

# WORLD HISTORY



## Chapter 2 Resources

### Western Asia and Egypt, 3500–500 B.C.

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## Skills Reinforcement Activity 2

### Understanding Cause and Effect

The establishment of cause-and-effect relationships is critical to understanding history. In fact, historians spend most of

their time reviewing known facts and trying to determine some linkage between them. Here is your chance to be a historian.

**DIRECTIONS:** Use the chart below to organize cause-and-effect relationships in the Code of Hammurabi. Place causes in the boxes to the left and the related effects in the boxes to the right.

**Cause**

**Effect**



CHAPTER 2

**Critical Thinking Skills Activity 2**

**Formulating Questions**

One of the key tools of archaeologists and historians is their ability to ask searching questions. These questions determine the entire nature of their investigation. A good case is the discovery of a bakery and of the mini-pyramids on workers' graves.

Egyptologists realized that there were many questions they had never asked about the Egyptian working class. Imagine that you are undertaking a research project on the Egyptian bakery at Saqqara.

**DIRECTIONS:** Read the following information and list of questions that follow. Decide which questions would help you focus your research. Put a check mark next to each question you think would do so. Then write three more questions that you would ask about the bakery.

**H**ow did the Egyptians bake their bread? Clues to the baking process were taken from bas-reliefs depicting the life of the Egyptian working class found in a tomb near Saqqara. To get a sense of life as a common person, a team of specialists, led by University of Chicago archaeologist Mark Lehner, re-created the ancient bread-making process. The first step was to create the clay molds. For this they turned to a local artisan, Mohammed Taha. Within a week he made 66 bread mold tops and bottoms with a foot-driven potter's wheel. To obtain emmer, a twin-kerneled form of wheat the Old Kingdom Egyptians used, the team located a man in California who collects and grows ancient grains. According to Edward Wood, a retired pathologist who now specializes in growing exotic sourdough yeast cultures, "The Old Kingdom Egyptians didn't know about yeast—they thought bread rose miraculously." To collect free-floating native yeast spores, Wood left an open container of wet flour on his hotel balcony for a week. The dough was then placed into the clay molds and buried in hot coals. After an hour and 40 minutes, a perfect loaf of emmer bread was ready for tasting.

1. How much flour did the bakery consume each day?
2. How did the Egyptians store their loaves of bread after they bought them?
3. Where did the clay for the bread molds come from?
4. How many people worked in the bakery?
5. What other kinds of foods did the Egyptians eat?
6. Where did the bakery get its firewood?
7. How many people did the bakery feed each day?
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

# ★ HISTORY AND GEOGRAPHY ACTIVITY 2



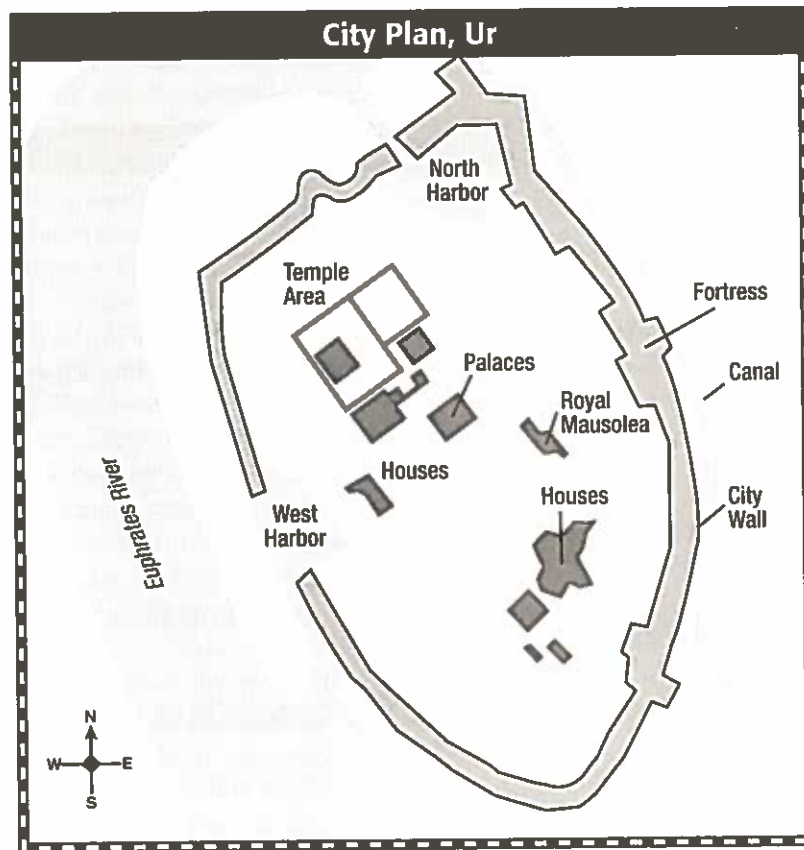
## Sumerian City Planning

The first cities built by the ancient river valley civilizations, with their storehouses of food and treasures, often were tempting targets for their neighbors. How could a city defend itself against raiding nomadic bands and the armies of competing cities?

Ancient city dwellers in the valley of the Tigris and Euphrates Rivers faced the danger of catastrophic floods, invasions by their enemies, and attacks by hungry citizens of outlying areas. Building walls, then, was crucial to the defense of the first cities,

and all Sumerian cities—including Ur, Uruk, and Eridu—were walled. Of all the heroic deeds of Gilgamesh, the god-king of Sumerian epic, building the walls around Uruk—probably about 2700 B.C.—was his mightiest achievement. His people slaved for decades building 6 miles (10 km) of city walls with more than 900 semicircular turrets.

Sumerian workers constructed the inner core of their walls from millions of sun-dried bricks made from river mud, and



*Between the time of its first settlement next to the Euphrates River around 4500 B.C. and its total abandonment in the 300s B.C., the Sumerian city of Ur was rebuilt and restored several times. This plan reflects the city in about 1800 B.C.*

## HISTORY AND GEOGRAPHY ACTIVITY 2 (continued)

### The Gilgamesh Epic

*Gilgamesh . . . built a wall around his city to make it safe against attack. Its pinnacles shone like brass. Its outer surface was armored with stone cladding [facing], every brick had been hardened in the fire. The people of Uruk groaned beneath the burden of the building of the wall, for Gilgamesh drove them on without pity.*

they used kiln-baked clay slabs as weather-resistant overlay. The walls, mortared with asphalt, reached as high as 20 feet (6 m) in places. To prevent walls from trapping water after heavy rains or floods, the

Sumerians built a system of clay pipes in the foundations to drain the water.

