

World History

JOURNEY ACROSS TIME



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About the cover: Throughout history, people around the world have channeled, spanned, and sailed upon one of Earth's greatest resources—its water reserves. Top: the great Pont du Gard aqueduct built in France by ancient Romans; middle right, the Tower Bridge, London, spanning the Thames; bottom left, a Chinese junk sailing in Hong Kong Harbor.



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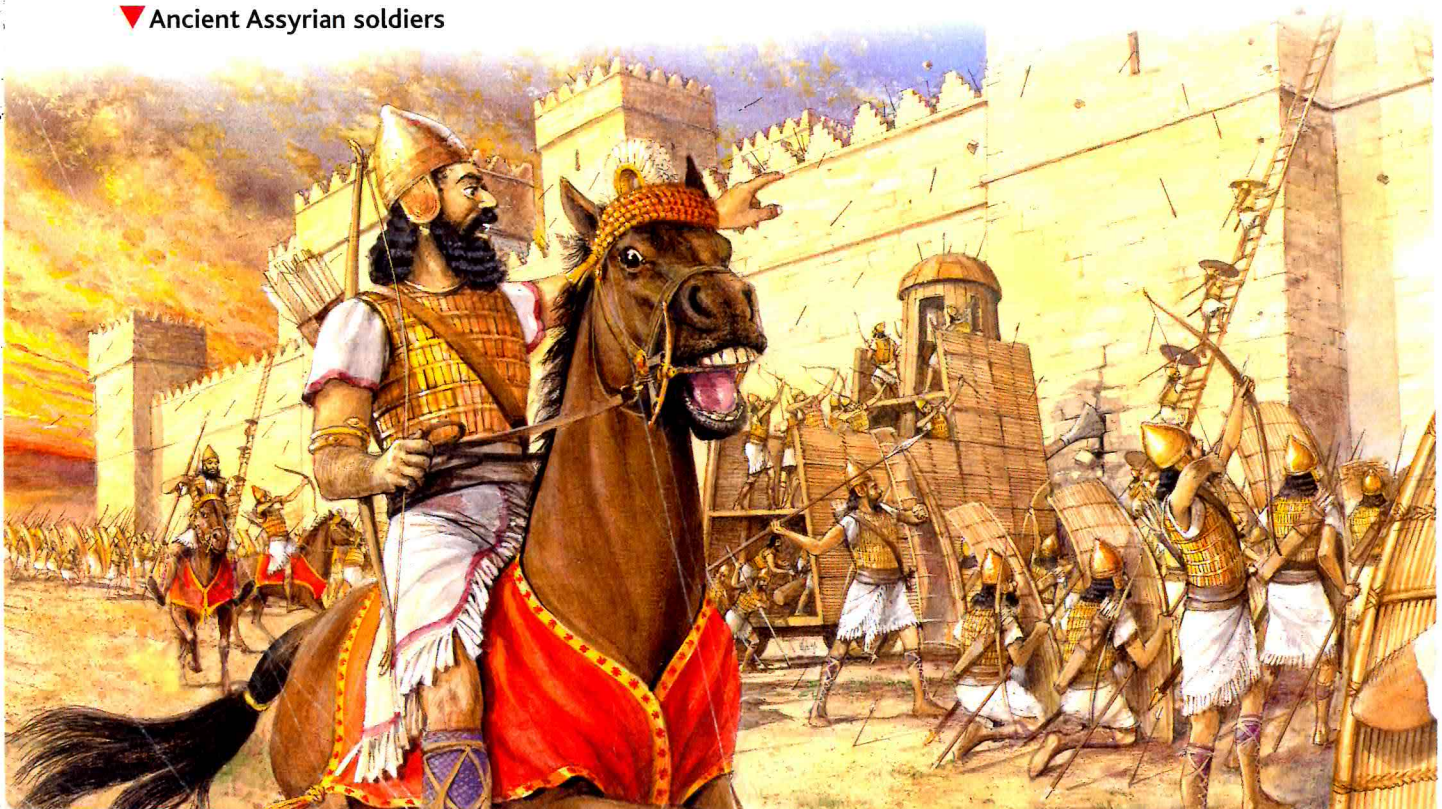
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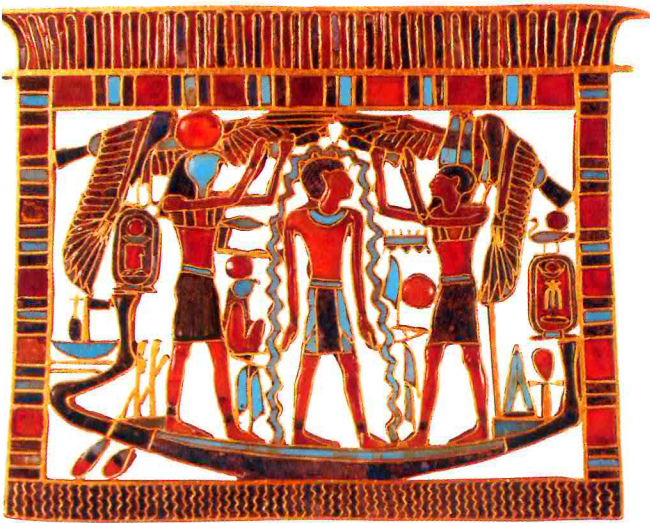
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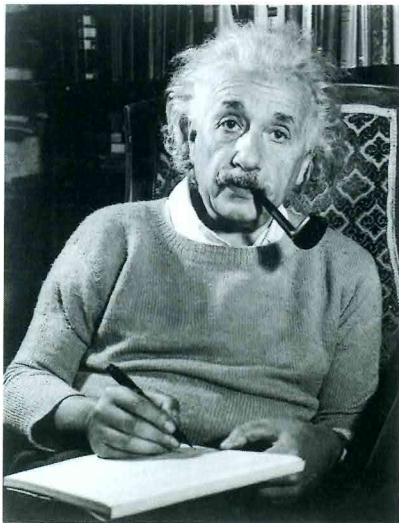
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◀ Albert Einstein

Queen Elizabeth I ▶



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Be an Active Reader

Think about your textbook as a tool that helps you learn more about the world around you. It is an example of nonfiction writing—it describes real-life events, people, ideas, and places. Here is a menu of reading strategies that will help you become a better textbook reader. As you come to passages in your textbook that you do not understand, refer to these reading strategies for help.

1 Before You Read

Set a Purpose

- Why are you reading the textbook?
- How does the subject relate to your life?
- How might you be able to use what you learn in your own life?

Preview

- Read the chapter title to find what the topic will be.
- Read the subtitles to see what you will learn about the topic.
- Skim the photos, charts, graphs, or maps. How do they support the topic?
- Look for vocabulary words that are boldfaced. How are they defined?

Draw From Your Own Background

- What have you read or heard concerning new information on the topic?
- How is the new information different from what you already know?
- How will the information that you already know help you understand the new information?

2 As You Read

Question

- What is the main idea?
- How do the photos, charts, graphs, and maps support the main idea?

Connect

- Think about people, places, and events in your own life. Are there any similarities with those in your textbook?
- Can you relate the textbook information to other areas of your life?

Predict

- Predict events or outcomes by using clues and information that you already know.
- Change your predictions as you read and gather new information.

Visualize

- Pay careful attention to details and descriptions.
- Create graphic organizers to show relationships that you find in the information.

Look for Clues As You Read



Comparison and Contrast Sentences

- Look for clue words and phrases that signal comparison, such as *similarly*, *just as*, *both*, *in common*, *also*, and *too*.
- Look for clue words and phrases that signal contrast, such as *on the other hand*, *in contrast to*, *however*, *different*, *instead of*, *rather than*, *but*, and *unlike*.

Cause-and-Effect Sentences

- Look for clue words and phrases such as *because*, *as a result*, *therefore*, *that is why*, *since*, *so*, *for this reason*, and *consequently*.

Chronological Sentences

- Look for clue words and phrases such as *after*, *before*, *first*, *next*, *last*, *during*, *finally*, *earlier*, *later*, *since*, and *then*.

3 After You Read

Summarize

- Describe the main idea and how the details support it.
- Use your own words to explain what you have read.

Assess

- What was the main idea?
- Did the text clearly support the main idea?
- Did you learn anything new from the material?
- Can you use this new information in other school subjects or at home?
- What other sources could you use to find more information about the topic?

Previewing Your Textbook

Follow the reading road map through the next few pages to learn about using your textbook. Knowing how your text is organized will help you discover interesting events, fascinating people, and faraway places.

Units

Your textbook is divided into units. Each unit begins with four pages of information to help you begin your study of the topics.

WHY IT'S IMPORTANT

Each unit begins with a **preview** of important events and *Why It's Important* to read about them.

TIME LINE

A time line shows you **when** the events in this unit happened. It also compares events and people from different places.

MAP

This map shows you where the events in this unit happened.

Unit 2

The Ancient World

Why It's Important

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

- The Greeks developed democratic government.
- The ancient Chinese created paper.
- The people of India invented the concept of zero.

Where in the World?

Chapters 4 & 5: Europe, Mediterranean Sea, Black Sea, Persian Gulf, Arabian Sea, Red Sea, Indian Ocean.

Chapter 6: Arabia, Persian Gulf, Arabian Sea, Bay of Bengal, Indian Ocean.

Chapter 7: China, South China Sea, Pacific Ocean.

Timeline

2500 B.C. - 1500 B.C. - 800 B.C. - 650 B.C. - 500 B.C. - 350 B.C. - 200 B.C. - 50 B.C. - A.D. 100

Ancient Greece (Chapters 4 & 5)

- c. 1600 B.C.: Minoan civilization reaches height
- c. 776 B.C.: First Olympic Games take place
- 490 B.C.: Greeks and Persians fight the Battle of Marathon
- 399 B.C.: Socrates tried for his teachings
- c. 330 B.C.: Aristotle develops theories about government

Early India (Chapter 6)

- c. 2500 B.C.: Settlements develop along Indus River
- c. 1500 B.C.: Aryans invade India
- c. 550 B.C.: Siddhartha Gautama founds Buddhism in India
- c. 321 B.C.: Chandragupta Maurya unites northern India
- 273 B.C.: Asoka begins rule in India

Early China (Chapter 7)

- c. 1750 B.C.: Shang Dynasty begins
- c. 1045 B.C.: Zhou establish dynasty in China
- c. 550 B.C.: Confucius develops his philosophy in China
- c. 100 B.C.: Silk Road links China and the Middle East
- c. A.D. 100: Buddhism spreads from India to China

Statue of Socrates

Hindu temple

Statue of the Buddha

Zhou dynasty bronze dragon

Statue of horse from Han dynasty

Previewing Your Textbook

Chapters

Each unit of *Journey Across Time* is divided into chapters. Each chapter starts by giving you some background information about what you will be reading.

CHAPTER TITLE

The chapter title tells you the **main topic** you will be reading about.

CHAPTER PREVIEW

The **preview** describes what you will be reading about in this chapter.

HISTORY ONLINE

This tells you where you can go **online** for more information.

Chapter 4
The Ancient Greeks

The Parthenon rises above the city of Athens. The people of ancient Greece built this temple to celebrate their goddess Athena.

When & Where?

700 B.C.	600 B.C.	500 B.C.	400 B.C.
c. 750 B.C. Greece's Dark Age comes to an end	c. 650 B.C. Tyrants overthrow nobles in city-states	480 B.C. Xerxes invades Greece	431 B.C. Peloponnesian War begins

Chapter Preview

Greek civilization began almost 4,000 years ago, but Greek ideas about government, science, and the arts are still important today.

View the Chapter 4 video in the *World History: Journey Across Time* Video Program.

Section 1 The Early Greeks
The earliest civilizations in Greece were the Minoans and the Mycenaeans. Greece's mountains, climate, and surrounding seas played a large role in their history.

Section 2 Sparta and Athens
Athens and Sparta became the two most powerful city-states in ancient Greece. Sparta focused on its military force, while Athens focused on trade, culture, and democracy.

Section 3 Persia Attacks the Greeks
The Persian Empire gained control of most of southwest Asia. However, when the Persians tried to conquer the Greeks, Athens and Sparta united to defeat them.

Section 4 The Age of Pericles
Under the leadership of Pericles, Athens became a powerful city-state and culture blossomed.

FOLDABLES Study Organizer

Summarizing Information Make this foldable to help you organize and summarize information about the ancient Greeks.

Step 1 Mark the midpoint of a side edge of one sheet of paper. Then fold the outside edges in to touch the midpoint.

Step 2 Fold the paper in half again from side to side.

Step 3 Open the paper and cut along the inside fold lines to form four tabs.

Step 4 Label as shown.

Reading and Writing As you read the chapter, write information under each appropriate tab. Be sure to summarize the information you find by writing only main ideas and supporting details.

History Online
Chapter Overview Visit jatt.pearson.com for a preview of Chapter 4.

WHEN AND WHERE?

Here you can see **when** and **where** events in this chapter happened.

SUMMARIES

Summary statements give you the **main idea** in each section.

FOLDABLES™

Use the *Foldables* to **take notes** as you read.

Previewing Your Textbook

Chapter Reading Skill

Because reading about Social Studies is different than reading a novel or magazine, every chapter offers help with reading skills.

READING STRATEGY

This shows you what *Reading Skill* you will be learning about—**making connections**.

PRACTICE IT!

Next comes an easy-to-follow **practice** activity.

WRITING

Writing about what you read will help you remember the event.

Chapter 4 Reading Social Studies

1 Learn It! Use What You Know

Unlock meaning by making a connection between what you read and what you already know. Your own experiences can help you understand words or ideas that are unfamiliar. Read the paragraph below. Make a connection between a Greek **agora** and a place that is familiar to you.

Below the acropolis was an open area called an **agora** (A • guh • ruh). This space had two functions: it was both a **market** and a place where people **could** meet and debate issues.

— from page 122

Do you know what an agora looks like?

Reading Tip
Try to create a picture in your mind as you read. Imagine a mini-movie as you “see” what the author is describing.

2 Practice It! Making the Connection

Read the following paragraph from Chapter 4. What ideas can you connect to your own experiences? Use the questions below to help you begin a class discussion about things in your life that relate to life in ancient Greece.

At age 20, Spartan men entered the regular army. The men remained in military barracks for 10 more years. They ate all their meals in dining halls with other soldiers. A typical meal was a vile-tasting dish called black broth—pork boiled in animal blood, salt, and vinegar.

Spartans returned home at age 30 but stayed in the army until age 60. They continued to train for combat. They expected to either win on the battlefield or die, but never to surrender. One Spartan mother ordered her son to “Come home carrying your shield or being carried on it.”

— from pages 126–127

- Do you have any family members or friends who are 20 years old? What would they say if they were required to serve in the army for 40 years?
- Have you ever seen or tasted food that looks like “black broth”?

3 Apply It!

As you read the chapter, choose five words or phrases that make a connection to something you already know.

114 115

READING TIP

This **Reading Tip** tells you more about making connections.

APPLY IT!

Here is an opportunity to **apply** what you have learned.

Previewing Your Textbook

Sections

A Section is a division, or part, of the chapter. The first page of the Section, the Section Opener, helps you set a purpose for reading.

GET READY TO READ!

Read the **connection** between what you already know and what you are about to read.

MAPS

Maps help you learn how **geography** and history are related.

Section 1

The Early Greeks

Get Ready to Read!

What's the Connection?
In Chapters 1 and 2, you learned about Mesopotamia and Egypt. These civilizations grew up in great river valleys with rich soil. Greece had no great river valleys. Instead, it had mountains, rocky soil, and many miles of seacoasts.

Focusing on the Main Idea
• The geography of Greece influenced where people settled and what they did. (page 117)
• The Minoans earned their living by building ships and trading. (page 118)
• Mycenaeans built the first Greek kingdoms and spread their power across the Mediterranean region. (page 119)
• Colonies and trade spread Greek culture and spurred industry. (page 121)
• The idea of citizenship developed in Greek city-states. (page 122)

Locating Places
Crete (KREET)
Mycenae (my•SEE•nee)
Peloponnesus (PEH•luh•puh•NEE•suhs)
Meeting People
Agamemnon (A•guh•MEHM•nahn)
Building Your Vocabulary
peninsula (puh•NIHN•suh•luh)
colony (KAH•luh•nee)
polis (PAH•luhs)
agora (A•guh•ruh)
Reading Strategy
Finding Details Draw a diagram like the one below. In each oval write one detail about a polis.

```

graph TD
    A(( )) --- B(( ))
    A --- C(( ))
    A --- D(( ))
    A --- E(( ))
    
```

The Geography of Greece

Main Idea The geography of Greece influenced where people settled and what they did.
Reading Focus Do you rake leaves in the fall? Do you walk uphill to school? Your answers explain how geography shapes your life. Read to learn how geography shaped life in early Greece.

If you fly over Greece today, you will see a mountainous land framed by sparkling blue water. To the west is the Ionian (eye•OH•nee•uhn) Sea, to the south is the Mediterranean Sea, and to the east is the Aegean (ih•JEE•uhn) Sea. Hundreds of islands lie offshore, stretching across to Asia like stepping-stones. Mainland Greece is a peninsula (puh•NIHN•suh•luh)—a body of land with water on three sides.

Many ancient Greeks made a living from the sea. They became fishers, sailors, and traders. Others settled in farming communities. Greece's mountains and rocky soil were not ideal for growing crops. However, the climate was mild and in some places people could grow wheat, barley, olives, and grapes. They also raised sheep and goats.

