

Student Name:

Class:

Test Date:

*Mesopotamia: The Neolithic Revolution &
the Birth of Civilization*

Textbook:

- Chapter 3: From Hunters and Gatherers to Farmers
Chapter 4: The Rise of Sumerian City-States
Chapter 5: Was Ancient Sumer a Civilization?

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For each vocabulary term below, please write a short definition and draw a simple visual. The number in parentheses () indicates the chapter you can find each word.

Word: Stone Age (3)	Word: Paleolithic Age (3)	Word: Neolithic Age (3)
Word: domesticate (3)	Word: agriculture (3)	Word: trade (3)
Word: ore (3)	Word: Mesopotamia (4)	Word: Sumer (4)

For each vocabulary term below, please write a short definition and draw a simple visual. The number in parentheses () indicates the chapter you can find each word.

Word: city-state (4)	Word: irrigation system (4)	Word: levee (4)
Word: culture (5)	Word: civilization (5)	Word: social structure (5)
Word: status (5)	Word: chariot (5)	Word: scribe (5)

For each vocabulary term below, please write a short definition and draw a simple visual. The number in parentheses () indicates the chapter you can find each word.

Word: ziggurat (5)	Word: lyre (5)	
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Name: _____
Period: _____

Steps to Civilization

1. Making Permanent Shelters (3.4)

Why were they made?

How did this change people's lives?

2. Establishing Communities (3.5)

Why were they formed?

Why were they important?

3. Developing New Jobs (3.6)

Why was it possible to focus on one job?

Why was this important?

4. Trade (3.7)

What is trade?

Why did people start trading?

Why was trade important?

Lesson 2***Student Handout 2.1*****Was Farming a Good Idea?**

About 10,000 years ago, farming, an apparently minor blip on the vast time-line of history, put humans on the road to the complex societies that dominate contemporary life.

Most history books present the coming of farming as perhaps the single most positive event in human history. After all, are not we better off today than hunter-gatherers were, thanks to our clever agrarian ancestors? We do not have to hunt woolly mammoths for meat, forage for roots, chew hides to soften them for clothing, or build our houses from hides, bone, and sinew. Our diets are rich in quantity and variety. Many of us have an abundance of material goods and, in many places, life expectancies have soared. Surely, our lives today are a great improvement over the lives of hunter-gatherers

As farming provided humans with much greater quantities of food than hunting and gathering could, populations grew. Storage of surpluses made it unnecessary for every woman and man to farm for themselves and their family. Job specialization became possible, with different people specializing in different tasks. Increases in population resulted in increases in social and technical complexity, which in turn led to the first cities, central governments, writing systems, law codes, and monumental buildings. Humans were on their way to the moon!

As for hunter-gatherers, clearly they had been outclassed. Or had they? In trying to understand what hunting and gathering was like, anthropologists today study the few societies of that type that remain in various parts of the world. What they have found is that hunter-gatherers are not necessarily worse off than farmers. In fact, many of them have plenty of leisure time, get a good night's sleep, and do not work nearly as hard as people in farming societies, or, for that matter, in big American corporations. For example, in the United States today a full-time work week is from 35 to 40 hours. In many high-powered professions, work weeks are considerably longer.

For hunter-gatherers, however, 12 to 15 hours a week was likely enough on average to supply their food needs. In addition, their diets were considerably more varied and healthier than the diets of settled peoples, who generally relied on high carbohydrate diets of rice, wheat, or potatoes. Hunter-gatherers had a wide array of plants and animals to choose from, so when one species was not available, often many others were.

For farmers, who increasingly relied on a single crop, an attack by locusts or a drastic change in weather could result in famine. Also, while hunter-gatherers moved seasonally from camp to camp following animal herds and leaving their trash and germs behind, farmers remained in one place. Not only did they accumulate garbage, but they also shared housing and diseases with their domesticated animals. A densely populated agrarian community provided the perfect site for a new phenomenon, the disease epidemic.

In addition to the potential for illness and bad health, farming also set in motion forces that have resulted in the development of class divisions and gender inequality. Hunter-gatherers had little opportunity to accumulate possessions. They carried only what was necessary for their immediate needs. Settled peoples, however, could begin to accumulate possessions, and with possessions came the potential for class divisions. Suddenly there were the “haves” and the “have-nots,” with the “haves” generally believing themselves entitled to order the “have-nots” around.

As for social relations between men and women, hunter-gatherer women had only a few pregnancies, and children were spaced out by about four years. That was because at four years-old a child could walk on its own as the band moved from place to place. In farming communities where women stayed put, pregnancies usually came closer together so that family size increased. Recovering from a greater number of pregnancies and caring for the needs of a larger family, women became tied to the home in ways that hunter-gatherer women were not.

There is no question that the development of settled agrarian societies set us humans on a path that has brought us to the highly advanced and technologically sophisticated way of life we enjoy today. Yet, as we look back in history to the time when the hunter-gatherer way of life was common all around the globe, we may feel a bit wistful about a lost way of life.

Was Farming a Good Idea? Notes

Based on the reading, list and explain 3 positive effects that farming had on humanity.

