

Name _____

Period _____

Date _____

CHAPTER 3 | LESSON 1 Geography of Mesopotamia

Lesson 1 Geography of Mesopotamia

BEFORE YOU READ

In Lesson 1, you will learn how the Tigris and Euphrates rivers made the Mesopotamian region a good place for settlement.

AS YOU READ

After you read Lesson 1, write a sentence or two summarizing each of the three main sections. Use a chart like this one to record your summaries.

TERMS & NAMES

- **Mesopotamia** the region where the Tigris and Euphrates rivers flow
- **floodplain** the flat land bordering the banks of a river
- **silt** the fine soil deposited by rivers
- **semiarid** climate that is hot and fairly dry
- **drought** a period when not enough rain and snow fall
- **surplus** more than is needed

Geography of Mesopotamia

The rivers of Mesopotamia were important because . . .

Mesopotamians watered their crops by . . .

Because of a lack of resources, . . .

The Land Between Two Rivers

(pages 83–84)

How did the land between the Tigris and Euphrates rivers support agriculture?

The Tigris and Euphrates rivers start in the mountains of southwest Asia. The region between the rivers was called **Mesopotamia**. The land here was mostly flat with small plants. The rivers provided water and were important for travel. It was easier to travel by boat than over land. There were very few roads on land. Boats could carry heavier loads. The currents helped move the boats down river.

Rain and melting snow in the mountains caused the rivers to get bigger. The water in the rivers picked up soil as it flowed down the mountains. When this water reached the plains, it overflowed into the floodplain. A **floodplain** is the flat land that borders the banks of a river. As the water covered the floodplain, the fine soil it carried settled on the land. The fine soil deposited by rivers is called **silt**. The silt was fertile, making it good for growing crops.

The climate in Mesopotamia is **semiarid**. Usually less than 10 inches of rain a year fall there, and summers are hot. Even though



READING STUDY GUIDE CONTINUED

the region was dry, the rivers and fertile soil made it good for farming. By 4000 B.C., many farming villages developed in southern Mesopotamia.

1. How were the Tigris and Euphrates rivers important to Mesopotamia?

Controlling Water by Irrigation

(pages 84–85)

How did the climate affect farmers?

People in Mesopotamia could not predict when the rivers would flood each year. As a result, they could not predict when to plant crops. The people also could not predict the size of the flooding. That depended on how much snow or rain fell in the mountains. Too much rain could cause huge floods that washed everything away. If too little rain or snow fell, there might not be any flooding at all.

Semiarid regions sometimes experience a **drought**. This is a time when not enough rain and snow fall. When Mesopotamia experienced a drought, the level of the rivers fell. That made it hard for farmers to water their crops, which caused crops to fail. When crops failed, many people starved.

By about 6000 B.C., farmers in Mesopotamia set up canals to get water from the rivers to their fields. This system is called irrigation.

2. Why did Mesopotamian farmers set up irrigation systems?

Finding Resources

(pages 85–86)

How did Mesopotamians cope with a lack of resources?

Mesopotamia had no forests or stone and minerals. That meant that it had no wood and few building materials. As a result, Mesopotamians used mud to make bricks and plaster.

Mesopotamia was an easy place to invade. This is because it had few mountains or other barriers. As a result, people from other regions often invaded Mesopotamia. These people stole from the Mesopotamians or conquered them. To protect themselves, Mesopotamians built mud walls around their villages.

Mesopotamians traded grain for goods they needed, such as stone and wood. They were able to do this because they had a **surplus** of grain. This means that they had more grain than they needed for themselves.

3. How did Mesopotamians use their environment to make building materials?



CHAPTER 3 | LESSON 1 Geography of Mesopotamia

Activity Sheet**Part A. Build Vocabulary**

Key Terms Write a key term in each blank to match the word history that describes it.

Mesopotamia: a region named for its location “between the rivers”

floodplain: the land bordering the banks of a river, onto which floodwaters flow

silt: fertile soil deposited by a river

semiarid: a climate that has hot summers and less than 10 inches of rain fall each year

drought: a period during which not enough rain and snow fall

surplus: more of something than is needed for immediate needs

- _____ 1. This term is made up of two complete words. The second word comes from the Latin *planus*, meaning “flat.”
- _____ 2. This term comes from the Old English word *drugath*, which is similar to “dry.”
- _____ 3. This term is made up of a prefix meaning “half” and an Old English word meaning “dry.”
- _____ 4. This term is made up of a prefix meaning “middle” and a Greek word *potamos*, meaning “river.”
- _____ 5. This term comes from an Old English word *syltan*, meaning “salt.”
- _____ 6. This terms comes from two French words meaning “over” and “more.”

