

World History



PEARSON
AGS Globe

Middle Eastern Empires

The Middle East was home to many city-states and kingdoms. For hundreds of years, they made war against each other. Finally, one group—the Assyrians—controlled most of the area. In fact, they controlled so much land that they became an empire. This chapter introduces you to the Assyrian Empire and to the Chaldean and Persian Empires that followed it. One by one, these empires controlled much of the Middle East.

Goals for Learning

- ◆ To describe the life, army, and government of the Assyrians
- ◆ To describe the life, army, and government of the Chaldeans
- ◆ To explain the ways the Persians unified their great empire and describe Zoroastrianism

800 B.C. Assyrian Empire expands in Mesopotamia

612 B.C. Nineveh, the capital of Assyria, is destroyed

586 B.C. Nebuchadnezzar, king of the Chaldeans, captures Jerusalem

570 B.C. Zoroaster preaches a new religion in Persia

530–330 B.C. Persian Empire dominates Middle East

650 B.C. King Assurbanipal builds Nineveh

562 B.C. Nebuchadnezzar dies

800 B.C.

600 B.C.

400 B.C.

The Middle East and Surrounding Areas



Map Skills

Many seas touch the shores of the Middle East. Many rivers flow through it. Deserts stretch for miles, and mountains stand tall. This geography has helped to shape the cultural and political history of the region.

Study the map, then answer the following questions:

1. What Egyptian river empties into the Mediterranean Sea?
2. What are the names of three countries that border the Mediterranean Sea?
3. What body of water separates Iran from Saudi Arabia?
4. Which country is farther south—Yemen or Egypt?
5. Which country is farther east—Iraq or Iran?

Reading Strategy:
Predicting



Previewing a text helps readers think about what they already know about a subject. It also prepares readers to look for new information—to predict what will come next. Keep this in mind as you make predictions:

- ◆ Make your best guess about what might happen next.
- ◆ Add details about what you think will happen.
- ◆ Check your predictions. You may have to change your predictions as you learn more information.

Key Vocabulary Words

Lesson 1	Govern To rule
Empire A large area of land ruled by one person	Province An area, such as a state, that is part of a larger country
Dominate To control	Rebel To disobey or fight against
Artisan A person who works with his or her hands to create something	Alliance An agreement to help one another
Chariot A two-wheeled, horse-drawn carriage	Lesson 2
Cavalry Soldiers on horseback	Terraced Going upward like steps
Archer A soldier who fights with a bow and arrows	Astronomer A person who keeps track of the sun, the planets, and the stars
Tribute A payment given by a weaker ruler or nation to a stronger ruler or nation	Lesson 3
Capital The city from which a ruler, or emperor, rules	Inspector A person who looks at how things are being done
	Unify To bring together as one

Lesson

1

The Assyrians

Objectives

- To identify why the Assyrian army was so feared
- To describe the way the Assyrians treated conquered peoples

Reading Strategy:
Predicting

Read the heading of the next section. What do you think you'll find out about the Assyrians?

Empire

A large area of land ruled by one person

Dominate

To control

Artisan

A person who works with his or her hands to create something

Chariot

A two-wheeled, horse-drawn carriage

Cavalry

Soldiers on horseback

Archer

A soldier who fights with a bow and arrows

Between 900 B.C. and 700 B.C., the Assyrian **Empire** began to develop in Mesopotamia. An empire is a large area of land ruled by one person. It developed on the eastern side of the Fertile Crescent in the Tigris River Valley. The Assyrians were a fierce tribe of warriors. Their enemies hated and feared them. For several hundred years, they **dominated**, or controlled, the cities and trading routes of Mesopotamia.

Why Did People Fear the Assyrians?

Assyrian soldiers had iron weapons. The Assyrians had learned to smelt iron from the people known as the Hittites. The smelting process required three steps. First, the **artisan**, or person who works with his or her hands, heated the iron until it was red hot. Second, the artisan hammered the iron to remove unwanted materials. Third, the artisan quickly cooled the iron. Then the iron was shaped into weapons. These were harder and stronger than the copper and bronze weapons other armies used.

The Assyrian army divided itself into groups. Some became charioteers who drove **chariots**—two-wheeled, horse-drawn carriages. The army also had a **cavalry**. These soldiers on horseback were the first of their kind. The most feared soldiers were the **archers**, who fought with bows and arrows.

How Did the Assyrian Army Attack?

With its iron weapons, the Assyrian army became a fighting machine. On the field of battle, the soldiers marched forward shoulder to shoulder. Then they let fly a shower of iron-tipped arrows. These killed and wounded the enemy.

Next, the cavalry and the charioteers attacked. They wore iron helmets and breast plates; they carried iron spears and swords. Their weapons and their skill forced the enemy to run back into the city and hide behind its walls.

Walls did not stop the Assyrians. They battered down the gates with a thick iron-tipped tree trunk! Sometimes they tunneled under the walls or climbed over them on ladders.

Reading Strategy:
Predicting

Based on what you have read about the Assyrians, how do you predict they behaved after they won?

Tribute

A payment given to a stronger ruler or nation

Capital

The city from which a ruler, or emperor, rules

What Did the Assyrians Do When They Won?

After beating their enemies, the Assyrians burned some alive or cut their heads off. They made others into slaves. Then they forced them to move to lands far from home. Next, the Assyrians stole everything they wanted. Finally, they burned the captured city to the ground.

Where Was the Assyrian Capital?

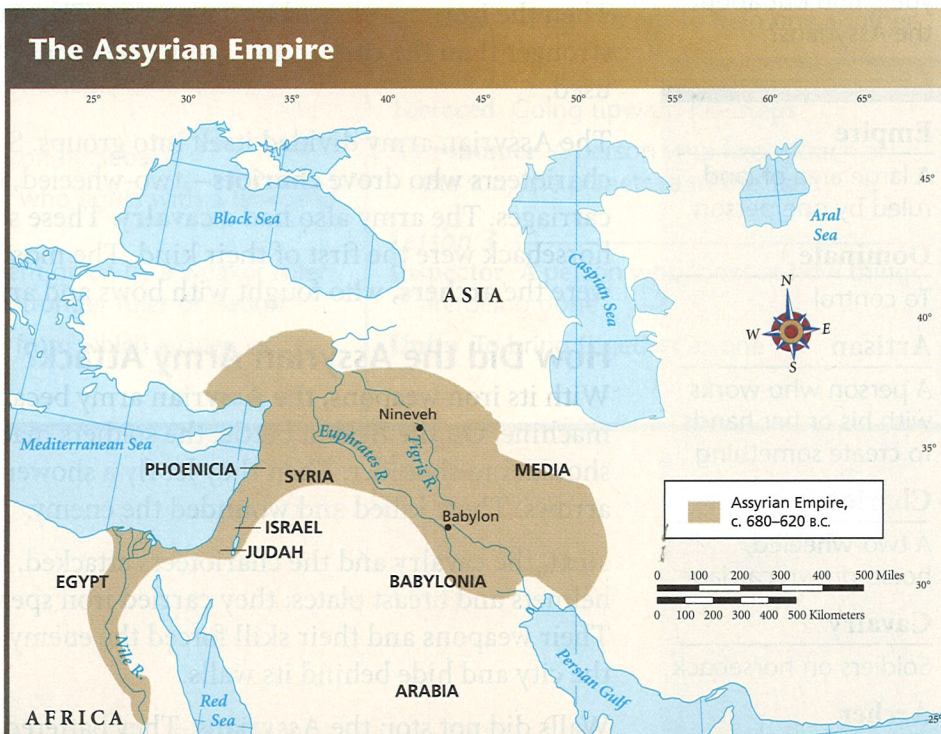
Everyone in Mesopotamia feared the Assyrians. Who could win against them? Some paid **tribute** rather than fight. That is, they gave a payment to the kings of Assyria. This tribute, the loot won in war, and taxes made the Assyrian kings rich. One of these kings used this money to build a mighty **capital**. From this city, he ruled his empire.

Nineveh, on the Tigris River, was the largest city of its day. In 650 B.C., King Assurbanipal made it the showplace of the ancient world. Assurbanipal was one of the most powerful kings on earth. He boasted “I am Assurbanipal, the Great King, the Mighty King . . . King of Kings.” He had a scribe carve these words on stone.

How Did King Assurbanipal Help Historians?

At his palace in Nineveh, Assurbanipal set up a library. There he collected and saved the ancient writings from the old Mesopotamian kingdoms of Sumer and Akkad. Hundreds of years later, in A.D. 1852, an archaeologist uncovered what was left of this library. He found 22,000 clay tablets!

These tablets contained dictionaries, which gave the same words in different languages. Some listed names of kings and important events in the ancient world. Still others contained songs and stories about the past. These tablets helped historians learn about life in the ancient Middle East.



Map Study This map shows the Assyrian Empire—the first great empire of the Middle East. What do you think the king might have done to connect all the parts of the empire?



Assurbanipal (shooting the bow) was the last great Assyrian king. Assyrians were mighty fighters and were the first to use cavalry.

