

## Essential Question Preview

**How did the geography of the Fertile Crescent and the Nile Valley lead to the development of advanced civilizations?**

Have the students consider the Essential Question and capture their initial responses.

## Explore the Essential Question

- Discuss how a reliable source of fresh water can affect patterns of human settlement and the way of life in a region.
- Describe how access to the natural resources of the Fertile Crescent encouraged growth and innovation in society.

Encourage students to keep the Essential Question in mind as they work through the module. Help students plan inquiries and develop their own supporting questions such as:

*What are two ways that being near rivers helps civilizations to thrive?*

*How does having a reliable source of fresh water make a civilization more stable?*

You may want to assign students to write a short essay in response to the Essential Question when they complete the module. Encourage students to use their notes and responses to inform their essays.

## Explore the Online Video

### ONLINE ANALYZE VIDEOS

#### Seven Wonders of the World

Invite students to watch the video to learn about the Hanging Gardens of Babylon.

**Geography** How did the Babylonians grow the hanging gardens in a desert climate? *They used a rotating spiral screw to pump water from the Euphrates River.*

#### Lesson 1 Big Idea

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

#### Main Ideas

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

#### Lesson 2 Big Idea

The Sumerians developed the first civilization in Mesopotamia.

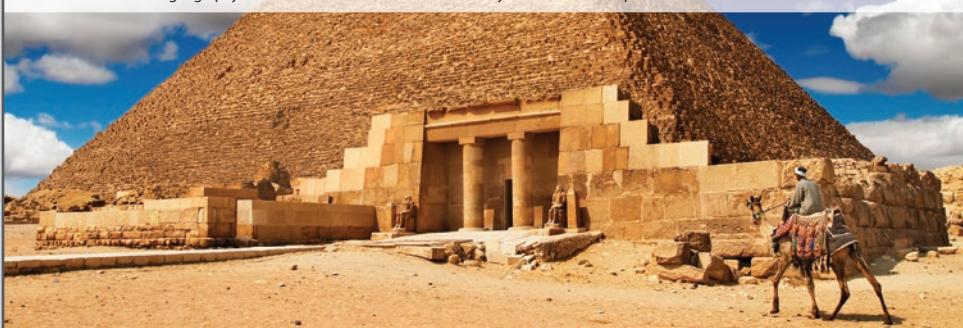
Module 18

# Early Civilizations of the Fertile Crescent and the Nile Valley



## Essential Question

How did the geography of the Fertile Crescent and the Nile Valley lead to the development of advanced civilizations?



**About the Photo:** During the Old Kingdom, ancient Egyptians built three pyramids in Giza, a plateau on the west bank of the Nile River in Northern Egypt. The Great Pyramid, seen here, was built for the pharaoh Khufu and is the oldest and largest of the three.

### Explore ONLINE!



#### VIDEOS, including ...

- Seven Wonders of the World
- The Persians
- Secrets of the Mummies

- Document-Based Investigations
- Graphic Organizers
- Interactive Games
- Image Carousel: Civilizations Develop
- Interactive Map: Babylonian and Assyrian Empires
- Image with Hotspots: Temple of Karnak

In this module, you will learn how the world's oldest civilizations developed in the region of the Mesopotamia. You will learn how ancient Egyptian civilization developed along the Nile River and discover the connections between Egypt and Kush.

#### What You Will Learn

<b>Lesson 1: Geography and River Valley Civilizations</b> . . . . .	579
<i>The Big Idea</i> The valleys of the Tigris and Euphrates rivers were the site of the world's first civilizations.	
<b>Lesson 2: Sumerian Civilization</b> . . . . .	584
<i>The Big Idea</i> The Sumerians developed the first civilization in Mesopotamia.	
<b>Lesson 3: Later Peoples of the Fertile Crescent</b> . . . . .	593
<i>The Big Idea</i> After the Sumerians, many cultures ruled parts of the Fertile Crescent.	
<b>Lesson 4: Geography and the Nile Valley Kingdoms</b> . . . . .	599
<i>The Big Idea</i> Egyptian civilization developed in the Nile Valley, and Egyptian government and religion were closely connected during the Old Kingdom.	
<b>Lesson 5: The Middle and New Kingdoms</b> . . . . .	609
<i>The Big Idea</i> During the Middle and New Kingdoms, order was restored in Egypt, and Egyptians made lasting achievements in writing, art, and architecture.	
<b>Lesson 6: Kingdoms of Kush</b> . . . . .	619
<i>The Big Idea</i> The kingdoms of Kush, which arose south of Egypt, developed advanced civilizations with large trading networks.	

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#### Main Ideas

- The Sumerians created the world's first advanced society.
- Religion played a major role in Sumerian society.
- The Sumerians invented the world's first writing system.
- Advances and inventions changed Sumerian lives.
- Many types of art developed in Sumer.

#### Lesson 3 Big Idea

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

#### Main Ideas

- The Babylonians conquered Mesopotamia and created a code of law.
- Invasions of Mesopotamia changed the region's culture.

- The Phoenicians built a trading society in the eastern Mediterranean region.

#### Lesson 4 Big Idea

Egyptian civilization developed in the Nile Valley, and Egyptian government and religion were closely connected during the Old Kingdom.

#### Main Ideas

- Egypt was called the gift of the Nile because the Nile River was so important.
- Civilization developed after people began farming along the Nile River.
- Strong kings unified all of ancient Egypt.
- Life in the Old Kingdom was influenced by pharaohs, roles in society, and trade.
- Religion shaped Egyptian life.
- The pyramids were built as tombs for Egypt's pharaohs.



**Geography** The fertile land along the Nile River drew early people to the region. Cities are still found along the Nile today.



**Empires** The world's first empires were formed in the Fertile Crescent. Soldiers from these empires wore bronze helmets like this one.

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## Lesson 5 Big Idea

During the Middle and New Kingdoms, order was restored in Egypt, and Egyptians made lasting achievements in writing, art, and architecture.

### Main Ideas

- The Middle Kingdom was a period of stable government between periods of disorder.
- The New Kingdom was the peak of Egyptian trade and military power, but its greatness did not last.
- Work and daily life differed among Egypt's social classes.
- Egyptian writing used symbols called hieroglyphics.
- Egypt's temples and tombs were lavishly decorated.

## Lesson 6 Big Idea

The kingdoms of Kush, which arose south of Egypt, developed advanced civilizations with large trading networks.

### Main Ideas

- Geography helped early Kush civilization develop in Nubia.
- Kush and Egypt traded, but they also fought.
- Later Kush became a trading power with a unique culture.
- Both internal and external factors led to the decline of Kush.

## Explore the Images

**The Pyramids at Giza** The complex at Giza includes three large pyramids, three smaller ones, and the statue of the Sphinx. Although they are weathered to a buff sandy color now, the pyramids were originally covered in gleaming slabs of polished white limestone.

**Geography** The Nile River brought northern Africa to life. Ask students why cities were built along the Nile.

**Empires** New techniques in metallurgy led to stronger weapons and armor. Ask students how this helped empires form.

**Society** Egypt influenced Kush, but Kushite society and culture were also unique.

### Analyze Visuals

What advances do you see in these photos? *ability to make bronze; ability to work metal; ability to create art; ability to create large architectural monuments; ability to write*

## ► Online Module Flip Cards

Use the flip cards as a whole class activity or in student pairs to preview the module's Key Terms and Places. Students can guess the meaning of each word, then review its definition, or do the reverse, using the flip card's toggle button to switch from "Term" to "Definition" mode. Students can also use the flip cards at the end of the module as a review tool before taking the Module Assessment.

## ► Online Map Activity

Students can use this activity to review some of the locations discussed in this module. To complete, have students drag each label to the correct location on the map.



# Reading Social Studies

## Reading Social Studies

### READING FOCUS

#### Paraphrase

Write the word “paraphrase” on the board. Ask for volunteers to explain what the word means to them. Have students work with a partner to come up with a list of advantages to paraphrasing the material they are reading. Lists might include:

- It helps them to determine the main ideas.
- It makes them realize if there are any words they do not understand.
- It increases the chances they will remember the information longer.

Have partners share their lists with the class.

#### You Try It!

Read the following passage, and then write a paraphrase using the steps described above.

*Answers will vary. Possible answer: Farmers used watering to grow more food. They grew much more than they needed. They also watered the grass where cows and sheep ate. This gave them many different kinds of foods. They had fish, meat, wheat, barley, and dates to eat.*

#### Paraphrase

### READING FOCUS

When you paraphrase, you explain someone else’s idea in your own words. When you put an idea in your own words, you will understand it better and remember it longer. To paraphrase a passage, first read it carefully. Make sure you understand the main ideas. Then, using your own words, restate what the writer is saying. Keep the ideas in the same order, and focus on using your own, familiar vocabulary. Your sentences may be shorter and simpler, but they should match the ideas in the text. Below is an example of a paraphrased passage.

Original Text	Paraphrase
Priests, people who performed or led 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.	Priests hold the religious services, so people respect them. People want the priests to help them get on the gods' good side. Priests do this by explaining what the gods want and by making offerings. They make offerings in a special building where they lead services.

#### To paraphrase:

- Understand the ideas.
- Use your own words.
- Keep the same order.
- Make it sound like you.
- Keep it about the same length.

#### YOU TRY IT!

Read the following passage, and then write a paraphrase using the steps described above.

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.

**As you read this module,** practice paraphrasing passages to help you remember the text longer.



# Geography and River Valley Civilizations



## Online Lesson 1 Enrichment Activities

### **Early Civilizations**

**Article** Students investigate recent archaeological research into the oldest known civilizations and then write a paragraph explaining how a specific discovery affects our evolving understanding of the past.

### **Life on the River**

**Article** Students consider how life on a river affects people's lives and then write a story from the perspective of a farming family living in the Fertile Crescent.

# Geography and River Valley Civilizations

## The Big Idea

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

## Main Ideas

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

## Key Terms

Fertile Crescent  
silt  
civilization  
irrigation  
canals  
surplus  
division of labor

## If YOU lived there ...

You are a farmer in Southwest Asia about 6,000 years ago. You live near a slow-moving river that has 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?

## 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 the **Fertile Crescent**, a large arc of rich, or fertile, farmland. As you can see on the map, the Fertile Crescent extends from the Persian Gulf to the Mediterranean Sea.

In ancient times, Mesopotamia was made of two parts. Northern Mesopotamia was a plateau bordered on the north and the east by mountains. The southern part of 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 found that they could plant seeds to grow food.

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## Teach the Big Idea

### 1. Whole Class Open/Introduction

#### If YOU lived there ...

#### How can you control the waters of the river?

Review the river scenario with students and lead a class discussion around responses to the question. Remind students that all responses are valid as long as they are supported with valid reasoning. You may wish to review the following points to frame your discussion.

#### Consider BLOCKING the water:

- make the riverbank higher
- block the river upstream
- build a protective wall around the village

#### Consider REROUTING the water.

- dig a network of ditches leading from the river to your fields
- dig a new path for the river around the village

### 2. Direct Teach

Introduce the Big Idea: *The valleys of the Tigris and Euphrates rivers were the site of the world's first civilization.* Remind students that the world's first civilizations developed in the valleys of the Tigris and Euphrates Rivers. Ask: If you were a farmer around 6,000 to 8,000 years ago, what do you think might cause you to choose to settle in this region? Write student responses on the board.

### 3. Practice/Assess/Inquire

Have each student create a proposal to the United Nations requesting a memorial or historical marker for Mesopotamia. Have students explain why they believe there should be a memorial and what significance Mesopotamia has to history. Remind students to cite specific accomplishments from the lesson and to use persuasive language in their proposals.

### 4. Explore (Collaborative Exploration)

Ask students to exchange their completed proposals with one another and discuss their work as they review the lesson.

### 5. Whole Group Close/Reflect

Have students draw sketches of what their proposed memorials or markers might look like and describe where they could be located.

\*Alternative Assessment Handbook, Rubrics 3: Artwork; and 43: Writing to Persuade

## ONLINE DOCUMENT-BASED INVESTIGATION

### Early Civilizations of the Fertile Crescent and the Nile Valley

The First Farmers is the first of six document-based investigations that students will analyze in Early Civilizations of the Fertile Crescent and the Nile Valley. Students examine rudimentary Mesopotamian farming tools and speculate about their use.

## Teach the Main Idea

The rivers of Southwest Asia supported the growth of civilization.

**Identify** What does *Mesopotamia* mean? *between the rivers* On what rivers did Mesopotamia develop? *the Tigris and Euphrates Rivers*

**Explain** What is the Fertile Crescent? *a large arc of rich farmland extending from the Persian Gulf to the Mediterranean Sea*

**Summarize** When and how were farming settlements established in Mesopotamia? *By 7000 BC people were growing crops along the Tigris and Euphrates Rivers and had formed small settlements there.*

## More About ...

**Connect to Today** The Tigris and Euphrates Rivers are considered exotic rivers, meaning that they begin in humid regions and then flow across dry areas. Both rivers begin in the mountains of Asia Minor and flow to the Persian Gulf. As they flow through Iraq, they join together in a single channel, 120 miles (193 km) long, known as the Shatt al-Arab.

**Mesopotamian Boats** The ancient Mesopotamians used boats for transportation, but not a lot is known about them. Small models in tombs and gravesites are one indication of what their boats looked like. One example is a baked-clay boat with benches, apparently for rowing. Other models or artistic depictions show boats made of bundles of river reeds waterproofed with tar. The Greek historian Herodotus described circular boats on the Euphrates made of animal hides.

## ONLINE GRAPHIC ORGANIZER

### Geography and River Valley Civilizations

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

**Analyze Effects** What happened that allowed people to divide labor and trade? *People learned to control water so they could have a reliable food source and create a food surplus. This allowed people to focus on work other than farming.*

## ONLINE LESSON FLIP CARDS

### Review Key Terms and Places

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and places: **Fertile Crescent, silt, civilization, irrigation, canals, surplus, division of labor.**

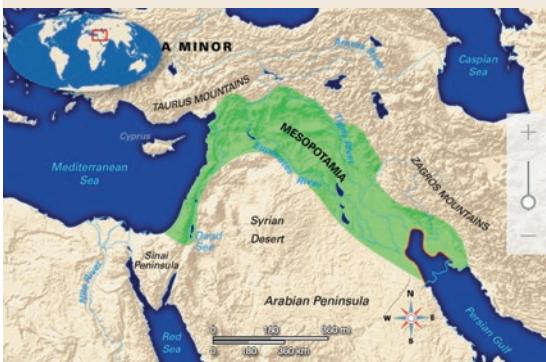
## ONLINE INTERACTIVE MAPS

### The Fertile Crescent

Have students explore the map using the interactive features and answer the associated questions.

**Movement** In what general direction do the Tigris and Euphrates Rivers flow on their way to the Persian Gulf? *southeast*

In print edition, see map of same title.



They began forming semi-sedentary settlements. This meant they would settle in one area for part of the year to grow food. The rest of the year they would hunt and gather in other areas.

People eventually became better at growing food. They created tools to help them farm, such as sickles made from flint or clay to harvest crops. Being able to produce food greatly changed how people lived. After a while, people no longer needed to migrate in search of food. They began building permanent settlements so they could raise their crops. This change was so great that historians call the shift from migrating to find food to building settlements to produce food the Neolithic Revolution.

The first farm settlements were formed in Mesopotamia as early as 7000 BC. 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. There, 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.

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## CRITICAL THINKING

### Cause and Effect Posters

- Discuss with students the reasons why Mesopotamia was the site of the world's first civilization. Ask students why hunter-gatherers might have decided to settle in the Fertile Crescent. Then discuss with students what the effects of settlement were in Mesopotamia. Encourage students to take notes about the discussion.
- Have each student briefly sketch a diagram that depicts the causes of settlement in the Fertile Crescent and the results of this settlement. Then have each student create a poster using illustrations to show the causes and effects of settlement in the Fertile Crescent. Remind students that their posters should be easy to understand.

- Ask volunteers to share their cause and effect posters with the class.

\*Alternative Assessment Handbook, Rubrics 33: Artwork; and 6: Cause and Effect

**Reading Check**  
Summarize  
What made  
civilization possible in  
Mesopotamia?

A **civilization** is an organized society within a specific area. Civilizations often include large cities in which different social classes of people live. Writing, formal education, art, and architecture are features of civilizations. In civilizations, governments are made up of leaders or family groups. The governments make decisions that help the civilization develop. These characteristics improve people's quality of life.

In an established civilization, a government makes economic decisions to help society develop. For example, as populations grow, decisions have to be made about how to effectively produce and distribute food.

## Farming and Cities

Although Mesopotamia had fertile soil, farming wasn't easy there. The region received little rain. This meant that water levels in the Tigris and Euphrates rivers depended on rainfall in eastern Asia Minor where the two rivers began. When a great amount of rain fell, water levels got very high. This flooding destroyed crops, killed livestock, and washed away homes. When water levels were too low, crops dried up. Farmers knew that they needed to develop 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 catch rainwater that fell to the north. 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 rivers' banks. These built-up banks held back floodwaters even when river levels were high.

### Historical Source

#### The First Farmers

Archaeologists use artifacts to learn more about life in ancient Mesopotamia. Bones, metals, and other materials were used to create tools for many different purposes in ancient Mesopotamia. Archaeologists believe that these sickles are from between 4700 BC and 4500 BC. They were found in what is now southern Iraq. These farming tools were made out of clay, an abundant resource in the area.



#### Analyze Visuals

How do you think these farming tools might have been used?

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## COLLABORATIVE LEARNING

### Creating a Farming Community

- Organize the class into small groups. On a sheet of paper, have each group sketch a small farming community in its early stages. Students may use icons for houses, water, and other features.
- Have groups introduce irrigation to their community. Ask students what adjustments they need to make to their village. Inform students that their village now has a food surplus. Ask groups how the village might change as a result. Have them add the changes to their drawings.

- Remind students that one result of a food surplus is the division of labor. Have groups decide how their community will develop as a result and revise their drawings.
- Drawings should gradually get larger, and students should see that their small community is becoming a city. Ask students what features they think are necessary for their city.

\*Alternative Assessment Handbook,  
Rubric 14: Group Activity

## Teach the Main Idea

New farming techniques led to the growth of cities.

**Explain** How did irrigation help farmers? *It provided a way of supplying water to fields and storing water for times of need.*

**Analyze** What effects did irrigation have on farming settlements? *It made farmers more productive, which led to a food surplus and less need for people to farm; these, in turn, led to a division of labor.*

**Make Inferences** How might big construction projects like the building of canals and large buildings lead to laws and government? *To keep workers organized and following the construction plan, structure and rules were needed, and these would lead to governments and laws.*

### ONLINE DOCUMENT-BASED INVESTIGATION

#### The First Farmers

Invite students to view the image of the tools used by early farmers and read the corresponding text to answer the corresponding question.

**Analyze Sources** How do you think these farming tools might have been used? *Possible answer: These tools may have been used to cut down weeds or grain.*

In print edition, see feature of same title.

#### DOCUMENT-BASED INVESTIGATION HISTORICAL SOURCE

#### The First Farmers

Archaeologists use artifacts to learn more about life in ancient Mesopotamia. Bones, metals, and other materials were used to create tools for many different purposes in ancient Mesopotamia. Archaeologists believe that these sickles are from between 4700 BC and 4500 BC. They were found in what is now southern Iraq. These farming tools were made out of clay, an abundant resource in the area.

### ONLINE INTERACTIVE VISUALS

#### Image Carousel: Civilizations Develop

Have students navigate through the carousel and note the different aspects of culture on display. You may wish to use the associated question as a discussion prompt.

**Analyze Visuals** About how long ago did humans develop the plow? *about 8,000 years ago*

### READING CHECK

**Summarize** What made civilization possible in Mesopotamia? *Tigris and Euphrates flooding left a fertile layer of soil for crops, which provided food for early settlements.*

For additional instruction, go to end of lesson.

## ONLINE ANALYZE VIDEOS

### The Persians

Have students watch the video individually or as a class. You may wish to use the associated question as a discussion prompt.



▶ PLAY VIDEO 2:04  
The Persians

## ONLINE INTERACTIVE CHARTS

### Process Steps: Irrigation and Civilization

Have students navigate through the carousel and note the different aspects of culture on display.

Settlements Near Rivers

People Build Canals

Irrigation

Surplus Foods

### READING CHECK

**Analyze** Why did the Mesopotamians create irrigation systems? *to protect against damage from too much or too little water and to ensure a stable supply of water for crops and livestock*

### 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.



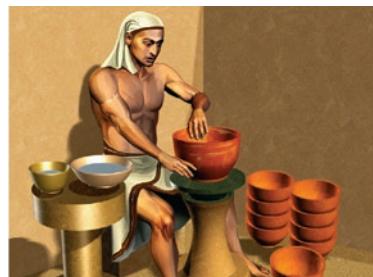
1. Early settlements in Mesopotamia were located near rivers. Water was not controlled, and flooding was a major problem.



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



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, such as making clay pots or tools.

**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**.

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### ADVANCED/GIFTED

#### Changing the Environment

1. Have students use library and Internet resources to research how irrigation used by ancient peoples in Mesopotamia affected the environment.
2. Ask students to prepare oral presentations to give to the class.
3. After students have given their presentations, lead a class discussion on the positive and negative effects of the use of irrigation in ancient Mesopotamia. Then discuss how people change the environment today and what the positive and negative effects of these changes might be.

\*Alternative Assessment Handbook, Rubrics 24: Oral Presentations; and 30: Research

### STRUGGLING READERS

#### Understand Key Vocabulary

1. Help students understand key vocabulary before they read the lesson. List the following terms on the board: *Fertile Crescent, silt, civilization, irrigation, canals, surplus, division of labor*.
2. Explain the meaning of each term to students, and give an example sentence using each word in context.
3. Then have students draw a picture that helps show the meaning of each term. Students can use the pictures to help them remember the meanings of the terms as they read the text.

\*Alternative Assessment Handbook, Rubric 3: Artwork

Having people available to work on different jobs meant that society could accomplish more. Large projects, such as raising buildings and digging irrigation systems, required specialized workers, managers, and organization. To complete these types of projects, Mesopotamian society needed to establish order. To do this, the Mesopotamians created structure and rules. These could be provided by laws and government.

**Appearance of Cities** Over time, Mesopotamian settlements grew both 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. Cities were the political, religious, cultural, and economic centers of civilization.



Settlements grew into cities and became the centers of civilizations.

**Summary and Preview** Mesopotamia's rich, fertile lands supported productive farming, which led to the development of cities. In the next lesson, you will learn about some of the first city builders.

**Reading Check**  
**Analyze Causes**  
Why did the Mesopotamians create irrigation systems?

**Lesson 1 Assessment**

**Review Ideas, Terms, and Places**

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

**Critical Thinking**

3. **Identify 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.



## Print Assessment

### Review Ideas, Terms, and Places

1. a. **Identify** Where was Mesopotamia? *in Southwest Asia, between the Tigris and Euphrates rivers*  
b. **Explain** How did the Fertile Crescent get its name? *It came from the arc of fertile land from the Mediterranean Sea to the Persian Gulf.*  
c. **Evaluate** What was the most important factor in making Mesopotamia's farmland fertile? *annual flooding of the Tigris and Euphrates*
2. a. **Describe** Why did farmers need to develop a system to control their water supply? *When the rivers flooded, crops, livestock, and homes were destroyed. Too little water ruined crops. Farmers needed a stable water supply for farming and raising livestock.*  
b. **Explain** In what ways did the Neolithic Revolution contribute to the creation of Mesopotamian civilization? *Possible answer: People began to create permanent settlements. Growing food led to food surpluses, which created a division of labor. People could work on large projects, which led to the creation of cities.*  
c. **Elaborate** How might managing large projects prepare people for running a government? *Both require specialized workers, organization, planning, and rules.*

### Critical Thinking

3. **Identify Cause and Effect** Farmers who used the rivers for irrigation were part of a series of causes and effects. Use a chart to show the conditions of this cause-effect chain. *Possible answers: build up riverbanks to hold back floodwaters; dig basins to hold excess water; build canals to connect basins to ditches; dig ditches to bring water to fields; use irrigation to water grazing areas*

## SPECIAL NEEDS STUDENTS

### Sequence Events

1. Make a large drawing of a sequence chart on the board. List several events related to the development of civilization in the Mesopotamia on the board in random order.
2. Identify the first event in the sequence and list it first in the sequence chart. Then have students take turns selecting the event that occurred next and entering this information in the graphic organizer.

3. After all events have been placed on the graphic organizer, ask students to discuss whether any other events should be added.

\*Alternative Assessment Handbook,  
Rubric 13: Graphic Organizer

## ► Online Assessment

1. Why is the area that includes Mesopotamia referred to as the Fertile Crescent?
  - The region supported large grasslands.
  - The region supported hunters and gatherers.
  - The region supported large herds of migrating animals.
  - The region supported early civilizations that farmed the land.

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

Mesopotamia is part of the region referred to as the Fertile Crescent because the land supported *early civilizations* .

2. Why was farming difficult in early Mesopotamia?
  - There were few farmers.
  - Steep mountains caused erosion.
  - The soil could not support many crops.
  - Periodic flooding caused crop damage.

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

Ancient Mesopotamia received little rainfall throughout most of the year; however, periodic heavy rainfall caused *flooding*  that destroyed crops and killed livestock.

3. **Analyze Information** How did human activity change during the Neolithic Revolution?

*Prior to the Neolithic Revolution, humans migrated in search of food. As humans discovered that they could grow food from seeds, small agricultural settlements were established that used domesticated animals to help till the soil. Over time, these settlements grew into civilizations that were run by governments that decided how food would be distributed among the populations.*

4. **Cause and Effect** How did improved farming methods lead to a division of labor in early Mesopotamian cities?

*Improvements in farming, such as irrigation, allowed farmers to produce more food. As a result, fewer people were needed as farmers and other occupations were developed. People became government workers, craftspeople, or religious leaders, and society was divided according to the jobs that they performed.*

## ADDITIONAL INSTRUCTIONAL MATERIALS

*continued from page 581*

### ENGLISH LANGUAGE LEARNERS

#### Mesopotamian Achievements

1. To help students demonstrate their knowledge about the rise of the Mesopotamian civilization, organize the class into pairs.
2. Explain that Mesopotamians made important achievements to build the civilization. Some of these achievements were farming, irrigation, organizing governments, and building cities.
3. Have each pair group write one sentence about each of these achievements and draw a picture for each one that includes details of that achievement. Students may use dictionaries, context clues, or their partners to clarify the meaning of new vocabulary.

\*Alternative Assessment Handbook, Rubric 1: Acquiring Information and Rubric 3: Artwork

### More About . . .

**Raw Materials** The people of Mesopotamia survived on resources provided by the Tigris and Euphrates rivers and the flat plains along the rivers. Wood, stone, and metal were almost nonexistent in the region. Without wood, buildings had to be made of clay bricks. Without stone, roads were difficult to maintain. However, by carefully using their water resources, people had enough vegetables, grains, fish, and livestock.

**Connect to Today: Drones and Irrigation** Irrigation is still a necessary part of farming. However, studies show that a lot of water is lost in sprinkler methods of irrigation: through evaporation, and through runoff before the water can reach the roots of plants. New methods of delivering water more slowly reduce the amount of water lost. A new technology involves the use of unmanned aerial vehicles (UAVs)—or drones—to monitor agricultural water use from the air. Farmers could use such information to apply water to different parts of a field at different rates precisely determined by the rate of use of the plants.



# Sumerian Civilization

- The City-State of Ur
- Sumerian Writing
- Ziggurat
- Sumerian Achievements

**LESSON 2**  
**Big Idea**  
The Sumerians developed the first civilization in Mesopotamia.

- **Biography:** Sargon
- Sumerian Clothing
- Sumerian Creation Myth
- Pictographic Writing

Visuals

Videos

Maps,  
Graphs, and  
Charts

Extend  
and Enrich

- **Map:** Sargon's Empire, c. 2330 BC

Sources

- **Document-Based Investigation:** The Standard of Ur

Assessment

- Key Terms Review
- Reading Check
- Graphic Organizer Activity
- Lesson Assessment

## ► Online Lesson 2 Enrichment Activities

### Sumerian Clothing

**Article** Students research Sumerian or Mesopotamian clothing facts and examples and then draw examples of men's and women's clothing.

### Sumerian Creation Myth

**Article** Students examine the Sumerian creation myth and flood story and then create a comic strip or picture book illustrating these ancient tales.

### Pictographic Writing

**Article** Students learn about the pictographic writing of the ancient Sumerians and then create a small pictographic language to compose a short note or message.



## Sumerian Civilization



### If YOU lived there ...

If YOU lived there ...

### How might you protect yourself from gods and spirits?

Review the scenario with students and lead a class discussion around responses to the question. Remind students that all responses are valid as long as they are supported with valid reasoning. You may wish to review the following points to frame your discussion.

