

# UNIT 9

- 1 Early urban civilisations
- 2 Mesopotamia

HOW PEOPLE LIVED IN  
Mesopotamia

- 3 Ancient Egypt

HOW PEOPLE LIVED IN  
Ancient Egypt

ON THE FRONT PAGE  
The Hebrew people

PRACTICAL **LS**  
Analysing historical texts

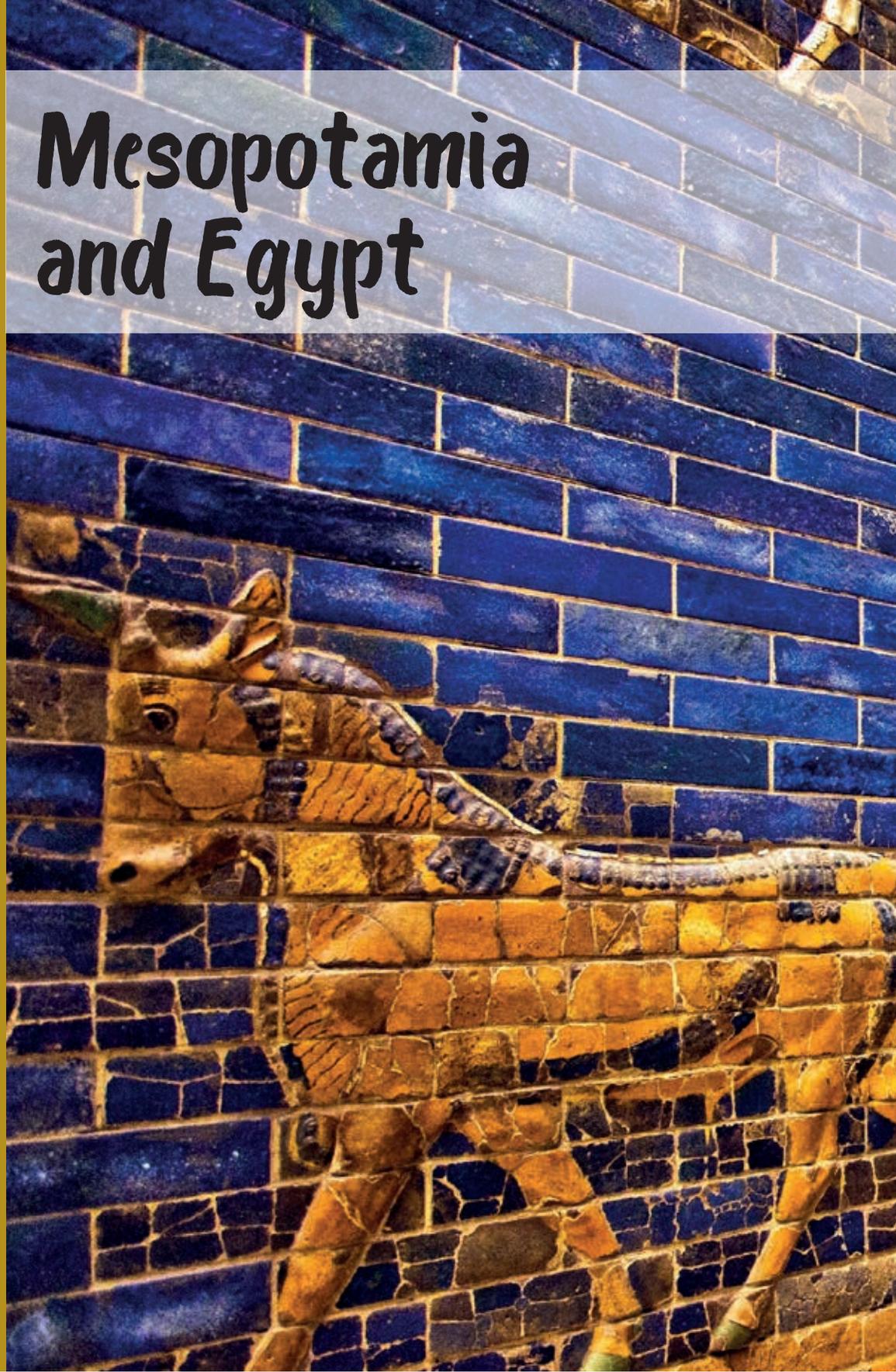
REVISION ACTIVITIES

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# Mesopotamia and Egypt



## Mesopotamia



## Egypt



Detail of the Ishtar Gate in Babylon, decorated with glazed ceramic (Pergamo Museum, Berlin)

## Think and discuss



- 1 What position did Hatshepsut hold?
- 2 What difficulties did she encounter? Why do you think this was the case?
- 3 Do you think there's complete equality between men and women today?
- 4 What actions can we take to achieve Sustainable Development Goal 5 (Gender equality)? Discuss and agree on four proposals in a small group.

## The pharaoh-queen

'I've heard of Hatshepsut's temple,' I said. 'It's one of those places tourists always visit when they go to Egypt, isn't it?'

'That's right,' Grandad said. 'And I understand why. It's spectacular, and very well preserved. Hatshepsut was able to leave her mark on history, although others tried to erase it later.'

'Was she a very powerful pharaoh?'

My father looked at me in amazement and my grandfather gave me a disapproving look.

'Don't you know who Hatshepsut was?' he asked. He was shocked. 'Honestly, sometimes I wonder what they teach you at school. She wasn't a pharaoh! She was a pharaoh-queen.'

'A pharaohess, you mean,' I replied angrily.

'Well ... that term didn't exist for the Ancient Egyptians. It was exceptional for a woman to sit on the throne. In fact, it was so exceptional that Hatshepsut decided that her portraits should show her wearing a beard and dressed like a man. This was so that no one would question her power, despite the fact she was a woman.'

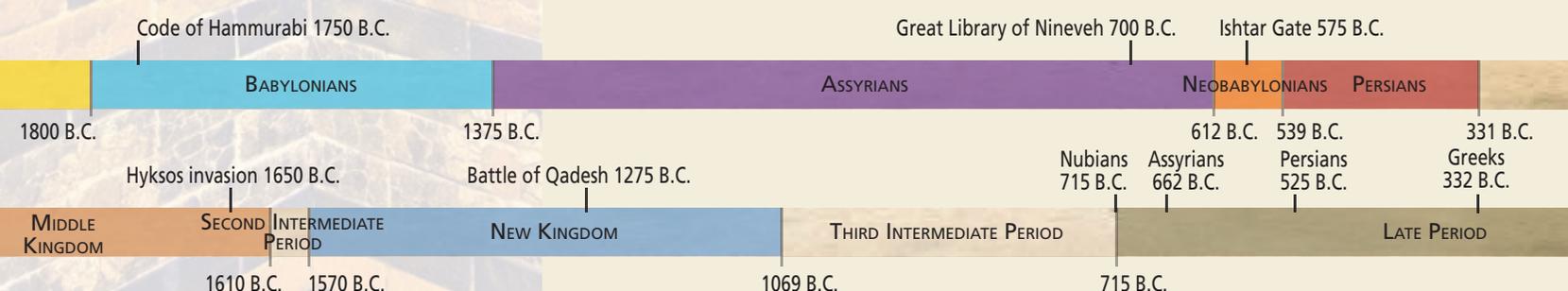
'How sad!' I said. 'Couldn't she hold power and be a woman?'

'She did,' my father replied. 'But they didn't make it easy for her.'

Ana ALONSO, *Luna y los incorpóreos. La tumba pintada*  
Oxford University Press (Translated and adapted)



Mortuary Temple of Hatshepsut (Luxor, Egypt)



# 1 Early urban civilisations

In the 4th millennium B.C., technological advances enabled the civilisations that lived near **large rivers** to control **flooding**<sup>1</sup>. They did this by building **canals**<sup>2</sup> and **dykes**<sup>3</sup>. The rivers deposited **silt**<sup>4</sup> during the flooding, making the riverbanks very **fertile**. As a result, the people obtained large harvests.

These villages developed into **cities**, and **trade** and **craftwork** grew. These became the **first urban civilisations**. They constructed large buildings and important changes occurred in politics, economics and culture.

- **Mesopotamia**, the earliest **fluvial**<sup>5</sup> civilisation, developed near the **Tigris** and **Euphrates** rivers around 3200 B.C.
- **Egypt** developed on the banks of the river **Nile** in 2850 B.C.

Both were located in the Fertile Crescent, where the Neolithic Period began, and they established relationships with each other.

- In **India**, the **Harappa** civilisation developed near the **Indus River** in 2500 B.C.
- In **China**, a civilisation emerged near the **Yellow River** from the **Xia** dynasty (2000 B.C.) and the **Shang** dynasty (1500 B.C.).



<sup>1</sup>**flooding**: submerging of land under water.

<sup>2</sup>**canal**: artificial channel.

<sup>3</sup>**dyke**: wall for containing water.

<sup>4</sup>**silt**: sediment in water.

<sup>5</sup>**fluvial**: located in a large river valley.

<sup>6</sup>**accounts**: record of money spent and received.

## Learn +

The development of **writing** marks the end of Prehistory and the beginning of Ancient History. Writing first developed in Mesopotamia and Egypt around the 4th millennium B.C. It originated for practical purposes such as keeping **accounts**<sup>6</sup> and recording commercial transactions. The government officials who specialised in writing were called **scribes**.

The invention of writing is very important. Today these written records provide a valuable source of information about our past.

- Why did writing develop? Which two periods does this invention divide history into?

## CLIL activities

1 Answer the question in your notebook.

- Why did the first urban civilisations appear next to large rivers?
- Why did silt improve the harvests?

2 Copy and complete the table.

Place	Date	River	Writing
Mesopotamia			
Egypt			
China			

3 Imagine that you don't know how to write and you have to record these products which have arrived on a boat: five fish and three chickens.

- Record this information in drawings.
- Simplify the drawings as much as possible and convert them into symbols.
- Explain to a classmate what each symbol means. Can they understand what you've written? What's this type of writing called?

*This symbol right here represents... I drew the symbol like this because...*

## The emergence of writing

### MESOPOTAMIA

1. At first, people made schematic drawings of the objects they wanted to represent. Little by little, they became more schematic (**pictograms**).
2. They drew **wedge**<sup>1</sup>-shaped signs on wet clay tablets. This is called **cuneiform**.
3. They joined pictograms to express ideas (**ideograms**). This is called ideographic **writing**. Scribes had to memorise thousands of symbols. Most people couldn't read or write because it took a lot of time to learn all the symbols. This gave the scribes an increased social status.
4. First people wrote from top to bottom and later on they wrote horizontally. They baked the tablets in an oven to harden them.

<sup>1</sup>wedge: shape with a narrow end.



### EGYPT

- The Egyptians used ideographic writing, called **hieroglyphics**. They wrote on stone (in temples and burial constructions), on wooden tablets and on papyrus (paper made from a plant that grows on the banks of the Nile). For administrative documents and routine tasks, the Egyptians used simplified writing: first hieratic script and later demotic script.
- **Jean-François Champollion** deciphered hieroglyphics in the 19th century thanks to the discovery of the **Rosetta Stone**, where the same text appears in hieroglyphics, demotic script and Greek.



The Rosetta Stone was key to deciphering Egyptian writing.

### CHINA

In China, writing developed from 1300 B.C. with a system of pictograms and ideograms, as well as logograms (characters that represent grammatical words). This writing system is still in use today.



Chinese writing

### THE INVENTION OF THE ALPHABET

Around 1200 B.C. the **Phoenicians** invented the alphabet. The characters didn't represent ideas and weren't stylised drawings. They represented sounds and reproduced the language, not the concept. Most modern languages use an alphabet for writing.



Fragment of a Phoenician manuscript

## Political organisation

These new civilisations needed strong governments to control their lands and govern the people who lived there. As a result, **monarchies** emerged. A divine **king** or **emperor** governed through:

- the **laws** they created.
- the **royal or imperial government**, consisting of officials who carried out a range of judicial and administrative tasks. These included implementing the law and collecting taxes.
- a large **army**, which kept order, defended the city walls and borders, and conquered enemy territories.

## Society

During the Bronze and Iron Ages, increased agricultural production and trade resulted in prosperity. This prosperity led to greater **social differences** and the creation of a **hierarchical society**.

The large landowners passed down their wealth to future generations. A small minority belonged to this social group (the privileged), who were above the majority (the unprivileged).

