

UNIT 1: ANCIENT CIVILIZATIONS
The Cradle of Civilization

I. Mesopotamia

A. Geography

1. _____ is at the eastern end of the _____, an arc of good farm land from the _____ Sea to the _____.
2. Mesopotamia is the valley between the _____ and the _____ Rivers.
3. These rivers often overflow and leave _____, which nourishes the soil for a productive _____ economy.
4. Consistently productive agriculture required controlling the water supply by developing _____. The resulting large food supply made large _____ and the emergence of _____ possible in Mesopotamia.
5. Ancient Mesopotamia covered three general areas: _____, _____, and _____.

B. Sumeria

1. The _____ developed the first Mesopotamian civilization.
 - a. By 3000 BC, they had built several _____ such as _____ and Uruk.
 - b. These city-states controlled the surrounding countryside _____ and _____.
2. The Sumerians built largely with _____.
 - a. They invented the _____ and the _____ and built some of the largest brick buildings in the world.
 - b. The most important building in each city was the _____. Often it was built on top of a massive stepped tower called a _____.
3. Religion
 - a. Mesopotamians believed that the world was controlled by _____ forces. Believing in over 3000 gods, they were _____.
 - b. As inferior beings, people were to obey and serve the gods. Sumerians believed that humans were created to do the _____ of their _____.
 - c. Sumerians believed _____ owned and ruled the cities.
 - d. The Sumerian state was a _____ – a government whose authority to rule is _____.

- e. _____ were important figures both religiously and _____.

4. Social Structure

- a. Over time, ruling power eventually passed more into the hands of _____.
- b. Commoners worked in agriculture and as merchants, fishers, and _____.
- c. _____ principally worked on large building projects, wove cloth, and worked the farms of the nobles. Around _____% of the population farmed.

5. Economy

- a. The Sumerian economy was principally _____ but industry and trade were also important.
- b. The invention of the _____ around _____ was a boost to trade.

6. Writing

- a. The Sumerians also invented a system of writing called _____ (“wedge-shaped”).
- b. They used a reed stylus to make wedge-shaped markings on _____, which were then baked in the sun.
- c. Writing was used for _____, teaching, and _____.
- d. Being a _____ was the key to a successful career for an upper-class Mesopotamian boy.
- e. The most important piece of Mesopotamian literature is _____.
- Gilgamesh is a wise and strong part-human/part-god. When his friend Enkidu dies, Gilgamesh searches for the secret of eternal life but fails teaching that only the gods are _____.

C. Akkadians

1. Around 2340 BC, the _____, a people living to the north, invaded the Sumerian city-states.
2. Led by _____, the Akkadians conquered Sumer and established the world’s first _____.
- a. An empire is a large political unit that controls many peoples and territories.

D. Hammurabi

1. In 1792 BC, _____ of _____ overthrew the Akkadians and established a new empire.

2. The _____ is an important early system of _____.

 - a. The principle of _____ (“an _____ for an _____, a _____ for a _____”) is fundamental to Hammurabi’s code.
 - b. By carving the laws in stone, it was shown that not even kings were _____.
 - c. Hammurabi’s code expresses the _____ nature of Mesopotamian society. _____ had fewer privileges and rights than _____.

II. Egypt

A. Geography

1. Running over 4,000 miles, the _____ is the _____ river in the world.
2. It begins in the heart of _____ and runs _____ to the _____.
3. The northern part is called _____ Egypt and the southern part is called _____ Egypt.
4. The Nile has predictable _____ that enrich the Nile Valley’s soil. Food surpluses made Egypt prosperous. The Nile also served as a great highway that enhanced _____ and _____.
5. Unlike Mesopotamia, Egypt had _____ that protected it from invasion: _____ to the west and east, the _____ to the east, the _____ to the north, and _____ in the southern Nile.
6. _____ gave the Egyptians a sense of _____ and _____ to Egyptian civilization for thousands of years.

B. Religion

1. The _____ was worshipped as the source of life.
2. The sun god was named _____ or _____. The Egyptian ruler was called _____, the sun god in earthly form.
3. The goddess _____ brought her husband, _____, back to life his body was dismembered. Osiris and Isis were symbols of _____ after physical death. They also represented the rebirth of the _____ after the Nile’s annual floods.

