

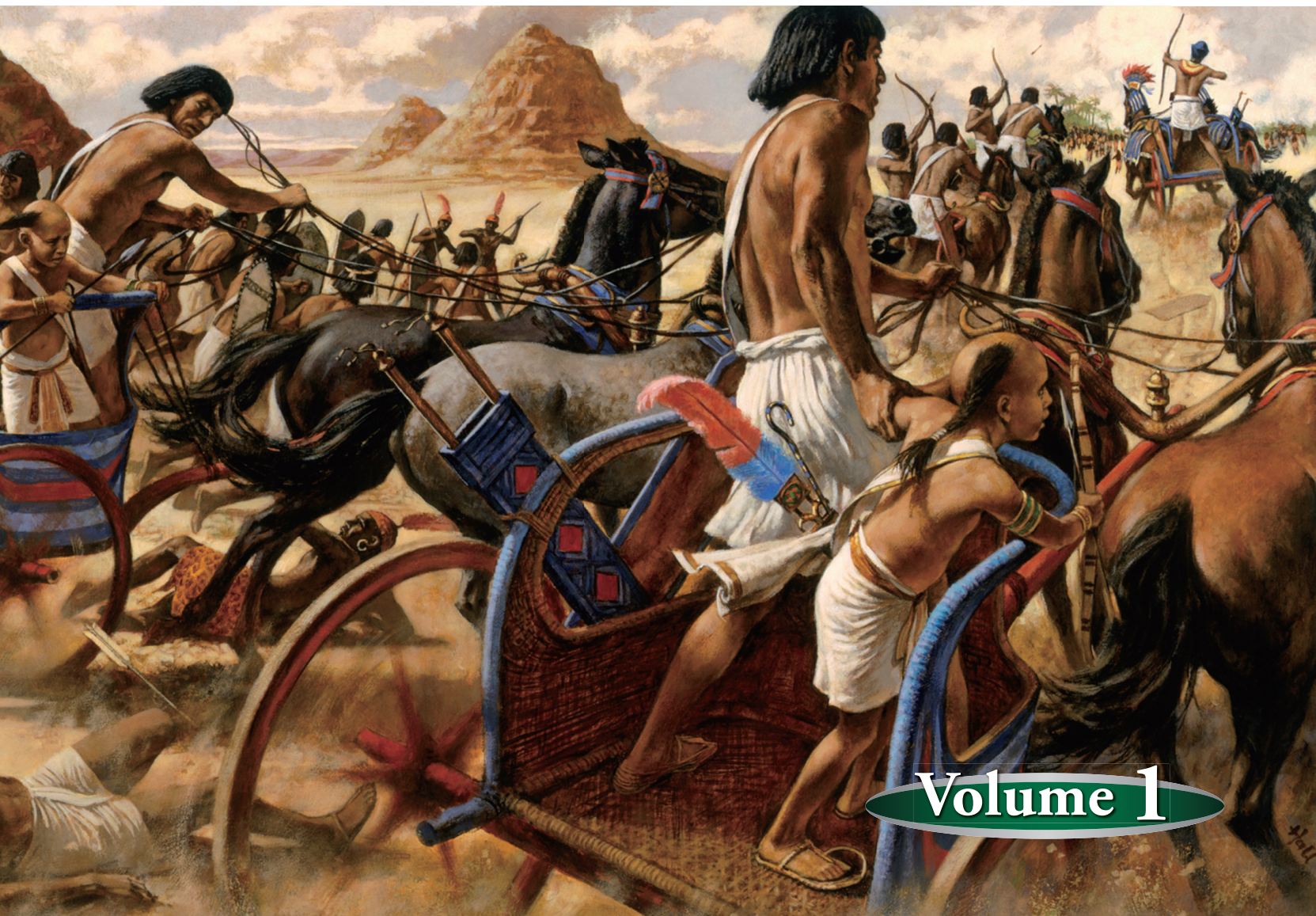


e future HANDS ON

HISTORY

ANCIENT CIVILIZATIONS

Stephen Pow & Han Chae



Volume 1

e future HANDS ON

HISTORY

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Authors' Note

Thank you for joining us on this adventure through world history. We intend to take you on a wild ride from the dawn of civilization to the modern age. The ride is sometimes frightening, as we see empires fall, tyrants rise, and brutal wars of conquest. Yet we also see, in the story of civilization, how humans create masterpieces of art, how their dreams of freedom become reality, and breathtaking achievements in the world of science and technology.

