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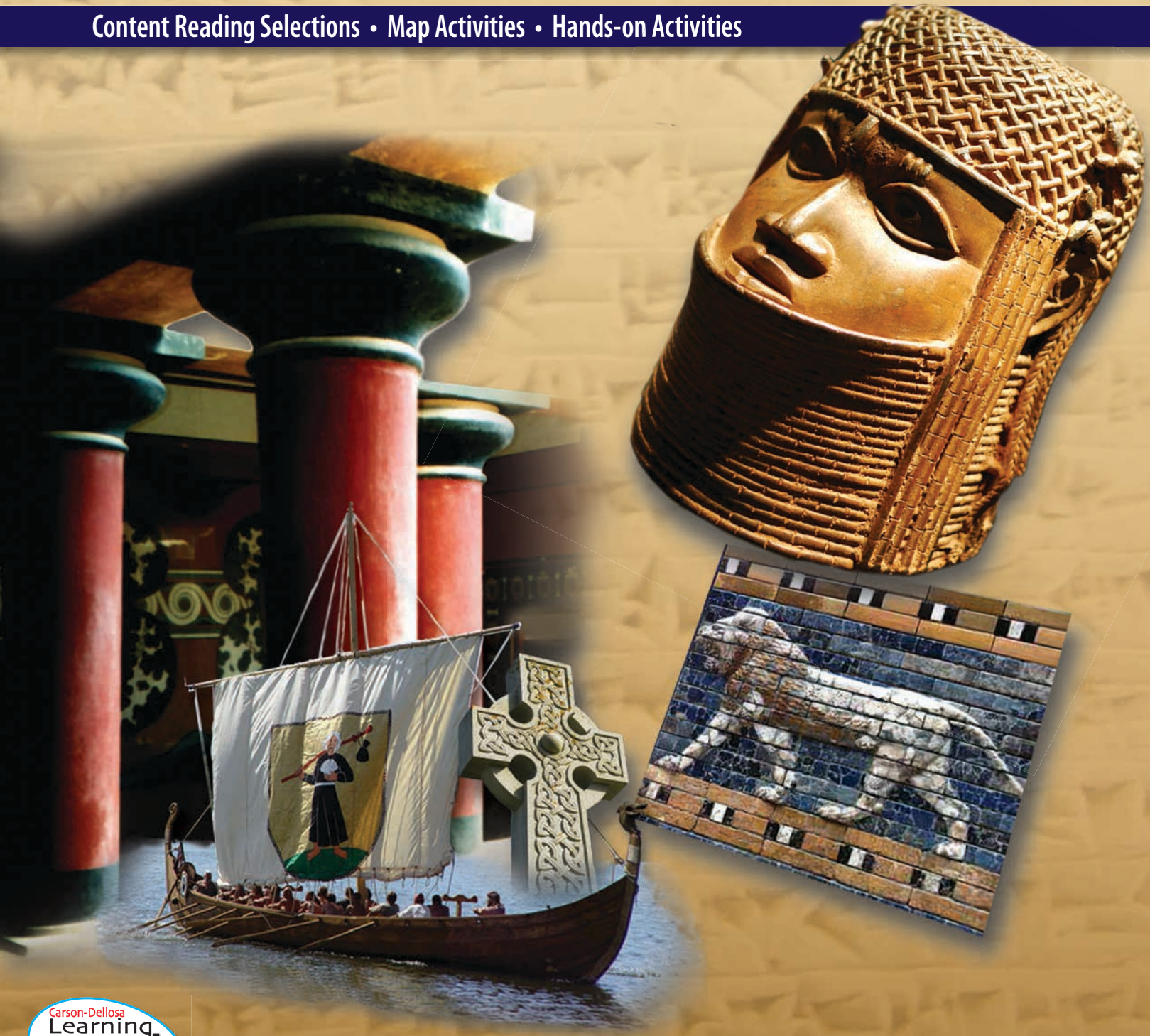
CIVILIZATIONS OF THE PAST

# WORLD CIVILIZATIONS AND CULTURES

Grades  
5-8+

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## Introduction to the Teacher

*World Civilizations and Cultures* follows the development of civilizations from their primitive beginnings in the Fertile Crescent over 5,000 years ago to more recent civilizations in Europe, Asia, and the Americas. It will not only examine many important civilizations and describe them in detail, but it will also highlight the achievements each civilization has contributed to our present life.

This book will also point out how cultures borrowed from previous cultures. This refining process, repeated many times, has given us the world we live in today. It must be emphasized that when studying one civilization or culture at a time, students should be reminded that other civilizations and cultures were thriving simultaneously. One civilization did not abruptly end and another dramatically begin. For example, while the Assyrians were thriving, so were the Etruscans, Greeks, Phoenicians, and others.

