WHI.3 The student will demonstrate knowledge of ancient river valley civilizations, including Egypt, Mesopotamia, the Indus River Valley, and China and the civilizations of the Hebrews, Phoenicians, and Kush, by

a) locating these civilizations in time and place;

b) describing the development of social, political, and economic patterns, including slavery;

c) explaining the development of religious traditions;
Essential Understandings of Early River Valley Civilizations

1) During the New Stone Age, permanent settlements appeared in river valleys and around the Fertile Crescent.
2) River valleys provided rich soil for crops, as well as protection from invasion.
3) River valleys were the “Cradles of Civilization.” Early civilizations made major contributions to social, political, and economic progress.
4) Religion was a major part of life in all early civilizations.
5) Language and writing were important cultural innovations.

Essential Questions about Early River Valley Civilizations

1) Why did ancient civilizations develop in river valleys?
2) Where were the earliest civilizations located?
3) When did these civilizations exist?
4) What were the social, political, and economic characteristics of early civilizations?
5) What forms of language and writing existed in early civilizations?

Why do I need to know this?

1) The development of Mesopotamia reflects a pattern that has occurred repeatedly throughout history.
2) Many of the monuments built by the Egyptians still stand as a testament to their ancient civilization.
3) The culture of India today has its roots in its ancient civilization.
4) The culture that took root during ancient times still influences Chinese way of life today.
## The Fertile Crescent

### Rivers & Geography

1. The Fertile Crescent is located between the **Tigris** and **Euphrates** Rivers (modern day Iraq)
   - a. Mesopotamia – “land between the rivers”
   - b. The rivers **flooded** the area at least once a year
     - when the flood waters receded, it left a thick rich soil called **silt**

### Environmental Challenges

1. **unpredictable** flooding
   - a. During the dry season, the land became like a desert
2. Middle of an open plain
   - a. No **natural barriers** for protection
3. Had limited natural resources like stone, wood, and metal to use for tools and buildings

### Creating Solutions

1. Dug **irrigation ditches** that carried river water to their fields and lowered them to produce a surplus of crops
2. For defense, they built city **walls** with mud bricks
3. Sumerians traded with the peoples of the mountains and the desert for the products they lacked

### Sumerians Create City-States

1. By 3000 B.C., the Sumerians (the first civilization in the Fertile Crescent) had built a number of cities
2. Each city and the surrounding land it controlled formed a **city-state**
   - a. Functioned much like an independent country
   - b. In the center of each, was a walled and pyramid shaped temple called a **ziggurat**

### The Power of Priests

1. Sumer’s earliest governments were controlled by the **temple priests**

### Monarchs take control

1. As wars between cities became more and more frequent, the Sumerian priests and people gave commanders permanent control of standing armies
2. Rulers usually passed their power on to their sons
   - a. A series of rulers from a single family is called a **dynasty**

### The Spread of Cities

1. Food surpluses allowed Sumerians to increase **long-distance trade**
2. The process of a new idea or a product spreading from one culture to another is called **cultural diffusion**
### Fertile Crescent

#### A Religion of Many Gods
1. the belief in many gods is called **polytheism** (p.29)
2. **Enlil** (p.29) – god of the clouds and air
   a. **Wicked Udugs** (p.29) – lowly demon gods who caused misfortune and disease
3. Sumerians described their gods as doing many of the same things **humans** (p.30) do
   a. believed that the souls of the dead went to the “**land of no return**” (p.30), a
eight, gloomy place between the earth’s crust and the ancient sea
4. the **Epic of Gilgamesh** (p.30) is one of the earliest works of literature and traces the
   adventures of a legendary king, Gilgamesh, who unsuccessfully searches for immortality

#### Rigid Class System in Sumerian Society
1. **priests and kings**
2. wealthy **merchants**
3. ordinary **farmers** and people in workshops
4. **slaves** – not really part of the class system; based upon conquered peoples, not race

#### Sumerian Science and Technology
1. invented the wheel, the sail and the plow; first to use bronze
2. developed the first system of writing called **cuneiform** (p.31)
3. developed a number system in base of **60** (p.31)

#### Sargon of Akkad
1. conquered all of Sumer in 2350 B.C.
2. created the world’s first **empire** (p.31) – brings together several peoples, nations, or
   previously independent states under the control of one ruler

#### Babylonian Empire
1. a group known as the Amorites, overwhelmed the Sumerians and established their
capital at Babylon
2. it reached it’s peak under the rule of **Hammurabi** (p.31)

#### Hammurabi’s Code
1. although the code applied to everyone, it set **different** punishments for rich and poor and for men and
   women
2. law code stressed **punishment and retaliation** (p.32)
   a. “**eye for an eye, tooth for a tooth**” (the philosophy/famous phrase of his code)
   b. important rights extended to women
3. made the **government** (p.32) accountable for what occurred in society
Map of the Nile

DIRECTIONS: Label the following locations on the map below.