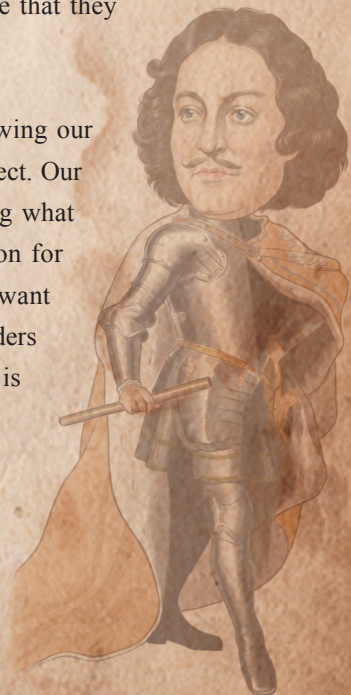
It is an unfortunate fact that sometimes history lectures can remove all the magic and wonder from the stories of the past. When we wrote *Hands on History*, we wanted history to be easily accessible and relevant to readers. We wanted them to see and feel how our history has shaped our present day. Moreover, we kept in mind that history consists of the stories of the past, and the explanation of history should really be the telling of stories. And, if a story is told well, who doesn't like to hear it?

With *Hands-on History*, we did our very best to avoid complications and generalizations. We show history flowing with each passing lesson closer to the present. We don't divide the series along geographical or thematic lines, instead we recognized and focused on where and when the world changed. We use simple language, and we explain not just which events are important, but also WHY they are important. Most of all, we remember that a good story needs good character development. We deal with the motivations and traits of historical figures, so that they come alive on the pages. Readers will get a sense that they actually know the people of the past.

We would like to express our gratitude to M. Mark Stolarik for reviewing our work, as well as to the many editors and illustrators involved in this project. Our goal is not that readers memorize every historical event. Understanding what went on is more important. We hope this series might kindle a passion for history in students. As well, for those who already enjoy history, we want to provide a basis so that it can be pondered even more. Hopefully readers use these books mostly for their own enjoyment. We are confident this is possible with *Hands on History*.

Stephen Pow & Han Chae

Authors



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Unit Breakdown

General overview

The textbook is divided into ten units. Each unit has two lessons. The first lesson gives the readers basic knowledge of a historical topic. The second lesson is a topic journal that will help the readers reflect and express opinions on the topic.

Make Connections

Each unit has a question that helps readers to form an opinion about a subject that is related to the unit's topic.

Unit 2 **Civilization on the Nile**

Lesson 1 The Egyptians
Lesson 2 The Pyramids of Giza

Key Vocabulary

Choose and write the word next to its definition.


ancient	destroy	draw	forces (n)	invade
lift	monument	refuse	rule (v)	tomb
1				to control; to have power over a country
2				a large building or statue
3				to ruin; to put an end to
4				to not accept something
5				to raise upward from the ground
6				to attack another country
7				a result when nobody wins or loses; a tie
8				a grave or building for holding a dead body
9				very old; aged
10				an army; a group of soldiers

Make Connections


Why is ancient Egypt so interesting to people today?

Exploring Events


Describe the pictures below and fill in the dates from the timeline.



BC




BC



BC

Timeline



Timeline

The timeline shows the period when the events in the unit took place. It also includes events of previous and subsequent units, helping the readers to better understand this unit's place in world history.

Key Vocabulary

Each unit introduces a new set of vocabulary terms. The newly introduced words will constantly appear in both later units and subsequent volumes of the *Hands on History* series.

Lesson 1

Each lesson passage is divided into three sections. The first section provides background material. It also informs readers about previous events which acted as a catalyst to the major events of that time. The second section introduces the major events or people of that time. This section provides an engaging storyline about events that profoundly influenced the course of world history. The third section shows the effects and consequences of those events. It also hints at what is to come in the next unit.

Unit Map

Each unit map provides vital information about where the described events took place as well as improves the reader's geographical knowledge.

LESSON 1
The Egyptians
Unit 2 Civilization on the Nile

The Kingdom on the Nile

While the Sumerians were busy building cities, another civilization began along the longest river in the world. The kingdom of Egypt started on the riverbanks of the Nile about 5,000 years ago. The farmland there was very fertile, and Egypt became the richest kingdom in ancient times.

The Egyptians were ruled by a king called a pharaoh. For about 1,500 years, the pharaohs ruled a large, peaceful kingdom. Egyptians invented letters called hieroglyphs. They also built large buildings called pyramids which were the tombs for dead kings and queens. In 1650 BC, Egypt was **invaded** by a group of people from Asia called the Hyksos. They came with horses and chariots and ruled Egypt for about 100 years.

Ramesses II

Around 1550 BC, the Egyptians **reused** the Hyksos' rule and drove them out. The time from 1550 BC to 1100 BC is known as the New Kingdom. It was when the kingdom of Egypt



was the strongest in the world. During this time, the Egyptians did not just stay by the riverbanks of the Nile. Egyptian armies conquered parts of Africa like Nubia and Libya. They also tried to conquer parts of the Fertile Crescent.