This book is part of the *Civilizations of the Past* series from Mark Twain Media, Inc. It is specifically designed to facilitate planning for the diverse learning styles and skills levels of middle-school students. The special features of the book provide the teacher with alternative methods of instruction. A modified version of the text is available for download for struggling readers.

### Book Features:

- **Reading Selection** introduces facts and information as a reading exercise.
- **Knowledge Check** assesses student understanding of the reading exercise using selected response and constructed response questioning strategies.
- **Map Follow-Up** provides opportunities for students to report information from a spatial perspective.
- **Explore** allows students to expand learning by participating in high-interest, hands-on and research activities.

### Online Resources:

**Reluctant Reader Text:** A modified version of the reading exercise pages can be downloaded from the website at [www.carsondellosa.com](http://www.carsondellosa.com). In the Search box, enter the product code CD-404159. When you reach the *World Civilizations and Cultures* product page, click the icon for the Reluctant Reader Text download.

The readability level of the text has been modified to facilitate struggling readers. The Flesch-Kincaid Readability formula, which is built into Microsoft® Word™, was used to determine the readability level. The formula calculates the number of words, syllables, and sentences in each paragraph, producing a reading level.

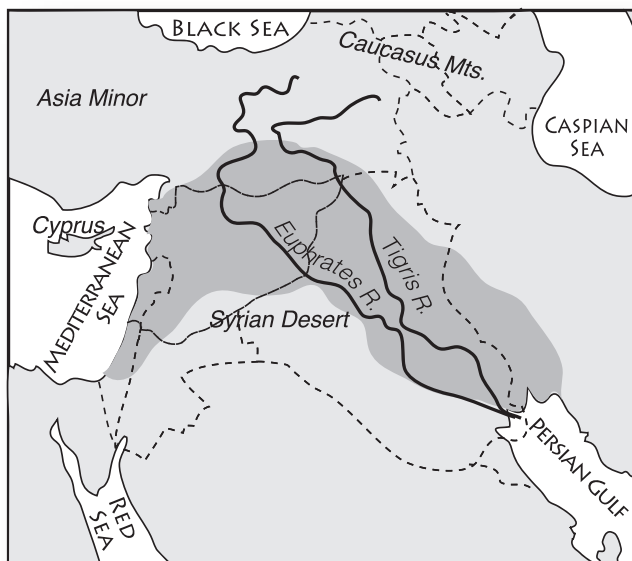
### Additional Resources:

**Classroom decoratives** appeal to visual learners. The *Ancient Civilizations and Cultures Topper; Greek and Roman Civilizations; and Mayan, Incan, and Aztec* Bulletin Board Sets, available from Mark Twain Media, Inc., can be used to visually reinforce lessons found in this book in an interesting and attention-grabbing way. The *Eastern Hemisphere Maps* or *World Geography: Middle-East Maps* Bulletin Board Sets are also helpful when studying the geography of the European, Asian, and African civilizations.

## The Fertile Crescent

### Fertile Crescent

The term “**Fertile Crescent**” refers to an area in the Middle East where the earliest known civilizations of the world began. The area got its name because the soil is fertile, or rich, and the region is shaped like a crescent. Like a huge arch, the Fertile Crescent covers an area from the Persian Gulf through the Tigris and Euphrates River valleys and along the Mediterranean Sea. Some people refer to the eastern part of the Fertile Crescent as Mesopotamia. The western part of the Fertile Crescent is sometimes referred to as the Mediterranean section.

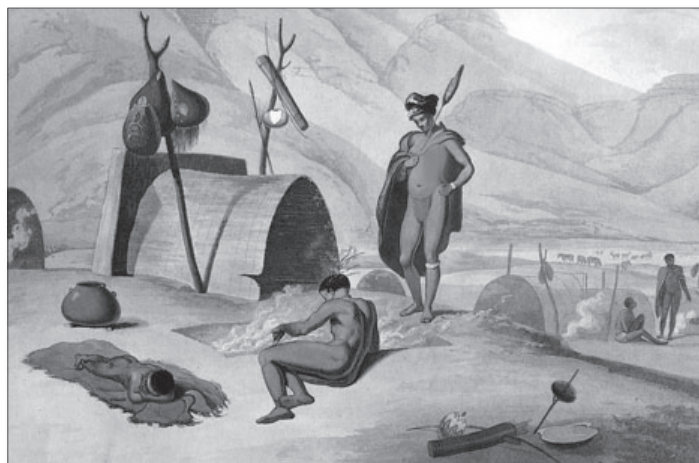


### Nomads Settle in the Fertile Crescent

The Fertile Crescent was an ideal place for **nomadic** people to settle, build cities, and eventually develop civilizations. Sheep, goats, and various kinds of grains were found in abundance in the wild. With a permanent food source, there was no need to move around to find food. It was easier to grow crops in the rich soil and to raise animals for food. People living in the Fertile Crescent were able to grow more crops than they could eat and raise more animals than they needed, so they could **trade** the excess crops and animals with others. As trading increased, the population grew, and the people needed to develop laws, keep records, and invent ways to deal with their new way of life. There was a need for a written language, mathematics, laws, medicine, **agriculture**, and other developments because of the many people living close to one another.

