

Súkromné gymnázium, Oravská cesta 11, 010 01 Žilina

CVIČEBNICA

DEJEPIS

I. ROČNÍK

ŽILINA

2011

PREHISTORY

Paleolithic Age

The Stone Age of human prehistory is the name given to the period between about 2.5 million and 20,000 years ago. It begins with the earliest crude stone tool manufacture and ends with more modern human hunting and gathering societies. The Paleolithic Age is the earliest traceable by archaeology ; anything older is traced by paleontology. Today the Paleolithic Age is divided into three periods :

Lower Paleolithic (sometimes called the Early Stone Age)

The Lower Paleolithic lasted between 2.5 million-200,000 years ago (according to one permutation) and was when the Hominin ancestors of human beings, including *Australopithecus*, *Homo Habilis*, *Homo Erectus* and *Homo Ergaster*, roamed most of the earth and began making the first stone tools.



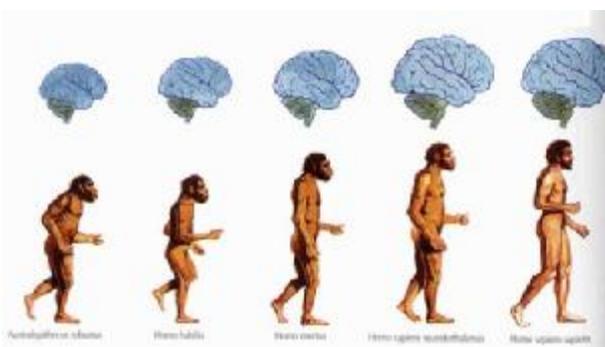
Middle Paleolithic (Middle Stone Age)

The Middle Paleolithic (ca 200,000 to 45,000 years ago) witnessed the evolution of Neanderthals and the first anatomically modern *Homo Sapiens* and some of the first signs of modern behaviour ; sophisticated stone tools, caring for the elderly, hunting and gathering and some symbolic or ritual behaviour.



Upper Paleolithic (Late Stone Age)

By the Upper Paleolithic (45,000-10,000 years ago), the Neanderthals were in decline and by 30,000 BP they were gone. Modern humans spread all over the planet. The LSA is characterised by fully modern behaviour such as cave art, hunting, and making a wide range of tools in stone, bone, ivory and antler.



Exercises:

Can you imagine living in the Paleolithic Age? Explain why or why not.

.....
.....
.....
.....
.....

How do we divide the Paleolithic Age?

.....
.....
.....

Give the names of the ancestors of human beings in chronological order.

.....
.....
.....

Explain why the development of human beings is so important for our society today?

.....
.....
.....
.....
.....

Mesolithic Age (greek: *mesos* "middle", *lithos* stone)

The last Ice Age came to an end in around 10,000BC. As the retreating ice released its grip on the land, people migrated to the area which would eventually become the British Isles. The melting glaciers caused sea levels to rise. First, Ireland was cut-off, then the land bridge between Britain and mainland Europe was severed. By 6000BC, Britain was an island.



Middle Stone Age: c.10, 000BC–c.4500BC people were nomadic hunter-gatherers and fishermen and also learned how to domesticate animals and plants. The animals which they killed for food also provided them with bone and antlers, from which tools or weapons could be made, and skins, which could be utilised, not only for clothing, but as sacks and water carriers. They would also have used wood, reeds and grass, clay, flint and stone. Particularly associated with the Mesolithic Age are small flint blades of various shapes, known as ‘microliths’. There is archaeological evidence to show that these blades were used to provide the tips and barbs of arrows. It is conjectured that, fitted into handles of wood or bone, they formed the cutting parts of various types of tool. During the Mesolithic period, humans began to take their first steps in land management. Swamps and wetlands were purposely burned and cleared and ground stone axes were used to cut down trees for fires, and for constructing living quarters and fishing vessels. Boats and canoes were constructed, and the first wooden tracks to cross wetlands were built.



Illustration of the end of a Mesolithic arrow, found in a peat bog at Loshult, Sweden, with a microlith tip and barb.

Mesolithic hunter-gatherers excelled at marine animal exploitation, building fish weirs for efficiency, and they hunted a wide range of animals, including wild pig. A great deal of

evidence of shellfish has also been found. Many of the European Mesolithic sites contain enormous shell middens - trash heaps left over from decades of shellfish harvesting.



A hut in which people lived during the Mesolithic Age

Keywords:

Retreat - odstúpiť

Severed – odseknutý

Antlers – paroh

Utilised – využitý

Sack – vrece

Water carriers – nosiče na vodu

Use – použiť

Reeds – trst'

Barb – osteň;

Conjectured- odhadovaný

Clay – íl

Chipped – ztlčené;

Efficiency – efektívnosť

Flint - pazúrik

Shellfish - kôrovce

Associated – spojený

Tips – hroty

Exercises

1. What did people learn in the Middle Stone Age?

.....
.....

2. What did people use to make their lives easier?

.....
.....

3. What were 'microliths'? How did people use them?

.....
.....

4. People burned wetlands and swamps. Why?

.....
.....

NEOLITHIC AGE

(Neo = new; lithic = stone)

The Neolithic Age preceded the Bronze Age and followed the Paleolithic period. During the Neolithic Age, also known as the New Stone Age, people used stone tools, domesticated plants and animals and lived in villages or settlements. In south-western Asia, the rearing of domestic animals began in about 9000 BC and in Greece about 2000 years later. In Britain and Scandinavia, it didn't begin for about another 4000 years.



This age was about the time that Homo Sapiens became the only hominid species on the planet. Homo Sapiens had officially become the dominant species on earth, no longer having any other species that could pose a significant danger to the species as a whole.

During the Neolithic Period, people began experimenting with crafts such as pottery, weaving and other forms of artistic expression. Because they were settled in agricultural communities, they could invest more time in these activities. In addition to growing crops, these early humans also started domesticating animals to work for them and to serve as sources of food.

People also started to accumulate artefacts and objects which might not have an immediate use or value. The concept of money began to emerge, and some societies unfortunately started keeping slaves as well, as cultural roles began to emerge for various people in society. Humans also began to trade with each other and to develop complex uses for animal products like wool and milk.

The Neolithic Age was also a period of epidemics and the evolution of serious diseases, because humans were living in close proximity to each other and to a range of animal species.



Anthropomorphic Neolithic figurine



A Neolithic artefact from Romania

Exercises

1. Which species were dominant on the Earth during the Neolithic Age?

.....

2. In which ways were people developed?

.....

.....

3. Can we say that people were craftsmen during this period? Which crafts did they know?

.....

.....

4. Why was the Neolithic Age also a period of epidemics?

.....

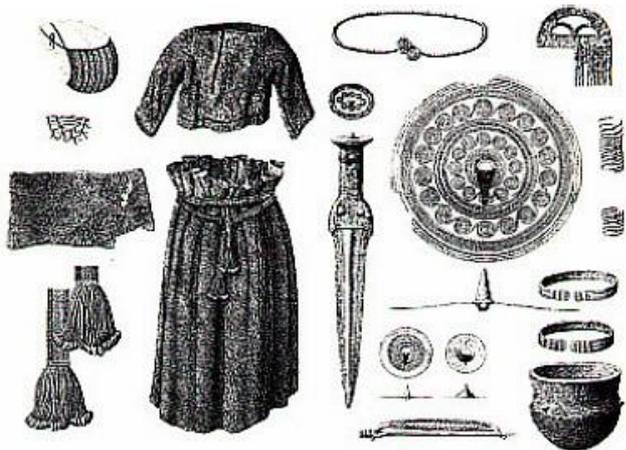
.....

The Bronze Age

The Bronze Age refers to a period of time in the world's history, beginning approximately 3800BC - 3000BC, during which certain cultural developments occurred. It was preceded by the Paleolithic, Mesolithic, and Neolithic (New Stone Age) periods and followed by the Iron Age.

