

Unit

1

Mesopotamia, Egypt, and Israel

Why It's Important

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

- The Mesopotamians developed the world's first law codes.
- Egyptians built the pyramids and invented papyrus—the world's first paper.
- Israelite scripture influenced religions in Europe and Asia.

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 & Kush

Chapter 2

c. 5000 B.C.

Hunter-gatherers settle Nile River valley

c. 2540 B.C.

Egyptians complete building of Great Pyramid

c. 1500 B.C.

Queen Hatshepsut becomes pharaoh



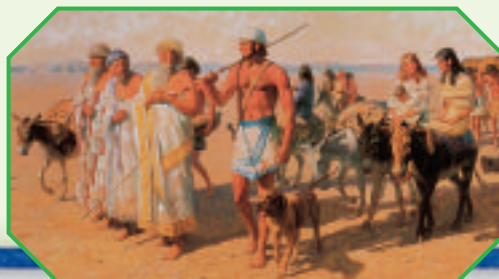
Pyramids at Giza, Egypt
c. 2540 B.C.

Ancient Israelites

Chapter 3

c. 1800 B.C.

Abraham enters Canaan



Abraham leads Israelites to Canaan



1000 B.C.

750 B.C.

500 B.C.

250 B.C.

A.D. 1

c. 744 B.C.
Assyria expands
into Babylon

c. 612 B.C.
Chaldeans capture
Assyrian capital



Hanging Gardens of
Babylon c. 600 B.C.

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

728 B.C.
Kush
conquers
Egypt

Kushite king Taharqa
c. 680 B.C.



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



Solomon's temple,
built c. 950 B.C.



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

People to Meet



Ötzi

c. 3300 B.C.
Iceman found in
the Alps
Chapter 1, page 129



Hammurabi

Ruled c. 1792–1750 B.C.
Babylonian king
Chapter 1, page 138



Hatshepsut

Ruled c. 1473–1458 B.C.
Egyptian pharaoh
Chapter 2, page 182

ASIA

Caspian Sea

1

2

Persian Gulf

3

Egyptian sphinx



See Ancient Egypt and Kush Chapter 2

4

Kushite pyramids



See Ancient Egypt and Kush Chapter 2

5

Western Wall



See Ancient Israelites Chapter 3



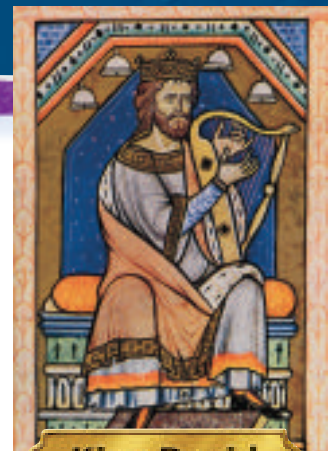
Ramses II

Ruled c. 1279–1213 B.C.
Egyptian ruler
Chapter 2, page 185



Ruth and Naomi

c. 1100 B.C.
Israelite women
Chapter 3, page 219



King David

Ruled c. 1000–970 B.C.
King of Israel
Chapter 3, page 208

Chapter

1

The First Civilizations

Ruins of a ziggurat in Iraq ►



NATIONAL GEOGRAPHIC

Where & When?



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 ▶

The Big Ideas

Section 1

Early Humans

Studying the past helps to understand the present. Scientists who study the past have learned that the earliest humans hunted animals and gathered plants for food. When farming developed, people settled in villages and towns.

Section 2

Mesopotamian Civilization

Religion shapes how culture develops, just as culture shapes how religion develops. In early Mesopotamian civilizations, religion and government were closely linked. Kings created strict laws to govern people.

Section 3

New Empires

Conflict often brings about great change. 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.

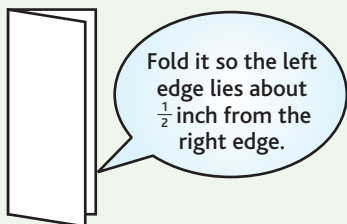


View the Chapter 1 video in the Glencoe Video Program.

FOLDABLESTM 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.

Get Ready to Read

Previewing



Reading Skill

1 Learn It!

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 123.

2—The **Main Idea** under each main head tells you the main point of what you are about to read.

3—The **Reading Connection** helps you to link what you might already know to 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 Connection 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!

Read to Write

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

Section

3

New Empires

Skim all of the main heads and main ideas in Section 3 starting on page 142. 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 Connection questions to discuss in your group.

Hanging Gardens
of Babylon ▶

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

Guide to Reading



History Social Science Standards

WH.6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.

Looking Back, Looking Ahead

Today people live in towns and cities of various sizes. 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 123)
- In the Neolithic Age, people started farming, building communities, producing goods, and trading.
(page 127)

Locating Places

Jericho (JEHR•ih•KOH)

Çatal Hüyük

(chah•TAHL hoo•YOOK)

Content Vocabulary

anthropologist

(AN•thruh•PAH•luh•jihst)

archaeologist

(AHR•kee•AH•luh•jihst)

artifact (AHR•tih•FAKT)

fossil (FAH•suhl)

nomad (NOH•MAD)

technology (teh•NAH•luh•jee)

domesticate (duh•MEHS•tih•KAYT)

specialization

(SPEH•shuh•luh•ZAY•shuhn)

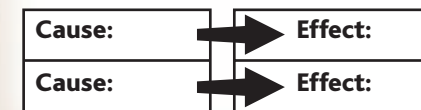
Academic Vocabulary

task

revolution (REH•vuh•LOO•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.



Where & When?



