Unit 1 Resources

The World Before Modern Times
Prehistory–A.D. 1500

Chapter 1  The First Civilizations and Empires
Chapter 2  Ancient Greece and Rome
Chapter 3  Regional Civilizations
Chapter 4  Toward a New World
**Book Organization**

Glencoe offers resources that accompany *Glencoe World History: Modern Times* to expand, enrich, review, and assess every lesson you teach and for every student you teach.

**HOW THIS BOOK IS ORGANIZED**

Each Unit Resources book offers blackline masters at unit, chapter, and section levels. Each book is divided into three parts—unit-based resources, chapter-based resources, and section-based resources. Tabs facilitate navigation.

**UNIT-BASED RESOURCES**

We have organized this book so that all unit resources appear at the beginning. Although you may choose to use the specific activities at any time during the course of unit study, Glencoe has placed these resources up front so that you can review your options. For example, the Economics and History Activities and World Literature Readings appear in the front of this book, but you may plan to use these resources in class at any time during the study of the unit.

**CHAPTER-BASED AND SECTION-BASED RESOURCES**

Chapter-based resources follow the unit materials. For example, Chapter 1 blackline masters appear in this book immediately following Unit 1 materials. The materials appear in the order you teach—Chapter 1 activities; Chapter 1 section activities; Chapter 2 activities; Chapter 2 section activities; and so on.

**A COMPLETE ANSWER KEY**

A complete answer key appears at the back of this book. This answer key includes answers for all activities in this book in the order in which the activities appear.
# Table of Contents

To the Teacher ........................................................................................................ vi

## Unit 1 Resources
- Charting and Graphing Activity 1 ................................................................. 3
- Economics and History Activity 1 ................................................................. 5
- World Literature Reading 1 ........................................................................... 9

## Chapter 1 Resources ........................................................................................ 15
- Reading Skills Activity 1 .................................................................................. 17
- Historical Analysis Skills Activity 1 ............................................................... 18
- Differentiated Instruction Activity 1 ............................................................... 19
- English Learner Activity 1 ............................................................................... 21
- Content Vocabulary Activity 1 ........................................................................ 23
- Academic Vocabulary Activity 1 .................................................................... 25
- Skills Reinforcement Activity 1 ....................................................................... 27
- Critical Thinking Skills Activity 1 ................................................................. 28
- History and Geography Activity 1 ................................................................. 29
- Mapping History Activity 1 ............................................................................ 31
- Historical Significance Activity 1 ................................................................. 32
- Cooperative Learning Activity 1 ..................................................................... 33
- History Simulation Activity 1 .......................................................................... 35
- Time Line Activity 1 ....................................................................................... 37
- Linking Past and Present Activity 1 ............................................................... 38
- People in World History Activity 1, Profile 1 ................................................... 39
- People in World History Activity 1, Profile 2 ................................................... 40
- Primary Source Reading 1 ............................................................................... 41
- World Art and Music Activity 1 ...................................................................... 43
- Reteaching Activity 1 ..................................................................................... 45
- Enrichment Activity 1 ...................................................................................... 46

## Chapter 1 Section Resources ......................................................................... 47
- Guided Reading Activity 1-1 ........................................................................... 48
- Guided Reading Activity 1-2 ........................................................................... 49
- Guided Reading Activity 1-3 ........................................................................... 50

## Chapter 2 Resources ....................................................................................... 51
- Reading Skills Activity 2 .................................................................................. 53
- Historical Analysis Skills Activity 2 ............................................................... 54
- Differentiated Instruction Activity 2 ............................................................... 55
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learner Activity 2</td>
<td>57</td>
</tr>
<tr>
<td>Content Vocabulary Activity 2</td>
<td>59</td>
</tr>
<tr>
<td>Academic Vocabulary Activity 2</td>
<td>61</td>
</tr>
<tr>
<td>Skills Reinforcement Activity 2</td>
<td>63</td>
</tr>
<tr>
<td>Critical Thinking Skills Activity 2</td>
<td>64</td>
</tr>
<tr>
<td>History and Geography Activity 2</td>
<td>65</td>
</tr>
<tr>
<td>Mapping History Activity 2</td>
<td>67</td>
</tr>
<tr>
<td>Historical Significance Activity 2</td>
<td>68</td>
</tr>
<tr>
<td>Cooperative Learning Activity 2</td>
<td>69</td>
</tr>
<tr>
<td>History Simulation Activity 2</td>
<td>71</td>
</tr>
<tr>
<td>Time Line Activity 2</td>
<td>73</td>
</tr>
<tr>
<td>Linking Past and Present Activity 2</td>
<td>74</td>
</tr>
<tr>
<td>People in World History Activity 2, Profile 1</td>
<td>75</td>
</tr>
<tr>
<td>People in World History Activity 2, Profile 2</td>
<td>76</td>
</tr>
<tr>
<td>Primary Source Reading 2</td>
<td>77</td>
</tr>
<tr>
<td>World Art and Music Activity 2</td>
<td>79</td>
</tr>
<tr>
<td>Reteaching Activity 2</td>
<td>81</td>
</tr>
<tr>
<td>Enrichment Activity 2</td>
<td>82</td>
</tr>
<tr>
<td>Chapter 2 Section Resources</td>
<td>83</td>
</tr>
<tr>
<td>Guided Reading Activity 2-1</td>
<td>84</td>
</tr>
<tr>
<td>Guided Reading Activity 2-2</td>
<td>85</td>
</tr>
<tr>
<td>Chapter 3 Resources</td>
<td>87</td>
</tr>
<tr>
<td>Reading Skills Activity 3</td>
<td>89</td>
</tr>
<tr>
<td>Historical Analysis Skills Activity 3</td>
<td>90</td>
</tr>
<tr>
<td>Differentiated Instruction Activity 3</td>
<td>91</td>
</tr>
<tr>
<td>English Learner Activity 3</td>
<td>93</td>
</tr>
<tr>
<td>Content Vocabulary Activity 3</td>
<td>95</td>
</tr>
<tr>
<td>Academic Vocabulary Activity 3</td>
<td>97</td>
</tr>
<tr>
<td>Skills Reinforcement Activity 3</td>
<td>99</td>
</tr>
<tr>
<td>Critical Thinking Skills Activity 3</td>
<td>100</td>
</tr>
<tr>
<td>History and Geography Activity 3</td>
<td>101</td>
</tr>
<tr>
<td>Mapping History Activity 3</td>
<td>103</td>
</tr>
<tr>
<td>Historical Significance Activity 3</td>
<td>104</td>
</tr>
<tr>
<td>Cooperative Learning Activity 3</td>
<td>105</td>
</tr>
<tr>
<td>History Simulation Activity 3</td>
<td>107</td>
</tr>
<tr>
<td>Time Line Activity 3</td>
<td>109</td>
</tr>
<tr>
<td>Linking Past and Present Activity 3</td>
<td>110</td>
</tr>
<tr>
<td>People in World History Activity 3, Profile 1</td>
<td>111</td>
</tr>
<tr>
<td>People in World History Activity 3, Profile 2</td>
<td>112</td>
</tr>
<tr>
<td>Primary Source Reading 3</td>
<td>113</td>
</tr>
<tr>
<td>World Art and Music Activity 3</td>
<td>115</td>
</tr>
<tr>
<td>Reteaching Activity 3</td>
<td>117</td>
</tr>
<tr>
<td>Enrichment Activity 3</td>
<td>118</td>
</tr>
</tbody>
</table>
To the Teacher

Charting and Graphing Activities—help students learn and think through the use of charts and graphs.

Economics and History Activities—familiarize students with basic economics and its place in historical developments.

World Literature Readings—guide students through literature excerpts related to the period.

Reading Skills Activities—provide specific strategies and activities linked to chapter content.

Historical Analysis Skills Activities—allow students to practice historical analysis skills.

Differentiated Instruction Activities—suggest ways to adapt chapter activities for students of all learning styles.

English Learner Activities—focus on word usage, grammar and comprehension for vocabulary related to chapter content.

Content Vocabulary Activities—review and reinforce history terms from the student text.

Academic Vocabulary Activities—review and reinforce general academic vocabulary.

Skills Reinforcement Activities—introduce and reinforce social studies, critical thinking, technology, and writing skills.

Critical Thinking Skills Activities—develop independent thinking and assessment skills for history topics.

History and Geography Activities—guide students in using geography to support and expand their understanding of history.

Mapping History Activities—present maps related to chapter content for analysis and interpretation.

Historical Significance Activities—make connections for students between past events or developments and today’s world.

Cooperative Learning Activities—enrich learning through group projects on historical topics and issues.

History Simulation Activities—explore historical themes and issues through games or simulations for small groups.

Time Line Activities—promote students’ understanding of chronology through time-line centered questions.

Linking Past and Present Activities—emphasize the universal elements in political, social, and cultural developments so students can see connections to the past.

People in World History Profiles—highlight the historical roles of famous figures in world events.

Primary Source Readings—guide students through primary excerpts and offer meaningful questions on them.

World Art and Music Activities—show students how art and music shape and reflect the history of a period.

Reteaching Activities—help students see relationships between historical events through the use of graphic organizers.

Enrichment Activities—introduce content related to the themes and topics in the text.

Guided Reading Activities—present outlines, sentences, and other exercises for students to complete as they read along in the text.
Unit 1 Resources
The World Before Modern Times
Prehistory–A.D. 1500

Charting and Graphing Activity 1
Early Traders and Empire Builders 3

Economics and History Activity 1
Learning About Economics 5

World Literature Reading 1
From the Iliad: Book 1: The Quarrel 9
Early Traders and Empire Builders

Directions: Complete the following web diagrams to review the major achievements of early civilizations and empires. Use your textbook for reference as you fill in the diagrams.
Needs and Wants  People often think of economics as being exclusively the study of money and business. However, the field of economics actually goes far beyond that. Economics is the system of distributing resources—filling unlimited needs and wants with limited products and services.

Needs are the requirements for survival. All human beings have three basic needs: the need for food, the need for clothing, and the need for shelter. In some ways, everything else that people seek to acquire could be considered a want. However, there is more to it than just that. Sometimes there are additional needs associated with meeting the three basic needs. For example, a person might need a car to get to work so that he or she can earn money to buy food, buy clothing, and pay the rent. In this situation, the car can be considered a basic need. But ask yourself this question: Does the person need a car with air-conditioning, a CD player, and automatic windows? Are these needs or are these wants?

In this instance, the line between a need and a want is somewhat blurred. As the ways in which people meet their basic needs become even more complex, society should expect that the line between a need and a want may become even harder to distinguish.

Self-sufficiency  The earliest economies—those of families and small groups of people—were driven by self-sufficiency. Each family or small group was economically independent. In most cases, family members in a specific group worked together to meet the needs of each other. Families hunted for the food that only they needed; they constructed shelters in which only they would live; and they shared in the tasks of gathering and using resources to make clothing—again, only for their own family or group members. Soon, large numbers of families, then groups, began living in closer proximity to each other. The rise of civilization had begun.

Economic Interdependence  Over time people began to specialize, or gain expertise, in jobs related to the three basic needs. For example, instead of making clothes for his or her own family, a person would become such an expert at making clothes that other people in the community would choose to buy those clothes as opposed to making their own. Of course, not everyone became a skilled clothing manufacturer. People became experts at doing jobs related to shelter and food as well. What began to evolve was a growing “interdependence” among different workers: The clothing maker bought food from the farmer, who paid a builder to construct his home, who then might buy clothing from the clothing maker.

This new interdependence between skilled workers meant that people’s lives became more inextricably linked to one another than ever before. This interdependence, when it occurs within a local community, is referred to as “a local economy.”

Medium of Exchange  In the earliest stages of specialization, people bartered for the things they needed. In this form of trade, people exchanged goods or services without using money. For example, a farmer would barter (or trade) eggs for whatever it was that he or his family might need.

As economies became more complex, barter became impractical. The following diagram shows an example of the difficulties within a simple barter system. Notice how many exchanges the farmer must make in order to get a pair of shoes.
Different mediums of exchange were sometimes used even in cultures and societies that had money. This would be especially true when money was of little value within a given location. For example, in the American colonies, whiskey was a medium of exchange, and in ancient Rome salt was a medium of exchange.

**Applying Economics to History**

**Directions:** Use the information you have read and the diagram to answer the following questions on a separate sheet of paper.
Recalling Information
1. What is economics?
2. Why did mediums of exchange replace the barter system?
3. Explain specialization.
4. Describe the difference between self-sufficiency and interdependence.

Critical Thinking
5. Making Inferences Why is the development of civilizations linked to specialization? Use one of the six characteristics of civilization as an example.
6. Synthesizing Information Most needs can be met in several different ways. At some point the way a need is met actually fills a want rather than a need. For example, you can fill the need for food by growing vegetables in your backyard, buying them at a store and cooking them at home, or by buying a meal at a restaurant. While eating at a restaurant does meet a basic need, it also meets a want. Choose another basic need, and create a continuum from need to want.

Making Connections
7. The following web diagram shows a simple example of interdependence within a local economy. Create your own web diagram to show an example of economic interdependence in your local community.
Scholars believe that the *Iliad* was written around 750 B.C., but the events it describes took place 500 years earlier, during the tenth year of the Trojan War. When the epic opens, Agamemnon is forced by Apollo to return the captive girl Chryseis to her father. Agamemnon replaces Chryseis with Achilles’s captive, Briseis. As a result, Agamemnon and Achilles quarrel, and Achilles withdraws from the Trojan War, leaving his fellow Greeks to suffer terrible defeats at the hands of the Trojans. The *Iliad* revolves around the results of Achilles’s fury at being dishonored.

**About the Author**  Nothing certain is known about Homer’s life. According to legend, he was a blind bard, a poet who traveled from place to place. Since the word *homer* means “hostage,” many scholars believe that he was a slave. Some sources state that he came from Ionia in the eastern Mediterranean, but Homer could have been from any area in the region. In addition to the *Iliad*, Homer wrote the *Odyssey*, which describes the adventures of the Mycenaean king Odysseus. The *Iliad* and the *Odyssey* are the two most famous Greek epics.

**GUIDED READING**  As you read this excerpt from the *Iliad*, think about how the ancient Greeks defined honor and what it meant to them.

**From the *Iliad***  
**Book 1: The Quarrel**

*The Wrath of Achilles is my theme, that fatal wrath which, in fulfilment of the will of Zeus, brought the Achaeans so much suffering and sent the gallant souls of many noblemen to Hades, leaving their bodies as carrion for the dogs and passing birds. Let us begin, goddess of song, with the angry parting that took place between Agamemnon King of Men and the great Achilles son of Peleus. Which of the gods was it that made them quarrel?*

It was Apollo, Son of Zeus and Leto, who started the feud, when he punished the King for his discourtesy to Chryses, his priest, by inflicting a deadly plague on his army and destroying his men. Chryses had come to the Achaean ships to recover his captured daughter. He brought with him a generous ransom and carried the chaplet of the Archer-god Apollo on a golden staff in his hand. He appealed to the whole Achaean army, and most of all to its two commanders, the sons of Atreus.

“My lords, and you Achaean men-at-arms; you hope to sack King Priam’s city and get home in safety. May the gods that live on Olympus grant your wish—on this condition, that you show your reverence for the Archer-god Apollo Son of Zeus by accepting this ransom and releasing my daughter.”

The troops applauded. They wished to see the priest respected and the tempting ransom taken. But this was not at all to King Agamemnon’s liking. He cautioned (continued)
the man severely and rudely dismissed him.

“Old man,” he said, “do not let me catch you loitering by the hollow ships to-day, nor coming back again, or you may find the god’s staff and chaplet a very poor defence. Far from agreeing to set your daughter free, I intend her to grow old in Argos, in my house, a long way from her own country, working at the loom and sharing my bed. Off with you now, and do not provoke me if you want to save your skin.”

The old man trembled and obeyed him. He went off without a word along the shore of the sounding sea. But when he found himself alone he prayed fervently to King Apollo, Son of Leto of the Lovely Locks. “Hear me, god of the Silver Bow, Protector of Chryse and holy Cilla, and Lord Supreme of Tenedos. Smintheus, if ever I built you a shrine that delighted you, if ever I burnt the fat thighs of a bull or a goat, grant me this wish. Let the Danaans pay with your arrows for my tears.”

Phoebus Apollo heard his prayer and came down in fury from the heights of Olympus with his bow and covered quiver on his back. As he set out, the arrows clanged on the shoulder of the angry god; and his descent was like nightfall. He sat down opposite the ships and shot an arrow, with a dreadful twang from his silver bow. He attacked the mules first and the nimble dogs; then he aimed his sharp arrows at the men, and struck again and again. Day and night innumerable fires consumed the dead.

For nine days the god’s arrows rained on the camp. On the tenth the troops were called to Assembly by order of Achilles—a measure that the white-armed goddess Hera prompted him to take, in her concern for the Danaans whose destruction she was witnessing. When all had assembled and the gathering was complete, the great runner Achilles rose to address them:

“Agamemnon my lord, what with the fighting and the plague, I fear that our strength will soon be so reduced that any of us who are not dead by then will be forced to give up the struggle and sail for home. But could we not consult a prophet or priest, or even some interpreter of dreams—for dreams too are sent by Zeus—and find out from him why Phoebus Apollo is so angry with us? He may be offended at some broken vow or some failure in our rites. If so, he might accept a savoury offering of sheep or of full-grown goats and save us from the plague.”

Achilles sat down, and Calchas son of Thestor rose to his feet. As an augur, Calchas had no rival in the camp. Past, present and future held no secrets from him; and it was his second sight, a gift he owed to Apollo, that had guided the Achaean fleet to Ilium. He was a loyal Argive, and it was in this spirit that he took the floor.

“Achilles,” he said, “my royal lord, you have asked me to account for the Archer-King Apollo’s wrath; and I will do so. But listen to me first. Will you swear to come forward and use all your eloquence and strength to protect me? I ask this of you, being well aware that I shall make an enemy of one whose authority is absolute among us and whose word is law to all Achaeans. A commoner is no match for a king whom he offends. Even if the king swallows his anger for the moment, he will nurse his grievance till the day when he can settle the account. Consider, then, whether you can guarantee my safety.”

“Dismiss your fears,” said the swift Achilles, “and tell us anything you may
have learnt from Heaven. For by Apollo Son of Zeus, the very god, Calchas, in whose name you reveal your oracles, I swear that as long as I am alive and in possession of my senses not a Danaan of them all, here by the hollow ships, shall hurt you, not even if the man you mean is Agamemnon, who bears the title of our overlord.”

At last the worthy seer plucked up his courage and spoke out. “There is no question,” he said, “of a broken vow or any shortcoming in our rites. The god is angry because Agamemnon insulted his priest, refusing to take the ransom and free his daughter. That is the reason for our present sufferings and for those to come. The Archer-King will not release us from this loathsome scourge till we give the bright-eyed lady back to her father, without recompense or ransom, and send holy offerings to Chryse. When that is done we might induce him to relent.”

Calchas sat down, and the noble son of Atreus, imperial Agamemnon, leapt up in anger. His heart was seething with black passion and his eyes were like points of flame. He rounded first on Calchas, full of menace.

“Prophet of evil,” he cried, “never yet have you said a word to my advantage. It is always trouble you revel in foretelling. Not once have you fulfilled a prophecy of something good—you have never even made one! And now you hold forth as the army’s seer, telling the men that the Archer-god is persecuting them because I refused the ransom for the girl Chryseis, princely though it was. And why did I refuse? Because I chose to keep the girl and take her home. Indeed, I like her better than my consort, Clytaemnestra. She is quite as beautiful, and no less clever or skilful with her hands. Still, I am willing to give her up, if that appears the wiser course. It is my desire to see my people safe and sound, not perishing like this. But you must let me have another prize at once, or I shall be the only one of us with empty hands, a most improper thing. You can see for yourselves that the prize I was given is on its way elsewhere.”

The swift and excellent Achilles leapt to his feet. “And where,” he asked, “does your majesty propose that our gallant troops should find a fresh prize to satisfy your unexampled greed? I have yet to hear of any public fund we have laid by. The plunder we took from captured towns has been distributed, and it is more than we can ask of the men to reassemble that. No; give the girl back now, as the god demands, and we will make you triple, fourfold, compensation, if Zeus ever allows us to bring down the battlements of Troy.”

King Agamemnon took him up at once. “You are a great man, Prince Achilles, but do not imagine you can trick me into that. I am not going to be outwitted or cajoled by you. ‘Give up the girl,’ you say, hoping, I presume, to keep your own prize safe. Do you expect me tamely to sit by while I am robbed? No; if the army is prepared to give me a fresh prize, chosen to suit my taste and to make up for my loss, I have no more to say. If not, I shall come and help myself to your prize, or that of Aias; or I shall walk off with Odysseus’s. And what an angry man I shall leave behind me! However, we can deal with all that later on. For the moment, let us run a black ship down into the friendly sea, give her a special crew, embark the animals for sacrifice, and put the girl herself, Chryseis of the lovely cheeks, on board. And let some Councillor of ours go as captain—Aias, Idomeneus, the excellent Odysseus, or
you are the most disloyal to myself. To you, sedition, violence and fighting are the breath of life. What if you are a great soldier—who made you so but God? Go home now with your ships and your men-at-arms and rule the Myrmidons. I have no use for you: your anger leaves me cold. But mark my words. In the same way as Phoebus Apollo is robbing me of Chryseis, whom I propose to send off in my ship with my own crew, I am going to pay a visit to your hut and take away the beautiful Briseis, your prize, Achilles, to let you know that I am more powerful than you, and to teach others not to bandy words with me and openly defy their King.”

This cut Achilles to the quick. In his shaggy breast his heart was torn between two courses, whether to draw his sharp sword from his side, thrust his way through the crowd, and kill King Agamemnon, or to control himself and check the angry impulse. He was deep in this inward conflict, with his long sword half unsheathed, when Athene came down to him from heaven at the instance of the white-armed goddess Hera, who loved the two lords equally and was fretting for them both. Athene stood behind him and seized him by his golden locks. No one but Achilles was aware of her; the rest saw nothing. He swung around in amazement, recognized Pallas Athene at once—so terrible the brilliance of her eyes—and spoke out to her boldly: “And why have you come here, Daughter of my aegis-bearing Zeus? Is it to witness the arrogance of my lord Agamemnon? I tell you bluntly—and I make no idle threats—that he stands to pay for this outrage with his life.”

“I came from heaven” replied Athene of the Flashing Eyes, “in the hope of bringing you to your senses. It was Hera, goddess of
World Literature Reading 1

From the *Iliad* (continued)

the White Arms, that sent me down, loving the two of you as she does and fretting for you both. Come now, give up this strife and take your hand from your sword. Sting him with words instead, and tell him what you mean to do. Here is a prophecy for you—the day shall come when gifts three times as valuable as what you now have lost will be laid at your feet in payment for this outrage. Hold your hand, then, and be advised by us.”

“Lady,” replied Achilles the great runner, “when you two goddesses command, a man must obey, however angry he may be. Better for him if he does. The man who listens to the gods is listened to by them.”

With that he checked his great hand on the silver hilt and drove the long sword back into its scabbard, in obedience to Athene, who then set out for Olympus and the palace of aegis-bearing Zeus, where she rejoined the other gods.

Not that Achilles was appeased. He rounded on Atreides once again with bitter taunts. “You drunken sot,” he cried, “with the eyes of a dog and the courage of a doe! You never have the pluck to arm yourself and go into battle with the men or to join the other captains in an ambush—you would sooner die. It pays better to stay in camp, filching the prizes of anyone that contradicts you, and flourishing at your people’s cost because they are too feeble to resist—feeble indeed; or else, my lord, this act of brigandage would prove your last.

“But mark my words, for I am going to take a solemn oath. Look at this staff. Once cut from its stem in the hills, it can never put out leaves or twigs again. The billhook stripped it of its bark and foliage; it will sprout no more. Yet the men who in the name of Zeus safeguard our laws, the Judges of our nation, hold it in their hands. By this I swear (and I could not choose a better token) that the day is coming when the Achaeans one and all will miss me sorely, and you in your despair will be powerless to help them as they fall in their hundreds to Hector killer of men. Then, you will tear your heart out in remorse for having treated the best man in the expedition with contempt.”

The son of Peleus finished, flung down the staff with its golden studs, and resumed his seat, leaving Atreides to thunder at him from the other side. But Nestor now leapt up, Nestor, that master of the courteous word, the clear-voiced orator from Pylos, whose speech ran sweeter than honey off his tongue. He had already seen two generations come to life, grow up, and die in sacred Pylos, and now he ruled the third. Filled with benevolent concern, he took the floor. “This is indeed enough to make Achaea weep!” he said. “How happy Priam and Priam’s sons would be, how all the Trojans would rejoice, if they could hear of this rift between you two who are the leaders of the Danaans in policy and war. Listen to me. You are both my juniors. And what is more, I have mixed in the past with even better men than you and never failed to carry weight with them, the finest men I have ever seen or shall see, men like Peirithous and Dryas, Shepherd of the People, Caeneus, Exadius, the godlike Polyphemus and Aegeus’ son, Theseus of heroic fame. They were the strongest men that Earth has bred, the strongest men pitted against the strongest enemies, a savage, mountain-dwelling tribe whom they utterly destroyed. Those were the men whom I left my home in Pylos to join. I travelled far to meet them, at their own request. I played my independent part in

(continued)
From the Iliad (continued)

their campaign. And they were men whom not a soul on earth to-day could face in battle. Still, they listened to what I said and followed my advice. You two must do the same; you will not lose by it. Agamemnon, forget the privilege of your rank, and do not rob him of the girl. The army gave her to him: let him keep his prize. And you, my lord Achilles, drop your contentious bearing to the King. Through the authority he derives from Zeus, a sceptred king has more than ordinary claims on our respect. You, with a goddess for Mother, may be the stronger of the two; yet Agamemnon is the better man, since he rules more people. My lord Atreides, be appeased. I, Nestor, beg you to relent toward Achilles, our mighty bulwark in the stress of battle.”

“My venerable lord, no one would cavil at what you say,” replied King Agamemnon. “But this man wants to get the whip-hand here; he wants to lord it over all of us, to play the king, and to give us each our orders, though I know one who is not going to stand for that. What if the everlasting gods did make a spearman of him? Does that entitle him to use insulting language?”

Here the noble Achilles broke in on the King: “A pretty nincompoop and craven I should be called if I yield to you at every point, no matter what you say. Command the rest, not me. I have done with obedience to you. And here is another thing for you to ponder. I am not going to fight you or anybody else with my hands for this girl’s sake. You gave her to me, and now you take her back. But of all else I have beside my good black ship, you shall not rob me of a single thing. Come now and try, so that the rest may see what happens. Your blood will soon be flowing in a dark stream down my spear.”

DIRECTIONS: Answer the following questions in the space provided. Use a separate sheet of paper if needed.

Interpreting the Reading

1. What is the problem facing the characters in the beginning of the Iliad? Why is the problem so important?

2. Why does Achilles decide to withdraw from battle?

3. How do the ancient Greeks seem to feel about honor?

Critical Thinking

4. Drawing Conclusions According to the passage, how are women valued in ancient Greece?
Chapter 1 Resources
The First Humans, Prehistory–3500 B.C.

Reading Skills Activity 1
Questioning 17

Historical Analysis Skills Activity 1
Assessing Alternative History 18

Differentiated Instruction Activity 1
Code of Hammurabi 19

English Learner Activity 1
India and China, 3000 B.C.–500 B.C. 21

Content Vocabulary Activity 1
The First Civilizations and Empires, Prehistory–A.D. 500 23

Academic Vocabulary Activity 1
The First Civilizations and Empires, Prehistory–A.D. 500 25

Skills Reinforcement Activity 1
Understanding Map Projections 27

Critical Thinking Skills Activity 1
Formulating Questions 28

History and Geography Activity 1
The Huang He 29

Mapping History Activity 1
The Kingdoms of the Fertile Crescent 31

Historical Significance Activity 1
Ancient Roots of Leadership Roles 32

Cooperative Learning Activity 1
Hinduism and Buddhism 33

History Simulation Activity 1
Can You Dig It? 35

Time Line Activity 1
The First Civilizations and Empires 37

Linking Past and Present Activity 1
Regulating Business 38

People in World History Activity 1
Profile 1: Louis Leakey (1903–1972) and Mary Leakey (1913–1996) 37
Profile 2: Chandragupta Maurya (ruled 324–301 B.C.) 38

Primary Source Reading 1
Finding Tutankhamen’s Tomb 39

World Art and Music Activity 1
Cave Paintings 43

Reteaching Activity 1
The First Civilizations and Empires 45

Enrichment Activity 1
The Seasons of the Nile 46
Questioning

LEARNING THE SKILL
Asking yourself questions as you read helps you remember and understand the material. Most writers try to anticipate the questions a reader might ask and include material that would answer them. There is an easy way to question as you read. First, turn the chapter and section headings into questions. Then look for the answers to your questions in the paragraphs that follow. Another method is to form questions about the author’s intentions. For example, you might ask yourself, “What matters to this author?” or, “What is this author trying to get me to conclude?” This technique will help you read critically and form judgments about your reading.

PRACTICING THE SKILL
DIRECTIONS: Read the following sentences and answer the questions below.

Groups of Paleolithic people, especially those who lived in cold climates, found shelter in caves. Over a period of time, they created new types of shelter as well.

1. Why is the author telling you this?
_____________________________________________________________________________

2. Does the author state it clearly and understandably?
_____________________________________________________________________________

3. How could the author have said it more clearly?
_____________________________________________________________________________
_____________________________________________________________________________

4. What would you say instead?
_____________________________________________________________________________
_____________________________________________________________________________

5. What new question(s) does this raise in your mind?
_____________________________________________________________________________
_____________________________________________________________________________

APPLYING THE SKILL
DIRECTIONS: Read the Social History feature on pages 8–9 about Early Housing. Then turn the heading of the feature into a question, and evaluate how well the author addressed the question in the text. Is the question answered clearly? How would you have answered it? Write your responses on a separate sheet of paper.
Assessing Alternative History

LEARNING THE SKILL

When studying the past, historians also need to study what might have happened, or alternative history. For example, what would have happened if Christopher Columbus had never sailed? This is a hypothetical question, but it helps historians understand the impact of what did happen.

Whenever you consider the various consequences of any decision you have made, you are studying alternative history. Considering hypothetical events will help you make more fully informed decisions in the future.

Around 8000 B.C., glaciers receded and temperatures began to rise. This allowed people to settle into small farming villages, in which they began systematic agriculture and the domestication of animals. As you read Section 2, consider the different consequences of this key development.

PRACTICING THE SKILL

DIRECTIONS: Read the following excerpt about the Neolithic Revolution. Then use your knowledge from the chapter to answer the questions that follow on a separate sheet of paper.

During the Neolithic Age, humans began planting crops, providing a regular food source. Domestication of animals, adapting them for human use, added a reliable source of meat, milk, and wool.

1. What is significant about the development of agriculture?
2. What might have happened if the last ice age had not ended?

APPLYING THE SKILL

DIRECTIONS: Search the library or the Internet for historical analysis of more current agricultural developments, such as people’s responses to modern-day droughts. Analyze the developments and their implications by imagining the impact that alternatives might have had. Write your analysis on a separate sheet of paper, and be sure to document any sources in addition to the article you cite and include with your paper.
**Code of Hammurabi**

For centuries in Mesopotamia, strict laws regulated people’s relationships with one another. Today, Hammurabi’s collection of laws provides us with great insight into the social conditions at the time. By studying this code we are able to get a picture of how people were expected to interact with one another, and the values that may have been embodied by Mesopotamian society.

The Code of Hammurabi contains 282 laws, each of which describes a crime and its resulting punishment. It was carved on a seven-foot-tall monument that was openly displayed for all to see. The code illustrates various aspects of Mesopotamian society.

