

## 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.

- Describe the ways in which religious beliefs shaped the lives of ancient Egyptians.
- Understand how Egyptians viewed the afterlife.
- Explain how the Egyptians organized their society.
- Outline the advances that the Egyptians made in learning, the arts, science, and literature.

## Prepare to Read

Build Background Knowledge **L3**

Remind students that ancient Egyptian civilization existed for about 3000 years. Ask them to recall what they know about ancient Egypt's culture. Encourage them to skim the headings and visuals in this section to find examples.

Set a Purpose **L3**

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

 **AUDIO** Witness History Audio CD, The Greatest of Gods

Ask **What role did the god Amon-Re play in the lives of the pharaohs?** (*He gave them their right to rule and judged their actions.*) **Based on this role, how do you think religion was viewed in ancient Egypt?** (*It was taken seriously.*)

- **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 4 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 Guided Questioning strategy (TE, p. T20). As they read, have students fill in the chart recording main ideas.

 Reading and Note Taking Study Guide, p. 21

Amon-Re was associated with both the sun (shown atop his head at right) and the ram (far right).

WITNESS HISTORY  AUDIO

## The Greatest of Gods

In ancient Egypt, the people of each city tended to worship one god in particular over all others. In time, however, the god Amon-Re became revered as the greatest of the gods. Most importantly, people believed the pharaohs received their right to rule from Amon-Re. They said of him, "Far away he is as one who sees, near he is as one who hears." Therefore even the pharaohs had to be careful of their actions, for Amon-Re's judgment could not only alter their lives but also put their leadership in jeopardy.

**Focus Question** How did religion and learning play important roles in ancient Egyptian civilization?

## Egyptian Civilization

## Objectives

- Describe the ways in which religious beliefs shaped the lives of ancient Egyptians.
- Understand how Egyptians viewed the afterlife.
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## Terms, People, and Places

Amon-Re	hieroglyphics
Osiris	papyrus
Isis	decipher
Akhenaton	Rosetta Stone
mummification	

## Note Taking

**Reading Skill: Identify Supporting Details** Use a chart to record the main idea of each section of text that follows a red heading. Include at least two supporting details for each main idea.

Egyptian Civilization			
Red Heading	Main Idea	Supporting Detail	Supporting Detail

Religious beliefs about gods, values, and life after death affected the daily lives of ancient Egyptians. In addition, scribes used one of the world's earliest forms of writing to record information, and scholars and artists made advances in science, art, and literature.

## Religion Shapes Life in Ancient Egypt

Today, much of what we know about Egyptian religion comes from inscriptions on monuments and wall paintings in tombs. These inscriptions describe Egyptians appealing to the divine forces that they believed ruled this world and the afterlife.

**Chief Gods and Goddesses** In the sun-drenched land of Egypt, the chief god was the sun god. During the Old Kingdom, Egyptians worshipped a sun god named Re (ray). By the Middle Kingdom, Egyptians associated Re with another god, Amon (AH mun), and called this great lord of the gods **Amon-Re**. The pharaohs, whom Egyptians viewed as gods as well as kings, were believed to receive their right to rule from Amon-Re.

Most Egyptians related more to the god **Osiris** (oh SY ris) and the goddess **Isis** (EYE sis), whose story touched human emotions such as love and jealousy. According to mythology, Osiris ruled Egypt until his jealous brother, Set, killed him. Set then cut Osiris into pieces, which he tossed all over Egypt. Osiris' wife, Isis, saved him. She reassembled his body and brought him back to life. Because Osiris could no longer rule over the living, he became god of the dead and judge of souls seeking admission to the afterlife.

## 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**  
radical, p. 51

## Definition and Sample Sentence

*adj.* favoring or making economic, political, or social changes of a sweeping or extreme nature

Our governor has proposed **radical** changes to the state's laws, which people hope will turn the economic situation around.

To Egyptians, Osiris was especially important because, in addition to ruling over the underworld, he was also god of the Nile. In that role, he controlled the annual flood that made the land fertile. Isis had special appeal for women, who believed that she had first taught women to grind corn, spin flax, weave cloth, and care for children. Like Osiris, Isis promised the faithful that they would have life after death.

