt. They depended on the rest of the population to supply food, crafts, and labor. Few people questioned this arrangement of society.

Life in the Old Kingdom

The First and Second Dynasties ruled Egypt for about four centuries. Around 2700 BC, though, a new dynasty rose to power in Egypt. Called the Third Dynasty, its rule began a period in Egyptian history known as the Old Kingdom.

Early Pharaohs

The **Old Kingdom** was a period in Egyptian history that lasted for about 500 years, from about 2700 to 2200 BC. During this time, the Egyptians continued to develop their political system. The system they developed was based on the belief that the pharaoh, the ruler of Egypt, was both a king and a god.

The ancient Egyptians believed that Egypt belonged to the gods. They believed that the pharaoh had come to earth in order to manage Egypt for the rest of the gods. As a result, he had absolute power over all land and people in Egypt.

But the pharaoh's status as both king and god came with many responsibilities. People blamed him if crops did not grow well or if disease struck. They also demanded that the pharaoh make trade profitable and prevent wars.

What You Will Learn...

Main Ideas

1. Life in the Old Kingdom was influenced by pharaohs, roles in society, and trade.
2. Religion shaped Egyptian life.
3. The pyramids were built as huge tombs for Egyptian pharaohs.

The Big Idea

Egyptian government and religion were closely connected during the Old Kingdom.

Key Terms and People

Old Kingdom, p. 93
Khufu, p. 94
nobles, p. 94
afterlife, p. 96
mummies, p. 96
elite, p. 97
pyramids, p. 98
engineering, p. 98



HSS 6.2.3 Understand the relationship between religion and the social and political order in Mesopotamia and Egypt.

Egyptian Society

Pharaoh

The pharaoh ruled Egypt as a god.



Nobles

Officials and priests helped run the government and temples.



Scribes and Craftspeople

Scribes and craftspeople wrote and produced goods.



Farmers, Servants, and Slaves

Most Egyptians were farmers, servants, or slaves.



ANALYSIS SKILL

ANALYZING VISUALS

Which group helped run the government and temples?

The most famous pharaoh of the Old Kingdom was **Khufu** (KOO-foo), who ruled in the 2500s BC. Even though he is famous, we know relatively little about Khufu's life. Egyptian legend says that he was cruel, but historical records tell us that the people who worked for him were well fed. Khufu is best known for the monuments that were built to him.

Society and Trade

By the end of the Old Kingdom, Egypt had about 2 million people. As the population grew, social classes appeared. The Egyptians believed that a well-ordered society would keep their kingdom strong.

At the top of Egyptian society was the pharaoh. Just below him were the upper classes, which included priests and key government officials. Many of these priests and officials were **nobles**, or people from rich and powerful families.

Next in society was the middle class. It included lesser government officials, scribes, and a few rich craftspeople.

The people in Egypt's lower class, more than 80 percent of the population, were mostly farmers. During flood season, when they could not work in the fields, farmers worked on the pharaoh's building projects. Servants and slaves also worked hard.

As society developed during the Old Kingdom, Egypt traded with some of its neighbors. Traders traveled south along the Nile to Nubia to **acquire** gold, copper, ivory, slaves, and stone for building. Trade with Syria provided Egypt with wood for building and for fire.

Egyptian society grew more complex during this time. It continued to be organized, disciplined, and highly religious.

READING CHECK

Generalizing How was society structured in the Old Kingdom?

ACADEMIC VOCABULARY

acquire (uh-KWYR)
to get

Religion and Egyptian Life

Worshipping the gods was a part of daily life in Egypt. But the Egyptian focus on religion extended beyond people's lives. Many customs focused on what happened after people died.

The Gods of Egypt

The Egyptians practiced polytheism. Before the First Dynasty, each village worshipped its own gods. During the Old Kingdom, however, Egyptian officials expected everyone to worship the same gods, though how they worshipped the gods might differ from place to place.

The Egyptians built temples to the gods all over the kingdom. Temples collected payments from both worshippers and the government. These payments allowed the temples to grow more influential.

Over time, certain cities became centers for the worship of certain gods. In the city of Memphis, for example, people prayed to Ptah, the creator of the world.

The Egyptians worshipped many gods besides Ptah. They had gods for nearly everything, including the sun, the sky, and the earth. Many gods mixed human and animal forms. For example, Anubis, the god of the dead, had a human body but a jackal's head. Other major gods included

- Re, or Amon-Re, the sun god
- Osiris, the god of the underworld
- Isis, the goddess of magic
- Horus, a sky god, god of the pharaohs
- Thoth, the god of wisdom
- Geb, the earth god

Egyptian families also worshipped household gods at shrines in their homes.

Egyptian Gods



Re, or
Amon-Re,
the sun
god



Osiris, the
god of the
underworld



Isis, the
goddess
of magic



Horus, a sky
god and the
god of the
pharaohs

Mummies and the Afterlife

Osiris, god of the underworld, waited to judge the dead person's soul.

The god Anubis weighed the dead person's heart against the feather of truth. If they weighed the same amount, the person was allowed into the underworld.



Emphasis on the Afterlife

Much of Egyptian religion focused on the **afterlife**, or **life after death**. The Egyptians believed that the afterlife was a happy place. Paintings from Egyptian tombs show the afterlife as an ideal world where all the people are young and healthy.

The Egyptian belief in the afterlife stemmed from their idea of *ka* (KAH), or a person's life force. When a person died, his or her *ka* left the body and became a spirit. The *ka* remained linked to the body and could not leave its burial site. However, it had all the same needs that the person had when he or she was living. It needed to eat, sleep, and be entertained.

To fulfill the *ka*'s needs, people filled tombs with objects for the afterlife. These objects included furniture, clothing, tools, jewelry, and weapons. Relatives of the dead were expected to bring food and beverages to their loved ones' tombs so the *ka* would not be hungry or thirsty.

Burial Practices

Egyptian ideas about the afterlife shaped their burial practices. The Egyptians believed that a body had to be prepared for the afterlife before it could be placed in a tomb. This meant the body had to be preserved. If the body decayed, its spirit could not recognize it. That would break the link between the body and spirit. The *ka* would then be unable to receive the food and drink it needed.

To keep the *ka* from suffering, the Egyptians developed a **method** called embalming to preserve bodies and keep them from decaying. The Egyptians preserved bodies as **mummies**, **specially treated bodies wrapped in cloth**. Embalming preserves a dead body for many, many years. A body that was not embalmed would decay quickly in a tomb.

Embalming was a complex process that took several weeks to complete. In the first step, embalmers cut open the body

ACADEMIC VOCABULARY

method a way of doing something



1 Only the god Anubis was allowed to perform the first steps in preparing a mummy.

and removed all the organs except for the heart. The removed organs were stored in special jars. Next, embalmers used a special substance to dry out the body and later applied some special oils. The embalmers then wrapped the dried-out body with linen cloths and bandages, often placing special charms inside the cloth wrappings. Wrapping the body was the last step in the mummy-making process. Once it was completely wrapped, a mummy was placed in a coffin.

Only royalty and other members of Egypt's **elite** (AY-leet), or people of wealth and power, could afford to have mummies made. Peasant families did not need the process, however. They buried their dead in shallow graves at the edge of the desert. The hot, dry sand of the desert preserved the bodies naturally.

READING CHECK Analyzing How did religious beliefs affect Egyptian burial practices?

2 The body's organs were preserved in special jars and kept next to the mummy.



3 The body was preserved as a mummy and kept in a case called a sarcophagus.



ANALYSIS SKILL

ANALYZING VISUALS

How did gods participate in the afterlife?

The Pyramids

The Egyptians believed that burial sites, especially royal tombs, were very important. As a result, they built spectacular monuments in which to bury their rulers. The most spectacular of all were the **pyramids**—huge, stone tombs with four triangle-shaped sides that met in a point on top.

