Interative Reader and Study Guide

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Uncovering the Past

ENGLISH–LANGUAGE ARTS STANDARDS
READING 6.1.0 Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

CHAPTER SUMMARY

COMPREHENSION AND CRITICAL THINKING
Use information from the graphic organizer to answer the following questions.

1. Explain  Did people live on this island before the water covered it?

2. Draw Inferences  What was most likely the predominant religion among the people who lived on this island?

3. Identify Cause and Effect  What global climatic phenomenon caused the water to rise and cover the island?

4. Evaluate  Was the civilization of the island technically advanced?
Uncovering the Past

Section 1

MAIN IDEAS
1. History is the study of the past.
2. We can improve our understanding of people’s actions and beliefs through the study of history.
3. Historians use clues from various sources to learn about the past.

Key Terms and People

**history**  the study of the past
**culture**  the knowledge, beliefs, customs, and values of a group of people
**archaeology**  the study of the past based on what people left behind
**fossil**  a part or imprint of something that was once alive
**artifacts**  objects created by and used by humans
**primary source**  an account of an event created by someone who took part in or witnessed the event
**secondary source**  information gathered by someone who did not take part in or witness an event

Academic Vocabulary

**values**  ideas that people hold dear and try to live by

Section Summary

THE STUDY OF THE PAST

**History** is the study of the past. Historians are people who study history. Historians want to know how people lived and why they did the things they did. They try to learn about the problems people faced and how they found solutions. They are interested in how people lived their daily lives. They study the past to understand people’s culture.

**Culture** is the knowledge, beliefs, customs, and values of a group of people.

The study of the past based on what people left behind is called **archaeology** (ahr-kee-ah-lee-jee).
Archaeologists explore places where people once lived, worked, or fought. They examine the things that people left in these places to learn what they can tell about the past.

**UNDERSTANDING THROUGH HISTORY**
Understanding the past helps you understand the world today. History can even teach you about yourself. What if you did not know about your own past? You would not know what makes you proud about yourself. You would not know what mistakes you should not repeat.

History is just as important for groups. What would happen if countries had no record of their past? People would not remember their nation’s great triumphs or tragedies. History shapes our identity and teaches us the **values** that we share.

History also teaches about cultures that are unlike your own. Learning other people’s stories can help you respect and understand different opinions. You also learn to understand how today’s events are shaped by events of the past. History encourages you to ask important questions.

**USING CLUES**
We learn about history from a variety of sources. **Fossils**, such as bones or footprints preserved in rock, give us clues to life very long ago. **Artifacts**, such as tools, coins, or pottery, also give us information. Writing has taught us a great deal. Writing can be a **primary source** (by someone who took part in or witnessed an event) or a **secondary source** (information gathered by someone who did not take part in or witness an event).

**CHALLENGE ACTIVITY**
**Critical Thinking: Drawing Inferences** Imagine a tribe or group of people that might have lived a long time ago. Write a short essay about their culture. **HSS Analysis Skills HR 3, HI 1**
Uncovering the Past

Section 2

MAIN IDEAS
1. Geography is the study of places and people.
2. Studying location is important to both physical and human geography.
3. Geography and history are closely connected.

Key Terms and People

geography the study of the earth’s physical and cultural features
environment all the living and nonliving things that affect life in an area
landforms the natural features of the land’s surface
climate the pattern of weather conditions in a certain area over a long period of time
region an area with one or more features that make it different from surrounding areas
resources materials found in the earth that people need and value

Academic Vocabulary

features characteristics

Section Summary

STUDYING PLACES AND PEOPLE
To understand what happened in the past, you need to know where events took place and who was involved. That is why historians study the earth’s physical and cultural features, such as mountains, rivers, people, cities, and countries. This study is called geography.

Geography has two main areas of study. Physical geography is the study of the earth’s land and features. Human geography is the study of people and the places where they live. Physical geographers study the environment, which include all the living and nonliving things that affect life in an area. The most important features for physical geographers are landforms, the natural features of

What subject helps historians to understand where events took place?

What are the two main areas of study in geography?

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the land’s surface. Physical geographers also study **climate**, the weather conditions in a certain area over a long period of time. Specialists in human geography study many interesting questions about how people and the environment affect each other.

**STUDYING LOCATION**
No two places are exactly alike. That is why geographers try to understand how different locations can affect human populations, or groups of people. Geographers use maps to study and compare locations. A map is a drawing of an area. Some maps show physical features, such as mountains, forests, and rivers. Other maps show cities and the boundaries of states or countries. Studying location is often helped by learning about **regions**, or areas with one or more features that make them different from surrounding areas.

**GEOGRAPHY AND HISTORY**
Geography gives us important clues about the people and places that came before us. Like detectives, we can piece together a great deal of information about past cultures by knowing where people lived and what the area was like.

Early people settled in places that were rich in resources. **Resources** are materials that are found in the earth that people need and value. Resources include water, animals, land for farming, stone for tools, and metals. Features and resources influence the development of cultures and the growth of civilizations. The relationship between geography and people is not one sided. People influence their environments in both positive and negative ways.

**CHALLENGE ACTIVITY**
**Critical Thinking: Drawing Inferences** Draw a map of an imaginary country or region. Include features such as mountains, rivers, and cities.

**HSS Analysis Skills CS 3**
The Stone Ages and Early Cultures

HISTORY-SOCIAL SCIENCE STANDARDS
HSS 6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.
HSS Analysis Skill HI 1 Explain central issues and problems from the past.
HSS Analysis Skill HI 2 Understand and distinguish sequence.

CHAPTER SUMMARY

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COMPREHENSION AND CRITICAL THINKING
Use information from the graphic organizer to answer the following questions.

1. Explain  What were the earliest stone tools used for?

2. Identify Cause and Effect  Why did so many people migrate during the ice ages?

3. Evaluate  Why did hunter-gatherer societies develop language?

4. Draw a Conclusion  How did farming contribute to the growth of towns?
The Stone Ages and Early Cultures

Section 1

MAIN IDEAS

1. Scientists study the remains of early humans to learn about prehistory.
2. Hominids and early humans first appeared in East Africa millions of years ago.
3. Stone Age tools grew more complex as time passed.
4. Hunter-gatherer societies developed language, art, and religion.

Key Terms and People

prehistory  the time before there was writing
hominid  an early ancestor of humans
ancestor  a relative who lived in the past
tool  any handheld object that has been modified to help a person accomplish a task
Paleolithic Era  the first part of the Stone Age
hunter-gatherers  people who hunt animals and gather wild plants, seeds, fruits, and nuts to survive
society  a community of people who share a common culture

Academic Vocabulary

distribute  to divide among a group of people

Section Summary

SCIENTISTS STUDY REMAINS

Although humans have lived on the earth for more than a million years, writing was not invented until about 5,000 years ago. Historians call the time before there was writing **prehistory**. To study prehistory, historians rely on the work of archaeologists and anthropologists.

Archaeologists have found fossil bones that appear to belong to early **hominids**, early **ancestors** of humans. Discoveries of ancient bones give us information about early humans and their

What do historians call the time before there was writing? __________________________

HSS 6.1

Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.
ancestors, but not all scientists agree on the meaning of these discoveries.

HOMINIDS AND EARLY HUMANS
As time passed hominids became more like modern humans. Many scientists think that the first modern humans appeared in Africa about 200,000 years ago. Scientists call these early humans *Homo sapiens*, or “wise man.” Every person alive today belongs to this group.

STONE AGE TOOLS
During the Paleolithic (pay-lee-uh-ih-thik) *Era*, which lasted until about 10,000 years ago, people used sharpened stones as *tools*. Stone tools were probably used to cut, chop, and scrape roots, bones, or meat. Later, people learned how to attach wooden handles to sharp stones to make hand axes and spears.

HUNTER-GATHERER SOCIETIES
Anthropologists believe that early humans lived in small groups of *hunter-gatherers*. In these *societies*, men hunted and women collected plants to eat and took care of children. These societies developed cultures with language, religion, and art. Language developed as a means of communicating and of resolving issues like how to *distribute* food.

CHALLENGE ACTIVITY
Critical Thinking: Drawing Inferences Many years from now, an archaeologist discovers your house with nothing in it but old furniture, appliances, tools, and bits of clothing. Write a short essay describing some conclusions the archaeologist might draw from these artifacts.

HSS Analysis Skills HR 3, HR 5, HI 4
The Stone Ages and Early Cultures

Section 2

MAIN IDEAS
1. People moved out of Africa as the earth’s climates changed.
2. People adapted to new environments by making clothing and new types of tools.

Key Terms and People
ice ages long periods of freezing weather
migrate move to a new place
land bridge a strip of land connecting two continents
Mesolithic Era the middle part of the Stone Age, from about 10,000 years ago to about 5,000 years ago

Section Summary
PEOPLE MOVE OUT OF AFRICA
About 1.6 million years ago, many places around the world began to experience ice ages, or long periods of freezing weather. In response to these changes, many hominids migrated from Africa to Asia and eventually spread to India, China, Southeast Asia, and Europe. The ice ages ended about 10,000 years ago.

During the ice ages, huge sheets of ice covered much of the earth’s land. These ice sheets were formed from ocean water, leaving ocean levels lower than they are now. Many areas that are now under water were dry land then. Scientists think that in some places the ocean level dropped and exposed land bridges between continents. These land bridges allowed Stone Age people to migrate around the world. Early humans probably came to North America across a land bridge from northern Asia, and spread throughout North America and to South America. By 9000 BC, humans lived on all continents except Antarctica.
PEOPLE ADAPT TO NEW ENVIRONMENTS
Early people had to learn to adapt to new environments. The places to which they migrated were often much colder than the places they left, and often had strange plants and animals.

To keep warm, they learned to sew animal skins together to make clothing. At first they took shelter in caves. When they moved to areas with no caves, they built their own shelters. At first these shelters were pits in the ground with roofs of branches and leaves. Later, people learned to build more permanent structures with wood, stone, clay, or other materials, even bones from large animals such as mammoths. They covered frames with animal hides to form solid roofs and walls.

People also began to make new types of tools. These tools were smaller and more complex than tools from the Paleolithic Era. They defined the **Mesolithic** (me-zuh-lit-thik) Era, which began more than 10,000 years ago and lasted to about 5,000 years ago in some places. These new tools included hooks and spears for fishing, and bows and arrows for hunting.

People in the Mesolithic Era also developed new technologies to improve their lives. For example, they learned how to make pots from clay, how to hollow out logs to make canoes, and how to use dogs for protection and to help them hunt.

CHALLENGE ACTIVITY
**Critical Thinking: Drawing Inferences**  
Draw a building plan with written instructions for a Mesolithic dwelling. **HSS Analysis Skills**

HI 1, HI 3
The Stone Ages and Early Cultures

Section 3

MAIN IDEAS
1. The first farmers learned to grow plants and raise animals in the Stone Age.
2. Farming changed societies and the way people lived.

Key Terms and People

Neolithic Era  the last Stone Age, lasting from about 10,000 years ago to about 5,000 years ago in Egypt and Southwest Asia and later elsewhere
domestication  the process of changing plants or animals to make them more useful to humans
agriculture  the development of farming from the domestication of plants
megaliths  huge stones used as monuments or sites for religious gatherings

Academic Vocabulary

development  creation and growth

Section Summary

THE FIRST FARMERS
A warming trend brought an end to the ice ages, and new plants began to grow in some areas. As early as 10,000 years ago, in Egypt and Southwest Asia, people came to depend on wild barley and wheat for food. People soon learned that they could plant seeds to grow their own crops. This shift from food gathering to food producing defined the Neolithic (nee-uh-li-thik) Era.

This domestication of plants led to the development of agriculture, or farming. The first aU farmers also learned to domesticate animals. Instead of following wild herds, they could now keep sheep and goats for milk, food, and wool. People could also use large animals like cattle to carry loads or to pull large tools used in farming. Domestication

HSS 6.1
Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.

What brought an end to the ice ages?

Use the library or an online resource to find a map showing where specific plants and animals were first domesticated.
greatly improved people’s chances of surviving. With survival more certain, people could focus on activities other than finding food.

During this time, people also learned to polish stones to make specialized tools like saws and drills. People also learned how to make fire. Before learning that skill, people could use only fire that had been started by natural causes, such as lightning.

**FARMING CHANGES SOCIETIES**

People began to make clothing from plant fibers and wool as well as from animal skins. As these early farmers learned to control their own food production and to make better shelters and clothing, populations grew. In some areas farming communities developed into towns.

Some groups gathered to perform religious ceremonies around huge stone monuments called **megaliths**. These people probably believed in gods and goddesses associated with the four elements—air, water, fire, and earth—or with animals. Some scholars believe that prehistoric people also prayed to their ancestors. Some societies today still hold these beliefs.

**CHALLENGE ACTIVITY**

**Critical Thinking: Drawing Inferences** Use the Internet or a library to research theories about how the megaliths at Stonehenge in England were built. Then write your own theory. **HSS Analysis Skills HR 1, HR 4, HR 5, HI 5**
Mesopotamia and the Fertile Crescent

HISTORY–SOCIAL SCIENCE STANDARDS
HSS 6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.
HSS Analysis Skill CS 3 Use maps to identify physical features.

CHAPTER SUMMARY

FARMING  CITIES  RELIGION

SOCIAL HIERARCHY  INVENTION

MATH AND SCIENCE

LAW  ARCHITECTURE  CIVILIZATION

COMPREHENSION AND CRITICAL THINKING
Use information from the graphic organizer to answer the following questions.

1. Identify Which two of the eight aspects of civilization in the graphic organizer above can be classed as economic structures?

2. Interpret Of the following five words (ARTS, SILT, WRITING, TRADE, OIL), which three belong in the graphic organizer above? Write the three correct words in the empty circles.

3. Sequence Of the eleven words or phrases around the word CIVILIZATION, which comes first in time order? Which do you think comes last?

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Mesopotamia and the Fertile Crescent

Section 1

MAIN IDEAS
1. The rivers of Southwest Asia supported the growth of civilization.
2. New farming techniques led to the growth of cities.

Key Terms and People

Fertile Crescent a large arc of rich farmland extending from the Persian Gulf to the Mediterranean Sea
silt a mix of rich soil and small rocks
irrigation a way of supplying water to an area of land
canals human-made waterways
surplus more of something than is needed
division of labor an arrangement in which people specialize in specific tasks

Section Summary

RIVERS SUPPORT THE GROWTH OF CIVILIZATION
Early people settled where crops would grow. Crops usually grew well near rivers, where water was available and regular floods made the soil rich.

Mesopotamia, part of the region known as the Fertile Crescent in Southwest Asia, lay between the Tigris and Euphrates rivers. Every year, floods on the rivers brought silt. The fertile silt made the land ideal for farming.

Hunter-gatherer groups first settled in Mesopotamia more than 12,000 years ago. Over time, these people learned how to work together to control floods. They planted crops and grew their own food.

Farm settlements formed in Mesopotamia as early as 7000 BC. Farmers grew wheat, barley, and other grains. Livestock, birds, and fish were also sources of food. Plentiful food led to population growth and villages formed. Eventually, these early villages developed into the world’s first civilization.

“Mesopotamia” means “between the rivers” in Greek. To which two rivers does the name of the region refer?

Name two grains grown by Mesopotamian farmers.
FARMING AND CITIES
Early farmers faced the challenge of learning how to control the flow of river water to their fields in both rainy and dry seasons. Flooding destroyed crops, killed livestock, and washed away homes. When water levels were too low, crops dried up.

To solve their problems, Mesopotamians used **irrigation**. They dug out large storage basins to hold water supplies. Then they dug **canals** that connected these basins to a network of ditches. These ditches brought water to the fields and watered grazing areas for cattle and sheep.

Because irrigation made farmers more productive, they produced a **surplus**. Some people became free to do other jobs. For the first time, people became craftspersons, religious leaders, and government workers. A **division of labor** developed.

Mesopotamian settlements grew in size and complexity. Most people continued to work in farming jobs. However, cities became important places. People traded goods in cities. Cities became the political, religious, cultural, and economic centers of Mesopotamian civilization.

CHALLENGE ACTIVITY
**Critical Thinking: Drawing Inferences** Write a proposal for an irrigation system that will divert flood waters and benefit riverbank farmers.

**HSS Analysis Skills HI 2, HI 6**
Mesopotamia and the Fertile Crescent

Section 2

MAIN IDEAS
1. The Sumerians created the world’s first complex, advanced society.
2. Religion played a major role in Sumerian society.
3. Sumerian society was divided into classes.

Key Terms and People
rural having to do with the countryside
urban having to do with the city
city-state a political unit consisting of a city and the surrounding countryside
empire land with different territories and people under a single rule
polytheism the worship of many gods
priests people who performed religious ceremonies
social hierarchy a division of society by rank or class

Academic Vocabulary
role a part or function

Section Summary
AN ADVANCED SOCIETY
In southern Mesopotamia about 3000 BC, people known as the Sumerians (soo-MER-ee-unz) created a complex, advanced society. Most people in Sumer (soo-muhr) lived in rural areas, but they were governed from urban areas that controlled the surrounding countryside. The size of the countryside controlled by each of these city-states depended on its military strength. Stronger city-states controlled larger areas. Individual city-states gained and lost power over time.

Around 2300 BC Sargon was the leader of the Akkadians (uh-KAY-dee-uhns), a people who lived to the north of Sumer. Sargon built a large army

Why do you think governments are usually located in cities?

__________________________________________

__________________________________________

__________________________________________

__________________________________________

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and defeated all the city-states of Sumer as well as all of northern Mesopotamia. With these conquests, Sargon established the world’s first empire. It stretched from the Persian Gulf to the Mediterranean Sea. The Akkadian empire lasted about 150 years.

**RELIGION SHAPES SOCIETY**
Religion played an important role in nearly every aspect of Sumerian public and private life. Sumerians practiced polytheism, the worship of many gods. They believed that their gods had enormous powers. Gods could bring a good harvest or a disastrous flood. The gods could bring illness or they could bring good health and wealth. The Sumerians believed that success in every area of life depended on pleasing the gods. Each city-state considered one god to be its special protector. People relied on priests to help them gain the gods’ favor. Priests interpreted the wishes of the gods and made offerings to them.

A social hierarchy developed in Sumerian city-states. Kings were at the top. Below them were priests and nobles. The middle ranks included skilled craftspeople and merchants. Farmers and laborers made up the large working class. Slaves were at the bottom of the social order. Although the role of most women was limited to the home and raising children, some upper-class women were educated and even became priestesses.