The Bronze Age of any culture is the period during which the most advanced metalworking in that culture uses bronze. This could either be based on the local smelting of copper and tin from ores, or trading for bronze from production areas elsewhere. Copper/tin ores are rare, as reflected in the fact that there were no tin bronzes in western Asia before 3000 BC. During the Bronze Age, there was extensive development in **art, metallurgy, blacksmithing and agriculture**.

The place and time of the invention of bronze are debated. This period is characterised by the



full adoption of bronze in many regions, namely the Iberian Peninsula. Even so, bronze has been traced back to technological advances, mainly in Western Europe. It is possible that bronze was invented independently in the Maykop culture of the North Caucasus as early as the mid-4th millennium BC, which would mean that the Maykop are the makers of the oldest known

bronze (arsenical bronze). Tin bronze, developed later, requires more sophisticated production techniques. Tin must be mined and smelted separately, then added to molten copper to make the bronze alloy. The Bronze Age was a time of extensive use of metals and of developing trade networks.

The Iron Age



In archaeology, the Iron Age is the period in any area during which **cutting** tools and weapons were mainly made of iron. The adoption of this material coincided with other changes in society, including mainly the **social division of society**, differing agricultural practices, religious beliefs and artistic styles.

Exercises

1. Briefly describe the Bronze Age.

.....
.....
.....

2. Try to compare the Bronze Age and the Iron Age. What do you think are the biggest differences between them?

.....
.....
.....
.....

3. What were the main discoveries in the Bronze Age?

.....
.....

4. Did the Iron Age change the life of society? If yes, say how.

.....
.....
.....

5. Would you be able to live in the Bronze or Iron Ages? Explain your answer.

.....
.....
.....
.....

Life of Prehistoric Man

It is a sunny Wednesday morning. The night before, there was a very heavy storm. A clan of prehistoric people are waking up in their cave. They are happy the storm is over. Every man, woman and child from the cave is going to drink some water from the nearest brook. But they have to be very careful, because it would be dangerous to meet a wild animal like the sabre-toothed tiger. After their morning drink, they come back to the cave. It is about noon. Prehistoric women start making some clothes from leather, taking care of children and gathering useful plants from around the cave. Men, as the strongest part of the clan, are responsible for feeding this big family. So they are going to hunt a wild animal to bring fresh meat. Usually it takes a lot of time to hunt animals and also there is not a great chance of success. These hunters are equipped only with stones, small claws, spears, branches and other things provided by nature. But they set a trap several days before. It is a deep hole, which they covered with plants to make it invisible to animals. When the hunters come here, they are very surprised because in the hole is a dying mammoth. The hunters kill him and take as much meat as they are able to carry away. While the hunters are returning, a woman finds a burning tree. The tree was probably struck by lightning during the storm. She brings a burning branch to the cave. The hunters have already come back. Now they are able to roast the meat and have a kind of celebration with loud yelling and dancing. After this very productive day, they are going to sleep and have sweet dreams.



Exercises

1. What was the role of prehistoric woman?

.....
.....

2. What did men use for hunting wild animals?

.....
.....

3. How was the fire found?

.....
.....

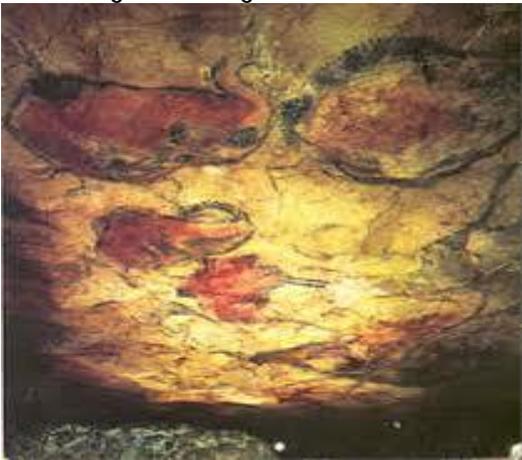
Stone Age, Paleolithic Age



Archeological findings



Old stone tools



Animal paintings found in the cave



Hand-axe



Wall paintings



Venus



Human remains

Mesolithic, Neolithic era



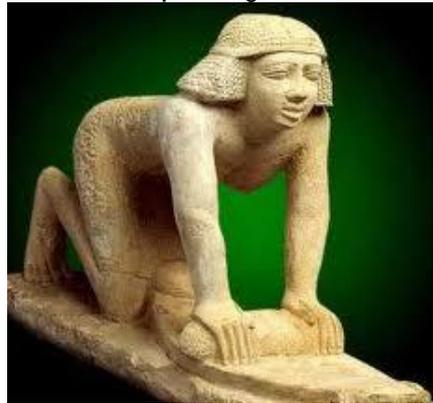
Statue of an animal



Wall-painting of a demon



Mesolithic pottery



Working man



Ancient Comb



Tomb



Bronze Age



Human remains



Picture of human settlement



Ceremonial place



Jewels



Bronze weapons



Bronze pottery



Quaich



bronze comb



Axe made of animal bones



Remains of bronze axe



Bronze bracelet



Remains of settlement

Iron Age



Iron coins



Sword



Iron necklace



burial place



Iron Horse- used mostly as a toy or decoration



Bracelet





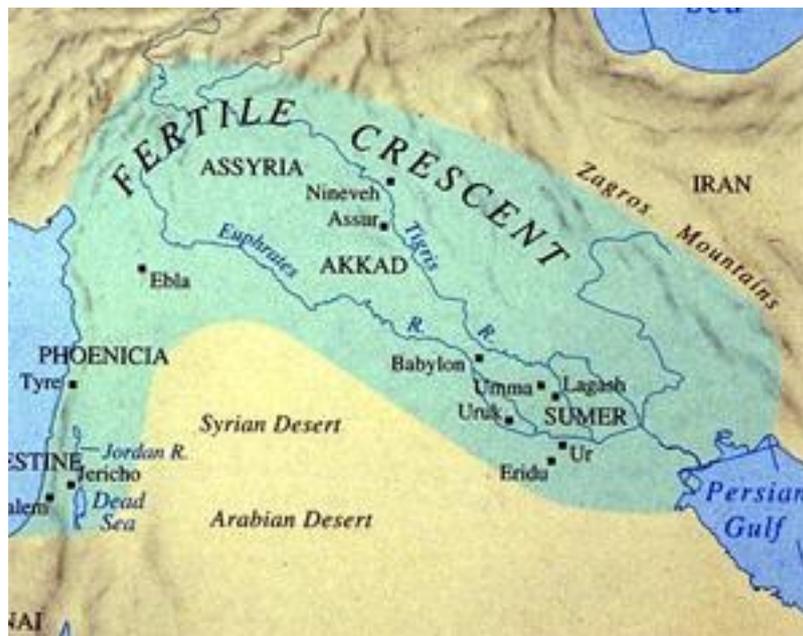
Between the rivers

Geography

Mesopotamia is sometimes called The land between two rivers or Cradle of Western Civilization

One of the world's earliest civilizations grew up on the fertile plains between the rivers Tigris and Euphrates which rise in the Armenian mountains. The land between two rivers became known as Mesopotamia. The

name comes from Greek words, 'meso' meaning 'middle' and 'potamos' meaning 'river'. Nowadays this part is called Iraq.