The Egyptians first built pyramids during the Old Kingdom. Some of the largest pyramids ever constructed were

built during this time. Many of these huge pyramids are still standing. The largest is the Great Pyramid of Khufu near the town of Giza. It covers more than 13 acres at its base and stands 481 feet high. This single pyramid took thousands of workers and more than 2 million limestone blocks to build. Like all the pyramids, it is an amazing reminder of Egyptian **engineering**, the application of scientific knowledge for practical purposes.

History Close-up

Building the Pyramids

More than 4,000 years ago, workers near Giza, Egypt, built three massive pyramids as tombs for their rulers. The amount of work this job required is hard to imagine. Tens of thousands of people must have worked for decades to build these gigantic structures. In this illustration, men work to build the pharaoh Khafre's pyramid.

A statue called a sphinx was carved out of rock and left to guard Khafre's tomb.

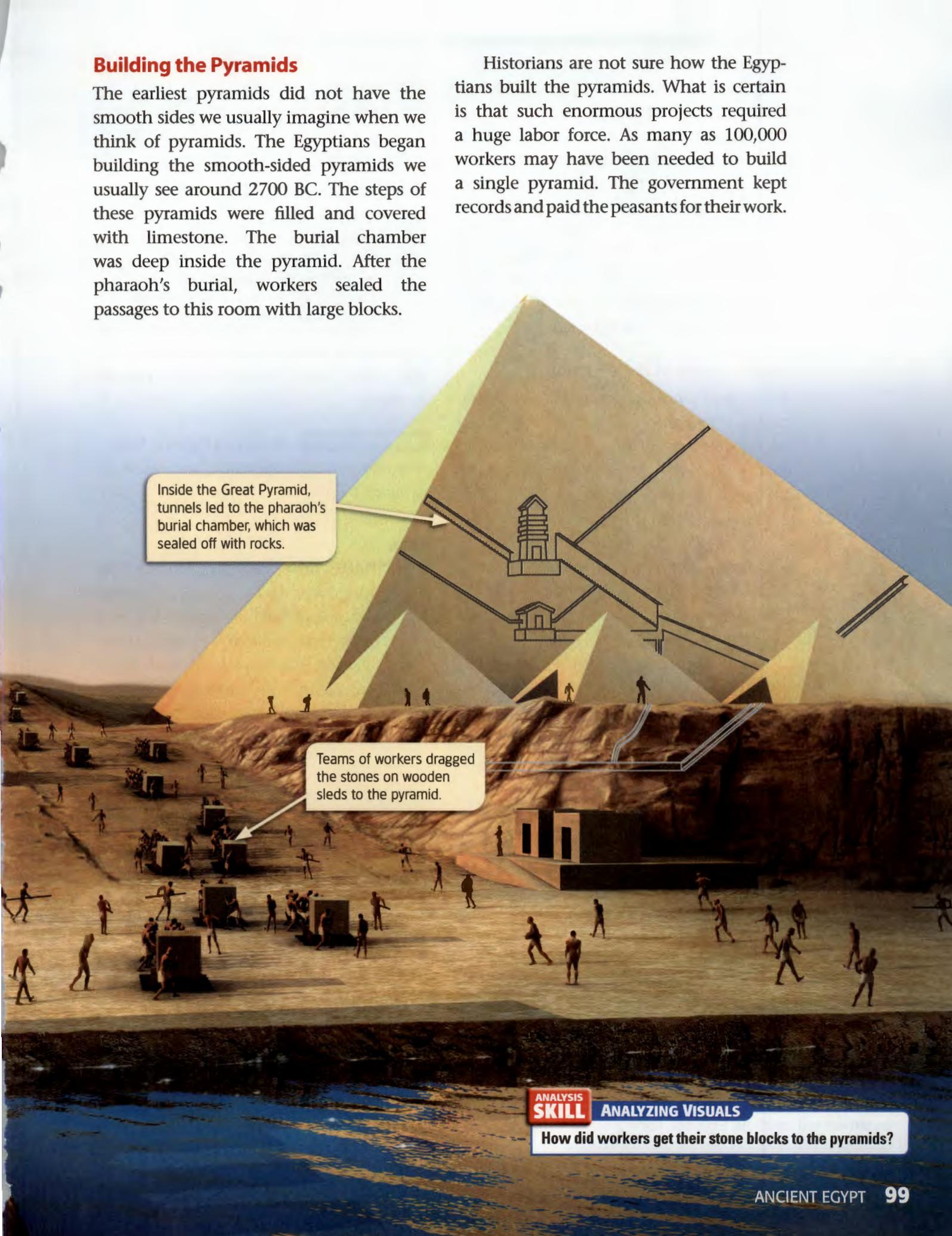
Giant ramps made of rubble were piled around the pyramid so workers could reach the top.

Huge blocks of limestone were cut with copper and stone tools and taken by boat to the building site.

Building the Pyramids

The earliest pyramids did not have the smooth sides we usually imagine when we think of pyramids. The Egyptians began building the smooth-sided pyramids we usually see around 2700 BC. The steps of these pyramids were filled and covered with limestone. The burial chamber was deep inside the pyramid. After the pharaoh's burial, workers sealed the passages to this room with large blocks.

Historians are not sure how the Egyptians built the pyramids. What is certain is that such enormous projects required a huge labor force. As many as 100,000 workers may have been needed to build a single pyramid. The government kept records and paid the peasants for their work.



Inside the Great Pyramid, tunnels led to the pharaoh's burial chamber, which was sealed off with rocks.

Teams of workers dragged the stones on wooden sleds to the pyramid.

ANALYSIS
SKILL

ANALYZING VISUALS

How did workers get their stone blocks to the pyramids?

Wages for working on construction projects, however, were paid in goods such as grain instead of money.

For years, scholars have debated how the Egyptians moved the massive stones used to build the pyramids. Some believe that during the Nile's flooding, builders floated the stones downstream directly to the construction site. Most historians believe that workers used brick ramps and strong sleds to drag the stones up the pyramid once they reached the site.

Significance of the Pyramids

Burial in a pyramid demonstrated a pharaoh's importance. The size and shape of the pyramid were symbolic. Pointing to the skies, the pyramid symbolized the pharaoh's journey to the afterlife. The Egyptians wanted the pyramids to be spectacular because they believed that the pharaoh, as their link to the gods, controlled everyone's afterlife. Making the pharaoh's spirit happy was a way of ensuring one's own happy afterlife.

To ensure that pharaohs remained safe after their deaths, the Egyptians sometimes wrote magical spells and hymns on

the pharaohs' tombs. Together, these spells and hymns are called Pyramid Texts. The first such text, addressed to Re, was carved into the pyramid of King Unas (OO-nuhs), a pharaoh of the Old Kingdom:

“Re, this Unas comes to you,
A spirit indestructible . . .
Your son comes to you, this Unas . . .
May you cross the sky united in the dark,
May you rise in lightland, [where] you shine!”

—from Pyramid Text, Utterance 217

The builders of Unas's pyramid wanted the god to look after their leader's spirit. Even after death, their pharaoh was important to them.

READING CHECK Identifying Points of View

Why were pyramids important to the ancient Egyptians?

SUMMARY AND PREVIEW During the Old Kingdom, new political and social orders were created in Egypt. Religion was important, and many pyramids were built for the pharaohs. In Section 3 you will learn about life in later periods, the Middle and New Kingdoms.

Section 2 Assessment

go.hrw.com
Online Quiz

KEYWORD: SQ6 HP4

Reviewing Ideas, Terms, and People HSS 6.2.3

- a. **Define** To what does the phrase **Old Kingdom** refer?

b. **Analyze** Why was the pharaoh's authority never questioned?

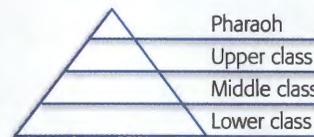
c. **Elaborate** Why do you think pharaohs might have wanted the support of **nobles**?
- a. **Define** What did Egyptians mean by the **afterlife**?

b. **Analyze** Why was embalming important to Egyptians?
- a. **Describe** What is **engineering**?

b. **Elaborate** What does the building of the **pyramids** tell us about Egyptian society?

