



FLORIDA

**WORLD
HISTORY**
ANCIENT CIVILIZATIONS

WORLD HISTORY WORKBOOK

- Social Studies Skills Reading and Writing Lessons
- Reading and Note-Taking
- Vocabulary Practice
- Biographies
- Document-Based Question Templates

World History Workbook

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COMPARE AND CONTRAST**LEARNING THE STRATEGY**

Have you ever described your home to a friend? Maybe when you have, you discovered that, while you live in a house, your friend lives in an apartment building. Both of these places share many similarities, such as walls, a roof, a door, and a kitchen, but they also have some differences. When you talk about how things are alike, you are comparing them. When you talk about how things are different, you are contrasting them.

Archaeologists frequently describe ancient cultures by comparing and contrasting them. When archaeologists **compare** cultures, they explain similarities and differences. However, when archaeologists **contrast** cultures, they present only the differences. To grasp an archaeologist's comparisons and contrasts, follow these steps.

Step 1 Determine what the subject of a passage or a paragraph is.

Step 2 In the passage, identify several specific features about the subject that are being compared and those that are being contrasted.

Step 3 Search for clue words that indicate similarities (comparing). Common clue words include *similarly*, *also*, *in addition*, and *both*.

Step 4 Search for clue words that indicate differences (contrasting). Common clue words include *in contrast*, *unlike*, *on the other hand*, and *however*.

GUIDED MODEL**(A) Prehistoric Cave Paintings**

Around 35,000 years ago, an artistic explosion occurred when humans began painting detailed images on cave walls. **(B)** The subjects of these cave paintings vary quite a bit, which is not surprising since they were created over a span of 25,000 years. **(C)** The paintings often depict side-view images of animals, including woolly mammoths and horses. **(C)** Many images also feature everyday scenes, such as deer being hunted by men with spears. **(D)** Other images are different. Instead of animals, they consist of lines, circles, and geometric patterns.

(C) One type of image that appears all over the world is handprints. With this image, artists left behind the imprint of people who lived thousands of years ago

Step 1 Determine the subject.

(A) The subject is prehistoric cave paintings.

Step 2 Identify the features being compared and contrasted.

(B) The features being compared are the subjects of the cave paintings.

Step 3 Look for clue words that indicate similarities.

(C) SIMILARITIES Many cave paintings depict side-view images of animals, feature everyday scenes, and show a handprint.

Step 4 Look for clue words that indicate differences.

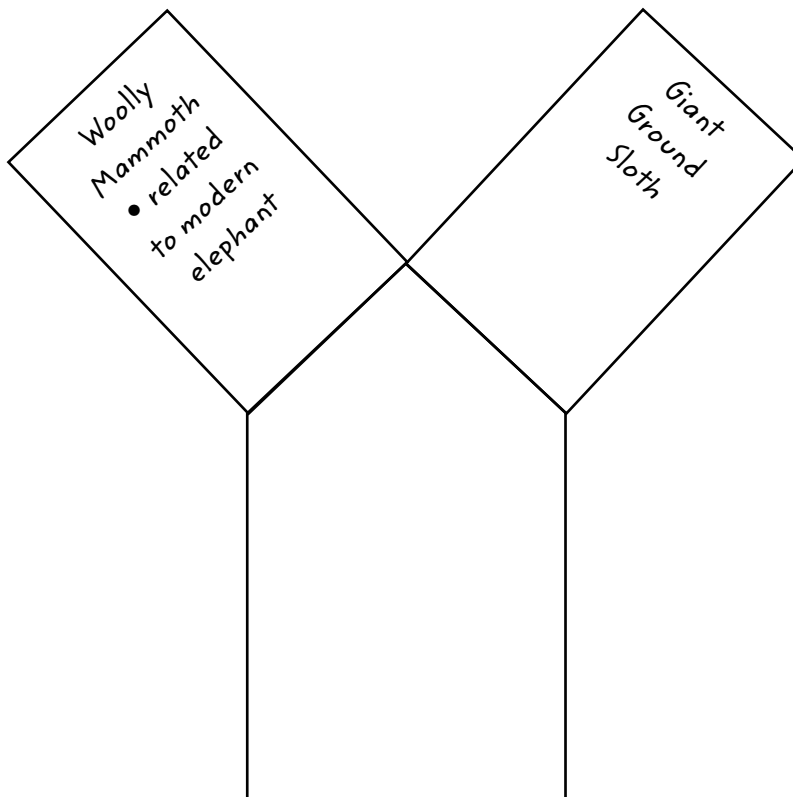
(D) DIFFERENCES Instead of animals, some images consist of lines, circles, and geometric patterns.

TIP A Y-Chart is a useful graphic organizer for comparing and contrasting two topics. List the unique characteristics in the branches and the shared characteristics in the straight section.

SOCIAL STUDIES SKILLS Continued**APPLYING THE STRATEGY**

GETTING STARTED Now look at how information is compared and contrasted in Lesson 1.4, “Moving into New Environments,” in Chapter 1. As you read the lesson, use the graphic organizer below to take notes on the similarities and differences between woolly mammoths and giant ground sloths. This will help you gain a deeper understanding of the challenges early humans faced when they hunted megafauna. Be sure to fill out the chart in your own words. Notice that when the text talks about megafauna in general, it is describing characteristics that both animals had in common. To get you started, one difference is filled in for you.

COOPERATIVE OPTION You may wish to work with a partner in your class to review the lesson and complete the graphic organizer.

TAKING NOTES**THINK AND DISCUSS****THINK ABOUT AND DISCUSS THESE QUESTIONS:**

1. How were woolly mammoths and giant ground sloths similar?
2. How were woolly mammoths and giant ground sloths different?
3. After comparing and contrasting woolly mammoths and giant ground sloths, which do you think were easier for early humans to hunt?

WRITE AN EXPLANATION**LEARNING THE STRATEGY**

When you write an **explanation**, you give readers information about a topic. You provide facts and examples so they will understand the topic more fully. To write an explanation, first select a topic. Then provide details to support your facts. The most common types of supporting details are facts, examples, statistics, quotations, expert opinions, and personal experience.

After you select your details, you need to arrange them in a logical order. If you are describing something that happened over time, it makes sense to present your details chronologically, in the order that they happened. If you're writing a how-to article, you can present the steps sequentially, one step at a time from first to last. If you are writing about a general topic, you could group your information by category.

To write an explanation, follow these steps.

GUIDED MODEL

(A) Hunter-Gatherers During the Paleolithic Age

(B) For hundreds of thousands of years, people fed themselves by hunting animals and gathering wild plants to eat. **(C)** Hunter-gatherers moved with the seasons and with animal herds. They carried all of their possessions with them as they moved from place to place and built temporary homes wherever they went.

(D) Hunter-gatherers lived in groups of about 30 people and divided their tasks. Men served as the hunters. They developed tools such as spears and worked together to trap and kill their prey. Women and children usually acted as gatherers, searching for plants and preparing them to be eaten. **(E)** In their constant search for food, hunter-gatherers learned to adapt to new environments, make new tools, and build ever-warmer shelters—that's what it took to survive every day.

Step 1 Select a topic you would like to inform your readers about and gather detailed information about it.

Step 2 Write a sentence that introduces and states your topic. This is your main idea.

Step 3 Include at least three details that provide information on your topic.

Step 4 Organize your details either chronologically, step-by-step, or by category.

Step 5 Write a concluding sentence about your topic that restates the main idea in a different way.

Step 1 Select a topic.

(A) The topic is Paleolithic hunter-gatherers.

Step 2 Write a sentence that introduces and states your topic.

(B) This sentence states the topic.

Step 3 Include at least three details that provide information on your topic.

(C) The writer includes details on the topic.

Step 4 Organize your details.

(D) The writer organizes the details by category.

Step 5 Write a concluding sentence.

(E) The writer concludes by stating the main idea again but in a different way.

TIP Put the most exciting or interesting detail about your topic last for the most impact.

SOCIAL STUDIES SKILLS Continued

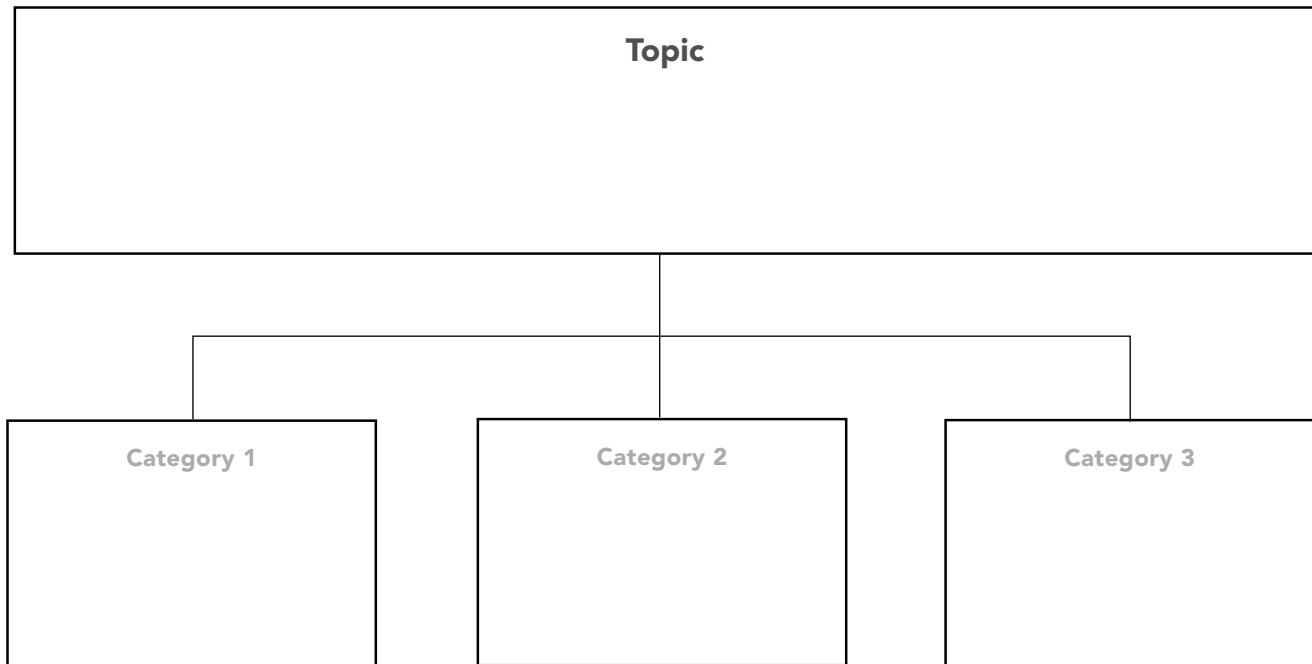


APPLYING THE STRATEGY

GETTING STARTED Now write your own explanation. In the “Write About History” section of the Chapter Review, you are asked to write a paragraph explaining how an important development of the Neolithic Age changed the way people lived during that period. Use the steps explained in this lesson and the graphic organizer below to plan your explanation. The graphic will help you clearly state your topic and organize facts about your topic into different categories. After you have organized your information, write your draft.

COOPERATIVE OPTION After you have written your draft, show it to a partner in your class and invite his or her suggestions on ways to improve the draft. You can also offer suggestions for your partner’s draft. Remember to be positive and constructive.

TAKING NOTES



THINK AND DISCUSS

AFTER YOU HAVE FINISHED WRITING YOUR EXPLANATION, THINK ABOUT AND DISCUSS THESE QUESTIONS:

1. How did you choose your topic?
2. What challenges did you face in coming up with supporting details about your topic?
3. What understanding about development in the Neolithic Age did you gain by writing the explanation?

READING AND NOTE-TAKING

SEQUENCE EVENTS

As you read Section 1, use the time line below to keep track of key events in early human history.

Around 20,000 years ago: Hunters started crossing the Beringia land bridge into North America.



200,000 years ago:

First homo sapiens lived.

READING AND NOTE-TAKING
MAKE GENERALIZATIONS

Using the chart below, take notes on the different aspects of culture described in Section 1. You don't have to include every aspect of culture mentioned, only those that include other details in the section.

Cultural Activity	Example	Significance
Art	Lascaux Cave hand paintings	shows creativity of early humans

READING AND NOTE-TAKING

MAKE CONNECTIONS After you read Section 2, indicate Hunter-Gatherers (**H**), Farmers (**F**), or both (**B**) on the line next to each description below.

___ adapted to new environments

___ lived in favorable climates

___ followed herds of animals

___ developed new weapons that allowed hunting from a distance

___ developed new tools to dig the soil and plant seeds

___ worked together and shared jobs

___ worked in specialized jobs

___ gathered and also started growing plants

___ began taming animals

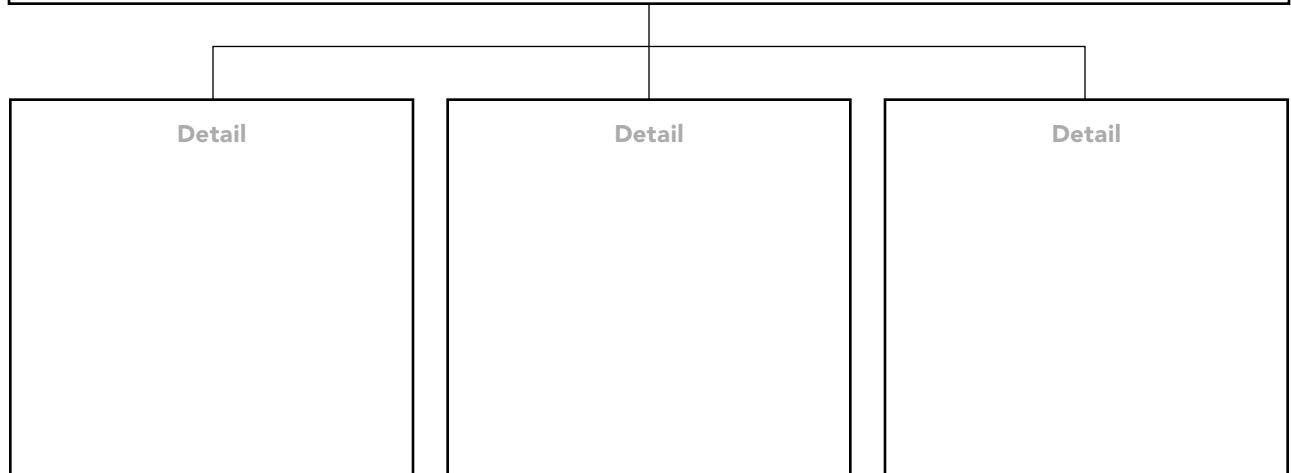
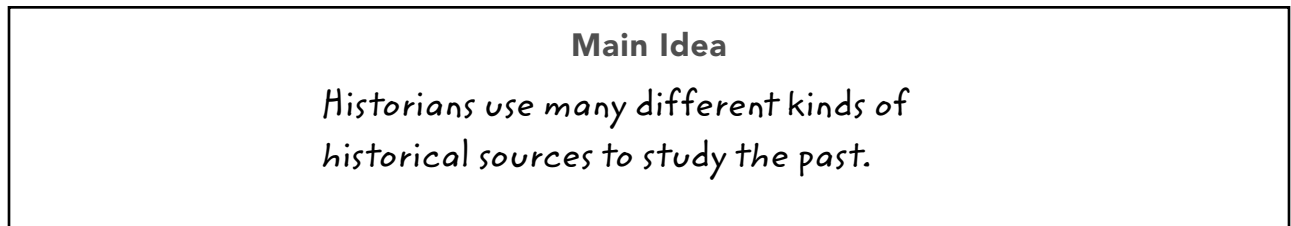
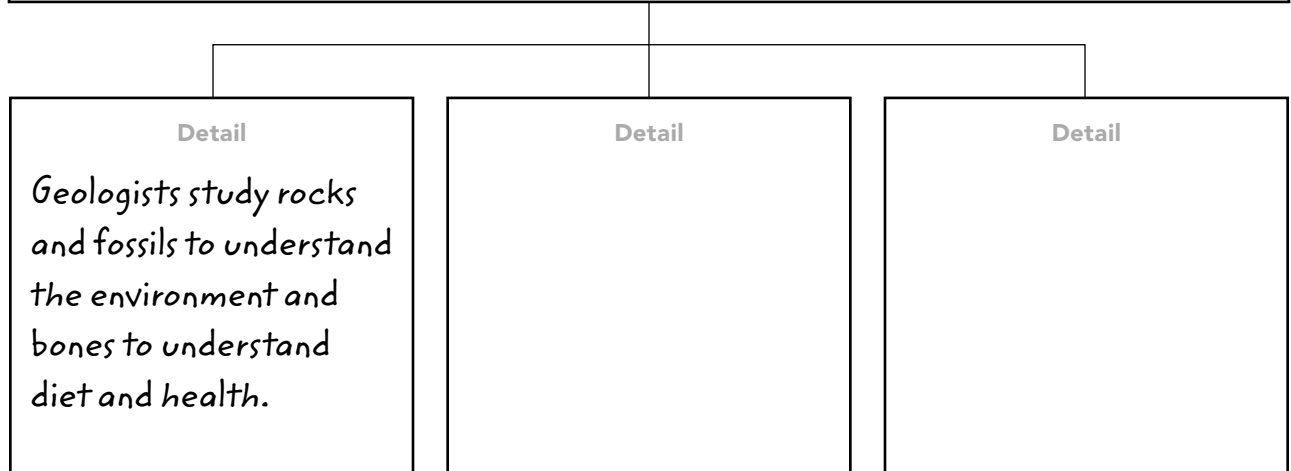
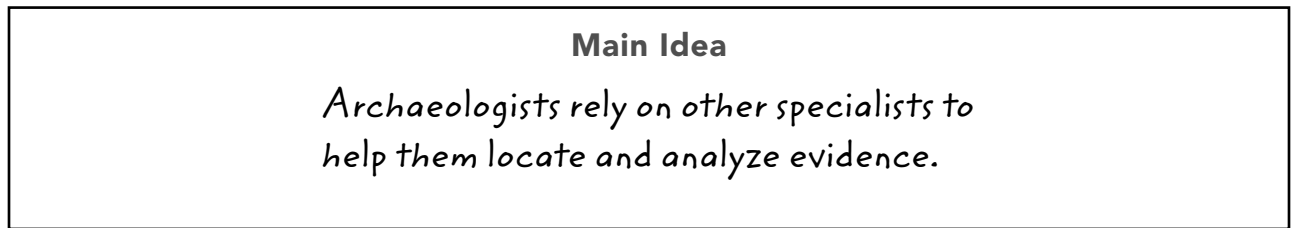
___ located areas around estuaries to live

___ developed kilns to make clay pots and metal

READING AND NOTE-TAKING

IDENTIFY MAIN IDEAS AND DETAILS

Use a Main Idea Diagram to organize important information about scientific data and historical sources featured in Lesson 2.4.



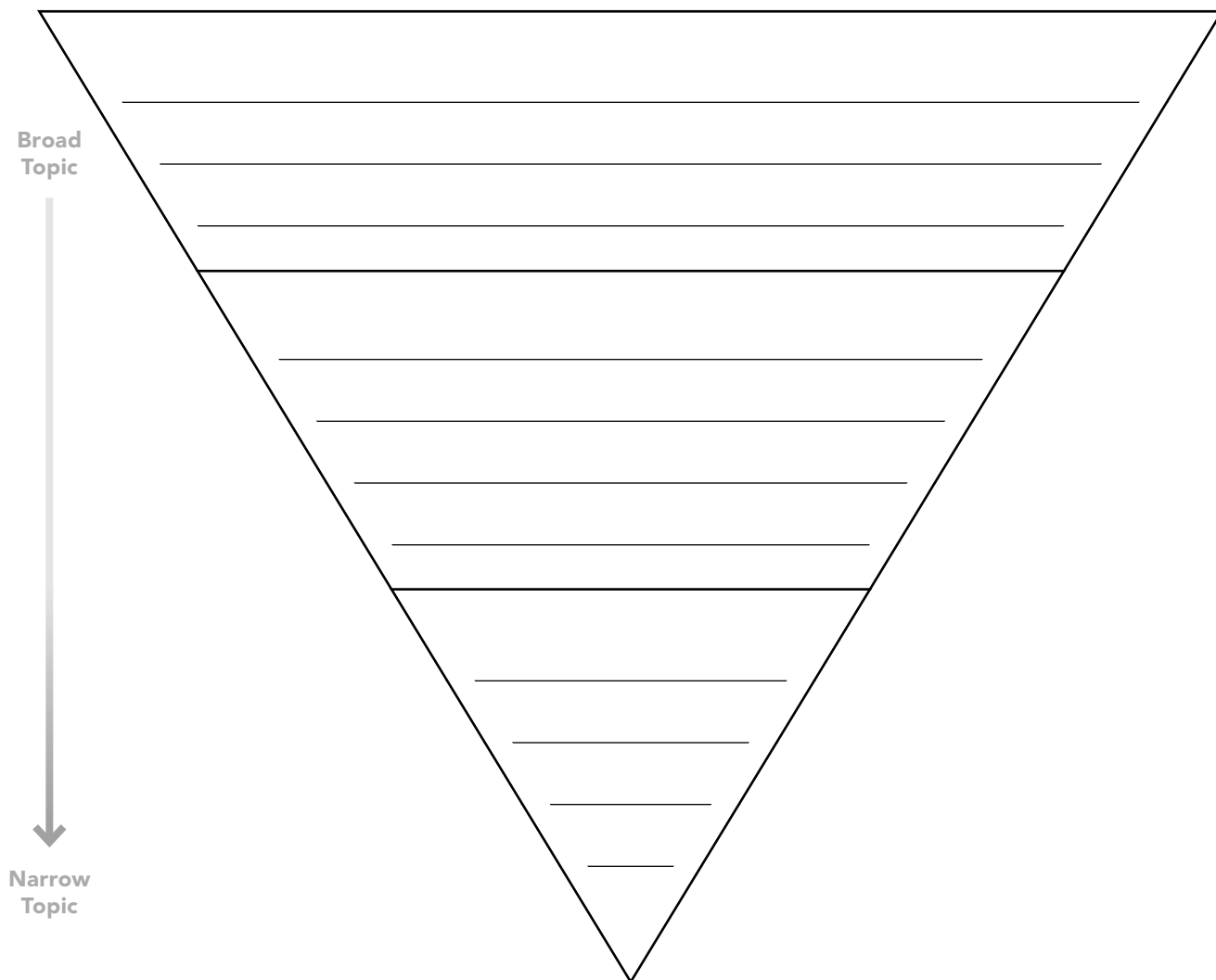
VOCABULARY PRACTICE

KEY VOCABULARY

- **anthropologist** (an-thruh-PAHL-uh-jist) *n.* a scientist who studies the cultural development of humans
- **archaeologist** (ahr-kee-AH-luh-jihst) *n.* a scientist who studies past human life by analyzing fossils and artifacts
- **artifact** (AHR-tih-fakt) *n.* an object made by humans from a past culture
- **culture** *n.* a group's way of life, including types of food, shelter, clothing, language, religion, behavior, and ideas
- **fossil** (FAH-suhl) *n.* the remains of organisms that lived long ago

TOPIC TRIANGLE

Use the Topic Triangle to help you understand the relationships between the Key Vocabulary words. Write at least three sentences about the development of human societies, with the most general description in the top of the diagram and the most specific detail at the bottom. Be sure that your diagram correctly uses all five Key Vocabulary words.



VOCABULARY PRACTICE

KEY VOCABULARY

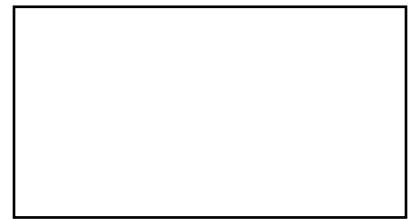
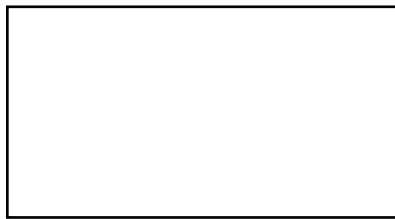
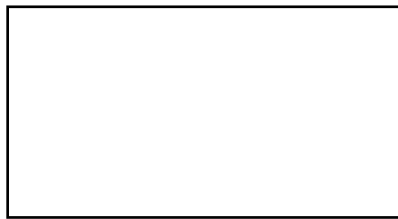
- **drought** (DROWT) *n.* a long period of dry, hot weather
- **land bridge** *n.* a strip of land connecting two landmasses
- **megafauna** (MEH-guh-faw-nah) *n.* the large animals of a particular region, habitat, or geological period
- **migration** (my-GRAY-shun) *n.* the movement from one place to another
- **oasis** (oh-AY-sihs) *n.* a fertile place with water in a desert
- **technology** (tehk-NAH-loh-gee) *n.* the application of knowledge, tools, and inventions to meet people's needs

PICTURE DICTIONARY

Create a dictionary page of words related to the development of human societies. Write each Key Vocabulary word and its definition above the box and then illustrate the word in the box. Then, on the lines below the box, use the word in a sentence.

drought: a long period of

dry, hot weather





UNIT 1

CHAPTER 1 SECTION 2
The Neolithic Age



VOCABULARY PRACTICE

KEY VOCABULARY

- **agriculture** (a-gruh-KUHL-chur) *n.* the practice of growing plants and rearing animals for food
- **domestication** (doh-mehs-tih-KAY-shun) *n.* the raising of plants and animals to make them useful to humans
- **fertile** (FUHR-tuhl) *adj.* encouraging the growth of crops and plants
- **hunter-gatherer** *n.* a human who hunts animals and gathers wild plants to eat
- **nomad** (NOH-mad) *n.* a person who moves from place to place

CAUSE-AND-EFFECT PARAGRAPH

Write a paragraph explaining the relationship between Neolithic people and the agricultural revolution. Use all five Key Vocabulary words in your paragraph. Begin the paragraph with a clear topic sentence. Then write four to six sentences with supporting details showing cause and effect. Conclude the paragraph with a summarizing sentence.

Topic Sentence:

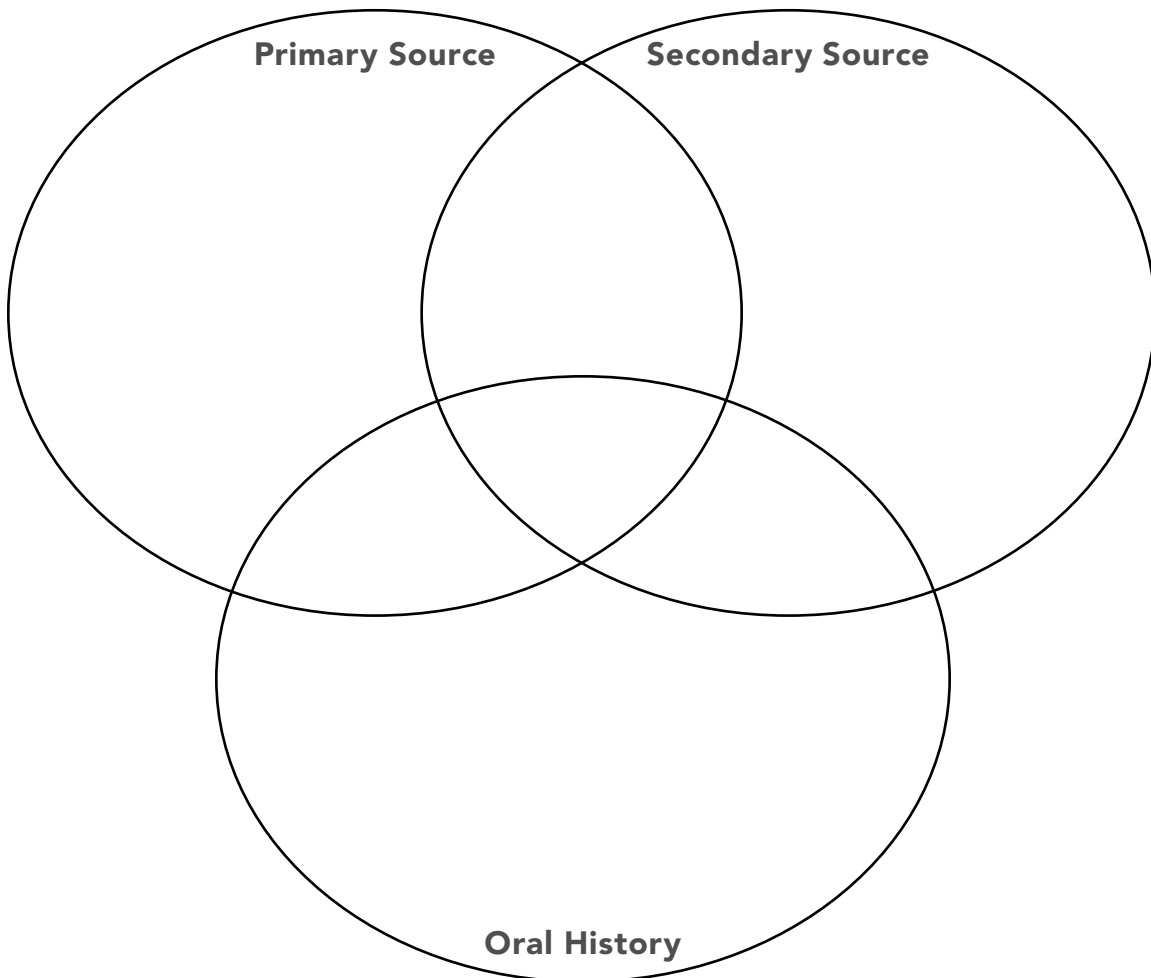
During the early Paleolithic age people were hunter-gatherers. . .

Summarizing Sentence:

VOCABULARY PRACTICE**KEY VOCABULARY**

- **oral history** *n.* an unwritten account of events, often passed down through the generations as stories or songs
- **primary source** *n.* an artifact or piece of writing that was created by someone who witnessed or lived through a historical event
- **secondary source** *n.* an artifact or writing created after an event by someone who did not see it or live during the time when it occurred

WORD CIRCLES Complete a Venn Diagram to compare and contrast the meanings of the Key Vocabulary words.



Compare and Contrast In what ways are historical sources similar and different?

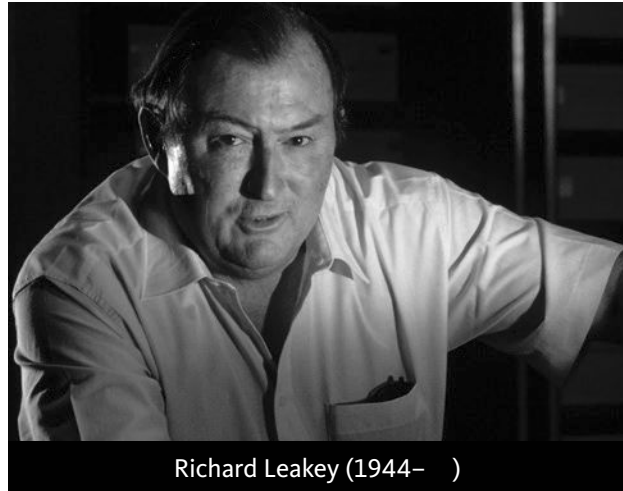
UNIT
1
BIOGRAPHY
RICHARD
LEAKEY

The Leakey family name ranks among the most famous in the fields of paleoanthropology and archaeology. Their discoveries in Africa have provided valuable information about the development of humans. True to his family's tradition, Richard Leakey's work in eastern Africa led to the discovery of the earliest fossils of modern humans.

- **Job:** Paleontologist
- **Passion:** Wildlife Conservation
- **Home:** Kenya

The son of Louis and Mary Leakey, Richard Leakey was born in 1944 in Nairobi, Kenya. As a young boy, Leakey accompanied his parents on many of their field expeditions. However, instead of following in his parents' footsteps, he became a safari guide.

Leakey's career path leading safaris was short lived, though. On a field expedition in 1967, Leakey came upon a site in Koobi Fora in Kenya, along Lake Rudolph (also known as Lake Turkana) where he found several stone tools. From 1967 to 1977, Leakey and his fellow workers uncovered about 400 fossils of early human remains on that site. The finds included tools from the Stone Age dating back 1.9 million years. Koobi Fora became the site of the most diverse set of early human remains found in the world at that time.



Richard Leakey (1944–)

Kenneth Garrett/Danita Delimont, Agent/Alamy

Other exciting finds came when Leakey discovered an almost complete 1.6 million-year-old fossil skeleton, which he named "Turkana boy." Leakey also excavated 300 skull fragments that he believed represented the remains of earlier humans who lived in eastern Africa 3.5 million years ago. He wrote about his findings and theories in a book titled *The Making of Mankind*. Leakey also wrote *One Life*, a memoir, in 1983, and a second memoir, *Wildlife Wars: My Fight to Save Africa's Natural Treasures*, in 2001.

Leakey worked in the field as paleontologist, but also in the museum world as the director of the National Museums of Kenya from 1968 to 1989. He became active in the fight against elephant and rhinoceros poaching and for the protection of Kenya's national parks. Leakey also pursued a political career and served in the Kenyan parliament.

Leakey retired from politics in 2001, but he remained active in wildlife conservation. In 2004, he founded WildlifeDirect, a nonprofit conservation organization. This organization raises awareness about endangered species and also connects potential financial donors to various conservation groups.

REVIEW & ASSESS

1. Draw Conclusions What led Richard Leakey to pursue a career in archaeology?

2. Form and Support Opinions What is Richard Leakey's most important achievement? Support your opinion with details from the reading.

UNIT
1

BIOGRAPHY

DAME KATHLEEN
KENYON

More than 10,000 years ago, during the Neolithic Age, humans shifted from hunting and gathering to farming for food. Archaeologists have studied this important "event" for many years. Much of what is known about prehistoric and ancient Jericho, located in Southwest Asia, comes from the work of a pathbreaking British archaeologist named Dame Kathleen Kenyon.

- **Job:** Archaeologist
- **Firsts:** First Female President of the Oxford University Archaeological Society
- **Honors:** Named a Dame of the British Empire in 1973

Kathleen Kenyon was born in London, England, in 1906. She studied in England, taught at Oxford University, and became the first female president of the Oxford University Archaeological Society. After graduation, she photographed the excavation of Great Zimbabwe in South Africa. When she returned to England, she joined archaeologist Mortimer Wheeler's excavation team and helped unearth a Roman theater, called the Roman Verulamium, located north of London.

In the following decades, Kenyon worked on many excavations in North Africa and Southwest Asia. She is best known for her discoveries at the site of the prehistoric and ancient settlement of Jericho, a city in the present-day West Bank in Israel. Specifically, she



Dame Kathleen Kenyon (1906–1978)

wanted to determine how the settlement started and how it ended. From 1952 until 1958, Kenyon and her team excavated Jericho and discovered that it dated back to 9000 B.C., making it one of the world's oldest continuously occupied settlements.

While working in Jericho, she developed a new and better method of excavation, now called the "Wheeler-Kenyon method." In this method, instead of peeling off and discarding layer after layer of evidence, archaeologists dig trenches in a checkerboard fashion around an excavation spot. By doing so, they reveal the vertical layers of the site, which helps them understand change over time.

In 1961, Kenyon began excavation work in Jerusalem and continued until 1967. Kenyon wrote about her work in several books, including *Digging Up Jericho*, *Excavations at Jericho*, and *Digging Up Jerusalem*. In 1973, Kenyon was named a Dame of the British Empire. She died in Wales in 1978.

REVIEW & ASSESS

1. **Summarize** What reasons did Kenyon have for excavating the Jericho site?

2. **Make Inferences** What qualities do you think Dame Kenyon most likely possessed to do the work that she did?

IDENTIFY MAIN IDEAS AND DETAILS

LEARNING THE STRATEGY

Have you ever read something interesting and then tried to describe it to a friend or classmate? If you recited every detail, your friend would probably get bored pretty quickly. Instead, you should tell your friend what's most important. Once your friend grasps the main idea, then you should supply a few important details about it.

The **main idea** is the most important idea in a text. Sometimes the main idea is conveyed in a sentence, but other times it may just be implied. The **supporting details** are the facts that support the main idea. If the main idea is implied, the supporting details provide clues about it. Identifying a main idea and its supporting details will help you understand a text more fully. To find the main idea and details of a paragraph, follow these steps.

Step 1 Look for the main idea in the first and last sentences of a paragraph. If the main idea is not clearly stated, look for details that give you clues about what the main idea is.

Step 2 Find the supporting details in the paragraph. These are facts, statistics, ideas, examples, quotations, and other specific items that clarify the main idea. If the main idea is in the first sentence, the supporting details follow it. If the main idea is stated in the last sentence, the supporting details come before it.

GUIDED MODEL

Çatalhöyük

(A) The people who built Çatalhöyük relied on farming for food. **(B)** A stable food supply contributed to population growth and Çatalhöyük's agriculture eventually supported as many as 10,000 people. **(B)** Farmers grew barley and wheat. They also raised livestock such as sheep, goats, and cattle for meat, milk, and clothing. **(B)** Çatalhöyük's villagers hunted and fished, too, but farming produced more food. **(B)** The surplus, or extra, food was stored for later use.

Step 1 Find the main idea in the first or last sentence.

(A) MAIN IDEA The people who built Çatalhöyük relied on farming for food.

Step 2 Find the supporting details in the paragraph.

(B) DETAIL A stable food supply contributed to population growth.

(B) DETAIL Farmers grew barley and wheat.

(B) DETAIL Farming produced more food than hunting and fishing.

(B) DETAIL The surplus food was stored for later use.

TIP When the main idea isn't stated in the first or last sentence, you have to find the implied main idea. Look at the details in the paragraph and ask yourself what they have in common. Then find the connection between them and put it in your own words. This is the implied main idea.

SOCIAL STUDIES SKILLS Continued



APPLYING THE STRATEGY

GETTING STARTED Now identify the main ideas and supporting details in Lesson 1.5, “North Africa: Faiyum,” in Chapter 2. Read the second paragraph under “Egypt’s Earliest Farming Village” and use the graphic organizer below to record its main idea and supporting details. This will help you gain a deeper understanding of the farming practices of the Faiyum. To get you started, one supporting detail is filled in.

COOPERATIVE OPTION Fill out your own chart and then swap with a partner to compare answers. Discuss any differences you may have.

TAKING NOTES

Main Idea:	
Detail	<i>People from neighboring cultures introduced new practices.</i>
Detail	
Detail	
Detail	
Detail	

THINK AND DISCUSS

THINK ABOUT AND DISCUSS THESE QUESTIONS:

1. Where did you find the main idea in this paragraph?
2. Where did you find the supporting details in the paragraph?
3. How do the details in the paragraph support the main idea?

WRITE AN EXPLANATORY ESSAY

LEARNING THE STRATEGY

When you write an **explanation**, you give readers information about a topic. You provide facts and examples so they will understand the topic more fully. Suppose you want to write a three-paragraph essay. Once you have identified your topic, you would write a **thesis statement**, or main idea. This one-sentence statement explains what your essay is about. Next, you need to gather information to support your thesis statement. These details make up the body of your essay.

After you select your details, you need to arrange them in a logical order. You might present your details in the order that they happened, or chronologically; one step at a time from first to last, or sequentially; or group your information by category.

To write an explanatory essay, follow these steps.

Step 1 Select a topic you would like to inform your readers about and gather detailed information about it.

Step 2 Write a thesis statement.

Step 3 Include at least three details on your topic.

Step 4 Organize your details either chronologically, step-by-step, or by category.

Step 5 Write a concluding sentence about your topic that restates the thesis statement in a different way.

GUIDED MODEL

(A) Modern Corn and Teosinte

(B) Modern corn and teosinte are relatives and have some things in common, but they also have many differences. Teosinte was grown in ancient Mesoamerica. Modern corn developed from this earlier plant.

(C) The teosinte that was first domesticated in Mesoamerica did not look exactly like the corn we eat today. **(D)** The size of the cobs of the teosinte plant was much smaller than those of modern corn. The kernels on teosinte cobs were much harder than those on modern corn. Teosinte plants also produced many more branches on their stalks than corn today. Modern corn plants produce just a few ears of corn growing on a single stalk.

Over time, Mesoamerican farmers developed techniques that have resulted in the corn we know today. **(E)** Nevertheless, teosinte may have been smaller, more plentiful, and tougher, but we would still recognize it as corn.

Step 1: Select a topic.

(A) The topic is modern corn and teosinte.

Step 2: Write a thesis statement.

(B) This sentence is the thesis statement.

Step 3: Include at least three details on your topic. In this essay, details have been chosen that can be compared and contrasted.

(C) The writer includes three details on the topic and compares and contrasts them.

Step 4: Organize your details.

(D) The writer organizes the details by category.

Step 5: Write a concluding sentence.

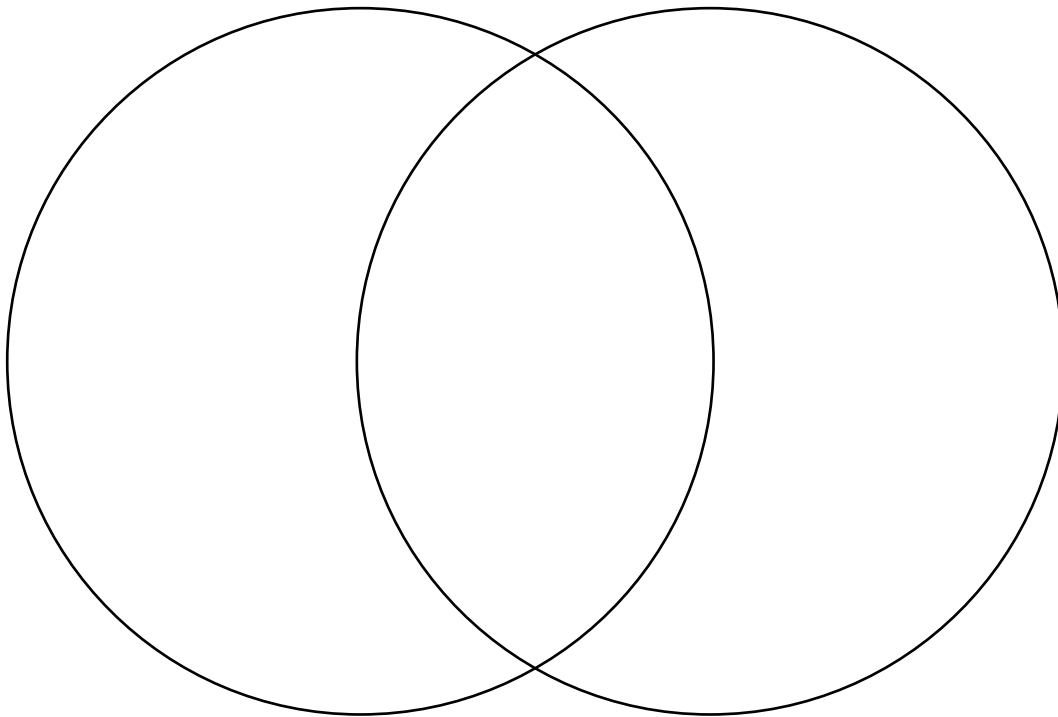
(E) The writer concludes by stating the thesis statement again but in a different way.

TIP Put the most exciting or interesting detail about your topic last for the most impact.

SOCIAL STUDIES SKILLS Continued**APPLYING THE STRATEGY**

GETTING STARTED Now write your own explanation. In the “Write About History” section of the Chapter Review, you are asked to write a three-paragraph essay comparing and contrasting two cultures. Use the steps explained in this lesson and the graphic organizer below to plan your essay. You may want to use two graphic organizers: one to compare and contrast agricultural advances, and the other to compare and contrast technological developments. The graphics will help you organize your supporting details. After you have organized your information, write your draft.

COOPERATIVE OPTION Once you have written your draft, show it to a partner in your class and invite his or her suggestions on ways to improve the draft. You can also offer suggestions for your partner’s draft. Remember to be positive and constructive.

TAKING NOTES**THINK AND DISCUSS**

AFTER YOU HAVE FINISHED WRITING YOUR EXPLANATION, THINK ABOUT AND DISCUSS THESE QUESTIONS:

1. In which ways are the two cultures similar in terms of agricultural and technological developments?
2. In which ways are the two cultures different in terms of agricultural and technological developments?
3. How did comparing and contrasting the two cultures help you understand both of them?

READING AND NOTE-TAKING
SUMMARIZE CULTURAL HEARTHES

On the first lines below, define *cultural hearth* using your own words. Then, take notes on each of the four cultural hearths as they are introduced in Section 1, using the categories listed in each box.

A cultural hearth is _____

Çatalhöyük

Date: 7400 B.C. (9,000 years ago)

Location: Southwest Asia

Housing: _____

Food: _____

Religion/Art: _____

Technological Advance: _____

Unusual Fact: _____

Banpo

Date: _____

Location: _____

Housing: _____

Food: _____

Religion/Art: _____

Technological Advance: _____

Unusual Fact: _____

UNIT **1**

CHAPTER 2 SECTION 1
Early Villages *continued*



Oaxaca

Date: _____

Location: _____

Housing: _____

Food: _____

Religion/Art: _____

Technological Advance: _____

Unusual Fact: _____

Faiyum

Date: _____

Location: _____

Housing: _____

Food: _____

Religion/Art: _____

Technological Advance: _____

Unusual Fact: _____

READING AND NOTE-TAKING**CATEGORIZE TRAITS OF CIVILIZATION**

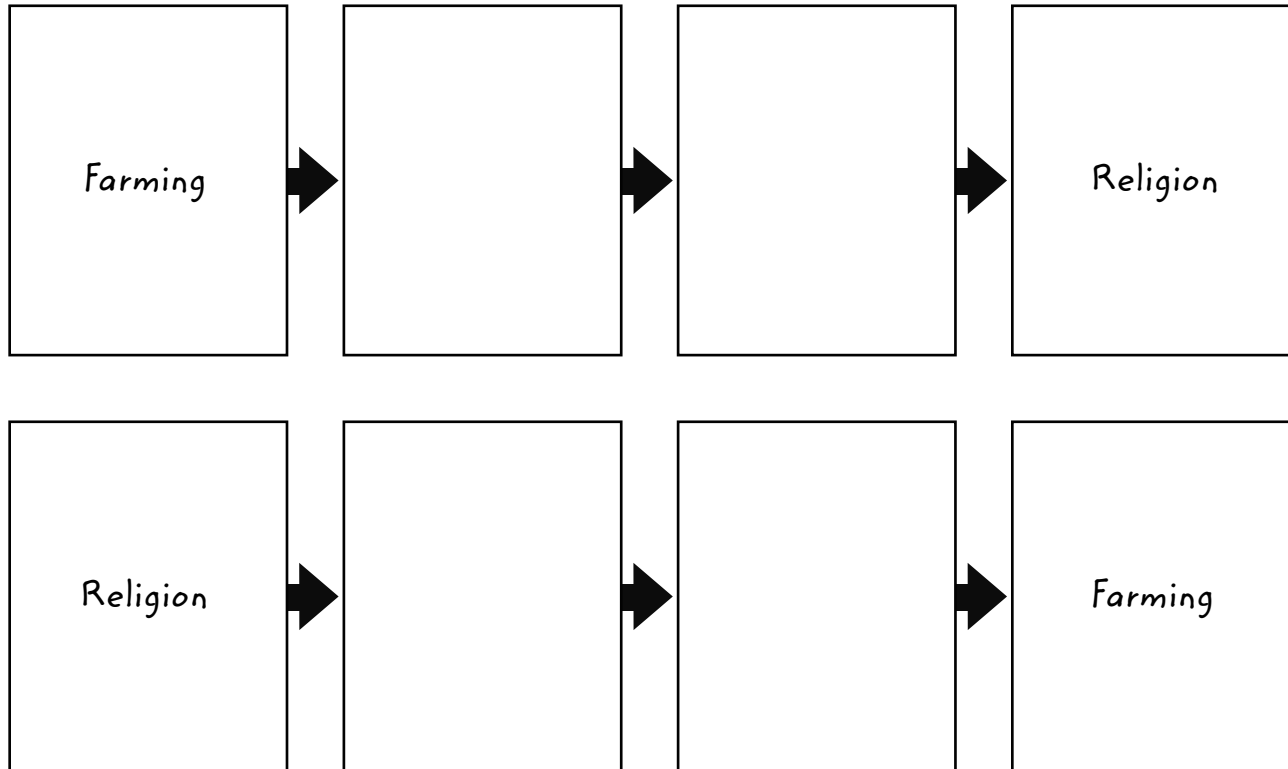
Use the table below to define the five key traits of civilization that you read about in Section 2, and then write one example of each.

Trait	Definition	Example
Cities	<i>Large population centers that were centers of cultural, political, and economic development</i>	<i>Ur, one of the busiest cities and trading posts in the ancient world</i>
Complex Institutions		
Specialized Workers		
Record Keeping		
Improved Technology		

READING AND NOTE-TAKING

FORM AND SUPPORT OPINIONS

As you have read in Lesson 2.1, archaeologists disagree which came first, agriculture or religion. Use the chart below to help you take notes on the development of agriculture and religion as you read Section 2. Then, on the lines below the chart, write a few sentences that state your opinion. Be sure to offer evidence from the section to support why you came to your conclusion.



Form and Support Opinions Which do you think came first, farming or religion?

VOCABULARY PRACTICE

KEY VOCABULARY

- **clan** (KLANN) *n.* a group of families that shares a common ancestor
- **matrilineal** (ma-trah-LIH-nee-uhl) *adj.* relating to descendants traced through the mother

COMPARISON CHART Complete the chart below for both Key Vocabulary words *clan* and *matrilineal*. Write the definition and details for each word, and then explain how the two words are related.

clan	matrilineal
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

How are these words related?

VOCABULARY PRACTICE
KEY VOCABULARY

- **cultural diffusion** (dih-FEW-zhun) *n.* the process by which cultures interact and ideas spread from one area to another
- **cultural hearth** (HAHRTH) *n.* a place from which new ideas, practices, and technology spread
- **maize** (MAZE) *n.* a type of corn first domesticated by early Mesoamericans
- **metallurgy** (meh-tuhl-UHR-gee) *n.* the science of obtaining metals in their natural form and preparing them for use
- **staple** *n.* a main crop produced in a specific place
- **surplus** (SUHR-plus) *adj.* more than is required or necessary; extra

DEFINITION CHART Complete a Definition Chart for the Key Vocabulary words.

Word	Definition	In My Own Words
<i>cultural diffusion</i>		



VOCABULARY PRACTICE

KEY VOCABULARY

- **civilization** (sih-vuhl-ih-ZAY-shun) *n.* a society with a highly developed culture and technology
- **religion** (ruh-LIH-juhn) *n.* the belief in and worship of one or more gods and goddesses
- **temple** (TEHM-puhl) *n.* a place of worship

DEFINITION TREE For each Key Vocabulary word in the Definition Tree below, write the definition on the top branch and then use each word in a sentence.

civilization

Definition
a society with a highly developed culture and technology

Sentence

religion

Definition

Sentence

temple

Definition

Sentence

UNIT
1

BIOGRAPHY

JAMES
MELLAART

James Mellaart was a British archaeologist. He is most famous for his discovery of and excavations at Çatalhöyük, a Neolithic settlement in present-day Turkey.

- **Job:** Archaeologist
- **Lucky Break:** Job at the National Museum of Antiquities in Leiden, Netherlands
- **Discovery:** Çatalhöyük

James Mellaart was born in London, England, in 1925, to a Dutch-born father who was an art expert and a Northern Irish mother. In 1932, because of economic hard times, Mellaart's family moved to the Netherlands.

During World War II, when Mellaart was just 15 years old, the Nazis called on him to serve in the German army. Instead, his father sent him away to work at the National Museum of Antiquities in the Dutch city of Leiden. This decision changed Mellaart's life. Surrounded by ancient artifacts, he became fascinated by the ancient world.

After the war, he studied archaeology at the University College of London and graduated in 1951. Soon after graduation, as a research grantee of the British Institute of Archaeology, Mellaart began exploring vast areas of southern Anatolia in Turkey. There, he uncovered several unknown sites, including the one for which he is most famous: Çatalhöyük.

From 1961 to 1965, Mellaart oversaw excavations at Çatalhöyük, which archaeologists think might be the world's first city and the oldest known permanent



Nathan/Ottochrome/Encyclopedia/Corbis

James Mellaart (1925–2012)

settlement. Çatalhöyük might have housed as many as 10,000 people. Mellaart's team unearthed about 200 flat-roofed mud-brick houses and other exciting finds. They discovered dome-shaped clay ovens and roof holes that were likely used as doors for people to enter and exit the dwellings. The team determined that the skeletons that they discovered were ceremonially buried. They also excavated axes and knives, as well as figures of female goddesses. All of these findings demonstrated that Çatalhöyük was the center of an advanced culture.

Mellaart's discoveries at Çatalhöyük also showed that Anatolia was an important area in the development of Neolithic people. Çatalhöyük continues to be an accessible archaeological site. James Mellaart died in London, England, in July 2012.

REVIEW & ASSESS

1. **Summarize** What sparked James Mellaart's interest in archaeology?

2. **Make Inferences** Why do you think the work and findings of archaeologists such as James Mellaart are important?

SOCIAL STUDIES
SKILLSUNIT
2Chapter 3: Ancient Mesopotamia
READING LESSON**MAKE INFERENCES****LEARNING THE STRATEGY**

Think about the last time you took a nature walk through a park or other natural area. Maybe you heard the sound of birds chirping but didn't actually see them. Still, you knew that birds were making that noise because you've heard birds sing before. Perhaps you also saw prints in the dirt but noted that they weren't in the shape of a human print. You probably assumed that an animal walking through the area had made the print.

In a similar way, historians use what they know to **make inferences**, or figure out the meaning, of past events. This process helps historians analyze events. Follow these steps to make inferences and figure out the meaning of a text.

Step 1 Read the text looking for facts and ideas.

Step 2 Think about what the writer does not say but wants you to understand. Ask yourself: *How do these facts connect with what I already know? How does this information help me understand the text?*

Step 3 Reread the text and use what you know to make an inference.

GUIDED MODEL**The Code of Hammurabi**

Hammurabi was a skillful ruler, but he is best remembered for his Code of Laws. His vast empire contained many different peoples who all followed different laws. **(A)** To help unite his empire, Hammurabi took the best existing laws, added new rules, and then organized them into a clear, written system.

(B) The Code of Laws was often applied based on a person's social class. For example, landowners could be fined more heavily than slaves. **(B)** Hammurabi also laid down detailed laws about agriculture and the buying and selling of goods.

Step 1 Identify facts stated in the text.

FACT (A) Hammurabi organized laws into a clear system.

Step 2 Think about what the writer does not say but wants you to understand.

UNSTATED (B) The writer doesn't explain why the Code was often based on a person's class or why it included detailed laws about agriculture and goods.

Step 3 Make an inference.

INFERENCE Landowners could afford to pay higher penalties than people in lower classes.

INFERENCE Agriculture and the buying and selling of goods were important elements of society.

TIP Use a three-column chart to keep track of inferences. Write down facts in the first column. Write down what you already know in the second column. Write your inferences in the third column. Note that an inference can be based on one fact or several facts.

SOCIAL STUDIES SKILLS Continued



APPLYING THE STRATEGY

GETTING STARTED Now make inferences as you read Lesson 1.2, “City-States Develop,” in Chapter 3. As you read the lesson, use the graphic organizer below to take notes on the inferences you make. Making inferences about the text will help you better understand how city-states developed and were organized in Sumer. One row is filled in to help you get started.

COOPERATIVE OPTION You may wish to work with a partner in your class to review the lesson and complete the graphic organizer.

TAKING NOTES

I notice...	I know...	And so...
<p><i>Most of Sumer's city-states were on the Tigris or Euphrates.</i></p>	<p><i>The Tigris and Euphrates were in a farming area called the Fertile Crescent.</i></p>	<p><i>Sumerians supported their cities by growing food on farms</i></p>

THINK AND DISCUSS

THINK ABOUT AND DISCUSS THESE QUESTIONS:

1. What goods did Sumerians likely trade for tin and copper?
2. How did Sumerians pay the costs of having a government?
3. How did Sumerians use technology to maintain their power?

