

UNIT

2

7000 BC-AD 350

Mesopotamia, Egypt, and Kush

Chapter 3 Mesopotamia
and the Fertile
Crescent

Chapter 4 Ancient Egypt
and Kush



What You Will Learn...

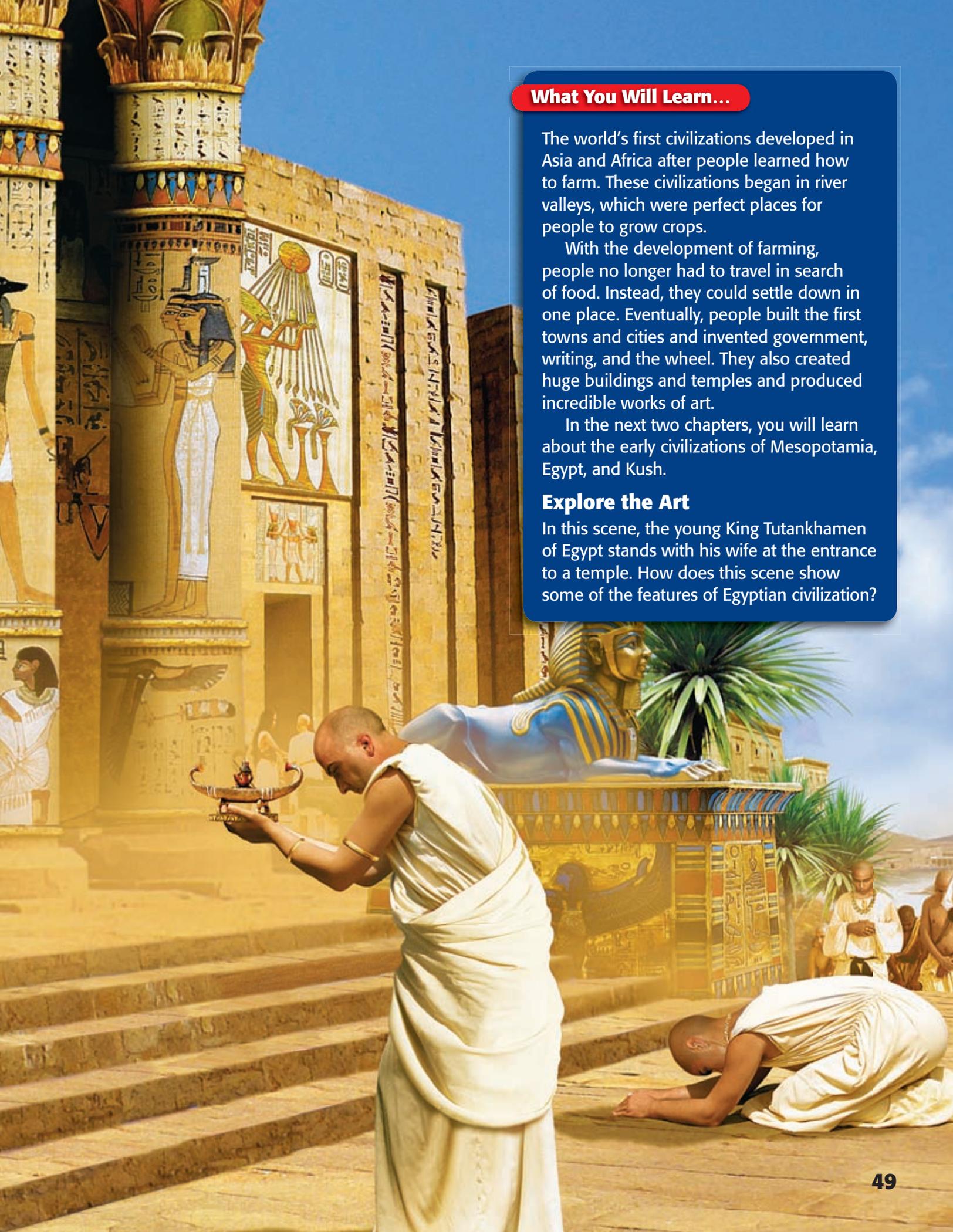
The world's first civilizations developed in Asia and Africa after people learned how to farm. These civilizations began in river valleys, which were perfect places for people to grow crops.

With the development of farming, people no longer had to travel in search of food. Instead, they could settle down in one place. Eventually, people built the first towns and cities and invented government, writing, and the wheel. They also created huge buildings and temples and produced incredible works of art.

In the next two chapters, you will learn about the early civilizations of Mesopotamia, Egypt, and Kush.

Explore the Art

In this scene, the young King Tutankhamen of Egypt stands with his wife at the entrance to a temple. How does this scene show some of the features of Egyptian civilization?



Mesopotamia and the Fertile Crescent

Essential Question How did geography influence the development of civilization in Southwest Asia?



What You Will Learn...

In this chapter you will learn about the early civilizations of Mesopotamia and the Fertile Crescent.

SECTION 1: Geography of the Fertile Crescent 54

The Big Idea The valleys of the Tigris and Euphrates rivers were the site of the world's first civilizations.

SECTION 2: The Rise of Sumer 60

The Big Idea The Sumerians developed the first civilization in Mesopotamia.

SECTION 3: Sumerian Achievements 65

The Big Idea The Sumerians made many advances that helped their society develop.

SECTION 4: Later Peoples of the Fertile Crescent . . . 72

The Big Idea After the Sumerians, many cultures ruled parts of the Fertile Crescent.

FOCUS ON WRITING

A Letter Most elementary students have not read or heard much about ancient Mesopotamia. As you read this chapter, you can gather information about that land. Then you can write a letter to share some of what you have learned with a young child.



**CHAPTER
EVENTS**

c. 7000 BC

Agriculture first develops in Mesopotamia.

7000 BC

**WORLD
EVENTS**

c. 3100 BC

Menes becomes the first pharaoh of Egypt.



This photo shows the partially reconstructed remains of an ancient temple in Mesopotamia.

c. 2350–2330 BC

Sargon of Akkad conquers Mesopotamia and forms the world's first empire.



2750 BC

c. 2300 BC

The Harappan civilization rises in the Indus Valley.



2000 BC

c. 1770 BC

Hammurabi of Babylon issues a written code of laws.

c. 1000 BC

Phoenicians trade all around the Mediterranean.



1250 BC

c. 1500 BC

The Shang dynasty is established in China.

c. 965 BC

Solomon becomes king of Israel.



500 BC

Reading Social Studies

Economics

Geography

Politics

Religion

Society
and Culture

Science and
Technology

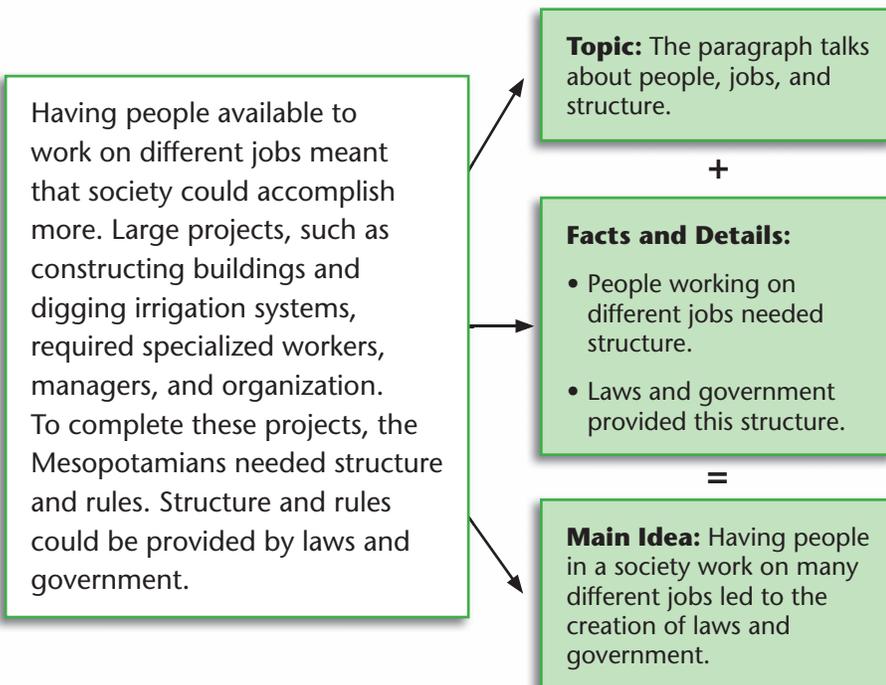
Focus on Themes Chapter three introduces you to a region in Southwest Asia called Mesopotamia, the home of the world's first civilization. You will read about what made this area one where civilizations could begin and grow. You will learn about one

group of people—the Sumerians—and their great **technological** inventions. You will also read about other people who invaded Mesopotamia and brought their own rules of governing and **politics** to the area.

Main Ideas in Social Studies

Focus on Reading Have you ever set up a tent? If you have, you know that one pole provides structure and support for the whole tent. A paragraph has a similar structure. One idea—the **main idea**—provides support and structure for the whole paragraph.

Identifying Main Ideas Most paragraphs written about history include a main idea that is stated clearly in a sentence. At other times, the main idea is suggested, not stated. However, that idea still shapes the paragraph's content and the meaning of all of the facts and details in it.



Identifying Main Ideas

1. Read the paragraph. Ask yourself, "What is this paragraph mostly about?"
2. List the important facts and details that relate to that topic.
3. Ask yourself, "What seems to be the most important point the writer is making about the topic?" Or ask, "If the writer could say only one thing about this paragraph, what would it be?" **This is the main idea of the paragraph.**

Key Terms and People

Chapter 3

Section 1

Fertile Crescent (p. 55)
silt (p. 55)
irrigation (p. 56)
canals (p. 56)
surplus (p. 56)
division of labor (p. 56)

Section 2

rural (p. 60)
urban (p. 60)
city-state (p. 60)
Gilgamesh (p. 61)
Sargon (p. 61)
empire (p. 61)
polytheism (p. 62)
priests (p. 63)
social hierarchy (p. 63)

Section 3

cuneiform (p. 65)
pictographs (p. 66)
scribe (p. 66)
epics (p. 66)
architecture (p. 68)
ziggurat (p. 68)

Section 4

monarch (p. 72)
Hammurabi's Code (p. 73)
chariot (p. 74)
Nebuchadnezzar (p. 75)
alphabet (p. 77)

Academic Vocabulary

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

role (p. 62)
impact (p. 63)

You Try It!

The passage below is from the chapter you are about to read. Read it and then answer the questions below.

Technical Advances

One of the Sumerians' most important developments was the wheel. They were the first people to build wheeled vehicles, including carts and wagons. Using the wheel, Sumerians invented a device that spins clay as a craftsperson shapes it into bowls. This device is called a potter's wheel.

The plow was another important Sumerian invention. Pulled by oxen, plows broke through the hard soil of Sumer to prepare it for planting. This technique greatly increased farm production. The Sumerians also invented a clock that used falling water to measure time.

Sumerian advances improved daily life in many ways. Sumerians built sewers under city streets. They learned to use bronze to make stronger tools and weapons. They even produced makeup and glass jewelry.

Answer the following questions about finding main ideas.

1. Reread the first paragraph. What is its main idea?
2. What is the main idea of the third paragraph? Reread the second paragraph. Is there a sentence that expresses the main idea of the paragraph? What is that main idea? Write a sentence to express it.
3. Which of the following best expresses the main idea of the entire passage?
 - a. The wheel was an important invention.
 - b. The Sumerians invented many helpful devices.

As you read Chapter 3, find the main ideas of the paragraphs you are studying.

Geography of the Fertile Crescent

What You Will Learn...

Main Ideas

1. The rivers of Southwest Asia supported the growth of civilization.
2. New farming techniques led to the growth of cities.

The Big Idea

The valleys of the Tigris and Euphrates rivers were the site of the world's first civilizations.

Key Terms

Fertile Crescent, *p. 55*
 silt, *p. 55*
 irrigation, *p. 56*
 canals, *p. 56*
 surplus, *p. 56*
 division of labor, *p. 56*



Use the graphic organizer online to list the cause-and-effect relationship between each river valley and the civilization that developed around it.

If YOU were there...

You are a farmer in Southwest Asia about 6,000 years ago. You live near a slow-moving river, with many shallow lakes and marshes. The river makes the land in the valley rich and fertile, so you can grow wheat and dates. But in the spring, raging floods spill over the riverbanks, destroying your fields. In the hot summers, you are often short of water.

How can you control the waters of the river?

BUILDING BACKGROUND In several parts of the world, bands of hunter-gatherers began to settle down in farming settlements. They domesticated plants and animals. Gradually their cultures became more complex. Most early civilizations grew up along rivers, where people learned to work together to control floods.

Rivers Support the Growth of Civilization

Early peoples settled where crops would grow. Crops usually grew well near rivers, where water was available and regular floods made the soil rich. One region in Southwest Asia was especially well suited for farming. It lay between two rivers.



The Land Between the Rivers

The Tigris and Euphrates rivers are the most important physical features of the region sometimes known as Mesopotamia (mes-uh-puh-TAY-mee-uh). Mesopotamia means “between the rivers” in Greek.

As you can see on the map, the region called Mesopotamia lies between Asia Minor and the Persian Gulf. The region is part of a larger area called the **Fertile Crescent**, a large arc of rich, or fertile, farmland. The Fertile Crescent extends from the Persian Gulf to the Mediterranean Sea.

In ancient times, Mesopotamia was actually made of two parts. Northern Mesopotamia was a plateau bordered on the north and the east by mountains. Southern Mesopotamia was a flat plain. The Tigris and Euphrates rivers flowed down from the hills into this low-lying plain.

The Rise of Civilization

Hunter-gatherer groups first settled in Mesopotamia more than 12,000 years ago. Over time, these people learned how to plant crops to grow their own food. Every year, floods on the Tigris and Euphrates rivers brought **silt, a mixture of rich soil and tiny rocks**, to the land. The fertile silt made the land ideal for farming.

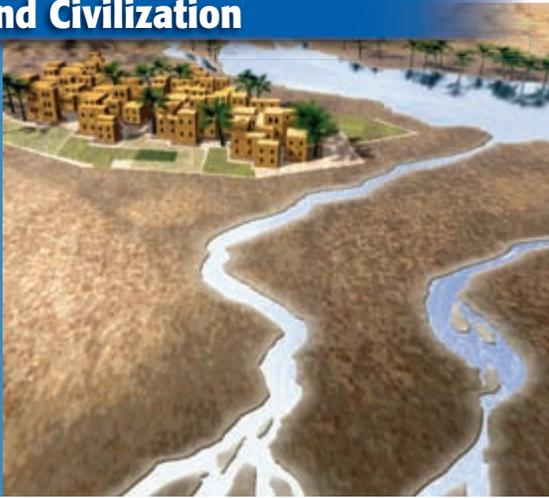
The first farm settlements formed in Mesopotamia as early as 7000 BC. Farmers grew wheat, barley, and other types of grain. Livestock, birds, and fish were also good sources of food. Plentiful food led to population growth, and villages formed. Eventually, these early villages developed into the world’s first civilization.

READING CHECK Summarizing What made civilization possible in Mesopotamia?



Irrigation and Civilization

Early farmers faced the challenge of learning how to control the flow of river water to their fields in both rainy and dry seasons.



1 Early settlements in Mesopotamia were located near rivers. Water was not controlled, and flooding was a major problem.

2 Later, people built canals to protect houses from flooding and move water to their fields.

Farming and Cities

Although Mesopotamia had fertile soil, farming wasn't easy there. The region received little rain. This meant that the water levels in the Tigris and Euphrates rivers depended on how much rain fell in eastern Asia Minor where the two rivers began. When a great amount of rain fell there, water levels got very high. Flooding destroyed crops, killed livestock, and washed away homes. When water levels were too low, crops dried up. Farmers knew they needed a way to control the rivers' flow.

Controlling Water

To solve their problems, Mesopotamians used **irrigation**, a way of supplying water to an area of land. To irrigate their land, they dug out large storage basins to hold water supplies. Then they dug **canals**, **human-made waterways**, that connected these basins to a network of ditches. These ditches brought water to the fields. To protect their fields from flooding, farmers built up the banks of the Tigris and Euphrates. These built-up banks held back floodwaters even when river levels were high.

THE IMPACT TODAY

People still build dikes, or earthen walls along rivers or shorelines, to hold back water.

Food Surpluses

Irrigation increased the amount of food farmers were able to grow. In fact, farmers could produce a food **surplus**, or more than they needed. Farmers also used irrigation to water grazing areas for cattle and sheep. As a result, Mesopotamians ate a variety of foods. Fish, meat, wheat, barley, and dates were plentiful.

Because irrigation made farmers more productive, fewer people needed to farm. Some people became free to do other jobs. As a result, new occupations developed. For the first time, people became crafters, religious leaders, and government workers. The type of arrangement in which each worker specializes in a particular task or job is called a **division of labor**.

Having people available to work on different jobs meant that society could accomplish more. Large projects, such as constructing buildings and digging irrigation systems, required specialized workers, managers, and organization. To complete these projects, the Mesopotamians needed structure and rules. Structure and rules could be provided by laws and government.



3 With irrigation, the people of Mesopotamia were able to grow more food.

4 Food surpluses allowed some people to stop farming and concentrate on other jobs, like making clay pots or tools.

The Appearance of Cities

Over time, Mesopotamian settlements grew in size and complexity. They gradually developed into cities between 4000 and 3000 BC.

Despite the growth of cities, society in Mesopotamia was still based on agriculture. Most people still worked in farming jobs. However, cities were becoming important places. People traded goods there, and cities provided leaders with power bases.

They were the political, religious, cultural, and economic centers of civilization.

READING CHECK Analyzing Why did the Mesopotamians create irrigation systems?

SUMMARY AND PREVIEW Mesopotamia's rich, fertile lands supported productive farming, which led to the development of cities. In Section 2 you will learn about some of the first city builders.

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ANIMATED HISTORY
 Fertile Crescent, 2400-1600 BC

Section 1 Assessment

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ONLINE QUIZ

Reviewing Ideas, Terms, and People

- Identify** Where was Mesopotamia?
 - Explain** How did the **Fertile Crescent** get its name?
 - Evaluate** What was the most important factor in making Mesopotamia's farmland fertile?
- Describe** Why did farmers need to develop a system to control their water supply?
 - Explain** In what ways did a **division of labor** contribute to the growth of Mesopotamian civilization?
 - Elaborate** How might running large projects prepare people for running a government?

Critical Thinking

- Identifying Cause and Effect** Farmers who used the rivers for irrigation were part of a cause-effect chain. Use a chart like this one to show that chain.



FOCUS ON WRITING

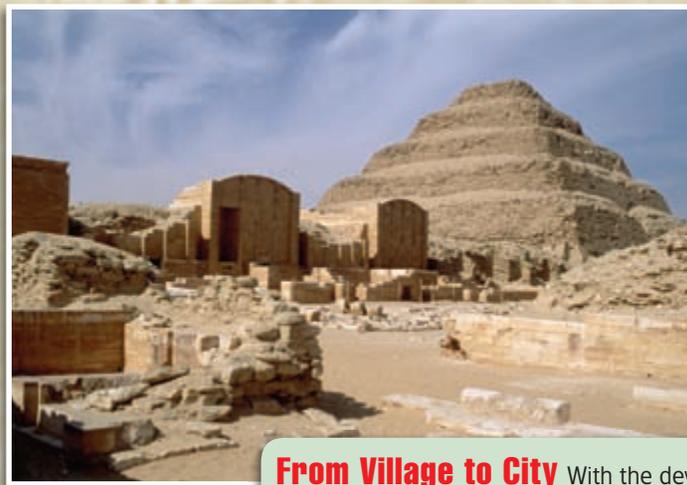
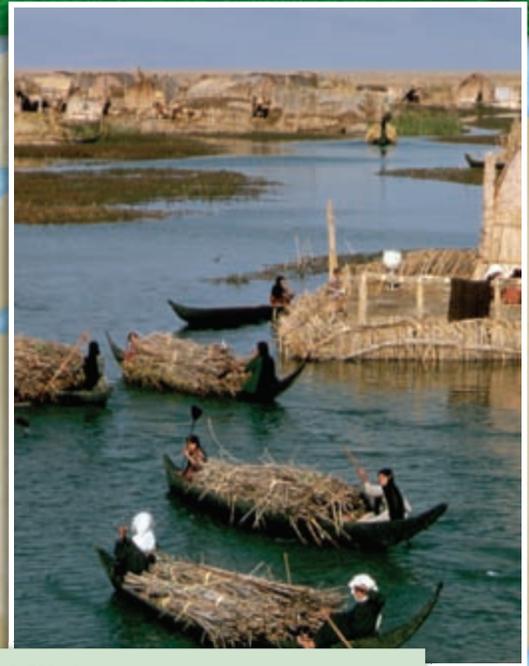
- Understanding Geography** Make a list of the words you might use to help young students imagine the land and rivers. Then start to sketch out a picture or map you could use on your poster.

History and Geography

River Valley Civilizations

All of the world's earliest civilizations had something in common—they all arose in river valleys that were perfect locations for farming. Three key factors made river valleys good for farming. First, the fields that bordered the rivers were flat, which made it easier for farmers to plant crops. Second, the soils were nourished by flood deposits and silt, which made them very fertile. Finally, the river provided the water farmers needed for irrigation.

Natural Highways River travel allowed early civilizations to trade goods and ideas. These people are traveling on the Euphrates River, one of the two main rivers of ancient Mesopotamia.



