

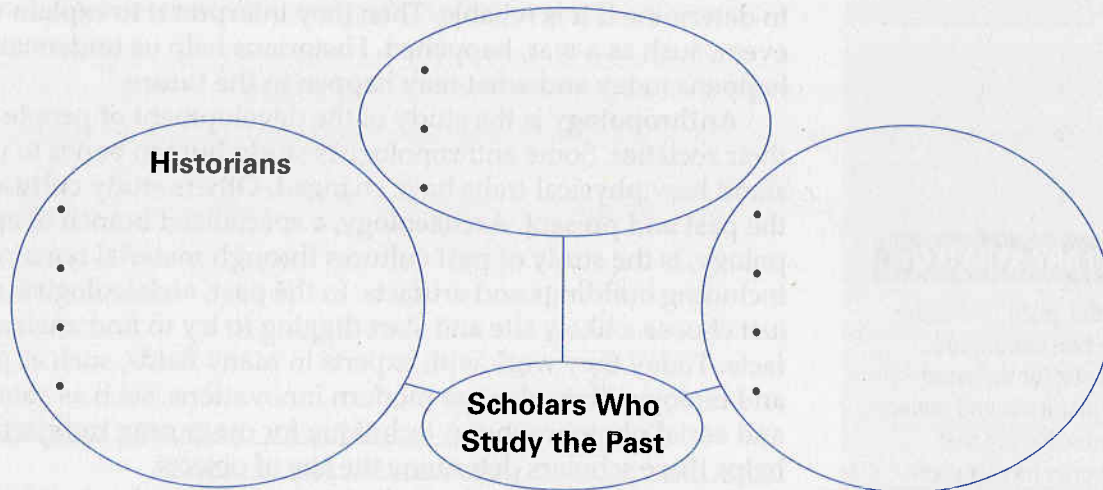
**CHAPTER**  
**1**  
**SECTION 1**

**Note Taking Study Guide**

**UNDERSTANDING OUR PAST**

**Focus Question:** What have scholars learned about the ancestors of humans, and how have they done so?

A. As you read "Studying the Historical Past" and "Investigating Prehistory," complete the following graphic organizer, identifying the types of scholars who study the past. Then summarize what each type does.



B. As you read "Discoveries in Africa and Beyond," complete this table by identifying different hominid groups and summarizing what scholars have learned about each group.

| Hominids           |                  |
|--------------------|------------------|
| Group              | Summary          |
| Australopithecines | •<br>•<br>•      |
|                    | •<br>•           |
|                    | •<br>•<br>•<br>• |
|                    | •<br>•<br>•<br>• |

CHAPTER  
**1**  
SECTION 1

**Section Summary**

UNDERSTANDING OUR PAST

**READING CHECK**

What is anthropology?

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**VOCABULARY STRATEGY**

What does the word *technique* mean in the first underlined sentence? Look for the word *technology* in the second underlined sentence. Notice that these two words have a common root. Use these related words to help learn what *technique* means.

**READING SKILL**

**Summarize** In your own words, summarize the important discoveries made by anthropologists Mary and Louis Leakey at Olduvai Gorge.

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The long period before the invention of writing is called **prehistory**. Then about 5,000 years ago, humans invented writing and recorded history began.

**Historians** learn details of the past from **artifacts**, such as clothing, coins, and artwork. However, most rely on written evidence, such as letters or tax records. Historians must also evaluate evidence to determine if it is reliable. Then they interpret it to explain why an event, such as a war, happened. Historians help us understand what happens today and what may happen in the future.

**Anthropology** is the study of the development of people and their societies. Some anthropologists study human bones to understand how physical traits have changed. Others study **cultures** from the past and present. **Archaeology**, a specialized branch of anthropology, is the study of past cultures through material remains, including buildings and artifacts. In the past, archaeologists might just choose a likely site and start digging to try to find ancient artifacts. Today they work with experts in many fields, such as geology and biology. They also use modern innovations, such as computers and aerial photography. A technique for measuring radioactivity helps these scholars determine the age of objects.