The people of the earliest civilizations chose to settle on the flood plains of river valleys because of the fertile soils, water resources, and opportunities for transportation. This natural environment had its disadvantages, too—for example, periodic floods. In order to survive and flourish, the early civilizations learned how to modify their environment by building dikes, canals, dams, and reservoirs, both for flood control and for irrigation.

When people built cities, they also modified their natural environment. With its natural surfaces built on and built up, the physical environment of a city was very much a creation of its people. A walled city, its residents hoped, would be safe.

### APPLYING GEOGRAPHY TO HISTORY

**DIRECTIONS:** Answer the questions below in the space provided.

1. Why do people try to change their natural environment?  
\_\_\_\_\_
2. What features of the plan of Ur show how its people modified their environment?  
\_\_\_\_\_

### Critical Thinking

3. **Determining Cause and Effect** Around 2000 B.C., the population of Ur may have exceeded 20,000. How might this growth have created environmental problems?  
\_\_\_\_\_  
\_\_\_\_\_

### Activity

4. With your classmates, brainstorm a list of the problems an urban planner must consider in designing a modern city. In what ways are these problems similar to those faced by the planners of the first cities? In what ways are the problems of modern cities different?

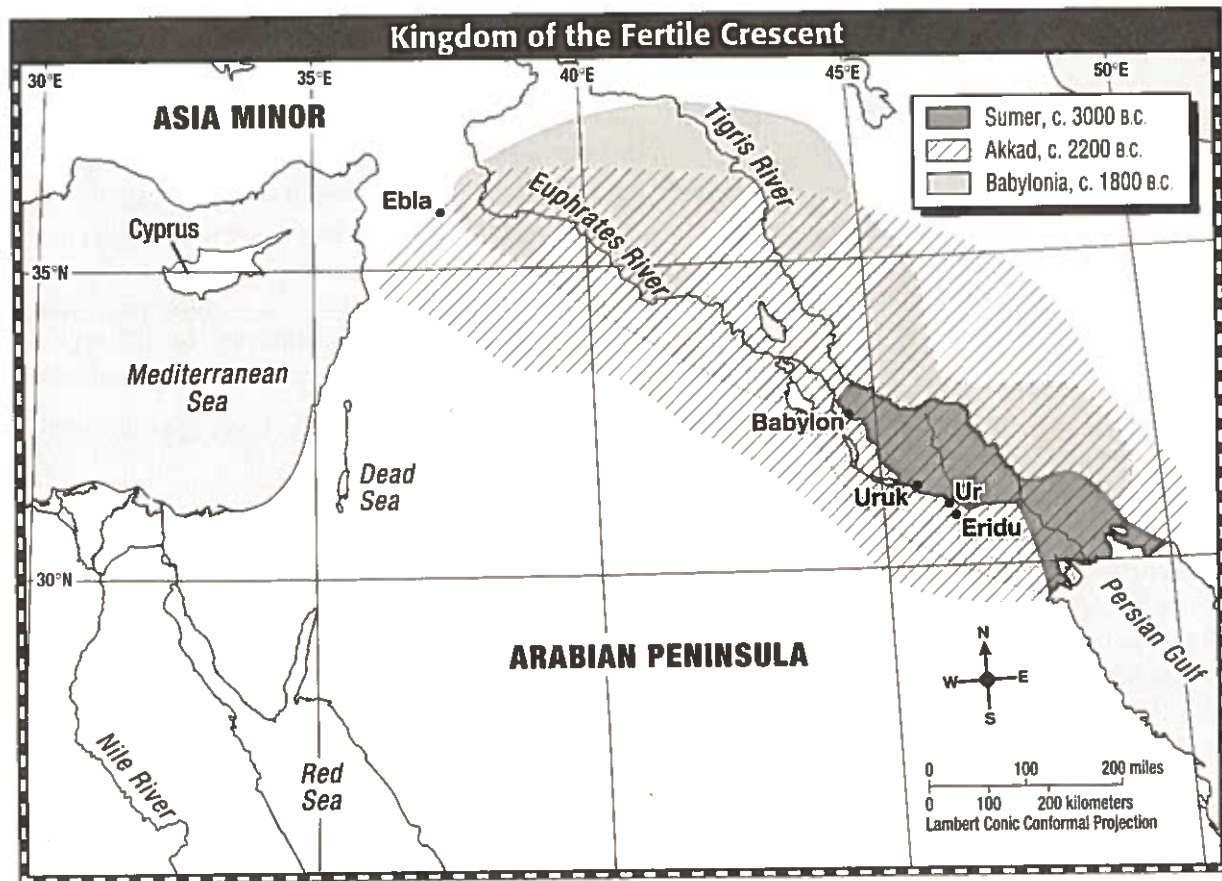
## Mapping History Activity 2



### The Kingdoms of the Fertile Crescent

The Fertile Crescent, situated between the Tigris and Euphrates Rivers, was the site of a number of advanced cultures.

**DIRECTIONS:** The map below shows the kingdoms of the Fertile Crescent. Use the map to answer the questions and complete the activity that follow. Use a separate sheet of paper.



- Which city-state lies closest to the Persian Gulf?
- Which city-state lies closest to the Mediterranean Sea?
- In which kingdom were the city-states of Ur and Uruk located?
- Use the map scale to add the following information to the map:
  - The city of Kish was 50 miles east of Babylon.
  - Issin was 100 miles southeast of Babylon.
  - Addab was 75 miles due east of Issin.
  - Larsa was 200 miles downriver from Babylon.
  - The cities you added to the map were part of which kingdom?

## Historical Significance Activity 2



### The Code of Hammurabi

Hammurabi's code was a great innovation of Mesopotamian civilization. The code provided the first consistent rule of law. It contained nearly 300 legal provisions and established a social order based on the rights of the individual. The government and the community were made responsible for the welfare of all citizens, including enslaved persons. The code was carved on a black stone monument, approximately seven feet (2.1 m) high, for public view.

Societies today continue to recognize the importance of well-developed systems of law. Much of the success of American democracy is due to the Constitution, which set up a framework for government and the rule of law, stating that all citizens are created equal and are equal in the eyes of the law.

