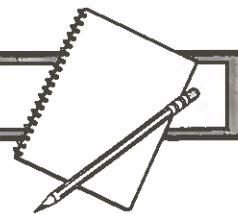


## Daily Lecture and Discussion Notes

### Chapter 2, Section 1



**Did You Know?** One of the most interesting objects discovered by archaeologists in the Mesopotamian city of Ur was the so-called “Standard of Ur,” a wooden box decorated with images of peace on one side and images of war on the other. The box’s beauty testifies to the artistic talent of the Sumerians.

#### I. The Impact of Geography (pages 37–38)

- A. Mesopotamia is at the eastern end of the Fertile Crescent, an arc of land from the Mediterranean Sea to the Persian Gulf.
- B. Mesopotamia (“between the rivers”) is the valley between the Tigris and Euphrates Rivers. These rivers often overflow and leave silt, which makes the soil rich for a flourishing agricultural economy. Mesopotamian civilization was one of history’s important early civilizations to grow in a river valley.
- C. Developing consistent agriculture required controlling the water supply. People in Mesopotamia, therefore, developed a system of drainage ditches and irrigation works. The resulting large food supply made possible significant population growth and the emergence of civilization in Mesopotamia.
- D. Ancient Mesopotamia covered three general areas: Assyria, Akkad, and Sumer. Several peoples lived in these areas.
- E. Mesopotamian civilization involved many peoples. The Sumerians developed the first Mesopotamian civilization.

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#### Discussion Question

Consider the area where you live. What roles has geography played in how your area has developed physically, commercially, and culturally? (*Answers will vary. Students should show an understanding of the geography of their area and its possible effects on development. For example, the Ohio River made Cincinnati a commercial center in the 1840s and 1850s.*)

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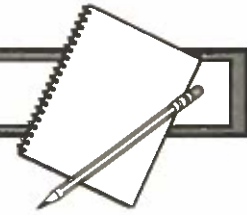
#### II. The City-States of Ancient Mesopotamia (pages 38–40)

- A. By 3000 B.C. the Sumerians had formed a number of city-states centered around cities such as Ur and Uruk. These states controlled the surrounding countryside politically and economically. City-states were the basic political unit of the Sumerian civilization.



## Daily Lecture and Discussion Notes

### Chapter 2, Section 1



- B. The Sumerians built largely with mud bricks. Using them they invented the arch and the dome and built some of the largest brick buildings in the world.
- C. The most important building in each city was the temple. Often it was built on top of a massive stepped tower called a **ziggurat**. Sumerians believed gods and goddesses owned and ruled the cities. The Sumerian state was a **theocracy**, then—a government by divine authority.
- D. Priests and priestesses were important figures politically as well as religiously. Eventually, ruling power passed more into the hands of kings, who traced their authority back to the divine.
- E. The Sumerian economy was principally agricultural, but manufacturing, for example of metalwork, and trade, for example of wheat, were important. The invention of the wheel around 3000 B.C. facilitated trade.
- F. The Sumerian city-states had three classes: nobles, commoners, and slaves. Nobles included the royal family, royal officials, priests, and their families. Commoners worked for large estates as farmers, merchants, fishers, and craftspeople. Around 90 percent of the people were farmers.
- G. Slaves principally worked on large building projects, wove cloth, and worked the farms of the nobles.

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#### Discussion Question

The Sumerian city-states were theocracies (*theo* meaning “god” and *cracy* meaning “rule”). In a theocracy, government authority is founded upon divine authority. The United States is a democracy. On what authority is its governmental power based? (*Governmental authority in a democracy [demo meaning “the people”] is based on the consent of the people governed.*)

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### III. Empires in Ancient Mesopotamia (pages 40–41)

- A. The **Akkadians** lived north of the Sumerian city-states. The Akkadians are called a Semitic people because they spoke a Semitic language.
- B. Around 2340 B.C. the leader of the Akkadians, **Sargon**, conquered the Sumerian city-states and set up the world’s first empire.
- C. An **empire** is a large political unit that controls many peoples and territories. The rise and fall of empires is an important part of history.
- D. In 1792 B.C. **Hammurabi** of **Babylon**, a city-state south of Akkad, established a new empire over much of both Akkad and Sumer.