Before the 1950s, anthropologists knew little about early humans and their ancestors. Anthropologists **Mary and Louis Leakey** searched for clues in East Africa at **Olduvai Gorge**. There they found many ancient stone tools. The tools showed that whoever had made them had developed the skills and tools, or **technology**, to survive. Early human relatives, or hominids, must have made them. Then, in 1959, after two decades of searching, Mary Leakey found the skull of an early hominid. In 1974, anthropologist **Donald Johanson** found pieces of a hominid skeleton in Ethiopia. "Lucy" was at least 3 million years old. Discoveries like these helped establish that a number of different groups of hominids, such as *Homo habilis* and *Homo erectus*, lived over the course of several million years. Two groups of *Homo sapiens* arose. One group—the Neanderthals—disappeared between 50,000 and 30,000 years ago. Early modern humans were then the only hominids on Earth.

**Review Questions**

1. What evidence do historians study to learn about the past?

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2. What have stone tools taught anthropologists about early humans?

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**CHAPTER**  
**1**  
**SECTION 2**

**Note Taking Study Guide**

**TURNING POINT: THE NEOLITHIC REVOLUTION**

**Focus Question:** How was the introduction of agriculture a turning point in prehistory?

*As you read this section in your textbook, complete the following chart to summarize the eras of prehistory before and after the introduction of agriculture.*

| <b>Eras of Prehistory</b>  |                           |
|----------------------------|---------------------------|
| <b>Life Before Farming</b> | <b>Life After Farming</b> |
| • _____<br>_____           | • _____<br>_____          |
| • _____<br>_____           | • _____<br>_____          |
| • _____<br>_____           | • _____<br>_____          |
| • _____<br>_____           | • _____<br>_____          |
| • _____<br>_____           | • _____<br>_____          |
| • _____<br>_____           | • _____<br>_____          |
| • _____<br>_____           | • _____<br>_____          |
| • _____<br>_____           | • _____<br>_____          |
| • _____<br>_____           | • _____<br>_____          |
| • _____<br>_____           | • _____<br>_____          |

CHAPTER  
**1**  
SECTION 2

**Section Summary**

TURNING POINT: THE NEOLITHIC REVOLUTION

**READING CHECK**

Into what two eras do scholars divide prehistory?

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**VOCABULARY STRATEGY**

What does the word *transition* mean in the underlined sentence? What clues can you find in the surrounding words, phrases, or sentences? Circle the word below that is a synonym for *transition*.

1. remain
2. change

**READING SKILL**

**Summarize** In your own words, summarize how the Neolithic Revolution changed the way people lived.

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Scholars have divided prehistory into eras called the **Old Stone Age**, or **Paleolithic Period**, and the **New Stone Age**, or **Neolithic Period**. During both, people made stone tools. However, during the New Stone Age, people began to develop new skills and technologies that led to dramatic changes.

Early modern humans lived toward the end of the Paleolithic Period. They were **nomads** who moved around in small groups, hunting and gathering food. These people made simple tools and weapons, built fires for cooking, and used animal skins for clothing. They also developed spoken language, which helped them cooperate during the hunt. Some people also began to bury their dead. This suggests belief in a spiritual world or life after death. Cave paintings around the world depict animals and humans. Many scholars think that our ancestors believed the world was full of spirits and forces that might reside in animals, objects, or dreams. Such beliefs are known as **animism**.

The New Stone Age began about 12,000 years ago (or about 10,000 B.C.), when nomadic people made a great breakthrough—they learned to farm. By producing their own food, people no longer needed to roam in search of it. As a result, early farmers settled the first permanent villages. This transition from nomadic life to settled farming brought about such dramatic changes in way of life that it is often called the Neolithic Revolution. No greater change in human history took place until the Industrial Revolution of the late 1700s. These early farmers were the first to **domesticate** plants and animals.

Archaeologists have unearthed the remains of some early Neolithic villages, including **Çatalhöyük** in modern-day Turkey, and **Jericho**, which exists today in the West Bank. In these settled communities, people accumulated personal property. A council of male elders or elite warriors made the important decisions for all the villagers. To farm successfully, people developed new technologies, such as ways to protect their crops, calendars, and the use of animals for plowing. However, not all technologies were invented everywhere at the same time.

**Review Questions**

1. What religious beliefs did early modern humans develop during the Old Stone Age?

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2. What led to the establishment of the first permanent villages?

