SEQUENCE EVENTS

200,000 years ago: First homo sapiens lived.
100,000 years ago: Drought conditions encourage migration from East Africa to North Africa.
70,000 years ago: People migrate into Southwest Asia.
50,000 years ago: People move into Australia.
40,000 years ago: People arrive in Europe on foot. People come to South America by boat from Australia.
35,000 years ago: Humans begin painting in caves.
30,000 years ago: Homo sapiens reach East Asia.
20,000 years ago: Hunters started crossing the Beringia land bridge into North America.

MAKE GENERALIZATIONS

Art: Lascaux Cave hand paintings; shows creativity of early humans
Language: Early humans communicated through speech; shows development of communication beyond that found in most animals.
Religion: Early humans buried their dead; suggests belief in an afterlife
Technology: Fire; fire allowed people to scare enemies, trap animals.
Tools: Stone flints; allow humans to use a sharp stone point to cut through things like meat.

MAKE CONNECTIONS

H adapted to new environments
F lived in favorable climates
H followed herds of animals
H developed new weapons that allowed them to kill from a distance
F developed new tools to dig the soil and plant seeds
H worked together and shared jobs
F worked in specialized jobs
CHAPTER 1

IDENTIFY MAIN IDEAS AND DETAILS

Main Idea: Archaeologists rely on other specialists to help them locate and analyze evidence.

Detail: Geologists study rocks and fossils to understand the environment and they study bones to understand diet and health.

Detail: Radiologists study x-ray images to see inside bones and other objects they cannot see.

Detail: Geneticists study genes and DNA to relate human ancestry from prehistoric eras to today.

Main Idea: Historians use many different kinds of historical sources to study the past.

Detail: A primary source is a piece of writing or artifact created by someone who witnessed or lived through the event.

Detail: A secondary source is created by someone from a different time than the one they are writing about.

Detail: Oral history is an account of the past in song or story form that is passed on through spoken words and not written down.

VOCABULARY PRACTICE

TOPIC TRIANGLE

Broad Topic: Culture is the sharing of similar behavior, ideas, and customs.

Middle: An anthropologist studies cultural development.

Narrow Topic: An archaeologist analyzes fossils and artifacts.
PICTURE DICTIONARY

drought: a long period of dry, hot weather
Illustration: dead fish and boat on lake bottom
Sentence: Drought may cause lakes to shrink.

land bridge: a strip of land that connects two landmasses
Illustration: two landmasses connected by a narrow strip of land
Sentence: Trapped ice created land bridges.

megafauna: large animals of a particular region, habitat, or geological period
Illustration: a woolly mammoth or saber-toothed tiger
Sentence: Paleolithic people hunted megafauna for food.

migration: movement from one place to another
Illustration: stick figures facing road sign on right labeled “new land;” road sign on left says “destroyed village”
Sentence: Human migration has occurred for thousands of years.

oasis: a fertile place with water in a desert
Illustration: palm trees around a small body of water
Sentence: An oasis provides water for desert animals.

technology: application of knowledge, tools, and inventions to meet people’s needs
Illustration: stick figures seated by a fire
Sentence: The control of fire was an early technology.

CAUSE-AND-EFFECT PARAGRAPH

Students' paragraphs will vary. Students should incorporate the Key Vocabulary for this activity and use the words correctly. They should conclude their paragraphs with a summarizing sentence.
WORD CIRCLES

**Compare, All:** an account of events; **Primary/Secondary:** an artifact or a piece of writing

**Contrast, Primary:** created by someone who witnessed or lived through the event;  
**Secondary:** created by someone who did not witness or live through the event;  
**Oral:** an unwritten account

**Sentence:** Similar: historical sources describe an event. Different: they may be created at the time of the event or later, and can be written or oral.

ACTIVE HISTORY Lesson 1.4

**COMPARE PAST AND PRESENT LAND AREAS**

1. Sumatra, Java, Bali, and Borneo were linked. Sulawesi and the Philippine Islands were not linked. The oceans separating unlinked islands were so deep that lower sea levels did not create land bridges there.

2. Possible response: Human cultures and plant and animal species could have moved and spread easily throughout the areas that were connected by land bridges, which would have provided new sources of food and the sharing of ideas.

3. Possible response: Island countries will become smaller and smaller in size until they eventually disappear under the sea level.

BIOGRAPHY Lesson 1.1

**RICHARD LEAKEY**

1. Leakey decided to pursue a career in archaeology when he found stone tools at the Koobi Fora site.

2. Students’ opinions will vary, but students should provide reasons for their opinions. Some may suggest the initial finds of stone tools that set him on his career path; others may suggest the 300 skull fragments or “Turkana Boy.”

BIOGRAPHY Lesson 2.3

**DAME KATHLEEN KENYON**

1. Kenyon wanted to find out how the settlement started and how it ended.

2. Students’ answers will vary, but might include that she was meticulous, inquisitive, and determined.
READING LESSON, THINK & DISCUSS

1. Both the woolly mammoth and the giant ground sloth were large animals. Humans migrated to different places so they could hunt both of these animals. Because of overhunting or climate change, the animals became extinct 11,000 years ago.

2. Woolly mammoths were a relative of the modern elephant and one of the largest megafauna. They were between 9 and 11 feet tall and weighed up to six tons. They had long curved tusks. The giant sloths were slightly smaller than the woolly mammoths at about five tons. They used long claws to tear leaves and bark.

3. Answers will vary, but students might say that giant ground sloths were easier to hunt because they were fairly harmless and only ate plants.
### SOCIAL STUDIES SKILLS  
**continued**

## WRITING LESSON, THINK AND DISCUSS
Answers to Think and Discuss questions will vary.

## WRITING LESSON, RUBRIC—EXPLANATORY WRITING

<table>
<thead>
<tr>
<th>Scale</th>
<th>Focus and Unity</th>
<th>Organization</th>
<th>Development of Ideas</th>
<th>Voice and Style</th>
<th>Written Conventions</th>
</tr>
</thead>
</table>
| 4     | **Focus:** Introduces a specific topic clearly.  
       **Unity:** Provides a concluding statement that follows from and supports the topic sentence.  
       **Structure:** Organizes the supporting facts logically.  
       **Coherence:** Uses words, phrases, and clauses to create excellent cohesion among supporting details.  
       **Content Quality:** Supports the topic with excellent details and relevant evidence, using accurate, credible sources and demonstrates an understanding of the topic.  
       **Reader Engagement:** Fully engages the reader with clear, logical language. Tone is consistent.  
       **Words and Sentences:** Establishes and maintains a formal style throughout.  
       **Grammar and Usage:** Sentences are complete and correct. Fragments, if present, are used intentionally.  
       **Mechanics and Spelling:** Demonstrates consistent control with few or no errors. |
| 3     | **Focus:** Introduces a topic.  
       **Unity:** Provides a concluding statement that follows from and supports most of the topic sentence.  
       **Structure:** Generally organizes the facts.  
       **Coherence:** Uses words, phrases, and clauses to create good cohesion among supporting details.  
       **Content Quality:** Supports the topic with adequate details and relevant evidence, using accurate, credible sources and demonstrates an understanding of the topic.  
       **Reader Engagement:** Engages the reader with some clear, logical language. Tone is mostly consistent.  
       **Words and Sentences:** Establishes and mostly maintains a formal style.  
       **Grammar and Usage:** Most sentences are complete and correct.  
       **Mechanics and Spelling:** Demonstrates control with minor errors. |
| 2     | **Focus:** Introduces a topic that is overly general.  
       **Unity:** Provides a concluding statement that follows somewhat from the topic sentence.  
       **Structure:** Organizes the writing, but not according to its purpose.  
       **Coherence:** Uses some words, phrases, and clauses to clarify a few of the supporting details.  
       **Content Quality:** Supports the topic with minimal adequate details and relevant evidence, few, credible sources, and minimal understanding of the topic.  
       **Reader Engagement:** Somewhat engages the reader with some clear, logical language. Tone is not consistent.  
       **Words and Sentences:** Establishes and mostly maintains a formal style.  
       **Grammar and Usage:** Some sentences are complete and correct.  
       **Mechanics and Spelling:** Demonstrates little control with frequent errors. |
| 1     | **Focus:** Does not introduce a topic.  
       **Unity:** Does not provide a concluding statement, or provides a concluding statement that does not follow from the topic sentence.  
       **Structure:** Lacks organization.  
       **Coherence:** Supporting details, if present, lack order and transitions.  
       **Content Quality:** Lacks supporting details, relevant evidence, and credible sources. Shows little understanding of the topic.  
       **Reader Engagement:** Does not engage the reader with clear, logical language.  
       **Words and Sentences:** Words are often vague. Sentences lack variety and do not flow together.  
       **Grammar and Usage:** Errors create a barrier to understanding.  
       **Mechanics and Spelling:** Errors create a barrier to understanding. |
7. One way that Paleolithic people adapted was by learning to control fire, which provided warmth and light, scared off enemies, and allowed them to cook meat. They also developed more sophisticated tools, such as knives for skinning animals and fishhooks made of bone.

8. The paintings demonstrate what was important to particular groups. For example, hunting images illustrate the importance of tracking and killing wild animals for food. Some paintings, such as those of the Australian Aborigines, reflect the artists’ spiritual beliefs and the importance of nature in their lives.

SECTION 2

7. Hunter-gatherers were nomads who followed herds and primarily survived by killing wild animals and gathering fruits and nuts. Early farmers began to settle down in fertile areas, grow crops, and raise domesticated animals to meet their food needs.

8. Student answers will vary. Sample answer: A historian might write a textbook that discussed the migration of early humans throughout the world. This would be an example of a secondary source.

CHAPTER TEST A

4. D 9. D
5. B 10. C
14. Beringia provided a land bridge that early people could use to migrate from Asia to North America.

15. A

16. C

17. D

18. Yes, I think Cro-Magnon 1 had developed a culture because he was found with ornaments and had likely been buried, both signs of human culture.

19. Leakey means that the fossil hunter must be able to recognize a fossil, even if it is only a small part of a bone or is at an odd angle.

20. Fossil hunters rarely find whole bones or skulls, so they are looking for small fragments that are often hidden in dirt.

21. It becomes an inheritable genetic marker.

22. By finding out the locations of people with the same markers, the scientist can map early human migration routes.

23. CT scans allowed scientists to see the internal architecture, or structure, of Lucy's bones.

24. They may have wanted to determine if Lucy had both characteristics of earlier human-like species and early Homo sapiens.

25. Fossil hunting helps scientists find evidence of early humans, including fragments of skeletons. These finds can be analyzed visually and by using technologies such as CT scans. CT scans show the inner architecture of bones. Scientists can analyze these scans to gain information such as how early humans walked and the kinds of activities they may have performed. The study of DNA can help determine people's ancestors and establish the migration patterns of early humans.

CHAPTER TEST B

1. B  
6. A  
11. A  

2. D  
7. C  
12. D  

3. A  
8. B  
13. D  

4. C  
9. D  

5. B  
10. C
14. According to the map, early humans went from Africa to the Arabian Peninsula, across southern Asia to Southwest Asia, and then across water to Australia.

15. C

16. D

17. A

18. Scientists found ornaments made of shells and animal teeth and indications that Cro-Magnons had been purposely buried, all of which indicate the development of a culture.

19. A good fossil hunter has sharp eyes and has a clear image of what a fossil might look like, even if it is only a fragment of a skull or larger bone and is positioned at an odd angle.

20. Fossils can be hard to spot because they are often only small fragments of bone, and they may be buried in dirt of the same color and positioned at odd angles.

21. They carry the marker with them.

22. It tells scientists where a person's ancient ancestors lived and what their migration pattern was.

23. They can tell the internal architecture of the bone.

24. They wanted to learn if she could climb about in trees as well as walk on two legs on the ground.

25. Fossil hunting helps scientists find evidence of early humans, including fragments of skeletons. These finds can be analyzed visually and by using technologies such as CT scans. CT scans show the inner architecture of bones. Scientists can analyze these scans to gain information such as how early humans walked and the kinds of activities they may have performed. The study of DNA can help determine people's ancestors and establish the migration patterns of early humans.

EXAMVIEW

1. B  6. A
2. A  7. C
4. A  9. D
5. C  10. C
SUMMARIZE CULTURAL HEARTHS

A cultural hearth is a place where new ideas, technologies and practices develop and spread.

ÇATALHÖÜK

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

**Location:** Southwest Asia

**Housing:** houses were packed together, with flat roofs that served as walkways, connected by ladders to one another; people had doors in the roof of their homes

**Food:** farming, livestock, and grains, hunting, and fishing

**Religion/Art:** some religious practice existed; people created symbolic clay figures and buried their dead; people created pots, cloth, cups, and bone utensils

**Technological Advance:** metallurgy—lead and copper

**Unusual Fact:** This community was earliest known settled community of its kind in the world.

BANPO

**Date:** 5000 B.C.–3000 B.C.

**Location:** China

**Housing:** small houses facing a central square and community center building

**Food:** farming: pigs, chicken, dogs, millet; hunting and fishing

**Religion/Art:** buried their dead with goods such as pottery, suggesting religious beliefs of some kind

**Technological Advance:** pottery, silk

**Unusual Fact:** Banpo was a matrilineal society.
OAXACA

**Date:** c. 4250 B.C.–2000 B.C.

**Location:** Mesoamerica

**Housing:** moved from place to place seasonally, not in settled communities or housing until the later period

**Food:** farming: maize

**Technological Advance:** stone tools, domesticating maize

**Unusual Fact:** Corn originated from a grass called teosinte, and after hundreds of years of domestication came to look like modern corn.

FAIYUM

**Date:** from 5200 B.C.

**Location:** North Africa

**Housing:** postholes for building foundations, clay floors and fireplaces

**Food:** farming: products borrowed from neighboring cultures: wheat and barley, sheep and pigs

**Technological Advance:** borrowing practices from many other widespread cultures, establishing the Nile River Valley as an important cultural hearth

**Unusual Fact:** The Sahara was a tropical grassland 10,000 years ago.

READING AND NOTE- TAKING

**Section 2**

CATEGORIZE TRAITS OF CIVILIZATION

**Cities:** large population centers that were centers of cultural, political, and economic development; Ur, one of the busiest cities and trading posts in the world

**Complex Institutions:** a way of organizing societies and ways of behaving; government, religion

**Specialized Workers:** the creation (because of food surpluses) of other jobs than farming; weaving, toolmaking, teacher, soldier

**Record Keeping:** a way of managing and keeping track of information; scribes, writing and calendar creations

**Improved Technology:** more complex societies develop more complex tools; the plow, wheel, metalworking
FORM AND SUPPORT OPINIONS

Farming → need for food → belief that gods impact good harvests → religion

Religion → need for a place for people to gather → need to feed a lot of people → farming

Answers will vary, but students should support opinions with evidence from the text.

VOCABULARY PRACTICE

COMPARISON CHART

clan: a group of families that shares a common ancestor
matrilineal: relating to descendants traced through the mother
How related: Matrilineal describes a clan whose members are related through their mothers.

DEFINITION CHART

cultural diffusion: the process by which cultures interact and ideas spread from one area to another
Sample: the spread of ideas from place to place
cultural hearth: a place from which new ideas, practices, and technology spread
Sample: New ideas come from a cultural hearth.
maize: a type of corn first domesticated by early Mesoamericans
Sample: corn that Mesoamericans first grew
metallurgy: the science of obtaining metals in their natural form and preparing them for use
Sample: preparing metals for use
staple: a main crop produced in a specific place
Sample: a basic crop
surplus: more than is required or necessary; extra
Sample: something extra
DEFINITION TREE

civilization: a society with a highly developed culture and technology
Sentence: Agriculture is a characteristic of civilization.
religion: the belief in and worship of one or more gods and goddesses
Sentence: Religion is an important part of civilization.
temple: a place of worship
Sentence: Some people go to a temple to pray.

EXPOSITORY PARAGRAPH

Students' paragraphs will vary. Students' paragraphs should incorporate the Key Vocabulary for this activity and use the words correctly. Students' paragraphs should conclude with a summarizing sentence.

ACTIVE HISTORY Lesson 2.2

ANALYZE AN ANCIENT CALENDAR

1. The sun rises from the northeast on the summer solstice. The sun sets in the southwest on the winter solstice.
2. The winter solstice sunset is directly opposite the summer solstice sunrise because Earth is in directly opposite positions in its path around the sun on those two days.
3. Possible response: People lived by farming and relied on the weather. By keeping track of the seasons, they would have a good idea of when to plant crops.

BIOGRAPHY Lesson 1.2

JAMES MELLAART

1. Mellaart’s work with ancient artifacts in the National Museum of Antiquities sparked his interest in archaeology.
2. Students’ answers will vary, but might indicate that the findings provide people with knowledge about early people and the way they lived and the advancements that were made over the years.
### SOCIAL STUDIES SKILLS

#### READING LESSON, TAKING NOTES

<table>
<thead>
<tr>
<th>Main Idea:</th>
<th>The agricultural practices used at Faiyum were not native to the Nile River Valley.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Detail</strong></td>
<td>People from neighboring cultures introduced new farming practices.</td>
</tr>
<tr>
<td><strong>Detail</strong></td>
<td>Grains of wheat and barley found at Faiyum came from across the Mediterranean Sea or Sinai Desert.</td>
</tr>
<tr>
<td><strong>Detail</strong></td>
<td>People from these areas probably brought the domesticated grains to the Nile River Valley.</td>
</tr>
</tbody>
</table>

#### READING LESSON, THINK & DISCUSS

1. The main idea is in the first sentence.
2. The supporting details follow the main idea.
3. The details support the idea that the agricultural practices used at Faiyum were not native to the Nile River Valley.
## SOCIAL STUDIES SKILLS  
continued

## WRITING LESSON, THINK AND DISCUSS

Answers to Think and Discuss questions will vary.

## WRITING LESSON, RUBRIC—EXPLANATORY WRITING

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</tr>
</thead>
</table>
| 4     | **Focus:** Provides a clear thesis statement that completely covers the topic.  
**Unity:** Provides a concluding statement or section that follows from and supports the thesis presented.  
**Structure:** Organizes the information about the topic logically.  
**Coherence:** Uses words, phrases, and clauses to create excellent cohesion and clarify the relationships among claim(s), reasons, and evidence.  
**Content Quality:** Supports thesis with excellent supportive details, using accurate, credible sources and demonstrating an understanding of the topic or text.  
**Reader Engagement:** Fully engages the reader with clear, logical language. Tone is consistent.  
**Words and Sentences:** Establishes and maintains a formal style throughout.  
**Grammar and Usage:** Sentences are complete and correct. Fragments, if present, are used intentionally.  
**Mechanics and Spelling:** Demonstrates consistent control with few or no errors. |
| 3     | **Focus:** Provides a thesis statement that covers the topic.  
**Unity:** Provides a concluding statement or section that follows from and supports most of the thesis presented.  
**Structure:** Generally organizes the information.  
**Coherence:** Uses words, phrases, and clauses to create good cohesion and clarify most of the relationships among claim(s), reasons, and evidence.  
**Content Quality:** Supports thesis with adequate supportive details, using accurate, credible sources and demonstrating an understanding of the topic or text.  
**Reader Engagement:** Engages the reader with some clear, logical language. Tone is mostly consistent.  
**Words and Sentences:** Establishes and mostly maintains a formal style.  
**Grammar and Usage:** Most sentences are complete and correct.  
**Mechanics and Spelling:** Demonstrates control with minor errors. |
| 2     | **Focus:** Provides a thesis statement that does not cover the entire topic.  
**Unity:** Provides a concluding statement or section that follows somewhat from the thesis presented.  
**Structure:** Organizes the writing, but not according to its thesis.  
**Coherence:** Uses some words, phrases, and clauses to organize the information about the topic.  
**Content Quality:** Supports thesis with minimal supportive details, few, credible sources, and minimal understanding of the topic or text.  
**Reader Engagement:** Somewhat engages the reader with some logical language. Tone is not consistent.  
**Words and Sentences:** Establishes and mostly maintains a formal style.  
**Grammar and Usage:** Some sentences are complete and correct.  
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| 1     | **Focus:** Does not provide a thesis statement.  
**Unity:** Does not provide a concluding statement, or provides a concluding statement that does not follow from the thesis.  
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**Coherence:** Information and support, if present, lack order and transitions.  
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**Reader Engagement:** Does not engage the reader with clear, logical language.  
**Words and Sentences:** Words are often vague. Sentences lack variety and do not flow together.  
**Grammar and Usage:** Errors create a barrier to understanding.  
**Mechanics and Spelling:** Errors create a barrier to understanding. |
CHAPTER 2

SECTION 1

1. B  
2. B  
3. D  
4. B  
5. C  
6. A

7. Some of the geographical features that ancient cultural hearths had in common were mild climates, fertile land, and access to rivers.

8. The surpluses let the communities store food for later use, so they no longer depended on hunting and gathering to survive.

SECTION 2

1. C  
2. D  
3. D  
4. B  
5. D  
6. C

7. Food surpluses meant that not everyone had to work as farmers. People could do more specialized tasks, such as craft making, metalworking, or record keeping.

8. The five traits of civilization are developing complex institutions, being able to support specialized workers, keeping records, supporting permanent cities, and creating improved technology.

CHAPTER TEST A

1. B  
2. A  
3. C  
4. C  
5. B  
6. A  
7. A  
8. D  
9. C  
10. A  
11. A  
12. C  
13. B  
14. Student answers will vary, but students should provide reasons for their answers. Sample answer: Yes, because these cultural hearths had features, such as fertile soil, mild climates, and nearby rivers, that would help support cities.

15. C  
16. D  
17. A
18. The religious practices of the people who built Göbekli Tepe were advanced. They probably had an organized religion.

19. Possible responses: The artist created this mural to record a meaningful event in Çatalhöyük.

20. The black rectangles probably represent the buildings of Çatalhöyük.

21. New tools, such as a flexible brush, allowed ancient peoples to become more creative in how they decorated their pottery.

22. Answers will vary. Possible response: I think they created them to hold and store goods.

23. Schmidt thinks the pillars represent humans because they have stylized shoulders and hands and are wearing loincloths.

24. Because the pillars are facing each other, he thinks they might represent a religious ritual.

25. Art allowed people to express themselves in ways that other activities, such as growing crops and preparing food, did not. They could use art to make everyday items more interesting and attractive. They also could use art to communicate major events and express their spiritual beliefs.

CHAPTER TEST B


14. All of these cultural hearths developed in river valleys, where soil is usually very good for farming and there is plenty of fresh water.

15. A
16. B
17. B

18. The temple was built by hunter-gatherers for religious purposes.

19. The top of the orange-colored object represents lava erupting from the volcano.
20. The artist drew the rectangles close together because that is what the buildings in Çatalhöyük looked like.

21. Banpo artists used a brushlike tool to paint complicated decorations on their pottery.

22. They were used in daily life and for burial purposes.

23. Schmidt thinks the pillars represent humans.

24. Schmidt thinks the stones facing the center of a circle represent people at a meeting or dance.

25. Art allowed people to express themselves in ways that other activities, such as growing crops and preparing food, did not. They could use art to make everyday items more interesting and attractive. They also could use art to communicate major events and express their spiritual beliefs.

EXAMVIEW

1. C
2. D
3. A
4. A
5. B
6. D
7. B
8. B
9. C
10. D
SEQUENCE EVENTS

Sample responses; students' responses may appear in slightly different order.

1. People move into Fertile Crescent because of its abundant water sources.
2. People experienced unpredictable flooding that ruins crops.
3. Religion develops as a way to influence the natural world.
4. Silt deposits and irrigation help food grow well.
5. Food supply increases.
6. Cities emerge.
7. Fewer people are needed for agriculture.
8. Specialized workers emerge.
9. New technology leads to better tools.
10. Trade develops as cultures interact with each other.
11. Different social classes develop.
12. Interaction with different societies leads to conquest and empires.

DRAW CONCLUSIONS

Details: The code was carved into a large stone slab where everyone could see it.

Conclusion: If people could see the laws on display, they might be more likely to follow them.

Details: Hammurabi directed large projects, built strong alliances, and put laws into writing.

Conclusion: Hammurabi was an organized and effective leader.

Details: The code of laws dealt with agriculture and the selling of goods.

Conclusion: These activities were important to the society and probably caused many disputes.

Details: Hammurabi’s Code influenced the development of laws in ancient Rome.

Conclusion: Hammurabi’s Code is an important legacy from an ancient civilization that lasted for centuries.
ORGANIZE INFORMATION

Babylonians: advanced civilization, including irrigation, temple-building, city streets; Hammurabi’s Code of Laws

Assyrians: strong agricultural economy and military; conquered Mesopotamia, parts of Asia Minor and Egypt by 650 B.C.

Chaldeans: semi-nomadic people who overthrew the Assyrians; Nebuchadnezzar II’s Tower of Babel, Hanging Gardens of Babylon

Phoenicians: sailing people with strong trading culture; sailing, trading, spreading culture, developed the Western alphabet

VOCABULARY PRACTICE

DESCRIPTIVE PARAGRAPH
Students’ paragraphs will vary. Students should incorporate the Key Vocabulary for this activity and use the words correctly. Their paragraphs should begin with a topic sentence, include four to six sentences with supporting details, and end with a summarizing sentence.

