



# CHAPTER



# Western Asia and Egypt 3500–500 B.C.

**Section 1** Civilization Begins in Mesopotamia

**Section 2** Egyptian Civilization

**Section 3** New Centers of Civilization

**Section 4** The Rise of New Empires

## MAKING CONNECTIONS

### How does progress affect history?

During the 1960s, Egypt built the Aswan High Dam to control flooding of the Nile River. The lake rising behind the dam threatened to destroy ancient Egyptian monuments. An international team saved several temples including Abu Simbel—Ramses II's temple. Abu Simbel was carved into 20 ton blocks, moved 200 feet, and reassembled. In this chapter you will learn about Egyptian rulers and temples.

- Why would other countries help Egypt preserve its monuments?
- How can countries adapt to changing needs and still preserve their history?



c. 3000 B.C.  
Sumerian cities  
emerge; cuneiform  
writing invented

THE WORLD ►

3500 B.C.

c. 2540 B.C.  
Great Pyramid of  
King Khufu  
complete

2500 B.C.

c. 2700 B.C.  
Egypt's Old Kingdom  
begins



**c. 1792 B.C.**  
Hammurabi  
comes to power  
in Babylon

**c. 970 B.C.**  
Solomon  
becomes  
King of Israel

**1500 B.C.**

**c. 1250 B.C.**  
Queen Nefertari,  
wife of Ramses II, dies



**c. 521 B.C.**  
Darius I begins  
expanding  
Persian Empire

**500 B.C.**

**c. 539 B.C.**  
Babylon falls

## FOLDABLES™ Study Organizer

**Summarizing**  
Create a layered-book with four layers to review the history of ancient Egypt. Summarize the important facts about each era in each layer.



## History ONLINE

Chapter Overview—Visit [glencoe.com](http://glencoe.com) to preview Chapter 2.



# Civilization Begins in Mesopotamia

## GUIDE TO READING

### The BIG Idea

**Physical Geography** Fertile soil between the Tigris and Euphrates Rivers allowed an early civilization to flourish in Mesopotamia.

### Content Vocabulary

- polytheistic (p. 27)
- cuneiform (p. 30)
- city-state (p. 28)
- empire (p. 32)
- ziggurat (p. 29)
- patriarchal (p. 33)
- theocracy (p. 29)

### Academic Vocabulary

- transport (p. 29)
- innovations (p. 30)

### People and Places

- Tigris River (p. 26)
- Uruk (p. 28)
- Euphrates River (p. 26)
- Akkadians (p. 32)
- Mesopotamia (p. 26)
- Sargon (p. 32)
- Fertile Crescent (p. 26)
- Babylon (p. 33)
- Sumerians (p. 26)
- Hammurabi (p. 33)

### Reading Strategy

**Categorizing Information** As you read, complete a chart like the one below to help you study.

| Political Life | Cultural Life | Inventions |
|----------------|---------------|------------|
|                |               |            |
|                |               |            |

Mesopotamia, located in what is now southern Iraq, was one area where civilization began. Its people developed complex economic, political, and social structures. Such inventions as written language improved the quality of their lives. As different groups fought for power, they set up the world's first empires and codified their laws.

## Geography and Religion

**MAIN IDEA** The physical environment of Mesopotamia supported the development of civilization and influenced people's religious beliefs.

**HISTORY & YOU** Is your town located near a river? Read about how the fertile soil of a river valley supported the transition from a nomadic lifestyle to agriculture and the birth of civilization.

Civilization depends on large permanent settlements. Fertile river valleys that can support a large population are ideal locations for such settlements. Highly organized societies then evolved in these regions.

## The Fertile Crescent

The ancient Greeks spoke of the valley between the **Tigris** and **Euphrates Rivers** as **Mesopotamia**, the land "between the rivers." Mesopotamia was at the eastern end of the **Fertile Crescent**, an arc of land from the Mediterranean Sea to the Persian Gulf. Rich soil and abundant crops allowed the land to sustain an early civilization.

Mesopotamia had little rain, but over the years its soil had been enriched by layers of silt—material deposited by the two rivers. In late spring, the Tigris and Euphrates often overflowed their banks and deposited their fertile silt. This flooding, however, was unpredictable. It depended on the melting of snows in the upland mountains where the rivers began. People in the valley could not tell exactly when the floods would come or how large they would be.

Therefore, people in ancient Mesopotamia learned to control the flow of the rivers. By using irrigation and drainage ditches, farmers were able to grow crops regularly. An abundance of food allowed many people to live together in cities, and civilization emerged.

Mesopotamian civilization refers to the achievements of people from three general areas: Assyria, Akkad, and Sumer. The **Sumerians** were the creators of the first Mesopotamian civilization.



## ANCIENT MESOPOTAMIA



- Location** What mountain range forms the eastern border of the Fertile Crescent?
- Location** In which direction do the Tigris and Euphrates Rivers flow? In which direction does the Nile flow?

**Maps in Motion** See StudentWorks™ Plus or [glencoe.com](http://glencoe.com).

## The Growth of Religion

The physical environment affected the way Mesopotamians viewed the world. A harsh climate and frequent famines convinced them that unreliable supernatural forces controlled this world. In the presence of nature, Mesopotamians could easily feel helpless, as this poem relates:

### PRIMARY SOURCE

"The rampant flood which no man can oppose,  
Which shakes the heavens and causes earth to tremble,

In an appalling blanket folds mother and child,  
And drowns the harvest in its time of ripeness."

—in "Mesopotamia," from *Before Philosophy*,  
Henri Frankfort et al.

In Mesopotamia, people looked to religion to answer their questions about life. To them, powerful spiritual beings—gods and goddesses—permeated all aspects of the universe. The Mesopotamians identified nearly three thousand gods and goddesses. Their religion was **polytheistic** because of this belief in many gods. According to the beliefs of the Mesopotamians, humans were supposed to obey and serve the gods. By their nature, humans were inferior to the gods and could never be sure what the gods might do to or for them.

**✓ Reading Check** **Explaining** What role did geography play in the development of Mesopotamian civilization?



# City-States of Ancient Mesopotamia

**MAIN IDEA** Religion played a powerful role in the economic, political, and social structure of Mesopotamian city-states.

**HISTORY & YOU** How are state and local government related in your community? Read about the connection in Mesopotamia.

The origins of the Sumerian people remain a mystery. By 3000 B.C., they had established a number of independent cities in southern Mesopotamia, including Eridu, Ur, and **Uruk**. As the cities expanded, they gained political and economic control over the surrounding countryside. They formed **city-states**, the basic units of Sumerian civilization.

## Sumerian Cities

Sumerian cities were surrounded by walls. Uruk, for example, was encircled by a wall six miles (10 km) long, with defense towers located every 30 to 35 feet (9 to 10 m) along the wall. It is estimated that Uruk had a population of around 50,000 people by 2700 B.C., making it one of the largest city-states.

City dwellings, built of sun-dried bricks, included both the small houses of peasants and the larger buildings of the city officials, priests, and priestesses. People living in city-states gained a sense of identity. They now had a group to which they belonged, beyond the basic family unit.

Although Mesopotamia had little stone or wood for building purposes, it did have plenty of mud. Mud bricks, easily shaped by hand, were left to bake in the

**Ziggurat at Ur, c. 2100 B.C.**

The ziggurat at Ur was constructed during the reign of Ur-Nammu around 2100 B.C. It stands approximately 70 feet (21 m) high. The temple is believed to have been for the moon god, Nanna.

Ziggurats ceased to be built after Mesopotamia was conquered by the Persians in the 500s B.C.

Only priests were allowed to climb to the temple. One theory suggests the steps represented a stairway to heaven, bringing the priests closer to the gods.

### DOCUMENT-BASED QUESTIONS

- Making Inferences** Why do you think priests were the only people permitted to enter the temples?
- Drawing Conclusions** Why do you suppose Sumerians built temples on top of ziggurats?



hot sun until they were hard enough to use for building. People in Mesopotamia were remarkably creative with mud bricks. They invented the arch and the dome, and they built some of the largest brick buildings in the world. Mud bricks are still used in rural areas of Southwest Asia today.

## Religion and Rulers

The most prominent building in a Sumerian city was the temple dedicated to the chief god or goddess of the city. This temple was often built atop a massive stepped tower called a **ziggurat**. The Sumerians believed that gods and goddesses owned the cities. The people devoted much of their wealth to building temples and elaborate houses for the priests and priestesses who served the gods. The temples and related buildings served as the center of the city physically, economically, and even politically. Surplus food and crafts were stored in the temples, which could then be distributed or traded.

The priests and priestesses who supervised the temples held a great deal of power. In fact, historians believe that in the early stages of the city-states, priests and priestesses played an important role in ruling. The Sumerians believed that the gods ruled the cities, making the state a **theocracy**—a government by divine authority.

Even when power passed into the hands of kings, Sumerians believed that these rulers derived their power from the gods and were the agents of the gods. As one person said in a petition to his king:

### PRIMARY SOURCE

"You in your judgement, you are the son of Anu [god of the sky]. Your commands, like the work of a god, cannot be reversed. Your words, like rain pouring down from heaven, are without number."

—anonymous Sumerian petitioner

Regardless of their origins, kings held great power. They led armies, supervised the building of public works, and organized workers for the irrigation projects on

which farming depended. The army, the government, and the priests and priestesses all aided the kings in their rule. As befitting their power, Sumerian kings, their wives, and their children lived in large palaces.

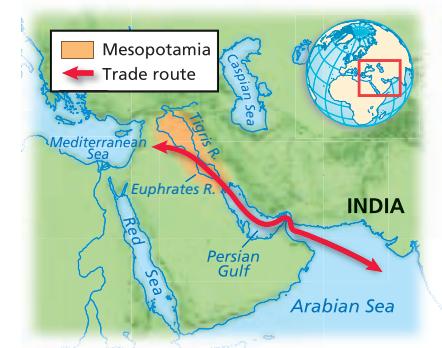
## Economy and Society

Although the economy of the Sumerian city-states was based chiefly on farming, trade and industry became important as well. The peoples of Mesopotamia made woolen textiles and pottery, but they were particularly well known for their metalwork.

Copper, gold, and silver were already being used for jewelry and some tools. The Sumerians discovered that when tin is added to copper, it makes bronze. Bronze has a lower melting point, which makes it easier to cast than copper. Bronze is also a harder metal than copper and corrodes less. It could also be melted down and remade when it wore out.

The Sumerians imported copper, tin, and timber in exchange for dried fish, wool, barley, wheat, and metal goods. Traders traveled by land to the eastern Mediterranean in the west and by sea to India in the east. The invention of the wheel, around 3000 B.C., led to wheeled carts, which made the **transport** of goods much easier.

Sumerian city-states contained three major social groups: nobles, commoners, and slaves. Nobles included royal and priestly officials and their families. Commoners worked for palace and temple estates and as farmers, merchants, fishers, and craftspeople. Probably 90 percent or more of the people were farmers. Slaves belonged to palace officials, who used them mostly in building projects. Temple officials most often used female slaves to weave cloth and grind grain. Rich landowners also used slaves to farm their lands.



**Reading Check** **Explaining** Why were the early Mesopotamian city-states considered to be theocracies?



# The Creativity of the Sumerians

**MAIN IDEA** The Sumerians invented writing and several new technologies that made life easier.

**HISTORY & YOU** What are some examples of how writing makes your life better? Read about Sumerian writing innovations.

The Sumerians created many inventions that still affect our lives today. Probably their greatest invention was their writing. In addition, historians credit them with many technological **innovations**.

## Writing and Literature

Around 3000 B.C., the Sumerians created a **cuneiform** (“wedge-shaped”) system of writing. Using a reed stylus (a tool for writing), they made wedge-shaped impressions on clay tablets, which were then baked or dried in the sun. Once dried, these tablets lasted a very long time. Several hundred thousand tablets have been found. They have been a valuable source of information for modern scholars.

Mesopotamian peoples used writing primarily for record keeping. Cuneiform texts, however, were also used in schools to train scribes, members of the learned class who served as copyists, teachers, and jurists.

For boys of the upper class in Mesopotamia, becoming a scribe was the key to a successful career. Men who began their careers as scribes became the leaders of their cities, temples, and armies. Scribes came to hold the most important positions in Sumerian society.

To become scribes, boys from wealthy families, many of them the sons of scribes, attended the new schools that were in operation by 2500 B.C. Young boys seeking to become scribes began school when they were small children and trained until they were young men. School days began at sunrise and ended at sunset. Discipline was harsh. The following essay, written by a teacher as a copying exercise for pupils, shows that punishments—being caned or beaten with a stick—were frequent:

## PRIMARY SOURCE

“In the tablet-house, the monitor said to me: ‘Why are you late?’ I was afraid, my heart beat fast. I entered before my teacher, took my place. My ‘school-father’ read my tablet to me, said, ‘The word is cut off,’ caned me. He who was in charge of drawing said ‘Why when I was not here did you stand up?’ caned me. He who was in charge of the gate said ‘Why when I was not here did you go out?’ caned me. My teacher said ‘Your hand is not good,’ caned me.”

—James B. Pritchard, *Ancient Near Eastern Texts*

Scribal students spent most of their school days following the same routine. They copied and recopied standard works on clay tablets and then recited from them. Although boring, this was probably the scribe’s only way of learning how to form the cuneiform writing signs neatly and correctly.

## PRIMARY SOURCE

“What did you do in school?”  
‘I read my tablet, wrote it, finished it; then my prepared lines were prepared for me and in the afternoon, my hand copies were prepared for me.’”

—James B. Pritchard, *Ancient Near Eastern Texts*

Writing was important because it allowed a society to keep records and to pass along knowledge from person to person and from generation to generation. Writing also made it possible for people to communicate ideas in new ways. This is especially evident in *The Epic of Gilgamesh*.

