

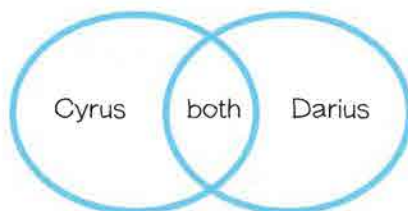
## MAIN IDEAS

- 1 **Geography** Persia's location between Mesopotamia and India was a bridge between eastern and western Asia.
- 2 **Government** Cyrus used a policy of toleration to control the Persian Empire.
- 3 **Government** To better govern, Persia divided its lands into smaller units.

## TAKING NOTES

### Reading Skill: Identifying Issues and Problems

A study of problems faced by rulers in Lesson 3 can help you understand the growth of governments. Use a Venn diagram to identify the issues and problems faced by Cyrus and Darius.



Skillbuilder Handbook, page R28



▲ **Drinking Vessel** A winged lion decorates a gold drinking vessel. Winged lions symbolizing speed and power were associated with Persia.

## Words to Know

Understanding the following words will help you read this lesson:

**isolate** to keep apart from others (page 129)

*The mountains that isolated Persia from the rest of the Fertile Crescent slowed trade between the two regions.*

**semiprecious** not quite as valuable as the most expensive (page 129)

*Opals are semiprecious gems.*

**policy** a course of action chosen by a government (page 131)

*The new emperor's harsh policy toward conquered peoples resulted in a rebellion.*

**wise** showing intelligence and good judgment (page 131)

*The peace of his rule showed that he had made wise choices about how to govern.*

# Persia Controls Southwest Asia

## TERMS & NAMES

Anatolia

toleration

province

satrap

Royal Road

**Build on What You Know** In Lessons 1 and 2, you learned about empires that were built in the lands of the Fertile Crescent. To the east of these empires was the land of the Medes, which was called Media. These lands bridged east and west Asia.

## A Land Between East and West

**1 ESSENTIAL QUESTION** What was the land of the Persians like?

The Medes controlled lands that included the Persians. Modern-day Iran lies on Persian land. It is marked by geographic differences.

**Mountains, Deserts, and a Plateau** The area Persia would control was isolated from the rest of the Fertile Crescent. Mountain ranges cut off the land from the sea and from the rest of the continent. These ranges are the Zagros, the Caucasus (KAW•kuh•sus), and the Hindu Kush. (See the map on page 130.) Most people lived at the edge of a high plateau in the middle of the region or in mountain valleys. Iron, copper, and semiprecious gems could be found in the land.

**Iranian Valley**  
Fertile valleys still exist between the mountain ranges in the lands once known as Persia. ▼







**Persians Occupy the Land** Nomadic invaders often swept in and occupied the lands of the Medes. The nomads came from the plains of Central Asia. They were related to other nomadic people who would later move into Europe and into India. The result of these invasions was much mixing of nomads' customs with other societies that lived there. About 1000 B.C., Persians entered the region. They created many tiny kingdoms that thrived through trade in horses and minerals with eastern and western Asia. These kingdoms grew in power and began to threaten the Medes' control of the land.

**REVIEW** How did the presence of nomadic tribes affect Persia?

## Cyrus Founds the Persian Empire

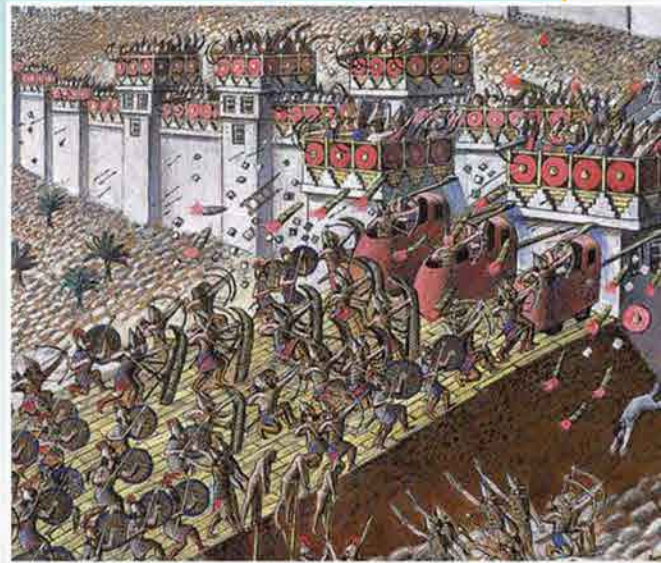
**2 ESSENTIAL QUESTION** What was the rule of Cyrus like?

