



◀ Relief sculpture of Ashurnasirpal II, Assyrian king from 883-859 B.C.E. [Relief created c. 865-860 B.C.E.]

3000 B.C.E. to 500 B.C.E.

Mesopotamia

CHAPTER 2

ASKING ESSENTIAL QUESTIONS

*How does geography influence the way people live?
Why does conflict develop?*

What Will I Learn? I will learn about the rise of the first civilizations in Mesopotamia and the development of empires in the Fertile Crescent.

Why Does It Matter To Me? The people of Mesopotamia built one of the world's first great civilizations. Even though they lived long ago, their life experiences were similar to those of people today. The Mesopotamians planted crops, traded for items they needed, and kept written records about important events, such as marriages and business transactions.

How Will I Know That I Learned It? I will be able to describe the structure of early societies and contributions those societies made in the arts, science, technology, and government.

LESSON 1

The Sumerians

LESSON 2

Mesopotamian Empires



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Using Your Inquiry Journal As you read this chapter and examine the primary sources, use your Inquiry Journal to help you make notes and expand your list of questions. As you gather information, think about how you will answer the Essential Questions above.

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PLACE & TIME Mesopotamia 3000 B.C.E. to 500 B.C.E.

MESOPOTAMIA 3000 B.C.E. to 500 B.C.E.

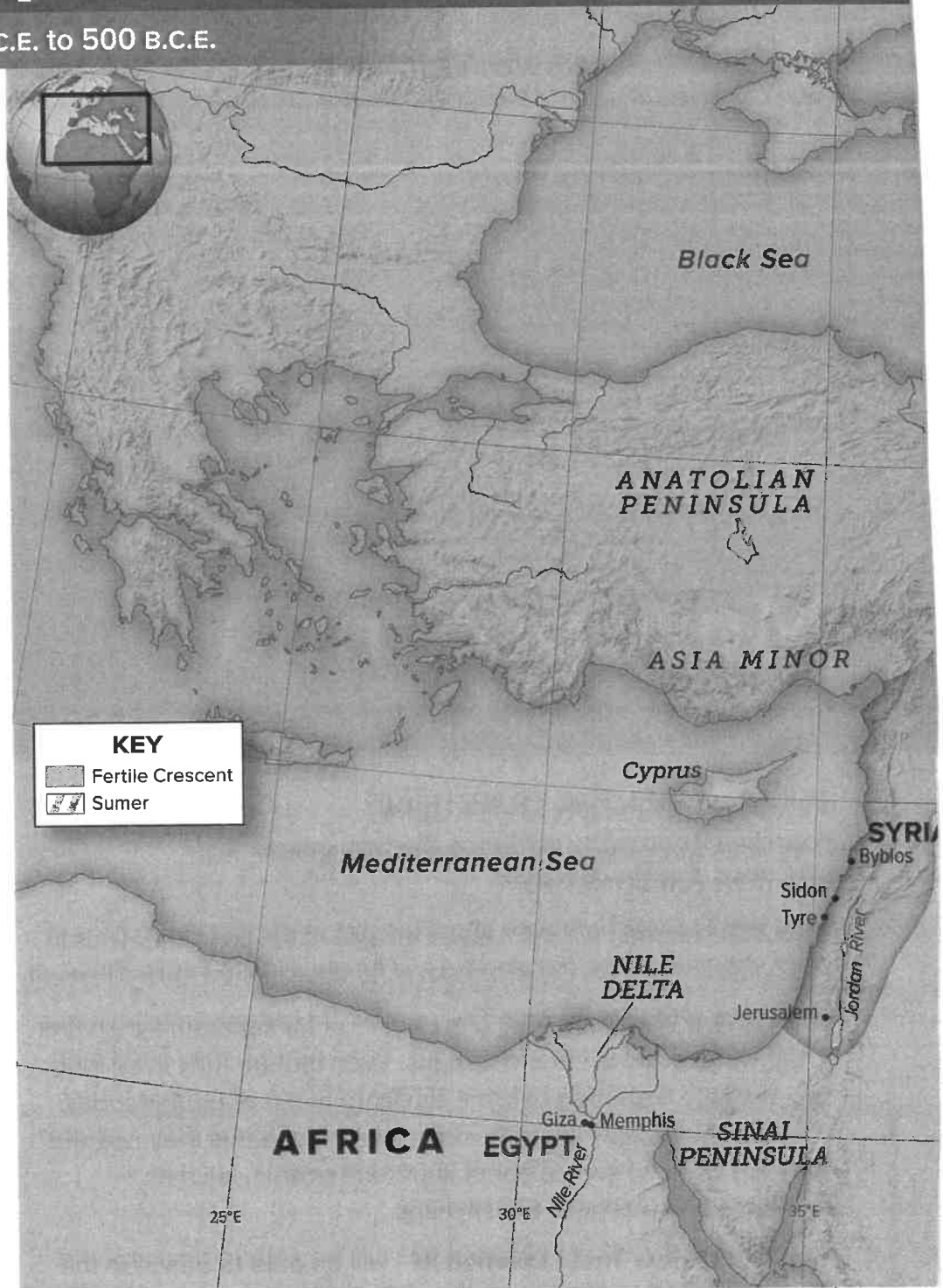
Mesopotamia extended from the Tigris River to the Euphrates River. The Sumerians were the first settlers in the region. They are the people who developed the world's first civilization. Mesopotamia is part of a larger crescent-shaped (curved) region where several civilizations appeared in southwest Asia. This area was called the Fertile Crescent.

STEP INTO THE PLACE

GEOGRAPHIC REASONING

There were many Mesopotamian cities that arose along the Tigris and Euphrates Rivers.

- 1. SPATIAL THINKING** What geographic features separated the western and eastern parts of the Fertile Crescent?
- 2. HUMAN-ENVIRONMENT INTERACTION** Why do you think many cities in Mesopotamia developed near rivers?



STEP INTO THE TIME

UNDERSTANDING CHRONOLOGY Review the time line. How many years did the city-states of Sumer exist before being conquered by Sargon?

MESOPOTAMIA

c. 3200 B.C.E.
Sumerians invent cuneiform writing system

c. 3000 B.C.E.
City-states arise in Sumer

c. 2340 B.C.E.
Sargon conquers Sumer

c. 1792 B.C.E.
Hammurabi becomes king of Babylonian Empire

3000 B.C.E.

2000 B.C.E.

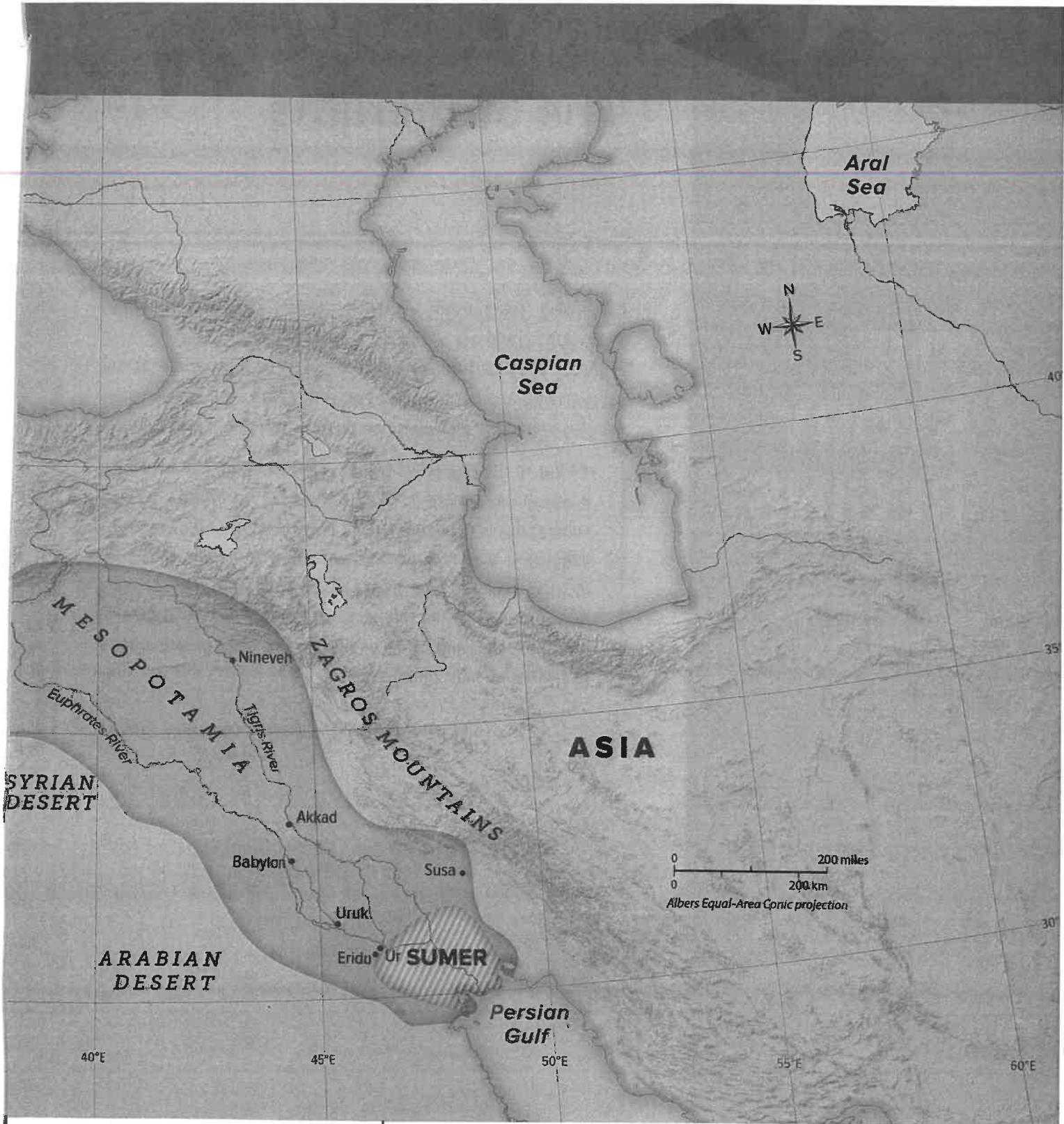
THE WORLD

c. 2700 B.C.E.
Chinese master art of silk weaving

c. 2500 B.C.E.
Settlements develop along Indus River

c. 2340 B.C.E.
Ceramics are produced in Central America

c. 1800 B.C.E.
Egyptians use mathematics for architecture



<p>c. 900 B.C.E. Assyrians control Mesopotamia</p>	<p>c. 612 B.C.E. Chaldeans and Medes capture Nineveh</p>	<p>c. 539 B.C.E. Persians conquer Chaldeans</p>
<p>1000 B.C.E.</p>	<p>800 B.C.E.</p>	<p>600 B.C.E.</p>
<p>c. 1290 B.C.E. Moses is reported to have led Israelites from Egypt</p>	<p>c. 776 B.C.E. Athletes compete in first Olympic Games</p>	

ESSENTIAL QUESTION

How does geography influence the way people live?