**DIRECTIONS:** Using what you have learned about this code and the other civilizations mentioned in this chapter, work in a small group to create your own code of behavior for the community in which you live. Think about how the code would affect various aspects of your daily life, including:

- the role of government
- religion
- rules
- interactions among people
- education
- work

Work together to decide what type of system the code will be based on. List and describe at least five aspects of your code, explaining how each will make your community a better place to live. Then, trade your list of codes with another group and write a brief paragraph describing what you think the other group’s society might be like, based solely on the codes they have written.
For the Teacher

**TEACHING STRATEGIES FOR DIFFERENT LEARNING STYLES**

The following activities are ways the basic lesson can be modified to accommodate students’ different learning styles:

**English Learners (EL)** Review the assignment with students, explaining any terminology they may not understand. To help students contribute to their small group, ask them to share codes of conduct they have seen or been asked to follow.

**Advanced Learners (AL)** After students have created their code, have them compare and contrast all the civilizations in the chapter.

**Below Grade Level (BL)** Before students begin this activity, outline the five aspects of the Code of Hammurabi. Students can use the outline as they work to create a code for their community.

**On Grade Level (OL)** Have students complete the activity with a small group as the directions state. Encourage groups to share the codes they created with each other.
A. PRE-READING ACTIVITY: IMPROVING READING COMPREHENSION

Directions: Before reading the section “New Empires in India” on pages 76–81, answer the following questions.

1. India produced great works in almost all cultural fields, including literature, architecture, and science. How do you think the prosperous empires such as the Guptas helped make these works possible?

2. One important factor of Indian life inspired most of these great works in all cultural fields. In fact, this factor influenced all parts of Indian life. What is this factor? Why do you think it was inspirational?

B. WORD FAMILY ACTIVITY: WORD CHART

Directions: Fill in the chart with the missing nouns and verbs.

Remember: A noun is a word that names a person, place, thing, or idea. A verb is a word that is used to describe an action, experience, or state of being.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>reincarnation</td>
<td>reveal</td>
</tr>
<tr>
<td>conversion</td>
<td>cycle</td>
</tr>
<tr>
<td>division</td>
<td>live</td>
</tr>
</tbody>
</table>
C. READING COMPREHENSION ACTIVITY: SENTENCE COMPLETION

Directions: Fill in the blanks with words from the box. Use the sentence clues to help you.

<table>
<thead>
<tr>
<th>Sanskrit</th>
<th>monsoons</th>
<th>rock chamber</th>
</tr>
</thead>
<tbody>
<tr>
<td>silk</td>
<td>Vedas</td>
<td>languages</td>
</tr>
<tr>
<td>Himalaya</td>
<td>barriers</td>
<td>Hindus</td>
</tr>
<tr>
<td>Great Wall</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Today, about 110 ______________ and more than 1,000 dialects are spoken in India.
2. China’s ______________ was a massive project that required thousands of laborers.
3. In winter, ______________ blowing from the mountainous regions of China are cold and dry.
4. Frontier regions of China created by geographical ______________ were populated by people of Mongolian, Indo-European, and Turkish backgrounds.
5. The three main types of architectural structures in India were the pillar, the stupa, and the ______________.
6. The earliest know Indian literature is the ______________.
7. The Romans knew China as Serica, or the “Land of ______________.”
8. Buddhists and ______________ share some common beliefs.
10. The highest mountains in the world are the ______________.
The First Civilizations and Empires, Prehistory–A.D. 500

DIRECTIONS: Fill in the terms across and down on the puzzle to match each numbered definition.

Across
3. the proper "Way"
8. a religion marked by belief in the existence of a single force in the universe, a form of ultimate reality or God, called Brahman
10. Zhou dynasty belief that a king should keep order in the universe by ruling with goodness and efficiency
13. religious doctrine introduced in India in sixth century B.C. by Siddhartha Gautama, the "Enlightened One"

Down
1. belief that if humans act in harmony with the universe, their own affairs will prosper
2. a complex culture in which large numbers of human beings share common elements
4. large political unit, usually under a single leader, controlling many people or territories
5. believing in one God
6. a rigid social structure
7. basic units of Sumerian civilization
9. human or humanlike creature that walks upright
11. a series of rulers whose right to rule is passed on within the family
12. what the religion of the Israelites is known as
The First Civilizations and Empires, Prehistory–A.D. 500

A. Word Meaning Activity
Using Words in Context

<table>
<thead>
<tr>
<th>domestication</th>
<th>innovations</th>
<th>revolution</th>
</tr>
</thead>
<tbody>
<tr>
<td>transport</td>
<td>hominid</td>
<td>filial piety</td>
</tr>
<tr>
<td>cycle</td>
<td>monotheistic</td>
<td>conversion</td>
</tr>
<tr>
<td>survive</td>
<td>dynasty</td>
<td>varna</td>
</tr>
</tbody>
</table>

**DIRECTIONS:** Complete these sentences using the words from the box. You may need to add -s to the end of the word.

1. In order to ________________, nomads moved from place to place.
2. Asoka used Buddhist ideals in ruling after his ________________ to Buddhism.
3. The Sumerians are credited with many ________________, including a writing system.
4. The shift from hunting and gathering to growing food on a regular basis was a ________________.
5. The Mandate of Heaven was tied to the pattern of dynastic ________________.
6. The wagon wheel, invented by the Sumerians, helped ________________ people from place to place.

B. Word Usage Activity
**DIRECTIONS:** Determine whether the words in the chart below are in noun, verb, or adjective form. Put check marks (√) in the appropriate columns. Remember, some words can be more than one form.

<table>
<thead>
<tr>
<th>Word</th>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>survive</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>revolution</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>innovation</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>transport</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>conversion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cycle</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
C. Word Use Activity

Word Web

**DIRECTIONS:** Use the following words in a word web to show how they are connected: *hominid, nomad, Neolithic Revolution, systematic agriculture, domestication, civilization, survive.*

The word *survive* links all of these words together. Write *survive* in the center oval, and write the other related words in the surrounding ovals. For each of the related words, write a sentence that clearly shows the word’s relationship to the central word, *survive*. You can write sentences inside the ovals or, if you need more space, use a separate sheet of paper.
Mapmakers, also called cartographers, use map projections to represent Earth’s spherical surface on flat maps. Although extremely useful for study and navigation, flat maps cannot accurately represent both the shape and size of land areas. Cylindrical Projection (Mercator) maps like the one below give the directions and accurate shapes of areas of land and water, but they distort the size of land areas. The greater the distance between a land area and the Equator, the greater is the distortion.

**DIRECTIONS:** Compare the diagram of a globe (or a real globe if possible) to the Cylindrical Projection map below. Then answer the questions that follow.

1. Without referring to the illustrations, which do you already know to be larger—South America or Greenland?

2. Which represents the relative sizes of South America and Greenland more accurately—the Cylindrical Projection map or the globe? Explain why.

3. Why are Cylindrical Projection maps particularly well suited for use in navigation?
Critical Thinking Skills Activity 1  

Formulating Questions

One of the key tools of archaeologists and historians is their ability to ask searching questions. These questions determine the entire nature of their investigation. A good case is the discovery of a bakery and of the mini-pyramids on workers’ graves.

Egyptologists realized that there were many questions they had never asked about the Egyptian working class. Imagine that you are undertaking a research project on the Egyptian bakery at Saqqara.

**DIRECTIONS:** Read the following information and list of questions that follow. Decide which questions would help you focus your research. Put a check mark next to each question you think would do so. Then write three more questions that you would ask about the bakery.

---

**How did the Egyptians bake their bread?** Clues to the baking process were taken from bas-reliefs depicting the life of the Egyptian working class found in a tomb near Saqqara. To get a sense of life as a common person, a team of specialists, led by University of Chicago archaeologist Mark Lehner, re-created the ancient bread-making process. The first step was to create the clay molds. For this they turned to a local artisan, Mohammed Taha. Within a week he made 66 bread mold tops and bottoms with a foot-driven potter’s wheel. To obtain emmer, a twin-kerneled form of wheat the Old Kingdom Egyptians used, the team located a man in California who collects and grows ancient grains. According to Edward Wood, a retired pathologist who now specializes in growing exotic sourdough yeast cultures, “The Old Kingdom Egyptians didn’t know about yeast—they thought bread rose miraculously.” To collect free-floating native yeast spores, Wood left an open container of wet flour on his hotel balcony for a week. The dough was then placed into the clay molds and buried in hot coals. After an hour and 40 minutes, a perfect loaf of emmer bread was ready for tasting.

---

1. How much flour did the bakery consume each day?
2. How did the Egyptians store their loaves of bread after they bought them?
3. Where did the clay for the bread molds come from?
4. How many people worked in the bakery?
5. What other kinds of foods did the Egyptians eat?
6. Where did the bakery get its firewood?
7. How many people did the bakery feed each day?
8. 

9. 

10. 

---

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The Huang He

By the beginning of the Bronze Age (around 3000 B.C.), large numbers of people were concentrated in the river valleys of Mesopotamia, Egypt, India, and China. The Huang He (Yellow River) is the cradle of Chinese civilization. It stretches across China for more than 3,000 miles (4,830 km).

With more than a billion tons of fine, yellow silt flowing downriver annually from the Loess Plateau along a twisting route of right-angle bends, the riverbed of the Huang He continuously builds up. Over the centuries, disastrous floods have ruptured protective dikes and inundated the North China Plain, often resulting in changes to the course of the Huang He.

The source of the Huang He is in the eastern highlands of Tibet, at an altitude of about 15,000 feet (4,572 m). After descending rugged gorges, it crosses a plateau and then falls again to a flat lower basin. Along the lower stretch, much of the riverbed sits above the surrounding farmland. When raging waters cut through dikes, floods can injure millions and bury whole villages with silt.

Changes in the Huang He’s course during the past several thousand years have caused the point where the river enters the Yellow Sea to vary by as much as 500 miles (800 km). A cartographer who wants to be historically accurate must determine the exact location of the river at a given time.

For example, from 2278 to 602 B.C., the Huang He took a northerly route, flowing through the city of Tianjin to enter the nearby Bo Hai. From 602 B.C. to A.D. 70, the Huang He and its mouth shifted to the south of Shandong Peninsula, but from A.D. 70 to 1048, the river again shifted north. There have been at least nine major changes in the river’s course in the last 2,200 years.

The present location of the mouth of the Huang He reflects a significant change that occurred in 1858. For the prior 500 years, the river had followed the “Old Course.”
History and Geography Activity 1 (continued)

The absolute, or exact, location of a place can be determined by its coordinates on a map grid of north-south meridians (longitude lines) and east-west parallels (latitude lines). Degrees of longitude give the distance of any place east or west of the Prime Meridian, and degrees of latitude give distance north or south of the Equator. The coordinates for any point on a map, then, are a pair of numbers giving the latitude and longitude.

To draw a river on a map, a cartographer must be able to locate every point along the river's course exactly on the map's grid. At present, the Huang He enters the Bo Hai at about 38°N latitude and 119°E longitude.

Applying Geography to History

Directions: Answer the questions below in the space provided.

1. What information do you need in order to give the absolute location of a place?

2. What was the absolute location of the mouth of the Huang He during the years it was located near Tianjin?

3. What was the absolute location of the mouth of the Huang He when it was located on the Old Course south of Shandong Peninsula?

4. Changes in the course of the Huang He occurred abruptly. What events probably took place in 602 B.C. and A.D. 70?

Critical Thinking

5. Predicting Consequences As the Huang He has shifted its course over the centuries, what might have been the consequences of these changes to the peoples who live along the river?

6. Making Inferences The Huang He was given its name, which means "yellow river," because of the yellow loess suspended in its waters. Why is the Huang He nicknamed "China's Sorrow"?

Activity

7. Serious floods have been part of the history of the Mississippi River. Using a map of the United States, determine the absolute locations of the headwaters (source) and delta of the Mississippi River, as well as of its key river ports. Then research the efforts that have been made since 1900 to control the Mississippi's flooding.
The Kingdoms of the Fertile Crescent

The Fertile Crescent, situated between the Tigris and Euphrates Rivers, was the site of a number of advanced cultures.

DIRECTIONS: The map below shows the kingdoms of the Fertile Crescent. Use the map to answer the questions and complete the activity that follow. Use a separate sheet of paper.

1. Which city-state lies closest to the Persian Gulf?
2. Which city-state lies closest to the Mediterranean Sea?
3. In which kingdom were the city-states of Ur and Uruk located?
4. Use the map scale to add the following information to the map:
   a. The city of Kish was 50 miles east of Babylon.
   b. Issin was 100 miles southeast of Babylon.
   c. Addab was 75 miles due east of Issin.
   d. Larsa was 200 miles downriver from Babylon.
   e. The cities you added to the map were part of which kingdom?
Hunting and gathering as a way of life has now almost disappeared, but it was the way hominids lived for nearly 99 percent of the time that hominids have lived on Earth. Therefore, the uniqueness of the human species was patterned—and the human personality was formed—not in an industrial or even an agricultural setting, but in a hunting and gathering setting.

Before the rise of *Homo sapiens sapiens*, 80 percent of the food that humans ate was acquired by women, who gathered nuts, beans, roots, honey, eggs, vegetables, and fruits. As the principal food procurers, women’s status in the community was high and their influence considerable. Women shared in the leadership of the band and in ownership of water holes and food-gathering areas.

Male hunters procured 20 percent of the diet in the form of swift-moving, protein-rich game. As the hunters worked together, more sophisticated language developed: “You distract the deer while I spear it.” Eventually, male leadership roles developed from the necessity to coordinate several hunting bands. Anthropologist Lionel Tiger suggests that this need for coordination in hunting ultimately led to the predominance of men in modern politics.

**DIRECTIONS:** Answer the following question in the space provided. Do you think that Tiger’s opinion is correct? Write a paragraph that explains why you agree, or suggest another reason for men’s predominance in politics. Use facts and examples to support your conclusion.
Hinduism and Buddhism

BACKGROUND
Two of the world’s major religions, Hinduism and Buddhism, were founded in India. Hinduism emerged from the belief system of the Aryan peoples who settled in India after 1500 B.C. Buddhism’s founder, Siddhārtha Gautama, known as the Buddha or “Enlightened One,” lived in northern India in the sixth century B.C. Although some similarities between the two religions exist, each belief system has its unique concepts and approach. By creating and sharing posters for each religion, you will learn more about them.

GROUP DIRECTIONS
1. Use the information in Chapter 1 of your textbook and any other sources you can find to create separate posters for Hinduism and Buddhism.
2. One half of the group should be assigned to each religion. Posters should describe all aspects of the religion and include illustrations.
3. Be sure that the poster on Hinduism includes information on all of the following:
   - Brahman
   - atman
   - reincarnation
   - karma
   - dharma
   - yoga
   - Brahma
   - Vishnu
   - Brahma
   - Shiva
4. Include all of the following in the poster on Buddhism:
   - founder
   - bodhi
   - quotes of Siddhārtha
   - Middle Path
   - Four Noble Truths
   - view of caste system
   - nirvana
   - stupas
5. Share your poster with the other half of the group and test their understanding with a series of five questions prepared in advance.

ORGANIZING THE GROUP
1. Decision Making Brainstorm what group members already know about the assigned religion. Appoint a recorder to take notes on the brainstorming. Next, review the key terms list provided and determine the definitions and significance of each term. Record the results. Agree upon which terms and other concepts need further research and assign that task to group members. Decide on how much information is needed to complete the poster. Then decide how much information on each term or concept will fit on the poster. The group might decide to assign to some of the members the task of planning the design of the poster while others conduct the follow-up research.
Cooperative Learning Activity 1 (continued)

2. **Individual Work** Do research to find as much as possible about the aspects of the religion assigned to you. Think about how each topic might be illustrated and look for sources of existing illustrations. Write questions for the audience that can be used at the end of the presentation.

3. **Group Work/Decision Making** Share your research and possible summary questions for the audience with your group. Invite comments on and extensions to individuals’ findings and ideas. Together, decide what information to use, what the final poster should look like, what five questions to use with the audience, and how to create the final poster.

4. **Additional Group Work** Working as individuals or in pairs, complete the assigned tasks—writing, copying, illustrating, and assembling—to construct the poster.

5. **Decision Making** Decide on who and how to present your poster to another group. How could the presentation be enhanced?

6. **Extended Group Work/Sharing** Present the poster to another group. Test their understanding and recall of your poster by asking them the five questions prepared in advance. Then have the other group present its poster, with your group taking the quiz they have prepared. Compare results. Which team answered the other team’s questions more thoroughly?

**GROUP PROCESS QUESTIONS**

- What is the most important thing you learned about these two religions from this activity?
- What part of the project did you enjoy most?
- What part of the project was the most challenging?
- How was it helpful to work with others?

**Quick Check**

1. Was the goal of the assignment clear at all times?

2. How was making a presentation by using a collaboratively planned and constructed poster different from other types of projects?

3. Were you satisfied with your own participation and your group’s work on this project? Why or why not?
Can You Dig It?

Much of what we know about prehistory is the result of the work of archaeologists who unearth and interpret the artifacts left behind by prehistoric people. Both skill and luck are necessary to identify the best archaeological sites and find artifacts. Then the archaeologists must face the difficult task of making inferences about prehistoric life from these remains.

**Learning Objective** To demonstrate how archaeologists make inferences about prehistoric people from artifacts.

**Activity** Students simulate discovering an archaeological site and drawing inferences about the people who lived there from descriptions of artifacts found at the site.

**Teacher Preparation** Make one copy of the worksheet on the next page for each group. Label 10 small brown paper bags from 1 to 10 and pin them to different locations on a wall map of the world. Have more bags than groups of students.

**Activity Guidelines**

1. Review with students the terms archaeologist and artifact. Ask students to suggest artifacts that might be found at an archaeological site.

2. Tell students that they will “bury” artifacts at an archaeological site, discover the location of another archaeological site by a guessing game, and then infer information about a culture from the artifacts they “dig.” The bags pinned on the map will simulate possible archaeological sites.

3. Organize the class into groups of four to five and give each group a worksheet. Have groups choose members to do the following tasks: write artifact clues to be “buried,” participate in a guessing game, record the group’s discussion of the artifacts found at the site it “digs,” prepare a report, and give an oral presentation.

4. Each group uses the textbook to select one prehistoric group or early civilization, chooses the types of artifacts to describe, and writes clues for the chosen artifacts. For example, if a group chooses Australopithecines, it might describe (1) tool: stone—crudely finished with sharp edges; (2) weapon: part of a wooden club—roughly fashioned from a tree limb.

5. Each group puts its completed artifact clues into the numbered bag on the map that you designate. Be sure that the other groups do not observe which site is used.

6. Pair off the groups to play a guessing game. In a question-and-answer session, each group determines the map location of the other group’s site by framing questions based on where the numbered bags are on the map; for example, “Is the site located south of the Equator?”

7. Have each group study the descriptions of the artifacts it “dug” and brainstorm inferences about the prehistoric group, using the guide on the worksheet to prompt discussion but also thinking of other considerations on their own. They then report to the class.

8. As each group reports, ask it to identify the culture whose artifacts it discovered. Ask the group that placed clues in a bag if the group that “dug” its site correctly identified the culture. You may use the following questions to summarize the activity:

   - What other information, if any, would have helped you make your inferences?
   - On what basis were your inferences made?
   - How did this activity give you a better understanding of the work of archaeologists?
Can You Dig It?—Creating an Archaeological Site

Choose a prehistoric group or early civilization from the text. Based on your selection, describe three or more artifacts. The artifacts can be chosen from the types listed below. When your descriptions are completed, cut them out and place them in the bag at the site your teacher designates.

- tools
- pottery
- art objects
- weapons
- burned wood
- clay tablets with writing
- clothing
- jewelry

Guide for Reporting on an Archaeological Site

To help your group start a discussion, consider the following categories when making inferences based on the artifacts you found at the archaeological site.

- Probable identity or function of each artifact
- Level of technological achievement
- Level of cultural advancement

Record your conclusions below. Be prepared to explain how you reached them.
The First Civilizations and Empires

DIRECTIONS: Using your textbook, determine the correct dates for each of the items below, and then write the dates in the spaces provided. Place the letter of the completed answer in date order, beginning with the earliest, on the time line. (The first answer is filled for you.)

Prehistory

A. The Great Pyramid of King Khufu is constructed at Giza. ____________

B. Civilizations flourish in India’s Indus River valleys from the Himalaya to the Arabian Sea for 1500 years. ____________ to ____________

C. The Han dynasty is marked by population increase, extended boundaries, scientific achievements, and efficient bureaucracy. ____________ to ____________

D. Homo erectus, “upright human being,” emerges. ____________ (approximate)

E. Siddhartha Gautama, known as the Buddha or the “Enlightened One,” is born. ____________

F. King Solomon rules the united kingdom known as Israel. ____________ to ____________

G. The Code of Hammurabi, a collection of 282 laws, is written. ____________

H. The Assyrian Empire includes Mesopotamia, parts of the Iranian Plateau, Asia Minor, Syria, Palestine, and Egypt as far as Thebes. ____________
In the prologue to his code of laws, Hammurabi said he wanted to prevent the strong from oppressing the weak. Nonetheless, his laws punished the crimes of the lowly more harshly than those of the rich and powerful. His code, however, did provide some protection to such vulnerable groups as consumers, debtors, poor workers, and slaves.

The Code of Hammurabi included laws to prevent merchants from selling shoddy goods and moneylenders from charging exorbitant interest. For example, if a boat builder sold a poorly made boat, he had to fix its defects at his own expense. If a carelessly built house collapsed and killed its owner, the builder was executed. Moneylenders who increased the interest rates on a loan they had already made had to forfeit all payments on that loan.

Although Hammurabi’s laws did little to improve the lot of slaves, they did allow them a few rights. For example, slaves could marry free persons, borrow money, conduct business, and buy their freedom. Mesopotamian laws also prohibited the enslavement of some types of workers. Sometimes, the head of a household hired out his wife and children to work off his debts. Hammurabi limited these dependents’ period of servitude to three years.

In modern democracies, laws that protect consumers and workers address issues that arose in the late nineteenth century. At that time, factory owners and the heads of large corporations gained more power than craftspeople and small business owners had ever had.

In the early 1900s, President Theodore Roosevelt began a campaign to control powerful corporations. He also recognized the rights of labor unions to bargain for the fair treatment of workers. In the late 1930s and early 1940s, President Franklin D. Roosevelt established agencies that regulated big business and strengthened the power of labor unions.

Today, various agencies and commissions in the United States continue to enforce existing laws and make new ones. A policy known as affirmative action seeks to end discrimination against women and members of ethnic minorities in the workplace. The Federal Trade Commission (FTC) prevents businesses from using unfair methods of competition and from cheating consumers. The Occupational Safety and Health Administration (OSHA) ensures that working conditions are safe. The Food and Drug Administration (FDA) safeguards food and medicine.

As technology continues to advance, new problems in consumer protection arise. In recent years, consumers have sued manufacturers because these manufacturers sold dangerously defective tires and cars. Other consumers have tried to prevent the sale of genetically altered foods.

Critical Thinking

Directions: Answer the following questions on a separate sheet of paper.

1. Drawing conclusions: How might the women and children hired out to pay the debts of the head of a household have ended up as slaves?

2. Making inferences: Why do you think the change from small businesses to large corporations gave business owners more power over consumers and workers?

3. Synthesizing information: Speculate on the status of slaves in Mesopotamia. Then do library or online research to learn how Mesopotamians obtained and treated their slaves. Write a brief essay on your findings.
Louis Leakey (1903–1972) and Mary Leakey (1913–1996)

Louis Leakey was born in Kenya in 1903 to English missionary parents. He spoke the Kikuyu language fluently and was inducted into the tribe at 13. He graduated from Cambridge with degrees in anthropology and archaeology in 1926 and later earned a Ph.D. At that time most paleontologists believed that early humans had evolved in Asia, but Leakey insisted on searching in East Africa. In 1931 he and some colleagues set up camp in Olduvai Gorge in Kenya. For several years he divided his time between academic posts in England and fossil-hunting in Africa.

Mary Nicol grew up in France. Her father, a landscape painter, took her to see the beautiful cave paintings and prehistoric sites of southern France, and she became interested in digging and drawing. She began working as an amateur archaeologist and illustrator when she was 17. In 1934 Louis met Mary at a dinner party and asked her to do the illustrations for his next book. He and Mary were married in 1936.

From 1935 to 1959, the two worked at sites around Kenya and Tanzania. In 1948 Mary discovered the perfectly preserved skull of a Miocene Era primate. In 1959 Mary made a significant discovery: the skull of Zinjanthropus (“East Africa man”), dating back 1.8 million years. Though not “the missing link,” Louis claimed, it was the first skull found in East Africa of a new group of hominids called Australopithecines.

This find caught the imagination of the public as well as the National Geographic Society, which provided significant funding for the Leakeys’ work. From the mid-1960s, Mary Leakey spent most of her time at Olduvai Gorge, while Louis worked on various other projects. In 1960 Mary discovered the remains of *homo habilis* (“handy man”). In 1978 she made what she felt was her most significant find. In the 3.75-million-year-old hardened volcanic ash surface in nearby Laetoli, she discovered three sets of footprints stretching for 25 yards. These hominids were walking upright much earlier than almost everyone had supposed.

**REVIEWING THE PROFILE**

**Directions:** Answer the following questions on a separate sheet of paper.

1. In the 1920s, where did most anthropologists believe humans had evolved?
2. What were some of Mary Leakey’s most famous finds?
3. **Critical Thinking** **Drawing Conclusions.** The theory that evolution was a straight line from one group of hominids to another has been discarded. It’s accepted that at every stage of evolution, there were some hominid groups that came to an end. Some of the fossils discovered by the Leakeys were of these “dead-end” hominids. How do these discoveries further our understanding of the groups that humans did evolve from?
Chandragupta Maurya (ruled 324–301 B.C.)

The food at the center of the dish is hottest.

Chandragupta, explaining his strategy of conquering the outlying areas of kingdoms first

Chandragupta Maurya was the founder of the Mauryan Empire in northern India. Much of what is known about him is from a foreign diplomat who resided in Chandragupta’s court. Although many details are lost to history, the man who wrote about Chandragupta left a picture of an intelligent and ambitious ruler.

As a young army officer, Chandragupta developed a plan to unify and build an empire out of the many small kingdoms in northern India. He organized a revolt that ended Greek rule in the Punjab and then led his army in the capture of the Magada kingdom. From this base, he focused on expanding his empire. His method was straightforward and effective: his armies would harass the outer areas of the kingdoms, drain their strength and resources, and, when the time was right, move in and take over. With each victory, Chandragupta’s power spread and his armies grew. The diplomat who wrote of him tells of an army of 700,000 soldiers, 10,000 chariots, and 9,000 elephants—an awesome sight to any would-be adversary. By about 303 B.C., Chandragupta controlled the valuable Indus and Ganges River plains, as well as regions in northwestern India. Soon thereafter, he had also gained control of parts of Afghanistan.

Chandragupta was an authoritarian ruler who strictly enforced harsh laws. He reigned over a complex bureaucracy of his own creation. Government officials directed economic activities of the empire. They also oversaw massive public works projects, which included irrigation projects and sophisticated roads. For example, the Great Royal Road stretched for 1,863 miles (3,000 km). Workers traveled along this and ancillary roads in an efficient postal service. Chandragupta was apparently not confident in his rule, however. This great leader rarely left his huge, lavish palace for fear of assassination. He is said to have slept in a different room every night and to have had his food tasted for poison. He also established a vast “secret service” to protect himself and his position.

In about 300 B.C., Chandragupta abdicated his throne so that his son could take over. Tradition has it that he became a monk and fasted until he starved himself to death. Aśoka, the enlightened king who was the last great ruler of the Mauryan Empire, was Chandragupta’s grandson.

REVIEWING THE PROFILE

Directions: Answer the following questions on a separate sheet of paper.

1. How did Chandragupta conquer neighboring kingdoms?
2. What became of Chandragupta?
3. Critical Thinking Drawing Conclusions. Why do you think a powerful emperor such as Chandragupta might fear assassination?
Finding Tutankhamen’s Tomb

Popular interest in ancient Egypt soared with the discovery in 1922 of the sealed tomb of the young ruler Tutankhamen. Though “King Tut” was actually a minor figure in history, the discovery influenced fashion, jewelry, home decoration, and even popular music. Sensational newspapers warned of a “curse” on those who had opened the tomb.

Well hidden in the rocks of the Valley of the Kings, near Thebes, Tutankhamen’s tomb was unusual because it was almost untouched by vandals or grave robbers. Magnificent works of art and useful objects, rich with gold and gems, were found with the young pharaoh. Veteran British archaeologist Howard Carter had spent more than 10 years searching for the tomb of Tutankhamen. The find was a last-chance triumph, for Carter’s sponsor, Lord Carnarvon, was ready to abandon the project.

This reading is from Carter’s own story of what he saw when he first opened Tutankhamen’s tomb. At this point, workers at the dig had spent weeks clearing out blocked-up stairways and passages cut into the rock cliffs where royal tombs were placed.

Guided Reading   In this selection, read to learn what Carter discovered in Tutankhamen’s tomb.

The day following (November 26th) was the day of days, the most wonderful that I have ever lived through. . . . Throughout the morning the work of clearing continued, slowly . . . on account of the delicate objects that were mixed with the filling [in the passageway]. Then, in the middle of the afternoon, 30 feet down from the outer door, we came upon a second sealed doorway . . . behind it was the answer to the question.

. . . With trembling hands I made a tiny breach in the upper left hand corner [of the door]. Darkness and blank space, as far as an iron testing-rod could reach, showed that whatever lay beyond was empty. . . . Widening the hole a little, I inserted the candle and peered in. . . . At first I could see nothing, the hot air escaping from the chamber causing the candle flame to flicker, but presently, as my eyes grew accustomed to the light, details of the room within emerged slowly from the mist, strange animals, statues, and gold—everywhere the glint of gold.

For the moment—an eternity it must have seemed to the others standing by—I was struck dumb with amazement. When Lord Carnarvon, unable to stand the suspense any longer, inquired anxiously, “Can you see anything?,” it was all I could do to get out the words, “Yes, wonderful things!” Then widening the hole a little further, so that we both could see, we inserted an electric torch [flashlight]. . . .

Gradually the scene grew clearer, and we could pick out individual objects. First, right opposite to us . . . were three great gilt couches, their sides carved in the form of monstrous animals [leopards] . . . with heads of startling realism. . . . Next, on the right, two statues caught and held our attention: two life-sized figures of a king in black, facing each other like sentinels, gold kilted, gold sandalled. . . . These were the dominant objects that caught the eye at first. Between them, around them, piled on top of them, there were countless others—exquisitely painted and inlaid caskets [boxes with lids]; alabaster vases, some beautifully carved . . . ; strange black shrines, from the open door of one a great gilt snake peeping out; bouquets of flowers or leaves; beds; chairs beautifully carved; a golden inlaid throne; . . . on the left a confused pile of overturned chariots, glittering with gold and inlay; and peeping from behind them another portrait of a king.

. . . Presently it dawned upon our bewildered brains that in all this medley of
objects before us there was no coffin or trace of mummy. . . . We reexamined the scene before us, and noticed for the first time that between the two black sentinel statues on the right there was another sealed doorway. The explanation gradually dawned upon us. We were but on the threshold of our discovery. What we saw was merely an antechamber.

INTERPRETING THE READING

Directions  Use information from the reading to answer the following questions. If necessary, use a separate sheet of paper.

1. Why was the discovery of Tutankhamen’s tomb an unusual event?

2. When and by whom was the tomb found?

3. What did the workers have to do to reach the doorway?

4. What were some of the objects that could be seen by the light of the flashlight?

5. What was the importance of the doorway between the two black statues?

Critical Thinking

6. Drawing Conclusions  Why do you think so many objects were placed in the rulers’ tombs?
Cave Paintings

Cave paintings have been found in such diverse places as southern France, Italy, northern Spain, and, most recently, northern Brazil. These prehistoric paintings have been dated from approximately 15,000 B.C. to 8000 B.C. This makes them thousands of years older than Egyptian paintings, which date from around 2500 B.C.

DIRECTIONS: Read the passage below about these early works of art. Then answer the questions in the space provided.

The Paleolithic Era, also called the Old Stone Age, lasted from about 2,500,000 B.C. to 10,000 B.C. The people who lived during this time period were nomadic hunter-gatherers. Instead of farming the land, they subsisted on whatever plants they found growing nearby. However, they did hunt—horses, bison, fox, bear, and even the now-extinct woolly mammoth and woolly rhinoceros. The hunters used their prey’s meat for food, the skin for clothing, and the bones and tusks for tools. The intestines were used for “thread,” with which they sewed using a needle. Additionally, bones and fur were fashioned (continued)
into some of the first paintbrushes. Paleolithic people did not construct houses or permanent settlements. Rather, they lived in caves, and they moved on when they had used up the local resources.