Part B. Cooperative Work

Work with a group to complete the cause and effect chart.

How Did Mesopotamians Live?	
Cause	Effect
Location: between the Tigris and Euphrates Rivers	
Climate: Semi Arid: little rain and hot	



CHAPTER 3 | LESSON 1 Geography of Mesopotamia

Reteaching Activity**Finding Main Ideas**

Choose the word from the word bank that best fits each blank space. **Write that word** on the line. The first one is done for you.

Floods	canals	climate	forests	silt	resources
--------	--------	---------	---------	------	-----------

1. Mesopotamia was located between the Tigris and Euphrates rivers. The floodplain (flat stretch of land) along the rivers contained _____, which was good for growing crops. The supply of water and the fertile soil (good for growing crops) made up for a semiarid (mainly dry) _____.
2. _____ could wash everything in the fields away, while too little water meant crops would die. When crops failed, people starved. Farmers developed a system of irrigation _____ to bring water to their crops.
3. Mesopotamia had no _____, stone, or minerals, so there were few building materials. Homes or walls made out of mud bricks crumbled easily and had to be fixed often. People in Mesopotamia solved the problem of few _____ by trading surplus (extra) grain for stone, wood, and metal from other regions.

Reading Comprehension

Find the name or term in the second column that best matches the description in the first column. Then **write the letter** of your answer in the blank.

- | | |
|---|----------------|
| _____ 4. the region whose name means "land between the rivers" | a. Mesopotamia |
| _____ 5. one of two major rivers in Southwest Asia that flow to the Persian Gulf | b. drought |
| _____ 6. the flat land along a river | c. silt |
| _____ 7. fine soil deposited along the riverbanks in Mesopotamia | d. Euphrates |
| _____ 8. type of climate in which very little precipitation falls | e. surplus |
| _____ 9. a period when not enough rain and snow fall to provide water for human needs | f. semiarid |
| _____ 10. more of something than one needs | g. floodplain |

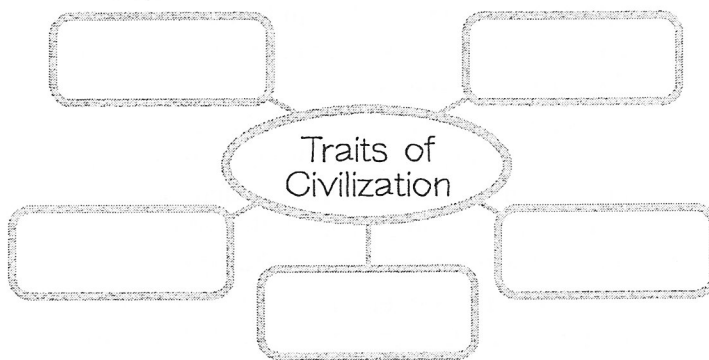
CHAPTER 3 | LESSON 2 The First Civilization

Lesson 2 The First Civilization**BEFORE YOU READ**

In Lesson 2, you will learn why the first civilization started in Mesopotamia.

AS YOU READ

Use a web diagram like this one to record the traits Sumer had that led to the start of the first civilization there.

**TERMS & NAMES**

- **civilization** an advanced form of culture
- **Sumer** a region in southern Mesopotamia and the site of the first civilization
- **city-state** a community that included a city and its nearby farmlands
- **ziggurat** the largest and most important structure in a Sumerian city
- **polytheism** a belief in many gods and goddesses
- **king** the highest-ranked leader of a group of people

The Rise of Civilization

(pages 89–91)

How did civilization develop in the region of Sumer?

After people began to farm, they did not have to search for food. Because of this, they were able to settle in villages. As more and more people settled in villages, the communities grew larger and in time became cities. Workers in these cities were organized to help solve problems. After a while, society and culture became more complex. This led to an advanced form of culture called **civilization**. The first civilization started in a region in the southern part of Mesopotamia around 3300 B.C. It was called **Sumer**.

Sumer had five traits that make a civilization.

- A civilization has advanced cities. Cities provide people with advantages. Sumerian cities provided people with temples in which to pray and different types of jobs.
- A civilization has workers that specialize. This means that the workers have jobs that require special skills, such as making

pottery. A society has to have a surplus of food to allow people to do other kinds of work besides farming. Also, people had to cooperate to work on projects. In Sumer, priests took on the job of organizing people to do such work.

