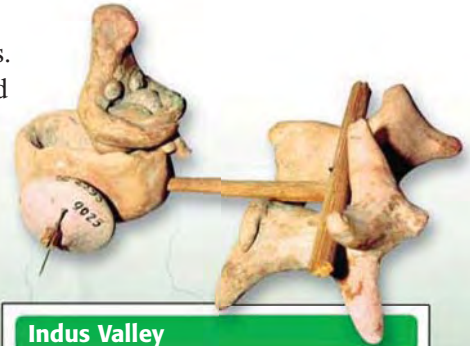


# The Rise of Civilizations

Thousands of years ago, several societies in different parts of the world changed from hunting and gathering to farming. Some began to produce surpluses of food. Those surpluses helped bring about the world's first civilizations.

In Unit 1, you learned that most historians define civilization as a complex culture with these five characteristics: (1) advanced cities, (2) specialized workers, (3) complex institutions, (4) record keeping and writing, and (5) advanced technology. You also learned about several early civilizations. In the next six pages, you will explore what those ancient civilizations had in common and how they differed.



**Indus Valley**

The people of the Indus River valley lived in highly planned cities. Later, a new group moved into the area, creating a civilization that still influences South Asia.



**Ancient Egypt**

Along the Nile River, powerful rulers led a dazzling civilization that produced monuments, art, and religion that still fascinate people today.

**Palestine**

Various peoples settled in the hills and valleys of Palestine. One group—the Israelites—was unique because they worshiped only one god.



**Mesopotamia**

The Tigris and Euphrates rivers supported the different peoples of Mesopotamia. The first civilization there was based in city-states.