Hammurabi's code included hundreds of punishments for very specific offenses and was based on the principle that "the strong should not harm the weak." For example, the death penalty was handed out as punishment for theft, which included entering the palace or temple treasury, purchasing goods from minors or slaves, selling stolen goods, falsely claiming ownership of goods, and kidnapping. However, a person could

not be convicted of theft unless the goods in question could be found in his or her possession. Although the punishments have changed over time, contemporary codes of law still contain penalties for robbery. In the United States today, robbery is punishable by a fine, a prison sentence, or both.

Before the Code of Hammurabi, the strong were able to harm the weak without fear of consequences. Mesopotamians and Babylonians often took justice into their own hands based on a desire for revenge. But what are the actual consequences and implications of taking the law into one's own hands? Hammurabi's code, and such modern codes as the U.S. Constitution, suggest that individual rights under the law are crucial to the survival of a civilization.

Put yourself in the following situation:

- You have been robbed.
- You know who robbed you.
- You know where they live.
- And you know when they will not be home and no one around will see you coming or going into their house.
- You have two choices: Enter their house and reclaim your stolen goods, or go to the police with the information.

**DIRECTIONS:** Write a brief essay about which action you would take, explaining why you chose that option and what the consequences would be.

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## ★ Cooperative Learning Activity 2 ★



## The Influence of Geography

### BACKGROUND

The lands of ancient Mesopotamia and ancient Egypt gave rise to two distinct and remarkable cultures. Each civilization drew upon—and worked to meet the challenges of—the geography of its own region. Geographical features affected the emergent cultures of each group in a variety of ways. Geography takes into consideration features such as climate, rainfall, topography, fertility, and physical features such as mountains, lakes, rivers, and so on. In this activity, you will investigate and draw conclusions about the impact of geography on one of the cultures noted above. You will then share results with the rest of your group to compare the two cultures. Results will be presented to the class.

### GROUP DIRECTIONS

1. As a group, use the information in your textbook's Chapter 2 and any other sources available to make a chart listing the geographical features of Mesopotamia and Egypt.
2. Have a recorder make two sets of four note cards, labeling each with the titles:

Agriculture	Religion
Government	Economy

Use two colors of note cards; one color for Egypt and the other color for Mesopotamia. Divide the cards among the group members.

3. Each student describes how the aspect of culture written on their assigned note card was affected by the geography of the area.
4. Completed cards should be reviewed and revised by the group and then attached to a chart for presentation to the class.

### ORGANIZING THE GROUP

1. **Decision Making/Group Work** Make sure that the group appoints a group leader for this activity. As a group, bring together the members' findings about the geographical features of Egypt and Mesopotamia. Decide collectively which factors are the most significant for each region and list these factors for the group's reference. Note factors that are the same and different for the two regions.
2. **Individual Work** Use the group's list to make notes about how geographical features impacted the aspect of culture noted on your card for the particular region assigned to you. Record your notes on the provided card.
3. **Group Work/Decision Making** Share your research with your group. Together, decide what information to include in your summary and how to organize and present it. Share the responsibility for editing and preparing final content for a chart among members of the group.

### Cooperative Learning Activity 2 (continued)

- 4. Additional Group Work** As a group, try to draw some general comparisons and conclusions about the impact of geography on societies like Egypt and Mesopotamia. Would similar geographical influences in other areas of the world result in similar cultural traits? What other factors might influence early societies?
- 5. Group Sharing** Use your chart to present your information to the class and to share the group's general conclusions and conjectures, inviting class discussion.
- 6. Extended Individual Work** The group leader should write his or her observations about group management in this cooperative learning activity. How does the leader rate the group's product and presentation overall? What does the leader think the group members learned from the process about the topic and about collaboration? What did the leader learn about group facilitation?

#### GROUP PROCESS QUESTIONS

- What is the most important thing you learned about the impact of geography on the two civilizations from this activity?
- What problems did you have with this activity?
- How did you solve the problems?

#### Quick CHECK

1. Was the goal of the assignment clear at all times?

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2. How was working in a group different from individual-centered projects?

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3. Were you satisfied with the group's work and results? Why or why not?

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# HISTORY SIMULATION ACTIVITY 2

## Talking Heads

Innovation often results from the exchange of ideas. The Egyptians and the Phoenicians spread their ideas and cultural innovations throughout the region through trade.

### TEACHER MATERIAL

**Learning Objective** To illustrate the relationship between cultural diffusion and innovation.

**Activity** Time and space have collapsed and pairs of historical figures from ancient Southwest Asia and Egypt are making the talk show circuit on American television. Even though they are from different cultures and lived at different times, these visitors have always wanted to talk to each other. Being interested in other cultures, they are also very eager to meet twenty-first century Americans. To do all these things, they need a production group that can help them organize their ideas, write their script, and present their conversation.

**Teacher Preparation** Bring in reference books for background information. Also have students construct a simple studio set. This might include a backdrop (world map, tapestry, etc.), cardboard tubing and plastic foam balls painted black for microphones, and chairs. Make one copy of the planning worksheet on the next page for each group.

#### Activity Guidelines

1. Explain to students that they are to prepare a talk show dialogue between two people from ancient Southwest Asia and Egypt. This dialogue should focus on the concepts of cultural diffusion (the adoption of elements from other cultures) and innovation (the introduction of a new idea, method, or device).
2. Organize the class into small groups. Give a copy of the handout to each group. Advise groups to plan their time carefully because they will be giving five-minute presentations to the whole class.
3. Instruct students to decide on the roles each member of their group will take. These might include actors, a publicity person, a host, a

director, a props master, and audience members with questions.

4. Have each group select a pair of historical figures from the list below:
  - Phoenician alphabet inventor and Ashurbanipal
  - Egyptian merchant and Persian road engineer
  - Moses and Zoroaster
  - Nebuchadnezzar and Solomon
  - Phoenician sailor and Chaldean stargazer
5. All members of a group should participate in researching and writing the scripts. Allow groups 15 minutes to prepare their presentations: 5 minutes for brainstorming and research and 10 minutes for actual scripting.
6. Have the groups assemble at the interview area and give their presentations. Allow about seven minutes per group for setup and presentation.
7. Close the activity by holding a class discussion. Ask the groups to respond to these questions about cultural diffusion and diversity, drawing on their experience producing the talk show dialogue.
  - Which cultural elements are most easily accepted by other cultures?
  - What benefits and what problems arise from cultural diversity?

Encourage students to give examples from the dialogue to support their ideas.

# HISTORY SIMULATION ACTIVITY **2**

## HANDOUT MATERIAL

### Talking Heads—Planning Worksheet

Select one of these pairs for your talk show.