- A civilization has institutions. An institution is a group of people who have a specific purpose. Religion and government became institutions.
- A civilization has a way of keeping records to keep track of things, such as food supplies. Keeping records often involves writing. The people of Mesopotamia invented the world's first system of writing.
- A civilization has advanced technology. Sumerians built canals to irrigate crops. They made tools of bronze.

1. Why is a surplus of food necessary to have specialized workers?

READING STUDY GUIDE CONTINUED

Sumerian City-States

(pages 91–92)

What new type of community developed in Sumer?

Sumerian cities were centers of trade, learning, and religion. At the time, most people still lived in the countryside. But eventually, cities began to rule the villages in the countryside. A community that included a city and its nearby lands was called a **city-state**. Each city-state ruled itself.

Some of the more famous city-states of Sumer included Kish, Nippur, and Ur. Most city-states were located near the mouths of the Tigris and Euphrates rivers, where the land was most fertile. Farmers there were able to produce food surpluses. These surpluses helped to feed a greater number of people.

Sumerian cities had narrow, winding roads. Walls built for protection surrounded the cities. Sumerian houses were made of thick, mud walls. Such walls helped to keep the heat out. A house was made up of a few rooms arranged around a courtyard.

The largest and most important building in a Sumerian city was the temple. It was called a **ziggurat**. The ziggurat was also the center of city life. Priests ran the irrigation systems at the ziggurat. People paid the priests for their services with grain. As a result, priests controlled the storage of surplus grain and much of the city-state's wealth.

2. Why did many Sumerian city-states develop near the mouth of the Tigris and Euphrates rivers?

Changes in Leadership

(pages 93–95)

How did the leadership of Sumer change?

Sumerians believed in many gods and goddesses. This kind of belief is called **polytheism**. Sumerians believed in four main gods. They also had thousands of lesser gods.

The Sumerians believed the gods could prevent problems such as droughts. So people tried to please the gods. Each god had many priests, who said they had influence with the god. Because of this, the Sumerians accepted the priests as leaders.

Sumerians believed the gods created humans to work for them. Priests, rulers and ordinary people all said prayers and made offerings to the gods. They followed rituals, many of which took place at the ziggurats.

Gradually, Sumerian city-states became richer. Soon other groups of people began to attack them to get their riches. During these dangerous times, the people of the city-states chose a powerful leader to protect their city. At first, these leaders ruled only during wars. Later, they ruled full-time. The leaders took over the jobs of the priests. In time, this kind of leader became a **king**. This is the highest-ranked leader of a group of people. The land a king ruled was called a kingdom. Sumer was a kingdom by 2375 B.C. People believed that the gods let the kings rule.

3. Why did the people of Sumer choose a powerful leader?

CHAPTER 3 | LESSON 2 The First Civilization

Activity Sheet**Part A. Build Vocabulary**

Key Terms Write a key term in each blank to help complete the paragraph.

civilization: an advanced form of culture

Sumer: a region in southern Mesopotamia in which the first civilization arose

city-state: a community that included a city and its nearby farmlands

ziggurat: a temple, the largest and most important structure in a Sumerian city

polytheism: a belief in many gods and goddesses

king: the highest leader of a group of people

The people of (1) _____ believed in four main gods. This belief, called (2) _____, meant that priests had a great deal of power in Sumer until the time when a (3) _____ became a ruler. People paid priests for their services at a (4) _____, a huge structure in Sumerian cities. The early (5) _____ of Sumer contained many political forms of the (6) _____, where large numbers of people lived close to their farmland.

Part B. Cooperative Work

Work with your classmates to determine the answers to the questions.

Life in Sumerian City-States	
1. Who were the Sumerians? Who were their leaders?	
2. What are the traits of civilization? What kind of religion was practiced in Sumer?	
3. When did Sumer arise? When did Sumer become a kingdom?	
4. Why did people create cities and a civilization? Why were priests so important in Sumerian city-states? Why did Sumerians find a need to create a writing system?	
5. How were Sumerian city-states arranged?	