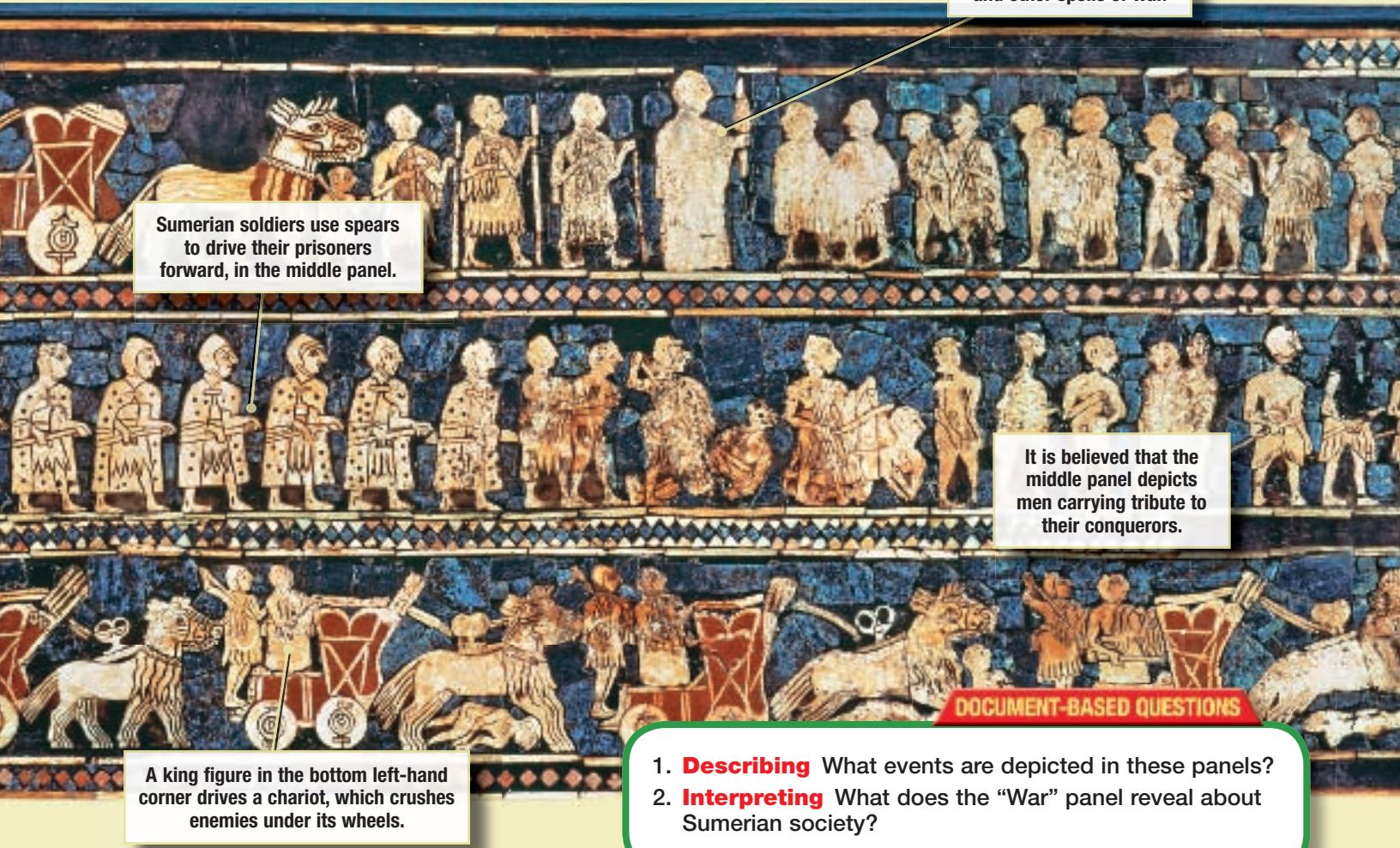
*Gilgamesh* is an epic poem that records the exploits of a legendary king named Gilgamesh. Gilgamesh is wise, strong, and perfect in body. He is part man and part god. Gilgamesh befriends a hairy beast named Enkidu. Together, they set off to do great deeds. When Enkidu dies, Gilgamesh feels the pain of death and begins a search for the secret of immortality. His efforts fail, and Gilgamesh remains mortal. This Mesopotamian epic makes clear that “everlasting life” is only for the gods.



## The Standard of Ur

The Standard of Ur was found in a grave in the Royal Cemetery at Ur. The Standard has two main panels titled "War" and "Peace." The "War" panel, shown here, depicts a Sumerian army. It should be read from the bottom up, and left to right.

The top panel shows the king receiving prisoners and other spoils of war.



1. **Describing** What events are depicted in these panels?
2. **Interpreting** What does the "War" panel reveal about Sumerian society?

## Technology

The Sumerians invented several tools and devices that made daily life easier and more productive. They developed the wagon wheel, for example, to help transport people and goods from place to place. The potter's wheel to shape containers, the sundial to keep time, and the arch used in construction are other examples of Sumerian technology. The Sumerians were the first to make bronze out of copper and tin, creating finely crafted metalwork. The Sumerians

also made outstanding achievements in mathematics and astronomy. In math, they devised a number system based on 60. They used geometry to measure fields and to erect buildings. In astronomy, the Sumerians charted the heavenly constellations. A quick glance at your watch and its division of an hour into 60 minutes should remind you of our debt to the Sumerians.

✓ **Reading Check** **Identifying** Name two major inventions of the Sumerians, and tell how those inventions affect our lives today.



# Empires in Ancient Mesopotamia

**MAIN IDEA** Strong leaders established empires and codified the laws of Mesopotamia.

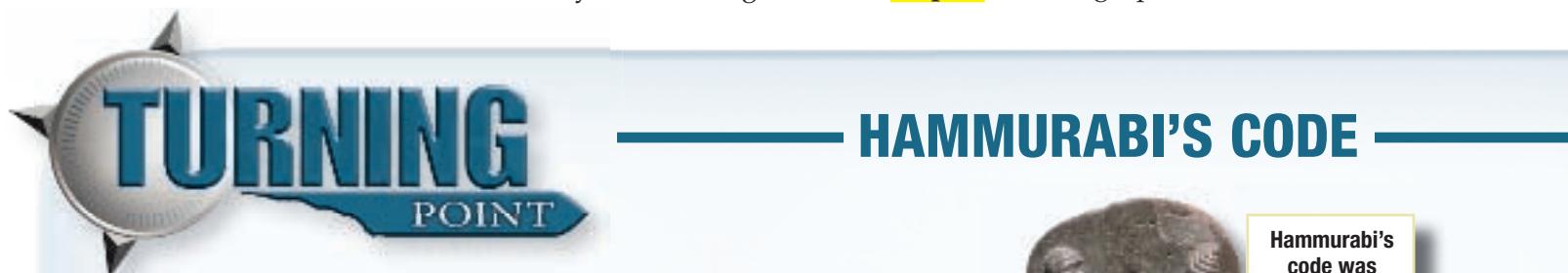
**HISTORY & YOU** How might a written code of laws change the system of justice in a country? Read about the law code Hammurabi developed.

As the number of Sumerian city-states grew and the city-states expanded, new conflicts arose. City-states fought for

control of land and water. Located on flat land, the Sumerian city-states were also open to invasion by other groups.

## Akkadian and Babylonian Empires

To the north of the Sumerian city-states were the **Akkadians** (uh•KAY•dee•uhnz). They spoke a Semitic language. Around 2340 B.C., **Sargon**, leader of the Akkadians, overran the Sumerian city-states and set up the first empire in world history. An **empire** is a large political unit or state,



Although there were earlier Mesopotamian law codes, the Code of Hammurabi is the most complete. It influenced law codes in later civilizations. The code's influence is apparent in the precepts of the major world religions including Judaism, Christianity, and Islam though there are also significant differences.

### THE INFLUENCE OF HAMMURABI'S CODE

1 If anyone commits a robbery and is caught, then he shall be put to death.—**Hammurabi's code**

Thou shalt not steal.—Bible (Old Testament)

2 If a man wishes to separate from a woman who has borne him children, or from his wife who has borne him children, then he shall give that wife her dowry, and a part of the usufruct [right of use] of field, garden, and property, so that she can rear her children.—**Hammurabi's code**

Those who die and leave wives, a will shall provide their wives with support for a year, provided they stay within the same household.—Quran

If a man put out the eye of another man, his eye shall be put out.—**Hammurabi's code**

3 If any harm follows, then you shall give life for life, eye for eye, tooth for tooth, hand for hand, foot for foot, burn for burn, wound for wound, stripe for stripe.—Bible (Old Testament)

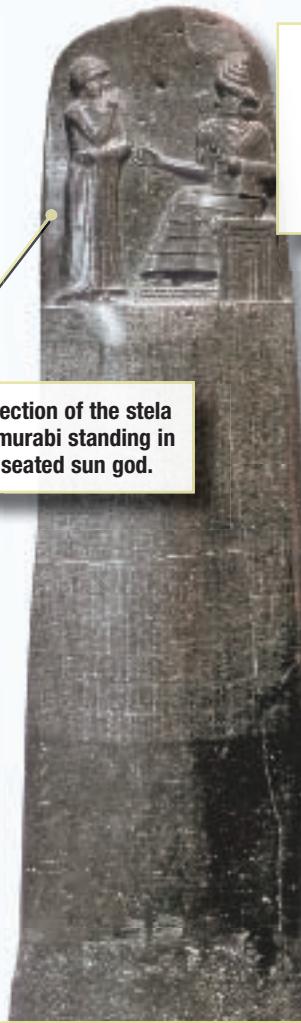
### DOCUMENT-BASED QUESTIONS

- Comparing** What similarities do you see between Hammurabi's code and the Bible and the Quran?
- Speculating** Why do you think the images were included at the top of the stela with Hammurabi's code?

## HAMMURABI'S CODE

Hammurabi's code was written on a 7-foot (2-m) monument called a stela.

The upper section of the stela shows Hammurabi standing in front of a seated sun god.



In some ways the laws of Hammurabi's code were harsher than earlier Sumerian laws. The laws were also more progressive in the areas of family law and women's rights.



usually under a single leader, that controls many peoples or territories. Empires are often easy to create, but they can be difficult to maintain. The rise and fall of empires is an important part of history.

Attacks from neighbors caused the Akkadian Empire to fall by 2100 B.C. After that, the system of warring city-states lasted until 1792 B.C. In **Babylon**, a city-state south of Akkad, **Hammurabi** (HA•muh•RAH•bee) came to power. He gained control of Sumer and Akkad, thus creating a new Mesopotamian kingdom. After his death in 1750 B.C., however, a series of weak kings was unable to keep the empire united, and it finally fell to new invaders.

## The Code of Hammurabi

For centuries in Mesopotamia, laws had regulated people's relationships with one another. Hammurabi's collection of laws provides great insight into social conditions there. The Code of Hammurabi was based on a system of strict justice. Penalties for criminal offenses were severe, and they varied according to the social class of the victim. A crime against a noble by a commoner was punished more severely than the same offense against a member of the lower class. Moreover, the principle of retaliation ("an eye for an eye, a tooth for a tooth") was a fundamental part of this system of justice.

Hammurabi's code took seriously the duties of public officials. Officials who failed to solve crimes had to make personal restitution to the victims or their families. Judges could be penalized for ruling incorrectly on a case.

The law code also included what we would call consumer-protection laws. Builders were held responsible for the buildings they constructed. If a house collapsed and caused the owner to die, the builder was put to death.

The largest category of laws in the Code of Hammurabi focused on marriage and the family. Parents arranged marriages for their children. After marriage, the two parties signed a marriage contract, which made the marriage legal.

Mesopotamian society was **patriarchal**—that is, men dominated the society. Hammurabi's code shows that women had far fewer rights in marriage than did men.

A woman's place was definitely in the home. A husband could divorce his wife if she failed to fulfill her duties, was unable to bear children, or tried to leave home to engage in business. Even harsher, a wife who neglected her home or humiliated her husband could be drowned.

Fathers ruled their children as well. Obedience was expected: "If a son has struck his father, he shall cut off his hand." If a son committed a serious enough offense, his father could disinherit him. Hammurabi's laws clearly covered almost every aspect of people's lives.

**✓ Reading Check** **Identifying** Identify five aspects of Mesopotamian society as revealed by the Code of Hammurabi.

## SECTION

# 1

## REVIEW

### Vocabulary

- Explain the significance of: Tigris River, Euphrates River, Mesopotamia, Fertile Crescent, Sumerians, polytheistic, Uruk, city-state, ziggurat, theocracy, transport, innovations, cuneiform, Akkadians, Sargon, empire, Babylon, Hammurabi, patriarchal.

### Main Ideas

- Explain how the physical environment affected the way Mesopotamians viewed the world.
- Describe how temples served as the center of Mesopotamian cities.
- Create a chart like the one shown below to list Sumerian achievements and the effects of these achievements on our lives today.

| Achievements | Effects on our lives today |
|--------------|----------------------------|
|              |                            |
|              |                            |
|              |                            |
|              |                            |

### Critical Thinking

- BIG Idea Analyzing** How did the Tigris and Euphrates Rivers support a strong economy in Mesopotamia?
- Evaluating** Which type of government—separate city-states or an empire—would have been most advantageous to the people of Mesopotamia?
- Analyzing Visuals** Examine the image on page 31. What does it reveal about life in Sumer?

### Writing About History

- Expository Writing** Explain why Hammurabi's code was a significant development. Develop a set of laws based on the Code of Hammurabi that would apply to your community today. Explain why your code differs from that developed by Hammurabi or why it is similar.

### History ONLINE

For help with the concepts in this section of *Glencoe World History*, go to [glencoe.com](http://glencoe.com) and click Study Central.



## SECTION

## 2

# Egyptian Civilization

### GUIDE TO READING

#### The BIG Idea

**Order and Security** Continuity and stability were characteristics of Egyptian civilization for thousands of years.

#### Content Vocabulary

- dynasty (p. 36)
- mummification (p. 37)
- pharaoh (p. 37)
- bureaucracy (p. 37)
- hieroglyphics (p. 42)
- vizier (p. 37)
- hieratic script (p. 43)

#### Academic Vocabulary

- major (p. 34)
- identifying (p. 36)
- physical (p. 37)

#### People and Places

- Nile River (p. 34)
- Lower Egypt (p. 34)
- Upper Egypt (p. 34)
- Menes (p. 36)
- Giza (p. 37)
- Hyksos (p. 39)
- Hatshepsut (p. 40)
- Akhenaten (p. 40)
- Tutankhamen (p. 40)
- Ramses II (p. 40)
- Cleopatra VII (p. 40)

#### Reading Strategy

**Identifying** As you read, complete a chart like the one below to help you study.

| The Old Kingdom | The Middle Kingdom | The New Kingdom |
|-----------------|--------------------|-----------------|
|                 |                    |                 |
|                 |                    |                 |

*Egypt, like Mesopotamia, was one of the first river-valley civilizations. Egyptian history includes three long periods of stability and achievement interspersed with shorter periods of political disorder. Egyptian society was organized in layers, but most people worked the land.*

## Geography and Religion

**MAIN IDEA** The Nile was fundamental to the development of Egyptian civilization.

**HISTORY & YOU** How does the geography of your region affect your outlook on life? Learn how the Egyptians in the Nile Valley used their geography.

The Nile River played an important role in Egyptian civilization. Egyptians wrote of their reliance on the great river in “Hymn to the Nile,” praising it as the “creator of all good” in its ability to bring them food and other riches. Like their religious beliefs, the Nile provided a sense of well-being and comfort to the Egyptians.

### The Nile

The **Nile River** begins in the heart of Africa and courses northward for more than 4,000 miles (6,436 km). It is the longest river in the world. Before it empties into the Mediterranean, the Nile splits into two **major** branches. This split forms a triangular territory called a delta. The Nile Delta is called **Lower Egypt**; the land upstream, to the south, is called **Upper Egypt**. Egypt’s important cities developed at the tip of the delta, the point at which the Nile divides.

The ancient Egyptians referred to the river’s yearly flooding as the “miracle” of the Nile. The river rose in the summer from heavy rains in central Africa, reached its highest point in Egypt in early autumn, and left a deposit of mud that created an area of rich soil several miles wide on both sides of the river. The Egyptians called this dark-colored, fertile land the “Black Land.” Beyond it lay the deserts, the “Red Land.”

Farmers in the Nile Valley grew a surplus of food, which made Egypt prosperous. The river also served as a unifying factor in Egyptian history. In ancient times, the Nile was the fastest way to travel through the land, making both transportation and communication easier. North winds pushed sailboats south, and the Nile’s current carried them north.