**CHALLENGE ACTIVITY**
**Critical Thinking: Drawing Inferences** You are a servant to the king of a Sumerian city-state. Write down an account of the king’s instructions to the city’s priests asking them to make offerings to the gods in order to protect the farms from a possible flood. **HSS Analysis Skills HI 1, HI 4**
Mesopotamia and the Fertile Crescent

Section 3

MAIN IDEAS
1. The Sumerians invented the world’s first writing system.
2. Advances and inventions changed Sumerian lives.
3. Many types of art developed in Sumer.

Key Terms and People
cuneiform  the Sumerian system of writing, which used symbols to represent basic parts of words
pictographs  picture symbols that represented objects such as trees or animals
scribe    writer
epics      long poems that tell the story of a hero
architecture  the science of building
ziggurat    a pyramid-shaped temple tower

Section Summary
THE INVENTION OF WRITING
The Sumerians made one of the greatest cultural advances in history. They developed cuneiform (kyoo-nee-uh-form), the world’s first system of writing. But Sumerians did not have pencils, pens, or paper. Instead, they used sharp reeds to make wedge-shaped symbols on clay tablets.

Sumerians first used cuneiform to keep records for business, government, and temples. As the use of cuneiform grew, simple pictographs evolved into more complex symbols that represented basic parts of words. Writing was taught in schools. Becoming a writer, or scribe, was a way to move up in social class. Scribes began to combine symbols to express complex ideas. In time, scribes wrote works on law, grammar, and mathematics. Sumerians also wrote stories, proverbs, songs, poems to celebrate military victories, and long poems called epics.

HSS 6.2
Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.

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ADVANCES AND INVENTIONS
The Sumerians were the first to build wheeled vehicles like carts and wagons. They invented the potter’s wheel, a device that spins wet clay as a craftsperson shapes it into bowls. They invented the ox-drawn plow and greatly improved farm production. They built sewers under city streets. They learned to use bronze to make strong tools and weapons. They named thousands of animals, plants, and minerals, and used them to produce healing drugs. The clock and the calendar we use today are based on Sumerian methods of measuring time.

THE ARTS OF SUMER
Sumerian remains reveal great skill in architecture. A pyramid-shaped ziggurat dominated each city. Most people lived in one-story houses with rooms arranged around a small courtyard.

Sumerian art is renowned for sculpture and jewelry. Sculptors created statues of gods for the temples, and made small objects of ivory or rare woods. Jewelers worked with imported gold, silver, and fine stones. Earrings and other items found in the region show that Sumerian jewelers knew advanced methods for putting gold pieces together.

The Sumerians also developed a special art form called the cylinder seal. The cylinder seal was a small stone cylinder that was engraved with designs and could be rolled over wet clay to decorate containers or to “sign” documents.

Music played an important role in Sumerian society. Musicians played stringed instruments, reed pipes, drums, and tambourines both for entertainment and for special occasions.

CHALLENGE ACTIVITY
Critical Thinking: Drawing Inferences Consider the invention of writing and of the wheel. As you go through a normal day keep a list of the things you do that rely on one or the other of these two inventions.

HSS Analysis Skills HI 2, HI 3
Mesopotamia and the Fertile Crescent

Section 4

MAIN IDEAS

1. The Babylonians conquered Mesopotamia and created a code of law.
2. Later invasions of Mesopotamia changed the region’s culture.
3. The Phoenicians built a trading society in the eastern Mediterranean region.

Key Terms and People

monarch a ruler of a kingdom or empire

Hammurabi’s Code the earliest known written collection of laws, comprising 282 laws that dealt with almost every part of life

chariot a wheeled, horse-drawn battle car

Nebuchadnezzar the Chaldean king who rebuilt Babylon

alphabet a set of letters than can be combined to form written words

Section Summary

THE BABYLONIANS CONQUER MESOPOTAMIA

By 1800 BC, a powerful city-state had arisen in Babylon, an old Sumerian city on the Euphrates. Babylon’s greatest monarch (MAH-nark), Hammurabi, conquered all of Mesopotamia.

During his 42-year reign, Hammurabi oversaw many building and irrigation projects, improved the tax collection system, and brought prosperity through increased trade. He is most famous, however, for Hammurabi’s Code, the earliest known written collection of laws. It contained laws on everything from trade, loans, and theft to injury, marriage, and murder. Some of its ideas are still found in laws today. The code was important not only for how thorough it was, but also because it was written down for all to see.

INVASIONS OF MESOPOTAMIA

Several other civilizations developed in and around the Fertile Crescent. As their armies battled each
other for Mesopotamia’s fertile land, control of the region passed from one empire to another. The Hittites of Asia Minor captured Babylon in 1595 BC with strong iron weapons and the skillful use of the chariot on the battlefield. After the Hittite king was killed, the Kassites captured Babylon and ruled for almost 400 years.

The Assyrians were the next group to conquer all of Mesopotamia. They ruled from Nineveh, a city in the north. The Assyrians collected taxes, enforced laws, and raised troops through local leaders. The Assyrians also built roads to link distant parts of the empire. In 612 BC the Chaldeans, a group from the Syrian Desert, conquered the Assyrians.

Nebuchadnezzar (neb-uh-kuhd-NEZ-uh-r), the most famous Chaldean king, rebuilt Babylon into a beautiful city. According to legend, his grand palace featured the famous Hanging Gardens. The Chaldeans revived Sumerian culture and made notable advances in astronomy and mathematics.

**THE PHOENICIANS**
Phoenicia, at the western end of the Fertile Crescent along the Mediterranean Sea, created a wealthy trading society. Fleets of fast Phoenician trading ships sailed throughout the Mediterranean and even into the Atlantic Ocean, building trade networks and founding new cities. The Phoenicians’ most lasting achievement, however, was the alphabet, a major development that has had a huge impact on the ancient world and on our own.

**CHALLENGE ACTIVITY**
**Critical Thinking: Drawing Inferences** Make a timeline with approximate dates showing the various empires and invasions that characterized the history of Mesopotamia up to the time of the Chaldeans. **HSS Analysis Skills** CS2, H11, H12
Ancient Egypt

HISTORY–SOCIAL SCIENCE STANDARDS
HSS 6.2 Students analyze the geographic, political, economic, social, and religious structures of the early civilizations of Mesopotamia, Egypt, and Kush.
HSS Analysis Skill HR 4 Assess the credibility of primary and secondary sources.

CHAPTER SUMMARY

<table>
<thead>
<tr>
<th>Hunter-Gatherers</th>
<th>First Villages</th>
<th>The First Pharaoh</th>
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<tr>
<td>9500 BC</td>
<td>4500 BC</td>
<td>3100 BC</td>
<td>The New Kingdom</td>
</tr>
</tbody>
</table>

COMPREHENSION AND CRITICAL THINKING
Use information from the graphic organizer to answer the following questions.

1. **Explain**  Who were the earliest settlers of the Nile and why did they settle there?

2. **Identify Cause and Effect**  When and why did villages first form in the Nile Valley?

3. **Evaluate**  How did the first pharaoh and his descendents impact Egyptian life?

4. **Draw a Conclusion**  What was the biggest difference between the original Nile settlers and residents of the New Kingdom?
Ancient Egypt

**Section 1**

**MAIN IDEAS**

1. Egypt was called “the gift of the Nile” because the Nile River was so important.
2. Civilization developed after people began farming along the Nile.
3. Strong kings unified all of Egypt.

**Key Terms and People**

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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</thead>
<tbody>
<tr>
<td>cataract</td>
<td>steep river rapids, almost impossible to sail by boat</td>
</tr>
<tr>
<td>delta</td>
<td>triangle-shaped area of land made of soil deposited by a river</td>
</tr>
<tr>
<td>Menes</td>
<td>Egyptian leader who united both upper and lower Egypt into one kingdom</td>
</tr>
<tr>
<td>pharaoh</td>
<td>ruler of unified Egypt, literally means “great house”</td>
</tr>
<tr>
<td>dynasty</td>
<td>series of rulers from the same family</td>
</tr>
</tbody>
</table>

**Section Summary**

**THE GIFT OF THE NILE**

The existence of Egypt was based solely around the Nile, the world’s longest river. The Nile carries water from central Africa through a vast stretch of desert land. The river was so important to people that Egypt was called “the gift of the Nile.”

Ancient Egypt developed along a 750-mile stretch of the Nile, and was originally organized into two kingdoms—Upper Egypt and Lower Egypt. Upper Egypt was located upriver in relation to the Nile’s flow. Lower Egypt was the northern region and was located downriver.

**Cataracts**, or steep rapids, marked the southern border of Upper Egypt. Lower Egypt was centered in the river **delta**, a triangle-shaped area of land made of soil deposited by the river. In midsummer, the Nile would flood Upper Egypt and in the fall the river would flood Lower Egypt. This made sure that the farmland would stay moist and fertile. As the

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land surrounding the Nile Valley was arid desert, this watered area was the lifeline for everyone who lived in the region.

CIVILIZATION DEVELOPS IN EGYPT
With dry desert all around, it is no wonder that ancient settlers were attracted to this abundant and protected area of fertile farmland. Hunter-gatherers first moved to the area around 12,000 years ago and found plenty of meat and fish to hunt and eat. By 4500 BC farmers were living in villages and growing wheat and barley. They were also raising cattle and sheep.

Around 3200 BC the Egyptian villages became organized into two kingdoms. The capital of Lower Egypt was located in the northwest Nile Delta at a town called Pe. The capital city of Upper Egypt was called Nekhen. It was located on the west bank of the Nile.

KINGS UNIFY EGYPT
Around 3100 BC Menes (MEE-neez), the king of Upper Egypt, invaded Lower Egypt. He married a princess there in order to unite the two kingdoms under his rule. Menes was the first pharaoh, which literally means ruler of a “great house.” He also started the first Egyptian dynasty, or series of rulers from the same family. He built a new capital city, Memphis, which became a popular cultural center. His dynasty ruled for nearly 200 years.

CHALLENGE ACTIVITY
Critical Thinking: Drawing Inferences  Villages did not develop until people stopped being hunter-gatherers and started growing their own food. From villages grew powerful leaders who united larger territories and people under one organization. Imagine that you are an ancient Egyptian interested in becoming a leader. Write a speech explaining what would make you a powerful person fit for ruling a large village.

HSS Analysis Skills CS 1, CS 3, HR 3, HR 4, HR 6
Ancient Egypt

MAIN IDEAS

1. Life in the Old Kingdom was influenced by pharaohs, roles in society, and trade.
2. Religion shaped Egyptian life.
3. The pyramids were built as huge tombs for Egyptian pharaohs.

Key Terms and People

Old Kingdom the third Egyptian dynasty, which lasted nearly 500 years
Khufu the most famous pharaoh of the Old Kingdom
nobles people from rich and powerful families
afterlife life after death, a widely held ancient Egyptian belief
elite people of wealth and power
mummies the Egyptian method of preserving dead bodies by wrapping them in cloth
pyramids huge stone tombs with four triangle-shaped walls that meet at a top point
engineering application of scientific knowledge for practical purposes

Academic Vocabulary

acquire to get
method a way of doing something

Section Summary

LIFE IN THE OLD KINGDOM

Around 2700 BC the third dynasty, or Old Kingdom, came to power in Egypt. During the next 500 years, the Egyptians developed a political system based on the belief that the pharaoh was both a king and a god. The most famous pharaoh of the Old Kingdom was Khufu, in whose honor the largest of the pyramids was built.

Although the pharaoh owned everything, he was also held personally responsible if anything went wrong. He was expected to make trade profitable.
and prevent war. To manage these duties, he appointed government officials, mostly from his family. Social classes developed, with the pharaoh at the top and nobles from rich and powerful families making up the upper class. The middle class included some government officials, scribes, and rich craftspeople. Most people, including farmers, belonged to the lower class. Lower-class people were often used by the pharaoh as labor.

Trade also developed during the Old Kingdom. Traders sailed on the Mediterranean and south on the Nile and the Red Sea to acquire gold, copper, ivory, slaves, wood, incense, and myrrh.

RELIGION AND EGYPTIAN LIFE
The Old Kingdom formalized a religious structure that everyone was expected to follow. Over time, certain cities built temples and were associated with particular gods.

Much of Egyptian religion focused on the afterlife. Each person’s *ka* (KAH), or life force, existed after death, but remained linked to the body. To keep the *ka* from suffering, the Egyptians developed a method called embalming to preserve bodies. Royalty and other members of the elite had their bodies preserved as mummies, specially treated bodies wrapped in cloth.

THE PYRAMIDS
Pyramids, spectacular stone monuments, were built to house dead rulers. Many pyramids are still standing today, amazing reminders of Egyptian engineering.

CHALLENGE ACTIVITY
Critical Thinking: Drawing Inferences  How is the way the ancient Egyptians viewed the pharaoh different, or the same, than how we view our current U.S. president? Write a one-page essay considering whether a god-king pharaoh ruling today would be loved or hated by his people.

HSS Analysis Skills CR 3, CR 5, HR 3, HR 4, HR 5, HR 6
Ancient Egypt

Section 3

MAIN IDEAS
1. The Middle Kingdom was a period of stable government between periods of disorder.
2. The New Kingdom was the peak of Egyptian trade and military power, but their greatness did not last.
3. Work and daily life were different among Egypt’s social classes.

Key Terms and People

Middle Kingdom  period of stability and order in ancient Egypt between about 2050 and 1750 BC
New Kingdom  the height of Egypt’s power and glory, between 1550 and 1050 BC
trade routes  paths followed by traders
Queen Hatshepsut  New Kingdom ruler renowned for expanding Egyptian trade
Ramses the Great  important New Kingdom pharaoh who defended Egypt from invaders and strengthened defenses

Section Summary

THE MIDDLE KINGDOM
The Old Kingdom ended with the pharaohs in debt. Ambitious nobles serving in government positions managed to take power from the pharaohs and rule Egypt for nearly 160 years. Finally, a powerful pharaoh regained control of Egypt around 2050 BC and started a peaceful period of rule. This era was called the Middle Kingdom and lasted until Southwest Asian invaders conquered Lower Egypt around 1750 BC.

THE NEW KINGDOM
When an Egyptian named Ahmose (AHM-ohs) drove away the invaders and declared himself king of Egypt in 1550 BC, he ushered in Egypt’s eighteenth dynasty and the start of the New Kingdom.

From where did the raiders who ended the Middle Kingdom come?

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Responding to invasions, Egypt took control of possible invasion routes and quickly became the leading military power in the region, with an empire extending from the Euphrates River in the northeast to Nubia in the south. These conquests also made Egypt rich, through gifts and vastly expanded trade routes. One ruler in particular, Queen Hatshepsut, was active in establishing new paths for traders.

Despite the strong leadership of Ramses the Great, a tide of invasions from Southwest Asia and from the west eventually reduced Egypt to violence and disorder.

**WORK AND DAILY LIFE**
During the Middle and New Kingdoms, Egypt’s population continued to grow and become more complex. Professional and skilled workers like scribes, artisans, artists, and architects were honored. These roles in society were usually passed on in families, with young boys learning a trade from their fathers.

For farmers and peasants, who made up the vast majority of the population, life never changed. In addition to hard work on the land, they were required to pay taxes and were subject to special labor duty at any time. Only slaves were beneath them in social status.

Most Egyptian families lived in their own homes. Boys were expected to marry young and start their own families. Women focused on the home, but many also had jobs outside the home. Egyptian women had the legal rights to own property, make contracts, and divorce their husbands.

**CHALLENGE ACTIVITY**
Critical Thinking: Drawing Inferences Design an ancient Egyptian “job want ad,” then write a letter to a potential employer explaining why you should be hired. HSS Analysis Skills HR 1, HI 6
**Ancient Egypt**

**Section 4**

**MAIN IDEAS**

1. Egyptian writing used hieroglyphics.
2. Egypt’s great temples were lavishly decorated.
3. Egyptian art filled tombs.

**Key Terms and People**

- **hieroglyphics**  Egyptian writing system, one of the world’s first, which used symbols
- **papyrus**  long-lasting, paper-like substance made from reeds
- **Rosetta Stone**  a stone slab discovered in 1799, that was inscribed with hieroglyphics and their Greek meanings
- **sphinxes**  huge ancient Egyptian statues of imaginary creatures with the heads of people and bodies of lions
- **obelisk**  a tall, four-sided pillar that is pointed on top
- **King Tutankhamen**  pharaoh whose tomb was discovered untouched by raiders, leaving much information about Egyptian art and burial practices

**Section Summary**

**EGYPTIAN WRITING**

Egyptians invented one of the world’s first writing systems, using a series of images, symbols, and pictures called **hieroglyphics** (hy-ruh-GIL-ih-fiks).

Each symbol represented one or more sounds in the Egyptian language.

At first hieroglyphics were carved in stone. Later, they were written with brushes and ink on **papyrus** (puh-py-ruhs). Because papyrus didn’t decay, many ancient Egyptian texts still survive, including government records, historical records, science texts, medical manuals, and literary works such as *The Book of the Dead*. The discovery of the **Rosetta Stone** in 1799 provided the key to reading Egyptian writing, as its text was inscribed both in hieroglyphics and in Greek.
EGYPT’S GREATTemples
Egyptian architects are known not only for the pyramids but also for their magnificent temples. The temples were lavishly designed with numerous statues and beautifully painted walls and pillars. Sphinxes and obelisks were usually found near the entrances to the temples.

EGYPTIAN ART
Ancient Egyptians were masterful artists and many of their greatest works are found in either the temples or the tombs of the pharaohs. Most Egyptians, however, never saw these paintings, because only kings, priests, or other important people could enter these places.

Egyptian paintings depict a variety of subjects, from crowning kings to illustrating religious rituals to showing scenes from daily life. The paintings also have a particular style, with people drawn as if they were twisting as they walked, and in different sizes depending upon their stature in society. In contrast, animals appear more realistically. The Egyptians were also skilled stone and metal workers, creating beautiful statues and jewelry.

Much of what we know about Egyptian art and burial practices comes from the tomb of King Tutankhamen, one of the few Egyptian tombs that was left untouched by raiders looking for valuables. The tomb was discovered in 1922.

