

Early Empires

Before You Read: Knowledge Rating

Recognizing what you already know about each of these terms can help you understand the chapter:

Fertile Crescent tribute toleration

In your notebook, rate how well you know each term:

- 3 = I know what this word means.
- 2 = I've seen this word before, but I don't know what it means.
- 1 = I've never seen this word before.

Define each term in your notebook as you read.

Big Ideas About Early Empires

Government Governments create law codes and political bodies to organize a society.

As societies grew, new ways of governing developed to provide people with safety and security. During the early empires, leaders developed law codes to bring fair laws to societies. The leaders also set up new ways to organize and rule vast lands with many different groups of people.



Integrated Technology

eEdition

- Interactive Maps
- Interactive Visuals
- Starting with a Story

INTERNET RESOURCES

- Go to **ClassZone.com** for
- WebQuest
 - Homework Helper
 - Research Links
 - Internet Activities
 - Quizzes
 - Maps
 - Test Practice
 - Current Events

EARLY EMPIRES

WORLD

2334 B.C.
Sargon builds an empire.

1792 B.C.
Hammurabi's Code developed in Babylonian Empire. (statue of Hammurabi) ▶

1850 B.C.

1650 B.C.

1450 B.C.



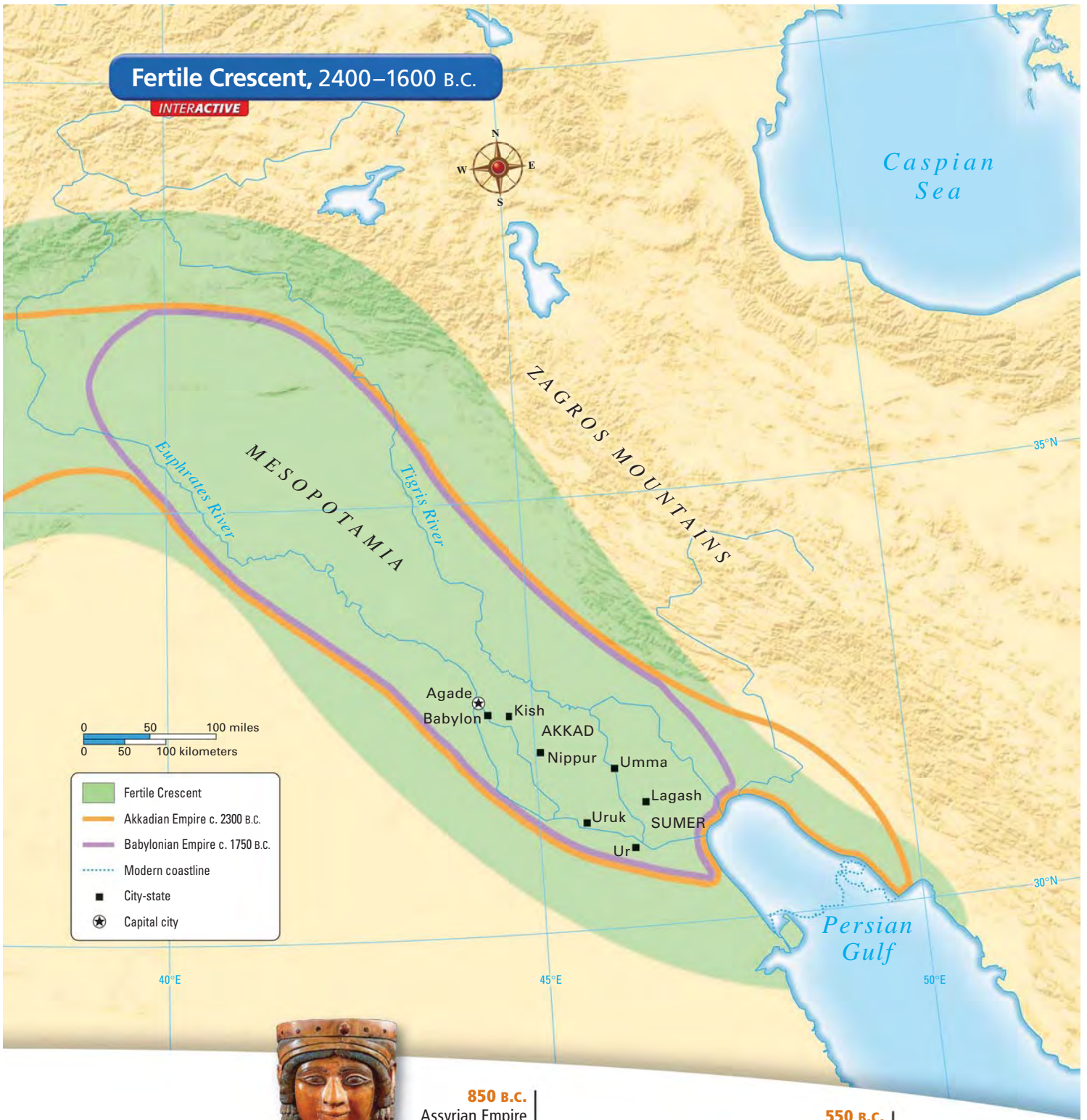
1700 B.C.
Indus River Valley civilization declines. ◀ (Harappan seal)

1570 B.C.
The New Kingdom in Egypt begins.



Fertile Crescent, 2400–1600 B.C.

INTERACTIVE



850 B.C.
Assyrian Empire reaches its peak.
◀ (ivory head)

550 B.C.
Persian Empire is largest in world.

1027 B.C.



1027 B.C.
Zhou Dynasty is founded in China.
◀ (bronze vessel)

750 B.C.

750 B.C.
Greek city-states flourish.

650 B.C.



500 B.C.
Zapototec civilization grows in Mexico.
◀ (Zapotec urn)

Day of Misfortune

Background: To build unity in his empire, Hammurabi, the ruler of Babylon, created a set of laws that applied to all people in the empire. The laws covered acts that affected the community, such as business conduct and crime. Imagine that you live in a brand-new house in the Babylonian Empire. Unfortunately, the roof of the house has caved in. Now, you and your father are talking to the builder about who is responsible for the damage.

[Model of a typical Mesopotamian house ▶](#)



My father pointed to the house and said to the builder, “You can see the damage.” I stood with them in front of our ruined house. The roof of our new house had a huge hole in it. The roof supports had fallen through the second floor and into the first floor.

My father turned to me. “Stay here, son,” he said. He took the builder inside with him. They looked up at the sky from the first floor.

I could tell that my father was getting angry. The builder seemed not to care. “You made mistakes when you built my house,” my father told him, his voice rising. “I paid you the right number of shekels, so you have to rebuild at your expense.” “No,” the builder snapped. His face looked mean. I watched his shifty eyes as he snarled, “There’s nothing that says I have to do it.”

“Oh, yes there is!” cried my father. “The code of laws by King Hammurabi says a builder has to make repairs at his own expense if a house falls down. Not only that, the law says you have to pay for everything that was damaged in the house.”

My father kept talking to the builder. “You are lucky no one was home at the time. If the collapse had killed me, by law you would have been put to death.” For the first time, the builder looked a bit worried.

“If my son, here, had been killed, your son would have had to die.” My father seemed to be getting somewhere now. The builder looked more worried.

The builder started to back away from us. Then he started running. “Stop! Come back here!” my father shouted at him. I turned to my father. “Isn’t he going to obey the code of law? What do we do next?”

Why are laws necessary?

Reading & Writing

1. READING: Theme A theme is the subject or idea that a story is about. Look at the illustration and think about the question at the end of the story. Talk with a partner to decide what the theme of this story is. As you read other stories in this book, watch to see if this theme recurs.

2. WRITING: Persuasion Imagine that you are the father in this story. Write a persuasive speech listing your complaints about the builder of your house. Then present your speech to your classmates.

Lesson

1

MAIN IDEAS

- 1 Geography** Powerful city-states expanded to control much of Mesopotamia.
- 2 Government** Babylon built a large empire in the Fertile Crescent.
- 3 Government** Hammurabi created one of the first codes of law.

TAKING NOTES

Reading Skill: Summarizing

Summarizing means restating the main idea and important details about a subject. As you read Lesson 1, make a summary statement about each of the topics listed. Record them on a list of your own.

Topic	Statement
Geography	
A strong king	
A law code	

 Skillbuilder Handbook, page R3



▲ Bust of Sargon Sargon of Akkad created the world's first empire 4,500 years ago.