The strongest pharaoh of the New Kingdom was Ramesses II. He wanted to rule the Levant, but it belonged to the kingdom of the Hittites. The Hittites were a tough group of people from Asia. In 1274 BC, Ramesses took his forces to fight the Hittites. The Battle of Kadesh was the biggest battle in ancient times. Thousands of chariots were used by both the Egyptians and the Hittites, but the battle was a **draw**. Neither army won the war. Ramesses made peace with the Hittites and returned to Egypt.

LESSON 1 The Egyptians
Comprehension Check

The End of the Pharaohs

After the Battle of Kadesh, both the Hittites and Egyptians became weak. Many groups of people attacked the Hittite Kingdom and **destroyed** it. They also attacked and weakened Egypt. These groups of people came from the Mediterranean Sea, so the Egyptians called them the Sea Peoples. By 1200 BC, Egypt was ruled by pharaohs who came from different parts of Africa.

Because there were no longer strong kingdoms in the area, many new small kingdoms started in the Levant. One of them was called the kingdom of Israel, and its people started a religion called Judaism. The stories of the Israelites were written in books which later became part of the Bible. By the 600s BC, the Israelites and the Egyptians were both conquered by a powerful tribe called the Assyrians.

A Read and choose the answer.

- The Egyptians were rich because
 - a) they believed in many gods
 - b) the Nile River was good for farming
 - c) they lived in the desert
- What is **NOT** true about the kingdom of Egypt?
 - a) The king of Egypt was called the pharaoh.
 - b) The Nile was important to the kingdom of Egypt.
 - c) The Egyptians did not use chariots.
- Who was the strongest pharaoh of the New Kingdom?
 - a) King Tut
 - b) Sargon
 - c) Ramesses II
- What did Ramesses II do?
 - a) He made peace with the Hittites.
 - b) He conquered the Levant after debating the Hittites.
 - c) He lost Egypt to the Sea Peoples.

B Number the sentences from 1 to 5 to show the correct order of events.

- Ramesses II became the pharaoh.
- The Hyksos conquered Egypt.
- The Assyrians conquered Egypt.
- Egypt fought the Battle of Kadesh against the Hittites.
- The kingdom of Egypt started on the Nile.

C Read the sentence and write true (T) or false (F).

- The years from 1500 BC to 1200 BC in Egypt are called the Old Kingdom.
- The pharaoh was the most powerful man in Egypt.
- The Hittites lost the Battle of Kadesh.
- Some Egyptian pharaohs were from other parts of Africa.
- The Egyptians were the first to use chariots.

Facts to Remember

Complete the graphic organizer by filling in the blanks.

The Kingdom of Egypt

- It started on the riverbanks of the _____ 5,000 years ago.
- The king of Egypt was called a _____.
- The Egyptians built many _____. They were the tombs for dead kings and queens.

Kingdom (1550 BC – 1100 BC)

- Egypt was the _____ country during this time.
- Egyptian armies conquered parts of _____ like Nubia and Libya.
- Ramesses II and his armies fought the Battle of Kadesh against the _____ for the land of the Levant.

Comprehension Check

The comprehension check provides the reader with activities to review the unit topic. This section moves from simple comprehension questions to organizing statements in order to show the correct sequence of events covered in the lesson.

Facts to Remember

The first lesson ends with a graphic organizer in which readers must organize their newly acquired knowledge into different types of charts.

Lesson 2

The second lesson is presented as a student's journal which is designed to help the readers personally connect with the previous lesson. It also provides additional vital information which will expand the reader's understanding of the unit.

LESSON 2 The Pyramids of Giza

Give me a fish, and I have the day's food. Teach me how to fish and I will have everyday's food. *Egyptian Proverb*

Fill in the blanks with the correct words as you read.

tombs monuments ancient ruled lift

Today in class, we learned about _____ Egypt. Our teacher told us that kings called pharaohs _____ Egypt, and they were very powerful. The Egyptians even believed the pharaohs were gods. The pharaohs built great _____ such as temples and statues for their gods. However, the most amazing structures they built were giant pyramids.

It was hard to enter pyramids because they were the _____ for the pharaohs. Tombs were very important for the Egyptians because they believed that there was life after death. Instead of burying the dead, they turned them into mummies. It was important for the mummies to stay in a tomb where they could be comfortable during their afterlife. The Egyptians wanted people to stay out of the pyramids, so the doors were well-hidden and many potholes were made to stop strangers from coming in. Sadly, robbers got into some of the pyramids and took most of the gold and treasure away.