The Medes ruled Persia until a brilliant, powerful Persian king named Cyrus (SY•ruhs) took control. He was known as Cyrus the Great. Cyrus had a vision of conquering the lands around Persia and uniting these lands as one large empire. Then he set out to accomplish his goal.



### Treatment of Captured Peoples

Ashurbanipal and the Assyrians	Cyrus, Darius, and the Persians
Used policies of cruelty	Used policies of toleration
Tortured leaders	Allowed leaders to remain in power
Burned cities	Did not destroy homes
Sent people into exile	Allowed people to keep their own gods and culture
Collected tribute	Collected tribute



▲ This is an artist's idea of the surrender of a conquered leader to Assyrian king Sennacherib.

**Fearless Military Leader** Cyrus led swift, deadly attacks in the region. First, Cyrus conquered **Anatolia**, also called Asia Minor. It lies within modern-day Turkey. Then, between 550 and 539 B.C., Cyrus conquered the Fertile Crescent lands that had once been controlled by the Assyrians and the Chaldeans. His empire was immense.

**A Wise Emperor** Cyrus needed ways to control lands filled with many different peoples. Unlike the Assyrians who ruled through cruelty, Cyrus set up a policy of **toleration**. This meant allowing people to keep their customs and beliefs. Cyrus allowed the conquered peoples to continue to worship their own gods, speak their own languages, and practice their own ways of life. However, they did have to pay tribute.

Cyrus's policies of respect and toleration made friends instead of enemies. For example, the Hebrew people (see Lesson 2) who had been captured by the Chaldeans greatly liked Cyrus because he freed them. He also allowed them to rebuild their temple and the city of Jerusalem. Cyrus's policy of toleration made governing the empire much easier. There were fewer revolts, and the people lived in peace.

**REVIEW** Why can Cyrus be considered a wise emperor?



## Darius Expands the Empire

### 3 ESSENTIAL QUESTION How did Darius control his empire?

Cyrus built a stable empire of many peoples by his policy of toleration. After he died, a weak, less-tolerant ruler faced rebellions in the empire. Then a strong leader named Darius (duh•RY•uhs) came to power.

**Darius Extends Persian Control** The new emperor, Darius I, spent his first years as emperor dealing with rebellious peoples. After he put down the revolts, he moved to conquer lands as far east as India. The Persian Empire grew to 2,800 miles from east to west. (The distance from New York City to Los Angeles is about 2,500 miles.)

**Political Organization** The empire was so large that Darius added new policies to those set up by Cyrus. Darius divided the empire into 20 **provinces**. Each province, which was an area of land similar to a state, had a local government.

Darius set up governors called **satraps** (SAY•traps) to carry out his orders in the provinces and to collect taxes. He appointed a military commander for each satrap. He also sent out spies called “king’s eyes and ears” to be sure his satraps followed orders. These policies allowed him to have greater control over all of the lands.

**Uniting the Empire** The policy of provinces ruled by satraps was only one way to unite the empire. Darius started the use of a **Royal Road**, or road for government purposes. The Royal Road was 1,775 miles long. The eastern end of the road was in Susa, and the western end was in Sardis on the Anatolian Peninsula. Royal messages were sent by a relay of messengers.

About every 15 miles there was a relay station where the messengers could get a fresh horse. Royal messages could move from one end of the road to the other in about seven days. Military troops and mail also moved along it from all parts of the empire to the capital. The road also promoted trade and business throughout the empire.

#### Connect to Today

**Ruins at Persepolis**  
Winged and bearded bull-like figures guard the Gate of All Nations at the Persian royal palace. ▼



Darius set up a law code based on Hammurabi's model. From the Lydians, a conquered people, Darius took the idea of *minted coins*. The coins were good throughout the empire. They promoted business and made it easy to pay taxes.

#### Visual Vocabulary

*Minted coins* is a term for coins that are issued by the government and are official money.