THE STORY BEGINS...

LESSON 1

The Sumerians

Exhausted, the farmers continued to dig. Without the canals their crops could not get water. The backbreaking work seemed endless. They had barely finished the dams before the spring rains arrived and the Euphrates River began to rise. Little did the farmers know that historians would later talk about their efforts:

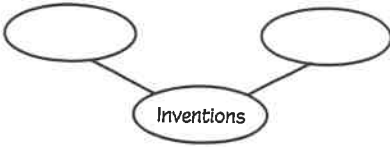
“But to the ingenious inhabitants that made the land what it was in the days of its glory, the seat of the world’s greatest culture, this very phenomenon of the overflow of the Euphrates suggested a remarkable remedy which not only saved the districts near the river from being turned into death-bringing bogs, but caused the otherwise destructive waters to become a veritable blessing, and to make possible a still greater degree of civilization and culture.”

—from *Five Lectures on Cuneiform Discoveries*, 1889 C.E.

PHOTO: Ornik Wheeler/Alamy; TEXT: Phillipson, Rev. Dr. David, 1889, *Five Lectures on Cuneiform Discoveries*, Cincinnati and Chicago: The Bloch Printing Co.



*Harnessing the waters of the Euphrates River was essential to the rise of civilization in Mesopotamia.
[Photo of Southern Iraq, 1978 C.E.]*



ANALYZING KEY IDEAS AND DETAILS

Read closely to identify major inventions of the Sumerians. Use a chart like this one to record the details. Explain how these inventions were important to the success of the Sumerians.

THE FIRST CIVILIZATIONS IN MESOPOTAMIA

GUIDING QUESTION *Why did people settle in Mesopotamia?*

Civilizations first developed about 3000 B.C.E. in the river valleys of Mesopotamia (MEH•suh•puh•TAY•mee•uh), Egypt, India, and China. Throughout history, the need to have water for drinking and growing crops influenced where people settled. Although there were differences among the early civilizations, they were alike in many ways. As these early civilizations developed, people formed social classes. The social class people belonged to partly depended on their occupations. They did specialized types of work. Using improved technology, they made more and better goods. They set up governments to pass laws, defend their land, and carry out large building projects. The people of these civilizations also developed systems of values and beliefs that gave meaning to their lives.

THE TWO RIVERS

Mesopotamia, the earliest known civilization, developed in what is now southern Iraq (ih•RAHK). Mesopotamia means “the land between the rivers” in Greek. The civilization began on the plain between the Tigris (TY•gruhs) and the Euphrates (yu•FRAY•teez) Rivers. These rivers are nearly **parallel** to each other and flow more than 1,000 miles (1,600 km). They run southeast from the mountains of the Anatolian Peninsula, south of the Black Sea, to the Persian (PUR•zhuhn) Gulf.

The land between the Tigris and Euphrates is part of a larger crescent-shaped region that extends from the Mediterranean (mehd•uh•tuh•RAY•nee•uhn) Sea to the Zagros Mountains and the Persian Gulf. This area came to be called the Fertile Crescent because although the surrounding areas had a desert climate, the rivers here provided enough water and nutrients from flooding for the land to be fertile, or capable of growing crops. The Fertile Crescent includes parts of the modern countries of Turkey, Syria, Iraq, Lebanon, Israel, and Jordan.

UNDERSTANDING CRAFT AND STRUCTURE

1. **ANALYZING TEXT** How does the author begin his presentation of the information about the Sumerians?
2. **ANALYZING TEXT** Why do you think the author presents this information before he discusses the civilization of Sumer?

DETERMINING MEANING

What does the word **parallel** mean when giving directions to someone to find a location?

RIVER VALLEYS AS CRADLES OF CIVILIZATION

Like Mesopotamia, all of the world's oldest civilizations developed near river valleys. The Egyptian civilization formed around the Nile River. India's Indus Valley civilization grew up around the Indus River. Finally, the Huang He River valley was home to the earliest civilization in China. All civilizations have similar characteristics. A civilization has: large cities, a form of writing, a government, labor divisions among its workers, trade networks, social classes, art and architectural styles, and often, a common set of religious beliefs.

Irrigation canals, like the one shown here, have helped farmers grow crops in areas that would otherwise be dry and not suitable for farming.



EARLY VALLEY DWELLERS

For thousands of years, clues to Mesopotamia's history lay buried among its ruins and piles of rubble. In the 1800s, archaeologists began to dig up many buildings and artifacts. These finds revealed much about early Mesopotamia.

Historians believe that people first settled Mesopotamia about 7000 B.C.E. The first settlers were hunters and herders. By about 4000 B.C.E., some of these groups had moved to the plain of the Tigris-Euphrates valley. They built villages along the two rivers.

TAMING THE RIVERS

Early Mesopotamian farmers used water from the Tigris and Euphrates Rivers to water their fields. However, the farmers could not always rely on the rivers for their needs. Little or no rain fell in the summer. As a result, the rivers were often low. The farmers did not have enough water to plant crops in the fall.

During the spring harvest, rains and melting snow from the northern mountains caused rivers to overflow their banks. This flooded the plains. Sometimes, unexpected and violent floods swept away crops, homes, and livestock.

Yet farmers in Mesopotamia knew that the floods were also helpful. Flooded rivers were filled with **silt**, or small particles of soil. When the floods ended, silt was left on the banks and plains. The silt proved to be a very good soil for farming.

Over time, people in Mesopotamia learned to build dams to control the seasonal floods. They dug canals that let water flow from a water source to their fields. This method of watering crops is called **irrigation** (IHR•uh•GAY•shuhn). Irrigation let these early farmers grow **surpluses** (SUHR•plus•ehz)—or extra amounts—of food. Farmers stored the surpluses for later use.

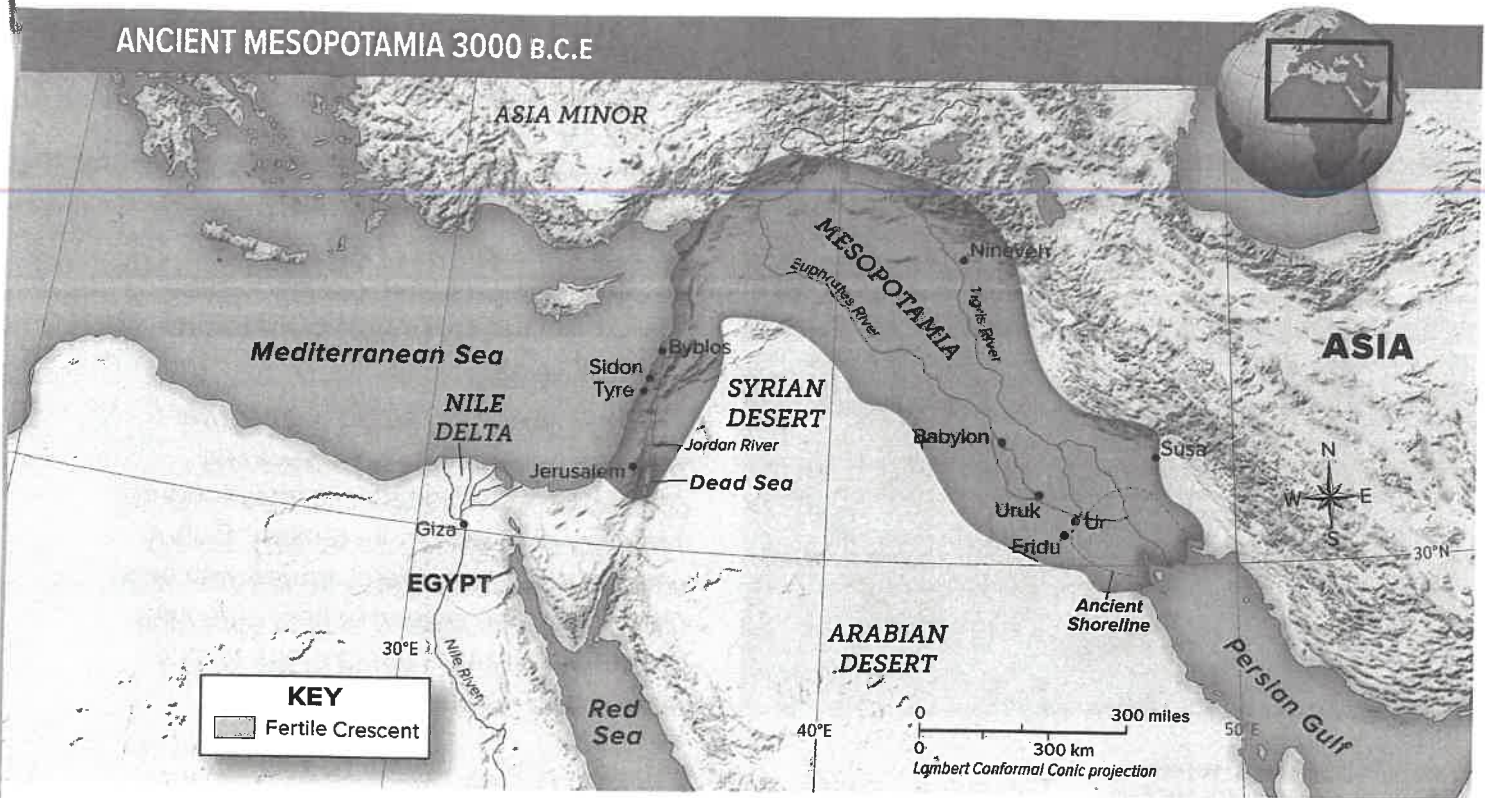
When food was plentiful, not all people needed to farm. Some became artisans, or skilled workers. They specialized in weaving cloth and making pottery, tools, and weapons.

As artisans made more goods, people's lives changed. People began to live together in places that favored trade. Small farming villages grew into cities. By 3000 B.C.E., several cities

developed in Sumer (SOO•mer), a region in southern Mesopotamia. In this way, agricultural advancements led to the diversification that contributed to the growth of the economy, trade, and transportation that eventually allowed Sumer to develop city-states.

