

Name _____ Block _____

Great civilizations



World History
Fall 2016

* ASSYRIANS * CHINEESE * PHOENICIANS * LYDIANS * HEBREWS * CHALDEANS *

* EGYPTIANS * SUMERIANS * BABYLONIANS * PERSIANS * AKKADIANS * HITTITES *



M.A.P. Moment "Guns, Germs, and Steel"

Directions

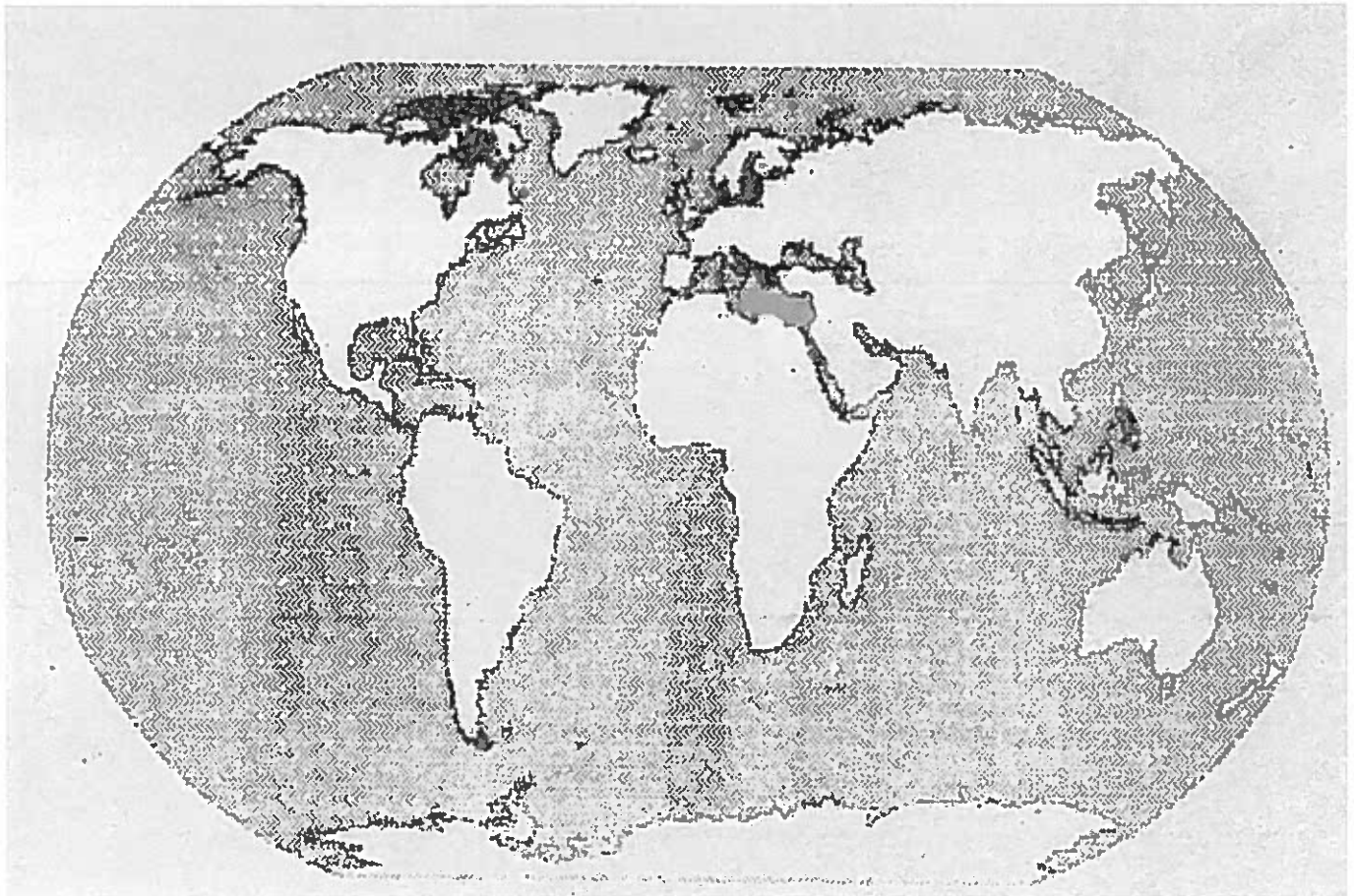
Use the information in your textbook to complete the assigned tasks.

Task #1- Define the following terms below:

- Cultivate-
- Domesticate-

Task #2- Label the following items on the map below:

- Africa
- Europe
- North America
- South America
- Asia
- Australia
- Antarctica
- Equator
- China
- Papua New Guinea
- Egypt
- Atlantic Ocean
- Indian Ocean
- Pacific Ocean
- Arctic Ocean
- Mediterranean Sea



World History

Unit Great Civilizations Day 1 Topic: Agricultural Advantage

Questions answered by notes

How has conquest shaped history?

What are the three major elements that have separated the world's "haves" from the "have nots"

Papua New Guinea (PNG)

- How long have people lived there?
- Problems for people living there?

Yali's Question

- What is cargo?
- Who has traditionally had cargo?

What are Diamond's characteristics of a great civilization?

13,000 years ago

- What two things were happening on our planet?

Agriculture in Papua New Guinea (PNG)

- What tree do people there harvest?
- What are the problems with harvesting it?

Agriculture in the Middle East

- What types of crops did these people grow?
- What made these crops better than those in PNG?

How were people in the Fertile Crescent and modern America lucky compared to those people living in PNG?

Notes

Summary of Notes:

	Were hunter / gatherers	Have had intelligent people	Had adaptable people	Had a storable food supply	Had a large population	Had an agrarian lifestyle	Could have specialists	Developed new technologies
Fertile Crescent								
Modern America								
Papua New Guinea								

Period

Name

P



Student Name _____ Block _____

M.A.P. Moment “Impact of Geography”**Directions**

Use the information in the reading to complete the questions below.

The Nile is the longest river in the world. It begins in Africa and empties into the Mediterranean Sea. About a hundred miles before it reaches the sea, it splits into two branches. This split forms a triangle of land, called a delta. The Nile Delta is called Lower Egypt. The land to the south is called Upper Egypt. The point where the delta splits is called the tip of the delta. The most important cities in Egypt developed at the tip of the delta.

The yearly flooding of the Nile was called the “miracle” of the Nile. Unlike the floods in Mesopotamia, the Nile floods were predictable. When the river flooded, it left a deposit of mud on both sides of the river. This created an area of rich soil. Farmers were able to grow a surplus of food in the Nile Valley. This surplus made Egypt prosperous. The Nile also made it easy to travel throughout the land.

Egypt had natural barriers that protected it from invasion. The barriers were the deserts to the west and east; the Red Sea to the east; the cataracts (rapids) to the south; and the Mediterranean Sea to the north. These barriers and the regularity of the Nile floods made the Egyptian people feel secure. They also had confidence in the stability of things.

RT (Right There) Which three natural (geographic) barriers kept Egypt safe from invaders in ancient times?

TS (Think and Search) List two advantages that farmers living and working in the Nile River Valley had during ancient times?

AY (Author and You) Which factors would have made living in the Nile River Valley at the beginning of the Neolithic Revolution ideal for the people living there?