Reading Strategy:
Predicting

What kinds of things do you predict will be mentioned in the next paragraphs?

Terraced

Going upward like steps

What Made Babylon Beautiful?

Nebuchadnezzar made the city of Babylon the most beautiful city in the ancient Middle East. In A.D. 1899, a German archaeologist found ancient Babylon. He discovered that a long wall—300 feet high and 80

feet wide—surrounded the city! The wall was so wide that a chariot with four horses could turn around on top of it! From its 250 towers, soldiers watched for the enemy. People and chariots entered the city through several bronze gates.

A broad street ran down the center of Babylon. At one end stood a beautiful gate of bricks coated with a blue glaze, or shiny polish. This gate is called the Ishtar gate. Animal sculptures, or carvings from stone, decorated the gate. Red-brick sidewalks ran down both sides of this long street. Carved into each brick was the message “I am Nebuchadnezzar, king of Babylon, who made this.”

What Were the Hanging Gardens?

Nebuchadnezzar’s palace had walls covered with brightly colored tiles. The most famous part of the palace was the Hanging Gardens. Some say that Nebuchadnezzar built the gardens for a queen who had lived in a mountainous country.

The king built **terraced**, or stepped, gardens, which rose upward like a mountain. In them, he planted the flowers and bushes of the queen’s homeland. He had well water pumped up to the terraces to water the plants.



Bulls and dragons decorate the Ishtar gate in Babylon, the city Nebuchadnezzar made beautiful.

Astronomer

A person who keeps track of the sun, the planets, and the stars

How Did Priests Use the Ziggurat of Babylon?

The highest building in Babylon was a 300-foot-high ziggurat. From the top of this great temple, the Chaldean priests studied the night sky. These early **astronomers** mapped the heavens and tracked the sun, the planets, and the stars.

Some groups of stars brought pictures to the astronomers’ minds. They called these star pictures constellations. In fact, they saw 12 constellations evenly spaced across the sky. These became the zodiac. The astronomers believed that the stars told the future. They thought that stars had power over a person’s life.

For many years the Chaldean priests viewed the night sky. They broke time into seven-day weeks. They also figured out the length of the year.

Why Did the Chaldean Empire Fall?

While Nebuchadnezzar ruled, the city of Babylon was a great trading and learning center. But after he died in 562 B.C., war broke out. The Chaldeans and the people they had defeated did not like the kings who followed Nebuchadnezzar.

Writing About History

Imagine you are a reporter for the *Mesopotamian Times*. In your notebook, write an article. Tell about an event in this chapter, such as the building of the Hanging Gardens.

Then and Now

Reading Signs in the Stars

People today read their horoscopes for clues to the future. This idea goes back to ancient Babylonia. There, priests were also astronomers. They studied the movements of the sun, moon, and stars. During a year, the sun seemed to circle through 12 constellations. The priests named these star patterns mostly after animals, such as the goat (Capricornus).

Using the sun and stars, priests predicted natural events. They also set the times for holidays. About the 6th century B.C., Chaldean priests began to make horoscopes. They told the future for rulers and nobles. A horoscope was based on the time of birth and the sun’s position. Later the Greeks conquered Babylon. They gave the 12 star signs the names we use today. They named this circle of constellations the “zodiac.”

Reading Strategy:
Predicting

Think about your prediction. Were you accurate?

Objectives

- To explain how the Persians' system of roads helped them
- To identify the two forces that Zoroaster said existed in the world

Inspector

A person who looks at how things are being done

Unify

to bring together as one

Few written accounts of the fall of Babylon exist. One source, the Book of Daniel, offers one description. The Book of Daniel in the Hebrew Bible describes how, in 538 B.C., King Belshazzar held a great feast. Suddenly, a strange hand appeared and wrote mysterious words on the wall. No one except Daniel, a young Hebrew, could interpret the writing. Daniel told the king what the words meant: His days were coming to an end, and the Persian army would defeat his empire.

That night the Persians killed Belshazzar. Cyrus the Great, king of Persia, captured Babylon. The Chaldean Empire then became part of the great Persian Empire.

Lesson 2 Review On a sheet of paper, use the words from the Word Bank to complete each sentence correctly.

1. The Middle Eastern empire that Nebuchadnezzar ruled was the _____.
2. The capital of his empire was _____.
3. One of the wonders of this capital was its _____.
4. _____ died in 562 B.C.
5. The Chaldean priests became _____, for they mapped the night skies.

What do you think?

Why did Nebuchadnezzar carve his name on the red bricks of Babylon's sidewalks?

Word Bank

astronomers
Babylon
Chaldean Empire
Hanging Gardens
Nebuchadnezzar

In 538 B.C., Cyrus the Great, king of Persia, defeated the Chaldeans. In a few years, he conquered all his neighbors. Under later kings, the Persian Empire stretched more than 3,000 miles—from the Nile River of Egypt to the Indus River of India.

Because the Persian Empire was large, Darius I, another king, divided it into 20 provinces. A governor ruled each province. To keep an eye on his governors, he hired government **inspectors**. These people looked at how things were being done. They became “the eyes and ears of the king.” Traveling around the empire, they reported back to the king.

How Did the Persians Keep Their Empire Together?

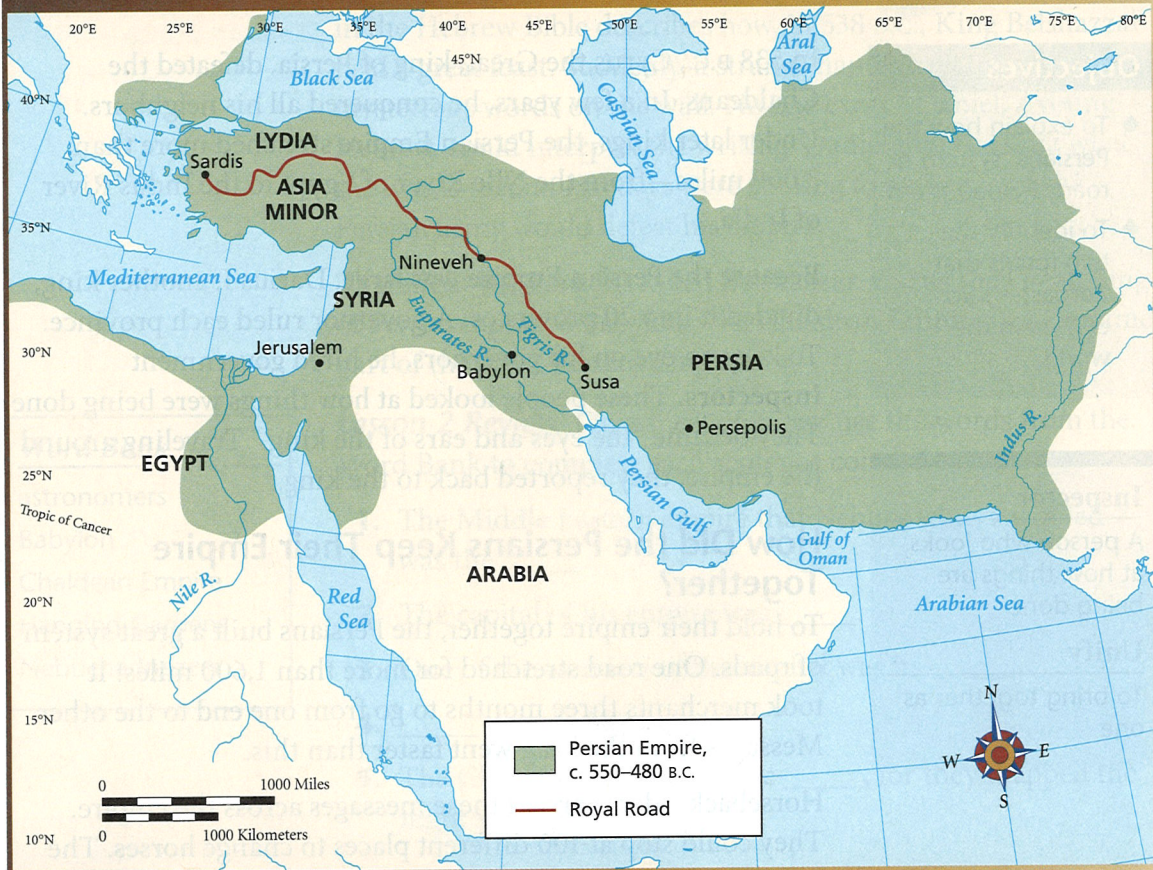
To hold their empire together, the Persians built a great system of roads. One road stretched for more than 1,600 miles! It took merchants three months to go from one end to the other. Messages from the king went faster than this.

Horseback riders carried these messages across the empire. They could stop at 100 different places to change horses. The Persians could relay, or pass along, messages in one week, not three months! Another way to **unify**, or bring together, the empire was to use the same weights and measures throughout the land. Because of this, doing business was easier.

How Did Coins Help Traders?