CHECKING FOR UNDERSTANDING

1. **USING MAPS** Why was the Fertile Crescent an ideal place for Mesopotamia to develop?
2. **EXPLAINING IDEAS** How did floods sometimes help farmers in Mesopotamia?



SUMER'S CIVILIZATION

GUIDING QUESTION *What was life like in Sumer?*

Sumer's people were known as Sumerians. They built the first cities in Southwest Asia, including Ur (uhr), Uruk (OO-rook), and Eridu (ER-i-doo). These cities became centers of civilization that controlled the lower part of the Tigris and Euphrates valleys.

CITY-STATES ARISE

Sumer's cities were surrounded by mudflats and patches of scorching desert. The harsh landscape made it hard to travel by land and communicate with other groups. This meant that each city was largely cut off from its neighbors.

As a result, Sumerian cities became independent. The people of each city raised their own crops and made their own goods. As the cities grew, they gained political and economic control over the lands around them. By doing this, they formed **city-states**. Each city-state had its own government and was not part of any larger governing state. The population of the city-states ranged from about 5,000 to 20,000 people.

Historians think that each Sumerian city-state was protected by a large city wall. Ruins and artifacts have been found by archaeologists that support this theory. Because stone and wood were in short supply, the Sumerians used mud from the rivers as their main building material. They mixed mud with crushed reeds,



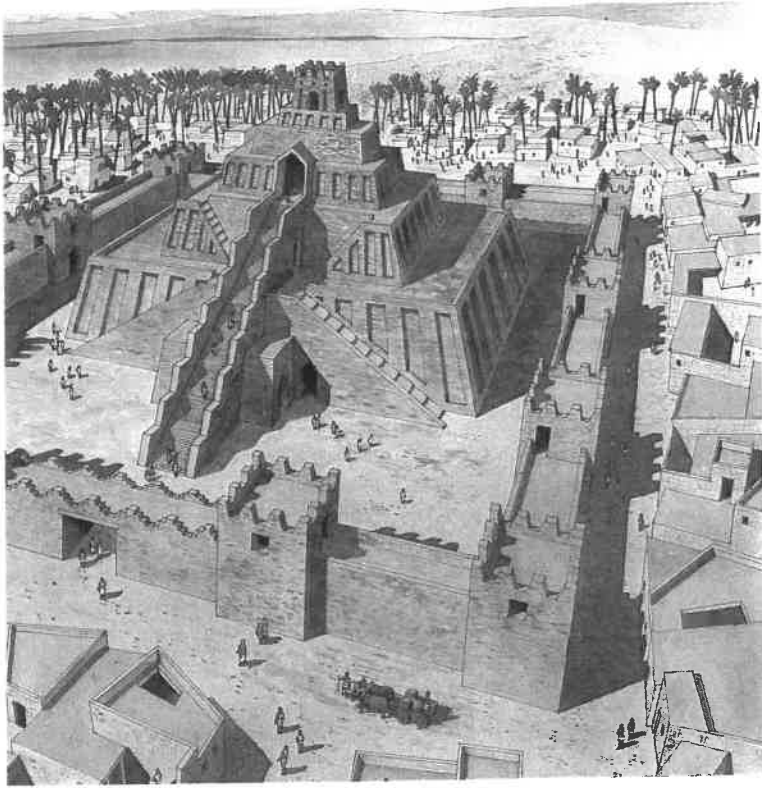
GEOGRAPHIC REASONING

A number of great civilizations developed in Mesopotamia.

- 1. EXPLORING PLACE** What city was located in northern Mesopotamia?
- 2. HUMAN-ENVIRONMENT INTERACTION** Why do you think Mesopotamia was a good location for the growth of civilization?

UNDERSTANDING CRAFT AND STRUCTURE

- 1. DETERMINING THE MEANING** What word in this section best describes the beliefs of the Sumerians?
- 2. DETERMINING THE MEANING** How does the prefix of this word help you remember its definition? What other words can you think of that contain this prefix?



formed bricks, and left them in the sun to dry. The gates of the wall stayed open during the day but were closed at night for protection. The ruler's palace, a large temple, and other public buildings were located in the center of the city. The wealthy lived closest to the city center. Homes of ordinary people were further from the center.

Often, these city-states went to war with one another over resources and political borders. Sometimes, they fought to win glory or to gain more territory. During times of peace, city-states traded with each other. They also agreed to help each other by forming alliances (uh•LY•uhns•uhs) to protect their common interests.

As represented in this modern illustration, the ziggurat was built to be visible throughout the city-state. The walls of the ziggurat enclosed the royal warehouses and the city's treasury.

PREDICTING Why do you think the Sumerians would want the ziggurat to be highly visible?

GODS, PRIESTS, AND KINGS

The Sumerian people worshipped many Gods, a type of belief known as **polytheism** (PAH•lee•thee•ih•zuhm). These multiple Gods played important roles in everyday Sumerian life. The Sumerians thought that some Gods had relationships with the natural world, such as power over the rain or the wind. They also believed that some Gods guided the things that people did, such as plowing or brick-making. They honored whatever God would help their activity. Ordinary people worshipped personal Gods in their homes. They believed these Gods could act on their behalf to give health and protection for their families.

A Sumerian myth describes how the Gods created man:

“When Marduk [God] heard the word of the gods,
His heart prompted him and he devised a cunning plan.
He opened his mouth and unto Ea [God] he spake
That which he had conceived in his heart he imparted unto him:
‘My blood will I take and bone will I fashion
I will make man, that man may...
I will create man who shall inhabit the earth,
That the service of the gods may be established, and that their shrines may
be built.’”

— from *The Enuma Elish*, c. 1100s B.C.E.

Although Sumerians honored all the Gods, each city-state claimed one as its own. To honor its God, a city-state often included a large temple called a **ziggurat** (ZIG•oo•rat). The word *ziggurat*

ANALYZING PRIMARY SOURCES

1. CITING TEXT EVIDENCE

According to the myth, how did Marduk create man?

2. ANALYZING How does Marduk foresee man honoring the Gods?

means “to rise high” in the ancient Akkadian (uh•KAY•dee•uhn) language. The very top of the ziggurat was a holy place. It was the God’s home, and only special priests were allowed to go there. In the early days, priests of the ziggurat ruled the city-states. Groups of important men helped them govern. Later, Sumerian city-states became monarchies.

Sumerian kings rose to power after 3600 B.C.E. These kings claimed they received power to rule their kingdoms from the city’s Gods. The first kings were most likely war heroes. Over time, their rule became hereditary. This meant that after a king died, his child took over, usually a son. In most cases, the wives of kings did not have political power. However, some controlled their own lands.

SOCIAL GROUPS

People in Sumer were organized into social classes. Generally, people remained in the social class into which they were born. Kings, priests, warriors, and government officials belonged to the upper class. The middle class **consisted** of merchants, farmers, fishers, and artisans. The middle class was Sumer’s largest social group. Enslaved people made up Sumer’s lowest class. Most of these workers had been captured in war. Also, criminals and people who could not pay their debts often were enslaved. Enslaved men and women worked for the upper class.

Mesopotamian society was a **patriarchy**, or a society dominated by men. Women and men had different roles. The basic unit of society was the family. Men were the head of the home. Boys went to school and were trained for a specific job. Sumerian women ran the home, taught their daughters to do the same, and cared for the children. Women had a few civil rights. Some owned businesses.

Sumerians needed materials for building and making tools. They sailed to other lands to trade for wood logs to take home. [Relief c. 700s B.C.E.]





Sumerian artisans produced a variety of goods, including jewelry. This piece from Ur, c. 2000s B.C.E., is made of gold and lapis lazuli.

Noblewomen sometimes managed estates and advised kings and their governments. One Sumerian king, Sargon, even made his daughter the high priestess of the moon God. Sumerian law required parents to care for their children. The law also required adult children to care for their parents if their parents needed help.

FARMERS AND TRADERS

If you lived in Sumer, you were most likely a farmer. Each farmer had a plot of land located in the area around a city-state. Dams and waterways ran through this farmland. Wheat, barley, and dates were the major crops. Farmers also raised sheep, goats, and pigs. Agriculture flourished in Sumer, which led to economic growth and increased trade.

Trade was another key part of Sumer's economy. The Sumerians did not have some of the minerals and goods that they needed. For example, even though many Sumerians were skilled in metallurgy, or the science of extracting and using metals, they had to trade with other peoples to obtain most of their metals. Trade routes linked Sumer to places as far away as India and Egypt.

Sumerian merchants went to other lands. They traded wheat, barley, and tools for timber, minerals, and metals including copper, silver, and tin. The minerals and metals were then used to make tools, jewelry, or other decorative objects. Production of agricultural tools, such as sickles for cutting grain, helped farmers become more productive. For jewelry making, Sumerians valued a red stone called carnelian from India's Indus Valley. They also imported a blue stone known as lapis lazuli from what is now Afghanistan. Lapis lazuli was a prized material for decorating temples and precious objects. Traders returned with iron and silver from present-day Turkey. The effect of agriculture, economic growth, and trade helped to speed the development of Sumer's city-states.

CHECKING FOR UNDERSTANDING

1. **IDENTIFYING PATTERNS** Why did Sumerian cities become independent?
2. **EXPLAINING ISSUES** Explain the role of Gods and priests in Sumer.

ANALYZING KEY IDEAS AND DETAILS

1. **ANALYZING IDEAS** Explain the meaning of the phrase "cradle of civilization" when referencing Mesopotamia.
2. **ANALYZING TEXT** What might you expect the author to discuss next in the narrative? What topic does he discuss next? Why do you think he discusses this information?

SUMERIAN CONTRIBUTIONS

GUIDING QUESTION *What ideas and inventions did Sumerians pass on to other civilizations?*

The Sumerians created the first civilization that had a great influence on history. Later civilizations copied and improved many of the ideas and inventions that began in Sumer. As a result, Mesopotamia has been called the "cradle of civilization." It was the beginning of organized human society.

WRITING

Of all the contributions made by Sumerians to the world, writing is perhaps the most important. The writing system they developed was the earliest known system in the world. Writing was a way for Sumerians to keep records of their lives and their history. Writing was also a way to share information. They could pass on their ideas to later generations.

