

UNIT 1

Early Civilizations

Prehistory–256 B.C.

OUTLINE

- Chapter 1* **Toward Civilization** (Prehistory–3000 B.C.)
- Chapter 2* **First Civilizations: Africa and Asia**
(3200 B.C.–500 B.C.)
- Chapter 3* **Early Civilizations in India and China**
(2500 B.C.–256 B.C.)

THEMES

As you read about early human civilization, you will encounter the following unit themes.

Continuity and Change Using artifacts and written evidence, archaeologists and historians help us understand the ancient human past.

Economics and Technology During early human history, people gradually changed from the life of hunters and gatherers to the life of farmers. As civilizations developed, people began to specialize. They traded more, built large-scale public projects, and used mathematics and astronomy to better understand the world around them.

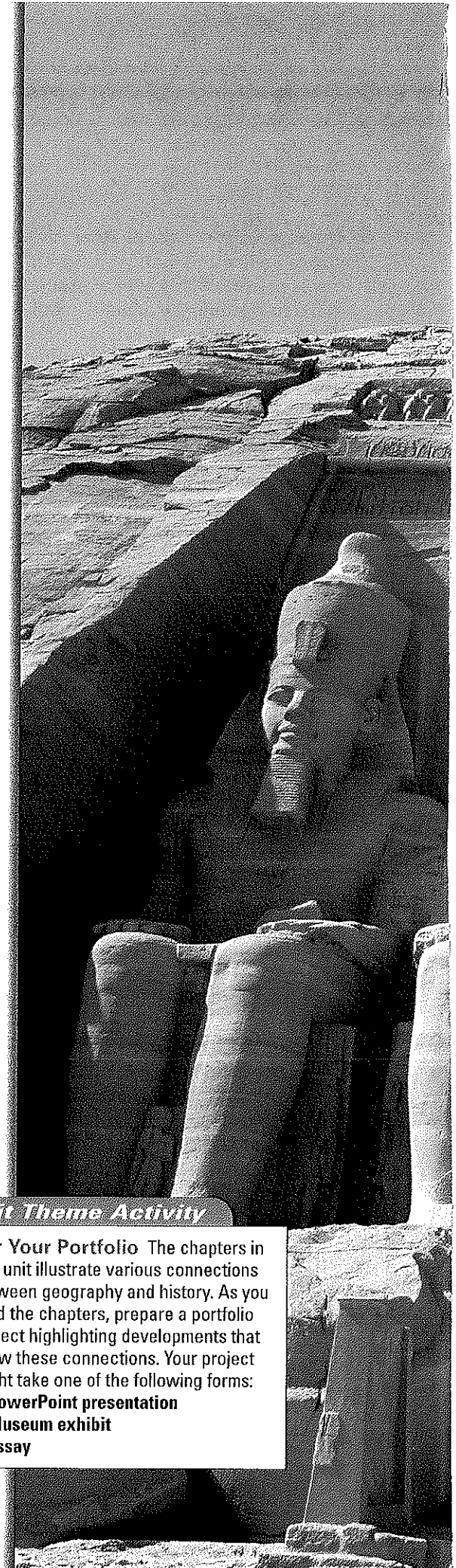
Geography and History Early people depended on their physical surroundings, using natural resources to provide food, shelter, and tools for survival. Gradually, people living in the river valleys of Egypt, the Middle East, India, and China developed complex civilizations.

Art and Literature The development of writing preserved some of the world's oldest literature, from the Egyptian *Tale of Sinuhe* and the Sumerian *Epic of Gilgamesh* to India's *Mahabharata* and ancient China's *Book of Songs*.

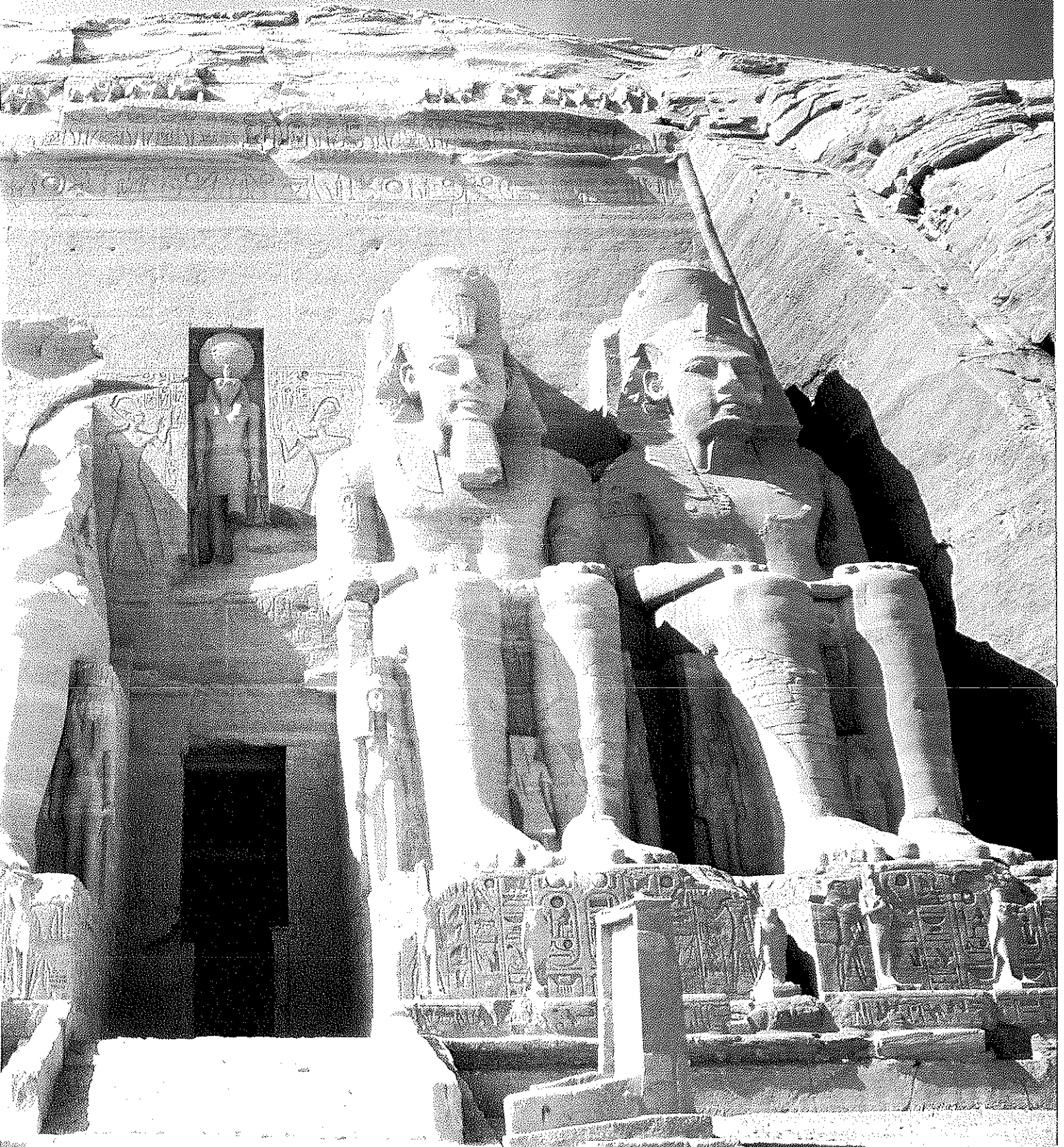
Unit Theme Activity

For Your Portfolio The chapters in this unit illustrate various connections between geography and history. As you read the chapters, prepare a portfolio project highlighting developments that show these connections. Your project might take one of the following forms:

- PowerPoint presentation
- Museum exhibit
- Essay



Abu Simbel is a temple built along the Nile River in Egypt to honor the ruler Ramses II. Its huge size reflects the pharaoh's power and godlike status.



WHY STUDY HISTORY?

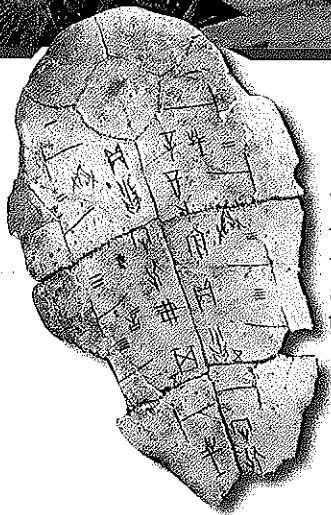
Because History Is a Fascinating Story!

Why would a man devote years to studying the letters of a long-dead king? Why would a woman spend thousands of hours digging in the mud and ruins of an ancient city? The answer is simple. These people are caught up in the fascinating time machine called human history. History is a story about people—how they lived, where they traveled, how they felt about their lives. Uncovering these stories is like unraveling a mystery. The more you search, the more you can discover about the world of the past.



Who was this man?

Today, he looks so fragile he might crumble at a touch. Once, though, this withered hand held incredible power. Pharaoh Ramses II ruled Egypt for 66 years, building scores of temples and monuments. Now, more than 3,000 years later, you can see the pharaoh's mummified remains at the Egyptian Museum in Cairo, Egypt. (Exactly how the Egyptians mummified their dead was itself a mystery for a long time.)



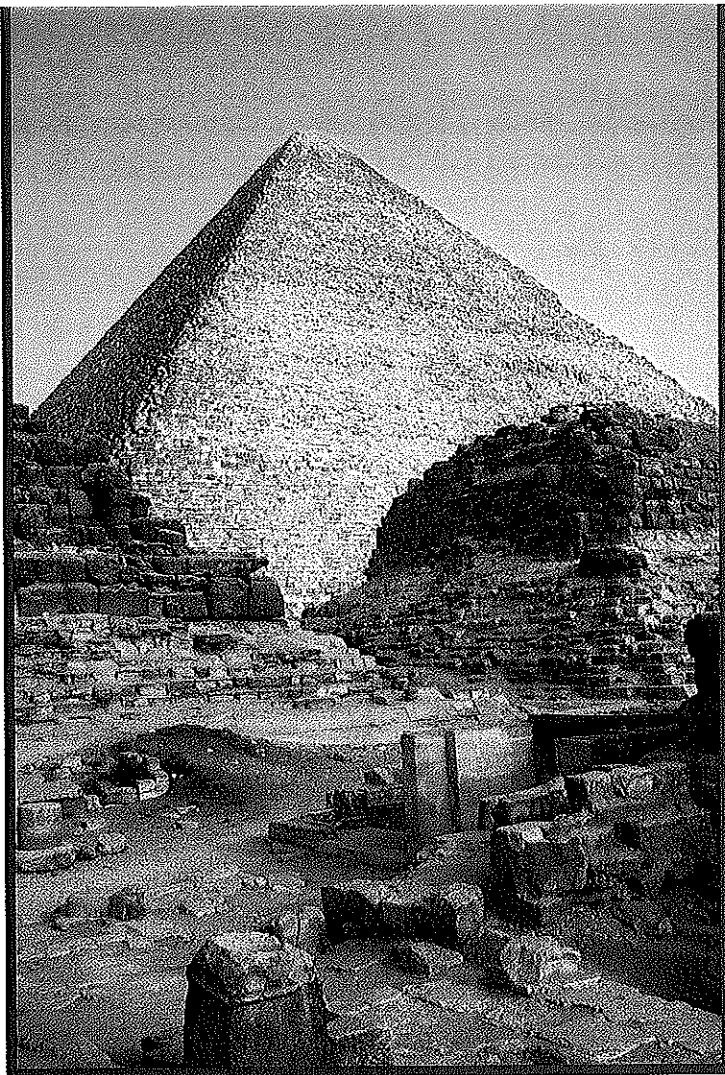
Why did someone write on this shell?

You may wonder why anyone would write on a tortoise shell or a deer bone. But to a priest in Shang China, oracle bones were an excellent way of predicting the future. The writing on this shell was actually a request for advice from a departed ancestor. Today, objects like oracle bones give us a window, not to the future, but to the past. They show us how past peoples differed from us—and how we are alike.

Where did the people go?

Suppose you walked into New York or Los Angeles today, only to find that everyone had vanished without a trace. That was how archaeologists felt when they uncovered the ruins of Mohenjo-Daro. About 3,500 years ago, these streets bustled with activity. Then, the people abandoned the city. What happened? A flood, an invasion—no one knows for certain. But you can be sure that historians will keep looking for clues.





How was this pyramid built?

The Great Pyramid has stood in the Egyptian desert for nearly 5,000 years. Without machinery, workers fitted together huge hand-cut stones weighing an average of more than two tons each. The pyramid is so solidly built that it would survive a direct hit by an atomic bomb! Looking at this ancient monument, we come face to face with the awe and wonder of the human past.

The past still fascinates us.



Maybe you know someone who participates in Revolutionary War reenactments. Maybe you've joined in at a Renaissance Fair. Perhaps you've mused over dinosaur bones at a museum. Or maybe you've just watched a popular movie about a ship disaster of the past. The enormous popularity of such entertainments demonstrates the continuing fascination we have with history.

Portfolio Assessment

Connecting to Today Interview an older neighbor or family member. Ask the person to recount the most memorable or interesting event from his or her lifetime. Share the results of your interview with the class. What can you conclude from the collected memories of the class?



Toward Civilization

Prehistory—3000 B.C.

Chapter Preview

- 1 Understanding Our Past
- 2 The Dawn of History
- 3 Beginnings of Civilization



2
million B.C.

Early people first begin using stone tools, similar to this scraper and arrowhead.



30,000 B.C.

Stone Age people create cave paintings that show the animals they hunt. The Chauvet cave paintings in France, above, are the oldest ever found.