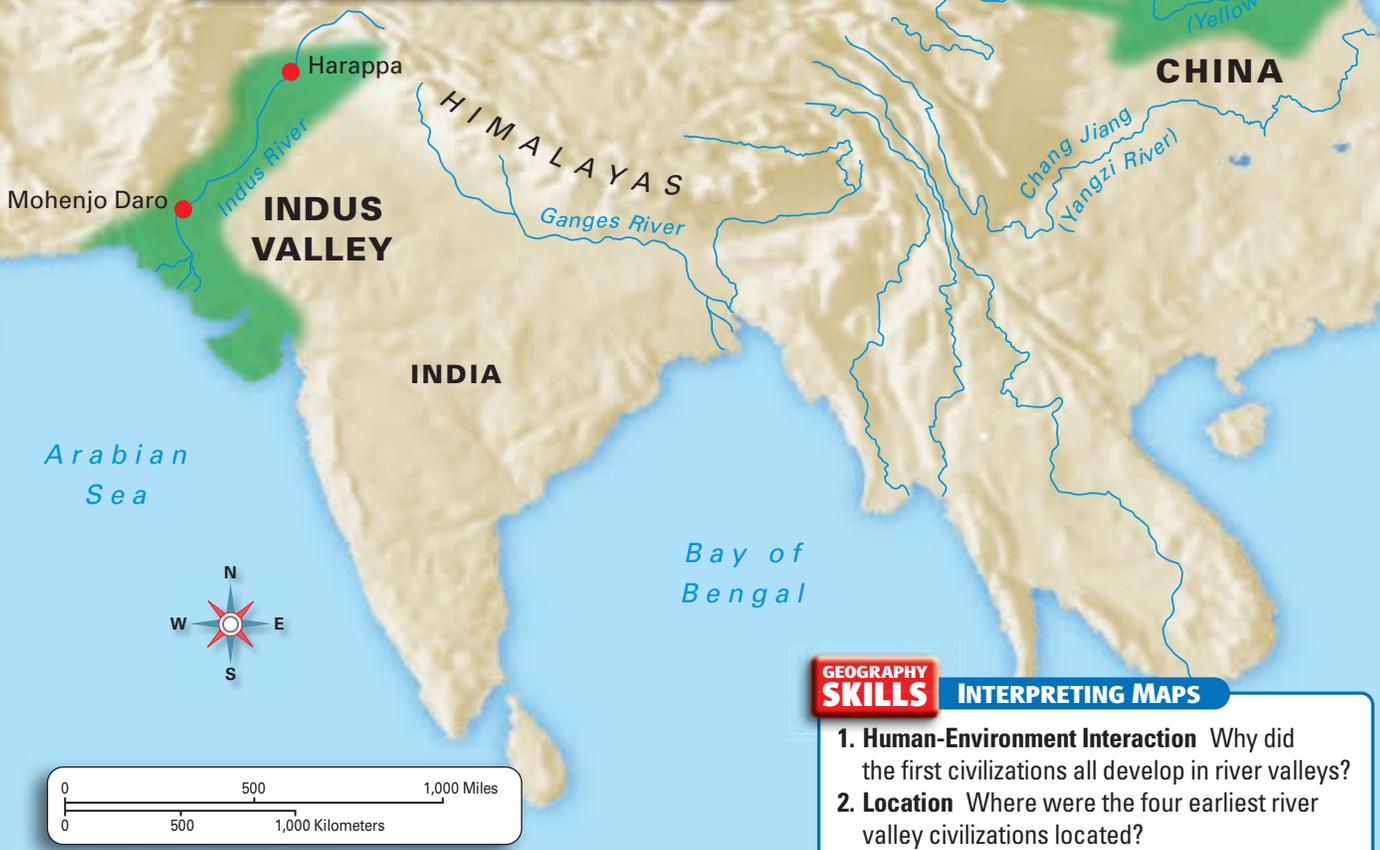
From Village to City With the development of agriculture, people settled into farming villages. Over time, some of these villages grew into large cities. These ancient ruins are near Memphis, Egypt.

ASIA

Gift of the River River water was key to farming in early civilizations. This farmer is using water from the Huang He (Yellow River) in China to water her crops.



New Activities Food surpluses allowed people to pursue other activities, like crafts, art, and writing. This tile designer lives in the Indus Valley.



GEOGRAPHY SKILLS INTERPRETING MAPS

- 1. Human-Environment Interaction** Why did the first civilizations all develop in river valleys?
- 2. Location** Where were the four earliest river valley civilizations located?

The Rise of Sumer

What You Will Learn...

Main Ideas

1. The Sumerians created the world's first advanced society.
2. Religion played a major role in Sumerian society.

The Big Idea

The Sumerians developed the first civilization in Mesopotamia.

Key Terms and People

rural, p. 60

urban, p. 60

city-state, p. 60

Gilgamesh, p. 61

Sargon, p. 61

empire, p. 61

polytheism, p. 62

priests, p. 63

social hierarchy, p. 63



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TAKING NOTES

Use the graphic organizer online to take notes on the Sumerian civilization.

If YOU were there...

You are a crafter living in one of the cities of Sumer. Thick walls surround and protect your city, so you feel safe from the armies of other city-states. But you and your neighbors are fearful of other beings—the many gods and spirits that you believe are everywhere. They can bring illness or sandstorms or bad luck.

How might you protect yourself from gods and spirits?

BUILDING BACKGROUND As civilizations developed along rivers, their societies and governments became more advanced. Religion became a main characteristic of these ancient cultures. Kings claimed to rule with the approval of the gods, and ordinary people wore charms and performed rituals to avoid bad luck.

An Advanced Society

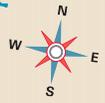
In southern Mesopotamia, a people known as the Sumerians (soo-MER-ee-unz) developed the world's first civilization. No one knows where they came from or when they moved into the region. However, by 3000 BC, several hundred thousand Sumerians had settled in Mesopotamia, in a land they called Sumer (soo-muhr). There they created an advanced society.

The City-States of Sumer

Most people in Sumer were farmers. They lived mainly in **rural, or countryside**, areas. The centers of Sumerian society, however, were the **urban, or city**, areas. The first cities in Sumer had about 10,000 residents. Over time, the cities grew. Historians think that by 2000 BC, some of Sumer's cities had more than 100,000 residents.

As a result, the basic political unit of Sumer combined the two parts. This unit was called a city-state. **A city-state consisted of a city and all the countryside around it.** The amount of countryside controlled by each city-state depended on its military strength. Stronger city-states controlled larger areas.

Sargon's Empire, c. 2330 BC



ASIA
MINOR



BIOGRAPHY

Sargon

Ruled 2334–2279 BC

According to legend, a gardener found a baby floating in a basket on a river and raised him as his own child. This baby later became

the Akkadian emperor Sargon. As a young man, Sargon served Ur-Zababa, the king of Kish. Sargon later rebelled against the Sumerian ruler, took over his city, and built Akkad into a military power. He was among the first military leaders to use soldiers armed with bows and arrows. Sargon gained the loyalty of his soldiers by eating with them every day.

GEOGRAPHY SKILLS

INTERPRETING MAPS

Location How far west did Sargon's empire stretch?

City-states in Sumer fought each other to gain more farmland. As a result of these conflicts, the city-states built up strong armies. Sumerians also built strong, thick walls around their cities for protection.

Individual city-states gained and lost power over time. By 3500 BC, a city-state known as Kish had become quite powerful. Over the next 1,000 years, the city-states of Uruk and Ur fought for dominance. One of Uruk's kings, known as **Gilgamesh**, became a legendary figure in Sumerian literature.

Rise of the Akkadian Empire

In time, another society developed along the Tigris and Euphrates. It was created by the Akkadians (uh-KAY-dee-uhns). They lived just north of Sumer, but they were not Sumerians. They even spoke a different language than the Sumerians. In spite

of their differences, however, the Akkadians and the Sumerians lived in peace for many years.

That peace was broken in the 2300s BC when **Sargon** sought to extend Akkadian territory. He built a new capital, Akkad (A-kad), on the Euphrates River, near what is now the city of Baghdad. Sargon was the first ruler to have a permanent army. He used that army to launch a series of wars against neighboring kingdoms.

Sargon's soldiers defeated all the city-states of Sumer. They also conquered northern Mesopotamia, finally bringing the entire region under his rule. With these conquests, Sargon established the world's first **empire, or land with different territories and peoples under a single rule**. The Akkadian Empire stretched from the Persian Gulf to the Mediterranean Sea.

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ANIMATED HISTORY

Sumerian City-States, 2300 BC

ACADEMIC VOCABULARY

role a part or function

Sargon was emperor, or ruler of his empire, for more than 50 years. However, the empire lasted only a century after his death. Later rulers could not keep the empire safe from invaders. Hostile tribes from the east raided and captured Akkad. A century of chaos followed.

Eventually, however, the Sumerian city-state of Ur rebuilt its strength and conquered the rest of Mesopotamia. Political stability was restored. The Sumerians once again became the most powerful civilization in the region.

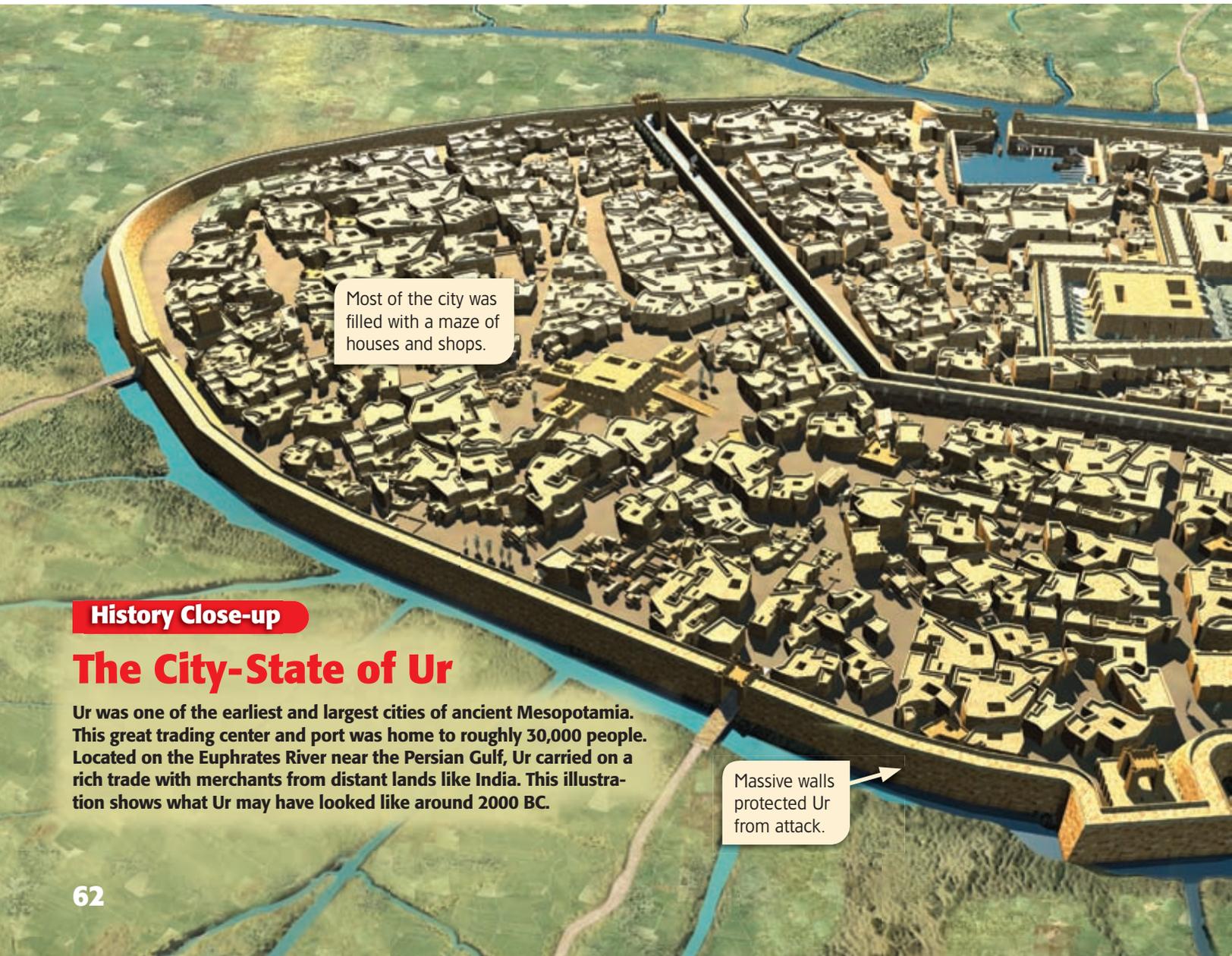
READING CHECK Summarizing How did Sargon build an empire?

Religion Shapes Society

Religion was very important in Sumerian society. In fact, it played a **role** in nearly every aspect of public and private life. In many ways, religion was the basis for all of Sumerian society.

Sumerian Religion

The Sumerians practiced **polytheism**, the **worship of many gods**. Among the gods they worshipped were Enlil, the lord of the air; Enki, god of wisdom; and Inanna, goddess of love and war. The sun and moon were represented by the gods Utu and Nanna. Each city-state considered one god to be its special protector.



Most of the city was filled with a maze of houses and shops.

Massive walls protected Ur from attack.

History Close-up

The City-State of Ur

Ur was one of the earliest and largest cities of ancient Mesopotamia. This great trading center and port was home to roughly 30,000 people. Located on the Euphrates River near the Persian Gulf, Ur carried on a rich trade with merchants from distant lands like India. This illustration shows what Ur may have looked like around 2000 BC.

The Sumerians believed that their gods had enormous powers. Gods could bring a good harvest or a disastrous flood. They could bring illness, or they could bring good health and wealth. The Sumerians believed that success in every area of life depended on pleasing the gods. Every Sumerian had a duty to serve and to worship the gods.

Priests, people who performed religious ceremonies, had great status in Sumer. People relied on them to help gain the gods' favor. Priests interpreted the wishes of the gods and made offerings to them. These offerings were made in temples, special buildings where priests performed their religious ceremonies.

Sumerian Social Order

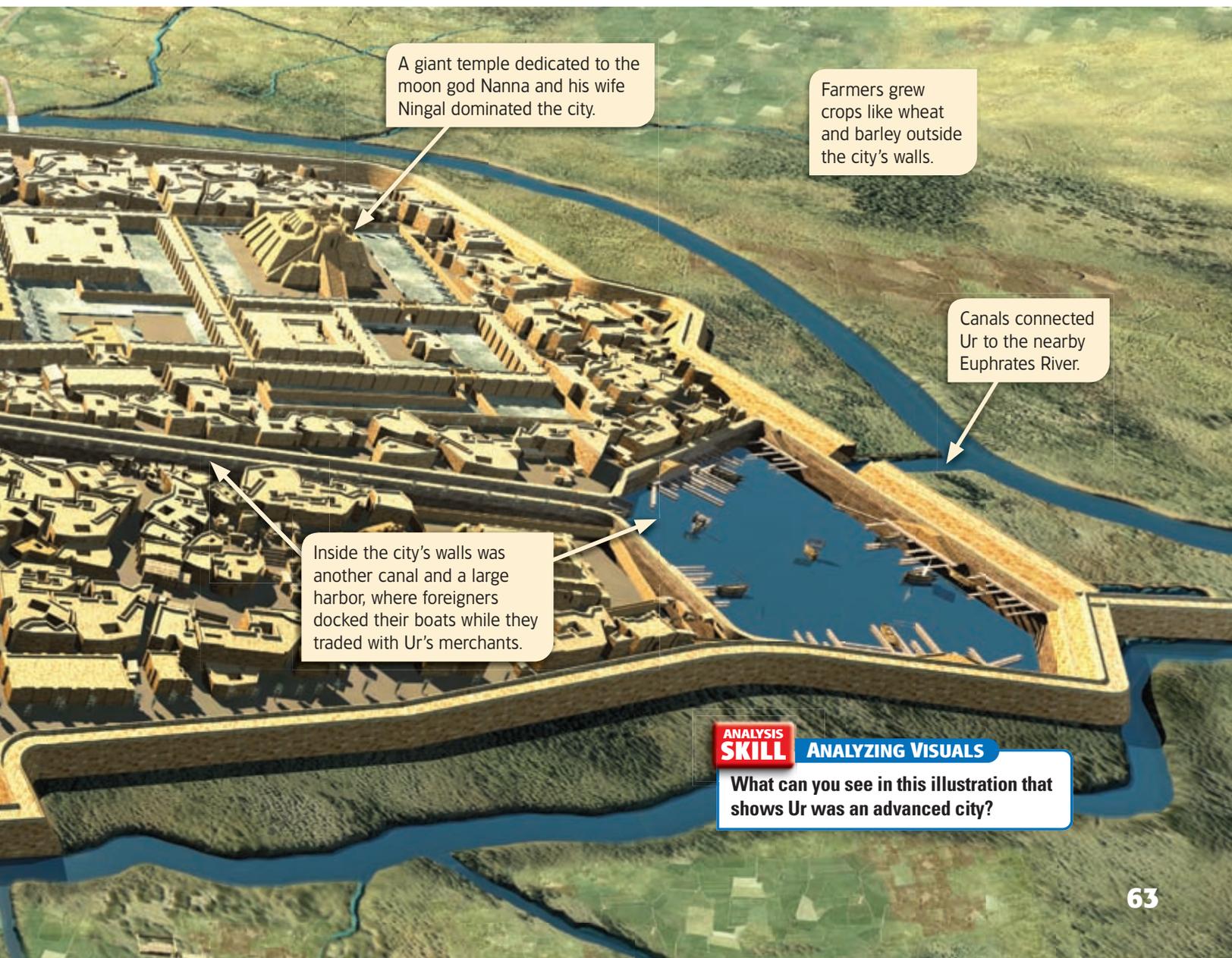
Because of their status, priests occupied a high level in Sumer's **social hierarchy**, the **division of society by rank or class**. In fact, priests were just below kings. The kings of Sumer claimed that they had been chosen by the gods to rule.

Below the priests were Sumer's skilled craftspeople, merchants, and traders. Trade had a great **impact** on Sumerian society. Traders traveled to faraway places and exchanged grain for gold, silver, copper, lumber, and precious stones.

Below traders, farmers and laborers made up the large working class. Slaves were at the bottom of the social order.

ACADEMIC VOCABULARY

impact effect, result



A giant temple dedicated to the moon god Nanna and his wife Ningal dominated the city.

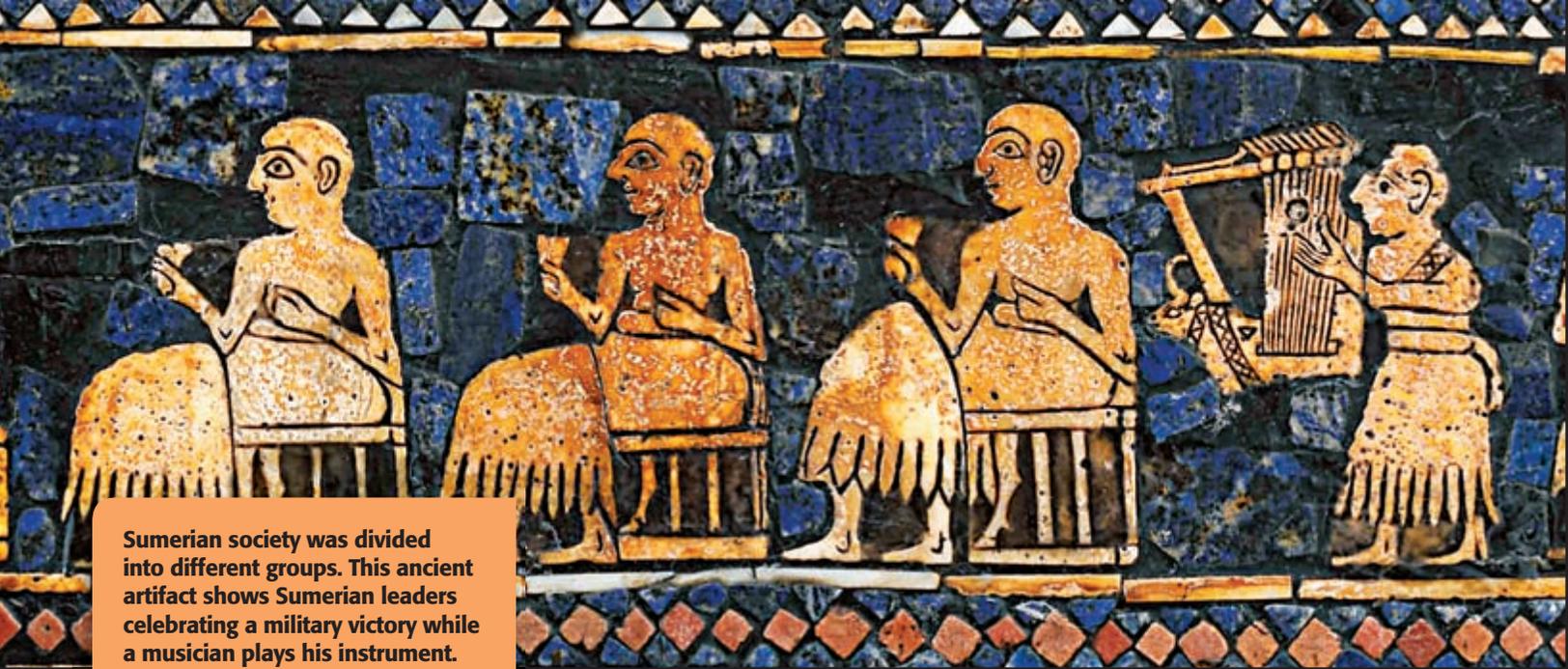
Farmers grew crops like wheat and barley outside the city's walls.

Canals connected Ur to the nearby Euphrates River.

Inside the city's walls was another canal and a large harbor, where foreigners docked their boats while they traded with Ur's merchants.

ANALYSIS SKILL ANALYZING VISUALS

What can you see in this illustration that shows Ur was an advanced city?



Sumerian society was divided into different groups. This ancient artifact shows Sumerian leaders celebrating a military victory while a musician plays his instrument.

Men and Women in Sumer

Sumerian men and women had different roles. In general, men held political power and made laws, while women took care of the home and children. Education was usually reserved for men, but some upper-class women were educated as well.

Some educated women were priestesses in Sumer's temples. Some priestesses helped shape Sumerian culture. One, Enheduanna, the daughter of Sargon, wrote hymns to

the goddess Inanna. She is the first known female writer in history.

