

Objectives

As you teach this section, keep students focused on the following objectives to help them answer the Section Focus Question and master core content.

- Understand the ways in which geography helped shape ancient Egypt.
- Analyze the achievements of the Old Kingdom in Egypt.
- Describe the events that brought turbulence to Egypt's Middle Kingdom.
- Explain how Egypt grew strong during the New Kingdom.

Prepare to Read

Build Background Knowledge **L3**

Have students scan the headings and visuals in this section. Then ask them to predict what natural feature most affected the development of civilization in Egypt.

Set a Purpose **L3**

- **WITNESS HISTORY** Read the selection aloud or play the audio.

 **Witness History Audio CD**, The Gift of the Nile

Ask **What is the tone of the hymn?** (*joyous, thankful*) **What does the phrase “[the Nile] shines” refer to?** (*It refers to the Nile being full of water rather than dry and flooding the land around the river to enrich its soil.*)

- **Focus** Point out the Section Focus Question and write it on the board. Tell students to refer to this question as they read. (*Answer appears with Section 3 Assessment answers.*)
- **Preview** Have students preview the Section Objectives and the list of Terms, People, and Places.
- **Note Taking** Have students read this section using the Paragraph Shrinking strategy (TE, p. T20). As they read, have students fill in the outline recording main ideas and supporting details.

 **Reading and Note Taking Study Guide**, p. 19

3



Ancient Egyptian wall painting of a man hunting birds in the marshes of the Nile

WITNESS HISTORY AUDIO

The Gift of the Nile

Every year, as the Nile River flooded its banks, the people of ancient Egypt sang a hymn of praise. They honored the river for nourishing the land and filling their storehouses with food:

“But all is changed for mankind when [the Nile] comes. . . . If [the Nile] shines, the earth is joyous, every stomach is full of rejoicing, every spine is happy, every jaw-bone crushes [its food].”
—Hymn to the Nile

Focus Question How did the Nile influence the rise of the powerful civilization of Egypt?

Kingdom on the Nile

Objectives

- Understand the ways in which geography helped shape ancient Egypt.
- Analyze the achievements of the Old Kingdom in Egypt.
- Describe the events that brought turbulence to Egypt's Middle Kingdom.
- Explain how Egypt grew strong during the New Kingdom.

Terms, People, and Places

cataract	vizier
delta	Hatshepsut
dynasty	Thutmose III
pharaoh	Ramses II
bureaucracy	

Note Taking

Reading Skill: Identify Supporting Details

Use an outline like this one to record the main idea of each section of the text that follows a red heading. Include at least two supporting details for each main idea.

- | |
|-----|
| I. |
| A. |
| B. |
| II. |
| A. |
| B. |

The fertile lands of the Nile Valley attracted Stone Age farmers. People migrated there from the Mediterranean area, from hills and deserts near the Nile, and from other parts of Africa. In time, a powerful civilization emerged that depended heavily on the control of river waters.

Geography Helps Shape Egypt

“Egypt,” said the ancient Greek historian Herodotus, “is wholly the gift of the Nile.” Without the Nile, Egypt would be just the barren desert that surrounds the river. But while the desert protected Egypt from invasion, it also limited where people could settle.

In ancient times, as today, farming villages dotted the narrow band of land watered by the Nile. Beyond the rich, irrigated “Black Land,” generally no more than 10 miles wide, lay the “Red Land,” a sun-baked desert that stretches across North Africa. Farmers took advantage of the fertile soil of the Nile Valley to grow wheat and flax, a plant whose fibers were used for clothing.

Yearly Floods Bring Benefits The Nile rises in the highlands of Ethiopia and the lakes of central Africa. Every spring, the rains in this interior region send water racing down streams that feed the Nile River. In ancient times, Egyptians eagerly awaited the annual flood. It soaked the land with life-giving water and deposited a layer of rich silt.

People had to cooperate to control the Nile's floods. Under the direction of early governments, they built dikes, reservoirs, and irrigation ditches to channel the rising river and store water for the dry season.

Vocabulary Builder

Use the information below and the following resources to teach the high-use word from this section.

 **Teaching Resources**, Unit 1, p. 25; **Teaching Resources, Skills Handbook**, p. 3

High-Use Word
displace, p. 48

Definition and Sample Sentence

vt. to take the place of somebody or something

By winning the championship race, Ling **displaced** her brother, who had previously been ranked number one.

