



# Chapter

# 1

# The First Civilizations

Ruins of a ziggurat in Iraq ▶



NATIONAL GEOGRAPHIC

## Where & When?



3000 B.C.

● c. 3000 B.C.  
Bronze Age begins

2000 B.C.

● c. 1792 B.C.  
Hammurabi rules Mesopotamia

1000 B.C.

● 612 B.C.  
Nineveh captured; Assyrian Empire crumbles

CONTENTS

# The Big Ideas

## Section 1 Early Humans

**Studying the past helps to understand the present.** Scientists who study the past have learned that the earliest humans hunted animals and gathered plants for food. When farming developed, people settled in villages and towns.

## Section 2 Mesopotamian Civilization

**Religion shapes how culture develops, just as culture shapes how religion develops.** In early Mesopotamian civilizations, religion and government were closely linked. Kings created strict laws to govern people.

## Section 3 New Empires

**Conflict often brings about great change.** New empires arose in Mesopotamia around 900 B.C. These civilizations included the Assyrians and the Chaldeans. They used powerful armies and iron weapons to conquer the region.

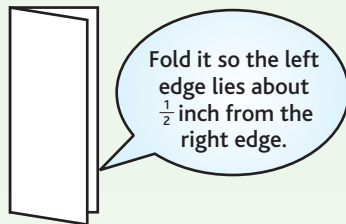


View the Chapter 1 video in the Glencoe Video Program.

### FOLDABLES Study Organizer

**Compare and Contrast** Make this foldable to help you compare and contrast the ancient civilizations of Mesopotamia.

**Step 1** Fold a sheet of paper in half from side to side.



**Step 2** Turn the paper and fold it into thirds.



**Step 3** Unfold and cut the top layer only along both folds.



**Step 4** Label as shown.



**Reading and Writing**  
As you read the chapter, write notes under each appropriate tab of your foldable. Keep in mind that you are trying to compare these civilizations.



# Get Ready to Read

## Previewing



Reading Skill

### 1 Learn It!

Before you read, take time to preview the chapter. This will give you a head start on what you are about to learn. Follow the steps below to help you quickly read, or skim, Section 1 on page 123.

2–The **Main Idea** under each main head tells you the main point of what you are about to read.

3–The **Reading Connection** helps you to link what you might already know to what you are about to read.

#### Early Humans

**Main Idea** Paleolithic people adapted to their environment and invented many tools to help them survive.

**Reading Connection** What do you view as the greatest human achievement—sending people to the moon, perhaps, or inventing the computer? Read to learn about the accomplishments of people during the Paleolithic Age.

History is the story of humans . . .

#### Tools of Discovery

1–Read the main headings in large red type. They show the main topics covered in the section or chapter.

4–Under each main head, read the sub-heads in blue type. Subheads break down each main topic into smaller topics.

### Reading Tip

As you skim, also look at pictures, maps, and charts.

## 2 Practice It!

### Read to Write

Use each main head, the main ideas, and the subheads in Section 2 of this chapter to create a study outline.

### Section

## 3

## New Empires

Skim all of the main heads and main ideas in Section 3 starting on page 142. Then, in small groups, discuss the answers to these questions.

- Which part of this section do you think will be most interesting to you?
- What do you think will be covered in Section 3 that was not covered in Section 2?
- Are there any words in the Main Ideas that you do not know how to pronounce?
- Choose one of the Reading Connection questions to discuss in your group.

Hanging Gardens of Babylon ▶

## 3 Apply It!

Skim Section 2 on your own. Write one thing in your notebook that you want to learn by reading this chapter.

# Section

# 1

# Early Humans



## History Social Science Standards

**WH.6.1** Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.

## Guide to Reading

### Looking Back, Looking Ahead

Today people live in towns and cities of various sizes. Early humans lived by moving from place to place, forming settlements, and exploring different ways to provide for themselves and their families.