#### Consider acting as a COMMUNITY:

- construct temples to honor them
- stage the necessary rituals
- follow the orders of the priests

#### Consider acting as an INDIVIDUAL:

- wear charms and amulets
- remain aware of your surroundings
- trust your instincts

**2. Direct Teach** Introduce the Big Idea: *The Sumerians developed the first civilization in Mesopotamia.* Ask students: What is a civilization? Are 20 families living in a small village a civilization? How about 500 people? What are some specific characteristics that make up a civilization?

**3. Practice/Assess/Inquire** Have students create a three-column chart on their own paper. In the first column, ask students to write down any headings, subheadings, or important terms from the lesson. In the second column, have students create as many questions about each term or heading in the first column as they can. Lastly, have students write the answers to their questions in the third column.

**4. Explore (Collaborative Exploration)** Have students cover the answer column with a sheet of blank paper as they review the answers to the questions from the lesson. Students may also quiz a partner.

**5. Whole Group Close/Reflect** Have students use their charts to create five multiple-choice questions about the lesson. Remind students to provide an answer key and an explanation of why each answer is correct.

\*Alternative Assessment Handbook, Rubric 37: Writing Assignments

### ONLINE DOCUMENT-BASED INVESTIGATION

#### Early Civilizations of the Fertile Crescent and the Nile Valley

The Standard of Ur is the second of six document-based investigations that students will analyze in Early Civilizations of the Fertile Crescent and the Nile Valley. As an advanced civilization, Sumerian society was divided into many different levels, from military heroes to musicians, as shown in the artifact.

### The Big Idea

The Sumerians developed the first civilization in Mesopotamia.

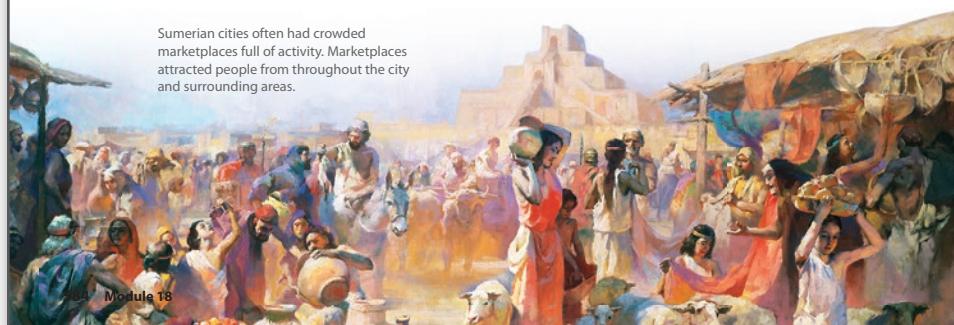
### Main Ideas

- The Sumerians created the world's first advanced society.
- Religion played a major role in Sumerian society.
- The Sumerians invented the world's first writing system.
- Advances and inventions changed Sumerian lives.
- Many types of art developed in Sumer.

### Key Terms and Places

Sumer  
city-state  
empire  
polytheism  
priests  
social hierarchy  
cuneiform  
pictographs  
scribe  
epics  
architecture  
ziggurat

Sumerian cities often had crowded marketplaces full of activity. Marketplaces attracted people from throughout the city and surrounding areas.



### ONLINE GRAPHIC ORGANIZER

#### Sumerian Civilization

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

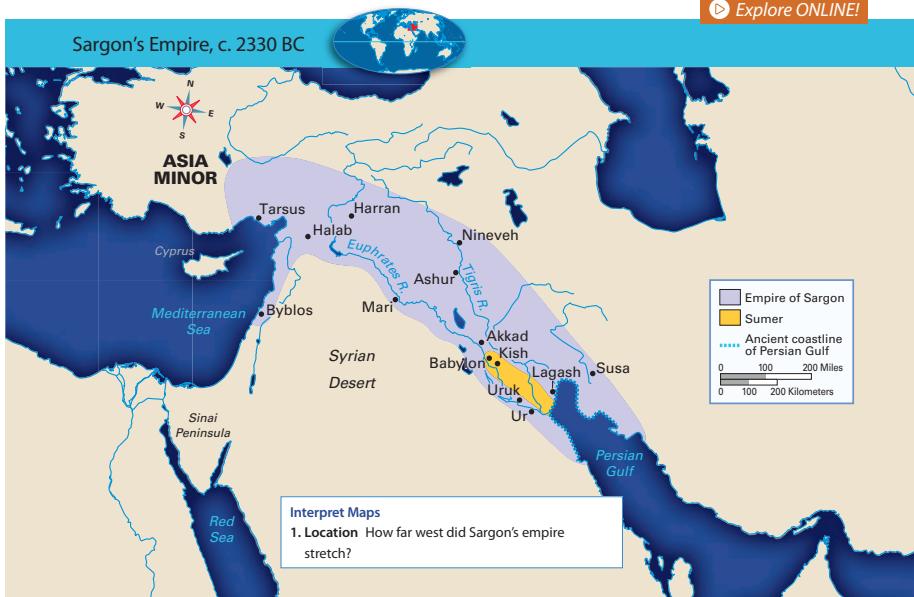
**Summarize** Summarize these four characteristics of Sumerian civilization: cities, government, religion, society.

*Possible answer: Cities: The Sumerians built the world's first cities. Government: They created the first empire. Religion: Religion influenced every aspect of life. Society: Society was a hierarchy with rulers and priests at the top, traders and craftspeople in the middle, and farmers, laborers, and slaves at the bottom.*

### ONLINE LESSON FLIP CARDS

#### Review Key Terms and Places

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and places: **Sumer**, **city-state**, **empire**, **polytheism**, **priests**, **social hierarchy**, **cuneiform**, **pictographs**, **scribe**, **epics**, **architecture**, **ziggurat**.



of a central city and all the countryside around it. The amount of farmland controlled by a city-state depended on its military strength. Stronger city-states controlled larger areas.

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. This society was built 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

Early Civilizations of the Fertile Crescent and the Nile Valley 585

### TIERED LEARNING ACTIVITY

#### The Gilgamesh Epic

##### Below Level

- Provide students with a paraphrase or summary of a portion of the Gilgamesh epic. Read it aloud.
- Work together as a class to have students place the text in their own words. Then have students work individually to write a paragraph summarizing the text.
- Ask for volunteers to read aloud their summaries.

##### At Level—Going beyond the Below Level activity:

- Have students analyze what this portion of the epic tells them about Sumer and its cultural values.

- Ask for volunteers to share their analyses and write the main points on the board.

##### Above Level—Going beyond the Below Level and At Level activities:

- Have students write their own epics. Instruct them to make certain their epics follow the style of the Gilgamesh Epic.
- Make the epics available for the class to read.

\*Alternative Assessment Handbook, Rubrics 11: Discussion; 18: Listening; and 39: Writing to Create

## Teach the Main Idea

The Sumerians created the world's first advanced society.

**Recall** Where and how did most Sumerians live? *The majority were farmers who lived in the countryside.*

**Describe** What were city-states, and how did they get along with each other? *the basic political unit of Sumer consisting of a city and the land around it; often fought each other for farmland*

**Draw Conclusions** How was Sargon able to build the first empire? *He used a permanent army to defeat all the city-states of Sumer.*

### More About . . .

**Empires and Armies** Many other empires besides the Akkadian have risen and fallen. The Roman Empire might be the most famous. It was at its height about 2,000 years after the Akkadian Empire. The British Empire rose another 1,700 years or so after that. One common feature of empires is a strong military. Sargon established the world's first permanent army in his empire. In doing so, he started a military tradition that would be a feature of world powers for thousands of years.

**The Discovery of Ur** Ur was not discovered until the 1800s. Until that time, people thought references to the city of Ur were mere legend. Excavations in the 1920s indicated that the city was established around 4000 BC. In the 1950s archaeologists found the oldest-known written laws at Ur. They dated back to about 2050 BC. Over the years, great riches have been found in the ruins, including beautiful gold jewelry, golden weapons, and precious stones.

**Ancient Board Games** British archaeologist Leonard Woolley discovered the remains of a board game in the ruins of Ur. The game was called the "Game of Twenty Squares," and rules for the game were found in cuneiform texts. Two players raced to beat each other to opposite ends of the board. The players used tetrahedrons (four-sided pieces) as a form of dice. The game was apparently popular elsewhere, as boards were found from Egypt to India.

### ONLINE INTERACTIVE MAPS

#### Sargon's Empire, c. 2330 BC

Have students explore the map using the interactive features and answer the associated questions.

**Location** How far west did Sargon's empire stretch? *Mediterranean Sea*

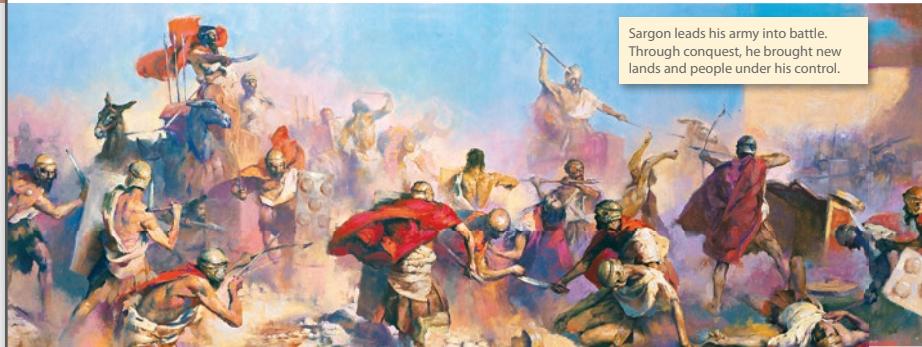
In print edition, see map of same title.

## BIOGRAPHY

### Sargon

Have students read the biography of Sargon and answer the associated question.

**Analyze** Why were Sargon's soldiers loyal to him?  
*He ate with them every day.*



## ► ONLINE INTERACTIVE VISUALS

### Image with Hotspots: The City-State of Ur

Have students explore the image using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

**Analyze Visuals** What can you see in this illustration that shows Ur was an advanced city?  
*Possible answer: impressive architecture, canals, massive walls*

#### 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.



**Reading Check**  
Summarize How did Sargon build an empire?

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. Sargon's huge empire stretched from the Persian Gulf to the Mediterranean Sea.

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.



## 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 loyalty from his soldiers by eating with them every day.

**Analyze**  
Why were Sargon's soldiers loyal to him?

## READING CHECK

### Summarize How did Sargon build an empire?

*He was a very capable military leader and used a permanent army to defeat all the city-states of Sumer.*

586 Module 18

- Writing an Autobiography**
1. Review with students the information regarding Sargon of Akkad, including the biography feature.
  2. Ask each student to imagine that he or she is Sargon of Akkad and that Sargon has been asked to write an autobiography. Have students choose an event or accomplishment from Sargon's life.

3. Have each student write about the event or accomplishment they chose from Sargon's point of view. Students should include what they imagine Sargon might have thought about the event or accomplishment. Ask students to use vivid descriptions and details.
4. Ask volunteers to share their autobiographies with the class.

\*Alternative Assessment Handbook, Rubric 41: Writing to Express

## LINK TO LANGUAGE ARTS

## Religion Shapes Society

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

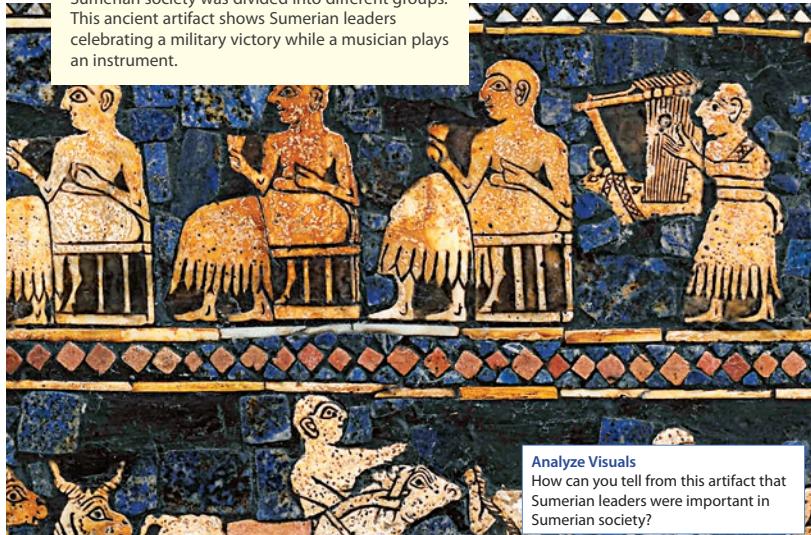
**Sumerian Religion** The Sumerians practiced **Polytheism**, the worship of many gods. Among the gods they worshiped were Enlil, lord of the air; Enki, god of wisdom; and Inanna, goddess of love and war. The sun and moon were represented by the gods Utu and Nanna. Each city-state considered one god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

The Sumerians believed that their gods had enormous powers. Gods could bring good harvests or disastrous floods. They could bring illness, or they could bring good health and wealth. The Sumerians believed that success in life depended on pleasing the gods. Every Sumerian had to serve and worship the gods.

**Priests**, people who performed or led 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 Society

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



#### Analyze Visuals

How can you tell from this artifact that Sumerian leaders were important in Sumerian society?

Early Civilizations of the Fertile Crescent and the Nile Valley 587

### STRUGGLING READERS

#### Characteristics of Sumerian Society

1. To help students learn the major characteristics of Sumer, draw a three-column graphic organizer for students to see. Label each of the columns one of the following: *Government, Religion, Society*.

2. Have each student copy and complete the graphic organizer. When students are finished, review the responses as a class.

\*Alternative Assessment Handbook, Rubric 13: Graphic Organizers

## Teach the Main Idea

Religion played a major role in Sumerian society.

**Identify** What is polytheism? *the worship of many gods*

**Explain** What powers did Sumerians believe their gods possessed? *power over harvests, floods, illness, health, and wealth*

**Make Inferences** Why did priests gain high status in Sumer? *because the people believed the priests gained the gods' favor*

**Explain** Who made up the middle ranks of society? *craftspeople, merchants, and traders*

**Make Inferences** Why might Enheduanna have had an easier time than other women in becoming a writer? *Possible answer: because she was Sargon's daughter and therefore had privileges* What hurdles might she still have faced? *ridicule or hostility from men who held powerful positions in society*

### More About . . .

**Religion and Government** Each city-state in Sumer had a city god and goddess. People built houses for the gods. As the city developed, these houses became large temples, or ziggurats. According to tradition, the ruler of the city, called an *ensi*, was in charge of the temple to the city's god. The ruler's wife was in charge of the temple to the city's goddess. The people of Sumer believed that the well-being of the city-state depended on the way they treated the gods.

### ONLINE DOCUMENT-BASED INVESTIGATION

#### The Standard of Ur

Sumerian society was divided into different groups. This ancient artifact referred to as the Standard of Ur shows Sumerian leaders celebrating a military victory while a musician plays an instrument.

**Analyze Sources** How are the leaders shown differently from the musician in this image? *Possible answer: The leaders are larger; they are relaxing and drinking or eating while the musician is standing and working.*

In print, see the image titled Sumerian Society.

**Analyze Visuals** How can you tell from this artifact that Sumerian leaders were important in Sumerian society? *Possible answer: The leaders are larger in the artifact, and they are relaxing while others work. This shows that they were important in Sumerian society.*

## Teach the Main Idea

The Sumerians invented the world's first writing system.

**Describe** How did Sumerians write? *Using a sharp stylus, they made wedge-shaped symbols on clay tablets.*

**Explain** Why were scribes important? *They kept track of items people traded and records for the government or temples.*

**Draw Conclusions** How was cuneiform used to express complex ideas? *Cuneiform used symbols to represent syllables and could combine syllables to express complex ideas.*

More About . . .

**Writing Surfaces** Sumerian scribes wrote their symbols on wet clay tablets, which were then dried in the sun or in ovens. Though these clay tablets were the standard writing surface in Mesopotamia, wood, metal, and stone were used occasionally. The more durable of these materials have lasted thousands of years!

Academic Vocabulary  
impact effect, result

Reading Check  
Analyze Effects  
How did trade affect Sumerian society?

Academic Vocabulary  
complex difficult, not simple

**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.

**Men and Women in Sumer** In Sumerian society, people needed to own land to have political rights. Men held political power and made laws because property was passed down to male heirs. Women did not have political power. They 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. They helped shape Sumerian culture. One, Enheduanna, the daughter of Sargon, wrote hymns to the goddess Inanna. Her hymns contain the earliest recorded name of an author of any literary work. She is also the first known female writer in history.

### Invention of Writing

The Sumerians needed a way to keep track of the different types of goods they owned. What they created became one of the greatest cultural advances in history. They developed **cuneiform** (kyoo-NEE-uh-fohrm), the world's first system of writing. The Sumerians did not have pens, pencils, or paper, though. Instead, they used sharp tools called styluses to make wedge-shaped symbols on clay tablets.

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



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

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### ONLINE INTERACTIVE VISUALS

#### Image Carousel: Sumerian Writing

Have students navigate through the carousel and note the different aspects of culture on display. You may wish to use the associated question as a discussion prompt.

**Analyze Visuals** How did Sumerians write? *Using a sharp stylus, they made wedge-shaped symbols in clay tablets.*

Sumerian Writing



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

#### READING CHECK

**Analyze** How did trade affect Sumerian society? *It brought important goods like copper and lumber to Sumer and led to greater wealth.*

### SUMMARIZE

#### Illustrated Social Hierarchy

- Review with students the meaning of the term *social hierarchy*. Ask students to look up the word *hierarchy* in a dictionary. Help students understand that a hierarchy is a ranking of things.
- Have each student create a list of the social classes in ancient Sumer, along with the jobs or responsibilities of members in each social class. Ask students which classes they think would have more people. Why? Which classes would have fewer people?

- Then have each student create an illustration that reflects the social classes of Sumer as well as the primary responsibilities of each. One example might be a triangle with a crown in the top level to represent the king.

- Have students display their social hierarchy illustrations for the class to see.

\*Alternative Assessment Handbook, Rubric 3: Artwork

For additional instruction, go to end of lesson.



Sumerian writing developed from early symbols called pictographs. Writers used clay tablets to record business deals. This tablet describes the number of sheep and goats.

Development of Writing				
	3300 BC	2800 BC	2400 BC	1800 BC
Heaven	★	★	★	★
Grain	❀	❀	❀	❀
Fish	🐟	🐟	🐟	🐟
Bird	🐦	🐦	🐦	🐦
Water	🌊	🌊	🌊	🌊

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. Like today, though, 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.

### 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 world's first people to build wheeled vehicles, such as carts. 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.

Early Civilizations of the Fertile Crescent and the Nile Valley 589

### NOW & THEN

**The Wheel** Have students read the Now & Then feature about the invention of the wheel in Sumer. The Sumerians got the idea for the wheel after observing their other invention—the potter's wheel. Many advancements in transportation today, from bicycles to jets, depend on the wheel.

“For additional instruction, go to end of lesson.”

## Teach the Main Idea

Advances and inventions changed Sumerian lives.

**Recall** What was one of the most important technical developments of Sumer? *the wheel*

**Describe** What Sumerian achievement in mathematics do we use every day when we look at a clock? *the base-60 system*

**Evaluate** Which invention or advancement of the Sumerians do you think was the most important? *Why? Possible answers: the wheel because it enabled faster transportation; a math system because it allowed them to keep track of items and even time*

### More About . . .

**The Wheel in the Americas** One of the most important inventions of all time is that of the wheel. The oldest-known wheel dates back to Mesopotamia about 3500 BC and was likely used for transporting goods on a platform. Civilizations in the Americas, however, did not use the wheel for transportation until the arrival of Europeans in the 1400s.

### ONLINE ANALYZE VIDEOS

#### Bronze

Have students watch the video individually or as a class. You may wish to use the associated question as a discussion prompt.



**Analyze Videos** How did the discovery of bronze improve daily life? *Possible answer: People were able to make stronger tools and weapons.*



### READING CHECK

**Form Generalizations** How was cuneiform first used in Sumer? *for keeping business records*

## Teach the Main Idea

Many types of art developed in Sumer.

**Recall** What was at the center of most Sumerian cities? *the temple, or ziggurat*

**Compare and Contrast** How were the homes of rich Sumerians similar to and different from those of most Sumerians? *rich—lived in large, two-story homes with many rooms; most Sumerians—smaller, one-story homes, fewer rooms; both made of mud bricks, built side by side on narrow, unpaved streets*

**Summarize** What different types of art did the Sumerians create? *sculpture, pottery, jewelry, cylinder seals, music, and dance*

More About . . .

**Lost Art** Hundreds of thousands of ancient Mesopotamian works of art were housed in the National Museum of Iraq in Baghdad. When the 2003 Iraqi war broke out, museum workers stored many artifacts to protect them from damage. Unfortunately, thousands of pieces were damaged or stolen when thieves looted the museum. In the months following the war, some items were returned, although many priceless items are still missing today.

### READING CHECK

**Categorize** What areas of life were improved by Sumerian inventions? *transportation, agriculture, art, trade, science, medicine, and the military*

**Reading Check**  
Categorize What areas of life were improved by Sumerian inventions?

Sumerian advances improved daily life. Sumerians built sewers under city streets. They used bronze to make strong tools and weapons. They even produced makeup and glass jewelry.

**Math and Science** 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. Using ingredients from animals, plants, and minerals, they produced many healing drugs. Among the items used in these medicines were milk, turtle shells, figs, and salt. The Sumerians catalogued their medical knowledge, listing treatments according to symptoms and body parts.

### 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 many 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. However, most people 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.

The Sumerians built their homes by using what was in their natural environment. The first Sumerian homes were built using reeds found by rivers. Over time, the Sumerians started using stronger materials. They used clay from the riverbanks to create bricks for building. The Sumerians dried these bricks in the sun and laid them in layers. Brick homes were stronger and lasted longer. This allowed cities to grow larger and become more complex.

City centers were dominated by their temples, the largest and most impressive buildings in Sumer. A **ziggurat**, a pyramid-shaped temple, rose high above each city. Outdoor staircases led to a platform and a shrine at the top. Some temples also had columns to make them 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 better known for its quantity than its 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

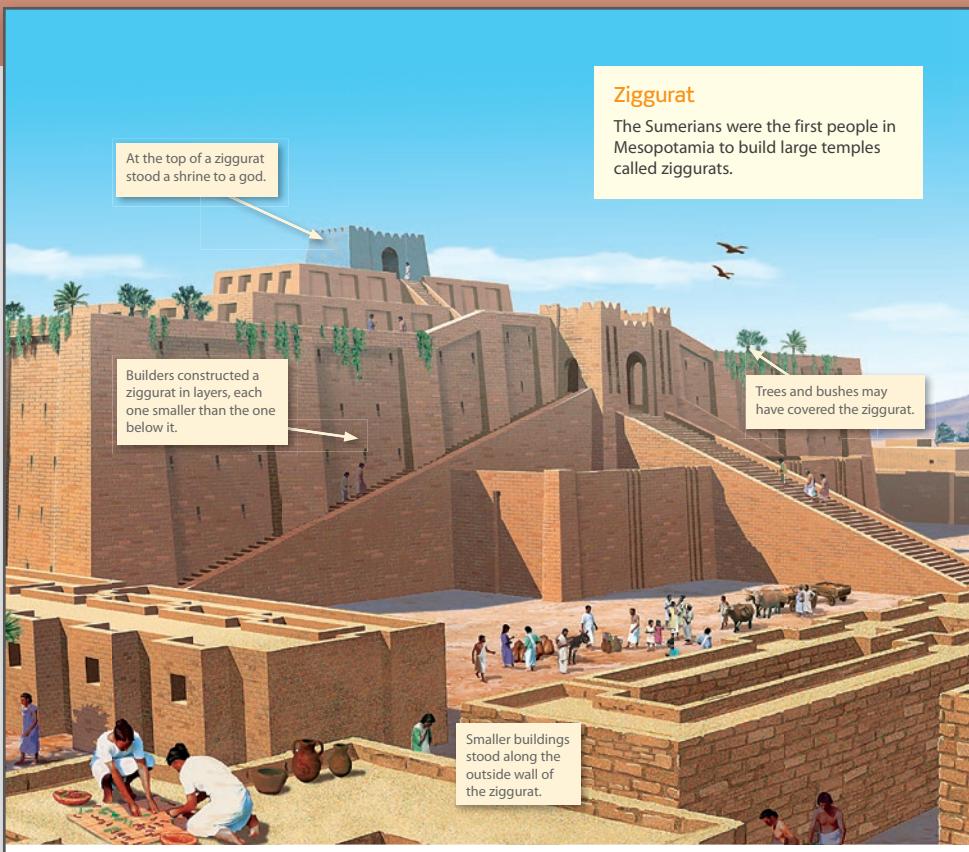
### ADVANCED/GIFTED

#### Sumerian Number System

1. Have students use the library, Internet, or other resources to research the Sumerian number system.

2. Then have students use their research to find answers for the following: Write the numbers 1–15 in Sumerian numerals. What numeral could Sumerians not express? \*Write the number 78 in Sumerian numerals.

\*Alternative Assessment Handbook, Rubric 30: Research



### Ziggurat

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



### ONLINE INTERACTIVE VISUALS

#### Image with Hotspots: Ziggurat

Have students explore the image using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

**Analyze Visuals** Why do you think all the other buildings were smaller than the ziggurat? *Possible answer: The ziggurat honored the gods, and people could look up to the shrine at the top in awe.*

**Ziggurat**

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

- +

Hotspots

other items found in the region show that Sumerian jewelers knew rather 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.

Some cylinder seals showed battle scenes. Others displayed worship rituals. Some were highly decorative, covered with hundreds of carefully cut gems.

The Sumerians also enjoyed music. Kings and temples hired musicians to play on special occasions. Sumerian musicians played reed pipes, drums,

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### ONLINE INTERACTIVE VISUALS

#### Image Carousel: Sumerian Achievements

Have students navigate through the carousel and note the different aspects of culture on display. You may wish to use the associated question as a discussion prompt.

**Analyze Visuals** Which animal is featured most in these works? *the cow or bull*

In print edition, see image feature of same title.

**Analyze Visuals** The head of the cow or bull is shown in some of these works. Why were cattle important to Sumerians? *Possible answer: Cows produce milk, which is used for medicine. Cows and bulls were used for farming.*

#### Sumerian Achievements



The Sumerian's artistic achievements included beautiful works of gold, wood, and stone. The bull's head is made of gold and silver.

### COLLABORATIVE LEARNING

#### Create a Television Commercial

- Organize the class into small groups. Ask students to imagine that they are the curators of a museum that has a new exhibit titled "Sumerian Achievements."
- Have each group create a television commercial that promotes the museum exhibit. Commercials should highlight Sumerian achievements discussed in this section and convince people to visit the museum exhibit. Encourage students to use visuals such as illustrations, charts, and maps in their commercials.

- Have each group record their commercial or perform it live for the class.

\*Alternative Assessment Handbook, Rubrics 2: Advertisements; and 29: Presentations

## READING CHECK

**Make Inferences** What might historians learn from cylinder seals? *Cylinder seals sometimes show historical events or worship rituals. They also give historians a glimpse of artistic talent and what was valued in the culture.*

## 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.



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



The bull's head is made of gold and silver.



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

### Analyze Visuals

The head of a cow or bull is shown in some of these works. Why were cattle important to Sumerians?

### Reading Check

**Make Inferences**  
What might historians learn from cylinder seals?

tambourines, and harplike 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.

**Summary and Preview** In this lesson, you learned about Sumerian city-states, religion, and society. You also learned that the Sumerians greatly enriched their society. Next you will learn about the later people who lived in Mesopotamia.

## Lesson 2 Assessment

### Review Ideas, Terms, and Places

1. a. **Recall** What was the basic political unit of Sumer? *the city-state*
- b. **Explain** What evidence from the text shows that Sumer was an important part of the region's economy? *Sumerian cities had crowded marketplaces that attracted people from the region; Sumer became the most powerful empire in the region.*
- c. **Elaborate** How do you think that Sargon's creation of an empire changed the history of Mesopotamia? Defend your answer. *Possible answers: reduced conflicts between city-states, created better chance for civilization to develop in peacetime*
2. a. **Identify** What is polytheism? *the worship of many gods*
- b. **Draw Conclusions** Why do you think priests were so influential in ancient Sumerian society? *because people relied on them to gain the gods' favor*
- c. **Elaborate** Why would rulers benefit if they claimed to be chosen by the gods? *People do what the rulers said because they did not want to offend the gods by disobeying the rulers.*
3. a. **Identify** What is cuneiform? *world's first writing system made up of wedge-shaped symbols on clay tablets*
- b. **Analyze** Why do you think writing is one of history's most important cultural advances? *Writing makes collecting, storing, and sharing information easier and more accurate.*
- c. **Elaborate** What current leader would you choose to write an epic about, and why? *Students should recognize that epics generally deal with heroic people and events.*
4. a. **Recall** What were two early uses of the wheel? *wheeled vehicles and potter's wheel*

5. 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

6. **Identify Effects** Create a two-column chart. List the advances and achievements of the Sumerians in the first column. Then identify the effect of each Sumerian advance you listed.

