



ANCIENT CIVILIZATIONS OF THE WORLD: MESOPOTAMIA, EGYPT, GREECE, AND ROME (READER)

THE INSIGHTFUL SCHOLAR



A *Fun* Homeschooling History Curriculum For Kids!





THIS BOOK BELONGS TO



ANCIENT CIVILIZATIONS OF THE WORLD: MESOPOTAMIA, EGYPT, GREECE, AND ROME

A *Fun* Homeschooling
History Curriculum For Kids!

Part of The Insightful Scholar History Curriculum Series

BY
THE INSIGHTFUL SCHOLAR



Copyright © 2022, The Insightful Scholar
MAAC Publishing
All Rights Reserved
Written and Published in the USA

ISBN 979-8-9870786-0-0 (print)
ISBN 979-8-9870786-1-7 (ebook)
ISBN 979-8-9870786-2-4 (audio)

theinsightfulscholar.com



The Insightful
SCHOLAR

About This Book

The scope of this book focuses on Mesopotamia and the Mediterranean regions due to the volume of information covered. However, we explore other ancient civilizations around the world in other books.

Our reading book, workbook, and journal follow the same topics and are intended to complement each other. Students can also use the internet, library books, and videos to assist in their research.

We provide several valuable additional free resources, which you can access at theinsightfulscholar.com.

These resources include:

- Parent-Teacher Guide (includes answers to workbook questions)
- Bibliography with additional references
- Color images with citations
- Glossary
- Timeline (fill-in)

This book contains black and white line drawings of the color images provided as a free download. Many images are either photographs of actual artifacts or drawings or paintings of actual artifacts. As a result, some of these images are anatomically correct. Please consider this when choosing to purchase this product.

The target age of this book is 10 and up. However it is meant to be read and enjoyed as a family. Some of the reading material may be challenging for students. It is recommended, as with all of our educational resources, that parents be on-hand to provide support and assistance whenever necessary. Our extensive additional resources, such as the glossary, index, and audiobook version of the text are also there to help.

Table of Contents

About This Book	i
Table of Contents	ii
A Note to Parents-Teachers	vii
Introduction	01
How Do We Know About History?.....	02
Putting Together the Pieces.....	03
What Are We Going to Learn in This Book?.....	04
Why Should We Care About History Anyway?	05
Chapter 1 - Becoming Civilized	07
Our Stone Age Ancestors	08
From Foragers to Farmers	09
From Communities to Civilizations.....	12
What Makes A Civilization?	12
Urban Areas.....	13
Shared Communication.....	14
Monuments, Art, and Architecture.....	14
Infrastructure	14
Administration or Government	15
Religion.....	15
Class Structure	15
Division of Labor	16
How Civilizations Thrived And Expanded.....	16
Trade	16
Conquest.....	16
Exploration and Innovation.....	17
Why Civilizations Fizzled And Fell	17
Environmental Difficulties.....	18
Internal Issues.....	18
Outside Aggressors	18
Wonder While You Wander	19
Historical Highlights	22
Chapter 2 - The Sumerians	23
The Rise Of Sumer	24
Inventions and Achievements	25
Cuneiform—The First Writing.....	25
Class Structure	26
Everyday Life	27
Religion	29

Art and Architecture.....	30
Sumerian Time Periods.....	30
The Ubaid Period – 5000-4100 BCE.....	30
The Uruk Period – 4100-2900 BCE.....	31
The Early Dynastic Period – 2900-2334 BCE.....	33
The Akkadian Period – 2334-2218 BCE.....	35
The Gutian Period – c. 2218-2047 BCE.....	36
The Ur Iii Period – 2047-1750 BCE.....	36
Decline and Fall.....	37
Historical Highlights.....	38
Chapter 3—The Babylonians	39
The Rise of Babylon	40
Inventions and Achievements	40
Art and Architecture.....	41
The Tower of Babel	41
The City Walls.....	42
The Ishtar Gate.....	43
The Hanging Gardens.....	45
Religion	46
Babylonian Time Periods	48
The Early Years — c. 2300–1792 BCE.....	48
The Empire of Babylonia — 1792–1750 BCE.....	48
The Occupation Years — c. 1750—627 BCE.....	50
The Neo-Babylonian Empire — 626—539 BCE.....	52
Decline and Fall.....	53
Historical Highlights.....	54
Chapter 4—Egyptian Civilizations	55
The Rise of Egypt	57
Religion	57
Chaos Versus Order.....	58
The Creation Story.....	58
The Soul and Afterlife.....	59
Egyptian Funeral Practices.....	60
The Hall of Truth And Judgment	62
Government and Administration	63
Pharaoh or King?.....	63
Viziers and Nomarchs.....	64
Innovations and Achievements.....	65
Hieroglyphics.....	65
Art and Architecture.....	68
The Pyramids and Sphinx at Giza	68
The Lighthouse at Alexandria.....	70
Class Structure	71
Everyday Life	71
Historical Highlights.....	74
Chapter 5—Egyptian Time Periods	75
The Predynastic Period — c. 5000–3100 BCE.....	75

The Early Dynastic Period — c. 3100–2686 BCE.....	77
The First Dynasty.....	77
The Second Dynasty.....	78
The Old Kingdom — c. 2686–2181 BCE.....	78
The Third Dynasty.....	79
The Fourth Dynasty.....	80
The Fifth Dynasty.....	81
The Sixth Dynasty.....	81
The First Intermediate Period — c. 2181–2055 BCE.....	82
The Seventh and Eighth Dynasties.....	82
The Ninth and Tenth Dynasties.....	82
The Middle Kingdom — c. 2055–1786 BCE.....	83
The Eleventh Dynasty.....	83
The Twelfth Dynasty.....	83
The Thirteenth Dynasty.....	84
The Second Intermediate Period — c. 1786–1567 BCE.....	84
The Fourteenth Through Sixteenth Dynasties.....	85
The Seventeenth Dynasty.....	85
The New Kingdom — c. 1567–1085 BCE.....	85
The Eighteenth Dynasty.....	86
The Nineteenth Dynasty.....	88
The Twentieth Dynasty.....	89
Rule by the High Priests.....	89
The Third Intermediate Period — c. 1085–664 BCE.....	89
The Twenty-First Through Twenty-Fifth Dynasties.....	89
The Late Period — c. 664–332 BCE.....	90
The Twenty-Sixth Through Thirtieth Dynasties.....	90
Decline and Fall.....	91
Greek Egypt.....	91
Roman Egypt.....	92
The Final Take-Over.....	92
Historical Highlights.....	93
Chapter 6—Other Mediterranean Civilizations.....	95
The Minoans.....	96
Who Were They?.....	96
Where Did They Live?.....	97
When Did They Live?.....	98
How Did They Rise?.....	98
What Were They About?.....	99
<i>Art</i>	99
<i>Religion</i>	100
<i>Palaces</i>	100
Why Did They Fall?.....	100
The Mycenaeans.....	101
Who Were They?.....	101
Where Did They Live?.....	102
When Did They Live?.....	102
How Did They Rise?.....	103
What Were They About?.....	103

<i>Pre-Greek Religion</i>	103
<i>Architectural Advancements</i>	104
<i>Grave Circles and Shaft Tombs</i>	104
Why Did They Fall?.....	104
The Phoenicians	105
Who Were They?	105
Where Did They Live?	105
When Did They Live?.....	106
How Did They Rise?	106
What Were They About?	107
<i>The Alphabet</i>	107
<i>Purple Dye</i>	108
<i>Trading</i>	108
Why Did They Fall?.....	110
Historical Highlights.....	111
Chapter 7—The Greeks	113
The Rise Of Greece.....	115
Religion	115
The Greek Pantheon	116
Oracles	119
The Olympics	119
Legacy	121
Philosophy	121
Socrates	123
Plato.....	124
Aristotle.....	125
Science And Technology.....	126
Archimedes.....	127
Pythagoras	128
Euclid.....	129
Government and Society.....	129
Athens	130
Sparta.....	132
Art And Architecture	133
Literature and Theater	133
Pottery	134
Sculpture.....	135
Architectural Orders.....	138
<i>Doric</i>	139
<i>Ionic</i>	139
<i>Corinthian</i>	140
Everyday Life	141
Grecian Time Periods.....	142
The Greek Dark Ages — c. 1200/1100–800 BCE.....	142
The Archaic Period — c. 800–480 BCE.....	143
The Classical Period — c. 480–323 BCE	147
The Hellenistic Period — c. 323–31/30 BCE.....	151
Decline And Fall.....	152
Historical Highlights.....	153

Chapter 8—The Romans	155
The Rise Of Rome.....	157
Religion.....	158
The Roman Pantheon.....	158
Roles and Rituals.....	160
From Paganism to Christianity.....	161
Class Structure.....	162
Rome’s Most Famous Slave.....	163
Spectacles.....	164
Government.....	167
The Kingdom of Rome.....	167
The Roman Republic.....	167
<i>The Senate</i>	167
<i>Magistrates</i>	168
<i>Assemblies</i>	168
<i>Plebeian Representation</i>	169
The Roman Empire.....	170
The Roman Justice System.....	170
Infrastructure and Technology.....	171
Cement and Concrete.....	171
Aqueducts.....	171
Arches and Domes.....	172
Roads.....	173
Other Roman Innovations.....	174
Writing.....	175
Art.....	175
The Military.....	176
Everyday Life.....	179
Roman Time Periods.....	181
The Regal Period — c. 753–508 BCE.....	181
The Republican Period — c. 509–27 BCE.....	182
<i>The Gauls Sack Rome</i>	182
<i>The Punic Wars</i>	183
<i>Rome Takes Over Greece</i>	184
<i>Internal Struggles</i>	185
<i>The Dictatorship Changes</i>	185
<i>Julius Caesar</i>	186
The Imperial Period — c. 27 BCE–476 CE.....	188
<i>Augustus Caesar</i>	189
<i>The Julio-Claudian Dynasty</i>	190
<i>The Flavian Dynasty</i>	190
<i>The Nervan-Antonian Dynasty</i>	191
<i>The Severan Dynasty</i>	193
<i>The Imperial Crisis</i>	193
<i>The Eastern and Western Roman Empires</i>	193
<i>Constantine the Great</i>	194
Decline And Fall.....	194
Historical Highlights.....	196
Conclusion	198
Index	200

A Note to Parents-Teachers

When you write, you are supposed to envision your audience. For me, that was easy. I pictured my daughters, who are, most likely, around the age of your children. I imagined snuggling with them on the sofa, or sharing tea and cookies around the kitchen table, and reading the stories of Alexander the Great and his horse Bucephalus or Julius Caesar, captured by pirates. These are some of the stories that inspired my deep love of history as a child. I sincerely hope your child finds a story in this book that they will remember fondly years from now.

This is also the wish of the creators of The Insightful Scholar. They have undertaken the enormous and noble task of developing a series of books for homeschoolers that is fun, academic, engaging, and substantive. They are lifelong learners who desire to champion parents everywhere to be involved in their children's education and never stop discovering. In the name of fun and engagement, this book was written in a conversational style. We wholeheartedly embrace beginning sentences with conjunctions. Shocking, I know!

This book is not just for homeschoolers. We hope it will be used by any parent wanting to give their child knowledge of and an appreciation for ancient history and provide perspective on why studying history is essential. Use it in your curriculum or as a supplement. Hand it to your kid for rainy-day reading. Share it as a family read-aloud. History has gotten a bad rap for being dry and dull. We think it deserves to be read as the fascinating, important, sometimes even hilarious subject it is!