### Focusing on the **Main Ideas**

- Paleolithic people adapted to their environment and invented many tools to help them survive. (page 123)
- In the Neolithic Age, people started farming, building communities, producing goods, and trading. (page 127)

### Locating Places

**Jericho** (JEHR•ih•KOH)

**Çatal Hüyük**  
(chah•TAHL hoo•YOOK)

### Content Vocabulary

**anthropologist**

(AN•thruh•PAH•luh•jihst)

**archaeologist**

(AHR•kee•AH•luh•jihst)

**artifact** (AHR•tih•FAKT)

**fossil** (FAH•suhl)

**nomad** (NOH•MAD)

**technology** (tehK•NAH•luh•jee)

**domesticate** (duh•MEHS•tih•KAYT)

**specialization**

(SPEH•shuh•luh•ZAY•shuhn)

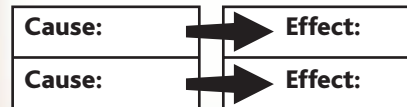
### Academic Vocabulary

**task**

**revolution** (REH•vuh•LOO•shuhn)

### Reading Strategy

**Determine Cause and Effect** Draw a diagram like the one below. Use it to explain how early humans adapted to their environment.



## Where & When?



8000 B.C.

6000 B.C.

4000 B.C.

2000 B.C.

c. 8000 B.C.

Jericho founded

c. 6700 B.C.

Çatal Hüyük settled

c. 3000 B.C.

Bronze Age begins



**WH6.1** Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution. **WH6.1.1** Describe the hunter-gatherer societies, including the development of tools and the use of fire. **WH6.1.2** Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments. **WH6.2.9** Trace the evolution of language and its written forms.

## Early Humans

**Main Idea** Paleolithic people adapted to their environment and invented many tools to help them survive.

**Reading Connection** What do you view as the greatest human achievement—sending people to the moon, perhaps, or inventing the computer? Read to learn about the accomplishments of people during the Paleolithic Age.

History is the story of humans in the past. It tells what people did and what happened to them. Historians are people who study and write about the human past. They define history as the period of time that began after people learned to write, about 5,500 years ago. But the story of people really begins in prehistory—the time *before* people developed writing.

**Tools of Discovery** What we know about the earliest people comes from the things they left behind. Scientists have worked to uncover clues about early human life.

**Anthropologists** (AN • thruh • PAH • luh • jihsts) focus on human society. They study how humans developed and how they related to one another. **Archaeologists** (AHR • kee • AH • luh • jihsts) hunt for evidence buried in the ground where settlements might once have been. They dig up and study **artifacts** (AHR • tih • FAKTS)—weapons, tools, and other things made by humans. They also look for **fossils** (FAH • suhls)—traces of plants or animals that have been preserved in rock.

British archaeologists Louis and Mary Leakey and their son Richard are probably the most-famous fossil hunters. Their findings convinced many scientists and anthropologists that the ancestors of human beings first appeared somewhere in East Africa millions of years ago.



▲ Dr. Donald Johanson is shown here in 1982 with the skeletal remains of Lucy, a 3-million-year-old hominid

In the 1930s, Louis and Mary Leakey began digging for fossils in the Olduvai Gorge in Tanzania. Archaeologists know that in certain areas of the world, layers of dirt and rock have been piled up slowly over time by the action of wind and water. If you dig in those places, the deeper you find things, the older they are, because they were buried further back in time. The Olduvai Gorge is very deep, and along its walls are layers of dirt from as far back as 2 million years ago. This made it a very good location to look for fossils.

In the 1940s and 1950s, Louis and Mary found many fossils of hominids. Hominids are creatures that walk on two legs. Human beings are the only type of hominid still alive today. All the others are extinct. Anthropologists think that human beings developed from earlier types of hominids.

In 1959 Mary Leakey discovered the skull of a creature nearly 2 million years old. This showed that hominids lived at least that long ago. In 1974 Donald



Johanson, an American anthropologist from Chicago, made an even more amazing discovery. He unearthed nearly an entire skeleton of a female hominid in Ethiopia. The hominid was nicknamed Lucy and was nearly 3 million years old.

