



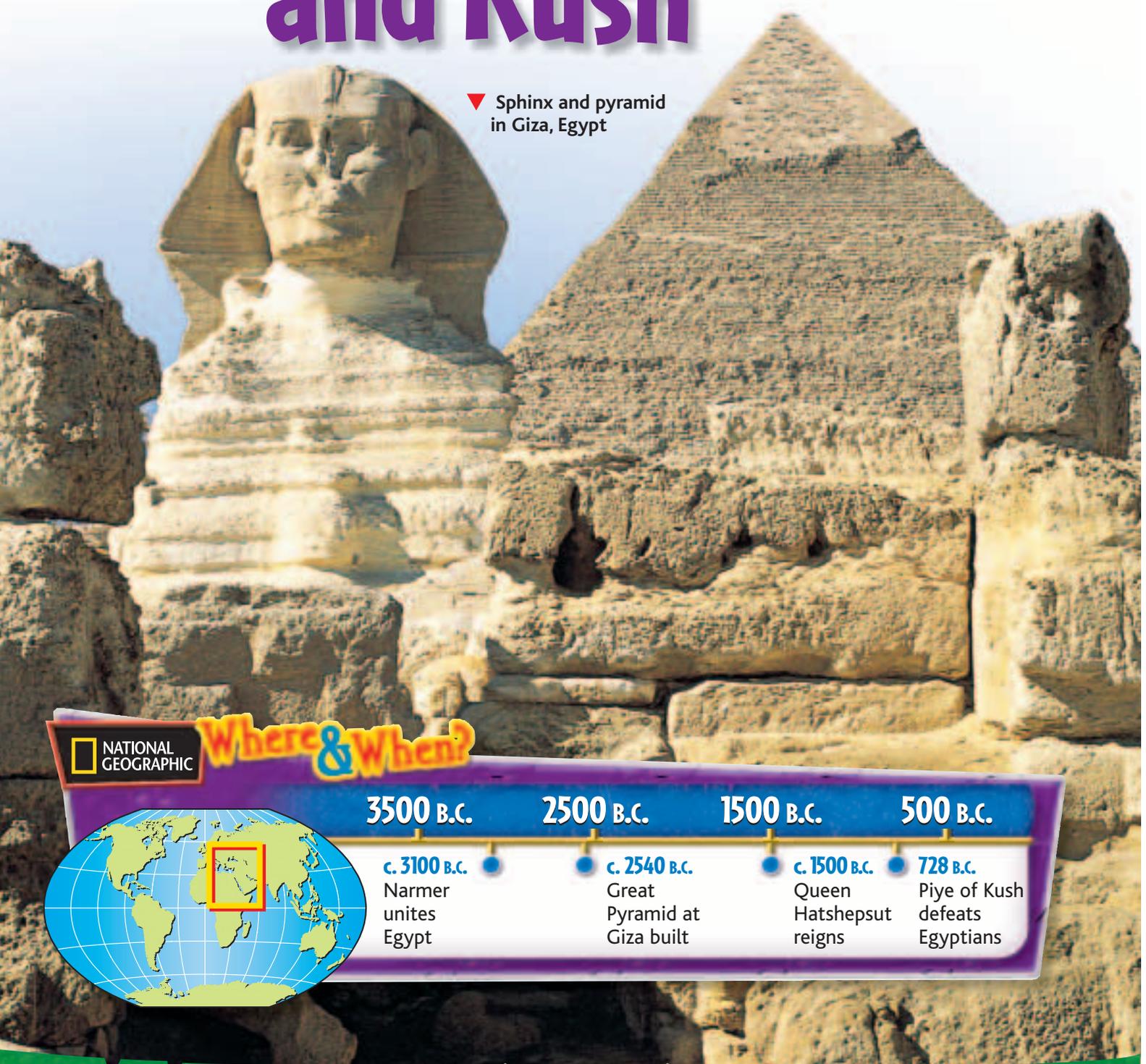
# Chapter

# 2

# Ancient Egypt and Kush

34–35 Brian Lawrence/Image State

▼ Sphinx and pyramid in Giza, Egypt



## Where & When?



3500 B.C.

c. 3100 B.C.  
Narmer unites Egypt

2500 B.C.

c. 2540 B.C.  
Great Pyramid at Giza built

1500 B.C.

c. 1500 B.C.  
Queen Hatshepsut reigns

500 B.C.

728 B.C.  
Piye of Kush defeats Egyptians

# The Big Ideas

## Section 1

### The Nile Valley

**Physical geography plays a role in how civilizations develop and decline.** The fertile land along the great Nile River supported the Egyptian civilization.