I am a second-generation homeschooler, writer, and writing instructor. History has always held a special place in our home. I knew I had passed on my passion when my now-11-year-old was four and demanded that I read to her every library book on ancient Egypt that her small arms could carry home. We've laughed over how impossibly heavy our model of a Roman road turned out and how our Minecraft pyramid replicas went tragically wrong. We will forever cherish our history adventures, and I wish you many similar moments of connection as you read along with your child and explore the activities accompanying this book.

Happy reading!

Vida Mercer
Lead Author at The Insightful Scholar

Introduction



Hi! I'm Pavi.

And I'm Piper! We will guide you throughout this book as you explore different ancient civilizations.

We'll meet some interesting people, witness major historical events, and learn about the day-to-day lives of the people who made these civilizations some of the greatest on earth.

Along the way, we will share fun and exciting facts and help you focus on important information by summarizing each chapter's main points in the Historical Highlights section. Let's begin by finding out more about history itself!

What *is* history, really? At first glance, you might think this is a silly question. History is the study of the past: who did what and when and where it happened. That's all true! But history is also so much more.

History is a story, like a pick-your-own-adventure story. It's a lens you look through to understand where you are now, how you got here, and where you might be going in the future. History is happening now. History even *changes*. Don't believe us? Stick around and see for yourself!

Now, you may be shaking your head at this point. How can history be all of these things? Well, to answer that, let's investigate *how* we know what happened so long ago.

How Do We Know About History?

Have you ever written a letter to your grandparents or a report about your summer vacation? Do you keep a journal? I'll bet you've at least had your picture taken.

Did you know you have recorded history if you've done any of these things?

Documents or other recordings people leave behind are one of the main ways **historians**, people who study history, learn about what happened so long ago. When we examine ancient history, these "documents" might be carvings on stone pillars or marks made in clay tablets and hardened in the sun. Or they might be scrolls written in ink that somehow survived over the centuries. A thousand years from now, historians will be reading e-books and Tweets and watching TikTok to learn about what life must have been like in the early 2000s!

Herodotus, a Greek who lived almost 2,500 years ago, was called the "Father of History." He was the first person that we know of who thought that writing down big events, like battles and descriptions of different cultures, would be a good idea. He wanted to preserve these things for future generations. So, he traveled all over Europe, Asia Minor, and Northern Africa—an area roughly the size of the continental United States—to observe and record. This was in a time when a boat or a camel was "quick" transportation! Okay, he wasn't the greatest historian that ever lived. He was known to insert some of his own opinions or record things he heard as if he had actually been there. But, hey, he was really onto something! We have Herodotus to thank for much of what we know about the ancient world.

We also know about history from **archaeologists**, people who excavate sites and examine **artifacts**. An artifact is anything a person makes, but that word typically refers to something culturally or historically significant. Some artifacts discovered from ancient history include tools, pottery, art, jewelry, clothing, children's toys, and even game board pieces. Have you ever lost a flip-flop in the mud while you waded in the creek or accidentally left a toy car behind while playing in the sand? Well, you may have left an artifact for future archaeologists to wonder over! What do you think they might guess about you and your life from the artifacts they find?

Sometimes, we learn about history through **oral traditions** passed down from generation to generation. When your parents tell you the story of the day you were born or what it was like to go to school when *they* were a kid, these are oral traditions. Before writing was a thing, creating stories, songs, or poetry about your culture's most glorious moments and then teaching them to your children was the only way people had to pass on their history. Often, these stories were embellished to make them a bit more glorious than they actually were. Once writing was developed, some of these oral traditions were written down in the form of epic adventure tales complete with heroes, villains, and monsters—ancient comic books, if you will. These became some of the world's first literature!

Putting Together the Pieces

So, by understanding *how* we know about history, we can see what history really *is*. Let's investigate this.

If you like mysteries or detective stories, you may *love* to study history! History is always a puzzle with missing pieces, and sometimes *many* of those pieces are missing. Documents and artifacts are not always found complete, and even when they are, we have to figure them out. Languages need to be translated, and artifacts must be identified. Sometimes we find new puzzle pieces later and have to see where they fit in and how they contribute to the picture.

Sometimes, the puzzle pieces we *do* have paint a picture that was never entirely accurate. As mentioned earlier, oral traditions were frequently exaggerated into myth and legend. For example, monsters were added, or the triumphs of several kings were combined into the story of one. *The Epic of Gilgamesh* is a story considered to be the world's first piece of literature. It is a series of tales about a Mesopotamian king written down roughly 3,500 to 4,000 years ago, but it existed as an oral tradition long before that. In the stories, **King Gilgamesh** possessed superhero-like abilities and embarked on so many quests that he should have his own video game series. The line between reality and fantasy was more than blurred. But that didn't stop later Mesopotamian kings from associating their names with him to impress the people. This would be something like our president saying their cousin was Superman—far-fetched, to say the least, but a creative way to be popular!

Nevertheless, this lack of accuracy in oral tradition is not a bad thing. The weavers of these stories were not trying to be accurate. They were spinning a tale of how they see their place in the universe, usually *based* on actual events and real people. We can learn a lot about them by studying both the facts and the fiction.

History is also full of flawed assumptions and misconceptions that persist over time. Do you think Cleopatra was Egyptian? Most people do, yet this Queen of Egypt was descended from Greeks.

As we now understand, **Christopher Columbus** didn't "discover" America. Evidence suggests that Native people called the Americas home for at least 15,000 years before his expedition arrived! The "New World" doesn't seem all that new anymore, does it? This is an excellent illustration of how history changes. What actually happened doesn't change, but what we know about it, how we see it and feel about it, *does*.

History is about **perspective** or the way you see something. Have you ever looked through colored sunglasses? Maybe they made the world look like a brilliant amber color or a rosy pink. Well, history is both recorded and read through a lens like this. For example, Christopher Columbus thought he had landed in Asia instead of the Americas. When Europeans discovered this mistake, they wrote of Columbus's great "discovery" of the "New World." They may have had a lens that said something like: "This is a new piece of

land that has been found. What an amazing discovery we have made for our benefit!” Now, think back to those sunglasses for a second. What would life be like if you didn’t know you were wearing them? Would you believe the world was just that color? So, how would the story of Columbus’s landing in the Caribbean be different if the Native Americans wrote it? As you can probably guess, they would have had a very different lens.

Let’s bring this a little bit closer to home. Imagine that you are writing a report about a recent family vacation. By now, you know this is actually a form of recording history. It’s not possible to include every detail of every minute of your holiday. Which events would you choose, and which ones would you leave out? Would you be tempted to exaggerate how brave you were on the zip line? Would you leave out the boring part where it rained all day, and you never left the cabin? How might someone’s perception of your vacation change based on how you wrote it? How much of the puzzle will you give, and through what lens? Even the most objective reporters of history still have a perspective.

History is a story (It even has the word “story” in it!). When we study history, one of the most exciting questions is, “*Whose* story is this?” Many documents and artifacts from ancient civilizations tell us stories about their kings (and sometimes their queens), their military (especially the battles they won), and their wealthy and educated people. Less often do you see the stories of everyday people, women, children, or enslaved people. This leaves us to wonder what life was like for them. Unfortunately, there are far fewer puzzle pieces to show us that.

If your job was to write the future history of today, whose stories would you tell? It’s tempting to say, “Everyone’s!” But is that possible? Would it be more important to focus on politics or wars? Religion or education? What about climate change or social media? There is no right or wrong answer. The choice is yours! The point here is that our picture of history is always, in some way or another, incomplete. It is always someone’s story and *not* someone else’s.

What Are We Going to Learn in This Book?

So, now that you know how fabulous history is and how we know about it let’s look ahead to what we will find in this book. As you know, this book is about ancient history. More specifically, it’s about the civilizations of Mesopotamia, Egypt, Greece, and Rome (plus a few of their neighbors) during the years we refer to as ancient history.

So *when* exactly was “ancient” history? (Insert joke about your parents’ childhood here.) Naturally, historians have different opinions about when this period begins and ends. For our purposes, we will start at the time tribes of humans began to gather together and form **civilizations** (around 10,000 BCE), and we will end with the fall of the Western Roman Empire (476 CE).

This looks like a good time to talk about dates. The dating system we use today is a bit like the number line that you've probably used in math. The years run both forward and backward from Year 1. Year 1 and all the years after it are in the Common Era (abbreviated CE). These are like positive numbers on the number line. Years before Year 1 run backward, like negative numbers on a number line. These years are Before the Common Era (abbreviated BCE). There is no Year 0.

So, if we are talking about dates that are BCE, the numbers count down as you approach Year 1 just like negative numbers do as you approach 0. For example, 499 BCE is closer to the present than 1499 BCE. Today, it is the year 2022 CE. This means we are two thousand twenty-two years into the Common Era. If we are going back to 10,000 BCE, that was 12,022 years ago.

Different cultures, even today, count their years in different ways. Our Year 1 was chosen by the early Christian Church to represent the year of Jesus's birth, although we don't know precisely when that was. Sometimes, in different resources, you will see years referred to as AD or BC. These stand for "*Anno Domini*," Latin for "Year of Our Lord," which is the same as the Common Era, and "Before Christ," which is the same as Before the Common Era. The years for both systems are the same, only the names are different.

As long as we're on the topic of dates, there are a couple more abbreviations you should be familiar with. When you see a small c (c.) beside a date that means "*circa*," Latin for "around." This means the date is an approximation. A small r (r.) next to a date indicates they are years of someone's reign.

Now, back to what we'll cover in this book! We will learn about what makes a group of people a civilization, how they rise, *and* what causes them to collapse. Then, as we look at individual societies, we'll explore several things like:

- how they came to exist,
- what made them unique,
- how they fit into their world,
- what contributions they left for future civilizations, and
- what happened to them in the end?

We'll meet some of the key players in the world at that time. We'll also learn funny, fascinating, and surprising facts about these distant cousins of ours. Like did you know that ancient Egyptians had pets? And not just cats and dogs—exotic pets like baboons and gazelles! It was even common to find mummified pets alongside their departed owners so that they could join them in the afterlife. True BFFs! Or would you believe that the ancient Romans loved board games? They had versions of dice, chess, checkers, backgammon, and tic-tac-toe. They also loved a game similar to jacks called knucklebones that was played with—you guessed it—the bones of animals. Now, how do you *not* want to know more about these people?

Why Should We Care About History Anyway?

So, besides learning how to play knucklebones, why is history important? You've probably heard that understanding past civilizations is the key to understanding our own. This is very true. Our governments, languages, laws, and cultures are some form of a hand-me-down from history. We have Mesopotamia to thank for our 24-hour day, Rome for our system of government, and Greece for magnificent sculpture! By some estimates, English-speaking people owe about 150,000 words to the Greek language. About 80% of our words have Latin bases.

Studying history also helps us foresee (and perhaps control) where our civilization is headed. First, we learn why and how societies develop, change, and sometimes crash and burn. Then, we can recognize these patterns around us and, hopefully, use our voices and efforts to take the off-ramp when we're headed toward a cliff.

Studying individual people can be just as helpful as studying entire civilizations. History is full of real-life superheroes and some pretty bad villains. But, you will also find the inspiring stories of ordinary people—like us—who lived remarkable lives. They can help us be our best selves and avoid past mistakes.

Understanding history deepens our appreciation of diversity as we study people from different cultures, races, and time periods. These were not cavemen grunting around a fire. Instead, these civilizations had a surprising amount of knowledge, wisdom, and technology. The Greek astronomer Eratosthenes had accurately calculated the circumference of the Earth over 2,200 years ago!

Knowing our history also lets us participate fully in our society because we are well-informed and educated citizens.

These are all excellent reasons to study history, but *none* of them are why *you* should care. Why? Because these reasons are a bit like telling kids they should eat vegetables because they'll appreciate it when they're older.