WRITE AN ARGUMENT

LEARNING THE STRATEGY

Suppose that you want to convince your classmates that Cyrus the Great of Persia was the most successful ruler of Mesopotamia. To make your case, you would write an **argument**, which is a case that you make about an issue. You'd probably start with a summary of the issue and then state your case. This statement is called a *claim*.

To support your claim, you would provide reasons and evidence. The most common types of evidence include facts, statistics, quotations, and examples.

Finally, you have to anticipate a reader's counter-argument. Anticipating a counter-argument is called a *response*.

To write an argument, follow these steps.

Step 1 Collect information and data about your topic and decide what your claim will be.

Step 2 Write at least three reasons that support your claim. For each reason, list at least one piece of evidence that backs up the reason.

Step 3 Anticipate an argument that could be made against your claim, and write a response to that argument.

Step 4 Read your draft. Try to read it from the perspective of someone who is undecided on the issue. Then revise your argument until it is logical and persuasive as possible.

GUIDED MODEL

Why Cyrus Was the Greatest

(A) Although Akkadian emperor Sargon the Great and Chaldean emperor Nebuchadnezzar II were effective rulers, I believe that Cyrus the Great of Persia was the most successful ruler of Mesopotamia.

(B) One reason why Cyrus was a better leader is that he showed greater tolerance to those he conquered than these rulers. Cyrus honored the people's local customs, religions, and institutions. **(B)** Cyrus also showed greater mercy to conquered peoples. Unlike Sargon and Nebuchadnezzar, Cyrus only demanded tribute the people could afford. **(B)** Cyrus set such a good leadership model that his successors followed his example. They built the largest, most stable, and most powerful empire of ancient Mesopotamia.

(C) Some might say that Sargon's rule brought such prosperity to his people that 100 years went by without widespread hunger in his empire. However, after Sargon died, his successors were unable to maintain order in the empire. As a result, the Akkadian Empire didn't last as long as the Persian Empire.

Step 1 Decide what your claim will be.

(A) The writer claims that Cyrus was the most successful ruler of Mesopotamia.

Step 2 Write at least three reasons that support your claim.

(B) The writer lists three reasons that support the claim and backs up each one with one piece of evidence.

Step 3 Anticipate an argument.

(C) The writer anticipates an objection and responds to it.

TIP An Argument Chart can help you organize your ideas on your topic. In an Argument Chart, you list your viewpoint, or claim; your supporting details; and any opposing viewpoints that you want to respond to.

SOCIAL STUDIES SKILLS Continued



APPLYING THE STRATEGY

GETTING STARTED Now write your own argument. In the “Write About History” section of the Chapter Review, you are asked to identify which achievement of Mesopotamian civilizations you think has had the most important and lasting influence on the modern world and write an essay outlining your argument. Use the steps explained in this lesson and the Argument Chart below to plan your argument. Begin by filling out the chart recording your viewpoint, support, and opposing viewpoints. Then draft your essay.

COOPERATIVE OPTION Work together with a partner to complete an Argument Chart. Discuss together your claim, the details you might use to support it, and any counter-arguments others might make. Then fill out the chart and use it to write the essay.

TAKING NOTES

Viewpoint	Support	Opposing Viewpoint

THINK AND DISCUSS

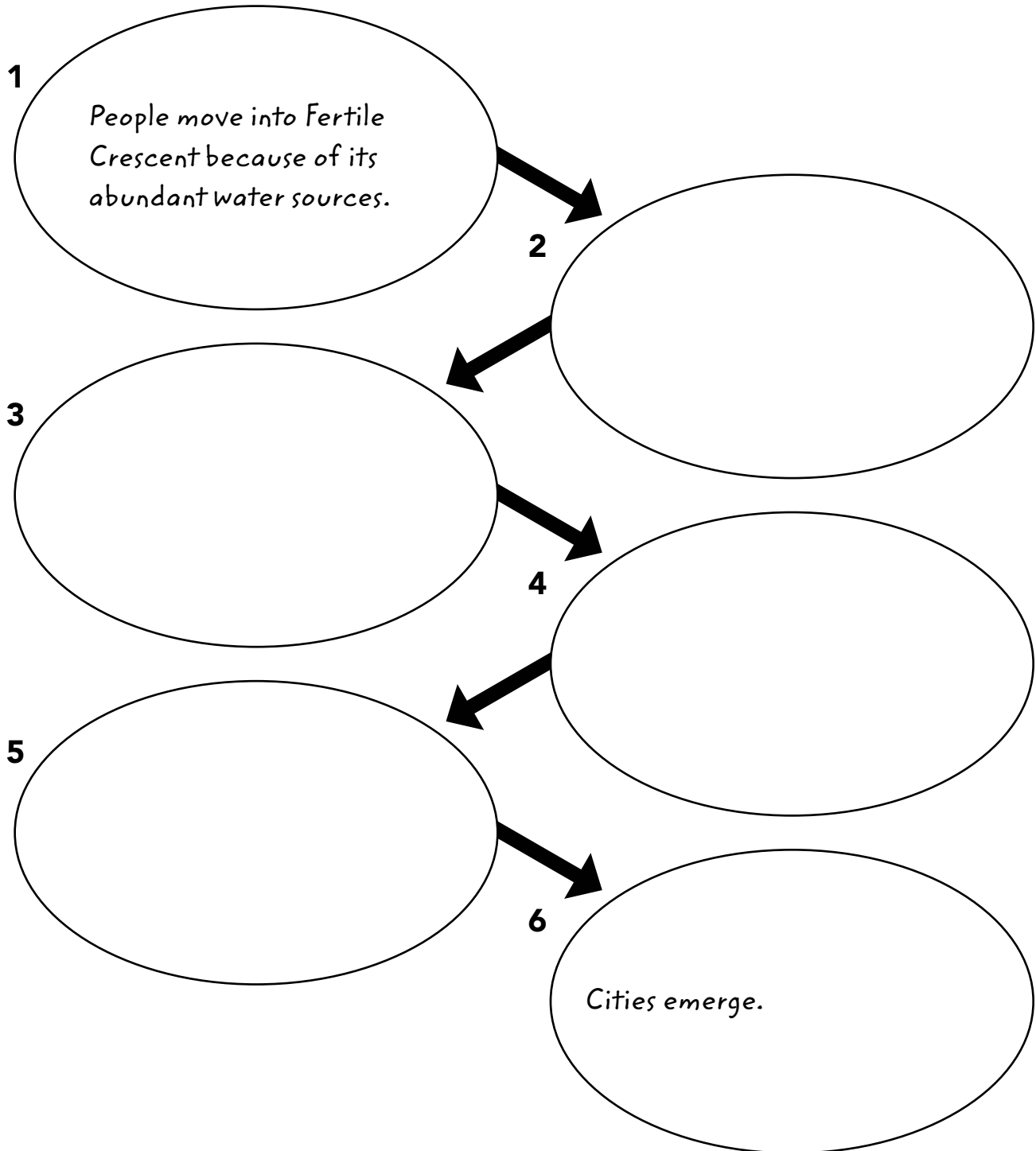
AFTER YOU HAVE FINISHED WRITING YOUR ARGUMENT, THINK ABOUT AND DISCUSS THESE QUESTIONS:

1. How did you choose which reasons and evidence to use to support your claim?
2. What counter-argument did you respond to and why?
3. What understanding about the legacy of ancient Mesopotamia did you gain by writing the argument?

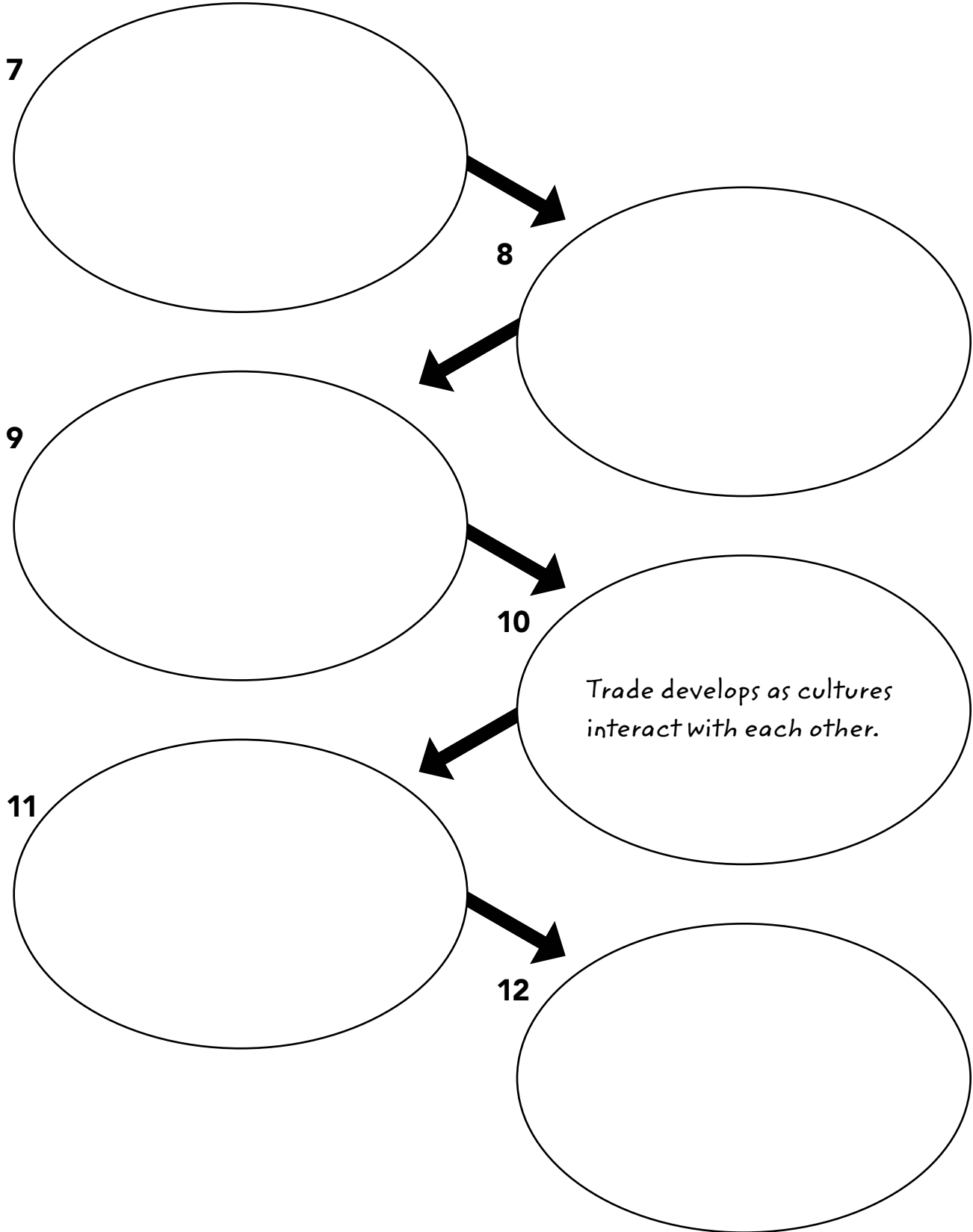
READING AND NOTE-TAKING

SEQUENCE EVENTS

As you read Section 1, complete this Sequence Chain with details about how civilization developed in Mesopotamia. Use the section's headings and subheadings as a guide.

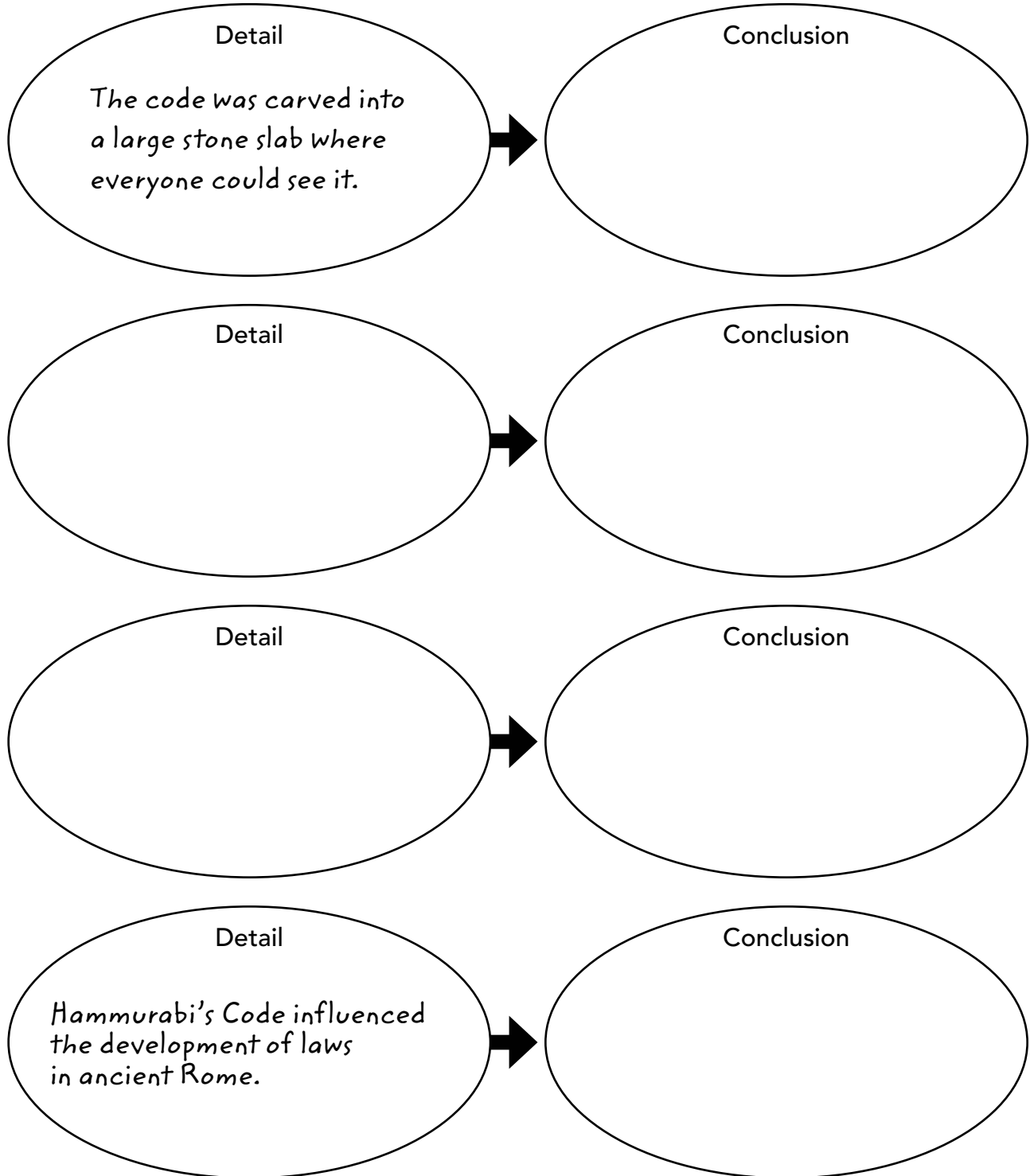


UNIT 2 CHAPTER 3 SECTION 1
Sumer *continued*



READING AND NOTE-TAKING

DRAW CONCLUSIONS As you read Lesson 2.1, take notes on details about Hammurabi's Code. Then draw conclusions based on what you have read.



READING AND NOTE-TAKING
ORGANIZE INFORMATION

Use a chart to organize information about civilizations described in Section 2.

Civilization	Characteristics	Best Known For
Babylonians		Hammurabi's Code of Laws

UNIT

2

CHAPTER 3 SECTION 1
Sumer



VOCABULARY PRACTICE

KEY VOCABULARY

- **artisan** (AHR-tih-zun) *n.* a person skilled at making things by hand
- **city-state** *n.* a self-governing unit made up of a city and its surrounding lands and settlements; a city that controls the surrounding villages and towns
- **irrigation** (ihr-uh-GAY-shuhn) *n.* the supply of water to fields using human-made systems
- **silt** (SIHLT) *n.* an especially fine and fertile soil
- **social class** *n.* a category of people based on wealth or status in a society

DESCRIPTIVE PARAGRAPH

Using each of the five Key Vocabulary words, write a paragraph describing how adapting to the physical geography, developing new farming techniques, and producing agricultural surpluses led to the establishment of city-states in the Fertile Crescent. Be sure to write a clear topic sentence as your first sentence. Then write at least four to six sentences with supporting details. Conclude your paragraph with a summarizing sentence.

Topic Sentence:

Summarizing Sentence:

VOCABULARY PRACTICE
KEY VOCABULARY

- **cuneiform** (kyoo-NEE-uh-fawrm) *n.* the earliest form of writing, invented by the Sumerians
- **empire** (EHM-pyre) *n.* a group of different lands and people governed by one ruler
- **famine** (FAM-uhn) *n.* an extreme lack of crops or food causing widespread hunger
- **polytheism** (pahl-ee-THEE-iz-uhm) *n.* a belief in many gods
- **ritual** (RIH-choo-uhl) *n.* a formal series of acts always performed in the same way; a religious ceremony
- **tribute** (TRIH-byoot) *n.* a tax paid or goods and services rendered in return for protection
- **ziggurat** (ZIH-guh-raht) *n.* a pyramid-shaped temple in a Sumerian city-state

THREE-COLUMN CHART Complete the chart for each of the seven Key Vocabulary words. Write each word's definition, and then provide a definition in your own words.

Word	Definition	In My Own Words
<i>cuneiform</i>	<i>the earliest form of writing, invented by the Sumerians</i>	<i>a writing system the Sumerians invented</i>

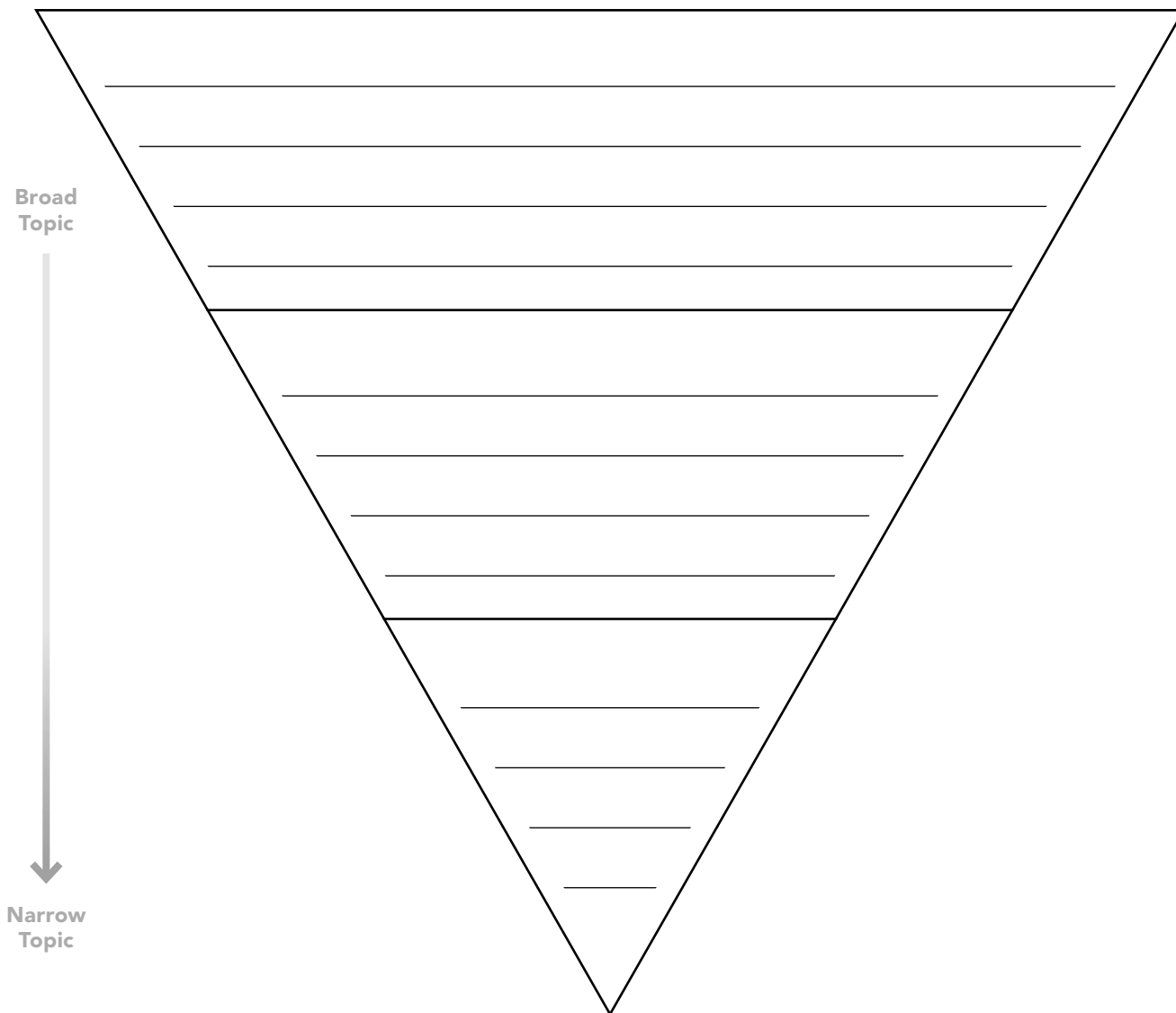
VOCABULARY PRACTICE

KEY VOCABULARY

- **province** (PRAH-vinhs) *n.* an administrative district of a larger empire or country
- **satrap** (SAY-trap) *n.* a governor of a province in the Persian Empire
- **tolerance** (TAHL-uh-uhns) *n.* the sympathy for the beliefs and practices of others

TOPIC TRIANGLE

Use the Topic Triangle to help you understand the relationship between the Key Vocabulary words. Write several sentences about how Cyrus the Great and Darius I ruled and expanded the Persian Empire. Begin with a sentence using *tolerance* at the top of the triangle. Then write a sentence using *province* in the middle and *satrap* at the bottom. Be sure that your diagram correctly uses all of the Key Vocabulary words.



VOCABULARY PRACTICE

KEY VOCABULARY

- **alliance** (uh-LY-uhns) *n.* an agreement between nations to fight each other's enemies; a partnership
- **colony** (KAHL-uh-nee) *n.* a group of people that settles in a new land but keeps ties to its native country
- **legacy** (LEH-guh-see) *n.* the things, both cultural and technological, left to us from past cultures
- **raw material** *n.* a substance from which other things are made

WDS CHART Complete a Word-Definition-Sentence (WDS) Chart for each Key Vocabulary word.

alliance

an agreement between
nations to fight each other's
enemies; a partnership

W

D S

Hammurabi built a
network of alliances in
Mesopotamia.

colony

W

D S

legacy

W

D S

raw material

W

D S

UNIT 2 BIOGRAPHY

DARIUS I

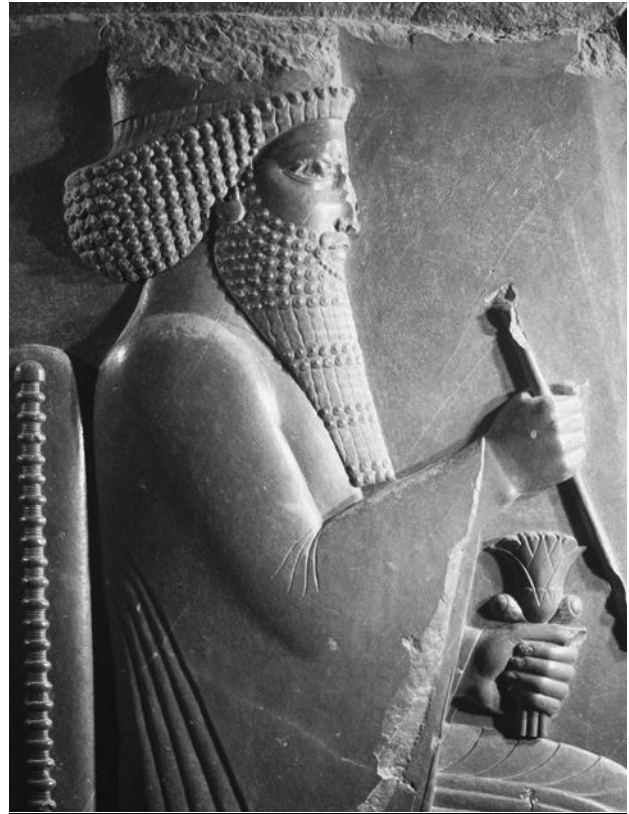
Darius I was one of the most powerful rulers of the ancient world. He ruled the Persian Empire at its height, from 522 to 486 B.C. Some of what is known about Darius's rule comes from his own inscriptions on the side of a rocky cliff in ancient Persia, now part of present-day Iran.

- **Job:** Persian Emperor
- **Triumph:** Expanded Persian Empire
- **Downfall:** Defeat at Battle of Marathon

Darius I was born in 550 B.C. during the reign of Cyrus the Great. His father Hystaspes was a satrap, or provincial governor, under Cyrus and he may have been a distant relative of the king. Because of his father's position, Darius grew up in Cyrus's court. According to the Greek historian Herodotus, when Darius was a young man, Cyrus suspected that he had plotted against him. Years later, after Cyrus died, Darius, with the help of six Persian nobles, killed one of Cyrus's sons, who was the heir to the throne. In 522 B.C., he established himself as king.

The sudden change of rulers brought about revolts in different parts of the empire. Darius and his army suppressed the revolts by force. He then proceeded to strengthen the Persian Empire by extending its borders. By 519 B.C., Darius ruled an empire that extended from the Aegean Sea to the Indus River.

To maintain control of such a large empire, Darius introduced several changes. He set up a uniform



Relief sculpture of Darius I (550 B.C.–486 B.C.)

system of government, fixed the tax rates, introduced standardized coinage throughout the empire, and instituted a code of laws. He promoted trade by dredging up an old Egyptian canal between the Nile River and the Red Sea. Darius built a system of roads and set up inns for travelers. In addition, Darius built palaces at Susa and Persepolis and made Susa the administrative capital.

Some parts of Darius's empire began to rebel against Persian control. In 500 B.C., Greek city-states supported the Ionians in their revolt against Persian rule. Darius was furious, and war between the Greeks and the Persians began. In a stunning turn of events, the Athenians defeated Darius's forces at the Battle of Marathon in 490 B.C. Darius died four years later in 486 B.C.

REVIEW & ASSESS

1. Summarize What changes did Darius make throughout the Persian Empire after establishing himself as king?

2. Form and Support Opinions What do you think was Darius's greatest achievement? Support your answer with evidence from the reading.

Name _____

DOCUMENT-BASED QUESTION: SUMERIAN WRITING — Chapter 3, Lesson 1.4

Use the questions here to help you analyze the sources and write your paragraph.

DOCUMENT ONE: Cuneiform Tablet, Northern Iraq, c. 600s B.C.

1A How would you describe this artifact? _____

1B Constructed Response Why did the Sumerians dry the clay cuneiform tablets? _____

DOCUMENT TWO: from *The Epic of Gilgamesh*

2A What is the main point of this passage from *Gilgamesh*? _____

2A Constructed Response Why would the Sumerians record a story about their king encountering a monster? _____

DOCUMENT THREE: from *The Epic of Creation*

3A How would you summarize this part of the epic in your own words? _____

3B Constructed Response Why might Babylonians want to tell and record their story of creation of the world? _____

SYNTHESIZE & WRITE

What did the Sumerians' cuneiform writing system make possible?

Topic Sentence: _____

Your paragraph: _____

DRAW CONCLUSIONS

LEARNING THE STRATEGY

Suppose you have saved up and want to buy a new phone. Which one should you buy? You would probably read online reviews and ask your friends' opinions and use what you have learned to make an educated guess about the phone that is right for you. You make these kinds of educated guesses every day.

Historians use texts, artifacts, and other sources to **draw conclusions** about the past. Drawing conclusions about a text can help you figure out the author's purpose and point of view. It can also deepen your understanding of the text's content. Follow these steps to draw conclusions about a text.

Step 1 Read the text closely to identify the facts.

Step 2 Make educated guesses based on the facts.

Step 3 Use the educated guesses you have made to draw a conclusion.

GUIDED MODEL

Egyptian Pharaohs

Even though Egyptians did not call their kings pharaoh until after 1000 B.C., the title is generally used for all Egyptian kings. The people used the term because they were afraid to speak the king's name. **(A)** The pharaoh was worshipped as the son of Egypt's gods and a living god himself.

(A) The pharaoh's main religious role was to keep harmony by maintaining communication between Egypt's people and their gods. He was high priest of every temple and led the most important ceremonies, especially the New Year rituals to ensure bountiful harvests. With this godly role came risk. **(A)** Success reinforced the pharaoh's power. Defeat, disease, or famine threatened his authority.

Step 1 Identify facts stated in the text.

FACT (A) Ancient Egyptians considered the pharaoh a living god. The pharaoh's main religious role was to maintain communication between the people and their gods. When he was successful, his power was reinforced. When he failed, his power was challenged.

Step 2 Make educated guesses based on the facts.

EDUCATED GUESSES The pharaoh was worshipped when things went well. He was blamed when things didn't go well.

Step 3 Use the educated guesses you have made to draw a conclusion.

CONCLUSION The Egyptian people believed that the pharaoh had the gods' favor when things went well. When things didn't go well, the Egyptian people believed the pharaoh had fallen out of favor with the gods and should be overthrown.

TIP Use a diagram to organize the facts you have identified and the conclusions you have made based on the facts and educated guesses. A diagram can help you clarify your thinking.

SOCIAL STUDIES SKILLS Continued

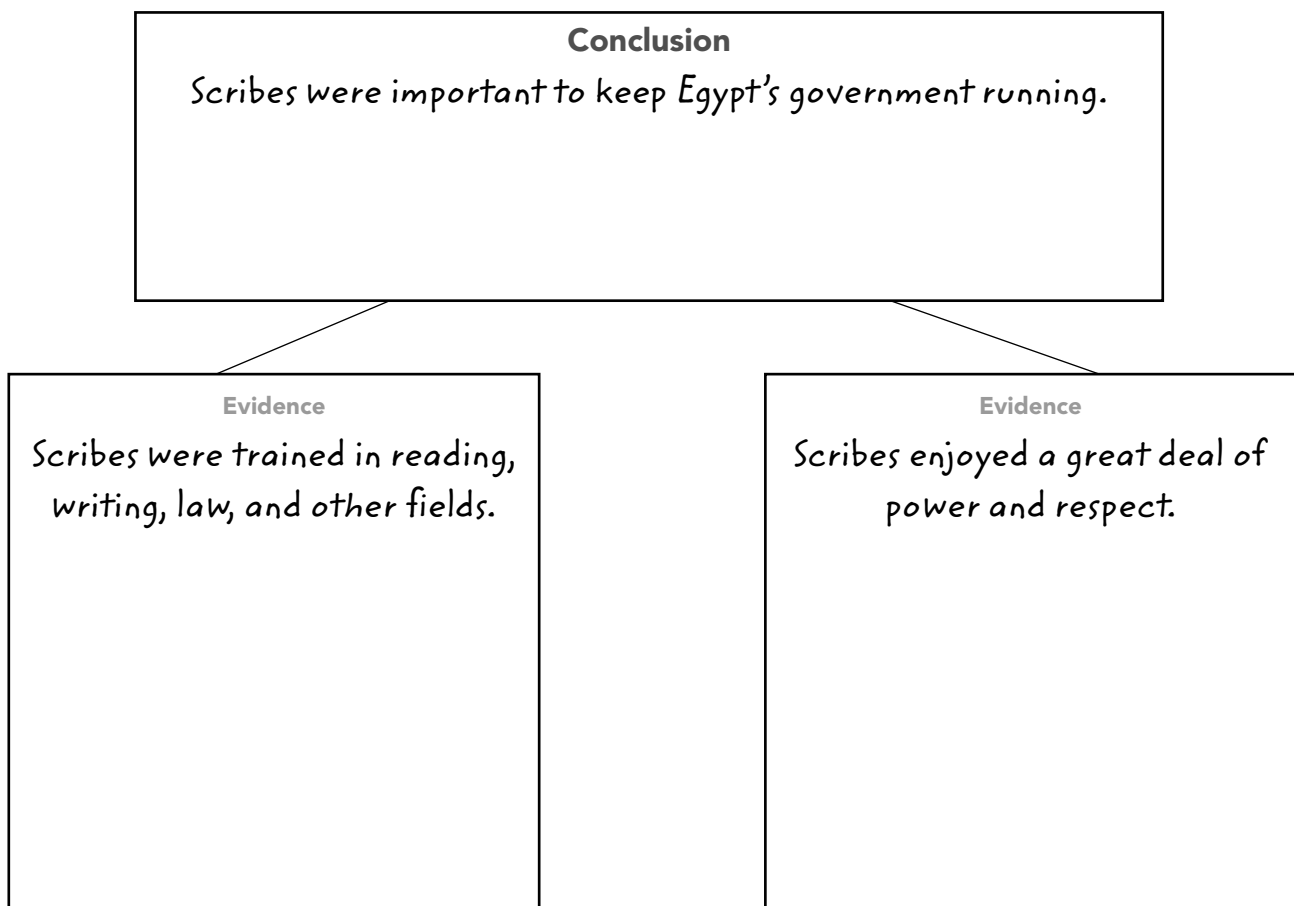


APPLYING THE STRATEGY

GETTING STARTED Now draw conclusions as you read Lesson 4.1, “Hieroglyphs and Papyrus,” in Chapter 4. As you read the lesson, use the graphic organizer below to take notes on the conclusions you draw. Drawing conclusions about the text will deepen your understanding of the development of writing in Egyptian society. Study the example in the graphic organizer to help you get started.

COOPERATIVE OPTION You may wish to work with a partner in your class to review the lesson and complete the graphic organizer.

TAKING NOTES



THINK AND DISCUSS

THINK ABOUT AND DISCUSS THESE QUESTIONS:

1. Why did Egyptians choose to become scribes?
2. What was especially unusual about the scribe class in Egyptian society?
3. Why was it important for scholars to crack the code of the hieroglyphics?

**SOCIAL STUDIES
SKILLS**

UNIT

2

**Chapter 4: Ancient Egypt
WRITING LESSON**

WRITE A NARRATIVE
LEARNING THE STRATEGY

A history text usually contains **narrative** accounts of events. A narrative is an account or story of events or experiences. Narratives may be fictional, or made up, or they may be factual.

All narratives share certain characteristics, including a specific setting, or time and place. The events in a narrative usually follow a logical sequence, or order. Descriptive details, such as sensory details, help bring events and people to life. Sensory details are details that appeal to sight, sound, touch, taste, and smell.

Before writing a narrative, you should decide what point of view you will use. Most narratives are written from either a first-person or third-person point of view.

To write a historical narrative, follow these steps.

GUIDED MODEL
(A) A Day in the Life of an Egyptian Trader

Life isn't always easy for a trader under Pharaoh Hatshepsut's rule, but it's never boring. **(B)** Today, for instance, we arrived in Punt. I've never seen such a land. As we pulled along the shore, we saw houses shaped like beehives rising above the water on wooden sticks. Then when we made our way onto land, we met strange-looking people with red faces and hair as long as that of our women.

(C) But the real surprises came once we arrived at the market. **(D)** As we strolled the stalls, we saw gold, wild animals, and trees that smelled sweeter than the Nile Valley after it rains. We spent all afternoon bartering our foods, wine, and other goods for these wonders.

Just before nightfall, we gathered our new luxuries for our queen and headed for the ship. **(D)** With a monkey balanced on my shoulder, I helped carry and load an entire tree in the hold. By the time we were through, I was ready for a well-earned night's rest.

Step 1 Identify the topic of your narrative and gather facts about its events, people, and places.

Step 2 Determine the setting and point of view of your narrative.

Step 3 Recount events in a logical sequence.

Step 4 Use descriptive details to help bring your narrative to life.

Step 1 Identify the topic of your narrative.

(A) The writer is narrating what happens in a day in the life of an Egyptian trader.

Step 2 Determine the setting and point of view of your narrative.

(B) The narrative is set in ancient Egypt during the rule of Hatshepsut, circa 1500 B.C. The writer is using a first-person point of view.

Step 3 Recount events in a logical sequence.

(C) The writer takes readers through the trader's day in a logical sequence.

Step 4 Use descriptive details to help bring your narrative to life.

(D) The writer uses sensory details to describe what the trees smelled like and what the trader looked like as he carried the goods to his ship.

TIP Use an outline to help you organize the events of your narrative and write them in a logical order.

SOCIAL STUDIES SKILLS Continued**APPLYING THE STRATEGY**

GETTING STARTED Now write your own narrative. In the “Write About History” section of the Chapter Review, you are asked to write a narrative describing some of the achievements of Ramses II from the perspective of a person who lived at that time. Use the steps explained in this lesson and the graphic organizer below to develop your narrative. Begin by creating an outline to plan your narrative. Write down key ideas after the roman numerals in the outline. Write down details after the letters in the outline. Be sure to choose descriptive details that help bring your narrative to life. Follow your outline as you draft your narrative.

COOPERATIVE OPTION After you have written your draft, show it to a partner in your class and invite his or her suggestions on ways to improve the draft. You can also offer suggestions for your partner’s draft. Remember to be positive and constructive.

TAKING NOTES

- I. _____
- A. _____
- B. _____
- II. _____
- A. _____
- B. _____
- III. _____
- A. _____
- B. _____

THINK AND DISCUSS

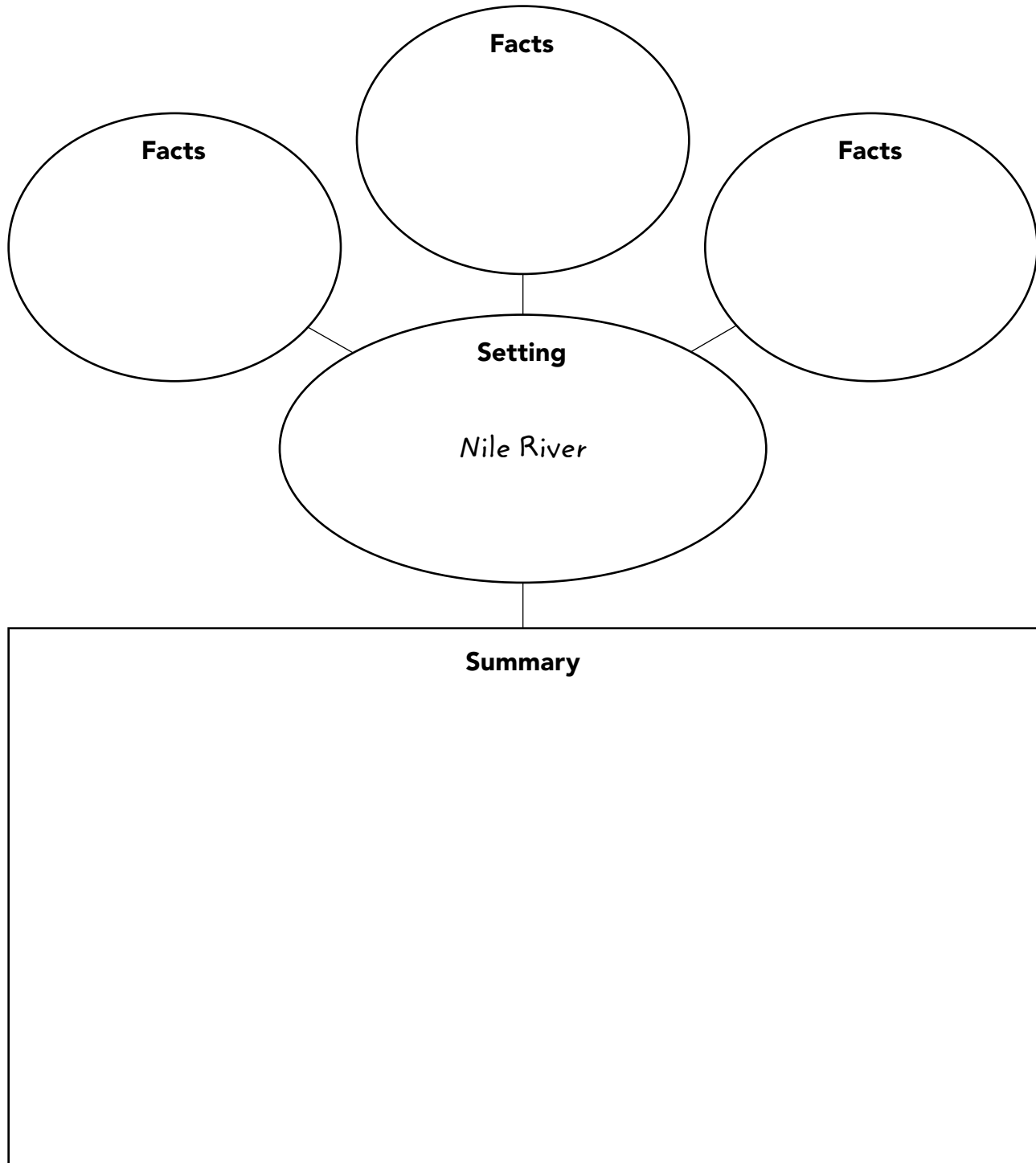
AFTER YOU HAVE FINISHED WRITING YOUR NARRATIVE, THINK ABOUT AND DISCUSS THESE QUESTIONS:

1. How did writing a first-person eyewitness account make your narrative more exciting?
2. Which details added the most important information to your narrative?
3. How did researching and writing your narrative shape your ideas about ancient Egyptian achievements?

READING AND NOTE-TAKING

SUMMARIZE DETAILS

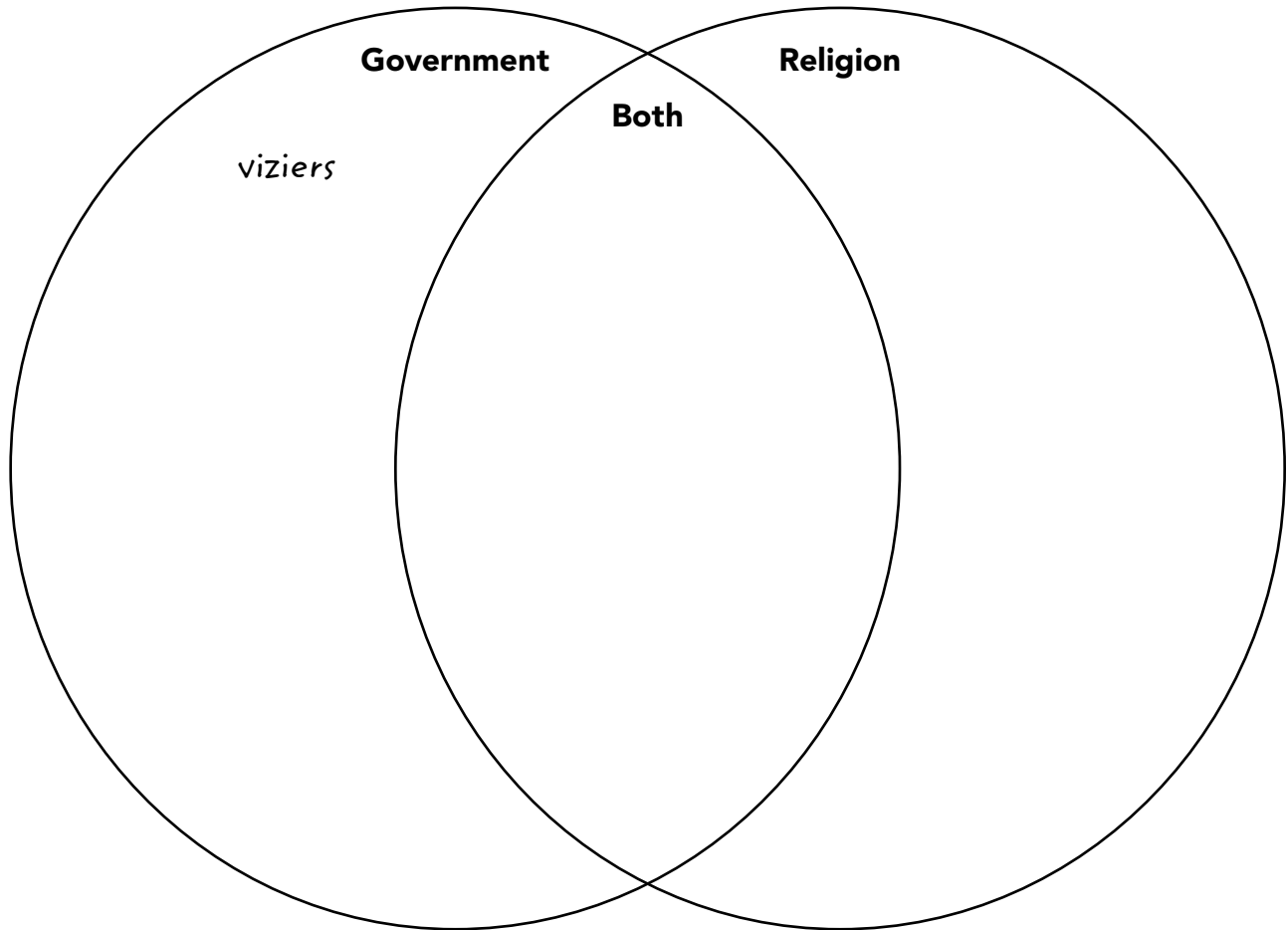
As you read Section 1, keep track of details in the text in a Summary Diagram. Then, summarize the development of civilization in the Nile River Delta in a few sentences in the box provided below.



READING AND NOTE-TAKING

COMPARE AND CONTRAST

Use a Venn Diagram to compare and contrast how government and religion overlapped and diverged in ancient Egypt. Then answer the question below.



Describe What role did pharaohs play in government and religion?

READING AND NOTE-TAKING
SYNTHESIZE VISUAL AND TEXTUAL INFORMATION

Use a Three-Column Chart to record the textual and visual information and supporting details from each lesson of Section 2.

Textual Information	Visual Information	Supporting Details
2.1 <i>The Pyramids were impressive buildings made to house the dead of the rich and powerful of society.</i>		<i>The pyramids seem to suggest a path toward the sky or afterlife.</i>
2.2		
2.3		
2.4		

READING AND NOTE-TAKING**CATEGORIZE INFORMATION**

Use the boxes below to categorize information about the Old Kingdom, the Middle Kingdom, and religion and daily life in ancient Egypt as you read Section 2.

Old Kingdom

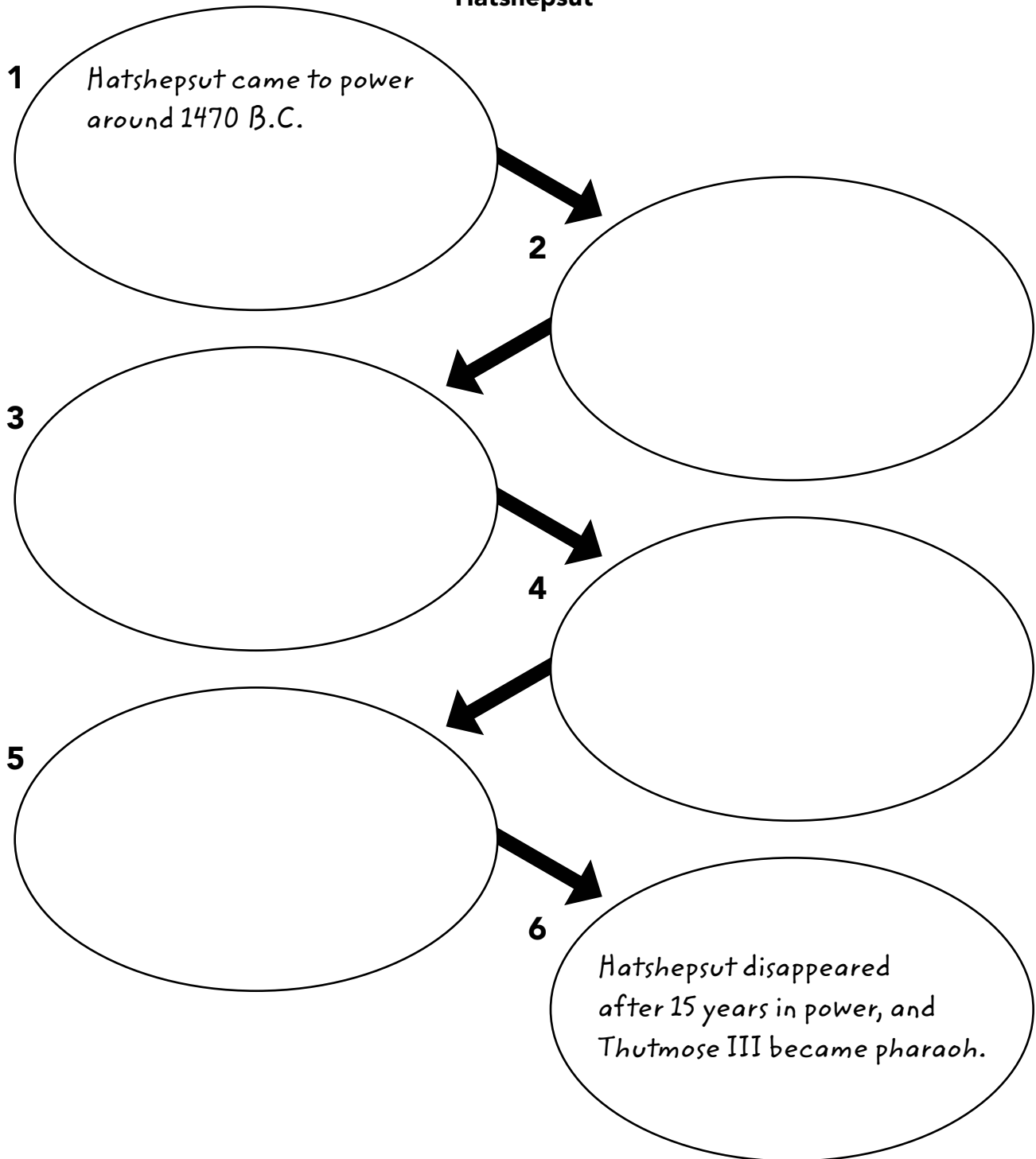
- 2700–2200 B.C.
- *first period of unity and wealth*

Middle Kingdom**Religion and Daily life**

READING AND NOTE-TAKING

SEQUENCE EVENTS As you read Section 3, take note of major events in the lives and reigns of Hatshepsut and Ramses.

Hatshepsut

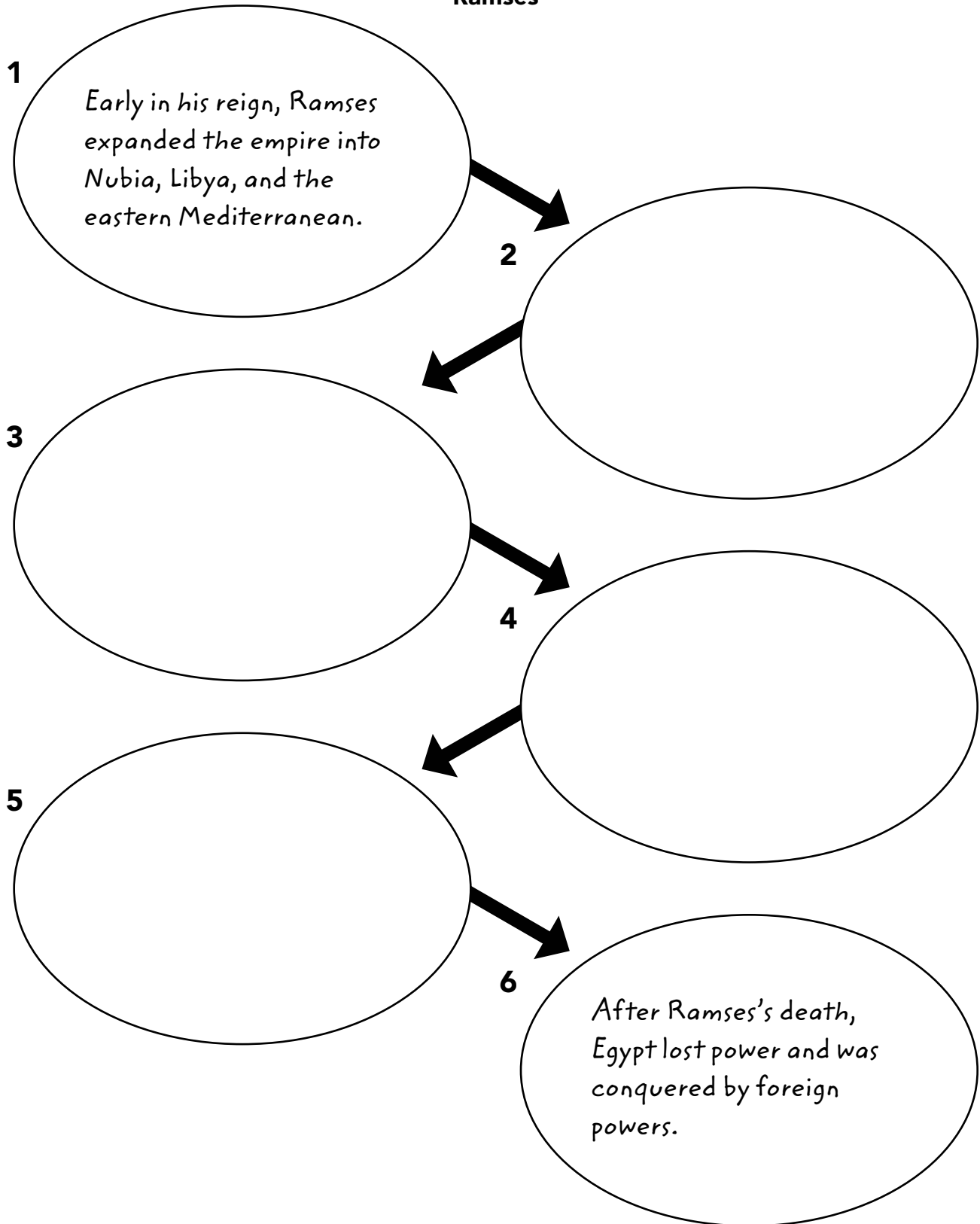


UNIT 2

CHAPTER 4 SECTION 3
The New Kingdom *continued*



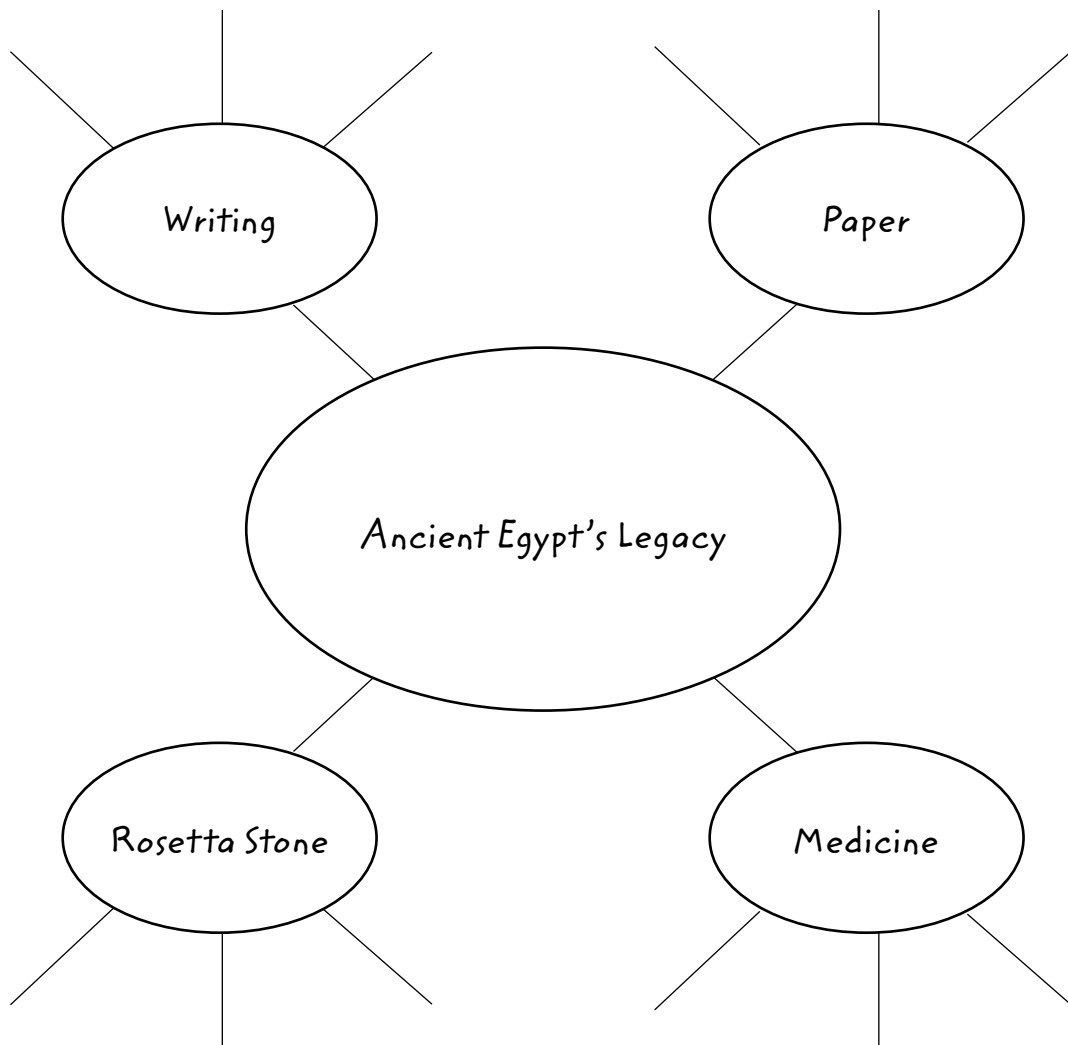
Ramses



READING AND NOTE-TAKING

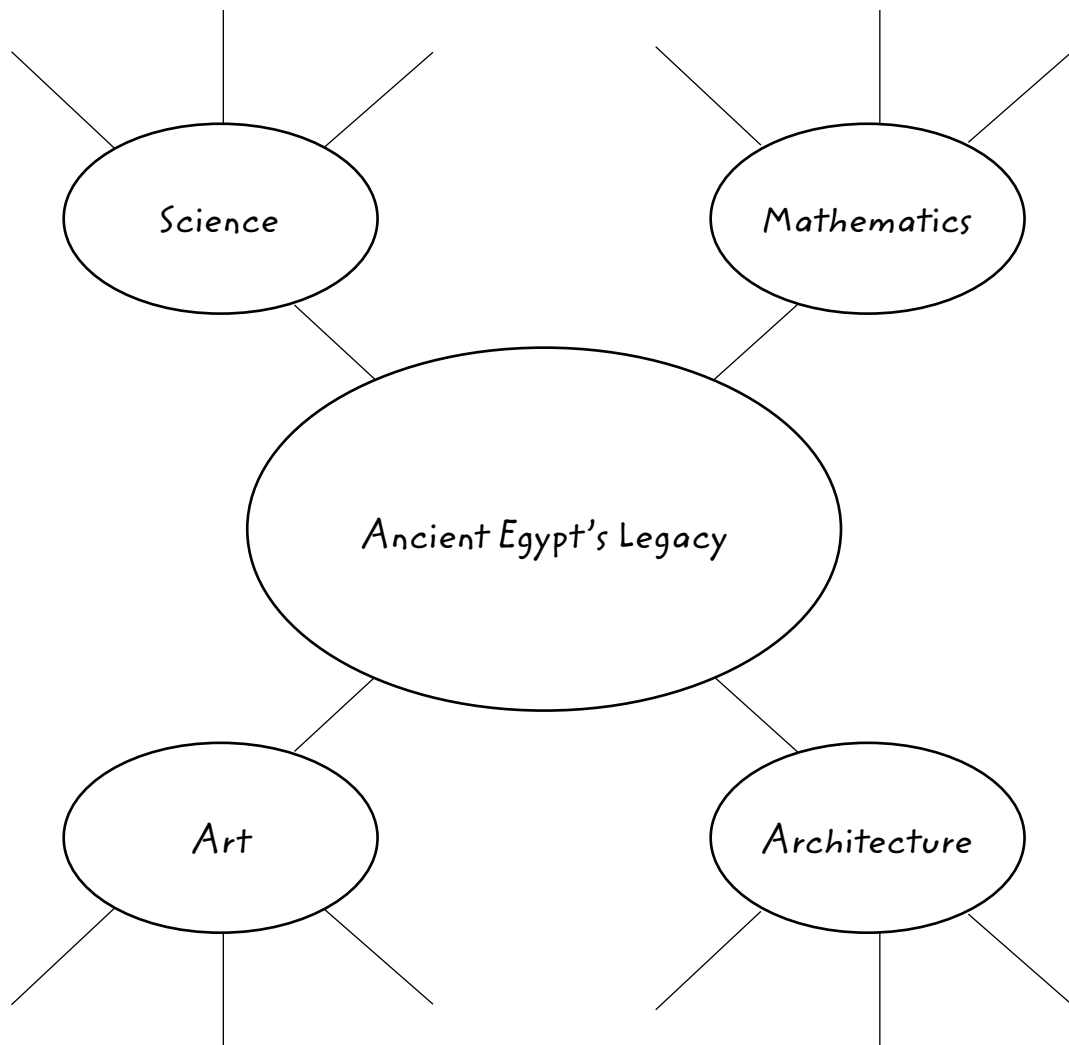
CATEGORIZE INFORMATION

As you read Section 4, complete a Concept Cluster to categorize information about different aspects of ancient Egypt's legacy.