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



WH6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution. **WH6.1.1** Describe the hunter-gatherer societies, including the development of tools and the use of fire. **WH6.1.2** Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments. **WH6.2.9** Trace the evolution of language and its written forms.

Early Humans

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

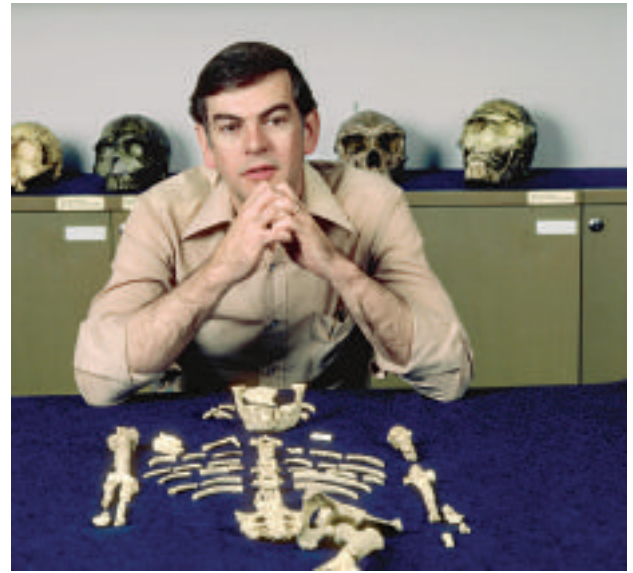
Reading Connection What do you view as the greatest human achievement—sending people to the moon, perhaps, or inventing the computer? Read to learn about the accomplishments of people during the Paleolithic Age.

History is the story of humans in the past. It tells what people did and what happened to them. Historians are people who study and write about the human past. They define history as the period of time that began after people learned to write, about 5,500 years ago. 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.

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

British archaeologists Louis and Mary Leakey and their son Richard are probably the most-famous fossil hunters. Their findings convinced many scientists and anthropologists that the ancestors of human beings first appeared somewhere in East Africa millions of years ago.



▲ Dr. Donald Johanson is shown here in 1982 with the skeletal remains of Lucy, a 3-million-year-old hominid

In the 1930s, Louis and Mary Leakey began digging for fossils in the Olduvai Gorge in Tanzania. Archaeologists know that in certain areas of the world, layers of dirt and rock have been piled up slowly over time by the action of wind and water. If you dig in those places, the deeper you find things, the older they are, because they were buried further back in time. The Olduvai Gorge is very deep, and along its walls are layers of dirt from as far back as 2 million years ago. This made it a very good location to look for fossils.

In the 1940s and 1950s, Louis and Mary found many fossils of hominids. Hominids are creatures that walk on two legs. Human beings are the only type of hominid still alive today. All the others are extinct. Anthropologists think that human beings developed from earlier types of hominids.

In 1959 Mary Leakey discovered the skull of a creature nearly 2 million years old. This showed that hominids lived at least that long ago. In 1974 Donald

Johanson, an American anthropologist from Chicago, made an even more amazing discovery. He unearthed nearly an entire skeleton of a female hominid in Ethiopia. The hominid was nicknamed Lucy and was nearly 3 million years old.

Before Lucy was found, anthropologists thought hominids lived in the open on Africa's plains and used tools to hunt other animals. They thought hominids had begun walking on two legs so they could carry their tools while they hunted. Lucy's remains showed that hominids began walking on two legs long before they used tools.

Scientists' ideas about hominids were changed again in 1992. That year Tim White, an anthropologist from California, uncovered a hominid that was 4.4 million years old. Its teeth and bones showed that

hominids had begun walking on two legs while living in Africa's rain forests, before they moved out onto Africa's plains.

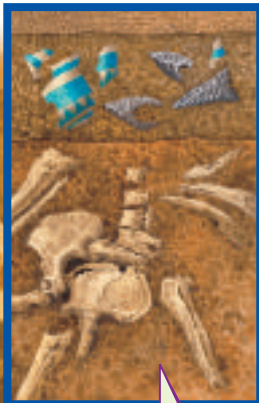
Based on the work of these and other anthropologists, many scientists today think that the first human beings developed in East Africa. Slowly, over thousands of years, human beings spread out of Africa, probably in search of food and new places to live as their population increased. Gradually, they settled throughout the world.

Who Were the Hunter-Gatherers?

Historians call the prehistoric 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. The earliest part of the period is the Paleolithic or Old Stone Age. *Paleolithic*

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 further 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.

means “old stone” in the Greek language. Paleolithic times began roughly 2.5 million years ago and lasted until around 8000 B.C.

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 food, Paleolithic people were always on the move. They were **nomads** (NOH•MADS), or people who regularly move from place to place without fixed homes. They traveled in bands or groups 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 cared for 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 hunting. 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

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



Document-Based Question

Why do you think Paleolithic artists painted what they did?

animals. Food cooked over the fire tasted better and was easier to digest. In addition, cooked 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? Paleolithic people needed fire in order to survive 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 during 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 cave paintings were created. They may have had religious meaning or been used to explain people's role in the uni-

verse. 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 that help humans perform tasks. People often used a 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 animal hides together for clothing.

 **Reading Check Contrast** What is the difference between a fossil and an artifact?

The Way It Was

Focus on Everyday Life

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 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.

Connecting to the Past

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



WH6.1.2 Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.

WH6.1.3 Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter.

The Agricultural Revolution

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

Reading Connection 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 entered the Mesolithic Age. *Mesolithic* means “middle stone” in Greek. At this time, people changed from hunting to herding animals. They began to **domesticate** (duh •MEHS•tih•KAYT), or tame animals for human use. Animals provided meat, milk, and wool. They also carried goods and people and pulled carts. Even so, most Mesolithic people remained nomadic. They moved from place to place in search of grass to feed

their herds. They also continued to gather seeds, fruits, and vegetables to eat.