C. Historical Periods

1. Historians divide Egyptian history into three major periods: the _____ Kingdom, the _____ Kingdom, and the _____ Kingdom.
2. Egyptian history began around _____ when King _____ united _____ and _____ Egypt.
 - a. Menes created the first royal _____ in Egypt.
 - b. A _____ is a _____ of rulers. Their right to rule is passed from _____ to _____.

D. Social Structure

1. The _____ Kingdom lasted _____ B.C.
2. Egyptian rulers became known as _____.
3. Egyptian society was organized like a _____.
 - a. The _____ was at the top.
 - He was surrounded by a ruling class of _____ and _____.
 - They ran the government and managed their extensive land and wealth.
 - b. The next class was made up of _____ and _____.
 - c. Below them was a class of _____, who usually worked land held by the upper class, and provided revenues, military service, and _____ for the state.

E. Writing

1. Writing emerged in Egypt around _____. Egyptians used a system called _____ (“priest-carvings”), which used pictures and abstract forms.
2. Later, Egyptians used simplified _____ script written on _____. Hieratic script was used for _____, business transactions, and the general needs of daily life.
3. Upper-class boys trained to be scribes from age _____. The training took many years.

F. Art

1. Artists followed a distinctive style. For example, human bodies were shown as a combination of profile, semiprofile, and frontal views to get an accurate picture.

G. Death

1. The _____ were built during the Old Kingdom. They served as _____ for the pharaohs and their families.
 - a. They contained food, weapons, artwork, and household _____ for the person in the _____.
2. Egyptians believed that a person's _____ (spirit) could survive the death of the physical body if the physical body were properly preserved through _____.
 - a. In mummification a body was slowly _____ to keep it from rotting. It was done in workshops that priests ran for wealthy families.
 - b. Workers would first remove the _____, placing them in four _____ jars put in the tomb with the mummy.
 - c. They also removed the _____ through the nose.
 - d. Then the body was covered with _____ to absorb moisture.
 - e. Later, workers filled the body with spices and wrapped it in resin soaked linen.
 - f. This process took about _____ days.
 - g. Then a lifelike _____ of the deceased was placed over the head and shoulders of the mummy.
 - h. Finally, the mummy was sealed in a _____ and placed in its tomb.
 - i. The mummy of Ramses the Great has remained intact for 3,000 years!
3. The largest pyramid was for King _____, built around 2540 B.C. in _____. It covers 13 acres and was the tallest building in the world until the 19th century!
4. The Great _____ is also at Giza. It has the body of a lion and head of a man; some historians believe it is there to guard the sacred site.

H. Later Egypt

1. Middle Kingdom
 - a. The _____ Kingdom was between 2050 and 1652 B.C. Egyptians later portrayed this time as a _____.
 - b. Egypt expanded into _____, and trade reached into _____ and Crete.
 - c. Invasion by the _____ people of Western Asia ended the Middle Kingdom. Egyptians learned to use _____ and horse-drawn war _____ from the Hyskos.
2. New Kingdom
 - a. The _____ Kingdom lasted from 1567 to 1085 B.C.
 - b. During this period Egypt created an _____.

- c. The New Kingdom pharaohs were tremendously _____.
- d. The first female pharaoh, _____, and others built fabulous temples.
- e. Invasions by the “_____” ended the Egyptian Empire. The New Kingdom collapsed in 1085 B.C.

I. Conquered Egypt

- 1. For the next thousand years, Libyans, Nubians, Persians, and _____ dominated Egypt.
- 2. The pharaoh _____ tried to reassert Egypt’s independence. Allying with the losing side in a Roman civil war eventually brought _____ rule over Egypt in the 1st century BC.

III. New Empires

A. Indo-Europeans

- 1. _____ live on the fringes of civilization. They hunt and gather, do small farming, and tend herds of domesticated animals.
- 2. One of the most important groups of pastoral nomads was the _____. They spoke the ancestral language of _____, _____, _____, and the _____ languages.
- 3. One Indo-European group melded with natives of _____ to form the _____ kingdom.

B. Hittites

- 1. Between _____ BC, the Hittites created an empire in western Asia.
- 2. The Hittites were the first Indo-Europeans to use _____ ushering in the start of the _____.

C. Phoenicians

- 1. After the downfall of the Hittites and the Egyptians, the _____ began to assert their power which was based on _____.
- 2. The Phoenicians lived in the area of _____ on a narrow band of the Mediterranean coast only _____ miles long.
- 3. The Phoenicians were such prominent traders because of their _____ and _____ skills.
- 4. Trading took the Phoenicians as far as _____ and Africa’s west coast. The Phoenicians set up _____. _____ in North Africa is the most famous and important Phoenician colony.