You should care about history because history is *your* story. It's how you got to where you are today. It's the giant 3D puzzle of the world, of which you are a piece. The people we will learn about in this book looked up at the same moon you do and wondered about many of the same questions. How did we get here? What does the future hold? What is my place in the world? History has already answered these questions for them. So, let's read their stories to understand more about the story you're writing for yourself, shall we?

CHAPTER 1

Becoming Civilized



We are on a journey to meet some ancient civilizations! The word “civilized” means “at an advanced stage of social and cultural development.” Civilizations are groups of people who have reached this advanced stage. But this word can be misleading because it sounds like “uncivilized” people who lived in pre-civilization societies didn’t have things like culture and technology. Nothing could be further from the truth! So, before we jump into what civilization is, let’s understand how we came to have them and what came before civilizations.

Our Stone Age Ancestors

Do pictures of cavemen in leopard skins with stone axes or wooden clubs come to mind when you think of the Stone Age? If so, you’re not alone. But these would be **stereotypes**. The Stone Age refers to a period of thousands of years where people worked with tools made primarily of stone. Nevertheless, these pre-civilization humans and their societies were actually quite sophisticated.

Another common Stone Age stereotype is that early humans coexisted with dinosaurs. While small mammals *were* around when giant reptiles roamed the earth, 65 million years passed between the extinction of the dinosaurs and the first humans. One caveat is that scientists now believe some types of dinosaurs survive today in the form of birds!

Historians and archaeologists divide the Stone Age into Paleolithic, Mesolithic, and Neolithic periods. **Paleolithic** (*paleo* meaning “old” and *lithic* meaning “having to do with stone”) means the Old Stone Age. Scientists date some of the earliest stone tools we have found to 2,600,000 BCE! That was a really, *really* long time ago.

Sometime around 12,000 BCE, about the time the last **Ice Age** ended, humans entered the Middle Stone Age or **Mesolithic** era. This relatively short time in history was a transition period when people adapted to their changing world. For example, they developed more complex tools to deal with new challenges like clearing the rapidly growing vegetation that was popping up everywhere in the warmer climate.

The development of **agriculture** is considered the dividing line between the Mesolithic and the **Neolithic** periods or New Stone Age. When, precisely, this occurred depended on where you were in the world. In the Middle East, where people first began farming, this happened at lightning speed after the Ice Age ended. They had almost no Mesolithic period and jumped straight to being Neolithic around 10,000 to 9,000 BCE. In other areas, such as Northern Europe, Mesolithic cultures persisted for a few thousand more years. They didn’t begin farming until around 4,000 BCE.

The Stone Age finally ended when someone learned that you could melt metal and fashion it into tools and weapons, ushering in the **Bronze Age** in about 3,000 BCE.

In total, the Stone Age lasted for about 2,597,000 years. This means that for 99% of our human history with technology, stone was where it was at! This says a couple of things.

First, we did pretty well for a really long time, getting by with nothing but stone tools (including surviving some pretty gnarly ice ages). Secondly, it shows the break-neck speed with which we have developed technology since.

Want a better picture of this? Imagine a football field 300 feet long. This represents our entire human history using technology, from the first stone tool until now. Only the last 36 inches of that football field is our history *since* the Stone Age. Wheels, rope, metal swords, cannons, umbrellas, bicycles, record players, cars, cell phones—every bit of technology since 3,000 BCE fits into that last 36 inches. The rest of the field? It was stone tools for us!

We will begin our story at this momentous dividing line between the Mesolithic and Neolithic periods (around 10,000 BCE), this place in time where farming makes its debut on the world stage. This critical crossroads in human history laid the foundation for civilizations. But, to understand this, we first need a better picture of what life was like *before* agriculture, so we can see how much it really changed.

From Foragers to Farmers

Let's say you're a child in the late Mesolithic era. Your family would be what all families were in the early to middle Stone Age, **hunter-gatherers**. You may live with just your own extended family: your parents, siblings, grandparents, aunts, uncles, and cousins. Or your tribe may have nearly 100 people, all distantly related in some way. But you would never live in a group much larger than that. Why? Because your way of life doesn't support massive groups of people.

As the name "hunter-gatherer" suggests, you get the food and everything else you need by hunting animals and gathering whatever is useful in the area around you. Of course, precisely what and how you hunt and gather depends on where you live. You may track deer with spears or a bow and arrows. You might trap large game, like bison, by herding them off of cliffs. Your mother may send you to collect shellfish from the mud of a nearby bay. Together, your family would forage for seeds, nuts, berries, insects, and other favorite foods of the season.

Yet, no matter where you live and what you eat, one thing remains the same—you need to move around a lot. This is because hunting and foraging quickly exhaust the resources in the area. Animals migrate and hibernate. Nuts and berries are only found at certain times of the year. Moving around to access different food sources is essential to survival. And the more people you have in your group, the faster you will use up the food in an area.

People who live in temporary settlements and frequently move to follow food sources are called **nomads**. Now, most Stone Age nomads didn't move to a brand-new place every time they moved. More likely, they traveled in a kind of circuit, having different settlements at different times of the year that they returned to again and again. Archaeologists believe this loop of seasonal settlements opened the door for farming and, eventually, cities and civilizations.

Depending on the size of the group and their location, scientists estimate that a nomadic hunter-gatherer community needed between seven and 500 square miles of land to support themselves. To put this into perspective, 500 square miles is roughly the size of the entire metropolitan area of Los Angeles, California. That's for one tribe or family group!

Imagine that one of the chores you're assigned as a nomadic child is to gather the wild cereal grains that grow by the stream next to your late-summer home. You pick them and place them in a woven basket. Before you can grind them between stones into flour, you must separate the edible grain kernel from the inedible chaff surrounding it. You spread the grains on a woven mat and beat them with **reeds** to separate the seed from the chaff. This technique is called **threshing**. Then, you carefully blow and fan away the paper-thin chaff, a process called **winnowing**. Finally, you collect the edible kernels left behind.

This grain you've gathered is essential to your family. It will feed your household for the next three days. But, no matter how careful you are, some of the grain inevitably spills onto the dirt next to your mat.

This small oversight begins what is known as the **Neolithic Revolution**, a term that Australian archaeologist, **Gordon Childe**, used to refer to the immense changes agriculture brought about. Archaeologists now think the term "revolution" is a bit strong. People did not turn from nomads into city dwellers overnight. Yet, there is no doubt that when societies began to farm, they were set on a path of gradual changes that led to the rise of civilizations.

Several months later, when your family group returns to this settlement, you notice that grain has sprouted next to your threshing and winnowing spot. Each time you visit this spot, there are more and more wild grain stalks growing. Eventually, there is so much grain here that you don't have to walk down to the stream to gather it anymore. Instead, when it is ripe, you can pick it right then. And then, you have an idea! What if you took some of your family's precious grain and planted it on purpose?

Neolithic people had the perfect combination of advancing technology and climate conditions to develop farming. As the last ice age came to a close, mild climates and abundant water increased vegetation growth. More forests, tall grasses, and thick bushes meant that people needed to develop more tools to clear their living spaces. These became the first hoes, shovels, and other farming tools of their kind.

When people began cultivating grain at one of their campsites, they stayed longer in that area to tend to it. And they *could* stay longer because the grain provided a more reliable food source. As a result, nomads who frequently traveled among many camps transitioned to become semi-nomadic, staying in fewer camps for longer.

As social groups did this, their living accommodations became more permanent. In some places, structures of mud bricks replaced tents of animal skins. Of course, you can't have a lot when you carry everything you own. But as nomads settled down, they could accumulate

more possessions, so having more furniture, dishes, and even decorative items was now possible!

This period is also where we see the beginning of the domestication of animals. For instance, evidence shows that people in modern-day Syria ate wild sheep and eventually domesticated them. Raising animals near home provided families with a stable source of meat, milk, and animal skins. It also eliminated the need to wander nomadically, following herds of wild animals.

One technology used by early farmers that has stood the test of time is the **shaduf**. This ingenious device raises water out of a river and into a field or irrigation ditch. The simple design connects a long pole mounted in the middle like a seesaw, with a weight on one end and a bucket on the other. This design is so handy that it is still used in Egypt and India as it has been for thousands of years.



Shaduf

Pottery also made an appearance at this time, and that was huge! At first, pottery was baked in a plain old fire. But as people stayed in one spot and learned how to build ovens out of bricks, they also discovered that they could control the temperature of these ovens and make larger, stronger pottery that held liquids. Storing food was almost as revolutionary as growing food. Instead of grinding grain into flour and mixing it with water for porridge to eat that night, you could bake bread that would last far longer or store your grain in jars for months. This meant that in colder climates, you could feed your family through the winter, even when not a single stalk of grain was growing outside.

The more food you could store, the more stable and dependable your life became. You could live in one place now. And your parents could build a larger home to keep your fine pottery filled with grain. Your aunts and uncles could, too. In fact, land that used to only support your immediate family could now feed many more. Your family had more children. When those children grew up, they stayed and built homes of their own rather than leaving to start another tribe. Soon, you had a whole little village.

All of this took place over hundreds, even thousands of years, but you get the idea. Farming touched off a series of changes to how people lived like a spark to gunpowder, and this resulted in civilizations.

One of our best examples of a Neolithic settlement is the remains of a town called **Catal Huyuk** in modern-day Türkiye (Turkey). This important archeological site dates back to between 6,700 and 5,600 BCE, giving us a fascinating glimpse of life during the dawn of civilizations.



Catal Huyuk

In Catal Huyuk, people lived in mud brick homes that connected together. These homes had entrances on the roof where people would climb in and out with a wooden ladder. Since the houses were all crammed together, there were no streets within the village. Instead, residents simply got around by walking over their neighbors' roofs.

Each home had a hearth and oven, plus separate spaces for sleeping and working. Artifacts tell us they cultivated grains, nuts, and seeds and probably kept domesticated animals. There are also religious buildings with beautiful wall paintings. Each family's grave site was under the floor of their home, so their ancestors were always close at hand.

From Communities to Civilizations

As farming societies grew, several important things happened that would change simple villages into entire civilizations of people living in massive cities. Let's explore how and why this happened.

What Makes A Civilization?

Now, we should circle back to what civilization is. This is one of those questions like, "What is history?" that we rarely think about, but it's definitely worth doing so!

As we discussed at the beginning of the chapter, a civilization is a society that has reached an advanced stage. Still, it is more than that—much more. **Civilizations** have specific characteristics. And while archaeologists and historians don't always agree on the exact attributes, here are some important ones:

- People in civilizations live in urban areas with large population centers—in other words, cities. (Although, many people live in the country, too.)

- There are shared methods of communication like spoken and written languages, symbols, and numeric systems.
- Civilizations build monuments and create unique artistic or architectural styles to preserve their culture for future generations.
- Civilizations have **infrastructures** that serve the common good like roads, water systems, or community food storage.
- Some form of **administration** or government is used, such as laws and punishments for crimes. Additionally, kings, governors, military members, and priests fill different roles to do the administering.
- Speaking of priests—religion was a hallmark of early civilizations, giving people a shared identity and purpose.
- Class structure is another element of civilizations. People are typically divided into classes or hierarchies, usually with a king or ruler at the top and ordinary people or slaves at the bottom.
- There is **division of labor** in civilizations. People specialize in doing different jobs. This allows large populations to be supported and technology to advance.

Every time we explore a civilization in this book, we notice each element. Some civilizations tend to exhibit more of these elements than others. You will see how different societies express each element in different ways, such as in their writing or laws, but they will all have each of them in some way. Let's look at each component in more detail and how it sprang up from the humble beginnings of farming.

This is a good opportunity to talk about the difference between a culture and a civilization. The word “civilization,” as we have just seen, means an advanced stage of human society that includes many different elements, part of which is their culture. “Culture” refers to the collective, or whole, way of living that is common to a particular people, including things like their language, religion, food, and family structure. Even a society that has not achieved the rank of civilization can still have a culture. These words are very similar and are often used interchangeably. Just remember that *civilization* refers to an advanced stage in human society while *culture* refers to its collective parts.