## Section 2

### Egypt's Old Kingdom

**Religion shapes how culture develops, just as culture shapes how religion develops.** During the Old Kingdom period, Egypt built a strong kingdom in which religion was deeply woven into Egyptian culture.

## Section 3

### The Egyptian Empire

**All civilizations depend upon leadership for survival.** Many changes occurred during Egypt's Middle and New Kingdoms. When strong leaders ruled the country, it expanded into a great empire as arts, literature, and architecture blossomed.

## Section 4

### The Civilization of Kush

**As different societies interact, they often bring about change in each other.** South of Egypt a new civilization arose called Kush. Kushites adopted Egyptian ways and eventually conquered Egypt itself.



View the Chapter 2 video in the Glencoe Video Program.

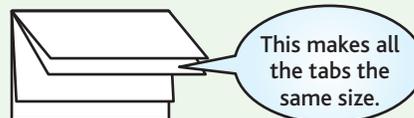
## FOLDABLES Study Organizer

**Summarizing Information** Make this foldable to help you summarize the key events and ideas from ancient Egypt and Kush.

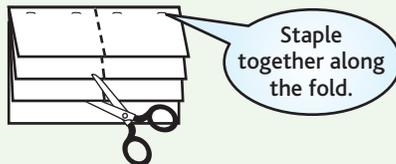
**Step 1** Stack two sheets of paper so that the front sheet is one inch higher than the back sheet.



**Step 2** Fold down the top edges of the paper to form four tabs. Align the edges so that all of the layers or tabs are the same distance apart.



**Step 3** Crease the paper to hold the tabs in place, then staple them together. Cut the top three thicknesses to create a layered book.



**Step 4** Label the booklet as shown and take notes on the inside.



**Reading and Writing**  
As you read the chapter, take notes under the appropriate tabs. Write main ideas and key terms under the "what" tab.



# Get Ready to Read

## Summarizing



Reading Skill

### 1 Learn It!

Good readers naturally summarize while they read to make sure they understand the text. Summarizing helps you organize information and focus on main ideas. By restating the important facts in a short summary, you can reduce the amount of information to remember.

A summary of a longer selection may be a short sentence or paragraph, which includes the main ideas. When summarizing, be brief and do not include many supporting details. Try to restate the text in a way that makes sense to you and will help you remember. Read the passage in Section 1 labeled **Egypt's Social Classes** on pages 163–164. Then look at the main ideas below from that passage and read the summary.

**Summary:** Egyptian society was divided into social groups based on wealth and power.

**Main Idea:** Egypt's upper class was made up of nobles, priests, and other rich Egyptians who worked as the government officials.

**Main Idea:** Egypt's middle class included traders, merchants, artisans, and makers of goods.

**Main Idea:** Farmers were the largest group of early Egyptians, while many of Egypt's city dwellers were unskilled laborers.

**Reading Tip**

As you read and summarize in your own words, try not to change the author's original meanings or ideas.

## 2 Practice It!

Read about **The Middle Kingdom** on pages 179–180. With a partner, summarize the main points. One person should summarize what he or she read while the other listens. Then the second person should summarize again, adding details that the partner may have left out.

When you are finished reading, look at the following list to see if you included all the important ideas.

- The Middle Kingdom was a golden age of peace and prosperity in Egypt.
- During the Middle Kingdom, Egypt expanded its territory with new lands.
- During the Middle Kingdom, the arts, literature, and architecture thrived.
- The Hyksos took control of Egypt for 150 years, ending the Middle Kingdom, until Ahmose led an uprising that drove them out.

### Read to Write

After reading Section 2, write a paragraph that summarizes what you remember about Egyptian leaders, religion, and way of life in the Old Kingdom.



▲ Tutankhamen's gold mask

## 3 Apply It!

As you read this chapter, practice summarizing. Stop after each section and write a brief summary.

# Section

# 1

# The Nile Valley

## Guide to Reading



### History Social Science Standards

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

### Looking Back, Looking Ahead

In Chapter 1, you learned about early civilizations in Mesopotamia. At about the same time, another civilization was forming near the Nile River. We call this civilization ancient Egypt.