**A Pharaoh Tries to Reshape Religion** About 1380 B.C., a young pharaoh named Amenhotep IV (ah mun HOH tep) challenged the powerful priests of Amon-Re. He devoted his life to the worship of Aton, a minor god. The pharaoh took the name **Akhenaton** (ah keh NAH tun), meaning “he who serves Aton.” He ordered priests to worship only Aton and to remove the names of other gods from their temples.

Akhenaton’s **radical** ideas had little success. Priests of Amon-Re and of other gods resisted such revolutionary changes. The people, too, were afraid to abandon their old gods in favor of Aton. Nobles also deserted the pharaoh because he neglected his duty of defending the empire. After Akhenaton’s death, priests of the old gods reasserted their power.

**Checkpoint** Which details about the Egyptian gods show the importance of agriculture to Egyptian society?

## How Egyptians Viewed the Afterlife

As you have read, Egyptians believed that Osiris and Isis had promised them eternal life after death. Belief in the afterlife affected all Egyptians, from the highest noble to the lowest peasant.

**Proving Oneself to Osiris** The Egyptians believed that each soul had to pass a test to win eternal life. First, the dead soul would be ferried across a lake of fire to the hall of Osiris. Then, the dead person’s heart would be weighed against the feather of truth. Those Osiris judged to be sinners would be fed to the crocodile-shaped Eater of the Dead. Worthy souls would enter the Happy Field of Food, where they would live forever in bliss. To survive the dangerous journey through the underworld, Egyptians relied on the *Book of the Dead*. It contained spells, charms, and formulas for the dead to use in the afterlife.



The god Anubis weighs Hunefer’s heart against a feather.

The god Horus leads Hunefer to Osiris for judgment.

Osiris

### Vocabulary Builder

**radical**—(RAD ih kul) *adj.* favoring or making economic, political, or social changes of a sweeping or extreme nature

The *Book of the Dead* (page shown at left) includes the Negative Confession below, which the dead could use to prove his or her worthiness to Osiris. *What sorts of crimes does the confession say one has not committed?*

### Primary Source

“I have caused none to feel pain. I have made [no man] to weep. I have not committed murder. . . . I have not stolen from the orchards; nor have I trampled down the fields. . . . I have not turned back water at its spring-tide. . . . I am pure. I am pure. I am pure.”

—*Book of the Dead*



AUDIO

## Teach

### Religion Shapes Life in Ancient Egypt

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#### Instruct

##### Introduce: Vocabulary Builder

Have students read the Vocabulary Builder term and definition. Ask them to predict whether someone who made **radical** changes to ancient Egyptian religious beliefs would succeed.

**Teach** Discuss the unique attributes of the gods Amon-Re, Osiris, and Isis. Ask **Which god ruled over the dead? (Osiris) Which god was associated with the sun? (Re) Which one was associated with the daily lives of women? (Isis) Given that Egyptians associated each god with separate aspects of life, why do you think Akhenaton failed to replace all gods with just one, Aton? (Egyptians were probably used to each god playing a separate role, so the concept of having one god play all roles must have seemed quite foreign.)**

#### Independent Practice

Tell students that the Egyptians depicted each god in a unique way. Ask each student to select one of the gods or goddesses discussed in this section and draw a representation, including symbols for the specific aspects of life with which he or she was associated.

#### Monitor Progress

As students fill in their charts, circulate to make sure they understand that religion was an important part of ancient Egyptian life. For a completed version of the chart, see

Note Taking Transparencies, 55

## History Background

**Pages from the Past** The *Book of the Dead*, a collection of ancient Egyptian spells, charms, and formulas, was intended to protect a dead person and help them in their perilous journey to the afterlife. Originally, the texts were created by many authors and chroniclers and inscribed on the walls of tombs (the Pyramid Texts) or painted on the outside of coffins or sarcophagi (the Coffin Texts). Later, they were copied

onto papyrus by scribes. These texts were then placed near the mummified remains, or even bound up inside the burial wrappings. The collection did not receive its present name until the 1800s; its literal title is “The Chapters of Coming-Forth-by-Day.” Today, scholars find the richly illustrated scrolls to be a treasure-trove of information about the religious beliefs of ancient Egyptians.

