

# Unit

# 1

# Early Civilizations

## Why It's Important

Each civilization that you will study in this unit made important contributions to history.

- The Mesopotamians developed writing.
- The Egyptians created papyrus.
- The Israelites' scripture influenced the religions of Europe.

8000 B.C.

First Civilizations  
Chapter 1

c. 8000 B.C.  
Farming begins in southwest Asia

5000 B.C.



c. 3200 B.C.  
Sumerians in Mesopotamia develop writing

◀ Hammurabi stands before a god

2000 B.C.

c. 1790 B.C.  
Hammurabi introduces code of laws

Ancient Egypt  
Chapter 2

c. 5000 B.C.  
Hunter-gatherers settle Nile River valley



◀ Pyramids at Giza, Egypt

c. 2540 B.C.  
Egyptians complete building of Great Pyramid

c. 1500 B.C.  
Queen Hatshepsut becomes pharaoh

Ancient Israelites  
Chapter 3

c. 2000 B.C.  
Abraham enters Canaan



◀ Abraham leads Israelites to Canaan

# Where in the World?



1000 B.C.

750 B.C.

500 B.C.

250 B.C.

A.D. 100

**c. 744 B.C.**  
Assyria expands into Babylon

**c. 612 B.C.**  
Chaldeans capture Assyrian capital

Hanging gardens of Babylon



**c. 1000 B.C.**  
Kush breaks free of Egypt

**728 B.C.**  
Kush conquers Egypt

Lion statue honoring Kushite king Aspalta



Kushite king Taharqa



**c. 1000 B.C.**  
King David rules Israel

**586 B.C.**  
Chaldeans capture Jerusalem

**168 B.C.**  
Maccabean revolt

**A.D. 70**  
Romans destroy temple in Jerusalem



Jews led into exile



Ancient Jerusalem

# Unit

# 1

## Places to Locate

1

Ishtar Gate



See First Civilizations  
Chapter 1

2

Sumerian figures



See First Civilizations  
Chapter 1

Mediterranean Sea

AFRICA

Red Sea

3

5

4

## People to Meet



**Ötzi**

c. 3300 B.C.  
Iceman found in  
the Alps  
Chapter 1, page 12



**Hammurabi**

Ruled c. 1792–1750 B.C.  
Babylonian king  
Chapter 1, page 22



**Hatshepsut**

Ruled c. 1503–1482 B.C.  
Egyptian pharaoh  
Chapter 2, page 63

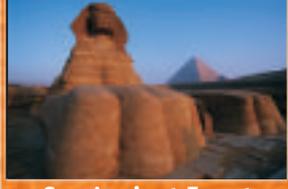
# ASIA

Caspian Sea

Persian Gulf

1 2

**3** Egyptian sphinx



See Ancient Egypt  
Chapter 2

**4** Kushite pyramids



See Ancient Egypt  
Chapter 2

**5** Western Wall

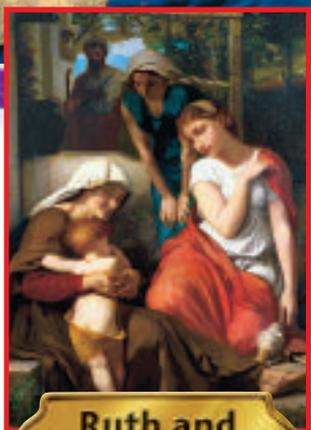


See Ancient Israelites  
Chapter 3



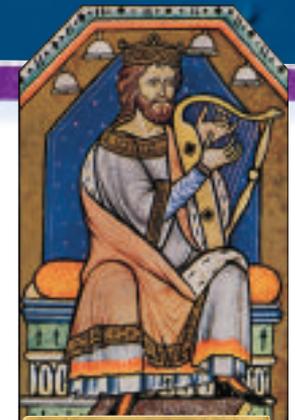
**Ramses II**

Ruled 1279–1213 B.C.  
Egyptian ruler  
Chapter 2, page 66



**Ruth and Naomi**

c. 1100 B.C.  
Israelite women  
Chapter 3, page 99



**King David**

Ruled c. 1000–962 B.C.  
King of Israel  
Chapter 3, page 88

# Chapter

# 1

# The First Civilizations

Georg Gerster/Photo Researchers

Ruins of a ziggurat in Iraq ▶



NATIONAL GEOGRAPHIC

## When & Where?

3000 B.C.

• c. 3000 B.C.  
Bronze Age begins

2000 B.C.

• c. 1792 B.C.  
Hammurabi rules Mesopotamia

1000 B.C.

• 612 B.C.  
Nineveh captured; Assyrian Empire crumbles



CONTENTS

# Chapter Preview

Some of the first civilizations arose in southwest Asia. The people of these civilizations gradually learned how to farm and developed systems of government, writing, and religion.



View the Chapter 1 video in the *World History: Journey Across Time* Video Program.

## Section 1

### Early Humans

The earliest humans hunted animals and gathered plants for food. When farming developed, people settled in towns and cities.

## Section 2

### Mesopotamian Civilization

In early Mesopotamian civilizations, religion and government were closely linked. Kings created strict laws to govern the people.

## Section 3

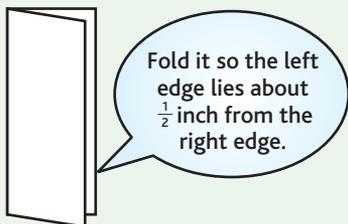
### The First Empires

New empires arose in Mesopotamia around 900 B.C. These civilizations included the Assyrians and the Chaldeans. They used powerful armies and iron weapons to conquer the region.

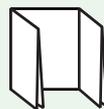
## FOLDABLES™ Study Organizer

**Compare and Contrast** Make this foldable to help you compare and contrast the ancient civilizations of Mesopotamia.

**Step 1** Fold a sheet of paper in half from side to side.



**Step 2** Turn the paper and fold it into thirds.



**Step 3** Unfold and cut the top layer only along both folds.



**Step 4** Label as shown.



**Reading and Writing**  
As you read the chapter, write notes under each appropriate tab of your foldable. Keep in mind that you are trying to compare these civilizations.

# Reading Social Studies

**Reading Skill**  
**Previewing**

## 1 Learn It!

### Get Ready to Read!

Before you read, take time to preview the chapter. This will give you a head start on what you are about to learn. Follow the steps below to help you quickly read, or skim, Section 1 on page 9.

2—The **Main Idea** under each main head tells you the “big picture.” It summarizes the main point of what you are about to read.

3—The **Reading Focus** helps you to make a connection between what you might already know and what you are about to read.

### Early Humans

**Main Idea** Paleolithic people adapted to their environment and invented many tools to help them survive.

**Reading Focus** What do you view as the greatest human achievement? Sending people to the moon, perhaps, or inventing the computer? Read to learn about the accomplishments of people during the Paleolithic Age.

History is the story of humans . . .

### Tools of Discovery

1—Read the main headings in large red type. They show the main topics covered in the section or chapter.

4—Under each main head, read the sub-heads in blue type. Subheads break down each main topic into smaller topics.

### Reading Tip

As you skim, also look at pictures, maps, and charts.

## 2 Practice It!

### Preview by Skimming

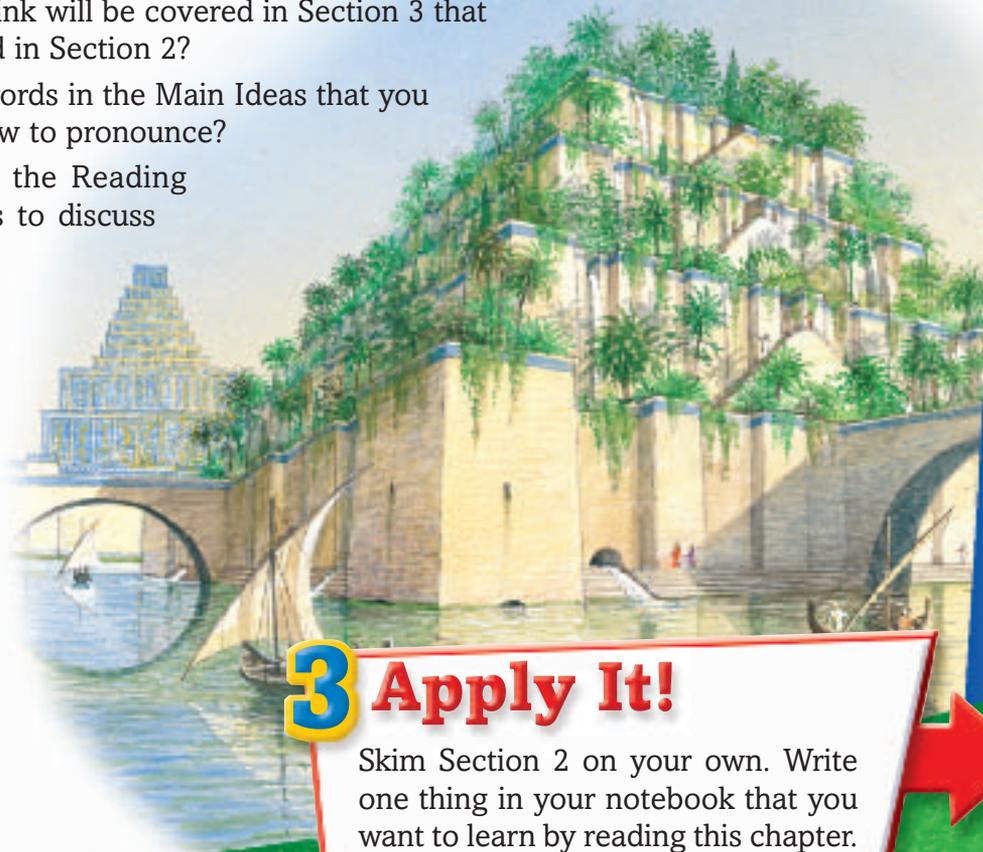
#### Read to Write

Use each main head, the main ideas, and the subheads in Section 2 of this chapter to create a study outline.