Sumerians created a way of writing called **cuneiform** (kyoo•NEE•uh•FAWRM). The cuneiform writing system was made up of about 1,200 different characters. Characters represented such things as names, physical objects, and numbers. Cuneiform was written by cutting wedge-shaped marks into damp clay with a sharp reed. The name *cuneiform* comes from a Latin word meaning “wedge.” Sumerians wrote on clay because they did not have paper. Archaeologists have found cuneiform tablets that have provided important information about Mesopotamian history.

Only a few people—mostly boys from wealthy families—learned how to read and write cuneiform. After years of training, some students became **scribes** (SKRYBS), or official record keepers. Scribes wrote documents that recorded much of the everyday life in Mesopotamia, including court records, marriage contracts, business dealings, and important events. Some scribes were judges and government officials.

Sumerians told stories orally for centuries. Their language was spoken in Mesopotamia until about 2000 B.C.E. The Sumerian language is not related to any other language. It was replaced by the Semitic Akkadian language, but its written form continued to be used. After developing writing, Sumerians were able to record their stories. Their tales praised the Gods and warriors for doing great deeds. The world’s oldest known story is from Sumer. Written more than 4,000 years ago and still studied today, this story is called the *Epic of Gilgamesh* (GIHL•guh•MEHSH). An **epic** is a long poem that tells the story of a hero.

AGRICULTURAL ADVANCEMENTS

The people of Mesopotamia also made many useful inventions. Many of these inventions led to new developments in agriculture, military, trade, and the arts. For example, the Sumerians were the first people to use the wheel. The earliest wheels were solid wood circles made from carved boards that were clamped together. A Sumerian illustration from about 3500 B.C.E. shows a wheeled vehicle. They built the first carts, which were pulled by donkeys. These carts made planting and harvesting less difficult and farmers more productive. Also, the wheel was used in the development of the chariot. Like the wheel, other Sumerian inventions would have multiple uses.

MAKING CONNECTIONS ACROSS CULTURES

FORMS OF WRITING

Cuneiform and hieroglyphics were forms of writing, not languages. They were pictorial representations of objects. The Phoenicians were the first people to develop a form of writing based on the sound of the word. Only consonants were identified: vowels were not included in the word, and their sounds were expected to be understood by the reader. The Romans continued to change the Greek alphabet letters so that they could be written in Latin. It was the Roman alphabet that spread throughout Europe and became the version used for writing.



Sumerian writing etched on stone (c. 2600 B.C.E.) has been found by archaeologists.



This Royal Standard of Ur—the royal design—shows scenes of everyday life in Sumer. [created c. 2600–2400 B.C.E.]

INTEGRATING VISUAL

INFORMATION Which methods of travel are shown on this standard?

Other Sumerian inventions would improve agriculture and daily life. For river travel, Sumerians developed the sail, which improved the speed of exchanged agricultural goods. They invented a wooden plow to help farmers expand to new fields. Around 2000 B.C.E., the seed drill was invented in Babylon to help farmers sow crops. With it, early farmers were able to plant more seed over a larger area of land. Additional seed, labor (relying on enslaved people and animals), and land meant the size of their farms and the amount of crops increased.

TECHNOLOGY AND MATHEMATICS

Artisans made the potter's wheel, which helped to shape clay into bowls and jars. Sumerians, using metallurgy, were also the first to make bronze out of copper and tin. They used bronze to craft stronger tools, weapons, and jewelry. These inventions and improved transportation encouraged economic growth and allowed city-states to flourish.

The Sumerians also studied mathematics and astronomy. They used geometry to measure the size of fields and to plan buildings. They created a place-value system of numbers based on 60. They also devised tables for calculating division and multiplication. The 60-minute hour, 60-second minute, and 360-degree circle we use today are ideas that came from the Sumerians. Sumerians watched the positions of the stars. It showed them the best times to plant crops and to hold religious ceremonies. They also made a 12-month calendar based on the cycles of the moon.

✓ CHECKING FOR UNDERSTANDING

- 1. EXPLAINING IDEAS** Why did the Sumerians invent a writing system?
- 2. EXPLAINING EFFECTS** Create a chart listing the inventions of the Sumerians. Organize your chart by type of invention—mathematics, astronomy, transportation. Be sure to describe how each invention improved life in Sumer.

LESSON 1 REVIEW AND ACTIVITIES

Time and Place

- 1. DISTINGUISHING CAUSE AND EFFECT** Explain the relationship between the use of irrigation, surpluses of extra food, and specialized work in Mesopotamia.

Building History-Social Science Analysis Skills

- 2. ORGANIZING INFORMATION** How were the social classes of Sumer organized?
- 3. CONTRASTING** How did the roles of men and women in Sumerian society differ?
- 4. SUMMARIZING** How was trading important to the Sumerian economy?

Writing About History

- 5. ARGUMENTATIVE WRITING** Sumerians developed many inventions. Choose the invention that you think is the most significant and explain why you made this choice.

Collaboration

- 6. PRESENTING** Work with a partner to identify and describe the characteristics of Sumerian city-states. Then conduct research to help you compare these ancient cities to modern cities in the United States. Gather your conclusions and create a slide show presentation to share your findings with the class.



Include this lesson's information in your Foldable®.

EPIC OF GILGAMESH

PURPOSE: This excerpt from the *Epic of Gilgamesh* allows students to relate to the history of Mesopotamia by identifying common themes such as friendship and fear in literature from the time period.

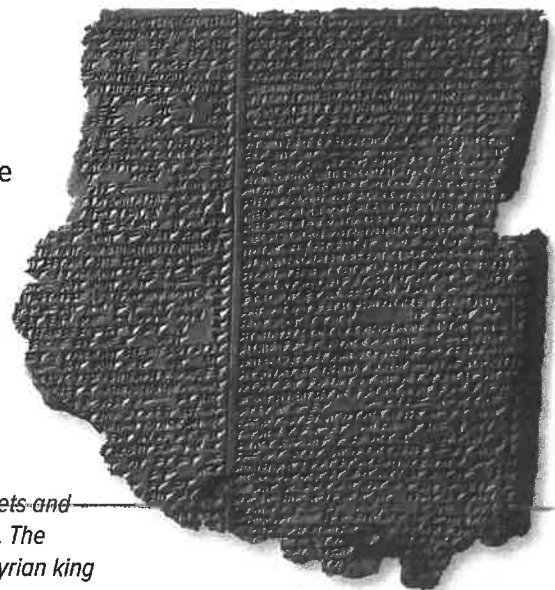
BACKGROUND INFORMATION An epic is a long, narrative poem which tells the story of a hero. The *Epic of Gilgamesh* is the oldest written epic. Gilgamesh ruled Uruk in southern Mesopotamia sometime around 2000 B.C.E. According to mythology, he was a God and a human. It is believed that Gilgamesh was a harsh ruler until his friendship with Enkidu (EN-kee-doo) taught him to be fair and kind. In this epic poem, Gilgamesh faces many challenges. He suffers many losses and must confront his biggest fear: death. Eventually, Gilgamesh learns he cannot avoid death.

Explore the Text

The Scene: Two friends are on a journey to reach the remote cedar forest in Mesopotamia about 2000 B.C.E.

The Characters: Gilgamesh, ruler of Uruk, and his friend Enkidu are on a journey to kill Humbaba, the guardian of the cedar forest.

The Plot: This excerpt tells the story of when Gilgamesh and his friend, Enkidu, decide to become heroes. They set out to kill Humbaba (hum-BAH-bah), a monstrous giant who ruled the cedar forest where Gods lived. Humbaba has the face of a lion and his breath ignites fire, while his roar unleashes floods.



The Gilgamesh epic was written on 12 tablets and discovered in Nineveh, in present-day Iraq. The tablets were found in the library of the Assyrian king Ashurbanipal (ah-shur-BAH-nuh-puhl), who reigned 668–627 B.C.E.

THE WORLD'S LITERATURE



Gilgamesh is believed to have ruled c. 2000 B.C.E. [Statue, c. 700s B.C.E.]

CITING TEXT EVIDENCE

What sentences from the excerpt mention death. How many times is death mentioned?

Enkidu was afraid of the forest of Humbaba
And urged him [Gilgamesh] not to go, but he
Was not as strong as Gilgamesh in argument,

And they were friends:
They had embraced¹ and made their vow
To stay together always,
No matter what the obstacle.²
Enkidu tried to hold his fear . . .

Don't be afraid, said Gilgamesh.
We are together. There is nothing
We should fear.

I learned, Enkidu said, when I lived
With the animals never to go down
Into that forest. I learned that there is death
In Humbaba. Why do you want
To raise his [Humbaba's] anger? . . .

After three days they reached the edge
Of the forest where Humbaba's watchman stood.
Suddenly it was Gilgamesh who was afraid,
Enkidu . . . reminded him to be fearless.
The watchman sounded his warning to Humbaba.
The two friends moved slowly toward the forest gate.

When Enkidu touched the gate his hand felt numb,
He could not move his fingers or his wrist,
His face turned pale like someone's witnessing a death[.]

He tried to ask his friend for help
Whom he had just encouraged to move on,
But he could only stutter³ and hold out
His paralyzed hand.

—from *Gilgamesh: A Verse Narrative*, tr. Herbert Mason

¹*embrace*: to hug with the arms around.

²*obstacle*: something that stands in the way

³*stutter*: an uneven repetition of sounds and words

Text-Based Discussion

- 1. DETERMINING CENTRAL IDEAS** How do you know that Gilgamesh and Enkidu are friends?
- 2. ANALYZING TEXT** Do you think Enkidu gets past the forest gate? Use a sentence or two from the excerpt to support your answer.

Essential Question

Why does conflict develop?

THE STORY BEGINS...

LESSON 2

Mesopotamian Empires

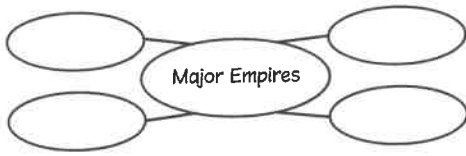
Brushing the dirt from the sculpture on the palace wall at Nineveh, Austen Henry Layard knew he would remember this moment forever. As he gazed at the nearly 2,500 year old sculpture, he could almost hear the beating of the horse's hooves on the dirt as they heaved the chariot past the lion. The king's face was full of determination as he drew his bow. Layard would later write:

“ The most remarkable of the sculptures hitherto discovered was the lion hunt; which, from the knowledge of art displayed in the treatment and composition, the correct and effective delineation of the men and animals, the spirit of the grouping, and its extraordinary preservation, is probably the finest specimen of Assyrian art in existence. ”

—British archaeologist Austen Henry Layard, ESQ.,
Nineveh and Its Remains, 1849 C.E.



