Looking Back, Looking Ahead

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

Focusing on the Main Ideas

• To the south of Egypt, the Nubians settled in farming villages and became strong warriors. (page 188)

• The people of Kush devoted themselves to ironworking and grew wealthy from trade. (page 189)

Locating Places

Nubia (NOO•bee•uh)
Kush (KUHSH)
Kerma (KAR•muh)
Napata (NA•puh•tuh)
Meroë (MEHR•oh•ee)

Meeting People
Kashta (KAHSH•tuh)
Piye (PY)

Content Vocabulary
savanna (suh•VA•nuh)

Academic Vocabulary
collapse (kuh•LAPS)
decline (dih•KLYN)

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

Napata
Meroë

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

Where & When?

800 B.C.  700 B.C.  600 B.C.  500 B.C.

c. 750 B.C.  Kashta of Kush conquers part of Egypt

728 B.C.  Piye of Kush defeats Egyptians

c. 540 B.C.  Kush moves capital to Meroë
Nubia

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

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

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

Historians do not know exactly when people arrived in Nubia. Evidence suggests that cattle herders arrived in about 2000 B.C. They grazed their herds on the savannas (suh•VA•nuhs), or grassy plains, that stretch across Africa south of the Sahara. Later, people settled in farming villages in Nubia. They grew crops, but they were also excellent hunters, skilled at using the bow and arrow. Soon the Nubians began forming armies known for their fighting skills.

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

Kerma became a wealthy kingdom. Its artisans made fine pottery, jewelry, and metal goods. Like Egyptian pharaohs, the kings of Kerma were buried in tombs that held precious stones, gold, jewelry, and pottery. These items were as splendid as those found in Egypt during the same period.
Why Did Egypt Invade Nubia? As you learned earlier, the Egyptian pharaoh Thutmose III sent his armies into Nubia in the 1400s B.C. After a 50-year war, the kingdom of Kerma collapsed, and the Egyptians took control of much of Nubia. They ruled the Nubians for the next 700 years.

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

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

The Rise of Kush

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

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

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

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

These Kushite pyramids were much smaller and had more steeply sloped sides than Egyptian pyramids. How else was Meroë rebuilt to look like an Egyptian city?
In time, Kush became rich enough and strong enough to take control of Egypt. About 750 B.C., a Kushite king named Kashta (KAHSH•tuh) headed north with a powerful army. His soldiers began the conquest of Egypt that his son Piye (PY) completed in 728 B.C. Piye founded the Twenty-fifth Dynasty that ruled both Egypt and Kush from Napata.

The kings of Kush greatly admired Egyptian culture. In Napata they built white sandstone temples and monuments similar to those of the Egyptians. The Kushites also built small pyramids in which to bury their kings. The ruins of these pyramids can still be seen today.

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

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

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

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

With their growing wealth, Kush’s kings rebuilt Meroë to look like an Egyptian city. Small pyramids stood in the royal graveyard. A huge temple sat at the end of a grand avenue lined with sculptures of rams. Sandstone palaces and redbrick houses had walls decorated with paintings or blue and yellow tiles.
Building a Profitable Trade  Meroë became the core, or center of a huge trading network that stretched north to Egypt’s border and south into central Africa. Kush’s traders received leopard skins and valuable woods from the interior of Africa. They traded these goods, along with enslaved workers and iron products, to people throughout the Mediterranean and the Indian Ocean area.

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

Reading Check  Explain How did Kush become a wealthy kingdom?

Kush Conquest of Egypt

Kushite King

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

Kushite king Tahrarqa

Explain How did Kush become a wealthy kingdom?

Section 4 Review

What Did You Learn?

Review the Main Ideas

1. Who were the Nubians?
2. What were the Kushites’ most important economic activities?

Critical Thinking

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

4. Geography Skills  Why was Napata’s location beneficial?  CA HS.2.2
5. The Big Ideas  How did Egypt’s culture affect Kush?  CA HS.2.0
6. Compare  How were Kush and Egypt similar?  CA HS.2.2
7. Analysis  Posing Questions  If you wanted to learn more about Kush, what questions would you ask? Write three questions and exchange them with a classmate. Research each other’s questions and write a summary of your findings.  CA HS.3.
Ramses II Rebuilds

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

“I came forth from Re, although ye say, from [Seti I], who brought me up. . . . When my father appeared to the public, . . . [he] said concerning me: ‘Crown him as king, that I may see his beauty while I live with him.’ . . . My mighty deeds for my father as a child, I will now complete, being Lord of the Two Lands; I will construct them in the proper way . . . I will lay the walls in the temple of him that begat me. . . . I will cover its house, I will erect its columns, I will set stones in the places of the lower foundation, making monument upon monuments.’ . . .