5. The Phoenicians are most known for their _____ of _____ characters, or _____. This alphabet was passed on to the _____. The _____ adopted it from the Greeks and it is the basis of _____ alphabet today.

D. Israelites

1. The _____ were a _____ people who first lived in _____ along the eastern Mediterranean Sea around _____ BC.
 - a. They were descendents of _____ slaves who had fled from Egypt.
2. King _____, who ruled from _____ BC from the capital of _____, was Israel's first great king.
 - a. Solomon was known for his wisdom. Most importantly, he built the _____ in Jerusalem. The Israelites viewed this temple as the symbolic center of their religion.
3. The religion of Israel, _____, was _____, and therefore, unique among the religions of western Asia and Egypt.
 - a. Judaism still flourishes as a major religion, and it influenced both _____ and _____.

E. Assyrians

1. The _____ of the upper Tigris River formed the Assyrian Empire by 700 BC. They were known for their _____ prowess.
 - a. Their military power came from using _____ and a large, well-disciplined army of infantry, cavalry, and archers, often on chariots.
 - b. They used _____ to subdue people, laying waste to people's lands and torturing captives.
2. A king with _____ power ruled the Assyrian Empire. The empire was organized well with local officials directly responsible to the king.
3. The Assyrians developed an efficient _____ system in order to administer their empire. A network of posts with horses could _____ messages from a governor anywhere in the empire to the king and be answered in _____.
4. The Assyrian king Ashurbanipal founded one of the world's first _____ which has provided a great deal of information about Southwest Asian civilizations.
5. In 772 BC, the _____ conquered and scattered the ten _____ tribes of _____. These "_____ " lost their Hebrew identity. The southern two tribes remained as the Kingdom of _____.

F. Babylonia

1. After the Assyrian Empire collapsed, the Chaldean king _____ made _____ the leading state of western Asia.
2. _____ became one of the greatest cities of the ancient world.
 - a. The fabled _____ of Babylon were one of the _____ of the World.
 - b. The _____ Gate led to the inner city of Babylon's king.
3. The _____ conquered _____ and the Temple of Solomon was destroyed in 586 BC.
 - a. The captive people of Judah were sent to _____.

G. Persia

1. Babylonia did not last long; the _____ captured it in 539 BC.
2. The Persians were nomadic, Indo-European people living in what is today southwest _____. _____ unified the tribes and created a powerful Persian state from Asia Minor to western India.
3. Cyrus ruled from _____ BC. After capturing Babylon, Cyrus allowed the Jews to return to Jerusalem. The Kingdom of Judah was reborn and the temple rebuilt.
 - a. The people of Judah eventually became known as the _____ and gave their name to _____.
4. Cyrus' sons extended the Persian Empire. Cambyses successfully invaded _____. _____ (521-486 BC) extended the empire into _____ and _____.
 - a. Controlling _____ of the known world, he created the _____ the world had yet known.
5. The Persians established a communication system using horses and way stations along the _____, from Lydia to the empire's chief capital at Susa.
6. Much of the Persian Empire's power was due to its military. The Persian kings had a standing army of _____ soldiers from all over the empire.
 - a. At its core was an elite group called the _____ made up of 10,000 cavalry and 10,000 infantry.
7. Eventually, during the 4th century BC, the Persian Empire was defeated by history's greatest conqueror: _____ the Great.

Unit 1: Ancient Civilizations

The Cradle of Civilization

I. Mesopotamia

A. Geography

1. **Mesopotamia** is at the eastern end of the **Fertile Crescent**, an arc of good farm land from the **Mediterranean** Sea to the **Persian Gulf**.
2. Mesopotamia is the valley between the **Tigris** and the **Euphrates** Rivers.
3. These rivers often overflow and leave **silt**, which nourishes the soil for a productive **agricultural** economy.
4. Consistently productive agriculture required controlling the water supply by developing **irrigation**. The resulting large food supply made large **populations** and the emergence of **civilization** possible in Mesopotamia.
5. Ancient Mesopotamia covered three general areas: **Assyria**, **Akkad**, and **Sumer**.