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CHAPTER  
**1**  
SECTION 3

# Note Taking Study Guide

## BEGINNINGS OF CIVILIZATION

**Focus Question:** How did the world's first civilizations arise and develop?

*As you read this section in your textbook, complete the following chart with details from the text to summarize the different phases of the development of civilization.*

|  |   |   |
|--|---|---|
| <b>The Development of Civilization</b> | <b>Changes Over Time</b>                | <ul style="list-style-type: none"><li>• _____</li><li>• _____</li><li>• _____</li></ul>   |
|  | <b>Features of Civilizations</b>        | <ul style="list-style-type: none"><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li></ul> |
|  | <b>Rise of Cities and Civilizations</b> | <ul style="list-style-type: none"><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li></ul>   |

## CHAPTER

## 1

## SECTION 3

## Section Summary

## BEGINNINGS OF CIVILIZATION

## READING CHECK

What is significant about the rise of cities?

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## VOCABULARY STRATEGY

What does the word *complex* mean in the underlined sentence? Notice the signal word *more* appears before *complex*. In what way do you think writing changed? Use the signal word to help you learn what *complex* means in the sentence.

## READING SKILL

**Summarize** Explain what caused cultural diffusion.

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The earliest civilizations developed near major rivers. Rivers provided water, transportation, and food. Floodwaters made the soil fertile. In such rich conditions, farmers produced **surpluses**, which allowed them to store food and feed growing populations. As populations grew, villages expanded into cities. Away from these cities, people lived in farming villages or as nomadic herders on grasslands, or **steppes**. Unlike these **traditional economies**, however, in the new cities some people had jobs other than farming.

The rise of cities is the main feature of **civilization**. In addition to this, historians distinguish other basic features of most early civilizations. They include organized governments, complex religions, job specialization, social classes, arts and architecture, public works, and writing.

In these early civilizations, central governments led by chiefs or elders coordinated large-scale projects such as farming or public works, established laws, and organized defense. Most people were **polytheistic**, believing in many gods. Usually, the gods were associated with natural forces such as the sun or rivers. Also, for the first time, individuals began to specialize in certain jobs. Some became **artisans**. In many civilizations, people's jobs determined their social rank. Priests and nobles usually occupied the top level. Wealthy merchants and artisans were next. Most people were peasants and held the lowest social rank. Art and architecture developed, reflecting the beliefs and values of the civilization. Skilled workers built large, ornate palaces and temples decorated with paintings and statues. Many civilizations also developed writing from **pictographs**. As writing grew more complex, only specially trained people called **scribes** could read and write.

Over time, early civilizations changed. Famine, drought, or other disasters sometimes led people to migrate. Migration, as well as trade and warfare, led to **cultural diffusion**. Trade introduced people to new goods or better methods of making them. In warfare, victorious armies forced their ways of life on conquered peoples while they incorporated aspects of the new cultures into their own. Rulers acquired more territory. This brought about the development of **city-states** and, later, the rise of the first **empires**.

## Review Questions

1. Why did early civilizations develop near major rivers?

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2. What roles did central governments have in early civilizations?