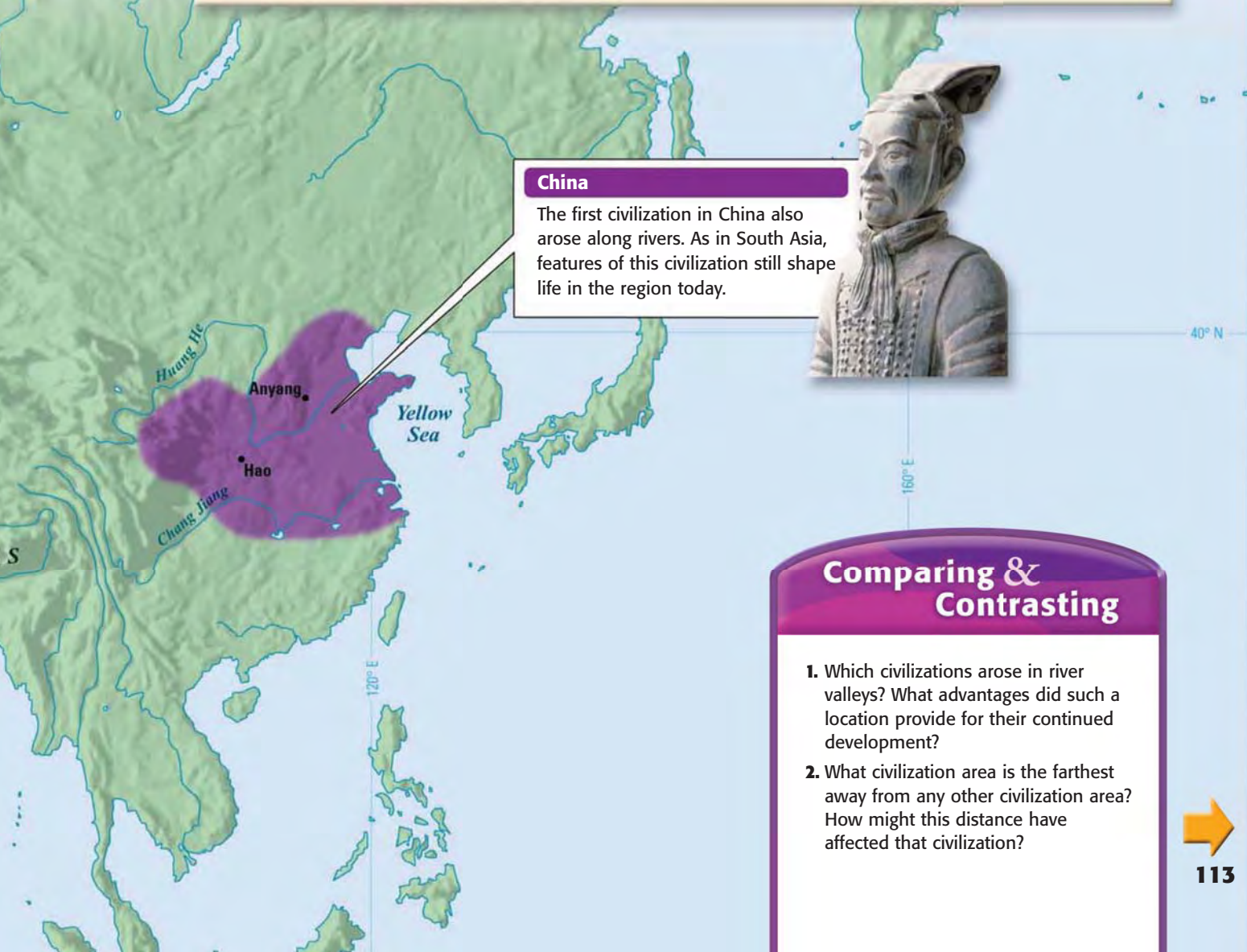




## Ancient Civilizations over Time

Some of these ancient civilizations lasted only a few hundred years, but others lasted more than 3,000 years. Earlier civilizations often had influence on later ones that shared the same area. The civilizations shown here did not all develop in isolation of each other. Trade linked some. Some fought wars against each other.

CIVILIZATIONS OF THE ANCIENT WORLD		3500 B.C.	3000	2500	2000	1500	1000 B.C.	
Mesopotamia	Sumerian	[Orange bar]						
	Babylonian				[Orange bar]			
	Hittite				[Orange bar]	[Orange bar]		
Palestine	Phoenician						[Pink bar]	
	Israelite						[Pink bar]	
Egypt	Egyptian		[Blue bar]					
Indus Valley	Harappan			[Green bar]				
	Aryan						[Green bar]	
China	Shang/Zhou					[Purple bar]		



### China

The first civilization in China also arose along rivers. As in South Asia, features of this civilization still shape life in the region today.



## Comparing & Contrasting

- Which civilizations arose in river valleys? What advantages did such a location provide for their continued development?
- What civilization area is the farthest away from any other civilization area? How might this distance have affected that civilization?



# Characteristics of Civilizations

The civilizations you studied in Unit 1 each demonstrated the five characteristics that historians use to define a civilization.

## Advanced Cities

Cities were key features of the ancient civilizations. These cities were more than just collections of people. They were also centers of political, economic, and religious life.

## Specialized Workers

Surpluses of food allowed people to specialize in jobs outside of agriculture. Specialized workers such as artisans, traders, and soldiers strengthened and expanded civilization.

## Complex Institutions

Complex institutions such as law codes, religion, and an economy were another characteristic of ancient civilizations. They organized, united, and helped civilizations to prosper.

## Record Keeping and Writing

Each civilization developed a system of writing. Rulers could record laws. Priests could write down important religious dates and the rituals to follow. Merchants could record transactions. Eventually, people used the writing system to record their thoughts and ideas, creating literature and written history.

## Advanced Technology

The civilizations developed new ways of doing work and new materials to work with, such as metals and pottery. They also developed tools like calendars to make their world more orderly.