B. Sumeria

1. The **Sumerians** developed the first Mesopotamian civilization.
 - a. By 3000 BC, they had built several **city-states** such as **Ur** and Uruk.
 - b. These city-states controlled the surrounding countryside **politically** and **economically**.
2. The Sumerians built largely with **mud bricks**.
 - a. They invented the **arch** and the **dome** and built some of the largest brick buildings in the world.
 - b. The most important building in each city was the **temple**. Often it was built on top of a massive stepped tower called a **ziggurat**.
3. Religion
 - a. Mesopotamians believed that the world was controlled by **supernatural** forces. Believing in over 3000 gods, they were **polytheistic**.
 - b. As inferior beings, people were to obey and serve the gods. Sumerians believed that humans were created to do the **manual labor** of their **deities**.
 - c. Sumerians believed **gods** owned and ruled the cities.
 - d. The Sumerian state was a **theocracy** – a government whose authority to rule is **divine**.
 - e. **Priests** were important figures both religiously and **politically**.
4. Social Structure
 - a. Over time, ruling power eventually passed more into the hands of **kings**.
 - b. Commoners worked in agriculture and as merchants, fishers, and **artisans**.
 - c. **Slaves** principally worked on large building projects, wove cloth, and worked the farms of the nobles. Around **90%** of the population farmed.
5. Economy
 - a. The Sumerian economy was principally **agricultural** but industry and trade were also important.
 - b. The invention of the **wheel** around **3000 BC** was a boost to trade.
6. Writing
 - a. The Sumerians also invented a system of writing called **cuneiform** (“wedge-shaped”).
 - b. They used a reed stylus to make wedge-shaped markings on **clay tablets**, which were then baked in the sun.
 - c. Writing was used for **record keeping**, teaching, and **law**. Writing also passed on cultural knowledge from generation to generation.
 - d. Being a **scribe** was the key to a successful career for an upper-class Mesopotamian boy.
 - e. The most important piece of Mesopotamian literature is *The Epic of Gilgamesh*.
 - Gilgamesh is a wise and strong part-human/part-god. When his friend Enkidu dies, Gilgamesh searches for the secret of eternal life but fails teaching that only the gods are **immortal**.

C. Akkadians

1. Around 2340 BC, the **Akkadians**, a people living to the north, invaded the Sumerian city-states.
2. Led by **Sargon**, the Akkadians conquered Sumer and established the world’s first **empire**.
 - a. An empire is a large political unit that controls many peoples and territories.

D. Hammurabi

1. In 1792 BC, **Hammurabi** of **Babylon** overthrew the Akkadians and established a new empire.
2. The **Code of Hammurabi** is an important early system of **law**.
 - a. The principle of **retaliation** (“an eye for an eye, a **tooth** for a **tooth**”) is fundamental to Hammurabi’s code.
 - b. By carving the laws in stone, it was shown that not even kings were **above the law**.
 - c. Hammurabi’s code expresses the **patriarchal** nature of Mesopotamian society. **Women** had fewer privileges and rights than **men**.

II. Egypt

A. Geography

1. Running over 4,000 miles, the **Nile** is the **longest** river in the world.
2. It begins in the heart of **Africa** and runs **north** to the **Mediterranean**.
3. The northern part is called **Lower** Egypt and the southern part is called **Upper** Egypt.
4. The Nile has predictable **annual floods** that enrich the Nile Valley’s soil. Food surpluses made Egypt prosperous. The Nile also served as a great highway that enhanced **transportation** and **communication**.
5. Unlike Mesopotamia, Egypt had **geographic barriers** that protected it from invasion: **deserts** to the west and east, the **Red Sea** to the east, the **Mediterranean** to the north, and **rapids** in the southern Nile.
6. **Geography** gave the Egyptians a sense of **security** and **continuity** to Egyptian civilization for thousands of years.

B. Religion

1. The **sun** was worshipped as the source of life.
2. The sun god was named **Atum** or **Re**. The Egyptian ruler was called **Son of Re**, the sun god in earthly form.
3. The goddess **Isis** brought her husband, **Osiris**, back to life his body was dismembered. Osiris and Isis were symbols of **rebirth** after physical death. They also represented the rebirth of the **land** after the Nile’s annual floods.

C. Historical Periods

1. Historians divide Egyptian history into three major periods: the **Old Kingdom**, the **Middle Kingdom**, and the **New Kingdom**.
2. Egyptian history began around **3100 B.C.** when King **Menes** united **Upper** and **Lower** Egypt.
 - a. Menes created the first royal **dynasty** in Egypt.
 - b. A **dynasty** is a **family** of rulers. Their right to rule is passed from **parent** to **child**.