READING CHECK Analyzing How did trade affect Sumerian society?

SUMMARY AND PREVIEW In this section you learned about Sumerian city-states, religion, and society. In Section 3, you will read about the Sumerians' achievements.

Section 2 Assessment

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ONLINE QUIZ

Reviewing Ideas, Terms, and People

- a. Recall** What was the basic political unit of Sumer?

b. Explain What steps did **city-states** take to protect themselves from their rivals?

c. Elaborate How do you think Sargon's creation of an **empire** changed the history of Mesopotamia? Defend your answer.
- a. Identify** What is **polytheism**?

b. Draw Conclusions Why do you think **priests** were so influential in ancient Sumerian society?

c. Elaborate Why would rulers benefit if they claimed to be chosen by the gods?

Critical Thinking

- 3. Summarizing** In the right column of your note-taking chart, write a summary sentence for each of the four characteristics. Then add a box at the bottom of the chart and write a sentence summarizing the Sumerian civilization.

Characteristics	Notes
Cities	
Government	
Religion	
Society	

Summary Sentence:

FOCUS ON WRITING

- 4. Gathering Information about Sumer** What aspects of Sumerian society will you include on your poster? What important people, religious beliefs, or social developments do you think the students should learn?

Sumerian Achievements

If YOU were there...

You are a student at a school for scribes in Sumer. Learning all the symbols for writing is very hard. Your teacher assigns you lessons to write on your clay tablet, but you can't help making mistakes. Then you have to smooth out the surface and try again. Still, being a scribe can lead to important jobs for the king. You could make your family proud.

Why would you want to be a scribe?

BUILDING BACKGROUND Sumerian society was advanced in terms of religion and government organization. The Sumerians were responsible for many other achievements, which were passed down to later civilizations.

The Invention of Writing

The Sumerians made one of the greatest cultural advances in history. They developed **cuneiform** (kyoo-NEE-uh-fohrm), the **world's first system of writing**. But Sumerians did not have pencils, pens, or paper. Instead, they used sharp tools called styluses to make wedge-shaped symbols on clay tablets.



Sumerians wrote on clay tablets with a special tool called a stylus.

What You Will Learn...

Main Ideas

1. The Sumerians invented the world's first writing system.
2. Advances and inventions changed Sumerian lives.
3. Many types of art developed in Sumer.

The Big Idea

The Sumerians made many advances that helped their society develop.

Key Terms

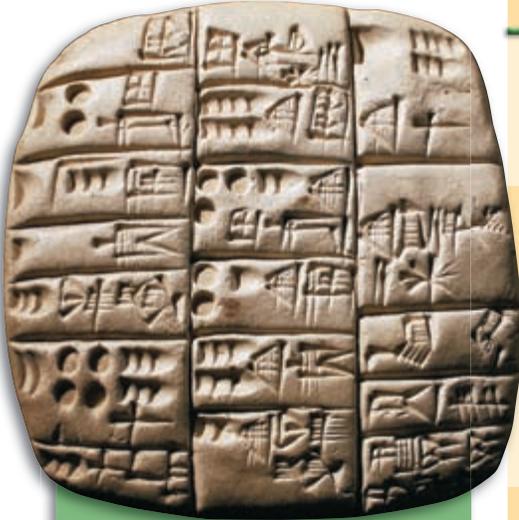
cuneiform, p. 65
pictographs, p. 66
scribe, p. 66
epics, p. 66
architecture, p. 68
ziggurat, p. 68



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TAKING NOTES

Use the graphic organizer online to list the achievements and advances made by the Sumerian civilization.



Sumerian writing developed from early symbols called pictographs. Writers used clay tablets to record business deals, like this tablet that describes a number of sheep and goats.

Development of Writing				
	3300 BC	2800 BC	2400 BC	1800 BC
Heaven				
Grain				
Fish				
Bird				
Water				

Earlier written communication had used **pictographs**, or **picture symbols**. Each pictograph represented an object, such as a tree or an animal. But in cuneiform, symbols could also represent syllables, or basic parts of words. As a result, Sumerian writers could combine symbols to express more complex ideas such as “joy” or “powerful.”

Sumerians first used cuneiform to keep business records. A **scribe**, or **writer**, would be hired to keep track of the items people traded. Government officials and temples also hired scribes to keep their records. Becoming a scribe was a way to move up in social class.

Sumerian students went to school to learn to read and write. But, like today, some students did not want to study. A Sumerian story tells of a father who urged his son to do his schoolwork:

“Go to school, stand before your ‘school-father,’ recite your assignment, open your schoolbag, write your tablet . . . After you have finished your assignment and reported to your monitor [teacher], come to me, and do not wander about in the street.”

—Sumerian essay quoted in *History Begins at Sumer*, by Samuel Noah Kramer

In time, Sumerians put their writing skills to new uses. They wrote works on history, law, grammar, and math. They also created works of literature. Sumerians wrote stories, proverbs, and songs. They wrote poems about the gods and about military victories. Some of these were **epics**, **long poems that tell the stories of heroes**. Later, people used some of these poems to create *The Epic of Gilgamesh*, the story of a legendary Sumerian king.

READING CHECK **Generalizing** How was cuneiform first used in Sumer?

Advances and Inventions

Writing was not the only great Sumerian invention. These early people made many other advances and discoveries.

Technical Advances

One of the Sumerians' most important developments was the wheel. They were the first people to build wheeled vehicles, including carts and wagons. Using the wheel, Sumerians invented a device that spins clay as a craftsman shapes it into bowls. This device is called a potter's wheel.

The plow was another important Sumerian invention. Pulled by oxen, plows broke through the hard clay soil of Sumer to prepare it for planting. This technique greatly increased farm production. The Sumerians also invented a clock that used falling water to measure time.

Sumerian advances improved daily life in many ways. Sumerians built sewers under city streets. They learned to use bronze to make stronger tools and weapons. They even produced makeup and glass jewelry.

Math and Sciences

Another area in which Sumerians excelled was math. In fact, they developed a math system based on the number 60. Based on this system, they divided a circle into 360 degrees. Dividing a year into 12 months—a factor of 60—was another Sumerian idea. Sumerians also calculated the areas of rectangles and triangles.

Sumerian scholars studied science, too. They wrote long lists to record their study of the natural world. These tablets included the names of thousands of animals, plants, and minerals.

The Sumerians also made advances in medicine. They used ingredients from animals, plants, and minerals to produce healing drugs. Items used in these medicines included milk, turtle shells, figs, and salt. The Sumerians even catalogued their medical knowledge, listing treatments according to symptoms and body parts.

THE IMPACT TODAY

Like the Sumerians we use a base-60 system when we talk about 60 seconds in a minute and 60 minutes in an hour.

READING CHECK **Categorizing** What areas of life were improved by Sumerian inventions?

LINKING TO TODAY

The Wheel

Do you realize how much the achievements of ancient Sumer affect your life today—and every day? For instance, try to imagine life without the wheel. How would you get around? Look at the streets outside. The cars, trucks, and buses you see are all modern versions of Sumerian wheeled vehicles. Wheelchairs, bicycles, and in-line skates all depend on wheels as well. Even modern air travel owes a large debt to the Sumerians. As impressive as jets are, they could never get off the ground without their wheels!



ANALYSIS SKILL

ANALYZING INFORMATION

Generalizing Why is the wheel so important to modern society?

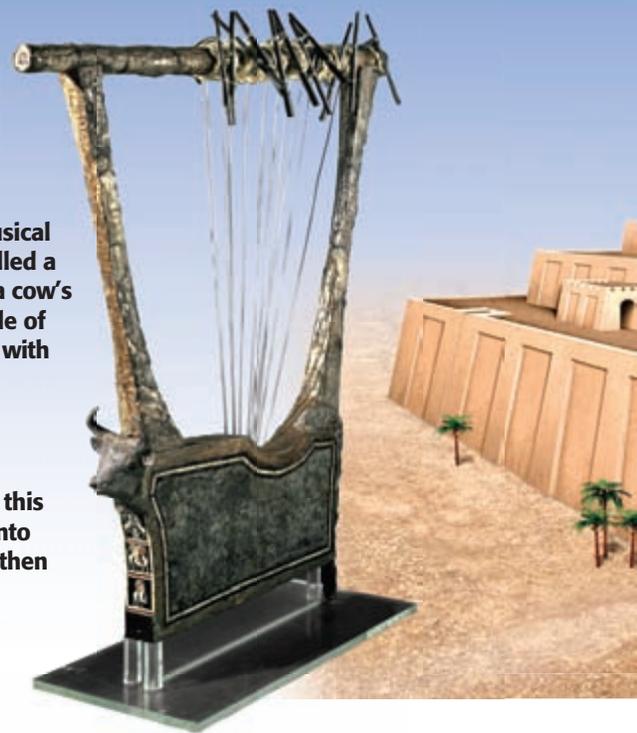
Sumerian Achievements

The Sumerians' artistic achievements included beautiful works of gold, wood, and stone.



This stringed musical instrument is called a lyre. It features a cow's head and is made of silver decorated with shell and stone.

Cylinder seals like this one were carved into round stones and then rolled over clay to leave their mark.



The Arts of Sumer

The Sumerians' skills in the fields of art, metalwork, and **architecture**—the **science of building**—are well known to us. The ruins of great buildings and fine works of art have provided us with wonderful examples of the Sumerians' creativity.

Architecture

Most Sumerian rulers lived in large palaces. Other rich Sumerians had two-story homes with as many as a dozen rooms. Most people, however, lived in smaller, one-story houses. These homes had six or seven rooms arranged around a small courtyard. Large and small houses stood side by side along the narrow, unpaved streets of the city. Bricks made of mud were the houses' main building blocks.

City centers were dominated by their temples, the largest and most impressive buildings in Sumer. A **ziggurat**, a **pyramid-shaped temple tower**, rose above each city. Outdoor staircases led to a platform and a shrine at the top. Some architects added columns to make the temples more attractive.

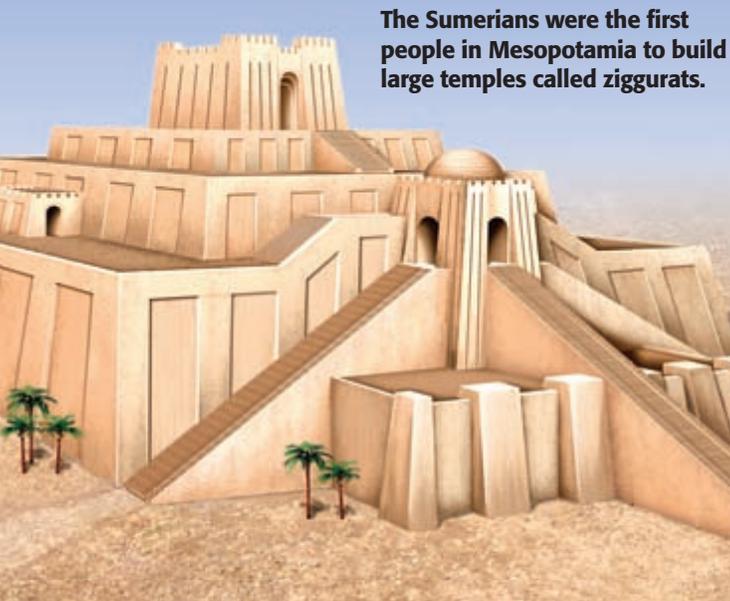
The Arts

Sumerian sculptors produced many fine works. Among them are the statues of gods created for temples. Sumerian artists also sculpted small objects out of ivory and rare woods. Sumerian pottery is known more for its quantity than quality. Potters turned out many items, but few were works of beauty.

Jewelry was a popular item in Sumer. The jewelers of the region made many beautiful works out of imported gold, silver, and gems. Earrings and other items found in the region show that Sumerian jewelers knew advanced methods for putting gold pieces together.

Cylinder seals are perhaps Sumer's most famous works of art. These small objects were stone cylinders engraved with designs. When rolled over clay, the designs would leave behind their imprint. Each seal left its own distinct imprint. As a result, a person could show ownership of a container by rolling a cylinder over the container's wet clay surface. People could also use cylinder seals to "sign" documents or to decorate other clay objects.

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ANIMATED HISTORY
Ziggurat



The Sumerians were the first people in Mesopotamia to build large temples called ziggurats.



This gold dagger was found in a royal tomb. The bull's head is made of gold and silver.



ANALYSIS SKILL

ANALYZING VISUALS

What animal is shown in two of these works?

Some seals showed battle scenes. Others displayed worship rituals. Some were highly decorative, with hundreds of carefully cut gems. They required great skill to make.

The Sumerians also enjoyed music. Kings and temples hired musicians to play on special occasions. Sumerian musicians played reed pipes, drums, tambourines, and stringed instruments called lyres. Children learned songs in school. People sang hymns to gods and kings. Music and dance

provided entertainment in marketplaces and homes.

READING CHECK **Drawing Inferences** What might historians learn from cylinder seals?

SUMMARY AND PREVIEW The Sumerians greatly enriched their society. Next you will learn about the later peoples who lived in Mesopotamia.

Section 3 Assessment



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ONLINE QUIZ

Reviewing Ideas, Terms, and People

- a. Identify** What is **cuneiform**?

b. Analyze Why do you think writing is one of history's most important cultural advances?

c. Elaborate What current leader would you choose to write an **epic** about, and why?
- a. Recall** What were two early uses of the wheel?

b. Explain Why do you think the invention of the plow was so important to the Sumerians?
- a. Describe** What was the basic Sumerian building material?

b. Make Inferences Why do you think cylinder seals developed into works of art?

Critical Thinking

- Identifying Effects** In a chart like this one, identify the effect of each Sumerian advance or achievement you listed in your notes.

Advance/Achievement	Effect

FOCUS ON WRITING

- Evaluating Information** Review the Sumerian achievements you just read about. Then create a list of Sumerian achievements for your letter. Would this list replace some of the information you collected in Section 2?

from **The Epic of Gilgamesh**

translated by N. K. Sandars

GUIDED READING

WORD HELP

menacing threatening
succor help
tempest storm
felled cut down

1 Shamash, the sun-god, supports Gilgamesh.

What human emotion seems to seize Gilgamesh here? How can you tell?

2 *What stops Humbaba in his tracks?*

3 Gilgamesh tries to speak and act bravely, but he is terrified by Humbaba's evil glare.

About the Reading The Epic of Gilgamesh is the world's oldest epic, first recorded—carved on stone tablets—in about 2000 BC. The actual Gilgamesh, ruler of the city of Uruk, had lived about 700 years earlier. Over time, stories about this legendary king had grown and changed. In this story, Gilgamesh and his friend Enkidu seek to slay the monster Humbaba, keeper of a distant forest. In addition to his tremendous size and terrible appearance, Humbaba possesses seven splendors, or powers, one of which is fire. Gilgamesh hopes to claim these powers for himself.

AS YOU READ Notice both the human qualities and the godly qualities of Gilgamesh.

Humbaba came from his strong house of cedar. He nodded his head and shook it, menacing Gilgamesh; and on him he fastened his eye, the eye of death. Then Gilgamesh called to Shamash and his tears were flowing, "O glorious Shamash, I have followed the road you commanded but now if you send no succor how shall I escape?" 1 Glorious Shamash heard his prayer and he summoned the great wind, the north wind, the whirlwind, the storm and the icy wind, the tempest and the scorching wind; they came like dragons, like a scorching fire, like a serpent that freezes the heart, a destroying flood and the lightning's fork. The eight winds rose up against Humbaba, they beat against his eyes; he was gripped, unable to go forward or back. 2 Gilgamesh shouted, "By the life of Ninsun my mother and divine Lugulbanda my father . . . my weak arms and my small weapons I have brought to this Land against you, and now I will enter your house." 3

So he felled the first cedar and they cut the branches and laid them at the foot of the mountain. At the first stroke Humbaba blazed out, but still they advanced. They felled seven cedars and cut and bound the branches and laid them at the foot of the mountain, and seven times Humbaba loosed his glory on them. As the seventh blaze died out they reached his lair. He slapped his thigh in scorn. He approached like a noble wild bull roped on the mountain, a warrior whose elbows

were bound together. The tears started to his eyes and he was pale, “Gilgamesh, let me speak. I have never known a mother, no, nor a father who reared me. I was born of the mountain, he reared me, and Enlil made me the keeper of this forest. Let me go free, Gilgamesh, and I will be your servant, you shall be my lord; all the trees of the forest that I tended on the mountain shall be yours. I will cut them down and build you a palace.” . . . 4

Enkidu said, “Do not listen, Gilgamesh: this Humbaba must die. Kill Humbaba first and his servants after.” But Gilgamesh said, “If we touch him the blaze and the glory of light will be put out in confusion, the glory and glamour will vanish, its rays will be quenched.” Enkidu said to Gilgamesh, “Not so, my friend. First entrap the bird, and where shall the chicks run then? Afterwards we can search out the glory and the glamour, when the chicks run distracted through the grass.”

Gilgamesh listened to the word of his companion, he took the ax in his hand, he drew the sword from his belt, and he struck Humbaba with a thrust of the sword to the neck, and Enkidu his comrade struck the second blow. At the third blow Humbaba fell. Then there followed confusion for this was the guardian of the forest whom they had felled to the ground . . .

When he saw the head of Humbaba, Enlil raged at them. “Why did you do this thing? From henceforth may the fire be on your faces, may it eat the bread that you eat, may it drink where you drink.” Then Enlil took again the blaze and the seven splendors that had been Humbaba’s: he gave the first to the river, and he gave to the lion, to the stone of execration, to the mountain . . . 5

O Gilgamesh, king and conqueror of the dreadful blaze; wild bull who plunders the mountain, who crosses the sea, glory to him.

GUIDED READING

WORD HELP

execration a cursing

plunders takes by force

4 **What effect does Humbaba hope his words will have on Gilgamesh?**

5 The angry air-god Enlil curses the heroes for slaying Humbaba. He takes back the monster’s powers and gives them to other creatures and elements of nature.

In your opinion, is Gilgamesh more or less heroic for slaying Humbaba and angering Enlil?



Archaeologists think this statue from the 700s BC represents Gilgamesh.

CONNECTING LITERATURE TO HISTORY

1. **Analyzing** In Sumerian culture, the gods’ powers were thought to be enormous. According to this story, what roles do gods play in people’s lives?
2. **Making Inferences** Violence was common in Sumerian society. How does the character of Gilgamesh suggest that Sumerian society could be violent?

What You Will Learn...

Main Ideas

1. The Babylonians conquered Mesopotamia and created a code of law.
2. Invasions of Mesopotamia changed the region's culture.
3. The Phoenicians built a trading society in the eastern Mediterranean region.

The Big Idea

After the Sumerians, many cultures ruled parts of the Fertile Crescent.

Key Terms and People

monarch, p. 72

Hammurabi's Code, p. 73

chariot, p. 74

Nebuchadnezzar, p. 75

alphabet, p. 77



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TAKING NOTES

Use the graphic organizer online to keep track of the empires of the Fertile Crescent.

Later Peoples of the Fertile Crescent

If YOU were there...

You are a noble in ancient Babylon, an advisor to the great king Hammurabi. One of your duties is to collect all the laws of the kingdom. They will be carved on a tall block of black stone and placed in the temple. The king asks your opinion about the punishments for certain crimes. For instance, should common people be punished more harshly than nobles?

How will you advise the king?

BUILDING BACKGROUND Many peoples invaded Mesopotamia. A series of kings conquered the lands between the rivers. Each new culture inherited the earlier achievements of the Sumerians. Some of the later invasions of the region also introduced skills and ideas that still influence civilization today, such as a written law code.

The Babylonians Conquer Mesopotamia

Although Ur rose to glory after the death of Sargon, repeated foreign attacks drained its strength. By 2000 BC, Ur lay in ruins. With Ur's power gone, several waves of invaders battled to gain control of Mesopotamia.

The Rise of Babylon

Babylon was home to one such group. That city was located on the Euphrates River near what is today Baghdad, Iraq. Babylon had once been a Sumerian town. By 1800 BC, however, it was home to a powerful government of its own. In 1792 BC, Hammurabi (ham-uh-RAHB-ee) became Babylon's king. He would become the city's greatest **monarch** (MAH-nark), a ruler of a kingdom or empire.

Hammurabi's Code

Hammurabi was a brilliant war leader. His armies fought many battles to expand his power. Eventually, he brought all of Mesopotamia into his empire, called the Babylonian Empire, after his capital.

Hammurabi's skills were not limited to the battlefield, though. He was also an able ruler who could govern a huge empire. He oversaw many building and irrigation projects and improved Babylon's tax collection system to help pay for them. He also brought much prosperity through increased trade. Hammurabi, however, is most famous for his code of laws.

Hammurabi's Code was a set of 282 laws that dealt with almost every part of daily life. There were laws on everything from trade, loans, and theft to marriage, injury, and murder. It contained some ideas that

are still found in laws today. Specific crimes brought specific penalties. However, social class did matter. For instance, injuring a rich man brought a greater penalty than injuring a poor man.

Hammurabi's Code was important not only for how thorough it was, but also because it was written down for all to see. People all over the empire could read exactly what was against the law.

Hammurabi ruled for 42 years. During his reign, Babylon became the most important city in Mesopotamia. However, after his death, Babylonian power declined. The kings that followed faced invasions from people Hammurabi had conquered. Before long, the Babylonian Empire came to an end.

READING CHECK Analyzing What was Hammurabi's most important accomplishment?

Primary Source

QUICK
FACTS

HISTORIC DOCUMENT

Hammurabi's Code

The Babylonian ruler Hammurabi is credited with putting together the earliest known written collection of laws. The code set down rules for both criminal and civil law, and informed citizens what was expected of them.

- 196. If a man put out the eye of another man, his eye shall be put out.
- 197. If he break another man's bone, his bone shall be broken.
- 198. If he put out the eye of a freed man, or break the bone of a freed man, he shall pay one gold mina.
- 199. If he put out the eye of a man's slave, or break the bone of a man's slave, he shall pay one-half of its value.
- 221. If a physician heal the broken bone or diseased soft part of a man, the patient shall pay the physician five shekels in money.
- 222. If he were a freed man he shall pay three shekels.
- 223. If he were a slave his owner shall pay the physician two shekels.