UNIT **2**

CHAPTER 4 SECTION 4
The Egyptian Legacy *continued*



VOCABULARY PRACTICE

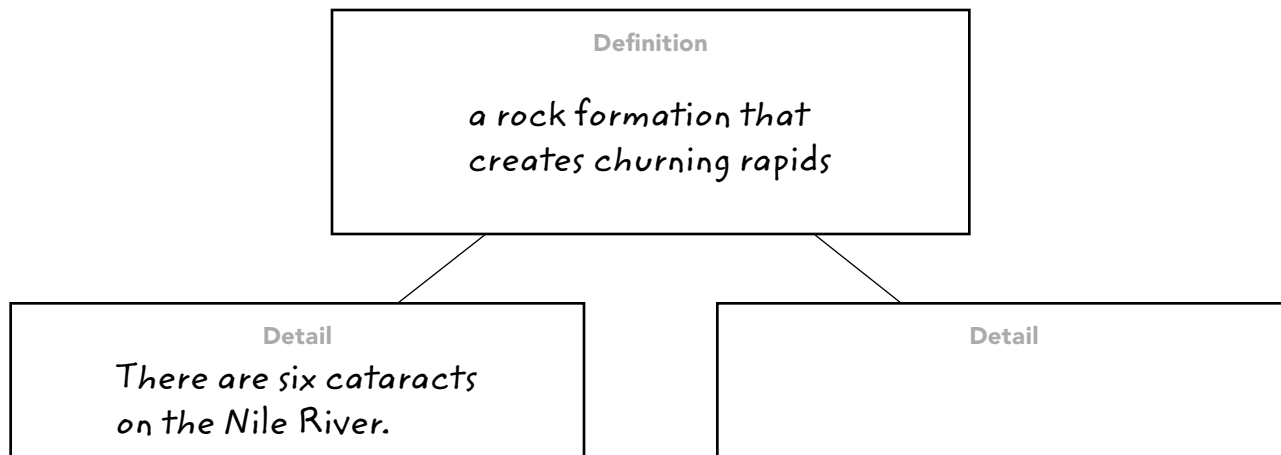
KEY VOCABULARY

- **cataract** (CAT-uh-rakt) *n.* a rock formation that creates churning rapids
- **delta** *n.* an area where a river fans out into various branches as it flows into a body of water
- **dynasty** (DY-nuh-stee) *n.* a series of rulers from the same family
- **pharaoh** (FEHR-oh) *n.* an Egyptian ruler
- **vizier** (vuh-ZEER) *n.* a chief official in ancient Egypt who carried out much of the day-to-day work of governing

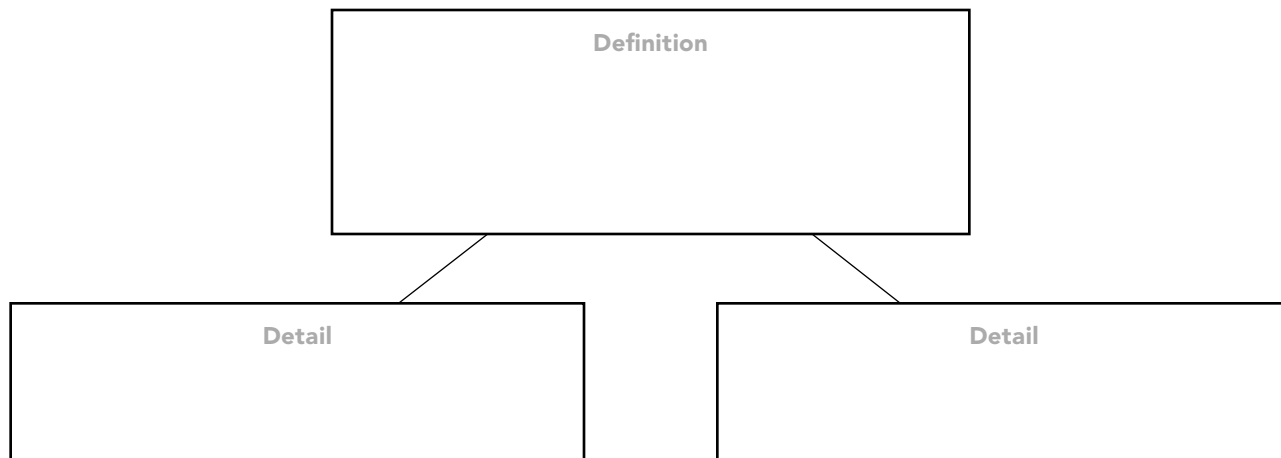
DEFINITION AND DETAILS

Complete a Definition and Details Chart for the Key Vocabulary words. For each word, write its definition and examples or other details related to the word from the section.

Word: cataract



Word: _____

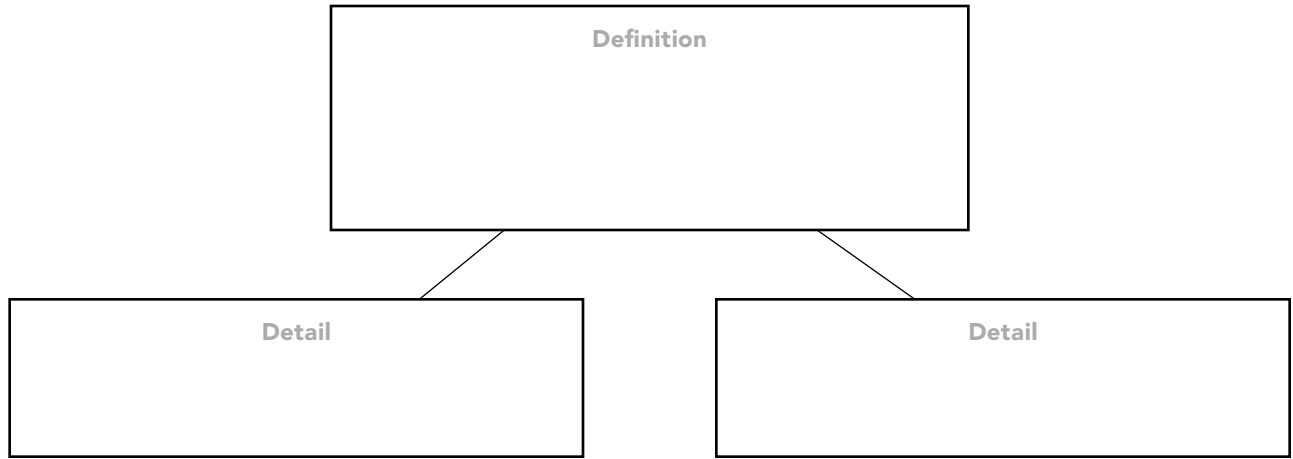


UNIT
2

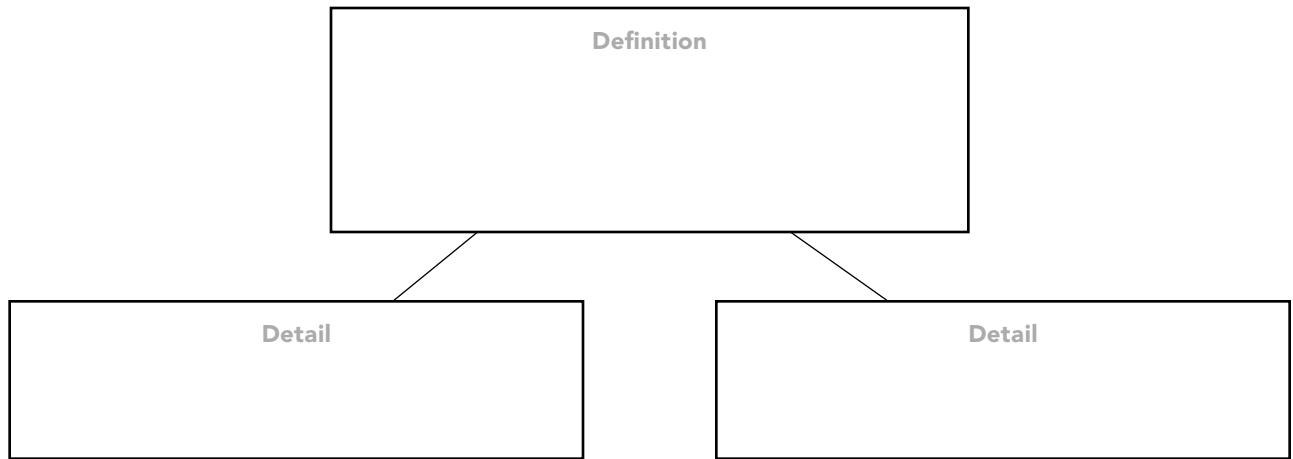
CHAPTER 4 SECTION 1
A Society on the Nile *continued*



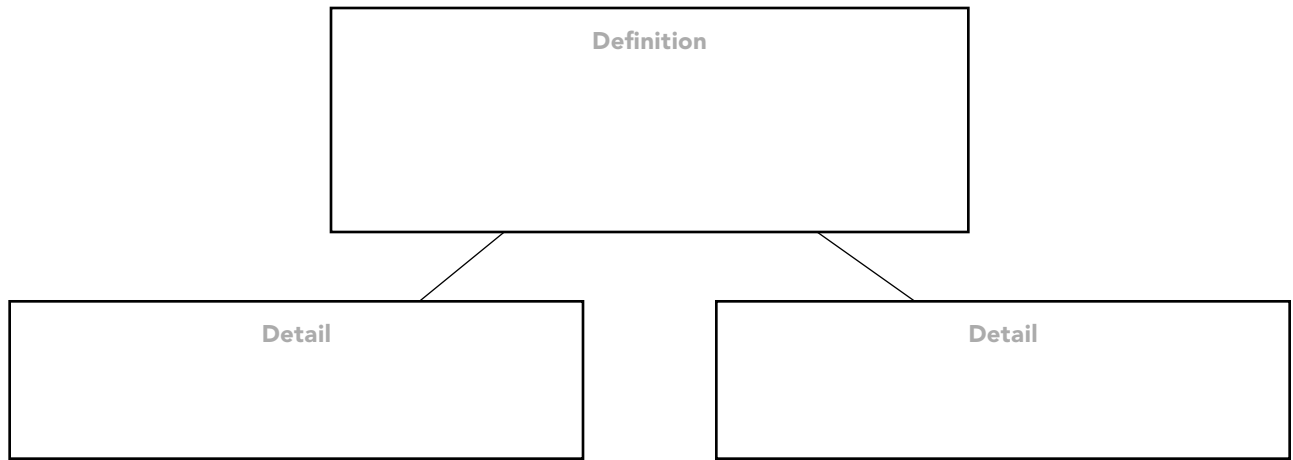
Word: _____



Word: _____



Word: _____





VOCABULARY PRACTICE

KEY VOCABULARY

- **hierarchy** (HY-rar-kee) *n.* a system in which people belong to different social classes that have different ranks in society
- **mummy** *n.* the preserved body of a pharaoh or other powerful person in ancient Egypt
- **pyramid** (PEER-uh-mihd) *n.* a massive monumental tomb for a pharaoh

WORDS IN CONTEXT Follow the directions for using the Key Vocabulary words in context.

1. Explain why *pyramids* were built.

2. Describe the *hierarchy* of society in ancient Egypt.

3. Explain how *mummies* were made.



VOCABULARY PRACTICE

KEY VOCABULARY

- **hierarchy** (HY-rar-kee) *n.* a system in which people belong to social classes of different ranks
- **pyramid** (PEER-uh-mihd) *n.* a massive monumental tomb for a pharaoh
- **mummy** *n.* the preserved body of a pharaoh or other powerful person in ancient Egypt

TRAVEL ARTICLE

Imagine you are a travel writer visiting modern Egypt. Use details from Section 2 to describe your experiences exploring pyramids, viewing mummies in museums, and learning about the social structure and hierarchy of ancient Egyptian society. Use all of the Key Vocabulary words in your article.

Article Title: _____

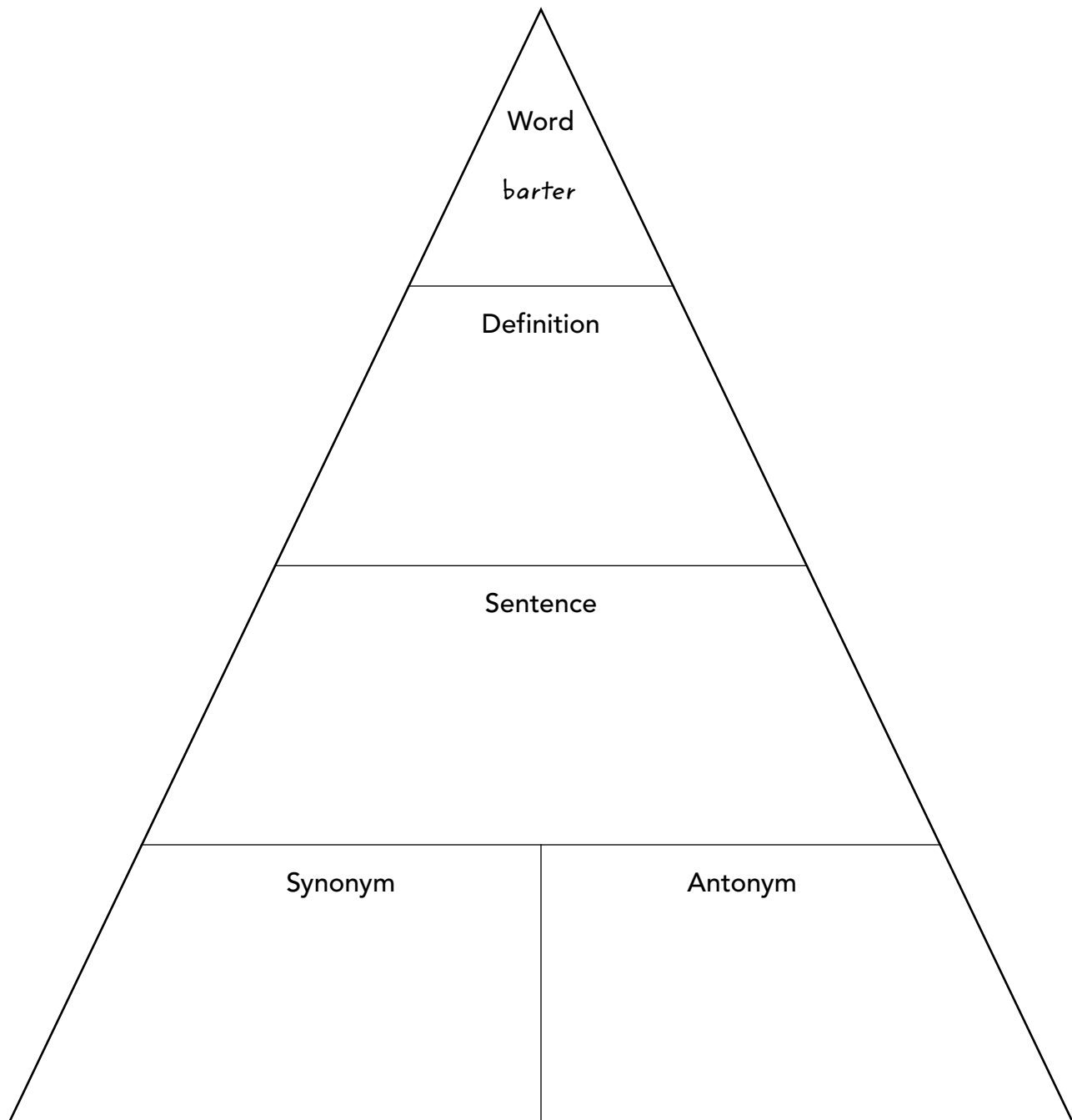
Date: _____

VOCABULARY PRACTICE

KEY VOCABULARY

- **barter** (BAHR-tuhr) v. to exchange goods

VOCABULARY PYRAMID Complete a Vocabulary Pyramid for the Key Vocabulary word *barter*.



VOCABULARY PRACTICE**KEY VOCABULARY**

- **barter** (BAHR-tuhr) *v.* to exchange goods

DEFINITION CHART Complete a Three-Column Chart for the Key Vocabulary word.
Then illustrate the word *barter* in the bottom box.

Word	Definition	In My Own Words

Vocabulary Illustration

VOCABULARY PRACTICE

KEY VOCABULARY

- **hieroglyph** (HY-ruh-glih-f) *n.* a picture representing an object, sound, or idea that was part of the ancient Egyptian writing system
- **papyrus** (puh-PY-ruhs) *n.* a paperlike material made from reeds
- **scribe** (SCRIB) *n.* a professional writer who recorded official information

RELATED IDEA WEB

Write each of the Key Vocabulary words inside a circle, along with its definition in your own words. Then draw lines or arrows connecting the circles to show how the words are related, based on what you read in Section 4. Write your explanation of the connection next to the line or arrow.

hieroglyph

VOCABULARY PRACTICE
KEY VOCABULARY

- **hieroglyph** (HY-ruh-glih-f) *n.* a picture representing an object, sound, or idea that was part of the ancient Egyptian writing system
- **papyrus** (puh-PY-ruhs) *n.* a paperlike material made from reeds
- **scribe** (SCRIB) *n.* a professional writer who recorded official information

DEFINITION CHART Complete a Definition Chart for the Key Vocabulary words.

Word	<i>hieroglyph</i>	<i>papyrus</i>	<i>scribe</i>
Definition			
In Your Own Words			
Symbol or Diagram			

UNIT 2 BIOGRAPHY HATSHEPSUT

Hatshepsut was an ancient Egyptian ruler. She was, in fact, a female king. Her reign lasted about 15 years, from 1473 to 1458 B.C. She oversaw a mostly peaceful time, focusing her foreign policy on trade and building projects.

- **Job:** Egyptian King
- **Goal:** Expanding Trade
- **Monument:** Temple at Dayr al-Bahri

Hatshepsut (hat-SHEP-suht), the daughter of King Thutmose I, was born in 1508 B.C. As was the Egyptian custom, Hatshepsut married her half brother Thutmose II, who became king in 1491 B.C., after Thutmose I died. After the death of Thutmose II, her stepson, Thutmose III, became king. However, because he was still a baby, Hatshepsut ruled as regent.

After about seven years, Hatshepsut was viewed not only as co-ruler with Thutmose III, but as the dominant king. At first, Hatshepsut's portraits showed her as queen with a female body and female clothes. Eventually her formal portraits began to show her with a male body and male clothes. No one knows for sure how Hatshepsut managed to persuade Egyptian leaders to accept her as king. Hatshepsut surrounded herself with officials she chose and who would be loyal to her.

Hatshepsut's period of rule was generally peaceful, though she did order a military campaign in Nubia. One of the hallmarks of her reign was the expansion of trade.



Hatshepsut (1508 B.C.–1458 B.C.)
portrayed as a sphinx, with a man's beard

Scenes on a wall of her temple show an expedition to Punt, a center of trade, which brought back goods such as gold, wood, animal skins, and myrrh trees. Hatshepsut is also known for her extensive building programs. In Thebes, she built a temple to the god Amon-Re, as well as other temples and obelisks throughout Egypt. Hatshepsut's biggest achievement was her Dayr al-Bahri temple, built as a monument to herself.

In time, Hatshepsut allowed Thutmose III to play a more significant role in government affairs. After she died, Thutmose ruled Egypt for more than 33 years. Concerned about his own position and power, Thutmose tried to erase all traces of his stepmother, Hatshepsut, as king. He had her statues torn down and had her name removed from an official list of rulers. Historians believe Thutmose III wanted to demonstrate that the succession of Egyptian kings ran from Thutmose I to Thutmose II to Thutmose III—and not through Hatshepsut, the king.

REVIEW & ASSESS

1. Draw Conclusions Why did Hatshepsut surround herself with officials that she had chosen?

2. Make Inferences Why do you think Hatshepsut showed herself as having a male body and wearing men's clothes in her portraits?

Name _____

DOCUMENT-BASED QUESTION: LIFE, DEATH, AND RELIGION — Chapter 4, Lesson 2.3

Use the questions here to help you analyze the sources and write your paragraph.

DOCUMENT ONE: from *Hymn to the Nile*, c. 2100 B.C..

1A What does this poem tell you about the Nile? _____

1B Constructed Response Why might ancient Egyptians have wanted to praise the Nile River each year by reciting this religious poem? _____

DOCUMENT TWO: from the *Book of the Dead*

2A Restate the main point of this text in your own words. _____

2A Constructed Response What does this passage suggest about Re’s role in ancient Egyptian beliefs? _____

DOCUMENT THREE: Sun God Re in Falcon Form, Ancient Egypt

3A How would you describe this artifact? _____

3B Constructed Response What can you infer about Re’s connection to nature from his representation in this statue? _____

SYNTHESIZE & WRITE

What did the Egyptians believe about their gods’ control of their world

?

Topic Sentence: _____

Your paragraph: _____

IDENTIFY MAIN IDEAS AND DETAILS

LEARNING THE STRATEGY

Think about a text you have read recently. Suppose you wanted to tell a friend about it. How would you go about it? First, you'd decide what the most important point was and describe that. Then you'd probably want to supply a few important details about the main idea.

Main ideas are in everything you read: paragraphs, passages, chapters, and books. The **main idea** is the most important idea in a text. Sometimes the main idea is a sentence or sentences, but other times it may just be implied. The supporting details are the facts that support the main idea. If the main idea is implied, the supporting details provide clues about the main idea. Being able to identify a main idea and its **supporting details** will help you understand a text more fully. To find the main idea and details of a paragraph, follow these steps.

Step 1 Look for the main idea in the first and last sentences of a paragraph. If the main idea is not clearly stated, look for details that give you clues about what the main idea is.

Step 2 Find the supporting details in the paragraph. These are facts, statistics, ideas, examples, quotations, and other specific items that clarify the main idea. If the main idea is in the first sentence, the supporting details follow it. If the main idea is stated in the last sentence, the supporting details come before it.

GUIDED MODEL

Belief in One God

(A) Belief in one God helped unify the Israelites, but their beliefs and practices also set them apart from other ancient cultures. According to the Hebrew Bible, God gave Moses a code of religious practices that governed most aspects of life. **(B)** The Israelites did not worship idols, or false gods. **(B)** They ate only certain foods. **(B)** They did not work on the Sabbath, a weekly day of rest. While they traded with other peoples, they tried to keep a distinct cultural identity. **(B)** Most Israelites did not marry outside their faith, and they were careful not to adopt foreign customs. They generally avoided the cultural diffusion, or mixing, that was a major part of many other civilizations.

Step 1 Find the main idea in the first or last sentence.

(A) MAIN IDEA: Belief in one God united the Israelites but set them apart from other cultures.

Step 2 Find the supporting details in the paragraph.

(B) DETAIL: Israelites did not worship idols.

(B) DETAIL: They ate only certain foods.

(B) DETAIL: They did not work on the Sabbath.

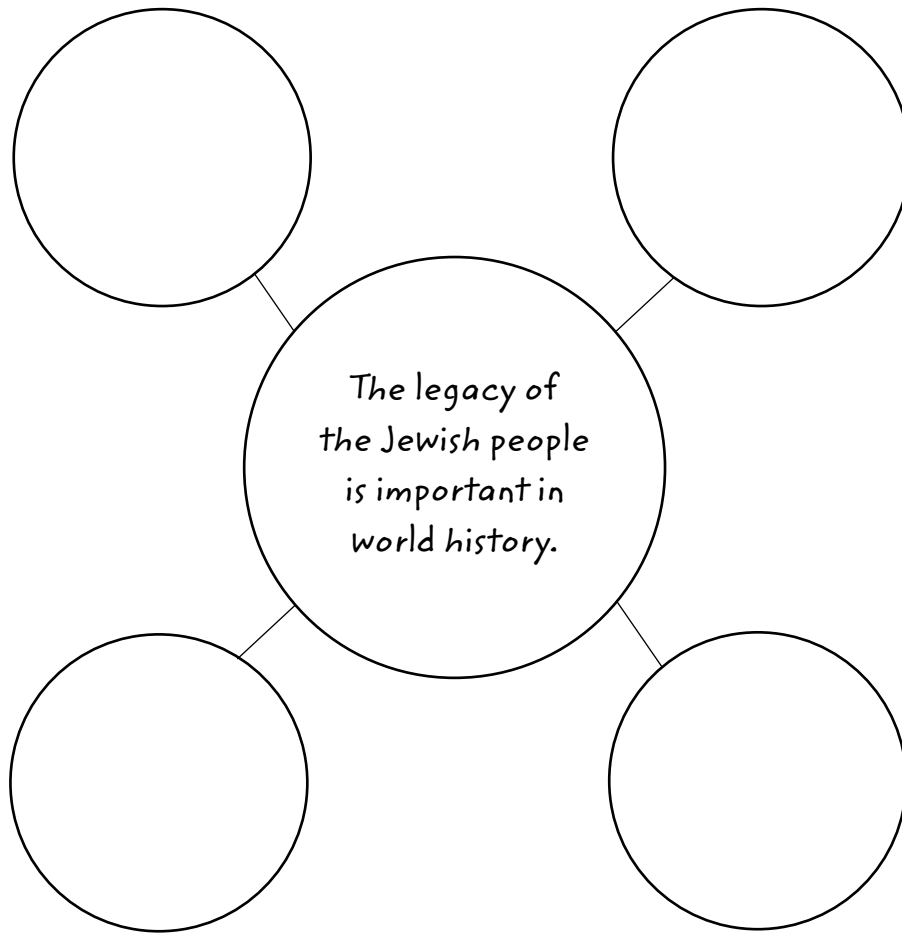
(B) DETAIL: They did not marry outside the faith or adopt foreign customs.

TIP When the main idea isn't stated in the first or last sentence, you have to find the implied main idea. Look at the details in the paragraph and ask yourself what they have in common. Then find the connection between them and put it in your own words. This is the implied main idea.

SOCIAL STUDIES SKILLS Continued**APPLYING THE STRATEGY**

GETTING STARTED Now identify the main idea and the supporting details in Lesson 2.3, “The Diaspora.” Read the fourth paragraph under “Roman Rule” and use the graphic organizer below to record its main idea and supporting details. This will help you gain a deeper understanding of Judaism’s legacy. To get you started, the main idea is filled in.

COOPERATIVE OPTION You may wish to work with a partner in your class to review the lesson and complete the graphic organizer.

TAKING NOTES**THINK AND DISCUSS****THINK ABOUT AND DISCUSS THESE QUESTIONS:**

1. How did Judaism differ from earlier religions?
2. What religions has Judaism influenced?
3. What impact has Judaism had on Western civilization?

SOCIAL STUDIES
SKILLSUNIT
2Chapter 5: Judaism and the Israelite Kingdoms
WRITING LESSON

WRITE AN ARGUMENT

LEARNING THE STRATEGY

Suppose that you want to convince your classmates that monotheism is Judaism's greatest legacy. To make your case, you would write an **argument**, which is a case that you make about an issue. How would you go about making your argument? You'd probably start with a summary of the issue and then state your case. This statement is called a *claim*.

Making a claim, however, is not enough. You need to support your claim with evidence to support each of these reasons. The most common types of evidence include facts, statistics, quotations, and examples.

Finally, you have to anticipate a reader's counter-argument. Anticipating a counter-argument is called a *response*.

To write an argument, follow these steps.

Step 1 Collect information and data about your topic and decide what your claim will be.

Step 2 Write at least three reasons that support your claim. For each reason, list at least one piece of evidence that backs up the reason.

Step 3 Anticipate an argument that could be made against your claim, and write a response to that argument.

Step 4 Read your draft. Try to read it from the perspective of someone who is undecided on the issue. Then revise your argument until it is as logical and persuasive as possible.

GUIDED MODEL

Why Monotheism Is Judaism's Greatest Legacy

(A) Judaism has had an enduring impact on Western civilization, but I believe its greatest legacy is monotheism. **(B)** The worship of one God influenced religions that came later, including Christianity and Islam. **(B)** Today, these religions have the most followers in the world and exert a powerful influence in their own right. Most believers in Western society, at least, are monotheistic. **(B)** Monotheism has also influenced Western literature and culture. Many books contain references to God and describe the monotheistic life. In addition, school children in the United States are taught to pledge allegiance to their country "under God."

(C) Some might say that the Ten Commandments had a greater impact on society than monotheism. I would say that the Ten Commandments did have a big impact on society, but many of the commandments were already part of other civilizations' law systems. For example, Hammurabi's Code called for the punishment of those who stole or killed someone. Monotheism, on the other hand, was a unique idea and has had a powerful impact on the world.

Step 1 Decide what your claim will be.

(A) The writer claims that monotheism is Judaism's greatest legacy.

Step 2 Write at least three reasons that support your claim.

(B) The writer lists three reasons that support the claim and backs up each one with one piece of evidence.

Step 3 Anticipate an argument.

(C) The writer anticipates an objection and responds to it.

TIP An Argument Chart can help you organize your ideas on your topic. In an Argument Chart, you list your viewpoint, or claim; your supporting details; and any opposing viewpoints that you want to respond to.

UNIT
2

CHAPTER 5 SECTION 1
The Founding of Judaism



READING AND NOTE-TAKING

SYNTHESIZE VISUAL AND TEXTUAL INFORMATION

After you read Section 1, use the visual and textual information from the section as well as the map in Lesson 1.1 to answer the questions below.

1. What is the title of the map? _____

2. What does the red line on the map represent? _____

3. What does the green line on the map represent? _____

4. What is the significance of Mount Sinai? _____

5. If the Hebrews left Egypt for Canaan and arrived in 1250 B.C., and the journey took 40 years, when did they leave Egypt? _____

READING AND NOTE-TAKING
IDENTIFY SIGNIFICANCE

As you read Section 1, take notes about the actions of historical figures mentioned in the text. Then, in the third column, identify why each historical figure's actions are significant.

Historical Figure	Actions	Significance
<i>Abraham</i>	<i>Brought his people to live in Canaan</i>	

READING AND NOTE-TAKING

OUTLINE AND TAKE NOTES

As you read Section 2, take notes using the headings and subheadings of Lessons 2.1–2.3, as a starting point. Then write a few sentences to summarize the content.

2.1 Israel and Judah

A. Line of Kings

• King Saul protected his people from the Philistines.

•

•

•

B. Invaded and Conquered

•

•

•

•

2.2 Exile and Return

A.

•

•

•

•

B.

•

•

•

•

UNIT
2

CHAPTER 5 SECTION 2
Kingdoms and Exile *continued*



2.3 The Diaspora

A. _____

- _____
- _____
- _____
- _____

B. _____

- _____
- _____
- _____
- _____

Summary: _____

VOCABULARY PRACTICE
KEY VOCABULARY

- **confederation** (kuhn-fehd-uh-RAY-shun) *n.* a group of allies
- **synagogue** (SIHN-uh-gahg) *n.* a Jewish place of worship
- **kosher** (KOH-shuhr) *adj.* specially prepared according to Jewish dietary laws
- **tribe** (TRYB) *n.* an extended family unit
- **rabbi** (RAHB-eye) *n.* a Jewish spiritual leader

KWL CHART Fill in the KWL Chart for the Key Vocabulary words.

Word	What I Know	What I Want to Know	What I Learned
<i>confederation</i>			

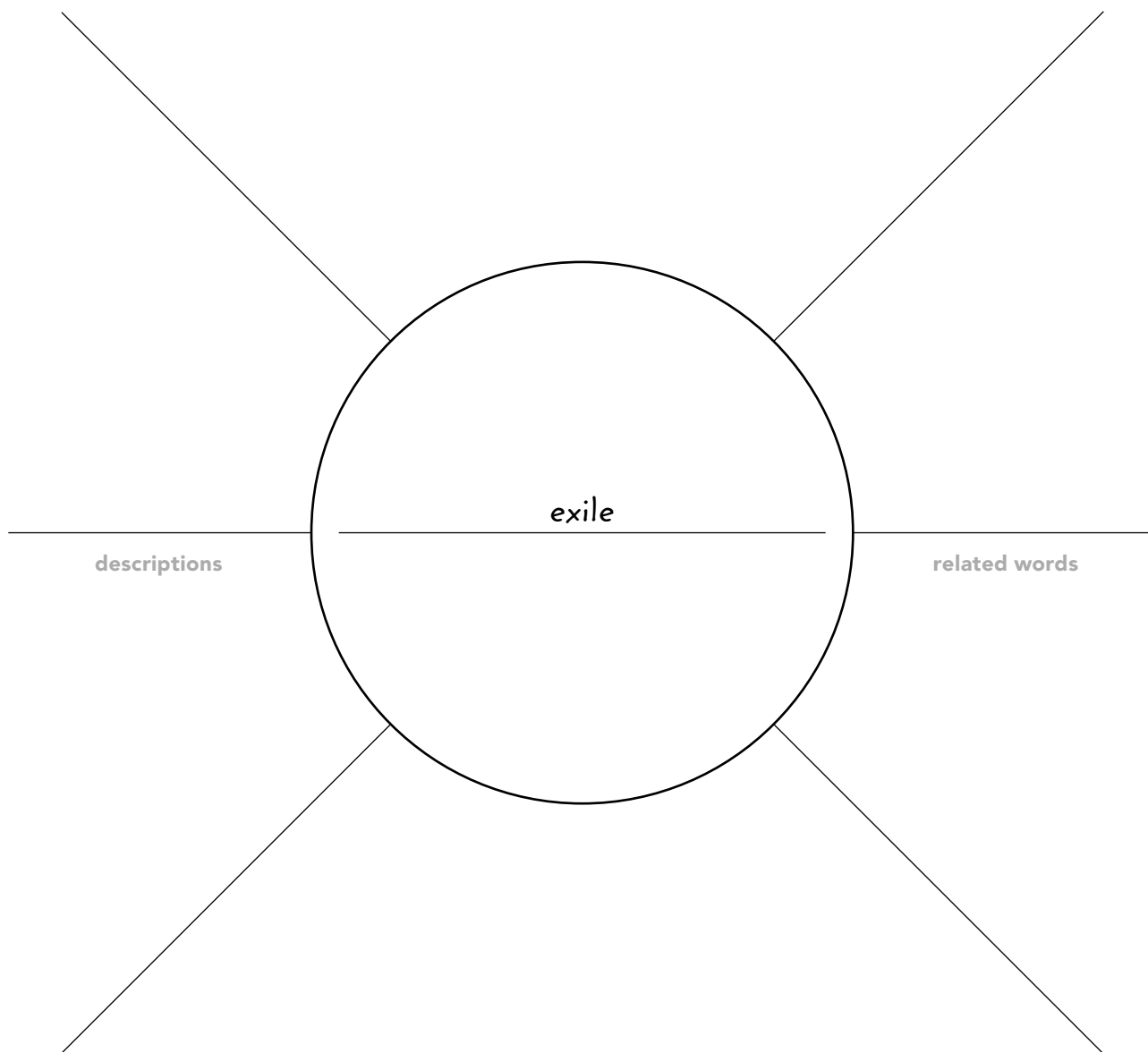
VOCABULARY PRACTICE

KEY VOCABULARY

- **exile** (EHK-zile) *n.* the forced removal from one's native country

WORD WHEEL Follow the instructions below to analyze the Key Vocabulary word *exile*.

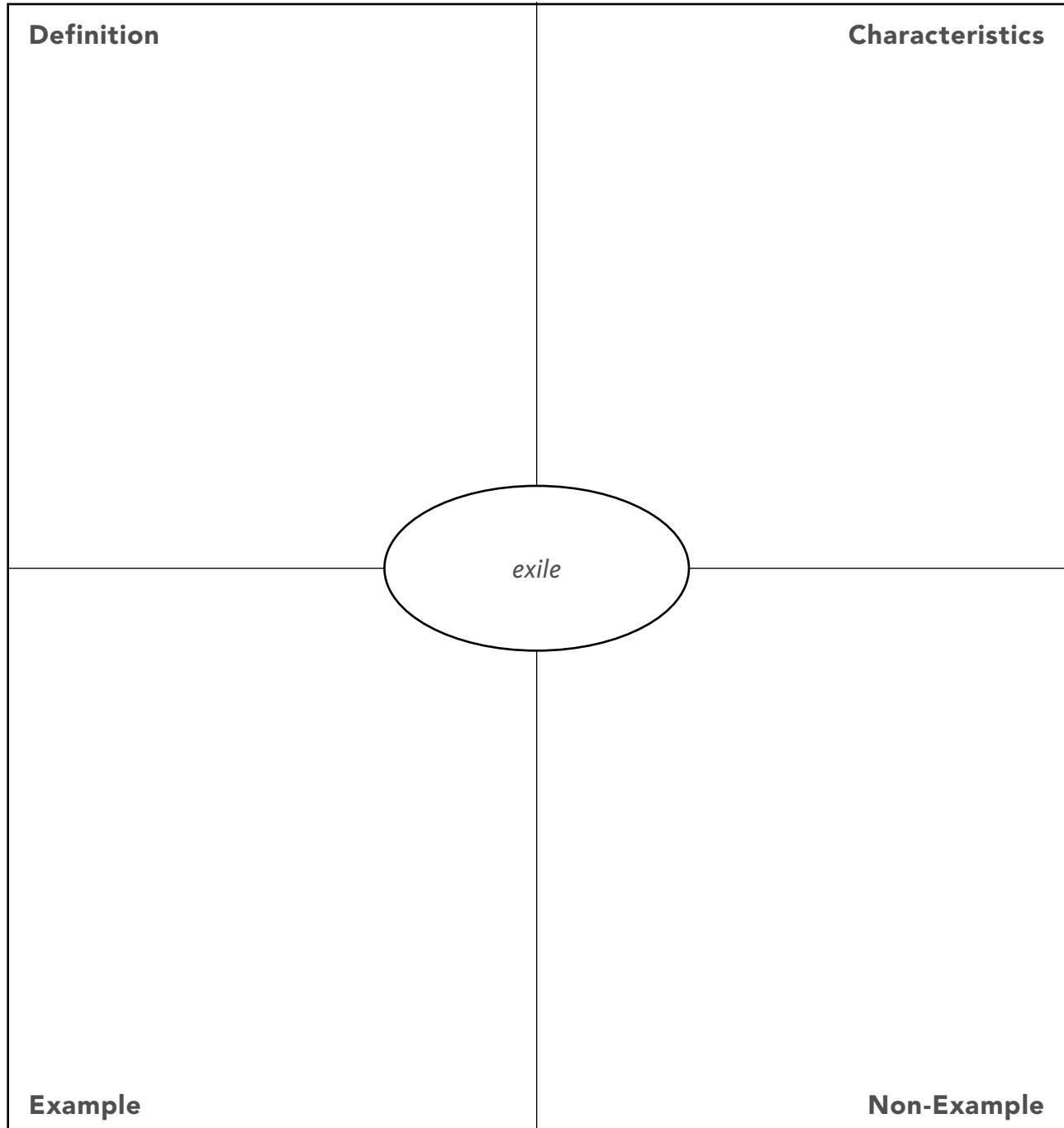
1. Write the word in the center of the wheel.
2. Look in your textbook for examples of descriptions related to the word, or think of any related words you already know.
3. Write your descriptions and related words on the spokes of the wheel. Add more spokes if needed.



VOCABULARY PRACTICE**KEY VOCABULARY**

- **exile** (EHK-zile) *n.* the forced removal from one's native country

WORD SQUARE Complete a Word Square for the Key Vocabulary word *exile*.

Definition	Characteristics
	
Example	Non-Example

UNIT 2 BIOGRAPHY

SOLOMON

Solomon is considered one of the greatest kings of the ancient Israelites. Much of what is known about him comes from writings in the Hebrew Bible. During his rule, Israel became an important commercial power. However, some of Solomon's decisions led to conflict and, ultimately, to the division of Israel into two kingdoms.

- **Job:** King of Israel
- **Skill:** Solving Disputes
- **Virtues:** Wisdom, Good Judgment

Solomon, the son of King David and Queen Bathsheba, was born in the early part of the 10th century B.C. King David had united the 12 tribes and made Jerusalem the capital of the Kingdom of Israel. Solomon inherited a peaceful and wealthy kingdom that extended from the Euphrates River in the north to Egypt in the south.

Once on the throne, Solomon expanded the kingdom further through military conquests and alliances with neighboring lands. With help from the Phoenicians, Solomon established a large trading empire. An alliance with the Queen of Sheba, whose kingdom lay along the Red Sea route to the Indian Ocean, extended Israel's trading network and brought luxurious goods, such as gold, into the kingdom.

As a leader, Solomon was known for his wisdom. Rulers from other lands consulted him on various issues and his subjects relied on his judgment to solve disputes. One story tells of two women claiming to be the mother of the same baby. Solomon determined that the solution



Detail of a 12th-century mosaic of Solomon in Saint Mark's Basilica, Venice, Italy

was to divide the baby in half. The first woman agreed with this solution, because neither woman would have the baby. But the second woman insisted that the baby be given to the first woman, so that the baby could live. Her reaction told Solomon who the real mother was.

Solomon was also known for his extensive building projects. Solomon's temple in Jerusalem took seven years to build, was made of stone and cedar, and included gold overlays. The temple complex included a city wall and a great palace situated next to the temple.

Solomon's building projects strained the kingdom's finances. As a result, high taxes were levied, particularly on people in the northern part of the kingdom. Male citizens were required to work one out of every three months on the building projects. High taxes and forced labor caused discontent and conflict between the northern and southern parts of the kingdom. During the rule of Solomon's son, the kingdom of Israel split in two: Israel in the north and Judah in the south.

REVIEW & ASSESS

1. Analyze Cause and Effect What caused Solomon to lose the support of his subjects?

2. Form and Support Opinions What do you think was Solomon's greatest achievement? Support your opinion with specific details.

Name _____

DOCUMENT-BASED QUESTION: WRITINGS FROM THE HEBREW BIBLE — Chapter 4, Lesson 2.3

Use the questions here to help you analyze the sources and write your paragraph.

DOCUMENT ONE: from the Book of Genesis

1A What does God want Abraham to do? _____

1B Constructed Response What does God promise Abraham? _____

DOCUMENT TWO: from the Book of Exodus

2A Pick one of the commandments and restate it in your own words. _____

2A Constructed Response What do the first four commandments have in common? What do the last six have in common? _____

SYNTHESIZE & WRITE

What did God promise the Israelites?

Topic Sentence: _____

Your paragraph: _____

ANALYZE CAUSE AND EFFECT**LEARNING THE STRATEGY**

Think about what happens when you bounce a ball. First, you push the ball toward the ground. The ball moves downward, strikes the ground, and then bounces back up. This series of events shows **cause and effect**. Pushing the ball is a **cause**. A cause is an event, action, or condition that makes something else happen. The action of pushing the ball causes several **effects**. An effect is an event that results from a cause.

Historians analyze cause and effect to figure out why events happened. They consider how an event led to changes over time. One cause can create several effects, or one effect may have more than one cause. A cause may be an event or an action. It may also be a condition, or a state of being. Follow these steps to figure out cause-and-effect relationships.

Step 1 Determine the cause of an event. Look for clue words that show cause, such as *because*, *due to*, *since*, and *therefore*.

Step 2 Determine the effect that results from the cause. Look for clue words such as *led to*, *consequently*, and *as a result*.

Step 3 Look for a chain of causes and effects. An effect may be the cause of another action or event.

GUIDED MODEL**The End of the Harappan Civilization**

One of the world's earliest and most advanced civilizations was the Harappan civilization in India's Indus River Valley. The civilization began around 2500 B.C. and included some of the world's first planned cities. A combination of natural events probably contributed to its downfall. **(A)** One event was that rainfall diminished. **(A)** Another event was that earthquakes changed the course of rivers that irrigated crops. One river, the Sarasvati, no longer flowed near Harappan cities. **(B)** Because of these events, agriculture and food supplies declined.

(C) This decline led people to abandon the cities. By 1900 B.C., a simple village way of life had largely replaced the Harappans' advanced urban civilization.

Step 1 Determine the cause.

(A) CAUSES rainfall diminished; earthquakes changed the course of rivers that irrigated crops

Step 2 Determine the effect.

(B) EFFECT Because of these events, agriculture and food supplies declined.

Step 3 Look for a chain of causes and effects.

(C) CAUSE/EFFECT This decline led people to abandon the cities. By 1900 B.C., a simple village way of life had largely replaced the Harappans' advanced urban civilization.

TIP Test whether events have a cause-and-effect relationship by using this construction: "Because [insert cause], [insert effect] happened." If the construction does not work, one event did not lead to the other.

SOCIAL STUDIES SKILLS Continued

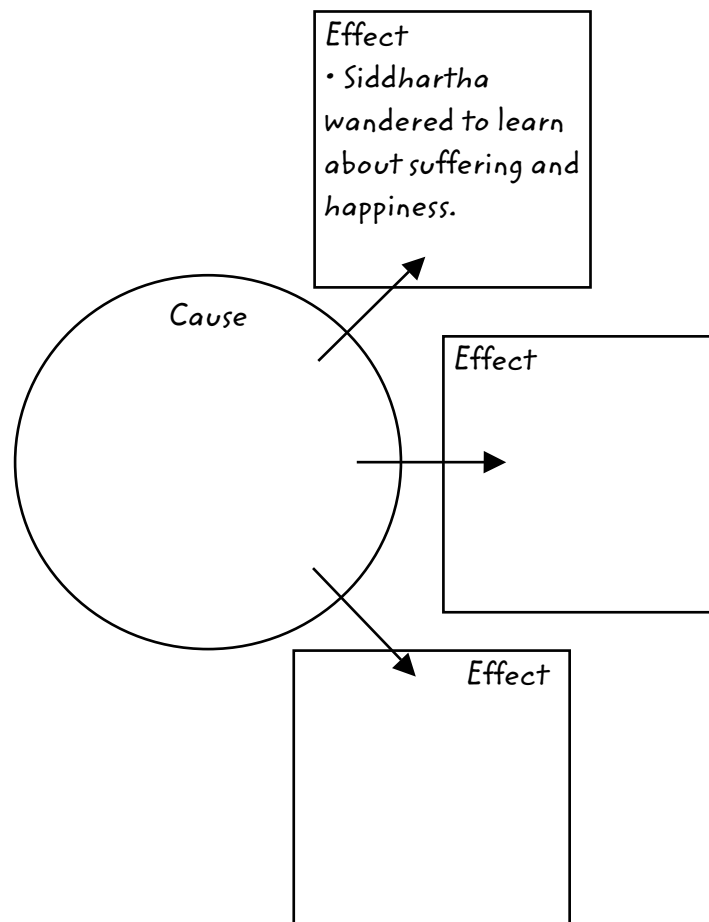


APPLYING THE STRATEGY

GETTING STARTED Now practice analyzing cause and effect in Lesson 1.6, “Siddhartha and Buddhism” in Chapter 6. Use your analysis of cause and effect to deepen your understanding of the reasons why Buddhism arose in India. Use the graphic organizer below to take notes on the text. Recall that each cause you find may have more than one effect. One circle is filled in for you to help you get started.

COOPERATIVE OPTION You may wish to work with a partner in your class to review the lesson and complete the graphic organizer.

TAKING NOTES



THINK AND DISCUSS

THINK ABOUT AND DISCUSS THESE QUESTIONS:

1. What was one main cause of Siddhartha's decision to seek the causes of happiness?
2. What was an immediate effect of Siddhartha's revelation?
3. How does Siddhartha's revelation continue to affect people today?

WRITE AN INFORMATIVE TEXT

LEARNING THE STRATEGY

When you write an **informative text**, you tell readers about a topic in an objective way. In other words, you inform readers without interjecting your own opinions. Suppose you want to write an informative text about games in ancient India. You could begin by introducing the topic simply—“Ancient Indians enjoyed playing games.” This introduction states the main idea.

Next, include more specific information to support the main idea. For example, you might add that some of the ancient games are still popular today. You would continue to support the main idea by providing details and examples. Finally, you would end the text with a concluding sentence that summarizes or restates the main idea in a different way.

To write an informative text, follow these steps.

Step 1 Select a topic you would like to inform your readers about and gather detailed information about it.

Step 2 Write a sentence that introduces and states your topic. This is your main idea.

Step 3 Include at least three details that provide information on your topic.

Step 4 Write a conclusion that restates the main idea in a different way.

GUIDED MODEL

(A) Ancient Indian Games

(B) Ancient Indians enjoyed playing games. Some of the games they played are still popular today.

(C) You might know the game *Parcheesi*. In ancient India, it was called *Pachisi*. To play, opponents moved tokens on a cross-shaped board. Today, the tokens are usually made of plastic. Long ago, they were made of shells.

(C) Another ancient game was called *Chaturanga*. In this game, players used pieces representing different parts of the army. They tried to use pieces to protect the king. The game *Chaturanga* led to the development of chess.

(C) Historians also believe that a popular children’s game was based on one played in ancient India. Players advanced toward their goal with the help of ladders, or slid backward when they encountered snakes.

(D) When people today play these games, they are enjoying the legacy of ancient India. Knowing the history of the games helps people connect with the world of long ago.

Step 1 Select a topic.

(A) The topic is ancient Indian games.

Step 2 Write a sentence that introduces and states the main idea.

(B) This sentence states the main idea.

Step 3 Include at least three details that provide information on your topic.

(C) The writer includes details on the topic.

Step 4 Write a concluding sentence.

(D) The writer concludes by stating the main idea again but in a different way.

TIP When you research, gather more information than you need. Then choose the most interesting information to include in your text.