Unlike Mesopotamia, which was subject to constant invasion, Egypt was blessed by natural barriers that gave it protection from



invasion and a sense of security. These barriers included the deserts to the west and east; the Red Sea to the east; the cataracts, or rapids, on the southern part of the Nile, which made defense relatively easy; and the Mediterranean Sea to the north.

The regularity of the Nile floods and the relative isolation of the Egyptians created a feeling of security and changelessness. To the ancient Egyptians, when the Nile flooded each year, “the fields laugh and people’s faces light up.” Unlike people in Mesopotamia, Egyptians faced life with a spirit of confidence in the stability of things. Ancient Egyptian civilization was marked by a remarkable degree of continuity over thousands of years.

## The Growth of Religion

Religion, too, provided the Egyptians with a sense of security and timelessness. They had no word for religion. For them, religious ideas represented an inseparable part of the entire world order. The Egyptians were polytheistic. They had a number of gods associated with heavenly bodies and natural forces. Two groups, sun gods and land gods (including river gods), came to have special significance in view of the importance of the sun and the fertile land along the Nile to Egypt’s well-being.

The sun, the source of life, was worthy of worship. The sun god took on different forms and names based on his role. The Egyptian ruler took the title “Son of Re.”



The rulers were seen as an earthly form of Re, one of the sun god's names.

River and land gods included Osiris and Isis. A famous myth told of the struggle between Osiris, who brought civilization to Egypt, and his evil brother Seth. When Seth cut Osiris into pieces and tossed them into the Nile, Isis, Osiris's wife, found the pieces. With help from other gods, she brought Osiris back to life. Osiris became a symbol of resurrection, or rebirth. By **identifying** with Osiris, Egyptians hoped to gain new life after death. The dead were placed in tombs (in the case of kings, in pyramid tombs) and through rituals would become Osiris. Like Osiris, they would then be reborn. The flooding of the Nile and the new life that it brought to Egypt were symbolized by Isis's bringing all of Osiris's parts together each spring in the festival of the new land.

**Reading Check** **Contrasting** How did the flooding patterns of rivers in Egypt and Mesopotamia cause the two civilizations to develop differently?

## Egyptian Kingdoms

### MAIN IDEA

Egyptian history is divided into three major periods, called kingdoms.

**HISTORY & YOU** Why might periods of political stability also be times of cultural achievement? Learn about Egypt's accomplishments.

Scholars divide Egyptian history into three major periods: the Old Kingdom, Middle Kingdom, and New Kingdom. These were periods of long-term stability marked by strong leadership, freedom from invasion, great building projects, and rich cultural activity. In between were the Intermediate periods, times of political disorder and invasion.

Egypt's history begins around 3100 B.C., when King **Menes** (MEE•NEEZ) united Upper and Lower Egypt into a single kingdom and created the first royal dynasty. A **dynasty** is a family of rulers whose right to rule is passed on within the family.

From then on, the Egyptian ruler would be called "King of Upper and Lower

### HISTORY & ARTS

### PRIMARY SOURCE

#### Pyramids at Giza

**Built for King Khufu during the Old Kingdom, the Great Pyramid at Giza was the largest pyramid built.**

**Khafre was the son of Khufu. Although King Khafre's pyramid is smaller than the Great Pyramid, more elaborate structures and statues, including the Great Sphinx, surround it.**

**Menkure was the son of Khafre. King Menkure's pyramid is the smallest and was not finished when he died.**

**DOCUMENT-BASED QUESTIONS**

The pyramids contained items needed in the afterlife. Each of the three pyramids shown is part of a complex, which included temples, smaller pyramids, mastabas, and a causeway. Five large pits for boats border the pyramids of Khufu and Khafre.

- Making Inferences** Why might boats have been buried near the pharaohs' pyramids?
- Comparing and Contrasting** How does the pyramid of Khafre compare to his father's pyramid?



Egypt." The crown was a double crown, indicating the unity of all Egypt. Just as the Nile served to unite Upper Egypt and Lower Egypt physically, kingship united them politically.

## The Old Kingdom

The Old Kingdom, which lasted from around 2700 B.C. to 2200 B.C., was an age of prosperity and splendor. Like the kings of the Sumerian city-states, the monarchs of the Old Kingdom were powerful rulers over a unified state. Among the various titles of Egyptian monarchs, that of **pharaoh**—originally meaning "great house" or "palace"—eventually became the most common.

Kingship was a divine institution in ancient Egypt and formed part of a universal cosmic order: "What is the king of Upper and Lower Egypt? He is a god by whose dealings one lives, the father and mother of all men, alone by himself, without an equal." In obeying their pharaoh, subjects believed that they were helping to maintain a stable world order. A breakdown in royal power could only mean that citizens were offending the gods and weakening that order.

Egyptian pharaohs possessed absolute power—that is, they had complete, unlimited power to rule their people. Nevertheless, they had help in ruling. At first, members of the pharaoh's family provided this help. During the Old Kingdom, however, a government **bureaucracy**—an administrative organization with officials and regular procedures—developed. Especially important was the office of **vizier**, the steward of the whole land. Directly responsible to the pharaoh, the vizier was in charge of the government bureaucracy. In time, Egypt was divided into 42 provinces, which were run by governors appointed by the pharaoh. Each governor was responsible to the pharaoh and vizier.

An example of the splendor of the Old Kingdom—and one of the great achievements of Egyptian civilization—is the building of pyramids. Pyramids were built as part of a larger complex of buildings dedicated to the dead—in effect, a city of the dead. The area included several

structures: a large pyramid for the pharaoh's burial; smaller pyramids for his family; and several mastabas, rectangular structures with flat roofs used as tombs for the pharaoh's officials.

The tombs were well prepared for their residents. They contained rooms stocked with supplies, including chairs, boats, chests, weapons, games, dishes, and a variety of foods. The Egyptians believed that human beings had two bodies—a **physical** one and a spiritual one, which they called the *ka*. If the physical body was properly preserved and the tomb furnished with all the various objects of regular life, the *ka* could return. Surrounded by the earthly comforts, the spiritual *ka* could then continue its life despite the death of the physical body.

To preserve the physical body after death, the Egyptians practiced **mummification**, a process of slowly drying a dead body to prevent it from rotting. This process took place in workshops run by priests, primarily for the wealthy families who could afford it. Workers first removed the liver, lungs, stomach, and intestines and placed them in four special jars that were put in the tomb with the mummy. The priests also removed the brain by extracting it through the nose. They then covered the corpse with a natural salt that absorbed the body's water. Later, they filled the body with spices and wrapped it with layers of linen soaked in resin. At the end of the process, which took about 70 days, a lifelike mask was placed over the head and shoulders of the mummy. The mummy was then sealed in a case and placed in its tomb.

Pyramids were tombs for the mummified bodies of pharaohs. The largest and most magnificent of all the pyramids was built under King Khufu (KOO•FOO). Constructed at **Giza** around 2540 B.C., the famous Great Pyramid of King Khufu covers 13 acres (5.3 ha), measures 756 feet (230 m) at each side of its base, and stands 481 feet (147 m) high.

The building of the Great Pyramid was an enormous construction project. The Greek historian Herodotus reported the traditional story that it took 100,000 Egyptians 20 years to build the Great Pyramid.



# EGYPTIAN KINGDOMS

3200

c. 3100 B.C.

King Menes unites the villages of Upper and Lower Egypt



▲ Embalmer's knife

c. 2540 B.C.

The building of the Great Pyramid of King Khufu at Giza

c. 2055 B.C.

Middle Kingdom begins—a golden age of stability and expansion into Africa and western Asia

2500

c. 2700 B.C.

Old Kingdom begins—a time of strong leadership and a unified Egypt



▲ Double crown of unified Egypt

2000

c. 2180 B.C.

First Intermediate Period begins, consisting of nearly 150 years without centralized leadership

Herodotus wrote two thousand years after the event, however, and speculation still surrounds the building of the Great Pyramid. Especially puzzling is how the builders achieved their amazing level of precision. The stone slabs on the outside of the Great Pyramid, for example, fit so tightly side by side that even a hair cannot be pushed into the joints between them.

Guarding the Great Pyramid at Giza is a huge figure carved from rock, known as the Great Sphinx. This colossal statue is 240 feet (73 m) long and 66 feet (20 m) high. It has the body of a lion and a human head. The head is believed by many to be a likeness of Khufu's son Khafre, who ordered the statue's construction. Historians do not agree on the purpose of the Great Sphinx. Many Egyptians, however, believed that the mythical sphinx was an important guardian of sacred sites.

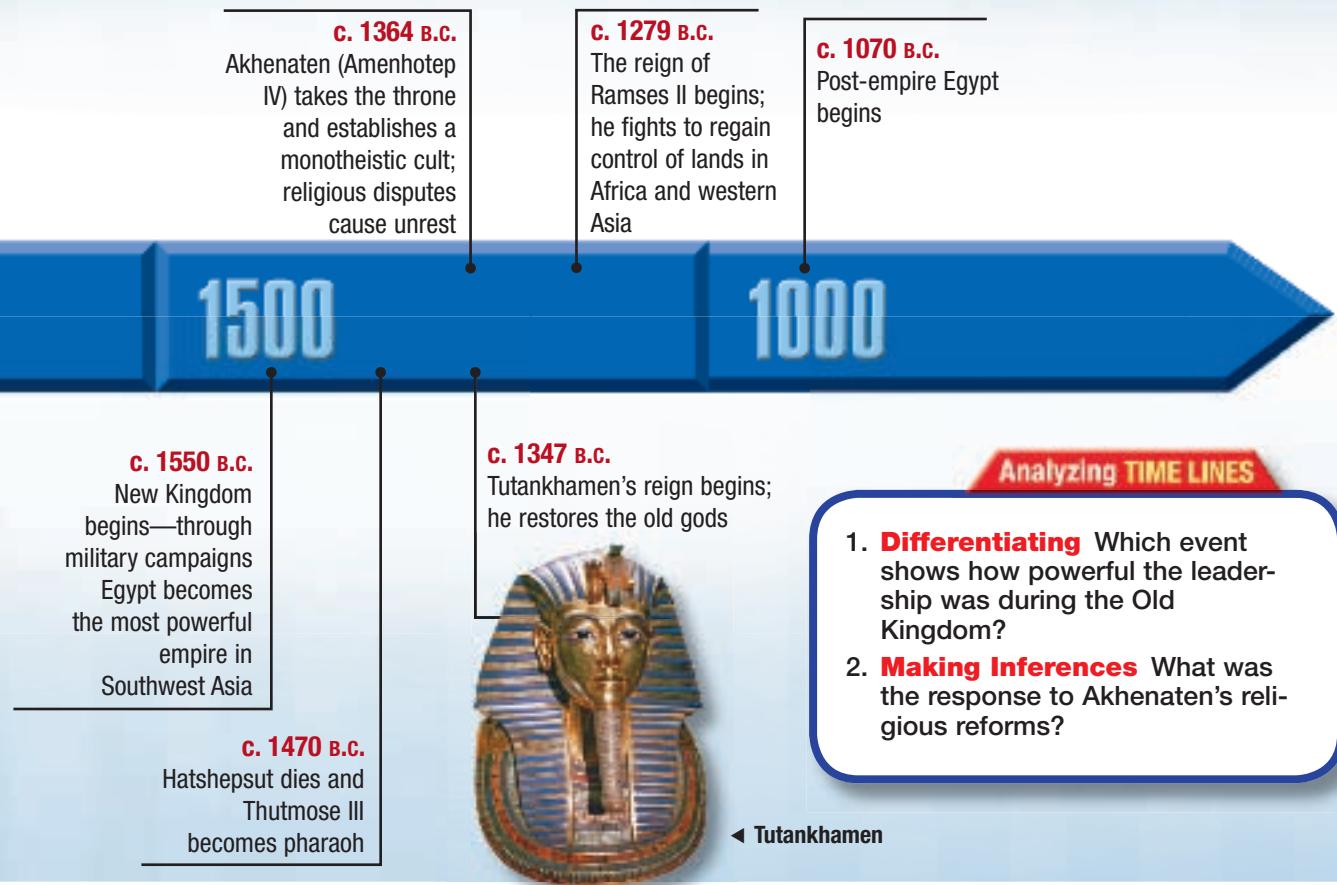
The Great Pyramid still stands as a visible symbol of the power of the Egyptian pharaohs of the Old Kingdom. No pyramid

built later matched its size or splendor. The pyramid was not only the pharaoh's tomb but also an important symbol of royal power. It could be seen for miles and served to remind people of the glory, might, and wealth of the ruler who was a living god on Earth.

## The Middle Kingdom

The Old Kingdom eventually collapsed, followed by a period of disorder that lasted about 150 years. Finally, a new dynasty gained control of all Egypt and began the Middle Kingdom, a period of stability lasting from about 2055 B.C. to 1650 B.C. Egyptians later portrayed the Middle Kingdom as a golden age of stability.

As evidence of its newfound strength, Egypt began a period of expansion. Nubia, which was located south of Egypt, was conquered. Fortresses were built to protect the new frontier. Egypt sent armies into Palestine and Syria although they did not



remain there. Pharaohs also sent traders to Kush, Syria, Mesopotamia, and Crete.

One feature of the Middle Kingdom was a new concern of the pharaohs for the people. In the Old Kingdom, the pharaoh had been seen as a god-king far removed from his people. Now he was portrayed as the shepherd of his people and expected to build public works and provide for the public welfare. Pharaohs of the Middle Kingdom undertook a number of helpful projects. The draining of swampland in the Nile Delta provided thousands of acres of new farmland. The digging of a canal to connect the Nile River to the Red Sea aided trade and transportation.

## The New Kingdom

The Middle Kingdom came to an end around 1650 B.C. with the invasion of Egypt by a group of people from western Asia known as the **Hyksos** (HIHK•SAHS). The Hyksos used horse-drawn war chariots to

overwhelm the Egyptian soldiers, who fought from donkey carts.

For almost a hundred years, the Hyksos ruled much of Egypt. The conquered Egyptians learned a great deal from their conquerors. From the Hyksos, the Egyptians learned to use bronze in the making of their farming tools and their weapons. The Egyptians also mastered many of the military skills of the Hyksos, especially the use of horse-drawn war chariots.

Eventually, a new dynasty of pharaohs used the new weapons to drive out the Hyksos and reunite Egypt. The New Kingdom was established and lasted approximately from 1550 B.C. to 1070 B.C. This reunification launched the Egyptians along a new militaristic path. During the period of the New Kingdom, Egypt created an empire and became the most powerful state in Southwest Asia.

Massive wealth boosted the power of the New Kingdom pharaohs. They showed their wealth by building new temples.



**Hatshepsut**—one of the first women to become pharaoh—built a great temple at Deir el-Bahri, near Thebes. Hatshepsut was succeeded by her nephew Thutmose (thoo-t•MOH•suh) III. He led 17 military campaigns into Syria and Palestine and even reached as far east as the Euphrates River. His forces occupied Palestine and Syria and moved westward into Libya. Magnificent new buildings and temples were constructed to show the greatness of the empire.