THREE-COLUMN CHART

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>In My Own Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>cuneiform</td>
<td>the earliest form of writing, invented by the Sumerians</td>
<td>writing invented by the Sumerians</td>
</tr>
<tr>
<td>empire</td>
<td>a group of different lands and people governed by one ruler</td>
<td>many lands under a single ruler</td>
</tr>
<tr>
<td>famine</td>
<td>a lack of crops or food causing widespread hunger</td>
<td>hunger caused by lack of food</td>
</tr>
<tr>
<td>polytheism</td>
<td>a belief in many gods</td>
<td>religion with many gods</td>
</tr>
</tbody>
</table>
Word: ritual
Definition: a formal series of acts always performed in the same way; a religious ceremony
In My Own Words: always doing something the same way

Word: tribute
Definition: a tax paid or goods and services rendered in return for protection
In My Own Words: something given in exchange for protection

Word: ziggurat
Definition: a huge, pyramid-shaped temple in a Sumerian city-state
In My Own Words: Sumerian temple shaped like a pyramid

VOCABULARY PRACTICE Section 2

TOPIC TRIANGLE
Cyrus the Great practiced tolerance for the beliefs of people he conquered.
Darius I expanded the empire and divided it into provinces.
A satrap, or governor, ruled each province. The satraps helped Darius I keep control of the empire.

WDS CHART
Word: alliance
Definition: an agreement between nations to fight each other's enemies; a partnership
Sentence: An alliance is a partnership that helps makes nations stronger.

Word: colony
Definition: a group of people who settle in a new land but keep ties to their native land
Sentence: Carthage was a Phoenician colony.

Word: legacy
Definition: the things, both cultural and technological, left to us from the past
Sentence: New technologies were part of Mesopotamia's legacy.
ANSWER KEY CHAPTER 3

VOCABULARY PRACTICE Section 2 continued

Word: raw material
Definition: a substance from which other things are made
Sentence: Wood is an example of a raw material.

ACTIVE HISTORY Lesson 2.1

ANALYZE PRIMARY SOURCES: HAMMURABI’S CODE

1. The punishment for stealing from a god, a king, or a commoner requires the thief to pay a fine or be executed if he cannot pay. Under this law a person with money is treated better than a person who does not have any money.

2. The law tries to prevent the owner of property from returning after several years and taking it from a person who has taken and improved the land. The law protects the person who put all the hard work into the property.

3. In Law 55, the guilty person was simply careless and did not intend to flood his neighbor’s property. He only has to pay back the amount of grain that the neighbor lost due to the flood. In Law 56, the guilty person flooded his neighbor’s fields on purpose and must pay an amount of grain for the neighbor’s land regardless of whether it was planted with grain.

4. Law 202 punishes someone who hits a person of higher rank with a public whipping, whereas Law 204 gives only a fine for hitting a person of equal rank. It is a more severe crime to strike a person of higher rank.

5. Hammurabi’s Code established laws based on people’s social status and rank in society. It made crimes more severe if the victims were high-ranking people. Our laws establish equality under the law, and punishments apply equally to all people.

BIOGRAPHY Lesson 2.4

DARIUS I

1. Darius set up a uniform system of government, fixed the tax rates, introduced standard coins, and instituted a code of laws.

2. Students’ opinions will vary but should be supported by evidence from the reading.
I notice...
Most of Sumer’s city-states were on the Tigris or Euphrates.
Sumer’s government collected taxes.
City-states fought frequent wars, and Sumerians used bronze to create tools and weapons.

I know...
The Tigris and Euphrates were in a farming area called the Fertile Crescent.
People pay taxes on trade and earnings to their government.
Stronger weapons help people win wars.

And so...
Sumerians supported their cities by growing food on farms.
Sumerians paid taxes on their profits.
Sumerians used strong bronze weapons to win battles.

READING LESSON, THINK AND DISCUSS

1. Sumer produced a lot of food from farms and fishing, so Sumerians probably traded their surplus food for goods such as copper and tin.

2. The text states that administrators supervised taxes, and that Sumerians had wealth from agricultural surpluses. I know that taxes are paid by citizens to their government, so Sumerians must have paid taxes on their wealth and agricultural surpluses.

3. Sumerians fought frequent wars with other city-states over land and trade routes. They used bronze technology to make better weapons, so this technology helped them win these wars and maintain their power.

WRITING LESSON, THINK AND DISCUSS

Answers to Think and Discuss questions will vary.
### Writing Lesson, Rubric—Argument

<table>
<thead>
<tr>
<th>Scale</th>
<th>Focus and Unity</th>
<th>Organization</th>
<th>Development of Ideas</th>
<th>Voice and Style</th>
<th>Written Conventions</th>
</tr>
</thead>
</table>
| 4     | **Focus:** Introduces specific claims(s) clearly.  
*Unity:* Provides a concluding statement or section that follows from and supports the argument presented. | **Structure:** Organizes the reasons and evidence logically.  
**Coherence:** Uses words, phrases, and clauses to create excellent cohesion and clarify the relationships among claim(s), reasons, and evidence. | **Content Quality:** Supports claim(s) with excellent logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.  
**Elaboration:** Acknowledges and addresses alternate or opposing claims. | **Reader Engagement:** Fully engages the reader with persuasive language. Tone is consistent.  
**Words and Sentences:** Establishes and maintains a formal style throughout. | **Grammar and Usage:** Sentences are complete and correct. Fragments, if present, are used intentionally.  
**Mechanics and Spelling:** Demonstrates consistent control with few or no errors. |
| 3     | **Focus:** Introduces claims(s).  
*Unity:* Provides a concluding statement or section that follows from and supports most of the argument presented. | **Structure:** Generally organizes the reasons and evidence.  
**Coherence:** Uses words, phrases, and clauses to create good cohesion and clarify most of the relationships among claim(s), reasons, and evidence. | **Content Quality:** Supports claim(s) with adequate logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.  
**Elaboration:** Shows some awareness of alternate or opposing claims. | **Reader Engagement:** Engages the reader with some persuasive language. Tone is mostly consistent.  
**Words and Sentences:** Establishes and mostly maintains a formal style. | **Grammar and Usage:** Most sentences are complete and correct.  
**Mechanics and Spelling:** Demonstrates control with minor errors. |
| 2     | **Focus:** Introduces claims(s) that are overly general.  
*Unity:* Provides a concluding statement or section that follows somewhat from the argument presented. | **Structure:** Organizes the writing, but not according to its purpose.  
**Coherence:** Uses some words, phrases, and clauses to clarify a few of the relationships among claim(s), reasons, and evidence. | **Content Quality:** Supports claim(s) with minimal adequate logical reasoning and relevant evidence, few credible sources, and minimal understanding of the topic or text.  
**Elaboration:** Shows little awareness of alternate or opposing claims. | **Reader Engagement:** Somewhat engages the reader with some persuasive language. Tone is not consistent.  
**Words and Sentences:** Establishes and mostly maintains a formal style. | **Grammar and Usage:** Some sentences are complete and correct.  
**Mechanics and Spelling:** Demonstrates little control with frequent errors. |
| 1     | **Focus:** does not introduces claims(s).  
*Unity:* Does not provide a concluding statement, or provides a concluding statement that does not follow from the argument. | **Structure:** Lacks organization.  
**Coherence:** Ideas and support, if present, lack order and transitions. | **Content Quality:** Lacks logical reasoning, relevant evidence, and credible sources. Shows little understanding of the topic or text.  
**Elaboration:** Shows little awareness of alternate or opposing claims. | **Reader Engagement:** Does not engage the reader with persuasive language.  
**Words and Sentences:** Words are often vague. Sentences lack variety and do not flow together. | **Grammar and Usage:** Errors create a barrier to understanding.  
**Mechanics and Spelling:** Errors create a barrier to understanding. |
SECTION 1

1. A  3. C  5. D

7. Ancient Mesopotamians developed irrigation systems to support farming on the Tigris and Euphrates rivers. They also used local natural resources to build walls for protection, canals, and great city-states. They fished and traded on the rivers and other waterways.

8. The Sumerians built monumental architecture, such as ziggurats. They developed systems of writing and used the stylus and clay tablets to record stories, histories, and other information. They made careful observations of heavenly bodies and developed calendars. They mixed tin and copper to produce bronze weapons and tools.

SECTION 2

1. D  3. A  5. C
2. C  4. A  6. A

7. The Phoenicians were great shipbuilders, seafarers, and traders. They traded across the Mediterranean region and established colonies. Their trade and colonies fostered cultural exchange, including the exchange of ideas, language, technology, and other innovations.

8. Hammurabi developed a codified system of laws and punishments. Cyrus demonstrated the value of tolerance and mercy. Darius I used local rulers to control a large area and emphasized communications as a means of maintaining unity.

CHAPTER TEST A

4. A  9. A
5. B  10. D
14. The Tigris and Euphrates rivers and surrounding lowlands supported the movement of soldiers and trade. The fertile soil of the river valley also supported agriculture in the expanding empire. However, the Syrian Desert and the Zagros Mountains made expansion difficult.

15. B
16. C
17. C
18. Empires in ancient Mesopotamia faced the challenge of ruling a widespread area with many local city-states and peoples. They had to rule a growing population with different customs and defend against external threats from other peoples.

19. They largely represented elements and forces of nature, such as rivers, mountains, earth, rain, flooding, and thunderstorms.

20. People likely prayed to these gods for good weather to help raise crops and keep their homes safe from flooding and storms.

21. Marduk tells Ea that he will make man to inhabit the earth.

22. Marduk intends man to serve the gods and build shrines for them.

23. The god in the stele is represented as a strong human.

24. The god is seated, while the king stands; the king is making an offering to the god and, so, seeking the god’s favor.

25. Ancient Mesopotamians worshipped many gods. Everyone, from ordinary people to kings, made offerings to the gods. Mesopotamians’ religious beliefs explained not only the creation of the world but also every natural and human event.

CHAPTER TEST B

1. D   6. D   11. A
4. A   9. C
14. Sumer and Akkad were located in the valley between the Tigris and Euphrates rivers where fertile soil was good for farming. The rivers and the Persian Gulf also allowed fishing, travel, and trade.

15. A

16. A

17. C

18. The empires fell when they were overthrown by new leaders and powers.

19. Enlil, Ninhursag, and Dumuzi affected farming, herding, and fertility. Students might also list Enki, Ninurta, Ishkur, and Marduk as they were believed to govern rains, rivers, and storms.

20. People would pray to Enki, Enlil, Ninurta, Ishkur, and Marduk to protect them from flooding and bad weather.

21. Marduk says that he will make man from his blood and his bones.

22. Marduk says that man will live on the earth.

23. The king seems to be making an offering of a plant.

24. The king is dressed more simply than the king.

25. Ancient Mesopotamians worshipped many gods. Everyone, from ordinary people to kings, made offerings to the gods. Mesopotamians’ religious beliefs explained not only the creation of the world but also every natural and human event.

EXAMVIEW QUESTIONS

1. A
2. A
3. B
4. D
5. C
6. B
7. A
8. C
9. D
10. D
SUMMARIZE DETAILS

1. The behavior of the Nile River was predictable in its flows and created fertile soil for agriculture.

2. The desert was a barrier against enemies and provided natural resources such as stone and gold.

3. Egypt was also a crossroads for trade routes between Africa, the Mediterranean, the Red Sea, and the Middle East.

Summary: Egypt’s geography and climate were ideal. The presence of the Nile River, which created a delta, was also important. The geography created a perfect location for a complex and sophisticated civilization to develop.

COMPARE AND CONTRAST

government:
- viziers handle day-to-day work
- pharaoh as military commander

both:
- pharaohs were religious and government leaders
- they had absolute power

religion:
- ceremonies for harvest
- pharaoh as living god
- maintain communication between people and gods

The pharaoh was both a king and the head religious leader. He served to keep the connection between the people and the gods. Other nonreligious figures like viziers handled the day-to-day work in government.

SYNTHESIZE VISUAL AND TEXTUAL INFORMATION

Possible responses below are based on the content of the Section. Responses will vary but should reflect the visual content of the lessons.

2.1

Textual: The pyramids were impressive buildings made to house the dead of the rich and powerful of society.
Visual: The pyramids were tall stone structures that narrowed as they reached farther up into the sky.

Supporting Details: The pyramids seem to suggest a path toward the sky or afterlife.

2.2

Textual: People believed in more than 1500 gods in Egypt, and the gods controlled every part of life and death. Anubis was a god who judged the newly dead.

Visual: Anubis looks like a dog or jackal. There are a lot of animals in Egyptian art, and other tools and objects.

Supporting Details: The gods seemed to be very important to life in Egypt and helped people know how to behave well in their lives.

2.3

Textual: The Book of the Dead is a sacred text that accompanied people through death and helped them to reach the next world. It also shows a normal action—the sun rising and setting—and relates it to the god Re.

Visual: On the left of the page from Book of the Dead is writing that probably tells the reader about the afterlife. On the right are several scenes showing in picture form different jobs in everyday life.

Supporting Details: Egyptians did not seem to see that much difference between life and death, as a book exists for a person to read after death.

2.4

Textual: King Ahmose led the rebellion of Egyptians against foreign rulers, the Hyksos. He brought Egypt under Egyptian rule once again. The art caption describes Ahmose being purified by the gods.

Visual: King Ahmose being depicted with gods shows that he was considered a good king.

Supporting Details: The gods seem to give strength and reputation to the king or pharaoh when they are depicted with him.
CATEGORIZE INFORMATION

Old Kingdom
- 2700–2200 B.C.
- first period of unity and wealth
- strong central government
- effective pharaohs
- first pyramids

Middle Kingdom
- after a period of chaos, a new era of peace and prosperity
- active foreign policy to support trade
- increased military power supported conquests of neighboring lands
- foreign invaders ended the Middle Kingdom

Religion and Daily Life
- different social classes
- pharaohs on top, then priests and nobles, officials and scribes, craftsmen and merchants, farmers, laborers and slaves
- women had some rights
- many gods who controlled different aspects of life
- belief in afterlife led to burial customs

SEQUENCE EVENTS

Hatshepsut
1. Hatshepsut came to power around 1470 B.C.
2. Her husband died and she ruled with her stepson, Thutmose III, before becoming sole king.
3. She fought wars to expand the empire and promoted trade.
4. She sent expeditions as far as East Africa to exchange for exotic products not found in Egypt.

5. She relocated the capital city to Thebes and ordered many monuments to be built.

6. Hatshepsut disappeared after 15 years in power, and Thutmose III became pharaoh.

Ramses

1. Early in his reign, Ramses expanded the empire into Nubia, Libya, and the eastern Mediterranean.

2. He faced the Hittites, another ancient people, who ruled an empire in present-day Turkey.

3. He built a new capital city called Pi-Ramses.

4. He had the temples at Abu Simbel built in Nubia, and a huge tomb for himself in Thebes.

5. He died in 1213 B.C. and lived until he was over 90, ruling Egypt at its peak.

6. After Ramses's death, Egypt lost power and was conquered by foreign powers.

CATEGORIZE INFORMATION

Writing: Egypt developed writing before 3000 B.C. and used a system of hieroglyphs. These were pictures representing a thing or a sound. It was a complicated system of around 800 hieroglyphs. Those who could read and write it were called scribes and that was their profession.

Paper: Egyptians developed a paperlike material called papyrus. It was made from grassy reeds and sheets were put together in a long scroll that was unwound to read. It was light and portable for scribes to carry around.

Rosetta Stone: After the writing system changed, there were many languages spoken in the area. Someone made a stone that had the same message carved on it in three different systems—hieroglyphs, Greek, and another form of writing. This allowed scholars to begin to understand the meaning of hieroglyphs.
Medicine: Egyptians practiced very advanced medicine. Some of their ancient practices served as the foundation for later medicine in Europe. Doctors made medicines from plants and minerals, set broken bones, and performed surgery.

Science: The Egyptians observed space and made many accurate astronomical calculations, including the 365-day calendar. They also had 24-hour days, 10-day weeks, 3-week months, and 12-month years.

Mathematics: Egyptian scholars used decimals and fractions in their mathematical calculations. They understood geometry, and could calculate the area of a circle and the volume of a cylinder. They also knew how to calculate how many workers would be needed for projects. All that knowledge enabled them to build the pyramids.

Art: Egyptian art and its style, known as frontalism, is unique and instantly recognizable. Realism was not the goal as much as level of detail that could be shown. The art depicted scenes of daily life, as well as ceremonies, battles and feasts. This is how we are able to know so much about Egyptian life.

Architecture: The impressive architecture of ancient Egypt used precise calculations to achieve distinctive and good-looking temples and monuments. They included sacred shapes, including squares and triangles, as well as the pyramid, a shape we still think of and associate with Egypt because of the pyramids that survive all over Egypt.

VOCABULARY PRACTICE

DEFINITIONS AND DETAILS

Word: cataract
Definition: a rock formation that creates churning rapids
Detail: There are six cataracts in the Nile.
Detail: The most northerly cataract marks the beginning of Egypt’s heartland.

Word: delta
Definition: an area where a river fans out into various branches as it flows into a body of water
VOCABULARY PRACTICE  Section 1 continued

Detail: The Lower Nile River includes a delta.

Detail: The Nile’s delta flows into the Mediterranean.

Word: dynasty

Definition: a series of rulers from the same family

Detail: Egypt had 31 dynasties.

Detail: Egypt’s dynasties included more than 330 kings.

Word: pharaoh

Definition: an Egyptian king

Detail: The pharaoh had absolute power.

Detail: The pharaoh was worshipped as a living god.

Word: vizier

Definition: a chief official in ancient Egypt who carried out much of the day-to-day work of governing

Detail: Early pharaohs had one vizier.

Detail: Later, pharaohs had two viziers.

VOCABULARY PRACTICE  Section 2

WORDS IN CONTEXT

1. Pharaohs built pyramids to serve as their tombs.

2. The pharaoh was at the top of the social hierarchy. Next in importance were priests and nobles. Beneath them were the officials and scribes. Remaining social levels from top to bottom were craftsmen and merchants; farmers; unskilled laborers and slaves.

3. Workers created mummies by removing and preserving all internal organs but the heart. Then they dried out the body and wrapped it in linen.

TRAVEL ARTICLE

Students’ articles will vary. Students should incorporate the Key Vocabulary for this activity and use the words correctly.
VOCABULARY PYRAMID

Word: barter
Definition: to exchange goods
Sentence: Egyptians bartered for timber and luxuries.
Synonym: trade
Antonym: purchase

DEFINITION CHART

Word: barter
Definition: to exchange goods
In My Own Words: People sometimes barter goods for services.
Illustration: Two people face each other. One holds a tethered cow. The other has a cart filled with wood.

VOCABULARY PRACTICE

RELATED WEB IDEA

Word: hieroglyph
Sample Definition: symbols used for writing in ancient Egypt

Word: papyrus
Sample Definition: a kind of paper

Word: scribe
Sample Definition: someone who writes down official information

Connections
hieroglyph/scribe: Scribes wrote in hieroglyphs.
scribe/papyrus: Scribes wrote on papyrus.
papyrus/hieroglyph: Papyrus was written on in hieroglyphs.

DEFINITION CHART

Word: hieroglyph
Definition: a picture representing an object, sound, or idea that was part of the ancient Egyptian writing system
In My Own Words: symbols and pictures that made up Egyptian writing
Symbol/diagram: hieroglyph for sun
Word: papyrus
Definition: a paper like material made from reeds
In My Own Words: material made from reeds and used as paper
Symbol/diagram: scroll
Word: scribe
Definition: a professional writer who recorded official information
In My Own Words: someone who writes down information
Symbol/diagram: person writing

ACTIVE HISTORY Lesson 4.1

DECIPHER EGYPTIAN HIEROGLYPHICS

1. The ancient Egyptians must have selected objects that were common and that many people would have recognized.

2. Many of the symbols occur in nature, which indicates that ancient Egyptians were close to their natural environment.

3. Check to make sure students use the correct symbols for each letter in the words. Possible response: Using pictures instead of letters may be easier to remember and cause fewer spelling issues, but it is time consuming.

BIOGRAPHY Lesson 3.1

HATSHEPSUT

1. Answers will vary, but should indicate that by surrounding herself with chosen officials, she was more likely to cement herself as a ruler and be less likely to face opposition.

2. Students’ answers will vary, but might indicate that a female ruler was not a common occurrence, so she wanted to present herself as a male in order to be treated with the same respect as male rulers.
SOCIAL STUDIES SKILLS

READING LESSON, TAKING NOTES

Conclusion
Scribes were important to keep Egypt’s government running.
Evidence
Scribes were trained in reading, writing, law, and other fields.

Conclusion
Complex Egyptian writing was unlike any modern language.
Evidence
Hieroglyphics relied on picture to show ideas or sounds.
Evidence
More than 800 hieroglyphics were used in the Egyptian writing system.

Conclusion
Like modern people, ancient Egyptians found a way to communicate their ideas.
Evidence
Scribes combined hieroglyphs to form words and sentences.
Evidence
Hieroglyphs sometimes used symbols to show ideas.

READING LESSON, THINK AND DISCUSS

1. Scribes were wealthy and powerful and played an important role in government. Even though scribes had to train long and hard, some people thought the benefits were worth it.
2. It was the only class that wasn’t always assigned by birth.
3. By cracking the code of the hieroglyphics, scholars have learned much more about ancient Egyptian government, culture, and society.

WRITING LESSON, THINK AND DISCUSS

Answers to Think and Discuss questions will vary.
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</tr>
</thead>
</table>
| 4     | **Focus:** Introduces main ideas clearly.  
      **Unity:** Provides a concluding statement or section that summarizes the ideas presented in the narrative. | **Structure:** Organizes the narrative using a logical sequence.  
**Coherence:** Uses words, phrases, and clauses to create excellent cohesion and signal transitions to support a logical flow of ideas. | **Content Quality:** Clearly establishes a context and point of view; employs excellent narrative techniques such as dialogue to develop the narrative.  
**Elaboration:** Includes interesting descriptive detail and characterization. | **Reader Engagement:** Fully engages the reader with descriptive language. Tone is consistent.  
**Words and Sentences:** Establishes and maintains an appropriate style throughout, using subject-specific vocabulary terms. | **Grammar and Usage:** Sentences are complete and correct. Fragments, if present, are used intentionally.  
**Mechanics and Spelling:** Demonstrates consistent control with few or no errors. |
| 3     | **Focus:** Introduces main ideas.  
      **Unity:** Provides a concluding statement or section that mostly summarizes the ideas presented in the narrative. | **Structure:** Generally organizes the events of the narrative.  
**Coherence:** Uses words, phrases, and clauses to create good cohesion and signal transitions to support a flow of ideas. | **Content Quality:** Adequately establishes a context and point of view; employs good narrative techniques such as dialogue to develop the narrative.  
**Elaboration:** Includes some descriptive detail and characterization. | **Reader Engagement:** Engages the reader with some descriptive language. Tone is mostly consistent.  
**Words and Sentences:** Establishes and mostly maintains an appropriate style. | **Grammar and Usage:** Most sentences are complete and correct.  
**Mechanics and Spelling:** Demonstrates control with minor errors. |
| 2     | **Focus:** Introduces main ideas that are unclear.  
      **Unity:** Provides a concluding statement or section that somewhat reflects the narrative's ideas and events. | **Structure:** Organizes the writing, but not according to its purpose.  
**Coherence:** Uses some words, phrases, and clauses to clarify a few of the relationships among events and ideas in the narrative. | **Content Quality:** Minimally establishes a context and point of view; employs limited narrative techniques such as dialogue to develop the narrative.  
**Elaboration:** Shows little awareness of descriptive techniques or characterization. | **Reader Engagement:** Somewhat engages the reader with some descriptive language. Tone is not consistent.  
**Words and Sentences:** Establishes and mostly maintains an appropriate style. | **Grammar and Usage:** Some sentences are complete and correct.  
**Mechanics and Spelling:** Demonstrates little control with frequent errors. |
| 1     | **Focus:** Does not introduce main ideas.  
      **Unity:** Does not provide a concluding statement, or provides a concluding statement that does not follow from the narrative. | **Structure:** Lacks organization.  
**Coherence:** Ideas and events, if present, lack order and transitions. | **Content Quality:** Lacks context and point of view. Shows little understanding of the topic or text.  
**Elaboration:** Includes no descriptive techniques or characterization. | **Reader Engagement:** Does not engage the reader with descriptive language.  
**Words and Sentences:** Words are often vague. Sentences lack variety and do not flow together. | **Grammar and Usage:** Errors create a barrier to understanding.  
**Mechanics and Spelling:** Errors create a barrier to understanding. |
SECTION 1

1. C  
2. A  
3. B  
4. D  
5. C  
6. C

7. The Nile River, with its predictable flooding, provided fresh water and fertile soil for farming and to support life in a region otherwise surrounded by desert and subject to a hot, dry climate.

8. The pharaoh led the government ruler and was worshipped as a god. He also served religious roles, including being high priest of all the temples.

SECTION 2

1. D  
2. D  
3. A  
4. B  
5. B  
6. D

7. Egyptian religion was characterized by the worship of many gods, who ruled every aspect of Egyptian life, from birth to death.