Teach

Geography Helps Shape Egypt

L3

Instruct

- **Introduce: Key Terms** Ask students if they are familiar with the geographic terms *cataract* and *delta*. Based on the definitions given in the text, discuss whether it would be advantageous or disadvantageous to live near each feature.
- **Teach** Read aloud the quotation from Herodotus on the previous page, (“Egypt is wholly the gift of the Nile.”) Ask **How did the presence of the Nile help people farm successfully?** (*It provided water and rich soil.*) **What other aspects of life did the Nile affect?** (*travel, trade, political borders, government-organized projects*)

Independent Practice

Ask students to use the information they have read to write a few paragraphs describing daily life from the perspective of an ancient Egyptian farming family.

Monitor Progress

- As students work on their paragraphs, circulate to make sure that they are using specific details from the text. When they are finished writing, have them exchange their paragraphs with a partner to see whether they both found similar details to be important.
- As students fill in their outlines, circulate to make sure they understand that the Nile greatly influenced the development of ancient Egypt. For a completed version of the outline, see  **Note Taking Transparencies, 54**

Answers

- ✓ Egyptians relied on the floods for water and silt. They also had to cooperate in order to channel and store the water.
- Caption** Sample: Other civilizations probably arose along the Nile because of its fertile land and accessibility as a trade route.

Uniting Two Regions Ancient Egypt had two distinct regions, Upper Egypt in the south and Lower Egypt in the north. Upper Egypt stretched from the Nile’s first **cataract**, or waterfall, to within 100 miles of the Mediterranean Sea. Lower Egypt covered the delta region where the Nile empties into the Mediterranean. A **delta** is a triangular area of marshland formed by deposits of silt at the mouth of some rivers.

About 3100 B.C., Menes, the king of Upper Egypt, united the two regions. He founded Egypt’s first capital at Memphis, a site near where the Nile empties into its delta. Menes and his successors used the Nile as a highway linking north and south. They could send officials or armies to towns along the river. The Nile thus helped make Egypt one of the world’s first unified states.

The river also served as a trade route. Egyptian merchants traveled up and down the Nile in sailboats and barges, exchanging the products of Africa, the Middle East, and the Mediterranean region.

✓ **Checkpoint** How did the yearly floods of the Nile influence life in ancient Egypt?

The Old Kingdom Forms

Scholars divide the history of ancient Egypt into three main periods: the Old Kingdom (about 2575 B.C.–2130 B.C.), the Middle Kingdom (about 1938 B.C.–1630 B.C.), and the New Kingdom (about 1539 B.C.–1075 B.C.). Although power passed from one **dynasty**, or ruling family, to another, the land generally remained united.

A Strong Government Takes Hold During the Old Kingdom, Egyptian kings, later called **pharaohs** (FEHR ohz), organized a strong, centralized state. Pharaohs held absolute power and played key roles in government and religion. Egyptians believed each pharaoh was a god. However, the pharaohs were also seen as human. People expected their pharaohs to behave morally and judged the pharaohs for their deeds.

Pharaohs of the Old Kingdom ruled by means of a **bureaucracy**—a system of government that includes departments and levels of authority. The pharaoh depended on a **vizier** (vih ZEER), or chief minister, to supervise the government. Under the vizier, various departments looked after tax collection, farming, and the all-important irrigation system. Thousands of scribes carried out the vizier’s instructions.

Below the pharaoh, aristocrats, or nobles, were powerful locally. Beneath the aristocracy and a small middle class of merchants and scribes, most Egyptians were peasants, or poor farmers.



World’s Longest River

As the world’s longest river, the Nile extends about another 3,600 miles south of its first cataract, which you can see on the map. Egyptians today continue to rely on the river (above) to provide water for agriculture as well as for transportation. *Do you think Egypt was the only civilization to arise along the Nile? Why or why not?*

History Background

Pharaoh, The King The word *pharaoh* derives from the Egyptian language. It literally means “great house” and originally referred to the royal palace. During the New Kingdom of ancient Egypt, it began to be used in its present sense—that is, to refer to the Egyptian king, rather than the king’s residence. Over time, it came to refer to any and all Egyptian kings, despite the fact that it was never part of the king’s official title. The ancient Egyptians kept lists of the

pharaohs, called king lists, to keep track of important events in their history. Rather than numbering their years from a fixed date, the Egyptians numbered the years of each king’s reign and began again with each new king. The most accurate of the surviving king lists is the tattered Turin Papyrus, in the Egyptian Museum in Turin, Italy. It dates from the reign of Ramses II (1279 B.C.–1213 B.C.) and lists the kings of Egypt from earliest times to the nineteenth dynasty.