Skim all of the main heads and main ideas in Section 3 starting on page 26. Then, in small groups, discuss the answers to these questions.

- Which part of this section do you think will be most interesting to you?
- What do you think will be covered in Section 3 that was not covered in Section 2?
- Are there any words in the Main Ideas that you do not know how to pronounce?
- Choose one of the Reading Focus questions to discuss in your group.



## 3 Apply It!

Skim Section 2 on your own. Write one thing in your notebook that you want to learn by reading this chapter.

# Early Humans

## Get-Ready to Read!

### What's the Connection?

Today people live in towns and cities of various sizes and make their living in different ways. Read to find out how early humans lived by moving from place to place, forming settlements, and exploring different ways to provide for themselves and their families.

### Focusing on the **Main Ideas**

- Paleolithic people adapted to their environment and invented many tools to help them survive. (page 9)
- In the Neolithic Age, people started farming, building communities, producing goods, and trading. (page 13)

### Locating Places

**Jericho** (JEHR•ih•KOH)

**Çatal Hüyük**  
(chah•TAHL hoo•YOOK)

### Building Your Vocabulary

**historian** (hih•STOHR•ee•uhn)

**archaeologist**

(AHR•kee•AH•luh•jihst)

**artifact** (AHR•tih•FAKT)

**fossil** (FAH•suhl)

**anthropologist**

(AN•thruh•PAH•luh•jihst)

**nomad** (NOH•MAD)

**technology** (tehk•NAH•luh•jee)

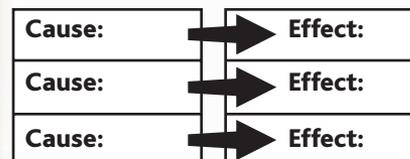
**domesticate** (duh•MEHS•tih•KAYT)

**specialization**

(SPEH•shuh•luh•ZAY•shuhn)

### Reading Strategy

**Determine Cause and Effect** Draw a diagram like the one below. Use it to explain how early humans adapted to their environment.



NATIONAL GEOGRAPHIC

## When & Where?



8000 B.C.

c. 8000 B.C.  
Jericho founded

6000 B.C.

c. 6700 B.C.  
Çatal Hüyük settled

4000 B.C.

2000 B.C.

c. 3000 B.C.  
Bronze Age begins

# Early Humans

**Main Idea** Paleolithic people adapted to their environment and invented many tools to help them survive.

**Reading Focus** What do you view as the greatest human achievement? Sending people to the moon, perhaps, or inventing the computer? Read to learn about the accomplishments of people during the Paleolithic Age.

History is the story of humans in the past. It tells what they did and what happened to them. **Historians** (hih•STOHR•ee•uhns) are people who study and write about the human past. They tell us that history began about 5,500 years ago, when people first began to write. But the story of people really begins in prehistory—the time *before* people developed writing.

**Tools of Discovery** What we know about the earliest people comes from the things they left behind. Scientists have worked to uncover clues about early human life.

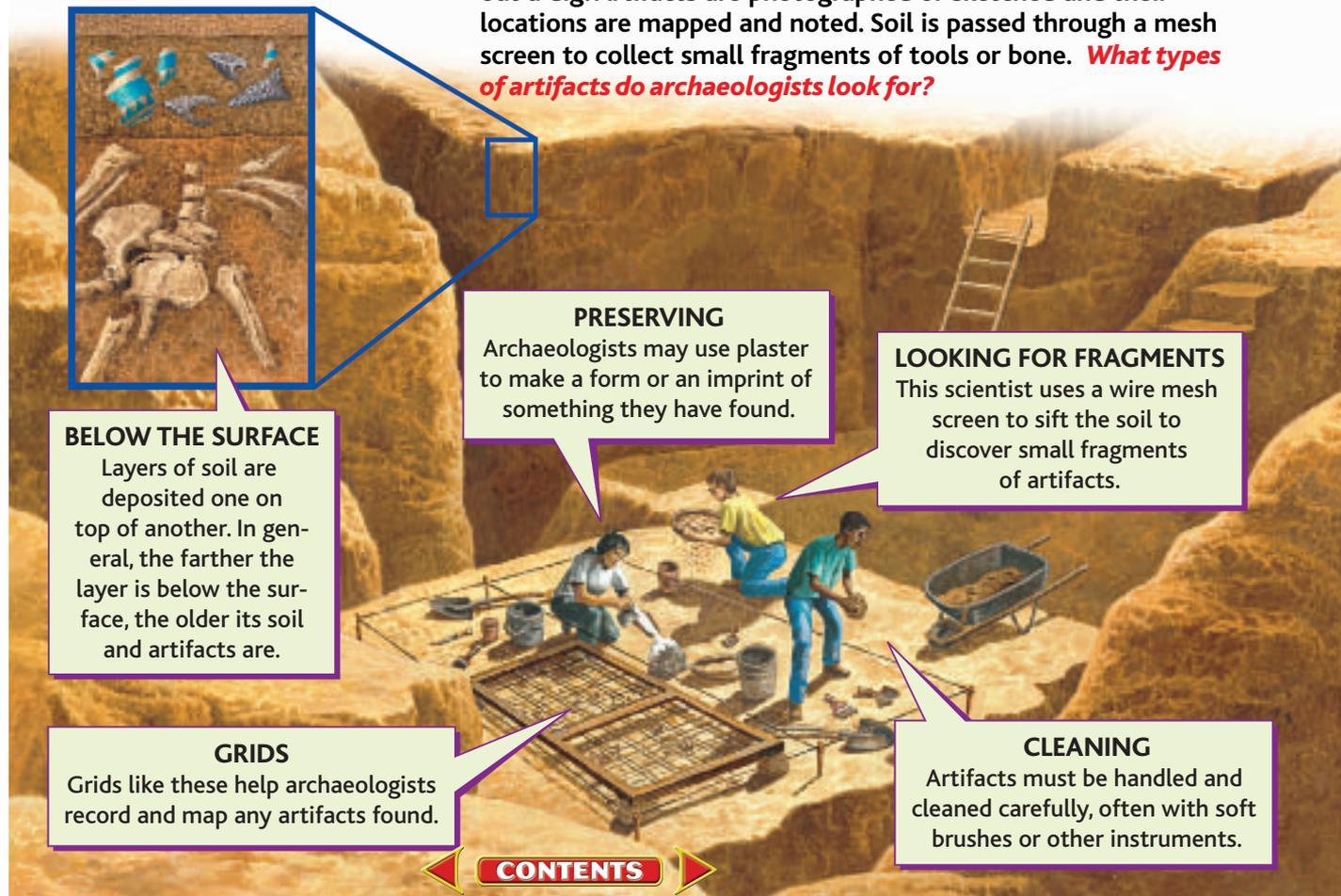
**Archaeologists** (AHR•kee•AH•luh•jihsts) hunt for evidence buried in the ground where settlements might once have been. They dig up and study **artifacts** (AHR•tih•FAKTS)—weapons, tools, and other things made by humans. They also look for **fossils** (FAH•suhls)—traces of plants or animals that have been preserved in rock.

**Anthropologists** (AN•thruh•PAH•luh•jihsts) focus on human society. They study how humans developed and how they related to one another.

Historians call the early period of human history the Stone Age. The name comes from the fact that people during this time used stone to make tools and weapons.

## Archaeological Dig

Archaeologists use special techniques and tools when carrying out a dig. Artifacts are photographed or sketched and their locations are mapped and noted. Soil is passed through a mesh screen to collect small fragments of tools or bone. **What types of artifacts do archaeologists look for?**



### BELOW THE SURFACE

Layers of soil are deposited one on top of another. In general, the farther the layer is below the surface, the older its soil and artifacts are.

### PRESERVING

Archaeologists may use plaster to make a form or an imprint of something they have found.

### LOOKING FOR FRAGMENTS

This scientist uses a wire mesh screen to sift the soil to discover small fragments of artifacts.

### GRIDS

Grids like these help archaeologists record and map any artifacts found.