8. The Old Kingdom was a time of more prosperity and stability than the Middle Kingdom. The Middle Kingdom reunited Egypt after a period of chaos following the Old Kingdom. Even so, the Middle Kingdom was marked by periods of instability and unrest, including the rule of the Hyksos.

SECTION 3

1. C  
2. C  
3. D  
4. B  
5. D  
6. B

7. The period of Egypt's pharaohs came to an end as a result of repeated conquests. Libyans, Nubians, Persians, and Macedonians all conquered Egypt. The final pharaohs were actually Macedonians, and they fell to Rome.

8. Tutankhamen became pharaoh at the age of eight and died nine years later. His tomb was remarkable because it had been undisturbed and contained a rich trove of treasure and artifacts.
SECTION 4

1. D  
2. C  
3. A  
4. C  
5. A  
6. C

7. Reading and writing were important in trade, recordkeeping, religious practices, and the writing of histories and stories. Scribes gained prestige because few people knew how to read and write.

8. Ancient Egyptians applied skills in math and science to practice medicine and do surgeries, to build monumental architecture and to plan cities, to develop a calendar and timekeeping system, and to conduct other important business, like planning building projects, predicting crop yields, conducting trade, and managing taxes.

CHAPTER TEST A

1. A  
2. C  
3. A  
4. C  
5. C  
6. B  
7. B  
8. D  
9. A  
10. C  
11. A  
12. A  
13. D  
14. Kush lay just to the south of Egypt along the Upper Nile, so the Kushites could travel downriver without needing to cross the deserts that protected both Kush and Egypt from invasion. Kush was also rich in resources that made it powerful enough to challenge Egypt.

15. D  
16. D  
17. D

18. They were the least skilled in society and were the poorest.

19. Egyptian gods and goddesses represented the sun, earth, sky, air, rain, and storms.

20. The goddess Nepthys and the gods Osiris and Anubis would have been involved in death rituals and the afterlife.
21. The dead person’s ka weighs the same and is as light as the feather.

22. The dead person’s akh will join the gods and goddesses in the afterlife because the lightness of the ka reveals that he or she was a good person.

23. It is fitting because Seth is the ancient Egyptian god of storms and chaos.

24. Horus sees Seth in the form of a black pib.

25. Gods and goddesses represented elements of nature, such as rain, earth, and sky, which affected the livelihood of Egyptian farmers. They also represented parts of human society, such as marriage and health, and human beliefs in death and an afterlife. Ancient Egyptians believed that their souls would be weighed by Anubis after death. Only those judged worthy would be granted entry into the afterlife. The story of Horus illustrates how religion affected the diet of ancient Egyptians.

CHAPTER TEST B

4. C  9. A
5. A  10. C

14. Kush lay south of Egypt along the Nile River, so the Kushites could travel downriver without having to cross the deserts that surrounded Egypt. Kush also had wealth and resources that made it powerful.

15. D
16. D
17. D

18. Unskilled workers and enslaved people made up the largest segment of the population in terms of numbers.

19. Re is the sun god.

20. Anubis was the god of the dead.

21. Anubis is shown with the body of a person and the head of a jackal or dog.
22. Anubis has placed a feather in the scales to weigh the dead person’s ka.
23. Re asks Horus to cover his good eye and look at his injured eye.
24. Horus shrieks and faints when he looks at his injured eye.
25. Gods and goddesses represented elements of nature, such as rain, earth, and sky, which affected the livelihood of Egyptian farmers. They also represented parts of human society, such as marriage and health, and human beliefs in death and an afterlife. Ancient Egyptians believed that their souls would be weighed by Anubis after death. Only those judged worthy would be granted entry into the afterlife. The story of Horus illustrates how religion affected the diet of ancient Egyptians.

EXAMVIEW

1. D  6. B
2. A  7. B
3. D  8. C
5. C  10. D
SYNTHESIZE VISUAL AND TEXTUAL INFORMATION

1. Journeys to the Promised Land, c. 1800–1250 B.C.
2. the route of the Israelites’ journey out of Egypt and back to Canaan
3. the route of Abraham’s journey to Canaan
4. On the way back from Canaan, Moses climbed Mount Sinai and received the Ten Commandments.
5. 1290 B.C.

IDENTIFY SIGNIFICANCE

Abraham; brought his people to Canaan; He loved God and was a strong leader.

Moses; led the Exodus out of Egypt from slavery; He loved freedom, was not easily defeated, and felt a strong connection to God.

Jacob; Also called “Israel,” the tribes were named after him; Family legacy was important to him as the grandson of Abraham.

Joshua; After Moses’ death, he led his people to the Promised Land and fought the Canaanites; He was a loyal follower of Moses and devoted to the monotheistic religion.

Deborah; She was the only female judge among the Israelites, and led her people to victory against a Canaanite king; As a judge she was just and respected by all, and she was loyal and brave.

OUTLINE AND TAKE NOTES

2.1 Israel and Judah

A Line of Kings

- King Saul protected his people from the Philistines.
- David made Jerusalem the capital and built a temple to Solomon.
- After war between the tribes, Israel was divided into two kingdoms, Israel and Judah.
Invaded and Conquered
- The Assyrian Empire conquered Israel and the tribes were scattered.
- The Kingdom of Judah remained and fended off the Assyrians, but were eventually beaten by the New Babylonians.
- Judah rebelled, and King Nebuchadnezzar invaded Jerusalem, destroyed the temple, and made many Jews move to Babylon.

2.2 Exile and Return

Babylonian Captivity
- The Jews were exiled for 50 years.
- Jews built synagogues and kept their faith alive.
- They united in their faith and wrote down the holy texts in a new script.

Cyrus the Great of Persia
- The king of Persia, Cyrus, conquered Babylon and was a moderate ruler.
- He allowed the Jews to return to their homeland and many began to rebuild Jerusalem.
- Many remained in Babylon to live under this wise ruler.

2.3 The Diaspora

Syrian Control
- Egyptians took over the Jewish homeland, and were tolerant rulers.
- The Syrians then gained power and tried to make the Jews worship Greek gods.
- The Jews rebelled and fought against the Seleucids, and won control of their homeland.

Roman Rule
- Rome came to rule the region, and at first let the Jews rule themselves.
- Eventually Rome insisted that the Jews worship Roman gods.
- The Jews rebelled, but lost and many scattered and settled in new places far away from each other.
- The faith of Jews did not falter and they continued to practice their religion and customs wherever they lived.
Summary: The Jews have had a long history of being exiled and returning to their homeland over and over again. They remained strong in their faith and preserved the Jewish religion over so many centuries and during constant change.

CAUSE-AND-EFFECT CHART

Causes:
Word: monotheism
Definition: the worship of a single god

Word: covenant
Definition: a religious agreement

Effect: Abraham and his descendants practiced monotheism. Worship of a single god made it easier to enter into a covenant between God and Abraham.

KWL CHART

Word: confederation
What I Know: A confederation is a group of allies.
What I Want to Know: Was there a confederation of Jewish tribes?
What I Learned: The Tribes of Israel formed a confederation.

Word: kosher
What I Know: Kosher food is specially prepared according to Jewish dietary laws.
What I Want to Know: Why did the Hebrews eat kosher foods?
What I Learned: The Hebrew Bible stated that only kosher foods should be eaten.

Word: rabbi
What I Know: A rabbi is a Jewish spiritual leader.
What I Want to Know: What does a rabbi do?
What I Learned: A rabbi conducts services and provides guidance for living a Jewish life.
VOCABULARY PRACTICE  Section 1  continued

Word: synagogue  
What I Know: A synagogue is a Jewish place of worship.  
What I Want to Know: When do people go to the synagogue?  
What I Learned: People go to the synagogue on the Sabbath.

Word: tribe  
What I Know: A tribe is an extended family unit.  
What I Want to Know: Were there Jewish tribes?  
What I Learned: Yes, they were called the Twelve Tribes of Israel.

VOCABULARY PRACTICE  Section 2

WORD WHEEL
Word: exile  
Descriptions: forced removal from one’s native country; the Babylonian Exile  
Related Words: banish, expel

WORD SQUARE
Word: exile  
Definition: the forced removal from one’s native country  
Characteristics: unity among exiled people  
Example: Babylonian Exile  
Non-Example: living in one’s homeland

ACTIVE HISTORY  Lesson 1.2

INVESTIGATE MAJOR RELIGIOUS HOLIDAYS
Students' charts will vary but may include the following facts:

Yom Kippur: takes place on the tenth day of the seventh month of the Jewish calendar (during September or October); most important holiday of the Jewish year; followers must atone (make up for) their sins of the past year; work is not allowed and followers attend synagogue most of the day for prayers; prayer services end with the blowing of a
horn called a Shofar; to prepare, a 25-hour fast is observed with no food or water allowed; fasting begins at sunset the evening before and lasts until sunset on the night of Yom Kippur

Easter: celebrated on the first Sunday after the first full moon of spring (March or April); celebrates the resurrection of Jesus Christ; followers attend church the night before or the day of Easter to pray and celebrate; takes place after the 40 days of Lent, during which some Christians fast and give up something to renew their faith; Easter includes many nonreligious traditions such as Easter eggs and bunnies

Ramadan: celebrated during the ninth month of the Muslim calendar (part of August and September); a holy month in celebration of when Allah revealed the Qur'an to the prophet Muhammad; about practicing self-restraint/sacrifice and charity for others; followers practice a daily fast during which food and drink is not allowed during the daylight hours; before and after sunset, families and friends gather for prayers and large meals, called Iftars; Muslims gather at mosques for prayers and strive to read the entire Qur'an during the month; ends with a large feast called an Id al-Fitr and is one of the two major holidays of the Muslim year

1. All three holidays involve periods of fasting and sacrifice during which food, drink, and other needs are denied. Followers practice fasting and make sacrifices to make up for their sins or to renew their faith.

2. These holidays share many other common characteristics including large feasts and required prayer services and/or reviewing of sacred texts. Observing these practices throughout the year might help followers stay close to the meaning of their religion and serve to renew their faith.

SOLOMON

1. Answers will vary, but students should indicate that the high taxes placed on people and the forced labor required for Solomon’s building projects caused resentment and discontent and eventually the support for Solomon.

2. Students’ opinions will vary but should be with evidence from the reading.
**READING LESSON, THINK AND DISCUSS**

1. Judaism was the first monotheistic religion, and it emphasized justice and morality.

2. Judaism has influenced Christianity, Islam, and other monotheistic religions.

3. It has influenced Western civilization through monotheism and its impact on law.
**WRITING LESSON, THINK AND DISCUSS**

Answers to Think and Discuss questions will vary.

**WRITING LESSON, RUBRIC—ARGUMENT**

<table>
<thead>
<tr>
<th>Scale</th>
<th>Focus and Unity</th>
<th>Organization</th>
<th>Development of Ideas</th>
<th>Voice and Style</th>
<th>Written Conventions</th>
</tr>
</thead>
</table>
| 4     | **Focus:** Introduces specific claims(s) clearly.  
**Unity:** Provides a concluding statement or section that follows from and supports the argument presented. | **Structure:** Organizes the reasons and evidence logically.  
**Coherence:** Uses words, phrases, and clauses to create excellent cohesion and clarify the relationships among claim(s), reasons, and evidence. | **Content Quality:** Supports claim(s) with excellent logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.  
**Elaboration:** Acknowledges and addresses alternate or opposing claims. | **Reader Engagement:** Fully engages the reader with persuasive language. Tone is consistent.  
**Words and Sentences:** Establishes and maintains a formal style throughout. | **Grammar and Usage:** Sentences are complete and correct. Fragments, if present, are used intentionally.  
**Mechanics and Spelling:** Demonstrates consistent control with few or no errors. |
| 3     | **Focus:** Introduces claims(s).  
**Unity:** Provides a concluding statement or section that follows from and supports most of the argument presented. | **Structure:** Generally organizes the reasons and evidence.  
**Coherence:** Uses words, phrases, and clauses to create good cohesion and clarify most of the relationships among claim(s), reasons, and evidence. | **Content Quality:** Supports claim(s) with adequate logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.  
**Elaboration:** Shows some awareness of alternate or opposing claims. | **Reader Engagement:** Engages the reader with some persuasive language. Tone is mostly consistent.  
**Words and Sentences:** Establishes and mostly maintains a formal style. | **Grammar and Usage:** Most sentences are complete and correct.  
**Mechanics and Spelling:** Demonstrates control with minor errors. |
| 2     | **Focus:** Introduces claims(s) that are overly general.  
**Unity:** Provides a concluding statement or section that follows somewhat from the argument presented. | **Structure:** Organizes the writing but not according to its purpose.  
**Coherence:** Uses some words, phrases, and clauses to clarify a few of the relationships among claim(s), reasons, and evidence. | **Content Quality:** Supports claim(s) with minimal adequate logical reasoning and relevant evidence, few credible sources, and minimal understanding of the topic or text.  
**Elaboration:** Shows little awareness of alternate or opposing claims. | **Reader Engagement:** Somewhat engages the reader with some persuasive language. Tone is not consistent.  
**Words and Sentences:** Establishes and mostly maintains a formal style. | **Grammar and Usage:** Some sentences are complete and correct.  
**Mechanics and Spelling:** Demonstrates little control with frequent errors. |
| 1     | **Focus:** does not introduce claims(s).  
**Unity:** Does not provide a concluding statement, or provides a concluding statement that does not follow from the argument. | **Structure:** Lacks organization.  
**Coherence:** Ideas and support, if present, lack order and transitions. | **Content Quality:** Lacks logical reasoning, relevant evidence, and credible sources. Shows little understanding of the topic or text.  
**Elaboration:** Shows little awareness of alternate or opposing claims. | **Reader Engagement:** Does not engage the reader with persuasive language.  
**Words and Sentences:** Words are often vague. Sentences lack variety and do not flow together. | **Grammar and Usage:** Errors create a barrier to understanding.  
**Mechanics and Spelling:** Errors create a barrier to understanding. |
CHAPTER 5

SECTION 1

1. C  
2. A  
3. A  
4. C  
5. B  
6. D  
7. The Torah is one section of the Hebrew Bible, which Jews believe contains the word of God revealed to Moses. The Talmud is a collection of writings by early rabbis that discusses the Torah and other Jewish laws.  
8. The Ten Commandments form the basis of many modern laws today.

SECTION 2

1. C  
2. B  
3. A  
4. C  
5. C  
6. D  
7. The ten tribes of Israel were scattered to other lands and disappeared from history.  
8. Student answers should include two of the following: The exiled built synagogues for worship, tribal divisions disappeared, the holy texts were written out in a script still used today, and the people gained a sense of religious and social unity.

CHAPTER TEST A

1. C  
2. A  
3. B  
4. A  
5. A  
6. B  
7. D  
8. C  
9. C  
10. B  
11. A  
12. D  
13. A  
14. The Jews spread to all the known continents of the world.  
15. B  
16. C  
17. A  
18. The destruction of the Second Temple finally forced many Jews to leave Jerusalem and migrate far away.
ANSWER KEY
CHAPTER 5

19. They took all the bronze articles used in the temple service and everything that was made of gold and silver.
20. Possible response: It suggested that the Chaldeans despised the Jews and their God.
21. He took items made of gold and items used in Jewish services.
22. Possible response: He felt his actions were right and just, and so he was proud of taking items from the Temple.
23. The menorah is a symbol of Judaism.
24. The event was a source of pride for the Romans.
25. By destroying and robbing the First and Second temples, the rulers hoped to put an end to Judaism. These actions, however, did not destroy the Jewish faith or culture.

CHAPTER TEST B

4. D  9. C
5. D  10. D

14. The journey from Jerusalem to Babylon would be across land and would be a short distance. The journey from Jerusalem to Colonia Agrippina would have required travel by land and sea and was the longest distance to travel.

15. B
16. D
17. A
19. They broke up the columns and carried the bronze to Babylon.
20. They took the pails, scrapers, snuffers, ladles, bronze vessels, firepans, and sprinkling bowls.
21. They were made of gold.
22. The items were taken from the Temple's sanctuary.
23. The soldiers are carrying away religious items.
24. The Romans probably felt proud.
25. By destroying and robbing the First and Second temples, the rulers hoped to put an end to Judaism. These actions, however, did not destroy the Jewish faith or culture.

EXAMVIEW QUESTIONS

1. C  6. C
2. D  7. D
3. C  8. A
4. D  9. C
5. A  10. C
LESSON TITLE: The Geography of Ancient India

MAIN IDEA: The geography of India is diverse, and its weather varies throughout the year.

DETAILS: The South Asian continent includes present-day India, Bangladesh, Bhutan, Nepal, and Pakistan. They lie on the subcontinent where the Himalaya mountain range lies. The mountain range is a natural barrier to enemies. There are also rivers (Indus and Ganges), deserts, and forests in the area, and good soil for farming. There is a dry season in the winter, and monsoon season with heavy rains in summer.

LESSON TITLE: Harappan Civilization

MAIN IDEA: Harappan Civilization was an advanced civilization in India around 2500 B.C.

DETAILS: Harappa and Mohenjo-Daro were two advanced cities of the civilization. They were planned cities and had the same layout as each other. They had straight roads and indoor plumbing. The civilization seemed to be connected across a wide area with a strong central government and advanced culture. They traded over a huge network and used standard weights and measures.

LESSON TITLE: Aryan Migrations

MAIN IDEA: After the fall of Harappa, waves of people began moving across the Hindu Kush from central Asia into India.

DETAILS: They were seminomadic herders and warriors. They began to settle in villages and began farming. They worshipped many gods and brought their rituals and their language to the local customs, influencing society. The religion of Brahmanism helped in establishing the caste system, a hierarchy established at birth that determined what class you were in, and what kind of job you could have.

CATEGORIZE RELIGIONS

H This religion has many gods and goddesses, and developed out of Brahmanism.

B This religion teaches that the Eightfold Path leads to nirvana.

B The totality of the teachings that have come down from the founder are known as the dharma, or divine law.
According to this religion’s beliefs, your conduct determines the kind of life you are reborn into.

The founder of this religion was named Siddhartha Gautama.

This religion includes practices of yoga that help a person achieve spiritual insight.

Followers of this religion observe cultural practices associated with the caste system.

This religion’s beliefs hold that material possessions bring suffering.

Much of this religion’s sacred texts are found in epic poems.

Shiva, the Destroyer, is a god of this religion that is responsible for all kinds of change, as well as death.

**COMPARE AND CONTRAST EMPIRES**

**Maurya Empire**
- **Leader:** Chandragupta Maurya
- **Time Period:** From around 320 B.C. to around 250 B.C.
- **Location:** northern India
- **Government:** monarchy with a strong central government
- **Known for:** uniting India, spreading Buddhism
- **Religion:** Buddhism

**Gupta Empire**
- **Leader:** Chandra Gupta I and II
- **Time Period:** From 320 A.D.
- **Location:** northern India
- **Government:** small government with kings in different areas
- **Known for:** 200 years of wealth, political stability and peace; arts and poetry; medicine
- **Religion:** Hinduism
SUMMARIZE INFORMATION

Students’ responses will vary, but they should provide at least four of these examples:

Art: paintings and sculptures of Hindu deities
Literature: Sanskrit poems and plays
Mahabharata and Ramayana
Religion: reincarnation, Hinduism and Buddhism
Architecture: Hindu temples
Buddhist stupas
Moral Conduct: Bhagavad Gita
Science: Astronomers knew the earth was round.
Astronomers knew the length of a solar year.
Medicine: Ayurveda
Inoculation
Math: decimal system and numerals
first to use zero

VOCABULARY PRACTICE

WDS CHART

Word: epic poem
Definition: a long history in the form of a narrative poem
Sentence: One of India's epic poems tells the story of Rama.
Word: karma
Definition: in Hinduism, a state of being influenced by a person's actions and conduct
Sentence: Good actions create good karma.
Word: reincarnation
Definition: in Hinduism, the rebirth of a person's soul in another body after death
Sentence: Hindus believe in reincarnation.
VOCABULARY PRACTICE  Section 1  continued

Word: yoga
Definition: a series of postures and breathing exercises
Sentence: Yoga has become very popular.

THREE-COLUMN CHART

Word: caste system
Definition: a rigid social hierarchy in India that divides people into hereditary classes
In My Own Words: social classes defined by hereditary

Word: dharma
Definition: the Buddha’s teachings
In My Own Words: what the Buddha taught

Word: monsoon
Definition: a strong seasonal wind in South and Southeast Asia
In My Own Words: wind that happens seasonally in South and Southeast Asia

Word: nirvana
Definition: in Buddhism, a state of bliss or the end of suffering caused by the cycle of rebirth
In My Own Words: happiness that comes from the cycle of rebirth

Word: planned city
Definition: a city built with a specific layout in mind
In My Own Words: a city that was planned

Word: subcontinent
Definition: a large, distinct landmass that is part of a continent
In My Own Words: landmass that is a distinct part of a continent
DEFINITION CLUES

Word: golden age
1. Chandra Gupta II, grandson of Chandra Gupta I, ruled during India's golden age, a period of great cultural achievement.
2. Definition: a period of advanced culture
3. Sentence: India had a golden age.
4. Achievements: poems, plays written in Sanskrit; paintings, statues of Hindu deities; elegant temples; increased medical understanding

Word: inoculation
1. Indians were among the first to practice inoculation, which stimulates mild forms of disease in people so that they do not develop more serious forms.
2. Definition: method of preventing disease
3. Sentence: Inoculation is used to prevent smallpox.
4. Effect: elimination of smallpox in India

WORD WHEEL

Word: golden age
Descriptions, related words: cultural achievement, Sanskrit poems and plays, paintings, sculpture, temples, Ayurveda, metalworking

Word: inoculation
Descriptions, related words: smallpox, disease, increased disease resistance, India, increased medical knowledge, inoculate
MAP THE SPREAD OF BUDDHISM

1. Students’ maps should resemble the following:

2. Buddhism could have spread to these areas through trade, by missionaries, or through other kinds of cultural contact.

BIOGRAPHY Lesson 2.1

ASOKA

1. Answers will vary, but students should indicate that seeing the pain inflicted on the conquered people led Asoka to renounce military conquest and to promote Buddhist principles throughout the empire.

2. Asoka wanted people to know what his policies were and to advise people on how to live a virtuous life.
Reading Lesson, Taking Notes

**Cause**
Siddhartha met men who made him think about suffering and happiness.

**Effect**
He meditated and understood how to be free from suffering.

**Effect**
He spent the rest of his life teaching what he had learned.

Reading Lesson, Think and Discuss

1. Siddhartha met a man who was poor but happy. Siddhartha decided to give up his wealth and family and find out how a person who is suffering can be happy.

2. Siddhartha spent the rest of his life sharing his teaching, or dharma, with other people.

3. Buddhism became an important religion with followers in India and around the world. People today still follow Siddhartha's teachings.

Writing Lesson, Think and Discuss

Answers to Think and Discuss questions will vary.
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<th>Voice and Style</th>
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</tr>
</thead>
</table>
| 4     | **Focus:** Introduces a topic clearly.  
**Unity:** Provides a concluding statement or section that summarizes the topic clearly.  
**Structure:** Organizes the facts and information logically and distinctly.  
**Coherence:** Uses words, phrases, and clauses to create excellent cohesion and clarify the relationships among facts and information.  
**Content Quality:** Supports the main ideas with appropriate facts and relevant details, using accurate, credible sources and demonstrating an understanding of the topic or text.  
**Elaboration:** Shows logical connections between various facts and details. | **Reader Engagement:** Fully engages the reader with informative language. Tone is consistent.  
**Words and Sentences:** Establishes and maintains a formal style throughout. | **Grammar and Usage:** Sentences are complete and correct. Fragments, if present, are used intentionally.  
**Mechanics and Spelling:** Demonstrates consistent control with few or no errors. |
| 3     | **Focus:** Introduces a topic.  
**Unity:** Provides a concluding statement or section that summarizes most of the topic.  
**Structure:** Generally organizes the facts and information appropriately.  
**Coherence:** Uses words, phrases, and clauses to create good cohesion and clarify most of the relationships among facts and information.  
**Content Quality:** Supports the main ideas with adequate facts and mostly relevant details, using accurate, credible sources and demonstrating an understanding of the topic or text.  
**Elaboration:** Shows mostly logical connections between various facts and details. | **Reader Engagement:** Engages the reader with some informative language. Tone is mostly consistent.  
**Words and Sentences:** Establishes and mostly maintains a formal style. | **Grammar and Usage:** Most sentences are complete and correct.  
**Mechanics and Spelling:** Demonstrates control with minor errors. |
| 2     | **Focus:** Introduces a topic that is too broad or too narrow.  
**Unity:** Provides a concluding statement or section that somewhat summarizes the topic.  
**Structure:** Organizes facts and details but not consistently.  
**Coherence:** Uses some words, phrases, and clauses to clarify a few of the relationships among facts and details.  
**Content Quality:** Supports main ideas with minimally adequate facts and details, few credible sources, and minimal understanding of the topic or text.  
**Elaboration:** Shows few logical connections between facts and details. | **Reader Engagement:** Somewhat engages the reader with some informative language. Tone is not consistent.  
**Words and Sentences:** Establishes and mostly maintains a formal style. | **Grammar and Usage:** Some sentences are complete and correct.  
**Mechanics and Spelling:** Demonstrates little control with frequent errors. |
| 1     | **Focus:** Does not introduce a topic.  
**Unity:** Does not provide a concluding statement, or provides a concluding statement that does not summarize the topic.  
**Structure:** Lacks organization.  
**Coherence:** Ideas and support, if present, lack order and transitions.  
**Content Quality:** Lacks adequate facts, relevant details, and credible sources. Shows little understanding of the topic or text.  
**Elaboration:** Does not connect facts and details. | **Reader Engagement:** Does not engage the reader with informative language.  
**Words and Sentences:** Words are often vague. Sentences lack variety and do not flow together. | **Grammar and Usage:** Errors create a barrier to understanding.  
**Mechanics and Spelling:** Errors create a barrier to understanding. |
SECTION 1


7. Fertile soil and irrigation led to food surpluses that generated wealth and booming populations.

8. Reincarnation is the belief that a soul is reborn again and again. Karma, or a person's actions during each life, determines the kind of life into which he or she will be reborn.