### The First Civilizations Develop

When humans changed their lifestyle from hunters and fishers to farmers about 5,000 years ago in the Fertile Crescent, the developments and inventions that came from this change helped to develop the world’s first **civilizations**. These civilizations have affected world history tremendously, not only in social and business areas, but in religion as well. Many of the great religions that exist in the world today had their beginnings in the area known as the Fertile Crescent.



### Later Civilizations

The Fertile Crescent was not only the home of the first civilizations, but also the area where many later civilizations were developed. Some of the civilizations that developed in the Fertile Crescent were the Assyrians, Sumerians, Canaanites, Philistines, Phoenicians/Carthaginians, Akkadians, Hittites, Babylonians, Egyptians, Israelites, and others.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Knowledge Check

#### Matching

- |                           |  |
|---------------------------|--|
| _____ 1. Fertile Crescent | a. farming; growing crops and raising livestock  |
| _____ 2. nomadic          | b. moving from place to place with no permanent home   |
| _____ 3. trade            | c. an arch-shaped area in the Middle East from the Persian Gulf through the Tigris and Euphrates River Valleys and along the Mediterranean Sea |
| _____ 4. agriculture      | d. a high level of cultural and technological development, especially when systems of writing and record-keeping have been created             |
| _____ 5. civilization     | e. exchanging goods or services with other people  |

#### Multiple Choice

6. The eastern part of the Fertile Crescent is sometimes called
 

|                       |                 |
|-----------------------|-----------------|
| a. the Mediterranean. | b. Mesopotamia. |
| c. Asia Minor.        | d. Egypt.       |
7. What was one food source that was NOT available to the nomadic people in the Fertile Crescent?
 

|             |           |
|-------------|-----------|
| a. sheep    | b. grains |
| c. potatoes | d. goats  |
8. Why were people able to begin trading with others in the area?
 

|                                       |                                     |
|---------------------------------------|-------------------------------------|
| a. They had extra food.               | b. They ate everything they grew.   |
| c. They spent all their time farming. | d. They lived close to one another. |
9. Which civilization was NOT developed in the Fertile Crescent?
 

|              |               |
|--------------|---------------|
| a. Sumerians | b. Israelites |
| c. Minoans   | d. Akkadians  |

#### Constructed Response

10. What parts of a civilization developed as people in the Fertile Crescent began to grow more crops and raise more animals than they needed for themselves? Use details from the reading selection to help support your answer.