### Focusing on the Main Ideas

- The Egyptian civilization began in the fertile Nile River valley, where natural barriers discouraged invasions. (page 157)
- The Egyptians depended on the Nile's floods to grow their crops. (page 159)
- Around 3100 B.C., Egypt's two major kingdoms, Upper Egypt and Lower Egypt, were combined into one. (page 161)
- Egyptian society was divided into social groups based on wealth and power. (page 163)

### Locating Places

- Egypt** (EE•jihpt)
- Nile River** (NYL)
- Sahara** (suh•HAR•uh)

### Content Vocabulary

- cataract** (KA•tuh•RAKT)
- delta** (DEHL•tuh)
- papyrus** (puh•PY•ruhs)
- hieroglyphics** (HY•ruh•GLIH•fihks)
- dynasty** (DY•nuh•stee)

### Academic Vocabulary

- feature** (FEE•chuhr)
- technology** (teh•NAH•luh•jee)
- labor** (LAY•buhr)

### Reading Strategy

**Organizing Information** Create a diagram to describe Egyptian irrigation systems.



NATIONAL GEOGRAPHIC

## Where & When?



5000 B.C.

**c. 5000 B.C.**  
Agriculture begins along Nile River

4000 B.C.

**c. 4000 B.C.**  
Egypt is made up of two kingdoms

3000 B.C.

**c. 3100 B.C.**  
Narmer unites Egypt



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

**WH6.2.1** Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.

## Settling the Nile

**Main Idea** The Egyptian civilization began in the fertile Nile River valley, where natural barriers discouraged invasions.

**Reading Connection** Did you know that the Nile River is longer than the Amazon, the Mississippi, and every other river in the world? Read on to learn when ancient peoples first moved to its fertile banks.

Between 6000 B.C. and 5000 B.C., hunters and food gatherers moved into the green Nile River valley from less fertile areas of Africa and southwest Asia. They settled down, farmed the land, and created several dozen villages along the riverbanks. These people became the earliest Egyptians.

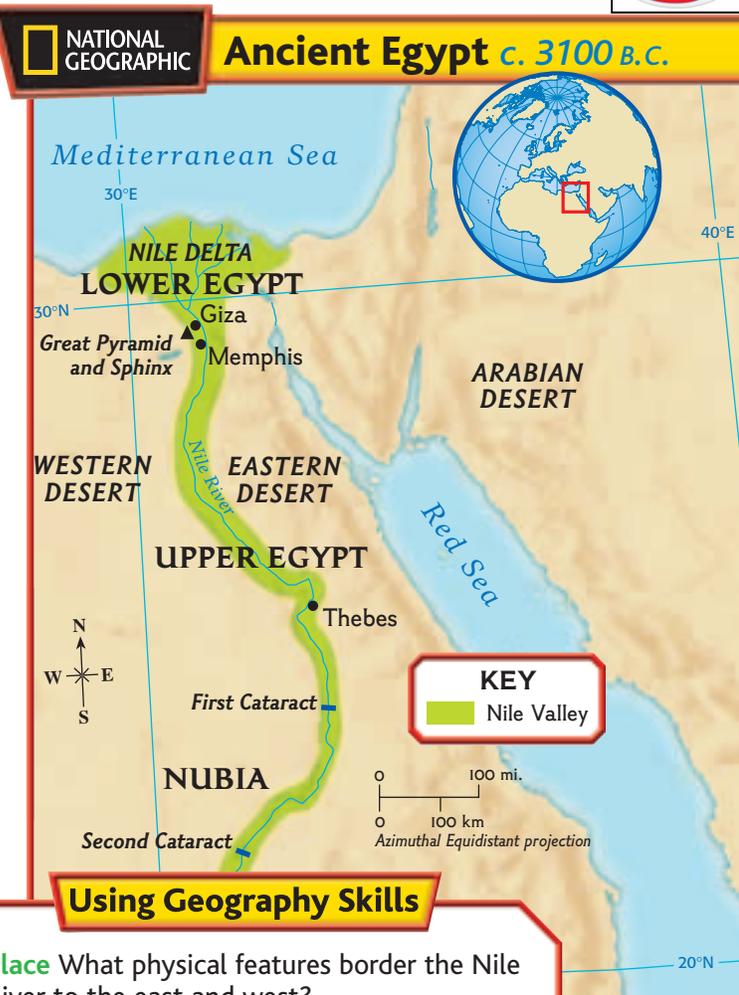
**A Mighty River** Although **Egypt** (EE•jihpt) was warm and sunny, the land received little rainfall. For water, the Egyptians had to rely on the **Nile River** (NYL). They drank from it, bathed in it, and used it for farming, cooking, and cleaning. The river provided fish and supported plants and animals. To the Egyptians, the Nile was a precious gift. They praised it in a song: “Hail O Nile, who comes from the earth, who comes to give life to the people of Egypt.”