Advance/Achievement	Effect

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- b. **Explain** Why do you think the invention of the plow was so important to the Sumerians? *In Sumerian society, farming was the principal activity. Hence, innovations in farming would be extremely valuable.*
5. a. **Describe** What was the basic Sumerian building material? *mud bricks*
- b. **Make Inferences** Why do you think cylinder seals developed into works of art? *Possible answer: Having a beautiful seal may have been a mark of status or a way of expressing one's identity.*

### Critical Thinking

6. **Identify Effects** Create a two-column chart. List the advances and achievements of the Sumerians in the first column. Then identify the effect of each Sumerian advance you listed. *writing—improved record-keeping; allowed works on law, math, and grammar to be written; made literature possible; wheel—improved transportation, pottery making; plow—increased efficiency and farm production*

## ► Online Assessment

1. Which of the following determined how much farmland a Sumerian city-state controlled?
- the size of its settlements
  - the strength of its military
  - the number of farmers in society
  - the number of merchants in society

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

The amount of farmland an ancient Sumerian city-state controlled was determined by the **strength of the military** ▾.

2. Drag the groups into order of importance in ancient Sumerian society, from most to least important.

kings  
priests  
traders  
farmers  
slaves

**Alternate Question** Which group of people occupied a high rank in ancient Sumerian society just below kings?

- farmers
- priests
- slaves
- traders

3. Which of the following describes the cuneiform system of writing?
- It uses a pen to record letters on a piece of paper.
  - It records wedge-shaped symbols on a clay tablet.
  - It records animal-shaped hieroglyphics on a stone wall.
  - It uses a pencil to record words on a piece of papyrus paper.

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

The Sumerians developed a system of writing called cuneiform, which uses a stylus to make wedge-shaped symbols on **clay tablets** ▾.

4. How did the Sumerians' use of bronze tools improve their civilization?
- It allowed them to make pottery.
  - It allowed them to build larger cities.
  - It allowed them to irrigate fields better.
  - It allowed them to move items more easily.

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

The discovery of **bronze** ▾ allowed the Sumerians to create better weapons and stronger tools used to build larger cities.

5. Which of the following is true of ziggurats?
- They were shaped like rectangles.
  - They were built outside the city walls.
  - They were topped by a shrine to a god.
  - They were used as a main marketplace.

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

Ziggurats were **pyramid** ▾-shaped buildings that rose above the city.

6. **Elaborate** How was Sargon able to defeat his enemies and create the world's first empire? Explain two ways.

*Sargon expanded Akkadian territory by invading neighboring city-states with the first permanent army. His soldiers were the first to use bows and arrows in battle. With his professional army and advanced weapons, Sargon was able to create the world's first empire, which stretched from the Persian Gulf to the Mediterranean Sea.*

7. **Evaluate** Did women have many rights in ancient Sumerian society? Discuss two examples.

*Ancient Sumerian women had few rights in Sumerian society. Except for a few wealthy women, women did not receive an education because they were responsible for raising the children and managing the home. Women did not own property and did not have political power. However, some women did become priestesses and writers and, therefore, helped shape Sumerian culture.*

8. **Analyze Information** Why were scribes valuable members of Sumerian society?

*Scribes were skilled members of Sumerian society who were hired by government officials, merchants, and religious leaders. They kept track of items that were traded and recorded important cultural and political information. By learning how to master the Sumerian written language, a scribe could move up in society.*

9. **Apply Concepts** Which mathematical advances were developed by the Sumerians? Explain two advances.

*The Sumerians developed a math system based on the number 60, which allowed them to understand the properties of circles by dividing them into 360 degrees. A year was divided into 12 months, a factor of 60. Also, Sumerians calculated the areas of rectangles and triangles.*

10. **Compare and Contrast** How did different types of Sumerian housing demonstrate social divisions in their society?

*The size and construction of Sumerian housing reinforced the social divisions in Sumerian society. Most Sumerian kings lived in large palaces, and wealthy Sumerians lived in two-story houses with many rooms. Most members of society lived in one-story houses, with rooms that were arranged around a small courtyard.*

## ADDITIONAL INSTRUCTIONAL MATERIALS

*continued from page 588*

### ENGLISH LANGUAGE LEARNERS

#### Cuneiform Stories

1. To help students apply their knowledge of writing in Sumerian civilization, organize them into small groups of three to five.
2. Explain that written language is the use of symbols to represent thoughts or ideas. In English, letters are symbols that represent sounds, and we combine letters to make words that have meaning. In cuneiform, one symbol represents a word that has meaning.
3. Have students work in groups to write a one-paragraph story in English about life in Sumer.
4. Provide students with available materials to simulate the clay and stylus used by Sumerian scribes (e.g., play dough and a chopstick or heavy paper and a pencil). Have students use the cuneiform symbols found in the text and create additional symbols needed to write their stories.
5. Have one student in each group act as the scribe as the students work together to translate their stories into the cuneiform they have invented. Ask each group to share their story with the class.

\*Alternative Assessment Handbook, Rubric 39: Writing to Create

*continued from page 589*

### SPECIAL NEEDS STUDENTS

#### Inventions of the Sumerians

Lead the class in a discussion of the inventions of the Sumerians. Ask students how their inventions and ideas have affected our world. Then, have students find

images that reflect the contributions of the Sumerians and create a collage. Display the collages in the classroom.

\*Alternative Assessment Handbook, Rubric 8: Collages



# Later Peoples of the Fertile Crescent

- Hittite Iron Making
- Babylon
- Assyrian Chariots
- Tyrian Purple and Phoenician Trade

Visuals

Videos

LESSON 3

## Big Idea

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

Maps,  
Graphs, and  
Charts

- Map: Phoenicia, c. 800 BC

- **Biography:** Hammurabi
- Phoenician Traders
- The Phoenician Alphabet

Extend  
and Enrich

Sources

- **Document-Based Investigation:** Babylonian and Assyrian Empires
- Hammurabi's Code
- The Assyrian Army

Assessment

- Key Terms Review
- Reading Check
- Graphic Organizer Activity
- Lesson Assessment

## ► Online Lesson 3 Enrichment Activities

### Phoenician Traders

**Article** Students learn about Phoenician traders and then write a letter of introduction for a trader hoping to establish business in another city-state.



### The Phoenician Alphabet

**Research** Students research the Phoenician alphabet and then write a paragraph comparing it to other writing systems.

Egyptian (About 3000 BC)	Phoenician (About 1000 BC)	Greek (About 600 BC)	Latin (Present Day)
		A	A
		B	B
		M	M
		T	T
		Z	Z

# Later Peoples of the Fertile Crescent

## The Big Idea

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

## Main Ideas

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

## Key Terms and Places

Babylon  
Hammurabi's Code  
chariot  
alphabet

## If YOU lived there . . .

You are a noble in ancient Babylon, an adviser 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 example, should common people be punished more harshly than nobles?

**How will you advise the king?**

## 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.

**Rise of Babylon** Babylon was home to one such group. That city was located on the Euphrates near what is now 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 ruler.

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

Hammurabi was not only skilled on the battlefield, though. He was also an able ruler who could govern a huge empire. He used tax money to pay for building and irrigation projects. He also brought wealth through increased trade. Hammurabi is best known, however, 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.

Under Hammurabi's Code, each crime brought a specific penalty. However, social class did matter. For example, injuring a rich man brought a greater penalty than injuring a poor man.

Early Civilizations of the Fertile Crescent and the Nile Valley 593

## Teach the Big Idea

### 1. Whole Class Open/Introduction

If **YOU** lived there . . .

**How will you advise the king?**

Review the scenario with students and lead a class discussion around responses to the question. You may wish to review the following points to frame your discussion.

#### Consider recommending UNEQUAL punishment:

- commoners must be kept in check
- social order must be maintained
- nobles are superior and deserve better treatment

#### Consider recommending EQUAL punishment:

- commoners will appreciate the respect shown to them
- social order will be strengthened
- nobles may reconsider their actions

### 2. Direct Teach

Introduce the Big Idea: *After the Sumerians, many cultures ruled parts of the Fertile Crescent.* Ask: Why do you think outsiders want to conquer foreign lands? Discuss that there are many reasons, including to get natural resources such as good farmland, to force those individuals living there to pay tribute, or simply to become more powerful.

### 3. Practice/Assess/Inquire

Have students draw a timeline that includes the later empires and kingdoms that developed in Mesopotamia. Students should also include a short note about why each civilization was important. Encourage students to share the timelines with the class.

### 4. Explore (Collaborative Exploration)

As a review of the lesson, have students create seven multiple-choice questions. Then have students quiz each other with the questions they have created.

### 5. Whole Group Close/Reflect

Have students use their timelines to help them create at least one illustration for every empire or people mentioned in the section.

\*Alternative Assessment Handbook, Rubrics 3: Artwork; and 36: Time Lines

## ONLINE DOCUMENT-BASED INVESTIGATION

### Early Civilizations of the Fertile Crescent and the Nile Valley

Babylonian and Assyrian Empires is the third of six document-based investigations that students will analyze in Early Civilizations of the Fertile Crescent and the Nile Valley. Students will use the interactive map to draw conclusions about human settlement.

## Teach the Main Idea

The Babylonians conquered Mesopotamia and created a code of law.

**Recall** When did Hammurabi become Babylon's king? 1792 BC

**Explain** How did Hammurabi conquer Mesopotamia? *He expanded his power through military victories.*

**Draw Conclusions** Why would it have been helpful for people to have the law code written down? *Everyone could know what was against the law. Also, laws that are written down cannot change as easily as those that are passed down orally.*

## More About . . .

**Connect to Today** The Louvre Museum, in Paris, France, contains a stele that was created under the direction of Hammurabi. The stele is over 7 feet (2.1 m) high and is made of highly polished basalt. It contains not only Hammurabi's Code but also is a work of art. The stele is topped by a sculpture of Hammurabi being invested as king by Shamash, the god of justice. The artwork indicates that Hammurabi had been given his position not by humans but by the heavens. Today, the stele and the code it contains are studied by scholars to obtain more insight into the thinking and values of Hammurabi and Babylonian society of his time.

## ► ONLINE GRAPHIC ORGANIZER

### Later Peoples of the Fertile Crescent

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

**Form Generalizations** Which of the military empires in Mesopotamia was the most important? Why? Possible answer: *The Hittites were most important because they made an important technological development in making iron tools and weapons.*

## ► ONLINE LESSON FLIP CARDS

### Review Key Terms and Places

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and places: **Babylon, Hammurabi's Code, chariot, alphabet.**

## ► BIOGRAPHY

### Hammurabi

Have students read the biography of Hammurabi, the first ruler of the Babylonian Empire.

## ► HISTORICAL SOURCE

### Hammurabi's Code

Have students read the excerpt and answer the associated question.

**Analyze Primary Sources** How does Hammurabi's Code reflect the Babylonians' view of different social classes? Possible answer: *The harsher punishments for the lower classes demonstrates that the Babylonians valued higher social classes over lower ones.*

In print edition, see historical source of same title.

### READING CHECK

**Analyze Effects** What was Hammurabi's most important accomplishment? *his code of laws*

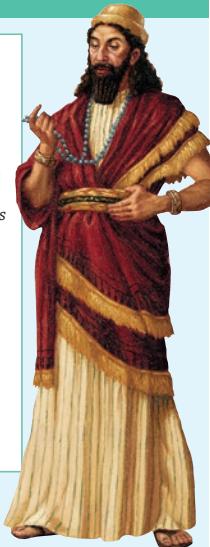
### Historical Source

#### 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 about 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



#### Analyze Primary Sources

How does Hammurabi's Code reflect the Babylonians' view of different social classes?

#### Reading Check

#### Analyze Effects

What was Hammurabi's most important accomplishment?

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 major city in Mesopotamia. However, after his death, Babylonian power declined. The kings who followed faced invasions from the people Hammurabi had conquered. Before long, the Babylonian Empire came to an end.

### Invasions of Mesopotamia

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

**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 they could make stronger weapons than their foes. Second, the Hittite army skillfully used the **chariot**, a wheeled, horse-drawn cart used in battle. Chariots allowed Hittite soldiers to move quickly around a battlefield. Archers riding in the chariots fired arrows at the enemy.

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## COLLABORATIVE LEARNING

### Writing a Legal Code

1. Remind students that while there were earlier legal codes, Hammurabi's Code was important because it was thorough and written down so everyone could see it.
2. Have students work with a partner to come up with their own legal code. Remind students that the code should be concise and should only contain those items they believe are important. Therefore, they will have to make decisions concerning what to include and what to leave out.

3. Instruct each pair to clearly write their code on a poster and give it a descriptive title.
4. Place the posters where the class can read them. As a class, discuss the codes. Encourage students to debate what should and should not be in the codes. Remind students that this type of back-and-forth discussion and debate takes place when U.S. legislators work to create new laws.

\*Alternative Assessment Handbook, Rubrics 11: Discussions; 14: Group Activity; and 28: Posters

For additional instruction, go to end of lesson.

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.

**Assyrians** Later, in the 1200s BC, a group called 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.

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 their capital city, Nineveh (NI-nuh-vuh). They demanded heavy taxes from

## Teach the Main Idea

Invasions of Mesopotamia changed the region's culture.

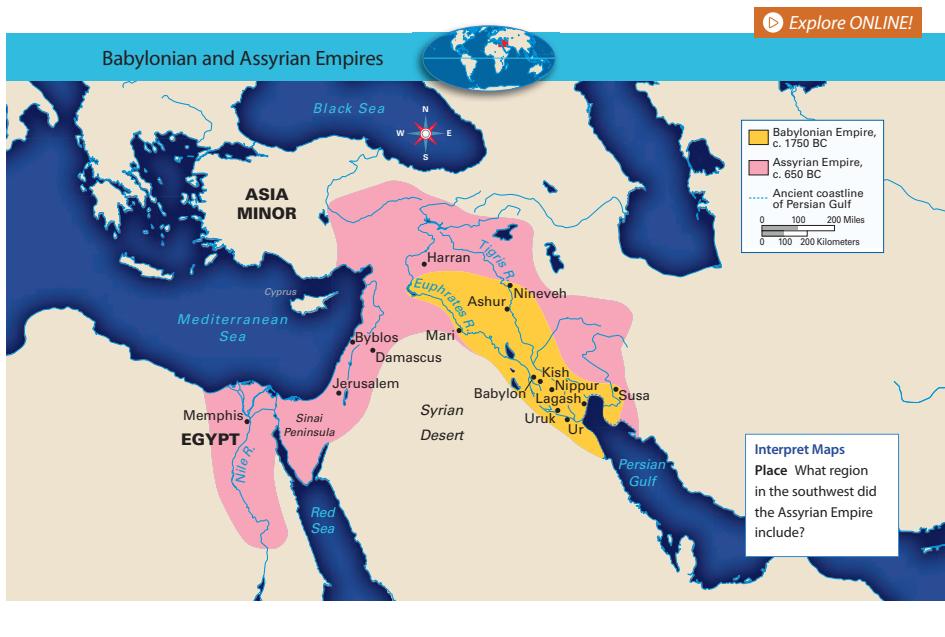
**Recall** Why did the Hittite kingdom come to an end? *Their king was assassinated, and the kingdom was overrun by the Kassites.*

**Identify** What military advantages did the Assyrians have? *iron weapons, chariots, and good organization*

**Draw Conclusions** How do you think the use of chariots by Hittites affected the opposing army's foot soldiers? *Possible answer: increased their fear and reduced their effectiveness, because they could not predict from where the enemy would appear next, and the chariots were moving targets*

**Summarize** How did the Assyrians rule their empire? *Kings ruled through local leaders who enforced laws and collected taxes; they also punished any resistance to their rule very harshly.*

**Describe** What advances did the Chaldeans make? *They studied astronomy, weather events, geometry, and economics, and they created a calendar.*



## ONLINE DOCUMENT-BASED INVESTIGATION

### Babylonian and Assyrian Empires

Have students use the interactive features to explore the map and answer the associated question.

**Analyze Sources** What can we generalize about human activities and trends by comparing the areas settled by the Babylonian and Assyrian empires? *Possible answer: People tend to want more land and resources, so they will expand over larger regions; better technology developed over time allowed later peoples to conquer more land; people tend to settle near bodies of water for a source of water for farming and access to trade routes.*

In print edition, see map of same title.

**Place** What region in the southwest did the Assyrian Empire include? *Egypt*

## ONLINE INTERACTIVE VISUALS

### Image with Hotspots: Hittite Iron Making

Have students explore the image using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

**Analyze Visuals** What technological advances helped the Hittites mine iron ore and create iron tools and weapons? *Possible answers: Wheeled carts allowed the Hittites to carry large amounts of iron ore to be processed; fire allowed the Hittites to melt the iron ore; tools such as files and hammers allowed the Hittites to shape the iron into weapons and other tools.*

## ONLINE INTERACTIVE VISUALS

### Drag-and-Drop Activity: Assyrian Chariots

Have students explore the image by correctly placing labels on the illustration.



For additional instruction, go to end of lesson.

## Teach the Main Idea

The Phoenicians built a trading society in the eastern Mediterranean region.

**Identify** Where did Phoenician ships sail? *They sailed around the Mediterranean to Egypt, Greece, Italy, Sicily, and Spain, and through the Strait of Gibraltar into the Atlantic Ocean.*

**Explain** Why was the Phoenician alphabet an important development? *It made writing much easier and has had a major impact on other languages, including English.*

**Draw Conclusions** What led the Phoenicians to create a successful sea trade? *Mountains and hostile neighbors blocked overland trade routes, so in order to trade, they had to go to sea.*

### More About . . .

**Phoenician Trade** The Roman author and historian Pliny stated that the “Phoenicians invented trade.” Of course, trade has been around far longer than the Phoenicians, but these seafarers took it to a new level. They traded for basically three reasons: to export their products, including cedar and Tyrian purple cloth; to act as intermediaries by transporting goods for other countries; and to control the supply of goods and resources in their colonies.

### ► ONLINE INTERACTIVE VISUALS

#### Image with Hotspots: Babylon

Have students explore the image using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

**Analyze Visuals** How do you think the palace’s location helped the Hanging Gardens grow? *The palace was near the Euphrates River, which means the Babylonians could use irrigation to water the plants.*

##### Babylon

Babylon was one of the greatest cities of the ancient world. Nebuchadnezzar had the city rebuilt when he took the throne. Archaeologists have found the ruins of the Ishtar Gate, but no trace of the Hanging Gardens remains.



### READING CHECK

**Sequence** List in order the peoples who ruled Mesopotamia. *Babylonians, Hittites, Kassites, Assyrians, Chaldeans*

### The Assyrian Army

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



#### Analyze Visuals

What kinds of weapons can you see in this carving?

across the empire. Areas that resisted the Assyrians’ 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.

**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 greatly admired the ideas and culture of the Sumerians. 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.

### 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.

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### ► ONLINE HISTORICAL SOURCE

#### The Assyrian Army

Have students read the excerpt and answer the associated question.

**Analyze Sources** What kinds of weapons can you see in this carving? *bows, arrows, spears, clubs*

For additional instruction, go to end of lesson.

**Geography of Phoenicia** Today, the nation of Lebanon occupies most of what was Phoenicia. Mountains border the region to the north and east. To the west lies the Mediterranean.

The Phoenicians were largely an urban people. Among their chief cities were Tyre, Sidon, and Byblos. These three cities, like many Phoenician cities, still exist today.

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.

**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.



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## NOW & THEN

### The Cedars of Lebanon

Have students read the Now & Then feature about the cedars of Lebanon. The famous trees are so closely tied to the history of Lebanon that a cedar is featured in the middle of the Lebanese flag. However, because people have been cutting down big trees for centuries, few traces of the old forests remain. Reforestation efforts are currently underway.

## ONLINE INTERACTIVE MAPS

### Phoenicia, c. 800 BC

Have students explore the map using the interactive features and answer the associated questions.

**Location** Where was Phoenicia located? *at the eastern end of the Mediterranean Sea*

In print edition, see map of same title.

### Phoenicia, c. 800 BC

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



## ENGLISH LANGUAGE LEARNERS

### Charts of Major Contributions

- To help students understand the contributions made by each of the Fertile Crescent empires, have them create a chart with five columns and title it *Contributions of Fertile Crescent Empires*.
- Have the students label each column after one of the five empires (*Babylonians, Hittites and Kassites, Assyrians, Chaldeans, and Phoenicians*). In each column, have students list the major contributions of each empire. Students may draw pictures and label them if they so desire.

- When their charts are complete, ask students to find a partner and compare their findings. Have them fill in any missing details.

\*Alternative Assessment Handbook, Rubric 7: Charts



## ONLINE INTERACTIVE VISUALS

### Image with Hotspots: Tyrian Purple and Phoenician Trade

Have students explore the image using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

**Analyze Visuals** What goods did Phoenicians ship to other regions? *cloth dyed with Tyrian purple and cedar logs*

#### Tyrian Purple and Phoenician Trade

Before modern times, the process for making purple fabric was very difficult. The Phoenicians discovered how to make a rich purple dye. This dye is known as Tyrian purple because it was made in the city of Tyre. The dye's color came from an unlikely natural resource: sea snails. Because the dye was hard to make, its supply was always low. The price of purple dye was, therefore, very high. Wearing purple clothing showed that a person was rich and influential. Ancient kings and emperors especially created demand for the rare and precious color. The profits earned from making and trading this valuable resource helped the Phoenician economy grow.

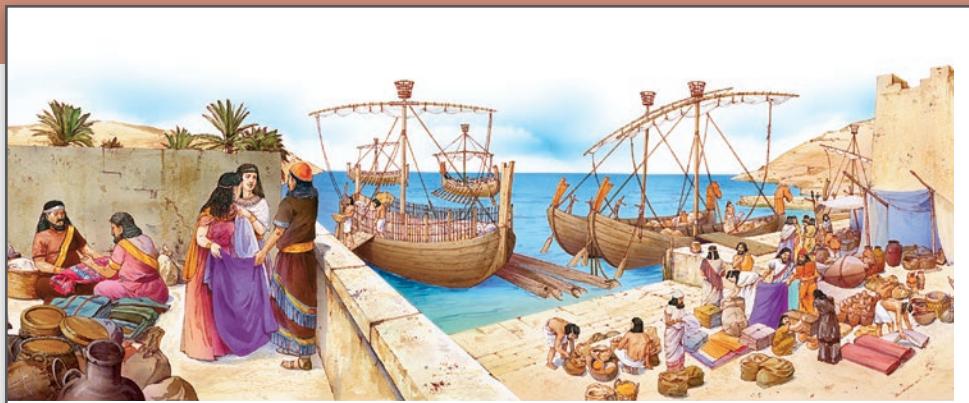
- +

Hotspots



#### READING CHECK

**Find Main Ideas** What were the Phoenicians' main achievements? *They were expert sailors with fast ships, built outstanding harbors and a vast trade network, and developed an alphabet.*



Phoenician sailors returned home with goods from places as far away as Britain and western Africa. Phoenician port cities, such as Tyre and Sidon, became wealthy centers of trade.

#### Reading Check

##### Find Main Ideas

What were the Phoenicians' main achievements?

Phoenicia grew wealthy from its trade. Besides lumber, the Phoenicians traded silverwork, ivory carvings, and slaves. They also made and sold beautiful glass items. In addition, the Phoenicians made purple dye from a type of shellfish. They then traded cloth that had been dyed with this purple color. Phoenician purple fabric was very popular with rich people all around the Mediterranean.

The Phoenicians' most important achievement, however, wasn't a trade good. To record their activities, Phoenician 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 today is based on the Phoenicians'.

**Summary and Preview** Many peoples ruled in the Fertile Crescent after the Sumerians. Some made contributions that are still valued today. Next, you will learn about the development of civilization in the Nile Valley.

#### Lesson 3 Assessment

##### Review Ideas, Terms, and Places

1. a. **Identify** Where was Babylon located? *on the Euphrates near what is today Baghdad, Iraq*

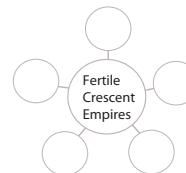
- b. **Analyze** What does Hammurabi's Code reveal about Babylonian society? *It was based on social hierarchy and showed the importance of class distinctions. It also reveals the significance of business, trade, and family in the Babylonian Empire.*

2. a. **Describe** What two advantages did Hittite soldiers have over their opponents? *iron weapons and chariots*

- b. **Rank** Which empire discussed in this section do you feel contributed the most to modern-day society? Why? *Possible answers: Babylonians—Hammurabi's laws; Chaldeans—restored Sumerian customs, studies in math and astronomy; Phoenicians—an alphabet*

##### Critical Thinking

4. **Categorize** Create a diagram with the names of the empires from this lesson. List at least one advancement or achievement made by each empire.



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## Print Assessment

### Review Ideas, Terms, and Places

1. a. **Identify** Where was Babylon located? *on the Euphrates near what is today Baghdad, Iraq*
- b. **Analyze** What does Hammurabi's Code reveal about Babylonian society? *It was based on social hierarchy and showed the importance of class distinctions. It also reveals the significance of business, trade, and family in the Babylonian Empire.*
2. a. **Describe** What two advantages did Hittite soldiers have over their opponents? *iron weapons and chariots*
- b. **Rank** Which empire discussed in this section do you feel contributed the most to modern-day society? Why? *Possible answers: Babylonians—Hammurabi's laws; Chaldeans—restored Sumerian customs, studies in math and astronomy; Phoenicians—an alphabet*

3. a. **Identify** For what trade goods were the Phoenicians known? For what else were they known? *lumber, silverwork, ivory carvings, slaves, beautiful glass objects, and purple cloth; development of an alphabet*

- b. **Analyze** How did Phoenicia grow wealthy? *Phoenicians were expert sailors with a fast fleet of trading ships and had valuable items to trade.*

### Critical Thinking

4. **Categorize** Use your note-taking diagram with the names of the empires. List at least one advancement or achievement made by each empire. *Babylonian; Hittite; Assyrian; Chaldean; Phoenician; advances or achievements listed will vary*

## ► Online Assessment

1. Why was it important that Hammurabi's Code was written down?
  - so children would know how to obey their parents
  - so everyone knew exactly what was against the law
  - so foreigners knew that they should not commit a crime in the empire
  - so enslaved people could be punished if they disobeyed their masters

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

Hammurabi's Code was written down so that everyone in the empire could know exactly what was *against the law*

2. Which of the following did the Hittite military use to defeat the Babylonian Empire?

Select the **three** correct answers.

- archers
- chariots
- iron weapons
- bronze weapons
- terror by burning crops
- terror by looting villages

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

Which of the following explains the Hittites' success in war?

- They used iron weapons.
- They used bronze weapons.
- They spread terror by burning crops.
- They spread terror by looting villages.

3. Why did the Phoenicians depend on sea trade to support their economy?

- Phoenicia had no natural resources.
- The Phoenician climate was too cold for farming.
- There were few cities to trade with to the east and to the south.
- Overland routes were blocked by mountains and hostile neighbors.

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

Overland trade routes were blocked by *mountains* , and therefore the Phoenicians relied on sea trade to support their economy.

4. **Evaluate** How did Hammurabi's Code reinforce Babylonia's social divisions?

*Hammurabi's Code reinforced the idea that Babylonians valued the upper classes more than the lower classes. For example, if a doctor healed the broken bone of a citizen, then the doctor's payment would be higher than if he set a broken bone of a slave. As well, Hammurabi's Code specified different penalties for the same offense depending on a person's social level. For example, if a rich man was injured, the penalty for causing that injury was greater than if a slave received the same injury.*

5. **Analyze Information** How did the Chaldeans advance mathematical and astronomical knowledge?

*The Chaldeans were skilled mathematicians who solved complex problems of geometry and created a calendar. Their capital at Babylon became a center for astronomy where they charted the positions of the stars.*

6. **Compare and Contrast** How has the Phoenician system of writing influenced many languages that are spoken today?

*The Phoenicians invented a system of writing that uses an alphabet, a set of letters that can be combined to form words. Many of today's languages, such as Greek and those that were developed from Latin, are alphabet based.*

## ADDITIONAL INSTRUCTIONAL MATERIALS

*continued from page 594*

### ADVANCED/GIFTED

#### Write a Short Story

1. Ask students to imagine a world in which there are no written laws. Then have each student write a one-page short story in which two characters in such a world come into conflict. Stories may involve topics such as theft, a fight, or an accidental injury.
2. Students should include a conflict-resolution or judgment scene that shows how a written code of laws helps resolve the situation.
3. Invite volunteers to read their short stories to the class. Then lead a class discussion about how the stories illustrate the importance of Hammurabi's Code.