Critical Thinking

- Categorizing** Draw a pyramid like the one here. In each level, write a sentence about the corresponding social class.



FOCUS ON WRITING

- Noting Characteristics of the Old Kingdom** The Old Kingdom has special characteristics of society and religion. Write down details about any of those characteristics you might want to include in your riddle.

The Middle and New Kingdoms

If YOU were there...

You are a servant to Hatshepsut, the ruler of Egypt. You admire her, but some people think a woman should not rule. She calls herself king and dresses like a pharaoh—even wearing a fake beard. That was your idea! But you want to help more.

What could Hatshepsut do to show her authority?

BUILDING BACKGROUND The power of the pharaohs expanded during the Old Kingdom. Society was orderly, based on great differences between social classes. But rulers and dynasties changed, and Egypt changed with them. In time, these changes led to new eras in Egyptian history, eras called the Middle and New Kingdoms.

The Middle Kingdom

At the end of the Old Kingdom, the wealth and power of the pharaohs declined. Building and maintaining pyramids cost a lot of money. Pharaohs could not collect enough taxes to keep up with their expenses. At the same time, ambitious nobles used their government positions to take power from pharaohs.

In time, nobles gained enough power to challenge the pharaohs. By about 2200 BC the Old Kingdom had fallen. For the next 160 years, local nobles ruled much of Egypt. The kingdom had no central ruler.

Time Line

QUICK
FACTS

Periods of Egyptian History

3000 BC

c. 2700–2200 BC
Old Kingdom

2000 BC

c. 2050–1750 BC
Middle Kingdom

1000 BC

c. 1550–1050 BC
New Kingdom

What You Will Learn...

Main Ideas

1. The Middle Kingdom was a period of stable government between periods of disorder.
2. The New Kingdom was the peak of Egyptian trade and military power, but their greatness did not last.
3. Work and daily life were different among Egypt's social classes.

The Big Idea

During the Middle and New Kingdoms, order and greatness were restored in Egypt.

Key Terms and People

Middle Kingdom, p. 102

New Kingdom, p. 102

trade routes, p. 102

Queen Hatshepsut, p. 103

Ramses the Great, p. 103



HSS 6.2.6 Describe the role of Egyptian trade in the eastern Mediterranean and Nile Valley.

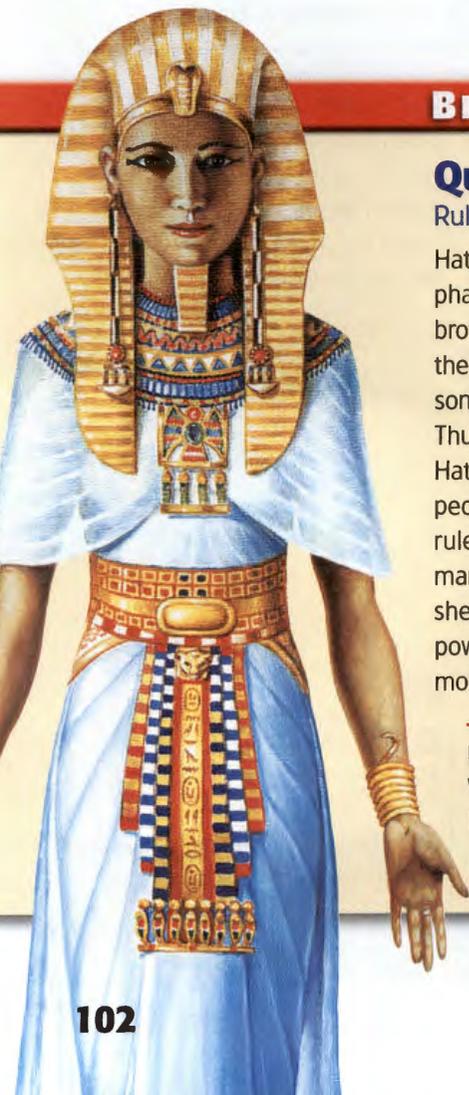
6.2.7 Understand the significance of Queen Hatshepsut and Ramses the Great.

Finally, around 2050 BC, a powerful pharaoh defeated his rivals, and once again all of Egypt was united. His rule began the **Middle Kingdom**, a period of order and stability which lasted to about 1750 BC. Toward the end of the Middle Kingdom, however, Egypt began to fall into disorder once more.

Around 1750 BC, a group from Southwest Asia called the Hyksos (HIK-sohs) invaded. They used horses, chariots, and advanced weapons to conquer Lower Egypt. The Hyksos ruled the region as pharaohs for 200 years.

The Egyptians eventually fought back, however. In the mid-1500s BC, Ahmose (AHM-ohs) of Thebes declared himself king and drove the Hyksos out of Egypt. Ahmose then ruled all of Egypt.

READING CHECK Summarizing What caused the end of the Middle Kingdom?



BIOGRAPHY

Queen Hatshepsut

Ruled c. 1503–1482 BC

Hatshepsut was married to the pharaoh Thutmose II, her half-brother. He died young, leaving the throne to Thutmose III, his son by another woman. Because Thutmose III was still very young, Hatshepsut took over power. Many people did not think women should rule, but Hatshepsut dressed as a man and called herself king. After she died, her stepson took back power and vandalized all the monuments she had built.

Identifying Cause and Effect

What do you think caused Hatshepsut to dress like a man?

The New Kingdom

Ahmose's rise to power marked the beginning of Egypt's eighteenth dynasty. More importantly, it was the beginning of the **New Kingdom**, the period during which Egypt reached the height of its power and glory. During the New Kingdom, which lasted from about 1550 to 1050 BC, conquest and trade brought wealth to the pharaohs.

Building an Empire

After battling the Hyksos, Egypt's leaders feared future invasions. To prevent such invasions from occurring, they decided to take control of all possible invasion routes into the kingdom. In the process, these leaders turned Egypt into an empire.

Egypt's first target was the homeland of the Hyksos. After taking over that area, the army continued north and conquered Syria. As you can see from the map, Egypt took over the entire eastern shore of the Mediterranean and the kingdom of Kush, south of Egypt. By the 1400s BC, Egypt was the leading military power in the region. Its empire extended from the Euphrates River to southern Nubia.

Military conquests made Egypt rich. The kingdoms it conquered regularly sent treasures to their Egyptian conquerors. For example, the kingdom of Kush in Nubia south of Egypt sent annual payments of gold, leopard skins, and precious stones to the pharaohs. In addition, Assyrian, Babylonian, and Hittite kings sent expensive gifts to Egypt in an effort to maintain good relations.

Growth and Effects of Trade

Conquest also brought Egyptian traders into contact with more distant lands. Egypt's trade expanded along with its empire. Profitable **trade routes**, or paths followed by traders, developed. Many of

the lands that Egypt took over also had valuable resources for trade. The Sinai Peninsula, for example, had large supplies of turquoise and copper.

One ruler who worked to increase Egyptian trade was **Queen Hatshepsut**. She sent Egyptian traders south to trade with the kingdom of Punt on the Red Sea and north to trade with people in Asia Minor and Greece.