Urban Areas

In our thought experiment, where we imagined ourselves to be nomadic children, we saw how a stable food source led to settling down in one place and an increase in population. Over time, tribes became villages, which became entire cities.

The city of **Jericho** near the **Dead Sea** in the eastern Mediterranean region takes the prize for the oldest city wall. By about 8,000 BCE, Jericho boasted a colossal stone wall surrounding the settlement and at least one giant stone tower. By 7,000 BCE, they had the largest population of any city in the world—around 2,000 people! Interestingly, the spot is considered the oldest continually occupied site in the world, with over 18,000 people living there today.

Shared Communication

People living in the same civilization had shared methods of communication. Usually, this was a spoken language, but it could also be numeric systems, symbols, or even writing. This, too, was usually a product of agriculture. For many ancient civilizations, writing grew out of the practical need to keep accurate harvest calendars, food storage, and trade records.



Relief of Ramesses

One of the most well-known examples of ancient writing is Egyptian hieroglyphics. In this complex picture writing, what they mean and how they appear are not always the same. Instead, a picture might represent a sound, much like our alphabet. Or, sometimes they represent an idea or concept—simple right? Not really!

Monuments, Art, and Architecture

Civilizations in ancient days, just like now, looked for ways to stand out from the crowd. They wanted to preserve their greatness for future generations, inspire their citizens' and visitors' awe and respect, and keep their gods happy. Monuments and distinctive art and architectural styles were how they did this. Identity was everything!



Trajan's Column

The ancient Romans were masters of art and used it as **propaganda**, displaying images to promote their point of view in a day when not everyone could read. When Roman emperors wanted to brag about their war **conquests**, one of their favorite things to do was put up a column or an arch wrapped with carvings that told the story of their heroic victories. This was an ancient news broadcast if you will.

Infrastructure

Speaking of the Romans, they created one of the best-known and longest-lasting examples of ancient infrastructure: their roads. Rome saw the value of being able to move its large army around the empire quickly and efficiently. To do this, they built a network of roads, many of which would long outlast the kingdom itself. So if you lived in a town conquered by the Romans, one of the first things you got was upgraded roads.

These roads had several things in common with modern highways. They were made as straight and level as possible with a foundation, curbs, and sloping sides that whisked away water to drainage ditches. Many of them came with gravel pedestrian paths along the sides and grooves for cartwheels to roll in. And they worked! Soldiers could march

over 20 miles a day on these wondrous roads. Infrastructure like this ensured Rome could communicate, take care of business, and defend itself.

Administration or Government

People discovered that the more they started living together in groups, the more problems seemed to pop up, and they needed some way to sort them out. Civilizations required systems of administration or government to handle everything from commanding the army to levying taxes, punishing crimes, and handling contract disputes.

One king from the Mesopotamian city of Babylon, **Hammurabi**, had a very forward-thinking solution for administering justice. In 1771 BCE, he organized laws for every possible crime or dispute. He had the laws and their appropriate punishments carved on a stone pillar in a place where everyone could see them. Some of his methods would raise eyebrows nowadays, for example, putting an architect to death if his house collapsed and killed someone. But the **Code of Hammurabi** itself was actually a significant step forward in administration for civilizations. It was the idea that everyone should know the laws and that they should be the same for everyone.

Religion

Every ancient civilization had religion in some form, although their beliefs, gods and goddesses, and ways of worshiping varied widely. Religion, then as now, gave people a way of making sense of their world. Religion could explain things people didn't understand: day and night, seasons, storms, comets, or diseases. It also provided a comforting sense of control over the unknown. Religious offerings could be made in thanks for a bountiful harvest or to secure one in the future. People felt they were in charge of their destiny by performing certain rituals to guarantee a happy eternal home. One example is the Egyptians' ritual of **embalming** and **mummifying** a dead body to preserve it for the journey to the afterlife.

Most ancient religions of these times were **polytheistic**. People worshipped more than one god. Some civilizations were **monotheistic** and worshiped only one god. Many believed that their gods specialized in various areas of life, the way we have doctors today who specialize in different parts of the body. The Greeks had gods and goddesses for everything from war (Ares) to sheep (Pan).

Class Structure

As civilizations became more complex, a hierarchy or class structure developed. Most class structures resemble a pyramid shape—a few powerful people at the very top and many people with little or no power at the bottom.

In Western society today, we see this in the wealthy, the middle class, and the poor. However, in ancient times, this pyramid often had many more tiers. For example, in Egypt, there was a single king or pharaoh; then his court, priests, scribes, and local rulers; followed by the military, skilled artisans, and supervisors; then farmers; and finally, slaves at the bottom.

Division of Labor

In a hunter-gatherer society, almost every single person, from small children to tribal elders, was involved in obtaining food. As farmers became better at their job, it took fewer of them to grow and harvest the food the community needed. Soon, only a handful of people were required to cultivate more food than the community could use. The natural result of this was something called division of labor.

If not everyone was needed to work in the fields, the people who were good at making tools worked on making more tools. The more time they devoted to that, the better they got at it. Soon, some people were well-known for their tool-making. And the farmers—who needed the tools—were more than happy to trade the food they were growing for the tools they needed. Pottery, woven fabric, home building—soon, everyone had a specialization. Finally, technology improved, and **craftsmen** and **artisans** were born!

How Civilizations Thrived and Expanded

Four elements of a civilization determined how much and for how long the society would grow and flourish. These were trade, conquest, and exploration plus innovation.

Trade

Food surpluses and finely crafted goods meant that an up-and-coming civilization had things to offer the ancient world in exchange for things it didn't have. Ancient Egypt is a prime example of this. Their fertile land, thanks to the annual flooding of the **Nile River**, gave them enough grain to store for hard times plus extra to trade. And the Nile was the gift that kept on giving because it offered an easy transportation highway to send and receive goods. Boats full of grain were dispatched to places like Lebanon and returned with much-needed wood, or **Nubia** (modern-day Sudan), in exchange for ivory. You were powerful if you had resources that other nations needed or wanted. Trade enabled Egypt to become a force to be reckoned with in the ancient world.

Conquest

War was another factor that helped determine the success or failure of a civilization. The more resources you had, the more you needed a strong fighting force to protect you from jealous neighbors. Or maybe *you* were the jealous neighbor. Early civilizations found

themselves in frequent conflicts due to border disputes, control of transportation routes, access to natural resources, or simply the giant egos of their rulers.

One such emperor, the humbly-named **Sargon the Great**, ruled in Mesopotamia around 2,300 BCE. Through persistent conquest, he expanded his empire from the **Persian Gulf** to the Mediterranean Sea. Yet, even once he had consolidated all this land under his rule, he could only hold onto it by constantly putting down uprisings and fighting off outside invaders. Conflict could be a route to greatness, but it was also a lot of work.

Exploration and Innovation

A spirit of adventure and creativity was the final factor that civilizations needed to grow and survive. Societies that explored their corner of the world or developed new and better technology tended to thrive more and develop faster than their introverted neighbors who were content with yesterday's wheel. The ancient Greeks, in particular, valued thought, invention, and discovery. They were constantly coming up with new theories and ideas and applying them to solve everyday problems. Some ancient Greek inventions were:

- a portable sundial,
- an alarm clock operated by dripping water,
- an odometer that could measure distances over land, and
- a flamethrower.

Yes, ancient Greeks had flamethrowers! Need we say more?

Why Civilizations Fizzled and Fell

Civilizations don't fall or collapse for just one reason. In fact, "fall" might be another misleading word. It makes you think of a sudden and catastrophic event. In reality, most civilizations did something more like a fizzle—a campfire put out slowly by a thousand raindrops. Usually, a combination of several factors and many events gradually weakened a civilization's bonds over time. These bonds are those shared elements we learned about that hold a culture together, and as they crumbled, the civilization crumbled, too.

There are exceptions to this "fizzle rather than fall" rule. Archaeologists have found evidence of mysterious "lost civilizations" that appeared to thrive until they suddenly ceased to exist. The Maya in Central America and the settlements on Easter Island in the Pacific Ocean are two examples. Although the declines of these civilizations were sudden and left many questions, the reasons for them were no different than for other societies—it just happened a lot faster!

Problems that weaken a civilization typically come from one (or more) of three places: the environment, internally, or externally. To make things even more confusing, these problems often overlap.

Environmental Difficulties

Environmental causes of civilization collapse are the simplest to identify and understand. Drought, earthquakes, floods—all pretty devastating to ancient civilizations that depended on agriculture and built cities out of stone and mud. These problems could wreak havoc slowly, like when farmland is ruined by several years of not enough rain, or quickly, tsunami-style.

And an environmental problem often opens the door for the next type of trouble:

Internal Issues

Problems like to pop up from inside the civilization itself. Just a few examples are disease, famine, and poor leadership. Once these problems grow large enough to disrupt the elements that hold a culture together, collapse usually isn't far behind.

Let's say that your city and its surrounding fields are struck by several years of devastating drought (an environmental problem). If your city had prospered by trading extra food, this would be one of the first things to suffer since there would be no surplus food to sell or trade. Anything your city used to get by trading food, maybe wood to build buildings and spices to offer to your gods, could not be obtained anymore. No new buildings and no happy gods. Uh-oh. Religious rituals grind to a halt. So do building projects like shoring up the local infrastructure.

But then, there's an even bigger problem. Not only is there no food to trade, but food to eat is also getting low. Families begin leaving villages, searching for a home with more food and fewer people to eat it up. Pretty soon, the division of labor breaks down. The baker leaves. Oh, well. There's no grain for bread anyway. Then, the shepherd takes their flocks to find suitable grazing elsewhere. Now, there's no meat either. Without any meat, there is no work for a butcher. So he goes, too. Your once glorious urban city is falling into disrepair *and* becoming a ghost town.

Sounds like the perfect setup for the next type of civilization-destroying problem.

Outside Aggressors

Ancient civilizations faced a constant threat of invasion. Some lived in almost unending war with their neighbors, and even those who didn't usually had to spend massive amounts of resources protecting their borders.

If a civilization was already suffering from internal problems, it was often an invader who toppled the last domino. These invasions seemed to be the final straw for the great Roman Empire. After a long decline due to increasing problems of every sort, invaders practically walked in and took over.

Eventually, all of the civilizations we will read about in this book fell victim to a combination of these problems. They were weakened by earthquakes, storms, and disease. They were fractured by incompetent rulers or breakdowns in the fabric of society. Finally, they were conquered by or absorbed into neighboring civilizations. Yet, the irony is that they all still survive. Our modern civilizations stand on the foundation that these ancient ones have laid, and their contributions to us are without number and beyond value.

Wonder While You Wander

Before we dive into our first civilization, Mesopotamia, let's look at a few of the awe-inspiring structures from the ancient world that we still marvel over today.

In 225 BCE, a man named **Philo** wrote a book called *On the Seven Wonders*. The book was a travel guide of sorts; listing the seven sites he considered *thémata* (Greek for “things to be seen”) around the world at the time. His ancient must-see list included some unbelievably awesome structures, to be sure. These were modern (for their day) masterpieces of architecture, engineering, and art!