## Daily Lecture and Discussion Notes

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#### Discussion Question

Building empires is a constant feature of history. What might have motivated Sargon to create the first empire? Compare and contrast that with the motivations for the British Empire and the attempt by the Nazis to build an empire. (*Answers will vary. Students should show an understanding of different possible causes of building empires such as economics, power, ideology, and defense.*)

#### IV. The Code of Hammurabi (pages 41–42)

- A.** The Code of Hammurabi is one of the world's most important early systems of law. It calls for harsh punishments against criminals. The principle of retaliation ("an eye for an eye, a tooth for a tooth") is fundamental in Hammurabi's code.
- B.** Punishments varied according to social status. A crime committed against a noble brought a harsher punishment than the same crime committed against a commoner.
- C.** Hammurabi's code punished public officials who failed in their duties or were corrupt. It also had what we would call consumer protection provisions, for example, holding builders responsible for the quality of their work. If a building collapsed and killed someone, the builder was executed. Damages had to be paid to people injured.
- D.** The largest group of laws in the code covered marriage and the family. Parents arranged marriages, and the bride and groom had to sign a marriage contract to be officially married.
- E.** Hammurabi's code expresses the patriarchal nature of Mesopotamian society. Women had fewer privileges and rights than men. The code also enforced obedience of children to parents. A father could cut off the hand of a son who had hit him, for example.

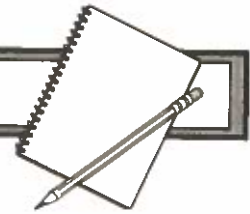
#### Discussion Question

Hammurabi's code was applied differently to different classes of people. Where in the U.S. Constitution is this practice forbidden? Give reasons for why the unequal application of the law is unjust. If you think it is just, explain why. (*The U.S. Constitution forbids applying law differently to different classes of people in the Fourteenth Amendment, where it calls for the "equal protection of the laws." Answers will vary on the justice question. Try to get students to consider the question of what is relevant to justly applying the law and what is not. Presumably, social and economic standing are not.*)



## Daily Lecture and Discussion Notes

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#### V. The Importance of Religion (page 42)

- A. Due to the harsh physical environment and famines, Mesopotamians believed that the world was controlled by often destructive supernatural forces and deities.
- B. The Mesopotamians were **polytheistic** because they believed in many gods and goddesses. They identified three thousand of them.
- C. Human beings were to serve and obey the gods and goddesses. Sumerians believed that human beings were created to do the manual labor the gods and goddesses were not willing to do. As inferior beings, people could never be sure what the deities might do to help or hurt them.

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#### Discussion Question

How did Sumerians view their place in the world? (*They were at the mercy of unpredictable forces.*)

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#### VI. The Creativity of the Sumerians (pages 42–43)

- A. The Sumerians were important inventors. They created a system of writing called **cuneiform** (“wedge-shaped”). They used a reed stylus to make wedge-shaped markings on clay tablets, which were then baked in the sun.
- B. Writing was used for record keeping, teaching, and law. A new class of scribes (writers and copyists) arose. Being a scribe was the key to a successful career for an upper-class Mesopotamian boy. Writing also passed on cultural knowledge from generation to generation, sometimes in new ways.
- C. *The Epic of Gilgamesh*, the most important piece of Mesopotamian literature, teaches the lesson that only the gods are immortal. Gilgamesh is wise and strong, a being who is part human and part god. Gilgamesh befriends a hairy beast named Enkidu. When Enkidu dies, Gilgamesh feels the pain of his friend’s death, and he searches for the secret of immortality. He fails.
- D. The Sumerians invented important technologies, such as the wagon wheel. In mathematics they invented a number system based on 60, and they made advances in applying geometry to engineering.
- E. In astronomy, the Sumerians charted the constellations using their number system of 60.

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#### Discussion Question

What tool of measurement based on 60 do we use today? (*Watches and clocks measure time using a system of 60.*)

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end

## Daily Lecture and Discussion Notes

### Chapter 2, Section 2



**Did You Know?** The funeral boat used to transport the body of King Khufu from Memphis to Giza was 141 feet long. Archaeologists have reassembled the craft according to the shipwright's original instructions, which were discovered with the craft's pieces next to Khufu's tomb.