\*Alternative Assessment Handbook, Rubric 39: Writing to Create

*continued from page 595*

### STRUGGLING READERS

#### Write a Letter

1. Have each student write a letter from the Hittite king to the leader of Babylon explaining why the Babylonians should surrender. You may wish to pair a student who has good writing skills with a struggling reader to complete this activity.
2. Have students include details about the superiority of the Hittite military and the consequences if the Babylonians refuse to surrender.
3. Invite volunteers to read their letters to the class.

\*Alternative Assessment Handbook, Rubric 37: Writing Assignments

## More About . . .

**The Seven Wonders of the World** The Hanging Gardens of Babylon are one of the Seven Wonders of the World. These wonders were ancient structures that inspired awe in historians of ancient Greece. They also included the Great Pyramid of Giza, the Statue of Zeus at Olympia, the Temple of Artemis at Ephesus, the Mausoleum at Halicarnassus, the Colossus of Rhodes, and the Lighthouse of Alexandria. Of the seven, only the Great Pyramid still stands.

**The Assyrian Army** The Assyrian military was impressive, even by today's standards. Assyrian field armies consisted of 50,000 men, the equal of five modern U.S. divisions. When taking the field for a battle, the army would stretch about a mile and a half (2.4 km) across and 100 yards (91.4 m) deep! The Assyrian military was also known for its innovations—cavalry, battering rams, and boots for their soldiers.

*continued from page 596*

### SPECIAL NEEDS STUDENTS

#### The Phoenician Alphabet

1. Review with students the importance of the Phoenicians' development of an alphabet, and reiterate that the alphabet we use today is based on the Phoenician alphabet.
2. Show students the Phoenician alphabet, and ask them whether any of the letters look similar to the letters we use today. Students might notice, for example, that the Phoenician letters for O and T are almost unchanged today or that the letter for A is similar but on its side. Help students identify all of the letters, and discuss other similarities and differences between the Phoenician alphabet and the one we use today.

\*Alternative Assessment Handbook, Rubric 11: Discussions



# Geography and the Nile Valley Kingdoms

- The Three Crowns
- Egypt's Pharaohs
- Egyptian Society
- Egyptian Gods and Goddesses
- Preparing the Dead for the Afterlife
- The Pyramids at Giza
- The Structure of a Pyramid

- Game: Conquer the Old Kingdom
- Egyptian Creation Myth
- Egyptian Science
- Egyptian Engineering at Work



## ► Online Lesson 4 Enrichment Activities

### Egyptian Creation Myth

**Article** Students learn about the Egyptian creation myth and then create a short graphic novel illustrating the story.

### Egyptian Science

**Video** Students watch a video about ancient Egyptian medicine and then answer questions about what they learned.



► PLAY VIDEO 1:32

Ancient Egypt: Modern Medicine



### Egyptian Engineering at Work

**Video** Students watch a video about ancient Egyptian building techniques and then write a DIY manual for building pyramids and temples.



► PLAY VIDEO 4:45

How the Ancients Moved Stone



# Geography and the Nile Valley Kingdoms

## The Big Idea

Egyptian civilization developed in the Nile Valley, and Egyptian government and religion were closely connected during the Old Kingdom.

## Main Ideas

- Egypt was called the gift of the Nile because the Nile River was so important.
- Civilization developed after people began farming along the Nile River.
- Strong kings unified all of ancient Egypt.
- Life in the Old Kingdom was influenced by pharaohs, roles in society, and trade.
- Religion shaped Egyptian life.
- The pyramids were built as tombs for Egypt's pharaohs.

## Key Terms and Places

Nile River  
Upper Egypt  
Lower Egypt  
cataracts  
delta  
pharaoh  
dynasty  
Old Kingdom  
theocracy  
nobles  
afterlife  
mummies  
pyramids  
engineering

## If YOU lived there ...

You are a farmer in ancient Egypt. To you, the pharaoh is the god Horus as well as your ruler. You depend on his strength and wisdom. For part of the year, you are busy planting crops in your fields. But at other times of the year, you work for the pharaoh. You are helping to build a great tomb so that your pharaoh will be comfortable in the afterlife.

## How do you feel about working for the pharaoh?

## The Gift of the Nile

Geography played a key role in the development of Egyptian civilization. The **Nile River** brought life to Egypt and enabled it to thrive. The river was so important to people in this region that the Greek historian Herodotus (hi-RAHD-uh-tuhs) 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 north through Egypt to the Mediterranean Sea, a distance of over 4,000 miles (6,437 km). The civilization of ancient Egypt developed along a 750-mile (1,207-km) stretch of the Nile.

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 (21 km) wide. On either side of the Nile lay a vast expanse of desert.

The Nile flowed through rocky, hilly land to the south of Egypt. At several points, this rough terrain caused **cataracts**, or rapids, to form. The first cataract was located 720 miles (1,159 km) south of the Mediterranean Sea. This cataract marked the southern border of Upper Egypt. Five more cataracts lay farther south. These cataracts made sailing on that portion of the Nile very difficult.

Early Civilizations of the Fertile Crescent and the Nile Valley 599

## Teach the Big Idea

### 1. Whole Class Open/Introduction

If **YOU** lived there ...

#### How do you feel about working for the pharaoh?

Review the scenario with students and lead a class discussion around responses to the question. Remind students that all responses are valid as long as they are supported with valid reasoning. You may wish to review the following points to frame your discussion.

#### Consider why to feel PLEASED:

- honored to work for one you consider a god
- strengthened by the labor
- enriched by the friendship fellow laborers provide

#### Consider why to feel RESENTFUL:

- upset at the expense of construction
- exhausted by the intensive labor
- dissatisfied with the inadequate payment

**2. Direct Teach** Introduce the Big Idea: *Egyptian civilization developed in the Nile Valley, and Egyptian government and religion were closely connected during the Old Kingdom.* Discuss that religion and government were closely connected during Egypt's Old Kingdom. Ask: What do you think might be an advantage to them being so intertwined? What might be a disadvantage?

**3. Practice/Assess/Inquire** Organize the class into pairs. Have each pair write a verse for a national anthem that Menes may have commissioned to celebrate the unification of Upper and Lower Egypt. Verses may focus on any aspect of early Egyptian history as reflected in the lesson.

**4. Explore (Collaborative Exploration)** Call on volunteers to read their verses. Adventuresome students may want to sing their verses to the tune of a popular song. Discuss any lesson topics not covered by the verses.

**5. Whole Group Close/Reflect** Have each student write another verse for his or her anthem.

\*Alternative Assessment Handbook, Rubric 26: Poems and Songs

### ONLINE DOCUMENT-BASED INVESTIGATION

#### Early Civilizations of the Fertile Crescent and the Nile Valley

The Afterlife in Ancient Egypt is the fourth of six document-based investigations that students will analyze in Early Civilizations of the Fertile Crescent and the Nile Valley. Using hotspots, students explore a papyrus to identify aspects of the Egyptian view of death and judgment.

## ONLINE GRAPHIC ORGANIZER

### Geography and the Nile Valley Kingdoms

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

**Analyze Effects** How did religion influence government and society in ancient Egypt?  
**Government**—The pharaoh had absolute power because he was thought to be a god; religious leaders made the decisions of government. Society—Worshiping the gods affected every part of life; people lived good lives in order to enter the afterlife; achievements like the pyramids came about because of religious ideas; religion played a role in the class system; burial practices gained great importance.

## ONLINE LESSON FLIP CARDS

### Review Key Terms and Places

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and places: **Nile River**, **Upper Egypt**, **Lower Egypt**, **cataracts**, **delta**, **pharaoh**, **dynasty**, **Old Kingdom**, **theocracy**, **nobles**, **afterlife**, **mummies**, **pyramids**, **engineering**.

## NOW & THEN

### Human Civilization and the Nile

Have students read the Now & Then feature to discover how the modern population distribution of Egypt compares with ancient Egypt's.

## ONLINE INTERACTIVE MAPS

### Ancient Egypt

Have students explore the map using the interactive features and answer the associated questions.

#### Interpret Maps

**Location** Why was river travel more difficult near Elephantine than it was near Thebes? *Elephantine was near a cataract.*

In print edition, see map of same title.

**1. Place** What bodies of water can you see on the map? *Mediterranean Sea, Red Sea, Nile River, Lake Moeris, Dead Sea*

**2. Location** Is Upper Egypt located to the north of Lower Egypt or to the south? *south*



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 from soil deposited by a river. At the time of ancient Egypt, 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 little rain fell in the region, most of Egypt was desert. However, rainfall to the south of Egypt caused the Nile River to flood. Almost every year, the Nile flooded Upper Egypt in midsummer and Lower Egypt in the fall.

The Nile's flooding coated the land around it with a rich silt. This silt made the soil ideal for farming. Each year, Egyptians eagerly awaited the

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## COLLABORATIVE LEARNING

### Make a 3D Map of Ancient Egypt

1. Organize the class into small groups. Instruct students that each group will use a map of ancient Egypt to create a map of the Nile valley and the geographical features surrounding it.
2. Students use clay or a similar material to create their three-dimensional map. They may need to consult additional maps to determine elevations or different geographical features.

3. After the clay has dried, students should color-code and paint their maps. They should also label prominent features, such as Upper and Lower Egypt and bodies of water.

\*Alternative Assessment Handbook, Rubrics 14: Group Activity; and 20: Map Creation

For additional instruction, go to end of lesson.

**Reading Check**  
Find Main Ideas  
Why was Egypt called the gift of the Nile?

flooding of the Nile River. For them, the river's floods were a life-giving miracle. Without the Nile's regular flooding, people never could have farmed in Egypt.

## Civilization Develops in Egypt

The Nile provided both water and fertile soil for farming. Over time, scattered farms grew into villages and cities. Eventually, an Egyptian civilization developed.

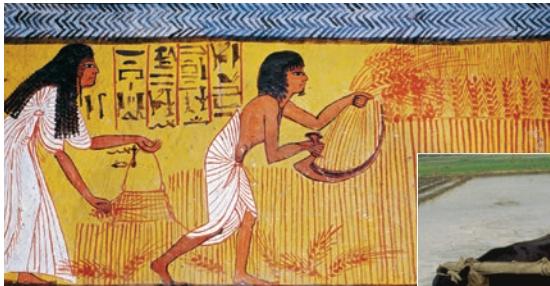
**Increased Food Production** Hunter-gatherers first moved into the Nile Valley more than 12,000 years ago. They found plants, wild animals, and fish there to eat. In time, these people learned how to farm, and they settled along the Nile. By 4500 BC farmers living in small villages grew wheat and barley.

Just as in Mesopotamia, farmers in Egypt developed an irrigation system. This system consisted of a series of canals that directed the Nile's flow and carried water to the fields.

The Nile provided Egyptian farmers with an abundance of food. Farmers in Egypt grew wheat, barley, fruits, and vegetables. They also raised cattle and sheep. The river provided many types of fish, and hunters trapped wild geese and ducks along its banks. With these many sources of food, the Egyptians enjoyed a varied diet.

**Two Kingdoms** In addition to a stable food supply, Egypt's location offered another advantage. It had natural barriers, which made it hard to invade Egypt. The desert to the west was too big and harsh to cross. To the north, the Mediterranean Sea kept many enemies away. More desert lands and the Red Sea provided protection to the east. In addition, cataracts in the Nile made it difficult to sail in from the south.

### Farming in Egypt



Farmers in ancient Egypt learned how to grow wheat and barley. The tomb painting at left shows a couple harvesting their crop. As the photo below shows, people in Egypt still farm along the Nile.



**Analyze Visuals**  
Based on the photo of the present-day farmer, what methods do Egyptian farmers use today?

Early Civilizations of the Fertile Crescent and the Nile Valley 601

### ENGLISH LANGUAGE LEARNERS

#### New Vocabulary

- To help students learn the vocabulary presented in this lesson, draw their attention to the list of "Key Terms and Places" at the beginning of the lesson.
- As students encounter an item from the list in their reading, have them write the term, the definition or description found in the text, and either a sentence using the word in context or draw a picture that represents the term.

- After students have had time to work individually, have them work in pairs or small groups to find any terms or places they may have missed.
- Have students submit their final products, and compile their responses to be published in a class glossary and picture dictionary.

\*Alternative Assessment Handbook, Rubric 1:  
Acquiring Information

## Teach the Main Idea

Civilization developed after people began farming along the Nile River.

**Recall** How did farmers use the Nile to grow their crops? *They built canals to direct the Nile's water to the fields.*

**Predict** Why might the ruins of early Egyptian settlements lack evidence of protective walls? *because the desert, bodies of water, and Nile cataracts provided natural protection from many enemies*

### More About . . .

**Damming the Nile** The Aswan High Dam on the Nile was completed in 1970 and officially inaugurated in 1971. It was built to generate electricity and make water available year-round to farmers. Although the dam fulfilled these goals, it has caused other problems. Because the Nile no longer drops silt on the fields, Egyptian farmers now have to use millions of tons of expensive chemical fertilizers. In addition, because less silt is deposited there, the Mediterranean coastline is eroding more rapidly.

### ONLINE HISTORICAL SOURCES

#### Farming in Egypt

Have students study the image and answer the associated question.

**Analyze Visuals** Why do you think an artist or group of artists living in the Nile valley would want to paint a farming scene on a tomb?

*Possible answer: Farming was an important part of Egyptian life.*

In print, see image of same title.

**Analyze Visuals** Based on the photo of the present-day farmer, what methods do Egyptian farmers use today? *Possible answer: similar methods as used in the past, relying on animal and human labor*

#### HISTORICAL SOURCE

##### Farming in Egypt

Then and now, the Nile River's floods have provided fertile land for farming. Agriculture supports the people who call the Nile River Valley home. Farmers in ancient Egypt learned how to grow wheat and barley. This tomb painting shows a couple harvesting a crop. The man uses a flint-edged sickle to reap, or cut, grain. A woman follows behind, to catch the cut stalks.

### READING CHECK

**Find Main Ideas** Why was Egypt called the gift of the Nile? *Without the Nile's "gift" of flooding that provided rich soil for crops, civilization probably would not have developed in Egypt.*

## Teach the Main Idea

Strong kings unified all of ancient Egypt.

**Explain** How did the pharaoh's crown display the unification of Egypt? *The pharaoh combined the white crown of Upper Egypt and the red crown of Lower Egypt to symbolize his rule over both lands.*

**Analyze** Do you think Menes made a good choice in building his capital city at Memphis? Why or why not? *Possible answer: yes; because it was in a fertile region but still had the protection of being inland*

**Make Judgments** Which part of Egypt—Upper or Lower—do you think was more valuable to a ruler? Why? *Possible answer: Lower Egypt; because it had the extremely fertile delta and access to the Mediterranean*

**Define** What is a pharaoh, and what does the title *pharaoh* mean? *ruler of ancient Egypt; "great house"*

**Explain** Where did the First Dynasty extend its power? How did the First Dynasty end? *extended Egyptian territory southward along the Nile and into southwest Asia; challengers took over Egypt and established the Second Dynasty*

### More About . . .

**Menes** (lived c. 3100 BC) Menes placed his capital on an island in the Nile, probably to protect the city from invaders and to help him control the Nile delta. The location did not protect him from other threats, however. Menes died at age 63, killed either by wild dogs and crocodiles or by a hippopotamus.



### ONLINE INTERACTIVE VISUALS

#### Image Carousel: The Three Crowns

Have students navigate through the carousel and note the different aspects of culture on display. You may wish to use the associated question as a discussion prompt.

**Analyze Visuals** What might have happened if Menes had chosen to wear just the red or white crown? *The people not represented by the crown might have lost respect for Menes and might not have recognized him as their leader.*

#### READING CHECK

**Summarize** What attracted early settlers to the Nile valley? *plants, wild animals, and fish to eat; natural protection from invasion*

**Reading Check**  
Summarize What attracted early settlers to the Nile Valley?

Protected from invaders, the villages of Egypt grew. Wealthy farmers emerged as village leaders. In time, strong leaders gained control over several villages. By 3200 BC villages had grown and banded together to create two kingdoms—Lower Egypt and Upper Egypt.

Each kingdom had its own capital city where its ruler was based. The capital city of Lower Egypt was Pe, located in the Nile Delta. There, wearing a red crown, the king of Lower Egypt ruled. The capital city of Upper Egypt was Nekhen, located on the Nile's west bank. In this southern kingdom, the king wore a cone-shaped white crown. For centuries, Egyptians referred to their country as the two lands.

### Kings Unify Egypt

According to tradition, around 3100 BC Menes (MEE-neez) rose to power in Upper Egypt. Some historians think Menes is a myth and that his accomplishments were really those of other ancient kings named Aha, Scorpion, or Narmer.

Menes wanted to unify the kingdoms of Upper and Lower Egypt. He had his armies invade Lower Egypt and take control of it. Menes then married a princess from Lower Egypt to strengthen his control over the newly unified country.

Menes wore both the white crown of Upper Egypt and the red crown of Lower Egypt to symbolize his leadership over the two kingdoms. Later, he combined the two crowns into a double crown.

Many historians consider Menes to be Egypt's first **pharaoh** (FEHR-oh), the title used by the rulers of ancient Egypt. The title pharaoh means "great house." Menes also founded Egypt's first **dynasty**, or 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. It was near where Lower Egypt met Upper Egypt, close to what is now Cairo, Egypt. For centuries, Memphis was



The pharaoh Menes combined the white crown of Upper Egypt and the red crown of Lower Egypt as a symbol of his rule of a united Egypt.

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### CRITICAL THINKING

#### The Double Crown of Menes

1. Discuss with students the significance of symbols for people in authority.
2. Ask students to name symbols of authority with which they are familiar, from the past and the present. Write down suggestions for students to see. *examples—crowns, badges, uniforms, jewels, weapons*
3. Discuss how these symbols are similar and different. What is their purpose—to inspire fear, trust, or awe, or to send some other message?

4. Lead a discussion about the message Menes sent by wearing both the white crown and the red crown and then combining the two. What effect might his use of the double crown have had on Egyptians living in a newly unified country?

\*Alternative Assessment Handbook, Rubric 11: Discussions

**Reading Check**  
Make Inferences  
Why do you think Menes wanted to rule over both kingdoms of Egypt?

the political and cultural center of Egypt. Many government offices were located there, and the city bustled with artistic activity.

Egypt's First Dynasty lasted for about 200 years. Over time, Egypt's rulers extended Egyptian territory southward along the Nile River and into Southwest Asia. Eventually, however, rivals arose to challenge Egypt's First Dynasty for power. These challengers took over Egypt and established the Second Dynasty.

## The Old Kingdom

The First and Second Dynasties ruled ancient Egypt for about four centuries. Around 2700 BC, though, a new dynasty rose to power in Egypt. Called the Third Dynasty, its rule began a period in Egyptian history known as the Old Kingdom.

**Early Pharaohs** The **Old Kingdom** was a period in Egyptian history that lasted for about 500 years, from about 2700 to 2200 BC. During this time, the Egyptians continued to develop their political system. The system they developed was based on the belief that Egypt's pharaoh, or ruler, was both a king and a god. It was a **theocracy**, or a government ruled by religious authorities.

The ancient Egyptians believed that Egypt belonged to the gods. The Egyptians believed the pharaoh had come to Earth in order 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 both king and 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.

The most famous pharaoh of the Old Kingdom was Khufu (KOO-foo), who ruled in the 2500s BC. Even though he is famous, we know relatively little about Khufu's life. 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.

**Society and Trade** By the end of the Old Kingdom, Egypt had about 2 million people. As the population grew, social classes developed. Egyptians believed that a well-ordered society would keep their kingdom strong. A social structure similar to what was found in Mesopotamia formed.

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.

Next in society was the middle class. This class included lesser government officials, scribes, and a few rich craftspeople.

The people in Egypt's lower class, more than 80 percent of the population, were mostly farmers. During flood season, when they could not work in the fields, farmers worked on the pharaoh's building projects. Servants and slaves also worked hard.

Early Civilizations of the Fertile Crescent and the Nile Valley 603

## CRITICAL THINKING

### Being Pharaoh

- Ask students what advantages pharaohs seemed to have in Egyptian society. Write responses for students to see. *Possible answer: believed to be a god, wealth and easy life, monuments honored him*
- Then ask what disadvantages there were to being a pharaoh. Write these next to the advantages. *Possible answer: blamed for natural disasters, hardships, and invasions*

- Organize students into pairs. Have partners discuss whether they would want to be a pharaoh and give specific reasons for their responses.
- Call on volunteers to share their reasoning with the class.

\*Alternative Assessment Handbook, Rubric 11: Discussions

## Teach the Main Idea

Life in the Old Kingdom was influenced by pharaohs, roles in society, and trade.

**Recall** How long did the Old Kingdom last? *about 500 years, from about 2700 to 2200 BC*

**Draw Conclusions** What responsibilities did the pharaoh have that balanced his high status? *according to ancient Egyptian belief, make crops grow, keep people healthy, and make trade profitable, prevent wars*

**Make Judgments** What may be some advantages and disadvantages of such a large segment of the population being farmers, servants, and slaves? *Possible answers: plenty of food and labor; disadvantages: potential for unrest and rebellion*

## More About . . .

**The Sphinx** Near Giza, the home of the ancient pyramids, sits the Sphinx, a half-man, half-lion statue created from a single piece of limestone about 66 feet (20.1 m) tall and 240 feet (73.2 m) long. Egyptologists say that the statue was created during the Old Kingdom but disagree about which pharaoh built it. Historically, many have believed that Khafre, the son of Khufu, built it. However, in more recent years, some scholars have come to believe that Khufu built the Sphinx. One fact supporting the idea that Khafre was the builder is that the type of limestone contained in the Sphinx matches that in other monuments built by Khafre.

## ONLINE INTERACTIVE VISUALS

### Image with Text Slider: Egypt's Pharaohs

Have students explore the image by revealing additional information using the interactive slider.

#### Egypt's Pharaohs

Reveal more information on the importance of the pharaoh to Egyptian society.

- The pharaoh was the ruler of Upper and Lower Egypt.
- He owned most of Egypt's land, made laws, collected taxes, and defended Egypt against invasions.
- The Egyptian believed the pharaoh carried out the will of the gods.
- He performed rituals and built temples to honor the gods.
- One of the pharaoh's symbols of his power was the crook, which honored the god Osiris and was a sign of rulers.



## READING CHECK

**Make Inferences** Why do you think Menes wanted to rule over both kingdoms of Egypt? *Ruling over both kingdoms brought him and Egypt greater wealth, status, and power.*

## Teach the Main Idea

Religion shaped Egyptian life.

**Identify** Who was the Egyptian sun god? What else did the main Egyptian gods represent? *Re, or Amon-Re; underworld, magic, sky, wisdom, Earth*

**Evaluate** Why might the ways in which Egyptians worshiped the gods have differed from place to place? *Possible answer: Different groups or villages might have emphasized gods that were important to them. For example, scribes might place more emphasis on Thoth, the god of wisdom.*

**Contrast** How was the *ka* different from the body?

*The ka was not a physical entity but rather a person's life force. It left the physical body at death.*

**Predict** How would you expect a pharaoh to be drawn on the walls of his tomb? *Possible answer: He would be drawn as young, powerful, happy, and doing the things he enjoyed doing while alive.*



### ONLINE INTERACTIVE VISUALS

#### Image with Hotspots: Egyptian Society

Have students explore the image using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

**Analyze Visuals** Which group helped run the government and temples? *nobles*

In print edition, see image of same title.

#### Egyptian Society

Egyptian society was structured like a pyramid. Few people were in the highest class of society, but many occupied the lowest class.

- + Hotspots



#### READING CHECK

**Form Generalizations** How was society structured in the Old Kingdom? *pharaoh at the top; nobles; scribes and craftspeople; farmers, servants, and slaves at the bottom*

#### Quick Facts

##### Egyptian Society



**Pharaoh**  
The pharaoh ruled Egypt as a god.

**Nobles**  
Officials and priests helped run the government and temples.

**Scribes and Craftspeople**  
Scribes and craftspeople wrote and produced goods.

**Farmers, Servants, and Slaves**  
Most Egyptians were farmers, servants, or slaves.

#### Analyze Visuals

Which group helped run the government and temples?

**Academic Vocabulary**  
acquire (uh-KWYR) to get

**Reading Check**  
Form Generalizations  
How was society structured in the Old Kingdom?

As society developed during the Old Kingdom, Egypt traded with some of its neighbors. Traders traveled south along the Nile to Nubia to acquire gold, copper, ivory, slaves, and stone for building. Trade with Syria provided Egypt with wood for building and for fire. Egyptian society grew more complex during this time. It continued to be organized, disciplined, and highly religious.

#### Religion and Egyptian Life

Worshiping the gods was a part of daily life in Egypt. But the Egyptian focus on religion extended beyond people's lives. Many customs focused on what happened after people died.

**The Gods of Egypt** The Egyptians practiced polytheism. Before the First Dynasty, each village worshiped its own gods. During the Old Kingdom, however, Egyptian officials expected everyone to worship the same gods, though how people worshiped the gods might differ from place to place.

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

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#### ADVANCED/GIFTED

##### Egyptian Gods

1. Tell students that there are many stories about the Egyptian gods, their duties, and their interactions.
2. Organize the class into small groups. Have each group conduct research on two or three Egyptian gods. Have students look for specific characteristics and stories about the gods. Then have each group create a storyboard about each god the group researched.

3. Have groups present their storyboards to the class.
4. Then lead a class discussion about how these stories might have affected the ancient Egyptians' lives or behavior.

\*Alternative Assessment Handbook, Rubrics 3: Artwork; and 29: Presentations

Over time, certain cities became centers for the worship of certain gods. In the city of Memphis, for example, people prayed to Ptah, the creator of the world.

The Egyptians worshiped many gods besides Ptah. They had gods for nearly everything, including the sun, the sky, and Earth. Many gods blended 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
- Horus, a sky god; god of the pharaohs
- Thoth, the god of wisdom
- Geb, the Earth god

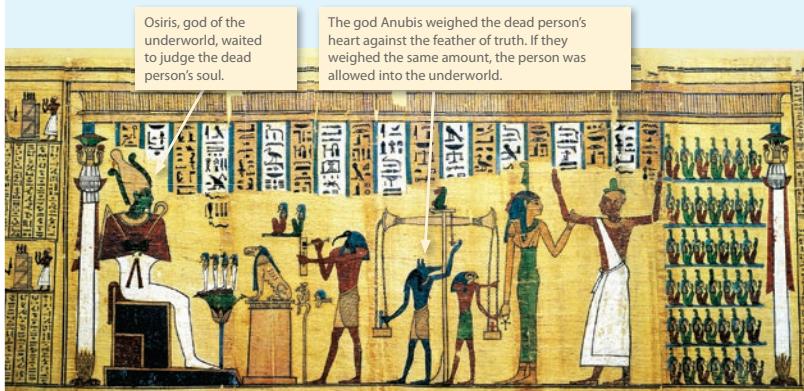
Egyptian families also worshiped household gods at shrines in their homes.

**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.

#### Historical Source

##### The Afterlife in Ancient Egypt

The ancient Egyptians believed that a person's soul was judged when he or she died. This papyrus shows how that judgment occurred.



##### Analyze Historical Sources

Where is Osiris in this drawing? Explain the details that help identify him as the god of the underworld.

Early Civilizations of the Fertile Crescent and the Nile Valley 605

#### COLLABORATIVE LEARNING

##### Egyptian Game Show

1. Prepare a series of 20 to 30 questions on Egyptian gods, beliefs about the afterlife, and burial practices.
2. Organize the class into two teams. Each team may want to assign one of the three subtopics to each team member. Provide basic research materials, and challenge students to learn as much as they can about their topics in approximately 30 minutes.

3. Tell students they will now play a game show on the topics they have been reading about.
4. Conduct the game show, awarding a point for each correct answer. Award a prize to the winning team.

\*Alternative Assessment Handbook, Rubric 14: Group Activity

#### ONLINE INTERACTIVE VISUALS

##### Image with Text Slider: Egyptian Gods and Goddesses

Have students explore the image by revealing additional information using the interactive slider.

###### Egyptian Gods and Goddesses

Reveal examples of different Egyptian gods and goddesses.

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



Statue of Re, or Amon-Re, the sun god

#### ONLINE ANALYZE VIDEOS

##### Secrets of the Mummies



Have students watch the video individually or as a class. You may wish to use the associated question as a discussion prompt.

**Analyze Videos** What did Egyptians believe was required for entrance into the afterlife? *a pure heart that was balanced with truth*

#### ONLINE DOCUMENT-BASED INVESTIGATION

##### The Afterlife in Ancient Egypt

Invite students to view the image, read the explanatory notes, and answer the associated question.