**Enemies of Persia** Darius planned a march against Egyptian rebels in 486 B.C., but he died that year. His son Xerxes (ZURK•seez) had to deal with Egypt. You will read about Egypt in the next chapter. Xerxes would also have to deal with the Greeks. You will read about them in Chapter 11.

**REVIEW** Why did Darius divide the empire into provinces?

#### Lesson Summary

- Tiny Persian kingdoms thrived due to trade.
- Cyrus the Great ruled the Persian Empire with a policy of toleration.
- Darius formed provinces and appointed satraps to improve government.



#### Why It Matters Now . . .

The Persians showed that lands ruled with policies of toleration could be stable and peaceful.

### 3 Lesson Review

#### Terms & Names

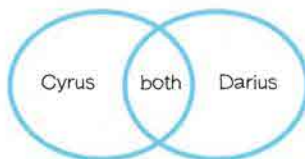
1. Explain the importance of

Anatolia	province	Royal Road
toleration	satrap	

#### Taking Notes

**Identifying Issues and Problems** Use your completed Venn diagram to answer the following question:

2. What common problems did Cyrus and Darius face during their reigns?



#### Activity

**Making a Map** Take out the world map you created in Chapter 2. Add to the map by outlining the expansion of the Persian Empire under Darius.



#### Main Ideas

3. How did people in early Persian kingdoms earn their living?
4. How did Cyrus treat the Hebrew people in the lands he captured?
5. In what ways did the Royal Road and minted coins help Darius unite the empire?

#### Critical Thinking

6. **Making Inferences** How did Cyrus's policy of toleration change the way empires were ruled?
7. **Comparing and Contrasting** How did the policies of Cyrus and Darius contrast with those of the Assyrians?