CHAPTER 3 | LESSON 2 The First Civilization

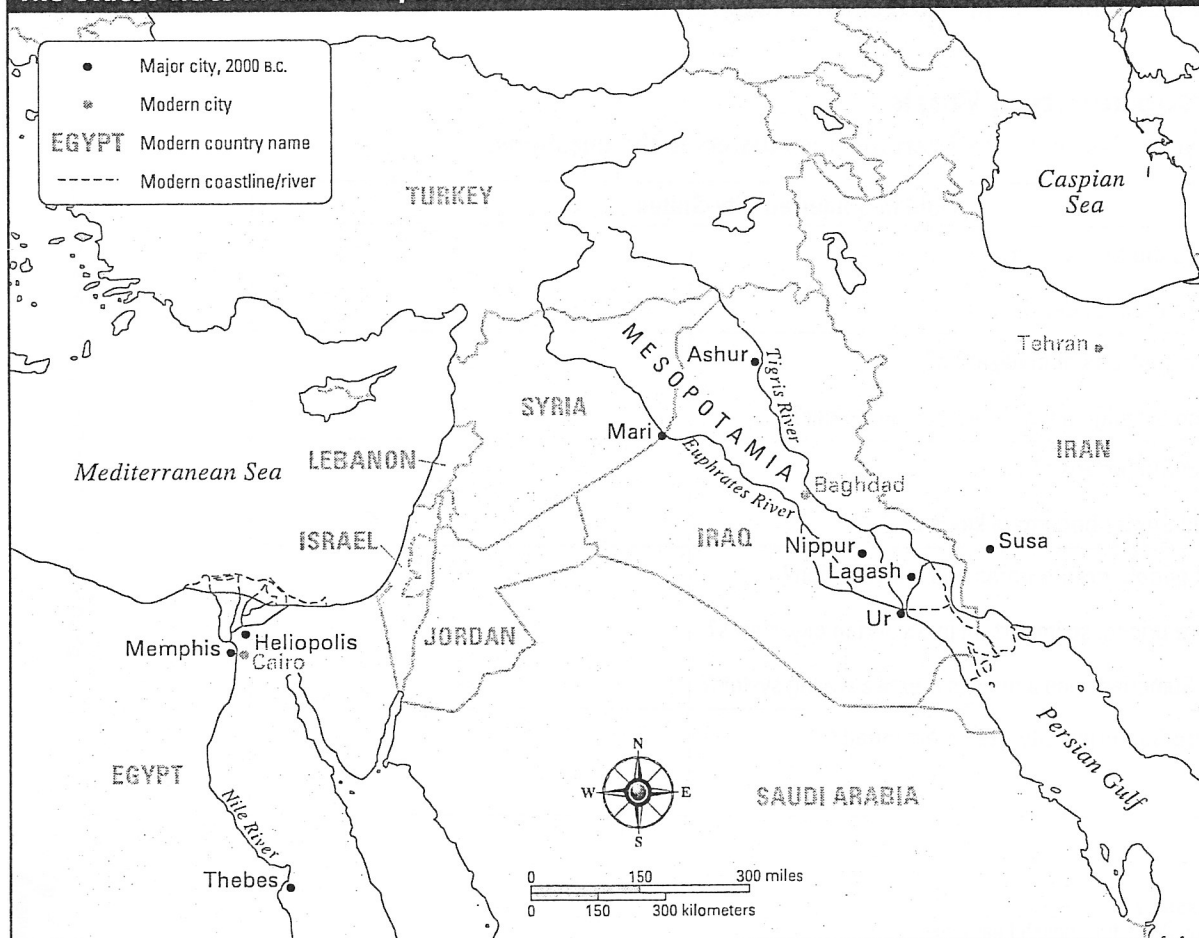
Geography Practice**The Oldest Cities in the World**

In ancient times, some hunter-gatherers settled in places with steady supplies of food. In time, people also learned to farm, which gave them an even larger food supply. People then began to live in farming villages.

With farming came a surplus of food (extra amount over what was needed). No longer did everyone have to be a farmer. Many people began to do other jobs. Some became artisans (crafts workers). Others performed services, such as being a scribe (someone paid to write things down). Many villages grew into cities. A city is a place where thousands of people live.

Cities grew where the geography was good for farming, trade, and other things city dwellers needed. A good supply of water for people, animals, and crops was a must. Bodies of water also served as transportation routes. Also, cities needed many resources such as building materials. These resources often came from the lands around the cities.

On the map below, trace in blue pen, pencil, or marker the course of the Nile, Euphrates, and Tigris rivers. Color the Fertile Crescent area green. Then use the map to answer questions on the next page.

The Oldest Cities in the World, 2000 B.C.

