

World HISTORY

Ancient Through Early Modern Times



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Senior Consultants



Douglas Carnine

Douglas Carnine is Professor of Education and Director of the National Center for Improving the Tools of Educators at the University of Oregon. He is the author of seven books and more than 100 other scholarly publications, primarily in the areas of instructional design and effective instructional strategies for diverse learners. Dr. Carnine is a member of the National Institute for Literacy Advisory Board.



Carlos E. Cortés

Carlos E. Cortés is Professor Emeritus of History at the University of California, Riverside. He has edited three major book series on Latinos in the United States. He has many other books, articles, documentaries, and educational materials to his credit. Fluent in Portuguese and Spanish, he often focuses on issues of multiculturalism, diversity, and media representation. Dr. Cortés has served on the summer faculty of the Harvard Institutes for Higher Education since 1990 and on the faculty of the Summer Institute for Intercultural Communication since 1995.



Kenneth R. Curtis

Kenneth R. Curtis is Professor of History and Liberal Studies at California State University, Long Beach, where he is Faculty Advisor to the California History/Social Science Project. He has been closely involved with the College Board's course and examination in Advanced Placement World History, serving as Chief Reader and as a member of the Test Development Committee. Dr. Curtis has coauthored a number of college-level world history texts.



Anita T. Robinson

Anita T. Robinson is Program Director for a Teaching American History/Department of Education grant. She served as a Master Lead Teacher and Social Studies Specialist in the Los Angeles Unified School District. Mrs. Robinson is an expert professional development presenter. Her topics include standards-based instruction, engaging English learners, literacy support, technology, visual literacy, and "big ideas."

Content Consultants

David G. Atwill

Department of History and Religious Studies Pennsylvania State University University Park, Pennsylvania

Douglas C. Baxter

Department of History Ohio University Athens, Ohio

Roger Beck

Department of History Eastern Illinois University Charleston, Illinois

Beverly Bossler

Department of History University of California, Davis Davis, California

Philip Cunningham

Boston College Chestnut Hill, Massachusetts

Susan L. Douglass

Council on Islamic Education Fountain Valley, California

Joël DuBois

Humanities and Religious Studies Department California State University, Sacramento Sacramento, California

Erik Gilbert

Department of History Arkansas State University Jonesboro, Arkansas

Charles Hallisey

University of Wisconsin Madison, Wisconsin

Charles C. Haynes

First Amendment Center Arlington, Virginia

Lezlie Knox

Department of History Marquette University Milwaukee, Wisconsin

John Wolte Infong Lee

Department of History University of California, Santa Barbara Santa Barbara, California

Maritere Lopez

Department of History California State University, Fresno Fresno, California

Shabbir Mansuri

Council on Islamic Education Fountain Valley, California

Jacob Meskin

Shoolman Graduate School of Jewish Education Hebrew College Newton, Massachusetts

Phillip Naylor

Department of History Marquette University Milwaukee, Wisconsin

Lawrence Okamura

Department of History University of Missouri, Columbia Columbia, Missouri

Swami Tyagananda

Hindu Chaplain Harvard University Cambridge, Massachusetts

R. Bin Wong

Department of History University of California, Los Angeles Los Angeles, California

Reading Consultant

MaryEllen Vogt

Professor Emeritus California State University Long Beach, California President of International Reading Association, 2004–2005

English Learner Consultants

Mary Lou McCloskey

Georgia State University Atlanta, Georgia President of TESOL, 2002–2003

Lydia Stack

Administrator, San Francisco Unified School District San Francisco, California

Teacher Consultants

The following educators provided ongoing review of key components or contributed teaching ideas and activities for this program.

Jeff Ballin

Union Township School District Union Township, New Jersey

Judith K. Bock (Retired)

Peter J. Palombi Middle School Lake Villa, Illinois

John J. Brill

Bellevue School District Bellevue, Washington

Ann Christianson

John Muir Middle School Wausau, Wisconsin

Marci Smith Deal

Hurst-Euless-Bedford Independent School District Bedford, Texas

Ron Denton

Grover Cleveland Middle School Zanesville, Ohio

Merrell Frankel

Berendo Middle School Los Angeles, California

Greta Frensley

Knox Doss Middle School Gallatin, Tennessee

Kathrvn Friemann

West Middle School Wayzata, Minnesota

Todd Harrison

Hardin County Middle School Savannah, Tennessee

Dana King

School District of Philadelphia Philadelphia, Pennsylvania

Richard Lipchik

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Patricia Martens

John T. Nichols Middle School Middleborough, Massachusetts

Amber McVey

Antioch Middle School Gladstone, Missouri

Ken Metz

Glacier Creek Middle School Cross Plains, Wisconsin

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DeForest Middle School DeForest, Wisconsin

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West Deptford Middle School West Deptford, New Jersey

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Janet Parker

Toms River Regional Schools Toms River, New Jersey

Matt Parker

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Susan Platt

Stark County Educational Service Center North Canton, Ohio

Jose Rodriguez

Bellevue School District Bellevue, Washington

Matthew J. Scheidler

Wayzata East Middle School Plymouth, Minnesota

Shanniska Smith-Howard

Charlotte-Mecklenburg Schools Charlotte, North Carolina

Mark Stewart

Dublin School District Dublin, Ohio

Don Stringfellow

Mobile City Public School System Mobile, Alabama

Mary Ellen Thoma

Wilkes-Barre Area School District Wilkes-Barre, Pennsylvania

Susan Weber

Maple Point Middle School Langhorne, Pennsylvania



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A Ziggurat in Ur



Visit the remains of a ziggurat from the Sumerian city of Ur, now part of Iraq.

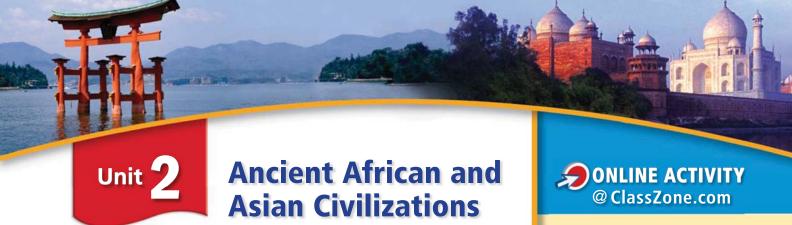
Interactive (**) Review

Flipcards



Use Interactive Flipcards to review key people, places, and events from early civilizations.

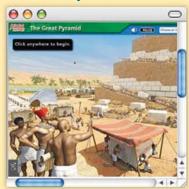
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Animated HISTORY

The Great Pyramid



Enter the world of ancient Egypt to see how the pyramids were built.

Animated GEOGRAPHY

Silk Roads



Visit ancient China to see Han art, the Great Wall, and the Silk Roads.

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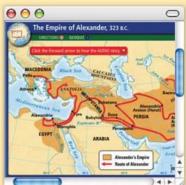


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Animated GEOGRAPHY

The Empire of Alexander



Travel with Alexander the Great as he conquers Asia to build an empire.

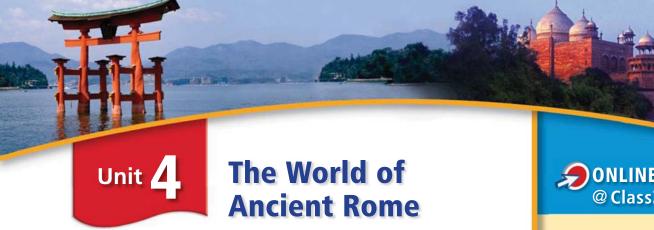
◄)) Starting with a Story

The Persian Invasion

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Imagine you are a soldier in ancient Greece. Listen to the story of a Persian invasion and decide what to do.

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Animated HISTORY

Roman Aqueducts



See how the Romans built aqueducts to bring water into their homes, fountains, and public baths.

Interactive (**) Review

Crossword Puzzle



Solve a crossword puzzle of key terms and names related to the rise of Rome.

COnline Test Practice



Regional Civilizations and Empires

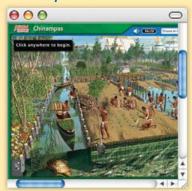
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Animated HISTORY

Chinampas



Visit the Aztec civilization and see how they farmed on *chinampas*, human-made islands.

◄)) Starting with a Story The Education of a Samurai



Imagine you are in Japan in the 1300s, and you are watching a 15-year-old boy complete his samurai's training.

COnline Test Practice



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European Feudalism



Click on each level of feudal society and hear the king, nobles, knights, and peasants speak about their lives.

Interactive Review

Flipcards



Use Interactive Flipcards to review key people, places, and events of the Renaissance and Reformation.

