

## Objectives

As you teach this section, keep students focused on the following objectives to help them answer the Section Focus Question and master core content.

- Outline the achievements of the first empires that arose in Mesopotamia.
- Understand how conquests brought new empires and ideas into the Middle East.
- Describe how the Persians established a huge empire.
- Summarize the contributions the Phoenicians made to the ancient Middle East.


## Prepare to Read

Build Background Knowledge **L3**

Remind students that around 2500 B.C., other peoples began conquering Sumer and the other lands of Mesopotamia. Have students preview this section and then list the groups who took control of Mesopotamia after the Sumerians.

Set a Purpose **L3**

- **WITNESS HISTORY** Read the selection aloud or play the audio.

 **Witness History Audio CD,**  
Establishing the Law

Explain that Hammurabi made this statement to broadcast his greatness to the people. Ask **What phrase emphasizes his greatness?** (“*exalted Prince*”) **What effect would it have on the people to hear their ruler described this way?** (*impress them, increase their respect for him*)

- **Focus** Point out the Section Focus Question and write it on the board. Tell students to refer to this question as they read. (*Answer appears with Section 2 Assessment answers.*)
- **Preview** Have students preview the Section Objectives and the list of Terms, People, and Places.
- **Note Taking** Have students read this section using the Paragraph Shrinking strategy (TE, p. T20). As they read, have students fill in the table.

 **Reading and Note Taking**  
Study Guide, p. 17

SECTION  
2

Hammurabi (front);  
Hammurabi's Code  
(back)

WITNESS HISTORY 

## Establishing the Law

To establish the law of the land, Babylonian king Hammurabi set the law in stone and placed it in public view. He began the law code with a statement of his authority:

“Then [the gods] Anu and Bel called by name me, Hammurabi, the exalted prince, who feared God, to bring about the rule of righteousness in the land . . . so that the strong should not harm the weak; so that I should rule over the [people] and enlighten the land, to further the well-being of mankind.”

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

Invaders, Traders, and  
Empire Builders

## Objectives

- Outline the achievements of the first empires that arose in Mesopotamia.
- Understand how conquests brought new empires and ideas into the Middle East.
- Describe how the Persians established a huge empire.
- Summarize the contributions the Phoenicians made to the ancient Middle East.

## Terms, People, and Places

Sargon	barter economy
Hammurabi	money economy
codify	Zoroaster
civil law	colony
criminal law	alphabet
Nebuchadnezzar	

## Note Taking

**Reading Skill: Identify Main Ideas** Use a table like this one to record the main idea of each section of text that follows a red heading.

Red Heading	Main Idea
First Empires Arise in Mesopotamia	
Conquests Bring New Empires and Ideas	

Through thousands of years of war and peace, the peoples of the Middle East built great empires and made long-lasting innovations. The region became a vital crossroads where warriors and traders met, clashed, and mingled. Many of the beliefs and ideas of the ancient Middle East survived to shape our modern world.

## First Empires Arise in Mesopotamia


Again and again through time, nomadic peoples or ambitious warriors descended on the rich cities of the Fertile Crescent. While many invaders simply looted and burned, some stayed to rule. Powerful leaders created large, well-organized empires, bringing peace and prosperity to the region.

**Sargon Builds the First Empire** About 2300 B.C., **Sargon**, the ruler of Akkad, invaded and conquered the neighboring city-states of Sumer. He continued to expand his territory, building the first empire known to history. He appointed local rulers, each of whom served as king of the land he oversaw. However, the world's first empire did not last long. After Sargon's death, other invaders swept into the wide valley between the rivers, tumbling his empire into ruin.

**Hammurabi Brings Babylon to Power** In time, the Sumerian city-states revived, and they resumed their power struggles. Eventually, however, new conquerors followed in Sargon's footsteps and imposed unity over the Fertile Crescent. About

## Vocabulary Builder

Use the information below and the following resources to teach the high-use words from this section.

 **Teaching Resources, Unit 1, p. 25; Teaching Resources, Skills Handbook, p. 3**

## High-Use Words

successor, p. 41

emerge, p. 42

## Definitions and Sample Sentences

*n.* somebody or something that follows another and takes up the same position  
Luis was elected to become Anna's **successor** as class president next year.

*vi.* to arise, appear, or occur

Over the years, the environment has **emerged** as a major topic of concern in politics.

