

# Ancient Egypt

## Before You Read: K-W-L

Considering what you have already learned about ancient Egypt will help prepare you to read this chapter. Record the answers to the following questions in your notebook:

- What do you already know about Egypt?
- Study the map and time line on these pages. What do they tell you about Egypt's land and its people?
- What do you want to **learn** about Egypt?



## Big Ideas About Ancient Egypt

**Geography** Civilizations developed in places that supported agriculture or trade or both.

Ancient Egypt developed along the Nile River. Rich farmland along the Nile provided plenty of food for the Egyptians. The river also became a trading highway. Farming and trade encouraged the development of a great civilization in Egypt.



AFRICA



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Ancient Egypt



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- Maps
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- Current Events

20°E

EGYPT

WORLD

**3100 B.C.**  
Upper and Lower Egypt are united.

**2550 B.C.**  
Work on Khufu's Great Pyramid begins in Giza. (Great Pyramid is at far right.) ▶



**3000 B.C.**

**2500 B.C.**



**2500 B.C.**  
Harappan culture rises in the Indus Valley. ◀ (Harappan elephant seal)

# Ancient Egypt, 3100–1200 B.C.

INTERACTIVE

ASIA

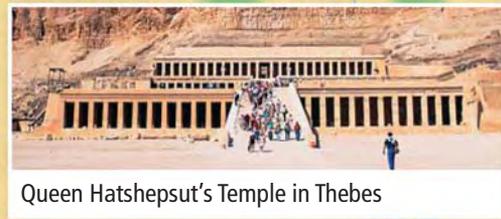
Mediterranean Sea



The Great Sphinx in Giza



The step pyramid in Saqqara



Queen Hatshepsut's Temple in Thebes



King Ramses II's Temple in Abu Simbel

S a h a r a

W e s t e r n  
D e s e r t

Sinai  
Peninsula

Gulf of  
Suez

E a s t e r n  
D e s e r t

A R A B I A N  
P E N I N S U L A

R e d  
S e a

Tropic of Cancer

20°N

30°E

**1720 B.C.**  
Hyksos invade Egypt.

**1472 B.C.**  
Hatshepsut, first woman  
pharaoh, comes to power.

**1279 B.C.**  
Ramses II begins  
his 66-year reign.

**2000 B.C.**

**1500 B.C.**

**1000 B.C.**

**1790 B.C.**  
Hammurabi's Code issued in  
the Babylonian Empire.

**1760 B.C.**  
Shang Dynasty comes  
to power in China.

**1200 B.C.**  
Olmec rise in Mexico.  
◀ (Olmec giant stone head)

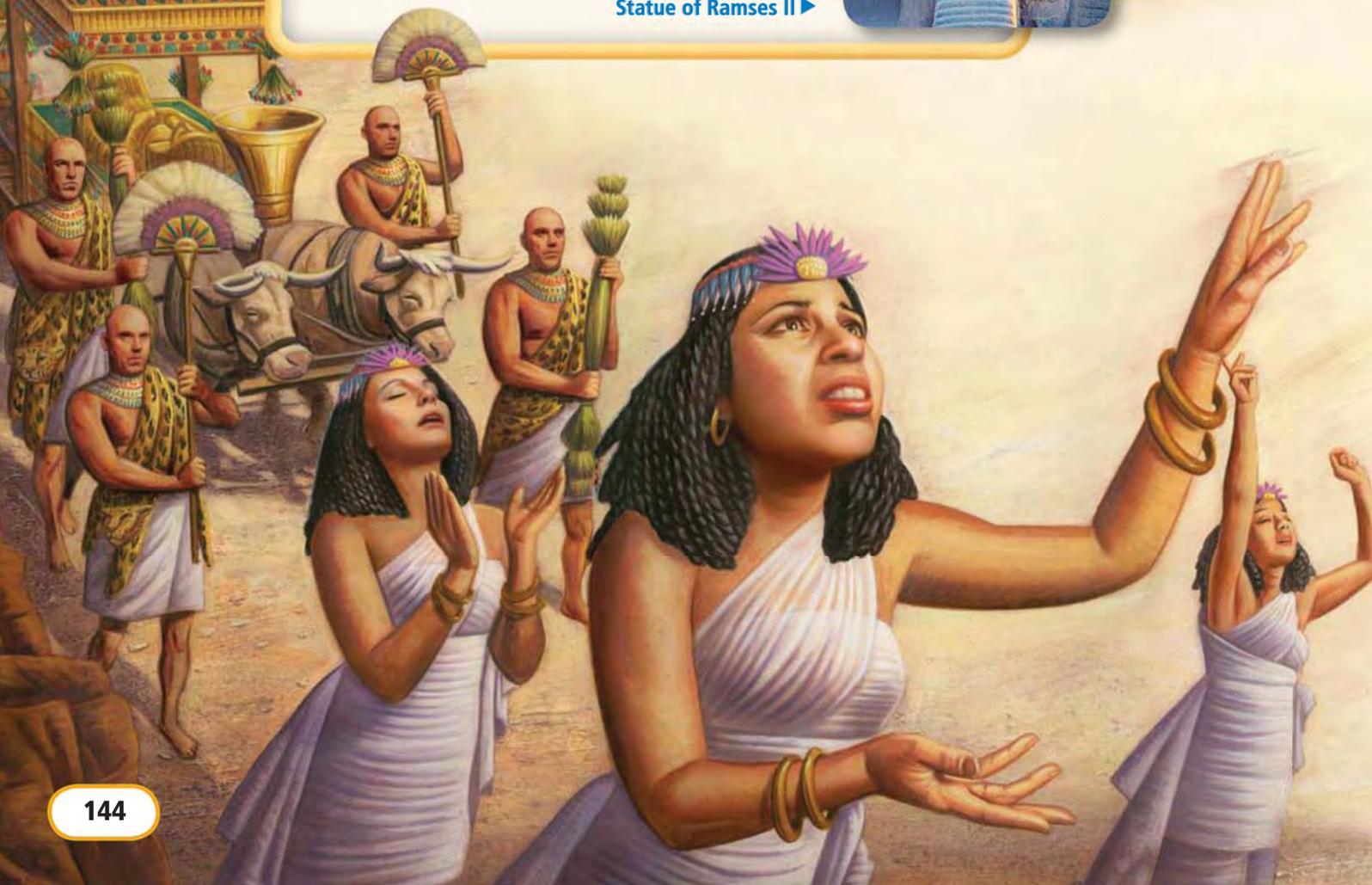
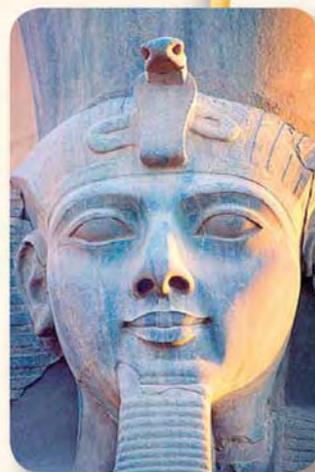


# THE DEATH OF RAMSES II

**Background:** Egypt was one of the longest-lasting world empires. For almost 3,000 years, kings called pharaohs ruled the land. One of the most dazzling of all was Ramses II (RAM•SEEZ), who reigned from about 1279 to 1213 B.C. At a time when few Egyptians lived beyond the age of 40, Ramses II was in charge for 66 years!

Now he has finally died, and Egypt prepares for his funeral. Imagine you are there as the leader of Egypt's golden age is laid to rest.

Statue of Ramses II ▶



**Y**ou are a professional mourner, a person whose job is to cry at funerals. In the past, you've helped to bury some important people—but never a pharaoh! Your white mourning robe is spotless. You spent hours preparing the wreath of flowers to crown your head.

No one remembers any other pharaoh. Ramses II ruled Egypt when your grandparents were children. Some people thought he would live forever. Now he's dead and headed for his tomb in the Valley of the Kings. The ceremony began at his temple at Abu Simbel. At that temple, four 66-foot statues of Ramses II guard the entrance. Inside the secret chambers, priests preserved the pharaoh's body for burial.

Next, a royal barge carried Ramses' casket on the Nile River. Inside is the pharaoh's mummy, wrapped in orange linen and wearing a gold mask. Hundreds of important Egyptians are waiting at the tomb.

It's time to begin the procession. You line up with other mourners behind a group of slaves carrying Ramses' most important possessions. There is his sword! Could it be the one he carried into battle when he fought Egypt's enemy, the Hittites? Who will stop the Hittites now?

Tearing your hair and beating your chest, you wail your song of sorrow: "Great lord of our empire! Provider of lasting peace! Builder of temples that reach for the sun! Don't leave us! Without you, we are fatherless children!"

Sometimes you fake your cries at funerals, but today you mean every word. Trembling with fear, you wonder what will happen now.

**What do you hope the new pharaoh will be like?**

## Reading & Writing

- 1. READING: Reading Aloud** What parts of this story benefit most from being read with appropriate intonation and expression?
- 2. WRITING: Narration** Suppose you are waiting to hear Ramses' son, the new pharaoh, speak for the first time. Write a brief scene in which you discuss your hopes and fears for Egypt with others in the crowd.

## Lesson

# 1

### MAIN IDEAS

- 1 Geography** The Nile River helped Egypt develop a civilization.
- 2 Economics** The fertile land provided everything Egyptians needed.
- 3 Economics** The Nile and other resources influenced Egypt's economy.

### TAKING NOTES

#### Reading Skill:

#### Understanding Cause and Effect

Following causes and effects will help you understand the main ideas in this lesson. In Lesson 1, look for the effects of each event listed in the chart. Record them on a chart of your own.

Causes	Effects
Floods	
New agricultural techniques	
Many land resources	

 Skillbuilder Handbook, page R26

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▲ **Lotus Pendants** This necklace once belonged to an Egyptian king. The pendants at the bottom are lotus buds. The lotus, a water lily that grows in the Nile River, is a symbol of Egypt.

### Words to Know

Understanding the following words will help you read this lesson:

**fine** made of very small particles (page 147)

*The fine soil was more like dust than sand.*

**barren** lacking plants or crops (page 148)

*While crops grew well next to the Nile River, the desert was barren.*

**noble** a member of a wealthy and powerful family (page 149)

*The nobles could afford more comfortable homes than could most people.*

**sought** tried to find (page 150)

*The Egyptians sought iron because it was good for making tools.*

# Gift of the Nile

## TERMS & NAMES

cataract

delta

silt

fertile

linen

**Build on What You Know** Have you ever received a gift that was very important to you? How did it affect your life? The Nile River was so important to Egypt that 2,500 years ago, an ancient Greek historian called Egypt “the gift of the Nile.”

## Geography of Ancient Egypt

**1 ESSENTIAL QUESTION** Why was the Nile River important?

The Greek historian knew what he was talking about. The Nile River fed Egyptian civilization for hundreds of years.

**The Longest River** The Nile is 4,160 miles long—the world’s longest river. It begins near the equator in Africa and flows north to the Mediterranean Sea. In the south it churns with cataracts. A **cataract** (KAT•uh•RAKT) is a waterfall. Near the sea the Nile branches into a delta. A **delta** is an area near a river’s mouth where the water deposits fine soil called **silt**. In the delta, the Nile divides into many streams.

The river is called the upper Nile in the south and the lower Nile in the north. For centuries, heavy rains in Ethiopia caused the Nile to flood every summer. The floods deposited rich soil along the Nile’s shores. This soil was **fertile**, which means it was good for growing crops. Unlike the Tigris and Euphrates, the Nile River flooded at the same time every year, so farmers could predict when to plant their crops.

**The Nile Valley**  
Fertile land in Egypt stretches along the Nile and then gives way to desert. As a result, Egypt was a narrow country. ▼



**Red Land, Black Land** The ancient Egyptians lived in narrow bands of land on each side of the Nile. They called this region the black land because of the fertile soil that the floods deposited. The red land was the barren desert beyond the fertile region.

Weather in Egypt was almost always the same. Eight months of the year were sunny and hot. The four months of winter were sunny but cooler. Most of the region received only an inch of rain a year. The parts of Egypt not near the Nile were a desert.