CHAPTER EVENTS

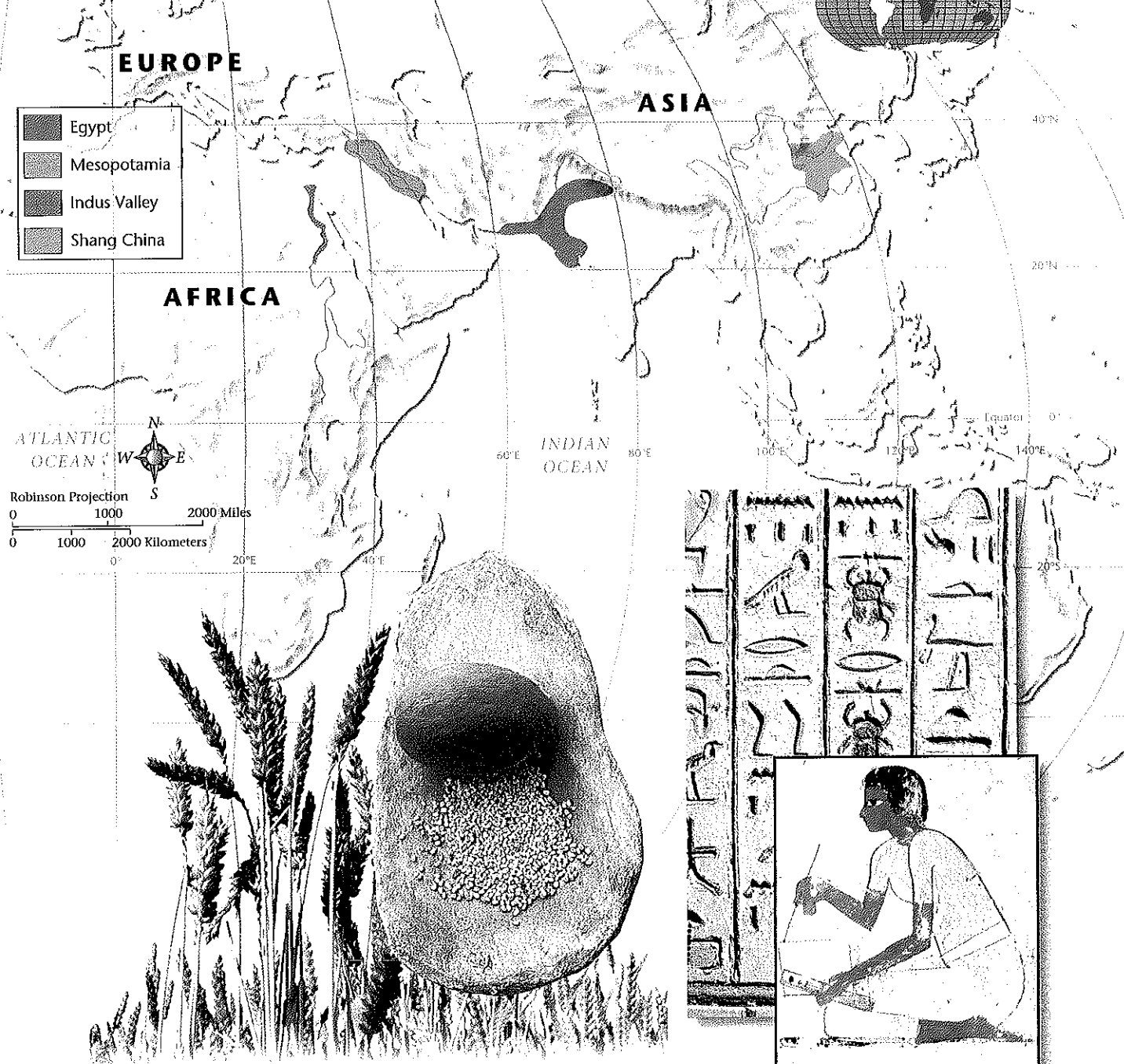
2
million
B.C.

35,000
B.C.

27,000
B.C.

River Valley Civilizations

The earliest civilizations rose in fertile river valleys of Africa and Asia.



18,000 B.C.

During the last ice age, huge glaciers spread across parts of Europe, Asia, and North America.

9000 B.C.

During the Neolithic agricultural revolution, people begin to grow their own crops and settle in farming villages. This ancient mortar was used to grind wheat into flour.

3000 B.C.

River valley civilizations emerge. As Egyptians (above) and others develop writing, they will preserve a written record of their history.

19,000 B.C.

11,000 B.C.

3000 B.C.

Reading Focus

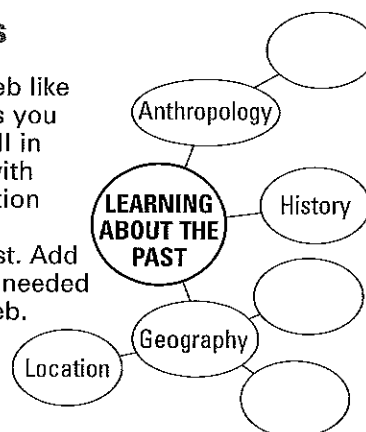
- How are geography and history linked?
- How do anthropologists and archaeologists find out about early peoples?
- How do historians try to reconstruct the past?

Vocabulary

geography
latitude
longitude
prehistory
anthropology
culture
archaeology
artifact
technology
historian

Taking Notes

Make a concept web like the one at right. As you read the section, fill in each blank circle with important information about how experts learn about the past. Add as many circles as needed to complete the web.



Main Idea

Geographers, archaeologists, anthropologists, and historians work to unravel human history.

Primary Source

A View of the Earth

An astronaut describes how world geography looks from space:

"As you eat breakfast you look out the window . . . and there's the Mediterranean area, Greece and Rome. . . . And you go down across North Africa, and out over the Indian Ocean and look up at that great subcontinent of India . . . out over the Philippines and up across that monstrous Pacific Ocean, that vast body of water—you've never realized how big that is before.

You finally come up across the coast of California, and you look for those friendly things, Los Angeles and Phoenix and on across to El Paso. . . . You look down there and you can't imagine how many borders and boundaries you cross, again and again and again, and you don't even see them."

—Russell L. Schweickart, quoted in *The Overview Effect* (White)

Skills Assessment

Primary Source Based on this reading, how is looking at the world from space different from looking at a world map?

Setting the Scene Austen Layard was sure that the large mounds held hidden secrets. In 1845, he hired workers to dig trenches in what is today Iraq. Day by day, they inched deeper into the hot desert sands.

One morning, Layard's foreman Awad ran toward him, yelling. Layard rushed to see what the diggers had found. He was amazed to see a huge stone head emerging from the sand. Excitement spread through the camp as the diggers unearthed a giant statue. Layard soon realized that they had begun to uncover remains of the Assyrians, known only from stories in the Bible. As Layard and others found additional evidence, they slowly pieced together a picture of these people who had lived some 3,000 years before.

Thanks to the work of scholars like Austen Layard, we know a lot about how people lived in different times and places. Among these scholars are people who study geography—the stage on which all human history takes place.

Geography and History

Geography is the study of people, their environments, and the resources available to them. By showing how people lived in different times and places, geographers have added to our knowledge of human history. Often, geographers must draw conclusions from limited evidence. For example, tons of river mud found in the ruins of an ancient city may indicate that the city was wiped out by a flood. Similarities in language and art in widely separated regions may suggest that there was once contact between the two places.

Five themes sum up the impact of geography on the human story. They are location, place, human-environment interaction, movement, and region.

Location Location tells where a place is on the surface of the Earth. You can locate any place on a map using latitude and longitude. Latitude measures distance north or south of the Equator. Longitude measures distance east or west of the Prime Meridian, an imaginary line that runs north to south through Greenwich, England. For example, you can locate the city of Seoul, South Korea, at 37° N latitude and 127° E longitude. These numbers give its exact location.

Relative location—where one place is located in relation to another—is sometimes more important than exact location. For example, ancient Athens was located on the eastern Mediterranean Sea, near much older

civilizations in Egypt and the Middle East. This relative location influenced the Athenians' way of life because they acquired valuable skills and ideas from their neighbors.

Place Geographers describe places in terms of their physical features and human characteristics. Physical features of a place include landforms, bodies of water, climate, soil quality, resources, and plant and animal life. Human characteristics include where most people live and their economic activities, religious beliefs, and languages.

Human-Environment Interaction Since the earliest times, people have interacted with their environment. That is, they have shaped and been shaped by the places in which they lived. Early farmers used water from rivers to irrigate their crops. Much later, European settlers in the Americas cut down trees to clear land for farms. As technology has advanced, we have changed the environment in more complex ways. Today, roads slice through deserts, and canals link distant bodies of water.

Movement The movement of people, goods, and ideas is another key link between geography and history. In early times, people followed herds of deer or buffalo on which they depended for food. In more recent times, people have migrated, or moved, from farms and villages to cities in search of jobs. Others have fled from war or religious persecution.

In ancient times, as today, traders have carried goods from one part of the Earth to another. Ideas also move, carried by people like missionaries or settlers. Today, communications satellites and television cables carry ideas faster and farther than ever before.

Region Geographers divide the world into many types of regions. Some regions are based on physical characteristics, such as location. The Gulf States, for example, are those countries bordering the Persian Gulf. They are part of a larger region of southwestern Asia, which we often call the Middle East. Regions may also be defined by political, economic, or cultural features. Culturally, the Gulf States are part of two larger regions, the Arabic-speaking world and the Muslim world.

Geography Makes a Difference

Geographic features such as landforms, climate, and natural resources have helped to shape a wide variety of human cultures. This reindeer herder in Siberia (below) lives a far different life from that of these rice farmers in Vietnam (left).

Theme: Geography and History Identify two cultural differences shown in these photographs. How might geography contribute to these differences?



Connections to Today

History in a Garbage Dump

Can a 10,000-year-old garbage dump be a gold mine? It can—to an archaeologist. Prehistoric trash provides valuable clues as to how people lived long ago. For example, heaps of gnawed bones may show which animals people hunted or raised for food.

More recently, members of the University of Arizona Garbage Project gathered at the Fresh Kills landfill in New York—the world's largest garbage dump. Using a giant drill, the students dug deep into the rotting mounds. At 35 feet, they found newspapers, grass clippings, and hot dogs from 1984. At 60 feet, the drill had reached debris from the 1940s. From each layer, the team carefully collected and labeled samples. Despite the foul smell, the garbage hunters agreed that the landfill was full of "wonderful things."

Theme: Continuity and Change Name two things that you threw away in the last day. What clues might these items give to future anthropologists?

How Do We Know?

The search for the human past has led all over the globe and far back to prehistoric times. Prehistory refers to the long period of time before people invented systems of writing. Prehistoric people had no cities, countries, organized central governments, or complex inventions.

Anthropology About 200 years ago, scholars began studying the origins and development of people and their societies. Today we call this field of study anthropology. Modern anthropologists specialize. Some examine the origins of human life. Others focus on the variety of human cultures. In anthropology, culture refers to the way of life of a society that is handed down from one generation to the next by learning and experience.

Archaeology A specialized branch of anthropology is called archaeology (ahr kee AHL uh jee), the study of past people and cultures. Archaeologists find and analyze the material remains of human cultures to learn about prehistoric people and to add to the written records of historical times.

Archaeologists study artifacts, objects made by human beings. Artifacts include tools, weapons, pottery, clothing, and jewelry. By analyzing artifacts and other items, archaeologists draw conclusions about the beliefs, values, and activities of our ancestors. Writer Agatha Christie, who was married to an archaeologist, described how people of the past speak to us through artifacts:

"'With these bone needles we sewed our clothes.' 'These were our houses, this our bathroom, here our system of sanitation!' . . . 'Here, in this little jar, is my make-up.' 'All these cook-pots are of a very common type. You'll find them by the hundred. We get them from the potter at the corner.'"

—Agatha Christie, *Come, Tell Me How You Live*

Archaeologists at Work Analyzing ancient artifacts is difficult, but archaeologists have devised many useful techniques. In the 1800s and early 1900s, archaeologists picked a likely site, or place, and began digging. The farther down they dug, the older the artifacts they found. Some long-buried objects crumbled as soon as they were exposed to light and air. Today, scientists have ways to preserve such fragile artifacts.

By studying thousands of items, archaeologists have traced how early people developed new technologies. Technology refers to the skills and tools people use to meet their basic needs. The first stone tools, for example, were crudely made with jagged edges and rough surfaces. Stone tools from later times are smooth and polished, showing improved skills.

Archaeologists today also make detailed maps locating every artifact they find. By analyzing this evidence, they can tell what went on at different locations within a site. Flint chips, for example, might suggest the workplace of a toolmaker.

Technology and the Past Archaeologists use modern technology to study and interpret their findings. Computers can be used to store and sort data or to develop accurate site maps. Aerial photography can reveal patterns of how people used the land. Techniques for measuring radioactivity help chemists and physicists determine the age of objects.

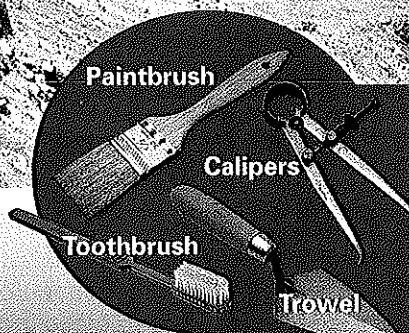
Geologists, or experts on earth science, help archaeologists date artifacts by determining the age of nearby rocks. Botanists and zoologists, experts on plants and animals, examine seeds and animal bones to learn about the diet of early people. Experts on climate determine what conditions early people faced on the plains of Africa or in ice-covered parts of Europe. Biologists analyze human bones as well as bloodstains found on old stone tools and weapons.

UNEARTHING THE PAST

Sweat runs down your forehead and into your eyes. It stings. Slowly, you stand up from where you've been kneeling in the dirt and wipe your face. You volunteered to spend your first summer after high school helping archaeologists at a dig in Mexico. Squinting against the bright sun, you wait for your eyes to adjust. . . .

You turn and you see a serene face on an urn that you helped excavate this morning. You feel a sense of pride as you realize that you have helped unearth a piece of the past.

You hear distant murmurs in English and Spanish, and you can pick out an occasional word. Louder are the clink of metal hammers on rock and the crunch of shovels in soft earth. These are the sounds of an archaeological dig.



You gather your tools, lying scattered about you. You use the trowel to dig up an artifact, brushes to gently brush away dirt, and calipers to measure it. You take great care, because you are unearthing ancient treasure.

Your eyes focus on a pit just in front of you. Archaeologists are examining a burial chamber. They are sketching and mapping the find. Precise records are needed for later analysis.

Portfolio Assessment

The sun dips below the horizon, and you are through for the day. Alone in your tent, you pick up paper and pen and start a letter home. You explain how you have reached your decision about whether to volunteer at another dig next summer.

What Year Is It?

Most nations today use a standard calendar that dates events from the birth of Christ. This calendar, sometimes called the Christian Era calendar, uses B.C. to stand for dates before the birth of Christ and A.D. for dates after the birth of Christ. Some modern books use C.E., or "common era," instead of A.D.

The Christian Era calendar, however, is not the only calendar used in the world. The year 2000 on the Christian Era calendar overlapped the Muslim year 1371, the Chinese year 4637, and the Jewish year 5761. In some cultures, people use the standard dates for everyday use and traditional dates for holidays and religious ceremonies.

Theme: Diversity What are the advantages of all nations using the same dating system?

Historians Reconstruct the Past

While archaeologists have uncovered useful information about the past, most of what goes into a textbook like this one comes from the work of historians. Historians study how people lived in the past. Like archaeologists, historians study artifacts, from clothing and coins to artwork and tombstones. However, they rely even more on written evidence.

About 5,000 years ago, some people in different parts of the world began to keep written records. That event marked the beginning of recorded history. Although these early records are often scanty, they do give us a narrative of events, as well as a number of names and dates. Historians carefully study written evidence, such as letters or tax records. Historians of the recent past also use such evidence as photographs or films.

Historical Detection Like a detective, the historian must evaluate the evidence to determine if it is reliable. Do records of a meeting between two officials tell us exactly what was said? Who was taking notes? Was a letter writer really giving an eyewitness report or just passing on rumors? Could the letter even be a forgery? The historian tries to find the answers.