1. _____

2. _____

3. _____

Based on the reading, list and explain 3 negative effects that farming had on humanity.

1. _____

2. _____

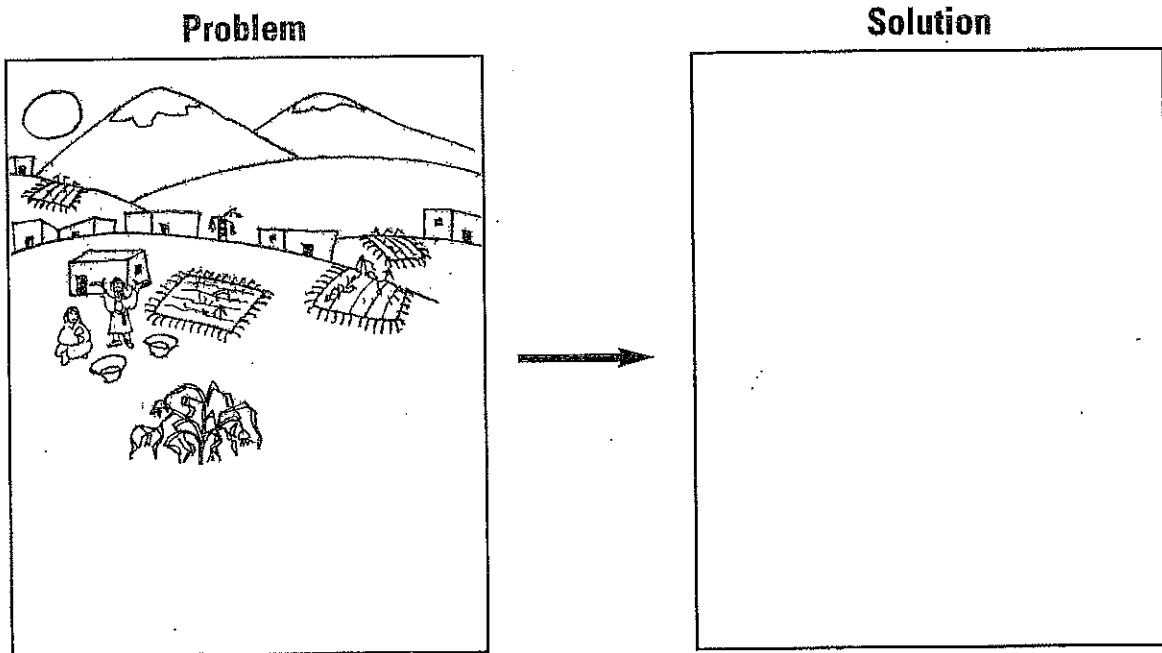
3. _____



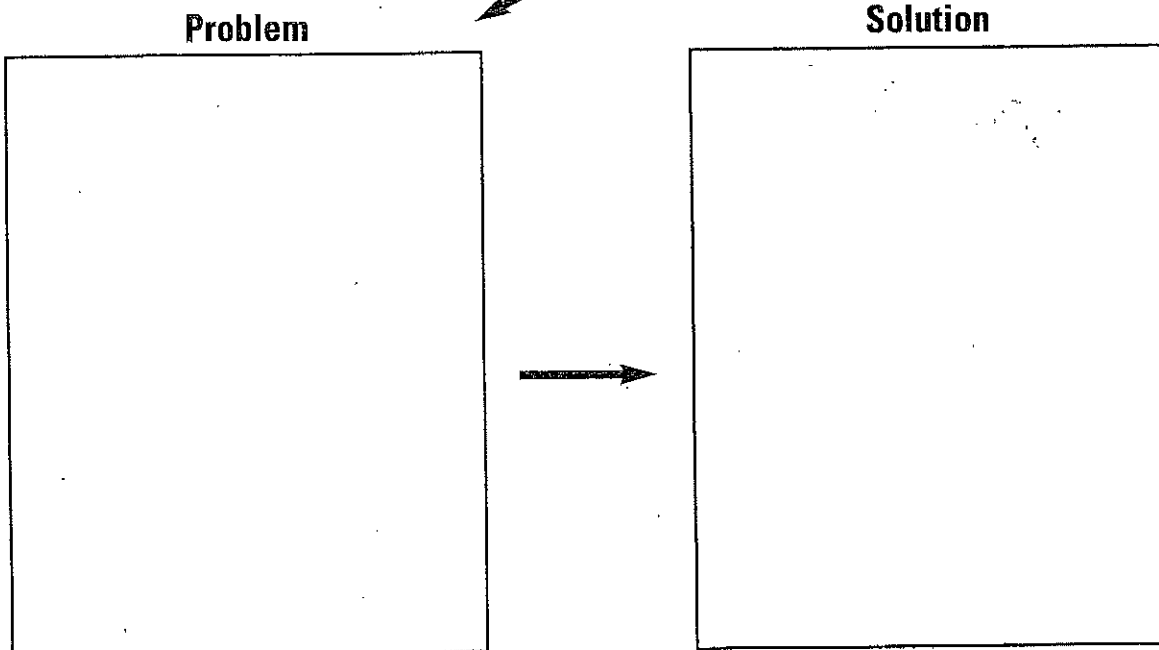
READING NOTES 4

After reading each section in your book, fill in the "Problem" and "Solution" boxes in the flowchart. In each box, create a simple drawing to illustrate the problem or solution (two drawings are done for you). Also write a one- or two-sentence summary of the problem or solution in the box.