1. *Why would anyone wish to settle down in the middle of the desert in what is now lower Iraq?*

2. *Think of what the river could provide to the earliest civilizations.*

1. _____
2. _____
3. _____
4. _____
5. _____

3. Take colourful pencils and:

- by red pencil draw a Fertile Crescent
- by blue pencil draw the rivers Tigris and Euphrates
- by brown pencil write where Summer and Babylon were

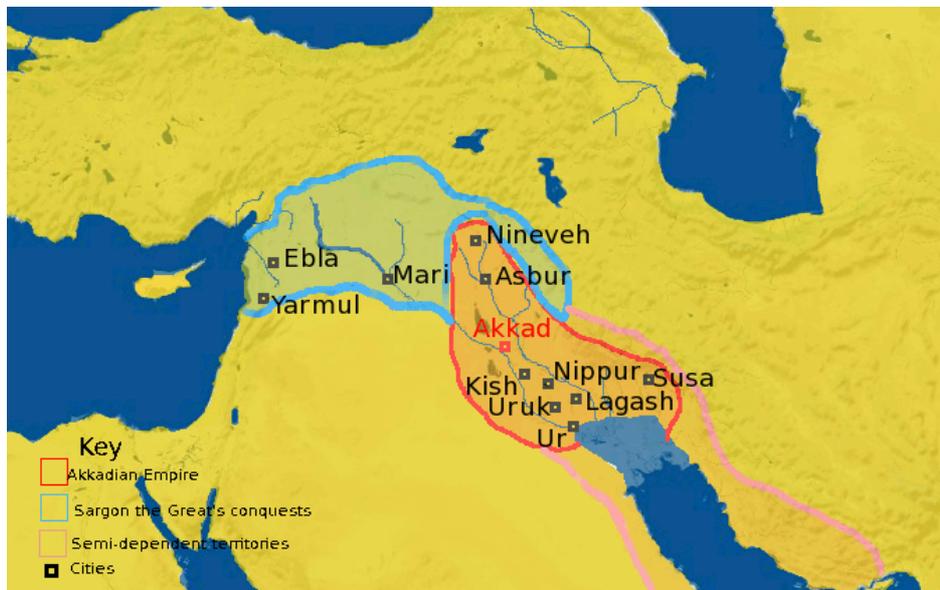


Akkad

1. Read the following article and answer the questions below.

To the north of Sumer lay the land of Akkad. The Akkadian homeland was the area where the Euphrates and Tigris were at their closest. Akkadian people were more different than Sumerians. They were **a fierce, desert people and wore long hair and beards.**

In about **2300 BC** a strong king **Sargon** made the people of Akkad well-drilled army and Akkadians conquered the Sumerians. Sargon united all cities and created the **territorial state**. Since that time the Akkadian Empire had existed with capital Akkad. The people of Akkad were **Semites**, and they spoke Akkadian, which became one of the dominating languages of Mesopotamia.



2. a, Mark on the map Akkadian Empire.
- b, What is the capital city of the Akkadian Empire?
- c, Write down three important cities of the Akkadian Empire.

3. What have you learned about Sargon?

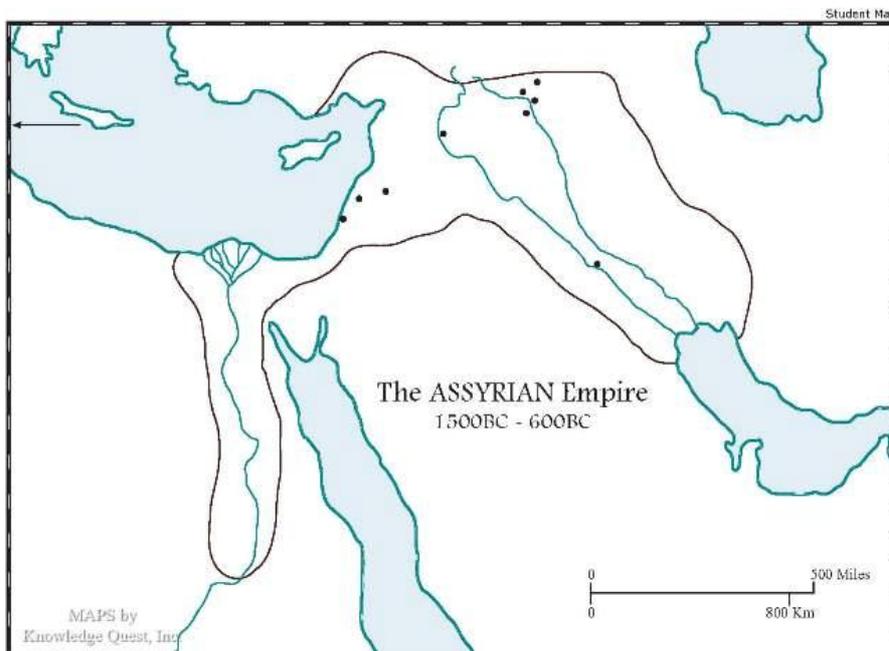


4. Complete the table about the Akkadians:

	<i>Akkadians</i>
<i>Appearance</i>	
<i>Manors</i>	
<i>Language</i>	

5. Fill the blank map:

- Mark Akkadian Empire*
- The capital city of Akkadian Empire*
- Persian Gulf*
- Caspian Sea*
- Black Sea*
- Mediterranean Sea*



6. In what ways were the Akkadians and the Sumerians different?

<i>Akkadians</i>	<i>Sumerians</i>

Babylon

The Rise of Babylon

The west of Mesopotamia was a land called **Syrria**. People who lived there were called the **Amorites**.

By the 1894 BC the Amorites, under their king **Hammurabi** built the city of Babylon. They conquered both Akkad and Sumer and created **the Babylonian Empire**. Babylon became the most important city in Mesopotamia.



Use the map and:

1. Write down four Babylonian cities from the map.
2. Which present country is area of Babylon?

The Babylonian's inventions

The Babylonians had their own lucky number 7. Their year had 360 days and was divided into twelve 30-day months. They measured the periods with a sun-clock by days and a water clock by night. They named birth signs and invented Zodiac. Babylonians thought the stars were Gods. They were the first civilization that used money to buy goods.

2. This is the city of Babylon



What do you see in the picture? Describe the buildings in the picture and write what they were used for.

3. Make the pairs

River	to worship
Boat	transport
Ziggurat	living, family
Walls	trade
Shelters	protection

3. Use the internet and write down the signs of Zodiac. Which sign of Zodiac were you born in? What is typical for your sign?(features, characteristics)

5. Compare the Babylonian inventions with present ones.

Babylonian inventions	Nowadays



Hammurabi's Code

Hammurabi was the first king who did something that no one had ever done before. Using the first written cuneiform, Hammurabi created the first written set of laws. In Hammurabi's court, it did not matter if you were rich or poor. The motto of the Code was **Eye for Eye , Tooth for Tooth.**

There were 282 laws in Hammurabi's code. There were laws on witchcraft, robbery, buying and selling, hiring, debt, divorce, injury, ect.



Read the laws from Hammurabi's code and answer the questions:

14. If a man has stolen a child, he shall be put to death. (Ak niekto ukradol dieťa plno právnej osoby, bude potrestaný smrťou)

138. If a man wishes to separate from his wife who has born him no children, he shall give her the amount of her purchase money and the dowry which she brought from her father's house, and let her go. (Ak chce niekto vypudiť svoju prvú manželku, ktorá mu neporodila deti, dá jej striebro vo výške vena a okrem toho vráti veno, ktoré priniesla z domu svojho otca , potom ju môže vypudiť .)

154. If a man be guilty of incest with his daughter, he shall be driven from the place (exiled). (A mal niekto styk so svojou dcérou, tohto človeka vylúčia z dediny .)

197. If he break another man's bone, his bone shall be broken. (Ak zlomil kosť plnoprávneho občana, zlomia mu kosť)

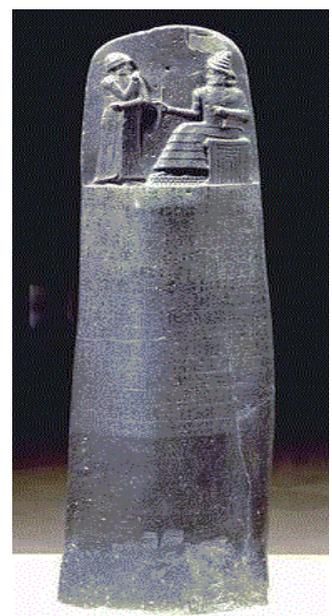
238. *If a sailor wreck any one's ship, but saves it, he shall pay the half of its value in money.*
(Ak lodiar nechal potopiť niečiu loď, ale dal ju znovu vyzdvihnúť, dá polovicu jej ceny v striebre)

Tasks :

1. **What was the code of Hammurabi?**
2. **What was the basic motto of Hammurabi's code ?**
3. **Try to think :**

Why was the Code of Hammurabi written?