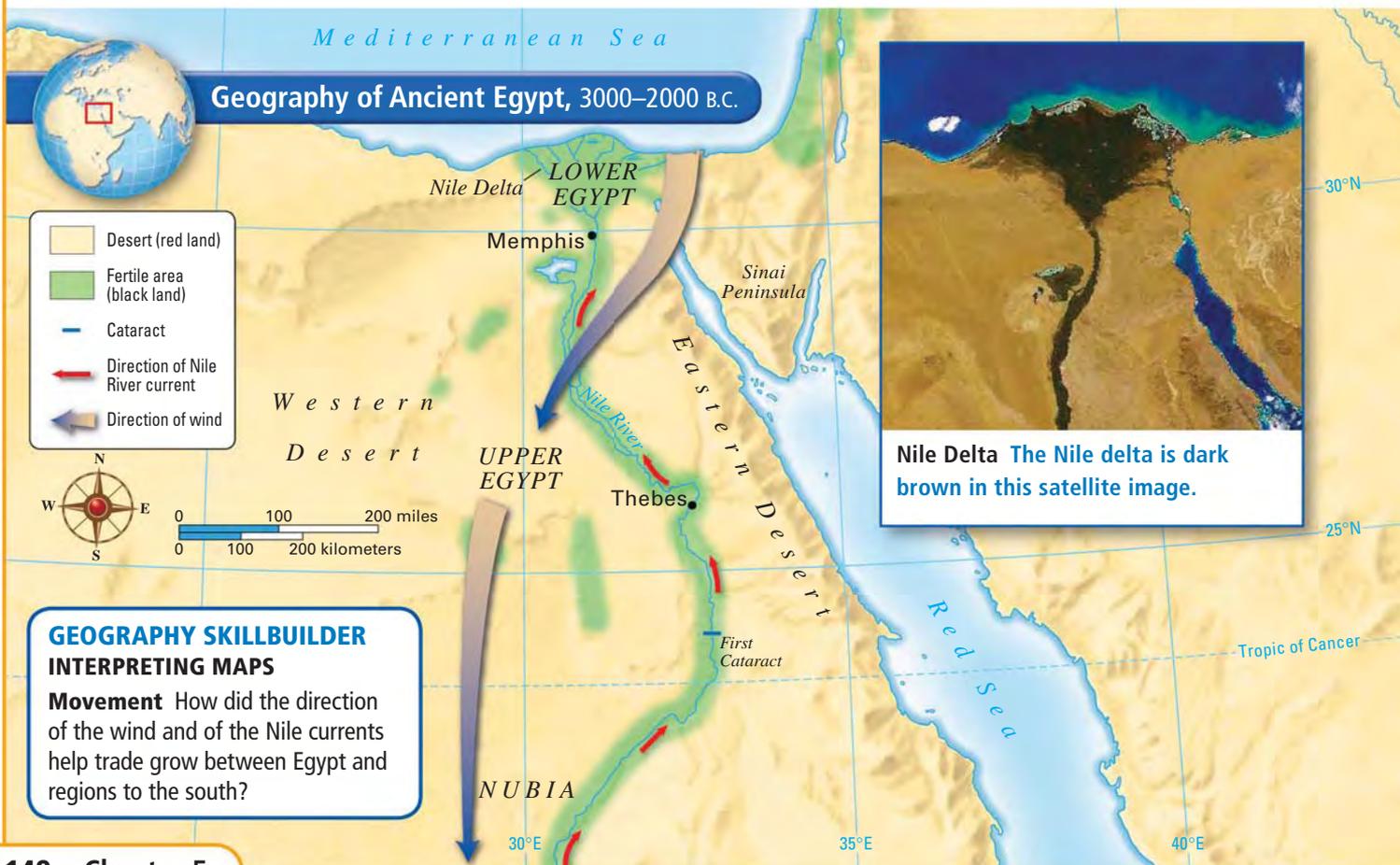
**Isolation** The harsh desert acted as a barrier to keep out enemies. The Mediterranean coast was swampy and lacked good harbors. For these reasons, early Egyptians stayed close to home.

**REVIEW** What did the floods of the Nile River provide for farmers?

## Land of Plenty

**2 ESSENTIAL QUESTION** How did Egyptians use the land around the Nile?

Each year, Egyptian farmers watched for white birds called ibises (EYE•bihs•uhz), which flew up from the south. When the birds

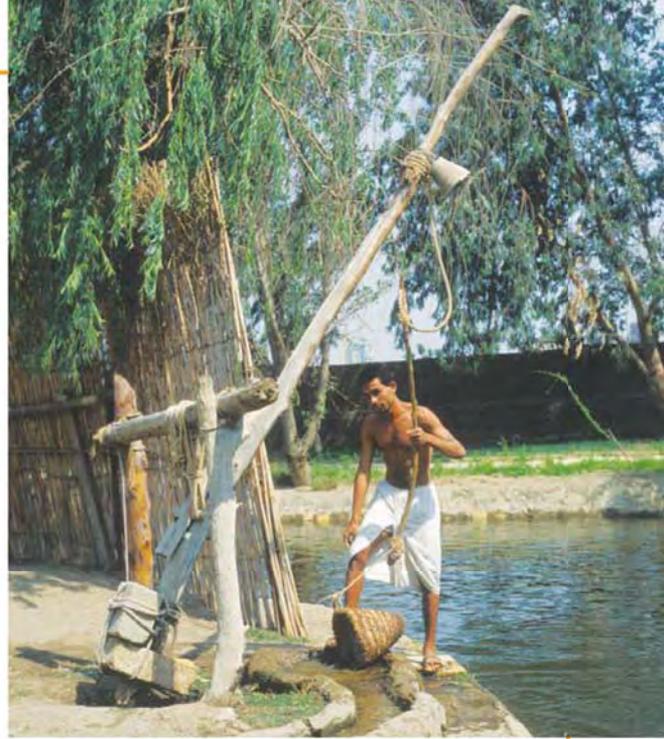


### GEOGRAPHY SKILLBUILDER INTERPRETING MAPS

**Movement** How did the direction of the wind and of the Nile currents help trade grow between Egypt and regions to the south?

arrived, the annual flood waters would soon follow. After the waters drained away, farmers could plant seeds in the fertile soil.

**Agricultural Techniques** By about 2400 B.C., farmers used technology to expand their farmland. Working together, they dug irrigation canals that carried river water to dry areas. Then they used a tool called a shaduf (shah•DOOF) to spread the water across the fields. These innovative, or new, techniques gave them more farmland.



**Egyptian Crops** Ancient Egyptians grew a large variety of foods. They were the first to grind wheat into flour and to mix the flour with yeast and water to make dough rise into bread. They grew vegetables such as lettuce, radishes, asparagus, and cucumbers. Fruits included dates, figs, grapes, and watermelons.

Egyptians also grew the materials for their clothes. They were the first to weave fibers from flax plants into a fabric called **linen**. Lightweight linen cloth was perfect for hot Egyptian days. Men wore linen wraps around their waists. Women wore loose, sleeveless dresses. Egyptians also wove marsh grasses into sandals.

**Egyptian Houses** Egyptians built houses using bricks made of mud from the Nile mixed with chopped straw. They placed narrow windows high in the walls to reduce bright sunlight. Egyptians often painted walls white to reflect the blazing heat. They wove sticks and palm trees to make roofs. Inside, woven reed mats covered the dirt floor. Most Egyptians slept on mats covered with linen sheets. Wealthy citizens enjoyed bed frames and cushions.

Egyptian nobles had fancier homes with tree-lined courtyards for shade. Some had a pool filled with lotus blossoms and fish. Poorer Egyptians simply went to the roof to cool off after sunset. They often cooked, ate, and even slept outside.

**REVIEW** What agricultural techniques did ancient Egyptians use?

#### Connect to Today

▲ **Shaduf** A shaduf is a bucket on a lever. It was used to lift water from the Nile or canals. Some Egyptians still use shadufs today.

#### Vocabulary Strategy

The word *linen* has **multiple meanings**. Sheets and tablecloths are often called linens because they used to only be made from linen cloth.

## Geography Shapes Egyptian Life

**3 ESSENTIAL QUESTION** What economic activities developed in Egypt?

Egypt's economy depended on farming. However, the natural resources of the area allowed other economic activities to develop too.

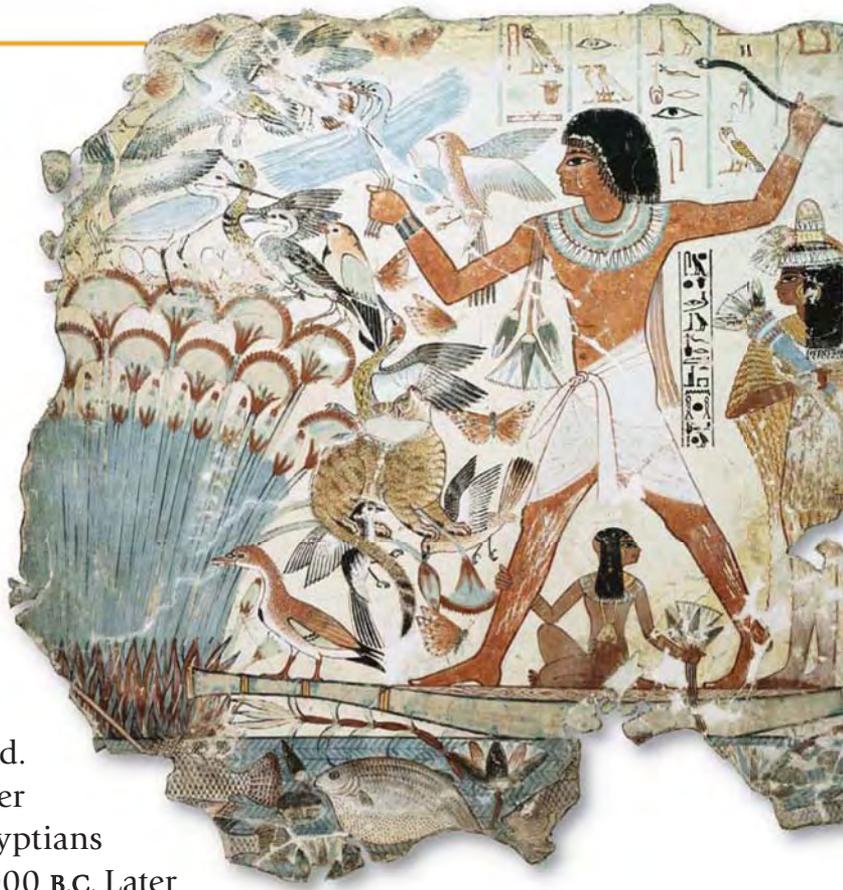
**Mining** The Egyptians wanted valuable metals that were not found in the black land. For example, they wanted copper to make tools and weapons. Egyptians looked for copper as early as 6000 B.C. Later they learned that iron was stronger, and they sought it as well. Ancient Egyptians also desired gold for its bright beauty. The Egyptian word for gold was *nub*. *Nubia* was the Egyptian name for the area of the upper Nile that had the richest gold mines in Africa.

Mining minerals was difficult. Veins (long streaks) of copper, iron, and bronze were hidden inside desert mountains in the hot Sinai Peninsula, east of Egypt. Even during the cool season, chipping minerals out of the rock was miserable work.

Egyptians mined precious stones too. They were probably the first people in the world to mine turquoise (TUR•KWOYZ). The Egyptians also mined lapis lazuli (LAP•ihs LAZ•uh•lee). These beautiful blue stones were used in jewelry.

**Fishing and Hunting** The Nile had fish and other wildlife that Egyptians wanted. To go on the river, Egyptians made lightweight rafts by binding together reeds. They used everything from nets to harpoons to catch fish. One ancient painting even shows a man ready to hit a catfish with a wooden hammer.

More adventurous hunters speared hippopotamuses and crocodiles along the Nile. Egyptians also captured quail with nets. They used boomerangs to knock down flying ducks and geese. (A boomerang is a curved stick that returns to the person who threw it.)



▲ Hunter This wall painting from a tomb shows a man hunting marsh birds.



**Transportation and Trade** Eventually, Egyptians equipped their reed boats with sails and oars. The Nile then became a highway. The river's current was slow, so boaters used paddles to go faster when they traveled north with the current. Going south, they raised a sail and let the winds that blew in that direction push them.

The Nile provided so well for Egyptians that sometimes they had surpluses, or more goods than they needed. They began to trade with each other. Ancient Egypt had no money, so people exchanged goods that they grew or made. This method of trade is called bartering.

**REVIEW** How did geography affect Egypt's economy?

### Lesson Summary

- The Nile River created a fertile land in a desert.
- The Egyptians used technology to expand their farms and grow many crops.
- Ancient Egyptians also mined, fished, hunted, and traded.

**Turquoise Jewelry**  
This bracelet has turquoise and other precious stones. ▼

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### Why It Matters Now . . .

Ancient Egyptians invented many things we use today, such as yeast bread, turquoise jewelry, and linen clothes.