**Analyze Sources** Where is Osiris in this drawing? Explain the details that help identify him as the god of the underworld. *Osiris is to the far left. He is wearing a pharaoh crown, he is larger than all the other figures, and he is seated on a throne while judging the soul.*

In print edition, see Historical Source of same title.

DOCUMENT-BASED INVESTIGATION HISTORICAL SOURCE

###### The Afterlife in Ancient Egypt

The ancient Egyptians believed that a person's soul was judged when he or she died. This papyrus shows how that judgment occurred.



## ONLINE INTERACTIVE VISUALS

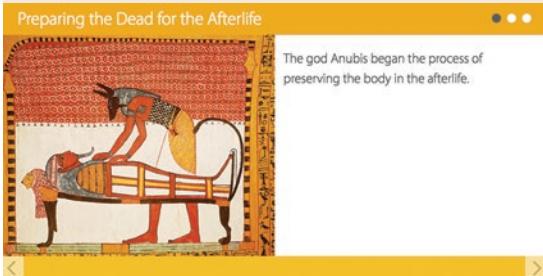
### Image Carousel: Preparing the Dead for the Afterlife

Have students navigate through the carousel and note the different aspects of culture on display. You may wish to use the associated question as a discussion prompt.

**Analyze Visuals** Why was Anubis so important to the Egyptian people? *He was said to be responsible for preserving human bodies and therefore ensured Egyptians an afterlife.*

In print edition, see image feature titled *Mummies*.

**Analyze Visuals** How do these images show the importance of the afterlife to Egyptians? *The god Anubis helped prepare mummies; they carefully preserved organs; the sarcophagus was carefully painted and shows that a lot of work went into making it.*



### READING CHECK

**Analyze Effects** How did religious beliefs affect Egyptian burial practices? *Believing that the spirit, or ka, remained linked to the body and had needs, Egyptians developed mummification and filled tombs with food and other items the spirit may need in the afterlife.*

### Mummies



Only the god Anubis was allowed to perform the first steps in preparing a mummy.



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.

#### Analyze Visuals

How do these images show the importance of the afterlife to Egyptians?

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* remained linked to the body and could not leave its burial site. However, it had all the same needs that the person had when he or she was living. It needed to eat, sleep, and be entertained.

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. For example, the Egyptians believed that a body had to be prepared for the afterlife. 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 help the *ka*, Egyptians developed a **method** called embalming to preserve bodies. Egyptians preserved bodies as **mummies**, specially treated bodies wrapped in cloth. Embalming preserves a body for many years. A body that was not embalmed decayed far more quickly.

Embalming was a complex process that took several weeks to complete. In the first step, embalmers cut open the body and removed all organs except for the heart. Embalmers stored the removed organs in special jars. Next, the embalmers used a special substance to dry out the body. They later applied some special oils. The embalmers then wrapped the dried-out body with linen cloths and bandages, often placing special charms inside the cloth wrappings. Finally, the mummy was placed in a coffin called a sarcophagus.

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 preserved the bodies naturally.

**Academic Vocabulary**  
method a way of doing something

**Reading Check**  
**Analyze Effects**  
How did religious beliefs affect Egyptian burial practices?

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### SPECIAL NEEDS STUDENTS

#### Plan a Museum Exhibit

- Organize the class into small groups.
- Have students imagine they are museum curators planning an exhibit on Egyptian burial practices. Have them create a list of questions their exhibit will answer.
- Ask each group to plan and create its exhibit, making sure the exhibit answers all of the questions. Students should include drawings or photographs of burial artifacts. Encourage students to be creative and rely mainly on graphics, using minimal text to express their ideas.

- Display the exhibits for the class to view.

\*Alternative Assessment Handbook, Rubrics 3: Artwork; and 14: Group Activity

## The Pyramids

Egyptians believed that burial sites, especially royal tombs, were very important. For this reason, they built spectacular monuments in which to bury their rulers. The most spectacular were the **pyramids**—huge, stone tombs with four triangle-shaped sides that met in a point on top. The Egyptians built the first pyramids during the Old Kingdom.

Many Egyptian pyramids are still standing. The largest is the Great Pyramid of Khufu near the town of Giza. It covers more than 13 acres (5.3 hectares) at its base and stands 481 feet (147 m) high. This one pyramid took thousands of workers and more than 2 million limestone blocks to build. The pyramids are amazing examples of Egyptian **engineering**, the application of scientific knowledge for practical purposes.

**Building the Pyramids** The earliest pyramids did not have the smooth sides we usually imagine when we think of pyramids. The Egyptians began building the smooth-sided pyramids we usually see around 2700 BC. The steps of these pyramids were filled and covered with limestone. The burial chamber was located deep inside the pyramid. After the pharaoh's burial, workers sealed the passages to this room with large blocks.

Historians do not know for certain how the ancient Egyptians built the pyramids. What is certain is that such massive projects required a huge labor force. As many as 20,000 to 30,000 workers may have been needed to build just one pyramid. The government paid the people working on the pyramids. Wages for working on construction projects were paid in goods such as grain instead of money, however.

For years, scholars have debated how the Egyptians moved the massive stones used to build the pyramids. Some scholars think that during the Nile's flooding, builders floated the stones downstream directly to the construction site. Most historians believe that workers used brick ramps and strong wooden sleds to drag the stones up the pyramid once at the building site.



The Great Sphinx of Giza and the Great Pyramid of Khufu are symbols that demonstrate the importance ancient Egyptians placed on the afterlife.

Early Civilizations of the Fertile Crescent and the Nile Valley 607

### LINK TO MATHEMATICS

#### The Geometry of Pyramids

- Explain to students that the Egyptians would not have been able to build the pyramids without a clear understanding of geometry. To construct a pyramid, each side had to slope upward and inward at exactly the same angle. Builders checked their work often, because even a tiny error in the early stages could mean a big error later.

- Have students use the Internet and other resources to conduct research on the geometry of pyramid building.
- Have students build and label models of heavy paper or cardboard to demonstrate their findings.

\*Alternative Assessment Handbook, Rubric 30: Research

## Teach the Main Idea

The pyramids were built as tombs for Egypt's pharaohs.

**Recall** How many limestone blocks did the Great Pyramid require? *more than 2 million*

**Describe** What is the shape of a pyramid? *four triangle-shaped walls that meet in a point on top*

**Predict** How would the invention of large animal-drawn wheeled vehicles have affected pyramid construction? *Possible answer: made transporting the blocks of stone much easier, reducing labor needs and construction time considerably*

**Explain** Why did the Egyptians want the pyramids to be spectacular? *because they believed the pharaoh controlled everyone's afterlife; their own fate in the afterlife depended on the pharaoh's happiness in the afterlife*

**Make Judgments** Do you think the Egyptians were gloomy and obsessed by death? Why or why not? *Possible answer: No; they were more interested in living forever because they loved life.*

### More About . . .

**Buried Boat** In 1954 archaeologists made an astonishing discovery. Buried at the base of the Great Pyramid was a wooden boat 144 feet (43.9 m) long. The boat may have carried Khufu's body across the Nile to his tomb. Or, it may have been placed there to symbolically carry Khufu into the afterlife.

**Pyramids and Pollution** Even though the pyramids have stood for thousands of years, they are not safe from harm. In fact, the stone shows signs of deterioration. Pollution from nearby Cairo and damage done by tourists may be to blame for the problems.

**The Great Sphinx** The Great Sphinx has undergone many restorations, including one by pharaoh Tuthmosis IV in about 1400 BC. The pharaoh dreamed that the sphinx asked him to clear the sand from around it in return for giving the pharaoh power over both Upper and Lower Egypt.

### ONLINE INTERACTIVE VISUALS

#### Image with Hotspots: The Pyramids at Giza

Have students explore the image using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

**Analyze Visuals** How might you feel when seeing the pyramids and the Sphinx if you were a member of ancient Egyptian society? *Possible answer: feelings of awe for the pharaoh and the gods and goddesses and respect for their power*



## ONLINE INTERACTIVE VISUALS

### Animation: The Structure of a Pyramid

Have students explore the animation of the Great Pyramid and then answer associated question.

**Analyze Animations** How has the exterior of the Great Pyramid changed since it was built? *It is now a brown color and has steps leading from top to bottom, but it used to be covered with white limestone that smoothed out the sides.*

## GAME

### Conquer the Old Kingdom

Have students play the game to test their knowledge of facts about ancient Egypt.

## READING CHECK

**Identify Points of View** Why were pyramids important to the ancient Egyptians? *because the Egyptians believed that their own afterlife was linked to the eternal life of the pharaoh buried in the pyramid*

### Reading Check Identify Points of View

Why were pyramids important to the ancient Egyptians?

**Significance of the Pyramids** Burial in a pyramid showed a pharaoh's importance. Both the size and shape of the pyramid were symbolic. Pointing to the sky above, the pyramid symbolized the pharaoh's journey to the afterlife. The Egyptians wanted the pyramids to be spectacular because they believed the pharaoh, as their link to the gods, controlled everyone's afterlife. Making the pharaoh's spirit happy was a way of ensuring happiness in one's own afterlife.

To ensure that the pharaohs remained safe after death, the Egyptians sometimes wrote magical spells and hymns on tombs. Together, these spells and hymns are called Pyramid Texts. The first such text, addressed to Re, the sun god, was carved into the pyramid of King Unas (OO-nuhs). He was a pharaoh of the Old Kingdom.

"Re, this Unas comes to you, A spirit indestructible . . . Your son comes to you, this Unas . . . May you cross the sky united in the dark, May you rise in lightland, [where] you shine!"

—from Pyramid Text, Utterance 217

The builders of Unas's pyramid wanted the god Re to look after their leader's spirit. Even after death, the Egyptians' pharaoh was important to them.

**Summary and Preview** As you have read, during the Old Kingdom, new political and social orders were created in Egypt. Religion was important, and many pyramids were built for pharaohs. In the next lesson, you will learn about Egypt's Middle and New Kingdoms.

### Lesson 4 Assessment

#### Review Ideas, Terms, and Places

1. a. **Identify** Where was the Egyptian kingdom of Lower Egypt located? *south of the Mediterranean and along the Nile River in northern Egypt*
- b. **Analyze** Why was the delta of the Nile River well suited for settlement? *Possible answer: provided fertile soil and abundant wildlife, was near the sea*
- c. **Predict** How might the Nile's cataracts have both helped and hurt Egypt? *provided protection against invasion, but made travel on the river difficult*
2. a. **Describe** What foods did the Egyptians eat? *wheat, barley, fruits, vegetables, beef, lamb, fish, goose, and duck*
- b. **Analyze** What role did the Nile play in supplying Egyptians with the foods they ate? *essential role—provided water for crops and animals, fish, homes for wild geese and ducks*
- c. **Elaborate** How did the desert on both sides of the Nile help ancient Egypt? *provided natural barriers against invasion*
3. a. **Identify** Who was the first pharaoh of Egypt? *Menes*
- b. **Draw Conclusions** Why did the pharaohs of the First Dynasty wear a double crown? *to symbolize the unification of Lower and Upper Egypt*

5. a. **Define** What did Egyptians mean by the afterlife?
- b. **Analyze** Why was embalming important to Egyptians?
- c. **Describe** What is engineering?
- d. **Elaborate** What does the building of the pyramids tell us about Egyptian society?

#### Critical Thinking

7. **Form Generalizations** Using your notes, complete this graphic organizer by listing three facts about the relationship between government and religion in the Old Kingdom.

Government and Religion
1.
2.
3.

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4. a. **Define** To what Egyptian period does the phrase *Old Kingdom* refer? *the 500-year period in Egyptian history from 2700 to 2200 BC*
- b. **Analyze** Why did Egyptians never question the pharaoh's authority? *The Egyptians thought of him as a god.*
- c. **Elaborate** Why do you think pharaohs might have wanted the support of nobles? *Possible answer: needed help running the government, may have needed rich and powerful supporters if problems such as disease or invasion occurred*
5. a. **Define** What did Egyptians mean by the afterlife? *life after death*
- b. **Analyze** Why was embalming important to Egyptians? *If a body was allowed to decay, the spirit would not recognize it in the afterlife.*
6. a. **Describe** What is engineering? *the application of scientific knowledge for practical purposes*
- b. **Elaborate** What does the building of the pyramids tell us about Egyptian society? *Possible answer: that Egyptian society was capable of the complex skills, organization, and discipline required to build the pyramids*

#### Critical Thinking

7. **Form Generalizations** Using your notes, list three facts about the relationship between government and religion in the Old Kingdom. *Possible answers: pharaoh was the king and god; officials expected everyone to worship the same gods; temples collected payments from government*

## ► Online Assessment

- How did geography define the borders of ancient Egypt?
  - A delta formed the northern border of Upper Egypt.
  - A desert formed the southern border of Lower Egypt.
  - A cataract formed the southern border of Upper Egypt.**
  - A mountain range formed the northern border of Lower Egypt.

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

A **cataract** formed the southern border of Upper Egypt and made sailing difficult on the Nile River.

- How did Egypt's location affect the development of its civilization?
  - Because it was bordered on each side by deserts, it was difficult to grow crops.
  - Because it was bordered on each side by deserts, it was difficult to invade.**
  - Because the Nile River contains many rapids, it was difficult to move goods by water.
  - Because the Nile River flooded every year, it was difficult to build cities close to the water.

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

Because Egypt was bordered on each side by deserts, it was difficult to **invade**.

- What does the red-and-white crown called the Pshtent represent?
  - the kingdom of Lower Egypt
  - the kingdom of Upper Egypt
  - the Egyptian capital of Memphis
  - the unification of the two kingdoms of Egypt**

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

The unification of Upper and Lower Egypt was represented by the red-and-white crown called the **Pshtent**.

- Why did the Old Kingdom of ancient Egypt develop into a theocratic state?
  - because the country was controlled by tribal elders
  - because the country was controlled by a foreign ruler
  - because the government was ruled by religious authorities**
  - because the government was ruled by politicians who represented the people

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

The Old Kingdom of ancient Egypt became a **theocracy** ruled by a divine pharaoh and administered by nobles and priests.

- How were ancient Egyptian and ancient Mesopotamian societies similar?
  - The people were mainly nobles.
  - The people worship only one god.
  - The people worshiped many gods.**
  - The people were ruled by pharaohs.

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

Ancient Egyptian and ancient Mesopotamian societies were **polytheistic**, which means that they worshiped many gods.

- Which of the following is true of the pyramids built during the Old Kingdom period?
  - Workers were paid for their labor in gold.
  - Scientists agree that they were built using large ramps and cranes.
  - They were built during the time of the year when the Nile River was low.
  - They took many years to build and required the labor of thousands of workers.**

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

The pyramids were built with the labor of tens of thousands of workers who were often paid with **grain**.

- Draw Conclusions** Why did the Greek historian Herodotus refer to Egypt as the "gift of the Nile"?

*Ancient Egyptians relied on the Nile River for their survival. Egypt is bordered by deserts, and very little rain falls there. Without the Nile River to supply water to Egypt, the ancient Egyptians would not have been able to create a civilization there.*

- Summarize** How did the Nile River affect the ancient Egyptian diet?

*Ancient Egyptians had abundant food and a varied diet. The Nile River provided them with fish, geese, ducks, and plants to eat. Every year, the Nile River flooded and deposited rich soil. This rich soil and plentiful water allowed farmers to grow wheat, barley, fruits, and vegetables and raise cattle and sheep.*

- Evaluate** How did ancient Egyptians view their pharaohs?

*The ancient Egyptians considered the pharaohs to be divine monarchs whose power to rule was given to them by the gods. Pharaohs were earthly rulers with divine powers, such as the ability to maintain the natural order of existence, the maat.*

- Summarize** What responsibilities did the Old Kingdom pharaohs have?

*Pharaohs had absolute power over the people and controlled most of the land of Egypt. With this power, they had great responsibilities. People blamed them when crops failed or diseases struck the country. Pharaohs were responsible for making sure that trade was profitable and for preventing wars.*

- Draw Conclusions** Why did ancient Egyptians mummify their dead?

*The ancient Egyptians believed in life after death and that a person's spirit, the ka, lived on after death. In order for a person's spirit to be able to recognize his or her body after death, the body must be preserved. If the body decayed, the link between the spirit and the body could be broken and the spirit could not receive the food and drink necessary for its survival in the afterlife.*

- Illustrate** How did the size and the shape of a pyramid relate to the pharaoh's journey into the afterlife?

*A pyramid was built as a tomb to keep the pharaoh's body for eternity. It has four triangle-shaped sides that meet at a point at the top. This point symbolizes the pharaoh's journey to the afterlife. The pyramid was large to demonstrate the pharaoh's importance and to keep the pharaoh happy in the afterlife. Ancient Egyptians believed that pharaohs looked after the living long after they died.*

## ADDITIONAL INSTRUCTIONAL MATERIALS

*continued from page 600*

### STRUGGLING READERS

#### Lesson Preview

1. Pair struggling readers with more proficient readers, and ask students to preview the lesson. Have each pair read the headings, look for bold and highlighted text, and examine the visuals used in the lesson.
2. Invite volunteers to share what they think the lesson will be about. Discuss the features that helped them draw these conclusions.

\*Alternative Assessment Handbook, Rubric 1: Acquiring Information

*continued from page 604*

#### More About . . .

**Egyptian Gods** Horus, the Egyptian god of the sky and of the pharaohs, was often depicted as a falcon or as a man wearing a falcon headdress. Egyptians believed that the eyes of Horus were the sun and the moon. Ask students why the Egyptians may have formed this connection between the falcon, the sun, and the moon. *Possible answer: because falcons have keen eyesight*



# The Middle and New Kingdoms

- The Temple of Karnak
- Four Statues of Ramses II
- Treasures of King Tut's Tomb

Visuals

Videos

LESSON 5

## Big Idea

During the Middle and New Kingdoms, order was restored in Egypt, and Egyptians made lasting achievements in writing, art, and architecture.

Maps,  
Graphs, and  
Charts

- Timeline: Periods of Egyptian History
- Map: Egyptian Trade, c. 1400 BC

- Biography: Queen Hatshepsut
- The Days of the Pharaoh Queen
- The Busy Life of a Scribe
- It's a Mystery!

Extend  
and Enrich

Sources

- Document-Based Investigation:  
The Rosetta Stone
- Ramses the Great
- Egyptian Writing

Assessment

- Key Terms Review
- Reading Check
- Graphic Organizer Activity
- Lesson Assessment

## ► Online Lesson 5 Enrichment Activities

### The Days of the Pharaoh Queen

**Video** Students learn about Queen Hatshepsut and then answer questions based on the video.



▷ PLAY VIDEO 2:26

The Queen Pharaoh



### The Busy Life of a Scribe

**Article** Students learn about the training and tasks of a scribe and then create a storyboard to show these activities.

### It's a Mystery!

**Video** Students watch a video about Karnak and then write a short story featuring the temple of the gods.



▷ PLAY VIDEO 7:26

Karnak: Temple of the  
Gods



# The Middle and New Kingdoms

## The Big Idea

During the Middle and New Kingdoms, order was restored in Egypt, and Egyptians made lasting achievements in writing, art, and architecture.

## Main Ideas

- The Middle Kingdom was a period of stable government between periods of disorder.
- The New Kingdom was the peak of Egyptian trade and military power, but its greatness did not last.
- Work and daily life differed among Egypt's social classes.
- Egyptian writing used symbols called hieroglyphics.
- Egypt's temples and tombs were lavishly decorated.

## Key Terms and Places

Middle Kingdom  
New Kingdom  
Kush  
trade routes  
hieroglyphics  
papyrus  
Rosetta Stone  
sphinxes  
obelisk

## If YOU lived there ...

You are an artist in ancient Egypt. A powerful noble has hired you to decorate the walls of his family tomb. You are standing inside the new tomb, studying the bare, stone 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?

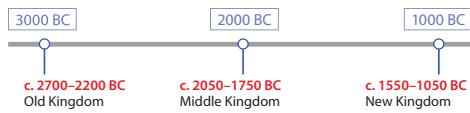
## The Middle Kingdom

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 their expenses. At the same time, ambitious nobles used their government positions to take power from pharaohs. By about 2200 BC the Old Kingdom had fallen. For the next 160 years, local nobles ruled much of Egypt. During this period, the kingdom had no central ruler.

Finally, around 2050 BC, a powerful pharaoh defeated his rivals. Once again all of Egypt was united. His rule began the **Middle Kingdom**, a period of order and stability that lasted to about 1750 BC. Toward the end of the Middle Kingdom, however, Egypt began to fall into disorder once again.

Around 1750 BC a group from Southwest Asia called the Hyksos (HIK-sohs) invaded. The Hyksos used horses, chariots, and

## Timeline: Periods of Egyptian History



**Analyze Timelines**  
Which kingdom lasted the shortest amount of time?

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## Teach the Main Idea

The Middle Kingdom was a period of stable government between periods of disorder.

**Identify** Where were the Hyksos from?  
*Southwest Asia*

**Analyze** What were two reasons the pharaohs' power declined at the end of the Old Kingdom? *They did not collect enough taxes to cover their expenses, and ambitious nobles took power from the pharaohs.*

**Evaluate** What may the Hyksos' conquest indicate about Egypt's level of technological advance? *Although the Egyptians had built pyramids, they may not have had chariots or advanced weapons.*

## More About ...

**Hyksos Chariots** When the Hyksos attacked Egypt, Egyptian soldiers were using inferior equipment and their armor did little to protect them from the Hyksos' more advanced weapons. Many historians believe that the most important Hyksos weapon was the chariot. It was lightweight, easy to maneuver, and had wheels with spokes. This chariot was probably drawn by two horses and carried two soldiers—one who drove and the other who attacked with either a bow or a spear.

## Teach the Big Idea

### 1. Whole Class Open/Introduction

If **YOU** lived there ...

#### What will you include in your painting?

Review the scenario with students and lead a class discussion around responses to the question. Remind students that all responses are valid as long as they are supported with valid reasoning. You may wish to review the following points to frame your discussion.

#### Consider PERSONAL images:

- his ancestors from many generations past
- his parents and their siblings
- his wife and their children

#### Consider GENERAL images:

- the gods and the wonders they bring to the world
- the grand pyramids of the pharaohs
- the Nile and its lush green valley

**2. Direct Teach** Introduce the Big Idea: *During the Middle and New Kingdoms, order was restored in Egypt, and Egyptians made lasting achievements in writing, art, and architecture.* Discuss with students that the Middle and New Kingdoms were a time when the arts flourished. Ask students: Do you think the arts flourish more when a society has peace and stability? Why or why not?

**3. Practice/Assess/Inquire** Have students create timelines for the Middle and New Kingdoms, including those periods' prominent rulers and events. Under each ruler, students should list his or her major accomplishments.

**4. Explore (Collaborative Exploration)** Use the student timelines as well as the timeline titled *Periods of Egyptian History* and the map in this lesson titled *Egyptian Trade, c. 1400 BC* to review the events discussed in this lesson.

**5. Whole Group Close/Reflect** Have each student write a brief eulogy, or speech to be delivered at a funeral, for either Hatshepsut or Ramses the Great.

\*Alternative Assessment Handbook, Rubrics 36: Time Lines; and 37: Writing Assignments



### ONLINE DOCUMENT-BASED INVESTIGATION

#### Early Civilizations of the Fertile Crescent and the Nile Valley

The Rosetta Stone is the fifth of six document-based investigations that students will analyze in Early Civilizations of the Fertile Crescent and the Nile Valley. Students will explore text translated from the Rosetta Stone describing celebrations for the coronation of Ptolemy V.

## Teach the Main Idea

The New Kingdom was the peak of Egyptian trade and military power, but its greatness did not last.

**Identify** Who was Hatshepsut? *a female ruler who expanded trade and built great monuments during the New Kingdom*

**Analyze** What weakened the New Kingdom? *fighting on several fronts, including invasions of the Hittites and the Sea Peoples*

**Make Judgments** Why do you think leaders of the New Kingdom wanted to control all of the eastern Mediterranean shore? *Possible answer: protection from invasion by peoples beyond the region, had valuable resources*

### More About . . .

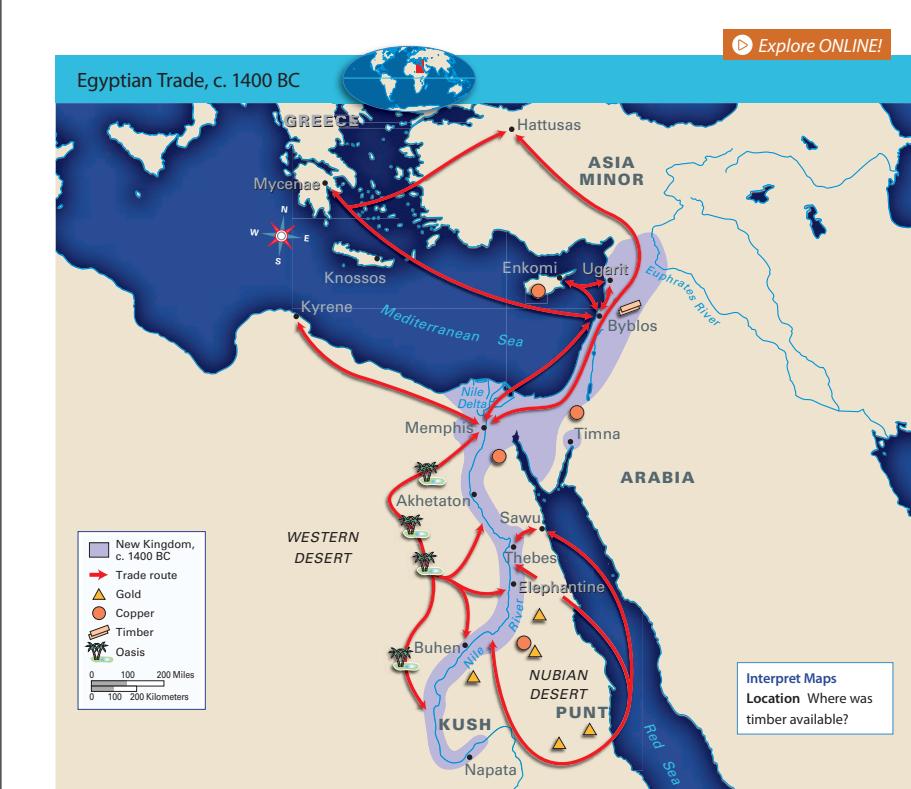
**The Military in the New Kingdom** During the New Kingdom, pharaohs became increasingly concerned about outside invasions and the need to maintain a powerful fighting force. As a result, a military consisting of professional soldiers emerged. These soldiers were paid with both gold and land and became respected members of society. After dealing with the Hyksos, the military adapted more advanced weapons, including the composite bow, which became widely feared. These composite bows were made by laminating together not only wood but also materials such as water buffalo tusks and animal sinew.

### ► ONLINE GRAPHIC ORGANIZER

#### The Middle and New Kingdoms

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

**Evaluate** What three achievements of the ancient Egyptians do you believe had the most impact on their civilization and why? Cite evidence from the lesson to explain your answer. *Possible answer: hieroglyphics, because this writing system provided the Egyptians a way to communicate and now provides historians information about the ancient people; papyrus, because it allowed Egyptians to record information in a lasting manner; Egyptian painting, because it shows what life was like long ago and the ideas of significance to the early Egyptians*



**Reading Check**  
Summarize What caused the end of the Middle Kingdom?

advanced weapons to conquer Lower Egypt. The Hyksos then ruled the region as pharaohs for 200 years.

The Egyptians eventually fought back. In the mid-1500s BC, Ahmose (AMH-ohs) of Thebes declared himself king and drove the Hyksos out of Egypt. Ahmose then ruled all of Egypt.

#### The New Kingdom

Ahmose's rise to power marked the start of Egypt's 18th dynasty. More importantly, it was the start 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 to 1050 BC, conquest and trade brought wealth to the pharaohs.

**Building an Empire** After battling the Hyksos, Egypt's leaders feared future invasions. To prevent such invasions from occurring, they

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### ► ONLINE INTERACTIVE TIMELINES

#### Timeline: Periods of Egyptian History

Have students study the timeline and answer the associated question.

**Analyze Timelines** Which kingdom lasted the shortest amount of time? *the Old Kingdom*

### ► ONLINE LESSON FLIP CARDS

#### Review Key Terms and Places

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and places: **Middle Kingdom, New Kingdom, Kush, trade routes, hieroglyphics, papyrus, Rosetta Stone, sphinxes, obelisk**.

#### BIOGRAPHY

##### Queen Hatshepsut Ruled c. 1503–1482 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. Because 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 she died, her stepson took back power and vandalized all the monuments she had built.