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

—Anonymous, “Ramses II Finds the Necropolis Buildings in Ruins”
A Kushite Warrior-King

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

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

—Anonymous, “The Nubian Invasion”

A Sphinx of Kush

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

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

Ramses II Rebuilds

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

A Kushite Warrior-King

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

A Sphinx of Kush

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

Read to Write

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

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

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

Critical Thinking

16. Describe  Identify the four social groups in ancient Egypt, and explain who belonged to each group. (CA 6RC2.4)

17. Synthesize  How do you think religious leaders reacted to Akhenaton’s changes? (CA HI2)

18. Analyze  Do you agree that Egyptian civilization can be called “the Gift of the Nile”? Explain. (CA HR2)

19. Compare  In what ways did Meroë look like an Egyptian city? (CA 6RC2.2)

Geography Skills

Study the map below and answer the following questions.

20. Location  The Nile River delta empties into what body of water? (CA CS3)

21. Movement  Why would ancient Egyptians find it easier to travel north and south than to travel east and west? (CA CS3)

22. Human/Environment Interaction  Why is Egyptian farming along the Nile? (CA CS3)
Read to Write

23. **The Big Ideas** Expository Writing Imagine that you are an Egyptian pharaoh. How would you make sure that your empire is stable and strong? Use real-life pharaohs to help you determine what kinds of things you would do. Write an essay describing your policies and what you hope to achieve through them.

24. **Using Your Foldables** Use your foldable to write a description of one of the civilizations in this chapter. Include such things as religious life, family life, and contributions. When you are finished, discuss similarities and differences among the civilizations with a classmate.

Using Academic Vocabulary

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

- a. feature
- b. technology
- c. labor
- d. welfare
- e. structure
- f. principle
- g. restore
- h. construct

25. An important ____ of Egyptian pyramids is the shape.

26. The shadoof is an example of Egyptian ____.

27. A pyramid is a large ____ made of stone blocks.

28. Pharaohs were in charge of providing for the ____ of their people.

29. Egyptian pharaohs used farmers to help ____ their pyramids.

Reviewing Skills

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

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

32. Which area on the map was the home of the Kushite kingdom?

A. J  
B. K  
C. L  
D. M
The wall surrounding the old city of Jerusalem

The Ancient Israelites

- c. 1800 B.C.: Abraham leads his people to Canaan
- c. 1290 B.C.: Moses leads Israelites from Egypt
- 722 B.C.: Assyrians conquer Israel
- A.D. 66: Jews revolt against Romans
The First Israelites

Religion shapes how culture develops, just as culture shapes how religion develops. The 12 tribes of Israel in the land of Canaan were descendants of Abraham. The Israelites believed in one God who gave commandments telling people how to live good lives.

The Kingdom of Israel

All civilizations depend upon leadership for survival. Under David and Solomon, the people of Israel built a powerful kingdom with a new capital in Jerusalem.

The Growth of Judaism

Religion shapes how culture develops, just as culture shapes how religion develops. The Jews continued to keep their religion even though other people ruled them. They settled in many places in Asia and Europe.

View the Chapter 3 video in the Glencoe Video Program.

Summarizing Information

Make this foldable and use it to organize note cards with information about the Israelites.

Step 1 Fold a horizontal sheet of paper (11” x 17”) into thirds.

Step 2 Fold the bottom edge up two inches and crease well. Glue the outer edges of the tab to create three pockets.

Step 3 Label the pockets as shown. Use these pockets to hold notes taken on index cards or quarter sheets of paper.

Reading and Writing

As you read the chapter, summarize key facts on note cards or on quarter sheets of paper about Israel and the growth and spread of Judaism. Organize your notes by placing them in your pocket foldable inside the appropriate pockets.