SOCIAL STUDIES SKILLS Continued

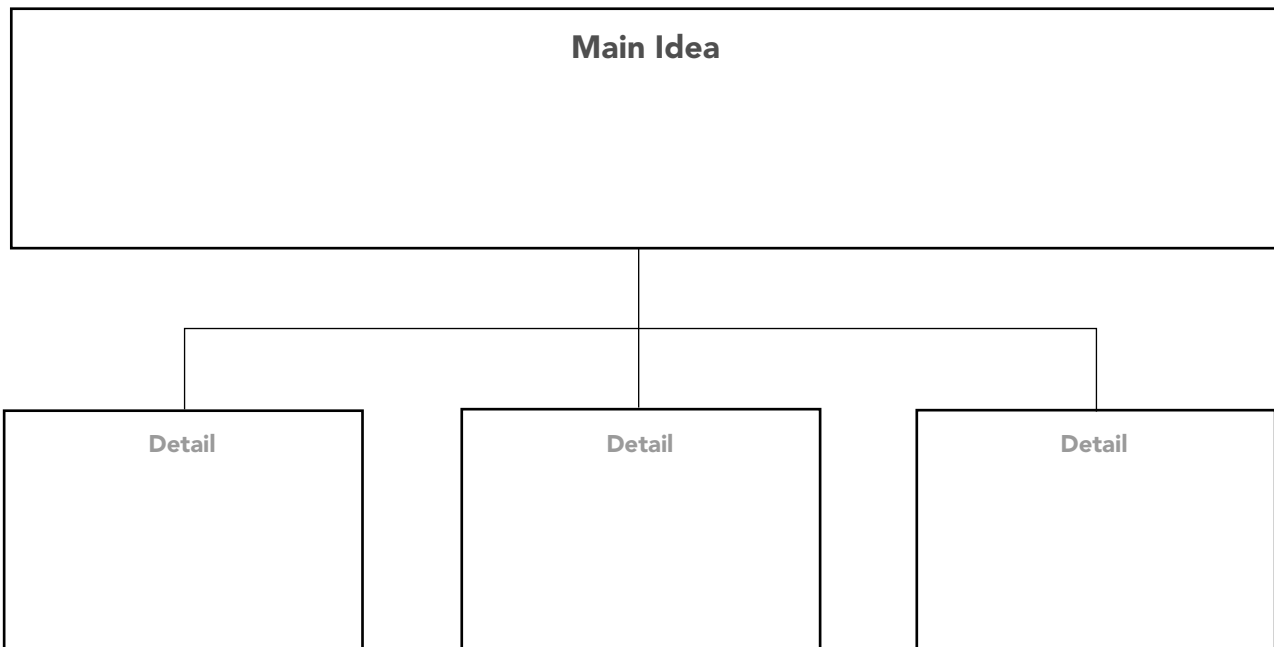


APPLYING THE STRATEGY

GETTING STARTED Now write your own informative text. In the “Write About History” section of the Chapter Review, you are asked to write a pamphlet that informs museum visitors about the lasting influence of ancient India on religion. Use the steps explained in this lesson and the graphic organizer below to plan your informative text. The graphic organizer will help you organize your main idea and details. After you have determined your main idea and details, write your draft.

COOPERATIVE OPTION Fill out your graphic organizers independently. Then exchange graphic organizers with a partner, checking that the main idea is clear and the details support the main idea. Remember to be positive and constructive.

TAKING NOTES



THINK AND DISCUSS

AFTER YOU HAVE FINISHED WRITING YOUR INFORMATIVE TEXT, THINK ABOUT AND DISCUSS THESE QUESTIONS:

1. How did you determine the main idea for your informative text?
2. What supporting details did you find were most important to use?
3. What understanding about the legacy of ancient India did you gain by writing this text?

READING AND NOTE-TAKING
**SUMMARIZE MAIN
IDEAS AND DETAILS**

Take notes to help you summarize the most important facts and details you encounter as you read Section 1. Write the title of the lesson in first and then summarize the main ideas and details for Lessons 1.1 through 1.3.

Lesson Title: *The Geography of Ancient India*

Main Idea: *The geography of India is diverse, and its weather varies throughout the year.*

Details:

Lesson Title:

Main Idea:

Details:

Lesson Title:

Main Idea:

Details:

READING AND NOTE-TAKING**CATEGORIZE RELIGIONS**

Keep track of the ideas and beliefs of Hinduism and Buddhism as you read Section 1. Read each sentence below and decide which religion it applies to. On the line to the left of the sentence, write in either **H** or **B**.

- ___ This religion has many gods and goddesses and developed out of Brahmanism.
- ___ This religion teaches that the Eightfold Path leads to nirvana.
- ___ The totality of the teachings that have come down from the founder are known as the dharma, or divine law.
- ___ According to this religion's beliefs, a person's conduct determines the kind of life he or she is reborn into.
- ___ The founder of this religion was named Siddhartha Gautama.
- ___ This religion includes practices of yoga that help a person achieve spiritual insight.
- ___ Followers of this religion observe cultural practices associated with the caste system.
- ___ This religion's teachings say that material possessions bring suffering.
- ___ Sacred texts of this religion are found in epic poems.
- ___ A god in this religion is Shiva, the Destroyer, who is responsible for all kinds of change, as well as death.

READING AND NOTE-TAKING
**COMPARE AND
CONTRAST EMPIRES**

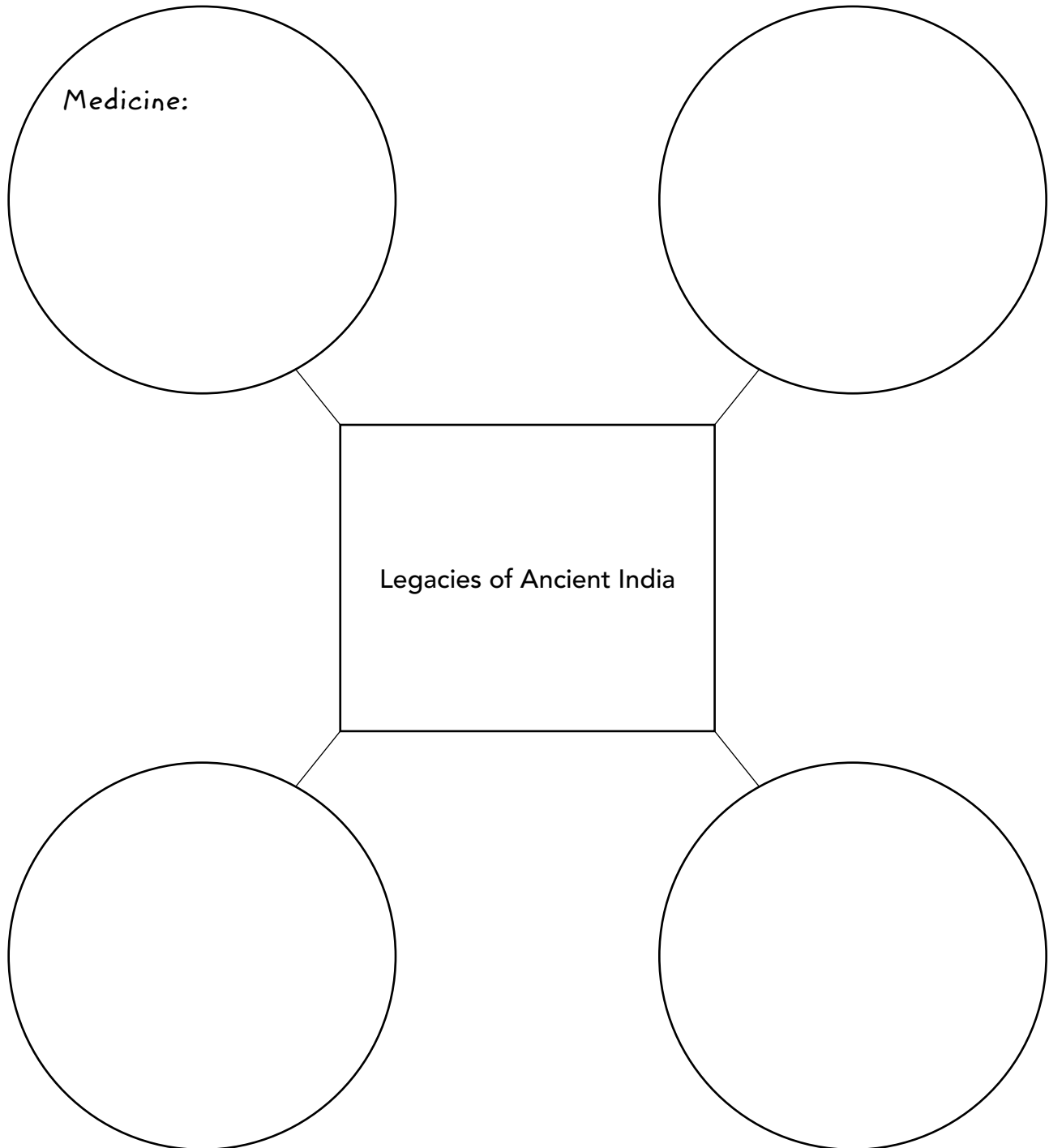
As you read Section 2, use the chart below to keep track of the differences between the Maurya Empire and Gupta Empire.

Maurya Empire	Gupta Empire
Leader: <i>Chandragupta Maurya</i>	Leader:
Time Period:	Time Period:
Location:	Location:
Government:	Government:
Known for:	Known for:
Religion:	Religion:

READING AND NOTE-TAKING

SUMMARIZE INFORMATION

Summarize ancient India's legacy as you read Lessons 2.2 and 2.3. Complete the Idea Web with notes about the inventions and innovations that emerged in ancient India. Add extra spokes and circles as needed.



VOCABULARY PRACTICE

KEY VOCABULARY

- **epic poem** *n.* a long story in the form of a narrative poem
- **reincarnation** (ree-ihn-kahr-NAY-shuhn) *n.* in Hinduism, the rebirth of a person's soul in another body after death
- **karma** (KAHR-mah) *n.* in Hinduism, a state of being influenced by a person's actions and conduct
- **yoga** (YOH-guh) *n.* a series of postures and breathing exercises

WDS CHART Complete a Word-Definition-Sentence (WDS) Chart for each Key Vocabulary word.

epic poem

VOCABULARY PRACTICE
KEY VOCABULARY

- **caste system** *n.* a rigid social hierarchy in India that divides people into hereditary classes
- **dharma** (DUHR-muh) *n.* the Buddha's teachings; divine law
- **monsoon** *n.* a strong seasonal wind in South and Southeast Asia
- **nirvana** (nihr-VAH-nuh) *n.* in Buddhism, a state of bliss or the end of suffering caused by the cycle of rebirth
- **planned city** *n.* a city built with a specific layout in mind
- **subcontinent** *n.* a large, distinct landmass that is part of a continent

THREE-COLUMN CHART Complete the chart for each of the six Key Vocabulary words. Write each word's definition, and then provide a definition in your own words.

Word	Definition	In My Own Words
<i>caste system</i>		

VOCABULARY PRACTICE

KEY VOCABULARY

- **golden age** *n.* a period of great cultural achievement
- **inoculation** (ihn-ock-yoo-LAY-shuhn) *n.* a vaccine containing of a mild form of a disease to prevent the development of that disease

DEFINITION CLUES Follow the instructions below for the Key Vocabulary word indicated.

VOCABULARY WORD: *golden age*

1. Write the sentence in which the word appears in the section.

Chandra Gupta II, grandson of Chandra Gupta I, ruled during India's golden age, a period of great cultural achievement.

2. Write the definition using your own words.

3. Use the word in a sentence of your own.

4. What were the greatest achievements during India's golden age?

VOCABULARY WORD: *inoculation*

1. Write the sentence in which the word appears in the section.

2. Write the definition using your own words.

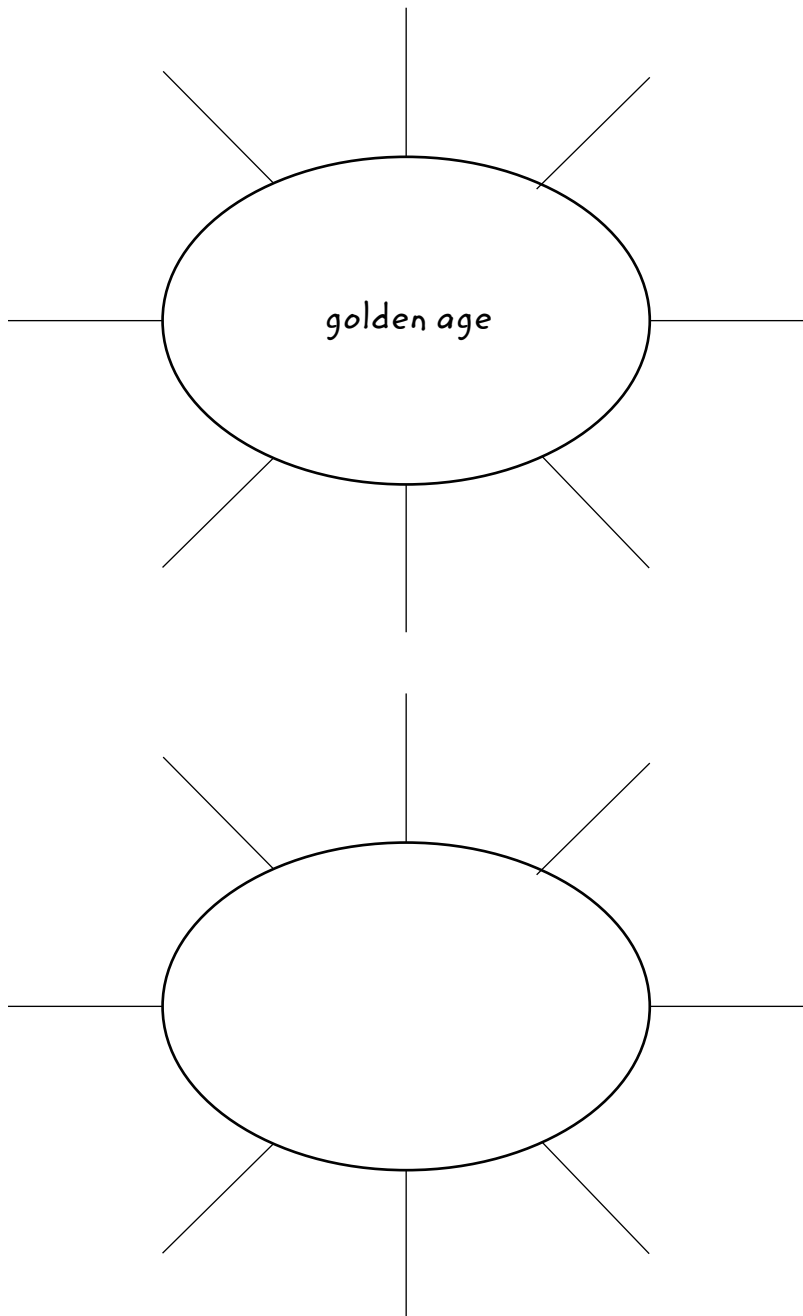
3. Use the word in a sentence of your own.

4. Give an example of how inoculation affected India.

VOCABULARY PRACTICE
KEY VOCABULARY

- **golden age** *n.* a period of great cultural achievement
- **inoculation** (ihn-ock-yoo-LAY-shuhn) *n.* a vaccine containing of a mild form of a disease to prevent the development of that disease

WORD WHEEL Complete a Word Wheel for each Key Vocabulary word.



UNIT
2

BIOGRAPHY

ASOKA

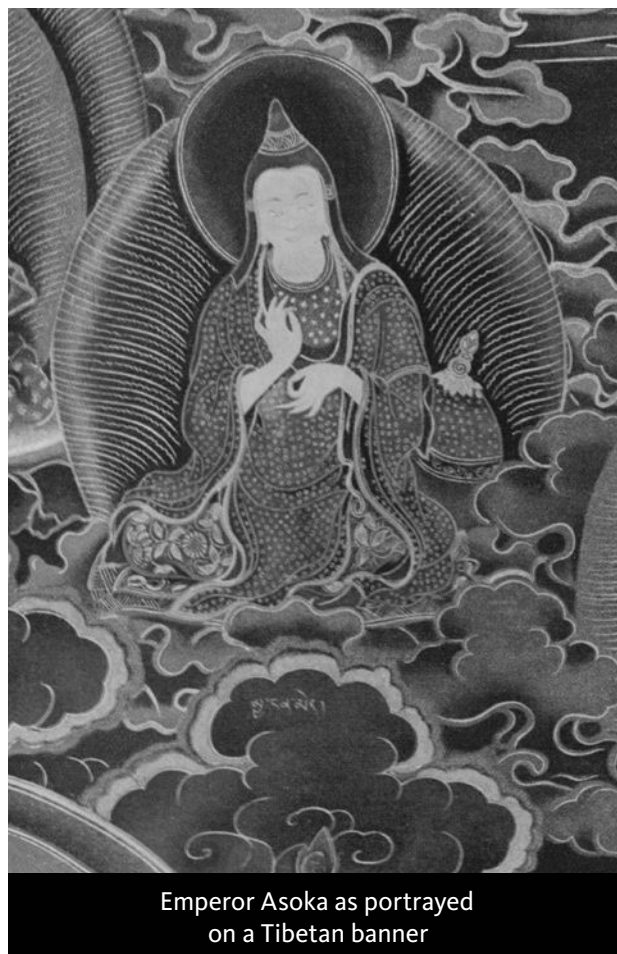
During his reign as emperor of the Maurya, Asoka transformed from a ruthless leader into a devout Buddhist who practiced compassion, tolerance, and nonviolence to help his people.

- **Job:** Maurya Emperor
- **Virtues:** Compassion, Tolerance
- **Writings:** Edicts on Pillars and Rocks

Asoka, the last of the Maurya emperors, ruled India from around 269 B.C. to 232 B.C. Following a bloody war in which he conquered the Kalinga territory in eastern India, Asoka had a change of heart. After witnessing the pain inflicted on the conquered people, Asoka rejected violence and turned to Buddhist principles to govern his empire.

In turning away from violence and conquest as the focus of his rule, Asoka embraced the dharma. For Asoka, the dharma involved practicing virtues such as honesty, compassion, and nonviolence. Asoka toured his empire, preaching the dharma to the people he met. He believed his duty was to serve the people and to help relieve their suffering. He ordered officials to do the same. Asoka founded hospitals for people and animals, supplied people with necessary medicines, planted trees along the roadsides, and dug wells for water.

As emperor, Asoka practiced the principles of Buddhism. He had his statements of beliefs, called edicts, inscribed on pillars and rocks for people to read. Written in Asoka's own words, the edicts declared his policies and provided advice to his subjects on how to live a virtuous life. In



Emperor Asoka as portrayed on a Tibetan banner

the 19th century, archaeologists discovered many pillars and rocks carved with Asoka's edicts in India, Nepal, Afghanistan, and Pakistan.

Asoka built Buddhist monasteries throughout the empire. He sent Buddhist missionaries, including his children, to other lands to spread Buddhism. Though Asoka adhered to Buddhist beliefs, he promoted tolerance towards people of all religions in his empire. Asoka might have been India's greatest king. However, his religious work—and the Maurya Empire—did not continue after his death.

REVIEW & ASSESS

1. Analyze Cause and Effect What effect did the war on the Kalinga territory have on Asoka?

2. Draw Conclusions Why did Asoka inscribe his edicts on rocks and pillars throughout the Maurya Empire?

Name _____

DOCUMENT-BASED QUESTION: HINDU SACRED TEXTS — Chapter 6, Lesson 1.5

Use the questions here to help you analyze the sources and write your paragraph.

DOCUMENT ONE: from the Bhagavad Gita

1A What would you infer about the significance of a poem that runs 700 verses long? _____

1B Constructed Response According to Krishna, what is special about a soul? _____

DOCUMENT TWO: from the Ramayana

2A Why might Rama describe life as a river in this verse? _____

2B Constructed Response What comfort might his brother take from Rama's words?

DOCUMENT THREE: from the Rig Veda

3A In what way might a dead person's family take comfort in this part of the poem? _____

3B Constructed Response According to the passage, what happens to a person after death?

SYNTHESIZE & WRITE

What do the passages from the Bhagavad Gita, the *Ramayana*, and the Rig Veda suggest about Hinduism's attitude toward life and death?

Topic Sentence: _____

Your paragraph: _____

ANALYZE LANGUAGE USE**LEARNING THE STRATEGY**

Think of a time when you chose your words especially carefully. Perhaps you were trying to convince a friend to watch a particular movie with you. You might have decided to describe the movie as “funny” instead of “silly” to make it sound more appealing. You can often determine people’s point of view on a subject by paying attention to the words they use. In a similar way, you can **analyze language use** when you read a text to note how specific word choices indicate the author’s point of view and purpose.

Historians and other writers sometimes use loaded language to convey their point of view. Loaded language is wording that appeals to readers’ emotions. Loaded language includes the use of words with specific connotations. A connotation is an idea or feeling a word suggests, in addition to its literal meaning. For example, a powerful king may be described either as “strong,” which has a positive connotation, or as “ruthless,” which has a negative connotation. Authors can also convey their point of view and purpose by including certain facts and excluding others. To analyze language use and determine an author’s point of view and purpose, follow these steps.

Step 1 Identify words and phrases that have positive or negative connotations.

Step 2 Note what facts the author has included and excluded from the text.

Step 3 Determine the author’s point of view and purpose.

GUIDED MODEL**(A) Shi Huangdi: A Ruthless Ruler**

China’s Warring States period ended when the leader of the Qin kingdom defeated all other kingdoms around 221 B.C. The leader’s name was Ying Zheng, and he united the kingdoms to form an empire. He would come to call himself Shi Huangdi, meaning “first emperor.”

Shi Huangdi established his government based on Legalist ideas. He set up his capital in Xianyang and built magnificent palaces in the city to demonstrate his power. **(A)** The emperor then forced thousands of China’s most powerful families to relocate to the capital so he could keep an eye on them.

In addition, Shi Huangdi divided his empire into 36 areas governed by officials he himself had selected.

(A) He also followed Legalist ideas by punishing anyone who disagreed with or criticized him. **(A)** Shi Huangdi is said to have put to death hundreds of Confucian scholars.

Step 1 Identify words and phrases that have positive or negative connotations. **(A)** Shi Huangdi is referred to as “ruthless,” which suggests cruelty. He forced people to relocate to his capital and put to death those who disagreed with him.

Step 2 Note what facts the author has included and excluded from the text.

Based on what I have read here, the author includes mostly the cruel measures Shi Huangdi took and does not discuss any positive things he might have done.

Step 3 Determine the author’s point of view and purpose.

I think the author sees Shi Huangdi as a cruel ruler and wants readers to share that opinion.

TIP Use a graphic organizer to note details about an author’s language use as you read. After you’ve finished reading the text, you can use the graphic to determine the author’s point of view and purpose.

SOCIAL STUDIES SKILLS Continued

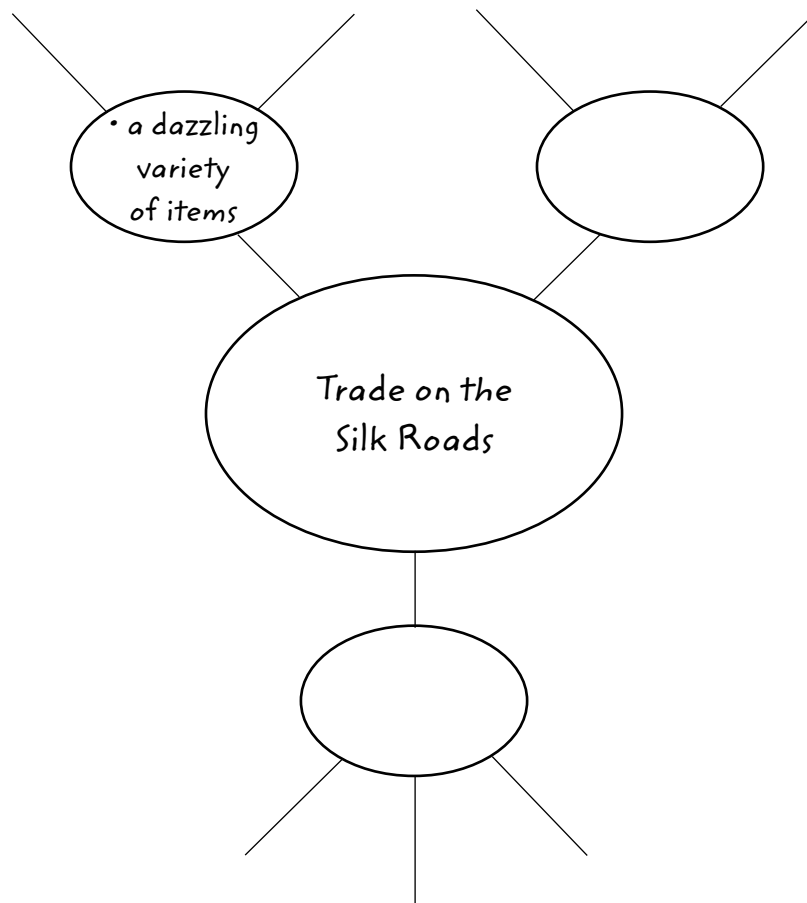


APPLYING THE STRATEGY

GETTING STARTED Now try analyzing language use in Lesson 3.2, “Trade on the Silk Roads,” in Chapter 7. As you read the lesson, use the graphic organizer below to take notes about the language the author uses. This will help you gain a better understanding of trade on the Silk Roads. To help you get started, one example of language use is filled in for you. Add more circles to the graphic organizer as needed.

COOPERATIVE OPTION Complete the graphic organizer on your own. Then exchange papers with a partner and discuss your ideas.

TAKING NOTES



THINK AND DISCUSS

THINK ABOUT AND DISCUSS THESE QUESTIONS:

1. What are some of the words the author uses to describe the goods that China traded? Do these words have mostly positive or mostly negative connotations?
2. What types of information does the author include in the lesson? What types of information is not included?
3. What do you think is the author’s point of view on the Silk Roads and its trade?

WRITE AN ARGUMENT

LEARNING THE STRATEGY

Suppose that you want to convince your classmates that paper is ancient China's most important invention. To make your case, you would write an **argument**, which is a case that you make about an issue. How would you go about making your argument? You'd probably start with a summary of the issue and then state your case. This statement is called a *claim*.

Making a claim, however, is not enough. You need to support your claim with evidence, such as facts, statistics, quotations, and examples.

Finally, you have to anticipate a reader's counter-argument. Anticipating a counter-argument is called a *response*.

To write an argument, follow these steps.

Step 1 Collect information and data about your topic and decide what your claim will be.

Step 2 Write at least three reasons that support your claim. For each reason, list at least one piece of evidence that backs up the reason.

Step 3 Anticipate an argument that could be made against your claim, and write a response to that argument.

Step 4 Read your draft. Try to read it from the perspective of someone who is undecided on the issue. Then revise your argument until it is as logical and persuasive as possible.

GUIDED MODEL

Why Paper Is Ancient China's Most Important Invention

(A) The ancient Chinese made many scientific and technological contributions to world civilization, but I think China's most important invention is paper. **(B)** Paper is inexpensive and easy to use. The materials used before paper, including wood and stone, were much more costly and difficult to carve. Paper allows ideas and information to spread quickly all over the world. After the Chinese invented paper, Confucian ideas spread widely through parts of Asia. Paper also led to the development of new technologies. The printing press is a good example.

(C) Some people might say that the ancient Chinese invention of the compass was more important. They may point out that this early compass led to the development of the navigational compass, which made worldwide exploration possible. However, I think paper has had a broader use than the compass. In fact, the ancient Chinese invention of paper has been a key part of people's lives for centuries.

Step 1 Decide what your claim will be.

(A) The writer claims that paper is ancient China's most important invention.

Step 2 Write at least three reasons that support your claim.

(B) The writer lists three reasons that support the claim and backs up each one with one piece of evidence.

Step 3 Anticipate an argument.

(C) The writer anticipates an objection and responds to it.

TIP An Argument Chart can help you organize your ideas on your topic. In an Argument Chart, you list your viewpoint, or claim; your supporting details; and any opposing viewpoints that you want to respond to.

READING AND NOTE-TAKING
DESCRIBE GEOGRAPHIC INFORMATION

As you read Lesson 1.1, use the table below to keep track of East Asia's different geographic features. Be sure to include information from the lesson's text and maps. Then answer the question.

Landforms	Bodies of Water	Cultures
<i>Deserts: The Gobi and Taklimakan form barriers to the north and east.</i>		

Describe In what ways did geography shape ancient Chinese civilization?

READING AND NOTE-TAKING

CATEGORIZE INFORMATION

As you read Lesson 1.2, use the boxes below to take notes on the Shang and Zhou dynasties. Then answer the question.

Shang Dynasty

emerged along the banks of the Huang He around 1600 B.C.

Zhou Dynasty

overthrew the Shang around 1045 B.C.

Summarize What was the dynastic cycle?

READING AND NOTE-TAKING
CATEGORIZE INFORMATION

As you read Section 2, use the table below to categorize information about the Qin and Han dynasties. Then answer the questions.

Qin Dynasty	Han Dynasty
<i>Shi Huangdi was the first emperor of China who established the Qin Dynasty, and was a strict but strong ruler.</i>	<i>Liu Bang was a peasant who seized control during a rebellion and established the Han Dynasty.</i>

UNIT
2

CHAPTER 7 SECTION 2
China's Empires *continued*



What was Shi Huangdi's biggest fear? _____

How did he supposedly die? _____

What was the purpose of the Great Wall? _____

Who worked on the Great Wall and other building projects? How did their treatment differ in the two dynasties? _____

What were the greatest accomplishments of Shi Huangdi's reign? _____

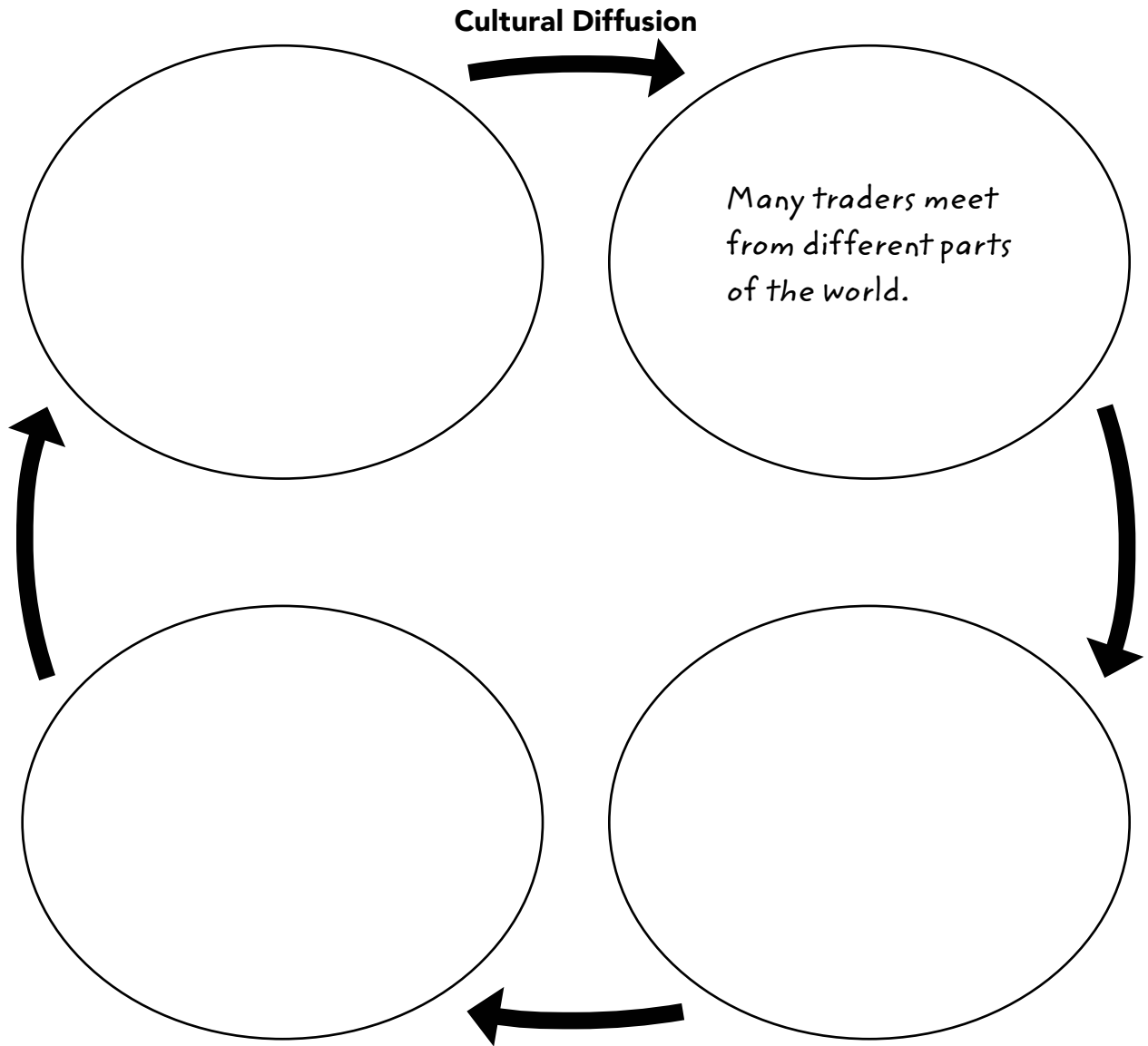
Who was the first woman to rule China? How did she take power, in spite of the law against women being emperors? _____

What was the greatest accomplishment of the Han dynasty? _____

READING AND NOTE-TAKING

SEQUENCE EVENTS

Describe the process of cultural diffusion that took place along the Silk Roads using the graphic organizer below.



Summarize What ideas did the Chinese spread and what ideas did they absorb because of interactions on the Silk Roads?

READING AND NOTE-TAKING

**SYNTHESIZE VISUAL AND
TEXTUAL INFORMATION**

Read Section 3. Then use the text from the section and the text and map in Lesson 3.1 to answer the questions below.

1. What is the title of the map? _____

2. What does the red line on the map represent? _____

3. According to the map, about how long was the Silk Road? _____

4. What were some goods traded along the route? _____

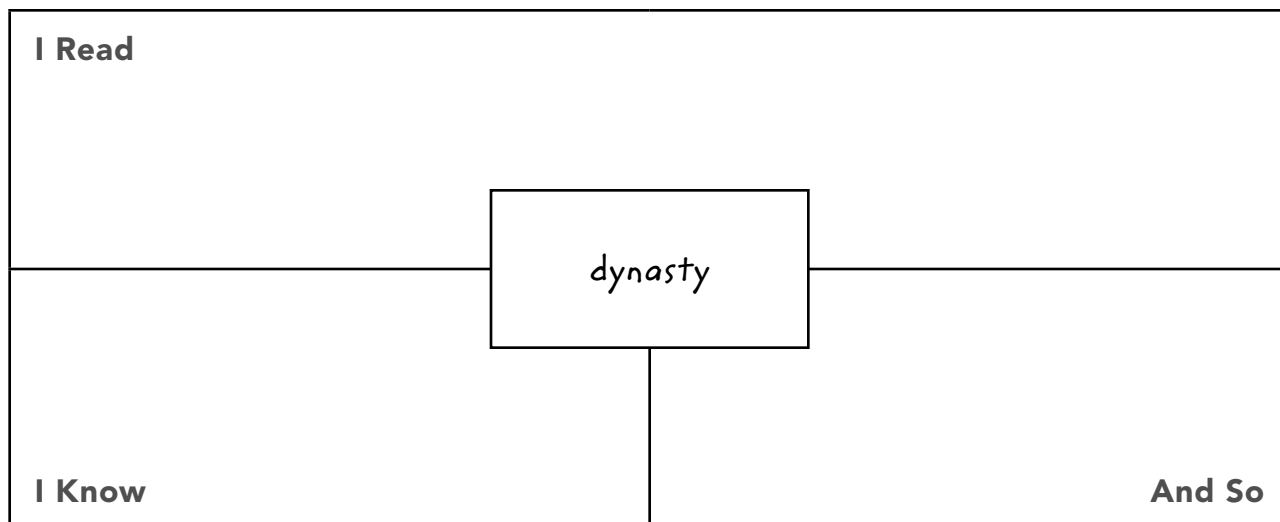
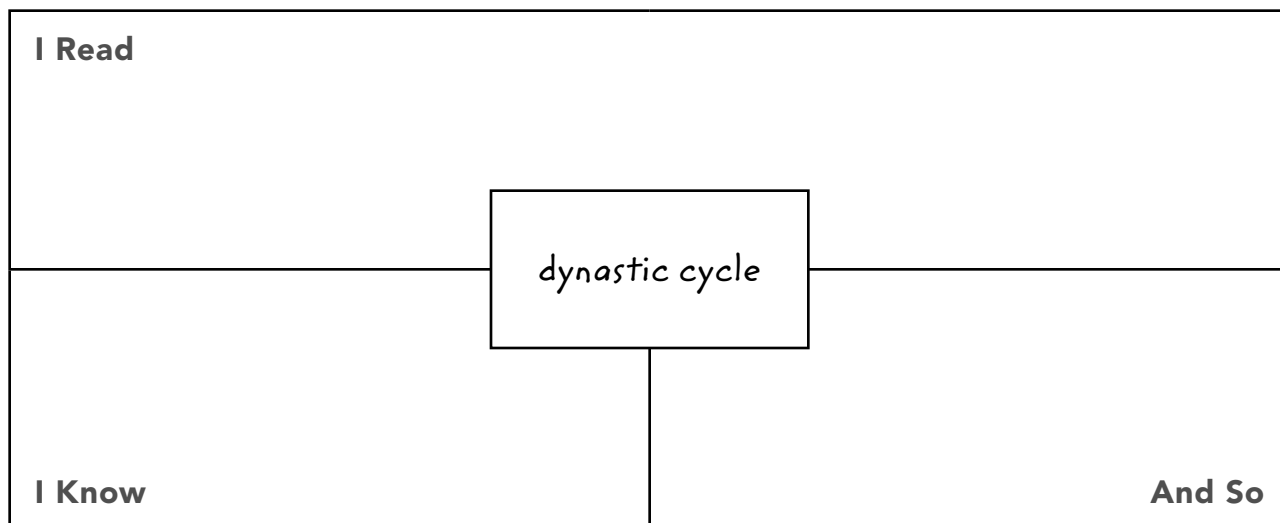
5. How many gold pieces are in the Bactrian Hoard? _____

VOCABULARY PRACTICE

KEY VOCABULARY

- **dynastic cycle** *n.* the pattern of the rise and fall of dynasties in ancient and early China
- **dynasty** (DY-nuh-tee) *n.* a series of rulers from the same family
- **filial piety** (FIHL-ee-uhl PYE-uh-tee) *n.* the belief that children owe their parents and ancestors respect
- **isolate** (EYE-soh-layt) *v.* to cut off from the rest of the world
- **oracle bone** (OHR-uh-kuhl) *n.* an animal bone used to consult with the many gods worshipped by the Shang people

I READ, I KNOW, AND SO Complete the graphic organizers below. Write down the sentence in which the Key Vocabulary word appears in Section 1. Then write down what else you read about the word. Finally, draw a conclusion about the word based on what you have learned.



I Read	
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">filial piety</div>	
I Know	And So

I Read	
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">isolate</div>	
I Know	And So

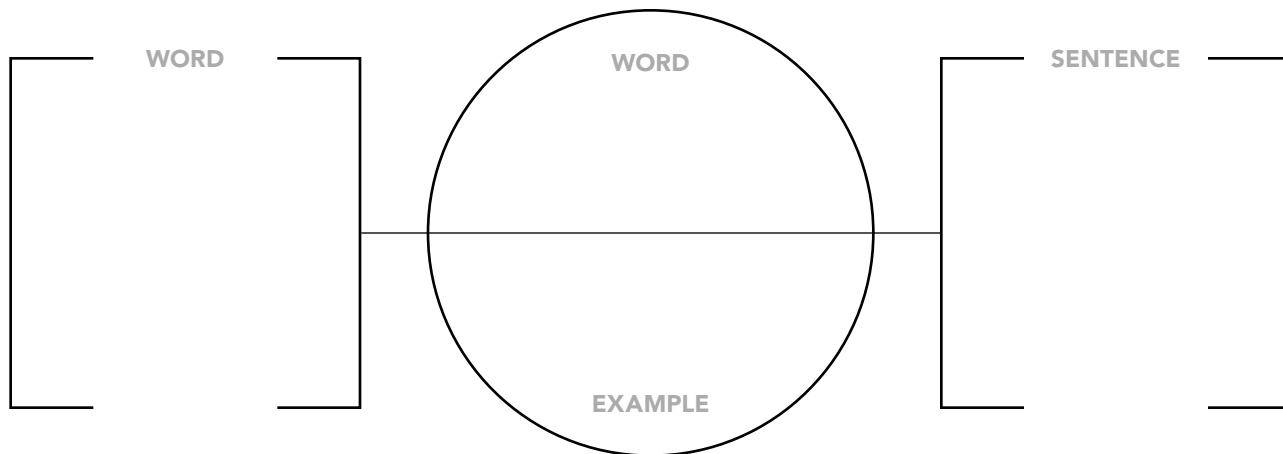
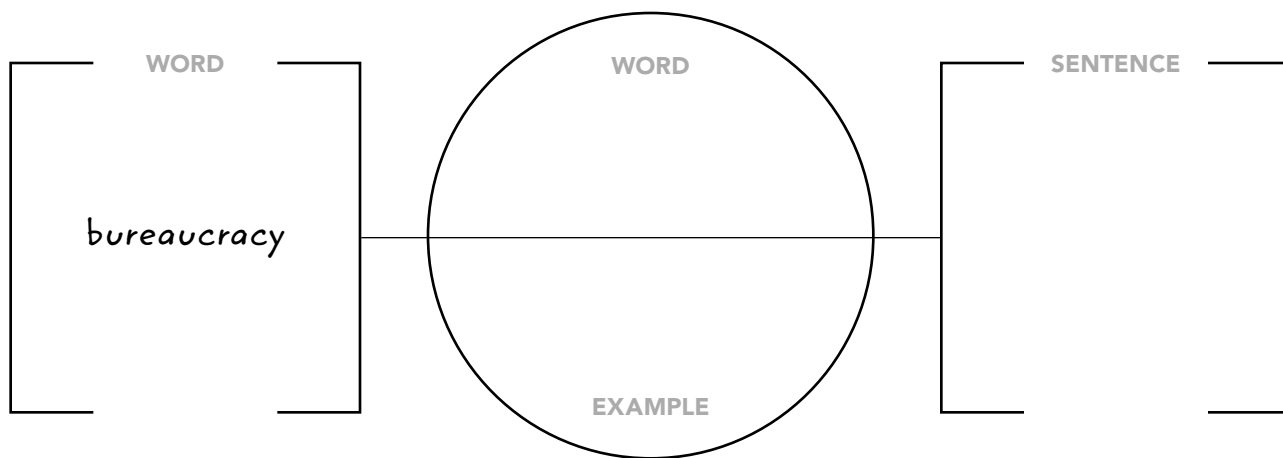
I Read	
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">oracle bone</div>	
I Know	And So

VOCABULARY PRACTICE

KEY VOCABULARY

- **bureaucracy** (byoo-RAH-krah-see) *n.* a system of government in which appointed officials in specialized departments run the various offices
- **emperor** (EHM-puh-ruhr) *n.* the supreme ruler of an empire
- **peasant** (PEH-zuhnt) *n.* a poor farmer
- **silk** (SIHLK) *n.* a textile made from the cocoons of silkworms
- **terra cotta** (TEH-ruh KAH-tuh) *n.* a fire-baked clay

DEFINITION MAP Complete a Definition Map for each Key Vocabulary word.



	WORD		WORD ----- EXAMPLE		SENTENCE	

	WORD		WORD ----- EXAMPLE		SENTENCE	

	WORD		WORD ----- EXAMPLE		SENTENCE	

VOCABULARY PRACTICE

KEY VOCABULARY

- **barter** (BAHR-tuhr) *v.* to exchange goods
- **caravan** (KAIR-uh-van) *n.* a group of people that travels together
- **cultural diffusion** (dih-FEW-zhun) *n.* the process by which cultures interact and ideas spread from one area to another
- **maritime** (MAIR-ih-time) *adj.* relating to the sea

RELATED IDEA WEB Write one of the Key Vocabulary words inside a circle, along with its definition in your own words. Then draw lines or arrows connecting the circles to show how the words are related, based on what you read in Section 3. Write your explanation of the connection next to the line or arrow.

barter: trading goods

UNIT 2 BIOGRAPHY

CONFUCIUS

Confucius was a scholar, teacher, and philosopher in ancient China. His ideas have influenced the civilization of East Asia for thousands of years. His teachings formed the basis of a belief system known as Confucianism.

- **Job:** Teacher, Philosopher
- **Goal:** Expand Education for All
- **Quote:** "What you do not want done to yourself, do not do to others."

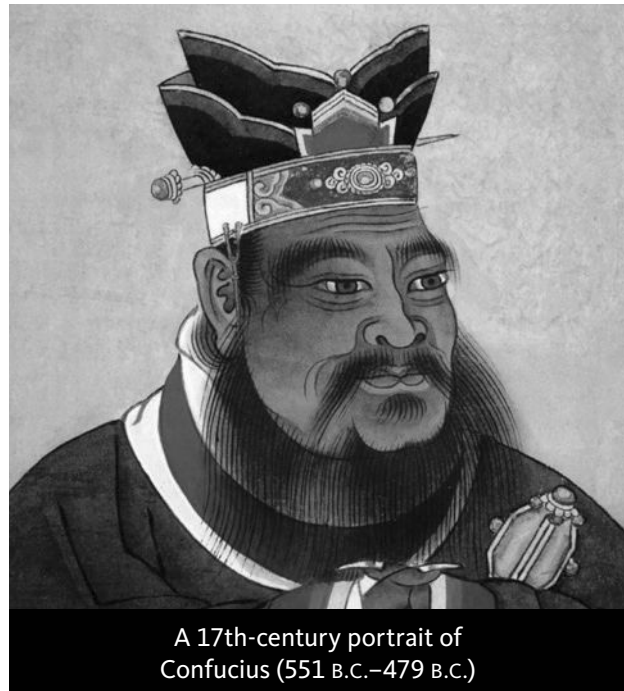
Confucius was born in 551 B.C. into a poor family in Qufu, China. His father died when he was three years old. His mother was his first teacher. By the time he reached his teen years, Confucius was a determined learner. He was well versed in the six arts he considered important for a good education—ritual, music, archery, chariot-driving, calligraphy, and arithmetic—as well as in history and poetry. His education enabled him to begin a career in teaching when he was in his 30s.

Confucius was the first teacher in ancient China to make education available to many people, not just for aristocrats, as was the custom. He was instrumental in making teaching a profession and a way of life. His purpose for teaching was to improve society by teaching people to live a life of honesty and one based on strong moral principles. Confucius believed that the purpose of an education was not just to acquire knowledge but also to build character. He also believed that people should live their lives by following the "golden rule," saying, "What you do not want done to yourself, do not do to others."

REVIEW & ASSESS

1. Summarize What did Confucius believe was the purpose of education?

2. Make Inferences Why did Confucius believe that the "golden rule" was a guide that people should follow?



A 17th-century portrait of Confucius (551 B.C.–479 B.C.)

Apic/Hulton Archive/Getty Images

When Confucius was in his 50s, he took on a government job as a minister of justice in the state of Lu. He was loyal to King Lu, but was kept outside his circle of power by other officials. After serving for a few years, Confucius realized that the people he worked for were not interested in his policies, and so he left his position.

Confucius went into voluntary exile for about 12 years. He was surrounded by a circle of students. Eventually, he returned home to teach and to write until his death in 479 B.C. at the age of 73. Ironically, he died believing that he had not made any impact on society.

In fact, Confucius had a great influence on ancient Chinese society and society in East Asia in general. Historians estimate that he had gathered about 3,000 followers. After his death, his followers compiled Confucius's sayings in a collection known as the *Analects*. Confucian ideas spread, and his teachings became required reading for all government officials.

Name _____

DOCUMENT-BASED QUESTION: CONTRASTING BELIEF SYSTEMS — Chapter 7, Lesson 1.4

Use the questions here to help you analyze the sources and write your paragraph.

DOCUMENT ONE: from *Analects of Confucius*

1A How did you react to the nature of Confucius’s advice? _____

1B Constructed Response What details in the passage support the idea that Confucius believed rulers had to set a good example for their people? _____

DOCUMENT TWO: from *Dao de Jing*

2A In your own words, what does this passage suggest people do? _____

2B Constructed Response According to the passage, how can powerful people live peaceful, happy lives? _____

DOCUMENT THREE: from *Han Feizi: Basic Writings*

3A What did you think of Han Feizi’s approach to governing? _____

3B Constructed Response What does the passage suggest about the kind of ruler and government Legalism supported? _____

SYNTHESIZE & WRITE

What ideas about leadership do each of the ancient Chinese philosophies convey?

Topic Sentence: _____

Your paragraph: _____

SOCIAL STUDIES
SKILLS

UNIT

3

Chapter 8: Ancient Greece
READING LESSON

COMPARE AND CONTRAST

LEARNING THE STRATEGY

When you read about history, you often compare and contrast people, events, or ideas. When you **compare** two or more things, you examine the similarities and differences between them. When you **contrast** things, you focus only on their differences.

As you read a historical text, think about the similarities and differences between the people, events, or ideas being described. Then consider how these similarities and differences deepen your understanding of the subject. For example, by comparing and contrasting the lives of men and women in ancient Athens, you will understand that they had very different experiences. To compare and contrast as you read a historical text, follow these steps.

GUIDED MODEL

(A) Life in Athens

(B) The lives of men and women and boys and girls in ancient Athens differed greatly. **(D)** Citizenship was open to adult men who had been born in Athens. They could vote and own property. Athenian women, on the other hand, could not vote or own property. They were firmly controlled by their husbands. Women ran the household and raised children, but they could not go out alone. Poorer women had more freedom but had to work for wages.

(B) Boys and girls were also raised differently in Athens. **(C)** Like men in Athens, boys had more privileges. Boys attended school if their families could afford it. After a well-rounded education, Athenian boys went through two years of military training in preparation for citizenship. Athenian girls did not attend school, but they learned household skills at home. Poor children worked from an early age.

Step 1 Determine the subject of the text that you are reading.

Step 2 In the passage, identify two or more features related to the subject that are being compared and features that are being contrasted.

Step 3 Look for comparing clue words and phrases that show how people, events, or ideas are similar, such as *both*, *similarly*, *also*, *too*, and *in addition to*.

Step 4 Look for contrasting clue words and phrases that show how people, events, or ideas are different, such as *unlike*, *in contrast*, *on the other hand*, and *different from*.

Step 1 Determine the subject.

(A) The subject is life in Athens.

Step 2 Identify features being compared and contrasted.

(B) The features being compared and contrasted are the differences for men and women and boys and girls in ancient Athens.

Step 3 Search for clue words that indicate similarities.

(C) SIMILARITIES Like men in Athens, boys had more privileges.

Step 4 Look for clue words that indicate differences.

(D) DIFFERENCES Citizenship was open to adult men who had been born in Athens. They could vote and own property. Athenian women, *on the other hand*, could not vote or own property.

Tip A T-chart is a useful graphic organizer for identifying similarities and differences about a subject. To complete a T-chart, write the topic at the top. Then write any similarities in the left column and any differences in the right column.

SOCIAL STUDIES SKILLS Continued



APPLYING THE STRATEGY

GETTING STARTED Now look at how information is compared and contrasted in Lesson 1.4, “City-States,” in Chapter 8. As you read the lesson, use the graphic organizer below to take notes on the similarities and differences between Greek city-states. By identifying similarities and differences, you will develop a better understanding of the ways that Greek city-states developed. List the similarities in the left column and the differences in the right column. Be sure to fill out the chart in your own words. To get you started, one similarity is filled in for you.

COOPERATIVE OPTION You may wish to work with a partner in your class to review the lesson and complete the graphic organizer.

TAKING NOTES

Similarities	Differences
<p><i>Each city had an acropolis for protection from invasion.</i></p>	

THINK AND DISCUSS

THINK ABOUT AND DISCUSS THESE QUESTIONS:

1. What two features did all Greek cities have in common?
2. In what ways did Greek city-states develop differently?
3. What cultural features were shared by people who lived in different city-states?

WRITE AN INFORMATIVE PARAGRAPH**LEARNING THE STRATEGY**

When you write an **informative paragraph**, you give readers information about a topic. You provide facts and examples so they will understand the topic more fully.

To write an informative paragraph, first select a topic and gather information on it. Then write a sentence that introduces and states your topic. This is your main idea. Back up your main idea with supporting details. The most common types of supporting details are facts, examples, statistics, quotations, expert opinions, and personal experience.

After you select the details you want to provide on your topic, you need to arrange them in a logical order. If you are describing something that happened over time, it makes sense to present your details chronologically, in the order that they happened. If you're writing a paragraph that contains instructions, you can present the steps sequentially, one step at a time from first to last. If you are writing about a general topic, you could group your information by category.

To write an explanation, follow these steps.

Step 1 Select a topic you would like to inform your readers about and gather detailed information about it.

Step 2 Write a sentence that introduces and states your topic. This is your main idea.

Step 3 Include at least three details that provide information on your topic.

Step 4 Organize your details either chronologically, step-by-step, or by category.

Step 5 Write a concluding sentence about your topic that restates the main idea in a different way.

GUIDED MODEL**(A) The Mysterious Minoans**

(B) Historians know little about the Minoan civilization. **(C)** The Minoans left behind written records, but historians cannot read their language. Their knowledge of Minoan civilization is pieced together through archaeology and the writings of ancient Greek historians. **(D)** There are also many myths about this civilization. According to one myth, a king named Minos built a labyrinth beneath his palace where a terrible bull-like monster was offered sacrifices of unlucky humans. This may seem unlikely, but archaeological evidence confirms that a powerful Minoan king did build a labyrinth-like palace, and Minoans did in fact worship bulls and perform sacrifices. **(E)** Historians may know little about the Minoans, but they are discovering that information can be found in unlikely places—even in myths!

Step 1 Select a topic.

(A) The topic is the mysterious Minoans.

Step 2 Write a sentence that introduces and states your topic.

(B) This sentence states the topic.

Step 3 Includes at least three details that provide information on your topic.

(C) The writer includes details on the topic.

Step 4 Organize your details.

(D) The writer organizes the details by category.

Step 5 Write a concluding sentence.

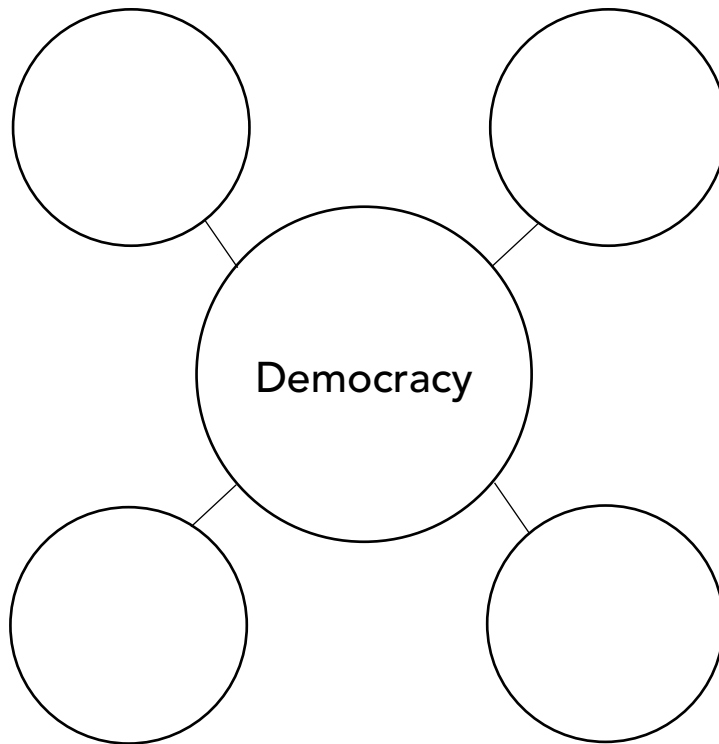
(E) The writer concludes by stating the main idea again but in a different way.

TIP Before writing, review the notes in your graphic organizer and select the facts, details, and examples that best develop your topic.

SOCIAL STUDIES SKILLS Continued**APPLYING THE STRATEGY**

GETTING STARTED Now write your own explanation. In the “Write About History” section of the Chapter Review, you are asked to write a paragraph informing your audience about the beginnings of democracy in ancient Greece. Use the steps explained in this lesson and the graphic organizer below to plan your explanation. The graphic will help you clearly state your topic and organize your facts into different categories. After you have organized your information, write your draft.

COOPERATIVE OPTION After you have written your draft, show it to a partner in your class and invite his or her suggestions on ways to improve the draft. You can also offer suggestions for your partner’s draft. Remember to be positive and constructive.

TAKING NOTES**THINK AND DISCUSS**

AFTER YOU HAVE FINISHED WRITING YOUR EXPLANATION, THINK ABOUT AND DISCUSS THESE QUESTIONS:

1. What was one challenge you faced when writing your explanation?
2. What information did you find most interesting about the development of democracy in ancient Greece? How did you present this information?
3. What new understanding about the development of democracy did you gain by writing your explanation?

READING AND NOTE-TAKING

IDENTIFY CAUSES AND EFFECTS

Use the chart below to record causes and effects that relate to early Greek civilizations as you read Section 1. Write one example of cause and effect for each lesson.