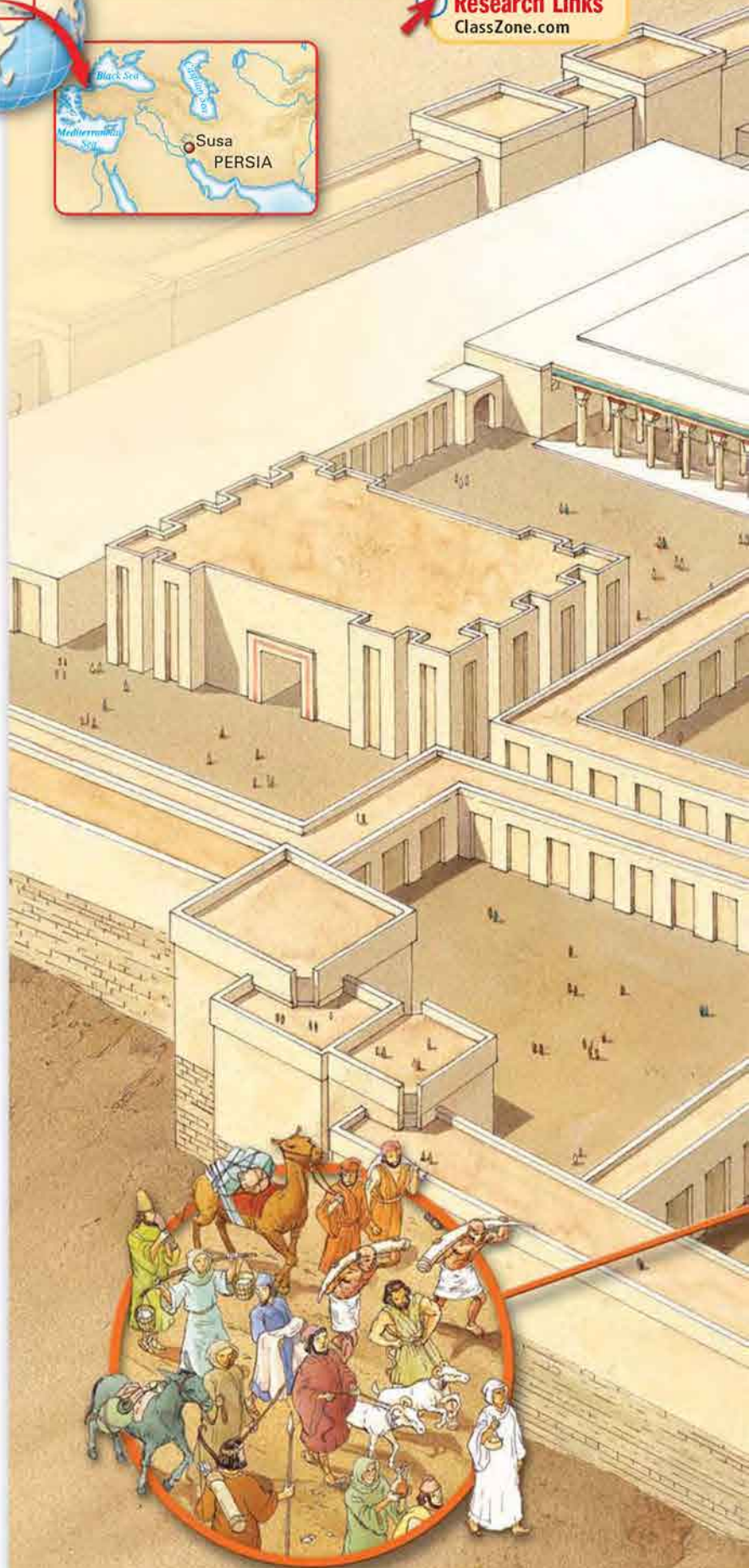


## The Court of Darius

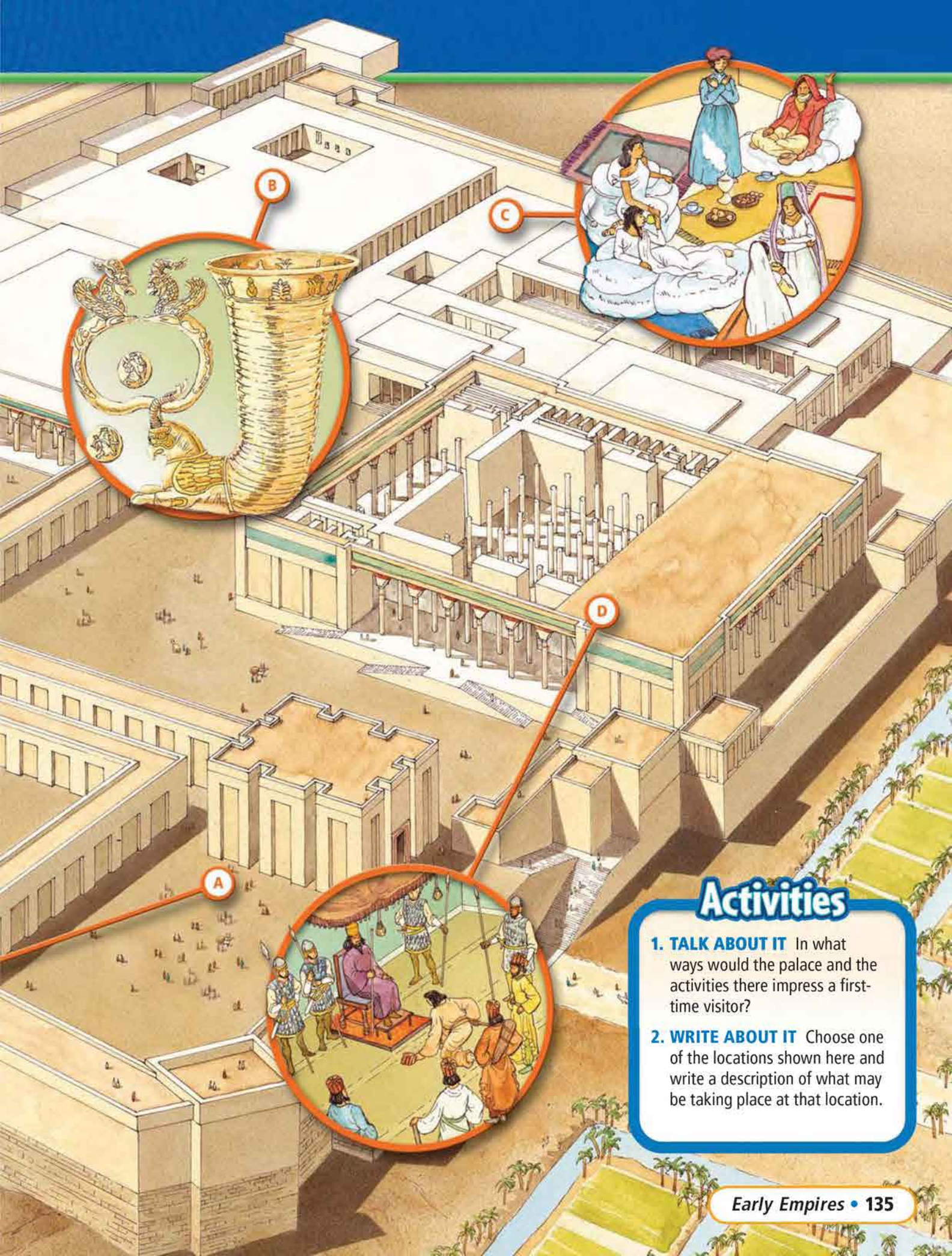
**Purpose:** To learn about life at the court of the Persian emperor Darius