SECTION 2


7. Asoka spread Buddhism by sending missionaries to preach abroad and by erecting rocks and pillars with Buddhist policies inscribed in the language of the region.

8. Indian mathematicians created the decimal system and numerals and developed the concept of zero.

CHAPTER TEST A

5. C  10. C

14. The Harappan civilization was in northern India, around the cities of Harappa and Mohenjo-Daro. The Aryan migrations spread Aryan culture much farther south.

15. B
16. C
17. B
18. The decline of the Harappan civilization might have allowed the Vedic civilization to spread.

19. Both Hinduism and Buddhism believe in rebirth and that living a good and moral life can end suffering.

20. Hindus believe that people need to move up in the caste system before they can end the cycle of rebirth, while Buddhists believe that a person of any caste can end the cycle.

21. To become immortal, people have to rid themselves of all desires.

22. The disembodied spirit becomes only light.

23. Possible response: The Buddha’s expression is serene, calm, happy, and peaceful.

24. The details include the Buddha’s reclining position, half-closed eyes, his slight smile, and his relaxed posture.

25. Hindus and Buddhists believe that the soul is reborn again and again, and both seek to end this cycle through good actions and conduct. Hindus believe that, as one becomes better, that person’s place in the caste system becomes higher. Buddhism teaches that one’s place in the caste system is not punishment or reward for the previous life and can be overcome.

CHAPTER TEST B

5. A  10. C

14. The first wave of migration began north of the Hindu Kush and moved as far south as Harappa. The second wave of migration moved farther south, along the Bay of Bengal and into the Deccan Plateau.

15. C
16. A
17. B
18. Chandragupta Maurya conquered other kingdoms and established an empire.

19. According to the Four Noble Truths, desire causes suffering.

20. Hindus believe that a person's caste and position in life are controlled by karma, while Buddhists believe that a person of any caste can attain nirvana.

21. The philosophers compare the human body to a snake's shed skin.

22. The immortal spirit turns into light.

23. They convey feelings of peace and happiness.

24. The statue shows Buddha smiling as he dies because he is entering nirvana.

25. Hindus and Buddhists believe that the soul is reborn again and again, and both seek to end this cycle through good actions and conduct. Hindus believe that, as one becomes better, that person's place in the caste system becomes higher. Buddhism teaches that one's place in the caste system is not punishment or reward for the previous life and can be overcome.

EXAMVIEW QUESTIONS

2. D  7. D
3. C  8. C
5. C  10. A
DESCRIBE GEOGRAPHIC INFORMATION

Landforms
- Deserts: The Gobi and Taklimakan form barriers to the north and east.
- Mountains: The Himalaya, Tan Shan, and Pamir mountain ranges form barriers in the west.

Bodies of Water
- Oceans: Pacific Ocean, Yellow Sea, East China Sea on the east coast
- Rivers: Huang He in northern China and Chang Jiang in central China

Cultures
- Longshan developed around 3200 B.C.
- Liangzhu, Hongshan arose in other river valleys.

Geographic barriers on all sides surround China, which at some points helped isolate it from even its near neighbors.

CATEGORIZE INFORMATION

Shang Dynasty:
- emerged along the banks of the Huang He, 1600 B.C.
- developed many cultural aspects and beliefs that would define Chinese civilization
- ordered society, king at top, warlords next, and farmers at bottom
- system of writing using oracle bones
- worshipped spirits of dead ancestors and built elaborate tombs for the dead
- skilled metalworkers

Zhou Dynasty:
- overthrew the Shang around 1045 B.C.
- China's longest ruling dynasty
- beginning of China's classical period
- Mandate of Heaven
- strong central government at first
in last 500 years, local lords became more powerful
led to Warring States period (475 B.C.)
last Zhou king overthrown (256 B.C.)

The dynastic cycle was a pattern of the rise and fall of dynasties in China, in which one dynasty would rise, grow strong, experience crisis, weaken, and be overthrown by a new power.

Qin dynasty
Shi Huangdi was the first emperor of China. He established the Qin dynasty and was a strict but strong ruler.
Shi Huangdi practiced Legalism over Confucianism, and practiced censorship of ideas he didn't like.
Most of the people in Qin dynasty were peasants.
Qin dynasty divided empire into 36 areas and enforced strong central government.
The Great Wall was built during Qin dynasty with forced peasant labor.
Qin dynasty lasted under 20 years.

Han Dynasty
Liu Bang was a peasant who seized control during a rebellion, established the Han dynasty.
Liu Bang established Confucianism, and a bureaucracy in which appointed officials ran the offices of government.
Most people during Han dynasty were peasants.
The Han dynasty was more decentralized.
During the Han dynasty, the government used labor of peasants only one month per year to build roads, canals, and irrigation systems.
Han dynasty lasted 400 years.
He feared being killed by his enemies.
He died by taking pills that were meant to let him live forever
The purpose of the Great Wall was to protect China’s northern border from nomadic tribes who might attack it.

The peasants built the Great Wall and other projects. During the Qin they worked all the time, suffered hunger, and died from exhaustion. During the Han dynasty, they had to work for only one month a year on projects like building roads.

He conquered new lands, expanded and united the empire, and build roads and canals to link different parts of the empire. He also built irrigation systems and the Great Wall.

Empress Lü was the first female ruler of China. She ruled while her young son was emperor in name only.

The Han Dynasty made daily life better for the Chinese, and ruled wisely for 400 years of China’s ancient period. The compass was invented during the Han period.

**SEQUENCE EVENTS**

Many traders meet from different parts of the world.

The routes become a network for the exchange of goods as well as ideas.

Chinese ideas about papermaking, metalwork, and farming techniques spread.

The ideas stretch as far as Western Europe.

The Chinese spread ideas about papermaking, metalworking, and farming. They absorbed ideas about Buddhism from India, and styles in sculpture, painting, and temple building from Greece and India.

**SYNTHESIZE VISUAL AND TEXTUAL INFORMATION**

Silk Roads Main Route, 150 B.C.–A.D. 500

The Silk Roads

4,000 miles

Silk, paper, iron and bronze objects, spices, gold, silver, olive oil, ivory, grapes, rugs, ideas, honey, pottery

21,000
I READ, I KNOW, AND SO

Word: dynastic cycle
I Read: The mandate led to a pattern in the rise and fall of dynasties in China called the dynastic cycle.
I Know: The dynastic cycle had six stages.
And So: After a dynasty passed through the first five stages, another dynasty arose.

Word: dynasty
I Read: A dynasty is a line of rulers from the same family.
I Know: The Shang dynasty developed many cultural behaviors.
And So: A dynasty can have a major impact on a civilization.

Word: filial piety
I Read: Confucius also promoted education, family unity, and filial piety, or the respect children owe their parents and ancestors.
I Know: After Confucius died, his teachings spread.
And So: Filial piety probably became an important part of Chinese culture.

Word: isolate
I Read: In the beginning of its growth, natural barriers somewhat isolated, or cut off, China's civilization from much of the rest of the world.
I Know: China developed differently from other civilizations.
And So: Isolation results in cultural development without outside influence.

Word: oracle bone
I Read: They first appeared on oracle bones, which are animal bones used to consult the many gods the Shang people worshipped.
I Know: Priests wrote questions for the gods on oracle bones.
And So: Oracle bones show early examples of Chinese writing.
**DEFINITION MAP**

**Word:** bureaucracy

**Definition:** a system of government in which appointed officials in specialized departments run the various offices

**Other Forms:** bureau, bureaucrat

**Example:** the Han government

**Non-Example:** a dictatorship

**Sentence:** Government officials are in charge of a bureaucracy.

**Word:** emperor

**Definition:** the supreme ruler of an empire

**Other Forms:** empire

**Example:** Emperor Wudi

**Non-Example:** the president of the United States

**Sentence:** The emperor had the Great Wall built.

**Word:** peasant

**Definition:** a poor farmer

**Other Forms:** peasantry

**Example:** someone who worked only for one month per year for the Han

**Non-Example:** a merchant

**Sentence:** A peasant named Liu Bang began the Han dynasty.

**Word:** silk

**Definition:** a textile made from the cocoons of silkworms

**Other Forms:** silky

**Example:** a silk necktie

**Non-Example:** cotton cloth

**Sentence:** Silk is still made in China.
ANSWER KEY

CHAPTER 7

VOCABULARY PRACTICE  Section 2  continued

Word: terra cotta
Definition: a fire-baked clay
Other Forms: can also mean a brown-red color
Example: Shi Huangdi’s terra cotta army
Non-Example: porcelain
Sentence: Terra cotta is used to make pottery and sculptures.

VOCABULARY PRACTICE  Section 3

RELATED IDEA WEB

Word: barter
Definition: trading goods

Word: caravan
Definition: a group of travelers

Word: cultural diffusion
Definition: the spreading of culture

Word: maritime
Definition: sea-related

Connections
barter/maritime: goods for barter often traveled by sea
caravan/cultural diffusion: Caravans helped to spread culture.
caravan/barter: caravans carried goods for barter

Summary Paragraph:

Students' paragraphs will vary. Students' paragraphs should show how the four Key Vocabulary words for this activity are related. Students' paragraphs should contain a topic sentence and supporting details. Their paragraphs should conclude with a summarizing sentence.
**ACTIVE HISTORY** Lesson 2.3

**BARTER ON THE SILK ROADS**

1. You could obtain 12 horses if you trade 18 bolts of silk (1.5 bolts of silk per horse; \(18 \div 1.5 = 12\)).

2. The second trader is offering the better deal. You would get 50 pounds of cloves (two pounds of cloves for every three scrolls; \(\frac{2}{3} \times 75 = 50\)).

3. You would eventually get 75 copper pots (60 bowls = 15 coins; 15 coins \(\times 5\) pots per coin = 75).

4. You can get 525 glass pieces (15 glass pieces per jade figure \(\times\) 20 jade figures = 300; 45 cast iron tools \(\times\) 5 glass pieces per tool = 225; 300 + 225 = 525).

5. The prices probably increased as each trader would want to make a profit and would sell the goods for more than he or she paid.

**BIOGRAPHY** Lesson 2.3

**CONFUCIUS**

1. He believed that the purpose of education was to acquire knowledge and build character.

2. Students’ answers will vary, but might indicate that if people treated other people the way they would want to be treated, then they would live a good life and would live well with others because they would know how they would want to be treated and would apply that same treatment to others.
Trade on the Silk Roads

- a dazzling variety of items
- highly polished
- especially valued
- ideas enriched Chinese culture and civilization

**READING LESSON, THINK AND DISCUSS**

1. The words include the following: a dazzling variety of items, highly polished, especially valued, ideas enriched Chinese culture and civilization. The words have positive connotations.

2. The author only discusses all the benefits of the Silk Roads and its trade.

3. The author has a very positive view of the value of the Silk Roads.
### WRITING LESSON, THINK AND DISCUSS

Answers to Think and Discuss questions will vary.

### WRITING LESSON, RUBRIC—ARGUMENT

<table>
<thead>
<tr>
<th>Scale</th>
<th>Focus and Unity</th>
<th>Organization</th>
<th>Development of Ideas</th>
<th>Voice and Style</th>
<th>Written Conventions</th>
</tr>
</thead>
</table>
| 4     | **Focus:** Introduces specific claims(s) clearly.  
       **Unity:** Provides a concluding statement or section that follows from and supports the argument presented. | **Structure:** Organizes the reasons and evidence logically.  
**Coherence:** Uses words, phrases, and clauses to create excellent cohesion and clarify the relationships among claim(s), reasons, and evidence. | **Content Quality:** Supports claim(s) with excellent logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.  
**Elaboration:** Acknowledges and addresses alternate or opposing claims. | **Reader Engagement:** Fully engages the reader with persuasive language. Tone is consistent.  
**Words and Sentences:** Establishes and maintains a formal style throughout. | Grammar and Usage: Sentences are complete and correct. Fragments, if present, are used intentionally.  
Mechanics and Spelling: Demonstrates consistent control with few or no errors. |
| 3     | **Focus:** Introduces claims(s).  
       **Unity:** Provides a concluding statement or section that follows from and supports most of the argument presented. | **Structure:** Generally organizes the reasons and evidence.  
**Coherence:** Uses words, phrases, and clauses to create good cohesion and clarify most of the relationships among claim(s), reasons, and evidence. | **Content Quality:** Supports claim(s) with adequate logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.  
**Elaboration:** Shows some awareness of alternate or opposing claims. | **Reader Engagement:** Engages the reader with some persuasive language. Tone is mostly consistent.  
**Words and Sentences:** Establishes and mostly maintains a formal style. | Grammar and Usage: Most sentences are complete and correct.  
Mechanics and Spelling: Demonstrates control with minor errors. |
| 2     | **Focus:** Introduces claims(s) that are overly general.  
       **Unity:** Provides a concluding statement or section that follows somewhat from the argument presented. | **Structure:** Organizes the writing but not according to its purpose.  
**Coherence:** Uses some words, phrases, and clauses to clarify a few of the relationships among claim(s), reasons, and evidence. | **Content Quality:** Supports claim(s) with minimally adequate logical reasoning and relevant evidence, few credible sources, and minimal understanding of the topic or text.  
**Elaboration:** Shows little awareness of alternate or opposing claims. | **Reader Engagement:** Somewhat engages the reader with some persuasive language. Tone is not consistent.  
**Words and Sentences:** Establishes and mostly maintains a formal style. | Grammar and Usage: Some sentences are complete and correct.  
Mechanics and Spelling: Demonstrates little control with frequent errors. |
| 1     | **Focus:** does not introduce claims(s).  
       **Unity:** Does not provide a concluding statement, or provides a concluding statement that does not follow from the argument. | **Structure:** Lacks organization.  
**Coherence:** Ideas and support, if present, lack order and transitions. | **Content Quality:** Lacks logical reasoning, relevant evidence, and credible sources. Shows little understanding of the topic or text.  
**Elaboration:** Shows little awareness of alternate or opposing claims. | **Reader Engagement:** Does not engage the reader with persuasive language.  
**Words and Sentences:** Words are often vague. Sentences lack variety and do not flow together. | Grammar and Usage: Errors create a barrier to understanding.  
Mechanics and Spelling: Errors create a barrier to understanding. |
SECTION 1


7. The natural barriers somewhat isolated ancient China from much of the rest of the world, so the Chinese civilization and culture developed with relatively little outside cultural influence.

8. A pattern in the rise and fall of dynasties based on the Mandate of Heaven.

SECTION 2


2. C  4. B  6. A

7. The purpose of the Great Wall of China was to keep invaders from Central Asia out of China.

8. Accept any two of the following differences: They were less cruel, they lowered taxes and put an end to harsh laws, punishments for crimes were lighter, peasants labored only one month a year on projects such as roads, canals, and irrigation systems, they replaced Legalism with Confucianism, and they valued well-educated and obedient officials.

SECTION 3

1. B  3. A  5. D

2. C  4. C  6. A

7. The Silk Roads were land and sea routes connecting China with the rest of Asia, Europe, and Africa.

8. The many traders from various parts of the world who traveled the Silk Roads exchanged ideas as well as goods on the routes.
CHAPTER TEST A

4. D  9. C
5. D  10. C

14. The dynasties developed in the east because this region contains great rivers, access to seas and oceans, and is much less mountainous than the west.

15. A
16. B
17. C

18. The Han government used a bureaucracy of trained officials, as do most modern governments.

19. Confucius and Laozi were born during the Zhou dynasty.

20. Legalism developed during the Warring States period.

21. A ruler should carry out business with dignity and good faith.

22. The ruler respects his people and his position by being dignified, thrifty, and loving.

23. The plaque shows a tall, leafy tree; a bird, and a turtle.


25. Confucianism sought to bring order to society by encouraging people to respect authority and one another. Daoism sought to bring order by staying in balance with nature. Legalism sought to establish order through a strong government and strictly enforced laws.
CHAPTER TEST B

3. A  8. A  13. A
5. C  10. C

14. The Han dynasty expanded to the west as far as the Tian Shan, including the Taklimakan Desert, and to the south, along the East China and the South China seas.

15. A
16. C
17. C

18. Han rulers reduced peasant labor requirements to one month per year.

19. Legalism developed about 75 years after the Warring States period began.

20. Confucius and Laozi were both born in the 500s B.C.

21. A ruler should gather his people together only at the right times.

22. A ruler should feel love for his people.

23. She is sitting under a tree.

24. Possible response: The goddess' relaxed pose, the setting, and the elements of nature suggest a feeling of peace.

25. Confucianism sought to bring order to society by encouraging people to respect authority and one another. Daoism sought to bring order by staying in balance with nature. Legalism sought to establish order through a strong government and strictly enforced laws.

EXAMVIEW QUESTIONS

1. A  6. A
2. B  7. A
5. C  10. A
IDENTIFY CAUSES AND EFFECTS

The following are sample responses. Students’ responses may vary but should demonstrate an understanding of the content and different examples of cause and effect.

**Cause:** The Minoans were expert sailors and ship builders.
**Effect:** Minoans traded across the Mediterranean.
**Effect:** The trading made them prosperous and allowed them to build the great palace at Knossos.

**Cause:** The Mycenaeans had an aggressive streak.
**Effect:** They turned against and eventually conquered their territory.
**Effect:** They had to defend their territory with huge stone walls.

**Cause:** The ancient Greeks believed there were gods and goddesses.
**Effect:** Two great books from the era include gods and goddesses and how they influenced people’s lives.
**Effect:** Ancient Greek storytelling mixed fantasy, religion, and history.

**Cause:** Greek cities were different from one another, often separated by geographic boundaries.
**Effect:** The cities became strong and ruled the area around them, which became the city-states.
**Effect:** City-states were independent from another, even though they shared certain cultural characteristics.

**Cause:** There was not enough farmland to feed everyone.
**Effect:** City-states fought each other for space.
**Effect:** City-states reduced their own populations by starting colonies in better farming areas around the Mediterranean.
SYNTHESIZE VISUAL AND TEXTUAL INFORMATION

Myceanaean Trade Routes, c. 1250 b.c.

- Troy
- Minoan art, architecture, religion, writing, trade, metalwork, and shipbuilding

Greek Trade, c. 500 b.c.

- major trade routes
- regions of Greek influence

Areas influenced by ancient Greeks line up with the major trade routes.

They chose locations on or near the coastlines of the Black and Mediterranean seas because they were good for trade.

Trade was important to the Mycenaeans and the Greeks because it helped spread cultural influence and allowed people to explore new lands.

ANNOTATE A TIME LINE

594 B.C. Solon is granted power in Athens.

546 B.C. The Persian Empire conquers Ionia, a group of Greek colonies.

508 B.C. Athens establishes a democracy, a form of government in which people have a direct role in governing.

499 B.C. Ionia rebels to regain independence, with the help of Athens.

494 B.C. Persia crushes the rebellion.

490 B.C. The Persian army lands at Marathon to attack Athens, but is defeated.

480 B.C. The Battle of Thermopylae. A small but brave group of Greek soldiers stand against the larger Persian army, and are defeated.

479 B.C. The Greek army finally defeats the Persians at the Battle of Plataea.

The Greeks made strong alliances with the other Greek city-states which enabled them to defeat the Persians.
DEFINITION CHART

Word: epic poem
Definition: a long story in the form of a narrative poem
In Own Words: a poem that tells a story
Sentence: Homer composed epic poems.

Word: hero
Definition: a character who faces a challenge that demands courage, strength, and intelligence
In Own Words: a person who does something brave
Sentence: A hero is always the good guy.

Word: labyrinth
Definition: a maze
In Own Words: a maze-like structure
Sentence: A Minoan king built a labyrinth.

Word: myth
Definition: an old story told to explain an event or justify a belief or action
In Own Words: a story that explains something
Sentence: The story of the Minotaur is a myth.

Word: raw material
Definition: a substance from which other things are made
In Own Words: substance used to make something else
Sentence: Tin is a raw material.
SUMMARY PARAGRAPH
Students' paragraphs will vary and should include all of the Key Vocabulary words for this activity.

VOCABULARY PRACTICE  Section 2

WORD MAPS

Word:  alliance
What it is:  an agreement between nations to fight each other's enemies; a partnership
What it does:  strengthens participating nations
What it is like:  a treaty

Word:  democracy
What it is:  a form of government in which citizens have a direct role in governing themselves or elect representatives to lead them
What it does:  includes citizens in government
What it is like:  a republic

Word:  helot
What it is:  a state-owned slave who was part of the lowest class of ancient Greek society
What it does:  farmed Spartans' land
What it is like:  a slave

Word:  trireme
What it is:  an ancient Greek warship
What it does:  engaged in battle
What it is like:  a large sailboat with rowers
ANALYZE PRIMARY SOURCES: DEMOCRACY

1. According to Pericles, democracy is defined as favoring the many instead of the few.

2. The fact that is true of all men is that they are all created equal.

3. Both put an emphasis on equality for all.

4. Works by Greek writers and philosophers might have helped persuade the founders that democracies can really work. They also might have convinced them of the importance of governments.

BIOGRAPHY Lesson 1.3

HOMER

1. Historians believed he lived between 1200 and 750 B.C. in Asia Minor, possibly Ionia.

2. Historians have used the epic poems and the histories of Herodotus to draw information about Homer.

BIOGRAPHY Lesson 2.3

XERXES

1. Students’ answers will vary, but might indicate that they rebelled against his harsh treatment and the heavy taxes that were placed on them to help pay for his military expeditions and huge building projects.

2. Students’ descriptions will vary, but might include harsh, stubborn, tough, brutal, arrogant.
### Similarities

- Each city had an acropolis for protection from invasion.
- Each city had an agora where people shopped and socialized.
- Citizens spoke the same language.
- People practiced the same religion.
- People shared the same heritage and culture.

### Differences

- City-states varied in size.
- Each city-state had its own customs, laws, and separate government.

### Reading Lesson, Think and Discuss

1. Each Greek city had an acropolis and an agora.
2. Greek city-states developed different customs, laws, and government systems.
3. People who lived in different city-states spoke the same language, practiced the same religion, and were brought up with the same heritage and culture.
## WRITING LESSON, THINK AND DISCUSS

Answers to Think and Discuss questions will vary.

### WRITING LESSON, RUBRIC—EXPLANATORY WRITING

<table>
<thead>
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</tr>
</thead>
</table>
| 4     | **Focus:** Introduces a topic clearly.  
**Unity:** Provides a concluding statement or section that summarizes the topic clearly. | **Structure:** Organizes the facts and information logically and distinctly.  
**Coherence:** Uses words, phrases, and clauses to create excellent cohesion and clarify the relationships among facts and information. | **Content Quality:** Supports the main ideas with appropriate facts and relevant concrete details and examples, using accurate, credible sources and demonstrating an understanding of the topic or text.  
**Elaboration:** Shows logical connections between various facts, concrete details, and examples. | **Reader Engagement:** Fully engages the reader with informative language. Tone is consistent.  
**Words and Sentences:** Establishes and maintains a formal style throughout. | **Grammar and Usage:** Sentences are complete and correct. Fragments, if present, are used intentionally.  
**Mechanics and Spelling:** Demonstrates control with few or no errors. |
| 3     | **Focus:** Introduces a topic.  
**Unity:** Provides a concluding statement or section that summarizes the topic for the most part. | **Structure:** Generally organizes the facts and information appropriately.  
**Coherence:** Uses words, phrases, and clauses to create good cohesion and clarify most of the relationships among facts and information. | **Content Quality:** Supports the main ideas with adequate facts and mostly relevant concrete details and examples, using accurate, credible sources and demonstrating an understanding of the topic or text.  
**Elaboration:** Shows mostly logical connections between various facts, concrete details, and examples. | **Reader Engagement:** Engages the reader with some informative language. Tone is mostly consistent.  
**Words and Sentences:** Establishes and mostly maintains a formal style. | **Grammar and Usage:** Most sentences are complete and correct.  
**Mechanics and Spelling:** Demonstrates control with minor errors. |
| 2     | **Focus:** Introduces a topic that is too broad or too narrow.  
**Unity:** Provides a concluding statement or section that somewhat summarizes the topic. | **Structure:** Organizes facts and details, but not consistently.  
**Coherence:** Uses some words, phrases, and clauses to clarify a few of the relationships among facts and details. | **Content Quality:** Supports main ideas with minimally adequate facts, concrete details, and examples, using few credible sources and minimal understanding of the topic or text.  
**Elaboration:** Shows few logical connections between facts, concrete details, and examples. | **Reader Engagement:** Somewhat engages the reader with some informative language. Tone is not consistent.  
**Words and Sentences:** Establishes and mostly maintains a formal style. | **Grammar and Usage:** Some sentences are complete and correct.  
**Mechanics and Spelling:** Demonstrates control with frequent errors. |
| 1     | **Focus:** does not introduce a topic.  
**Unity:** Does not provide a concluding statement, or provides a concluding statement that does not summarize the topic. | **Structure:** Lacks organization.  
**Coherence:** Ideas and support, if present, lack order and transitions. | **Content Quality:** Lacks adequate facts, relevant concrete details and examples, and credible sources. Shows little understanding of the topic or text.  
**Elaboration:** Does not connect facts, concrete details, and examples. | **Reader Engagement:** Does not engage the reader with informative language.  
**Words and Sentences:** Words are often vague. Sentences lack variety and do not flow together. | **Grammar and Usage:** Errors create a barrier to understanding.  
**Mechanics and Spelling:** Errors create a barrier to understanding. |
CHAPTER 8

SECTION 1


7. Homer’s epic poems combine mythology and history to give insight into historical events and early religious beliefs in ancient Greece.

