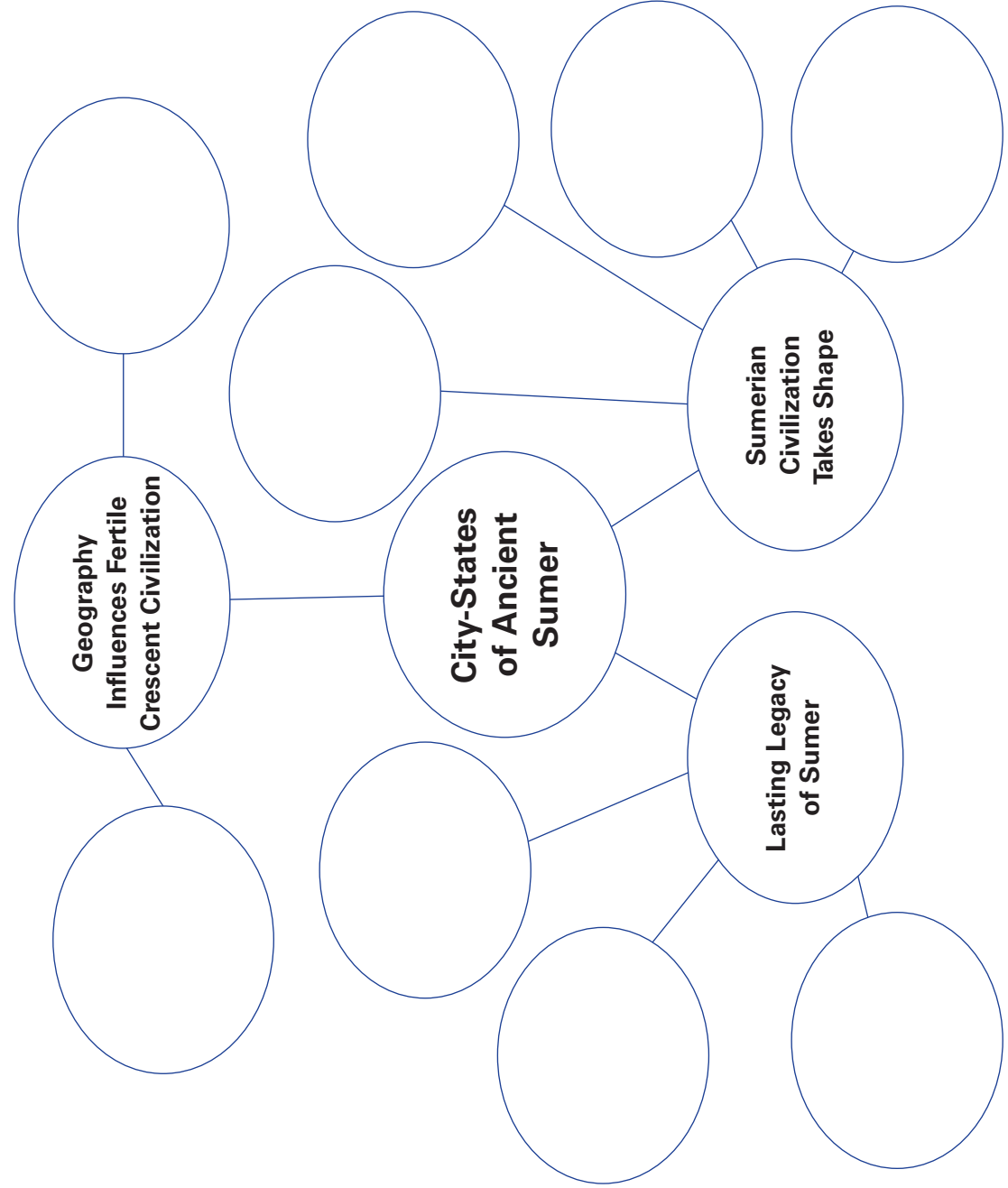


CHAPTER
2
SECTION 1

Note Taking Study Guide
CITY-STATES OF ANCIENT SUMER

Focus Question: What were the characteristics of the world's first civilization?

As you read this section in your textbook, complete the concept web below to identify the main ideas about the city-states of Sumer under each heading.



CHAPTER 2
SECTION 1

Section Summary
CITY-STATES OF ANCIENT SUMER

READING CHECK

What were ziggurats?

VOCABULARY STRATEGY

What does the word *evolved* mean in the underlined sentence? What context clues can you find in the surrounding words or phrases? Circle any words or phrases in the paragraph that help you figure out what *evolved* means.

READING SKILL

Identify Main Ideas In the last paragraph of the Summary, which sentence represents the main idea? Write that sentence below.