All this had been known for centuries. But it was not until 1879 that the caves in Altamira, Spain, with their astonishing artwork, were discovered. Then in 1941, caves in Lascaux, France, were discovered accidently by two boys playing with their dog. Bison galloped across the walls! Deer crouched! Wild boar leapt to and fro! All of these animals were painted in some form of motion. They were colorful and were rendered so accurately that their images were recognizable even after thousands of years. Their sizes ranged from 5 feet to 6.5 feet (1.5 to 2 meters) long.

The artists used charcoal from their campfires as paint. They ground up lumps of clay and mixed it with blood from animals they had hunted or with juice from fruits and berries to make different colors. Using stone tools, they scratched outlines into the cave walls. Then they colored them in with brushes and fur or moss sponges, using different hues to create a three-dimensional effect. Finally, they added details such as fur to their paintings.

Although historians know how the paintings were produced, they do not know why the cave artists painted. Life was difficult, dangerous, and exhausting, and there was little if any “leisure time” for hobbies or crafts. Perhaps the pictures were a form of magic to capture the animals’ strength and spirit, making them easier to hunt. Maybe the paintings were part of a ceremony to ensure a large supply of game. Perhaps these murals told a story long before people had a written language. Or maybe these prehistoric people were not so different from humans today, and they just wanted to decorate their homes. We probably will never know for sure.

### Reviewing the Selection

1. What are the most important caves and where were they discovered?

2. What are the characteristics of cave paintings?

### Critical Thinking

3. **Making Inferences** Cave paintings rarely include pictures of people or foliage. Why do you think Paleolithic people instead stressed animals in their art?

4. **Making Generalizations** Because the art inside remained undiscovered for thousands of years, these caves could be considered a sort of “time capsule.” Imagine that you can draw something in a cave today that will be found thousands of years in the future. Consider what objects you would include that are important to you and those around you. What would you draw? Why?
The First Civilizations and Empires

The ability to produce food led to a significant growth in population and to the rise of cities. This, in turn, produced civilizations whose complex cultures developed governments, religions, social order, and technological innovations.

**DIRECTIONS:** Compare the civilizations of Mesopotamia, Egypt, India, and China by completing the table below with examples from Chapter 1.

<table>
<thead>
<tr>
<th>First Civilizations and Empires</th>
<th>Mesopotamia</th>
<th>Egypt</th>
<th>India</th>
<th>China</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Government</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>Religion</strong></td>
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<td><strong>Social Order</strong></td>
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<td><strong>Technology</strong></td>
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</tbody>
</table>
The Seasons of the Nile

Ancient civilizations developed near rivers. When the rivers flooded, they deposited rich silt on the land, making it good farmland.

The behavior of the Nile determined the seasons for farmers in ancient Egypt. There were really three seasons: inundation, receding waters, and drought. Inundation was the period during which the Nile flooded. Afterwards, the flood waters receded, withdrawing from the fields. Farmers plowed the land and planted their crops during this time. Drought was the dry period, when farmers harvested their crops.

Knowing in advance how much the Nile would flood was an important role of government, and much of the kings’ power came from their ability to accurately predict the extent of the floods. Good flooding meant abundant harvests; a low flood could mean famine. As Egyptian civilization progressed, it became possible to move farther upstream to measure the source of flooding and to get earlier information on the extent of the year’s flood.

Egyptian farmers devised a series of dams, levees, and canals to control the flooding river. They built levees around villages to keep water out. They constructed earthen dams in fields after the flood to keep water in long enough to enrich the soil. They dug canals and then punctured the dams to allow water to flow into fields as needed. As a final method of irrigation, they carried water by hand to distant fields not reached by the floods.

The value of land—how heavily it was taxed—was determined by its proximity to the river. Lowland fields that flooded naturally were the most prized. Those farther inland that needed to be flooded through irrigation were taxed at a lower rate.

DIRECTIONS: Answer the questions below in the space provided.

1. What is the main idea of the selection?

2. Why do you think kings derived their power from their ability to predict the flood?

3. Why do you think land closer to the river was more valuable?

4. Why were lands located farther inland fixed at a lower rate?
The First Humans

**DIRECTIONS:** As you read Section 1, complete the following statements in the space provided.

1. To construct theories about the development of early human beings, archaeologists and anthropologists rely on

2. *Australopithecines*, the earliest humanlike creatures, lived in Africa as long ago as

3. Neanderthals were probably the first early people to

4. All humans today belong to the same subspecies of human being called

5. The term *Paleolithic Age* designates a period of history in which humans used

6. Paleolithic people were primarily nomads, who survived by

7. The end of the last Ice Age was followed by what is called the

8. The real change in the New Stone Age was the shift from the hunting of animals and gathering of food to

9. The growing of crops on a regular basis gave rise to

10. A civilization is defined as

11. The first civilizations emerged in the river valleys of

12. The new urban civilizations developed religion to
Western Asia and Egypt

DIRECTIONS: As you read Section 2, fill in the blanks.

I. Mesopotamia was located between the __________________ and __________________ Rivers.
   A. Sargon, the leader of the __________________, overran the Sumerian city-states and set up the first _________________ in world history.
   B. A code of law was created by a ruler called ________________.
   C. Mesopotamian society was _______________; that is, it was dominated by men.
   D. The Sumerians devised a ________________ based on 60.

II. Egypt’s important cities developed at the tip of the ________________ Delta.
   A. The monarchs of the Old Kingdom were called ________________.
   B. ________________ were tombs for the mummified bodies of the pharaohs.
   C. During the period of the ________________ Kingdom, Egypt was the most powerful state in Southwest Asia.
   D. Early Egyptian writing was called ________________.

III. The Israelites were a group of ________________-speaking people who lived in the region of ________________.
   A. King ________________ built a temple in the city of ________________.
   B. The Jews were ________________; they believed in one God.
   C. To fulfill their ________________ with God, Jews had to obey the Ten ________________.
   D. The Jews believed that religious teachers, called ________________, were sent by God.

IV. The Persians lived in what is today ________________.
   A. ________________ the Great captured Babylon in 539 B.C.
   B. An efficient system of ________________ was crucial to sustaining the Persian Empire.
   C. In the 330s B.C., the Persian Empire was conquered by the Greek ruler ________________.
India and China

**DIRECTIONS:** As you read Section 3, decide if a statement is true or false. Write **T** if the statement is true or **F** if the statement is false. For all false statements write a corrected statement.

___ 1. Around 1500 B.C., a group of nomadic peoples called the Aryans moved east across Southwest Asia into the plains of northern India.

___ 2. The caste system was a set of rigid social categories that determined a person’s occupation, economic potential, and position in society.

___ 3. Two of the world’s great religions, Christianity and Buddhism, began in India.

___ 4. Siddhārtha Gautama is better known as the Buddha, or “Enlightened One.”

___ 5. One of the most important trade routes that went through India was known as the Silk Road.

___ 6. China reached an advanced state of civilization at the same time as Mesopotamia, Egypt, and India.

___ 7. The Zhou dynasty claimed that it ruled China because it possessed the Great Wall of China.

___ 8. The Han dynasty established a vast empire that crumbled after only one hundred years.

___ 9. Filial piety refers to the duty of Chinese family members to subordinate their needs to those of the male head of the family.

___ 10. According to Confucius, two important keys to proper behavior are duty and frugality.
# Chapter 2 Resources

*Ancient Greece and Rome, 1900 B.C.–A.D. 500*

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading Skills Activity 2</strong></td>
<td>Comparing and Contrasting</td>
<td>53</td>
</tr>
<tr>
<td><strong>Historical Analysis Skills Activity 2</strong></td>
<td>Analyzing Cause and Effect</td>
<td>54</td>
</tr>
<tr>
<td><strong>Differentiated Instruction Activity 2</strong></td>
<td>Heroes Today</td>
<td>55</td>
</tr>
<tr>
<td><strong>English Learner Activity 2</strong></td>
<td>The Legacy of the Ancient World.</td>
<td>57</td>
</tr>
<tr>
<td><strong>Content Vocabulary Activity 2</strong></td>
<td>Ancient Greece and Rome, 1900 B.C.–A.D. 500</td>
<td>59</td>
</tr>
<tr>
<td><strong>Academic Vocabulary Activity 2</strong></td>
<td>Ancient Greece and Rome, 1900 B.C.–A.D. 500</td>
<td>61</td>
</tr>
<tr>
<td><strong>Skills Reinforcement Activity 2</strong></td>
<td>Making Comparisons</td>
<td>63</td>
</tr>
<tr>
<td><strong>Critical Thinking Skills Activity 2</strong></td>
<td>Distinguishing Fact from Opinion</td>
<td>64</td>
</tr>
<tr>
<td><strong>History and Geography Activity 2</strong></td>
<td>Roman Roads</td>
<td>65</td>
</tr>
<tr>
<td><strong>Mapping History Activity 2</strong></td>
<td>The Wanderings of Odysseus</td>
<td>67</td>
</tr>
<tr>
<td><strong>Historical Significance Activity 2</strong></td>
<td>Order in the Court</td>
<td>68</td>
</tr>
<tr>
<td><strong>Cooperative Learning Activity 2</strong></td>
<td>Roman Empire Time Line</td>
<td>69</td>
</tr>
<tr>
<td><strong>History Simulation Activity 2</strong></td>
<td>A Roman Mural</td>
<td>71</td>
</tr>
<tr>
<td><strong>Time Line Activity 2</strong></td>
<td>Ancient Greece and Rome</td>
<td>73</td>
</tr>
<tr>
<td><strong>Linking Past and Present Activity 2</strong></td>
<td>Historians: Past and Present</td>
<td>74</td>
</tr>
<tr>
<td><strong>People in World History Activity 2</strong></td>
<td>Profile 1: Solon (c. 639 B.C.–c. 559 B.C)</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>Profile 2: Zenobia (died after A.D 272)</td>
<td>76</td>
</tr>
<tr>
<td><strong>Primary Source Reading 2</strong></td>
<td>Athenian Myths</td>
<td>77</td>
</tr>
<tr>
<td><strong>World Art and Music Activity 2</strong></td>
<td>Myron: <em>Discus Thrower</em></td>
<td>79</td>
</tr>
<tr>
<td><strong>Reteaching Activity 2</strong></td>
<td>Ancient Greece and Rome</td>
<td>81</td>
</tr>
<tr>
<td><strong>Enrichment Activity 2</strong></td>
<td>The Gods and Goddesses: A Family Tree</td>
<td>82</td>
</tr>
</tbody>
</table>
Comparing and Contrasting

LEARNING THE SKILL
When you read, comparing and contrasting helps you get a handle on new information. Sometimes authors compare and contrast in the text. Signal phrases such as “on the one hand” and “on the other hand” show contrast. Words like however and but also can signal a contrast between two ideas or events. Similarity is signaled when a sentence uses words such as alike and still. As you read, you can also make comparisons or contrasts by thinking about how what you are reading compares to things you already know.

PRACTICING THE SKILL
DIRECTIONS: Practice creating compare-and-contrast statements using the information in your textbook. Read page 41 on the Athenians and the Spartans. Write a paragraph below that compares and contrasts these two cultures.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

APPLYING THE SKILL
DIRECTIONS: Graphic organizer charts can be very helpful in comparing and contrasting. Using the information on Plato and Aristotle on pages, 44–45 of your textbook, create a two-column chart to record differences and likenesses.
**Analyzing Cause and Effect**

**LEARNING THE SKILL**
When writing, historians often organize their discussions around causes and effects. They present an event by analyzing what led to it and what results followed from it. For example, when writing about Greek geography, historians would explore the relationship between the mountain barriers and cultural and political divisions among Greeks. Then, after presenting the events of the early Greek civilizations, historians would analyze the consequences of it.

**PRACTICING THE SKILL**

**DIRECTIONS:** Using your knowledge from Chapter 2, think about the relationship between each pair of statements below. Identify each statement as a “cause” or an “effect.”

1. Greece has a very long seacoast and many harbors. ________________
   Greeks were seafarers with much contact with the outside world. ________________

2. Mycenaean civilization had collapsed. ________________
   Mycenaean states fought one another, and major earthquakes caused widespread damage. ________________

3. Between 750 and 550 B.C., trade and industry expanded. ________________
   A new group of wealthy people began to strive for political power. ________________

4. Pericles created a direct democracy to enable every male citizen to take part in government. ________________
   As the Age of Pericles began, Athenians became deeply attached to their democratic system. ________________

5. The Greeks had a great desire to learn the will of the gods. ________________
   There were sacred shrines called oracles where a god or goddess revealed the future through a priest or priestess. ________________

6. Mainland Greeks remained committed to the ideals of the city-state, but were not able to keep the ideals going in all areas. ________________
   Alexander the Great conquered and controlled a vast area. ________________

**APPLYING THE SKILL**

**DIRECTIONS:** Based on what you’ve learned in Chapter 2, create your own cause-and-effect matching quiz. Make one column of causes and a second column of effects (out of order). Exchange your quiz with another student and have the quiz taker match each cause with its correct effect.
Heroes Today

During the Dark Age, many changes took place in Greece. Learning to read and write became easier with the adoption of the Phoenician alphabet. The alphabet became the new system of writing during this time, and the work of the Greek poet, Homer, appeared during the end of this period.

The values Homer taught were courage and honor. A hero strives for excellence, which the Greeks called arete. Arete is won in a struggle or contest. Through his willingness to fight, the hero protects his family and friends, preserves his own honor and that of his family, and earns his reputation. Homer gave to later generations of Greek males a model of heroism and honor.

DIRECTIONS: Through his works, the Iliad and the Odyssey, Homer provided generations of Greek males with a model of a hero. Thinking about our society today, what is a hero? Do the heroes of the twenty-first century still possess courage and honor? What do they strive for? First, write your own definition of a hero in the space below. Include attributes you think a hero should have and name some people you consider to be heroes. On a separate sheet of paper, argue whether our heroes today are like or unlike the heroes Homer wrote about.

My Definition of a Hero: ____________________________________________________________
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TEACHING STRATEGIES FOR DIFFERENT LEARNING STYLES

The following activities are ways the basic lesson can be modified to accommodate students’ different learning styles:

**English Learner (EL)** Ask students to research and share heroes from their culture and the attributes that made them heroes.

**Advanced Learners (AL)** Have students research a variety of heroes. Ask them to outline each individual’s accomplishments that make him/her a hero. Students should conclude with how each of these heroes fit within their own definition of a hero.

**Below Grade Level (BL)** Work with struggling students to generate a list of heroes today. Research the term hero and work together as a group to write a definition. Through questioning, help students begin to think about if the heroes they listed fit the definition they created.

**On Grade Level (OL)** Have students complete the activity as presented.
The Legacy of the Ancient World

A. PRE-READING ACTIVITY: IMPROVING READING COMPREHENSION

Directions: Before reading the section “Ancient in Greece” on pages 38–47, answer the following questions.

1. This chapter is about the development of new ways to govern people. What impact do you think religion can have on a nation’s system of government?

2. In this chapter, we see the effect that one person can have on a country or in the world. What one person comes to your mind when you think of someone who has contributed his knowledge and energy to making a social change?

B. READING COMPREHENSION ACTIVITY: TRUE / FALSE

Directions: After you read the section “Ancient Greece,” complete the exercise below. Write T if the sentence is true or F if the sentence is false.

_____ 1. War erupted in Greece between Athens and Sparta.

_____ 2. Athens did not feel secure behind its walls.

_____ 3. Spartan women had more power in the household than Athenian women.

_____ 4. In his famous Funeral Oration, Pericles pointed out that the Athenian constitution put power in the hands of a minority.

_____ 5. He focused his speech on describing the greatness of Athens.
C. LANGUAGE STUDY ACTIVITY: THE SIMPLE PRESENT TENSE

Language Usage Note: Forming Regular and Irregular Verbs in the Simple Present Tense

When forming the simple present tense of regular verbs, use these rules:
With \( I, you, we, they \) use the base verb alone (V): \( I/you/we/they \) work
With \( he, she, it, \) use the base verb with s (V + s): \( He/she/it \) works

Forming questions or negative statements with the simple present tense is more challenging since English requires the auxiliary, or helping, verb \( do \) and the base verb.
Examples:
\( I/you/we/they \) do not work well together.
\( Does he/she/it \) work as part of a team?

Some verbs have irregular forms of the simple present tense. The verb \( to \ be \) has the following forms: \( I \) am; \( He/she/it \) is; \( You/we/they \) are
Example: To this day, three Greek philosophers, Socrates, Plato and Aristotle, \( are \) usually named as the greatest thinkers of the Western world.

Directions: Fill in the present tense of the base verb in parentheses in the paragraph below. Check your answers by rereading “Pericles Expands Athenian Democracy” on page 42.

“Our constitution,” Pericles said, “does not copy the laws of neighboring states; we
(1) (be) ________________ rather a pattern to others than imitators ourselves. Its administration favors the many instead of the few. . . .” In his famous speech, called the Funeral Oration, Pericles
(2) (describe) ________________ the Greek ideal of democracy and the importance of the individual. This
(3) (be) ________________ but one example of how the Greeks laid the intellectual foundations of Western civilization. This system of thought (4) (remain) ________________ worthwhile today.

D. WORD EDITING ACTIVITY: SUBJECT-VERB AGREEMENT

Directions: Locate and correct the six subject-verb errors in this passage. Check your answers by rereading “The Great Peloponnesian War” on page 43.

The Greek worlds comes to be divided into two major camps after the defeat of the Persians: the Athenian Empire and Sparta and its supporters. Athens and Sparta builds two very different kinds of societies, and neither state were able to tolerate the other’s system. Sparta and its allies fear the growing Athenian Empire and a series of disputes finally leads to the outbreak of the Great Peloponnesian War in 431 B.C.
Ancient Greece and Rome, 1900 B.C.–A.D. 500

DIRECTIONS: Choose the term from the list below that best completes each sentence and write it in the appropriate blank(s).

<table>
<thead>
<tr>
<th>acropolis</th>
<th>epic poem</th>
<th>oligarchy</th>
<th>republic</th>
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<tbody>
<tr>
<td>agora</td>
<td>Hellenistic Era</td>
<td>patricians</td>
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<tr>
<td>clergy</td>
<td>imperator</td>
<td>plebians</td>
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<tr>
<td>direct democracy</td>
<td>laity</td>
<td>polis</td>
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</tr>
</tbody>
</table>

1. Roman men who were small landowners, craftspeople, merchants, and farmers make up a group called ________________. They were not allowed to hold office, but they could vote.

2. The top of a hill in a polis that served as a place of refuge and sometimes a religious center with temples is called an ________________.

3. The ________________ is the commander in chief. “Emperor” is derived from this word.

4. Rome became a ________________, a government whose leader is not a monarch and whose citizens can vote, after Etruscan rulers were driven from the city in 509 B.C.

5. ________________ were great landowners who became Rome’s ruling class. They could both vote and be elected to office.

6. The Christian church created a new structure in which church leaders, known as ________________, had distinct functions separate from the regular members, known as ________________.

7. The ________________ was an open area below the acropolis that served as a place where people could assemble and trade.

8. The ________________ ________________ is a time period noted for considerable cultural accomplishment, especially in the city of Alexandria.

9. A ________________ ________________ is a system of government by the people (or rule by the many).

10. ________________ is the Greek word for what the Romans called a city-state.

11. The deeds of a great hero are often retold in an ________________ ________________.

12. A government ruled by the few is termed an ________________.
# Ancient Greece, 1900–133 B.C.

**Key Words**

<table>
<thead>
<tr>
<th>Academic Words</th>
<th>Words with Multiple Meanings</th>
<th>Content Vocabulary</th>
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<tbody>
<tr>
<td>classical</td>
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## A. Word Meaning Activity

**Synonyms for Antonyms**

**DIRECTIONS:** Label the following pairs of words as synonyms (S) or antonyms (A). Remember, synonyms are words that have similar meanings, and antonyms are words that have opposite meanings.

1. ____ classical / traditional
2. ____ debate / argument
3. ____ ethical / improper
4. ____ virtually / nearly
5. ____ transformation / change
6. ____ participate / refrain from
7. ____ strategy / tactics
B. Word Usage Activity
Understanding Words with Multiple Meanings

Word Usage Note: Understanding Words with Multiple Meanings

Some words, like state, have multiple meanings:

a. (n.) the condition of a person or thing, as with respect to circumstances
b. (n.) to express in speech or writing
c. (n.) territory or government of a state
d. (n.) a particular emotional condition
e. (n.) a politically unified people occupying a definite territory

DIRECTIONS: Write the letter of the definition that best describes the meaning of state in each sentence below.

1. ___ Greeks considered religion as a necessary part of the state.
2. ___ Thucydides stated the accuracy of his facts about the Great Peloponnesian War.
3. ___ In The Republic, Plato explained how individuals could not achieve a good life unless they lived in a just and rational state.
4. ___ The second group of individual in Plato’s ideal state were warriors.
5. ___ The state of the producers of society was driven by desire, not wisdom.

C. Word Meaning

DIRECTIONS: Circle the answer that is the best definition for each word.

1. ethics
   a. a Greek disciple
   b. to leave things to fate
   c. the study of the planets
2. virtually
   a. the opposite of
   b. almost entirely
   c. unbelievably
3. classical
   a. group of students studying together
   b. characteristic of ancient Greece and Rome
   c. to organize in classes
4. transformation
   a. the process of changing
   b. staying similar
   c. the process of hiding
Making Comparisons

Making comparisons means finding differences as well as similarities.

**DIRECTIONS:** Read the two passages below, which provide information about the Greek and Egyptian approaches to religion. Make a diagram like the one below on a separate sheet of paper. Complete the diagram to record what is unique to Greek religion and what is unique to Egyptian religion (differences), as well as what is common to both religions (similarities). Questions have been provided to help you start to organize the information on the chart.

**Egyptian Religion**

It is difficult to speak of Egyptian beliefs as religion, if “religion” means a unified system of belief. Although the most popular god was Re, the god of the sun, every temple in Egypt worshiped its own local deities. The Egyptian gods and goddesses were pictured with human bodies and either animal or human heads. For example, Re had a human body with the head of a hawk; like the hawk, the sun made its way swiftly across the sky. Anubis, a god connected with the dead, was given the head of a jackal because jackals were often found near desert graves. The Egyptians believed that after death the spirit, or ka, appeared before Osiris, lord of the dead. If the spirit was found to be just, it would go to a heavenly place called Yaru, where grain grew 12 feet high. If a person was evil, the ka would roam the world for eternity, continually hungry and thirsty.

**Greek Religion**

By the time Homer composed the *Iliad* and the *Odyssey* in the 700s B.C., the major gods and goddesses of the Greeks had been well established, although each polis worshiped its own particular deity. The Greek deities were presented in an entirely human form but were given superhuman powers. For example, Poseidon controlled the seas and could cause violent storms at will. Like humans, the deities were subject to a force considered so powerful that not even Zeus could turn it back. This force was presented in the form of a goddess called Moira (Fate) or Ananke (Necessity). The Greeks also believed that humans possessed a soul that continued to live on after death. This soul would either remain on earth near the tomb of the deceased, hungrily waiting for funerary offerings, or it would depart to a dreary, shadowy region called Hades.

**Questions**

- How clearly organized were the Egyptian and Greek belief systems?
- What was the relationship between major gods and local temples?
- How were the physical forms of the gods and goddesses represented?
- What were the Egyptian and Greek concepts of the afterlife?
Critical Thinking Skills Activity 2

Distinguishing Fact From Opinion

A fact is a statement that can be proved. An opinion is a personal belief that cannot be proved. This statement is a fact: Pericles was the ruler of Athens for most of its Golden Age, 461 B.C. to 429 B.C. This statement is an opinion: Because Pericles rebuilt Athens and constructed the Parthenon, he should be considered Athens’s greatest leader.

We can prove that the first statement is a fact. Pericles ruled Athens from the 450s B.C. to 429 B.C. The second statement is an opinion based on facts: Pericles did rebuild Athens and he did begin the construction of the Parthenon. However, it is the author’s opinion that Pericles “should be considered Athens’s greatest leader.” In distinguishing fact from opinion, be on the lookout for words that usually signal when an opinion is being expressed, such as should, must, always, never, all, none, most, or least.

DIRECTIONS: In each pair of statements below, mark each fact F and each opinion O.

1. In a democracy, only citizens are allowed to participate in the government.
   - Fact
   - Opinion

2. If Athens was really a democracy, Athenian women should have been able to participate in the government.
   - Fact
   - Opinion

3. Spartan women enjoyed more personal freedoms than Athenian women.
   - Fact
   - Opinion

4. Draco issued laws that made some offenses punishable by death.
   - Fact
   - Opinion

5. Draconian laws were cruel and placed unreasonable demands on citizens.
   - Fact
   - Opinion

6. The Ionians believed the Dorians were barbarians.
   - Fact
   - Opinion

7. The Ionians exported the finest pottery in ancient Greece.
   - Fact
   - Opinion

8. The military-minded Spartans regularly won the Olympic games.
   - Fact
   - Opinion

9. As most Athenians realized, it is more important to cultivate the mind than to build up the body.
   - Fact
   - Opinion

10. By 507 B.C., all male Athenian citizens—regardless of their class status—were members of the assembly.
    - Fact
    - Opinion

11. By 507 B.C., all male Athenian citizens—regardless of their class status—were members of a superior system of democracy.
    - Fact
    - Opinion

Read an editorial in today’s newspaper. On a separate sheet of paper, make a list of the facts that are mentioned. Then make a list of opinions stated by the writer. Which signal words helped you identify opinions in the editorial?
Roman Roads

People in the modern city of Rome still drive over portions of the Appian Way. Started in 312 B.C. by Appius Claudius Caecus, the Appian Way was one of the first Roman military highways. How did the Roman Empire use its roads?

Ever since draft animals first pulled wheeled vehicles, people have built roads. The best road builders of the ancient world were the Romans. Road building was a key factor in Roman military conquest, enabling generals to move their legions quickly from one flash point to another in a vast empire. Roman soldiers could cover 30 miles (48 kilometers) a day if roads were firm and dry. Eventually, a network of more than 50,000 miles (80,000 kilometers) of roads, regularly marked with milestones, laced together the Roman Empire.

Designed to handle military carts hauling cargo weighing as much as 1,000 Roman pounds (330 kilograms), Roman roads have lasted for centuries. While earlier roads often meandered along animal trails and contours of the terrain, Roman roads cut a remarkably straight line no matter what obstacles lay in their path—swamps, mountains, and even ravines.

Construction began with engineers laying out two trenches 40 feet (12 meters) apart, enabling them to analyze the composition of the subsoil. Then under the watchful eyes of supervisors, teams of soldiers dug down several feet to prepare the roadbed. On top of the flattened layer of sand came three additional layers that cushioned the top layer of paving stones.

A convex road surface—sloped from the center down toward the sides—drained water off the road into ditches. In almost any weather, legions of troops, merchants with carts, and postal carriages could
continue their journeys. Most private individuals rode two-wheeled chariots behind a team of two to four horses. The fastest four-wheeled freight wagons were drawn by eight horses in summer and ten during the winter. They sped past most traffic, covering up to 75 miles (120 kilometers) per day.

People in different places and at different times have developed a variety of ways to move over distances—by land and by sea and, most recently, by air. These methods of travel have been used to carry people, their natural resources, their manufactured goods, and even their ideas. Over the years, the movement of people develops a regular pattern, in some places, following the same major historical trade routes for many centuries. In other places, people may carve out new routes of travel. To develop economically and politically, people must create an effective transportation network to link all parts of their territory. In addition, they can improve their means of transportation with technological innovations in, for example, the areas of navigation, shipbuilding, road building, and laying railroad tracks.

**APPLYING GEOGRAPHY TO HISTORY**

**DIRECTIONS:** Answer the questions below in the space provided. Use another sheet of paper if necessary.

1. What sorts of things do people need to be able to move?

2. Why did a system of roads help the Romans develop economically and politically?

**Critical Thinking**

3. **Analyzing Information** Rome’s roads facilitated administering a vast empire. What is the meaning of the expression “all roads lead to Rome”?

4. **Making Comparisons** The “highways” of the ancient Greeks were actually sea-lanes and navigational channels throughout the Mediterranean Sea. Compare the advantages of movement by water for the Greeks with movement by land for the Romans.

**Activity**

5. Modern roads are designed by highly trained civil engineers. Write an essay explaining the ways modern roads are similar to ancient Roman roads and ways they are different. What problems might a civil engineer face in designing roads today?
The Wanderings of Odysseus

After the battle of Troy, the Greek hero Odysseus wandered for ten years. The map below shows the lands he traveled through.

**DIRECTIONS:** Use the map and the passage below to answer the questions and complete the activity that follow. Use a separate sheet of paper.

In Homer’s *Odyssey*, Odysseus and his crew sail from Troy to the land of the Lotus-Eaters. Odysseus then sails north and blinds a huge, one-eyed monster, the cyclops Polyphemus, before encountering the Laestrigonians, a terrible race of giant-men who devour many members of the crew. Afterward, the goddess Circe turns many of Odysseus’s men into pigs but aids Odysseus in contacting past heroes at the entrance to the underworld. Odysseus continues southward, where he has to be tied to the mast of his ship to avoid giving in to the beautiful songs of the Sirens. After steering clear of the six-headed monster Scylla and the whirlpool Charybdis, the starving crew dares to eat the cattle of the sun god Hyperion on the island of Helios. Only Odysseus escapes to the island of the goddess Calypso, who keeps him prisoner. Finally, Odysseus builds a raft and sails to the Phaeacians, and then home to Ithaca.

1. What is the straight-line distance from the city of Troy to Odysseus’s home in Ithaca?
2. Which part of Odysseus’s trip covered more territory: from Troy to the land of the Lotus-Eaters, or from Scylla and Charybdis to Calypso’s island?
3. Use the information in the passage to draw a line charting the course that Odysseus took on his long travels home. Add arrows to show his direction of travel along the line.
Order in the Court

In 450 B.C., Roman laws were engraved on 12 bronze tablets that were placed in the Forum. The Twelve Tables described which actions were legal and which actions were illegal. American laws also are written down so that “ignorance of the law is no excuse” for illegal actions. One basic element of Roman law was the presumption of innocence, which is a fundamental part of American law today.

Another connection between Roman and American law is the use of Latin for legal terms. You probably have heard some of these terms in news broadcasts and on television dramas. For example, many lawyers do pro bono work—they may donate their time as advisers to environmental or other socially active groups.

Note the following legal terms: A government official pleaded nolo contendere to charges of taking bribes in awarding major construction contracts. The prosecutors had a prima facie case because the contractors admitted that the government official had accepted a quid pro quo. The contractors provided this evidence as part of a deal worked out for a declaration of nolle prosequi on charges against them. Pleading nolo contendere saved the official from any later private lawsuits because, technically, he did not admit that he was guilty. Also, the prosecutors probably recommended that the judge give a light sentence in return for the fact that this plea avoided a trial and saved the state a great deal of money.

If there had been no law against bribery when the event took place, but a law had been passed later, then charges could not have been filed. No one can be charged ex post facto, based on laws passed after the fact.

DIRECTIONS: Use a dictionary to define the following terms in the space provided.

1. pro bono

2. nolo contendere

3. prima facie

4. quid pro quo

5. nolle prosequi

6. ex post facto
**Cooperative Learning Activity 2**

**Roman Empire Time Line**

**BACKGROUND**

The history of Rome spans a period of more than a thousand years. Its later stages are also linked to the rise of Christianity. In this activity, you will depict Roman civilization and its evolving culture as a series of succeeding time periods from the expansion of the Roman Republic through the fall of the Western Roman Empire. The time line you create will help you obtain a better understanding of how and why Rome developed as a civilization.