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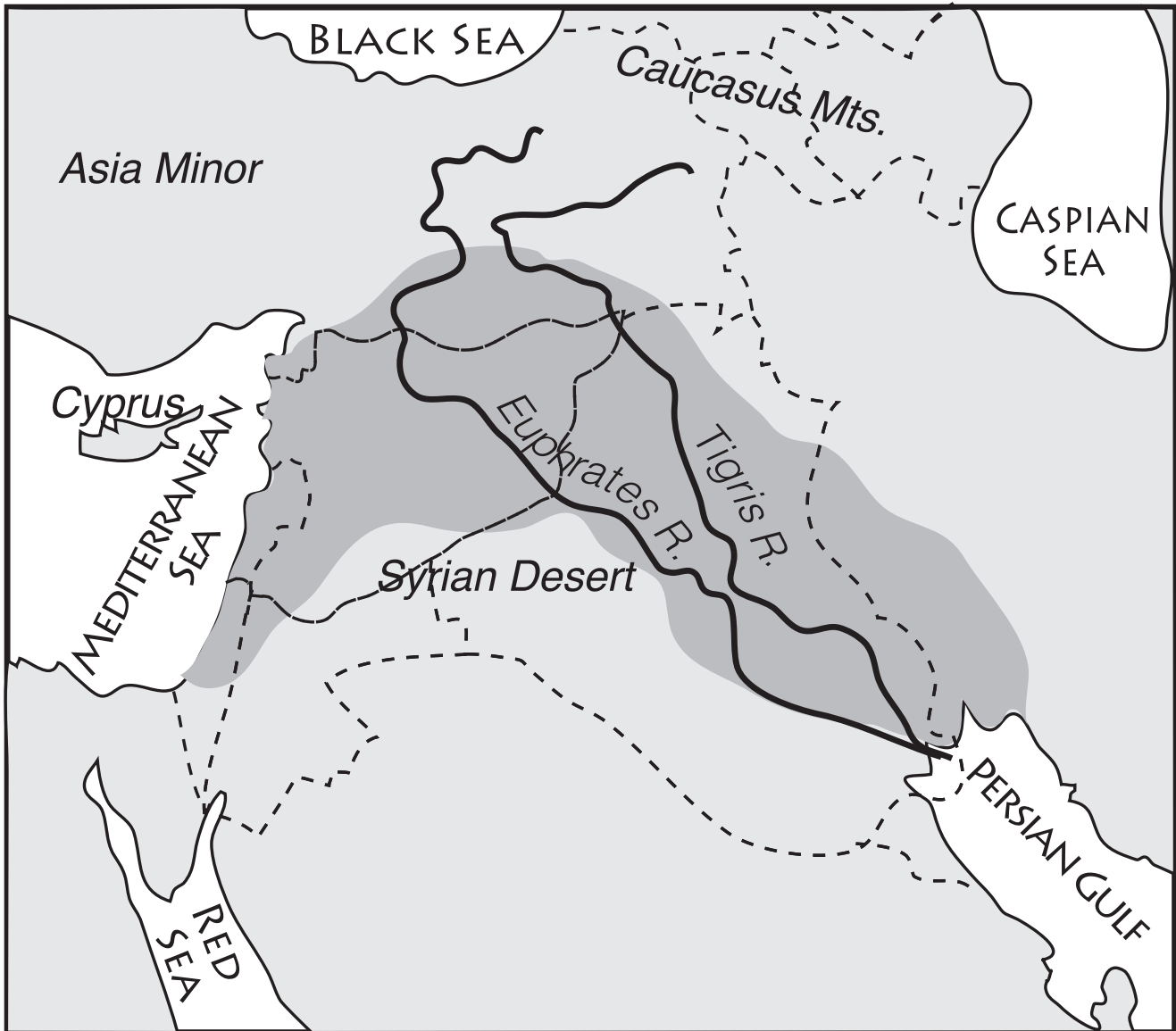
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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Map Follow-Up: Identifying Modern Countries in the Fertile Crescent

Using an atlas, identify the modern Middle-Eastern countries that exist in the areas in and around the Fertile Crescent on the map below. The outlines of the countries are shown as dashed lines.



# Mesopotamia

## The Land Between Two Rivers

**Mesopotamia** is a Greek word that means “between two rivers.” The two rivers are the Tigris and Euphrates Rivers. They begin in what is now Turkey, flow southeast, come together in the southeast in what is now Iraq, and empty into the Persian Gulf. The hot, dry climate of Mesopotamia was mixed with seasonal flooding, which made farming a challenge. Farmers in ancient Mesopotamia learned to build levees to control the floods and develop irrigation systems in order to produce wheat, barley, sesame, and flax. They were also able to produce many different kinds of fruits and vegetables.

Mesopotamia was actually an area, not a civilization. It was composed of several independent city-states, each with its own religion, laws, language, and government. Many civilizations have existed in Mesopotamia, some of them at the same time. Some of the cultures that have existed in this area are Sumeria, Assyria, Babylon, and Iraq.

## The Sumerians

The first group of people to inhabit Mesopotamia were the **Sumerians**. They originally lived in the mountains but moved to the Plain of Shinar near the Persian Gulf to take advantage of the fertile soil. First, they drained the marshes and then controlled the Tigris and Euphrates Rivers by building levees and irrigation canals. As a result, the Sumerians had a stable food supply, and not everyone was needed to farm, hunt, or fish. Some Sumerians became tradesmen, merchants, soldiers, priests, government officials, and artisans. Their country was called **Sumer**.



### SUMERIAN CIVILIZATION AT A GLANCE

**WHERE:** In the Middle East, between the Tigris and Euphrates Rivers

**WHEN:** 3500 B.C.–2000 B.C.

**ACHIEVEMENTS:**

- The world's first civilization where people lived together in a city-state
- Invented a written language
- Developed science and mathematics to a high degree; were able to divide the year and the circle into 360 parts
- Developed a twelve-month calendar based on lunar cycles
- Used the wheel and made vehicles
- Invented the plow and the sailboat



Cuneiform Written on a Clay Tablet

## Sumerian Inventions

The Sumerians are given credit for many inventions. One of the most important was the invention of a written language. Writing was invented so the Sumerians could keep records. Their writing was very simple. It was composed of pictures called **pictographs**. **Scribes**, who were professional writers, drew the pictures on clay tablets using a wedge-shaped instrument, or **stylus**. Over a period of time, the writing became more sophisticated. The pictures were replaced with shapes and lines. This type of writing is called **cuneiform**.

They also invented the wheel, which was developed for making pottery, but was later used to make vehicles. Other inventions included the water clock, the twelve-month calendar, the plow, and the sailboat.