#### I. The Impact of Geography (pages 45–46)

- A. Running over 4,000 miles, the Nile is the longest river in the world. It begins in the heart of Africa and runs north to the Mediterranean. The northern part is called **Lower Egypt** and the southern part is called **Upper Egypt**.
- B. The most important fact about the Nile is that it floods each year, enriching the soil around it. The surplus of food Egyptian farmers could grow in this fertile soil made Egypt prosperous. The Nile also served as a great highway that enhanced transportation and communication. In these ways the Nile was a unifying influence on Egypt.
- C. Unlike Mesopotamia, Egypt had geographical barriers that protected it from invasion: the deserts to the west and east, the Red Sea to the east, the Mediterranean Sea to the north, and rapids in the southern Nile.
- D. Geography gave the Egyptians a sense of confidence and added to the noteworthy continuity of Egyptian civilization for thousands of years.

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#### Discussion Question

Consider important geographical influences on the United States, like rivers, mountain ranges, and deserts. For two of them, explain how they affected the development of the United States. (*Answers will vary. One possible answer is about how cities began along major rivers, like the Ohio and Mississippi Rivers. Another possible answer is about how agriculture developed around such rivers and how they served as a highway for trade, transportation, and communication. A third possible answer is about how the cities of the Southwest have needed extensive irrigation systems and water works to grow.*)

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#### II. The Importance of Religion (pages 46–47)

- A. Religion gave the Egyptians a sense of security and timelessness. The Egyptians were also polytheistic. Two groups of gods—the land gods and sun gods—were especially important.



## Daily Lecture and Discussion Notes

### Chapter 2, Section 2



- B. The sun was worshipped as the source of life. The sun god was named Atum or Re. The Egyptian ruler was called Son of Re, the sun god in earthly form.
- C. Two important river and land gods were Osiris and Isis. They were husband and wife. Isis brought Osiris back to life after his brother, Seth, had cut up his body into 14 pieces. Osiris had an important role as a symbol of rebirth, whether after physical death or through the rebirth of the land when flooded by the Nile. Isis's bringing together the parts of Osiris's body each spring symbolized the new life that the floods brought.

#### Discussion Question

Why were the Mesopotamian and ancient Egyptian religions polytheistic? (*Answers will vary. Perhaps the best answer is that the polytheism reflects the idea that the divine is in or controls different forces of nature. Different deities are identified with the different forces. Later, contrast this view with the Hebrew God, who creates nature but is not in it.*)

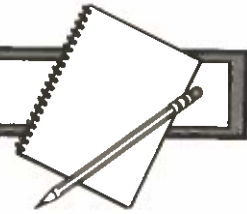
### III. The Course of Egyptian History (pages 47–51)

- A. Historians divide Egyptian history into three major periods of stability, peace, and cultural flourishing: the Old Kingdom, the Middle Kingdom, and the New Kingdom. Periods of upheaval fell between them.
- B. Egyptian history began around 3100 B.C. when **Menes** created the first royal dynasty in Egypt. A **dynasty** is a family of rulers. Their right to rule is passed on through the family.
- C. The Old Kingdom lasted from 2700 to 2200 B.C. Egyptian rulers became known as **pharaohs**. Pharaoh means "great house" or "palace."
- D. Egyptian pharaohs had absolute power. However, they were aided first by their families and by then a large **bureaucracy**—an administrative organization of officials and regular procedures—that developed during the Old Kingdom.
- E. The **vizier** ("steward of the whole land") held the most important position next to the pharaoh. The vizier headed the bureaucracy and reported directly to the pharaoh. Egypt was divided into 42 provinces, each with its own governor.
- F. The pyramids were built during the Old Kingdom. They served as tombs for the pharaohs and their families. They contained food, weapons, artwork, and household goods for the person in the afterlife. Egyptians believed that a person's spiritual body (*ka*) could survive the death of the physical body if the physical body were properly preserved through **mummification**.