## 1 Lesson Review

### Terms & Names

1. Explain the importance of
- |          |         |       |
|----------|---------|-------|
| cataract | silt    | linen |
| delta    | fertile |       |

### Using Your Notes

**Understanding Cause and Effect** Use your completed chart to answer the following question:

2. How did new agricultural techniques make the Egyptians more prosperous? (6.2.2)

Causes	Effects
Floods	
New agricultural techniques	
Many land resources	

 **Homework Helper**  
ClassZone.com

### Main Ideas

3. Why did Egypt develop along the Nile? (6.2.1)
4. How did irrigation canals expand farmland in Egypt? (6.2.2)
5. How did trade along the Nile come about? (6.2.6)

### Critical Thinking

6. **Making Inferences** How did climate affect the daily lives of Egyptians? (6.2.1)
7. **Drawing Conclusions** Analyze the gifts of the Nile in terms of innovation and cultural endurance. (6.2.1)

### Activity

**Making a Sketch** Create a sketch showing the different types of economic activities that took place in ancient Egypt. (6.2.2)

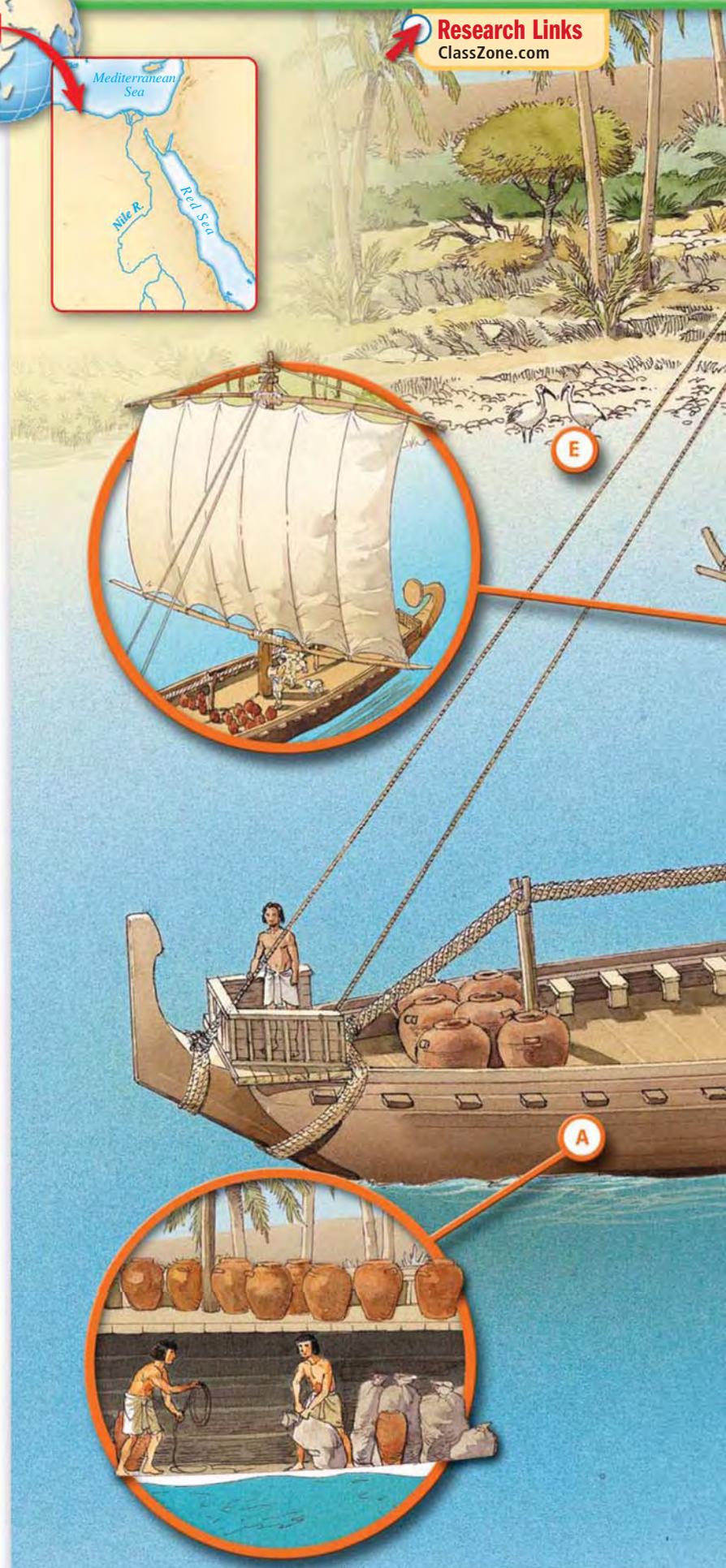


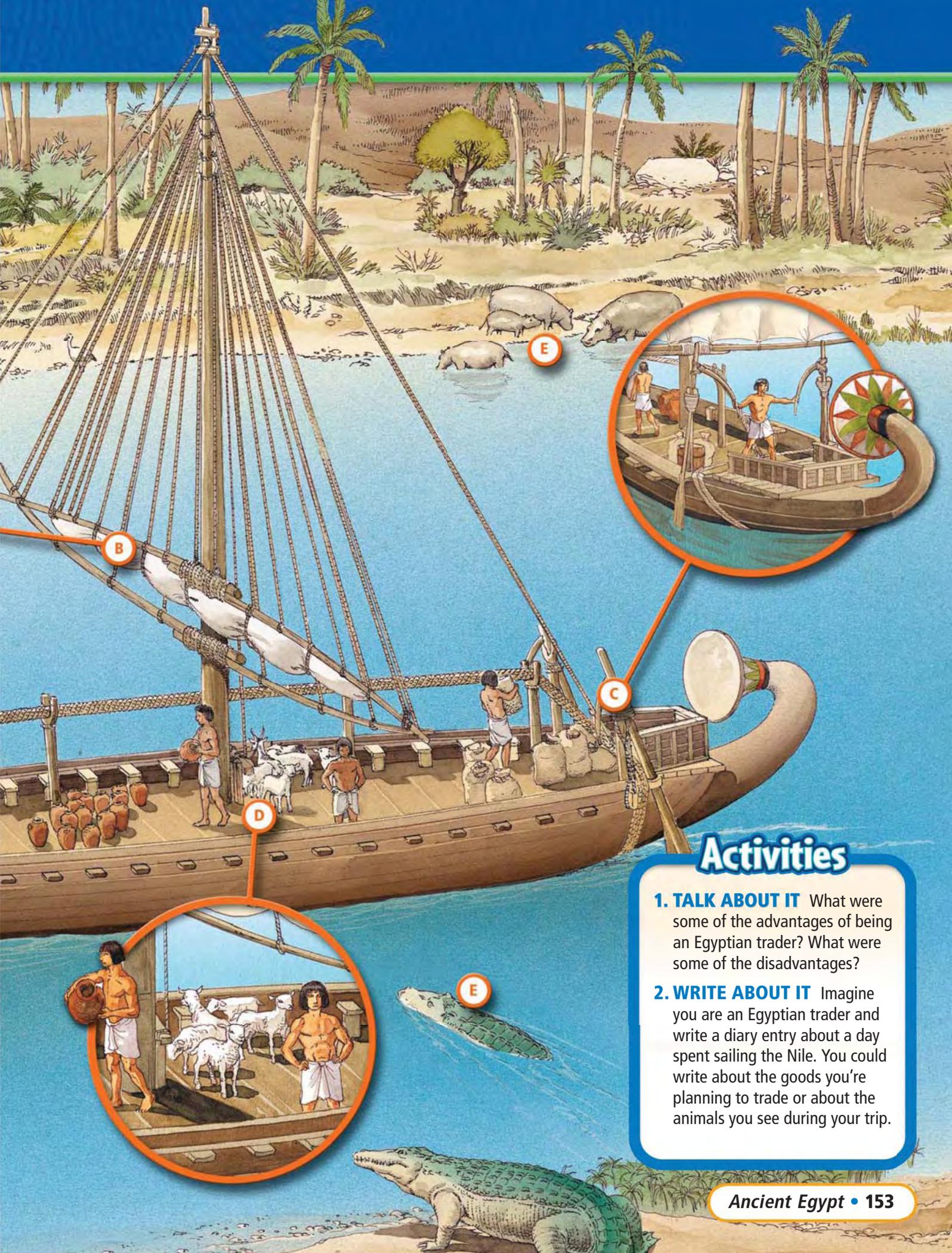
## Life on the Nile River

**Purpose:** To learn about the life of Egyptian traders on the Nile River

If you were an Egyptian trader, you would sail the Nile River in a boat that looks much like the one shown here. Traders carried their goods in reed boats that they sailed up and down the Nile. As shown below, the simple boat held everything the traders needed for their trip on the river.

- A Hull** In the hull below the boat's deck, you store barrels of fruit and sacks of barley and wheat.
- B Sails** You raise your linen sail to catch the wind when you travel south on the Nile against the current. You lower the sail when you travel with the current north on the Nile.
- C Oars** The boat has a basket and oar at either end. Once the boat sets sail, you or another trader will stand in the basket and use the oar to steer.
- D On Deck** There is much activity on the boat's deck, as you store more goods and tie up the sheep and goats you plan to barter.
- E River Animals** A pair of ibises and some hippos feed as you load your boat. But you keep your eye on the crocodiles—the most dangerous animals on the Nile.





B

E

C

D

E

## Activities

- 1. TALK ABOUT IT** What were some of the advantages of being an Egyptian trader? What were some of the disadvantages?
- 2. WRITE ABOUT IT** Imagine you are an Egyptian trader and write a diary entry about a day spent sailing the Nile. You could write about the goods you're planning to trade or about the animals you see during your trip.

## MAIN IDEAS

- 1 **Economics** Egyptians developed a complex society with many different jobs and social roles.
- 2 **Science and Technology** Egyptians made advances in calendars, geometry, medicine, and other areas.
- 3 **Belief Systems** Egyptians believed in many gods and a happy life after death.

## TAKING NOTES

**Reading Skill: Categorizing** Sorting information into groups helps you understand patterns in history. In Lesson 2, look for three categories of Egyptian culture and details about them. Record the information on a web diagram.



**S** Skillbuilder Handbook, page R6



▲ **Cat Mummy** Some Egyptians made their dead pets into mummies and gave them a formal burial. Cats were especially honored in Egypt.

## Words to Know

Understanding the following words will help you read this lesson:

**formal** carried out in a ceremonial manner (page 156)

*The priest obeyed the church's formal rituals as he performed the service.*

**garment** a piece of clothing (page 156)

*The garments that priests wore were made of linen.*

**deed** an action done by a person (page 160)

*People were judged more by their deeds than by their words.*

# Life in Ancient Egypt

## TERMS & NAMES

scribe  
hieroglyph  
papyrus  
afterlife  
embalm  
mummy

**Build on What You Know** As you have seen, Egypt prospered along the Nile. This prosperity made life easier and provided greater opportunities for many Egyptians.

## Work and Family Life

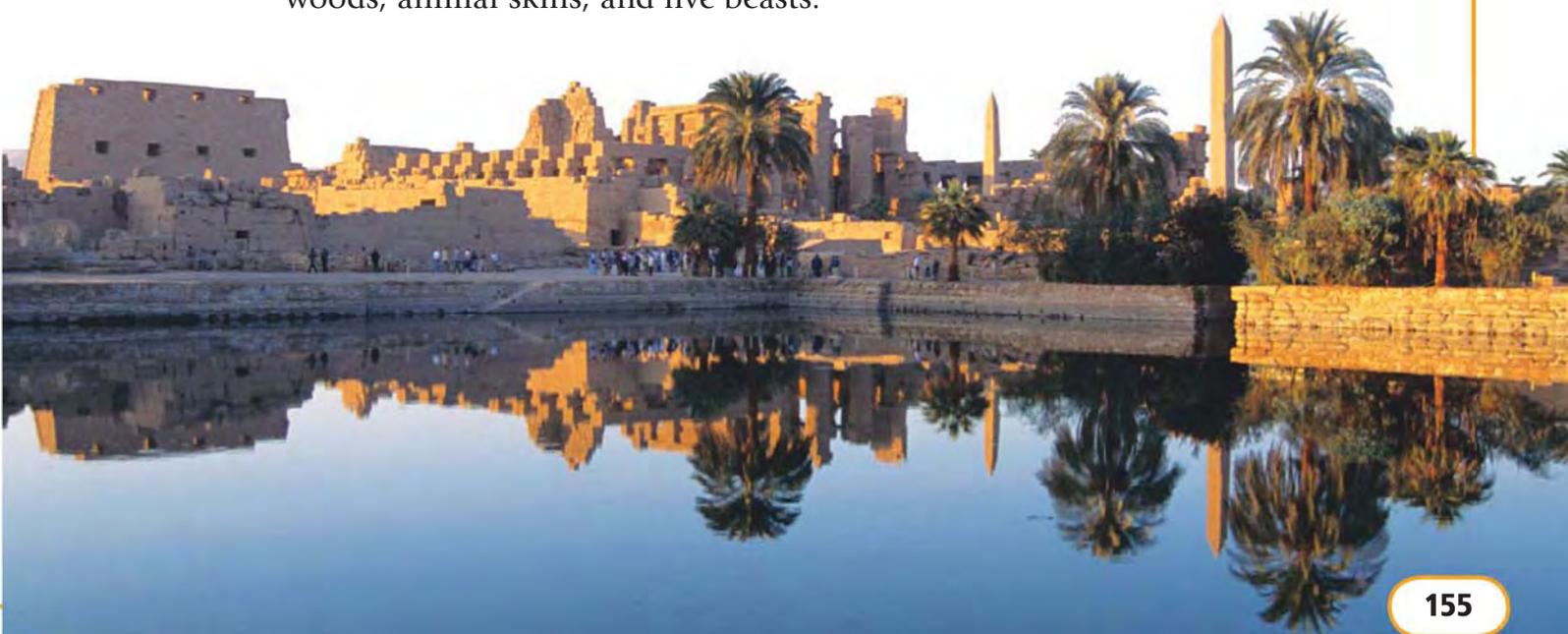
- 1 **ESSENTIAL QUESTION** How did work and social roles affect people in ancient Egypt?

When farmers produce food surpluses, the society's economy begins to expand. Cities emerge as centers of culture and power, and people learn to do jobs that do not involve agriculture. For example, some ancient Egyptians learned to be **scribes**, people whose job was to write and keep records.

**Specialized Jobs** As Egyptian civilization grew more complex, people took on jobs other than that of a farmer or scribe. Some skilled artisans erected stone or brick houses and temples. Other artisans made pottery, incense, mats, furniture, linen clothing, sandals, or jewelry.

A few Egyptians traveled to the upper Nile to trade with other Africans. These traders took Egyptian products such as scrolls, linen, gold, and jewelry. They brought back exotic woods, animal skins, and live beasts.

Luxor, Egypt Skilled artisans helped to build this temple and the shafts with pointed tops, which are called obelisks. ▼



**Rulers and Priests** As Egypt grew, so did its need to organize. Egyptians created a government that divided the empire into 42 provinces. Many officials worked to keep the provinces running smoothly. Egypt also created an army to defend itself.

One of the highest jobs in Egypt was to be a priest. Priests followed formal rituals and took care of the temples. Before entering a temple, a priest bathed and put on special linen garments and white sandals. Priests cleaned the sacred statues in temples, changed their clothes, and even fed them meals.