Ancient Greeks felt deep ties to the land, but the mountains and seas divided them from one another. As a result, early Greek communities grew up fiercely independent.

Reading Check Cause and Effect How did geography encourage Greek unity?

When & Where?

	2000 B.C.	1200 B.C.	500 B.C.
c. 2000 B.C.	Minoans control eastern Mediterranean	Mycenaean civilization declines	Greece's Dark Age comes to an end

Using Geography Skills
All parts of ancient Greece were near water.
1. What body of water lies east of the Balkan Peninsula?
2. What transportation was probably most useful to the early Greeks?
Find NGS online map resources @ www.nationalgeographic.com/maps

Mountains and seas played an important role in Greek history.

MAIN IDEAS

Preview the **main ideas** in each section.

READING CHECK

This is a **self-check** to see if you understand the main ideas.

SECTION REVIEW

Review the main ideas and answer the questions.

changed. By 700 B.C., the city-states had begun to depend on armies of ordinary citizens called hoplites (HAHP•lvtz). Unable to afford horses, the hoplites fought on foot and went into battle heavily armed. Each carried a musket, a spear, and a shield. They took pride in fighting for their city-state. However, "hometown" loyalties also divided the Greeks and caused them to distrust one another. A lack of unity always existed among the Greek city-states.

Reading Check Explain How did citizenship make the Greeks different from other ancient peoples?

Section 1 Review

Reading Summary

- Review the Main Idea**
- Geography influenced the way Greek communities developed.
 - The Minoan civilization, on the island of Crete, built ships and became wealthy from trade.
 - The Mycenaeans created the first Greek kingdoms.
 - After the Dark Age, the Greeks set up colonies and trade increased.
 - The idea of citizenship developed in Greek city-states.

What Did You Learn?

1. What made the Minoans wealthy?
2. How was a Greek city-state different from a city?
3. **Critical Thinking** Compare Create a Venn diagram to compare the Minoans and Mycenaeans.
4. **Summarize** What changes occurred in Greece during the Dark Age?
5. **Citizenship Skills** Name three rights granted to Greek citizens that American citizens have today.
6. **Link to Economics** Why did the use of money help trade to grow?
7. **Reading Making Connections** Choose one passage from this section. Write a paragraph to explain how it connects to something you already know or something you have experienced.



History Online
Study Central™ Need help with the material in this section? Visit jat.glencoe.com

Previewing Your Textbook

Special Features

Look for special features that help history come alive.

YOU DECIDE . . .

Imagine you were there and could give your opinion.

You Decide . . .

Alexander the Great: Villain or Hero?

Villain

Was Alexander the Great really great? Or was he an evil conqueror? Those who see him as bloodthirsty and cruel give this as evidence against Alexander. They say he

- destroyed Persepolis
- attacked Tyre, killing 10,000 people and enslaving 30,000
- treated his slaves harshly
- ordered the murder of several close advisers.



▲ Alexander the Great (at far left)

180

Many legends about Alexander have been told. One historian's account to support the "villain" side of the story is as follows:

"The following is my favorite legend which is found all the way from Kazakhstan to Iskander [Alexander] in the East. He was long and wavy and the fiercest they could not keep their heads. Only his barbers dared to kill them when they did. The last barber pretended not to do the job. Eventually he could bear the pain and, as he ran away, he ran called down 'Iskander has killed me in the bottom of the world.'"

Biography

PERICLES

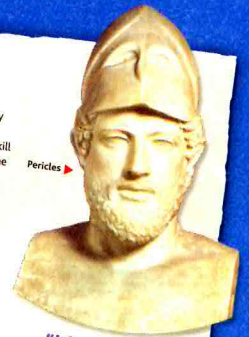
c. 495–429 B.C.

Pericles was born just outside Athens, to a wealthy and powerful family. He received his education from philosophers. As a young man, he was known for his skill with words. Later, when he became a political leader, he strongly supported democracy.

Although he was from a wealthy family himself, he believed that citizenship should not be limited to the wealthy and powerful. He made changes to take power from the few and give it to the many. However, in describing Pericles' rule over Athens, Greek historian Thucydides wrote "In name democracy, but in fact the rule of one man."

The "Age of Pericles" was Athens's Golden Age, and the city blossomed under his leadership. Pericles wanted Athens to be a model for the world. He made it a centerpiece of art, philosophy, and democracy.

Pericles' goal was to make Athens a city that Greeks could be proud of. He hired hundreds of workers to construct public buildings in Athens. The most well known is the Parthenon. Based on the value of money today, it cost about \$3 billion to build. Workers hauled 20,000 tons of marble from a nearby mountain and spent almost 15 years completing it.



Pericles

"Athens... is the school of Greece."
—Pericles, as recorded by Thucydides

Pericles was a private person. He avoided being in public as much as possible. He spent most of his time alone, with family, or with close friends. He married and had three sons. In 429 B.C. Pericles died from the plague.

Then and Now

Consider what Thucydides wrote about Pericles' rule in Athens. Do research to find out how the U.S. Constitution ensures that our government is not dominated by one leader.



▲ The Parthenon sits at the top of the Acropolis.

141

Greek Drama

Main Idea Greek drama still shapes entertainment today.

Reading Focus Think about your favorite movie. How would you describe it? Is it a tragedy? Is it a comedy? Read to find out how Greek plays still influence our entertainment.

What is **drama** (DRAH•muh)? Drama is a story told by actors who pretend to be characters in the story. In a drama, actors speak, show emotion, and imitate the actions of the characters they represent.

Today's movies, plays, and television shows are all examples of drama.

Tragedies and Comedies The Greeks performed plays in outdoor theaters as part of their religious festivals. They developed two kinds of dramas—comedies and tragedies.

In a **tragedy** (TRA•juh•dee), a person struggles to overcome difficulties but fails. As a result, the story has an unhappy ending. Early Greek tragedies presented people in a struggle against their fate. Later Greek tragedies showed how a person's character flaws caused him or her to fail.

Linking Past & Present

The Theater

THEN Tragedies and comedies were staged at a theater on the slopes of the Acropolis in Athens. The plays included music and dance. Greek actors wore costumes and held large masks. The masks told the audience who the actor was supposed to be—a king, a soldier, or a god. All the actors were men, even those playing female parts.



▲ Ruins of a Greek theater

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CHAPTER 5 Greek Civilization

▼ A modern-day play



NOW Actors today include both men and women—and even children and animals. Special effects and makeup have replaced handheld masks. Music in modern theater is sometimes just as important as the actors' words. *If you watched a Greek play, what might it tell you about life in ancient Greece?*

The Way It Was

Focus on Everyday Life

Women's Duties In ancient Athens, a woman's place was in the home. Her two main responsibilities were caring for the household and raising children. The Greek writer Xenophon (ZEH•nuh•fuhn) recorded a man's explanation of women's duties.

"Your duty will be to remain indoors and send out those servants whose work is outside, and supervise those who are to work indoors... and take care that the sum laid by for a year be not spent in a month. And when wool is brought to you, you must see that cloaks are made for those who want them. You must see that the dry corn is in good condition for making food."

—Xenophon, *Memorabilia and Oeconomicus*

The woman's quarters. An Athenian woman lived there with her children. She was expected to keep her children well and happy. She encouraged them to learn sports and play with toys, and taught them how to interact with friends and family members. Although boys left home at age seven to attend school, girls stayed with their mothers, learning how to care for a house and children.



▲ Greek woman and servant

Connecting to the Past

1. Why do you think women and children lived on the second floor of the home?
2. Over what areas of life did an Athenian woman have authority?


BIOGRAPHY

Read more about famous people.

CONNECTING PAST & PRESENT

See the connections between the past and the present.

Scavenger Hunt



Journey Across Time contains a wealth of information. The trick is to know where to look to access all the information in the book. If you run through this scavenger hunt exercise with your teacher or parents, you will see how the textbook is organized, and how to get the most out of your reading and study time. Let's get started!

- 1 What civilizations are discussed in Unit 3?
- 2 What is the topic of Chapter 10?
- 3 Who is the topic of the *Biography* on page 272?
- 4 What *Reading Skill* will you be learning about on pages 340–341?
- 5 What does the *Foldables™ Study Organizer* on page 369 ask you to do?
- 6 How are the key terms in Chapter 9, Section 2, *plague* and *inflation*, highlighted in the text?
- 7 There are four types of Web site boxes in Chapter 11. One box previews the chapter, one suggests a Web activity, and one provides help with homework. What does the fourth box provide help with?
- 8 What do you find on page 365?
- 9 What is the topic of *The Way It Was* feature on page 389?
- 10 What is the topic of the map on page 269?



REFERENCE ATLAS



World: Political	R2	South America: Physical	R15
World: Physical	R4	Europe: Political	R16
North America: Political	R6	Middle East: Physical/Political	R18
North America: Physical	R7	Africa: Political	R20
United States: Political	R8	Africa: Physical	R21
United States: Physical	R10	Asia: Political	R22
Middle America: Physical/Political	R12	Pacific Rim: Physical/Political	R24
South America: Political	R14	Polar Regions	R26

ATLAS KEY

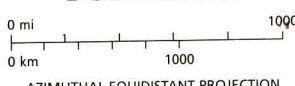


SYMBOL KEY

Canal	Depression	Below sea level	Lava
Claimed boundary	Elevation	Dry salt lake	Sand
International boundary	National capital	Lake	Swamp
	Towns	Rivers	



NORTH AMERICA POLITICAL



AZIMUTHAL EQUIDISTANT PROJECTION



- | | |
|------------------------|----------------------|
| 1. BAJA CALIFORNIA | 20. MEXICO |
| 2. BAJA CALIFORNIA SUR | 21. DISTRITO FEDERAL |
| 3. SONORA | 22. TLAXCALA |
| 4. CHIHUAHUA | 23. MORELOS |
| 5. SINALOA | 24. PUEBLA |
| 6. DURANGO | 25. VERACRUZ |
| 7. COAHUILA | 26. GUERRERO |
| 8. NUEVO LEON | 27. OAXACA |
| 9. ZACATECAS | 28. TABASCO |
| 10. TAMAULIPAS | 29. CHIAPAS |
| 11. NAYARIT | 30. CAMPECHE |
| 12. AGUASCALIENTES | 31. QUINTANA ROO |
| 13. SAN LUIS POTOSI | 32. YUCATAN |
| 14. JALISCO | |
| 15. GUANAJUATO | |
| 16. QUERETARO | |
| 17. HIDALGO | |
| 18. COLIMA | |
| 19. MICHOACAN | |



NORTH AMERICA

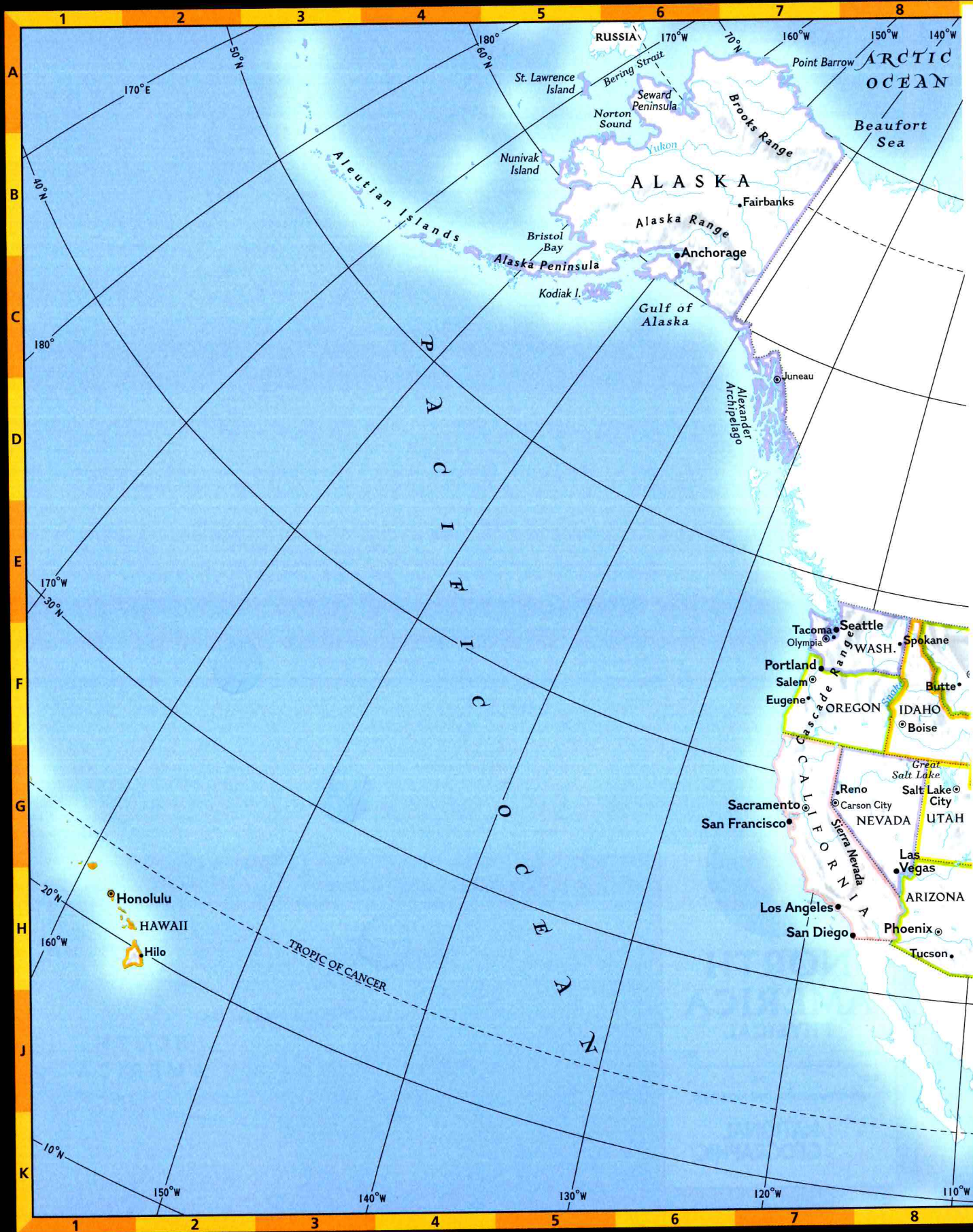
PHYSICAL

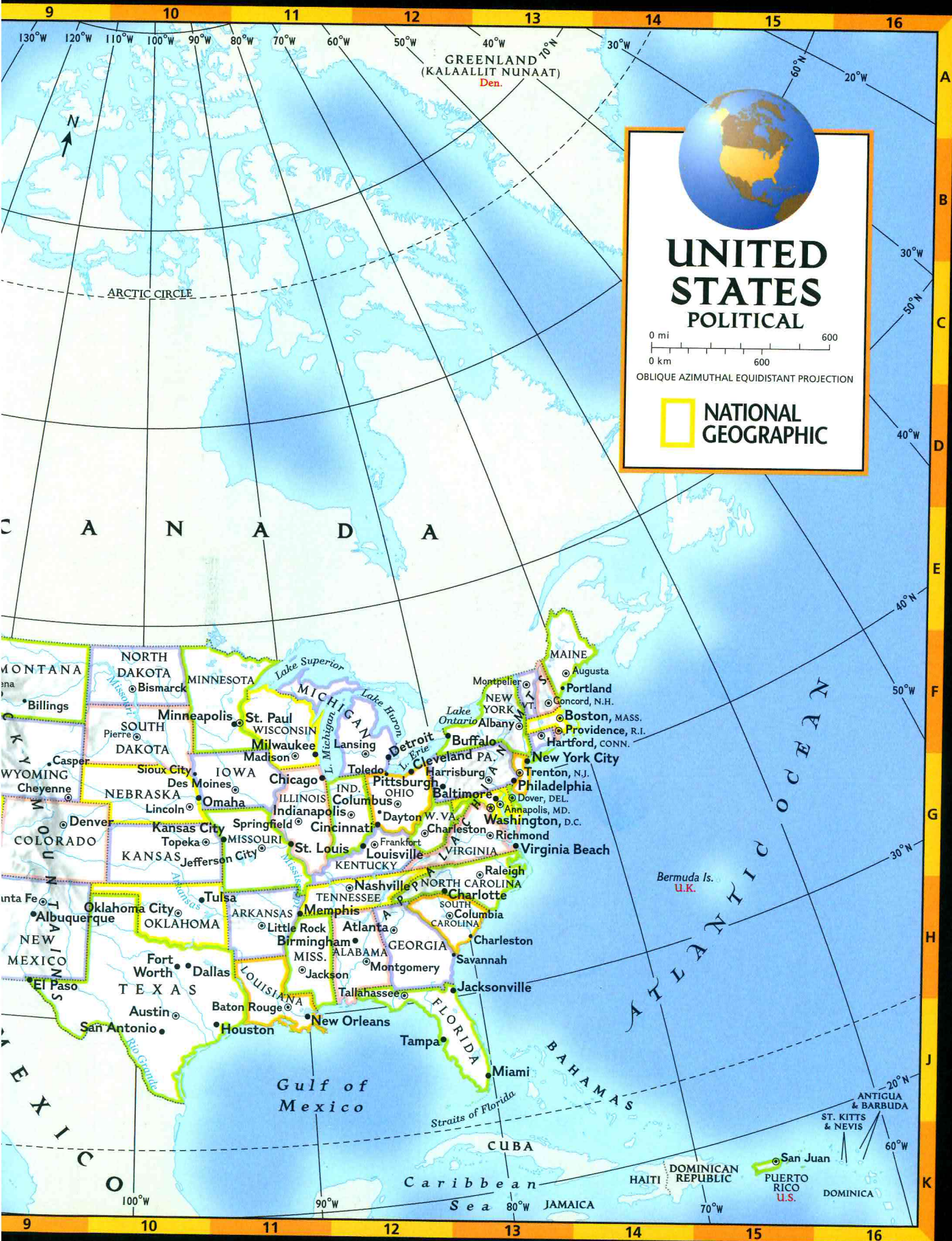
0 mi 1000
0 km 1000

AZIMUTHAL EQUIDISTANT PROJECTION



NATIONAL GEOGRAPHIC





GREENLAND
(KALAALLIT NUNAAT)
Den.