- Phoenician alphabet inventor and Ashurbanipal
- Egyptian merchant and Persian road engineer
- Phoenician sailor and Chaldean stargazer
- Moses and Zoroaster
- Nebuchadnezzar and Solomon

CHAPTER 2

Actors

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Props Master

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Audience members  
with questions

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Other

---

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---

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Host

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Director

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Publicity

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Introduction by host (30 seconds): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

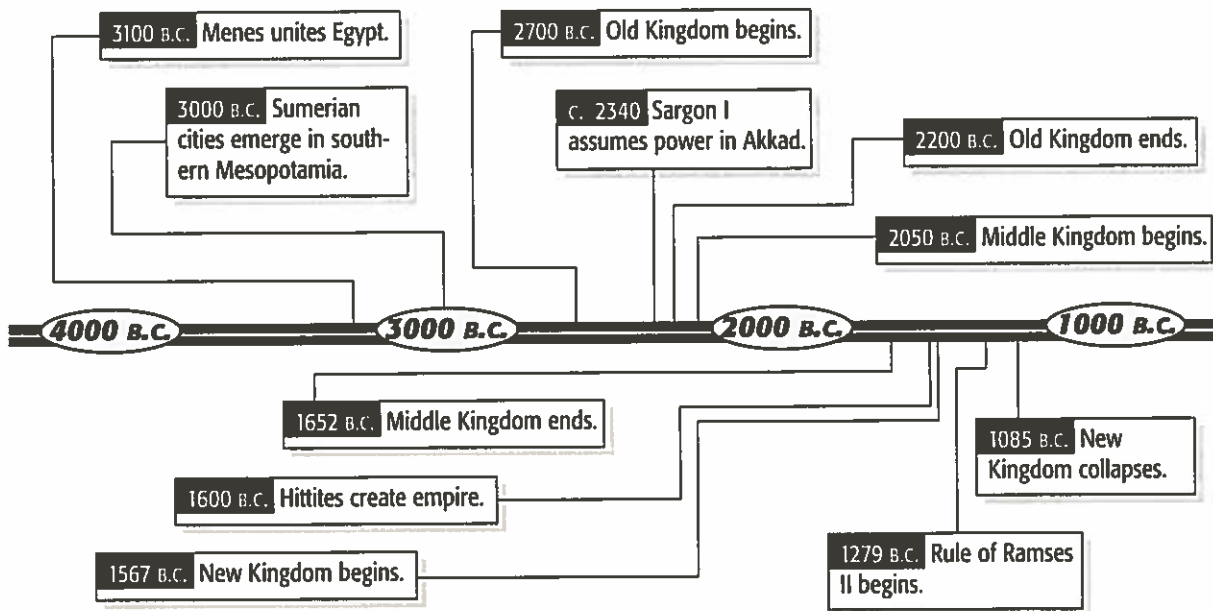
Ideas of topics to be discussed in talk (3–4 minutes): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Questions from host or audience (1 minute): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Time Line Activity 2

### Western Asia and Egypt

**DIRECTIONS:** The ancient civilizations of Egypt and Mesopotamia covered a period of 2,000 years. Use the time line below to complete the sentences or answer the questions that follow.



CHAPTER 2

- The Old Kingdom began in \_\_\_\_\_ and ended in \_\_\_\_\_.
- Sargon I assumed power in Akkad in \_\_\_\_\_.
- During which kingdom did Ramses II come to power? \_\_\_\_\_
- King Menes united Egypt in \_\_\_\_\_.
- Sumerian cities emerged in southern Mesopotamia around \_\_\_\_\_.
- How many years did the Middle Kingdom last? \_\_\_\_\_
- How many years are there between the beginning of the Old Kingdom and the beginning of the New Kingdom? \_\_\_\_\_
- What happened between the Middle and New Kingdoms? \_\_\_\_\_
- How many years separate the rule of Menes from the rule of Ramses II? \_\_\_\_\_

## Linking Past and Present Activity 2

### Regulating Business

**THEN** In the prologue to his code of laws, Hammurabi said he wanted to prevent the strong from oppressing the weak. Nonetheless, his laws punished the crimes of the lowly more harshly than those of the rich and powerful. His code, however, did provide some protection to such vulnerable groups as consumers, debtors, poor workers, and slaves.

The Code of Hammurabi included laws to prevent merchants from selling shoddy goods and moneylenders from charging exorbitant interest. For example, if a boat builder sold a poorly made boat, he had to fix its defects at his own expense. If a carelessly built house collapsed and killed its owner, the builder was executed. Moneylenders who increased the interest rates on a loan they had already made had to forfeit all payments on that loan.

Although Hammurabi's laws did little to improve the lot of slaves, they did allow them a few rights. For example, slaves could marry free persons, borrow money, conduct business, and buy their freedom. Mesopotamian laws also prohibited the enslavement of some types of workers. Sometimes, the head of a household hired out his wife and children to work off his debts. Hammurabi limited these dependents' period of servitude to three years.

**NOW** In modern democracies, laws that protect consumers and workers address issues that arose in the late nineteenth century. At that time, factory owners and the heads of large corporations gained more power than craftspeople and small business owners had ever had.

In the early 1900s, United States President Theodore Roosevelt began a campaign to control powerful corporations. He also recognized the rights of labor unions to bargain for the fair treatment of workers. In the late 1930s and early 1940s, President Franklin Delano Roosevelt established agencies that regulated big business and strengthened the power of labor unions.

Today, various agencies and commissions in the United States continue to enforce existing laws and make new ones. A policy known as *affirmative action* seeks to end discrimination against women and members of ethnic minorities in the workplace. The Federal Trade Commission (FTC) prevents businesses from using unfair methods of competition and from cheating consumers. The Occupational Safety and Health Administration (OSHA) insures that working conditions are safe. The Food and Drug Administration (FDA) safeguards our food and medicine.

As technology continues to advance, new problems in consumer protection arise. In recent years, consumers have sued manufacturers because these manufacturers sold dangerously defective tires and cars. Other consumers have tried to prevent the sale of genetically-altered foods.

#### CRITICAL THINKING

**Directions:** Answer the following questions on a separate sheet of paper.

- Drawing conclusions:** How might the women and children hired out to pay the debts of the head of a household have ended up as slaves?
- Making inferences:** Why do you think the change from small businesses to large corporations gave business owners more power over consumers and workers?
- Synthesizing information:** Speculate on the status of slaves in Mesopotamia. Then do library or online research to learn how Mesopotamians obtained and treated their slaves. Write a brief essay on your findings.