## Egyptian Social Roles

**Pharaoh** The ruler, called the pharaoh, was above all other people because he or she was considered a god.

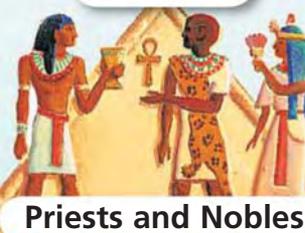


Pharaoh

### SKILLBUILDER INTERPRETING VISUALS

What activities do you see being performed in this chart? At what level of the pyramid is most of the hard physical labor done?

**Priests** The priests cared for the temples and held ceremonies to keep the gods happy.



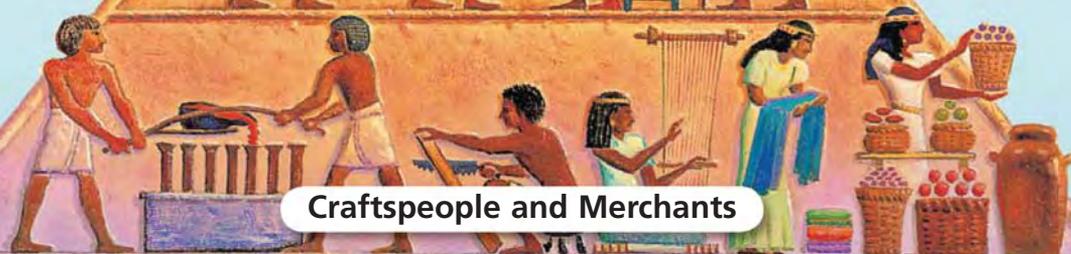
Priests and Nobles

**Scribes** The scribes were trained in the art of writing and record keeping.



Scribes and Government Officials

**Farmers, Laborers, and Slaves** The largest segment of the population was made up of farmers, laborers, and slaves.



Craftspeople and Merchants



Farmers



Laborers and Slaves

Together, the priests and the ruler held ceremonies to please the gods. Egyptians believed that if the gods were angry, the Nile would not flood. As a result, crops would not grow, and people would die. So the ruler and the priests tried hard to keep the gods happy. By doing so, they hoped to maintain the social and political order.

**Slaves** Slaves were at the bottom of society. In Egypt, people became slaves if they owed a debt, committed a crime, or were captured in war. Egyptian slaves were usually freed after a period of time. One exception was the slaves who had to work in the mines. Many died from the exhausting labor.

**Life for Women** Egypt was one of the best places in the ancient world to be a woman. Unlike other ancient African cultures, in Egyptian society men and women had fairly equal rights. For example, they could both own and manage their own property.

The main job of most women was to care for their children and home, but some did other jobs too. Some women wove cloth. Others worked with their husbands in fields or workshops. Some women, such as Queen Tiy, even rose to important positions in the government.

**Childhood** Children in Egypt played with toys such as dolls, animal figures, board games, and marbles. Their parents made the toys from wood or clay. Boys and girls also played rough physical games with balls made of leather or reeds.

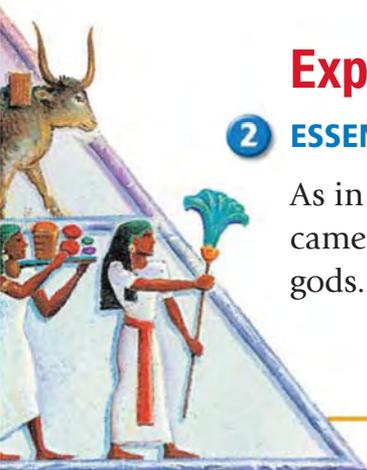
Boys and some girls from wealthy families went to schools run by scribes or priests. Most other children learned their parents' jobs. Almost all Egyptians married when they were in their early teens.

**REVIEW** What were the levels of Egyptian society?

## Expanding Knowledge

**2 ESSENTIAL QUESTION** How did learning advance in ancient Egypt?

As in many ancient societies, much of the knowledge of Egypt came about as priests studied the world to find ways to please the gods. Other advances came about because of practical discoveries.



**Astronomy** Egyptian priests studied the sky as part of their religion. About 5,000 years ago, they noticed that a star now called Sirius (SIHR•ee•uhs) appeared shortly before the Nile began to flood. The star returned to the same position in 365 days. Based on that, Egyptians developed the world's first practical calendar.

**Geometry** The Egyptians developed some of the first geometry. Each year the Nile's floods washed away land boundaries. To restore property lines, surveyors measured the land by using ropes that were knotted at regular intervals.

Geometric shapes such as squares and triangles were sacred to Egyptians. Architects used them in the design of royal temples and monuments.

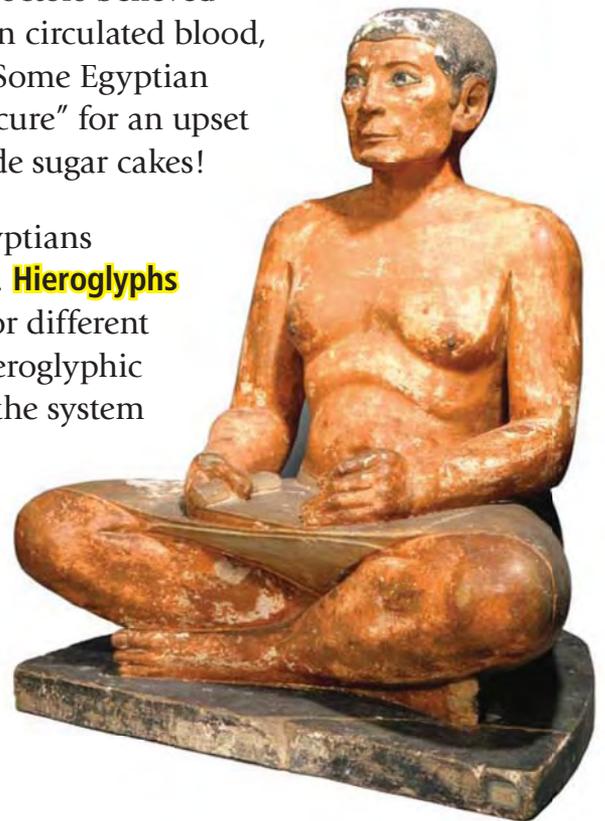
**Medicine** Egyptian doctors often prepared dead bodies for burial, so they knew the parts of the body. That knowledge helped them perform some of the world's first surgery. Some doctors specialized in using medicines made of herbs.

Egyptian medicine was far from perfect. Doctors believed that the heart controlled thought and the brain circulated blood, which is the opposite of what is known now. Some Egyptian treatments would raise eyebrows today. One "cure" for an upset stomach was to eat a hog's tooth crushed inside sugar cakes!

**Hieroglyphs** Beginning about 3000 B.C., Egyptians developed a writing system using hieroglyphs. **Hieroglyphs** (HY•uhr•uh•GLIHFS) are pictures that stand for different words or sounds. Early Egyptians created a hieroglyphic system with about 700 characters. Over time the system grew to include more than 6,000 symbols.

The Egyptians also developed a paper-like material called **papyrus** (puh•PY•ruhs) from a reed of the same name. Egyptians cut the stems into strips, pressed them, and dried them into sheets that could be rolled into scrolls. Papyrus scrolls were light and easy to carry. With them, Egyptians created some of the first books.

**REVIEW** What advances in learning did the Egyptians make?



▲ **Scribe** A person who wanted to be a scribe had to study many years to learn all of the hieroglyphs.

## Primary Source

### Hieroglyphs

The ancient Egyptians used hieroglyphs in many ways, as shown in this carving of Senusret I, a ruler from the 1900s B.C.

- They could be simple picture writing. For example, a wavy line might mean “water.”
- Some pictures stood for ideas. A circle often meant Re, the sun god.
- Finally, some signs also came to represent sounds. For example, the signs below represent the name of Cleopatra, a foreign queen who would later rule Egypt.



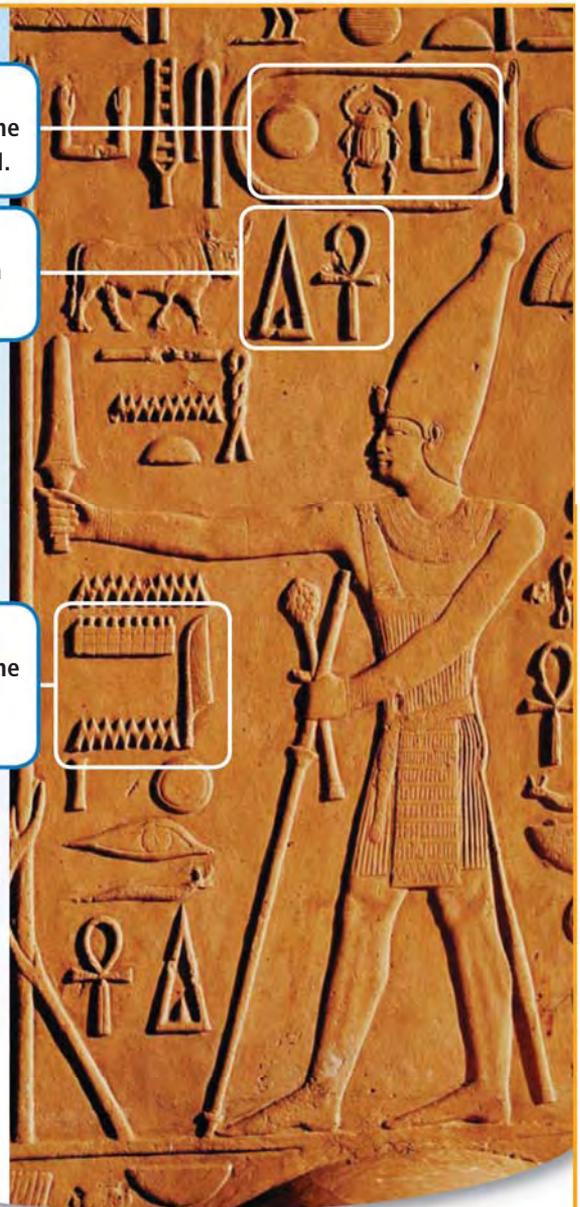
#### DOCUMENT-BASED QUESTION

What do you think is the purpose of the hieroglyphs on this carving?

These symbols represent the name of ruler Senusret I.

These pictures stand for the idea “given life.”

These symbols represent the name of the Egyptian god Amon.



## Beliefs and Religion

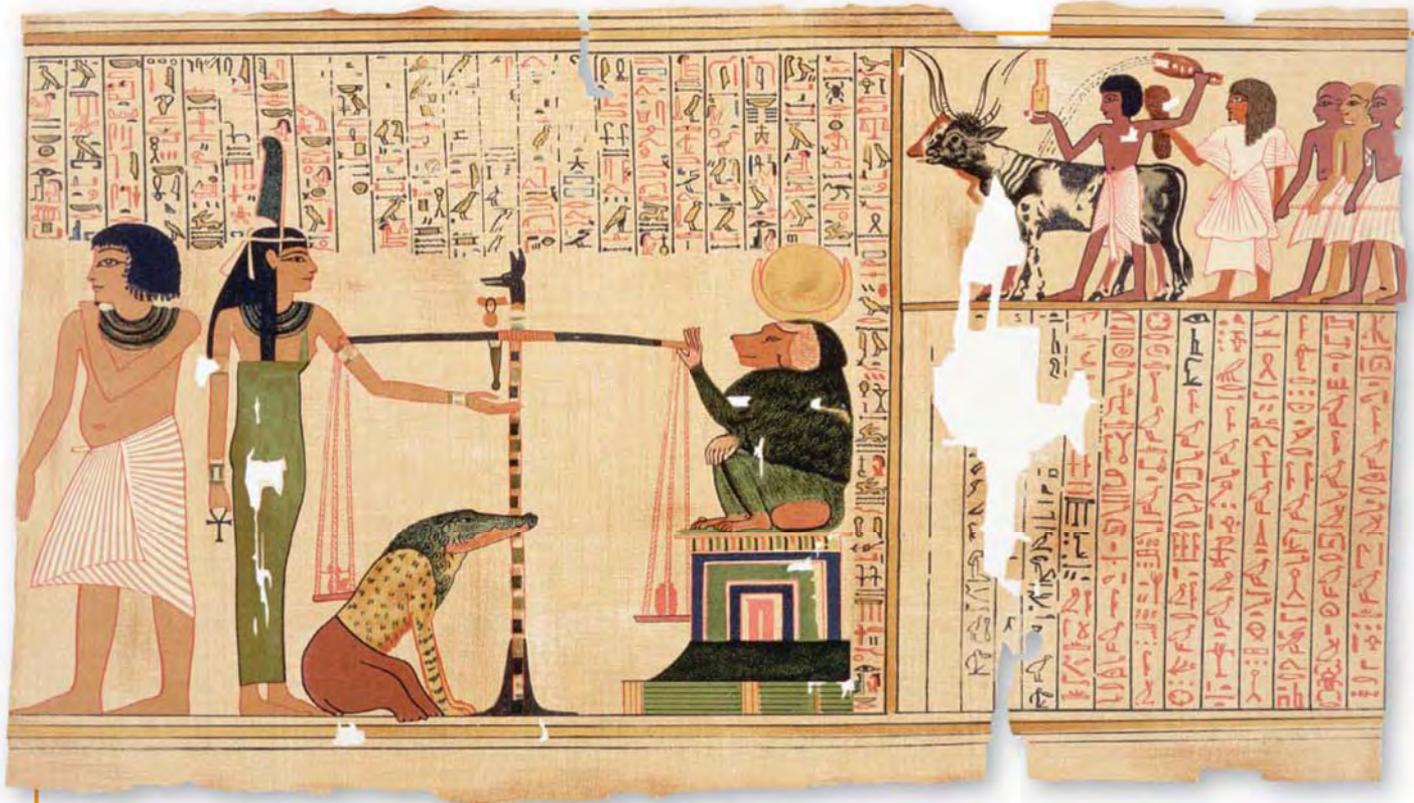
### 3 ESSENTIAL QUESTION What religious beliefs did Egyptians hold?