My teacher told us that the oldest and largest pyramid is called the Great Pyramid of Giza. It was built more than 4,000 years ago with large blocks of stone. What is amazing about the pyramid is that each of the stones weighs between two and four tons, and the pyramid is about 150 meters tall. It is hard to imagine how the ancient Egyptians could _____ and move these rocks. Even today, scientists don't know for sure how the Egyptians built the pyramids.

LESSON 2 The Pyramids of Giza

Comprehension Check

Context Clue

What do the three words in bold in the passage refer to?

- they → _____
- them → _____
- it → _____

Critical Thinking

A Think about the following questions and write the answers.

- Who were the pharaohs? What was their job in ancient Egypt?
- Why did the Egyptians make the dead into mummies?
- Why did the Egyptians build the pyramids?
- How do you think the Egyptians built the pyramids?

B Share your answers with the class.

Journal Writing

Write a paragraph in your journal about one of the topics below.

- What did you learn about ancient Egypt?
- Why is ancient Egypt so interesting to people today?

24 Ancient Civilizations

Comprehension Check

The comprehension check for the second lesson focuses on developing the reader's composition skills and critical thinking.

Vocabulary Review

Vocabulary Review provides exciting activities to help readers retain the unit vocabulary, and it also provides an activity to reinforce the previous units' vocabulary.

Unit 1: The First Civilization

Vocabulary Review

Complete the graphic organizer by filling in the blanks.

Across

- The _____ moon looks like an eyebrow.
- Let's go ice skating on the frozen _____.
- There lived a princess in a faraway _____.
- Many trees and plants died during the _____.
- I fished from the _____.
- I live in a safe and peaceful _____.

Down

- The first _____ began in Mesopotamia.
- The king wanted to _____ the world.
- They need a large _____ of food and water.
- The farmer is lucky to have _____ land.

canal
civilization
community
conquer
crescent
drought
fertile
kingdom
riverbank
supply

15

Unit 2: Civilization on the Nile

Vocabulary Review

A Fill in the blank with the correct word.

- Pyramids in Egypt are the _____ of pharaohs.
- This bag is heavy. Can you help me _____ it?
- _____ Egyptians mummified some of their dead.
- The _____ was built to remember heroic soldiers.
- A hurricane can _____ the city.
- Nobody won the game. It was a _____.
- The new king will _____ the country with kindness.
- Ramses II took his _____ and attacked the Hittites.
- They _____ my offer to help. They were so proud.
- Do you think aliens will _____ Earth?

ancient
rule
invade
tombs
refused
forces
draw
destroy
monument
lift

B Write true (T) or false (F).

- The canal is a special roof for cars.
- People can go fishing on the riverbank.
- Plants grow very well during a drought.
- There are princesses and princes in a kingdom.
- You need people to have a community.
- The full moon is a crescent shape.
- Rivers can provide a large supply of water.
- Farmers are happy to have fertile farmland.
- There were hundreds of civilizations in 3000 BC.
- The Egyptians didn't want to conquer other nations.

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Professor's Review

The *Hands on History* series is a very good, chronological, summary of the rise of civilizations, whether in the Middle East, Europe, India or Asia. The first volume covers the earliest civilizations of the Sumerians, Egyptians, Assyrians, Babylonians, Persians, Greeks, Indians and Chinese and ends with the Punic Wars between Carthage and Rome (approximately the 3,000 years before Christ). Volume two covers the Roman Empire, the rise of Christianity, the barbarian invasions of Europe, and the rise of Islam. It continues with the development of feudalism in Europe, with the European Crusades against Islam, with the Mongol conquests, including a section on Korea, and then returns to Joan of Arc and the Hundred Years War in Europe (approximately 1,300 years after Christ). Volume three details the rise of the Ottoman Empire in the fifteenth century, the European Renaissance, the European discovery of North America, the division of European Christianity with the Reformation of the 17th century, the rise of Spain based upon wealth obtained from the New World, the challenge of England to Spanish hegemony, the rise of Russia, and feudalism in Japan. It ends with the European Scientific Revolution of the 16th and 17th centuries. Volume four continues the story with the theory of the “divine right” of Kings and illustrates it with Louis XVI of France. It then deals with the American Revolution, the French Revolution, Napoleon Bonaparte, American slavery, the war against the North American natives, the British Empire in India, the European colonization of Africa, the “opening up of Japan” by the United States and, the rise and decline of China in the 19th century.

The *Hands on History* series contains very useful texts for students of English who are learning world history for the first time. In forty concise units of the series, the authors tell the story of human beings from the very first civilization to the early 19th century while taking the readers on a lively and exciting journey across the centuries. The passages are written in clear, understandable English and are very well illustrated with colorful pictures and maps to help the student comprehend and remember certain events.