The Mesolithic Age came to an end when people made another important discovery. They realized that they could plant seeds and grow their own food. They may have learned this from the seeds they had stored in dirt pits. Some of the seeds might have sprouted and shown people that if they put seeds in dirt and waited long enough, they could grow plants.

With this new knowledge, people could stay in one place and grow grains and vegetables. Gradually, farming began to replace hunting and gathering for many people. They began to build villages and claim land for their farms. This changed the way people lived and 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 agricultural 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.

Farming greatly increased the number of calories that could be

Stone tools ▶



▲ Flaking tools from a larger stone

produced from an area of land. This made it possible to feed more people and led to an increase in the world's population. Farming regions also had a higher population density. People lived closer together and did not have to spread out as much as they used to when they hunted and gathered food.

Farming also changed the kind of food people ate. Instead of a diet rich in meat and vegetables, people now ate a lot of grain—usually in the form of bread. Anthropologists think that people in the early days of farming were not as healthy as hunter-gatherers because they did not have enough variety in their diet.

Farming required people to stay in one place for a long time. This made it easier for diseases to spread and infect many people. Because people stayed in one place, they also tended to pollute their environment. Their water became dirty, and they left

garbage near their farms. This too helped the spread of disease.

People had to work harder and for much longer hours when farming. People had to till the soil in order to plant seeds. They had to weed the fields by hand. Then they had to gather the crops by hand when they were ready. There were no machines to make the work quick and easy. People had to walk through their fields, often bent over at the waist, gathering the crops they had grown.

Despite the problems of diet and disease and the hard work people had to do, the farming revolution greatly improved the lives of most people. Fewer people starved to death, and more children lived to adulthood. Settling in one place to farm also led to a much more organized society and made possible the world's first towns and cities.



The Rise of Farming Communities 7000–2000 B.C.



Using Geography Skills

- Human/Environment Interaction** According to the map, what crops were grown in North America?
- Region** What are the major regions of the world where farming communities appeared?

Find NGS online map resources @
www.nationalgeographic.com/maps

KEY

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



WH6.1.2 Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.

WH6.1.3 Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter.

ÖTZI THE ICEMAN

c. 3300 B.C.

How do archaeologists and historians know so much about how people lived in the Stone Age? In addition to studying fossils, they have had the chance to study an actual person from the Neolithic Age and his tools. In A.D. 1991 two hikers discovered the frozen body of a man near the border between Austria and Italy. The man was called "Ötzi" after the Ötztal Alps, the mountains where he was found. Scientists studied Ötzi's body, his clothes, and the items found with him and learned that he 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. Ötzi was carrying a bow and arrows, a copper ax, and a backpack. Experts believe Ötzi was a shepherd who traveled with his herd. He 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 had a knife clutched 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.

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?

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?

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

Mexico. Some of 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. It 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 the community remains, but it was home to some 6,000 people between about 6700 B.C. and 5700 B.C. These people 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 Benefits of a Settled Life Neolithic people found greater security by living in settled communities. Steady food supplies led to healthy, growing populations. Soon villagers produced a food surplus. That is, they grew more food than they needed. They were able to trade their extra food for other goods made by people in their community or who lived nearby.

The food surplus made it possible for people 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. Others used plant fibers to make mats and to weave cloth. This led to a new type of clothing. Early humans had worn only animal skins. Now people could

use wool and other fabrics for clothes as well. 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 the melted copper into molds for tools and weapons.

After 4000 B.C., craftspeople in western Asia mixed copper and tin to form a metal called 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

Study Central Need help understanding the lives of early humans? Visit ca.hss.glencoe.com and click on Study Central.

Reading Summary

Review the Main Ideas

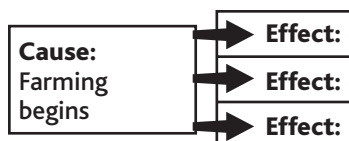
- Early humans were nomads who moved around to hunt animals and gather food. They built shelters and used fire to survive. In time, they developed language and art.
- During the farming revolution, people began to grow crops and domesticate animals, which allowed them to settle in villages.

What Did You Learn?

1. Who are archaeologists, and what do they study?
2. How did domesticating animals help the Neolithic people?

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. **CA HI.2.**



4. **The Big Ideas** How do changes in the Neolithic Age still affect people today? **CA HI.2.**

5. **Compare** Compare the technology of the Paleolithic Age with that of the Neolithic Age. **CA CSI.**

6. **Analyze** Why was the ability to make a fire so important? **CA HI.2.**

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. **CA 6RC.2.4**

Section

2

Mesopotamian Civilization

Guide to Reading



History Social Science Standards

WH.6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.

Looking Back, Looking Ahead

In Section 1, you learned how farming allowed people to settle in one place. Some people settled in an area called Mesopotamia.

Focusing on the Main Ideas

- Civilization in Mesopotamia began in the valleys of the Tigris and Euphrates Rivers. (page 133)
- Sumerians invented writing and made other important contributions to later peoples. (page 136)
- Sumerian city-states lost power when they were conquered by outsiders. (page 139)

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)

Content Vocabulary

civilization

(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)

Academic Vocabulary

complex (kahm•PLEHKS)

consist (kuhn•SIHST)

code (KOHD)

Reading Strategy

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



Where & When?



3000 B.C.

3000 B.C.

City-states arise in Sumer

2250 B.C.

c. 2340 B.C.