### CLEANING

Artifacts must be handled and cleaned carefully, often with soft brushes or other instruments.

## Primary Source Paleolithic Cave Paintings

The oldest examples of Paleolithic art are cave paintings found in Spain and France. Most of the paintings are of animals. The paintings show that Paleolithic artists often used several colors and techniques. They sometimes used the uneven surface of the rock to create a three-dimensional effect.



▲ Painting of bison in Spanish cave

### DBQ Document-Based Question

What does this cave painting tell us about life in the Paleolithic Age?

The earliest part of the period is the Paleolithic or Old Stone Age. *Paleolithic* means “old stone” in the Greek language. Paleolithic times began roughly 2.5 million years ago and lasted until around 8000 B.C.

**Who Were the Hunter-Gatherers?** Try to imagine the world during the Stone Age, long before any roadways, farms, or villages existed. Early humans spent most of their time searching for food. They hunted animals, caught fish, ate insects, and gathered nuts, berries, fruits, grains, and plants.

Because they hunted and gathered, Paleolithic people were always on the move. They were **nomads** (NOH•MADS), or people

who regularly move from place to place. They traveled in bands of 30 or so members because it was safer and made the search for food easier.

Men and women did different tasks within the group. Women stayed close to the campsite, which was typically near a stream or other water source. They looked after the children and searched nearby woods and meadows for berries, nuts, and grains.

Men hunted animals—an activity that sometimes took them far from camp. They had to learn the habits of animals and make tools for the kill. At first, they used clubs or drove the animals off cliffs. Over time, Paleolithic people invented spears, traps, and bows and arrows.

**Adapting to the Environment** The way that Paleolithic people lived depended on where they lived. Those in warm climates needed little clothing or shelter. People in cold climates sought protection from the weather in caves. Over time, Paleolithic people created new kinds of shelter. The most common was probably made of animal hides held up by wooden poles.

Paleolithic people made a life-changing discovery when they learned to tame fire. Fire gave warmth to those gathered around it. It lit the darkness and scared away wild animals. Food cooked over the fire tasted better and was easier to digest. In addition, smoked meat could be kept longer.

Archaeologists believe that early humans started fires by rubbing two pieces of wood together. Paleolithic people later made drill-like wooden tools to start fires.

**What Were the Ice Ages?** Fire was a key to the survival of Paleolithic people during the Ice Ages. These were long periods of extreme cold. The last Ice Age began about 100,000 B.C. From then until about 8000 B.C.,

thick ice sheets covered parts of Europe, Asia, and North America.

The Ice Age was a threat to human life. People risked death from the cold and also from hunger. Early humans had to adapt by changing their diet, building sturdier shelters, and using animal furs to make warm clothing. The mastery of fire helped people live in this environment.

**Language, Art, and Religion** Another advance in Paleolithic times was the development of spoken language. Language made it far easier for people to work together and to pass on knowledge.

Early people expressed themselves not only in words but in art. They crushed yellow, black, and red rocks to make powders for paint. Then they dabbed this on cave walls, creating scenes of lions, oxen, panthers, and other animals.

Historians are not sure why these cave paintings were created. They may have had religious meaning. Early people also might have thought that painting an animal would bring good luck in the hunt.

**The Invention of Tools** Paleolithic people were the first to use **technology** (teh•k•NAH•luh•jee)—tools and methods to help humans perform tasks. People often used a hard stone called flint to make tools. By hitting flint with a hard stone, they could make it flake into pieces with very sharp edges. To make hand axes or hunting spears, they tied wooden poles to pieces of flint that were the right shape for the tool.

Over time, early people grew more skilled at making tools. They crafted smaller and sharper tools, such as fishhooks and needles made from animal bones. They used needles to make nets and baskets and to sew hides together for clothing.

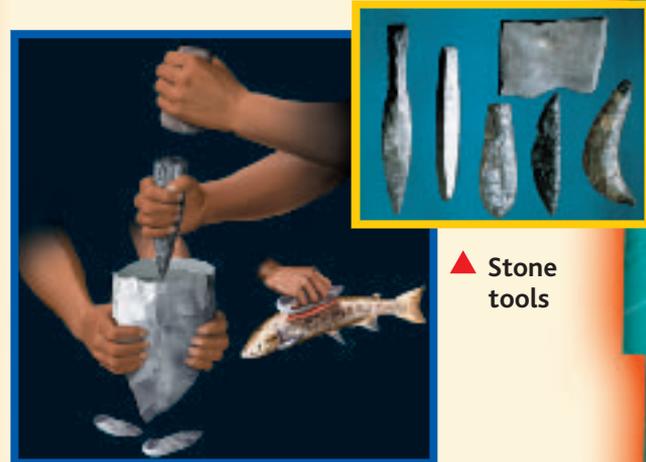
**Reading Check Contrast** How are fossils and artifacts different?

## Science and Inventions

**Tools** One of the most important advances of prehistoric people was the creation of stone tools. Tools made hunting, gathering, building shelter, and making clothing much easier.

The first tools were made of stones. Early humans quickly learned that grinding, breaking, and shaping the stones to create sharp edges made them more useful.

As technology advanced, people began making specific tools such as food choppers, meat scrapers, and spear points. In time, people learned that hitting a stone in a particular way would produce a flake—a long, sharp chip. Flakes were similar to knives in the way they were used.



▲ Stone tools

▲ Flaking tools from a larger stone

### Connecting to the Past

1. Why do you think early people chose stones to make their first tools?
2. How were flakes created?

# Biography

## ÖTZI THE ICEMAN

c. 3300 B.C.

In A.D. 1991 two hikers near the border between Austria and Italy discovered the frozen body of a man. The man was called "Ötzi" after the Ötztaler Alps, the mountains where he was found. Scientists studied Ötzi's body, his clothes, and the items found with him to uncover clues about his life and death. One of the first amazing facts scientists learned was that Ötzi lived 5,300 years ago, during the Neolithic Age.

Ötzi was dressed warmly because of the cold climate. He was wearing a fur hat and a long grass cloak. Under the cloak was a leather jacket that was well-made but had been repaired several times. To keep his feet warm, he had stuffed grass in the bottom of his leather shoes. Scientists studied the tools and supplies Ötzi was carrying and decided that he planned to be away from home for many months. A bow and arrows, copper ax, and backpack were among the supplies found near Ötzi's body. Experts believe Ötzi was a shepherd who traveled with his herd. Ötzi probably returned to his village only twice a year.

From recent tests, scientists have learned more about the last hours of Ötzi's life. Shortly before he died, Ötzi ate a type of flat bread that is similar to a cracker, an herb or other green plant, and meat. Pollen found in Ötzi's stomach showed that he ate his last meal in the valley, south of where he was found. When Ötzi finished eating, he headed up into the mountains. Eight hours later, he died. Scientists believe that Ötzi's last hours were violent ones. When found, he clutched a knife in his right hand. Wounds on his right hand suggest that he tried to fight off an attacker. His left shoulder had been deeply pierced by an arrow. Some scientists think Ötzi may have wandered into another tribe's territory. Ötzi is now displayed at the South Tyrol Museum of Archaeology in Bolzano, Italy.



▲ Scientists created this reproduction to show what Ötzi may have looked like.



▲ This copper ax, along with the bow and arrows that you can see above, were Ötzi's main weapons.

### Then and Now

If scientists 5,300 years from now discovered the remains of someone from our time, what might they conclude about our society?

# Neolithic Times

**Main Idea** In the Neolithic Age, people started farming, building communities, producing goods, and trading.

**Reading Focus** Did you know that, today, more than a third of the world's people work in agriculture? Read to learn how farming began and how it changed the world.

After the last Ice Age ended, people began to change their way of life. They began to **domesticate** (duh • MEHS • tih • KAYT), or tame animals and plants for human use. Animals provided meat, milk, and wool. They also carried goods and pulled carts.

In addition, people also learned how to grow food. For the first time, people could stay in one place to grow grains and vegetables. Gradually, farming replaced hunting and gathering.

This change in the way people lived marked the beginning of the Neolithic Age, or New Stone Age, which began about 8000 B.C. and lasted until about 4000 B.C.

**Why Was Farming Important?** Historians call the changes in the Neolithic Age the farming revolution. The word *revolution* refers to changes that greatly affect many areas of life. Some historians consider the farming revolution the most important event in human history.

Farming did not begin in one region and spread. People in different parts of the world discovered how to grow crops at about the same time. In Asia, people grew wheat, barley, rice, soybeans, and a grain called millet. In Mexico, farmers grew corn, squash, and potatoes. In Africa, they grew millet and a grain called sorghum.

NATIONAL GEOGRAPHIC
Early Farming 7000–2000 B.C.

### Using Geography Skills

Farming developed in many regions of the world.

- According to the map, what crops were grown in North America?
- On which two continents did barley and wheat grow?