The Old Kingdom Forms/ The Turbulent Middle Kingdom

L3

Instruct

- **Introduce** Show students *The Nile: Where Egypt Began* from the **Witness History Discovery School™** video program. Ask students to explain how the geography of the region affected Egypt's development.
- **Teach** Discuss the role of the pharaoh and the nature of the bureaucracy in ancient Egypt. Ask **How did the pharaoh's religious role affect his role as head of government?** (*Because Egyptians believed the pharaoh was a god, he was able to hold absolute power over the people and the government bureaucracy.*) **What challenges caused the pharaohs to lose control of Egypt at the end of the Old Kingdom and the Middle Kingdom?** (*power struggles, crop failures, the expense of building pyramids, and invasion*) Ask students to identify reasons why the pharaohs were able to regain leadership twice after such long absences from power.
- **Quick Activity** Display **Color Transparency 9: The Great Pyramids of Giza**. Use the lesson suggested in the transparency book to guide a discussion. You may wish to refer students to the humanities feature, *Building the Pyramids*, at the end of this section.

 **Color Transparencies, 9**

Independent Practice

Biography To help students better understand the beginnings of pyramid building in ancient Egypt, have students read the biography *Imhotep* and complete the worksheet.

 **Teaching Resources, Unit 1, p. 28**

Monitor Progress

To review the section so far, have students summarize the main characteristics of the Old Kingdom and the Middle Kingdom.

Answers

- ✓ Egyptian government was a bureaucracy, with the pharaoh at the top, the vizier next, and various departments and scribes below the vizier. (Nobles also were powerful locally.)
- ✓ During that time, corruption and rebellions were common and foreigners took over the governance of Egypt.

Ptah-hotep (ptah HOH tep), who lived around 2450 B.C. in Egypt, was a vizier to a pharaoh who took an interest in training young officials. Based on his vast experience of government, he wrote a book, *Instructions of the Vizier Ptah-hotep*, in which he emphasized the importance of being humble and honest, obedient to one's father and superiors, and fair in dealing with other officials of all ranks.

The Great Pyramids Are Built During the Old Kingdom, Egyptian pharaohs built many necropolises (neh KRAHP uh lis iz), or cemeteries, containing majestic pyramids in the areas surrounding Memphis. Today, the best known are the Great Pyramids that still stand at Giza. Tombs within the pyramids were considered homes in which the deceased would live for eternity. Because Egyptians believed in an afterlife, they preserved the bodies of their dead rulers and provided them with everything they would need in their new lives. Building each of the pyramids took so long that often a pharaoh would begin to build his tomb as soon as he came to power.

- ✓ **Checkpoint** How was Egyptian government structured during the Old Kingdom?

The Turbulent Middle Kingdom

Power struggles, crop failures, and the cost of building the pyramids all contributed to the collapse of the Old Kingdom. Then, after more than a century of disunity, new pharaohs reunited the land, ushering in a new era, the Middle Kingdom.

The Middle Kingdom was a turbulent period. The Nile did not rise as regularly as it had in the past. Corruption and rebellions were common. Still, strong rulers did organize a large drainage project, creating vast new stretches of arable, or farmable, land. During this period, the central state ended the powers and privileges of the regional aristocrats. In addition, Egyptian armies occupied part of Nubia (also known as Kush), a gold-rich land to the south. Traders also had greater contacts with the peoples of the Middle East and the Mediterranean island of Crete.

About 1700 B.C., foreign invaders called the Hyksos (HIK soh) occupied the Nile delta region. Although the Hyksos took over the governance of Egypt, there was little conflict between the new rulers and the Egyptian people. The Hyksos awed the Egyptians with their horse-drawn war chariots. In time, the Egyptians mastered this new military technology. The Hyksos, in turn, were impressed by Egyptian civilization. They soon adopted Egyptian customs, beliefs, and even names. Finally, after more than 100 years of Hyksos rule, new Egyptian leaders arose and established the New Kingdom.

- ✓ **Checkpoint** In what ways was the Middle Kingdom turbulent?