Society consisted of these groups.

- The **privileged minority** were the rich, powerful families. They lived in large houses or palaces and didn't need to work. The king in Mesopotamia and the pharaoh in Egypt held the most powerful position. The royal family and the large landowners formed the aristocracy. Military generals came from this group. The next most influential group was the priests. They performed religious duties to maintain social stability. They also used their knowledge to increase their own economic and political power. Below them were the royal officials and the rest of the landowners.
- The **unprivileged majority** worked for the privileged minority and lived modestly in small houses. They were farmers, **herders**<sup>1</sup>, fishermen, merchants and craftworkers.
- **Slaves** were the property of other people and had no rights. They worked in domestic service, in the mines and in the fields. Most slaves were prisoners of war or their descendants. Poor people who couldn't pay their **debts**<sup>2</sup> also became slaves.



<sup>1</sup>**herder**: person that looks after groups of livestock.

<sup>2</sup>**debt**: money one person owes to another person.



The privileged social groups are smaller than the unprivileged. Therefore, we usually represent human societies with a pyramid consisting of different levels.

## #ForABetterWorld 🌍

### Women's rights

In early civilisations, women had few rights. They had to follow the orders of their fathers or husbands.

However, some women became important historical figures, obtaining great influence in the royal court. The court was based in the royal palace and was the centre of power. Egyptian women obtained greater freedom, and a few became queens with the same powers as men, such as **Hatshepsut**. She ruled for 22 years, from 1490 to 1468 B.C.



Sphinx of the Pharaoh-queen Hatshepsut (Metropolitan Museum of Art, New York)

## The first laws

One of the early civilisations' most important inventions was **law**: a set of rules to reduce social conflict and promote stability. The kings in Mesopotamia and the pharaohs in Egypt displayed the laws in public places so that everyone knew about them.

The oldest surviving set of written laws is the **Code of Hammurabi**, produced in the Babylonian Empire in the mid-18th century B.C. It contained 282 laws to end personal conflicts and establish rules for property, family, contracts and punishments for slaves. It was very strict, punishing many crimes with the death penalty. Its main principle was *lex talionis* ('an eye for an eye, a tooth for a tooth'). Laws made distinctions between the privileged (free men), unprivileged (common people) and slaves, who they treated as property.

These civilisations created **courts of law** to administer justice. People could **appeal**<sup>1</sup> to the king if they thought the court's decision was unfair.



<sup>1</sup>**appeal**: ask for a review.

<sup>2</sup>**mine**: ancient unit of currency.



The Babylonians wrote the Code of Hammurabi in cuneiform on a stone block called a stele. At the top, King Hammurabi is standing in front of Shamash, the Mesopotamian god of justice, who is sitting on his throne. He commissioned Hammurabi to write the laws for his subjects.

### Working with sources

**Law 198:** if a free man takes out the eye or breaks the bone of a common person, he will pay him one **mine**<sup>2</sup> of silver.

**Law 199:** if he takes out the eye or breaks the bone of the slave belonging to a free man, he will pay him half the slave's value.

**Law 229:** if a builder constructs a house which collapses and kills the owner, he will receive the death penalty.

**Law 230:** if the owner's son dies, his own son will receive the death penalty.

**Law 231:** if he kills the owner's slave, he will give the owner another slave.

Code of Hammurabi (Translated and adapted)

- What's the Code of Hammurabi? In this code of law, do the punishments only depend on the type of crime the person committed? Do today's laws function in the same way?

## CLIL activities

**4** In your notebook, write which social groups these people belong to.

- I'm in the army and I control the soldiers.
- I work the land looking after sheep and goats.
- I'm the property of my owner.
- I'm married to the king's sister and I don't have to work.

**5**  Listen and make notes about the role of women in Mesopotamia. Which women had power?

**6**  Discuss the questions with a classmate.

- Why do we use a pyramid to represent society?
- What do you think 'an eye for an eye and a tooth for a tooth' means?

receive punishment crime equal to

**7**  Look at the picture and answer the questions.

- Which social group can you identify?
- Describe the characteristics of that group.



## 2 Mesopotamia

### The natural environment

Mesopotamia means 'land between rivers'. This is the name the Greeks gave the region between the Tigris and Euphrates Rivers. Mesopotamia bordered the Persian Gulf to the south, the Syrian Desert to the west, the Zagros Mountains to the east and the Taurus Mountains to the north-west.

It was originally a dry region. However, the Tigris and Euphrates Rivers allowed its inhabitants to make the land fertile. This occurred when they developed the technology to construct irrigation systems. These fertile lands attracted migrations and invasions from communities in the mountains and nomadic tribes from the Syrian Desert.



### Historical context

The **Sumerians settled**<sup>1</sup> in the south of Mesopotamia and founded many independent **city states** such as Ur, Lagash, Eridu, Uruk, Kish and Umma. There were frequent conflicts between these city states over land and trade routes, so the cities had defensive walls.

A **king-high priest** called the *ensi* or *patesi* governed each city. He held absolute religious, administrative and military power. Religion dominated society and each city had its own god, who competed with those of other cities. The inhabitants had to pay their taxes at the **ziggurat**<sup>2</sup>, which became the centre of religious, economic and sometimes political activity.

As the cities became richer and their populations grew, the kings created powerful armies. They used them to conquer the neighbouring cities and create empires. After the Sumerians, the Akkadians ruled Mesopotamia. They came from the region to the north of the Sumerian cities. This began a conflict between north and south that lasted for centuries. The **Babylonians** (from the south) then replaced the **Akkadians**. The **Assyrians** (from the north) then followed, and then the Babylonians once more. Mesopotamia then became part of the **Persian Empire** in the 6th century B.C.

1. The **Sumerians** created the first civilisation in history, as it was the first to invent writing.

Around 2340 B.C., the **King of Umma, Lugalzagesi** (2342–2318 B.C.), united the Sumerian cities.

**Sargon I, King of Akkad** (2334–2279 B.C.), then conquered Sumer and established the first empire in history. Another period of Sumerian rule followed. During this period the cities of **Ur** and **Lagash** were the most important.



Bronze head of Sargon I of Akkad

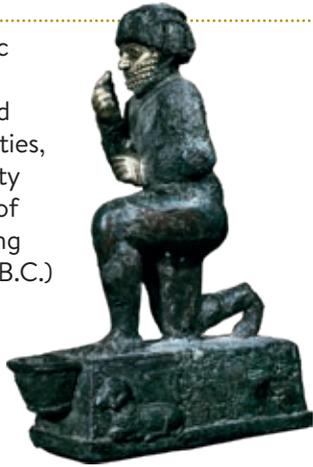
<sup>1</sup>**settle**: live permanently in a place.

<sup>2</sup>**ziggurat**: Mesopotamian temple in the form of a step pyramid.

## The political evolution of Mesopotamia



2. The **Semites**, a nomadic people from the west, invaded Mesopotamia and took control of various cities, including **Babylon**. This city then became the capital of the new empire under King **Hammurabi** (1792–1750 B.C.)



The worshipper of Larsa, gold and bronze statue dedicated to King Hammurabi

3. The **Assyrians** had one of the most feared armies in the ancient world. Using iron weapons and war chariots, they controlled Mesopotamia for seven centuries. They pushed the borders to the south of Anatolia, Syria and the Mediterranean. **Ashurbanipal** (669–630 B.C.) even conquered the north of Egypt.



Assyrian relief of Ashurbanipal's campaign in Egypt

Their most important cities were **Ashur** and **Nineveh**. They established the great library in Nineveh. In the library there were more than 22 000 clay tablets containing a great amount of knowledge.

4. The Assyrian Empire declined because of Assurbanipal's conquests. There was a period of civil conflicts and rebellion. **Babylon** took advantage of this and regained its former splendour, establishing the **Chaldean** or **Neo-Babylonian Empire**. Its king, **Nebuchadnezzar II** (604–562 B.C.), expanded the empire, conquering Jerusalem and lands as far away as Egypt.

Nebuchadnezzar II made Babylon into one of the greatest capitals in the ancient world. In the city walls he built the **Ishtar Gate**, covered in glazed blue tiles, and the famous **Hanging Gardens of Babylon** (terraces of gardens on different levels). This was one of the **Seven Wonders of the Ancient World**. He also finished the rebuilding of the Great Ziggurat of Marduk.

In 539 B.C. **Cyrus II** conquered Babylon and as a result it became part of the **Persian Empire**.



Reconstruction of the Ishtar Gate in ancient Babylon (Iraq)

### CLIL activities

- 8 Answer the questions in your notebook.
  - a. What's the difference between an empire and a city state?
  - b. What did the Sumerians invent? What was established as a result of this invention?
  - c. Why were there frequent conflicts between the Sumerian cities?
- 9 Listen to the documentary about the Sumerian city of Uruk. How many people lived there? What buildings were there?
- 10 With a classmate, compare the map on page 220 to a modern world political map. Which modern-day countries were part of Mesopotamia's empires?
- 11 Research the Seven Wonders of the Ancient World. Write a short text explaining what they were, why they're called the Seven Wonders, which one possibly didn't exist and which one still exists today.

### Curiosities

The Sumerians were the first to discover the problem of unsustainable development. The water they used for irrigation dissolved the salt in the ground. The salt accumulated in the subsoil and reached the roots of the plants. This dried the plants and led to bad harvests. The solution was to water the fields more, but this made the problem worse. The salt came to the surface and grain production fell further. This led to a loss of political and economic influence and the decline of the Sumerians.

# How people lived in Mesopotamia

Mesopotamian society was organised into cities. These cities usually had defensive walls for protection.

People lived in small houses with courtyards. These houses didn't have windows, but they had doors.

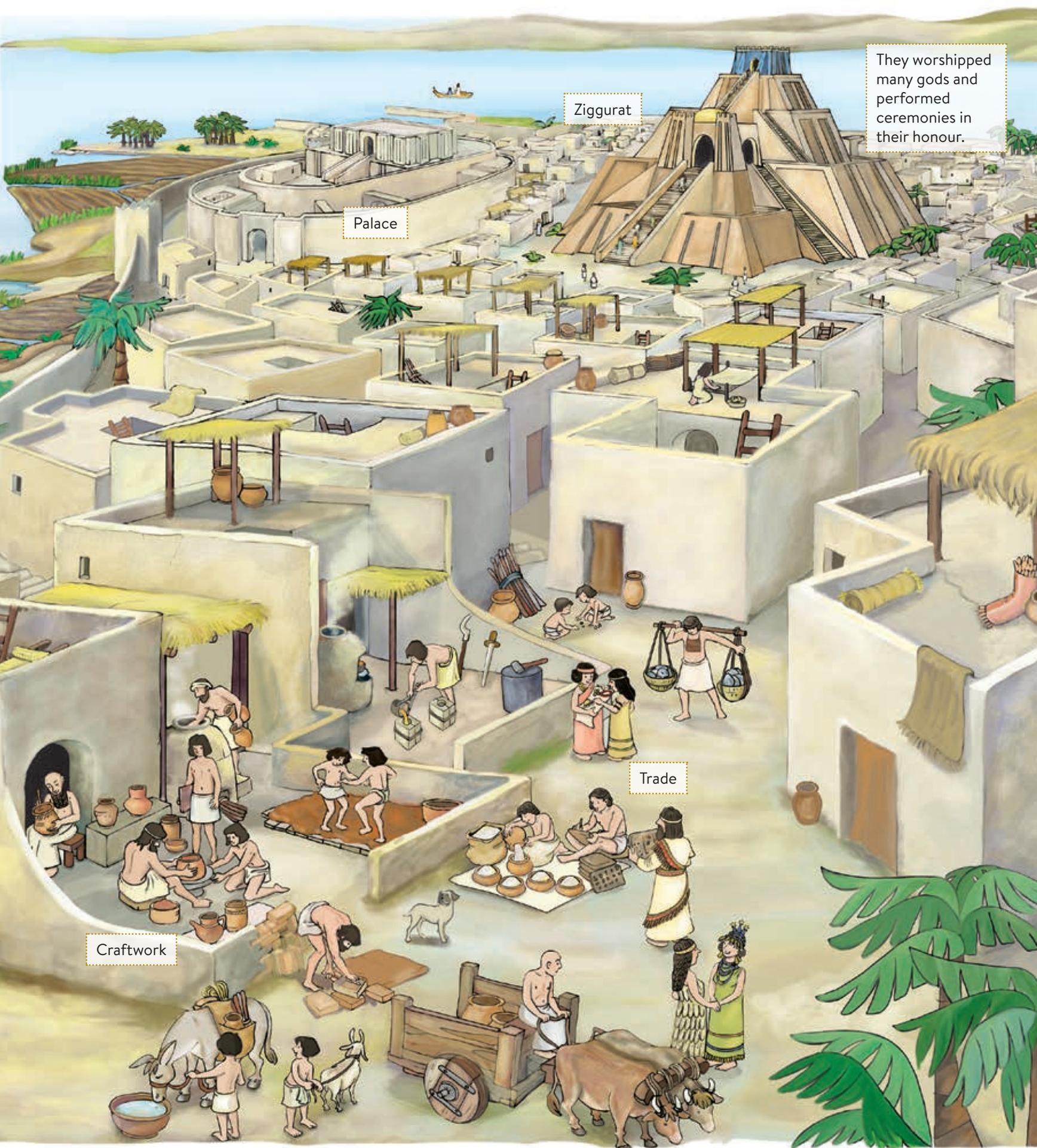
The main economic activities were agriculture, livestock farming, craftwork and trade.