The New Kingdom was not without troubles, however. The pharaoh Amenhotep IV introduced the worship of Aten, god of the sun disk, as the sole god. Amenhotep changed his own name to **Akhenaten**, “It is well with Aten,” and closed the temples of other gods. In a society that had always been tolerant of many gods, Akhenaten’s actions in destroying the old gods meant to many Egyptians the destruction of Egypt itself. Akhenaten’s changes were soon undone after his death by the boy-pharaoh **Tutankhamen**, who restored the old gods.

The upheavals associated with Amenhotep’s religious revolution led to a loss of Egypt’s empire. Under **Ramesses II**, who reigned from c. 1279 B.C. to 1213 B.C., the Egyptians went back on the offensive. They regained control of Palestine but were unable to reestablish the borders of their earlier empire. New invasions in the 1200s B.C. by the “Sea Peoples,” as the Egyptians called them, drove the Egyptians back within their old frontiers and ended the Egyptian Empire. The New Kingdom itself collapsed in 1070 B.C.

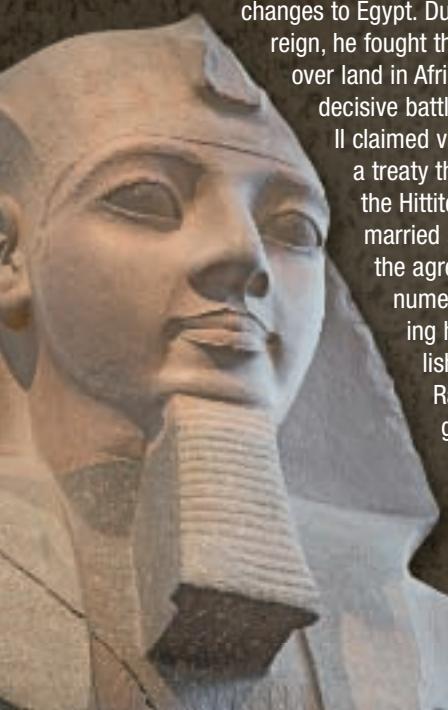
For the next thousand years, Egypt was dominated periodically by Libyans, Nubians, Persians, and, finally, Macedonians after the conquest of Alexander the Great. In the first century B.C., the pharaoh **Cleopatra VII** tried to reestablish Egypt’s independence. Her involvement with Rome led to her defeat and suicide, and Egypt became a province in Rome’s empire.

**Reading Check** **Contrasting** What were the major differences among the Old Kingdom, the Middle Kingdom, and the New Kingdom?

## PEOPLE *in* HISTORY

### Ramses II

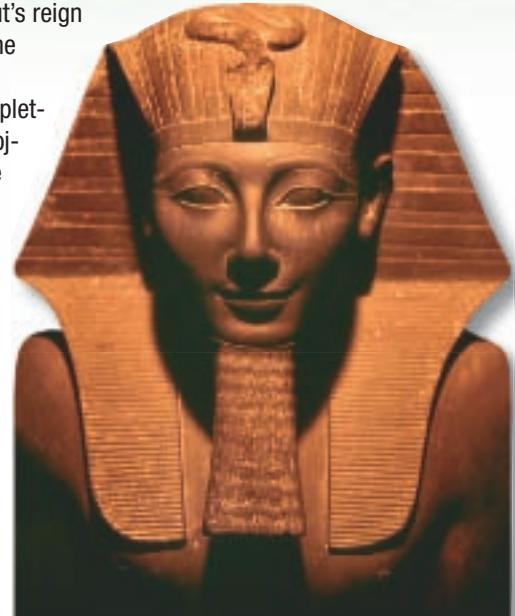
Ruled c. 1279–1213 B.C. Egyptian Pharaoh



The long reign of Ramses II brought a variety of changes to Egypt. During the early years of his reign, he fought the Hittites to regain control over land in Africa and western Asia. After a decisive battle around 1274 B.C., Ramses II claimed victory for Egypt, but signed a treaty that divided the land between the Hittites and Egyptians. He also married a Hittite princess as part of the agreement. He undertook numerous building projects during his reign, including establishing a new capital city. Ramses II also built many grand temples, such as the Ramesseum at Thebes. **Do you think Ramses II was truly victorious over the Hittites? Explain.**

### Hatshepsut

Ruled c. 1485–1470 B.C. Egyptian Pharaoh



Hatshepsut was the daughter of the pharaoh Thutmose I. She married the pharaoh Thutmose II. When he died, Hatshepsut assumed the full power of pharaoh. Statues show Hatshepsut clothed and bearded as a king would be. Hatshepsut’s reign was a prosperous one. She exercised her power by increasing trade and completing ambitious building projects, including the temple at Deir el-Bahri on the west bank of the Nile at Thebes. She was succeeded by her stepson and nephew, Thutmose III. **Why do you think Hatshepsut had herself depicted as a man rather than a woman?**



# Life in Ancient Egypt

## MAIN IDEA

Egyptian society was organized into classes.

**HISTORY & YOU** How does wealth or social status affect lifestyle? Learn how various classes of Egyptians lived.

Egyptian society was highly structured. The existence of a large lower class of peasants allowed a small upper class of the pharaoh and nobles to live in splendor and to build elaborate temples and pyramids. Class was important in determining individual rights.

## Egyptian Society

Over a period of thousands of years, Egyptian society maintained a simple structure. It was organized like a pyramid, with the god-king at the top. The pharaoh was surrounded by an upper class of nobles and priests, who joined in the elaborate rituals of the pharaoh's life. The members of this ruling class ran the government and managed their own landed estates, which provided much of their wealth.

Below the upper class were merchants, artisans, scribes, and tax collectors. Middle-class homes, mostly in the city, were comfortable but not elegant. Merchants carried on an active trade up and down the Nile, as well as in local markets. Some merchants also engaged in international trade. They were sent by the pharaoh to Crete and Syria to obtain wood and other products. Egyptian artisans made a huge variety of well-built, beautiful goods: stone dishes; wooden furniture; painted boxes; gold, silver, and copper tools and containers; paper and rope made of papyrus; and linen clothing.

By far, the largest number of people in Egypt simply worked the land. In theory, the pharaoh owned all the land but granted portions of it to his subjects. Large sections of land were held by nobles and by the priests who supervised the numerous temples. Most of the lower classes were peasants who farmed the land of these estates. They paid taxes in the form of crops to the

pharaoh, nobles, and priests; lived in small villages; and provided military service and forced labor for building projects.

## Daily Life in Ancient Egypt

Ancient Egyptians had a positive attitude toward daily life on Earth. They married young (girls at 12 and boys at 14) and established homes and families. Monogamy (marriage to one person) was the general rule, but a husband could have additional wives if his first wife was childless.

The husband was master in the house, but wives were very well respected. Wives were in charge of the household and the education of the children. From a book of wise sayings came this advice:

### PRIMARY SOURCE

"If you are a man of standing, you should love your wife at home as is fitting. Fill her belly; clothe her back. . . . Make her heart glad as long as you live."

—B.G. Trigger et al., *Ancient Egypt: A Social History*



See page R34  
to read excerpts from  
Vizier Ptah-hotep's  
*An Egyptian Father's  
Advice to His Son* in  
the Primary Sources  
and Literature  
Library.

Women's property and inheritance stayed in their hands, even in marriage. Most careers and public offices were closed to women, but some women did operate businesses. Peasant women worked long hours in the fields and in the home. Upper-class women could become priestesses, and four queens became pharaohs.

Parents arranged marriages for their children. Their chief concerns were family and property. The main purpose of marriage was to produce children, especially sons. Only sons could carry on the family name. Daughters were not ignored, however, and numerous tomb paintings show the close and affectionate relationship parents had with both sons and daughters. Although marriages were arranged, the surviving love poems from ancient Egypt suggest that some marriages included an element of romance. Marriages could and did end in divorce, which included compensation for the wife.

### ✓Reading Check

**Summarizing** List the social classes of ancient Egypt and identify the contributions each class made to society.



# Egyptian Accomplishments

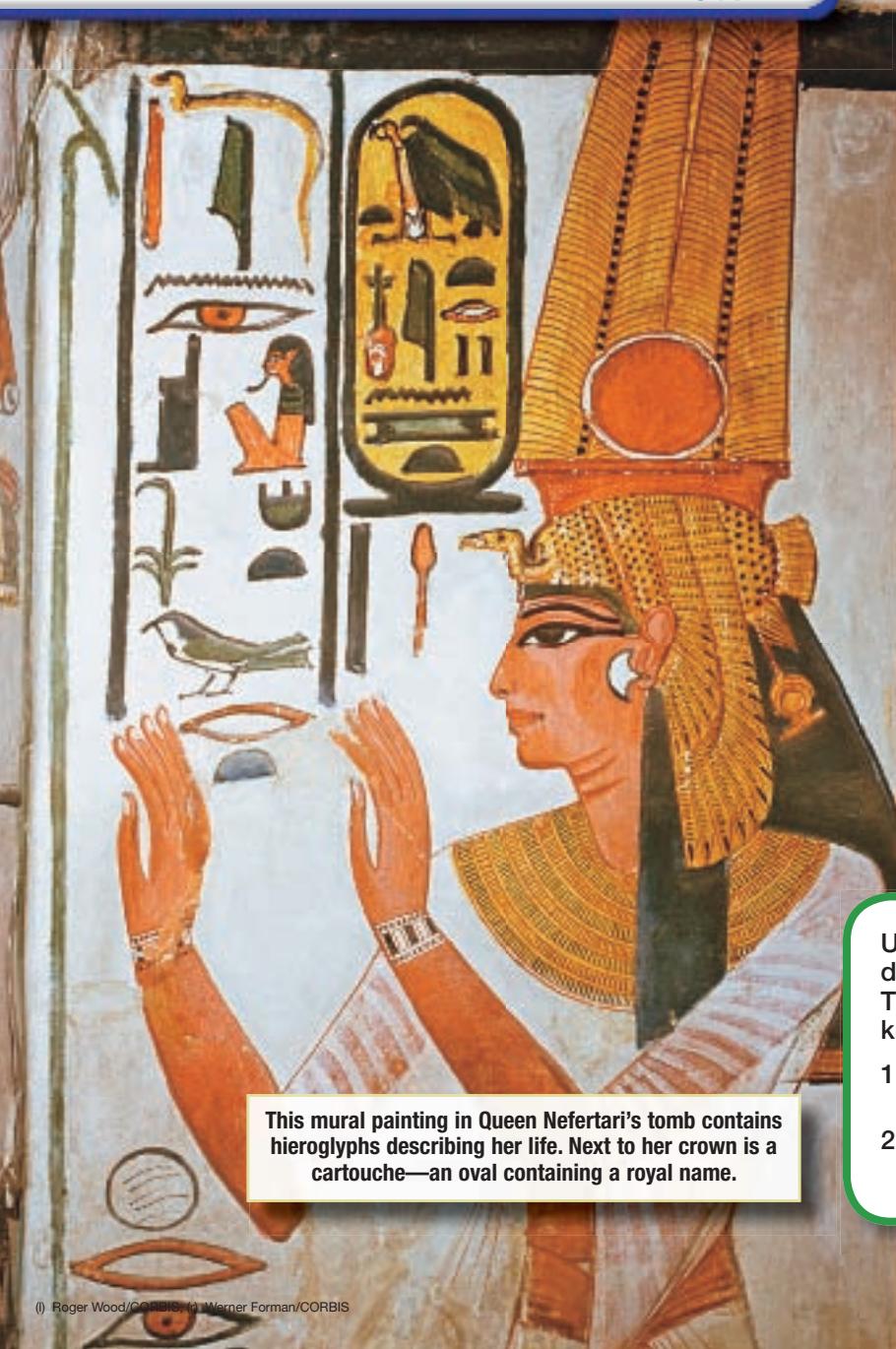
**MAIN IDEA** Egyptians developed complex writing and made advances in the arts and sciences.

**HISTORY & YOU** How would society be affected if girls and boys were educated differently? Read about Egyptian education.

## HISTORY & ARTS

## PRIMARY SOURCE

### Hieroglyphics

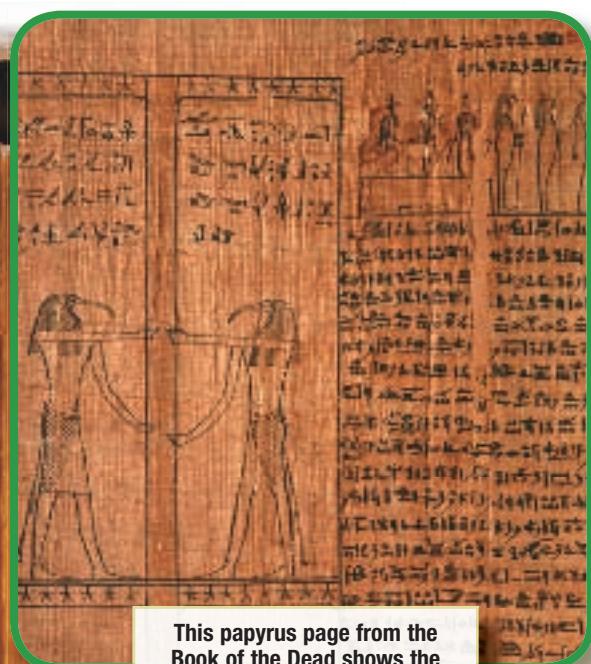


This mural painting in Queen Nefertari's tomb contains hieroglyphs describing her life. Next to her crown is a cartouche—an oval containing a royal name.

Writing for everyday purposes, including business, was less likely to be preserved than writing in temples and tombs. Only boys from the upper or middle classes would receive formal education in any system of writing.

## Writing and Education

One system of writing in Egypt emerged around 3000 B.C. The Greeks later called this earliest Egyptian writing **hieroglyphics**, meaning “priest-carvings” or “sacred writings.”



This papyrus page from the Book of the Dead shows the ibis-headed god Thoth. Above Thoth are cursive hieroglyphs. The text on the right is hieratic script—a simplified cursive form of glyphs used by priests.

### DOCUMENT-BASED QUESTIONS

Using hieroglyphs, ancient Egyptians recorded daily activities and the reigns of their pharaohs. Through these works we have increased our knowledge of the Egyptian way of life.

- Drawing Conclusions** Why might scribes have been respected in Egyptian culture?
- Making Inferences** How might hieratic symbols be used in trade?



The hieroglyphic system of writing, which used both pictures and more abstract forms, was complex. Learning and practicing it took much time and skill. Hieroglyphic script was used for writing on temple walls and in tombs. A highly simplified version of hieroglyphics, known as **hieratic script**, came into being. It used the same principles as hieroglyphic writing, but the drawings were simplified by using dashes, strokes, and curves to represent them. Hieratic script was used for business transactions, record keeping, and the general needs of daily life.

Egyptian hieroglyphs were at first carved in stone. Later, hieratic script was written on papyrus, a paper made from the papyrus reed that grew along the Nile. Most of the ancient Egyptian literature that has come down to us was written on rolls of papyrus.

The Egyptian scribes were masters of the art of writing and also its teachers. At the age of 10, boys of the upper classes went to schools run by scribes. Training to be a scribe took many years. Students learned to read and write by copying texts. Discipline was strict, as is evident from the following Egyptian saying: "A boy's ears are on his back. He listens only when he is beaten." Girls remained at home and learned housekeeping skills from their mothers.