We know from their writing and their art that, in general, the Egyptians had a positive view of life. The black land provided most of the Egyptians’ needs. As a result, they did not have to struggle to make a living.

**Life After Death** Their positive outlook shaped their religion and led them to believe that the gods favored them. Egyptians believed that their prosperity could continue with a happy afterlife. An **afterlife** is a life believed to follow death. Not every ancient culture shared Egyptians’ beliefs. For example, the Sumerians thought that the afterlife was miserable.

#### Vocabulary Strategy

*Afterlife* is a **compound word**. You can divide it into the words *after* and *life*. An afterlife is a life believed to follow death.



▲ **Judgment of the Dead** Egyptians believed that bad deeds made a heart heavy. They thought that the god Anubis weighed each dead person's heart, as shown in this Egyptian art. If it was lighter than a feather, the reward was a happy afterlife. If the heart was heavier than a feather, Anubis fed it to a monster.

**Many Gods** As you have learned in Chapter 3, polytheism is a belief in many gods. The Egyptians worshiped gods that were related to the afterlife and to parts of nature—such as the sun, the river, and plant life. Some of the most important Egyptian gods included

- Re (ray)—the sun god (later called Amon-Re)
- Osiris (oh•SY•rihs)—a god who judged Egyptians after death
- Isis (EYE•sihs)—a fertility goddess who was Osiris' wife
- Anubis (uh•NOO•bihs)—a god of the dead

**Making Mummies** Egyptians thought they would need their bodies in the afterlife, so they embalmed dead people.

**Embalm** means to preserve a body after death. First, embalmers removed all organs except the heart. Next, they filled the body with a mixture of salt and herbs to create a mummy. A **mummy** is a body that has been dried so it won't decay. When dry, the mummy was wrapped in hundreds of yards of linen strips. The whole process of embalming and wrapping took about 70 days. Embalming was expensive, and not everyone could afford it.

**P** Primary Source Handbook

See the excerpt from the *Book of the Dead*, page R39.

The mummy was placed in a coffin inside a tomb. The tomb also held everyday objects, furniture, and food. Scenes from the person's life were painted on the walls. The Egyptians expected these pictures to become real so that the dead person could use them in the afterlife.

**REVIEW** What did the Egyptians think happened after death?

**Anubis** Egyptians believed the jackal-headed god Anubis weighed their hearts after death. ▼

### Lesson Summary

- The Egyptians developed a calendar, early geometry, medical knowledge, and hieroglyphic writing.
- Ancient Egypt had a complex society with specialized jobs. Women and slaves lived better there than in many other ancient lands.
- The Egyptians believed in many gods related to nature. They also believed in a happy afterlife.

### Why It Matters Now . . .

The ancient Egyptians were the first people known to develop a formal religion based on a belief in the afterlife. Such a belief is part of most religions today.



## 2 Lesson Review

### Terms & Names

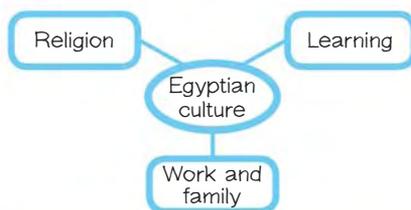
1. Explain the importance of

scribe	papyrus	embalm
hieroglyph	afterlife	mummy

### Using Your Notes

**Categorizing** Use your completed web diagram to answer the following question:

2. What jobs did Egyptians hold?



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### Main Ideas

3. Why were some Egyptians able to become artisans?
4. How were hieroglyphs used?
5. What duties did priests have?

### Critical Thinking

6. **Understanding Cause and Effect** Why were Egyptian discoveries in astronomy and medicine important?
7. **Making Generalizations** How did the Nile affect the Egyptians' view of the afterlife?

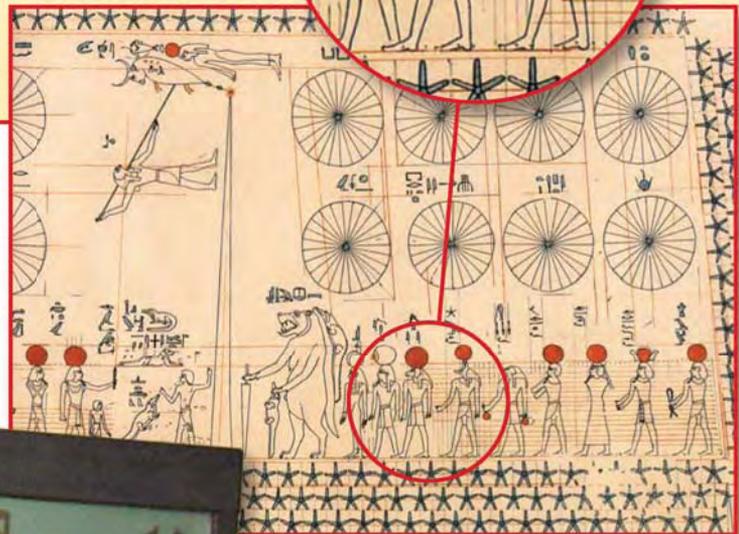
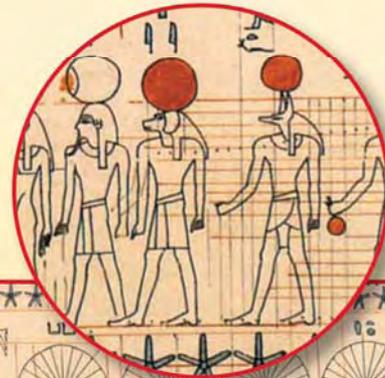
### Activity

**Writing in Hieroglyphs** Use the hieroglyphs shown on page 159 to write a few words.

## The Legacy of Egypt

**Purpose:** To learn about the impact that Egyptian knowledge and learning have on people today

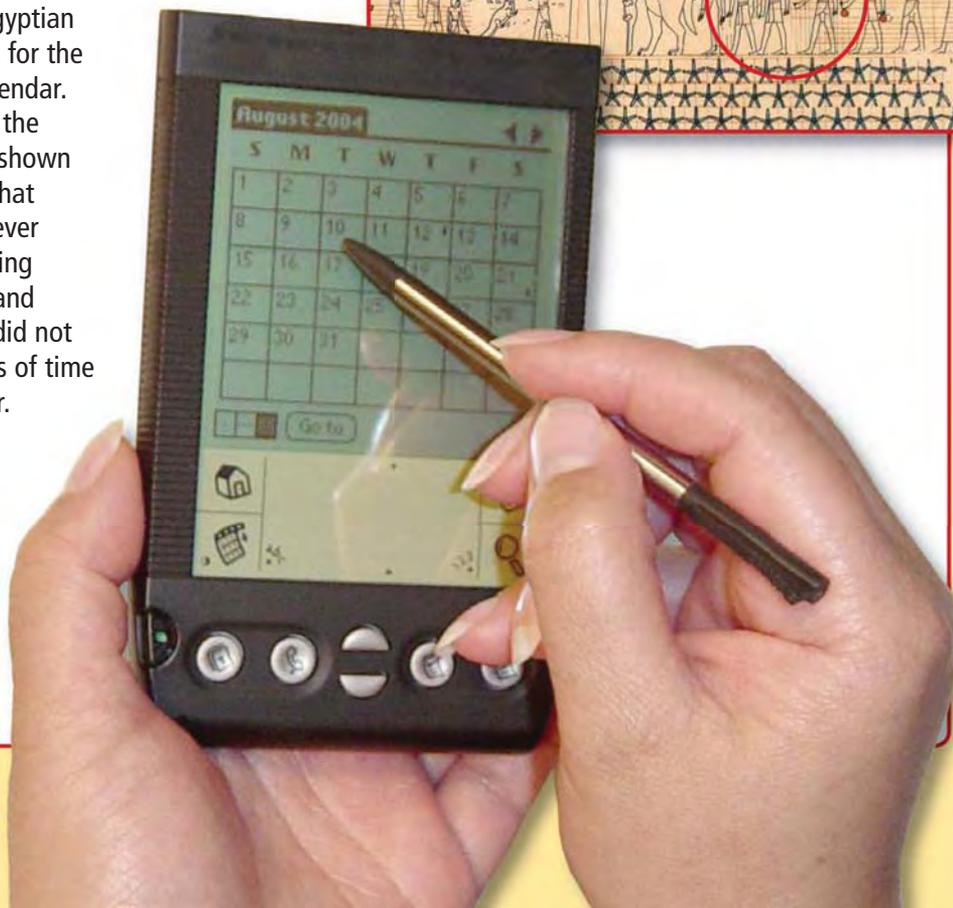
You may feel little connection with the ancient Egyptians as you learn about their civilization. Yet our civilization owes a great deal to the Egyptians. They left behind a rich heritage in science and mathematics that we continue to build on today.



### Calendars

► **Past** Around 4000 B.C., the Egyptians developed a 365-day calendar based on the star Sirius. This fragment from a tomb painting shows the Egyptian concept of time. The red circles represent the months of the year. The large circles, which are divided into 24 hours, symbolize religious holidays.

► **Present** The Egyptian calendar is the basis for the modern Western calendar. Still, the calendar in the handheld computer shown here can do things that ancient Egyptians never dreamed of—including measuring minutes and seconds. Egyptians did not have names for units of time smaller than an hour.



## Medical Knowledge

▼ **Past** Egyptian doctors treated physical injuries, such as wounds and broken bones, much like doctors today. They examined the patient, conducted tests, and made their diagnosis. Egyptians were also the first to use surgical instruments, such as those shown here.



► **Present** Egyptian medicine provided the foundation for modern medicine. Our instruments have become more sophisticated, such as those used for laser surgery. But doctors today still use the three categories that Egyptians used to describe a patient's condition: favorable, uncertain, and unfavorable.



## Architecture

► **Past** Egyptians measured fields using such geometric shapes as triangles. Architects also used this shape when they built their great stone pyramids. You will learn more about Egyptian pyramids in the next lesson.

▼ **Present** The magnificent pyramids of ancient Egypt have left their mark on Western architecture. The glass pyramid at the Louvre Museum in Paris is just one example of Egyptian influence.



## Activities

- 1. TALK ABOUT IT** What do these advances in knowledge and learning tell you about ancient Egyptian civilization?
- 2. WRITE ABOUT IT** What will our civilization be remembered for? Write a paragraph telling what you think our legacy will be.

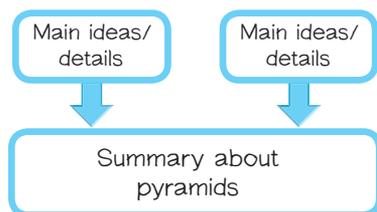


## MAIN IDEAS

- 1 **Government** Egypt united under a central government that ruled for centuries.
- 2 **Culture** Pharaoh Khufu built a huge monument to proclaim his glory.
- 3 **Government** Egypt entered a period of change as centralized rule weakened.

## TAKING NOTES

**Reading Skill: Summarizing** To summarize means to condense information into fewer words. Jot down the main ideas and important details in Lesson 3 in a diagram like the one below. Then use them to help you write a summary of the lesson.



 Skillbuilder Handbook, page R3

Image is not available for electronic use. Please refer to the image in the textbook.

▲ **Ankh** The ankh (ahnk) was a symbol of life for ancient Egyptians. Tomb art often shows pharaohs and gods holding ankhs.

## Words to Know

Understanding the following words will help you read this lesson:

**inherit** to receive something from a person who has died (page 165)

*When the king died, his son would **inherit** the throne.*

**triangle** a shape with three sides (page 166)

*Each side of the pyramid was a **triangle**, but the base had four sides.*

**portray** to show by means of a picture (page 169)

*Artists had to follow rules about how to **portray** humans in their paintings.*

# The Pyramid Builders

## TERMS & NAMES

dynasty  
succession  
pharaoh  
pyramid  
step pyramid  
Khufu

**Build on What You Know** You have read about the upper and lower Nile. There were also two kingdoms called Upper Egypt and Lower Egypt. They united into a strong empire.

## The Old Kingdom

- 1 **ESSENTIAL QUESTION** What kind of government ruled Egypt after it was united?

Legend says a king named Narmer united Upper and Lower Egypt. Some historians think Narmer actually represents several kings who gradually joined the two lands. After Egypt was united, its ruler wore the Double Crown. It combined the red Crown of Lower Egypt with the white Crown of Upper Egypt. (See page 166.)

**The First Dynasty** The first dynasty of the Egyptian empire began about 2925 B.C. A **dynasty** (DY•nuh•stee) is a line of rulers from the same family. When a king died, one of his children usually took his place as ruler. The order in which members of a royal family inherit a throne is called the **succession**. More than 30 dynasties ruled ancient Egypt.

Historians divide ancient Egyptian dynasties into the Old Kingdom, the Middle Kingdom, and the New Kingdom. The Old Kingdom started about 2575 B.C., when the Egyptian empire was gaining strength.