Original Cause	First Effect	Second Effect
<i>The Minoans were expert sailors and ship builders.</i>	<i>The Minoans traded across the Mediterranean.</i>	<i>Trade made the Minoans prosperous and allowed them to build the great palace at Knossos.</i>

READING AND NOTE-TAKING
**SYNTHESIZE VISUAL AND
TEXTUAL INFORMATION**

After reading Section 1, study the maps in Lessons 1.2 and 1.5 and use the information on the maps as well as what you have read to answer the questions below.

1. What is the title of the map in Lesson 1.2? _____

2. How many Mycenaean cities appear on the map? _____

3. What is the one other city featured on the map? _____

4. What aspects of Minoan culture did the Mycenaeans adopt? _____

5. What is the title of the map in Lesson 1.5? _____

6. What do the green lines on the map represent? _____

7. What do the green areas on the map represent? _____

8. How are those areas related? _____

9. According to the text, how did the ancient Greeks choose locations for their colonies?

Make Generalizations Why was trade important to the Mycenaeans and the Greeks?

READING AND NOTE-TAKING

ANNOTATE A TIME LINE

After you read Section 2, consider the dates listed below. Review the text and identify one event for each year listed. Write a description of the event in the box provided.

594 B.C.

Solon is granted power
in Athens.

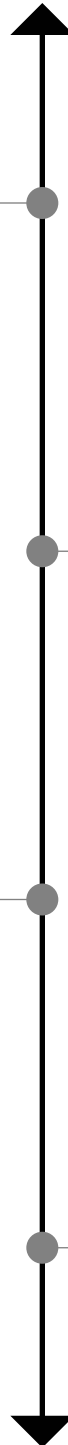


546 B.C.

508 B.C.

499 B.C.

494 B.C.



490 B.C.

480 B.C.

479 B.C.

Identify What factors helped the ancient Greeks to defeat the Persians?

VOCABULARY PRACTICE
KEY VOCABULARY

- **epic poem** *n.* a long story in the form of a narrative poem
- **hero** *n.* a character who faces a challenge that demands courage, strength, and intelligence
- **labyrinth** (LAB-uh-rinth) *n.* a maze
- **myth** *n.* an old story told to explain an event or justify a belief or action
- **raw material** *n.* a substance from which other things are made

DEFINITION CHART Complete a Definition Chart for the Key Vocabulary words.
In the last column, use the word in a sentence.

Word	Definition	In My Own Words	Sentence
epic poem	a long story in the form of a narrative poem		

VOCABULARY PRACTICE

KEY VOCABULARY

- **alliance** (uh-LY-uhnz) *n.* an agreement between nations to fight each other's enemies; a partnership
- **democracy** (duh-MAH-kruh-see) *n.* a form of government in which citizens have a direct role in governing themselves or elect representatives to lead them
- **helot** (HEH-luht) *n.* a state-owned slave who was part of the lowest class of ancient Greek society
- **trireme** (try-REEM) *n.* an ancient Greek warship

WORD MAPS Complete Word Maps for each of the four Key Vocabulary words.

alliance

What is it?

an agreement between nations to fight each other's enemies; a partnership

What does it do?

What is it like?

democracy

What is it?

What does it do?

What is it like?

UNIT **3**

CHAPTER 8 SECTION 2
Sparta and Athens *continued*



helot

What is it?

What does it do?

What is it like?

trireme

What is it?

What does it do?

What is it like?

UNIT 3
BIOGRAPHY

HOMER

*The life of the ancient Greek poet Homer is largely a mystery. The best clues about Homer's life come from the epic poems attributed to him—the *Iliad* and the *Odyssey*, and from the ancient Greek historian, Herodotus.*

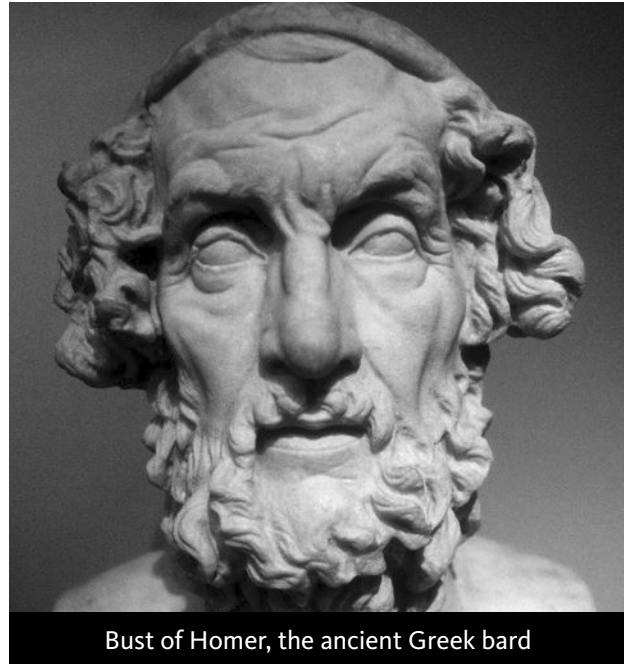
- **Job:** Ancient Bard
- **Epic Poems:** *Iliad* and *Odyssey*
- **Talent:** Storytelling

Homer was a Greek bard, or a poet who tells long stories in rhythmic form. Because he composed within the oral tradition, his works were not formally published, but they are considered the foundation of Western literature.

Historians are not entirely sure when Homer lived, but they surmise that he was born sometime between 1200 and 750 B.C. in Chios, Greece. Because the *Iliad* is set during the Trojan War, which may have taken place around 1200 B.C., modern historians theorize that Homer might have lived during the 13th century B.C. However, the ancient Greek historian Herodotus placed Homer's birth date around 850 B.C.

Where Homer lived is also somewhat of a mystery. The ancient Greek bard provided accurate descriptions of the area's geography throughout the *Iliad*—including of the location that was once Troy, the site of the Trojan War. Historians conclude that Homer may have lived along the coast of Asia Minor, possibly in Ionia.

Not only do historians not know exactly when or where Homer lived; they are not entirely sure of other details of



Bust of Homer, the ancient Greek bard

World History Archive/Alamy

his life, either. One of the characters in the *Odyssey* is a blind storyteller named Demodokos, so scholars believe that Homer may have been blind as well.

Though specific details about his life remain mysteries, the two epic poems attributed to him—the *Iliad* and the *Odyssey*—shaped Western literature. As an oral storyteller, Homer traveled from place to place, telling the stories of Odysseus and his adventures. These stories were eventually written down and became the epic poems people read today.

The *Iliad* and the *Odyssey* differ in style, and so some scholars believe that it is likely that more than one person created the stories. Whether Homer was the sole author or not, all agree that both the *Iliad* and the *Odyssey* provided the ancient Greeks with a cultural tradition, and perhaps even an account of their past, that might have otherwise been lost. Today the *Iliad* and the *Odyssey* continue to be read and studied as foundational pieces of Western literature.

REVIEW & ASSESS

1. Summarize Where and when did Homer likely live?

2. Identify Main Ideas and Details What sources have historians used to determine information about Homer?

DETERMINE WORD MEANINGS**LEARNING THE STRATEGY**

When you read about history, you often come across words such as *aristocracy* or *philosophy*. Many English words are based on Greek words. For example, the word *aristocracy* uses the Greek roots *aristo-* meaning “best” and *-cracy* meaning “government.” This information will help you understand that *aristocracy* means “government by those considered to be the best or most privileged people.” If you know the meanings of the most common Greek roots, you can use them to determine the meanings of many words.

As you read historical texts, look for words that have Greek roots. To find each word’s meaning, think of the meaning of the root and also consider the context, or the text around the word. To determine the meanings of words based on Greek roots, follow these steps.

Step 1 As you read the text, identify words with Greek roots.

Step 2 Use the meaning of the Greek roots and context clues to help you determine word meanings.

GUIDED MODEL**Cities in Ancient Greece**

Ancient Greeks built their cities near coastlines and on hilltops. Location on a coastline was ideal for trade, and the hilltops helped provide a defense. Each city had a walled fortress, known as an **(A)** acropolis, **(B)** built at its highest point to protect citizens against invasion. Each city also had an open space known as an agora. The agora was used as a gathering place for citizens. People bought and sold goods, held festivals and meetings, and watched sporting events in the agora.

Greek cities were isolated from one another, so they developed separate identities despite their similarities. For example, Greek cities were governed in very different ways. Some were ruled by a **(A)** monarch who **(B)** held all of the power. Others were ruled by an **(A)** oligarchy **(B)** made up of a small but powerful merchant class.

Step 1 Identify words with Greek roots.

(A) WORDS WITH GREEK ROOTS acropolis, monarch, oligarchy

Step 2 Determine word meanings using Greek roots and context clues.

Acropolis has the Greek roots *acr-*, meaning “top or height,” and *poli-* meaning “city.”

Monarch has the Greek roots *mono-*, meaning “one,” and *arch-*, meaning “ruler or chief.”

Oligarchy has the Greek roots *olig-*, meaning “few,” and *arch-*, meaning “ruler or chief.”

(B) CONTEXT CLUE An acropolis was built at a city’s highest point.

A monarch was a ruler who held all of the power.

An oligarchy was made up of a small but powerful merchant class.

Tip Spend time memorizing common Greek roots and their meanings. Learning them will help you determine the meanings of many unfamiliar words in historical texts.

SOCIAL STUDIES SKILLS Continued



APPLYING THE STRATEGY

GETTING STARTED Now determine the meaning of words that have Greek roots in Lesson 4.1, “Philosophy and Literature,” in Chapter 9. Becoming familiar with common Greek roots will help you gain a deeper understanding of the ideas and questions posed by Greek thinkers. Use the graphic organizer below to record examples of words with Greek roots that appear in the lesson. List those words in the first column. Identify the word’s Greek root(s) in the second column and the definition of the root(s) in the third column. Then write a definition for the word in the fourth column. Use context clues to help you determine word meanings.

COOPERATIVE OPTION You may wish to work with a partner in your class to review the lesson and complete the graphic organizer.

TAKING NOTES

Word from Text	Greek Root(s)	Meaning of Root(s)	Meaning of Word

THINK AND DISCUSS

THINK ABOUT AND DISCUSS THESE QUESTIONS:

1. What two Greek roots make up the word *philosopher*? Based on the meaning of the roots, what does *philosopher* mean?
2. The word *biology* is made up of the Greek roots *bio-* meaning “life” and *-logy* meaning “study of.” Based on its Greek roots, what does the word *biology* mean?
3. What Greek root makes up the word *mythical*? Based on the meaning of the root and how the word is used in the text, what does *mythical* mean?

WRITE AN INFORMATIVE TEXT**LEARNING THE STRATEGY**

When you write an **informative text**, you tell readers about a topic in an objective and factual way. In other words, you inform readers without interjecting your own opinions. Informative text conveys ideas accurately and without bias.

For example, suppose you are assigned to write an informative text that tells readers about the role Greek gods played in ancient Greece. You might begin by introducing the topic simply and clearly with your main idea: "Greek gods played an important role in ancient Greece." As you continue writing your informative text, you will want to include more specific information to support the main idea by providing more details and examples. To sum up your informative text and to remind readers of the main idea, you should end with a concluding sentence that summarizes or restates the main idea in a different way.

To write an informative text, follow these steps.

Step 1 Select a topic you would like to inform your readers about and gather detailed information about it.

Step 2 Write a sentence that introduces and states your topic. This is your main idea.

Step 3 Include at least three details that provide information on your topic.

Step 4 Write a conclusion that summarizes your topic and restates the main idea.

GUIDED MODEL**(A) The Role of Greek Gods**

(B) Greek gods played an important role in ancient Greece. **(C)** The Greeks believed that unhappy gods showed their displeasure by causing problems in people's lives. As a result, people tried to obtain the gods' help by leaving offerings outside temples.

(C) The Greek people also observed a holy day for each god and goddess. These special days involved great processions, offerings, poetry recitals, and competitive sports, including the original Olympic Games. **(C)** For private worship, most Greek homes had small altars where people would pray to the gods.

(D) Greek gods played an important role in ancient Greece. The ancient Greeks believed that the gods influenced daily life. Keeping the gods happy involved worship, sacrifice, and celebration.

Step 1 Select a topic.

(A) The topic is the role of Greek gods.

Step 2 Introduce your topic by stating the main idea.

(B) This sentence states the topic.

Step 3 Include details that provide information on your topic.

(C) The writer includes details on the topic.

Step 4 Conclude by summarizing and restating the main idea.

(D) The writer concludes by stating the main idea again but in a different way.

TIP Make sure your conclusion briefly summarizes the most important points.

SOCIAL STUDIES SKILLS Continued

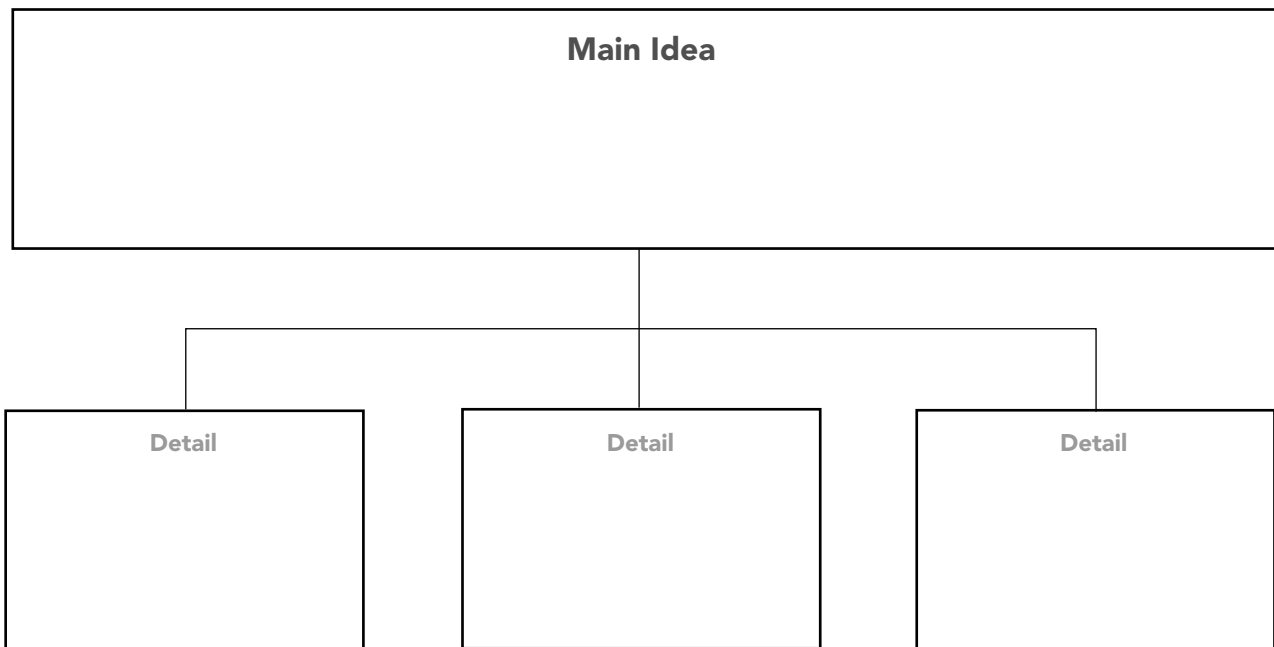


APPLYING THE STRATEGY

GETTING STARTED Now write your own informative text. In the “Write About History” section of the Chapter Review, you are asked to write a speech that informs new American citizens about how the democratic concepts developed in Greece laid the foundation for democracy in the United States. Use the steps explained in this lesson and the graphic organizer below to plan your informative speech. The graphic will help you organize your main idea and details. After you have determined your main idea and details, write your draft.

COOPERATIVE OPTION After you have written your draft, show it to a classmate and invite him or her to provide suggestions to improve the draft. You can also offer suggestions for your partner’s draft. Remember to be positive and constructive.

TAKING NOTES



THINK AND DISCUSS

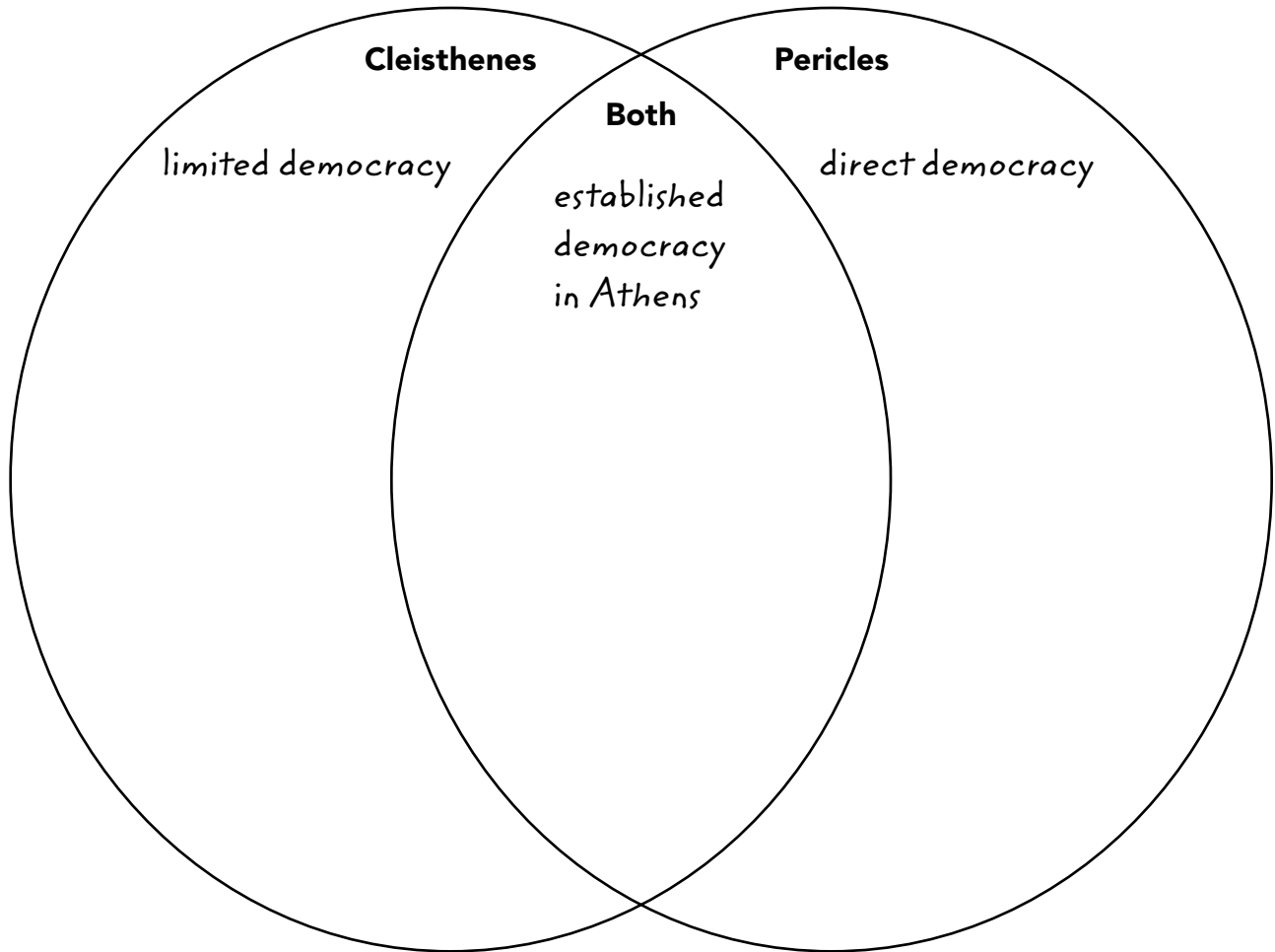
AFTER YOU HAVE FINISHED WRITING YOUR INFORMATIVE SPEECH, THINK ABOUT AND DISCUSS THESE QUESTIONS:

1. What was one challenge you faced when writing your informative speech?
2. What information did you find most interesting about Pericles and his influence on democratic ideas in ancient Greece? How did you present this information in your speech?
3. What new understanding about democracy in the United States did you gain by writing your informative speech?

READING AND NOTE-TAKING

COMPARE AND CONTRAST LEADERS

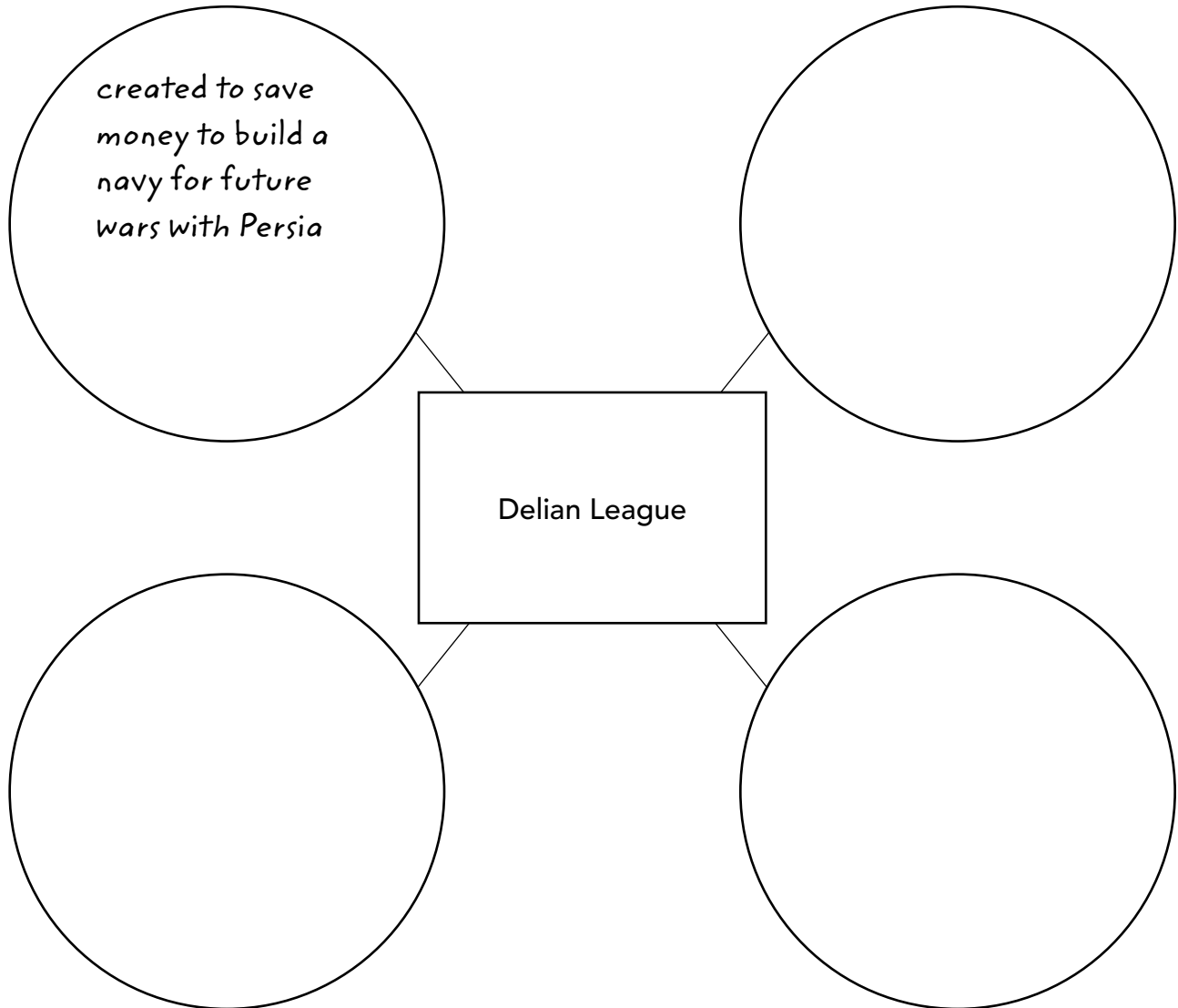
Use a Venn Diagram to compare and contrast the actions of Cleisthenes and Pericles, two rulers who laid the foundation for democracy in Athens.



Summarize Summarize the two leaders' reforms.

READING AND NOTE-TAKING

DRAW CONCLUSIONS As you read Section 1, take notes on the Delian League using the Idea Web below.



Make Generalizations How did the creation of the Delian League affect relations among the city-states?

READING AND NOTE-TAKING

**SEQUENCE EVENTS
AND TAKE NOTES**

As you read from Lessons 2.1 and 2.2, take notes on the Peloponnesian War. First write the titles of the lessons and the headers. Then include details from those sections of text. Include between at least four and six details in each box.

2.1 War Breaks Out
TENSIONS RISE

2.1

UNIT **3**

CHAPTER 9 SECTION 2

The Peloponnesian War *continued*



2.2

2.2

Describe How did city-states relate to each other after the Peloponnesian War?

UNIT **3**

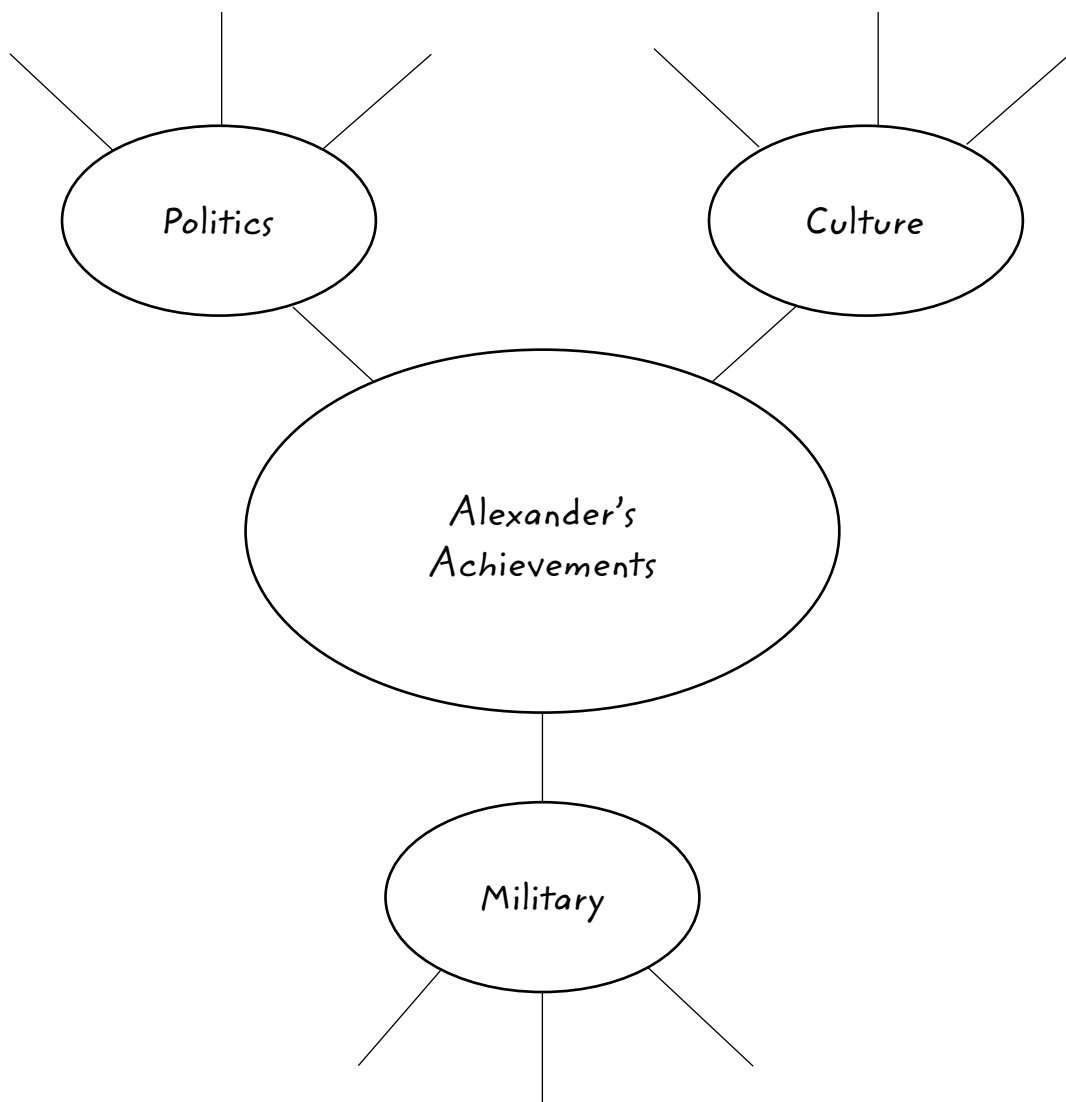
CHAPTER 9 SECTION 3
Alexander the Great



READING AND NOTE-TAKING

CATEGORIZE ACHIEVEMENTS

Complete the spokes of the Concept Cluster below with Alexander's achievements. Add more spokes as needed.



READING AND NOTE-TAKING

OUTLINE AND TAKE NOTES Use the Section Map below to outline and take notes about Alexander the Great. Read Lesson 3.2 first, and then complete the Section Map.

What is the title of the lesson? _____ _____	
Why was Alexander known as "the Great"? _____ _____ _____ _____	
How did Alexander untie the Gordian knot and what do you think this says about his character? _____ _____ _____ _____	What does this map tell about the expansion of Alexander's empire? _____ _____ _____ _____
What happened after Alexander and his army crossed the Indus River? _____ _____ _____ _____	
What is the title of the last section? _____ _____ _____ _____	What happened to Alexander's empire after his death? _____ _____ _____ _____

READING AND NOTE-TAKING
**TAKE NOTES ON
A KWL CHART**

Before you read about the legacy of ancient Greece, record in the first column of the chart below the things you know that came from ancient Greece. Then fill in things you want to learn about the legacy of ancient Greece in the second column. After reading, fill in what you learned in the third column.

K What Do I Know	W What Do I Want To Learn?	L What Did I Learn?
<p><i>Socrates was a famous philosopher.</i></p>	<p><i>What did Socrates believe?</i></p>	<p><i>He believed in questioning everything deeply, and was put to death because of it.</i></p>

READING AND NOTE-TAKING

COMPARE AND CONTRAST

Using the chart below, compare and contrast the two forms of drama you read about in Lesson 4.2.

Comedy	Tragedy
<i>humorous</i>	<i>serious</i>

Summary Paragraph Write a compare and contrast paragraph summarizing the ancient Greek forms of drama, comedy and tragedy.

VOCABULARY PRACTICE

KEY VOCABULARY

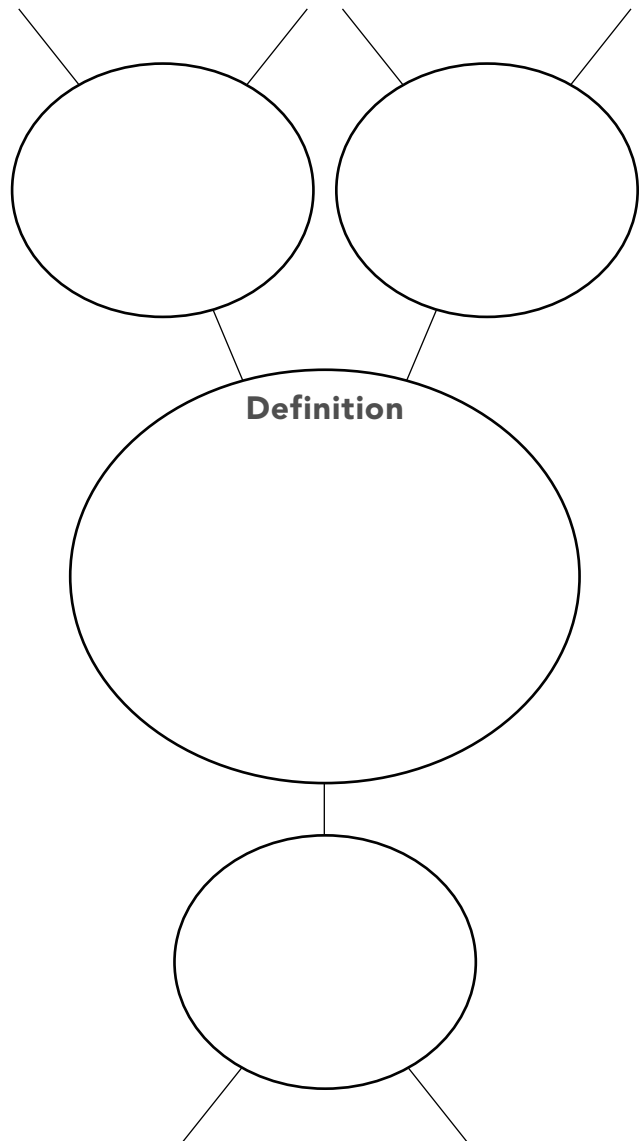
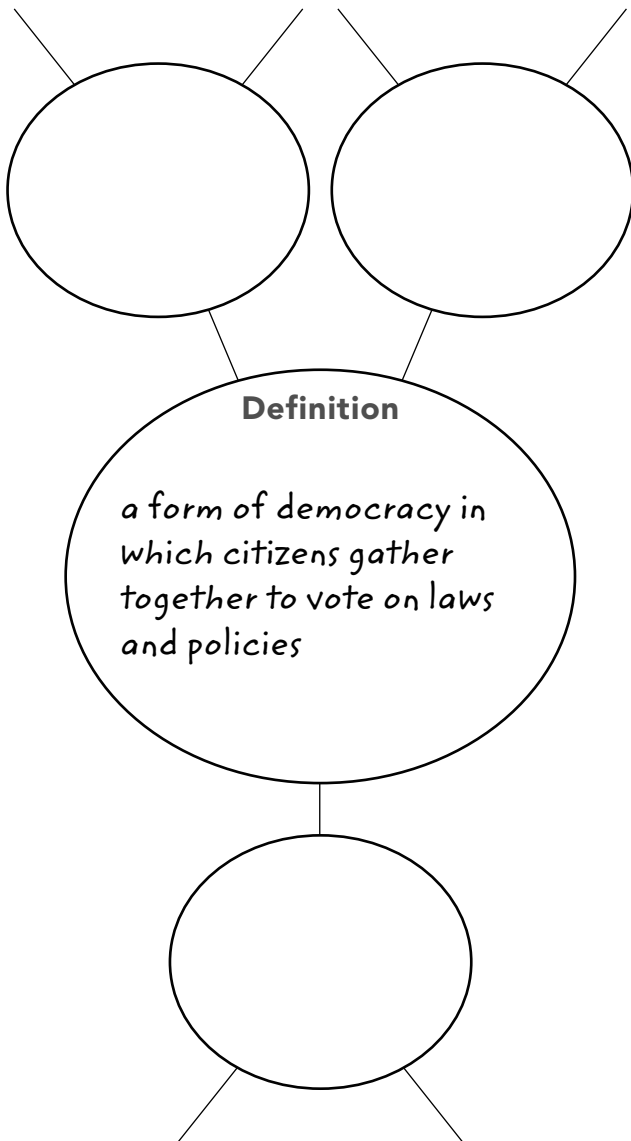
- **direct democracy** *n.* a form of democracy in which citizens gather together to vote on laws and policies
- **golden age** *n.* a period of great cultural achievement

VOCABULARY CLUSTER

Complete a Vocabulary Cluster for the Key Vocabulary words *direct democracy* and *golden age*. Write down the definition for each word. Then add information, ideas, examples, and related words to help show what the words mean.

Word: direct democracy

Word: _____



VOCABULARY PRACTICE**KEY VOCABULARY**

- **immortal** (ih-MOHR-tuhl) *adj.* able to live forever
- **mythology** (mihth-AHL-oh-gee) *n.* a collection of stories that explains events, beliefs, or actions

COMIC BOOK POSTER

Create a comic book-style poster showing your interpretation of at least one of the 12 Olympians mentioned Lesson 1.3. Write captions or dialogue with speech bubbles to add context to your illustrations. Be sure to use the Key Vocabulary words *immortal* and *mythology*.

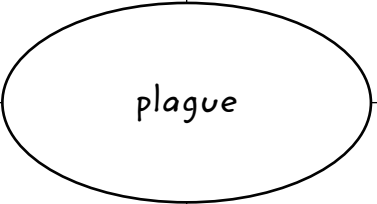


VOCABULARY PRACTICE

KEY VOCABULARY

- **plague** (PLAYG) *n.* a disease that causes many deaths

WORD SQUARE Complete a Word Square for the Key Vocabulary word.

Definition	Characteristics
	
Example	Non-Example

VOCABULARY PRACTICE
KEY VOCABULARY

- **siege** (SEEGH) *n.* a military tactic in which troops surround a city with soldiers in an attempt to take control of it
- **truce** *n.* an agreement to stop fighting

DEFINITION CHART Complete a Definition Chart for the Key Vocabulary words.

Word	<i>siege</i>
Definition	
In Your Own Words	
Symbol or Diagram	

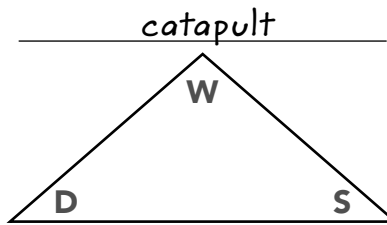
Word	<i>truce</i>
Definition	
In Your Own Words	
Symbol or Diagram	

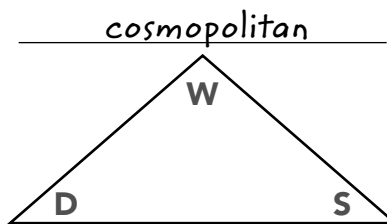
VOCABULARY PRACTICE

KEY VOCABULARY

- **catapult** (KAT-uh-puhlt) *n.* a weapon that hurls large stones
- **cosmopolitan** (kahs-muh-PAHL-uh-tuhn) *adj.* worldly
- **Hellenistic** (heh-luh-NIH-stihk) *adj.* relating to Greek history or culture
- **phalanx** (FAY-langks) *n.* in ancient Greece and Rome, a battle formation in which soldiers stood close together to protect themselves from enemy attack

WDS TRIANGLES Complete Word-Definition-Sentence Triangles for the Key Vocabulary words. Write the definition next to "D." Write a sentence using the word next to "S."

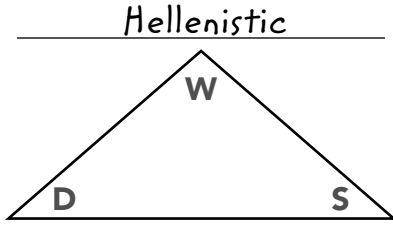


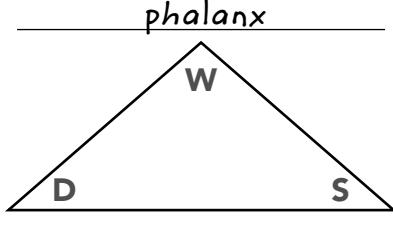


UNIT **3**

CHAPTER 9 SECTION 3
Alexander the Great *continued*







Describe Using the four Key Vocabulary terms, write one or two sentences that describe the impact of Alexander's military strategies.

VOCABULARY PRACTICE

KEY VOCABULARY

- **jury** (JOO-ree) *n.* a group of people chosen to make a decision based on evidence presented in a trial
- **philosophy** (fihl-AH-soh-fee) *n.* the study of the universe and our place in it
- **representative democracy** (duh-MAH-krus-see) *n.* a form of democracy in which people are elected to vote on the citizens' behalf

WORDS IN CONTEXT Follow the instructions below for the Key Vocabulary word indicated.

1. Explain what a *jury* is.

2. Write the definition of *jury* using your own words.

3. Write the sentence in which the word *philosophy* appears in the section.

4. Use the word *philosophy* in a sentence of your own.

5. Write the definition of *representative democracy*.

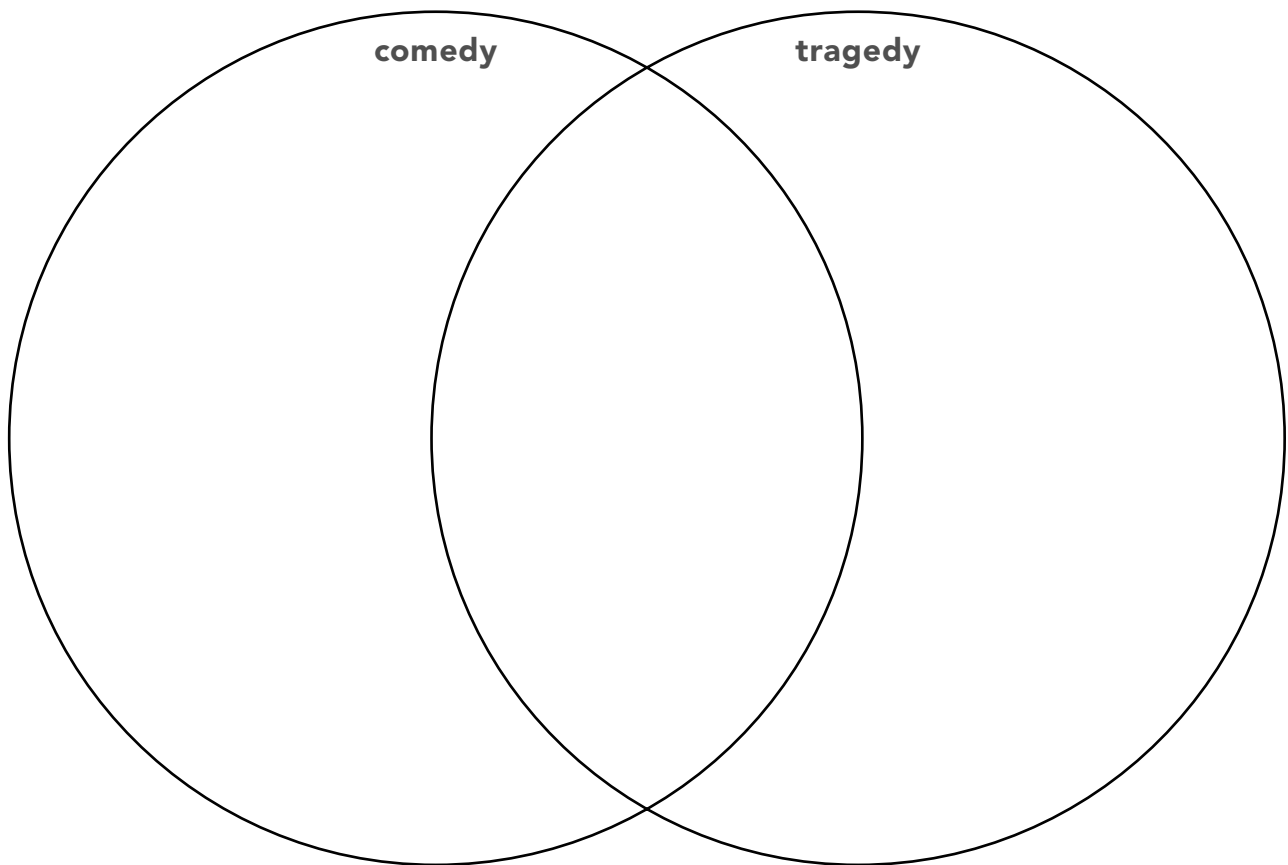
6. Give an example of a *representative democracy*.

VOCABULARY PRACTICE

KEY VOCABULARY

- **comedy** (KAH-muh-dee) *n.* a humorous form of Greek drama that often mocked famous people
- **tragedy** (TRAH-jihd-ee) *n.* a serious form of Greek drama in which characters endure suffering before an unhappy ending

VENN DIAGRAM Complete a Venn Diagram to compare and contrast the meanings of the Key Vocabulary words *comedy* and *tragedy*. Then answer the question.



Compare and Contrast In what ways are comedies and tragedies similar and different?

UNIT

3

BIOGRAPHY

CLEISTHENES

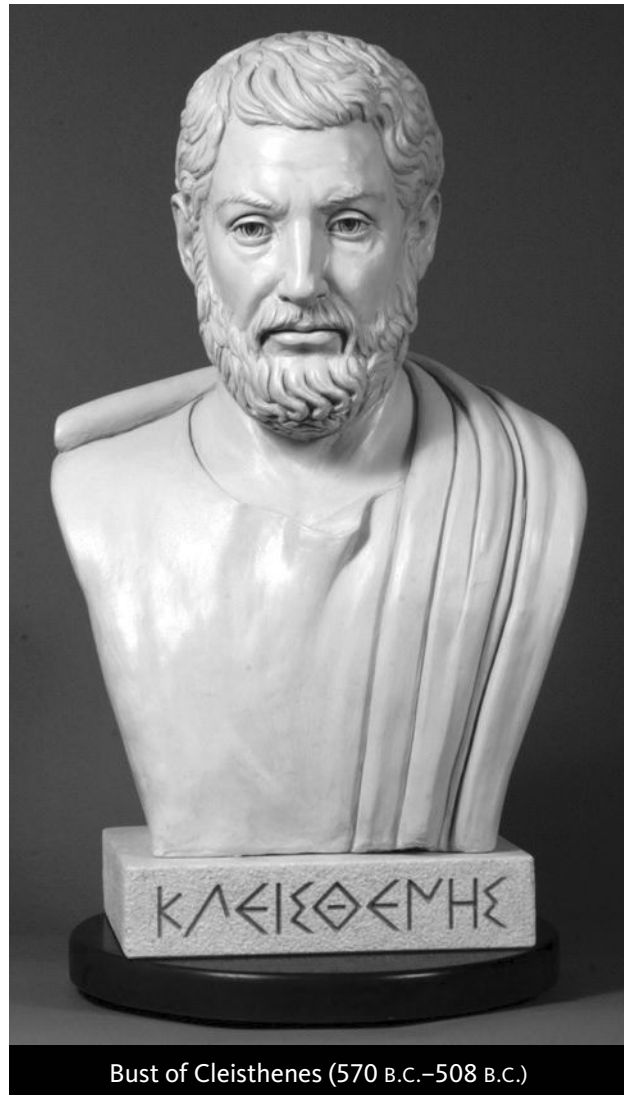
Cleisthenes is often called the founder of Athenian democracy. He enhanced the reforms of Solon, an earlier Athenian leader. By doing so, he redefined citizenship and expanded democracy in ancient Greece.

- **Job:** Magistrate, Reformer
- **Goal:** Expand Democracy
- **Triumph:** Organized the Council of 500

Cleisthenes was born into a prominent Athenian family in 570 B.C. His family was active in the public life of Athens and supported Solon, Athens's leader, in his reform efforts. Solon had made Athenian government more inclusive, but it was not yet a true democracy. Nobles thought that Solon's reforms went too far, while the common people thought they did not go far enough.

Cleisthenes served as chief archon, or magistrate, in the Athenian government between 525 and 524 B.C. He believed that the problem with government in Athens had to do with the way citizens were organized. Cleisthenes argued citizenship should be based on where people lived, not on family lines or wealth. Unless a full reorganization took place, he argued, Athenians would never be rid of hereditary privilege.

After a 20-year period of exile, Cleisthenes allied himself with the popular Assembly to introduce democratic reforms. Athenians had rejected an oligarchy, or a government ruled by a few influential citizens. As leader of the reforms, Cleisthenes organized citizens into 10 local groups. Fifty representatives from each group were chosen randomly to be part of the Council of 500. The



Bust of Cleisthenes (570 B.C.–508 B.C.)

Ohio Statehouse/Pictures From History/The Image Works

Council of 500 proposed laws and debated policies and the assembly voted on them.

Though the government was a democracy, it was a limited one. Only free adult males who owned property were considered citizens. Women and propertyless men had no political rights. However, because of Cleisthenes's reforms, more Athenian citizens became engaged in their government than ever before.

REVIEW & ASSESS

1. Summarize What did Cleisthenes believe was a problem with government in Athens?

2. Draw Conclusions Why did the reforms of Cleisthenes result in only a limited democracy?

UNIT

3

BIOGRAPHY

ARISTOTLE

Aristotle was an ancient Greek philosopher and scientist. His theories and ideas formed the basis of Western thought.

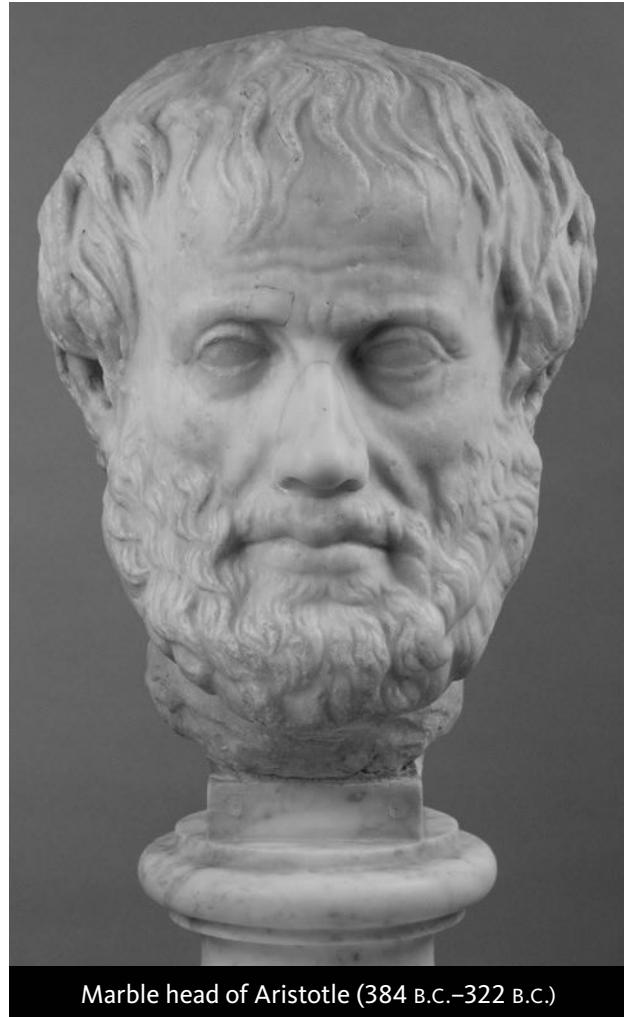
- **Job:** Philosopher, Scientist, Teacher
- **Teacher and Mentor:** Plato
- **Most Famous Student:** Alexander the Great

Aristotle was born in 384 B.C. in Stagira, a small town in northern Greece near the Macedonian border. His father served as the court physician for the king of Macedonia. When Aristotle was 17 years old, he joined Plato's school, the Academy, where he studied for 20 years.

Over time, differences in thinking caused a breach between Aristotle and Plato. When Plato died, Aristotle left for Assos, a town in Asia Minor, where he connected with a small group of Plato's followers. After a few years, he joined the court of Philip of Macedon. There he tutored Philip's son, Alexander, who would become the famous Macedonian king, Alexander the Great.

Around 335 B.C., Aristotle returned to Athens where he established his own school, called the Lyceum. Because Aristotle walked while he taught, his school was called the Peripatetic school. (The word *peripatetic* means, "to walk about.") Aristotle led the school until 323 B.C. He died the following year.

Aristotle believed that the only way to understand the world was through logic and reason. Further, the search for understanding should be based on observation. His ideas are the basis for the scientific method used today. Aristotle categorized learning into categories, which laid the foundation for the study of biology, law, physics, and



Marble head of Aristotle (384 B.C.–322 B.C.)

Marble head of Aristotle (384–322 B.C.), Kunsthistorisches Museum, Vienna, Austria/Bridgeman Images

politics. He also devised a method of argument based on the rules of logic.

Aristotle's students continued to teach his philosophy after his death. Later Roman philosophers and scientists also studied his writings. For several hundred years after the fall of Rome, between A.D. 500 and 1100, Aristotle's work was almost completely lost in Europe. Fortunately, Arab scholars studied and preserved his writings. These scholars reintroduced Europeans to Aristotle's teachings during the 1300s and the Renaissance.

REVIEW & ASSESS

1. Summarize What were two contributions Aristotle made to modern thinking?

2. Make Inferences Why do you think Aristotle might have wanted to start his own school?

Name _____

DOCUMENT-BASED QUESTION: ATHENIAN DEMOCRACY — Chapter 8, Lesson 2.3

Use the questions here to help you analyze the sources and write your paragraph.

DOCUMENT ONE: from *History of the Peloponnesian War*

1A How does Pericles define Athenian democracy?? _____

1B Constructed Response According to Pericles, what was special about the Athenian system of government? _____

DOCUMENT TWO: Ostrakon, Greece, c. 400s B.C.

2A How effective do you suppose the practice of ostracism was? _____

2B Constructed Response What does the practice of ostracism tell you about Athenian values?

SYNTHESIZE & WRITE

What was most important in Athenian democracy—the individual or the community?

Topic Sentence: _____

Your paragraph: _____

**SOCIAL STUDIES
SKILLS**

UNIT

4

**Chapter 10: The Roman Republic
READING LESSON**

COMPARE AND CONTRAST
LEARNING THE STRATEGY

Have you ever described a t-shirt by comparing and contrasting it with another? You might point out that a t-shirt that advertises a movie has a crew neck and short sleeves like any other t-shirt. However, it differs from other t-shirts because it shows a design or line from the film. When you talk about how things are alike, you are comparing them. When you talk about how things are different, you are contrasting them.

Historians often describe past events and situations by comparing and contrasting them. When historians **compare** what happened in the past, they explain similarities and differences. When historians **contrast** what happened in the past, they present only the differences. To grasp a historian's comparisons and contrasts, follow these steps.

Step 1 Determine what the subject of a passage or a paragraph is.

Step 2 In the passage, identify several specific features about the subject that are being compared and those that are being contrasted.

Step 3 Search for clue words that indicate similarities (comparing). Common clue words include *similarly*, *also*, *in addition*, and *both*.

Step 4 Search for clue words that indicate differences (contrasting). Common clue words include *in contrast*, *unlike*, *on the other hand*, and *however*.

GUIDED MODEL
(A) Slaves in the Roman Republic

(B) Slaves were the largest class in Rome. **(C)** Most slaves were bought from foreign traders. **(D)** However, some slaves were prisoners from Rome's conquests.

(B) Slaves were very useful in Rome's economy. **(C)** Most worked at manual labor, from household chores to construction work or agriculture. **(D)** However, skilled slaves might be craftspeople, and educated slaves might be teachers, doctors, or managers of their master's business.

(B) The treatment of slaves varied. **(C)** Many slaves were treated well. **(D)** Still, others suffered very badly. Excessive punishments could spark rebellion. A slave named Spartacus led the most famous rebellion in 73 B.C. For about two years, his slave army fought the Roman soldiers and controlled large areas of the countryside.

Step 1 Determine the subject.

(A) The subject is Roman slaves.

Step 2 Identify the features being compared and contrasted.

(B) The features being compared are who made up the slave class, how slaves were employed, and how slaves were treated.

Step 3 Look for word clues that indicate similarities.

(C) SIMILARITIES Most slaves were bought from foreign traders, performed manual labor, and were treated well.

Step 4 Look for clue words that indicate differences.