## Answers

**Checkmark** The most important gods were associated with the sun and the Nile, both of which were key to agriculture.

**PRIMARY SOURCE** harm to others, murder, theft, and destruction of property

## How Egyptians Viewed the Afterlife

L3

### Instruct

■ **Introduce: Key Terms** Ask students to find the key term **mummification** (in blue) in the text and list everything they know about the practice and where they have learned this (for example, from books, movies, or television). How does the fictional treatment of mummies differ from the historical treatment? Then ask them to list at least two questions they have about Egyptian mummification.

■ **Teach** Read aloud the Primary Source selection on the previous page from the *Book of the Dead*. Then discuss how the *Book of the Dead* and the process of mummification both reveal the great effort Egyptians put into preparing for the afterlife.

🔊 AUDIO Witness History Audio CD, *Book of the Dead*

■ **Quick Activity** Display **Color Transparency 10: New Sarcophagus at Saqqara**. Use this with the Infographic on this page to discuss what modern society has learned about Egyptians and their beliefs.

📄 Color Transparencies, 10

### Independent Practice

Web Code **nap-0241** will take students to an interactive Infographic. Have students complete the interactivity and then answer the questions in their text.

### Monitor Progress

Point out the images on this page. To review this section so far, ask students to explain the significance of mummification and the Egyptian view of the afterlife.

### Answers

#### Thinking Critically

1. that Egyptians wanted to carefully preserve the body for use in the afterlife
2. biology and possibly chemistry

INFOGRAPHIC

History Interactive  
For: Interactive infographic  
Web Code: nap-0241

## Mummification

The ancient Egyptians made a science out of mummifying the dead. Skilled embalmers extracted the brain of the dead person through the nostrils and removed most of the internal organs. They then filled the body cavity with linen and a drying powder, sprinkled spices on the body, and rubbed a mixture that kept out moisture into the skin. Later they wrapped the body in strips of linen. This costly process took months to complete.

Mummies were often laid to rest inside a nest of coffins. King Tutankhamen's coffins, shown here, were made of gold and wood and highly decorated.

Mummification preserves bodies so well that even thousands of years later, they look lifelike when unwrapped.

Once removed from the body, the internal organs were also mummified. They were then stored in jars and placed within the tomb of the deceased.



### Link to Science

**Modern Views** American society today follows a fairly standard ritual of embalming when preparing a body for burial. This practice is widely accepted, dating from the time that formaldehyde was found to be an effective preservative. Before that discovery, various substances were tried and discarded. The body of British admiral Lord Nelson was preserved until burial in a cask of brandy, that of Alexander the Great in honey. Initially the public was not enamored of embalming,

despite the attempts of some ambitious undertakers to win them over by displaying preserved bodies in storefront windows or even taking them on tour around the countryside. During the Civil War, embalming became more accepted when the government awarded contracts to undertakers to preserve the bodies of slain soldiers so they could be transported long distances for burial at home. Today, the practice is commonplace, and required by law in some states.

**Preparing the Dead for the Afterlife** Egyptians believed that the afterlife would be much like life on Earth. As a result, they buried their dead with everything they would need for eternity. To give a soul use of its body in the afterlife, Egyptians perfected skills in **mummification** (mum uh fih KAY shun), the preservation of dead bodies by embalming them and wrapping them in cloth. At first, mummification was a privilege reserved for rulers and nobles. Eventually, ordinary Egyptians also won the right to mummify their dead, including beloved pets.

**Evidence Found in the Tomb of Tutankhamen** During the New Kingdom, many pharaohs were buried in a desolate valley known as the Valley of the Kings. Their tombs, known to be filled with fantastic riches, were a temptation to robbers in ancient times. As a result, most royal tombs were stripped of their treasures long ago. In 1922, however, British archaeologist Howard Carter unearthed the tomb of the young pharaoh Tutankhamen (toot ahng KAH mun), who was the son-in-law of Akhenaton. The tomb had remained almost untouched for more than 3,000 years. Its treasures have provided scholars a wealth of evidence about Egyptian civilization.

The body of the 18-year-old “King Tut” had been placed in a solid-gold coffin, nested within richly decorated outer coffins. Today, the dazzling array of objects found in the tomb fills several rooms in the Egyptian Museum in Cairo. The treasures include chariots, weapons, furniture, jewelry, toys, and games. Tutankhamen was only a minor king. We can only imagine what treasures must have filled the tombs of great pharaohs like Thutmose III or Ramses II.