Name _____

Period _____

Date _____

GEOGRAPHY PRACTICE CONTINUED

PRACTICE

- A.** Use the map to answer these questions. Choose your answer from the word bank below and **write it** on the blank line.

desert	mountain range	river	Mari	Memphis
--------	----------------	-------	------	---------

- What type of geographic feature are all these cities near? _____
- Which city is closest to Heliopolis? _____
- Which city on the Euphrates River is farthest away from the Persian Gulf?

- B.** Put circles around the following pairs of cities.

Ur and Lagash Susa and Mari

- Look at the map, think about where a city's resources come from, and then explain why Ur and Lagash would be more likely to fight over resources than Susa and Mari. **Write your answer** on the blank lines below.

APPLY

- Modern cities also rely on nearby bodies of water. Working with a partner, use an encyclopedia or other resource to find the five largest cities of the United States and at least two of the bodies of water they rely on for shipping. Use your research to fill in each missing piece in the chart below.

Five Largest Cities	Nearby Bodies of Water
New York	
Los Angeles	
	Lake Michigan, Chicago River
Houston	
	Delaware and Schuylkill rivers, Atlantic Ocean

CHAPTER 3 | LESSON 2 The First Civilization

Reteaching Activity**Reading Comprehension**

- A.** Choose the name or term that best completes the sentence. Write the name or term in the blank.

technology	civilization	civilization	government	Sumer
------------	--------------	--------------	------------	-------

1. As cities grew larger and society grew more complex, an advanced form of culture called _____ developed.
2. The first civilization developed in _____, a region in southern Mesopotamia.
3. The five traits of civilizations are advanced cities, specialized workers, complex institutions, record keeping, and advanced _____.
4. Having a _____ allowed some people in a civilization to stop farming and to specialize in other types of work.
5. Two examples of the complex institutions of the civilization at Sumer are religion and _____.

- B.** Choose the name or term that best completes the sentence. Write the name or term in the blank.

polytheism	kings	ziggurat	bronze	city-state
------------	-------	----------	--------	------------

6. Sumerians learned to create new tools out of _____.
7. A _____ was a community that included a city and its nearly farmlands.
8. The most important building in a Sumerian city was the temple, which was called a _____.
9. _____ is a belief in many gods and goddesses.
10. New leaders in Sumer who eventually took full control of the city-states became known as _____.

CHAPTER 3 | LESSON 3 Life in Sumer

Lesson 3 Life in Sumer**BEFORE YOU READ**

In Lesson 3, you will learn about Sumerian society and culture.

AS YOU READ

Use this chart to take notes about the society, technology, and writing of Sumer.

Life in Sumer		
Society	Technology	Writing

TERMS & NAMES

- **bronze** a mixture of copper and tin
- **pictograph** picture writing
- **stylus** a sharpened reed used to make markings in clay
- **cuneiform** wedge-shaped writing
- **scribe** a person who specialized in writing

Sumerian Society

(pages 99–100)

What were the social classes that made up Sumerian society?

Sumerian society was divided into social groups, or classes. The kings and priests made up the top of the upper classes. Landowners, government officials, and wealthy merchants also made up the upper class.

All free people made up the in-between classes. Most Sumerians were in this class, including many farmers and artisans. Slaves made up the lowest class.

Most slaves in Sumer were taken as prisoners during wars. Children whose parents died or were very poor might become slaves who worked in the temple. A free person who owed more money than he or she could repay might become slaves. These people stayed slaves until they worked off their debt. Slaves had some rights and could also buy their freedom.

Women in Sumer had more rights than they did in later Mesopotamia. Some upper-class women became priestesses. Free women could own land or be merchants and artisans. But a woman's main role was to raise her children.

1. To what social class did most Sumerians belong?

READING STUDY GUIDE CONTINUED

Sumerian Science and Technology

(pages 100–101)

What tools did the Sumerians invent?

Sumerians made several inventions to improve their lives. Some people believe that they invented the plow and the wheel. The plow helped Sumerian farmers break up soil, which made planting easier.

The Sumerians used the wheel in several ways. They used it on wagons to help move goods more easily. The wagons helped farmers take their crops to market more easily.

The potter's wheel helped Sumerians make pottery. Before the potter's wheel, people made pottery by shaping coils of clay by hand. The potter's wheel helped Sumerians make more pottery faster. The pots were important containers for surplus food.