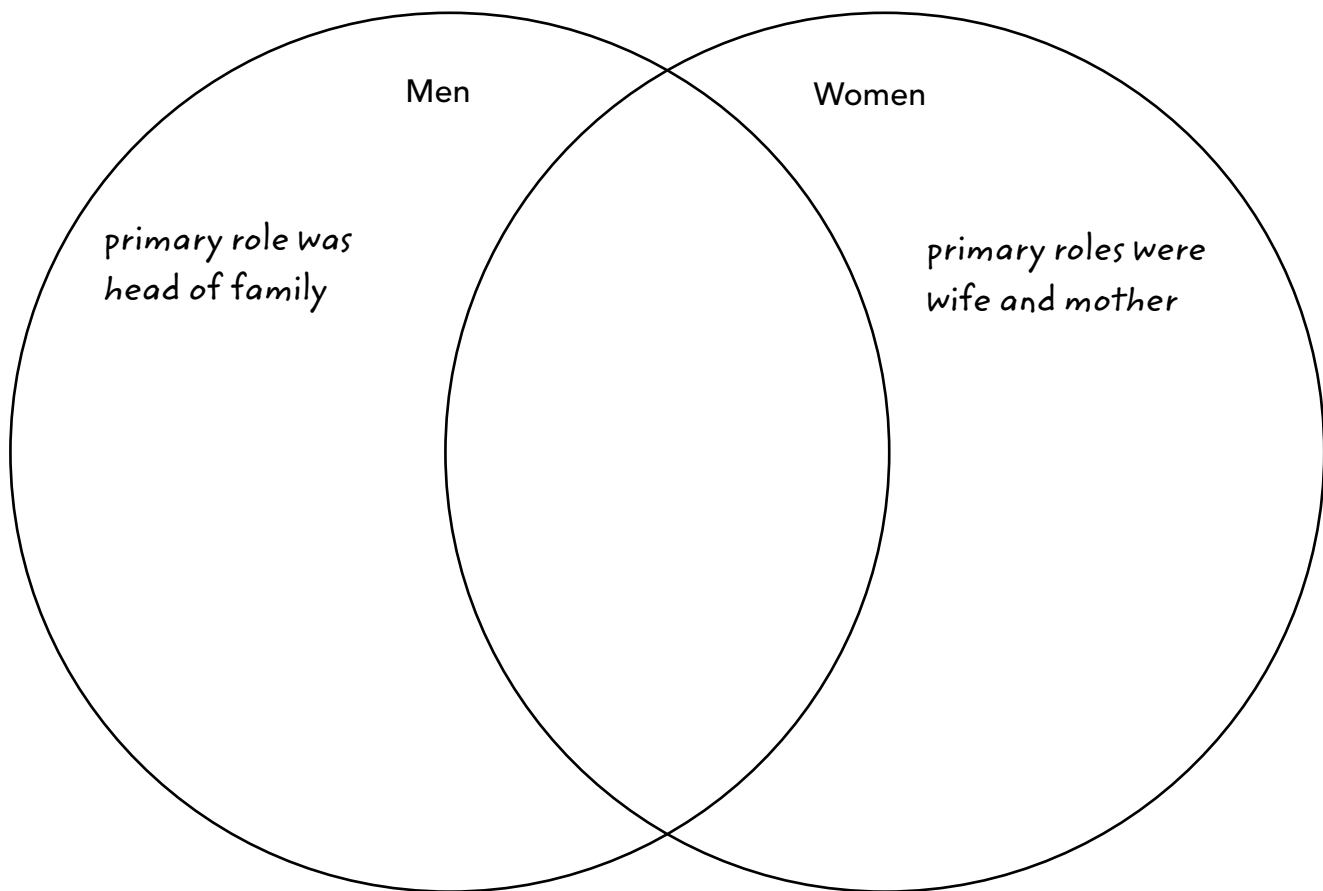
(D) DIFFERENCES Some slaves were prisoners of war, had better jobs, and suffered very badly.

TIP A Venn diagram is a useful graphic organizer for comparing and contrasting two topics. In a Venn diagram, list unique characteristics in the left and right sides and common characteristics in the overlapping area.

SOCIAL STUDIES SKILLS Continued**APPLYING THE STRATEGY**

GETTING STARTED Now describe how information is presented comparatively in Lesson 2.1, “Men and Women,” in Chapter 10. As you read, use the graphic organizer below to take notes on the similarities and differences between men and women in the Roman Republic. This will help you gain a deeper understanding of Roman daily life. Be sure to fill out the chart in your own words. Remember to look for signal words like *most*, *however*, and *still*. To get you started, one difference is filled in for you.

COOPERATIVE OPTION You may wish to work with a partner in your class to review the lesson and complete the graphic organizer.

TAKING NOTES**THINK AND DISCUSS****THINK ABOUT AND DISCUSS THESE QUESTIONS:**

1. How did the education of boys and girls differ in ancient Rome?
2. How did the roles of men and women in families differ?
3. In what ways were men’s and women’s roles in business similar?

WRITE AN ARGUMENT

LEARNING THE STRATEGY

Suppose that you want to convince your classmates that Pericles was the greatest leader of ancient Athens. To make your case, you would write an **argument**, which is a case that you make about an issue. How would you go about making your argument? You'd probably start with a summary of the issue and then state your case. You would say something like, "Ancient Athens had many great leaders, but I believe that Athens's greatest leader was Pericles." This statement is called a *claim*.

However, the claim alone isn't enough. You have to provide support for the claim by giving reasons and evidence. The most common types of evidence include facts, statistics, quotations, and examples.

Finally, you have to anticipate a reader's counter-argument. Anticipating a counter-argument is called a *response*.

To write an argument, follow these steps.

STEPS IN WRITING AN ARGUMENT

Step 1 Collect information and data about your topic and make a T-Chart that lists pros and cons—arguments on each side of the issue. Then decide what your claim will be.

Step 2 Write at least three reasons that support your claim. For each reason, list at least one piece of evidence that backs up the reason.

Step 3 Anticipate an argument that could be made against your claim, and write a response to that argument.

Step 4 Read your draft. Try to read it from the perspective of someone who is undecided on the issue. Then revise your argument until it is as logical and persuasive as possible.

GUIDED MODEL

Why Pericles Was a Great Leader

(A) Ancient Athens had many great leaders, but I believe that Athens's greatest leader was Pericles. **(B)** One reason why Pericles was such a good leader was that he expanded democracy. He led the Assembly in passing laws that allowed more citizens to vote. **(B)** Another reason why Pericles was so effective was that he made the military of Athens stronger. For example, he built up Athens's navy. **(B)** Finally, Pericles beautified Athens by constructing buildings such as the Parthenon.

(C) Some might say that Pericles didn't expand democracy enough because women could not be citizens or vote. At that time, though, women didn't have rights in any part of the world. For that time, Pericles went further than any other ruler in giving people a voice in government.

Step 1 Decide what your claim will be.

(A) The writer claims that Pericles was Athens' greatest leader.

Step 2 Write at least three reasons that support your claim.

(B) The writer lists three reasons that support the claim and backs up each one with one piece of evidence.

Step 3 Anticipate an argument.

(C) The writer anticipates an objection and responds to it.

TIP A T-chart is a useful graphic organizer for planning your argument. It helps you understand both sides of an issue. In the left column, list arguments on one side of an issue. On the right side, list arguments on the other side.

SOCIAL STUDIES SKILLS Continued



APPLYING THE STRATEGY

GETTING STARTED Now write your own argument. In the “Write About History” section of the Chapter Review, you are asked to outline the points you’d make in an argument either favoring Julius Caesar’s assassination or opposing it. Use the steps explained in this lesson and the T-chart below to plan your argument. Begin by filling out the chart listing both sides of the issue. Then draft your argument.

COOPERATIVE OPTION After you have written your draft, show it to a partner in your class and invite his or her suggestions on ways to improve the draft. You can also offer suggestions for your partner’s draft. Remember to be positive and constructive.

TAKING NOTES

T-Chart of Pros and Cons	
Pros—Arguments on One Side of the Issue	Cons—Arguments on the Other Side of the Issue
<p>Claim:</p>	

THINK AND DISCUSS

AFTER YOU HAVE FINISHED WRITING YOUR ARGUMENT, THINK ABOUT AND DISCUSS THESE QUESTIONS:

1. What was one of the challenges you faced in writing your argument?
2. How did you answer an objection that an opponent might have?
3. What understanding about Rome did you gain by writing the argument?

READING AND NOTE-TAKING
OUTLINE AND TAKE NOTES

Use the Section Map below to outline and take notes as you read Section 1. Read the section first and then complete the Section Map.

What is the title of the section? _____ _____ _____ _____	
Explain the meaning of this section title. _____ _____ _____	
How was Rome's geographic location beneficial? _____ _____ _____	Describe what the map in Lesson 1.1 shows. What does this map tell about the geography of Rome? _____ _____ _____
Summarize the legend of the founding of Rome. _____ _____ _____	Who were the early Romans? _____ _____ _____ _____
What is the difference between a patrician and a plebian? Describe their relationship in Roman society. _____ _____ _____ _____	

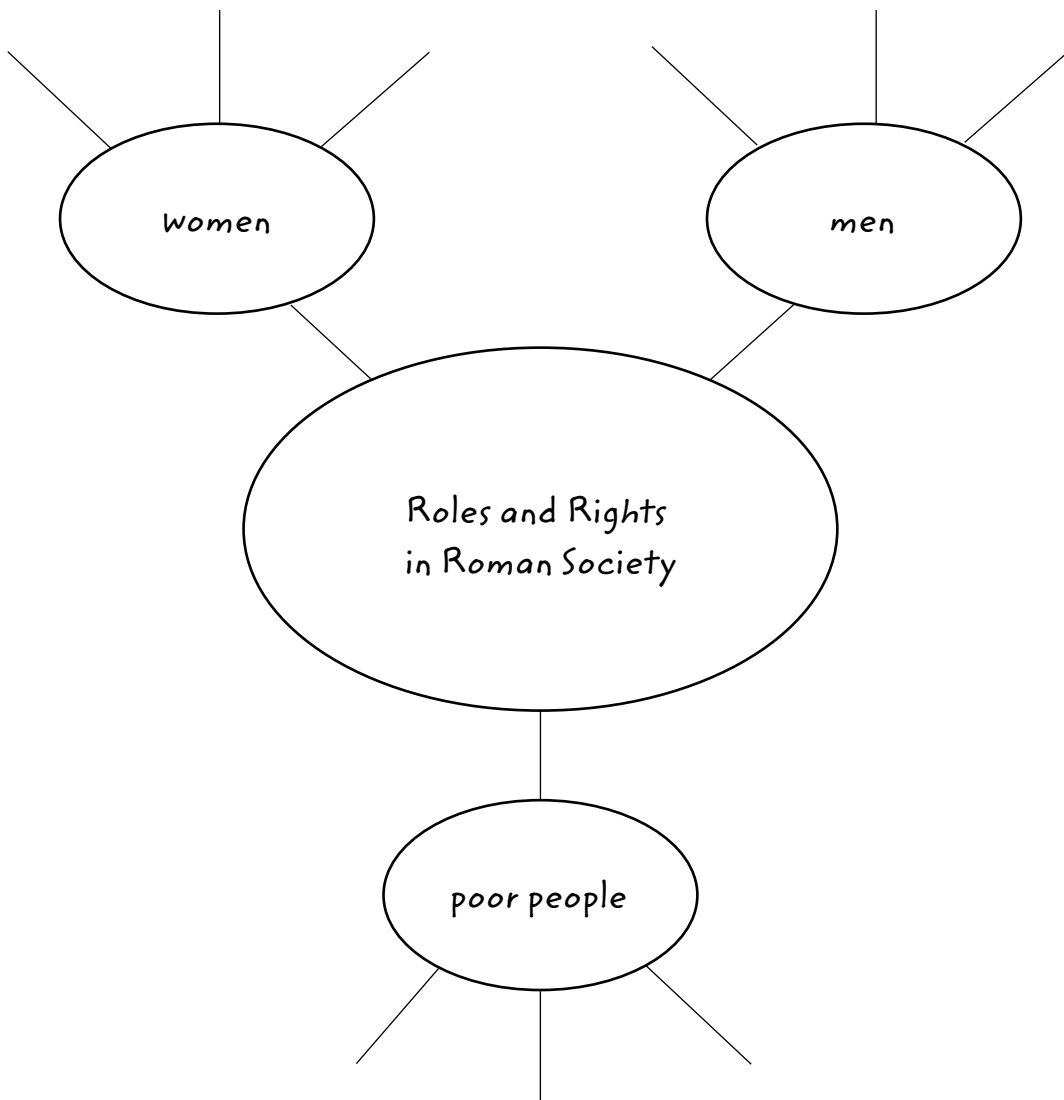
<p>Define the word <i>republic</i>. _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>What were the Twelve Tables?</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Describe the structure of the Roman government. _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<p>Who was Cicero? _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>How does the painting in Lesson 1.4 relate to the text? _____</p> <p>_____</p> <p>_____</p>
<p>What was the Forum? What activities took place there? _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<p>What are the Key Vocabulary words for this section?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	

READING AND NOTE-TAKING

CATEGORIZE INFORMATION

Use this Concept Cluster to keep track of information about the lives and rights of different social groups in Roman society. Add more strands to the outside circles to record more details.

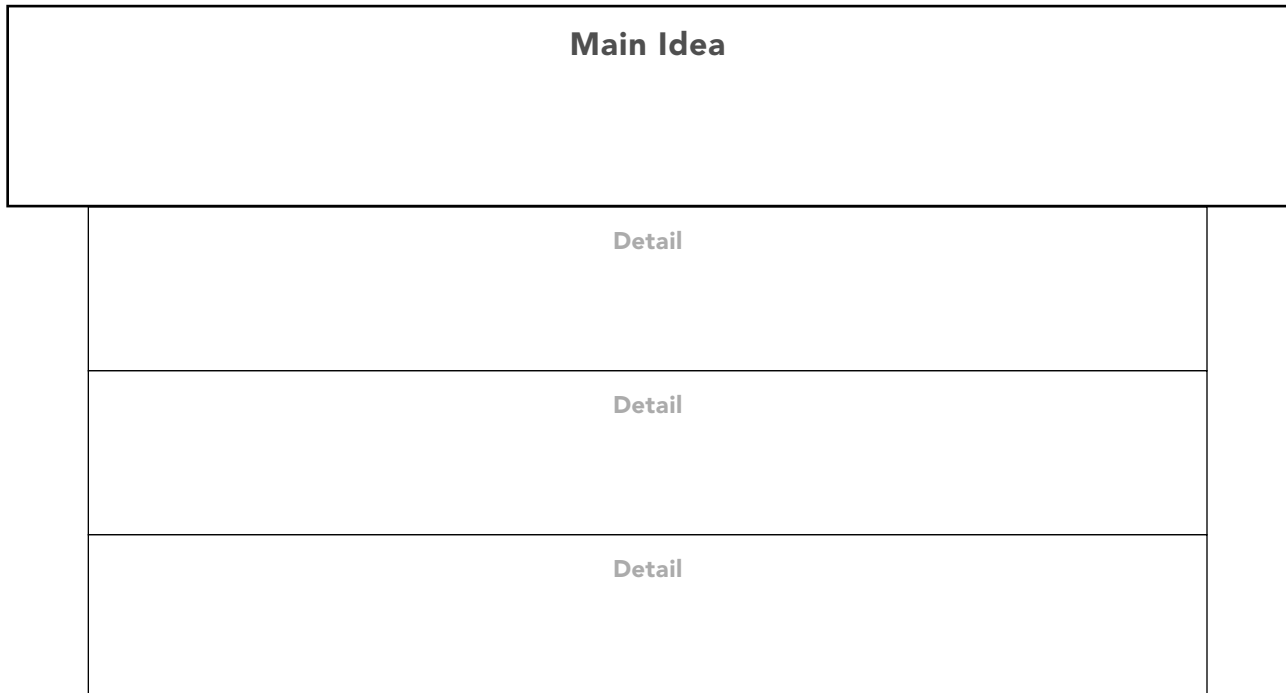
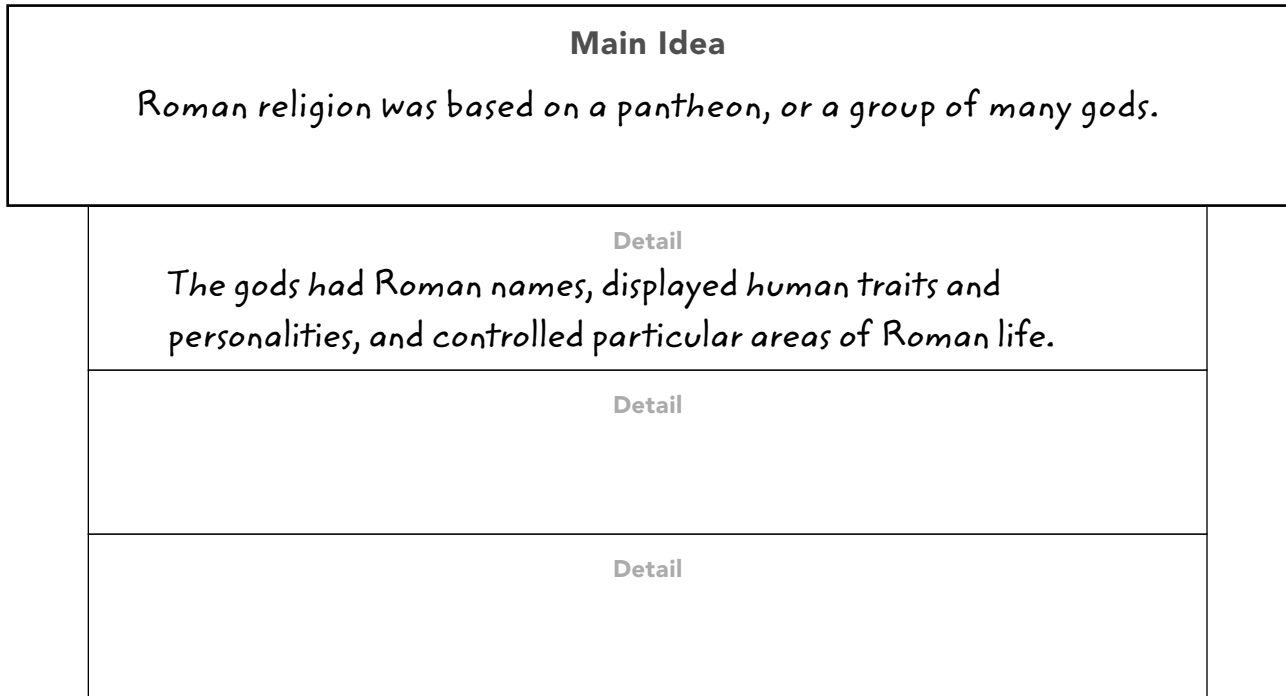
*had few rights;
main job was to be a
good wife and mother*



READING AND NOTE-TAKING

IDENTIFY MAIN IDEAS AND DETAILS

Use a Main Idea Diagram to keep track of the main ideas and details about Roman religion and beliefs, featured in Lesson 2.3.



READING AND NOTE-TAKING

SEQUENCE EVENTS Fill in the Sequence Chart below as you read Section 3 to record information about four important Roman wars. Include when and why events occurred, which groups were involved, and the outcome.

The First Punic War: The First Punic War broke out in 264 B.C. between Carthage and Rome over ownership of the island of Sicily. Carthage's strong navy defeated Rome early on, but Rome responded by building a stronger navy. Rome then defeated Carthage repeatedly and took control of Sicily, Sardinia, and Corsica.



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Blank lined box for notes



Blank lined box for notes

READING AND NOTE-TAKING

POSE AND ANSWER QUESTIONS

As you read about the Roman legion and the life of a legionary in Lesson 3.1, create your own questions and answers about the topics shown below.

Topic: Roman legions



Question: What is a Roman legion?

Answer: _____

Topic: Roman legionaries



Question: _____

Answer: _____

Topic: Marius



Question: _____

Answer: _____

Topic: Life and training of a legionary



Question: _____

Answer: _____

READING AND NOTE-TAKING

IDENTIFY CAUSES AND EFFECTS

Use the chart below to record causes and effects that relate to the end of the Roman Republic as you read Section 4.

Causes	Effects
<i>The Roman Republic expanded after the Punic Wars.</i>	
	<i>Gaius Gracchus was assassinated.</i>
<i>Sulla marched his army into Rome.</i>	
	<i>The Roman Republic became a monarchy and then an empire.</i>

READING AND NOTE-TAKING

BUILD A TIME LINE

After reading Section 4, use the time line below to keep track of key events in the decline of the Roman Republic, beginning at 70 B.C.

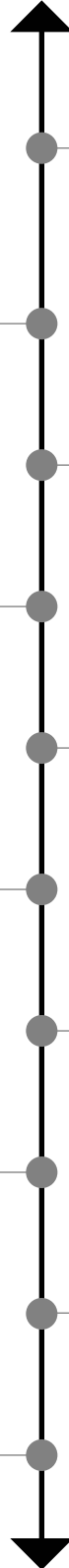
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70 B.C. Generals Crassus and Pompey are unpopular consuls, so the Senate turns to the popular politician, Julius Caesar.

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VOCABULARY PRACTICE
KEY VOCABULARY

- **consul** (KAHN-suhl) *n.* one of two chief leaders elected yearly in ancient Rome
- **dictator** (DIHK-tayt-ur) *n.* a person who rules with total authority
- **patrician** (puh-TRISH-uhn) *n.* a wealthy landowner in ancient Rome
- **plebian** (pleh-BEE-uhn) *n.* a common person in ancient Rome

FOUR-COLUMN CHART Complete the chart below for each Key Vocabulary word.
In the last column, use the word in a sentence.

Word	Definition	Illustration	Sentence
consul	one of two chief leaders elected yearly in ancient Rome		

VOCABULARY PRACTICE
KEY VOCABULARY

- **legend** (LEHJ-uhnd) *n.* a story from the past that is accepted as truth but cannot be proven
- **peninsula** (puh-NIHN-suh-luh) *n.* a piece of land surrounded by water on three sides
- **republic** (rih-PUHB-lihk) *n.* a type of government in which citizens vote for their leaders
- **tribune** (TRIB-yoon) *n.* a representative who fought to protect the rights of ordinary citizens in ancient Rome
- **veto** (VEET-oh) *v.* to reject a decision or proposal made by another government body

KWL CHART Fill in the KWL Chart for the Key Vocabulary words.

Word	What I Know	What I Want to Know	What I Learned
legend			

VOCABULARY PRACTICE

KEY VOCABULARY

- **aristocracy** (air-uh-STAHK-ruh-see) *n.* an upper class that is richer and more powerful than the rest of society
- **pantheon** (PAN-thee-ahn) *n.* the gods of a group people, a religion, or a civilization
- **patriarchy** (PAY-tree-ahr-kee) *n.* a society in which men hold all the power

DEFINITION TREE For each Key Vocabulary word in the Definition Tree below, write the definition on the top branch and then use each word in a sentence.

aristocracy

Definition
*an upper class that is richer and more powerful than
 the rest of society*

Sentence

pantheon

Definition

Sentence

patriarchy

Definition

Sentence

VOCABULARY PRACTICE

KEY VOCABULARY

- **legionary** (LEE-juh-nehr-ee) *n.* a professional soldier in ancient Rome
- **province** (PRAHV-uhns) *n.* an administrative district of a larger empire or country

I READ, I KNOW, AND SO Use the graphic organizers below to explore your understanding of *legionary* and *province*. Then complete your own I Read, I Know, and So organizers for two more challenging words from this section.

<p>I Read A legionary is a Roman soldier who fought in a group called a legion.</p>		
I Know	<div style="border: 1px solid black; padding: 5px; margin: 0 auto; width: 80%;"> <p><i>legionary</i></p> </div>	And So

<p>I Read</p>		
I Know	<div style="border: 1px solid black; padding: 5px; margin: 0 auto; width: 80%;"> <p><i>province</i></p> </div>	And So
<p>Some countries, such as France, are organized into regions called provinces.</p>		

UNIT 4

CHAPTER 10 SECTION 3

The Army and Expansion *continued*



I Read		
I Know		And So

I Read		
I Know		And So

VOCABULARY PRACTICE

KEY VOCABULARY

- **civil war** *n.* a war between groups in the same country
- **reform** *n.* a change to make things better

DEFINITION CLUES Follow the instructions below for the Key Vocabulary word indicated.

VOCABULARY WORD: *civil war*

1. Write the sentence in which the word appears in the section.

He marched his army into Rome, starting a civil war, or war between groups in the same country, and took control of the Senate.

2. Write the definition using your own words.

3. Use the word in a sentence of your own.

4. How did civil war weaken the Roman Republic?

VOCABULARY WORD: *reform*

1. Write the sentence in which the word appears in the section.

2. Write the definition using your own words.

3. Use the word in a sentence of your own.

4. Give an example of a Roman leader who tried to introduce reforms. How successful was this leader?

UNIT
4

BIOGRAPHY

CICERO

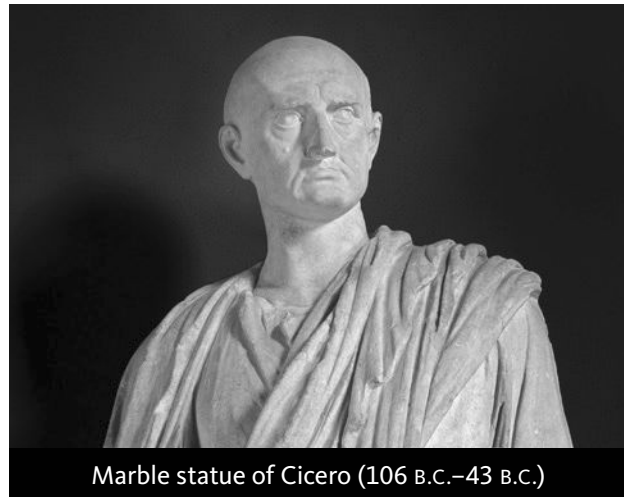
Cicero was a Roman statesman, orator, and writer in the last years of the Roman Republic. He is best known for his remarkable speeches, particularly for one that foiled a conspiracy against the Roman government.

- **Job:** Lawyer, Consul, Politician
- **Talents:** Speechmaking, Writing
- **Home:** Rome

Cicero was born in 106 B.C. to a wealthy family in Arpinium, a town southeast of Rome. He studied law in Rome and philosophy in Greece. Cicero served in the Roman military and was a successful lawyer. Throughout his career, Cicero was involved in several high-stakes political developments in ancient Rome.

In 63 B.C., as consul, Cicero attacked his rival Catiline by exposing Catiline's plan to overthrow the government. After the speech, Catiline and the other conspirators were put to death by order of the Senate. When Cicero announced the deaths in the Senate, fellow senators gave him a standing ovation. However, the Senate had, in fact, overstepped its authority. Roman law forbade the execution of a Roman citizen without a trial. Because of his misuse of power, Cicero was exiled from Rome. After his return from exile in 57 B.C., he never regained the power he once held.

By 63 B.C., the Roman Republic was already falling into chaos. Cicero did not join the alliance with Julius Caesar and the First Triumvirate. He opposed the growing power of the Roman army and urged the government to



Marble statue of Cicero (106 B.C.–43 B.C.)

Statue of Cicero (marble), Roman, (2nd century A.D.)/Ashmolean Museum, University of Oxford, UK/Bridgeman Images

restore the system of checks and balances. By 53 B.C., the triumvirate had collapsed. Caesar declared himself dictator for life and put forth his own set of reforms. The Senate, however, hated the reforms, and in 44 B.C., a group of senators murdered Caesar.

Cicero was not involved in the conspiracy to murder Julius Caesar and was not present when Caesar was murdered. However, after Caesar's death, Augustus, who was Caesar's relative, joined in an alliance with Mark Antony and another supporter to form the Second Triumvirate. Cicero spoke out against Augustus, and, more vigorously, against Antony. Antony condemned Cicero and in 43 B.C. had him executed.

Cicero's speeches and writings remain among his most important legacies. Many of his writings have survived, mostly in letters to friends. By describing everyday life and events, Cicero's letters provide a glimpse into Roman life during the Republic. The letters also provide context for Cicero's life as not only a statesman but also a collector of art, a country gentleman, and a caring father. In addition to his speeches and letters, Cicero's legacy includes introducing the Romans to the works of Greek philosophers. His translations of their works had a lasting impact on the development of Latin as a language and on the study of philosophy itself.

REVIEW & ASSESS

1. Analyze Cause and Effect Why was Cicero exiled in 53 B.C.?

2. Draw Conclusions How did Cicero's letters provide a glimpse into life during the Republic?

UNIT
4

BIOGRAPHY

CLEOPATRA VII

The ancient Egyptian pharaoh Cleopatra VII has been celebrated in plays, operas, and films. Many focus on her relationships with two Roman leaders and her supposed beauty and charming personality. However, Cleopatra was a powerful ruler and Egypt's last pharaoh.

- **Job:** Last Egyptian Pharaoh
- **Alliances:** Julius Caesar and Marc Antony
- **Home:** Alexandria

Cleopatra was the daughter of King Ptolemy XII, a Macedonian Greek and part of the Ptolemy dynasty that ruled Egypt between 323 and 30 B.C. Born in Egypt in 69 B.C., she ascended the throne when King Ptolemy XII died in 51 B.C. Upon assuming the throne, Cleopatra resolved to restore Egypt's crumbling empire.

Her brother, Ptolemy XIII, who was several years younger, served as her co-ruler because Egyptian custom required a woman to rule alongside a man. Cleopatra sidestepped this custom by placing only *her* name on important documents. In time, Ptolemy XIII revolted against Cleopatra and forced her to flee to Syria. While in exile, Cleopatra plotted to overthrow Ptolemy XIII. She turned to Rome—specifically to Julius Caesar—for help. Ptolemy XIII was defeated and Cleopatra, together with her other brother, Ptolemy XIV, once again ruled Egypt.

In 47 B.C., Cleopatra gave birth to Julius Caesar's son. They visited Caesar in Rome and were there when Caesar was assassinated in 44 B.C. Cleopatra and her son returned to



Bas-relief fragment of Cleopatra VII (69 B.C.–30 B.C.)

Bas-relief fragment portraying Cleopatra/De Agostini Picture Library/G. Dagli Orti/Bridgeman Images

Alexandria. Shortly after, her brother died. Cleopatra now ruled Egypt with her son, Ptolemy XV Caesar.

Cleopatra still hoped to regain some of the eastern territories that Egypt had lost to Rome. To make that happen, she needed Roman assistance once more. She turned to Mark Antony, one of Julius Caesar's generals. Antony welcomed her request for help because he wanted Cleopatra's financial support to conquer an area that included Persia. Antony's plan failed for the most part, but he and Cleopatra were able to return to Alexandria, where he named her queen and her son king. Antony gave Cleopatra the territory in Syria and Lebanon that had previously been under Egyptian control.

In Rome, Antony's rival, Octavian, declared that Antony's actions were illegal and the Senate declared war on Cleopatra. In 31 B.C., at the Battle of Actium, Octavian defeated the forces of Antony and Cleopatra. The pair fled to Egypt where both committed suicide in 30 B.C. Cleopatra's death brought an end to the Ptolemy dynasty. Egypt then became a Roman province, making Cleopatra the last Egyptian pharaoh.

REVIEW & ASSESS

1. Summarize What did Cleopatra do to try to regain territories that Egypt had lost to Rome?

2. Form and Support Opinions Do you think Cleopatra was a strong ruler? Give reasons for your opinion.

Name _____

DOCUMENT-BASED QUESTION: THE ASSASSINATION OF JULIUS CAESAR — Chapter 10, Lesson 4.3

Use the questions here to help you analyze the sources and write your paragraph.

DOCUMENT ONE: from *Silver Denarius of Marcus Junius Brutus, Macedonia, 43–42 B.C.*

1A How would you describe the coins? _____

1B Constructed Response What did Roman leaders want people to remember about Caesar when they saw the commemorative coin? _____

DOCUMENT TWO: from *The Lives of the Twelve Caesars*

2A Why do you suppose so many people participated in Caesar’s assassination? _____

2B Constructed Response What does the violence of Caesar’s death tell about the liberators’ view of Caesar? _____

DOCUMENT THREE: from *William Shakespeare’s Julius Caesar*

3A Do you agree that “the evil that men do lives after them”? _____

3B Constructed Response According to Mark Antony, why was Caesar assassinated? _____

SYNTHESIZE & WRITE

What do the Roman leaders’ actions and words tell about their view of Caesar?

Topic Sentence: _____

Your paragraph: _____

SOCIAL STUDIES
SKILLSUNIT
4Chapter 11: The Roman Empire and Christianity
READING LESSON

SEQUENCE EVENTS

LEARNING THE STRATEGY

When you tell your friends the plot of a movie you've just seen, you probably describe its events in the order they occurred. You start at the beginning and continue to the end. When you relate events in the order in which they occurred in time, you **sequence events**. Thinking about events in time order helps you understand how they relate to each other.

Historians often sequence events to tell how a civilization developed or describe the reign of a ruler. Identifying the time order of historic events can help you understand how the events are related. Follow these steps to sequence events.

Step 1 Look for clue words and phrases that suggest time order. Clue words include the names of months and days or words such as *before*, *after*, *finally*, *a year later*, or *lasted*.

Step 2 Look for dates in the text and match them to events.

GUIDED MODEL

The Destruction of Pompeii

Before the afternoon of **(B)** August 24, A.D. 79, Pompeii was an average city resting in the shadow of Mount Vesuvius, a volcano on Italy's western coast. Some 20,000 people worked, played, ate, slept, and lived within Pompeii's city walls.

(A) And then, a violent explosion brought the city to a standstill. Mount Vesuvius erupted, shooting gas mixed with rock and ash high into the sky and creating an immense black cloud that blocked out the sun. Panic-stricken citizens fled as ash rained down.

As lava crept toward the city, fires raged and buildings collapsed. A vast volcanic ash cloud swept in to suffocate the city, burying its people and their possessions nearly 25 feet deep. A cloud of poisonous gas overtook and killed anyone who had not yet escaped. **(A)** Over the next few days, lightning, earthquakes, and tidal waves followed. **(A)** Finally after three days, Vesuvius went quiet—as silent as the deserted city of Pompeii.

Step 1 Look for clue words and phrases that suggest time order.

Time Clues (A) and then; over the next few days; finally

Step 2 Look for specific dates in the text.

Be sure to read the text carefully. Historians may not always list the dates in time order. As you read, it is important to match the event with its date.

Sample Date (B) August 24, A.D. 79, when Mount Vesuvius erupted and destroyed Pompeii

TIP As you read, you can create a time line to track the time order of the events discussed in the text. A time line is a visual tool that is used to sequence events. Time lines often read from left to right, listing events from the earliest to the latest.

SOCIAL STUDIES SKILLS Continued

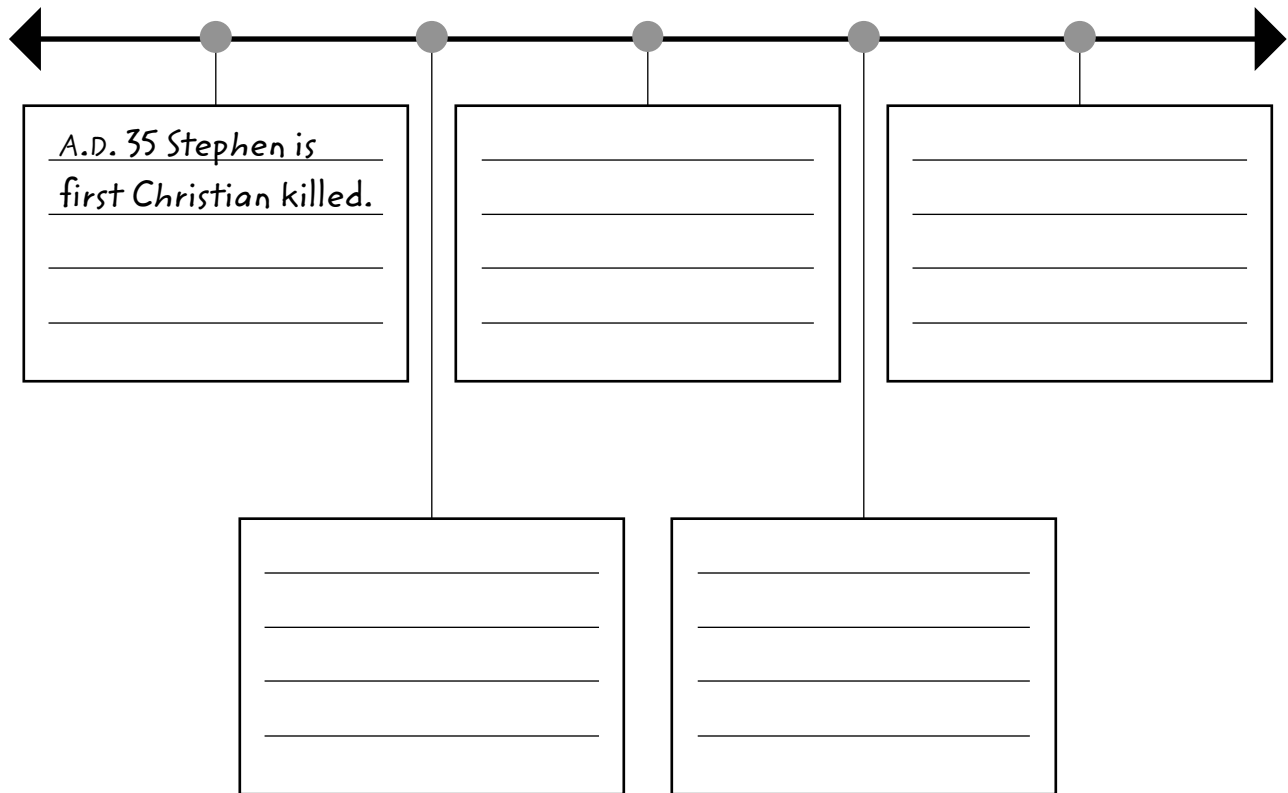


APPLYING THE STRATEGY

GETTING STARTED Now sequence events as you read Lesson 2.4, “The Early Christian Church,” in Chapter 11. Sequencing events will help you better understand the development of the early Christian Church. As you read the lesson, use the graphic organizer below to sequence events. List the earliest event in the first box on the left and the latest event in the last box on the right. Remember to use both clue words and dates to determine the time order of events. The first box is filled in to help you get started.

COOPERATIVE OPTION You may wish to work with a partner in your class to review the lesson and complete the graphic organizer.

TAKING NOTES



THINK AND DISCUSS

THINK ABOUT AND DISCUSS THESE QUESTIONS:

1. What event led to the deaths of thousands of Christians in Rome? When did this event occur?
2. Who ended Christian persecution, and when did this happen?
3. Put these events in chronological order: Christianity becomes Rome’s official religion; the apostle Peter dies; Christian leaders meet to define Christian beliefs.

SOCIAL STUDIES
SKILLS

UNIT

4

Chapter 11: The Roman Empire and Christianity
WRITING LESSON

WRITE AN EXPLANATION

LEARNING THE STRATEGY

When you write an **explanation**, you give readers information about a topic. You provide facts and examples so they will understand the topic more fully. To write an explanation, first select a topic. Write a sentence that introduces and states your topic. This is your main idea. Then gather information and provide details to support your what you find. The most common types of supporting details are facts, examples, statistics, quotations, expert opinions, and personal experience.

After you select the details you want to provide on your topic, you need to arrange them in a logical order. You may present your details chronologically, sequentially, or by category.

To write an explanation, follow these steps.

Step 1 Select a topic you would like to inform your readers about and gather detailed information about it.

Step 2 Write a sentence that introduces and states your topic. This is your main idea.

Step 3 Include at least three details that provide information on your topic.

Step 4 Organize your details either chronologically, step-by-step, or by category.

Step 5 Write a concluding sentence about your topic that restates the main idea in a different way.

GUIDED MODEL

(A) Augustus and the Pax Romana

(B) When Augustus became the sole ruler of Rome, he made wise decisions that formed the foundation for the Pax Romana. **(C)** For example, Augustus helped prevent unrest within the empire by guaranteeing free grain to the poor. He also began a cultural revival in the city of Rome and encouraged Romans to pursue art, literature, and education. By making Rome more beautiful, Augustus encouraged Romans to take greater pride in their capital.

(D) Augustus also reformed the military. He decreased the size of the military and granted land to any soldiers who lost their jobs. By establishing these reforms, Augustus removed the army as a threat to his power and created a more stable government. **(E)** The decisions Augustus made while emperor of Rome contributed greatly to the peace and prosperity that Romans enjoyed during and after his rule.

Step 1 Select a topic.

(A) The topic is Augustus and the Pax Romana.

Step 2 Write a sentence that introduces and states your topic.

(B) This sentence states the topic.

Step 3 Include at least three details that provide information on your topic.

(C) The writer includes details on the topic.

Step 4 Organize your details.

(D) The writer organizes the details by category.

Step 5 Write a concluding sentence.

(E) The writer concludes by stating the main idea again but in a different way.

TIP Use a graphic organizer to list your topic, introduction, ideas, details, and conclusion. You can use the graphic as a road map for your explanatory text.

SOCIAL STUDIES SKILLS Continued



APPLYING THE STRATEGY

GETTING STARTED Now write your own explanation. In the “Write About History” section of the Chapter Review, you are asked to write a speech that explains three of the problems that contributed to the decline and fall of the Roman Empire. Use the steps explained in this lesson and the graphic organizer below to plan your speech. The graphic will help you clearly state your topic and organize facts about your topic into different categories. After you have organized your information, write your draft.

COOPERATIVE OPTION After you have written your draft, show it to a partner in your class and invite his or her suggestions on ways to improve the draft. You can also offer suggestions for your partner’s draft. Remember to be positive and constructive.

TAKING NOTES

TOPIC:

INTRODUCTION: _____

FACTS:

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
DETAILS: _____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

CONCLUSION: _____

THINK AND DISCUSS

AFTER YOU HAVE FINISHED WRITING YOUR SPEECH, THINK ABOUT AND DISCUSS THESE QUESTIONS:

1. What was the greatest challenge you faced as you wrote your speech?
2. What do you consider to be the most important reason for the decline and fall of Rome? What evidence from the text makes you think so?
3. What new understanding about the decline and fall of Rome did you gain by writing your speech?

READING AND NOTE-TAKING
**IDENTIFY PROBLEMS
AND SOLUTIONS**

As you read Section 1, complete a chart to identify problems different leaders and groups faced and solved during the Roman Empire.

Problem	Solution
<i>Octavian found himself in a deadly power struggle after the death of Caesar.</i>	<i>He killed Caesar's assassins, defeated his rivals, and crushed revolts.</i>

READING AND NOTE-TAKING

SYNTHESIZE VISUAL AND TEXTUAL INFORMATION

Use visual and textual information from Section 1 to answer the questions below.

What kinds of products did Rome trade with Egypt? _____

Where did the trade routes go in the east? _____

What was an arch and why was it used? _____

Why might the Colosseum have been built with bowl-shaped sides? _____

What is a mosaic made of? _____

What art did the Romans learn from the ancient Greeks? _____

What is the substance covering the man's body in the photograph in Lesson 1.6?

What volcano was responsible for the devastation at Pompeii?

READING AND NOTE-TAKING

IDENTIFY HISTORICAL FIGURES

After you read Section 2, use the descriptions below to identify historical figures involved in early Christianity. Write the name of the person that matches each description. You may use the names of some figures more than once.

Christianity is centered on his teachings. _____

He blamed the great fire of Rome on the Christians. _____

He was the first Roman emperor who converted to Christianity. _____

He wrote epistles explaining Jesus' teachings. _____

He included the Parable of the Good Samaritan in his gospel. _____

He was born into a poor family around 6 B.C. _____

He sentenced Jesus to die by crucifixion. _____

He was killed in a Roman massacre of Christians in A.D. 64. _____

He made Christianity the official religion of Rome. _____

He used parables to teach. _____

They were Jesus' closest followers who helped spread his teachings. _____

READING AND NOTE-TAKING

INTERPRET MAPS After you read Section 2, review the map in Lesson 2.2 and use it to answer the questions below.

What is the title of the map? _____

What do the orange areas on the map represent? _____

What do the yellow areas on the map represent? _____

What do the largest orange areas have in common? _____

About how long did it take for Christianity to spread through the empire? _____

How would you describe the expansion of Christianity during this time? _____

What area to the east of the empire was largely untouched by Christianity? _____

What generalizations can you make about the spread of Christianity in the Roman Empire?

READING AND NOTE-TAKING

MAKE GENERALIZATIONS

After you finish reading about the fall of the Roman Empire in Section 3, read these excerpts from the text. Then, using your own words, write one or two generalizations about each excerpt.

1. **Excerpt:** "At its height, the Roman Empire stretched from Scotland to the Sahara, an area about half the size of the United States. This vast expanse, with huge geographic and cultural differences, was very difficult to govern effectively. Defending such a large area also proved difficult."

Generalization: *Large geographic areas are difficult to govern and to defend against invaders.*

2. **Excerpt:** "Constant warfare also ruined the economy. Trade was interrupted, and the empire had to rely on its inadequate agricultural resources. The people suffered food shortages and higher taxes."

Generalization:

3. **Excerpt:** “Diocletian had a radical plan: In A.D. 285, he divided the empire in two. Diocletian ruled the Eastern Roman Empire, and his trusted friend Maximian ruled the Western Roman Empire. Each man appointed a junior emperor to rule with him.”

Generalization:

4. **Excerpt:** “Diocletian and Constantine only delayed the end of the Western Roman Empire. The end came in the form of barbarians, a Greek word Romans used to describe all people outside of the empire.”

Generalization:

READING AND NOTE-TAKING
ORGANIZE INFORMATION

Use the table below to organize information about the legacy of Rome after you read Section 4.

Category	Legacy	Examples
Language	<i>Latin became very influential, it became the source of other languages, and English borrowed words from it.</i>	<i>French the word campus prefixes and suffixes in English</i>
Literature		
Philosophy		
Art		

UNIT
4
CHAPTER 11 SECTION 4
The Legacy of Rome *continued*


Category	Legacy	Examples
Architecture		
Law and Government		
Engineering		

VOCABULARY PRACTICE

KEY VOCABULARY

- **aqueduct** (AK-wih-duhkt) *n.* a long stone channel that carries clean water
- **arch** *n.* a curved structure over an opening
- **gladiator** (GLA-dee-ay-tuhr) *n.* a man in ancient Rome who fought others for entertainment

RELATED IDEA WEB

Write one of the Key Vocabulary words inside a circle, along with its definition in your own words. Then draw lines or arrows connecting the circles to show how the words are related, based on what you read in Section 1. Write your explanation of the connection next to the line or arrow.

gladiator

VOCABULARY PRACTICE

KEY VOCABULARY

- **emperor** (EHM-puh-ruhr) *n.* the supreme ruler of an empire
- **fresco** (FREHS-koh) *n.* a picture painted directly onto a wall
- **mosaic** (moh-ZAY-ick) *n.* a grouping of tiny colored stone cubes set in mortar to create a picture or design

WORDS IN CONTEXT Follow the directions for using the Key Vocabulary words in context.

1. Explain what an *emperor* was.

2. Describe how the first *emperor* came into power.

3. Describe what a *mosaic* is.

4. Explain what a *fresco* is, and how frescoes were used.

UNIT 4 CHAPTER 11 SECTION 2
Christianity



VOCABULARY PRACTICE

KEY VOCABULARY

- **catacomb** (KA-tuh-kohm) *n.* a hidden underground chamber where people are buried
- **epistle** (ih-PIH-suhl) *n.* a letter
- **missionary** (MIH-shuh-nair-ee) *n.* a person who goes to another country to do religious work; a person who tries to spread Christianity to others
- **parable** (PAIR-uh-buhl) *n.* in the Bible, a short story about everyday life
- **pope** *n.* the leader of the Roman Catholic Church

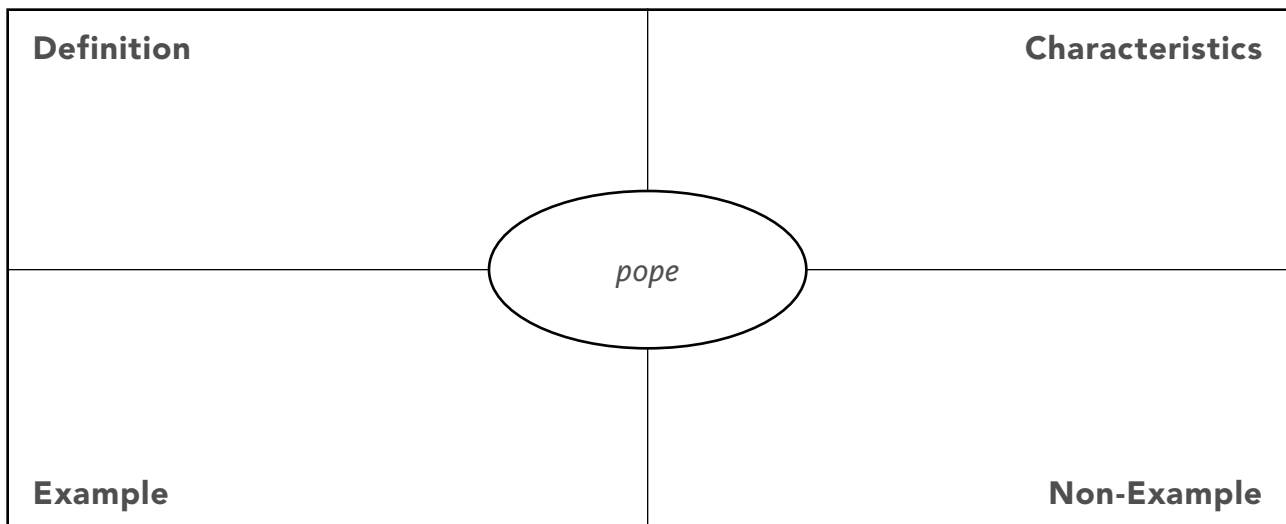
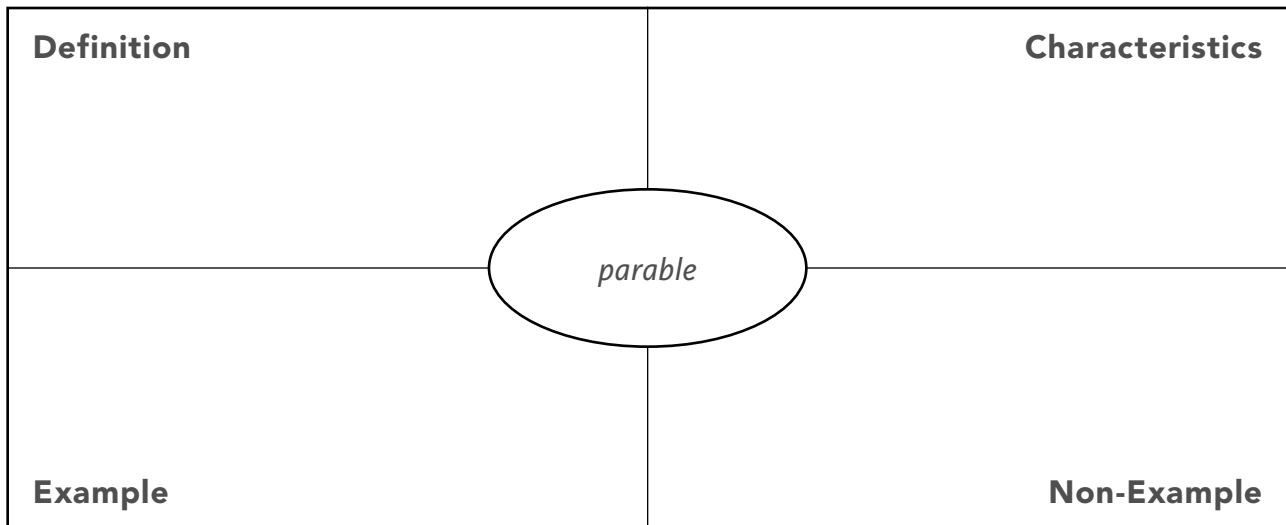
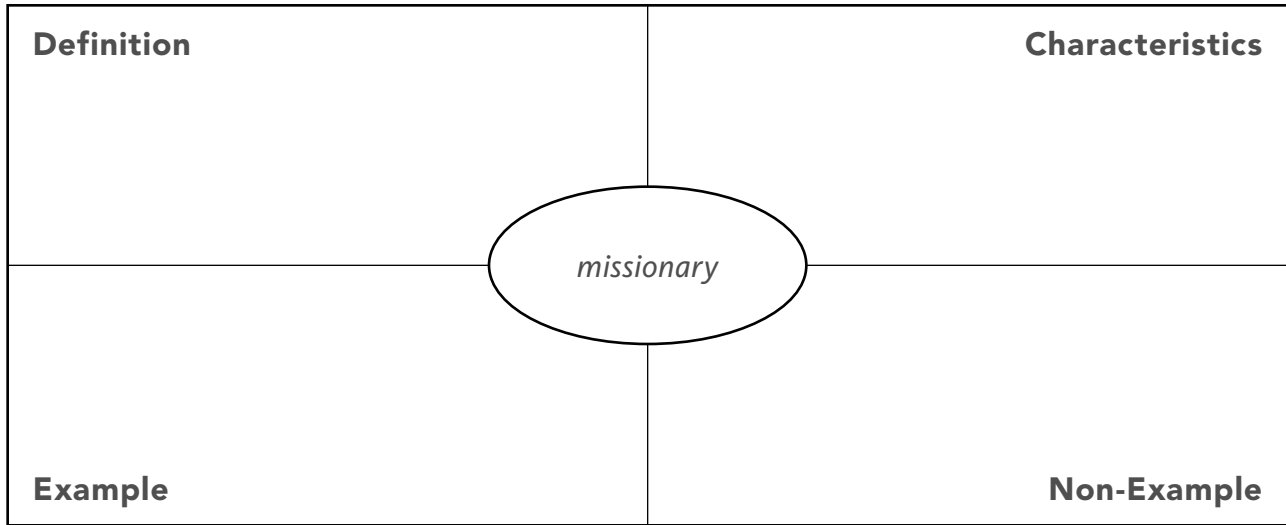
WORD SQUARE Complete a Word Square for the Key Vocabulary words.

Definition	Characteristics
<div style="border: 1px solid black; border-radius: 50%; width: 60%; margin: 0 auto; padding: 10px 0;"> <i>catacomb</i> </div>	
Example	Non-Example

Definition	Characteristics
<div style="border: 1px solid black; border-radius: 50%; width: 60%; margin: 0 auto; padding: 10px 0;"> <i>epistle</i> </div>	
Example	Non-Example

UNIT 4

CHAPTER 11 SECTION 2
Christianity *continued*

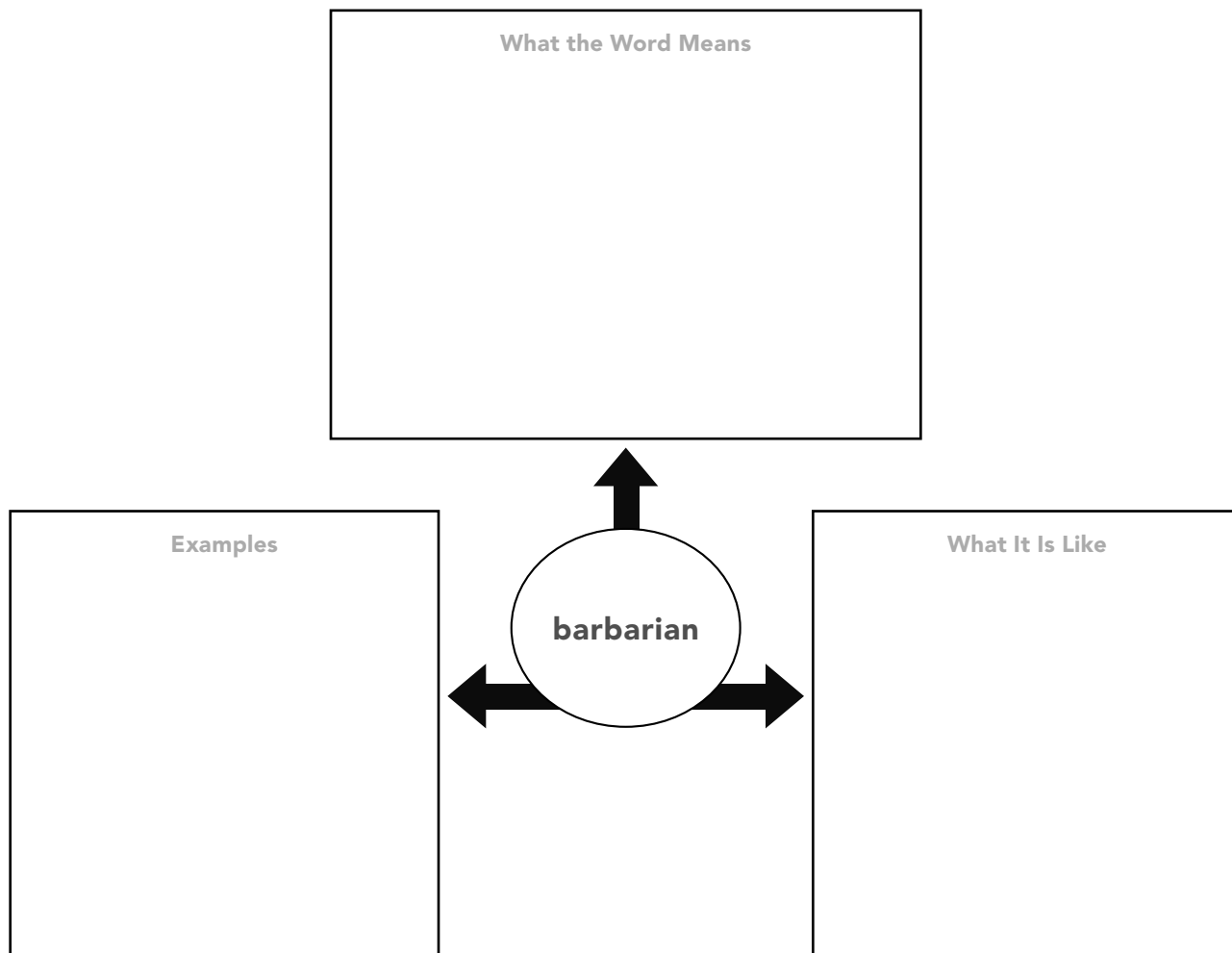


VOCABULARY PRACTICE

KEY VOCABULARY

- **barbarian** (bahr-BAIR-ee-uhn) *n.* in this context, a person who lived outside the Roman Empire

WORD MAP Complete a Word Map for the Key Vocabulary word.