1790 B.C., **Hammurabi** (hah muh RAH bee), king of Babylon, brought much of Mesopotamia under the control of his empire.

Hammurabi's most ambitious and lasting contribution was his publication of a set of laws known as Hammurabi's Code. Most of the laws had been around since Sumerian times, but Hammurabi wanted to ensure that everyone in his empire knew the legal principles his government would follow. He had artisans carve nearly 300 laws on a stone pillar for all to see. Hammurabi's Code was the first important attempt by a ruler to **codify**, or arrange and set down in writing, all the laws that would govern a state.

**Establishing Civil Law** One section of Hammurabi's Code codified **civil law**. This branch of law deals with private rights and matters, such as business contracts, property inheritance, taxes, marriage, and divorce. Much of Hammurabi's civil code was designed to protect the powerless, such as slaves or women. Some laws, for example, allowed a woman to own property and pass it on to her children. Another law spelled out the rights of a married woman, saying that if she was found to be blameless for the problems between herself and her husband, she could leave the marriage. If she were found to be at fault, however, the law instructed that she be thrown in the river.

In general, Babylonian civil law gave a husband both legal authority over his wife and a legal duty to support her. The code also gave a father nearly unlimited authority over his children. The Babylonians believed that an orderly household was necessary for a stable empire.

**Defining Crime and Punishment** Hammurabi's Code also addressed **criminal law**. This branch of law deals with offenses against others, such as robbery, assault, or murder. Earlier traditions often permitted victims of crimes or their families to take the law into their own hands. By setting out specific punishments for specific offenses, Hammurabi's Code limited personal vengeance and encouraged social order.

By today's standards, the punishments in Hammurabi's Code often seem cruel, following the principle of "an eye for an eye and a life for a life." For example, if a house collapsed because of poor construction and the owner died as a result, the house's builder could be put to death. Still, such a legal code imposed more social order than existed when individuals sought their own justice.

**Other Accomplishments Made by Hammurabi** Although most famous for his code of laws, Hammurabi took other steps to successfully unite his empire. He improved the system of irrigation, organized a well-trained army, and ordered many temples to be repaired. To encourage religious unity across his empire, he promoted Marduk, the patron god of Babylon, over older Sumerian gods. In time, Marduk became the chief god of Babylonian worship.

**Checkpoint** How do civil law and criminal law differ?



#### Civilizations Expand

As new civilizations took control of Fertile Crescent lands, their empires expanded but stayed near the two large rivers. Many elements of shared culture existed among these civilizations, including worship of Marduk (above), who became the region's chief god.

## Teach

### First Empires Arise

#### Instruct

L3

■ **Introduce** Have students study the inset map on the next page. Have them compare the extent of Sumer to the extents of the later Akkadian and Babylonian empires. Ask **Which was the largest? (the Babylonian empire) Where did it lie in relationship to the Tigris and Euphrates rivers? (It lay between the rivers as well as beyond them, and it stretched farther along the rivers than the other two civilizations did.)**

■ **Teach** Discuss the achievements of Hammurabi's Babylonian empire. Ask **How do you think the establishment of a codified law helped Hammurabi control such a large territory? (The outlining of clear laws and punishments would have helped to keep order in the empire.) Do you think there were advantages to dividing Babylonian law into two categories, civil and criminal? (Sample: This would have helped law enforcers sort out the different types of situations and simplified the process of establishing punishments for crimes.)**

■ **Quick Activity** Display **Transparency 8: Setting the Law in Stone**. Discuss how much impact a monument presenting the written law code would have had on a population that was mostly illiterate. Encourage students to consider why the image of Hammurabi and the sun god was included at the top of the monument.

**Color Transparencies, 8**

#### Independent Practice

Ask students to explain to a partner the significance of the Code of Hammurabi.

#### Monitor Progress

As students fill in their tables, make sure they understand that powerful rulers created large, well-organized empires in the ancient Middle East. For a completed version of the table, see

**Note Taking Transparencies, 53**

#### Answer

✓ Civil law deals with private matters, such as contracts or marriages, while criminal law deals with offenses committed against other people, such as murder.

