

# SECTION 3

Ancient Mesopotamian carving of a carpenter at work



## WITNESS HISTORY AUDIO

### The Daily Grind Begins

The development of the first civilizations brought about a major change in daily life. Instead of everyone working on a few major tasks necessary for day-to-day survival, such as farming and hunting, people in early civilizations developed and perfected many new trades. A carpenter like the one shown at left might spend his day shaping wooden furniture, while his wife might weave fabrics and sell them in a local market.

**Focus Question** How did the world's first civilizations arise and develop?

## Beginnings of Civilization

### Objectives

- Analyze the conditions under which the first cities and civilizations arose.
- Outline the basic features that define civilization.
- Understand the ways in which civilizations have changed over time.

### Terms, People, and Places

surplus	pictograph
traditional economy	scribe
civilization	cultural diffusion
steppe	city-state
polytheistic	empire
artisan	

### Note Taking

**Reading Skill: Summarize** As you read, create a chart showing the different phases of the development of civilizations. Summarize each phase using details from the text.

The Development of Civilizations		
Rise of Cities and Civilizations	Features of Civilizations	Changes Over Time
•	•	•

The establishment of villages such as Çatalhüyük and Jericho symbolized a huge step in human development. Societies were becoming more organized, and people's technological innovations were becoming increasingly complex. Soon would follow a momentous change in human existence—the development of civilizations.

### First Cities and Civilizations Arise

The earliest civilizations to develop were all situated near major rivers. These rivers provided a regular water supply and a means of transportation. The animals that flocked to the rivers to drink were a source of food. Perhaps most important, conditions in the river valleys favored farming. Floodwaters spread silt—tiny bits of rock and dirt from the river bottom—across the valleys, renewing the soil and keeping it fertile.

In such rich conditions, farmers were able to produce **surpluses** of food, or more than was necessary. These surpluses allowed them to feed growing populations and to store food for the future. Thus they were able to produce enough food to support increasingly large populations. As populations expanded, some villages swelled into the world's first cities. In these cities, some of the people were able to work at jobs other than farming. This was a radical departure from the traditional economies of the Stone Age. A **traditional economy** relies on habit, custom, or ritual and tends not to change over time. As you will read, in cities, many aspects of life were dramatically different than they had been before.

# 3

SECTION

## Step-by-Step Instruction

### Objectives

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

- Analyze the conditions under which the first cities and civilizations arose.
- Outline the basic features that define civilization.
- Understand the ways in which civilizations have changed over time.

## Prepare to Read

### Build Background Knowledge L3

Ask students to recall what they read about life in the world's first villages. Have them predict the political entity that people would develop next.

### Set a Purpose L3

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

**Witness History Audio CD, The Daily Grind Begins**

Ask **What job is depicted in the carving? (a carpenter) Why is this an important job in a growing and developing city? (A growing city would need people to construct houses and other buildings.)**

- **Focus** Point out the Section Focus Question and write it on the board. Tell students to refer to this question as they read. (*Answer appears with Section 3 Assessment answers.*)
- **Preview** Have students preview the Section Objectives and the list of Terms, People, and Places.
- **Note Taking** Have students read this section using the Structured Read Aloud strategy (TE, p. T21). As they read, have students fill in the chart showing the different phases of the development of civilizations.

**Reading and Note Taking Study Guide, p. 13**

## Vocabulary Builder

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

**Teaching Resources, Unit 1, p. 5; Teaching Resources, Skills Handbook, p. 3**

### High-Use Words

**complex, p. 19**

### Definitions and Sample Sentences

*adj.* made up of many interrelated parts  
A 2,000-piece jigsaw puzzle is much more **complex** than a 50-piece puzzle.

**significant, p. 23**

*adj.* relatively large in amount  
Having to read three chapters by tomorrow is a **significant** amount of homework.

## Teach

### First Cities and Civilizations Arise

L3

#### Instruct

##### ■ Introduce: Vocabulary Builder

Have students read the Vocabulary Builder term and definition. Explain that the development of cities was a key step in the rise of **complex** civilizations.

- **Teach** Discuss the role of the physical environment in the rise of civilization. Ask **Near what type of physical feature did several of the world's first civilizations arise? (rivers)** Why is it important for people to live near a source of water? (to have access to drinking water as well as water that can be used for agriculture) How do you think civilizations that developed away from rivers accommodated this need? (Some civilizations could have developed near lakes or in climates where rain is plentiful. Others could have invented ways to channel water to where they lived or farmed.)