What punishments would be used for the same kinds of crime nowadays?



Assyrians

1. Read the article and answer the questions.

The fall of Babylonia

The Babylonians had dangerous enemies, particularly **the Hittites** from the north. They **discovered how to get fire hot enough to melt iron**. This gave them iron weapons. The Hittites captured Babylon in **1595 BC**, but they were driven out later.

The Assyrians were the cruelest people of the Ancient Times. Their foot-soldiers and horsemen, often using **chariots**, captured town after town in Mesopotamia and showed no mercy to their captives. Rival kings were blinded and then burned alive. Men, women and children were beheaded or crucified, flayed alive or torn limb. Even the land was sometimes poisoned so that it could not produce crops.

At first the rulers of Babylonia tried to be friendly with the Assyrians and help them in their wars. Then in **689 BC** the Assyrians turned against them. The Assyrian king, **Sennacherib**, besieged Babylon for nine months with a large army when finally he broke it.

Ø What did the Hittites become well-known for?

Ø Describe how cruel the Assyrians were to their captives.

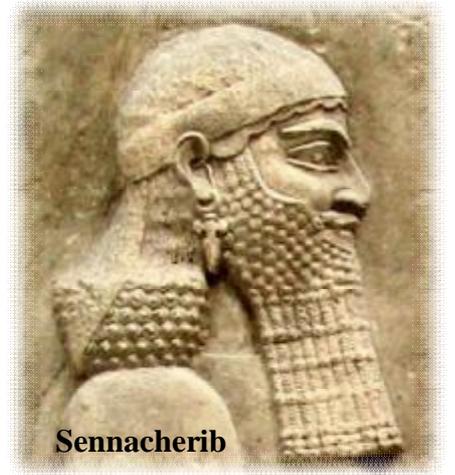
Ø Who and when destroyed the first Babylonian state?

2. Read the article and answer the questions.

The Glories of Nineveh

There was a more pleasant side to Assyrians rulers. **Sennacherib**, for example, was very interested in farming and engineering. His capital and the greatest city of Assyria, Nineveh, got its water from a 300-metre long aqua duct. He also introduced cotton-growing to Assyria.

Another Assyrian conqueror, **Assurbanipal** improved the army and under his rule the Assyrian Empire reached **its greatest extent around 650 BC**. He was also interested in **education**. He collected a **library of 22 000 clay tablets** written in cuneiform. Some of those clay tablets told the stories of the Creation of the World and the Great Flood. The others were about medicine, science and mathematics. Assurbanipal could hold this large empire together, but his successors could not. The cruelties of Assyrian rule provoked revolt after revolt. In **616 BC** the Babylonians joined forces with the Medes and together attacked the Assyrians. Nineveh was captured and destroyed by fire in **612 BC**. The fire caused that the clay tablets in Assurbanipal's library were baked hard and so survived to be read in recent times. Three years later, all Assyria had been captured and never again appeared as in independent power.



Sennacherib

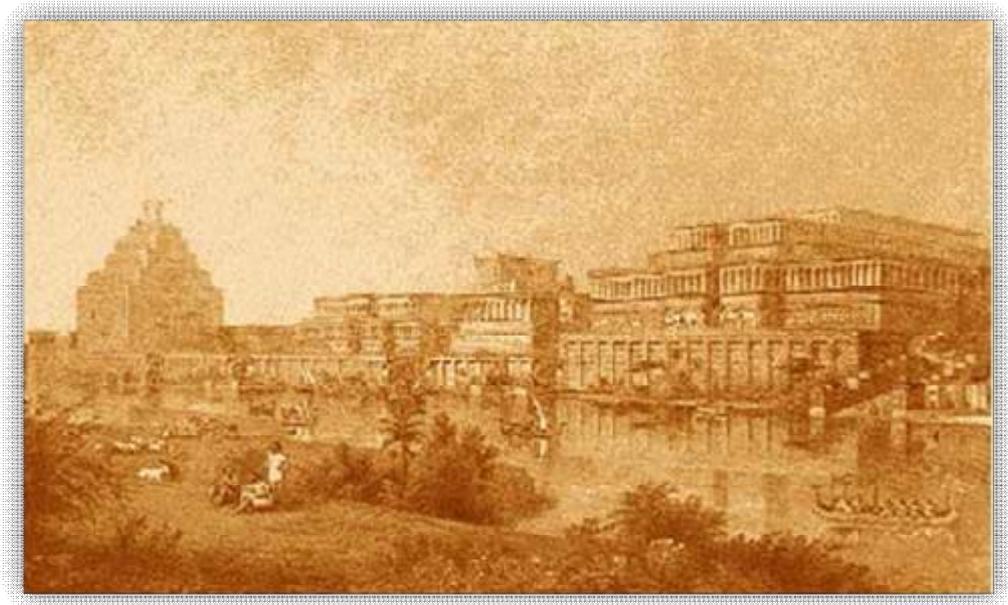


Assurbanipal

Ø What achievements did the Assyrian kings reach?

Ø Thanks to what we know more about Assyrian Empire?

Ø Who defeated Assyrians?



Ø Describe this picture. Which city it can be?

National Geographic is reporting that archaeologists are translating clay tablets inscribed with cuneiform writing that describe everyday life in the Assyrian Empire 3,000 years ago. These clay tablets were unearthed in the summer of 2009 in an ancient Assyrian palace located in present-day south eastern Turkey.

One interesting set of information provided by the translation of these clay tablets is what the tablets reveal about a group of women working for the Assyrians.



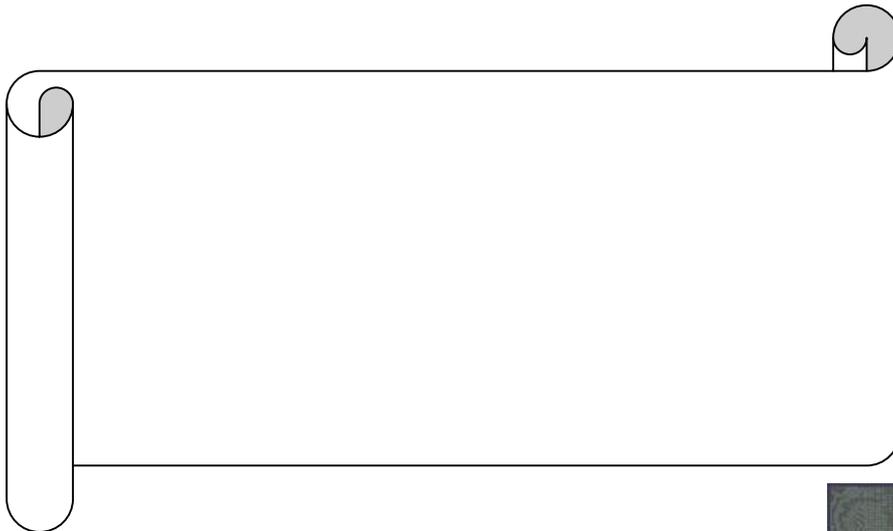
Ø Make up a daily programme of slaves working for Assyrians.

Egypt

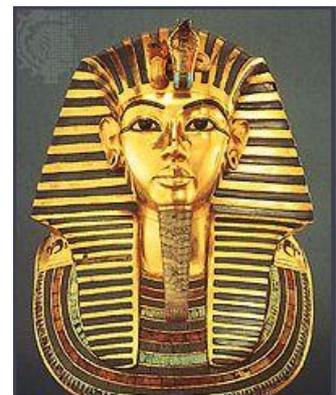
1. Find the words to do with Ancient Egypt in the wordsearch below?