—Hammurabi, from the Code of Hammurabi, translated by L. W. King

ANALYSIS
SKILL

ANALYZING PRIMARY SOURCES

How do you think Hammurabi's code of laws affected citizens of that time?



Invasions of Mesopotamia

Several other civilizations also developed in and around the Fertile Crescent. As their armies battled each other for fertile land, control of the region passed from one empire to another.

The Hittites and Kassites

A people known as the Hittites built a strong kingdom in Asia Minor, in what is today Turkey. Their success came, in part, from two key military advantages they had over rivals. First, the Hittites were among the first people to master ironworking. This meant that they could make the strongest weapons of the time. Second, the Hittites skillfully used the **chariot, a wheeled, horse-drawn cart used in battle**. The chariots allowed Hittite soldiers to move quickly

around a battlefield and fire arrows at their enemy. Using these advantages, Hittite forces captured Babylon around 1595 BC.

Hittite rule did not last long, however. Soon after taking Babylon, the Hittite king was killed by an assassin. The kingdom plunged into chaos. The Kassites, a people who lived north of Babylon, captured the city and ruled for almost 400 years.

The Assyrians

Later, in the 1200s BC, the Assyrians (uh-SIR-ee-unz) from northern Mesopotamia briefly gained control of Babylon. However, their empire was soon overrun by invaders. After this defeat, the Assyrians took about 300 years to recover their strength. Then, starting about 900 BC, they began to conquer all of the Fertile Crescent. They even took over parts of Asia Minor and Egypt.

FOCUS ON READING

What is the topic of this paragraph? Is the main idea stated in a single sentence?



The key to the Assyrians' success was their strong army. Like the Hittites, the Assyrians used iron weapons and chariots. The army was very well organized, and every soldier knew his role.

The Assyrians were fierce in battle. Before attacking, they spread terror by looting villages and burning crops. Anyone who still dared to resist them was killed.

After conquering the Fertile Crescent, the Assyrians ruled from Nineveh (NI-nuh-vuh). They demanded heavy taxes from across the empire. Areas that resisted these demands were harshly punished.

Assyrian kings ruled their large empire through local leaders. Each governed a small area, collected taxes, enforced laws, and raised troops for the army. Roads were built to link distant parts of the empire. Messengers on horseback were sent to deliver orders to faraway officials.

The Chaldeans

In 652 BC a series of wars broke out in the Assyrian Empire over who should rule. These wars greatly weakened the empire.

Sensing this weakness, the Chaldeans (kal-DEE-unz), a group from the Syrian Desert, led other peoples in an attack on the Assyrians. In 612 BC, they destroyed Nineveh and the Assyrian Empire.

In its place, the Chaldeans set up a new empire of their own. **Nebuchadnezzar** (neb-uh-kuhd-NEZ-uhr), the most famous Chaldean king, rebuilt Babylon into a beautiful city. According to legend, his grand palace featured the famous Hanging Gardens. Trees and flowers grew on its terraces and roofs. From the ground the gardens seemed to hang in the air.

The Chaldeans admired Sumerian culture. They studied the Sumerian language and built temples to Sumerian gods.

At the same time, Babylon became a center for astronomy. Chaldeans charted the positions of the stars and kept track of economic, political, and weather events. They also created a calendar and solved complex problems of geometry.

READING CHECK **Sequencing** List in order the peoples who ruled Mesopotamia.



The Assyrian Army

The Assyrian army was the most powerful fighting force the world had ever seen. It was large and well organized, and it featured iron weapons, war chariots, and giant war machines used to knock down city walls.

What kinds of weapons can you see in this carving?



Phoenicia, c. 800 BC



ATLANTIC
OCEAN

SPAIN

Strait of
Gibraltar

ATLAS
MOUNTAINS

The Phoenicians sailed throughout the Mediterranean, building trade networks and founding new cities.

The Phoenicians

At the western end of the Fertile Crescent, along the Mediterranean Sea, was a land known as Phoenicia (fi-NI-shuh). It was not home to a great military power and was often ruled by foreign governments. Nevertheless, the Phoenicians created a wealthy trading society.

The Geography of Phoenicia

Today the nation of Lebanon occupies most of what was once Phoenicia. Mountains border the region to the north and east. The western border is the Mediterranean.

Phoenicia had few resources. One thing it did have, however, was cedar. Cedar trees were prized for their timber, a valuable trade item. But Phoenicia's overland trade routes were blocked by mountains and hostile neighbors. Phoenicians had to look to the sea for a way to trade.

The Expansion of Trade

Motivated by a desire for trade, the people of Phoenicia became expert sailors. They built one of the world's finest harbors at

the city of Tyre. Fleets of fast Phoenician trading ships sailed to ports all around the Mediterranean Sea. Traders traveled to Egypt, Greece, Italy, Sicily, and Spain. They even passed through the Strait of Gibraltar to reach the Atlantic Ocean.

The Phoenicians founded several new colonies along their trade routes. Carthage (KAHR-thij), located on the northern coast of Africa, was the most famous of these. It later became one of the most powerful cities on the Mediterranean.

Phoenicia grew wealthy from its trade. Besides lumber, the Phoenicians traded silverwork, ivory carvings, and slaves. Beautiful glass objects also became valuable trade items after crafters invented glass-blowing—the art of heating and shaping glass. In addition, the Phoenicians made purple dye from a type of shellfish. They then traded cloth dyed with this purple color. Phoenician purple fabric was very popular with rich people.

The Phoenicians' most important achievement, however, wasn't a trade good. To record their activities, Phoenician

THE IMPACT TODAY

Because so many cedar trees have been cut down in Lebanon's forests over the years, very few trees remain.



GEOGRAPHY SKILLS INTERPRETING MAPS

Location Where was Phoenicia located?

traders developed one of the world’s first alphabets. An **alphabet** is a set of letters that can be combined to form words. This development made writing much easier. It had a major impact on the ancient world and on our own. In fact, the alphabet we use for the English language is based on the Phoenicians’, as modified by later civilizations. Later civilizations, including our own, benefited from the innovations passed along by Phoenician traders.

READING CHECK **Finding Main Ideas** What were the main achievements of the Phoenicians?

SUMMARY AND PREVIEW Many different peoples ruled in the Fertile Crescent after the Sumerians. Some made important contributions that are still valued today. In the next chapter you will learn about two remarkable civilizations that developed along the Nile River.

Section 4 Assessment hmhsocialstudies.com
ONLINE QUIZ

Reviewing Ideas, Terms, and People

- a. Identify** Where was Babylon located?

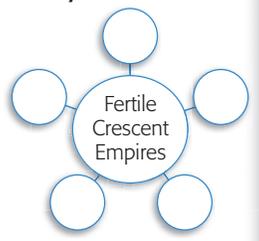
b. Analyze What does **Hammurabi’s Code** reveal about Babylonian society?
- a. Describe** What two advantages did Hittite soldiers have over their opponents?

b. Rank Which empire discussed in this section do you feel contributed the most to modern-day society? Why?
- a. Identify** For what trade goods were the Phoenicians known? For what else were they known?

b. Analyze How did Phoenicia grow wealthy?

Critical Thinking

- Categorizing** Use your note-taking diagram with the names of the empires. List at least one advance or achievement made by each empire.



FOCUS ON WRITING

- Gathering Information about Later Peoples** Several different peoples contributed to civilization in the Fertile Crescent after the Sumerians. Which ones, if any, will you mention in your letter? What will you say?

Social Studies Skills

Analysis

Critical Thinking

Economics

Study

Interpreting Physical Maps

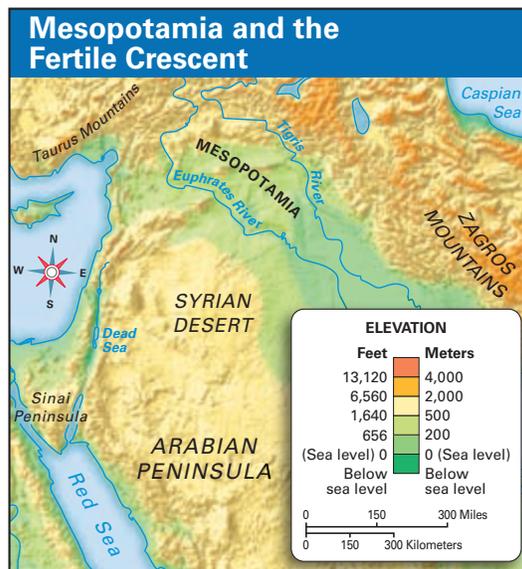
Understand the Skill

A *physical map* is a map that shows the natural features and landscape, or *topography*, of an area. It shows the location and size of such features as rivers and mountain ranges. Physical maps also often show an area's *elevation*, or how high above sea level the land is. Topography and elevation often influence human activities. For example, people will live where they can find water and defend themselves. Therefore, being able to interpret a physical map can help you better understand how the history of an area unfolded.

Learn the Skill

Follow these steps to interpret a physical map.

- 1 Read the map's title, distance scale, and legend. These will provide basic information about the map's contents.
- 2 Note the colors used to show elevation. Use the legend to connect colors on the map to elevations of specific places.
- 3 Note the shapes of the features, such as how high a mountain range is, how far it stretches, and how long a river is. Note where each feature is in relation to others.
- 4 Use information from the map to draw conclusions about the effect of the region's topography on settlement and economic activities.



Practice and Apply the Skill

Use the guidelines to answer these questions about the map above.

1. What is the elevation of the western half of the Arabian Peninsula?
2. Describe the topography of Mesopotamia. Why would settlement have occurred here before other places on the map?
3. What feature might have stopped invasions of Mesopotamia?



History's Impact

▶ video series

Review the video to answer the focus question:
How are Hammurabi's laws and American laws alike and different?

CHAPTER 3

Chapter Review

Visual Summary

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

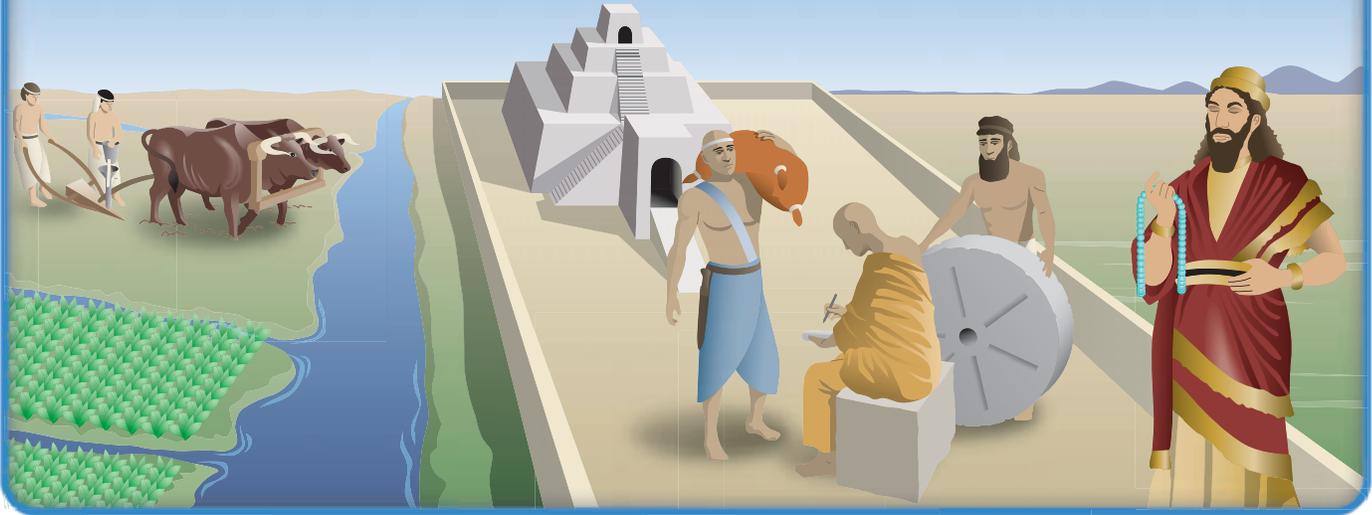


The early Mesopotamians developed irrigation to grow food.

Food production in Mesopotamia led to the world's first civilization.

Sumerian advances included ziggurats, the wheel, and the first writing system.

Later peoples developed the first written laws and the first empires.



Reviewing Vocabulary, Terms, and People

Using your own paper, complete the sentences below by providing the correct term for each blank.

- Mesopotamian farmers built _____ to irrigate their fields.
- While city dwellers were urban, farmers lived in _____ areas.
- The people of Sumer practiced _____, the worship of many gods.
- Instead of using pictographs, Sumerians developed a type of writing called _____.
- Horse-drawn _____ gave the Hittites an advantage during battle.
- The Babylonian king _____ is famous for his code of laws.
- Another word for effect is _____.
- Sumerian society was organized in _____, which consisted of a city and the surrounding lands.

Comprehension and Critical Thinking

SECTION 1 (Pages 54–57)

- Describe** Where was Mesopotamia, and what does the name mean?
- Analyze** How did Mesopotamian irrigation systems allow civilization to develop?
- Elaborate** Do you think a division of labor is necessary for civilization to develop? Why or why not?

SECTION 2 (Pages 60–64)

- Identify** Who built the world's first empire, and what did that empire include?
- Analyze** Politically, how was early Sumerian society organized? How did that organization affect society?
- Elaborate** Why did the Sumerians consider it everyone's responsibility to keep the gods happy?

SECTION 3 (Pages 65–69)

11. **a. Identify** What was the Sumerian writing system called, and why is it so significant?
- b. Compare and Contrast** What were two ways in which Sumerian society was similar to our society today? What were two ways in which it was different?
- c. Evaluate** Other than writing and the wheel, which Sumerian invention do you think is most important? Why?

SECTION 4 (Pages 72–77)

12. **a. Describe** What were two important developments of the Phoenicians?
- b. Draw Conclusions** Why do you think several peoples banded together to fight the Assyrians?
- c. Evaluate** Do you think Hammurabi was more effective as a ruler or as a military leader? Why?

Reviewing Themes

13. **Science and Technology** Which of the ancient Sumerians' technological achievements do you think has been most influential in history? Why?
14. **Politics** Why do you think Hammurabi is so honored for his code of laws?

Reading Skills

Identifying Main Ideas For each passage, choose the letter that corresponds to the main idea sentence.

15. (A) Sumerians believed that their gods had enormous powers. (B) Gods could bring a good harvest or a disastrous flood. (C) They could bring illness or they could bring good health and wealth.
16. (A) The wheel was not the Sumerians' only great development. (B) They developed cuneiform, the world's first system of writing. (C) But Sumerians did not have pencils, pens, or paper. (D) Instead, they used sharp reeds to make wedge-shaped symbols on clay tablets.

Using the Internet



17. **Activity: Looking at Writing** The Sumerians made one of the greatest cultural advances in history by developing cuneiform. This was the world's first system of writing. Through your online book, research the evolution of language and its written forms. Look at one of the newest methods of writing: text messaging. Then write a paragraph explaining how and why writing was developed and why it was important using text-messaging abbreviations, words, and symbols.

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Social Studies Skills

Interpreting Physical Maps Could you use a physical map to answer the questions below? For each question, answer yes or no.

18. Are there mountains or hills in a certain region?
19. What languages do people speak in that region?
20. How many people live in the region?
21. What kinds of water features such as rivers or lakes would you find there?

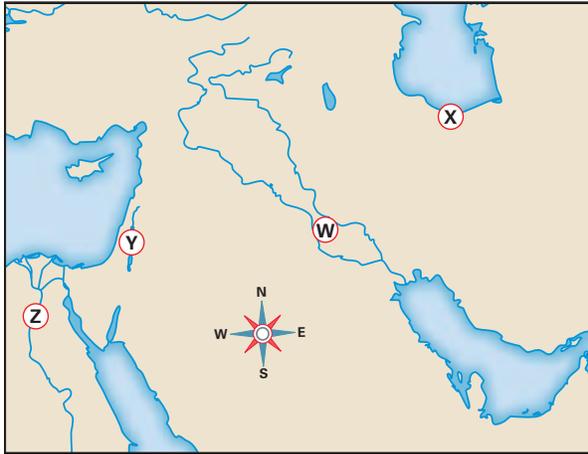
FOCUS ON WRITING

22. **Writing Your Letter** Use the notes you have taken to create a plan for your letter. You might want to start with a rough outline of two or three main points. For example, one of your main points might be about the land of Mesopotamia. Another might be about the achievements of the Sumerians.

After you have a good plan in mind, you can start to write your letter. As you write, think about the young student who will be reading the letter. What words will he or she understand? How can you capture the student's interest and keep it? If you think it would help the student to see a map or a drawing, create one and attach it to your letter.

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

- 1** Use the map to answer the following question.



The region known as Mesopotamia is indicated on the map by the letter

- A W.
B X.
C Y.
D Z.
- 2** All of the following ancient civilizations developed in Mesopotamia *except* the
- A Akkadians.
B Babylonians.
C Egyptians.
D Sumerians.
- 3** Which of the following is *not* true of the first writing system?
- A It was developed by the Babylonians.
B It began with the use of pictures to represent syllables and objects.
C It was recorded on tablets made of clay.
D It was first used to keep business records.

- 4** In Sumerian society, people's social class or rank depended on their wealth and their
- A appearance.
B religion.
C location.
D occupation.
- 5** Hammurabi's Code is important in world history because it was an early
- A form of writing that could be used to record important events.
B written list of laws that controlled people's daily life and behavior.
C record-keeping system that enabled the Phoenicians to become great traders.
D set of symbols that allowed the Sumerians to communicate with other peoples.
- 6** What was the most important contribution of the Phoenicians to our civilization?
- A purple dye
B their alphabet
C founding of Carthage
D sailing ships

Connecting with Past Learnings

- 7** In this chapter, you learned about agriculture in Mesopotamia. During what period of prehistory was agriculture first practiced?
- A Megalithic Era
B Mesolithic Era
C Paleolithic Era
D Neolithic Era

Ancient Egypt and Kush

Essential Question How was the success of the Egyptian civilization tied to the Nile River?



What You Will Learn...

In this chapter you will learn about two great civilizations that developed along the Nile River—Egypt and Kush.

SECTION 1: Geography and Ancient Egypt. 86

The Big Idea The water, fertile soils, and protected setting of the Nile Valley allowed a great civilization to arise in Egypt around 3200 BC.

SECTION 2: The Old Kingdom. 90

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

SECTION 3: The Middle and New Kingdoms. 96

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

SECTION 4: Egyptian Achievements. 102

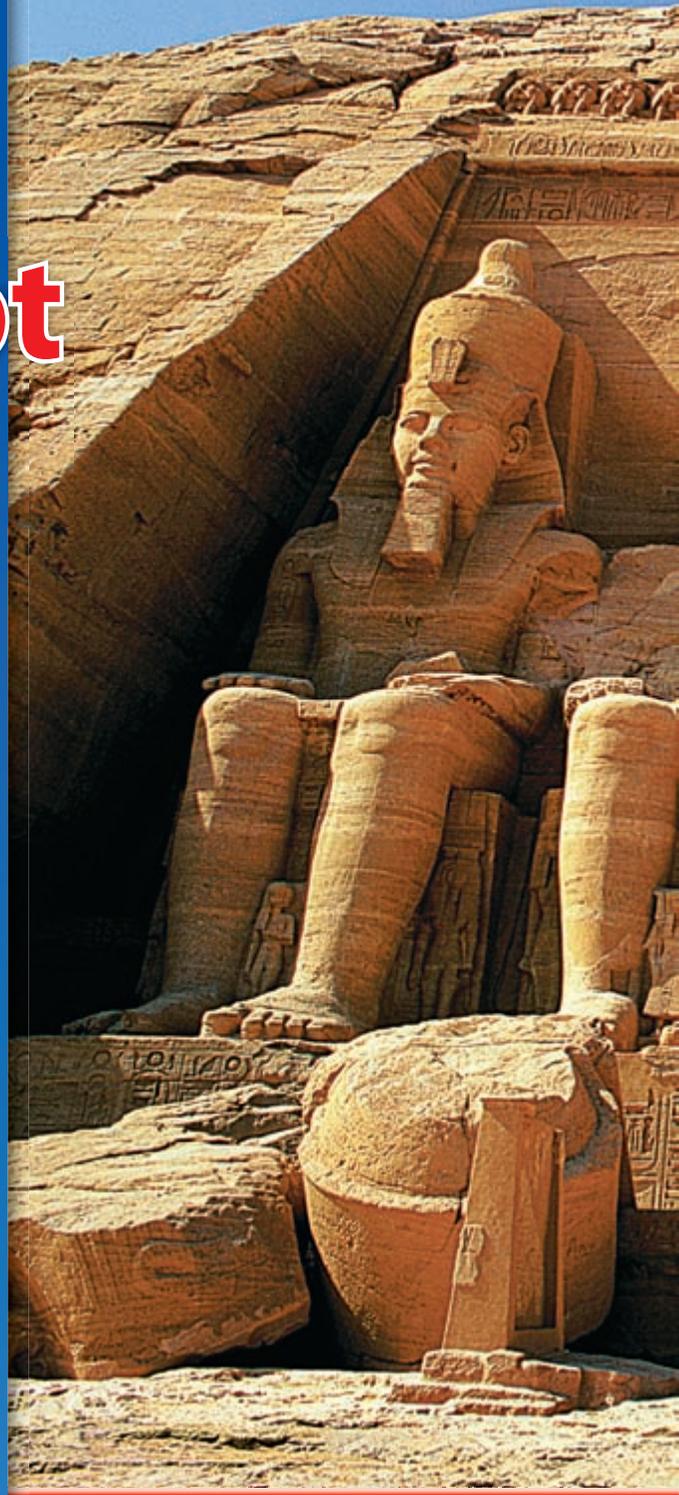
The Big Idea The Egyptians made lasting achievements in writing, architecture, and art.