CHALLENGE ACTIVITY
Critical Thinking: Drawing Inferences Using the library or an online resource, find a key to translate Egyptian hieroglyphics into English. Write a message using hieroglyphics and trade off with another student to see if you can read each other’s messages. Be sure to provide a copy of your message and the translation to your teacher. HSS Analysis Skills HR 4, HI 5
Ancient Kush

HISTORY–SOCIAL SCIENCE STANDARDS
HSS 6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.
HSS Analysis Skill HI 2 Understand and distinguish cause and effect.

CHAPTER SUMMARY

<table>
<thead>
<tr>
<th>Egypt</th>
<th>Kush</th>
</tr>
</thead>
<tbody>
<tr>
<td>women worked in the home</td>
<td>women worked in</td>
</tr>
<tr>
<td>led by pharaohs (male)</td>
<td>led by</td>
</tr>
<tr>
<td>developed pictograph writing style called</td>
<td>developed pictograph writing style called Meroitic</td>
</tr>
<tr>
<td>built</td>
<td>built</td>
</tr>
<tr>
<td>pyramids to bury dead kings</td>
<td>pyramids to bury dead kings</td>
</tr>
</tbody>
</table>

COMPREHENSION AND CRITICAL THINKING

Use the answers to the following questions to fill in the graphic organizer above.

1. Explain What were three similarities between the Kush and Egyptian cultures.

2. Identify Cause and Effect How was the position of women in Kush society different than that of Egyptian women?

3. Evaluate Why do you think people’s houses were different in Kush and Egypt?

4. Draw a Conclusion How similar are the two cultures? How distinctly different?

Ancient Kush

Section 1

MAIN IDEAS

1. Geography helped the early Kush civilization develop in Nubia.
2. Egypt controlled Kush for about 500 years.
3. Kush ruled Egypt after winning its independence and set up a new dynasty there.

Key Terms and People

ebony a type of dark, heavy wood
ivory a white material made from elephant tusks
Piankhi Kushite king who conquered all of Egypt

Section Summary

GEOGRAPHY AND EARLY KUSH
The kingdom of Kush developed south of Egypt along the Nile, in the region we now call Nubia. Every year, floods provided a rich layer of fertile soil. Farming villages thrived. The area was also rich in minerals such as gold, copper, and stone. These resources contributed to the region’s wealth.

Over time some rich farmers became leaders of their villages. Around 2000 BC, one of these leaders took control of other villages and made himself king of Kush.

The kings of Kush ruled from their capital at Kerma (KAR-muh). The city was located on the Nile just south of a cataract, or stretch of shallow rapids. Because the Nile’s cataracts made parts of the river hard to pass through, they were natural barriers against invaders.

As time passed Kushite society became more complex. In addition to farmers and herders, some people of Kush became priests and artisans.

What valuable minerals were important to Kush’s prosperity?

________________________________________

________________________________________

Around what year did the first king of Kush appear?

________________________________________

________________________________________
EGYPT CONTROLS KUSH
Kush and Egypt were neighbors and trading partners. The Kushites sent slaves to Egypt. They also sent gold, copper, and stone, as well as the prized materials ebony and ivory.

Relations between Kush and Egypt were not always peaceful, however. Around 1500 BC Egyptian armies under the pharaoh Thutmos I invaded and conquered most of Nubia, including all of Kush. The Kushite palace at Kerma was destroyed. Kush remained an Egyptian territory until about 1050 BC, when the Kushites rose up and won their independence.

KUSH RULES EGYPT
By around 850 BC, Kush was once again as strong as it had been before it had been conquered by Egypt. During the 700s, under the king Kashta, the Kushites began to invade Egypt. Kashta’s son, Piankhi (PYANG-kee), believed that the gods wanted him to rule all of Egypt. By the time he died in 716 BC, Piankhi had accomplished this task. His kingdom extended from the new Kushite capital, Napata, all the way to the Nile Delta.

Piankhi’s brother, Shabaka (SHAB-uh-kuh), declared himself pharaoh and began the twenty-fifth dynasty, or Kushite dynasty, in Egypt. Egyptian culture thrived during the twenty-fifth dynasty. About 670 BC, however, the powerful army of the Assyrians from Mesopotamia invaded Egypt. The Assyrians’ iron weapons were better than the Kushites’ bronze weapons. The Kushites were slowly pushed back to Nubia.

CHALLENGE ACTIVITY
Critical Thinking: Making Judgments  Some leaders do not take control of other lands and people, even though they have the power to do so. What does this tell you about village leaders who make themselves kings over whole regions? HSS Analysis Skills HR 2, HR 4, HR 5, HI 2
Ancient Kush

Section 2

MAIN IDEAS

1. Kush’s economy grew because of its iron industry and its trade network.
2. Society and culture had elements borrowed from other cultures and elements unique to Kush.
3. The decline and defeat of Kush was caused by both internal and external factors.

HSS 6.2
Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.

Key Terms and People

trade network a system of people in different lands who trade goods back and forth
merchants traders
exports items sent for sale in other countries or regions
imports goods brought in from other countries or regions
Queen Shanakhdakheto the first woman to rule Kush
King Ezana Aksumite king who destroyed Meroë and took over the kingdom of Kush

Section Summary

KUSH’S ECONOMY GROWS

After they lost control of Egypt and were pushed back to Nubia, the people of Kush devoted themselves to increasing agriculture and trade, hoping to make their country rich again. The economic center of Kush during this period was Meroë (MER-oh-ee). Large deposits of gold could be found nearby, as could forests of ebony and other wood. In this rich location the Kushites developed Africa’s first iron industry. Iron ore and wood for furnaces were easily available, so the iron industry grew quickly.

In time, Meroë became the center of a large trade network. The Kushites sent goods down the Nile to Egypt. From there, Egyptian and Greek merchants shipped goods to ports on the Mediterranean and Red seas, and to southern Africa. These goods may...
have eventually reached India and perhaps China. Kush’s exports included gold, pottery, iron tools, ivory, leopard skins, ostrich feathers, elephants, and slaves. Imports included fine jewelry and luxury items from Egypt, Asia, and lands along the Mediterranean.

**SOCIETY AND CULTURE**
The most obvious influence on Kush during this period was Egyptian, but many elements of Kushite culture were not borrowed from anywhere else. The people of Kush worshipped their own gods and even developed their own written language. Women were expected to be active in their society. Some women rose to positions of great authority, especially in religion. **Queen Shnakhdakheto** (shah-nahk-dah-kee-toh) was first of several queens who ruled the empire alone, helping to increase Kush’s strength and wealth.

**DECLINE AND DEFEAT**
Kushite civilization reached its height in the first century BC. Eventually it fell due to both external and internal factors. The stores of iron and other metals dwindled, and the overgrazing of cattle caused a deterioration of farmland. Another powerful trading center, Aksum (AHK-soom), located in modern-day Eritrea, began competing with Kush. Soon trade routes were bypassing Meroë for Aksum. After Aksum had decimated Kush economically, the Aksumite leader King Eza (AY-zah-nah) sent an invading army and conquered the once-powerful Kush.

**CHALLENGE ACTIVITY**
Critical Thinking: Drawing Inferences You are a Kushite leader in 50 BC. Write a short essay explaining your plan to build up Kush’s strength and make it possible to defeat Egypt. **HSS Analysis Skills HR 1, HR 4, HI 1, HI 4, HI 5**
Ancient India

HISTORY–SOCIAL SCIENCE STANDARDS
HSS 6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.

CHAPTER SUMMARY

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<th>Event</th>
<th>Led To</th>
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<td>development of the caste system</td>
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<tr>
<td>unification of India into empires</td>
<td>stability and prosperity</td>
</tr>
<tr>
<td>development of religion</td>
<td>changes in roles of early Indian kings</td>
</tr>
<tr>
<td>stability of early Indian empires</td>
<td>advances in arts and sciences</td>
</tr>
</tbody>
</table>

COMPREHENSION AND CRITICAL THINKING
Use information from the graphic organizer to answer the following questions.

1. Recall Which group introduced and developed the caste system in India?

2. Identify Cause and Effect Why does the unification of civilizations usually lead to prosperity and stability?

3. Evaluate Why do you think religion played such an important role in the way rulers were regarded in early civilizations?

4. Draw a Conclusion What characteristic of a civilization usually provides a sound basis for advances in arts and sciences?
Ancient India

Section 1

MAIN IDEAS
1. The geography of India includes high mountains, great rivers and heavy seasonal rain.
2. Harappan civilization developed along the Indus River.
3. The Aryan invasion of India changed the region’s civilization.

Key Terms and People
subcontinent a large landmass smaller than a continent
monsoon seasonal wind patterns that cause wet and dry seasons
Sanskrit ancient India’s most influential language

Section Summary
GEOGRAPHY OF INDIA
India is home to one of the world’s earliest civilizations. India is so huge it’s called a subcontinent, which is a large landmass that is smaller than a continent. A subcontinent is usually separated from a continent by physical features, such as mountains. The world’s highest mountains, the Himalayas, are in India. India also has a vast desert, many fertile plains, and rugged plateaus. The Indus River, which flows from the Himalayas and is located mainly in present-day Pakistan, is the cradle of ancient Indian civilization. As in Egypt and Kush, the flooding river created fertile plains where people first settled. India’s hot and humid climate is heavily influenced by monsoons, wind patterns that cause wet and dry seasons.

HARAPPAN CIVILIZATION
India’s first civilization was the Harappan civilization, which developed along the Indus River.

HSS 6.5.2
Discuss the significance of the Aryan invasion.
valley. Named after the ancient city of Harappa, archaeologists believe Harappans thrived between 2300 and 1700 BC. In fact, most information about Harappans comes from the ruins of Harappa and another major city, Mohenjo Daro. Each city was well planned and built in the shadow of a fortress that could easily oversee the city streets.

The cities were very advanced. Most houses had indoor plumbing. The Harappans developed beautiful artisan crafts and a system of weights and measures. They also developed India’s first writing system, but scholars have not been able to read it. Because of this, we know little for sure about the Harappan government, though it is thought that there were kings, who might have been thought of as gods. It’s also unclear why the Harappan civilization crumbled.

ARYAN INVASION
Originally nomads from Central Asia, the Aryans had taken over the Indus and Ganges River valleys by 1200 BC. Unlike the Harappans, they had no central government and they did not build planned cities. Aryans lived in small communities run by a local leader, or raja. Aryan groups fought each other as often as they fought outsiders.

The Aryans spoke Sanskrit and developed a rich tradition of sacred texts that survived from generation to generation by word of mouth. People later figured out how to write in Sanskrit. The huge lasting influence of these early written works made Sanskrit the most important language of ancient India. Much of what we know about the early Aryans comes to us through Sanskrit records.

CHALLENGE ACTIVITY
Critical Thinking: Drawing Inferences Write a short essay explaining what you think might have happened to the Harappan civilization.

HSS Analysis Skills CR 1, CR 3, HI 4, HI 5
Ancient India

## Section 2

### MAIN IDEAS

1. Indian society divided into distinct social classes under the Aryans.
2. The Aryans practiced a religion known as Brahmanism.
3. Hinduism developed out of Brahmanism and influences from other cultures.
4. The Jains reacted to Hinduism by breaking away to form their own religion.

### Key Terms and People

caste system a division of Indian society into groups based on a person’s birth, wealth, or occupation
Hinduism the most widespread religion in India today
reincarnation the belief that the soul, once a person dies, is reborn in another person
karma the effects that good or bad actions have on a person’s soul
Jainism a nonviolent religion based on the teachings of Mahavira
nonviolence the avoidance of violent actions

### Section Summary

**INDIAN SOCIETY DIVIDES**

Aryan society was divided into social classes. There were four main groups, called *varnas*. The Brahmins (BRAH-muhns) were priests and were the highest ranking varna. The Kshatriyas (KSHA-tree-uhhs) were rulers or warriors. The Vaisyas (VYSH-yuhs) were commoners, including farmers, craftspeople, and traders. The Sudras (SOO-drahs) were laborers and servants.

This *caste system* became more complex, dividing Indian society into groups based on rank, wealth or occupation. Castes were family based. If you were born into a caste, you would probably stay in it for your whole life. Life for the lower castes was difficult, but those who had no caste, called untouchables, were ostracized.
BRAHMANISM
The religion practiced by the Brahmans became known as Brahmanism. Brahmanism was perhaps the most important part of ancient Indian life, as shown by the high status of the priest caste. The religion was based on the four Vedas, sacred texts that contained ancient sacred hymns and poems. Over time, Aryan Brahmans and scholars wrote their thoughts about the Vedas. These thoughts were compiled into Vedic texts. The texts described rituals, explained how to perform sacrifices, and offered reflections from religious scholars.

HINDUISM DEVELOPS
Hinduism is India’s largest religion today. It developed from Brahmanism and other influences. Hindus believe that there are many deities, but all deities are part of a universal spirit called Brahm. Hindus believe everyone has a soul, or atman, and the soul longs to join with Brahm. This happens when the soul recognizes that the world we live in is an illusion. Hindus believe this understanding takes several lifetimes, so reincarnation, or rebirth, is necessary. How you are reborn depends upon your karma, or your actions in life. In the caste system, those who have good karma are born to higher castes. Those with bad karma are born into lower castes or maybe even an animal.

The religion of Jainism developed in reaction to Hinduism. Jainism is based upon the principle of nonviolence, or ahimsa.

CHALLENGE ACTIVITY
Critical Thinking: Drawing Inferences Do ahimsa, reincarnation, or karma have any relevance in our society? Pick one or more of these terms and write a one-page essay on how such terms could, or could not, be used in your world. HSS Analysis Skills CR 5, HI 3
Ancient India

Section 3

MAIN IDEAS
1. Siddhartha Gautama searched for wisdom in many ways.
2. The teachings of Buddhism deal with finding peace.
3. Buddhism spread far from where it began in India.

HSS 6.5.5
Know the life and moral teachings of the Buddha and how Buddhism spread in India, Ceylon, and Central Asia.

Key Terms and People

fasting going without food
meditation focusing the mind on spiritual ideas
the Buddha the “Enlightened One”
Buddhism religion based on the teachings of the Buddha
nirvana a state of perfect peace
missionaries people who spread and teach religious beliefs

Section Summary

SIDDARTHAA’S SEARCH FOR WISDOM
Not everyone in India accepted Hinduism. In the late 500s BC, a major new religion began to develop from questions posed by a young prince named Siddhartha Gautama (si-DAHR-tuh GAU-tuh-muh). Siddhartha was born to a wealthy family and led a life of comfort, but he wondered at the pain and suffering he saw all around him. By the age of 30, Siddharta left his home and family to travel India. He talked to many priests and wise men, but he was not satisfied with their answers.

Siddhartha did not give up. He wandered for years through the forests trying to free himself from daily concerns by fasting and meditating. After six years, Siddhartha sat down under a tree and meditated for seven weeks. He came up with an answer to what causes human suffering. Suffering is caused by wanting what one does not have, wanting...
to keep what one likes and already has, and not wanting what one dislikes but has. He began to travel and teach his ideas, and was soon called the **Buddha**, or **Enlightened One**. From his teachings sprang the religion **Buddhism**.

### TEACHINGS OF BUDDHISM

Buddhism is intent on relieving human suffering. It is based upon the Four Noble Truths. These truths are: Suffering and unhappiness are part of life; suffering stems from our desire for pleasure and material goods; people can overcome their desires and reach **nirvana**, a state of perfect peace, which ends the cycle of reincarnation; and people can follow an eightfold path to nirvana, overcoming desire and ignorance.

These teachings were similar to some Hindu concepts, but went against some traditional Hindu ideas. Buddhism questioned the need for animal sacrifice. It also challenged the authority of the Brahmins. The Buddha said that each individual could reach salvation on his or her own. Buddhism also opposed the caste system.

### BUDDHISM SPREADS

Buddhism spread quickly throughout India. With the help of Indian king Asoka, Buddhist **missionaries** were sent to other countries to teach their religious beliefs. Buddhism quickly took hold in neighboring countries like Nepal, Sri Lanka, and China. Buddhism soon became very influential in Japan and Korea. In modern times, Buddhism has become a major global religion.

### CHALLENGE ACTIVITY

**Critical Thinking: Drawing Inferences**  Could you leave your family, home, and everything you know to preach what you believe to be a spiritual truth? Write a dialogue between a young person preparing to
follow the Buddha and his or her family. Explain why he or she has chosen this life of sacrifice. **HSS Analysis Skills CR 2, CR 4, HI 3**
Ancient India

Section 4

MAIN IDEAS

1. The Mauryan Empire unified most of India.
2. Gupta rulers promoted Hinduism within their empires.

Key Terms and People

Chandragupta Maurya Indian military leader who first unified India and founded the Mauryan Empire
Asoka Chandragupta’s grandson and last ruler of the Mauryan Empire
Chandragupta II ruler who brought great prosperity and stability to India

Academic Vocabulary

establish to set up or create

Section Summary

MAURYAN EMPIRE UNIFIES INDIA
Under Aryan rule, India was divided into several states with no central leader. Then, during the 300s BC, the conquests of Alexander the Great brought much of India into his empire. An Indian military leader named Chandragupta Maurya followed Alexander’s example and seized control of the entire northern part of India. The Mauryan Empire lasted for 150 years.

Chandragupta’s complex government included a huge army and a network of spies. He taxed the population heavily for the protection he offered. Eventually, Chandragupta became a Jainist monk and gave up his throne to his son. His family continued to expand the Indian empire.

Chandragupta’s grandson, Asoka, was the strongest ruler of the Mauryan dynasty. The empire thrived under his rule. But at last, tired of killing and war, Asoka converted to Buddhism. He sent Buddhist missionaries to other countries and...
devoted the rest of his rule to improving the lives of his people. The rest of the family, however, did not follow Asoka’s example. When Asoka died, his sons struggled for power and foreign invaders threatened the country. The Mauryan Empire fell in 184 BC India remained divided for about 500 years. The spread of Buddhism steadily increased, while Hinduism declined.

**GUPTA RULERS PROMOTE HINDUISM**
A new dynasty was established in India. During the AD 300s, the Gupta Dynasty once again rose to unite and build the prosperity of India. Not only did the Guptas control India’s military, they were devout Hindus and encouraged the revival of Hindu traditions and writings. The Guptas, however, also supported Jainism and Buddhism.

Indian civilization reached a high point under **Chandragupta II** (not related to Chandragupta Maurya). He poured money and resources into strengthening the country’s borders, as well as promoting the arts, literature, and religion.