**Pyramids** These structures, called pyramids, were built as monuments over the tombs of rulers. ▼





Crown of  
Upper Egypt



Crown of  
Lower Egypt



Double Crown of  
Upper and Lower Egypt

**Pharaohs Rule** The king of Egypt became known as the **pharaoh** (FAIR•oh). The word *pharaoh* meant “great house,” and it was originally used to describe the king’s palace. Later it became the title of the king himself. The pharaoh ruled from the capital city of Memphis.

The ancient Egyptians thought the pharaoh was a child of the gods and a god himself. Egyptians believed that if the pharaoh and his subjects honored the gods, their lives would be happy. If Egypt suffered hard times for a long period, the people blamed the pharaoh for angering the gods. In such a case, a rival might drive him from power and start a new dynasty.

Because the pharaoh was thought to be a god, government and religion were not separate in ancient Egypt. Priests had much power in the government. Many high officials were priests.

**REVIEW** How were religion and government linked in ancient Egypt?

## Khufu’s Great Pyramid

**2 ESSENTIAL QUESTION** How did Pharaoh Khufu proclaim his glory?

The first rulers of Egypt were often buried in an underground tomb topped by mud brick. Soon, kings wanted more permanent monuments. They replaced the mud brick with a small pyramid of brick or stone. A **pyramid** (PIHR•uh•mihd) is a structure shaped like a triangle, with four sides that meet at a point.

About 2630 B.C., King Djoser (ZHOH•suhr) built a much larger pyramid over his tomb. It is called a **step pyramid** because its sides rise in a series of giant steps. It is the oldest-known large stone structure in the world.

**The Great Pyramid** About 80 years later, a pharaoh named **Khufu** (KOO•FOO) decided he wanted a monument that would show the world how great he was. He ordered the construction of the largest pyramid ever built. Along its base, each side was about 760 feet long. The core was built from 2.3 million blocks of stone.

Building the Great Pyramid was hard work. Miners cut the huge blocks of stone using copper saws and chisels. These tools were much softer than the iron tools developed later. Other teams of workers pulled the stone slabs up long, sloping ramps to their place on the pyramid. Near the top of the pyramid, the ramps ended. Workers dragged each heavy block hundreds of feet and then set it in place.

Farmers did the heavy labor of hauling stone during the season when the Nile flooded their fields. Skilled stonemasons and overseers worked year-round. The Great Pyramid took nearly 20 years to build. An estimated 20,000 Egyptians worked on it. A city called Giza (GEE•zuh) was built for the pyramid workers and the people who fed, clothed, and housed them.

#### Visual Vocabulary



pyramid



step pyramid

## History Makers

### Khufu (ruled during the 2500s B.C.)

Khufu was one child who followed his father's example. His father, Snefru (SNEHF•ROO), was a warrior king who brought prosperity to Egypt. Snefru celebrated his deeds by building the first true pyramid as his burial monument.

Khufu liked the pyramid's design, but he decided that bigger was even better. His Great Pyramid was the tallest structure on Earth for over 4,300 years. Can you imagine the spectacular riches a ruler like that must have included in his tomb? We can only imagine because grave robbers emptied the chambers inside the pyramid long ago. The only object left from Khufu's funeral is a ship discovered in 1954. This 125-foot ship was meant to transport Khufu's soul through the afterlife along the path of the sun god.



**Grave Robbers** Eventually, Egyptians stopped building pyramids. One reason is that the pyramids drew attention to the tombs inside them. Grave robbers broke into the tombs to steal the treasure buried with the pharaohs. Sometimes they also stole the mummies.

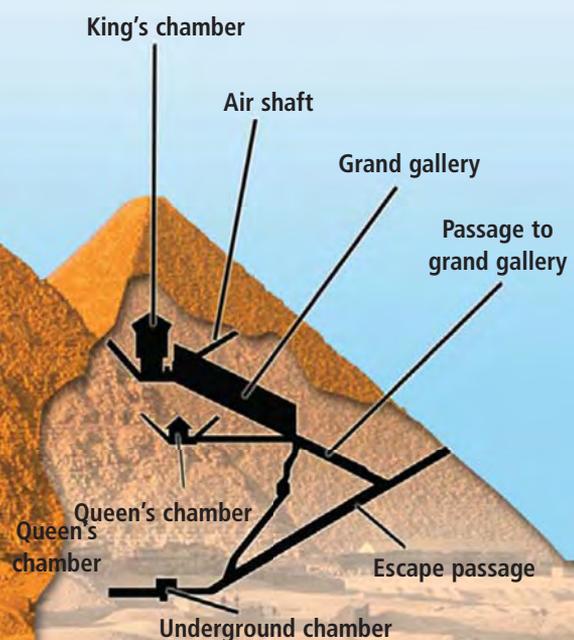
Egyptians believed that if a tomb was robbed, the person buried there could not have a happy afterlife. During the New Kingdom, pharaohs began building more secret tombs in an area called the Valley of the Kings. The burial chambers were hidden in mountains near the Nile. This way, the pharaohs hoped to protect their bodies and treasures from robbers.

**Inside the Tombs** Both the pyramids and later tombs had several passageways leading to different rooms. This was to confuse grave robbers about which passage to take. Sometimes relatives, such as the queen, were buried in the extra rooms.

Tombs were supposed to be the palaces of pharaohs in the afterlife. Mourners filled the tomb with objects ranging from food to furniture that the mummified pharaoh would need. Some tombs contained small statues that were supposed to be servants for the dead person.

## The Great Pyramid of Khufu

INTERACTIVE



Egyptian artists decorated royal tombs with wall paintings and sculptures carved into the walls. Art was meant to glorify both the gods and the dead person. A sculpture of a dead pharaoh had “perfect” features, no matter how he really looked. Artists also followed strict rules about how to portray humans. Paintings showed a person’s head, arms, and legs from the side. They showed the front of the body from the neck down to the waist.

Wall paintings showed pharaohs enjoying themselves so they could have a happy afterlife. One favorite scene was of the pharaoh fishing in a papyrus marsh. Warlike kings were often portrayed in battle. Scenes might also show people providing for the needs of the dead person. Such activities included growing and preparing food, caring for animals, and building boats.

As hard as the pharaohs tried to hide themselves, robbers stole the treasures from almost every tomb. Only a secret tomb built for a New Kingdom pharaoh was ever found with much of its treasure untouched. The dazzling riches found in this tomb show how much wealth the pharaohs spent preparing for the afterlife.

**REVIEW** Why did Khufu decide to build such a large pyramid?

## Middle Kingdom

**3 ESSENTIAL QUESTION** What happened to Egypt when centralized rule weakened?

By about 2130 B.C., Egyptian kings began to lose their power to local rulers of the provinces. For about 500 more years, the kings held Egypt together, but with a much weaker central government. This period of Egyptian history is called the Middle Kingdom.



### GEOGRAPHY SKILLBUILDER INTERPRETING MAPS

**Location** On what body of water were most Egyptian cities located?

**Invasions** Rulers during the Middle Kingdom also faced challenges from outside Egypt. A nomadic people called the Hyksos (HIHK•sohs) invaded Egypt from the northeast. Their army conquered by using better weapons and horse-drawn chariots, which were new to Egyptians. After about 100 years, the Egyptians drove out the Hyksos and began the New Kingdom. You will study this period in Lesson 4.

**REVIEW** How was the Middle Kingdom different from the Old Kingdom?

### Lesson Summary

- For thousands of years, Egypt remained a unified country ruled by a series of dynasties.
- The Egyptians built pyramids to honor pharaohs. Tombs inside the pyramids held treasures to be used in the afterlife.
- The Middle Kingdom was a time when the central government lost power to the provinces.

### Why It Matters Now . . .

Ancient Egypt still fascinates people. Books and movies portray the mystery of mummies and tombs. People wear jewelry and use household objects modeled on Egyptian artifacts.

## 3 Lesson Review



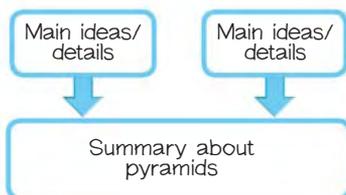
### Terms & Names

1. Explain the importance of
- |            |         |              |
|------------|---------|--------------|
| dynasty    | pharaoh | step pyramid |
| succession | pyramid | Khufu        |

### Using Your Notes

**Summarizing** Use your completed diagram to answer the following question:

2. What was the purpose of the pyramids?



### Main Ideas

3. Why were religion and government not separate in ancient Egypt?
4. What were some of the main features of Egyptian art?
5. What group was able to conquer Egypt during the Middle Kingdom?

### Critical Thinking

6. **Evaluating Information** Why did Egypt experience a period of change during the Middle Kingdom?
7. **Making Decisions** Did pyramids accomplish their purpose? Consider what they did for a pharaoh while he lived and after he died.

### Activity

**Writing a Narrative** Look at the illustration on pages 140–141 and reread “The Great Pyramid” on page 167. Write a narrative story about one of the workers.

# Make A Pyramid

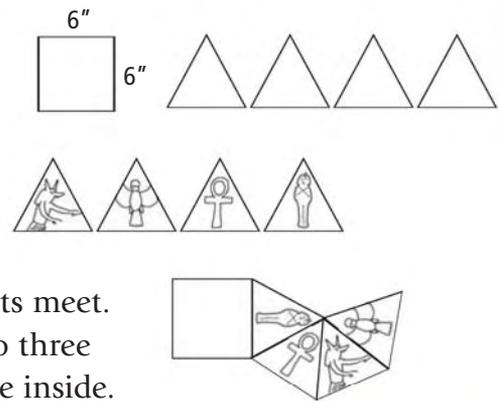
**Goal:** To understand the art and architecture of ancient Egypt by creating a pyramid and decorating its walls

## Prepare

- 1 Research Egyptian pyramids and art. Study the images in this chapter and in books about Egypt.
- 2 Reread the information on pyramids on pages 166–169.

## Do the Activity

- 1 Draw and cut out a six-inch square. Then draw and cut out four six-inch equilateral triangles (triangles whose sides are of equal length).
- 2 Decorate one side of each triangle with the type of art you think would be found inside a tomb.
- 3 Tape the four triangles together so that their top points meet. Then tape the bottom sides of three of the triangles to three sides of the square base. Make sure the art goes on the inside.
- 4 Leave one of the triangles unattached to the square so you can see inside.



## Materials & Supplies

- yellow or tan construction paper
- ruler and protractor
- scissors and tape
- markers

**Optional:** Book on Egyptian tombs

## Follow-Up

- 1 How is an understanding of geometry related to building a pyramid?
- 2 How do the images that you put inside the pyramid relate to Egyptian beliefs?

## Extension

**Making a Presentation** Show your pyramid to the class. Explain why you created your art and how it expresses Egyptian beliefs about life after death.



## MAIN IDEAS

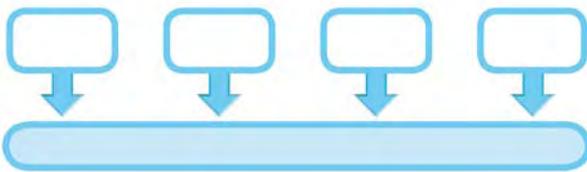
- 1 Economics** Queen Hatshepsut ruled as pharaoh and expanded trade during the New Kingdom.
- 2 Belief Systems** Akhenaton tried to change Egyptian religion by replacing the old gods with one god called Aton.
- 3 Government** Ramses II ruled Egypt for decades and created a stable empire.

## TAKING NOTES

### Reading Skill:

#### Explaining Chronological Order and Sequence

Placing events in sequence means putting them in order based on the time they happened. As you read Lesson 4, note things that happened in the reigns of the pharaohs discussed. Create a time line like the one below to put events in order.



**S** Skillbuilder Handbook, page R15



▲ King Tut British archaeologist Howard Carter found the tomb of New Kingdom pharaoh Tutankhamun in 1922. The mummy was protected by this gold mask.

## Words to Know

Understanding the following words will help you read this lesson:

**reign** the time when a ruler is in power (page 173)

*Usually a ruler's reign lasted as long as he or she lived.*

**reserve** to keep for a special use (page 173)

*Egyptians reserved a headdress for the pharaoh as a symbol of the ruler's power.*

**status** a position, rank, or standing given to someone or something (page 175)

*As the status of the god increased, more people worshiped it.*

Hatshepsut

obelisk

Ramses II

# The New Kingdom

**Build on What You Know** You read a little about the dazzling reign of Ramses II in *Starting with a Story*. He was a powerful pharaoh of the New Kingdom.