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

2. Write down other things you know which are connected to Egypt.



3. Who is in the picture? Can you recognize this Pharaoh?

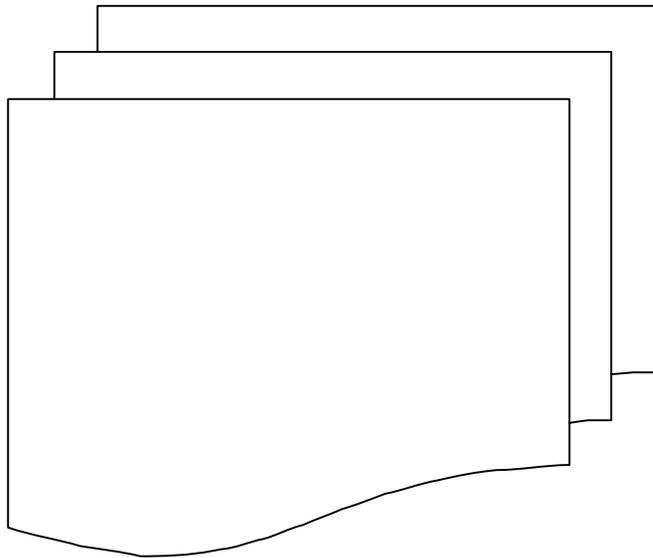


TUTANKHAMEN

1. Read the following source.

*Slowlythe decisive moment had arrived. With trembling hands..... I inserted candle and peered indetails of the room within emerged slowly strange animals, statues, and gold – everywhere the glint of gold.
'Can you see something?' asked his companion Lord Carnarvon.
'Yes, wonderful things,' he answered.*

1. What is the source about? Discuss it in the class.



These are the words of **Howard Carter**, an archaeologist who made a remarkable discovery in **1922**. For three years he searched the ruins of an ancient Egypt burial place. Carter removed ton after ton of rubble. Then one day a worker found a doorway to the tomb of an ancient Egyptian king. Underneath the burial chamber of Pharaoh Ramses VI., a door had been discovered. Behind it lay another door with the seal of Tutankhamen intact. In a room eight metres long and four metres wide there were nearly 60 000 objects which Egyptians believed their Pharaohs might need in after-life. Nearby was a second room which contained the King's body enclosed in four gold coffins. It was decorated with gold collars, ring and bracelets. On his face was a life- gold mask. **Nothing like this had ever been discovered in the Modern Times.** People who knew little about Egyptian history now became interested much more.

Who were these people who could bury a young man with such riches? The story of Egypt begins.....

GEOGRAPHY

1. Read the following source aloud. It was written over 3000 years ago by an Egyptian poet.

What did the Hymn to the Nile celebrate?

*Hail to thee, O Nile, that flows from the earth andkeeps Egypt alive!.....
When the Nile rises, then the land is in celebration, then every belly is in joy, every backbone takes on laughter, and every tooth is exposed. (the Hymn to the Nile)*

2. Why did early people think a river valley was a good place to live?

3. Look at the map below and find:

Nile River Valley

Upper Egypt

Lower Egypt

Suez Canal

Delta

Mediterranean Sea

Red Sea

Sinai

Cairo

Alexandria

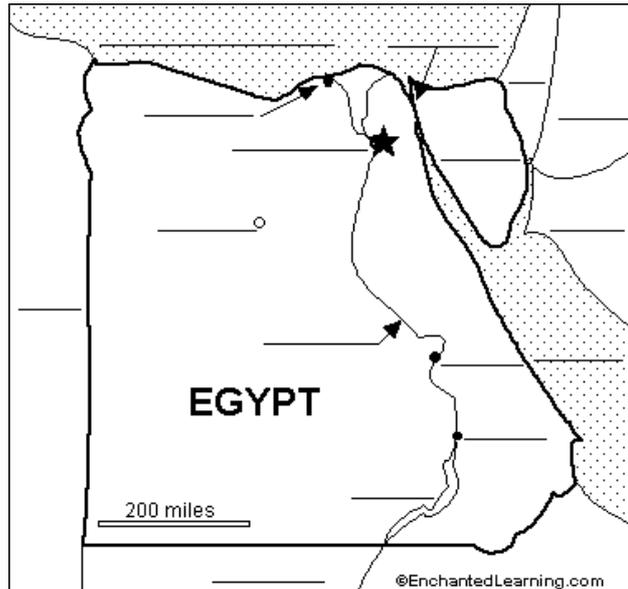
Aswan

Israel



V

4. Look at the map above and complete the blank map below.



5. Some of the words in the passage below are missing. Fill them in from the words in the box.

crops soil floods mud silt north desert
hot dry mountains of Africa longest delta irrigation

Egypt is andcountry in theof Africa. The River Nile runs through the middle of it. The Nile starts in the and flows down through Egypt into the Mediterranean Sea. Egypt is all apart from the land beside the River Nile. The River Nile is theriver in the world.

Every year the Nilefrom July until October. Then water spreads over the land for about twenty kilometres each side of the river. The water carries with rich black and When the flood dries up, the land is left covered with a layer of new..... that was once river-mud. This helps theto grow better.

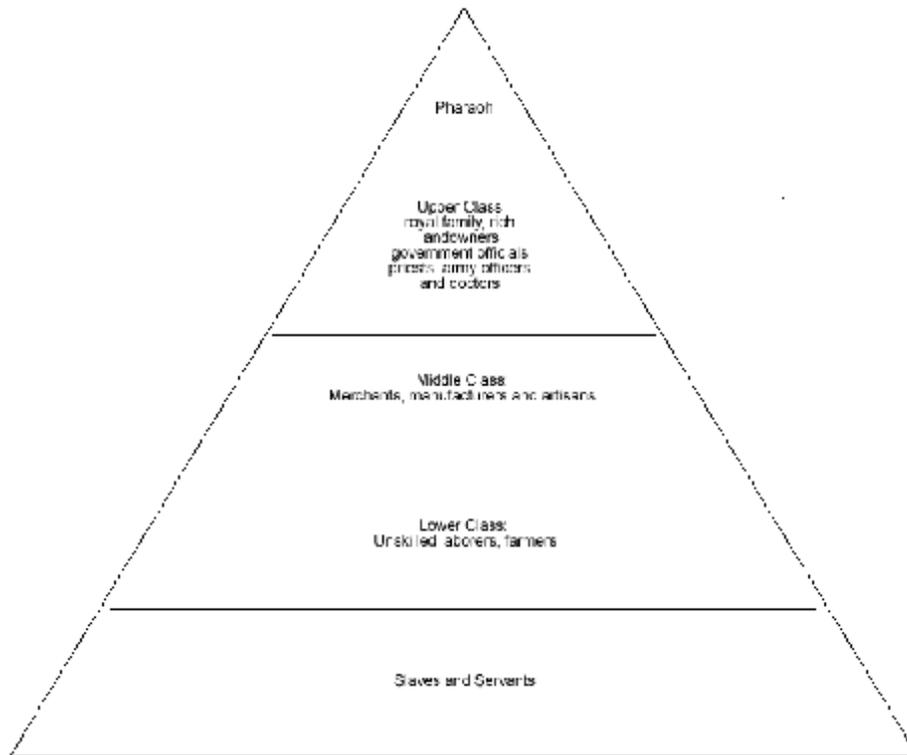
Where the Nile flows into the Mediterranean Sea, the silt created a

Egyptians watered their crops every day, so they had to dig channels from the Nile so that water flowed between the fields. This is called.....