The Guptas believed the caste system supported stability. This was not good for women, whose role under the empire was very restricted. Women were expected to marry, in weddings arranged by their parents, and raise children. A woman had to obey her husband and had few rights.

The Gupta Dynasty lasted until fierce attacks by the Huns from Central Asia during the 400s drained the empire of its resources. India broke up once again into a patchwork of small states.

**CHALLENGE ACTIVITY**
*Critical Thinking: Drawing Inferences*   Asoka was strongly influenced by Buddhism. Chandragupta II followed Hinduism. Write an essay explaining which king you think was a better leader. How did their religion affect their rule? Keep in mind the situation of Indian society under both kings’ reign. **HSS Analysis Skills CS 1, CR 5, HI 6**
Ancient India

Section 5

MAIN IDEAS
1. Indian artists created great works of religious art.
2. Sanskrit literature flourished during the Gupta period.
3. The Indians made scientific advances in metalworking, medicine and other sciences.

Key Terms and People
metallurgy  the science of working with metals
alloy  a mixture of two or more metals
Hindu-Arabic numerals  the numbering system invented by Indian mathematicians and brought to Europe by Arabs; the numbers we use today
inoculation  a method of injecting a person with a small dose of a virus to help him or her build up defenses to a disease
astronomy  the study of stars and planets

Academic Vocabulary
process  a series of steps by which a task is completed

Section Summary
RELIGIOUS ART
Both the Mauryan and Guptan empires unified India and created a stable environment where artists, writers, scholars, and scientists could thrive. Their works are still admired today. Much of the Indian art from this period was religious, inspired by both Hindu and Buddhist teachings. Many beautiful temples were built during this time and decorated with elaborate wood and stone carvings.

SANSKRIT LITERATURE
Great works of literature were written in Sanskrit, the ancient Aryan language, during the Gupta

What was the main inspiration for art and literature during the Mauryan and Guptan empires?

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HSS 6.5
Discuss important aesthetic and intellectual traditions (e.g., Sanskrit literature, including the Bhagavad Gita; medicine; metallurgy; and mathematics, including Hindu-Arabic numerals and the zero.)
Dynasty. The best-known works are sacred texts called the *Mahabharata* (muh-HAH-BAH-ruh-tuh) and the *Ramayana* (rah-MAH-yuh-nuh). The *Mahabharata*, a long text about the struggle between good and evil, is considered a classic Hindu text. The most famous passage is called the *Bhagavad Gita* (BUG-uh-vuhd-GEE-tah). The *Ramayana* tells of the Prince Rama, a human incarnation of Vishnu, a Hindu deity, who fights demons and marries the beautiful princess Sita.

**SCIENTIFIC ADVANCES**

Scientific and scholarly work also blossomed during the early Indian empires. Most prominent was the development of *metallurgy*, the science of working with metals. Indian technicians and engineers made strong tools and weapons. They also invented *processes* for creating *alloys*. Alloys, such as steel or bronze, may be stronger or more useful than pure metals like iron or copper.

The numbers we use today, called *Hindu-Arabic numerals*, were first developed by Indian mathematicians. They also created the concept of zero, upon which all modern math is based.

Other sciences also benefited from this period of Indian history. In medicine, Indians developed the technique of *inoculation*, which is injecting a person with a small dose of a virus to help him or her build up defenses to a disease. Doctors could even perform certain surgeries. India’s fascination with *astronomy*, the study of stars and planets, led to the discovery of seven of the planets in our solar system.

**CHALLENGE ACTIVITY**

**Critical Thinking: Drawing Inferences** Our modern society borrows significantly from the scientific and mathematical achievements of the early Indian empires. Write a short play, story, or essay describing how our modern world might look without these inventions. **HSS Analysis**

**Skills CS 1, H13.**

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Name: ___________________________ Class: ___________________________ Date: ___________________________

Section 5, continued

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What are the *Mahabharata* and the *Ramayana*?

________________________________________________________________
________________________________________________________________
________________________________________________________________

---

What is the science of working with metals called?

________________________________________________________________
________________________________________________________________

---

What mathematical concept expresses the idea of "none"?

________________________________________________________________
________________________________________________________________

---

Indians at this period did not have telescopes. How do you think they discovered planets?

________________________________________________________________
________________________________________________________________
Ancient China

HISTORY–SOCIAL SCIENCE STANDARDS
HSS 6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.

CHAPTER SUMMARY

THE FIRST FIVE DYNASTIES

<table>
<thead>
<tr>
<th>Dynasty</th>
<th>Key Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>XIA 2200 BC:</td>
<td>According to legend, the first waterways were built</td>
</tr>
<tr>
<td>SHANG 1500 BC:</td>
<td>Writing system begins</td>
</tr>
<tr>
<td>ZHOU 1100 BC:</td>
<td>Social hierarchy, family structure, central authority</td>
</tr>
<tr>
<td>QIN 220 BC:</td>
<td>Military regime, strong central government, harsh policies, roads, canals, Great Wall</td>
</tr>
<tr>
<td>HAN 200 BC:</td>
<td>Poetry, central government preserved, punishments less severe, paper, acupuncture, trade</td>
</tr>
</tbody>
</table>

COMPREHENSION AND CRITICAL THINKING

Use information from the graphic organizer to answer the following questions.

1. Identify Which of the first five dynasties lasted the longest?

2. Draw Inferences Which dynasty improved on a rudimentary system of communication that had probably existed for 2000 years?

3. Evaluate Which dynasty kept some beneficial aspects of the former regime and ended its harsher aspects?
Ancient China

Section 1

MAIN IDEAS

1. China’s physical geography made farming possible but travel and communication difficult.
2. Civilization began in China along the Huang He and Chang Jiang rivers.
3. China’s first dynasties helped Chinese society develop and made many other achievements.

Key Terms and People

jade a hard gemstone
oracle a prediction

Section Summary

CHINA’S PHYSICAL GEOGRAPHY

China is a large country with many different geographical features. China is about the same size as the United States. Some geographical features separated groups of people within China, while other features separated China from the rest of the world. These features include the Gobi Desert, which spreads over much of China’s north, and rugged mountains on the western frontier.

Low-lying plains in the east form one of the world’s largest farming regions. Weather patterns vary widely across China. Two great rivers flow from west to east, the Huang He, or Yellow River, and the Chang Jiang, or Yangzi River.

CIVILIZATION BEGINS

Like other ancient peoples, people in China first settled along rivers. By 7000 BC farmers grew rice in the Chang Jiang Valley. Along the Huang He, the grew millet and wheat. Early Chinese also fished and hunted with bows and arrows. They raised

In which part of China is the Gobi Desert?

Where did the Chinese first grow rice?
pigs and sheep. Separate cultures developed along the two rivers. As populations grew, villages spread. A social order developed. The graves of the rich often contained objects made from jade.

CHINA’S FIRST DYNASTIES
Societies along the Huang He grew larger and more complex. Around 2200 BC, a legendary emperor called Yu the Great is said to have founded the Xia (SHAH) dynasty. It is believed that the first flood control channels were built during the Xia dynasty.

The first dynasty for which we have clear evidence is the Shang. It was firmly established by the 1500s BC. The Shang king and his family were at the top of the social order. Nobles and warrior leaders also had high rank. Artisans lived in groups depending on what they did for a living. Farmers worked hard but had little wealth. Taxes claimed much of what they earned. Slaves provided an important source of labor.

The Shang made many advances, including China’s first writing system. The Chinese symbols that are used today are based on those of the Shang period. Priests carved questions about the future on cattle bones and turtle shells, which were then heated, causing them to crack. The priests believed they could “read” these cracks to predict the future. For this reason the bones were called oracle bones.

Artisans made beautiful bronze containers for cooking and religious ceremonies. They also made ornaments, knives, and axes from jade. The army developed war chariots and bronze body armor. Shang astrologers developed a calendar based on the cycles of the moon.

CHALLENGE ACTIVITY
Critical Thinking: Drawing Inferences Using the library or online resource, study ancient Chinese writing. Use some of these symbols to
illustrate something you have learned about China. **HSS Analysis Skills**

**HI3, HI4**
Ancient China

Section 2

MAIN IDEAS
1. The Zhou dynasty expanded China but then declined.
2. Confucius offered ideas to bring order to Chinese society.
3. Daoism and Legalism also gained followers.

Key Terms and People
lords people of high rank
peasants farmers with small farms
Confucius most influential teacher in Chinese history
ethics moral values
Confucianism the ideas of Confucius
Daoism an early Chinese belief that stressed living in harmony with the universe
Laozi the most famous Daoist teacher
Legalism an early Chinese belief that people were bad by nature and needed to be controlled

Academic Vocabulary
structure the way something is set up or organized

Section Summary
THE ZHOU DYNASTY
The Zhou (joh) came from the west and overthrew the Shang dynasty during the 1100s BC. Their armies defeated people in every direction. They expanded their rule south to the Chang Jiang river. The Zhou established a new political order. The king granted land to lords in return for loyalty and military assistance. Lords divided their land among lesser nobles. Peasants received a small plot of land and had to farm additional land for a noble. The social order brought by the Zhou lasted a long time, but the loyalty of the lords gradually lessened. They

How did the Zhou establish their rule throughout China?

____________________
____________________
began to fight each other. Family structure, which had been the foundation of Chinese life for centuries, was severely weakened. By the 400s BC, China had entered an era called the Warring States period.

**CONFUCIUS AND SOCIETY**

Toward the end of the Zhou period, a teacher named Confucius traveled through China. He taught that order in society stems from ethics, or moral values, and not laws. He wanted China to return to the ideas and practices from a time when people knew their proper roles in society. Confucianism has been a guiding force in human behavior and religious understanding in China and elsewhere through the centuries.

**DAOISM AND LEGALISM**

Around the same time as Confucius, other influential beliefs arose in China. Daoism (dow-ih-zum) stressed living in harmony with the Dao, the guiding force of all reality. Daoists believed that people should be like water and simply let things flow in a natural way. They regarded humans as just a part of nature, not superior to any other thing. Laozi was the most famous Daoist teacher.

Legalism is different than both Daoism and Confucianism. Legalists believed that society needed strict laws to keep people in line. They believed in unity, efficiency, and punishment for bad conduct. They wanted the empire to continue to expand, so they urged the state to be always prepared for war. Legalists were the first to put their ideas into practice throughout China.

**CHALLENGE ACTIVITY**

**Critical Thinking: Drawing Inferences** Write a short play with two characters, a Daoist and a Legalist. Make sure each character clearly expresses his or her views on behavior, society, and government. HSS

**Analysis Skills HR 1, HI 1**
Ancient China

Section 3

MAIN IDEAS

1. The first Qin emperor created a strong but strict government.
2. A unified China was created through Qin policies and achievements.

Key Terms and People

Shi Huangdi literally “first emperor,” the title the Qin king Ying Zheng gave himself
Great Wall a barrier built by the Qin that linked earlier walls across China’s northern frontier

Section Summary

THE QIN EMPEROR’S STRONG GOVERNMENT

The Warring States period marked a time in China when several states battled each other for power. One state, the Qin (CHIN), built a strong army that defeated the armies of the other states. In 221 BC the Qin king Ying Zheng was able to unify China. He gave himself the title Shi Huangdi (SHEE hwahng-dee), which means “first emperor.” Shi Huangdi was a follower of Legalist beliefs. He created a strong government with strict laws and severe punishments.

He ordered the burning of all books that did not agree with Legalism.

Shi Huangdi took land away from the lords. He divided China into 36 military districts. He made commoners work on government building projects.

A UNIFIED CHINA

Qin rule brought other major changes to China. Under Shi Huangdi, new policies and achievements united the Chinese people. The emperor set up a uniform system of law. Rules and punishments were to be the same in all parts of the empire. He also

HSS 6.6
Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.
standardized the written language. People everywhere were required to write using the same set of symbols. People from different regions could now communicate with each other in writing. This gave them a sense of shared culture and a common identity.

Shi Huangdi also set up a new monetary system. Standardized gold and copper coins became the currency for all of China. Weights and measures were also standardized. With all these changes and the unified writing system, trade became much easier. A new network of highways connected the capital to every part of the empire. Workers built canals to connect the country’s rivers. Parts of the Qin irrigation system are still used today.

The completion of the Great Wall was a major Qin achievement. The Qin connected earlier pieces of the wall to form a long, unbroken structure that protected China from fierce northern nomads. Building the wall required years of labor from hundreds of thousands of soldiers and workers. Many of them died building the wall.

Although he unified China, many Chinese people hated Shi Huangdi’s harsh ways. When he died in 210 BC, rebel forces formed across the country and tried to take over the government. After a period of disorder, the Qin palace was attacked and burned to the ground. Qin authority had disappeared. China fell into civil war.

**CHALLENGE ACTIVITY**

**Critical Thinking: Drawing Inferences**  If you lived in China and a brutal dictator came to power, would you join a revolutionary group planning to overthrow the government? Be sure to consider the ideas of Confucianism and Daoism in your answer. **HSS Analysis Skills CS 1, HR1,HR5,HI2**
Ancient China

Section 4

MAIN IDEAS
1. Han dynasty government was based on the ideas of Confucius.
2. Family life strengthened Han China.
3. The Han made many achievements in art, literature, and learning.

Key Terms and People
sundial a device that uses the position of shadows cast by the sun to tell time
seismograph a device that measures the strength of an earthquake
acupuncture the practice of inserting small needles through the skin at specific points to cure disease or relieve pain

Academic Vocabulary
innovation a new idea, method, or device

Section Summary
HAN DYNASTY GOVERNMENT
Liu Bang (lee-oo bang), a peasant, led the army that won control of China after the collapse of the Qin dynasty. He earned the people’s loyalty and trust. He lowered taxes for farmers and made punishments less severe. He set up a government that built on the foundation begun by the Qin. Liu Bang’s successor, Wudi (woo-dee), made Confucianism the official government policy of China. To get a government job, a person had to pass a test based on Confucian teachings. However, wealthy and influential families still controlled the government.

FAMILY LIFE
A firm social order took hold during Han rule. In the Confucian view, peasants made up the second-highest class. Merchants occupied the lowest class because they merely bought and sold what others

Which feature of the Qin dynasty did the Han preserve?

Why does Confucian thinking devalue merchants?

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had made. However, this social division did not indicate wealth or power. Peasants were still poor and merchants were still rich.

During Wudi’s reign, the family once again became the center of Chinese society. Children were taught from birth to respect their elders. Within the family, the father had absolute power. Han officials believed that if the family was strong and people obeyed the father, then people would obey the emperor, too. Chinese parents valued boys more highly than girls. Some women, however, still gained power. They could influence their sons’ families. An older widow could even become the head of the family.

HAN ACHIEVEMENTS

The Han dynasty was a time of great accomplishments. Art and literature thrived, and inventors developed many useful devices. Han artists painted portraits and realistic scenes that showed everyday life. Poets developed new styles of verse. Historian Sima Qian wrote a complete history of China until the Han dynasty.

The Han Chinese invented paper. They made it by grinding plant fibers into a paste and then letting it dry in sheets. They made “books” by pasting sheets together into a long sheet that was rolled into a scroll.

Other Han innovations included the sundial and the seismograph. They developed the distinctive Chinese medical practice of acupuncture (AK-yaoo-punk-cher). These and other Han inventions and advances are still used today.

CHALLENGE ACTIVITY

Critical Thinking: Drawing Inferences  Could the Han dynasty have flourished so well if the Qin had not set up a strong government structure? Write a brief essay presenting your point of view on this question. HSS Analysis Skills CS 1, HI 1, HI 2, HI 3
Ancient China

Section 5

MAIN IDEAS
1. Farming and manufacturing grew during the Han dynasty.
2. Trade routes linked China with the Middle East and Rome.
3. Buddhism came to China from India and gained many followers.

Key Terms and People

silk a soft, light, highly valued fabric made from the cocoons of silkworms
Silk Road a network of routes between China and the Mediterranean Sea
diffusion the spread of ideas from one culture to another

Academic Vocabulary

procedure the way a task is accomplished

Section Summary

FARMING AND MANUFACTURING
During the Han dynasty, many farming advances led to bigger harvests. Manufacturing methods improved. Master ironworkers developed the iron plow and the wheelbarrow, two devices that made farming vastly more efficient.

The centuries-old process of producing silk increased. Weavers used foot-powered looms to weave silk threads into beautiful fabric. Garments made from silk were very expensive. The Chinese were determined to keep their procedure for making silk a secret. Revealing this secret was punishable by death.

TRADE ROUTES
When Han armies conquered lands deep in Central Asia, they learned that people even farther west
Section 5, continued

wanted silk. Han leaders saw that they could make a profit by bringing silk to Central Asia and trading the cloth for strong, sturdy Central Asian horses. The Central Asian people would take the silk to the west and trade it for products they wanted.

Traders used a series of overland routes known as the Silk Road to take Chinese goods to distant buyers. Although traveling the Silk Road was difficult and risky, it was worth it. Silk was so popular in Rome, for example, that China grew wealthy just from trading with the Romans. Traders returned to China with gold, silver, precious stones, and horses.

BUDDHISM COMES TO CHINA
Over time, the Han government became less stable. Life became violent and uncertain. In this climate, Buddhist missionaries from India began to attract attention.

Buddhism seemed to provide more hope than the traditional Chinese beliefs did. At first, Indian Buddhists had trouble explaining their religion to the Chinese. Then they used the ideas of Daoism to help describe Buddhist beliefs. Before long, Buddhism caught on in China with both the rich and poor.

Buddhism’s introduction to China is an example of diffusion, the spread of ideas from one culture to another. Chinese culture adopted Buddhism and changed in response to the new faith.

CHALLENGE ACTIVITY
Critical Thinking: Drawing Inferences  Do you think it was difficult to keep the origin of silk and its production process a secret? Write a brief story about a woman who wants to tell the secret and her fear of the dire consequences. HSS Analysis Skills HR 2, HI 4, HI 6
The Hebrews and Judaism

HISTORY–SOCIAL SCIENCE STANDARDS
HSS 6.3 Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.
HSS Analysis Skill HR 2 Distinguish fact from opinion in historical narratives and stories.