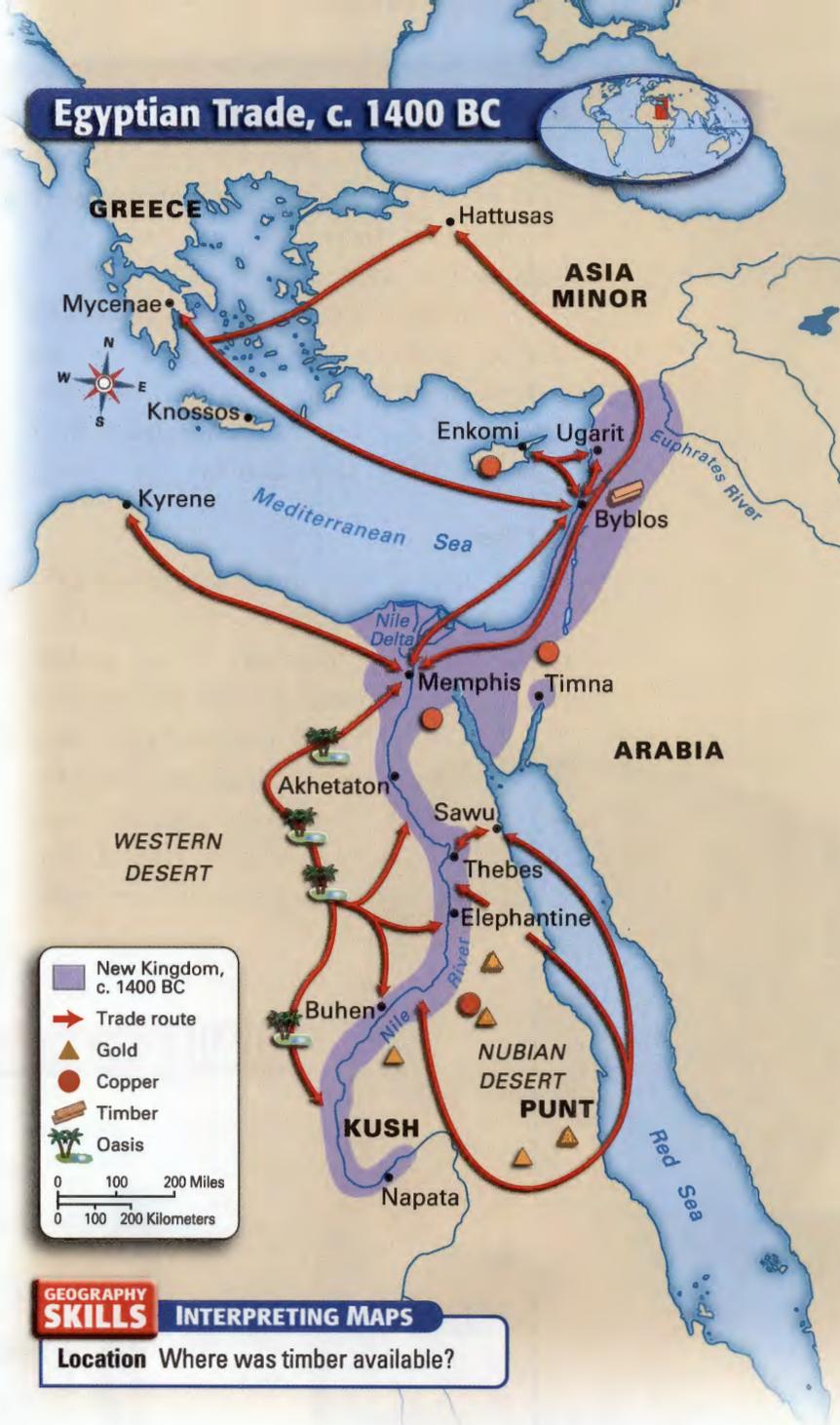
Hatshepsut and later pharaohs used the money they gained from trade to support the arts and architecture. Hatshepsut especially is remembered for the many impressive monuments and temples built during her reign. The best known of these structures was a magnificent temple built for her near the city of Thebes.

Invasions of Egypt

Despite its great successes, Egypt's military might did not go unchallenged. In the 1200s BC the pharaoh Ramses (RAM-seez) II, or **Ramses the Great**, fought the Hittites, a group from Asia Minor. The two powers fought fiercely for years, but neither could defeat the other.

Egypt faced threats in other parts of its empire as well. To the west, a people known as the Tehenu invaded the Nile Delta. Ramses fought them off and built a series of forts to strengthen the western frontier. This proved to be a wise decision because the Tehenu invaded again a century later. Faced with Egypt's strengthened defenses, the Tehenu were defeated once again.

Soon after Ramses the Great died, invaders called the Sea Peoples sailed into Southwest Asia. Little is known about these people. Historians are not even sure who they were. All we know is that they were strong warriors who had crushed the Hittites and destroyed cities in Southwest Asia. Only after 50 years of fighting were the Egyptians able to turn them back.



GEOGRAPHY SKILLS INTERPRETING MAPS

Location Where was timber available?

Egypt survived, but its empire in Asia was gone. Shortly after the invasions of the Hittites and the Sea Peoples, the New Kingdom came to an end. Egypt fell into a period of violence and disorder. Egypt would never regain its power.

READING CHECK Identifying Cause and Effect

What caused the growth of trade in the New Kingdom?

Work and Daily Life

Although Egyptian dynasties rose and fell, daily life for Egyptians did not change very much. But as the population grew, society became even more complex.

A complex society requires people to take on different jobs. In Egypt, these jobs were usually passed on within families. At a young age, boys started to learn their future jobs from their fathers.

Scribes

Other than priests and government officials, no one in Egypt was more honored than scribes. As members of the middle class, scribes worked for the government and the temples. They kept records and accounts for the state. Scribes also wrote and copied religious and literary texts,

including stories and poems. Because they were so respected, scribes did not have to pay taxes, and many became wealthy.

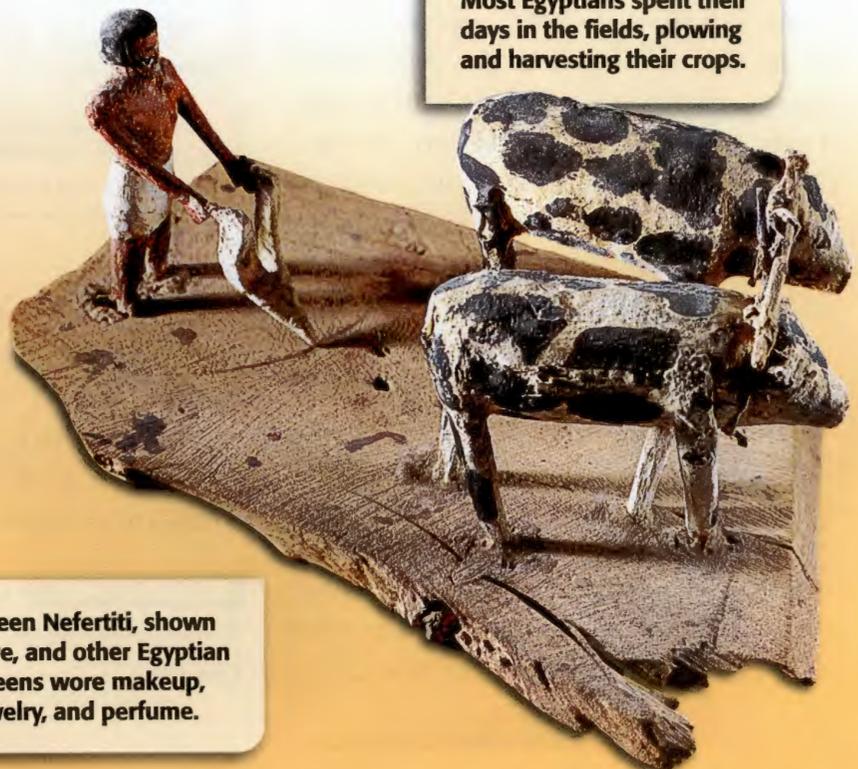
Artisans, Artists, and Architects

Another group in society was made up of artisans whose jobs required advanced skills. Among the artisans who worked in Egypt were sculptors, builders, carpenters, jewelers, metalworkers, and leatherworkers. Most of Egypt's artisans worked for the government or for temples. They made statues, furniture, jewelry, pottery, shoes, and other items. Most artisans were paid fairly well for their work.

Architects and artists were also admired in Egypt. Architects designed the temples and royal tombs for which Egypt is famous. Talented architects could rise to become high government officials. Artists, often employed by the state or the



Daily Life in Egypt



Most Egyptians spent their days in the fields, plowing and harvesting their crops.