## A Woman Pharaoh

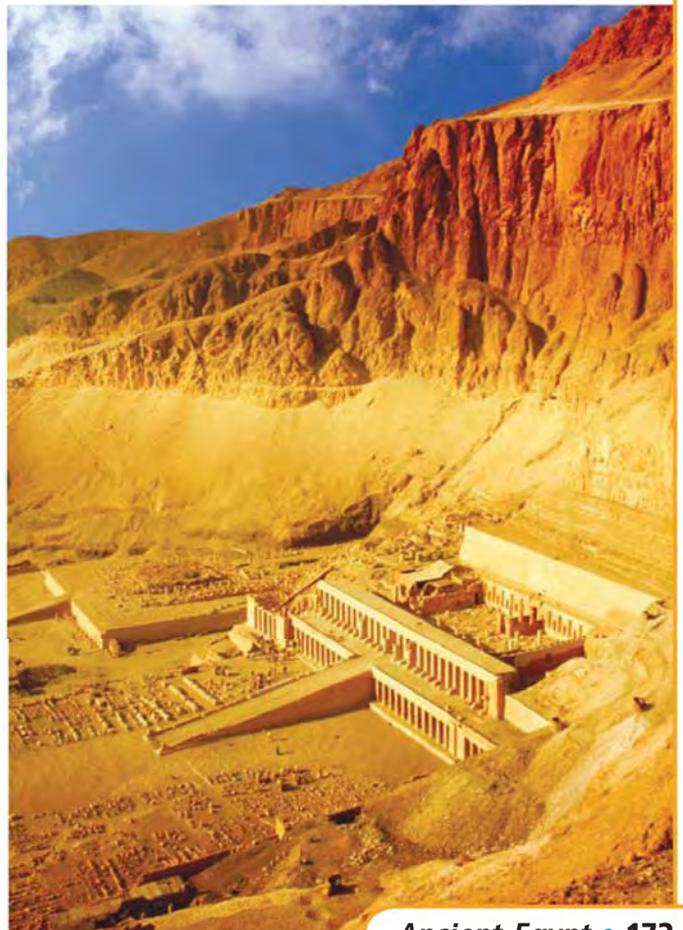
- 1 ESSENTIAL QUESTION** What was the significance of Queen Hatshepsut's rule?

The New Kingdom included some of Egypt's most powerful rulers. These pharaohs set up a new capital city of Thebes, 450 miles south of the old capital at Memphis. They strengthened Egypt by expanding the empire.

**Taking Power** Queen **Hatshepsut** (hat•SHEHP•SOOT) was the first woman to rule as pharaoh. She was the wife of a pharaoh who died soon after he took power. Hatshepsut then ruled with her stepson, Thutmose III (thoot•MOH•suh). In 1472 B.C., she declared herself the only ruler. She wore a false beard reserved for pharaohs alone.

**Trade Grows** Unlike other New Kingdom pharaohs, Hatshepsut did not only expand Egypt by waging war. She also wanted to make Egypt richer through trade. Her biggest trading expedition crossed the eastern desert to the Red Sea. Large ships sailed south to an African land called Punt (poont). Traders brought back rare herbs, spices, scented woods, live monkeys, and potted trees for making incense.

**Hatshepsut's Temple**  
Queen Hatshepsut had this temple constructed to honor herself. It was cut into a mountain. ▼



**Hatshepsut's Monuments** Like other pharaohs, Hatshepsut was eager to proclaim her glory. One type of monument she erected was the obelisk (AHB•uh•lihsk). An **obelisk** is a four-sided shaft with a pyramid-shaped top. (See page 155.) Hatshepsut had tall obelisks carved from blocks of red granite. On them, artisans used hieroglyphs to record her great deeds.

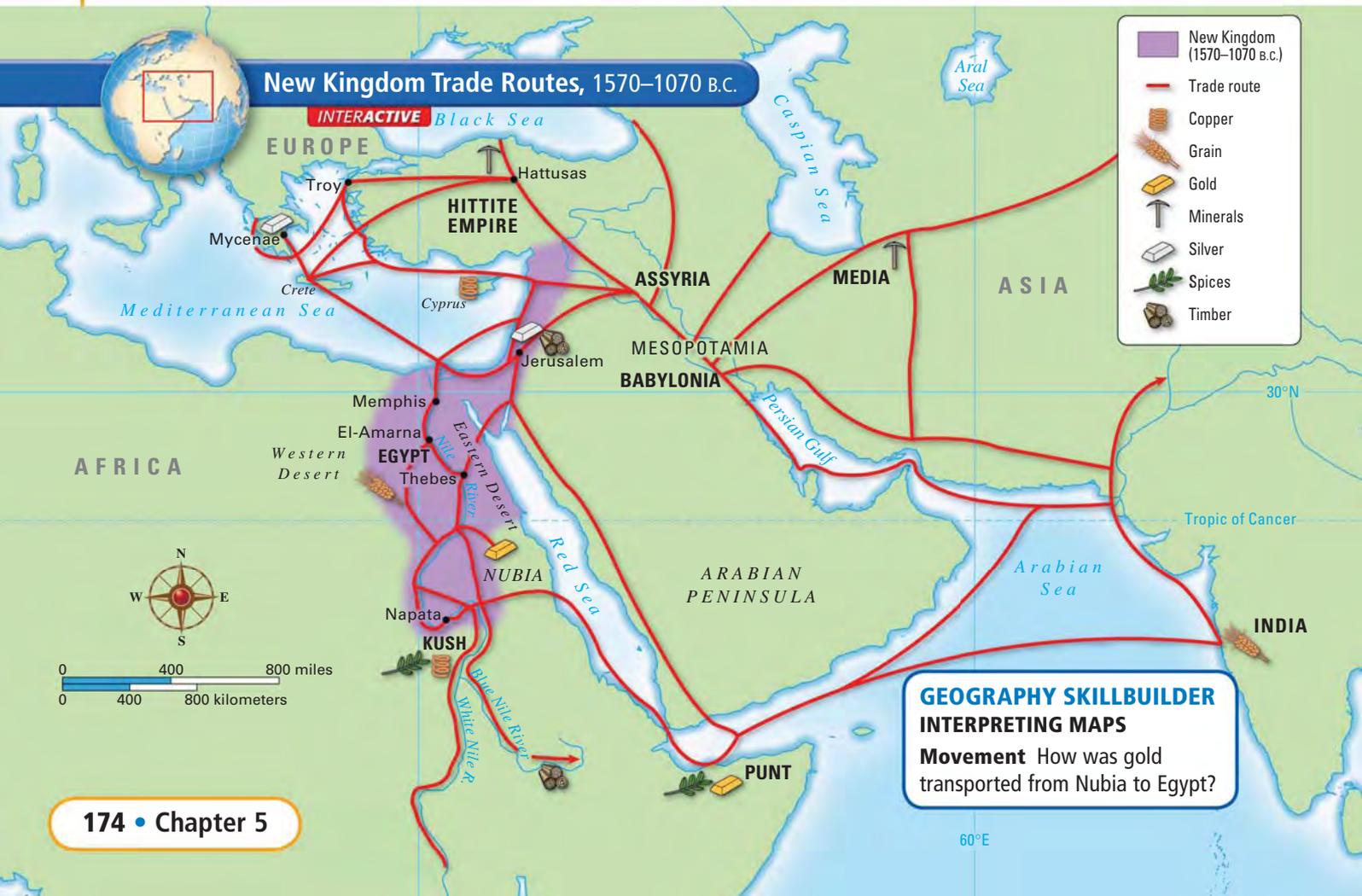
**Mysterious End** After ruling 15 years, Hatshepsut disappeared. She may have died peacefully, or Thutmose III may have killed her. After her death, Thutmose became pharaoh and tried to destroy all records of Hatshepsut's reign. We know about her because archaeologists restored her damaged temple and tomb.

**REVIEW** How did Hatshepsut try to make Egypt richer?

## A Reforming Pharaoh

**2 ESSENTIAL QUESTION** How did Akhenaton try to change Egyptian religion?

As you read earlier, the Egyptians believed that angry gods caused suffering. In spite of this, one pharaoh dared to defy the gods.



**GEOGRAPHY SKILLBUILDER**  
**INTERPRETING MAPS**  
**Movement** How was gold transported from Nubia to Egypt?

**A New Belief** When Akhenaton (AH•kuh•NAHT•n) became pharaoh in 1353 B.C., he lifted a sun god called Aton to the highest status. He then closed the temples of other gods. In this way, he promoted the worship of one god for the first time in Egyptian history.

Priests who served the other gods suddenly lost power. They became furious. They also feared that the pharaoh's actions had angered the old gods. To avoid conflict with those priests, Akhenaton moved about 200 miles away from them to a new capital city called Akhetaton (AH•kuh•TAHT•n).

**Realistic Art** Akhenaton's new ways of thinking affected art. As Lesson 3 explained, Egyptian artwork usually tried to show perfect beauty. Under Akhenaton, that changed. For the first time, a pharaoh was shown realistically. For example, carvings of Akhenaton show his large stomach.

**Reform Ends** Akhenaton's new religion did not last long. Three years after his death, a young relative named Tutankhamen (TOOT•ahng•KAH•muhn) became pharaoh in 1333 B.C. This boy relied on advisers to help him rule Egypt. They convinced Tutankhamen to reject the new religion and worship the old gods.



▲ Nefertiti Historians consider this bust to be a realistic image of Akhenaton's wife, Nefertiti (NEHF•uhr•TEE•tee).

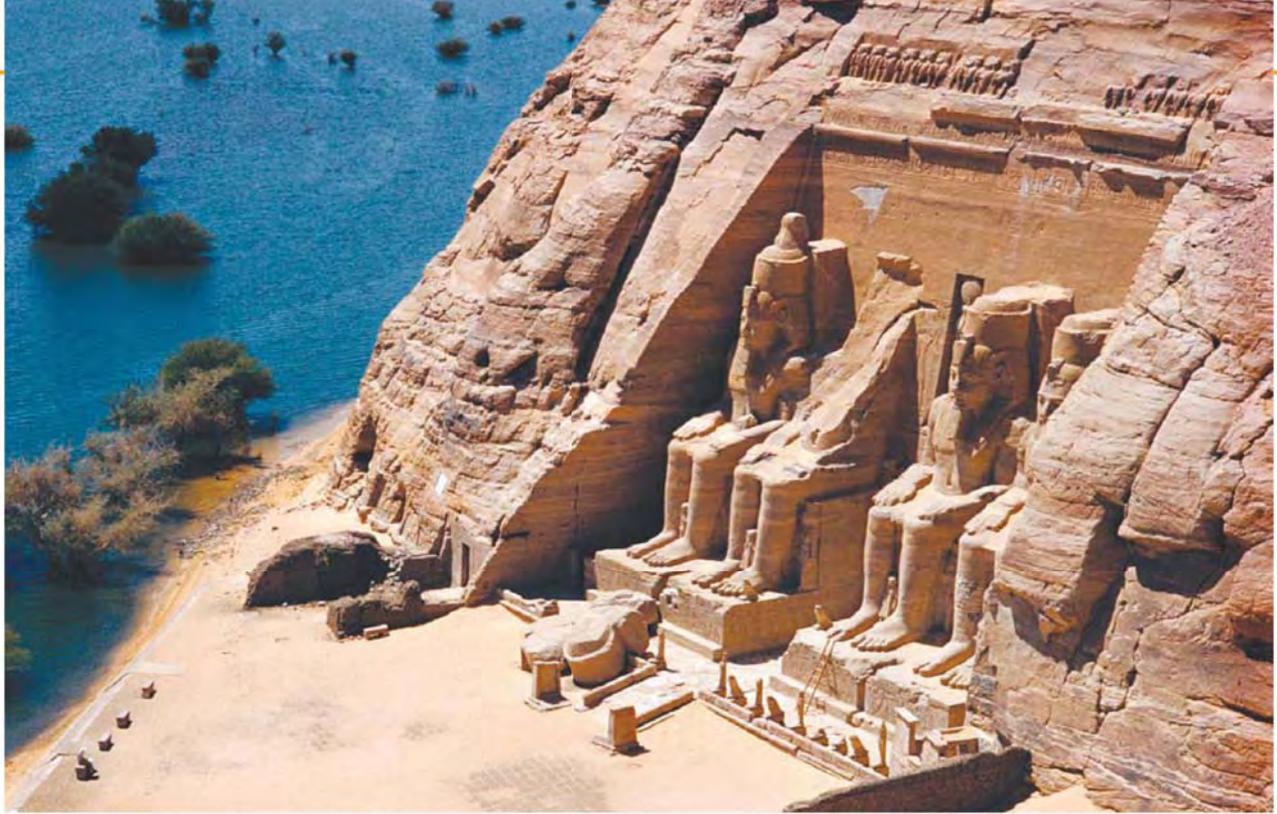
**REVIEW** What reforms did Akhenaton make?

## A Powerful Pharaoh

**3 ESSENTIAL QUESTION** How did Ramses II expand Egypt?

In 1279 B.C., 44 years after Tutankhamen died, **Ramses II** (RAM•SEEZ) took the throne. His 66-year reign was among the longest in history. He expanded the Egyptian empire.

**Empire Builder** Unlike Hatshepsut, Ramses II—also called Ramses the Great—wanted to make Egypt powerful through war. Under Ramses' rule, Egypt extended its territory south into the African kingdom of Nubia. The empire also stretched to the eastern rim of the Mediterranean Sea. There it bordered the empire of a people called the Hittites.



▲ Abu Simbel Four giant statues of Ramses guarded his temple at Abu Simbel, which was near the Nile. Each statue was as tall as a six-story building.

**Military Leader** The Egyptians and Hittites had long been enemies. Soon after he became pharaoh, Ramses led an army into battle against the Hittites. Nobody really won the battle, but Ramses claimed victory. His real success came after the battle. The treaty he negotiated with the Hittites was the first known peace treaty in world history.

**Ramses' Reign** Ramses was bold in honoring himself. He built a city called the House of Ramses. Four 66-foot statues of himself guarded his temple. The statues' ears were three feet long! Unlike Akhenaton, Ramses did not want his statues to show how he really looked. He wanted to appear godlike.

Ramses II reigned until 1213 B.C., when he was more than 90 years old. Having one ruler for 66 years made the Egyptian government *stable*. His reign was also a time of peace. After the treaty with the Hittites, no enemy threatened Egypt while Ramses ruled.