Agriculture

Livestock

Houses





They worshipped many gods and performed ceremonies in their honour.

Ziggurat

Palace

Trade

Craftwork

Mesopotamian women had some influence on society and the economy. They could own property and work, for example, as priestesses or scribes.

Women could also participate in trials. However, they received more severe punishments than men for committing the same crimes.

## Culture and art in Mesopotamia

The Sumerians made important **scientific advances**. To know when the rivers would rise or when to sow seeds or harvest, they created a lunar calendar. They based this on their detailed astronomical observations. To measure land or record taxes, they did complex **mathematical calculations** (including arithmetic and geometry) and invented the **sexagesimal system**<sup>1</sup>.

The invention of writing allowed them to compile long lists of different concepts, plants and animals and to record stories. Education and **bureaucracy**<sup>2</sup> therefore emerged in Sumer. The Sumerians also preserved their culture through writing, so later civilisations adopted and adapted it.

Mesopotamian religion was **polytheistic**<sup>3</sup>. Each city state added its own god to the hundreds of others that represented the different forces of nature. When Babylon became the most important city state, its god, **Marduk**, became the main **deity**<sup>4</sup>.

The Mesopotamians believed that these gods and spirits, which were also called demons, were responsible for everything that occurred. They represented them with human forms and worshipped them through offerings or magic rituals. This meant the temples and priests became powerful and wealthy.

### Making connections

The *Epic of Gilgamesh* is the first great work of literature in history. It tells the story of Gilgamesh, the King of Uruk, and Enkidu. The gods send Enkidu to punish the king for abusing his power. However, Enkidu becomes the king's friend and they share many adventures. In the end, the gods punish Enkidu with death and the lonely Gilgamesh begins his search for immortality.

The *Epic of Gilgamesh* is a very important work, as many of its stories appear later in those of other cultures. An example of this is the story of Enlil, the god of heaven, who caused a great flood to destroy humanity. Enlil's stepbrother Enki, god of creation, then ordered Utnapishtim to build an **ark**<sup>5</sup> to save his family and all other living creatures.

*Destroy this house, build a ship! Leave behind your possessions, save your life. Give up worldly goods and save your soul! Pull down this house and build an ark. These are the measurements ... Then fill it with the seeds of all the living things!*

*Epic of Gilgamesh, tablet XI*

- Read the text from tablet XI of the *Epic of Gilgamesh*. Which later story is this legend very similar to?

### CLIL activities

- 12 In your notebook, write why you think no Mesopotamian structures exist today.
- 13  Listen to the talk and answer the questions.
  - a. What did Mesopotamian artisans make?
  - b. What materials did they use?
- 14  With a classmate, discuss how we use the sexagesimal system today. What system do we use to measure lengths and count money?

There are three types of Mesopotamian sculptures.

- **Reliefs:** sculptures which protrude from a surface (on walls and doors).
- **Steles:** commemorative reliefs on vertical stone.
- **Freestanding sculptures:** these weren't part of another surface. They usually represented gods or governors in prayer or contemplation.



Gilgamesh, a relief from Sargon II's palace



The injured lion, an Assyrian relief from the royal palace in Nineveh

<sup>1</sup>**sexagesimal system:** system in which we divide every unit into 60 smaller units.

<sup>2</sup>**bureaucracy:** administrative system used to control a country or large organisation.

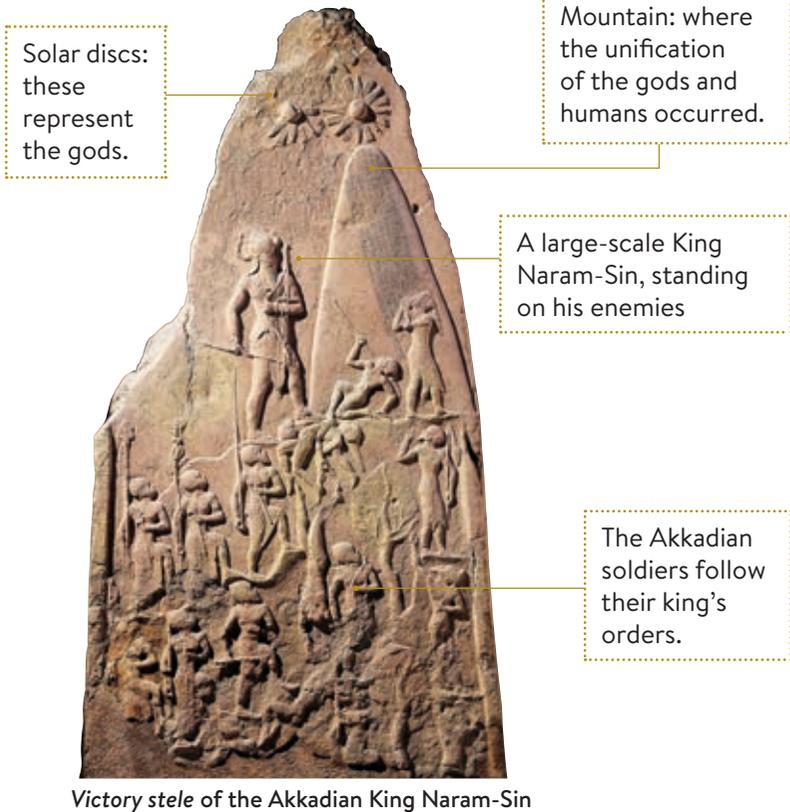
<sup>3</sup>**polytheistic:** believing in many gods.

<sup>4</sup>**deity:** god or goddess.

<sup>5</sup>**ark:** giant ship.

## Mesopotamian art and architecture

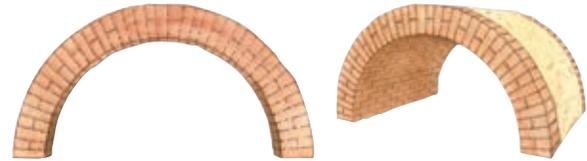
### SCULPTURE



### ARCHITECTURE

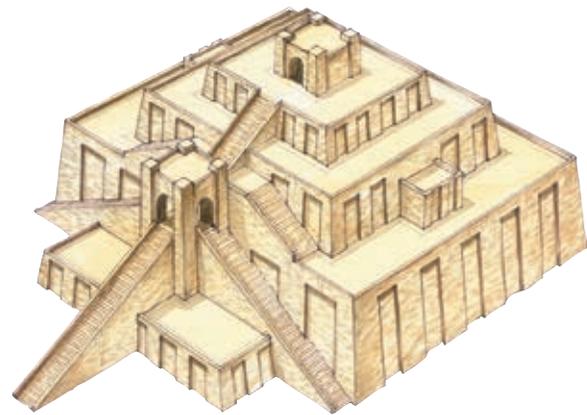
Mesopotamian architecture used **bricks**<sup>1</sup>, semicircular arches and vaults.

- Although bricks weren't very strong, they were the main building material because there wasn't much stone. The Mesopotamians used **glazed ceramics** or **tiles** to decorate brick walls.
- A **semicircular arch** is a semicircular structure with a supporting point at each end.
- A **vault** is a roof in the form of an arch.



The most important **civil**<sup>2</sup> building was the royal **palace**. It had many rooms and was the residence of the king and his attendants.

The main **sacred building** was the **ziggurat**. It consisted of levels of brick terraces in the form of a step pyramid. Religious **processions** climbed to the **sanctuary** containing the statue of a god. As well as its religious function, the ziggurat also had economic and political functions.



Recreation of a ziggurat

- Use the information and images on these pages to do the activities.
  - Look at the victory stele.
    - What type art is it?
    - Why did the Akkadians create it?
    - Do you think it's a historical source? Why/why not?
  - What type of sculpture are the following?
    - *The worshipper of Larsa*
    - The Code of Hammurabi
    - *The injured lion*
  - Answer the questions.
    - What was the main building material in Mesopotamia?
    - What material did the Mesopotamians use to make their commemorative steles?
    - What material decorated the Ishtar Gate?
    - Do you think *The injured lion* is static or dynamic? Is it an example of realism or symbolism? Compare it to other Mesopotamian works of art.

<sup>1</sup>**brick**: piece of clay baked in an oven.

<sup>2</sup>**civil**: not for religious purposes.

### 3 Ancient Egypt

On the banks of the Nile, a fascinating civilisation developed: Ancient Egypt. Egyptologists have discovered much about its history and culture.

#### The natural environment

The river **Nile** crosses the Sahara Desert and fertilises the narrow strip of land which it flows across. This strip is around 20 km wide.

During the summer, the Nile **floods** due to the rains that fall in its upper course. Because of these floods, Egyptian agriculture was very productive.

Unlike Mesopotamia, Egypt had great natural defences: the Mediterranean Sea to the north and the Sahara Desert to the south, east and west. These defences reduced migrations and protected it from external attacks.

#### Historical context

During the fourth millennium B.C., the Neolithic villages in the **oases** near the Nile Valley began to expand towards the riverbanks. They built **canals** and **dykes**, using the water for agriculture. These villages eventually grew into important, prosperous **cities**.

Some of these cities took control of others and, in time, two kingdoms formed:

- **Upper Egypt**, which was halfway along the river.
- **Lower Egypt**, which was to the north, at the mouth of the Nile.

In around 3100 B.C., the legendary King **Narmer** or **Menes** unified Upper and Lower Egypt.

Ancient Egypt has a long history (almost 3 000 years). We divide it into four main periods: the **Old Kingdom**, the **Middle Kingdom**, the **New Kingdom** and the **Late Period**. Between these, there were three periods of instability called the **Intermediate Periods**.

The ruler of Egypt was called the **pharaoh**. The people considered him a god and he held absolute religious and political power. He governed with the help of government officials, such as **viziers** (ministers) and nomarchs (provincial governors, called *nomes*), priests and military leaders. The pharaoh passed his position on to members of his family or **dynasty**.



The Pyramids of Khufu, Khafre and Menkaure in Giza, near Cairo

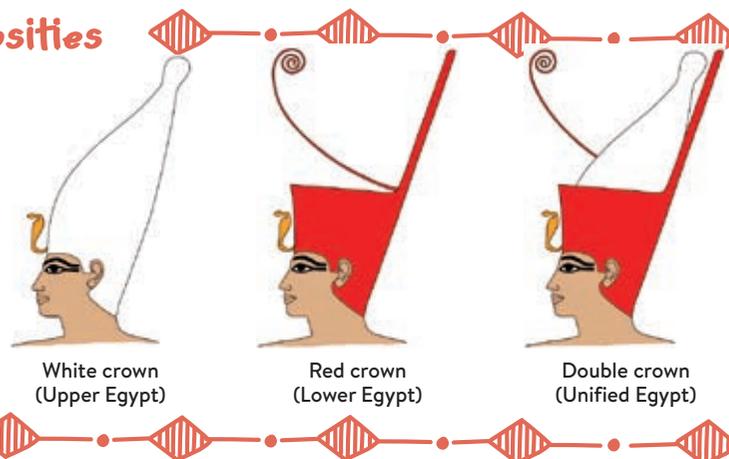


- <sup>1</sup>**rebellion**: resistance to a leader or the government, often violent.
- <sup>2</sup>**monotheistic**: believing in one god.
- <sup>3</sup>**intact**: complete.
- <sup>4</sup>**successor**: person who continues the position or responsibility of a previous person.