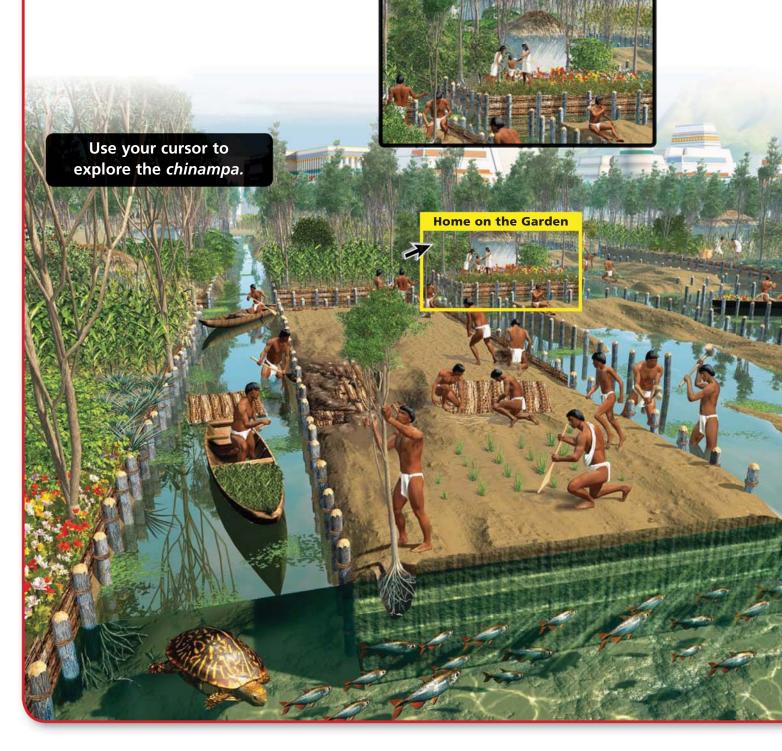
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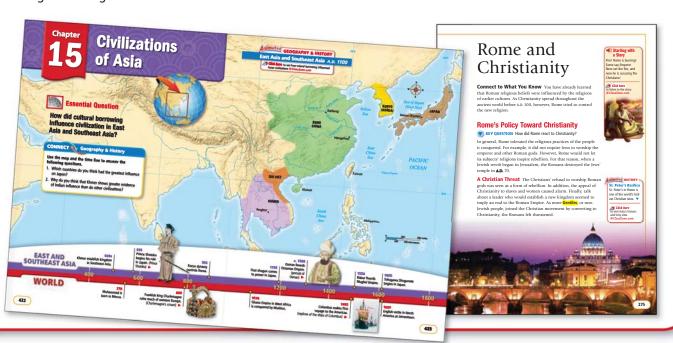
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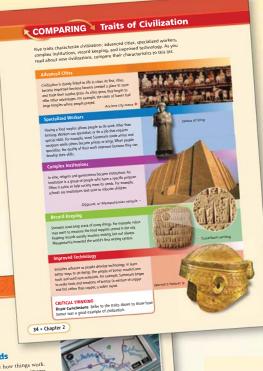


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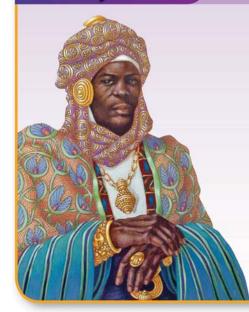


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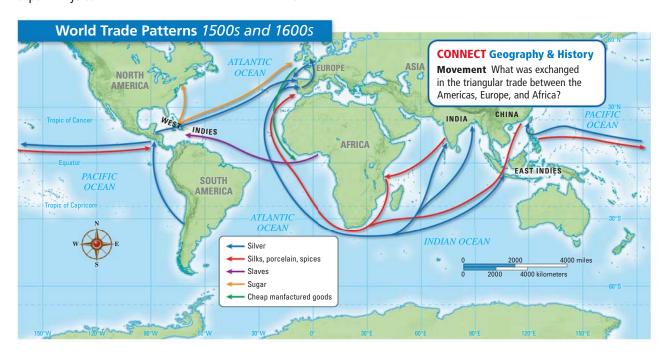
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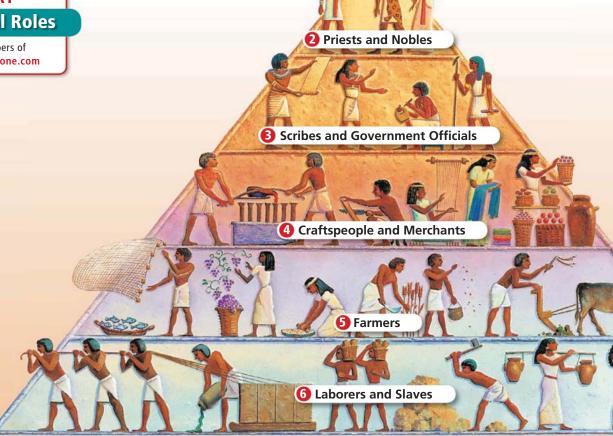
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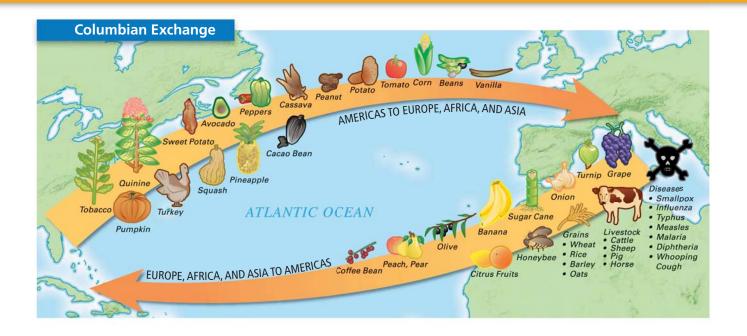
1 Pharaoh



Click here to meet members of Egyptian society @ ClassZone.com



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READING FOR UNDERSTANDING

Four Steps to Being a Strategic Reader

These pages explain how *World History* chapters are organized. By using the four key strategies below, you'll become a more successful reader of history.

- Set a Purpose for Reading
- 2 Build Your Social Studies Vocabulary
- **3** Use Active Reading Strategies
- 4 Check Your Understanding



Can you find it?

Find the following items on this and the next three pages.

- one chapter Essential Question
- two places where important words are defined
- three online games
- four key strategies for reading

Set a Purpose for Reading

Key features at the beginning of each chapter and section help you set a purpose for reading.

- **Essential Question** This fundamental question sets the main purpose for reading.
- Connect Geography & History This feature helps you to consider the relationship between geography and history.
- Animated Geography & History This sets the stage for where the history you'll study takes place.
- Before, You Learned and Now You Will Learn This information helps you to connect what you've studied before to what you'll study next.
- **Key Question** Each topic covered in the chapter is followed by a Key Question that sets your purpose for reading about that topic.

Build Your Social Studies Vocabulary

The Reading for Understanding pages provide three important ways to build your vocabulary.

- Terms & Names cover the most important events, people, places, and social studies concepts in the section.
- Background Vocabulary lists words you need to know in order to understand the basic concepts and ideas discussed in the section.
- **Visual Vocabulary** features provide visual support for some definitions.
- Terms & Names and Background Vocabulary are highlighted and defined in the main text so that you'll understand them as you read.



Dynasties of China



Essential Question

How did China change after the fall of the Han Dynasty?



CONNECT 🔖 Geography & History

Use the map and the time line to answer the following questions.

- Buddhism spread from India to China. Over which mountains did the Buddhist missionaries travel?
- 2. Zheng He made voyages along the coast of China and westward to India and Africa. On which bodies of water near the Chinese coast did he travel?



Reading for Understanding

Buddhism flourishes in China and spreads to Korea. (sculpture of Buddha)



The Tang Dynasty helped reunify China and built a powerful empire.

NOW YOU WILL LEARN

China prospered under the rule of the Ta | and the Song. During this time the Chinese develop technologies that influenced the rest of the world.



TERMS & NAMES

imperial relating to an empire or emperor bureaucracy system of departments and agencies that carry out the work of a government

scholar-official educated official with a government position

wood-block printing printing system developed by the ancient Chinese, in which wood blocks were carved with enough characters to print

movable type small block of metal or wood with a single raised character, used for printing

porcelain hard white ceramic material, often called china

BACKGROUND VOCABULARY

terraces raised banks of earth having vertica sloping sides and a flat top



Reading Strategy

Re-create the web diagram shown at right. As you read and respond to the KEY QUESTIONS, use the web diagram to help you find main ideas about the economy, technology, and governments of Tang and Song China.



See Skillbuilder Handbook, page R3.

Advances Under the Tang and Song

Animated GEOGRAPHY & HISTORY Physical Geography of Present-Day China

Click here to see how geographic features affected China's history @ ClassZone.com

KAZAKHSTAN

KYRGYZSTAN

Connect to What You Know As Section 1 explained, the Sui Dynasty reunited China. In 618, the Tang Dynasty succeeded the Sui. The Tang rulers faced the task of keeping the recently reunified China together. They also wanted to hold onto their newly gained power.

Building the Imperial State

WEY QUESTION How was the Chinese government organized under the Tang and Song dynasties?

Ruling a vast country like China was a difficult task. To rule more efficiently, the Tang rulers developed an imperial state. Imperial means relating to an empire.

The Tang used several ideas they had learned from the Sui Dynasty to set up this organized, well-run government. For the most part, Tang government and military organization followed Sui models. In addition, the Tang used the Sui tax system. They even made the Sui capital—the city of Chang'an on the Huang He-their capital. (See the map on page 393.) Chang'an was important because it was located on major trade routes.



Wang Wei's





Use Active Reading Strategies

Active reading strategies help you note the most important information in each section.

- Reading Strategy Each Reading for Understanding page contains a Reading Strategy diagram to help you track and organize the information you read.
- Skillbuilder Handbook Every Reading Strategy is supported by a corresponding lesson in the Skillbuilder Handbook section at the back of this book.
- Active Reading Strategies in the Skillbuilder Handbook will help you to read and study World History.

imperial relating to an empire or emperor bureaucracy system of departments and agencies that carry out the work of a government

scholar-official educated official with a government position

wood-block printing printing system developed by the ancient Chinese, in which wood blocks were carved with enough characters to print entire pages

movable type small block of metal or wood with a single raised character, used for printing porcelain hard white ceramic material

BACKGROUND VOCABULAR

terraces raised banks of earth having v sloping sides and a flat top



Reading Strategy

Re-create the web diagram shown at right. As you read and respond to the KEY QUESTIONS, use the web diagram to help you find main ideas about the economy, technology, and governments of Tang and Song China.



See Skillbuilder Handbook, page R3.