Even today, the Nile inspires awe. It is the world’s longest river, flowing north from mountains in the heart of Africa to the Mediterranean Sea. This is a distance of some 4,000 miles (6,437 km). Traveling the length of the Nile would be like going from Georgia to California, and then back again.

The Nile begins as two separate rivers. One river, the Blue Nile, has its source in the mountains of eastern Africa. The other, the White Nile, starts in marshes in central Africa. The two rivers meet and form the Nile just south of Egypt. There, narrow cliffs and boulders in the Nile

form wild rapids called **cataracts** (KA•tuh•RAKTS). Because of the cataracts, large ships can use the Nile only for its last 650 miles (1,046 km), where it flows through Egypt.

**A Sheltered Land** In Egypt, the Nile runs through a narrow, green valley. Look at the map below. You can see that the Nile looks like the long stem of a flower. Shortly before the Nile reaches the Mediterranean Sea, it divides into different branches that look like the flower’s blossom. These branches fan out over an area of fertile soil called a **delta** (DEHL•tuh).



### Using Geography Skills

- Place** What physical features border the Nile River to the east and west?
- Human/Environment Interaction** How might these features have influenced how ancient Egyptians viewed the Nile?

Find NGS online map resources @ [www.nationalgeographic.com/maps](http://www.nationalgeographic.com/maps)





▲ Today, the Nile River valley makes up only about 3 percent of Egypt's land, yet most Egyptians live and work in the area. *How did Egypt's physical setting support settlements and early civilization?*

On both sides of the Nile Valley and its delta, deserts unfold as far as the eye can see. To the west is a vast desert that forms part of the **Sahara** (suh • HAR • uh), the largest desert in the world. To the east, stretching to the Red Sea, is the Eastern Desert. In some places, the change from green land to barren sand is so abrupt that a person can stand with one foot in each.

The ancient Egyptians called the deserts “the Red Land” because of their burning heat. Although these vast expanses could not support farming or human life, they did serve a useful purpose: they kept outside armies away from Egypt’s territory.

Other geographic **features** also protected the Egyptians. To the far south, the Nile’s dangerous cataracts blocked enemy boats from reaching Egypt. In the north, the delta marshes offered no harbors for invaders approaching from the sea. In this regard, the Egyptians were luckier than the

people of Mesopotamia. In that region, few natural barriers protected the cities. The Mesopotamians constantly had to fight off attackers, but Egypt rarely faced threats. As a result, Egyptian civilization was able to grow and prosper.

Despite their isolation, the Egyptians were not completely closed to the outside world. The Mediterranean Sea bordered Egypt to the north, and the Red Sea lay beyond the desert to the east. These bodies of water gave the Egyptians a way to trade with people outside Egypt.

Within Egypt, people used the Nile for trade and transportation. Winds from the north pushed sailboats south. The flow of the Nile carried them north. Egyptian villages thus had frequent, friendly contact with one another, unlike the hostile relations between the Mesopotamian city-states.

**Reading Check Summarize** Describe the physical environment in Egypt.





**WH6.2.1** Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations. **WH6.2.2** Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power. **WH6.2.9** Trace the evolution of language and its written forms.

## The River People

**Main Idea** The Egyptians depended on the Nile's floods to grow their crops.

**Reading Connection** When you hear about floods, do you picture terrible damage and loss of life? Read on to learn why the Egyptians welcomed, rather than feared, the flooding of the Nile.

In Chapter 1, you learned that the people of Mesopotamia had to tame the floods of the Tigris and Euphrates Rivers in order to farm. They learned to do so, but the unpredictable rivers remained a constant threat.

**Regular Flooding** Like the Mesopotamians, the Egyptians also had to cope with river floods. However, the Nile floods were much more consistent and gentle than those of the Tigris and the Euphrates. As a result, the Egyptians were able to farm and live securely. They did not worry that sudden, heavy overflows would destroy their homes and crops, or that too little flooding would leave their fields parched.