✔ **Checkpoint** How did mummification reflect Egyptian beliefs about the afterlife?

## Egyptians Organize Their Society

Like other early civilizations, Egypt had its own class system. As both a god and an earthly leader, the pharaoh stood at the top of society, along with the royal family. Directly under the pharaoh were government officials and the high priests and priestesses, who served the gods and goddesses. Next came a tiny class of merchants, scribes, and artisans. They provided for the needs of the rich and powerful. The bottom layer of society was the largest—made up of peasants who worked the land.

**Most People Were Farmers** Most Egyptians were peasant farmers. Many were slaves. Men and women spent their days working the soil and repairing the dikes. One ancient record describes the life of a typical Egyptian peasant. “When the water is full he irrigates [the fields] and repairs his equipment. He spends the day cutting tools for cultivating barley, and the night twisting ropes.”

In the off-season, peasant men were expected to serve the pharaoh, laboring to build palaces, temples, and tombs. Besides working in the fields, women also spent much time raising children, collecting water, and preparing food.

**Changes to Social Structure** During the New Kingdom, social classes became more fluid as trade and warfare increased. Trade offered new opportunities to the growing merchant class. Foreign conquests brought riches to Egypt, which in turn meant more business for artisans.



Portrait of Tutankhamen as a boy

## Egyptians Organize Their Society

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### Instruct

- **Introduce** Have students read the introductory sentences describing Egypt’s class system. Then ask **What does the structure of Egypt’s class system tell you about the importance of religion in that society?** (*Since priests and priestesses were near the top of society, clearly religion was regarded highly.*) **What does the much greater size of the lowest class tell you about the need for laborers in Egyptian society?** (*Many of them were needed, probably for building pyramids and working in the fields.*)
- **Teach** Discuss the effects of trade and warfare on Egypt’s class structure. Ask **How did the social structure change because of increased warfare and trade?** (*Merchants and artisans had more economic opportunities, so their social class rose.*) **What does this indicate about the connection between economic opportunity and social structure?** (*that social structure is greatly influenced by economic opportunity*)
- **Quick Activity** As a class, investigate whether women in ancient Egypt had the same rights as men. Make a chart on the board and have students fill in rights women did have and rights that were denied them. Compare these to the rights of Egyptian men.

### Independent Practice

Have students skim this section and list as many occupations in Egyptian society as they can. Write these occupations on the board. Then have students choose one of the occupations and write a help-wanted ad for that position. The ad should list some of the requirements of the position, including what skills and/or tools are needed and who is offering the job.

### Monitor Progress

As students compose their help-wanted ads, ensure the ads accurately reflect the work and conditions in ancient Egypt.

### Answer

- ✔ Because Egyptians believed that they would have eternal life after death and that the afterlife would be much like life on Earth, they mummified people so that they could use their body in the afterlife.

## Egyptians Make Advances in Learning

L3

### Instruct

- Introduce: Key Terms** Have students find the key term *hieroglyphics* (in blue) in the text and describe what they know about Egyptian hieroglyphic writing. Ask them to predict what purposes such artistic writing might have served. Then have them read ahead to see if their predictions were accurate.
- Teach** Discuss the advances that Egyptians made in writing, medicine, astronomy, and mathematics. Refer students to the chart The Three Egyptian Scripts and have them compare how the different scripts have the same meaning. Ask **For what purposes did the Egyptians use hieroglyphs?** (*to record important economic, administrative, royal, and official historical information*) **Why did they also use hieratic and demotic?** (*Because these scripts were simpler, they were more suitable for everyday use.*) **How has Egyptian writing helped us learn the details of Egyptian medical practices?** (*The Egyptians described surgical operations in writing on papyrus.*)
- Quick Activity** Have student groups discuss the significance of the Rosetta Stone. Ask them to identify areas for which they would want a contemporary version of a Rosetta Stone.

### Independent Practice

Ask students to choose a topic discussed under science and mathematics. Ask them to research and write a paragraph on how it influenced or is related to the same discipline in our world today.

### Monitor Progress

Refer students to the chart The Three Egyptian Scripts. To review the section so far, ask students to summarize the purpose of the different scripts. Then have them list two other advances in learning.