The Sumerians had a numbering system based on the number 60. We still use the Sumerian system today when measuring time. For example, sixty seconds make a minute and sixty minutes make an hour. It is also used when measuring a circle with 360 degrees.

### Sumerian Cities

Between 3500 and 2000 B.C., the Sumerians were living in large villages. Eventually they became prosperous, and the villages developed into self-governing city-states. The buildings in these city-states were made of sun-dried mud bricks. There was plenty of mud from the rivers but very little building stone or timber. The buildings in Sumer were different from other civilizations, such as the Egyptians. Sumerians learned how to use a keystone to make arches. A **keystone** is a wedge-shaped stone in an arch that causes the arch to lock together. The doorways, gates, and other openings in buildings in the Sumerian cities had arches. Similar openings in Egyptian buildings were square.

### Sumerian Religion

Religion was important to the Sumerians. At the center of each city-state was a temple that was surrounded by courts and public buildings. These temples were called **ziggurats**. Ziggurats eventually became temple-towers brightly decorated with glazed bricks. They were like huge pyramids with terraced sides that were flat on the top.



This ancient ziggurat in present-day Iraq has been reconstructed.

The Sumerians had many gods. They believed the gods spoke to them through their priests. The priests had a great deal of power in Sumer. When a priest commanded that something be done, the people believed the command was actually coming from one of their gods, and they obeyed. The priests eventually became priest-kings and ruled large areas.

### Dealing With Invaders

The great disadvantage in Mesopotamia was that the land did not provide any natural protection from invaders. Enemies could easily march into Sumer from almost any direction. This made Sumerians vulnerable to attack, not only from foreign armies, but from other Sumerian cities as well. Wars between Sumerian cities were common.

### The Akkadians

The **Akkadians** moved into Sumeria from the Arabian Peninsula. They were a Semitic people. This means they spoke a **Semitic** language related to Arabic and Hebrew. The Akkadians formed their own country where the Tigris and the Euphrates Rivers were close together. Their country was called **Akkad**. The Akkadians adopted much of the Sumerian culture. After many clashes, more Semites invaded Sumeria. The Sumerian culture was eventually absorbed by the invaders. This combined civilization lasted until about 1950 B.C. when the Amorites and the Elamites captured Ur, Mesopotamia's most important city.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Knowledge Check

#### Matching

- |                      |  |
|----------------------|--|
| _____ 1. Mesopotamia | a. a wedge-shaped instrument for writing   |
| _____ 2. pictographs | b. temple-tower that was the center of Sumerian cities   |
| _____ 3. scribes     | c. writing consisting of shapes and lines produced by using a wedge-shaped instrument on a clay tablet |
| _____ 4. stylus      | d. the land between the Tigris and Euphrates Rivers  |
| _____ 5. cuneiform   | e. a language related to Arabic and Hebrew   |
| _____ 6. keystone    | f. a wedge-shaped stone in an arch that causes the arch to lock together                               |
| _____ 7. ziggurat    | g. professional writers  |
| _____ 8. Semitic     | h. pictures that stand for words   |

#### Multiple Choice

9. The first group of people to live in Mesopotamia were the \_\_\_\_\_.
- |                |              |
|----------------|--------------|
| a. Akkadians   | b. Sumerians |
| c. Babylonians | d. Assyrians |
10. These people in Sumeria eventually became so powerful that they became kings and ruled large areas.
- |            |             |
|------------|-------------|
| a. priests | b. farmers  |
| c. scribes | d. soldiers |
11. The Sumerian numbering system that is still used today is based on the number \_\_\_\_\_.
- |       |       |
|-------|-------|
| a. 5  | b. 10 |
| c. 30 | d. 60 |

#### Constructed Response

12. What were some of the advantages and disadvantages of living in Mesopotamia? Use details from the reading selection to support your answer.

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# Babylonia

## The Rise of Babylonia

One Akkadian town that developed in approximately 1900 B.C. was the small town of Babylon, located by the Euphrates River. Babylon grew in size and importance, and eventually its ruler, King Hammurabi, conquered all of Mesopotamia. This kingdom came to be known as **Babylonia**.

The Babylonian culture was similar to the Sumerian culture, which had existed in Mesopotamia before the Babylonians arrived. In fact, many people refer to the Babylonians as just a later development of the Sumerian culture. While the two civilizations existed at different times, they had many things in common. The Babylonians adopted the religion, literature, inventions, and practices of the Sumerians. Scholars and priests spoke the Sumerian language, although most Babylonians did not. Babylonia did make one important contribution of its own to the world. This contribution was a code of laws known as the **Code of Hammurabi**.