Sargon conquers Mesopotamia

1500 B.C.

c. 1792 B.C.

Hammurabi rules Mesopotamia



WH6.2.1 Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations. **WH6.2.2** Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power. **WH6.2.3** Understand the relationship between religion and the social and political order in Mesopotamia and Egypt.

Mesopotamia's Civilization

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

Reading Connection 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 provided fish and freshwater to drink, and made it easy to get from one place to another and to trade. Trade enabled 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 defend themselves from enemies.

With fewer worries about meeting their basic needs, people in the river valleys had more time to think about other things. They



Ancient Mesopotamia



Sculpture of chariot from Mesopotamia

placed emphasis, or special importance, on religions and the arts. They also invented ways of writing and created calendars to tell time.

Early civilizations shared another feature—they had a class structure. That is, people held different ranks 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). Later, the Greeks called this area **Mesopotamia** (MEH•suh•puh•TAY•mee•uh), which means “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.

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



What Were City-States? Geography helped to isolate Sumerian cities from each other. 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**. Each city-state 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 their gods. Each city-state built a grand temple called a ziggurat (ZIH•guh•RAT) to its 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?



WH6.2.2 Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power. **WH6.2.3** Understand the relationship between religion and the social and political order in Mesopotamia and Egypt. **WH6.2.9** Trace the evolution of language and its written forms.

Later, kings ran the government. They led armies and organized building projects. The first kings were probably war heroes. Their position became hereditary, which meant that 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. Generally, a person had to stay in the social class into which he or she was born. Only rarely could someone move up. The upper class included kings, priests, warriors, 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. Debts are money or goods owed to others.

In Sumer, women and men had separate roles. Men headed the households. They also could decide whom their children would marry. Only males could go to school. Women, however, did have some rights. They could buy and sell property and run businesses.

Reading Check **Explain** How did Mesopotamian control of the Tigris and Euphrates Rivers benefit their society?

A Skilled People

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

Reading Connection 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 friend dies, Gilgamesh searches for a way to




live forever. He learns that this is possible only for the gods. This epic poem is still studied today.

Advances in Science and Math The Mesopotamians' creativity also extended to technology. 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** How did the use of mathematics benefit the Sumerians?

Linking Past & Present

Education

PAST 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



PRESENT Today, both boys and girls go to school. They study reading, writing, mathematics, and 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?*



WH6.2.2 Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.

WH6.2.4 Know the significance of Hammurabi's Code.

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 strong kingdom in Mesopotamia. During his reign, however, Hammurabi transformed Babylon from a small city-state into a large, powerful state. He also united the other city-states of Mesopotamia under one rule.

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. He also needed to control the river's annual flooding so that villages and crops would not be washed away. Hammurabi did this by issuing laws controlling the use of irrigation ditches. His laws protected the area and helped bring water to the fields. That was one reason he developed a strict law code, or collection of laws: damaged irrigation channels could cause many people to be injured or even killed.

Hammurabi fought for many years against his enemies to control the river. He even used water to defeat them. Sometimes he would dam the river to withhold water needed for drinking and for crops, and then release a sudden damaging flood. Because of Hammurabi's efforts, the center of power in Mesopotamia shifted from Sumer in the south to Babylon in the north where it remained for the next 1,000 years.



▲ Hammurabi

Then and Now

Find a copy of the Code of Hammurabi, either on-line or in a reference book. Notice the kinds of situations and the punishments that are described. How do these compare with current laws and punishments that exist in the United States?



WH6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.

WH6.2.4 Know the significance of Hammurabi's Code.

Sargon and Hammurabi

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

Reading Connection 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•uhnz) of northern Mesopotamia.

The king of the Akkadians was named **Sargon** (SAHR•GAHN). In about 2340 B.C., Sargon conquered all of Mesopotamia creating 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 140 and 141.) The code covered crimes, farming and business activities, and marriage and the family—almost every area of life. Before the law code, rulers could treat others nearly any way they wanted. The code forced all people to follow the law in how they treated others. Hammurabi's code influenced later law codes, including those of Greece and Rome.

Reading Check Explain Why was Sargon's empire important?

Section 2 Review

History online

Study Central Need help understanding the Sumerian civilization? Visit ca.hss.glencoe.com and click on Study Central.

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?

- What is a civilization?
- What was the Code of Hammurabi?

Critical Thinking

- Summarize Information** Draw a chart like the one below. Use it to list the achievements of Mesopotamians that helped improve their civilization's economy. **CA HI.6.**

Achievements of Mesopotamian Civilization

- Geography Skills** How did the geography of Mesopotamia shape the growth of population and creation of a civilization? **CA CS.3.**
- The Big Ideas** How did the Sumerian religion affect Sumerian society? **CA HI.2.**
- 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. **CA 6WVS.1.2**

You Decide . . .



WH6.2.4 Know the significance of Hammurabi's Code.

Réunion des Musées Nationaux/Art Resource, NY

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 almost 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

DBQ Document-Based Questions

1. Why do some people think Hammurabi's laws were fair?
CA HR5.
2. Why do others think the laws were cruel? **CA HR5.**
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. **CA HR5. CA 6RC2.7**

Section

3

New Empires

Guide to Reading



History Social Science Standards

WH.6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.

Looking Back, Looking Ahead

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 143)
- The Chaldean Empire built important landmarks in Babylon and developed the first calendar with a seven-day week. (page 145)

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)

Content Vocabulary

province (PRAH•vuhns)

caravan (KAR•uh•VAN)

astronomer

(uh•STRAH•nuh•muhr)

Academic Vocabulary

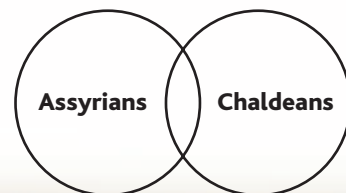
core (KOHR)

interval (IHN•tuhr•vuhl)

route (ROWT)

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.