From a people called the Lydians, the Persians got the idea of using metal coins. Then two people no longer had to barter, or trade things. The problem with bartering is that both people must want to trade something of equal worth. Money took care of this problem.

The Persian Empire



Map Study

The Persian Empire came after the Assyrian Empire and the Chaldean Empire. Compare this map with the maps of the Assyrian Empire and the Chaldean Empire in Lessons 1 and 2 of this chapter. Which empire is the largest? What might have happened to make the difference?

Reading Strategy: Predicting

Think about what you just read. What do you predict you will learn about how Persians treated others?

How Did the Persians Treat Others?

The Persians treated other people fairly. They did not destroy a city when they conquered it. They also did not loot from the people they defeated. They let conquered people keep their own language and religion. They even allowed some groups to follow their own laws. The Persians did ask everyone to pay taxes. But the taxes were small.

Reading Strategy: Predicting

Think about your earlier prediction. Were you correct, or do you need to revise your prediction?

How Did the Persians Live?

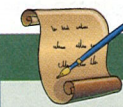
The art of Persia tells us how people lived. It shows rich men on horseback. Slaves carried others on litters, or stretchers. The men often had long beards and wore makeup on their faces and eyelids.

Women were not allowed much freedom. They lived apart from the men. Girls were taught to be good wives and mothers. Boys were taught to ride horses, use the bow and arrow, and speak the truth.

The Persians protected merchants, but they refused to become traders. Why? They thought that buying or selling made people selfish. It made them lie and cheat other people. Instead, Persians became soldiers, farmers, or shepherds.

Who Was Zoroaster?

The Persians worshipped many gods. Then, in about 570 B.C., a religious leader called Zoroaster began to preach. He talked about the gods and told people how to live. He told people that there were two forces in the world. One force was goodness and light; the other, evil and dark. Zoroastrianism had a strong effect on other religions, especially Judaism and Christianity. Both religions share the idea of life after death and a final reward or punishment.



Biography

Zoroaster: c. 628–551 B.C.

Zoroaster grew up in the Persian countryside, where people were herders. This religious teacher was probably a priest. He taught that the world was a fight between good and evil. The highest god was Ahura Mazda, the Wise Lord. He stood for light and truth. The evil spirit of darkness was Ahriman. Zoroaster taught that good would win in the end. His followers called him a great prophet. Others saw him as a healer and magician. Zoroaster's teachings became the official religion of Persia.



Lesson 3 Review On a sheet of paper, write the letter of the answer that correctly completes each sentence.

- One great king of the Persian Empire was _____.
A Hammurabi **C** Daniel
B Nebuchadnezzar **D** Cyrus the Great
- The Persian Empire stretched from Egypt to _____.
A China **C** India
B England **D** Phoenicia
- The Persian Empire had _____ provinces.
A 20 **B** 100 **C** 1,600 **D** 3,000
- The Persians built a system of _____.
A dikes **B** litters **C** canals **D** roads
- To trade things without using money is to _____.
A barter **B** govern **C** litter **D** tribute

What do you think?

How would a system of weights and measures help to unify a country?



Document-Based Reading

A Few Words from the "Great King"



Darius I and an attendant are pictured in this carving.

Two Persian kings (Cyrus and Darius) are known as "the Great." Starting in about 550 B.C., Cyrus the Great built the Persian Empire. It became the largest empire ever known in the region. Cyrus died in battle about 529 B.C. His son became king, but others fought for the throne.

Darius, a general, became king in 522 B.C. He was an outstanding leader. The empire grew. Darius found ways to run the huge empire efficiently. Darius wanted to make sure he was remembered as "the Great." He planned a great tomb for himself. Then he wrote what he wanted carved on it. The excerpt below is part of what he wrote.

A great god is Ahura Mazda, who created this earth, who created yonder sky, who created man, who created happiness for man, who made Darius king, one king of many, one lord of many.

I am Darius the great King, king of kings, king of countries containing all kinds of men, king in this great earth far and wide. . . .

Saith Darius the King: By the Favor of Ahura Mazda these are the countries which I seized outside Persia, I ruled over them; they bore tribute to me; what was said to them by me, that they did; my law—that held them firm:

Media, Elam, Parthia, Aria, Bactria, Sogdiana, Chorasmia, Drangiana, Arachosia, Sattagydia, Gandara, Amyrgian, Sind, Scythians with pointed caps, Babylonia, Assyria, Arabia, Egypt, Armenia, Cappadocia, Sardis, Ionia, Scythians who are across the sea, Skudra, petasos-wearing Ionians, Libyans, Ethiopians, men of Maka, Carians.

Saith Darius the King: Much which was ill-done, that I made good. Provinces were in commotion; one man was smiting another. The following I brought about by the favor of Ahura Mazda, that the one does not smite the other at all, each one has his place. My law—of that they feel fear, so that the stronger does not smite nor destroy the weak.

Saith Darius the King: By the favor of Ahura Mazda, much handiwork which previously had been put out of its place, that I put in its place

Saith Darius the King: May Ahura Mazda, together with the gods protect me and my royal house, and what has been inscribed by me.

Document-Based Questions

- Who is Ahura Mazda?
- According to Darius, who gave him the right to rule as king?
- What titles does Darius give himself?
- What did Darius require people in conquered countries to do?
- List two things of which Darius is proud.

Spotlight Story

The Babylonian Captivity

The Bible tells us a lot about Middle Eastern history. Several books are about the history of the Jews. They tell about the Jewish kingdoms. The Bible also talks about neighboring rulers. In the 6th century B.C., the Chaldeans of Babylonia conquered the Jewish kingdom. But the Jews rebelled against their rule. The Bible tells how the king of Babylon put down the rebels. Nebuchadnezzar's soldiers attacked Jerusalem. His soldiers captured the Jewish king and his family. They were taken to Babylon as prisoners. So were thousands of skilled craftsmen. Strong men were taken for the army. These Jews were kept in Babylon for many years. This period is known as the Babylonian Captivity.

Meanwhile, the Jews rebelled again a few years later in 586 B.C. Again the Babylonians attacked Jerusalem. They burned the Great Temple. They destroyed the city. They took away most of the city's people. Only poor people and farmers were left in the country. The Babylonians also took gold and silver from the temple.

The Jews suffered greatly in Babylon. Psalm 137 tells how sad they were. "By the rivers of Babylon, . . . we wept, when we remembered our Zion. . . ." (Zion is another name for Jerusalem.) The Babylonian Captivity was an important time in Jewish history. It tested the strength of the Jews' faith. They were in a strange place with different customs. There was pressure to change their religion and culture. Through many years away from home, they never lost their faith. Their leaders set up



Jewish houses of worship are called synagogues. This ancient synagogue is at Capernaum.

People observed the Sabbath and religious holidays. Their communities stayed strong.

At the same time, the Jewish people learned new skills in Babylon. They learned to be traders. They learned about banking. They slowly gave up farming in favor of business.

In 538 B.C., Persian armies led by Cyrus the Great conquered Babylon. The next year, Cyrus sent the Jews home to Jerusalem. In the Bible, Cyrus is praised for his actions. He gave the Jews money to rebuild the temple.

Wrap-Up

1. Why did Nebuchadnezzar attack Jerusalem?
2. What was the Babylonian Captivity?
3. What did the Jews do to keep their religion in Babylon?
4. What did the Jews learn from the Babylonians?
5. What events ended the Babylonian Captivity?

Chapter 3 SUMMARY

- The Assyrians were a warrior tribe in Mesopotamia. They built an empire between 900 and 700 B.C. People feared the Assyrian armies. They had iron weapons. Other armies only had bronze weapons. The Assyrian army also had archers, war chariots, and cavalry. The Assyrians were cruel to defeated peoples.
- Nineveh was the capital of Assyria. Assurbanipal was king in 650 B.C. He built a huge library. It included writings from earlier kingdoms in Mesopotamia.
- Assyrian kings divided their empire into provinces. They built roads to link its parts. Then the empire got too large to rule. Conquered peoples banded together against Assyria. They captured Nineveh in 612 B.C.
- The Chaldeans were next. Their capital was Babylon. Nebuchadnezzar made it beautiful. One feature was its Hanging Gardens.
- Nebuchadnezzar expanded the Chaldean Empire. He defeated Egypt and the Jews. He brought the Jews to Babylon as slaves.
- Chaldean priests were astronomers. They studied the stars. They named the constellations of the zodiac. They set up a seven-day week.
- Nebuchadnezzar died in 562 B.C. Then wars broke out. In 538 B.C., the Persians captured Babylon.
- Cyrus the Great was king of Persia. He conquered the peoples around him. At its largest, the Persian Empire stretched from Egypt to India. King Darius divided it into 20 provinces. His inspectors kept track of governors. Good roads connected all parts of the empire. Relays of messengers on horseback carried news quickly.
- Persian rulers treated other people well. They could keep their own language and religion.
- The Persians were not merchants. They did, however, encourage trade. Metal coins were used throughout the empire. Everyone used the same weights and measures for trade.
- Men and women lived separately in Persian society. Men had more freedom.
- Zoroaster brought a new religion to Persia. He saw life as a fight between good and evil. His teachings influenced Judaism and Christianity.