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

**KEY**

- Barley
- Beans
- Cocoa
- Coffee
- Cotton
- Emmer
- Flax
- Maize
- Millet
- Oats
- Olives
- Onions
- Peanuts
- Peppers
- Potatoes
- Rice
- Rye
- Soybeans
- Squash
- Sugarcane
- Sunflowers
- Sweet potatoes
- Tea
- Tomatoes
- Vanilla
- Wheat
- Yams

## Comparing the Neolithic and Paleolithic Ages

### Paleolithic Age



### Neolithic Age



#### Description of Art and Crafts

Paleolithic people painted cave walls. They usually painted animals.

Neolithic people made pottery and carved objects out of wood. They also built shelters and tombs.

#### How Humans Obtained Food

People hunted animals and gathered nuts, berries, and grains.

People began to farm in permanent villages. They continued to raise and herd animals.

#### How Humans Adapted

People learned to make fire, created a language, and made simple tools and shelters.

People built mud-brick houses and places of worship. They specialized in certain jobs and used copper and bronze to create more useful tools.

#### Work of Women and Men

Women gathered food and cared for children. Men hunted.

Women cared for children and performed household tasks. Men herded, farmed, and protected the village.

### Understanding Charts

Humans made great advances from the Paleolithic Age to the Neolithic Age.

1. How did the work of men change from the Paleolithic Age to the Neolithic Age?
2. **Describe** What advances were made in toolmaking between the Paleolithic and Neolithic Ages?

Mexico. The earliest known communities have been found in the Middle East. One of the oldest is **Jericho** (JEHR•ih•koh) in the West Bank between what are now Israel and Jordan. This city dates back to about 8000 B.C.

Another well-known Neolithic community is **Çatal Hüyük** (chah•TAHL hoo•YOOK) in present-day Turkey. Little of it remains, but it was home to some 6,000 people between about 6700 B.C. and 5700 B.C. They lived in simple mud-brick houses that were packed tightly together and decorated inside with wall paintings. They used other buildings as places of worship. Along with farming, the people hunted, raised sheep and goats, and ate fish and bird eggs from nearby marshes.

**The Growth of Villages** People who farmed could settle in one place. Herders remained nomadic and drove their animals wherever they could find grazing land. Farmers, however, had to stay close to their fields to water the plants, keep hungry animals away, and harvest their crops. They began to live in villages, where they built permanent homes.

During the Neolithic Age, villages were started in Europe, India, Egypt, China, and

**The Benefits of a Settled Life** The shift to settled life brought Neolithic people greater security than they had ever known. Steady food supplies meant healthy, growing populations. With a bigger population, there were more workers to produce a bigger crop.

Because villagers produced more than enough to eat, they began to trade their extra foodstuffs. They traded with people in their own communities and also with people who lived in other areas.

People began to practice **specialization** (SPEH•shuh•luh•ZAY•shuhn), or the development of different kinds of jobs. Because not everyone was needed for farming, some people had the time to develop other types of skills. They made pottery from clay to store their grain and other foods. They used plant fibers to make mats and to weave

cloth. These craftspeople, like farmers, also took part in trade. They exchanged the things they made for goods they did not have.

In late Neolithic times, people continued to make advances. Toolmakers created better farming tools, such as the sickle for cutting grain. In some places, people began to work with metals. At first they used copper. They heated rocks to melt the copper inside and then poured it into molds for tools and weapons.

After 4000 B.C., craftspeople in western Asia mixed copper and tin to form bronze. Bronze was harder and longer lasting than copper. It became widely used between 3000 B.C. and 1200 B.C., the period known as the Bronze Age.

**Reading Check Compare** How did the Paleolithic and Neolithic Ages differ?

## Section 1 Review

**History**  **online**

**Homework Helper** Need help with the material in this section? Visit [jag.glencoe.com](http://jag.glencoe.com)

### Reading Summary

#### Review the **Main Ideas**

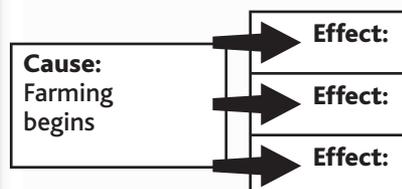
- Early humans were nomads who moved around to hunt animals and gather food. They built shelters and used fire to survive. In time, they developed language and art.
- During the farming revolution, people began to grow crops and domesticate animals, which allowed them to settle in villages.

### What Did You Learn?

1. Who are archaeologists and what do they study?
2. How did domesticating animals help the Neolithic people?
4. **Explain** Why were Paleolithic people nomads?
5. **Compare** Compare the technology of the Paleolithic Age with that of the Neolithic Age.

### Critical Thinking

3. **Determine Cause and Effect** Draw a diagram like the one below. List some of the effects that farming had on people's lives.



6. **Analyze** Why was the ability to make a fire so important?
7. **Reading Previewing** Create a three-column chart. In the first column, write what you knew about early humans before you read this section. In the second column, write what you learned after reading. In the third, write what you still would like to know.

# Mesopotamian Civilization

## Get-Ready to Read!

### What's the Connection?

In Section 1, you learned about early humans settling in towns. Some settled in Mesopotamia, an area called the "cradle of civilization."

### Focusing on the Main Ideas

- Civilization in Mesopotamia began in the valleys of the Tigris and Euphrates Rivers. (page 17)
- Sumerians invented writing and made other important contributions to later peoples. (page 20)
- Sumerian city-states lost power when they were conquered by outsiders. (page 23)

### Locating Places

**Tigris River** (TY•gruhs)

**Euphrates River** (yu•FRAY•teez)

**Mesopotamia**

(MEH•suh•puh•TAY•mee•uh)

**Sumer** (SOO•muhr)

**Babylon** (BA•buh•luhn)

### Meeting People

**Sargon** (SAHR•GAHN)

**Hammurabi** (HA•muh•RAH•bee)

### Building Your Vocabulary

(SIH•vuh•luh•ZAY•shuhn)

**irrigation** (IHR•uh•GAY•shuhn)

**city-state**

**artisan** (AHR•tuh•zuhn)

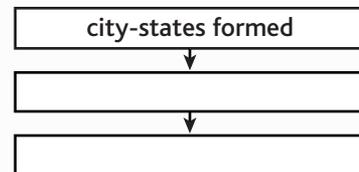
**cuneiform** (kyoo•NEE•uh•FAWRM)

**scribe** (SKRYB)

**empire** (EHM•PYR)

### Reading Strategy

**Sequencing Information** Use a diagram to show how the first empire in Mesopotamia came about.



## When & Where?



3000 B.C.

3000 B.C.

City-states arise in Sumer

2250 B.C.

c. 2340 B.C.

Sargon conquers Babylon

1500 B.C.

c. 1792 B.C.

Hammurabi rules Mesopotamia

# Mesopotamia's Civilization

**Main Idea** Civilization in Mesopotamia began in the valleys of the Tigris and Euphrates Rivers.

**Reading Focus** Do you live in a region that receives plenty of rain or in a region that is dry? Think about how that affects you as you read how the Sumerians' environment affected them.

Over thousands of years, some of the early farming villages developed into civilizations. **Civilizations** (SIH • vuh • loh • ZAY • shuhns) are complex societies. They have cities, organized governments, art, religion, class divisions, and a writing system.

**Why Were River Valleys Important?** The first civilizations arose in river valleys because good farming conditions made it

easy to feed large numbers of people. The rivers also made it easy to get from one place to another and to trade. Trade provided a way for goods and ideas to move from place to place. It was no accident, then, that cities grew up in these valleys and became the centers of civilizations.

As cities took shape, so did the need for organization. Someone had to make plans and decisions about matters of common concern. People formed governments to do just that. Their leaders took charge of food supplies and building projects. They made laws to keep order and assembled armies to fend off enemies.

With fewer worries about meeting their basic needs, people in the river valleys had more time to think about other things. They developed religions and the arts. To pass on

**NATIONAL GEOGRAPHIC Ancient Mesopotamia**

**KEY**  
Fertile Crescent

**Using Geography Skills**  
A number of great civilizations developed in Mesopotamia.  
1. Into what body of water do the Tigris and the Euphrates Rivers flow?  
2. Why do you think the region of Mesopotamia was so well suited for the growth of civilization?

**Sculpture of chariot from Mesopotamia**



information, they invented ways of writing. They also created calendars to tell time.

Early civilizations shared another feature—they had a class structure. That is, people held different places in society depending on what work they did and how much wealth or power they had.

**The Rise of Sumer** The earliest-known civilization arose in what is now southern Iraq, on a flat plain bounded by the **Tigris River** (TY•gruhs) and the **Euphrates River** (yu•FRAY•teez). This area was called **Mesopotamia** (MEH•suh•puh•TAY•mee•uh), which is Greek for “the land between the rivers.” Mesopotamia lay in the eastern part of the Fertile Crescent, a curving strip of land that extends from the Mediterranean Sea to the Persian Gulf.

Mesopotamia had a hot, dry climate. In the spring, the rivers often flooded, leaving behind rich soil for farming. The problem was that the flooding was very unpredictable. It might flood one year, but not the next. Every year, farmers worried about their crops. They came to believe they needed their gods to bless their efforts.