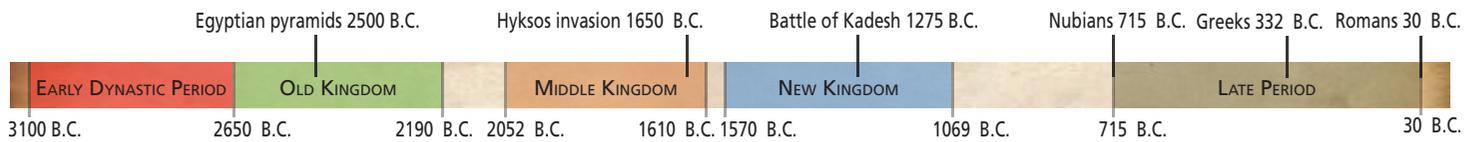


#### Curiosities

In Ancient Egypt, both the pharaohs and the gods wore crowns as a symbol of their power. The crowns had a special significance, especially the white (*Hedyet*) and the red (*Desheret*) crown. These represented the two regions of Egypt (Upper and Lower Egypt). The double crown was a red crown inside a white one. It was called *Sejemty* or *Pskent*. The Egyptians believed it had a magic power which guaranteed the union of Upper and Lower Egypt.



## The political evolution of Egypt



1. In the **Early Dynastic Period**, the first unification occurred, with the capital in Thinis. In 2650 B.C., during the **Old Kingdom**, **Memphis** became the capital. The Egyptians built the pyramids of the Pharaohs **Khufu**, **Khafra** and **Menkaure**. There was a series of internal **rebellions**<sup>1</sup>, and the nomarchs became more powerful. In the **First Intermediate Period** Egypt divided again.



The Narmer Palette

2. In the 21st century B.C., the second unification occurred. The pharaohs defeated the nomarchs and the **Middle Kingdom** began. They moved the capital to **Thebes** and expanded the kingdom to **Nubia**, the lands to the south. This period ended when an Asiatic people, the **Hyksos**, conquered Egypt in around 1650 B.C. thanks to their superior army. The **Second Intermediate Period** followed.

4. At the start of the first millennium B.C., Egypt became weaker during the **Third Intermediate Period**. During the **Late Period**, the Nubians, Assyrians and Persians invaded Egypt. In 332 B.C., the Macedonian **Alexander the Great** conquered Egypt. The **Ptolemaic dynasty** then ruled. They were the descendants of Ptolemy I, one of Alexander's **successors**<sup>4</sup>. Egyptian culture mixed with Greek culture and the capital moved to **Alexandria**. **Cleopatra VII** was the last Queen of Egypt. Then in 30 B.C., Egypt became a Roman province.

3. The **New Kingdom** began in the 16th century B.C., when **Ahmose**, the Pharaoh of Thebes, expelled the Hyksos. The most well-known pharaohs ruled in this period.

- **Queen Hatshepsut**, the powerful pharaoh-queen
- **Akhenaten** (Amenhotep IV) and his queen Nefertiti, who tried to impose the first **monotheistic**<sup>2</sup> religion in history
- **Tutankhamun**, whose tomb was discovered **intact**<sup>3</sup>
- **Ramesses II**, the great conqueror, who's famous for his buildings and for fighting against the **Hittites** at the **Battle of Kadesh** (Syria). This was the first great battle in history about which we have details.
- **Ramesses III**, who defeated the Sea Peoples with their superior iron weapons. This occurred when the Sea Peoples tried to invade Egypt after devastating the whole of the Near East and the Western Mediterranean at the beginning of the 12th century B.C.



Ramesses II at the Battle of Kadesh

### CLIL activities

- 15 Draw a map in your notebook or print a map of Ancient Egypt. Mark the lands occupied by Upper and Lower Egypt, the fertile areas and the important cities.
- 16 Listen and make notes about the main developments during the Old, Middle and New Kingdoms. Use the information to make a table.
- 17 Research the Pharaoh Tutankhamun and write a fact file about him. Include these words.  
*born worshipped married powerful died*
- 18 Listen to a teacher talking about Ramesses II. Answer the questions.
  - a. How long was Ramesses II in power for?
  - b. What were his achievements?
- 19 Answer the questions with a classmate.
  - a. Look at the timeline. How many years passed between the first unification of Egypt and the conquest by Rome?
  - b. Who invaded Egypt during this time?
  - c. What were the three capitals of Ancient Egypt?
  - d. Who were the Ptolemaic dynasty?

## The economy and society in Ancient Egypt

Life in Ancient Egypt revolved around the river **Nile**. The Egyptians based their economy on fluvial agriculture and trade.

When the Nile flooded, its banks became very fertile. Therefore, harvests were abundant, except when there were **plagues**<sup>1</sup> or wars. The Egyptians cultivated cereals to make bread and beer, pulses, grapes, and flax to make clothes. They also ate fish from the Nile.

The Nile was the main means of **transport** for people and products. It allowed armies and royal officials to move around relatively quickly. It also unified the Egyptian lands by connecting them.

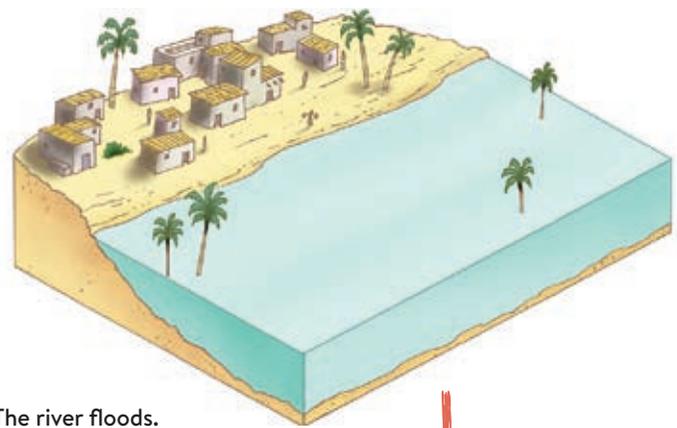
**Trade** with other peoples was extremely important. The Egyptians traded with Mesopotamia, Phoenicia and Canaan to the east, Nubia to the south, Libya to the west and Crete and Greece to the north. They sold cereals, wine, craftwork and precious stones. They bought wood, metal and slaves. Metal and wood were both essential materials for fighting wars.

Egyptian **society** was **hierarchical**. At the top was the pharaoh, who the people considered a god. He held absolute political, judicial and military power. Below him was the ruling class. This consisted of the vizier, the head of the royal government, large landowners and royal officials, such as scribes. Religion was very important, so the priests held great power as the pharaoh's religious representatives.

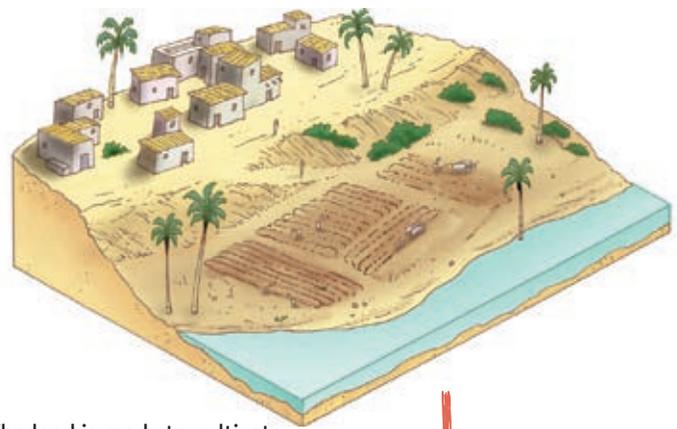
The rest of the population were farmers, merchants and craftworkers. At the bottom were the slaves.

The most popular pastimes among the upper social classes were hunting and sports, such as fighting, **archery**<sup>2</sup>, throwing **lances**<sup>3</sup> and gymnastics. Dancing to drums, the harp, the oboe, the trumpet or the **lute**<sup>4</sup> was popular. The Ancient Egyptians also enjoyed literature through story telling

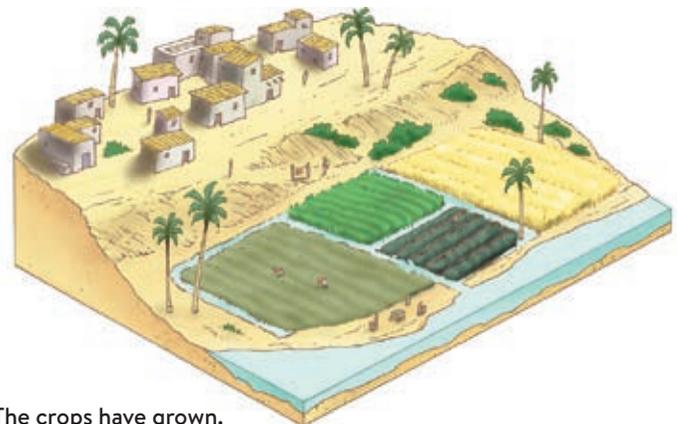
Starting a family was very important. One reason for this was that parents depended on their children to perform their funeral rites. The age for marriage was about 20 for men and between 15 and 18 for women.



The river floods.



The land is ready to cultivate.



The crops have grown.



Music scene from the tomb of Nakht, priest of Thutmose IV

## Women in Ancient Egypt

Women depended on their fathers or husbands. However, they had more freedom and rights than women in other societies during that period. They could control property and work.

Some women did craftwork, making textiles. They also worked in agriculture, sowing seeds and harvesting crops. We can see evidence of women doing these activities in Egyptian art.

Some women had powerful positions, such as priestesses and scribes. The wives of the pharaohs had some power and influenced the reigns of their husbands. They could also reign in place of their children until they were old enough. A few women became pharaoh-queens with the same powers as men, such as Hatshepsut.



Textile workshop (model of the tomb of Meketre, an important official during the reign of Mentuhotep II)

**corporal punishment:** physical punishment.

## #ForABetterWorld

Boys and girls could go to school, but most of them had to start working at a very young age. Therefore, only the children of the privileged social groups learned to read and write. In the unprivileged social groups, the boys learned their father's trade. The girls learned music, dance and domestic tasks. Discipline was very strict and included **corporal punishment**!

- Debate these questions in a small group.
  - a. Nowadays, education is compulsory and child labour (aged under 16) is illegal. Why do you think this is the case?
  - b. What do you think about the use of corporal punishment? Did students benefit from it?



## CLIL activities

- 20 In your notebook, explain how flooding helped agriculture in the Nile river area. Use these words.

*After flooding, the river left silt on the land...  
fertilise dykes control*

- 21 Listen to the students talking about Egyptian society. What mistakes do they make?

- 22 In a group of three, compare and contrast the position of women in Egyptian and Mesopotamian society. Are there any similarities?

*Mesopotamian/Egyptian women could/n't ... but...  
In both societies...*

*power work priestess depend on*

# How people lived in Ancient Egypt

Most people lived in small houses made of adobe and straw bricks. The houses had flat roofs made of wood and reeds and covered with mud. Inside the houses, they had a hall, dining room, bedroom and storeroom.

The houses had a central courtyard, where the people cooked. They also had a few pieces of furniture inside the houses.

There were palaces and temples in the cities.