UNITED STATES POLITICAL

0 mi 600
0 km 600

OBLIQUE AZIMUTHAL EQUIDISTANT PROJECTION

 NATIONAL GEOGRAPHIC

CANADA

ATLANTIC OCEAN

MEXICO

Gulf of Mexico

BAHAMAS

CUBA

Caribbean Sea

JAMAICA

ANTIGUA & BARBUDA
ST. KITTS & NEVIS
DOMINICA
DOMINICAN REPUBLIC
HAITI
PUERTO RICO U.S.
San Juan





UNITED STATES PHYSICAL

0 mi 300
0 km 300

ALBERS CONIC EQUAL-AREA PROJECTION

NATIONAL GEOGRAPHIC

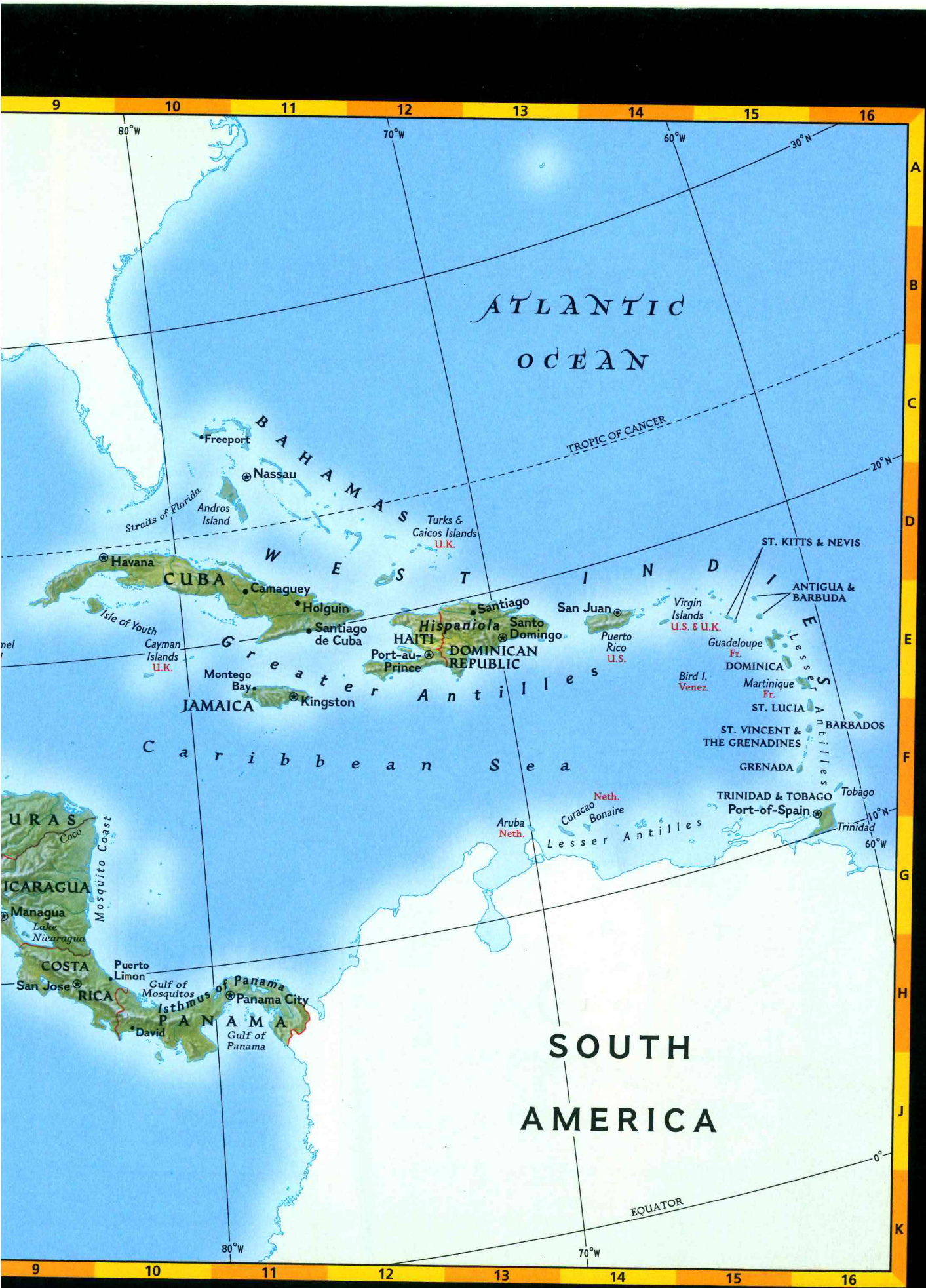
PACIFIC OCEAN

PRINCIPAL HAWAIIAN ISLANDS

Mauna Kea + 13,796 ft / 4,205 m

0 mi 100
0 km 100









SOUTH AMERICA

PHYSICAL

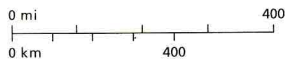
0 mi 800
0 km 800

AZIMUTHAL EQUIDISTANT PROJECTION





EUROPE POLITICAL



AZIMUTHAL EQUIDISTANT PROJECTION





A commonly accepted division between Asia and Europe—here marked by a gray line—is formed by the Ural Mountains, Ural River, Caspian Sea, Caucasus Mountains, and the Black Sea with its outlets, the Bosphorus and the Dardanelles.


Europe-Asia boundary





MIDDLE EAST
 PHYSICAL / POLITICAL

0 mi 500
 0 km 500
 AZIMUTHAL EQUIDISTANT PROJECTION

 NATIONAL GEOGRAPHIC





**AFRICA
PHYSICAL**

0 mi 1000
0 km 1000

AZIMUTHAL EQUIDISTANT PROJECTION

**NATIONAL
GEOGRAPHIC**











Geography Handbook

The story of the world begins with geography—the study of the earth in all of its variety. Geography describes the earth’s land, water, and plant and animal life. It is the study of places and the complex relationships between people and their environment.

The resources in this handbook will help you get the most out of your textbook—and provide you with skills you will use for the rest of your life.



▲ Saharan sand dunes, Morocco

The Amazon, Brazil ▶



▼ The Gui River, Guilin, China



How Do I Study Geography?

To understand how our world is connected, some geographers have broken down the study of geography into five themes. The **Five Themes of Geography** are (1) location, (2) place, (3) human/environment interaction, (4) movement, and (5) regions. You will see these themes highlighted in the Chapter Assessment Geography Skills of *Journey Across Time*.

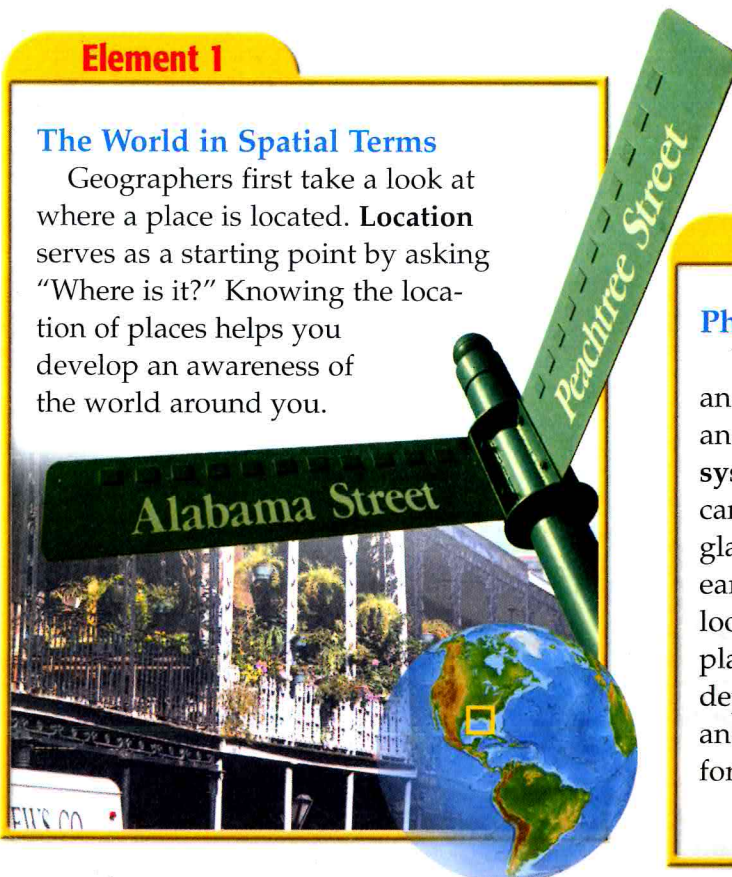
Six Essential Elements

Recently, geographers have begun to look at geography in a different way. They break down the study of geography into **Six Essential Elements**. Being aware of these elements will help you sort out what you are learning about geography.

Element 1

The World in Spatial Terms

Geographers first take a look at where a place is located. **Location** serves as a starting point by asking “Where is it?” Knowing the location of places helps you develop an awareness of the world around you.

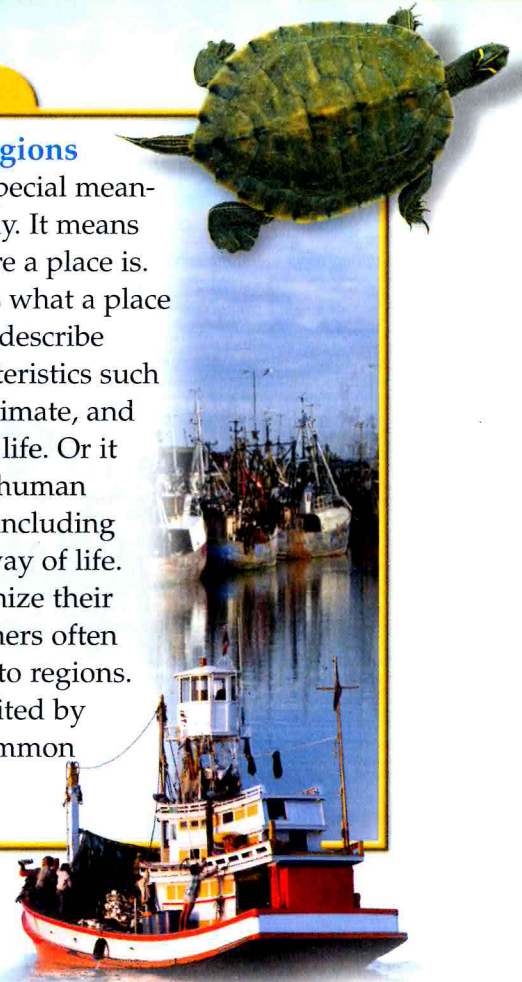


Element 2

Places and Regions

Place has a special meaning in geography. It means more than where a place is. It also describes what a place is like. It might describe physical characteristics such as landforms, climate, and plant or animal life. Or it might describe human characteristics, including language and way of life.

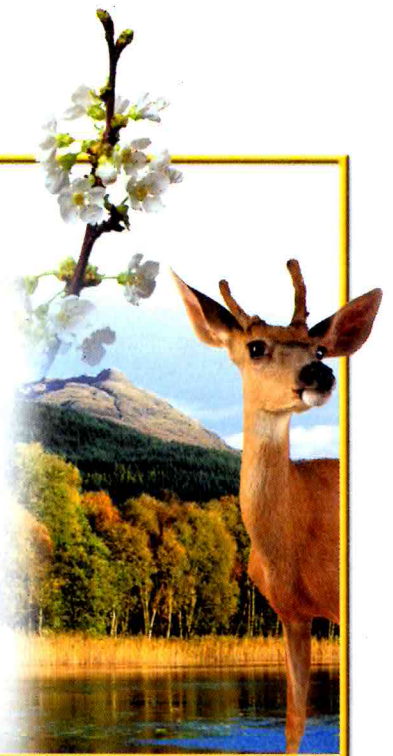
To help organize their study, geographers often group places into regions. **Regions** are united by one or more common characteristics.



Element 3

Physical Systems

When studying places and regions, geographers analyze how **physical systems**—such as hurricanes, volcanoes, and glaciers—shape the earth’s surface. They also look at communities of plants and animals that depend upon one another and their surroundings for survival.



Element 4

Human Systems

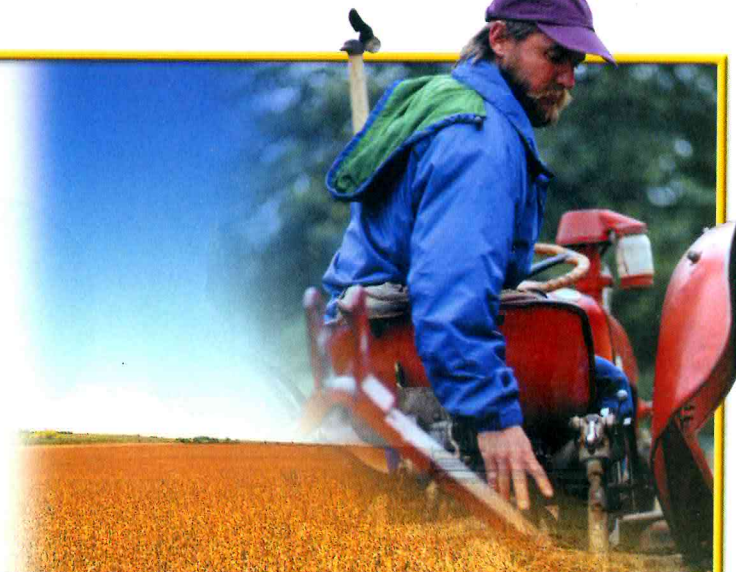
Geographers also examine **human systems**, or how people have shaped our world. They look at how boundary lines are determined and analyze why people settle in certain places and not in others. A key theme in geography is the continual **movement** of people, ideas, and goods.



Element 5

Environment and Society

How does the relationship between people and their natural surroundings influence the way people live? This is one of the questions that the theme of **human/environment interaction** investigates. It also shows how people use the environment and how their actions affect the environment.



Element 6

The Uses of Geography

Knowledge of geography helps us understand the relationships among people, places, and environments over time. Understanding geography and knowing how to use the tools and technology available to study it prepares you for life in our modern society.

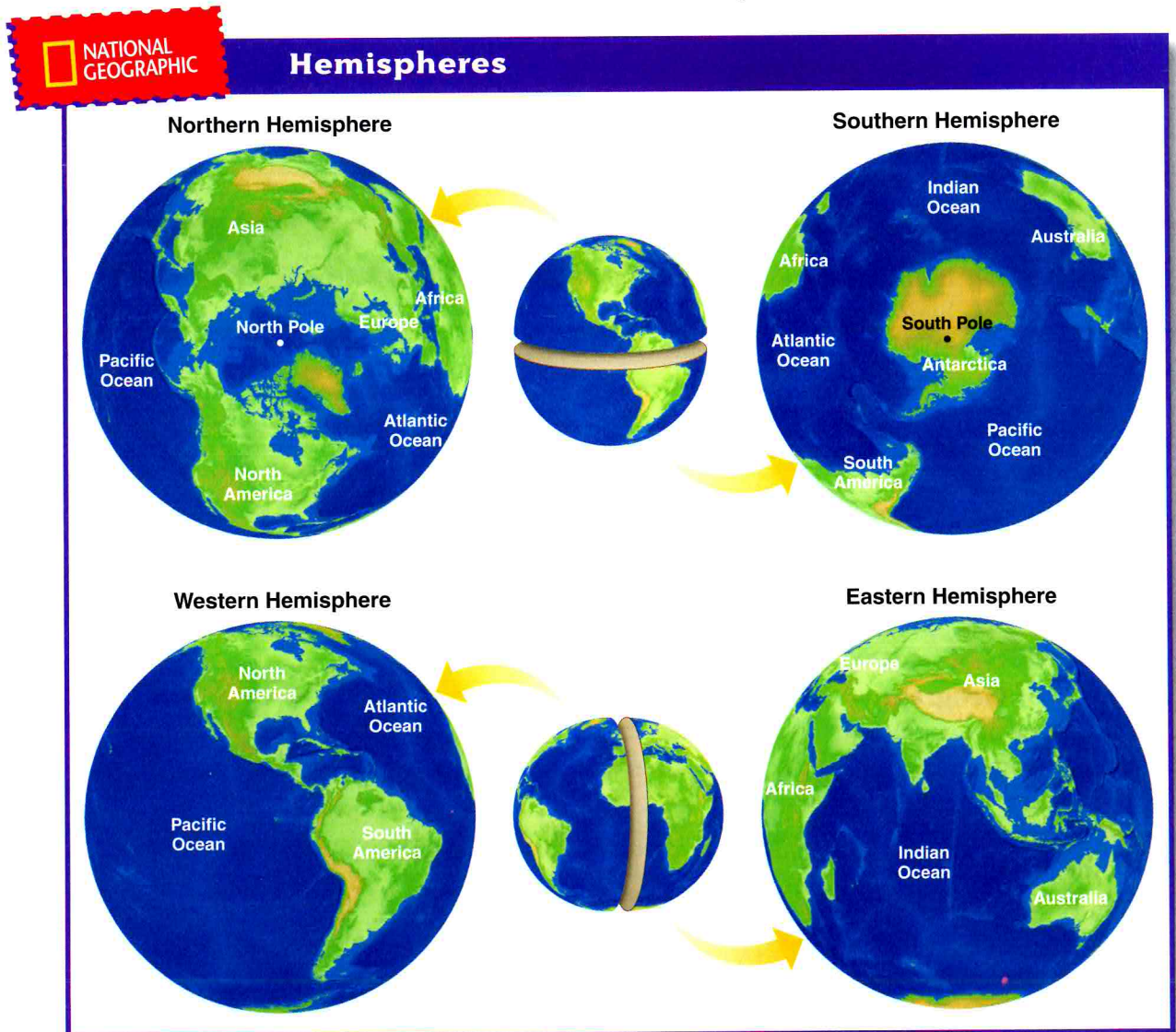


How Do I Use Maps and Globes?