## People in World History Activity 2

## Profile 1

**Amenhotep IV (Akhenaton)** (died c. 1354 B.C.)  
**and Nefertiti** (c. 1372–1350 B.C.)

Few leaders in human history have had such a profound impact on their countries as did Amenhotep IV. For centuries before his rule, the people of Egypt had thrived under a polytheistic religion—the worship of many gods. Their religious beliefs influenced every part of Egyptian life; family, social, economic, and governmental occasions were all intertwined with the roles of the many Egyptian gods. Imagine the result, then, when their new leader, Amenhotep IV, underwent a religious conversion, changed his name, and then changed life throughout Egypt.

Amenhotep changed his name to Akhenaton, which means “spirit of Aton” or “Aton is pleased.” Aton was the god of the sun, and Akhenaton declared that Aton was the only god. A basis of this belief was that all living things depended on the sun for life. Akhenaton further declared that he was Aton’s son and his representative on earth. Akhenaton’s personal belief in this new religion was absolute and fervent. And as leader of Egypt, he had the power to impose his beliefs on all the people of the Nile. Suddenly, Egypt no longer practiced polytheism, but monotheism—the worship of a single god.

Adherence to Egypt’s new religion was mandatory and strict: no exceptions were permitted.

Akhenaton even built a new capital, called Akhenaton, in honor of Aton. Akhenaton ordered that every monument dedicated to Amon, previously Egypt’s greatest god, be destroyed.

Akhenaton’s loyal supporter during this revolution was Nefertiti, his wife and queen of Egypt. Today, Nefertiti is often thought of as one of the most beautiful women in history. We know what Nefertiti looked like because she was the subject of many sculptures. A painted limestone bust, today at the Berlin Museum, is perhaps the most famous. Much more important, however, was Nefertiti’s support of Akhenaton. She was a firm believer in the new religion and played an important role in its ceremonies. Together, Nefertiti and Akhenaton ruled during what has been called the Amarna Revolution, one of the periods of greatest change in Egyptian history.

**REVIEWING THE PROFILE**

**Directions:** Answer the following questions on a separate sheet of paper.

1. For what is Amenhotep IV famous?
2. What role did Nefertiti play in this change in Egyptian life?
3. **CRITICAL THINKING Making Generalizations.** Resentment from the priests of the old religion and the common people led to the rejection of Akhenaton’s religion after his death. Why do you think Akhenaton felt he could make such a dramatic change in people’s beliefs?

## People in World History Activity 2

## Profile 2

**David** (c. 1030–c. 965 B.C.)

"O my son Absalom, my son, my son Absalom! would God I had died for thee, O Absalom, my son, my son!"

*David, on hearing of his son's death*

David, the shepherd-king of ancient Israel, is revered as few other people in history are. During his lifetime, he earned the adulation of his people and the respect of his enemies. In the 30 centuries since his death, David has been held up as a model warrior, ruler, and writer (he is the author of many of the psalms in the Bible). He is celebrated in religion and in art, and the stories of his life and accomplishments are taught to millions of children raised in the Christian and Jewish traditions around the world.

David's life is told in the Bible. Born in Bethlehem, son of a shepherd, David tended flocks until he became a member of King Saul's court. It was there that David became the devoted friend of Saul's son, Jonathan. The story of a youthful David's triumph over the Philistine warrior Goliath, using only a sling and five stones, is one of the most famous stories ever told. David's skill as a warrior made him enormously popular among the people of Israel. Saul, however, became jealous and tried to have David killed. David fled to Judah, an area of Israel, beyond Saul's reach and gathered

his followers. Saul eventually was killed in battle with the Philistines, Israel's worst enemy, and David became king of Judah and eventually of all of Israel.

David's triumphs as king of Israel are legendary. Under his leadership, the people of Israel were united, and their army finally defeated the Philistines. David waged war against neighboring states, increasing Israel's prestige and power. He also was responsible for establishing Israel's capital at Jerusalem. During his 40-year reign, Israel prospered. The last years of David's reign, however, were marked by turbulence. Disagreement among his children over who would succeed him as ruler culminated in the revolt of his son Absalom. David's troops eventually killed Absalom, against David's orders and much to his grief. Despite the difficulties of his later years, David is still held in the highest regard. He died at about the age of 65, and his son Solomon became king of Israel.



*King David, detail from Landauer Altarpiece, Albrecht Durer, 1511*

**REVIEWING THE PROFILE**

**Directions:** Answer the following questions on a separate sheet of paper.

1. Why is David so revered?
2. What difficulties did he face in later life?
3. **CRITICAL THINKING Demonstrating Reasoned Judgment.** David is revered as a warrior and ruler, as well as an author and musician (his skill with the lyre is legendary). Do you think it is unusual to find all these qualities in the same person? Explain your answer.





## PRIMARY SOURCE READING 2

### Finding Tutankhamen's Tomb

Popular interest in ancient Egypt soared with the discovery in 1922 of the sealed tomb of the young ruler Tutankhamen. Though "King Tut" was actually a minor figure in history, the discovery influenced fashion, jewelry, home decoration, and even popular music. Sensational newspapers warned of a "curse" on those who had opened the tomb.

Well hidden in the rocks of the Valley of the Kings, near Thebes, Tutankhamen's tomb was unusual because it was almost untouched by vandals or grave robbers. Magnificent works of art and useful objects, rich with gold and gems, were found with the young pharaoh. Veteran British archaeologist Howard Carter had spent more than ten years searching for the tomb of Tutankhamen. The find was a last-chance triumph, for Carter's sponsor, Lord Carnarvon, was ready to abandon the project.

This reading is from Carter's own story of what he saw when he first opened Tutankhamen's tomb. At this point, workers at the dig had spent weeks clearing out blocked-up stairways and passages cut into the rock cliffs where royal tombs were placed.

**Guided Reading** *In this selection, read to learn what Carter discovered in Tutankhamen's tomb.*

The day following (November 26th) was the day of days, the most wonderful that I have ever lived through. . . . Throughout the morning the work of clearing continued, slowly . . . on account of the delicate objects that were mixed with the filling [in the passageway]. Then, in the middle of the afternoon, 30 feet down from the outer door, we came upon a second sealed doorway . . . behind it was the answer to the question.

. . . With trembling hands I made a tiny breach in the upper left hand corner [of the door]. Darkness and blank space, as far as an iron testing-rod could reach, showed that whatever lay beyond was empty. . . . Widening the hole a little, I inserted the candle and peered in. . . . At first I could see nothing, the hot air escaping from the chamber causing the candle flame to flicker, but presently, as my eyes grew accustomed to the light, details of the room within emerged slowly from the mist, strange animals, statues, and gold—everywhere the glint of gold.