OYO (On Your Own) If you had lived in the Nile River Valley in ancient times, would you feel superior than those living elsewhere? Explain why or why not.

World History

Unit Great Civilizations Day 2 Topic: The Animal Advantage

Questions answered by notes

What does it mean to cultivate crops/plants?

How have people helped make crops/plants grow bigger and tastier harvests?

China

- Cultivated which high-yield cereal crop?

Papua New Guinea (PNG)

- How long ago did the people of the upland Villages of PNG start farming?
- What is the problem with crops of PNG?

Middle East (Fertile Crescent)

- Starting doing this 9,000 years ago-
- First animals domesticated were-

What animal was basically useless for farming in PNG?

Domestication of Animals

- What type of animals are most useful in farming?
- How has domestication of animals helped people?
- How many animals have been successfully used in farming?
- How many of these animals lived in North Africa, Europe, and Asia?
- How many of these animals lived in PNG?

Looking at the list of animals and their location on the world map, explain why the people in the Middle East were luckier than those living in PNG?

Notes

Summary of Notes: (1-2 sentences)

Period

Name

P



World History

Unit Great Civilizations Day 3 Topic: Who had Geographic Luck?

Questions answered by notes

Farming + Domesticated animals = Permanent villages

- Where do you believe this is most likely to occur?
- What evidence found at the archaeological site of Gware indicated that it was permanent?

Papua New Guinea (PNG)

- Did people there ever develop a food surplus?
- What types of technologies did they develop?
- How does this compare to the Middle East?

Middle East/Fertile Crescent

- How long did these villages survive?
- Why were they abandoned?
- What areas of the planet did they migrate to?
- What geographic factors made them lucky (again)?
- Which great river valley civilization emerged following this migration?

Review

- What does Diamond believe New Guineans would have developed had they had the same advantages as Europeans and Asians?

Do you agree with Jared Diamond when he says of a civilization's ability to gain power, wealth, and strength, "...what's far more important is the hand that the people have been dealt, the raw materials they've had at their disposal." Explain why or why not.

Notes

Summary of Notes: (1-2 sentences)

Period

Name

P

Directions

Look at the Egyptian tomb paintings and read the paragraph below. Then use your own knowledge and the information to do Numbers 1 through 3.



The Greek historian

Herodotus referred to Egypt as "the gift of the Nile."

Annual flooding by the Nile River deposited new, fertile soil on the farmers' fields.

The regularity of this flooding prompted the

Egyptians to create a calendar with 365 days. The consistent northward current and southward winds made the river a reliable transportation

system. The Nile was a major source of water for washing, for drinking, and for irrigating fields. It also

provided reeds and mud for building, and fish for eating.

1 Egypt is called the "gift of the Nile" because the Nile River is

- the origin of the rain forest
- a direct route to the silk trade
- the source of life in the region
- a waterway that was used by Herodotus

2 The Egyptians made a lasting contribution to mathematics through the creation of

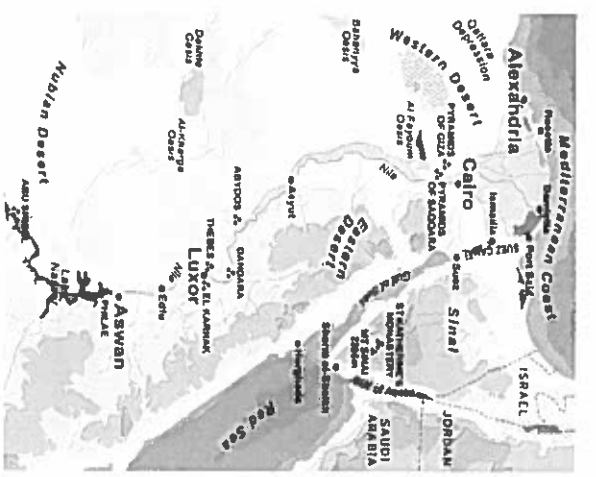
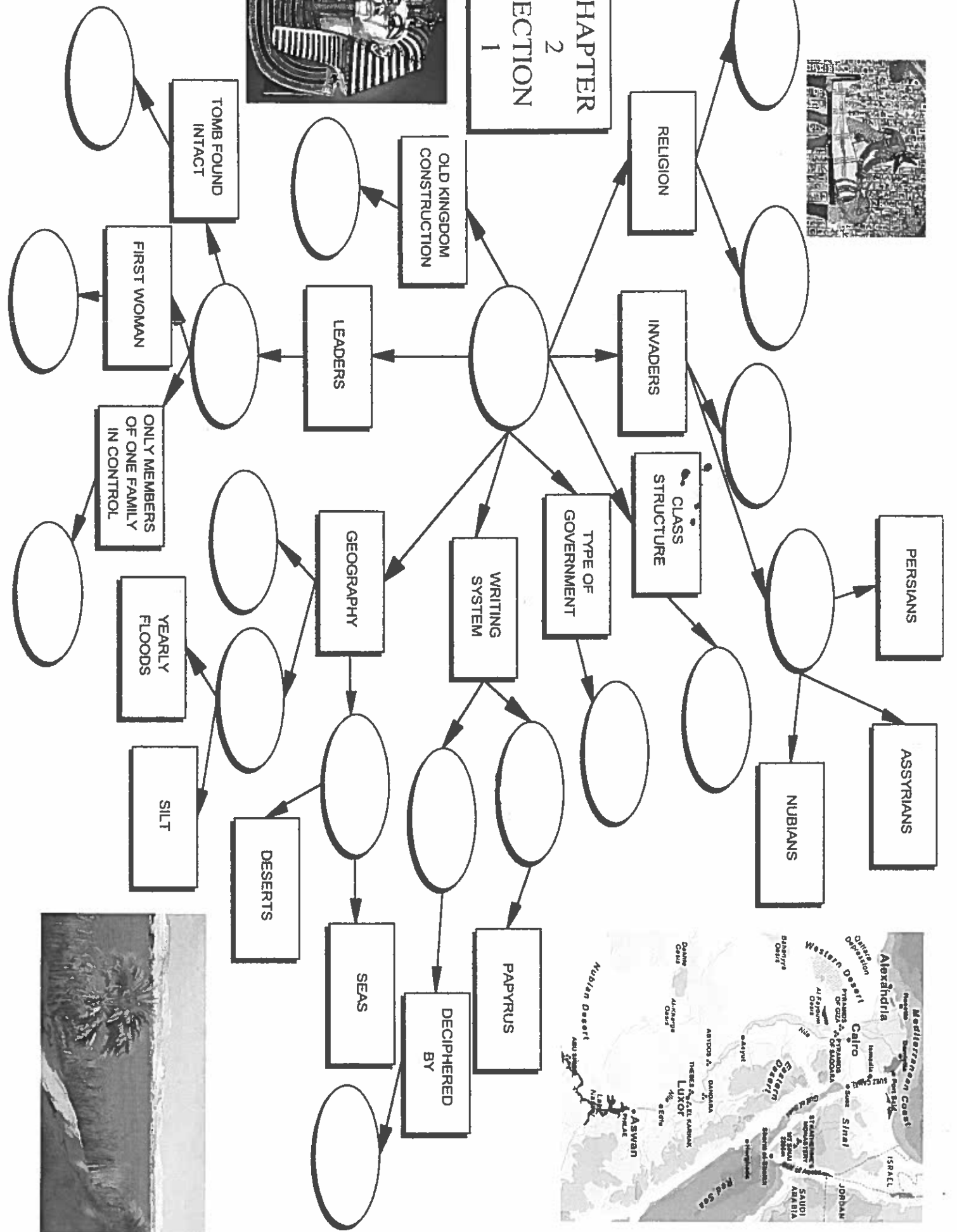
- the abacus
- a calendar
- gunpowder
- porcelain pottery

3 Identify the two gifts of the Nile that produced the results shown in the paintings.

1. _____
2. _____



CHAPTER 2
SECTION 1



Engineering an Empire: Egypt

Choose the best answer to the following questions.