New Kingdom Egypt Grows Strong

During the years of New Kingdom, a number of powerful and ambitious pharaohs created a large empire. At its height around 1450 B.C., the Egyptian empire reached as far north as Syria and the Euphrates River. The New Kingdom proved to be an age of conquest that brought Egyptians into greater contact with peoples in southwestern Asia as well as other parts of Africa.

WITNESS HISTORY VIDEO

Watch *The Nile: Where Egypt Began* on the **Witness History Discovery School™** video program to learn more about the Nile's role in early Egypt.



Differentiated

Instruction Solutions for All Learners

L2 Less Proficient Readers L2 English Language Learners

Remind students that historians, archeologists, and bandits have all shared an interest in exploring the tombs and pyramids of ancient Egypt. Ask students to research grave robbing and treasure hunting in nineteenth and twentieth century Egypt. Help students find appropriate resources. Have them create a bul-

leted list of their findings. Then discuss the following questions: What were the most famous discoveries? What were the most egregious examples of grave-robbing that students were able to uncover? What do students see as the impact of the exploration?

New Kingdom Egypt, 1450 B.C.



Map Skills Under the control of Thutmose III (below), Egypt's borders expanded into the eastern Mediterranean region.

- 1. Locate** (a) Nile River (b) Nubia (c) Giza (d) Syria
- 2. Movement** What were the northernmost areas reached by Egyptian traders?
- 3. Make Comparisons** How did the Hittite empire compare in size to the Egyptian empire around 1450 B.C.? Which do you think was more advantageously situated?



New Kingdom pharaoh Thutmose III

Powerful Rulers Control Egypt During the New Kingdom, Egypt's first female ruler took charge. Her name was **Hatshepsut** (haht SHEP soot), and she exercised all the rights of a pharaoh. From about 1472 B.C. to 1458 B.C., she encouraged trade with eastern Mediterranean lands and along the Red Sea coast of Africa. Her stepson, **Thutmose III** (thoot MOH suh), took over as pharaoh once he reached adulthood. A great military general, Thutmose III stretched Egypt's borders to their greatest extent ever.

Much later, **Ramses II** (RAM seez) became pharaoh of the New Kingdom. He ruled for 66 years, from 1279 B.C. to 1213 B.C., and during that time pushed Egyptian control northward again as far as Syria. He may be the best known of the Egyptian rulers because he boasted of his conquests on numerous temples and monuments, although his greatest reported victory may not actually have taken place.

Egypt Battles With Its Neighbors During the reign of Ramses II, Egypt fought a number of fierce battles against the Hittites of Asia Minor. After years of fighting, the Egyptians and the Hittites signed a peace treaty, the first such document in history known to have survived. It declared that Egypt and the Hittites "shall be at peace and in brotherhood forever."

New Kingdom Egypt Grows Strong

LB

Instruct

- **Introduce: Vocabulary Builder** Have students read the Vocabulary Builder term and definition. Then ask them to preview the headings of this section and predict who will be **displaced**.
- **Teach** Refer students to the map on this page. Have them locate the greatest extent of land controlled by Egypt during the New Kingdom. Then ask **With which neighbors did Egypt trade?** (*Egypt traded with people in lands along the east coast of the Mediterranean Sea, along the Red Sea coast of Africa, and in Nubia.*) **With which neighbor did Egypt engage in warfare?** (*the Hittites, the Nubians*) **How do you think these alliances and conflicts helped Egypt reach its greatest extent by 1450 B.C.?** (*Trade alliances probably helped build Egypt's wealth, while winning conflicts helped build Egypt's prestige and power.*)
- **Quick Activity** In pairs, have students create a chart comparing the accomplishments of each of the ancient Egyptian Kingdoms.

Independent Practice

- Have students access **Web Code nap-0231** to take the **Geography Interactive Audio Guided Tour** and then answer the map skills questions in the text.
- Have students fill in the Outline Map *Ancient Egypt*.

All in One Teaching Resources, Unit 1, p. 33

Monitor Progress

- Check answers to map skills questions.
- Circulate to make sure students are filling in their Outline Maps accurately.

Differentiated

Instruction Solutions for All Learners

L4 Advanced Readers L4 Gifted and Talented

There are striking similarities between the geography of the Nile River and its delta in Egypt and the Mississippi River and its delta in the United States. To challenge students, ask them to research these two famous rivers and their delta regions. Ask students to focus on one area in their research, such as the natural geography of both deltas, efforts to preserve these sensitive

areas, economic uses of the rivers and deltas, wildlife and ecology unique to each area, the use of the rivers as a source of electric power, and population dynamics and cities dependent on the rivers and their deltas. Students should present their research through an informative poster and explain why each river is crucial to its respective country.