Sumerians were one of the first people to use bronze. **Bronze** is a mixture of copper and tin. This metal was stronger than copper. Because of this, tools made from bronze lasted longer than copper tools. Bronze tools were one of the items Sumerians traded.

Sumerians used arithmetic to keep records of crops and trade goods. They had a number system that was based on the number 60. So today, we have 60 seconds in a minute and 60 minutes in an hour. Circles have 360 degrees. Sumerians used geometric shapes to make bricks, set up ramps, and dig canals.

2. How did Sumerians use arithmetic?

Creation of Written Language

(pages 101–103)

How did the Sumerians invent writing?

Sumerians invented writing to help them in business. They needed to keep records of goods they traded. They also wanted to label goods.

At first, Sumerians used clay tokens that had a picture of the item to keep track of goods. They placed the tokens in containers and marked the containers so people would know what was inside them. The marks were a symbol of the item. These symbols are known as **pictographs**, which means “picture writing.” Eventually, they stopped using tokens and used pictographs on clay tablets.

Early pictographs showed the actual objects. Later, they also showed ideas and sounds. In this way, Sumerians could write more words. Sumerians used a sharpened reed called a **stylus** to make wedge-shaped markings in a clay tablet. Eventually, they stopped using pictures and began to use symbols made of these wedge shapes. This kind of wedge-shaped writing is called **cuneiform**.

Sumerian writing was difficult to learn. As a result, few people were able to read and write. Those who specialized in writing were called **scribes**. They were professional record keepers. Scribes were very respected by the Sumerians.

Sumerians first used records for business. Later, they began keeping records of events, such as wars and floods. These records are the written history of Sumer. Other cultures in Mesopotamia also used the cuneiform writing system to keep records.

3. How did Sumerians use their writing system?

CHAPTER 3 | LESSON 3 Life in Sumer

Activity Sheet**Part A. Build Vocabulary**

Key Terms Write the letter of each key term next to its category.

bronze: a mixture of copper and tin

pictograph: picture writing using symbols for words, ideas, or sounds

stylus: a sharpened reed used to press marks into clay

cuneiform: a system of writing using wedge shapes

scribe: a person who specialized in writing

_____ 1. a tool

a. bronze

_____ 2. a picture

b. stylus

_____ 3. a material

c. scribe

_____ 4. a worker

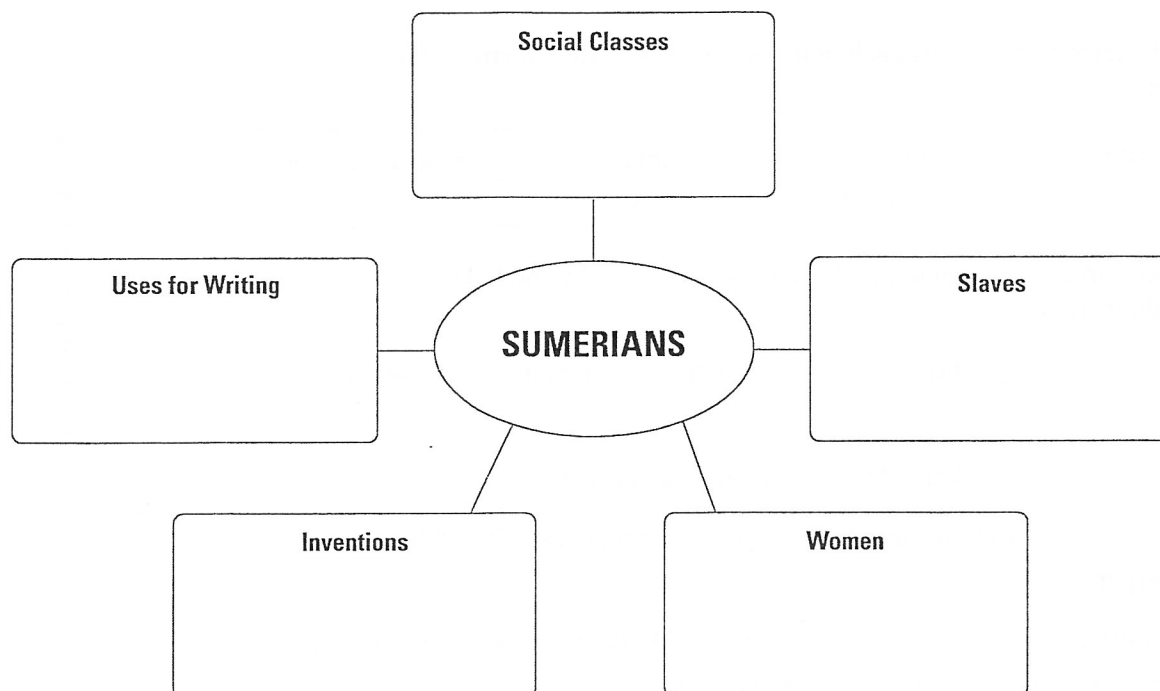
d. pictograph

_____ 5. a writing system

e. cuneiform

Part B. Cooperative Work

Work with a small group to fill in the chart. Write important information about each circle's subject.