##### Identify Cause and Effect

What do you think caused Hatshepsut to dress like a man?



took 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. Egypt took over the entire eastern shore of the Mediterranean and 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 as well as powerful. The kingdoms that Egypt conquered regularly sent gifts and treasure to their Egyptian conquerors. For example, the kingdom of Kush in Nubia sent yearly payments of gold, precious stones, and leopard skins to the pharaohs. In addition, Assyrian, Babylonian, and Hittite kings sent expensive gifts to Egypt in an effort to maintain good relations.

**Growth and Effects of Trade** As Egypt's empire expanded, so did its trade. Conquest brought Egyptian traders into contact with more distant lands that had valuable resources for trade. Profitable **trade routes**, or paths followed by traders, developed from Egypt to these lands. The Sinai Peninsula, for example, had large supplies of turquoise and copper.

One of Egypt's rulers who worked to increase 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 people in Asia Minor and Greece.

Hatshepsut and later pharaohs used the money they gained from trade to support the arts and architecture. Hatshepsut in particular is remembered for the many impressive monuments and temples built during her reign.

**Invasions of Egypt** Despite its military might, Egypt still faced threats to its power. In the 1200s BC the pharaoh Ramses (RAM-seez) II, or Ramses the Great, fought the Hittites, who came from Asia Minor. The two powers fought fiercely for years, but neither one could defeat the other. Finally, 15 years after the Battle of Kadesh in 1275 BC, both sides signed the Treaty of Kadesh. Some historians consider this to be the world's first peace treaty.

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#### BIOGRAPHY

##### Queen Hatshepsut

Have students read the biography of Queen Hatshepsut and answer the associated question.

**Identify Cause and Effect** What do you think caused Hatshepsut to dress like a man? *Possible answer: objections to a woman ruling, her desire to make her role as pharaoh more acceptable to the Egyptian people*



#### ONLINE INTERACTIVE MAPS

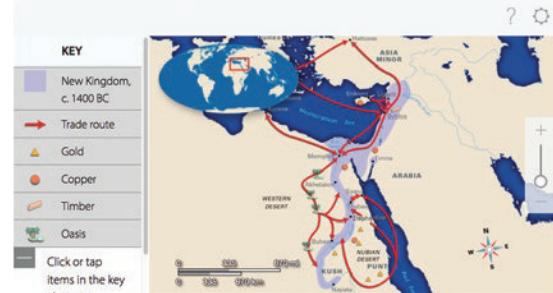
##### Egyptian Trade, c. 1400 BC

Have students explore the map using the interactive features and answer the associated questions.

**Location** Where was timber available? *Byblos*  
In print edition, see map of same title.

##### Egyptian Trade, c. 1400 BC

As the Egyptian empire grew, its trade with others increased. Trade reached across the Mediterranean into Asia Minor and Greece, as well as across the Sinai Peninsula and into the Middle East.



#### SUMMARIZE

##### Two New Kingdom Rulers

1. Draw a two-column chart for the students to see, with columns labeled *Queen Hatshepsut* and *Ramses the Great*. Explain that both Hatshepsut and Ramses the Great faced challenges during their reigns, yet they also had many accomplishments.

2. Instruct students to list challenges for both rulers, followed by their accomplishments.

\*Alternative Assessment Handbook, Rubric 7: Charts

#### READING CHECK

**Summarize** What caused the end of the Middle Kingdom? *the Hyksos invasion and eventual conquest of Lower Egypt*

For additional instruction, go to end of lesson.

## Teach the Main Idea

Work and daily life differed among Egypt's social classes.

**Describe** What kinds of writing did scribes do? *kept records and accounts for the state and temples, wrote and copied religious and literary texts*

**Analyze** Why did the pharaohs value talented architects? *Having well-designed pyramids and temples made the pharaoh powerful and, according to Egyptian religion, ensured a happy afterlife.*

**Make Judgments** Which of these jobs would you have preferred: scribe, artisan, artist, or architect? *Why? Answers will vary.*

### More About . . .

**Egyptian Houses** Since wood was rare in Egypt, the common people built their houses out of sunbaked bricks. Because summers were hot, Egyptians often slept on the roofs of their houses.

**Precious Perfumes** Perfume was not only a valuable Egyptian trade item but also was used extensively in religious ceremonies. At one temple, perfume recipes were engraved on walls leading to a small laboratory.

### Historical Source

#### Ramesses the Great

Ramesses the Great had a poem praising him carved into the walls of the five temples, including the temple at Karnak. One verse of the poem praises Ramesses as a great warrior and defender of Egypt.

#### Analyze Sources

According to the poem, from what group did Ramesses protect the Egyptians?

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

—Pen-ta-ur, quoted in *The World's Story*, edited by Eva March Tappan

#### Reading Check

**Identify Cause and Effect** What caused Egypt's growth of trade during the New Kingdom?

Soon after Ramesses 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. Ancient Egypt fell into a period of violence and disorder. Egypt would never regain its power.

### Work and Daily Life

Although Egyptian dynasties rose and fell, daily life for Egyptians did not change very much. But as the population grew, Egypt's society became even more complex.

A complex society requires people to take on different jobs. In Egypt, these jobs were often passed on within families. At a young age, boys started to learn their future jobs from their fathers.

**Scribes** After the priests and government officials, scribes were the most respected people in ancient Egypt. As members of the middle class, scribes worked for the government and the temples. This work involved keeping records and accounts. Scribes also wrote and copied religious and literary texts.

**Artisans, Artists, and Architects** Another group in society was made up of artisans whose jobs required advanced skills. Among the artisans who worked in Egypt were sculptors, builders, carpenters, jewelers, metalworkers, and leatherworkers. Artisans made items such as statues, furniture, jewelry, pottery, and shoes. Most artisans worked for the government or for temples. Egypt's artisans were admired and often paid fairly well.

Architects and artists were admired in Egypt as well. Architects designed the temples and royal tombs for which Egypt is famous. Talented architects could rise to become high government officials. Artists often

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### ONLINE HISTORICAL SOURCE

#### Ramesses the Great

Have students read the excerpt and answer the associated question.

**Analyze Sources** According to the poem, from what group did Ramesses protect the Egyptians? *Hittites*

#### HISTORICAL SOURCE

#### Ramesses the Great

Ramesses the Great had a poem praising him carved into the walls of the five temples, including the temple at Karnak. One verse of the poem praises Ramesses as a great warrior and defender of Egypt.

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

—Pen-ta-ur

quoted in *The World's Story*, edited by Eva March Tappan

### READING CHECK

**Identify Cause and Effect** What caused Egypt's growth of trade during the New Kingdom? *conquest and expansion, efforts by Hatshepsut*

### STRUGGLING READERS

#### Compare Then and Now

- Lead a discussion comparing each group in Egyptian society with a similar group of people today. For example, students may compare the work and daily life of ancient Egyptian farmers to those of farmers in the present-day United States. Encourage students to think of the specific tasks each group must perform in their work.

- Then have students draw Egyptians at work from at least three of the following groups: government officials, priests, scribes, artists and artisans, architects, merchants and traders, soldiers, and farmers. Pictures should be as detailed as possible.

- Have students display and explain their work.

\*Alternative Assessment Handbook, Rubrics 3: Artwork; and 9: Comparing and Contrasting

worked for the state or for temples. Egyptian artists produced many different types of works. Many artists worked in the deep burial chambers of the pharaohs' tombs painting detailed pictures.

**Merchants and Traders** Although trade was important to Egypt, only a small group of Egyptians became merchants and traders. Some traveled long distances to buy and sell goods. On their journeys, merchants were usually accompanied by soldiers, scribes, and laborers.

**Soldiers** After the wars of the Middle Kingdom, Egypt established a professional army. The military offered people a chance to rise in social status. Soldiers received land as payment and could also keep any treasure they captured in war. Soldiers who excelled could be promoted to officer positions.

**Farmers and Other Peasants** As in the society of the Old Kingdom, Egyptian farmers and other peasants were toward the bottom of Egypt's social scale. These hardworking people made up the vast majority of Egypt's population.

Egyptian farmers grew crops to support their families. These farmers depended on the Nile's regular floods to grow their crops. Farmers used wooden hoes or plows pulled by cows to prepare the land before the flood. After the floodwaters had drained away, farmers planted seeds for crops such as wheat and barley. At the end of the growing season, Egypt's farmers worked together to gather the harvest.

Farmers had to give some of their crops to the pharaoh as taxes. These taxes were intended to pay the pharaoh for use of the land. Under Egyptian law, the pharaoh controlled all land in the kingdom.

All peasants, including farmers, were also subject to special duty. Under Egyptian law, the pharaoh could demand at any time that people work on projects, such as building pyramids, mining gold, or fighting in the army. The government paid the workers in grain.



Most Egyptians spent their days in the fields, plowing and harvesting their crops.

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## ADVANCED/GIFTED

### Egyptian Traders

1. Ask students to imagine that they are traders in ancient Egypt. Have them conduct research to learn more about Egyptian trade, such as methods of travel over land and sea.
2. Then have students write journal entries about their journeys, what they sold, and what they bought. Each journal entry should include a map to show the trader's route.

3. Encourage students to make their journals as interesting and specific as they can.
4. Invite volunteers to read their journal entries to the class.

\*Alternative Assessment Handbook, Rubrics  
15: Journals; and 30: Research

## Teach the Main Idea

Egyptian writing used symbols called hieroglyphics.

**Explain** What did each symbol in the hieroglyphic system represent? *one or more sounds in the Egyptian language*

**Analyze** What were some advantages of using papyrus? *Made of readily available materials, tough, durable, could be rolled into scrolls*

**Make Judgments** What would it have been like to use a language that could be written up or down, right to left, or left to right? *Possible answer: It was more flexible than our system, and the Egyptians were used to it, so it probably caused no problems.*

### More About . . .

**Connect to Math: The Eye of Horus** Hieroglyphic symbols also stood for mathematical concepts. For example, the parts of a drawing of an eye, called the Eye of Horus, stand for various fractions. The symbol comes from an Egyptian myth in which the god Horus suffered an injury to his left eye. The god Thoth healed it, and a drawing of the eye became a powerful symbol. Challenge students to research the Eye of Horus as a mathematical symbol and to explain it to the class.



### ONLINE HISTORICAL SOURCE

#### Egyptian Writing

Have students read the excerpt and answer the associated question.

**Analyze Sources** What kind of information do you think the combination of hieroglyphics in this image provides? *The message probably tells about a pharaoh. It might describe his qualities and what he has done for Egypt.*

In print edition, see image of same name.

**Analyze Visuals** What does the symbol for ruler look like? *Possible answer: a shepherd's crook, symbolizing the ruler as a shepherd of his or her people*

#### READING CHECK

**Categorize** What types of jobs existed in ancient Egypt? *scribes, priests, artisans, artists, merchants, traders, soldiers, architects, farmers*

Academic Vocabulary  
contracts binding legal agreements

Reading Check  
Categorize What types of jobs existed in ancient Egypt?

**Slaves** The few slaves in Egyptian society were considered lower than farmers. Many slaves were convicted criminals or prisoners captured in war. These slaves worked on farms, on building projects, in workshops, and in private households. Unlike most slaves in history, however, slaves in Egypt had some legal rights. Also, in some cases, they could earn their freedom.

**Family Life in Egypt** Family life was important. Most families lived in their own homes. Sometimes, unmarried female relatives lived with them. Men were expected to marry young so that they could start having children.

Most Egyptian women were devoted to their homes and families. Some women, however, did have jobs outside the home. A few women served as priestesses, and some worked as royal officials, administrators, or artisans. Unlike most women in ancient times, Egyptian women had a number of legal rights. They could own property, make **contracts**, and divorce their husbands. They could even keep their property after a divorce.

Children's lives were not as structured as adults' lives were. Children played with toys such as dolls, tops, and clay animal figurines. Children also played ballgames and hunted. Most children, boys and girls, received some education. At school they learned morals, writing, math, and sports. At age 14, most boys left school to enter their father's profession. At that time, they took their place in Egypt's social structure.

#### Egyptian Achievements

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 materials. Later, Egyptians learned how to make **papyrus** (puh-PY-ruhs), a long-lasting, paperlike 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 could be rolled into scrolls. Scribes wrote on papyrus using brushes and ink.

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. For a long time, though, historians did not

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#### COLLABORATIVE LEARNING

##### Egyptian Family Life

1. Organize the class into groups of five or six, each group representing a single family. Remind students that Egyptian society was highly structured and there were specific duties and expectations for each member.
2. The groups should assign a specific role to each member. For example, one person might be the father, another the mother, two others might be children, and any remaining members might be slaves.

3. Have students conduct research to learn more about the expectations of each family member. For example, what kinds of foods might the mother make?
4. Have each group present a skit illustrating family life. Students may want to dress for their parts and use appropriate props.

\*Alternative Assessment Handbook, Rubrics 14: Group Activity; and 33: Skits and Reader's Theater

### Egyptian Writing

Egyptian hieroglyphics used picture symbols to represent sounds.

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

#### Analyze Visuals

What does the symbol for *ruler* look like?



know how to read them. In fact, it was not until 1799 that 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 huge, stone slab inscribed with hieroglyphics. In addition to the hieroglyphics, the Rosetta Stone had text in Greek and a later form of Egyptian. Because the message in all three languages was the same, scholars who knew Greek were able to figure out what the hieroglyphics said.

**Egyptian Texts** Because papyrus did not decay in Egypt's dry climate, many ancient Egyptian texts still survive. Historians today can read Egyptian government records, historical records, science texts, and medical manuals. In addition, many literary works have survived. Some of them, such as The Book of the Dead, tell about the afterlife. Others tell stories about gods and kings.

### Egyptian Architecture and Art

In addition to their writing system, the ancient Egyptians are famous for their magnificent architecture and art. You have already read about the Egyptians' most famous structures, the pyramids. But the Egyptians also built massive temples. They believed that temples were the homes of the gods. People visited the temples to worship, offer the gods gifts, and ask for favors.

**Reading Check**  
Elaborate Why is the Rosetta Stone an important artifact to world history?

Early Civilizations of the Fertile Crescent and the Nile Valley 615

### IDENTIFY POINTS OF VIEW

#### Where Does the Rosetta Stone Belong?

- Remind students that today many antiquities are not in the lands where they were created. The Rosetta Stone, for example, is currently in the British Museum. People and organizations throughout the world disagree over whether antiquities should be returned to their homelands, or "repatriated."
- Have students conduct research to learn more about different points of view on this subject. Instruct them to locate one article that argues for such repatriation and another that argues against it.

Remind students that they should take care to use only credible sources in their research.

- Instruct students to write a report that summarizes the two positions. At the end of their reports, students should state whether they believe the Rosetta Stone should be returned to Egypt or stay in the British Museum. They should give specific reasons for their positions.

\*Alternative Assessment Handbook, Rubrics 12: Drawing Conclusions; 16: Judging Information; and 37: Writing Assignments

### Teach the Main Idea

Egyptian temples and tombs were lavishly decorated.

**Identify** What is a sphinx? *imaginary creature with the body of a lion and the head of another animal or a human*

**Recall** What are the two types of large structures created by the Egyptian architects? *pyramids and temples*

**Analyze** Why do you think builders placed obelisks at the gates of temples? *Possible answer: because they pointed to the sky, leading the way to the afterlife*

**Identify** What was the most sacred part of a temple? *the sanctuary*

**Analyze** Why do you think many Egyptian temples had rows of sphinxes leading to the entrance? *Possible answer: as symbolic protection for the temple*

### More About . . .

**Obelisks** Most obelisks were carved from red granite. Their pyramid-shaped tops were usually sheathed in electrum, an alloy of gold and silver. Some obelisks weighed more than 100 tons (90.7 metric tons). Because some obelisks have been taken out of Egypt, genuine Egyptian obelisks now stand in London, Rome, and New York City.

**Tourism in Egypt** Revenue from tourism accounts for about 25 percent of Egypt's foreign exchange income. The pyramids and temples are major attractions in Egypt. More than 5 million tourists visit Egypt each year.

### ONLINE DOCUMENT-BASED INVESTIGATION

#### The Rosetta Stone

The Rosetta Stone contained inscriptions in Greek and Egyptian and enabled scholars to decode Egyptian hieroglyphics. Have students read the excerpt and answer the associated question.

**Analyze Sources** How does the Rosetta Stone increase our understanding of the value the ancient Egyptians placed on their leaders? *Possible answer: The instructions to honor Ptolemy with monthly and annual sacrifices and festivals show that the ancient Egyptians saw their leaders as gods.*

#### DOCUMENT-BASED INVESTIGATION HISTORICAL SOURCE

##### The Rosetta Stone

After the Egyptians were conquered, hieroglyphics fell out of use. For thousands of years, no one could read ancient Egyptian writing. In 1798 a French army officer found a black stone near the city of Rosetta in the Nile Delta. The stone was inscribed with a royal decree written in ancient Greek, Egyptian hieroglyphics, and another Egyptian script. Using the Greek text, scholars were eventually able to decode the Egyptian writing systems. The text describes celebrations over the coronation of Ptolemy V.



## ONLINE INTERACTIVE VISUALS

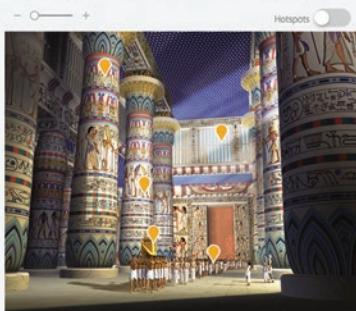
### Image with Hotspots: The Temple of Karnak

Have students explore the image using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

**Analyze Visuals** What features of Egyptian architecture can you see in this illustration? *wall paintings, large columns, stone, hieroglyphic writing, air vents*

#### The Temple of Karnak

The Temple of Karnak was Egypt's largest temple. Built mainly to honor Amon-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.



## NOW & THEN

**Obelisks** Have students read the Now & Then feature about obelisks, which describes the Egyptian origin of the structures and the purposes for them. Perhaps the most famous obelisk in modern times is the Washington Monument in Washington, DC.

## READING CHECK

**Elaborate** Why is the Rosetta Stone an important artifact to world history? *Historians and archaeologists used it to decipher Egyptian hieroglyphics, which provided a better understanding of ancient Egypt's history.*

**Architecture** Many Egyptian temples shared some 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. That 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, Egyptian temples were lavishly decorated. Huge columns supported the temple's roof. These columns were often 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 was Egypt's largest temple. Other temples were built by Ramses the Great at Abu Simbel and Luxor. The temple at Abu Simbel is especially known for the huge statues that stand next to its entrance. The statues, which are 66 feet (20 m) tall and are carved out of sandstone cliffs, show Ramses the Great as pharaoh. Nearby are smaller statues of his family.

**Paintings** One reason Egypt's temples are so popular with tourists is the art they contain. The ancient Egyptians were masterful artists. Many of their greatest works were created to fill temples and the tombs of pharaohs and other nobles.

Egyptian art was filled with lively, colorful scenes. Detailed works covered the walls of temples and tombs. Artists also painted on canvas, papyrus, pottery, plaster, and wood. Most Egyptians never saw these paintings, however. Only kings, priests, and important people could enter temples and tombs, and even they rarely entered the tombs.



The temple at Abu Simbel features seated figures of Ramses the Great. Inside the temple are painted scenes from the Battle of Kadesh.

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## LINK TO FINE ARTS

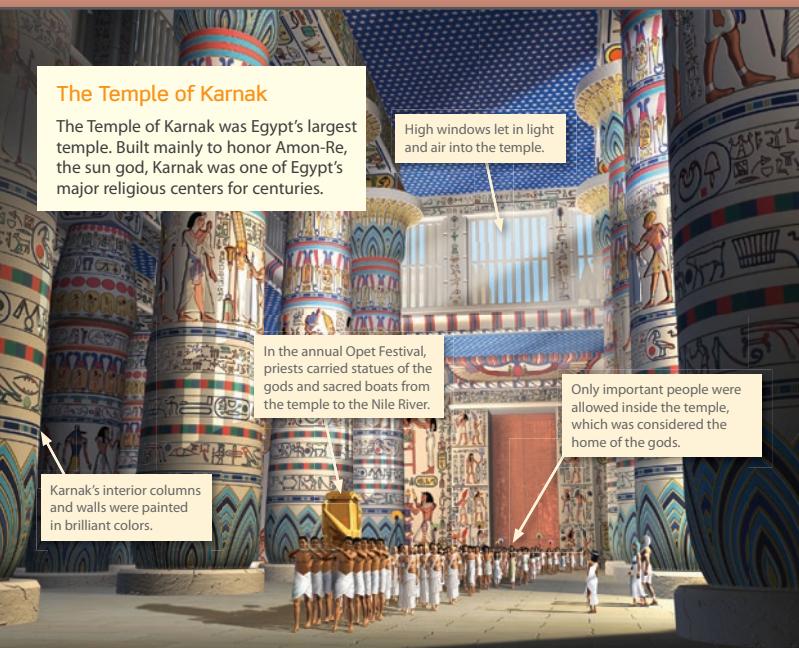
### The Opet Festival

1. Have students conduct research on the Opet Festival, including its purpose and what kinds of ceremonies took place during that time.
2. Have students create a picture of an event that might have taken place during Opet. They should not simply copy an existing painting but create an original one based on what they have learned in their research. They may use any media available to them to create their artwork, as long as the artwork reflects the Egyptian style.

3. Encourage students to include as much detail as possible, showing, for example, the kinds of garments and jewelry people would have worn. People should be drawn in the Egyptian style.

4. Display students' paintings.

\*Alternative Assessment Handbook, Rubrics 3: Artwork; and 30: Research



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

Egyptian painting has a distinctive style. People, for example, are drawn in a certain way. In Egyptian paintings, 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 all appear the same size. Important figures such as pharaohs appear huge in comparison to others, especially servants or conquered people. In contrast, Egyptian animals were usually drawn realistically.

**Carvings and Jewelry** Painting was not the only art form Egyptians practiced. The Egyptians were also skilled stoneworkers. Many tombs included huge statues and detailed carvings.

In addition, the Egyptians made lovely objects out of gold and precious stones. They made jewelry for both men and women. This jewelry included necklaces, bracelets, and collars. 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 some archaeologists

## ONLINE INTERACTIVE VISUALS

### Image with Rich Media: Four Statues of Ramses

Have students explore the image using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

**Analyze Visuals** What do these statues show about Ramses II? *They show that Ramses II was an important figure, royalty, and a powerful ruler of both Upper and Lower Egypt.*

#### Four Statues of Ramses II

Four statues of Ramses II guarded the entrance to the Great temple of Ramses II at Abu Simbel. Inside the temple are painted scenes from the Battle of Kadesh.



## LINK TO MATHEMATICS

### Measuring a Temple

- Organize the class into small groups.
- Have students calculate dimensions of the interior of the illustrated Temple of Karnak. Students should use the priests in the foreground as a basic ruler and estimate that the men were about five feet five inches (1.7 m) tall.
- To add interest to the activity, challenge groups to race in making their calculations.

- Lead a discussion about how the Egyptians built and decorated temples with such stupendous dimensions.

\*Alternative Assessment Handbook, Rubric 14: Group Activity



## ONLINE INTERACTIVE VISUALS

### Image Compare: Treasures of King Tut's Tomb

Have students navigate through the carousel and note the different aspects of culture on display. You may wish to use the associated question as a discussion prompt.

**Analyze Visuals** What might archaeologists learn about ancient Egypt from Tut's tomb? *Possible answer: clothing, jewelry, artistic techniques, religious ceremonies*

In print edition, see image of same title.

#### Treasures of King Tut's Tomb

In 1922 the archaeologist Howard Carter discovered the tomb of King Tut. Although the tomb had been robbed in ancient times, it was still filled with treasures.

Howard Carter examining King Tut's coffin in 1922.



#### READING CHECK

**Summarize** What types of artwork were contained in Egyptian tombs? *paintings, carvings, statues, jewelry, clothing, burial masks*

### Treasures of King Tut's Tomb

In 1922 the archaeologist Howard Carter discovered the tomb of King Tut. Unlike most Egyptian tombs, it had never been robbed and was still filled with treasures.



Howard Carter examining King Tut's coffin in 1922



King Tut's sarcophagus rests near a wall painting showing his journey through the afterlife.

#### Analyze Visuals

What might archaeologists learn about ancient Egypt from King Tut's tomb?

#### Reading Check

Summarize What types of artwork were contained in Egyptian tombs?

found the tomb of King Tutankhamen (too-tang-KAHM-uhn), or King Tut. The tomb was filled with many treasures, including boxes of jewelry, robes, a burial mask, and ivory statues. King Tut's treasures have taught us much about Egyptian burial practices and beliefs.

**Summary and Preview** The Egyptians developed one of the best-known cultures of the ancient world. Next, you will learn about a culture that developed in the shadow of Egypt—Kush.

### Lesson 5 Assessment

#### Review Ideas, Terms, and Places

1. a. **Define** What was the Middle Kingdom? *a period of order and stability from about 2050 to 1750 BC that began after a powerful pharaoh defeated his rivals*
- b. **Analyze** How did Ahmose manage to become king of all Egypt? *by driving the Hyksos out of Egypt*
2. a. **Recall** What two things brought wealth to the pharaohs during the New Kingdom? *conquest and trade*
- b. **Compare** What did Hatshepsut and Ramses the Great do as pharaohs of Egypt? *They both increased trade and built impressive temples and monuments.*
3. a. **Identify** What job employed the majority of the people in Egypt? *farming*
- b. **Analyze** What rights did Egyptian women have? *the ability to own property, make contracts, and divorce their husbands*

5. a. **Describe** What were two ways the Egyptians decorated their temples?  
**Analyze** Why do you think pharaohs like Ramses the Great built huge temples?  
**Recall** Why did Egyptians fill tombs with art, jewelry, and other treasures?

#### Critical Thinking

6. **Categorize** Draw pyramids like the ones shown. Fill in the pyramids with the political and military factors that led to the rise and fall of the Middle and New Kingdoms. Using the chart, answer the following: What common factors led to the rise and fall of these kingdoms?



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## Print Assessment

### Review Ideas, Terms, and Places

1. a. **Define** What was the Middle Kingdom? *a period of order and stability from about 2050 to 1750 BC that began after a powerful pharaoh defeated his rivals*
- b. **Analyze** How did Ahmose manage to become king of all Egypt? *by driving the Hyksos out of Egypt*
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3. a. **Identify** What job employed the majority of the people in Egypt? *farming*
- b. **Analyze** What rights did Egyptian women have? *the ability to own property, make contracts, and divorce their husbands*

- c. **Elaborate** Why do you think scribes were so honored in Egyptian society?  
**Possible answer:** because they were involved in religious procedures, which were very important to the Egyptians, and because they portrayed history to later generations
4. a. **Define** What are hieroglyphics? *the Egyptian system of writing*
- b. **Contrast** How was hieroglyphic writing different from our writing today? *had more than 600 symbols, rather than the 26 in our alphabet; could be written horizontally or vertically, left to right, or right to left*
- c. **Evaluate** Why was the Rosetta Stone important? *enabled scholars to decipher hieroglyphics*

5. a. **Describe** What were two ways the Egyptians decorated their temples?  
**Possible answer:** columns, obelisks, paintings, hieroglyphics, and statues
- b. **Evaluate** Why do you think pharaohs like Ramses the Great built huge temples?  
**Possible answer:** to worship the gods, to display the pharaoh's power and wealth
- c. **Recall** Why did Egyptians fill tombs with art, jewelry, and other treasures? *The Egyptians believed that the dead enjoyed these items in the afterlife.*

## Critical Thinking

6. **Categorize** Draw a two-pyramid chart. Using your notes, fill in the pyramids with the political and military factors that led to the rise and fall of the Middle and New Kingdoms. Then, using your chart, answer the following question: What common factors led to the rise and fall of these kingdoms? *Possible answer: Middle Kingdom: Rise—powerful pharaoh defeats his rivals; Fall—Hyksos invade Egypt. New Kingdom: Rise—Ahmose defeats the Hyksos, Egypt becomes an empire through military conquest, trade expands; Fall—invasions by various peoples. Both kingdoms rose because of powerful pharaohs and fell because of invasions.*

## ► Online Assessment

1. Why did the Old Kingdom of ancient Egypt come to an end?

- The kingdom split into two parts.
- Foreigners took control of the kingdom.
- Nobles took power from weak pharaohs.
- A slave revolt ended the rule of the pharaohs.

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

The Old Kingdom came to an end after the wealth and the power of the **pharaohs** declined.

2. Which of the following characterizes the New Kingdom period of ancient Egypt?

- Trade and military conquests brought great wealth to the pharaohs.
- Warfare with powerful enemies drained the resources of the pharaohs.
- Pharaohs were too weak to rule effectively and often paid tribute to their neighbors.
- Pharaohs were afraid of foreign invasion, so they refused to trade with their neighbors.

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

During the New Kingdom period, ancient Egypt reached the height of its power as **trade and conquest** brought great wealth to the pharaohs.