- _____ thousand years ago, Egyptian pharaohs built the oldest dam, greatest city, and tallest building.
 - Four
 - Five
 - Six
 - The Nile River would generally leave it's banks in late
 - June
 - July
 - August
 - This Egyptian capital city was protected by a 49 foot tall dam.
 - Thebes
 - Luxor
 - Memphis
 - Who was the first pharaoh who united Upper and Lower Egypt?
 - Menes
 - Hotepsekhemwy
 - Merneith
 - He (#4) built the first of these but today it has a 110 foot hole in it.
 - Dam
 - Pyramid
 - Canal
 - He (#4) was mauled by this animal after 62 years on the throne.
 - Hippopotamus
 - Cheetah
 - Crocodile
 - These would transport people and goods east and west of the Nile.
 - Aqueducts
 - Highways
 - Canals
 - Early royal tombs which honored pharaohs were called
 - Mustavahs
 - Satalkafrahs
 - Sarcophagus
 - How many pyramids remain standing today?
 - Sixty
 - Seventy
 - Eighty
 - Which pharaoh organized the construction of the 1st stone pyramid?
 - Cambyses
 - Djoser
 - Xerxes
 - What was the name of the engineer which helped design the pyramid?
 - Susa
 - Ecbatana
 - Imhotep
-
- Name _____ Block _____
- Recruits for pyramid construction in this era were given all of the following EXCEPT
 - Tax breaks
 - Beer
 - Women
 - This skill was perfected to extract stone for Djoser's pyramid.
 - Quarrying
 - Smelting
 - Logging
 - The southern border for Egypt under Djoser was
 - Sneferu
 - Aswan
 - Giza
 - The pyramid at Meydum had ___ levels and collapsed outside layer.
 - Four
 - Six
 - Eight
 - At Dashur, a pyramid built on a bad foundation is nicknamed the "_____" pyramid.
 - Crooked
 - Bent
 - Uneven
 - What nearby pyramid was likely the 3rd constructed by Sneferu?
 - Red
 - Blue
 - White
 - What do archaeologists believed were used to place heavy stones on the pyramids?
 - Ramps
 - Pulleys
 - Wheeled carts
 - Pharaoh Sesostris III needed to defeat these Nubian warriors if he wanted to acquire Nubian gold.
 - Kermians
 - Nassers
 - Khufus
 - Super forts such as the one at Buhen can't be visited by archaeologists any longer because they are located in a
 - Desert
 - Lake
 - Burial site
 - Which middle eastern warrior tribe conquered Egypt in the Middle Kingdom?
 - Hyksos
 - Aswans
 - Nubians
 - She ruled as Egypt's pharaoh beginning in 1473 B.C.
 - Thutmose III
 - Hatshepsut
 - Dardanelles

23. Hatshepsut's friend and lover who helped design the temple at Deir el-Bahri was named

- a. Thutmose
- b. Akhetaten
- c. Senenmut

24. These are some of the most stunning artistic achievements of all time.

- a. Mausoleums
- b. Artemisias
- c. Obelisks

25. Amenhotep IV changed his name and moved Egypt's capital to

- a. Artaxerxes
- b. Artemisia
- c. Akhetaten

26. Akhenaten's son Tutankhamen (Tu) came to power at the age of

- a. Nine
- b. Ten
- c. Eleven

27. Seti I designed the most beautiful and elegant ___ in Egypt's history.

- a. Temple
- b. Tower
- c. Tomb

28. Ramesses II would father more than this many children

- a. Twenty
- b. Fifty
- c. Hundred

29. In 1964 AD, engineers and archaeologists were able to save two giant temples from drowning beneath the rising waters of ____.

- a. Lake Nasser
- b. Mediterranean Sea
- c. Nile River

30. Ramesses achieved military glory in a battle against the

- a. Hittites
- b. Persians
- c. Lydians

31. Ramesses' most beloved queen was also deified (worshipped as a God) was named

- a. Abu Simbel
- b. Nefetari
- c. Cleopatra VII

32. Which Roman conqueror would eventually take over Egypt?

- a. Julius Caesar
- b. Marc Anthony
- c. Octavian

Find the **CORRECT** answers to questions (1-32) in the word search below:

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

Cleopatra

Directions: Read the story; then answer the questions at the end.

Cleopatra's family had ruled Egypt for nearly three hundred years. When she became queen at age twenty, she planned to make her country larger and stronger than ever. As leader of Egypt, Cleopatra proved to be charming, clever, and smart. However, by the time she was thirty-nine, Cleopatra had outsmarted herself and ended her family's hold over Egypt.

In the middle of the first century B.C., Julius Caesar, leader of Rome, went to Egypt to conquer it. Cleopatra knew that her country was no match for Rome in a war, so she set about to charm Caesar. He fell in love with Cleopatra, took her back to Rome, and Egypt was left in the hands of Cleopatra's brother. She stayed with Caesar for two years until his death in 44 B.C. Cleopatra then returned to Egypt where she regained the throne by having her own brother killed.

Cleopatra had seen the power of Rome firsthand. She believed that Egypt's best chance of becoming powerful was to unite with the Romans. She planned to marry one of the three generals who had replaced Caesar, then she and her husband would rule together over Rome and Egypt. Mark Antony was one of those generals.

When Antony met Cleopatra, he fell in love. He soon left his wife and married the charming Egyptian queen. The newlweds combined their armies in an attempt to defeat another of the Roman generals named Octavian. Instead, Octavian's army won, and he hunted Antony and Cleopatra.