- **Quick Activity** Have students access Web Code nap-0131 to take the Geography Interactive Audio Guided Tour and then answer the map skills questions in the text.

#### River Valley Civilizations

Geography Interactive  
For: Audio guided tour  
Web Code: nap-0131



**Map Skills** The world's earliest civilizations arose in fertile river valleys in Africa and Asia.

1. **Locate** (a) Sumer (b) Mohenjo-Daro (c) Chang River (d) Giza

2. **Region** Locate the Indus civilization. What types of natural features surround the region? Name one feature of each type.

3. **Make Comparisons** How did the four River Valley Civilizations compare to one another in size? In time frame? How might you explain Sumer's small size based on the comparison of time frames?

#### Answers

##### Map Skills

- Review locations with students.
- mountains—Hindu Kush, Vindhya Mountains; plains—Northern Plain; deserts—Thar Desert; bodies of water—Indus River, Arabian Sea
- Sample: Shang China was the largest while Sumer was the smallest. Sumer was the oldest and lasted the longest. Because Sumer was the earliest River Valley Civilization, it would make sense that it was also the smallest.

#### Connect to Our World

**Connections to Today** Cities still exist today in each of the ancient river valleys and the ancient civilizations that were established in these valleys continue to influence life across many centuries. The lands of ancient Sumer lie in the present-day country of Iraq. The country's capital, Baghdad, is located on the banks of the Tigris River north of ancient Sumer. Egypt and its capital city Cairo, located on the Nile River,

remain important cultural centers in the Middle East. The ancient Indus Valley civilization lies in present-day Pakistan, where the cities of Lahore and Hyderabad are located. China's Shandong and Henan provinces are the site of the early Shang civilization. Both are highly populated, Shandong being China's third most populated province and Henan being the second.

**River Valley Civilizations** The rise of cities was the main feature of civilization. A **civilization** is a complex, highly organized social order. The world's first civilizations arose independently in a number of river valleys. These River Valley Civilizations include Sumer, between the Tigris and Euphrates rivers in the Middle East; Egypt, along the Nile River; the Indus civilization, along the Indus River in India; and the Shang civilization, along the Huang (hwahng) River, or Yellow River, in China. You will read in depth about each of these River Valley Civilizations in later chapters.

**First Civilizations in the Americas** Unlike the first civilizations in Asia and Africa, the first civilizations in the Americas arose away from river valleys. Major civilizations emerged in the highlands of Peru, Mexico, and Central America, where people learned to farm on the sides of mountains or to fill in swamps with land for farming. You will read about the achievements of civilizations such as the Inca, the Olmec, and the Maya in a later chapter.

**Life Away From Cities** Away from the first cities, many people continued to hunt, gather food, or live in farming villages. On some less fertile lands or on sparse, dry grasslands called **steppes**, nomadic herders tended cattle, sheep, goats, or other animals. Because the lands did not have abundant water or grass, these nomads had to keep moving to find new pasture.

 **Checkpoint** In what ways were river valleys ideal locations for civilizations to develop?

## Basic Features That Define Civilization

What did the early civilizations that arose in different parts of the world have in common? While cities are the main feature of civilization, historians distinguish several other basic features of most early civilizations. Seven of the major features are (1) organized governments, (2) complex religions, (3) job specialization, (4) social classes, (5) arts and architecture, (6) public works, and (7) writing.

**Organized Governments** Councils of elders or chiefs ruled many of the world's farming villages. However, in cities, more powerful organized governments arose to oversee large-scale efforts that benefited the people. For example, as cities grew, their residents required a steady supply of food. A central government could coordinate the production of large amounts of food. In addition, farmers near rivers needed to control flooding and channel waters to the fields. A well-organized government could bring people together for projects such as building dikes, digging canals, and carving out irrigation ditches.

Many rulers also relied on royal officials to help them govern by issuing laws, collecting taxes, and organizing systems of defense. Over time, governments became more complex, and separate departments often evolved to oversee different functions of government. In many early cases, priests probably had the greatest power in government. In others, warrior kings emerged as the main political leaders. Often, they claimed that their right to rule came from the gods, and they passed their power on from father to son. Thus, many political rulers gained religious power as well.

### Vocabulary Builder

**complex**—(kahm PLEKS) *adj.* made up of many interrelated parts

## Independent Practice

Have students fill in the Outline Map *River Valley Civilizations*.