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- Finding Main Ideas 1.2
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- Sequencing Events 1.4
- Categorizing 1.5
- Analyzing Causes and Effects 1.6
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- Making Decisions 1.10
- Making Generalizations 1.11
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- Reading Maps 2.1
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- Interpreting Charts 2.3
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Research and Writing Skills

- Formulating Historical Questions 3.1
- Forming and Supporting Opinions 3.2
- Using Primary and Secondary Sources

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Using the Internet

- Using a Search Engine
- **Evaluating Internet Sources**

1.2 Finding Main Ideas

Defining the Skill

The main idea is a statement that summarizes the subject of a speech, an article, a section of a book, or a paragraph. Main ideas can be stated or unstated. The main idea of a paragraph is often stated in the first or last sentence. If it is in the first sentence, it is followed by sentences that support that main idea. If it is in the last sentence, the details build up to the main idea. To find an unstated idea, use the details of the paragraph as clues.

Applying the Skill

The following paragraph examines the bubonic plague that struck parts of Asia, North Africa, and Europe during the 1300s. Use the strategies listed below to help you identify the main idea.

How to Find the Main Idea

Strategy 1 Identify what you think may be the stated main idea. Check the first and last sentences of the paragraph to see if either could be the stated main idea.

Strategy 2 Identify details that support the main idea. Some details explain that idea. Others give examples of what is stated in the main idea.

EFFECT OF THE PLAGUE IN EUROPE

1 The bubonic plague had a significant social and economic effect on Europe. 2 Throughout Europe, the plague created doubts and fears that led to a breakdown in ordinary routines and a loss of order. 2 In addition, the plague caused a sharp decrease in population. This led to a shortage of labor. As a result, workers could demand higher pay for their labor. Some workers earned as much as five times what they had earned before the plague. 2 The plague also helped to weaken the power of the Church. Prayers failed to stop the disease, and many priests abandoned their duties.

Make a Chart

Making a chart can help you identify the main idea and details in a passage or paragraph. The $_{
m 1}$ chart below identifies the main idea and details in the paragraph you just read.

MAIN IDEA: The plague had a significant social and economic impact on Europe.

DETAIL: Throughout Europe, the plague created doubts and fears that led to a breakdown in ordinary routines and a loss of order

DETAIL: The plague caused a sharp decrease in population that resulted in a labor shortage and better wages for workers.

DETAIL: The plague weakened the power of the Church, which could do little to stop the spread of the disease.

Practicing the Skill

Turn to Chapter 2, Lesson 2, "Decline and Fall of the Empire." Read "Internal Weaknesses Threaten Rome" and create a chart that identifies the main idea and the supporting details.

READING FOR UNDERSTANDING

Exploring World History Online

World History provides a variety of tools to help you explore world history online. See world history come to life in the Animation Center. Find help for your research projects in the Research and Writing Center. Review for tests with the Interactive Review, or create your own activities in the Activity Center. Go to ClassZone.com to make World History interactive!

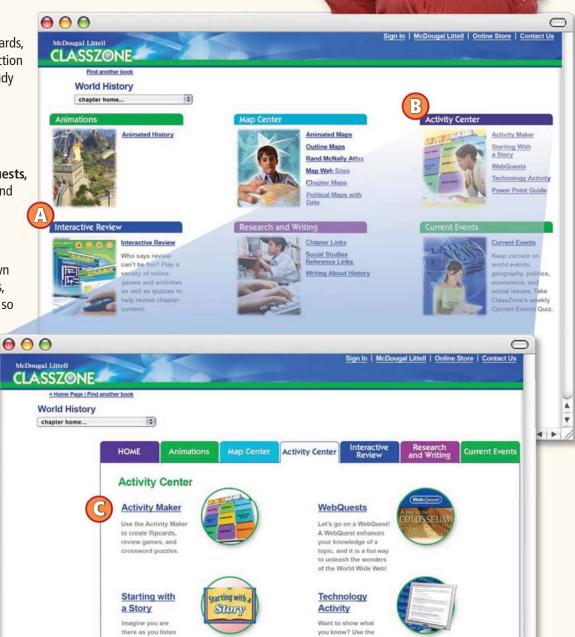
to the story.

Power Point

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is your gateway to exploring world history. Explore the different ClassZone Centers to help you study and have fun with history.

- A Interactive Review provides you with flipcards, a crossword puzzle, section quizzes, review and study notes, and more.
- Activity Center
 engages you in world
 history through WebQuests,
 technology activities, and
 an Activity Maker.
- lets you create your own review games, flipcards, and crossword puzzles so that you can focus on what you need to review.



Internet to complete

demonstrate what you have learned.

Check Your Understanding

One of the most important things you'll do as you study World History is to check your understanding of events, people, places, and issues as you read.

- **Section Assessment** reviews the section Terms & Names, revisits your Reading Strategy notes, and provides key questions about the section.
- **Chapter Assessment** includes an Interactive Review and Vocabulary, Key Ideas, and Critical Thinking questions to test your knowledge of the history you just studied.

The magnetic compass made ocean travel safer than ever before. The Chinese discovered that a magnetized needle floating in a bowl of water would always point north and south. This became the first magnetic compass used on ships. Using it, Chinese fleets sailed throughout Asia. In the 1300s, they traveled as far as Africa. Knowledge of the magnetic compass helped make the European Age of Exploration possible. You will learn more about this in Chapter 18.

Porcelain and Tea The Chinese influenced daily life by exporting porcelain and tea to the world. Porcelain is a hard white ceramic often called china. People desired porcelain for its beauty. It became one of China's most valuable exports.

For centuries, the Chinese used tea as a medicine. During the Tang Dynasty, it became a popular drink. Later, traders brought tea from East Asia to Europe. Tea became a major item of trade in the international market.

Despite China's great advances, it still faced dangers from nomads. In the 1200s, the leader of these nomads would be one of the most successful conquerors of all time, Genghis Khan.



SUMMARIZE Identify technological advances made under the Tang and Song dynasties.

Section Assessment

Terms & Names

1. Explain the importance of movable type scholar-official imperial wood-block printing porcelain hureaucracy

Use Your Reading Notes

2. Find Main Ideas Use your completed web diagram to answer the following question: What are two examples of technology developed during the Tang and Song dynasties?



Key Ideas

- 3. Who served as China's scholar-offici
- 4. How did farming change in Ta g ar
- 5. What was the worldwide impact of of the compass?

Critical Thinking

6. Make Inferences Why do you think the Song Dynasty tried to make the government exams cover more practical subjects?

▲ Tang Tea

The Chinese I

porcelain item

as this cup ar them in mark

away as Euro

Southwest A

ONLI

7. Analyze Causes and Effects How did the use of a new type of rice in China affect China's relationship with foreign lands?

Make a Map Using the map on page 387 as a model, make an outline map of China. Then reread the section, "Changes in Agriculture" on page 402. In what river valley did the Chinese create new rice fields? Put that river on your map.

Assessment

Interactive (**) Review

Click here for quizzes, flipcards, crosswords, review notes, and activities @ ClassZone.com

Early Dynasties

Tang Dynasty (618-907)

- · Expanded Chinese territory
- Used scholar-officials
- Created a law code

Song Dynasty (960-1279)

- Built a network of roads and canals
- Expanded trade
- Oversaw advances in technology

Yuan Dynasty (1279-1368)

- Kept Chinese out of power
- Ended state exams
- Encouraged foreign trade

Ming Dynasty (1368–1644)

- Sponsored Zheng He's vovages: then limited foreign trade
- Restored state exam system
- Rebuilt the Great Wall

Qing Dynasty (1644-1911)

- Tried to restrict foreign influence
- Ruled as China's last dynasty



VOCABULARY

Explain why the words in each set below are linked with each other.

- 1. Confucianism and Buddhism
- 2. bureaucracy and imperial
- 3. Kublai Khan and Marco Polo
- 4. maritime and Zheng He

KEY IDEAS

Reunifying China (pages 388–397)

- 5. What are the basic principles of Confucianism?
- 6. What did the Sui and Tang dynasties accomplish?

Advances Under the Tang and Song (pages 398-405)

- 7. How did the imperial state and the scholar-official class develop?
- 8. What technological developments came about during the Tang and Song dynastic

The Mongol Empire (pages 406–411)

- 9. How did Kublai Khan change China?
- 10. What kind of government did the Mongo establish in China?

A Return to Chinese Rule (pages 412-419)

- 11. How did Yongle try to extend Chinese influence in the world?
- 12. How did the Ming rulers after Yongle rela to the world outside China?

CRITICAL THINKING

- 13. Make Inferences After the collapse of the Han Dynasty, why did many Chinese turn from Confucianism to Buddhism?
- 14. Evaluate How did Confucianism change during Song and Mongol times?
- 15. Analyze Causes and Effects Explain how Chinese inventions changed life in other parts of the world.

Animation Center

000

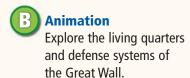
The Great Wall of China

A rich collection of interactive features and maps on a wide variety of world history topics at ClassZone.com

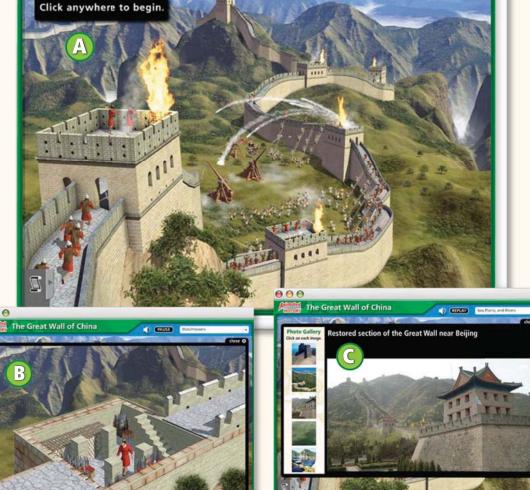


Roll-overs

Explore the Great Wall of China illustration by clicking on areas you'd like to know more about.



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PAUSE

Choose an item from the menu.

Review Game

- Create your own review game to study world history your way in the Activity
 Maker at ClassZone.com
- Select your own topics from any chapter to help you focus on specific regions, people, or events to review.
- Help your friends to explore history online. Challenge them to play a review game that you create and modify!