## The Code of Hammurabi

Hammurabi was king of Babylonia from 1792 to 1750 B.C. He was a powerful leader with strong armies. He expanded Babylon by conquering other kingdoms. Hammurabi was also an efficient administrator. Hammurabi was not just concerned with his own comfort. He was also concerned with the lives of *all* of the people in his kingdom. He wanted everyone in his kingdom to have enough food, adequate housing, and to be treated fairly. In order to make sure that everyone was treated fairly, he had his scribes draw up a code of laws that are known as the *Code of Hammurabi*. Many of the laws were borrowed from the written laws of the Sumerians. Hammurabi's code was a little different from the laws devised by the Sumerians, however. Hammurabi's code added the element of revenge. In Sumeria, most who committed a crime were fined. The *Code of Hammurabi* did not impose a fine on criminals, but substituted the ancient punishment of "*an eye for an eye, and a tooth for a tooth.*" In other words, if someone did something bad to a person, in many cases, the court would do the same thing to the wrongdoer.



Reconstruction of the Gate of Ishtar



The Code of Hammurabi engraved on a stele.

### BABYLONIAN CIVILIZATION AT A GLANCE

**WHERE:** On the Euphrates River

**WHEN:** 2000–1155 B.C.

**ACHIEVEMENTS:**

- Devised a code of laws, known as the *Code of Hammurabi*, designed to protect the weak
- Studied astronomy
- Built beautiful buildings as well as the Gate of Ishtar and the Hanging Gardens of Babylon

Some laws in the code seem very extreme and cruel. For example, if a son slapped his father, the son's hands would be cut off. If a man killed another man's son, then his son would be killed. While this may seem harsh by today's standards, before the code was written and followed, punishment was often decided by priests and judges who imposed punishments even more harsh. Death was a common punishment for even the most minor offenses. So these laws were not meant to be cruel, but to be fair.

The Code did distinguish between classes of people. A person's punishment depended on who was wronged. For

example, if a man put out the eye of another man, his eye would then be put out. But if he put out the eye of a freed man (a former slave), he would pay one gold mina. If he put out the eye of a man's slave, he would then have to pay one-half of the slave's value.

### Astronomy

Law was not the only interest of the Babylonians. They studied astronomy and also believed in astrology. **Astronomy** is the study of the universe, including the movement of the stars and planets. **Astrology** is the belief that the positions and movements of the planets and stars can affect or predict life on Earth. While we separate these two areas today, the Babylonians did not.

The Babylonians not only watched the stars and heavens, they kept records of events, such as when an eclipse occurred. They were able to measure time by studying the movements of the celestial bodies. The priests used their knowledge of planets and the stars as part of their religion. The priests claimed that by studying the celestial bodies, they could tell the future. They were constantly looking at the skies, making horoscopes and predictions based on what they saw. A **horoscope** is a prediction of a person's future based on a diagram of the planets and stars at a given moment, such as birth.

### Nebuchadnezzar II

About 1,000 years after the death of Hammurabi, King Nebuchadnezzar II came to power. By this time, Babylon was part of the Chaldean Empire, which came to power after the Assyrian Empire was destroyed. Nebuchadnezzar ruled Babylon from 605 to 562 B.C., and under his leadership, Babylon grew. At this time, Babylon had two structures that were so impressive they were known throughout the civilized world. The first was the beautifully decorated wall surrounding Babylon. On top of the wall were towers for guards who could watch for approaching enemies. This wall was wide enough for a four-horse chariot to be driven on it. The most impressive gate in the wall was the **Gate of Ishtar**. Ishtar was a goddess, and the gate named in her honor was made of colorful glazed enamel bricks with pictures of animals. The gate was so beautiful that at one time it was considered as one of the Seven Wonders of the Ancient World. It was later replaced on the list by the Lighthouse at Alexandria.

The second structure built by Nebuchadnezzar to gain worldwide fame was the **Hanging Gardens of Babylon**. The Hanging Gardens is still considered one of the Seven Wonders of the Ancient World. It was built to please Nebuchadnezzar's wife, Amytis. It was a building consisting of several terraces, one above the other. Each terrace was planted with trees and flowers from around the country. Pools and fountains were also built into the structure. The Babylonians developed an irrigation system to raise water from the Euphrates River to the Gardens. Exactly how this irrigation system worked is unknown, but later writers referred to the system as "water engines."