8. Geography kept city-states largely separate from one another. As a result, they developed independently, with different laws and forms of government.

SECTION 2


7. Spartan boys were removed from their families at the age of 7 and raised by the state to become soldiers. In Athens, boys from families that could afford it received an education. Girls learned household skills at home.

8. Spartan government was ruled by kings, elected officials, and the ruling class. Athens was ruled first by a monarchy and then an aristocracy. Internal conflict then gave rise to a democracy in which citizens had a direct role in governing.

CHAPTER TEST A


15. A

16. D
17. C

18. Sparta was ruled by two kings, elected officials, and the ruling class. Its culture and education were shaped around military training and battle. Its economy depended on farming and conquest, with little trade.

19. Theseus appears muscular and in command as he defeats the Minotaur.

20. Theseus demonstrates bravery, fearlessness, recklessness, and selflessness.

21. Achilles means that he intends to kill Hector and be the victor.

22. Achilles demonstrates hatred, vengefulness, and pitilessness.

23. Odysseus’ men ate the sun god’s cattle.

24. Odysseus couldn’t save his men because the sun god was determined to kill them.

25. Ancient Greek heroes were brave and strong, but they also demonstrated less positive characteristics, such as vengefulness and cruelty. Gods and goddesses could help Greek heroes, but they could also prevent a hero from succeeding and take matters into their own hands.

CHAPTER TEST B

1. B  6. D  11. A
4. A  9. C
5. C  10. A

14. Greek culture spread over Europe, Asia, and Africa.

15. C

16. D

17. B

18. All four city-states worshipped many gods.

19. Theseus is the powerful figure who is standing over and stabbing the creature kneeling before him.
20. The Minotaur has the head of a bull and the body of a man.
21. Achilles compares himself and Hector to men and lions and to wolves and lambs.
22. Achilles tells Hector that he will not agree to any covenant with him.
23. Odysseus tried to save his own life and bring his men home safely.
24. He wasn’t successful because the sun god killed Odysseus’ men.
25. Ancient Greek heroes were brave and strong, but they also demonstrated less positive characteristics, such as vengefulness and cruelty. Gods and goddesses could help Greek heroes, but they could also prevent a hero from succeeding and take matters into their own hands.

EXAMVIEW QUESTIONS

1. B  6. A
2. A  7. D
5. D  10. C
Chapter 9

Compare and Contrast Leaders

Possible Responses:

Cleisthenes: limited democracy; created the Council of 500; open debates/voting in the assembly; only male property owners could participate; the rich had more power

Both: established democracy in Athens; great Athenian leader; allowed citizens to have a say in the government

Pericles: direct democracy; all citizens have a say and can vote on policies and laws; paid public officials and jurors; opened government positions to the middle class; transferred power to the assembly from the aristocrats

Cleisthenes and Pericles both established a more representative system of government, but Pericles had a direct democracy in which the people voted directly on laws and policies, while Cleisthenes' system still favored the rich.

Draw Conclusions

• created to save money to build a navy for future wars with Persia
• each city-state contributed
• Athens used the money to build its navy and rebuild the city
• Sparta started the Peloponnesian League

The Delian League at first created an alliance between the city-states, but Athens's power made the other city-states unhappy. They became more suspicious of each other.

Reading and Note-Taking Section 2

Sequence Events and Take Notes

2.1 War Breaks Out

Tensions Rise

• Sparta resented Athens.
• The city-states protested the unfair way that Athens spent their money.
• Pericles punished the city-states for their protests.
• Sparta declares war.
• Sparta—strong navy
• Athens—strong army
• Athens avoids fighting, staying behind the city walls.

2.1 War Breaks Out

A Plague Strikes Athens
• Outbreak of typhoid fever
• Streets crowded with refugees from the war turned the outbreak to a plague.
• Killed 1 in 3 Athenians, including Pericles
• War raged on, but neither side was winning.
• Truce was signed.

2.2 The Defeat of Athens

The War Drags On
• Truce ended in two years.
• Athens and Sparta fought over Sicily.
• Sparta sank all of Athens's ships.
• Sparta took control of Athenian lands.
• Athens's allies revolted.
• Sparta allied with Persia.

2.2 The Defeat of Athens

Sparta Is Victorious
• After Athens surrendered, Sparta rejected calls for revenge.
• Sparta limited Athens's navy.
• Government changes to oligarchy run by ruthless tyrants.
• Athens was weakened and all the city-states needed to help each other.
• Instead conflicts among them continued.

The city-states were war-torn, and still fought amongst themselves.
CATEGORIZE ACHIEVEMENTS

Politics
- studied with Aristotle
- king at 20
- destroyed rebellious Thebes, asserting his leadership

Culture
- influenced by Homer
- founded Greek colonies, spreading Greek culture
- founded more than 70 cities named Alexandria
- Alexandria, Egypt—center of the cosmopolitan world
- libraries and museums
- scholars and scientists
- artists and musicians

Military
- father was a brilliant leader
- first-hand experience—went into battle with his father
- first real military experience at 16
- never lost a battle
- conquered vast empire by the time of his death at 32

OUTLINE AND TAKE NOTES

Biography: Alexander the Great
- He was undefeated in battle and conquered a huge empire in a short period of time.
- He cut it open. It shows he was bold and direct.
- The map shows Alexander's route and the extent of his empire.
- They won some battles, but turned back to go home.

Alexander's Death
- His generals fought for control until the empire fell apart, and was replaced by four kingdoms.
TAKE NOTES ON A KWLS CHART

Answers will vary. Students' responses should reflect their understanding of the section.

COMPARE AND CONTRAST DRAMA FORMS

Comedy: humorous; mocked famous people; Aristophanes

Tragedy: serious; characters suffer; unhappy ending; Sophocles; Aeschylus; Euripides

Students paragraphs will vary but should demonstrate an understanding of Greek drama.

VOCABULARY PRACTICE

VOCABULARY CLUSTER

Word: direct democracy

Definition: a form of democracy in which citizens gather together to vote on laws and policies

Info, related words: male citizens voted; middle class participation; open debate

Word: golden age

Definition: a period of great cultural achievement

Info, related words: great thinkers, learning, creativity

COMIC BOOK POSTER

Students' posters should show at least one of the 12 Olympians. They should include both of the activity's Key Vocabulary words and use the words correctly.
WORD SQUARE

Word: plague
Definition: a disease that causes many deaths
Characteristics: contagious, spreads quickly
Example: 430 B.C. plague in Athens
Non-Example: heart attack

DEFINITION CHART

Word: siege
Definition: a military tactic in which troops surround a city with soldiers in an attempt to take control of it
In Your Own Words: to seal off a city
Symbol/Diagram: city wall surrounded by soldiers

Word: truce
Definition: an agreement to stop fighting
In Your Own Words: end of a war
Symbol/Diagram: two men in different military uniforms shaking hands

VOCABULARY PRACTICE Section 3

WDS TRIANGLES

Word: catapult
Definition: a weapon that hurls large stones
Sentence: The catapult damaged the castle.

Word: cosmopolitan
Definition: worldly
Sentence: Alexandria was a worldly city.

Word: Hellenistic
Definition: relating to Greek history or culture
Sentence: Greek culture spread during the Hellenistic era.
**VOCABULARY PRACTICE**  Section 3  continued

**Word:** phalanx

**Definition:** in ancient Greece and Rome, a battle formation in which soldiers stood close together to protect themselves from enemy attack

**Sentence:** The Roman soldiers formed a phalanx.

**Sample description:** Alexander learned military tactics from his father, who used the phalanx and the catapult in battle. Alexander was a military genius who conquered many lands and carved out an empire. In Egypt he founded Alexandria, which was both Hellenistic and cosmopolitan.

**VOCABULARY PRACTICE**  Section 4

**WORDS IN CONTEXT**

1. A jury is a group of people chosen to make a decision based on evidence presented in a trial.

2. people who make a decision in a trial

3. Philosophy comes from a Greek word meaning “love of wisdom.”

4. Logic is an important part of philosophy.

5. a form of democracy in which people are elected to vote on the citizens' behalf

6. the government of the United States

**VENN DIAGRAM**

**Comedy:** humorous; sometimes mocked famous people

**Tragedy:** serious; characters suffered

**Compare:**

**Similarities:** both were forms of drama:

**Differences:** Comedies were humorous. Tragedies were serious and sad.
RESEARCH ANCIENT GREEK CONTRIBUTIONS

Students' research results will vary but may include some of the following examples:

- **Art and architecture**: architecture of public buildings, columns, marble or bronze statues showing ideal beauty, painted vases
- **Government**: direct democracy, elections, self-rule, voting, concept of citizenship, public assemblies, Plato's *Republic*
- **Health**: gymnastics, emphasis on sports, science in medicine, Hippocratic Oath
- **Literature and drama**: plays, comedies, tragedies, poetry, written history, mythology, Aesop's Fables
- **Science and philosophy**: mathematics, geometry (Euclid, Pythagoras), physics, astronomy, Socrates, Plato, Aristotle, “Socratic method”
- **Sports**: Olympic Games, specific sports such as discus-throwing, wrestling, gymnastics

BIOGRAPHY Lesson 1.1

ARISTOTLE

1. Students' responses will vary but should include two of following: His idea about understanding through observation provided the basis for the scientific method; he categorized learning into categories; he created a way of arguing based on logic.

2. Students' opinions will vary, but might indicate that Aristotle had a way of thinking and learning about the world that he thought was correct and he wanted to share that thinking with others.

CLEISTHENES

1. Cleisthenes believed that the problem had to do with how citizens were organized. He believed the organization should be based on where citizens lived rather than on wealth.

2. It was a limited democracy because only males who owned property were considered citizens.
**READING LESSON, TAKING NOTES**

Students should note three of the words listed below.

<table>
<thead>
<tr>
<th>Word from Text</th>
<th>Greek Root(s)</th>
<th>Meaning of Root(s)</th>
<th>Meaning of Word from Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>philosophy</td>
<td>phil- soph-</td>
<td>love wisdom</td>
<td>the love of wisdom</td>
</tr>
<tr>
<td>philosopher</td>
<td>phil- soph-</td>
<td>love wisdom</td>
<td>a person who loves wisdom</td>
</tr>
<tr>
<td>biology</td>
<td>bio- logy</td>
<td>life study of</td>
<td>the study of life</td>
</tr>
<tr>
<td>democracy</td>
<td>dem- -cacy</td>
<td>people government</td>
<td>government by the people</td>
</tr>
<tr>
<td>mythical</td>
<td>myth-</td>
<td>story</td>
<td>related to stories</td>
</tr>
</tbody>
</table>

**READING LESSON, THINK AND DISCUSS**

1. *Philosopher* is made up of the Greek roots *phil-* meaning “love” and *soph-* meaning “wisdom.” Based on the roots, *philosopher* means “a person who loves wisdom.”

2. Based on its Greek roots, the word *biology* means “the study of life.”


**WRITING LESSON, THINK AND DISCUSS**

Answers to Think and Discuss questions will vary.
## SOCIAL STUDIES SKILLS continued

### WRITING LESSON, RUBRIC—INFORMATIVE WRITING

<table>
<thead>
<tr>
<th>Scale</th>
<th>Focus and Unity</th>
<th>Organization</th>
<th>Development of Ideas</th>
<th>Voice and Style</th>
<th>Written Conventions</th>
</tr>
</thead>
</table>
| 4     | **Focus:** Introduces a topic clearly.  
**Unity:** Provides a concluding statement or section that summarizes the topic clearly.  
**Structure:** Organizes the facts and information logically and distinctly.  
**Coherence:** Uses transitional words and phrases to create excellent cohesion and clarify the relationships among facts and information.  
**Content Quality:** Supports the main ideas with appropriate facts and relevant concrete details and examples, using accurate, credible sources and demonstrating an understanding of the topic or text.  
**Elaboration:** Shows logical connections between various facts, concrete details, and examples.  
**Reader Engagement:** Fully engages the reader with informative language. Tone is consistent.  
**Words and Sentences:** Establishes and maintains a formal style throughout. |  |
| 3     | **Focus:** Introduces a topic.  
**Unity:** Provides a concluding statement or section that summarizes the topic for the most part.  
**Structure:** Generally organizes the facts and information appropriately.  
**Coherence:** Uses transitional words and phrases to create good cohesion and clarify most of the relationships among facts and information.  
**Content Quality:** Supports the main ideas with adequate facts and mostly relevant concrete details and examples, using accurate, credible sources and demonstrating an understanding of the topic or text.  
**Elaboration:** Shows mostly logical connections between various facts, concrete details, and examples.  
**Reader Engagement:** Engages the reader with some informative language. Tone is mostly consistent.  
**Words and Sentences:** Establishes and mostly maintains a formal style. |  |
| 2     | **Focus:** Introduces a topic that is too broad or too narrow.  
**Unity:** Provides a concluding statement or section that somewhat summarizes the topic.  
**Structure:** Organizes facts and details but not consistently.  
**Coherence:** Uses some transitional words and phrases to clarify a few of the relationships among facts and details.  
**Content Quality:** Supports main ideas with minimally adequate facts, concrete details, and examples; few credible sources; and minimal understanding of the topic or text.  
**Elaboration:** Shows few logical connections between facts, concrete details, and examples.  
**Reader Engagement:** Somewhat engages the reader with some informative language. Tone is not consistent.  
**Words and Sentences:** Establishes and mostly maintains a formal style. |  |
| 1     | **Focus:** Does not introduce a topic.  
**Unity:** Does not provide a concluding statement, or provides a concluding statement that does not summarize the topic.  
**Structure:** Lacks organization.  
**Coherence:** Ideas and support, if present, lack order and transitions.  
**Content Quality:** Lacks adequate facts, relevant concrete details, and examples, and credible sources. Shows little understanding of the topic or text.  
**Elaboration:** Does not connect facts, concrete details, and examples.  
**Reader Engagement:** Does not engage the reader with informative language.  
**Words and Sentences:** Words are often vague. Sentences lack variety and do not flow together. |  |
SECTION 1

1. C  
2. D  
7. Solon’s reforms included an elected assembly but kept most power in the hands of a wealthy nobility. Cleisthenes’ reforms expanded participation in government to include all male property owners born in Athens, but this still excluded many male citizens as well as women, foreigners, and slaves.

3. C  
4. D  
8. Ancient Greeks believed that their gods and goddesses were responsible for events in their lives. They believed that the deities interacted with and rewarded and punished humans.

5. D  
6. A

SECTION 2

1. A  
2. D  
7. Members of the Delian League as well as Sparta opposed Athenian control over the finances of the league. When city-states tried to withdraw from Athenian rule, Athens refused to allow it. Sparta, whose society was also very different from that of Athens, decided to put an end to Athenian aggression and declared war.

3. B  
4. D  
8. Athens launched an ill-planned attack on Syracuse and lost most of its fleet and many of its warriors. Sparta destroyed the lands around Athens, cutting it off from food and trade, and Athens’ allies slipped away. Then Sparta allied with Persia, and their combined forces overwhelmed Athens, forcing the city-state to surrender.

5. D  
6. A

SECTION 3

1. D  
2. B  
7. The Greek city-states were weakened by years of fighting the Peloponnesian War, and they were still warring among themselves.

3. C  
4. D  
8. Philip II united Macedonia and Greece, but Alexander achieved his father’s dream of conquering Persia. Alexander’s empire extended from Greece to Egypt and across the Persian Empire into Central Asia and India.

5. C  
6. A
SECTION 4

1. C  
2. A  
3. A  
4. C  
5. B  
6. C

7. Aristotle opened a school called the Lyceum that taught math, science, philosophy, law, and other fields. He believed in learning through observation and experience.

8. The United States adopted the idea of a representative democracy founded on the rule of law and principles such as checks and balances, separation of powers, and trial by jury.

CHAPTER TEST A

1. D  
2. D  
3. C  
4. D  
5. D  
6. C  
7. A  
8. B  
9. C  
10. B  
11. A  
12. D  
13. A  
14. In the Hellenistic world, the lands of ancient Greece came under the control of the Macedonian Kingdom.

15. C  
16. C  
17. A  
18. The plague, which wiped out a third of Athens' population, probably contributed to its defeat in the war.

19. Greek columns were used to build the memorial.

20. The memorial looks like an ancient Greek temple.

21. The U.S. government is considered a representative democracy because citizens elect representatives to vote on their behalf.

22. The United States adopted the idea of having three branches of government, a system of checks and balances, and trial by jury.

23. Wrestlers probably need strength, power, patience, and perseverance to succeed in their sport.
24. Wrestling was popular in ancient Greece because it pitted one man against another and demonstrated their strength and power.

25. Many buildings today contain aspects of ancient Greek architecture, particularly columns. Many modern governments are based on democratic principles and practices first begun by ancient Greece. Most countries of the world participate in the Olympic Games, which originated in ancient Greece.

CHAPTER TEST B

5. A  10. A

14. His empire was broken into four kingdoms: Egyptian, Macedonian, Pergamum, and Seleucid.

15. D

16. A

17. C

18. Macedonia was able to conquer Athens and Sparta because they had been weakened by constant war.

19. The columns line the outside of the memorial.

20. The memorial is beautiful, peaceful, stately, and inspiring.

21. Athens had a direct democracy.

22. Both democracies have lawmaking, executive, and judicial branches of government.

23. Two people take part in a wrestling match.

24. Wrestling requires great strength because the athletes try to overpower one another and throw the opponent to the ground.

25. Many buildings today contain aspects of ancient Greek architecture, particularly columns. Many modern governments are based on democratic principles and practices first begun by ancient Greece. Most countries of the world participate in the Olympic Games, which originated in ancient Greece.
EXAMVIEW QUESTIONS

1. B  
2. A  
3. C  
4. D  
5. C  
6. C  
7. B  
8. A  
9. A  
10. D
OUTLINE AND TAKE NOTES

The section's title is Early Rome.

The section explores the early history of Rome, including how it was founded, its geography, important people, and government.

Rome was located at a key crossing point of the Tiber River where trade routes ran. It was close to the sea, which was good for trade, but far enough from the coast to make it safe from attacks.

The map shows the Hills of Rome, or how different parts of Rome were situated on seven hills. It also shows the Tiber River. The inset map shows the shape of Italy, Rome's location in Italy, and Italy's location in the Mediterranean Sea.

According to the legend, twin brothers named Romulus and Remus founded Rome. They were abandoned as babies, rescued by wolves, and raised by a shepherd. They founded their own city in 753 B.C. Romulus became king of the city and then named the city Rome, after himself.

The early Romans were the Latins, from Latium. The Etruscans and the Greeks also helped shape early Rome.

A patrician is a wealthy landowner. A plebeian was a poor farmer or craftsman—most of the population. Patricians controlled the government and when plebeians insisted on more participation, they went on strike. They forced the patricians to allow them to elect their own representatives called tribunes.

A republic is a form of government in which citizens vote for their leaders.

The Twelve Tables were laws that were written down at the plebeians' insistence. These laws protected the rights of all Roman citizens.

Rome's government had three branches: executive, legislative and judicial. The Romans had checks and balances. Two consuls who shared power led the government. The Senate advised the consuls.

Cicero was a brilliant speaker and statesman.

The painting shows Cicero delivering a speech to the Senate. It relates to the text, which is about Roman government.

The Forum was a series of buildings in the middle of Rome, which was the center of Roman culture, politics, and religion. The Twelve Tables were displayed there, it was a setting for public gatherings, and people did business and worshipped at the Forum.

consul, dictator, legend, patrician, peninsula, plebeian, republic, tribune, veto
CATEGORIZE INFORMATION

women: had few rights; role was to be a good wife and mother; women could not vote or hold public office; they could hold property; they could manage a husband’s business; some women had paying jobs; education was limited and focused on preparing girls for motherhood and marriage; divorce was possible

men: held the power in Roman society; they could vote, fight in wars, perform ceremonies; considered heads of the family (paterfamilias); senior males in families made all the decisions, including punishment; education for wealthy boys focused on reading, writing, arithmetic, and public speaking

poor people: most poor Romans lived and worked on small farms or in overcrowded cities; their diets were simple and basic and meat was a luxury; slaves were the poorest and the largest class

IDENTIFY MAIN IDEA AND DETAILS

Responses will vary. Examples follow.

Main Idea: Roman religion was based on a pantheon, or a group of many gods.

Detail: The gods had Roman names, displayed human traits and personalities, and controlled particular areas of Roman life.

Detail: Romans worshipped gods almost anywhere, including in home and in temples.

Detail: The Roman calendar reflected the religious festivals.

Main Idea: Romans were practical and ambitious, and they valued qualities that would help them achieve success.

Detail: Greek virtues of grace, beauty, and elegance were nice but not essential.

Detail: Traits such as discipline, strength and loyalty were valued.

Detail: Gravitas was an important trait; Romans valued people who were careful and determined.
The First Punic War broke out in 264 B.C. between Carthage and Rome over ownership of the island of Sicily. Carthage's strong navy defeated Rome early on, but Rome responded by building a stronger navy. Rome then defeated Carthage repeatedly and took control of Sicily, Sardinia, and Corsica.

The Second Punic War began in 218 B.C. The Carthaginian general Hannibal attacked one of Rome's allies in southern Spain. Hannibal crossed the Alps and defeated the Roman army on the Italian peninsula. He was forced back to North Africa by Scipio in 205 B.C. Scipio defeated Hannibal at the Battle of Zama.

The Third Punic War began in 149 B.C. Rome laid siege to Carthage. Romans were out to destroy Carthage. They destroyed all Carthaginian buildings and sold survivors as slaves. Carthage ceased to exist and became a Roman province.

The Macedonian Wars were fought between Rome and Philip of Macedonia. After two wars, Philip was defeated in 197 B.C. by the Roman legions. Macedonia became a Roman province.

Questions and answers will vary. They should focus on the four topics provided: Roman legions, Roman legionaries, Marius, and life and training of a legionary.

Cause: The Roman Republic expanded after the Punic Wars.  
Effect: Wealth wasn't distributed fairly among Roman people. Roman generals became very rich, and bought up farmland which drove farmers out of business and increased poverty and unemployment.

Cause: Tiberius Gracchus had the plebeian assembly approve a bill to take land from the rich and give it to the poor.  
Effect: The Senate becomes angry and assassinates Tiberius.

Cause: Ten years after his brother Tiberius is assassinated, Gaius Gracchus introduces reforms to the Senate.  
Effect: Gaius Gracchus was assassinated.

Cause: Sulla marched his army into Rome.  
Effect: Civil war begins.
**ANSWER KEY**  
**CHAPTER 10**

**BUILD A TIME LINE**

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

Pompey and Crassus use influence and get Julius Caesar elected consul.

The First Triumvirate forms. It includes Crassus, Pompey, and Caesar and lasts seven years.

The triumvirate grants Caesar a large army with which to conquer Gaul.

53 B.C. Crassus dies. First Triumvirate collapses.

Senate appoints Pompey sole consul.

Caesar leads his army into Rome and starts a civil war.

48 B.C. Caesar defeats Pompey.

44 B.C. Julius Caesar is assassinated.

Civil war follows Julius Caesar’s death. Republic becomes a monarchy, and then an empire.

**VOCABULARY PRACTICE**  
**Section 1**

**FOUR-COLUMN CHART**

**consul:** one of two chief leaders elected yearly in ancient Rome

**Illustration:** two men in togas, each making the victory sign

**Sentence:** A Roman consul served for a one-year term.

**dictator:** a person who rules with total authority

**Illustration:** talking head, male, with bubble stating “My word is law”

**Sentence:** Caesar became a dictator.

**patrician:** a wealthy landowner in ancient Rome
Illustration: man in toga holding a goblet
Sentence: A Roman patrician was rich.

plebian: a common person in ancient Rome
Illustration: man hoeing a garden plot
Sentence: A plebian was an ordinary citizen.