### Answers

- The social class that included merchants and artisans grew as trade and warfare increased.

**Caption** They are simplified versions of a similar shape.

These skilled craftworkers made fine jewelry, furniture, and fabrics for the palaces and tombs of pharaohs and nobles.

**Egyptian Women Enjoyed Higher Status** Egyptian women generally enjoyed a higher status and greater independence than women elsewhere in the ancient world. For example, Ramses II declared, “The foot of an Egyptian woman may walk where it pleases her and no one may deny her.” Under Egyptian law, women could inherit property, enter business deals, buy and sell goods, go to court, and obtain a divorce.

Although there were often clear distinctions between the occupations of women and men, women’s work was not confined to the home. Women manufactured perfume and textiles, managed farming estates, and served as doctors. Women could also enter the priesthood, especially in the service of goddesses. Despite their many rights and opportunities, few women learned to read and write. Even if they did, they were excluded from becoming scribes or holding government jobs.

- Checkpoint Which social class grew in size as a result of trade and warfare?

## Egyptians Make Advances in Learning

Learned scribes played a central role in Egyptian society. Some kept records of ceremonies, taxes, and gifts. Others served government officials or the pharaoh. Scribes also acquired skills in mathematics, medicine, and engineering. With skill and luck, a scribe from a poor family might become rich and powerful.

**Keeping Written Records** Like people in other early civilizations, the ancient Egyptians developed writing. In fact, they developed multiple writing systems. The first was *hieroglyphics* (hy ur oh GLIF icks), a system in which symbols or pictures called hieroglyphs represent objects, concepts, or sounds. The Egyptians used hieroglyphs to record important economic, administrative, and royal information. Often, priests and scribes carved hieroglyphs in stone. Such inscriptions on temples and other monuments are records of Egyptian culture that have endured for thousands of years.

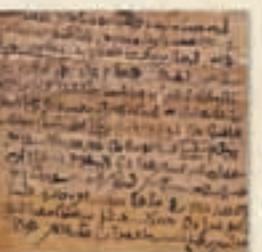
Around the time that hieroglyphics came into use, scribes also developed hieratic (hy ur AT ik) writing, a simpler script for everyday use. The hieratic script was a cursive form of writing created by simplifying the shapes of the hieroglyphs. Over time, hieratic script was replaced by a similar one called demotic. The Egyptians also learned to make a paperlike writing material from *papyrus* (puh PY rus), a plant that grows along the banks of the Nile. (Paper would

### Simplified Writing

Because hieroglyphs took a lot of time and care to write, Egyptian scribes also developed the cursive hieratic and demotic scripts for quicker use. *How much do the cursive forms of each symbol resemble their equivalent hieroglyphs?*

**The Three Egyptian Scripts**





▲ Hieratic passage
▲ Demotic passage

Meaning	Hieroglyphic Symbol	Hieratic Symbol	Demotic Symbol
Fox skins tied together			
Stone jug			
Roll of papyrus			

### Connect to Our World

**Connections to Today** The ancient Egyptians were well-versed in the healing qualities of many plants and herbs. Recipes to treat a long list of ailments were discovered in ancient texts such as the Ebers Papyrus (sixteenth century B.C.) and the Edwin Smith Papyrus (seventeenth century B.C.). Quite a few of the treatments described in these ancient texts are considered valid today. Among the plants mentioned

and still used today are dill, thyme, coriander, linseed, mustard seed, garlic, and aloe. The use of plants in modern medicine can hardly be exaggerated. Up to 25 percent of today’s prescription drugs are plant-based and many more over-the-counter remedies include herbal ingredients. Worldwide, as much as 80 percent of the population uses herbal medicine to treat illness.

not be invented until about A.D. 100, in China.) Writing cursive scripts with reed pens and ink on the smooth surface of papyrus strips was much easier than chiseling words onto stone. When writing official histories, however, scribes continued to carve hieroglyphs.