The Hanging Gardens of Babylon

Nebuchadnezzar was succeeded by his son in 562 B.C. who was assassinated three years later. Within a few years, Babylon was invaded by the Persians, and Babylon became part of the Persian Empire.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Knowledge Check

#### Matching

- |                                     |  |
|-------------------------------------|--|
| _____ 1. Babylonia                  | a. the belief that the positions and movements of the stars and planets can affect or predict life on Earth                                      |
| _____ 2. Code of Hammurabi          | b. a prediction of a person’s future based on a diagram of the stars and planets at a given moment   |
| _____ 3. astronomy                  | c. the study of the universe, including the movement of the stars and planets  |
| _____ 4. astrology                  | d. the most impressive opening in the wall around Babylon; named in honor of a goddess   |
| _____ 5. horoscope                  | e. a set of laws and punishments developed by the king of Babylonia  |
| _____ 6. Gate of Ishtar             | f. kingdom that covered all of Mesopotamia, ruled by King Hammurabi  |
| _____ 7. Hanging Gardens of Babylon | g. building with irrigated terraces planted with trees and flowers and having pools and fountains; one of the Seven Wonders of the Ancient World |

#### Multiple Choice

8. From where did the Babylonians adopt most of their culture?
- |                    |                  |
|--------------------|------------------|
| a. the Sumerians   | b. the Egyptians |
| c. their own ideas | d. the Persians  |
9. A man put out the eye of another man. The punishment depended on the class of the victim. For which class of victim was the punishment one gold mina?
- |                |                        |
|----------------|------------------------|
| a. a slave     | b. a man of equal rank |
| c. a freed man | d. a servant           |

#### Constructed Response

10. How was the Code of Hammurabi attempting to be fair? Use details from the reading selection to help support your answer.

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## The Assyrians

**Assyria** was a civilization in Mesopotamia on the upper Tigris River. The civilization lasted many centuries but was greatest between 1600 and 612 B.C. The Assyrians were a Semitic-speaking people who arrived in Mesopotamia about 2000 B.C. Assyria was named after its original capital, **Ashur**. Ashur gained its independence in about 1365 B.C.

### Assyrian Advantages and Disadvantages

Assyria had several advantages over Babylonia. Assyrians could farm without the elaborate irrigation that was needed in Babylonia. The land received water from the Tigris River and its tributaries, and it also got a moderate amount of rainfall annually. Also, Assyria had rocks and stones that could be used for building. Assyria had two disadvantages, however. The Assyrian land was harder to cultivate, and they were often attacked by barbarians who raided their villages.



**An Assyrian Lamassu**

Assyrians developed a thriving trade in Anatolia (Asia Minor). Eventually, the Hittites drove the Assyrians out of Anatolia. During the time of the Babylonian Kingdom, Assyrian power in Mesopotamia grew weaker. By 1550 B.C., Assyria was part of the Mitanni Kingdom. The notable achievement of the **Mitanni Kingdom** was that it introduced trained horses and chariots into this part of the world.

### The Assyrian Army

Gradually, Assyrian power grew and expanded by 1100 B.C. The Assyrians developed a **standing army**, which is composed of soldiers who choose the army as their career. When the soldiers are not fighting, they are still in the army, training to fight. This was a new idea in this period. Other countries fought their wars with citizen-soldiers. A **citizen-soldier** fights a war, and after it is over, he returns home and resumes his life working at his former craft or career. The Assyrian soldiers were fierce and cruel warriors. They had weapons made of iron rather than copper or bronze. They also had battering rams. They not only had foot soldiers, they had archers, chariots, and a cavalry. Whenever they captured enemies, they would either murder them or make them slaves.

### The Assyrian Kingdom

Captured cities were plundered and looted. Citizens of conquered cities were required to pay taxes and **tribute** to the Assyrians. The Assyrians built forts close to these cities, and a governor was appointed for each fort. The governor reported directly to the king by sending reports by messengers on horseback—the first mail delivery service.

However, the kingdom became too large to maintain. There were too few soldiers, so mercenaries were hired to serve in the army. A **mercenary** is a foreign soldier hired by another country to fight in its army. Eventually, the Assyrians were vanquished by the Medes, Chaldeans, and the Babylonians. The capital city of **Nineveh** was razed.

### ASSYRIAN CIVILIZATION AT A GLANCE

**WHERE:** Northern Mesopotamia

**WHEN:** 1600 B.C.–612 B.C.

#### ACHIEVEMENTS:

- Created the first library
- Built a system of roads
- Ruled their extended kingdom with appointed governors
- First to develop a standing army
- Developed a mail service

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Knowledge Check

#### Matching

- |                          |  |
|--------------------------|--|
| _____ 1. Mitanni Kingdom | a. a foreign soldier hired by another country to fight in its army                                     |
| _____ 2. standing army   | b. a soldier who returns home and resumes his life when the fighting is over                           |
| _____ 3. citizen-soldier | c. composed of soldiers who choose the army as a career; when they are not fighting, they are training |
| _____ 4. tribute         | d. introduced trained horses and chariots to the Mesopotamian region                                   |
| _____ 5. mercenary       | e. payment that conquered people were required to pay to the conquerors                                |