Historians then must interpret the evidence, explaining what it means. Often, the historian's goal is to determine the causes of a certain development or event, such as a war or an economic collapse. By explaining why things happened in the past, the historian can help us understand what is going on today and what may happen tomorrow.

Generally, historians try to give a straightforward account of events. Sometimes, though, their personal experiences, cultural backgrounds, or political opinions may affect their interpretations. At times, historians disagree about what the evidence proves. Such differences can lead to lively debates.

The "Great" and the "Small" The first historians began writing thousands of years ago. These early historians wrote mostly about the deeds of well-known and powerful people such as monarchs, religious leaders, politicians, and generals.

Today, historians still write about famous people whose actions have had wide influence. Yet other historians are studying the lives of ordinary people. How did farmers or workers earn a living? What holidays did they celebrate? What was family life like? The answers to such questions have increased our understanding of the past.

SECTION 1 Assessment

Recall

1. Define: (a) geography, (b) latitude, (c) longitude, (d) prehistory, (e) anthropology, (f) culture (g) archaeology, (h) artifact, (i) technology, (j) historian.

Comprehension

2. (a) What are the five themes of geography? (b) Give two examples of how people interact with their environment.
3. How do anthropologists and archaeologists learn about the lives of prehistoric people?

4. What kinds of evidence do historians use to study the past?

Critical Thinking and Writing

5. **Linking Past and Present** Historians and archaeologists have worked to piece together the human story from prehistory up to today. Why do you think it is important for us to understand our past?

6. **Connecting to Geography** How can bodies of water play an important role in shaping human society and economy?

Activity

Learning From Artifacts

Make a list of four or five artifacts that are in your classroom right now. Then, describe what these artifacts might tell archaeologists of the future about education in our time.

Reading Focus

- What advances did people make during the Old Stone Age?
- How can we learn about the religious beliefs of early people?
- Why was the Neolithic agricultural revolution a turning point in history?

Vocabulary

nomad
glacier
animism
domesticate

Taking Notes

Copy the before-and-after chart shown below. As you read the section, add information about human history under each heading. Save the completed chart to help you recall what you learn in this section.

PEOPLE LEARN TO FARM

Before	After
<ul style="list-style-type: none"> • Lived in small groups • 	<ul style="list-style-type: none"> • Populations grew •

Main Idea

The change from nomadic to farming life led to the emergence of civilizations.

Setting the Scene

A small band of hunters and food gatherers was camped on the shore of Lake Turkana in East Africa. One member of the group picked up a stone and chipped it with another stone to make a sharp, jagged edge. The toolmaker may have used this simple tool to cut meat from a dead animal or to sharpen a stick for digging up edible roots.

The toolmaker left the chipped stone near the lake. Some three million years later, anthropologist Richard Leakey picked it up. "It is a heart-quickenning thought," Leakey later said, "that we share the same . . . heritage with the hand that shaped the tool that we can now hold in our own hands."

Very slowly, early people learned to make better tools and weapons from stone, bone, and wood. They also developed new skills. Technological advances like these helped more people to survive.

The Old Stone Age

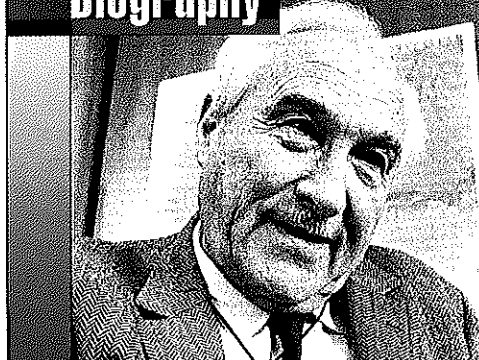
Historians call the earliest period of human history the Old Stone Age, or Paleolithic age. This long period dates from about 2 million B.C., the time of the first stone toolmakers, to about 10,000 B.C.

African Beginnings Anthropologists have found startling evidence of early human life in East Africa. In 1959, Mary and Louis Leakey found pieces of bone embedded in ancient rock at Olduvai (ohL duh way) Gorge in Tanzania. After careful testing, they concluded that the bone belonged to early hominids, or humanlike primates. In 1974, Donald Johanson found part of a hominid skeleton in Ethiopia. Johanson named his find "Lucy" after a Beatles' song.

Because of such evidence, many scientists think that the earliest people lived in East Africa. Later, their descendants may have migrated north and east into Europe and Asia. In time, people reached the Americas, Australia, and the islands of the Pacific.

Hunters and Food Gatherers Paleolithic people lived in small hunting and food-gathering bands numbering about 20 or 30 people. Everyone contributed to feeding the group. In general, men hunted or fished. Women, with their small children, gathered berries, fruit, nuts, wild grain, roots, or even shellfish. This food kept the band alive when game was scarce. Paleolithic people were nomads, moving from place to place as they followed game animals and ripening fruit.

Biography



Louis Leakey 1903–1972

No one who heard Louis Leakey talk about Africa ever forgot it. "He cast a spell," recalled Donald Johanson, "making each listener believe he was speaking only to him or her." Leakey's enthusiasm inspired a whole generation of anthropologists.

Born in Kenya, Leakey began looking for early human remains in East Africa. He and his wife, Mary, found many tools, bones, and other artifacts. Even while working as a spy during World War II, Leakey continued digging in his free time. In later life, he traveled all over the world, lecturing and raising funds for new research projects.

Theme: Impact of the Individual Why might someone devote his or her life to studying human origins?



Primary Source

Art in a Cave

An artist describes seeing cave paintings near Lascaux, France:

"I left the wonderful cave of Lascaux feeling slightly dazed. In such a short time it was not possible to absorb fully the hundreds of painted animals that appeared to prance over the calcite-covered walls and ceilings. Heavy bulls—over sixteen feet long—jostled for space with tiny deer. Leaping cows straddled groups of small ponies, and ibex butted one another like animated bookends. Rounding a sharp corner, I was suddenly confronted by two large black bison, shown rushing away in opposite directions. In the stillness, one could almost hear the animals' stampeding hooves as they hurried to escape capture."

—Douglas Mazonowicz,
Voices From the Stone Age

Skills Assessment

Primary Source How does this artist's description of the Lascaux cave paintings convey a sense of excitement?

People depended wholly on their environment for survival. At the same time, they found ways to adapt to their surroundings. They made simple tools and weapons out of the materials at hand—stone, bone, or wood. At some point, Stone Age people developed spoken language, which let them cooperate during the hunt and perhaps discuss plans for the future.

Still, prehistoric people faced severe challenges from the environment. During several ice ages, the Earth cooled. Thick glaciers, or sheets of ice, spread across parts of Asia, Europe, and North America. To endure the cold, Paleolithic people invented clothing. Wrapped in animal skins, they took refuge in caves or under rocky overhangs during the long winters. They also learned to build fires for warmth and cooking. In this harsh life, only the hardy survived.

Early Religious Beliefs

About 30,000 years ago, people began to leave evidence of their belief in a spiritual world. To them, the world was full of spirits and forces that might reside in animals, objects, or dreams. Such beliefs are known as animism.

In France, Spain, and northern Africa, cave or rock paintings vividly portray animals such as deer, horses, and buffaloes. Some cave paintings show stick-figure people, too. The paintings often lie deep in the caves, far from a band's living quarters. Cave paintings may have been part of animist religious rituals in which hunters sought help from the spirit world for success in an upcoming hunt.

Archaeologists have also found small stone statues that probably had religious meaning. Statues of pregnant women, for example, may have been symbols meant to ensure survival of the band. They suggest that early people worshiped earth-mother goddesses, givers of food and life.

Toward the end of the Old Stone Age, some people began burying their dead with great care. This practice suggests a belief in life after death. They probably believed the afterlife would be similar to life in this world, so they provided the dead with tools, weapons, and other needed goods. Burial customs like these survived in many places into modern times.

The Neolithic Agricultural Revolution

About 11,000 years ago, nomadic bands made a breakthrough that had far-reaching effects. They learned to farm. By producing their own food, they could remain in one place. Farmers thus settled into permanent villages and developed a new range of skills and tools. This change from nomadic to settled farming life ushered in the New Stone Age, or Neolithic age.

The First Farmers No one knows when and how people began to plant seeds for food. Some scholars think that, in the Eastern Hemisphere, farming started in the Middle East and then spread. Others argue that farming developed independently in different regions. No matter which way it occurred, the change had such dramatic effects that historians call it the Neolithic agricultural revolution.

Food-gathering women may have been the first to notice that if seeds were scattered on the ground, new plants would grow the next year. They may also have seen that removing some plants enabled nearby ones to grow stronger. If game animals were scarce, a band might camp at a place where plants grew and begin cultivating them season after season.

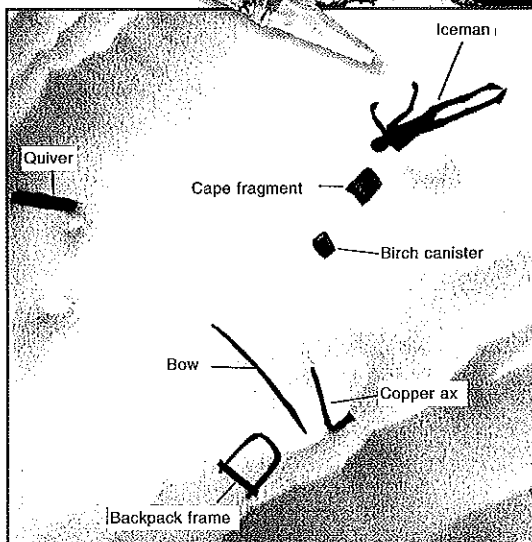
The Neolithic revolution included a second feature. People learned to domesticate, or tame, some of the animals they had once hunted. Rather than wait for migrating animals to return each year, hunters rounded them up. Then they herded the animals to good grasslands or penned them in rough enclosures. The animals provided people with a source of protein.

Analyzing Primary Sources

Clues to the Iceman Mystery

In 1991, hikers in the Alps stumbled upon a gruesome sight: a man's head and shoulders sticking out of the ice. Investigators discovered that the man had not died recently. In fact, the Iceman, as newspapers called him, had been shot with an arrow more than 5,000 years earlier. Fascinated, scientists studied the Iceman and his belongings.

The Iceman and his possessions were preserved in a pocket of snow (right). The 4½-inch stone-and-wood dagger (below) was found near his body.



The Iceman's possessions, such as the bow and quiver shown on this diagram (left), give clues to his occupation. According to researcher Konrad Spindler, "In the high mountains, a shepherd would have to be armed with bow and arrow to defend himself from wild animals and human enemies, and also to secure food for himself."

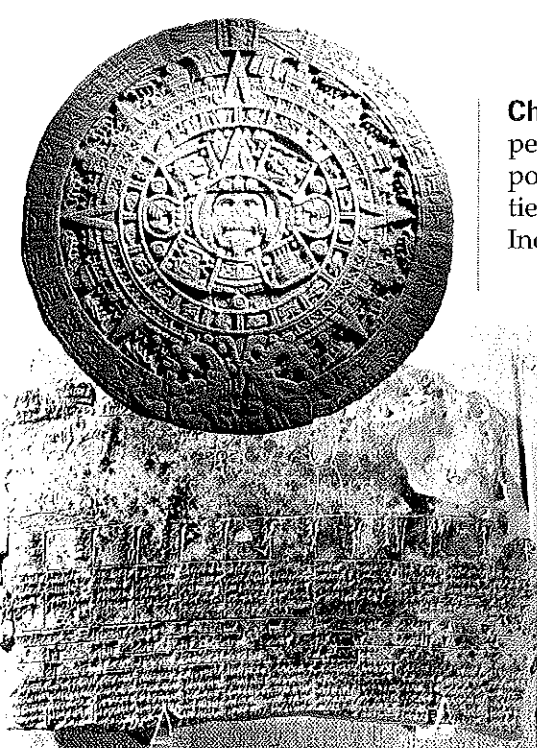
Scientists were impressed by the complexity of the Iceman's ax. Its copper blade was bound onto a wooden handle with birch gum and leather.

Skills Assessment

- Based on its size and shape, the dagger that was found with the Iceman might have been used to
 - chop wood for fires.
 - cut up meat or vegetables.
 - kill large animals.
 - carve through solid rock.
- What conclusion can be made based on the discovery of the copper ax?
 - The Iceman used copper because stone was unavailable in the Alps.
 - People in the Alps knew how to mine and work with copper.
 - The early peoples of the Alps used copper for ornamental purposes.
 - Iron tools replaced copper tools.
- Critical Thinking Making Inferences** (a) Based on these artifacts, what can you infer about the Iceman's day-to-day life? (b) Consider the quality of workmanship of these artifacts. What does this tell you about the Iceman and the culture in which he lived?

Skills Tip

When using an artifact as a primary source, try to determine how that item might have been used at the time it was made.



Early Calendars

From the Stone Age on, different cultures developed calendars based on the cycles of the sun and the moon. These calendars were created by the Aztecs of Mexico (top) and the Babylonians of the Middle East (bottom).

Theme: Economics and Technology Why was it important for farming societies to create calendars?

Changing Ways of Life The Neolithic agricultural revolution enabled people to become food producers for the first time. It led to a growth in population, which in turn led to more interaction among human communities. No greater change in the way people lived took place until the Industrial Revolution of the late 1700s.

Like their Paleolithic ancestors, early farmers still divided up the work by gender and age. Still, important differences began to emerge. In settled farming communities, the status of women declined as men came to dominate family, economic, and political life. Heads of families, probably older men, formed a council of elders and made decisions about when to plant and harvest.

When food was scarce, warfare increased, and some men gained prestige as warriors. These elite warriors asserted power over both women and other men. These changes did not mean that women lost all their influence or rights. Rather, they show that village life was reshaping the roles of both women and men.

Settled people had more personal property than their nomadic ancestors. Some people accumulated more possessions than their neighbors, so differences in wealth appeared. Yet big differences among social classes did not exist at this time.

New Technologies To farm successfully, people had to develop new technologies. Like farmers today, they had to find ways to protect their crops and measure out enough seed for the next year's harvest. They also needed to measure time accurately so that they would know when to plant and harvest. Gradually, they created the first calendars. In some places, farmers learned to use animals such as oxen or water buffalo to plow the fields.

Archaeological evidence shows that some villages had separate workshops where villagers made tools, including smooth, polished ax heads and chipped arrowheads. In some parts of the world, Neolithic people learned to weave cloth from animal hair or vegetable fibers.

Inventions did not appear everywhere at the same time. Technologies might travel slowly from one area to another, taking thousands of years to spread across continents. Other technologies may have been invented separately in different parts of the world.

By about 5,000 years ago, the advances made by early farming communities led to a new stage of development—the emergence of civilizations.