This relief showing the Assyrian king Ashurnasirpal II during a ceremonial lion hunt is from his palace at Nineveh. [c. 865–860 B.C.E.]



ANALYZING KEY IDEAS AND DETAILS

Read closely to identify and describe the major Mesopotamian empires from this lesson. Use a chart like this one to organize the information. Cite text evidence to show the differences among empires.

UNDERSTANDING CRAFT AND STRUCTURE

1. ANALYZING TEXT

PRESENTATION Why did empires emerge beginning about 2400 B.C.E.?

2. IDENTIFYING STEPS Create a graphic organizer that shows the cause-and-effect relationship of empire growth described in this section.

DETERMINING MEANING

How is an **empire** different from a city-state?

THE FIRST EMPIRES

GUIDING QUESTION *How did Mesopotamia's first empires develop?*

By 2400 B.C.E., Sumer's city-states were weakened by conflict. As the strength of Sumer faded, powerful kingdoms arose in northern Mesopotamia and in neighboring Syria. Seeking new lands, rulers of these kingdoms built empires. An **empire** (EHM•PYR) is a group of many different lands under one ruler. Through conquest and trade, these empires spread their cultures over a wide region.

WHO WAS SARGON?

The kingdom of Akkad (AK•ad) developed in northern Mesopotamia. Sargon (SAHR•GAHN) was an ambitious leader who ruled the people of Akkad, known as Akkadians (uh•KAY•dee•uhnz). About 2340 B.C.E., Sargon moved his well-trained armies south. He conquered the remaining Sumerian city-states one by one. Sargon united the conquered territory with Akkad and became known as the king of Sumer and Akkad. In doing so, he formed the world's first empire. Eventually, Sargon

BIOGRAPHY

SARGON (c. 2300 B.C.E.)

What king created the world's first empire? Sargon united Akkad with Sumer in the region between the Tigris and Euphrates Rivers. Sargon's Akkadian name, Sharrum-kin, means "the true king."

Under Sargon's rule, the cultures of Akkad and Sumer mixed. The people of Mesopotamia spoke the Akkadian language, but they wrote in Sumerian cuneiform. They also worshipped Sumerian Gods. Sargon's empire grew wealthy through its many trade routes. [Bronze statue of Sargon, c. 2300 B.C.E.]

EXPLAINING What made Sargon a "true king"?



Interfoto Scans/agefotostock

extended this empire to include all of the peoples of Mesopotamia. His Mesopotamian empire lasted for more than 200 years before invaders conquered it.

WHO WAS HAMMURABI?

A people called the Amorites lived in the region west of Mesopotamia. In the 1800s B.C.E., they conquered Mesopotamia and built their own cities. Babylon (BA•buh•luhn) was the grandest of these cities. It was located on the eastern bank of the Euphrates River in what is now Iraq. Around 1792 B.C.E., the Babylonian king, Hammurabi (HA•muh•RAH•bee), began conquering cities controlled by the Amorites to the north and south. By adding these lands, he created the Babylonian Empire. This new empire stretched north from the Persian Gulf through the Tigris-Euphrates valley and west to the Mediterranean Sea.

HAMMURABI'S CODE

Hammurabi was thought to be a just ruler. He is best known for creating a set of laws for his empire. He posted this law **code** for all to read. The code dealt with crimes, farming, business, marriage, and the family—almost every area of life. The code listed a punishment for each crime. It was effective during Hammurabi's reign. The code also had impact in that it helped establish order between the various groups Hammurabi had conquered.

The Code of Hammurabi was stricter than the old Sumerian laws. The code demanded what became known as “an eye for an eye, and a tooth for a tooth.” This means that the punishment for a crime should match the seriousness of the crime. It was meant to limit punishment and do away with blood feuds.

“ If a shepherd, without the permission of the owner of the field, and without the knowledge of the owner of the sheep, lets the sheep into a field to graze, then the owner of the field shall harvest his crop, and the shepherd, who has pastured his flock there without permission of the owner of the field, shall pay to the owner twenty gur of corn for every ten gan. ”

—from *The Code of Hammurabi*, c. 1700s B.C.E.

The code also protected the less powerful. For example, it protected wives from abuse by their husbands. Hammurabi's Code influenced later law codes, such as those of Greece and Rome.

CHECKING FOR UNDERSTANDING

1. **DETERMINING MEANING** Explain the difference between a city-state and an empire.
2. **EXPLAINING** How was Sargon important to the formation of the first empire?

CITIZENSHIP

APPLYING VALUES AND DEMOCRATIC PRINCIPLES

Hammurabi's Code is one of the earliest written law codes to support the principle that a person is innocent until proven guilty. According to this principle, it is the responsibility of the person accusing another person of a crime to produce evidence that the accused is guilty “beyond a reasonable doubt.” In the United States, this belief is the foundation of the criminal justice system. In Hammurabi's Code, the principle of innocent until proven guilty was so important that if a person accused another of a crime without providing evidence of guilt, the accuser was to be put to death.

ANALYZING PRIMARY SOURCES

1. DRAWING CONCLUSIONS

How is the concept of “eye for an eye, tooth for a tooth” demonstrated in this law?

2. ANALYZING POINT OF VIEW

Why do you think Hammurabi thought it important to create laws that addressed farming?

UNDERSTANDING CRAFT AND STRUCTURE

1. DETERMINING CENTRAL IDEAS

Using the section headings as clues, what adjectives could be used to describe the Assyrian Empire?

2. CITING TEXT EVIDENCE

What evidence does the text cite that describes the Assyrian Empire as being efficient?

Hammurabi's Code was carved on stone slabs that were placed where the most people would see them. Sometimes statues like this one were dedicated to King Hammurabi. [Both artifacts, 1700s B.C.E.]

INFERRING Why was displaying the code important for Babylonians?



THE ASSYRIAN EMPIRE

GUIDING QUESTION *How did the Assyrians influence Southwest Asia?*

The Assyrian Empire arose about 1,000 years after the empire of Hammurabi. Assyria (uh•SIHR•ee•uh) was a large empire, extending into four present-day countries: Turkey, Syria, Iran, and Iraq.

The Assyrians built a large and powerful **military** to defend their hills and fertile valleys. Around 900 B.C.E., their army began taking over the rest of Mesopotamia.

THE ASSYRIAN ARMY

The army of Assyria was well trained and disciplined. In battle, the troops numbered around 50,000 soldiers. This army was made up of infantry, or foot soldiers; cavalry, or horse soldiers; and charioteers. The Assyrians fought with slingshots, bows and arrows, swords, and spears.

The Assyrians robbed people, set crops on fire, and destroyed towns and dams. They took **tribute**, or forced payments, from conquered people. The Assyrian army also drove people from their homes. Stories of Assyrian brutality spread. Sometimes people were so afraid of the Assyrians that they would surrender to them without a fight.

One of the key factors in the Assyrian successes was iron weapons. The Hittites (HIH • tyts), a people to the north, had mastered iron production, making iron stronger than tin or copper. The Assyrians learned from Hittite technology.

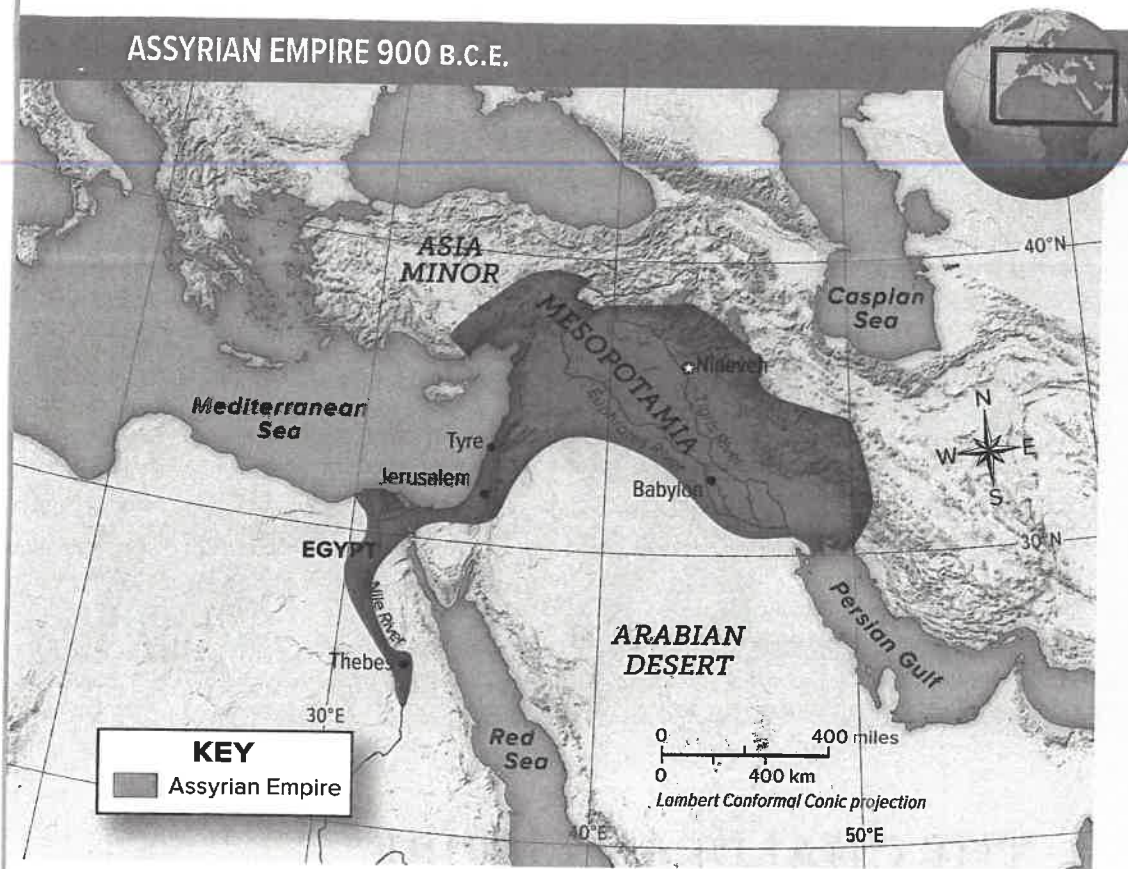
KINGS AND GOVERNMENT

Assyria extended from the Persian Gulf in the east to the Nile River in the west. The capital was located at Nineveh (NIH•nuh•vuh), along the Tigris River.

Assyrian kings had to be powerful leaders to rule such a large area. They divided their empire into **provinces** (PRAH•vuhn•suhs), or political districts. The government built roads that connected these provinces.