Word Bank

alliance
 astronomers
 barter
 cavalry
 chariots
 iron
 litters
 provinces
 terraced
 zodiac

On a sheet of paper, use the words from the Word Bank to complete each sentence correctly.

1. Everyone feared the Assyrian army because it had weapons made of _____.
2. The Assyrian army was the first to use a(n) _____ with its soldiers riding war horses.
3. Some Assyrian soldiers drove horse-drawn _____.
4. Both the Assyrians and the Persian kings divided their kingdoms into _____, or smaller areas.
5. The Chaldeans and the Medes formed a(n) _____ and agreed to help one another defeat the Assyrians.
6. Nebuchadnezzar, the king of the Chaldeans, built a(n) _____, or stepped, garden for his queen.
7. The Chaldean priests became the first _____, for they mapped the night sky.
8. These priests saw 12 constellations, or star pictures in the night sky, which would later become the _____.
9. People in the Persian Empire had coins, so they no longer needed to _____, or trade things without money.
10. From Persian art, we learn that slaves sometimes carried Persian men on _____, or stretchers.

On a sheet of paper, write the letter of the answer that correctly completes each sentence.

11. The first great empire of the Middle East was the _____.
 A Assyrian B Chaldean C Persian D Hebrew
12. The largest city of the Assyrian Empire was _____.
 A Babylon B Jerusalem C Nineveh D Canaan



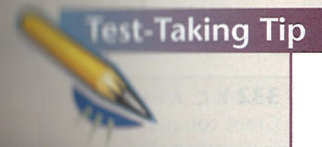
13. One powerful king of Assyria was _____.
 A Hammurabi C Nebuchadnezzar
 B Assurbanipal D Cyrus the Great
14. One powerful king of the Chaldeans was _____.
 A Nebuchadnezzar C Cyrus
 B Daniel D Darius
15. One powerful king of the Persians was _____.
 A Daniel B Cyrus C Moses D Zoroaster

On a sheet of paper, write the answer to each question. Use complete sentences.

16. What helped the Assyrians become a war machine?
17. What was the difference between the way the Assyrians treated defeated people and the way the Persians did?

Critical Thinking On a sheet of paper, write your response to each question. Use complete sentences.

18. Why do you think so many people in the Assyrian Empire were happy when the Chaldeans captured and destroyed Nineveh?
19. Think about the Persian religion of Zoroastrianism. What influence might it have had on the way Persians treated the people they conquered?
20. Which of the Middle Eastern peoples described in this chapter have influenced the course of world history the most? Explain your opinion.



Test-Taking Tip Schedule short study periods that are easy to manage. Take breaks between study periods.

Egypt—The Gift of the Nile

You have read about some of the people of the ancient Middle East. These people lived in an area known as the Fertile Crescent. Their city-states did not last long. However, the Egyptian civilization, which grew along the Nile River, lasted for more than 3,000 years! In this chapter, you will learn about the three kingdoms of the Egyptians: the Old Kingdom, the Middle Kingdom, and the New Kingdom.

Goals for Learning

- ◆ To explain why Egypt is “the gift of the Nile”
- ◆ To describe how Egypt was united in the Old Kingdom and explain how and why the pyramids were built
- ◆ To identify differences between the Old and the Middle Kingdoms
- ◆ To compare the New Kingdom with earlier periods of Egyptian history
- ◆ To list key contributions Egypt has made to world civilization

3100 B.C. Upper and Lower Egypt unite; Old Kingdom begins

2040 B.C. Middle Kingdom begins

1600 B.C. New Kingdom begins

30 B.C. Cleopatra dies

3000 B.C.

2000 B.C.

1000 B.C.

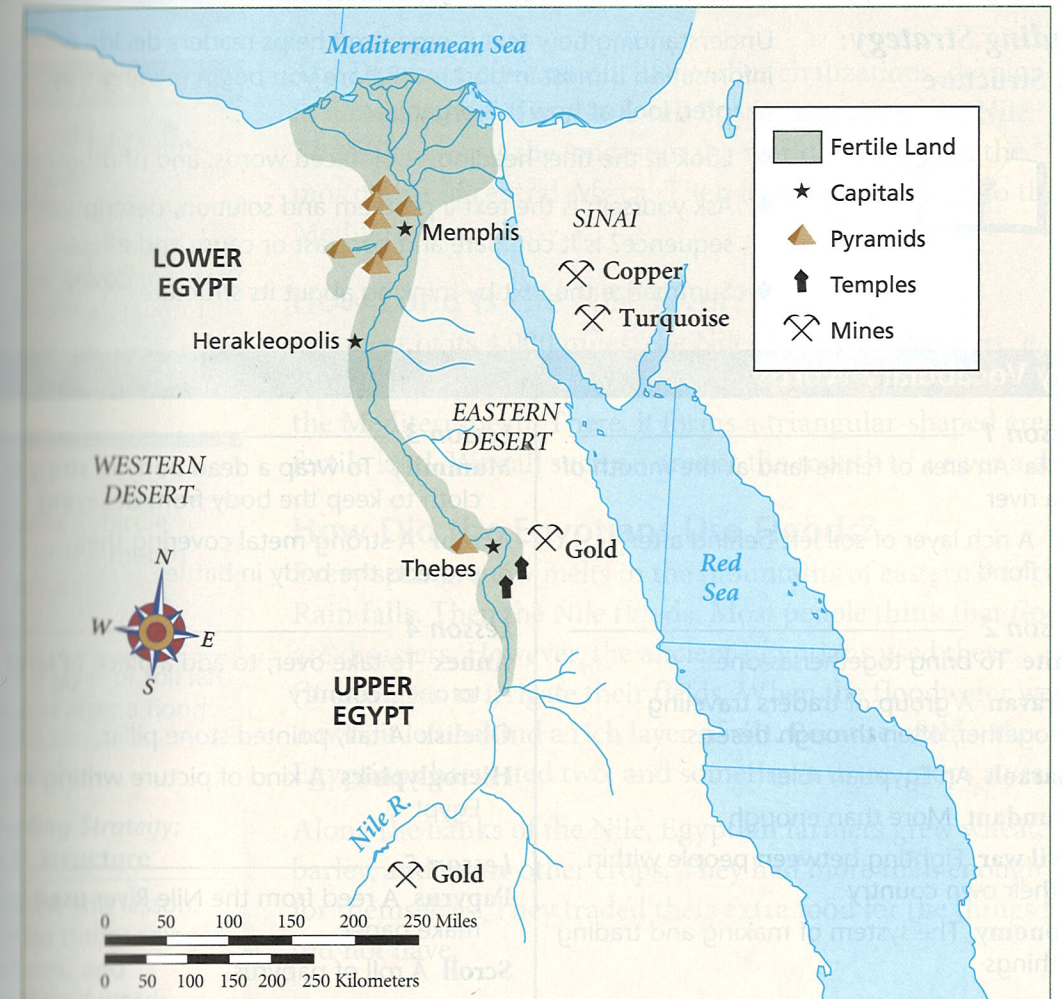
A.D. 1

2686 B.C.
Egyptians build great pyramids

1630 B.C.
Hyksos invade Egypt

332 B.C.
Alexander the Great conquers Egypt

Ancient Egypt (c. 3000-2000 B.C.)



Map Skills

The Nile River dominates the geography of Egypt. Since ancient times, the river has provided water for irrigation. It also serves as a highway that unified Upper and Lower Egypt. The ancient Egyptians built their main cities and temples in the Nile Valley.

Study the map carefully, then answer the following questions:

1. Upper Egypt is in what direction from Lower Egypt?
2. What two deserts protected Egypt from invaders?
3. What are the names of the three Egyptian capitals shown on the map?
4. About how far is Thebes from Memphis?
5. What sea lies to the north of Lower Egypt?

Reading Strategy: Text Structure



Understanding how text is organized helps readers decide which information is most important. Before you begin reading this chapter, look at how it is organized.

- ◆ Look at the title, headings, boldfaced words, and photographs.
- ◆ Ask yourself: Is the text a problem and solution, description, or sequence? Is it compare and contrast or cause and effect?
- ◆ Summarize the text by thinking about its structure.

Key Vocabulary Words

Lesson 1
Delta An area of fertile land at the mouth of a river

Silt A rich layer of soil left behind after a flood

Lesson 2
Unite To bring together as one

Caravan A group of traders traveling together, often through deserts

Pharaoh An Egyptian ruler

Abundant More than enough

Civil war Fighting between people within their own country

Economy The system of making and trading things

Lesson 3
Mummify To wrap a dead body in strips of cloth to keep the body from decaying

Armor A strong metal covering that protects the body in battle

Lesson 4
Annex To take over; to add a piece of land to one's country

Obelisk A tall, pointed stone pillar

Hieroglyphics A kind of picture writing in Egypt

Lesson 5
Papyrus A reed from the Nile River used to make paper

Scroll A roll of papyrus

Cubit A measurement that is the length of an arm from the end of the middle finger to the elbow

Lesson

1

The Nile River

Objectives

- ◆ To identify some facts about the Nile River
- ◆ To describe the way Egyptians used floodwaters from the Nile

Delta

An area of fertile land at the mouth of a river

Silt

A rich layer of soil left behind after a flood

Reading Strategy: Text Structure

Preview this lesson. Notice the headings, features, and boldfaced words.