#### Careers

**Judges** To become a judge, a person must first become a lawyer by attending law school and being admitted to the bar. Requirements for admission to the bar vary from state to state, but passing a bar exam is usually necessary. Before becoming a judge, a lawyer must spend time practicing law, either independently, for a law firm or corporation, or as a law

professor. Most judges spend from 15 to 25 years in practice before attaining a judgeship. Judges are both appointed and elected, depending on the level of the court (federal, state, or local) and the state. Judicial candidates must win the support either of those responsible for making appointments, or from the public in the case of elections.

## Conquests Bring New Empires and Ideas

L3

### Instruct

- **Introduce** Direct students' attention to the Infographic on page 39. Point out a few innovations in technology, such as the redesign of chariots to expand their potential fire-power or the use of iron to make tools and armor. Ask students to predict how these innovations would help empires expand. Then have them read ahead to see if their predictions were accurate.
- **Teach** Discuss the various groups that controlled the Middle East between about 1400 B.C. and 600 B.C. Ask students to describe a few ways in which the different groups used their power to establish order or enhance life in their empires. (*Sample: The Assyrians and the Babylonians both used their power to build grand new palaces.*)
- **Analyze the Visuals** Refer students to the Infographic on the next page. Ask students to list each advancement shown and write these on the board. Then ask students to discuss in pairs how warfare would spread these advancements, both the idea and the technology, to other civilizations.

#### Rebuilding Babylon

When Nebuchadnezzar became king, he had much of Babylon rebuilt in glorious fashion. The Ishtar Gate (below) is famous for its now faded blue bricks and animals depicting various gods. *Why might Nebuchadnezzar have erected such a substantial gateway to the city and in honor of the gods?*



## Conquests Bring New Empires and Ideas

Later empires shaped the Middle East in different ways. Some conquerors, such as the Hittites, brought new skills to the region's people. Other conquerors uprooted the peoples they defeated, which had the side effect of spreading to new regions the ideas of those forced to move.

**Hittites Learn the Secret of Ironworking** The Hittites pushed out of Asia Minor into Mesopotamia in about 1400 B.C. They brought with them a major advancement—the knowledge of how to extract iron from ore. The tools and weapons they made with iron were harder and had sharper edges than those made out of bronze or copper. Because iron was plentiful, the Hittites were able to arm more people at less expense.

The Hittites tried to keep this valuable technology secret. But as their empire collapsed in about 1200 B.C., Hittite ironsmiths migrated to serve customers elsewhere. The new knowledge thus spread across Asia, Africa, and Europe, ushering in the Iron Age.

**Assyrian Warriors Expand Ancient Knowledge** The Assyrians, who lived on the upper Tigris, also learned to forge iron weapons. They had established an empire by about 1350 B.C., and by 1100 B.C., they began expanding their empire across Mesopotamia. Over the course of 500 years, they earned a reputation for being among the most feared warriors in history.

Historians are unsure why warfare was so central to Assyrian culture. Was it to keep others from attacking, or to please their god Assur by bringing wealth to the region? Whatever the reason, Assyrian rulers boasted of their conquests. One told of capturing Babylon. He proclaimed, “The city and its houses, from top to bottom, I destroyed and burned with fire.”

Despite their fierce reputation, Assyrian rulers encouraged a well-ordered society. They used riches from trade and war loot to pay for splendid palaces in their well-planned cities. They were also the first rulers

to develop extensive laws regulating life within the royal household. For example, women of the palace were confined to secluded quarters and had to wear veils when they appeared in public.

At Nineveh (NIN uh vuh), King Assurbanipal (ahs ur BAH nee pahl) founded one of the world's first libraries. There, he kept cuneiform tablets that he ordered scribes to collect from all over the Fertile Crescent. Those tablets have offered modern scholars a wealth of information about the ancient Middle East.

**Nebuchadnezzar Revives Babylon** In 612 B.C., shortly after Assurbanipal's death, neighboring peoples joined forces to crush the once-dreaded Assyrian armies. In their absence, Babylon—which a king named Nabopolassar had reestablished as a power in 625 B.C.—quickly revived under its aggressive and ruthless second king, **Nebuchadnezzar** (neb yuh kud NEZ ur). The new Babylonian empire stretched from the Persian Gulf to the Mediterranean Sea.