	Indus Valley	Mesopotamia	China	Ancient Egypt	Palestine
Advanced Cities	<ul style="list-style-type: none"> <li>Planned cities had neatly laid-out streets and fortified areas.</li> </ul>	<ul style="list-style-type: none"> <li>Cities had central temples called ziggurats.</li> </ul>	<ul style="list-style-type: none"> <li>Cities had massive earthen walls for protection.</li> </ul>	<ul style="list-style-type: none"> <li>Cities had power over the surrounding lands.</li> </ul>	<ul style="list-style-type: none"> <li>Phoenician cities were busy ports.</li> <li>Jerusalem had a large temple.</li> </ul>
Specialized Workers	<ul style="list-style-type: none"> <li>Artisans made various goods, which traders exchanged with other peoples.</li> </ul>	<ul style="list-style-type: none"> <li>Priests, warriors, scribes, artisans, and farmers all had special tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Warriors defended the land.</li> <li>Artisans made beautiful and useful items.</li> </ul>	<ul style="list-style-type: none"> <li>Rulers, officials, priests, and wealthy land-owners led society.</li> </ul>	<ul style="list-style-type: none"> <li>Phoenician sailors carried goods.</li> <li>Israelite religious leaders had great influence.</li> </ul>
Complex Institutions	<ul style="list-style-type: none"> <li>Rulers organized the work of laying out the cities.</li> </ul>	<ul style="list-style-type: none"> <li>Priests and then kings ran the cities.</li> <li>Rulers created written law codes.</li> </ul>	<ul style="list-style-type: none"> <li>Rulers organized workers to build canals and city walls.</li> </ul>	<ul style="list-style-type: none"> <li>Pharaohs ordered people to build elaborate tombs.</li> <li>Priests ran large temples.</li> </ul>	<ul style="list-style-type: none"> <li>Israelites developed the belief in one god. They saw the law as a gift from God.</li> </ul>
Record Keeping and Writing	<ul style="list-style-type: none"> <li>The system of writing has not yet been deciphered.</li> </ul>	<ul style="list-style-type: none"> <li>Cuneiform was the world's first system of writing.</li> </ul>	<ul style="list-style-type: none"> <li>The writing system helped unify peoples with different languages because characters stood for ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Hieroglyphic writing had symbols that stood for ideas and for sounds.</li> </ul>	<ul style="list-style-type: none"> <li>The Phoenician alphabet became the basis of many alphabets.</li> </ul>
Advanced Technology	<ul style="list-style-type: none"> <li>Engineers made sophisticated buildings and plumbing systems.</li> </ul>	<ul style="list-style-type: none"> <li>Sumerians invented the wheel, the sail, and the plow, and discovered how to make bronze.</li> </ul>	<ul style="list-style-type: none"> <li>The Chinese refined bronze casting technology and valuable silk cloth production.</li> </ul>	<ul style="list-style-type: none"> <li>Advances were made in engineering, astronomy, and medicine.</li> </ul>	<ul style="list-style-type: none"> <li>Phoenicians built ships with advances such as the steering oar and the sail.</li> </ul>

### SKILLBUILDER: Interpreting Charts

- Synthesizing** How important was religion to these civilizations?
- Analyzing Motives** How did the Chinese system of writing contribute to the spread of Chinese civilization?



# Development of Law

Laws are a complex institution of civilizations. They are designed to do many things—settle conflicts between individuals, provide citizens with guidance on proper behavior, and outline an individual’s relationship with the government. Thus, laws are important for building stable civilizations.

## PRIMARY SOURCE

INTERACTIVE

### Hammurabi’s Code

- If a son has struck his father, they shall cut off his hand.
- If a [noble] has destroyed the eye of a [noble], they shall destroy his eye.
- If he has broken another [noble’s] bone, they shall break his bone.
- If he has destroyed the eye of a commoner or broken the bone of a commoner, he shall pay one mina of silver.
- If he has destroyed the eye of a [noble’s] slave or broken the bone of a [noble’s] slave, he shall pay one-half [the slave’s] value.
- If a [noble] has knocked out the tooth of a [noble], they shall knock out his tooth.
- If he has knocked out a commoner’s tooth, he shall pay one-third mina of silver.

#### DOCUMENT-BASED QUESTION

*Is the Code applied equally to all people? Explain your answer.*

## PRIMARY SOURCE

INTERACTIVE

### Old Testament

- Whoever strikes a man so that he dies shall be put to death. But if he did not lie in wait for him, but God let him fall into his hand, then I will appoint for you a place to which he may flee. . . .
- Whoever strikes his father or his mother shall be put to death. . . .
- Whoever curses his father or his mother shall be put to death.
- When men quarrel and one strikes the other with a stone or with his fist and the man does not die but keeps his bed, then if the man rises again and walks abroad with his staff, he that struck him shall be clear; only he shall pay for the loss of his time. . . .
- When a man strikes his slave, male or female, with a rod and the slave dies under his hand, he shall be punished. . . .
- When a man strikes the eye of his slave, male or female, and destroys it, he shall let the slave go free for the eye’s sake. If he knocks out the tooth of his slave, male or female, he shall let the slave go free for the tooth’s sake.