Words to Know

Understanding the following words will help you read this lesson:

ambitious eager to gain success, fame, or power (page 113)

Many Mesopotamian leaders were ambitious, but few were as successful as Sargon of Akkad.

pattern a series of events that occur repeatedly (page 114)

The decline, as well as the creation, of empires is an important historical pattern.

governor a person chosen to rule over a colony or territory (page 114)

Emperors selected governors who would carry out the emperors' policies.

class a group of persons that are usually alike in some way (page 115)

The upper class of a society usually has more wealth, resources, and power than do other classes.

Mesopotamian Empires

TERMS & NAMES

empire

emperor

Fertile Crescent

Hammurabi

code of law

justice

Build on What You Know How big is the state where you live? What kinds of activities take place in the capital of your state? Most of the Mesopotamian city-states were smaller than the state you live in. The city-states were centers of culture and power.

The First Empire Builders

1 ESSENTIAL QUESTION Who controlled Mesopotamia?

From about 3000 to 2000 B.C., ambitious kings of the city-states of Sumer fought over land. The land was flat and easy to invade. More land would give more wealth and power to the king. However, no single king was able to control all of the city-states in Mesopotamia.

Sargon Builds an Empire About 2350 B.C., a powerful leader named Sargon took control of both northern and southern Mesopotamia. Sargon of Akkad is known as the creator of the first empire in world history. An **empire** brings together many different peoples and lands under the control of one ruler. The person who rules is called an **emperor**.

Sumerian Ruins
Doorways are visible in these ruins of the once important Sumerian city of Uruk. ▼



The Akkadian Empire Sargon's empire was called the Akkadian Empire. Eventually, Sargon ruled over lands that stretched in a curve from the Mediterranean Sea through Mesopotamia to the Persian Gulf. This region is called the **Fertile Crescent** (see map on page 109). Unlike the dry region around it, the Fertile Crescent had rich soil and water that made the area good for farming.

Sargon's conquests helped to spread Akkadian ideas and ways of life. One of the most important ideas shared in the empire was the Akkadian system of writing.

The creation of an empire is a pattern that repeats in history. Empires are important because they change the way people live. They may bring peace to the peoples there. They encourage trade, which makes more goods available. Empires often include people from several cultures. The ideas, technology, and customs of the different peoples may be shared by all.

REVIEW How do empires change the lives of people who live in them?

The Babylonian Empire

2 ESSENTIAL QUESTION Which empires ruled the Fertile Crescent?

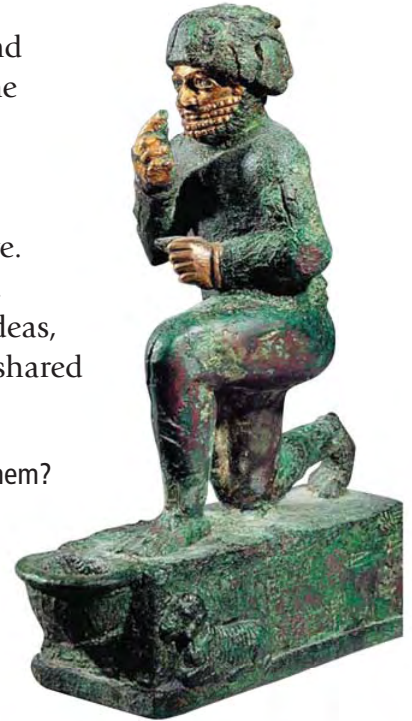
The empire of Akkad lasted for about 200 years. It fell apart because of attacks by outside peoples. Fighting also took place among city-states within the empire.

Babylonians Expand About 2000 B.C., people known as the Amorites began to invade and take control of the city-states of Sumer. They chose the city of Babylon, which was located on the Euphrates River, for their capital.

From 1792 to 1750 B.C., a powerful Amorite king named **Hammurabi** (HAM•uh•RAH•bee) ruled the Babylonian Empire. Hammurabi expanded control over many city-states. Soon, his empire stretched across Mesopotamia and other parts of the Fertile Crescent.

Hammurabi used governors to help him control the lands. He sent out people to collect tax money and appointed judges to help keep order. Hammurabi also watched over agriculture, irrigation, trade, and the construction of buildings.

REVIEW How did Hammurabi control his huge empire?



▲ Statue of Hammurabi
This statue from about 1760 B.C. shows Hammurabi praying.

Hammurabi's Law Code

3 ESSENTIAL QUESTION Why did Hammurabi create a law code?

Hammurabi ruled a vast empire of many peoples with different ideas, ways of life, and sets of laws. He needed a set of rules that all his people could obey.

A Code of Laws Hammurabi believed a **code of law** would help to control the empire. A code of law is a set of written rules for people to obey. He sent out people to collect the existing rules. After studying these rules, Hammurabi put together a single code of law. The code, written in cuneiform, was displayed on huge pillars near a temple.

Justice for All The code's goal was to bring **justice**, fair treatment of people, to the people. In addition to identifying acts of wrongdoing, the code gave rights to people living in the land. Even women and children had rights, which was not the case in many ancient cultures. Punishments were different for each social class. (See Primary Source below.)

Primary Source Handbook

See the excerpt from the Code of Hammurabi, page R38.

Primary Source

Background: Hammurabi's Code is sometimes called the "eye for an eye" code. It included 282 laws covering business, property, and conduct toward other people. The laws help us understand what was important to the people in Hammurabi's empire.

This scene is from the upper section of a pillar with the law code of Hammurabi. The laws were written on the lower section so that people could see them. ►



from *Code of Hammurabi*

Translated by L. W. King

195. If a son strike his father, his hands shall be hewn [cut off].
196. If a man put out the eye of another man, his eye shall be put out.
197. If a man break another man's bone, his bone shall be broken.
202. If any one strike the body of a man higher in rank than he, he shall receive sixty blows with an ox-whip in public.
204. If a freed man strike the body of another freed man, he shall pay ten shekels in money.
205. If the slave of a freed man strike the body of a freed man, his ear shall be cut off.

DOCUMENT-BASED QUESTION

What do the laws tell you about justice at the time?

Hammurabi's Legacy The code established the idea that the government should provide protection and justice for the people. Hammurabi wanted to replace the belief in personal revenge as a way of solving problems. Hammurabi's Code set out the belief that society should be run by the rule of law. That means the law should be applied to all people, not just a few. By placing the laws on pillars where they could be seen, it also suggests everyone has a right to know the laws and the punishments for breaking them.

REVIEW What was the purpose of Hammurabi's Code?

Lesson Summary

- Sargon of Akkad built an empire of many different peoples under one ruler and one government.
- Hammurabi expanded the Babylonian Empire and brought its peoples together by wise government.
- Hammurabi created a single code of law that set up well-defined rules of treatment for all.

Why It Matters Now . . .

Hammurabi's Code established the idea that rule of law is an important part of society. Rule of law that guarantees fair treatment is practiced in most countries today.

1 Lesson Review



Terms & Names

1. Explain the importance of

empire	Fertile Crescent	code of law
emperor	Hammurabi	justice

Using Your Notes

Summarizing Use your completed chart to answer the following question:

2. How does a strong king become an emperor?

Topic	Statement
Geography	
A strong king	
A law code	

Main Ideas

3. Which empires gained control of the Fertile Crescent?
4. Why did Hammurabi think his empire needed a single code of law?
5. What basic ideas about the law did Hammurabi's Code set up?

Critical Thinking

6. **Making Inferences** How did the geography of Mesopotamia affect the history of the region?
7. **Drawing Conclusions** Why is the development of Hammurabi's Code an important landmark in the growth of civilization?

Activity

Creating a Code of Law Develop a code of law for use in your classroom. Include penalties for failing to meet the rules. Have classmates compare your list with theirs.

Build a Monument

Goal: To evaluate the reign of Hammurabi and to create a monument detailing his accomplishments

Prepare

- 1 Research the reign of Hammurabi. Make a list of his accomplishments.
- 2 Reread the information on Hammurabi on pages 114–116 in this chapter.
- 3 Research existing monuments to U.S. presidents or other world leaders.

Do the Activity

- 1 Look at your list of Hammurabi's achievements. Decide which are the most impressive and should be listed on the monument.
- 2 Brainstorm how you might show the achievements of Hammurabi visually.
- 3 Sketch a suitable monument for Hammurabi.
- 4 Transfer your drawing to construction paper. Cut it out and tape it together.