### Answer

**Caption** It protected the city and showed Nebuchadnezzar's wealth, power, and worship of the gods.

### Connect to Our World

**Connections to Today** The region of the Tigris and Euphrates rivers continues to play a critical role in contemporary life. During the 1980s, Iran and Iraq fought a war over control of the Shatt al Arab, the tidal river formed by the confluence of the two rivers. The Shatt al Arab extends some 120 miles along the Iran-Iraq border to the Persian Gulf. As a result of a 1975 agreement, Iran and Iraq shared navigation

rights on the Shatt al Arab. However, when Iran's government fell into disarray in 1980, Iraq seized control of the valuable waterway. This action provoked a war that lasted until 1988 and cost the lives of an estimated one million people. The war ended in a cease-fire. Both countries withdrew their troops, and Iraq agreed to abide by the terms of the 1975 treaty it had signed with Iran.

## ● INFOGRAPHIC

# HITTITES REFINE THE HORSE-DRAWN CHARIOT

Technological advances such as the use of iron to build powerful weapons were key to the success of conquering empires. From the Hittites, other peoples picked up the use of iron and began building new tools and weapons. In the same manner, the Hittites modified a military technology invented by others—the horse-drawn chariot—to increase their own firepower capabilities.



▲ A Hittite warrior

## Independent Practice

Ask students to choose one of the empires mentioned in the text and write a short paragraph describing life in that land. Responses should include details from the text.

## Monitor Progress

To review this section, have students reread the black headings. Then ask them to summarize how the empires of the Hittites, the Assyrians, and Nebuchadnezzar each shaped the ancient Middle East.

Three men could fit in each chariot. One drove while the other two fought the approaching enemy.

The axle connecting the wheels ran across the middle of the chariot rather than at its back. This allowed the chariot to support an additional man.

Hittite charioteers swept across the battlefield in thick lines, wielding lances, axes, and bows and arrows.



▲ Iron axe blade from Syria, 1300s B.C.



◀ Iron spearhead from near Jerusalem, 900s B.C.

### Thinking Critically

- Synthesize Information** How did Hittite modifications to the chariot increase their firepower capabilities?
- Draw Conclusions** How do you think the addition of a third man might have hindered a chariot?

## Differentiated

### Instruction Solutions for All Learners

#### L2 English Language Learners L4 Gifted and Talented

As a class, examine the illustration above and discuss the advantages and disadvantages of possessing a military arsenal that included horse-drawn chariots. Ask students why these chariots were often very effective in launching an attack. Why were they not as effective in defending a city? After this discussion, tell student pairs that they are the governors of a city.

They have just learned that the city will be attacked within 24 hours by Hittite warriors using horse-drawn chariots. Instruct each pair to devise a one-page defense plan that will protect their city from these lightning-fast invaders. Then have each pair present their defense strategy to the class, and ask students to critique the potential effectiveness of their plan.

## Answers

### Thinking Critically

- They allowed the chariot to carry another man, which meant two warriors wielded weapons instead of just one.
- Sample: It may have affected the speed and mobility of the chariot.

## The Persians Establish a Huge Empire

The thick walls built by Nebuchadnezzar failed to hold back new conquerors. In 539 B.C., Babylon fell to the Persian armies of Cyrus the Great. Cyrus and his successors went on to build the largest empire yet seen. The Persians eventually controlled a wide sweep of territory that stretched from Asia Minor to India, including present-day Turkey, Iran, Egypt, Afghanistan, and Pakistan. In general, Persian kings pursued a policy of tolerance, or acceptance, of the people they conquered. The Persians respected the customs of the diverse groups in their empire.

**Darius Unites Many Peoples** The real unification of the Persian empire was accomplished under the emperor Darius I, who ruled from 522 B.C. to 486 B.C. Darius set up a bureaucracy, or a system of government through departments and subdivisions administered by officials who follow set rules. The Persian bureaucracy became a model for later rulers. Darius divided the empire into provinces, each called a satrapy and headed by a governor called a satrap. Each satrapy had to pay taxes based on its resources and wealth. Special officials visited each satrapy to check on the satraps.

Darius adapted laws from the peoples he conquered and, like Hammurabi, drew up a single code of laws for the empire. To encourage unity, he had hundreds of miles of roads built or repaired. Roads made it easier to communicate with different parts of the empire.

### Vocabulary Builder

**successor**—(suk SES ur)

*n.* somebody or something that follows another and takes up the same position

## Independent Practice

Have students fill in the Outline Map *The Ancient Middle East*, labeling the Akkadian, Babylonian, and Persian empires.