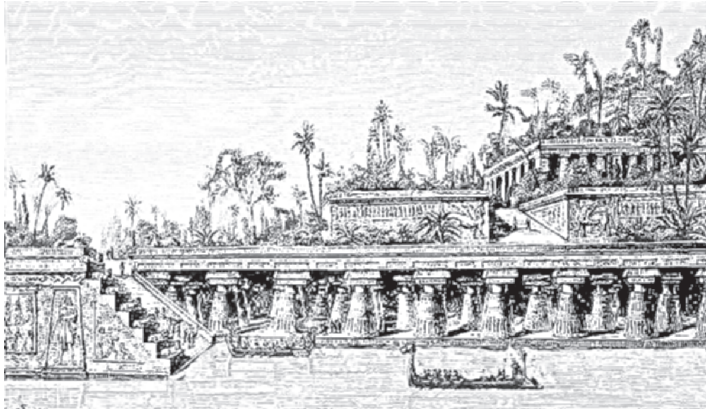
His list has remained famous ever since, even while people debate it. It doesn't include jaw-dropping achievements that were not in the Mediterranean region, like the Great Wall of China, or some pretty impressive structures built shortly after, like the Colosseum in Rome. Scholars debate whether one of his must-see sites ever existed at all. Here is Philo's list. What do you think?

1. The Great Pyramid at Giza

This pyramid held the title of the tallest building in the world for more than 4,000 years until the 19th century! It is also the only one on this list that still exists today. It no longer has its blindingly-white limestone exterior or its gold cap on the top, but it is still a wonder to behold.



Great Pyramid at Giza



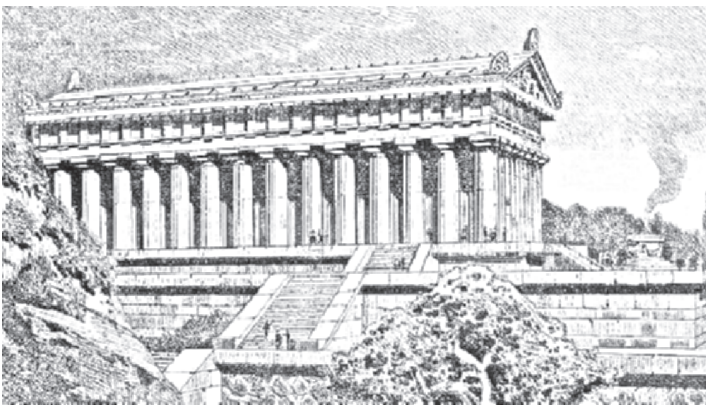
Hanging Gardens of Babylon

3. The Statue of Zeus at Olympia

You could find Zeus's temple in Olympia, the site of the ancient Olympic Games. Nearly scraping the ceiling of his temple, this 40-foot statue of Zeus, the king of the Greek gods, was decked in ivory and gold. After Christians shut down the pagan games, the statue was carted away to Constantinople and was eventually destroyed in a fire.



Statue of Zeus at Olympia



Temple of Artemis at Ephesus

2. The Hanging Gardens of Babylon

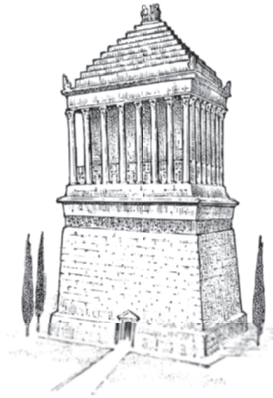
The king of Babylon supposedly built these terraced gardens to remind his queen of the lush hillsides of her homeland. The problem? No first-hand accounts of these gardens exist. Instead, everyone seems to be writing about the beautiful gardens someone else claimed to see. So, today, scholars think this Wonder may be a mix of fact and fiction.

4. The Temple of Artemis at Ephesus

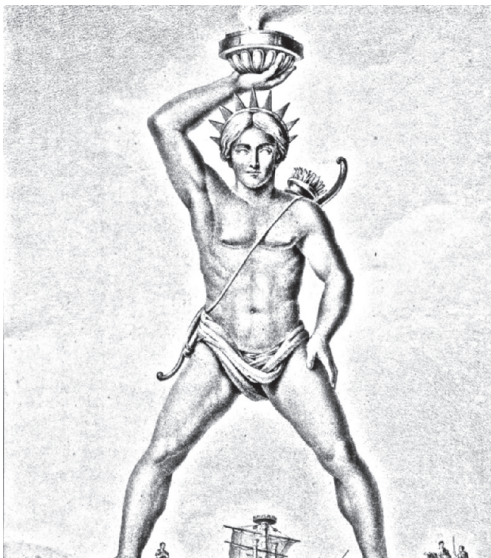
This temple to the Greek goddess of the hunt, Artemis, consisted of marble steps leading up to a 400-foot-long terrace. This was surrounded by 127 marble columns that towered 60 feet overhead. It was deliberately set on fire in the 4th century BCE, rebuilt, partially destroyed by the invading **Ostrogoths** in 262 CE, rebuilt again, and finally torn down by a Christian mob in 401 CE.

5. The Mausoleum at Halicarnassus

Today, “mausoleum” means “a special building made to hold the dead body of an important person or the dead bodies of a family.” This word comes from King Mausolus of Carnia. After he died in 353/352 BCE, his wife ordered the construction of a tomb as his final resting place. The tomb resembles a stepped pyramid on top of a temple and a hefty tower. In the 13th century, an earthquake destroyed most of it, and it was recycled as building material for a castle.



Mausoleum at Halicarnassus



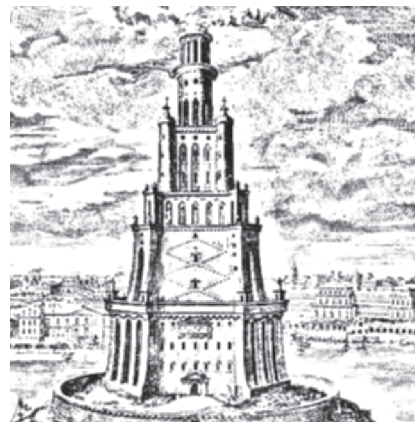
Colossus of Rhodes

6. The Colossus of Rhodes

This statue certainly lives up to its name. It was truly colossal! The towering sculpture of the sun god **Helios** was said to be 100 feet high—the tallest statue in the ancient world. Although many paintings show the statue straddling the harbor at Rhodes, most scholars now believe he stood beside it. He didn’t stand for long, though. An earthquake toppled his statue after only 60 years, but his wreckage was a tourist attraction for hundreds of years after that. That is until the **Arabs** invaded and hauled it off for scrap metal.

7. The Lighthouse of Alexandria

In 280 BCE, the port of Alexandria was a bustling place, so its 350-foot-tall lighthouse was both an important and impressive piece of architecture. The light stood at the top of a cylindrical tower, on top of an octagonal tower, on top of a square base. Archaeologists know this from pictures engraved on coins from the time period. Unfortunately, the actual lighthouse fell into the Mediterranean Sea thanks to multiple earthquakes.



Lighthouse at Alexandria

Whether you agree with Philo or not that these seven ancient structures were the most wonderful, two things are true. First, these human creations show the exceptional intelligence, ingenuity, and technological advancement that ancient civilizations possessed, and second, it is a shame that we can only visit one of these wonders today.

Historical Highlights



We will finish up each chapter by highlighting some of the biggest takeaways. Read them over, copy them in your notebook, jot them in your journal—whatever strikes your fancy. Just know, these are the key points to remember:

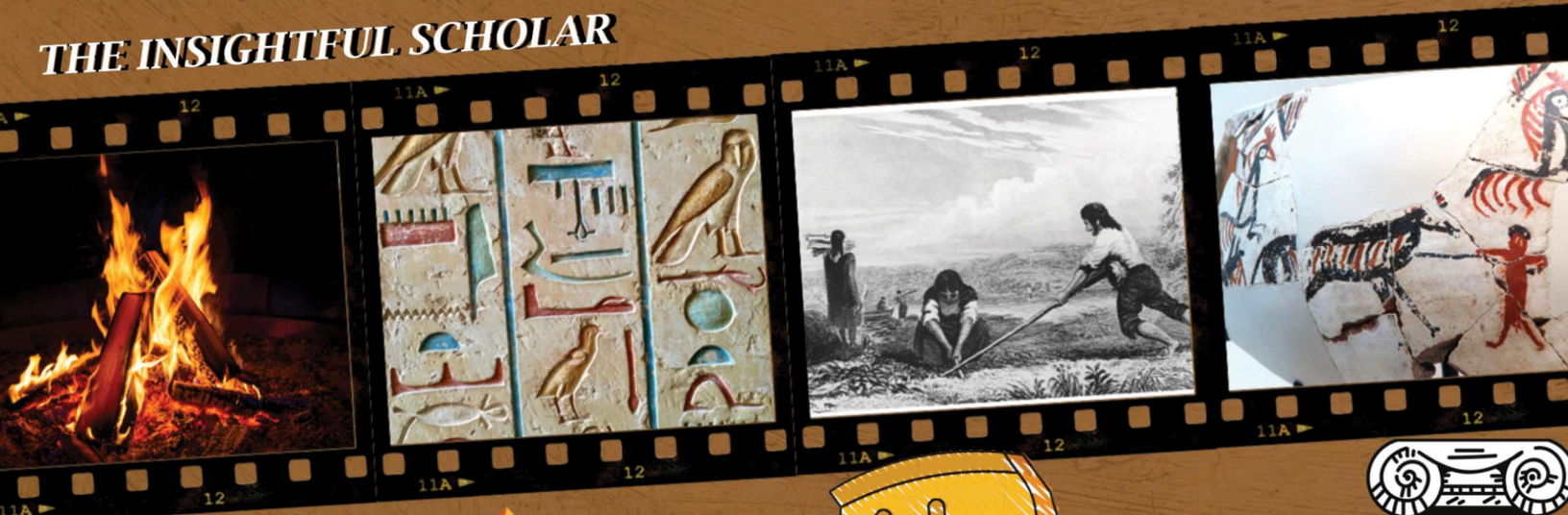
- Civilizations grew out of nomadic hunter-gatherer societies mainly due to the advancement of agriculture.
- Civilizations have common elements such as communication, division of labor, infrastructure, religion, government or administration, and urban areas.
- Once established, civilizations grew and thrived due to trade, conquest, exploration, and innovation.
- Civilizations fall due to a combination of problems that fit into one or more of three categories: environmental, internal, and external.

Now, we are ready to explore our first ancient civilization, and the best place to begin is at the beginning. Civilizations started in an area known as Mesopotamia, so our next chapter takes us there in the year 5,000 BCE.



ANCIENT CIVILIZATIONS OF THE WORLD: MESOPOTAMIA, EGYPT, GREECE, AND ROME (WORKBOOK)

THE INSIGHTFUL SCHOLAR



A *Fun* Homeschooling History Curriculum For Kids!