The kings chose officials to govern, collect taxes, and carry out the laws in each province. Soldiers stood guard at stations along the roads to protect traders from bandits. Messengers on government business used the stations to rest and change chariot horses.

ASSYRIAN EMPIRE 900 B.C.E.



GEOGRAPHIC REASONING

The Assyrians conquered lands from Mesopotamia to Egypt.

- 1. SPATIAL THINKING** What geographic feature lay to the south of the Assyrian Empire?
- 2. EXPLORING REGION** Several major rivers flowed through the Assyrian Empire. Why were these rivers important?

LIFE IN ASSYRIA

The lives of the Assyrians were built on what they learned from other Mesopotamian peoples. The Assyrians had law codes, but their punishments were harsher. Assyrians based their writing on Babylonian writing. They worshipped many of the same Gods.

Assyrians built large temples and palaces filled with wall carvings and statues. They also wrote and collected stories. An ancient Assyrian king named Ashurbanipal (ah•shur•BAH•nuh•puhl) built one of the world's first libraries in Nineveh. It held 25,000 tablets of stories and songs to the Gods. Historians have learned much about ancient civilizations from this library.

Farming and trade were both important to the Assyrians. They brought in wood and metal from far away to supply their empire with material for building and for making tools and weapons.

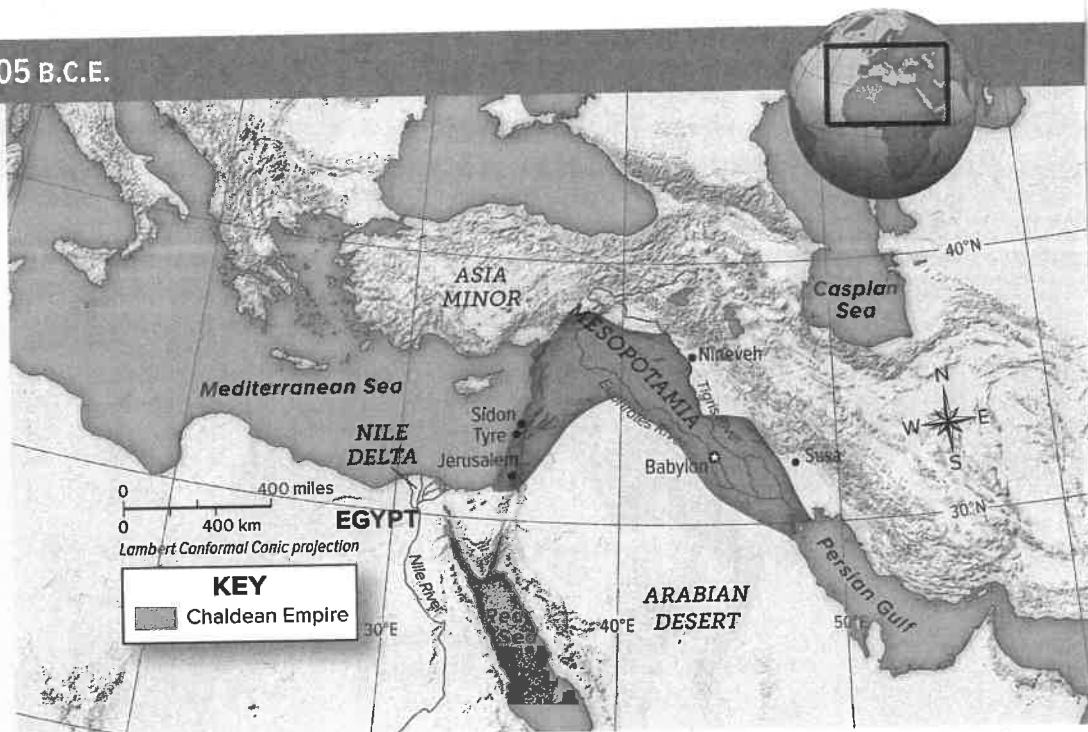
CHECKING FOR UNDERSTANDING

- 1. USING MAPS** Look back at the Assyrian Empire map. Describe the expanse of the empire.
- 2. EXPLAINING CAUSE AND EFFECT** How were the Assyrians able to build such a large empire?

THE CHALDEAN EMPIRE 605 B.C.E.

GEOGRAPHIC REASONING

- 1. SPATIAL THINKING** In which direction would someone travel from Sidon to reach the Persian Gulf?
- 2. INFERRING** Why do you think the Chaldeans became traders?



ANALYZING KEY IDEAS AND DETAILS

- 1. DETERMINING CENTRAL IDEAS** What evidence does the text provide that describes the greatness of Babylon?
- 2. ANALYZING SOURCES** How does the author's description of Babylon support the Greek historian's quote "In magnificence, there is no other city that approaches it"?

THE CHALDEAN EMPIRE

GUIDING QUESTION *Why was Babylon an important city in the ancient world?*

For 300 years, Assyria ruled the area from the Persian Gulf to Egypt. Because they were harsh rulers, people often rebelled. In about 650 B.C.E., fighting broke out over who would be the next Assyrian ruler. With the Assyrians in turmoil, a group of people called the Chaldeans (kal•DEE•uhns) took power.

A NEW EMPIRE

Centuries before, about 1000 B.C.E., the Chaldean people had moved into southern Mesopotamia. At that time, the Assyrians had quickly conquered the Chaldeans' small kingdom. The Chaldeans hated their harsh new rulers and were never completely under Assyrian control.

Years later, when the Assyrians were fighting each other, the Chaldean king Nabopolassar (NAH•buh•puh•LAH•suhr) decided to reclaim his kingdom.

In 627 B.C.E., Nabopolassar led a revolt against the Assyrians. Within a year, he had forced the Assyrians out of Uruk and was crowned king of Babylonia. The Medes, another people in the **region** who wanted to break free from Assyrian rule, joined the Chaldeans. Together, they defeated the Assyrian army. In 612 B.C.E., they captured the Assyrian capital of Nineveh and burned it to the ground. The hated Assyrian Empire quickly crumbled.

Nabopolassar and his son, Nebuchadnezzar (NEH•byuh•kuhd•NEH•zuhr), created a new empire. Most of the Chaldeans were descendants of the Babylonians who made up Hammurabi's empire about 1,200 years earlier. Through conquest, the Chaldeans gained control of almost all of the lands the Assyrians had once ruled. The city of Babylon served as their capital. Because of this, the Chaldean Empire is sometimes called the New Babylonian Empire.



These ruins of the original gardens stand today as a reminder of Babylon's glory.

THE GREATNESS OF BABYLON

King Nebuchadnezzar rebuilt Babylon, making it the largest and richest city in the world. Huge brick walls surrounded the city. Soldiers kept watch in towers that were built into the walls.

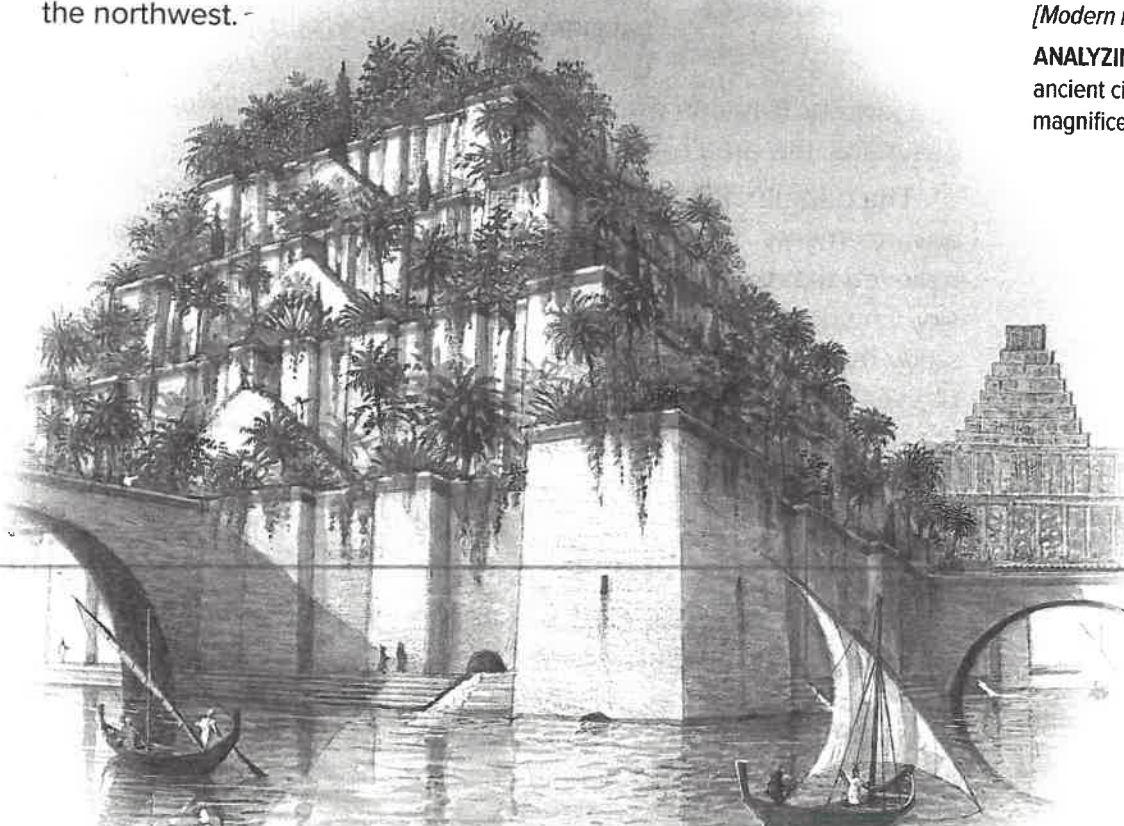
Grand palaces and temples were located in the center of Babylon. A huge ziggurat stood more than 300 feet (92 m) tall. When the sun shone, its gold roof could be seen for miles.

The richness of the ziggurat was equaled by that of the king's palace. The palace had a giant staircase of greenery known as the Hanging Gardens.

Babylon's Hanging Gardens were considered one of the Seven Wonders of the Ancient World. These terraced gardens—built like huge steps—included large trees, masses of flowering vines, and other beautiful plants. A **complex** irrigation system brought water from the Euphrates River to water the gardens. It is believed that Nebuchadnezzar built the gardens to please his wife. She missed the mountains and plants of her homeland in the northwest.