Lower Egypt
Upper Egypt
Nile Delta
Nile River
Mediterranean Sea
Red Sea
# Egypt Civilization

## River & Geography

1. the **Nile** flows northward for over 4,100 miles, making it the world’s longest river.
2. yearly flooding brought the water and rich soil that allowed settlements to grow
   a. started in July and receded in October

## Upper and Lower Egypt

1. churning rapids along the Nile are known as **cataracts**
2. Upper Egypt (to the **south**)
3. Lower Egypt (to the **north**)
4. the Nile delta – a broad, marshy, triangular area of land formed by deposits of silt at the mouth of the river
5. the Nile provided reliable transportation

## Environmental Challenges

1. compared to the unpredictable Tigris and Euphrates rivers, the Nile was **regular as clockwork**
2. the vast deserts on either side of the Nile acted as **natural barriers**, but forced the Egyptians to stay close to the river

## Pharaohs Rule as Gods

1. in 3100 B.C., king **Menes** of Upper Egypt united all of Egypt
2. kings were considered representatives of the gods
3. Egyptian god-kings were absolute rulers and came to the called **pharaohs**
4. the pharaoh stood at the center of Egypt’s religions as well as its government and army, which is a **theocracy**

## Builders of the Pyramids

1. the resting place after death was immense structure called a **pyramid**
   a. intended to be a palace a pharaoh ruled from in the afterlife
2. the Great Pyramid of Giza was built for King Khufu
   a. covers more than 13 acres, is 481 feet tall, and made up of about 2 million blocks

## Religion and Life

1. Egyptians were **polytheistic**
   a. most important god was **Ra**, the sun god and **Horus**, the god of light
2. Egyptians believed in an afterlife
   a. **Osiris**, the god of the dead, would weigh each dead persons heart
3. Egyptians preserved a dead person’s body by **mummification** – embalming and drying the corpse to prevent it from decaying
   a. mummies were placed in tombs with clothing, food, jewelry, etc
DIRECTIONS: Using the hieroglyphs below, write your first and last name in hieroglyphs.
# Egypt Civilization

## Social Hierarchy in Egyptian Society

1. **king, queen and royal family** at the top
2. **wealthy landowners, government officials, priests and army commanders**
3. **merchants and artisans**
4. **peasant farmers and unskilled laborers** (largest class)
5. could move in social classes
6. women held many of the **same** rights as men
7. again, slaves are not considered part of the class system; based upon conquered peoples, not race

## Egyptian Writing

1. Egyptian form of writing is called **hieroglyphics**
2. a picture stood for an idea
3. first wrote on stone and clay, then used papyrus – a reed that grew in the delta
4. **Rosetta Stone** – key to deciphering hieroglyphics
   a. discovered in 1799
   b. top third in hieroglyphics
   c. middle third in simpler hieroglyphics
   d. bottom third in Greek

## Egyptian Science and Technology

1. developed a system of written numbers for counting adding and subtracting
2. used **geometry** to survey and reset property boundaries after the annual floods
3. builders needed to make accurate calculations and measurements to construct their remarkable **pyramids and palaces**
4. developed a **calendar** to keep track of time between floods and the planting season
   a. year of 365 days, 12 months of 30 days each – 5 extra days for holidays and feasting – only 6 hours off the current year
5. made medical advances
   a. knew how to check a person’s **heart rate** by feeling for a pulse
   b. set splints for **broken bones** and had effective treatments for wounds and fevers
   c. used surgery to treat some conditions
INTRODUCTION
Ramses II ruled during the 19th Dynasty (1279-1212BC). He was the third ruler during this time period. Being powerful and ambitious, he would expand Egypt’s empire a vast deal and would construct many temples all of which overshadow many of the others before him. Although known for expansion and building structures, he also remains an important pharaoh to the Christians as he is said to be the pharaoh in Exodus.