D. Social Structure

1. The **Old Kingdom** lasted **2700-2200 B.C.**
2. Egyptian rulers became known as **pharaohs**.
3. Egyptian society was organized like a **pyramid**.
 - a. The **pharaoh** was at the top.
 - He was surrounded by a ruling class of **nobles** and **priests**.
 - They ran the government and managed their extensive land and wealth.
 - b. The next class was made up of **merchants** and **artisans**.
 - c. Below them was a class of **peasants**, who usually worked land held by the upper class, and provided revenues, military service, and **forced labor** for the state.

E. Writing

1. Writing emerged in Egypt around **3000 B.C.** Egyptians used a system called **hieroglyphics** (“priest-carvings”), which used pictures and abstract forms.
2. Later, Egyptians used simplified **hieratic** script written on **papyrus**. Hieratic script was used for **record keeping**, business transactions, and the general needs of daily life.
3. Upper-class boys trained to be scribes from age **10**. The training took many years.

F. Art

1. Artists followed a distinctive style. For example, human bodies were shown as a combination of profile, semiprofile, and frontal views to get an accurate picture.

G. Death

1. The **pyramids** were built during the Old Kingdom. They served as **tombs** for the pharaohs and their families.

- a. They contained food, weapons, artwork, and household **goods** for the person in the **afterlife**.
2. Egyptians believed that a person's **ka** (spirit) could survive the death of the physical body if the physical body were properly preserved through **mummification**.
 - a. In mummification a body was slowly **dried** to keep it from rotting. It was done in workshops that priests ran for wealthy families.
 - b. Workers would first remove the **organs**, placing them in four **canoptic** jars put in the tomb with the mummy.
 - c. They also removed the **brain** through the nose.
 - d. Then the body was covered with **salt** to absorb moisture.
 - e. Later, workers filled the body with spices and wrapped it in resin soaked linen.
 - f. This process took about **70** days.
 - g. Then a lifelike **mask** of the deceased was placed over the head and shoulders of the mummy.
 - h. Finally, the mummy was sealed in a **case** and placed in its tomb.
 - i. The mummy of Ramses the Great has remained intact for 3,000 years!
3. The largest pyramid was for King **Khofu**, built around 2540 B.C. in **Giza**. It covers 13 acres and was the tallest building in the world until the 19th century!
4. The Great **Sphinx** is also at Giza. It has the body of a lion and head of a man; some historians believe it is there to guard the sacred site.

H. Later Egypt

1. Middle Kingdom
 - a. The **Middle** Kingdom was between 2050 and 1652 B.C. Egyptians later portrayed this time as a **Golden Age**.
 - b. Egypt expanded into **Nubia**, and trade reached into **Mesopotamia** and Crete.
 - c. Invasion by the **Hyskos** people of Western Asia ended the Middle Kingdom. Egyptians learned to use **bronze** and horse-drawn war **chariots** from the Hyskos.
2. New Kingdom
 - a. The **New** Kingdom lasted from 1567 to 1085 B.C.
 - b. During this period Egypt created an **empire**.
 - c. The New Kingdom pharaohs were tremendously **wealthy**.
 - d. The first female pharaoh, **Hatshepsut**, and others built fabulous temples.
 - e. Invasions by the "**Sea Peoples**" ended the Egyptian Empire. The New Kingdom collapsed in 1085 B.C.

I. Conquered Egypt

1. For the next thousand years, Libyans, Nubians, Persians, and **Greeks** dominated Egypt.
2. The pharaoh **Cleopatra** tried to reassert Egypt's independence. Allying with the losing side in a Roman civil war eventually brought **Roman** rule over Egypt in the 1st century BC.

III. New Empires

A. Indo-Europeans

1. **Pastoral nomads** live on the fringes of civilization. They hunt and gather, do small farming, and tend herds of domesticated animals.
2. One of the most important groups of pastoral nomads were the **Indo-Europeans**. They spoke the ancestral language of **Greek, Latin, Sanskrit**, and the **Germanic** languages.
3. One Indo-European group melded with natives of **Anatolia** to form the **Hittite** kingdom.

B. Hittites

1. Between **1600-1200** BC, the Hittites created an empire in western Asia.
2. The Hittites were the first Indo-Europeans to use **iron** ushering in the start of the **Iron Age**.