Darius's palace was designed to impress all who came there. It was set on the base of a hill on a platform 50 feet above the plain. Its enormous size proclaimed the power of the emperor. The palace at Persepolis was one of three palaces used by the Persian emperors. Darius held court here in the wintertime.

- A Entrance Gate** The palace had two entrance gates where representatives of conquered peoples waited to present tribute to the emperor. They brought animals such as bulls and horses. Other tribute included gold, ivory, cloth, grain, and precious gems.
- B Treasure Room** The treasure room held large quantities of gold and silver. Some of it was made into serving plates and drinking vessels. Precious stones such as lapis lazuli, carnelian, and turquoise decorated some of these pieces. Other stones were used in fine jewelry.
- C Ladies' Court** Upper-class women were not expected to do any work. Many servants attended to the ladies of the court. The women generally stayed in the ladies' court unless commanded to appear before the emperor.
- D Audience Hall** Darius met with officials of his empire and received ambassadors from other countries in this hall. The hall had 36 columns inside and 36 columns outside to support the roof. The walls featured brightly colored tiles showing such things as human-headed lions and ranks of royal guards.







## Activities

- 1. TALK ABOUT IT** In what ways would the palace and the activities there impress a first-time visitor?
- 2. WRITE ABOUT IT** Choose one of the locations shown here and write a description of what may be taking place at that location.



# Chapter 4 Review

## VISUAL SUMMARY

### Early Empires



#### Government

- First empire is created.
- Code of law developed.
- Empire divided into smaller units for easier rule.
- Policies of toleration are used to control captured people.



#### Culture

- System of writing helps record keeping.
- Library is built by Ashurbanipal.
- Hanging Gardens are built by Nebuchadnezzar.
- Tower of Babel rises above the city of Babylon.



#### Economics

- Tribute used to support the empire.
- Minted coins help business and the government.
- Royal Road links the Persian Empire.

## TERMS & NAMES

Explain why the words in each set below are linked with each other.

1. **empire, Fertile Crescent, and Anatolia**
2. **Hammurabi, code of law, and justice**
3. **province, satrap, and Royal Road**

## MAIN IDEAS

### Mesopotamian Empires (pages 112–117)

4. Which lands are a part of the region known as the Fertile Crescent?
5. How do empires change the lives of the people who live in them?
6. Why was Hammurabi's Code a step toward better government?

### Assyria Rules the Fertile Crescent (pages 118–127)

7. Why were the Assyrians able to build such a large empire?
8. How did Assyrians treat peoples with different religious beliefs and ways of life?
9. Why did conquered people have to pay tribute?

### Persia Controls Southwest Asia (pages 128–135)

10. What policies did Cyrus use to keep his empire under control?
11. Why did Darius expand his government?
12. Why was the Persian Royal Road important?



**CRITICAL THINKING****Big Ideas: Government**

13. **MAKING INFERENCES** How does a uniform code of law improve a leader's ability to rule effectively?
14. **EXPLAINING HISTORICAL PATTERNS** What pattern of governmental leadership can be seen in the reigns of Hammurabi, Cyrus, and Darius?
15. **COMPARING** How successful were the policies of Assyria compared with those of Persia?