Follow-Up

- 1 Which of Hammurabi's accomplishments did you select? Why?
- 2 Why do people erect monuments to leaders?

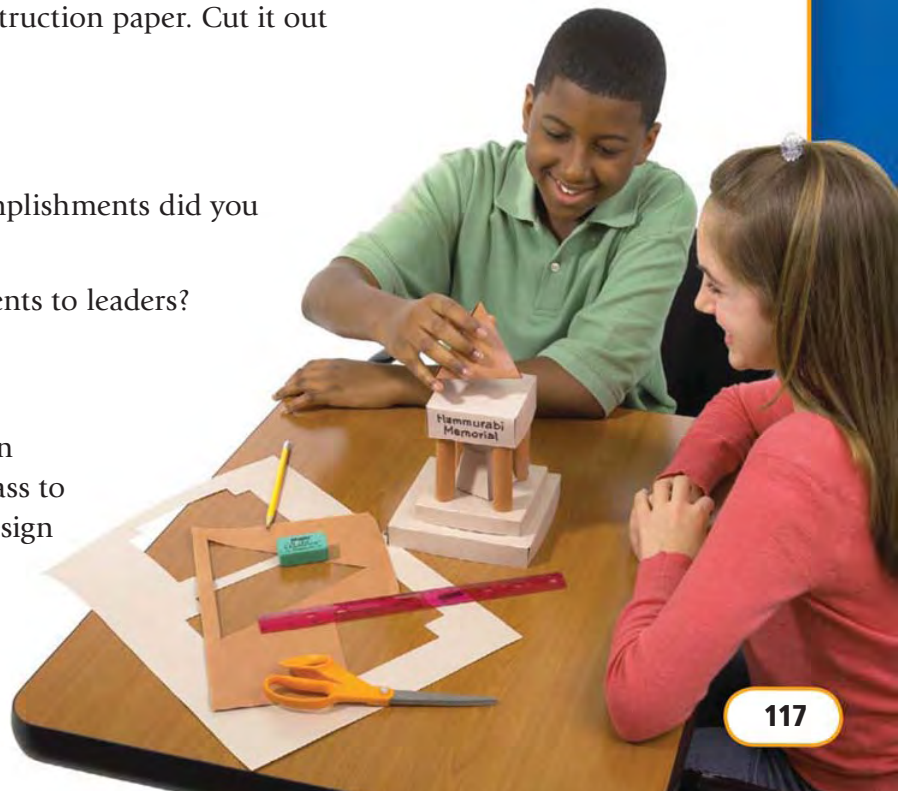
Extension

Design Contest Have a design contest with others in your class to select the most appropriate design for Hammurabi's monument.

Materials & Supplies

- gray or tan construction paper
- markers
- scissors and tape
- ruler

Optional: books on Babylonia, Hammurabi, and U.S. presidential monuments



Lesson

2

MAIN IDEAS

- 1 Science and Technology** Assyria built a military machine that was greatly feared by others in the region.
- 2 Government** Assyria used several different methods to control its empire.
- 3 Government** The Chaldeans replaced the Assyrians as the main power in Mesopotamia and other parts of the Fertile Crescent.

TAKING NOTES

Reading Skill: Understanding Cause and Effect

Finding causes and effects will help you understand the events in Lesson 2. Look for the effect of each cause listed in the chart. Fill in the effects on a chart of your own.

Causes	Effects
Assyrian military machine	
Cruelty to captured peoples	
Huge empires	

 Skillbuilder Handbook, page R26

Words to Know

Understanding the following words will help you read this lesson:

battering ram a large wooden beam used to knock down walls or gates (page 119)

The battering ram bashed open the fortress gate.

treasury the place in a country or empire where money is kept and managed (page 120)

The emperor was pleased that so much money was flowing into the treasury.

loom to stand high above (page 122)

The walls of the city loomed above the plains below.

wonder a very unusual or remarkable thing (page 122)

Many of the wonders of the ancient world no longer exist.



▲ **Jeweled Pendant** This ornament for a necklace is made from gold and precious stones. It shows a sacred palm tree.

Assyria Rules the Fertile Crescent

TERMS & NAMES

exile

tribute

Hanging Gardens of Babylon

Build on What You Know In the last lesson, you learned that early empires in Mesopotamia conquered land that stretched into the Fertile Crescent. These empires needed strong armies and wise leaders to hold them together. When the Babylonian Empire fell, another took its place—Assyria.

A Mighty Military Machine

1 ESSENTIAL QUESTION How was Assyria able to build an empire?

Assyria was located in northern Mesopotamia, an area of rolling hills. To protect their lands, the rulers built a powerful army and set out to control the neighboring lands. The Assyrian army proved they were second to none.

A Powerful Army The Assyrians fought fiercely on foot, on horseback, and with chariots. Assyrian soldiers used the latest inventions for war. They carried iron swords and iron-tipped spears. Few of their enemies had iron weapons. The Assyrians attacked city walls with battering rams. They used ladders to scale the walls of cities. They even dug tunnels under city walls to get soldiers inside.

Once inside the city, they slaughtered the inhabitants. One Assyrian king boasted that he had destroyed 89 cities, 820 villages, and had burned the city of Babylon. As a result, the Assyrians were greatly feared by other peoples.

Stone Carving
Assyrian warriors
attack the walls and
burn a neighboring
city. ▼



Harsh Treatment of Captured People The Assyrians were cruel to the peoples they defeated. Enemies who surrendered were allowed to choose a leader. But those who refused to submit to Assyrian control were taken captive. The Assyrians killed or made slaves of captives. They speared enemy leaders and burned their cities. They sent captured peoples into **exile**. This means that they forced people to move from their homelands to other lands, often far away.

REVIEW Why were the Assyrians feared by their enemies?

Assyria Builds a Huge Empire

2 ESSENTIAL QUESTION How did Assyria control its empire?

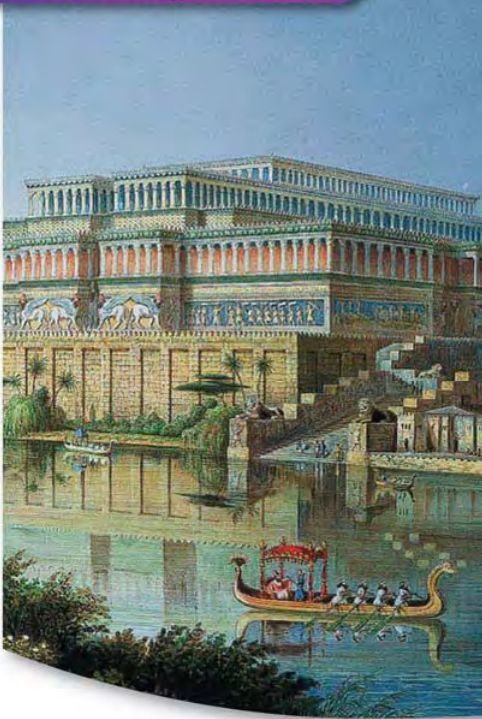
Between 850 and 650 B.C., the Assyrians conquered many lands. They added Syria, Babylonia, Egypt, and Palestine to the empire. Assyria reached its peak of power under the rule of Ashurbanipal (AH•shur•BAH•nuh•PAHL) from 668 to 627 B.C. Under his leadership, the Assyrians controlled almost all of the Fertile Crescent.

A Huge Empire The Assyrian Empire grew so large that it needed to be very well organized. The Assyrians governed the conquered lands by choosing a governor or native king from that land to rule under their direction. The Assyrians provided the army that protected all of the lands.

Each ruler in a conquered land had to send **tribute** to the Assyrian emperor. This meant that the ruler had to pay for the protection given by the Assyrian army. Tribute brought money and goods into the empire's treasury. If any ruler failed to pay tribute, the army destroyed cities in that land. People of the land were forced into exile.



History Makers



Ashurbanipal (c. 668–627 B.C.)

Ashurbanipal, an Assyrian king, sent people to find and bring back copies of writings from throughout the empire. His collection contained over 20,000 cuneiform tablets. The collection included dictionaries, myths, and stories. He kept writings on special subjects such as science, geography, medicine, and religion. He even had some reports by spies.