6. Test yourself

- 1. Is Egypt an island?**
- 2. Is Egypt near the South Pole?**
- 3. Is Egypt near the equator?**
- 4. Is Lower Egypt in southern or northern Egypt?**
- 5. Is Upper Egypt in southern or northern Egypt?**
- 6. Where does the Nile flow into?**
- 7. What is delta?**
- 8. What is irrigation?**
- 9. Which river is the longest in the world?**
- 10. What is the capital of Egypt?**

EGYPTIAN SOCIETY



1. Who was who?

Read the following descriptions and decide who was who?

1. Because the pharaoh could not perform ceremonies at all the temples throughout Egypt, he appointed them **to carry out the sacred rituals at each temple**. They often passed down their positions from father to son. They enjoyed great power and wealth in Egyptian society.
2. Egypt was one of the wealthiest countries in the ancient world. They (actually, they were more like traders) **carried products** such as gold, papyrus made into writing paper or twisted into rope, linen cloth, and jewellery to other countries. In **exchange**, they brought back cedar and ebony wood, elephant tusks, panther skins, giraffe tails for fly whisks, and animals such as baboons and lions for the temples or palaces.
3. He was a powerful ruler and the leader of the Egyptian people. His name means "**Great House**". He was also called the "**Lord of the Two Lands**" and "**High Priest of Every Temple**". The Egyptians saw him as a **God**. He was the ruler of Upper and Lower Egypt. His crown was white (Upper Egypt) and red (Lower Egypt) to show the unity of the two lands. He made laws and collected taxes, was an army leader and the chief of the temples. He often wore false beards which symbolized royal authority. His main responsibility was to make sure Egypt was protected and at peace.

4. They were highly valued members of Egyptian society. They studied for many years to learn to read and write. They had great opportunities as accountants, priests, doctors, and government officials of all sorts. **They kept records of taxes** and the activities of pharaohs. They never knew poverty and **they were treated with respect.**

5. The Egyptian objects that we see in museums today were created by them, employed by the pharaoh, the government, or temples. They worked in large workshops rather than in individual studios as they often do today. **Carpentry, metalwork, jewellery making, pottery, sculpture, wall painting, glass making, and weaving** are some of the crafts they practiced.

6. They **worked lands** belonging to the pharaoh, the government, a temple, or a rich landowner. In addition to **ploughing, planting, and harvesting**, they maintained the irrigation canals that brought water to their fields and were required to work on the pharaoh's tomb construction project each year.

7. The lowest class of Egyptian society, these workers were often **foreigners. They worked in the household, pyramids construction projects or in the fields.** They could be bought and sold like property. People could also sell themselves into slavery and buy themselves out of it.

8. He was the **Pharaoh's closest advisor.** He was the first official like a **Prime Minister.**

9. They **protected** Egypt from enemies and they helped to **enlarge** Egypt. During peace time, they worked on government projects such as digging irrigation canals for farming, or transporting stone for the king's tomb.

2. Test yourself?

1. Who was called **Great House**?
2. Who was like a **Prime Minister**?
3. What is **slavery**?
4. Why were scribes treated with respect?
5. What colours was a **Pharaoh's crown**? What did those colours symbolize?
6. Who was the highest priest in Egypt?
7. What was brought by merchants to Egypt from abroad?
8. Why did Pharaohs wear beards?
9. What did soldiers do during peace?
10. Who was considered like a God in Egypt?

THE EGYPTIAN DYNASTIES

1. From a village to a united Empire. Read the following article aloud.

Wandering hunters first entered the valley about **4 500 BC** and settled down in **villages**. The need to build canals and dams for irrigation made it essential for the people of each village to cooperate. Later on the villages, in order of better organisation of work, joined together to create **nomoses or provinces** and these created two large **kingdoms** called **Lower Egypt** and **Upper Egypt**. At one time Lower and Upper Egypt were two different kingdoms. A vast **desert** lay between them. Each was ruled by a different king. The king of Upper Egypt wore a **white crown**. The king of Lower Egypt wore a **red crown**.

In 3100 BC the king **Menes of Upper Egypt** united the two kingdoms. From that time on, the kings of ancient Egypt wore a double crown. Menes built the city **Memphis** for his capital.

2. Explain in your own words how Egypt was united.

3. What was a nomos?

4. Which city was the first capital of Egypt?

5. Read aloud about the List of Rulers.

The List of Rulers

The basic source for Egyptian history is the List of the Rulers compiled by an Egyptian priest named **Manetho** who started to write history nearly 3000 years after the reign of the first Egyptian kings. Manetho wrote in Greek in about 280 B.C., after Alexander the Great conquest of Egypt. Manetho divided the kings into **thirty dynasties** (later chronicles added a thirteenth). Modern historians have accepted the List of Rulers and they have grouped the dynasties into several periods.

<i>Period</i>	<i>Dynasties</i>	<i>Years</i>
<i>Archaic</i>	1-2	3100-2700
<i>Old Kingdom</i>	3-6	2700-2200
<i>Intermediate</i>	7-10	2200-2050
<i>Middle Kingdom</i>	11-12	2050-1800
<i>Intermediate</i>	13-17	1800-1570
<i>New Kingdom</i>	18-20	1570-1085
<i>Post Empire</i>	21-31	1085-332

6. Read about the basic periods of Egyptian history.

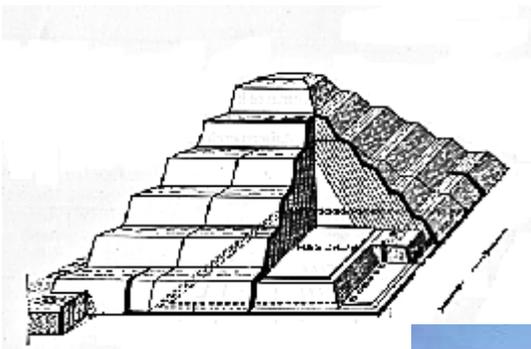
The Old Kingdom

The Old Kingdom reached its glory in the Fourth Dynasty, when wealth and prosperity of the Kingdom increased greatly. The significant symbols of this period are three pyramids built at Giza.

About **3000 BC** the king of the Third Dynasty called **Djoser** decided to be buried in a tomb made of six mastabas (early Egyptian stone tomb square and flat-topped) of decreasing size placed one on top of the other. This tomb, which is over 60 metres high, is known as **the Step Pyramid**

The Fourth Dynasty , mostly the kings **Khufu (Cheops), Khefre and Menkaure** are well-known for their pyramids at Giza. The highest one, Khufu´s Pyramid, is called **The Great Pyramid** and was built around 2600 BC.

Near the Great Pyramid lies the famous **Sphinx**. This strange statue looks like a lion with a human head and it protected and guarded the Great Pyramid.



The First Intermediate Period

The Old Kingdom dissolved into a period of general anarchy known as the First Intermediate Period. **This period meant an economic and political decline of Egypt.** Egypt was dropped into several little dukedoms and ruled by many hardly-known pharaohs.

But gradually the anarchy passed away, and kings of the Eleventh Dynasty, centred at the city of Veset (Thebes), reunited Egypt.

The Middle Kingdom and the Second Intermediate Period

The prosperity and success of the Middle Kingdom declined in the late Twelfth and early Thirteenth Dynasties. The invasion by the **Hyksos, about 1720 B.C.**, ended the Middle Kingdom and led to the Second Intermediate Period.

Historians are still not certain who the Hyksos were, but they were probably a group of several western Asiatic peoples from Syria and Palestine. Little is known about these warriors except that they fought in chariots drawn by horses. After nearly a century of wars the Hyksos were driven out of Egypt by **Amosis in about 1570 BC.** These years of fighting made the Egyptians a more warlike people. While the Hyksos ruled Egypt, the Egyptians learned to ride horses and also some important military skills from them.

After that a Theban prince **Amosis** made himself Pharaoh and a new period **the New Kingdom or the Egyptian Empire** started.