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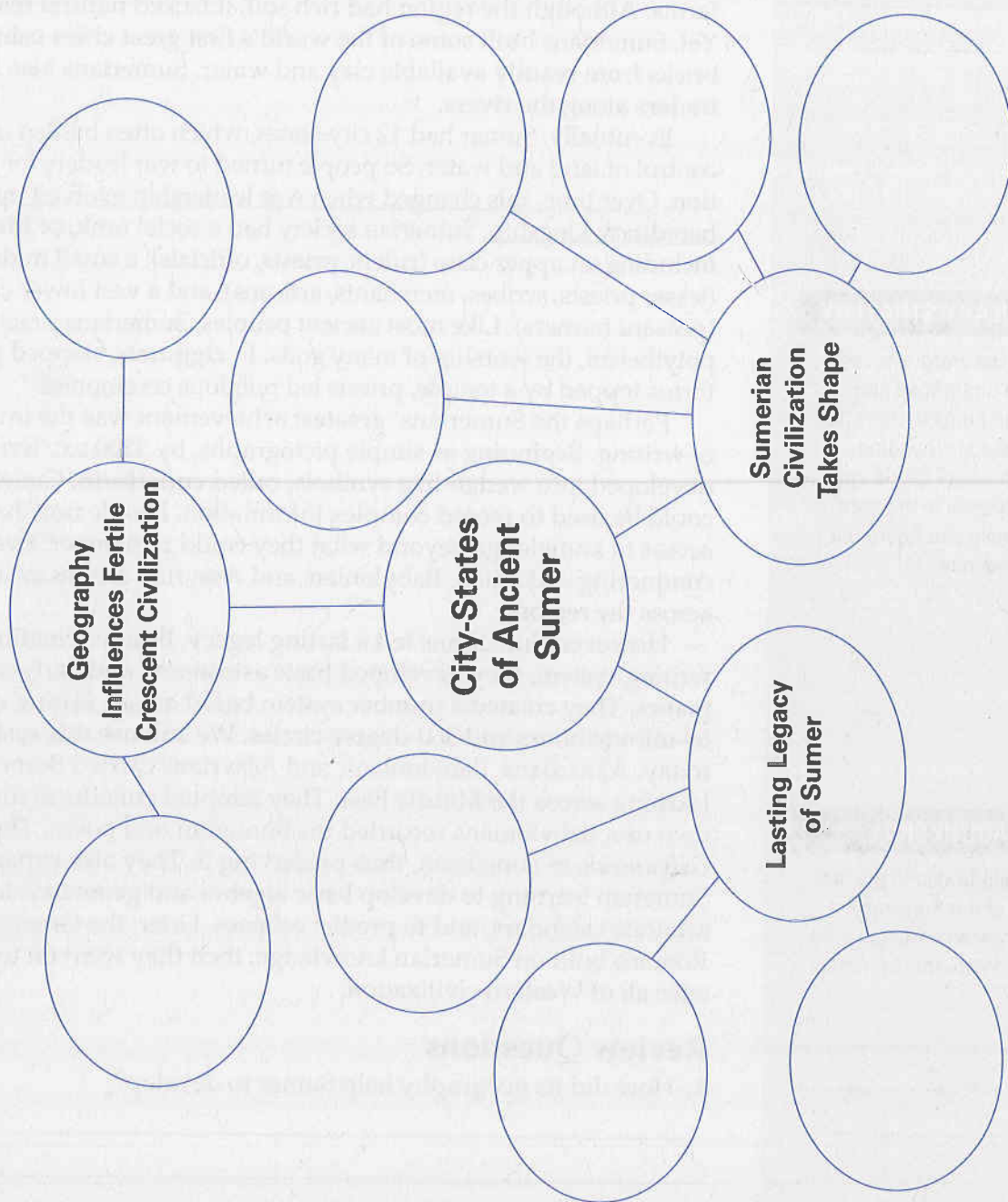
**CHAPTER**  
**2**  
**SECTION 1**

# Note Taking Study Guide

## CITY-STATES OF ANCIENT SUMER

**Focus Question:** What were the characteristics of the world's first civilization?

*As you read this section in your textbook, complete the concept web below to identify the main ideas about the city-states of Sumer under each heading.*



CHAPTER  
**2**  
SECTION 1

**Section Summary**  
CITY-STATES OF ANCIENT SUMER

**READING CHECK**

What were ziggurats?

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**VOCABULARY STRATEGY**

What does the word *evolved* mean in the underlined sentence? What context clues can you find in the surrounding words or phrases? Circle any words or phrases in the paragraph that help you figure out what *evolved* means.

**READING SKILL**

**Identify Main Ideas** In the last paragraph of the Summary, which sentence represents the main idea? Write that sentence below.

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Around 3300 B.C., **Sumer**, the world’s first civilization, arose in Southeastern **Mesopotamia**. Mesopotamia lay within the **Fertile Crescent**, between the Tigris and Euphrates rivers. The region’s geography affected its people. Frequent flooding forced Sumerians to work together to protect homes and control water for irrigating farms. Although the region had rich soil, it lacked natural resources. Yet, Sumerians built some of the world’s first great cities using bricks from readily available clay and water. Sumerians also became traders along the rivers.