Every spring, heavy rains from central Africa and melting snows from the highlands of East Africa added to the waters of the Nile as it flowed north. From July to October, the Nile spilled over its banks. When the waters went down, they left behind a layer of dark, fertile silt, or mud. Because of these deposits, the Egyptians called their land *Kemet* (KEH•meht), "the Black Land."

**How Did the Egyptians Use the Nile?** The Egyptians took advantage of the Nile's floods to become successful farmers. They planted wheat, barley, and flax seeds in the wet, rich soil. Over time, they grew more than enough food to feed themselves and the animals they raised.

One reason for their success was the wise use of irrigation. Egyptian farmers first dug basins, or bowl-shaped holes, in the earth to trap the floodwaters. The farmers then dug canals to carry water from the basins to fields beyond the river's reach. The Egyptians also built dikes, or earthen banks, to strengthen the basin walls.

In time, Egyptian farmers developed other **technology** to help them in their work. For example, they used a shadoof (shuh•DOOF), a bucket attached to a long pole, to lift water from the Nile to the basins. Many Egyptian farmers still use this device today.

### Primary Source

#### "Hymn to the Nile"

This passage is part of a hymn written around 2100 B.C. It shows how important the Nile River was to the people of ancient Egypt.

"You create the grain, you bring forth the barley, assuring perpetuity [survival] to the temples. If you cease your toil and your work, then all that exists is in anguish."

—author unknown, "Hymn to the Nile"



▲ A shadoof

### DBQ Document-Based Question

How does this hymn show that the ancient Egyptians thought of the Nile as sacred?



Early Egyptians also developed geometry to survey, or measure, land. When floods washed away boundary markers dividing one field from the next, the Egyptians surveyed the fields again to see where one began and the other ended.

Egyptians used **papyrus** (puh•PY•ruhs), a reed plant that grew along the Nile, to make baskets, sandals, and river rafts. Later, they used papyrus for papermaking. They did this by cutting strips from the stalks of the plant. Then they soaked them in water, pounded them flat, dried them, and then joined them together to make paper.

**What Were Hieroglyphics?** The Egyptians used their papyrus rolls as writing paper. Like the people of Mesopotamia, the Egyptians developed their own system of writing. Originally, it was made up of thousands of picture symbols. Some symbols

stood for objects and ideas. To communicate the idea of a boat, for example, a scribe would draw a boat. Later, Egyptians created symbols that stood for sounds, just as the letters of our alphabet do. Combining both picture symbols and sound symbols created a complex writing system that was later called **hieroglyphics** (HY•ruh•GLIH•fihks).

In ancient Egypt, few people could read and write. Some Egyptian men, however, went to special schools located at Egyptian temples to study reading and writing and learn to become scribes. Scribes kept records and worked for the rulers, priests, and traders. Scribes also painstakingly carved hieroglyphics onto stone walls and monuments. For everyday purposes, scribes invented a simpler script and wrote or painted on papyrus.

**Reading Check Explain** How did living on the banks of the Nile help farmers?

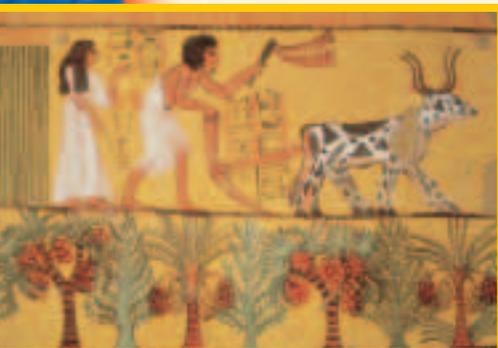
(b)Giraudon/Art Resource, NY. (f)Gianni Dagli Orti/CORBIS



## The Way It Was

### Focus on Everyday Life

**From Farming to Food** Harvesting wheat and turning it into bread was vital to the ancient Egyptians. Some people were full-time farmers, but many others were drafted by the government to help during busy seasons.



▲ Tomb painting showing Egyptian man and woman plowing and planting



▲ Tomb painting showing wheat being harvested

The process began as men cut the wheat with wooden sickles and women gathered it into bundles. Animals trampled the wheat to separate the kernels from the husks. The grain was then thrown into the air so the wind would carry away the lightweight seed coverings. Finally, the grain was stored in silos for later use.