KWL CHART

legend
What I Know: A legend is a story from the past that is accepted as truth but cannot be proven.
What I Want to Know: Is there a legend about Rome?
What I Learned: A famous legend tells about the founding of Rome.

peninsula
What I Know: A peninsula is a piece of land surrounded by water on three sides.
What I Want to Know: Is Rome located on a peninsula?
What I Learned: All of Italy, including Rome, lies on a peninsula.

republic
What I Know: A republic is a type of government in which citizens vote for their leaders.
What I Want to Know: Was Rome a republic?
What I Learned: Rome was a republic, except in times of crisis. Then it became a dictatorship.

tribune
What I Know: A tribune was a representative who fought to protect the rights of ordinary citizens in ancient Rome.
What I Want to Know: How were the tribunes chosen?
What I Learned: Tribunes were elected by the plebeians.

veto
What I Know: To veto means to reject a decision or proposal made by another government body.
ANSWER KEY

CHAPTER 10

VOCABULARY PRACTICE  Section 1  continued

What I Want to Know:  Who could veto government decisions?
What I Learned:  Consuls could veto each other’s decisions.

VOCABULARY PRACTICE  Section 2

DEFINITION TREE

aristocracy:  an upper class that is richer and more powerful than the rest of society
Sentence:  Members of the aristocracy were wealthy.

pantheon:  the gods of a group people, a religion, or a civilization
Sentence:  The Roman pantheon had many gods.

patriarchy:  a society in which men hold all the power
Sentence:  In Rome’s patriarchy, men were in charge of the family.

WORDS IN CONTEXT

Students’ narrative paragraphs will vary. Students’ paragraphs should incorporate the Key Vocabulary for this activity and use the words correctly.

Sample drawings:

aristocracy:  man reclining while servant holds tray of food and drink
pantheon:  three temples with the labels “Diana,” Neptune,” and “Apollo”
patriarchy:  stick figures of man reclining on sofa while woman scrubs floor

VOCABULARY PRACTICE  Section 3

I READ, I KNOW, AND SO

legionary

I Read:  A legionary is a Roman soldier who fought in a group called a legion.
I Know:  France had a foreign legion.
And So:  Soldiers in the French foreign legion were legionaries.

province

I Read:  Carthage was renamed the Roman province of Africa.
I Know:  Some countries, such as France, are organized into regions called provinces.
And So: The idea of provinces probably originated in Roman times.
Remaining answers will vary.

VOCABULARY PRACTICE Section 4

DEFINITION CLUES

**civil war**
1. He marched his army into Rome, starting a civil war, or war between groups in the same country, and took control of the Senate.
2. Civil war happens when people in the same country fight each other.
3. Sentences will vary.
4. Responses will vary but should reflect an understanding of the material.

**reform**
1. Ten years later his brother, Gaius Gracchus, tried to introduce reforms, or changes to make things better, in the Senate.
2. Reform is a change for the better.
3. Sentences will vary.
4. Responses will vary but should reflect an understanding of the material.

DESCRIPTIVE PARAGRAPH

Students’ paragraphs will vary but should incorporate the Key Vocabulary for this activity and use the words correctly. Their paragraphs should begin with a topic sentence, include four to six sentences with supporting details, and end with a summarizing sentence.

ACTIVE HISTORY Lesson 1.3

COMPARE GREEK AND ROMAN GOVERNMENTS

1. **Similarities:** Both are democratic—citizens have a say in their government.
   **Differences:** A direct democracy is a system of government in which every citizen who is eligible to vote can vote on laws. It is the rule of the majority. In a republic, an elected representative votes on behalf of the citizens.
2. The Assembly allowed poorer citizens to have a say in laws. It ensured that the interests of the wealthy were balanced by the interests of those who were not as wealthy.

3. The United States was large in size. It was easier and more realistic for people to elect representatives to go to the capital than to go themselves.

4. In a direct democracy, sometimes the majority will look out for its interests only, and smaller groups outside the majority have no rights. In a republic, the representative may not know what the people want or may be swayed to vote in a way that does not accurately represent citizens' views.

**BIOGRAPHY  Lesson 1.3**

**CICERO**

1. Cicero was exiled because he and the Senate had overstepped their authority when they had executed Catiline without first putting him on trial.

2. Students' answers will vary, but should indicate that Cicero's letters to his friends dealt with everyday occurrences, which provide a picture of what life was like during the Republic.

**BIOGRAPHY  Lesson 4.2**

**CLEOPATRA VII**

1. Cleopatra looked to Mark Antony for support; in exchange she helped Antony financially in his attempt to conquer Persia.

2. Students' opinions will vary, but might include that Cleopatra was a strong ruler because she sought to be the sole ruler at a time when women were required to rule alongside a man. She also understood what she needed to do to restore territories that Egypt lost and sought Roman help.
READING LESSON, THINK & DISCUSS

1. Boys from wealthier families went to school, but girls were lucky if they learned only basic reading, writing, and arithmetic.

2. Males headed up families and made all decisions about family matters. Women did domestic chores like cooking and cleaning.

3. Men and women could both own property, and some woman managed their husband’s businesses.
## SOCIAL STUDIES SKILLS  
### continued

### WRITING LESSON, THINK AND DISCUSS

Answers to Think and Discuss questions will vary.

### WRITING LESSON, RUBRIC—ARGUMENT

<table>
<thead>
<tr>
<th>Scale</th>
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<th>Voice and Style</th>
<th>Written Conventions</th>
</tr>
</thead>
</table>
| 4     | **Focus:** Introduces specific claims(s) clearly.  
**Unity:** Provides a concluding statement or section that follows from and supports the argument presented. | **Structure:** Organizes the reasons and evidence logically.  
**Coherence:** Uses words, phrases, and clauses to create cohesion and clarify relationships among evidence. | **Content Quality:** Supports claim(s) with logical reasoning and relevant evidence and demonstrating an understanding of the topic or text.  
**Elaboration:** Acknowledges and addresses alternate or opposing claims. | Reader Engagement:  
Fully engages the reader with persuasive language.  
Tone is consistent.  
**Words and Sentences:** Establishes and maintains a formal style throughout.  
**Grammar and Usage:** Sentences are complete and correct.  
Fragments, if present, are used intentionally.  
**Mechanics and Spelling:** Demonstrates consistent control with few or no errors. |
| 3     | **Focus:** Introduces claims(s).  
**Unity:** Provides a concluding statement or section that follows from and supports most of the argument presented. | **Structure:** Generally organizes the reasons and evidence.  
**Coherence:** Uses words phrases, and clauses to create good cohesion and clarify most relationships among evidence. | **Content Quality:** Supports claim(s) with adequate reasoning and relevant evidence and demonstrating an understanding of the topic or text.  
**Elaboration:** Shows some awareness of alternate or opposing claims. | Reader Engagement:  
Engages the reader with some persuasive language.  
Tone is mostly consistent.  
**Words and Sentences:** Establishes and mostly maintains a formal style.  
**Grammar and Usage:** Most sentences are complete and correct.  
**Mechanics and Spelling:** Demonstrates control with minor errors. |
| 2     | **Focus:** Introduces claims(s) that are overly general.  
**Unity:** Provides a concluding statement or section that follows somewhat from the argument presented. | **Structure:** Organizes the writing, but not according to its purpose.  
**Coherence:** Uses some words, phrases, and clauses to clarify a few of the relationships among evidence. | **Content Quality:** Supports claim(s) with minimal adequate logical reasoning and relevant evidence and demonstrating minimal understanding of the topic or text.  
**Elaboration:** Shows little awareness of alternate or opposing claims. | Reader Engagement:  
Somewhat engages the reader with some persuasive language.  
Tone is not consistent.  
**Words and Sentences:** Establishes and mostly maintains a formal style.  
**Grammar and Usage:** Some sentences are complete and correct.  
**Mechanics and Spelling:** Demonstrates little control with frequent errors. |
| 1     | **Focus:** does not introduce claims(s).  
**Unity:** Does not provide a concluding statement, or provides a concluding statement that does not follow from the argument. | **Structure:** Lacks organization.  
**Coherence:** Ideas and support, if present, lack order and transitions. | **Content Quality:** Lacks logical reasoning and relevant evidence. Shows little understanding of the topic or text.  
**Elaboration:** Shows little awareness of alternate or opposing claims. | Reader Engagement:  
Does not engage the reader with persuasive language.  
**Words and Sentences:** Words are often vague. Sentences lack variety and do not flow together.  
**Grammar and Usage:** Errors create a barrier to understanding.  
**Mechanics and Spelling:** Errors create a barrier to understanding. |
SECTION 1


7. According to legend, Aeneas was the ancestor of twin brothers, Romulus and Remus. The boys were abandoned at birth, rescued by a wolf, and raised by a shepherd. The pair founded their own city. In 753 B.C., Romulus became its first king and called the city Rome. Archaeologists have uncovered ruins suggesting that the hills around Rome contained many small villages in 1000 B.C. Some of these villages merged with villages in the valleys to create a larger settlement around 750 B.C. This was early Rome.

8. Citizens could go to the Roman Forum to hear public speeches, stage or witness protests, read the Twelve Tables, watch theatrical performances and athletic games, and attend the funerals of important men.

SECTION 2

1. B  3. A  5. C
2. D  4. C  6. A

7. Romans worshipped their gods almost anywhere. In addition, nearly every home had a shrine, and the paterfamilias would make daily offerings to the gods that protected his family and his house.

8. Having gravitas means being solemn and respectful. Romans respected people who acted with great consideration, determination, and energy.

SECTION 3

1. B  3. B  5. A

7. Hannibal's military tactics are still studied today because he was able to defeat the enemy even when he was outnumbered, and he was a master of the surprise attack.
8. After laying siege to Carthage in 149 B.C., the Romans sold Carthaginian survivors as slaves and destroyed every building in the city. The Romans renamed Carthage and its adjoining lands the Roman province of Africa. They also seized the Iberian Peninsula, which Carthage had controlled, and it eventually became the Roman province of Hispania.

SECTION 4


7. Senators thought that Caesar was exercising too much power and so taking power away from them.

8. Factors and events included the greed of the rich, the inequality between rich and poor, failed reforms, ambitious generals and powerful armies, soldiers’ shifting loyalty to their generals, and civil war.

CHAPTER TEST A

4. B  9. A
5. A  10. B

14. Rome expanded mostly around the Mediterranean Sea so that it could control trade there.

15. C
16. B
17. D

18. Cincinnatus was asked to become dictator during a time of war, and when it was over, he stepped down. Caesar declared himself dictator and intended to remain as such for the rest of his life.

19. The Romans were almost constantly at war, so they needed a god they believed could help them win battles.

20. A thunderbolt is a fitting symbol for Jupiter because it suggests power, strength, and majesty.
21. It was important to keep the work oxen healthy because they made life easier for farmers by pulling plows and performing other hard labor.

22. Most of the items are agricultural items that are grown or raised on a farm.

23. The lar looks like an ordinary Roman because he wears simple, unadorned clothing, has a plain hairstyle, and is shown with no jewels or decorations that would indicate great wealth.

24. The patriarch may have asked the lar to bring health and prosperity to his family.

25. Ancient Romans worshipped many gods and spirits. Some spirits lived in the homes of the ancient Romans like family members and received daily offerings and prayers. Other gods were thought to watch over the people's livelihood, including farms and farm animals. The major gods were worshipped in special ceremonies and, in return, were believed to protect the people from such catastrophes as earthquakes and war.

CHAPTER TEST B

1. D
2. B
3. A
4. C
5. A
6. D
7. B
8. C
9. B
10. D
11. B
12. C
13. D
14. In 246 B.C., Rome controlled about three or four times more territory than Carthage.
15. D
16. A
17. D
18. War and violence seem to have characterized much of the history of the Roman Republic.
19. Vesta might have been the most important god in Roman daily life because she was concerned with the home and family.
20. Farmers probably prayed to Ceres because she was the goddess of agriculture.
21. Mars Silvanus is god of the forest.

22. The four items should include three pounds of spelt grits, four and one half of lard, four and one half of meat, and three sextarii of wine.

23. The lar looks like a graceful young man.

24. Roman families made daily offerings to the lares to keep them happy and on their good side.

25. Ancient Romans worshipped many gods and spirits. Some spirits lived in the homes of the ancient Romans like family members and received daily offerings and prayers. Other gods were thought to watch over the people’s livelihood, including farms and farm animals. The major gods were worshipped in special ceremonies and, in return, were believed to protect the people from such catastrophes as earthquakes and war.

EXAMVIEW

1. C
2. D
3. A
4. D
5. D
6. B
7. D
8. C
9. D
10. A
IDENTIFY PROBLEMS AND SOLUTIONS

Answers may vary but should reflect students' understanding of the section.

**Problem:** Octavian found himself in a deadly power struggle after the death of Caesar.

**Solution:** He killed Caesar’s assassins, defeated his rivals, and crushed revolts.

**Problem:** Rome had many long-standing problems that threatened stability.

**Solution:** Augustus secured peace for Rome by handing out grain to the poor, improving government by paying officials, and improving Rome with new monuments. He brought the army under control, limiting its size, and started a permanent navy.

**Problem:** Augustus wanted to keep Rome expanding without the cost of all-out war.

**Solution:** He supported local rulers so that they might support him with military aid.

**Problem:** The army had to be able to travel to the far corners of the empire.

**Solution:** A network of bridges and roads was built, and a mail service started. Rest inns were built at regular intervals along the roads for people to stay in as they travelled.

**Problem:** With such a vast area and even larger trading area, it was hard to exchange goods, collect taxes, and pay soldiers.

**Solution:** A standard currency was introduced that was accepted both in and outside the empire’s borders.

**Problem:** The poor needed some distraction or else they would revolt.

**Solution:** The Colosseum provided entertainment in the form of gladiator and wild animal fighting.

SYNTHESIZE VISUAL AND TEXTUAL INFORMATION

textiles and grain
to India and China

An arch was a curved structure over an opening; it was used because of its strength.

The Colosseum was built with bowl-shaped sides so that 50,000 people could see the action while sitting in the audience.

tiny colored stone cubes put together to make a picture or design

The Romans learned fresco—a picture painted directly onto the wall while the plaster is still wet—from the Greeks.

ash from the volcano eruption

Mount Vesuvius
IDENTIFY HISTORICAL FIGURES

Jesus; Nero; Constantine; Paul; Luke; Jesus; Pontius Pilate; Paul; Constantine; Jesus; Twelve Apostles

INTERPRET MAPS

The Spread of Christianity, c. a.d. 500
Christian area, c. a.d. 325
Christian expansion, c. a.d. 500

It mostly started in areas around the Mediterranean near the coast, and along rivers.

about 175 years

It started in patchy areas all over the empire, and then gradually spread until it dominated the empire and went beyond its borders.

the Persian Gulf

[Possible response] Christianity appealed to many people who rejected the rule of the Roman Empire. Jesus’ followers spread fast and far using the Roman road network. Rome declared Christianity illegal, but by then it seemed too late to prevent its spread.

MAKE GENERALIZATIONS

Responses will vary but should reflect students' critical thinking and knowledge of the section. Sample responses below.

Generalization: Large geographic areas are difficult to govern and to defend against invaders.

Generalization: Warfare can be very expensive and can also affect a society's ability to meet people's basic needs.

Generalization: When the territory of the empire is too big to govern, the only thing for a wise leader to do is to split the area into manageable territories and appoint trustworthy people to run them.

Generalization: Sometimes problems can be too big to solve, and collapse is unable to be prevented.
ORGANIZE INFORMATION

Language: Latin became very influential, it became the source of other languages, and English borrowed words from it; French; the word campus; prefixes and suffixes in English

Literature: Oratory, or public speaking, was prized in Rome; Epic Poetry; Cicero’s speeches are still studied by students today; Virgil’s Aeneid

Philosophy: Ethics and other ideas about life were adopted from the Greeks and developed by the Romans; The Roman Catholic Church kept Roman literature works to teach young men about morality, government, and law.

Art: Roman mosaics and bas-relief frescoes inspired much later work; The National World War II Memorial in Washington, D.C. includes bas-relief.

Architecture: Roman roads and city planning became models for later town planning; Roman roads are still used; many cities have used the grid pattern for streets

Law and Government: The sense of civic duty, structure of the government, and law codes influenced later ideas of governance; Representative assemblies; systems of checks and balances; ideas of fair judges, presumption of innocence, and equality under law

Engineering: Aqueducts; The basic mechanisms and engineering of Roman aqueducts are still in use today.

VOCABULARY PRACTICE

RELATED WEB IDEA

Word: gladiator
Sample Definition: a fighter in ancient Rome

Word: aqueduct
Sample Definition: a stone channel for water

Word: arch
Sample Definition: curved structure above an opening

Connections

gladiator/arch: Gladiators fought in the Colosseum, which was held up by a network of arches.

arch/aqueduct: Some aqueducts contained arched bridges.
WORDS IN CONTEXT

1. An emperor was a ruler who had absolute power.
2. Caesar's heir defeated his rivals and crushed revolts to become the first emperor.
3. A mosaic is a picture or design made up of tiny cubes of stone.
4. A fresco is a picture painted onto a wall. Romans used frescoes to impress others with their wealth and status.

WORD SQUARE

Word: catacomb
Definition: a hidden underground chamber where people are buried
Characteristics: tunnels with spaces in the walls for bodies
Example: Rome's underground chambers
Non-Example: villa
Word: epistle
Definition: a letter
Characteristics: may explain religious teachings
Example: Paul's epistle to the Galatians
Non-Example: Parable of the Good Samaritan
Word: missionary
Definition: a person who goes to another country to do religious work; a person who tries to spread Christianity to others
Characteristics: sometimes arrested for spreading religious teachings
Example: Paul
Non-Example: Octavian
Word: parable
Definition: in the Bible, a short story about everyday life
Characteristics: makes a religious or a moral point
Example: The Prodigal Son
Non-Example: The Sermon on the Mount
VOCABULARY PRACTICE  Section 2  continued

Word: pope
Definition: the leader of the Roman Catholic Church
Characteristics: former bishop of Rome
Example: Pope Francis
Non-Example: priest

VOCABULARY PRACTICE  Section 3

WORD MAP

Word: barbarian
Meaning: a person who lives outside the Roman Empire
Examples: Visigoths, Huns
What It Is Like: a raider or invader
Sample Sentence: Barbarians conquered the Roman Empire.

VOCABULARY CLUSTER

Word: tetrarchy
Definition: a system of rule by four emperors
Detail: The Roman Empire was divided into two parts.
Detail: Two emperors ruled each part.
Detail: One emperor in each region was senior and the other was junior.

VOCABULARY PRACTICE  Section 4

WORD MAP

Word: bas-relief
Meaning: a realistic sculpture with figures raised against a flat background
Examples: sculptures on the National World War II Memorial
Identify: Other examples of bas-relief include ancient Greek sculptures (such as the Alexander Sarcophagus and bas-relief sculptures of the Persians.
What It Is Like: the front or side of a free-standing sculpture
Sample Sentence: Bas-relief was used to decorate stone coffins.
VOCABULARY PRACTICE  Section 4  continued

Word:  oratory
Meaning:  the art of public speaking
Examples:  Cicero’s speeches
What It Is Like:  efforts to persuade
Sample Sentence:  Many young men were trained in oratory.
Make Inferences:  lawyers, actors, politicians

ACTIVE HISTORY  Lesson 4.1

ANALYZE THE ROOTS OF MODERN LANGUAGES

1.  a. dis-; b. bon; c. ped; d. ped; e. sub; f. spect
2.  a. to make laws; b. dom; domestic cat; c. the distance someone’s feet travel; d. under the sea; e. against it
3.  Students’ responses will vary but may include the following words: perspective, retrospective, prejudice, judicious, legal, illegal, expedition, extrovert, vertigo, domesticate, dislike, submerge, and other words with dis- or sub- as prefixes.

BIOGRAPHY  Lesson 2.2

PAUL

1.  Paul had a vision in which Jesus revealed himself as the Son of God.
2.  Students’ answers will vary, but might indicate that the epistles explained the gospels, provided solutions to local problems in the churches, and advised on how to live a Christian life, thereby providing a guide for the new religion.

BIOGRAPHY  Lesson 3.3

ATTILA

1.  Attila attacked the empire and gained the empire’s land in southeastern Europe; the emperor had to pay back the initial payment, and the future payment was increased.
2.  Students’ answers will vary, but might indicate that Attila had suffered only one defeat in his time as the leader of the Huns.
**ANSWER KEY** CHAPTER 11

**SOCIAL STUDIES SKILLS**

**READING LESSON, TAKING NOTES**

A.D. 35 Stephen is first Christian killed.  
A.D. 64 Emperor Nero blames Christians for a fire in Rome and puts thousands to death.  
A.D. 64 The apostle Peter dies.  
A.D. 312 Constantine becomes emperor and ends Christian persecution.  
Emperor Theodosius makes Christianity the official religion of Rome. Christian leaders meet to define Christian beliefs and practices.

**READING LESSON, THINK AND DISCUSS**

1. Thousands of Christians were put to death when the emperor Nero blamed them for a great fire in Rome in A.D. 64.

2. The emperor Constantine ended Christian persecution in A.D. 312.

3. Students should list the events in the following order: the apostle Peter dies; Christianity becomes Rome's official religion; Christian leaders meet to define Christian beliefs.

**WRITING LESSON, THINK AND DISCUSS**

Answers to Think and Discuss questions will vary.
<table>
<thead>
<tr>
<th>Scale</th>
<th>Focus and Unity</th>
<th>Organization</th>
<th>Development of Ideas</th>
<th>Voice and Style</th>
<th>Written Conventions</th>
</tr>
</thead>
</table>
| 4     | **Focus:** Introduces the topic clearly.  
      | **Unity:** Provides a concluding paragraph that follows from and supports the topic presented.  
      | Structure: Organizes the supporting details and evidence logically.  
      | **Coherence:** Uses words, phrases, and clauses to create excellent cohesion and clarify the relationships among the topic, supporting details, and evidence.  
      | **Content Quality:** Supports the topic with excellent supporting details and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.  
      | **Elaboration:** Draws logical conclusions based on the supporting evidence.  
      | **Reader Engagement:** Fully engages the reader with expository language. Tone is consistent.  
      | **Words and Sentences:** Establishes and maintains a formal style throughout.  
      | **Grammar and Usage:** Sentences are complete and correct. Fragments, if present, are used intentionally.  
      | **Mechanics and Spelling:** Demonstrates consistent control with few or no errors. |
| 3     | **Focus:** Introduces the topic.  
      | **Unity:** Provides a concluding paragraph that follows from and mostly supports the topic presented.  
      | Structure: Generally organizes the supporting details and evidence.  
      | **Coherence:** Uses words, phrases, and clauses to create good cohesion and clarify most of the relationships among the topic, supporting details, and evidence.  
      | **Content Quality:** Supports the topic with adequate supporting details and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.  
      | **Elaboration:** Draws mostly logical conclusions based on the supporting evidence.  
      | **Reader Engagement:** Mostly engages the reader with expository language. Tone is mostly consistent.  
      | **Words and Sentences:** Establishes and mostly maintains a formal style.  
      | **Grammar and Usage:** Most sentences are complete and correct.  
      | **Mechanics and Spelling:** Demonstrates control with minor errors. |
| 2     | **Focus:** Introduces a topic that is overly general.  
      | **Unity:** Provides a concluding paragraph that somewhat follows from the topic presented.  
      | Structure: Organizes the writing, but not according to its purpose.  
      | **Coherence:** Uses some words, phrases, and clauses to clarify a few of the relationships among the topic, supporting details, and evidence.  
      | **Content Quality:** Supports the topic with minimally adequate supporting details and relevant evidence, few credible sources, and minimal understanding of the topic or text.  
      | **Elaboration:** Draws somewhat logical conclusions based on the supporting evidence.  
      | **Reader Engagement:** Somewhat engages the reader with expository language. Tone is not consistent.  
      | **Words and Sentences:** Establishes and mostly maintains a formal style.  
      | **Grammar and Usage:** Some sentences are complete and correct.  
      | **Mechanics and Spelling:** Demonstrates little control with frequent errors. |
| 1     | **Focus:** Does not introduce the topic.  
      | **Unity:** Does not provide a concluding paragraph, or provides a concluding paragraph that does not follow from the topic.  
      | Structure: Lacks organization.  
      | **Coherence:** Ideas and support, if present, lack order and transitions.  
      | **Content Quality:** Lacks supporting details, relevant evidence, and credible sources. Shows little understanding of the topic or text.  
      | **Elaboration:** Conclusions that are drawn are not supported by the evidence.  
      | **Reader Engagement:** Does not engage the reader.  
      | **Words and Sentences:** Words are often vague. Sentences lack variety and do not flow together.  
      | **Grammar and Usage:** Errors create a barrier to understanding.  
      | **Mechanics and Spelling:** Errors create a barrier to understanding. |
SECTION 1


7. He passed laws that restored order and he organized the army in such a way as to prevent its posing any threat.

8. Roman engineers developed a new, stronger type of concrete that allowed them to construct roads and buildings. They calculated the best routes for roads and the best way to build aqueducts to ensure a steady flow of water. Roman engineering inventions included the arch, vault, and dome.

SECTION 2


7. The Roman road network made travel throughout the empire much easier, and so the followers of Jesus were able to spread his teachings fast and far.

8. He traveled as a missionary to spread Christianity and wrote many letters explaining the teachings of Jesus to followers so they better understood their religion.