**GROUP DIRECTIONS**

1. Your group will produce a time line representing the rise and fall of the Roman Empire. The time line will be divided into the following eight time periods:

   - The Growth of the Roman Republic
   - The Roman State
   - Roman Conquest of the Mediterranean
   - The Collapse of the Republic
   - The Age of Augustus
   - The Early Empire
   - The Reforms of Diocletian and Constantine
   - The Fall of the Western Roman Empire

2. Create a time line using a series of posters or butcher paper. Color code each period on the time line. Enter dates of significant events for each of the time line periods and draw or attach visuals to illustrate some of them. Use Chapter 5 of your textbook but go beyond the information included in the textbook’s own time lines. Decide as a group which events would be most important to include and why. Also determine which events belong to which periods by determining through your research the specific (or approximate) beginning and ending dates of each period.

**ORGANIZING THE GROUP**

1. **Group Decision Making** As a group, brainstorm the tasks that need to be completed, the work plan, the schedule, and the materials and processes to be used to create the actual time line. Appoint a recorder to take notes on the brainstorming and a leader to guide the discussion. As a group, use your textbook as a reference and agree on the start and end dates of each of the eight periods identified previously. Assign detailed research on specific events within each of the periods to specific team members.

2. **Individual Work** Use your textbook and other reference material to decide on the key events for your assigned period(s). List them in order and decide why each event is significant.

3. **Group Work/Decision Making** Have the individual members share their research with the group. Together, decide what information to use. If additional research is needed on a particular event, assign the research to the appropriate group member.
Cooperative Learning Activity 2 (continued)

4. **Group Work**  Assemble the time line by using the information supplied by the individual group members. You may have each group member contribute the necessary visual elements, or you may appoint one person to render the graphics and construct the time line under the direction of the group members who researched each segment of the time line.

5. **Extended Group Work/Sharing**  Invite the class to question the members of the group on the significance of each period and the events listed within them. Encourage each group member to be prepared to discuss his or her segment of the time line.

**GROUP PROCESS QUESTIONS**

- What is the most important thing you learned about Rome from this activity?
- What problems did you have with this activity?
- How did you solve the problems?
- Was it helpful or less than helpful to work with others? Why?

**Quick CHECK**

1. Was the goal of the assignment clear at all times?

2. How was creating a time line different from other types of projects?

3. Did you have problems working together? If so, how did you solve them?
A Roman Mural
For each period of Roman history, there are a few specific events or a few people who truly represent the overall significance of that period.

**TEACHER MATERIAL**

**Learning Objective** To identify through art the main ideas and concepts of specific periods in Roman history.

**Activity** Small groups of students will plan, research, and prepare a wall mural of significant events and people from a specific period of Roman history. Possible topics: the legend of Romulus and Remus; the plebeians’ struggle against the patricians; each of the three Punic Wars; the First Triumvirate; the Second Triumvirate; various aspects of life under the Pax Romana; the various invasions and the final decline and fall of Rome.

**Teacher Preparation** Make one copy of the next page for each group to use during the planning session. To complete the mural, each group will need a roll of paper at least 11 inches x 6 feet and colored markers or colored pencils. Have each group work on a long table, or clear space so that students can work on the floor.

**Activity Guidelines**

1. Remind students that much knowledge about Etruscan civilization comes from wall paintings in Etruscan tombs. Ask students to consider how ancient drawings, such as the Etruscan wall paintings and the Minoan murals on the walls of the palace at Knossos, as well as modern cartoon strips tell a story and reveal a culture. Introduce the activity to students by explaining its objective and general steps. Ask students to imagine that, as was the case with the Etruscan wall paintings, no written records have been deciphered about the events they are depicting, and their murals will be the only record future historians will have. Point out that historians can learn much about a culture from the clothing, jewelry, weaponry, and other artifacts depicted in wall paintings. Encourage students to be as accurate as possible about such details in their murals.

2. Organize students into groups of three to four. Assign an era, an event, or a series of events to each group. Distribute one copy of the planning guide on the next page to each group, instructing the groups to choose one member to fill out the guide.

3. To plan its mural, each group should determine the most important ideas about the topic assigned and write those ideas on the guide. Each group member should then choose one or more of the ideas to illustrate. The group should discuss how best to illustrate that idea and write a brief description of the illustration(s) in the space provided next to each group member’s assignment. Each group member should keep personal notes about his or her assignment.

4. After the planning session and before the final session, students should individually prepare the designs and make sketches of their assigned illustrations. Encourage students to refer to illustrations in their textbooks and to use library resources.

5. At the second session, distribute the mural paper and the markers or pencils so that groups can complete their murals.

6. After the murals are completed, have groups display them to the class and have students evaluate them. Sample questions you may want to ask include:
   - How well did each mural depict the main ideas of its topic?
   - What could future historians learn from each mural?
A Roman Mural—Planning Guide

Important ideas the mural should convey:

1. 
2. 
3. 
4. 
5. 
6. 

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Ideas Assigned</th>
<th>Description of Illustrations</th>
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**Ancient Greece and Rome**

**DIRECTIONS:** Look at the events listed on the time line. Then answer the questions in the space provided. Be sure to style the dates properly.

1. The symbol c. means circa or approximately. Why do you think the earliest entries on the time line are estimated, not exact, dates? ____________________________

2. How long did it take Mycenaean civilization to reach its peak? ____________

3. How many years before defeating the Greeks did Philip II become king of Macedonia? ____________

4. When did Sparta and Athens go to war? ____________

5. Alexander died at age 32. When was he born? ____________

6. Look at the map on page 69 of your textbook. Determine approximately how far the Romans had to travel to defeat the Carthaginians and write it in the blank ____________

7. Who was Rome’s first imperator and when was he elected? ____________

8. How many years did the Pax Romana last? ____________

9. Approximately how many centuries (periods of 100 years) after the birth of Christ (A.D. 1) did the Romans take to adopt Christianity as the official religion of Rome? ____________

10. In what year did the Vandals lay siege to Rome? ____________

11. How many years passed between the invasion of Rome by the Vandals and the fall of the Western Roman Empire? ____________
CHAPTER 2

Historians: Past and Present

THEN Roman historians used Greek histories as models. They aimed for an elegant, readable style and adopted the critical approach to history initiated by the later Greeks.

Wanting to teach people how to live and govern, Roman historians used important events to exemplify virtues that they felt would benefit society. In his history of Rome entitled *Ab Urbe Condita (From the Founding of the City)*, Livy, who was also known as Titus Livius (64 or 59 B.C.–A.D. 12 or 17), promoted the republican virtues of moderation, piety, and courage.

Livy enlivened his histories with psychological insights. Following a common practice of Roman historians, Livy rewrote the speeches made by historical figures. He did this not just to show off his rhetorical skills, as did other authors, but to reveal the person’s character as he saw it.

Cornelius Tacitus (c. 55 B.C.–A.D. 118) wrote critical commentaries on the time in which he lived. In his essay “Germania,” he compared the rugged virtues of the German barbarians to the decadent practices of the civilized Romans. In other works, he exposed the actualities of Roman government (as opposed to the biased version presented to the citizens of Rome by the government itself).

Most scholars agree that Tacitus seldom made factual errors. They point out, however, that in his *Annals*, he shows his bias against the Roman emperors by insinuating that their motives for performing virtuous acts were actually unethical.

NOW Historians of today hope that by exercising scientific objectivity they will keep their own prejudices in check. A German philosopher of history named Oswald Spengler (1880–1922) exerted a strong influence on later scholars. In his work, *The Decline of the West*, he based his theory about the decay of Western civilization on the scientific laws that many believe control biological development.

In general, current historians make no such dire predictions; they feel that insight into past events may help people avert large-scale disasters in the present and future. Seeing the need for engaging the general public’s interest, they use the popular media to present it in a lively way. Studs Terkel, for example, was an oral historian. He tape-recorded interviews with people who lived through important social events, such as the labor movement of the 1930s and 1940s. Other historians film documentaries, such as Claude Lanzmann’s *Shoah* (1985), which deals with memories of the Holocaust.

One of the more entertaining methods of studying history is to reenact historical events. People interested in a dramatic past occurrence join together to act it out.

Another engaging way to learn about history is to become a historian oneself. National History Day makes this possible for students in grades 6 through 12. Every year, students choose projects related to a set theme. Qualifying students can enter their completed projects in an annual national contest.

CRITICAL THINKING

Directions: Answer the following questions on a separate sheet of paper.

1. **Drawing conclusions:** Why do you think Roman historians felt that the study of history would help leaders govern wisely?
2. **Analyzing information:** What makes scholars believe that Roman historians sometimes used history to express their own political points of view?
3. **Synthesizing information:** Speculate on reasons why modern historians use scientific methods to study past events. Do research either online or in the library to learn how scholars use science to collect accurate information about the past. Write a brief essay on your findings.
Many evil men are rich, and good men poor, but we shall not exchange with them our excellence for riches.

Solon

Solon, who became leader of Athens in 594 B.C., was known as “the lawgiver” for his energetic and active leadership. His reforms made fundamental changes in Athenian life. Solon was also a military leader and a poet.

It was Solon’s poems that brought him early fame. The young man from a royal Athenian family wrote patriotic verse that urged the Athenians to recapture the island of Salamis from the Megarians. Placed in command of the military forces, Solon won a great victory. His success and his noble birth led to Solon’s election as archon, or leader of the government. Solon accepted this role at a difficult time. Athens was facing serious economic problems that had forced many citizens into debt. Social tensions, based largely on dramatic economic inequalities, were running high. As archon, Solon was given wide latitude to confront these crises.

Today, 26 centuries later, Solon’s responses to the crises Athens faced are still famous. He eased social tensions by immediately canceling mortgages, debts, and slavery based on the debts.

Additionally, Solon directed changes in the Athenian monetary system and system of weights and measures to make foreign trade easier, helping Athenian traders and merchants. By prohibiting the export of all agricultural products except olive oil he improved the economy.

His legal reforms, especially the creation of a bicameral or two-house legislature, were well received. He also reduced the power of the aristocracy. His system of laws was more humane than the harsh code of his predecessor. The power in Athens remained in the hands of the few, but his reforms did take small steps along the road to democracy.

After seeing his many reforms implemented, Solon left Athens to travel and, many historians agree, to escape the controversy that his dramatic changes were bound to create. He returned to Athens after ten years, briefly opposed the tyrant Pisistratus, and then retired from public life.

**REVIEWING THE PROFILE**

**Directions:** Answer the following questions on a separate sheet of paper.

1. What were some of Solon’s most important reforms?
2. Why did Solon leave Athens?
3. **Critical Thinking** Identifying Alternatives. Solon wrote his poems, in part, to explain and defend his actions. What might the modern-day equivalent of this be?
4. **Critical Thinking** Making Inferences. Solon was known as one of the “seven wise men of Greece.” Why do you think this is so?
Ironically, women who acquire power are more likely to be criticized for it than are the men who have always had it.

From Writing a Woman’s Life (1988)
by Carolyn Heilbrun

More than 17 centuries after her death, Queen Zenobia is remembered as a powerful and ambitious woman. Through tremendous personal will, Zenobia became a queen and then rose to challenge the Roman Empire itself.

Zenobia was queen of Palmyra, a city in what is today Syria. Palmyra was founded at an oasis in the desert and became an important stop along ancient trade routes. After Rome conquered the city and the surrounding region in about A.D. 30, it grew in importance as a regional center. The king, Septimius Odenathus, saw the advantages of cooperating with Rome. As a Roman general, he led forces into battle against peoples rebelling against Roman rule. He also fought the Persians to protect the trade that made Palmyra rich. Through a careful balance of helping Roman interests while protecting his own, Odenathus brought Palmyra greater wealth and glory. At its zenith, Palmyra enjoyed all the advantages of participation in the Roman Empire, but because of Odenathus’s cooperation with Rome’s leaders, it retained a great deal of independence. Yet Odenathus, so adept at winning battles, so deft in international negotiations, faced a deadly threat within his own household.

The details are not known, but historians agree that Odenathus’s beautiful second wife, Zenobia, had him murdered in 267. Also killed was the king’s eldest son, heir to the throne. In the name of another son, whom she could more readily control, Zenobia assumed the power of the throne of Palmyra. Through negotiation and careful placement of troops, she extended Palmyra’s rule over Asia Minor, Syria, Mesopotamia, and Egypt. So impressive was this expansion that Palmyra became a kind of empire within an empire. The threat was not lost on Rome. When Zenobia dared to have her son declared emperor, the Romans responded with war, destroying Palmyra and capturing the queen. Zenobia was paraded as a captive through Rome, but eventually she was given a pension and permitted to live out the rest of her life in a villa near Tivoli in Italy.

Zenobia (died after A.D. 272)

REVIEWING THE PROFILE

Directions: Answer the following questions on a separate sheet of paper.

1. How did Zenobia become the leader of Palmyra?
2. Why did the Romans attack Palmyra?
3. Critical Thinking Making Inferences. Historians often infer much about people’s character from their actions. Imagine you are a historian. What could you infer about Zenobia?
Athenian Myths

Athena was the Greek goddess of wisdom and art, who sprang fully formed from the head of her father, Zeus. Ancient myths often reflect people’s attempts to explain events they cannot otherwise account for, such as the founding or destruction of a city, or reflect psychological elements of human decision-making. Analyzing myths can give us a view into how Greeks viewed themselves and their world. The following myths would have been special sources of pride to ancient Athenians because they display the wit and power of their patron goddess.

Guided Reading  In this selection, read to learn the historical bases of some popular Greek myths.

Attica was first called Cecropia after Cecrops [first king of Attica]. But after a time the custom grew up of considering each land as peculiarly dedicated to the worship of one god, and both Poseidon and Athena were eager to have Attica as their own. The twelve gods assembled to act as judges of a contest between the two; the test was to be which of the two deities would offer the gift more beneficial to mankind. Cecrops was to have the deciding vote.

Poseidon [god of the sea] performed first; he struck the Acropolis with his trident, leaving a permanent imprint in the rock and producing a pool of sea-water. Then Athena hit the rocky ground with her spear, at which the earth brought forth the first olive-tree. Cecrops and the gods agreed that Athena’s gift was more beneficial, and the city was named Athens after her. But Poseidon was angered, sending a flood over the plain around Eleusis, until Zeus sent Hermes to bid him withdraw.

It used to be said that Athena took her name from Athens, just as Romulus took his from Rome, and that the myth reversed the facts of history. But the discovery that Athena was already worshiped in Mycenaean-Minoan times and the recollection that the ancient world had about a dozen places named Athens force the conclusion that the myth contains at least one historical fact: Athens was named after Athena. . . .

Actually the myth probably arose to explain the close association between Athena’s and Poseidon’s cults in Attica, as well as in many other parts of Greece, and specifically to explain the proximity of two holy objects on the Acropolis, Athena’s olive-tree and Poseidon’s pool or cleft.

Another version had a horse leap out of Poseidon’s cleft; this symbol of war could be opposed to the olive, and the Athenians could piously be credited with preferring peace to war. From then on the story would contribute to making the olive-branch a symbol of peace. . . . The defect in the symbolism here is that Athena was far more of a war-deity than Poseidon; furthermore, she had close connections with the war-horse, as shown by her . . . sponsorship of the Trojan Horse.

Myth of Arachne

There once was a Lydian girl named Arachne, whose skill at weaving was so great that not only were her finished fabrics highly prized, but she also became something of a spectacle herself; crowds flocked to the small town where she lived, and even nymphs came forth from river and mountain to admire her at work. It was generally said that she must have been taught by Athena, but this was a kind of praise she found offensive. “Let her try her hand in a contest with me,” Arachne would say; “if she won, I would submit to anything.”

Pallas Athena heard this; taking the guise of an old woman, she tottered into Arachne’s presence and told her to be content with mortal fame: “Yield to the goddess, and beg forgiveness for your foolhardy words; she will forgive you if you ask.”
Arachne could hardly keep her hands off the old fool. “Old age had addled your brains,” she said; “I’ve no need of your advice. Why does the goddess avoid a trial of skill with me? Why doesn’t she come in person?”

At this Athena threw off her old-woman disguise. “She has come,” she said. There was panic among the onlookers, but only momentary confusion on the part of Arachne.

Not another word was said; two looms were set up and the pair went swiftly to work. Athena bordered her tapestry with a peaceful olive-wreath, filled each corner with a story of some mortal presumption that had been punished by a god and set in the center the twelve Olympians watching the victorious contest that she had with Poseidon over the naming of Athens. On the other loom Arachne busily wove the adulterous loves of the gods, how they had deceived mortal women in beastly shapes—Zeus as bull and eagle and swan and serpent, Poseidon as bull and ram and horse and dolphin, Apollo as hawk and lion—, along with many other tales of divine trickery. All these she represented with consummate skill.

But her very success was her undoing; Athena tore down the loom and its disgraceful pictures and four times smote Arachne’s forehead with her shuttle: “Live on,” she said, “and weave on, you and all your descendants!” Arachne’s head and shoulders shrank into a small round belly; her fingers became thin legs; as a spider she was condemned forevermore to spin her own thread and weave eternally at her web.

**INTERPRETING THE READING**

**Directions** Use information from the reading to answer the following questions. If necessary, use a separate sheet of paper.

1. What are two possible historical reasons Athens was named after Athena, according to the explanation following the first reading?

   ____________________________________________________________

2. Why does the above source reject the suggestion that people named their cities after Athena because she represented peace, rather than after Poseidon because he represented war?

   ____________________________________________________________

3. How do both stories depict Athena as patroness of the arts and of war?

   ____________________________________________________________

**Critical Thinking**

4. **Making Inferences** Why might the figure of the ambitious Arachne appeal to ancient Greek women reading or hearing the myth?

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________
Unfortunately, no information about Myron has survived, nor have any of his works, even though he was known to sculpt life-size figures in bronze, gold, and ivory. Luckily, however, Myron’s work still exists today in the marble copies made by Roman sculptors who frequently made accurate copies of Greek work. From these copies we can decipher much about Myron the artist.

Before Myron’s time, most sculpture was static—the person or animal just stood there, staring straight ahead. Myron’s works catch people in motion, and the people he chose to depict usually were Greek athletes.

The Olympic games took place every fourth summer in Olympia, a city in the Peloponnesus. The games honored Zeus, the Greeks’ chief god. The Olympics were so important to the Greeks that it is said a city-state was prouder of an Olympic victory than of winning a battle.

Olympic events stressed physical strength and endurance, rather than brute force. The major event was the pentathlon (*pent is Greek for “five”), which consisted of running a footrace, leaping, wrestling, discus throwing, and hurling the javelin. Contestants trained for ten months prior to the games and had to sign an oath swearing that they had done so. An Olympic athlete truly embodied the Greek’s idea of physical perfection.

Look at the *Discus Thrower*. The thrower is captured as his right arm is farthest back, just before it begins to move forward and release the discus. If our eyes cannot see it actually moving, our minds can sense the actions that will follow. Myron achieved this sense of movement by twisting the torso. It conveys the essence of action by its perfect balance; there is no fear that the discus thrower might topple over or stumble.

Myron: *Discus Thrower*

At the same time that the Athenian leader Pericles was supporting Greek architecture by having the Parthenon built, he was also encouraging other types of arts, including sculpture. One of the greatest sculptors of the fifth century B.C. was Myron, and one of his greatest works was *Discobolus*, or *Discus Thrower*.

**DIRECTIONS:** Read the passage about this Greek artist below and answer the questions in the space provided.
Yet the tension of the body—its stance and muscles hard at work—is not reflected in the face. No athlete at that moment actually could have been so calm and relaxed. The Roman historian Pliny the Elder said that Myron “only cared for the physical form and did not express the sensations of the mind.”

**Reviewing the Selection**

1. In what ways was Myron’s work different from that of earlier sculptors?

2. Since Myron’s sculptures did not survive, how are historians able to study his work?

3. What adjectives would you use to describe Myron’s *Discus Thrower*?

**Critical Thinking**

4. **Determining Cause and Effect** If Myron had used average Greeks as “models,” how would his sculptures have been different from the *Discus Thrower*?

5. **Formulating Questions** If you could talk to Myron, what questions would you ask him to help you understand his work?
Ancient Greece and Rome

The Greeks had a great influence on Roman culture, although the Romans usually adapted Greek models to meet their own needs and ideals.

DIRECTIONS: Use the Venn diagram below to compare and contrast the literature, art, and architecture of Greece and Rome. List Greek characteristics and examples on the left. List Roman characteristics and examples on the right. In the center, list characteristics and examples shared by both Greece and Rome.
The Seasons of the Nile

Anthropologists use what is known as a kinship chart to map how members of a family ("kin") are related to one another. A kinship chart is more commonly referred to as a family tree. The Greek deities were much like humans—they had parents and siblings just as we do. Study the kinship chart below to discover the family relationship of many of the most powerful gods and goddesses in the Greek religion. Note that the equal signs join two parents, and the branches coming from them show their children.

**Zeus’s Family Tree**

- **Chronos = Rhea**
- **Hera = Zeus**
- **Hades**
- **Demeter**
- **Poseidon = Amphitrite**
- **Triton**
- **Aphrodite = Ares**
- **Hebe**
- **Hephaestus**
- **Deimos**
- **Phobos**
- **Harmonia**

**DIRECTIONS:** Answer the questions below in the space provided.

1. Who were Zeus’s parents? ________________________________

2. How many brothers and sisters did Zeus have? Who are they? ________________________________

3. Who was Zeus’s wife? ________________________________

4. How many of Chronos and Rhea’s grandchildren are shown in the chart? Who are they? ________________________________

5. How many of Chronos and Rhea’s great-grandchildren are shown? Who are they? ________________________________

6. How are Ares and Triton related? ________________________________
Chapter 2
Section Resources

**Guided Reading Activity 2-1**
84

**Guided Reading Activity 2-2**
85
Ancient Greece

DIRECTIONS: Answer the following questions as you read Section 1.

1. What geographic features played especially significant roles in the development of Greek history?

2. What happened to Greece after the collapse of the Mycenaean civilization?

3. According to Homer’s writings, Troy was captured by the Greeks under whose leadership?

4. What is the physical definition of a polis?

5. What kind of government did Sparta have?

6. How did Cleisthenes change Athenian government?

7. How did the Great Peloponnesian War lead to the conquest of Greece by Macedonia?

8. What was the main subject matter of classical Greek art?

9. What did Socrates consider the real task of philosophy?

10. What were the three basic groups that Plato describes in The Republic?

11. Why wasn’t Philip II of Macedonia able to undertake an invasion of Asia?

12. What were the four Hellenistic kingdoms that emerged after Alexander the Great?
Rome and the Rise of Christianity

**DIRECTIONS:** Fill in the blanks below as you read Section 2.

In 509 B.C., the Romans overthrew the last Etruscan king and established a

(1) ___________________________. To rule Italy, the Romans devised the Roman

(2) ___________________________, under which some peoples could become Roman citizens.

In 202 B.C., Rome crushed Carthage and became the dominant power in the western

(3) ___________________________.

Early Rome was divided into two types of citizens: the (4) ___________________________, landowners who were the ruling class, and the (5) ___________________________, who were merchants, craftspeople, and small farmers. Two (6) ___________________________, chosen every year, ran the government and led the army into battle. The

(7) ___________________________ was in charge of civil law. By the second century B.C., the

(8) ___________________________ had become the real governing body of the Roman state.

However, in 27 B.C., (9) ___________________________ became the first emperor of the Roman

Empire. During the second century, the five good emperors created a period of peace and prosperity called the (10) ___________________________.

Rome is remembered for many achievements. One of Rome’s chief gifts to the

world was its system of (11) ___________________________. During the Augustan Age, the

poet Virgil wrote his great work, the (12) ___________________________. Romans excelled in

architecture. They were the first people in antiquity to use (13) ___________________________ on a massive scale. In Rome, almost a dozen (14) ___________________________ kept a popu-

lation of one million supplied with water.

By A.D. 6, Judaea had been made a Roman province under a Roman official
called a (15) ___________________________. During this period of conflict, Jesus of Nazareth
began to preach. After Jesus was crucified, a religious movement began called

(16) ___________________________. In the fourth century, (17) ___________________________ became
the first Christian emperor. Under (18) ___________________________, the Romans adopted
Christianity as the official religion of the Roman Empire. After Constantine, the

Roman empire was divided into a Western Roman Empire, with its capital in

(19) ___________________________, and an Eastern Roman Empire, with the capital in

(20) ___________________________.
Chapter 3 Resources
Regional Civilizations, 400–1500

**Reading Skills Activity 3**
Identifying Complex Causation 91

**Historical Analysis Skills Activity 3**
Contextualizing Events 90

**Differentiated Instruction Activity 3**
Christianity and the Islamic Religion 91

**English Learner Activity 3**
The Development of African Civilization 93

**Content Vocabulary Activity 3**
Regional Civilizations, 400–1500 95

**Academic Vocabulary Activity 3**
Regional Civilizations, 400–1500 97

**Skills Reinforcement Activity 3**
Taking Notes 99

**Critical Thinking Skills Activity 3**
Identifying the Main Idea 100

**History and Geography Activity 3**
Monsoons of India 101

**Mapping History Activity 3**
Distant Outposts 103

**Historical Significance Activity 3**
Importing and Exporting 104

**Cooperative Learning Activity 3**
The Travels of Ibn Battuta 105

**History Simulation Activity 3**
Territorial Tracks 107

**Time Line Activity 3**
Regional Civilizations 109

**Linking Past and Present Activity 3**
Parliament: Medieval England and Today’s United Kingdom 110

**People in World History Activity 3**
Profile 1: Umar (c. 581–644) 111
Profile 2: Vladimir I (c. 956–1015) 112

**Primary Source Reading 3**
Buddhism and Everyday Life 113

**World Art and Music Activity 3**
The Music of Africa 115

**Reteaching Activity 3**
Regional Civilizations 117

**Enrichment Activity 3**
Ramadan 118
Identifying Complex Causation

LEARNING THE SKILL
Historians try to make sense of historical events by finding the series of events that led up to a crucial moment. They show a number of causes, called complex causation, leading to a particular effect or event. Together these things have a cumulative effect—they add up to a result that is highly significant. When you read a text, notice whether or not an author presents multiple reasons for a specific outcome. When you finish reading, ask yourself a focus question that will help you identify the various events that led to the final result.

PRACTICING THE SKILL
DIRECTIONS: Identifying complex causation is made easier by using a graphic organizer as you read, such as a fishbone diagram like the one below. Using the information in your textbook on pages 112–113, write in the diagram five reasons that Islam expanded to India.

APPLYING THE SKILL
DIRECTIONS: On a separate sheet of paper, use a fishbone diagram to identify the complex causation of localized power in early Japan, as opposed to centralized power. Be sure to identify the historical conditions as well as the geographical reasons.
**Contextualizing Events**

**LEARNING THE SKILL**

It is impossible to understand any moment in history without contextualizing events. In order to understand why an event occurred or how a decision came about, students need to interpret migration, apply research, and identify bias and prejudice, among other things. In other words, all of the historical analysis skills introduced throughout this textbook lead to contextualizing events. Understanding why an event happened at a particular time and in a particular place leads to a better understanding of history. Context shows that history is not a collection of random events, but is a connected chain in which one event or idea leads to another.

**PRACTICING THE SKILL**

**DIRECTIONS:** Match the events listed in the left column with items that place them into context from the right column. Use your knowledge from reading Chapter 3.

<table>
<thead>
<tr>
<th>Event</th>
<th>Context</th>
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<tbody>
<tr>
<td>1. ___ King John signed the Magna Carta.</td>
<td>A. The Eastern Orthodox Church would not recognize the Roman Catholic pope as its leader.</td>
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<tr>
<td>2. ___ Monks became the new heroes of Christian civilization.</td>
<td>B. The feudal custom recognized that the relationship between king and vassals was based on mutual rights and obligations.</td>
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<td>3. ___ A new political and social system called feudalism was established.</td>
<td>C. King Henry II expanded the power of royal courts throughout England.</td>
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<tr>
<td>4. ___ A body of common law began to replace varying localized laws.</td>
<td>D. Europeans wanted to hold onto the idea of an enduring Roman Empire.</td>
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<tr>
<td>5. ___ A break occurred between the two main branches of Christianity.</td>
<td>E. Monks provided schooling, hospitals, and hospitality.</td>
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<tr>
<td>6. ___ Charlemagne was crowned as Roman emperor.</td>
<td>F. People wanted local nobles to protect them from invaders in return for services.</td>
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**APPLYING THE SKILL**

**DIRECTIONS:** As 18-year-olds in the United States, men are required to register with the Selective Service System in order to “serve the emergency manpower needs of the military by conscripting untrained manpower, or personnel with professional health care skills, if directed by Congress and the President in a national crisis.” Write a short essay placing the need for men to register into context. Be sure to research and explore what the official requirements are and why the Selective Service System is necessary.
Christianity and the Islamic Religion

In the last chapter, you learned about Rome and the rise of Christianity. This chapter focuses on the Arab Empire and the Islamic religion. Christianity and the Islamic religion have many differences but share one main characteristic.

DIRECTIONS: Use the Venn diagram below to organize what you have learned about Christianity and the Islamic religion. Record the differences between the two religions on the outside of the correct circle. In the area where the two circles overlap, list the characteristic that both religions share. When you have finished, use the organizer to write a two-page essay describing the differences between the two religions and the commonality that both share.
For the Teacher

TEACHING STRATEGIES FOR DIFFERENT LEARNING STYLES

The following activities are ways the basic lesson can be modified to accommodate students’ different learning styles:

**English Learners (EL)** Review the assignment with students, using the text from the chapters to highlight sections students will need to review. Explain and practice recording information in the graphic organizer. Direct students’ attention to words such as *both, as, like,* and *unlike* to help determine whether a statement is specific to one religion or is shared by both.

**Advanced Learners (AL)** Have students research another religion and compare it with Christianity and Islam. Students can present their essays to small groups of students in the class.

**Below Grade Level (BL)** Assist students in reading through the text and recording a list of ideas specific to each religion. Students complete the organizer by locating and listing the characteristic both have in common.

**On Grade Level (OL)** Have students complete the activity as written.
The Development of African Civilizations

A. PRE-READING ACTIVITY: IMPROVING READING COMPREHENSION

Directions: Before reading “The Emergence of African Civilizations” on page 98, answer the following questions.

1. How do geographical landforms affect the area in which people live?

   
   
   
   
   

2. How does the climate of a region affect the people that live there?

   
   
   
   
   

B. READING COMPREHENSION ACTIVITY: TRUE / FALSE

Directions: After you read “The Kingdom of Ghana” on page 100, complete the exercise below. Write T if the statement is true and F if the statement is false.

1. ___ Ghana was the last great trading state in West Africa.

2. ___ Most of those living in Ghana were ruled by village elders.

3. ___ Kings who ruled Ghana governed with many laws.

4. ___ Ghanaian traders used silver to obtain textiles and horses.

5. ___ Salt was important to the people of Ghana because it was used to preserve food, improve its taste, and replace what their bodies lost in the hot climate.

(continued)
C. WORD BUILDING ACTIVITY: LEARNING WORD FORMS

Directions: Fill in the blanks with the correct form of the words below.

1. **abundant**
   - Noun: Ghana had an _______________ of gold.
   - Adverb: Iron and ore were _______________ possessed by Ghanaians, which caused them to prosper greatly.

2. **prosper**
   - Verb: During the Songhai Empire, chief cities _______________ from the expanding salt and gold trade.
   - Adjective: Muhammad Ture was _______________ as a military commander over the Songhai Empire.

3. **establish**
   - Noun: Kilwa’s wealthy elites built their _______________ near the palace and the Great Mosque.
   - Verb: The Bantu people _______________ the city of Great Zimbabwe.

4. **describe**
   - Verb: African kings could be _______________ as unusual because of the way they interacted with the common people.
   - Noun: Much of what is known about early African societies is from _______________ recorded by foreign visitors.

5. **responsible**
   - Noun: Fathers in African villages had the _______________ of controlling their sons’ educations.
   - Adjective: By the 1400s, mothers were _______________ for raising both boys and girls until the age of six.
Regional Civilizations, 400–1500

DIRECTIONS: Show that you understand the meanings of the following words by using them in original complete sentences. Write one sentence for each term, or you may use more than one word in the same sentence.