For the moment—an eternity it must have seemed to the others standing by—I was struck dumb with amazement. When Lord Carnarvon, unable to stand the suspense any longer, inquired anxiously, "Can you see anything?", it

was all I could do to get out the words, "Yes, wonderful things!" Then widening the hole a little further, so that we both could see, we inserted an electric torch [flashlight]. . . .

Gradually the scene grew clearer, and we could pick out individual objects. First, right opposite to us . . . were three great gilt couches, their sides carved in the form of monstrous animals [leopards] . . . with heads of startling realism. . . . Next, on the right, two statues caught and held our attention: two life-sized figures of a king in black, facing each other like sentinels, gold kilted, gold sandalled. . . .

These were the dominant objects that caught the eye at first. Between them, around them, piled on top of them, there were countless others—exquisitely painted and inlaid caskets [boxes with lids]; alabaster vases, some beautifully carved . . . ; strange black shrines, from the open door of one a great gilt snake peeping out; bouquets of flowers or leaves; beds; chairs beautifully carved; a golden inlaid throne; . . . on the left a confused pile of overturned chariots, glistening with gold and inlay; and peeping from behind them another portrait of a king.

. . . Presently it dawned upon our bewildered brains that in all this medley of



## PRIMARY SOURCE READING 2

objects before us there was no coffin or trace of mummy. . . . We reexamined the scene before us, and noticed for the first time that between the two black sentinel statues on the right there was

another sealed doorway. The explanation gradually dawned upon us. We were but on the threshold of our discovery. What we saw was merely an antechamber.

### INTERPRETING THE READING

**Directions** Use information from the reading to answer the following questions. If necessary, use a separate sheet of paper.

1. Why was the discovery of Tutankhamen's tomb an unusual event?

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2. When and by whom was the tomb found?

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3. What did the workers have to do to reach the doorway?

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4. What were some of the objects that could be seen by the light of the flashlight?

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5. What was the importance of the doorway between the two black statues?

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### Critical Thinking

6. **Drawing Conclusions** Why do you think so many objects were placed in the rulers' tombs?

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## Reteaching Activity 2

### Western Asia and Egypt

The history of Egypt goes back more than 5,000 years. It is rich with military, engineering, and medical accomplishments. Today, researchers are still uncovering the mysteries of early Egyptian civilization.

**DIRECTIONS:** Each of the events listed below occurred during one of Egypt's kingdoms. Write each event in the correct box.

Great Pyramid is built.

Egypt becomes the most powerful state in Southwest Asia.

Pharaohs provide for the public welfare.

The Hyksos are driven out of Egypt.

Queen Hatshepsut rules.

Dates from about 2050 B.C. to 1652 B.C.

Canal connecting Red Sea and Nile constructed.

Akhenaton founds new religion.

Thutmose III conquers an empire.

Egypt captures Nubia.

Tutankhamen restores old Egyptian gods.

Practice of burying mummies in tombs begins.

Fortresses built to protect Nubia.

Ramses II reigns for 66 years.

#### Old Kingdom

#### Middle Kingdom

#### New Kingdom

## ★ Enrichment Activity 2



### The Seasons of the Nile

Ancient civilizations developed near rivers. When the rivers flooded, they deposited rich silt on the land, making it good farmland.

**T**he behavior of the Nile determined the seasons for farmers in ancient Egypt. There were really three seasons: inundation, receding waters, and drought. Inundation was the period during which the Nile flooded. Afterwards, the flood waters receded, withdrawing from the fields. Farmers plowed the land and planted their crops during this time. Drought was the dry period, when farmers harvested their crops.

Knowing in advance how much the Nile would flood was an important role of government, and much of the kings' power came from their ability to accurately predict the extent of the floods. Good flooding meant abundant harvests; a low flood could mean famine. As Egyptian civilization progressed, it became possible to move farther upstream to measure the source of flooding and to get earlier information on the extent of the year's flood.

Egyptian farmers devised a series of dams, levees, and canals to control the flooding river. They built levees around villages to keep water out. They constructed earthen dams in fields after the flood to keep water in long enough to enrich the soil. They dug canals and then punctured the dams to allow water to flow into fields as needed. As a final method of irrigation, they carried water by hand to distant fields not reached by the floods.

The value of land—how heavily it was taxed—was determined by its proximity to the river. Lowland fields that flooded naturally were the most prized. Those farther inland that needed to be flooded through irrigation were taxed at a lower rate.

**DIRECTIONS:** Answer the questions below in the space provided.

1. What is the main idea of the selection? \_\_\_\_\_  
\_\_\_\_\_
2. From what you have read about Egyptian civilization, how necessary was an abundant labor force to prepare the fields for planting? \_\_\_\_\_  
\_\_\_\_\_
3. Why do you think kings derived their power from their ability to predict the flood? \_\_\_\_\_  
\_\_\_\_\_
4. Why do you think land closer to the river was more valuable? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. From what you have read about Egyptian religion, briefly describe the role water in general, and the Nile in particular, might have played in the religion of ancient Egypt.  
\_\_\_\_\_  
\_\_\_\_\_

## World Art and Music Activity 2



### Egyptian Pyramids

South of Cairo, Egypt, huge monuments rise out of the sandy desert. They are commonly known as the Egyptian pyramids. The pyramids ensure that the Egyptian pharaohs and the great Nile civilization will never be forgotten—or fully understood.

**DIRECTIONS:** Read the passage below about these massive structures. Then answer the questions in the space provided.



Pyramids at Giza, Egypt

The long history of ancient Egypt is usually divided into three periods: the Old Kingdom, the Middle Kingdom, and the New Kingdom. The pyramids were built during the Old Kingdom, which lasted from about 2700 B.C. to 2200 B.C.

The pyramids are truly immense. The Great Pyramid of Khufu is 756 feet (230 meters) along each side of its base and 481 feet (147 meters) high. This is about the height of the Washington Monument. The pyramids are not “buildings” in the usual sense. They are not structures with floors and rooms inside,

intended for human occupants. Instead, these massive structures are solid masses of limestone blocks, which originally were covered with an additional layer of smooth white limestone. The Great Pyramids contain several passages, two large chambers, an underground chamber, smaller rooms, corridors, and air shaft chambers for ventilation. There is no front door.