SECTION 2 Assessment

Recall

1. Identify: (a) Paleolithic age, (b) Mary and Louis Leakey, (c) Neolithic age.
2. Define: (a) nomad, (b) glacier, (c) animism, (d) domesticate.

Comprehension

3. How did Paleolithic people learn to adapt to their environment?
4. What do burial customs suggest about the beliefs of early peoples?
5. (a) What were the key features of the Neolithic agricultural revolution? (b) How did it change people's lives?

Critical Thinking and Writing

6. Recognizing Causes and Effects
(a) Why would economic scarcity often lead to increased warfare between farming communities?
(b) How do you think economic scarcity and warfare changed the status of women in Stone Age societies?

7. Connecting to Geography Why would geography probably have played a more important role in the lives of people during the Old Stone Age than it plays in your life today?



Activity

Take It to the NET

Use Internet sources to find out more about prehistoric cave paintings. Then, use the information to write a talk that a tour guide might give to visitors. Include the location of the caves, interesting features about the paintings, and information about the people who made them.

Reading Focus

- How did the first cities emerge?
- What are the basic features of civilizations?
- How do cultures spread and change?

Vocabulary

civilization
surplus
polytheistic
artisan
pictogram
scribe
city-state
empire
steppe
cultural diffusion

Taking Notes

As you read, prepare an outline of this section. Use Roman numerals to indicate the major headings of the section, capital letters for the subheadings, and numbers for the supporting details. The sample at right will help you get started.

I. The rise of cities

A. River valley civilizations

1.

2.

II. Features of civilization

A.

1.

2.

Main Idea

The rise of cities was a central feature in the development and spread of civilizations.

Setting the Scene Perhaps the best-known monuments of the ancient world are the great pyramids of Egypt. More than 100,000 workers labored for years under the hot North African sun to build these giant tombs. Without modern machinery, they fit into place more than two million stone blocks weighing an average of 2 ½ tons each!

Pyramid building required a society more highly organized and technologically advanced than Neolithic farming villages. In Egypt, as elsewhere, people were taking a giant step from prehistory into history.

The Rise of Cities

The rise of cities was the main feature of civilization. A civilization is a complex, highly organized social order. The first cities emerged after farmers began cultivating fertile lands along river valleys and producing surplus, or extra, food. These surpluses in turn helped populations to expand. As populations grew, some villages swelled into cities.

River Valley Civilizations Cities rose independently in the valleys of the Tigris and Euphrates rivers in the Middle East, the Nile River in Egypt, the Indus River in India, and the Yellow River, or Huang He, in China. Conditions in these river valleys favored farming. Flood waters spread silt across the valleys, renewing the soil and keeping it fertile. The animals that flocked to the rivers to drink were another source of food. In addition, rivers provided a regular water supply and a means of transportation.

Rivers also posed challenges. Farmers had to control flooding and channel waters to the fields. To meet these challenges, cooperation was needed. Early farmers worked together to build dikes, dig canals, and carve out irrigation ditches. Such large-scale projects required leadership and a well-organized government.

Ancient cities were frequently surrounded by high walls. The walls of Babylon were so wide that a chariot could turn around on top of the wall without falling off. Early cities also boasted large temples and palaces and broad avenues used for public ceremonies. Still, most city streets were narrow and tangled, with houses as small as village huts.

Cities in the Americas Unlike the civilizations in Asia, Africa, and Europe, civilizations in the Americas often did not rise in river valleys. Two major civilizations, the Aztecs and Incas, eventually emerged in the highlands of Mexico and Peru.

Did You Know?**The Walls of Jericho**

The city of Jericho was tiny—just about the size of eight football fields—but it was home to several thousand people. Jericho, in present-day Jordan, is the oldest city yet found. Archaeologists believe it was first settled a stunning 10,000 years ago. Even more striking is the fact that archaeologists have uncovered a huge wall, 12 feet high and 6 feet thick, that once surrounded the city.

What can we conclude from this great wall? Jericho must have had a powerful government to oversee the building of the wall. We can also conclude that there must have been a very good reason to undertake such a difficult task. One historian put it this way: "The citizens of Jericho felt they had wealth worth defending, and they lived in a world where others would try to take it from them by force."

Theme: Economics and Technology What might be the strategic advantages of a wall 12 feet high and 6 feet thick?

In the Americas, the first cities may have begun as religious centers. There, powerful priests inspired people from nearby villages to build temples to their gods. Villagers would gather at the temples for regular worship. In time, many may have remained permanently, creating cities like those elsewhere.

Features of Civilization

How did civilizations differ from smaller farming societies? What did the early civilizations that rose in different parts of the globe have in common? Historians distinguish eight basic features found in most early civilizations. These eight features are (1) cities, (2) well-organized central governments, (3) complex religions, (4) job specialization, (5) social classes, (6) arts and architecture, (7) public works, and (8) writing.

Organized Governments As cities grew, they needed a steady food supply. To produce large amounts of food and oversee irrigation projects, new forms of government arose. City governments were far more powerful than the councils of elders and local chiefs of farming villages.

At first, priests probably had the greatest power. In time, warrior kings emerged as the chief political leaders. They took over the powers of the old councils of elders and set themselves up as hereditary rulers who passed power from father to son. Almost always, rulers claimed that their right to rule came from the gods. Early Chinese kings took the title "Son of Heaven," and Incan emperors declared that they were sons of the sun itself. Thus, political rulers gained religious power as well.

Government became more complex as rulers issued laws, collected taxes, and organized systems of defense. To enforce order, rulers relied on royal officials. Over time, separate government departments evolved that oversaw functions such as tax collection, irrigation projects, or the military.

Complex Religions Like their Stone Age ancestors, most ancient people were polytheistic, that is, they believed in many gods. People appealed to sun gods, river goddesses, and other spirits that they believed controlled natural forces. Other gods were thought to control human activities such as birth, trade, or war.

In ancient religions, priests and worshipers sought to gain the favor of the gods through complex rituals such as ceremonies, dances, prayers, and hymns. To ensure divine help, people built temples and sacrificed animals, crops, or sometimes other humans to the gods. Sacrifices and other ceremonies required the full-time attention of priests, who had special training and knowledge.

Job Specialization The lives of city dwellers differed from those of their Stone Age ancestors. Urban people developed so many new crafts that a single individual could no longer master all the skills needed to make tools, weapons, or other goods. For the first time, individuals began to specialize in certain jobs. Some became artisans, or skilled craftworkers, who made pottery or finely carved or woven goods. Among the crafts that developed in cities, metalworking was particularly important. People learned to make tools and weapons, first out of copper, then later out of bronze, a more durable mixture of copper and tin.

Cities had other specialists, too. Bricklayers built city walls. Soldiers defended them. Merchants sold goods in the marketplace. Singers, dancers, and storytellers entertained on public occasions. Such specialization made people dependent on others for their various needs.

Social Classes In cities, social organization became more complex. People were ranked according to their jobs. Such ranking led to the growth of social classes. Priests and nobles usually occupied the top level of an

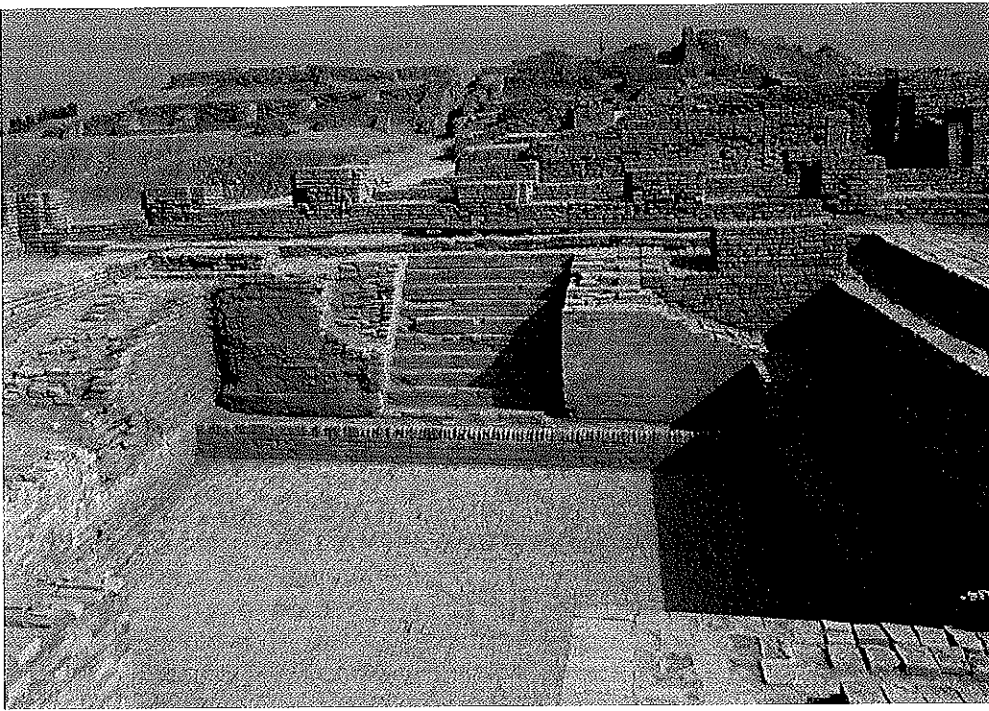


Virtual Field Trip

www.phschool.com

Harappa and Mohenjo-Daro
Pakistan

To see other views and artifacts from these ancient cities, use the Internet address above to link to an ancient Indus Valley site.



Remains of an Ancient Civilization

One early civilization emerged in the Indus River valley. The Indus city of Mohenjo-Daro included a huge public water tank (left). Indus Valley artifacts (below) include stone seals with writing and a small statue of a priest-king.

Theme: Diversity Describe how these pictures reflect some of the eight features of civilization.

ancient society. Next came a small class of wealthy merchants, followed by humbler artisans. Below them stood the vast majority of people, peasant farmers who lived in the surrounding villages and produced food for the city.

Slaves occupied the lowest social level. Slaves sometimes came from poor families who sold themselves into slavery to pay their debts. Others were prisoners captured in war. Because male captives were often killed, women and children made up the largest number of these slaves.

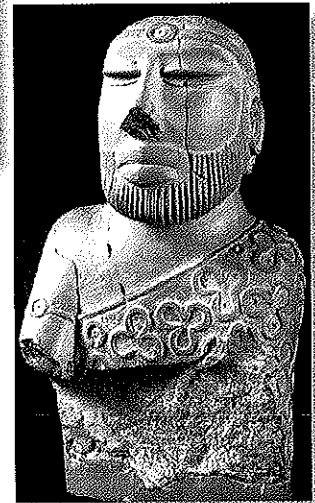
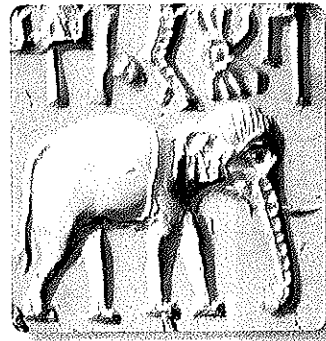
Arts and Architecture The arts and architecture of ancient civilizations expressed the beliefs and values of the people who created them. Temples and palaces dominated the city scenery. Such buildings reassured people of the strength and power of their government and religion.

Skilled workers built and decorated massive buildings. In museums today, you can see statues of gods and goddesses, temple or palace wall paintings, and furniture and jewelry found in ancient tombs from around the world. They give ample evidence of the artistic genius of the first civilizations.

Public Works Closely linked to temples and palaces were vast public works that strong rulers ordered to be built. Such projects included irrigation systems, roads, bridges, and defensive walls. Although they were costly in human labor and even lives, such projects were meant to benefit the city, protecting it from attack and ensuring its food supply.

Writing A critical new skill developed by the earliest civilizations was the art of writing. It may have begun in temples, where priests needed to record amounts of grain collected, accurate information about the seasons, and precise rituals and prayers.

Archaeologists have found masses of ancient writings, ranging from treaties and tax rolls to business and marriage contracts. The earliest writing was made up of pictograms, or simple drawings that looked like the objects they represented. In time, symbols were added. They might stand for sounds of words or for ideas that could not be expressed easily in pictures.






Geography and History

Ancient Travelers

Scientists long thought that ancient peoples tended to stay close to home. But startling new evidence from around the world has cast doubt on this idea.

In Europe, archaeologists found the remains of a sophisticated canoe that is 8,500 years old. In Oceania, we have learned that early people sailed small boats across hundreds, and perhaps thousands, of miles of open ocean. In Asia, scientists have mapped out ancient trade routes that crossed hundreds of miles of some of the most rugged terrain on the planet. These discoveries show that early peoples were much more mobile than anyone had ever imagined.

 **Theme: Geography and History** What might have motivated early peoples to travel?

As writing grew more complex, only specially trained people called scribes learned to read and write. Scribes were educated in temple schools and kept records for priests, rulers, and merchants. In only a few societies were women permitted to attend temple schools. As a result, women were generally excluded from becoming scribes, an occupation that could lead to political power.

Spread of Civilization

As ancient rulers gained more power, they conquered territories beyond the boundaries of their cities. This expansion led to the rise of the city-state, a political unit that included a city and its surrounding lands and villages. Rulers, nobles, and priests often controlled the land outside the city and forced peasants to grow crops on it. A large portion of each harvest went to support the government and temples.

The First Empires Rival leaders often battled for power. Sometimes, ambitious rulers conquered many cities and villages, creating the first empires. An empire is a group of states or territories controlled by one ruler. For the conquered people, defeat was painful and often cruel. At the same time, empire building also brought benefits. It helped end war between neighboring communities and created common bonds among people.

Interactions With Nomadic Peoples The first cities were scattered islands in a sea of older, simpler ways of life. Most peoples lived as their Stone Age ancestors had. They hunted, gathered food, or lived in simple farming villages. On some less-fertile lands or on sparse, dry grasslands, called *steppes*, nomadic herders tended cattle, sheep, goats, or other animals. Because the lands were poor in water and grass, these nomads had to keep moving to find new pasture.

Nomadic cultures were not “civilized,” in the sense that they did not exhibit the characteristics of civilization. They built no cities and their governments were simpler than those of settled city-states or empires. However, many nomadic peoples developed sophisticated traditions in oral poetry, music, weaving, jewelry making, animal raising, and other areas of the arts and sciences.

Throughout history, relations between nomads and city dwellers have been complex. At times, the two groups cooperated in political, economic, or military matters. At other times, they have been in conflict, with cities subduing nomadic peoples or nomads overrunning cities. You will read about such encounters in later chapters.

Civilizations and Change

All societies and civilizations change. In fact, history itself might be defined as the story of these changes. Ancient civilizations changed in many ways over the centuries. Among the chief causes of change were shifts in the physical environment and interactions among people.

Environmental Changes Like their Stone Age ancestors, people of early civilizations depended heavily on the physical environment. They needed rain and fertile soil to produce crops. Resources such as stone, timber, or metals were also essential. Changes in the environment could have an immediate impact on people’s lives.