SECTION 3


7. The Western Roman Empire was broken into many Germanic kingdoms.

8. He divided the empire into two parts. Each part was ruled by an emperor and a junior emperor, thereby forming a tetrarchy.

SECTION 4

1. D  3. D  5. A
7. Examples of Rome’s legacy in architecture include the use of concrete, columns, arches, domes, and a grid pattern for city streets.

8. Romance languages developed from Latin, and all share a common root in Latin. Examples include French, Italian, Spanish, and Portuguese.

CHAPTER TEST A

5. C  10. D

14. The Roman Empire grew wealthy from trade because its trade routes extended over three continents.

15. D
16. C
17. A

18. The Huns invaded the lands of other Germanic tribes and drove them into the Roman Empire. Eventually the Huns invaded Rome as well.

19. Paul has traveled from Jerusalem to Illyricum and plans to go to Spain.

20. The roads connected the Empire, allowing Paul to travel over parts of three continents.

21. Tertullian says that the world is better known, cultivated, and civilized.

22. Countries are more open to commerce and have well-ordered governments. Countries also benefit from newly built roads and houses.

23. The road is wide, straight, made of stone, and well designed. The road angles down at the sides, allowing water to run off.

24. Since the road is still in good shape—and probably still used—nearly 2,000 years after its construction, it must have been built to last.

25. With the Empire’s network of roads, ideas including Christianity spread far and wide. The roads also carried Roman trade and ideas about government and civilization throughout the Empire.
CHAPTER TEST B

4. A  9. C
5. B  10. C

14. Rome imported grain and textiles from Egypt.
15. B
16. C
17. D
18. The Huns, Vandals, and Visigoths led the invasion into the Western Roman Empire.
19. Paul has decided to go to Spain because he has spread the gospel of Christ from Jerusalem to Illyricum, and there are no more places in those regions for him to work.
20. Paul says he will see the Christians in Rome on his way to Spain.
21. The Roman Empire has opened these countries up to commerce.
22. Tertullian thinks the governments are well ordered.
23. The road is made of stone.
24. The road was built wide so that vehicles and soldiers could travel on it.
25. With the Empire’s network of roads, ideas including Christianity spread far and wide. The roads also carried Roman trade and ideas about government and civilization throughout the Empire.

EXAMVIEW QUESTIONS

2. A  7. C
3. C  8. D
5. D  10. D
COMPARE AND CONTRAST

Olmec:
- 1200 B.C. to 400 B.C.
- Lived on the coast
- Mesoamerica’s first civilization
- Pyramids and temples on earthen mounds
- Played a game similar to soccer and basketball
- Huge stone heads
- Extensive trade network
- Mother culture of other later civilizations

Zapotec:
- 1300 B.C. to
- Southwest of the Olmec in the Oaxaca Valley
- Monte Albán
- Tomb burial for the wealthy
- Terrace farming

Similarities:
- The rich had fine jewelry
- Emerged on the floodplains of rivers
- Decline a mystery

TAKE NOTES ON A TOPIC TRIANGLE

Top:
- Rulers
- Lived in elaborate stone buildings and wore expensive clothes and jewelry

Middle:
- Priests, merchants, and artists
Bottom:
workers, farmers
lived in simple wood or mud houses

Make Inferences The most populous class in Olmec society was the bottom class, the workers.

SEQUENCE EVENTS
1. The Maya lived in diverse areas and had lots of available land to grow food on.
2. The Maya developed successful agricultural practices, allowing them to produce a food surplus.
3. The large poor class of farmers worked hard to grow crops.
4. The Maya learned to track seasonal changes and better time the planting and harvesting of crops.
5. They made offerings and sacrifices to the gods and in order to pay respect to factors outside their control.
6. The Maya achieved an agricultural success that allowed their civilization to advance.

IDENTIFY LEGACIES

<table>
<thead>
<tr>
<th>Subject</th>
<th>Legacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>Sophisticated number system</td>
</tr>
<tr>
<td>Math</td>
<td>Concept of zero</td>
</tr>
<tr>
<td>Astronomy</td>
<td>Predicted the movements of sun, moon, planets, and stars accurately based only on observation</td>
</tr>
<tr>
<td>Astronomy</td>
<td>Developed an accurate 365-day calendar</td>
</tr>
<tr>
<td>Writing System</td>
<td>Symbolic writing system using glyphs</td>
</tr>
<tr>
<td>Books</td>
<td>Developed a tree-bark paper book called a codex</td>
</tr>
<tr>
<td>Books</td>
<td><em>Popol Vuh</em>, the publication of the Maya creation story</td>
</tr>
</tbody>
</table>
SYNTHESIZE VISUAL AND TEXTUAL INFORMATION

1. Around A.D. 1300
2. The Aztec Empire, 1503–1519
3. The Triple Alliance was an alliance of the Aztec with Texcoco and Tlacopan.
4. Lake Texcoco
5. Quetzalcoatl, an Aztec god. It’s made of turquoise.
6. It’s a wall of skulls of sacrificed prisoners. It makes the Aztec seem very warlike.
7. Moctezuma was a warrior, and he appears to be very wealthy and to lead a rich lifestyle.
8. Veracruz; 1519
9. Because the living conditions under Moctezuma II were harsh, and because they knew the Spanish, with their superior weapons, were going to win anyway.
10. 2 years

VOCABULARY PRACTICE  Section 1

WORD WEB

Word: mother culture
Definition: a civilization that greatly influences other civilizations
Related info, ideas, or words: legacy; cultural spread; art, religious practices

Word: terrace
Definition: a stepped platform built into a mountainside
Related info, ideas, or words: agriculture; increased area for raising crops; increased area for building

WRITE A SUMMARY

Students' summaries will vary. Students' paragraphs should incorporate all Key Vocabulary words for this activity and use them in a way that defines and explains them.
VOCABULARY PRACTICE  Section 2

VOCABULARY T-CHART

Word: codex
Definition: a folded book made of tree bark paper
Details: recorded Maya history; most destroyed by Spanish conquerors

Word: glyph
Definition: a symbolic picture used to represent a word, syllable, or sound
Details: could be combined into sentences; carved into monuments and tombs; form of writing in codices

Compare: Codex and glyph are both elements of Maya records.

WORD WHEEL

Word: creation story
Descriptions: sacred; belong to oral and written tradition; tell how god or gods brought order to the universe
Related Words: myth; Popol Vuh; Genesis,

VOCABULARY PRACTICE  Section 3

WORD SQUARE

Word: chinampa
Definition: a floating field that supported agriculture
Characteristics: man made; made of mud and vegetation; trees marked off planting areas
Examples: chinampas of Tenochtitlán
Non-Examples: Caribbean islands, Hawaiian islands

Word: communal
Definition: shared
Characteristics: something that people hold in common
Examples: communal land
Non-Examples: private property
VOCABULARY PRACTICE  Section 3  continued

Word: conquistador
Definition: a Spanish conqueror who was looking for gold and other riches in the Americas
Characteristics: greedy; used force to conquer
Examples: Cortés
Non-Examples: Moctezuma II

TOPIC TRIANGLE
Sample sentences:
Broad: Nobles and serfs are examples of social classes.
Middle: Nobles were at the top of Aztec society, while serfs were at the bottom.
Narrow: Serfs worked for nobles and lived on their land.

ACTIVE HISTORY  Lesson 3.1
CREATE A SKETCH MAP OF TENOCHTITLÁN
1. Students’ maps will vary but should clearly include details described in the passage.
2. Students’ maps should contain features described in the passage, such as an oval-shaped island, a central plaza, and buildings.

BIOGRAPHY  Lesson 3.3
HERNÁN CORTÉS
1. Many of the native people were subjects of the Aztec and hated them. They resented paying tribute to the Aztec. So they allied themselves with the Spanish against Aztec rule.
2. Students’ descriptions will vary, but might include that he was tough, unkind, brave, ambitious.

MOCTEZUMA II
1. Students’ answers will vary, but should describe his military campaigns, his ruthlessness, and his lavish lifestyle.
2. Students’ answers will vary, but might indicate that because he knew about the discontent among Aztec subjects, he would be able to divide and conquer the Aztec by enlisting Aztec subjects to fight against Moctezuma with him.

**SOCIAL STUDIES SKILLS**

**READING LESSON, TAKING NOTES**

<table>
<thead>
<tr>
<th>Main Idea:</th>
<th>Early Mesoamerican farmers learned what crops would grow well in different climates of the highlands and lowlands.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detail</td>
<td>Farmers grew maize, squash, and beans in the drier highland areas.</td>
</tr>
<tr>
<td>Detail</td>
<td>The crops were called the Three Sisters because they benefit from being planted close together.</td>
</tr>
<tr>
<td>Detail</td>
<td>Farmers in the lowlands also grew the Three Sisters as well as palm, avocado, and cacao.</td>
</tr>
<tr>
<td>Detail</td>
<td>Cacao beans were used to make chocolate and were sometimes even used as money.</td>
</tr>
</tbody>
</table>

**READING LESSON, THINK AND DISCUSS**

1. The main idea is in the first sentence.
2. The supporting details follow the main idea.
3. The details support the main idea by stating which crops the farmers learned would grow in the highlands and lowlands and also give a bit of information about the crops.
WRITING LESSON, THINK AND DISCUSS

Answers to Think and Discuss questions will vary.

WRITING LESSON, RUBRIC—EXPLANATORY WRITING

<table>
<thead>
<tr>
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</tr>
</thead>
</table>
| 4     | **Focus:** Introduces a specific topic clearly.  
   **Unity:** Provides a concluding statement that follows from and supports the topic sentence.  
   **Coherence:** Uses words, phrases, and clauses to clarify the relationships among the topic, facts, details, and examples.  
   **Structure:** Organizes the facts, concrete details, and examples logically.  
   **Content Quality:** Supports the topic with excellent and relevant facts, concrete details, and examples and demonstrates an understanding of the topic.  
   **Elaboration:** Draws logical conclusions based on the supporting evidence.  
   **Reader Engagement:** Fully engages the reader with expository language. Tone is consistent.  
   **Grammar and Usage:** Sentences are complete and correct. Mechanics and Spelling: Demonstrates consistent control with few or no errors. |
| 3     | **Focus:** Introduces a topic.  
   **Unity:** Provides a concluding statement that follows from and supports most of the topic sentence.  
   **Coherence:** Uses words, phrases, and clauses to clarify most of the relationships among the topic, facts, details, and examples.  
   **Structure:** Generally organizes the facts, concrete details, and examples.  
   **Content Quality:** Supports the topic with adequate and relevant facts, concrete details, and examples and demonstrate an understanding of the topic.  
   **Elaboration:** Draws mostly logical conclusions based on the supporting evidence.  
   **Reader Engagement:** Mostly engages the reader with expository language. Tone is mostly consistent.  
   **Grammar and Usage:** Most sentences are complete and correct. Mechanics and Spelling: Demonstrates control with minor errors. |
| 2     | **Focus:** Introduces a topic that is overly general.  
   **Unity:** Provides a concluding statement that follows somewhat from the topic sentence.  
   **Coherence:** Uses some words, phrases, and clauses to clarify a few of the facts, details, and examples.  
   **Structure:** Organizes the writing, but not according to its purpose.  
   **Content Quality:** Supports the topic with minimally adequate and relevant facts, details, and examples and demonstrates minimal understanding of the topic.  
   **Elaboration:** Draws somewhat logical conclusions based on the supporting evidence.  
   **Reader Engagement:** Somewhat engages the reader with expository language. Tone is not consistent.  
   **Grammar and Usage:** Some sentences are complete and correct. Mechanics and Spelling: Demonstrates little control with frequent errors. |
| 1     | **Focus:** Does not introduce a topic.  
   **Unity:** Does not provide a concluding statement.  
   **Coherence:** Facts, concrete details, and examples, if present, lack order and transitions.  
   **Structure:** Lacks organization.  
   **Content Quality:** Lacks supporting facts, details, and examples. Shows little understanding of the topic.  
   **Elaboration:** Conclusions that are drawn are not supported by the evidence.  
   **Reader Engagement:** Does not engage the reader.  
   **Grammar and Usage:** Errors create a barrier to understanding. Mechanics and Spelling: Errors create a barrier to understanding. |
SECTION 1

1. B  3. C  5. D

7. The extensive trade network of the Olmec carried Olmec culture throughout Mesoamerica.
8. It was a city on a flattened mountaintop containing great plazas with pyramids, palaces, and an astronomical observatory.

SECTION 2


7. The Maya played a special ball game to honor their gods that took place in a huge court at the foot of a temple. The captain of the losing team was probably sacrificed to the gods.
8. The upper classes lived in stone buildings, while the lower classes lived in mud huts.

SECTION 3

1. D  3. A  5. D
2. C  4. B  6. A

7. The Triple Alliance allowed three cities to band together and develop well-trained armies that conquered hundreds of city-states in Mesoamerica.
8. They had better weapons and horses. They also infected the Aztec with diseases that killed millions of people.

CHAPTER TEST A

5. B  10. C
14. It was the quickest and most direct route. It also took them through land that was not part of the Aztec Empire, where they might not have been challenged.

15. B

16. D

17. A

18. The Maya civilization reached its peak during the Classic Period. During that period, the Maya built large public areas and religious centers, and the civilization reached its height.

19. Common people—most of whom were farmers—were mostly concerned with the agricultural cycle of the calendar.

20. The calendar was used to provide guidance for the timing of field preparation, planting, and harvesting. It was also used to determine the best time to make war, offer sacrifices, and erect a building.

21. The calendar stone is intricately carved and planned. It would have taken great skill to devise and create it.

22. The calendar stone is circular, which suggests the recurring nature of cycles.

23. They would wait if their child were born on an unlucky day.

24. The number 13 was considered lucky because there were 13 major Aztec gods and because the Aztec believed the world and sky were made of 13 layers.

25. The 365-day calendars helped the lower classes—particularly farmers—time agricultural practices, including field preparation, planting, and harvesting. These calendars also helped royals and nobles determine the best time to make war, offer sacrifices, and erect buildings. Priests used the round 260-day calendars in religious rituals to honor the sun god and other Mesoamerican gods. The calendars also identified lucky and unlucky days. This allowed parents of all social classes to make sure they named their newborn children on lucky days.

CHAPTER TEST B


4. D  9. C

14. The conquistadors, led by Hernán Cortés, landed there.

15. A

16. B

17. D

18. During the Maya Classic period, public areas and religious centers grew larger, the Maya civilization reached its height, and the Maya began to decline.

19. The common people depended on the calendar priests for the proper timing of planting and harvesting.

20. Royals and nobles depended on the calendar priests to determine the best time for making war.

21. The sun god is probably at the center because the Aztec believed the god played a central role in their lives, affecting their agricultural cycles and events such as summer and winter solstices.

22. Hurricanes are probably carved on the stone because they are the kind of weather-related events that the Aztec used their calendar to predict.

23. They would wait until a favorable sign came in the following days.

24. The numbers contained in the day could determine whether it was lucky or unlucky.

25. The 365-day calendars helped the lower classes—particularly farmers—time agricultural practices, including field preparation, planting, and harvesting. These calendars also helped royals and nobles determine the best time to make war, offer sacrifices, and erect buildings. Priests used the round 260-day calendars in religious rituals to honor the sun god and other Mesoamerican gods. The calendars also identified lucky and unlucky days. This allowed parents of all social classes to make sure they named their newborn children on lucky days.

EXAMVIEW

1. A  6. C
2. D  7. A
3. C  8. C
5. B  10. D

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CATEGORIZE INFORMATION

Art spokes:
- The Nasca created geoglyphs in the desert.
- The Sicán made murals of the natural world.
- Moche artists made ceramics and worked with gold.

Agriculture spokes:
- Moche farmers had complex irrigation systems.
- The Wari farmed by creating terraced fields.

Environment spokes:
- The Moche lived along the Peruvian coast.
- The Nasca culture was in south Peru.
- The Sicán lived in the mountains of northern Peru.

IDENTIFY PROBLEMS AND SOLUTIONS

- The Inca used a hierarchy of rule.
- Subjects were viewed as a resource.
- Terraced farming made use of harsh terrain.
- Llamas and alpacas were used as additional food and as transportation.
- Vast network of roads and bridges made it easier to travel.

POSE AND ANSWER QUESTIONS

Before row:

Question: What are some ways the environment in which the cultures lived affected the cultures?

Answer: Wood was plentiful for Northwest Coast cultures, so they used it to make art and canoes. The ancient Pueblo used the desert mud to make their homes, and they planted crops that did well in the dry soil.
During row:

**Question 1:** Why did the ancient Pueblo people build permanent structures little by little?

**Answer 1:** The ancient Pueblo began to build permanent settlements because they began to farm. They would need to be there for longer periods of time to take care of their crops.

**Question 2:** Why did the mound builders build mounds?

**Answer 2:** The mounds were used for ceremonies. In Cahokia, the largest mound was home to a chief.

**Question 3:** In what ways were the alliances of the Southeast cultures complex?

**Answer 3:** The Cherokee and the Creek formed alliances with tribes that spoke related languages. The Algonquin formed informal confederations in times of need. The Iroquois tribes fought until they formed a democratic alliance between five tribes.

After row:

**Question:** Sample response: Do any of the traditions of the North American cultures still exist today?

**MAKE GENERALIZATIONS**

**Lesson title:** Peoples of the Great Plains

**Introduction:** Because farming on the grasslands of the Great Plains was difficult, Great Plains cultures had to hunt to survive.

**Subheading 1:** Plains Dwellers

**Subheading 2:** Buffalo Hunters

**Plains Dwellers Detail 1:** The Great Plains peoples relied mostly on hunting, gathering, and fishing.

**Plains Dwellers Detail 2:** Many religious ceremonies revolved around food.

**Buffalo Hunters Detail 1:** Buffalo were hunted and used for clothing, food, fuel, and many other things.

**Buffalo Hunters Detail 2:** When the Spanish introduced horses, the Great Plains people began to use the horses to hunt. They hunted so many that buffalo almost went extinct.

**Generalization:** Contact with the Spanish had a large impact on the lifestyle and ceremonies of the peoples of the Great Plains.
WDS TRIANGLES

Word: geoglyph
Definition: a large, geometric design or shape drawn on the ground
Sentence: The purpose of the geoglyphs is not known.

Word: quarry
Definition: to extract something, such as stone, from the earth
Sentence: The Inca quarried stone without the use of iron or steel tools.

VOCABULARY T-CHART

Word: quinoa
Definition: a high-protein grain native to the Andes Mountains in South America
Details: raised by the Inca on terraces

Word: terrace farming
Definition: a type of farming in which flat steps are cut into a mountain to provide farmland
Details: increased area for farming; used by the Inca
Explain: The Inca used terrace farming to raise quinoa.

VOCABULARY PRACTICE Section 2

DEFINITION CHART

Word: adobe
Definition: a kind of clay that when dried is used as a building material
In own words: clay used to build things
Illustration: Students’ illustrations should reflect an understanding of the Key Vocabulary word.

Word: confederation
Definition: a group of allies
In own words: groups that helps one another
Illustration: Students’ illustrations should reflect an understanding of the Key Vocabulary word.
VOCABULARY PRACTICE  Section 2  continued

Word:  kiva
Definition:  a circular-shaped chamber built in the ground the ancient Pueblo
In own words:  a round chamber built by the Pueblo
Illustration:  Students’ illustrations should reflect an understanding of the Key Vocabulary word.

Word:  mound builder
Definition:  a Native American culture that built mounds and cities in the Mississippi River Valley region between 1000 B.C. and A.D. 500
In own words:  Native Americans who built mounds
Illustration:  Students’ illustrations should reflect an understanding of the Key Vocabulary word.

Word:  wigwam
Definition:  a domed tent used as housing by the Algonquin America
In own words:  Algonquin housing
Illustration:  Students’ illustrations should reflect an understanding of the Key Vocabulary word.

SUMMARY PARAGRAPH
Students’ paragraphs will vary. Students’ paragraphs should incorporate all Key Vocabulary words for this activity and use the words correctly. They should include a topic sentence and a summarizing sentence.

ACTIVE HISTORY  Lesson 1.4

CREATE A SKETCH MAP OF MACHU PICCHU
1. Students’ maps will vary. Check to see that places mentioned in the passage are correctly located and labeled.

2. Students may infer that the Inca had a complex, organized society. Machu Picchu is laid out with distinct areas for activities, temples, and agriculture. There are also areas for different levels of society, such as workers and royalty.
**ATAHUALPA**

1. Atahualpa's men, though more numerous, were unarmed and did not have the guns and horses that the Spaniards had.

2. Students' answers will vary, but might indicate that providing that much gold and silver to the Spaniards might have drained the Inca economy and enticed the Spanish to conquer the Inca to take control of resources.

**PACHACUTI**

1. Students' answers will vary, but might indicate that Pachacuti initiated several military campaigns to conquer large areas and that most of the people knew that becoming part of the Inca Empire generally brought prosperity.

2. Students' opinions will vary but should demonstrate an understanding of the reading.
READING LESSON, TAKING NOTES

1. About 2,900 years passed from the settlement of the ancient Pueblo to the establishment of the national park that honors their culture.

2. Dates in the form of years were most helpful in identifying the sequence of events related to the ancient Pueblo.

3. Construction on Pueblo Bonito ended around A.D. 1050. This can be determined by adding the 200 years that the construction continued to the start date of A.D. 850.
### WRITING LESSON, RUBRIC—INFORMATIVE WRITING

<table>
<thead>
<tr>
<th>Scale</th>
<th>Focus and Unity</th>
<th>Organization</th>
<th>Development of Ideas</th>
<th>Voice and Style</th>
<th>Written Conventions</th>
</tr>
</thead>
</table>
| 4     | **Focus**: Introduces a topic clearly.  
**Unity**: Provides a concluding statement or section that summarizes the topic clearly.  
**Coherence**: Uses words, phrases, and clauses to create excellent cohesion and clarify the relationships among facts and information.  
**Structure**: Organizes the facts and information logically and distinctly.  
**Content Quality**: Supports the main ideas with appropriate facts and relevant details, using accurate, credible sources and demonstrating an understanding of the topic or text.  
**Elaboration**: Shows logical connections between various facts and details. |  |  | Reader Engagement: Fully engages the reader with informative language. Tone is consistent.  
Words and Sentences: Establishes and maintains a formal style throughout. |  |  |
| 3     | **Focus**: Introduces a topic.  
**Unity**: Provides a concluding statement or section that summarizes the topic for the most part.  
**Coherence**: Uses words, phrases, and clauses to create good cohesion and clarify most of the relationships among facts and information.  
**Structure**: Generally organizes the facts and information appropriately.  
**Content Quality**: Supports the main ideas with adequate facts and mostly relevant details, using accurate, credible sources and demonstrating an understanding of the topic or text.  
**Elaboration**: Shows mostly logical connections between various facts and details. |  |  | Reader Engagement: Engages the reader with some informative language. Tone is mostly consistent.  
Words and Sentences: Establishes and mostly maintains a formal style. |  |  |
| 2     | **Focus**: Introduces a topic that is too broad or too narrow.  
**Unity**: Provides a concluding statement or section that somewhat summarizes the topic.  
**Coherence**: Uses some words, phrases, and clauses to clarify a few of the relationships among facts and details.  
**Structure**: Organizes facts and details, but not according to the best usage.  
**Content Quality**: Supports main ideas with minimally adequate facts and details, few credible sources, and minimal understanding of the topic or text.  
**Elaboration**: Shows few logical connections between facts and details. |  |  | Reader Engagement: Somewhat engages the reader with some informative language. Tone is not consistent.  
Words and Sentences: Establishes and mostly maintains a formal style. |  |  |
| 1     | **Focus**: Does not introduce a topic.  
**Unity**: Does not provide a concluding statement, or provides a concluding statement that does not summarize the topic.  
**Coherence**: Ideas and support, if present, lack order and transitions.  
**Structure**: Lacks organization.  
**Content Quality**: Lacks adequate facts, relevant details, and credible sources. Shows little understanding of the topic or text.  
**Elaboration**: Does not connect facts and details. |  |  | Reader Engagement: Does not engage the reader with informative language.  
Words and Sentences: Words are often vague. Sentences lack variety and do not flow together. |  |  |

Answers to Think and Discuss questions will vary.
SECTION 1

1. C  3. D  5. A

7. They built an extensive network of roads and bridges. They also constructed walls, buildings, and entire cities out of enormous blocks of stone.

8. The Spanish never found it because it was built in a remote location high in the Andes.

SECTION 2

1. B  3. D  5. D

7. The abundant rainfall produced rich forests for wood products, and both the woodlands and the ocean provided a plentiful food supply, allowing the growth of complex societies without farming.

8. Cahokia was in southwest Illinois, a fertile area with rich farming. The city was open and spread out, with a grand plaza and large mounds. Cliff Palace was built into the side of a cliff in the arid Southwest desert, a dry land with little water. The city was closely packed into the cliff’s cave, and public areas were built underground.

CHAPTER TEST A

4. A  9. A
5. A  10. B

14. The geography of the Inca Empire was very mountainous, and the empire followed the Andes Mountains and the Pacific coast.

15. C
16. D
17. B
18. The people of the Northwest cultures built and worked with wood because their forests provided plentiful supplies of the material.