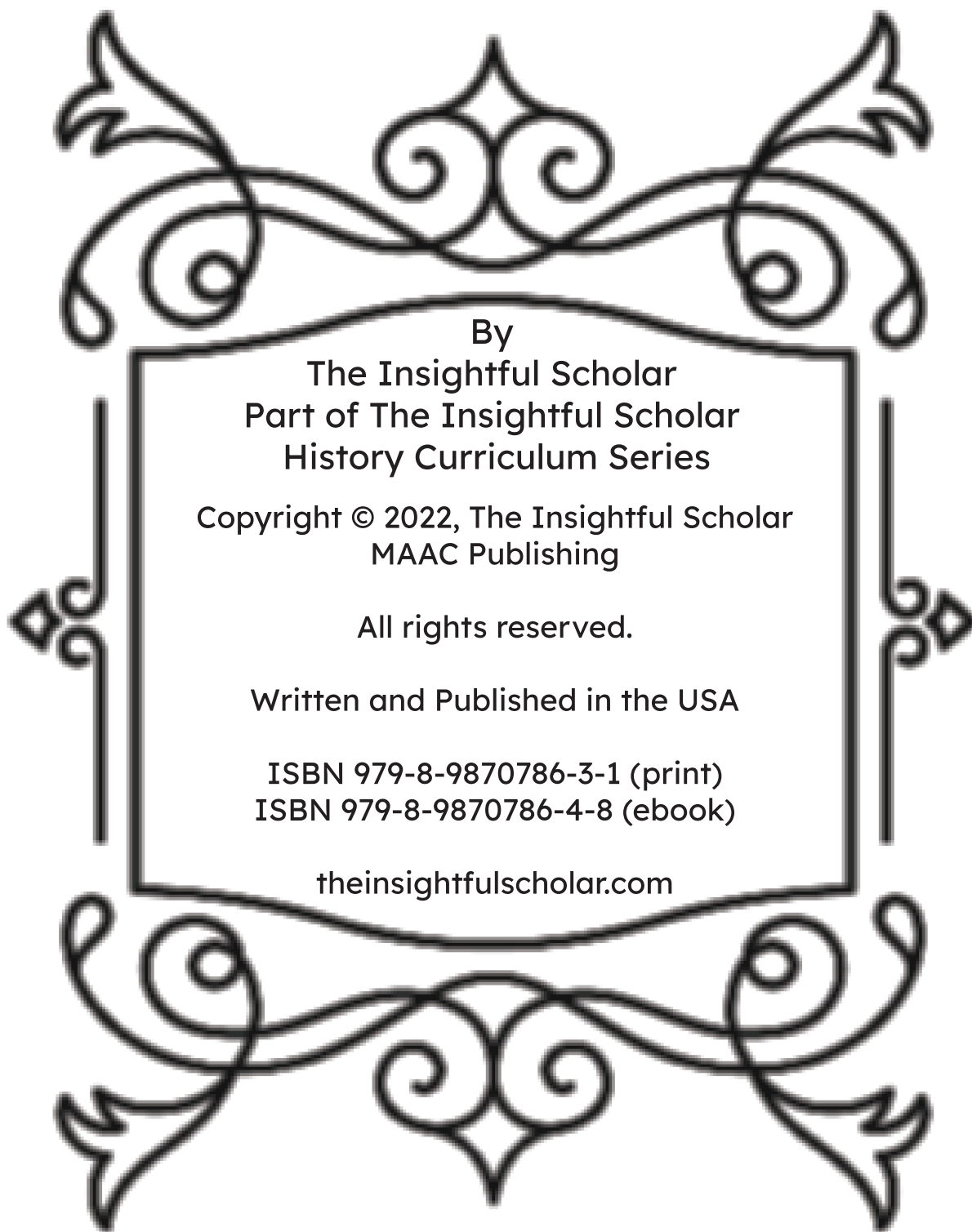


THIS BOOK BELONGS TO

The image shows a decorative rectangular frame with ornate scrollwork and a central writing area. The frame is composed of several layers: an outermost double-line border, a decorative border with scrollwork and small circles, and an innermost double-line border. The central area is a rectangle with a solid top and bottom line and three horizontal dotted lines in between, providing a guide for handwriting. The entire frame is centered on the page.

WORKBOOK TO A FUN HOMESCHOOLING HISTORY CURRICULUM FOR KIDS!

Ancient Civilizations of the World: Mesopotamia, Egypt, Greece, and Rome



About This Book

The scope of this book focuses on Mesopotamia and the Mediterranean regions due to the volume of information covered. However, we explore other ancient civilizations around the world in other books.

Our reading book, workbook, and journal follow the same topics and are intended to complement each other. Students can also use the internet, library books, and videos to assist them in their research.

We provide several valuable additional free resources, which you can access at theinsightfulscholar.com.

These resources include:

- Parent-Teacher Guide (includes answers to workbook questions)
- Bibliography with additional references
- Color images with citations
- Glossary
- Timeline

In addition, we will direct the students to an outside resource for some activities. Links can change or break, so we provide links in the Parent-Teacher Guide so they can be easily updated. We appreciate parents and teachers letting us know if a broken link is found.

This book was written for ages ten and up but can be used by younger children with help from the teacher!

CHILDREN SHOULD BE SUPERVISED WHEN CONDUCTING ACTIVITIES AND PROPER SAFETY PRECAUTIONS SHOULD BE TAKEN WHERE NEEDED.

This workbook covers:

- Critical Thinking
- Reading
- Creative Writing
- Problem Solving
- Math and Finance
- Vocabulary
- Research
- Drawing
- Arts and Crafts
- And More!

Table of Contents

Meet Pavi & Piper.....	6
Introduction.....	7
How Do We Know About History?.....	8
The Father of History.....	9
Oral Traditions.....	10
Crossword Puzzle.....	12
Storytelling.....	14
Grammar and Stories.....	16
Word Scramble.....	18
Name Your Price.....	19
Artifacts.....	20
The Ages of History.....	21
What’s Different?.....	23
Introduction Quiz.....	24
Chapter 1 - Becoming Civilized.....	25
Our Stone Age Ancestors.....	27
Prehistoric Cave.....	28
Hunter-Gatherer Societies.....	29
The Ages of History.....	30
Word Search.....	31
Wonder While You Wander.....	32
Complete the Sentence.....	33
Copywork.....	34
Catal Huyuk.....	36
Tinker Tools.....	37
The Seven Wonders of the World.....	38
Chapter 1 Quiz.....	39
Chapter 2 - The Sumerians.....	40
Mesopotamian Rulers.....	43
Let’s Bake! Cuneiform Writing.....	45
Crossword Puzzle.....	46
Identification Card.....	47
The Great Flood.....	48
Mesopotamian Home Life.....	49
Inventions and Achievements.....	50
What’s Different?.....	51
Grammar & Stories.....	52
Building Big Ships.....	54
Scrapbook.....	57
Chapter 2 Quiz.....	58
Chapter 3 - The Babylonians.....	60
Babylonian Hanging Gardens.....	63
The Tower of Babel and Language.....	64
The Ishtar Gate.....	66
Authentic Babylonian Foods.....	67
Akitu Festival.....	68
The Code of Hammurabi.....	70
Word Search.....	71
Word Match.....	72
Copywork.....	73
Babel Budget.....	75
Time to Relax.....	78
Scrapbook.....	79
Chapter 3 Quiz.....	80
Chapter 4 - Egyptian Civilizations.....	81
Triangles.....	83
A Pyramid Tomb Floor Plan.....	84
What’s Different?.....	85
Video of Egypt for Kids.....	86
Making Egyptian Paper.....	87
Writing Egyptian Hieroglyphics.....	88
Piles of Pyramids.....	90
Crossword Puzzle.....	91
Grammar & Stories.....	92
Scrapbook.....	94

Chapter 4 Quiz.....	95
Chapter 5 - Egyptian Time Periods.....	96
Hatshepsut.....	98
Frontalism.....	99
Egyptian Food.....	100
Curses on Tombs.....	101
King Tut Time Game.....	102
Mummified Apples.....	103
Egyptian Numbers.....	104
Copywork.....	106
Word Scramble.....	108
Time to Relax.....	109
Scrapbook.....	110
Chapter 5 Quiz.....	111
Chapter 6 - Other Mediterranean Civilizations.....	114
Authentic Mediterranean Recipes.....	116
Draw and Color.....	117
The Tyrians.....	118
The Minoans.....	119
The Mycenaeans.....	121
The Phoenicians.....	123
“Tyrian” Purple Tie Dye (sort of).....	125
Grammar & Stories.....	126
The Minoan Double Axe.....	128
Word Search.....	129
Scrapbook.....	130
Chapter 6 Quiz.....	131
Chapter 7 - The Greeks.....	133
Greek Mythology.....	136
The Olympics.....	138
Draw and Color.....	140
Cooking Greek Cuisine.....	141
The Greek Chiton.....	142
Debate.....	143
Socrates.....	145
Family Tree.....	147
Copywork.....	149
Word Match.....	151
Scrapbook.....	153
Chapter 7 Quiz.....	154
Chapter 8 - The Romans.....	156
Marketing.....	159
Roman Emperors.....	160
Toga Time.....	161
Draw and Color.....	162
Cooking in Rome.....	163
Create A Newspaper For Ancient Rome.....	164
Build a Roman Road Model.....	165
Timeline Matchup.....	166
Grammar & Stories.....	167
Word Scramble.....	169
Roman Numerals.....	170
Scrapbook.....	171
Chapter 8 Quiz.....	172
Conclusion.....	174
Civilization Favorites.....	175
Compare and Contrast.....	177
Make Your Own Lyre.....	179
Ancient Religions.....	180
World Waterways.....	181
Forms of Currency.....	183
Forms of Government.....	185
What’s Different?.....	187
Scrapbook.....	188
Conclusion Questions of What You Have Learned.....	189

— Meet Pavi & Piper —



Hi! I'm Pavi, and I'm Piper! And we are two lifelong friends who want to take you on a very fun learning adventure! Piper and I have been friends since we were little, and our moms are best buds with a great love for learning and a huge sense of adventure! They each passed that passion for adventure down to Pavi and me, and we love to travel and tour with our families. Piper and I are old enough now to venture out on our own, and what better way to start than by searching the past and learning about the early humans that existed on this magnificent planet so many thousands of years ago!

First, we'll travel back to 10,000 BCE and learn about early humans with the hunters and gatherers. Next, we'll see how societies grew from small villages to towns. Lastly we will learn how larger cities formed from agriculture and technology!

We study the Mesopotamian region, the birthplace of civilization, highlighting the Sumerian and Babylonian cultures. After that, we're off to the West and the great civilization of Egypt that thrived for thousands of years. Next, we sail the Mediterranean and learn about impactful societies such as the Minoans, the Mycenaeans, and the Phoenicians and their many contributions. Finally, we wrap up with the Greeks and the Romans and how they influenced much of the world as we know it today.

Join us as we embark on a wonderful and exciting adventure back in time and trace our human history by walking in the footsteps of our ancestors. But, Piper, wait! We can't actually travel back in time. Well, that's true, Pavi, but luckily our dads are archaeologists and fantastic storytellers, so we can step into the lives and times of the ancients! So welcome aboard. We're so excited to share this journey with you! Cool, Piper, yes! I can't wait to start. So come on, everyone, let's go explore!



Introduction



WHAT WE'LL COVER

- History vs Archaeology
- Puzzle Pieces in History
- What You Will Learn
- Why You Should Care About History

YOUR ACTION ITEMS

1. Read the Introduction and take notes in your Journal. You can also use the internet, library books, and videos to assist in your research.
2. Review the Terms & Concepts and the Historical and Mythical Figures & Places below.
3. Complete the activities in this chapter.
4. Take the quiz at the end of the chapter of what you learned.
5. Supplemental resources and website links are provided in the Parent-Teacher Guide for additional reading and learning.

STUDENT AIDS

Terms & Concepts

- Artifacts
- Oral traditions
- Civilizations
- Culture

Historical and Mythical Figures & Places

- Herodotus

Chronology of Key Historical Events

10,000 BCE - 476 CE	Time period we're covering in this book.
3500-3000 BCE	Mesopotamia cultures thriving.
484-425/413 BCE	The life and times of Herodotus.
178 BCE	Greek astronomer Eratosthenes accurately calculates the circumference of the Earth.

How Do We Know About History?

Who are some famous archaeologists? Do some online research and list five prominent archaeologists below and what they specifically studied:

1.

2.

3.

4.

5.

—The Father of History—

The first historian we know of was Herodotus, who often is called the “Father of History.” He began writing and preserving events such as wars and battles and people of different cultures by traveling all over Europe, Asia Minor, and Northern Africa to observe and record. Find a picture of Herodotus and either draw and color his image or trace his image and color.