**The Clues of the Rosetta Stone** After ancient Egypt declined, the meanings of ancient hieroglyphs were lost. Not until the early 1800s did a French scholar, Jean Champollion (zhahn shahm poh LYOHN), unravel the then mysterious writings on Egypt's great monuments. Champollion did so by **deciphering**, or figuring out the meaning of, passages written on the **Rosetta Stone**. This flat, black stone presents the same passage carved in hieroglyphics, demotic script, and Greek. By comparing the three versions, Champollion worked out the meanings of many hieroglyphs. As a result of that breakthrough, scholars could begin to read the thousands of surviving records from ancient Egypt.

**Furthering Science and Mathematics** The ancient Egyptians accumulated a vast store of knowledge in fields such as medicine, astronomy, and mathematics. Like most doctors until recent times, Egyptian physicians believed in various kinds of magic. However, they learned a great deal about the human body through their knowledge of mummification. They also became skilled at observing symptoms, diagnosing illnesses, and finding cures.

Doctors also performed complex surgical operations, which we know about today because they are described on papyrus scrolls that survived through time. Many plant parts that Egyptian doctors prescribed as medicines—such as anise, castor beans, and saffron—are still used today for various purposes.

Egyptian priest-astronomers studied the heavens, mapping constellations and charting the movements of the planets. With this knowledge, they developed a calendar that included 12 months of 30 days each as well as 5 days added at the end of each year. With a few changes, this ancient Egyptian calendar became the basis for our modern calendar.

Egyptians developed mathematics partly in response to practical problems that they faced. Flooding Nile waters forced Egyptians to redraw the boundaries of their fields each year. To do this, scholars developed geometry in order to survey the land. Egyptian engineers also used geometry to calculate the exact size and location of each block of stone to be used in construction of a pyramid or temple. Huge projects such as building pyramids required considerable skills in design and engineering.

✓ **Checkpoint** Describe three advances in learning made by the ancient Egyptians.

#### Ancient Medicine

Art and artifacts like the ones below have also given us clues about the medical knowledge of the ancient Egyptians. An Old Kingdom wall carving (below top) shows a wounded man walking on crutches to meet a doctor. The skillfully shaped artificial toe (below bottom) was discovered on a mummy from the New Kingdom. *What medical skills do these pieces reveal?*



## Egyptians Develop Arts and Literature

13

### Instruct

- **Introduce** Refer students to the images on the next page. Ask students what conclusions they can draw about ancient Egypt based on this art.
- **Teach** Discuss the development of arts and literature in ancient Egypt. Ask **What subject matters were common in Egyptian art?** (*everyday scenes, battles, gods, and pharaohs*) **In literature?** (*gods, proverbs, love, battles, practical advice, and folk stories*) **How can studying these remnants today help us learn more about Egyptian values and culture?** (*Their choice of subjects can show us what Egyptians were interested in or valued, and the ways they present these subject can tell us about their viewpoints.*)

### Independent Practice

**Link to Literature** To help students learn more about popular folktales in ancient Egypt, have them read the excerpt from *The Tale of Sinuhe* and answer the questions that follow.

All in One Teaching Resources, Unit 1, p. 30

### Monitor Progress

- To review this section, ask students to explain what paintings and poems show us about ancient Egyptian culture.
- Check Reading and Note Taking Study Guide entries for student understanding.

### Differentiated

#### Instruction

#### Solutions for All Learners

#### L4 Gifted and Talented L4 Advanced Readers

Have students write a short story set in ancient Egypt. Tell them that this work of historical fiction should not only be entertaining and contain a clear plot, but it should also show evidence of accurate information about life in ancient Egypt. Provide students with cat-

egories that must be worked into their writing in the context of the story. These might include Egypt's art and architecture, religious practices, government leaders, social structure, and the system of writing.

### Answers

**Caption** that Egyptian physicians were skilled in tending to injuries as well as the use of prosthetic limbs

- ✓ Students should describe any three of the following advances: hieroglyphics and cursive writing systems, knowledge of the human body, surgery, medicines, a calendar, and geometry.

## Assess and Reteach

### Assess Progress

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

**All in One Teaching Resources, Unit 1, p. 23**

- To further assess student understanding, use  **Progress Monitoring Transparencies, 7**

### Reteach

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

 **Reading and Note Taking Study Guide, p. 22** L3

 **Adapted Reading and Note Taking Study Guide, p. 22** L1 L2

 **Spanish Reading and Note Taking Study Guide, p. 22** L2

### Extend

See this chapter's Professional Development pages for the Extend Online activity on Egyptian tombs. L4

## Answer

- ✓ statues, paintings, sculpture, and architecture



### Colorful Variety of Art

Ancient Egyptian artists created a great variety of colorful and intricate pieces of art, such as Thutmose III's blue glass drinking vessel (above right), the lifelike bust of Akhenaton's wife Nefertiti (above left), and Tutankhamen's decorative pectoral jewelry (right).