#### DOCUMENT-BASED QUESTION

*What principle underlies these laws? How would you describe the punishments in these laws?*



## PRIMARY SOURCE

INTERACTIVE

### Confucius

- The Master said, “A young man’s duty is to behave well to his parents at home and to his elders abroad, to be cautious in giving promises and punctual in keeping them, to have kindly feelings towards everyone, but seek the intimacy of the Good.”
- The Master said, “Govern the people by regulations, keep order among them by chastisements, and they will flee from you, and lose all self-respect. Govern them by moral force, keep order among them by ritual, and they will keep their self-respect and come to you of their own accord.”

#### DOCUMENT-BASED QUESTION

*What behavior does Confucius expect of ordinary people and of rulers?*

## Comparing & Contrasting

1. How is the treatment of slaves in Hammurabi’s Code and the Old Testament laws similar? How is it different?
2. For which of the civilizations on the chart do you think laws were most important? Why?





# Record Keeping and Writing

As institutions became more complex, people realized the need for record keeping. Officials tracked taxes and laws, priests recorded important rituals, and merchants totaled accounts. Record keeping provided stability for the complex institutions.

**PRIMARY SOURCE**

## Indus Valley Seals

The system of writing used in the Indus Valley has not been deciphered. Scholars have identified about 400 symbols, but they do not know if these stand for ideas or sounds. Many of the examples are found on small seals. The seals might have been used to mark objects to show ownership. In that case, the symbols might give a person's name.



**DOCUMENT-BASED QUESTION**

*Based on what you see on this seal, what are some possibilities for its translation?*

**PRIMARY SOURCE**

## Sumerian Cuneiform

Cuneiform originated in people's desire to keep track of goods they owned. By around 3000 B.C., Sumerians had more than 1,000 symbols. Each stood for an idea. Later, symbols stood for sounds. This system of writing was used in Mesopotamia for about 3,000 years. Different peoples adapted it for their own languages. At first, cuneiform was read from top to bottom. Later, it was read from left to right.

**DOCUMENT-BASED QUESTION**

*What visual clue suggests that this cuneiform sample was read from left to right and not top to bottom?*



**PRIMARY SOURCE**

## Egyptian Hieroglyphics

Hieroglyphics were read in the direction that the human and animal heads faced. Usually this was from right to left. Sometimes, though, the direction could be changed to make a more pleasing appearance. Some symbols stood for ideas. Some stood for consonant sounds—vowels were not included. Some gave clues to how a word was used, such as whether a name referred to a person or a place.

**DOCUMENT-BASED QUESTION**

*In the bottom row on the left, you can see an owl. What other symbols do you recognize?*



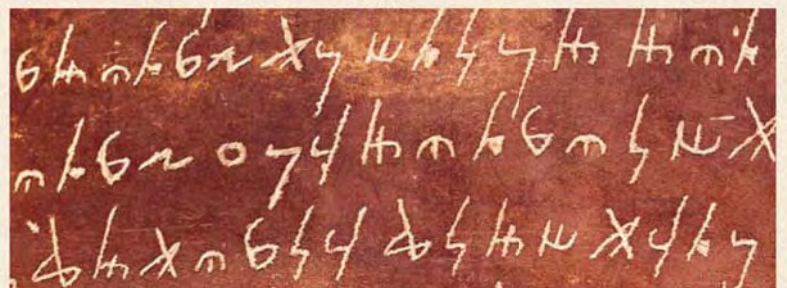
**PRIMARY SOURCE**

## Phoenician Alphabet

The alphabet used by the ancient Phoenicians had symbols for 22 consonants. This alphabet was adapted by the Greeks, and it became the basis for writing all European languages. The Phoenician alphabet also influenced how Hebrew and Arabic were written, and it was adapted to write the languages of India and Ethiopia.