Ashurbanipal set up a huge library in the capital at Nineveh (shown at the left). The library organized the collected texts by subject, like books in a modern library. However, Nineveh's enemies leveled the library. When archaeologists dug up the library's ruins, they found tablets. The tablets became the main source of information about ancient Mesopotamia.

◀ This is an artist's idea of what the library in Nineveh looked like.

The Assyrians made many enemies by their cruel actions. The leaders worried that exiled peoples might try to gather a force strong enough to defeat the Assyrians. They were right. The Assyrians had to put down many revolts.

Assyria Crumbles In 609 B.C., the Assyrian Empire fell. Two of its enemies, the Medes (meedz) and the Chaldeans (kal•DEE•uhnz), joined forces to defeat the Assyrians. These forces completely destroyed the city of Nineveh by burning it to the ground. For centuries afterward, only mounds of earth marked the location of the once great capital.

REVIEW Why did the Assyrians receive tribute?

A New Babylonian Empire

3 ESSENTIAL QUESTION Who replaced the Assyrian Empire?

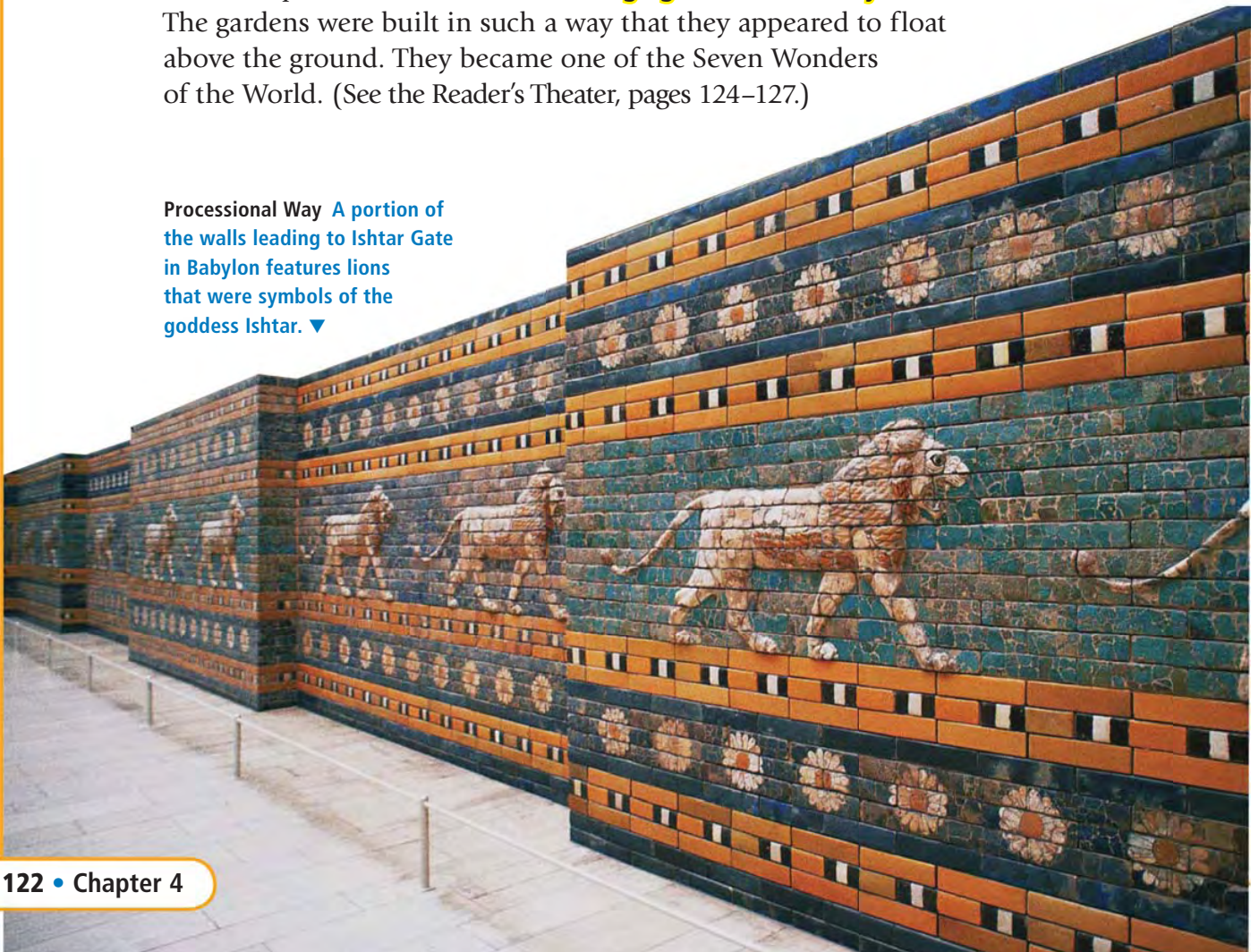
In time, Assyria's neighbors, the Chaldeans, ruled much of the former Assyrian empire. The city of Babylon became the capital of the Chaldeans' new empire. Remember that Babylon was the capital of the first Babylonian empire. Sometimes the Chaldeans are called the New Babylonians.

Chaldeans Take Assyrian Lands The Chaldean Empire reached its peak between 605 and 562 B.C. The Chaldeans were led by Nebuchadnezzar II (NEHB•uh•kuhd•NEHZ•uhr) who drove the Egyptians out of Syria and captured trading cities on the Mediterranean coast.

Like the Assyrians, the Chaldeans faced revolts by captured people. The Hebrews, a group of people living in lands near the Mediterranean Sea coast, rebelled in 598 B.C. Nebuchadnezzar seized Jerusalem, which was the capital city of the Hebrews. The Hebrews' sacred temple there was destroyed. The Chaldeans held thousands of Hebrews captive in Babylon for about 50 years.

Height of Wealth and Power Nebuchadnezzar rebuilt the city of Babylon and constructed the huge, colorful Ishtar Gate. Processions into the city went through this gate. An enormous ziggurat loomed 300 feet above the city. Chaldean astronomers used the tower to study the skies. It is said that to please his wife, Nebuchadnezzar built an artificial mountain covered with trees and plants. It was called the **Hanging Gardens of Babylon**. The gardens were built in such a way that they appeared to float above the ground. They became one of the Seven Wonders of the World. (See the Reader's Theater, pages 124–127.)

Processional Way A portion of the walls leading to Ishtar Gate in Babylon features lions that were symbols of the goddess Ishtar. ▼



The Empire Fades Weak rulers followed Nebuchadnezzar II. In addition to the weak rulers, internal conflicts about religion upset and divided the Chaldeans. This made it easy for Cyrus of Persia to conquer the land. You will learn more about Cyrus in the next lesson.

REVIEW What were some features of the Chaldean capital of Babylon?



▲ Detail from the Ishtar Gate This is one of the mythical dragons found on the Ishtar Gate. The dragons were believed to dwell in ancient Babylon.

Lesson Summary

- The Assyrian military used new kinds of weapons and ways of fighting. The military was very cruel to captured peoples.
- The Assyrians' highly organized government controlled the conquered lands.
- The Chaldeans conquered Assyrian lands. Their empire reached its peak under Nebuchadnezzar II.

Why It Matters Now . . .

The Assyrian Empire showed that to control large areas of land with many people, an empire must have a highly organized government and a strong military.

2 Lesson Review

Terms & Names

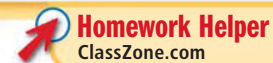
1. Explain the importance of exile tribute Hanging Gardens of Babylon

Using Your Notes

Understanding Cause and Effect Use your completed chart to answer the following question:

2. What caused Assyria to improve its methods of government?

Causes	Effects
Assyrian military machine	
Cruelty to captured peoples	
Huge empires	



Main Ideas

3. What tactics did the Assyrians use to defeat their enemies?
4. How did the Assyrians maintain control of their lands?
5. What happened to the Hebrews when they rebelled against the Chaldeans?

Critical Thinking

6. **Making Inferences** What can happen when a country follows a policy of cruelty toward captured peoples, as Assyria did?
7. **Comparing** In what ways were the Assyrians and the Chaldeans alike?

Activity

Internet Activity Use the Internet to research the wonders of Babylon under Nebuchadnezzar II. Create a guide for tourists.