1. Quran

2. caliph

3. sultan

4. Bantu

5. lineage group

6. Bushido

7. shogun

8. feudalism

9. vassal

10. Magna Carta
Regional Civilizations, 400—1500

Key Words

<table>
<thead>
<tr>
<th>Academic Words</th>
<th>Words with Multiple Meanings</th>
<th>Content Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>revelation</td>
<td></td>
<td>caliph</td>
</tr>
<tr>
<td>submission</td>
<td></td>
<td>lineage group</td>
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<td>culture</td>
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<td>document</td>
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<tr>
<td>revenue</td>
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A. Word Meaning Activity
Words in Context

**DIRECTIONS**: Use the academic words above to complete the sentences below. You may need to add an -s ending to some words.

1. Axum combined both Arab and African ________________ .
2. The emphasis on nature is evident in ________________ Chinese painting.
3. Though ________________ conquests, Sunni Ali expanded Songhai’s territory.
4. Muslims believe Muhammad received ________________ from God.
5. Frederick I wanted to get most of his chief ________________ from Italy.
6. Between the Sui and Song dynasties, the Chinese economy grew in ________________ .
7. The word *Islam* means “peace through ________________ to the will of Allah.”.
8. The Magna Carta is a ________________ of rights.
B. Word Usage Activity

**DIRECTIONS:** Determine whether the words in the chart below are in noun, verb, or adjective form. Put check marks (✓) in the appropriate columns. Remember, some words can have more than one form.

<table>
<thead>
<tr>
<th>Word</th>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. revelation</td>
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<td></td>
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<tr>
<td>2. submission</td>
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<td>3. culture</td>
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<td>4. military</td>
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<td></td>
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<tr>
<td>5. complexity</td>
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<td></td>
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<tr>
<td>6. traditional</td>
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<td></td>
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<tr>
<td>7. document</td>
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<td></td>
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<tr>
<td>8. revenue</td>
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</tbody>
</table>

C. Word Meaning Activity

**Synonyms**

**DIRECTIONS:** Write a synonym for each word. Remember, synonyms are words that have similar meanings.

1. *submission* ________________
2. *culture* ________________
3. *complexity* ________________
4. *traditional* ________________
5. *document* ________________
6. *revenue* ________________
Taking Notes

Effective note taking involves breaking up much of the information you read or hear into meaningful parts so that you can understand and remember it. As you listen or read, take note of key points that are emphasized. In written material, look for topic sentences and words in bold or italic type. Clues such as these will help you identify important concepts. Your notes should be neatly written and should summarize in your own words the main ideas and supporting details of your subject.

DIRECTIONS: Read about Islamic culture on pages 96–97 of your textbook. Fill in the missing information in the outline below to prepare notes.

Main Idea: Philosophy, Science, and History
1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________

Main Idea: Literature
1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________

Main Idea: Art and Architecture
1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
Critical Thinking Skills Activity 3

Identifying the Main Idea

When collecting data about a subject, look for patterns that organize the data into an understandable, and thus valuable, form. To find the main idea of a chart, graph, or table, look for a pattern, such as an increase or decrease over time.

The climate throughout much of Asia is determined by how much rainfall an area gets. Seasons are often heralded by either monsoons—bouts of prolonged, heavy rainfall—or relatively dry weather.

DIRECTIONS: Look at the chart below of the monthly rainfall and temperature for three cities in Southeast Asia. Then answer the questions that follow.

| Southeast Asia: Temperature (°C) and Monthly Rainfall (mm) |
|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
|              | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec |
| Sittwe  °C   | 21  | 22.5| 26  | 28.5| 29  | 28  | 27  | 27  | 27.5| 27.5| 25.5| 22  |
| mm        | 3   | 5   | 13  | 50  | 348 | 1255| 1364| 1080| 625 | 294 | 127 | 15  |
| Yangon  °C  | 25  | 26  | 29  | 30.5| 29  | 27  | 26.5| 26.5| 27  | 27.5| 26.5| 25  |
| mm        | 5   | 5   | 7   | 35  | 307 | 467 | 546 | 500 | 381 | 178 | 71  | 7   |
| Saigon  °C | 26  | 27  | 29  | 29.5| 29  | 28  | 27  | 28  | 27  | 27  | 26.5| 26  |
| mm        | 17  | 2   | 15  | 48  | 221 | 333 | 307 | 282 | 343 | 272 | 114 | 63  |

1. Based on the data, approximately when do the monsoon rains fall in all three locations? How much rain on average falls on each location during this season?

__________________________________________________________________________

__________________________________________________________________________

2. When does the hot season occur in the three areas mentioned in the chart? What is the relationship between the cycle of the hot seasons and the monsoons?

__________________________________________________________________________

__________________________________________________________________________

3. From looking at the chart, how could the monsoon cycles be used as a sort of calendar to help farmers plan their plantings and harvests?

__________________________________________________________________________

__________________________________________________________________________

4. Many countries in Asia, from India to Vietnam, have depended for centuries on the monsoon rains. Based on the information in the chart, why would a poor wet season—one that brings little rainfall—be a disaster for people?

__________________________________________________________________________

__________________________________________________________________________

Name __________________________ Date __________________________ Class __________________________
Monsoons of India

Across the arid plains of northern India, hot, dry winds send grit and dust flying, blackening the sky. Soon the monsoon will arrive. Until then, tension is high as the temperature and the winds continue to rise. How does the extreme nature of the monsoons affect India?

Monsoons are seasonal winds that change direction twice a year. The word monsoon is derived from the Arabic mausim, meaning “season.” In Asia, a summer, or southwest, monsoon blows from mid-May through September and brings heavy rains from tropical oceans. A winter, or northeast, monsoon is a wind in the reverse direction, which begins during October and brings cool, dry, continental air.

For rural India, the arrival of the monsoon signifies the renewal of life. The monsoon can mean survival itself for farmers, since half of India’s arable land depends solely on monsoon rains and a single growing season. When the monsoon is delayed, drought and famine can affect millions of people. Food prices then soar, causing inflation. Urban life can also be complicated by a delay in the arrival of the monsoon. About half of India’s electricity is generated by hydropower and thus by the monsoons. While the monsoon can sometimes skip entire regions, a particularly harsh downpour can bring cyclones and floods to low-lying coastlines.
You can describe a place by its physical and human characteristics. Physical characteristics include climate, landforms, water forms, vegetation, and animal life. Monsoons are a distinguishing physical characteristic of India. A cycle of air set in motion by temperature differences over land and sea produces the monsoon season, which in turn affects other aspects of the nation’s physical environment. Erosion of land, for example, is a significant result of monsoons, in which topsoil is washed away to sea. Exposed earth, especially in the mountains, cannot withstand the downpours of the monsoon, leading to devastation of the physical environment with dangerous landslides and loss of vegetation.

**APPLYING GEOGRAPHY TO HISTORY**

**DIRECTIONS:** Answer the questions below in the space provided.

1. **What are some physical characteristics that describe a place?**

2. **Describe India’s monsoon season.**

3. **How would a delay in the arrival of the monsoon affect rural and urban Indians?**

**Critical Thinking**

4. **Predicting Consequences** Monsoon forecasts have been called the most important predictions in the world, yet the onset of the monsoon rains cannot be accurately predicted more than a few days in advance. Why are these forecasts so crucial? How do you think these forecasts affect people in India?

5. **Making Inferences** Why would Indians perceive rain and clouds differently from people in the West?

**Activity**

6. With your classmates, brainstorm a list of seasonal changes in climate in the United States. How do these changes affect physical and human environments in different parts of the country during the year?
Distant Outposts

During the period of Islamic civilization described in Chapter 3, the Islamic Empire had three different capitals. Madinah was the capital under the Rightly Guided Caliphs (true followers of Muhammad). The capital of the Umayyad Empire was Damascus. The Abbasids built the city of Baghdad for their capital.

**DIRECTIONS:** The map below shows the Islamic Empire during three different periods. Use the map to answer the questions and complete the activity that follow.

1. What is the approximate distance from Makkah to Madinah?

2. How far is Madinah from Damascus?

3. What was the primary direction of Islamic expansion from the Arabian Peninsula?

4. In what direction would pilgrims traveling from Cairo to Makkah travel?

5. The Muslim armies engaged in the jihad traveled along the North African coast to Morocco, then Spain, and north into France where their advance was stopped at the Battle of Tours. Draw the likely path followed by the armies.

6. What was the approximate distance traveled by Islamic armies from Makkah to Tours?
Importing and Exporting

The kingdoms of Africa grew wealthy through trade, especially through trading gold in the kingdoms of Ghana, Mali, and Songhai. Trade was vital for these kingdoms to obtain what they did not have themselves. It resulted in links with the rest of the world as far away as China. Today African nations still carry out much trade.

Africa is an important source of natural resources such as gold, diamonds, oil, uranium, cocoa, coffee, and lumber. Look at the charts below showing the imports and exports of three modern African nations that exist near to where ancient African civilizations existed.

### GHANA

**Chief exports:** cocoa, wood, gold, diamonds, manganese  
**Exports mainly go to:** United Kingdom, United States, Germany, France  
**Chief imports:** textiles, manufactured goods, foodstuffs, fuels  
**Imports mainly come from:** United Kingdom, United States, other European Union countries

### MALI

**Chief exports:** livestock, peanuts, dried fish, cotton, animal skins  
**Exports mainly go to:** European Union, western Africa  
**Chief imports:** textiles, vehicles, petroleum products, machinery  
**Imports mainly come from:** European Union countries

### TANZANIA

**Chief exports:** coffee, cotton, sisal, cashew nuts, meat, cloves  
**Exports mainly go to:** Germany, United Kingdom, United States  
**Chief imports:** manufactured goods, machinery, transport equipment, textiles, crude oil, foodstuffs  
**Imports mainly come from:** Germany, United Kingdom, United States, Iran

**DIRECTIONS:** Answer the following questions on a separate sheet of paper.

1. Who were the early African kingdoms’ major trading partners?
2. Who are the major trading partners of modern African nations?
3. Look at the products exported. Would you characterize them as natural and agricultural products or finished products and manufactured goods?
4. How would you characterize the imports?
5. Write a short essay comparing Africa’s ancient trade patterns with those of today. Are the products the same? The trading partners? Explain why they are or are not different.
The Travels of Ibn Battuta

BACKGROUND

In 1325 Abu Abdullah Ibn Battuta left Tangier, Morocco, intending to perform the hajj, the once-in-a-lifetime (at least) pilgrimage to Makkah required of all Muslims. He returned 29 years later, the greatest traveler of the medieval world, having journeyed all the way to China. His travel stories from India, China, Ceylon, and other lands are filled with commentaries on Muslim beliefs and practices. Ibn Battuta’s own Rihla (travel diaries) describe an extraordinary man and a cultural history of Islam in the medieval age. By researching Ibn Battuta’s travels, you will learn more about Islamic civilization during the fourteenth century.

GROUP DIRECTIONS

1. As a group, research the travels of Ibn Battuta.

2. Brainstorm the tasks that will be required to complete the project. Create a work plan and assign specific responsibilities and schedules to individual group members.

3. The product of the research will be both a written report that may include properly footnoted quotes from Ibn Battuta’s own accounts, as well as an oral presentation to the class in which all group members participate. Decide on the form of the report and presentation, and identify the presentation aids, such as maps and other visuals, that will be required.

4. Appoint a group leader who will be required to prepare a separate report of reactions and observations on (a) the group’s activities and (b) his or her own facilitation challenges and assessment of the group’s performance.

ORGANIZING THE GROUP

1. Decision Making/Group Work As a group, appoint a group leader who will oversee the preparation of the written report and the oral presentation. Have the leader work with group members to determine the tasks and approaches needed to conduct the research. Determine how and in what forms the written report and oral presentation will be prepared and presented.

2. Individual Work Conduct research to find out as much as possible about Ibn Battuta’s travels and commentaries. Trace his travels on maps and consider how to convey the information in the report and presentation. Think about how the information might be organized into a group summary presentation.

3. Group Work/Decision Making Share your research with your group. Invite comments on and extensions of individuals’ findings and ideas. Together decide what information to prioritize, what information is most significant, and what information will make the final report and presentation most interesting to the audience. Assign roles and tasks for preparing the report and presentation—writers, editors, illustrators, slide or overhead projector-preparers, mapmakers, and so on.
Cooperative Learning Activity 3 (continued)

4. **Additional Group Work** Collaborate on the oral presentation, assigning sections to each member. Create an evaluation form to collect feedback from the class.

5. **Group Sharing** Present the findings to the class. Have the class complete the evaluation form to learn what aspects of the presentation worked well and which aspects could be improved.

6. **Group Work** Review the evaluation forms and discuss as a group the things that worked well and the areas that needed improvement.

7. **Individual Work** The leader of the group should present his or her summary assessment of the group’s efforts and of his or her own performance as leader. The leader should provide four or five “tips” on facilitating group research activities that other leaders can use in the future.

---

**GROUP PROCESS QUESTIONS**

- What is the most important thing you learned about Ibn Battuta from this activity?
- What is the most important thing you learned about Islam and Islamic history from this activity?
- What problems did you have as an individual within the group?
- How did you solve the problems?
- What one suggestion would you have for your group leader to make future group work even more effective?

---

**Quick CHECK**

1. Was the goal of the assignment clear at all times?

2. Were you satisfied with your work on this project? Why or why not?

3. Using what you have learned, how would you advise another group that was starting the activity?
Territorial Tracks

Geography played an important role in the development of the early civilizations of Asia. The people of Southeast Asia relied on the rivers that flow through their countries to grow and transport crops. The people of India relied on their rivers for trade with Southwest and East Asia. China, Korea, and Japan benefited from the geographic barriers of mountains and seas that isolated them from invasion.

**Learning Objective**  To learn about the physical geography of China, Southeast Asia, Korea and Japan, and India.

**Activity**  Four teams develop game materials by using maps, atlases, and information from this chapter as well as geographic information about India from Chapter 3. Assign a specific country to each team. Team members write clues and answers about the landforms, waterways, climate, and cities of their assigned country, then play a geography game.

**Teacher Preparation**  Make a copy of the handout material for each team. Gather the following supplies: a large wall map of Asia; four atlases; pushpins with red, green, blue, and yellow plastic heads; scissors; and a container for the clues (shoe box or paper bag).

**Activity Guidelines**

1. Explain to students that they are going to develop clues for a game based on geographic facts about the Asian countries in this chapter. Advise them to review the third section of Chapter 1, which discusses the land of India.

2. Organize the class into four teams. Assign China to one team, Japan and Korea to another, India to a third, and Southeast Asia to the fourth. Give each team a copy of the handout material; scissors; an atlas; and a set of red, green, blue, or yellow pushpins.

3. Ask each team to choose a recorder. Then have each team work together to develop 10 clues with answers that describe the landforms, waterways, climate, and cities of their country. Each member then cuts out one or two clue cards, folds them, and places them in the single container provided for all clues.

4. Allow approximately half of the class period for teams to make the clue cards. When all cards are in the container, begin the game.

5. One student from one team chooses a clue from the container, reads it, and allows anyone from any of the other teams to respond. The team that makes the first correct answer sends its representative to the wall map to mark the spot of the answer with a team pin. The person who answered correctly reads the next clue. The game continues in this manner until all clues have been read. The team with the most pins on the map wins.

6. Encourage team members to discuss clues before giving their answers.
Territorial Tracks—Clue Sheet

Sample Clue:
A city located on a harbor and facing the Yellow Sea

Answer:
Seoul, Korea

Clue: __________________________________________

Answer: _________________________________________

Clue: __________________________________________

Answer: _________________________________________

Clue: __________________________________________

Answer: _________________________________________

Clue: __________________________________________

Answer: _________________________________________

Clue: __________________________________________

Answer: _________________________________________

Clue: __________________________________________

Answer: _________________________________________

Clue: __________________________________________

Answer: _________________________________________

Clue: __________________________________________

Answer: _________________________________________

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Answer: _________________________________________

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Answer: _________________________________________

Clue: __________________________________________

Answer: _________________________________________

Clue: __________________________________________

Answer: _________________________________________

Clue: __________________________________________

Answer: _________________________________________
Regional Civilizations

DIRECTIONS: Draw a line from the event on the left to the correct date on the right. Write the letter preceding each phrase in date order in the boxes below. Draw a leader line to the appropriate place on the time line to create your own time line. (Look at another time line to see how leader lines are drawn. Use a pencil and straight edge to draw them neatly and legibly).

1. King Ezana of Axum converts to Christianity
2. Byzantine Empire ends
3. Europeans defeat Arabs at battle of Tours
4. Mongols invade Japan
5. Battle of Hastings fought
6. Great Mosque of Samarra completed
7. Magna Carta signed
8. Mongols capture Baghdad
9. Benin culture produces bronze and iron sculpture
10. Clovis establishes Frankish kingdom

A. 1215
B. 510
C. 1258
D. 1453
E. 852
F. 1300s
G. c. 330
H. 1066
I. 1281
J. 732

BONUS QUESTION: Is it easy or difficult to create a time line? Why or why not?
Parliament: Medieval England and Today’s United Kingdom

THEN  The Magna Carta was a document that required that the monarch consult his or her subjects before imposing taxes on them. This rule was an important step in the development of the British Parliament. The monarch met with prominent citizens about taxation, funding for military affairs, and other legal issues that could not be settled in court. This helped to create the framework and precedents necessary for a governing body such as the Parliament.

The first Parliament was made up of the House of Lords and the House of Commons. The House of Lords consisted of all of the nobles and church leaders (the prominent citizens) in England. Their seats were hereditary or, in the case of the church leaders, passed on to their successors. Two knights from each county and two people from every town were either appointed or elected to the House of Commons.

As time went on, members of Parliament began to submit possible laws, or bills, for the king’s approval. Eventually, both houses of Parliament, as well as the king, had to agree on a bill before it could become law. By the time of the Tudor kings, most laws would originate in Parliament, where sessions were lasting longer, and its members were developing more sophisticated political skills.

In spite of these advances, Parliament mainly served the privileged classes. The House of Lords played a more active legislative role than did the House of Commons.

NOW Today the prime minister, rather than the monarch, is the leader of the United Kingdom. He or she selects the cabinet of ministers, or department heads, who set domestic and foreign policy. Most of these ministers are members of Parliament.

The prime minister’s chief function is legislative. If the majority party does not pass a law submitted by the prime minister, citizens of the United Kingdom must elect different members of Parliament, who then choose a new prime minister.

The duties of the monarch are chiefly symbolic and ceremonial. The king or queen formally “appoints” the prime minister, who has, in fact, already been elected. The monarch presides at the opening of each new session of Parliament yet exerts no power in parliamentary affairs.

The political party that wins the most seats in the House of Commons during a general election chooses the prime minister. Therefore, the House of Commons is the dominant house in Parliament, unlike earlier times. Members of the House of Commons are also responsible for monitoring the work of the cabinet ministers.

Both houses in Parliament take part in making laws, and both debate the issues of the day. However, the power of the House of Lords has greatly diminished. The 1999 House of Lords Act began the process of reducing the number of hereditary peers in that House.

As in the Middle Ages, the United Kingdom’s government is centralized. There are no local or state legislatures. Yet today, it is the House of Commons that determines the laws of the land, not the monarch and his or her lords.

CRITICAL THINKING

Directions: Answer the following questions on a separate sheet of paper.

1. Drawing conclusions: Why did giving English citizens a voice in making taxes help the development of Parliament?

2. Making comparisons: What functions make it possible for the House of Commons to play a greater role in government than the House of Lords?

3. Synthesizing information: Wealthy townspeople became the new middle class. Speculate on some ways that the burgesses (and the new middle class) might have been able to gain influence over the monarch. Do research in the library and on the Internet to learn about how the new middle class gained power. Write a brief report of your findings.
Umar (c. 581–644)

The first four caliphs, or successors to Muhammad, are called “the Rightly Guided Caliphs.” All four were close friends or relatives of Muhammad, and all worked to protect and spread the word of Islam. All of these men are revered within the Islamic tradition. The second of these caliphs, Umar ibn al-Khattab, or Umar, holds a special place. For it was Umar who led the conquests that would spread Arab culture and the Islamic faith throughout Southwest Asia and North Africa. The results of his conquests have fundamentally affected the life of the peoples of these regions ever since.

Like Muhammad, Umar was born in Makkah. Like many others, he was at first hostile to Muhammad and his teachings. By 618, however, he had converted to Islam and became one of Muhammad’s close advisers. He supported Abu Bakr, Muhammad’s father-in-law, as the first caliph. Abu Bakr named Umar as his successor in 634. From this time until his death 10 years later, Umar would do more to spread Islam than anyone except Muhammad himself.

Above all else, Umar was an expansionist general who led the Arabs on a series of victories. Within two years of the beginning of his caliphate, his armies invaded the Byzantine Empire. In a short time, they had captured Syria and Palestine. The important cities of Damascus and Jerusalem fell to his troops. The Arabs invaded and conquered Egypt and pushed farther across northern Africa. They even challenged, and defeated, forces of the Persian Empire.

At the time of Muhammad’s death, the Arabs controlled the Arabian Peninsula. By the end of Umar’s rule, Arab territory had more than doubled, stretching north to the Black and Caspian Seas and along much of the south shore of the Mediterranean.

Umar’s rule over the regions he conquered was not completely autocratic. Conquered peoples, although forced to pay tribute, were not forced to convert to Islam and were allowed to keep many of their local customs. Umar governed in a way that minimized conflict among Muslims, Christians, and Jews. His reasonable rule, however, could not save him from a violent death. A Persian slave, dissatisfied with his rule, killed Umar while he was at worship in the city of Madinah. Before he died, Umar had appointed a committee to decide on his successor. Thus, he left a legacy of a peaceful transition as well as the more enduring one of the spread of Arab culture and Islam.

REVIEWING THE PROFILE

Directions: Answer the following questions on a separate sheet of paper.

1. To what areas did Umar extend Arab and Muslim influence?
2. How did Umar ensure there would be a peaceful transition of leadership after his death?
3. Critical Thinking Drawing Conclusions. Why do you think Umar did not force his conquered subjects to adopt Islam?
Vladimir I (c. 956–1015)

Vladimir I, grand duke of Kiev, was the son of Svyatoslav I, duke of Kiev. Svyatoslav sent his son to rule Novgorod in 972. After his father’s death, Vladimir found himself in competition with his two brothers to assume their father’s title. He defeated both of them, killing one. Vladimir thereby took control of Kiev and united Novgorod with it. Thus, Vladimir began his rule with expansion. Such expansion and clever statecraft became a hallmark of his reign. Vladimir conquered Slavic tribes and waged war against the Lithuanians, the Bulgars, and the Byzantines.

Vladimir made many important decisions in his capacity as a ruler. He promoted the trade that helped the economy. He ordered the building of schools and libraries. He was an effective warrior who expanded Russia’s western borders and defended its people against nomads in the east. However, it was one decision for which Vladimir would be most remembered, a decision that fundamentally changed the history of Russia—and the lives of its people—forever.

In 988, Vladimir, a fervent pagan, converted to Christianity. It is said that Vladimir considered several religions, including Islam, Judaism, Roman Catholicism, and Eastern Orthodoxy, before deciding on Eastern Orthodoxy. He dismissed his four wives and soon thereafter married Princess Anna, the sister of the Byzantine Emperor Basil II. Some historians argue that the benefits of the alliance with the powerful Byzantines may have been a factor in Vladimir’s decision to convert and marry Anna.

Regardless of his motives for conversion, Vladimir championed Christianity. Upon his own conversion, he required his subjects to be baptized. In fact, the people of Kiev were ordered to wade, en masse, into the Dnieper River. He ordered the building of churches, the most famous of which is the Cathedral of the Tithes, and he supported religious charity. Vladimir also gave the church strong legal status. Together, these acts formed the foundation of a Christian tradition in Russia that has lasted nearly 1,000 years. Vladimir died in 1015 and, later, was made a saint. The Feast of Saint Vladimir continues to be celebrated on July 15.

REVIEWING THE PROFILE

Directions: Answer the following questions on a separate sheet of paper.

1. Identify Vladimir’s religion before his conversion. To what religion did he convert?
2. How did his conversion affect the people in his domain?
3. What factor do some historians think helped motivate Vladimir’s conversion?
4. Critical Thinking Expressing Problems Clearly. Because of his own religious conversion, Vladimir ordered the conversion of thousands of his subjects. Do you think this was fair? Explain your answer.
5. Critical Thinking Analyzing Information. After doing research, name two differences in the beliefs or practices between the Catholic and Eastern Orthodox churches.
Buddhism spread quickly throughout southern and eastern Asia in the centuries following the Buddha’s death. Monks and disciples from India taught the ethical and religious messages of the Buddha to people in China, Japan, and Korea. In time, disputes over the nature of the Buddha himself led to the separation of Buddhism into Theravada and Mahayana. The following excerpt is taken from a Theravada text, which viewed the Buddha not as a divine being but as an inspired human teacher.

Guided Reading  In this selection, read to learn how the Buddha counseled his followers to lead virtuous lives.

Once when the Lord [the Buddha] was staying in the Bamboo Grove at Rājagaha, Singāla, a householder’s son, got up early, went out from Rājagaha, and, with his clothes and hair still wet from his morning ablutions [bathing], joined his hands in reverence and worshiped the several quarters of [the] earth and sky—east, south, west, north, above, and below. Now early that same morning the Lord dressed himself, and with bowl and robe went into Rājagaha to beg his food. He saw Singāla worshiping the quarters, and asked him why he did so.

“When my father lay dying,” Singāla replied, “he told me to worship the quarters thus. I honor my father’s words, and respect and revere them, and so I always get up early and worship the quarters in this way.”

“But to worship the six quarters thus is not in accordance with noble conduct.”

“How then, Sir, should they be worshiped in accordance with noble conduct? Will the Lord be so good as to tell me?”

“Listen then,” said the Lord, “and I’ll tell you. Mark well what I say!”

“I will, Sir,” Singāla replied. And the Lord spoke as follows:

“If the noble lay-disciple has given up the four vices of action, if he does no evil deed from any of the four motives, if he doesn’t follow the six ways of squandering his wealth, if he avoids all these fourteen evils—then he embraces the six quarters, he is ready for the conquest of both worlds, he is fortunate both in this world and the next, and when his body breaks up on his death he is reborn to bliss in heaven.

“What are the four vices of action that he gives up? They are injury to life, taking what is not given, base conduct in sexual matters, and false speech. . . .

“What are the four motives of evil deeds which he avoids? Evil deeds are committed from partiality, enmity, stupidity, and fear.

“And what are the six ways of squandering wealth? They are addiction to drink, the cause of carelessness; roaming the streets at improper times; frequenting fairs; gambling; keeping bad company; and idleness. . . .

“There are four types who should be looked on as enemies in the guise of friends: a grasping man; a smooth-spoken man; a man who only says what you want to hear; and a man who helps you waste your money.

“The grasping man is an enemy on four grounds: he is grasping; when he gives a little he expects a lot in return; what duty he performs he does out of fear; and he only serves his own interests.

“The smooth-spoken man is an enemy on four grounds: he speaks you fair about the past; he speaks you fair about the future; he tries to win you over by empty promises; but when there’s something to be done he shows his shortcomings.

“The man who only says what you want to hear is an enemy on four grounds: he consents to an evil deed; he doesn’t consent to a good one; he praises you to your face; but he runs you down behind your back.

“The wastrel is an enemy on four grounds: he is your companion when you drink; when you roam the streets at improper times; when you go to fairs; and when you gamble.

“But there are four types who should be looked on as friends true of heart: a man who
seeks to help you; a man who is the same in weal [well-being] and woe; a man who gives good advice; and a man who is sympathetic. . . .

The friend who is a helper,
The friend in weal and woe,
The friend who gives good counsel,
The friend who sympathizes—
These the wise man should know
As his four true friends,
And should devote himself to them
As a mother to the child of her body.

The wise and moral man
Shines like a fire on a hilltop,
Making money like the bee,
Who does not hurt the flower.
Such a man makes his pile
As an anthill, gradually.
The man grown wealthy thus
Can help his family
And firmly bind his friends
To himself. He should divide
His money in four parts;
On one part he should live,
With two expand his trade,
And the fourth he should save
Against a rainy day.”

INTERPRETING THE READING

Directions Use information from the reading to answer the following questions. If necessary, use a separate sheet of paper.

1. What issue does Singāla ask the Buddha to help him clarify?

2. How does the Buddha answer Singāla?

3. What distinctions does the Buddha make between good men and enemies?

Critical Thinking

4. Making Inferences Based on this selection, why might the Buddha’s teachings, especially those dealing with abstinence and saving money, be attractive to his followers?

5. Identifying Bias What evidence from this selection indicates that the Theravada viewed the Buddha as an inspired human teacher?
The Music of Africa

Although evidence suggests that music existed in Africa as far back as the 1900s B.C., a formal study of African music did not begin until the A.D. 1900s—a gap of nearly 4,000 years. What influences shaped African music during all those years?

DIRECTIONS: Read the passage below. Then answer the questions in the space provided.

Over the centuries, the rest of the world learned very little about the music of Africa because the cultures of the many countries that make up the continent have not been written, but oral. Until the invention of sound recording at the beginning of the 1900s, Africa’s musical traditions were known only to those who had cultural ties to Africa. However, since the early 1900s, scholars have begun recording, analyzing, and writing about Africa’s diverse musical culture.

North African culture includes elements that reflect its exposure to outside influence, as travelers and armies from Arabia and southern Europe visited and invaded the continent. Southwest Asian instruments such as lutes, flutes, and harps have been incorporated with the drums, bells, rattles, and other percussion instruments that pervade the music from this region. The music of southern Africa, in contrast, has had much less exposure to outside influences—song, dance, and drums are its main elements. In West Africa, Liberia, and the Congo, there is a greater proportion of flutes and bells, and various types of xylophones are common.

Vocal music and dance are the chief means of musical expression.

Percussion instruments are found throughout the continent. Most are struck with the hand or a stick to produce their sound. They include drums, keyboard instruments such as the xylophone and the piano, and bells and chimes. Clapping hands, stamping feet, and snapping fingers also serve as percussion in musical performance. In Western music, percussion as provided by drums is generally considered to provide rhythm and nothing more. In Africa, however, a percussion rhythm is considered a melody in its own right. The drumbeats accompanying a song are not just keeping time; they are providing a counterpoint, or a second melody, to play against the one being sung.

African music relies heavily on instruments people make themselves out of available materials—bamboo flutes, ivory trumpets, drums made out of gourds, and rattles made of pebbles inside a container. Instruments had to be portable because so many African peoples moved from place to place in search of fresh food supplies and farmland.

African music from all regions is a part of everyday life—as central as eating or sleeping. A Tuareg herder of North Africa calls to livestock on a flute. Song and dance are essential elements of any religious ceremony; in certain kinds of ceremonies, Africans believe that spirits enter the bodies of the singers and dancers.
and express their wishes through these human mediums. Traditionally, song and drumbeats have been used as methods of communication over distance. Music also acts as a form of oral history, passing down stories and legends from one generation to the next.

**Reviewing the Selection**

1. Name some of the key instruments used to create African music.

2. Why was the music of the African continent not studied until the twentieth century?

3. What is one factor that accounts for the differences between northern and southern African music?

**Critical Thinking**

4. **Making Inferences** Why do you think African music of all regions relied so much on percussion instruments, song, and dance?

5. **Making Comparisons** Compare the use of percussion in Western music and African music.

6. **Drawing Conclusions** What role does music play within African cultures?
Regional Civilizations

The period between 400 and 1500 was characterized by the spread of Christianity and Islam, as well as changes in government and social structure. Great empires were created, only to be toppled by internal conflict or new invaders.

DIRECTIONS: Fill in the blanks in the time line, matching the events listed below to the dates.

- China's Tang rulers are overthrown by the Uighurs.
- Mansa Musa becomes ruler of the African kingdom of Mali.
- The Magna Carta becomes law in England.
- A Japanese civil war begins, leading to the destruction of Kyoto.
- The Turks capture Baghdad.
- Charlemagne is crowned emperor of the Romans.
- Muhammad leaves Makkah and goes to Madinah.
- Kublai Khan establishes a new Chinese dynasty, the Yuan.
- Timur Lenk (Tamerlane) seizes power in India.
- Clovis becomes the first Germanic ruler to convert to Christianity.
Enrichment Activity 3

Ramadan

As you have read, fasting is one of the Five Pillars of Islam, and the month-long fast that occurs during the month of Ramadan is required of all adult Muslims. As the following passage explains, the fast begins each day at dawn, at the moment when “white thread becomes distinct from black thread,” and does not end until sunset.