Queen Nefertiti, shown here, and other Egyptian queens wore makeup, jewelry, and perfume.

temples, produced many different works. Artists often worked in the deep burial chambers of the pharaohs' tombs painting detailed pictures.

Merchants and Traders

Although trade was important to Egypt, only a small group of Egyptians became merchants and traders. Some traveled long distances to buy and sell goods. Merchants were usually accompanied by soldiers, scribes, and laborers on their travels.

Soldiers

After the wars of the Middle Kingdom, Egypt created a professional army. The military offered people a chance to rise in social status. Soldiers received land as payment and could also keep any treasure they captured in war. Those who excelled could be promoted to officer positions.

Farmers and Other Peasants

As in Old Kingdom society, Egyptian farmers and other peasants were toward the bottom of Egypt's social scale. These hard-working people made up the vast majority of Egypt's population.

Farmers grew crops to support their families. Farmers depended on the Nile's regular floods to grow their crops. They used wooden hoes or plows pulled by cows to prepare the land before the flood. After the floodwaters had drained away, farmers planted seeds. They grew crops such as wheat and barley. At the end of the growing season, farmers worked together to gather the harvest.

Farmers had to give crops to the pharaoh as taxes. These taxes were intended to pay the pharaoh for using the land. Under Egyptian law, the pharaoh controlled all land in the kingdom.



Servants worked for Egypt's rulers and nobles and did many jobs, like preparing food.



This jar probably held perfume, a valuable trade item.

ANALYSIS SKILL ANALYZING VISUALS

What were some luxury goods used by Egypt's queens and rulers?

ACADEMIC VOCABULARY

contracts binding legal agreements

All peasants, including farmers, were also subject to special duty. Under Egyptian law, the pharaoh could demand at any time that people work on projects, such as building pyramids, mining gold, or fighting in the army. The government paid the workers in grain.

Slaves

The few slaves in Egyptian society were considered lower than farmers. Many slaves were convicted criminals or prisoners captured in war. They worked on farms, on building projects, in workshops, and in private households. Unlike most slaves in history, however, slaves in Egypt had some legal rights. Also, in some cases, they could earn their freedom.

Family Life in Egypt

Family life was important in Egyptian society. Most Egyptian families lived in their own homes. Sometimes unmarried female relatives lived with them, but men were expected to marry young so that they could start having children.

Most Egyptian women were devoted to their homes and their families. Some, however, had jobs outside the home. A few

served as priestesses, and some worked as royal officials, administrators, and artisans. Unlike most ancient women, Egyptian women had a number of legal rights. They could own property, make **contracts**, and divorce their husbands. They could even keep their property after a divorce.

Children's lives were not as structured as adults' lives were. They played with toys such as dolls, tops, and clay animal figurines. Children also played ballgames and hunted. Most children, boys and girls, received some education. At school they learned morals, writing, math, and sports. At age 14 most boys left school to enter their father's profession. At that time, they took their place in Egypt's social structure.

READING CHECK **Categorizing** What types of jobs existed in ancient Egypt?

SUMMARY AND PREVIEW Pharaohs faced many challenges to their rule. After defeating the Hyksos, the kingdom expanded in land and wealth. People in Egypt worked at many different jobs. In the next section you will learn about Egyptian achievements.

Section 3 Assessment

go.hrw.com

Online Quiz

KEYWORD: SQ6 HP4

Reviewing Ideas, Terms, and People **HSS** 6.2.6, **Critical Thinking** 6.2.7

- a. Define** What was the **Middle Kingdom**?

b. Analyze How did Ahmose manage to become king of all Egypt?
- a. Identify** For what is **Ramses the Great** best known?

b. Explain What did **Hatshepsut** do as pharaoh of Egypt?
- a. Identify** What job employed the most people in Egypt?

b. Analyze What rights did Egyptian women have?

c. Elaborate Why do you think scribes were so honored in Egyptian society?

- 4. Categorizing** Draw a diagram like this one. Use it to identify two factors in the rise and fall of Egypt's empire during the New Kingdom.



FOCUS ON WRITING

- 5. Developing Key Ideas from the Middle and New Kingdoms** Your riddle should contain some information about the later pharaohs and daily life in Egypt. Decide which key ideas you should include in your riddle and add them to your list.

Ramses the Great

How could a ruler achieve fame that would last 3,000 years?

When did he live? late 1300s and early 1200s BC

Where did he live? As pharaoh, Ramses lived in a city he built on the Nile Delta. The city's name, Pi-Ramesse, means the "house of Ramses."

What did he do? From a young age, Ramses was trained as a ruler and a fighter. Made an army captain at age 10, he began military campaigns even before he became pharaoh. During his reign, Ramses greatly increased the size of his kingdom.

Why is he important? Many people consider Ramses the last great Egyptian pharaoh. He accomplished great things, but the pharaohs who followed could not maintain them. Both a great warrior and a great builder, he is known largely for the massive monuments he built. The temples at Karnak, Luxor, and Abu Simbel stand as 3,000-year-old symbols of the great pharaoh's power.

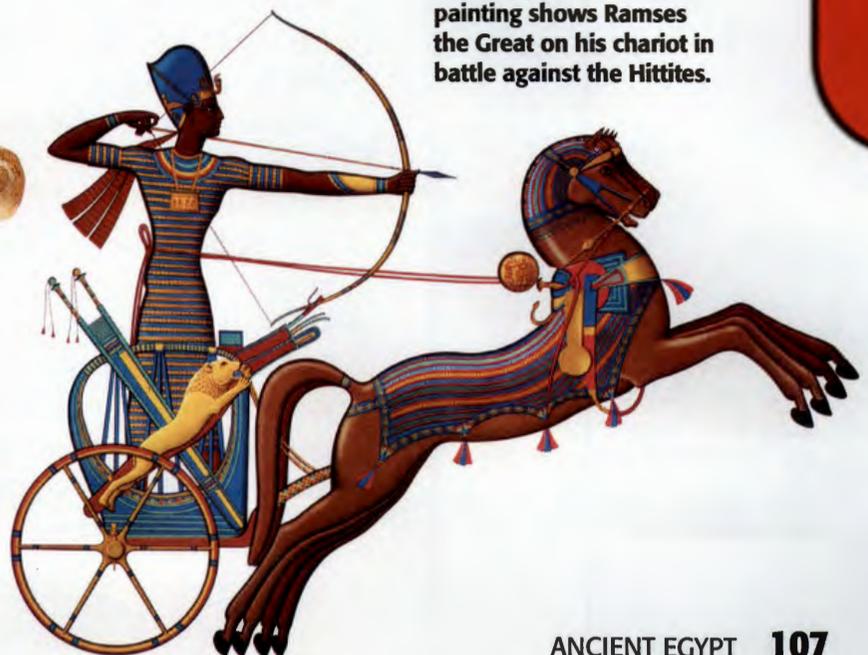
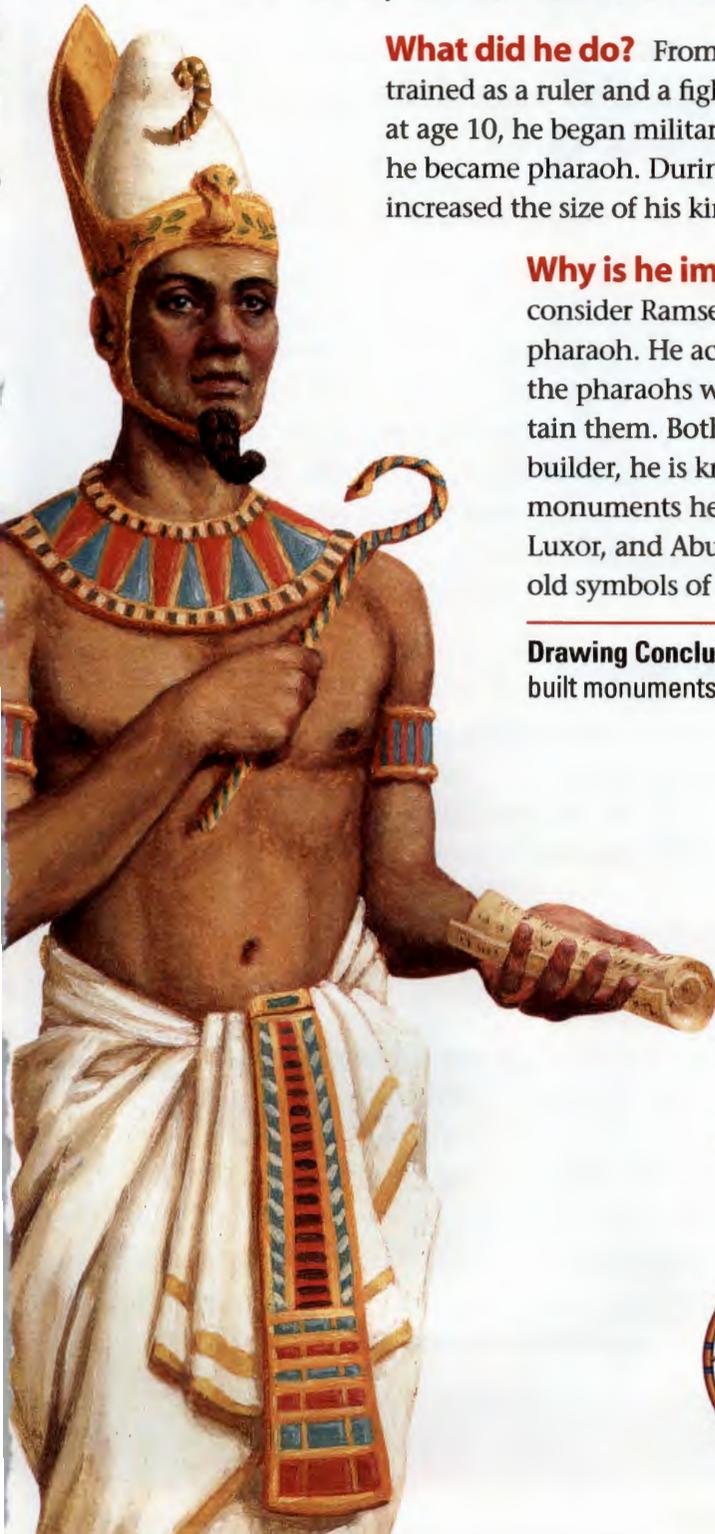
Drawing Conclusions Why do you think Ramses built monuments all over Egypt?