INTERNET KEYWORDS: *Babylon, Nebuchadnezzar*

THE HANGING GARDENS OF BABYLON

Background: The year is 580 B.C. The place: Babylon, an ancient city in what is now Iraq. The ruler, Nebuchadnezzar II, is currently the most powerful king in the region. To strengthen his power, he has married Amytis, a princess from a land called Media, which was located in present-day Iran.

CAST OF CHARACTERS

Amytis: (uh•MIH•tuhs)
queen and wife of
Nebuchadnezzar II

Sammu: slave to the
royal family

Nebuchadnezzar II:
(NEHB•uh•kuhd•NEHZ•uhr)
King of the Chaldeans

Merodach:
(mih•ROH•DAK)
the royal architect

Essam: the royal
engineer

Narrator

Amytis: Sammu, did you bring my palm oil? My face is as dry as the desert wind in this dreadful land!

Sammu: Right here, my queen.

Narrator: Amytis has been very unhappy since King Nebuchadnezzar brought her from Media. She is a Median princess, and the king married her to help keep peace between the two lands. But Amytis is so miserable. If she insists on returning to Media, her father will not be pleased. Look, here come the king and the queen.

Amytis: You said that I would live in a paradise as your wife. But I think I left paradise when I left Media.

Nebuchadnezzar: But my queen, Babylon is one of the largest and most beautiful cities in the world. Look at the great city walls, the Tower of Babel, the paved boulevards.

Amytis: In the Median mountains where I lived, the breezes were comfortable. The trees provided cool shade and sweet fruit. It's so hot and dusty here. It's nothing like my beautiful Media!

Narrator: Nebuchadnezzar knew that he must please Amytis to keep peace with her father in Media. He hurries to speak with her.

Nebuchadnezzar: My sweet, what if I give you what you desire? Cool gardens, green trees, flowers, and clear water right here in Babylon. Will you stay?

Amytis: Of course. But how can you do that?

Nebuchadnezzar: (*boasting*) I am the most powerful king the world has known. I will find a way. Sammu, fetch my royal architect and engineer.

Sammu: Yes, my king.

Nebuchadnezzar: Merodach, I charge you to create a spectacular mountain garden, right here on the palace grounds. It must have trees and flowers and clear running water. Essam, you will take the plans and figure out how to make this work. Do you both understand?

Merodach and Essam: Yes, my king. It will be done.

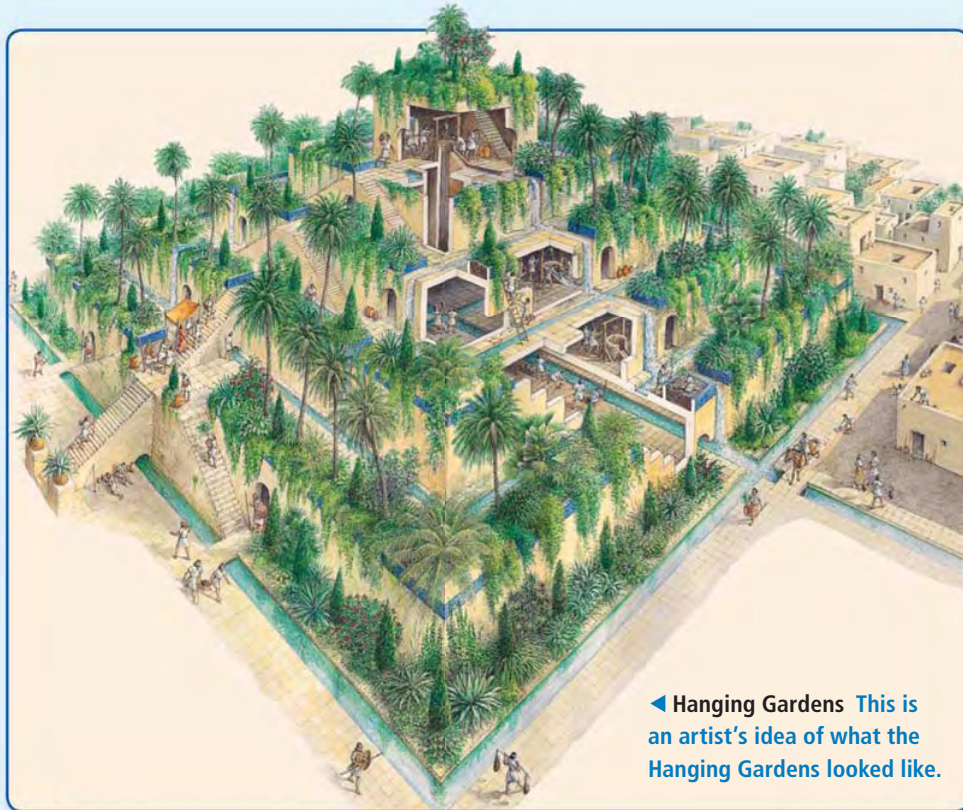
Narrator: Months later the king, the royal architect, and the royal engineer go over the architect's plans.

(continued)

Merodach: We can build a huge tower with terraces that will be filled with dirt. We will import trees that grow in our queen's Median homeland: date palms, cypress, fig, and pomegranate. Perfumed flowers too. And we can clear spaces for shaded canopies to protect our fair queen from the midday sun. Of course, we will need something to keep evil spirits away from her precious soul. I propose guarding the stairway with giant statues of winged lions that have copies of your majesty's head. The gods themselves could not offer better protection.

Nebuchadnezzar: Her own green mountain, in the midst of this desert! Amytis would love that. Remember just one thing: it rarely rains here. We can irrigate our flat farmlands from the rivers, but how will we move water uphill to keep an entire forest alive?

Essam: *(smiling)* I've designed what I call a chain pump. My system uses a large wheel at the bottom of the "mountain," and one at the top. They are connected by a chain, from which hang many buckets for water. As slaves turn the



◀ Hanging Gardens This is an artist's idea of what the Hanging Gardens looked like.

bottom wheel, the chain dips buckets into an irrigation pool and carries them upward. At the top, the buckets dump into an upper pool with channels to carry water to every plant in the monument.

Nebuchadnezzar: Well done, both of you! Let's get started immediately.

Merodach: Your worship, these hanging gardens will probably be the most expensive building project ever. And the chain pump will need to be operated by shifts of men all day and night. It will require much gold and many slaves.

Nebuchadnezzar: Not a problem. Since I captured Jerusalem, we have a fresh supply of both gold and slaves.

Narrator: Nebuchadnezzar built his Hanging Gardens of Babylon, and they were called one of the Seven Wonders of the World. Nebuchadnezzar presented the gardens to Amytis.

Nebuchadnezzar: Amytis, my sweet, here are your new gardens. Now, perhaps, you will not want to go home to Media.

Amytis: Oh, my king! They are the most wonderful gardens ever!

Narrator: Amytis loves her human-made mountain, and spends almost all of her time

there. This has made life easier for the king. Nebuchadnezzar and Amytis enjoy relaxing in the gardens.

Amytis: Sammu, we need more pomegranates and dates in this basket. Go pick us some, then come back and fan me.

Sammu: Yes, my queen. Right away.

Amytis: My king, I think we should invite the Egyptian pharaoh for a royal visit. I want all the world to see and admire my beautiful gardens. They will be a vision of beauty for all eternity!

Narrator: Amytis was partially right. There was nothing like the Hanging Gardens of Babylon anywhere. But somewhere along the line they were destroyed, along with the Chaldean civilization. The only way you can see them now, my friends, is with your imagination.

Activities

- 1. TALK ABOUT IT** What do you think might have happened to the Hanging Gardens?
- 2. WRITE ABOUT IT** Write a new scene in which Amytis has a party for the Egyptian royal family to show off her Hanging Gardens of Babylon. What might guests see and do at such an elegant event?

Lesson

3

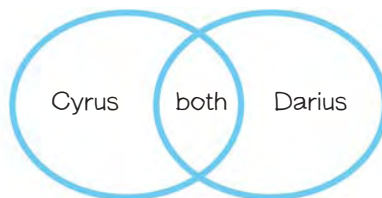
MAIN IDEAS

- 1 Geography** Persia's location between Mesopotamia and India was a bridge between eastern and western Asia.
- 2 Government** Cyrus used a policy of toleration to control the Persian Empire.
- 3 Government** To better govern, Persia divided its lands into smaller units.