4.3 Food Shortages in the Hills



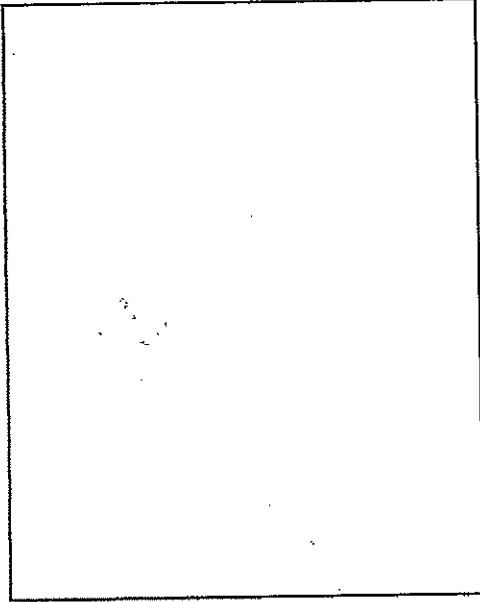
4.4 Uncontrolled Water Supply in the River Valley



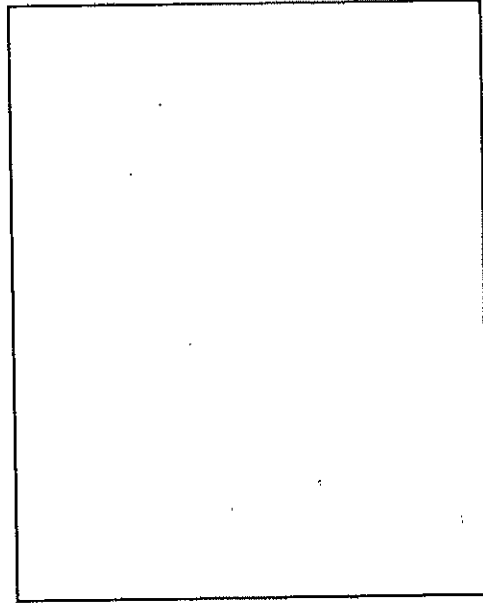


1.5 Difficulties in Building and Maintaining a Complex Irrigation System

Problem

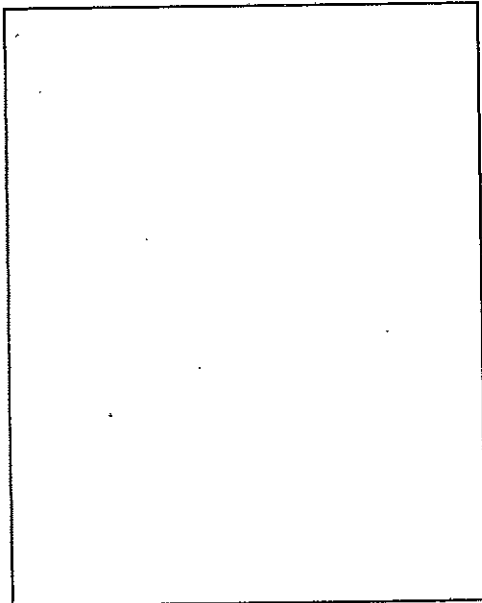


Solution

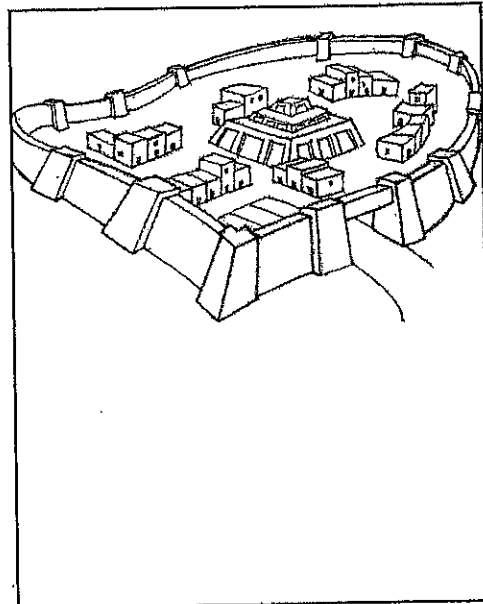


4.6 Attacks by Neighboring Communities

Problem



Solution



After reading one section of Chapter 5 in *History Alive! The Ancient World* and analyzing all the artifacts from ancient Sumer, follow these steps:

1. Find the oval in the diagrams on this and the following three pages that corresponds to the section you read.
2. In the space around that oval, make a simple drawing of each artifact you analyzed that you think is an example of that characteristic of civilization.
3. Next to each drawing, complete this sentence: *(Name of artifact) relates to this characteristic of civilization because...*
4. Complete the spoke diagram by connecting each drawing to the oval with a line.