## Art and Science

Pyramids, temples, and other monuments bear witness to the architectural and artistic achievements of the ancient Egyptians. Artists and sculptors were expected to follow particular formulas in style. This gave Egyptian art a distinctive look for many thousands of years. For example, the human body was often portrayed as a combination of profile, semi-profile, and frontal view to accurately represent each part.

Egyptians also made advances in mathematics. Mathematics helped them in building their massive monuments. Egyptians were able to calculate area and volume and used geometry to survey flooded land.

The Egyptians developed an accurate 365-day calendar by basing their year not only on the movements of the moon, but also the bright star Sirius. Sirius rises in the sky just before the annual flooding of the Nile River, providing a standard date from which to calculate.

The practice of embalming (preserving a dead body to protect it from decay) led to medical expertise in human anatomy. Archaeologists have recovered directions from doctors for using splints, bandages, and compresses for treating fractures, wounds, and disease. Other ancient civilizations acquired medical knowledge from the Egyptians.

**✓ Reading Check** **Describing** What was distinctive about Egyptian art?

## SECTION 2 REVIEW

### Vocabulary

1. **Explain** the significance of: Nile River, major, Lower Egypt, Upper Egypt, identifying, Menes, dynasty, pharaoh, bureaucracy, vizier, physical, mummification, Giza, Hyksos, Hatshepsut, Akhenaten, Tutankhamen, Ramses II, Cleopatra VII, hieroglyphics, hieratic script.

### Main Ideas

2. **Explain** why Egyptians saw the Middle Kingdom as a golden age.
3. **Describe** some of the rights Egyptian women had.
4. **Create** a diagram like the one shown below to describe the impact the Nile had on life in ancient Egypt.



### Critical Thinking

5. **BIG Idea Determining Cause and Effect** How did the Hyksos both threaten and improve Egypt's security?
6. **Drawing Conclusions** What is the significance of the famous Egyptian myth of the struggle between Osiris and his evil brother Seth? Why did Osiris take on an important role for the Egyptians?
7. **Analyzing Visuals** Examine the image on page 42. How did ancient Egyptians paint the human form?

### Writing About History

8. **Descriptive Writing** Assume you are a tour guide leading a tour of the Great Pyramid. Explain to your group why the pyramids were built and what historians believe is their significance. Create an advertising brochure to promote and sell your tour.

### History ONLINE

For help with the concepts in this section of *Glencoe World History*, go to [glencoe.com](http://glencoe.com) and click Study Central.



# Social History

## Preparing for the Afterlife

Every culture must deal with death. Death for Egyptians was a gateway to an eternal afterlife. The Egyptians believed the god Osiris judged the dead and that those who led a good life would enjoy an eternity of the most pleasant activities they enjoyed on earth.

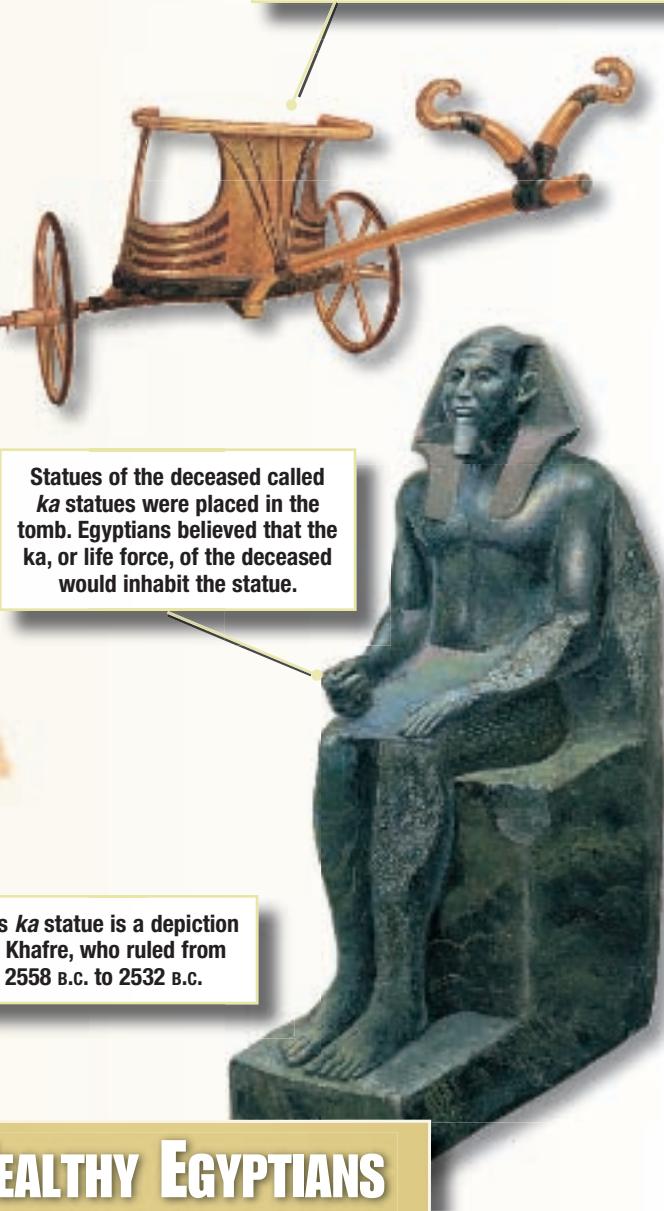
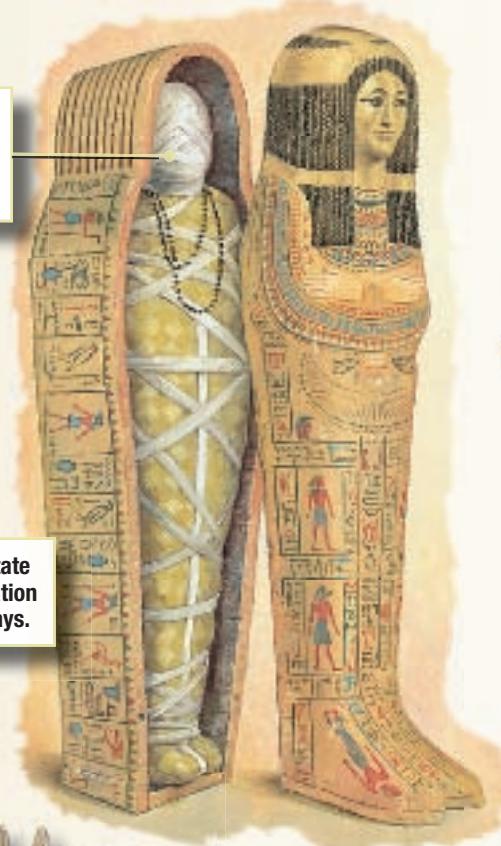
Most Egyptians were buried with personal items and food. Pharaohs were buried with extravagant items, like this chariot from the tomb of Tutankhamen.

Wealthy Egyptians mummified their dead to preserve the bodies for the afterlife.

Ancient writings state that the mummification process took 70 days.



Canopic jars were used to hold the organs of the deceased after they were removed during the mummification process.



Statues of the deceased called *ka* statues were placed in the tomb. Egyptians believed that the *ka*, or life force, of the deceased would inhabit the statue.

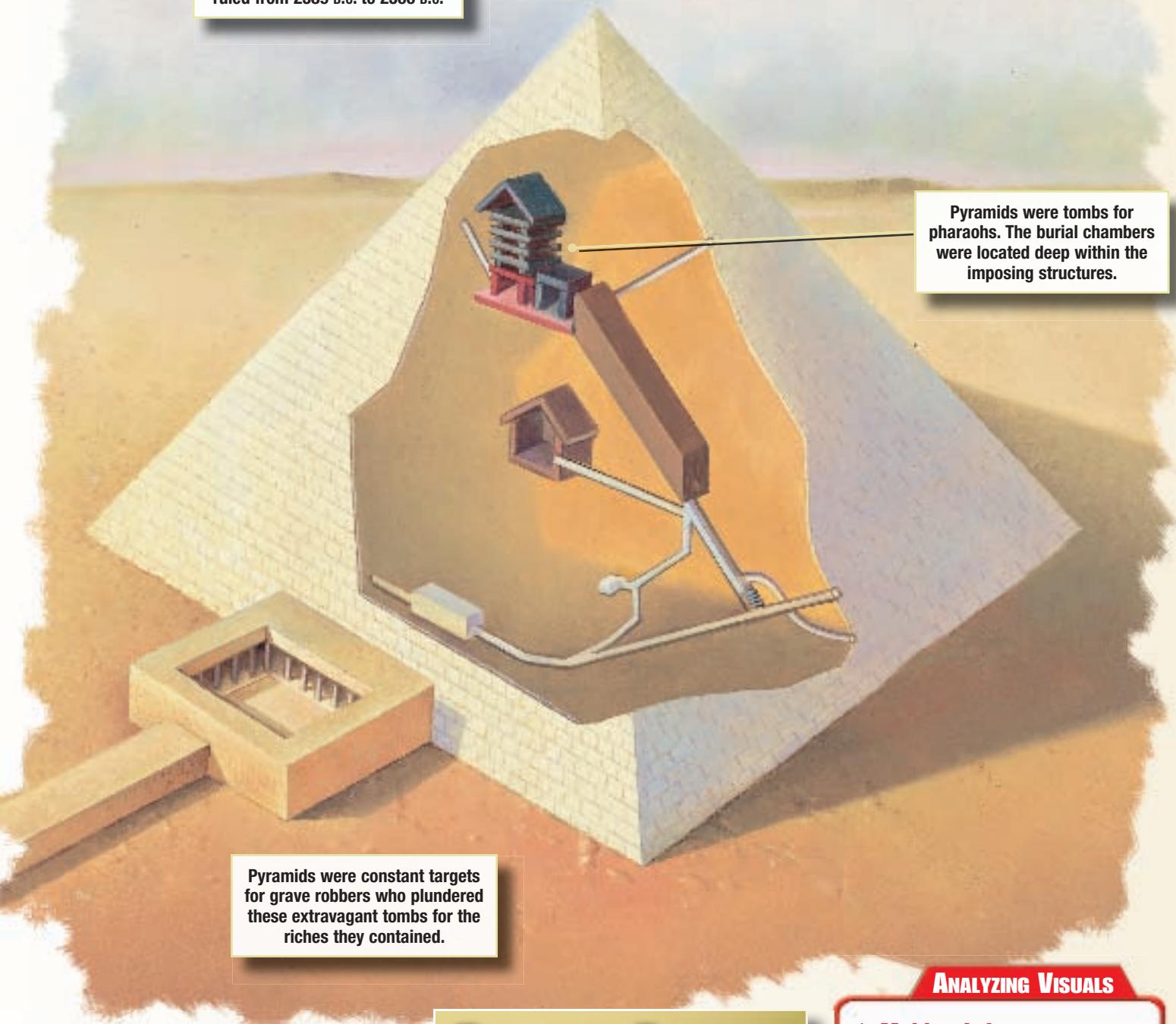
This *ka* statue is a depiction of Khafre, who ruled from 2558 B.C. to 2532 B.C.

### BURIAL OF WEALTHY EGYPTIANS

The tombs of many wealthy Egyptians were low, rectangular mud-brick and stone buildings called *mastabas*. These wealthy Egyptians would spend years, or even decades, planning and preparing their own tombs. They would choose a site (as close to the pharaoh's as possible), arrange for workmen to prepare the tomb, and hire artisans and artists to stock it with the items they needed and wanted in the afterlife.



The Great Pyramid at Giza was the burial site of Khufu, who ruled from 2589 B.C. to 2566 B.C.



## BURIAL OF PEASANTS

The majority of Egyptians could not afford the elaborate funerals of the upper class. Most—including farmworkers and laborers—were merely wrapped in cloth and placed in individual or communal graves. The afterlife was of great importance to Egyptians at all levels of society, so relatives might leave some food or simple objects with them. That way, the dead would be comforted by familiar things.

### ANALYZING VISUALS

#### 1. Making Inferences

How was the class structure of ancient Egyptian society reflected in its funerary practices?

#### 2. Comparing

How was the ancient Egyptian view of death similar to and different from views of death today?



## SECTION

## 3

# New Centers of Civilization

### GUIDE TO READING

#### The BIG Idea

**Ideas, Beliefs, and Values** The Israelites' belief in one God resulted in a distinct society.

#### Content Vocabulary

- pastoral nomad (p. 46)
- monotheistic (p. 50)

#### Academic Vocabulary

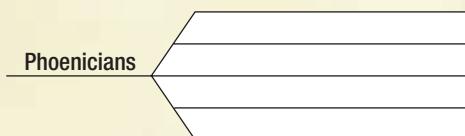
- created (p. 46)
- technology (p. 46)
- domesticated (p. 46)

#### People and Places

- Indo-Europeans (p. 46)
- Israelites (p. 49)
- Hittites (p. 47)
- King Solomon (p. 49)
- Phoenicians (p. 48)
- Jerusalem (p. 49)

#### Reading Strategy

**Summarizing Information** As you read, complete a diagram like the one below to show how the Phoenicians affected development of civilization in Southwest Asia.



Nomadic peoples played an important role in the spread of civilization in western and central Asia. After about 1200 B.C., there was no dominant power in the region. The Phoenicians emerged as the most important trading kingdom in the Mediterranean area. The Israelites did not create an empire, but they left a world religion, Judaism, that influenced the later religions of Christianity and Islam.

## The Role of Nomadic Peoples

### MAIN IDEA

Nomadic peoples, especially the Indo-Europeans, served an important function for civilized societies by spreading goods and new technology.

**HISTORY & YOU** Why are residents of a community sometimes suspicious of or hostile to strangers? Learn how civilizations related to nomads.

Our story of civilization so far has focused on Mesopotamia and Egypt. Recent evidence suggests that another civilization flourished in central Asia (in what are now the republics of Turkmenistan and Uzbekistan) around 4,000 years ago. These people built mud-brick buildings, raised sheep and goats, had bronze tools, and used irrigation to grow wheat and barley. Recently discovered inscriptions show that these early people may have had writing.

On the fringes of these civilizations lived nomadic peoples who depended on hunting and gathering, herding, and sometimes farming for their survival. Most important were the **pastoral nomads** who on occasion overran settled communities and then **created** their own empires. Pastoral nomads **domesticated** animals for food and clothing. They followed regular migratory routes to provide food for their animals.

People who lived in settled communities often viewed nomads as hostile and barbaric. The groups did interact, however. Nomads traded animals and animal products for grains and vegetables they were unable to grow. Pastoral nomads also carried products between civilized centers. In this way nomads often passed on new **technology**, such as the use of bronze and iron, that helped strengthen civilizations. When overpopulation or drought disrupted the pastoral nomads' normal patterns, however, they often attacked the civilized communities to obtain relief.