 **Teaching Resources, Unit 1, p. 12**

## Monitor Progress

■ Check students' Outline Maps for accuracy. Be sure that they have correctly identified each of the four River Valley Civilizations. Administer the Geography Quiz.

 **Teaching Resources, Unit 1, p. 13**

■ As students fill in their charts, circulate to make sure they understand the important details of each phase of the development of civilizations. For a completed version of the chart, see

 **Note Taking Transparencies, 51**

## History Background

**The Settlement of Oceania** Most archaeological, racial, and linguistic evidence supports the hypothesis that Oceania was settled by migrants from Southeast Asia. Archeologists working in Southeast Asia and Australia have made new (and controversial) discoveries that push back the dates of human colonization of the region and provide evidence for some of

the longest prehistoric sea voyages from Southeast Asia to the Polynesian islands during the first millennium A.D. Except for New Guinea and Australia, most of Oceania was settled during Neolithic times beginning about 1500 B.C. following the development of seagoing canoes and navigation.

## Answer

 River valleys were ideal because they provided a regular water supply, a means of transportation, and rich soils for farming.

## Basic Features That Define Civilization

L3

### Instruct

■ **Introduce** Have students read the Basic Features of Civilizations chart on this page. Using the Idea Wave strategy (TE, p. T22), ask students to identify an example of each feature in society today. Encourage them to think of examples from our society as well as others around the world.

■ **Teach** Display **Color Transparency 3: Features of Civilizations** and review the features of most early civilizations. Ask **What is the main feature of early civilizations?** (*the rise of cities*) **How were civilizations similar to nomadic groups?** (*In both, people excelled in the arts and sciences.*) **How were they different?** (*Nomadic groups did not build cities and they did not have complex governments.*)

 **Color Transparencies, 3**

■ **Quick Activity** Display **Color Transparency 6: Prehistory to Civilization**. Discuss the development of civilizations and the importance of each of civilization's features, such as organized governments and complex religions. Then, for each feature, ask students to decide if it had roots in early time periods or if it was only established once civilizations began.

 **Color Transparencies, 6**

#### Basic Features of Civilizations

Feature	Description
Cities	Population centers that are notably larger and more organized than towns or villages and that support the other features of civilizations
Organized Governments	Structured governments that coordinate large-scale projects such as food production or construction, establish laws, and organize defense systems
Complex Religions	Systems of religious beliefs that usually include rituals and worship of one or more gods and/or goddesses
Job Specialization	System in which there are different types of jobs and each worker focuses on one particular type
Social Classes	Ranked groups within society that are determined by job or economic standing
Arts and Architecture	Various types of artwork and buildings that express the talents, beliefs, and values of people in a society
Public Works	Large-scale and often costly projects that benefit the city and its people
Writing	Structured writing systems used initially by governments or religious leaders to record important information

**Chart Skills** The basic features of civilizations help show how early civilizations differed from smaller farming societies and nomadic lifestyles. *Which features of civilizations do you think most affected the daily lives of average people?*

**Complex Religions** Most ancient people were **polytheistic**, which means they believed in many gods. People appealed to sun gods, river goddesses, and other gods that they believed controlled natural forces or human activities such as birth or war.

In early religions, priests and worshipers sought to gain the favor of the gods through complex rituals such as ceremonies, dances, prayers, and hymns. To ensure divine help, people built temples and sacrificed animals, crops, or sometimes other humans to the gods. Sacrifices and other ceremonies required the full-time attention of priests, who had special training and knowledge.

**Job Specialization** The lives of city dwellers differed from those of nomads. Urban people developed so many new crafts that a single individual could not master all the skills needed to make tools, weapons, or other goods. For the first time, individuals began to specialize in certain jobs. Some became **artisans**, or skilled craftspeople, and made pottery or finely carved or woven goods. Among the crafts developed in cities, metalworking was particularly important. People learned to make tools and weapons, first out of copper and later out of bronze, a more durable mixture of copper and tin.

Cities had other specialists, too. Bricklayers built city walls. Soldiers defended these walls. Merchants sold goods in the marketplace. Singers, dancers, and storytellers entertained on public occasions. Such specialization made people dependent on others for their various needs.