Unlike the prehistoric cave paintings—where historians know how the art was made but not why—historians think they know why the Egyptians built

**World Art and Music Activity 2** 

**CHAPTER 2**

the pyramids. However, they do not know how the Egyptians did it.

Egyptian religion placed great importance on the soul's eternal life after death. According to Egyptian religious belief, a person's soul, or *ka*, left the body at death. But it would return to the body in time for the journey to the afterlife and immortality. Because of this, it was important that the body not be lost or destroyed before the *ka* returned. Therefore, to protect and preserve the body, the Egyptians embalmed it, wrapped it in strips of cloth, and put it in a safe place.

The most important person in Egypt was the pharaoh, or king, who was, in the eyes of his subjects, also a god. Because his soul would continue to guide the kingdom after death, he needed the most majestic and most secure resting place—the pyramid. He was buried with food, clothing, weapons, furniture, jewels, and everything he would need in the afterlife. He was placed in the central burial chamber, with dead-ends and false chambers nearby to confuse grave robbers. The pyramid was then sealed.

Each pyramid contains thousands of stones. Each stone had to be carved by hand and transported to the site. Once there, the stones were placed one on top of the other in such a precise manner that no cement or mortar had to be used. The work of carving, transporting, and placing the stones was accomplished by paid workers and farmers. Thousands of people toiled hundreds of years to complete the pyramids. Some experts believe that it took 10,000 workers and 25 years to lay 5 million tons of rock.

How did they do it? Did they use levers or pulleys? Did they have sophisticated machinery? Some engineers hypothesize that workers placed tree trunks on the ground, put a platform full of stones on top, and then pulled. But where did all those trees come from? Other engineers suggest that the stones were dragged up ramps of earth and sand that were raised with each level of the pyramid. Or perhaps workers used only muscles and determination. We may never know how the pyramids were made. But we do know that they were completed without the benefit of the technology that we have today.

**Reviewing the Selection**

1. Describe the structure of a pyramid.

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2. Why did the Egyptians build the pyramids?

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**Critical Thinking**

3. **Distinguishing Fact from Opinion** List two statements in the passage that are facts and two that are opinions.

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4. **Demonstrating Reasoned Judgment** It was very important to the Egyptians that the pyramids be sealed for eternity. Yet the only way historians can acquire firsthand knowledge of some aspects of Egyptian life is to enter the burial chambers. On a separate piece of paper, write a paragraph arguing for or against opening the pyramids.