Hemispheres

To locate a place on the earth, geographers use a system of imaginary lines that crisscross the globe. One of these lines, the **Equator**, circles the middle of the earth like a belt. It divides the earth into “half spheres,” or **hemispheres**. Everything north of the Equator is in the Northern Hemisphere. Everything south of the Equator is in the Southern Hemisphere.

Another imaginary line runs from north to south. It helps divide the earth into half spheres in the other direction. Find this line—called the **Prime Meridian** on a globe. Everything east of the Prime Meridian for 180 degrees is in the Eastern Hemisphere. Everything west of the Prime Meridian for 180 degrees is in the Western Hemisphere.

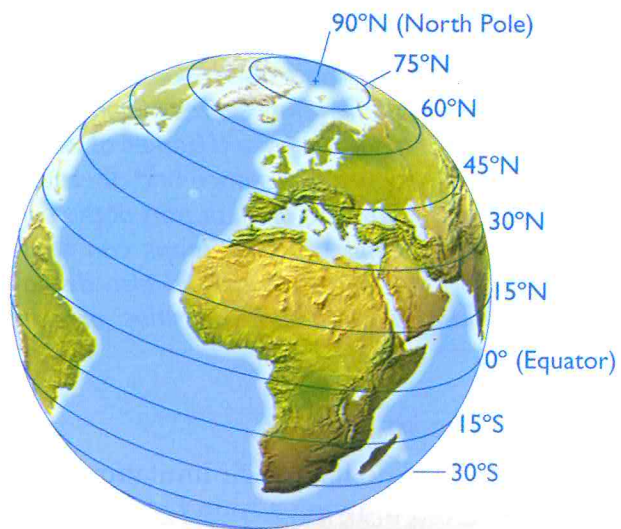


Understanding Latitude and Longitude

Lines on globes and maps provide information that can help you easily locate places on the earth. These lines—called **latitude** and **longitude**—cross one another, forming a pattern called a grid system.

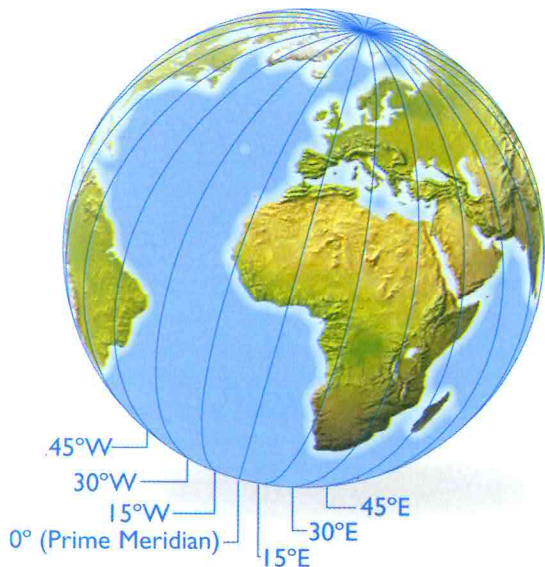
Latitude

Lines of latitude, or **parallels**, circle the earth parallel to the **Equator** and measure the distance north or south of the Equator in degrees. The Equator is at 0° latitude, while the North Pole lies at latitude 90°N (north).



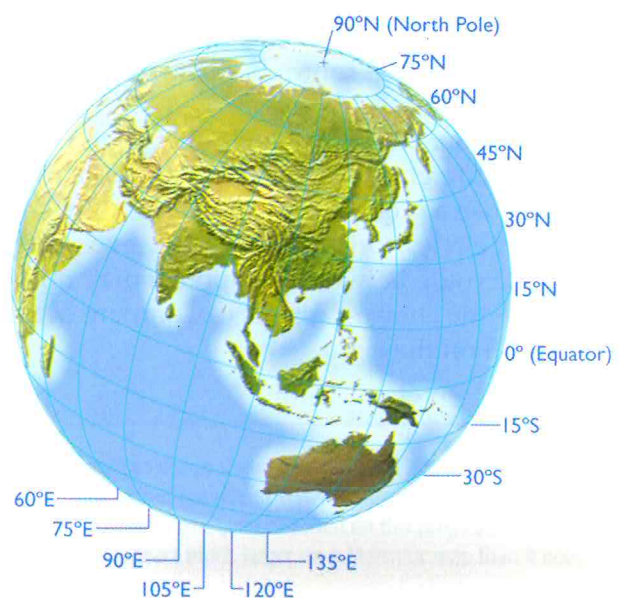
Longitude

Lines of longitude, or **meridians**, circle the earth from Pole to Pole. These lines measure distances east or west of the starting line, which is at 0° longitude and is called the **Prime Meridian**. The Prime Meridian runs through the Royal Observatory in Greenwich, England.



Absolute Location

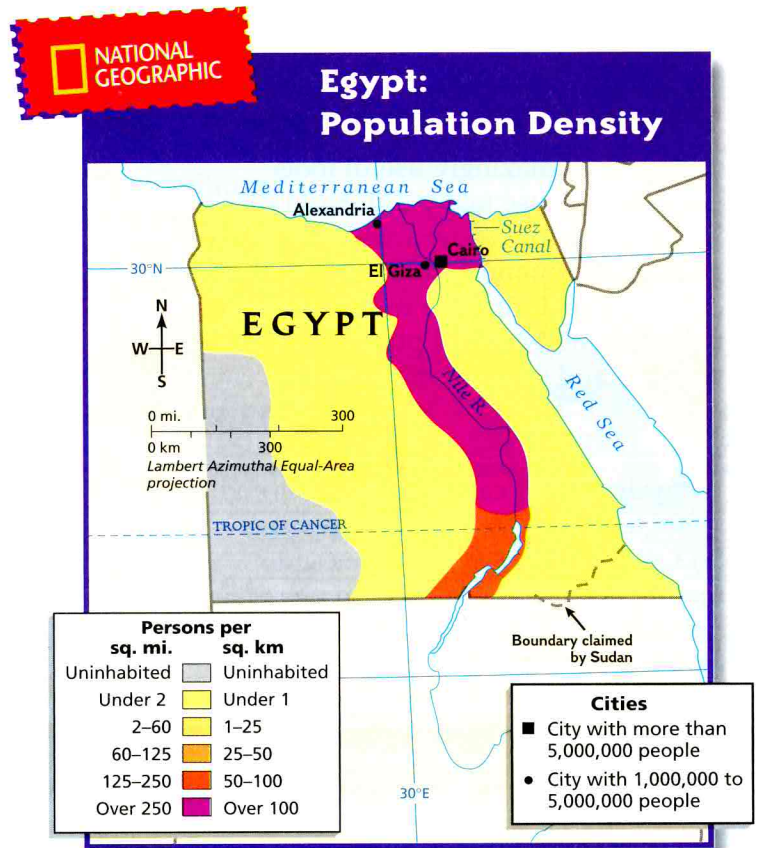
The grid system formed by lines of latitude and longitude makes it possible to find the absolute location of a place. Only one place can be found at the point where a specific line of latitude crosses a specific line of longitude. By using degrees ($^\circ$) and minutes ($'$) (points between degrees), people can pinpoint the precise spot where one line of latitude crosses one line of longitude—an **absolute location**.



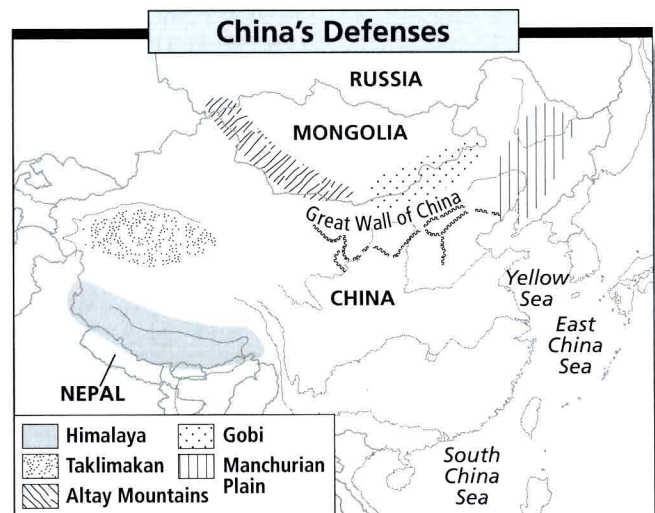
Special Purpose Maps

Some maps are made to present specific kinds of information. These are called **thematic** or **special purpose maps**. They usually show themes or patterns, often emphasizing one subject or theme. Special purpose maps may present climate, natural resources, or population density. They may also display historical information, such as battles or territorial changes. The title of a map tells what kind of special information it shows. Colors and symbols in the map key are especially important on these types of maps. Special purpose maps are often found in books of maps called atlases.

One type of special purpose map uses colors to show population density, or the average number of people living in a square mile or square kilometer. As with other maps, it is important to first read the title and the key. The population density map of Egypt shows that the Nile River valley and delta are very densely populated.



Some other special purpose maps such as the one of China's Defenses are not presented in color. They print in black and white. This is an example of a map you might find on a standardized test or in a newspaper.

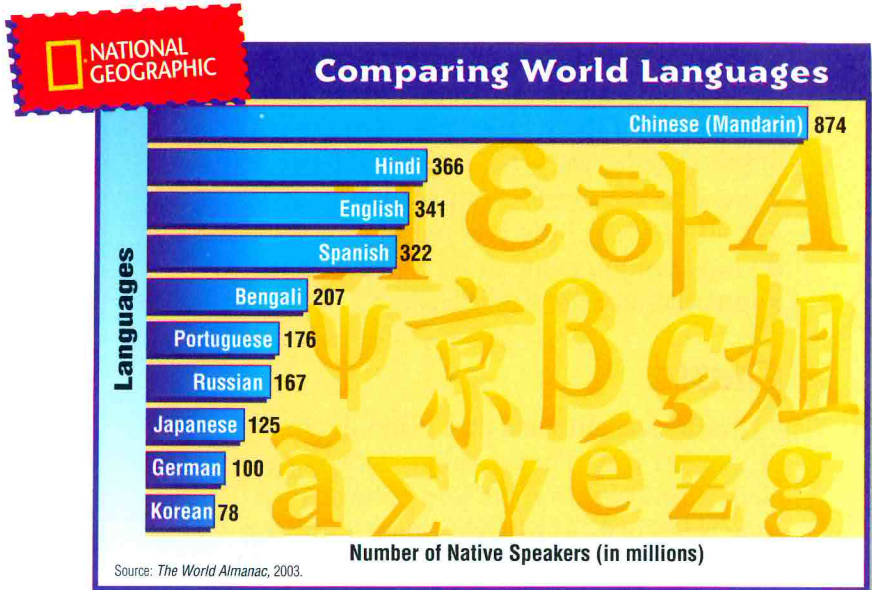


Using Graphs, Charts, and Diagrams

Bar, Line, and Circle Graphs

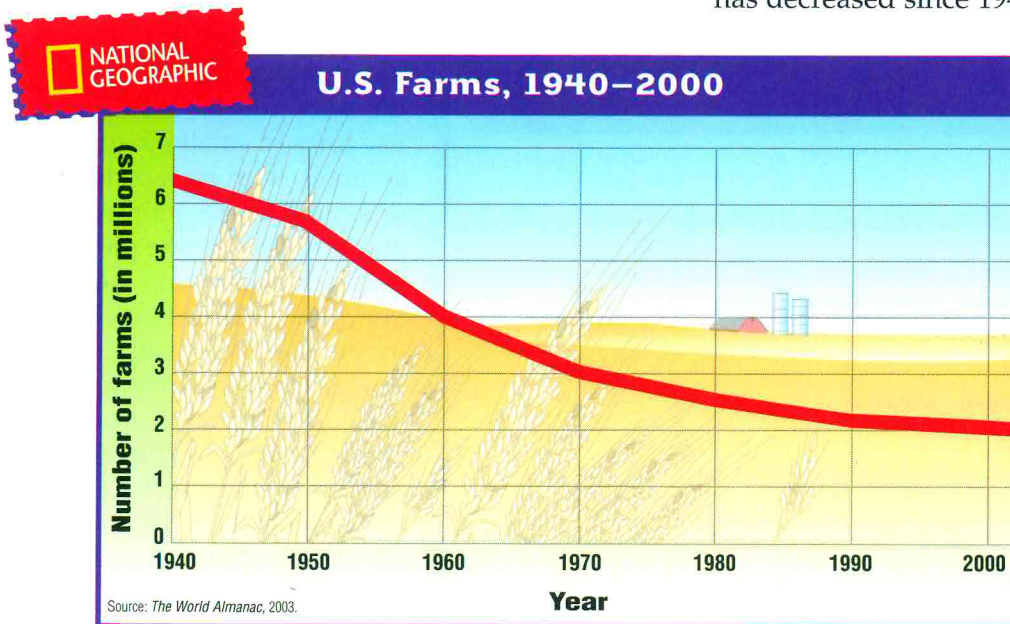
A graph is a way of summarizing and presenting information visually. Each part of a graph gives useful information. First read the title of the graph to find out its subject. Then read the labels along the **axes** of the graph—the vertical line along the left side of the graph and the horizontal line along the bottom. One axis will tell you what is being measured. The other axis tells what units of measurement are being used.

Graphs that use bars or wide lines to compare data visually are called **bar graphs**. Look carefully at the bar graph (right) which compares world languages. The vertical axis lists the languages. The horizontal axis gives speakers of the language in millions. By comparing the lengths of the bars, you can quickly tell which language is spoken by the most people. Bar graphs are especially useful for comparing quantities.



Bar graph

A **line graph** is a useful tool for showing changes over a period of time. The amounts being measured are plotted on the grid above each year and then are connected by a line. Line graphs sometimes have two or more lines plotted on them. The line graph (below) shows that the number of farms in the United States has decreased since 1940.



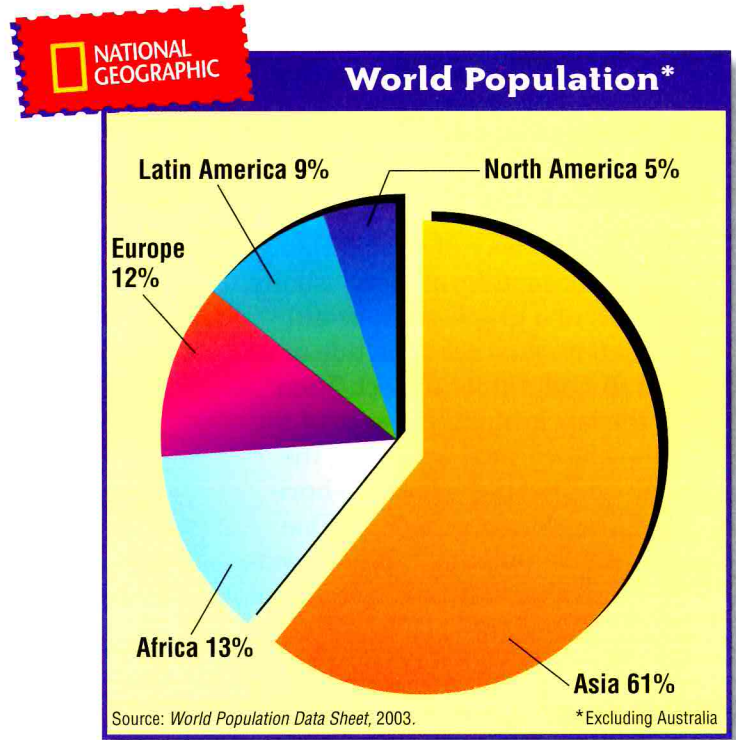
Line graph

Using Graphs, Charts, and Diagrams

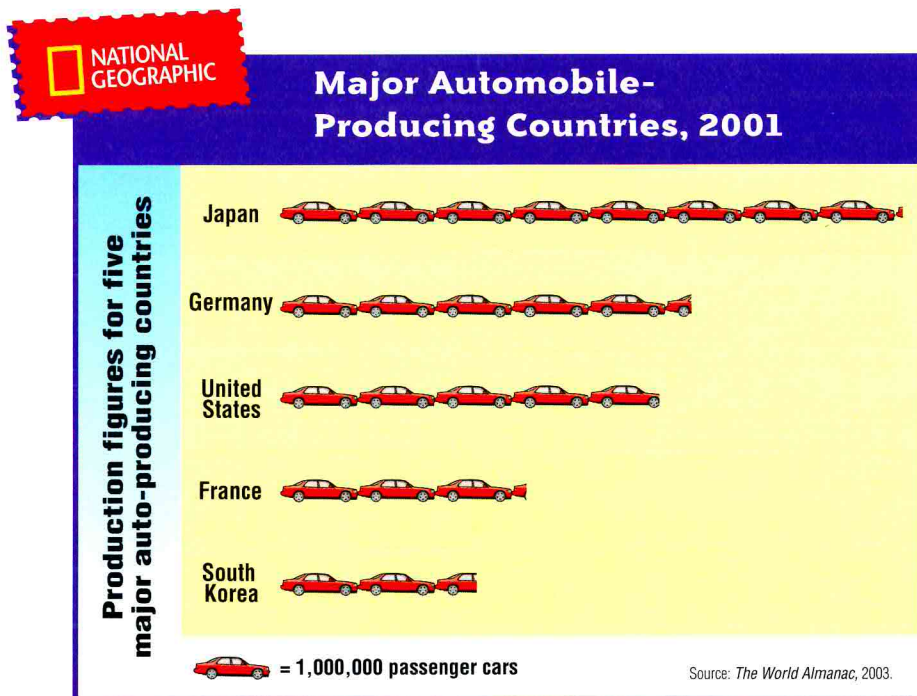
You can use **circle graphs** when you want to show how the whole of something is divided into its parts. Because of their shape, circle graphs are often called pie graphs. Each "slice" represents a part or percentage of the whole "pie." On the circle graph at right, the whole circle (100 percent) represents the world's population in 2002. The slices show how this population is divided among some of the most heavily populated areas of the world.