M. Mark Stolarik
Full Professor, Department of History
University of Ottawa



The First Civilization

Lesson 1 The Sumerians CD Track 1

Lesson 2 The Cradle of Civilization CD Track 2



Make Connections

If you were the king or queen of a group of people, where would you start your kingdom?

Timeline

3000 BC
Dozens of Sumerian city-states are formed.



3000 BC

2500 BC

2000 BC

3100 BC
The Egyptian Kingdom begins.



2700 BC
The Sumerians invent writing.



2250 BC
The Semites conquer the Sumerian city-states.



Key Vocabulary

Choose and write the word next to its definition.

canal civilization community conquer crescent
drought fertile kingdom riverbank supply

- 1 to take control of a place by force
- 2 an amount available for use
- 3 a curved shape; the shape of the moon during its first and last quarters
- 4 the land beside a river
- 5 a country that is ruled by a king or queen
- 6 condition of soil that helps plants grow well
- 7 a time of no rain
- 8 a man-made waterway
- 9 a group of people living in one area
- 10 a community that has art, writing and cities

Exploring Events

Describe the pictures below and fill in the dates from the timeline.



BC



BC



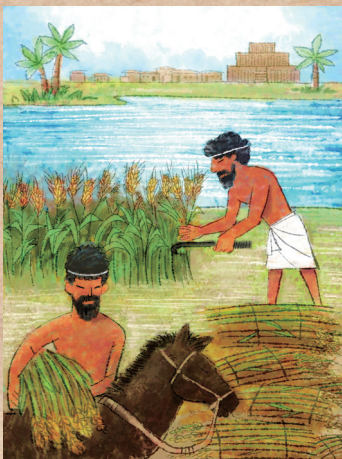
BC

LESSON 1

The Sumerians



The Tigris and Euphrates rivers were a valuable supply of water in Mesopotamia.



Farming communities started near the wet riverbanks.



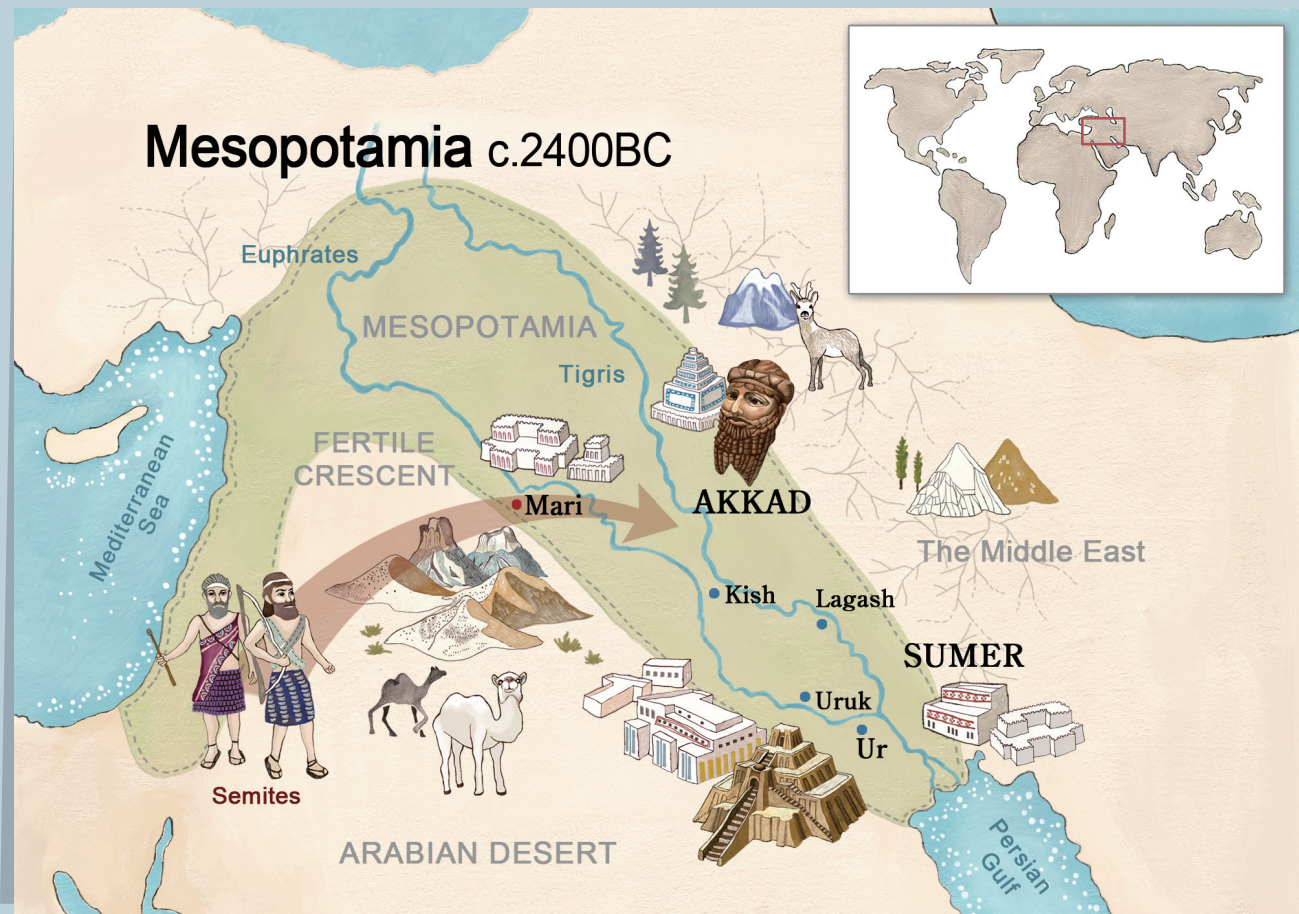
Sumerians used clay tablets for writing.