Answers

Map Skills

1. Review locations with students.
2. Crete, Syria, and the southern tip of Asia Minor
3. They were approximately the same size; but Egypt had the trade advantages of the Nile River running directly through it as well as having the Mediterranean Sea to the north and the Red Sea to the east.

Assess and Reteach

Assess Progress

L3

- Have students complete the Section Assessment.
- Administer the Section Quiz.

All in One Teaching Resources, Unit 1, p. 22

- To further assess student understanding, use

 Progress Monitoring Transparencies, 6

Reteach

If students need more instruction, have them read the section summary.

 Reading and Note Taking Study Guide, p. 20

L3

 Adapted Reading and Note Taking Study Guide, p. 20

L1 L2

 Spanish Reading and Note Taking Study Guide, p. 20

L2

Extend

L4

Primary Source To help students better understand life in the Old Kingdom, have them read the advice of the vizier Ptah-hotep in *Instruction of Ptah-hotep* and complete the worksheet.

All in One Teaching Resources, Unit 1, p. 29

Answers

BIOGRAPHY She may have wanted to leave a reminder of her greatness and of the fact that Egypt had a female ruler.

- ✓ Conquest was a central aspect of New Kingdom Egypt. Pharaohs continually expanded Egypt as they conquered lands to the north and to the south.

BIOGRAPHY

Hatshepsut

Hatshepsut (?1540 B.C.–?1457 B.C.) was the daughter of the pharaoh Thutmose I, the wife and widow of Thutmose II, and the stepmother of Thutmose III. Like some earlier Egyptian queens, she began ruling in the name of a male heir—her stepson—who was too young to take the throne. However, she later took the bold step of declaring herself pharaoh and won the support of key officials. Because Egyptians thought of their rulers as male, she wore a false beard as a sign of authority.

For herself and her father, Hatshepsut had constructed a magnificent funeral temple on the walls of which she left behind a record of her reign. Carvings depict a construction project as well as an expedition she sent down the Red Sea coast of Africa, which brought back ivory, spices, and incense. **For what reasons do you think Hatshepsut wanted to leave a record of her accomplishments?**



To the south of Egypt, Nubia had developed along the Nile. For centuries, Egyptians traded or fought with their southern neighbor. From Nubia, they acquired ivory, cattle, and slaves. During the New Kingdom, Egypt conquered Nubia. Ramses II used gold from Nubia to pay charioteers in his army. Nubians served in Egyptian armies and left their mark on Egyptian culture. Much Egyptian art of this period shows Nubian soldiers, musicians, or prisoners.

Egypt Declines After 1100 B.C., Egyptian power slowly declined. Invaders, such as the Assyrians and the Persians, conquered the Nile region. In 332 B.C., the last Egyptian dynasty ended as the Greeks took control. In 30 B.C., Roman armies displaced the Greeks. Each new conqueror was eager to add the fertile Nile Valley to a growing empire.

- ✓ **Checkpoint** What role did Egyptian conquest of others play during Egypt's New Kingdom?

Vocabulary Builder

displaced—(dis PLAYS) *vt.* took the place of somebody or something

Section 3 Assessment

Terms, People, and Places

1. What do the key people listed at the beginning of the section have in common? Explain.

Note Taking

2. **Reading Skill: Identify Supporting Details** Use your completed outline to answer the Focus Question: How did the Nile influence the rise of the powerful civilization of Egypt?

Comprehension and Critical Thinking

3. **Summarize** How did the Nile play a crucial role in uniting Egypt?
4. **Analyze Information** What knowledge did Egyptians gain from their conquerors the Hyksos? How do you think this helped them later on?
5. **Draw Conclusions** What types of information about ancient Egypt can we learn from colossal monuments such as the Great Pyramids or the building projects of Hatshepsut and Ramses II?

Progress Monitoring Online

For: Self-quiz with vocabulary practice
Web Code: naa-0231

Writing About History

Quick Write: Draw Conclusions Choose a person from this section about whom you want to write a biographical essay and draw conclusions about his or her personality traits. Consider the person's actions and what they tell you about his or her personality. You may want to use the Internet or the library to gather more information about the person.