Charts

Charts present facts and numbers in an organized way. They arrange data, especially numbers, in rows and columns for easy reference. To interpret the chart, first read the title. Look at the chart on page 91. It tells you what information the chart contains. Next, read the labels at the top of each column and on the left side of the chart. They explain what the numbers or data on the chart are measuring.



Circle graph



Pictograph

Pictographs

Like bar and circle graphs, pictographs are good for making comparisons. **Pictographs** use rows of small pictures or symbols, with each picture or symbol representing an amount. Look at the pictograph (left) showing the number of automobiles produced in the world's five major automobile-producing countries. The key tells you that one car symbol stands for 1 million automobiles. The total number of car symbols in a row adds up to the auto production in each selected country.

Climographs

A **climograph**, or climate graph, combines a line graph and a bar graph. It gives an overall picture of the long-term weather patterns in a specific place. Climographs include several kinds of information. The green vertical bars on the climograph of Moscow (right) show average monthly amounts of precipitation (rain, snow, and sleet). These bars are measured against the axis on the right side of the graph. The red line plotted above the bars represents changes in the average monthly temperature. You measure this line against the axis on the left side.

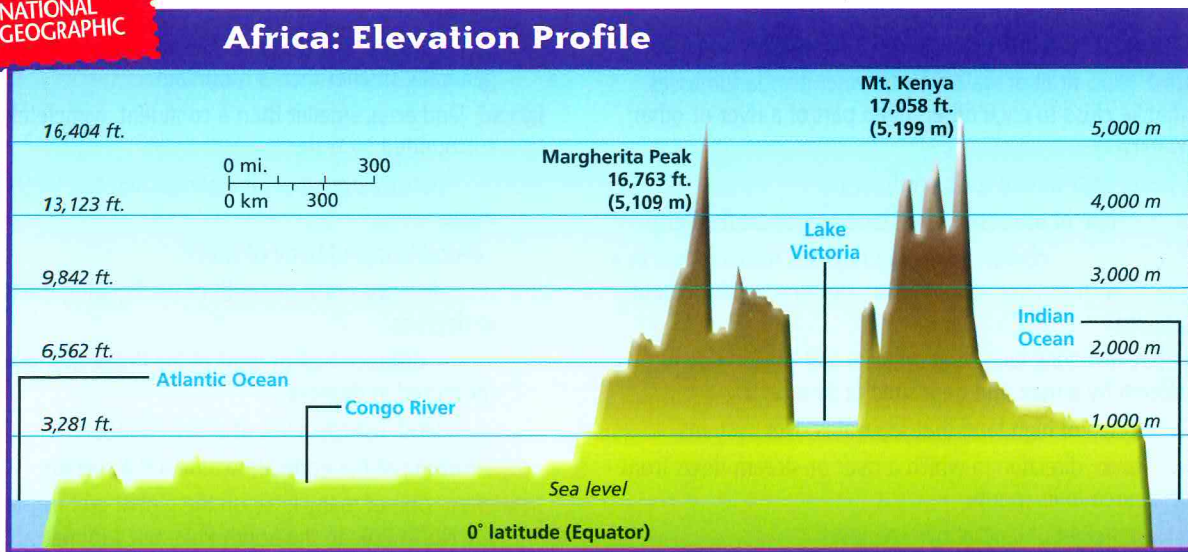


Climograph

Diagrams

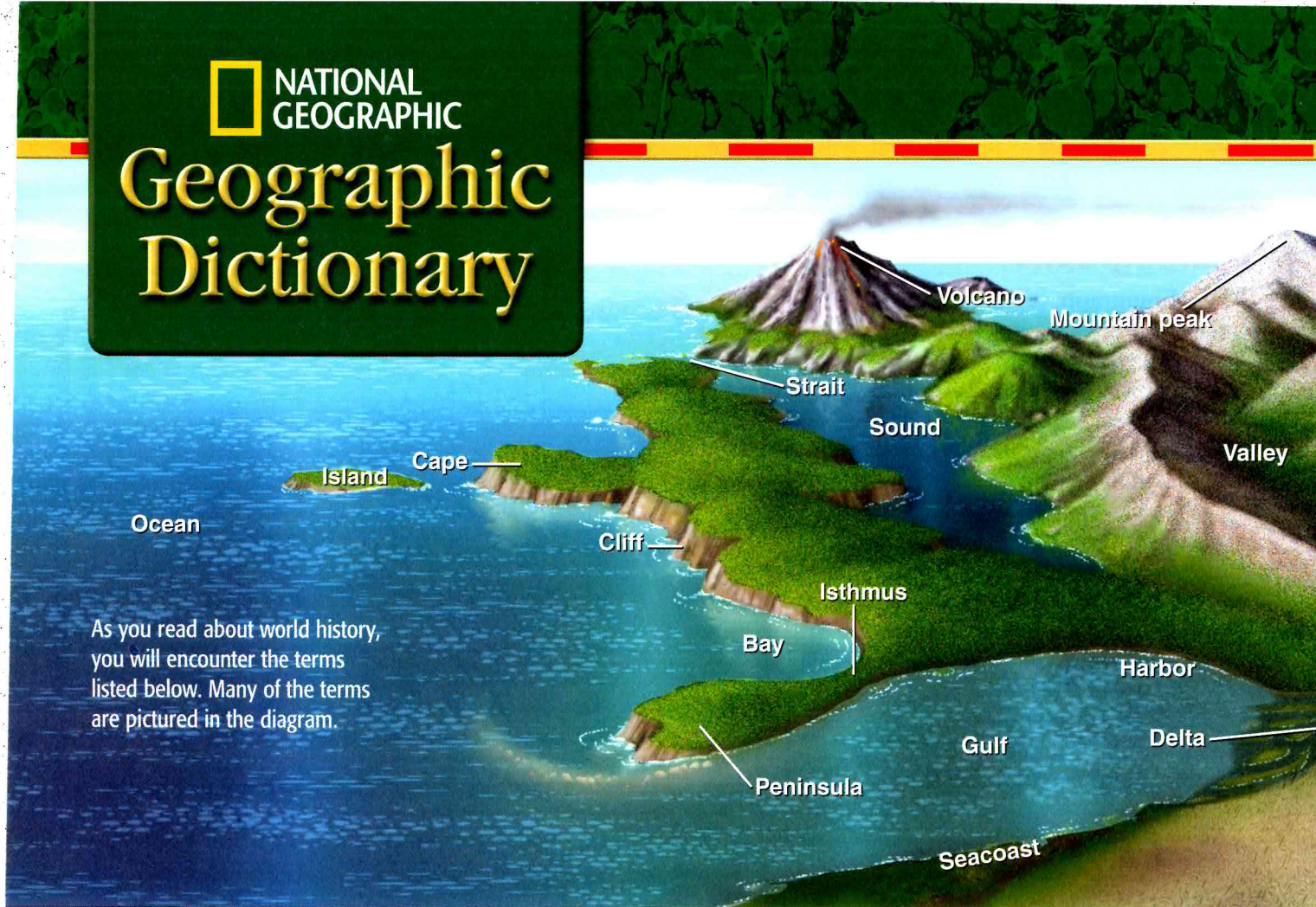
Diagrams are drawings that show steps in a process, point out the parts of an object, or explain how something works. An **elevation profile** is a type of diagram that can be helpful when comparing the elevations—or height—of

an area. It shows an exaggerated side view of the land as if it were sliced and you were viewing it from the side. The elevation profile of Africa (below) clearly shows sea level, low areas, and mountains.



Diagram

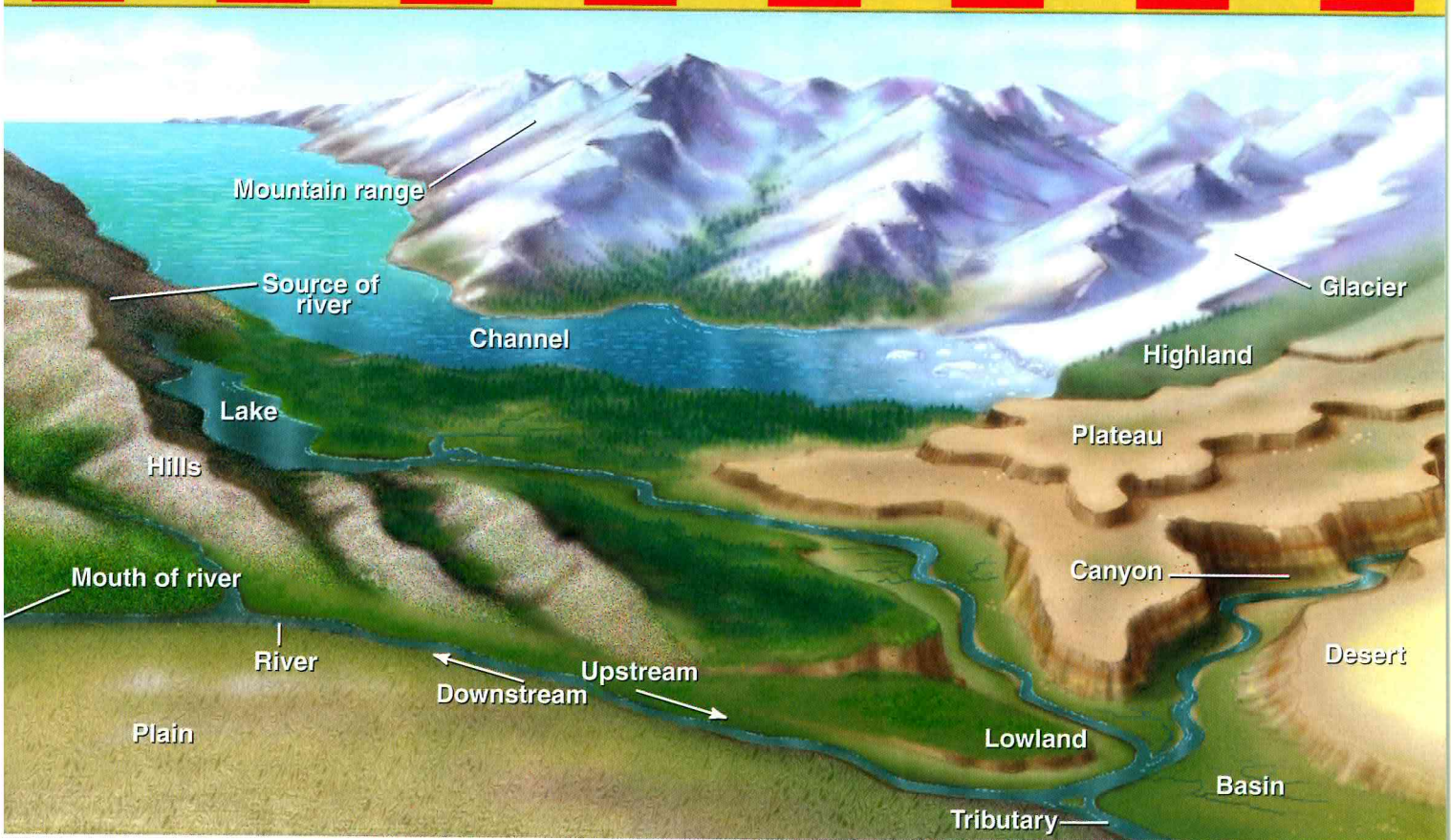
NATIONAL GEOGRAPHIC
Geographic Dictionary



As you read about world history, you will encounter the terms listed below. Many of the terms are pictured in the diagram.

- absolute location** exact location of a place on the earth described by global coordinates
- basin** area of land drained by a given river and its branches; area of land surrounded by lands of higher elevation
- bay** part of a large body of water that extends into a shoreline, generally smaller than a gulf
- canyon** deep and narrow valley with steep walls
- cape** point of land that extends into a river, lake, or ocean
- channel** wide strait or waterway between two landmasses that lie close to each other; deep part of a river or other waterway
- cliff** steep, high wall of rock, earth, or ice
- continent** one of the seven large landmasses on the earth
- cultural feature** characteristic that humans have created in a place, such as language, religion, housing, or settlement pattern
- delta** flat, low-lying land built up from soil carried downstream by a river and deposited at its mouth
- divide** stretch of high land that separates river systems
- downstream** direction in which a river or stream flows from its source to its mouth
- elevation** height of land above sea level
- Equator** imaginary line that runs around the earth halfway between the North and South Poles; used as the starting point to measure degrees of north and south latitude

- glacier** large, thick body of slowly moving ice
- gulf** part of a large body of water that extends into a shoreline, generally larger and more deeply indented than a bay
- harbor** a sheltered place along a shoreline where ships can anchor safely
- highland** elevated land area such as a hill, mountain, or plateau
- hill** elevated land with sloping sides and rounded summit; generally smaller than a mountain
- island** land area, smaller than a continent, completely surrounded by water
- isthmus** narrow stretch of land connecting two larger land areas
- lake** a sizable inland body of water
- latitude** distance north or south of the Equator, measured in degrees
- longitude** distance east or west of the Prime Meridian, measured in degrees
- lowland** land, usually level, at a low elevation
- map** drawing of the earth shown on a flat surface
- meridian** one of many lines on the global grid running from the North Pole to the South Pole; used to measure degrees of longitude
- mesa** broad, flat-topped landform with steep sides; smaller than a plateau



mountain land with steep sides that rises sharply (1,000 feet [305 m] or more) from surrounding land; generally larger and more rugged than a hill

mountain peak pointed top of a mountain

mountain range a series of connected mountains

mouth (of a river) place where a stream or river flows into a larger body of water

ocean one of the four major bodies of salt water that surround the continents

ocean current stream of either cold or warm water that moves in a definite direction through an ocean

parallel one of many lines on the global grid that circle the earth north or south of the Equator; used to measure degrees of latitude

peninsula body of land jutting into a lake or ocean, surrounded on three sides by water

physical feature characteristic of a place occurring naturally, such as a landform, body of water, climate pattern, or resource

plain area of level land, usually at a low elevation and often covered with grasses

plateau area of flat or rolling land at a high elevation, about 300–3,000 feet (91–914 m) high

Prime Meridian line of the global grid running from the North Pole to the South Pole through Greenwich, England; starting point for measuring degrees of east and west longitude

relief changes in elevation over a given area of land

river large natural stream of water that runs through the land

sea large body of water completely or partly surrounded by land

seacoast land lying next to a sea or ocean

sea level position on land level with surface of nearby ocean or sea

sound body of water between a coastline and one or more islands off the coast

source (of a river) place where a river or stream begins, often in highlands

strait narrow stretch of water joining two larger bodies of water

tributary small river or stream that flows into a larger river or stream; a branch of the river

upstream direction opposite the flow of a river; toward the source of a river or stream

valley area of low land between hills or mountains

volcano mountain created as liquid rock or ash erupts from inside the earth

Tools of the Historian

A historian is a person who studies and writes about the people and events of the past. Historians find out how people lived, what happened to them, and what happened around them. Historians look for the reasons behind events. They also study the effects of events.

Have you ever wondered if you could be a historian? To answer that question, you will need to find out how history is researched and written. Historians use a number of tools to research and organize information. You can learn about these tools in the next few pages. As you study this textbook, you will see that these tools will help you understand world history.

Archaeologists are scientists who unearth the remains of the past. Historians depend on their work.



Digging Up the Past

What Do Archaeologists Study?

- Human and animal bones, seeds, trees
- Pottery, tools, weapons
- Mounds, pits, canals



▲ Prehistoric pottery

How Do They Gather Data?