#### Multiple Choice

6. What was the name of Assyria’s original capital?
 

|            |            |
|------------|------------|
| a. Nineveh | b. Babylon |
| c. Ur      | d. Ashur   |
  
7. How did the governors send reports to the king?
 

|                    |                                |
|--------------------|--------------------------------|
| a. carrier pigeons | b. messengers on horseback     |
| c. smoke signals   | d. messages floated down river |
  
8. Of what material were the Assyrians’ weapons made?
 

|           |           |
|-----------|-----------|
| a. iron   | b. stone  |
| c. bronze | d. copper |

#### Constructed Response

9. Compare the Assyrian lands with Babylonia. Use details from the reading selection to help support your answer.

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## Answer Keys

### The Fertile Crescent: Knowledge Check (p. 3)

#### Matching

1. c 2. b 3. e 4. a  
5. d

#### Multiple Choice

6. b 7. c 8. a 9. c

#### Constructed Response

10. The people in the Fertile Crescent began to trade excess crops and animals with others. They needed to develop a written language to keep records. They developed laws, mathematics, agriculture, and medicine. The population grew, and they had to find ways to live close to one another.

#### Map Follow-Up (p. 4)

Teacher check map. Countries are: Egypt, Israel, Lebanon, Jordan, Saudi Arabia, Syria, Turkey, Iraq, Kuwait, and Iran

### Mesopotamia: Knowledge Check (p. 7)

#### Matching

1. d 2. h 3. g 4. a  
5. c 6. f 7. b 8. e

#### Multiple Choice

9. b 10. a 11. d

#### Constructed Response

12. There was fertile soil in the area around and between the Tigris and Euphrates Rivers. They could grow many different crops. However, they had to learn to build levees and irrigation canals to control the flooding rivers and deal with the hot, dry climate. They could use mud from the rivers for building material. The biggest disadvantage was that the land did not provide any natural protection from invaders. Enemies could attack from any direction.

### Babylonia: Knowledge Check (p. 10)

#### Matching

1. f 2. e 3. c 4. a  
5. b 6. d 7. g

#### Multiple Choice

8. a 9. c

#### Constructed Response

10. The Code was trying to give appropriate punishments for each

crime, instead of sentencing people to death for even minor crimes. "An eye for an eye, and a tooth for a tooth" meant that an equal punishment would be given. The Code also had different levels of punishment depending on the social class of the person wronged.

### The Assyrians: Knowledge Check (p. 12)

#### Matching

1. d 2. c 3. b 4. e  
5. a

#### Multiple Choice

6. d 7. b 8. a

#### Constructed Response

9. The Assyrians were on the upper Tigris River. They did not have to irrigate like in Babylonia. The land received water from the river and from rainfall. There were rocks and stones available for building in Assyria. The disadvantage of Assyria was that the land was harder to cultivate, and they were often attacked by barbarians.

### The Hittites: Knowledge Check (p. 14)

#### Matching

1. c 2. a 3. e 4. f  
5. b 6. d

#### Multiple Choice

7. c 8. b 9. d

#### Constructed Response

10. The Hittite law tried to compensate the person who was wronged. The person who committed the crime would have to pay a fine to the person he injured. This way the injured person received justice and the wrongdoer was not given an extreme punishment.

### Ancient Egypt: Knowledge Check (p. 16)

#### Matching

1. f 2. c 3. d 4. a  
5. e 6. g 7. b

#### Multiple Choice

8. d 9. b 10. a

### Constructed Response

11. The Egyptians believed in life after death. A person's soul would continue to live as long as the body was preserved. They came up with mummification as a way to preserve the body for as long as possible.

### Egypt's Three Kingdoms: Knowledge Check (p. 19)

#### Matching

1. e 2. c 3. a 4. f  
5. b 6. g 7. d

#### Multiple Choice

8. b 9. c 10. a

#### Constructed Response

11. The Pharaoh Menes assigned nomarchs to govern different parts of the kingdom. To communicate with the nomarchs, the Egyptians developed a written language called hieroglyphics. They also created a paper-like material from papyrus reed on which to write. Then the nomarchs gained power and some broke away to establish their own provinces. This broke Egypt into two separate kingdoms for a time.

### China: Knowledge Check (p. 22)

#### Matching

1. a 2. c 3. e 4. f  
5. b 6. h 7. g 8. d

#### Multiple Choice

9. c 10. b 11. a

#### Constructed Response

12. The ancient Chinese believed that when a person died, he or she went to live with Shang Ti. Their dead ancestors then had powers to help them make wise decisions or to punish them. So they wanted to keep their ancestors happy. They worshipped them, built temples for them, and held many celebrations to honor their ancestors.

### The Mongols: Knowledge Check (p. 26)

#### Matching

1. d 2. f 3. e 4. a  
5. c 6. b