Ramazan [Ramadan] . . . is an occasion during which believers are thought to be closer to God. Ramazan is a month-long period of fasting, somewhat like Lent only more stringent. It is a time of atonement. It is the month in which the [Quran] was allegedly revealed to [Muhammad]. It is said: “When the noble time of Ramazan comes, the doors of heaven are opened, the doors of hell closed, and the devils tied down.” In other words, people’s souls are opened to God and closed to şeytan (devils); they are sustained by God as by food.

During Ramazan the faithful keep a fast (oruç). All day, from before sunrise to after sunset, one must abstain from food and drink . . . . It is also not permissible to smoke, take medicine, or chew gum; in other words, no substance may enter the body. One must be separated from those things which promote and sustain life in its material earthly form; fasting is a way to remind people of their dependence on God for these things. Oruç is felt to be a great sevap (good work) by which God is pleased; if faithfully performed, it is believed to bring a remission of sins.

—From The Seed and the Soil: Gender and Cosmology in Turkish Village Society by Carol Delaney, copyright © 1991 by the Regents of the University of California.

Directions: Answer the questions below in the space provided.

1. Why do the followers of Islam believe they are brought closer to God through their long period of fasting? ____________________________________________________________________________

2. How are the body and the soul, and the gates of heaven and hell, thought to mirror each other during the fast? ____________________________________________________________________________

3. The twenty-sixth night of Ramadan is called the “Night of Determination.” According to the Quran, it is on this night that God will decide the destiny of the entire world for the course of the following year. How does this night correspond to the objectives of the rest of the fast? Support your response with details from the passage. ____________________________________________________________________________

4. Take a moment to consider all the food you consume on an average day. How would you feel if you had to undergo a month-long fast? ____________________________________________________________________________

5. You may be surprised to learn that Ramadan is usually thought of by Muslims as a time of celebration. After a long day of fasting, a light meal is enjoyed by neighbors and friends. Why might Ramadan be considered a time of social solidarity and enjoyment rather than simply one of hardship? ____________________________________________________________________________
The World of Islam

DIRECTIONS: Fill in the blanks below as you read Section 1.

1. Muslims believe that Abraham and Ishmael built the ____________, a house of worship in Makkah, and its cornerstone is called the ____________.

2. Muhammad’s journey in 622 from ____________ to ____________ is known as the Hijrah.

3. The Islamic faith stresses the need to obey the will of Allah by practicing the acts of worship known as the ____________ of Islam.

4. After Muhammad’s death, ____________ was chosen to be the new leader.

5. Mu’awiyah established the ____________ dynasty and moved the capital of the Arab Empire from ____________ to ____________.

6. The reign of ____________ is often described as the golden age of the Abbasid caliphate.

7. The ____________ Turks were originally from central Asia, but had converted to Islam and prospered as soldiers for the ____________ caliphate.

8. After the Mongol destruction of ____________, the new center of Islamic civilization became ____________, in Egypt.

9. The Arabs carried on extensive trade, carrying trade goods by ____________ and ____________, caravan from Morocco in the west to countries beyond the ____________.

10. Arabs were not only aware of Greek ____________, they were translating works by ____________ and ____________ into Arabic.

11. The Muslims perfected the ____________, an instrument that made it possible for Europeans to sail to the Americas.

12. The Great Mosque of ____________ is the largest mosque ever built, and its most famous section is its ____________.
Early African Civilizations

**DIRECTIONS:** As you are reading the section, decide if a statement is true or false. Write **T** if the statement is true or **F** if the statement is false. For all false statements write a corrected statement.

1. The first civilizations in Africa arose in Egypt, Kush, and Axum.

2. By the early eighth century, the entire inland area of North Africa as far west as the Strait of Gibralter was under Arab rule.

3. The first of the great trading states to emerge in West Africa, south of the Sahara, was Axum.

4. The kingdom of Ghana prospered from its possession of both ivory and diamonds.

5. Salt was especially desirable because it was used to preserve food and improve food’s flavor.

6. Sundiata Keita defeated the Ghanaian and established the nation of Mali.

7. Once Mansa Musa felt secure in his rule, he decided as a devout Christian to make a pilgrimage to Makkah.

8. The Songhai Empire reached its height during the reign of Sunni Ali.

9. On the eastern fringe of the continent, Bantu-speaking peoples gradually began to take part in the trade that moved up and down the East African coast.

10. The walls of Great Zimbabwe were built by stacking granite blocks together with mortar made of clay.
The Asian World

DIRECTIONS: Answer the following questions as you read Section 3.

1. How did the Tang dynasty try to create a more stable economy?

2. Which group from the north eventually overthrew the Song dynasty?

3. Why did long-distance trade decline in China between the fourth and sixth centuries?

4. How did the Mongol Empire change after the death of Genghis Khan?

5. How did landscapes reflect the Dao in Chinese painting?

6. Why did Japan’s centralized government lose power after the death of Prince Shotoku?

7. What is a shogunate?

8. From what beliefs did the Shinto religion evolve?

9. Why were the Rajputs unable to prevent Mahmud from invading northern India?

10. Why were most Muslim rulers in India tolerant of the Hindu religion?

11. What are the two major parts of Southeast Asia?

12. Which two cultures had a significant impact on the societies of Southeast Asia?
Emerging Europe and the Byzantine Empire

DIRECTIONS: Fill in the blanks below as you read Section 4.

I. European civilization emerged during a period called the _________________.
   A. By 500, the Western Roman Empire had been replaced by states ruled by ________________ kings.
   B. The Catholic Church developed a body of ________________, defined by church ________________, meetings held by representatives of the Christian community.
   C. In 768, ________________ came to the throne of the Frankish kingdom, and in 800 he was crowned ________________ of the Romans.

II. When the Carolingian Empire fell apart, a new political and social system called ________________ was established.
   A. A man who served a lord in a military capacity was known as a ________________.
   B. A set of unwritten rules, known as the ________________, determined the relationship between a lord and his vassal.

III. The power of the British monarch was greatly enlarged during the reign of ________________.
   A. In 1215, English nobles forced King ________________ to put his seal on the ________________, a document of rights.
   B. In the thirteenth century, an important institution in the development of representative government—the English ________________—emerged.

IV. In the tenth century, a Viking called Oleg created the ________________ state known as the principality of ________________.
   A. The ________________ conquered Russia in the thirteenth century.
   B. The descendents of ________________ eventually became the leaders of Russia.

V. ________________ became emperor of the Eastern Roman Empire in 527.
   A. The ________________ became the basis for much of the legal system of Europe.
   B. The most serious challenge to the Eastern Roman Empire came from the rise of ________________.
Chapter 4 Resources
Toward a New World, 800–1500

Reading Skills Activity 4
Question-Answer Relationships 127

Historical Analysis Skills Activity 4
Assessing Alternative History 128

Differentiated Instruction Activity 4
Eleventh-Century Guilds 129

English Learner Activity 4
Europe in the Middle Ages 131

Content Vocabulary Activity 4
Toward a New World, 800–1500 133

Academic Vocabulary Activity 4
Toward a New World, 800–1500 135

Skills Reinforcement Activity 4
Analyzing Historical Maps 137

Critical Thinking Skills Activity 4
Formulating Questions 138

History and Geography Activity 4
Gothic Cathedrals 139

Mapping History Activity 4
Routes of Trade and Cultural Exchange 141

Historical Significance Activity 4
Earth’s Keepers 142

Cooperative Learning Activity 4
A Day in the Life: Europe in the Middle Ages 143

History Simulation Activity 4
Asking Around 145

Time Line Activity 4
Toward a New World 147

Linking Past and Present Activity 4
Old and New Solutions to the Problem of Poverty 148

People in World History Activity 4
Profile 1: Itzcoatl (ruled 1424–1440) 149
Profile 2: Eleanor of Aquitaine (1122–1204) 150

Primary Source Reading 4
An Italian Writer Describes the Black Death 151

World Art and Music Activity 4
Totem Poles 153

Reteaching Activity 4
Toward a New World 155

Enrichment Activity 4
The Maya Belief System 156
**Question-Answer Relationships**

**LEARNING THE SKILL**

You need to be able to recognize the kinds of questions you will be asked when you review or take a test on material. You can find the answers to many questions right in your reading. Sometimes you have to use your background knowledge and your own experiences to answer the question.

There are two types of text-explicit questions you will find in your reading. They are called “text-explicit” because their answers can be found in the text you are reading. These two types of questions are right there questions and think and search questions. “Right there” questions are questions whose answers are easily found in one sentence in the text. “Think and search” questions, however, require you to look around and search for pieces of the answer, stringing them together by using your thinking skills.

**PRACTICING THE SKILL**

**DIRECTIONS:** Read the following passage about the Middle Ages in Europe. Then answer the two types of questions below on a separate sheet of paper.

> . . . The Middle Ages witnessed an explosion of labor-saving devices. For example, the people of the Middle Ages harnessed the power of water and wind to do jobs once done by human or animal power. Many of these new devices were made from iron, which was mined in various areas of Europe. Iron was used to make scythes, axes, and hoes for use on farms. It was also used in hammers and nails for building.

> Iron was crucial in making the carruca, a heavy, wheeled plow with an iron plowshare. Unlike earlier plows, this plow easily turned over heavy clay soils. Because of the weight of the carrucas, six or eight oxen were needed to pull it. However, oxen were slow. The inventions of a new horse collar and the horseshoe made it possible for a series of horses to pull the carruca faster and plow more land in the rocky, heavy clay soil of northern Europe.

1. “Right there” question: From what were many of the new devices of the Middle Ages made?
2. “Think and search” question: What effect did new technology have on farming in the Middle Ages?

**APPLYING THE SKILL**

**DIRECTIONS:** Use what you have learned about question-answer relationships to explore Chapter 4. Choose a partner. One partner should create one “right there” question from each of the four sections in this chapter. One partner should create a “think and search” question from each section. Then each partner should give these questions to the other to answer as a chapter review. When each has finished answering the questions, they can discuss their answers with each other, showing where in the text they found the answers and how they found them.
Assessing Alternative History

LEARNING THE SKILL
When studying the past, historians also need to study what might have happened, or alternative history. For example, what would have happened if there was never a natural land bridge that connected the Asian and North American continents? This is a hypothetical question, but it helps historians understand the impact of what did happen.
Whenever you consider the various consequences of any decision you have made, you are studying alternative history. Considering hypothetical events will help you make more fully informed decisions in the future.

PRACTICING THE SKILL
DIRECTIONS: Read the following excerpt about the rise of the Inca Empire from page 148 of your textbook. Then use your knowledge from the chapter to answer the questions that follow on a separate sheet of paper.

. . . In the 1440s, under the leadership of the ruler Pachacuti, the Inca launched a campaign of conquest that eventually brought the entire region under their control.

Pachacuti and his immediate successors, Topa Inca and Huayna Inca (the word Inca means “ruler”) extended the boundaries of the Inca Empire as far as Ecuador, central Chile, and the edge of the Amazon basin. The empire included perhaps 12 million people. . .

The Inca state was built on war, so all young men were required to serve in the Inca army. With some 200,000 members, the army was the largest and best armed in the region. . .

1. What is significant about the value the Inca placed on military conquest?
2. What might have happened if Topa Inca and Huayna Inca had not ruled in ways similar to Pachacuti?

APPLYING THE SKILL
DIRECTIONS: Search the library or the Internet for a historical analysis of early North American farming techniques. Analyze the developments and their implications by imagining the impact that alternatives might have had. Write your analysis on a separate sheet of paper, and be sure to document any sources in addition to the article you cite and include with your paper.
Eleventh-Century Guilds

Beginning in the eleventh century, craftspeople organized themselves into guilds, or business associations. Craft guilds led the economic lives of cities. By the thirteenth century, there was a guild for almost every craft and merchant group. Guilds set the standards for quality, specified production methods that were to be used, determined the price at which the goods could be sold, and set the number of people who could enter a trade each year.

The sequence of training within a guild followed these steps: an apprentice wanting to learn a trade usually began working with a master craftsman when they were about 10 years old. Apprentices were not paid, but received room and board from their masters. Apprentices became journeymen after about seven years of service. Journeymen worked for wages for masters. To become a master craftsman, journeymen were expected to produce a masterpiece in their craft. The masterpiece was a way for master craftspeople to judge whether a journeyman was qualified to become a master and join the guild.

DIRECTIONS: Choose a thirteenth-century trade you would like to research. Learn about the trade and what it was like to be a craftsperson in this area. On a separate sheet of paper, write a journal entry from the following points of view: an apprentice, journeyman, and master. Each entry should detail your daily work in the trade, as well as career aspirations and goals. As a journeyman, include ideas for a masterpiece and describe how it was received by master craftspeople. In your entry as a master, share details about the apprentice you are mentoring. Design and create an emblem for your guild to include with your journal entries. Use the space below to make notes for your research.

Chosen trade:

Notes:
For the Teacher

TEACHING STRATEGIES FOR DIFFERENT LEARNING STYLES

The following activities are ways the basic lesson can be modified to accommodate students’ different learning styles:

**English Learners (EL)** Review the term *apprentice* with students. Discuss specific trades that were organized into guilds and the benefits of the system. Share various trades established today that still use apprentices. Have students write a journal entry from an apprentice’s point of view.

**Advanced Learners (AL)** After students have completed their journal entries, have them present and share their entries with a student from a different “guild” for peer review.

**Below Grade Level (BL)** Help students complete the activity by providing them with writing frames they could use to organize each of their journal entries. You may also give students sentence starters or writing prompts to help them organize their ideas.

**On Grade Level (OL)** Have students complete the lesson as instructed.
Europe in the Middle Ages

A. PRE-READING ACTIVITY: IMPROVING READING COMPREHENSION

Directions: Before reading “The New Agriculture” on pages 122–123, answer the following questions.

1. When a population rapidly increases, what needs must be met to support the growth?

2. How do advances in technology affect your daily life? What assumptions can you make about the connections between advances in technology and a population?

B. WORD BUILDING ACTIVITY: SENTENCE COMPLETION

Directions: Complete the sentences below using the following words: fertile, technology, serf, stability, manoral, nobles.

1. The population increased dramatically in Europe due to increased peace and ____________ after 1000.

2. Changes in ____________ aided the development of farming when wind and water power replaced animal power.

3. Shifting from a two-field ____________ to a three-field crop rotation kept the soil ____________ and increased food production.

4. The ____________ system required serfs to work the lands of lords.
C. WORD BUILDING ACTIVITY: MATCHING SYNONYMS

Directions: Match the meaning of each word with its synonym. Remember that synonyms are words that have similar meanings.

1. rent
   a. adjustment  b. fee  c. famous

2. permission
   a. easygoing  b. disapproval  c. consent

3. feast
   a. accomplishment  b. celebration  c. adjustment

4. common
   a. usual  b. famous  c. unusual

5. revival
   a. same  b. mature  c. renewal

6. numerous
   a. few  b. many  c. adjustment

7. goods
   a. merchandise  b. bright  c. fee

8. confess
   a. accomplishment  b. consent  c. admit.
Toward a New World, 800–1500

DIRECTIONS: Write the best term for each definition placing one letter in each space.

1. the agricultural estate run by a lord and worked by peasants __ __ __ __ __
2. a peasant legally bound to the land __ __ __ __
3. an economic system in which people invested in trade and goods in order to make profits (2 words) __ __ __ __ __ __ __ __ __ __ __ __ __ __
4. merchants and artisans who built settlements near castles in medieval times __ __ __ __ __ __ __ __ __ __
5. religious court established to find and try heretics __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __
6. journey to a holy shrine __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ 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Academic Vocabulary Activity

Europe in the Middle Ages

Key Words

<table>
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<tr>
<th>Academic Words</th>
<th>Words with Multiple Meanings</th>
<th>Content Vocabulary</th>
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<tr>
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<td>residents</td>
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A. Word Meaning Activity

Synonyms or Antonyms

**DIRECTIONS:** Label the following pairs of words as synonyms (S) or antonyms (A). Remember, synonyms are words that have similar meanings, and antonyms are words that have opposite meanings.

1. ____ crucial / critical
2. ____ major / minor
3. ____ region / district
4. ____ corporation / self-employed
5. ____ consequences / no effect
6. ____ estimate / calculate
B. Word Meaning Activity

Defining Words

DIRECTIONS: Choose the letter that defines the given word.

1. technology
   a. applied knowledge
   b. underdeveloped knowledge
   c. common knowledge

2. crucial
   a. of vital importance
   b. unimportant
   c. strive to attain

3. corporation
   a. church
   b. guild
   c. home

4. major
   a. classic
   b. serious
   c. large

5. consequence
   a. result of an earlier occurrence
   b. of vital importance
   c. support

6. region
   a. country
   b. area
   c. city

7. estimate
   a. calculate
   b. guess
   c. predict
Analyzing Historical Maps

Historical maps show political, social, and cultural changes over time. To read a historical map: (1) read the title of the map; (2) read the map’s key, scale, and labels; (3) identify the order of events to see changes over time; (4) compare historical maps of the same area over different periods of time; and (5) draw conclusions about the causes and effects of the changes you see.

DIRECTIONS: Study the map below. Then answer the questions in the space provided.

1. What historical event is traced in this map?

2. What time period is represented?

3. What information is shown in the map key?

4. List five cities seriously affected by the plague.

---

Spread of the Black Death in Europe

Approximate area reached by Black Death in:
- 1347
- 1348
- 1349
- 1350
- 1351
- 1352

Area about which there is insufficient information

Area not affected by Black Death

Town known to have been partly or totally spared by Black Death

Major town seriously affected by Black Death

Major sea trade route

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Knowing how to ask questions—and what questions to ask—is an important research skill. Researchers of all kinds, whether they are working in history, economics, biology, or languages, need to formulate questions that will guide their research and lead them to useful information and theories.

**DIRECTIONS:** Reread the description of the Maya civilization in Section 2 of your textbook. Consider the question: “What happened to end the golden age of the Maya more than a thousand years ago?” Then complete the activities below.

1. Formulate three questions that scholars studying the ancient city of Palenque may have asked as they worked.
   a. 
   b. 
   c. 

2. List below three research projects you might undertake for classes or activities with which you are involved. After each project, write one question you have formulated to guide your research.
   a. Project: 
      Question: 

   b. Project: 
      Question: 

   c. Project: 
      Question: 

Gothic Cathedrals

“Whether lifting our eyes to the soaring nave vaults, or peering into the depths of the aisles, the whole atmosphere is one of religious mystery.... [One] cannot but experience a little of that unearthly joy so keenly felt by the devotees of our cathedral.” What impression do these words by Etienne Houvet, curator of Chartres, give of this French cathedral?

Reflecting the central role of the Church in people’s lives during the Middle Ages, cathedrals were built for the glory of God. During the A.D. 1100s, a new system of construction that originated in France signaled a change in architectural style from Romanesque to Gothic. The Gothic style of architecture would allow people to achieve new heights in honoring God.

A fine example of Gothic architecture, Our Lady of Chartres was rebuilt following a fire in A.D. 1194. The new structure, with a vault that reaches 11 stories into the sky, attests to the success of medieval builders in devising new ways to distribute the weight of cathedral walls. Ribbed vaults, pointed arches, and flying buttresses allowed stained-glass windows to fill the interior with light and the walls to stretch to the heavens.

Gothic design broke free of the thick central walls and heavy, rounded arches that characterized Romanesque cathedrals.

Ribbed vaults brought new height to cathedral ceilings with support from pointed arches. The arches were formed by narrow stone ribs that extended from tall pillars.

Flying buttresses helped “open up” the interior space. These stone beams supported the main walls, which could then enclose stained-glass windows.
HISTORY AND GEOGRAPHY ACTIVITY 4 (continued)

People’s ability to modify their surroundings has grown as they have improved their technology. Improvements have been made in tools, transportation, and materials. Gothic cathedrals represent an improvement in design discovered during the Middle Ages. This architectural innovation revolutionized construction and focused the energies of towns and entire regions. Stonemasons, architects, and other skilled workers contributed to this innovation.

APPLYING GEOGRAPHY TO HISTORY

DIRECTIONS: Answer the questions below in the space provided.

1. How can people’s use of technology affect their ability to modify their physical environment?

2. Are there any developing technologies that may affect your physical environment?

Critical Thinking

3. Making Inferences Medieval cathedrals were centers of religious, educational, and social activities during the Middle Ages. Why do you think it was so important to have such magnificent buildings?

4. Making Comparisons Compare changes in architectural styles during the Middle Ages with more recent examples of people’s modification of their physical environment.

Activity

5. To understand how technology can be used to modify physical environment, form three groups to conduct research on physical changes in your community during the past 50 years. The first group will read local newspapers to determine how new technologies were described. The second group will interview members of their families and neighbors to determine the human response to modifications. The third group will contact local officials to discuss how technology has been used to alter the community’s physical environment. Each group should present its findings to the class.
Routes of Trade and Cultural Exchange

When the Europeans reached the Americas, native peoples living there already had their own well-established routes of trade and cultural exchange.

**DIRECTIONS:** The map below shows a network of exchange centered around the cities of Teotihuacán and Tula. Use the map to answer the questions and complete the activity that follow.

**Routes of Trade and Cultural Exchange in Mesoamerica,**
**A.D. 350–1350**

1. How far north did the influence of the people of Teotihuacán and Tula extend?

2. Which trade route covers the greater distance—the route from Tula to Zape or the route from Zape to the Rio Grande Pueblos?

3. Using a different type of line or color, draw in the Cholula trade routes as described below. Be sure to add your arrow to the map key.

The people of Cholula used the following routes of trade and cultural exchange:
- northwest from Cholula along the west coast to the **X**
- northeast from Cholula along the east coast to the **Y**
- from Cholula to Casas Grandes to the Hohokam communities
- from Cholula to Casas Grandes to the Hopi communities
Earth’s Keepers

Many modern Native Americans have become environmental activists in an effort to preserve their ancestral lands that have been so closely linked to their cultures and heritage. The passage below describes some efforts of Native Americans to improve the environment.

In June 1990, on the windswept rodeo grounds of tiny Dilkon, Arizona, on the Navajo Reservation, 300 activists gathered under a revival tent for what would become a watershed event for the Native American environmental movement.

From Wisconsin came Chippewas talking of a proposed copper/zinc mine that threatened their sacred wild-rice lake. Florida Seminoles and New York Mohawks spoke of fishing areas contaminated by industrial mercury. Choctaw and Lakota sat with Hopi and Athabaskans . . . to talk about their environmental battles . . .

The activists learned that they were facing common problems and even confronting the same companies in their disputes with the mining, timber, and waste industries. And too often, many agreed, they were depending on white lawyers and scientists to fight their well-heeled opponents. What they needed was a clearinghouse for technical information and strategic advice, staffed by Indian experts who could help educate and organize tribal communities to take on big business and big government. From these shared concerns grew the Indigenous Environmental Network . . .

While the Native Americans may lay claim to being the continent’s original environmentalists, tribal movements like IEN are a recent phenomenon—an outgrowth, in part, of the American Indian Movement and militancy about tribal sovereignty and treaty rights, says sociology professor Al Gedicks, author of a book on Native American struggles with multinational corporations. “What good is it to have the right to hunt and fish on your land,” Gedicks asks, “if the animals you’re hunting are contaminated with toxins?”

The invocation of tribal sovereignty has also become a tool for protecting the environment . . . One reservation, the Northern Cheyenne, has sought and received Class I designation under the Clean Air Act, which means the tribe has some control over the location and activity of any industry that could affect air quality over its lands. “Tribal sovereignty,” suggests IEN’s [spokesperson Tom] Goldtooth, “could emerge as the savior of vast ecosystems in the United States.”

—From Bruce Selcraig’s “Common Ground: Native Americans Join to Stop the Newest of the Indian Wars,” Sierra, May/June 1994

DIRECTIONS: Answer the following questions on a separate sheet of paper.

1. In what ways did early Native Americans make use of their environment?
2. How are these traditional uses threatened today?
3. Mining and timber industries have looked to reservations as sources of raw materials. Why do you think tribal leaders have considered, and sometimes accepted, these industries?
4. Why might reservation lands be sought after in the twenty-first century?
A Day in the Life: Europe in the Middle Ages

BACKGROUND
European society during the medieval period was characterized by rigidly stratified classes. The class divisions were derived from the feudal system and were comprised of king and queen, clergy, noble lords and ladies, rural peasants or serfs, and the few merchant or craftsman freemen and their families. By working as a group to create a five-minute play that illustrates life in the Middle Ages, you will learn more about medieval life and society.

GROUP DIRECTIONS
1. As a group, review the roles and classes that made up medieval society in the Middle Ages. Use your textbook Chapters 3 and 4 as a quick reference.

2. Brainstorm ideas for a short dramatic presentation that would illustrate roles and interactions among classes. Be specific about scene, plot, and characters. Describe how the characters would interact and what they would say.

3. Create a script and assign all group members roles in the play. You might want to assign a group leader to act as director and another to act as script or dialogue coach to help individual actors write and deliver their lines and rehearse their roles. Possible roles include the following:
   - rural peasant
   - merchant or craftsman
   - lord/noble
   - knight
   - bishop
   - priest
   - monk
   - lady/noble
   - king or queen
   - nun

   Your plot and dialogue should showcase the different, yet interdependent, classes that existed in medieval society. The more interaction among the characters and classes that you can build into your drama or comedy, the better your play will be.

4. Present your play to the class. Use props or costume enhancements where possible.

ORGANIZING THE GROUP
1. Group Work/Decision Making As a group, appoint a director to oversee the development of the script and the details of the short play. Brainstorm possible scenarios in which medieval roles and characters might interact. Decide on a basic setting and plot for the play. Create a list of characters, with names, to fit into your scene and setting. Assign roles to individuals and let them improvise and spontaneously playact some possible dialogue and plot ideas. The characters might want to use notecards to record their lines. Create a final version of the script from which all the actors will rehearse.
Cooperative Learning Activity 4 (continued)

2. **Individual Work**  Practice your lines alone and with a partner. Look for readily available props and costume accessories that would enhance your role-playing.

3. **Group Work**  Appoint or vote on a narrator to introduce your play and to set the scene for your audience. Rehearse the play several times to work out the basic staging. Present your group play to the class.

4. **Additional Group Work/Sharing**  Invite the members of the audience to comment on the play—did the dialogue and plot illustrate the differences among classes? Let them vote for their favorite character(s). Discuss the likelihood of people from so many different classes interacting in one location, given the strict social divisions of medieval society.

**GROUP PROCESS QUESTIONS**

- What is the most important thing you learned about medieval society from this activity?
- What part of the project did you enjoy most?
- What problems did you have in planning, creating, rehearsing, and presenting your play?
- How did you solve the problems?
- Did the group members all contribute equally to the effort? Who contributed the most?

*Quick Check*

1. Was the goal of the assignment clear at all times?

2. How was producing a play different from other types of projects?

3. Were you satisfied with your work on this project? Why or why not?
Asking Around

Some of the great civilizations and empires of Mesoamerica and South America lasted hundreds of years. Others were destroyed—prematurely, some might say—with the arrival of European explorers and conquerors.

Learning Objective  To practice conducting interviews and recording information about a culture or civilization for purposes of preservation.

Activity  In small groups, students will research and record information about a Mesoamerican or South American civilization. Possible topics include government, religion, calendars, foods, art, communications and trade, or rituals and sports.

Teacher Preparation  Make one copy of the next page for each student. Bring in supplemental reference books and magazine articles for background information on the Mayan, the Aztec, and the Incan civilizations. If students are to create their volumes in class (see guideline 4), have necessary art supplies such as paper and colored pencils or markers on hand. If students will be using school computers, arrange computer access if necessary.

Activity Guidelines

1. Tell students that much of what we know about the Aztec prior to the Spanish conquest comes from the work of a Franciscan priest, Fray Bernardino de Sahagún, who arrived in the Americas in 1529. He learned Nahuatl, the Aztec language, and, recognizing that the Aztec culture was disappearing, spent decades creating a 12-volume description of every aspect of Aztec culture. His General History of the Things of New Spain is based on interviews with the last of the Aztec who remembered what life was like before the arrival of the Spanish.

2. Organize students into groups of four or six. Assign a civilization (Maya, Aztec, or Inca) and a topic to each group (see Activity). Ask students to decide which members of their group will be interviewers and which will be interviewees speaking as members of the civilization being studied. Distribute a copy of the worksheet to all the interviewers and have students fill in the name of the civilization and the topic.

3. The interviewees in each group will find information about the topic for their civilization, using the reference sources provided. They also will provide a picture—either from a reference source or one they have drawn themselves—of a scene or an object that represents an important aspect of their topic. The interviewer will then ask appropriate questions and record the answers on the worksheet.

4. When the interviews are completed, the group will meet to plan a volume of information on the topic they have researched. Using either art supplies or computers, students can create a book that presents and preserves what they have learned.
Asking Around—Worksheet

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<th>Civilization</th>
<th>Topic</th>
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<table>
<thead>
<tr>
<th>Interviewee</th>
<th>Interviewer</th>
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Ask questions such as the following as you conduct your interview:

- What is this called?
- Is it used by one person or many?
- Where is it found?
- How is it used?
- Is it hard to find? Are there many of them?
- What does it sound like/smell like/taste like/feel like?
- Who uses it?

Interviewer’s Description or Sketch of Object:

Interviewer’s Description or Sketch of Object:

Interviewer’s Description or Sketch of Object:

Interviewer’s Description or Sketch of Object:

Notes on Interview:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
**Toward a New World**

**DIRECTIONS:** Mark off and shade in the proper date period for each answer to the following questions.

1. The period known as the High Middle Ages lasted from A.D. ______ until A.D. ______.
   (This answer is filled in for you to show how to complete the exercise.)

2. The devastating plague known as the Black Death lasted from A.D. ______ until A.D. ______.

3. The period known as the Great Schism lasted from A.D. ______ until A.D. ______.

4. The Hundred Years’ War lasted from A.D. ______ until A.D. ______.

5. Maya civilization flourished from A.D. ______ until A.D. ______.

6. Toltec civilization flourished from A.D. ______ until A.D. ______.

7. Aztec civilization flourished from A.D. ______ until A.D. ______.

8. Inca civilization flourished from A.D. ______ until A.D. ______.

**Bonus Questions:**

9. The answer for one time period begins before this timetable’s first date. How do you think you could show this on the timetable? Explain your answer or draw it as you think you should. ______________________________________________________________

10. What was the actual length of the Hundred Years’ War? __________________________

11. Name three early South American cultures that developed before the domination of the Inca civilization __________________________

12. Which city was the center of the Aztec civilization? __________________________
CHAPTER 4

Old and New Solutions to the Problem of Poverty

THEN In the late Middle Ages, when towns and cities began to develop around local market centers, a variety of charitable institutions began to spring up. Hospitals and almshouses were the most prevalent of these institutions. Originally, hospitals served any person who was in need of either health care or shelter. Almshouses provided food, clothing, and shelter.

Laypeople, as well as religious leaders, founded, supported, and served in these institutions. Some laypeople joined the clergy in charitable organizations called confraternities. Guilds established almshouses for impoverished members and made loans to those temporarily out of work. Guilds also set aside funds to support the widows and orphans of deceased members. City governments ran offices that were dedicated to the relief of poverty. Cities also contributed money to the charitable organizations run by individuals and trade organizations. Wealthy people often willed small annual donations to the poor in their parish.

As urban populations increased, growing number of poor people further strained the resources of the different support groups. To make the distribution of relief to the poor more efficient and effective, city governments began to take on a greater role in distributing aid than did private organizations.

Some civic leaders began to view paupers as potential revolutionaries or criminals. To reduce the threat of social unrest, civic leaders designed work programs for beggars and banished them from the city if they refused to work.

NOW Providing for the poor in contemporary society has become a highly centralized function. Although private and religious organizations still play a significant role in fighting poverty, the governments of nations have taken over most of the job. In the United States, individual states make the welfare laws; the federal government provides the funds necessary to enact the different welfare programs.