Where & When?



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 Connection Today, many countries have armed forces to protect their interests. Read to discover 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.

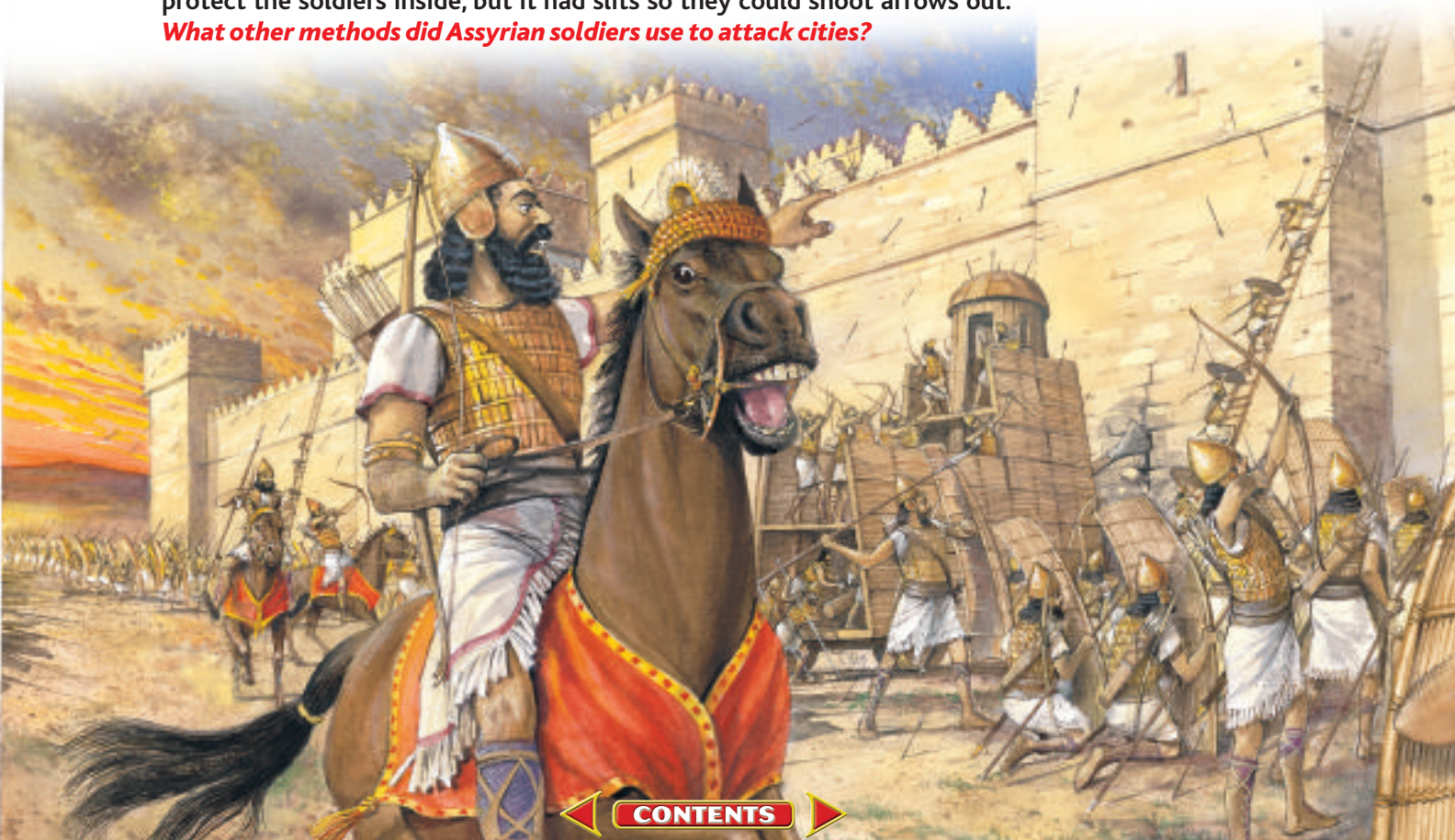
Why Were the Assyrians So Strong? The Assyrian military was well organized. At its core were groups of foot soldiers armed with spears and daggers. Other soldiers were experts at using bows and arrows. The army also had chariot riders and soldiers who fought on horseback.

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•TITZ), 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?



Assyrian Empire



Using Geography Skills

- 1. Location** What major rivers were part of the Assyrian Empire?
- 2. Human/Environment Interaction** 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 winged bull statues stood as guardians at city gates.

Assyrian kings divided the empire into **provinces** (PRAH•vuhn•suhs), or political districts. They chose officials to govern each province. The job of these officials was to collect taxes and enforce 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.

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



Gianni Dagli Orti/CORBIS

The Chaldeans

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

Reading Connection 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.

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. Because the Assyrians were not united, a group of people called the Chaldeans (kahl•DEE•uhns) were able to rebel.

The Chaldean people had moved from the Arabian Peninsula into southern Mesopotamia about 1000 B.C. Their small kingdom was quickly conquered by the Assyrians but the Chaldeans hated their new rulers. With the Assyrians busy fighting each other, King Nabopolassar of the

Chaldeans decided the time had come to fight back.

In 627 B.C. Nabopolassar led his people in rebellion against the Assyrians. The Chaldeans joined with the Medes, another people in the region who wanted to break free from the Assyrians. Together the Chaldeans and Medes defeated Assyria's army. In 612 B.C. they captured the Assyrian capital of Nineveh and finally put an end to the hated Assyrian empire.