Over time, the farmers learned to build dams and channels to control the seasonal floods. They also built walls, waterways, and ditches to bring water to their fields. This way of watering crops is called **irrigation** (IHR•uh•GAY•shuhn). Irrigation allowed the farmers to grow plenty of food and support a large population. By 3000 B.C., many cities had formed in southern Mesopotamia in a region known as **Sumer** (SOO•muhr).

## Sumerian Ziggurat

The top of the ziggurat was considered to be a holy place, and the area around the ziggurat contained palaces and royal storehouses. The surrounding walls had only one entrance because the ziggurat also served as the city’s treasury.

*How did people reach the upper levels of the ziggurat?*



▲ Statues of Sumerians praying



**What Were City-States?** Sumerian cities were isolated from each other by geography. Beyond the areas of settlement lay mudflats and patches of scorching desert. This terrain made travel and communication difficult. Each Sumerian city and the land around it became a separate **city-state**. It had its own government and was not part of any larger unit.

Sumerian city-states often went to war with one another. They fought to gain glory and to control more territory. For protection, each city-state surrounded itself with a wall. Because stone and wood were in short supply, the Sumerians used river mud as their main building material. They mixed the mud with crushed reeds, formed bricks, and left them in the sun to dry. The hard

waterproof bricks were used for walls, as well as homes, temples, and other buildings.

**Gods and Rulers** The Sumerians believed in many gods. Each was thought to have power over a natural force or a human activity—flooding, for example, or basket weaving. The Sumerians tried hard to please the gods. They built a grand temple called a ziggurat (ZIH•guh•RAT) to the chief god. The word *ziggurat* means “mountain of god” or “hill of heaven.”

With tiers like a giant square wedding cake, the ziggurat dominated the city. At the top was a shrine, or special place of worship that only priests and priestesses could enter. The priests and priestesses were powerful and controlled much of the land. They may even have ruled at one time.



▲ A portion of the Royal Standard of Ur, a decorated box that shows scenes of Sumerian life

◀ These ruins are from the Sumerian city-state of Uruk. **What was a city-state?**

Later, kings ran the government. They led armies and organized building projects. The first kings were probably war heroes. Their position became hereditary. That is, after a king died, his son took over.

**What Was Life Like in Sumer?** While Sumerian kings lived in large palaces, ordinary people lived in small mud-brick houses. Most people in Sumer farmed. Some, however, were **artisans** (AHR•tuh•zuhns), or skilled workers who made metal products, cloth, or pottery. Other people in Sumer worked as merchants or traders. They traveled to other cities and towns and traded tools, wheat, and barley for copper, tin, and timber—things that Sumer did not have.

People in Sumer were divided into three social classes. The upper class included kings, priests, and government officials. In the middle class were artisans, merchants, farmers, and fishers. These people made up the largest group. The lower class were enslaved people who worked on farms or in the temples.

Enslaved people were forced to serve others. Slaveholders thought of them as property. Some slaves were prisoners of war. Others were criminals. Still others were enslaved because they had to pay off their debts.

In Sumer, women and men had separate roles. Men headed the households. Only males could go to school. Women, however, did have rights. They could buy and sell property and run businesses.

**Reading Check** **Explain** How did Mesopotamians control the flow of the Tigris and Euphrates Rivers?

## A Skilled People

**Main Idea** Sumerians invented writing and made other important contributions to later peoples.

**Reading Focus** Do you like to read? If so, you owe a debt to the Sumerians, because they were the first to invent writing. Read about this achievement and others.

The Sumerians left a lasting mark on world history. Their ideas and inventions were copied and improved upon by other peoples. As a result, Mesopotamia has been called the “cradle of civilization.”

**Why Was Writing Important?** The people of Sumer created many things that still affect our lives today. Probably their greatest invention was writing. Writing is important because it helps people keep records and pass on their ideas to others.

People in Sumer developed writing to keep track of business deals and other events. Their writing was called **cuneiform** (kyoo•NEE•uh•FAWRM). It consisted of hundreds of wedge-shaped marks cut into damp clay tablets with a sharp-ended reed. Archaeologists have found thousands of these cuneiform tablets, telling us much about Mesopotamian life.

Only a few people—mostly boys from wealthy families—learned how to write. After years of training, they became **scribes** (SKRYBS), or record keepers. Scribes held honored positions in society, often going on to become judges and political leaders.

**Sumerian Literature** The Sumerians also produced works of literature. The world’s oldest known story comes from Sumer. It is called the *Epic of Gilgamesh* (GIHL•guh•MEHSH). An epic is a long poem that tells the story of a hero. The hero Gilgamesh is a king who travels around the world with a friend and performs great deeds. When his



▲ Sumerian cuneiform

friend dies, Gilgamesh searches for a way to live forever. He learns that this is possible only for the gods.

**Advances in Science and Math** The Mesopotamians' creativity extended to technology too. You read earlier about Sumerian irrigation systems. Sumerians also invented the wagon wheel to help carry people and goods from place to place. Another breakthrough was the plow, which made farming easier. Still another invention was the sailboat, which replaced muscle power with wind power.

Sumerians developed many mathematical ideas. They used geometry to measure fields and put up buildings. They also created a number system based on 60. We have them to thank for our 60-minute hour, 60-second minute, and 360-degree circle.

In addition, Sumerian people watched the skies to learn the best times to plant crops and to hold religious festivals. They recorded the positions of the planets and stars and developed a 12-month calendar based on the cycles of the moon.

 **Reading Check Identify** What kind of written language did the Sumerians use?

## Linking Past & Present

### Education

**THEN** In ancient Mesopotamia, only boys from wealthy and high-ranking families went to the *edubba*, which means "tablet house." At the *edubba*—the world's first school—boys studied reading, writing, and mathematics and trained to be scribes. For hours every day, they copied the signs of the cuneiform script, trying to master hundreds of words and phrases.



▲ Mesopotamian cuneiform tablet

▼ Students today



**NOW** Today, both boys and girls go to school. They study reading, writing, and mathematics, but also many other subjects. As students advance in their education, they have a great number of career choices and are able to choose the career that fits their talents.

*In what way is education different today than it was in Mesopotamia?*

# Biography

## HAMMURABI

*Reigned c. 1792–1750 B.C.*

Hammurabi was a young man when he succeeded his father, Sinmuballit, as king of Babylon. When Hammurabi became king, Babylon was already a major power in Mesopotamia. During his reign, however, Hammurabi transformed Babylon from a small city-state into a large, powerful state. He also united Mesopotamia under one rule. Hammurabi called himself "Strong King of Babel."

Hammurabi was directly involved in the ruling of his kingdom. He personally directed projects, such as building city walls, restoring temples, and digging and cleaning irrigation canals. A great deal of planning went into his projects. City streets, for example, were arranged in straight lines and intersected at right angles, much like the way our cities are planned today.

One of Hammurabi's goals was to control the Euphrates River because it provided water for Babylon's farms and trade routes for cargo ships. However, other kings also wanted control of the river. One of Hammurabi's rivals in the battle for the Euphrates was Rim-Sin of Larsa. During Hammurabi's last 14 years as king, he and his soldiers fought against Rim-Sin and other enemies. Hammurabi actually used water to defeat Rim-Sin and his people. He sometimes did this by damming the water and releasing a sudden flood, and sometimes by withholding water needed for drinking and for crops.

After defeating his enemies, Hammurabi ruled briefly over a unified Mesopotamia. Hammurabi soon became ill, and his son, Samsuiluna, took over his duties and was crowned king after his death. Because of Hammurabi's great efforts, however, the center of power in Mesopotamia shifted from the south to Babylon in the north, where it remained for the next 1,000 years.



▲ Hammurabi

### Then and Now

Do any nations currently have law codes that resemble Hammurabi's? Use the Internet and your local library to identify countries with law codes that you think are somewhat fair but somewhat cruel.

# Sargon and Hammurabi

**Main Idea** Sumerian city-states lost power when they were conquered by outsiders.

**Reading Focus** Have you heard of the Roman Empire, the Aztec Empire, or the British Empire? The rise and fall of empires is an important part of history. Read on to learn about the first empires in the world.

Over time, conflicts weakened Sumer's city-states. They became vulnerable to attacks by outside groups such as the Akkadians (uh•KAY•dee•uhn) of northern Mesopotamia.

The king of the Akkadians was named **Sargon** (SAHR•GAHN). In about 2340 B.C., Sargon conquered all of Mesopotamia. He set up the world's first empire. An **empire** (EHM•PYR) is a group of many different lands under one ruler. Sargon's empire lasted for more than 200 years before falling to invaders.

In the 1800s B.C., a new group of people became powerful in Mesopotamia. They built the city of **Babylon** (BA•buh•luhn) by the Euphrates River. It quickly became a center of trade. Beginning in 1792 B.C., the Babylonian king, **Hammurabi** (HA•muh•RAH•bee), began conquering cities to the north and south and created the Babylonian Empire.