**WH6.2.2** Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.

**WH6.2.6** Describe the role of Egyptian trade in the eastern Mediterranean and Nile valley.

©Caroline Penn/CORBIS, (others) Kenneth Garrett

## A United Egypt

**Main Idea** Around 3100 B.C., Egypt's two major kingdoms, Upper Egypt and Lower Egypt, were combined into one.

**Reading Connection** What types of services does your local government provide? Read on to find out about the government in ancient Egypt.

In Egypt, as in Mesopotamia, skillful farming led to surpluses—extra amounts—of food. This freed some people to work as artisans instead of farmers. They wove cloth, made pottery, carved statues, or shaped copper into weapons and tools.

As more goods became available, Egyptians traded with each other. Before long, Egyptian traders were carrying goods beyond Egypt's borders to Mesopotamia. There they may have picked up ideas about writing and government.

**The Rise of Government** The advances in farming, crafts, and trade created a need for government in Egypt. Irrigation systems had to be built and maintained, and surplus grain had to be stored and passed out in times of need. In addition, disputes over land ownership had to be settled. Gradually, government emerged to plan and to direct such activities.

The earliest rulers were village chiefs. Over time, a few strong chiefs united groups of villages into small kingdoms. The strongest of these kingdoms eventually overpowered the weaker ones. By 4000 B.C., Egypt was made up of two large kingdoms. In the Nile delta was Lower Egypt. To the south, upriver, lay Upper Egypt. About 3100 B.C., Narmer (NAR•muhr), the king of Upper Egypt, led his armies north and took control of Lower Egypt. The two kingdoms became unified.

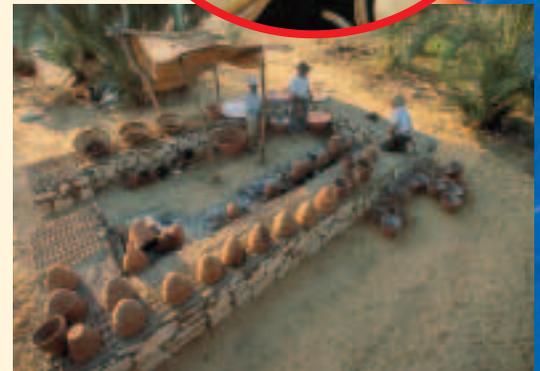


◀ Wheat being harvested today

Baking bread in pots ▶



Turning grain into bread was a long process. Women ground the grain into flour, then men pounded it until it became very fine. For the wealthy, seeds, honey, fruit, nuts, and herbs were added to the dough for flavor. Unfortunately, it was almost impossible to keep small stones and sand out of the flour. As a result, many Egyptians developed tooth decay as these particles wore down their tooth enamel.



▶ A replica of an ancient Egyptian bakery

### Connecting to the Past

1. How did the government ensure that enough people were available to harvest the wheat?
2. Why do you think seeds, fruit, and other additives were reserved for the wealthy?



## Comparing Mesopotamia to Egypt

	Mesopotamia	Egypt
<b>Natural Defenses</b>	Flat mud plains; few natural defenses	Many defenses: Nile delta, Sahara, Eastern Desert, and cataracts
<b>Rivers</b>	Tigris and Euphrates Rivers	Nile River
<b>Floods</b>	Unpredictable, and a constant threat to the people	Dependable and regular; not feared
<b>Economy</b>	Farming and trade	Farming and trade
<b>Government</b>	City-state led by kings and priests; eventually empires formed	Villages led by chiefs, then united into kingdoms; kingdoms later united and ruled by pharaohs
<b>Work of Artisans</b>	Metal products, pottery, cloth	Metal products, pottery, cloth
<b>Advances</b>	<ul style="list-style-type: none"> <li>• Cuneiform writing</li> <li>• Number system based on 60</li> <li>• 12-month calendar</li> <li>• Wagon wheel, plow, sailboat</li> </ul>	<ul style="list-style-type: none"> <li>• Hieroglyphic writing</li> <li>• 365-day calendar</li> <li>• Number system based on 10, and fractions</li> <li>• Medicine and first medical books</li> </ul>

### Understanding Charts

The civilizations of both Mesopotamia and Egypt depended on rivers for fertile lands and irrigation.

1. Which civilization had greater natural defenses? Explain.
2. **Compare** Use the chart to compare the governments of the two civilizations.

**Egypt's Ruling Families** Narmer ruled from Memphis, a city he built on the border between the two kingdoms. Memphis developed into a center of culture and power along the Nile.

To symbolize the kingdom's unity, Narmer wore a double crown. The helmet-like white crown represented Upper Egypt, and the open red crown represented Lower Egypt.