Before Lucy was found, anthropologists thought hominids lived in the open on Africa's plains and used tools to hunt other animals. They thought hominids had begun walking on two legs so they could carry their tools while they hunted. Lucy's remains showed that hominids began walking on two legs long before they used tools.

Scientists' ideas about hominids were changed again in 1992. That year Tim White, an anthropologist from California, uncovered a hominid that was 4.4 million years old. Its teeth and bones showed that

hominids had begun walking on two legs while living in Africa's jungles, before they moved out onto Africa's plains.

Based on the work of these and other anthropologists, many scientists today think that the first human beings developed in East Africa. Slowly, over thousands of years, human beings spread out of Africa, probably in search of food and new places to live as their population increased. Gradually, they settled throughout the world.

### Who Were the Hunter-Gatherers?

Historians call the prehistoric period of human history the Stone Age. The name comes from the fact that people during this time used stone to make tools and weapons. The earliest part of the period is the Paleolithic or Old Stone Age. *Paleolithic*

## Archaeological Dig

Archaeologists use special techniques and tools when carrying out a dig. Artifacts are photographed or sketched, and their locations are mapped and noted. Soil is passed through a mesh screen to collect small fragments of tools or bone. **What types of artifacts do archaeologists look for?**



### BELOW THE SURFACE

Layers of soil are deposited one on top of another. In general, the further the layer is below the surface, the older its soil and artifacts are.

### PRESERVING

Archaeologists may use plaster to make a form or an imprint of something they have found.

### LOOKING FOR FRAGMENTS

This scientist uses a wire mesh screen to sift the soil to discover small fragments of artifacts.

### GRIDS

Grids like these help archaeologists record and map any artifacts found.

### CLEANING

Artifacts must be handled and cleaned carefully, often with soft brushes or other instruments.



means “old stone” in the Greek language. Paleolithic times began roughly 2.5 million years ago and lasted until around 8000 B.C.

Try to imagine the world during the Stone Age, long before any roadways, farms, or villages existed. Early humans spent most of their time searching for food. They hunted animals, caught fish, ate insects, and gathered nuts, berries, fruits, grains, and plants.

Because they hunted and gathered food, Paleolithic people were always on the move. They were **nomads** (NOH•MADS), or people who regularly move from place to place without fixed homes. They traveled in bands or groups of 30 or so members because it was safer and made the search for food easier.

Men and women did different **tasks** within the group. Women stayed close to the campsite, which was typically near a stream or other water source. They cared for the children and searched nearby woods and meadows for berries, nuts, and grains.

Men hunted animals—an activity that sometimes took them far from camp. They had to learn the habits of animals and make tools for hunting. At first, they used clubs or drove the animals off cliffs. Over time, Paleolithic people invented spears, traps, and bows and arrows.

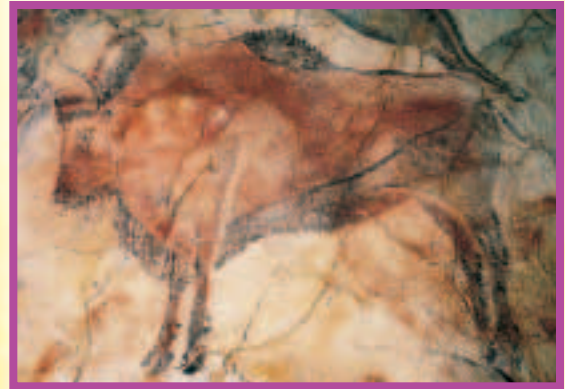
**Adapting to the Environment** The way that Paleolithic people lived depended on where they lived. Those in warm climates needed little clothing or shelter. People in cold climates sought protection from the weather in caves. Over time, Paleolithic people created new kinds of shelter. The most common was probably made of animal hides held up by wooden poles.