Two Rivers

The first **civilization** started in Mesopotamia. It was a dry place, covered by deserts, but it had two very long rivers: the Tigris and Euphrates. For thousands of years, many groups of people lived along the two rivers. The rivers were very important because they gave water to **communities**. People started to farm near the wet **riverbanks** and make villages. By 3000 BC, villages in Mesopotamia had grown into big cities that had impressive buildings. The people who lived in those big cities were called Sumerians.

The Inventive Sumerians

The Sumerians were very inventive. They invented the wheel, the sailboat and even schools. They also made **canals** to bring water to their land so that they could grow more food. Their greatest invention was writing. By 2700 BC, they had made letters, known as **cuneiform**. They wrote on blocks of wet clay and let them dry.



Writing was first used by the Sumerians to record their food **supplies**. Later they wrote wonderful stories about their gods and kings. Their most famous story, about a king named Gilgamesh, is still popular today. The Sumerian inventions were so useful that they were copied by other groups of people.

The Sumerians lived in city-states. A city-state is a small country with one city in it. It had its own king and religion. The Sumerian city-states fought each other. They fought over land and water, and eventually they became weak.



LESSON 1 The Sumerians



Sargon conquered the city-states of Sumer and started the Kingdom of Akkad.



The *Epic of Gilgamesh* was a Sumerian story of a king who tried to find a way to live forever.



The Sumerians invented the wheel. Other groups of people copied it slowly.

Sargon the King of Akkad

The Semites were a group of people from the south of Mesopotamia. They attacked the Sumerians and conquered the Sumerian city-states in about 2250 BC. The man who first conquered all of Mesopotamia was a Semite named Sargon. He started out as the servant of a king, but he later became king of a small city. Then he conquered other places, and soon his **kingdom** had all the Sumerian city-states.

Sargon's kingdom was more powerful than any before it. He built roads through Mesopotamia, and his people copied Sumerian writing. However, his kingdom ended soon after it started. Food crops stopped growing, and many people starved or left the cities to look for water. **Drought** ended the Kingdom of Akkad and the Sumerian civilization. However, on the Nile River, the Egyptian civilization continued to grow.

**Comprehension Check****A Read and choose the answer.**

1. Which one is NOT a Sumerian invention?

- a) the wheel b) paper c) writing

2. Writing was first invented so that the Sumerians could _____.

- a) send letters to each other
b) write stories about kings and gods
c) record their food supplies

3. The Sumerian city-states were weak because _____.

- a) they had no kings
b) they fought each other
c) they were not able to write

4. What did Sargon do?

- a) He invented cuneiform writing.
b) He conquered all of Mesopotamia.
c) He built the first city-state.

B Number the sentences from 1 to 5 to show the correct order of events.

- The Sumerians built the first big cities.
- The Sumerians invented cuneiform writing.
- Sargon conquered Mesopotamia.
- People started to farm near the riverbanks of the Tigris and Euphrates.
- Drought ended the Kingdom of Akkad.