Hammurabi is best known for his law code, or collection of laws. (See pages 24 and 25.) He took what he believed were the best laws from each city-state and put them in one code. The code covered crimes, farming and business activities, and marriage and the family—almost every area of life. Although many punishments in the Code of Hammurabi were cruel, his laws mark an important step toward a fair system of justice.

**Reading Check Explain** Why was Sargon's empire important?

## Section 2 Review

**History Online**  
**Homework Helper** Need help with the material in this section? Visit [jag.glencoe.com](http://jag.glencoe.com)

### Reading Summary

Review the **Main Ideas**

- In time, farming villages developed into civilizations with governments, art, religion, writing, and social class divisions. The first city-states developed in Mesopotamia.
- Many important ideas and inventions, including writing, the wheel, the plow, and a number system based on 60, were developed in the region of Mesopotamia.
- Several empires, including the Babylonian Empire, took control of Mesopotamia.

### What Did You Learn?

1. What is a civilization?
2. What was the Code of Hammurabi?
3. **Summarize Information**  
Draw a chart like the one below. Use it to list the achievements of Mesopotamian civilization.
4. **Geography Skills** How was the geography of Mesopotamia suited for the growth of population and creation of a civilization?
5. **Science Link** Why did the Sumerians record the positions of stars and planets and develop a calendar?
6. **Persuasive Writing** Imagine you are living in a city-state in ancient Sumer. Write a letter to a friend describing which Mesopotamian idea or invention you believe will be the most important to humanity.

Achievements of Mesopotamian Civilization



# You Decide . . .

## Hammurabi's Laws: Fair or Cruel?

### Fair

Around 1750 B.C., King Hammurabi wrote 282 laws to govern the people of Babylon. Historians and scholars agree that these ancient laws were the first to cover all aspects of society. However, historians and scholars do not agree whether Hammurabi's laws were fair or cruel.

Those who see the laws as just and fair give the following reasons. They say the laws

- stated what all people needed to know about the rules of their society
- brought order and justice to society
- regulated many different activities, from business contracts to crime.

King Hammurabi wrote an introduction to his list of laws. In that introduction, he says that the laws were written to be fair. His intention was **"to bring about the rule of righteousness in the land, to destroy the wicked and evil-doers, so that the strong should not harm the weak..."**

Some of the laws reflect that fairness.

- Law 5: If a judge makes an error through his own fault when trying a case, he must pay a fine, be removed from the judge's bench, and never judge another case.
- Law 122: If someone gives something to someone else for safe-keeping, the transaction should be witnessed and a contract made between the two parties.
- Law 233: If a contractor builds a house for someone and the walls start to fall, then the builder must use his own money and labor to make the walls secure.



Stone monument showing  
Hammurabi (standing)  
and his code



▲ Cuneiform tablet with the text of the introduction to the Code of Hammurabi

## Cruel

Some historians and scholars think Hammurabi's laws were cruel and unjust. They say the laws

- called for violent punishments, often death, for nonviolent crimes
- required different punishments for accused persons of different social classes
- allowed no explanation from an accused person.

Some of the laws reflect this cruelty.

- Law 3: If someone falsely accuses someone else of certain crimes, then he shall be put to death.

- Law 22: If someone is caught in the act of robbery, then he shall be put to death.
- Law 195: If a son strikes his father, the son's hands shall be cut off.
- Law 202: If someone strikes a man of higher rank, then he shall be whipped 60 times in public.

### You Be the Historian

#### Checking for Understanding

1. Why do some people think Hammurabi's laws were fair?
2. Why do others think the laws were cruel?
3. Were the laws fair or cruel? Take the role of a historian. Write a brief essay that explains how you view Hammurabi's laws. Be sure to use facts to support your position. You can compare Hammurabi's laws to our modern laws to support your argument.

# The First Empires

## Get Ready to Read!

### What's the Connection?

In Section 2, you learned about the empires of Sargon and Hammurabi. Later empires—those of the Assyrians and the Chaldeans—used their military power in new ways.

### Focusing on the Main Ideas

- Assyria's military power and well-organized government helped it build a vast empire in Mesopotamia by 650 B.C. (page 27)
- The Chaldean Empire built important landmarks in Babylon and developed the first calendar with a seven-day week. (page 29)

### Locating Places

Assyria (uh•SIHR•ee•uh)  
 Persian Gulf (PUHR•zhuhn)  
 Nineveh (NIH•nuh•vuh)  
 Hanging Gardens

### Meeting People

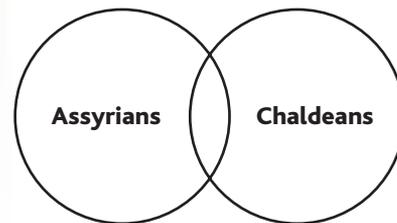
**Nebuchadnezzar**  
 (NEH•byuh•kuhd•NEH•zuhr)

### Building Your Vocabulary

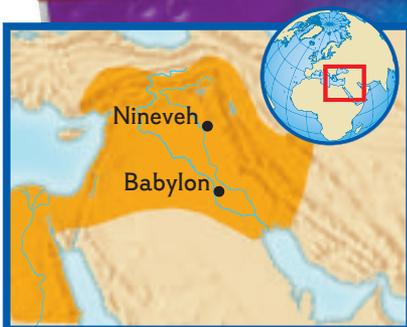
**province** (PRAH•vuhns)  
**caravan** (KAR•uh•VAN)  
**astronomer**  
 (uh•STRAH•nuh•muhr)

### Reading Strategy

**Compare and Contrast** Complete a Venn diagram like the one below listing the similarities and differences between the Assyrian Empire and the Chaldean Empire.



## When & Where?



900 B.C.

c. 900 B.C.  
 Assyrians control Mesopotamia

700 B.C.

612 B.C.  
 Nineveh captured; Assyrian Empire crumbles

500 B.C.

539 B.C.  
 Persians conquer Chaldeans

# The Assyrians

**Main Idea** Assyria's military power and well-organized government helped it build a vast empire in Mesopotamia by 650 B.C.

**Reading Focus** Today, many countries have armed forces to protect their interests. Read to find out how the Assyrians built an army strong enough to conquer all of Mesopotamia.

About 1,000 years after Hammurabi, a new empire arose in Mesopotamia. It was founded by a people called the Assyrians (uh•SIHR•ee•uhns), who lived in the north near the Tigris River. **Assyria** (uh•SIHR•ee•uh) had fertile valleys that attracted outside invaders. To defend their land, the Assyrians built a large army. Around 900 B.C., they began taking over the rest of Mesopotamia.

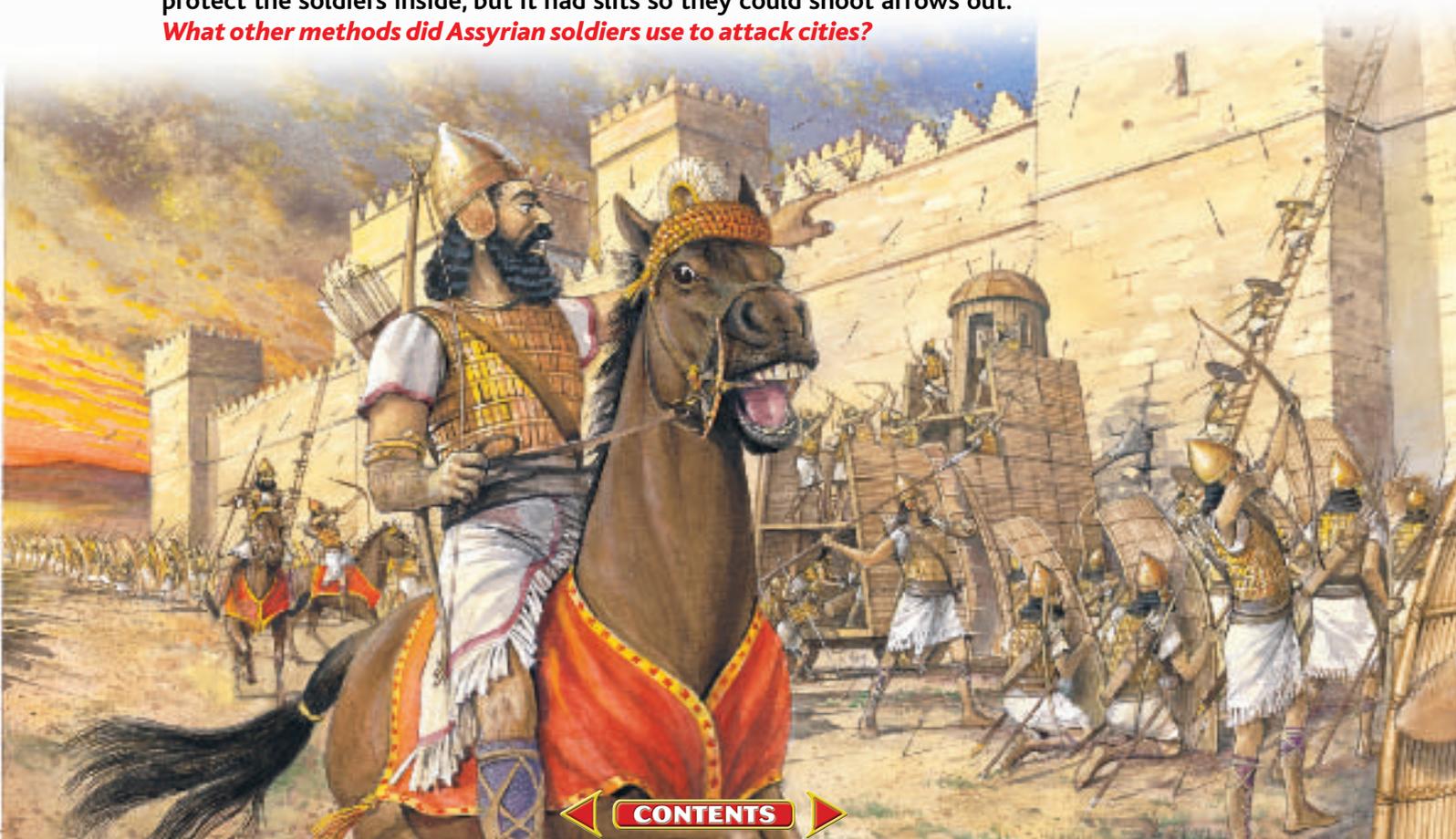
**Why Were the Assyrians So Strong?** The Assyrian army was well organized. At its core were groups of foot soldiers armed with spears and daggers. Other soldiers were experts at using bows and arrows. The army also had chariot riders and soldiers who fought on horseback.