Nabopolassar and his son, the famous King **Nebuchadnezzar** (NEH•byuh•khud•NEH•zuhr), then went on to build their own empire. By 605 B.C., the Chaldeans had

History  **online**

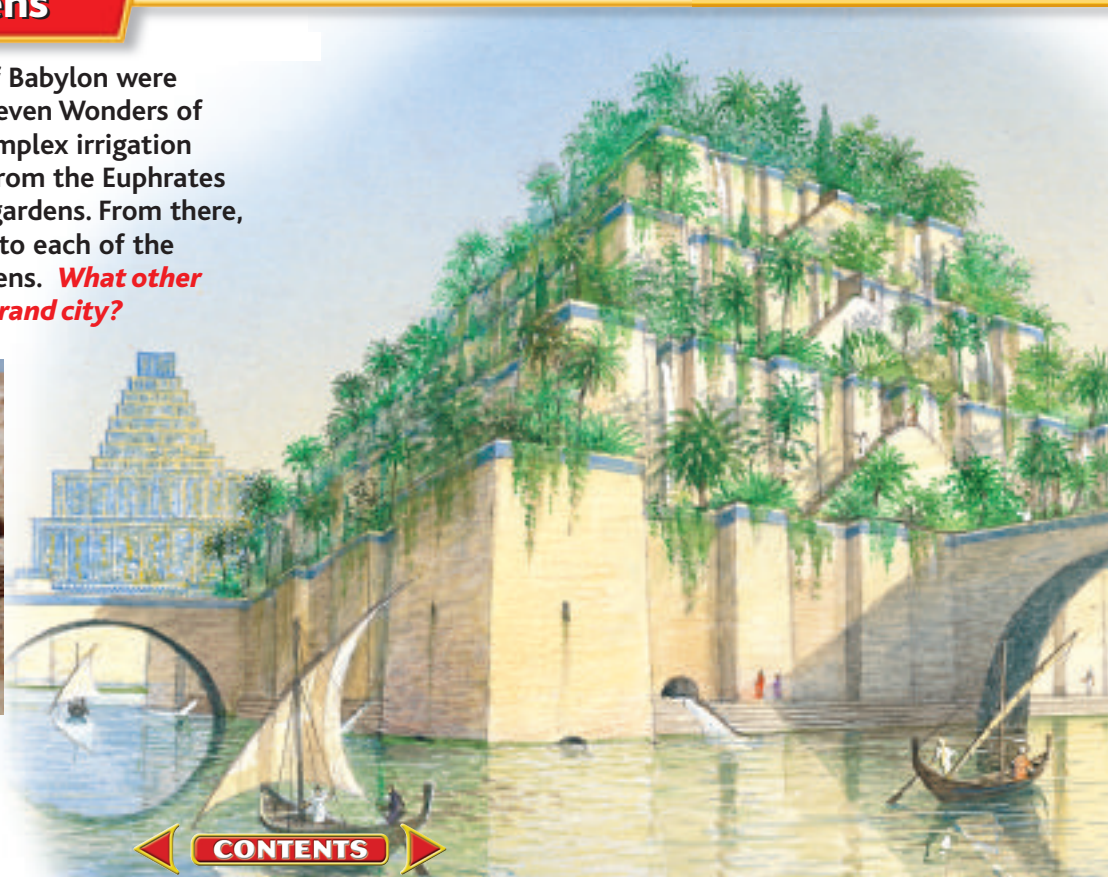
Web Activity Visit ca.hss.glencoe.com and click on **Chapter 1—Student Web Activity** to learn more about the first civilizations.