KEY IDEAS

Ramses had a poem praising him carved into the walls of five temples, including Karnak. One verse of the poem praises Ramses as a great warrior and the defender of Egypt.

“Gracious lord and bravest king, savior-guard Of Egypt in the battle, be our ward; Behold we stand alone, in the hostile Hittite ring, Save for us the breath of life, Give deliverance from the strife, Oh! protect us Ramses Miamun! Oh! save us, mighty king!”

—Pen-ta-ur, quoted in *The World's Story*, edited by Eva March Tappan



This copy of an ancient painting shows Ramses the Great on his chariot in battle against the Hittites.

Egyptian Achievements

What You Will Learn...

Main Ideas

1. Egyptian writing used hieroglyphics.
2. Egypt's great temples were lavishly decorated.
3. Egyptian art filled tombs.

The Big Idea

The Egyptians made lasting achievements in writing, architecture, and art.

Key Terms and People

hieroglyphics, p. 108

papyrus, p. 108

Rosetta Stone, p. 109

sphinxes, p. 110

obelisk, p. 110

King Tutankhamen, p. 113



HSS 6.2.5 Discuss the main features of Egyptian art and architecture.

6.2.9 Trace the evolution of language and its written forms.

If YOU were there...

You are an artist in ancient Egypt. A noble has hired you to decorate the walls of his family tomb. You are standing inside the new tomb, studying the bare, stone walls that you will decorate. No light reaches this chamber, but your servant holds a lantern high. You've met the noble only briefly but think that he is someone who loves his family, the gods, and Egypt.

What will you include in your painting?

BUILDING BACKGROUND The Egyptians had a rich and varied history, but most people today remember them for their cultural achievements, such as their unique writing system. In addition, Egyptian art, including the tomb paintings mentioned above, is admired by millions of tourists in museums around the world.

Egyptian Writing

If you were reading a book and saw pictures of folded cloth, a leg, a star, a bird, and a man holding a stick, would you know what it meant? You would if you were an ancient Egyptian. In the **Egyptian writing system, or hieroglyphics** (hy-ruh-GLIH-fiks), those five symbols together meant "to teach." Egyptian hieroglyphics were one of the world's first writing systems.

Writing in Ancient Egypt

The earliest known examples of Egyptian writing are from around 3300 BC. These early Egyptian writings were carved in stone or on other hard material. Later, the Egyptians learned how to make **papyrus** (puh-PY-ruhs), a long-lasting, paper-like material made from reeds. The Egyptians made papyrus by pressing layers of reeds together and pounding them into sheets. These sheets were tough and durable, yet easy to roll into scrolls. Scribes wrote on papyrus using brushes and ink.

Egyptian Writing

Egyptian hieroglyphics used picture symbols to represent sounds.

	Sound	Meaning
	Imn	Amon
	Tut	Image
	Ankh	Living
Translation —"Living image of Amon"		
	Hekh	Ruler
	Iunu	Heliopolis
	Resy	Southern
Translation —"Ruler of Southern Heliopolis"		



ANALYSIS SKILL

ANALYZING VISUALS

What does the symbol for ruler look like?

The hieroglyphic writing system used more than 600 symbols, mostly pictures of objects. Each symbol represented one or more sounds in the Egyptian language. For example, a picture of an owl represented the same sound as our letter M.

Hieroglyphics could be written either horizontally or vertically. They could be written from right to left or from left to right. These options made hieroglyphics flexible to write but difficult to read. The only way to tell which way a text is written is to look at individual symbols.

The Rosetta Stone

Historians and archaeologists have known about hieroglyphics for centuries, but for a long time they didn't know how to read it. In fact, it was not until 1799 when a lucky discovery by a French soldier gave historians the key they needed to read ancient Egyptian writing.

That key was the **Rosetta Stone**, a huge, stone slab inscribed with hieroglyphics. In addition to the hieroglyphics, the Rosetta Stone had text in Greek and a later form of Egyptian. Because the text in all three languages was the same, scholars who knew Greek were able to figure out what the hieroglyphics said.

Egyptian Texts

Because papyrus did not decay in Egypt's dry climate, many Egyptian texts still survive. Historians today can read Egyptian government records, historical records, science texts, and medical manuals. In addition, many literary works have survived. Some, such as *The Book of the Dead*, tell about the afterlife. Others tell stories about gods and kings.

READING CHECK **Comparing** How is our writing system similar to hieroglyphics?

THE IMPACT TODAY

An object that helps solve a difficult mystery is sometimes called a Rosetta Stone.

Egypt's Great Temples

In addition to their writing system, the Egyptians are famous today for their magnificent architecture. You have already read about the Egyptians' most famous structures, the pyramids. But the Egyptians also built massive temples. Those that survive are among the most spectacular sites in Egypt today.

The Egyptians believed that temples were the homes of the gods. People visited the temples to worship, offer the gods gifts, and ask for favors.

Many Egyptian temples shared some similar features. Rows of stone **sphinxes**—imaginary creatures with the bodies of lions and the heads of other animals or humans—lined the path leading to the entrance. That entrance itself was a huge, thick gate. On either side of the gate might stand an **obelisk** (AH-buh-lisk), a tall, four-sided pillar that is pointed on top.