Narmer's united kingdom held together long after his death. Members of his family passed the ruling power from father to son to grandson. Such a line of rulers from one family is called a **dynasty** (DY•nuh•stee). When one dynasty lost control of the kingdom, another took its place.

Over time, ancient Egypt would be ruled by 31 dynasties, which together lasted an estimated 2,800 years. Historians group Egypt's dynasties into three main time periods called kingdoms. The earliest period, the Old Kingdom, was followed by the Middle Kingdom and then the New Kingdom. Each marked a long period of strong leadership and stability.

**Reading Check Explain** How were the kingdoms of Upper and Lower Egypt combined?





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

**WH6.2.3** Understand the relationship between religion and the social and political order in Mesopotamia and Egypt.

## Early Egyptian Life

**Main Idea** Egyptian society was divided into social groups based on wealth and power.

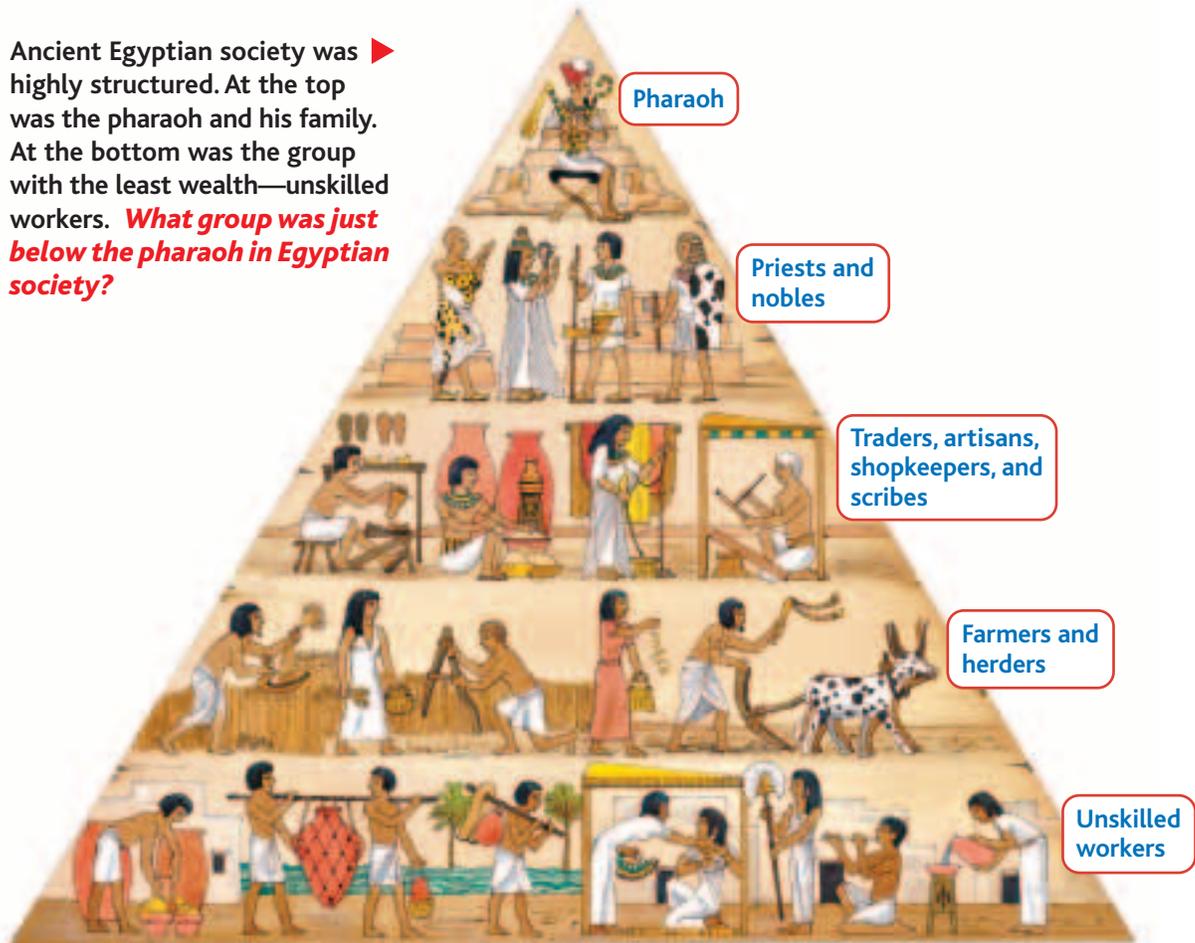
**Reading Connection** Did you play with dolls or balls when you were young? Egyptian children did too. Keep reading for more details about the Egyptians' daily life.