Around 3300 B.C., **Sumer**, the world’s first civilization, arose in Southeastern **Mesopotamia**. Mesopotamia lay within the **Fertile Crescent**, between the Tigris and Euphrates rivers. The region’s geography affected its people. Frequent flooding forced Sumerians to work together to protect homes and control water for irrigating farms. Although the region had rich soil, it lacked natural resources. Yet, Sumerians built some of the world’s first great cities using bricks from readily available clay and water. Sumerians also became traders along the rivers.

Eventually, Sumer had 12 city-states, which often battled over control of land and water. So people turned to war leaders for protection. Over time, this changed when war leadership evolved into hereditary kingship. Sumerian society had a social rank, or **hierarchy**, including an upper class (rulers, priests, officials), a small middle class (lesser priests, scribes, merchants, artisans), and a vast lower class (peasant farmers). Like most ancient peoples, Sumerians practiced polytheism, the worship of many gods. In **ziggurats**, stepped platforms topped by a temple, priests led religious ceremonies.

Perhaps the Sumerians’ greatest achievement was the invention of writing. Beginning as simple pictographs, by 3200 B.C. writing had developed into wedge-like symbols, called **cuneiform**. Cuneiform could be used to record complex information. People now had access to knowledge beyond what they could remember. Eventually, conquering Akkadian, Babylonian, and Assyrian armies swept across the region.

However, Sumerians left a lasting legacy. Besides creating a writing system, they developed basic astronomy and early mathematics. They created a number system based on six, setting up 60-minute hours and 360-degree circles. We still use this system today. Akkadians, Babylonians, and Assyrians carried Sumerian learning across the Middle East. They adopted cuneiform for their own use. Babylonians recorded the Sumerian oral poem, *The Epic of Gilgamesh*, in cuneiform, thus preserving it. They also expanded on Sumerian learning to develop basic algebra and geometry, to create accurate calendars, and to predict eclipses. Later, the Greeks and Romans built on Sumerian knowledge; then they went on to influence all of Western civilization.

Review Questions

1. How did its geography help Sumer to develop?

2. What major contributions to learning were made by Sumerians?

CHAPTER
2
SECTION 2

Note Taking Study Guide

INVADERS, TRADERS, AND EMPIRE BUILDERS

Focus Question: How did various strong rulers unite the lands of the Fertile Crescent into well-organized empires?

As you read this section in your textbook, complete the table below to identify the main ideas about the different empires under each red heading.

Red Heading	Main Idea
First Empires Arise in Mesopotamia	
Conquests Bring New Empires and Ideas	

CHAPTER 2
Section Summary
SECTION 2 **INVADERS, TRADERS, AND EMPIRE BUILDERS**

READING CHECK

What was Hammurabi’s Code?

VOCABULARY STRATEGY

What does the word *emerged* mean in the underlined sentence? The word *arose* in the same sentence is a synonym of *emerged*. Use this synonym to help you figure out the meaning of *emerged*.

READING SKILL

Identify Main Ideas Write a sentence in your own words that gives the main idea of the Summary.

Many groups rose to power in ancient Mesopotamia and made long-lasting cultural contributions. Some invaders simply destroyed; others created vast empires. The first invader, in 2300 B.C., was the Akkadian leader, **Sargon**. He conquered Sumer and formed the world’s first empire. In 1790 B.C., **Hammurabi**, king of Babylon, unified Mesopotamia. He made the first important attempt to **codify**, or arrange and record, all laws of a state. Hammurabi’s Code was carved on public pillars for all to see. It included **civil laws**, which covered private matters, like contracts, taxes, marriage, and divorce, and **criminal laws**, which covered offenses against others, like robbery and murder.

Other conquerors brought new learning to Mesopotamia. Hittites extracted iron from ore to forge strong weapons. Although their empire collapsed around 1200 B.C., ironsmithing spread to Asia, Africa, and Europe, launching the Iron Age. Next, Assyrians, though warlike, created a well-ordered society and founded one of the world’s first libraries.

Later, the ruthless Babylonian king **Nebuchadnezzar** controlled the region. He rebuilt and restored the city of Babylon to greatness. His empire eventually stretched from the Persian Gulf to the Mediterranean Sea. However, it fell to Persia in 539 B.C. The Persian empire was enormous. It reached from present-day Turkey to India. Emperor Darius I formed provinces ruled by local governors. Yet, he encouraged unity by building roads across the empire and establishing a single Persian coinage. This helped people move from a **barter economy** toward a **money economy**. Another unifying force came from the Persian prophet **Zoroaster**, who taught belief in a single god and ideas of heaven, hell, and final judgment day. When both Christianity and Islam emerged, or arose, in the Middle East, these new religions stressed similar beliefs.

Not all achievements came from conquerors, however. The Phoenicians were skilled seetraders from the eastern Mediterranean coast. They formed colonies around the Mediterranean. A **colony** is a settlement ruled by people from another land. The Phoenicians spread Middle Eastern culture over a large area. However, perhaps their greatest achievement was the creation of an **alphabet**. The Greeks expanded on this letter system, leading to the alphabet we use today.