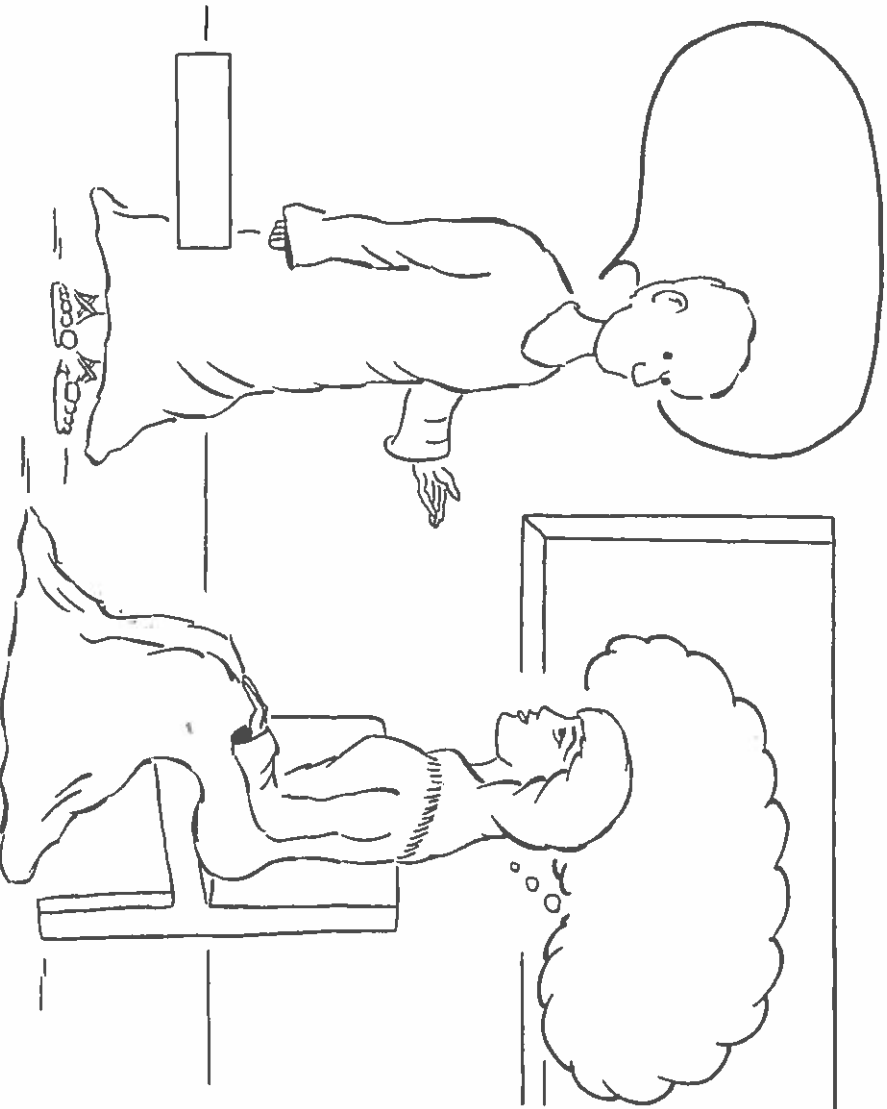
As Octavian closed in on Cleopatra and her Roman husband, she dreamed up another plan. Cleopatra tricked Antony into killing himself, and she tried her charms on Octavian. He was not impressed. When Cleopatra learned that Octavian was going to take her back to Rome in a cage and put her on display, she let a poisonous snake bite her. Cleopatra died, and Egypt fell to Rome. Cleopatra was the most famous member of her family to rule Egypt. She was also the last.

Answer the following questions about the story:

1. Name three Roman leaders mentioned in the story. _____
2. Number each event to show which came first, second, and so on:
_____ Cleopatra married Antony. _____ Cleopatra was taken to Rome.
_____ Cleopatra killed herself. _____ Octavian caught Cleopatra.
_____ Cleopatra had her brother killed.
3. Why was Cleopatra so interested in Roman leaders?

Cleopatra

Directions: Decide if the man is Antony, Caesar, or Octavian, and write his name in the box. Write words he might have spoken to Cleopatra. Add her thoughts. Then complete his face and draw pyramids in the background outside the window.



Write a paragraph that describes your opinion of Cleopatra. Remember to include a topic sentence.

World History

Unit Great Civilizations Day 5 Topic: Ancient Egyptian Culture

Questions answered by notes

Notes

Sailors-

Farmers-

Caravans-

Architects-

- Great Pyramids
- Great Sphinx

Calendars-

Religion-

- Amon
- Osirus
- Mummification

Scribes-

- Book of Healing Diseases

Geometry

- Canals
- Maps
- Pyramids (of course)

Summary of Notes:

Period

Name

P



Student Name _____ Block _____

13

M.A.P. Moment “Creativity of Sumerians”

Directions

Use the information in the reading to answer the questions below.

The Sumerians invented many things that still affect our lives today. Perhaps their greatest invention was their writing. Their system of writing is called cuneiform “wedge-shaped”. They made wedge shaped marks on clay tablets. The tablets were then baked or dried in the sun. These tablets could last a long time. Many of the tablets have lasted until modern times and have been found by archaeologists.

The people of Mesopotamia used writing to keep records. Cuneiform writing was taught in schools that trained scribes. The schools were in operation by 2500 B.C. Boys from wealthy families learned to be scribes as a way to start their careers. Scribes often became leaders of their cities, temples, and armies. Students learned how to write by copying the same writings over and over again.

Writing allowed people to pass knowledge from person to person and generation to generation. It also made it possible to record poems and other forms of literature. The most famous piece of Mesopotamian literature is the Epic of Gilgamesh. It is a poem about a legendary king named Gilgamesh.

The Sumerians also invented devices to help them in their daily lives. The wagon wheel made it easier to get people and goods from place to place. The potter’s wheel, the sundial, and the arch are other examples of Sumerian inventions. The Sumerians were also the first people to make bronze out of copper and tin. They also made outstanding achievements in math and astronomy.

RT (Right There) What is name of the most important piece of Mesopotamian literature?

TS (Think & Search) Describe how someone in ancient Mesopotamian society would become a scribe.

AY (Author & You) Besides the development of a written language, describe FIVE other inventions made by the Ancient Sumerians.

World History

Unit Great Civilizations Day 6 Topic: The Cradle of Civilization

Questions answered by notes

Fertile Crescent

- Location
- Tigris and Euphrates
- Mesopotamia

Government

- City-state (not empire)
- Monarchy
- Priests
- Slaves/Peasants

Religion

- Polytheism
- Haunted
- Cruel Gods

Architecture

- Arches
- Ziggurats

3.200 years ago

- Iron
- Cuneiform
- Domestication
- Algebra

Historical sources

- Primary
- Secondary
- What's the difference?

Notes

Summary of Notes:

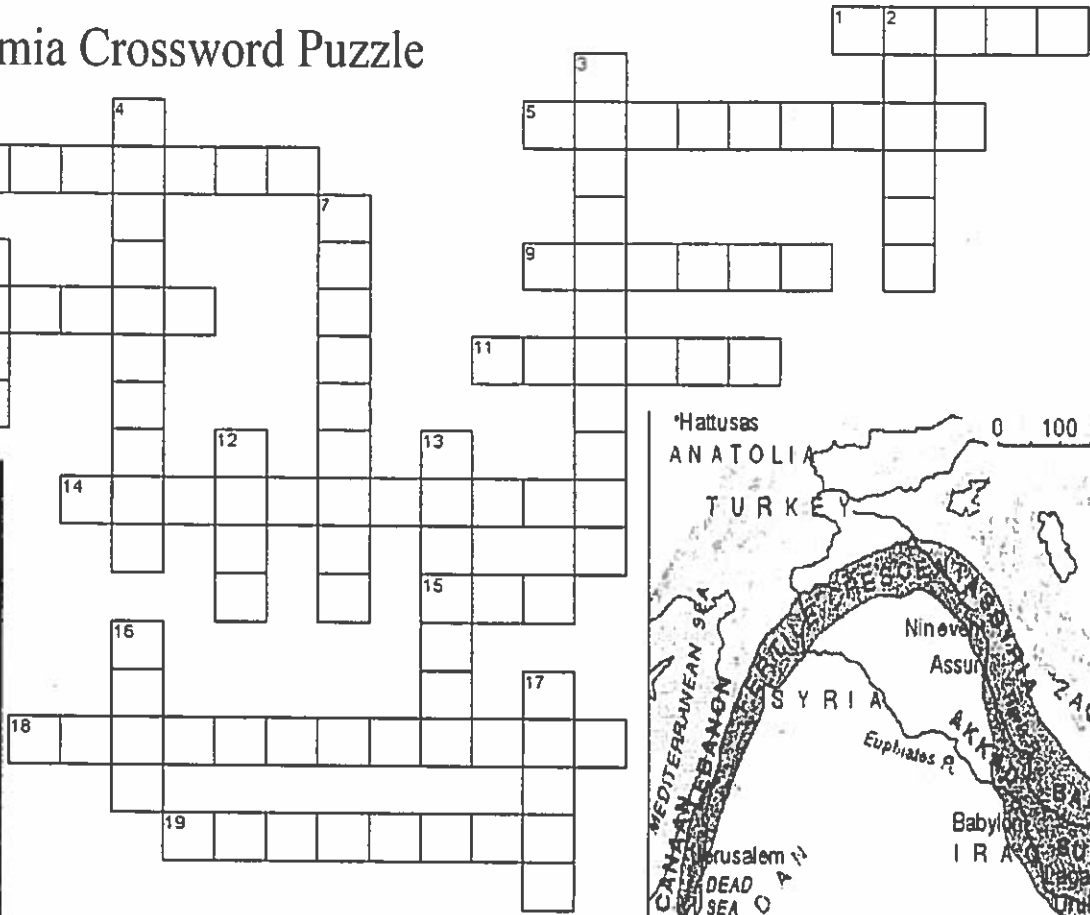
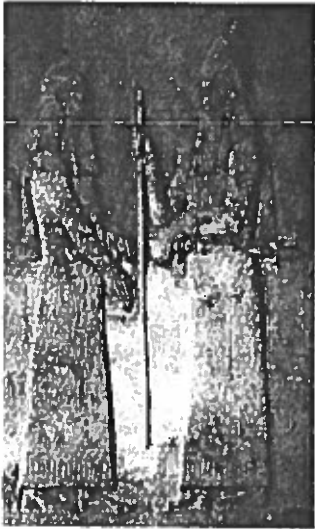
Period

Name

P

1. What is the only thing left of most of these ancient civilizations?
 - a. Rich historical records
 - b. Modern inventions
 - c. Ruins
2. What was discovered about the Great Pyramids of Taytaycon near Mexico City?
 - a. Much older than previously thought
 - b. Much younger than previously thought
3. Around 12,000 years ago, people got together to form
 - a. Hunting groups
 - b. Settlements
 - c. Factories
4. The "Cradle of Civilization" is considered to be the _____ River Valley.
 - a. Tigris and Euphrates
 - b. Nile
 - c. Indus
5. A sophisticated culture set in a complex urban environment is called a/an
 - a. Government
 - b. Civilization
 - c. Alphabet
6. Psychologist, Abraham Mazlov, believed that people needed all of the following EXCEPT _____ to develop.
 - a. Creativity
 - b. Religion
 - c. Security
 - d. Food
7. The surpluses of food and the beginning of trade led to the creation of
 - a. Economies
 - b. Governments
 - c. Inventions
8. Jericho and Catal Huyuk were both _____ centers in the Ancient World.
 - a. Religious
 - b. Scientific
 - c. Trading
9. Temples were generally built in the _____ of the Sumerian villages.
 - a. Center
 - b. Outside
 - c. Near the river
10. Sumerians are credited for inventing all of the following EXCEPT:
 - a. Architecture
 - b. Mathematics
 - c. Artwork
11. Sumerian writing first appeared on:
 - a. Papyrus
 - b. Rounded stone
 - c. Clay tablets
12. How many symbols made up Cuneiform writing?
 - a. 26
 - b. nearly 100
 - c. nearly 1000
13. The Olmecs, of Central America, first domesticated Dogs and _____.
 - a. Chickens
 - b. Oxen
 - c. Turkeys
14. The oldest Chinese settlement was called:
 - a. Banpo
 - b. Beijing
 - c. Han
15. The Indus Civilization settled in what is today the modern country of:
 - a. China
 - b. Afghanistan
 - c. Pakistan
16. Sumer and Akkad would become known as:
 - a. Palestine
 - b. Babylon
 - c. Shang
17. The highest-ranking people in Sumer were religious and _____ leaders.
 - a. Political
 - b. Family
 - c. Scientific
18. The literary hero Hercules came from the Sumerian character, _____.
 - a. Gilgamesh
 - b. Nebuchadnezzar
 - c. Hammurabi

16 Mesopotamia Crossword Puzzle



Across

1. This invention got things "rolling" for the Sumerians around 3000 B.C.40
5. This Mesopotamian leader established a strict law code that varied punishment according to the social class of the victim.41
6. This was the first of many Mesopotamian civilizations.38
9. Sumerian kings had this type of power because citizens believed that they were agents of the gods.39
10. This is the most famous Mesopotamian epic poem.43
11. This Akkadian leader helped establish the world's first empire in the world's history.40
14. This is the common name for the valley between the Tigris and Euphrates Rivers.37
15. The Sumerians used this type of brick to build arches and their domes.39
18. Belief in many gods.42
19. These were large temples dedicated to the chief god or goddess of a Sumerian city.39