## Daily Lecture and Discussion Notes

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- G.** In mummification a body was slowly dried to keep it from rotting. It was done in workshops that priests ran for wealthy families. Workers would first remove certain internal organs, placing them in four special jars put in the tomb with the mummy. They also removed the brain through the nose. Then the body was covered with salt to absorb moisture. Later, workers filled the body with spices and wrapped it in resin-soaked linen. This process took about 70 days. Then a lifelike mask of the deceased was placed over the head and shoulders of the mummy. Finally, the mummy was sealed in a case and placed in its tomb.
- H.** The mummy of Ramses the Great has remained intact for 3,000 years. Symbols of Osiris decorate his coffin.
- I.** The largest pyramid was for King Khofu, built around 2540 B.C. in Giza. It covers 13 acres. Historians are still amazed at the builders' precision. Huge stones are fitted so closely that a hair cannot be pushed between them.
- J.** The Great Sphinx is also at Giza. It has the body of a lion and head of a man; some historians believe it is there to guard the sacred site.
- K.** The Middle Kingdom was between 2050 and 1652 B.C. Egyptians later portrayed this time as a golden age. Egypt expanded into Nubia, and trade reached into Mesopotamia and Crete.
- L.** The pharaohs had a new concern for the people during the Middle Kingdom. The pharaoh was now portrayed as a shepherd of the people. He was expected to build public works and provide for the people's welfare. Swampland was drained and a new canal connected the Nile River and the Red Sea.
- M.** Invasion by the Hyskos people of Western Asia ended the Middle Kingdom. Egyptians learned to use bronze and horse-drawn war chariots from the Hyskos.
- N.** The New Kingdom lasted from 1567 to 1085 B.C. During this period Egypt created an empire.
- O.** The New Kingdom pharaohs were tremendously wealthy. The first female pharaoh, **Hatshepsut**, and others built fabulous temples. Hers is at Deir el Bahri, near Thebes.
- P.** **Akhenaton** tried to make Egyptians monotheistic and worship only the sun god. Many believed this change would upset the cosmic order and destroy Egypt. After Akhenaton's death, the boy-pharaoh **Tutankhamen** restored the old gods and polytheism.
- Q.** Akhenaton's religious reforms caused upheavals that led the Egyptians to lose their empire.
- R.** **Ramses II** (1279–1213 B.C.) (the Great) regained some of the empire. New invasions by the "Sea Peoples" then ended the Egyptian Empire once and for all. The New Kingdom collapsed in 1085 B.C.



## Daily Lecture and Discussion Notes

### Chapter 2, Section 2



- S. For the next thousand years, Libyans, Nubians, Persians, and Macedonians dominated Egypt.
- T. The pharaoh Cleopatra VII unsuccessfully tried to reassert Egypt's independence. Her alliance with Rome brought defeat, her suicide, and Roman rule over Egypt.

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#### Discussion Question

Page 51 of your text has a brief profile of Hatshepsut. Read the inscription she left at Deir el Bahri, expressing her anxiety about what people in the future will think of her. From what you know of Hatshepsut, what do you think of her? (*Answers will vary. Student answers should demonstrate some knowledge of how pharaohs ruled and of Hatshepsut.*)

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#### IV. Society in Ancient Egypt and Daily Life in Ancient Egypt (pages 51–52)

- A. Egyptian society was organized like a pyramid. The pharaoh was at the top. He was surrounded by a ruling class of nobles and priests. They ran the government and managed their extensive land and wealth.
- B. The next class was made up of merchants and artisans. Below them was a class of peasants, who usually worked land held by the upper class, and provided revenues, military service, and forced labor for the state.
- C. Egyptians married young. The husband was the master, but the wife ran the household and educated the children. Women kept their property, even in marriage. Marriages could end in divorce, which included compensation for the women. Some women were merchants, priestesses, and even pharaohs.
- D. Parents arranged marriages. Their chief concerns were family and property. However, remaining Egyptian poetry and advice books suggest that romance and caring were important parts of Egyptian marriages.