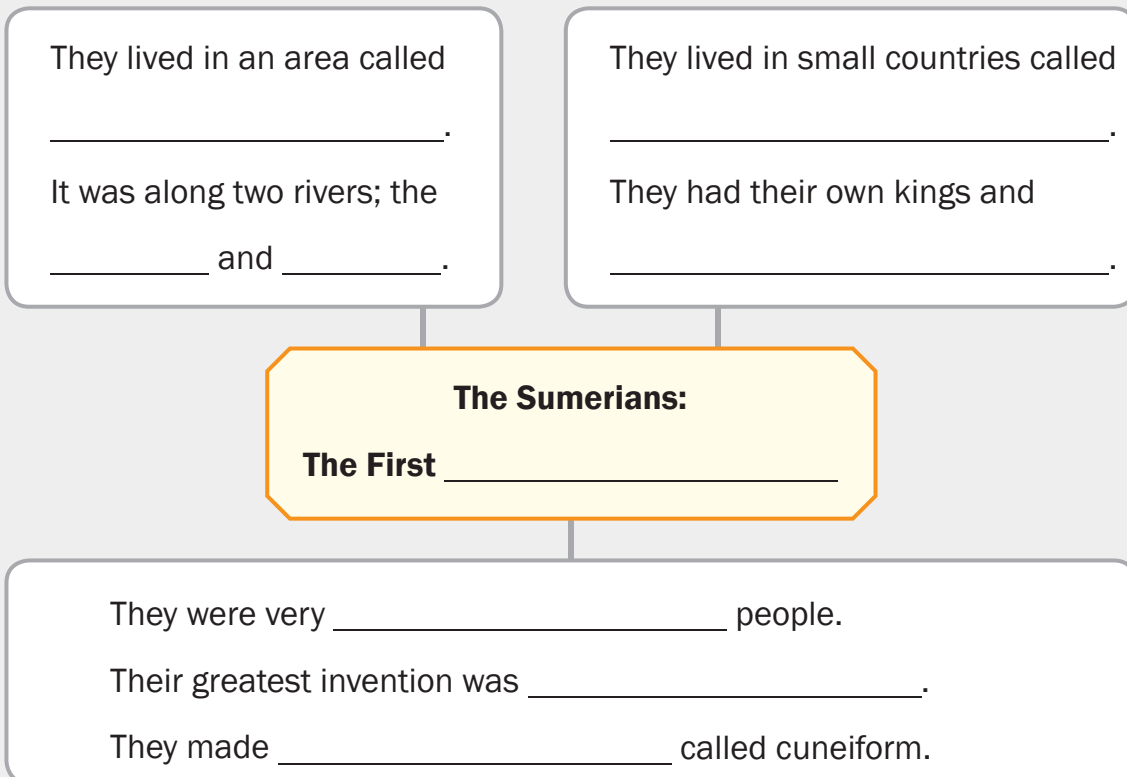


C Read the sentence and write true (T) or false (F).

- Drought ended the Sumerian civilization and the kingdom of Akkad.
- The Semites invented writing.
- The Semites conquered the Sumerians in 3000 BC.
- The king who conquered all of Mesopotamia was named Sargon.
- The Sumerians lived on the land along the Tigris and Euphrates.

Facts to Remember

Complete the graphic organizer by filling in the blanks.



LESSON 2 The Cradle of Civilization



"If you lie and then tell the truth, the truth will be considered a lie."

- Sumerian Proverb

Fill in the blanks with the correct words as you read.

civilization crescent fertile riverbanks supply

Today, in history class, we looked at a map and tried to guess why the first civilization started along the _____ of Mesopotamia. From the map, I saw that Mesopotamia was in southwest Asia. My teacher told me that Mesopotamia meant "Between the Rivers." He highlighted the area of Mesopotamia and Egypt with a pen and asked me, "What shape is it?" I told him it looked like a _____ moon. **He** told me that the area he highlighted was called the "Fertile Crescent." Because of the water from the rivers, people living there had _____ farmland.

It makes sense why the Sumerians started living there. **It** was a perfect place to grow food with a large _____ of water. **They** started living in villages near the riverbanks. The villages got bigger and became cities. Cities in Mesopotamia became large and successful. Each city had its own king and type of government with many laws. These cities weren't just ordinary cities. They were city-states. They all wanted to have more farmland along the rivers. No wonder they had so many wars against each other.

It was interesting to find out different things about the Sumerians who lived 5,000 years ago. One thing I learned is that rivers are important to us. My family comes from China, and my uncle still lives there. He is a farmer, and he always talks about the nearby river. All farmers in his town use its water, and they feel very lucky to have it. I can see how important the two rivers of Mesopotamia were. Because of them, the first _____ was able to begin.



Comprehension Check

Context Clue

What do the three words in bold in the passage refer to?

1. He → _____
2. It → _____
3. They → _____

Critical Thinking

A Think about the following questions and write the answers.

1. Why were rivers important to early civilization?

2. Why did city-states fight each other?

3. Why did the Sumerians invent so many things?

4. What are the good and bad things about living near a riverbank?

B Share your answers with the class.