Review Questions

1. Who was Sargon?

2. How did Darius I encourage unity?

CHAPTER
2
SECTION 3

Note Taking Study Guide

KINGDOM ON THE NILE

Focus Question: How did the Nile influence the rise of the powerful civilization of Egypt?

As you read this section in your textbook, complete the outline below to identify the main ideas about the Nile kingdoms under each heading.

I.	_____
A.	_____
B.	_____
II.	_____
A.	_____
B.	_____
III.	_____
A.	_____
B.	_____
IV.	_____
A.	_____
B.	_____

CHAPTER
2
SECTION 3

Section Summary

KINGDOM ON THE NILE

READING CHECK

What are the three main periods of Egyptian history?

VOCABULARY STRATEGY

What does the word *displaced* mean in the underlined sentence? The prefix *dis-* means “away,” or “apart.” The root *-place* means “a spot or position.” Use these clues to help you figure out what *displaced* means.

READING SKILL

Identify Supporting Details Find two details in this Summary that support the statement, “Geography helped to shape Egypt.”

Fertile land along the Nile brought early peoples to Egypt, and over time, a powerful Egyptian civilization arose. Farming flourished in the rich soil deposits from annual river floods. The surrounding desert served as a buffer from frequent invasions. Early governments formed to organize an irrigation system.

Egypt was made up of two regions. Upper Egypt began at the Nile’s first **cataract**, or waterfall, in the south. Lower Egypt covered the Nile’s **delta**, the triangular marshland where it emptied into the Mediterranean. About 3100 B.C., King Menes united both regions, forming one of the world’s first unified states. Though leadership passed from one **dynasty**, or ruling family, to another, Egypt generally remained united. Egypt’s history is divided into three main periods: the Old Kingdom, the Middle Kingdom, and the New Kingdom.

During the Old Kingdom, **pharaohs**, or Egyptian kings, organized a strong central government and established a **bureaucracy**, with different jobs and authority levels. A **vizier**, or chief minister, was the pharaoh’s chief of government business. The Great Pyramids stand at Giza today as a lasting reminder of Old Kingdom achievements.

The Middle Kingdom saw unpredictable flooding and rebellion. Yet, strong leaders expanded farmable lands, dispatched armies into gold-rich Nubia, and sent traders to the Middle East. However, by about 1700 B.C., foreign invaders, called the Hyksos, conquered the Nile delta using a new military technology: war chariots.

After more than 100 years of Hyksos rule, powerful Egyptian leaders ushered in the New Kingdom, an age of expansion. One of these leaders was **Hatshepsut**, the first female pharaoh. She sent trading expeditions along the eastern Mediterranean and Red Sea. Her stepson, **Thutmose III**, a great military leader, stretched Egypt’s borders to their greatest extent. Much later, **Ramses II** pushed north into Syria. During his reign, Egypt battled the Hittites, but ultimately signed a peace treaty. This treaty is the oldest surviving document of its kind.

After 1100 B.C., Egyptian civilization slowly declined. The Assyrians and then the Persians invaded. In 332 B.C., the last Egyptian dynasty ended as Greeks took control. Finally, in 30 B.C., Roman armies displaced the Greeks.

Review Questions

1. How did Egypt benefit from the Nile River?

2. Who was Hatshepsut?

CHAPTER
2
SECTION 4

Note Taking Study Guide

EGYPTIAN CIVILIZATION

Focus Question: How did religion and learning play important roles in ancient Egyptian civilization?

As you read this section in your textbook, complete the chart below to record the main idea about Egyptian civilization under each heading. Include at least two supporting details for each main idea.

Egyptian Civilization	Supporting Detail					
	Supporting Detail					
	Main Idea					
	Red Heading					

CHAPTER
2
SECTION 4

Section Summary

EGYPTIAN CIVILIZATION

READING CHECK

How did French scholar Jean Champollion use the Rosetta Stone to decipher the meaning of hieroglyphs?

VOCABULARY STRATEGY

What is the meaning of the word *radical* in the underlined sentence? Look for words or phrases in the surrounding sentences that help you figure out the meaning of the word.

READING SKILL

Identify Supporting Details

Identify two details from this Summary that support the main idea that Egyptian civilization made lasting contributions.

Ancient Egyptians made lasting contributions to civilization in many fields. Their religion, written language, art, science, and literature have fascinated people for thousands of years.