Most of the Western democracies help their citizens through illness, unemployment, old age, and other periods of financial insecurity. In some countries, the government provides its citizens with medical care. All democratic governments offer free education through at least secondary school.

Citizens pay taxes to support the benefits they enjoy. Lately, an influx of immigrants to developed nations has placed a heavy burden on these nations’ welfare systems. Since many immigrants are unable to secure employment that pays a living wage, they depend upon public assistance. Some people consider this to be unfair, arguing that newcomers to a country should not automatically be supported by that country. Yet others believe that public assistance should be available to all people who live in a country. Most immigrants however, regardless of their income level, still pay their share of taxes.

Lately, government officials have begun to reconsider many welfare policies. Political leaders in the United States have pointed out that issuing welfare checks has created a culture of dependent people. Consequently, they have enacted work programs designed to take people off welfare. In countries with moderate socialist governments, such as Sweden, some citizens have become willing to give up their benefits in exchange for lower taxes.

CRITICAL THINKING

Directions: Answer the following questions on a separate sheet of paper.

1. Making comparisons: Compare the sources of money for relief for the poor in the Middle Ages with those in modern times.

2. Making inferences: Why do you think helping the poor is important to the well-being of a community or state?

3. Synthesizing information: Why did the leaders of medieval towns take steps against paupers? Do research in the library and on the Internet to discover which legal measures—besides banishment—were taken against petty criminals and vagrants. Write a brief report of your findings and explain how harsh punishment might have contributed to a rise in the crime rate.
Itzcoatl (ruled 1424–1440)

In war these people are the cruelest in the world since they do not spare a brother, kinsman or friend, nor will they pardon the life of anyone they capture. Even beautiful women are slaughtered and then eaten.

Spanish conquistador commenting on the fierceness of the Aztec warriors

Itzcoatl was the first and greatest of the Aztec empire builders. He expanded Aztec rule from a single island city-state to an empire of city-states.

This empire builder, however, had surprisingly humble origins. Itzcoatl was born the son of an enslaved girl. One of the unique aspects of Aztec slavery was that it was not hereditary: all children were born free, even the children of the enslaved. There was no shame to being the child of enslaved heritage, and for such a child to become the emperor was not impossible.

Soon after his ascension to emperor, Itzcoatl allied the Aztec city-state Tenochtitlán with the nearby city-state Texcoco. Through the marriage of his sister to a member of Texcoco’s royal family, he turned a potential enemy into an ally and began Aztec expansion.

Itzcoatl also began to prepare for war. He seemed determined to resolve the long-standing conflict between Tenochtitlán and the city-state Azcapotzalco. The warriors of Azcapotzalco would kill Aztec on sight. Itzcoatl persuaded his nephew to go to the city and meet with the king to beg for peace. The king refused, and war was declared. Itzcoatl promised the people of Tenochtitlán victory and rallied them against the enemy. Itzcoatl, true to his word, led them to a bloody victory. His warriors destroyed Azcapotzalco and killed virtually every man, woman, and child. The few survivors were enslaved. Itzcoatl honored his victorious Aztec warriors—many of them his own brothers, cousins, and nephews—with noble titles.

The destruction of Azcapotzalco was the first of many victories for Itzcoatl. Through war, intimidation, and massacre, Itzcoatl led the growth of the Aztec from an island city-state to an empire. As Itzcoatl lay dying, he requested that the king who would take his place build a lavish temple to the gods. He ordered that his image be carved in stone for an everlasting memorial. Itzcoatl’s funeral rites lasted for 80 days.

REVIEWING THE PROFILE

Directions: Answer the following questions on a separate sheet of paper.

1. What aspect of Aztec culture made it possible for the son of an enslaved girl to become emperor?

2. Critical Thinking Making Comparisons. Compare Itzcoatl’s approaches to dealing with the rival city-states of Texcoco and Azcapotzalco.

3. Critical Thinking Recognizing Bias. Spanish invaders destroyed the Aztec Empire in the early 1500s. How might this knowledge affect your understanding of the conquistador’s comments? How might descendants of Itzcoatl describe the invading conquistadors?
Eleanor of Aquitaine (1122–1204)

She was beautiful and just, imposing and modest, humble and elegant . . . who surpassed almost all the queens of the world.

Nuns of Fontevrault in their obituary of Eleanor of Aquitaine

Eleanor of Aquitaine had many impressive titles, including queen—of both France and England. Her turbulent life continues to intrigue people even today, 800 years after her death.

Eleanor was born to a royal family and grew up in an atmosphere of poetry, literature, and music. Her education was not confined to needlework, as often happened with young women. In fact, she learned to read and write Latin and Provençal, the local French dialect. By all accounts, she was beautiful, industrious, and intelligent.

Upon the sudden death of her father, Eleanor became engaged to Louis, the son of the king of France. They were married in 1137, when Eleanor was just 15 and Louis was 16. One week later, Louis’s father died, and Eleanor found herself married to the new king of France—Louis VII. Masterful and energetic, Eleanor exercised much control over her husband—and thereby over France. When she accompanied Louis VII on the Second Crusade to Antioch, a disagreement grew between them on strategic policy, which was fueled by his intense jealousy. Their marriage ended in annulment in 1152.

Less than two months later, 29-year-old Eleanor married the 18-year-old grandson of King Henry I of England. Two years later, her husband became King Henry II, and Eleanor was now queen of England. Eleanor was more than 10 years older than her husband, but their marriage was reasonably happy for 15 years, with Eleanor bearing 5 sons and 3 daughters.

Eleanor separated from Henry and moved back to France in 1168, when she discovered Henry had a mistress. Legend states that she ruled at Poitiers over a society of troubadours, knights, and fair ladies who participated in “courts of love.” More likely she spent time undermining the loyalty of two of her sons to their father. In 1173, these two sons attempted to seize his French lands, sparking an uprising. Henry squelched the rebellion, captured Eleanor, and put her in prison for her role in the affair. Over time, her confinement was relaxed, and she lived in semifreedom.

Eleanor lived to see her sons Richard and John crowned kings of England. She died at the age of 82 and was buried between her estranged husband Henry II and her son Richard I.

REVIEWING THE PROFILE

Directions: Answer the following questions on a separate sheet of paper.

1. Eleanor of Aquitaine served as queen of which two countries?
2. What in Eleanor’s childhood made her one of the most cultured women of her day?
3. Critical Thinking Making Inferences. Biographies of Eleanor of Aquitaine are popular today, 800 years after her death. Why do you think this is so?
An Italian Writer Describes the Black Death

Giovanni Boccaccio was a fourteenth-century Italian writer who wrote the *Decameron*, the story of a group of men and women who survive the Black Death by fleeing their city. Read this excerpt from the introduction of his book to learn more about what it was like during the time of this terrible epidemic.

**Guided Reading** In this selection, read to understand some of the effects of an epidemic plague on people in the Middle Ages.

The symptoms were not the same as in the East, where a gush of blood from the nose was the plain sign of inevitable death; but it began both in men and women with certain swellings in the groin or under the armpit. They grew to the size of a small apple or an egg, more or less, and were vulgarly called tumours. In a short space of time these tumours spread from the two parts named all over the body. Soon after this the symptoms changed and black or purple spots appeared on the arms or thighs or any other part of the body, sometimes a few large ones, sometimes many little ones. These spots were a certain sign of death, just as the original tumour had been and still remained.

No doctor’s advice, no medicine could overcome or alleviate this disease. An enormous number of ignorant men and women set up as doctors in addition to those who were trained. Either the disease was such that no treatment was possible or the doctors were so ignorant that they did not know what caused it, and consequently could not administer the proper remedy. In any case very few recovered; most people died within about three days of the appearance of the tumours described above, most of them without any fever or other symptoms.

The violence of this disease was such that the sick communicated it to the healthy who came near them, just as a fire catches anything dry or oily near it. And it even went further. To speak to or go near the sick brought infection and a common death to the living; and to touch the clothes or anything else the sick had touched or worn gave the disease to the person touching.

... Such fear and fanciful notions took possession of the living that almost all of them adopted the same cruel policy, which was entirely to avoid the sick and everything belonging to them. By so doing, each one thought he would secure his own safety.

Some thought that moderate living and the avoidance of all superfluity [non-essentials] would preserve them from the epidemic. They formed small communities, living entirely separate from everybody else. They shut themselves up in houses where there were no sick, eating the finest food and drinking the best wine very temperately, avoiding all excess, allowing no news or discussion of death and sickness, and passing the time in music and suchlike pleasures. Others thought just the opposite. They thought the sure cure for the plague was to drink and be merry, to go about singing and amusing themselves, satisfying every appetite they could, laughing and jesting at what happened. They put their words into practice, spent day and night going from tavern to tavern, drinking immoderately, or went into other people’s houses, doing only those things which pleased them. This they could easily do because everyone felt doomed and had abandoned his property, so that most houses became common property and any stranger who went in made use of them as if he had owned them. And with all this bestial [animal] behaviour, they avoided the sick as much as possible.

In this suffering and misery of our city, the authority of human and divine laws almost disappeared, for, like other men, the ministers and the executors of the laws were all dead or sick or shut up with their families, so that no duties were carried out. Every man was therefore able to do as he pleased.

Many others adopted a course of life midway between the two just described. They did not
restrict their victuals so much as the former, nor allow themselves to be drunken and dissolute like the latter, but satisfied their appetites moderately. They did not shut themselves up, but went about, carrying flowers or scented herbs or perfumes in their hands, in the belief that it was an excellent thing to comfort the brain with such odours; for the whole air was infected with the smell of dead bodies, of sick persons and medicines.

Others again held a still more cruel opinion, which they thought would keep them safe. They said that the only medicine against the plague-stricken was to go right away from them. Men and women, convinced of this and caring about nothing but themselves, abandoned their own city, their own houses, their dwellings, their relatives, their property, and went abroad or at least to the country round Florence, as if God’s wrath in punishing men’s wickedness with this plague would not follow them but strike only those who remained within the walls of the city, or as if they thought nobody in the city would remain alive and that its last hour had come.

INTERPRETING THE READING

Directions Use information from the reading to answer the following questions. If necessary, use a separate sheet of paper.

1. Who was Giovanni Boccaccio?

2. Why do you think the author wrote this introduction to his story?

3. Describe what life was like during the time of the Black Death according to Boccaccio.

Critical Thinking

4. Compare and Contrast Based on the author’s descriptions, what were the varying reactions of people to the epidemic?
Totem Poles

European explorers in North America were amazed by the wood sculptures carved by Northwest Coast Native Americans. They immediately recognized them as art. There were no professional “artists,” although some craftspeople were considered by their peers as more gifted. Anyone could produce art; however, carving usually was done by men, while women specialized in pottery, painting, and textiles. What were these carvings for?

**DIRECTIONS:** Read the passage below. Then answer the questions in the space provided.

Northwest Coast wood carvings, especially totem poles, differed from group to group and from family to family. Totem poles had a number of functions, ranging from religious to social. They were used to commemorate special events, as memorials to the dead, and as grave markers. Each totem pole identified its group or family through specific historical, mythical, and legendary images. Often, the size of the pole communicated the social status of its possessors—the higher the pole, the higher the status.

Totem poles were carved from cedar trees, an abundant resource of the Northwest Coast. The trunks were cut away or hollowed out on one side. The people, gods, and animals were intricately carved one above the other. Sometimes, a single figure comprised the entire pole. After the carving was completed, the pole would be painted in bright colors.

Craftsworkers used a variety of tools to make their carvings, including axes, hatchets, stone and wooden hammers, knives, and chisels. The blades of these tools were made of a hard stone called nephrite, as well as shell and animal horn. As the European presence increased, blades were made of metal as well. Additionally, sharkskin was used as sandpaper.

The oldest form of totem pole was the house post, which supported the roof beams of individual houses. They usually displayed the occupant’s family crest, as well as guardian spirits. Guardian spirits were most often animals. They helped and protected a family and even gave it special gifts, such as success in the hunt or an ability to heal. For example, the house post in the “eagle’s nest house” illustrates the young eagle that saved a girl after an epidemic killed her clan. The bird is painted brown, blue, and red, with a bright yellow beak. Its wing feathers protect the girl’s face. Other house posts had bears, sharks, wolves, beavers, thunderbirds, and sea monsters, each of which had some special significance.

Totem poles were also given to the dead. Memorial poles were commissioned by a relative in order to claim the status of the deceased. Mortuary poles held the coffin at the top of the carvings. Other poles were erected to mark graves. One represents the legendary shaman Stone Eagle, who could...
change himself into other beings. Others show eagles, killer whales, beavers, thunderbirds, and a bear holding a child and protectively licking her head.

A common image is a mother bear and her two cubs. The mother bear is Xpisunt, a woman who lived with bears and had twins who were half human and half bear. Legend has it that Xpisunt’s brothers killed her bear husband and rescued her and the twins. The twins helped Xpisunt set bear traps, and as a result, all of her descendants were excellent bear hunters.

The thunderbird also appears on many totem poles. It resembles an eagle, and it could swallow whales whole. Lightning comes out of its eyes, and when it flies, its wings make the sound of thunder. These powerful beings sometimes acted as people’s guardians and guides. They also could be friendly and kind helpers.

**Reviewing the Selection**

1. How were totem poles made?

2. Why were totem poles made?

**Critical Thinking**

3. **Making Inferences** What inferences can you make about Native American attitudes toward animals based on the way animals are used in totem pole carvings?

4. **Analyzing Information** Study the photograph of the totem pole. What do you think its function might have been?
Toward a New World

In the years 800–1500, medieval Europe went through major changes and upheavals that affected all segments of society. One of the changes was the discovery of the civilizations that existed in the Americas. Between 100 and 300 million people lived in the Americas before the arrival of European explorers.

**DIRECTIONS:** Explain the historical significance of each concept or individual listed below on the line provided.

1. *carruca*

2. manorial system

3. commercial capitalism

4. Pope Gregory VII

5. Dominicans

6. flying buttress

7. Black Death

8. Joan of Arc

9. Iroquois

10. Long Count

11. *quipu*

12. Pachacuti
**The Maya Belief System**

In 1970, a young art teacher named Linda Schele visited Mexico as a tourist. She went to the city of Palenque, planning to spend a couple of hours looking at some Maya ruins. Instead, she spent her entire vacation studying them. She went back to Mexico again and again, and today she is one of the foremost authorities on the meanings of the glyphs, or icons, of the Maya writing system.

The Maya conception of time, however, was very different from our own. Our old adage, “He who does not know history is doomed to repeat it” might have been expressed by the Maya as “He who does not know history cannot predict his own destiny.” The Maya believed in a past which has always returned, in historical symmetries—endless cycles repeating patterns already set into the fabric of time and space. By understanding and manipulating this eternal, cyclic framework of possibility, divine rulers hoped to create a favorable destiny for their people. But while the Maya ahauob [rulers] could know only the immediate results of the events they put into motion, we are gradually reclaiming the full scope of their historical accomplishments from the obscurity of the past.

Our challenge then is to interpret this history, recorded in their words, images, and ruins, in a manner comprehensible to the modern mind yet true to the Maya’s perceptions of themselves. . . . History unlocks the humanity of the Maya in a way not possible by any other means, for it reveals not only what they did, but how they thought and felt about the nature of reality.

It is important that we acknowledge this history, because only then will a true picture of the Americas emerge. The American chronicle does not begin with the landing of Columbus or the arrival of the Pilgrims, but with the lives of Maya kings in the second century B.C. We who live in this part of the world inherit a written history two millennia old and as important to us as the history of the ancient Egyptians or the Chinese, a history equal in longevity to that of Europe or Asia.

—From *A Forest of Kings: The Untold Story of the Ancient Maya* by Linda Schele and David Freidel.

**DIRECTIONS:** Answer the questions below in the space provided.

1. Why did the Maya think it was important to record their history? ____________________________

2. What do Linda Schele and David Freidel hope to accomplish through their study of Mayan ruins? ____________________________

3. What do the authors mean by the “American chronicle” beginning in the second century B.C.? ____________________________

4. Do you agree or disagree that it is important to understand the history of the Maya? Explain your answer on a separate sheet of paper.
Chapter 4
Section Resources

Guided Reading Activity 4-1 156
Guided Reading Activity 4-2 157
Europe in the Middle Ages

DIRECTIONS: Fill in the blanks below as you read Section 1.

1. The population in the High Middle Ages (1000–1300) almost doubled from ____________ million to ____________ million people.

2. The shift from a ____________-field to a ____________-field system of crop rotation allowed for increased food production.

3. A ____________ was an agricultural estate run by a lord and worked by peasants.

4. ____________ was an economic system in which people invested their money in trade and goods in order to make a profit.

5. ____________ was a fact of life in medieval cities as a result of the ever-present wood fires.

6. ____________, king of Germany, and ____________, elected as head of the Catholic Church in 1073, struggled with each other over who had the right to appoint religious leaders—laity or clergy.

7. The ____________ order was founded by a group of monks who were unhappy with the lack of discipline at their Benedictine monastery.

8. ____________, founder of the Franciscan order, was born into a wealthy Italian merchant family.

9. Medieval Christians believed that a pilgrimage to a holy place, or ____________, produced spiritual benefit.

10. The first ____________ university appeared in Bologna, Italy.

11. Teaching at medieval universities was done by the ____________ method in which instructors read to students from a basic text then added their own explanations.

12. Eleventh- and twelfth-century cathedrals were built in what is now known as ____________ style.

13. The Black Death was the most devastating ____________ disaster in European history.

14. Bubonic plague was spread by black ____________ infested with ____________ that carried the bacterium.

15. The ____________ of the Church (1378–1417) divided Europe.

16. Since the thirteenth century, Russia had been dominated by the ____________ until the reign of ____________ when a new Russian state emerged.
The Americas

DIRECTIONS: Answer the following questions as you read Section 2.

1. How far does the land area of the Americas extend from the north to the south?

2. Name three of the five early North American cultures that developed into flourishing societies.

3. What was the principal activity of the Olmec?

4. On what was the Maya writing system based?

5. Briefly explain why the Maya civilization is considered well developed and sophisticated.

6. What type of people were the Toltec?

7. The supremacy of the Aztec lasted about 200 years from 1325 until their defeat by the Spanish in 1519. Why do you think their society was successful?

8. The Inca state was built on war and eventually controlled most of South America, but the Inca were also master road builders. How many young men served in the army and how many miles of roads did they build?

9. What was the Inca capital city and what was distinctive about it?
CHARTING AND GRAPHING ACTIVITY 1

Answers will vary but may include the following:

Trading Peoples: cultures: Indo-Europeans, Phoenicians, Israelites; locations: Syria, Palestine; innovations and achievements: alphabet, Hebrew Bible

Empire Builders: cultures: Akkadians, Sumerians, Egyptians, Assyrians, Persians, Aryans, Mauryan dynasty, Gupta Empire, Shang dynasty, Zhou dynasty, Qin dynasty; locations: entire Middle East, Mesopotamia, Babylon/entire Fertile Crescent, Hindu Kush, India, China; innovations and achievements: early forms of writing such as cuneiform and hieroglyphics, the wheel, number systems, Hammurabi’s Code, the pyramids, system of roads, efficient communication system, and so on.

ECONOMICS AND HISTORY ACTIVITY 1

1. Economics is the system of distributing limited resources to fill unlimited wants and needs.

2. The barter system became too complicated. Using mediums of exchange made it easier to trade products or “purchase” items from people who didn’t need what you directly produced.

3. Specialization is when people become experts at producing one item or service, rather than making everything that they need.

4. Self-sufficiency is when people or family groups work to produce everything that they need. Interdependence is when people rely upon each other to fill their needs and wants.

5. Sample response: As civilizations grew and people began to live in large cities, specialization began to evolve. As some people became experts at making certain goods or providing certain services, other people became interested in buying these goods or using these services. In turn the “buyers” would make different goods or engage in providing other types of services, and so the cycle would continue.


7. Answers will vary. Student diagrams should accurately link businesses and consumers that rely upon each other.

WORLD LITERATURE READING 1

1. The army has been stricken with a terrible plague. The Greeks will all die unless the cause is discovered and the plague halted.

2. If Achilles is not going to be rewarded for his victories in battle, he has no reason to fight. His honor and pride have been injured. Without honor, he has no identity.

3. The Greeks believed that honor was the most valuable thing a person had and was shown in a man’s loyalty, honesty, and commitment to his oath.

4. Possible answer: The passage indicates that women are valued primarily for their beauty. They are treated as “prizes” to be awarded and stolen, not as equals to men. Goddesses, of course, are a different matter: men must respect them and obey their commands.

READING SKILLS ACTIVITY 1

Practicing the Skill

1. The author wants me to know that people changed over time in order to adapt to their surroundings.

2. Answers may vary.

3. Answers may vary. Some students may wish for details about why people wanted to live in shelters other than caves.

4. Answers may vary.

5. Answers may vary. Questions could include, for example, “How big are the
Answer Key

groups of people—does the author mean families?” “Does ‘over a period of time’ mean less than a hundred years, hundreds of years, or thousands of years?”

Applying the Skill

Answers may vary. A possible question from the title is “What types of early housing did people have?”

HISTORICAL ANALYSIS SKILLS ACTIVITY 1

Practicing the Skill

1. Answers may vary. Possible answers include: the end of nomadic life, the start of communities and identification with the community, the ability to build and grow civilizations.

2. Answers may vary. Possible answers include: The agricultural revolution would not have happened and people would have remained hunters and gatherers rather than farmers and villagers.

DIFFERENTIATED INSTRUCTION ACTIVITY 1

Answers will vary. Codes should include at least five aspects and conclude with how the code will improve the community in which they live.

ENGLISH LEARNER ACTIVITY 1

A.

1. Answers may vary but should mention that wealth is needed to support artistic and scientific achievement.

2. Religion; answers will vary.

B.

Reincarnate; revelation; convert; cycle; divide; life

C.

1. language

2. Great Wall

3. monsoons

4. barriers

5. rock chamber

6. Vedas

7. silk

8. Hindus

9. Sanskrit

10. Himalaya

CONTENT VOCABULARY ACTIVITY 1

Across

3. Dao

8. Hinduism

10. Mandate of Heaven

13. Buddhism

Down

1. Confucianism

2. civilization

4. empire

5. monotheistic

6. caste system

7. city-states

9. hominid

11. dynasty

12. Judaism

ACADEMIC VOCABULARY ACTIVITY 1

A.

1. survive

2. conversion

3. innovations

4. revolution

5. cycles

6. transport
B.

survive-verb; revolution-noun; innovations-noun; transport-verb, noun; conversion-noun; cycle-noun

C.

Answers will vary but should demonstrate a clear link to the word survive.

**HISTORICAL SIGNIFICANCE ACTIVITY 1**

Some students will “steal” back their items, arguing that it is theft only if you take what does not belong to you. They may go so far as to argue that this saves busy police officers the trouble of making an arrest and saves citizens the cost of a trial. Other students will argue that taking the law into your own hands causes chaos or even anarchy.

**SKILLS REINFORCEMENT ACTIVITY 1**

1. South America

2. The globe; it accurately shows South America as being larger than Greenland, whereas the Cylindrical Projection map distorts the size of the land areas, making Greenland seem larger.

3. Cylindrical Projection maps accurately depict the shapes of land and water and give true directions.

**CRITICAL THINKING SKILLS ACTIVITY 1**

1–7. Students should check questions 1, 4, 5 and 7.

8–10. Answers will vary, but students should be able to explain their reasoning.

**HISTORY AND GEOGRAPHY ACTIVITY 1**

1. Its coordinates on a map grid—a pair of numbers for degrees of latitude and longitude

2. 39°N, 117.5°E

3. 34°N, 120°E

4. major floods across the North China Plain

5. loss of reliable water supplies for agriculture and drinking, and subsequent decline of population at settlements no longer near the river

6. because of the river’s history of destroying villages and killing people when it floods

7. Headwaters (Lake Itasca, Minnesota): 47°N, 95°W; delta: 29°N, 89°W; sample river ports: Minneapolis-St. Paul: 44°N, 93°W; St. Louis: 38°N, 90°W; Memphis: 35°N, 90°W; New Orleans: 30°N, 90°W. Students should research the dam system for the Mississippi, including dams built on the Missouri and Ohio Rivers, and should report on levees, floodwalls, and dredging of the river channel.

**MAPPING HISTORY ACTIVITY 1**

1. Eridu

2. Elba

3. Sumer

4. a.–d. Students should correctly add the given cities according to the map scale. e. Sumer

**HISTORICAL SIGNIFICANCE ACTIVITY 1**

Answers will vary. Some students may agree with Tiger, pointing out that getting people to cooperate on a hunt is similar to persuading a group of senators to vote for a bill, for example. Students who disagree might argue that while men were hunting, the women had to coordinate the groups of gatherers and to perform other “household” duties, which also required leadership abilities.

**COOPERATIVE LEARNING ACTIVITY 1**

Students should complete the activity and answer the Group Process and Quick Check questions. Have students share their responses with their groups or with the class as a whole.
Answer Key

HISTORY SIMULATION ACTIVITY 1
Students should work collaboratively in groups toward achieving the learning objective of the History Simulation Activity.

TIME LINE ACTIVITY 1
Answers will vary.

A. 2540 B.C.
B. 3000 B.C. to 1500 B.C.
C. 202 B.C. to A.D. 220
D. 1.5 million years ago
E. 563 B.C.
F. 970 B.C. to 930 B.C.
G. 1792 B.C.
H. 700 B.C.

Order of letters in ovals: D, B, A, G, F, H, E, C.

LINKING PAST AND PRESENT ACTIVITY 1

1. If a debtor never paid the debt, and no time limit was set on the years the debtor's dependents had to work to pay it off, then the lender might have kept the debtor's dependents (as slaves) in lieu of payment.

2. Increasingly, smaller businesses found it more difficult to compete with the larger and more powerful corporations. With little to no threat from smaller businesses, corporations were free to set their own prices for their goods and services and control their workers' wages and working conditions.

3. Students' essays should include these ideas: Slaves in Mesopotamia were prisoners of war, foreigners, criminals, and people unable to pay their debts. Slaves were at the bottom of their social scale. Their treatment depended on the kindness or cruelty of their owners. Slaves could be physically abused and even branded. Nonetheless, they could borrow money, carry on a trade for money, and eventually buy their freedom.

PEOPLE IN WORLD HISTORY ACTIVITY 1, PROFILE 1

1. Most anthropologists placed the evolution of humans in Asia. The Leakeys believed this occurred in East Africa.

2. She discovered a Miocene primate's skull in 1948; Zinjanthropus in 1959; Homo habilis in 1960; primitive stone tools as old as 2 million years old; the footprints of Laetoli.

3. Student answers will vary. Accept relevant and thoughtful answers.

PEOPLE IN WORLD HISTORY ACTIVITY 1, PROFILE 2

1. His armies would attack the outlying areas, sapping them of their resources, and then move in and take over.

2. It is said that he abdicated his throne for his son, then became a monk and starved himself to death.

3. Possible answer: In achieving power, Chandragupta most likely acquired enemies who wished him dead.

PRIMARY SOURCE READING 1

1. Most pyramids and royal tombs had been opened and robbed or vandalized; Tutankhamen's tomb, in contrast, was almost untouched by grave robbers and vandals.

2. 1922; by British archaeologist Howard Carter

3. They had to clear out blocked stairways and passages leading from the outer door.

4. The list includes gilt couches carved like leopards, life-size statues of kings, painted boxes, alabaster vases, black shrines (with a gilt snake), beds, chairs, a throne, chariots, portraits.
The two statues guarded another sealed chamber where the mummy or coffin was likely to be. The first room was just an entrance hall.

5. to accompany the rulers on their journey to the afterlife

WORLD ART AND MUSIC ACTIVITY 1

1. Altamira, Spain; Lascaux, France
2. The paintings show animals in motion. They are colorful and detailed.
3. Plants were easy to find, whereas hunting game was difficult and dangerous. Also, meat was an important part of their diet. People usually draw pictures of things that are important to them. Since no representations of people were found, it is unlikely Paleolithic people worshiped a god or goddess that had human form.
4. Answers will vary. Students should suggest something that is important to them and that would give someone in the future an idea of today’s culture.

RETEACHING ACTIVITY 1

Answers will vary. Possible answers include:

**Government**

MESOPOTAMIA: kings ruled city-states, led armies, and organized workers; Code of Hammurabi; Sargon created first empire; EGYPT: royal dynasties; kings ruled unified states; rulers were called pharaohs and considered gods; became an empire during New Kingdom; INDIA: Mauryan and Gupta Empires unified Indian states; Asoka used Buddhist ideals to guide his rule; CHINA: organized government under Shang dynasty; successive dynasties ruled with the Mandate of Heaven; king expected to rule according to Dao (the “Way”); vast empire established during Han dynasty

**Religion**

MESOPOTAMIA: gods owned the cities; temples were most important buildings; priests had extensive power; EGYPT: ruler was also a god; belief in life after death practiced through mummification and pyramids; priests were ruling class; massive wealth for building temples; INDIA: priestly caste was top of the social scale; birthplace of Hinduism and Buddhism; CHINA: supernatural forces helped in worldly affairs; Buddhism introduced from India

**Social Order**

MESOPOTAMIA: nobles and commoners; patriarchal; EGYPT: ruling class of nobles and priests, followed by merchants and artisans, then peasants; INDIA: caste system, with priests on top, followed by warriors, merchants, laborers, and Untouchables; CHINA: family was the basic social and economic unit; concept of filial piety; male supremacy; followed rules of Confucianism

**Technology**

MESOPOTAMIA: irrigation and drainage ditches; writing; wagon wheel; sundial; arch; bronze; number system; EGYPT: pyramids; mummification; hieroglyphics; papyrus; calendar: INDIA: Silk Road made India a crossroad for goods and ideas from the East and the West; CHINA: writing; bronze vessels; Great Wall; paper

ENRICHMENT ACTIVITY 1

1. The flooding of the Nile played a central role in the life of ancient Egypt.
2. Egyptian kings were gods, who were supposed to know and control everything. Their ability to predict was a reflection of their godliness.
3. Land close to the river was flooded more regularly and for longer than more distant fields, making it better for crops and requiring less labor to manage the flooding.
4. Lands located inland would not flood regularly and would be more difficult to
farm and therefore less valuable. Less valuable lands were taxed at a lower rate.

GUIDED READING ACTIVITY 1-1
1. the scientific analysis of human remains.
2. three to four million years.
3. bury their dead.
4. *Homo sapiens sapiens*.
5. simple stone tools.
6. hunting animals and gathering wild plants.
7. Neolithic Revolution.
8. the keeping of animals and the growing of food.
9. more permanent settlements.
10. a complex culture in which large numbers of human beings share a number of common elements.
11. Mesopotamia, Egypt, India, and China.
12. explain the working of the forces of nature and the fact of their own existence.

GUIDED READING ACTIVITY 1-2
I. Tigris; Euphrates
   A. Akkadians; empire
   B. Hammurabi
   C. patriarchal
   D. number system
II. Nile
   A. pharaohs
   B. Pyramids
   C. New
   D. hieroglyphics
III. Semitic; Palestine
   A. Solomon; Jerusalem
   B. monotheistic
   C. covenant; Commandments
   D. prophets
IV. southwestern Iran
   A. Cyrus
   B. communication
   C. Alexander the Great

GUIDED READING ACTIVITY 1-3
1. False. The Aryans moved south across the Hindu Kush mountain range into India.
2. True
3. False. Hinduism and Buddhism began in India.
4. True
5. True
6. False. By the time China began to emerge as an organized state, Mesopotamia, Egypt, and India had already reached an advanced level of civilization.
7. False. The Zhou claimed to possess the Mandate of Heaven.
8. False. The Han empire lasted over four hundred years.
9. True
10. False. Two elements that stand out in the Confucian view are duty and humanity.

READING SKILLS ACTIVITY 2
Practicing the Skill
Answers will vary. Students’ paragraphs may compare and contrast the following facts:

Spartans: lived organized and controlled lives; the men were in the military nearly all their lives and lived in barracks; the women lived at home and had more freedom of movement than their contemporaries in other cities; an oligarchy headed by two kings; city also run by ephors and a council of elders; foreigners and travel discouraged.