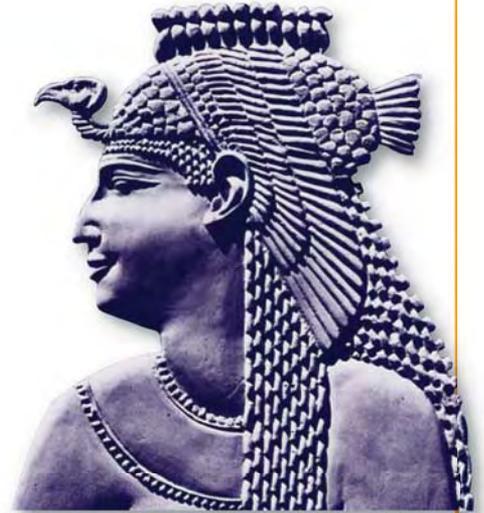
Life was calm and happy in other ways too. The Nile flooding was even more reliable than usual during Ramses' reign. Egyptian crops were more plentiful than ever.

**Egypt's Decline** Egypt was never quite the same after Ramses died. Gradually, the central government weakened. After about 1070 B.C., a series of foreign powers ruled Egypt.

**Vocabulary Strategy**

*Stable* is a **multiple-meaning** word. Here it means "not likely to change."

One of those rulers was Alexander the Great, the king of Macedonia who conquered Egypt. (You will read about Alexander in Chapter 12.) After his death, Macedonians continued to rule Egypt. The last Macedonian ruler was the famous queen Cleopatra. Eventually the powerful Roman Empire would conquer Egypt.



**REVIEW** What were Ramses II's accomplishments?

### Lesson Summary

- Hatshepsut was the first woman to rule as pharaoh. She expanded Egypt's trade with other lands.
- Akhenaton tried to change Egypt's religion to a belief in one god, but his religion did not last after his death.
- Ramses II built an extensive empire and ruled for 66 years. His reign was a time of peace and prosperity.

▲ Cleopatra After Rome conquered Egypt, Cleopatra killed herself. She feared she would be taken to Rome as a prisoner.

### Why It Matters Now . . .

The ancient Egyptians rejected Akhenaton's idea of one supreme god, but that idea later became widespread. Today many people believe in religions based on a single god.

## 4 Lesson Review

### Terms & Names

1. Explain the importance of Hatshepsut obelisk Ramses II

### Using Your Notes

**Explaining Sequence** Use your completed time line to answer the following question:

2. Which pharaoh reigned the longest?



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### Main Ideas

3. What was unusual about the reign of Hatshepsut?
4. How did Akhenaton try to change the way the Egyptians worshiped?
5. Why was the government of Egypt stable under Ramses II?

### Critical Thinking

6. **Forming and Supporting Opinions** Why do you think Thutmose tried to erase all records of Hatshepsut's reign?
7. **Comparing and Contrasting** In what ways were the reigns of Akhenaton and Ramses II different?

### Activity

**Internet Activity** Use the Internet to research one of the pharaohs in this lesson. Then make a sketch for the pharaoh's Web page.

**INTERNET KEYWORD:** *pharaoh's name*

# Hatshepsut's EXPEDITION to PUNT

**Background:** In about 1472 B.C., a queen named Hatshepsut (hat•SHEHP•soot) took the title of pharaoh of Egypt. She wanted to make her country powerful and rich. Hatshepsut decided that trade would bring wealth to Egypt.

## CAST OF CHARACTERS

### Narrator

**Hatshepsut:** woman pharaoh of Egypt

**Senmut:** (SEHN•muht) Hatshepsut's most trusted adviser

**Thutmose III:** (thoot•MOH•suh) Hatshepsut's nephew and co-ruler

**Nehesy:** (neh•HEH•see) commander of the expedition to Punt

### Sailor

**Chief:** ruler of Punt

**Chief's Wife**

**Court Official**

**First Treasure Bearer**

**Second Treasure Bearer**

**Third Treasure Bearer**

**Fourth Treasure Bearer**



▲ Sailors rowing Although Hatshepsut's ships had sails, the sailors had to row if the wind died.

**Narrator:** When King Thutmose II died, his son Thutmose III became pharaoh. Because the boy was so young, his stepmother, Queen Hatshepsut, ruled in his place. Within a few years, the queen proclaimed herself to be pharaoh. Hatshepsut also had big plans for Egypt. She discussed her plans with Senmut.

**Hatshepsut:** I want to make Egypt great again. I want to repair the old temples and build new ones.

**Senmut:** Great Pharaoh, such a plan will please the gods. But where will Egypt gain the fine building materials to carry out such projects?

**Hatshepsut:** The god Amon-Re (AH•muhn•RAY) has told me to trade with the land of Punt, which is rich in valuable goods. We will send a trading expedition there.

**Thutmose III:** (*angry whisper*) This is terrible news. If Hatshepsut succeeds in her plan, she will earn great glory. I will never get rid of her and be able to rule by myself.

**Narrator:** After hearing of Hatshepsut's plan for the expedition to Punt, Senmut sent for Nehesy. He was a skilled sea captain.

**Nehesy:** You sent for me, your highness?

**Hatshepsut:** Our ancient writings tell of a rich land called Punt. To reach it, you must sail the length of the Red Sea and then down the coast of the lands to the south. Do you think you can find this place?

**Nehesy:** Oh, yes. I'm sure I can find this land.

**Hatshepsut:** Good. I want you to take a fleet and sail to Punt. Take my trusted adviser Senmut with you. He will trade with the people of Punt and bring back materials to make our temples great again.

**Narrator:** Nehesy did as the pharaoh commanded. He gathered together five great ships. Each was about 80 feet long and had a single giant sail.

**Senmut:** Are you sure you can make this voyage, Nehesy? Our people are used to sailing on the Nile, not on the wide seas.



▲ Hatshepsut The royalty of Egypt wore colorful jewelry, as shown on this figure of Hatshepsut.

(continued)

**Nehesy:** When the wind is behind the sail, it will push us forward. When the wind dies or blows the wrong way, my 30 oarsmen will row the ship.

**Senmut:** That sounds like a good plan, but are you sure we will be safe?

**Nehesy:** We are perfectly safe. I have given orders that we must always stay within sight of the coast, so we cannot get lost.

**Senmut:** All right, Nehesy. I believe the voyage is in good hands under your leadership.

**Narrator:** After many months, the fleet came to a land with huge trees. The Egyptians could see a village with round huts that had cone-shaped thatch roofs.

**Sailor:** Look over there! I think that's the land of Punt! We made it!

**Narrator:** The ruler of the country and his wife came to meet the ships and learned they were from Egypt.

**Chief:** How did you come here? We thought this land was unknown to Egypt.

**Chief's Wife:** Did you come down the roads of the heavens? You must have followed the sun's path.

**Senmut:** We sailed down the Red Sea and then along the coast of this land. O Great Chief, I bring you greetings from Pharaoh Hatshepsut. I have brought many gifts to honor you. I also have trade goods to exchange for the goods of your country.

**Chief:** Come to my house. My servants will prepare a meal for us, and you and I can bargain.

**Narrator:** Senmut showed the Chief of Punt the trade items he had brought.

**Senmut:** My people are good metal workers. I have brought you bronze daggers and axes, and also beautiful necklaces. We also brought wheat bread, dried fruits, and honeycakes.

**Narrator:** The chief and Senmut agreed to a trade. Then the Egyptians loaded their ships and returned home. When they reached the coast of Egypt, they traveled over land to the capital at Thebes.



**Trade goods** The Egyptians took bronze knives and jewelry to Punt. They traded them for wood, ivory, fragrant-smelling incense, leopard skins, and live monkeys.

**Court Official:** O Great Hatshepsut, your expedition to Punt has returned. Senmut has arrived with a caravan of goods from the ships.

**Hatshepsut:** Show him in.

**Senmut:** Your highness, the chief of Punt greeted us with friendliness, and our trade mission was successful. We have gained many great treasures for Egypt. I will have them brought before you.

**First Treasure Bearer:** Great Pharaoh, I bring you chests of gold.

**Hatshepsut:** Good. I will use this to adorn my obelisks and other monuments.

**Second Treasure Bearer:** Highness, I bring logs of dark ebony wood and great tusks of ivory. Our artisans can use these materials to make beautiful things.

**Third Treasure Bearer:** Mighty Pharaoh, I bring baboons and monkeys for your amusement. And leopards for their exotic spotted skins.

**Fourth Treasure Bearer:** Your highness, I bring great quantities of incense.

**Hatshepsut:** This will please the priests, who burn incense in the temples.

**Senmut:** Great Pharaoh, we have saved the best treasure for last. The Chief of Punt sold us 31 myrrh trees, which his people carefully planted in tubs for the journey. I will plant the trees in the

courtyard of your great temple. With the sap of these trees, our priests can make their own incense.

**Hatshepsut:** Senmut, you have done well. And Nehesy, I am pleased with you too.

**Nehesy:** Thank you, your highness.

**Thutmose III:** (*angry whisper*) I was certain this trade mission would fail. But it has succeeded more than Hatshepsut dared to hope. She is right that the priests will be happy. Now they will love Hatshepsut and support her rule. I must wait for a better time to seize the throne.

**Narrator:** Years later, Thutmose III did become the sole pharaoh of Egypt. No one knows what happened to Hatshepsut. Maybe Thutmose killed her or maybe she died of old age. We do know that Thutmose tried to erase her name from history. He failed, and the record of Hatshepsut's deeds still amazes the world.

## Activities

- 1. TALK ABOUT IT** What qualities of a good ruler did Hatshepsut have?
- 2. WRITE ABOUT IT** Write a new scene in which Senmut and the chief bargain over the exchange of goods. Show how each person tried to get the most he could from the exchange.



## VISUAL SUMMARY

### Ancient Egypt



#### Geography

- Nile provided silt and water, transportation.
- Desert acted as a natural barrier.



#### Economy

- Traded with parts of Africa, Arabia, and Mediterranean countries
- A prosperous land with many specialized jobs



#### Belief Systems

- Many gods; pharaoh was one
- Believed in a happy afterlife



#### Science & Technology

- Developed calendar, astronomy, medicine
- Developed written language—hieroglyphs



#### Government

- Upper and Lower Egypt united as one country
- Pharaohs and dynasties kept control; priests served as officials

## TERMS & NAMES

Explain why the words in each set below are linked with each other.

1. **delta** and **silt**
2. **scribe** and **hieroglyph**
3. **dynasty** and **pharaoh**
4. **Hatshepsut** and **Ramses II**

## MAIN IDEAS

### Gift of the Nile (pages 146–153)

5. Why was the Nile so valuable for trade and transportation?
6. How did Egyptian farmers use the Nile to expand their farmland?

### Life in Ancient Egypt (pages 154–163)

7. What are the characteristics of the hieroglyphic system?
8. Why did the Egyptians embalm bodies?

### The Pyramid Builders (pages 164–171)

9. Why did the Egyptians have such great respect for the pharaohs?
10. What items were found inside pyramids?

### The New Kingdom (pages 172–181)

11. What were the important accomplishments of Queen Hatshepsut?
12. Why was the reign of Ramses II so successful?

## CRITICAL THINKING Big Ideas: Geography

13. **DRAWING CONCLUSIONS** How did the geography of Egypt help civilization develop there?
14. **UNDERSTANDING CAUSE AND EFFECT** How did the geography of ancient Egypt affect the building of pyramids and other structures?
15. **EXPLAINING HISTORICAL PATTERNS** Why do you think successful agriculture encourages the development of civilizations?

## ALTERNATIVE ASSESSMENT

1. **WRITING ACTIVITY** Write a descriptive paragraph about an artifact in the chapter. Identify the object and the page on which it is found.
2. **INTERDISCIPLINARY ACTIVITY—SCIENCE** Research to learn about the Egyptian calendar. Make a poster explaining the calendar.
3. **STARTING WITH A STORY**



Review the narrative you wrote about the new pharaoh. Draw a picture that illustrates the scene.

### Technology Activity

#### 4. CREATING A MULTIMEDIA PRESENTATION

Use the Internet or the library to research and compare Egyptian pyramids with those of Meso-America. Work with a partner to make a multimedia presentation.

- Include maps that show where pyramids are located in Egypt and Meso-America.
- Show slides of pyramids from Egypt and Meso-America.
- Supply text for each slide.
- Provide documentation of your sources.



Research Links  
ClassZone.com

**Reading Charts** Use the chart below to answer the questions.

Pyramids Around the World			
PYRAMID	LOCATION & APPROX. DATE	HEIGHT (meters)	NOTES
Djoser step pyramid	Saqqara, Egypt 2630 B.C.	60	First step pyramid
Bent pyramid	Dahshur, Egypt 2600 B.C.	105	First attempt at a true pyramid
Khufu's Great Pyramid	Giza, Egypt 2550 B.C.	147	True pyramid
Pyramid of the Sun	Teotihuacán, Mexico 100 B.C.	65	Step pyramid
Temple of the Giant Jaguar	Tikal, Guatemala A.D. 700	45	Step pyramid

Sources: *Encyclopedia Britannica; World Book*

#### 1. Which of the following pyramids is not in Egypt?

- A. Djoser step pyramid
- B. Bent pyramid
- C. Khufu's Great Pyramid
- D. Temple of the Giant Jaguar

#### 2. Which of the following is tallest?

- A. Djoser step pyramid
- B. Bent pyramid
- C. Pyramid of the Sun
- D. Temple of the Giant Jaguar



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Additional Test Practice, pp. S1–S33