CHAPTER SUMMARY

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>God tells Abraham to leave Mesopotamia and move to Canaan (c. 2000 BC)</td>
</tr>
<tr>
<td>2.</td>
<td>Jews move to Egypt due to famine in Canaan</td>
</tr>
<tr>
<td>3.</td>
<td>The Exodus—Moses leads the Jews out of slavery in Egypt (c. 1200 BC)</td>
</tr>
<tr>
<td>4.</td>
<td>King David conquers Canaan, establishes capital in Jerusalem (c. 1000 BC)</td>
</tr>
<tr>
<td>5.</td>
<td>Jerusalem falls to the Chaldeans (c. 586 BC) Many Jews taken as slaves to Babylon</td>
</tr>
<tr>
<td>6.</td>
<td>Persia conquers the Chaldeans (c. 530 BC) Some Jews spread throughout the Persian Empire, others return to Jerusalem and build the Second Temple</td>
</tr>
<tr>
<td>7.</td>
<td>Jerusalem conquered by Rome (63 BC)</td>
</tr>
<tr>
<td>8.</td>
<td>Jews revolt against Roman rule. Roman destroys the Second Temple (AD 70). Many Jews taken as slaves to Rome, others scattered to parts of the Roman Empire and Egypt</td>
</tr>
<tr>
<td>9.</td>
<td>Second revolt fails, Rome forces all remaining Jews to leave Jerusalem (c. AD 130)</td>
</tr>
<tr>
<td>10.</td>
<td>Jews migrate to the Mediterranean region and beyond. Jews who settle in Spain and Portugal become the Sephardim</td>
</tr>
</tbody>
</table>

COMPREHENSION AND CRITICAL THINKING
Use information from the graphic organizer to answer the following questions.

1. **Explain** Who was the first Jew in the Bible? What did God ask of him?

2. **Identify Cause and Effect** Why did so many Jews leave Jerusalem in the first century AD?

3. **Evaluate** How did the Diaspora affect Judaism?

4. **Draw a Conclusion** Which trip was the hardest one for Jews to make? Explain your answer.
The Hebrews and Judaism

Section 1

MAIN IDEAS
1. Abraham and Moses led the Hebrews to Canaan and to a new religion.
2. Strong kings united the Israelites to fight off invaders.
3. Invaders conquered and ruled the Hebrews after their kingdom broke apart.
4. Some women in Hebrew society made great contributions to their history.

Key Terms and People
Abraham the biblical father of the Hebrew people
Moses Hebrew prophet who led the Jews from slavery in Egypt
Exodus the journey the Hebrews made from Egypt to Canaan, led by Moses
Ten Commandments moral code of laws that God handed down to Moses
David former outlaw who became king after the death of Saul, Israel’s first king
Solomon David’s son; became king of the Israelites
Diaspora the scattering of the Jews outside of Canaan

Section Summary
ABRAHAM AND MOSES LEAD THE HEBREWS
A people called the Hebrews (hee-brooz) appeared in Southwest Asia sometime between 2000 and 1500 BC. Their writings describe the laws of their religious faith. The Hebrew Bible, or Torah, traces the Hebrews back to a man named Abraham. The Bible says that God told Abraham to leave his home. God promised to lead him to a new land and to make his children into a mighty nation. Abraham moved to Canaan (KAY-nuhn). The Hebrews lived there for many years.

Some Hebrews later moved to Egypt. In time Egypt’s ruler, the pharaoh, made them slaves. In the 1200s BC, God then told a man named Moses to demand the Hebrews’ freedom. The pharaoh agreed only after a series of plagues struck Egypt.
Moses led the Hebrews out of slavery in Egypt in a journey called the *Exodus*. The Hebrew Bible says that during this journey, God gave Moses two stone tablets with laws written on them, known as the *Ten Commandments*. The Hebrews were to worship only God and to value human life, self-control, and justice. The Hebrews reached Canaan after 40 years. They became the Israelites.

**KINGS UNITE THE ISRAELITES**
A man named Saul fought the Philistines (fi-li-stenz) and became the first king of Israel. After Saul died, David became king. David was well-loved. He defeated the Philistines and made the city of Jerusalem Israel’s capital. David’s son Solomon (sah-uhl-uh-muhn) became king next around 965 BC. Solomon was a strong king. He built a great temple in Jerusalem.

**INVADERS CONQUER AND RULE**
Soon after Solomon’s death in 930 BC, Israel split into two kingdoms, Israel and Judah (joo-duh). The people of Judah were known as Jews. Over the centuries the Jewish people were often conquered and enslaved. The scattering of the Jews outside of Judah is known as the Diaspora. Jerusalem was conquered by the Greeks during the 330s BC. Judah regained independence for a time, but was conquered again in 63 BC, this time by the Romans.

**WOMEN IN HEBREW SOCIETY**
Men dominated Hebrew society, but some Hebrew women made great contributions to the culture.

**CHALLENGE ACTIVITY**
*Critical Thinking: Drawing Inferences* Write a set of ten commandments that reflects the responsibilities and rights of students and faculty for your school. *HSS Analysis Skills CR3, CR5, H12, H15*
The Hebrews and Judaism

Section 2

MAIN IDEAS

1. Beliefs in God, education, justice, and obedience anchor Jewish society.
2. Jewish beliefs are recorded in the Torah, the Hebrew Bible, and the Commentaries.
3. The Dead Sea Scrolls reveal many ancient Jewish beliefs.
4. The ideas of Judaism have helped shape later cultures.

Key Terms and People

Judaism  the religion of the Hebrews
monotheism  belief in only one god
Torah  the sacred text of Judaism
synagogue  Jewish house of worship
prophets  people said to receive messages from God to be taught to others
Talmud  commentaries, stories, and folklore recorded to explain Jewish laws
Dead Sea Scrolls  writings by Jews who lived about 2,000 years ago

Section Summary

JEWISH BELIEFS ANCHOR THEIR SOCIETY

Jewish society is founded upon their religion, Judaism. Judaism’s main beliefs are beliefs in God, education, justice, and obedience.

Judaism is the oldest known religion to practice monotheism, the belief in only one God. The Jews believe that they are God’s chosen people. Their history was guided through God’s relationship with Abraham, Moses, and other leaders. Moral and religious laws, believed to be handed down from God, have guided Jewish society through their history and continue to do so today.

Besides the Ten Commandments, Jews believe that Moses recorded a whole set of laws governing Jewish behavior. These laws are called Mosaic law. These laws set down rules for everything including

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what to eat, when to work, and how to pray. Today
Orthodox Jews continue to follow all of the Mosaic laws. Reform Jews choose not to follow many of the ancient rules. Conservative Jews fall in between.

**TEXTS LIST JEWISH BELIEFS**
The laws and principles of Judaism are written down in sacred texts. The most important text is the *Torah*. The five books of the *Torah* record most of the laws and the history of Judaism until the death of Moses. Every *synagogue*, or place of Jewish worship, has at least one *Torah*.

The *Torah* is one of the three parts of the Hebrew Bible, or *Tanakh* (tah-NAHK). The second part contains messages from *prophets*, people who are said to receive messages directly from God. The third part is a collection of poems, songs, stories, lessons, and histories.

The *Talmud* is a collection of commentaries, folktales, and stories written by scholars. These are intended to help people understand and analyze the laws described in the Hebrew Bible.

**SCROLLS REVEAL PAST BELIEFS**
Another set of ancient texts, the *Dead Sea Scrolls*, was discovered in 1947. These scrolls, written by Jewish scholars about 2,000 years ago, contain commentaries and stories, and offer more information about ancient Jewish life.

**JUDAISM AND LATER CULTURES**
Jewish ideas have helped shape two other major world religions, Christianity and Islam. The Ten Commandments are reflected in our laws and in modern society’s rules of behavior.

**CHALLENGE ACTIVITY**
**Critical Thinking: Drawing Inferences** Pretend you are a writer contributing to a modern-day *Talmud* of American life. Write a short story illustrating how one of the Ten Commandments is still followed today. *HSS Analysis Skills CR1, CR2, CR3, CR5, HI2, HI3, HI5*
The Hebrews and Judaism

Section 3

MAIN IDEAS

1. Revolt, defeat, and migration led to great changes in Jewish culture.
2. Because Jews settled in different parts of the world, two different cultural traditions formed.
3. Jewish traditions and holy days celebrate their traditions and religion.

Key Terms and People

Zealots Jews who rebelled against their Roman rulers
rabbis teachers who guide Jews in their religious lives
Passover a time for Jews to remember the Exodus
High Holy Days the two most sacred Jewish holidays, Rosh Hashanah and Yom Kippur

Section Summary

REVOLT, DEFEAT, AND MIGRATION
The teachings of Judaism helped unite the ancient Jews. But many Jews were unhappy with the Roman rule of Jerusalem. Tensions increased. Some Jews refused to obey Roman officials. In AD 66, a group called the Zealots (ze-LUHTS) led a rebellion against Rome. After four years of fierce fighting, the rebellion failed. The Jews’ main temple was destroyed in AD 70. The Romans put down another Jewish rebellion 60 years later. After this uprising, Jews were banned from living in Jerusalem. So they migrated to other parts of the world.

TWO CULTURAL TRADITIONS
Because Jews could not worship at a central temple anymore, their traditions changed. Everywhere Jews went, they built local temples. They also appointed rabbis, religious leaders responsible for teaching Judaism. Even with a similar culture and

HSS 6.3
Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.
background, Jewish traditions grew differently depending on where they moved. Two major Jewish cultures developed that still exist today.

The Ashkenazim (ahsh-kuh-NAH-zuhm) are descended from Jews who moved to France, Germany, and Eastern Europe. These Jews maintained separate customs from the region’s residents. They even developed their own language, called Yiddish.

The Sephardim (suh-FAHR-duhm) moved to Spain and Portugal. Unlike the Ashkenazim, these Jews mixed with their non-Jewish neighbors. This melding of language and culture produced a Jewish golden age in Spain and Portugal. Many Jews contributed to artistic achievement and scientific discovery.

TRADITIONS AND HOLY DAYS
No matter where Jews live, common traditions and holy days help them maintain and celebrate their long history. Many of these holy days honor the Jews’ freedom. Passover, for example, celebrates the Jews’ flight from slavery in Egypt during the Exodus. Hanukkah commemorates the successful rededication of the Temple of Jerusalem during the successful revolt against the Greeks in 160 BC.

The most important holy days are the High Holy Days. These holy days are Rosh Hashanah (rahsh-uh-shah-nuh), which celebrates the Jewish New Year, and Yom Kippur (yohm-ki-POOHR), when Jews ask God to forgive their sins.

CHALLENGE ACTIVITY
Critical Thinking: Drawing Inferences  Pretend that you are a Jew being forced to leave Jerusalem during Roman rule. Where would you go—Spain or Portugal, or Eastern Europe? Write a letter to your relatives explaining why you chose a particular place. Be sure to refer to the differences between the Ashkenazim and Sephardim. HSS Analysis Skills HI2, CR1, CR5
Ancient Greece

HISTORY–SOCIAL SCIENCE STANDARDS
HSS 6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of ancient Greece.

CHAPTER SUMMARY

Comparing Important Elements of Culture

Ancient Greece

mythology

United States

literature

a union of states

COMPREHENSION AND CRITICAL THINKING
Use the answers to the following questions to fill in the graphic organizer above.

1. Explain How is U.S. culture similar to that of ancient Greece? How is it different?

2. Identify Cause and Effect When and why did the Greeks form city-states?

3. Evaluate How did democracy first develop in Athens?

4. Draw a Conclusion How did mythology influence the daily lives of Greeks?
Ancient Greece

Section 1

MAIN IDEAS
1. Geography helped shape early Greek civilizations.
2. Trading cultures developed in the Minoan and Mycenaean civilizations.
3. The Greeks created city-states for protection and security.

Key Terms and People
polis Greek word for city-state
classical filled with great achievements
acropolis a fortress atop a tall hill in the center of the city-states

Section Summary

GEOGRAPHY SHAPES GREEK CIVILIZATION
The Greeks lived on rocky, mountainous lands, located on a peninsula surrounded by the Mediterranean, Ionian, and Aegean Seas. The peninsula has an irregular shape. Many islands float off the mainland. This area was the home of one of the world’s greatest civilizations.

The few small valleys and plains of Greece provided farmland and that is where people settled. These communities were separated by steep mountains, so there was little contact between groups. The villages created separate governments.

Because they were surrounded by water the Greeks became skilled shipbuilders and sailors. The Greeks were exposed to other cultures when they sailed to other lands.

TRADING CULTURES DEVELOP
Of the many cultures that settled and grew in early Greece, the earliest and most influential were the Minoans and the Mycenaens. By 2000 BC these two cultures had built advanced societies on the

HSS 6.4
Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.

Underline the names of the three seas that ringed the Greek peninsula.

Why did separate governments develop in ancient Greece?

Underline the names of the three seas that ringed the Greek peninsula.
island of Crete. The Minoans were known as the best shipbuilders of their time. They used ships mainly for trading purposes. A volcano that erupted in the 1600s BC may have led to the end of the Minoan civilization.

The Mycenaeans spoke the language that became Greek. While the Minoans were sailing, the Mycenaeans were building fortresses on the Greek mainland. The Mycenaeans eventually took over the trade routes once sailed by the Minoans. The Mycenaeans set up a powerful trading network on the Mediterranean and Black seas. But Mycenaean culture also fell prey to earthquakes and invaders. Greece entered a dark period.

**Greeks Create City-States**

After 300 years of war and disorder communities began to band together for stability and protection. They created the polis, or city-state. This marked the beginning of the Greek classical age, a time filled with great achievements.

A city-state often was built around a fortress perched atop a high hill called an acropolis. Walls surrounded many of these cities. Much of daily life centered around the agora, or marketplace, where politics and shopping shared the stage. As stability returned some of the Greek city-states formed colonies in foreign lands. Early colonies included modern-day Istanbul in Turkey, Marseilles in France, and Naples in Italy. This created further independence for these city-states, and some city-states became great trading centers.

**Challenge Activity**

**Critical Thinking: Drawing Inferences** You are a leader of an ancient Greek polis, or city-state, dealing with all the same problems and circumstances the real city-states of the time faced. Write your own set of laws that would improve both security and quality of life for the citizens who live there. **HSS Analysis Skills CS3, HI 1, HI 6**
Ancient Greece

Section 2

MAIN IDEAS
1. Aristocrats and tyrants ruled early Athens.
2. Athens created the world’s first democracy.
3. Ancient democracy was different than modern democracy.

Key Terms and People

- democracy: type of government in which people rule themselves
- oligarchy: government in which only a few people have power
- aristocrats: rich landowners
- citizens: people with the right to participate in government
- tyrant: leader who rules by the use of force
- Pericles: Athenian leader who ruled at the height of Athenian democracy

Section Summary

ARISTOCRATS AND TYRANTS RULE

Democracy was born in Ancient Greece in the city of Athens. Democracy is a form of a government in which people rule themselves. However, Athens was ruled first by kings, and then by an oligarchy of aristocrats, or rich landowners.

In the 600s BC a group of rebels tried to overthrow the aristocrats. The rebellion failed and Draco gained power in Athens. Draco was a strict leader and was very unpopular. His successor, Solon, ruled that all free men were participants in government. But it was the aristocracy.

Peisistratus overthrew the oligarchy and became a leader of Athens by force. Peisistratus was the first tyrant. Though that word has a negative meaning today, some Greek tyrants were good leaders. Peisistratus led well and Athens flourished under his care. But after he died rebellious aristocrats

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regained control of Athens.
ATHENS CREATES DEMOCRACY
A leader named Cleisthenes introduced democracy to Athens in 500 BC. Though he was an aristocrat himself, he did not support the aristocracy. He overthrew the aristocratic leaders using popular support. Under his rule all citizens had the right to participate in the assembly that created laws. The assemblies were held outdoors and anyone could give a speech before votes were taken. This could be messy. Either too many people would come to an assembly or not enough. Eventually the Athenians began to select city officials to make decisions. Citizens were eventually allowed to decide court cases by serving on juries.

Citizens gradually gained more power. Athenian democracy reached its height with Pericles, who led the government from 460 to 429 BC. Still, democracy all but ended when Athens was conquered by Macedonia in the 330s BC. The Macedonian king did not like anyone other than himself making laws. Though the city council kept operating in a limited way, a new Greek king in 320 BC abolished even that right.

ANCIENT DEMOCRACY DIFFERS FROM MODERN DEMOCRACY
Although citizenship was very limited, Athens had a direct democracy, in which every citizen could participate and the majority ruled.

The United States operates as a representative government, in which citizens elect people to represent them.

CHALLENGE ACTIVITY
Critical Thinking: Drawing Inferences Have students in the class discuss and vote on an issue—real or fictional—first as a direct democracy and then as a representative democracy. Have them discuss the merits of both democracies, or write a paper describing which system they prefer and why. HSS Analysis Skills HI1, CR5
Ancient Greece

Section 3

MAIN IDEAS
1. The Greeks created myths to explain the world.
2. Ancient Greek literature provides some of the world’s greatest poems and stories.
3. Greek literature lives in and influences our world even today.

HSS 6.4
Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.

Key Terms and People

mythology body of stories about gods or heroes that tries to explain how the world works
Homer author of two great epic poems, the Iliad and the Odyssey
Sappho most famous lyrical poet of ancient Greece
Aesop author of the world’s most famous set of fables
fables short stories that offer lessons on living

Section Summary

MYTHS EXPLAIN THE WORLD
Instead of science the ancient Greeks used mythology—stories about gods or heroes—to try to explain how the world works. The Greeks believed that the gods caused natural events, from the rising of the moon to thunderstorms. Everything was attributed to the gods, from disasters to daily events.

The Greeks believed that Demeter, the goddess of agriculture, caused the seasons. Hades, the god of the underworld, kidnapped Demeter’s daughter. Demeter struck a bargain to get her daughter back for half of the year, during the spring and summer. In the winter, she missed her daughter, and because of her grief the plants did not grow.

We often use the word “myth” as a synonym for “lie” or “untruth.” Do you believe this is correct? Explain your answer.

Is the story of Demeter worthless because it conflicts with the scientific explanation of seasonal change? Why or why not?

Some myths told not of gods, but of heroes. Each city had its own hero, real or fictional, who would slay terrible monsters. The most famous Greek hero

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was Hercules. The Greeks loved to tell these stories.
ANCIENT GREEK LITERATURE
Because of their love of stories, Greek writers produced great works of literature and some of the world’s most famous stories. Among the earliest and most influential are the epic poems the Iliad and the Odyssey, by the poet Homer. It is thought that Homer lived some time during the 800s – 700s BC. Scholars are not sure if Homer actually existed, but the poems were central to Greek lore and education. The Iliad told the story of the Mycaneans’ war with the Trojans. The Odyssey told of the Greek hero Odysseus’ long journey home after the war.