Athens: an oligarchy controlled politics; then Solon’s reforms, which did not help the poor; Cleisthenes set up a council of 500; the Athenian assembly debated and passed laws.

Applying the Skill
Answers will vary. Students’ charts may compare and contrast the following facts:
Plato: student of Socrates, wrote a great deal; dealt with questions of reality; wrote *The Republic*; divided the ideal state into three groups: philosopher-kings, warriors, and the masses (artisans, tradespeople, and farmers); believed women and men should have equal access to education and positions; founded the Academy of Athens.

Aristotle: classified things based on observation; wrote about subjects such as ethics, logic, politics, poetry, astronomy, geology, biology, and physics; did not believe there was an ideal state, but looked to existing governments in the forms of monarchies, aristocracies, and constitutional governments (he believed the last was the best form); wrote *Politics*.

**HISTORICAL ANALYSIS SKILLS ACTIVITY 2**

**Practicing the Skill**

1. cause; effect
2. effect; cause
3. cause; effect
4. effect; cause
5. cause; effect
6. cause; effect

**Applying the Skill**

Answers will vary.

**DIFFERENTIATED INSTRUCTION ACTIVITY 2**

Answers will vary. Students should provide their own definition of a hero and reflect whether heroes today possess honor and courage. Students should include examples and argue whether heroes today are alike or different than those Homer wrote about.

**ENGLISH LEARNER ACTIVITY 2**

A.

1. Answers will vary, but should show good reasoning.
2. Answers will vary, but students should be able to name one person and provide reasons for choosing that figure.

B.

1. T
2. F
3. F
4. F
5. T

C.

1. are
2. describes
3. is
4. remains

D. The Greek world came to be divided into two major camps after the defeat of the Persians: the Athenian Empire and Sparta and its supporters. Athens and Sparta built two very different kinds of societies, and neither state was able to tolerate the others system. Sparta and its allies feared the growing Athenian Empire, and a series of disputes finally led to the outbreak of the Great Peloponnesian War in 431 B.C.

**CONTENT VOCABULARY ACTIVITY 2**

1. plebeians
2. acropolis
3. imperator
4. republic
5. Patricians
6. clergy; laity
7. agora
8. Hellenistic Era
9. direct democracy
10. Polis
11. epic poem
12. oligarchy
**ACADEMIC VOCABULARY ACTIVITY 2**

A.

1. A
2. S
3. A
4. S
5. S
6. A
7. S

B.

1. e
2. b
3. a
4. c
5. a

C.

1. a
2. b
3. b
4. a

**SKILLS REINFORCEMENT ACTIVITY 2**

Answers will vary. Possible answers:

Unique Aspects of Egyptian Religion: not a unified system of belief; Re, the sun god, was the most popular; some gods and goddesses had animal heads; the spirit was judged after death; had a concept of what heaven would be like; the “evil” soul wanders all over the world human bodies; a spirit or soul lived on after death; the soul remaining on earth will be hungry

**CRITICAL THINKING SKILLS ACTIVITY 2**

1. F, O
2. O, F
3. F, O
4. F, O
5. F, O
6. F, O

**HISTORY AND GEOGRAPHY ACTIVITY 2**

1. Possible answers: the people themselves, their natural resources and manufactured products, their ideas, their armies and government officials

2. The Roman roads made up a transportation network that linked all parts of the empire. Generals could move legions around the empire quickly to where they were most needed, for example, to quell a local rebellion.

3. Possible answer: The Roman Empire exerted its authority from the capital city of Rome by sending out legions, messengers, and census takers along the roads and bringing back grain, gold, and slaves.

4. The Greeks routinely sailed from their mainland to Aegean and Ionian islands and to coastal locations in Italy, Asia Minor, and northern Africa. They could move trade goods, settlers of colonies, and colony-grown grain needed to feed the mainland population. Although the Roman Empire included northern Africa, Asia Minor, and Southwest Asia, Roman roads could reach places far from the Mediterranean coast and also provide land routes throughout continental Europe. The Romans especially needed to move soldiers and supplies quickly over land.
5. Have students work in small groups to brainstorm lists of similarities, differences, and modern road-building problems. Encourage interested students to research modern road-building technology or civil engineering as a career.

**MAPPING HISTORY ACTIVITY 2**

1. approximately 300 miles
2. from Scylla and Charybdis to Calypso’s island
3. Lines and arrows should trace a path from Troy, to Lotus-Eaters, to Cyclops, to Laestrigonians, to Circe, to Entrance to Underworld, to Sirens, to Scylla and Charybdis, to Helios, to Calypso, to Phaeacians, to Ithaca.

**HISTORICAL SIGNIFICANCE ACTIVITY 2**

1. for free, as an action for the common or public good
2. not contesting, or opposing, a charge; this plea accepts the punishment without formally admitting guilt
3. at first sight; such evidence points obviously to the guilt of the accused
4. something in return; in this case, bribe money given in return for the awarding of a contract
5. a decision not to prosecute; in this case, the prosecutor dropped bribery charges against the contractors in return for their testimony against the official
6. after the fact

**COOPERATIVE LEARNING ACTIVITY 2**

Students should complete the activity and answer the Group Process and Quick Check questions. Have students share their responses with their groups or with the class as a whole.

**HISTORY SIMULATION ACTIVITY 2**

Students should work collaboratively in groups toward achieving the learning objective of the History Simulation Activity.

**TIME LINE ACTIVITY 2**

1. Answers will vary but should relate to the fact that there was no written history.
2. 600 years
3. 21
4. 431 B.C.
5. 355 B.C.
6. Answer should be between 425 and 475 miles, allowing for exact or visual measurement.
7. Augustus, 27 B.C.
8. 166
9. 4
10. A.D. 455
11. 21

**LINKING PAST AND PRESENT ACTIVITY 2**

1. Roman historians may have hoped that the leaders of their day would imitate wise and virtuous leaders from the past and profit from the mistakes of the foolish ones. They may also have hoped that if leaders saw how certain past virtues kept a society healthy and productive, they would encourage their followers to practice the same virtues. Roman scholars may also have hoped to demonstrate the benefits of certain kinds of government, such as the republic.
2. Roman historians sometimes slanted their facts in subtle ways. When Tacitus described an emperor’s virtuous act, he implied that the act had base motives. Writers such as Livy used historical events to teach Romans about things they
felt would benefit society, such as piety, moderation, and bravery.

3. Students should include the following ideas in their essays. Modern historians want to present their findings and theories with as little bias and inaccuracy as possible. Archaeologists use radiocarbon and thermoluminescence dating to determine the age of fossils and artifacts. DNA analysis gives information about organic matter. Scientific thinking skills help historians sift through evidence efficiently and clearly. These skills include analyzing data and making inferences, generalizing, making predictions, and hypothesizing.

PEOPLE IN WORLD HISTORY ACTIVITY 2, PROFILE 1

1. He canceled mortgages and debts, ended slavery, reduced the power of the wealthy, enacted more humane laws, and improved the economy.

2. to escape the controversy his reforms created and to see foreign lands

3. Answers will vary. Possible answer: The modern-day equivalent might be giving a television news conference or writing a newspaper editorial.

4. Answers will vary. Possible answers: He had the wisdom to realize that people need to be free and have equal opportunities.

PEOPLE IN WORLD HISTORY ACTIVITY 2, PROFILE 2

1. She was queen, and she ordered the murder of her husband, the king, and his heir.

2. Palmyra became a threat to Roman rule after Zenobia was in power.

3. Answers will vary. Students should acknowledge Zenobia’s ambition and drive. They might also raise issues of women’s position in a male-dominated society.

PRIMARY SOURCE READING 2

1. conflicts between the cults of Athena and Poseidon; the close association between the cults of Athena and Poseidon in Attica, as well as the proximity of their holy sites

2. Athena is a goddess of war, associated with the Trojan Horse and depicted as carrying a spear.

3. Athena uses a spear to open the ground and bring forth an olive tree and competes with Arachne by spinning tapestries. Both demonstrate aggressive and creative tendencies.

4. Answers will vary. Possible answers: She is an extremely accomplished craftswoman; she is strong and self-confident; she exposes how the male gods often deceive mortal women. Athenian women, whose own freedoms were limited, would have admired such an assertive heroine.

WORLD ART AND MUSIC ACTIVITY 2

1. Myron’s work shows figures in motion, not static people.

2. Although Myron’s work no longer exists, historians are able to study the copies of Myron’s statues that Greeks made.

3. Possible answers: strong, powerful, focused, emotionless

4. Answers will vary. Students might answer that the figures would not be as perfect. They would embody what people really look like, not a representation of perfection people can and should aspire to. The sculptures might also be of people doing everyday things.

5. Answers will vary. Students might want to know how he learned to sculpt, why he did so, why he chose athletes, and how he became so good at his work.
RETEACHING ACTIVITY 2

Greece: literature: Homer, *Iliad* and *Odyssey* gave Greeks an ideal past, first dramas were tragedies presented as trilogies that showed pride in Greek accomplishments; art: expressed reason, moderation, balance and harmony, subject was the human being with idealized rather than realistic beauty, sculptures often showed nude males in relaxed attitudes; architecture: most important form was the temple, open structures, columns, showed principles of calmness, clarity, and freedom from unnecessary detail

Rome: literature: Virgil, *Aeneid*, portrayed ideal Roman; art: sculpture was realistic and might include unpleasant physical details; architecture: used curved forms like arch, vault, and dome, used concrete, constructed roads, bridges and aqueducts

Both Greece and Rome: literature: greatest works were poems, idealized their cultures; art: statues displayed in buildings; architecture: columns and rectangular buildings

ENRICHMENT ACTIVITY 2

1. Chronos and Rhea
2. four; Hera, Demeter, Hades, and Poseidon
3. Hera
4. four; Ares, Hebe, Hephaestus, Triton
5. three; Deimos, Phobos, Harmonia
6. They are first cousins; their fathers are brothers.

GUIDED READING ACTIVITY 2-1

1. the mountains and the sea
2. Greece entered the Dark Age, during which the population declined and food production dropped.
3. King Agamemnon of Mycenae
4. a city-state, which is a town, city, or village along with its surrounding countryside

5. an oligarchy headed by two kings
6. He created an assembly of citizens that had the central role in the political system. It was the foundation for democracy.
7. It weakened the major Greek states and ruined any possibility of cooperation among them.
8. the human being
9. to use critical examination to call forth the knowledge within a person
10. an upper class of philosopher-kings, warriors, the rest of the masses (producers of society)
11. He was assassinated.
12. Macedonia, Syria, Pergamum, and Egypt

GUIDED READING ACTIVITY 2-2

1. republic
2. Confederation
3. Mediterranean
4. patricians
5. plebeians
6. consuls
7. praetor
8. Senate
9. Augustus
10. *Pax Romana*
11. law
12. *Aeneid*
13. concrete
14. aqueducts
15. procurator
16. Christianity
17. Constantine
18. Theodosius the Great
19. Rome
20. Constantinople
READING SKILLS ACTIVITY 3

Practicing the Skill
Answers may vary. Possible answers:
Buddhism’s popularity in India declined; political disunity made room for Islam; a new Islamic state, Ghazna, was founded and successfully attacked Hindus; a new Islamic state, the Sultanate of Delhi, was created over the entire plain of northern India; Muslim ruler Timur Lenk invaded and conquered much of India.

Applying the Skill
Answers may vary. Possible answers: Ancient Japanese were split into two classes: the rulers and the workers; Japan is a chain of islands, not one continent, so Japanese clans were isolated from each other; much of Japan is mountainous, further separating and isolating clans of Japanese; attempts at centralized government failed because of powerful regional clans; military servants of powerful clans, samurai, enforced the clan’s rules.

HISTORICAL ANALYSIS SKILLS ACTIVITY 3

Practicing the Skill
1. B
2. E
3. F
4. C
5. A
6. D

Applying the Skill
Answers will vary.

DIFFERENTIATED INSTRUCTION ACTIVITY 3

Answers will vary. Students should list characteristics and beliefs of each religion in the appropriate section of the chart. Students should list the commonality of both being monotheistic. Essays should reflect the information in the organizer.

ENGLISH LEARNER ACTIVITY 3

A.
1. Answers will vary based on students’ experiences but may include: where people live, how they travel.
2. Answers will vary based on students’ experiences but may include: outdoor activities, crops produced, types of housing.

B.
1. F
2. T
3. F
4. T
5. T

C.
1. abundance, abundantly
2. prospered, prosperous
3. establishments, established
4. descriptions, described
5. responsibility, responsible

CONTENT VOCABULARY ACTIVITY 3

Answers will vary but should demonstrate working knowledge of the terms as defined in the text and be complete sentences.

ACADEMIC VOCABULARY ACTIVITY 3

A.
1. cultures
2. traditional
3. military
4. revelations
5. revenues
6. complexity
7. submission
8. document

B.
1. noun
2. verb, noun
3. noun
4. noun, adjective
5. adjective
6. adjective
7. verb, noun
8. noun

C.
Answers will vary but should have a similar meaning.

SKILLS REINFORCEMENT ACTIVITY 3
Answers will vary. Possible solutions might include the following:

Main Idea: Philosophy, Science, and History
1. Ibn-Rushd, commentary on Aristotle’s works
2. Created mathematical discipline of algebra
3. Ibn Sina, medical dictionary stresses contagious nature of diseases
4. Ibn-Khaldun, historian

Main Idea: Literature
1. Quran
2. Rubaiyat
3. The 1001 Nights
4. Omar Khayyám

Main Idea: Art and Architecture
1. Blend of Arab, Turkish, and Persian traditions
2. Great Mosque of Samarra
3. Mosque at Córdoba, Spain

4. Alhambra palace in Granada, Spain

CRITICAL THINKING SKILLS ACTIVITY 3
1. Between May and October.
   Sittwe = 828 mm (32.2 inches)/month;
   Yangon = 397 mm (15.4 inches)/month;
   Saigon = 293 mm (11.4 inches)/month

2. Between March and May for Yangon and Saigon; between April and June for Sittwe. The hot season precedes the monsoon season.

3. Because the monsoons are annual, predictable occurrences, people could track the duration of the monsoons and of the dry seasons with reasonable accuracy. From this information, they could plant their crops before the rains fell and perhaps have time to harvest more than one crop during the monsoon season.

4. If the monsoons are light, the people living in Asia probably have poor crop yields because they get relatively little rainfall during the dry season. Poor crop yields, in turn, can create food shortages and, if severe enough, cause famines and starvation.

HISTORY AND GEOGRAPHY ACTIVITY 3
1. Physical characteristics of a place can include climate, landforms, water forms, vegetation, and animal life.

2. India’s monsoon season is characterized by a wind that changes direction twice a year. A summer, or southwest, monsoon blows from mid-May through September, bringing heavy rains from tropical oceans; the winter, or northeast, monsoon is a reverse wind that begins in October and brings cool, dry, continental air.

3. Food production in some rural areas depends on a single growing season; a delay, therefore, can result in crop failure, higher prices, and inflation. Half of India’s electricity is generated by water; a delay in the monsoon can lead to power outages.
4. People in rural and urban areas depend on the timely arrival of monsoon rains for a variety of economic, social, and political reasons. Accurate forecasts could help Indians prepare for the effects of the monsoon season.

5. The monsoon season is a significant physical characteristic of life in India; Indians therefore look forward to seeing monsoon clouds and welcome the arrival of rain. However, many people in the West do not depend on this particular aspect of climatic change and may perceive rain and clouds as symbols of sadness and melancholy.

6. Answers will vary. It may be helpful to organize the class into two teams. Have one team research the climate of different areas in the United States, while the other team researches how these differences in climate affect physical and human environments. When each team has completed its list, have volunteers from both groups make a presentation to the entire class.

**MAPPING HISTORY ACTIVITY 3**

1. approximately 200 miles
2. approximately 600 miles
3. west
4. southeast
5. The path should begin at Madinah, go northwest to the Red Sea, then along the coast of Africa, into Spain and France, ending at Tours.
6. approximately 3,750 miles

**HISTORICAL SIGNIFICANCE ACTIVITY 3**

1. Arabs, Persians, India, China, North Africa
2. European Union countries, United States
3. natural and agricultural products
4. finished products and manufactured goods
5. The ancient trading patterns across Africa differ from trade patterns today. In the modern world, most of the African nations’ trading partners are the United States or countries in Europe. In the ancient world, Africa traded mostly with Arabs and Persians who brought goods to the continent from India and China. In terms of products, Africa continues to supply natural resources to its trading partners and continues to import manufactured goods. For example, in ancient times, African civilizations imported products such as swords, metalware, silk, and porcelain in exchange for gold, wood, and animal skins. Today, because Africa is less industrialized than other regions of the world, it must sell its resources in order to import manufactured goods, machinery, and transport equipment.

**COOPERATIVE LEARNING ACTIVITY 3**

Students should complete the activity and answer the Group Process and Quick Check questions. Have students share their responses with their groups or with the class as a whole.

**HISTORY SIMULATION ACTIVITY 3**

Students should work collaboratively in groups toward achieving the learning objective of the History Simulation Activity.

**TIME LINE ACTIVITY 3**

1. G
2. D
3. J
4. I
5. H
6. E
7. A
8. C
9. F
10. B
LINKING PAST AND PRESENT ACTIVITY 3

1. As stated in the Magna Carta, the monarch was bound to consult his or her subjects on issues such as taxation. Meetings between the monarch and other people of prominence over important governmental affairs would gradually evolve into a more formal arrangement, the Parliament.

2. The members of the House of Commons are elected. Therefore, when a party wins a majority of seats in the House of Commons, its members can choose the prime minister. It also oversees the actions of the cabinet ministers.

3. Because the townspeople were wealthy, they may have been able to lend the monarch money. In return for royal favors, they may have been able to influence the poorer townspeople to take the monarch’s side in disputes with powerful nobles. Students’ reports should mention that the middle class gained power through establishing guilds and other trade organizations. They should discuss how the Crusades increased the importance of the middle class: As a result of the Crusades, towns became important trade centers; craftspeople made trade goods; and merchants extended their influence by forming business relationships with merchants from other countries. As global trade developed, merchants and other people of the commercial class became wealthier and more powerful than the nobles. They began to educate their children to become lawyers and church leaders.

PEOPLE IN WORLD HISTORY ACTIVITY 3, PROFILE 1

1. north to the Black and Caspian Seas and along much of the southern shore of the Mediterranean

2. by appointing a committee to determine his successor

3. Answers will vary. Possible answer: Umar may have thought that allowing his captured subjects to keep their faith would make them less likely to rebel against him.

PEOPLE IN WORLD HISTORY ACTIVITY 3, PROFILE 2

1. He converted to Eastern Orthodoxy from paganism.

2. They were required to convert as well. Churches were built, and the church gained important legal status.

3. to enjoy the advantages of an alliance with Byzantium

4. Answers will vary. Most students will say that it is unfair to force your religious beliefs on others. However, some students may support the principle of Christian conversion.

5. Answers will vary depending on research.

PRIMARY SOURCE READING ACTIVITY 3

1. He asks the Buddha to teach him how to live the virtuous life (honor the six quarters).

2. The Buddha tells him to avoid the four vices of action, to avoid doing deeds stemming from the four evil motives, and not to squander his wealth by the six methods described.

3. Good men give good advice and genuinely seek to help you; evil men say only what a person wants to hear and encourage people to waste their money and engage in wasteful acts.

4. Answers will vary. Possible answer: Followers might be attracted to the simple, clear guidelines the Buddha suggests, as well as to the values of friendship, thrift, and moderation he advocates.

5. The selection shows the Buddha perform-
ing common activities, such as begging for food and engaging in conversation with Singala, the householder's son.

WORLD ART AND MUSIC ACTIVITY 3

1. drums, rattles, and other percussion instruments; xylophones; bells; lutes; horns; flutes; harps; students may also include snapping fingers, clapping hands, and stomping feet.

2. The music of most African countries was not written. Until the advent of sound recordings in the twentieth century, together with easier and faster means of transportation among the continents, musicologists had very little evidence to work with.

3. Because northern Africa experienced more interaction with outsiders, its music adapted by incorporating some of the outsiders' traditions and instruments. Music from southern Africa retained more of its indigenous traditions because this region did not have as much contact with outsiders.

4. Answers will vary. Possible answers: because percussion instruments were easily made from the wood, gourds, and animal skins and bones available to Africans all over the continent, and dance and song were important in religious ceremonies and in communication.

5. Percussion is much more central to African music than to Western music. More than simply expressing the rhythmic beat, African percussion is often used as a line of melody.

6. Music plays an important role in African cultures. It is part of everyday life and an important part of spiritual ceremonies.

RETEACHING ACTIVITY 3

500 Clovis becomes the first Germanic ruler to convert to Christianity.
calendar does not correspond to the Julian calendar, Ramadan routinely falls during the summer months when it is most difficult to keep the fast, especially in the hot, dry lands of Southwest Asia.

5. Although it is not easy to keep the fast, it is a time of celebration because people are close to their God; because people are undergoing similar hardships, they can support and encourage each other, rather than become discouraged and possibly break the fast.

GUIDED READING ACTIVITY 3-1

1. Kaaba, Black Stone
2. Makkah, Madinah (Yathrib)
3. Five Pillars
4. Abu Bakr
5. Umayyad, Madinah, Damascus
6. Harun al-Rashid
7. Seljuk, Abbasid
8. Baghdad, Cairo
9. ship, camel, Caspian Sea
10. philosophy, Plato, Aristotle
11. astrolabe
12. Samarra, minaret

GUIDED READING ACTIVITY 3-2

1. True
2. False. The entire coastal region of North Africa was under Arab rule.
3. False. Ghana was the first great trading state in West Africa.
5. False. Salt was used to preserve food and replace body salt lost because of the hot climate.
6. True
7. False. Mansa Musa was a devout Muslim.
8. False. The Songhai Empire reached its height during the reign of Muhammad Ture.
9. True
10. False. No mortar was used to make the walls of Great Zimbabwe.

GUIDED READING ACTIVITY 3-3

1. They gave land to the peasants and broke up the power of large landowners.
2. They formed an alliance with the Mongols.
3. The Han dynasty and the Roman Empire had collapsed.
4. His heirs divided the territory and then the Mongols invaded China.
5. They reflected the search for balance between the earth and water.
6. The powerful aristocrats kept taxes for themselves, so the central government had no revenue.
7. a form of centralized government where the emperor is ruler in name only and a shogun (a military leader) has the actual power
8. spirits resided in trees, rivers, streams, and mountains, and the spirits of ancestors were in the air
9. Their infantry, supported by elephants, was no match for the Mahmud’s cavalry.
10. They realized that there were too many Hindus to convert them all.
11. the mainland region and an extensive archipelago, or chain of islands
12. China and India

GUIDED READING ACTIVITY 3-4

1. Middle Ages
   A. German
   B. doctrine, councils
   C. Charlemagne, emperor
II. feudalism  
A. vassal  
B. feudal contract  

III. Henry II  
A. John, Magna Carta  
B. Parliament  

IV. Rus, Kiev  
A. Mongols  
B. Alexander Nevsky  

V. Justinian  
A. The Body of Civil Law  
B. Islam  

READING SKILLS ACTIVITY 4  

Practicing the Skill  
1. iron  
2. The new technology provided many labor-saving devices, such as scythes, axes, hoes, hammers, nails, carruca plows, horse collars, and horseshoes.  

Applying the Skill  
Answers will vary.  

HISTORICAL ANALYSIS SKILLS ACTIVITY 4  

Practicing the Skill  
1. Answers will vary. Possible answer: The Inca emphasis on military conquest allowed them to become very powerful and to expand their empire over a very large area.  
2. Answers will vary. Possible answer: The Inca may have lost territory and power much sooner than they did.  

Applying the Skill  
Answers will vary.  

DIFFERENTIATED INSTRUCTION ACTIVITY 4  

Journal entries will vary depending on the guild chosen. Guild emblems will also vary.  

ENGLISH LEARNER ACTIVITY 4  

A.  
1. Answers will vary.  
2. Answers will vary.  

B.  
1. stability  
2. technology  
3. fertile  
4. manorial  

C.  
1. b  
2. c  
3. b  
4. a  
5. c  
6. b  
7. a  
8. c  

CONTENT VOCABULARY ACTIVITY 4  

1. manor  
2. serf  
3. commercial capitalism  
4. bourgeoisie  
5. Inquisition  
6. pilgrimage  
7. curriculum  
8. flying buttress  
9. Great Schism  
10. Tenochtitlán
ACADEMIC VOCABULARY ACTIVITY 4

A.
1. S
2. A
3. S
4. A
5. A
6. S

B.
1. a
2. a
3. b
4. c
5. a
6. b
7. b

SKILLS REINFORCEMENT ACTIVITY 4

1. the spread of the Black Death
2. 1347 to 1352
3. The map key shows the spread of the epidemic by year, the cities spared, and the cities seriously affected by the plague.

CRITICAL THINKING SKILLS ACTIVITY 4

1. Possible questions: What events in the life of Pacal might the hieroglyphs describe? Could the hieroglyphs have given clues to the reasons for the end of the Maya civilization? How did Palenque architecture reflect daily Maya life?
2. Answers will depend on students' activities and research interests. Questions should provide a basis for focusing research.

HISTORY AND GEOGRAPHY ACTIVITY 4

1. Technology presents new ideas and strategies for change, which can offer opportunities for progress.
2. Advances in agriculture, urban planning, environmental planning, and space technology may all have an impact on physical environments.
3. The significance of the Church and the Christian religion in medieval life called for splendid structures to reflect that importance.
4. Students might compare the ability to build a very tall masonry building to building skyscrapers or underground cities.
5. Emphasize to students that they will have to suspend their knowledge of what is possible today and concentrate on how their community has changed over the years. You might want to arrange a visit to the local historical society, if possible, as part of their project.

MAPPING HISTORY ACTIVITY 4

1. to Chaco Canyon
2. Zape to Rio Grande Pueblos
3. Students' drawings should clearly distinguish the routes of the Cholula from that of the Teotihuacán and Tula. Lines should appear from Cholula to the X on the west coast, the Y on the east coast, Casas Grandes to “Hohokam,” and Casas Grandes to “Hopi.”

HISTORICAL SIGNIFICANCE ACTIVITY

1. sources of food and water, materials for building shelter
2. Water pollution threatens fishing sites.
Pollution of land and water threatens farmlands and animals that are hunted.

3. Answers will vary. Students may suggest that leaders accept an industry because of fees that the industry pays to the tribe, or because of the jobs that an industry creates.

4. Students may suggest that if tribal sovereignty continues to hold high standards, reservation land will be the only environmentally safe land left in the country.

**COOPERATIVE LEARNING ACTIVITY 4**

Students should complete the activity and answer the Group Process and Quick Check questions. Have students share their responses with their groups or with the class as a whole.

**HISTORY SIMULATION ACTIVITY 4**

Students should work collaboratively in groups toward achieving the learning objective of the History Simulation Activity.

**TIME LINE ACTIVITY 4**

1. 1000–1300
2. 1347–1351
3. 1378–1417
4. 1337–1453
5. 300–900
6. 900–1200
7. 1325–c. 1520
8. c. 1440–1535
9. Students should demonstrate that they understand the concept of a broken or extended line to indicate a period different from that written on the timetable. This could be done graphically by having no line at the left end of line 5, extending the shaded area outside to the left, or drawing an arrow or other indicator.
10. 116 years
11. the Chavin, Nazca, and Moche cultures
12. Tenochtitlán

**LINKING PAST AND PRESENT ACTIVITY 4**

1. In the Middle Ages, the sources of money for poverty relief were more diversified. Money came from private individuals, guilds, religious organizations, and town or city governments. Today although religious and private organizations provide some help, national governments provide most of the money for poverty relief and social services by taxing their citizens.

2. It keeps the crime and disease rates down, helps create a more peaceful and harmonious social environment, and promotes a sense of humane behavior among people.

3. Medieval leaders feared that the poor might rebel against the local governments and engage in crime. Students’ reports should include information on such punishments as execution, whipping, and branding. They should recognize that harsh punishments, especially death, for minor crimes led people to commit greater acts of violence, since they had little to lose by doing so.

**PEOPLE IN WORLD HISTORY ACTIVITY 4, PROFILE 1**

1. All children, even those of enslaved persons, were born free.

2. Answers may vary, but should refer to the alliance made with Texcoco and the destruction of Azcapotzalco.

3. Answers will vary. Students may suggest that while the destruction of Azcapotzalco supports the conquistador’s comments, his comments are also exaggerations that support his own position as part of an invading force. Itzcoatl’s descendants
might describe the conquistadors as equally fierce and cruel.

PEOPLE IN WORLD HISTORY ACTIVITY 4, PROFILE 2

1. France and England
2. She grew up in an atmosphere of poetry, literature, and music, and was educated in two languages.
3. Answers will vary, but should include her being queen of both France and England, and being an educated and powerful woman.

PRIMARY SOURCE READING 4

2. To explain the social context of his story.
3. People feared exposure to the disease; for many, the focus of life was survival.
4. Some people avoided contact with others, while others practiced moderation; some people sought only pleasure and practiced a hedonistic lifestyle.

WORLD ART AND MUSIC ACTIVITY 4

1. Cedar trees were hollowed out. Then images of animals (and sometimes people) were carved in the wood. When the carving was completed, the poles would be painted bright colors.
2. to give information about its owners, to commemorate special events, to honor the dead, and to mark graves
3. Answers will vary. Possible answer: Native Americans believe that animals have special powers and responsibilities for humankind. Animals help, protect, and guide humans.
4. Answers will vary. Possible answers: Based on the fact that the figure is holding two fish, the totem pole may have contained guardian spirits that provided for prosperous fishing. It also may have represented a skilled fisher.

RETEACHING ACTIVITY 4

1. This heavy plow could till clay soils, improving agriculture and contributing to increased food production.
2. The manorial system led to a significant increase in the number of serfs, diminishing the number of free peasants in Europe.
3. This economic system, along with the money economy, was one in which people invested in trade and goods in order to make profits, contributing eventually to the capitalist economy.
4. He believed that he was chosen to reform the church, that his power extended over rulers of the Christian world; he also believed in the right of the Church to appoint clergy. These beliefs led to a conflict with European kings and rulers.
5. A religious order that believed in living in poverty and attacking heresy, the Dominicans became known for their roles as examiners of people suspected of heresy.
6. Used in Gothic-style cathedrals, a flying buttress was an external stone support for church walls. Flying buttresses made it possible to distribute the weight of a church’s ceiling outward and down, eliminating the need for heavy walls.
7. The plague led to the death of approximately 38 million people in just 5 years, decimating Europe’s population.
8. A simple peasant girl, Joan of Arc, inspired French armies and helped bring an end to the Hundred Years’ War.
9. One of the early peoples of North America, the Iroquois built a flourishing civilization.
The Mayan calendar was known as the Long Count.

A quipu was a system of knotted string the Inca used to keep records.

Pachacuti was a powerful Inca ruler who, through conquest, greatly expanded the Inca Empire.

They thought that history recurred in cyclical patterns and that by understanding these patterns they could create a favorable destiny.

Possible answers: to interpret Mayan history in a way that we can understand today yet is true to the Maya’s perceptions of themselves; to reveal the humanity of the Maya.

The written history of the Americas begins then with the written records left by the Maya.

Students who answer yes may argue that the Maya contributed to the civilizations that created modern Mexico and Central America. Students who argue no may claim that due to the settlement of the Americas by Europeans and the destruction of indigenous cultures, the Mayan way of thought has had little lasting impact on the Americas.

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about 9,000 miles (more than 14,000 km) from the Arctic Ocean in the north to Cape Horn at the tip of South America

Any three of the following: Inuits, Mound Builders, Anasazi, Plains Amerindians, Iroquois

farming

hieroglyphs

Answers could include that the Maya developed a complicated calendar, erected complicated buildings, developed cities, had city-state societies that included artisans and farmers, and developed a hieroglyphic writing system.

warriors and builders (as evidenced by pyramids and palaces that remain)

Answers could include that the Aztec were advanced builders of both structures and roadways; had a high population; had a well-developed monarchy, i.e. central government; religious cohesion; were highly developed artisans and craftspeople.

200,000 soldiers; 24,800 miles (40,000 km)

Cuzco; the structures in the city were built without mortar to withstand earthquakes
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