**ALTERNATIVE ASSESSMENT**

1. **WRITING ACTIVITY** Select two rulers from this chapter to compare and contrast. Write an expository paragraph about them.
2. **INTERDISCIPLINARY ACTIVITY—SCIENCE AND TECHNOLOGY** Use printed sources or the Internet to research ancient warfare equipment such as that the Assyrians invented. Create a poster to illustrate your findings.
3. **STARTING WITH A STORY**



Review the story titled "Day of Misfortune." Work with a few classmates to rewrite the story as a scene in a play. Include an ending that tells what happened to the builder. Perform your scene.

**Technology Activity****4. MAKING A MULTIMEDIA PRESENTATION**

Use the Internet or printed sources to find illustrations of Mesopotamian or Persian objects found by archaeologists. Work with a small group to make a multimedia presentation.

- What objects were found?
- What activities do they represent?



**Research Links**  
ClassZone.com

**Reading Tables** Use the table below to answer the questions.

**Size and Population of Ancient Empires**

Empire	Empire Size in Square Miles	Major City	City Size (Approximate Population)
Akkadia	2,509,664	Agade	35,000
Sumer	386,102	Ur	65,000
Babylonia	640,930	Babylon	60,000
Assyria	3,602,333	Nineveh	120,000

Source: Institute for Research on World Systems

1. **Which of the following statements about empire land size is correct?**
- Assyria's land size is much smaller than Babylonia's land size.
  - Assyria's land size is much larger than Sumer's land size.
  - Sumer's land size and Babylonia's land size are about the same.
  - All of the empires are about the same size.
2. **Based on the population size of the major cities, which statement is correct?**
- Agade and Nineveh were the largest cities.
  - Babylon and Nineveh were similar in size.
  - Babylon and Ur were similar in size.
  - Nineveh was ten times larger than any other city.



**Test Practice**  
ClassZone.com

Additional Test Practice, pp. S1–S33



## Expository Writing: Explanations

### The Origins and Impacts of Empires

**Purpose:** To write an expository composition about empires

**Audience:** Your learning partner

In this unit, you read many explanations. For example, you read how the land in Mesopotamia became fertile because of flooding and how fertile land made crops grow. These explanations are examples of **expository writing**, or writing that informs. Historians use expository writing to explain past events and their impact on human life.



◀ Sargon

#### Organization & Focus

Your assignment is to write a 500- to 700-word expository composition about the origins or impacts of empires. An expository composition has three main parts. The **introduction** gets the reader interested and states a clear thesis, or main idea. The **body** provides supporting details in the form of facts and examples. The **conclusion** summarizes the information and restates the thesis.

Historical expositions often have chronological sequence or cause and effect as their organizational pattern. In this essay, cause-and-effect organization will best help you to explain the origins or impacts of empires.

**Choosing a Topic** Reread pages 113–114. With a learning partner, identify paragraphs that deal with the causes of the rise of empires and those that deal with empires' effects. Finally, you and your partner should divide the topic, so that one will write about the origins and the other about the impacts.

**Identifying Purpose and Audience** When your purpose is to explain, you need to use facts and examples to support your main idea. Through discussion, try to get an idea of what kinds of facts and examples will help your learning partner understand your thesis.





## Research & Technology

**Finding Details** Review Chapters 3 and 4. Look for information to support your thesis, and record it in a chart like the one below. Review your notes and create categories for them. Possible categories include the themes of this program: Geography, Culture, Economics, Government, Belief Systems, and Science & Technology. Use your category names as key words to search for more information.

Thesis:	
Supporting Facts	Supporting Examples



**Technology Tip** To do additional research on the Internet, you might visit an online database, or collection of well-organized information. Your librarian might be able to suggest a database with information on your topic.

**Outlining and Drafting** When you have the facts and examples you need, decide on the best order for them. One possibility is order of importance, with the most important information saved for last. Another is a category-by-category order with the categories arranged for logical flow. Outline your composition, and then compose the first draft.



## Evaluation & Revision

When revising, pay attention to the order of your ideas and the flow of paragraphs. Use the Self-Check to see if your explanation accomplishes its purpose. When you are satisfied that it does, prepare a final copy. Use your word processor to check spelling.



### Self-Check

Does my explanation have

- ☐ a clear introduction, with the main idea, or thesis, stated?
- ☐ supporting examples and facts logically arranged?
- ☐ a conclusion that restates the main idea?



## Publish & Present

Exchange compositions with your partner, and read his or her work. Then discuss what you learned from reading your partner's composition and from writing your own.