- Surveys on foot
- Photographs taken from airplanes or satellites
- Ground-penetrating radar
- Locations plotted on maps
- Evidence gathered with tools from heavy equipment to shovels
- Sonar scanning to find underwater objects

How Do They Interpret Findings?

- Organize artifacts into groups based on similarities
- Compare objects in relation to other objects
- Look for evidence of changes over a period of time
- Date once-living objects by measuring carbon-14 levels
- Use microscopic and biological tests to date objects

Carbon-14 dating ▶



Do Your Own Digging

Research the library and Internet to find information on two archaeological diggings, one past and the other, very recent. Compare and contrast the methods used in each digging. What changes do you notice in tools archaeologists have used over time?

Measuring Time

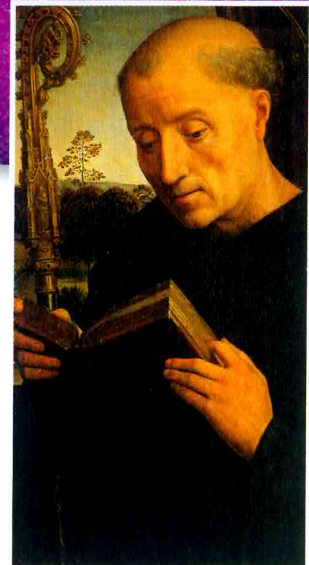
Main Idea

Historians rely on calendars and the dating of events to measure time.

Reading Focus Have you ever thought about traveling back in time to a place long ago? Historians do just that. Read to see how historians keep track of past events.

Calendars Historians rely on *calendars*, or dating systems, to measure time. Cultures throughout the world have developed different calendars based on important events in their history. Western nations begin their calendar on the year in which Jesus was thought to have been born. The Jewish calendar begins about 3,760 years before the Christian calendar. This is the time when Jewish tradition says the world was created. Muslims date their calendar from the time their first leader, Muhammad, left the city of Makkah for Madinah. This was a.d. 622 in the Christian calendar.

▼ A people called the Minoans made this stone calendar.



▲ About A.D. 500, a Christian monk, or religious person, developed the Western way of dating events.

The dates in this book are based on the Western calendar. In the Western calendar, the years before the birth of Jesus are known as “B.C.,” or “before Christ.” The years after are called “A.D.,” or *anno domini*. This phrase comes from the Latin language and means “in the year of the Lord.”

Dating Events To date events *before* the birth of Christ, or “B.C.,” historians count backwards from A.D. 1. There is no year “0.” The year before A.D. 1 is 1 B.C. (Notice that “A.D.” is written before the date, while “B.C.” is written following the date.) Therefore, a date in the 100 years before the birth of Christ lies between 100 B.C. and A.D. 1.

To date events after the birth of Christ, or “A.D.,” historians count forward, starting at A.D. 1. A date in the first 100 years after the birth of Christ is between A.D. 1 and A.D. 100.

Thinking Like a Historian

- 1. Identify** What do “B.C.” and “A.D.” mean? How are they used?
- 2. Dating Events** What year came *after* 184 B.C.?
- 3. Comparing and Contrasting** As you read, use the Internet to find out the current year in the calendars mentioned in your text. Why are calendars different from culture to culture?

Organizing Time

Main Idea

Historians organize history by dividing it into blocks of time.

Reading Focus Have you ever thought about the names given to a block of events, such as “summer vacation” or “the baseball season?” Read to see how historians use names to describe different stretches of time in history.

Periods of History Historians divide history into blocks of time known as *periods*, or *eras*. For example, a period of 10 years is called a *decade*. A period of 100 years is known as a *century*. Centuries are grouped into even longer time periods, which are given names.

The first of these long periods is called *Prehistory*. Prehistory refers to the time before people developed writing, about 5,500 years ago. This is followed by the period known as *Ancient History*, ending c. A.D. 500. (c., or *circa*, means “about”). Historians call the next thousand years the *Middle Ages*, or the medieval period. From c. 1500, *Modern History* begins



◀ Tools made by prehistoric people



▲ A young couple of ancient Rome

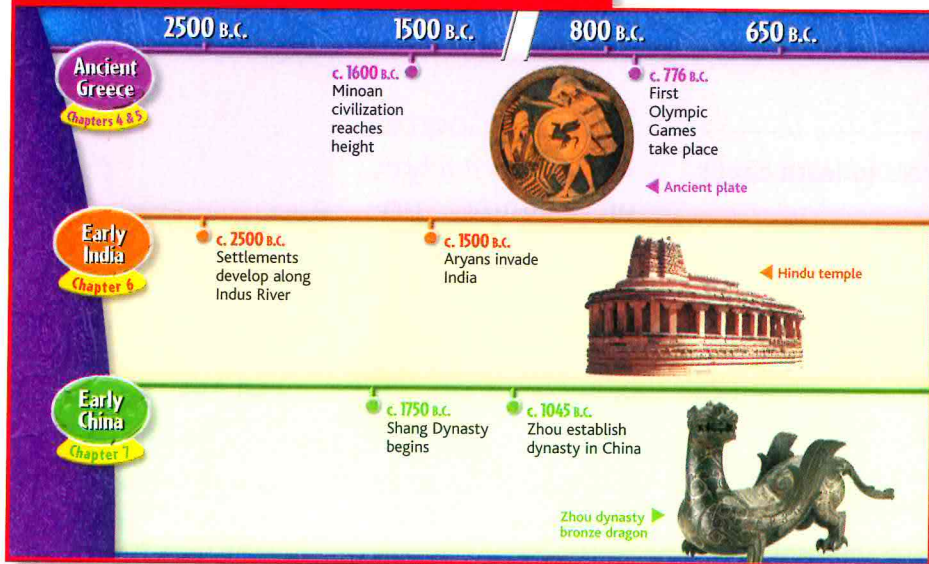


◀ A woman of medieval Japan playing a musical instrument



◀ Educated Europeans of the early modern period discussing new ideas

Three Ancient Civilizations



and continues to the present day. In this book, you will study the history of the world from prehistory to the beginning of the modern period.

What Is a Time Line? Which came first: the American Civil War or World War II? Did the train come before or after the invention of the airplane? In studying the past, historians focus on *chronology*, or the order of dates in which events happened.

You might be wondering how to make sense of the flow of dates and events. An easy way is to use or make a time line. A *time line* is a diagram that shows the order of events within a period of time.

Most time lines are divided into sections in which the years are evenly spaced. In some cases, however, a spread of time may be too long to show all of the years in even spaces. To save space, a period of time may be omitted from the time line. Where this happens, a slanted or jagged line appears on the time line to show a break in the even spacing of events. For example, the time line above shows a break between 1500 B.C. and 800 B.C.

A time line also labels events. Each event on the time line appears beside the date when the event took place. Sometimes events and their dates are shown on a single time line. In other cases, two or more time lines are stacked one on top of the other. These are called multilevel time lines. They help you to compare events in different places at certain

periods of time. For example, the multilevel time line above shows events in three ancient civilizations from 2500 B.C. to 650 B.C. The skill “Reading a Time Line” on page 905 will help you learn to work with time lines.

Thinking Like a Historian

- 1. Reading a Time Line** Look over the time line above to get an idea of what a time line shows. What is the title? When does it begin and end? What two features make this time line different from many other time lines? Why are they used?
- 2. Understanding a Time Line** Why do you think the dates on the time line are marked with a “c.”?
- 3. Making a Time Line** Create a time line using the terms B.M.B. (before my birth) and A.M.B. (after my birth). Fill in the time line with five key events that happened before and after you were born. Illustrate the time line with copies of photos from your family album.

How Does a Historian Work?

Main Idea

Historians study a variety of sources to learn about the past.

Reading Focus Have you ever searched for clues on a treasure hunt? Read to find out how historians look for clues to create a written record about the past.

Where Is the Evidence? Historians begin by asking questions, such as: Why did two particular countries go to war? What effect did their fighting have on the lives of their people? How does the conflict influence our world today? Such questions help historians identify and focus on historical problems.

Historians generally find evidence in primary sources and secondary sources. *Primary sources* are firsthand pieces of evidence from people who saw or experienced an event. They include written documents, such as letters, diaries, and official records. They also include spoken interviews as well as objects, such as photos, paintings, clothing, and tools. The skill “Analyzing Primary Source Documents” on page 910 will give you a chance to work with written primary sources.

Secondary sources, on the other hand, are created *after* the events by people who played no part in them. Secondary sources can be partially based on primary sources. They include biographies, encyclopedias, and history books—even this textbook.

Historians study secondary sources for background information and for a larger view of an event. However, to get new evidence that advances knowledge, historians must turn to the firsthand information found only in primary sources.

Examining Sources

Historians *analyze*, or examine, primary and secondary sources. First, they determine *where* and *when* a source was created.

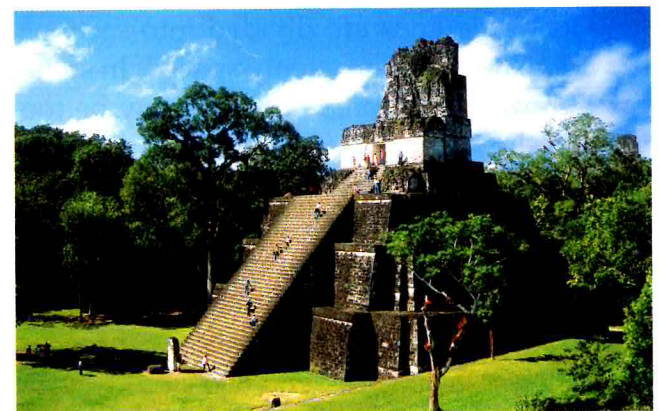
Another important question historians consider is *why* a source was created. Was it a letter meant to be kept secret? Was it a government document published for all citizens to read?

Can the Sources Be Trusted? Historians examine sources for *credibility*, or truthfulness. This is because each source reflects a *point of view*, or a general attitude about people and life. The creator of a source uses his or her point of view to decide what events were important, which people were key players, and what details were worth recording. Sometimes point of view is expressed as a *bias*, or an unreasoned, emotional judgment about people and events.

Historians try to be aware of point of view and bias both in their sources and in themselves. Therefore, they check new



▲ Scientist studying Dead Sea Scrolls from southwest Asia



▲ Ruins of Mayan temple in Central America

The Decline of Rome



sources and their own ideas against sources already known to be trustworthy. They also examine many sources that express different points of view about an event. In this way, historians try to get a clear, well-rounded view of what happened.

Historians piece together the credible evidence and draw conclusions. In drawing conclusions, they use their own thinking and knowledge of the past to *interpret*, or explain, the meaning of the events.

Cause and Effect

Historical events are linked by cause and effect. A *cause* is what makes an event happen. The event that happens as a result of the cause is known as an *effect*. Historians look for cause-and-effect links to explain *why* events happen.

Usually, one event is produced by many causes. Similarly, one event often produces several different effects. These cause-and-

effect links form what is called a *cause-and-effect chain*. Because so many historical events are related, cause-and-effect chains can become very long and can include events that occur over a long period of time. The chart above shows such a chain of events.

Thinking Like a Historian

- 1. Understanding Evidence** Suppose a friend wanted to write a history of your life so far. What primary sources might he or she use to find evidence of your daily activities?
- 2. Analyzing Sources** Find two written accounts of a recent event in your town. Which of the two accounts do you think is the most credible? Why?
- 3. Recognizing Cause and Effect** Study the cause-and-effect chart on this page. What were three major causes of Rome's decline? What were two important effects of Rome's decline upon history?

History and Geography

Main Idea

Historians try to understand how climate, landforms, and human activities have shaped past events.

Reading Focus Have you ever had a party or sports event cancelled because of bad weather? Read to find out how historians study the effects of the natural world on history.

Geography is the study of the earth's physical and human features. In this text, you will discover how geography has shaped the course of events in world history. Sometimes the study of geography is broken down into five themes. *The Five Themes of Geography* are:

- **location** (Where is it?)
- **place** (What is it like?)
- **human/environment interaction** (What is the relationship between people and their surroundings?)
- **movement** (How do people in one area relate to people in other areas?)
- **region** (What common features bring geographical areas together?)

Location

“Where is it?” In using geography, historians first look at where a place is located. Every place has an absolute location and a relative location. *Absolute location* refers to the exact spot of a place on the earth's surface. For example, the city of Atlanta, Georgia, is located at one place and one place only. No other place on Earth has exactly the same location. *Relative location* tells where a place is, compared with one or more other places. Atlanta is northwest of Miami, Florida, and southwest of New York City.



▲ Growing rice in China

The Acropolis, Athens, Greece ▶



Place

“What is it like?” *Place* describes all of the characteristics that give an area its own special quality. These can be physical features, such as mountains, waterways, climate, and plant or animal life. Places can also be described by human characteristics, such as language, religion, and architecture.

Human/Environment Interaction

“What is the relationship between people and their surroundings?” Landforms, waterways, climate, and natural resources all have helped or hindered human activities. People in turn have responded to their environment, or natural surroundings, in different ways. Sometimes they have adjusted to it. At other times, people have changed their environment to meet their needs.



◀ Settlement in Mongolia



▲ Camel caravan in North Africa



▲ Wall painting showing life in ancient Egypt

Movement

“How do people in one area relate to people in other areas?” Historians answer this question within the theme of *movement*. Throughout history, people, ideas, goods, and information have moved from place to place. Movement has brought the world’s people closer together. Transportation—the movement of people and goods—has increased the exchange of ideas and cultures. Communication—the movement of ideas and information—has allowed people to find out what is happening in other parts of the world.

Region

“What common features bring geographical areas together?” To make sense of all the complex things in the world, historians often view places or areas as regions. A *region* is an area that is defined by common features. Regions can be defined by physical features, such as mountains and rivers, or by human features, such as religion, language, or livelihood.

Six Essential Elements

Recently the study of geography has been broken down into *Six Essential Elements*:

- The World in Spatial Terms
- Places and Regions
- Physical Systems
- Human Systems
- Environment and Society
- The Uses of Geography

You can learn about the Six Essential Elements in the Geography Handbook on pages GH2–GH3. Knowing these elements will help you in your study of history.

Thinking Like a Historian

- 1. Identify** How are absolute location and relative location different?
- 2. Analyzing Themes** What characteristics do geographers use to describe a place?
- 3. Linking History and Geography** Make a list of the Five Themes of Geography. Under each theme, explain how you think geography has shaped the history of your community.

What Is a Historical Atlas?

Main Idea

Maps give information about areas of the world at different periods of history.

Reading Focus Have you used a map to go from one place to another? Read to find out how you can rely on maps for clues about the past.

Historical Maps An *atlas* is a book of maps showing different parts of the world. A *historical atlas* has maps showing different parts of the world at different periods of history. Maps that show political events, such as invasions, battles, and boundary changes, are called *historical maps*.

Some historical maps show how territories in a certain part of the world changed over

time. Below are two maps. One map shows the areas of Europe, Asia, and Africa that were ruled by Alexander the Great in 323 B.C. The other map shows the same region as it looks today. Placed next to each other, the maps help you compare historical changes in the region from ancient times to today.

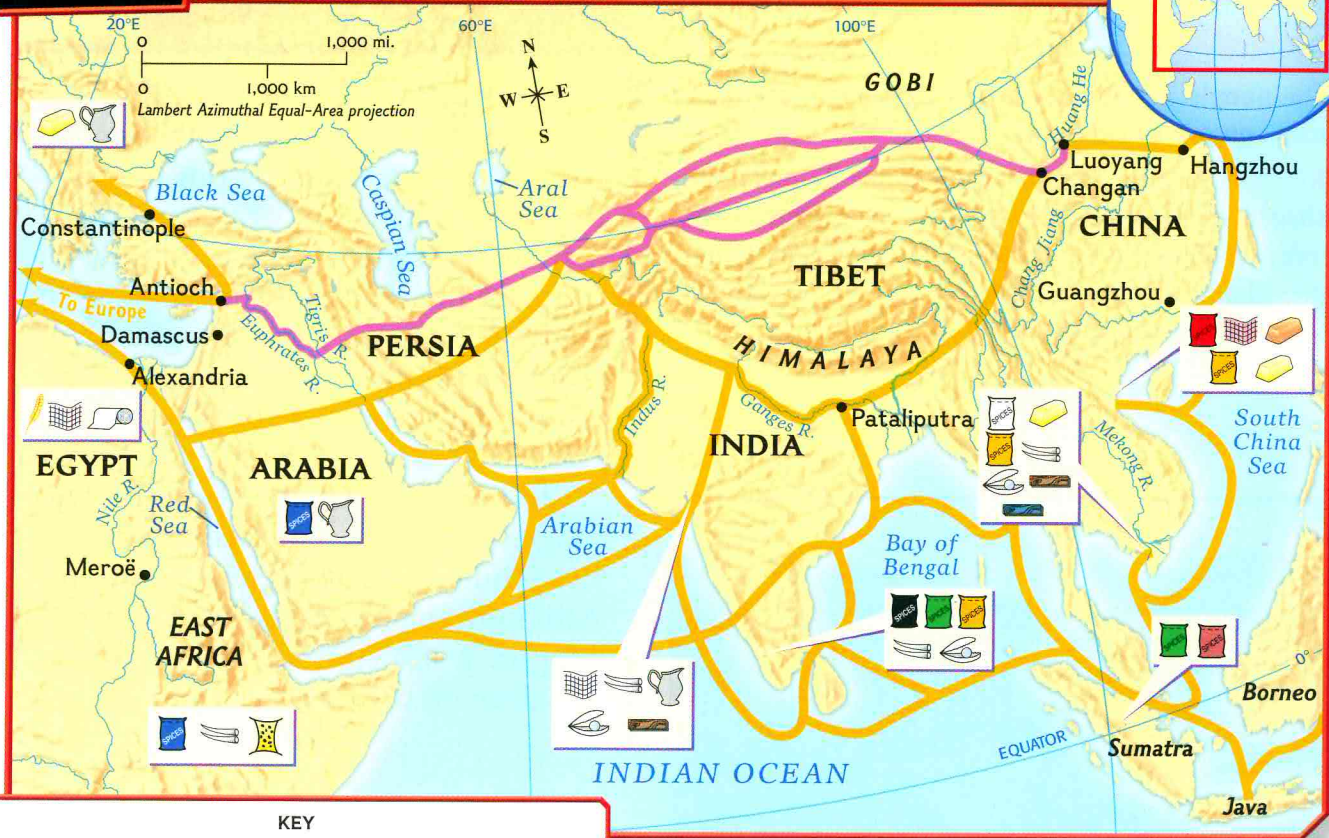
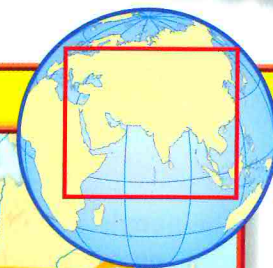
In the larger map, Alexander's empire stretches from the Mediterranean Sea in the west to the Indus River in the east. There are no political borders. Instead, other things are shown. For example, the arrows on the map represent the movement of Alexander's armies as they conquered new lands. On the smaller map, lines show modern political boundaries in the region today.