Paleolithic people made a life-changing discovery when they learned to tame fire. Fire gave warmth to those gathered around it. It lit the darkness and scared away wild

## Primary Source

### Paleolithic Cave Paintings

The oldest examples of Paleolithic art are cave paintings found in Spain and France. Most of the paintings are of animals. The paintings show that Paleolithic artists often used several colors and techniques. They sometimes used the uneven surface of the rock to create a three-dimensional effect.



▲ Painting of bison in Spanish cave

### DBQ Document-Based Question

Why do you think Paleolithic artists painted what they did?

animals. Food cooked over the fire tasted better and was easier to digest. In addition, cooked meat could be kept longer.

Archaeologists believe that early humans started fires by rubbing two pieces of wood together. Paleolithic people later made drill-like wooden tools to start fires.

**What Were the Ice Ages?** Paleolithic people needed fire in order to survive the Ice Ages. These were long periods of extreme cold. The last Ice Age began about 100,000 B.C. From then until about 8000 B.C., thick ice sheets covered parts of Europe, Asia, and North America.





The Ice Age was a threat to human life. People risked death from the cold and also from hunger. Early humans had to adapt by changing their diet, building sturdier shelters, and using animal furs to make warm clothing. The mastery of fire helped people live in this environment.

**Language, Art, and Religion** Another advance during Paleolithic times was the development of spoken language. Language made it far easier for people to work together and to pass on knowledge.

Early people expressed themselves not only in words but in art. They crushed yellow, black, and red rocks to make powders for paint. Then they dabbed this on cave walls, creating scenes of lions, oxen, panthers, and other animals. Historians are not sure why cave paintings were created. They may have had religious meaning or been used to explain people's role in the uni-

verse. Early people also might have thought that painting an animal would bring good luck in the hunt.

**The Invention of Tools** Paleolithic people were the first to use **technology** (teh•NAH•luh•jee)—tools and methods that help humans perform tasks. People often used a stone called flint to make tools. By hitting flint with a hard stone, they could make it flake into pieces with very sharp edges. To make hand axes or hunting spears, they tied wooden poles to pieces of flint that were the right shape for the tool.

Over time, early people grew more skilled at making tools. They crafted smaller and sharper tools, such as fishhooks and needles made from animal bones. They used needles to make nets and baskets and to sew animal hides together for clothing.

 **Reading Check Contrast** What is the difference between a fossil and an artifact?



## The Way It Was

### Focus on Everyday Life

**Tools** One of the most important advances of prehistoric people was the creation of stone tools. Tools made hunting, gathering, building shelter, and making clothing much easier.

The first tools were made of stones. Early humans quickly

learned that grinding, breaking, and shaping stones to create sharp edges made them more useful.

As technology advanced, people began making specific tools such as food choppers, meat scrapers, and spear points. In time, people learned that hitting a stone in a particular way would produce a flake—a long, sharp chip. Flakes were similar to knives in the way they were used.

### Connecting to the Past

1. Why do you think early people chose stones to make their first tools?
2. How were flakes created?



**WH6.1.2** Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.

**WH6.1.3** Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter.

## The Agricultural Revolution

**Main Idea** In the Neolithic Age, people started farming, building communities, producing goods, and trading.

**Reading Connection** Did you know that, today, more than a third of the world's people work in agriculture? Read to learn how farming began and how it changed the world.

After the last Ice Age ended, people entered the Mesolithic Age. *Mesolithic* means “middle stone” in Greek. At this time, people changed from hunting to herding animals. They began to **domesticate** (duh •MEHS•tih•KAYT), or tame animals for human use. Animals provided meat, milk, and wool. They also carried goods and people and pulled carts. Even so, most Mesolithic people remained nomadic. They moved from place to place in search of grass to feed

their herds. They also continued to gather seeds, fruits, and vegetables to eat.

The Mesolithic Age came to an end when people made another important discovery. They realized that they could plant seeds and grow their own food. They may have learned this from the seeds they had stored in dirt pits. Some of the seeds might have sprouted and shown people that if they put seeds in dirt and waited long enough, they could grow plants.