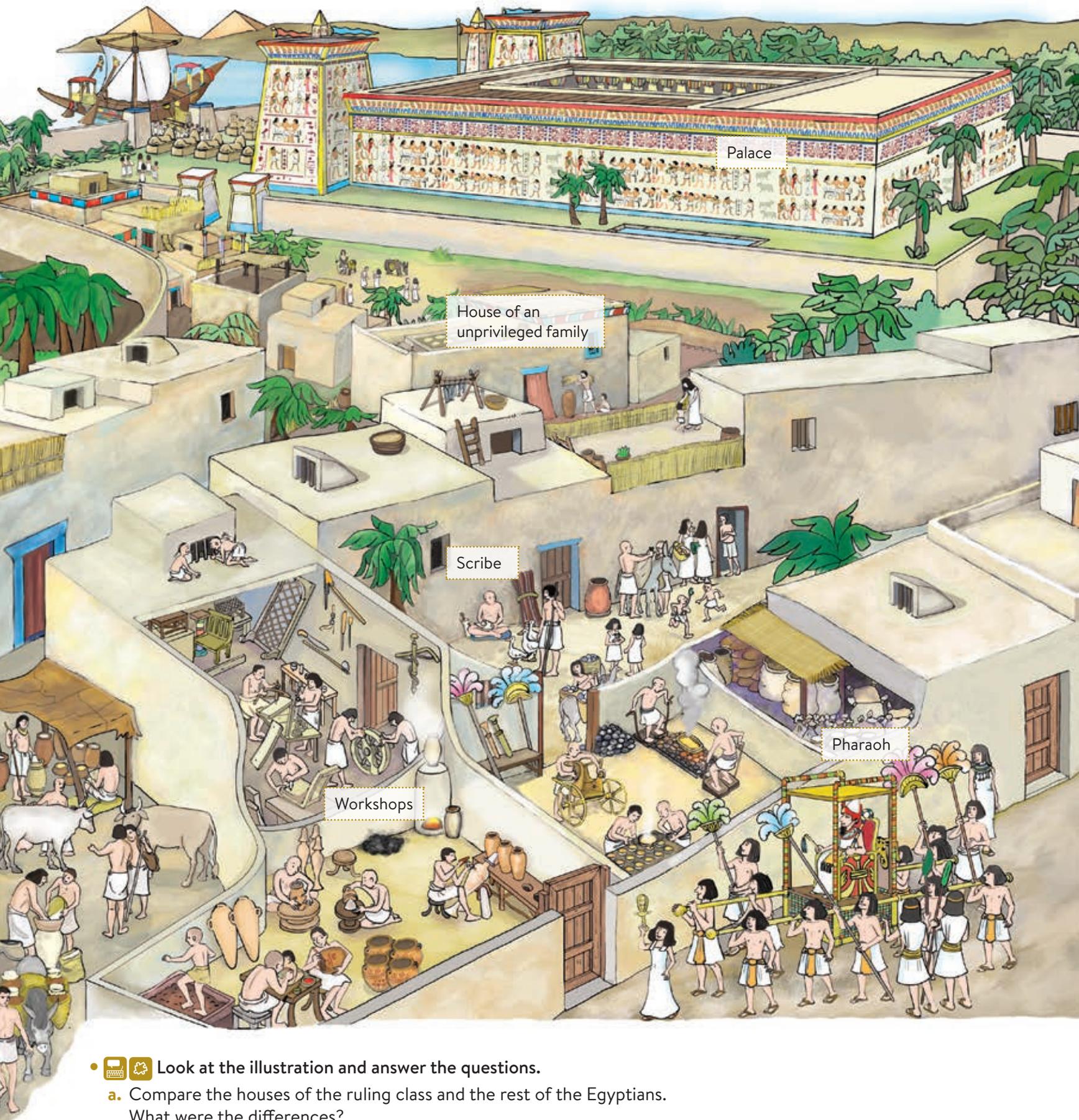
Fishing

Farmland

Livestock

House of a ruling-class family

Pyramids



-   Look at the illustration and answer the questions.
  - a. Compare the houses of the ruling class and the rest of the Egyptians. What were the differences?
  - b. How did the men dress? What about the women?
  - c. Write a short text about the activities the Egyptians performed.

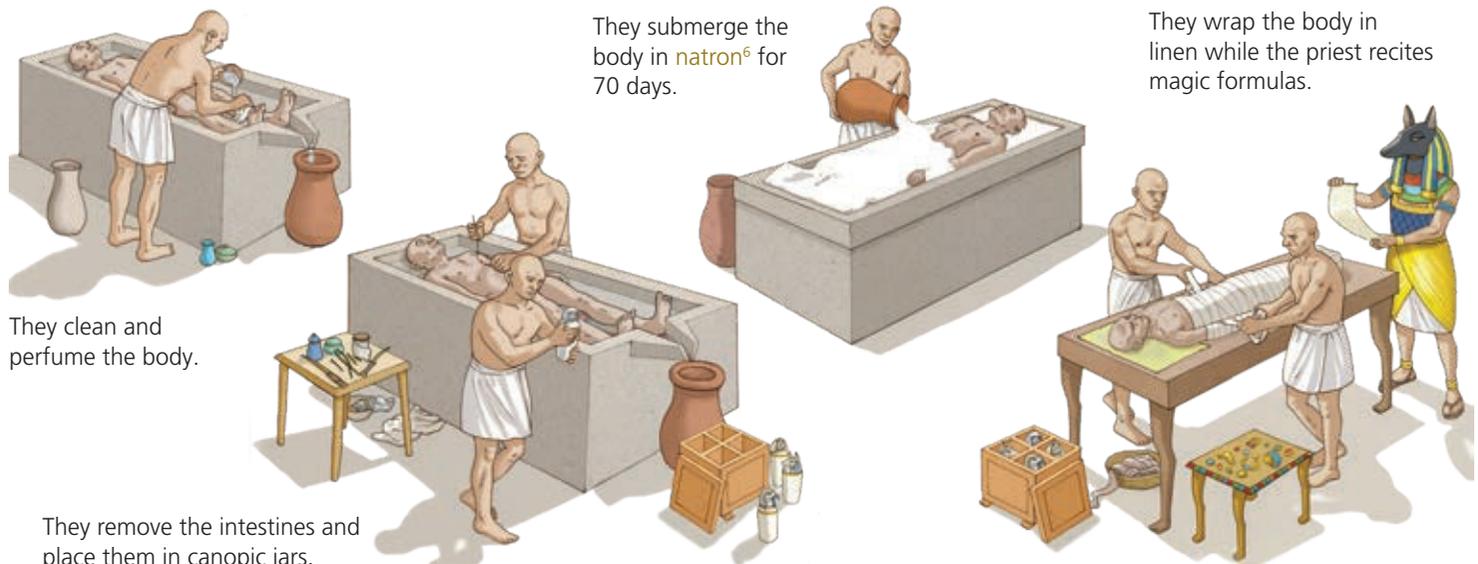
## Culture and religion in Ancient Egypt

The Egyptians made important advances in **mathematics** and **astronomy** to measure time and predict the flooding of the Nile. They developed a **solar calendar** with 12 months, each with 30 days. They added 5 days, dedicated to the gods, to the final month to make a 365-day year. They also invented the **decimal system**. We still use a similar system today.

Religion was **polytheistic**. Egyptian gods often had a human body and the head of an animal. Each city had its own **patron deity** and when a new capital emerged, its deity became more important. The **priests** of the different gods also **competed for power**. If their god became more powerful, the priests gained influence, land and wealth. The Egyptians practised **rites** and used **amulets**<sup>1</sup> to ask the gods for help.

Egyptian society believed in life after death. Therefore, people spent a lot of time and money on funeral rites. They believed that after someone died, the god **Anubis** accompanied the **Ka** (the departed soul) into the afterlife. The Ka had to pass various tests and face the **judgement of Osiris**. Anubis placed a feather on one side of a pair of scales and the heart of the **deceased**<sup>2</sup> on the other. If the heart was heavier, it was full of sin and the deceased couldn't enter the kingdom of Osiris. If it was lighter, the Ka **lived eternally in paradise**.

To ensure that the Ka passed to the afterlife, the Egyptians **mummified**<sup>3</sup> their corpses. The **embalmed**<sup>4</sup> corpse, wrapped in linen, was called a **mummy**. They extracted the intestines and placed them in containers called canopic jars. On sheets of papyrus, or the tomb, they transcribed passages from the **Book of the dead**. This was a set of religious texts that helped the deceased pass the judgement of Osiris.



They clean and perfume the body.

They submerge the body in **natron**<sup>6</sup> for 70 days.

They wrap the body in linen while the priest recites magic formulas.

They remove the intestines and place them in canopic jars.

<sup>1</sup>**amulet:** small object a person wears for protection from evil.

<sup>2</sup>**deceased:** dead person.

<sup>3</sup>**mummify:** preserve a dead body by treating it with balsams.

<sup>4</sup>**embalmed:** treated with balsams.

<sup>5</sup>**rivalry:** competition.

<sup>6</sup>**natron:** white mineral.

### Learn +

The pharaoh **Akhenaten** (Amenophis IV) and his queen **Nefertiti** tried to end polytheism and impose the worship of a single god, **Aten** (the sun god). The first **monotheistic religion** in history therefore emerged under an **absolute monarchy**. The pharaoh was Aten's only intermediary and Akhenaten's aim was to hold all the political and religious power.

To prevent religious **rivalries**<sup>5</sup> from other cities, the pharaoh built a new capital called **Akhetaten**, in Amarna.

However, the priests opposed him and after the pharaoh died, the situation returned to how it was before.

- Describe Akhenaten's religious reform. What was his reason for doing this?

## The Egyptian gods



**Ra** (head of a falcon and Sun disc): the god of the Sun and life, the most important god in the Old Kingdom.



**Osiris** (mummified): god of agriculture and resurrection. His brother murdered him. Isis brought him back to life.



**Isis** (hieroglyphic on her head): wife-sister of Osiris. She was the goddess of fertility, love and magic.



**Horus** (head of a falcon wearing a double crown): son of Osiris and Isis, god of the sky.



**Amun** (two feathers): god of the wind and secrets. He joined with Ra (Amun-Ra). He became the most important god when Thebes was the capital of the New Kingdom.



**Hathor** (horns): goddess of love, happiness and music. She was the daughter of Ra and wife of Horus.



**Sekhmet** (head of a lion): goddess of power, war and revenge. She was the daughter of Ra. Her anger was terrible.



**Anubis** (head of a jackal): god of mummification and guide to the dead when they faced the judgement of Osiris.



**Thoth** (head of an ibis): god of wisdom. In the judgement of Osiris, he weighed the heart of the deceased.



**Seth**, god of evil (violence, drought). He killed his brother Osiris out of envy. As a punishment the gods sent him to the desert.

## CLIL activities

**23** Answer the questions in your notebook.

- What similarities and differences are there between the Egyptian calendar and the calendar we use today?
- What advances did the Egyptians make in mathematics?
- What similarities are there between Egyptian and Mesopotamian religion?
- What was the Ka? What happened after someone died?
- Why did the Egyptians mummify the corpses of their dead?
- What did the *Book of the dead* help Ancient Egyptians to do?

**24** Copy and complete the table about Egyptian gods.

Name	God of...	Characteristics
Horus	God of the sky	Head of a falcon

**25** Why do you think the gods had animal features?

*nature respect/admire afraid of*

**26**  Research the legend of Osiris and write a summary.

- Why was it so important to recover and join the pieces of Osiris' body?
- Name other similar legends.

## Art and architecture in Ancient Egypt

The Egyptians wanted to create art that was practical and durable. They didn't think aesthetics were important. Their art was unique and didn't evolve much due to Egypt's geographical isolation.

### Architecture

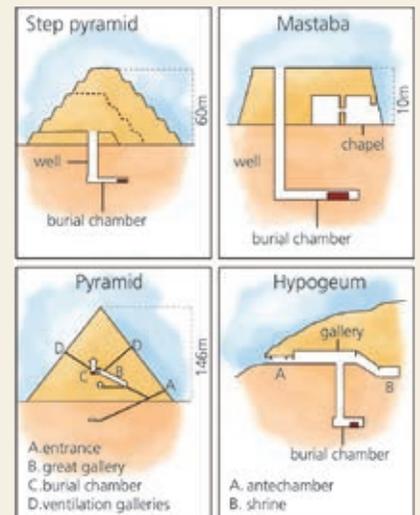
Egyptian monumental architecture had these main characteristics.

- The Egyptians used **stone**, which is stronger than adobe. Therefore, many of their constructions still exist today, unlike the Mesopotamian ones.
- They built **massive structures** to reflect the power of their gods.
- They used flat roofs supported on **lintels**<sup>1</sup>.

Most Egyptian monuments were for **religious** and **funerary purposes**. The following were the most important types.