Alexander's Empire 323 B.C.



Trading in the Ancient World



KEY			
Silk Road	Cloves	Grains	Pearls
Other trade routes	Copper	Horns/Tusks	Sandalwood
Black pepper	Cotton cloth	Leopard skins	Semiprecious stones
Cardamom	Frankincense/Myrrh	Nutmeg	Silk
Cinnamon	Gold	Oils	Teakwood
	Ginger	Papyrus	

Historical Routes On some maps, lines may show *historical routes*. These are roads or courses over which people or goods have traveled all through history. Such routes are often colored. On the map above, the purple line shows the Silk Road, the ancient trading route between Asia and Europe.

On maps of historical routes, the key gives clues to what is shown on the maps. This map key shows the different goods traded throughout the ancient world.

Thinking Like a Historian

- 1. Comparing Maps** Alexander's empire included many different territories. In what territory was the city of Persepolis located? What present-day country covers this area today?
- 2. Reading a Map Legend** Look at the map of ancient trade routes. What goods came from southern India? How were goods carried from place to place in ancient times?
- 3. Analyzing Maps** Select any chapter in your textbook. List the titles of the maps found in that chapter. Beside each map title, state what kind of symbols are used in each map key and what they represent.

Links Across Time

Main Idea

The people and events of the past have left their mark on our world today.

Reading Focus How have older family members shaped your life today? In the same way, many things link past to present in world history. Read about examples of past-and-present links for each of the six units you will be studying in your text.



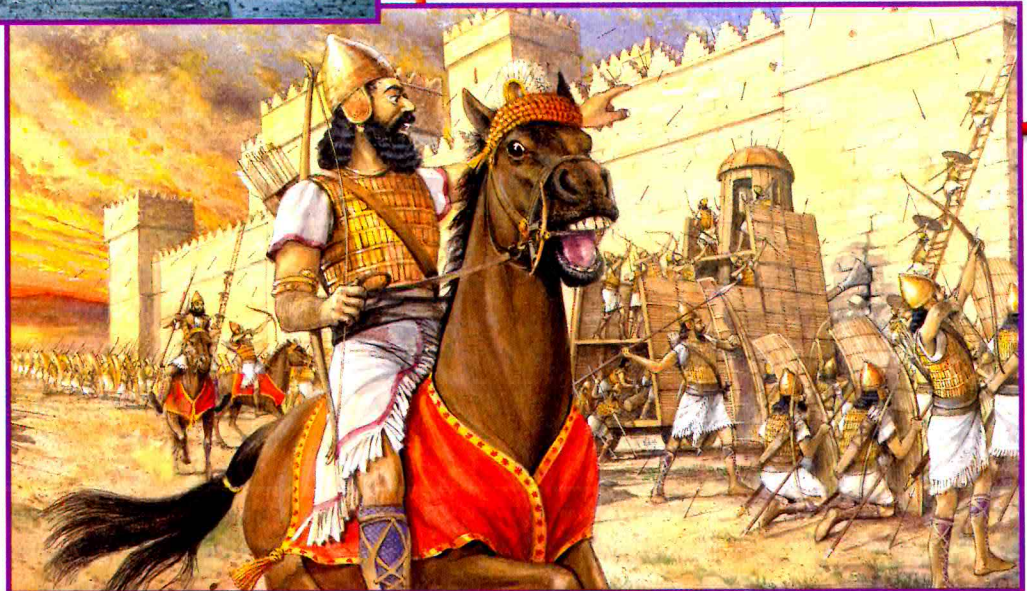
▲ Fighting today between Palestinians and Israelis

Unit 1 Early Civilizations

Civilizations arose at different times in different parts of the world. Many civilizations grew out of farming settlements in river valleys. Southeast Asia was an early center of civilized life. For centuries, people in southwest Asia have fought over scarce land and water. Religious and ethnic differences also have led to wars.

Today, one of the fiercest and longest conflicts has been between Palestinian Arabs and Israelis. Although many Arabs and Israelis support peace efforts, hatred and fear run deep on both sides.

▼ Ancient warriors attack walled city



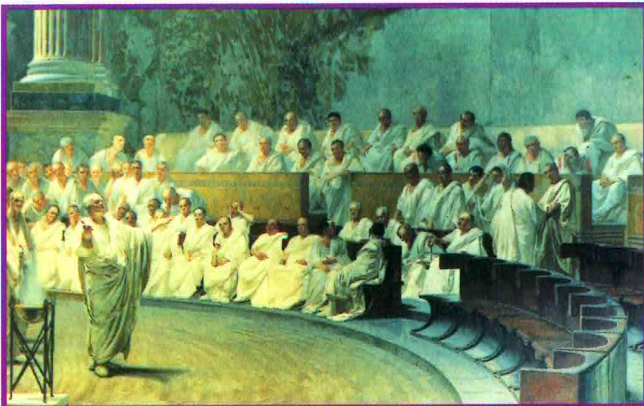
Unit 2 The Ancient World

People in ancient civilizations admired the deeds of their heroes. The ancient Greeks held the first Olympic games about 776 B.C. Athletes came from all over the Greek-speaking world to compete in the games. Today the modern Olympics draw athletes from all over the world.

▼ Ancient Greek athletes



▲ Racers in modern Olympics



▲ Roman Senate



◀ U.S. Congress

Unit 3 New Empires and New Faiths

After 500 B.C., strong governments and new religions arose in many parts of the world. The Romans created a common culture among the many different peoples living in the Mediterranean world. The Roman system of laws was a lasting achievement. The Romans believed that laws apply equally to all citizens. Today, the U.S. Congress is the part of our national government that makes laws. Its upper body—the U.S. Senate—is named after the Senate of ancient Rome.

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

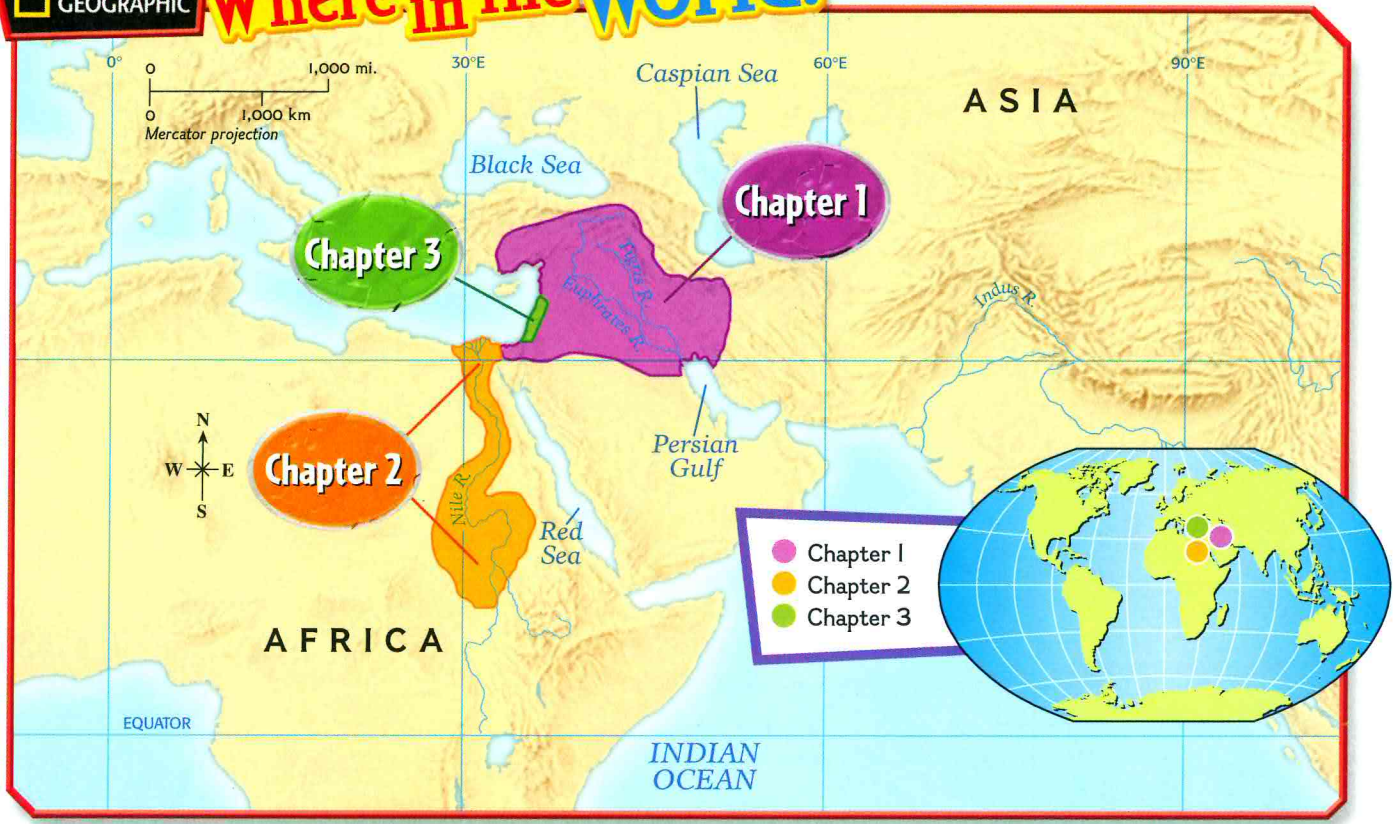
Chapter 3



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

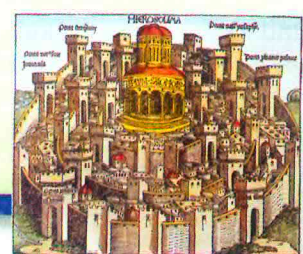
586 B.C. Chaldeans capture Jerusalem

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

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. 1473–1458 B.C.
Egyptian pharaoh
Chapter 2, page 63

ASIA

Caspian Sea

1

2

3 Egyptian sphinx



See Ancient Egypt Chapter 2

4 Kushite pyramids



See Ancient Egypt Chapter 2

5 Western Wall



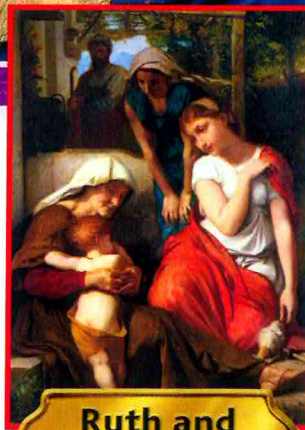
See Ancient Israelites Chapter 3

Persian Gulf



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. 1000–970 B.C.
King of Israel
Chapter 3, page 88

Chapter

1

The First Civilizations

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

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.

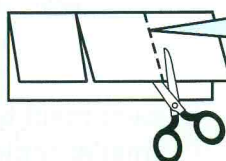


Fold it so the left edge lies about $\frac{1}{2}$ inch from the right edge.

Step 2 Turn the paper and fold it into thirds.



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



This will make three tabs.

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.

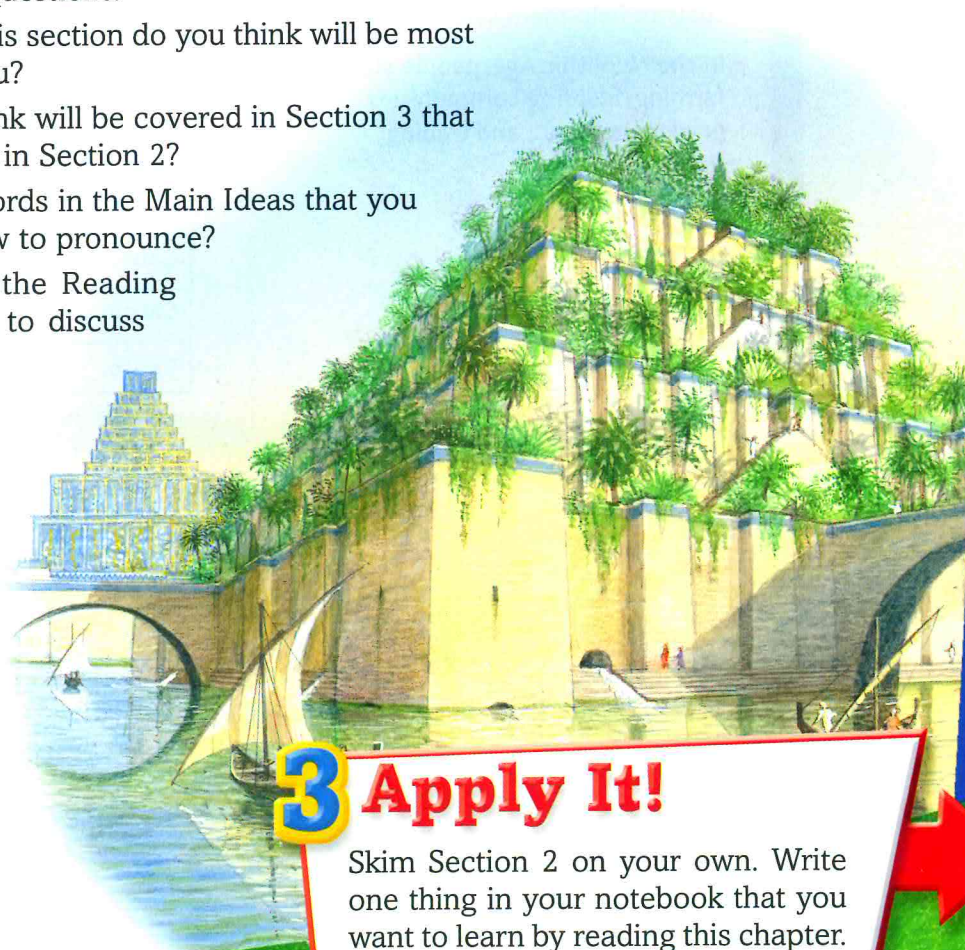
Section

3

The First Empires

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.

Section

1

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)

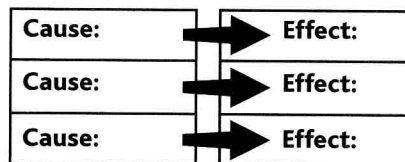
domesticate (duh•MEHS•tih•KAYT)

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.



When & Where?



8000 B.C. 6000 B.C. 4000 B.C. 2000 B.C.

c. 8000 B.C.
Jericho
founded

c. 6700 B.C.
Çatal Hüyük
settled

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.

Artif
clear
t

10
They
v

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•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 Ötztal 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

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	

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. 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 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

Study Central™ Need help with the material in this section? Visit jat.glencoe.com

Reading Summary

Review the Main Ideas

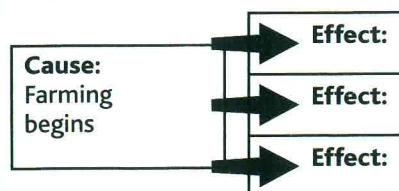
- Early humans were nomads who moved around to hunt animals and gather food. They built shelters and used fire to survive. In time, they developed language and art.
- During the farming revolution, people began to grow crops and domesticate animals, which allowed them to settle in villages.

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.



Section

2

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

civilization (SIH•vuh•luh•ZAY•shuhn)

irrigation (IHR•uh•GAY•shuhn)

city-state

artisan (AHR•tuh•zuhn)

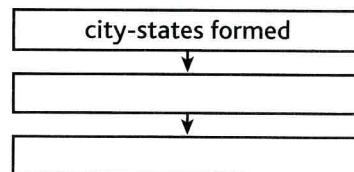
cuneiform (kyoo•NEE•uh•FAWRM)

scribe (SKRYB)

empire (EHM•PYR)

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 • luh • 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).