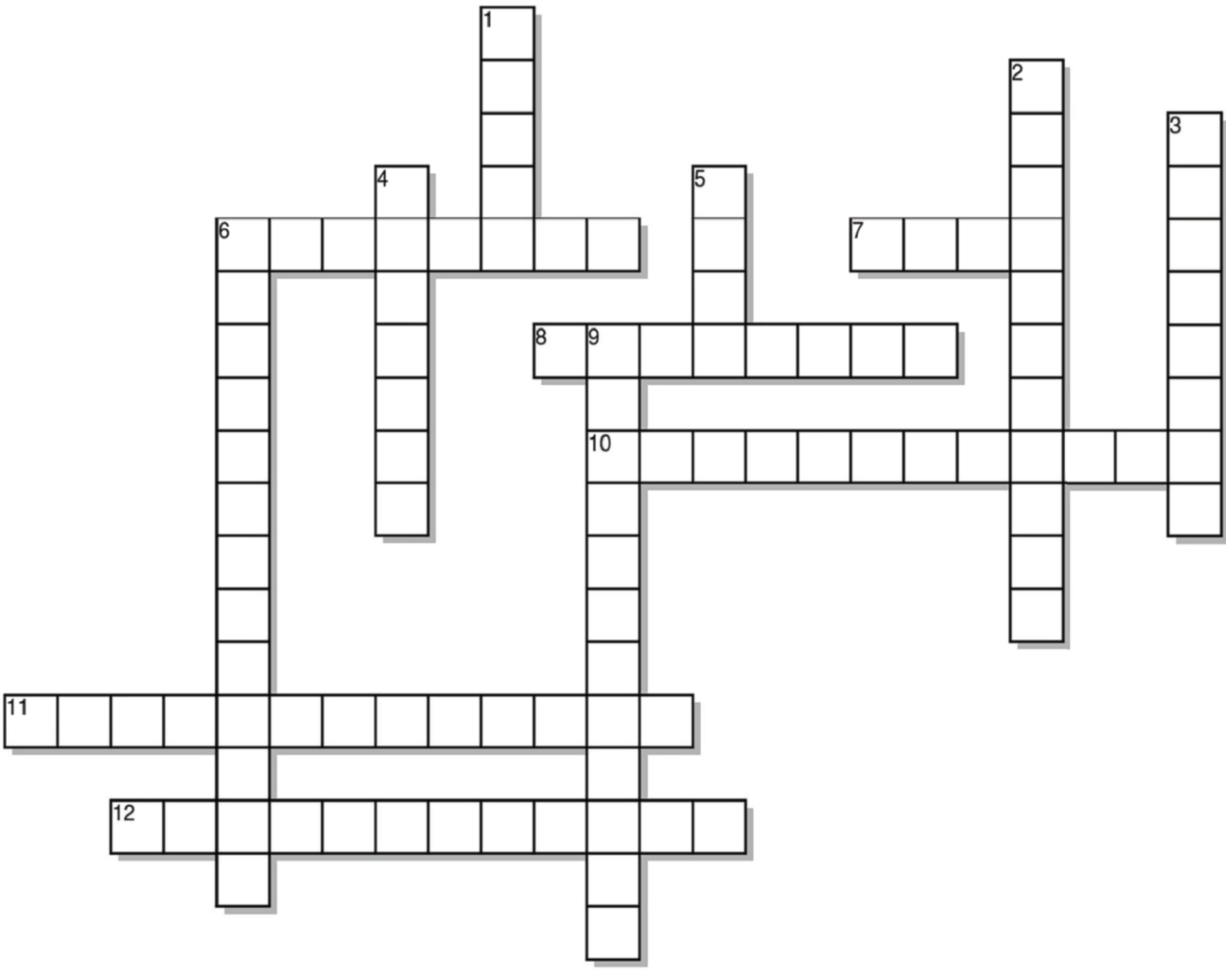


Handwriting practice lines consisting of 20 horizontal lines spaced evenly down the page.

— Crossword Puzzle —

As we've discussed, history is a puzzle with missing pieces. Sometimes a lot of the puzzle pieces are missing when documents and artifacts are found, so they are not always complete. We must figure them out even when they are incomplete, such as identifying certain artifacts or translating languages. Sometimes when new puzzle pieces are discovered later on, we have to see where they fit in and how they contribute to the whole picture or story.

Complete the crossword puzzle on the next page. Suppose you've never done a crossword puzzle before. In that case, a crossword is a word puzzle usually constructed in a square or rectangular grid with clues that increase our vocabulary and sharpen our brains. The goal is to fill in the white squares with words by solving the clues provided. Two lists of numbered clues accompany the grid, one for the horizontal words that go "across" and one for the vertical words that go "down." The numbers correspond to spaces on the grid where the terms are placed, and the words in the grid cross each other, and that's how we get the name crosswords. You only need a little lateral thinking, quiet time without distractions, and your pen. Have fun and see how you do!



ACROSS

- 6 an object that is made by a person, especially something of historical or cultural interest
- 7 a curved piece of glass or plastic that makes things look larger, smaller, or clearer when you look through it
- 8 the system of communication in speech and writing that is used by people of a particular country or area
- 10 a state of human society that is very developed and organized
- 11 history passed down by word of mouth or example from one generation to another (two words)
- 12 the activity of telling or writing stories

DOWN

- 1 it means the date is an approximation
- 2 a particular attitude toward something
- 3 an official paper, book, or electronic file that gives information about something
- 4 the study of the past
- 5 a male sovereign or monarch
- 6 a guess or estimate
- 9 a person who excavates sites and examines artifacts



Handwriting practice lines consisting of 20 horizontal lines spaced evenly down the page.

Word Scramble

Unscramble the words below (hint: the terms are in the reading book and glossary)

1 RHIAAGLTCOEOS _____

2 ACTIRAFT _____

3 EIHGMA SGL _____

4 ULSMCUOB _____

5 VETEP RCP IES _____

6 OLZII IANCTVI _____

7 NENCIAT _____

8 HYRITSO _____

9 LARNCEDA _____

10 EMENITIL _____

11 OCBUOITNNITR _____

12 UEPZZL _____

13 YTSRO _____

14 PEEOLP _____

15 MOOTARSEN R _____

16 OYGOEHNCTL _____

17 DYSTU _____

18 NOERMTVGNE _____

19 USLPECUTR _____

20 LGAEGUNA _____

Name Your Price

You are a historian who sells puzzles of historical artifacts. Each puzzle has 350 puzzle pieces. Each puzzle piece costs \$0.03 to make, plus \$1.00 for the puzzle box. Labor to package the puzzle costs \$7 per person per hour. Each worker can put together four puzzles per hour. You can sell the puzzles for 45% more than it costs to make them. See the Parent -Teacher Guide for instructions on breaking down a word problem into easy steps.

Q1. What is your cost to make each puzzle? Calculate on the line below, and then write the answer on line A2 below.

(Materials and labor x number of puzzle pieces) + cost of box + (cost per person per hour ÷ number of puzzles put together per hour).

Hint: Remember, Multiply and Divide BEFORE you Add!

Q2. What is the price you will charge for each puzzle? Calculate on the line below, and then write the answer on line A1 below.

Cost of the puzzle x 1.45

Hint: for this problem, round down. Example. 3.223 = 3.22

Q3. How much money will you will make on each puzzle? Calculate on the line below, and then write the answer on line A3 below.

Price - Cost

A1. Price charged for one puzzle _____

A2. - Cost to make one puzzle _____

A3. = money you make from one puzzle _____

Congratulations! You are a successful puzzle maker.

Artifacts

Do an internet search for the word artifacts. Below your search term, change the search results from "All" to "Images." Review the images, sketch your favorite artifacts, or insert pictures of artifacts that the archaeologists have discovered and color them. If you have access to software, create a slide show and narrate and record a tour of the artifacts.

The Ages of History

The Ice Age began 2.4 million years ago and lasted until c. 12,000 BCE. As the glaciers melted, continents formed, and we began to see human life in these prehistoric times.

The Ice Age is where human development emerges, but there is overlap that can be confusing. For our purposes, Archaeologists break down our early human history into three ages:

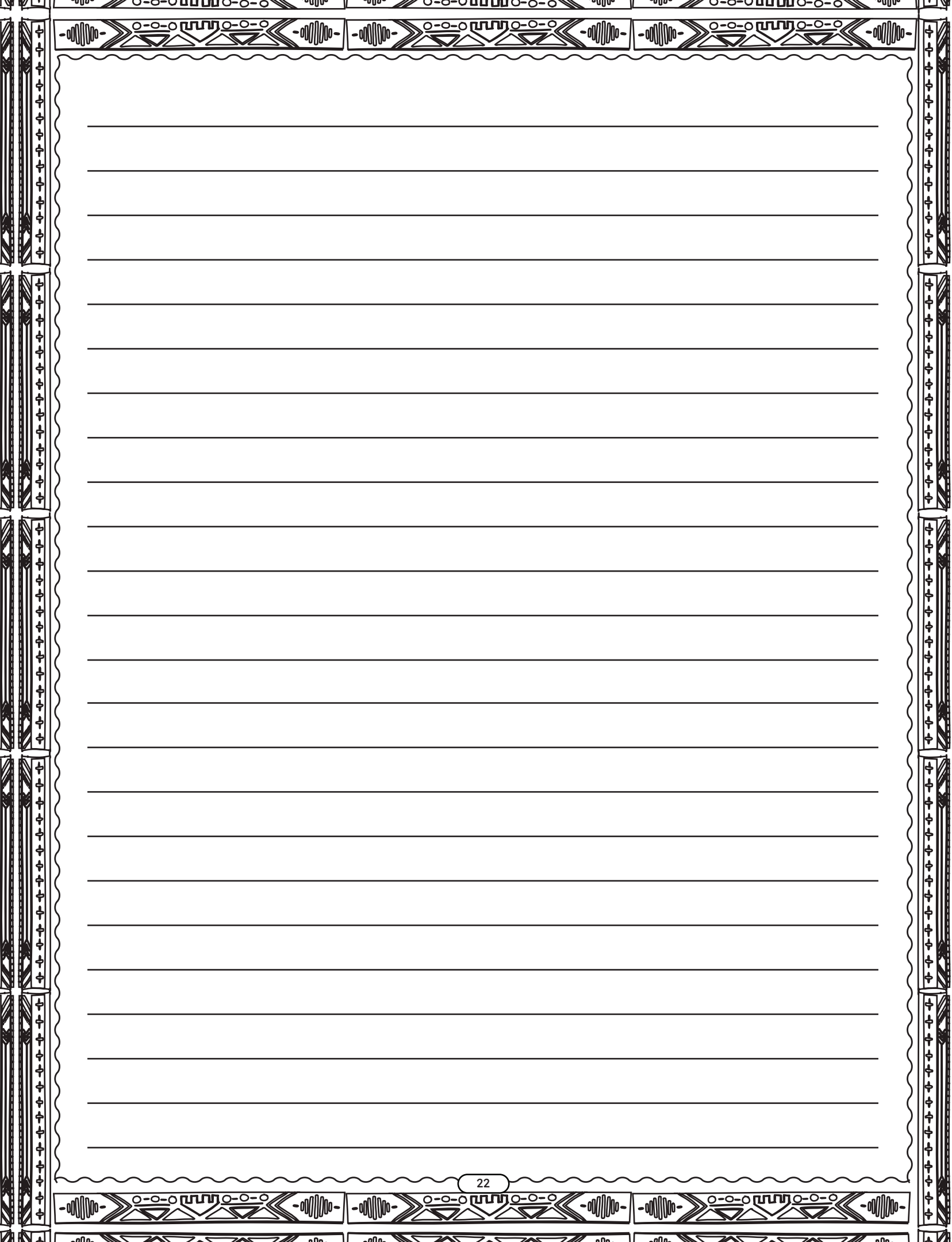
1. The Stone Age
2. The Bronze Age
3. The Iron Age

From there, historians and archeologists divide the Stone Age into three periods:

1. Paleolithic Era
2. Mesolithic Era
3. Neolithic Era

Around 12,000 BCE, when the last Ice Age ended, humans entered the Middle Stone Age or Mesolithic era. The development of agriculture is considered the dividing line between the Mesolithic and the Neolithic periods. The Stone Age ended when someone learned that you could melt metal and fashion it into tools and weapons, ushering in the Bronze Age in or around 3,000 BCE.