The grand Hanging Gardens of Babylon were watered from the top down using irrigation. Water flowed from one level to the next. [Modern illustration]

ANALYZING Why do you think ancient cities had at least one magnificent building?





*King Nebuchadnezzar in the
Hanging Gardens.
[Illustration 1915 C.E.]*

For his people, Nebuchadnezzar built a beautiful street near the palace that they could visit. It was paved with limestone and marble and was lined with walls of blue glaze tile. Each spring, thousands of people crowded into Babylon to watch a gold statue of the God Marduk (MAHR•dook) as it was wheeled along the street. Chaldeans believed that the ceremony would bring peace and bigger crops to their empire.

The Babylonians built many new canals, making the land even more fertile. To pay for his building projects and to maintain his army, Nebuchadnezzar had to collect very high taxes and tributes. Because his empire stretched as far as Egypt, it had to have an efficient system of government.

One Greek historian in the 400s B.C.E. described the beauty of Babylon. He wrote, “[I]n magnificence there is no other city that approaches to it.” Outside the center of Babylon stood houses and marketplaces. There artisans made pottery, cloth, and baskets. The major trade route between the Persian Gulf and the Mediterranean Sea passed through Babylon. Merchants came to the city in traveling groups called **caravans** (KAR•uh•VANZ). They bought Babylonian goods—pottery, cloth, baskets,

and jewelry. Babylon grew wealthy from this trade; under the Assyrians, the area had been fairly poor.

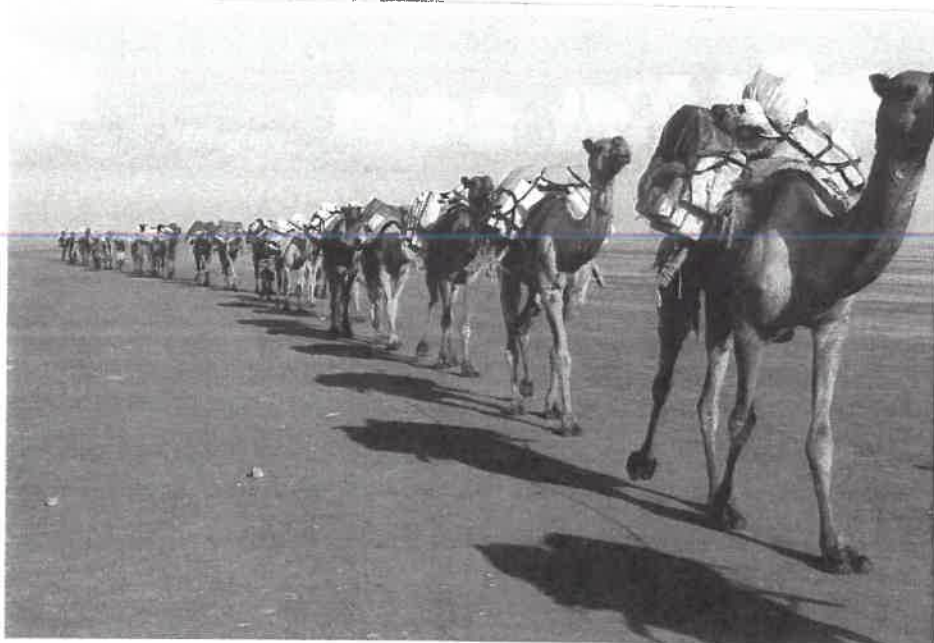
The people of Babylon also made many scientific advancements. The Chaldeans, like other people in Mesopotamia, believed that the Gods showed their plans in the changes in the sky. Chaldean **astronomers** (uh•STRAH•nuh•muhrs)—people who study the heavenly bodies—mapped the stars, the planets, and the phases of the moon as it changed. The Chaldeans invented one of the first sundials to measure time. They also were the first to follow a seven-day week.

THE FALL OF THE EMPIRE

After Nebuchadnezzar died, a series of weak kings ruled the Chaldean Empire. Poor harvests and slow trade further weakened the empire. In 539 B.C.E., the Persians recognized that the Chaldeans had lost their strength and leadership. The

Persians took advantage and captured Babylon and made Mesopotamia part of their empire. However, they allowed their newly captured land to keep its distinct culture. The Persians wisely did not want to destroy all the Chaldeans had accomplished.

The Persian Empire came to dominate Mesopotamia, Persia, and wide areas of southwestern Asia and Egypt beginning c. 500 B.C.E. Over time, the empire was ruled by various groups, including the Achaemenids, Seleucids, Parthians, and Sasanians. Although the names of the empire changed depending on the ruling group, the Persian Empire became the main political and cultural presence in western Asia until c. 630 C.E.



Camels have been called the ships of the desert because they can live in extreme conditions. Merchants traveled to Babylon by camel caravan, such as this, to buy and sell goods.

✓ CHECKING FOR UNDERSTANDING

- 1. IDENTIFYING STEPS** According to the text, what allowed the Chaldeans to retake control of their kingdom?
- 2. EXPLAINING IDEAS** Why is the Chaldean Empire sometimes called the New Babylonian Empire?

LESSON 2 REVIEW AND ACTIVITIES

Time and Place

- 1. THINKING SPATIALLY** The Assyrian Empire and the Chaldean Empire were similar in their geographic expanse, yet only the Chaldean Empire grew wealthy from trade routes passing through Babylon. Why do you think this was so?

Building History-Social Science Analysis Skills

- 2. EXPLAINING** How could caravans passing through Babylon be helped by *astronomers*?
- 3. CONTRASTING** How did Hammurabi's Code differ from earlier Sumerian laws?
- 4. COMPARING** How were the lives of the Assyrians similar to the lives of other Mesopotamian peoples?

Writing About History

- 5. ARGUMENTATIVE WRITING** You live in an area that the Assyrian army is attempting to conquer. Write a speech that you might give to your neighbors to persuade them to either defend themselves or to surrender without a fight.

Collaboration

- 6. USING TECHNOLOGY** Work in a small group to write a script for a documentary about the technological and mathematical contributions made by the Sumerians. Divide your script into two columns. The left column should include the narration for your documentary. The right column should describe the images that will be shown. These images should match with the narration in the left column. Read your script to the class, or, if you have access to a video camera, shoot a short film based on your script.



Include this lesson's information in your Foldable®.

MESOPOTAMIA

The early Sumerian civilizations were home to the first known codes of law in the world. These early law codes influenced later law codes and give an insight into life in Mesopotamia. What do these laws tell you about what early Sumerians found important? How do changes in these law codes reflect changes in Mesopotamian life? How did ancient law codes influence later laws?

VOCABULARY

homicide: murder

shekel: one-quarter ounce

perjurer: someone who lies under oath

scoured: scrubbed

sila: a volume equal to about 1 liter

sars: an area of about 36 square meters

borne: give birth to

dowry: property or money brought by a bride or her family to her husband on their marriage

hewn: chopped or cut

PRIMARY SOURCE: LAW

THE CODE OF UR-NAMMU

The Code of Ur-Nammu, also known as the Code of Shulgi, is the oldest surviving code of laws in the world. The Code was written by Ur-Nammu. He was the king of the Sumerian city Ur from 2047–2030 B.C.E. It shows how the people of Sumer were expected to behave towards one another and the punishments that would follow if the laws were disobeyed.

- “ 1. If a man commits a **homicide**, they shall kill that man.
2. If a man acts lawlessly, they shall kill him.
3. If a man detains (another) that man shall be imprisoned and he shall weigh and deliver 15 **shekels** of silver.
9. If a man divorces his...wife, he shall weigh and deliver [to her] 60 shekels of silver.
13. If a man is accused of sorcery he must undergo ordeal by water; if he is proven innocent, his accuser must pay 3 shekels.
17. If [a slave or] a slave woman...ventures beyond the borders of (his or) her city and a man returns (him or) her, the slave's master shall weigh and deliver [x] shekels of silver to the man who returned (the slave).

18. If [a man] cuts off the foot of [another man...], he shall weigh and deliver 10 shekels of silver.
19. If a man shatters the...bone of another man with a club he shall weigh and deliver 60 shekels of silver.
20. If a man cuts off the nose of another man...he shall weigh and deliver 40 shekels of silver.
22. If [a man knocks out another man's] tooth...he shall weigh and deliver two shekels of silver.
25. If a slave-woman curses...her mistress, they shall scour her mouth with 1 **sila** of salt.
28. If a man presents himself as a witness but is demonstrated to be a **perjurer**, he shall weigh and deliver 15 shekels of silver.
31. If a man floods another man's field, he shall measure and deliver 720 silas of grain per 100 **sars** of field. ”

ANALYZE THE TEXT

1. What types of punishment does the Code of Ur-Nammu call for in most crimes?
2. What does the punishment for enslaved persons tell you about their status in Sumerian society?

PRIMARY SOURCE: LAW

THE CODE OF HAMMURABI

The Code of Hammurabi was written in the 1700s B.C.E., about 300 years after the Code of Ur-Nammu. Hammurabi's Code lists a wide range of crimes and punishments from almost every area of Babylonian life. Some of Hammurabi's Code is similar to the Code of Ur-Nammu, but there are also significant differences in how crimes are punished.

- “ 3. If any one bring an accusation of any crime before the elders, and does not prove what he has charged, he shall, if it be a capital offense charged, be put to death.
- 17. If any one find runaway male or female slaves in the open country and bring them to their masters, the master of the slaves shall pay him two shekels of silver.
- 22. If any one is committing a robbery and is caught, then he shall be put to death.
- 24. If persons are stolen, then shall the community. . . pay one mina of silver to their relatives.
- 55. If any one open his ditches to water his crop, but is careless, and the water flood the field of his neighbor, then he shall pay his neighbor corn for his loss.
- 138. If a man wishes to separate from his wife who has borne him no children, he shall

give her the amount of her purchase money and the **dowry** which she brought from her father's house, and let her go.

- 195. If a son strike his father, his hands shall be **hewn** off.
- 196. If a man put out the eye of another man, his eye shall be put out.
- 197. If he break another man's bone, his bone shall be broken.
- 198. If he put out the eye of a freed man, or break the bone of a freed man, he shall pay one gold mina.
- 199. If he put out the eye of a man's slave, or break the bone of a man's slave, he shall pay one-half of its value.
- 209. If a man strike a free-born woman so that she lose her unborn child, he shall pay ten shekels for her loss.
- 210. If the woman die, his daughter shall be put to death.
- 282. If a slave say to his master: 'You are not my master,' if they convict him his master shall cut off his ear. ”

ANALYZE THE TEXT

- 1. Which crimes listed show the idea of "an eye for an eye, a tooth for a tooth"? Explain.
- 2. From the laws listed above, what can you infer about the structure of Babylonian society during Hammurabi's rule?