FAMILY
Ramses II was born to Queen Tuy and his father Seti I. He was given the throne at the age of about 20 and ruled for 67 years. This allowed him to the second longest-ruling pharaoh. Also known as Ramses the Great, he lived to be 96 years old, had 200 wives and concubines, 96 sons and 60 daughters. His chief wife was Nefertari. She was often by his side and even filled in for her husband in certain ceremonies.

RAMSES II
Ramses was a prolific ruler that fought to reclaim territory in Africa and Western Asia. The Hittites and Asia Minor were his main opponent or his main enemies. During his fifth year as pharaoh, he led a campaign known as the Battle of Kadesh. Ramses II tried to keep the newly acquired territory (today it is known as Syria) but lose the battle to one of his opponents – the Hittites. Seen as a standstill, Ramses II pulled back and Kadesh remained with the Hittites once more. Later, a treaty was signed, the territory was divided, and Ramses II agreed to marry the daughter of the Hittite king. During his duration as pharaoh, he attacked many of his enemies such as the Libyans and the Nubians and also attacked Syria about half a dozen times. Although known for his military might, Ramses II also lived a life of extreme wealth and in addition he showed his need for divine architecture.

His love of architecture and power allowed him to erect more monuments and temples than other pharaoh. Abu Simbel, probably Ramses II’s most impressive structure was carved from a sandstone cliff that faced to the east. This was located in ancient Nubia. Although Abu Simbel remains his most famous structure, he had many more architectural projects. Among them is included the expansion of Luxor and Karnak. There he finished older projects set forth by his father and erected many more monuments. It was evident Ramses II wanted to leave a mark as a reminder of his great strength and wealth.

Directions: After reading the passage above on Ramses II, answer the questions that follow.

1. How many kids did Ramses II have? ________________________________ (WOW!)

2. Ramses II was also known as Ramses the Great. List two reasons why he may have earned that title.

3. How was Ramses II able to acquire land in Syria? ____________________

4. What can you assume about the role of women from this passage? ____________________


# Indus River Civilization

## Rivers & Geography
1. three mountain ranges – the **Himalayas, Hindu Kush, and Karakoram** ([p. 42])
2. the **subcontinent** ([p. 42]) – triangle-shaped landmass that sticks out into the Indian Ocean (India, Pakistan, Nepal and Bangladesh)
3. the two rivers – **Indus and Ganges** ([p. 42])
4. Deccan Plateau - flat center of India that is cut by many rivers
5. **Monsoons** ([p. 42]) – seasonal winds
   - **dry monsoons** ([p. 42]) from October to May blow from the northeast
   - **wet monsoons** ([p. 42]) in June bring moisture from the southwest

## Environmental Challenges
1. the floods along the Indus were **unpredictable** ([p. 43]); sometimes the river even changed course
2. monsoons brought problems - too little rain, the plants didn’t grow, too much rain and floods swept away entire villages
3. world’s tallest mountains to the north and a desert to the west presented **natural barriers** ([p. 43]) which helped protect the Indus Valley from invasion
4. the Indus River provided a link to the sea which enabled trade with places as far away as **Mesopotamia** ([p. 43])

## Writing
1. wrote with **pictures** ([p. 43]) - unable to decipher

## Planned Cities
1. the largest cities were Kalibangan, Mohenjo-Daro and **Harappa** ([p. 43])
   - the Indus Valley civilization is sometimes called the **Harappan Civilization**
2. the cities of the Indus civilization were laid out in a precise **grid** ([p. 43]) formation
   - (those of Mesopotamia were just a jumble of buildings with winding streets)
3. cities featured a fortified **citadel** ([p. 43]) at the center that contained the major buildings
4. engineers also created sophisticated **plumbing and sewage** ([p. 43]) systems
5. all this sophisticated city planning is evidence of a **strong central government**

## Culture and Trade
1. uniform housing suggests that social divisions weren't **that great**
2. the food surplus created by local farmers allowed town citizens to work as potters, metal toolmakers and merchants
   - traded with other civilizations as far away as Mesopotamia

## Religion
1. **polytheistic**
2. possible early images of **Shiva** ([p. 45])
3. earth goddess, fertility images, and the worship of **cattle** ([p. 45])
Analyzing Ancient India

Directions: Archaeologists have to rely on past clues and artifacts to be able to tell us what ancient cultures may have been like. Examine the evidence below, think like an archaeologist, and try to determine what that evidence reveals about lives of the ancient Indus Valley Civilizations. If you need help, read on pages 43 and 45 of your textbook.