Research one of the ages or eras listed above and write about what you learned. What were your favorite tools? How could you use them today?



Handwriting practice lines consisting of 20 horizontal lines spaced evenly down the page.

What's Different?

Find the 7 differences in the pictures below, then add your own artistic touches to the illustrations and color.



Introduction Quiz

Fill in the Blank

1. A person who studies history is called a _____.
2. _____ are people who excavate sites to study artifacts.
3. _____ is also known as the "Father of History."
4. The Epic of Gilgamesh was considered the _____ piece of written literature.
5. History always has all of the pieces of the 'puzzle,' true or false? _____
6. _____ are verbally passed down through generations.

7. Circle the correct answer. The Queen of Egypt, Cleopatra, was:

An Egyptian

A Greek

A Roman

8. What are we going to learn about in this book?

9. Why should we care about History?

Chapter 1 - Becoming Civilized

WHAT WE'LL COVER



Grab your journal,
let's go!

- Civilizations formed from nomadic hunter-gatherer societies
- Elements that all civilizations have in common
- How civilizations grew and thrived
- The causes why civilizations fall

YOUR ACTION ITEMS

1. Read Chapter 1, Becoming Civilized, and take notes in your Journal. You can also use the internet, library books, and videos to assist in your research.
2. Review the Terms & Concepts and the Historical and Mythical Figures & Places below. Also, review the Area Map and Chronology of Key Historical Events for better understanding.
3. Complete the activities in this chapter.
4. Take the quiz at the end of the chapter of what you learned.
5. Supplemental resources and website links are provided in the Parent-Teacher Guide for additional reading and learning.

STUDENT AIDS

Terms & Concepts

- Agriculture
- Code of Hammurabi
- Ice Age
- Nomads
- Propaganda
- Reeds
- Shaduf
- Embalming
- Hunter-Gatherers
- Stereotypes
- Threshing
- Winnowing

Historical and Mythical Figures & Places

- Catal Huyuk
- Gordon Childe
- The Seven Wonders
- Jericho
- King Hammurabi
- Philo
- Sargon the Great

Area Map



Chronology of Key Historical Events

2,600,000 BCE	Earliest stone tools found.
12,000 BCE	Ice Age ended, and Middle Stone Age or Mesolithic era begins.
10,000-9000 BCE	New Stone Age and Neolithic period starts and the development of agriculture begins in the Middle East.
8000-7000 BCE	The city of Jericho is established.
6700-5600 BCE	The dawn of civilizations born and Neolithic settlement Catal Huyuk in modern-day Türkiye (Turkey) formed.
4000 BCE	Farming begins in Northern Europe.
3000 BCE	Stone Age ends and the Bronze Age begins with metal fashioned into tools and weapons.
2300 BCE	Emperor Sargon the Great rules in Mesopotamia.
1771 BCE	King Hammurabi of Babylon organizes laws for every possible crime or dispute.
353/352 BCE	King Mausolus of Caria dies and mausoleum tombs born.
280 BCE	The Lighthouse at Alexandria erected.
225 BCE	Philo writes travel guide book called On the Seven Wonders.

— Our Stone Age Ancestors —

Humans inhabited the earth long before advanced civilizations progressed. Evidence suggests that human use of fire goes as far back as 1.8 million years ago, and over 400,000 years ago, early humans used fire in hearths. Fire provided protection from animals, warmth, and the ability to cook food. So let's get cooking! Find the ingredients, cook an "authentic" recipe, and note how it came out.

List the ingredients available to early humans:

Then search for or create a recipe using some of these ingredients.

How did it turn out? Did it taste good or not so great? Bad? Was it easy to cook or hard? Did you have difficulty finding some ingredients? Did you substitute or change the recipe in any way?

— Prehistoric Cave —

Hunter-gatherers were nomadic and lived in small groups. Using natural resources such as caves and cliffs to provide shelter, hunter-gatherers began making huts and tents using bones and wood for support. Make a model of a prehistoric cave. Consider how the inside should look. What would be around the cave? What does the land look like outside of the cave? Is a body of water nearby, such as a river, lake, or ocean? Collect these materials and prepare your project work surface:

1. Cardboard
2. Colored Paper
3. Clay and/or mud
4. Dirt and/or sand
5. Grass, leaves, and/or twigs
6. Rocks or pebbles
7. Paint or brush
8. Water

9. Cotton balls
10. Figurines
11. Craft paints
12. Colored pencils
13. Markers
14. Glue or adhesive
15. Scissors

The instructions for this activity are in the Parent-Teacher Guide. Take a picture of the final product and paste it below.

Hunter-Gatherer Societies

Hunter-gatherers made tools out of stone, bone, antlers, ivory, sticks, and other items in their environment. Some oldest tools include sharpened stones and bones used to puncture, chop, cut, and scrape. Draw a picture of the tools used by hunter-gatherers.

How would you use these tools today?

The Ages of History

The food eaten by hunter-gatherers varied depending on where they lived. Their diet included meat from animals and fish and food plants, including vegetables from the roots, leaves, and stems, along with fruit, seeds, and nuts. Using the internet or field guides, research local native plants, fungi, and animals that are edible. Then, get outside, look in your yard or neighborhood park, and list the foods you would find if you were a hunter-gatherer.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Word Search

Circle the words from the list below. The words may be placed horizontally (forward or backward), vertically (up or down), or diagonally.

R O B A L F O N O I S I V I D J H T D D Y
 K I C R A F T S M A N Z Y D B A Y T J J C
 T N B O J J L J Y L T D T R M K X R Q L L
 P F B V L M Y W M M G Y L M Z X A O A X G
 L R G N R I T Y J D R Z U Q Q R H S Q N M
 T A E R G E H T N O G R A S C C S N K J G
 E S S B B J Q P T Z A P Y H I Z M J D X P
 X T W T W P J P R B J X I R I B G R A B T
 P R M C N D R L I R P T E N J N Y D B V P
 L U A O Z E D O Y N E J N R I V M K Y D R
 O C R N N G M M P C G O X M D I Q H W G J
 R T T Q P O B U T A V B L V N M C P V N L
 A U I U E K T U N A G A R I Q R B G Z L M
 T R S E T D R H T O B A S T A Y Z R L P N
 I E A S K E A I E M M T N R Y R Q M G Y R
 O Y N T N M O R E I R D E D Y W V Q B W Z
 N B S S L N V D T A S I L X A Y P R N Q B
 G R X M P Q J Q T D H T B N W L G X N Y N
 L X V D V N T I N P N M I X B L T Q Y L J
 Z L N X B W O P J B G J T C T M K J G Z R
 V G T N J N M N J L R X L Y V Q X T L L L

ADMINISTRATION
 INNOVATION
 CONQUESTS
 PHILO
 EXPLORATION

CLASS
 MONUMENTS
 EMBALMING
 TRADE
 INFRASTRUCTURE

DIVISION OF LABOR
 SARGON THE GREAT
 HIERARCHY
 ARTISANS
 MONOTHEISTIC

HAMMURABI
 ARCHITECTURE
 JERICHO
 CRAFTSMAN
 PROPAGANDA

— Complete the Sentence —

1. A _____ structure or hierarchy is one of the trademarks of civilization.
2. Hammurabi provided a well-managed _____ and generous infrastructure.
3. A butcher, a baker, and a candlestick maker represent a _____.
4. The _____ stated laws for crimes and disputes.
5. Without _____, civilization will not progress.
6. Ancient Civilizations built _____ to appease their gods.
7. _____ was a Mesopotamian ruler.
8. The _____ built strong homes for the people.
9. The Seven Wonders of the World included masterpieces of _____.
10. Romans emperors loved to brag about their war _____.
11. _____ is a step in the mummification process and is still used today.
12. More complex civilizations have a _____ with the most powerful people on top.
13. The city of _____ takes the prize for the oldest city wall.
14. A man named _____ wrote a book called On the Seven Wonders.
15. Ancient cities _____ their surplus food/supplies for items they do not produce.
16. An _____ was hired to make a hand-crafted tool for the farmer.
17. Further _____ underground may reveal more artifacts.
18. Roads are a lasting example of ancient _____.
19. Some cultures are _____ and worship only one god.
20. Romans used art as _____ to promote their point of view.

administration
architecture
artisan
class
Code of Hammurabi

conquests
craftsman
division of labor
embalming
exploration

hierarchy
infrastructure
innovation
Jerico
monotheistic

monuments
Philo
propaganda
Sargon the Great
trade



A series of 20 horizontal lines for writing, arranged in a central column.

Catal Huyuk

One of our best examples of a Neolithic settlement is Catal Huyuk in modern-day Turkey, which dates back to between 6,700 and 5,600 BCE at the dawn of civilization. Research and create a diorama inside a village home showcasing how the Catal Huyuk people lived. Include how they cooked, ate, worked, and played. You can also have where they prayed and buried their family members. A diorama is a three-dimensional tool used to enhance your learning experience. A diorama appeals to the senses and tells a story. It's a good idea to plan when creating the story, but there are no limits to your creativity! Collect these materials and prepare your project work surface:

1. Base: shoebox, tissue box, or similar box
2. Paint
3. Crayons, colored pencils, or markers
4. Construction paper
5. Blocks: plastic foam, cardboard, Legos, etc.
6. Figurines: Legos, dolls, miniatures, paper figures, etc.
7. String (if needed)
8. Glue stick, Elmer's glue, or adhesive
9. Tape
10. Filler material: cotton balls, batting, paper, etc.
11. Scissors
12. The Ancient Civilizations reading book (optional)
13. A computer for research
14. Printer (not necessary)

The instructions for this activity are in the Parent-Teacher Guide. Take a picture of the final product and paste it below.

Tinker Tools

You live in the Mesolithic period, and you make and sell stone farming tools. Business is really growing since the ice has melted. Each tool costs \$4.75 in materials. It takes two hours to make one tool, and you work eight hours each day. Show your work on each line below. See the Parent -Teacher Guide for instructions on breaking down a word problem into easy steps.

Q1. How many tools can you make in one eight-hour day?

hours per day ÷ # hours per tool = # tools a day

Q2. Your customer just ordered 80 tools. Using your answer to Q1, how many eight-hour days will it take you to complete this project?

tools ordered ÷ # tools a day = number of days to complete this project

Q3. Your tools have become even more popular, so you hire five helpers. Each helper can make one tool every 4 hours. How many tools can all of your helpers make in each eight-hour day?

(# hours per day ÷ # hours per tool = # tools a day per helper) x number of helpers = number of tools made by all of your helpers.

Hint: Remember to calculate within the parentheses first.

Q4. Using your answers above, how many tools in total can be made in each eight-hour day by you and all of your helpers?

tools you make + # tools your helpers make = total tools per day

The Seven Wonders of the World

We've learned about Philo's Seven Wonders of the Ancient World. Now, it's time to build them, or, at least, our best blocky version of them! Let's build this in Minecraft. Follow the Minecraft project instructions in the Parent-Teacher Guide.

Draw and color a picture of each Wonder below.

Chapter 1 Quiz

What are the three causes of civilization collapse? Give specific examples you read about.

1. _____

a. _____

b. _____

c. _____

d. _____

2. _____

a. _____

b. _____

c. _____

d. _____

3. _____

a. _____

b. _____

c. _____

d. _____