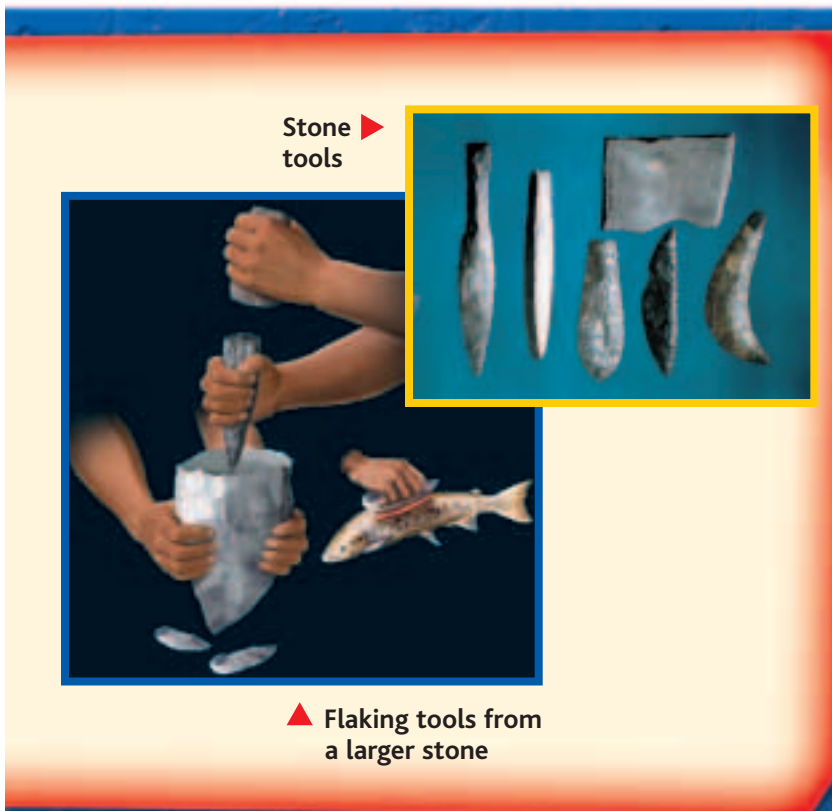
With this new knowledge, people could stay in one place and grow grains and vegetables. Gradually, farming began to replace hunting and gathering for many people. They began to build villages and claim land for their farms. This changed the way people lived and marked the beginning of the Neolithic Age, or New Stone Age, which began about 8000 B.C. and lasted until about 4000 B.C.

### Why Was Farming Important?

Historians call the changes in the Neolithic Age the agricultural revolution. The word **revolution** refers to changes that greatly affect many areas of life. Some historians consider the farming revolution the most important event in human history.

Farming did not begin in one region and spread. People in different parts of the world discovered how to grow crops at about the same time. In Asia, people grew wheat, barley, rice, soybeans, and a grain called millet. In Mexico, farmers grew corn, squash, and potatoes. In Africa, they grew millet and a grain called sorghum.

Farming greatly increased the number of calories that could be



Stone tools

▲ Flaking tools from a larger stone



produced from an area of land. This made it possible to feed more people and led to an increase in the world's population. Farming regions also had a higher population density. People lived closer together and did not have to spread out as much as they used to when they hunted and gathered food.

Farming also changed the kind of food people ate. Instead of a diet rich in meat and vegetables, people now ate a lot of grain—usually in the form of bread. Anthropologists think that people in the early days of farming were not as healthy as hunter-gatherers because they did not have enough variety in their diet.

Farming required people to stay in one place for a long time. This made it easier for diseases to spread and infect many people. Because people stayed in one place, they also tended to pollute their environment. Their water became dirty, and they left

garbage near their farms. This too helped the spread of disease.