The Egyptian civilization, like earlier civilizations, developed in a river valley. Historians call Egypt “the gift of the Nile.” The Nile River is the longest in the world. It begins in the mountains of central Africa. Then it flows northward to the Mediterranean Sea.

How Long Is the Nile River?

For most of its 4,000 miles, the Nile cuts through desert. It seldom branches out, but this changes just before it reaches the Mediterranean. There, it forms a triangular-shaped area of fertile land. We call such an area at the mouth of a river a **delta**.

How Did the Egyptians Use Floods?

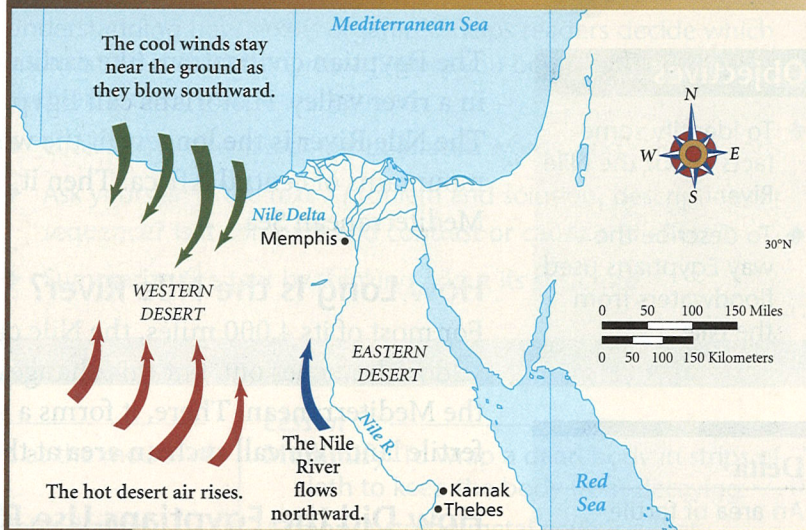
Every spring, snow melts in the mountains of eastern Africa. Rain falls. Then the Nile floods. Most people think that floods are disasters. However, the ancient Egyptians used these floodwaters to irrigate their fields. When the floodwater went down, it left behind a rich layer of **silt**. Because of this, the Egyptians harvested two, and sometimes three, crops a year.

Along the banks of the Nile, Egyptian farmers grew wheat, barley, and many other crops. They had more than enough food for themselves. They traded their extra food for the things they did not have.

How Did the Nile Unify Egypt?

The Nile became an excellent “highway” for trade. Going north on it was easy because the Nile flows north. To go south, the Egyptians put large sails on their boats. These sails caught the winds that blew from north to south. Egyptian traders, government workers, and the rulers easily traveled up and down the river.

Wind Currents in Egypt



Map Study

This map shows the wind currents in Egypt. In summer, the wind blows southward. Why do you think the Egyptians used sails when traveling upstream? How do you think they traveled downstream toward the sea?

What do you think ?

Why do you think historians call Egypt "the gift of the Nile"?

Lesson 1 Review On a sheet of paper, write the letter of the answer that correctly completes each sentence.

- Like other ancient people, the Egyptians settled in _____ valleys.
A desert **B** dry **C** river **D** warm
- The Nile River is about _____ miles long.
A 2,000 **B** 4,000 **C** 6,000 **D** 6,500
- Each year the Nile River floods, and this _____ the farmers.
A surprises **B** helps **C** harms **D** saddened
- For traveling _____ on the Nile, the Egyptians put sails on their boats.
A North **B** South **C** East **D** West
- The Nile River empties into the _____ Sea.
A Black **B** Mediterranean **C** Red **D** Dead

Lesson

2

The Old Kingdom

Objectives

- To identify two important gods that ancient Egyptians worshiped
- To describe why the Old Kingdom ended

Unite

To bring together as one

Caravan

A group of traders traveling together, often through deserts

At first, the ancient Egyptians lived in small villages. The people of the north, or Lower Egypt, lived near the Nile delta. Swampy marshland cut them off from one another.

The Egyptians living in the south, or Upper Egypt, began big irrigation projects. To finish these projects, they needed to work together. Upper Egypt was already unified around 3400 B.C.

Who United Egypt?

We do not know who **united**, or brought together, Upper and Lower Egypt. One story says that a god-king named Menes conquered Lower Egypt around 3100 B.C. He built his capital where Upper Egypt and Lower Egypt meet and called it Memphis. It is near Egypt's present capital—Cairo.

Menes wanted to show that Egypt was now united. He put the red crown of Lower Egypt and the white crown of Upper Egypt together into one crown. Pictures often show the later rulers of Egypt wearing this double crown.

We do not know if Menes was a real person. But Menes and the kings who followed him made up the first dynasty of Egypt. During the following 2,500 years, Egypt had 30 different dynasties!

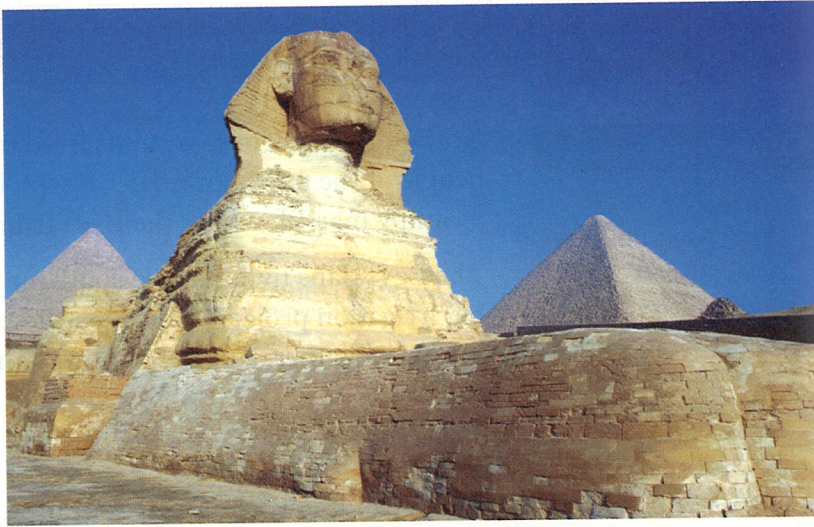
What Was Life Like in the Old Kingdom?

Historians call the time from about 3100 B.C. to 2186 B.C. the Old Kingdom. During this time, Egyptian cities became centers of business. Groups of traders, called **caravans**, traveled together to Sumer to trade things. They also traveled to parts of Africa and the Mediterranean to trade.

Some Egyptians were traders, but most were farmers. They lived in mud-brick houses in small villages. They built their homes on the highest land. This protected them from the yearly floods. Because of the heat, people often slept on the roof.

Pharaoh

An Egyptian ruler



One of the most well-known monuments of the Old Kingdom is the stone Sphinx at Giza, Egypt. It was built about 2500 B.C.

How Powerful Were Egyptian Pharaohs?

The Egyptian rulers were called **pharaohs**. They were both kings and priests. In Mesopotamia, the kings spoke for the gods. In Egypt, the people thought the kings were gods.

The pharaoh of the Old Kingdom controlled the lives of his people. He owned all the land and water. The Egyptians believed that he even made the waters of the Nile rise and fall. Because life depended on the Nile, who would turn against this god-king? No one.

Why Did the Egyptians Build Pyramids?

The Egyptians believed that pharaohs continued to rule even after they died. They built great tombs, or places to bury the dead rulers. They were in the shape of a pyramid. To make these tombs last forever, the Egyptians built with stone. About 75 pyramids still stand in the Egyptian desert. The three most famous are in an area called Giza, outside modern Cairo.

Building the pyramids was hard work. The builders had no iron tools to cut the stone. They had no wheels or work animals to carry the huge stone blocks, which weighed about 5,000 pounds each. It took thousands of skilled workers many years to build a pyramid.

Reading Strategy: Text Structure

As you read, look for words like *next*, *during*, and *after*. These words will help you understand the order of events in the text.

Abundant

More than enough

Reading Strategy: Text Structure

As you read this lesson, notice the instructions on how to build a pyramid. What is the purpose of this feature?

How to Build a Pyramid

- ◆ Work 20,000 men for 20 years; feed them.
- ◆ Have 10,000 workers make about 26 million mud bricks for the inside of the pyramid.
- ◆ Have the other 10,000 workers cut huge stone blocks.
- ◆ Transport these blocks—about 12,600 of them—up the river to the building site.
- ◆ Dig a canal to connect the site to the river.
- ◆ Find a rock base, clear it of sand, and make it level.
- ◆ Make the sides of the stone blocks smooth; polish them.
- ◆ Build ramps upon which to haul the stone blocks higher and higher.
- ◆ Remove the building ramps as you work back downward.
- ◆ Build a funeral temple, the surrounding walls, a valley temple, and smaller pyramids for family members.