- **Temples** were buildings dedicated to the gods and only the priests could enter them. The most famous ones are in Karnak and Luxor. The Egyptians also carved **rock temples** out of the mountains, such as Ramesses II's temple in Abu Simbel.
- **Tombs** were buildings that contained burial chambers or rooms. This is where they placed the **sarcophagus**<sup>2</sup> with the mummy (the pharaoh or an important official). Some also had false empty chambers to confuse tomb robbers. There were three types of tombs.
- **Mastabas** were one-storey rectangular buildings with sloping walls.
- **Pyramids** were called step pyramids when there was a division of levels. The most famous one is Zoser in Saqqara (near Memphis), from the Old Kingdom. Later, the Egyptians built classical pyramids with smooth sides in Giza, such as the Pyramids of Khufu, Khafre and Menkaure.
- **Hypogeums** were hidden tombs cut out of the rock to prevent robbers from finding them. Most of them are in the Valley of the Kings (near present-day Luxor). The most famous one is Tutankhamun's tomb.

Religion was very important to the Ancient Egyptians. For this reason, funerary constructions and temples were the main architectural works. The pyramid was the most impressive. It was a massive staircase, which allowed the pharaoh to ascend to heaven to reunite with Ra, the god of the Sun.



In this period, the Egyptians didn't know about the wheel. They lifted the blocks of stone on ramps to put them in place. They decorated the outside of the pyramid with shiny **limestone**<sup>4</sup> and covered the top with gold.

### Learn +

In 1922, the British man Howard Carter discovered the tomb of the young Pharaoh Tutankhamun. This is the only tomb we have found intact. His grave goods included statues, furniture, weapons, jewels and fabrics. Inside the stone sarcophagus there were three decorated coffins, one inside the other. The mummy was inside the smallest one.

Carter found an inscription in the tomb, which warned: 'Anyone who disturbs the rest of the pharaoh will die'. Many tombs contained this inscription to prevent robberies. However, some of the participants in this discovery died in the following years. This is where the legend of the **curse**<sup>3</sup> of the pharaoh originated.

- Find out about the curse of Tutankhamun. Can you find a logical explanation for the deaths supposedly related to this curse?

**Headdress:** symbolising the rays of the Sun.

**Vulture and cobra:** symbols of Upper and Lower Egypt.

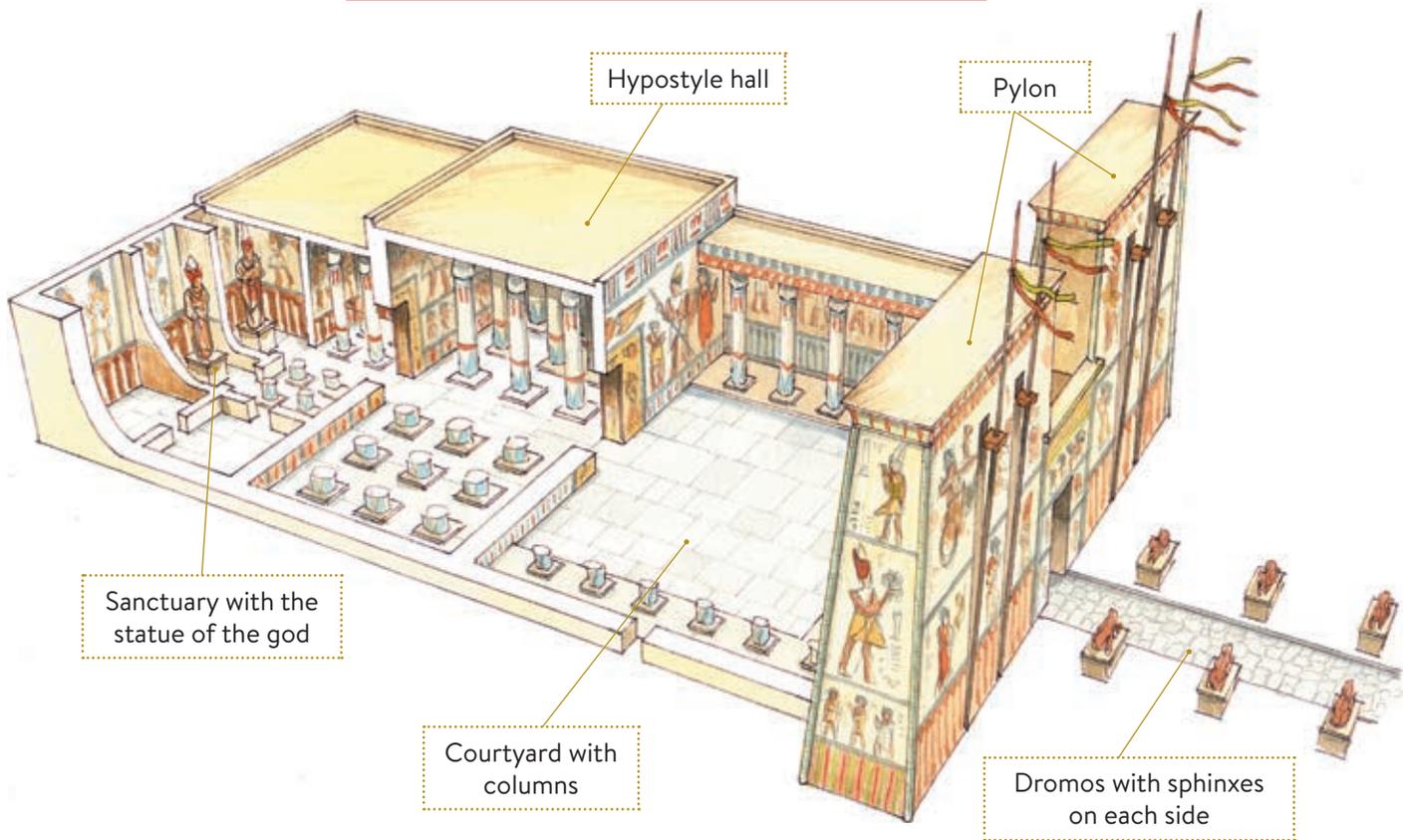
**False beard:** characteristic of Osiris, symbolising immortality.

**Sceptre or staff and whip:** symbols of power.



Tutankhamun's sarcophagus (detail)

## Temples and funerary constructions



The Egyptians accessed their temples by crossing the **dromos**, an avenue with **sphinxes**<sup>5</sup> on each side.

The entrance was in the middle of an enormous wall with inclined sides, called a **pylon**. On each side of the entrance, there were usually **obelisks**<sup>6</sup> and **enormous statues**.

Through the entrance door, there was a **courtyard** with columns around it. This led into the **hypostyle hall**, which had a roof with supporting columns.

At the back of the temple was the **sanctuary**, with the statue of the god. Nearby there was a large pond symbolising the origin of life.

<sup>1</sup>**lintel**: horizontal support across the top of a door or window.

<sup>2</sup>**sarcophagus**: decorated box for burying someone in.

<sup>3</sup>**curse**: expression of a wish that something evil will happen.

<sup>4</sup>**limestone**: white sedimentary rock.

<sup>5</sup>**sphinx**: imaginary animal with the body of a lion and a human head.

<sup>6</sup>**obelisk**: vertical monolith with a pyramid-shape at the top.

### CLIL activities

**27** In your notebook, describe these types of tombs.

- |             |                      |
|-------------|----------------------|
| a. hypogeum | c. classical pyramid |
| b. mastaba  | d. step pyramid      |

**28**  Use the Internet to find an example of a step pyramid. Draw a diagram of it. Which building did the Egyptians adapt to make these pyramids?

**29**  With a classmate, discuss how Egypt's geographical location affected its art.

*Egypt's location was ... so its art...*

**30**  Use a digital map viewer to find the locations of the Egyptian monuments mentioned in this unit.

## Sculpture

Similarly to their architecture, the Ancient Egyptians used sculpture for religious and funerary purposes.

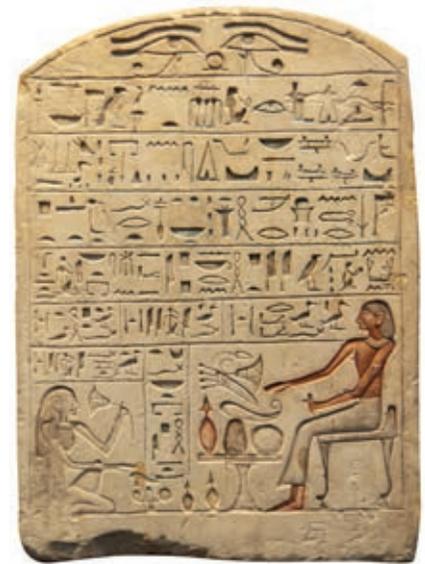
They used **stone** for important sculptures. The figures had unnatural positions to reflect their greatness and **solemnity**.

We can see this in these characteristics.

The faces showed no emotion and the figures appeared **impassive**.

The bodies were **rigid** and without movement.

The most important figures, such as gods and pharaohs, were larger than the others. The **size** of the figures showed their relative importance.



Stone inscribed with Egyptian hieroglyphics and reliefs



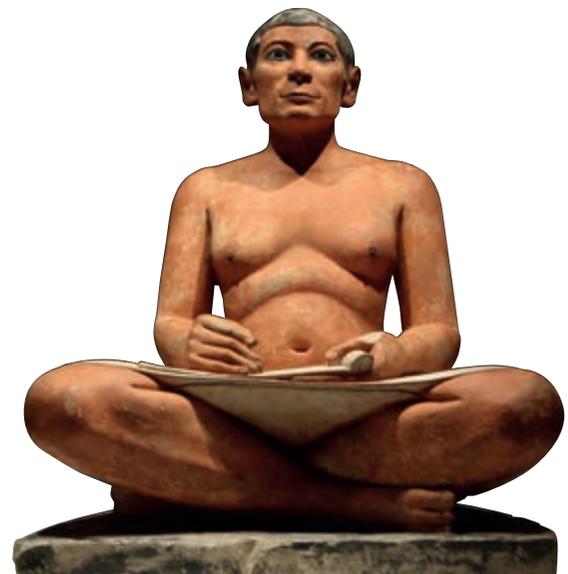
Bust of Nefertiti

For scenes of daily life, the Egyptians used less-valuable materials, such as **clay** or **wood**, in a more natural style.

Most Egyptian sculpture was **freestanding**, that is, separate from the walls of buildings, although they used **reliefs** in temples.



Monumental sculptures at the entrance to the Temple of Ramesses II (Abu Simbel)



The seated scribe (Louvre Museum, Paris)

## Painting

The Egyptians used painting to decorate palaces, temples and tombs.

They painted **murals** on walls, using fresco, which is a technique of mixing paint with water and applying it to wet plaster. They often applied the paint to the low relief. They also painted on **papyrus** to illustrate sacred books.

The Ancient Egyptians often combined painting with writing as both gave meaning.

They represented a variety of themes in their paintings.

- religious subjects with gods and rites, such as the *Book of the dead*
- political propaganda that glorified the pharaoh
- scenes of daily life, such as harvesting and sowing crops, fishing and hunting scenes, dancing and music.



The Pharaoh Thutmose II making an offering to the god Horus (Temple of Hatshepsut, Luxor)

The Egyptians drew **outlines** of figures.

The **canon of profile**: they drew the limbs and face in profile, but the torso and one eye from the front.

**Flat colours** (without variations of colour, shading or volume)



Men's **skin colour** was darker than women's.

**Size differences**, depending on the importance of the person represented

## CLIL activities

31 Copy and complete the table in your notebook.

	Materials	Characteristics
Important sculpture	stone	solemn figures
Daily life sculpture	■	■
Painting	■	■

32 Listen and answer the questions about the Great Sphinx.

- Where and when did the Egyptians build it?
- What does it look like and how big is it?

33 Look at the painting. Discuss with a classmate what you think it represents. Use these words.

*I think it represents... The ... figure looks like...*

# On the Front page

## The Hebrew people

During the time when the Mesopotamian and Egyptian civilisations were important, there were many different peoples who lived in the Mediterranean and the areas with large rivers. The Hebrews were one of those peoples.

### The origins of the Jewish people

The Hebrews were a nomadic people from Mesopotamia who the patriarch **Abraham** guided from the city of **Ur** to the Promised Land. The **Canaanites** lived in this land and gave the name **Canaan** to the region. They were farmers and were more developed than the Hebrews.



Some of Abraham's descendants emigrated to Egypt, but in the 18th century B.C. they moved again towards **Israel**. According to the Old Testament, the pharaoh in Egypt made the Hebrews slaves. God ordered Moses to free his people and lead them to the Promised Land.

Around 1200 B.C. the Hebrew people settled permanently in the region. There were 12 tribes. These lands had great plains where they could develop farming, so the Hebrews had to defend them against other peoples, especially those from the desert regions.