Guide to Test-Taking Strategies and Practice

This section of your book helps you develop and practice the skills you need to study history and to take standardized tests.

Test-Taking Strategies and Practice offers specific strategies for tackling many of the items you'll find on a standardized test. It gives tips for answering multiple-choice, constructed-response, extended-response, and document-based questions. In addition, it offers guidelines for analyzing primary and secondary sources, maps, political cartoons, charts, graphs, and time lines. Each strategy is followed by a set of questions you can use for practice.

CONTENTS for Test-Taking Strategies and Practice

Multiple Choice
Primary Sources
Secondary Sources
Political CartoonsS8
Charts
Line and Bar GraphsS12
Pie GraphsS14
Political MapsS16
Thematic MapsS18
Time LinesS20
Constructed ResponseS22
Extended Response
Document-Based Questions





The chart below provides a guide to the test-taking strategies that will help prepare you for the standards-based assessments.

- Learn each strategy by reviewing the numbered steps on the pages listed in the column.
- Practice the strategy on the following page.
- **Apply** the strategy you learned on the pages of the chapters listed in the column.

Test Taking Strategies and Practice			
Strategy	Learn	Practice	Apply
Multiple Choice	p. S2	p. S3	p. 51, Chapter 2
Primary Sources	p. S4	p. S5	p. 44, Chapter 2 p. 124, Chapter 5 p. 318, Chapter 11
Secondary Sources	p. S6	p. S7	p. 271, Chapter 9
Political Cartoons	p. S8	p. S9	p. 187, Chapter 7
Charts	p. S10	p. S11	p. 109, Chapter 4 p. 325, Chapter 11
Line and Bar Graphs	p. S12	p. S13	p. 137, Chapter 5
Pie Graphs	p. S14	p. S15	p. 528, Chapter 17
Maps	pp. S16, 18	pp. S17, 19	p. 35, Chapter 2 p. 122, Chapter 5 p. 244, Chapter 9 p. 309, Chapter 11
Time Lines	p. S20	p. S21	p. 359, Chapter 12
Constructed Response	p. S22	p. S23	p. 31, Chapter 2 p. 313, Chapter 11
Extended Response	p. S24	p. S25	p. 333, Chapter 11
Document-Based Questions	pp. S26–27	pp. S28–29	p. 124, Chapter 5

Test-Taking Strategies and Practice

Use the strategies in this section to improve your test-taking skills. First, read the tips on the left page. Then use them to help you with the practice items on the right page.

Multiple Choice

A multiple-choice question consists of a stem and a set of choices. The stem is usually in the form of a question or an incomplete sentence. One of the choices correctly answers the question or completes the sentence.

- 1 Read the stem carefully and try to answer the question or complete the sentence without looking at the choices.
- Pay close attention to key words in the stem. They may direct you toward the correct answer.
- 3 Read each choice with the stem. Don't jump to conclusions about the correct answer until you've read all of the choices.
- 4 After reading all of the choices, eliminate any that you know are incorrect.
- 5 Use modifiers to help narrow your choice.
- 6 Think carefully about questions that include "all of the above" among the choices.
- **7** Be careful with questions that include the word *not*.

Words like mostly are key words in multiple choice. Look for answers that are mostly true or partly true about the subject.

A. sand, rocks, and gravel.

B. boulders and sand.

C. cliffs and gulleys.

D. grasses and bushes.

You know that if the Sahara is a desert, D is incorrect. A desert cannot be mostly covered with grass and bushes.

- **2.** Over hundreds of years, Bantu-speaking people migrated from West Africa to
 - A. South and Southwest Asia.

 B. every continent on earth.

 C. East and South Africa.

 D. all of North Africa and Arabia.

 Watch for answers that have words like all, never, always, every, and only. These answers are often incorrect.
- **3.** The people of West Africa passed on their history by
 - A. painting pictures.
 - B. telling stories.
 - C. creating dances.
- 6 D. all of the above
- **4.** Which of the following is *not* one of the nations in southern Africa?
 - A. Zimbabwe
 - B. Nigeria
 - C. Mozambique
 - D. Namibia

First rule out all the answers that name southern African countries.
The answer that remains is the correct choice.

answers: 1 (A); 2 (C); 3 (D); 4 (B)

Directions: Read the following questions and choose the *best* answer from the four choices.

- **1.** Which of the following is *not* a form of government?
 - A. aristocracy
 - **B.** monarchy
 - **C.** oligarchy
 - **D.** philosophy
- 2. In 431 B.C., Sparta and Athens fought the
 - A. Trojan War.
 - B. Peloponnesian War.
 - C. Persian War.
 - D. Civil War.
- 3. Olmec civilization developed in
 - A. China.
 - B. western Africa.
 - C. Beringia.
 - D. Mesoamerica.
- **4.** Which of the following was invented during China's Han Dynasty?
 - A. paper
 - B. bronze
 - C. steel
 - D. silk

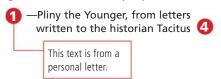
Primary Sources

Primary sources are materials written or made by people who took part in or witnessed historical events. Letters, diaries, speeches, newspaper articles, and autobiographies are all primary sources. So, too, are legal documents, such as wills, deeds, and financial records.

- 1 Look at the source line and identify the author. Consider what qualifies the author to write about the events discussed in the passage.
- 2 Skim the document to form an idea of what it is about.
- 3 Note special punctuation. Ellipses indicate that words or sentences have been removed from the original passage.
- Consider for whom the author was writing. The intended audience may influence what and how an author writes.
- Before rereading the passage, skim the questions to identify the information you need to find.

The Eruption of Mount Vesuvius, A.D. 79

My mother now began to beg, urge, and command me to escape as best I could. . . . I replied that I would not be saved without her. Taking her by the hand, I hurried her along. . . . And now came the ashes, but at first sparsely. I turned around. Behind us, an ominous thick smoke, spreading over the earth like a flood, followed us. . . . To be heard were only the shrill cries of women, the wailing of children, the shouting of men. Some were calling to their parents, others to their children, others to their wives—knowing one another only by voice.



- **-1.** Pliny is describing a
 - A. flood.
 - B. tidal wave.
- **C.** volcanic eruption.
 - D. war.
 - **-2.** Which sentence *best* expresses the idea of this passage?
 - A. People were very frightened.
 - B. Pliny disagreed with his mother.
 - C. Thick smoke spread over the earth like a flood.
 - D. Pliny got separated from his mother.

answers: 1 (C); 2 (A)

Directions: Use the passage to answer the following questions.

He [the historian] must not be misled by the exaggerated fancies of the poets, or by the tales of chroniclers who seek to please the ear rather than speak the truth. . . . At such a distance of time he must make up his mind to be satisfied with conclusions resting upon the clearest evidence which can be had. . . . Of the events of the war I have not ventured to speak from any chance information, nor according to any notion of my own; I have described nothing but what I either saw myself, or learned from others of whom I made the most careful and particular enquiry. The task was a laborious one, because eye-witnesses of the same occurrences gave different accounts of them, as they remembered or were interested in the actions of one side or the other.

—Thucydides, The Peloponnesian War

- **1.** What does Thucydides think of poets?
 - A. They are reliable.
 - **B.** They are good storytellers.
 - C. They exaggerate.
 - **D.** They lie.

- **2.** The task of writing the history of the war was difficult because
 - **A.** eyewitnesses gave different accounts of the same events.
 - B. the poets exaggerated.
 - **C.** Thucydides did not see any of the events himself.
 - **D.** the soldiers lied to Thucydides.

Secondary Sources

Secondary sources are descriptions or interpretations of historical events made by people who were not at those events. The most common types of written secondary sources are history books, encyclopedias, and biographies. A secondary source often combines information from several primary sources.

- 1 Read titles to preview what the passage is about.
- 2 Look for topic sentences. These, too, will help you preview the content of the passage.
- 3 Look for words that help you understand the order in which events happen.
- As you read, ask and answer questions that come to mind. You might ask: Why did people's opinions of Malinche change over time?
- Before rereading the passage, skim the questions to identify the information you need to find.

1 Malinche—Heroine or Traitor?

No one knows much about Malinche's early life. People do know that in 1519 she met Hernán Cortés. The Spanish conquistador had landed in Mexico earlier that year. Malinche was only a teenager. Even though she was very young,

- 2 Malinche helped Cortés conquer the Aztecs. She spoke the languages of the Aztecs and the Maya. Over time, she learned Spanish. She translated for Cortés and advised him on Native American politics.
- The Spanish conquistadors admired Malinche, calling her Doña Marina. For many centuries, the Spanish people regarded her as a heroine. In the 1800s, however, Mexico won its independence from Spain. People rejected their Spanish rulers. Writers and artists started calling Malinche a traitor to her people. Today, however, she is seen as a heroine again.

-1. Which of the following statements about Malinche is an opinion } **-**

Remember that an opinion is a statement that cannot be proved. A fact is a statement that can be proved.

- **A** She was very young when she met Cortés.
- B. She became a translator for Cortés.
 - C. She was a traitor to her own people.
 - D. She advised Cortés on Native American politics.
 - **-2.** According to information in this source, which person or group might view Malinche as a heroine?
 - A. a fighter for Mexican independence from Spain
 - B. the soldiers and officers in Cortés' army
 - C. the Aztec ruler and his court in Mexico
 - D. a historian writing about Mexico in the 1800s

answers: 1 (C); 2 (B)

Directions: Use the passage to answer the following questions.

The Five Pillars of Islam

Muslims—believers in Islam—have five duties. These are called the Pillars of Islam because the faith is based on them.

The first duty is to profess faith in God. Muslims must say the sentence, "There is no God but Allah, and Muhammad is his prophet." They must say this in public at least once during their lives.

The second pillar is to pray five times a day. The prayers must be said while facing toward the holy city of Mecca in Saudi Arabia.

The third is to give support to the poor and needy. Charity to those in need has been an important part of Islam from the beginning.