Other forms of literature were also popular. Lyric poetry, recited by the poet while playing the lyre, was especially prized. The most famous lyric poet was a woman, Sappho. Fables, or short stories that offer the readers lessons on life, were also popular. The most famous fable writer was Aesop, who was said to live sometime before 400 BC. Aesop’s fables are still commonly told today.

GREEK LITERATURE LIVES
Greek literature, language, and art have had a great influence on modern culture. The English language is peppered with Greek expressions: a long journey, for example, is called an “odyssey” named after Greek gods. Greek myths and stories have inspired painters, writers, and filmmakers for centuries.

CHALLENGE ACTIVITY
Critical Thinking: Drawing Inferences The later Greeks believed that their greatest literary works from earlier times were written by individual authors. Historical evidence suggests that these early works actually represented stories that evolved and changed with successive generations of poets. Write a paragraph describing why scholars might doubt the existence of writers like Homer and Aesop. HSS Analysis Skills CR 1, CR 2, CR 3, CR 4
The Greek World

HISTORY-SOCIAL SCIENCE STANDARDS
HSS 6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilization of Ancient Greece.
HSS Analysis Skill HI 1 Explain central issues and problems from the past.
HSS Analysis Skill HI 2 Understand and distinguish sequence.

CHAPTER SUMMARY

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<td>Rome engulfs Greece, Syria, and Egypt</td>
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COMPREHENSION AND CRITICAL THINKING
Use information from the graphic organizer to answer the following questions.

1. **Recall** Which ruler can be regarded as the founder of Hellenistic culture?

2. **Draw Inferences** Why did the very different cultures of Athens and Sparta form an alliance?

3. **Evaluate** Why do you think Athens surrendered so quickly to Alexander?

4. **Identify** Which new major power put an end to Hellenistic culture?
The Greek World

Section 1

MAIN IDEAS

1. Persia became an empire under Cyrus the Great.
2. The Persian Empire grew stronger under Darius I.
3. The Persians fought Greece twice in the Persian Wars.

HSS 6.4

Students analyze the geographic, political, economic, religious, and social structures of the early civilization of Ancient Greece.

Key Terms and People

cavalry a unit of soldiers mounted on horses
Cyrus the Great founder of the Persian Empire
Darius I Persian emperor who organized and expanded the empire
Persian Wars a series of wars between Persia and Greece beginning in 490 BC
Xerxes I Persian emperor who led the second invasion of Greece in 480 BC

Section Summary

PERSIA BECOMES AN EMPIRE

Early in their history, the Persians often fought other peoples of Southwest Asia. In 550 BC the Persian king Cyrus II won independence from a group called the Medes. He went on to conquer almost all of Southwest Asia. His well-organized army included many war chariots and a powerful cavalry. Cyrus let the people he conquered keep their own customs. As a result, few people rebelled and the empire remained strong. By the time he died around 529 BC, Cyrus ruled the largest empire the world had ever seen. He became known in history as Cyrus the Great.

THE PERSIAN EMPIRE GROWS STRONGER

Darius I seized power when the death of Cyrus’ son left Persia without a clear leader. Darius organized the empire by dividing it into 20 provinces. Then he chose governors called satraps (SAY-traps) to rule the provinces for him.
Darius expanded the Persian Empire eastward to the Indus Valley and westward into Southeastern Europe. He called himself king of kings to remind other rulers of his power.

Darius’s many improvements to Persian society included roads. Messengers used these roads to travel quickly throughout Persia. Darius also built a new capital called Persepolis.

During his reign a popular new religion called Zoroastrianism (zawr-uh-WAS-tree-uh-nih-zuhm) arose in Persia. This religion taught that the forces of good and evil were fighting for control of the universe.

**THE PERSIANS FIGHT GREECE**

In 499 BC several Greek cities in what is now Turkey rebelled against Persian rule. They were joined by a few city-states from mainland Greece. The Persians put down the revolt, but nine years later Darius invaded Greece and began the **Persian Wars**. The Greeks won the first battle, at Marathon, because they had better weapons and armor.

Ten years later, Persian Emperor **Xerxes I** (ZUHRK-seez) sent another army into Greece. The city-states of Athens and Sparta joined forces to defend Greece. Despite a brave stand by the Spartans at Thermopylae (thuhr-MAH-puh-lee), the Persians succeeded in attacking and burning Athens. However in the subsequent battles of Salamis (SAH-luh-muhs) and Plataea (pluh-TEE-uh), the Greeks prevailed and brought an end to the wars. They had defeated a powerful foe and defended their homeland.

**CHALLENGE ACTIVITY**

**Critical Thinking: Drawing Inferences** Draw a simple map of a location where three armed soldiers could prevent an entire army of foot-soldiers from moving forward. **HSS Analysis Skills H1 2, H1 4**
The Greek World

Section 2

MAIN IDEAS
1. The Spartans built a military society to provide security and protection.
2. The Athenians admired the mind and the arts in addition to physical abilities.
3. Sparta and Athens fought over who should have power and influence in Greece.

Key Terms and People

alliance an agreement to work together
Peloponnesian War a war between the two great Greek city-states of Athens and Sparta in the 400s BC

Section Summary

SPARTA BUILDS A MILITARY SOCIETY
Spartan life was dominated by the army. Courage and strength were the highest values. Unhealthy babies were taken outside the city and left to die. Boys who survived were trained from an early age to be soldiers. Boys ran, jumped, swam, and threw javelins to increase their strength. Men between the ages of 20 and 30 lived in army barracks and only occasionally visited their families. Spartan men stayed in the army until they turned 60.

Because Spartan men were often away at war, Spartan women had more rights than other Greek women. Women owned much of the land in Sparta and ran their households. Women also learned how to run, jump, wrestle, and throw javelins, and even competed with men in sporting events.

Slaves grew the city’s crops and did many other jobs. Although slaves outnumbered Spartan citizens, fear of the army kept them from rebelling.

Sparta was officially ruled by two kings who jointly led the army. But elected officials ran

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Sparta’s day-to-day activities and handled dealings between Sparta and other city-states.

ATHENIANS ADMIRE THE MIND
Sparta’s main rival in Greece was Athens. Although Athens had a powerful military and valued physical training, the Athenians also prized education, clear thinking, and the arts. They believed that studying the arts made people better citizens.

In addition to physical training, many Athenian students learned to read, write, and count as well as sing and play musical instruments. Boys from rich families often had private tutors who taught them philosophy, geometry, astronomy, and other subjects, as well as public speaking. Boys from poor families, however, did not receive much education and girls got almost none. Despite Athens’ reputation for freedom and democracy, Athenian women had almost no rights at all.

SPARTA AND ATHENS FIGHT
After the Persian Wars, many Greek city-states joined an alliance to help defend each other and protect trade. With its navy protecting the islands, Athens was the most powerful member of the league. Soon Athenians began to treat other city-states as their subjects. In 431 BC Sparta and other cities formed a league of their own and declared war on Athens. In the long Peloponnesian War that followed the Athenians won at first, but were forced to surrender in 404 BC. For about 30 years after this the Spartans controlled nearly all of Greece, but resentment from other city-states led to a long period of war that weakened all of Greece and left it open to attack from outside.

CHALLENGE ACTIVITY
Critical Thinking: Drawing Inferences Write a poem or a song expressing how it feels when someone you love goes to fight in a war.

HSS Analysis Skills HR 5, HI 1
The Greek World

Section 3

MAIN IDEAS
1. Macedonia conquered Greece in the 300s BC.
2. Alexander the Great built an empire that united much of Europe, Asia, and Egypt.
3. The Hellenistic kingdoms formed from Alexander’s empire blended Greek and other cultures.

Key Terms and People

Philip II  powerful king of Macedonia
phalanx  a group of warriors who stood close together in a square
Alexander the Great  king of Macedonia who built the largest empire the world had ever seen
Hellenistic  name for the blended culture that developed in Alexander’s empire

Section Summary

MACEDONIA CONQUERS GREECE
About 360 BC Philip II of Macedonia invaded Athens and won easily. The rest of Greece surrendered. Philip’s victory resulted from his military strategy and weaponry. For instance, he extended the Greek idea of the phalanx by giving each soldier a spear 16 feet long. Philip planned to conquer Persia, but he was murdered in 336 BC and his throne passed to his 20-year-old son Alexander.

ALEXANDER BUILDS AN EMPIRE
When Philip died, the people in the Greek city of Thebes rebelled. Alexander attacked Thebes and enslaved the Theban people. He used Thebes as an example of what would happen if any other Greek cities rebelled against him. Alexander went on to defeat the Persians time after time and to conquer Egypt. He became ruler of what had been the

HSS 6.4
Students analyze the geographic, political, economic, religious, and social structures of the early civilization of Ancient Greece.

Why do you think Philip’s improvement on the phalanx gave his armies an advantage in battle?

About what age was Alexander when his army attacked Thebes and enslaved the Thebans?
Persian empire. Before his death at 33 years of age, **Alexander the Great** (as he came to be called) had built an empire stretching from the Adriatic Sea west to India and to the Upper Nile in the south.

Alexander admired Greek culture and worked to spread Greek influence by founding cities in the lands he conquered. He encouraged Greek settlers to move to these new cities and as a result, Greek became a common language throughout Alexander’s empire. Even as he supported the spread of Greek culture, however, Alexander encouraged common people to keep their own customs and traditions. The new, blended culture that developed is called **Hellenistic**. It was not purely Greek, but it was heavily influenced by Greek ideas.

**HELLENISTIC KINGDOMS**
Alexander died unexpectedly without an obvious heir. With no clear direction, his generals fought for power. Eventually, three distinct Hellenistic kingdoms emerged: Macedonia (which included Greece), Syria, and Egypt. Although Hellenistic culture flourished in all three kingdoms—in particular, Alexandria in Egypt became a great center of culture and learning—all three kingdoms fell to the growing power of Rome between 60 and 30 BC.

**CHALLENGE ACTIVITY**
Critical Thinking: Drawing Inferences Write a short essay that characterizes the United States as having a blended culture. **HSS**
Analysis Skills HI 1, HI2, HI 3
The Greek World

Section 4

MAIN IDEAS
1. The Greeks made great contributions to the arts.
2. The teachings of Socrates, Plato, and Aristotle are the basis of modern philosophy.
3. In science, the Greeks made key discoveries in math, medicine, and engineering.

Key Terms and People
Socrates  the first of the great Greek thinkers and teachers
Plato  teacher and thinker, student of Socrates, and founder of the Academy
Aristotle  philosopher who taught that people should live lives of moderation based on reason
reason  clear and ordered thinking
Euclid  great and influential mathematician
Hippocrates  great Greek doctor who taught how to treat disease by understanding what caused illness

Section Summary
THE ARTS
The ancient Greeks were master artists. Their paintings and statues have been admired for hundreds of years. Greek sculptors studied the human body, especially how it looks when it is moving. They used what they learned when they made their statues. Greek artists painted detailed scenes on vases, pots, and other vessels. The remains of Greek architecture show how much care the Greeks took in designing their buildings so they would reflect the beauty of their cities.

Greek writers created new literary forms, including drama and history. Dramatists wrote tragedies, which described hardships faced by Greek heroes, and comedies, which made fun of people and ideas.

Which three art forms are mentioned in this paragraph?

__________

__________

__________
Historians were interested in the lessons that history could teach. They tried to figure out what caused wars so the Greeks could learn from their mistakes and avoid similar wars in the future.

PHILOSOPHY
The ancient Greeks worshipped gods and goddesses whose actions explained many of the mysteries of the world. But around 500 BC a few people began to think about other explanations. We call these people philosophers. Philosophers believe in the power of the human mind to think, explain, and understand life.

Socrates (SAHK-ruh-teez) believed that people must never stop looking for knowledge. He taught by asking questions. When people answered, he challenged their answers with more questions. His student Plato created a school called the Academy to which students, philosophers, and scientists could come to discuss ideas. Plato’s student Aristotle (AR-uh-STAH-tuhl) taught that people should live lives of moderation, or balance. He believed that moderation was based on reason. Aristotle also made great advances in the field of logic, the process of making inferences.

SCIENCE
Many of the rules we still use today to measure and calculate were first developed by Greek mathematicians like Euclid (YOO-kuhhd). Greek doctors like Hippocrates (hip-AHK-ruh-teez) wanted to cure diseases and keep people healthy. Greek inventors also made many discoveries that are still in use, from practical devices like water screws (which bring water up from a lower level to a higher one) to playful mechanical toys.

CHALLENGE ACTIVITY
Critical Thinking: Drawing Inferences  Write a story, poem, or play that makes fun of some well-known figure. HSS Analysis Skills HR 2, HR 3, HR 5
The Roman Republic

CHART SUMMARY

<table>
<thead>
<tr>
<th>Patrician</th>
<th>Plebeian</th>
<th>The poor</th>
<th>Slave</th>
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<tbody>
<tr>
<td>wealthy</td>
<td>gained some political power</td>
<td>could not join the army</td>
<td>had no legal rights</td>
</tr>
<tr>
<td>original Roman Senate member</td>
<td>could eventually serve in a political position</td>
<td>could not vote</td>
<td>considered property of the wealthy</td>
</tr>
<tr>
<td>had most of the political power</td>
<td>could serve in the army</td>
<td>had very few rights</td>
<td></td>
</tr>
<tr>
<td>could serve in any political position</td>
<td>could not marry a patrician</td>
<td>later got the vote</td>
<td></td>
</tr>
<tr>
<td>could vote</td>
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COMPREHENSION AND CRITICAL THINKING

Use information from the graphic organizer to answer the following questions.

1. **Explain**  What class of people originally held all of the political power in Rome?

2. **Identify Cause and Effect**  Why did the patricians change the government and allow plebeians to run for political office?

3. **Evaluate**  Who did not have the right to vote or participate in politics? Why?

4. **Draw a Conclusion**  Was Rome a fair place for most people who lived there, or were other ancient civilizations better? Why or why not?
The Roman Republic

Section 1

MAIN IDEAS
1. The geography of Italy made land travel difficult but helped the Romans prosper.
2. Ancient historians were very interested in Rome’s legendary history.
3. Once a monarchy, the Romans created a republic.

Key Terms and People

Aeneas  mythical hero who fled the fallen city of Troy for Italy in a journey chronicled in Virgil’s *Aeneid*
Romulus and Remus  mythical twin brothers who are said to have founded Rome
republic  government led by rulers elected by the citizens
dictator  ruler with almost absolute power, elected during time of war
Cincinnatus  famous dictator who chose not to retain his power
plebeians  Rome’s common people, including artisans, craftsmen, and traders
patricians  wealthy, noble people of Rome

Section Summary

THE GEOGRAPHY OF ITALY
Rome grew from a small town on the Tiber River to become a great power. Rome conquered Greece, Mesopotamia, Egypt, and Persia. Rome’s central location and good climate were factors in its success. Because most of Italy is surrounded by water, Romans could easily travel by sea. The mountains in the north made it difficult to travel over land. The warm dry weather resulted in high crop yields, so the Romans had plenty of food.

ROME’S LEGENDARY ORIGINS
Rome’s beginnings are a mystery. A few ancient ruins show that people lived there as early as 800 BC. Later, the Romans wanted a glorious past, so they created stories or legends about their history.

Why did Italy’s geography help the rise of Rome?

Why did the Romans make up stories and legends about their history?
Section 1, continued

The early Romans believed their history began with the mythical hero Aeneas (i-nee-uhs). Aeneas fled Troy when the Greeks destroyed the city during the Trojan War. He formed an alliance with a group called the Latins and traveled to Italy. This story is told in the Aeneid (i-nee-id), an epic poem written by a poet named Virgil (vuhr-juhl) around 20 BC.

According to legend, Rome was built by twin brothers Romulus (rahm-yuh-uhhs) and Remus (ree-muhs). Romulus killed Remus and became the first king of Rome. Scholars believe Rome started sometime between 800 and 700 BC. Early Rome was ruled by kings until the Romans created a republic in 509 BC.

THE EARLY REPUBLIC
In the republic the Romans created, citizens elected leaders to govern them. They voted once a year to prevent any one person from gaining too much power. But early Rome had its troubles. For one thing, Rome was usually at war with nearby countries.

To lead the country during war, the Romans elected dictators, rulers with almost absolute power. A dictator’s power could not last more than six months. The most famous dictator was Cincinnatus (sin-suh-nat-uhhs), a farmer elected to defeat a major enemy. He resigned as dictator right after the war and went back to his farm.

Within Rome the plebeians, or common people, worked for change. Only the city’s patricians, the wealthy citizens, could be elected to rule Rome. When the plebeians elected a council, the patricians changed the government.

CHALLENGE ACTIVITY
Critical Thinking: Drawing Inferences You are a Roman plebeian. Write a campaign speech saying why people should elect you to office—even though your position has no official power. Create a historically accurate persona. HSS Analysis Skills CR 5, HI 1
The Roman Republic

Section 2

MAIN IDEAS
1. Roman government was made up of three parts that worked together to run the city.
2. Written laws helped keep order in Rome.
3. The Roman Forum was the heart of Roman society.

Key Terms and People

magistrates officials elected to fulfill specific duties for the city
consuls most powerful elected officials in the Roman Republic
Roman Senate a powerful group of wealthy citizens who advised elected officials
veto to prohibit an official action
Latin language spoken by the ancient Romans
checks and balances methods of balancing power
forum Rome’s public meeting place

Section Summary

ROMAN GOVERNMENT
During the 400s BC, the plebeians were unhappy that they did not have any say with the government. The city’s leaders knew that they had to compromise or the plebeians might rise up and overthrow the government. So the patricians created positions in the government for the plebeians. A tripartite (try-PAHR-tyt) government, a government with three parts, was established to keep any one group from getting too much power.

The first part of the government was made up elected officials called magistrates (MA-juh-strayts). The most powerful magistrates were called consuls (KAHN-suhrs). Two consuls were elected each year to run the city and lead the army. The consuls got advice from the Roman Senate. The Senate was a council of wealthy, powerful citizens who held seats for life. Magistrates who finished their one-year terms

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earned a seat on the Senate, so the Senate gained more power as time passed.