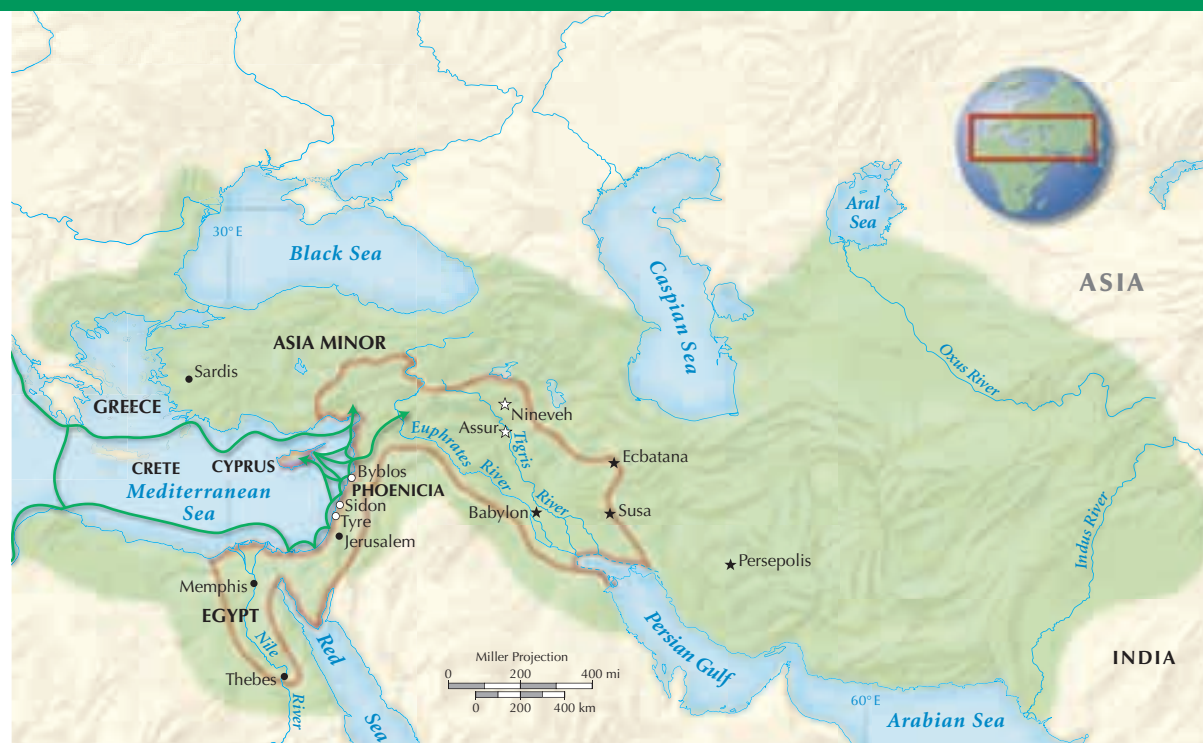
**All in One Teaching Resources, Unit 1, p. 32**

## Monitor Progress

- Have students turn to the map that runs across these two pages and trace the Phoenician trading routes. Ask students to explain two things Darius did to improve trade.
- Check answers to map skills questions.
- Circulate to make sure students are filling in their Outline Maps accurately. Administer the Geography Quiz.

**All in One Teaching Resources, Unit 1, p. 34**

**Geography Interactive**  
For: Audio guided tour  
Web Code: nap-0221



## Differentiated

### Instruction Solutions for All Learners

#### L1 Special Needs L2 Less Proficient Readers

Ask students to list the things that the school does to unite its student body. Then have students read this section and make a bulleted list of each step that Darius takes to unite his empire. For each step, ensure students note how that step helped Darius' goal of unity. How are these items similar or different?

Use the following resources to help students acquire basic skills:

#### Reading and Note Taking Study Guide

- Adapted Note Taking Study Guide, p. 17
- Adapted Section Summary, p. 18

## Contributions of Phoenician Sea Traders

### Instruct

■ **Introduce: Key Terms** Ask students to find the key term *colony* (in blue) in the text and explain its meaning. Point out that, as they can see on the map on the previous two pages, the Phoenician colonies were spread over a lot of land; however, this did not mean the Phoenicians had established a giant empire. Ask students to list the differences between establishing colonies and conquering foreign lands to incorporate into an empire.