Eventually, Sumer had 12 city-states, which often battled over control of land and water. So people turned to war leaders for protection. Over time, this changed when war leadership evolved into hereditary kingship. Sumerian society had a social rank, or **hierarchy**, including an upper class (rulers, priests, officials), a small middle class (lesser priests, scribes, merchants, artisans), and a vast lower class (peasant farmers). Like most ancient peoples, Sumerians practiced polytheism, the worship of many gods. In **ziggurats**, stepped platforms topped by a temple, priests led religious ceremonies.

Perhaps the Sumerians’ greatest achievement was the invention of writing. Beginning as simple pictographs, by 3200 B.C. writing had developed into wedge-like symbols, called **cuneiform**. Cuneiform could be used to record complex information. People now had access to knowledge beyond what they could remember. Eventually, conquering Akkadian, Babylonian, and Assyrian armies swept across the region.

However, Sumerians left a lasting legacy. Besides creating a writing system, they developed basic astronomy and early mathematics. They created a number system based on six, setting up 60-minute hours and 360-degree circles. We still use this system today. Akkadians, Babylonians, and Assyrians carried Sumerian learning across the Middle East. They adopted cuneiform for their own use. Babylonians recorded the Sumerian oral poem, *The Epic of Gilgamesh*, in cuneiform, thus preserving it. They also expanded on Sumerian learning to develop basic algebra and geometry, to create accurate calendars, and to predict eclipses. Later, the Greeks and Romans built on Sumerian knowledge; then they went on to influence all of Western civilization.

**Review Questions**

1. How did its geography help Sumer to develop?

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2. What major contributions to learning were made by Sumerians?

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**CHAPTER**  
**2**  
**SECTION 2**

**Note Taking Study Guide**

**INVADERS, TRADERS, AND EMPIRE BUILDERS**

**Focus Question:** How did various strong rulers unite the lands of the Fertile Crescent into well-organized empires?

*As you read this section in your textbook, complete the table below to identify the main ideas about the different empires under each red heading.*

| <b>Red Heading</b>                                  | <b>Main Idea</b> |
|---|------------------|
| <p><b>First Empires Arise in Mesopotamia</b></p>    |                  |
| <p><b>Conquests Bring New Empires and Ideas</b></p> |                  |
|   |                  |
|   |                  |

CHAPTER  
**2**  
SECTION 2

**Section Summary**

INVADERS, TRADERS, AND EMPIRE BUILDERS

**READING CHECK**

What was Hammurabi's Code?

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**VOCABULARY STRATEGY**

What does the word *emerged* mean in the underlined sentence? The word *arose* in the same sentence is a synonym of *emerged*. Use this synonym to help you figure out the meaning of *emerged*.

**READING SKILL**

**Identify Main Ideas** Write a sentence in your own words that gives the main idea of the Summary.

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Many groups rose to power in ancient Mesopotamia and made long-lasting cultural contributions. Some invaders simply destroyed; others created vast empires. The first invader, in 2300 B.C., was the Akkadian leader, **Sargon**. He conquered Sumer and formed the world's first empire. In 1790 B.C., **Hammurabi**, king of Babylon, unified Mesopotamia. He made the first important attempt to **codify**, or arrange and record, all laws of a state. Hammurabi's Code was carved on public pillars for all to see. It included **civil laws**, which covered private matters, like contracts, taxes, marriage, and divorce, and **criminal laws**, which covered offenses against others, like robbery and murder.

Other conquerors brought new learning to Mesopotamia. Hittites extracted iron from ore to forge strong weapons. Although their empire collapsed around 1200 B.C., ironsmithing spread to Asia, Africa, and Europe, launching the Iron Age. Next, Assyrians, though warlike, created a well-ordered society and founded one of the world's first libraries.

Later, the ruthless Babylonian king **Nebuchadnezzar** controlled the region. He rebuilt and restored the city of Babylon to greatness. His empire eventually stretched from the Persian Gulf to the Mediterranean Sea. However, it fell to Persia in 539 B.C. The Persian empire was enormous. It reached from present-day Turkey to India. Emperor Darius I formed provinces ruled by local governors. Yet, he encouraged unity by building roads across the empire and establishing a single Persian coinage. This helped people move from a **barter economy** toward a **money economy**. Another unifying force came from the Persian prophet **Zoroaster**, who taught belief in a single god and ideas of heaven, hell, and final judgment day. When both Christianity and Islam emerged, or arose, in the Middle East, these new religions stressed similar beliefs.