3. Which of the following is true of slavery in ancient Egypt?

- Enslaved people had no legal rights.
- Enslaved people could not buy their freedom.
- Enslaved people were usually prisoners of war or criminals.
- Enslaved people made up a large percentage of the population.

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

The few slaves that existed in ancient Egyptian society were usually prisoners of war or **criminals**, and, unlike in many ancient societies, enslaved people had certain legal rights.

4. Why was it difficult for modern scholars to read hieroglyphics?

- Papyrus paper is a fragile writing material.
- There were few examples left from antiquity that could be studied.
- Ancient Egyptians kept poor written records of their history and religion.
- The ancient Egyptian language can be written horizontally, vertically, frontward, and backward.

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

Modern scholars had difficulty with **hieroglyphics** because they can be read horizontally, vertically, frontward, and backward.

5. Why did the discovery of King Tutankhamen's tomb help scholars understand ancient Egyptian burial practices and beliefs?

- It was located in a large pyramid.
- He was the most important pharaoh.
- Many of his treasures had not been robbed.
- He was one of a few mummies yet discovered.

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

King Tutankhamen's tomb contained many treasures that allowed scholars to understand ancient Egyptian **burial practices**.

6. **Analyze Information** How did the Hyksos take over the Lower Kingdom and defeat the Egyptians living there?

*The Hyksos were a group from Southwest Asia who used chariots, horses, and advanced weaponry to take over Lower Egypt. They ruled the region for 200 years, until they were driven out by Ahmose of Thebes.*

7. **Make Generalizations** Why did Queen Hatshepsut dress herself as a man and call herself a king?

*Many ancient Egyptians believed that only a man should rule the country. Because the heir to the throne, Thutmose III, was too young to become pharaoh, Queen Hatshepsut ruled as king of Egypt until her death.*

8. **Draw Conclusions** What professions were highly valued in ancient Egyptian society? Describe at least two professions.

*Artists and architects were valued as decorators and builders of religious temples and royal palaces. After priests and government officials, scribes were highly respected as record keepers for the royal family, government, and temples. They also copied religious texts and pieces of literature.*

9. **Evaluate** How did the Rosetta Stone help scholars with the ancient Egyptian language?

*For many years, scholars could not understand hieroglyphics because they had not been used for thousands of years. A French soldier discovered a stone with hieroglyphics, a later form of Egyptian, and Greek written on it. With this stone, scholars could compare hieroglyphics to Greek, a language that is still in use, and be able to understand what the hieroglyphic symbols mean.*

10. **Evaluate** What were the subjects of ancient Egyptian paintings?

*Ancient Egyptian paintings were very colorful, and their subjects varied widely. Many paintings showed important events in the lives of the pharaohs, religious rituals, and scenes of wildlife and hunting. Wildlife was painted realistically, but human figures were shown with a side view of their faces, while their bodies were painted straight on, facing the viewer.*

## ADDITIONAL INSTRUCTIONAL MATERIALS

continued from page 610

### INTERPRET MAPS

#### Trade Routes of Ancient Egypt

1. Have students examine the *Egyptian Trade* map.
2. Lead a class discussion about the following questions: Which of these routes do you think would have been easier to follow? Which would have been more difficult? Why might particular routes have developed? For example, why does the southernmost route loop southward from the Nile and then back north to Elephantine?
3. Ask students to describe the different routes and the challenges traders would have faced along them. Call on volunteers to propose how trade changed the lives of both the Egyptians and the people with whom they traded.
4. Complete the discussion by asking how the Egyptians may have used the products listed in the map legend.

\*Alternative Assessment Handbook, Rubrics 11: Discussions; and 21: Map Reading

continued from page 611

### ENGLISH LANGUAGE LEARNERS

#### Egyptian Biographies

1. To help students demonstrate their understanding of notable Egyptians, draw their attention to the biography of Queen Hatshepsut. Read the biography aloud to the class, and explain that a biography includes important facts and events from a person's life.
2. Using the biography of Queen Hatshepsut as a model text, have students write short biographies of either Ramses the Great or King Tutankhamen. Have them work together in pairs to find facts and events from the text that they can include in their biographies.
3. Have a few willing students read their biographies to the class.

\*Alternative Assessment Handbook, Rubric 4: Biographies

### SPECIAL NEEDS STUDENTS

#### Middle and New Kingdoms Graphic Organizer

1. Help students organize information about Egypt's Middle and New Kingdoms. Pair special needs students with high-achieving students. Have each pair draw a circle on a sheet of paper and write *Ancient Egypt* in the circle. Then have students draw four boxes surrounding the circle, labeling each box with one of the following headings: *Middle Kingdom* and *New Kingdom*.
2. Ask partners to work together to fill in the graphic organizer with details about each period.
3. Discuss students' findings, and allow partners to fill in additional information as needed.

\*Alternative Assessment Handbook, Rubric 13: Graphic Organizers



# Kingdoms of Kush

- Rulers of Kush
- Kushite Ironworking
- Kush's Trade Network

- **Biography:** Piankhi
- **Biography:** Queen Shanakhdakheto
- Pillars of Aksum
- A Merchant's Tale

Visuals

Videos

LESSON 6

## Big Idea

The kingdoms of Kush, which arose south of Egypt, developed advanced civilizations with large trading networks.

Extend and Enrich

Maps, Graphs, and Charts

- Map: Ancient Kush
- Map: Ancient Empires, 700–500 BC

Sources

- Document-Based Investigation: Geography of Nubia

## Assessment

- Key Terms Review
- Reading Check
- Graphic Organizer Activity
- Lesson Assessment

## ► Online Lesson 6 Enrichment Activities

### Pillars of Aksum

**Create** Students learn about the pillars of Aksum and then create their own pillar to better understand the architecture of Aksum.

### A Merchant's Tale

**Article** Students read about the trade relationships of ancient Kush and then write a short narrative in the voice of a Kushite merchant.

# Kingdoms of Kush

## The Big Idea

The kingdoms of Kush, which arose south of Egypt, developed advanced civilizations with large trading networks.

## Main Ideas

- Geography helped early Kush civilization develop in Nubia.
- Kush and Egypt traded, but they also fought.
- Later, Kush became a trading power with a unique culture.
- Both internal and external factors led to the decline of Kush.

## Key Terms and Places

Nubia  
ebony  
ivory  
Meroë  
trade network  
merchants  
exports  
imports

## If YOU lived there . . .

You live along the Nile River, where it moves quickly through rapids. A few years ago, armies from the powerful kingdom of Egypt took over your country. Some Egyptians have moved to your town. They bring new customs, which many people are beginning to imitate. 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?

## Geography and Early Kush

South of Egypt along the Nile, a group of people settled in the region we now call Nubia. These Africans established the first large kingdom in the interior of Africa. We know this kingdom by the name the ancient Egyptians gave it—Kush. Development of Kushite civilization was greatly influenced by the geography and resources of the region.

**The Land of Nubia** **Nubia** is a region in northeast Africa. It lies on the Nile River south of Egypt. Today, desert covers much of Nubia, located in the present-day country of Sudan. In ancient times, however, the region was much more fertile. Heavy rainfall flooded the Nile every year. These floods provided a rich layer of silt to nearby lands. The kingdom of Kush developed in this fertile area.

Ancient Nubia was rich in valuable minerals such as gold, copper, and stone. These natural 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 river provided grazing land for cattle and other livestock. As a result, farming villages thrived all along the Nile by about 3500 BC.

Early Civilizations of the Fertile Crescent and the Nile Valley 619

## Teach the Main Idea

Geography helped early Kush civilization develop in Nubia.

**Identify** What resources did the kingdom of Kush have? *fertile soil, gold, copper, stone*

**Compare** How was the geography of ancient Kush similar to that of ancient Egypt and Mesopotamia? *All three civilizations developed in valleys where the rivers flooded, providing fertile soil.*

## More About . . .

**Nubian Mercenaries** During Egypt's fight against the invading Hyksos, the kingdom often hired Nubian mercenaries. The Nubians were especially skilled at archery and the Egyptians saw them as powerful, well-disciplined warriors. Because these soldiers were exposed to the Egyptian way of life and later returned to Nubia, they played a major role in spreading Egyptian culture to their homeland.

## Teach the Big Idea

### 1. Whole Class Open/Introduction

If **YOU** lived there . . .

## How do you feel about following Egyptian customs?

Review the scenario with students and lead a class discussion around responses to the question. You may wish to review the following points to frame your discussion.

### Consider reasons to FOLLOW Egyptian customs:

- you admire Egypt's strength
- you feel neutral and might as well adopt their customs

### Consider reasons NOT TO FOLLOW Egyptian customs:

- you are proud of the culture of your people
- you are angry about the conquest and want to resist Egyptian ways

**2. Direct Teach** Introduce the Big Idea: *The kingdoms of Kush, which arose south of Egypt, developed advanced civilizations with large trading networks.* Ask: Why do advanced civilizations typically have strong trade networks? Emphasize that trade not only provides imports and the wealth generated from exports, it also allows civilizations to learn about the customs, ideas, and governments of others.

**3. Practice/Assess/Inquire** Help students locate and describe ancient Kush and summarize its relations with Egypt. To do so, have each student plan a billboard advertisement with words and pictures for one of the following purposes: to draw new settlers to Kush, to join the Egyptian army in the conquest of Kush, to join the Kushite army in the fight for independence from Egypt. Organize the class into three groups to ensure all topics are covered.

**4. Explore (Collaborative Exploration)** As you review the lesson's main ideas, have students discuss the information contained or implied in their billboard ads.

**5. Whole Group Close/Reflect** Have each student create an ad for one of the other two topics.

\*Alternative Assessment Handbook, Rubric 2:  
Advertisements



## ONLINE DOCUMENT-BASED INVESTIGATION

### Early Civilizations of the Fertile Crescent and the Nile Valley

Geography of Nubia is the sixth of six document-based investigations that students will analyze in Early Civilizations of the Fertile Crescent and the Nile Valley. Students read a description of Nubia written in 22 BC by a Greek geographer.

## ONLINE GRAPHIC ORGANIZER

### Kingdoms of Kush

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

**Analyze Cause and Effect** Why did Kush and Aksum develop where they did, and how did relations with Egypt impact their civilizations? Possible answer: *Kush and Aksum developed where they did partly because of the fertile soil, the floodwaters of the Nile, and the variety of minerals at the location. Farming and, later, crafts such as ironworking helped the people succeed. Also the location of Kush proved ideal for trade. Relations with neighboring Egypt greatly influenced the people of Kush as they adopted many Egyptian ideas and customs. The two places were trade partners but also sometimes enemies, with each taking a turn as conqueror.*

## ONLINE INTERACTIVE MAPS

### Ancient Kush

Have students explore the map and answer the associated questions.

**Location** Between which two cataracts did the city of Napata lie? *third and fourth*

In print edition, see map of same name.

**1. Location** Where is Kush in relation to Egypt? *south of Egypt*

**2. Place** What geography features bordered Kush to the east and west? *desert and mountains*



### READING CHECK

**Find Main Ideas** How did geography help civilization grow in Nubia? *the flooding Nile provided fertile agricultural land; the land had gold, copper, and stone; the river's cataracts served as barriers to invaders*



Over time, some farmers became richer and more successful 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 early 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 powerful Egyptian kingdom to the north.

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

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## ONLINE DOCUMENT-BASED INVESTIGATION

### Geography of Nubia

Have students read the excerpt and answer the associated question.

**Analyze Sources** According to this primary source, what natural resources were available to the people of the land described? *water; trees/wood; copper, iron, gold; precious stones; material for making bricks; rock salt*

## ONLINE LESSON FLIP CARDS

### Review Key Terms and Places

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and places: **Nubia, ebony, ivory, Meroë, trade network, merchants, exports, imports.**

For additional instruction, go to end of lesson.

## Kush and Egypt

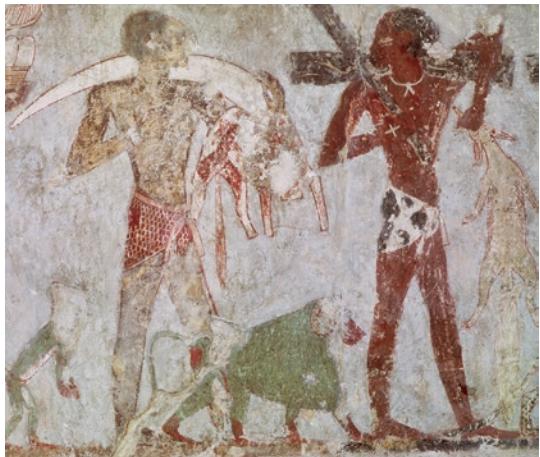
Kush and Egypt were neighbors. At times the neighbors lived in peace with each other and helped each other prosper. For example, Kush became a supplier of slaves and raw materials to Egypt. The Kushites sent materials such as gold, copper, and stone to Egypt. The slaves were forced to be domestic servants and soldiers in pharaoh's army. The Kushites also sent the Egyptians **ebony**, a type of dark, heavy wood, and **ivory**, a white material taken from elephant tusks.

**Egypt's Conquest of Kush** Relations between Kush and Egypt were not always peaceful. As Kush grew wealthy from trade, its army grew stronger as well. Egypt's rulers soon feared that Kush would grow even stronger. They were afraid that a powerful Kush might attack Egypt.

To prevent such an attack, 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, the kingdom of Kush became part of Egypt.

After his army's victory, the pharaoh destroyed the Kushite palace at Kerma. 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.



Early in its history, Egypt dominated Kush, forcing Kushites to give tribute to Egypt.

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## ENGLISH LANGUAGE LEARNERS

### Discussion of Physical Geography and Trade

1. To help students understand how the physical geography of the region made ancient Kush a rich trading center, have students compare the map *Kush's Trade Network* to the map *Ancient Kush*.
2. Ask students to identify the physical geographical features surrounding ancient Kush as well as the major natural resources. Ask: What challenges and opportunities did the features and resources present? How did Kushites overcome the challenges and use the opportunities to create a large trading network?

3. Have students make a list of three ways the physical geography and natural resources of ancient Kush impacted trade, and ask them to share their lists with a partner.

\*Alternative Assessment Handbook, Rubrics 1: Acquiring Information; and 11: Discussions

## Teach the Main Idea

Kush and Egypt traded, but they also fought.

**Recall** What raw materials did Kush sell to Egypt?  
*gold, copper, stone, ebony, ivory*

**Analyze** Why did the Egyptians attack Kush? *They feared Kush was getting too powerful and could even attack Egypt.*

**Identify Cause and Effect** Egypt ruled Kush for about 450 years. How did Egyptian rule affect the people of Kush? *Egyptian language, styles, and religion became widespread in Kush.*

**Identify Cause and Effect** How did the Kush conquest of Egypt change life there? *The Kushites restored some Egyptians cultural practices, such as the use of pyramids, and worked to preserve Egyptian writing.*

## ONLINE INTERACTIVE VISUALS

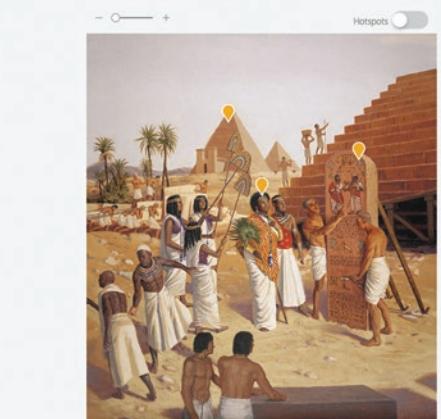
### Image with Hotspots: Rulers of Kush

Have students explore the image using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

**Analyze Visuals** What can you see in the illustration that is similar to Egyptian culture? *pyramids, clothing, writing system, artwork, jewelry, workers, dry land*

#### 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.



For additional instruction, go to end of lesson.

## Teach the Main Idea

Later, Kush became a trading power with a unique culture.

**Identify** What city became the capital and economic center of later Kush? *Meroë*

**Recall** How did Kush rebuild its economy? *through agriculture and trade*

**Make Inferences** In what parts of the world might archaeologists find Kushite export items? *Egypt, the Mediterranean and Red seas, southern Africa, possibly India and China*

**Identify** What Kushite customs were borrowed from other cultures? *Egyptian-style temples, religion, clothing, and pyramids*

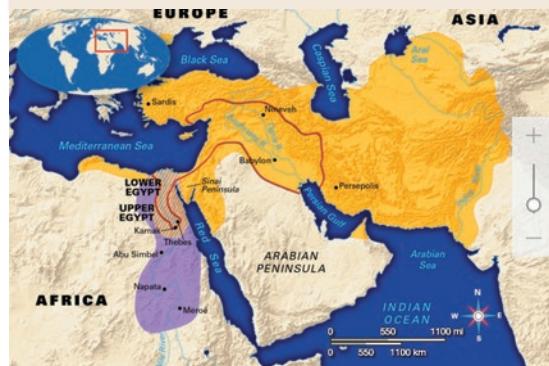
**Compare and Contrast** How were the roles of Kushite women similar and different from women's roles in other cultures? *Like women in other cultures, Kushite women worked in the fields, raised children, cooked, and performed other household tasks. Unlike most ancient cultures, Kushite women sometimes fought alongside men in battle. Some Kushite women rose to high positions in religion and government.*

### ONLINE INTERACTIVE MAPS

#### Ancient Empires, 500 BC

Have students explore the map using the interactive features and answer the associated question.

**Location** What did Kush control by 700 BC?  
*Thebes*



#### READING CHECK

**Contrast** How did Kushite culture differ before and after the Egyptian conquest of Kush? *Kush was influenced by cultures to the south prior to Egyptian rule. During Egyptian rule, the Kushite people began speaking Egyptian, using Egyptian names, wearing Egyptian style clothing, and adopting Egyptian religious practices.*

**A Change in Power** In 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 for about 200 years after they regained independence from Egypt. Kush is not mentioned in any historical records until the 700s BC, when armies from Kush swept into Egypt and conquered it.

**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 was conquered by Egypt. Because the Egyptians had captured the old capital at Kerma, the kings of Kush ruled from the city of Napata. Napata was located on the Nile, about 100 miles (161 km) southeast of Kerma.

As Kush was growing stronger, Egypt was losing power. A series of weak pharaohs left Egypt open to attack. In the 700s BC a Kushite king, Kashta, took advantage of 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 (PYANG-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 all the way to the Nile Delta.

**The Kushite Dynasty** After Piankhi died, his brother Shabaka (SHAB-uh-kuh) took control of the kingdom and declared himself pharaoh. His declaration marked the beginning of Egypt's Twenty-fifth, or Kushite, Dynasty.

Shabaka and later rulers of his dynasty tried to restore many old Egyptian cultural practices. Some of these practices had died out during Egypt's period of weakness. For example, Shabaka was buried in a pyramid. The Egyptians had stopped building pyramids for their rulers centuries earlier.

The Kushite rulers of Egypt built new temples to Egyptian gods and restored old ones. They also worked to preserve many Egyptian writings. As a result, Egyptian culture thrived during the Kushite 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, and the Kushites were slowly pushed out of Egypt. In just ten years, the Assyrians had driven the Kushite forces completely out of Egypt.

#### Later Kush

After they lost control of Egypt, the people of Kush devoted themselves to improving agriculture and trade. They hoped to make their country rich

#### Reading Check

**Contrast** How did Kushite culture differ before and after the Egyptian conquest of Kush?

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### COLLABORATIVE LEARNING

#### Victory Newspaper

1. Have students create an ancient Kushite newspaper covering the conquest of Egypt. First, brainstorm with students possible ideas for articles about the military campaign and occupation of Egypt.
2. Organize students into pairs. Have each team research a topic. One member of each pair should be the researcher and the other the writer. Ask students to write their articles in column format and to include headlines.

3. Have volunteers read their articles to the class. If possible, assemble students' columns into a newspaper format, while discussing with the class the columns' placement and importance. Display the completed newspaper.

\*Alternative Assessment Handbook, Rubrics 23: Newspapers; and 30: Research



When the Assyrians invaded Egypt with their iron weapons, they forced Kush's rulers out of Egypt and south into Nubia.

again. Within a few centuries, Kush had indeed become a rich and powerful kingdom once more.

**Kush's Iron Industry** During this period, the economic center of Kush was **Meroë** (MER-oh-wee), the new Kushite capital. Meroë's location on the east bank of the Nile helped Kush's economy. Gold could be found nearby, as could forests of ebony and other wood. More importantly, the area around Meroë was rich in deposits of iron ore.

In this location, the Kushites developed an iron industry. Because resources such as iron ore and wood for furnaces were easily available, the industry grew quickly.

**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 China.

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

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

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## BIOGRAPHY

### Piankhi

Have students read the biography of Piankhi, who was both deeply religious and one of Kush's most successful military leaders.

## ONLINE INTERACTIVE VISUALS

### Image with Hotspots: Kushite Ironworking

Have students explore the image using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

**Analyze Visuals** Why do you think the furnaces for melting iron ore were partially underground?

**Possible answer:** so that the fire would not be too high or too intense for the ironworkers to shape their iron products

#### Kushite Ironworking

The Kushites used the raw resource of iron ore to craft finely made iron tools and weapons. They made specialized tools for a variety of purposes.



## DRAW CONCLUSIONS

### Ironworking in Kush

1. Tell students they work for a museum that has just received some Kush artifacts made of iron. The museum produces a monthly magazine on topics related to its exhibits and would like the students to write an article about the importance of ironworking in ancient Kush.

2. Instruct students to conduct additional research on ironworking in Kush. Students should try to answer questions such as: How did the Kushites get iron ore? What did they make with iron? How did they make it?

3. Students should then work individually to write their articles. Articles should contain images of items made by the Kushites. At the end, the students should draw conclusions regarding the importance of iron and ironworking in Kush.

\*Alternative Assessment Handbook, Rubrics 12: Drawing Conclusions; and 19: Magazines

## INTERACTIVE VISUALS

### Image with Hotspots: Kush's Trade Network

Have the students explore the image using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

**Analyze Visuals** How did waterways affect Kush's trade? *Possible answer: Kushites had ports on the Red Sea and access to Mediterranean trade through the Egyptians.*

In print edition, see image of same title.

**Analyze Visuals** What types of trade goods did Kush send and receive? *leopard skins, ostrich eggs, iron tools and weapons, jewelry, silk, glass*

#### 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.

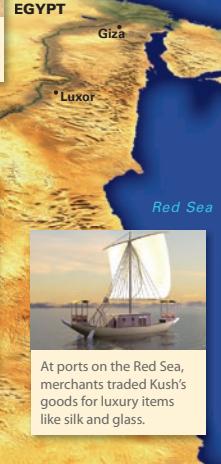


#### Kush's Trade Network

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.



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

#### Analyze Visuals

What types of trade goods did Kush send and receive?

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

Many elements of Kushite culture were unique and not borrowed from anywhere else. For example, Kushite daily life and houses were different from those in other places. One Greek geographer noted some of these 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, which encounter elephants, and there are many other kinds of wild animals."

—Strabo, from *Geography*

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## SPECIAL NEEDS STUDENTS

### Kushite Art

1. Discuss with students what they have learned about the culture of Kush.
2. Have each student identify two pieces of information they know about ancient Kush.
3. Have students create an artistic representation of something that might have been found in Kush: an animal image, a god, a building, a tool, or clothing. Students can create a painting or drawing, or a sculpture of their object.

4. Have students share and explain their work.

\*Alternative Assessment Handbook, Rubric 3: Artwork

**Academic Vocabulary**  
authority power or influence

**Reading Check**  
Contrast In what ways were the society and culture of Kush unique?

In addition to Egyptian gods, Kushites worshiped their own gods. For example, their most important god was the lion-headed god Apedemek. The people of Kush also developed their own written language, known today as Meroitic. Unfortunately, historians have not yet been able to interpret the Meroitic language.

**Women in Kushite Society** Kushite women were expected to be active in their society. Like Kushite men, women worked long hours in the fields. They also raised children, cooked, and performed other household tasks. During times of war, many women fought alongside men.

Some Kushite women rose to positions of **authority**, especially religious authority. For example, King Piankhi made his sister a powerful priestess. Later rulers followed his example and made other princesses priestesses as well. Other women from royal families led the ceremonies in which new kings were crowned.

Some Kushite women had even more power. These women served as co-rulers with their husbands or sons. A few Kushite women, such as Queen Shanakhdakheto (shah-nahk-dah-KEE-toh), even ruled the empire alone. Several other queens ruled Kush later, helping increase the strength and wealth of the kingdom.

### Decline and Defeat

The Kushite kingdom centered at Meroë reached its height in the first century BC. Four centuries later, Kush had collapsed. Developments both inside and outside the empire led to its downfall.

**Loss of Resources** A series of problems within Kush weakened its economic power. One possible problem was that farmers allowed their cattle to overgraze the land. When the cows ate all the grass, there was nothing to hold the soil down. As a result, wind blew the soil away. Without this soil, farmers could not produce enough food for Kush's people.

In addition, ironmakers probably used up the forests near Meroë. As wood became scarce, furnaces shut down. Kush could no longer produce

#### BIOGRAPHY

##### Queen Shanakhdakheto Ruled 170–150 BC

Historians believe Queen Shanakhdakheto was the first woman to rule Kush. But because we can't understand Meroitic writing, we know very little about Queen Shanakhdakheto. Most of what we know about her comes from carvings found in her tomb, one of the largest pyramids at Meroë. Based on these carvings, many historians think she probably gained power after her father or husband died.

**Draw Inferences** What information do you think the carvings in the queen's tomb contained?



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### COMPARE AND CONTRAST

#### Queens Hatshepsut and Shanakhdakheto

1. Instruct students to conduct additional research on Hatshepsut and Shanakhdakheto. In particular, students should look for information on ways in which their reigns were similar and ways in which they were different. Students should also look for ways in which their reigns were affected by being women.
2. Have students work individually to create Venn diagrams showing similarities and differences between the two rulers.

3. Examine the Venn diagrams as a class. On the board, create a Venn diagram that incorporates the various ideas presented.

\*Alternative Assessment Handbook, Rubrics 9: Comparing and Contrasting; and 13: Graphic Organizers

### Teach the Main Idea

Both internal and external factors led to the decline of Kush.

**Describe** Why did agriculture and ironworking decline in Kush? *Cows ate the grass, and the soil blew away; ironworkers cut down the forests.*

**Analyze** How did shifts in trade routes affect Kush? *New trade routes that went around Kush weakened Kush and its economy further.*

### More About . . .

**Spread of Christianity in Aksum** In the 300s a Syrian Christian named Frumentius came to Aksum and eventually converted King Ezana to Christianity. As a result, the king changed the images on his coins. While the coins had previously contained a symbol of polytheism, Ezana altered them to contain a cross. At first, Christianity was the religion of the Aksum upper classes. However, by the late 400s it had spread throughout the general population.

### BIOGRAPHY

#### Queen Shanakhdakheto

Have students read the biography of Queen Shanakhdakheto and answer the question.

**Draw Inferences** What information do you think the carvings in the queen's tomb contained?  
*Possible answer: information about the death of her father or husband, her own accomplishments*

In print edition, see biography of same title.

### READING CHECK

**Contrast** In what ways were the society and culture of Kush unique? *Their houses were made of palm wood or bricks; they hunted elephants, lions, and panthers; and women played an active role in society, including working in fields, fighting in wars and rising to positions of power.*

## NOW & THEN

### Grazing and Erosion

Have students read the Now & Then feature about grazing and erosion, which discusses both the historical problems that occur with overgrazing and the current problems in the Sudan related to this issue.

### READING CHECK

**Summarize** What internal problems caused Kush's power to decline? *Overgrazing by cows led to the loss of fertile soil, and the using up of forests caused furnaces for iron to be shut down. With the loss of these resources, Kush's military and economic power declined.*

**Reading Check**  
Summarize What internal problems caused Kush's power to decline?

enough weapons or trade goods. As a result, Kush's military and economic power declined.

**Trade Rivals** Kush was also weakened by a loss of trade. Foreign merchants set up new trade routes that went around Kush. For example, a new trade route bypassed Kush in favor of a nearby kingdom, Aksum (AHK-soom).

**Rise of Aksum** Aksum was located southeast of Kush on the Red Sea, in present-day Ethiopia and Eritrea. In the first two centuries AD, Aksum grew wealthy from trade. But Aksum's wealth and power came at the expense of Kush. As Kush's power declined, Aksum became the most powerful state in the region.

By the AD 300s, Kush had lost much of its wealth and military might. Seeing that the Kushites were weak, the king of Aksum sent an army to conquer his former trade rival. In about AD 350, the army of Aksum's King Ezana (AY-zah-nah) destroyed Meroë and took over the kingdom of Kush.

In the late 300s, the rulers of Aksum became Christian. Their new religion reshaped culture throughout Nubia, and the last influences of Kush disappeared.