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#### Discussion Question

Most societies have given more power, rights, and privileges to men than to women. Why do you think that is? (*Answers will vary. Answers probably will consider one or more of the following: biological differences between men and women, the social effects of bearing and nursing children, and a need to control.*)

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## Daily Lecture and Discussion Notes

### Chapter 2, Section 2



#### V. Writing and Education and Achievements in Art and Science (pages 52–53)

- A. Writing emerged in Egypt around 3000 B.C. Egyptians used a system called **hieroglyphics** (“priest-carvings”), which used pictures and abstract forms. Later, Egyptians used a simplified version called **hieratic script**. Hieratic script was written on papyrus.
- B. Hieratic script was used for record keeping, business transactions, and the general needs of daily life. Because of these tasks, the class of scribes was very important in Egypt. Upper-class boys trained to be scribes from age 10. The training took many years.
- C. Pyramids, temples, and other monuments show the architectural and artistic achievements of the Egyptians.
- D. Artists followed a distinctive style. For example, human bodies were shown as a combination of profile, semiprofile, and frontal views to get an accurate picture.
- E. For their monumental building projects and their vital surveys of flooded land, Egyptians made important advances in geometry. They calculated area and volume.
- F. Because of mummification, Egyptians became experts in human anatomy. Archaeologists have discovered directions from Egyptian doctors about using splints, bandages, and compresses for treating fractures and wounds. Other ancient civilizations acquired medical knowledge from the Egyptians.

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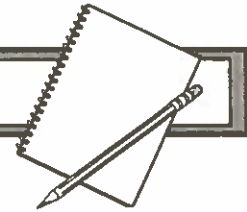
#### Discussion Question

The word *geometry* means “land measuring.” This etymology refers to the Egyptian practice of surveying lands around the Nile. Why was land surveying so important to the Egyptians? (*All classes of Egyptian society depended on the success of Egypt’s abundant agriculture, which depended on knowing the flood patterns of the Nile. The Egyptians would plan their fields geometrically according to these patterns.*)

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## Daily Lecture and Discussion Notes

### Chapter 2, Section 3



**Did You Know?** To this day, more than 2,400 years after it was written, strict rules govern the production and treatment of the Torah. Every copy of the Torah is written in Hebrew by a calligrapher on vellum or parchment. When reading from the Torah, Jews use a pointer called a *yad*; no one is allowed to touch the scrolls.

#### I. The Role of Nomadic Peoples (pages 54–55)

- A. Another ancient civilization flourished in central Asia around 4,000 years ago in what are now Turkmenistan and Uzbekistan.
- B. These people built mud-brick buildings, used bronze tools, built irrigation works, and probably had writing.
- C. **Pastoral nomads** lived on the fringes of these civilizations. These groups hunted and gathered, did small farming, and domesticated animals. They moved along regular routes to pasture their animals. Sometimes they overran settled communities and established states.
- D. One of the most important groups of pastoral nomads was the **Indo-Europeans**. The term *Indo-European* refers to peoples who spoke languages derived from the same parent language. Indo-European languages include Greek, Latin, Sanskrit, and the Germanic languages. One Indo-European group melded with natives in Anatolia—modern-day Turkey—to form the Hittite kingdom.
- E. Between 1600 and 1200 B.C., the **Hittites** created an empire in western Asia. Its capital was Hattusha, in modern Turkey. They were the first Indo-Europeans to use iron.
- F. When the Hittite Empire was destroyed, smaller city-states and kingdoms emerged in the area of Syria and Palestine.

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#### Discussion Question

The Hittites were the first Indo-European people to use iron. What are the advantages of using iron over bronze or stone for tools and weapons? What metal has been so important in modern production? (*The chief advantage of iron is that it is stronger. Iron tools and weapons, therefore, are more effective and last longer than bronze or stone tools and weapons. Steel is the most important modern metal.*)

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## Daily Lecture and Discussion Notes

### Chapter 2, Section 3



#### II. The Phoenicians (pages 55–56)

- A. The **Phoenicians** were an important new group in this area. The Phoenicians lived on a narrow band of the Mediterranean coast only 120 miles long.
- B. After the downfall of the Hittites and the Egyptians, the Phoenicians began to assert their power. That power was based on trade.
- C. The Phoenicians were such prominent traders because of their ships and seafaring skills.
- D. Trading took the Phoenicians as far as Britain and Africa's west coast. The Phoenicians set up colonies. Carthage in North Africa is the most famous Phoenician colony.
- E. The Phoenicians are most known for their alphabet of 22 letters. They could spell out all the words in the Phoenician language. This alphabet was passed on to the Greeks. The Roman alphabet we use is based on Greek.