Traditionally the Hebrew or Jewish people passed their history on from generation to generation, at first orally, and later, in written form.

The Bible is a historical source for the study of these people and shows the areas Jews and Christians agree on. Both faiths accept the perfect creation of the world from nothing by an infinite God, the entrance of sin into this world through the temptation of another transcendent being called Satan, God's judgement of sin, and the necessity of atonement for sin.

Judaism, however, doesn't accept the central Christian teaching that Jesus Christ is the Messiah predicted in the Old Testament.

[www.biblica.com](http://www.biblica.com) (Translated and adapted)



### The rise and fall of the Kingdom of Israel

In about 1200 B.C. the Philistines settled along the Mediterranean coast, giving it the name **Philistia (Palestine)**. In order to protect themselves against the **Philistines** and other peoples, the Jews united under a monarchy.

One of the first kings was **David** (1066-966 B.C.) He defeated several peoples in the area, such as the **Philistines**, and conquered **Jerusalem** (city of the Canaanites). He made this city the capital. David united the peoples of Judea and Israel.

His successor was **Solomon**, who built a temple in Jerusalem to worship Yahweh. But a decline began and ended with the division of the kingdom into two: the northern part was called **Israel**, with its capital in Sicheim, and the southern part was called **Judea**, with its capital in Jerusalem.

In 722 B.C. the Assyrian King Sargon II conquered Israel. Judea resisted for a century and a half longer as an independent

kingdom, but in 587 B.C. it became part of Nebuchadnezzar's **Neo-Babylonian Empire**.

As a result of the conquest of their lands, the Jews were expelled to Mesopotamia and Babylon. So, the **diaspora**, or dispersion of the Jews, began.

The Jews recovered relative freedom in 537 B.C. when Cyrus II defeated Babylon and created the Persian Empire, which included the Jewish lands.

Under **Persian rule**, they were allowed to return and re-establish the Temple in Jerusalem. Many returned, but others didn't because they were afraid of becoming slaves.

**Alexander the Great** and the Greeks conquered Palestine in 322 B.C. Later on the Romans invaded and destroyed the Temple of Solomon.

## What was the Jewish religion like?

Like all ancient civilisations, religion played a fundamental role for the Hebrew people. Judaism is monotheistic. The worship of a single god (Yahweh) was unique in the ancient world.

The moral character of the Jewish religion was also unusual at the time. The Jews followed the Ten Commandments that Yahweh gave to Moses. Also, the Jews had to follow uncommon rules, such as washing their hands, not eating certain foods, such as pork, and resting on Saturday (the Sabbath) to dedicate the day to God.

The sacred book of the Jews is the Tanakh (the Old Testament). It has 39 books. The first five books (the Torah) are the most important because they contain the origin and creation of the people of Israel.

In this period, Judaism had some similarities to the Mesopotamian and Egyptian religions. The temple was a religious, political and economic centre, controlled by a powerful priest class.

People could only worship in the Temple in Jerusalem. In other places people read, commented on and taught the Torah in the synagogues they built all over Israel and Judea. Rabbis, experts in religious law, led the worship. When the Romans destroyed the Temple in 70 A.D., the synagogues and the rabbis became the heart of Jewish religious life and continue to be so in the modern day.



The Wailing Wall is the only part of the Temple of Solomon that still stands today.

## Connections between the Hebrew people and other civilisations in the Middle East

These connections are quite obvious. Evidence for this includes the fact that some texts in the Bible are similar to the legends of Mesopotamian peoples.

*Sargon, the powerful king, King of Agade, am I.*

*My mother was a priestess. I did not know my father ... My city is Azupiranu, on the banks of the Euphrates. My mother conceived me, in secret I was born. She put me in a basket of reeds and sealed the lid with tar. She threw me into the river (...) and it took me to Akki, the water carrier. He lifted me out when he put his pot in the water: he took me as his son and reared me.*

Fragment from the legend of Sargon I



*A man from the tribe of Levi married a woman of his own tribe and she bore him a son ... She hid him for three months. When she could not hide him any longer, she took a basket made of reeds and covered it with tar. Then she put it in the reeds at the side of the river Nile. The baby's sister stood some distance away to see what would happen to him.*

*The pharaoh's daughter came down to the river to bathe, while her servants walked along the bank. When she saw the basket in the reeds, she sent her slave to get it. She opened it and saw the boy who was crying. She felt sorry for him and said, 'Surely this is one of the Hebrew babies.'*

*Then his sister asked the pharaoh's daughter, 'Shall I go and call a Hebrew woman to act as a wet nurse?' 'Yes,' replied the pharaoh's daughter ... The pharaoh's daughter treated him like a son and gave him the name Moses, saying, 'I pulled him out of the water.'*

Book of Exodus, Old Testament

The pharaoh's daughter rescues Moses from the waters of the Nile (engraving from an Old Testament from the late 19th century A.D.).



## Analysing historical texts

Texts are the main source historians use. We need to analyse and interpret them correctly to get the appropriate information from them because occasionally this information is wrong or unclear.

### Analyse the text . . . . . ●●

First, read the text carefully, making notes or underlining the main ideas. Then we can begin to analyse it.

- 1 Indicate the type of text: it could be a law, a biography, a narrative, etc.
- 2 Identify the author. The author's name will appear at the end of the text, or the document could be anonymous.
- 3 Check if it's a primary source (a document written at the time of the event in the text) or a secondary source (a later text by a historian or from the media).
- 4 Establish the intention or purpose of the text.

After this analysis, we can write the comments.

### Comment on the text . . . . . ●●

- 1 Show the information we have extracted from the analysis of the text.
- 2 Summarise the content of the text, including the ideas, characters, places and events.
- 3 Explain the content of the text, its importance and its relation to the historical context.
- 4 Identify the reasons why the author wrote the text and the consequences of what it tells us about.

### Example of a historic text . . . . . ●●



David and Goliath (Tower of David, Jerusalem)

#### David against Goliath

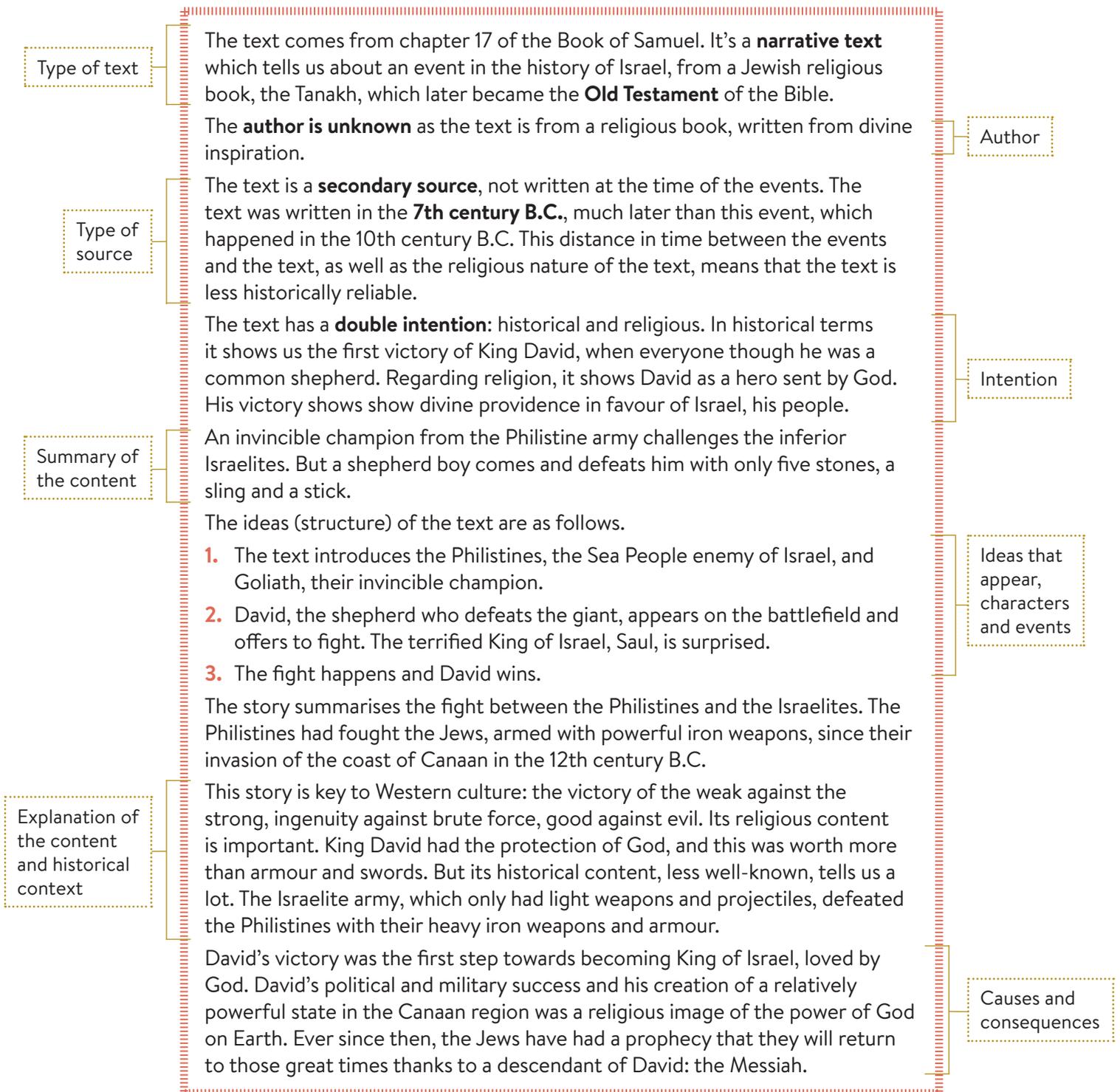
The Philistines gathered their forces for battle ... A man named Goliath came out from the Philistine camp. He was nearly three metres tall and wore a bronze helmet and bronze armour ... His spear was thick, and its iron point weighed about six kilos (...) He stopped and shouted at the Israelite soldiers ... 'Today, I challenge you. Choose one of your men and we will fight in a duel.' When Saul and all of Israel heard this, they were terrified...

David got up early in the morning and left the sheep in the care of another shepherd ... When he arrived at the camp, the soldiers were going out to battle ... David ran to the lines and greeted his brothers. While they were talking, Goliath came forward ... David said to Saul, 'Don't be afraid of this Philistine, I will go and fight him.' ... Saul gave his own armour to David for him to wear, put a bronze helmet on his head and covered him with a coat of armour ... Then David said to Saul, 'I can't walk with all this on. I'm not used to it.' And he took the armour off. He took his stick and then picked up five smooth stones from the stream and put them in his shepherd's bag. With his sling ready, David went out to meet the Philistine.

The Philistine started walking towards David ... When he saw him, he wasn't impressed because he saw he was only a boy. Goliath said to David, 'What's that stick for? Do you think I'm a dog?' And he called down curses from his god on David ... David replied to the Philistine, 'You are coming against me with sword, spear and javelin, but I come against you in the name of the Lord Almighty, the God of the Israelite armies, who you have defied. Today the Lord will put you in my power ... Then the whole world will know that Israel has a God.' ... When the Philistine began to move forward towards David ... he put his hand in his bag and took out a stone which he slung at Goliath. It hit the Philistine on the forehead, and he fell face downwards on the ground. So, without a sword, David defeated the Philistine with a sling and a stone and killed him.

Good News Bible, Book of Samuel 1 (chapter 17) (1976, adapted 2021)

## Example of a commentary . . . . . ●●



- Write a commentary on the text from the Code of Hammurabi which appears in this unit, following the steps explained here.

# Revision activities

1  Define these terms in your notebook.

- ziggurat
- ideogram
- royal official
- pharaoh
- social hierarchy
- mummification
- polytheism
- vault
- relief
- hypogeum
- pyramid
- scribe
- *ensi*
- mastaba

2  Find four historical sources in the unit. Explain what we can learn from each one and identify the type of source.

3 Are these sentences *true* or *false*? Correct the false ones in your notebook.

- a. In the first civilisations, fluvial agriculture was the main activity. As it wasn't very productive, the population grew very little.
- b. Writing emerged because people wanted to pass their history on to future generations.
- c. Egypt means 'land between rivers'.
- d. The civilisations that developed in Mesopotamia followed this order: the Sumerians, Akkadians, Babylonians, Neo-Babylonians, Assyrians and Persians.
- e. Ramesses II fought the Sea Peoples at the Battle of Kadesh.
- f. The Egyptians traded to obtain cereals, wine and craftwork.
- g. The Egyptian gods had a human body and the head of an animal.
- h. Egyptian painting and sculpture depict solemnity, so the figures aren't very natural.
- i. The main building material used in Mesopotamian architecture was stone because the Mesopotamians didn't know how to make bricks.