<table>
<thead>
<tr>
<th>Archaeological Evidence</th>
<th>What it reveals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uniform planning of cities/advanced plumbing and sewage</td>
<td>They had a strong central government.</td>
</tr>
<tr>
<td>Indus seals/artifacts found in Mesopotamia</td>
<td>They engaged in long-distance trade with Mesopotamia.</td>
</tr>
<tr>
<td>Uniform housings</td>
<td>There weren't huge social divisions within society.</td>
</tr>
<tr>
<td>Children's toys/few weapons</td>
<td>They were a peaceful group.</td>
</tr>
</tbody>
</table>

A Xia Myth

Directions: A myth is a sacred story explaining how the world and humankind came to be in their present form. Below is a myth from the Xia dynasty. Read the myth and then answer the questions below.

On a warm spring day, in Xia times, some children went out in the fields to play. In those days, if you had a problem you went to see the local wise woman. In this village, the wise woman's name was Loawnu.

Alarmed at what they saw in the fields, the children ran up the hill to Loawnu's house. "Loawnu," they shouted. "The sky is falling down!" Loawnu smiled at the children. "Don't be worried. Find all the pieces of sky that have fallen, and bring them to me. I'll sew them together again in time for the festival."

The spring festival was nearing. This was a time when the young people gathered from many villages to meet one another and to find husbands and wives. The children's village had been honored this year as the meeting village. It would be a horrible time for the sky to fall down. The village would be disgraced!

Off the children ran to pick up the pieces. But some were missing! "Loawnu!" cried the children, as they tore up the hill, breathing heavily. Loawnu only smiled.

The next day, the children ran outside and looked up. The sky looked as it always looked on a warm spring day, clean and fresh and blue. They were so happy.

That night, they were amazed! The sky had always been dark at night. That night, it was filled with light! Loawnu had patched the missing pieces of sky with bright twinkling light! How beautiful! How clever! We shall have the happiest spring festival in all the land! How lucky we are to know Loawnu! All the village agreed.

1. What problem did the children bring to Loawnu? ________________________________
2. What did Loawnu do to solve the problem? ______________________________________
3. What part of our world does this myth explain? ________________________________
## Early China

### Rivers & Geography

1. **natural barriers**\(^{(p.46)}\) isolated ancient China from all other civilizations
   a. in the east – **Pacific Ocean**\(^{(p.46)}\)
   b. in the west – **Taklimakan Desert**\(^{(p.46)}\) and 14,000 foot **Plateau of Tibet**\(^{(p.46)}\)
   c. to the southwest – **Himalayan Mountains**\(^{(p.46)}\)
   d. to the north – **Gobi Desert**\(^{(p.46)}\) and **Mongolian Plateau**\(^{(p.46)}\)

2. the two rivers of ancient China – the **Huang He**\(^{(p.46)}\) and the **Yangtze**\(^{(p.46)}\)

3. two-thirds of China is made up of **mountains and desert**\(^{(p.46)}\)
   a. 90% of the farmland laid between the Huang He and the Yangtze Rivers

4. the Chinese called their homeland Zhong Guo (Middle Kingdom)

### Environmental Challenges

1. the Huang He’s name means “**yellow river**”\(^{(p.46)}\)
   a. the yellow color is caused by a fertile soil called **loess**\(^{(p.46)}\)
   b. unpredictable flooding has earned the river the nickname “**China’s Sorrow**”\(^{(p.46)}\)

### The First Dynasties

1. according to legend, the first dynasty is the **Xia**\(^{(p.47)}\) Dynasty, founded by **Yu**\(^{(p.47)}\)
   a. no written record from this period
   b. **flood control and irrigation projects**\(^{(p.47)}\) helped tame the Huang He so settlements could grow
   c. most historians do not accept the Xia as a true dynasty

2. the first dynasty to leave written records is the **Shang**\(^{(p.47)}\) Dynasty

3. **Cities**
   a. **Anyang**\(^{(p.47)}\) was the capital of the Shang Dynasty
   b. build mainly of **wood**\(^{(p.47)}\) in a forest clearing
   c. each had **walls**\(^{(p.48)}\) because of constant warfare

### Social Patterns

1. sharply divided between **nobles**\(^{(p.48)}\) (professional warriors) and **peasants**\(^{(p.48)}\)