The **Indo-Europeans** were one of the most important nomadic peoples. The term *Indo-European* refers to a particular group of people who spoke a language derived from a single parent tongue. Indo-European languages include Greek, Latin, Persian, Sanskrit, and the Germanic languages. The original Indo-Europeans were



## THE HITTITE EMPIRE, 1650–1200 B.C.



based somewhere in the steppe region north of the Black Sea or in Southwest Asia. Around 2000 B.C. they began to move into Europe, India, and western Asia. One group moved into Asia Minor and Anatolia around 1750 B.C. With the native peoples, they formed the Hittite kingdom with its capital at Hattushash (Bogazköy in modern Turkey).

Between 1600 B.C. and 1200 B.C., the **Hittites** created an empire in western Asia and threatened the power of the Egyptians. The Hittites were the first Indo-Europeans to use iron. Iron made stronger

weapons, which were also cheaper as iron ore was abundant. New invaders, the “Sea Peoples,” destroyed the Hittite Empire.

The end of the Hittite kingdom and the weakening of Egypt around 1200 B.C. temporarily left no dominant powers in western Asia. As a result, several small kingdoms and city-states emerged, notably around Syria and Palestine. The Phoenicians were one of these peoples.

**✓ Reading Check** **Identifying** Who were the first Indo-Europeans to use iron?



# The Phoenicians

### MAIN IDEA

**MAIN IDEA** The Phoenicians created an international trade empire and invented an alphabet.

**HISTORY & YOU**

**HISTORY & YOU** Why would using an alphabet make writing easier than using picture symbols? Learn about the Phoenician alphabet.

The **Phoenicians** lived in the area of Palestine along the Mediterranean coast on a narrow band of land 120 miles (193 km) long. After the downfall of the Hittites and the Egyptians, the newfound political independence of the Phoenicians helped them expand their trade. Trade had long been the basis of their prosperity. The chief cities of Phoenicia—Byblos, Tyre, and Sidon—were ports on the eastern Mediterranean. The Phoenicians produced a number of goods for foreign markets, including purple dye, glass, and lumber from the cedar forests of Lebanon.

The Phoenicians built ships and became great international sea traders. They

eventually created a trade empire. The Phoenicians charted new routes not only in the Mediterranean but also in the Atlantic Ocean, where they reached Britain and sailed south along the west coast of Africa. They set up a number of colonies in the western Mediterranean. Carthage, on the North African coast, was their most famous colony.

Phoenician culture is best known for its alphabet. The Phoenicians, who spoke a Semitic language, simplified their writing by using 22 different signs to represent the sounds of their speech. These 22 characters, or letters, could be used to spell out all the words in the Phoenician language. Although the Phoenicians were not the only people to invent an alphabet, theirs was important because it was eventually passed on to the Greeks. From the Greek alphabet came the Roman alphabet that we still use today.

**✓Reading Check** **Identifying** What was the most significant cultural invention of the Phoenicians?

HISTORY & ARTS

*The Phoenicians*

It is hard to separate the Phoenicians' cultural accomplishments from their economic accomplishments. Their sophisticated ships took them to far-off lands, spreading their alphabet, as well as their trade goods, throughout the Mediterranean.

# Hebrew, Phoenician, and Latin Alphabets

# Hebrew

ת ש ר ק א פ ש ס נ מ ל כ י ט ח ז ו ה ד ג ב א

# Phoenician

አፅዱናዚያ ከዘመን ተወስኑ ይሰራል የወጪ ተወስኑ ይሰራል

## Imperial Latin

A B C D E F G H I K L M N O P Q R S T V X Y Z

Imperial Latin did not distinguish between I and J or between V and U.  
There was no W. Y and Z were introduced after 100 B.C. for foreign words only.

**The Phoenician alphabet influenced the Greek alphabet, which was the basis for the Latin, or Roman, alphabet.**



## **Marker with Greek and Phoenician— bilingual—inscription on Malta**

## DOCUMENT-BASED QUESTIONS

1. **Making Inferences** Why is the Phoenician alphabet important to our society?
  2. **Explaining** Why would there have been ancient bilingual documents and markers?



# The Israelites

## MAIN IDEA

The Israelites had lasting influence through their religious beliefs rather than from military power.

**HISTORY & YOU** How might religious beliefs affect the ways in which people interact? Read to learn about the interaction between religions in the eastern Mediterranean.

To the south of the Phoenicians lived another group of Semitic-speaking people known as the **Israelites**. They were a minor factor in the politics of the region. However, their religion—known today as Judaism—flourished and later influenced the religions of Christianity and Islam.

Much of the Israelites' history and religious beliefs was eventually written down in the Hebrew Bible, which is known to Christians as the Old Testament. According to Israelite traditions, they are descendants of the patriarch Abraham. Their ancestors migrated from Mesopotamia to Canaan. Their lifestyle was based on grazing animals rather than on farming. Then, because of drought, the Israelites moved to Egypt, where they were enslaved until Moses led them out of Egypt. They wandered for many years in the desert until they returned to Canaan.

Some interpretations of recent archaeological evidence contradict the details of the biblical account. It is generally agreed, however, that between 1200 B.C. and 1000 B.C., the Israelites organized in tribes and established a united kingdom known as Israel.

## The United Kingdom

By the time of **King Solomon**, who ruled from about 970 B.C. to 930 B.C., the Israelites had established control over all the land that came to be called Israel and made **Jerusalem** into its capital. Solomon expanded the government and army of ancient Israel, and also encouraged trade. Solomon is best known for building a temple in the city of Jerusalem. The Israelites viewed the temple as the symbolic center of their religion and of the Israelite kingdom itself. Under King Solomon, ancient Israel reached the height of its power.

King Solomon was also known for his wisdom. Once, two women brought a child before him, each claiming that she was the child's mother. Solomon ordered his servant to cut the child in half, giving one half to each woman. The first woman objected: "Please, my lord, give her the living baby! Don't kill him!" The second woman replied, "Neither I nor you shall have him. Cut him in two!" Then Solomon said: "Give the baby to the first woman. Do not kill him; she is his mother." According to the biblical account, "When all Israel heard the verdict the king had given, they held the king in awe, because they saw that he had wisdom from God to administer justice."

## The Divided Kingdom

After Solomon's death, tension among the tribes within Israel led to the creation of two separate kingdoms. The Kingdom of Israel was composed of the ten northern tribes and had its capital at Samaria. To the south, the Kingdom of Judah consisted of two tribes and had its capital at Jerusalem.

In 722 or 721 B.C., the Assyrians overran the Kingdom of Israel and sent many Israelites to other parts of the Assyrian Empire. Most of these scattered Israelites (the "ten lost tribes") merged with neighboring peoples and gradually lost their identity.

The Kingdom of Judah managed to retain its independence for a while, but a new enemy soon appeared on the horizon. The Chaldeans (kal•DEE•uhnz) defeated Assyria, conquered the Kingdom of Judah, and completely destroyed Jerusalem in 586 B.C. Many people of Judah were sent as captives to Babylonia. Only the poorest remained. The words of Psalm 137 evoke the memory of their exile:

### PRIMARY SOURCE

"By the rivers of Babylon, we sat and wept when we remembered Zion. . . . How can we sing the songs of the Lord while in a foreign land? If I forget you, O Jerusalem, may my right hand forget its skill. May my tongue cling to the roof of my mouth if I do not remember you, if I do not consider Jerusalem my highest joy."

—Psalms 137: 1, 4–6



The Babylonian captivity did not last. New conquerors, the Persians, allowed the people of Judah to return to Jerusalem and rebuild their city and temple. The revived province of Judah was controlled by Persia until the conquests of Alexander the Great in the 300s b.c. The people of Judah survived, eventually becoming known as the Jews and giving their name to Judaism.

## Judaism

The Jews were **monotheistic**; they believed in one God called Yahweh (YAH•WAY), the Creator of the world and everything in it. In the Jews' view, God ruled the world; all peoples were his servants, whether they knew it or not. God had created nature but was not in nature. The sun, the wind, and other natural phenomena were not gods, but God's creations to be admired but not worshiped.

This powerful creator was not removed from the life he had created. God was just and good, and he expected goodness from his people. If they did not obey his will, they would be punished. However, he was also "compassionate, slow to anger, and rich in love." Each person could have a personal relationship with this being.

The covenant, law, and prophets were three aspects of the Jewish religious tradition. The Jews believed that during the exodus from Egypt, when Moses led his people out of bondage, God made a covenant, or contract, with them. Yahweh promised to guide them if they obeyed the laws of God as expressed most prominently in the Ten Commandments. According to the Bible, Yahweh gave these laws to Moses on Mount Sinai. The Jews believed God sent certain religious teachers, or prophets, to serve as his voice to his people.

## CONNECTING TO THE UNITED STATES

### → JEWISH TRADITIONS



When the Jews were forced by the Romans to leave Palestine in a.d. 70, they began nearly 1,900 years without a homeland.

As they settled throughout the world, many Jews assimilated into the cultures of their new communities by following local customs and speaking the local language. Still, they maintained their religious beliefs and customs, even though it often resulted in persecution. Eventually many Jews settled in the United States. Their impact, like many who have settled in America, has helped shape our national culture. Today more Jews live in the United States than in Israel.

- For nearly 2,000 years, Jews have maintained their customs despite being scattered across the world.
- The Jewish people retained their heritage through perseverance and rigorous study of ancient Hebrew texts.

### CONNECTING TO TODAY

1. **Explaining** What effect did the Romans have upon Judaism?
2. **Making Connections** How did the study of ancient Hebrew texts help sustain Judaism?



The age of prophecy lasted from the 1000s B.C. to the 400s B.C., a time when the people were threatened or conquered by powerful neighbors. The prophets declared that faithlessness to God would bring catastrophe, but that turning from evil would bring God's mercy. The prophets introduced concepts that enriched the Jewish tradition. Later prophets embraced a concern for all humanity. All nations would come to the God of Israel and find peace.

### **PRIMARY SOURCE**

"They will beat their swords into plowshares and their spears into pruning hooks. Nation will not take up sword against nation, nor will they train for war anymore."

—Isaiah 2:4

The prophets also cried out against social injustice. They condemned the rich for causing the poor to suffer. They denounced luxuries, and they threatened Israel with prophecies of dire punishments for these sins. They said that God's command was to live justly, share with others, and care for the poor and the unfortunate. These words became a source for ideals of social justice.

The following selection makes clear the prophets' belief that unjust actions would bring God's punishment.

### **PRIMARY SOURCE**

"The Lord enters into judgment against the elders and leaders of his people: 'It is you who have ruined my vineyard; the plunder from the poor is in your houses. What do you mean by crushing my people and grinding the faces of the poor?' . . . Your men will fall by the sword, your warriors in battle. The gates of Zion will lament and mourn. . . ."

—Isaiah 3:14–17, 24–26

The religion of Israel was unique among the religions of western Asia and Egypt. The biggest difference was its belief in only one God (monotheism). In other ancient religions, only priests (and some rulers) had access to the gods. In the Jewish tradition, God's wishes, though communicated to the people through prophets, had been written down. No leader of Israel could claim that he alone knew God's will. This knowledge was available to anyone who could read the Hebrew Bible.

Although the prophets developed a concern for all humanity, the demands of Judaism—the need to obey God—encouraged a separation between Jews and their non-Jewish neighbors. Unlike most other peoples of Southwest Asia, Jews would not accept the gods of their conquerors or neighbors and could consequently not be integrated into another community.

**Reading Check** **Identifying** Which aspect of Israelite culture had the greatest impact on Western civilization?

## **SECTION 3 REVIEW**

### **Vocabulary**

1. **Explain** the significance of: pastoral nomads, created, domesticated, technology, Indo-Europeans, Hittites, Phoenicians, Israelites, King Solomon, Jerusalem, monotheistic.

### **Main Ideas**

2. **Describe** how the Hittites used new technology to gain power.
3. **List** the areas reached by Phoenician traders. Also list the areas that were colonized by the Phoenicians.
4. **Create** a chart like the one below to show the significance of three major events in the history of the Israelites.

| Event | Significance |
|-------|--------------|
| 1.    |              |
| 2.    |              |
| 3.    |              |

### **Critical Thinking**

5. **BIG Idea Contrasting** How did the Jews' religious beliefs make them different from other peoples of their time and place?
6. **Evaluating** How did nomadic peoples both contribute to and slow down the development of civilization?
7. **Analyzing Visuals** Examine the image on page 48. What similarities do you see between the three alphabets?

### **Writing About History**

8. **Informative Writing** Using the Internet, news magazines, and newspapers, research the current conflicts in the Middle East. Prepare a brief research report summarizing what you have learned about current events and movements toward peace in the region.

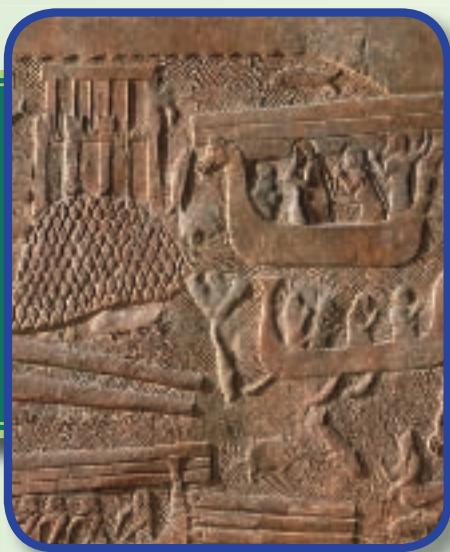
### **History ONLINE**

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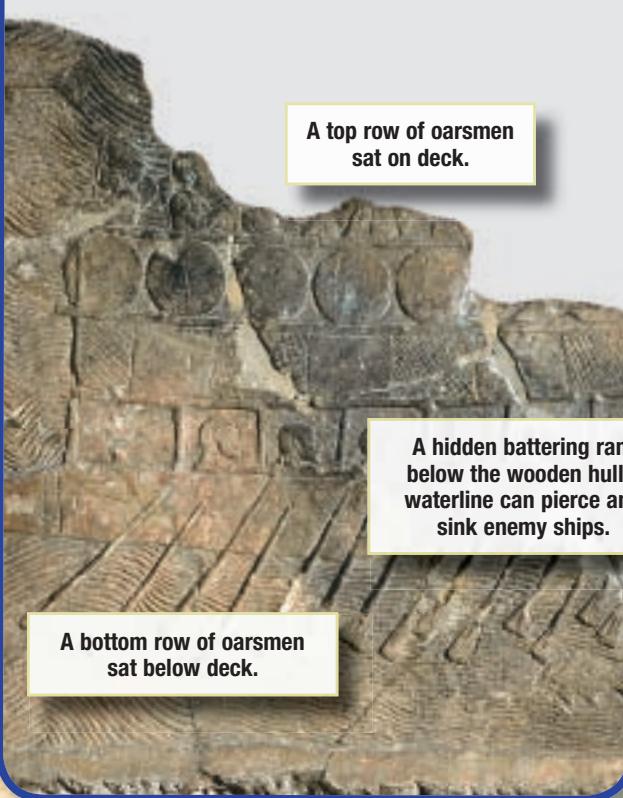
◀ Trade goods like this flask used for storing oils, helped Phoenicia build strong trade ties throughout the Mediterranean, 969 B.C.

► Phoenician merchant ships transport cedar wood from Tyre in this Assyrian bas-relief. In the 900s and 800s, Tyre became the leading Phoenician city.