**Summary** In this lesson, you learned that Kush was conquered by Egypt, but later the Kushites controlled Egypt. You also learned about the rise and fall of a powerful Kushite kingdom centered in Meroë.

### Lesson 6 Assessment

#### Review Ideas, Terms, and Places

1. a. **Identify** On which river did Kush develop?  
*the Nile*
- b. **Analyze** How did Nubia's natural resources influence the early history of Kush? *Nubia's natural resources were in demand in Egypt, so they helped Kush grow in wealth and power.*
2. a. **Compare** How did trade and conquest have similar effects on the people of Kush and Egypt?  
*Both trade and conquest brought power and wealth to Kush and Egypt.*
- b. **Evaluate** Why do you think Thutmose I destroyed the Kushite palace at Kerma?  
*Possible answer: to eliminate a symbol of Kushite independence*
- c. **Make Inferences** Why is the Twenty-fifth Dynasty significant in the history of Egypt?  
*Possible answer: because Kushite leaders ruled and restored many ancient Egyptian cultural practices and traditions*

4. a. **Identify** What kingdom conquered Kush in about AD 350?
- b. **Summarize** What was the impact of new trade routes on Kush?

#### Critical Thinking

5. **Identify Causes** Review your notes to identify causes of the rise and the fall of the Kushite kingdom centered at Meroë. Use a chart like this one to record the causes.

Causes of rise	Causes of fall

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4. a. **Identify** What kingdom conquered Kush in about AD 350? *Aksum*
- b. **Summarize** What was the impact of new trade routes on Kush? *Kush was weakened by loss of trade.*

#### Critical Thinking

5. **Identify Causes** Review your notes to identify causes of the rise and the fall of the Kushite kingdom centered at Meroë. Use a chart to record the causes. *causes of rise—fertile soil, valuable natural resources, iron industry, trade; causes of fall—overgrazing that led to loss of fertile soil, forests used up so iron weapons and trade goods no longer produced, new trade routes that bypassed Kush, weakness of Kush*

## ► Online Assessment

- Why did Africans establish early settlements in Nubia, south of Egypt?
  - to be able to raid their northern neighbors
  - because it contained fertile farmland along the Nile River**
  - to be able to spread their culture to their northern neighbors
  - because it was along a major travel route between Europe and Asia

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

Today, much of Nubia is a dry desert, but in ancient times heavy rainfall flooded the **Nile** River every year and provided early settlers with fertile farmland.

- Why did Pharaoh Thutmose I send an army to invade Kush around 1500 BC?
  - He wanted to marry a Kush queen.
  - He feared that Kush would cut off trade with Egypt.
  - He wanted to learn the Kush culture and adopt the Kush language.
  - He feared an invasion of Egypt because Kush was becoming wealthy and powerful.**

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

Pharaoh **Thutmose** feared that the Kush army was becoming too powerful and feared that Egypt would be invaded.

- How were ancient Kush and Egypt different?
  - Kushites believed in one god, while Egyptians believed in many gods.
  - Kushites worshiped in small houses, while Egyptians worshiped in temples.
  - Kush leaders were often females, while Egyptian leaders were almost always males.**
  - Kush leaders were buried in the ground, while Egyptian leaders were buried in pyramids.

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

The Kush and Egyptian cultures shared many similarities; however, Kush women played a larger role as **political leaders** than did Egyptian women.

- How did the people of Aksum change the culture of Nubia?
  - They had no class differences.
  - They introduced Islam to the region.
  - They introduced Christianity to the region.**
  - They created an economy based on trade.

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

Aksum took over Kush, its armies destroyed the Kush capital, and it introduced **Christianity** to Nubia.

- Analyze Information How did Greek historian and geographer Strabo describe the riches of Nubia?

*The Greek historian and geographer Strabo described Nubia as a land of rich natural resources. The Nile River flowed through the region, allowing farmers to grow crops. There were great forests. As well, the land was rich in mineral wealth, such as gold, copper, iron, and precious stones.*

- Cause and Effect How did the Egyptian invasion of Kush affect Kush's culture?

*Egypt controlled Kush for approximately 450 years. During this time, Kush adopted many aspects of Egyptian culture. For example, Kush adopted the Egyptian language, religious practices, and pyramid building. The people of Kush styled their clothing after Egyptian styles and gave their children Egyptian names.*

- Draw Conclusions How did Kush become the center for a large trading network?

*Kush developed an ironworking industry from its nearby iron ore deposits and forests that provided wood for their furnaces. Kush exported gold, iron tools, ivory, ebony, ostrich feathers, and elephants down the Nile River to Egypt, from where they were taken to Europe and Asia. Its location in East Africa spawned trade along the Red Sea.*

- Make Judgments Why was Kush's decline partly the result of human actions?

*Farmers allowed their cattle to roam freely and overgraze the land. Without grass to keep the soil from blowing away, the land became desert. As well, ironworkers cut down forests for wood to use in their furnaces. When the natural resources of the region were used up, Kush's trade decreased and the kingdom declined in power.*

## ADDITIONAL INSTRUCTIONAL MATERIALS

continued from page 620

### STRUGGLING READERS

#### Create a Timeline

1. Pair struggling readers with high-achieving students. Have each pair create a timeline that charts the relationship between Egypt and Kush discussed in the text.
2. Make sure students include the year of each event and a brief description of what happened.
3. Then have students write one sentence that tells why Egypt sought to control Kush and another sentence that tells why Kush later sought to control Egypt.

\*Alternative Assessment Handbook, Rubric 36: Timelines

continued from page 621

### ANALYZE INFORMATION

#### Chart Natural Resources

1. To promote understanding of Kush's trade in raw materials, create a two-column chart titled *Kush's Exports*. The column on the left should be labeled *Natural Resources*, and the column on the right, *How It Might Have Been Used*.
2. Have students copy the chart and complete it by using what they know and by making predictions. Students should also refer back to the lessons on Egypt for ideas.

\*Alternative Assessment Handbook, Rubric 13: Graphic Organizers

### More About . . .

**Napata** A hill in Napata called Barkol was considered a holy mountain and the home of the god Amon. Even after the Kushite capital was moved to Meroë, Napata remained the Kushite religious capital. Royal burials took place there until 315 BC.

**Chariots in the Ancient World** The use of chariots probably began in Mesopotamia about 3000 BC. Horses had not been introduced to the region at that time, so the first chariots were drawn by oxen or donkeys. Eventually, chariots contributed to victories not just in Mesopotamia and Egypt, but also in Anatolia, India, Greece, China, and western Europe. Each culture developed somewhat different designs. Assyrians were the first warriors to equip the wheels with long blades, which functioned as weapons.

**Kushite Pyramids** More than 150 ancient pyramids and royal tombs still stand near the ruins of Meroë in present-day Sudan. Located about 125 miles (201 km) from the city of Khartoum in the middle of the desert, the pyramids are visited by few tourists. Though the burial site of over 40 kings and queens, over the years the pyramids were plundered and vandalized. A few of the smaller pyramids have been restored, and efforts are under way to preserve the site and protect the remaining structures from further deterioration.

continued from page 622

### More About . . .

**Collections of Kushite Artifacts** Some of the finest collections of Kushite artifacts are in the United States. These collections are on display at Boston's Museum of Fine Arts, Philadelphia's University Museum, and Chicago's Oriental Institute Museum. These museums have all participated in archaeological digs in Nubia.

# Social Studies Skills

## Analyze Primary and Secondary Sources

### Define the Skill

Primary sources 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 often teach about or discuss a historical topic. This module is an example of a secondary source.

By studying both types, you can get a better picture of a historical period or event. However, not all sources are accurate or reliable. Use these checklists to judge which sources are reliable.

### Checklist for Primary Sources

- Who is the author? Is he or she trustworthy?
- Was the author present at the event described in the source? Might the author have based his or her writing on rumor, gossip, or hearsay?
- How soon after the event occurred was the source written? The more time that passed, the greater the chance for error.
- What is the purpose? Authors can have reasons to exaggerate—or even lie—to suit their own purposes. Look for evidence of emotion, opinion, or bias in the source. They can affect the accuracy.
- Can the information in the source be verified in other primary or secondary sources?

### Checklist for Secondary Sources

- Who is the author? What are his or her qualifications? Is he or she an authority on the subject?
- Where did the author get his or her information? Good historians always tell you where they got their information.
- Has the author drawn valid conclusions?

### Learn the Skill

"The Egyptians quickly extended their military and commercial influence over an extensive [wide] 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]; . . . and the joints of his back are bowed [bent] . . . When he reaches the enemy, . . . he has no strength in his limbs."

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

1. Which of the above passages is a primary source, and which is a secondary source?
2. Is there evidence of opinion, emotion, or bias in the second passage? Why or why not?
3. Which passage would be better for learning about what life was like for Egyptian soldiers, and why?

### Practice the Skill

Refer to the Ramses the Great Historical Source in this module to answer the following questions.

1. Identify the primary source in the biography.
2. What biases or other issues might affect the reliability or accuracy of this primary source?

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## Social Studies Skills

### Analyze Primary and Secondary Sources

Have students consider the following scenario: They missed the last football game at their school. They asked several of their friends who attended to describe the game. The students then asked other friends who played in the game to discuss it. The students also read a local newspaper article about the game. Have students discuss how each of these accounts of the game might differ. How might some of the accounts be biased or inaccurate? Why might students want to hear or read all of these accounts? How might the accounts combine to form a more complete picture of the game? Encourage student discussion.

Next, have students discuss the importance of primary and secondary sources in the study of history. Then have each student create a graphic organizer of his or her choosing that illustrates what primary and secondary sources are, the problems with each (such as bias), and how they combine to provide a better picture of history.

\*Alternative Assessment Handbook, Rubric 13: Graphic Organizers

### Learn the Skill

1. Which of the above passages is a primary source, and which is a secondary source? *Hollister quote—secondary; Wings of the Falcon quote—primary.*
2. Is there evidence of opinion, emotion, or bias in the second passage? Why or why not? *yes, emotion and opinion, as the author describes the hardships soldiers face*
3. Which passage would be better for learning about what life was like for Egyptian soldiers, and why? *secondary, to provide an objective overall view of the period, but primary to illustrate how some soldiers of the time thought and felt about events*

### Practice the Skill

1. Identify the primary source in the biography. *It is a poem carved into a temple wall in praise of Ramses.*
2. What biases or other issues might affect the reliability or accuracy of this primary source? *Ramses had the temple built, so he may have dictated the poem. Workers might have wanted to please Ramses.*

## Module 18 Assessment

### Print Assessment

#### Review Vocabulary, Terms, and Places

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

1. Mesopotamia is part of the \_\_\_\_\_, a large arc of rich farmland. **Fertile Crescent**
2. Sumerian society was organized in \_\_\_\_\_ which consisted of a city and the surrounding lands. **city-states**
3. Instead of using pictographs, Sumerians developed a type of writing called \_\_\_\_\_. **cuneiform**
4. The \_\_\_\_\_ is the longest river in the world and brought life to Egypt. **Nile**
5. The art and science of building is known as \_\_\_\_\_. **engineering**
6. Egypt reached the height of its power during the \_\_\_\_\_. **New Kingdom**
7. The \_\_\_\_\_ allowed scholars to translate Egyptian hieroglyphics. **Rosetta Stone**
8. Goods were carried to ports by traders called \_\_\_\_\_. **merchants**

#### Comprehension and Critical Thinking

##### LESSON 1

9. a. **Analyze** How did irrigation systems allow civilization to develop? *They allowed the people to control the flow of the rivers and produce a surplus of food, which freed people to create a civilization.*
- b. **Elaborate** Do you think a division of labor is necessary for civilization to develop? Why or why not? *Possible answer: Yes, because it allows people to focus on building a civilization rather than just surviving.*

##### LESSON 2

10. a. **Identify** What land did the first empire include? *the area between the Tigris and Euphrates rivers and much of Mesopotamia*
- b. **Compare and Contrast** How was Sumerian society similar to our society today? How was it different? *similar—Students went to school to learn to read and write; they produced makeup and jewelry; they enjoyed music; different—Their writing was cuneiform.*

##### LESSON 3

11. a. **Draw Conclusions** Why do you think peoples banded together to fight the Assyrians? *Possible answer: Separately they stood no chance of victory, but by banding together they were able to make an impact.*
- b. **Evaluate** Do you think Hammurabi was more effective as a ruler or as a military leader? Why? *Answers will vary but should be supported by facts from the text.*

#### Review Vocabulary, Terms, and Places

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

1. Mesopotamia is part of the \_\_\_\_\_, a large arc of rich farmland.
2. Sumerian society was organized in \_\_\_\_\_, which consisted of a city and the surrounding lands.
3. Instead of using pictographs, Sumerians developed a type of writing called \_\_\_\_\_.
4. The \_\_\_\_\_ is the longest river in the world and brought life to Egypt.
5. The art and science of building is known as \_\_\_\_\_.
6. Egypt reached the height of its power during the \_\_\_\_\_.
7. The \_\_\_\_\_ allowed scholars to translate Egyptian hieroglyphics.
8. Goods were carried to ports by traders called \_\_\_\_\_.

#### Comprehension and Critical Thinking

##### Lesson 1

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- b. **Elaborate** Do you think a division of labor is necessary for civilization to develop? Why or why not?

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- b. **Evaluate** Do you think Hammurabi was more effective as a ruler or as a military leader? Why?

##### Lesson 4

12. a. **Identify** Where was most of Egypt's fertile land located?
- b. **Make Inferences** Why did Memphis become a center of Egyptian society?

- c. **Analyze** How were beliefs about the afterlife linked to items placed in tombs?

##### Lesson 5

13. a. **Analyze** What two factors contributed to Egypt's wealth during the New Kingdom?
- b. **Contrast** How are the symbols in Egyptian hieroglyphics different from the symbols used in our writing system?

##### Lesson 6

14. a. **Analyze** Why did the relationship between Kush and Egypt change more than once over the centuries?
- b. **Sequence** List in order three steps that led to the development of civilization in the Fertile Crescent and the Nile Valley.
- c. **Synthesize** Create a two column table. Label the columns "Category" and "Similarities." Then add four rows labeled "Geography," "Technology," "Government," and "Economy." List what the Sumerian, Egyptian, and Kush civilizations had in common in each category. Then use your table to explain how those common characteristics shaped early civilizations.

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#### ONLINE DOCUMENT-BASED INVESTIGATION

##### Early Civilizations of the Fertile Crescent and the Nile Valley

Have students complete and review all the DBI activities in Part 1.

Use the Informative/Explanatory Essay Rubric Rubric to score student's work in Part 2.

##### RUBRIC

- Students' essays should
- focus on the topic and support it with explanations and facts
  - present information logically, clearly, and accurately
  - cite at least three sources of relevant, informative text evidence from Part 1 in support of their topic

- be organized into a distinct introduction, a main body consisting of several paragraphs, and a conclusion that sums up the main points

The peoples of the Fertile Crescent and Nile Valley civilizations left behind evidence of their unique cultures. What beliefs, values, and human activities are evident in the art, artifacts, writings, and maps from the Fertile Crescent and Nile Valley civilizations? Be sure to discuss various historic, cultural, and geographic factors that shaped these civilizations. Be sure to cite specific evidence from at least three sources in your response.

## Module 18 Assessment, continued

### Reading Skills

**Paraphrase** Use the Reading Skills taught in this module to answer the question about the paragraph below.

Mesopotamia was the home of many ancient civilizations. The first of these civilizations was the Sumerians. They lived in Mesopotamia by 3000 BC. There they built cities, created a system of writing, and invented the wheel.

15. Read the paragraph carefully. Then rewrite the paragraph in your own words, taking care to include all the main ideas.

### Social Studies Skills



**Analyze Primary and Secondary Sources** Use the Social Studies Skills taught in this module to answer the questions.

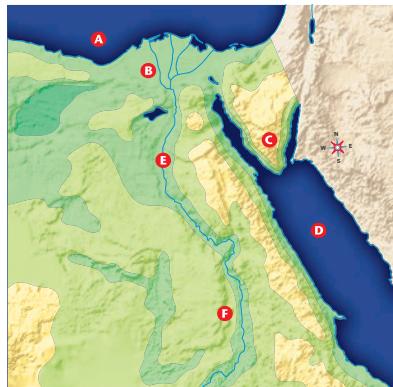
Each of the questions below lists two sources that a historian might consult to answer a question about ancient Egypt. For each question, decide which source is likely to be more accurate or reliable and why. Then indicate whether that source is a primary or secondary source.

16. What were Egyptian beliefs about the afterlife?  
a. Egyptian tomb inscriptions  
b. writings by a priest who visited Egypt in 1934
17. Why did the Nile flood every year?  
a. songs of praise to the Nile River written by Egyptian priests  
b. a book about the rivers of Africa written by a modern geographer
18. What kind of warrior was Ramses the Great?  
a. a poem in praise of Ramses  
b. a description of a battle in which Ramses fought, written by an impartial observer

### Map Activity

19. **Ancient Egypt** On a separate sheet of paper, match the letters on the map with their correct labels.

Lower Egypt      Red Sea  
Mediterranean Sea      Sinai Peninsula  
Nile River      Upper Egypt



### Focus on Writing

20. **Write a Research Paper** Would you like to travel back in time to ancient Nubia and explore the wonders of that era? Use Lesson 6 and both primary and secondary sources to find out about the people, their customs, and their homes. Then formulate a statement on what was important to the people of ancient Nubia and why. Formulate appropriate questions to guide your research. You should gather relevant information from multiple print and digital sources. Be sure to apply key terms acquired from the lesson in your writing. Your essay should be focused and organized with a clear introduction, supporting paragraphs, and a conclusion. Check your paper for spelling, grammar, capitalization, and punctuation.

Early Civilizations of the Fertile Crescent and the Nile Valley 629

## Essential Question ESSAY

How did the geography of the Fertile Crescent and the Nile Valley lead to the development of advanced civilizations?

### RUBRIC

- respond to the Essential Question with a specific position
- illustrate valid reasoning supporting their position
- cite persuasive evidence supporting their position
- identify key places, events, and/or turning points that demonstrate understanding of the module content
- be organized into a distinct introduction, main body, and conclusion

Write an argument answering this question. Your essay should include specific details about the different roles geography played in shaping these civilizations. Be sure to cite evidence to support your point and organize your essay into an introduction, body, and conclusion.

**Alternative Activity** Instead of writing essays, address the Essential Question through activities such as holding debates, creating multimedia presentations, or writing journal entries. See the Alternative Assessment Handbook for a selection of project rubrics.

## LESSON 4

12. a. **Identify** Where was most of Egypt's fertile land located? *in the Nile Delta*  
b. **Make Inferences** Why did Memphis become a center of Egyptian society? *Possible answer: because it was the capital city of Egypt's First Dynasty and was near the Nile Delta, a very fertile area*  
c. **Analyze** How were beliefs about the afterlife linked to items placed in tombs? *Items were placed in tombs to fulfill the needs of the buried person's ka.*

## LESSON 5

13. a. **Analyze** What two factors contributed to Egypt's wealth during the New Kingdom? *conquest and trade*  
b. **Contrast** How are the symbols in Egyptian hieroglyphics different from the symbols used in our writing system? *Hieroglyphics had more than 600 symbols, rather than the 26 in our alphabet. Hieroglyphics could also be written horizontally or vertically, left to right, or right to left. Our writing is horizontal and left to right.*

## LESSON 6

14. a. **Analyze** Why did the relationship between Kush and Egypt change more than once over the centuries? *Egypt conquered and ruled Kush and later Kush conquered and ruled Egypt.*  
b. **Sequence** List in order three steps that led to the development of civilization in the Fertile Crescent and the Nile Valley. *Possible answer: growing food surpluses, creating a division of labor, developing cities*  
c. **Synthesize** Create a two column table. Label the columns "Category" and "Similarities." Then add four rows under the "Category" heading and label them "Geography," "Technology," "Government," and "Economy." List what the Sumerian, Egyptian, and Kush civilizations had in common in each category. Then use your table to explain how those common characteristics shaped early civilizations. *Possible answer: geography—civilizations near rivers developed farming and trade, which allowed them to prosper; technology—better farming tools and weapons allowed civilizations to grow and conquer other societies, while writing allowed better communication and record-keeping; government—monarchs oversaw big projects that required many workers and brought wealth and power to their civilizations; economy—as economies grew, people started doing different types of jobs; trade with other societies led to societies learning about each other and sharing their cultures*

## Print Assessment (*continued*)

### Reading Skills

**Paraphrase** Use the Reading Skills taught in this module to answer the question about the paragraph below.

Mesopotamia was the home of many ancient civilizations. The first of these civilizations was the Sumerians. They lived in Mesopotamia by 3000 BC. There they built cities, created a system of writing, and invented the wheel.

15. Read the paragraph carefully. Then rewrite the paragraph in your own words, taking care to include all the main ideas. *Possible answer: Students should paraphrase the main ideas in the paragraph using their own words. An example might be: The Sumerians were the first of many ancient civilizations to settle in the Mesopotamian region. Some of their achievements include inventing the wheel and coming up with a writing system.*

### Social Studies Skills

**Analyze Primary and Secondary Sources** Use the Social Studies Skills taught in this module to answer the questions.

Each of the questions below lists two sources that a historian might consult to answer a question about ancient Egypt. For each question, decide which source is likely to be more accurate or reliable and why. Then indicate whether that source is a primary or secondary source.

16. What were Egyptian beliefs about the afterlife?  
a. Egyptian tomb inscriptions *a, primary source—most likely to give firsthand account of beliefs*  
b. writings by a priest who visited Egypt in 1934
17. Why did the Nile flood every year?  
a. songs of praise to the Nile River written by Egyptian priests  
b. a book about the rivers of Africa written by a modern geographer *b, secondary source—most likely to provide accurate explanation*
18. What kind of warrior was Ramses the Great?  
a. a poem in praise of Ramses  
b. a description of a battle in which Ramses fought, written by an impartial observer *b, primary source—most likely to provide accurate details*

### Map Activity

19. **Ancient Egypt** On a separate sheet of paper, match the letters on the map with their correct labels.

Lower Egypt *B*

Red Sea *D*

Mediterranean Sea *A*

Sinai Peninsula *C*

Nile River *E*

Upper Egypt *F*

### Focus on Writing

20. **Write a Research Paper** Would you like to travel back in time to ancient Nubia and explore the wonders of that era? Use Lesson 6 and both primary and secondary sources to find out about the people, their customs, and their homes. Then formulate a statement on what was important to the people of ancient Nubia and why. Formulate appropriate questions to guide your research. You should gather relevant information from multiple print and digital sources. Be sure to apply key terms acquired from the lesson in your writing. Your essay should be focused and organized with a clear introduction, supporting paragraphs, and conclusion. Check your paper for spelling, grammar, capitalization, and punctuation.

#### RUBRIC

- Student's papers should
- describe the people, customs, and homes of ancient Nubia
  - provide a clear statement of what was important to the ancient Nubian people and why
  - include support from primary and secondary sources
  - be organized and focused on the topic
  - use correct spelling, grammar, and punctuation

## ► Online Assessment

1. Which of the following are characteristics of civilizations?

Select the **three** correct answers.

- large cities
- lack of government
- social classes
- art and architecture
- tribal societies
- temporary settlements

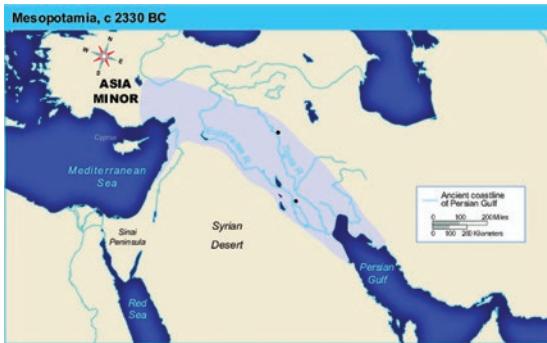
2. Which foods did ancient Mesopotamians eat?

- fish, dates
- maize, squash
- potatoes, peanuts
- cocoa, jalapeño peppers

3. Which of the following best describes ancient Mesopotamian society?

- Most people were priests.
- Most people were farmers.
- Most people were soldiers.
- Most people were merchants.

4. Use the map and what you learned in the module to answer the question.



Which empire is shaded in the map?

- Akkadian
- Ur
- Sumerian
- Uruk

5. Drag the name of the ancient Sumerian god or goddess into the box next to its description.

Enki	god of wisdom
Inanna	goddess of love and war
Nanna	god of the moon
Utu	god of the sun

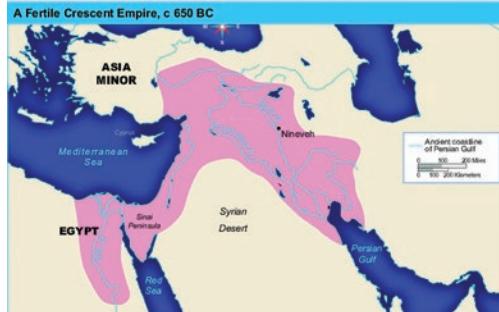
6. Which of the following is characteristic of Sumerian culture?

- Their pottery was valued as beautiful pieces of art.
- Their most famous pieces of art were cylinder seals used for decoration.
- Few examples of gold jewelry are available because precious metals had to be imported.
- Simple instruments showed that music was enjoyed mainly by the lower classes of society.

7. Why did the Babylonian Empire decline shortly after Hammurabi's death?

- Babylonia had a major slave revolt.
- Babylonia suffered numerous crop failures.
- Babylonia was invaded by Greek city-states.
- Babylonia was invaded by neighboring city-states.

8. Use the map and what you learned in the module to answer the question.



Which empire is shaded in the map?

- Assyrian
- Chaldean
- Babylonian
- Hittite

9. Which of the following goods did the Phoenicians import?

- Select the **three** correct answers.
- gold
  - cotton
  - ivory
  - purple dye
  - cedar
  - trading ships

10. How did the flooding of the Nile affect the growing season in ancient Egypt?  
Select the correct button in the table to show when farmers were affected.

	March–May	June–September	October–February
Egyptians tilled the soil and planted crops.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Egyptians harvested their crops before the next flood.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Egyptians did not farm because their fields were being flooded.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

11. Drag each group into the order of importance in ancient Egyptian society from top to bottom.

pharaohs

nobles

scribes

farmers

12. Drag the name of the god or goddess into the box next to its description.

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

13. Drag the name of the Egyptian ruler into the box next to his description.

died young and his throne passed to his wife	Thutmose II
founded the 18th dynasty, which began the New Kingdom	Ahmose
became pharaoh following the death of Queen Hatshepsut	Thutmose III
signed a peace treaty with the Hittites following the Battle of Kadesh	Ramses II

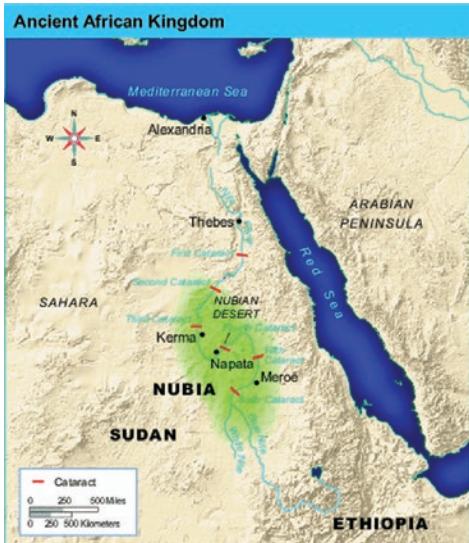
14. Which material did the ancient Egyptians use to record many government and religious texts?

- sheep skin
- clay tablets
- papyrus paper
- wooden planks

15. Drag each ancient Egyptian name into the box next to its description.

a tall, four-sided pillar that is pointed on top	obelisk
a temple complex that honors Ramses the Great	Abu Simbel
the largest ancient Egyptian temple, which was built to honor the sun god	Karnak
an imaginary creature with the head of an animal or human on the body of a lion	Sphinx

16. Use the map to answer the question.



Which ancient kingdom is shaded in the map?

- Aksum
- Egypt
- Assyria
- Kush

17. The ancient kingdoms of Egypt and Kush were successful trading partners. Select the correct button in the table to show whether the good was exported from Egypt or from Kush.

Exported Goods	From Egypt	From Kush
ebony	<input type="radio"/>	<input checked="" type="radio"/>
glass products	<input checked="" type="radio"/>	<input type="radio"/>
gold	<input type="radio"/>	<input checked="" type="radio"/>
ivory	<input type="radio"/>	<input checked="" type="radio"/>
linen	<input checked="" type="radio"/>	<input type="radio"/>
papyrus	<input checked="" type="radio"/>	<input type="radio"/>

18. Who became leader of Aksum and destroyed the Kush capital at Meroë?

- King Ezana
- Queen Hatshepsut
- Queen Shanakhdakheto
- Pharaoh Ramses the Great