**Social Classes** In cities, social organization became more complex. People were ranked according to their jobs. Such ranking led to the growth of social classes. Priests and nobles usually occupied the top level of an ancient society. Next came a small class of wealthy merchants, followed by artisans. Below them came the vast majority of people—peasant farmers who lived in the surrounding vil-

lages and produced food for the city.

In many civilizations, slaves occupied the lowest social level. Slaves sometimes came from poor families who sold family members into slavery to pay their debts. Others became slaves as punishment for crimes or were prisoners captured in war. Because male captives were often killed, women and children made up the largest number of slaves in some societies.

**Arts and Architecture** The arts and architecture of ancient civilizations expressed the talents, beliefs, and values of the people who created them. Temples and palaces often dominated the city landscape. Many rulers may have ordered such buildings to be constructed in order to remind people of the strength and power of their government and religion. The skilled workers who built these massive buildings decorated them with wall paintings, statues of gods, goddesses, or rulers, and other stunning pieces of design work.

### Link to Art

**Analyzing Ancient Art** Archaeologists learn a great deal about ancient people by analyzing the art they leave behind. Whether a simple line drawing or an elaborate bronze sculpture, art reveals a great deal about the lives of its makers. Art may reflect religious

beliefs, as in the case of Egyptian tomb paintings, or it may reveal scenes of everyday life. Some forms of art show warfare or captives; this tells us about the priorities of their rulers, the prowess of their military, or their use of propaganda.

### Answer

**Chart Skills** Answers should be supported by a clear and logical explanation.

## ● INFOGRAPHIC

# Bridges: Then and Now

Today, bridges span countless waterways, ravines, highways, and other areas around the world that people need to pass over. Their construction requires solid leadership, thorough planning, and often immense resources. In ancient times, such public works projects could only be undertaken once civilizations had established organized governments and developed the mathematical and engineering knowledge needed to construct bridges that would remain standing over time.



▲ **600 B.C.** The oldest stone bridge still standing today was constructed under the rule of Assyrian King Sennacherib. It spans a small river in Jerwan, Iraq.



▲ **A.D. 600** Chinese Emperor Yang Ti oversaw the construction of the An Ji Bridge. It was the first of its kind, called an open-spandrel arched bridge.



◀ **1992** Like the dramatic Alamillo Bridge built in Seville, Spain, many modern-day bridges are suspension bridges supported by strong cables.

### Thinking Critically

1. **Draw Conclusions** Why would ancient societies have valued bridges?
2. **Recognize Sufficient Evidence** What evidence would archaeologists need to learn how ancient bridges were built?

**Public Works** Strong rulers also ordered vast public works to be built. Such projects included irrigation systems, roads, bridges, and defensive walls. These public works projects were meant to benefit the city by protecting it from attack, ensuring its food supply, or enhancing the reputation of its ruler. The projects were often quite costly, requiring a great deal of human labor and sometimes resulting in the loss of lives during construction.

**Writing** Of the earliest civilizations, some but not all developed a critical skill—writing. The first writing systems were established in different places and at different times, in many cases with no contact among the different groups who created them. Thus the earliest writing systems varied in appearance, structure, and purpose. Some were first used in

## Differentiated

### Instruction

#### Solutions for All Learners

#### L1 Special Needs L2 Less Proficient Readers

To help students explore the main idea, have them create their own summary charts about the features of civilization. Encourage them to include a minimum of two important details about each feature.

Use the following resources to help students acquire basic skills.



#### Adapted Reading and Note Taking Study Guide

- Adapted Note Taking Study Guide, p. 13
- Adapted Section Summary, p. 14

## Independent Practice

Refer students to the Infographic on this page, Bridges: Then and Now. Ask students to write a paragraph explaining why public works, such as bridges, could not have been developed before the rise of civilizations.

## Monitor Progress

Circulate to make sure that students understand how the basic features of civilization were interrelated. Ask a volunteer to summarize aloud each of the features of civilization.

## Answers

### Thinking Critically

1. They were useful in crossing difficult areas like rivers, and thus helped to facilitate trade, communication, and cultural exchange.
2. They might need some of the remains of a bridge as well as knowledge of what kind of building resources would have been available during that time, and an understanding of the engineering capabilities of the civilization.

## Civilizations Change Over Time

L3

### Instruct

#### ■ Introduce: Vocabulary Builder

Have students read the Vocabulary Builder term and definition. Ask them to predict why a *significant* amount of a harvest was given to the government.