The third branch of government had two parts. The first branch was made up of assemblies. The assemblies elected the magistrates who ran the city of Rome. The second branch was a group of officials called tribunes. The tribunes had the power to veto (VEE-toh), or prohibit, actions by the government. Veto means “to forbid” in Latin, the ancient Roman language.

Checks and balances existed to even out power. Some officials had the power to block actions by other officials. Action could be stalled if people could not work together. But when an agreement was reached, Rome worked strongly and efficiently.

WRITTEN LAWS KEEP ORDER
At first Rome’s laws were not written down. People thought that it was not fair to be charged by laws they did not know existed. In 450 BC Rome’s first legal code was written on twelve bronze tablets and displayed in the forum, Rome’s public meeting place. Although the Romans continued to make laws, the Law of the Twelve Tables remained as the basis of Roman law.

THE ROMAN FORUM
The forum was the heart of Rome. All the important government buildings and religious temples were there. It was also the main meeting place for Romans. It was used for public speeches, and for shopping and entertainment.

CHALLENGE ACTIVITY
Critical Thinking: Drawing Inferences  Do some research and locate the text of the Roman law code of 450 BC. Which laws do you think were fair and which laws do you think were unfair? Remove and change any unfair laws, explaining how and why you made the changes. Discuss whether those laws, including the amended ones, should or should not...
apply to the modern world. HSS Analysis Skills CS 3, HI 3
The Roman Republic

Section 3

MAIN IDEAS
1. The late republic period saw the growth of territory and trade.
2. Through wars, Rome grew beyond Italy.
3. Several crises struck the republic in its later years.

Key Terms and People
legions groups of up to 6,000 soldiers
Punic Wars a series of wars between Rome and Carthage
Hannibal brilliant Carthaginian general who attacked the city of Rome
Gaius Marius general who tried to solve unemployment by inviting poor people to join the army, creating a force more loyal to him than to Rome
Lucius Cornelius Sulla rival of Marius who raised his own army to defeat Marius and take control of Rome
Spartacus slave and former gladiator who led an uprising of slaves

Section Summary
GROWTH OF TERRITORY AND TRADE
Rome expanded due to threats from other cities. When the Gauls took over Rome in 410 BC, Roman officials paid them to leave. Because of this Rome was constantly fighting off invaders. Rome’s army was very organized, so defense of the city was usually successful. Soldiers were divided into legions, or groups of up to 6,000 men. Each legion was divided into centuries, or groups of 100 soldiers. The army had the flexibility to fight together, or break up into smaller groups.

Most Romans were originally farmers. Many of them moved to the city and ran their farms from afar with help from slaves. As the population of the city grew, so did the need for more food. An extensive trading network was established. Rome coined copper and silver money, which was used widely in the region.

What is the military advantage of an army with both small units and large units?

What necessity led to the expansion of trade in ancient Rome?
ROME GROWS BEYOND ITALY
Rome’s growth made both allies and enemies in the Mediterranean. The Roman army fought many wars, including the Punic (PYOO-nik) Wars with Carthage. Carthage was the capital of a Phoenician civilization that flourished in North Africa between 264 and 156 BC. Although an attack on Rome led by the brilliant general Hannibal nearly succeeded, Rome eventually conquered Carthage. The Romans then took over Gaul, Greece, and parts of Asia. The Romans were deeply influenced by the Greeks and adopted much of the Greek culture.

CRISES STRIKE THE REPUBLIC
As Rome’s territory grew, so did its problems. Tensions between the rich and poor grew. Some leaders tried to keep the poor citizens happy, but their plans were not popular with the wealthy. Politicians who tried to make a change and went against Rome’s powerful leaders were killed.

Army general Gaius Marius (GY-uhz MEHR-ee-uhs) encouraged the poor and the unemployed to join the army. Before, only people who owned property had been allowed in the army. As a result, the army became more loyal to Marius than to the Roman government.

Another man, Lucius Cornelius Sulla (LOO-shuhs kawrt-NEEEL-yuhs SUHL-uh), raised his own army. He fought and killed Marius and became dictator. Soon afterward, Spartacus (SPAHR-tuh-kuhs), a slave and former gladiator, led an uprising of thousands of slaves against the republic. Spartacus was eventually defeated and killed, but these conflicts had weakened Rome.

CHALLENGE ACTIVITY
Critical Thinking: Drawing Inferences Spartacus was eventually caught and killed, yet his rebellion had an impact on Roman history. Write an essay evaluating how one person can affect the course of history, using Spartacus as an example. HSSAnalysisSkillsH1, CS1
The Roman Empire

HISTORY–SOCIAL SCIENCE STANDARDS
HSS 6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.
HSS Analysis Skill CS 3 Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries, and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.

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COMPREHENSION AND CRITICAL THINKING
Use the answers to the following questions to fill in the graphic organizer above.

1. Describe    Give one example of Roman architecture, one example of Roman art, and one example of Roman literature.

2. Draw a Conclusion  How did the invention of the vault help the Romans create the Colosseum?

3. Evaluate    In which field did the Romans differ most from the Greeks? Explain.
The Roman Empire

Section 1

MAIN IDEAS
1. Romans called for change in their government.
2. Julius Caesar rose to power and became the sole ruler of Rome.
3. Augustus became Rome’s first emperor after defeating Caesar’s killers and his own former allies.

Key Terms and People
Cicero gifted speaker who called for improvements in the Roman government
orator public speaker
Julius Caesar the greatest general in Roman history
Pompey powerful Roman who was first a friend and then an enemy of Caesar
Marc Antony one of two leaders who took control of Rome after Caesar’s death
Augustus Caesar’s adopted son, who defeated Antony and Cleopatra and became Rome’s sole ruler

Section Summary
THE CALL FOR CHANGE
Cicero, a famous orator, asked Romans to work together to limit the power of the generals and return all power to the Senate. Cicero wanted to bring order back to Rome. The republic was in chaos, but many Romans disagreed with Cicero. Rome’s government stayed the same.

CAESAR’S RISE TO POWER
Julius Caesar was admired by Romans for his battle skills and courage. His soldiers respected him, because he treated them well. Between 58 and 50 B.C. Caesar conquered nearly all of Gaul, consisting of much of modern France, Germany, northern Italy, and part of Britain. He made an alliance with the powerful Pompey. After Caesar had conquered Gaul, Pompey’s allies told Caesar to give up his
Section 1, continued

armies and come back to Rome. Instead, Caesar entered Rome with his army. Pompey and his allies fled. Pompey and his forces were driven into Egypt, where he was killed.

In Egypt Caesar became an ally of Queen Cleopatra. Caesar then returned to Rome and was named dictator for life. Many Senators turned against Caesar. On March 15, 44 BC, a group of Senators, including Caesar’s friend Brutus, stabbed Caesar to death in the Senate house.

AUGUSTUS THE EMPEROR
Caesar’s assassination shocked Romans. Many had loved him. Marc Antony and Octavian, later renamed Augustus, took charge of Roman politics. They led an army that defeated Brutus and their other opponents, who killed themselves after the final battle. Then Octavian returned to Italy while Antony headed east to fight Rome’s enemies.

In Egypt Antony met Cleopatra and they fell in love. Cleopatra declared Antony king of Egypt and her co-ruler. Antony divorced his wife, who was Octavian’s sister. Octavian viewed the divorce as an insult to his sister and to him. In 31 BC Octavian sent a fleet to attack Antony. In the Battle of Actium, Antony’s fleet was beaten. Antony escaped to Egypt and was reunited with Cleopatra. They killed themselves to avoid capture by Octavian.

After Antony died Octavian became the sole ruler of Rome. He said he was working to bring back the republic, but he gained almost total power. He assumed the title princeps, which means first citizen. In 27 BC Octavian claimed that he was giving up a 1 his power to the Senate. However, he took the name of Augustus and became the Roman emperor.

CHALLENGE ACTIVITY
Critical Thinking: Summarizing Summarize the events leading from Caesar’s conquest of Gaul to Octavian’s becoming Roman emperor. HSS Analysis Skills HI 2
The Roman Empire

Section 2

MAIN IDEAS
1. The Roman Empire expanded to control the entire Mediterranean world.
2. Trade increased in Rome, both within the empire and with other people.
3. The Pax Romana was a period of peace and prosperity in the cities and the country.

Key Terms and People

Hadrian the emperor under whom the Romans conquered most of the island of Britain
provinces the areas outside of Italy that the Romans controlled
currency money
Pax Romana the Roman Peace, a peaceful period in Rome’s history
villas country homes belonging to rich Romans

Section Summary

THE EMPIRE EXPANDS
Rome ruled most of the Mediterranean world when it became an empire. Within 150 years the Roman Empire controlled large areas of Europe, Africa, and Asia. It was one of the largest empires in history. The Romans conquered some territories because they threatened to attack Rome. They overcame others to gain their gold, good farmlands, or other resources.

The Romans ruled Gaul and much of central Europe by the 100s. Hadrian encountered a tough fight from the Celts, the people of Britain, but the Roman army drove them north. The Romans had also taken over Asia Minor, the eastern coast of the Mediterranean, and all of the northern African coast. Romans called the Mediterranean Mare Nostrum, meaning “Our Sea.”

The Romans met many new people as their empire expanded. Traders found that foreign goods,
appealed to the Romans. They traveled to the provinces to bring back metals, cloth, and food. In return the Romans traded goods such as jewelry and glass.

Merchants sailed to eastern Africa, India, and southeast Asia for goods not found in the empire. Some traveled overland to China to buy silk, which was prized for use in clothing. Romans used currency to pay for goods. Roman coins were made of gold and silver. Nearly everyone would accept these coins.

THE PAX ROMANA
The Pax Romana, or Roman Peace, lasted about 200 years, until about AD 180. It was a time of overall peace and prosperity. The empire’s population increased. Trade expanded and many Romans became wealthy. The quality of life for Romans and people in the provinces got better. Many Romans were poor but could buy tickets to events such as circuses, chariot races, and gladiator fights. Roman baths were places of restful pleasure and public conversations. Rome’s public buildings were beautiful.

More people lived in the country than in Rome’s cities. Most country people farmed the land. They grew enough food for their families. Many rural people spoke languages other than Latin and kept their own ways rather than following Roman customs. Villas provided Rome’s city dwellers with a break from city life. In their country villas Romans lived very much as they did in Rome. They had large, fancy dinner parties. Slaves often worked in villas and the surrounding fields. Selling crops from the fields helped pay for the villa owners’ expenses.

CHALLENGE ACTIVITY
Critical Thinking: Evaluating You are traveling around the Roman Empire. Write an essay evaluating city life and country life. HSS
Analysis Skills HR 5

Why might nearly every trader have taken Roman coins?

Use the library or an online resource to find out more about the life of the poor in Rome during the Pax Romana.

How did most Romans in the country make their living?
The Roman Empire

Section 3

MAIN IDEAS

1. The Romans looked for ways to use science and engineering to improve their lives.
2. Roman architecture and art were largely based on Greek ideas.
3. Roman literature and language have influenced how people write and speak.
4. Roman law serves as a model for modern law codes around the world.

Key Terms and People

Galen  great Greek doctor who lived in the Roman Empire in the AD 100s
aqueduct  raised channel used to carry water from the mountains into the cities
vault  set of arches that supports the roof of a building
Ovid  poet who wrote about Roman mythology
satire  style of writing that pokes fun at people or society
Romance languages  languages that developed from Latin, including Italian, French, Spanish, Portuguese, and Romanian
civil law  legal system based on a written code of laws

Section Summary

ROMAN SCIENCE AND ENGINEERING

Unlike the Greeks, most Romans did not study the world just to learn about it. The Romans mainly wanted knowledge to help improve their lives. The Romans were practical. Their doctors studied works of the Greeks, including Galen, to find ways of improving human health.

The Romans were skilled engineers and builders. They developed new materials, such as cement, so their structures would last. Examples of the Roman aqueduct still stand. The Romans used the vault to create large, open spaces within buildings. Roman buildings were bigger than any previously created.

Why did the Romans mainly want to learn about the world?

Why do you think some Roman structures still stand?
ARCHITECTURE AND ART
The Romans prized beauty as well as practical things. Roman architecture was greatly influenced by earlier Greek designs. The Romans used columns in public buildings to make them look grand, as the Greeks had done. However, Roman engineering allowed them to create much larger buildings, such as the Colosseum. This huge building was used to hold gladiator fights.

Beautiful mosaics covered many Roman floors. Frescoes, or paintings done on plaster, often decorated their walls. Many Roman sculptors copied the great Greek sculptures.

LITERATURE AND LANGUAGE
**Ovid** wrote lovely poems and Virgil wrote a great epic, the *Aeneid*, about the founding of Rome. Romans excelled in satire, which has been a model for many modern works of literature. The Roman poets wrote in Latin, the language of ancient Rome. Latin greatly influenced the development of the Romance languages. Many Latin words are still used today in English. Some examples are *circus* and *veto*. Scientific naming systems and many mottoes are in the Latin language.

LAW
**Civil law** was inspired by Roman law, which was enforced throughout the Roman Empire and continued to exist even after the empire fell apart. Most European nations today have civil law traditions.

CHALLENGE ACTIVITY
Critical Thinking: Rating In your opinion, which of the following was the greatest Roman contribution to today’s world: engineering, architecture, poetry, or civil law? Write a brief speech defending your opinion. **HSS Analysis Skills HI 2**
Rome and Christianity

**HISTORY–SOCIAL SCIENCE STANDARDS**
HSS 6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.
HSS Analysis HI 3 Explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.

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**COMPREHENSION AND CRITICAL THINKING**
Use information from the graphic organizer to answer the following questions.

1. **Explain** Who was the Messiah? Why did Jews think he was important?

2. **Identify Cause and Effect** List at least one reason why Christianity spread so rapidly through the Roman Empire.

3. **Evaluate** Why do you think some Roman emperors feared and persecuted Christians?

4. **Draw a Conclusion** Why do you think Rome eventually adopted Christianity, which was once illegal in the Roman Empire, as Rome’s official religion?
Rome and Christianity

Section 1

MAIN IDEAS

1. The Romans allowed many religions to be practiced in their empire.
2. Jews and Romans clashed over religious and political ideas.
3. The roots of Christianity had appeared in Judea by the end of the first century BC.

Key Terms and People

Christianity  religion based on the teachings of Jesus of Nazareth
Jesus of Nazareth  founder of Christianity
Messiah  leader who the Jews believed would arrive and restore the greatness of David’s ancient kingdom

Section Summary

ROMANS ALLOW MANY RELIGIONS
The Romans were a religious people. They believed in many gods. Because they did not know which gods were real, they prayed to all gods. The Romans usually allowed the people they conquered to keep their religious customs. Sometimes the Romans even adopted those customs, too. But if the Roman leaders thought a religion might cause a political problem, they would ban that religion. Roman leaders thought that Judaism was a political problem so they tried to stop it.

JEWS AND ROMANS CLASH
Judea, the homeland for many Jews, was taken over by the Roman Empire in 63 BC. The Romans did not like Judaism for religious reasons. Jews worshipped only one god. Some Romans thought that this was insulting to all of their gods. Jews were allowed to practice their religion freely until they became a political problem.
The Jews did not want to be ruled by Rome so they started several rebellions. Roman emperor Hadrian got tired of putting down the rebellions so he banned some Jewish religious practices. Hadrian, hoped that this would cause people to quit their religion, but it made the Jews more rebellious. Uprisings became more frequent. Eventually Rome destroyed Jerusalem, the capital city of Judea. The Jews were forced to leave and move to other countries with non-Jews. The Jews of Judea were scattered throughout the Roman Empire.

THE ROOTS OF CHRISTIANITY
During the beginning of the first century AD, a new religion appeared in Judea. This religion was Christianity. Chrisianity had its roots in Judaism, but was based on the teachings of Jesus of Nazareth.

When Jesus was born, there were several Jewish groups in Judea. The largest group of Jews followed the laws of Moses very strictly. Many of these Jews believed a new leader would appear among them. They believed that if they followed the rules, the leader would appear more quickly. This leader was called the Messiah (muh-sy uh), which means “anointed” in the Hebrew language. For generation after generation, Jewish prophets had said that the Messiah would be a descendent of King David. They said that the Messiah would restore the greatness of David’s ancient kingdom in Israel. When the Romans took over Judea, many Jews felt the Messiah would be coming soon.

CHALLENGE ACTIVITY
Critical Thinking: Drawing Inferences  The Roman emperor Hadrian had his own way of dealing with a rebellious group of people. If you were Hadrian, would you do the same thing? Write a one-page paper discussing what you would do and why. HSS Analysis Skills CR 1, CR 5, HI 1
Rome and Christianity

Section 2

MAIN IDEAS

1. In Christian belief, Jesus was the Messiah and the son of God.
2. Jesus taught about salvation, love for God, and kindness.
3. Jesus’s followers, especially Paul, spread his teachings after his death.

Key Terms and People

Bible the holy book of Christianity
Crucifixion a type of execution that involved being nailed to a cross
Resurrection the Christian belief that Jesus rose from the dead three days after his crucifixion
disciples followers
Apostles the 12 disciples whom Jesus chose to receive special teaching
Paul an early Christian disciple who preached Jesus’s teachings throughout the Roman Empire and wrote letters defining Christianity as separate from Judaism
Saint person known and admired for his or her holiness

Section Summary

THE LIFE AND DEATH OF JESUS OF NAZARETH
Jesus of Nazareth was born at the end of the first century BC. Much of what we know about Jesus is contained in the Christian Bible, the holy book of Christianity. The Christian Bible is made up of two parts. The first part is called the Old Testament, which is mostly the same as the Hebrew Bible. The second part, the New Testament, tells the story of Jesus and the early history of Christianity.

According to the Bible, Jesus was born in Bethlehem (BETH-li-hem) to a woman named Mary and her husband, Joseph, who was a carpenter. Christians believe that God, not Joseph, was the father of Jesus. When Jesus was about 30, he left his home in Nazareth to travel and teach. He gained many followers, but also made enemies.
Section 2, continued

The Roman leaders thought Jesus’ teachings challenged their authority. Jesus was arrested and executed by crucifixion. Jesus was buried, but Christians believe he rose from the dead three days later. This is called the Resurrection. The Bible says that Jesus made many appearances to his disciples, or followers, during the next 40 days.