What Was the Afterlife?

The ancient Egyptians had two important gods. They called the sun god Ra and the river god Hapi. These gods were important because the Egyptians knew that the sun and the flooding of the Nile River provided their **abundant** food crops. This meant that they had more than enough to eat. This allowed most Egyptians to live well.

The Egyptians also believed that there was life after death. If people had led good lives before they died, they lived happily in an afterlife forever. They thought that if they had lived bad lives, a monster would eat them. The Egyptians wanted their dead pharaohs to be comfortable in the afterlife. They filled their tombs with treasure: food, clothing, jewelry, furniture, and beautiful art.

The Egyptians painted pictures of the king's friends and servants on the walls. They thought that the pharaoh would want these people with him in the afterlife. They believed everything pictured on the walls would magically come alive.

Civil war

Fighting between people within their own country

Economy

The system of making and trading things



The towering pyramids at Giza are amazing examples of Egyptian architecture.

How Did the Egyptians Protect Pharaohs?

The Egyptians buried the dead pharaoh in rooms deep within a pyramid. Then they sealed the rooms with huge stone blocks. However, robbers broke into the tombs and stole the treasures there. Even though the treasures are gone, archaeologists can still learn from a pyramid. Its wall paintings tell us much of what we know about ancient Egypt.

Why Did the Old Kingdom Fall?

Around the year 2186 B.C., the Old Kingdom ended. The pharaohs had lost power and government officials had become more powerful. The city leaders began to fight each other. Then **civil war** broke out as the people within Egypt began to fight each other.

Some historians believe that natural disasters may have caused the troubles in Egypt. Perhaps little rain fell for many years. Perhaps the people then began to doubt that the pharaoh controlled the rain. Egypt's **economy**, or system of making and trading things, collapsed.

Reading Strategy: Text Structure

Notice that the section headings are written as questions. Are you able to answer the question in the last section heading? Why or why not?

Word Bank

afterlife
farmers
Hapi
scribes
pyramids

Lesson 2 Review On a sheet of paper, use the words from the Word Bank to complete each sentence correctly.

1. According to an old story, _____ united Upper and Lower Egypt.
2. Most Egyptians in the Old Kingdom were _____.
3. The Egyptians believed in a(n) _____ that was like the life they lived on earth.
4. Ra and _____ were two important gods.
5. The Egyptians built wonderful tombs, or _____, for their pharaohs.

What do you think?

How does the building of pyramids show that the pharaohs had money and power?

Communication in History



The Rosetta Stone

Scribes in ancient Egypt wrote with picture symbols. This writing system is called hieroglyphics. The term comes from the Greek words for "sacred carving." As time passed, though, people could no longer read them. Centuries later, the key to hieroglyphics was found. It was a stone tablet we now call the Rosetta Stone.

In 1799 Napoleon's army was in Egypt. French engineers were working near the Nile River. They dug up a tablet carved with three kinds of writing. One was Greek. One was a newer form of Egyptian writing. The third was hieroglyphics.

Jean François Champollion, a French scholar, knew many languages. He found that the inscriptions in Greek and the new Egyptian writing were the same.

Then he compared the hieroglyphics with the Greek. After a long time, Champollion could read many of the symbols. The Rosetta Stone opened the door to learning about ancient Egypt.



Objectives

- ◆ To identify ways that the Egyptians changed their surroundings
- ◆ To describe the nomads from Asia who invaded Egypt

Reading Strategy:
Text Structure

Read the next heading. How do you know the section will contrast two different things?

Mummify

To wrap a dead body in strips of cloth to keep the body from decaying

Around 2040 B.C., a new dynasty of powerful pharaohs reunited Egypt. This was the beginning of the Middle Kingdom. Its capital was Thebes.

Once again, traders sold artifacts and other products in faraway places. To help trade and transportation, the Egyptians dug a long canal. It joined the Nile River with business centers near the Red Sea.

They also emptied out many swampy marshes to create vast areas of farmable land. The water they drew from these swamps flowed to a large natural basin. In this bowl-like place, they kept the water from the swamp. During dry months, farmers used it for irrigation. Once again, the Egyptians had more than enough food for everyone.

How Did the Two Kingdoms Differ?

The Old Kingdom and the Middle Kingdom differed in three ways. First, the Old Kingdom Egyptians thought their pharaohs were gods. People of the Middle Kingdom still thought this, but their pharaohs no longer had complete power. They had to share their power with other officials.

Second, the people of the Old Kingdom thought that only the pharaoh would live forever. However, the Middle Kingdom Egyptians thought that *all* people would live forever. They **mummified** everyone after death. They wrapped the dead body in strips of cloth to keep it from decaying.

Third, the Egyptians buried the Old Kingdom pharaohs in pyramids. However, they buried later pharaohs in tombs cut into cliffs near Thebes.

Who Invaded Egypt?

About 1630 B.C., nomads from Asia known as the Hyksos invaded Egypt. The Egyptians knew medicine and arithmetic, but the Hyksos knew war. They had horse-drawn chariots,

Armor

A strong metal covering that protects the body in battle

bronze and iron weapons, and **armor**. This strong covering of metal protected their bodies. Because of all this, the Hyksos easily defeated the Egyptians. For the first time in Egypt's history, foreigners, or people from another country, ruled.

How Long Did the Hyksos Rule?

The Hyksos were mean rulers. They buried some Egyptian cities and destroyed temples. The Egyptians were not happy with their new rulers. However, they learned a lot from the Hyksos, such as how to make bronze, new weapons, chariots, and armor, and how to weave. Meanwhile, the Egyptians began to use the weapons, chariots, and armor of the Hyksos. In 1570 B.C., the Egyptians drove out the foreign invaders.

Lesson 3 Review On a sheet of paper, write the answer to each question. Use complete sentences.

1. What did Middle Kingdom pharaohs do with swamps and canals?
2. How did Middle Kingdom pharaohs help traders?
3. What are three differences between the Old Kingdom and the Middle Kingdom?
4. Why were the Hyksos able to conquer Egypt?
5. What did the Egyptians learn from the Hyksos?

What do you think?

Why do you think the Egyptians took so long to drive out the Hyksos?



History in Your Life

Farming Along the Nile

Egypt's success depended on thousands of peasants. But raising good crops depended on the Nile flooding every year. These floodwaters covered the land along its banks, making a strip of rich farmland. The rich soil came from farther up the river. The Nile also provided water for irrigation. The rest of Egypt was desert.

Men and women worked in the fields during the day. They grew grains such as wheat and barley. The flour from these grains was

mixed with honey to make sweet bread. Farmers grew grapevines and picked dates too. Other peasants tended herds of sheep, goats, or cattle. They also hunted deer and water birds.

Besides food crops, Egyptian farmers grew cotton and flax, a plant that was used for its fibers. They spun the fibers to make cotton and linen cloth. Most farmwork was done by hand. Tomb paintings show farmers using metal tools to cut grain. Oxen were used for heavy work, such as turning water wheels.

Objectives

- ◆ To explain accomplishments of the New Kingdom
- ◆ To describe why Egyptians lost control of Egypt

Annex

To take over; to add a piece of land to one's country

In about 1600 B.C., the New Kingdom began. During that time, strong pharaohs ruled Egypt. Like the pharaohs of the Old Kingdom, they controlled the people of Egypt.

Who Was the First Woman Pharaoh?

With its strong army, Egypt began to expand. It **annexed**, or took over, lands next to the upper Nile and along the eastern Mediterranean. Hatshepsut—the first woman pharaoh—spread the influence of Egypt down into the heart of Africa. From there, traders got products such as beautiful wood, animal skins, and feathers.

What Pharaoh Was a Great Conqueror?

When Hatshepsut died, Thutmose III became pharaoh. He spread Egypt's influence all the way to the Euphrates River. Almost every year for 20 years, his soldiers won victories in Asia. As they did so, he built army bases in all the lands he controlled. He also organized, or set up, a navy to conquer the cities along the eastern Mediterranean.

Biography

Hatshepsut: Reigned c. 1490–1469 B.C.

Most people think of Egypt's pharaohs as men. Most were. The most famous woman pharaoh was Hatshepsut. She was a pharaoh's daughter. As was the custom, she married her half-brother, Thutmose II. He died suddenly about 1490 B.C. For a while, Hatshepsut ruled in the name of her young stepson. Then she had herself crowned pharaoh, calling herself a daughter of the god Amon. Statues show her with a false beard, a sign of power. Hatshepsut ruled for about 20 years. During that time, Egypt had a long period of peace. She had many great temples and monuments built.



Obelisk

A tall, pointed stone pillar

Hieroglyphics

A kind of picture writing in Egypt

Under Thutmose, Egypt's empire stretched far and wide. For this reason, historians sometimes call the period of the New Kingdom the "empire age." The many people the Egyptians conquered paid tribute, or taxes, to the pharaohs. The rulers and the nobles became rich.