## Egyptians Develop Arts and Literature

The Egyptians left behind them a rich legacy of art and literature. Statues, paintings, poems, and tales have given us a wealth of information about ancient Egyptian viewpoints and values.

**Egyptian Arts** The arts of ancient Egypt included statues, wall paintings in tombs, and carvings on temples. Some show everyday scenes of trade, farming, family life, or religious ceremonies. Others boast of victories in battle.

Painting and sculpture styles remained almost unchanged for thousands of years. Artists always presented gods and pharaohs as much larger than other figures—size indicated the subject's importance, not his or her real size. Also, artists usually depicted people with their heads and limbs in profile but their eyes and shoulders facing the viewer.

Statues often showed people in stiff, standard poses. Some human figures have animal heads that represent special qualities. The Sphinx that crouches near the Great Pyramids at Giza portrays an early pharaoh as a powerful lion-man. Egyptians also erected many stone buildings and monuments, mostly tombs and temples.

**Egyptian Literature** The oldest Egyptian literature includes hymns and prayers to gods, proverbs, and love poems. Other writings tell of royal victories in battle or, like Ptah-hotep's book, give practical advice.

In Egypt, as in other early societies, folk tales were popular, especially *The Tale of Sinuhe*. It relates the wanderings of Sinuhe (SIN oo hay), an Egyptian official forced to flee into what is now Syria. He fights his way to fame among the desert people, whom the Egyptians consider uncivilized. As he gets older, Sinuhe longs to return home. The story ends happily when the pharaoh welcomes him back to court. *The Tale of Sinuhe* helps us see how Egyptians viewed both themselves and the people of the surrounding desert.

✓ **Checkpoint** What art forms were common in ancient Egypt?

## 4 Assessment

### Terms, People, and Places

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

### Note Taking

2. **Reading Skill: Identify Supporting Details** Use your completed chart to answer the Focus Question: How did religion and learning play important roles in ancient Egyptian civilization?

### Comprehension and Critical Thinking

3. **Predict Consequences** Egyptians believed that their pharaohs received the right to rule from Amon-Re. How do

you think replacing him with the god Aton would have affected the authority of the pharaohs?

4. **Make Comparisons** How do the Book of the Dead and the tomb of Tutankhamen offer different types of information about Egyptian views of the afterlife?
5. **Summarize** What jobs were Egyptian women allowed to hold? What jobs were they not allowed to hold?
6. **Analyze Information** Considering the materials that ancient Egyptians used to create their writing and art, what do you think are the challenges of locating examples of them today?

### Progress Monitoring Online

For: Self-quiz with vocabulary practice  
Web Code: naa-0241

### Writing About History

**Quick Write: Write an Introduction** Choose a person from ancient Egypt about whom you want to write a biographical essay and write an introduction. Be sure to include a thesis statement that explains who the person was and why he or she is worth learning about. Try to find an anecdote or quotation to use to set the tone for your essay.

## Section 4 Assessment

1. They are all Egyptian gods.
2. Religion shaped people's daily worship practices, behavior, and social status. Learning shaped people's ability to communicate and create records, their social status, their health, and their ability to construct large buildings.
3. The pharaohs would have had to find some other way to establish their author-

ity or the people would no longer have believed in them as divine.

4. The *Book of the Dead* offers firsthand information on Egyptian views of the afterlife, whereas the tomb offers objects whose meaning must be interpreted.
5. They were allowed to work in manufacturing, manage farming estates, be doctors and priestesses. They were not allowed to be scribes or work in government.
6. Sample: Because papyrus and stone monuments are made of materials that could be

destroyed or could wear down over time, they may be hard to locate or decipher.

### Writing About History

Introductions to the essay should be descriptive and should include a solid thesis statement about the person's importance.

For additional assessment, have students access **Progress Monitoring Online** at **Web Code naa-0241**.