SECTION 5: Ancient Kush. 107

The Big Idea The kingdom of Kush, which arose south of Egypt in a land called Nubia, developed an advanced civilization with a large trading network.

FOCUS ON WRITING

Riddles In ancient times, according to legend, a sphinx—an imaginary creature like the one whose sculpture is found in Egypt—demanded the answer to a riddle. People died if they couldn't answer the riddle correctly. After you read this chapter, you will write two riddles. The answer to one of your riddles will be "Egypt." The answer to your other riddle will be "Kush."



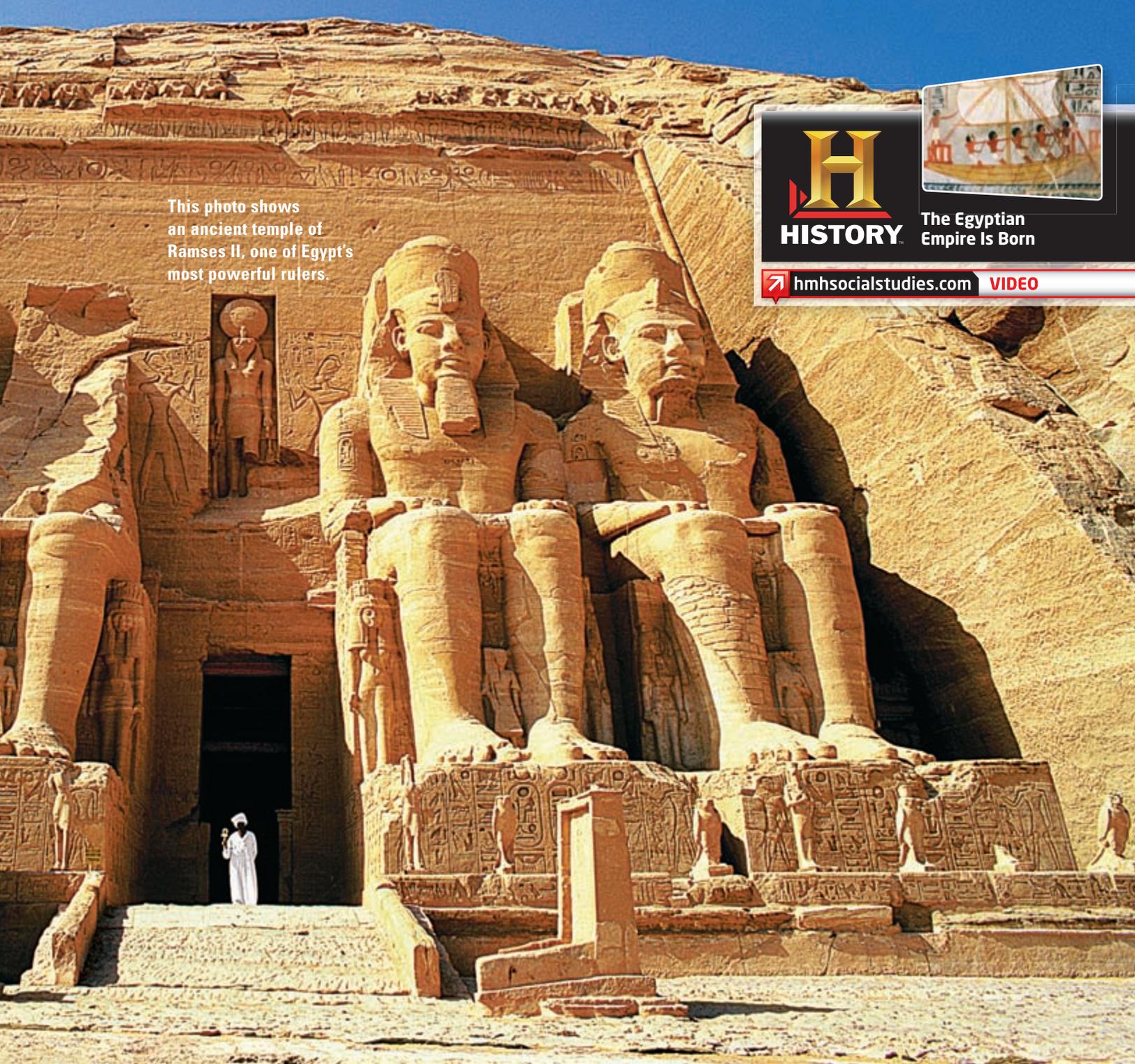
c. 4500 BC

Agricultural communities develop in Egypt.

CHAPTER EVENTS

4000 BC

WORLD EVENTS



This photo shows an ancient temple of Ramses II, one of Egypt's most powerful rulers.



HISTORY



The Egyptian Empire Is Born

hmsocialstudies.com VIDEO

c. 3100 BC

Menes unites Upper and Lower Egypt, establishing the First Dynasty.

3000 BC

c. 3500 BC

The Sumerians create the world's first writing system.



c. 2300 BC

The kingdom of Kush sets up its capital at Kerma.

2000 BC

c. 1237 BC

Ramses the Great dies.



1000 BC

c. 1200 BC

The Olmec form the first urban civilization in the Americas.

c. 1027 BC

The Chou Dynasty begins in China.

c. 730–700 BC

Kush conquers Egypt and establishes the 25th Dynasty.

c. 500 BC

Buddhism begins to develop in India.

c. AD 350

Aksum destroys Meroë.

AD 330

Constantinople becomes the capital of the Roman Empire.

Reading Social Studies

Economics

Geography

Politics

Religion

Society and Culture

Science and Technology

Focus on Themes As you read this chapter, you will learn about the ancient kingdoms of Egypt and Kush. You will see that the **geography** of the areas helped these kingdoms to develop. You will also learn how Egypt conquered and ruled Kush

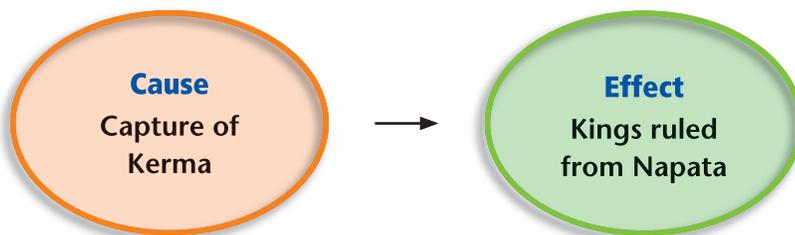
and then how Kush conquered and ruled Egypt. You will learn how the **economies** of these kingdoms, based on trade, grew strong. Finally you will learn about the importance of **religion** to the people of both of these ancient societies.

Causes and Effects in History

Focus on Reading Have you heard the saying, “We have to understand the past to avoid repeating it”? That is one reason we look for causes and effects in history.

Identifying Causes and Effects A **cause** is something that makes another thing happen. An **effect** is the result of something else that has happened. Most historical events have a number of causes as well as a number of effects. You can understand history better if you look for causes and effects of events.

1. *Because the Egyptians had captured and destroyed the city of Kerma, the kings of Kush ruled from the city of Napata.* (p. 109)

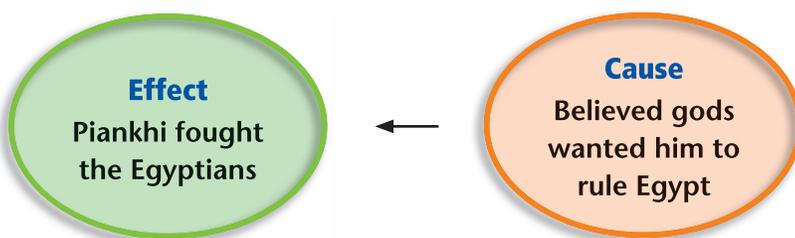


Sometimes writers use words that signal a cause or an effect. Here are some:

Cause—*reason, basis, because, motivated, as*

Effect—*therefore, as a result, for that reason, so*

2. *Piankhi fought the Egyptians because he believed that the gods wanted him to rule all of Egypt.* (p. 110)



You Try It!

The following selections are from the chapter you are about to read. As you read each, identify which phrase or sentence describes a cause and which describes an effect.

Finding Causes and Effects

1. “During the mid-1000s BC the New Kingdom in Egypt was ending. As the power of Egypt’s pharaohs declined, Kushite leaders regained control of Kush. Kush once again became independent.” (p. 109)
2. “A series of inept pharaohs left Egypt open to attack.” (p. 109)
3. “The Assyrians’ iron weapons were better than the Kushites’ bronze weapons. Although the Kushites were skilled archers, they could not stop the invaders (p. 111)
4. “Iron ore and wood for furnaces were easily available, so the iron industry grew quickly.” (p. 111)

After you read the sentences, answer the following questions.

1. In selection 1, is “Kush once again became independent” the cause of the Egyptians growing weaker or the effect?
2. In selection 2, what left Egypt open to attack? Is that the cause of why Egypt was easily attacked or the effect?
3. In selection 3, who is using the iron weapons, the Assyrians or the Kushites? What was the effect of using the weapons?
4. In selection 4, does the word so signal a cause or an effect?

As you read Chapter 4, look for words that signal causes or effects. Make a chart to keep track of these causes and effects.

Chapter 4

Section 1

cataracts (p. 87)
delta (p. 87)
Menes (p. 89)
pharaoh (p. 89)
dynasty (p. 89)

Section 2

Old Kingdom (p. 90)
Khufu (p. 91)
nobles (p. 91)
afterlife (p. 92)
mummies (p. 93)
elite (p. 93)
pyramids (p. 94)
engineering (p. 94)

Section 3

Middle Kingdom (p. 96)
New Kingdom (p. 97)
trade routes (p. 97)
Queen Hatshepsut (p. 98)
Ramses the Great (p. 98)

Section 4

hieroglyphics (p. 102)
papyrus (p. 102)
Rosetta Stone (p. 103)
sphinxes (p. 104)
obelisk (p. 104)
King Tutankhamen (p. 106)

Section 5

Piankhi (p. 110)
trade network (p. 111)
merchants (p. 111)
exports (p. 111)
imports (p. 111)
Queen Shanakhdakheto (p. 113)
King Ezana (p. 113)

Academic Vocabulary

acquire (p. 91)
method (p. 93)
contracts (p. 100)
authority (p. 113)

Geography and Ancient Egypt

What You Will Learn...

Main Ideas

1. Egypt was called the gift of the Nile because the Nile River gave life to the desert.
2. Civilization developed along the Nile after people began farming in this region.
3. Strong kings unified all of Egypt.

The Big Idea

The water, fertile soils, and protected setting of the Nile Valley allowed a great civilization to arise in Egypt around 3200 BC.

Key Terms and People

cataracts, *p. 87*

delta, *p. 87*

Menes, *p. 89*

pharaoh, *p. 89*

dynasty, *p. 89*



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TAKING NOTES

Use the graphic organizer online to take notes on characteristics of the Nile River and the way it affected Egypt.

If YOU were there...

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

Why do you like living in the Nile Valley?

BUILDING BACKGROUND Mesopotamia was not the only place where an advanced civilization grew up along a great river. The narrow valley of the Nile River in Egypt also provided fertile land that drew people to live there. The culture that developed in Egypt was more stable and long-lasting than those in Mesopotamia.

The Gift of the Nile

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

Location and Physical Features

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

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

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

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

The Floods of the Nile

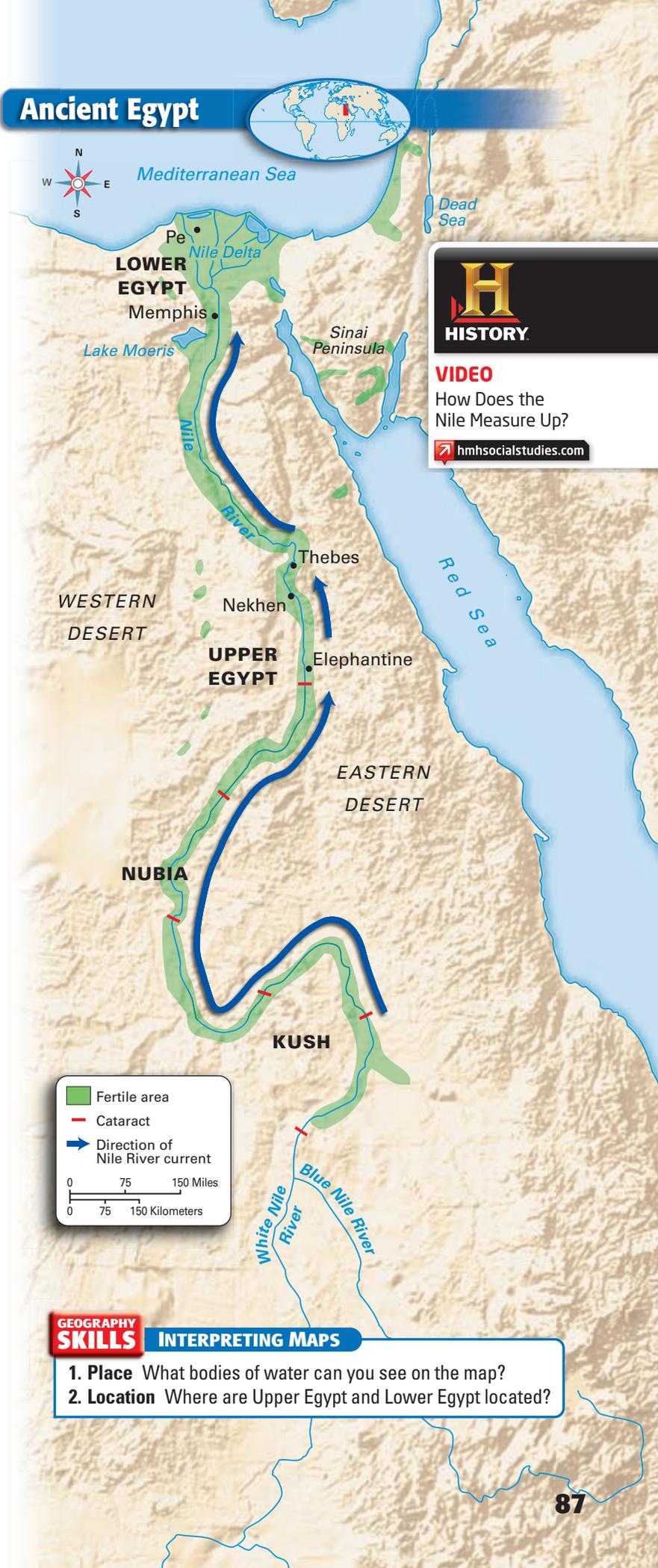
Because it received so little rain, most of Egypt was desert. Each year, however, rainfall far to the south of Egypt in the highlands of east Africa caused the Nile to flood. The Nile floods were easier to predict than those of the Tigris and Euphrates rivers in Mesopotamia. Almost every year, the Nile flooded Upper Egypt in midsummer and Lower Egypt in the fall, coating the land around the river with a rich silt.

The silt from the Nile made the soil ideal for farming. The silt also made the land a dark color. That is why the Egyptians called their country the black land. They called the dry, lifeless desert beyond the river valley the red land.

Each year, Egyptians eagerly awaited the flooding of the Nile. For them the river's floods were a life-giving miracle. Without the floods, people never could have settled in Egypt.

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

Ancient Egypt



VIDEO
How Does the Nile Measure Up?
hmhsocialstudies.com

GEOGRAPHY SKILLS INTERPRETING MAPS

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

Civilization Develops Along the Nile

Hunter-gatherer groups moved into the Nile Valley more than 12,000 years ago. They found plants, wild animals, and fish there to eat. In time these people learned how to farm, and they settled along the Nile in small villages.

As in Mesopotamia, farmers in Egypt developed an irrigation system. They built basins to collect water during the yearly floods and to store this precious resource long afterward. They also built a series of canals that could be used in the dry months to direct water from the basins to the fields where it was needed.

The Nile provided early Egyptian farmers with an abundance of food. The farmers grew wheat, barley, fruits, and vegetables, and raised cattle and sheep. The river also provided many types of fish, and hunters trapped wild geese and ducks along its

banks. Like the Mesopotamians, Egyptians enjoyed a varied diet.

In addition to a stable food supply, the Nile Valley offered another valuable advantage. It had natural barriers that made Egypt hard to invade. The desert to the west was too big and harsh to cross. To the north, the Mediterranean Sea kept many enemies away. The Red Sea provided protection against invasion as well. Cataracts in the Nile made it difficult for outsiders to sail in from the south.

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

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

Farming in Egypt



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

Kings Unify Egypt

The king of Lower Egypt ruled from a town called Pe. He wore a red crown to symbolize his authority. Nekhen was the capital city of Upper Egypt. In this kingdom, the king wore a cone-shaped white crown.

Around 3100 BC a leader named **Menes** (MEE-neeZ) rose to power in Upper Egypt. He sought to finish what an earlier king, called Scorpion, had started. He wanted to unify Upper and Lower Egypt.

The armies of Menes invaded and took control of Lower Egypt. Menes then united the two kingdoms. He married a princess from Lower Egypt to strengthen his control over the unified country. As Egypt's ruler, Menes wore both the white crown of Upper Egypt and the red crown of Lower Egypt. This symbolized his leadership over the two kingdoms. Later, he combined the two crowns into a double crown.

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

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

The First Dynasty lasted for about 200 years. Pharaohs who came after Menes also wore the double crown to symbolize their rule over Upper and Lower Egypt. They extended Egyptian territory southward along the Nile and into southwest Asia. Eventually, however, rivals appeared to challenge the First Dynasty for power. These challengers took over Egypt and established the Second Dynasty.

READING CHECK Drawing Inferences

Why do you think Menes wanted to rule over both kingdoms of Egypt?

SUMMARY AND PREVIEW Civilization in ancient Egypt began in the fertile, protected Nile River Valley. People there formed two kingdoms that were later united under one ruler. In the next section, you will learn how Egypt grew and changed under later rulers in a period known as the Old Kingdom.

Section 1 Assessment



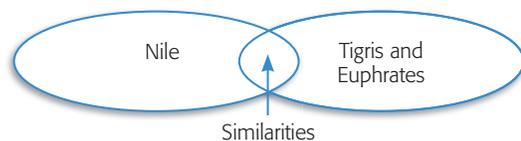
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ONLINE QUIZ

Reviewing Ideas, Terms, and People

- Recall** What were the two regions that made up ancient Egypt?
 - Make Inferences** Why was the Nile Delta well suited for settlement?
 - Predict** How might the Nile's **cataracts** have both helped and hurt Egypt?
- Describe** What foods did the Egyptians eat?
 - Analyze** What role did the Nile play in supplying Egyptians with these foods?
 - Elaborate** How did the desert on both sides of the Nile help ancient Egypt?
- Identify** Who was the first **pharaoh** of Egypt?
 - Draw Conclusions** Why did the pharaohs of the First Dynasty wear a double crown?

Critical Thinking

- Comparing and Contrasting** Use your notes on the Nile River to complete a Venn diagram like the one shown. List the differences and similarities between the Nile River in Egypt and the Tigris and Euphrates rivers in Mesopotamia.



FOCUS ON WRITING

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

The Old Kingdom

If YOU were there...

You are a peasant farmer in ancient Egypt. To you, the pharaoh is a god, a descendent of the sun god, Re. You depend on his strength and wisdom. For part of the year, you are busy planting crops in your fields. But at other times, you work for the pharaoh. You are currently helping to build a great tomb in which the pharaoh and many of his belongings will be buried when he dies.

How do you feel about working for the pharaoh?

What You Will Learn...

Main Ideas

1. In early Egyptian society, pharaohs ruled as gods and were at the top of the social structure.
2. Religion shaped Egyptian life.
3. The pyramids of Egypt were built as tombs for the pharaohs.

The Big Idea

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

Key Terms and People

Old Kingdom, p. 90

Khufu, p. 91

nobles, p. 91

afterlife, p. 92

mummies, p. 93

elite, p. 93

pyramids, p. 94

engineering, p. 94



Use the graphic organizer online to take notes on government and religion in the Old Kingdom.

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

Early Egyptian Society

The First and Second Dynasties ruled Egypt for about four centuries. Around 2700 BC, the Third Dynasty rose to power. Its rule began the **Old Kingdom**, a period in Egyptian history that lasted from about 2700 BC to 2200 BC.

Rule by Pharaohs

During the Old Kingdom, the Egyptians continued to develop their political system. This system was based on the belief that the pharaoh was both a king and a god.

The ancient Egyptians believed that Egypt belonged to the gods. They believed that the pharaoh had come to earth to manage Egypt for the rest of the gods. As a result, he had absolute power over all the land and people in Egypt. But the pharaoh's status as a god came with many responsibilities. People blamed him if crops did not grow well or if disease struck. They also demanded that the pharaoh make trade profitable and prevent wars.

During the Old Kingdom, the duties of the pharaohs grew. To help carry out these duties, the pharaohs hired government officials. Most officials came from the pharaoh's family.

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

The Social Structure

By 2200 BC, Egypt had about 2 million people. At the top of Egyptian society was the pharaoh. Just below him were the upper classes, which included priests and key government officials. Many of these priests and officials were **nobles, or people from rich and powerful families.**

Below the nobles was a middle class of lesser government officials, scribes, craftspeople, and merchants. Egypt's lower class, about 80 percent of the population, was made up mostly of farmers. During flood season, when they could not work the

fields, farmers worked on the pharaoh's building projects. Below farmers in the social order were slaves and servants.

Egypt and Its Neighbors

Although well-protected by its geography, Egypt was not isolated. Other cultures had influenced it for centuries. For example, Sumerian designs are found in Egyptian art. Egyptian pottery also reflects styles from Nubia, a region south of Egypt.

During the Old Kingdom, Egypt began trading with its neighbors. Traders returned from Nubia with gold, ivory, slaves, and stone. Traders traveled to Punt, an area on the Red Sea, to **acquire** incense and myrrh (MUHR). These two items were used to make perfume and medicine. Trade with Syria provided Egypt with wood.