Down

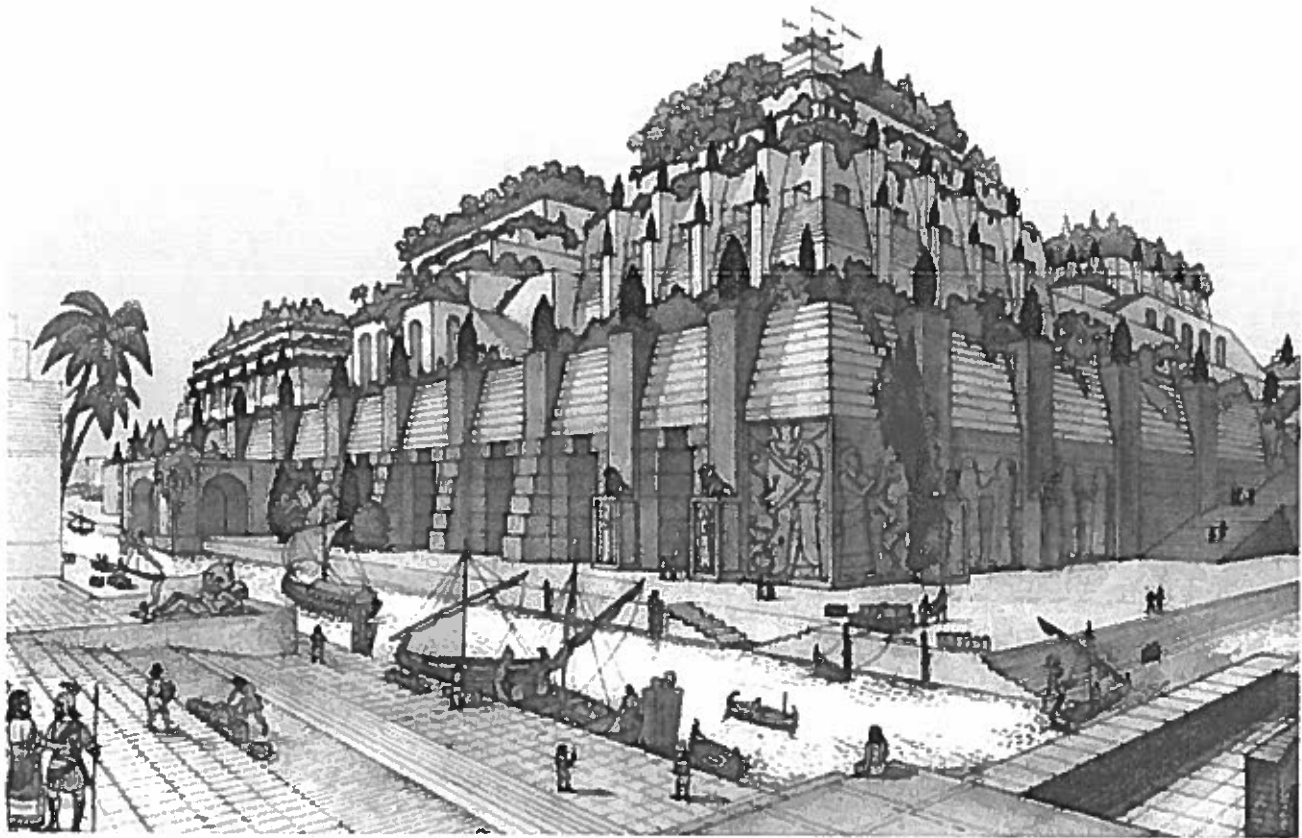
2. Many of Hammurabi's 282 laws were adapted by this later civilization.41
3. This means that a society is dominated by men.41
4. These were the basic units of Sumerian civilizations (2 words).39
7. Sumerian writing system.42
8. If a son struck his father under Hammurabi's Code, the son would lose this.41
12. Because Ancient Mesopotamians learned to control the flow of the rivers, they had an abundance of this, which led to a population increase.38
13. About ninety percent of the Sumerians did this for a living.40
16. This fertile soil was deposited by yearly floods in the Tigris and Euphrates River Valley.37
17. Sumerians based a number system based on this number.43



Student Name _____ Block _____

17

M.A.P. Moment "Hanging Gardens"



3. List three words you think of when you look at this picture.

2. Write two ideas you have based on the picture and your words. If possible, use your words as you write your ideas.

a. I think...

b. I think...

1. Write one question you have.

World History

Unit Great Civilizations Day 7 Topic: Fertile Crescent Achievements

Questions answered by notes

Hammurabi

- Babylonians
- Codified law
- Student handbook

Nebuchadnezzar

- Chaldeans
- Hanging Gardens

Sargon of Akkad

- Akkadians
- Empire Maker

Alexander the Great

- Macedonian
- Conqueror
- Cultural Diffusion

Assyrians-Cavalry-

Notes

Period

Summary of Notes:

PERSIANS

BABYLONIANS

Name

SUMERIANS

P

The Code of Hammurabi

19

Over 3,500 years ago, King Hammurabi of Babylon ordered a scribe to chisel a record of his kingly deeds onto a slab of black stone. Among the things recorded was Hammurabi's Code of Law. Below are nine laws from the Hammurabi Code.

21. If a man make a breach in [breaks into] a house, they shall put him to death in front of that breach, and they shall bury him there.
25. If a fire break out in a man's house and a man who goes to extinguish it cast his eye on the household property of the owner of the house, and take the household property of the owner of the house, that man shall be thrown into the fire.
26. If either an officer or a constable who is ordered to go on an errand of the king do not go, or if he hire a substitute and he carry out his task, that officer or constable shall be put to death. His hired substitute shall take to himself his house.
128. If a man take a wife and do not draw up a contract with her, that woman is not a wife.
138. If a man put away his wife who has not borne him children, he shall give her money to the amount of her marriage settlement and he shall make good to her the dowry which she brought from her father's house and then he may put her away.
202. If a man smite on the cheek a man who is his superior, he shall receive sixty strokes with an oxtail whip in public.
203. If the son of a gentleman smite the son of a gentleman of his own rank on the cheek, he shall pay one mina of silver.
204. If a common man smite a common man on the cheek, he shall pay ten shekels of silver.
205. If a man's slave smite the son of a gentleman on the cheek, they shall cut off his ear.

1. What do laws 21 and 25 tell you about the importance Babylonians placed on household property? _____

2. What law indicates that a legal contract was necessary between husband and wife? _____

3. According to law 138, what right did a man possess when his wife did not bear children? _____

4. What rights did the woman have in this case? _____

5. What law suggests that the power of the king was absolute? _____

6. What was the penalty for disobeying the king? _____

7. Which laws indicate that Babylonian justice had many classes? _____

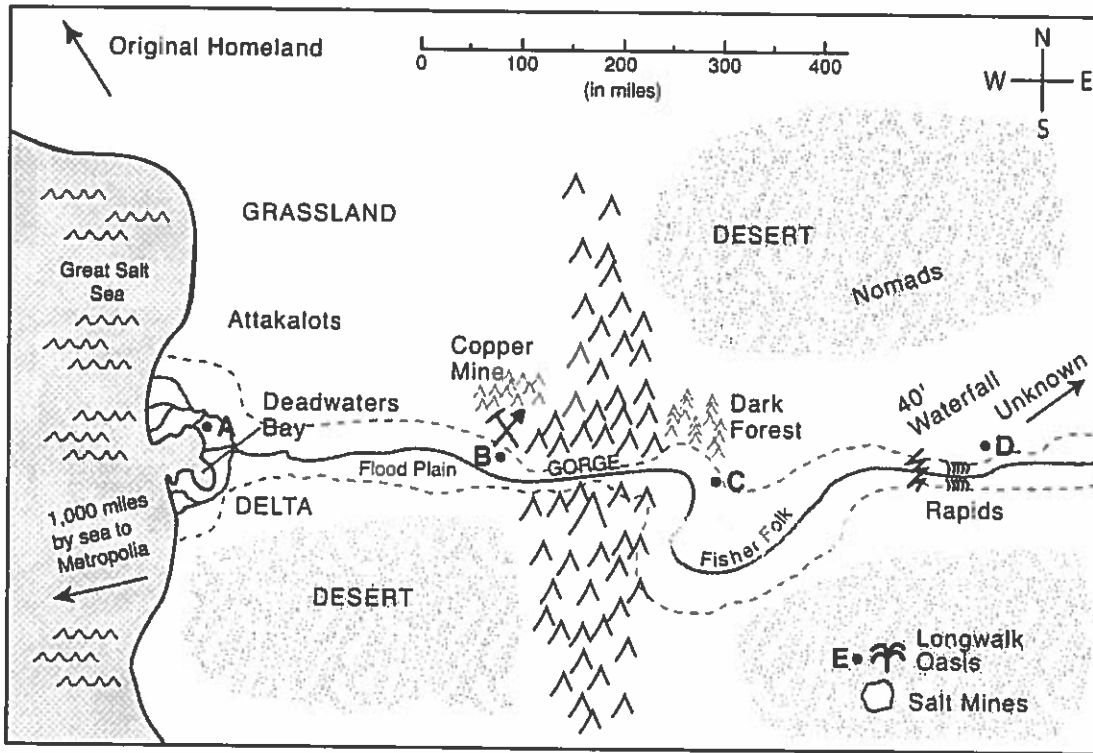
8. What distinction did Babylonian justice make among these classes? _____



M.A.P. Moment "Finding a New Homeland"

Directions

It is several centuries before the time of Jesus of Nazareth. You are an elder in a goat-herding tribe of 500 people. Unfriendly raiders from the north are forcing you off your land. You send out a small party of men, armed mostly with prayers, to search for a new homeland. Six months later, they return. That evening, around a large bonfire, the scouting party presents a rough map to the Council of Elders with five possible settlement sites. Examine the map with a fellow elder and discuss the pros and cons of each option. Which option is best?