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#### Discussion Question

The Phoenician alphabet was phonetic. What are advantages and disadvantages of a phonetic writing system? (*Answers will vary. If each letter has a corresponding sound, any word can be written by combining the letters. Disadvantages might include that the visual representation of an idea [a written word] has no relationship to its meaning.*)

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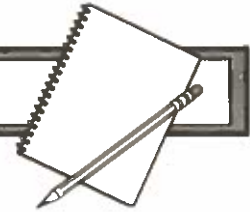
#### III. The "Children of Israel" (pages 56–60)

- A. The **Israelites** were a Semitic people living in **Palestine** along the eastern Mediterranean Sea. Archaeological evidence indicates they emerged as a distinct group between 1200 and 1000 B.C. The Israelites soon established a kingdom known as Israel.
- B. The Israelites were not particularly important politically. Their main contribution to history was their religion, **Judaism**. Judaism still flourishes as a major religion, and it influenced both Christianity and Islam.
- C. Israel ruled Palestine. Its capital was **Jerusalem**. **King Solomon** who ruled from 970 to 930 B.C., was Israel's first great king. Solomon was known for his wisdom. Most importantly, he built the temple in Jerusalem. To this day the Jewish people take this temple as the symbolic center of Israel and Judaism.
- D. After Solomon, the kingdom divided into two parts. The Kingdom of Israel was made up of ten tribes. The Kingdom of Judah to the south was made up of two tribes. In 772 B.C. the Assyrians conquered and scattered the ten tribes of Israel. They lost their Hebrew identity. It is this event that gave rise to the idea of the "ten lost tribes" of Israel.
- E. The Chaldeans conquered Assyria and the Kingdom of Judah, destroying the temple in Jerusalem in 586 B.C. Many upper-class captives were sent to Babylonia.



## Daily Lecture and Discussion Notes

### Chapter 2, Section 3



- F.** After the Persians conquered the Chaldeans, the people of Judah were permitted to return. The Kingdom of Judah was reborn and the temple rebuilt. The people of Judah survived even conquest by Alexander the Great, eventually becoming known as the Jews and giving their name to Judaism.
- G.** Jewish belief says there is one God, Yahweh. The belief in one God only is called **monotheism**. Yahweh created and rules the world. God, however, is not in nature; natural phenomena are not divine. All people are Yahweh's servants, not just a certain tribe or nation.
- H.** The three most important aspects of the Jewish religion are the covenant, the law, and the prophets.
- I.** The covenant is the agreement between God and his people. The Jews could fulfill the covenant by obeying the law of God, called the Ten Commandments.
- J.** The Jews believed that religious teachers, called prophets, were sent by God. The prophets generally warned the people of Israel about Yahweh's punishment should they not follow the law.
- K.** The prophets also added a new element to the Jewish tradition. Prophets like Isaiah expressed concern for all humanity and the hope that someday all people would follow the law of the God of Israel in a time of peace. People would show compassion to each other. They also would care for social justice and the condition of the poor and unfortunate.
- L.** Judaism was unique in western Asia and Egypt. Its most distinctive feature is its monotheism. Further, the ideas of Judaism were written down, so people besides priests and rulers could have religious knowledge and know God's will. The Jews also would not accept the gods or goddesses of their neighbors.
- M.** Conflicts in Canaan between the Israelites and other groups are ancient. When the Israelites entered Canaan around 1220 B.C., they fought with the Philistines. To beat them they united around a new king, Saul. Saul was defeated, but David later defeated the Philistines. Conflicts continue, today between Israelis and Arabs.