ACADEMIC VOCABULARY
acquire (uh-KWYR)
to get

READING CHECK Generalizing How was society structured in the Old Kingdom?

Egyptian Society

Pharaoh

The pharaoh ruled Egypt as a god.



Nobles

Officials and priests helped run the government and temples.



Scribes and Craftspeople

Scribes wrote and craftspeople produced goods.



Farmers, Servants, and Slaves

Most Egyptians were farmers. Below them were servants and slaves.



ANALYSIS SKILL

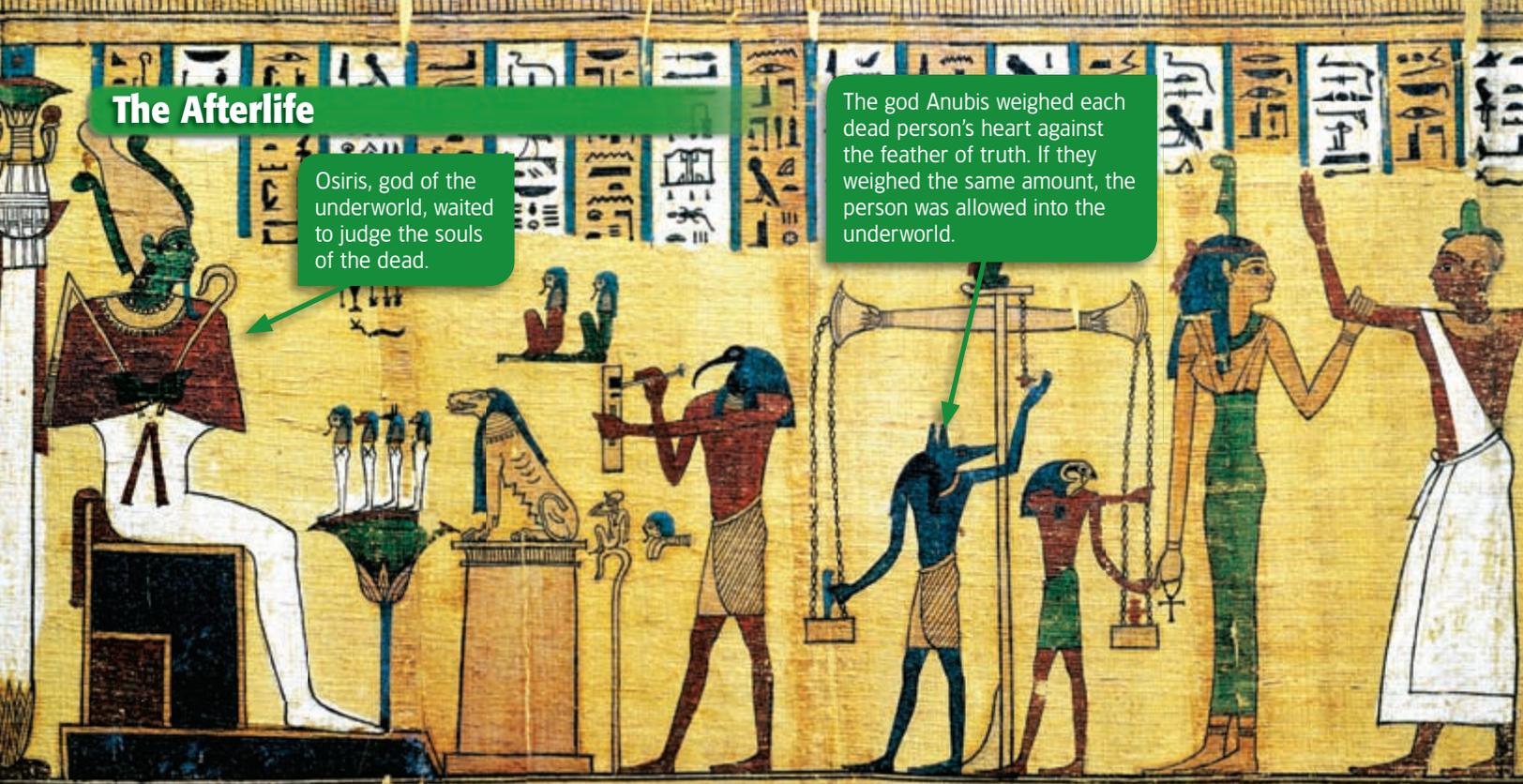
ANALYZING VISUALS

Which group helped run the government and temples?

The Afterlife

Osiris, god of the underworld, waited to judge the souls of the dead.

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



Religion and Egyptian Life

The ancient Egyptians had strong religious beliefs. Worshipping the gods was a part of their everyday lives. Many Egyptian religious customs focused on what happened after people died.

The Gods of Egypt

Like Mesopotamians, Egyptians practiced polytheism. Before the First Dynasty, each village worshipped its own gods. During the Old Kingdom, however, Egyptian officials tried to give some sort of structure to religious beliefs. Everyone was expected to worship the same gods, though how they worshipped the gods might differ from one region of Egypt to another.

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

Over time, certain cities became centers for the worship of certain gods. In

Memphis, for example, people prayed to Ptah, the creator of the world.

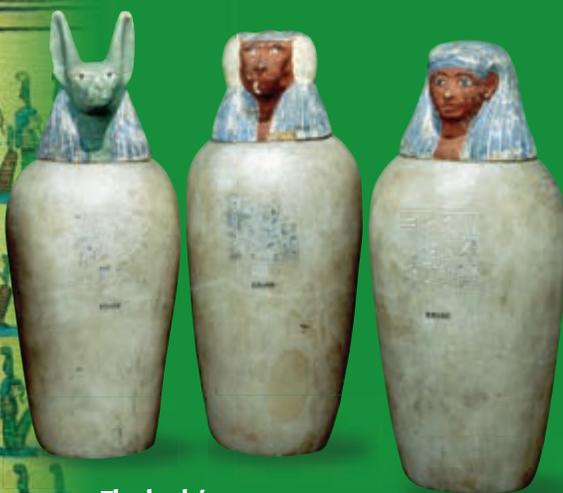
The Egyptians had gods for nearly everything, including the sun, the sky, and the earth. Many gods mixed human and animal forms. For example, Anubis, the god of the dead, had a human body but a jackal's head. Other major gods included

- Re, or Amon-Re, the sun god
- Osiris, the god of the underworld
- Isis, the goddess of magic, and
- Horus, a sky god, god of the pharaohs

Emphasis on the Afterlife

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

The Egyptian belief in the afterlife stemmed from their idea of *ka* (KAH), or a person's life force. When a person died, his or her *ka* left the body and became a spirit. The *ka*, however, remained linked to the



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

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



ANALYSIS SKILL ANALYZING VISUALS

According to Egyptian beliefs, how did gods participate in the afterlife?

body and could not leave its burial site. The *ka* had all the same needs that the person had when he or she was living.

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

Burial Practices

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

To keep the *ka* from suffering, the Egyptians developed a method called

embalming. Embalming allowed bodies to be preserved for many, many years as mummies, specially treated bodies wrapped in cloth. A body that was not embalmed would decay quickly.

Embalming was a complex process that took several weeks. When finished, embalmers wrapped the body with linen cloths and bandages. The mummy was then placed in a coffin. Relatives often wrote magic spells inside the coffin to help the mummy receive food and drink.

Only royalty and other members of Egypt's elite (AY-leet), or people of wealth and power, could afford to have mummies made. Peasant families buried their dead in shallow graves at the edge of the desert. The hot dry sand and lack of moisture preserved the bodies naturally.

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



VIDEO

Are Mummies Beef Jerky?

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ACADEMIC VOCABULARY

method
a way of doing something

The Pyramids

FOCUS ON READING

What group of words in this paragraph signals an effect?

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ANIMATED HISTORY

The Great Pyramid

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

The Egyptians began to build pyramids during the Old Kingdom. Some of the largest pyramids ever constructed were built during this time. Many of these huge

structures are still standing. The largest is the Great Pyramid of Khufu near the town of Giza. It covers more than 13 acres at its base and stands 481 feet high. This single pyramid took more than 2 million limestone blocks to build. Historians are still not sure exactly how Egyptians built the pyramids. They are, however, amazing feats of **engineering, the application of scientific knowledge for practical purposes.**

Burial in a pyramid demonstrated a pharaoh's importance. The size was a symbol

History Close-up

Building the Pyramids

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

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

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

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

of the pharaoh's greatness. The pyramid's shape, pointing to the skies, symbolized the pharaoh's journey to the afterlife. The Egyptians wanted the pyramids to be spectacular because they believed that the pharaoh, as their link to the gods, controlled everyone's afterlife. Making the pharaoh's spirit happy was a way of ensuring a happy afterlife for every Egyptian.

READING CHECK Identifying Points of View

Why were pyramids so important to the people of ancient Egypt?

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

ANALYSIS SKILL ANALYZING VISUALS

How did workers get their stone blocks to the pyramids?

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

Section 2 Assessment



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ONLINE QUIZ

Reviewing Ideas, Terms, and People

- a. Recall** To what does the term **Old Kingdom** refer?

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

c. Elaborate How did trade benefit the Egyptians?
- a. Describe** What did Egyptians mean by the **afterlife**?

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

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

Critical Thinking

- 4. Generalizing** Using your notes, complete this graphic organizer with three statements about the relationship between government and religion in the Old Kingdom.

Government and Religion

- 1.
- 2.
- 3.

FOCUS ON WRITING

5. Noting Characteristics of the Old Kingdom

The Old Kingdom developed special characteristics related to religion and social structure. Write down any of those characteristics you might want to include in your riddle.

What You Will Learn...

Main Ideas

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

The Big Idea

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

Key Terms and People

Middle Kingdom, p. 96

New Kingdom, p. 97

trade routes, p. 97

Queen Hatshepsut, p. 98

Ramses the Great, p. 98



Use the graphic organizer online to take notes on life in Egypt during the Middle and New Kingdoms.

The Middle and New Kingdoms

If YOU were there...

You are an official serving Queen Hatshepsut of Egypt. You admire her, but some people think that a woman should not rule. She calls herself king, and she dresses like a pharaoh—even wearing a fake beard. That was your idea! You wish you could help more.

What could Hatshepsut do to show her authority?

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

The Middle Kingdom

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

In time, nobles gained enough power to challenge the pharaohs. By about 2200 BC, the Old Kingdom had fallen. For the next 160 years, local nobles battled each other for power in Egypt. The kingdom had no central ruler. Chaos within Egypt disrupted trade with foreign lands and caused farming to decline. The people faced economic hardship and famine.

Finally, around 2050 BC, a powerful pharaoh named Mentuhotep II defeated his rivals. Once again all of Egypt was united. Mentuhotep's rule began the **Middle Kingdom, a period of order and stability that lasted until about 1750 BC.**

Toward the end of the Middle Kingdom, however, Egypt again experienced internal disorder. Its pharaohs could not hold the kingdom together. There were other problems in Egypt as

well. In the mid-1700s BC, a group from Southwest Asia called the Hyksos (HIK-sohs) invaded. They used horses, chariots, and advanced weapons to conquer Lower Egypt, which they ruled for 200 years.

The Egyptians did not like being occupied by the Hyksos. The people of Egypt resented having to pay taxes to foreign rulers. Eventually, the Egyptians fought back. In the mid-1500s BC, Ahmose (AHM-ohs) of Thebes drove the Hyksos out of Egypt. Once the Hyksos were gone, Ahmose declared himself king of all Egypt.

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

The New Kingdom

Ahmose's rise to power marked the beginning of Egypt's 18th Dynasty. More importantly, it was the beginning of the **New Kingdom**, the period during which Egypt reached the height of its power and glory. During the New Kingdom, which lasted from about 1550 BC to 1050 BC, conquest and trade brought tremendous wealth to the pharaohs.

Building an Empire

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

Egypt's first target was the homeland of the Hyksos. After taking over that area, the army continued north and conquered Syria. As you can see from the map on the next page, Egypt had taken over the entire eastern shore of the Mediterranean. It had also defeated the kingdom of Kush, south of Egypt. By the 1400s BC, Egypt was the

leading military power in the region. Its empire extended from the Euphrates River to southern Nubia.

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

Growth and its Effects on Trade

Conquest also brought Egyptian traders into contact with more distant lands. Egypt's trade expanded along with its empire. Profitable **trade routes**, or **paths followed by traders**, developed. Many of the lands that Egypt took over also had valuable resources for trade. The Sinai Peninsula, for example, had large supplies of turquoise and copper.

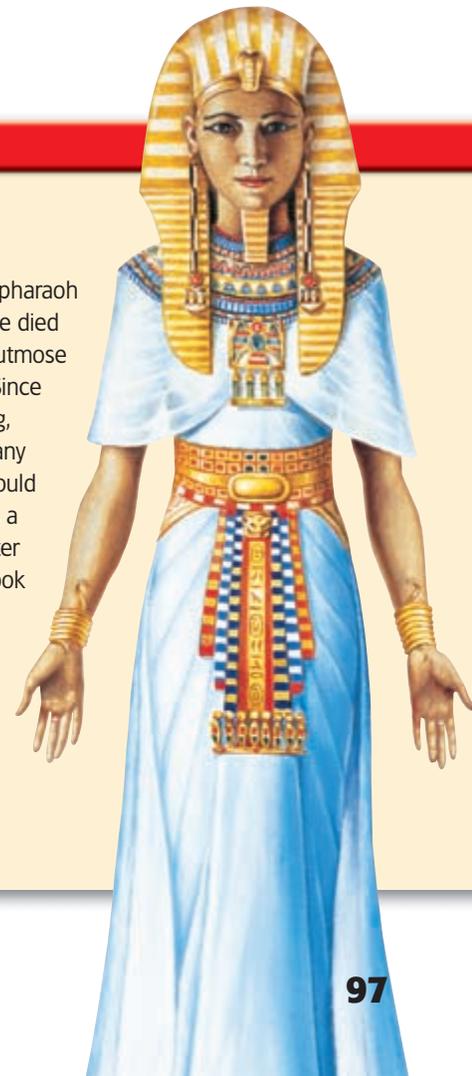
BIOGRAPHY

Queen Hatshepsut

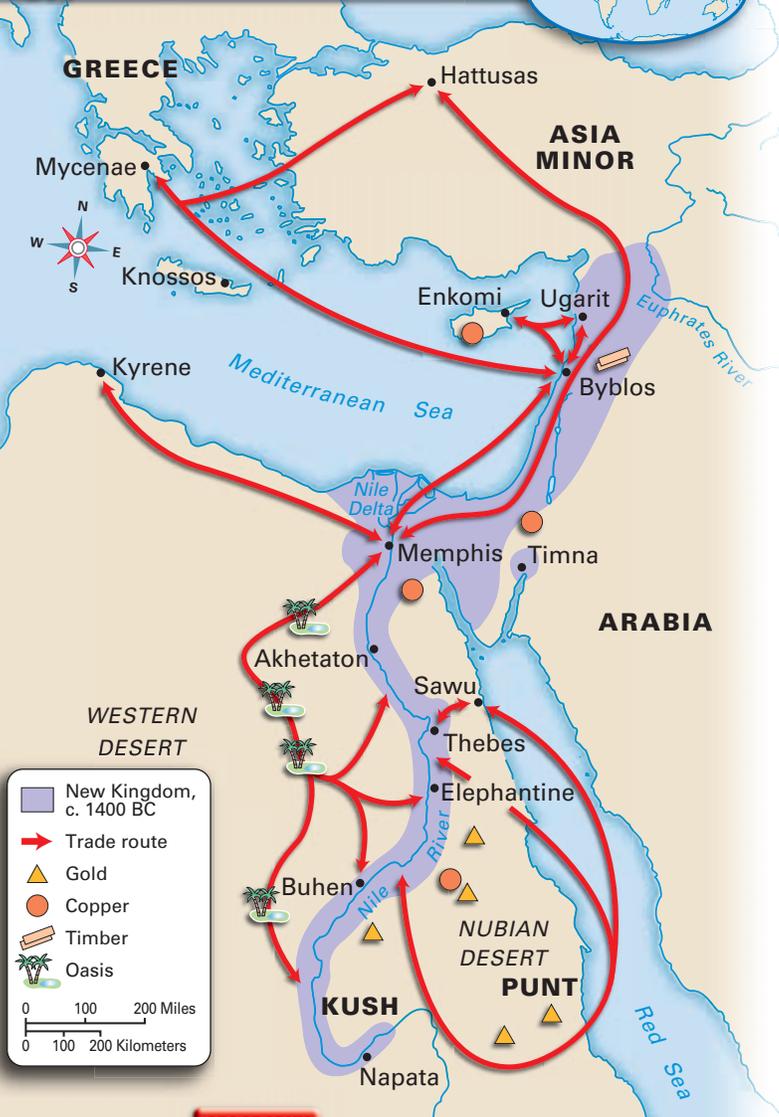
Ruled c. 1472–1458 BC

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

Analyze Why do you think some Egyptians objected to the idea of being ruled by a woman?



Egyptian Trade, c. 1400 BC



GEOGRAPHY SKILLS **INTERPRETING MAPS**

- 1. Location** Where was timber available?
- 2. Movement** What city was the furthest north along the Egyptian trade routes?

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

Hatshepsut and later pharaohs used the wealth that they earned from trade to support the arts and architecture. Hatshepsut especially is remembered for the many

impressive monuments and temples built during her reign. The best known of these structures was a magnificent temple built for her near the city of Thebes (THEEBZ).

Invasions of Egypt

Despite its great successes, Egypt's military might did not go unchallenged. In the 1200s BC the pharaoh Ramses (RAM-seez) II, or **Ramses the Great**, came to power. Ramses, whose reign was one of the longest in Egyptian history, fought the Hittites, a group from Asia Minor. The two powers fought fiercely for years, but neither could defeat the other. Ramses and the Hittite leader eventually signed a peace treaty. Afterwards, the Egyptians and the Hittites became allies.

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

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

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

READING CHECK **Identifying Cause and Effect** What caused the growth of trade in the New Kingdom?

Work and Daily Life

Although Egyptian dynasties rose and fell, daily life for Egyptians did not change very much. But as the population grew, society became more complex. A complex society requires people to take on different jobs.

Scribes

Other than priests and government officials, no one in Egypt was more honored than scribes. They worked for the government and for temples. Scribes kept records and accounts for the state. They also wrote and copied religious and literary texts. Scribes did not pay taxes, and many became wealthy.

Artisans, Artists, and Architects

Below scribes on the social scale were artisans whose jobs required advanced skills. Among the artisans who worked in Egypt were sculptors, builders, carpenters,

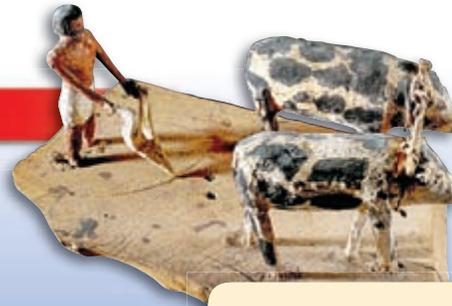
jewelers, metal workers, and leather workers. Most of Egypt's artisans worked for the government or for temples. They made statues, furniture, jewelry, pottery, footwear, and other items.

Architects and artists were also admired in Egypt. Architects designed the temples and royal tombs for which Egypt is famous. Talented architects could rise to become high government officials. Artists, often employed by the state or the temples, produced many different works. Artists often worked in the pharaohs' tombs painting detailed pictures.

Soldiers

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

Daily Life in Egypt



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

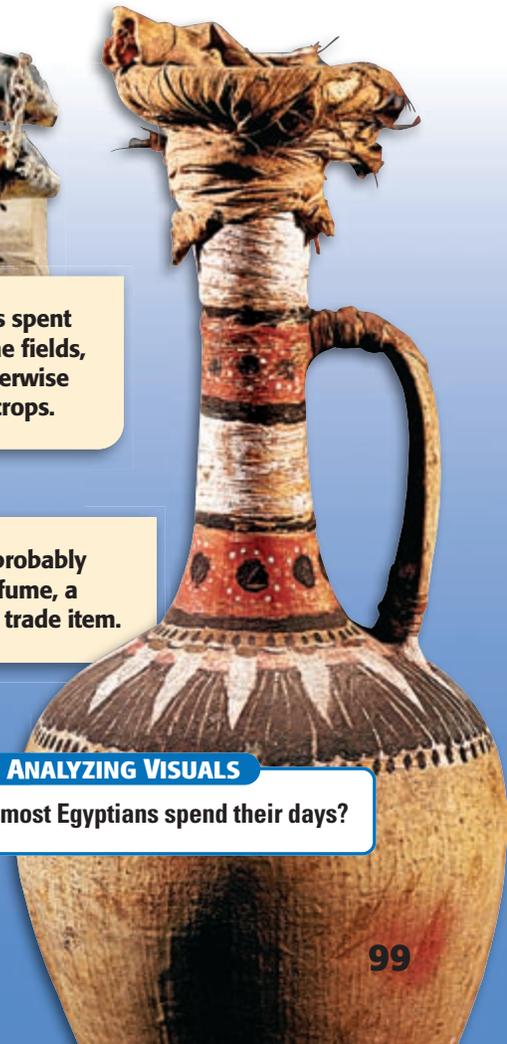
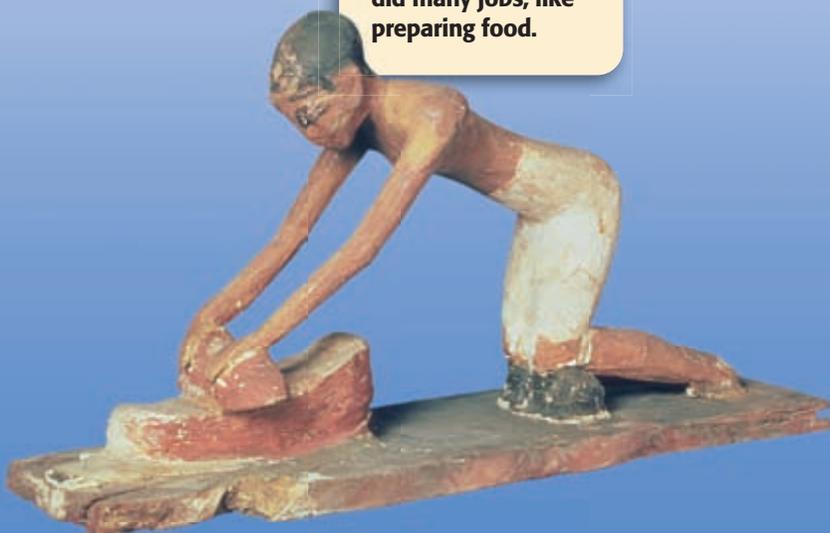
Most Egyptians spent their days in the fields, plowing or otherwise working their crops.