Name _____

Period _____

Date _____

CHAPTER 3 LESSON 3 Life in Sumer

Reteaching Activity**Reading Comprehension**

- A. Choose the term that best fits each blank space. **Write that term** on the blank line. One example is done for you.

bottom	largest	Women	merchants
priests	priestesses	farmers	freedom

Main Idea Sumerian society was divided into several classes with kings at the top and slaves at the bottom.

1. The upper class had kings and _____ at the top, followed by landowners, government officials, and _____.
2. The class below the upper class was the _____. It included all free people. Artisans and _____ were in that group.
3. At the _____ of society were slaves. Slaves in could carry on business and borrow money, which allowed some to buy their _____.
4. _____ were part of all three classes. The most important role for women was the raising of children. But free women sometimes became _____ or worked as merchants and artisans.

- B. Choose the term that best fits each blank space. **Write that term** on the blank line.

number system	Bronze	hour	measuring rope
plow	rectangles	wheel	

Main Idea Sumerians invented tools and learned special knowledge to improve their lives.

5. The _____ broke up hard soil, which made planting and watering easier.
6. The _____ helped transport goods to market.
7. _____ was stronger than copper, so bronze tools lasted longer and stayed sharper.
8. Sumerians used a _____ based on 60, like the modern number of seconds in a minute and number of minutes in an _____.

Name _____

Period _____

Date _____

LIFE IN SUMER, CONTINUED

9. Sumerians used a triangle and a _____ to set land boundaries.
10. They relied on geometric shapes such as _____ and squares to help them make bricks and dig canals.
- C. Choose the term from the second column that best fits each blank space. Write **that term** on the blank line.

pictographs	scribes	cuneiform	stylus	trade
-------------	---------	-----------	--------	-------

Main Idea Sumerians created a written language called cuneiform that was based on picture writing.

11. Sumerians created a written language because they needed to keep track of business dealings such as _____ exchanges.
12. They used _____ as symbols of specific objects.
13. They made these symbols with a tool called a _____.
14. They created a wedge-shaped writing system called _____.
15. The people whose job it was to keep written records were called _____.

CHAPTER 3 | Ancient Mesopotamia

Chapter 3 Ancient Mesopotamia**Glossary/After You Read****advanced** beyond others in development or progress**current** a flowing part of a river or stream**daily** taking place every day**label** to mark an object with a name or symbol that identifies it**mouth** the part of a river that empties into a larger body of water**reed** the hollow stem of a tall grass**swell** to increase in size or volume**Terms & Names****A.** Write the letter of the name or term that matches the description.

- | | |
|--|------------------------|
| _____ 1. a belief in many gods and goddesses | a. drought |
| _____ 2. having more than is needed for oneself | b. surplus |
| _____ 3. a person who specialized in writing | c. civilization |
| _____ 4. an advanced form of culture | d. polytheism |
| _____ 5. a period when not enough rain and snow fall | e. cuneiform |
| | f. scribe |

B. In the blank, write the letter of the choice that best completes the statement or answers the question.

- | | | | | |
|---|--|------------------------------------|-----------------------|---------------------|
| _____ 6. What kind of climate did Mesopotamia have? | a. cold and wet | b. cold and dry | c. semiarid | d. humid |
| _____ 7. The most important structure in a Sumerian city was the | a. city-state. | b. ziggurat. | c. pictograph. | d. stylus. |
| _____ 8. Sumerians were among the first people to make tools of | a. bronze. | b. copper. | c. gold. | d. silver. |
| _____ 9. Who made up the top of the upper classes of Sumer? | a. landowners and wealthy merchants | b. the king and the priests | c. slaves | d. farmers |
| _____ 10. What was the wedge-shaped writing used by the Sumerians called? | a. pictograph | b. polytheism | c. stylus | d. cuneiform |

Name _____

Period _____

Date _____

READING STUDY GUIDE CONTINUED

Main Ideas

11. Why was Mesopotamia a good region for farming?

12. What five traits helped to make Sumer the world's first civilization?

13. Why did Sumerians try to please their gods and accept their priests as leaders?

14. How did the plow and the wheel help to improve the lives of Sumerians?

15. Why were scribes very respected by the Sumerians?

Thinking Critically

16. **Summarizing** How did Sumerians use or change their environment to improve their lives?