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#### Discussion Question

Much of the history in this section is based on the Hebrew Bible. How is the Bible similar to and different from other historical sources? (*Answers will vary. Students should mention that many people consider the Bible to be divinely inspired, unlike most histories. For example, Jewish belief says Yahweh revealed the Ten Commandments, recorded in the Old Testament, directly to Moses.*)

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end

## Daily Lecture and Discussion Notes

### Chapter 2, Section 4



#### I. The Assyrian Empire (pages 61–62)

- A. The Assyrians of the upper Tigris River formed the Assyrian Empire by 700 B.C. They were known for their military prowess. Their military power came from using iron and a large, well-disciplined army of infantry, cavalry, and archers, often on chariots. They also used terror to subdue people, laying waste to people's lands and torturing captives.
- B. A king with absolute power ruled the Assyrian Empire. The empire was organized well with local officials directly responsible to the king.
- C. The Assyrians developed an efficient communication system in order to administer their empire. They set up a network of posts with horses carrying messages. It was said that a message could go from a governor anywhere in the empire to the king and be answered back in one week.
- D. The Assyrian king Ashurbanipal founded one of the world's first libraries. This library has provided a great deal of information about Southwest Asian civilizations.

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#### Discussion Question

The Assyrians were known as lethal warriors. One of the reasons they were successful in war was the terror tactics they used, devastating conquered populations and committing atrocities on captives. Should armies follow moral standards as they fight wars, or should anything go as long as it serves victory? (*Answers will vary. Students should show they understand the issues in justifying means and ends.*)

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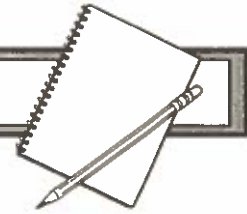
#### II. The Persian Empire (pages 62–64)

- A. After the Assyrian Empire collapsed, the Chaldean king Nebuchadnezzar made Babylonia the leading state of western Asia. Babylon became one of the greatest cities of the ancient world. Babylonia did not last long; the Persians conquered it in 539 B.C.
- B. The Persians were a nomadic, Indo-European people living in what is today southwest Iran. One family unified the different groups. One member, Cyrus, created a powerful Persian state from Asia Minor to western India.
- C. Cyrus ruled from 559 to 530 B.C. He captured Babylon, treating his new subjects with noteworthy restraint, and he allowed the Jews to return to Jerusalem.
- D. His sons extended the Persian Empire. Cambyses successfully invaded Egypt. Darius (521–486 B.C.) extended the empire into India and Europe. He created the largest empire the world had known.



## Daily Lecture and Discussion Notes

### Chapter 2, Section 4



- E.** Darius strengthened the Persian government by dividing the empire into 20 provinces, called **satrapies**. A governor, or **satrap** (“protector of the kingdom”), collected taxes, handled legal matters, and recruited soldiers. The Persians established a communication system using horses and regular posts known as the **Royal Road**, from Lydia to the empire’s capital at Susa.
- F.** Much of the Persian Empire’s power was due to its military. The empire had a standing army from the entire empire. At its core was an elite group called the **Immortals** because anyone who was killed was immediately replaced. The Immortals were made up of ten thousand cavalry and ten thousand infantry.
- G.** The Persian Empire declined for a set of reasons common to the decline of empires. The kings became more isolated at court and lived lives of tremendous luxury. They levied high taxes that weakened the people’s loyalty.
- H.** At the same time, factions were struggling for control of the throne. Of the nine rulers after Darius, six were murdered in plots. These bloody struggles weakened the Persian monarchy (rule by a king or queen), and Alexander the Great conquered Persia during the 330s B.C.
- I.** The most original Persian cultural contribution was its religion of Zoroastrianism. Persian tradition says that **Zoroaster** was born in 660 B.C. He had visions that caused him to be declared a prophet. His teachings were written in the sacred book of Zoroastrianism, the *Zend Avesta*.
- J.** Zoroaster taught monotheism. The universe was permeated by the good of the supreme god Ahuramazda, who brought all into being. There is an evil spirit, named Ahriman, however. People have free will to choose between the two, but eventually, good will triumph over evil. In the last judgment at the end of the world, good and evil will separate. The good would go to a happy eternal life, the evil to damnation.

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### Discussion Question

Both Judaism and Zoroastrianism teach monotheism. What might be a reason for believing in monotheism and not polytheism? (*Answers will vary. Perhaps the best answer is that if the concept of God is of a being who is omnipotent and perfect, then logically there can be only one God.*)

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