- **Teach** Create a three-column chart on the board, with columns labeled *Physical Environment*, *Cultural Diffusion*, and *Expansion*. Discuss how each source of change affects civilizations and have students fill in details about each one.

### Independent Practice

Ask students to write a paragraph describing at least one example of how physical environment, cultural diffusion, or expansion has changed society in modern times.

### Monitor Progress

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

temples, where priests needed to record amounts of grain collected, accurate information about the seasons, and precise rituals and prayers. Other writing systems were first used on public monuments, where rulers spelled out their greatest achievements as a means of advertising their power to the people. Archaeologists have found masses of ancient writings, some on clay tablets or vases, others on stone statues, and yet others on the walls of buildings.

The first step people made toward developing writing was to use **pictographs** (also called pictograms), or simple drawings that look like the objects they represent. Later, they developed complex writing systems including symbols that represent words, syllables, or letters. As writing grew more complex, only specially trained people called **scribes** could read and write. Scribes kept records for priests, rulers, and merchants. Only a few societies permitted women to become scribes, an occupation that could lead to political power.

### Cause and Effect

#### Causes

- Neolithic people learn to farm. → Hunters and gatherers settle into farming communities. → Some farmers settle in river valleys, where the soil is very fertile. → New technologies improve farming. → Food surpluses support growing populations. → The first cities are built in fertile valleys.

### Rise of River Valley Civilizations

#### Effects

- Complex forms of government develop.
- Arts become more elaborate.
- Job specialization leads to social classes.
- People invent writing.
- Early civilizations conquer neighboring lands.

### Connections to Today

- Archaeologists continue to discover rich stores of information about Neolithic people and early civilizations.
- In the modern day, people continue to live along rivers, in both villages and large cities.

**Analyze Cause and Effect** A series of different factors caused the rise of River Valley Civilizations. Which cause do you think led most directly to job specialization? Why?

**Comparing Nomadic Life and Civilizations** Nomadic cultures differed from civilizations in their social organization—that is, they did not exhibit many of the characteristics of civilization. The people did not build cities, and their governments were simpler than those of civilizations. However, nomadic peoples often excelled in arts and sciences. For example, many groups developed sophisticated traditions in oral poetry, music, weaving, jewelry making, and animal raising.

- ✓ **Checkpoint** What roles did governments play in early civilizations?

## Civilizations Change Over Time

Ancient civilizations changed in many ways over the centuries. Among the chief causes of change were shifts in the physical environment and interactions among people. Among the major results was the expansion of cities into larger political entities.

**Environment Affects People's Lives** Like their Stone Age ancestors, people living in early civilizations depended heavily on the physical environment. They needed ample rain and fertile soil to be able to produce crops. Resources such as stone, timber, or metals were also essential. Significant changes in the environment could have an immediate impact on people's lives.

At times, a sudden, drastic event would devastate a community. An earthquake or the eruption of a volcano could wipe out an entire civilization. Farming the same land too much could destroy soil fertility, and rivers could become too salty. Cities would then suffer famine, and survivors would be forced to move away.

If people used up nearby timber or ran out of other building resources, they would have to find ways to adapt to this scarcity. They might, for example, trade with people in areas

where such resources were readily available. Or they might use alternate building materials such as reeds.

## Answers

- ✓ Governments in early civilizations coordinated the production of large amounts of food; coordinated the construction of dikes, canals, irrigation ditches, buildings, and other public works projects; issued laws; collected taxes; and organized systems of defense.

**Analyze Cause and Effect** Answers should include a clear and logical explanation.

### Differentiated

#### Instruction

#### Solutions for All Learners

#### L4 Advanced Readers L4 Gifted and Talented

Remind students that location influences where people start settlements. Some choose a location due to water, good land, or an abundance of minerals. Others form settlements at key points along trade routes. Still others choose a spot because of land forms, such as valley floors, where farming is easier, or high ground, because it can be easily defended.

Ask students to research a city—such as Paris; London; New York; Athens, Greece; or Khartoum, Sudan—and write a paragraph explaining why people originally settled there. To further challenge students, ask them also to name the place where they would most like to live and explain how the location of that place affected their choice.

**Culture Changes Hands and Changes Shape** Another major source of change for people living in ancient times was **cultural diffusion**, the spread of ideas, customs, and technologies from one people to another. Cultural diffusion occurred through migration, trade, and warfare.