At times, sudden, drastic events devastated a community. A tremendous volcano may have wiped out Minoan civilization on the island of Crete in the Mediterranean Sea. Overfarming could destroy soil fertility, or rivers might become too salty. Cities would then suffer famine, and survivors would be forced to move away.

If people used up nearby timber or ran out of other building resources, they would have to adapt to this scarcity. They might, for example, trade with areas where such resources were available. Or they might use alternate building materials such as reeds.

Interactions Among People An even more important source of change was cultural diffusion, the spread of ideas, customs, and technologies from one people to another. Cultural diffusion occurred through migration, trade, and warfare.

As famine, drought, or other disasters led people to migrate, they interacted with others whose lives differed from their own. As a result, people often shared and adapted customs. Trade, too, introduced people to new goods or better methods of producing them. In ancient times, skills such as working bronze and writing, as well as religious beliefs, passed from one people to another.

Warfare also brought change. Often, victorious armies forced their way of life upon the people they defeated. On other occasions, the victors adopted the ways of a conquered people. Sometimes, nomadic rulers would become absorbed in city life.

Looking Ahead

In the next two chapters, you will read about the earliest civilizations that developed in the river valleys of Africa and Asia. They differed from one another in significant ways, each developing its own culture and traditions. At the same time, the civilizations of Egypt, Mesopotamia, India, and China all fit our definition of a civilization.

Cause and Effect

Long-Term Causes

- Silt deposits create fertile soil in river valleys
- Neolithic people learn to farm
- Hunters and gatherers settle into farming communities

Immediate Causes

- New technologies improve farming
- Food surpluses support rising populations
- First cities built in fertile valleys
- Farmers cooperate to control flooding and channel water

Rise of River Valley Civilizations

Immediate Effects

- Complex forms of government develop
- Arts become more elaborate
- Job specialization leads to social classes
- Writing is invented

Long-Term Effects

- Government bureaucracies emerge
- Early civilizations conquer neighboring lands
- Civilizations clash with nomadic peoples

Connections to Today

- Archaeologists mine rich stores of information in Egypt, Middle East, India, and China
- Large cities such as Cairo and Baghdad still flourish in river valley regions

Skills Assessment

Chart Although river valley civilizations rose in different places, they shared many important features. **How did the rise of civilizations lead to the development of more complex governments?**

SECTION 3 Assessment

Recall

1. Define: (a) civilization, (b) surplus, (c) polytheistic, (d) artisan, (e) pictogram, (f) scribe, (g) city-state, (h) empire, (i) steppe, (j) cultural diffusion.

Comprehension

2. How did conditions in some river valleys favor the rise of early civilizations?
3. How were government and religion closely linked in early civilizations?

4. What are three causes of cultural change?

Critical Thinking and Writing

5. **Recognizing Causes and Effects** How did job specialization lead to the emergence of social classes in early civilizations?
6. **Linking Past and Present** (a) Give three examples that show cultural diffusion in today's world. (b) Why do you think that cultural changes occur more quickly today than in the past?



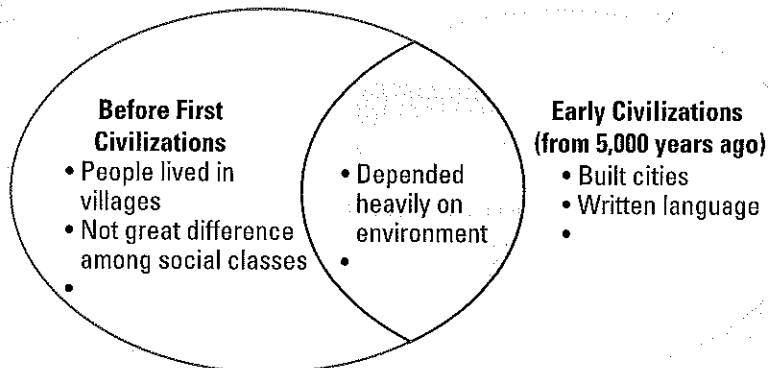
Activity

Take It to the NET

Use Internet sources to find out more about how early people learned to measure time. Then, use the information to create a time line about the evolution of time measurement.

Creating a Chapter Summary

Copy this Venn diagram on a sheet of paper. Use it to compare human life before and after the first civilizations began. Write information about life in both periods in the overlapping section of the circles. A few entries have been made to help you get started.



For additional review and enrichment activities, see the interactive version of *World History* available on the Web and on CD-ROM.



Web Site Self-Test

For practice test questions for Chapter 1, see www.phschool.com.

Building Vocabulary

For each of the ten terms below, write a sentence using the term.

- | | |
|-----------------|------------------------|
| 1. geography | 6. domesticate |
| 2. anthropology | 7. surplus |
| 3. prehistory | 8. polytheistic |
| 4. artifact | 9. scribe |
| 5. animism | 10. cultural diffusion |

Recalling Key Facts

- Name five types of scientists who help archaeologists learn about the past.
- What are the five themes of geography?
- (a) How did Paleolithic people survive? (b) What technological advances did they make?
- What change marked the beginning of the New Stone Age?
- Why did early farmers need to create calendars?
- List the eight features found in most early civilizations.
- In which four river valleys did early civilizations emerge?

Critical Thinking and Writing

- Identifying Main Ideas** Reread the Global Connections feature in Section 1. Then, write a sentence stating the main idea of the feature.
- Recognizing Points of View** Thomas Carlyle, a Scottish writer, said that history was "the biography of great men." Ibn Khaldun, an Arab historian, defined history as "information about human social organizations." (a) What is the main difference between these two views of history? (b) How might each man's viewpoint have affected the way he wrote about history?
- Connecting to Geography** (a) Describe the community where you live in terms of each of the five themes of geography. (b) Explain two ways that geography affects your community and way of life.
- Recognizing Causes and Effects** Make a list of five major social or technological developments of the Old Stone Age and the New Stone Age. Then, for each development, identify one short-term and one long-term effect.



Skills Assessment

Analyzing Primary Sources

The excerpt below was written by an American historian. Read the passage, then answer the questions that follow.

How Historians Find Evidence

"Precisely because the historian must turn to all possible witnesses, he is the most bookish of men. For him, no printed statement is without its interest. For him, the destruction of old cookbooks, gazetteers, road maps, Sears Roebuck catalogues, children's books, railway timetables, or drafts of printed manuscripts, is the loss of potential evidence. Does one wish to know how the mail-order business was operated or how a Nebraska farmer might have dressed in 1930? Look to those catalogues. Does one wish to know whether a man from Washington just might have been in New York on a day in 1861 when it can be proved that he was in the capital on the day before and the day after? The timetables will help tell us of the opportunity."

—Robin Winks, *The Historian as Detective*

22. (a) Who is the author? (b) How does the author describe historians?
23. Why must the historian "turn to all possible witnesses"?
24. (a) According to the author, what could a historian learn from an old catalogue? (b) What might two other things be?
25. Based on this excerpt, do you think Winks considers the work of historians important?
26. Name three kinds of printed material a historian might consult that Winks does not name.

Skills Assessment

Take It to the NET

Use the Internet to research archaeological discoveries of early remains, such as "Lucy" or discoveries at Olduvai Gorge, in Africa. Then, imagine that you were present when a site was first discovered. Write an archaeological log describing what you found.

Skills Assessment

Analyzing Cartoons



"Good effort, Sam, but it was a water jug!"

The cartoon above appeared in the British humor magazine *Punch* in May 1971. At that time, amateur archaeologists from many parts of the world were flocking to England to search for ancient artifacts and remains of early humans. Study the cartoon and then answer the following questions:

27. What kind of work are the three people in the cartoon doing?
28. (a) What has Sam pieced together? (b) Why do you think he is eager to show off his find?
29. How do the other archaeologists respond to what Sam has done?
30. What do you think is the cartoonist's view of amateur archaeologists?
31. (a) Based on the cartoon and on what you have read, what problems could a careless archaeologist cause? (b) How do professional archaeologists try to avoid such errors?

Skills Tip

Keep in mind that the cartoonist is presenting a point of view. Examine both the words and the pictures to understand what the subject matter is and how the cartoonist feels about it.

Reading Focus

- How did geographic features influence the civilizations of the Fertile Crescent?
- What were the main features of Sumerian civilization?
- What advances in learning did Sumerians make?

Vocabulary

hierarchy
ziggurat
cuneiform

Taking Notes

As you read, prepare an outline of this section. Use Roman numerals to indicate the major headings of the section, capital letters for the subheadings, and numbers for the supporting details. The sample at right will help you get started.

I. Geography: The Fertile Crescent**A. The land between the rivers**

- 1.
- 2.
- 3.

B. Floods and irrigation

- 1.
- 2.
- 3.

Main Idea

The fertile land between the Tigris and Euphrates rivers supported the development of Sumerian civilization.

Setting the Scene “Why do you idle about? Go to school and recite your assignment. . . . After you have finished, come to me. Do not wander about in the street. Now, do you know what I said?” Almost 4,000 years ago, a father wrote those words to his son, who was studying to become a scribe. He then made his son copy the instructions so he would not forget them.

The father and son lived in Sumer, a region located between the Tigris and Euphrates rivers. The cities of Sumer lay to the northeast of the Nile in what we today call the Middle East. As builders of the earliest known civilization, the Sumerians made a lasting contribution to the world.



Global Connections

Flood Stories Around the World

The flood story in *The Epic of Gilgamesh* begins when the gods decide to destroy the world and its wickedness. They instruct Utnapishtim to build a boat to save his family and every species of animal. He sends out birds from his boat to search for dry land.

Stories involving floods that destroy the world can also be found in other cultures. In a tale from East Africa, a curious daughter-in-law ignores a warning not to touch a magical water pot. It breaks and a huge flood drowns everyone. In ancient China, Tse-gu-dzih sends a flood to destroy wicked humankind. Only the favored Du-mu, his family, and a few animals are saved in a hollowed-out log.

Theme: Religions and Value Systems What common theme exists in the flood stories of ancient China and Sumer?

Geography of the Fertile Crescent

If you look at the map on the next page, you will notice an arc of land that curves from the Persian Gulf to the eastern Mediterranean coast. The dark, rich soils and golden wheat fields earned it the name Fertile Crescent.

Nomadic herders, ambitious invaders, and traders easily overcame the few natural barriers across the Fertile Crescent. As a result, the region became a crossroads where people and ideas met and mingled. Each new group that arrived made its own contributions to the turbulent history of the region.

The Land Between the Rivers The first known civilization in the Fertile Crescent was uncovered in the 1800s in Mesopotamia. The Tigris and Euphrates rivers define Mesopotamia, which means “between the rivers” in Greek. The two rivers flow from the highlands of modern-day Turkey through Iraq into the Persian Gulf.

In Sumer, as in Egypt, the fertile land of a river valley attracted Stone Age farmers from neighboring regions. In time, their descendants produced the surplus food needed to support growing populations.

Floods and Irrigation Just as control of the Nile was vital to Egypt, control of the Tigris and Euphrates was key to developments in Mesopotamia. The rivers frequently rose in terrifying floods that washed away topsoil and destroyed mud-brick villages. One story in the long Sumerian narrative poem *The Epic of Gilgamesh*, tells of a great flood that destroys the world. Archaeologists have indeed found evidence that a catastrophic flood devastated the Fertile Crescent some 4,900 years ago.

To survive and protect their farmland, villages along the riverbanks had to work together. Even during the dry season, the rivers had to be controlled

to channel water to the fields. Temple priests or royal officials provided the leadership that was necessary to ensure cooperation. They organized villagers to build dikes to hold back flood waters and irrigation ditches to carry water to their fields.

The First Cities Around 3200 B.C., the first Sumerian cities emerged in the southern part of Mesopotamia. The Sumerians had few natural resources, but they made the most of what they had. They lacked building materials, such as timber or stone, so they built with earth and water. They made bricks of clay, shaped in wooden molds and dried in the sun. These bricks were the building blocks for great cities like Ur and Erech.

Trade brought riches to Sumerian cities. Traders sailed along the rivers or risked the dangers of desert travel to carry goods to distant regions. (Although the wheel had been invented by some earlier unknown people, the Sumerians made the first wheeled vehicles.) Archaeologists have found goods from as far away as Egypt and India in the rubble of Sumerian cities.

Sumerian Civilization

Rival Sumerian city-states often battled for control of land and water. For protection, people turned to courageous and resourceful war leaders. Over time, these war leaders evolved into hereditary rulers.

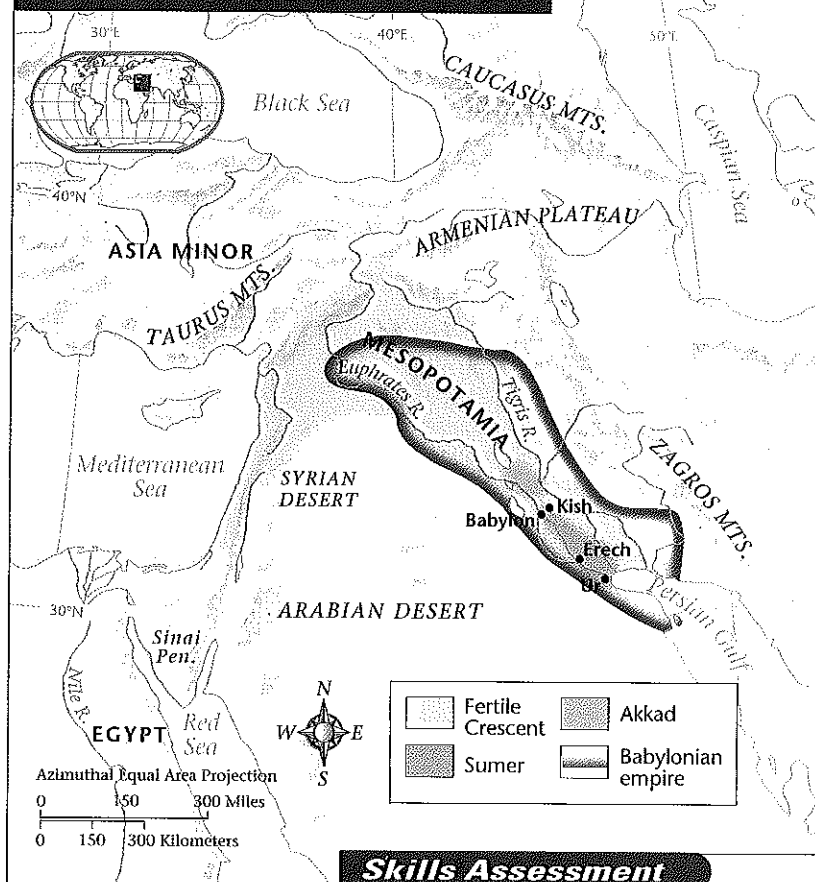
Government and Society In each city-state, the ruler was responsible for maintaining the city walls and the irrigation systems. He led its armies in war and enforced the laws. As government grew more complex, he employed scribes to carry out functions such as collecting taxes and keeping records. The ruler was seen as the chief servant of the gods and led ceremonies designed to please them.