People had to work harder and for much longer hours when farming. People had to till the soil in order to plant seeds. They had to weed the fields by hand. Then they had to gather the crops by hand when they were ready. There were no machines to make the work quick and easy. People had to walk through their fields, often bent over at the waist, gathering the crops they had grown.

Despite the problems of diet and disease and the hard work people had to do, the farming revolution greatly improved the lives of most people. Fewer people starved to death, and more children lived to adulthood. Settling in one place to farm also led to a much more organized society and made possible the world's first towns and cities.



## The Rise of Farming Communities 7000–2000 B.C.



### Using Geography Skills

- Human/Environment Interaction** According to the map, what crops were grown in North America?
- Region** What are the major regions of the world where farming communities appeared?

Find NGS online map resources @ [www.nationalgeographic.com/maps](http://www.nationalgeographic.com/maps)

KEY			
Barley	Maize	Potatoes	Sweet potatoes
Beans	Millet	Rice	Tea
Cocoa	Oats	Rye	Tomatoes
Coffee	Olives	Soybeans	Vanilla
Cotton	Onions	Squash	Wheat
Emmer	Peanuts	Sugarcane	Yams
Flax	Peppers	Sunflowers	





**WH6.1.2** Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.

**WH6.1.3** Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter.

## ÖTZI THE ICEMAN

*c. 3300 B.C.*

How do archaeologists and historians know so much about how people lived in the Stone Age? In addition to studying fossils, they have had the chance to study an actual person from the Neolithic Age and his tools. In A.D. 1991 two hikers discovered the frozen body of a man near the border between Austria and Italy. The man was called "Ötzi" after the Ötztal Alps, the mountains where he was found. Scientists studied Ötzi's body, his clothes, and the items found with him and learned that he lived 5,300 years ago, during the Neolithic Age.

Ötzi was dressed warmly because of the cold climate. He was wearing a fur hat and a long grass cloak. Under the cloak was a leather jacket that was well-made but had been repaired several times. To keep his feet warm, he had stuffed grass in the bottom of his leather shoes. Ötzi was carrying a bow and arrows, a copper ax, and a backpack. Experts believe Ötzi was a shepherd who traveled with his herd. He probably returned to his village only twice a year.

From recent tests, scientists have learned more about the last hours of Ötzi's life. Shortly before he died, Ötzi ate a type of flat bread that is similar to a cracker, an herb or other green plant, and meat. Pollen found in Ötzi's stomach showed that he ate his last meal in the valley, south of where he was found. When Ötzi finished eating, he headed up into the mountains. Eight hours later, he died. Scientists believe that Ötzi's last hours were violent ones. When found, he had a knife clutched in his right hand. Wounds on his right hand suggest that he tried to fight off an attacker. His left shoulder had been deeply pierced by an arrow. Some scientists think Ötzi may have wandered into another tribe's territory. Ötzi is now displayed at the South Tyrol Museum of Archaeology in Bolzano, Italy.



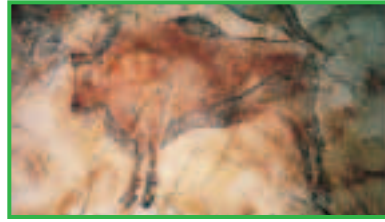
▲ Scientists created this reproduction to show what Ötzi may have looked like.

### Then and Now

If scientists 5,300 years from now discovered the remains of someone from our time, what might they conclude about our society?

## Comparing the Neolithic and Paleolithic Ages

### Paleolithic Age



### Neolithic Age



#### Description of Art and Crafts

Paleolithic people painted cave walls. They usually painted animals.

Neolithic people made pottery and carved objects out of wood. They also built shelters and tombs.

#### How Humans Obtained Food

People hunted animals and gathered nuts, berries, and grains.

People began to farm in permanent villages. They continued to raise and herd animals.

#### How Humans Adapted

People learned to make fire, created a language, and made simple tools and shelters.

People built mud-brick houses and places of worship. They specialized in certain jobs and used copper and bronze to create more useful tools.