■ **Teach** Point out the description in the text of the Phoenicians as “carriers of civilization.” Ask students to study the Phoenician trade routes on the map on the previous two pages. Ask **Where did the Phoenicians carry and spread Middle Eastern civilization?** (*to the regions on all sides of the Mediterranean, which today are northern Africa, Spain, and Italy; and north to Britain*) Remind students that cultural diffusion is often a result of contact among different peoples. Then ask **What piece of culture passed from the Phoenicians to the Greeks and still influences us today?** (*the Phoenician alphabet*)

### Independent Practice

Ask students to consider how trade, warfare, and migration spread ideas and innovations throughout the ancient Middle East. Use the Think-Write-Pair strategy (TE, p. T23) and have students identify ways that ideas are spread today.

### Monitor Progress

Check Reading and Note Taking Study Guide entries for student understanding.

### Answers

**Chart Skills** less complicated exchanges; it also allowed economic links to develop over greater distances because currency had an agreed-upon and stable value

✓ Sample: Darius had hundreds of miles of roads built or repaired to make communication within the empire easier. He also established a bureaucracy and a common set of weights and measures and encouraged the use of coins.

### Money and Economics

#### Benefits of a Money Economy

- Exchanges are simplified because only one party is purchasing items rather than two.
- Comparison of items being considered for purchase is simplified because all items are given exact values.
- Money can be kept for use at a later time, whereas barter items such as live animals may not last.

**Chart Skills** Barter economies, in which Phoenician glassware might be traded for Israeli figs, continued to exist throughout the world. But money economies developed quickly as well, thanks to the benefits they offered to the exchange process. **What advantages did a money economy offer?**



**Improving Economic Life** To improve trade, Darius set up a common set of weights and measures. He also encouraged the use of coins, which the Lydians of Asia Minor had first introduced. Most people continued to be part of the **barter economy**, which means they exchanged one set of goods or services for another. Coins, however, brought merchants and traders into an early form of a **money economy**. In this system, goods and services are paid for through the exchange of some token of an agreed value, such as a coin or a bill. By setting up a single Persian coinage, Darius created economic links among his far-flung subjects.

**A New Religion Takes Hold** Religious beliefs put forward by the Persian thinker **Zoroaster** (ZOH ruh as tur) also helped to unite the empire. Zoroaster lived about 600 B.C. He rejected the old Persian gods and taught that a single wise god, Ahura Mazda (AH hoo ruh MAHZ duh), ruled the world. Ahura Mazda, however, was in constant battle against Ahriman (AH rih mun), the prince of lies and evil. Each individual would have to choose which side to support.

In the end, taught Zoroaster, Ahura Mazda would triumph over the forces of evil. On a final judgment day, all individuals would be judged for their actions, as described below:

#### Primary Source

“Then the assembly . . . will meet, that is, all men of this earth will stand. In that assembly, every person will see his own good deeds and evil deeds. The righteous will be as conspicuous [obvious] amongst the wicked as a white sheep among the black. . . . They will then [carry] the righteous to the abode of harmony [heaven], and cast the wicked back to the wicked existence [hell]. . . . Then [the last savior] Soshyant by order of the Creator will give reward and recompense to all men in conformity with their deeds.”  
—*Bundahishn*, Zoroastrian scripture

Two later religions that **emerged** in the Middle East, Christianity and Islam, also stressed ideas of heaven, hell, and a final judgment day.

✓ **Checkpoint** What are two steps that Darius took to unite the Persian Empire?

#### Vocabulary Builder

**emerged**—(ee MURJID) *vi.* arose, appeared, or occurred

### Connect to Our World

**Connections to Today** The Persian emperor Darius established a postal system to speed communication throughout his empire. It was very similar to the Pony Express system that once operated in the American West. Messengers were stationed at posts along imperial roads about one day’s ride on horseback from one another. When a rider arrived at a post, he

would hand the messages and goods to the next rider. The Greek historian Herodotus described the efficiency and dedication of Darius’s postal messengers with these words: “Neither snow nor rain nor heat nor gloom of night stays these couriers from the swift completion of their appointed rounds.” This sentence became the motto of the United States Postal Service.