This jar probably held perfume, a valuable trade item.

ANALYSIS
SKILL

ANALYZING VISUALS

How did most Egyptians spend their days?



Farmers and Other Peasants

Egypt's farmers and other peasants were toward the bottom of the social scale. They made up the vast majority of Egypt's population. Peasant farmers used wooden hoes or cow-drawn plows to prepare the land before the Nile flooded. After the floodwaters had drained away, they planted seeds. Farmers worked together to gather the harvest.

Farmers had to give crops to the pharaoh as taxes. All peasants, including farmers, were subject to special duty. The pharaoh could demand at any time that people work on projects such as building pyramids, mining gold, or fighting in wars.

Slaves

The few slaves in Egypt were considered lower than farmers. They worked on farms, on building projects, and in households. Slaves had some legal rights and in some cases could earn their freedom.

Family Life in Egypt

Most Egyptian families lived in their own homes. Men were expected to marry young

so that they could start having children. Most Egyptian women were devoted to their homes and their families. Some, however, had jobs outside the home. A few served as priestesses, and some worked as administrators and artisans. Unlike most women in the ancient world, Egyptian women had certain legal rights. These included the right to own property, make **contracts**, and divorce their husbands.

Children played with toys, took part in ballgames, and hunted. Most boys and girls received an education. At school they learned morals, writing, math, and sports. At age 14, most boys left school to enter their father's profession.

READING CHECK **Categorizing** What types of jobs did people perform in ancient Egypt?

SUMMARY AND PREVIEW Egypt's power and wealth peaked during the New Kingdom. As society became more complex, people in different classes worked at different jobs. Next, you will learn about Egyptian achievements.

ACADEMIC VOCABULARY

contracts
binding legal agreements

Section 3 Assessment



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ONLINE QUIZ

Reviewing Ideas, Terms, and People

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

b. Analyze How did Ahmose manage to become king of all Egypt?
- a. Identify** Which group of invaders did **Ramses the Great** defeat?

b. Describe What did **Queen Hatshepsut** do as pharaoh of Egypt?

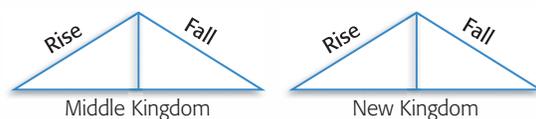
c. Predict What do you think is a more reliable source of wealth—trade or payments from conquered kingdoms? Why?
- a. Identify** What job employed the most people in ancient Egypt?

b. Analyze What rights did Egyptian women have?

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

Critical Thinking

- Categorizing** Using your notes, fill in the pyramids below with information about political and military factors that led to the rise and fall of the Middle and New Kingdoms.



FOCUS ON WRITING

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

Ramses the Great

How Could a Ruler Achieve Fame That Would Last 3,000 Years?

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

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

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

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

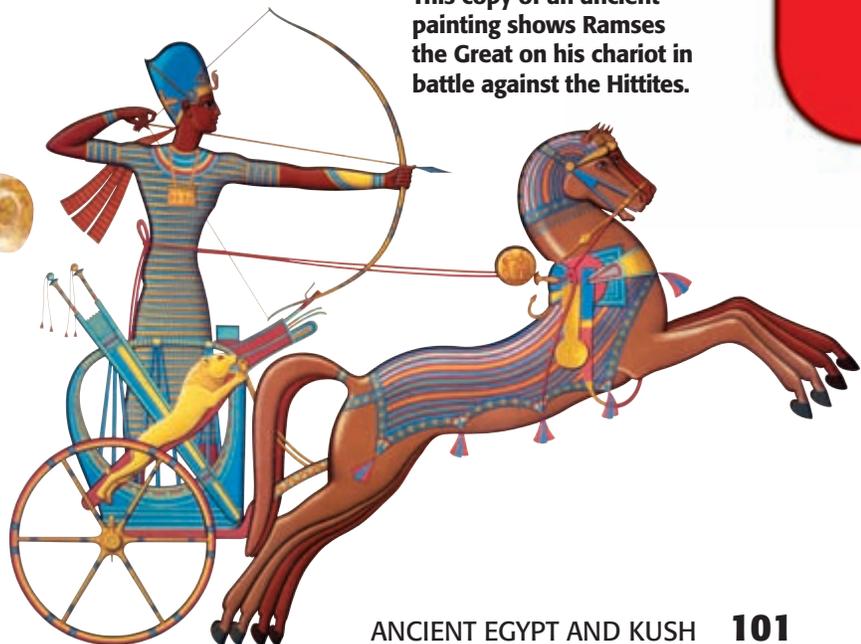
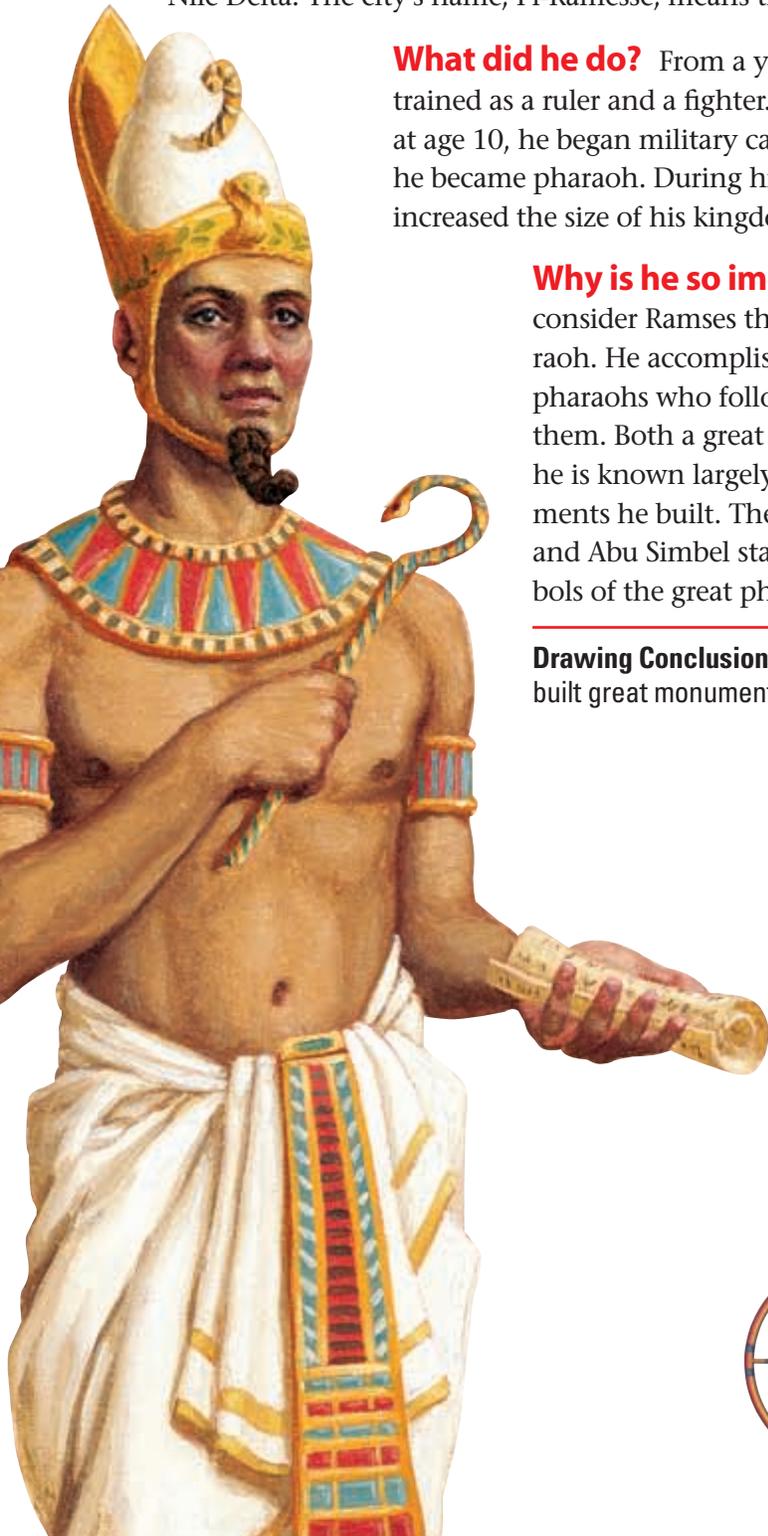
Drawing Conclusions Why do you think Ramses built great monuments all over Egypt?

KEY IDEAS

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

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

—Pen-ta-ur, from *The Victory of Ramses over the Khita*, in *The World's Story*, edited by Eva March Tappan



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



VIDEO

Let's Move a Mountain

hmsocialstudies.com

Egyptian Achievements

What You Will Learn...

Main Ideas

1. The Egyptians developed a writing system using hieroglyphics.
2. The Egyptians created magnificent temples, tombs, and works of art.

The Big Idea

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

Key Terms and People

hieroglyphics, p. 102

papyrus, p. 102

Rosetta Stone, p. 103

sphinxes, p. 104

obelisk, p. 104

King Tutankhamen, p. 106



Use the graphic organizer online to take notes on the many achievements of the ancient Egyptians.

If YOU were there...

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

What will you include in your painting?

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

Egyptian Writing

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

Writing in Ancient Egypt

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

Egyptian Writing

Egyptian hieroglyphics used picture symbols to represent sounds.

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

ANALYSIS SKILL

ANALYZING VISUALS

What does the symbol for ruler look like?



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

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

The Rosetta Stone

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

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

Egyptian Texts

Because papyrus did not decay in Egypt's dry climate, many Egyptian texts survive. Historians today can read Egyptian government and historical records, science texts, and medical manuals. Literary works have also survived. We can read stories, poems, and mythological tales. Some texts, such as *The Book of the Dead*, tell about the afterlife. Others include love poems and stories about gods and kings.

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

THE IMPACT TODAY

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

Temples, Tombs, and Art

The Egyptians are famous for their architecture and art. The walls of Egypt's magnificent temples and tombs are covered with impressive paintings and carvings.

Egypt's Great Temples

You have already read about the Egyptians' most famous structures, the pyramids. But the Egyptians also built massive temples. Those that survive are among the most spectacular sites in Egypt today.

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

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

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

The Temple of Karnak is only one of Egypt's great temples. Others were built by Ramses the Great at Abu Simbel and Luxor. Part of what makes the temple at Abu Simbel so impressive is that it is carved out of sandstone cliffs. At the temple's entrance, four 66-foot-tall statues show Ramses as pharaoh. Nearby are some smaller statues of his family.

THE IMPACT TODAY

The Washington Monument, in Washington, DC, was built in the shape of an obelisk.

History Close-up

The Temple of Karnak

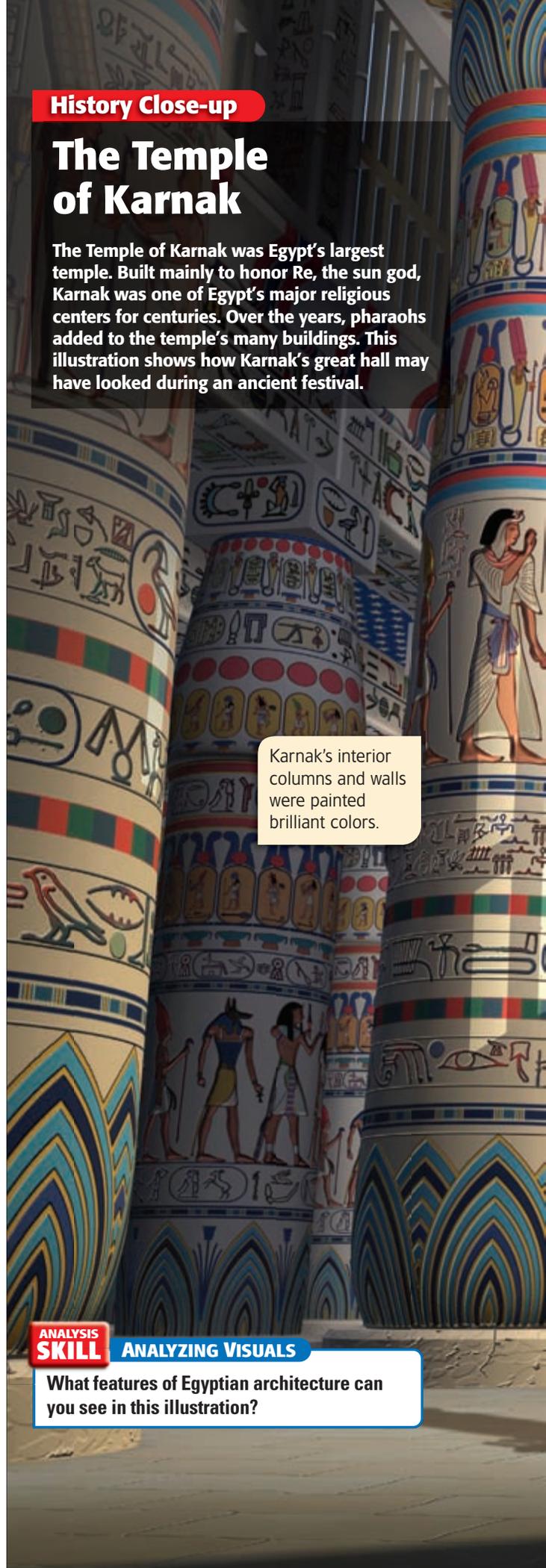
The Temple of Karnak was Egypt's largest temple. Built mainly to honor Re, the sun god, Karnak was one of Egypt's major religious centers for centuries. Over the years, pharaohs added to the temple's many buildings. This illustration shows how Karnak's great hall may have looked during an ancient festival.

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

ANALYSIS SKILL

ANALYZING VISUALS

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





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

High windows let light and air into the temple.

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

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

Egyptian Art

The ancient Egyptians were masterful artists. Egyptians painted lively, colorful scenes on canvas, papyrus, pottery, plaster, and wood. Detailed works also covered the walls of temples and tombs. The temple art was created to honor the gods, while the tomb art was intended for the enjoyment of the dead in the afterlife.

The subjects of Egyptian paintings vary widely. Some paintings show important historical events, such as the crowning of kings and the founding of temples. Others illustrate major religious rituals. Still other paintings show scenes from everyday life, such as farming or hunting.

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

Painting was not the only art form in which Egyptians excelled. For example, the Egyptians were skilled stoneworkers. Many

tombs included huge statues and detailed carvings on the walls.

The Egyptians also made beautiful objects out of gold and precious stones. They made jewelry for both women and men. This included necklaces, collars, and bracelets. The Egyptians also used gold to make burial items for their pharaohs.

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

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

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

Section 4 Assessment



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ONLINE QUIZ

Reviewing Ideas, Terms, and People

- a. Identify** What are **hieroglyphics**?

b. Contrast How was hieroglyphic writing different from our writing today? from cuneiform used by the Mesopotamians?

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

b. Analyze Why were tombs filled with art, jewelry, and other treasures?

c. Draw Conclusions Why do you think pharaohs like Ramses the Great built huge temples?

Critical Thinking

- Summarizing** Draw a chart like the one below. Under each heading, write a statement that summarizes Egyptian achievements in that field.

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

FOCUS ON WRITING

- Adding Up What You Know about Egypt** Look at the notes you have taken at the end of each section. Think about what clues you might include when you write your riddle about Egypt.

Ancient Kush

If YOU were there...

You live along the Nile River, where it moves quickly through swift rapids. A few years ago, armies from the powerful kingdom of Egypt took over your country. Some Egyptians have moved here. They bring new customs, and many people are imitating them. Now your sister has a new baby and wants to give it an Egyptian name! This upsets many people in your family.

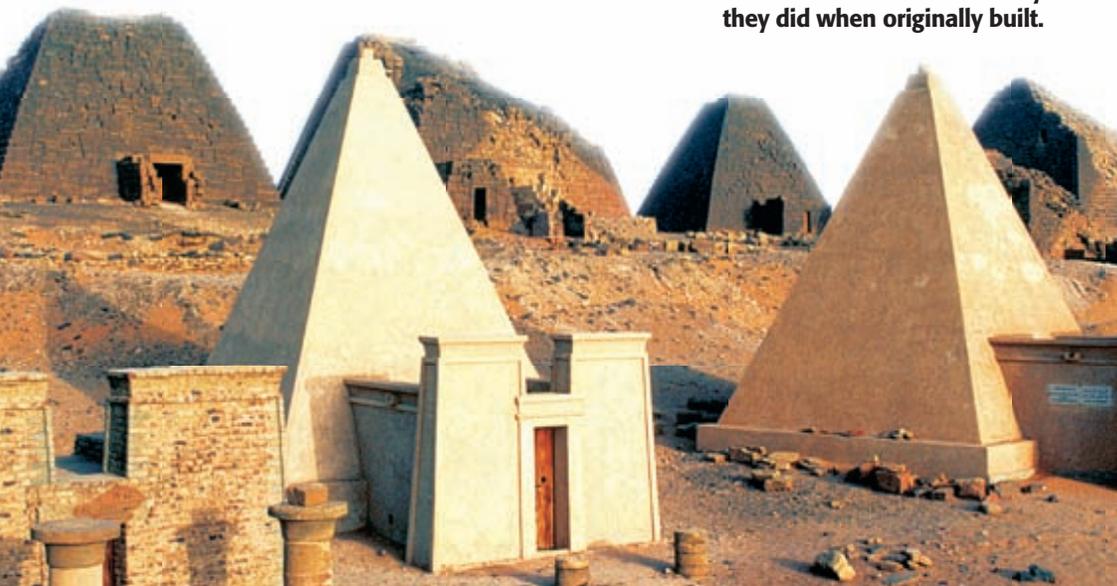
How do you feel about following Egyptian customs?

BUILDING BACKGROUND Egypt dominated the lands along the Nile, but it was not the only ancient culture to develop along the river. Another kingdom called Kush arose to the south of Egypt. Through trade, conquest, and political dealings, the histories of Egypt and Kush became closely tied together.

The Geography of Early Nubia

South of Egypt, a group of people settled in the region we now call Nubia. These Africans established the first great kingdom in the interior of Africa. We know this kingdom by the name the Egyptians gave it—Kush. The development of Kushite society was greatly influenced by the geography of Nubia, especially the role played by the Nile River.

The ruins of ancient Kushite pyramids stand behind those reconstructed to look the way they did when originally built.



What You Will Learn...

Main Ideas

1. The geography of early Nubia helped civilization develop there.
2. Kush and Egypt traded, but they also fought.
3. Later Kush became a trading power with a unique culture.
4. Both internal and external factors led to the decline of Kush.

The Big Idea

The kingdom of Kush, which arose south of Egypt in a land called Nubia, developed an advanced civilization with a large trading network.

Key Terms and People

Piankhi, *p. 110*
trade network, *p. 111*
merchants, *p. 111*
exports, *p. 111*
imports, *p. 111*
Queen Shanakhdakheto, *p. 113*
King Ezana, *p. 113*



Use the graphic organizer online to take notes on the rise and fall of Kush.

Ancient Kush



This photo shows one of the Nile's cataracts, or rapids. In ancient times, most river boats could not sail past the shallow rapids.



GEOGRAPHY SKILLS

INTERPRETING MAPS

1. **Location** Where is Kush in relation to Egypt?
2. **Place** What two major landforms bordered Kush to the east and west?

The Land of Nubia

Today desert covers much of Nubia, but in ancient times the region was more fertile than it is now. Rain flooded the Nile every year, providing a rich layer of silt to nearby lands. The kingdom of Kush developed in this fertile area.

Ancient Nubia was rich in minerals such as gold, copper, and stone. These resources played a major role in the area's history and contributed to its wealth.

Early Civilization in Nubia

Like all early civilizations, the people of Nubia depended on agriculture for their food. Fortunately for them, the Nile's floods allowed the Nubians to plant both summer and winter crops. Among the crops they grew were wheat, barley, and other grains.

Besides farmland, the banks of the Nile also provided grazing land for livestock. As a result, farming villages thrived all along the Nile by 3500 BC.

Over time some farmers grew richer than others. These farmers became village leaders. Sometime around 2000 BC, one of these leaders took control of other villages and made himself king of the region. His new kingdom was called Kush.

The kings of Kush ruled from their capital at Kerma (KAR-muh). This city was located on the Nile just south of the third cataract. Because the Nile's cataracts made parts of the river hard to pass through, they were natural barriers against invaders. For many years the cataracts kept Kush safe from the more powerful Egyptian kingdom to the north.

As time passed, Kushite society grew more complex. Besides farmers and herders, some Kushites became priests and artisans. Early Kush was influenced by cultures to the south. Later, Egypt played a greater role in Kush's history.

READING CHECK **Finding Main Ideas** How did geography help civilization grow in Nubia?

Kush and Egypt

Kush and Egypt were neighbors. Sometimes the neighbors lived in peace with each other and helped each other prosper. For example, Kush became a major supplier of both slaves and raw materials to Egypt. The Kushites sent materials such as gold, copper, and stone to Egypt. The Kushites also sent the Egyptians ebony, a type of dark, heavy wood, and ivory, the hard white material that makes up elephant tusks.

Egypt's Conquest of Kush

Relations between Kush and Egypt were not always peaceful, however. As Kush grew wealthy from trade, its army grew stronger as well. Egypt's rulers soon feared that Kush would grow even more powerful and attack Egypt.