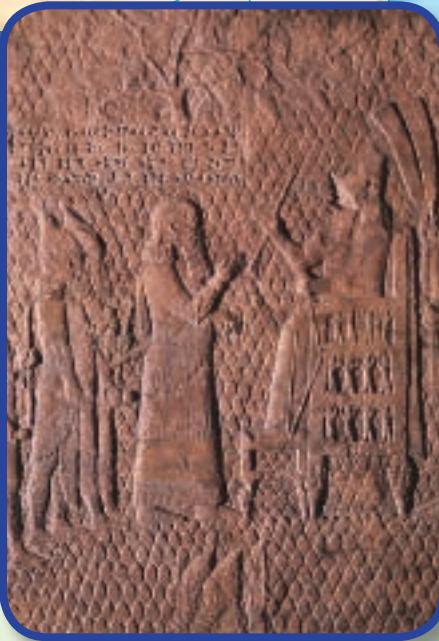




## PRIMARY SOURCE



▲ An Assyrian stone carving of a Phoenician warship, produced around 700 B.C.



◀ All of Phoenicia except Tyre falls to an Assyrian army led by Sennacherib, shown in this bas-relief accepting the surrender of his enemies, 701 B.C.

# THE PHOENICIANS

**A Phoenician Lake** Spread along the eastern coast of the Mediterranean Sea, Phoenicia was a collection of independent city-states. Tyre, Sidon, and Byblos were major port cities. The Phoenicians were a sea-going people skilled at both navigation and trade. Powered by oars and sails, their ships traveled westward across the Mediterranean. By around 900 B.C., Phoenician merchants and traders had set up extensive Mediterranean trade routes. Some ships went farther, traveling to ports in Britain, Spain, and along the west coast of Africa.

**Colonies and Trade Goods** In time Phoenicians established merchant colonies near their trade routes on the southern coast of Spain (Iberia), western coast of Sicily, and northern coast of Africa. Carthage became one of Phoenicia's largest and most important colonies. Unlike many other colonies in the ancient world, these settlements were not founded in response to overcrowding at home or desire for empire. Interest in trade led to settlement. Colonies served as trading posts and as places to dock and resupply ships. Most were located along coasts, on offshore islands, or peninsulas with easy access to the sea.

Phoenician ships carried a variety of goods including timber, glass, tin, silver, ivory carvings, and metal work. Phoenicia's best known luxury export was cloth colored with a dye known as Tyrian purple that came from the Murex sea snail. Only the rich could afford this costly purple cloth.

**Spreading Culture** The most lasting contribution of the Phoenicians was not their skills as sailors or traders, but the writing system they used as they crossed the Mediterranean. As the Phoenicians built up trade networks, their writing system spread. The Greeks adopted and modified the Phoenician alphabet. Centuries later the Romans carried this alphabet throughout their empire.

## Geography SKILLS

- Location** Why did Phoenician traders create trade networks going west rather than east?
- Movement** Examine the map of Phoenicia and its colonies. How did trade and colonization contribute to the spread of the Phoenician writing system?



## SECTION

## 4

# The Rise of New Empires

### GUIDE TO READING

#### The BIG Idea

**Competition Among Countries** The Assyrians and the Persians established vast empires in the ancient world.

#### Content Vocabulary

- satrapy (p. 57)
- monarchy (p. 57)
- satrap (p. 57)

#### Academic Vocabulary

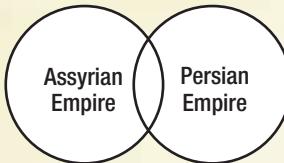
- restraint (p. 56)
- sustained (p. 57)
- sought (p. 56)

#### People and Places

- Assyrians (p. 54)
- Darius (p. 56)
- Nebuchadnezzar (p. 56)
- Royal Road (p. 57)
- Persians (p. 56)
- Immortals (p. 57)
- Cyrus (p. 56)
- Zoroaster (p. 57)

#### Reading Strategy

**Compare and Contrast** As you read, complete a diagram like the one below to help you study.



After 700 B.C., new empires arose in western Asia that covered vast stretches of the ancient world. The Assyrians were better at conquest than at ruling, and their empire lasted less than one hundred years. The Persian Empire brought many years of peace to Southwest Asia, increasing trade and the general well-being of its people.

## The Assyrian Empire

### MAIN IDEA

The Assyrians ruled with harsh tactics that brought about the fall of their empire.

**HISTORY & YOU** Why do you think a country that is good at fighting might not be as good at ruling? Read how the Assyrians built and lost an empire.

The first of the new empires was formed in Assyria, located on the upper Tigris River. The **Assyrians** were a Semitic-speaking people who exploited the use of iron weapons to establish an empire by 700 B.C. The Assyrian Empire included Mesopotamia, parts of the Plateau of Iran, sections of Asia Minor, Syria, Palestine, and Egypt down to Thebes. In less than a hundred years, however, internal strife and resentment of Assyrian rule began to tear the Assyrian Empire apart. In 612 B.C., the empire fell to a coalition of Chaldeans and Medes (people who lived in the east), and it was divided between those powers.

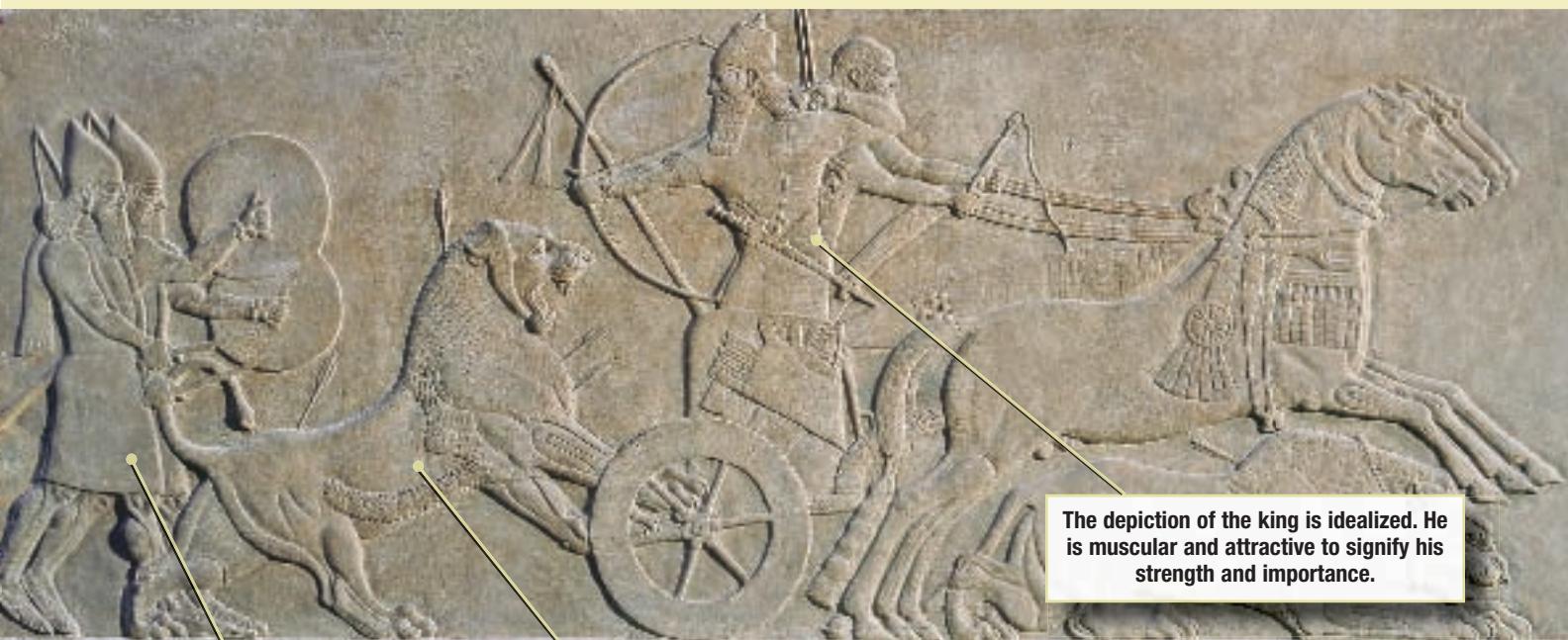
At its height, the Assyrian Empire was ruled by kings whose power was seen as absolute. Under their leadership, the Assyrian Empire became well organized. Local officials were directly responsible to the king. The Assyrians also developed an efficient system of communication to administer their empire. A network of posts was established throughout the empire that used relays of horses to carry messages. The system was so effective that a governor anywhere in the empire could send a question and receive an answer from the king within a week. One of the last Assyrian kings, Ashurbanipal, established one of the world's first libraries at Nineveh. This library has provided abundant information concerning ancient Southwest Asian civilizations.

The Assyrians were good at conquering others. Through many years of practice they developed effective military leaders and fighters. The Assyrian army was large, well organized, and disciplined. A force of infantrymen was its core, joined by cavalrymen and horse-drawn war chariots that were used as platforms for shooting arrows. Moreover, the Assyrians had the first large armies equipped with iron weapons.



## Panel of Ashurbanipal, c. 650 B.C.

This relief of Ashurbanipal hunting lions is from his palace at Nineveh. It depicts a ceremonial hunt where King Ashurbanipal, aided by servants, hunts lions who are released from cages into a closed arena. Many reliefs depicting stories were used to decorate the king's palace.



Servants are shown protecting the king from the lions attempting to attack the king from behind.

The lions are realistically represented. They are depicted as strong and noble, which adds significance to the king's victory.

The depiction of the king is idealized. He is muscular and attractive to signify his strength and importance.

## DOCUMENT-BASED QUESTIONS

- Making Inferences** Where does the hunt take place? Why might this be significant?
- Analyzing Visuals** Why do you think Ashurbanipal hunted lions rather than some other type of animal?

Another factor in the army's success was its ability to use different military tactics. The Assyrians could wage guerrilla warfare in the mountains, set battles on open ground, and lay siege to cities. They used battering rams and siege towers to hammer at the city's walls. Then they would tunnel under them, making them collapse.

The Assyrians used terror as an instrument of warfare. They regularly laid waste to the land in which they were fighting. They smashed dams; looted and destroyed towns; set crops on fire; and cut down trees, particularly fruit trees. The Assyrians were especially known for committing

atrocities on their captives. King Ashurbanipal recorded this account of his treatment of prisoners:

**PRIMARY SOURCE**

"3,000 of their combat troops I felled with weapons. . . . Many I took alive; from some of these I cut off their hands to the wrist, from others I cut off their noses, ears, and fingers; I put out the eyes of many of the soldiers. . . . I burned their young men and women to death."

—H.W.F. Saggs, *The Might That Was Assyria*

✓ **Reading Check** **Summarizing** Why were the Assyrians so successful at conquering others?



# The Persian Empire

## MAIN IDEA

Strong Persian leaders conquered and ruled a vast empire for more than 200 years.

**HISTORY & YOU** What qualities do you think make a great leader? Read to learn why Cyrus was considered a great leader.

After the collapse of the Assyrian Empire, the Chaldean king **Nebuchadnezzar** (NEH•byuh•kuhd•NEH•zuhr) II made Babylonia the leading state in western Asia. He rebuilt Babylon as the center of his empire and gave it a reputation as one of the great cities of the ancient world, but Babylon fell to the Persians in 539 B.C.

## The Rise of the Persian Empire

The **Persians** were Indo-Europeans who lived in what is today southwestern Iran. Primarily nomadic, the Persians were eventually unified by one family. One

member of this family, **Cyrus**, created a powerful Persian state that stretched from Asia Minor to India. Cyrus ruled from 559 B.C. to 530 B.C. In 539 B.C., he captured Babylon. His treatment of Babylonia showed remarkable **restraint** and wisdom. He also allowed the Jews who had been held there as captives to return to Israel.

The people of his time called Cyrus “the Great.” He demonstrated wisdom and compassion in the conquest and organization of his empire. Unlike the Assyrian rulers, Cyrus had a reputation for mercy. Medes, Babylonians, and Jews all accepted him as their ruler. Cyrus had a genuine respect for other civilizations. For example, he used Assyrian, Babylonian, and Egyptian designs for building his palaces.

Cyrus’s successors **sought** to extend the territory of the Persian Empire. His son Cambyses (kam•BY•SEEZ) successfully invaded Egypt.

**Darius**, who ruled from 521 B.C. to 486 B.C., added a new Persian province in

NATIONAL  
GEOGRAPHIC

## THE PERSIAN EMPIRE, 500 B.C.





western India. He then conquered Thrace in Europe, creating the world's largest empire to that time. Contact with Greece led Darius to invade the Greek mainland.

Darius strengthened the Persian government. He divided the empire into 20 provinces, called **satrapies** (SAY•truh•pees). A governor, or **satrap**, literally a "protector of the kingdom", ruled each province. Each satrap collected taxes, provided justice, and recruited soldiers.

An efficient communication system **sustained** the Persian Empire. Officials easily traveled through the empire on well-maintained roads dotted with way stations that provided food, shelter, and fresh horses. The **Royal Road** stretched from Lydia to Susa, the empire's chief capital.

In this system, the Persian king—the "Great King"—held an exalted position. He had the power of life and death.

Much of the empire's power depended on the military. By the time of Darius, Persian kings had created a standing army of professional soldiers from all over the empire. At its core were a cavalry force and an elite infantry force. They were known as the **Immortals** because whenever a member was killed, he was immediately replaced.

## The Fall of the Persian Empire

After Darius, the Persian kings became isolated at their courts, surrounded by luxuries. As the kings increased taxes, loyalty to the empire declined. Struggles over the throne weakened the **monarchy** (rule by a king or queen).

Persian kings had many wives and children. The sons had little real power and many engaged in plots to gain the throne. This bloody struggle for the throne weakened the empire and led to its conquest by the Greek ruler Alexander the Great during the 330s B.C.

## Persian Religion

Zoroastrianism (zohr•uh•WAS•tree•uh•NIH•zuhm), the Persians' religion, was their most original cultural contribution. According to tradition, **Zoroaster**, revered as a prophet of the "true religion," was born in 660 B.C. His teachings were recorded in the *Zend Avesta*, the sacred book of Zoroastrianism.

Like the Jews, Zoroastrians were monotheistic. To Zoroaster, Ahuramazda (the "Wise Lord") was a supreme god who created all things. Ahuramazda was supreme, but he was not unopposed. At the beginning of the world, the evil spirit Ahriman opposed him. Humans played a role in the struggle between good and evil. Ahuramazda gave humans the freedom to choose between right and wrong. The good person chooses the way of Ahuramazda, who would eventually triumph.

**Reading Check** **Examining** What caused the Persian Empire to decline after the death of Darius?

## SECTION

# 4

## REVIEW

### Vocabulary

1. **Explain** the significance of: Assyrians, Nebuchadnezzar, Persians, Cyrus, restraint, sought, Darius, satrapy, satrap, sustained, Royal Road, Immortals, monarchy, Zoroaster.