MULTIPLE PERSPECTIVES

What was the overall impact of these codes of law on a developing society?

In what way is the Code of Hammurabi similar to the Code Ur-Nammu? How do they differ?

CHAPTER 2 Analysis Skills Activities

Write your answers on a separate piece of paper.

Thinking Like a Historian

1. **IDENTIFYING** What types of archaeological evidence might researchers look for to learn about ancient Mesopotamia? What kind of information would each type of evidence provide?

Understanding Time

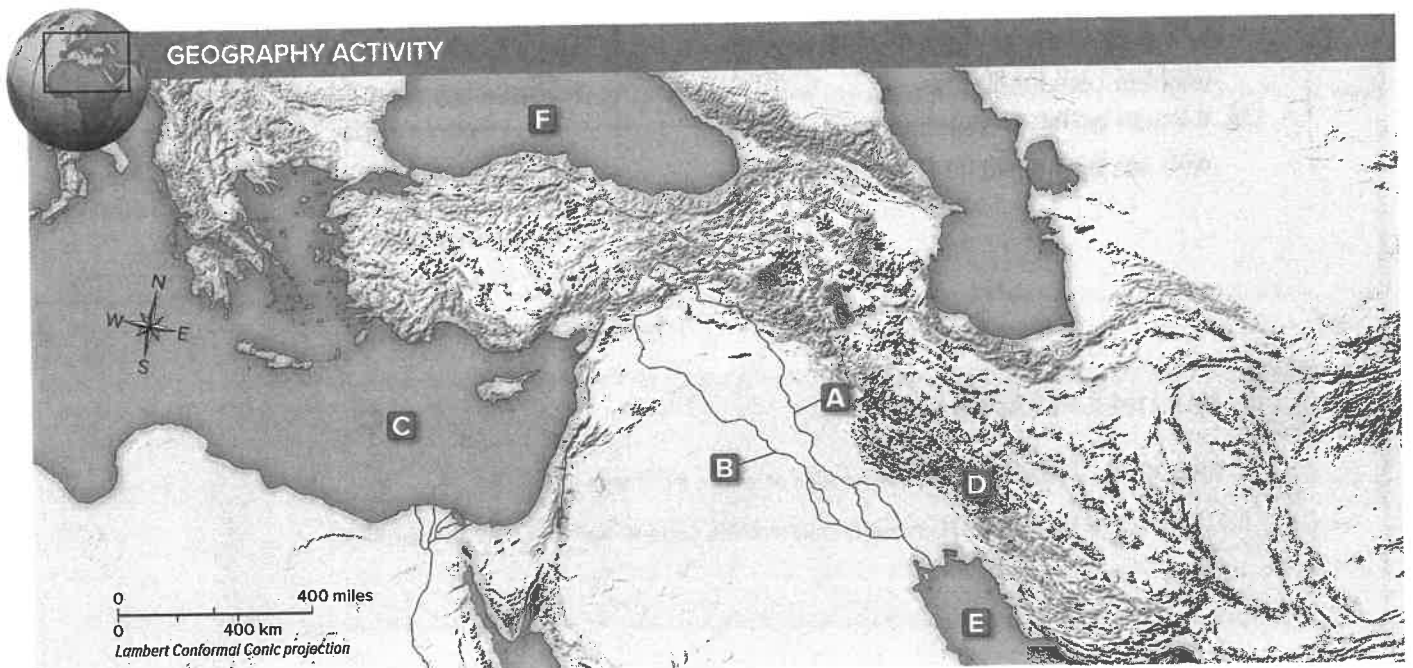
2. **SEQUENCING** Create a time line to arrange the events in the order that they occurred.
 - A. The Assyrian Empire arose about 1,000 years after Hammurabi.
 - B. The Amorites conquered Mesopotamia and built their own cities, including Babylon.
 - C. Mesopotamia developed in what is now southern Iraq.
 - D. Sargon and his armies conquered the remaining Sumerian city-states to form the world's first empire.
 - E. Sumerians built the first cities, which later became independent city-states, in Southwest Asia.
 - F. Nabopolassar leads a revolt against the Assyrians and eventually creates the Chaldean Empire.

Building Citizenship

3. **MAKING CONNECTIONS** The Code of Hammurabi influenced later law codes, such as those of Greece and Rome. Conduct research to learn about how the Code of Hammurabi has influenced law in the United States today. Write a paragraph describing the connection between the two.

Geographic Reasoning

4. **SPATIAL THINKING** Match the letters on the map with the places described below.
 1. The Tigris and Euphrates Rivers empty into this body of water.
 2. A complex irrigation system brought water from this river to water the Hanging Gardens at Babylon.
 3. The Fertile Crescent extended from this body of water in the west to the Persian Gulf.
 4. This body of water is located north of the Fertile Crescent and the Anatolian Peninsula.
 5. This mountain range is located to the east of the Fertile Crescent.
 6. The Assyrian capital of Nineveh was located along this river.



CHAPTER 2 Assessment

Write your answers on a separate piece of paper.

Vocabulary Practice

- 1 Define each of these terms as they relate to Mesopotamia.
 - A. irrigation
 - B. city-state
 - C. scribe
 - D. epic
 - E. empire
 - F. province

Short Answer

- 2 **EXPLAINING** Describe the methods devised by the Mesopotamians to control the flooding of the Tigris and Euphrates Rivers and improve agriculture.
- 3 **EXPLAINING** Why did the Sumerian civilization develop as a number of independent city-states?
- 4 **DESCRIBING** Describe the role of trade in ancient Sumer, including the products and resources that were part of that trade.
- 5 **IDENTIFYING** Identify one important invention that originated in Sumer and describe its uses and/or value.
- 6 **DESCRIBING** Describe the Code of Hammurabi. With what aspects of life did it deal? How did it treat the less powerful segment of society?
- 7 **SUMMARIZING** Describe the extent of the Assyrian Empire. How did the Assyrian leaders successfully rule such a large area?
- 8 **IDENTIFYING** What scientific advancements were made by the Chaldeans?
- 9 **DISTINGUISHING CAUSE AND EFFECT** How did the growth of surplus food in Mesopotamia lead to the development of Sumer's first cities?
- 10 **MAKING CONNECTIONS** How were the Gods worshipped by Sumerians related to everyday life?
- 11 **CONTRASTING** Contrast the social classes that developed in Sumer. What peoples/occupations belonged to each class?
- 12 **EVALUATING EVIDENCE** Do you think the development of writing was important to the success of Sumer as a civilization? Explain your answer.
- 13 **SEQUENCING** Describe, in order, the series of empires that developed in Mesopotamia following Sumer's fade from power.
- 14 **MAKING GENERALIZATIONS** Aside from their military organization and advanced weapons, what generalizations can be made about the reasons for the Assyrian Empire's military successes? Explain the reasoning for your generalization.
- 15 **CONTRASTING** During the Chaldean Empire, why did the city of Babylon grow wealthy? Why do you think this differed from when the Assyrians controlled the area?
- 16 **ANALYZING** Assess the rule of King Nebuchadnezzar of the Chaldean Empire. What were his accomplishments? Which do you consider most important?

Need Extra Help?

If You've Missed Question	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Review Lesson	1,2	1	1	1	1	2	2	2	1	1	1	1	2	2	2	2

CHAPTER 2 Assessment, continued

Write your answers on a separate piece of paper.

Analyzing Primary Sources

The following excerpts are from the prologue and laws of the Code of Hammurabi:

“...then [the gods] Anu and Bel called by name me, Hammurabi, the exalted [glorified] prince, who feared God, to bring about the rule of righteousness [goodness] in the land, to destroy the wicked and the evil-doers; so that the strong should not harm the weak; so that I should rule over the...people..., and enlighten the land, to further the well-being of mankind.

5. If a judge try a case, reach a decision, and present his judgment in writing; if later error shall appear in his decision, and it be through his own fault, then he shall pay twelve times the fine set by him in the case, and he shall be publicly removed from the judge’s bench, and never again shall he sit there to render judgement.

8. If any one steal cattle or sheep... or a pig or a goat, if it belong to a god or to the court, the thief shall pay thirtyfold [thirty times] therefor; if they belonged to a freed man of the king he shall pay tenfold [ten times]; if the thief has nothing with which to pay he shall be put to death.

22. If any one is committing a robbery and is caught, then he shall be put to death.”

—The Code of Hammurabi, c. 1700s B.C.E.

- 17 DETERMINING CENTRAL IDEAS** Which statement best describes Hammurabi’s goal in creating the code as described in the prologue?
- A. to win battles and extend his empire
 - B. to establish a new religion exalting Anu and Bel
 - C. to provide education for the people of his kingdom
 - D. to establish rules to protect the weak and punish the wicked
- 18 ANALYZING** Law number 22 states “If any one is committing a robbery and is caught, then he shall be put to death.” That law can be used as evidence to support which of Hammurabi’s goals from the prologue?
- A. “enlighten the land”
 - B. “the strong should not harm the weak”
 - C. “destroy the wicked and the evil-doers”
 - D. “further the well-being of mankind”

- 19 CITING TEXT EVIDENCE** Which of the following inferences would be supported by the text?
- A. Punishments for crimes were the same for people of all social classes.
 - B. Punishments were different depending on person or group you harmed.
 - C. Rich people did not have to follow the Code of Hammurabi.
 - D. Every offense was punishable by death.

- 20 DETERMINING MEANING** Read the phrase from the excerpt.

“...he shall be publicly removed from the judge’s bench, and never again shall he sit there to render judgement.”

Which of the following words could replace the underlined word in the phrase?

- A. receive
 - B. deliver
 - C. change
 - D. destroy
- 21 ANALYZING TEXT** Read the following sentence from the excerpt.

“...then [the gods] Anu and Bel called by name me, Hammurabi, the exalted [glorified] prince, who feared God, to bring about the rule of righteousness [goodness] in the land...”

Write a brief explanation of how this passage describes where Hammurabi got his authority to make the laws.

Extended Response Essay

- 22 NARRATIVE WRITING** You are a visitor to ancient Mesopotamia who is able to visit Babylon and Sumer. Write a letter home describing the sights of the palaces and several of the advancements those civilizations made to allow great cities to grow.

Need Extra Help?

If You’ve Missed Question	17	18	19	20	21	22
Review Lesson	2	2	2	2	2	1,2