Journal Writing

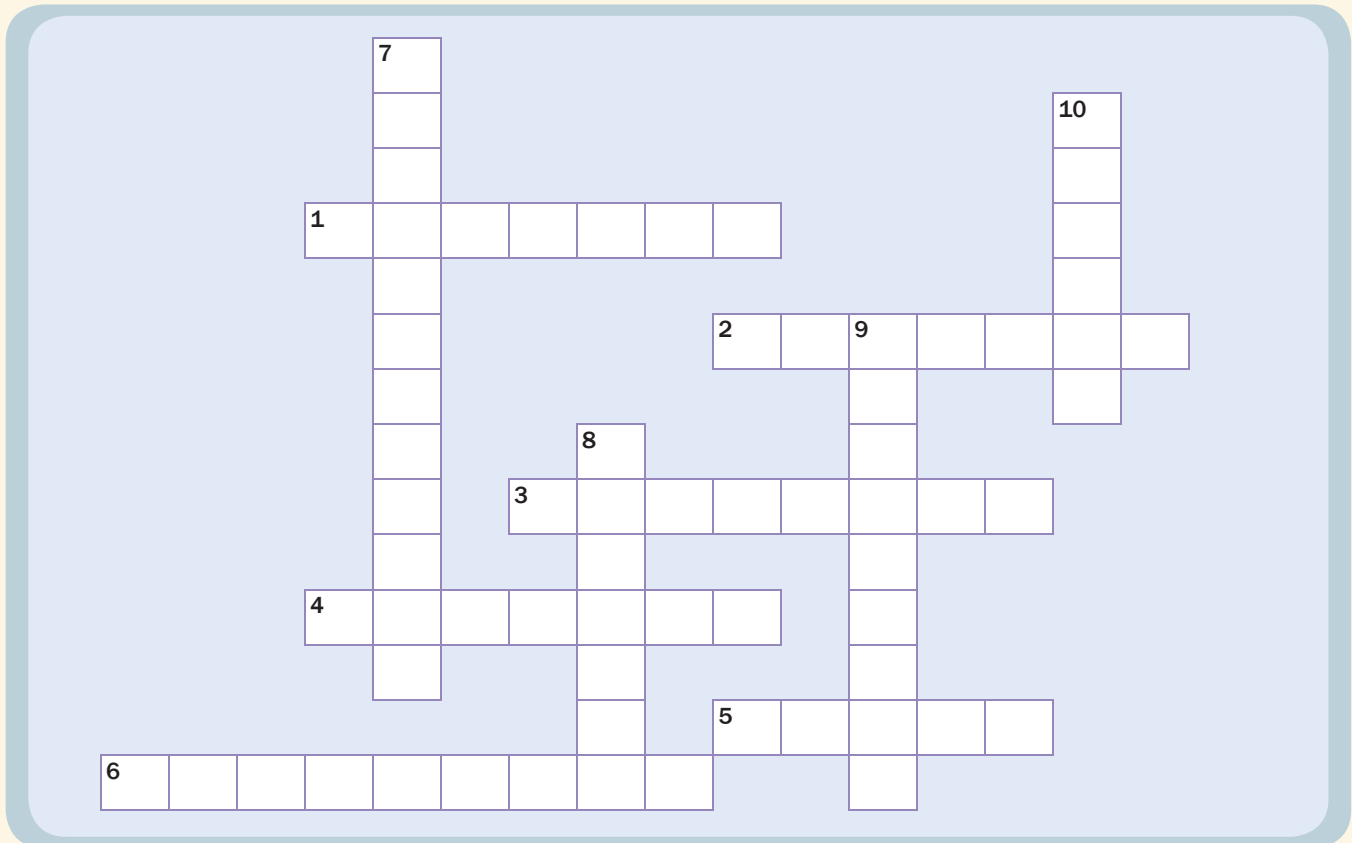
Write a paragraph in your journal about one of the topics below.

1. What did you learn about the Sumerian civilization?
2. If you were the king or queen of a group of people, where would you start your kingdom?



Vocabulary Review

Complete the graphic organizer by filling in the blanks.



- Across**
- 1 There lived a princess in a faraway _____.
 - 2 The farmer is lucky to have _____ land.
 - 3 The _____ moon looks like an eyebrow.
 - 4 The king wanted to _____ the world.
 - 5 Let's go ice skating on the frozen _____.
 - 6 I live in a safe and peaceful _____.

- Down**
- 7 The first _____ began in Mesopotamia.
 - 8 Many trees and plants died during the _____.
 - 9 They fished from the _____.
 - 10 They need a large _____ of food and water.

canal
civilization
community
conquer
crescent
drought
fertile
kingdom
riverbank
supply