As famine, drought, or other disasters led people to migrate, they interacted with others whose lives differed from their own. As a result, people often shared and adapted the customs of others. Trade, too, introduced people to new goods or better methods of producing them. In ancient times, skills such as working with bronze and writing, as well as religious beliefs, passed from one society to another. Warfare also brought change. Often, victorious armies forced their way of life upon the people they defeated. On other occasions, the victors incorporated the ways of a conquered people into their society.

**Cities Grow Into City-States** As ancient rulers gained more power, they conquered territories beyond the boundaries of their cities. This expansion led to the rise of the **city-state**, a political unit that included a city and its surrounding lands and villages. Rulers, nobles, and priests often controlled the land outside the city and forced peasants to give them some of the crops they grew on it. In some places, a **significant** portion of each harvest went to support the government and temples.

**First Empires Are Established** Rival leaders often battled for power. Sometimes, ambitious rulers conquered many cities and villages, creating the first empires. An **empire** is a group of states or territories controlled by one ruler. For the conquered people, defeat was painful and often cruel. At the same time, empire building also brought benefits. It helped end war between neighboring communities and created common bonds among people. As you will soon read, many impressive civilizations and powerful empires developed all over the world and left a lasting legacy behind them.

✓ **Checkpoint** How have different types of challenges encouraged peoples and civilizations to change over time?



**With Empires Come Warfare**

One of the most powerful empires of ancient history was that of Alexander the Great. Here, Darius III of Persia leads his troops into a ferocious—but losing—battle against Alexander.

**Vocabulary Builder**

**significant**—(sig NIF uh kint) *adj.*  
relatively large in amount

**Assess and Reteach**

**Assess Progress**

L3

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

All in One Teaching Resources, Unit 1, p. 4

- To further assess student understanding, use Progress Monitoring Transparencies, 3

**Reteach**

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

- Reading and Note Taking Study Guide**, p. 14 L3
- Adapted Reading and Note Taking Study Guide**, p. 14 L1 L2
- Spanish Reading and Note Taking Study Guide**, p. 14 L2

**Extend**

L4

Refer students back to the Cause and Effect chart in this section. Ask students to discuss what was the most important effect of the rise of civilizations. Have students explain their selection.

**Answer**

- ✓ Physical challenges, such as volcanoes and overfarming, have caused people to move away from where they lived. Political challenges, such as warfare and territorial expansion, have caused people to accept new ways of life from conquering people.

**Progress Monitoring Online**

For: Self-quiz with vocabulary practice  
Web Code: naa-0131

● **Writing About History**

**Quick Write: Make an Outline** Choose a topic from this section and make an outline of a research report about it. In your outline, include main ideas and details that support them. For example, on the topic of the invention of writing, you might include these main ideas in your outline:

- Writing was a major achievement of early civilizations.
- The first known writing system was developed in Mesopotamia.
- Writing was first used for different reasons in different civilizations.

5. Answers should be clearly explained.

● **Writing About History**

Responses should show an understanding of the main ideas and supporting details associated with the topic selected.

For additional assessment, have students access **Progress Monitoring Online** at **Web Code naa-0131**.

**Section 3 Assessment**

● **Terms, People, and Places**

1. Place each of the terms listed at the beginning of the section into one of the following categories: government, culture, economy, geography, or technology. Write a sentence for each term explaining your choice.

● **Note Taking**

2. **Reading Skill: Summarize** Use your completed chart to answer the Focus Question: How did the world's first civilizations arise and develop?

● **Comprehension and Critical Thinking**

3. **Make Comparisons** How were the conditions under which early civilizations developed in Asia and Africa different from those of the Americas?
4. **Synthesize Information** In early civilizations, how did religion influence government and social classes?
5. **Identify Central Issues** (a) Give three examples of cultural change in early civilizations. (b) Give two examples of cultural diffusion today.

**Section 3 Assessment**

1. Categorization and sentences should reflect an understanding of each term, person, or place listed at the beginning of the section.
2. The world's first civilizations arose as people began to produce food surpluses, which allowed villages and then cities to develop. Civilizations developed further as organized governments coordinated large-scale projects that benefited the

people. In addition, job specialization and writing allowed for the expansion of learning and innovation.

3. In Asia and Africa, civilizations developed along rivers. In the Americas, they developed both in highlands and in swamps.
4. Religion influenced government in that priests often held great power in government. Religion influenced social classes in that priests were usually at the top of an increasingly hierarchical society.