<p>Site A</p> <p>Pros:</p> <p>Cons:</p>

<p>Site B</p> <p>Pros:</p> <p>Cons:</p>

<p>Site C</p> <p>Pros:</p> <p>Cons:</p>

<p>Site D</p> <p>Pros:</p> <p>Cons:</p>

<p>Site E</p> <p>Pros:</p> <p>Cons:</p>

Which site will you recommend to the council? Why?

Engineering an Empire: The Persians**Choose the best answer to the following questions.**

1. The Persian Empire stretched from North Africa to
 - a. Europe
 - b. Asia
 - c. Australia
 2. Which Macedonian king invaded the Persian Empire in 332 B.C.?
 - a. Philip
 - b. Alexander
 - c. Alcetas
 3. Which religious group did Cyrus the Great set free?
 - a. Christians
 - b. Muslims
 - c. Hebrews
 4. What were the underground irrigation canals called?
 - a. Qanat
 - b. Aquaducts
 - c. Sukkur
 5. Who came to power in 559 B.C.?
 - a. Darius
 - b. Cyrus
 - c. Xerxes
 6. What name was given to the rectangular shaped gardens designed by the Persians?
 - a. Paradaisia
 - b. Courtyard
 - c. Labyrinth
 7. What did the Hebrews refer to Cyrus as?
 - a. Conqueror
 - b. Dictator
 - c. Messiah
 8. Cyrus died in a
 - a. Battle
 - b. Tornado
 - c. Blizzard
 9. Cyrus tomb in modern day Pasargadae, Iran stands _____ feet tall.
 - a. Thirty-six
 - b. Forty-seven
 - c. Fifty-eight
 10. Who replaced Cyrus as ruler of the Persian Empire?
 - a. Cambyses
 - b. Darius
 - c. Xerxes
 11. The successor (#10) built the Palaces of _____, which are mentioned in the Bible.
 - a. Susa
 - b. Ecbatana
 - c. Pasargadae
-
12. This terraced city with 60 foot walls was designed by Darius.
 - a. Persepolis
 - b. Ecbatana
 - c. Pasargadae
 13. These workers in this city (#12) were paid for their labor.
 - a. Just men
 - b. Just women
 - c. Both
 14. The stone Royal Road stretched for _____ hundred miles.
 - a. Seven
 - b. Eleven
 - c. Fifteen
 15. Every _____ miles along the Royal Road were rest stations.
 - a. Eighteen
 - b. Twenty-eight
 - c. Fifty
 16. Professor Dr. Lloyd Llewellyn-Jones estimated that a rider could travel the entire distance of the Royal Road in _____ days.
 - a. Six to seven
 - b. Eight to nine
 - c. Ten to eleven
 17. Darius' canal was 130 miles long and connected the Nile River to the _____ Sea.
 - a. Red
 - b. Mediterranean
 - c. Arabian
 18. Darius sent 70,000 soldiers across this body of water between Europe and Asia to attack Athens by building a bridge out of boats.
 - a. Hellespont
 - b. Bosporus
 - c. Sea of Marmara
 19. A Greek runner named Pheidippides ran 140 miles from _____ to Sparta in two days to receive reinforcements against the Persians.
 - a. Thebes
 - b. Marathon
 - c. Olympia
 20. Following Darius' death, in 486 B.C. he became Persia's king.
 - a. Artaxerxes
 - b. Darius III
 - c. Xerxes
 21. The successor (#20) designed this type of attack on Greece.
 - a. Land
 - b. Air
 - c. Naval
 22. The king (#20) decided to invade Greece by crossing the
 - a. Hellespont
 - b. Sea of Marmara
 - c. Dardanelles

23. At the Battle of Thermopylae, the Persians were able to Defeat a much smaller force of _____ men.
 a. Athenian b. Babylonian c. Spartan
24. Following the battle, Xerxes ordered this city to be burned.
 a. Athens b. Babylon c. Sparta
25. At the Battle of Salamis, this Persian female commander was able to amazingly escape being captured by the Greeks.
 a. Artaxerxes b. Artemisia c. Darius III
26. Artaxerxes helped finish construction of the Hall of _____ Columns in Persepolis which was 200 feet by 200 feet.
 a. Fifty b. Hundred c. Thousand
27. The _____ of Mausollos is one of the 7 wonders of the Ancient World.
 a. Temple b. Tower c. Mausoleum
28. Alexander was a prince from _____ that wanted to rule the Earth.
 a. Babylon b. Macedonia c. India
29. Darius III was defeated by Alexander, and became the last ruler of the _____ dynasty.
 a. Parthian b. Seleucid c. Achaemenid
30. What did Alexander's armies do to Persepolis?
 a. Burned b. Overran c. Levelled
31. What did Alexander do with Darius' murderers?
 a. Murdered b. Honored c. Rewarded

Find the CORRECT answers to questions (1-31) in the word search below:

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



Student Name _____ Block _____

23

M.A.P. Moment "The Hebrews"



3. List three words you think of when you look at this picture.

2. Write two ideas you have based on the picture and your words. If possible, use your words as you write your ideas.

a. I think...

b. I think...