TAKING NOTES

Reading Skill: Identifying Issues and Problems

A study of problems faced by rulers in Lesson 3 can help you understand the growth of governments. Use a Venn diagram to identify the issues and problems faced by Cyrus and Darius.



 Skillbuilder Handbook, page R28



▲ **Drinking Vessel** A winged lion decorates a gold drinking vessel. Winged lions symbolizing speed and power were associated with Persia.

Words to Know

Understanding the following words will help you read this lesson:

isolate to keep apart from others (page 129)

The mountains that isolated Persia from the rest of the Fertile Crescent slowed trade between the two regions.

semiprecious not quite as valuable as the most expensive (page 129)

Opals are semiprecious gems.

policy a course of action chosen by a government (page 131)

The new emperor's harsh policy toward conquered peoples resulted in a rebellion.

wise showing intelligence and good judgment (page 131)

The peace of his rule showed that he had made wise choices about how to govern.

Persia Controls Southwest Asia

TERMS & NAMES

Anatolia
toleration
province
satrap
Royal Road

Build on What You Know In Lessons 1 and 2, you learned about empires that were built in the lands of the Fertile Crescent. To the east of these empires was the land of the Medes, which was called Media. These lands bridged east and west Asia.

A Land Between East and West

1 ESSENTIAL QUESTION What was the land of the Persians like?

The Medes controlled lands that included the Persians. Modern-day Iran lies on Persian land. It is marked by geographic differences.

Mountains, Deserts, and a Plateau The area Persia would control was isolated from the rest of the Fertile Crescent. Mountain ranges cut off the land from the sea and from the rest of the continent. These ranges are the Zagros, the Caucasus (KAW•kuh•sus), and the Hindu Kush. (See the map on page 130.) Most people lived at the edge of a high plateau in the middle of the region or in mountain valleys. Iron, copper, and semiprecious gems could be found in the land.

Iranian Valley
Fertile valleys still exist between the mountain ranges in the lands once known as Persia. ▼





Persians Occupy the Land Nomadic invaders often swept in and occupied the lands of the Medes. The nomads came from the plains of Central Asia. They were related to other nomadic people who would later move into Europe and into India. The result of these invasions was much mixing of nomads' customs with other societies that lived there. About 1000 B.C., Persians entered the region. They created many tiny kingdoms that thrived through trade in horses and minerals with eastern and western Asia. These kingdoms grew in power and began to threaten the Medes' control of the land.

REVIEW How did the presence of nomadic tribes affect Persia?

Cyrus Finds the Persian Empire

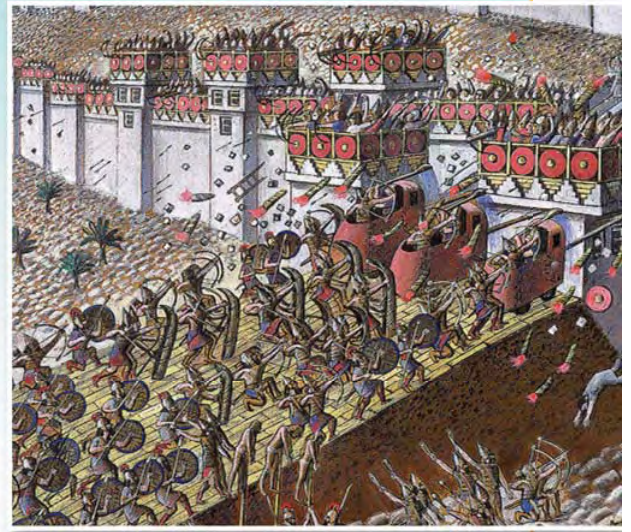
2 ESSENTIAL QUESTION What was the rule of Cyrus like?

The Medes ruled Persia until a brilliant, powerful Persian king named Cyrus (SY•ruhs) took control. He was known as Cyrus the Great. Cyrus had a vision of conquering the lands around Persia and uniting these lands as one large empire. Then he set out to accomplish his goal.

Comparisons Across Cultures

Treatment of Captured Peoples

Ashurbanipal and the Assyrians	Cyrus, Darius, and the Persians
Used policies of cruelty	Used policies of toleration
Tortured leaders	Allowed leaders to remain in power
Burned cities	Did not destroy homes
Sent people into exile	Allowed people to keep their own gods and culture
Collected tribute	Collected tribute



▲ This is an artist's idea of the surrender of a conquered leader to Assyrian king Sennacherib.

Fearless Military Leader Cyrus led swift, deadly attacks in the region. First, Cyrus conquered **Anatolia**, also called Asia Minor. It lies within modern-day Turkey. Then, between 550 and 539 B.C., Cyrus conquered the Fertile Crescent lands that had once been controlled by the Assyrians and the Chaldeans. His empire was immense.

A Wise Emperor Cyrus needed ways to control lands filled with many different peoples. Unlike the Assyrians who ruled through cruelty, Cyrus set up a policy of **toleration**. This meant allowing people to keep their customs and beliefs. Cyrus allowed the conquered peoples to continue to worship their own gods, speak their own languages, and practice their own ways of life. However, they did have to pay tribute.

Cyrus's policies of respect and toleration made friends instead of enemies. For example, the Hebrew people (see Lesson 2) who had been captured by the Chaldeans greatly liked Cyrus because he freed them. He also allowed them to rebuild their temple and the city of Jerusalem. Cyrus's policy of toleration made governing the empire much easier. There were fewer revolts, and the people lived in peace.

REVIEW Why can Cyrus be considered a wise emperor?

Darius Expands the Empire

3 ESSENTIAL QUESTION How did Darius control his empire?

Cyrus built a stable empire of many peoples by his policy of toleration. After he died, a weak, less-tolerant ruler faced rebellions in the empire. Then a strong leader named Darius (duh•RY•uhs) came to power.

Darius Extends Persian Control The new emperor, Darius I, spent his first years as emperor dealing with rebellious peoples. After he put down the revolts, he moved to conquer lands as far east as India. The Persian Empire grew to 2,800 miles from east to west. (The distance from New York City to Los Angeles is about 2,500 miles.)

Political Organization The empire was so large that Darius added new policies to those set up by Cyrus. Darius divided the empire into 20 **provinces**. Each province, which was an area of land similar to a state, had a local government.

Darius set up governors called **satraps** (SAY•traps) to carry out his orders in the provinces and to collect taxes. He appointed a military commander for each satrap. He also sent out spies called “king’s eyes and ears” to be sure his satraps followed orders. These policies allowed him to have greater control over all of the lands.

Uniting the Empire The policy of provinces ruled by satraps was only one way to unite the empire. Darius started the use of a **Royal Road**, or road for government purposes. The Royal Road was 1,775 miles long. The eastern end of the road was in Susa, and the western end was in Sardis on the Anatolian Peninsula. Royal messages were sent by a relay of messengers.

About every 15 miles there was a relay station where the messengers could get a fresh horse. Royal messages could move from one end of the road to the other in about seven days. Military troops and mail also moved along it from all parts of the empire to the capital. The road also promoted trade and business throughout the empire.

Connect to Today

Ruins at Persepolis
Winged and bearded bull-
like figures guard the
Gate of All Nations at the
Persian royal palace. ▼



Darius set up a law code based on Hammurabi's model. From the Lydians, a conquered people, Darius took the idea of *minted coins*. The coins were good throughout the empire. They promoted business and made it easy to pay taxes.

Visual Vocabulary

Minted coins is a term for coins that are issued by the government and are official money.

Enemies of Persia Darius planned a march against Egyptian rebels in 486 B.C., but he died that year. His son Xerxes (ZURK•seez) had to deal with Egypt. You will read about Egypt in the next chapter. Xerxes would also have to deal with the Greeks. You will read about them in Chapter 11.

REVIEW Why did Darius divide the empire into provinces?

Lesson Summary

- Tiny Persian kingdoms thrived due to trade.
- Cyrus the Great ruled the Persian Empire with a policy of toleration.
- Darius formed provinces and appointed satraps to improve government.



Why It Matters Now . . .

The Persians showed that lands ruled with policies of toleration could be stable and peaceful.

3 Lesson Review

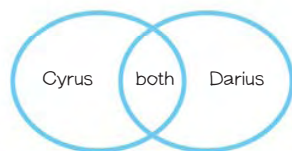
Terms & Names

1. Explain the importance of
Anatolia province Royal Road
toleration satrap

Taking Notes

Identifying Issues and Problems Use your completed Venn diagram to answer the following question:

2. What common problems did Cyrus and Darius face during their reigns?



Activity

Making a Map Take out the world map you created in Chapter 2. Add to the map by outlining the expansion of the Persian Empire under Darius.