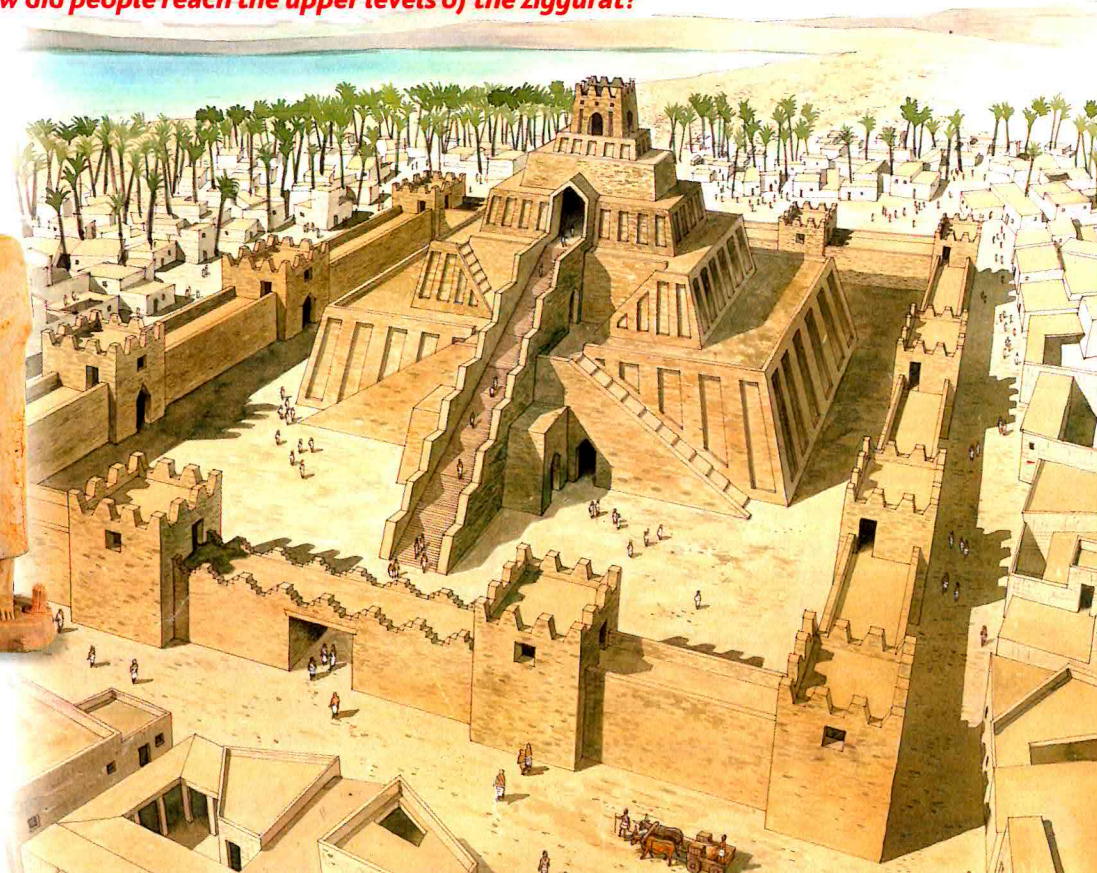
Sumerian Ziggurat

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?



▲ Sumerian cuneiform

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

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.

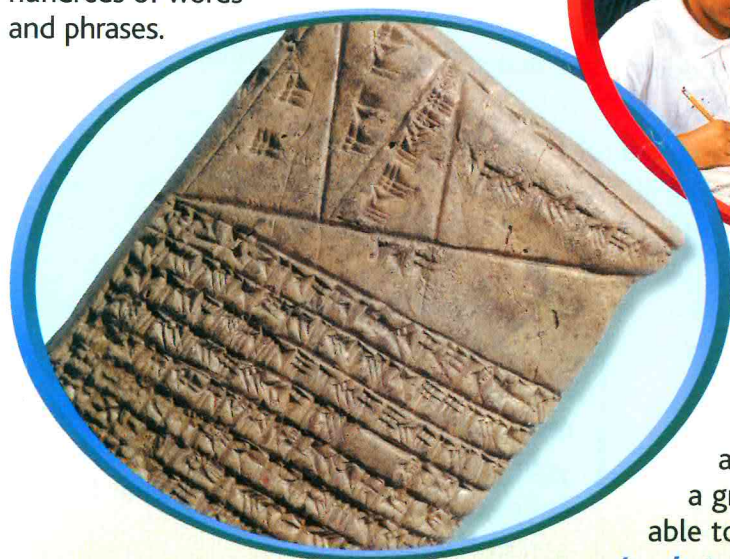
In addition, Sumerian people watched the skies to learn the best times to plant crops and to hold religious festivals. They recorded the positions of the planets and stars and developed a 12-month calendar based on the cycles of the moon.

✓ 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•uhnz) 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
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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?

Critical Thinking

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.

Section

3

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

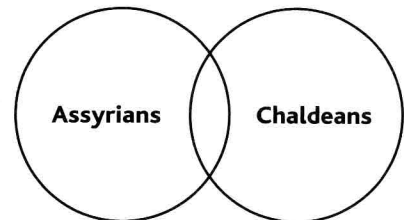
province (PRAH•vuhns)

caravan (KAR•uh•VAN)

astronomer
 (uh•STRAH•nuh•muhr)

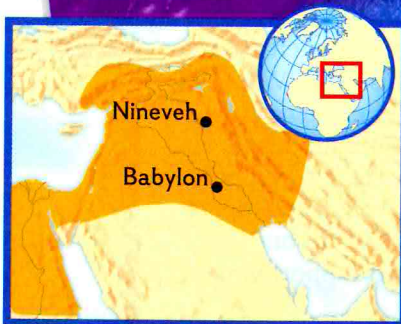
Reading Strategy

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



NATIONAL GEOGRAPHIC

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.

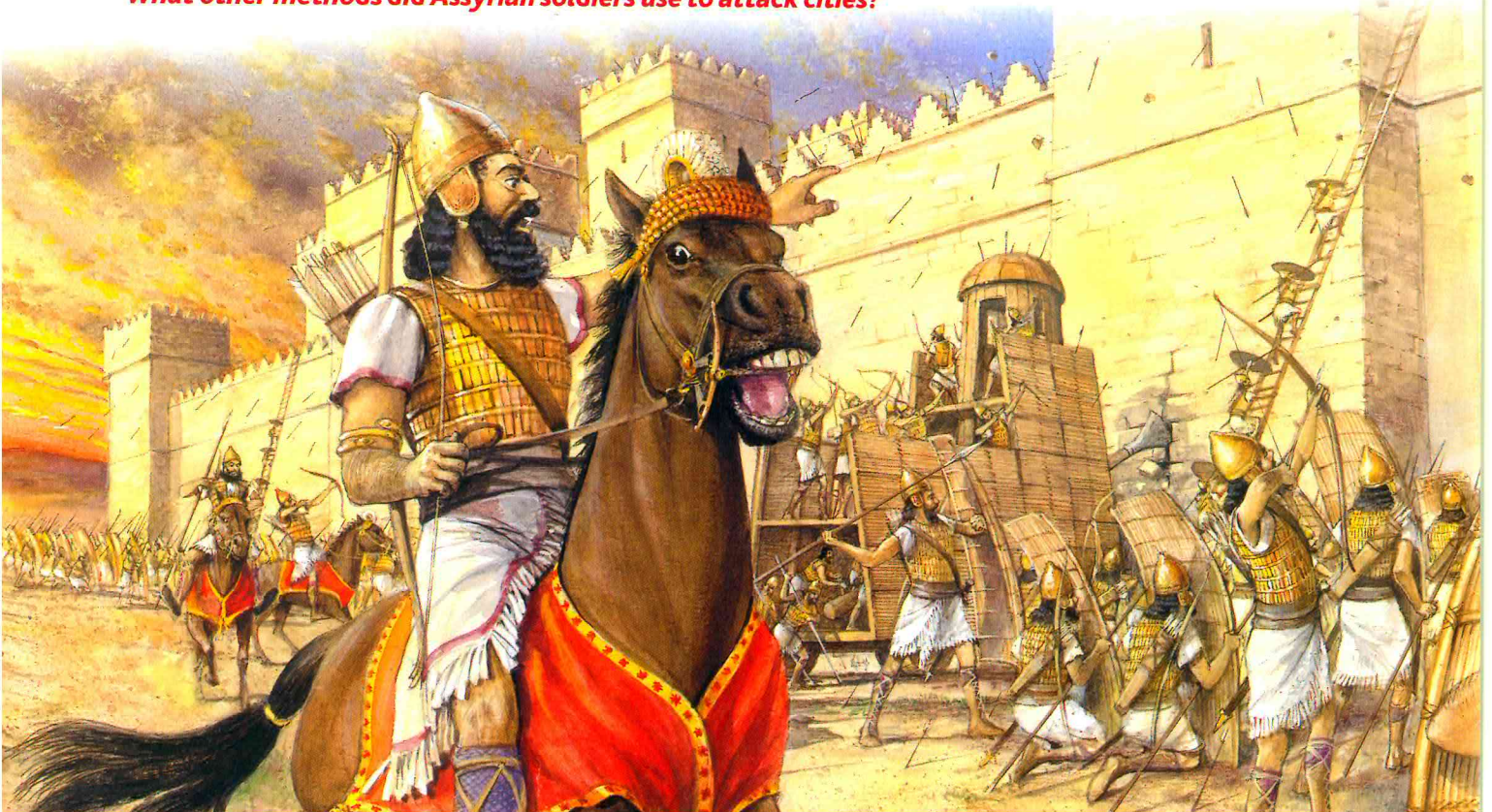
Why Were the Assyrians So Strong? The Assyrian army was well organized. At its core were groups of foot soldiers armed with spears and daggers. Other soldiers were experts at using bows and arrows. The army also had chariot riders and soldiers who fought on horseback.

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?



Assyrian Empire



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.

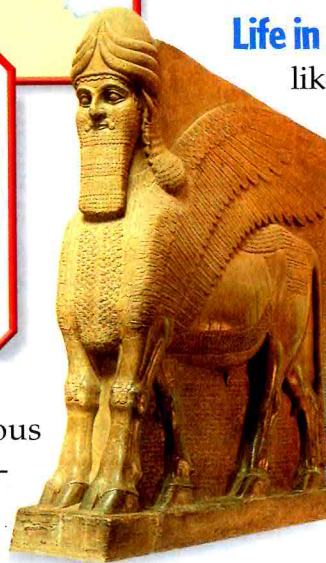
Assyrian kings built roads to join all parts of their empire. Government soldiers were posted at stations along the way to protect traders from bandits. Messengers on government business used the stations to rest and change horses.

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.

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



▲ Assyrian winged bull

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 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

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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. **Critical Thinking Summarize Information**
Draw a chart like the one below. Use it to describe the city of Babylon under the 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.

Babylon under Chaldeans

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.

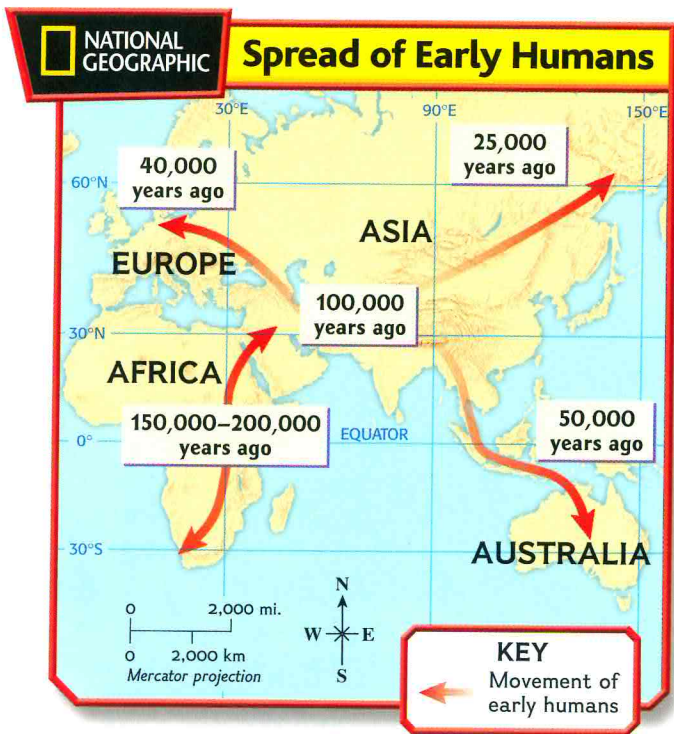
15. In this textbook, to make a connection between what you know and what you are about to read, you should look at the ____.
- Reading Tip
 - Reading Focus
 - main head
 - subhead
16. What is the purpose of a subhead?
- to break down a large topic into smaller topics
 - to show the main topic covered 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

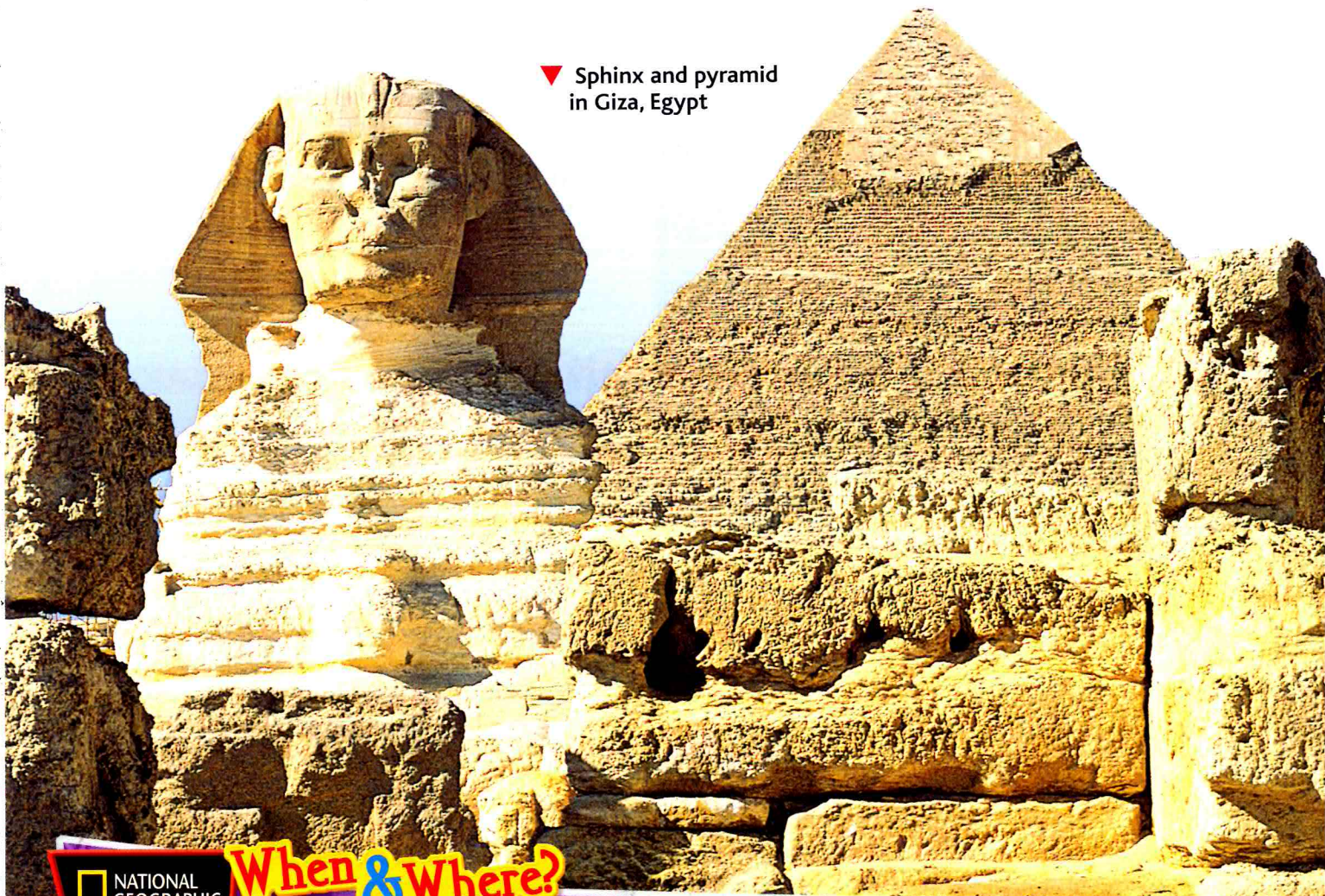
- 24.** To what does the mother compare death's kingdom?
- 25.** What is the "instrument of grief"?

Chapter

2

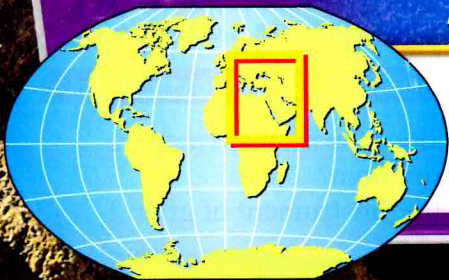
Ancient Egypt

▼ Sphinx and pyramid in Giza, Egypt



NATIONAL GEOGRAPHIC

When & Where?



3500 B.C.

c. 3100 B.C.
Narmer unites Egypt

2500 B.C.

c. 2540 B.C.
Great Pyramid at Giza built

1500 B.C.

c. 1500 B.C.
Queen Hatshepsut reigns

500 B.C.

728 B.C.
Piye of Kush defeats Egyptians