If you made a diagram of the different social groups or classes in ancient Egypt, you would find that they make a pyramid shape. At the top was the king and his family. Beneath that level was a small upper class of priests, army commanders, and nobles. Next came a larger base of skilled middle-class people, such as scribes, traders, and artisans. At the bottom was the largest group—unskilled workers and farmers.

**Egypt's Social Classes** Egypt's upper class was made up of nobles, priests, and other wealthy Egyptians who worked as the government officials. They lived in cities and on large estates along the Nile River. They had elegant homes made of wood and mud bricks, with beautiful gardens and pools filled with fish and water lilies. Wealthy families had servants to wait on them and to perform household tasks. The men and women dressed in white linen clothes and wore heavy eye makeup and jewelry.

Egypt's middle class included people who ran businesses or produced goods. They lived in much smaller homes and dressed more simply. Artisans formed an important group within the middle class. They produced linen cloth, jewelry, pottery, and metal goods.

Ancient Egyptian society was highly structured. At the top was the pharaoh and his family. At the bottom was the group with the least wealth—unskilled workers. **What group was just below the pharaoh in Egyptian society?**





Farmers were part of the largest group of early Egyptians. Some rented their land from their ruler, paying him with a large portion of their crops. Most worked the land of wealthy nobles. They lived in villages along the Nile, in one-room huts with roofs made of palm leaves. They had a simple diet of bread, beer, vegetables, and fruit.

Many of Egypt's city dwellers were unskilled workers who did physical **labor**. Some unloaded cargo from boats and carried it to markets. Others made and stacked mud bricks for buildings. Workers lived in crowded city neighborhoods. They had small mud-brick homes with hard-packed dirt floors and a courtyard for the family's animals. On the flat rooftops, families talked, played games, and slept. Women worked on the rooftops, drying fruit, making bread, and weaving cloth.

**Family Life** In ancient Egypt, the father headed the family. However, Egyptian women had more rights than females in most other early civilizations. In Egypt, women could own and pass on property. They could buy and sell goods, make wills, and obtain divorces. Upper-class women were in charge of temples and could perform religious ceremonies.

Few Egyptians sent their children to school. Mothers taught their daughters to sew, cook, and run a household. Boys learned farming or skilled trades from their fathers. Egyptian children had time for fun, as well. They played with board games, dolls, spinning tops, and stuffed leather balls.

**Reading Check Identify** How was Egyptian society organized?

## Section 1 Review

**History online**  
**Study Central** Need help understanding the rise of Egyptian civilization? Visit [ca.hss.glencoe.com](http://ca.hss.glencoe.com) and click on Study Central.

### Reading Summary

#### Review the Main Ideas

- The deserts on either side of the Nile Valley, along with the Nile cataracts and delta marshes, protected Egypt from invaders.
- The Egyptians became successful farmers using the Nile River's floods and irrigation.
- About 3100 B.C., Narmer united Lower Egypt and Upper Egypt.
- Egypt's society was divided into upper-class priests and nobles, middle-class artisans and merchants, and lower-class workers and farmers.

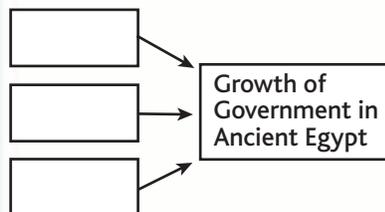
### What Did You Learn?

1. What is papyrus and how did the Egyptians use it?
2. What rights did women have in ancient Egypt?

#### Critical Thinking

3. **Cause and Effect** Draw a diagram to show three things that led to the growth of government in ancient Egypt.

CA HI.2.



4. **The Big Ideas** How did the geography of the Nile River valley lead to the growth of a civilization there? **CA CS1.**
5. **Draw Conclusions** How do Egyptian hieroglyphics help us learn about their society and culture? **CA HR.4.**
6. **Analyze** What was the significance of Narmer's double crown? **CA HI.1.**
7. **Researching Summarizing** Using what you have learned in this section, summarize the yearly cycle of the Nile River. Be sure to describe how this cycle affected farmers in ancient Egypt. **CA 6RC.2.4**