Main Ideas

3. How did people in early Persian kingdoms earn their living?
4. How did Cyrus treat the Hebrew people in the lands he captured?
5. In what ways did the Royal Road and minted coins help Darius unite the empire?

Critical Thinking

6. **Making Inferences** How did Cyrus's policy of toleration change the way empires were ruled?
7. **Comparing and Contrasting** How did the policies of Cyrus and Darius contrast with those of the Assyrians?

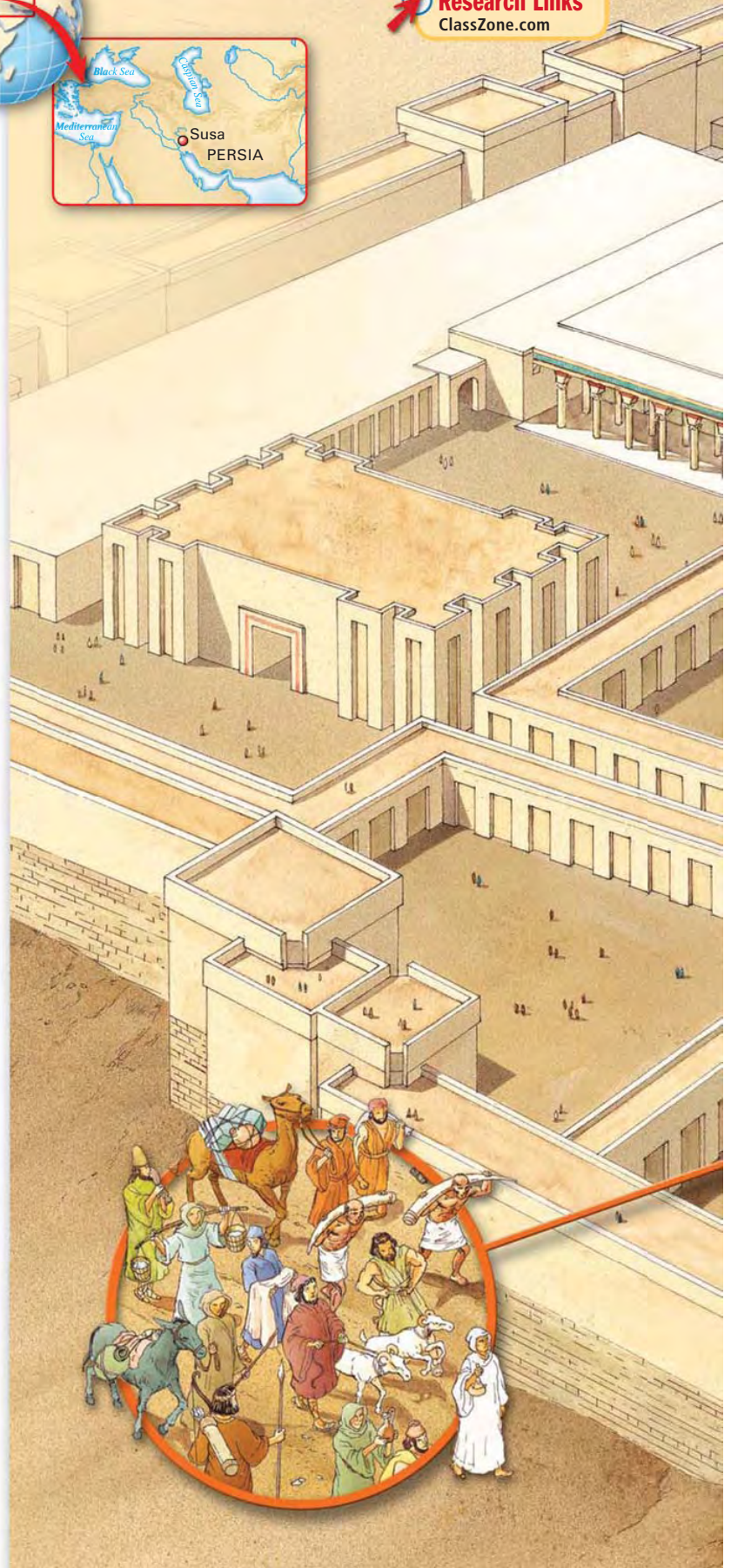


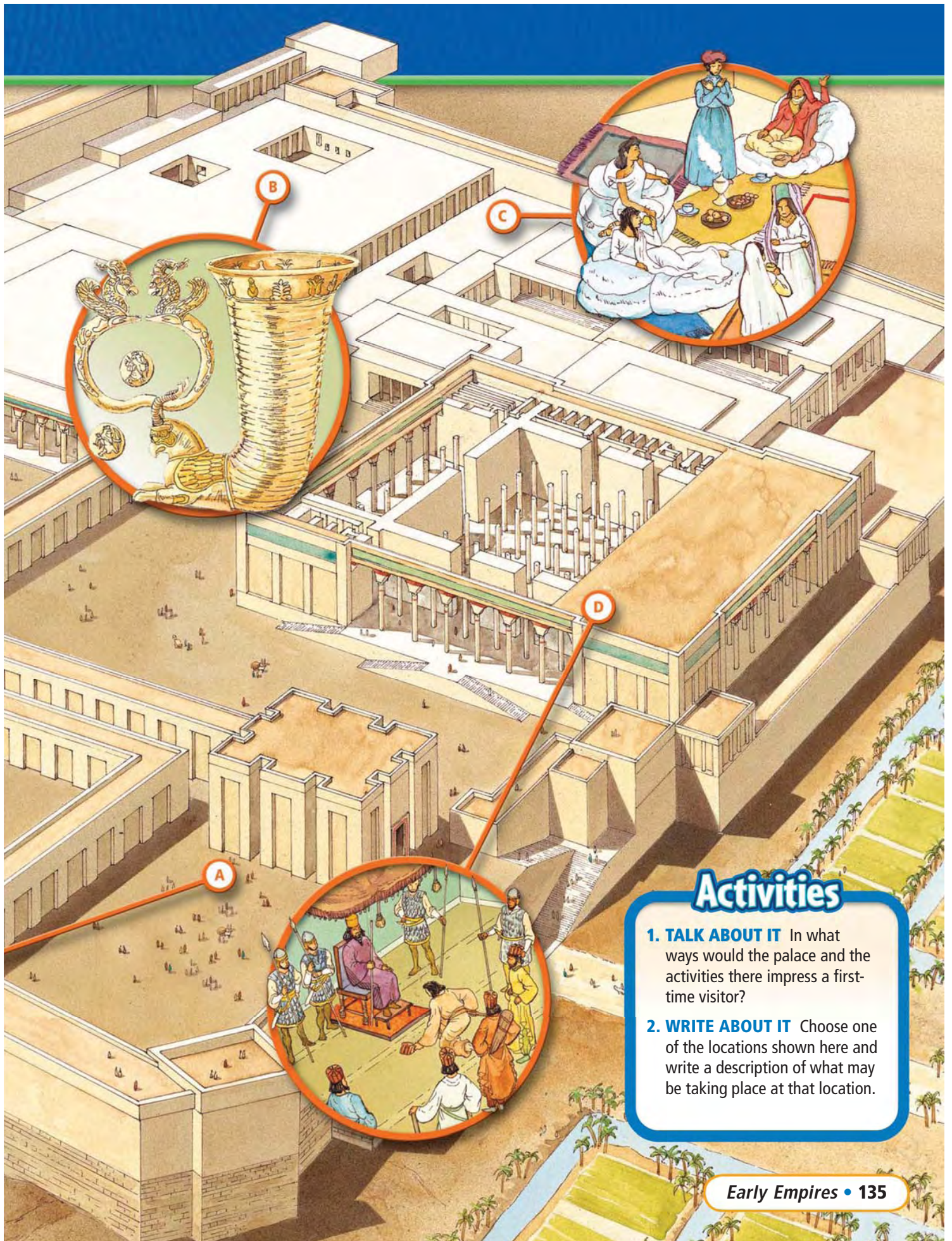
The Court of Darius

Purpose: To learn about life at the court of the Persian emperor Darius

Darius's palace was designed to impress all who came there. It was set on the base of a hill on a platform 50 feet above the plain. Its enormous size proclaimed the power of the emperor. The palace at Persepolis was one of three palaces used by the Persian emperors. Darius held court here in the wintertime.