This fearsome and mighty force was the first large army to use iron weapons. For centuries, iron had been used for tools, but it was too soft to serve as a material for weapons. Then a people called the Hittites (HIH•TYTZ), who lived northwest of Assyria, developed a way of making iron stronger. They heated iron ore, hammered it, and rapidly cooled it. The Assyrians learned this technique from the Hittites. They produced iron weapons that were stronger than those made of copper or tin.

## The Assyrians at War

When attacking a walled city, the Assyrians used massive war machines. The wheeled battering ram was powered by soldiers. It was covered to protect the soldiers inside, but it had slits so they could shoot arrows out.

**What other methods did Assyrian soldiers use to attack cities?**





## Using Geography Skills

The Assyrians conquered lands from Mesopotamia to Egypt.

1. What major rivers were part of the Assyrian Empire?
2. What geographical features may have kept the Assyrians from expanding their empire to the north and south?

The Assyrians were ferocious warriors. To attack cities, they tunneled under walls or climbed over them on ladders. They loaded tree trunks onto movable platforms and used them as battering rams to knock down city gates. Once a city was captured, the Assyrians set fire to its buildings. They also carried away its people and goods.

Anyone who resisted Assyrian rule was punished. The Assyrians drove people from their lands and moved them into foreign territory. Then they brought in new settlers and forced them to pay heavy taxes.

**A Well-Organized Government** Assyrian kings had to be strong to rule their large empire. By about 650 B.C., the empire stretched from the **Persian Gulf** (PUHR•zhuhn) in the

east to Egypt's Nile River in the west. The capital was at **Nineveh** (NIH•nuh•vuh) on the Tigris River.

Assyrian kings divided the empire into **provinces** (PRAH•vuhn•suhs), or political districts. They chose officials to govern each province. These officials collected taxes and enforced the king's laws.

Assyrian kings built roads to join all parts of their empire. Government soldiers were posted at stations along the way to protect traders from bandits. Messengers on government business used the stations to rest and change horses.

**Life in Assyria** The Assyrians lived much like other Mesopotamians. Their writing was based on Babylonian writing, and they worshiped many of the same gods. Their laws were similar, but lawbreakers often faced more brutal and cruel punishments in Assyria.

As builders, the Assyrians showed great skill. They erected large temples and palaces that they filled with wall carvings and statues. The Assyrians also produced and collected literature. One of the world's first libraries was in Nineveh. It held 25,000 tablets of stories and songs to the gods. Modern historians have learned much about ancient civilizations from this library.

Assyria's cruel treatment of people led to many rebellions. About 650 B.C., the Assyrians began fighting each other over who would be their next king. A group of people called the Chaldeans (kahl•DEE•uhns) seized the opportunity to rebel. They captured Nineveh in 612 B.C., and the Assyrian Empire soon crumbled.



▲ Assyrian winged bull

**Reading Check Explain** Why were the Assyrian soldiers considered brutal and cruel?

## The Chaldeans

**Main Idea** The Chaldean Empire built important landmarks in Babylon and developed the first calendar with a seven-day week.

**Reading Focus** What landmarks exist in your town or the nearest city? Read to learn some of the special landmarks that made the Chaldean capital of Babylon famous.

The Chaldeans wanted to build an empire. Led by King **Nebuchadnezzar** (NEH•byuh•kuhd•NEH•zuhr), they controlled all of Mesopotamia from 605 B.C. to 562 B.C.

**The City of Babylon** Most of the Chaldeans were descendants of the Babylonian people who made up Hammurabi's empire about 1,200 years earlier. They rebuilt the city of Babylon as the glorious center of their empire.

Babylon quickly became the world's largest and richest city. It was surrounded by a brick wall so wide that two chariots

could pass on the road on top. Built into the wall at 100-yard (91.4-m) intervals were towers where soldiers kept watch.

Large palaces and temples stood in the city's center. A huge ziggurat reached more than 300 feet (91.4 m) into the sky. Another marvel, visible from any point in Babylon, was an immense staircase of greenery: the **Hanging Gardens** at the king's palace.

These terraced gardens showcased large trees, masses of flowering vines, and other beautiful plants. A pump brought in water from a nearby river. Nebuchadnezzar built the gardens to please his wife, who missed the mountains and plants of her homeland in the northwest.

### History online

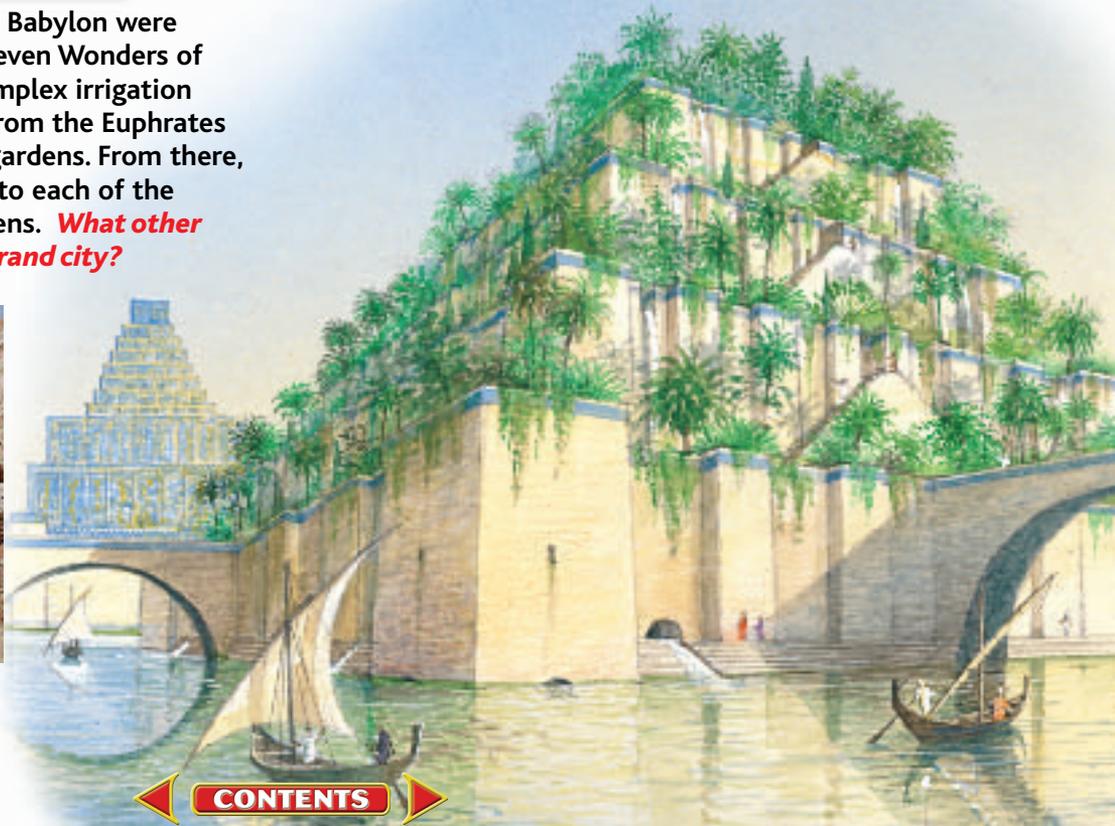
**Web Activity** Visit [jat.glencoe.com](http://jat.glencoe.com) and click on **Chapter 1—Student Web Activity** to learn more about the first civilizations.