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



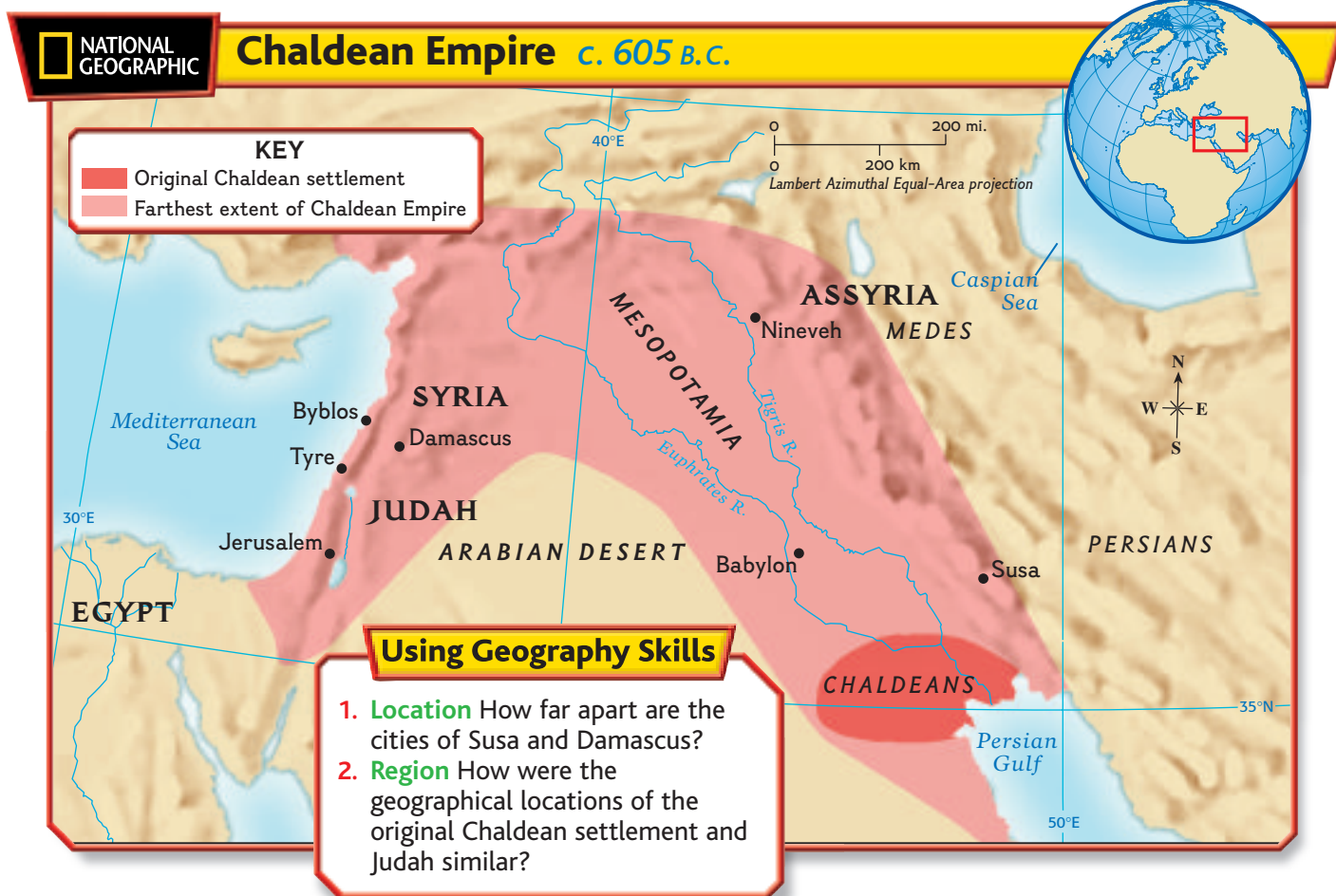
conquered nearly all of the lands the Assyrians had ruled. They made Babylon the capital of their empire, and because of this, the Chaldean Empire is sometimes called the New Babylonian Empire.

The City of Babylon The Chaldeans rebuilt the city of Babylon as the glorious center of their empire. The city 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 of it. 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.

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 develop a seven-day week.

Why Did the Empire Fall? A number of weak leaders, along with poor harvests and decreased trade, caused the Chaldeans to lose their power. In 539 B.C. Persians from the northeast captured Babylon and made Mesopotamia part of the new Persian Empire.

Reading Check Identify What were the Hanging Gardens of Babylon?



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

Section 3 Review

History online
Study Central Need help understanding the Assyrians and Chaldeans? Visit ca.hss.glencoe.com and click on Study Central.

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 in Mesopotamia that included Babylon, the largest and richest city in the world at that time.

What Did You Learn?

- Why was the Assyrian army a powerful fighting force?
- What were some of the accomplishments of Chaldean astronomers?

Critical Thinking

3. Summarize Information

Draw a chart like the one below. Use it to describe the city of Babylon and why it became powerful. **CA HI.2.**

Babylon Under Chaldeans

- Analyze** How did the Assyrians set up a well-organized government? **CA 6RC2.0**

- The Big Ideas** Why do you think the Assyrians took conquered peoples from their lands and moved them to other places? **CA CS3.**
- Explain** Why did the Chaldeans join with the Medes to fight the Assyrians? **CA HI.1.**
- Science Link** What different types of knowledge and skills would the Babylonians need to build the Hanging Gardens? **CA 6RC2.3**
- Analysis Posing Questions** Write four questions about the Chaldeans you would like answered. Use the library and Internet to research and write answers to your questions. **CA HI.1.**

Analyzing Primary Sources



WH6.2.9 Trace the evolution of language and its written forms.

Ancient Forms of Communication



▲ Sculpture of chariot from Mesopotamia

Long before the rise of civilization, early people expressed themselves through paintings. People may have used these images to explain the universe. Later, people in Mesopotamia began using writing not only to express their ideas, but also to record important events and tell stories. These include epic stories of heroes, proverbs about how to live properly, and law codes.

Study the painting and the passages that follow, and then answer the questions on page 149.

Reader's Dictionary

old ones: the elders or leaders of the city

Enkidu (ehn•KEE•doo): Gilgamesh's friend and traveling companion

Cave Painting

One of the earliest forms of communication was through art. Beginning around 30,000 B.C., people began to crush rocks to make powder for painting on cave walls. The images they painted include animals, hunting scenes, and people engaged in various activities. These paintings may have had a religious meaning or may have been intended to record events.

This cave painting is in Lascaux, France. The cave is filled with images drawn or carved by people during the Paleolithic Age, about 15,000 years ago. The images show animals and people, and tell stories about Paleolithic life.



Advice for Gilgamesh

The Epic of Gilgamesh is a legend about the travels of Gilgamesh, king of Uruk in Babylonia. It was written about 2000 B.C. In the following passage, Gilgamesh is warned about going on a dangerous adventure alone.

The **old ones** shaped their mouths and spoke,
saying to Gilgamesh,
“Do not trust all that strength of yours,
Gilgamesh.
Make sure your eyes are wide, your blow certain.

The one who walks in front guards his friend;
the one who knows the way safeguards his companion.

Let **Enkidu** go before you as you march;
he knows the way of the forest, to the cedars.
He has seen battle, understands warfare.
Enkidu will watch over the friend, make the way safe for his companion.”

—*Gilgamesh*, John Gardner and John Maier, trans.