1. Write one question you have.

World History

Unit Great Civilizations Day 9 Topic: Big Time Developments

Questions answered by notes

Phoenicians

- Traders Alphabet Scarcity of Education

Lydians

- Barter problem Money Standardization

Hebrews

- Moses Canaan from Egypt
- Old Testament Ethical Monotheism

Notes

Period

EARLY CIVILIZATIONS

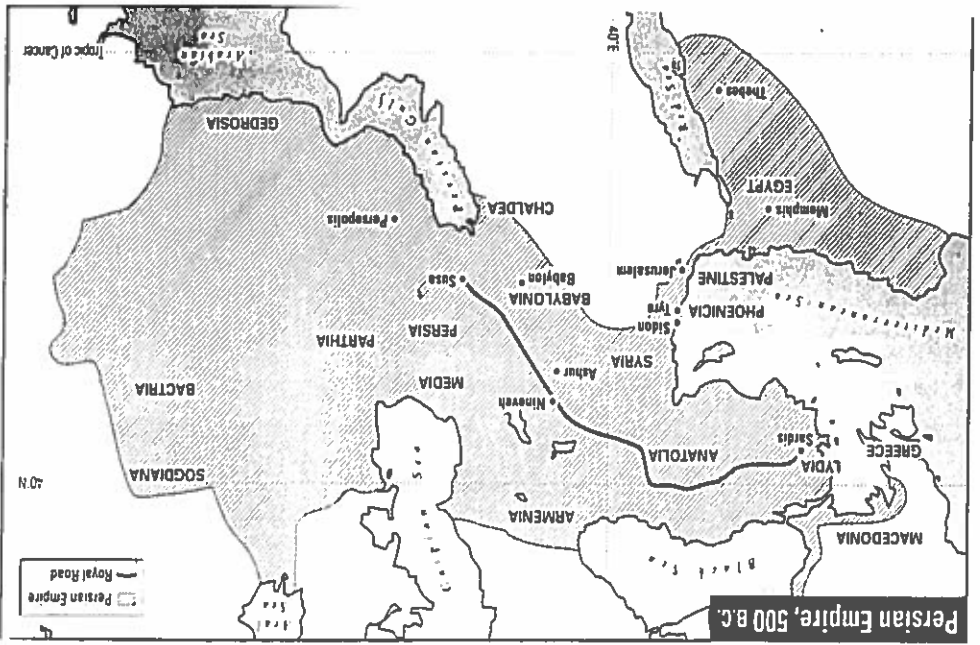
<u>People</u>	<u>Where/When</u>	<u>Characteristics</u>	<u>Accomplishments</u>
Sumerians			
Egyptians			
Hittites			
Phoenicians			
Hebrews			
Assyrians			
Chaldeans			
Persians			

Name

P

Use the map on the left to answer questions 1-3 below.

- The Royal Road provided a direct link between the cities of Susa and Sidon.
- Which province of the Persian Empire extended the farthest south?
- Which of the following provinces had no harbor or seacoast?



- Which of the following provinces had no harbor or seacoast?
- Which province of the Persian Empire extended the farthest south?
- Which of the following provinces had no harbor or seacoast?

quickly, the rulers were able to keep control of their provincial provinces. They could play a regular part in the making of local policies. By staying abreast of any signs of trouble in the provinces, the rulers could keep small problems from becoming larger ones.

Adapted from Jim Wick, *The Persians* (Netherlands: Time-Life International, 1976).

6. Which of the following is the best statement of the main idea of this selection?

- The Persians invented an empire-wide pony express service.
- The Persian communication network did not work very well.
- The excellent Persian communication system kept provinces from rebelling against the empire.
- A fast communication network helped hold the Persian empire together.

Identifying Specific Details

7. According to this selection, how did the Persians send short messages that needed quick answers?

- By pony express
- By signal fires
- By runners
- By boat

Identifying Social Studies Terms

5. Read the sentence. Then choose the meaning of the underlined word.

The words of many prophets appear in the Old Testament.

- persons who speak with divine guidance
- wise persons
- gains or income
- Jewish persons

2. Which of the following generalizations is best supported by this selection?

- Slaves in Sumer led a miserable life.
- Most Sumerians lived in villages.
- Sumerian society was divided into distinct classes.
- Most of the work in Sumer was done by slaves.

Read the following selection and answer question 3.

The remains of two full-sized ships were found in the pyramid of the pharaoh Khufu. Why were they there?

One theory on the purpose of Khufu's ships comes from Saqqara, the royal "burial city" for Memphis, the ancient Egyptian capital. Unas, the last king of the Fifth Dynasty, who reigned about 200 years after Khufu, built a pyramid there that contains an unusual treasure. The walls of the burial chamber are covered with hieroglyphs, spells to guarantee a happy afterlife for the king. Among them are phrases describing the king's hope to join the sun god Re in his eternal journey across the sky.

The sun god was thought to travel from east to west in a "day boat." He changed to a "night boat" for the return trip through the underworld. To take part in this journey, his pyramid as places where they once might have been buried.

Adapted from Peter Shiller, "Middle of the Pyramid Boat," *National Geographic*, April 1988, pp. 536-550.

8. Which of the following generalizations is best supported by this selection?

- Surgeons received ten shekels of silver for saving a person's life.
- Punishments often depended on the social class of the victim.
- People of the upper class were awarded money for personal injury.
- People who hid runaway slaves were subject to the death penalty.

Identifying Word Meaning from Context

4. What is the best meaning of *monoltheism* as used above?

- belief in a sun god
- belief in many gods
- belief in one god
- belief in supernatural powers

Identifying Social Studies Terms

5. Read the sentence. Then choose the meaning of the underlined word.

The words of many prophets appear in the Old Testament.

- persons who speak with divine guidance
- wise persons
- gains or income
- Jewish persons

2. Which of the following generalizations is best supported by this selection?

- Slaves in Sumer led a miserable life.
- Most Sumerians lived in villages.
- Sumerian society was divided into distinct classes.
- Most of the work in Sumer was done by slaves.

Read the following selection and answer question 3.

The remains of two full-sized ships were found in the pyramid of the pharaoh Khufu. Why were they there?

One theory on the purpose of Khufu's ships comes from Saqqara, the royal "burial city" for Memphis, the ancient Egyptian capital. Unas, the last king of the Fifth Dynasty, who reigned about 200 years after Khufu, built a pyramid there that contains an unusual treasure. The walls of the burial chamber are covered with hieroglyphs, spells to guarantee a happy afterlife for the king. Among them are phrases describing the king's hope to join the sun god Re in his eternal journey across the sky.

The sun god was thought to travel from east to west in a "day boat." He changed to a "night boat" for the return trip through the underworld. To take part in this journey, his pyramid as places where they once might have been buried.

Adapted from Peter Shiller, "Middle of the Pyramid Boat," *National Geographic*, April 1988, pp. 536-550.

8. Which of the following generalizations is best supported by this selection?

- Surgeons received ten shekels of silver for saving a person's life.
- Punishments often depended on the social class of the victim.
- People of the upper class were awarded money for personal injury.
- People who hid runaway slaves were subject to the death penalty.



Interpreting Charts and Tables

Use the information in the chart below and your knowledge to do Numbers 1-5.

Selected Peoples of the Ancient Middle East

Characteristics	Expansion	Contributions	Political Innovations	Economic Activities
Phoenicians c. 1100 B.C.	Established colonies around the Mediterranean Sea	Improved alphabet of 22 characters for record keeping	Established a confederation of city-states	Businesspeople and navigators
Israelites c. 1000 B.C.	Exiled in Babylon	Stressed the concept of the worth of the individual	12 tribes were united under one king	Farmers and herders
Persians c. 600 B.C.	Conquered the area from the Nile River to the Indus River	Built cities and a network of roads; stressed bravery and honesty	King ruled over entire empire and governors over provinces	Encouraged trade among peoples of the empire

1. What is the subject of the chart?

2. What are the chart's column headings? Row labels?

3. Study the data in each column and row. What generalization can you make from the data in the chart?

4. Which label describes the row that shows cultural or philosophical developments?

5. Which of the Middle Eastern peoples represented on the chart were empire builders?

a. only the Israelites

b. only the Phoenicians

c. both the Phoenicians and Israelites

d. only the Persians

a. "Expansion"

b. "Contributions"

c. "Political Innovations"

d. "Economic Activities"