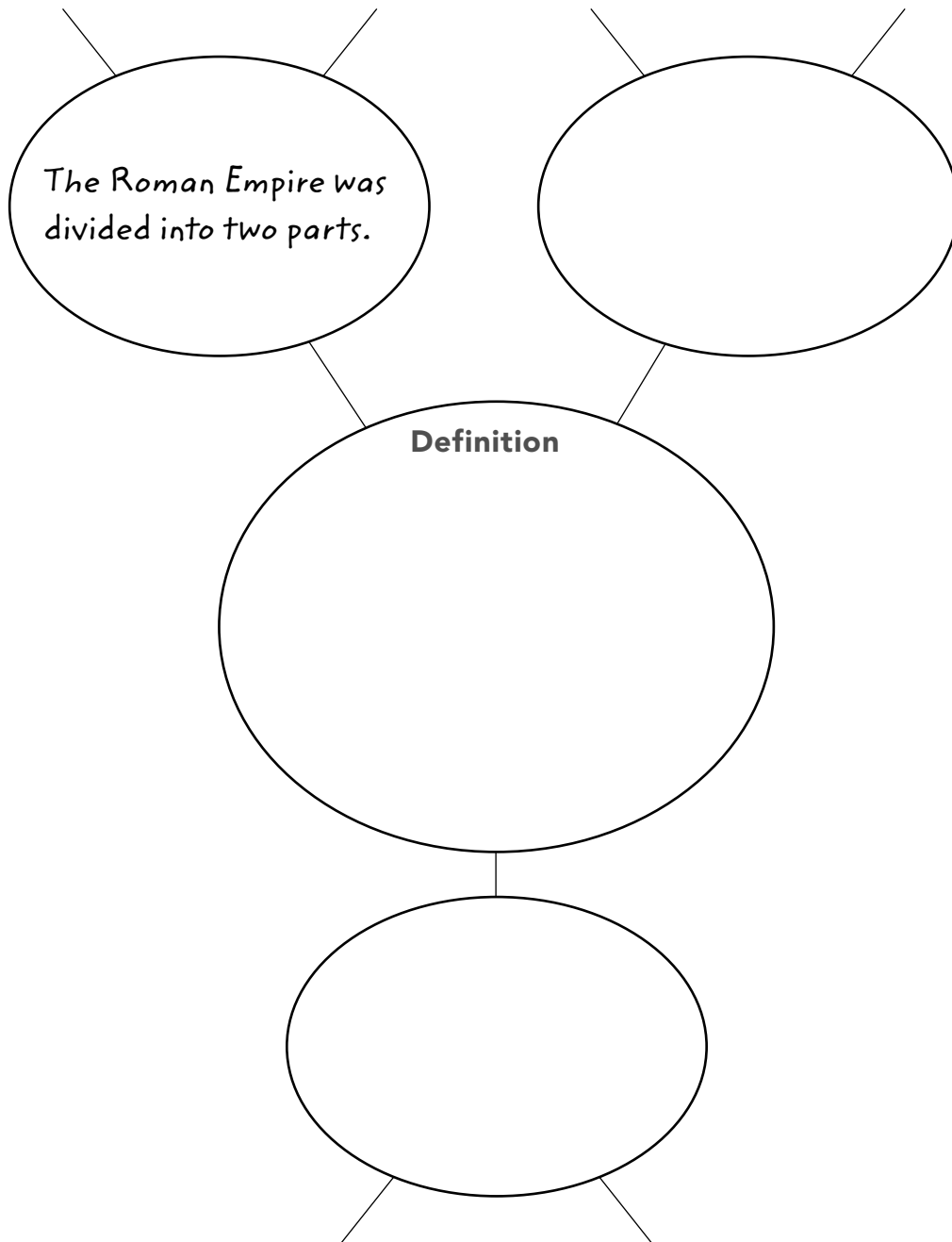
Summarize Write a sentence explaining who the barbarians were and what effect they had on the Roman Empire.

VOCABULARY PRACTICE

KEY VOCABULARY

- **tetrarchy** (TEH-trahr-kee) *n.* a system of rule by four emperors

VOCABULARY CLUSTER Complete the Vocabulary Cluster below for the Key Vocabulary word *tetrarchy*. Write the definition in the center.

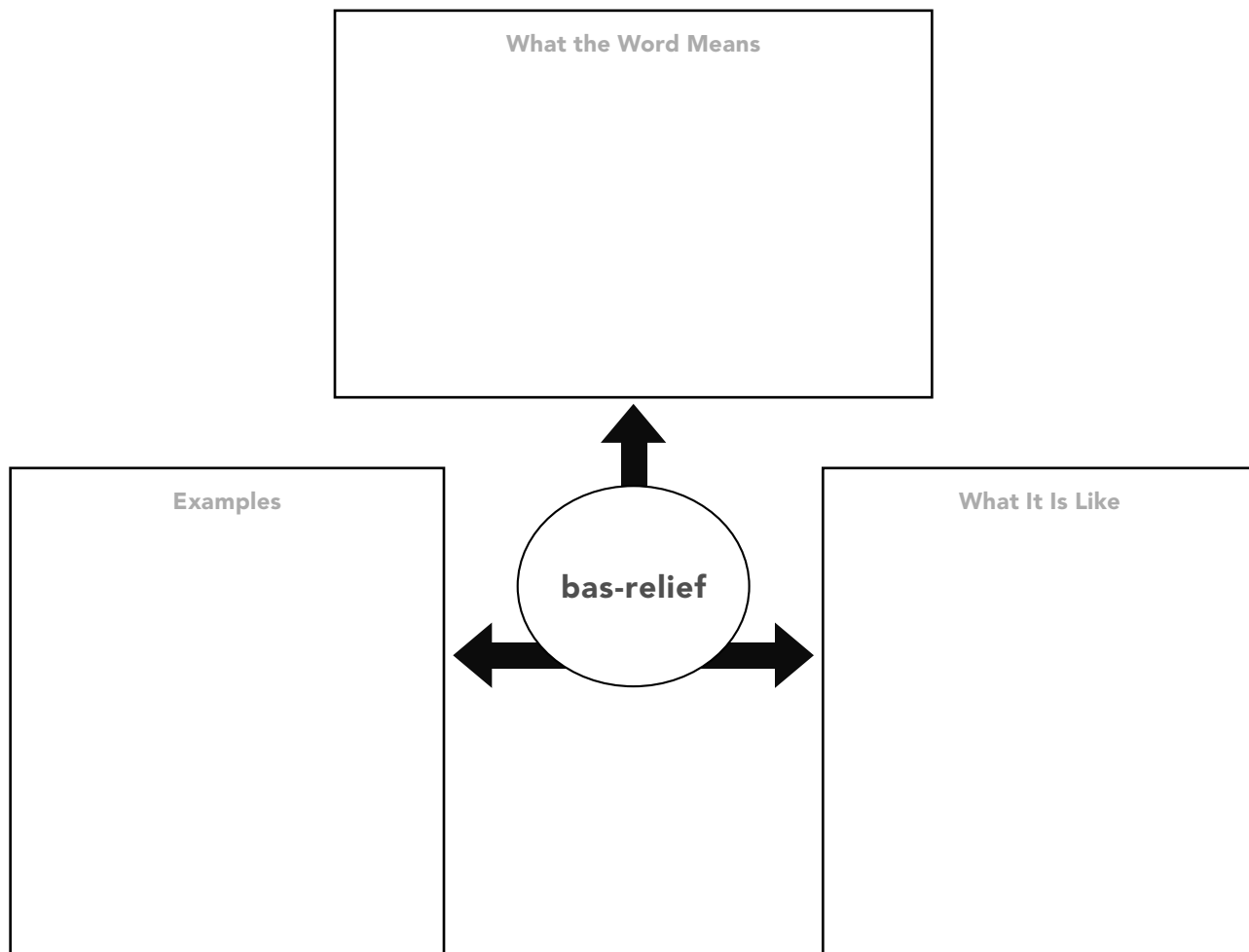


VOCABULARY PRACTICE

KEY VOCABULARY

- **bas-relief** (bah ruh-LEEF) *n.* a realistic sculpture with figures raised against a flat background
- **oratory** (OHR-uh-tohr-ee) *n.* the art of public speaking

WORD MAP Complete a Word Map for the Key Vocabulary words.



Identify What are some examples of bas-relief sculpture?

_____	_____
_____	_____
_____	_____
_____	_____

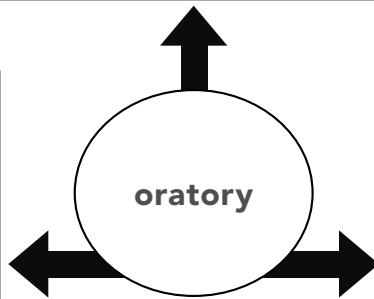
UNIT 4

CHAPTER 11 SECTION 4
The Legacy of Rome *continued*



What the Word Means

Examples



What It Is Like

Make Inferences List examples of occupations for which you need good oratory skills.

Four horizontal lines for writing answers.

UNIT
4

BIOGRAPHY

PAUL

Paul, also known as Saul of Tarsus, is considered one of the most influential early Christian missionaries and church leaders. His letters, which make up several books of the New Testament, helped shaped early Christianity.

- **Job:** Tent Maker, Apostle
- **Notable Moment:** Conversion to Christianity
- **Skill:** Epistle Writing

Paul was born around A.D. 10 in the city of Tarsus, located in present-day Turkey. He was a well-educated Jew and a Roman citizen. According to his writings in the New Testament, Paul was a tent maker by trade.

Paul was brought up to strictly follow the Jewish laws, and he did so with zeal. At first, he was an enemy of early Christianity. He spent much of the first half of his life traveling to synagogues, arresting and persecuting people involved in the growing Christian movement.

According to Paul's own account, he converted to Christianity while on the road to Damascus to visit the synagogues there. He claimed that on his journey, a bright light shone on him and he had a vision in which Jesus revealed himself as the Son of God. The incident changed Paul, and from that time on, he began spreading Jesus' teachings. Paul had never met Jesus, so he sought out Peter, an apostle of Jesus, to learn how Jesus lived.

Paul traveled throughout Asia Minor and Greece, gaining converts and setting up churches. He wrote letters, called epistles, which explained Jesus' teachings. His epistles, originally written in Greek, make up 13 of the



Mosaic of Paul (A.D. 10 – A.D. 64)
in Chora Church, Istanbul, Turkey

27 books of the New Testament. The epistles were sent to early churches and individuals and they included explanations of the gospels, solutions to local problems in the churches, and advice on how to live a Christian life. The letters were not originally intended to be a treatise on Christianity, but they became so over time.

When Paul returned to Jerusalem with a group of converts in the late A.D. 50s, he was arrested and imprisoned. Because he was a Roman citizen, he was sent to a prison in Rome. Roman leaders realized that Christianity had become popular. They feared this new religion posed a threat to the Roman Empire, so they made Christianity illegal. The Romans, likely in a mass execution of Christians, killed Paul in A.D. 64.

REVIEW & ASSESS

1. **Analyze Cause and Effect** What caused Paul to convert to Christianity?

2. **Draw Conclusions** How did Paul's epistles help spread the teachings of Jesus?

UNIT 4
BIOGRAPHY

ATTILA

Attila, king of the Huns, was one of the most notorious of the barbarian rulers. Using cunning threats and ferocious fighting methods, Attila and the Huns attacked both the Western and Eastern Roman Empires. Though there are no records describing his qualities as a leader, some argue that his many military successes show that he was an outstanding military commander.

- **Job:** King of the Huns
- **Arch Enemies:** Romans, Visigoths
- **Talents:** Invading, Conquering

Not much is known about Attila's early life. Some believe that he was born in the area that is present-day Hungary around A.D. 406. During the fifth century, the Huns ruled a large empire. Attila ruled as king of the Huns from 434 to 453. He ruled with his brother, Bleda, until 445, when Attila murdered Bleda and became the sole ruler.

At the time of Attila's rule, the Western Roman Empire was disintegrating. Invasions by several barbarian tribes added to the instability. The Eastern Roman Empire and its capital in Constantinople were stronger and more stable. To keep from being attacked by the Huns, the Eastern emperor signed a treaty with Attila and his brother in which he agreed to pay 700 pounds of gold tribute each year.



Illustration of Attila (A.D. 406–A.D. 453) invading northern Italy with his Huns

However, when the Eastern Romans failed to keep up the payments, Attila attacked the empire in 441 and again in 443. The attacks resulted in the Eastern Roman Empire losing much of its land in southeastern Europe. Attila also demanded that the Eastern Romans pay the tribute that was owed, and then he tripled future tributes to 2,100 pounds of gold each year.

In 451, Attila turned his attention to Gaul, or present-day France. He wanted to reclaim the land that the Visigoths, one of the Germanic tribes, had conquered. In the meantime the powerful Roman general Aetius allied himself with Theodoric I, the king of the Visigoths. They combined their forces against Attila and the Huns and forced them to withdraw. This was Attila's only defeat.

Two years after that defeat, Attila planned to attack the Eastern Roman Empire. The emperor there had refused to pay the tribute that Attila demanded. However, the night before the planned attack, Attila died in his sleep.

REVIEW & ASSESS

1. Analyze Cause and Effect What effect did the Eastern Roman emperor's failure to pay tribute to Attila have on the Eastern Roman Empire?

2. Make Inferences Why do you think Attila was considered an outstanding military commander?

Name _____

DOCUMENT-BASED QUESTION: NEW TESTAMENT LITERATURE — Chapter 11, Lesson 2.3

Use the questions here to help you analyze the sources and write your paragraph.

DOCUMENT ONE: The Parable of the Good Samaritan

1A According to this parable, how should we answer the question “Who is my neighbor?”

1B Constructed Response How does the Samaritan’s response to the beaten man differ from the responses of the priest and Levite? _____

DOCUMENT TWO: from Paul’s Epistle to the Galatians

2A According to Paul, what makes all people “sons of God”? _____

2B Constructed Response What important Christian ideas is Paul stating in this epistle?

SYNTHESIZE & WRITE

What are some fundamental Christian ideas about how people should treat one another?

Topic Sentence: _____

Your paragraph: _____

IDENTIFY MAIN IDEAS AND DETAILS

LEARNING THE STRATEGY

Have you ever watched a movie or read a book and then tried to tell a friend about it? If you recited every detail, your friend would probably get bored pretty quickly. Instead, you should figure out what's most important and tell that to your friend. Once your friend grasps the main idea, you can supply a few important details about the main idea.

Main ideas are in everything you read: paragraphs, passages, chapters, and books. The **main idea** is the most important idea in a text. Sometimes the main idea is a sentence or sentences, but other times it may just be implied. The **supporting details** are the facts that support the main idea. If the main idea is implied, the supporting details provide clues about the main idea. Being able to identify a main idea and its supporting details will help you understand a text more fully. To find the main idea and details of a paragraph, follow these steps.

Step 1 Look for the main idea in the first and last sentences of a paragraph. If the main idea is not clearly stated, look for details that give you clues about what the main idea is.

Step 2 Find the supporting details in the paragraph. These are facts, statistics, ideas, examples, quotations, and other specific items that clarify the main idea. If the main idea is in the first sentence, the supporting details follow it. If the main idea is stated in the last sentence, the supporting details come before it.

GUIDED MODEL

Maya Class System

(A) The development of Maya cities produced a class system with four main classes. **(B)** At the top was the king, who performed religious ceremonies and was believed to have descended from the gods. **(B)** Next came priests and warriors. The priests decided when farmers could plant and when people could marry. They also conducted important religious rituals and ceremonies. **(B)** Merchants and craftspeople followed the upper classes. Craftspeople made articles out of pottery and designed buildings and temples. The merchants sold and traded goods. **(B)** Finally, farmers, who made up the majority of the population, and slaves were at the bottom of the heap.

Step 1 Find the main idea in the first or last sentence.

(A) MAIN IDEA: The development of Maya cities produced a class system with four main classes.

Step 2 Find the supporting details in the paragraph.

(B) DETAIL: At the top was the king.

(B) DETAIL: Next came priests and warriors.

(B) DETAIL: Merchants and craftspeople followed the upper classes.

(B) DETAIL: Farmers and slaves were at the bottom of the heap.

Tip When the main idea isn't stated in the first or last sentence, you have to find the implied main idea. Look at the details in the paragraph and ask yourself what they have in common. Then find the connection between them and put it in your own words. This is the implied main idea.

SOCIAL STUDIES SKILLS Continued



APPLYING THE STRATEGY

GETTING STARTED Now identify the main idea and the supporting details in Lesson 1.1, “The Geography of Mesoamerica,” in Chapter 16. Read the first paragraph under “Agriculture” and use the graphic organizer below to record its main idea and supporting details. This will help you gain a deeper understanding of Mesoamerican farmers, their landscape, and the crops they grew. To get you started, one supporting detail is filled in.

COOPERATIVE OPTION You may wish to work with a partner in your class to review the lesson and complete the graphic organizer.

TAKING NOTES

Main Idea:	
Detail	<i>Farmers grew maize, squash, and beans in the drier highland areas.</i>
Detail	
Detail	
Detail	

THINK AND DISCUSS

THINK ABOUT AND DISCUSS THESE QUESTIONS:

1. Where did you find the main idea in this paragraph?
2. Where did you find the supporting details in the paragraph?
3. How do the details in the paragraph support the main idea?

WRITE AN EXPLANATION

LEARNING THE STRATEGY

When you write an **explanation**, you give readers information about a topic. You provide facts and examples so they will understand the topic more fully. Types of explanatory writing include newspaper articles, textbooks, encyclopedia entries, and how-to articles.

To write an explanation, first select a topic. For example, suppose you want to write about the Zapotec people. You'd start by writing a sentence that introduces the topic. This is your main idea. Then you would include details that support your main idea. Next you would consider how best to organize your details. Last, you would conclude with a sentence that restates the main idea.

To write an explanation, follow these steps.

Step 1 Select a topic you would like to inform your readers about and gather detailed information about it.

Step 2 Write a sentence that introduces and states your topic. This is your main idea.

Step 3 Include at least three details that provide information on your topic.

Step 4 Organize your details either chronologically, step-by-step, or by category.

Step 5 Write a concluding sentence about your topic that restates the main idea in a different way.

GUIDED MODEL

(A) The Zapotec

(B) The Zapotec developed their own distinct and powerful civilization. **(C)** The Zapotec people would build one of the first major cities in Mesoamerica.

(C) They developed their society in the Oaxaca Valley, a large, open area where three smaller valleys meet. **(C)** This fertile area, with its river, mild climate, and abundant rainfall, proved excellent for growing crops, especially maize. **(C)** For centuries, the Zapotec lived in farming villages located throughout the Oaxaca Valley. **(D)** Then, around 1300 B.C., a settlement called San José Magote emerged as the Zapotec center of power. Around 500 B.C., the center of power shifted when the Zapotec built a city known now as Monte Albán high atop a mountain. In time, nearly half of the Zapotec people lived in San José Magote. **(E)** With its great plazas, pyramids, and palaces, Monte Albán became the first true urban center in the Americas and a fitting symbol of the mighty Zapotec civilization.

Step 1 Select a topic.

(A) The topic is the Zapotec.

Step 2 Write a sentence that introduces and states your topic.

(B) This sentence states the topic.

Step 3 Include at least three details that provide information on your topic.

(C) The writer includes details on the topic.

Step 4 Organize your details.

(D) The writer organizes the details chronologically.

Step 5 Write a concluding sentence.

(E) The writer concludes by stating the main idea again but in a different way.

TIP Before writing, record notes on your topic in a graphic organizer. Then select the facts, details, and examples that best develop your topic.

SOCIAL STUDIES SKILLS Continued**APPLYING THE STRATEGY**

GETTING STARTED Now write your own explanation. In the “Write About History” section of the Chapter Review, you are asked to write a paragraph that explains the similarities and differences among Mesoamerican civilizations. Use the steps explained in this lesson and the graphic organizer below to plan your explanation. The graphic will help you organize similarities and differences. After you have organized your information, write your draft.

COOPERATIVE OPTION After you have written your draft, show it to a partner in your class and invite his or her suggestions on ways to improve the draft. You can also offer suggestions for your partner’s draft. Remember to be positive and constructive.

TAKING NOTES

Civilizations	Similarities	Differences
Olmec		
Zapotec		
Maya		
Aztec		

THINK AND DISCUSS

AFTER YOU HAVE FINISHED WRITING YOUR EXPLANATION, THINK ABOUT AND DISCUSS THESE QUESTIONS:

1. What was one challenge you faced when writing your explanation?
2. What do you consider to be the most important similarity or difference among the Mesoamerican civilizations? What evidence from the text makes you think so?
3. What new understanding about Mesoamerican civilizations did you gain by writing your explanatory paragraph?

READING AND NOTE-TAKING

COMPARE AND CONTRAST

Complete a Y-Notes Chart to identify similarities and differences between the Olmec and the Zapotec.

Olmec
lived on the coast
Mesoamerica's first civilization

Zapotec

Similarities

UNIT 5

CHAPTER 12 SECTION 1
The Zapotec

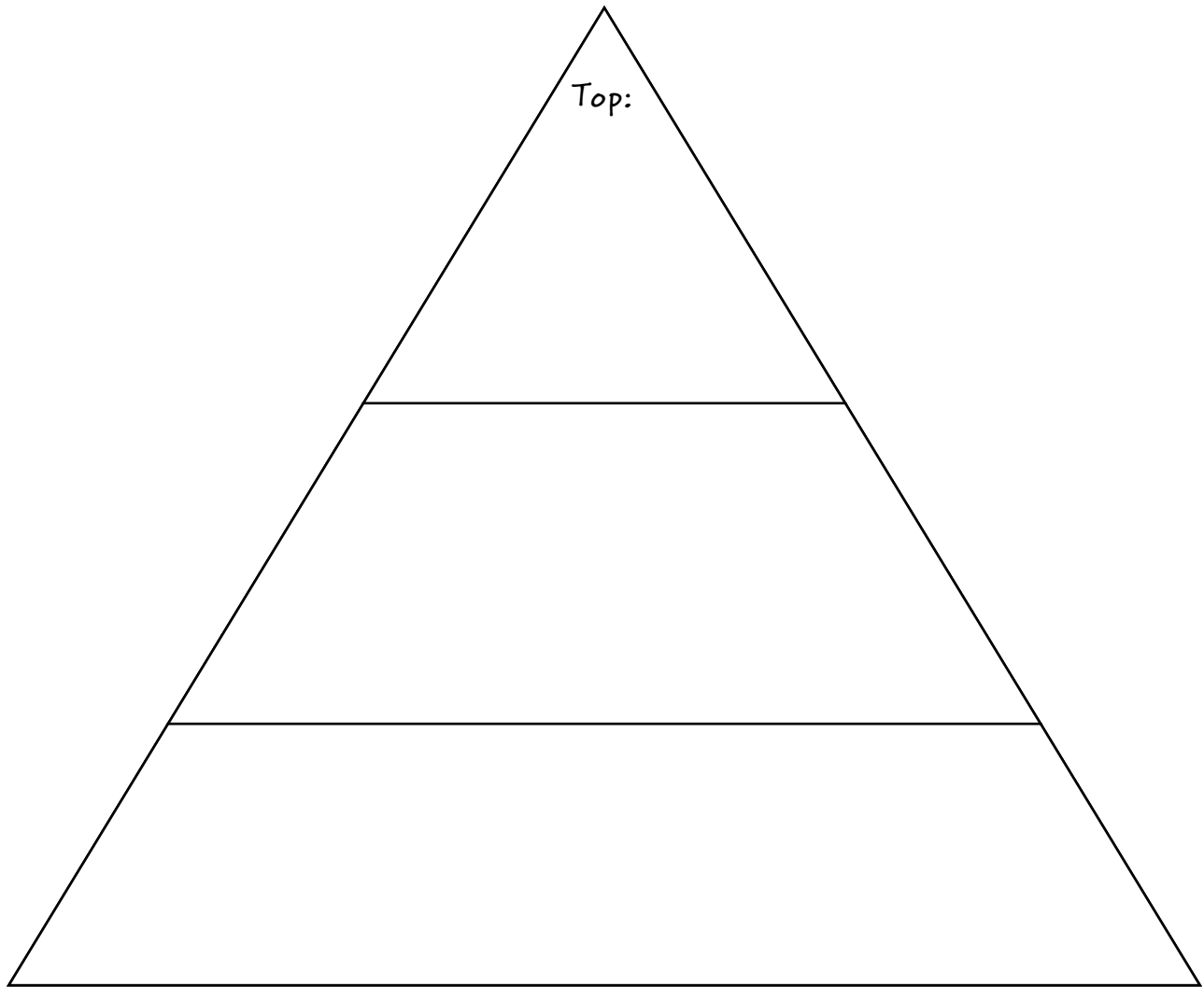


READING AND NOTE-TAKING

TAKE NOTES ON A
TOPIC TRIANGLE

After reading Lesson 1.2, take notes in a Topic Triangle on the class structure of the Olmec. Then answer the question.

Olmec Class Structure

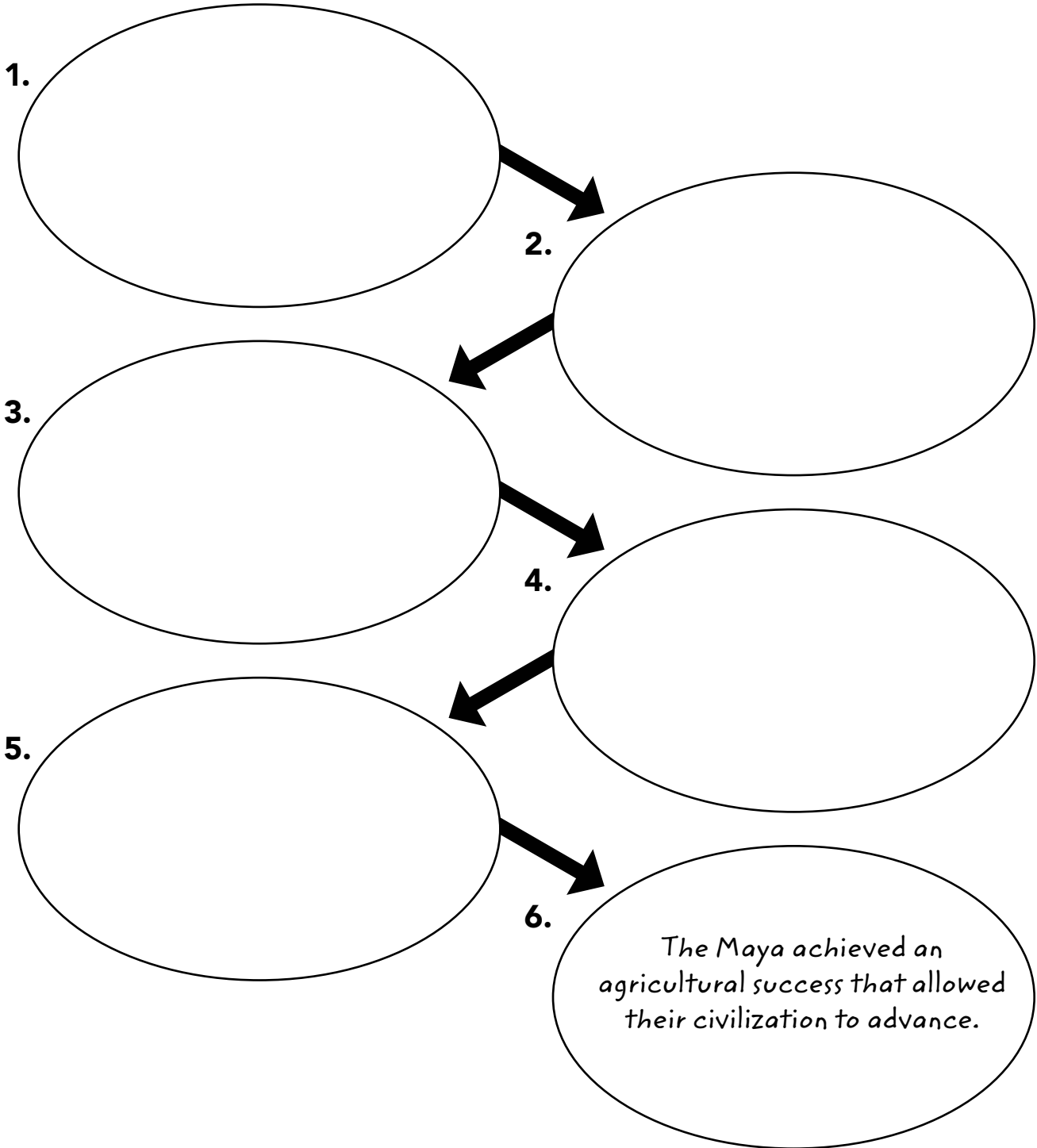


Make Inferences What class of Olmec society included the most people?

READING AND NOTE-TAKING

SEQUENCE EVENTS As you read Section 2 take notes on a Sequence Chain to track the development of Maya agriculture.

Maya's Agricultural Success



READING AND NOTE-TAKING
IDENTIFY LEGACIES

Use a chart to take notes on the different legacies left behind by the Maya as you read Lesson 2.4.

Subject	Legacy
<i>Math</i>	<i>Sophisticated number system</i>

READING AND NOTE-TAKING
**SYNTHESIZE VISUAL AND
TEXTUAL INFORMATION**

As you read Section 3 take note of the maps, photographs, and other visuals that will help you to synthesize the information you read. Then answer the questions below.

1. When did Aztec nomads move into the Valley of Mexico?

2. What is the title of the map in Lesson 3.1?

3. What was the Triple Alliance?

4. According to the map and the text in Lesson 3.1, what lake was the center of Aztec civilization?

5. Who does the mask in Lesson 3.1 depict? What is the mask made of?

UNIT
5

CHAPTER 12 SECTION 3
The Aztec *continued*



6. What is the photograph in Lesson 3.2? What does it tell us about the Aztec?

7. How would you describe Moctezuma II, based on the illustration and the text in Lesson 3.3?

8. Where and when did Hernán Cortés arrive in Aztec Empire? Why was he there?

9. Based on your reading, why did some Aztec join Cortés and fight against their own leader?

10. How long did it take for the Spanish to overpower the city of Tenochtitlán?

VOCABULARY PRACTICE

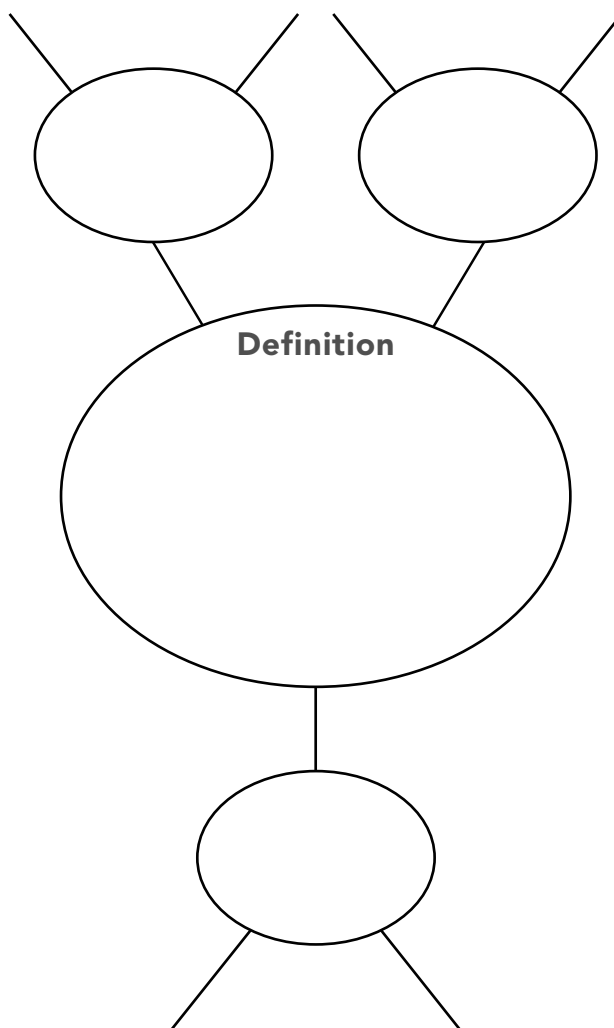
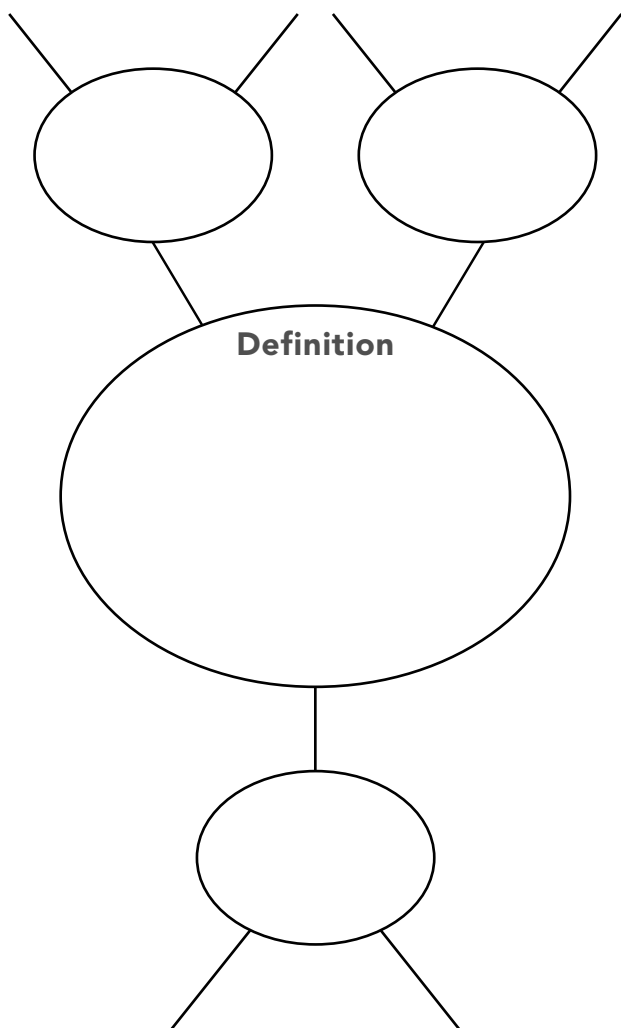
KEY VOCABULARY

- **mother culture** *n.* a civilization that greatly influences other civilizations
- **terrace** (TEHR-uhs) *n.* a stepped platform built into a mountainside

WORD WEB Complete a Word Web for the Key Vocabulary words *mother culture* and *terrace*. Add information, ideas, and related words that help explain the meaning of each word.

Word: mother culture

Word: terrace



VOCABULARY PRACTICE
KEY VOCABULARY

- **codex** (KOH-decks) *n.* a folded book made of tree bark paper
- **glyph** (glihf) *n.* a symbolic picture used to represent a word, syllable, or sound

VOCABULARY T-CHART

Use a T-Chart to compare the meanings of the Key Vocabulary words *codex* and *glyph*. Write each word's definition and then list details about each word based on what you have read in Section 2. Then answer the question.

Word: <i>codex</i>	Word: <i>glyph</i>
Definition:	Definition:
Details:	Details:

Compare What is one way the meanings of *codex* and *glyph* are related?

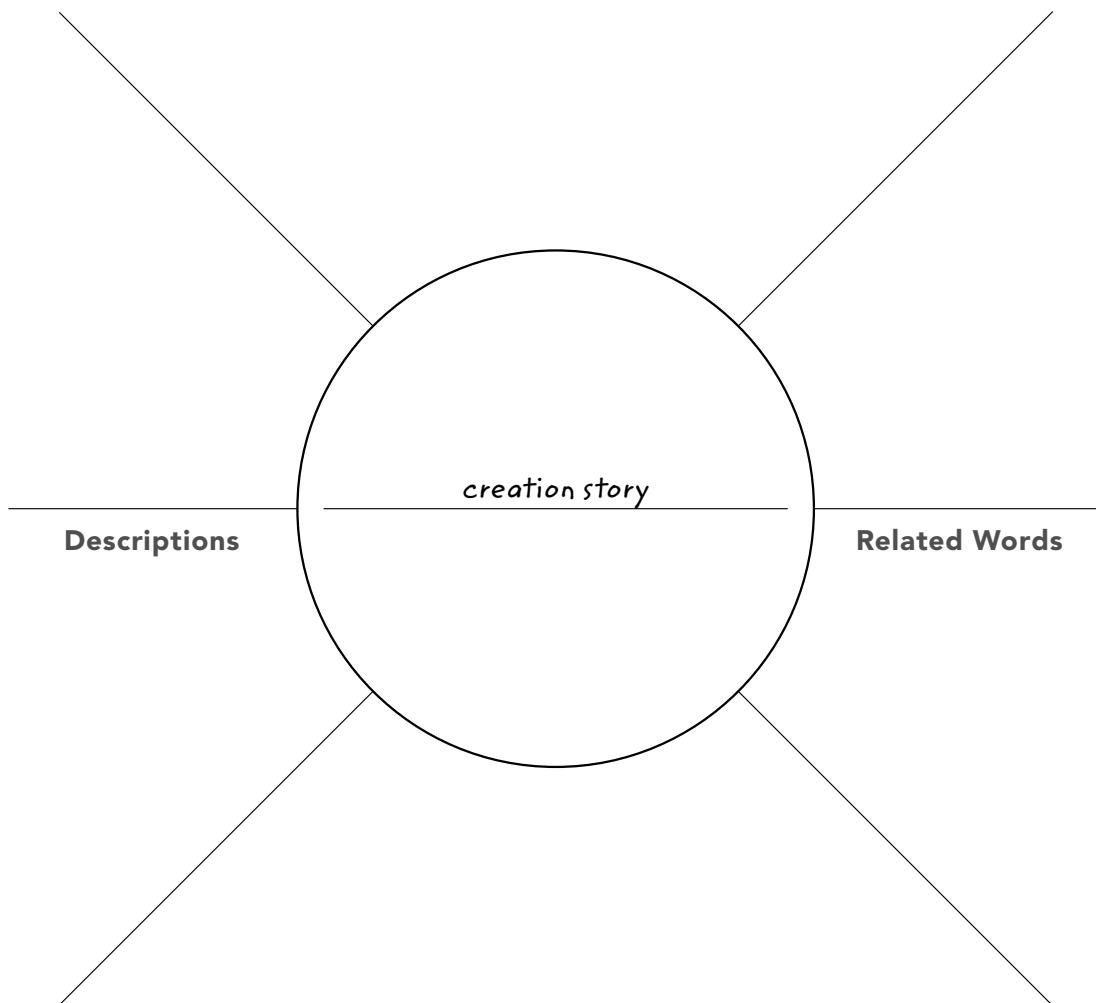
VOCABULARY PRACTICE

KEY VOCABULARY

- **creation story** *n.* an account that explains how the world began and how people came to exist

WORD WHEEL Follow the instructions below to analyze the Key Vocabulary word.

1. Write the word in the center of the wheel.
2. Look in your textbook for examples of descriptions related to the word, or think of any related words you already know.
3. Write your descriptions and related words on the spokes of the wheel. Add more spokes if needed.



VOCABULARY PRACTICE
KEY VOCABULARY

- **chinampa** (chee-NAHM-pah) *n.* a floating field that supported agriculture
- **communal** (koh-MYOO-nuhl) *adj.* shared
- **conquistador** (kon-KEES-tuh-dohr) *n.* a Spanish conqueror who was looking for gold and other riches in the Americas

WORD SQUARE Complete a Word Square for the Key Vocabulary words.

Definition	Characteristics
Examples	Non-Examples
chinampa	

Definition	Characteristics
Examples	Non-Examples

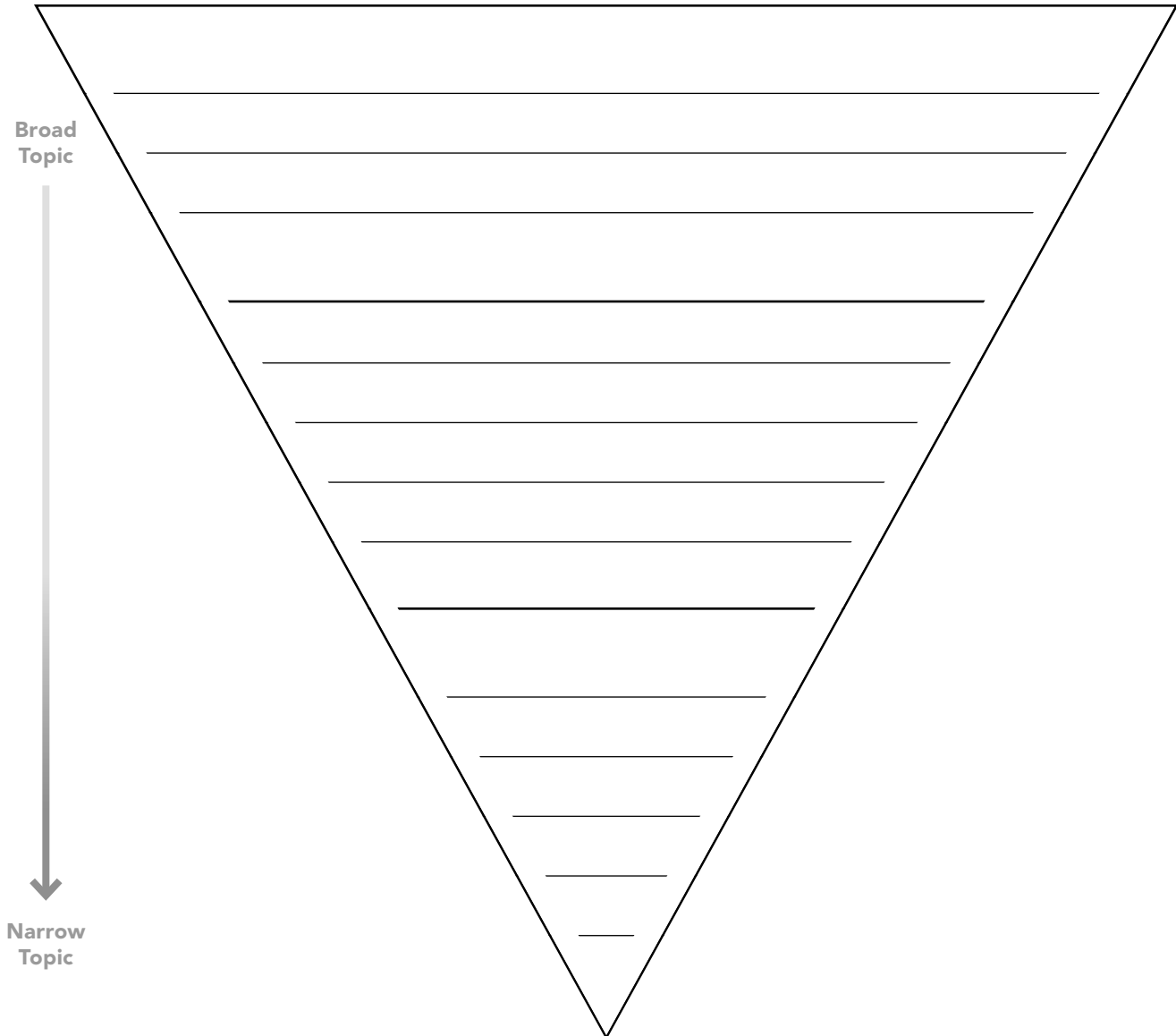
Definition	Characteristics
Examples	Non-Examples

VOCABULARY PRACTICE

KEY VOCABULARY

- **noble** *n.* a member of a high class in society who inherits his or her status
- **serf** *n.* a person who lived and worked on the private land of a noble

TOPIC TRIANGLE Use the Topic Triangle to help you understand the relationship between the Key Vocabulary words. Write three sentences about Aztec society, with the most general description in the top of the diagram and the most specific detail on the bottom level. Be sure that your diagram correctly uses both Key Vocabulary words.



UNIT 5 BIOGRAPHY HERNÁN CORTÉS

Hernán Cortés was a Spanish conquistador who conquered the Aztec Empire in 1521. Upon doing so, he claimed the empire's vast territory, which would remain part of Spain for the next 300 years.

- **Job:** Conquistador, Governor of New Spain
- **Childhood Hero:** Christopher Columbus
- **Home:** Spain

Hernán Cortés was born in 1485 to a prominent family in Medellín, a city in southwestern Spain. As a young man, he was intrigued by stories of Christopher Columbus's discoveries. Seeing ships returning with wealth and exotic goods settled the matter for Cortés: he would explore, too.

In 1504, Cortés sailed across the Atlantic to Hispaniola, then a Spanish headquarters. In 1511, under the leadership of Diego Velásquez, he helped make Cuba a Spanish colony. Spain also wanted to establish a colony on the North American mainland because of reports of a civilization that was rich in gold. Velásquez chose Cortés to start a colony there, too, in present-day Mexico. When he arrived in the Aztec Empire in 1519, Cortés sank his ships to prevent his men from leaving.

Many Aztec subjects hated their rulers and resented paying tribute to them. Cortés took advantage of the situation and made allies of more than 200,000 natives,



Portrait of Hernán Cortés (1485–1547)

called the Tlaxcalan. He marched into Tenochtitlán, the Aztec capital and the home of the emperor, Moctezuma II. Although Moctezuma received Cortés graciously, Cortés took him hostage and raided the city.

The Aztec drove the Spanish out of Tenochtitlán, but Cortés returned in 1521 with cannons and captured the city, effectively defeating the empire. The Spanish king was pleased with Cortés's victory and appointed him as the governor of New Spain in 1522. In 1540, Cortés returned to Spain. He died in 1547.

REVIEW & ASSESS

1. Draw Conclusions Why was Cortés able to make allies in the Aztec Empire?

2. Make Generalizations How would you describe Cortés's character?

UNIT 5 BIOGRAPHY

MOCTEZUMA II

Moctezuma II became the emperor of the Aztec, the most advanced civilization in North America, in 1502. He ruled the empire at its greatest height and extent.

- **Job:** Aztec Emperor
- **Education:** Aztec Warrior School
- **Enemy:** Hernán Cortés

Moctezuma II was born in 1466. After years of schooling and training in an Aztec warrior school, he earned a command in the army. In 1502, Moctezuma became the ninth Aztec emperor, succeeding his uncle. He ruled the Aztec for 20 years from the empire's capital city, Tenochtitlán, present-day Mexico City.

Moctezuma was a ruthless emperor who led a lavish lifestyle. He also led many campaigns that increased the size of his empire. Moctezuma's style of ruling created a number of enemies among the people he conquered. The Spanish conquistador Hernán Cortés used this discontent to his advantage when he and his soldiers invaded in 1519.

As was Aztec custom, Moctezuma welcomed Cortés with gifts of gold when Cortés arrived in Tenochtitlán. Cortés thought this hospitality was a trap and took Moctezuma hostage. Cortés believed that the Aztec would not attack the Spanish as long as he held their emperor captive. When Moctezuma was taken hostage, many Aztec lost respect for him. They believed he gave in to the Spanish too easily and had become weak.

The Spanish forced Moctezuma to order his subjects to end their resistance. In 1520, when Moctezuma tried



Portrait of Moctezuma II (1466–1520)

to address his people, the disgusted Aztec responded by throwing stones at him. Moctezuma was seriously wounded and died three days later. The Aztec and later historians claimed that the Spanish killed Moctezuma, though. Moctezuma's successors could not stop the Spanish from taking Tenochtitlán in 1521, and the Aztec Empire came to an end.

REVIEW & ASSESS

1. Draw Conclusions What kind of ruler was Moctezuma II?

2. Summarize How did the Aztec respond when Moctezuma was taken hostage?

Name _____

DOCUMENT-BASED QUESTION: CREATION STORIES — Chapter 12, Lesson 2.5

Use the questions here to help you analyze the sources and write your paragraph.

DOCUMENT ONE: from the *Popol Vuh*

1A How is this account of Earth’s formation similar to or different from what you know of the biblical account? _____

1B Constructed Response According to this passage, how did the Maya gods form Earth?

DOCUMENT TWO: from the Book of Genesis

2A Restate the information in this passage in your own words. _____

2A Constructed Response In this excerpt, what was the world like before God brought light to the earth? _____

DOCUMENT THREE: from *Pan Gu Creates Heaven and Earth*

3A How would you describe Pan Gu? _____

3B Constructed Response In this myth, what elements formed heaven and what elements formed the earth? _____

SYNTHESIZE & WRITE

What are some common characteristics of creation stories?

Topic Sentence: _____

Your paragraph: _____

SEQUENCE EVENTS**LEARNING THE STRATEGY**

Suppose a friend asks what you did on the weekend. You might describe the events in the order they occurred, beginning with Friday evening and continuing to Sunday night. When you relate events in the order in which they occurred in time, you **sequence events**. Thinking about events in time order helps you understand how they relate to each other.

Historians often sequence events to tell how a civilization developed or describe the reign of a ruler. Identifying the time order of historic events can help you understand how the events are related. Follow these steps to sequence events.

Step 1 Look for clue words and phrases that suggest time order. Clue words include the names of months and days or words such as *before*, *after*, *finally*, *a year later*, or *lasted*.

Step 2 Look for dates in the text and match them to events.

GUIDED MODEL**The Cherokee: Changes in the 1800s**

The Cherokee faced many changes **(B)** during the 1800s. **(A)** By the beginning of the century, they had already adapted to many of the American settlers' ways of life. As a result, a Cherokee named Sequoyah feared that his people's culture would be lost forever. So in **(B)** 1821, he created a writing system for the Cherokee language. **(A)** In the years that followed, the Cherokee used the system to record their history.

(A) At about this time, more settlers entered the land on which the Cherokee lived. **(A)** Soon it became clear that the settlers wanted the land for themselves. Then in **(B)** 1830, President Andrew Jackson approved the Indian Removal Act. At first, the Cherokee protested. They even took the matter to the Supreme Court. But in **(B)** 1838, the U.S. government began forcing the Cherokee to move to what is now Oklahoma. Their journey is known as the Trail of Tears.

Step 1 Look for clue words and phrases that suggest time order.

Time Clues (A) by the beginning of the century; in the years that followed; at about this time; soon it became clear

Step 2 Look for specific dates in the text.

The dates in this model are given in the order in which they occurred, but be sure to read all texts carefully. Historians may not always list the dates in time order. You may have to match the event with its date.

Sample Date (B) during the 1800s, when the Cherokee faced many changes

Tip As you read, you can create a time line to track the time order of the events discussed in the text. A time line is a visual tool that is used to sequence events. Time lines often read from left to right, listing events from the earliest to the latest.

SOCIAL STUDIES SKILLS Continued

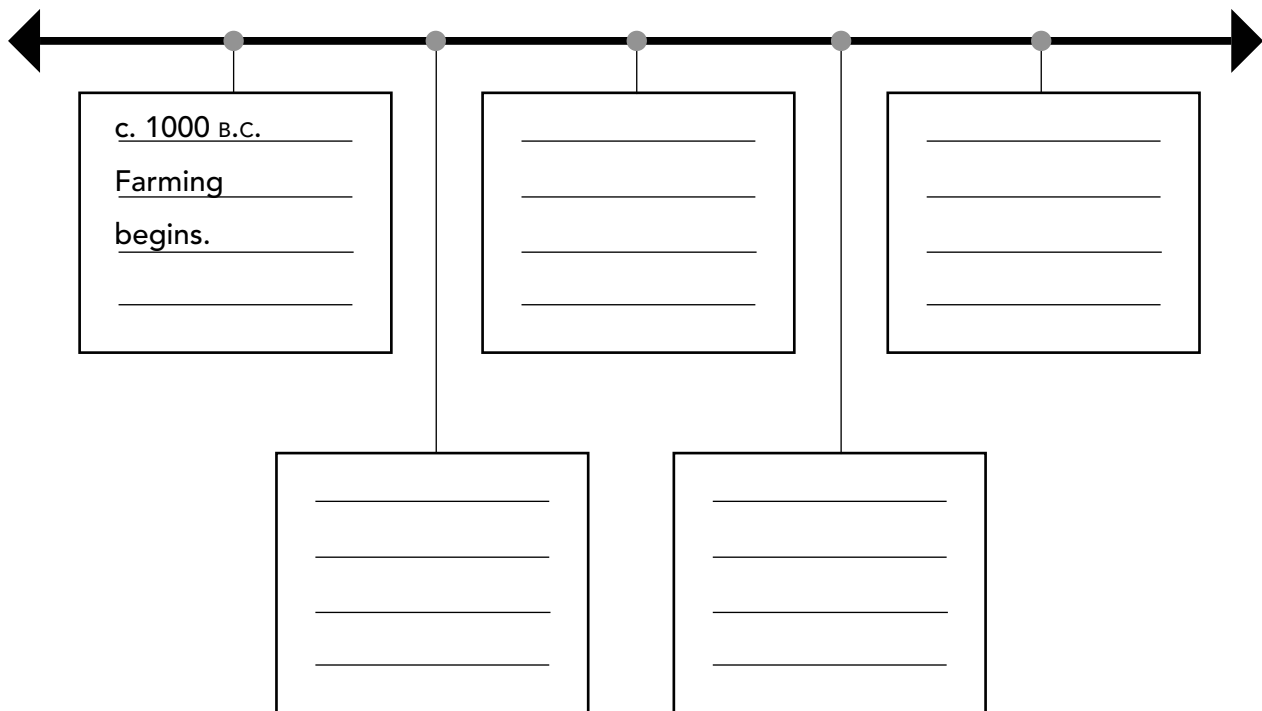


APPLYING THE STRATEGY

GETTING STARTED Now sequence events as you read Lesson 2.2, “The Ancient Pueblo,” in Chapter 17. Sequencing events will help you better understand the history of the ancient Pueblo. As you read the lesson, use the graphic organizer below to sequence events. List the earliest event in the first box on the left and the latest event in the last box on the right. Remember to use both clue words and dates to determine the time order of events. The first box is filled in to help you get started.

COOPERATIVE OPTION You may wish to work with a partner in your class to review the lesson and complete the graphic organizer.

TAKING NOTES



THINK AND DISCUSS

THINK ABOUT AND DISCUSS THESE QUESTIONS:

1. About how long is the period of time described in this lesson?
2. What types of clues helped you most in identifying the sequence of events related to the ancient Pueblo?
3. About what year did construction of Pueblo Bonito end? How did you determine this?

WRITE AN INFORMATIVE PARAGRAPH**LEARNING THE STRATEGY**

When you write an **informative paragraph**, you tell readers about a topic in an objective way. In other words, you inform readers without interjecting your own opinions. Suppose you want to write an informative paragraph about early agricultural methods in the Americas. You could begin by introducing the topic: “Despite challenging environments, early native people of the Americas found ways to grow crops.” This introduction states the main idea.