ACTS AND TEACHINGS
Jesus taught that people should treat others as you would like to be treated yourself. He also said that people should love God like a father. Jesus also taught about salvation, the rescue of people from sin. Jesus said that people who were saved from sin would enter the Kingdom of God when they died. Many people have interpreted Jesus’ teachings in different ways. As a result, many different groups of Christians have been formed. However, Christians around the world share some basic beliefs about Jesus and his importance.

JESUS’S FOLLOWERS
Jesus chose 12 of his disciples, the Apostles, to spread the message of Christianity. They were close friends and followers chosen and trained by Jesus himself. However, another man, Paul, was the most important figure in the spread of Christianity, although he never met Jesus. Paul traveled to many cities and wrote long letters explaining the meaning of Christianity. Paul did more than anyone else to spread Christian ideals. After he died, Paul was named a saint, a person known and admired for his or her holiness.

CHALLENGE ACTIVITY
Critical Thinking: Drawing Inferences Do people today follow Jesus’ teachings about being kind to others? Think of an event that you have read about or that you have experienced personally. Write a one-page paper discussing whether the people involved in that event followed the rules taught by Jesus. HSS Analysis Skills CR 1, HI 3
Rome and Christianity

Section 3

MAIN IDEAS
1. Christianity spread quickly in the Roman Empire, but its growing strength worried some emperors.
2. As the church grew, new leaders and ideas appeared and Christianity’s status in the empire changed.

Key Terms and People

- martyr: people who die for their religious beliefs
- persecution: punishing people for their beliefs
- bishop: local Christian leaders
- Eucharist: the central ceremony of Christianity, celebrating Jesus’ s last meal
- pope: the bishop of Rome and leader of the church
- Augustine of Hippo: philosopher who applied the writings of Plato to the teachings of Jesus
- Constantine: Roman emperor who became a Christian

Section Summary

Christianity Spreads Quickly in Rome
Apostles and teachers like Paul quickly spread the message of Christianity throughout the Roman Empire. As Christianity became more popular, Roman leaders began to worry. At first, Jesus’ s followers had focused on converting only Jews. But soon, Christians began preaching to non-Jews. They offered copies of the gospels to everyone.

Some local leaders arrested and killed Christians. These Christians then became famous as martyrs, people who are killed for their religious beliefs. Saint Peter, an Apostle and the first bishop of Rome, and Saint Paul were killed for teaching Christianity. Some Roman emperors outlawed Christianity and persecuted Christians for their beliefs. Christians wore secret symbols, such as a fish, to identify each other.

Why do you think the early Christians were so slow to offer their message to non-Jews?

Underline the names of two famous Christian martyrs who died for their beliefs.
THE CHURCH GROWS
Because there was no central church, Christian teaching was left up to the bishops, or local Christian leaders. They would lead people in the Eucharist, the central ceremony of the Christian church. People would drink wine and eat bread to recall Jesus’ last meal. By 200 AD, the bishops became more important, especially in the big cities. The most important bishop was the bishop of Rome, called the pope.

Slowly, Christianity became part of Roman society. Educated Christians began to see some similarities between Christianity and Greek and Roman philosophy. During the 300s AD, an influential Christian philosopher, Augustine of Hippo, applied the ideas of Plato to Christianity. He stressed that Christians should focus on spiritual concerns instead of material things. His ideas helped shape Christian beliefs for hundreds of years.

The Roman Emperor Constantine, who came to power in 306, removed many restrictions on Christians. He created a Christian council to clarify the religion’s teachings. Constantine himself soon became a Christian. As a result, the Christian religion became legitimate throughout the Roman Empire. Sixty years after Constantine’s death, Christianity was declared the official religion of Rome.

CHALLENGE ACTIVITY
Critical Thinking: Drawing Inferences Which person described in this chapter do you think had the greatest influence on the spread of Christianity? Write a one-page essay describing why this person was more important than other religious figures of the time. HSS Analysis Skills CS 1, CR 5, HI 2
The Fall of Rome

HISTORY–SOCIAL SCIENCE STANDARDS
HSS 7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.
Analysis Skill HSS HI 4 Recognize the role of chance, oversight, and error in history.

CHAPTER SUMMARY

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COMPREHENSION AND CRITICAL THINKING

Use the answers to the following questions to fill in the graphic organizer above.

1. Explain  Why was the Roman Empire divided into the east and the west?

2. Identify Cause and Effect  Why did the eastern empire last longer than the western empire?

3. Evaluate  Give at least two examples of how the people of the eastern empire were different than those in the western empire.

4. Draw a Conclusion  Would you have rather lived in the eastern empire or the western empire? Explain your answer.
The Fall of Rome

Section 1

MAIN IDEAS
1. Many problems threatened the Roman Empire, leading one emperor to divide it in half.
2. Barbarians invaded Rome in the 300s and 400s.
3. Many factors contributed to Rome’s fall.

Key Terms and People

Diocletian  emperor who divided the Roman Empire into two parts
Clovis  Frankish king who built a huge kingdom in Gaul
Attila  fearsome Hun leader who attacked Rome’s eastern empire
corruption  decay in people’s values

Section Summary

PROBLEMS THREATEN THE EMPIRE
At its height, the Roman Empire stretched from Britain south to Egypt, and from the Atlantic Ocean to the Persian Gulf. But by the end of the 100s, emperors had to give up much of that land. The empire was too big to manage well.

Rome had to defend itself constantly. Attacks came from Germany in the north and from Persia in the east. Problems came from within the empire, too. Disease killed many people. Taxes were high. Food was scarce because so many farmers went to war. To increase food production, German farmers were invited to work on Roman lands, but they were not loyal to Rome. Rebellions soon followed.

The emperor Diocletian took power in the late 200s. His solution to Rome’s problems was to split the empire into two parts. Diocletian ruled the east. He appointed a co-emperor to rule the west. The Emperor Constantine briefly reunited the empire.

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Interactive Reader and Study Guide
He moved the capital from Rome to a new city he built in the east. He named the city Constantinople, which means “the city of Constantine.”

**BARBARIANS INVADE ROME**
Once the capital moved to the eastern empire, German barbarians started more attacks on Roman territory in the north. During the late 300s, an Asian group called the Huns began attacking a group called the Goths. As the Huns pushed farther into Goth territory, the Goths were forced into Roman territory. Eventually the Goths penetrated deep into Italy and destroyed Rome.

After the destruction of Rome, more groups began invading Roman territory. The Angles, Saxons, and Jutes invaded Britain. The Franks invaded Gaul. The Frankish king **Clovis**, one of the most powerful German kings, built a large kingdom in Gaul. Meanwhile the east was menaced by a fearsome new Hun leader named **Attila**.

In 476 another barbarian leader overthrew the Roman emperor and declared himself king. This ended the western empire.

**FACTORS IN ROME’S FALL**
Barbarian invasions were not the only causes of Rome’s fall. The empire was too big, making it difficult to rule efficiently. The government also suffered from corruption. As these problems grew, wealthy landowners left Rome. They preferred to build armies and protect their personal estates. On the poor were left in the city. Rome was no longer the great center it had once been.

**CHALLENGE ACTIVITY**
Critical Thinking: Drawing Inferences  Was there anything Roman rulers could have done to stop the disintegration of the western empire or was its fall inevitable? Write a one-page essay explaining your answer.

HSS Analysis Skills CS 1, HR 5, HI 1
The Fall of Rome

Section 2

MAIN IDEAS
1. Eastern emperors ruled from Constantinople and tried but failed to reunite the whole Roman Empire.
2. The people of the eastern empire created a new society that was very different from society in the west.
3. Byzantine Christianity was different from religion in the west.

Key Terms and People
Justinian  last ruler of the Roman Empire
Theodora  Justinian’s wife, a wise woman who advised her husband during his reign
Byzantine Empire  civilization that developed in the eastern Roman Empire
mosaics  pictures made with pieces of colored glass and stone

Section Summary

EMPERORS RULE FROM CONSTANTINOPLE
Constantinople lay between the Black Sea and Mediterranean Sea. This location between the two seas protected Constantinople from attack and helped the city control trade between Europe and Asia. As Rome fell, Constantinople grew.

Justinian, an eastern emperor who took power in the 500s, wanted to reunite the Roman Empire. His armies managed to recapture Italy. He earned respect for updating, simplifying, and writing down Roman laws, making them more fair. But he made enemies who tried to overthrow him. Justinian got advice from his wife Theodora, and was able to stop the riots and keep his throne.

Despite Justinian’s success, later emperors could not fight off barbarian attacks or hold onto the land. The eastern empire lasted for another 700 years after Justinian’s death, but Constantinople was conquered by the Ottoman Turks in 1453.
A NEW SOCIETY
Justinian is considered the last Roman emperor. After Justinian’s death, people in the eastern empire began to follow Greek culture instead of Roman culture. The cultural ties to Rome were slowly lost.

Constantinople was a major trade route among Europeans, Africans, and Asians. Because of this, the people of Constantinople were exposed to new ideas from other cultures. They blended those ideas with their own Roman and Greek roots. Historians call the new society that developed in the east the Byzantine Empire. Byzantine culture developed its own distinct features. An eastern emperor, for example, was head of both the church and the government. In the west, popes and bishops ruled the church, but the emperor held political power.

BYZANTINE CHRISTIANITY
Christianity was central to the Byzantine Empire. It was illegal to practice any other religion. Artwork dealt with religious themes. Byzantine artists of the period are known for making spectacular mosaics, pictures that are made from pieces of colored glass and stone.

For hundreds of years the church leaders of the east and west worked together. Shortly after 1000, the church split in two. Christians in the east formed what is known as the Eastern Orthodox Church. This religious division opened a huge cultural gap between eastern and western Europe.

CHALLENGE ACTIVITY
Critical Thinking: Drawing Inferences Imagine that you are Theodora, the wife of Roman Emperor Justinian. You think your husband is making a mistake when he says he wants to leave his kingdom because his enemies have started a riot and threaten to kill him. As a woman you have no power to rule the land. So how would you persuade him to stay and solve the problems with his enemies? Write your answer in the style of a verbal appeal, or speech, you would make to Justinian. HSS
Analysis Skills CR 1, CR 5, HI 4
The Early Americas

HISTORY–SOCIAL SCIENCE STANDARDS
HSS 7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.
HSS Analysis Skill HR3 Distinguish relevant from irrelevant, essential from incidental, and verifiable from unverifiable information.

CHAPTER SUMMARY

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COMPREHENSION AND CRITICAL THINKING
Use information from the graphic organizer to answer the following questions.

1. Explain What and where was the first domesticated crop grown in Mesoamerica?

2. Identify Cause and Effect How did the domestication of corn change the lives of the early Americans?

3. Evaluate How did the Maya show their respect for corn?

4. Draw a Conclusion How did the growth cycle of corn influence our modern concept of a 365-day year?
The Early Americas

Section 1

MAIN IDEAS
1. The geography of the Americas is varied with a wide range of landforms.
2. The first people to arrive in the Americas were hunter-gatherers.
3. The development of farming led to early settlement in the Americas.

HSS 7.7.1
Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.

Key Terms and People

Mesoamerica region that includes the southern part of what is now Mexico and parts of the northern countries of Central America
Maize corn

Section Summary

GEOGRAPHY OF THE AMERICAS
The Americas are made up of two continents, North America and South America. These continents have a wide range of landforms. The first people of the Americas were hunter-gatherers. They depended on the geography of the land to find food.

Historians call the cultural region in the southern part of North America Mesoamerica. Mesoamerica extended from the middle of modern-day Mexico south to Central America. The region’s many rain forests and rivers created fertile farmland. The first farmers in the Americas domesticated plants there.

THE FIRST PEOPLE ARRIVE
No one is sure how people first arrived in the Americas. Some scientists believe they came from Asia some time before 12,000 BC, walking over a land bridge that crossed the Bering Strait. Other historians think the first Americans arrived by sea.

The earliest people were hunter-gatherers. These people survived on wild buffalo and other animals,
as well as fruits, nuts, and wild grains. They moved frequently, depending upon where food was most plentiful. Some people eventually settled along the coastal areas, fishing and planting different types of seeds to see which would grow best. This changed early American life.

FARMING AND SETTLEMENT
The experiments with seeds led to farming. This allowed people to live in one place permanently. The first farming settlements were in Mesoamerica. By 3500 BC Mesoamericans were growing maize, or corn. Later they learned to grow squash and beans. As in other areas of the world, once people settled, towns and cities were created. The population grew and societies began to develop religion, art, and trade opportunities.

Historians believe that the Olmec (ohl-mek) were the first Mesoamericans to live in villages. Some Olmec lived in bigger towns, which were the centers of government and religion. They built pyramids and huge stone sculptures of their rulers and gods. They developed a large trading network.

Archaeological evidence suggests the Olmec may have created the first written language in the Americas and designed a calendar. Later civilizations that traded with the Olmec were influenced by Olmec culture. Other civilizations developed in South America around farming. The methods for growing maize spread throughout South and North America.

CHALLENGE ACTIVITY
Critical Thinking: Drawing Inferences  Draw a timeline showing how the first human civilization developed in the Americas. Start with the two theories of how humans first arrived to the Americas, and end with the establishment of the Olmec civilization. HSS Analysis Skills HR 3, HR 5, HI 4
The Early Americas

Section 2

MAIN IDEAS

1. Geography affected early Maya civilization.
2. The Maya Classic Age was characterized by great cities, trade, and warfare.
3. Maya civilization declined, and historians have several theories as to why.

Key Terms and People

obsidian a sharp, glasslike volcanic rock found in Mesoamerica
Pacal Maya king who dedicated a temple to record his achievements as ruler

Section Summary

GEOGRAPHY AFFECTS EARLY MAYA

The Maya (MY-uh) civilization developed in the lowlands of Mesoamerica around 1000 BC. Thick forests covered the area, so the Maya had to cut down trees to farm. The forest was also a source of many resources, including animals for food and wood for building materials.

The Maya lived in villages. The Maya began trading such items as woven cloth and obsidian, a sharp, glasslike volcanic rock. By AD 200 the Maya were building the first large cities in the Americas.

MAYA CLASSIC AGE

Maya civilization reached its height between AD 250 and 900, a period called the Classic Age. During this time there were more than more than 40 Maya cities. Each city had populations of 5,000 to 50,000 people. The Maya traded for things that could not be found in their own part of Mesoamerica. The lowlands had many crops and wood products. The highlands had valuable stones like jade and obsidian.

The Maya built large stone pyramids, temples, and palaces. Some of these buildings honored
local kings. A temple built in the city of Palenque (pah-LEN-kay) honored the king **Pacal** (puh-KAHL). Artists decorated the temple with his achievements as ruler. The Maya built canals to bring water to the cities. They \( \frac{1}{2} \)-shaped hillside\(_s\) into flat terraces so they could grow crops on them. The Maya also paved the cities’ central plazas. Most cities had a ball court to watch a game the Maya had learned from the Olmec.

The Maya did not have a central government. Kings governed each city separately. Cities often fought each other over territory and resources. This warfare was violent and destructive. Some historians believe warfare led to the end of the Maya civilization.

**MAYA CIVILIZATION DECLINES**

Maya civilization began to collapse in the 900s. They stopped building large buildings and left the cities for the countryside. Historians are not sure why this happened, but there are several theories.

Some historians believe that Maya farmers kept planting the same crop over and over, which weakened the soil and caused drought. This may have caused more competition and war between the cities. Others think that the Maya kings made their people build huge temples or farm for them. The people got tired of working for the kings, so they rebelled. There were probably many factors that led to the decline of the Maya civilization.

**CHALLENGE ACTIVITY**

**Critical Thinking: Drawing Inferences** One of the sources of information that historians have about the Maya comes from Maya kings like Pacal, who dedicated an entire temple to his achievements. If you were to dedicate a building to honor your life, what would it look like? Draw a picture of a building, including paintings and carvings that might be included on the walls. Think about what would be helpful to historians in the future who might want to reconstruct...
early 21st century life. **HSS Analysis Skills CS 3, CR 3, HI 5**
The Early Americas

Section 3

MAIN IDEAS

1. Roles in Maya society were based on a complex class structure.
2. Religion in Maya society was often bloody.
3. The Maya made achievements in art, science, math, and writing.

Key Terms and People

observatories buildings designed to study astronomy and view the stars
Popol Vuh a book containing legends and some history of the Maya civilization

Section Summary

ROLES IN MAYA SOCIETY

The Maya had a complex social structure. The upper and lower classes led very different lives. Kings held the highest position. Priests, warriors, and merchants made up the upper class.

The Maya believed that their rulers were related to the gods. Men and women could be rulers, but they had to have been born into a royal family. Priests were also born into their roles. Priests were highly educated. They used their knowledge of astronomy and mathematics to plan religious ceremonies. The warriors fought the battles and the merchants directed trade. Together, these four groups controlled political, economic, and religious life for the Maya.

Most Maya belonged to lower-class farming families. They lived in little houses outside the cities. Girls were taught to run the household. Men hunted and farmed. Maya farmers were required to serve the upper class. They had to give up some of their crops and make goods for the upper class. They were also used as labor to build temples. Slaves held the lowest position in Maya society.

Underline the names of the groups who made up the upper classes of Maya society.

List three ways in which Maya farmers served the upper class.

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RELIGION
The Maya worshipped many gods. They believed that each god represented a different area of life. The Maya believed that their kings spoke with the gods.

The Maya believed the gods could either help them or hurt them, so they tried to keep the gods happy. They thought that the gods needed blood, so everyone gave blood by piercing their skin or tongue. Special rituals of blood giving were held at births, weddings, and funerals. On special occasions, the Maya believed the gods needed extra amounts of blood. They made human sacrifices to the gods.

ACHIEVEMENTS
Maya achievements in art, architecture, math, science, and writing were remarkable. They did not have metal tools or wheeled vehicles, but they built huge stone structures. They are known for their stone carvings and jade and gold jewelry.

More important, though, are the advances the Maya made in astronomy and the development of the modern calendar. They built observatories for their priests to study the stars. They learned that the year had about 365 days. They developed a numbering system to go along with their calendar and record important events in their history.

The Maya also developed a writing system similar to Egyptian hieroglyphics. They wrote on bark paper and carved records onto stone tablets. After the Spanish arrived, the legends and history of the Maya were written in a book called the Popo[Vuh (poh-pohl voo).

CHALLENGE ACTIVITY
Critical Thinking: Drawing Inferences  You are a Maya astronomer. List the twelve months of the year. Then under each month, write three astronomical events that might indicate a repeated cycle.

HSS Analysis Skills CS 3, HI 6