7. Test yourself

- 1. When was Egypt united?**
- 2. Who united Egypt?**
- 3. What is the name of source telling us about the Egyptian dynasties?**
- 4. Who compiled that source?**
- 5. Which periods does the history of Egypt consist of?**
- 6. Which capitals of Egypt have you learnt so far?**
- 7. What was mastaba?**
- 8. Which Pharaoh ordered to build the first pyramid?**
- 9. Who was buried in the Great Pyramid?**
- 10. What protected and guarded the Great Pyramid?**
- 11. What caused the fall of the Middle Kingdom?**

8. Fill in the missing words.

The Hyksos invaded Egypt in the year and they were driven out around the year.....by The Hyksos were the peoples coming from.....
The Egyptians learnt from them..... and how to ride

9. Read about the New Kingdom and the most famous Egyptian Pharaohs.

The New Kingdom

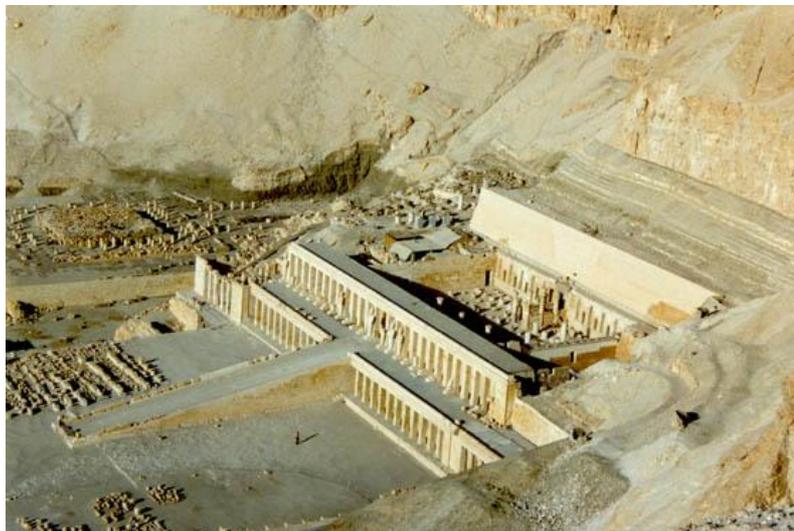
Egypt reached the greatest achievements during the **Eighteenth Dynasty** (1580 – 1310). The rulers of Thebes established the power of the central government and organized Egypt into a military state. They enlarged their territory into Asia Minor where they met another large kingdom, the Hittite Empire

HATSHEPSUT

I have repaired what was destroyed, I have raised up what was in pieces ever since the Asiatics had been in the Delta, overthrowing what had been made.



During the rule of Hatshepsut, Egypt traded with many faraway places. As a result, Hatshepsut greatly enriched Egypt's wealth. She was known to send peaceful trading expeditions to East Africa and Asia. Egyptian traders returned with ivory, gold, and spices. The temples she ordered built at Thebes are among the greatest buildings of Ancient Egypt. She had herself portrayed as a sphinx with a beard to emphasize her right to rule as the king.



THUTMOSE III.

When Hatshepsut died Thutmose III. became a Pharaoh. In an act of revenge against her long domination over him, Thutmose III. had her name erased from as many monuments as possible. He made about 17 military expeditions into Asia Minor and he enlarged the Empire as far as the River Euphrates. He ordered to place many obelisks carved with the stories of his battles in Karnak.

AKHNATON

Early in his reign **Pharaoh Amunhotep IV** began to **oppose Amun-Ra**, for centuries the traditional God of Thebes, and sponsored the worship of the Aton. This was also supported by his wife **Nefertiti**, rumoured to be the prettiest woman of Egypt. To advertise the new faith among his people, he changed his own name to Akhnaton that meant *he who serves Aton* and sent workers around Egypt to erase the name of Amun-Ra from monuments. He moved his capital from Thebes to a completely new city called **Akhetaton** where he built a temple to Aton and lived rather like a Pope serving his God. Some historians called him the first monotheist. Akhnaton **neglected the kingdom**. Nobles took advantage of his inattention and seized the independence. And even more, first in Syria and then in Palestine, Egyptian control was put down. The Asiatic holdings fell away. Akhnaton's religious reform did not survive after his death and his successors returned back to the traditional religion. Every mention of Akhnaton and his God Aton was erased in the temples and palaces. The town Akhetaton was destroyed.



RAMSES II.

The New Kingdom now emerged from its weakness and was led by such great Pharaohs as Ramses II. He fought a great battle with **the Hittites in 1285 BC at Kadesh in Palestine**. The conflict continued until the two kingdoms signed a **peace treaty in 1284**. As the result of this treaty Ramses II married to a Hittite's princess and the river Orontes became the common border of these two most powerful kingdoms. the peace allowed Ramses II. to spend time and money on building projects. His great achievement was the temple **Abu Simbel**.



10. Read about the Fall of Egypt.

Post Empire

Ancient Egypt was weakened by many years of foreign wars. From **about 1200 BC the Sea Raiders** had attacked the northern coast of Egypt. Egypt gradually lost its prestige and glory. In **671 BC** the Assyrians invaded Egypt and in **525 BC** Egypt was overrun by the Persians. In **332 BC** Egypt was conquered by **Alexander the Great**, when he defeated the Persian king Darius III. After the death of Alexander the Great **the Ptolemy Dynasty** came to the Egyptian throne and ruled until **31 BC**, when finally **Octavian** added Egypt to their Empire after defeating **Queen Cleopatra**.

11. Who did it?

1. built Abu Simbel
2. built Akhetaton
3. enlarged Egypt as far as the River Euphrates
4. organized trade expeditions to Asia
5. defeated the Persian king Darius III.
6. defeated Cleopatra
7. signed a peace treaty with the Hittites

12. Are the following statements True or False? Correct the false statements.

1. The last Egyptian Pharaoh was the Pharaoh Ptolemy XIV.
2. Egypt became a Roman Province in 31 BC.
3. Ramses II defeated the Hittites.
4. Alexander the Great set up the city Alexandria.
5. The prettiest Egyptian Pharaoh was Cleopatra.
6. Egyptians never believed to only one God.
7. Thutmose III honoured his mother Hatshepsut.

13. When did it happen?

1. When did Egypt become a Roman Province?
2. When did Alexander the Great conquer Egypt?
3. When was the battle at Kadesh?
4. When did the Persians conquer Egypt?

EGYPTIAN RELIGION

1. Read aloud the following article.

Egyptian Gods and Goddesses

The Ancient Egyptians had more than one God. Each district had its own Gods, and most of them seem to have been half-animal. Some of the Gods were much more important than the others and were worshipped all over Egypt.

Amun -Re: the most important God, the Sun-God

Osiris: the God of underworld

Isis: the wife of Osiris, she was called Great Mother, she protected mothers and children.

Thoth: the Ibis-headed God of writing

Sutech : the God of evilness and destruction

Anup: the jackal-headed God of cemeteries and mummifying

Hathor: the Goddess oh love and entertainment.

The Pharaoh and the Gods were the masters of Egypt. There was no quarrel between the Pharaoh and the Gods, because the Pharaoh himself was a God. The ordinary Egyptians did as they were told. They believed in Pharaoh and the Gods, and worked hard for them.

2. What was the relationship between the Pharaoh and the Gods?

3. What kind or religion did the Egyptians have?

4. Read the following article about the Underworld and Mummies.

Underworld

Egyptians believed that when a person died the body and soul are parted.

Most souls had to go on a journey after death, before being judged by the God Osiris. Good people went to paradise and wicked ones had their hearts torn out by a monster. Osiris was thought to have been killed and then brought back to life. This is why he ruled over the dead. Egyptians believed the body would also be needed in the afterlife. They tried to preserve the bodies t and turn them into stop them rotting away and turn them to mummies.