Next, include more specific information to support the main idea. For example, you might add that some native people built irrigation systems. You would continue to support the main idea by providing details and examples. Finally, you would end the text with a concluding sentence that summarizes or restates the main idea in a different way.

To write an informative paragraph, follow these steps.

Step 1 Select a topic you would like to inform your readers about and gather detailed information about it.

Step 2 Write a sentence that introduces and states your topic. This is your main idea.

Step 3 Include at least three details that provide information on your topic.

Step 4 Write a conclusion that restates the main idea in a different way.

GUIDED MODEL**(A) Early Agriculture in the Americas**

(B) Despite challenging environments, early native people of the Americas found ways to grow crops.

(C) For example, the Moche lived in the desert in South America. They built irrigation systems that brought water to their arid land. This allowed them to grow corn, beans, and other crops. **(C)** The ancient Pueblo in North America also lived in an arid climate. They too built irrigation systems to water their corn, beans, and squash. **(C)** The Inca lived high up in the Andes Mountains. They planted crops on terraces that they built into the steep mountainsides. Plants that grew on the terraces did not wash away. The terraces also served to trap water for the crops. **(D)** Cultures throughout the Americas found innovative ways to grow food.

Step 1 Select a topic.

(A) The topic is early agriculture in the Americas.

Step 2 Write a sentence that introduces and states the main idea.

(B) This sentence states the main idea.

Step 3 Include at least three details that provide information on your topic.

(C) The writer includes details on the topic.

Step 4 Write a concluding sentence.

(D) The writer concludes by stating the main idea again but in a different way.

TIP Gather as many details as you can and list them in a Main Idea and Details chart. Then number the details in the order that you think will be the most effective.

SOCIAL STUDIES SKILLS Continued

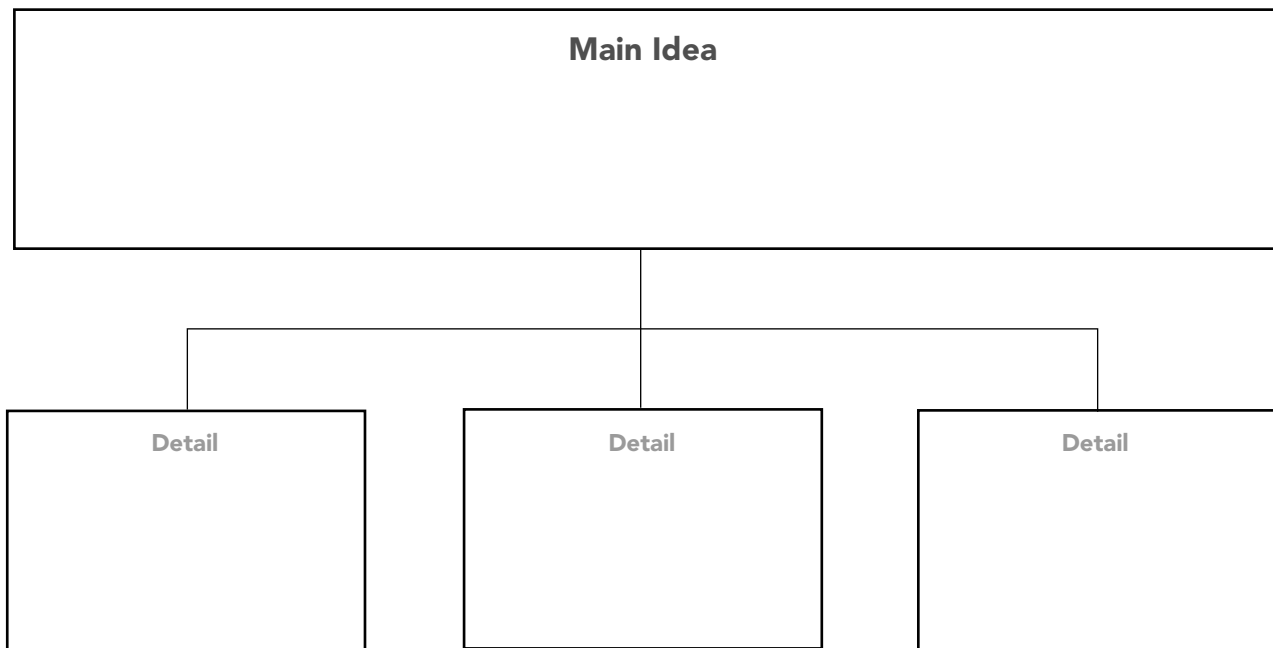


APPLYING THE STRATEGY

GETTING STARTED Now write your own informative paragraph. In the “Write About History” section of the Chapter Review, you are asked to write a paragraph for a booklet about Native American cultures. The paragraph should be about the impact of the Spanish use of guns and horses on either the Inca or the people of the Great Plains. Use the steps explained in this lesson and the graphic organizer below to plan your informative paragraph. The graphic organizer will help you organize your main idea and details. After you have determined your main idea and details, write your draft.

COOPERATIVE OPTION Work with a partner in your class who has selected the same Native American group. Together, brainstorm supporting details related to the introduction of guns and horses. Then work together to write your informative paragraph.

TAKING NOTES



THINK AND DISCUSS

AFTER YOU HAVE FINISHED WRITING YOUR INFORMATIVE PARAGRAPH, THINK ABOUT AND DISCUSS THESE QUESTIONS:

1. Was the graphic organizer a useful tool to help you plan before writing? Explain.
2. What supporting detail did you find most interesting? Why did you think it was interesting?
3. What understanding did you gain about how Native American life changed with the introduction of Spanish guns and horses?

UNIT **5**

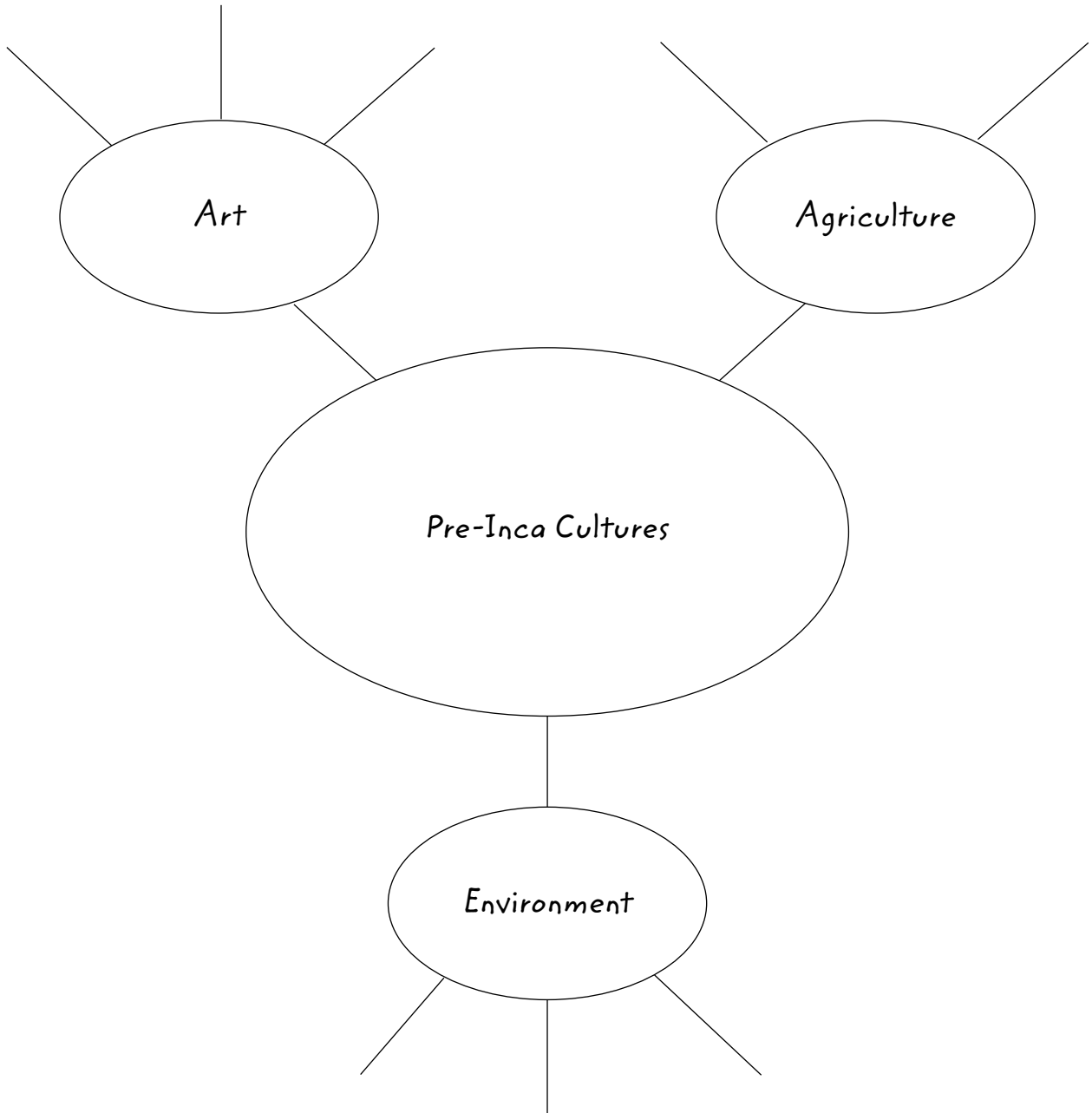
CHAPTER 13 SECTION 1
Peruvian Cultures



READING AND NOTE-TAKING

CATEGORIZE INFORMATION Complete a concept cluster to group information about the Moche, Nasca, Wari, and Sicán cultures into categories.

The Nasca created geoglyphs in the desert.



The Moche lived along the Peruvian coast.

UNIT **5**

CHAPTER 13 SECTION 1
Peruvian Cultures

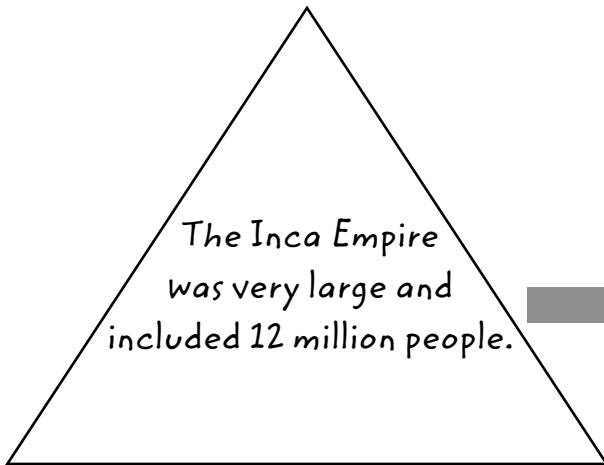


READING AND NOTE-TAKING

IDENTIFY PROBLEMS AND SOLUTIONS

Complete a Problem-and-Solution Chart to explain how Inca rulers managed an expansive territory and large population.

Problem



Solutions

Conclusion



READING AND NOTE-TAKING
POSE AND ANSWER QUESTIONS

Before you read Section 2, write a question in the Pose and Answer Questions chart below. Then write questions that you come to mind as you read. After reading, write the answers to your questions. Finally, pose and answer an additional question.

	Questions	Answers
Before Reading		
During Reading	1. <i>In what ways does the environment affect how cultures live?</i>	1.
	2.	2.
	3.	3.
After Reading		

UNIT 5

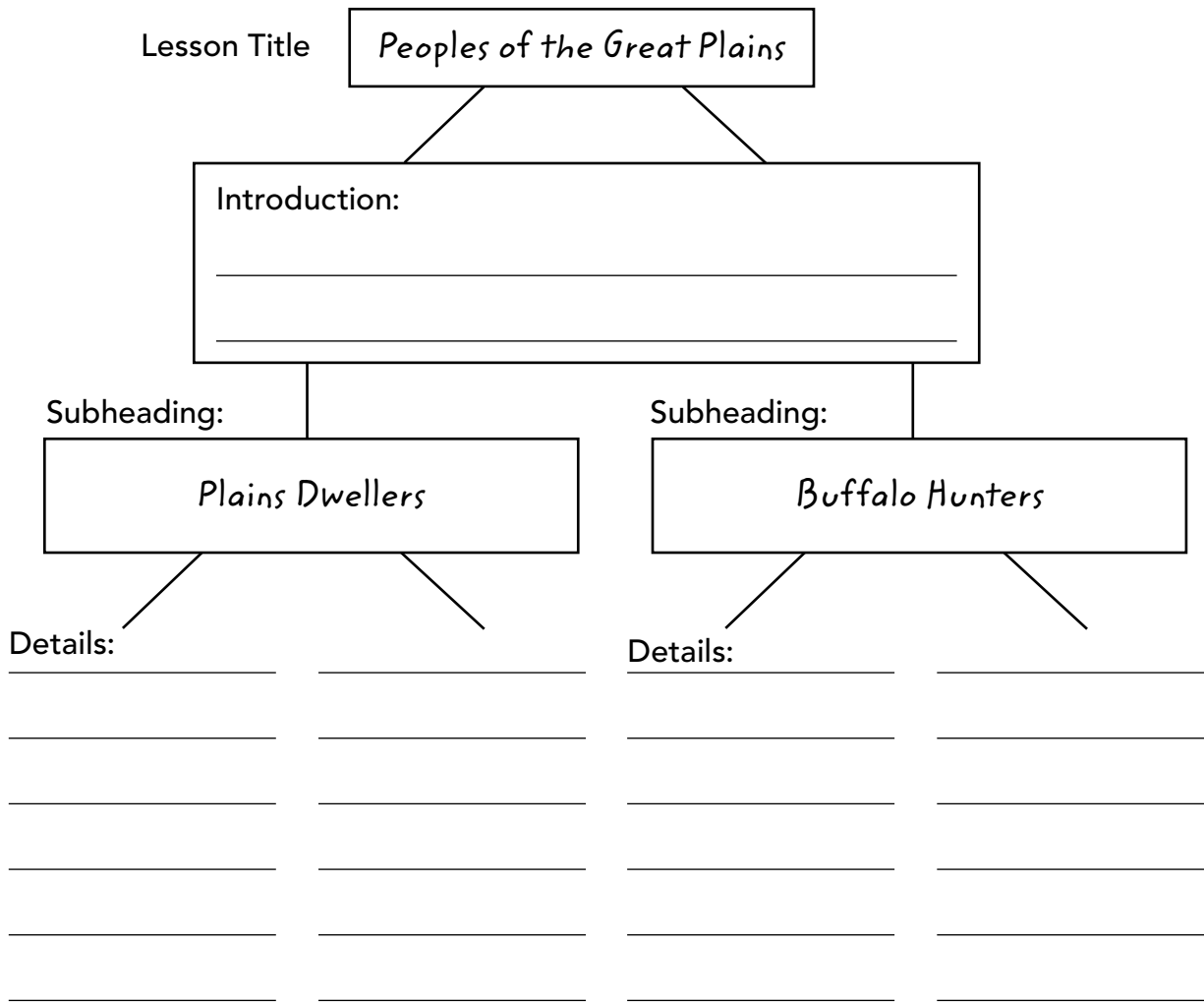
CHAPTER 13 SECTION 2
North American Cultures



READING AND NOTE-TAKING

MAKE GENERALIZATIONS

Complete an Idea Diagram about the information in Lesson 2.3. Rewrite the introduction to the lesson in your own words. Then take notes on specific details under each subheading. After you finish reading, write a generalization about Great Plains cultures.



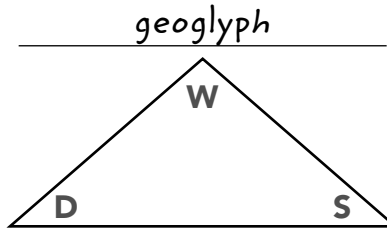
Generalization:

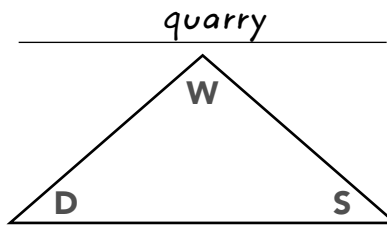
VOCABULARY PRACTICE

KEY VOCABULARY

- **geoglyph** (JEE-oh-glif) *n.* a large, geometric design or shape drawn on the ground
- **quarry** (KWAHR-ree) *v.* to extract something, such as stone, from the earth

WDS TRIANGLES Complete Word-Definition-Sentence Triangles for the Key Vocabulary words *geoglyph* and *quarry*. Write the definition next to "D." Write a sentence using the word next to "S." Write a sentence using the word next to "S."





VOCABULARY PRACTICE
KEY VOCABULARY

- **adobe** (uh-DOH-bee) *n.* a kind of clay that when dried is used as a building material
- **confederation** (KUHN-fed-uh-ray-shun) *n.* a group of allies
- **kiva** (KEE-vuh) *n.* a circular-shaped chamber built in the ground by the ancient Pueblo
- **mound builder** *n.* a Native American culture that built mounds and cities in the Mississippi River Valley region between 1000 B.C. and A.D. 500
- **wigwam** *n.* a domed tent used as housing by the Algonquin in North America

DEFINITION CHART Complete a Definition Chart for the Key Vocabulary words.

Words	Definition	In Your Own Words	Illustration
<i>adobe</i>			

UNIT 5 BIOGRAPHY

PACHACUTI

The Inca emperor Pachacuti was known as the empire builder. His many accomplishments established the Inca Empire as one of the most powerful empires in the world.

- **Job:** Inca Emperor
- **Goal:** Unify and Expand Inca Empire
- **Name:** Means "He Who Changed the World"

Pachacuti became the Inca emperor in 1438. During his reign, he transformed a small kingdom into an Andean powerhouse by expanding territory, unifying different parts of the empire, and improving infrastructure. Historians sometimes compare Pachacuti to Philip II of Macedonia and Napoleon Bonaparte of France.

Pachacuti increased the size and reach of the Inca Empire through a number of military campaigns. He was able to conquer large parts of territory in the Urubamba Valley as well as the northwest coast of South America with little resistance because news had spread that becoming part of the Inca system brought prosperity. Once a territory was conquered, Pachacuti established laws that allowed his subjects to keep their traditional customs.

Throughout his reign, Pachacuti worked to unify the Inca Empire. He reorganized administrative offices and consolidated the Andean gods Inca subjects worshipped. He also expanded education and made Quechua the official language. Another way Pachacuti unified the Inca Empire was by developing a system of Inca runners called the *Chasqui*. These messengers ran from place to place to deliver communication all over the mountainous empire.



Statue of Pachacuti (1418–1471) in Cusco, Peru

In addition to unification, a main priority for Pachacuti was improving infrastructure. He rebuilt Cusco, the capital city, which included turning the course of two rivers so that they crossed the city and provided clean water. Pachacuti directed other building projects, too. He built an astronomical observatory and oversaw the building of bridges, temples, and palaces. Pachacuti also expanded the terrace farming system. Under his rule, villages built storehouses to put away food surpluses for future use. In 1450 he began construction of the city of Machu Picchu. Pachacuti ruled for more than 30 years and died in 1471.

REVIEW & ASSESS

1. Draw Conclusions Why was Pachacuti able to conquer such a large part of South America?

2. Form and Support Opinions What was Pachacuti's greatest accomplishment? Support your opinion with evidence from the reading.

UNIT 5 BIOGRAPHY

ATAHUALPA

Atahualpa was the last emperor of the Inca Empire, which at its height dominated much of the western part of South America. Atahualpa's capture and execution by Spanish conquistadors signaled the end of the empire.

- **Job:** Inca Emperor
- **Rival:** His Brother, Huáscar
- **Least Favorite Person:** Francisco Pizarro

Atahualpa was favorite son of the Inca emperor named Huayna Capac. When Huayna Capac died in 1527, his sons divided the empire into two parts. Atahualpa ruled the northern part of the empire, and his brother, Huáscar, ruled the southern part.

The division of Inca Empire into separate parts led to a civil war. Atahualpa defeated and executed Huáscar along with his family. The civil war weakened the Inca. Important cities were destroyed and many people were killed. After defeating his brother, Atahualpa decided to rest in the small town of Cajamarca before going on to the capital of Cusco to take the throne. However, his plan soon changed. In 1531, the Spanish arrived in the Inca Empire. The Spanish conquistador named Francisco Pizarro had learned of the war between Atahualpa and his brother. He knew the instability caused by the civil war could work to his advantage.

In 1532, while Atahualpa was resting in Cajamarca, the Spanish conquistador Francisco Pizarro entered the town with 180 men. Pizarro invited Atahualpa to attend a feast. Seeing that the Spanish force was small, Atahualpa



Painting of Atahualpa (c. 1500–1533)

accepted Pizarro's invitation. Atahualpa arrived the next day with several thousand unarmed followers. At the meeting, Pizarro demanded that Atahualpa convert to Christianity and accept the king of Spain as his ruler. When Atahualpa refused, armed Spaniards on horseback killed thousands of Inca and captured Atahualpa.

Hoping to be released, Atahualpa offered Pizarro a room filled with gold as ransom. Pizarro accepted the offer. Objects made of gold and silver were brought in from all over the empire. The Spanish forced the Inca to melt the items down, resulting in 24 tons of gold and silver to be sent to Spain. Once the Spanish had the riches, they executed Atahualpa. Atahualpa's death in 1533 marked the beginning of the end of the Inca Empire.

REVIEW & ASSESS

1. Draw Conclusions Why was Pizarro, with fewer than 200 men, able to defeat thousands of Atahualpa's men?

2. Analyze Cause and Effect What effect did giving gold and silver to the Spanish have on the Inca Empire?

SOCIAL STUDIES
SKILLSUNIT
5Chapter 14: Dynasties of China
READING LESSON**DRAW CONCLUSIONS****LEARNING THE STRATEGY**

Have you ever saved up your money to buy a special gift? If so, you probably sought out friends' opinions and read online product reviews to gather evidence to help you make a decision. This evidence helped you make an educated guess about the right gift to buy. You make these kinds of educated guesses based on evidence every day.

Historians use texts, artifacts, and other sources to gather evidence to **draw conclusions** about the past. Drawing conclusions about a text can help you figure out the author's purpose and point of view. It can also deepen your understanding of the text's content. Follow these steps to draw conclusions about a text.

Step 1 Read the text closely to gather evidence.

Step 2 Make educated guesses based on the evidence.

Step 3 Use the educated guesses you have made to draw a conclusion.

GUIDED MODEL**Song Landscape Paintings**

Song dynasty rulers focused on peace and encouraged cultural advancements in art and literature. The Song period is especially remembered for great achievements in landscape painting.

(A) Painting changed as the Song dynasty restored order after the conflict and disorder at the end of the Tang dynasty. Early Song artists painted sweeping scenes of the harmony of the natural world. They were experiencing a time of order in government as well. Other Song painters began to paint less realistic natural scenes, showing what they felt more than what they saw.

(A) Eventually, invaders from the north forced the Song dynasty farther to the south. The Chinese began to think less about the world and more about their own local concerns. Landscape painters created smaller and more personal scenes.

Song leaders are remembered for helping China grow and become stronger. Song artists are remembered for building a strong tradition of Chinese landscape painting.

Step 1 Read the text closely to gather evidence.

EVIDENCE (A) Early Song artists painted sweeping scenes of the harmony of the natural world. Their work reflected the harmony and order in China at that time.

EVIDENCE (A) After invaders from the north entered China, the Chinese focused more on local concerns. Landscape painters created smaller and more personal scenes.

Step 2 Make educated guesses based on evidence.

EDUCATED GUESSES When there was harmony and order in their world, Song artists reflected that in their paintings. Later, when the Chinese began to focus more on local concerns, that was reflected in Song artists' paintings, too.

Step 3 Use educated guesses to draw a conclusion.

CONCLUSION Chinese landscape art changed as the state of China's government and relation to the rest of the world changed.

TIP Use a diagram to organize the evidence you have identified. Then use educated guesses to draw a conclusion. A diagram can help you clarify your thinking.

SOCIAL STUDIES SKILLS Continued



APPLYING THE STRATEGY

GETTING STARTED Now draw conclusions as you read Lesson 1.1, “Reunification Under the Sui Dynasty,” in Chapter 18. As you read the lesson, use the graphic organizer below to take notes on the evidence you find and the conclusion you draw. Drawing conclusions about the text will deepen your understanding about the way in which Wendi reunified China. To get you started, one piece of evidence has been filled in for you.

COOPERATIVE OPTION You may want to show your evidence to a partner and ask that partner to draw his or her own conclusion. Compare the two conclusions, and discuss similarities and differences.

TAKING NOTES

Evidence	Conclusion
<p><i>The government selected new officials by written examination and made sure they better reflected China's diverse ethnic groups.</i></p>	
<p>Evidence</p>	
<p>Evidence</p>	

THINK AND DISCUSS

THINK ABOUT AND DISCUSS THESE QUESTIONS:

1. How did Wendi ensure that China's diverse ethnic groups would be represented?
2. What made up Wendi's new law code?
3. What conclusion can you draw about Wendi's rule?

WRITE AN EXPOSITORY PARAGRAPH**LEARNING THE STRATEGY**

Communicating information and ideas through writing is called **expository** writing. Expository paragraphs and essays often explain an idea, tell how something works, or give information about an event or issue.

To write an expository paragraph, first select a topic. Be sure your topic is not too broad. For example, the entire history of the Grand Canal could not be explained in one paragraph. Instead, narrow your topic to cover a specific aspect of the Grand Canal. Once you've narrowed your topic, write a sentence that introduces it. This is your main idea. Then include details that support your main idea, and determine the best way to organize them. Last, conclude with a sentence that restates the main idea.

To write an expository paragraph, follow these steps.

Step 1 Select a topic you would like to inform your readers about and gather detailed information about it.

Step 2 Write a sentence that introduces and states your topic. This is your main idea.

Step 3 Include at least three details that provide information on your topic.

Step 4 Write a concluding sentence that restates your main idea in a different way.

GUIDED MODEL**(A) The Impact of the Grand Canal**

(B) The impact of the Grand Canal during the Sui dynasty was immense. **(C)** The 1,200-mile Grand Canal connected the Chinese people. A road built alongside the canal carried messages back and forth between the bustling cities of Yangzhou and Beijing. **(C)** The Grand Canal also served to unite China's economy. It enabled the movement of China's extensive resources to reach government and military centers. **(C)** Finally, the canal helped transform transportation. It allowed products to be moved faster and more efficiently. **(D)** The Grand Canal was as much a marvel to the people of the Sui dynasty as GPS, smart phones, and tablets are to people of the 21st century.

Step 1 Select a topic.

(A) The topic is the impact of the Grand Canal.

Step 2 Write a sentence that introduces and states your topic.

(B) This sentence states the topic.

Step 3 Include at least three details that provide information on your topic.

(C) The writer includes details on the topic.

Step 4 Write a conclusion.

(D) The writer concludes by stating the main idea again but in a different way.

TIP Concept webs help writers brainstorm ideas. They are ideal tools to use to collect possible details to support a main idea or topic.

SOCIAL STUDIES SKILLS Continued

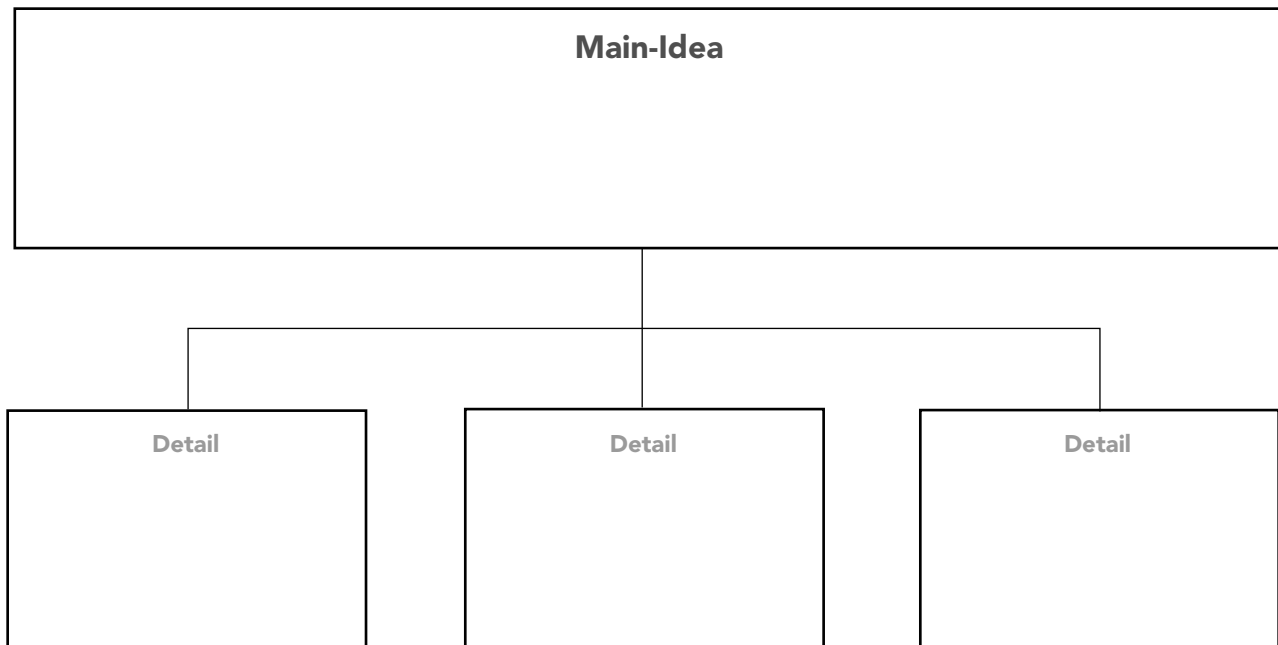


APPLYING THE STRATEGY

GETTING STARTED Now write your own expository paragraph. In the “Write About History” section of the Chapter Review, you are asked to suppose you are a historian being interviewed about China. Your task is to write an expository paragraph explaining how the Great Wall became a symbol of China’s policy of isolationism at the end of the Ming dynasty. Use the steps explained in this lesson and the graphic organizer below to plan your writing. Begin by filling in your main idea. Then come up with three details that explain how the Great Wall became a symbol of isolationism. After you have organized your information, write your draft.

COOPERATIVE OPTION After you have written a draft, show it to a partner in your class and invite his or her suggestions to improve the draft. You can also offer suggestions for your partner’s first draft. Remember to be positive and constructive.

TAKING NOTES



THINK AND DISCUSS

AFTER YOU HAVE FINISHED WRITING YOUR EXPOSITORY PARAGRAPH, THINK ABOUT AND DISCUSS THESE QUESTIONS:

1. What was the most difficult part of your assignment?
2. What vocabulary terms did you choose? Why did you choose those terms?
3. What understanding did you gain about China’s isolationism by writing the expository paragraph?

UNIT **5**

CHAPTER 14 SECTION 1
A Golden Age of Prosperity



READING AND NOTE-TAKING

ANALYZE CAUSE AND EFFECT

Complete a Cause-and-Effect Chain to help you organize your notes about the dynastic cycles of ancient China.

Causes

Civil war takes place after fall of Han dynasty

Effects

UNIT **5**

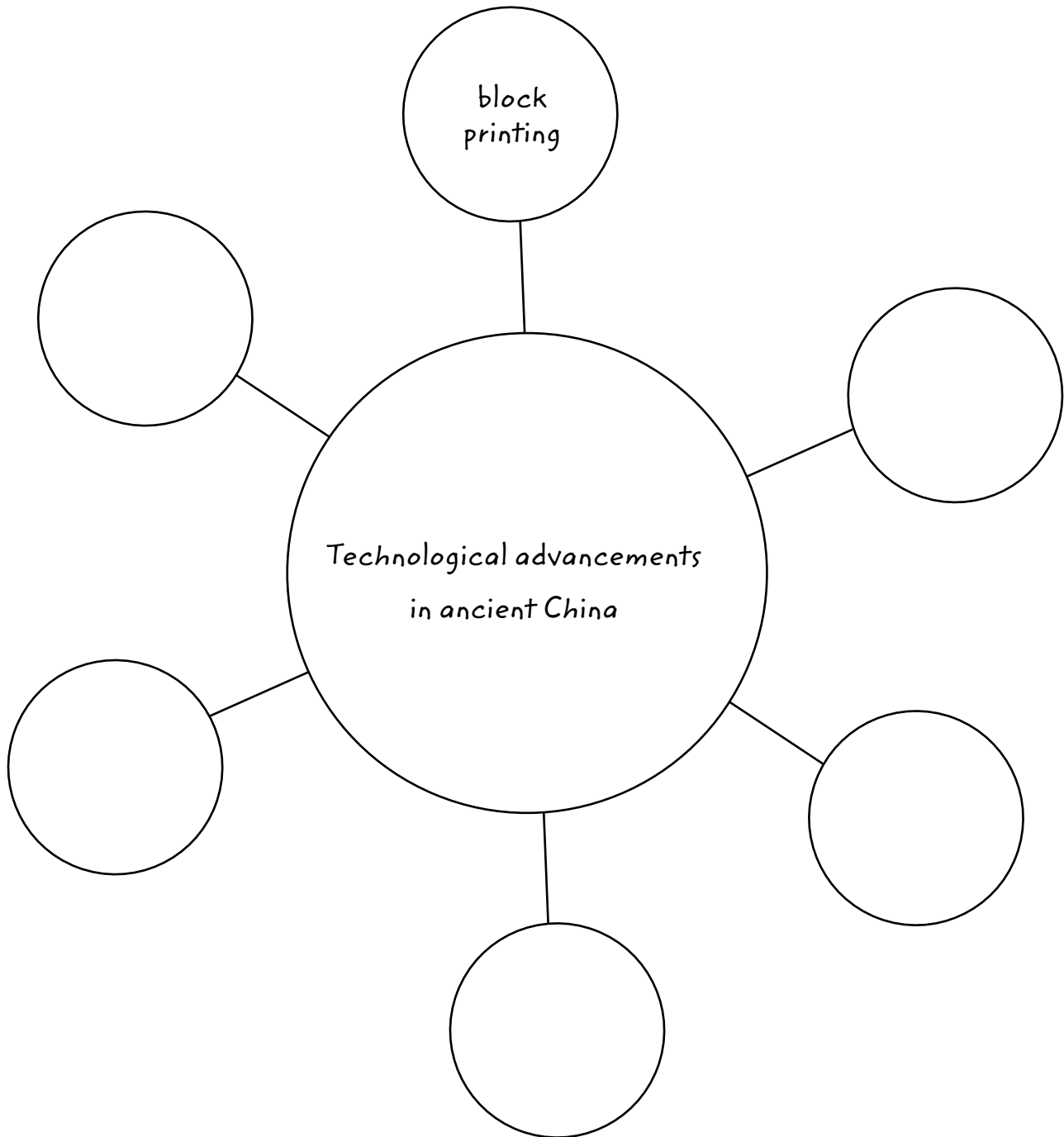
CHAPTER 14 SECTION 1
A Golden Age of Prosperity



READING AND NOTE-TAKING

IDENTIFY MAIN IDEA AND DETAILS

Use a Main Idea and Details Web to organize your notes on technological advancements in ancient China.



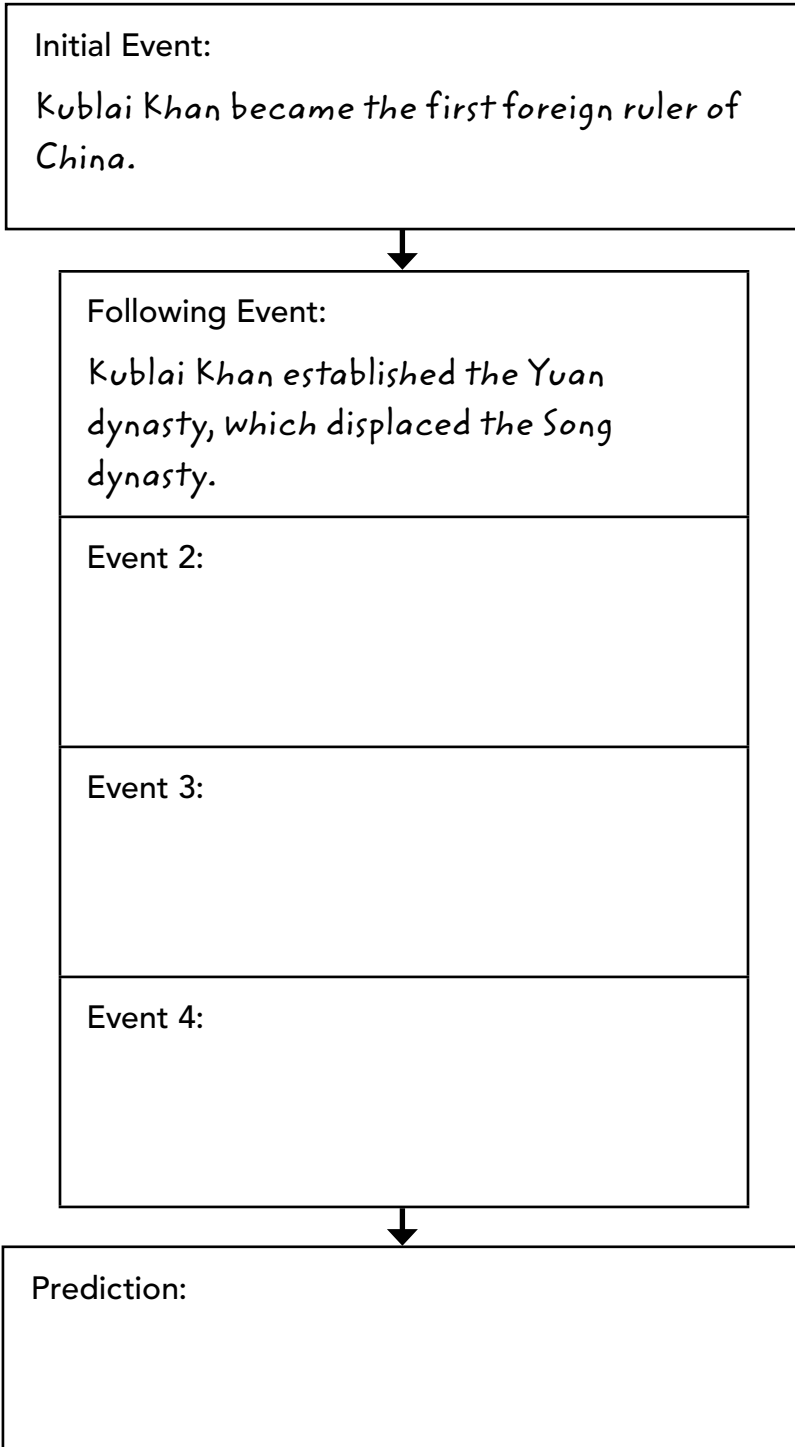
UNIT **5**

CHAPTER 14 SECTION 2
The Mongol Empire



READING AND NOTE-TAKING

MAKE PREDICTIONS Use the chart below to map out the events surrounding the fall of the Song Dynasty. Then make a prediction about what might happen next in the dynastic cycle.



UNIT 5

CHAPTER 14 SECTION 2
The Mongol Empire



READING AND NOTE-TAKING

DRAW CONCLUSIONS

Use an Idea Diagram below to help you draw a conclusion about Chinese life during the Yuan dynasty. Be sure to include details under each main idea.

Topic: *Chinese Life During the Yuan Dynasty*

INTRODUCTION:

MAIN IDEAS:

Literature flourished.

Peasants were treated poorly.

Merchants benefited from Mongol rule.

DETAILS:

CONCLUSION:

UNIT
5

CHAPTER 14 SECTION 3
The Ming Dynasty



READING AND NOTE-TAKING

SUMMARIZE ON DYNASTY MAPS

Use the Dynasty Maps below to summarize what you have learned about the Ming and Qing dynasties. Then write about the lasting effects that each dynasty had on Chinese culture and foreign policy.

Ming Dynasty (1368–1644)

Characteristics

1. *Restored the Confucian values of the Tang and Song dynasties*
2. _____

3. _____



Lasting Effects

Qing Dynasty (1644–1912)

Characteristics

1. _____

2. _____

3. _____



Lasting Effects

READING AND NOTE-TAKING

SYNTHESIZE VISUAL AND TEXTUAL INFORMATION

Use the chart below to record visual and textual information from Lesson 3.4 on bioarchaeology.

<p>What is the title of the lesson? _____</p>	
<p>What is the Main Idea?</p> <p>_____</p> <p>_____</p>	
<p>What is the "Skeletal Secrets" passage about?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>What is the "Puzzles from the Past" passage about?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>What does the photograph above the lesson title show?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>What is Christine Lee doing in the photograph?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

UNIT 5

CHAPTER 14 SECTION 1
A Golden Age of Prosperity



VOCABULARY PRACTICE

KEY VOCABULARY

- **commerce** *n.* the buying and selling of goods
- **movable type** *n.* the individual clay tablets that could be arranged on a board to form text
- **porcelain** (POHR-suhl-uhn) *n.* a strong, light, and translucent ceramic
- **reunify** *v.* to join together again
- **staple** *n.* a main crop produced in a specific place

DEFINITION CLUES Follow the instructions below for the Key Vocabulary word indicated.

1. Write the sentence in which the word *commerce* appears in Section 1.

2. Write a definition of *movable type* using your own words.

3. Use the word *porcelain* in a sentence of your own.

4. What had to be done to *reunify* China?

5. Write a sentence using *staple* and one other vocabulary word.

VOCABULARY PRACTICE
KEY VOCABULARY

- **nirvana** (nuhr-VAH-nah) *n.* in Buddhism, a state of bliss or the end of suffering caused by the cycle of rebirth
- **reincarnation** (ree-ihn-kahr-NAY-shuhn) *n.* in Hinduism, the rebirth of a person's soul into another body after death

COMPARISON CHART Complete a Comparison Chart below for both Key Vocabulary words. Write the definition and details for each word, and then explain how the two words are related.

nirvana	reincarnation
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

How are the words related?

VOCABULARY PRACTICE
KEY VOCABULARY

- **khanate** (KAHN-ayte) *n.* a region of the Mongol empire
- **steppe** (STEP) *n.* a vast, grassy plain

DEFINITION CHART Complete a Definition Chart for the Key Vocabulary words.

Word	khanate
Definition	
In Your Own Words	
Symbol or Diagram	

Word	steppe
Definition	
In Your Own Words	
Symbol or Diagram	

UNIT 5

CHAPTER 14 SECTION 2
The Mongol Empire



VOCABULARY PRACTICE

KEY VOCABULARY

- **khanate** (KAHN-ayte) *n.* a region of the Mongol Empire
- **steppe** (STEP) *n.* a vast, grassy plain

DEFINITION CLUES Follow the instructions for the Key Vocabulary word indicated.

VOCABULARY WORD: *khanate*

1. Write the sentence in which the word first appears in Section 2.

2. Write a definition using your own words.

3. Use the word in a sentence of your own.

4. Why do you think there were four khanates in the Mongol Empire?

VOCABULARY WORD: *steppe*

1. Write the sentence in which the word first appears in Section 2.

2. Write a definition using your own words.

3. Use the word in a sentence of your own.

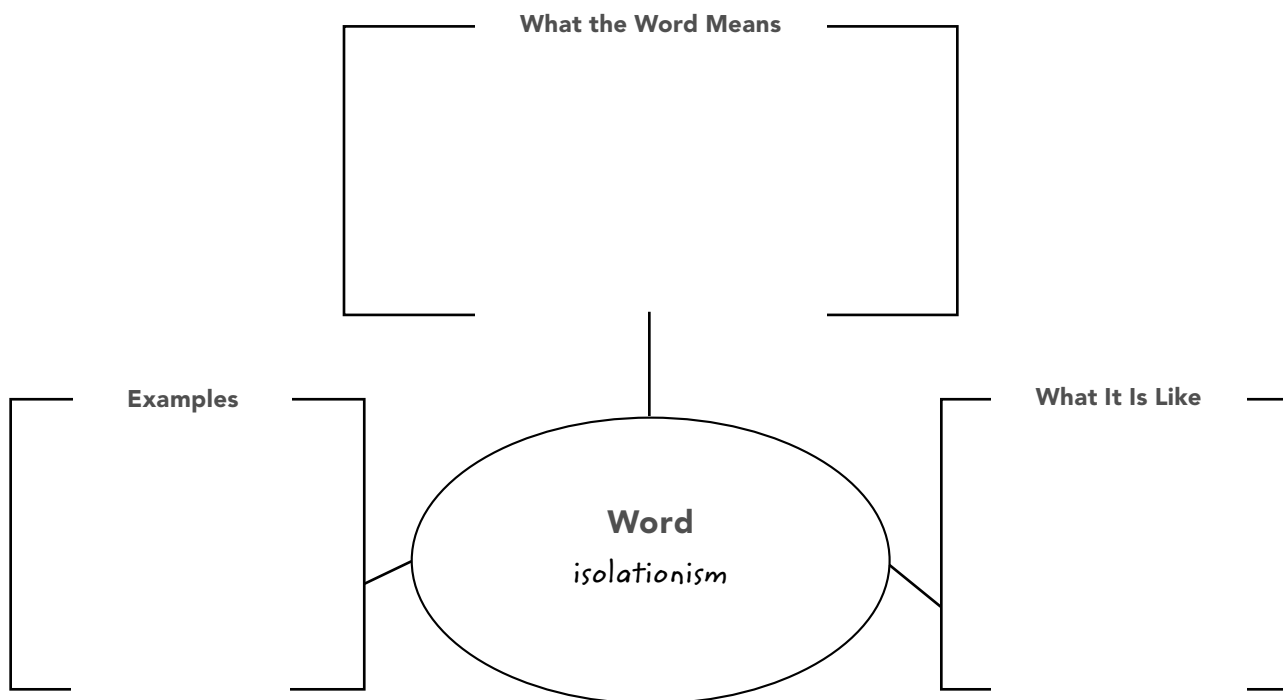
4. Why do you think the Mongol tribes roamed across the steppes?

VOCABULARY PRACTICE

KEY VOCABULARY

- **isolationism** *n.* a rejection of foreign contact and outside influences

WORD MAP Complete a Word Map for the Key Vocabulary word.



Make Connections What are some ways in which *isolationism* affects international relations? List examples.

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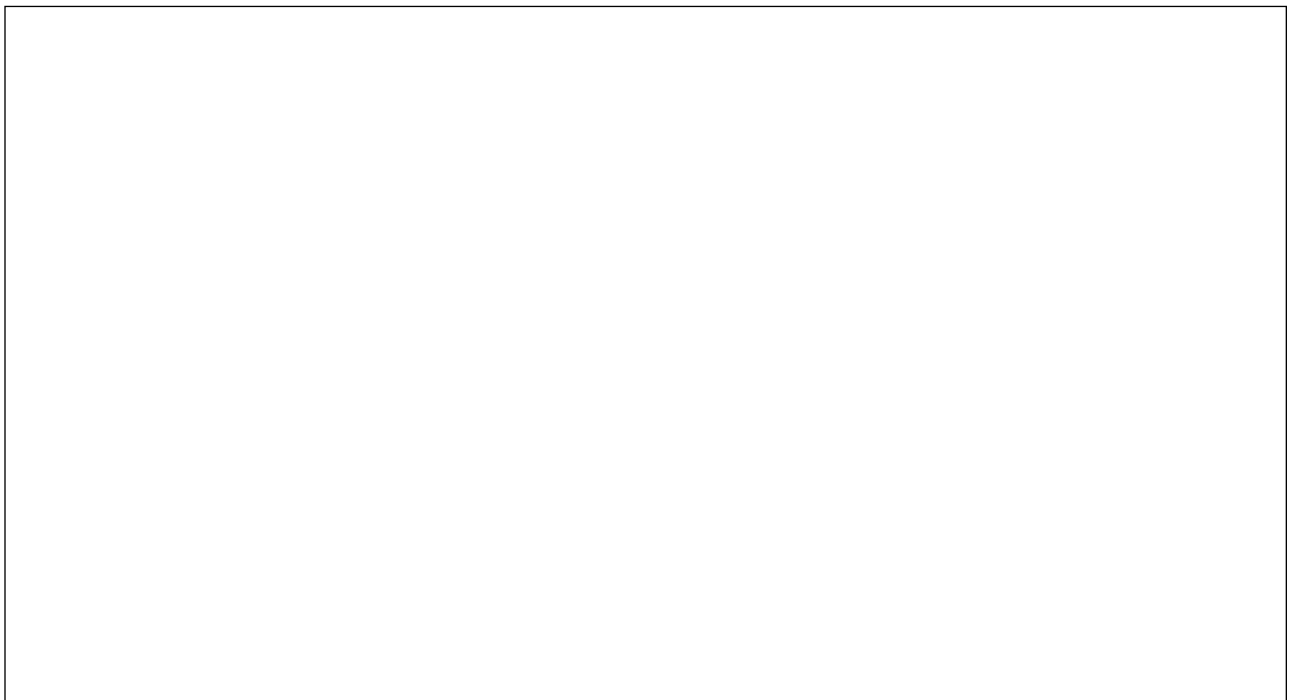
VOCABULARY PRACTICE

KEY VOCABULARY

- **isolationism** *n.* a rejection of foreign contact and outside influences

TRAVEL BROCHURE

Create a travel brochure for visitors to the Great Wall of China. Draw a picture of the wall in the box below. Use the Key Vocabulary word in a paragraph that describes the site.



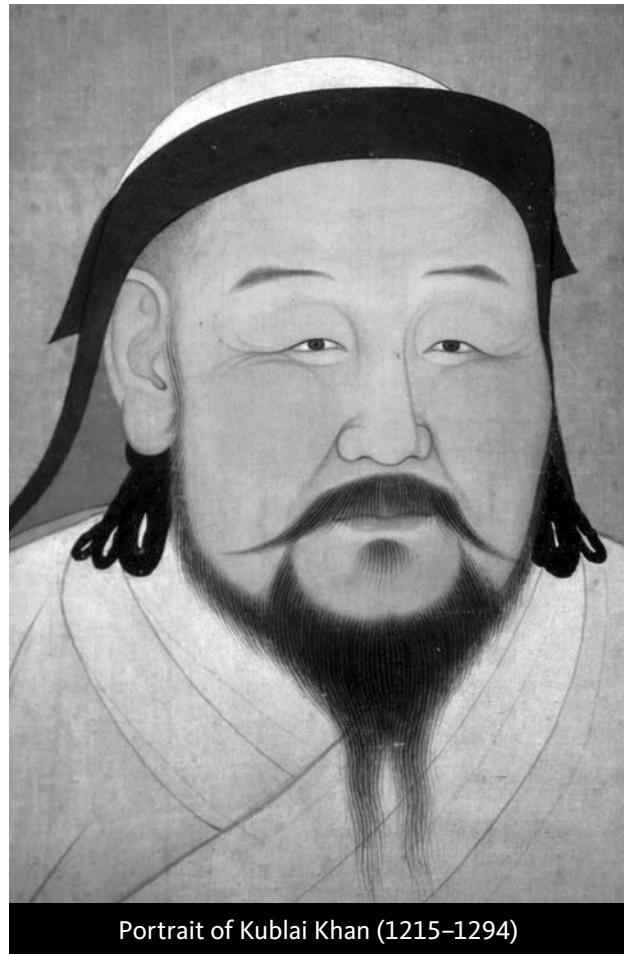
UNIT 5 BIOGRAPHY KUBLAI KHAN

Kublai Khan was brilliant warrior and an able statesman. Kublai completed the Mongols' conquest of China. He was a beloved ruler to both the Mongols and the Chinese.

- **Job:** Mongol Emperor
- **Founder:** Yuan Dynasty
- **Achievement:** Unified China

Kublai Khan was the grandson of Genghis Khan, the founder of the Mongol Empire. His father died when Kublai was 17, but Kublai did not get involved in empire affairs until he was in his thirties. In 1251, Kublai's brother, named Mngke, became the khan. Mngke gave Kublai control over Chinese territories in the eastern part of the empire. Kublai gathered a group of Chinese advisors to help him govern. Before Kublai, the Mongol approach was to destroy conquered territories and kill the people in them. Upon his advisors' suggestions, Kublai decided to rule differently and to treat the Chinese with respect.

In 1259, Mngke died in battle. Kublai became the next khan and founded the Yuan dynasty. During Kublai's rule, Mongols, who were the minority group, lived separately from the Chinese. Kublai accepted different religions in the empire, but granted privileges to the religious groups he favored. The Mongol Empire was divided into four social classes. At the top were the Mongols, followed by Central Asians and the northern Chinese. Southern Chinese made up the lowest social class. They were



Portrait of Kublai Khan (1215–1294)

barred from holding public offices and were used as laborers for public works.

Kublai Khan's missteps included costly wars and his extravagance, such as building luxurious palaces. These mistakes eventually drained the Chinese economy. After Kublai Khan's death in 1294, the Yuan dynasty gradually declined. Kublai's greatest achievement was unifying China, which had been divided since the 10th century A.D. Because of this achievement, Kublai Khan is considered one of China's great emperors and he is treated with respect by the Chinese.

REVIEW & ASSESS

1. Draw Conclusions Why is Kublai Khan considered one of China's great emperors?

2. Analyze Cause and Effects What caused the Yuan dynasty to decline?

UNIT 5 BIOGRAPHY MARCO POLO

Marco Polo was a Venetian merchant and an adventurer. His travels in China and other places are colorfully described in his book, *The Travels of Marco Polo*. The accounts of his travels exposed Europeans to new places and inspired other adventurers to explore the world.

- **Job:** Adventurer, Writer
- **Languages:** Italian, Turkish, Mongol
- **Home:** Italy, China, Italy Again

Marco Polo was born in Venice in 1254 to a family of merchants. Their Venetian trading business made them very wealthy. When Polo was about 17 years old, he and his father and uncle set out for China. They journeyed along the trade route known as the Silk Road through Persia and Afghanistan and across the Pamir Mountains into China. The Polos reached the Mongol court of Kublai Khan around 1275, where they lived for 17 years.

Marco Polo did not speak Chinese, but he did speak other languages, such as Turkish and Mongol. Kublai Khan liked Polo very much. He sent him on missions to distant places in the empire and enjoyed listening to the stories that Polo told when he returned. On the return trip from China to Venice, the Polos traveled by sea. They left with a caravan of several hundred people. The journey proved difficult, and many people died.

Soon after his return to Venice, Polo was captured by the Genoese, who were Venetian rivals, and imprisoned



Italian mosaic of Marco Polo (1254–1324)

in Genoa. While there, Polo met a fellow prisoner who was a famous writer. Polo dictated stories of his 25 years of travel to him, and the stories became the book *The Travels of Marco Polo*. The book made Marco Polo a celebrity. It was translated in French, Italian, and Latin and became the most popular book in Europe.

Because it included far-fetched and amazing stories, many people thought it was pure fiction. *Travels* eventually earned the title *Il Milione*, or “The Million Lies.” On his deathbed, friends and family asked if what he had written in his book was true. Polo replied that he had not told half of what he had seen. Marco Polo died in Venice in 1324.

REVIEW & ASSESS

1. **Make Inferences** Why do you think Marco Polo’s book became so popular in Europe?

2. **Form and Support Opinions** Do you think everything in Marco Polo’s book was true? Support your opinion with evidence from the reading.

Name _____

DOCUMENT-BASED QUESTION: TRAVELS ON THE SILK ROADS — Chapter 14, Lesson 2.3

Use the questions here to help you analyze the sources and write your paragraph.

DOCUMENT ONE: from *Genghis Khan and the Making of the Modern World*

1A What basic comparison is being made in this passage? _____

1B Constructed Response Why might the people living on the steppes benefit from Genghis Khan's rerouting of exports through their territory? _____

DOCUMENT TWO: from *Travels by Marco Polo*

2A Explain how trade in Mongol China took place. _____

2A Constructed Response Why would using experts to determine prices make trade fairer and easier? _____

DOCUMENT THREE: Passport Medallion, c. 1300

3A Why did the medallion have value beyond its physical worth? _____

3B Constructed Response How might Marco Polo have helped expand China's foreign contact and trade during the Mongol Empire _____?

SYNTHESIZE & WRITE

During the Mongol Empire, how did Genghis Khan and Kublai Khan promote and increase trade?

Topic Sentence: _____

Your paragraph: _____