Section 3 Assessment

1. They were all rulers of Egypt.
2. The Nile provided fertile land on which people could farm. For people to control the floods, they needed to cooperate, which led to an organized government. The river also connected Upper Egypt and Lower Egypt and served as a trade route.
3. The Nile served as a link between Upper Egypt and Lower Egypt as well as a trade

route by which Egyptians could exchange products with other regions.

4. Egyptians gained knowledge of a new military technology, the horse-drawn chariot. This probably helped them make their own conquests later on.
5. From such monuments we can learn about Egyptian beliefs, crafts, construction capabilities, organizational capabilities, resources, and historical events.

Writing About History

Students should refer to specific actions taken by the person and how those actions reveal personality traits.

For additional assessment, have students access **Progress Monitoring Online** at **Web Code naa-0231**.

Building the Pyramids

Building an Egyptian pyramid was costly and required great planning. For example, the pharaoh Khufu built the first and largest of the pyramids at Giza. Thousands of farmers worked on the pyramid (shown below) when not planting or harvesting crops. They had no iron tools or wheeled vehicles. To complete the pyramid, workers quarried millions of huge limestone blocks. They transported the cut stones on barges along the Nile and then pulled them on sleds up a long ramp to and around the pyramid.

Broken remain of an ancient Egyptian A-frame, used to ensure that walls being constructed were level

Great Pyramid of Khufu: Fascinating Facts*

Height	481 feet (146.5 meters)
Type of stone	Mostly limestone and some granite
Distance from limestone quarry to Great Pyramid	500 yards
Number of cut stones used	2.3 million
Average weight of one cut stone	2.5 tons
Average weight of largest cut stone	40 tons
Total weight of Great Pyramid	6 million tons
Length of construction	20–30 years
Size of workforce	20,000–30,000 workers, skilled and unskilled
Types of workers	Construction workers, carpenters, water carriers, toolmakers, potters, overseers, scribes, cooks, bakers, butchers, physicians, priests

* All figures except the Great Pyramid's height are estimated values.
 SOURCES: Encyclopedia Britannica Online; NOVA Online; Kevin Jackson and Jonathan Stamp, *Building the Great Pyramid*; Tim McNeese, *The Pyramids of Giza*

Building the Pyramids

Objectives

- Assess the resources required to complete a large-scale project such as building a pyramid.
- Learn how the ancient Egyptians managed the project of building giant pyramids for their pharaohs.

Build Background Knowledge

Remind students that beginning in the Old Kingdom pharaohs had pyramids constructed as places for their bodies to live for eternity after death. Ask them to estimate how many years it would take to build a large pyramid.

Instruct

- Discuss the process used to build the Great Pyramid of Khufu. Point out the types of workers involved in the project, listed in the chart. Ask **Besides construction workers, what types of workers played a key role in building the pyramids?** (*scribes, water carriers, and other answers from the chart*) **Are you surprised that priests and physicians were part of the workforce?** (*Answers will vary.*) **Why would cooks, bakers, and butchers be important to the construction?** (*The workforce needed to eat.*)
- Ask students to consider the amount of bread needed to feed 20,000 to 30,000 workers. Ask **Given the enormity of the task of building a single pyramid, what does it tell you about Egypt that pharaoh after pharaoh had them built?** (*Egypt had extensive resources, and the pharaohs considered the afterlife or their reputations to be very important.*)

Monitor Progress

To make sure students understand the scale of a pyramid-building project, ask them to explain why many pharaohs began building their pyramids as soon as they came to power.

Thinking Critically

1. Their belief in an afterlife justified the resources and time spent on the pyramids because the tombs would contain everything needed after death.
2. Khufu's pyramid required too much labor and too many resources.

Thinking Critically

1. **Identify Ideologies** What Egyptian beliefs made it seem reasonable to spend so many resources and years building pyramids?
2. **Draw Conclusions** Based on the information given here, why do you think the Giza pyramids built after Khufu's were not as large as his?

History Background

Ramses II Great building projects, as well as successful military campaigns, characterized the reign of Ramses II. His monuments and temples, raised throughout his reign, still exist in Egypt. Some major projects were the temple at Karnak, which was completed during his reign; the Rameseum, his funeral

temple at Thebes; and the temple at Luxor. Perhaps the most notable structure was the great rock temple at Abu Simbel in Nubia. All this construction required massive labor and resulted in an increase in slavery. Ramses II was probably the pharaoh in the Bible who dealt with Moses and released the Hebrew slaves.