**HOW TO MAKE A
A MUMMY**

- 1) *Take one fresh, dead body*
- 2) *Remove all the organs*
- 3) *Put them in canopic jars with salt to dry out*
- 4) *Cover the body in salt to dry it out*
- 5) *Leave for 40 days*
- 6) *Return the organs to the body*
- 7) *Cover body in nice smelling oils*
- 8) *Wrap the body in bandages*
- 9) *Put glue on the bandages*
- 10) *Put a death mask on the head*
- 11) *Place the body in coffin*

5. Why was the process of mummifying so important for the Egyptians?

6. Write these four sentences below in the right order. Start with the biggest thing.

This is called mummy.

Inside the pyramid is a secret room.

Inside that there is a dead body covered with bandages.

Inside that there is a sarcophagus.

7. Draw lines to match up four Ancient Egyptians with the things an archaeologist might find in each person's tomb.

Pharaoh

Stone hammer, Iron chisel,

Stonemason

Papyrus scroll, stone pot for ink, reed pen

Rich lady

Models of slaves, golden death mask

Scribe

Stone pot for make-up, bronze mirror, jewellery

THE LEGACY OF ANCIENT EGYPT

1. Read the article about the Egyptian writing.

By about **2400 BC** the Egyptians had invented a form of picture – writing. It is called **hieroglyphics** which means sacred carved letters. At first each picture indicated a word but later it came to represent a letter. A well educated person was expected to write in this way but ordinary people needed less complicated writing. They developed the **hieratic** version and later an even simpler type called **demotic** (popular script). This was used by businessmen, court officials and traders. Writing was done with a reed brush dipped in ink made from soot, water and gum. They used **papyrus long rolls** for writing. For centuries the secret of how to read this writing was lost. Then in **1799** some French army officers in Egypt found a stone at Rosetta near the mouth of the Nile. They immediately realised that it was important because it had inscriptions in three languages: hieroglyphic, demotic and Greek. **The Rosetta Stone** was handed over to the British and taken to London where it was housed in the British Museum. However the French had already made copies of the inscriptions. These were sent to Paris where a brilliant French scholar, **Jean Champollion** spent years studying the script. First he found the Egyptian letters for Ptolemy, and then those for Cleopatra. **Champollion deciphered hieroglyphics in 1822.**



2. Test yourself

1. When did the Egyptians invent writing?
2. What type of writing was it? How was it called?
3. Were there other writings used in Egypt? If yes, why were they developed?
4. What was used for writing?
5. Who was the God of writing?
6. Who invaded Egypt in 1799?
7. Which source helped to decipher the Egyptian writing?
8. Where is that source house at present?
9. Who deciphered the Egyptian writing?
10. Which names as the first ones were read?
11. When was the Egyptian writing deciphered?



3. What were the Egyptians good at? Read the following article.

Education

A favourite saying of Egyptian schoolmasters was, *The ear of a boy is on his back and he listens when he is beaten.* Pupils learnt to write on fragments of broken pottery called ostraka, papyrus was too expensive to be wasted. Pupils learnt mathematics and astronomy, but writing was their main task. a lot of time was spent copying out folk tales which the teacher dictated.

Medicine

The Egyptians were very interested in medicine and they had medical schools. Doctors spent a lot of time trying to solve eye and tooth complaints. They also did surgery.

Law

Egyptian trials were well – organised. There was a judge and a clerk who wrote down the evidence. The accused were allowed to defend themselves. Serious punishments were usually decided by the Pharaoh, not the judge. The punishments ranged from death to loss of limbs or beating.

Mathematics, Astronomy

The Egyptian mathematicians could understand fractions and square roots. The basic arithmetical unit was number 10. They worked out a 365 day calendar including twelve 30 day months and 5 days were added for celebrations. The regular floods led them to measuring the territories which put the roots to geometry.

Literature

The rich variety of Egyptian literature illustrates the creativity of the early Egyptians. Their works often dealt with mythology, afterlife, hymns, poems celebrating the Pharaoh's victory over death and stories about the Gods. The well known is **the Book of Dead** providing charms and other methods of successful transition to the other world. A Success brought another genre known as Instructions **in Wisdom** giving advice about how to well behave in the world.

4. Compare and contrast the legacy of Egypt and the legacy of Mesopotamia

<i>Egypt</i>	<i>Mesopotamia</i>

ANCIENT GREECE

Mycenaean Greece (c. 1600 BC – c. 1100 BC)



Is a cultural period of Bronze Age Greece, taking its name from the archaeological site of Mycenae in southern Greece.

It took place in the late phase of the Bronze Age in Ancient Greece. Mycenae itself is the historical setting of much ancient Greek literature and myth, including the epics of Homer.

Quite unlike the Minoans, whose society benefited from trade, the Mycenaeans advanced through conquest. Mycenaean civilisation was dominated by a warrior aristocracy.

Around 1400 BC, the Mycenaeans extended their control to Crete, centre of the Minoan civilization, and adopted a form of Minoan writing.



The Mycenaeans defeated the Minoans but, according to later Hellenic legend, they defeated Troy, presented in epics as a city-state which rivalled Mycenae in power. Because the only evidence for the conquests is Homer's Iliad and other texts steeped in mythology, the existence of Troy and whether the Trojan War actually happened are uncertain.

Keywords: defeat- porazit', conquest- dobytie, steep – ponorit', society- spoločnosť, trade- obchod, including- vrátane

The Minoans



The Minoan civilisation was a Bronze Age civilisation that arose on the island of Crete and flourished from approximately the 27th century BC to the 15th century BC.

The early inhabitants of Crete settled as early as 128,000 BC, during the Middle Paleolithic Age.

However it was not until 5000 BC that the first signs of advanced agriculture appeared, marking the beginning of the civilisation.

Minoans were good traders of tin and copper. Their culture, from 1700 BC, shows a high degree of organisation.

Minoan Farmers

Most of the Minoans lived in small villages and made their living from farming. They grew wheat, barley, grapes and olives. They raised goats, cattle, sheep and pigs. Minoan farmers had to give some of their crops to the ruler as a tax.

Minoan Clothes

In wall paintings, men and women are shown with long curly hair. Men wore loincloths. Men also wore a kind of kilt. Women wore layered skirts and bodices which exposed their breasts.



Minoan Trade

The Minoans were also a trading people. They traded with Sicily, Cyprus, Egypt and other parts of the Middle East. The Minoans exported wine, olive oil, timber and pottery. (Minoan potters made a very thin pottery called Kamares ware). They also exported jewellery and weapons. Merchants imported lead, copper, obsidian and ivory.

Minoan Palaces

The Minoans are famous for the palace at Knossos (although there were other palaces at Mallia, Zakro and Phaistos). The palace at Knossos was built around a central courtyard. On the ground floor of the palace were storage areas. In these, grain and olive oil were stored in large clay jars called pithoi. Also at ground level were workshops for specialist craftsmen. There were also many scribes in the palace who kept careful store records.

The upper floors of the palace were living quarters and were luxurious. Light wells let in both light and cool air. Red painted wooden columns supported the ceilings. Frescoes were painted on the walls. Sometimes human beings were painted but often sea animals such as dolphins were shown. (The Minoans also painted pottery vessels with sea creatures like octopuses, fish and sea urchins, showing the importance of marine life). Some rooms in the palace of Knossos were lined with alabaster. The palace at Knossos had bathrooms and even a flushing toilet.



Keywords:

Appear- objaviť sa, tin- cín, kilt- škótska sukňa, courtyard – nádvorie, storage areas – skladovacie priestory, sea urchins – morský ježkovia, flushing toilet- splachovací záchod

Exercises:

1. Characterise the Mycenaeans.

.....
.....
.....
.....

2. Where did they live?

.....
.....

3. Characterize the Minoans.

.....
.....
.....
.....

4. Where do you see the biggest difference between the Mycenaeans and Minoans?

.....
.....
.....

5. Describe the Minoans' culture.

.....
.....
.....

6. Do you think that Minoans were good traders? Explain your answer.

.....
.....
.....

Minoans