What Did the New Kingdom Pharaohs Build?

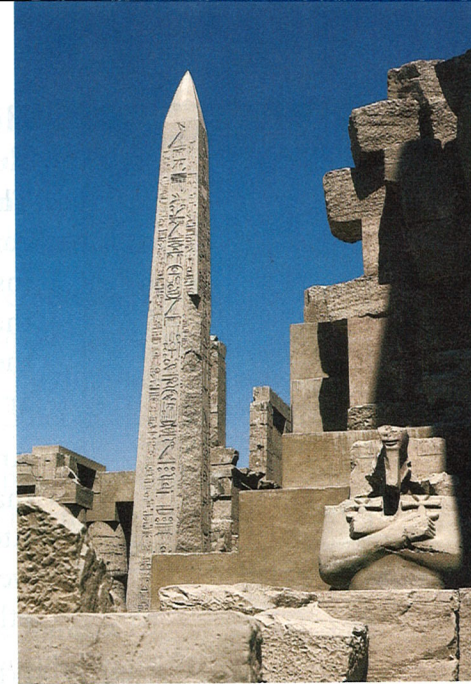
The rulers and nobles of the New Kingdom used their money to build temples, palaces, and statues. Hatshepsut built a beautiful temple near Thebes, the capital of the New Kingdom. Artists painted and carved the story of Egypt's victories on the temple's walls.

Thutmose III used slaves to build great palaces and to rebuild temples. Tall, pointed stone pillars called **obelisks** were also built. Artists carved **hieroglyphics**, or picture writing, on the sides of these pillars.

The Egyptians honored their pharaohs by building giant statues, which stood many stories high. With its beautiful palaces and temples, Thebes became the most wonderful city in the ancient world.

Where Did Egyptian Children Go to School?

The Egyptians built great temples to honor their gods. These were both religious centers and schools. In them, the children of Egyptian nobles and those from conquered lands learned what Egyptians believed. The pharaohs hoped that these schools would make the children faithful to Egypt when they got older. The schools trained boys as young as five years old to be scribes. These scribes kept important records and wrote down religious laws.



Obelisks are tall pillars carved from a single stone. This one is from the ancient Egyptian village of Karnak.

Reading Strategy:
Text Structure

Read the next heading. How do you know that Egyptian children went to school?

Writing About History

A time machine has taken you to ancient Egypt. You can go anywhere and see anything. What impresses you most? In your notebook, write a letter to a friend. Tell about your visit to Egypt.

Reading Strategy: Text Structure

As you read the next section, make a list of causes and effects as Egypt lost its power.

How Did Ikhnaton Change the Egyptian Religion?

The people of Thebes worshiped many gods. Sometimes they combined gods. That is, they put them together into one. For instance, they combined Amon, the god of the wind, with Ra, the sun god. The two became one. In fact, Amon-Ra became the most powerful god of all. He had power over both the sun and the air.

Around 1372 B.C., Amonhotep IV became pharaoh. He believed that the sun god, now called Aton, was the only god. To honor Aton, he changed his name to *Ikhnaton*, which means, "It is well with Aton." The new pharaoh closed the temples of the other gods. He took power away from the priests.

Ikhnaton built new temples that were completely open to the light and air. Often, Egyptian art shows this pharaoh and his wife, Nefertiti, giving gifts to Aton. The rays of the sun god beam down on them.

How Did Egypt Lose Its Power?

Many Egyptians did not like the new religion with its one god. The priests became angry and jealous because they had lost power. Soon they began to fight with the pharaoh. When that happened, he could not pay as much attention to the empire. The conquered people in many parts of the empire began to rebel against Egypt.

A later pharaoh, Ramses III, rebuilt the empire, but the weakened Egypt never became as powerful as it had once been. He built many obelisks, giant statues, and beautiful temples. He was the last great ruler of Egypt.

Who Conquered Egypt in 332 B.C.?

Egypt could no longer defend itself. Over the years, many people invaded the land—Ethiopians from farther south in Africa; Babylonians; Assyrians; and, Persians.

The Persians ruled Egypt until Alexander the Great defeated them in 332 B.C. Many years later, in 30 B.C., Queen Cleopatra killed herself to avoid surrendering Egypt to the Romans. The wonder of ancient Egypt ended with her death.

Lesson 4 Review On a sheet of paper, write the letter of the answer that correctly completes each sentence.

- The first woman pharaoh was _____.
A Cleopatra **C** Ramses III
B Hatshepsut **D** Ikhnaton
- The capital of the New Kingdom was _____.
A Memphis **B** Cairo **C** Thebes **D** Persia
- Thutmose III organized a _____ to help him conquer other lands.
A caravan **B** obelisk **C** navy **D** religion
- The name of the one god worshiped by Ikhnaton was _____.
A Aton **B** Ra **C** Amon **D** Amon-Ra
- The glory of ancient Egypt ended in _____ B.C.
A 1600 **B** 1372 **C** 332 **D** 30

What do you think?

Why do you think Ikhnaton's new religion was unpopular?

Reading Strategy:
Text Structure

Notice the title of this lesson. What do you expect to learn in the lesson?

Objectives

- ◆ To describe the way Egyptians advanced medicine, building, and artwork
- ◆ To identify the counting system that the Egyptians invented

Papyrus

A reed from the Nile River used to make paper

Scroll

A roll of papyrus

Cubit

A measurement that is the length of an arm from the end of the middle finger to the elbow

Egyptian civilization has given many gifts to the modern world. As early as 3000 B.C., the Egyptians learned how to use **papyrus**, a reed from the Nile River, to make paper. (The English word *paper* comes from the word *papyrus*.) Their paper was so well made that even today we can still read the writing on it!

This invention was important because writing on paper is much easier than writing on stone. Of course, in order to write on paper, they also had to invent ink.

What Did the Egyptians Know About Medicine?

The Egyptians made papyrus **scrolls**, or rolls. Archaeologists have discovered some of these in Egyptian tombs. One of the most famous papyrus scrolls shows the Egyptians' interest in medicine. The scroll describes how to set broken bones, how to check for a heartbeat, and how to deal with fevers and accidents. People who lived at later times learned much of their medicine from these ancient Egyptians.

What Were Egyptian Temples Like?

The Egyptians were skilled builders. Some of their statues, temples, and pyramids stood several stories high! People from all over the world still come to see their size and beauty. However, most of the great temples that the Egyptians built are in ruins today.

How Much Arithmetic Did the Egyptians Know?

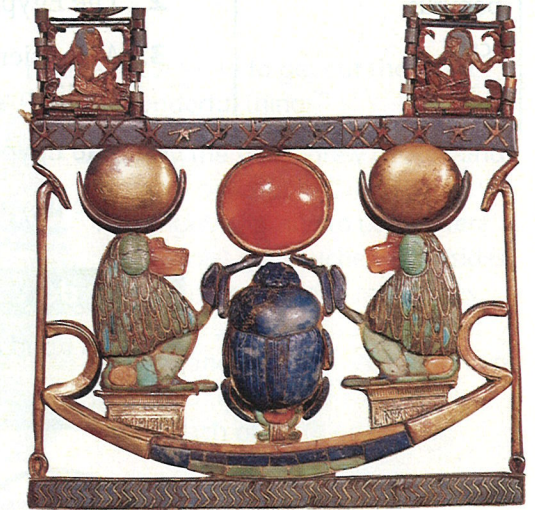
The Egyptians invented a system of counting based on ten. This helped them add and subtract. They used this system to collect taxes. They also invented a system for measurement and weights. They measured things in **cubits**—the length of an arm from the end of the middle finger to the elbow. They used geometry to survey, or measure, land.

What Artwork Did Egyptian Artists Produce?

Egyptian artists carved huge statues from stone. Many had heads about twelve feet high, with ears three feet long! They made small figures of people and animals from wood, bronze, or copper.

These same artists decorated temples with many drawings. We can still see much of their beautifully colored artwork today. Archaeologists have also found beautiful jewelry, pottery, and furniture in the pharaohs' tombs.

There were strict rules for Egyptian artists to follow. One rule was that important people had to be the largest figures in a piece of art. For example, a pharaoh would appear larger than a lesser god. Another rule said that figures in paintings and sculpture should be facing forward. However, the arms and legs of a figure should be turned to the side so they would be easier to see. The style of art in Egypt stayed this way for thousands of years.



Egyptian pectoral jewelry, such as this "Sacred Animals of Thot" pectoral, was worn on the wearer's chest.



Egyptian figures such as this one of the goddess, Isis, and her child, Horus, show that Egyptians were talented artisans.

Word Bank

drawings
geometry
papyrus
scroll
statues

Lesson 5 Review On a sheet of paper, use the words from the Word Bank to complete each sentence correctly.