C. Phoenicians

1. After the downfall of the Hittites and the Egyptians, the **Phoenicians** began to assert their power which was based on **trade**.
2. The Phoenicians lived in the area of **Palestine** on a narrow band of the Mediterranean coast only **120** miles long.
3. The Phoenicians were such prominent traders because of their **ships** and **seafaring** skills.

4. Trading took the Phoenicians as far as **Britain** and Africa's west coast. The Phoenicians set up **colonies**. **Carthage** in North Africa is the most famous and important Phoenician colony.
5. The Phoenicians are most known for their **alphabet** of **22** characters, or **letters**. This alphabet was passed on to the **Greeks**. The **Romans** adopted it from the Greeks and it is the basis of **the English** alphabet today.

D. Israelites

1. The **Israelites** were a **Semitic** people who first lived in **Palestine** along the eastern Mediterranean Sea around **1200-1000 BC**.
 - a. They were descendents of **Hebrew** slaves who had fled from Egypt.
2. King **Solomon**, who ruled from **970 to 930 BC** from the capital of **Jerusalem**, was Israel's first great king.
 - a. Solomon was known for his wisdom. Most importantly, he built the **temple** in Jerusalem. The Israelites viewed this temple as the symbolic center of their religion.
3. The religion of Israel, **Judaism**, was **monotheistic**, and therefore, unique among the religions of western Asia and Egypt.
 - a. Judaism still flourishes as a major religion, and it influenced both **Christianity** and **Islam**.

E. Assyrians

1. The **Assyrians** of the upper Tigris River formed the Assyrian Empire by 700 BC. They were known for their **military** prowess.
 - a. Their military power came from using **iron** and a large, well-disciplined army of infantry, cavalry, and archers, often on chariots.
 - b. They used **terror** to subdue people, laying waste to people's lands and torturing captives.
2. A king with **absolute** power ruled the Assyrian Empire. The empire was organized well with local officials directly responsible to the king.
3. The Assyrians developed an efficient **communication** system in order to administer their empire. A network of posts with horses could **relay** messages from a governor anywhere in the empire to the king and be answered in **one week**.
4. The Assyrian king Ashurbanipal founded one of the world's first **libraries** which has provided a great deal of information about Southwest Asian civilizations.
5. In 772 BC, the **Assyrians** conquered and scattered the ten **northern** tribes of **Israel**. These "**ten lost tribes**" lost their Hebrew identity. The southern two tribes remained as the Kingdom of **Judah**.

F. Babylonia

1. After the Assyrian Empire collapsed, the Chaldean king **Nebuchadnezzar** made **Babylonia** the leading state of western Asia.
2. **Babylon** became one of the greatest cities of the ancient world.
 - a. The fabled **Hanging Gardens** of Babylon were one of the **Seven Ancient Wonders** of the World.
 - b. The **Ishtar** Gate led to the inner city of Babylon's king.
3. The **Chaldeans** conquered **Jerusalem** and the Temple of Solomon was destroyed in 586 BC.
 - a. The captive people of Judah were sent to **Babylon**.

G. Persia

1. Babylonia did not last long; the **Persians** captured it in 539 BC.
2. The Persians were nomadic, Indo-European people living in what is today southwest **Iran**. **Cyrus** unified the tribes and created a powerful Persian state from Asia Minor to western India.
3. Cyrus ruled from **559-530 BC**. After capturing Babylon, Cyrus allowed the Jews to return to Jerusalem. The Kingdom of Judah was reborn and the temple rebuilt.
 - a. The people of Judah eventually became known as the **Jews** and gave their name to **Judaism**.
4. Cyrus' sons extended the Persian Empire. Cambyses successfully invaded **Egypt**. **Darius** (521-486 BC) extended the empire into **India** and **Europe**.
 - a. Controlling **four-fifths** of the known world, he created the **largest empire** the world had yet known.
5. The Persians established a communication system using horses and way stations along the **Royal Road**, from Lydia to the empire's chief capital at Susa.
6. Much of the Persian Empire's power was due to its military. The Persian kings had a standing army of **professional** soldiers from all over the empire.

- a. At its core was an elite group called the **Immortals** made up of 10,000 cavalry and 10,000 infantry.
7. Eventually, during the 4th century BC, the Persian Empire was defeated by history's greatest conqueror: **Alexander** the Great.