**DOCUMENT-BASED QUESTION**

*Do any of the letters in this Phoenician sample look similar to letters we use today? If so, which ones?*





# Advanced Technology

New technologies gave the ancient civilizations new ways of solving problems. Some solved age-old problems—for example, the plow made it easier to till the soil. Some solved new problems. Egyptians learned how to embalm the bodies of dead rulers as part of their complex beliefs about life after death.

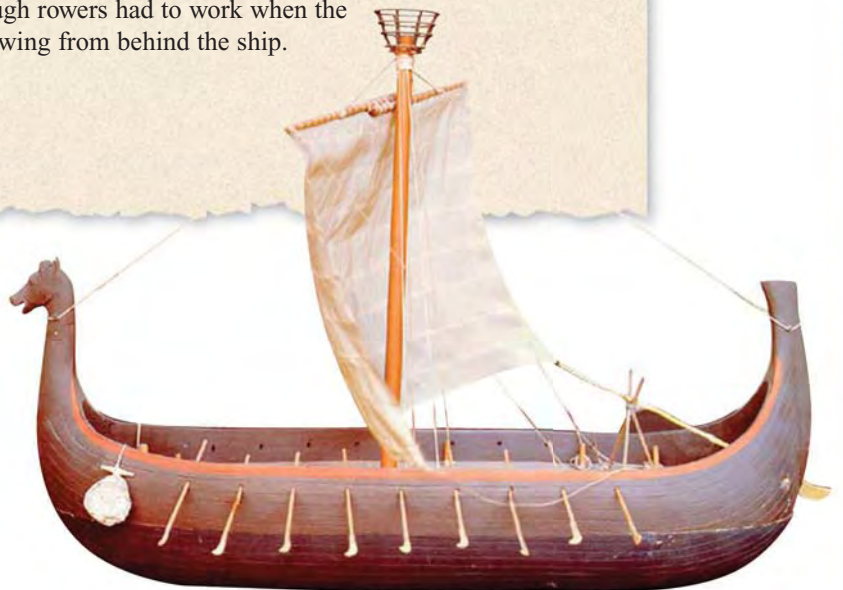
## PRIMARY SOURCE

### Phoenician Sailing

The Phoenicians traded throughout the Mediterranean Sea and beyond. They were the most skilled sailors of their time. The first ships relied on rowers and did not have sails. They also lacked rudders for steering. By about 700 B.C., though, the Phoenicians had made advances. They added long steering oars in the back and a single sail, which could catch the wind and move the ship forward. Captains came to rely on the sails, though rowers had to work when the weather was calm or when the wind was not blowing from behind the ship.

#### DOCUMENT-BASED QUESTION

*What is the advantage of having a sail on the ship?*



## PRIMARY SOURCE

### Bronze from Shang China

During the Shang Dynasty, Chinese artisans grew highly skilled at making bronze. Bronze is a mixture of copper and tin. They made bronze weapons and vessels for religious ceremonies. Bronzes were made by creating pottery molds that were carved on the inside, in reverse, to leave the desired pattern on the final object. Hot liquid bronze was poured inside. When it had cooled, the pottery molds were broken.

#### DOCUMENT-BASED QUESTION

*What does the intricate detail of this piece suggest about Shang society?*



## Comparing & Contrasting

1. How do the ancient systems of writing differ from the way words are written today?
2. What role did trade play in the development of writing?
3. Which technological advances do you think were more important—Chinese skill in making bronzes or Phoenician skill in sailing? Why?