The fourth duty is to fast—not eat or drink—from dawn to sunset during the holy month of *Ramadan*.

The final duty is the *hajj*, or pilgrimage to Mecca. Every Muslim who can do so is expected to travel to Mecca at least once in his or her life. People who are physically unable or too poor to do so are excused from this requirement.

- **1.** What is the first pillar of Islam?
 - A. making the hajj
 - **B.** giving charity to the poor
 - C. praying five times a day
 - **D.** professing faith in God

- **2.** What particular duty must Muslims perform during the holy month of *Ramadan?*
 - A. fasting from dawn to sunset
 - **B.** praying five times a day
 - C. giving charity to the poor
 - D. professing faith in God

Political Cartoons

Political cartoons are drawings that express views on political issues of the day. Cartoonists use symbols and such artistic styles as caricature—exaggerating a person's physical features—to get their message across

- 1 Identify the subject of the cartoon. Titles and captions often indicate the subject matter.
- 2 Use labels to help identify the people, places, and events in the cartoon.
- 3 Note the symbols—ideas or images that stand for something else—used in the cartoon.
- 4 Note when and where the cartoon was published.
- **5** Analyze the point of view. How cartoonists use caricature often indicates how they feel.
- 6 Interpret the cartoonist's message.

1 NEXT!



The cartoonist uses the

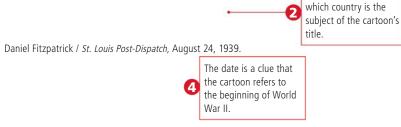
The label "Poland" tells

Image not available
for electronic use.

Please refer to the

image in the textbook.

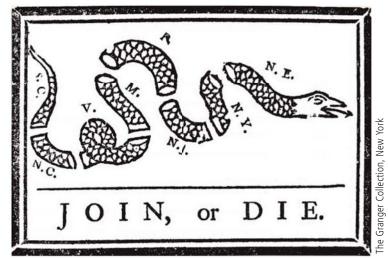
The swastika looks like a huge, frightening machine. It can easily crush Poland.



- **1.** What does the swastika in the cartoon stand for?
 - A. the Soviet Union
 - B. Nazi Germany
 - C. the Polish army
 - D. Great Britain
- **6 2.** Which sentence *best* summarizes the cartoonist's message?
 - A. Germany will attack Poland next.
 - B. Poland should stop Germany.
 - C. Germany will lose this battle.
 - D. Poland will fight a civil war.

answers: 1 (B); 2 (A)

Directions: Use the cartoon to answer the following questions.



Benjamin Franklin (1754)

- **1.** What do the sections of the snake in the cartoon represent?
 - A. army units
 - **B.** states
 - C. Native American groups
 - **D.** colonies

- **2.** Which phrase *best* states the message of the cartoon?
 - A. "East is East, and West is West, and never the twain shall meet."
 - **B.** "Taxation without representation is tyranny."
 - C. "United we stand, divided we fall."
 - D. "Out of many, one."

Charts

Charts present information in a visual form. History textbooks use several types of charts, including tables, flow charts, Venn diagrams, and concept webs. The type of chart most commonly found in standardized tests is the table. It orgnizes information in columns and rows for easy viewing.

- 1 Read the title and identify the broad subject of the chart.
- 2 Read the column and row headings and any other labels. This will provide more details about the subject of the chart.
- 3 Compare and contrast the information from column to column and row to row.
- 4 Try to draw conclusions from the information in the chart.
- 5 Read the questions, and then study the chart again.

This chart compares two empires.

1 Two Great Empires: Han China and Rome

Han Dynasty — 202 B.C. to A.D. 220

- · Empire replaced rival kingdoms
- Centralized, bureaucratic government
- · Built roads and defensive walls
- Conquered many diverse peoples in regions bordering China
- At its height—area of 1,500,000 square miles and a population of 60,000,000
- Chinese became common written language throughout empire
- Ongoing conflict with nomads
- Empire fell apart; restored by Sui Dynasty after 581

Roman Empire — 27 B.C. to A.D. 476

- Empire replaced republic
- Centralized, bureaucratic government
- · Built roads and defensive walls
- Conquered many diverse peoples in regions of three continents
- At its height—area of 1,300,000 square miles and a population of 54,000,000
- Latin did not replace other written languages in empire
- Ongoing conflict with nomads
- Empire fell apart; never restored
- → 1. Which was a characteristic shared by both Han China and Rome?
 - A. Both empires were restored after they fell apart.
 - B. Both empires replaced republics.
 - C. Both had a population of 60,000,000.
 - D. Both had an ongoing conflict with nomads. -

Use the information in the chart to find similarities between the two empires.

- **→ 2.** The Han Dynasty exceeded the Roman Empire in
 - A. population.
 - B. army.
 - C. completed building projects.
 - D. government agencies.

answers: 1 (D); 2 (A)

Directions: Use the chart to answer the following questions.

Ancient Civilizations						
Feature	China	Egypt	Indus Valley	Mesopotamia		
Location	River valley	River valley	River valley	River valley		
Period	2000 в.с.–400 в.с.	3100 в.с.–600 в.с.	2500 в.с.–1500 в.с.	3500 в.с.–2000 в.с.		
Specialized workers	Priests; government workers, soldiers; craftspeople in bronze and silk; farmers	Priests; government workers, scribes, soldiers; workers in pottery, stone; farmers	Priests; government officials; workers in pottery, bricks; farmers	Priests; government officials, scribes, soldiers; workers in pottery, textiles; farmers		
Institutions	Walled cities; oracle- bone reading	Ruling class of nobles; education system	Strong central government	Ruling class of priests and nobles; education for scribes		
Record keeping	Pictographic writing	Hieroglyphic writing	Pictographic writing	Cuneiform writing		
Advanced technology and artifacts	Writing; making bronze and silk; ir- rigation systems	Papyrus; mathematics; astronomy, engineering; pyramids; mummification; medicine	Irrigation systems; in- door plumbing; seals	Wheel; plow; sailboat; bronze weapons		

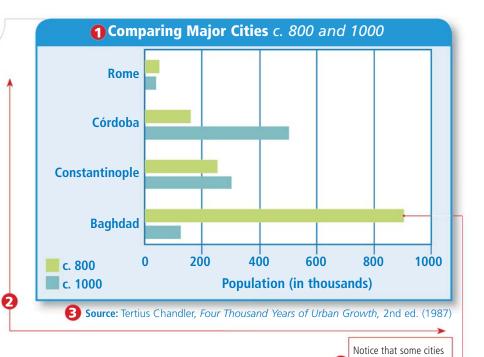
- **1.** Which civilization appeared first?
 - A. China
 - B. Egypt
 - C. Indus Valley
 - **D.** Mesopotamia

- **2.** The Indus Valley civilization did *not* have
 - A. irrigation systems.
 - B. walled cities.
 - C. government officials.
 - D. indoor plumbing.

Line and Bar Graphs

Graphs show statistics in a visual form. Line graphs are particularly useful for showing changes over time. Bar graphs make it easy to compare numbers or sets of numbers.

- 1 Read the title and identify the broad subject of the graph.
- 2 Study the labels on the vertical and horizontal axes to see the kinds of information presented in the graph. Note the intervals between amounts and between dates. This will help you read the graph more efficiently.
- 3 Look at the source line and evaluate the reliability of the information in the graph.
- 4 Study the information in the graph and note any trends.
- Read the questions carefully, and study the graph again.



lost a great deal of

their population.

- **-1.** Which city showed the greatest growth between the early 800s and the early 1000s?
 - A. Baghdad
- B. Constantinople
 - C. Córdoba
 - D. Rome
 - •2. Which statement correctly reflects information in the bar graph?
 - **A.** All cities grew in population between the early 800s and the early 1000s.
 - **B.** During this time period, the largest cities were located in Europe.
 - C. Constantinople was the largest city in the world.
 - **D.** Some cities in the Muslim world were very large.

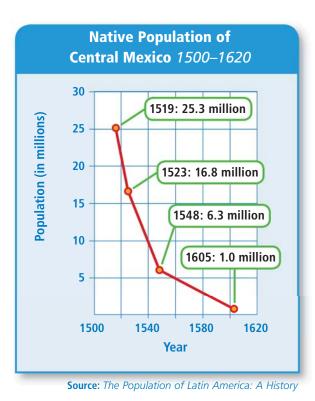
answers: 1 (C); 2 (D)

Directions: Use the graphs to answer the following questions.



Source: R. Davis, "English Foreign Trade, 1700–1774," *Economic History Review* (1962)

- **1.** Which of the following is a true statement?
 - **A.** Exports to the Atlantic economy declined over time.
 - **B.** Total exports stayed the same over time.
 - C. Total exports rose sharply after 1724
 - **D.** Exports to the Atlantic economy fell sharply after 1754.

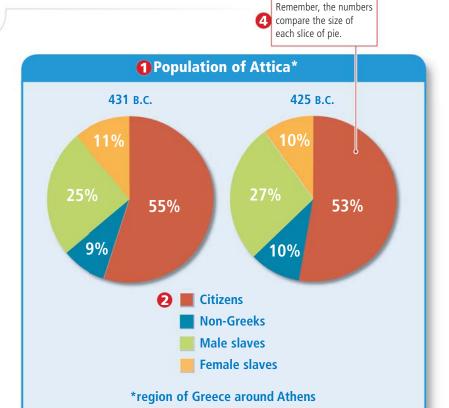


- **2.** Between which years did the native population of Central Mexico reach its lowest point?
 - A. between 1500 and 1540
 - **B.** between 1580 and 1620
 - C. between 1540 and 1580
 - **D.** between 1500 and 1580

Pie Graphs

A pie, or circle, graph shows relationships among the parts of a whole. These parts look like slices of a pie. The size of each slice is proportional to the percentage of the whole that it represents.