Each Sumerian city-state had a distinct social hierarchy (hī uh rahr kee), or system of ranks. The highest class included the ruling family, leading officials, and high priests. A small middle class was made up of lesser priests and scribes. The middle class also included merchants and artisans. Artisans who practiced the same trade, such as weavers or carpenters, lived and worked in the same street.

At the base of society were the majority of people, peasant farmers. Some had their own land, but most worked land belonging to the king or temples. Sumerians also owned slaves. Most slaves had been captured in war. Some, though, had sold themselves into slavery to pay their debts.

The role of women in Sumerian society changed over time. In the earliest Sumerian myths, a mother-goddess reflected the honored role of mothers in farming communities. As large city-states emerged with warrior-leaders at their heads, male gods replaced the mother-goddess. Still, in the early city-states, wives of rulers enjoyed special powers and duties. Some supervised palace workshops and ruled for the king when he was absent. Over time, as men gained more power and wealth, women became more dependent on men. Yet women continued to have legal rights. Well-to-do women engaged in trade and owned property.

Civilizations of the Ancient Middle East



Skills Assessment

Geography A series of early civilizations rose in the land between the Tigris and Euphrates rivers.

- 1. Location** On the map, locate (a) Tigris River, (b) Euphrates River, (c) Fertile Crescent, (d) Sumer, (e) Akkad, (f) Babylonian empire.
- 2. Place** What features may have limited the expansion of these early civilizations?
- 3. Critical Thinking** **Comparing** Review the map of the Egyptian empire in Section 1. Compare the location, physical features, and extent of the Egyptian and Babylonian empires.



Virtual Field Trip

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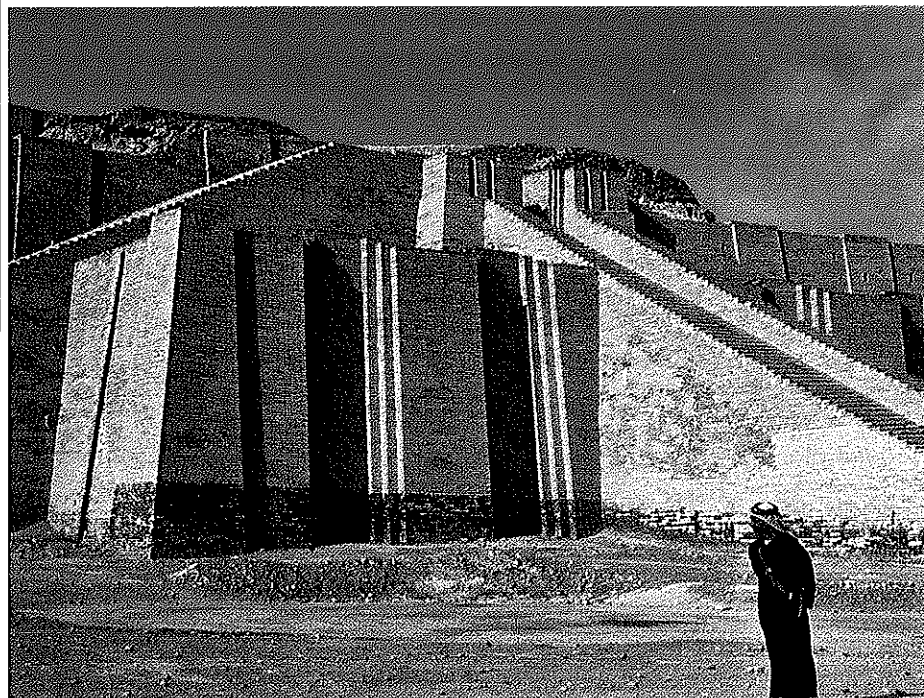
Ziggurat of Ur-Namma Haifa, Israel

To see other detailed views of this ziggurat, use the Internet address above to link to the University of Haifa.

A Sumerian Ziggurat

Using sun-baked bricks, workers in the Sumerian city-state of Ur built this ziggurat around 2100 B.C. Its wide steps were designed to allow the gods to descend from heaven to earth.

Theme: Religions and Value Systems What later religious structures were also built to reach toward the heavens?



Sumerian Religion Like most ancient peoples, the Sumerians were polytheistic, worshiping many gods. These gods were thought to control every aspect of life, especially the forces of nature. Sumerians believed that gods and goddesses behaved like ordinary people. They ate, drank, married, and raised families. Although the gods favored truth and justice, they were also responsible for violence and suffering.

To Sumerians, their highest duty was to keep these divine beings happy and thereby ensure the safety of their city-state. Each city built a ziggurat (ZIHG uh rat), a pyramid-temple that soared toward the heavens. At its top stood a shrine to the chief god or goddess of that city. To win the favor of the gods, the people prayed and offered sacrifices of animals, grain, and wine. They also celebrated holy days with ceremonies and processions. In one ritual, the king went through a symbolic wedding to Inanna, the life-giving goddess of love. This rite was meant to ensure a prosperous new year.

Like the Egyptians, the Sumerians believed in an afterlife. However, they saw the underworld as a grim place from which there was no release. One character in *The Epic of Gilgamesh* describes the underworld as

"the place where they live on dust, their food is mud,
... and they see no light, living in blackness
on the door and door-bolt, deeply settled dust."

—*The Epic of Gilgamesh*

This view of the afterlife contrasts with the Egyptian vision of the Happy Field of Food. Differences in geography may explain this contrast. The floods of the Tigris and Euphrates were less regular and more destructive than those of the Nile. As a result, Sumerians may have developed a pessimistic view of the world.

Advances in Learning

By 3200 B.C., the Sumerians had invented what may be the earliest known form of writing. This type of writing was later called cuneiform (kyoo NEE uh form), from the Latin word *cuneus* for "wedge," because it involved using a reed pen to make wedge-shaped marks on clay tablets.

► Primary Sources and Literature

See "*The Epic of Gilgamesh*" in the Reference Section at the back of this book.

Cuneiform grew out of a system of pictographs that priests used to record goods brought to temple storehouses. Later, priests developed symbols to represent more complicated thoughts. As their writing evolved, the Sumerians were able to use it to record not only grain harvests but also myths, prayers, laws, treaties, and business contracts.

Sumerian scribes had to go through years of difficult schooling to acquire their skills. Discipline was strict. Untidy copying or talking in class could be punished by "caning." Gifted students went on to gain a wide range of knowledge about religion, medicine, mathematics, geography, astronomy, and literature.

Over the centuries, Sumerian scholars made advances in mathematics. To measure and solve problems of calculation, they developed basic algebra and geometry. They based their number system on six, dividing the hour into 60 minutes and the circle into 360 degrees, as we still do today. Priests studied the skies, recording the movement of heavenly bodies. This knowledge enabled them to make accurate calendars, which are so essential to a farming society.
















Looking Ahead

Armies of conquering peoples swept across Mesopotamia and overwhelmed the Sumerian city-states. Often the newcomers settled in the region and adopted ideas from the Sumerians. The myths and gods of these people became mingled with those of Sumer. Later peoples also elaborated on Sumerian literature, including *The Epic of Gilgamesh*.

The newcomers adapted cuneiform to their own languages and helped spread Sumerian learning across the Middle East. Building on Sumerian knowledge of the constellations and planets, later Mesopotamian astronomers developed ways to predict eclipses of the sun and moon.

By means of the various peoples who conquered the Middle East, Sumerian knowledge passed on to the Greeks and Romans. They, in turn, had a powerful impact on the development of the western world.

CUNEIFORM WRITING

Meaning	Outline character about 3000 B.C.	Sumerian about 2000 B.C.	Babylonian about 500 B.C.
Sun			
God or heaven			
Mountain			
Ox			
Fish			

Skills Assessment

Chart Cuneiform Writing
Sumerian writing developed gradually from simple outline pictures to the wedged symbols of cuneiform. Later, Mesopotamian people adapted cuneiform. **Based on this chart, make a generalization about how cuneiform changed between 2000 B.C. and 500 B.C.**

SECTION 3 Assessment

Recall

1. **Identify:** (a) Fertile Crescent, (b) *The Epic of Gilgamesh*.
2. **Define:** (a) hierarchy, (b) ziggurat, (c) cuneiform.

Comprehension

3. How did geography influence the city-states of Sumer?
4. How was Sumerian society organized?
5. Describe how two Sumerian accomplishments influenced later peoples.

Critical Thinking and Writing

6. **Comparing** Compare the duties of Sumerian rulers to those of rulers of countries today. How are they similar? How are they different?
7. **Analyzing Information** (a) What are some of the benefits and drawbacks of keeping records in cuneiform on clay tablets? (b) What later inventions made it easier to preserve and pass on information?

Activity

Creating Symbols

Review the cuneiform chart in this section. Then, create cuneiform symbols for three objects or concepts that are important in your own life.

Reading Focus

- How did early empires arise in Mesopotamia?
- How did ideas and technology spread?
- How did the Persians unite a huge empire?
- What contributions did the Phoenicians make?

Vocabulary

codify
criminal law
civil law
tolerance
satrap
barter economy
money economy
colony
alphabet

Taking Notes

Copy the chart below. As you read, fill in the left-hand column with the names of ancient empires in the Middle East. Fill in the right-hand column with a major contribution of each empire.

EMPIRE	CONTRIBUTION
Babylon	Hammurabi's Code

Main Idea

A series of strong rulers united the lands of the Fertile Crescent into well-organized empires.

Primary Source

The Code of Hammurabi

To establish respect for his laws, Hammurabi began his code with a statement of his authority and principles:

"Then [the gods] Anu and Bel called by name me, Hammurabi, the exalted prince, who feared God, to bring about the rule of righteousness in the land, to destroy the wicked and the evil-doers; so that the strong should not harm the weak; so that I should rule over the [people] and enlighten the land, to further the well-being of mankind. Hammurabi, the prince, called of Bel am I, making riches and increase . . . who conquered the four corners of the world [and] made great the name of Babylon. . . . When [the god] Marduk sent me to rule over men, to give the protection of right to the land, I did right and righteousness. . . ."

Skills Assessment

Primary Source By what authority does Hammurabi claim to issue his legal code?

Setting the Scene

If you had visited the palace of the ancient Assyrian king Assurbanipal (ah soor BAH nuh pahl), you would have found the walls decorated with magnificent carvings. One scene shows Assurbanipal and his queen enjoying a picnic in their lush palace garden. Nearby, musicians entertain the royal couple.

The scene is relaxed and elegant. Look carefully, though, and you will see something startling. Hanging from a tree branch, just behind a harp player, is the head of a defeated king.

In the ancient Middle East, as elsewhere, bloody warfare and advanced culture often went hand in hand. In this section, we will look at the accomplishments of a series of Middle Eastern civilizations across 3,000 years of war and peace.

Ruling a Large Empire

Invasion and conquest were prominent features in the history of the ancient Middle East. Again and again, nomadic peoples or ambitious warriors descended on the rich cities of the Fertile Crescent. While many invaders simply looted and burned, some stayed to rule. Powerful leaders created large, well-organized empires, bringing peace and prosperity to the region.

The First Empire Builder About 2300 B.C., Sargon, the ruler of neighboring Akkad, invaded and conquered the city-states of Sumer. He built the first empire known to history. His astonishing achievement did not last long, however. Soon after his death, other invaders swept into the wide valley between the rivers, tumbling his empire into ruin.

In time, the Sumerian city-states revived, and their power struggles resumed. Eventually, however, new conquerors followed in the footsteps of Sargon and imposed unity over the Fertile Crescent.

Hammurabi the Lawgiver About 1790 B.C., Hammurabi (hah moo RAH bee), king of Babylon, brought much of Mesopotamia under his control. He took steps to unite the Babylonian empire. His most ambitious and lasting contribution was his publication of a remarkable set of laws known as the Code of Hammurabi.

Hammurabi was not the author of the code. Most of the laws had been around since Sumerian times. Hammurabi, however, wanted everyone in his empire to know the legal principles his government would follow. He had artisans carve nearly 300 laws on a stone pillar for all to see. On it, he

How Should Society Deal With Lawbreakers?

The question of how to deal fairly and effectively with lawbreakers is as old as society itself. To begin your own investigation, examine the following viewpoints.

Babylon 1790s B.C.

The Code of Hammurabi calls for strict justice:

“If a son strike his father, his hands shall be cut off. If a man put out the eye of another man, his eye shall be put out. If he break another man’s bone, his bone shall be broken. . . . If a man knock out the teeth of his equal, his teeth shall be knocked out.”

Italy 1764

Cesare Beccaria was one of the first reformers to argue against torture, capital punishment, and harsh treatment of criminals:

“The purpose [of punishment] can only be to prevent the criminal from inflicting new injuries on its citizens and to deter others from similar acts. . . . Such punishments and such methods of inflicting them ought to be chosen, therefore, which will make the strongest and most lasting impression on the minds of men, and inflict the least torment on the body of the criminal.”

New England 1600

Puritans in colonial New England enforced their laws with stocks, which were both painful and humiliating.



Singapore 1994

In 1994, an American teenager living in Singapore was sentenced to a painful flogging for acts of vandalism. An official defended his country’s harsh penalties:

“Unlike some other societies which tolerate acts of vandalism, Singapore has its own standards of social order as reflected in our laws. We are able to keep Singapore relatively crime-free. We do not have a situation where acts of vandalism are commonplace, as in cities like New York, where even police cars are not spared.”