Inside, the temples were lavishly decorated, as you can see in the drawing of the Temple of Karnak. Huge columns supported the temple's roof. In many cases, these columns were covered with paintings and hieroglyphics, as were the temple walls. Statues of gods and pharaohs often stood along the walls as well. The sanctuary, the most sacred part of the building, was at the far end of the temple.

The Temple of Karnak is only one of Egypt's great temples. Others were built by Ramses the Great at Abu Simbel and Luxor. The temple at Abu Simbel is especially known for the huge statues carved out of the sandstone cliffs at the temple's entrance. These 66-foot-tall statues show Ramses as pharaoh. Nearby are some smaller statues of his family.

READING CHECK **Generalizing** What were some features of Egyptian temples?

History Close-up

The Temple of Karnak

The Temple of Karnak was Egypt's largest temple. Built mainly to honor Amon-Re, the sun god, Karnak was one of Egypt's major religious centers for centuries. Over the years, pharaohs added to the temple's many buildings. This illustration shows how Karnak's great hall may have looked during an ancient festival.

Karnak's interior columns and walls were painted brilliant colors.

ANALYSIS SKILL

ANALYZING VISUALS

What features of Egyptian architecture can you see in this illustration?

THE IMPACT TODAY

The Washington Monument, in Washington, DC, is an obelisk.



Massive columns, some more than 80 feet high, supported the temple's high roof.

High windows let light and air into the temple.

In the annual Opet festival, priests carried statues of the gods and sacred boats from the temple to the Nile River.

Only the pharaoh and priests were allowed inside the temple, which was considered the home of the gods.

Treasures of King Tut's Tomb

In 1922 the archaeologist Howard Carter discovered the tomb of King Tut. Although the tomb had been robbed in ancient times, it was still filled with treasures, some of which are shown here.



Howard Carter examining King Tut's coffin in 1925



Egyptian Art

One reason Egypt's temples are so popular with tourists is the art they contain. The ancient Egyptians were masterful artists. Many of their greatest works were created to fill the tombs of pharaohs and other nobles. The Egyptians took great care in making these items because they believed the dead could enjoy them in the afterlife.

Paintings

Egyptian art was filled with lively, colorful scenes. Detailed works covered the walls of temples and tombs. Artists also painted on canvas, papyrus, pottery, plaster, and wood. Most Egyptians, however, never saw these paintings. Only kings, priests, and important people could enter temples and tombs, and even they rarely entered the tombs.

The subjects of Egyptian paintings vary widely. Some paintings show important historical events, such as the crowning of kings and the founding of temples. Others

illustrate major religious rituals. Still other paintings show scenes from everyday life, such as farming or hunting.

Egyptian painting has a distinctive style. People, for example, are drawn in a certain way. In Egyptian paintings, people's heads and legs are always seen from the side, but their upper bodies and shoulders are shown straight on. In addition, people do not all appear the same size. Important figures such as pharaohs appear huge in comparison to others, especially servants or conquered people. In contrast, Egyptian animals were usually drawn realistically.

Carvings and Jewelry

Painting was not the only art form Egyptians practiced. The Egyptians were also skilled stoneworkers. Many tombs included huge statues and detailed carvings.

The Egyptians also made beautiful objects out of gold and precious stones. They made jewelry for both women and men. This



The back of King Tut's chair was decorated with this image of the pharaoh and his wife.

ANALYSIS SKILL ANALYZING VISUALS

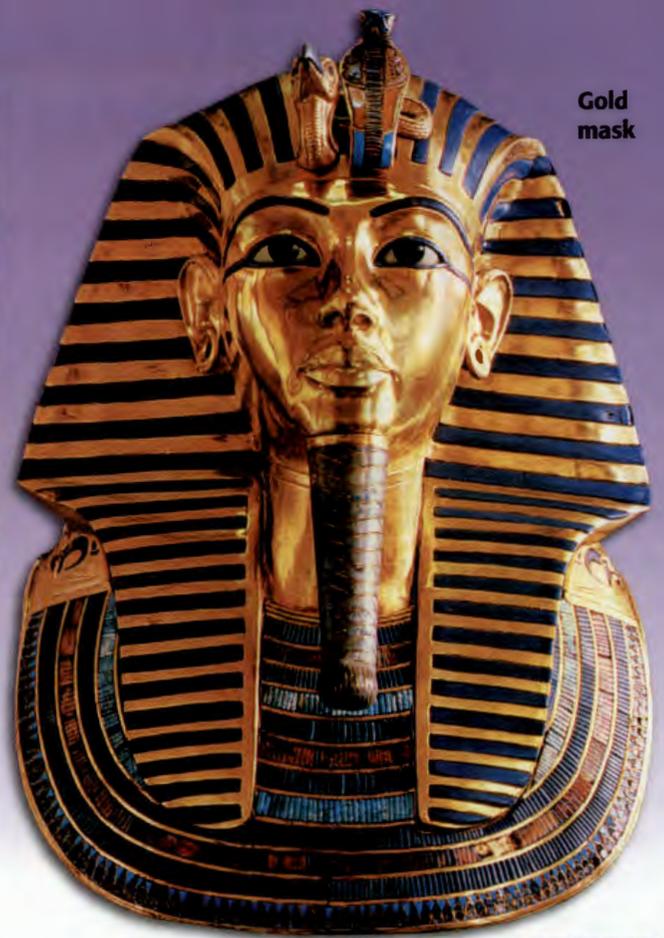
What might archaeologists learn about ancient Egypt from these artifacts?

jewelry included necklaces, collars, and bracelets. The Egyptians also used gold to make burial items for their pharaohs.

Over the years, treasure hunters emptied many pharaohs' tombs. At least one tomb, however, was not disturbed. In 1922 some archaeologists found the tomb of **King Tutankhamen** (too-tang-KAHM-uhn), or King Tut. The tomb was filled with treasures, including boxes of jewelry, robes, a burial mask, and ivory statues. King Tut's treasures have taught us much about Egyptian burial practices and beliefs.

READING CHECK Summarizing What types of artwork were contained in Egyptian tombs?

SUMMARY AND PREVIEW Ancient Egyptians developed one of the best-known cultures of the ancient world. Next, you will learn about a culture that developed in the shadow of Egypt—Kush.



Gold mask

go.hrw.com
Online Quiz
KEYWORD: SQ6 HP4

Section 4 Assessment

Reviewing Ideas, Terms, and People **HSS** 6.2.5, 6.2.9

- a. Identify** What are hieroglyphics?

b. Contrast How was hieroglyphic writing different from our writing today?

c. Evaluate Why was finding the **Rosetta Stone** so important to scholars?
- a. Describe** What were two ways the Egyptians decorated their temples?

b. Evaluate Why do you think pharaohs like Ramses the Great built huge temples?
- Recall** Why were tombs filled with art, jewelry, and other treasures?

Critical Thinking

- Summarize** Draw a chart like the one below. In each column, list two facts about the achievements of the ancient Egyptians.

Writing	Architecture	Art
---------	--------------	-----

FOCUS ON WRITING

- Considering Egyptian Achievements** Note some details about Egyptian achievements in writing, architecture, and art that make Egypt different from other places.



Analysis

Critical Thinking

Participation

Study

Assessing Primary and Secondary Sources

Understand the Skill

Primary sources in history are materials created by people who lived during the times they describe. Examples include letters, diaries, and photographs. *Secondary sources* are accounts written later by someone who was not present. They are designed to teach about or discuss a historical topic. This textbook is an example of a secondary source.

Together, primary and secondary sources can present a good picture of a historical period or event. However, they must be used carefully to make sure that the picture they present is accurate.

Learn the Skill

Here are some questions to ask to help you judge the accuracy of primary and secondary sources.