## Contributions of Phoenician Sea Traders

While powerful rulers subdued large empires, many small states of the ancient Middle East made their own contributions to civilization. The Phoenicians (fuh NISH unz), for example, gained fame as both sailors and traders. They occupied a string of cities along the eastern Mediterranean coast, in the area that today is Lebanon and Syria.

**Expanding Manufacturing and Trade** The coastal land, though narrow, was fertile and supported farming. Still, because of their location near the sea, the resourceful Phoenicians became best known for manufacturing and trade. They made glass from coastal sand. From a tiny sea snail, they produced a widely admired purple dye, called “Tyrian purple” after the city of Tyre.

Phoenicians traded with people all around the Mediterranean Sea. To promote trade, they set up colonies from North Africa to Sicily and Spain. A **colony** is a territory settled and ruled by people from another land. A few Phoenician traders braved the stormy Atlantic and sailed as far as Britain. There, they exchanged goods from the Mediterranean for tin.

**Establishing an Alphabet** Historians have called the Phoenicians “carriers of civilization” because they spread Middle Eastern civilization around the Mediterranean. One of the most significant Phoenician contributions to culture was their alphabet. Unlike cuneiform, in which symbols represent syllables or whole words, an **alphabet** is a writing system in which each symbol represents a single basic sound, such as a consonant or vowel.

Phoenician traders developed an alphabetic system of 22 symbols that stood for consonant sounds. Later, the Greeks adapted the Phoenician alphabet and added symbols for the vowel sounds. From this Greek alphabet came the letters in which this book is written—that is, the alphabet we use today.

✓ **Checkpoint** How has the Phoenician development of an alphabet been a lasting contribution to civilization?



Sculpture of a Phoenician trading ship from about 100 B.C.

## Assess and Reteach

### Assess Progress

L3

- Have students complete the Section Assessment.
- Administer the Section Quiz.

All in One Teaching Resources, Unit 1, p. 21

- To further assess student understanding, use Progress Monitoring Transparencies, 51

### Reteach

If students need more instruction, have them read the section summary.

Reading and Note Taking Study Guide, p. 18

L3

Adapted Reading and Note Taking Study Guide, p. 18

L1 L2

Spanish Reading and Note Taking Study Guide, p. 18

L2

### Extend

L4

**Viewpoints** To help students better understand the ways ancient cultures defined and dealt with law and conduct, have students complete the worksheet *The Origin of Law*.

All in One Teaching Resources, Unit 1, p. 27

### Answer

- ✓ It is the foundation of the Greek alphabet, which is a basis of the alphabet we use today.

### Progress Monitoring Online

For: Self-quiz with vocabulary practice  
Web Code: naa-0221

## Section 2 Assessment

### Terms, People, and Places

1. For each term, person, or place listed at the beginning of the section, write a sentence explaining its significance.

### Note Taking

2. **Reading Skill: Identify Main Ideas** Use your completed table to answer the Focus Question: How did various strong rulers unite the lands of the Fertile Crescent into well-organized empires?

### Comprehension and Critical Thinking

3. **Demonstrate Reasoned Judgment** What do you think was the most important achievement of Sargon? Of Hammurabi? Why?
4. **Draw Inferences** How do you think the Persian policy of tolerance helped the empire grow so large?
5. **Draw Conclusions** One effect of warfare and conquest was that knowledge and beliefs spread among different peoples. How else did people of the ancient Middle East spread their ideas?

### Writing About History

#### Quick Write: Gather Information

Choose a person from this section about whom you want to write a biographical essay and list important facts about him. You may want to use the Internet or the library to gather information about the person. Include details such as when and where he was born, what he did in his life, and what he did that most interests you.

## Section 2 Assessment

1. Sentences should reflect an understanding of each term, person, or place listed at the beginning of the section.
2. by appointing local rulers to oversee different regions, establishing law codes, building roads to encourage communications, and establishing a single coinage for an empire

3. Sample: Sargon—establishing the first empire, because it reveals an ability to control resources and organize people; Hammurabi—establishing the law code because it set an example about the effectiveness of establishing and recording laws
4. If the Persians had not been tolerant of the customs of the people they conquered, those people might have revolted.

5. through trade and the establishment of colonies

### Writing About History

Lists should include at least three details about the subject of the biographical essay.

For additional assessment, have students access **Progress Monitoring Online** at Web Code **naa-0221**.