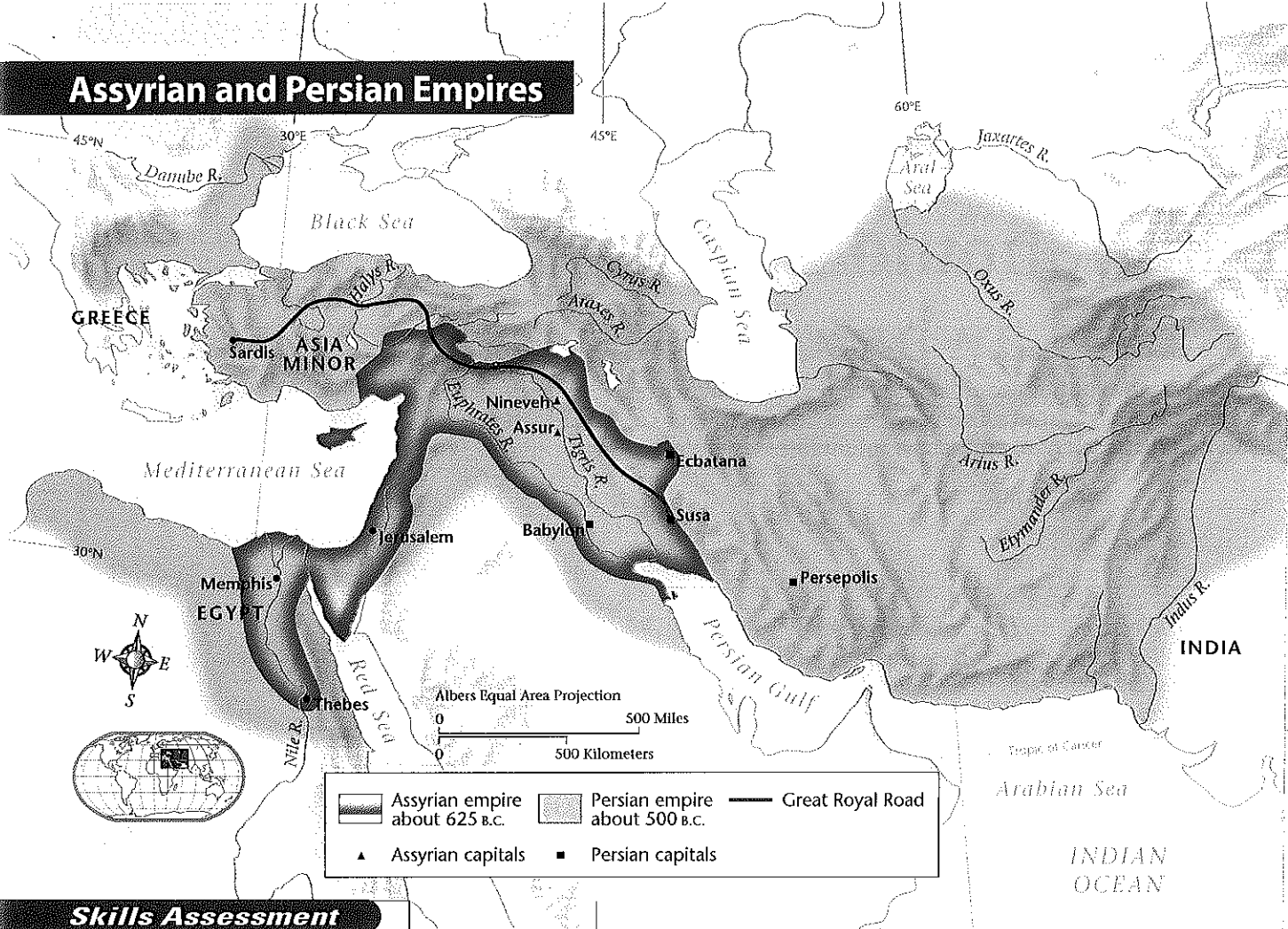
Skills Assessment

- Which of the following statements summarizes a Puritan view on punishment?
 - Harsh penalties should be avoided.
 - Punishments should not damage a criminal’s body.
 - Vandals should get the death penalty.
 - Public humiliation is an effective way to prevent crime.
- On what point would Beccaria agree with the official from Singapore?
 - Criminals should be put in stocks.
 - Punishments should stop people from committing future crimes.
 - Capital punishment is an acceptable penalty for most crimes.
 - Punishment should be as painful as possible.
- Critical Thinking Making Decisions** With which of the viewpoints above do you most strongly agree? Explain.

Skills Tip

When expressing a viewpoint, start with a statement of your opinion, and then give strong reasons to support your argument.

Assyrian and Persian Empires



Skills Assessment

Geography The Assyrians and Persians built huge empires in the ancient Middle East.

1. Location On the map, locate (a) Assyrian empire, (b) Nineveh, (c) Persian empire, (d) Asia Minor.

2. Movement What land and water routes might a trader have taken to travel from Memphis to Nineveh?

3. Critical Thinking
Making Inferences (a) How many capital cities did the Persian empire have?
 (b) Why do you think the Persians set up so many capitals?

proclaimed that his goals were to "cause justice to prevail in the land / To destroy the wicked and evil / That the strong may not oppress the weak." Hammurabi's Code was the first important attempt by a ruler to codify, or arrange and set down in writing, all of the laws that would govern a state.

Crime and Punishment One section of Hammurabi's Code codified criminal law. This branch of law deals with offenses against others such as robbery, assault, or murder. Earlier traditions often permitted victims of crimes or their families to take the law into their own hands. By setting out specific punishments for specific offenses, Hammurabi's Code limited personal vengeance and encouraged social order.

By today's standards, the punishments in Hammurabi's Code often seem cruel, following the principle of "an eye for an eye and a life for a life." For example, if a house collapsed because of poor construction and the homeowner was killed, the builder of the house could be put to death. Still, such a legal code was more orderly than unrestricted personal vengeance.

Civil Law Another part of Hammurabi's Code involved civil law. This branch of law deals with private rights and matters, such as business contracts, property inheritance, taxes, marriage, and divorce.

Much of Hammurabi's civil code was designed to protect the powerless, such as slaves or women. Some laws, for example, allowed a woman to own property and pass it on to her children. Another law spelled out the rights of a married woman:

"If a woman so hated her husband that she has declared, 'You may not have me,' her record shall be investigated at

her city council, and if she . . . was not at fault, that woman, without incurring any blame at all, may take her dowry and go off to her father's house."

—Code of Hammurabi

If the woman were not found blameless, however, the law instructed that she be thrown in the river.

In general, Babylonian civil law gave a husband both legal authority over his wife and a legal duty to support her. The code also gave a father nearly unlimited authority over his children. The Babylonians believed that an orderly household was necessary for a stable empire.

Other Accomplishments Although most famous for his law code, Hammurabi took other steps to unite his empire. He improved irrigation, organized a well-trained army, and had temples repaired. To encourage religious unity across his empire, he promoted the chief Babylonian god, Marduk, over older Sumerian gods.

Warfare and the Spread of Ideas

Later empires shaped the Middle East in different ways. Often, conquerors uprooted the peoples they defeated. By forcing people to move elsewhere, these invaders helped spread ideas. Other conquerors, like the Hittites, brought new skills to the region.

The Secret of Ironworking The Hittites pushed out of Asia Minor into Mesopotamia about 1400 B.C. Although they were less advanced than the peoples of Mesopotamia, they had learned to extract iron from ore. The Hittites heated iron ore and pounded out impurities before plunging it into cold water. The tools and weapons they made with iron were harder and had sharper edges than those made out of bronze or copper. Because iron was plentiful, the Hittites were able to arm more people at less expense.

The Hittites tried to keep this valuable technology secret. But as their empire collapsed about 1200 B.C., Hittite ironsmiths migrated to serve customers elsewhere. The new knowledge thus spread across Asia, Africa, and Europe, ushering in the Iron Age.

Assyrian Warriors The Assyrians, who lived on the upper Tigris, learned to forge iron weapons. By 1100 B.C., they began expanding across Mesopotamia. For 500 years, they earned a reputation for being among the most feared warriors in history.

Historians are unsure why warfare was so central to Assyrian culture. Was it to keep others from attacking or to please their god Assur by bringing peace and order to the region? Whatever the reason, Assyrian rulers boasted of their conquests. One told of capturing Babylon. He proclaimed, "The city and its houses, from top to bottom, I destroyed and burned with fire."

Despite their fierce reputation, Assyrian rulers encouraged a well-ordered society. They were the first rulers to develop extensive laws regulating life within

Contributions of the Fertile Crescent

Wheeled vehicles

Sumerians first used wheeled vehicles to transport goods in trade.



Alphabet

The Phoenician alphabet contained 22 symbols standing for consonant sounds, written in vertical columns from right to left.

Later peoples adapted the Phoenician alphabet to produce our 26-letter alphabet.



Ironworking

Hittites learned to extract iron from ore and fashion tools and weapons that were harder than bronze or copper ones. They helped spread their knowledge of iron.



Connections to Today

Ancient civilizations of the Fertile Crescent made breakthroughs in writing, science, and technology. In some form or another, all three of the developments shown are still in use today.

Skills Assessment Chart Which technological advance shown on this chart do you think was the most important? Give reasons for your answer.

A Money Economy

Persia was the first large empire to create a uniform system of coinage. The Persian coin here depicts the emperor Darius. Today, every country in the world has its own system of coinage.

Theme: Economics and Technology What advantage does a money economy have over a barter economy?

the royal household. For example, women of the palace were confined in secluded quarters and had to be veiled when they appeared in public. Riches from trade and war loot paid for the splendid palaces in well-planned cities.

At Nineveh (NIHN uh vuh), King Assurbanipal founded one of the first libraries. He ordered his scribes to collect cuneiform tablets from all over the Fertile Crescent. Those tablets have given modern scholars a wealth of information about the ancient Middle East.

Babylon Revived In 612 B.C., shortly after Assurbanipal's death, neighboring people joined forces to crush the once-dreaded Assyrian armies. An aggressive and ruthless king, Nebuchadnezzar (neh buh kuhd NEHZ uhr), revived the power of Babylon. His new Babylonian empire stretched from the Persian Gulf to the Mediterranean Sea.

Nebuchadnezzar rebuilt the canals, temples, walls, and palaces of Babylon. Near his chief palace were the famous Hanging Gardens, known as one of the wonders of the ancient world. The gardens were probably made by planting trees and flowering plants on the steps of a huge ziggurat. According to legend, Nebuchadnezzar had the gardens built to please his wife, who was homesick for the hills where she had grown up.

Under Nebuchadnezzar, the Babylonians pushed the frontiers of learning into new areas. Priest-astrologers were especially eager to understand the stars and planets, which they believed had a great influence on all events on Earth. Their observations of the heavens contributed to the growing knowledge of astronomy.

The Persian Empire

The thick walls built by Nebuchadnezzar failed to hold back new conquerors. In 539 B.C., Babylon fell to the Persian armies of Cyrus the Great. Cyrus and his successors went on to conquer the largest empire yet seen. The Persians eventually controlled a wide sweep of territory from Asia Minor to India, including present-day Turkey, Iran, Egypt, Afghanistan, and Pakistan.

In general, Persian kings pursued a policy of tolerance, or acceptance, of the people they conquered. The Persians respected the customs and religious traditions of the diverse groups in their empire.

Uniting Many Peoples The real unification of the Persian empire was accomplished under the Persian emperor Darius, who ruled from 522 B.C. to 486 B.C. A skilled organizer, Darius set up a government that became a model for later rulers. He divided the Persian empire into provinces, each headed by a governor called a satrap. Each satrapy, or province, had to pay taxes based on its resources and wealth. Special officials, "the Eyes and Ears of the King," visited each province to check on the satraps.

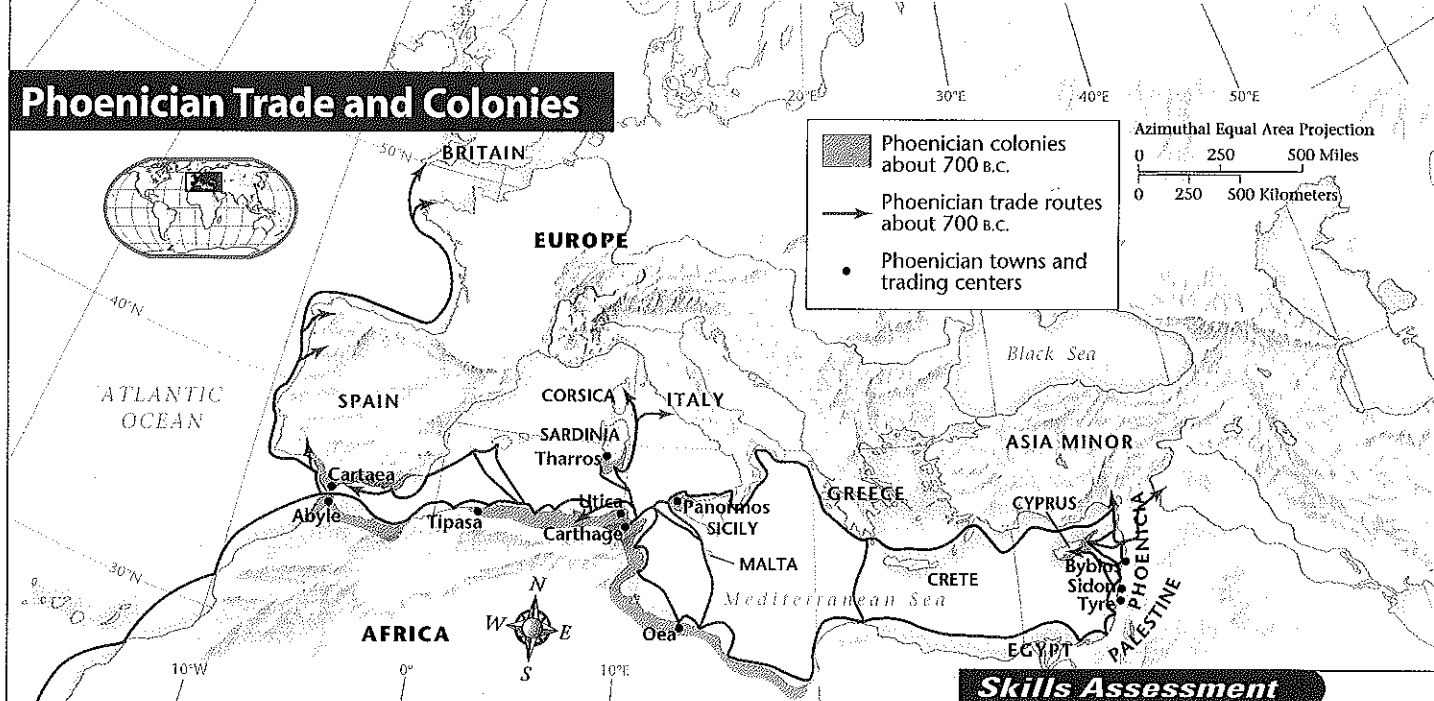
Like Hammurabi, Darius adapted laws from the people he conquered and drew up a single code of laws for the empire. To encourage unity, he had hundreds of miles of roads built or repaired. Roads made it easier to communicate with different parts of the empire. Darius himself kept moving from one royal capital to another. In each, he celebrated important festivals and was seen by the people.

Economic Life To improve trade, Darius set up a common set of weights and measures. He also encouraged the use of coins, which the Lydians of Asia Minor had first introduced. Most

PAST

PRESENT

Phoenician Trade and Colonies



Skills Assessment

Geography Although their homeland was small, the Phoenicians established trade and set up colonies throughout the Mediterranean world.

1. Location On the map, locate (a) Phoenicia, (b) Byblos, (c) Tyre, (d) Cyprus, (e) Greece, (f) Britain.

2. Movement What information on the map supports the claim that the Phoenicians were skilled sailors?

3. Critical Thinking

Drawing Conclusions

How did geography influence the type of economy that the Phoenicians developed?

people continued to be part of the barter economy, exchanging one set of goods or services for another. Coins, however, brought merchants and traders into an early form of a money economy. In this system, goods and services are paid for through the exchange of some token of an agreed value, such as a coin or a bill. By setting up a single Persian coinage, Darius created economic links among his far-flung subjects.