2. the **family**\(^{(p.48)}\) was central to Chinese society – **elder men**\(^{(p.48)}\) controlled the family, **women**\(^{(p.48)}\) were subject to their fathers, husbands, and eventually their own sons

### Religion

1. **polytheistic**\(^*, but ancestor worship was also very important

2. spirits of ancestors could bring fortune or disaster

3. **Shang Di**\(^{(p.48)}\) – main Chinese god; created family, silk, boats, carts, etc...
<table>
<thead>
<tr>
<th>Region</th>
<th>Rivers (names/flooding)</th>
<th>Writing Style</th>
<th>Type of Religion (main god)</th>
<th>Important Rulers</th>
<th>Innovations</th>
</tr>
</thead>
<tbody>
<tr>
<td>China</td>
<td>Huang He and Yangtze</td>
<td>Unpredictable</td>
<td>Characters</td>
<td>Polytheistic</td>
<td>Xi Dynasty</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Shang Di</td>
<td>Shang Dynasty</td>
</tr>
<tr>
<td>India</td>
<td>Indus and Ganges</td>
<td>Unpredictable</td>
<td>Pictures</td>
<td>Polytheistic</td>
<td>N/A</td>
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<td>Shiva</td>
<td></td>
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<tr>
<td>Egypt</td>
<td>Nile</td>
<td>Predictable</td>
<td>Hieroglyphics</td>
<td>Polytheistic</td>
<td>Menes</td>
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<td>Ra</td>
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</tr>
<tr>
<td>Mesopotamia</td>
<td>Tigris and Euphrates</td>
<td>Unpredictable</td>
<td>Cuneiform</td>
<td>Polytheistic</td>
<td>Sargon</td>
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<td></td>
<td>Enlil</td>
<td>Hammurabi</td>
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</table>

**Innovations**

- **China:**
  1. Bronze work.
  2. Silk.
  5. Iron Work.

- **India:**
  1. Plumbing and sewage system.
  2. Cities laid out in grid patterns.

- **Egypt:**
  1. Geometry.
  2. Calendar.
  3. Take Heart Rate.
  4. Splint Broken Bones.
  5. Use surgery to treat some conditions.

- **Mesopotamia:**
  1. Wheel.
  2. Sail.
  3. Plow.
  5. Number system in the base of 60.
### Early China

#### Writing
1. The earliest evidence of Chinese writing comes from **oracle bones**[^2],[^49]
2. Many different **characters**[^2] stand for different ideas, not sounds
   - Unified[^2] the people in China
3. Many people **could not** read or write; over 50,000 characters in Chinese

#### Technology and Art
1. Shang artisans excelled at **bronze working**[^2]
2. Manufactured weapons, jewelry and religious items
3. Learned how to make **silk**[^2] cloth from the silkworm’s cocoon

#### Zhou Dynasty
1. Overthrew the Shang in 1027 B.C. – did not change customs
2. Rulers ruled according to the **Mandate of Heaven**[^2] – divine right to rule
   - If a dynasty or king was overthrown, they were said to have lost the mandate
   - Chinese history is marked with a succession of **dynasties**[^2] (up until the 1900s)
3. Ruled through **feudalism**[^2]
   - King grants **lands**[^2] to nobles and warriors who fight for the king
   - Nobles owe loyalty and military service to the king and protection to the people who
     live on their estates
   - Feudal lords became **less and less**[^2] dependent on the king
     - Constantly warred with one another for territory

#### Improvements in Technology and Trade
1. The Zhou built **roads and canals**[^2] to supply large cities
2. Introduced **coined**[^2] money
3. To run the daily operations of the cities, a new class of **civil servants**[^2] (government administrative workers) emerged
4. The major technological advancement was the use of **iron**[^2]
   - Used to create weapons and farm tools
   - Won’t be matched by Europe until the **Middle Ages**[^2] (about 2,000 years later)

#### A Period of Warring States
1. Real power of the Zhou weakened when the Zhou monarch was killed in 771
2. The Zhou royal family established rule in Luoyang, but it was almost **powerless**[^2]
3. Traditional values collapsed

[^2]: Notes WHI.03: Early River Valley Civilizations 31
Summary

DIRECTIONS: Choose only one of the following:
   a) write a summary (25-75 words) of what you believe was the most important aspect of the notes/lecture
   b) write what you believe to be the most interesting or memorable part of the notes/lecture (25-75 words)
   c) draw something that symbolizes the notes/lecture to you (has to be different than your title page)