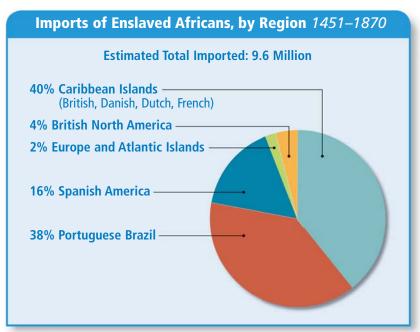
- 1 Read the title and identify the broad subject of the pie graph.
- 2 Look at the legend to see what each of the slices of the pie represents.
- Read the source line and note the origin of the data shown in the pie graph.
- Compare the slices of the pie and try to make generalizations and draw conclusions from your comparisons.
- Read the questions carefully and review difficult or unfamiliar terms.



- **3** Source: A.W. Gomme, The Population of Athens in the Fifth and Fourth Centuries B.C.
 - **1.** Which group made up the majority of Attica's population in both years?
 - A. female slaves
 - B. male slaves
 - C. citizens
 - D. non-Greeks
 - **2.** Which group's percentage of the population increased the *most* between 431 B.C. and 425 B.C.?
 - A. male slaves
 - B. female slaves
 - C. citizens
 - D. non-Greeks

answers: 1 (C); 2 (A)

Directions: Use the graph to answer the following questions.



Source: The Atlantic Slave Trade: A Census

- **1.** Which region imported the most enslaved Africans?
 - A. Europe and Atlantic Islands
 - B. Spanish America
 - C. Caribbean Islands
 - D. Portuguese Brazil

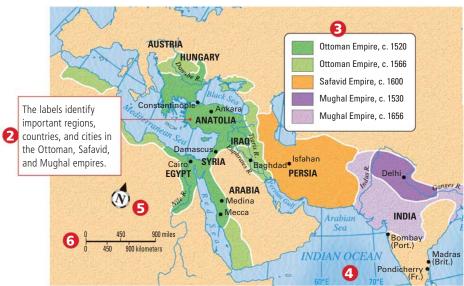
- **2.** The fewest enslaved Africans were imported to
 - **A.** Europe and Atlantic Islands.
 - B. British North America.
 - C. Spanish America.
 - D. Portuguese Brazil.

Political Maps

Political maps show countries and the political divisions within countries, such as states. They also show the location of major cities. In addition, political maps often show physical features, such as rivers, seas, oceans, and mountain ranges.

- 1 Read the title to determine the subject and purpose of the map.
- Read the labels on the map. This will reveal information about the map's subject and purpose.
- 3 Study the legend to find the meaning of symbols used on the map.
- 4 Look at the lines of latitude and longitude.
 This grid makes locating places much easier.
- Use the compass rose or the North arrow to determine directions on the map.
- Use the scale to estimate the distances between places shown on the map.
- Read the questions, and then carefully study the map to determine the answers.

1500–1660 Empires in South and Southwest Asia



- 1. Which city was within the Mughal Empire in 1530?
 - A. Bombay
 - B. Delhi
- C. Madras
 - D. Pondicherry
- 2. Which empire controlled part of Europe?
 - A. Ottoman
 - B. Safavid
 - C. Mughal
 - **D.** all of the above

answers: 1 (B); 2 (A)

Directions: Use the map to answer the following questions.

The Roman Empire A.D. 400



- **1.** Which area was part of the Eastern Roman Empire?
 - A. Spain
 - B. Gaul
 - C. Anatolia
 - D. all of the above

- **2.** The most northern region in the Western Roman Empire was
 - A. Syria.
 - B. Gaul.
 - C. Spain.
 - D. Britain.

Thematic Maps

A thematic map, or specialpurpose map, focuses on a particular topic. The location of baseball parks, a country's natural resources, election results, and major battles in a war are all topics you might see illustrated on a thematic map.

- 1 Read the title to determine the subject and purpose of the map.
- 2 Examine the labels on the map to find more information about the map's subject and purpose.
- 3 Study the legend to find the meaning of the symbols and colors used on the map.
- 4 Look at the symbols on the map and try to identify patterns.
- 5 Read the questions and then carefully study the map to determine the answers.

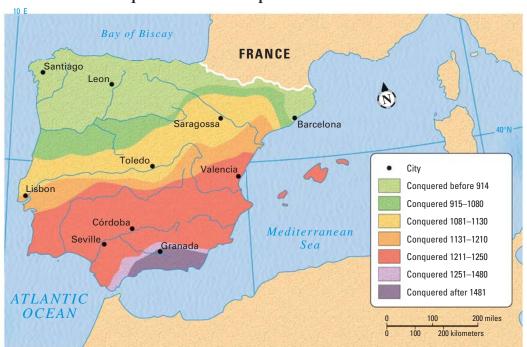


- → 1. To which area did Buddhism spread in the A.D. 300s?
 - A. Java
 - B. China
- C. Japan
 - D. Korea
- 2. When did Buddhism spread to the islands of Java and Sumatra?
 - A. 200s B.C.
 - **B.** A.D. 100s
 - C. A.D. 300s
 - **D.** A.D. 400s

answers: 1 (D), 2 (D)

Directions: Use the map to answer the following questions.

The Christian Conquest of Muslim Spain



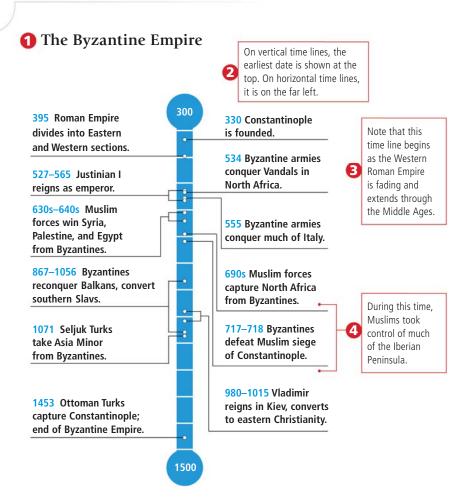
- **1.** When did Christians conquer the easternmost city shown on the map?
 - A. before 914
 - B. between 1081 and 1130
 - C. between 1211 and 1250
 - **D.** after 1481

- **2.** By 1480, how much of Spain did Christians control?
 - A. only a small portion
 - B. about one-third
 - C. about one-half
 - D. almost all of the land

Time Lines

A time line is a type of chart that lists events in the order in which they occurred. In other words, time lines are a visual method of showing what happened when.

- Read the title to discover the subject of the time line.
- 2 Identify the time period covered by the time line by noting the earliest and latest dates shown. On vertical time lines, the earliest date is shown at the top. On horizontal time lines, it is on the far left.
- Read the events and their dates in sequence.
 Notice the intervals between events.
- 4 Use your knowledge of history to develop a fuller picture of the events listed in the time line. For example, place the events in a broader context by considering what was happening elsewhere in the world.
- Use the information you have gathered from the above strategies to answer the questions.

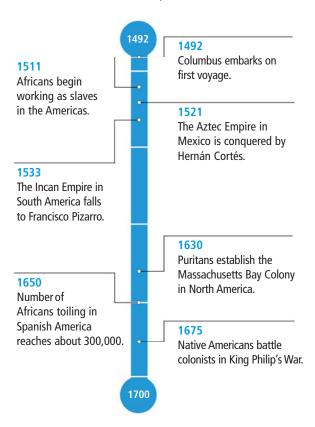


- 1. The Byzantine Empire began to lose territory in the
 - **A.** 500s.
 - **B.** 600s.
 - **C.** 700s.
 - **D.** 800s.
- 2. Which event marked the end of the Byzantine Empire?
 - A. Muslim forces capture North Africa.
 - B. Seljuk Turks take Asia Minor.
 - C. Muslim forces win Syria, Palestine, and Egypt.
 - D. Ottoman Turks capture Constantinople.

answers: 1 (B), 2 (D)

Directions: Use the time line to answer the following questions.

Three Worlds Meet, 1492–1700



- **1.** What happened after Hernán Cortés conquered the Aztec empire?
 - **A.** Africans began working as slaves in the Americas.
 - **B.** Francisco Pizarro conquered the Incan Empire.
 - C. Columbus conquered the Incan Empire.
 - **D.** Africans established the Massachusetts Bay Colony.

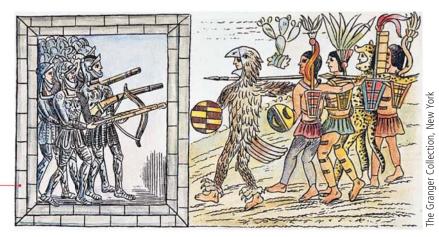
- **2.** In which year did the number of enslaved Africans in Spanish America reach 300,000?
 - **A.** 1511
 - **B.** 1150
 - **C.** 1650
 - **D.** 1675

Constructed Response

Constructed-response questions focus on various kinds of documents. Each document usually is accompanied by a series of questions. These questions call for short answers that, for the most part, can be found directly in the document. Some answers, however, require knowledge of the subject or time period addressed in the document.

- Read the title of the document to discover the subject addressed in the questions.
- 2 Study and analyze the document. Take notes on what you see.
- 3 Read the questions and then study the document again to locate the answers.
- 4 Carefully write your answers. Unless the directions say otherwise, your answers need not be complete sentences.

1 Aztecs and Spanish Clash



In this drawing, Aztec warriors and Spanish conquistadors are fighting each other. Hernán Cortés and his men conquered the Aztecs in 1521.

- **3 1.** What are the Spanish soldiers standing in?
 - 4 some sort of stone building
 - 2. What are the Aztec warriors wearing?

 traditional battle dress, including animal skins
 and headdresses
 - 3. How are the Spanish and Aztec weapons different?

 The Spanish have crossbows and guns, while the Aztecs have spears and shields.
 - Constructed-response questions use a wide range of documents. These include short passages, cartoons, charts, graphs, maps, time lines, posters, and other visual materials. This document is a drawing of a confrontation between Aztecs and Spanish soldiers.