A New Religion Religious beliefs put forward by the Persian thinker Zoroaster (zoh roh AS tuhr) also helped to unite the empire. Zoroaster lived about 600 B.C. He rejected the old Persian gods. Instead, he taught that a single wise god, Ahura Mazda (ah HOO ruh MAHZ duh), ruled the world. Ahura Mazda, however, was in constant battle against Ahriman (AH rih muhn), the prince of lies and evil. Each individual, said Zoroaster, had to choose which side to support.

Zoroaster's teachings were collected in a sacred book, the *Zend-Avesta*. It taught that in the end Ahura Mazda would triumph over the forces of evil:

"There will come a day, the Judgment Day, when Ahura Mazda will conquer and banish Ahriman . . . when man allies himself with Ahura Mazda and helps him to banish all that is evil, all that is darkness, and all that is death."

—Zoroaster, *Zend-Avesta*

On the Judgment Day, taught Zoroaster, all individuals would be judged for their actions. Those who had done good would enter paradise. Evil-doers would be condemned to eternal suffering. Two later religions that emerged in the Middle East, Christianity and Islam, stressed similar ideas about heaven, hell, and a final judgment day.*

Phoenician Sea Traders

While powerful rulers subdued large empires, many small states of the ancient Middle East made their own contributions to civilization. The Phoenicians (fuh NEE shuhns), for example, gained fame as sailors and

*Today, Zoroastrianism is still practiced by tens of thousands of people, mostly in India. They are known as Parsees, from the word for *Persian*.

Geography and History

Phoenician Explorers

Did daring Phoenicians sail around Africa? No one knows for sure, but some historians believe that a Phoenician expedition rounded Africa's southern tip about 600 B.C. The only account of this expedition was written by the Greek historian Herodotus, close to 200 years later.

Herodotus gave no description of anything the Phoenicians saw in their travels—with one fascinating exception. The sailors reported that as they rounded Africa, the sun both rose and set on the right side of the ship. Because this unusual phenomenon would occur deep in the Southern Hemisphere, this statement suggests that the Phoenicians did indeed sail completely around Africa.



Theme: Geography and History Plot a course the expedition could have taken, starting in the Red Sea and ending in the Mediterranean.

traders. They occupied a string of cities along the eastern Mediterranean coast, in the area that is today Lebanon and Syria.

Manufacturing and Trade The coastal land, though narrow, was fertile and supported farming. Still, the resourceful Phoenicians became best known for manufacturing and trade. They made glass from coastal sand. From a tiny sea snail, they produced a widely admired purple dye, called "Tyrian purple" after the city of Tyre. Phoenicians also used papyrus from Egypt to make scrolls, or rolls of paper, for books. The words *Bible* and *bibliography* come from the Phoenician city of Byblos.

Phoenicians traded with people all around the Mediterranean Sea. To promote trade, they set up colonies from North Africa to Sicily and Spain. A colony is a territory settled and ruled by people from another land. A few Phoenician traders braved the stormy Atlantic and sailed as far as England. There, they exchanged goods from the Mediterranean for tin.

The Alphabet Historians have called the Phoenicians "carriers of civilization" because they spread Middle Eastern civilization around the Mediterranean. Yet the Phoenicians made their own contribution to our world, giving us our alphabet. Unlike cuneiform or hieroglyphics, in which each symbol represents a word or concept, an alphabet contains letters that represent spoken sounds.

Phoenician traders needed a quick, flexible form of writing to record business deals. The wedges of cuneiform were too clumsy, so they developed a system of 22 symbols for consonant sounds. Later, the Greeks adapted the Phoenician alphabet and added symbols for the vowel sounds. From this Greek alphabet came the letters in which this book is written.

Looking Ahead

The Middle East continued to be a vital crossroads, where warriors and traders met, clashed, and mingled. Under Persian rule, scholars drew on 3,000 years of Mesopotamian learning and added their own advances to this rich heritage. In time, the achievements of this culture filtered eastward into India and westward into Europe.

Other conquerors would overwhelm the Persian empire, although different leaders revived Persian power at various times down to the present. The Middle East remained a region where diverse peoples came into close contact. Though these people lived thousands of years ago, some of their beliefs and ideas survived to shape our modern world.

SECTION 4 Assessment

Recall

1. Identify: (a) Sargon, (b) Hammurabi, (c) Assurbanipal, (d) Nebuchadnezzar, (e) Cyrus the Great, (f) Darius, (g) Zoroaster.
2. Define: (a) codify, (b) criminal law (c) civil law, (d) tolerance, (e) satrap, (f) barter economy, (g) money economy, (h) colony, (i) alphabet.

Comprehension

3. How did Hammurabi build and strengthen an empire?
4. How did the Hittites introduce a new age of technology?

5. Describe two steps Darius took to unite the Persian empire.
6. Why were the Phoenicians called "carriers of civilization"?

Critical Thinking and Writing

7. **Connecting to Geography** How did the geography of the Fertile Crescent help a series of leaders both to conquer and to unify Mesopotamia?
8. **Making Inferences** Why do you think Darius supported the spread of Zoroastrianism throughout the Persian empire?



Activity

Take It to the NET

Use the Internet to research the Seven Wonders of the Ancient World. Then, research a list of possible Wonders of the Modern World. How are these structures similar? How are they different? What do these structures tell you about the cultures that built them?

Reading Focus

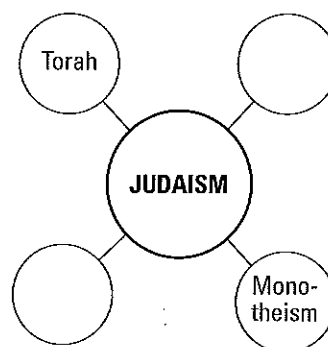
- What were the main events in the early history of the Israelites?
- How did the Jews view their relationship with God?
- What moral and ethical ideas did the prophets teach?

Vocabulary

monotheistic
covenant
patriarchal
sabbath
prophet
ethics
diaspora

Taking Notes

Copy this concept web. As you read, fill in the circles with the major beliefs of Judaism. Two circles have been filled in to help you get started.



Main Idea

The religion of the Israelites was unique in the ancient world because it was monotheistic.

Setting the Scene “I am the Lord your God, who brought you out of the land of Egypt, out of the house of bondage. You shall have no other gods beside Me.” These words—the first of the Ten Commandments—set the Israelites apart from all other people of the Fertile Crescent. Instead of worshipping many gods, the Israelites prayed to one God for guidance and protection. This promise of a unique relationship with God helped shape the history of the Israelites, later known as the Jews. Their early religion evolved into Judaism, one of the world's main faiths.

Early History of the Israelites

Early in their history, the Israelites, or Hebrews, came to believe that God was taking a hand in their lives. As a result, they recorded events and laws in the Torah, their most sacred text.

A Nomadic People According to the Torah, a man named Abraham lived near Ur in Mesopotamia. About 2000 B.C., he and his family migrated, herding their sheep and goats into a region called Canaan.* Abraham is considered the founder of the Israelite nation.

The Book of Genesis tells that a famine later forced many Israelites to migrate to Egypt. There, they were eventually enslaved. In time, Moses led the Israelites in their escape, or exodus, from Egypt. After Moses died, they entered Canaan, the land they believed God had promised them.

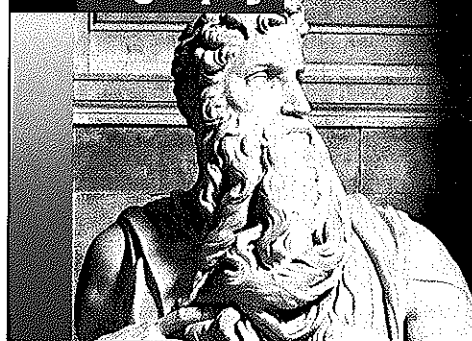
The Kingdom of Israel By 1000 B.C., the Israelites had set up a kingdom called Israel. David, a strong and shrewd king, united the feuding Israelite tribes into a single nation.

David's son Solomon turned Jerusalem into an impressive capital, with a splendid temple dedicated to God. Solomon won fame for his wisdom and understanding. He also tried to increase Israel's influence by negotiating with powerful empires in Egypt and Mesopotamia.

Division and Conquest Israel paid a heavy price for Solomon's ambitions. His building projects required such high taxes and so much forced labor that revolts erupted soon after his death about 922 B.C. The kingdom then split into Israel in the north and Judah in the south.

Weakened by this division, the Israelites could not fight off invading armies. In 722 B.C., Israel fell to the Assyrians. In 586 B.C., Babylonian

Biography



Moses

c. 1300s B.C.–1200s B.C.

According to the Bible, Moses was a reluctant hero. When God commanded him to free the Israelites from slavery in Egypt, Moses said fearfully, “Who am I that I should go to Pharaoh, and bring the sons of Israel out of Egypt?” When God insisted, Moses protested, “But I am slow of speech and of tongue.” Because Moses' brother Aaron was a better public speaker, Moses asked for his help. When they saw the pharaoh, Moses told Aaron what to say, and Aaron did the talking.

Despite Moses' doubts about his abilities as a leader, he accomplished his goal. He finally freed his people from bondage in Egypt.

Theme: Impact of the Individual How did Moses conquer his fears?

*Centuries later, under Roman rule, this land became known as Palestine.



Jews Praying to God

After the Babylonian Captivity, the Jews rebuilt their temple in Jerusalem. Today, the Western Wall is all that remains of the great temple. Here, Jewish men gather at the wall to pray. Above is a morning prayer book.

Theme: Religions and Value Systems Why do you think the Western Wall is sacred to Jews around the world?

Primary Sources and Literature

See "Psalm 23" in the Reference Section at the back of this book.

armies captured Judah. Nebuchadnezzar destroyed the great temple and forced many Israelites into exile in Babylon. During this period, called the Babylonian Captivity, the Israelites became known as the Jews.

Years later, when the Persian ruler Cyrus conquered Babylon, he freed the Jews from captivity. Many returned to their homeland, where they rebuilt a smaller version of Solomon's temple. Yet, like other small groups in the region, they continued to live under Persian rule.

A Covenant With God

What you have just read is an outline of Israelite history. To the Israelites, history and faith were interconnected. Each event reflected God's plan for them. In time, their beliefs evolved into the religion we know today as Judaism.

One True God The beliefs of the Israelites differed in basic ways from those of nearby peoples. The Israelites were *monotheistic*, believing in one true God. At the time, most other people worshiped many gods. A few religious leaders, such as the Egyptian pharaoh Akhenaton, spoke of a single powerful god. However, such ideas did not have the lasting impact that Israelite beliefs did.

The ancient Israelites prayed to God to save them from their enemies. Many other ancient people had also turned to particular gods as special protectors. But they thought of such gods as tied to certain places or people. The Israelites believed in an all-knowing, all-powerful God who was present everywhere.

The Chosen People The Israelites believed that God had made a covenant, or binding agreement, with Abraham:

"I will make nations of you, and kings shall come forth from you. . . . And I will establish my covenant between me and you and your descendants after you throughout their generations for an everlasting covenant, to be God to you."

—Book of Genesis

Moses later renewed this covenant. In return for faithful obedience, he said, God would lead the Israelites out of bondage and into the "promised land" of Canaan. Thus, the Israelites and, later, the Jews saw themselves as God's "chosen people."

Teachings on Law and Morality

From early times, the concept of law was central to the Israelites. The Torah set out many laws. Some dealt with everyday matters such as cleanliness and food preparation. Others were criminal laws.

Israelite society was patriarchal, that is, fathers and husbands held great legal and moral authority. The father or oldest male relative was head of the household and arranged marriages for his daughters. Women had few legal rights, although some laws protected them. In early times, a few outstanding women, such as the judge Deborah, won great honor.

The Ten Commandments At the heart of Judaism are the Ten Commandments, a set of laws that Jews believe God gave them through Moses. The first four Commandments stress religious duties toward God, such as keeping the sabbath, a holy day for rest and worship. The rest set out rules for conduct toward other people. They include "Honor your father and mother," "You shall not murder," and "You shall not steal."

An Ethical Worldview Often in Jewish history, spiritual leaders emerged to interpret God's will. These prophets, such as Isaiah and Jeremiah, warned that failure to obey God's law would lead their people to disaster.

The prophets also preached a strong code of ethics, or moral standards of behavior. They urged both personal morality and social justice, calling on the rich and powerful to protect the poor and weak. All people, they said, were equal before God. Unlike many ancient societies in which the ruler was seen as a god, Jews saw their leaders as fully human and bound to obey God's law.

Looking Ahead

More than 2,000 years ago, many Jews left their homeland. This diaspora (dī AS puh-r uh), or scattering of people, sent Jews to different parts of the world. Wherever they settled, Jews maintained their identity as a people by living in close-knit communities and obeying their religious laws and traditions. These traditions helped them survive centuries of persecution.

Judaism is considered a major world religion for its unique contribution to religious thought. It also influenced Christianity and Islam, two other monotheistic faiths that rose in the Middle East. Today, Jews, Christians, and Muslims all honor Abraham, Moses, and the prophets, and they all teach the ethical worldview developed by the Israelites. In the west, this shared heritage of Jews and Christians is known as the Judeo-Christian tradition.

Connections to Today

Remembering the Exodus

Every year during the holiday of Passover, Jews retell the story of the Exodus from Egypt as part of an important family celebration called a seder. The storyteller, who is usually one of the adults in the family, explains the key events and symbols of the holiday to the children. The adult identifies with the Israelites who took part in the Exodus by beginning with the words "It is because of what the Lord did for me when I went free out of Egypt."

Special foods eaten during the seder also help Jews feel that they are taking part in the Exodus. A flat bread called matzo recalls how the Jews had to leave Egypt quickly and did not have time to wait for their bread to rise. Grated pieces of horseradish are eaten to symbolize the bitterness of slavery in Egypt.

Theme: Connections to Today Why is it important that the story of the Exodus be told to children as a first-person narrative?

SECTION 5 Assessment

Recall

1. Identify: (a) Torah, (b) Abraham, (c) Moses, (d) David, (e) Solomon, (f) Ten Commandments, (g) Judeo-Christian tradition.
2. Define: (a) monotheistic, (b) covenant, (c) patriarchal, (d) sabbath, (e) prophet, (f) ethics, (g) diaspora.

Comprehension

3. Why did Israel become divided?
4. How did the beliefs of the Israelites differ from those of other people of Mesopotamia?

5. Describe one Israelite teaching about each of the following: (a) family life, (b) ethics.

Critical Thinking and Writing

6. **Applying Information** Review what you have read about the Babylonian and Persian empires. Why do you think Nebuchadnezzar and Cyrus the Great treated the Jews differently?
7. **Linking Past and Present** How are the ethical beliefs of the Israelites similar to those commonly accepted in our society?

Activity

Playing a Role

With a partner, act out a conversation between an Israelite parent and child in Egypt or Babylon. The parent should try to explain why, even though they are in exile, the Israelites believe they are the "chosen people."