17. **Forming and Supporting Opinions** What do you think is the most important invention made by the Sumerians? Why do you think so?

Name _____

Period _____

Date _____

CHAPTER 3 | Ancient Mesopotamia

Vocabulary Study Guide**Vocabulary**

Choose words from the following lists to complete the crossword puzzle below. One word is done for you.

Across

civilization

ziggurat

Mesopotamia

surplus

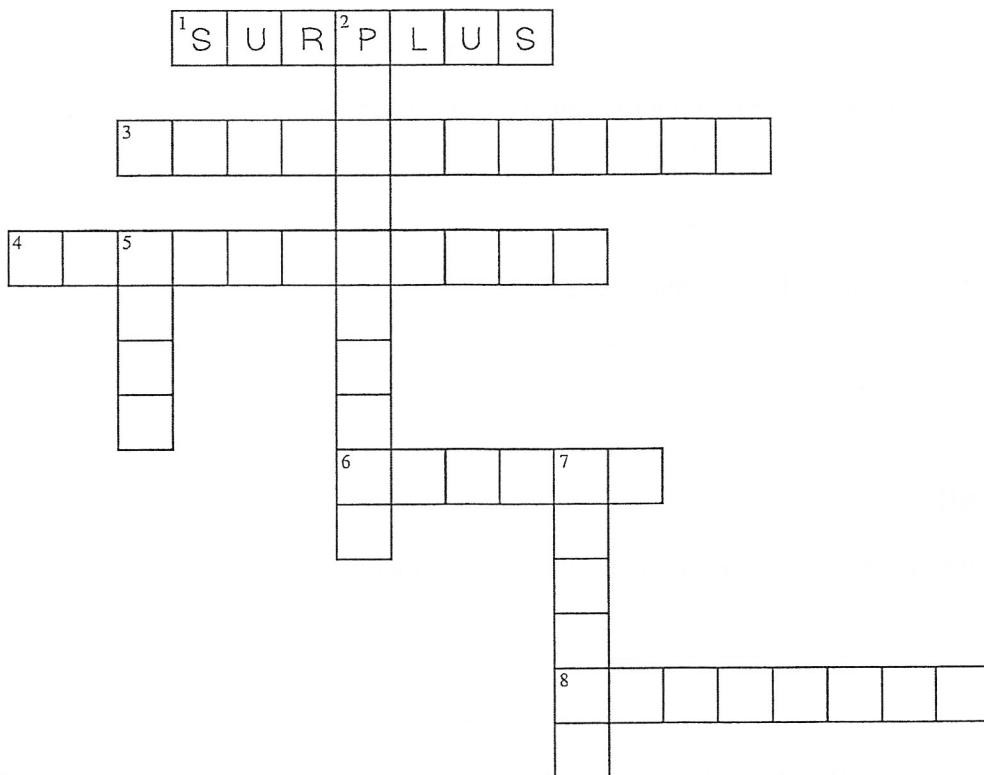
scribe

Down

bronze

silt

polytheism

**Across**

1. more than a person needs
3. an advanced form of culture
4. a name that means the land between the rivers
6. a person whose job is record keeper
8. a temple of ancient Sumer

Down

2. belief in many gods
5. the fine soil deposited (left behind) by rivers
7. a mixture of copper and tin

Name _____

Period _____

Date _____

ANCIENT MESOPOTAMIA, CONT'D

Study Guide

Fill in the blanks with the terms or names from the word bank that best complete the sentences below. One example is done for you.

cuneiform	Sumer	city-state	floodplain
ruler	rain and snow	semiarid	

9. A climate that has less than 10 inches of rain a year is called
 semiarid.
10. A _____ is a community (place where people live near each other)
 that includes a city and its nearby farmlands.
11. The Sumerians invented a type of wedge-shaped writing called
 _____.
12. A king is the highest-ranked _____ of a group of people.
13. A _____ is the flat land along the banks of a river.
14. A drought is a period when not enough _____ fall.
15. The region in Mesopotamia where the first civilization started is called
 _____.