During the Old Kingdom, the chief god was the sun god, Re. By the Middle Kingdom, Egyptians called the supreme god **Amon-Re**. Then, around 1380 B.C., pharaoh Amenhotep IV replaced Amon-Re with a minor god, Aton. He then changed his own name to **Akhenaton**, meaning “he who serves Aton.” However, priests, nobles, and peasants resisted Akhenaton’s revolutionary changes, and his radical ideas failed. Most Egyptians related to the god **Osiris**, who ruled the dead. They also worshipped the goddess **Isis**, who promised life after death. People believed the afterlife was much like life on Earth, so they buried people’s possessions with them. The Egyptians also learned to preserve bodies by **mummification**, or embalming and wrapping in cloth, so that the soul could return to the body.

Ancient Egyptians made advances in learning. Their first writing system, **hieroglyphics**, used symbols. Symbols were originally carved in stone. They used a simpler script called hieratic for everyday use. Later, they developed a similar script called demotic. They also developed material to write on, made from **papyrus** plants.

Egyptian civilization eventually declined, yet its written records survived. No one understood them until the early 1800s, when a French scholar, Jean Champollion, **deciphered**, or figured out meanings for, carvings on the **Rosetta Stone**. On this stone, the same passage was written in three ways: hieroglyphics, demotic, and Greek. By comparing these, Champollion decoded the hieroglyphs, allowing later scholars to read thousands of surviving records and inscriptions.

Egyptians also made advances in medicine, astronomy, and mathematics. Egyptian physicians diagnosed illnesses, performed surgeries, and prescribed medicines, some of which are still used today. Priest-astronomers mapped constellations, charted planets, and created a 12-month calendar that became the basis of the modern one. Mathematicians developed basic geometry.

Egyptian artwork has endured for thousands of years. It includes monuments, statues, wall paintings, temple carvings, jewelry, furniture, and other objects. Ancient Egyptian literature includes hymns, practical advice, love poems, and folk tales.

Review Questions

1. What did Egyptians do to prepare for the afterlife?

2. What contributions did ancient Egyptians make to science?

CHAPTER
2
SECTION 5

Note Taking Study Guide

ROOTS OF JUDAISM

Focus Question: How did the worship of only one god shape Judaism?

As you read this section in your textbook, complete the chart below to record the main idea about the roots of Judaism under each red heading. Include at least two supporting details for each main idea.

Roots of Judaism		
Red Heading:	Red Heading:	Red Heading:
Main Idea:	Main Idea:	Main Idea:
Supporting Details: 1. 2.	Supporting Details: 1. 2.	Supporting Details: 1. 2. 3.

CHAPTER 2
SECTION 5

Section Summary
ROOTS OF JUDAISM

READING CHECK

Who is considered the “father of the Israelites”?

VOCABULARY STRATEGY

What does *undertook* mean in the underlined sentence? Read the underlined sentence aloud, but leave out the word *undertook*. What word could you use in its place? Use this strategy to help you figure out the meaning of *undertook*.

READING SKILL

Identify Supporting Details Find two details in the Summary that support the idea that Jews maintained their identity during the Diaspora.

About 4,000 years ago, the ancient Israelites developed Judaism, one of today’s major religions. Unlike neighboring peoples, Israelites were **monotheistic**, believing in only one god. They believed every event reflected God’s plan. So, they recorded events and laws in the **Torah**. It is the most sacred text of the Israelites, or Jews, and includes the first five books of the Hebrew Bible.

According to the Torah, about 2000 B.C., **Abraham**, and his family migrated to a region called Canaan. Abraham is considered the father of the Israelites. The Israelites believed that God made a **covenant**, or binding agreement, with Abraham. This covenant promised a special relationship with God and a homeland in Canaan. However, famine forced the Israelites into Egypt, where they became slaves. Much later, **Moses** led their exodus, or departure, from Egypt back to Canaan.

There, they established the kingdom of Israel around 1000 B.C. Under the second king, **David**, the feuding 12 tribes of Israel were united into one kingdom. Then, David’s son **Solomon** undertook the task of turning Jerusalem into an impressive capital city. He completed a massive temple and increased Israel’s influence in the region. However, after his death, the kingdom split and eventually fell to the Assyrians and Babylonians.

Israelite society was **patriarchal**, meaning that men held the greatest authority. Also from early times, law was central to Judaism. The Torah contains laws on such subjects as cleanliness, food preparation, and crime. Also in the Torah is a special set of laws called the Ten Commandments. These laws stress moral conduct and religious duty, such as keeping the **Sabbath**, a holy day of rest and worship. Often in Jewish history, **prophets**, or spiritual leaders, arose. They urged social justice and taught strong codes of **ethics**, or moral standards of behavior.

During a 500-year period called the **Diaspora**, the Jews left or were exiled from Israel, and they spread out around the world. Still, they maintained their identity in close-knit communities, following religious laws and traditions. This helped them to survive centuries of persecution.

Judaism has been an important religion. From that culture and faith, both Christianity and Islam emerged, creating an ethical legacy we call the Judeo-Christian tradition.

Review Questions

1. What is the Torah?

2. What was the Diaspora?