Directions: Read the following passage from *The Travels of Marco Polo*. Then answer the questions that follow the passage.

On this [New Year's] day all the rulers, and all the provinces and regions and realms where men hold land or lordship under [the Great Khan's sway, bring him costly gifts of gold and silver and pearls and precious stones and abundance of fine white cloth, so that throughout the year their lord may have no lack of treasure and may live in joy and gladness. . . . I can also assure you for a fact that on this day the Great Khan receives gifts of more than 100,000 white horses, of great beauty and price. And on this day also there is a procession of his elephants, fully 5,000 in number, all draped in fine cloths embroidered with beasts and birds. . . . Let me conclude with one more fact, a very remarkable one well worthy of mention in our book. You must know that a great lion is led into the Great Khan's presence; and as soon as it sees him it flings itself down prostrate before him with every appearance of deep humility and seems to acknowledge him as lord. There it stays without a chain, and is indeed a thing to marvel at.

1.	What did the lion do when it was brought before the Great Khan?
2.	Why did people bring the Great Khan so many gifts?
3.	What kinds of animals are mentioned in the passage?

Extended Response

Extended-response questions, like constructed-response questions, usually focus on one kind of document. However, they are more complex and require more time to complete than typical short-answer constructed-response questions. Some extended-response questions ask you to present information from the document in a different form. Others require you to apply your knowledge of history to information contained in the document.

- 1 Read the title of the document to get an idea of the subject.
- 2 Study and analyze the document. Take notes on your ideas.
- 3 Carefully read the extended-response questions.
- Sometimes the question may give you part of the answer.
- 5 If the question requires a written response, jot down ideas in outline form. Use this outline to write your answer.

1 Hammurabi's Code

If a son has struck his father, they shall cut off his hand.

If a [noble] has destroyed the eye of a [noble], they shall destroy his eye.

If he has broken another [noble's] bone, they shall break his bone.

If he has destroyed the eye of a commoner or broken the bone of a commoner, he shall pay one mina of silver.

If he has destroyed the eye of a [noble's] slave or broken the bone of a [noble's] slave, he shall pay one-half [the slave's] value.

If a [noble] has knocked out the tooth of a [noble], they shall knock out his tooth.

If he has knocked out a commoner's tooth, he shall pay one-third mina of silver.

3 1. Hammurabi's Code is often described as "an eye for an eye." Is this an accurate description of the code? 4 Is the code applied equally to all people? Explain your answer.

The question gives you an idea of what people think about Hammurabi's Code.

Essay Rubric: The best essays will point out that the strict "eye for an eye" rule only applies in some situations, such as when a noble destroys the eye of another noble. The description is accurate for nobles losing an eye, but not entirely accurate for other crimes that involve people who are not nobles. If someone wrongs a commoner by destroying his eye or breaking his bone, the commoner will receive a payment of one mina of silver. In this case, the wrongdoer would not lose an eye or have a bone broken. If a noble knocks a commoner's tooth out, he has to pay the commoner, but if a noble knocks another noble's tooth out, he gets his own tooth knocked out. The code does not seem to apply equally to all people. The code implies that a noble who harmed another noble was dealt with more harshly than a noble who harmed a commoner.

Directions: Complete the chart on a separate sheet of paper. Then use the information in the chart to answer the following question.

The Development of Civilization				
Key Achievements	Impact			
Invention of tools	•			
Mastery over fire	 People were able to keep warm and cook food. 			
Development of language	•			
Breakthroughs in farming technology	•			
Domestication of animals	 Animals could be bred for certain traits. Animals became more dependable. 			
Food surpluses	 More people could live in one place, and there were fewer food shortages. 			
Specialized workers	•			
Record keeping	•			
Advanced technology	•			

1. Which achievements do you think had the most influence on the development of civilization? Why?

Document-Based Questions

A document-based question focuses on several documents—both visual and written.
These documents often are accompanied by short-answer questions. You then use the answers to these questions and information from the documents to write an essay on a specified subject.

- Carefully read the "Historical Context" to get an indication of the issue addressed in the guestion.
- 2 Note the action words used in the "Task" section. These words tell you exactly what the essay question requires.
- 3 Study and analyze each document. Think about how the documents are connected to the essay question. Take notes on your ideas.
- Read and answer each of the document-specific questions.

Introduction

- Historical Context: For hundreds of years, Mongol nomads lived in different tribes. They sometimes fought among themselves. In the late 1100s, a new leader—Genghis Khan—united these tribes. He turned the Mongols into a powerful fighting force.
- **2 Task:** Discuss how the Mongols conquered Central Asia and East Asia and how their rule affected Europeans' lives.

Part 1: Short Answer

Study each document carefully. Answer the questions that follow.

3 Document 1: Mongol Warrior



What were the characteristics of a Mongol warrior?

The Mongols were great horsemen who could ride a long way without rest. They attacked without warning and showed no mercy. They used clever tricks to frighten their enemies. Also, they borrowed or invented new weapons of war.

Document 2: The Mongol Empire



What route linked the Mongol Empire to Europe? What was the main purpose of this route?

Silk Roads; as a trade route between Asia and Europe

Document 3: The Great Khan's Wealth

All those who have gems and pearls and gold and silver must bring them to the Great Khan's mint. . . . By this means the Great Khan acquires all the gold and silver and pearls and precious stones of all his territories [lands]. . . .

The Great Khan must have, as indeed he has, more tresure than anyone else in the world. . . . All the world's great [rulers] put together have not such riches as belong to the Great Khan alone.

—The Travels of Marco Polo (c. 1300)

Why do you think Marco Polo's travels made Europeans want to see East Asia?

Europeans were interested in the treasure of the Great Khan and East Asia.

Part 2: Essay

Write an essay discussing how the Mongols conquered Central Asia and East Asia and how their rule affected Europeans' lives. Use information from the documents, your short answers, and your knowledge of history to write your essay.

- S Read the essay question carefully. Then write a brief outline for your essay.
 - 6 Write your essay. The first paragraph should introduce your topic.
 The middle paragraphs should explain it. The closing paragraph should restate the topic and your conclusion.
 Support your ideas with quotations or details from the documents.
 Add other supporting facts or details from your knowledge of world history.
 - A good essay on this topic will contain the ideas in the rubric below.

Essay Rubric: The best essays will describe how the Mongols' tactics, fierce will, and strong military orgnization enabled them to conquer Central Asia and East Asia (Documents 1 and 2). The essays will also state that Mongol rule brought a period of peace and unity to regions that had been divided. This peace allowed trade to start again along the Silk Roads (Document 2). This trade brought new ideas and products to Europe. Stories of the immense wealth in Mongol lands made Europeans want to tap into those riches (Document 3).

Introduction

Historical Context: For many centuries, kings and queens ruled the countries of Europe. Their power was supported by nobles and armies. European society began to change. In the late 1700s, those changes produced a violent revolution in France.

Task: Discuss how social conflict and new ideas contributed to the French Revolution and why the revolution turned radical.

Part 1: Short Answer

Study each document carefully. Answer the questions that follow.

Document 1: Social Classes in Prerevolutionary France



This cartoon shows a peasant woman carrying women of the nobility and the Church. What does the cartoon say about the lives of the						
poor before the revolution?						

Document 2: A Declaration of Rights

- 1. Men are born and remain free and equal in rights. . . .
- 2. The aim of all political association is the preservation of the natural and [unlimited] rights of man. These rights are liberty, property, security, and resistance to oppression.
- —Declaration of the Rights of Man and of the Citizen (1789)

According to this document, what rights belong to all people?

Document 3: The French Revolution—Major Events

July 1789 Crowd storms the Bastille. Aug. 1792 Paris mob captures National Assembly abolishes feudalism, approves King Louis XVI. Declaration of the Rights of Man and of July 1794 the Citizen. Sept. 1792 Crowds kill priests, nobles Robespierre Nov. 1789 in September Massacres; executed, Terror National Assembly seizes lands of Catholic Church. monarchy abolished. ends. 1789 1794 July 1790 June 1791 King executed by guillotine. Church put Royal family under control arrested in of government. escape attempt. Robespierre and allies gain control of government, begin to arrest rivals. Sept. 1791 France made a 1793-1794 constitutional Reign of Terror: about 300,000 arrested monarchy. and 17,000 executed.

Over time, the revolution became more violent. How does the information in the time line show this?

Part 2: Essay

Write an essay discussing how social conflict and new ideas led to the French Revolution and why it became so violent. Use information from the documents, your short answers, and your knowledge of history to write your essay.

Geography Handbook

Themes of Geography

One useful way to think about geography is in terms of major themes or ideas. These pages examine the five major themes of geography and show how they apply to cities around the world.

Location

"Where am I?" Your answer is your location. One way to answer is to use absolute location. That means using the coordinates of longitude and latitude (see page A6). For example, if you're in Paris, your absolute location is approximately 49° north latitude and 2° east longitude.

More likely, however, you'll use relative location to answer the question. Relative location describes where an area is in relation to another area. For example, Paris lies in northern France along the Seine River.

THINKING ABOUT GEOGRAPHY What is the relative location of your school?

Region

Geographers divide the world into regions. A region can be as large as a continent or as small as a neighborhood. A region has certain shared characteristics that set it apart. These characteristics might include political division, climate, language, or religion. Lima, Peru, is a city in the western region of South America. It shares a climate—warm and dry—with the cities of Trujillo and Chiclayo.

THINKING ABOUT GEOGRAPHY What

characteristics does your city or town share with nearby cities or towns?

Place

"What is Sydney like?" Place can help you answer this question. Place refers to the physical and human characteristics that make one area different from another.

Physical characteristics are natural features, such as physical setting, plants, animals, and weather. Human characteristics include cultural diversity and the things people have made—including language, the arts, and architecture. For instance, Sydney reflects the heritage of several different cultures: British, Aboriginal, and Asian.