To prevent such an attack from occurring, the pharaoh Thutmose I sent an army to take control of Kush around 1500 BC. The pharaoh's army conquered all of Nubia north of the Fifth Cataract. As a result, Kush became part of Egypt.

After his army's victory, the pharaoh destroyed Kerma, the Kushite capital. Later pharaohs—including Ramses the Great—built huge temples in what had been Kushite territory.

Effects of the Conquest

Kush remained an Egyptian territory for about 450 years. During that time, Egypt's

influence over Kush grew tremendously. Many Egyptians settled in Kush. Egyptian became the language of the region. Many Kushites used Egyptian names and wore Egyptian-style clothing. They also adopted Egyptian religious practices.

A Change in Power

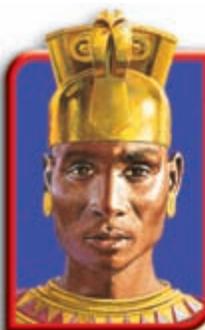
During the mid-1000s BC the New Kingdom in Egypt was ending. As the power of Egypt's pharaohs declined, Kushite leaders regained control of Kush. Kush once again became independent.

We know almost nothing about the history of the Kushites from the time they gained independence until 200 years later. Kush is not mentioned in any historical records that describe those centuries.

The Conquest of Egypt

By around 850 BC Kush had regained its strength. It was once again as strong as it had been before it had been conquered by Egypt. Because the Egyptians had captured and destroyed the city of Kerma, the kings of Kush ruled from the city of Napata. Built by the Egyptians, Napata was on the Nile, about 100 miles southeast of Kerma.

As Kush grew stronger, Egypt was further weakened. A series of inept pharaohs



BIOGRAPHY

Piankhi (PYAN-kee)

c. 751–716 BC

Also known as Piye, Piankhi was among Kush's most successful military leaders. A fierce warrior on the battlefield, the king was also deeply religious. Piankhi's belief that he

had the support of the gods fueled his passion for war against Egypt. His courage inspired his troops on the battlefield. Piankhi loved his horses and was buried with eight of his best steeds.

Drawing Conclusions How did Piankhi's belief that he was supported by the gods affect his plans for Egypt?

Kush's Trade Network

Ancient Kush was at the center of a large trading network with connections to Europe, Africa, and Asia. Kush's location and production of iron goods helped make it a rich trading center.



Goods from the Mediterranean came to Kush through trade with Egypt.

EGYPT

Mediterranean Sea

• Giza

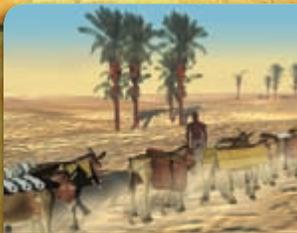
• Luxor

Nubian Desert

KUSH

Red Sea

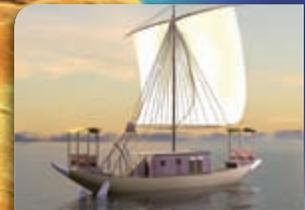
• Meroë



Caravans from the south brought goods like leopard skins and ostrich eggs to Kush



In Meroë, workers made iron tools and weapons, jewelry, pottery, and other goods.



At ports on the Red Sea, merchants traded Kush's goods for luxury items like silk and glass.

left Egypt open to attack. In the 700s BC a Kushite king, Kashta, seized on Egypt's weakness and attacked it. By about 751 BC he had conquered Upper Egypt. He then established relations with Lower Egypt.

After Kashta died, his son **Piankhi** (PYAN-kee) continued to attack Egypt. The armies of Kush captured many cities, including Egypt's ancient capital. Piankhi fought the Egyptians because he believed that the gods wanted him to rule all of Egypt. By the time he died in about 716 BC, Piankhi had accomplished this task. His kingdom extended north from Napata to the Nile Delta.

The Kushite Dynasty

After Piankhi died, his brother Shabaka (SHAB-uh-kuh) took control of the kingdom.

Shabaka then declared himself pharaoh. This declaration began the 25th Dynasty, or Kushite Dynasty, in Egypt.

Shabaka and later rulers of his dynasty believed that they were heirs of the great pharaohs of Egypt's past. They tried to restore old Egyptian cultural practices and renew faded traditions. Some of these practices and traditions had been abandoned during Egypt's period of weakness. For example, Shabaka was buried in a pyramid. The Egyptians had stopped building pyramids for their rulers centuries before.

The Kushite rulers of Egypt built new temples to Egyptian gods and restored old temples. They also worked to preserve Egyptian writings. As a result, Egyptian culture thrived during the 25th Dynasty.

The End of Kushite Rule in Egypt

The Kushite Dynasty remained strong in Egypt for about 40 years. In the 670s BC, however, the powerful army of the Assyrians from Mesopotamia invaded Egypt. The Assyrians' iron weapons were better than the Kushites' bronze weapons. Although the Kushites were skilled archers, they could not stop the invaders. The Kushites were steadily pushed southward. In just 10 years the Assyrians had driven the Kushite forces completely out of Egypt.

READING CHECK Analyzing How did internal problems in Egypt benefit Kush?

Later Kush

After they lost control of Egypt, the people of Kush devoted themselves to agriculture and trade, hoping to make their country rich again. Within a few centuries, the kingdom of Kush had indeed become prosperous and powerful once more.

Kush's Iron Industry

The economic center of Kush during this period was at Meroë (MER-oh-wee), the kingdom's new capital. Meroë's location on the east bank of the Nile helped Kush's economy to grow. Large deposits of gold could be found nearby, as could forests of ebony and other wood. More importantly, the area around Meroë was full of rich iron ore deposits.

In this location, the Kushites developed Africa's first iron industry. Iron ore and wood for furnaces were easily available, so the iron industry grew quickly.

The Expansion of Trade

In time, Meroë became the center of a large **trade network**, a system of people in different lands who trade goods. The Kushites

sent goods down the Nile to Egypt. From there, Egyptian and Greek **merchants, or traders**, carried goods to ports on the Mediterranean and Red seas and to southern Africa. These goods may have eventually reached India, and perhaps China.

Kush's **exports**—items sent out to other regions—included gold, pottery, iron tools, slaves, and ivory. Kushite merchants also exported leopard skins, ostrich feathers, and elephants. In return, the Kushites received **imports**—goods brought in from other regions—such as fine jewelry and luxury items from Egypt, Asia, and other lands along the Mediterranean Sea.

Kushite Culture

As Kushite trade grew, merchants came into contact with people from other cultures. As a result, the people of Kush combined customs from other cultures with their own unique Kushite culture.

The most obvious influence on Kushite culture was Egypt. Many buildings in Meroë, especially temples, resembled those in Egypt. Many people in Kush worshipped Egyptian gods and wore Egyptian clothing. Kushite rulers used the title *pharaoh* and were buried in pyramids.

Many elements of Kushite culture were not borrowed. Kushite houses and daily life were unique. One Greek geographer noted some Kushite differences.

“The houses in the cities are formed by interweaving split pieces of palm wood or of bricks. ...They hunt elephants, lions, and panthers. There are also serpents ...and there are many other kinds of wild animals.”

—Strabo, *The Geographies*

In addition to Egyptian gods, the people of Kush worshipped their own gods. They also developed their own written language, Meroitic. Unfortunately, historians are not yet able to understand Meroitic.

THE IMPACT TODAY

More than 50 ancient Kushite pyramids still stand near the ruins of Meroë.

Rulers of Kush

Like the Egyptians, the people of Kush considered their rulers to be gods. Kush's culture was similar to Egypt's, but there were also important differences.

Like the Egyptians, Kush's rulers built pyramids, but they were much smaller and the style was different.

Kush was ruled by a few different powerful queens. Queens seem to have been more important in Kush than in Egypt.

Stone carvings were made to commemorate important buildings and events, just like in Egypt. Kush's writing system was similar to Egyptian hieroglyphics, but scholars have been unable to understand most of it.

ANALYSIS SKILL

ANALYZING VISUALS

What can you see in the illustration that is similar to Egyptian culture?



Women in Kushite Society

The women of Kush were expected to be active in their society. They worked in the fields, raised children, cooked, and performed other household tasks.

Some Kushite women rose to positions of **authority**. Some served as co-rulers with their husbands or sons. A few women ruled the empire alone. Historians believe that the first woman to rule Kush was **Queen Shanakhdakheto** (shah-nakh-dah-KEE-toh). She ruled from 170 BC to 150 BC.

READING CHECK **Contrasting** How was Kushite culture unlike Egyptian culture?

The Decline of Kush

Kush gradually declined in power. A series of problems within the kingdom weakened its economy. One problem was that Kush's cattle were allowed to overgraze. When cows ate all the grass, wind blew the soil away, causing farmers to produce less food.

In addition, ironmakers used up the forests near Meroë. As wood became scarce, furnaces shut down. Kush produced fewer weapons and trade goods.

Kush was also weakened by a loss of trade. Foreign merchants set up new trade routes that went around Kush. One such trade route bypassed Kush in favor of Aksum (AHK-soom), a kingdom located along the Red Sea in what is today Ethiopia and Eritrea. In the first two centuries AD, Aksum grew wealthy from trade.

By the AD 300s Kush had lost much of its wealth and military might. The king of Aksum took advantage of his former trade rival's weakness. In about AD 350 the Aksumite army of **King Ezana** (AY-zah-nah) destroyed Meroë and took over Kush.

In the late 300s, the rulers of Aksum became Christian. About two hundred years later, the Nubians also converted. The last influences of Kush had disappeared.

READING CHECK **Summarizing** What factors led to the decline of Kush?

SUMMARY AND PREVIEW From their capital at Meroë, the people of Kush controlled a powerful trading network. Next, you will learn about a land that may have traded with Kush—India.

ACADEMIC VOCABULARY

authority power or influence

THE IMPACT TODAY

Much of the population of Ethiopia, which includes what used to be Aksum, is still Christian today.

Section 5 Assessment



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ONLINE QUIZ

Reviewing Ideas, Terms, and People

- a. Recall** On which river did Kush develop?

b. Evaluate How did Nubia's natural resources influence the early history of Kush?
- a. Identify** Who was **Piankhi** and why was he important to the history of Kush?

b. Analyze What were some elements of Egyptian culture that became popular in Kush?

c. Draw Conclusions Why is the 25th Dynasty significant in the history of both Egypt and Kush?
- a. Describe** What advantages did the location of Meroë offer to the Kushites?

b. Compare How were Kushite and Egyptian cultures similar?
- a. Identify** Who conquered Kush in the AD 300s?

- b. Evaluate** What was the impact of new trading routes on Kush?

Critical Thinking

- 5. Identifying Cause and Effect** Create a chart like this one. Using your notes, list an effect for each cause.

Cause	Effect
Thutmose I invades Kush.	
Power of Egyptian pharaohs declines.	
Piankhi attacks Egypt.	

FOCUS ON WRITING

- 6. Taking Notes on Kush** Review this section and take notes on those people, places, and events that would make good clues for your riddle about Kush.

Assessing Primary and Secondary Sources

Understand the Skill

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

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

Learn the Skill

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

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

5 Does other evidence support the source?

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

Practice and Apply the Skill

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

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

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

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

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

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



History's Impact

▶ video series

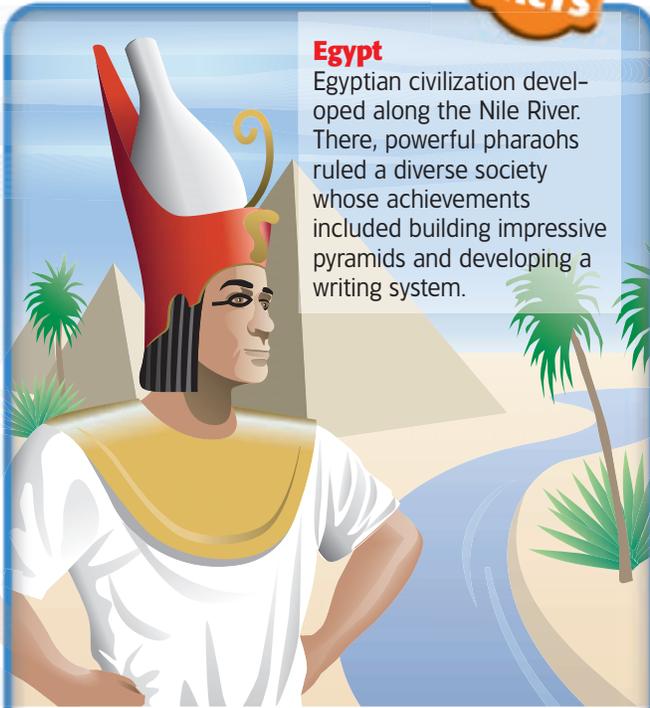
Review the video to answer the focus question:

What was the original purpose of the pyramids?

Chapter Review

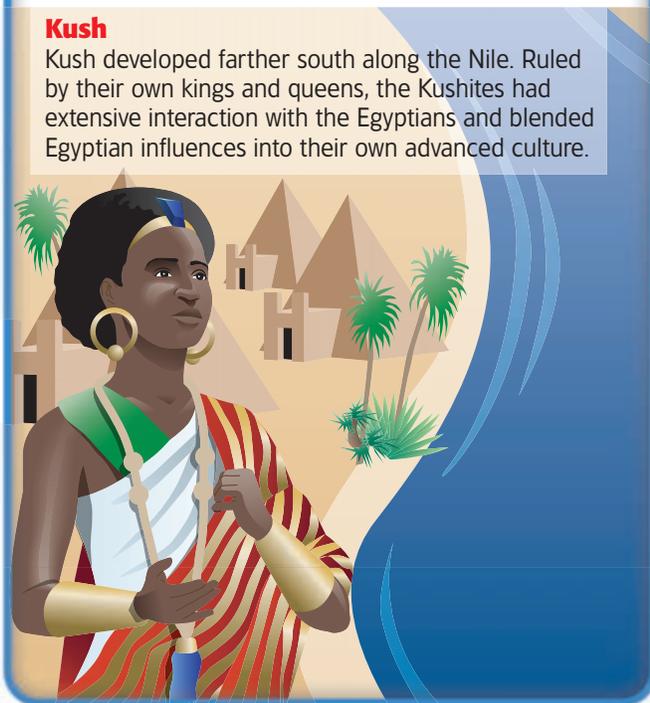
Visual Summary

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



Egypt

Egyptian civilization developed along the Nile River. There, powerful pharaohs ruled a diverse society whose achievements included building impressive pyramids and developing a writing system.



Kush

Kush developed farther south along the Nile. Ruled by their own kings and queens, the Kushites had extensive interaction with the Egyptians and blended Egyptian influences into their own advanced culture.

Reviewing Vocabulary, Terms, and People

For each group of terms below, circle the letter of the term that does not relate to the others. Then write a sentence that explains how the other two terms are related.

- a. cataract
 - b. delta
 - c. dynasty
- a. afterlife
 - b. mummies
 - c. engineering
- a. hieroglyphics
 - b. Rosetta Stone
 - c. obelisk
- a. exports
 - b. imports
 - c. papyrus

Comprehension and Critical Thinking

SECTION 1 (pages 86–89)

- a. **Describe** Besides crops, what foods did the Nile provide?
 - b. **Analyze** Why did Menes wear a double crown?
 - c. **Predict** What do you think happened in the years when the Nile River did not flood?

SECTION 2 (pages 90–95)

- a. **Identify** In what type of structure were pharaohs buried?
 - b. **Analyze** How were beliefs in the afterlife linked to items placed in tombs?
 - c. **Elaborate** Why did nobles and commoners alike obey the pharaoh?

SECTION 3 (pages 96–100)

- a. **Describe** What factors contributed to Egypt's wealth during the New Kingdom?

b. Analyze How might a young Egyptian rise in social status?

c. Elaborate What caused the New Kingdom to fall?

SECTION 4 (pages 102–106)

8. a. Identify What is a sphinx?

b. Describe What was the name of the Egyptian system of writing and how does it differ from our system of writing?

c. Elaborate Why is the temple at Karnak so famous?

SECTION 5 (pages 107–113)

9. a. Describe Where did Kushite civilization develop?

b. Draw Conclusions Why did Egypt want to gain control of Kush?

c. Evaluate Why was the 25th Dynasty so important for both Kush and Egypt?

Reviewing Themes

10. Geography Do you think that societies like those in Egypt and Kush could have grown up anywhere besides the Nile River Valley? Why or why not?

11. Religion How did religious beliefs shape both Egyptian and Kushite culture?

12. Economics What led to the creation of Africa's first iron industry in Kush?

Using the Internet

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

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Reading Skills

Causes and Effects in History Read the following passage and answer the questions.

Much of Egyptian religion is focused on the afterlife. The Egyptians believed that the afterlife was a happy place. Their belief in the afterlife stemmed from their idea of *ka*, or a person's life force. When a person died, his or her *ka* left the body and became a spirit. The *ka*, however, remained linked to the body and could not leave its burial site. The *ka* had all the same needs that the person had when he or she was living. To fulfill the *ka*'s needs, people filled tombs with objects for the afterlife.

14. What is the cause of the Egyptian custom of putting objects in tombs?

15. According to the passage, what is an effect of the Egyptian belief in *ka*?

Social Studies Skills

16. Assessing Primary and Secondary Sources

Write three questions you would want to ask about a primary source and three questions you would want to ask about a secondary source that deals with the history of Egypt and Kush.

FOCUS ON WRITING

17. Writing Riddles You have all the information you need for your riddles, but you may have to narrow your list of questions. Choose five details about Egypt and five details about Kush. Then, write a sentence about each detail. Each sentence of your riddle should be a statement ending with "me." For example, if you were writing about the United States, you might say, "In the north, Canada borders me." After writing five sentences for each riddle, end each riddle with "Who am I?"

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

1

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

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

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

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

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

3 The most fertile soil in Egypt was located in the

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

4 Which of the following statements about the relationship of Egypt and Kush is NOT true?

- A Egypt ruled Kush for many centuries.
- B Kush was an important trading partner of Egypt.
- C Egypt sent the first people to colonize Kush.
- D Kush ruled Egypt for a period of time.

5 How did Egypt influence Kush?

- A Egypt taught Kush how to raise cattle.
- B Egypt helped Kush develop its irrigation system.
- C Egypt taught Kush to make iron products.
- D Kush learned about pyramids from Egypt.

Connecting with Past Learnings

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

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

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

- A King Ezana's
- B Khufu's
- C Menes's
- D Hatshepsut's

Assignment

Write a description of a place—a city, village, building, or monument—in ancient Mesopotamia, Egypt, or the Fertile Crescent.

TIP Organizing Details

Organize the details you gather in one of these ways.

- **Spatial Order** Arrange details according to where they are. You can describe things from right to left, top to bottom, or faraway to close up.
- **Chronological Order** Arrange details in the order they occurred or in the order that you experienced them.
- **Order of Importance** Arrange details from the most to least important or vice versa.

A Description of a Historical Place

If a picture is worth a thousand words, then a thousand words could add up to a good description. Writers turn to description when they want to explain what a place is like—what you would see if you were there, or what you might hear, smell, or touch.

1. Prewrite

Picking a Subject and a Main Idea

Think about the civilizations of ancient Mesopotamia, Egypt, and the Fertile Crescent. Which civilization seems most interesting to you? What villages, cities, or buildings seem interesting? Select one place and use this textbook, the Internet, or sources in your library to find out more about it.

You also need to decide on your point of view about your subject. For example, was this place scary, exciting, or overwhelming?

Choosing Details

As you conduct your research, look for details to show your readers what it would have been like to actually be in that place.

- **Sensory Details** What color(s) do you associate with your subject? What shape or shapes do you see? What sounds would you hear if you were there? What could you touch—rough walls, dry grass, a smooth, polished stone?
- **Factual Details** How big was this place? Where was it located? When did it exist? If people were there, what were they doing?

When you choose the details to use in your description, think about your point of view on this place. If it was exciting, choose details that will help you show that.

2. Write

This framework will help you use your notes to write a first draft.

A Writer's Framework

Introduction

- Identify your subject and your point of view on it.
- Give your readers any background information that they might need.

Body

- Describe your subject, using sensory and factual details.
- Follow a consistent and logical order.

Conclusion

- Briefly summarize the most important details about the place.
- Reveal your point of view about the place.

3. Evaluate and Revise

Evaluating

Use the following questions to discover ways to improve your paper.

Evaluation Questions for a Description of a Place

- | | |
|--|---|
| <ul style="list-style-type: none">■ Do you immediately catch the reader's interest?■ Do you use sensory and factual details that work together to create a vivid picture of your subject?■ Do you clearly state your point of view or most important idea? | <ul style="list-style-type: none">■ Is the information organized clearly?■ Do you end the description by summarizing the most important details? |
|--|---|

TIP **Showing Location** When describing the physical appearance of something, make sure you use precise words and phrases to explain where a feature is located. Some useful words and phrases for explaining location are *below*, *beside*, *down*, *on top*, *over*, *next to*, *to the right*, and *to the left*.

Revising

We often help others understand or imagine something by making a comparison. Sometimes we compare two things that are really very much alike. For example, "The city grew like San Diego did. It spread along a protected harbor." At other times we compare two things that are not alike. These comparisons are called figures of speech, and they can help your readers see something in an interesting way.

- Similes compare two unlike things by using words such as *like* or *so*. **EXAMPLE** *The city center curved around the harbor like a crescent moon.*
- Metaphors compare two unlike things by saying one is the other. **EXAMPLE** *The city was the queen of the region.*

When you evaluate and revise your description, look for ways you can make your subject clearer by comparing it to something else.

4. Proofread and Publish

- Make sure you use commas correctly with a list of details. **EXAMPLE** *The temple was 67 feet high, 35 feet wide, and 40 feet deep.*
- Share your paper with students who wrote about a similar place. What details do your descriptions share? How are they different?
- Find or create a picture of the place you have described. Ask a classmate or a family member to read your description and compare it to the picture.

Practice and Apply

Use the steps and strategies outlined in this workshop to write your description of a place in ancient Mesopotamia or Africa.