Stone monument ►
showing Hammurabi
(standing)



The Code of Hammurabi

The following is law seven from the Code of Hammurabi. He ruled Babylon from around 1792 B.C. to 1750 B.C.

7. If any one buy from the son or the slave of another man, without witnesses or a contract, silver or gold, a male or female slave, an ox or a sheep, an ass or anything, or if he take it in charge, he is considered a thief and shall be put to death.

—“Code of Hammurabi,” L. W. King, trans.

DBQ Document-Based Questions

Cave Painting

1. What kind of animals are shown?
2. Why do you think this image was painted?

Advice for Gilgamesh

3. What do the old ones tell Gilgamesh to do instead of relying on his strength? Why?
4. Why do the old ones think it is a good idea for Enkidu to accompany Gilgamesh?

The Code of Hammurabi

5. What is the punishment for making a deal without a witness or a contract?

6. Do you think the punishment would be the same if there were a witness or a contract? Why?

Read to Write

7. How do you think the author of the *Epic of Gilgamesh* would have used words to express the image of the cave painting?
8. Based on the primary sources, explain what values you think were important to people in ancient Mesopotamia. How do these values compare to ours today? **CA HI.2, HR.4**

Chapter 1 Assessment

Standards WH6.1 & WH6.2

Review Content Vocabulary

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

archaeologist artifact
fossil anthropologist

Indicate which of the following statements are true. Replace the word in *italics* to make any 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 the 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. What kinds of contributions did Sumerians make?
9. How did Sumerian city-states lose power?

Section 3 • New Empires

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

Critical Thinking

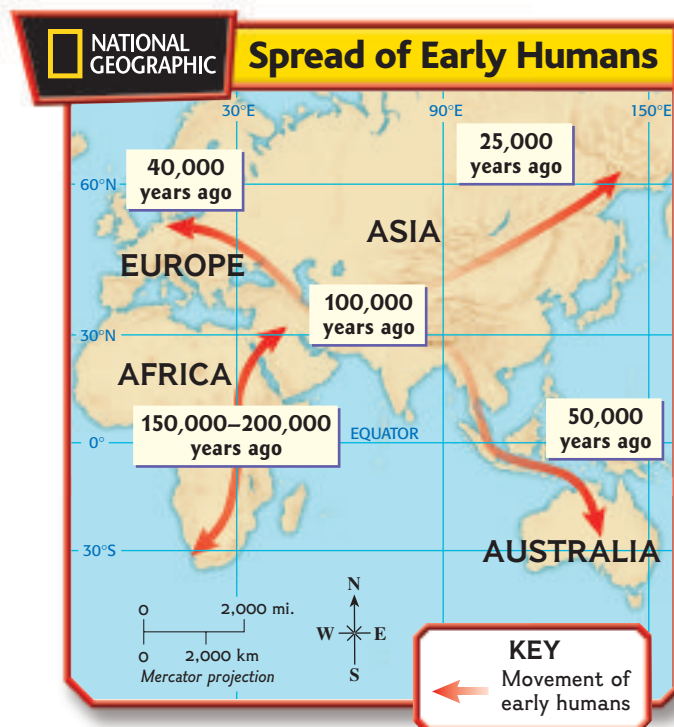
12. **Explain** Why do you think Mesopotamia is sometimes called the “cradle of civilization”? **CA 6RC2.3**
13. **Analyze** Why was the development of farming called a revolution? **CA HI3.**

14. **Describe** What rights did women have in the city-states of Sumer? **CA 6RC2.0**
15. **Predict** How successful do you think the Assyrian army would have been if it had not learned how to strengthen iron? **CA HI4.**

Geography Skills

Study the map below and answer the following questions.

16. **Location** On what continent was the earliest fossil evidence of humans found? **CA CS3.**
17. **Movement** Based on fossil evidence, where did early humans go first, Europe or Australia? **CA CS3.**
18. **Analyze** Which three continents are not shown on this map? How do you think early humans reached those continents? **CA CS3.**



Read to Write

19. **The Big Ideas Expository Writing** Most of what we know about early humans comes from scientific discoveries. Write two to three paragraphs explaining how these scientists help historians gather information about the past. **CA 6WA2.2**
20. **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. **CA 6WS1.3**

Using Academic Vocabulary

21. Use the words listed below as you write a two- to three-paragraph summary of Chapter 1. Make sure that you cover all of the important events and cultures that appear in the chapter. **CA HI.1.**

task	code
revolution	core
complex	interval
consist	route


Economics Connection


22. **Persuasive Writing** Suppose you are a merchant in Çatal Hüyük. A new group of people wants to trade with your village. Write a short speech to persuade your village that there are economic benefits to trading with other people. **CA HI.6.**

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 and discuss it with your classmates. **CA 6RC2.4**

Reviewing Skills

24.  **Previewing** Imagine that a friend has to read Section 3. Write a few paragraphs telling him or her how to preview the section. **CA 6RC2.4**

25.  **Researching** Many important scientific discoveries, such as Lucy in 1974, changed the way that scientists understand early human history. Use your local library to research the discovery by anthropologist Tim White in 1992. What kind of new information did this discovery provide about early hominids? Write a research paper describing the importance of this discovery. **CA HI.5.**



Standards Practice

Select the best answer for each of the following questions.

- 26 Which of these was a purpose of the ziggurat in ancient Mesopotamia?
- A weapon storage
 - B schoolhouse
 - C office for recording votes
 - D temple for worship
- 27 The importance of ancient poems such as the *Epic of Gilgamesh* is that they continue to provide people with
- A historically accurate descriptions of events.
 - B fantastic adventures with great heroes.
 - C a deeper understanding of future events.
 - D stories about real, historic people.