4  Make a mind map of the historical periods in Mesopotamia and Ancient Egypt.

Include the following information for each period:

- name of the period.
- dates.
- important events.
- important people.
- important buildings.
- important cities.

5  Look at the image of the Pharaoh Menkaure with two goddesses. Answer the questions.

- a. Is this an example of architecture, sculpture or painting?
- b. What's this pharaoh famous for? Which period of Egyptian history is he from?
- c. Name at least one of the goddesses.
- d. Which characteristics of Egyptian art can you identify in this work?



6 Compare the cultures of Mesopotamia and Egypt. Find five similarities and five differences.

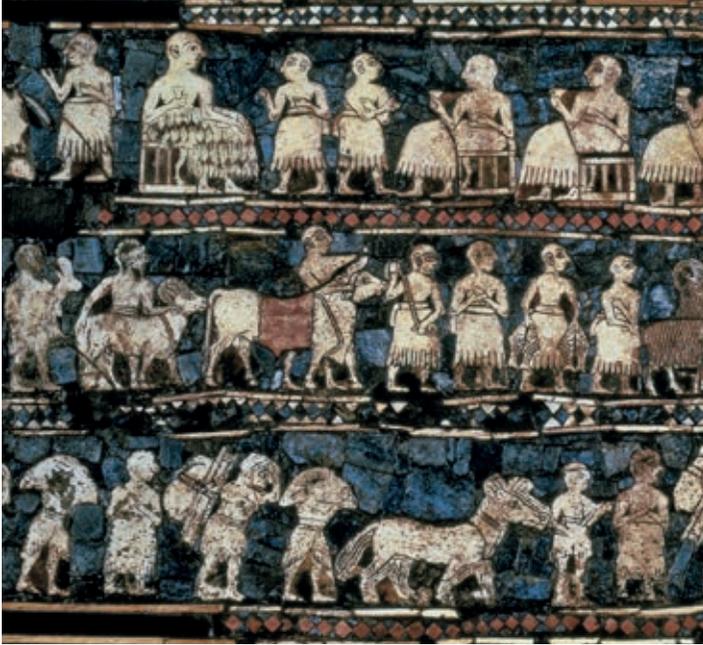
7  Look at the image and answer the questions.

- a. What culture does it belong to?
- b. Which social group do you think the owner of this mask belonged to?
- c. What are the main elements of the mask?



8  Look at this detail of the *Standard of Ur* and describe each of the scenes. Then answer the questions.

- Which civilisation and period do you think it comes from? Explain why.
- Which is the most important figure in these scenes? How do you know?
- Which social groups are represented?



9   Research the Temple of Debod, which is in Madrid. Answer the questions.

- Why's it there? Did the Ancient Egyptians occupy the Iberian Peninsula?
- Write a brief report describing this monument and the most interesting aspects of its history.



10  Read the text and answer the questions below.

'During my second campaign I went towards Egypt and Ethiopia. Tanwetamani (the pharaoh) discovered that my army was advancing and that I (Ashurbanipal) was invading Egyptian territory. He abandoned Memphis and ran away to Thebes for safety. The kings, prefects and governors in Egypt came to kiss my feet. I went in search of Tanwetamani, and arrived in Thebes, his fortress ... I captured the whole city with the help of Ashur and Ishtar. There I found silver, gold, precious stones, furniture from his palace, brightly coloured clothing, big horses, people, men and women and two tall obelisks ... which were beside the temple gates, and I took it all to Assyria.'

**Albert CHAMPDOR**  
Babylon, Orbis  
(Translated and adapted)

- Who's the narrator of this text? Write briefly what you know about him.
  - Which civilisation or civilisations does the text refer to? Which period does it correspond to?
  - Why did the important Egyptian men kiss the narrator's feet?
- 11 Put these people and events from the history of the Jewish people in chronological order.
- David
  - the Babylonian conquest
  - Moses
  - conquest by Assyria
  - division into Israel and Judea
  - Abraham
  - inclusion in the Persian Empire
  - definitive destruction of the Temple
  - Solomon
  - migration to Egypt
- 12   Explain these aspects of Judaism.
- places of worship before and after 70 A.D.
  - sacred book
  - Ten Commandments
  - day dedicated to God
  - rabbi
  - monotheism

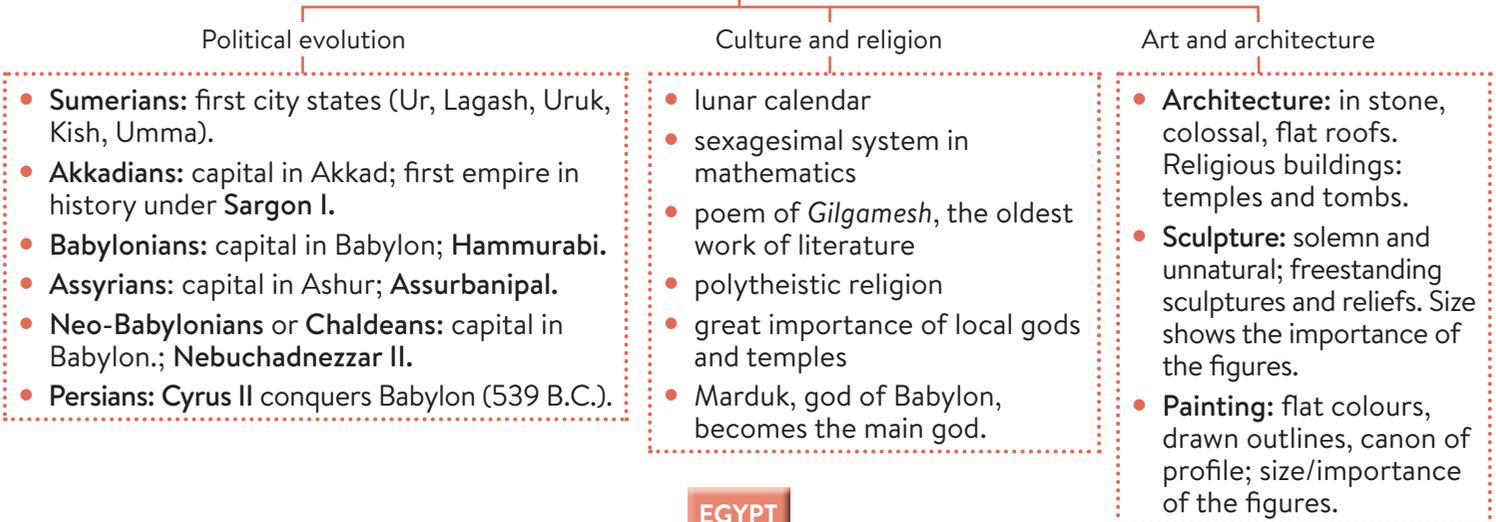


## Mesopotamia and Egypt

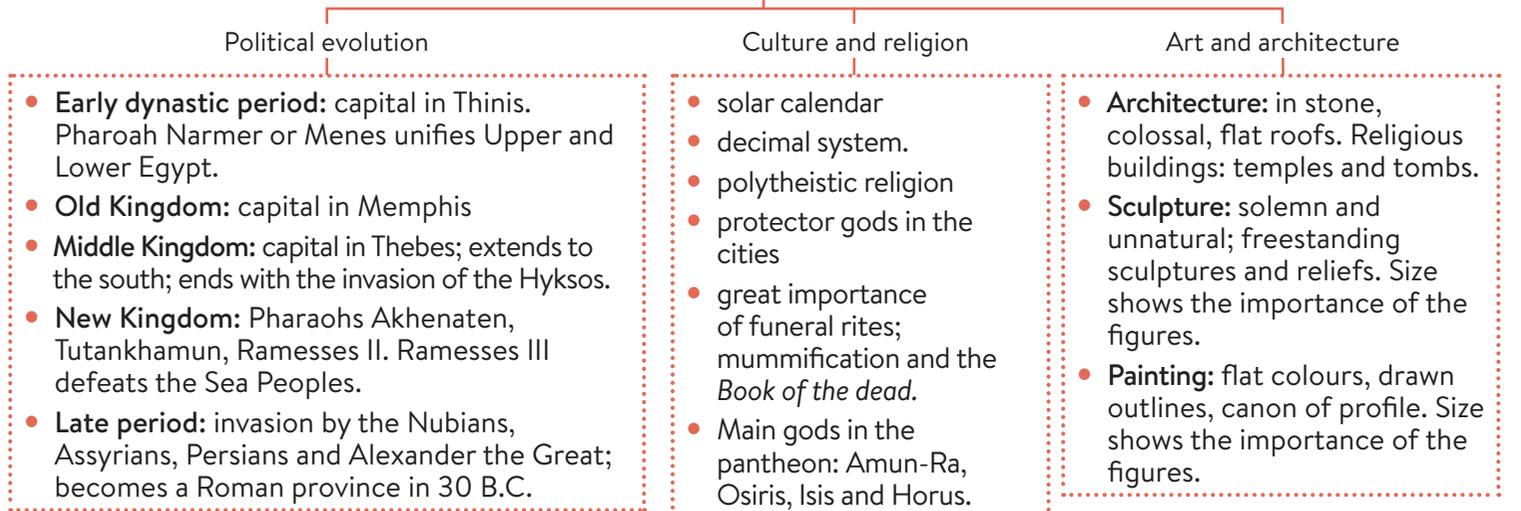
### THE FIRST URBAN CIVILISATIONS



### MESOPOTAMIA



### EGYPT



↓ Concept map

# Work on your key competences



## An anthology of horror stories Researching religion and death in Egypt

The word 'embalm' means to apply balm, which is a type of oil. Do you know why the Ancient Egyptians embalmed the bodies of the dead? How did they do it?

Let's find out how they prepared people for immortality in Ancient Egypt. Then you can write a short suspense or horror story about mummies and embalmed bodies. Test your imagination and your writing skills!

### Preparation

- Get into groups and look for web pages about mummification.
- Research the embalming process. Use the information you collect to answer these questions.
  - Could anyone ask for a mummification? Was it an expensive process? How long did it take?
  - What steps did they take when embalming? Where did they start? What did they do next? Who did it?
  - What instruments did they use to empty the body? How did they dehydrate it? How long did it take?
  - How did they bandage the body? What cloth did they use? What kind of spells and amulets did they include? What did these symbolise?
  - Who was Anubis? What was his role in this ritual?
  - During the procession to the tomb, what did the mourners do? Why did they put water and food in the tomb? What else did they put in the tomb? What's the name of the coffin where they put the body?

#### Group size:

four to six students.

#### Materials:

computer with Internet access and colour printer.

#### EGYPTIAN MUMMIFICATION

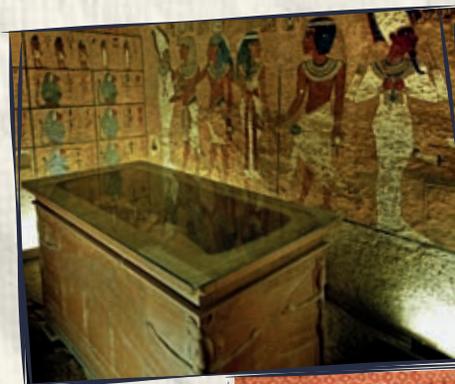
Here are some suggested search terms:

- 'animal mummification' 'Ancient Egypt'
- 'embalming' 'Ancient Egypt'
- 'mummies in Ancient Egypt'

You can also watch documentaries on YouTube and look in encyclopedias, books and history magazines, using the lending service in your school or local library.

### Method

1. Write your story. It should be at least 20 lines long and include photos or drawings.
2. Remember that you're writing about a strange or curious event that happened to someone in a specific place and time. The story should include specialist vocabulary and accurate information about the mummification process.
3. Although only one person is writing, the other members of the group should participate, giving ideas about the content of the story and narrative style.



### Presenting your work

Read the stories to the class and make an anthology with them.

 Vote for the stories you liked most and post them on the class blog.