#### Work of Women and Men

Women gathered food and cared for children. Men hunted.

Women cared for children and performed household tasks. Men herded, farmed, and protected the village.

### Understanding Charts

Humans made great advances from the Paleolithic Age to the Neolithic Age.

1. How did the work of men change from the Paleolithic Age to the Neolithic Age?
2. **Describe** What advances were made in toolmaking between the Paleolithic and Neolithic Ages?

Mexico. Some of the earliest known communities have been found in the Middle East. One of the oldest is **Jericho** (JEHR • ih • KOH) in the West Bank between what are now Israel and Jordan. It dates back to about 8000 B.C.

Another well-known Neolithic community is **Çatal Hüyük** (chah • TAHL hoo • YOOK) in present-day Turkey. Little of the community remains, but it was home to some 6,000 people between about 6700 B.C. and 5700 B.C. These people lived in simple mud-brick houses that were packed tightly together and decorated inside with wall paintings. They used other buildings as places of worship. Along with farming, the people hunted, raised sheep and goats, and ate fish and bird eggs from nearby marshes.

**The Growth of Villages** People who farmed could settle in one place. Herders remained nomadic and drove their animals wherever they could find grazing land. Farmers, however, had to stay close to their fields to water the plants, keep hungry animals away, and harvest their crops. They began to live in villages, where they built permanent homes.

During the Neolithic Age, villages were started in Europe, India, Egypt, China, and



**The Benefits of a Settled Life** Neolithic people found greater security by living in settled communities. Steady food supplies led to healthy, growing populations. Soon villagers produced a food surplus. That is, they grew more food than they needed. They were able to trade their extra food for other goods made by people in their community or who lived nearby.

The food surplus made it possible for people to practice **specialization** (SPEH•shuh•luh•ZAY•shuhn), or the development of different kinds of jobs. Because not everyone was needed for farming, some people had the time to develop other types of skills. They made pottery from clay to store their grain and other foods. Others used plant fibers to make mats and to weave cloth. This led to a new type of clothing. Early humans had worn only animal skins. Now people could

use wool and other fabrics for clothes as well. These craftspeople, like farmers, also took part in trade. They exchanged the things they made for goods they did not have.

In late Neolithic times, people continued to make advances. Toolmakers created better farming tools, such as the sickle for cutting grain. In some places, people began to work with metals. At first they used copper. They heated rocks to melt the copper inside and then poured the melted copper into molds for tools and weapons.

After 4000 B.C., craftspeople in western Asia mixed copper and tin to form a metal called bronze. Bronze was harder and longer lasting than copper. It became widely used between 3000 B.C. and 1200 B.C., the period known as the Bronze Age.

**Reading Check Compare** How did the Paleolithic and Neolithic Ages differ?

## Section 1 Review

### Reading Summary

#### Review the Main Ideas

- Early humans were nomads who moved around to hunt animals and gather food. They built shelters and used fire to survive. In time, they developed language and art.
- During the farming revolution, people began to grow crops and domesticate animals, which allowed them to settle in villages.

### What Did You Learn?

1. Who are archaeologists, and what do they study?
2. How did domesticating animals help the Neolithic people?

#### Critical Thinking

3. **Determine Cause and Effect** Draw a diagram like the one below. List some of the effects that farming had on people's lives. **CA HI.2.**



4. **The Big Ideas** How do changes in the Neolithic Age still affect people today? **CA HI.2.**

5. **Compare** Compare the technology of the Paleolithic Age with that of the Neolithic Age. **CA CS.1.**

6. **Analyze** Why was the ability to make a fire so important? **CA HI.2.**

7. **Previewing** Create a three-column chart. In the first column, write what you knew about early humans before you read this section. In the second column, write what you learned after reading. In the third, write what you still would like to know. **CA 6RC.2.4**

### History Online

**Study Central** Need help understanding the lives of early humans? Visit [ca.hss.glencoe.com](http://ca.hss.glencoe.com) and click on Study Central.