- 1 What is it?** Is it a firsthand account or is it based on information provided by others? In other words, is it primary or secondary?
- 2 Who wrote it?** For a primary source, what was the author's connection to what he or she was writing about? For a secondary source, what makes the author an authority on this subject?
- 3 Who is the audience?** Was the information meant for the public? Was it meant for a friend or for the writer alone? The intended audience can influence what the writer has to say.
- 4 What is the purpose?** Authors of either primary or secondary sources can have reasons to exaggerate—or even lie—to suit their own goals or purposes. Look for evidence of emotion, opinion, or bias in the source. These might influence the accuracy of the account.

5 Does other evidence support the source?

Look for other information that supports the source's account. Compare different sources whenever possible.

Practice and Apply the Skill

Below are two passages about the military in ancient Egypt. Read them both and use the guidelines to answer the questions that follow.

“The pharaohs began ...leading large armies out of a land that had once known only small police forces and militia. The Egyptians quickly extended their military and commercial influence over an extensive region that included the rich provinces of Syria ...and the numbers of Egyptian slaves grew swiftly.”

—C. Warren Hollister, from *Roots of the Western Tradition*

“Let me tell you how the soldier fares ...how he goes to Syria, and how he marches over the mountains. His bread and water are borne [carried] upon his shoulders like the load of [a donkey]; they make his neck bent as that of [a donkey], and the joints of his back are bowed [bent]. His drink is stinking water ...When he reaches the enemy, he is trapped like a bird, and he has no strength in his limbs.”

—from *Wings of the Falcon: Life and Thought of Ancient Egypt*, translated by Joseph Kaster

1. Which quote is a primary source, and which is a secondary source?
2. Is there evidence of opinion, emotion, or bias in the second quote? Explain why or why not.
3. Which information is more likely to be accurate on this subject? Explain your answer.

Visual Summary

Use the visual summary below to help you review the main ideas of the chapter.

QUICK FACTS


Egyptian civilization developed along the Nile River.



Egypt's kings were considered gods, and people built huge pyramids in their honor.



Egyptians developed a writing system and created beautiful art.

Reviewing Terms and People

Imagine these terms from the chapter are correct answers to items in a crossword puzzle. Write the clues for the answers. Then make the puzzle with some answers written down and some across.

- | | |
|-------------|------------------|
| 1. cataract | 6. elite |
| 2. Menes | 7. contract |
| 3. pharaoh | 8. Ramses |
| 4. nobles | 9. hieroglyphics |
| 5. mummy | 10. Tutankhamen |

Comprehension and Critical Thinking

SECTION 1 (Pages 88–92) HSS 6.2.1, 6.2.2

11. a. **Identify** Where was most of Egypt's fertile land?
- b. **Make Inferences** Why did Memphis become a political and social center of Egypt?

- c. **Predict** How might history have been different if the Nile hadn't flooded every year?

SECTION 2 (Pages 93–100) HSS 6.2.3

12. a. **Describe** What responsibilities did pharaohs have?
- b. **Analyze** How were beliefs about the **afterlife** linked to items placed in tombs?
- c. **Elaborate** What challenges, in addition to moving stone blocks, do you think the pyramid builders faced?

SECTION 3 (Pages 101–106) HSS 6.2.6, 6.2.7

13. a. **Describe** What did a scribe do?
- b. **Analyze** What two factors contributed to Egypt's wealth during the **New Kingdom**?
- c. **Evaluate** **Ramses the Great** was a powerful pharaoh. Do you think his military successes or his building projects are more important to evaluating his greatness? Why?

SECTION 4 (Pages 108–113) **HSS** 6.2.5, 6.2.9

- 14. a. Describe** For what was **papyrus** used?
b. Contrast How are the symbols in hieroglyphics different than the symbols used in our writing system?
c. Elaborate How does the Egyptian style of painting people reflect their society?

Social Studies Skills

Judging the Credibility of Sources Each of the questions below lists two sources that a historian might consult to answer a question about ancient Egypt. For each question, decide which source is likely to be more accurate or believable and why.

- 15.** What were Egyptian beliefs about the afterlife?
a. tomb inscriptions
b. writings by a priest who visited Egypt in 1934
- 16.** Why did the Nile flood every year?
a. songs of praise to the Nile written by Egyptian priests
b. a book about the rivers of Africa written by a modern geographer
- 17.** What kinds of goods did the Egyptians trade?
a. government records of trade
b. an ancient Egyptian story about a trader
- 18.** What kind of warrior was Ramses the Great?
a. a poem in praise of Ramses
b. a description of a battle written by an impartial observer

Internet Activity

go.hrw.com
KEYWORD: SQ6 WH4

- 19. Activity: Creating Egyptian Art** The Egyptians developed an extraordinary artistic civilization. Their architecture included innovative pyramids and temples. Artisans created beautiful paintings, carvings, and jewelry. Enter the activity keyword and research the main features of Egyptian art and architecture. Then imagine you are an Egyptian artisan. Create a piece of art to place inside a pharaoh's tomb. Include hieroglyphics telling the pharaoh about your art.

Reviewing Themes

- 20. Geography** Do you think that Egyptian society could have flourished in North Africa if the Nile had not existed? Why or why not?
21. Religion How did religious beliefs shape the rest of Egyptian culture?

Reading Skills

Drawing Conclusions from Sources Read the following passage and answer the questions. If the passage does not provide enough information to answer the question, choose "d. not enough information."

"Hail to thee, O Nile! Who manifests thyself over this land, and comes to give life to Egypt! Mysterious is thy issuing forth from the darkness, on this day whereon it is celebrated!"

—Hymn to the Nile, from *The Library of Original Sources*, edited by Oliver J. Thatcher

- 22.** How do you think the Egyptians felt about the Nile?
a. They admired it. **c.** They feared it.
b. They ignored it. **d.** not enough information
- 23.** Where did the Egyptians think the Nile's waters came from?
a. the highlands of Ethiopia
b. the Mediterranean
c. an unknown, mysterious location
d. not enough information
- 24.** What does the name *Nile* mean in Egyptian?
a. inexhaustible **c.** celebrated
b. mysterious **d.** not enough information

FOCUS ON WRITING

- 25. Writing a Riddle** Choose five details about Egypt. Then write a sentence about each detail. Each sentence of your riddle should be a statement ending with "me." For example, if you were writing about the United States, you might say, "People come from all over the world to join me." After you have written your five sentences, end your riddle with "Who am I?"

Standards Assessment

DIRECTIONS: Read each question, and write the letter of the best response.

1

Oh great god and ruler, the gift of Amon-Re,
god of the Sun.
Oh great protector of Egypt and its people.
Great one who has saved us from the horrible
Tehenu.
You, who have turned back the Hittites.
You, who have fortified our western border to
forever protect us from our enemies.
We bless you, oh great one.
We worship and honor you, oh great pharaoh.

A tribute such as the one above would have been written in honor of which Egyptian ruler?

- A Khufu
- B Ramses the Great
- C King Tutankhamen
- D Queen Hatshepsut

2 The Nile helped civilization develop in Egypt in all of the following ways except by

- A providing a source of food and water.
- B allowing farming to develop.
- C enriching the soil along its banks.
- D protecting against invasion from the west.

3 The most fertile soil in Egypt was located in the

- A Nile Delta.
- B desert.
- C cataracts.
- D far south.

4 The high position priests held in Egyptian society shows that

- A the pharaoh was a descendant of a god.
- B government was large and powerful.
- C religion was important in Egyptian life.
- D the early Egyptians worshipped many gods.

5 The Egyptians are probably best known for building

- A pyramids.
- B irrigation canals.
- C ziggurats.
- D forts.

Connecting with Past Learnings

6 In this chapter you learned about hieroglyphics, one of the world's first writing systems. In Chapter 3 you read about another ancient writing system called

- A Sumerian.
- B Hammurabi.
- C ziggurat.
- D cuneiform.

7 In Chapter 3 you read about Sargon I, who first united Mesopotamia under one rule. Which Egyptian ruler's accomplishments were most similar to Sargon's?

- A Hyksos
- B Khufu
- C Menes
- D Hatshepsut