### Main Ideas

2. **Describe** some of the harsh tactics used by the Assyrians.
3. **List** the duties of the satraps of the Persian government.
4. **Create** a chart like the one shown below to identify the differences between a religious system based on monotheism and one based on polytheism.

| Monotheism | Polytheism |
|------------|------------|
|            |            |
|            |            |
|            |            |

### Critical Thinking

5. **BIG Idea Making Inferences** Why was a strong army so important in maintaining the Persian Empire's power?
6. **Contrasting** How were the Assyrian and Persian systems of government different?
7. **Analyzing Visuals** Examine the relief of Ashurbanipal on page 55. Describe what you see in this image. Why do you think images such as this were made of Persian rulers?

### Writing About History

8. **Persuasive Writing** Suppose that you are Cyrus ruling the Babylonians, a people you have just conquered. Explain to your government officials why you believe that kindness and tolerance are better policies than harshness.

### History ONLINE

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# What Did Ancient Societies Believe About Creation?

**How were ancient creation stories similar and different?** The ancient peoples of Mesopotamia, Egypt, and Israel formulated different stories about the creation of the world. The various accounts, however, contain several similarities.

**What do creation stories reveal about ancient religious beliefs?** Religion played a central role in the lives of ancient peoples. Creation stories describe the gods they worshipped and help explain how ancient societies interpreted the world around them.

Creation accounts provide insights into the cultures of the people who developed them. Read the excerpts and study the painting to find out what the Babylonians, Hebrews, and Egyptians believed about the creation of the world.

## SOURCE 1

The Babylonian story of creation is part of an epic poem titled *Enûma elish*.

The lord [Marduk<sup>1</sup>] trod upon the hinder part of Tiâmat<sup>2</sup>,  
And with his unsparing club he split her skull. ....  
He split her open like a mussel into two parts; Half of her he set in place and formed the sky therewith as a roof. ....  
He fixed the crossbar and posted guards; He commanded them not to let her waters escape. ....  
The lord measured the dimensions of the Apsû<sup>3</sup>, And a great structure, its counterpart, he established, namely, Esharra<sup>4</sup>,  
The great structure Esharra which he made as a canopy. ....  
As Marduk hears the words of the gods, His heart prompts him to create ingenious things.  
He conveys his idea to Ea<sup>5</sup>, Imparting the plan which he had conceived in his heart:  
“Blood will I form and cause bone to be; Then will I set up *lullû*<sup>6</sup>, ‘Man’ shall be his name!  
Yes, I will create *lullû*: Man! Upon him shall the services of the gods be imposed that they may be at rest.”

## SOURCE 2

The book of Genesis contains an account of the Hebrew story of creation.

In the beginning God created the heavens and the earth. ....

And God said, “Let there be light,” and there was light. God saw that the light was good, and he separated the light from the darkness. God called the light “day,” and the darkness he called “night.” And there was evening and there was morning—the first day.

And God said, “Let there be an expanse between the waters to separate water from water.” So God made the expanse and separated the water under the expanse from the water above it. And it was so. God called the expanse “sky.” And there was evening, and there was morning—the second day.

And God said, “Let the water under the sky be gathered to one place, and let dry ground appear.” And it was so. God called the dry ground “land,” and the gathered waters he called “seas.” And God saw that it was good. ....

Then God said, “Let us make man in our image, in our likeness, and let them rule over the fish of the sea and the birds of the air, over the livestock, over all the earth, and over all the creatures that move along the ground.

So God created man in his own image, in the image of God he created him; male and female he created them.

<sup>1</sup> Marduk: ruler of the gods in Babylonian mythology

<sup>2</sup> Tiâmat: monster goddess; the earliest salt water

<sup>3</sup> Apsû: husband of Tiâmat; the earliest freshwater

<sup>4</sup> Esharra: a poetic name for the Earth



▲ The sun god, Re, makes his night journey in this drawing and relief from the tomb of Horemheb in Egypt, c. 1300 B.C.

### SOURCE 3

The ancient Egyptians had several creation myths. In one account, Re, the sun god, emerged from an egg that appeared on the surface of the ocean. Re later produced gods of air, earth, and heaven. Afterward, Re made humans and all other beings and objects on Earth. In the above painting, Re, the ram-headed figure, crosses through the underworld in his boat, carrying the spirits of Egyptians who have died. When Re reappears above the horizon at the beginning of each new day, the souls of the dead are reborn into new lives with him.

Egyptians spent every day surrounded by symbols of their religion. They saw gods in the natural world, they had gods important to their hometowns, and they believed in gods of trade, justice, and prosperity. They expected the gods to care for them in the afterlife.

#### DOCUMENT-BASED QUESTIONS

1. **Explaining** Why did the Babylonian god Marduk create humans?
2. **Clarifying** In the Hebrew account, what was the expanse that separated water from water?
3. **Analyzing** How does the Egyptian god Re represent the sun?
4. **Contrasting** How is the depiction of the Hebrew deity different from those in the other two creation stories?
5. **Comparing** What similar event is found in all three creation accounts?
6. **Drawing Conclusions** What is the role of humans in each of the three creation stories?
7. **Synthesizing** How would you describe the beliefs that ancient societies held about the creation of the world?

<sup>5</sup>Ea: god of wisdom and magic; father of Marduk

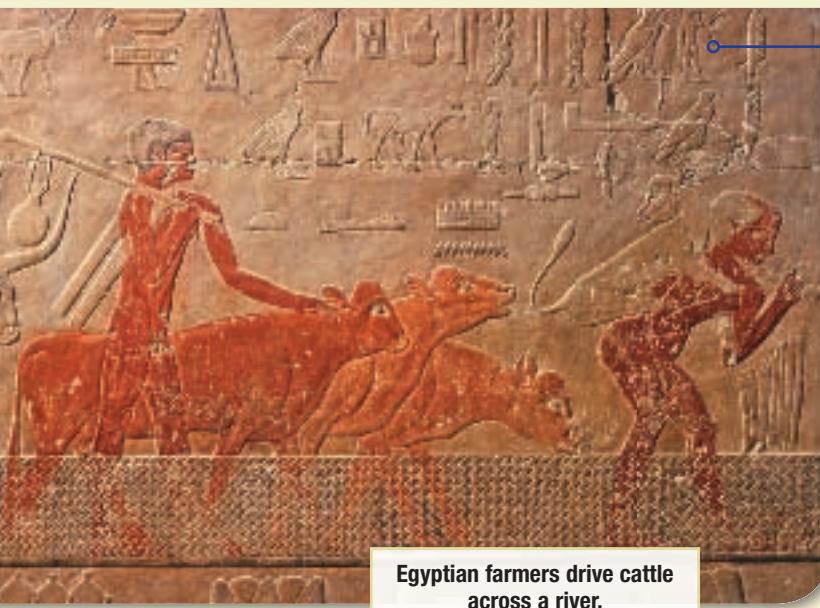
<sup>6</sup>Iullū: humans

# CHAPTER 2 Visual Summary



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TOMB AT SAQQARA, EGYPT



Egyptian farmers drive cattle across a river.

## ANCIENT ENVIRONMENTS

- The Egyptians received fertile soil from the floodwaters of the Nile for farming.
- The Phoenicians set up a trading empire and colonies on the Mediterranean.
- The Mesopotamians created irrigation and flood control systems.

## ANCIENT RELIGIONS

- The Mesopotamians and the Egyptians, who both were polytheistic, believed their rulers derived their power from the gods.
- The Israelites were monotheistic and believed God communicated through prophets.
- The Persians followed Zoroastrianism, a monotheistic religion.

ACCOUNTING TABLET, MESOPOTAMIA



Sumerians used cuneiform to keep accounts, like this tablet account of donkeys harnessed for ploughing.

TEMPLE AT URUK, MESOPOTAMIA



The ancient Sumerian city of Uruk was one of the first cities in the world.

## ANCIENT INNOVATIONS

- The Mesopotamians established a collection of laws, along with inventing the arch, dome, wheel, and a system of writing.
- The Phoenicians invented the alphabet.
- The Persians created the concept of a standing army.

## STANDARDIZED TEST PRACTICE

### TEST-TAKING **TIP**

When a question asks for an answer related to a specific topic, such as geography, eliminate any choices that do not mention anything about that topic. Then choose the best answer from the choices that remain.

### Reviewing Vocabulary

*Directions: Choose the word or words that best complete the sentence.*

1. Another word for province is \_\_\_\_\_.

- A city-state
- B empire
- C satrap
- D vizier

2. A \_\_\_\_\_ is a Sumerian stepped tower.

- A ziggurat
- B pyramid
- C stylus
- D papyrus

3. \_\_\_\_\_ is belief in one god rather than many gods.

- A Polytheism
- B Monotheism
- C Theocracy
- D Monarchy

4. In a \_\_\_\_\_, ruling power is passed from one generation to the next.

- A theocracy
- B bureaucracy
- C dynasty
- D patriarchy

### Reviewing Main Ideas

*Directions: Choose the best answers to the following questions.*

#### Section 1 (pp. 26–33)

5. Who created the first Mesopotamian civilization?

- A Akkadians
- B Assyrians
- C Babylonians
- D Sumerians

6. Which ruler set up the first empire in world history?

- A Darius
- B Hammurabi
- C Sargon
- D Solomon

7. What was the most important Sumerian invention?

- A Alphabet
- B Writing
- C Bronze
- D Number system

#### Section 2 (pp. 34–43)

8. What god symbolized the new life brought to Egypt by the Nile?

- A Akhenaten
- B Osiris
- C Re
- D Seth

### Need Extra Help?

|                               |    |    |    |    |    |    |    |    |
|-------------------------------|----|----|----|----|----|----|----|----|
| If You Missed Questions . . . | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  |
| Go to Page . . .              | 57 | 29 | 50 | 36 | 26 | 32 | 30 | 36 |

**GO ON** 

# CHAPTER 2

9. During whose reign was the Great Pyramid at Giza built?

- A Khufu
- B Hatshepsut
- C Ramses II
- D Tutankhamen

## Section 3 (pp. 46–51)

10. What was the common characteristic of Indo-Europeans?

- A Their weapons
- B Their crops
- C Their language
- D Their religion

11. Who invented the alphabet that influenced the Greeks and Romans?

- A Chaldeans
- B Hittites
- C Israelites
- D Phoenicians

## Section 4 (pp. 54–57)

12. Which statement best describes the Assyrians?

- A They respected other civilizations.
- B They were admired by their captives.
- C They were good at conquering others.
- D They had the world's largest empire.

13. Which Persian ruler was known for his wisdom and compassion?

- A Ashurbanipal
- B Cyrus
- C Darius
- D Nebuchadnezzar

## Critical Thinking

*Directions: Choose the best answers to the following questions.*

14. Which statement best reflects the principles in the Code of Hammurabi?

- A Women and men are equal.
- B Demand an eye for an eye.
- C Let the buyer beware.
- D Judges are above the law.

15. Why were the pharaohs of the Middle Kingdom different from those of earlier periods?

- A They felt more responsible for taking care of their people.
- B They believed in the sun god as the most important god.
- C They engaged in the practice of mummification.
- D They defeated the Hyksos and created an empire.

*Base your answer to question 16 on the chart below and your knowledge of world history.*

| Comparing Life in Mesopotamia and Egypt |  |  |
|---|--|--|
|   | Mesopotamia                                  | Egypt  |
| Natural Barriers                        | Flat plains                                  | Deserts, seas, cataracts   |
| Government                              | City-states ruled by divinely selected kings | Rural villages ruled by dynastic god-kings                                   |
| Social Structure                        | Nobles; commoners; slaves                    | Nobles and priests; merchants, scribes, artisans and tax collectors; farmers |

16. How was life in Mesopotamia and Egypt similar?

- A They were both extremely hierarchical.
- B They both were made up of rural villages.
- C Egypt's kings were treated as gods, while Mesopotamia's kings were men who were divinely selected.
- D Commoners had no rights in either society.

### Need Extra Help?

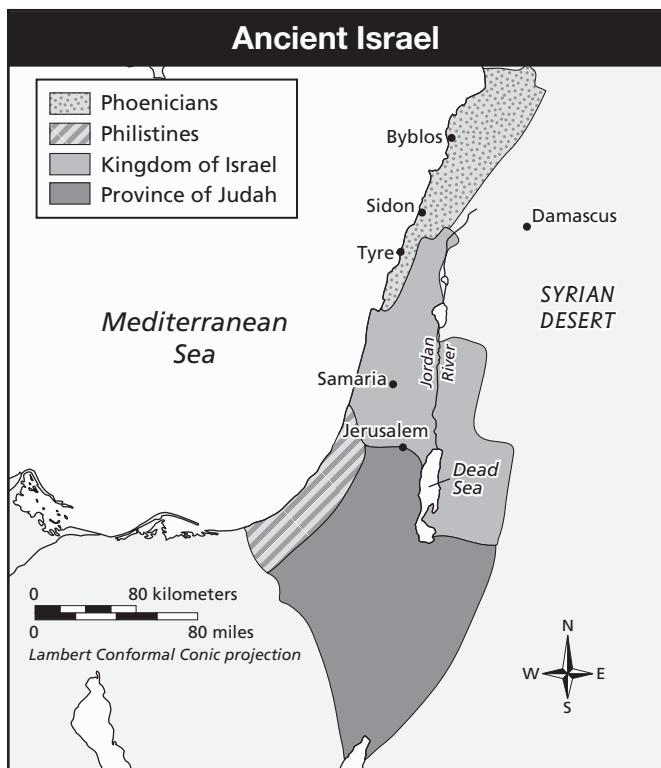
|                             |    |    |    |    |    |    |    |    |
|-----------------------------|----|----|----|----|----|----|----|----|
| If You Missed Questions ... | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| Go to Page ...              | 37 | 46 | 48 | 54 | 56 | 33 | 38 | 26 |

GO ON 

# Assessment

17. Which of the following shows the correct chronological order of empires in the ancient world?
- A Akkadian, Assyrian, Egyptian, Persian
  - B Akkadian, Egyptian, Assyrian, Persian
  - C Egyptian, Akkadian, Assyrian, Persian
  - D Assyrian, Persian, Akkadian, Egyptian

Analyze the map and answer the question that follows. Base your answer on the map.



18. Based on the map, how did the Phoenicians probably trade with other civilizations?
- A Along the Mediterranean Sea
  - B Across the Syrian Desert
  - C Trade was likely unimportant.
  - D Trade went through Samaria.

## Document-Based Questions

Directions: Analyze the document and answer the short answer questions that follow the document.

Read the following Mesopotamian poem.

*"The rampant flood which no man can oppose,  
Which shakes the heavens and causes earth to tremble,  
In an appalling blanket folds mother and child,  
And drowns the harvest in its time of ripeness."*

19. How does this poem represent the Mesopotamians' attitude toward nature?
20. Explain the meaning of the line: "Which shakes the heavens and causes earth to tremble."

## Extended Response

21. Literature often reflects a people's worldview. How does this poem represent the importance of the physical environment and religion in the lives of the Mesopotamians?

### History ONLINE

For additional test practice, use Self-Check Quizzes—  
Chapter 2 at [glencoe.com](http://glencoe.com).

#### Need Extra Help?

|                               |    |    |    |    |    |
|-------------------------------|----|----|----|----|----|
| If You Missed Questions . . . | 17 | 18 | 19 | 20 | 21 |
| Go to Page . . .              | 32 | 26 | 63 | 63 | 63 |