## Hanging Gardens

The Hanging Gardens of Babylon were considered one of the Seven Wonders of the Ancient World. A complex irrigation system brought water from the Euphrates River to the top of the gardens. From there, the water flowed down to each of the lower levels of the gardens. **What other sights made Babylon a grand city?**



▲ Ruins of the Hanging Gardens





▲ The Ishtar Gate was at the main entrance to ancient Babylon. *Describe the wall that surrounded Babylon.*

One Greek historian in the 400s B.C. described the beauty of Babylon. He wrote, “In magnificence, there is no other city that approaches it.” Outside the center of Babylon stood houses and marketplaces. There, artisans made pottery, cloth, baskets, and jewelry. They sold their wares to passing **caravans** (KAR•uh•VANZ), or groups of traveling merchants. Because Babylon was located on the major trade route between

the Persian Gulf and the Mediterranean Sea, it became rich from trade.

Babylon was also a center of science. Like earlier people in Mesopotamia, the Chaldeans believed that changes in the sky revealed the plans of the gods. Their **astronomers** (uh•STRAH•nuh•muhrs)—people who study the heavenly bodies—mapped the stars, the planets, and the phases of the moon. The Chaldeans made one of the first sundials and were the first to have a seven-day week.

**Why Did the Empire Fall?** As time passed, the Chaldeans began to lose their power. They found it hard to control the peoples they had conquered. In 539 B.C. Persians from the mountains to the northeast captured Babylon. Mesopotamia became part of the new Persian Empire.

**Reading Check Identify** What were the Hanging Gardens of Babylon?

## Section 3 Review

**History online**  
**Homework Helper** Need help with the material in this section? Visit [jat.glencoe.com](http://jat.glencoe.com)

### Reading Summary

Review the **Main Ideas**

- Using cavalry and foot soldiers armed with iron weapons, the Assyrians created a large empire that included all of Mesopotamia and extended into Egypt.
- The Chaldeans built a large empire that included Babylon, the largest and richest city in the world at that time.

### What Did You Learn?

1. Why was the Assyrian army a powerful fighting force?
2. What were some of the accomplishments of Chaldean astronomers?
3. **Summarize Information**  
 Draw a chart like the one below. Use it to describe the city of Babylon under the Chaldeans.
 

Babylon under Chaldeans
4. **Analyze** How did the Assyrians set up a well-organized government?
5. **Conclude** Why do you think the Assyrians took conquered peoples from their lands and moved them to other places?
6. **Science Link** What different types of knowledge and skills would the Babylonians need to build the Hanging Gardens?
7. **Descriptive Writing** Write a paragraph that might be found in a travel brochure describing the beauty of ancient Babylon.



## Section 1 Early Humans

## Vocabulary

historian  
archaeologist  
artifact  
fossil  
anthropologist  
nomad  
technology  
domesticate  
specialization

## Focusing on the Main Ideas

- Paleolithic people adapted to their environment and invented many tools to help them survive. (page 9)
- In the Neolithic Age, people started farming, building communities, producing goods, and trading. (page 13)

## Section 2 Mesopotamian Civilization

## Vocabulary

civilization  
irrigation  
city-state  
artisan  
cuneiform  
scribe  
empire

## Focusing on the Main Ideas

- Civilization in Mesopotamia began in the valleys of the Tigris and Euphrates Rivers. (page 17)
- Sumerians invented writing and made other important contributions to later peoples. (page 20)
- Sumerian city-states lost power when they were conquered by outsiders. (page 23)

Sumerian figurines ▶



## Section 3 The First Empires

## Vocabulary

province  
caravan  
astronomer

## Focusing on the Main Ideas

- Assyria's military power and well-organized government helped it build a vast empire in Mesopotamia by 650 B.C. (page 27)
- The Chaldean Empire built important landmarks in Babylon and developed the first calendar with a seven-day week. (page 29)

# Assessment and Activities

## Review Vocabulary

1. Write a brief paragraph that describes and compares the following terms.

historian    archaeologist    artifact  
fossil        anthropologist

Indicate which of the following statements are true. Replace the word in italics to make false statements true.

- \_\_\_ 2. An *artisan* kept records in cuneiform.  
\_\_\_ 3. Assyrian kings divided their empire into political districts called *provinces*.  
\_\_\_ 4. A *civilization* is a group of many different lands under one ruler.

## Review Main Ideas

### Section 1 • Early Humans

5. How did Paleolithic people adapt to their environment?  
6. What were the major differences between people who lived in the Paleolithic period and those who lived in the Neolithic period?

### Section 2 • Mesopotamian Civilization

7. Where were the first civilizations in Mesopotamia?  
8. How did Sumerian city-states lose power?

### Section 3 • The First Empires

9. What helped Assyria build an empire in Mesopotamia?  
10. What scientific advancement did the Chaldeans make?

## Critical Thinking

11. **Explain** Why do you think Mesopotamia is sometimes called the “cradle of civilization”?  
12. **Analyze** Why was the switch from hunting and gathering to farming important enough to be called the farming revolution?  
13. **Describe** What rights did women have in the city-states of Sumer?  
14. **Predict** How successful do you think the Assyrian army would have been if it had not learned how to strengthen iron?

Review

Reading Skill

Previewing

## Get Ready to Read!

Choose the best answer.

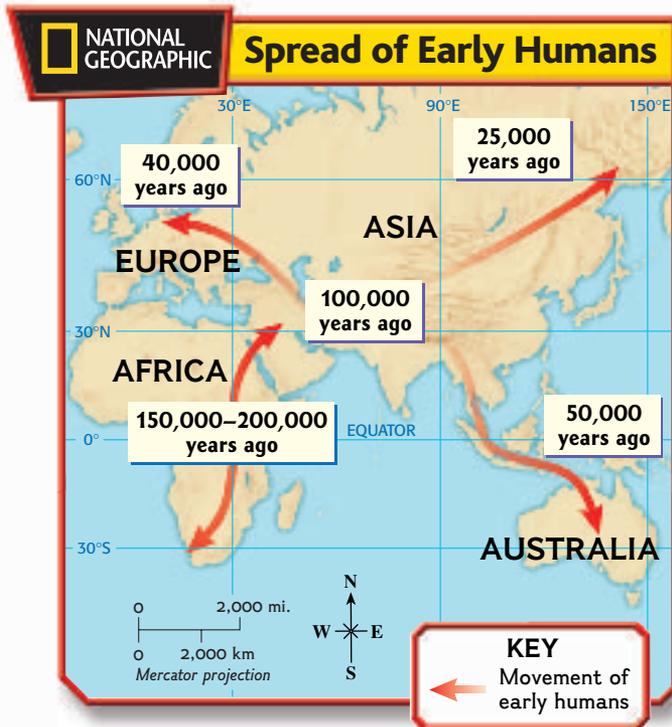
15. In this textbook, to make a connection between what you know and what you are about to read, you should look at the \_\_\_\_.
- Reading Tip
  - Reading Focus
  - main head
  - subhead
16. What is the purpose of a subhead?
- to break down a large topic into smaller topics
  - to show the main topic covered in a section
  - to summarize the “big picture”
  - to help you study for a test

To review this skill, see pages 6–7.

## Geography Skills

Study the map below and answer the following questions.

- 17. Location** On what continent was the earliest fossil evidence of humans found?
- 18. Movement** Based on fossil evidence, where did early humans go first, Europe or Australia?
- 19. Analyze** Which three continents are not shown on this map? How do you think early humans reached those continents?



## Read to Write

- 20. Persuasive Writing** Suppose you are a merchant in Çatal Hüyük. A new group of people wants to trade with you and the other merchants in the village. You think trading with them is a good idea, but other merchants are not so sure. Write a short speech you could give to convince them.
- 21. Using Your FOLDABLES™** Use your Chapter 1 foldable to create an illustrated time line. Your time line should extend from the date Jericho was founded to the fall of the Chaldean Empire. Create drawings or photocopy maps, artifacts, or architecture to illustrate your time line. Use your time line as a study tool for the Chapter Test.

## Using Technology

- 22. Using the Internet** Use the Internet to locate a university archaeology department Web site. Use the information on the site to create a summary that describes current research. Include location of archaeological sites and relevant discoveries.

## Linking Past and Present

- 23. Analyzing Information** Imagine you are a nomad who travels from place to place to hunt and gather food. What things would you carry with you to help you survive? Make a list of items to share and discuss with your classmates.

## Primary Source Analyze

The following passage is from a poem called “The Mesopotamian View of Death” that was written by an unknown Mesopotamian mother.

Hark the piping!  
 My heart is piping in the wilderness  
 where the young man once went free.  
 He is a prisoner now in death’s kingdom,  
 lies bound where once he lived.  
 The ewe gives up her lamb  
 and the nanny-goat her kid.  
 My heart is piping in the wilderness  
 an instrument of grief.

—“The Mesopotamian View of Death,”  
*Poems of Heaven and Hell from Ancient Mesopotamia*, N.K. Sanders, trans.

## DBQ Document-Based Questions

- 24.** To what does the mother compare death’s kingdom?
- 25.** What is the “instrument of grief”?