Not all achievements came from conquerors, however. The Phoenicians were skilled seatraders from the eastern Mediterranean coast. They formed colonies around the Mediterranean. A **colony** is a settlement ruled by people from another land. The Phoenicians spread Middle Eastern culture over a large area. However, perhaps their greatest achievement was the creation of an **alphabet**. The Greeks expanded on this letter system, leading to the alphabet we use today.

**Review Questions**

1. Who was Sargon?

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2. How did Darius I encourage unity?

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**CHAPTER**  
**2**  
**SECTION 3**

# Note Taking Study Guide

## KINGDOM ON THE NILE

**Focus Question:** How did the Nile influence the rise of the powerful civilization of Egypt?

*As you read this section in your textbook, complete the outline below to identify the main ideas about the Nile kingdoms under each heading.*

|      |       |
|------|-------|
| I.   | _____ |
| A.   | _____ |
| B.   | _____ |
| II.  | _____ |
| A.   | _____ |
| B.   | _____ |
| III. | _____ |
| A.   | _____ |
| B.   | _____ |
| IV.  | _____ |
| A.   | _____ |
| B.   | _____ |

**CHAPTER 2**  
**SECTION 3**

**Section Summary**  
**KINGDOM ON THE NILE**

**READING CHECK**

What are the three main periods of Egyptian history?

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**VOCABULARY STRATEGY**

What does the word *displaced* mean in the underlined sentence? The prefix *dis-* means "away," or "apart." The root *-place* means "a spot or position." Use these clues to help you figure out what *displaced* means.

**READING SKILL**

**Identify Supporting Details** Find two details in this Summary that support the statement, "Geography helped to shape Egypt."

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Fertile land along the Nile brought early peoples to Egypt, and over time, a powerful Egyptian civilization arose. Farming flourished in the rich soil deposits from annual river floods. The surrounding desert served as a buffer from frequent invasions. Early governments formed to organize an irrigation system.

Egypt was made up of two regions. Upper Egypt began at the Nile's first **cataract**, or waterfall, in the south. Lower Egypt covered the Nile's **delta**, the triangular marshland where it emptied into the Mediterranean. About 3100 B.C., King Menes united both regions, forming one of the world's first unified states. Though leadership passed from one **dynasty**, or ruling family, to another, Egypt generally remained united. Egypt's history is divided into three main periods: the Old Kingdom, the Middle Kingdom, and the New Kingdom.

During the Old Kingdom, **pharaohs**, or Egyptian kings, organized a strong central government and established a **bureaucracy**, with different jobs and authority levels. A **vizier**, or chief minister, was the pharaoh's chief of government business. The Great Pyramids stand at Giza today as a lasting reminder of Old Kingdom achievements.

The Middle Kingdom saw unpredictable flooding and rebellion. Yet, strong leaders expanded farmable lands, dispatched armies into gold-rich Nubia, and sent traders to the Middle East. However, by about 1700 B.C., foreign invaders, called the Hyksos, conquered the Nile delta using a new military technology: war chariots.

After more than 100 years of Hyksos rule, powerful Egyptian leaders ushered in the New Kingdom, an age of expansion. One of these leaders was **Hatshepsut**, the first female pharaoh. She sent trading expeditions along the eastern Mediterranean and Red Sea. Her stepson, **Thutmose III**, a great military leader, stretched Egypt's borders to their greatest extent. Much later, **Ramses II** pushed north into Syria. During his reign, Egypt battled the Hittites, but ultimately signed a peace treaty. This treaty is the oldest surviving document of its kind.

After 1100 B.C., Egyptian civilization slowly declined. The Assyrians and then the Persians invaded. In 332 B.C., the last Egyptian dynasty ended as Greeks took control. Finally, in 30 B.C., Roman armies displaced the Greeks.

**Review Questions**

1. How did Egypt benefit from the Nile River?

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2. Who was Hatshepsut?

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