19. Most of the preserved Inca textiles come from the coast or from high elevation shrines because unprotected textiles from the highlands disintegrated.

20. They didn’t want them to fall into Spanish hands.

21. It probably was not meant for everyday use because it depicts a god, whom the pre-Inca would have held sacred.

22. The weaver must have been highly skilled to have produced the textile’s intricate design.

23. The Inca valued cloth more highly than gold because they held labor in very high esteem.

24. Inca cloth was often used to reward people’s efforts, like money.

25. Weaving and textiles were highly regarded in pre-Inca and Inca cultures. Weaving was valued so highly that the Inca burned some of their cloth rather than let it fall into Spanish hands. They depicted their gods in their textiles and probably used these for religious purposes. The people of the Inca Empire valued cloth more highly than gold and often used it to reward people, in place of money.

CHAPTER TEST B

1. D  
2. C  
3. A  
4. D  
5. B  
6. A  
7. B  
8. C  
9. D  
10. A  
11. C  
12. B  
13. A  
14. By 1532, the Inca roads extended north, from present-day Ecuador and all the way to the south into present-day Chile.

15. C  
16. A  
17. B
18. They both hunted and farmed, had flourishing cities, and did basketry and pottery.
19. Weaving was probably the most valued art in the Inca Empire.
20. Most of the preserved Inca textiles come from the coast or from high elevation shrines.
21. An Inca god is shown in the center of the textile.
22. The design is intricate, beautiful, and symmetrical.
23. The Inca held labor in high esteem.
24. Cloth was given to soldiers as a reward for their military service.
25. Weaving and textiles were highly regarded in pre-Inca and Inca cultures. Weaving was valued so highly that the Inca burned some of their cloth rather than let it fall into Spanish hands. They depicted their gods in their textiles and probably used these for religious purposes. The people of the Inca Empire valued cloth more highly than gold and often used it to reward people, in place of money.

EXAMVIEW
1. C   6. A  
2. B   7. B  
3. A   8. A  
4. D   9. D  
5. D   10. A
CHAPTER 14

ANALYZE CAUSE AND EFFECT

First cell: Civil war following the fall of the Han dynasty
Second cell: Wendi unified southern and northern China and established the Sui dynasty
Third cell: High taxes, forced labor, and famine led to rebellion
Fourth cell: Tang dynasty was established and expanded the empire into central and southern Asia.
Fifth cell: Poor rulers, corruption, and rebellion led to the fall of the Tang
Sixth cell: Song dynasty restored order and made domestic improvements.

IDENTIFY MAIN IDEA AND DETAILS

Bubble 1: Block printing
Bubble 2: Movable type
Bubble 3: Paper money
Bubble 4: Gunpowder
Bubble 5: Magnetic compasses for navigation
Bubble 6: Porcelain

MAKE PREDICTIONS

Initial Event: Kublai Khan became the first foreign ruler of China.
Following Event 1: Kublai Khan established the Yuan dynasty and displaced the Song dynasty.
Following Event 2: During the Song dynasty, Chinese people were not allowed to hold high positions and peasants were forced to pay high taxes and work on government projects.
Following Event 3: Fearing rebellion, the Yuan placed further restrictions on the Chinese, not allowing sports, banning meetings, and limiting access to weapons.
Following Event 4: Several ineffective rulers followed Kublai Khan, and rebellions began to break out.
Prediction: I predict that the Chinese will overthrow the Yuan dynasty and seek to reestablish the Song dynasty.
Chapter 14

Draw Conclusions

**Topic:** Chinese Life During the Yuan Dynasty

**Introduction:** The Mongols overthrew the Song dynasty, becoming the first foreign rulers over China. This had a major impact on the lives of the Chinese people, whose role in their own country changed significantly.

**Main Idea 1:** Literature flourished

**Main Idea 2:** Peasants were treated poorly

**Main Idea 3:** Merchants benefited from Mongol rule

**Details 1:** Chinese people were excluded from high positions in the government, but some scholars were still heavily relied on as advisors. Many scholars were out of work and had time to focus on writing, so Chinese literature flourished.

**Details 2:** Peasants were treated very poorly. They were forced to pay high taxes, and many had to sell themselves into slavery. They were obligated to work on government projects. The Mongols feared rebellion, so they regulated weapons, meetings, and sports.

**Details 3:** Merchants benefitted in many ways because of the Mongols. Communication and travel improved, making trade more efficient. Ancient trade routes were revitalized, and the vast Mongol empire meant that merchants had more people to trade with and more demand for their goods.

**Conclusion:** Peasants suffered a lot because of the restrictions placed on them by the Mongols. The higher ranking merchants and scholars suffered, too, but they also benefitted in some ways. Despite all the restrictions, Chinese culture still flourished under the Mongols.

Reading and Note-Taking

Section 2

Summarize on Dynasty Maps

1st Dynasty map:

Ming Dynasty 1368–1644

**Characteristics:**

1. Restored the Confucian values of the Tang and Song dynasties
2. Worked to improve the lives of peasants
3. Initially encouraged widespread exploration and trade, but mixed feelings about reaching out to other cultures led to isolationism
**Lasting Effects:** Attacks by pirates and a Japanese invasion led to financial difficulties, which in turn led to higher taxes for peasants. The higher taxes combined with difficulties like famine led the people to rebel and overthrow the Ming dynasty.

**2nd Dynasty map:**
Qing Dynasty 1644–1912

**Characteristics:**
1. Kept much of the Ming culture and structure, but integrated some of their own customs as well
2. Continued China's isolationism, but waged successful wars that expanded the empire
3. Restricted European interaction by refusing to trade with and buy from Europeans.

**Lasting Effects:** English merchants began smuggling opium into China to trade. The resulting Opium Wars weakened China, and European powers seized Chinese territories. Rebellions eventually led to the removal of the Qing dynasty.

**SYNTHESIZE VISUAL AND TEXTUAL INFORMATION**

**Exploring China's Diverse Cultures**

Bioarchaeology is providing information on ancient China and Mongolia. Scientists use skills in biology and archaeology to examine skeletons and learn about what that ancient humans' lives were like. Bones can tell bioarchaeologists ancient people's age, what they ate, and how they traveled. By comparing skeletal characteristics from different populations, Dr. Lee can tell how the populations were connected.

Dr. Lee led a team to excavate a Xiongnu graveyard. Bioarchaeology shows that there are major cultural differences between the Xiongnu and the Chinese. The study of a small village in southern China strengthened Dr. Lee’s findings and indicated that the Xiongnu and the Chinese had very little interaction.

It shows a bunch of skulls and skull fragments that could reveal a lot about culture.

Dr. Lee is carefully handling a skull, which shows how important they are to her and her research.
DEFINITION CLUES

1. Economic prosperity led to the growth of cities, which became busy centers of culture and commerce, or the buying and selling of goods.

2. Moveable type uses separate characters that can be moved around.

3. Porcelain is a kind of ceramic.

4. Northern and southern China had to be joined together.

5. Rice is a staple that that was important to the growth of commerce.

COMPARISON CHART

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Details</th>
<th>How related</th>
</tr>
</thead>
<tbody>
<tr>
<td>nirvana</td>
<td>in Buddhism, a state of bliss or the end of suffering caused by the cycle of rebirth</td>
<td>obtained through successive lifetimes; result of good karma</td>
<td>Reincarnation can lead to nirvana.</td>
</tr>
<tr>
<td>reincarnation</td>
<td>in Hinduism, the rebirth of a person's soul into another body after death</td>
<td>Eightfold Path; karma</td>
<td></td>
</tr>
</tbody>
</table>

VOCABULARY PRACTICE Section 2

DEFINITION CHART

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>In own words</th>
<th>Symbol or diagram</th>
</tr>
</thead>
<tbody>
<tr>
<td>khanate</td>
<td>a region of the Mongol empire</td>
<td>a region ruled by a khan</td>
<td>a map labeled “Asia” divided into four regions, each labeled “khanate”</td>
</tr>
<tr>
<td>steppe</td>
<td>a vast, grassy plain</td>
<td>a large plain that is grassy</td>
<td>a land area filled with unmowed grass</td>
</tr>
</tbody>
</table>
DEFINITION CLUES

Word: khanate
1. Four of his sons shared his vast empire, dividing it into four khanates, or regions, and expanded their rule into Europe and southern China.
2. A division of the Mongol Empire
3. Each khanate was ruled by a son of Genghis Khan.
4. Genghis Khan had four sons.

Word: steppe
1. The Mongols were a loose collection of independent nomadic tribes from the steppes—or vast, grassy plains—of northwest China.
2. An area of land where grass is the main type of vegetation
3. Steppes were part of northwest China.
4. They roamed across the steppes because they were nomads.

VOCABULARY PRACTICE Section 3

WORD MAP
Word: isolationism
Meaning: a rejection of foreign contact and outside influences
Examples: China’s rejection of foreign contact
What it’s like: refusing to leave your house
Connections: Isolationism limits trade, cultural exchange, and political alliances.
Example: China’s surrender of trade to European nations and Japanese pirates.

TRAVEL BROCHURE
Students’ travel brochures will vary. Students’ brochures should incorporate a drawing of the Great Wall of China and the Key Vocabulary word for this activity.
EVALUATE CHINA’S INVENTIONS

1. Students’ charts will vary but may include the following:

   Gunpowder
   
   **Original Use:** fireworks; early weapons
   
   **Later Use and Development:** spread to the west; used for more sophisticated weapons
   
   **Impact on Society:** changed warfare, making it more deadly

   Movable Type
   
   **Original Use:** to spread the teachings of Confucius and the Buddha
   
   **Later Use and Development:** spread many other kinds of writings all over the world; printing became much more fast and efficient; developed digitally
   
   **Impact on Society:** encouraged education and literacy; brought different peoples of the world together

   Magnetic Compass
   
   **Original Use:** to place furniture, buildings, and tombs in harmony with Earth’s magnetic field
   
   **Later Use and Development:** used for navigation
   
   **Impact on Society:** encouraged exploration, travel, and colonization

2. In their debates, students should support their opinions with facts and reasons, citing in particular the invention’s impact on society.

BIOGRAPHY Lesson 2.1

KUBLAI KHAN

1. Students’ answers will vary, but students should indicate that Kublai Khan is considered one of China's great emperors because he was able to unify China, which had been divided for more than 300 years. Kublai also treated the Chinese with respect.

2. Students’ answers will vary, but should indicate that Kublai Khan waged some unnecessary costly wars. Kublai’s extravagance eventually drained the Chinese economy.
ANSWER KEY

CHAPTER 14

BIOGRAPHY Lesson 2.2

MARCO POLO

1. Students' answers will vary, but might indicate that the book became popular because it gave Europeans a glimpse into places they had never seen and likely would not travel to. It was likely exciting reading for them.

2. Students' opinions will vary but should be supported with evidence from the reading. Some might say that it might have been difficult for Marco Polo to remember his travels accurately. Others might say that he might have made some things up to make his story exciting.

SOCIAL STUDIES SKILLS

READING LESSON, TAKING NOTES

**Evidence**
The government selected new officials by written examination and made sure they better reflected China's diverse ethnic groups.

**Conclusion**
Wendi sought to reunify China by representing all the diverse people in his empire.

**Evidence**
Wendi issued a new law code that combined northern and southern traditions.

**Evidence**
Wendi encouraged religious tolerance.

READING LESSON, THINK AND DISCUSS

1. He selected new government officials based on a written examination and made sure they reflected China's ethnic groups.

2. Wendi's law code combined northern and southern traditions.

3. Wendi sought to reunify China by representing all the diverse people in his empire.
WRITING LESSON, RUBRIC—EXPOSITORY WRITING

<table>
<thead>
<tr>
<th>Scale</th>
<th>Focus and Unity</th>
<th>Organization</th>
<th>Development of Ideas</th>
<th>Voice and Style</th>
<th>Written Conventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Focus: Introduces a specific topic clearly. Unity: Provides a concluding statement that follows from and supports the topic sentence.</td>
<td>Structure: Organizes the supporting details and evidence logically. Coherence: Uses words, phrases, and clauses to create coherent and clarify the relationships among the topic, supporting details, and evidence.</td>
<td>Content Quality: Supports the topic with excellent supporting details and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Elaboration: Draws logical conclusions based on the supporting evidence.</td>
<td>Reader Engagement: Fully engages the reader with expository language. Tone is consistent. Words and Sentences: Establishes and maintains a formal style throughout.</td>
<td>Grammar and Usage: Sentences are complete and correct. Fragments, if present, are used intentionally. Mechanics and Spelling: Demonstrates consistent control with few or no errors.</td>
</tr>
<tr>
<td>3</td>
<td>Focus: Introduces a topic. Unity: Provides a concluding statement that follows from and supports most of the topic sentence.</td>
<td>Structure: Generally organizes the supporting details and evidence. Coherence: Uses words, phrases, and clauses to create good cohesion and clarify most of the relationships among the topic, supporting details, and evidence.</td>
<td>Content Quality: Supports the topic with adequate supporting details and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Elaboration: Draws mostly logical conclusions based on the supporting evidence.</td>
<td>Reader Engagement: Mostly engages the reader with expository language. Tone is mostly consistent. Words and Sentences: Establishes and mostly maintains a formal style.</td>
<td>Grammar and Usage: Most sentences are complete and correct. Mechanics and Spelling: Demonstrates control with minor errors.</td>
</tr>
<tr>
<td>2</td>
<td>Focus: Introduces a topic that is overly general. Unity: Provides a concluding statement that follows somewhat from the topic sentence.</td>
<td>Structure: Organizes the writing but not according to its purpose. Coherence: Uses some words, phrases, and clauses to clarify a few of the supporting details.</td>
<td>Content Quality: Supports the topic with minimally adequate supporting details and relevant evidence, few credible sources, and minimal understanding of the topic or text. Elaboration: Draws somewhat logical conclusions based on the supporting evidence.</td>
<td>Reader Engagement: Somewhat engages the reader with expository language. Tone is not consistent. Words and Sentences: Establishes and mostly maintains a formal style.</td>
<td>Grammar and Usage: Some sentences are complete and correct. Mechanics and Spelling: Demonstrates little control with frequent errors.</td>
</tr>
<tr>
<td>1</td>
<td>Focus: Does not introduce a topic. Unity: Does not provide a concluding statement, or provides a concluding statement that does not follow from the topic sentence.</td>
<td>Structure: Lacks organization. Coherence: Supporting details, if present, lack order and transitions.</td>
<td>Content Quality: Lacks supporting details, relevant evidence, and credible sources. Shows little understanding of the topic. Elaboration: Conclusions that are drawn are not supported by the evidence.</td>
<td>Reader Engagement: Does not engage the reader with expository language. Words and Sentences: Words are often vague. Sentences lack variety and do not flow together.</td>
<td>Grammar and Usage: Errors create a barrier to understanding. Mechanics and Spelling: Errors create a barrier to understanding.</td>
</tr>
</tbody>
</table>
SECTION 1


7. Buddhism, Confucianism, and Daoism were interwoven in Chinese society.
8. Chinese inventions of the Tang and Song dynasties include block printing, movable type printing, and gunpowder.

SECTION 2


7. After Genghis Khan died, his empire was divided into four khanates, ruled by his four sons.
8. He dealt with it brutally and even had the entire population of Hangzhou killed.

SECTION 3

2. B  4. A  6. A

7. The purpose of Zheng He's expeditions was to explore, trade, and communicate China's power to weaker countries.
8. Isolationism was enforced by banning foreign trade, kicking out foreigners, trying to eliminate foreign influences in Chinese society, and rebuilding the Great Wall.
14. The Mongols controlled China and all the lands connecting China to Europe. Their control of the routes allowed safe travel for the great caravans.

15. 

16. 

17. 

18. Paper money made large transactions easier, since traders didn’t have to carry lots of bulky coins to pay for them. Government-backing made the currency secure.

19. Every man between 15 and 50 could be forced to work on it.

20. They were discontented because they had to work on the canal and because Yangdi spent a lot of money on a fleet of boats for his personal use.

21. The gates probably hold back the water.

22. The workers probably closed its gates.

23. He believes they’re wide to allow carts and boats to pass along them and carry provisions for the inhabitants.

24. He says that they are built with tall arches and are very well designed.

25. During the Sui dynasty in China, the Grand Canal had great military and economic value. However, it also took a great toll on millions of ordinary people who were mobilized to work on it or provide food for the workers. During the Song dynasty, the pound lock was invented, which allowed boats on the canal to move easily from a low water level to a higher one. Modern locks are based on the pound lock. By the time of the Yuan dynasty, tall, well-designed bridges had been constructed over the canal in Hangzhou that allowed big ships from India and elsewhere to pass under them and store their merchandise in nearby buildings.
### CHAPTER TEST B

1. B  
2. A  
3. A  
4. B  
5. C  
6. A  
7. D  
8. B  
9. D  
10. A  
11. D  
12. A  
13. C  
14. Marco Polo did not visit the Kipchak Khanate.  
15. A  
16. D  
17. B  
18. Silk, porcelain, and lacquerware are still luxury items today.  
19. The Grand Canal was of great military and economic value.  
20. They provided food for the workers.  
21. The gates appear to be made of stone or brick.  
22. The water level was probably lower on the other side of the gates.  
23. He says there are 12,000 bridges.  
24. Merchants who come from India and elsewhere use the buildings to store their wares and merchandise.  
25. During the Sui dynasty in China, the Grand Canal had great military and economic value. However, it also took a great toll on millions of ordinary people who were mobilized to work on it or provide food for the workers. During the Song dynasty, the pound lock was invented, which allowed boats on the canal to move easily from a low water level to a higher one. Modern locks are based on the pound lock. By the time of the Yuan dynasty, tall, well-designed bridges had been constructed over the canal in Hangzhou that allowed big ships from India and elsewhere to pass under them and store their merchandise in nearby buildings.

### EXAMVIEW

1. C  
2. A  
3. B  
4. A  
5. C  
6. B  
7. A  
8. B  
9. B  
10. D
SPATIAL THINKING

Think Like a Geographer: Geographic patterns are similarities among places. Geographers find geographic patterns by using computer-based Geographic Information Systems.

THEMES AND ELEMENTS

Critical Viewing: mountains, hills, trees
Critical Viewing: place; places and regions
Think Like a Geographer: They use the themes and elements to categorize similar geographic information.

CONTINENTS

Think Like a Geographer: Geographers divide the world into continents to learn about similarities and differences among them.

ELEMENTS OF A MAP

Monitor Comprehension: A map is a two-dimensional representation of Earth, and a globe is a three-dimensional one. A map is used to show a section of Earth, and a globe shows Earth as a whole.

MAP SCALE

Critical Viewing: the medium-scale map
Think Like a Geographer: A small-scale map shows a large area but with little detail. A large-scale map shows a small area with a great deal of detail.

POLITICAL AND PHYSICAL MAPS

Think Like a Geographer: A political map shows human-made features, while a physical map shows natural features of physical geography.

Critical Viewing: The physical map shows elevation where the mountains are located in South Korea.

THEMATIC MAPS

Think Like a Geographer: Answers will vary. Students may identify theme maps including those that show trade routes, migration patterns, or battles.

MAP PROJECTIONS

Think Like a Geographer: Cartographers think about the map’s purpose and choose the projection that best serves that purpose.
EARTH’S LANDFORMS

Think Like a Geographer: Weather, such as wind, rain, or sun, breaks down soil and rocks and sweeps them to other places.

NATURAL RESOURCES

Think Like a Geographer: because people use them to live and to meet their basic needs

CLIMATE AND WEATHER

Critical Viewing: It suggests that the weather is cold and snowy.

Think Like a Geographer: Climate is the average condition of the atmosphere over a long period of time. Weather refers to the daily changes in atmospheric conditions.

CLIMATE REGIONS AND VEGETATION

Think Like a Geographer: They can help geographers understand characteristics of plant and animal life that allow life to thrive in that climate.

ADAPTING TO THE ENVIRONMENT

Think Like a Geographer: Answers will vary. Students may say that in cold weather, they wear coats and gloves and do indoor activities; in warmer weather, they wear light clothing and spend more time outdoors.

HUMAN IMPACT ON THE ENVIRONMENT

Critical Viewing: They are near land, so they’re probably in areas where many people live.

Think Like a Geographer: Answers will vary. Students may say that they can have a positive impact on the environment by recycling and conserving resources like water and electricity.

MOVEMENT AND SPREAD OF IDEAS

Think Like a Geographer: Answers will vary. Students may say they use technologies such as their computers, cell phones, and social media to spread ideas.
CHAPTER 1, MARY LEAKEY
1. She was wildly excited.
2. It provided new information about a very early human ancestor.

CHAPTER 1, AUSTRALIAN ROCK ART
1. They are human figures. Some of them seem to be wearing headdresses, skirts, and, possibly, ornaments.
2. The swaying hips and waving arms of the two figures on the right suggest movement.

CHAPTER 2, BANPO CLAY POT
1. It’s round, wide in the middle, pointed at the bottom, and has a cap on the top.
2. They might have used it to store food, water, or other liquids.

CHAPTER 2, GÖBEKLI TEPE
1. religious purposes
2. large circular enclosures; The enclosures were probably used for religious rituals.

CHAPTER 3, SUMERIAN SCHOOL DAYS
1. The lines suggest that training began when the trainees were very young.
2. He is afraid his teacher will beat him.

CHAPTER 3, CODE OF HAMMURABI
1. No, the code did not apply equally because punishments for the same crime were less severe if they were done to slaves and people of lower rank.
2. People valued property, including slaves, food crops, and a hierarchical social structure.

CHAPTER 4, HATSHEPSUT
1. tall, striking, imposing
2. Hatshepsut probably wanted to be remembered as a ruler who was equal to any man who ruled as pharaoh.
CHAPTER 4, RAMSES
1. It depicts him as brave, a great warrior, and a strong leader.
2. to Baal, the Egyptian god of thunder

CHAPTER 5, EXODUS
1. God
2. God tells Moses to bring the Israelites out of Egypt.

CHAPTER 5, TOWER OF BABEL
1. so that they could stay together and not be scattered over the earth
2. He confused their language so that the people would not understand each other, and they would stop building the city.

CHAPTER 6, ASOKA
1. They are being imprisoned, treated harshly, and even killed without cause.
2. Asoka will have government officials go out every five years to make sure judicial officers are acting according to his instructions.

CHAPTER 6, KALIDASA
1. all the truths and realities of one's existence
2. Living well today makes yesterday a dream of happiness and tomorrow a vision of hope.

CHAPTER 7, CONFUCIUS
1. the slanderers
2. People in the kingdom fight, and relationships are torn apart.

CHAPTER 7, LAOZI
1. gentleness, frugality, and humility
2. The best soldiers are not warlike, do not lose their temper, and overcome their enemies without fighting.

CHAPTER 8, ODYSSEY
1. He thinks Odysseus is a god.
2. It suggests that ancient Greeks believed their gods had complete power over them and could do anything.
CHAPTER 8, SPARTAN BOYS
1. He had to go round and round an altar, chanting lines criticizing himself for his wrongdoing.
2. They were treated harshly and strictly with no comforts or indulgence.

CHAPTER 9, PLAGUE
1. violent headaches; redness of eyes, throat, and tongue; hard cough; upset stomach; pustules and ulcers; internal burning
2. People felt that they should enjoy themselves. No punishment for breaking such laws, they felt, could be worse than suffering from the plague.

CHAPTER 9, AESOP
1. One good turn deserves another.
2. If you don't use or enjoy your wealth, you might as well not have it.

CHAPTER 10, TWELVE TABLES
1. The law allows that if the misdeed were committed accidentally, the perpetrator only needs to repair the damage or receive some lighter sentence.
2. Women had few freedoms, and plebeians were not allowed to marry patricians.

CHAPTER 10, POLYBIUS
1. by teaching the soldiers to eat human flesh
2. Polybius believes that Hannibal was not as cruel as most people had claimed.

CHAPTER 11, PRODIGAL SON
1. He is overjoyed and calls for a celebration.
2. The father means that his son has learned his lesson and embraced the teachings of Jesus.

CHAPTER 11, EDICT OF MILAN
1. open and free observance of worship
2. in the churches where they were previously accustomed to assemble
CHAPTER 12, SPANISH CONQUEST

1. the beginning of misery
2. the town chiefs, the teachers, and the public prosecutors

CHAPTER 12, POPUL VUH

1. deer and birds
2. They provide homes for them: rivers, canyons, meadows, and orchards for the deer; the tops of trees and the tops of bushes for the birds.

CHAPTER 13, PIZARRO

1. He admires the roads and bridges in the empire, even claiming that the roads are more beautiful than any found in Christendom.
2. They make or undo knots on cords to keep an exact count of what they have in their stores of fuel, maize, and other necessaries.

CHAPTER 13, IROQUOIS

1. Because women could hold councils and made decisions and recommendations, they were probably equal to men.
2. the legislature

CHAPTER 14, MARCO POLO

1. He sends them as much corn as they need for survival or sowing and replaces the lost cattle.
2. He has trees planted to mark the way or, where it is impossible to plant trees, orders stones and columns to be placed for guidance.

CHAPTER 14, ZHENG HE

1. to thank them for their gifts and to demonstrate the emperor’s power and kindness
2. They were considered inferior barbarians who would be killed if they didn’t show proper respect to the Chinese travelers.