#### EXTENSION ACTIVITY

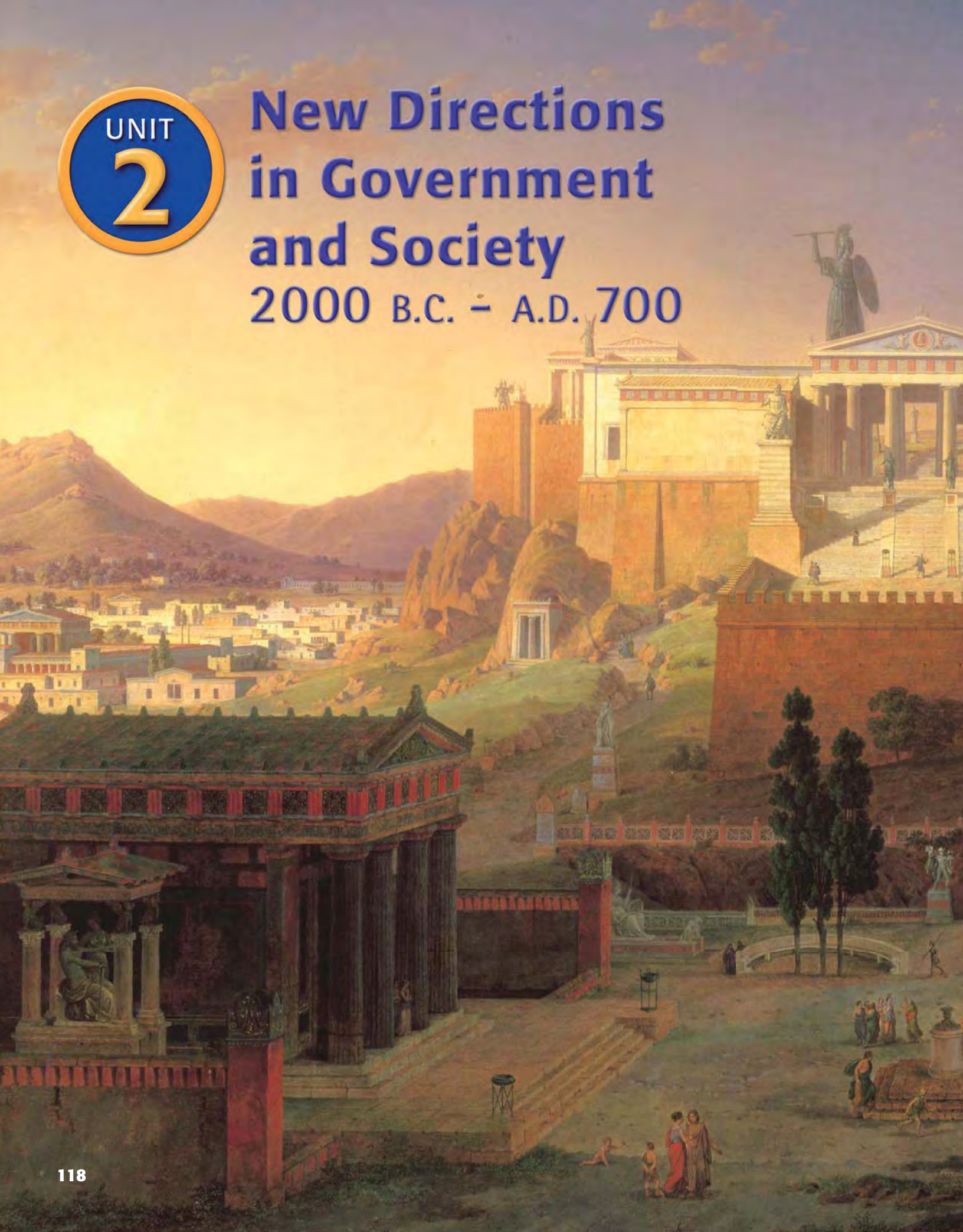
Technological changes have continued throughout history. Choose one area of life, such as land transportation, communication, medicine, or raising food. Using this textbook or an encyclopedia, find out what technology one of these ancient civilizations had in that area. Then identify technological changes in that area over the centuries. Create an illustrated time line to show how that technology has changed.



UNIT  
**2**

# New Directions in Government and Society

2000 B.C. – A.D. 700







This painting of Athens shows why the Greeks called the main district of government and religious buildings an acropolis, meaning city at the top. Such buildings were constructed in the highest, most easily defended part of the city.

### Comparing & Contrasting

#### Classical Ages

In Unit 2, you will learn that Greece had a classical age, a time of great cultural achievement that left an enduring legacy. At the end of the unit, you will have a chance to compare and contrast Greece's classical age with several others. (See pages 252–257.)