1. The Egyptians made paper from a reed called _____.
2. The Egyptians built tall _____, temples, and pyramids.
3. An ancient _____ describes the Egyptians' interest in medicine.
4. The Egyptians decorated their temples with _____.
5. The Egyptians used _____ to survey their land.

What do you think?

What is good and what is bad about measuring something in cubits?

Then and Now

The First Solar Calendar

Ancient Egyptians carefully watched the regular rise and fall of the Nile River. It stood for the cycle of birth and death. It also gave people a way to measure time. Egyptians discovered that the time between floods averaged about 365 days. So, nearly 5,000 years ago, they developed a calendar. It had 12 months, each 30 days long. An extra five days were added at the end of the year as holidays. This calendar was almost perfectly in tune with the solar year. That's the time it takes the earth to circle the sun—365 1/4 days. Today's calendar is a solar calendar, too. It has 12 months and 365 days, except in leap year.



Document-Based Reading

Opening King Tut's Tomb

Tutankhamen was eight when he became pharaoh of Egypt. He ruled for about 10 years. Then he died suddenly about 1362 B.C. For thousands of years, his tomb was lost. Grave robbers broke in, but they never reached the main room. As a result, this tomb kept almost all its original contents. It is the only pharaoh's tomb ever found in this condition.

"King Tut" was not a powerful ruler, but he is famous today. The reason is the discovery of his tomb in 1922 by British archaeologist Howard Carter. This is Carter's retelling of the event.

The day following (November 26th) was the day of days, the most wonderful that I have ever lived through. . . . In the middle of the afternoon, 30 feet down from the outer door, we came upon a second sealed doorway. . . .

With trembling hands I made a tiny breach in the upper left-hand corner. Darkness and blank space . . . showed that whatever lay beyond was empty. . . . Widening the hole a little, I inserted the candle and peered in. . . . As my eyes grew accustomed to the light, details of the room within emerged slowly from the mist, strange animals, statues, and gold—everywhere the glint of gold.

For the moment . . . I was struck dumb with amazement. When Lord Carnarvon, unable to stand the suspense any longer, inquired anxiously, "Can you see anything?"



The gold mask of Tutankhamen.

it was all I could do to get out the words, "Yes, wonderful things!"

Gradually the scene grew clearer, and we could pick out individual objects. First, right opposite to us . . . were three great gilt couches, their sides carved in the form of monstrous animals. . . . Next . . . two statues caught and held our attention: two life-sized figures of a king in black, facing each other like sentinels. . . .

These were the dominant objects that caught the eye at first. Between them, around them, piled on top of them, there were countless others—

exquisitely painted and inlaid caskets; alabaster vases, some beautifully carved . . . a golden inlaid throne; . . . on the left a confused pile of overturned chariots, glistening with gold and inlay; and peeping from behind them another portrait of a king.

Document-Based Questions

1. Why was the discovery of this tomb important to historians?
2. Is this reading a primary source or a secondary source? Why?
3. What did Carter see all around after he got used to the darkness?
4. How did Carter answer Lord Carnarvon?
5. List three things found in the tomb.

Spotlight Story

Burying the Dead

The people of ancient Egypt saw their pharaohs as god-kings. They believed that each pharaoh was the human form of a god. Egyptians also believed in an afterlife. It was much like life on earth. After death, a pharaoh would continue to rule in the next life.

The Egyptians believed that a dead person's body must not decay. Otherwise a person could not enjoy the afterlife. To protect the body, Egyptians used a process called embalming.

Embalming took time. First, the embalmers removed all the internal organs. The heart and other important organs were put in small jars. These are called canopic jars. Then the body was put in a pine box. It was covered with a salty liquid called natron. The natron removed most of the water in the body, making it shrink. That took about 70 days. Then the body was wrapped with bandages of wax-covered cloth. The wrapped body was now a mummy. It was placed in a decorated coffin and put in a tomb.

The tombs of the pharaohs were meant to last forever. They were decorated like a palace. The tombs were filled with things the dead might need in the next life. That would include food, furniture, jewels, and cosmetics. A ruler needed servants, too. Early in Egypt's history, servants were buried with the ruler. They were probably smothered or given poison. The pharaoh Djer ruled Egypt around 2900 B.C. When he died, about 580 members of the court may have been buried with him. Later, Egyptians buried small pottery figures in tombs to act as servants, instead of killing actual servants.



Mummies were prepared with great care. This one is an Egyptian priestess from about 100 B.C., with the original wood coffin.

Ancient embalmers were very skillful. Thousands of years later, many mummies are well preserved. You can see some in museums. Today scientists are also interested in mummies. They examine their bones, hair, and other parts. Research on mummies can discover much about the lives and health of ancient Egyptians.

Wrap-Up

1. What did the ancient Egyptians think of their pharaoh?
2. What did the Egyptians believe happened after death?
3. Why did the Egyptians not want the body to decay?
4. Why were things like food and furniture placed in a tomb?
5. What can scientists learn from mummies?

Chapter 4 SUMMARY

- Egyptian civilization developed in the valley of the Nile River. The river runs north from central Africa. The Nile's yearly floods made the soil rich. Farmers could grow many crops in a year. The river was also a good route for trade.
- Upper Egypt, in the south, was unified by about 3400 B.C. Stories say that Menes, a god-king, conquered Lower Egypt about 3100 B.C. He unified Upper and Lower Egypt. The symbol for this new Egypt was the double crown. Its capital was Memphis. His rule began Egypt's first dynasty.
- The Old Kingdom in Egypt began about 3100 B.C. The rulers were called pharaohs. They were all-powerful. People believed they were gods. Trade became important.
- Egyptians believed in an afterlife that was much like life on earth. Pharaohs built pyramids for tombs. People filled them with things the ruler would need in the afterlife.
- The pharaohs lost power. Then civil war broke out. The economy collapsed. As a result, the Old Kingdom ended about 2100 B.C.
- Egypt was reunited about 2040 B.C. The Middle Kingdom began. Its capital was at Thebes. The pharaohs had less power than in the Old Kingdom.
- Beliefs about the afterlife changed in the Middle Kingdom. Pharaohs were buried in tombs cut into cliffs. Ordinary people could share the afterlife.
- Egyptians had many gods. Ra was the sun-god. Hapi was the river god.
- The Hyksos from Asia ended the Middle Kingdom about 1630 B.C. They had iron weapons and metal armor. They ruled until 1570 B.C.
- The New Kingdom began about 1600 B.C. Egypt took over more land. Hatshepsut, the first woman pharaoh, encouraged trade. Thutmose III made the empire much larger.
- The pharaoh Amonhotep IV tried to change Egypt's religion. He believed in only one god. The fight over religion that followed made Egypt weak. Other peoples invaded it. Persia ruled Egypt until 332 B.C.
- The ancient Egyptians made paper from the papyrus reed.
- Egyptian doctors were skillful. They knew how to set broken bones and deal with fevers.
- Egyptian artists carved huge statues. They created jewelry, pottery, and artwork. They invented a counting system based on 10. They used geometry.

Word Bank

Hatshepsut
 hieroglyphics
 Ikhnaton
 Menes
 mummy
 papyrus
 pharaoh
 Ra
 Ramses III
 Thutmose III

On a sheet of paper, use the words from the Word Bank to complete each sentence correctly.

1. The reed from which the Egyptians made paper is _____.
2. The Egyptians made a _____ by wrapping a dead body in cloth strips to keep it from decaying.
3. The Egyptians used _____, which is a kind of picture writing.
4. The Egyptians called their king or ruler a _____.
5. _____ was the god-king who unified Upper and Lower Egypt and began the Old Kingdom.
6. _____ was the Egyptian sun-god.
7. _____ was the first woman pharaoh.
8. _____ was the pharaoh who enlarged the Egyptian empire to its greatest size.
9. _____ was the last great ruler of Egypt.
10. The Egyptian pharaoh _____ believed in only one god.

On a sheet of paper, write the letter of the answer that correctly completes each sentence.

11. Upper Egypt was the _____ part of Egypt.

A northern	C southern
B eastern	D western
12. Lower Egypt was the _____ part of Egypt.

A northern	C southern
B eastern	D western
13. The Egyptians thought their rulers were _____.

A children	C wind
B gods	D sun

14. Building a pyramid took about _____ years.

A 3	C 13
B 7	D 20

15. The _____ invaded Egypt in 1630 B.C.

A Persians	C Assyrians
B Babylonians	D Hyksos

On a sheet of paper, write the answer to each question. Use complete sentences.

16. Why was the Nile River so important to the Egyptians?
17. How did the three kingdoms of Egypt differ?
18. Why were the Hyksos and later invaders able to defeat the Egyptians?

Critical Thinking On a sheet of paper, write your response to each question. Use complete sentences.

19. The Egyptians buried treasures with pharaohs when they died. We learn about the Egyptian society from this treasure. Think of things that would tell other people about our society. What five things from our society would you choose to put in your tomb? Explain your choices.
20. What gift from the ancient Egyptians do you think is best? Why do you think so?



Test-Taking Tip

Organize a study group to study a subject. Each person can share his or her notes on a different part of the subject.