- A Entrance Gate** The palace had two entrance gates where representatives of conquered peoples waited to present tribute to the emperor. They brought animals such as bulls and horses. Other tribute included gold, ivory, cloth, grain, and precious gems.
- B Treasure Room** The treasure room held large quantities of gold and silver. Some of it was made into serving plates and drinking vessels. Precious stones such as lapis lazuli, carnelian, and turquoise decorated some of these pieces. Other stones were used in fine jewelry.
- C Ladies' Court** Upper-class women were not expected to do any work. Many servants attended to the ladies of the court. The women generally stayed in the ladies' court unless commanded to appear before the emperor.
- D Audience Hall** Darius met with officials of his empire and received ambassadors from other countries in this hall. The hall had 36 columns inside and 36 columns outside to support the roof. The walls featured brightly colored tiles showing such things as human-headed lions and ranks of royal guards.





Activities

- 1. TALK ABOUT IT** In what ways would the palace and the activities there impress a first-time visitor?
- 2. WRITE ABOUT IT** Choose one of the locations shown here and write a description of what may be taking place at that location.

Chapter 4 Review

VISUAL SUMMARY

Early Empires



Government

- First empire is created.
- Code of law developed.
- Empire divided into smaller units for easier rule.
- Policies of toleration are used to control captured people.



Culture

- System of writing helps record keeping.
- Library is built by Ashurbanipal.
- Hanging Gardens are built by Nebuchadnezzar.
- Tower of Babel rises above the city of Babylon.



Economics

- Tribute used to support the empire.
- Minted coins help business and the government.
- Royal Road links the Persian Empire.

TERMS & NAMES

Explain why the words in each set below are linked with each other.

1. **empire, Fertile Crescent, and Anatolia**
2. **Hammurabi, code of law, and justice**
3. **province, satrap, and Royal Road**

MAIN IDEAS

Mesopotamian Empires (pages 112–117)

4. Which lands are a part of the region known as the Fertile Crescent?
5. How do empires change the lives of the people who live in them?
6. Why was Hammurabi's Code a step toward better government?

Assyria Rules the Fertile Crescent (pages 118–127)

7. Why were the Assyrians able to build such a large empire?
8. How did Assyrians treat peoples with different religious beliefs and ways of life?
9. Why did conquered people have to pay tribute?

Persia Controls Southwest Asia (pages 128–135)

10. What policies did Cyrus use to keep his empire under control?
11. Why did Darius expand his government?
12. Why was the Persian Royal Road important?

CRITICAL THINKING

Big Ideas: Government

13. **MAKING INFERENCES** How does a uniform code of law improve a leader's ability to rule effectively?
14. **EXPLAINING HISTORICAL PATTERNS** What pattern of governmental leadership can be seen in the reigns of Hammurabi, Cyrus, and Darius?
15. **COMPARING** How successful were the policies of Assyria compared with those of Persia?

ALTERNATIVE ASSESSMENT

1. **WRITING ACTIVITY** Select two rulers from this chapter to compare and contrast. Write an expository paragraph about them.
2. **INTERDISCIPLINARY ACTIVITY—SCIENCE AND TECHNOLOGY** Use printed sources or the Internet to research ancient warfare equipment such as that the Assyrians invented. Create a poster to illustrate your findings.
3. **STARTING WITH A STORY**



Review the story titled "Day of Misfortune." Work with a few classmates to rewrite the story as a scene in a play. Include an ending that tells what happened to the builder. Perform your scene.

Technology Activity

4. MAKING A MULTIMEDIA PRESENTATION

Use the Internet or printed sources to find illustrations of Mesopotamian or Persian objects found by archaeologists. Work with a small group to make a multimedia presentation.

- What objects were found?
- What activities do they represent?



Research Links
ClassZone.com

Reading Tables Use the table below to answer the questions.

Size and Population of Ancient Empires

Empire	Empire Size in Square Miles	Major City	City Size (Approximate Population)
Akkadia	2,509,664	Agade	35,000
Sumer	386,102	Ur	65,000
Babylonia	640,930	Babylon	60,000
Assyria	3,602,333	Nineveh	120,000

Source: *Institute for Research on World Systems*

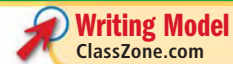
1. **Which of the following statements about empire land size is correct?**
 - A. Assyria's land size is much smaller than Babylonia's land size.
 - B. Assyria's land size is much larger than Sumer's land size.
 - C. Sumer's land size and Babylonia's land size are about the same.
 - D. All of the empires are about the same size.
2. **Based on the population size of the major cities, which statement is correct?**
 - A. Agade and Nineveh were the largest cities.
 - B. Babylon and Nineveh were similar in size.
 - C. Babylon and Ur were similar in size.
 - D. Nineveh was ten times larger than any other city.



Test Practice
ClassZone.com

Additional Test Practice, pp. S1–S33

Writing About History



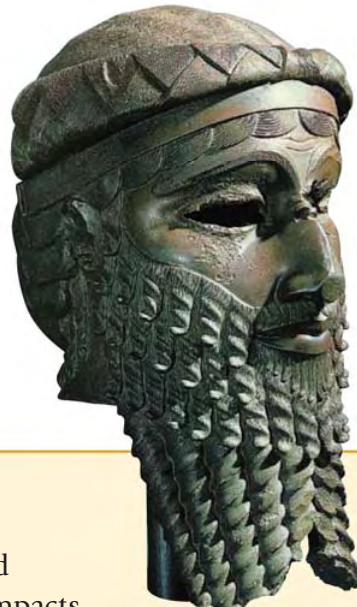
Expository Writing: Explanations

The Origins and Impacts of Empires

Purpose: To write an expository composition about empires

Audience: Your learning partner

In this unit, you read many explanations. For example, you read how the land in Mesopotamia became fertile because of flooding and how fertile land made crops grow. These explanations are examples of **expository writing**, or writing that informs. Historians use expository writing to explain past events and their impact on human life.



◀ Sargon



Organization & Focus

Your assignment is to write a 500- to 700-word expository composition about the origins or impacts of empires. An expository composition has three main parts. The **introduction** gets the reader interested and states a clear thesis, or main idea. The **body** provides supporting details in the form of facts and examples. The **conclusion** summarizes the information and restates the thesis.

Historical expositions often have chronological sequence or cause and effect as their organizational pattern. In this essay, cause-and-effect organization will best help you to explain the origins or impacts of empires.

Choosing a Topic Reread pages 113–114. With a learning partner, identify paragraphs that deal with the causes of the rise of empires and those that deal with empires' effects. Finally, you and your partner should divide the topic, so that one will write about the origins and the other about the impacts.

Identifying Purpose and Audience When your purpose is to explain, you need to use facts and examples to support your main idea. Through discussion, try to get an idea of what kinds of facts and examples will help your learning partner understand your thesis.



Research & Technology

Finding Details Review Chapters 3 and 4. Look for information to support your thesis, and record it in a chart like the one below. Review your notes and create categories for them. Possible categories include the themes of this program: Geography, Culture, Economics, Government, Belief Systems, and Science & Technology. Use your category names as key words to search for more information.

Thesis:	
Supporting Facts	Supporting Examples



Technology Tip To do additional research on the Internet, you might visit an online database, or collection of well-organized information. Your librarian might be able to suggest a database with information on your topic.

Outlining and Drafting When you have the facts and examples you need, decide on the best order for them. One possibility is order of importance, with the most important information saved for last. Another is a category-by-category order with the categories arranged for logical flow. Outline your composition, and then compose the first draft.



Evaluation & Revision

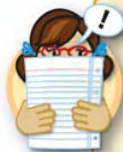
When revising, pay attention to the order of your ideas and the flow of paragraphs. Use the Self-Check to see if your explanation accomplishes its purpose. When you are satisfied that it does, prepare a final copy. Use your word processor to check spelling.



Self-Check

Does my explanation have

- a clear introduction, with the main idea, or thesis, stated?
- supporting examples and facts logically arranged?
- a conclusion that restates the main idea?



Publish & Present

Exchange compositions with your partner, and read his or her work. Then discuss what you learned from reading your partner's composition and from writing your own.