Glencoe

# WORLD HISTORY



## Chapter 2 Section Resources

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SECTIONS

 **Guided Reading Activity 2-1**

**Civilization Begins in Mesopotamia**

**DIRECTIONS:** Answer the following questions as you read Section 1.

1. Why was the land between the Tigris and Euphrates Rivers able to sustain an early civilization?

\_\_\_\_\_

2. What were the Sumerians the first to do?

\_\_\_\_\_

3. Describe the dimensions of the Sumerian city of Uruk.

\_\_\_\_\_

4. In what ways were the people of Mesopotamia creative with mud bricks?

\_\_\_\_\_

5. In what three ways did the temples serve as the center of a Sumerian city?

\_\_\_\_\_

6. What did the Sumerians believe about who it was that ruled their cities?

\_\_\_\_\_

7. Around 3000 B.C. what was invented that greatly affected the transport of goods in Sumeria?

\_\_\_\_\_

8. Give the definition of an empire.

\_\_\_\_\_

9. Who set up the first empire in world history, and how did he do it?

\_\_\_\_\_

10. What principle was a fundamental part of the Code of Hammurabi?

\_\_\_\_\_

11. According to Sumerian beliefs, why did the gods create human beings?

\_\_\_\_\_

12. What do many people consider to be the greatest invention of the Sumerians?

\_\_\_\_\_

13. Why was writing so important in ancient civilizations?

\_\_\_\_\_



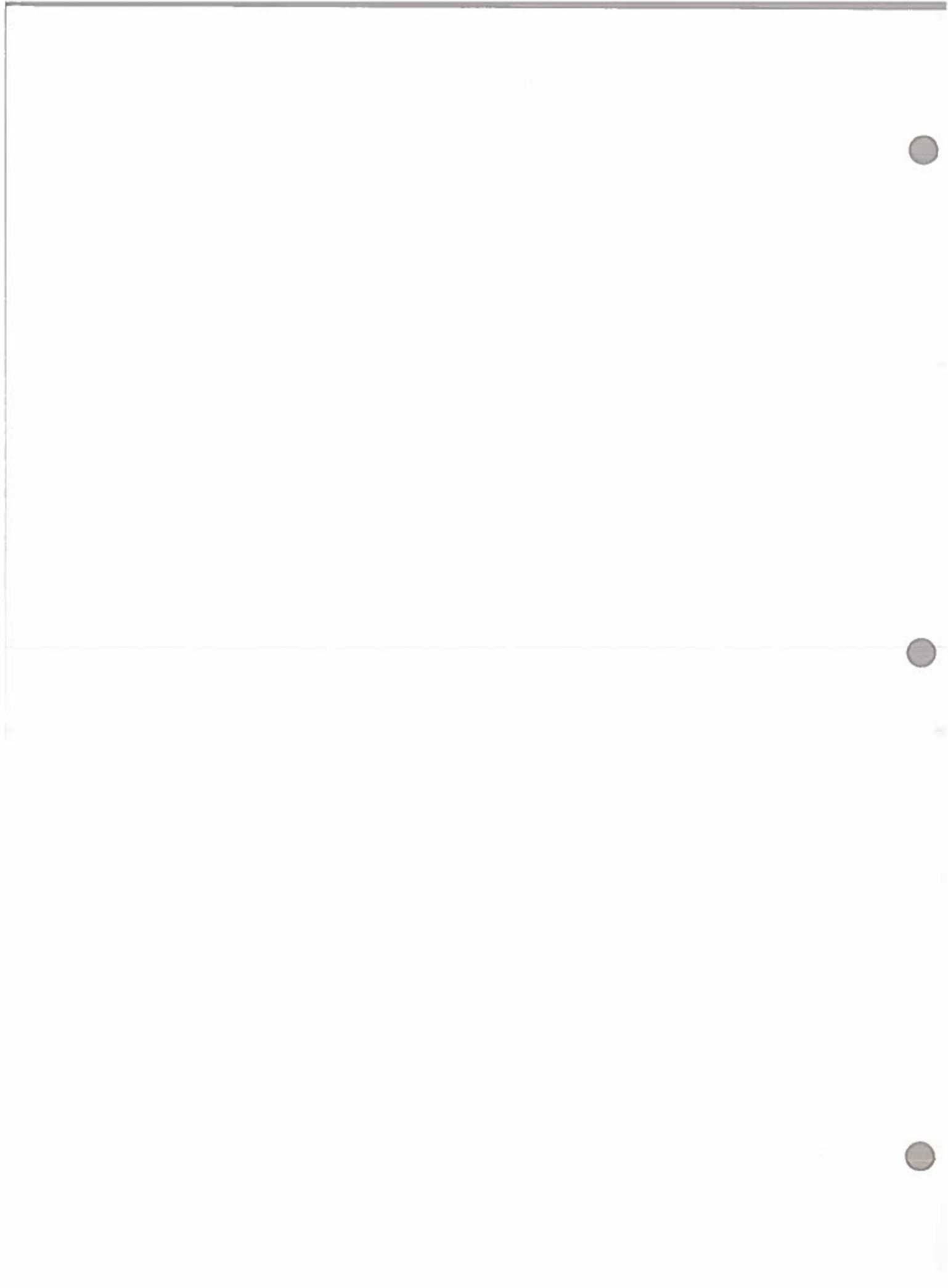


## Guided Reading Activity 2-4

### The Rise of New Empires

**DIRECTIONS:** Fill in the blanks as you read Section 4.

- I. The Assyrians, a \_\_\_\_\_-speaking people, established an empire by 700 B.C.
  - A. The Assyrians exploited the use of \_\_\_\_\_ weapons.
  - B. One of the world's first libraries was established at \_\_\_\_\_ by Ashurbanipal.
  - C. The Assyrians used \_\_\_\_\_ as an instrument of warfare.
- II. Nebuchadnezzar rebuilt \_\_\_\_\_ as the center of his short-lived empire.
- III. Cyrus created a Persian state that stretched from \_\_\_\_\_ to \_\_\_\_\_.
  - A. Cyrus had a genuine respect for other \_\_\_\_\_.
  - B. Darius added a new Persian \_\_\_\_\_ in western India.
  - C. Well-maintained \_\_\_\_\_ made it easy for officials to travel through the empire.
    1. The \_\_\_\_\_ Road stretched from Lydia to \_\_\_\_\_, the chief capital.
    2. The Persians set up \_\_\_\_\_ for the king's messengers.
  - D. The Persian kings created a standing army of \_\_\_\_\_ soldiers.
    1. At its core was a \_\_\_\_\_ and \_\_\_\_\_ force of ten thousand.
    2. These groups were known as the \_\_\_\_\_.
    3. When one member was killed he was immediately \_\_\_\_\_.
  - E. After Darius, the Persian kings became more and more \_\_\_\_\_.
- IV. The Persians' most original contribution was the religion of \_\_\_\_\_.
  - A. Ahuramazda was the \_\_\_\_\_ god who brought all things into being.
  - B. The \_\_\_\_\_ gave all humans the freedom to choose between right and wrong.
  - C. At the end of the world, the final \_\_\_\_\_ of good and evil would occur.





## Guided Reading Activity 2-2

### Egyptian Civilization: "The Gift of the Nile"

**DIRECTIONS:** As you are reading the section, decide if a statement is true or false. Write **T** if the statement is true or **F** if the statement is false. For all false statements write a corrected statement.

- \_\_\_\_\_ 1. To the ancient Egyptians, the most important feature of the river was the many fish that lived in it.  
\_\_\_\_\_
- \_\_\_\_\_ 2. Ancient Egyptian civilization was marked by constant change and upheaval over the centuries.  
\_\_\_\_\_
- \_\_\_\_\_ 3. Osiris took on an important role for the Egyptians as a symbol of resurrection.  
\_\_\_\_\_
- \_\_\_\_\_ 4. In obeying their pharaoh, subjects felt humiliated and powerless to determine the course of their own lives.  
\_\_\_\_\_
- \_\_\_\_\_ 5. Pyramids were built as part of a larger complex of buildings dedicated to the dead—in effect, a city of the dead.  
\_\_\_\_\_
- \_\_\_\_\_ 6. The Greek historian Herodotus reported the story that it took 100,000 Egyptians 20 years to build the Great Pyramid.  
\_\_\_\_\_
- \_\_\_\_\_ 7. The draining of swampland in the Nile Delta provided room for many more pyramids to be built.  
\_\_\_\_\_
- \_\_\_\_\_ 8. Cleopatra was the first Egyptian woman to become pharaoh.  
\_\_\_\_\_
- \_\_\_\_\_ 9. The earliest Egyptian writing was later called hieroglyphics, meaning "priest-carvings" or "sacred writings."  
\_\_\_\_\_



## Guided Reading Activity 2-3

### New Centers of Civilization

**DIRECTIONS:** Fill in the blanks below as you read Section 3.

The term (1) \_\_\_\_\_ refers to a particular group of people who used a language derived from a (2) \_\_\_\_\_ parent tongue. The (3) \_\_\_\_\_ were the first of the Indo-European peoples to make use of iron.

The Phoenicians lived in the area of Palestine along the (4) \_\_\_\_\_ coast. The Phoenicians improved their (5) \_\_\_\_\_, became great international (6) \_\_\_\_\_, and thus created a trade empire. The Phoenician culture is best known for its (7) \_\_\_\_\_.

Much of the history and the religious beliefs of the Israelites were eventually recorded in written form in the (8) \_\_\_\_\_. By the time of (9) \_\_\_\_\_, the Israelites had established control over all of (10) \_\_\_\_\_ and made (11) \_\_\_\_\_ into the capital of Israel. Under Solomon, ancient Israel was at the (12) \_\_\_\_\_ of its power.

After Solomon's death, tension between the northern and southern tribes within Israel led to the creation of two separate (13) \_\_\_\_\_. In 722 B.C. the (14) \_\_\_\_\_ overran the Kingdom of Israel. The (15) \_\_\_\_\_ completely destroyed (16) \_\_\_\_\_ in 586 B.C.

According to Jewish beliefs, there is but one God, called (17) \_\_\_\_\_, the creator of the world and everything in it. This powerful creator was just and good and he expected (18) \_\_\_\_\_ from his people. Hebrew writings say, "The Lord is gracious and (19) \_\_\_\_\_, slow to anger and rich in love." Jewish prophets embraced a vision for the future that included the end of (20) \_\_\_\_\_ and the establishment of (21) \_\_\_\_\_ for all the nations of the world.