THINKING ABOUT GEOGRAPHY What physical and human characteristics distinguish your community?



Paris began on an island in the Seine River, but now covers the land on both sides of the river.

Sydney is Australia's largest city and an important port.





Movement

Movement refers to the shifting of people, goods, and ideas from one place to another. People constantly move in search of better places to live, and they trade goods with one another over great distances. Movement also causes ideas to travel from place to place. In recent years, technology has quickened the movement of ideas and goods.

The city of Chicago serves as a transportation hub connecting the eastern and western United States. In the 1800s, railroad lines from across the country met in Chicago. Later, major highway systems were built through the city. Today, Chicago's O'Hare Airport is one of the world's busiest airports.

THINKING ABOUT GEOGRAPHY What are some of the different ways you spread information and ideas?

Human-Environment Interaction

Human-environment interaction refers to ways people interact with their environment, such as building a dam, cutting down a tree, or even sitting in the sun. Mumbai, India (formerly known as Bombay), began as a group of separate islands. Over the course of many years, people filled in the areas between the islands to create a unified city.

Sometimes the environment forces people to act. For example, people take measures to survive extreme weather and natural disasters.

THINKING ABOUT GEOGRAPHY What are ways that people in your city or town have changed their environment?

Themes of Geography Assessment

KEY IDEAS

- 1. What is the relative location of your home?
- **2.** What are three characteristics of the region in which you live?
- **3.** What are at least three ways in which you have recently interacted with the environment?

Multiple forms of transportation make Chicago a thriving city.

CRITICAL THINKING

4. Form and Support Opinions Which aspect of geography described in these themes do you think has most affected your life? Explain.

Think about

- ways that you interact with your environment
- how you travel from place to place

Map Basics

Geographers use many different types of maps, and these maps all have a variety of features. These three maps each show a different aspect of Korea: political boundaries, economic activities, and physical features. Use the guide on the physical map to learn about the basic elements that make up most maps.

Types of Maps

Political maps Political maps show political units, such as countries, states, provinces, counties, districts, and towns. Each unit is normally shaded a different color, represented by a symbol, or shown with a different typeface.

Thematic maps Thematic maps illustrate such things as economic activity, migrations, battles, and changing national boundaries.

Physical maps Physical maps show mountains, hills, plains, rivers, lakes, oceans, and other physical features of an area.







Reading a Map

- ⚠ **Lines** Lines indicate political boundaries, roads and highways, human movement, and rivers and other waterways.
- **B Symbols** Symbols represent such items as capital cities, mountain peaks, or economic activities.
- **G Labels** Labels are words or phrases that explain various items or activities on a map.
- **Compass Rose** A compass rose shows which way the directions north (N), south (S), east (E), and west (W) point on the map.
- **Scale** A scale shows the ratio between a unit of length on the map and a unit of distance on the earth. A typical bar scale indicates the number of miles and kilometers a length represents on the map.
- **Colors** Colors show a variety of information on a map, such as population density or the elevation of the land.
- **G Legend or Key** A legend or key lists and explains the symbols, lines, and colors on a map.
- **H Lines of Longitude** These are imaginary lines that measure east-west distances.
- **1) Lines of Latitude** These are imaginary lines that measure north-south distances. Together, latitude and longitude lines form a grid on a map or globe to indicate an area's absolute location.

Longitude lines

- · are imaginary lines known as meridians
- run from North Pole to South Pole along the surface of the globe
- show the distance in degrees east or west of the prime meridian

The prime meridian is a longitude line that passes through Greenwich, England, and measures 0° longitude.

Latitude lines

- are imaginary lines known as parallels
- run east to west around the globe
- show distance in degrees north or south of the equator

The equator is a latitude line that circles the earth halfway between the North and South poles. It measures 0° latitude. The tropic of Cancer and tropic of Capricorn are parallels that form the boundaries of the Tropics, a region that stays warm all year.

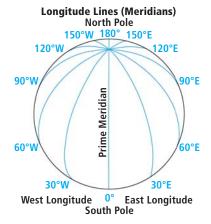
Latitude and longitude lines allow you to pinpoint the absolute location of cities and other geographic features. You express absolute location through degrees of latitude and longitude. For example, Sydney, Australia is at about 34° S latitude and 151° E longitude.

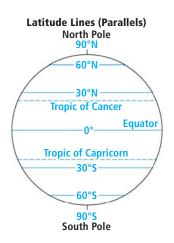
Hemispheres

Hemisphere is a term for half the globe. The globe can be divided into Northern and Southern hemispheres (separated by the equator) or into Eastern and Western hemispheres. The United States is located in the Northern and Western hemispheres.

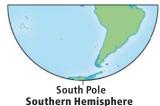
Projections

A projection is a way of showing the curved surface of the earth on a flat map. Flat maps cannot show sizes, shapes, and directions on a globe all at once with total accuracy. As a result, all projections distort some aspect of the earth's surface. Some maps distort distances, while other maps distort angles. On the next page are four projections.



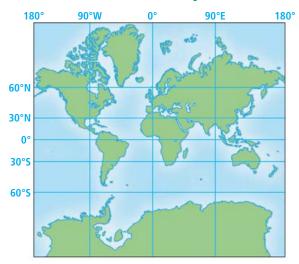






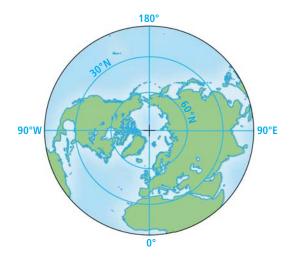


Mercator Projection



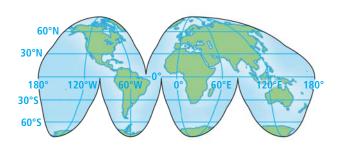
The Mercator projection shows most of the continents as they look on a globe. But the projection stretches out the lands near the North and South poles. The Mercator is used for all kinds of navigation because it preserves shapes and directions.

Azimuthal Projection



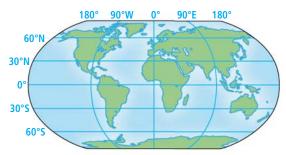
An azimuthal projection shows the earth so that a straight line from the central point to any other point on the map gives the shortest distance between the two points. However, the size and shape of the continents are distorted.

Homolosine Projection



The homolosine projection shows the accurate shapes and sizes of the landmasses, but distances on the map are not correct.

Robinson Projection



Textbook maps commonly use the Robinson projection. It shows the entire earth with nearly the true sizes and shapes of the continents and oceans. However, the shapes of the landforms near the poles appear flat.

Map Basics Assessment

KEY IDEAS

- 1. What is the approximate longitude and latitude of your city or town?
- 2. What information is provided by the legend on the map on page A5?
- **3.** Compare and contrast Antarctica on the Mercator and the Robinson projections.

CRITICAL THINKING

4. Make Inferences Why do you think latitude and longitude are so important to sailors?

Think about

- the landmarks you use to find your way around
- the landmarks available to sailors on the ocean

Physical Geography

Physical geography involves all the natural features on the earth. This includes the land, resources, climate, and vegetation. These pages explore the physical geography of Latin America.

Land

The region of Latin America stretches from Mexico to the tip of South America. Mountain ranges and highlands make up a large part of Latin America. The Andes Mountains, along the western coast of South America, are the longest mountain range above sea level in the world. Volcanoes, some of them active, extend through parts of Mexico, Central America, and South America. The Amazon River, in the northern part of South America, is the second-longest river in the world.

THINKING ABOUT GEOGRAPHY What is the land like around your city or state?



Deserts stretch across parts of northern Mexico.

Resources

Latin America has a variety of natural resources. Vast amounts of oil and natural gas lie underneath the region's soil. Valuable deposits of iron, copper, tin, and bauxite can also be found in the region.

The dense forests of South America produce large amounts of timber. Wide plateaus and vast plains provide lands for grazing and farming. Fisheries thrive in many coastal regions of Latin America. Refer to the map on the next page to examine the region's natural resources.

THINKING ABOUT GEOGRAPHY What are the different natural resources that you



The forest industry harvests timber from the Brazilian rain forest. Oil wells and storage tanks dot part of Lake Maracaibo in Venezuela.





Climate

Latin America's climate ranges from dry deserts to hot, tropical regions to cold highlands. Most of Latin America falls in the tropical zone, so temperatures are generally warm year-round.

The Amazon rain forest stretches across the northern part of South America. Parts of Mexico and Central America also have rain forests. Average temperatures in these regions remain about 80°F, but high humidity makes it seem hotter.

The mountainous highland areas of Latin America tend to experience cooler temperatures. At elevations over 15,000 feet in the Andes Mountains, temperatures become extremely low and the winds are icy.

Warm winds blow across the Caribbean Islands. The winds help keep the temperatures warm and constant year-round.

The plains along the Caribbean coast and the river basin of the Amazon receive the most precipitation. Desert climates occur in northern Mexico, along much of Peru's coast, in northern Chile, and in southern Argentina.

THINKING ABOUT GEOGRAPHY How would you describe the climate where you live?

Vegetation

Vegetation in Latin America varies based on the climate. Plant life is abundant in the warm, wet rain forests. The Amazon rain forest has the world's richest collection of life forms. Trees there include rosewood, Brazil nut, rubber, mahogany, and cedar.

Grasslands cover hundreds of thousands of square miles in Venezuela, Colombia, Argentina, and Uruguay. The grasslands are good for raising cattle, and the rich soil produces a variety of crops.

Only sparse vegetation grows in desert regions. Examples include cacti, tumbleweeds, and other plants suited to the harsh conditions.

THINKING ABOUT GEOGRAPHY What kinds of trees or plants grow in your region?



Plants thrive in warm, wet climates. The Amazon rain forest, shown here, contains a tremendous variety of plants.

Physical Geography Assessment

KEY IDEAS

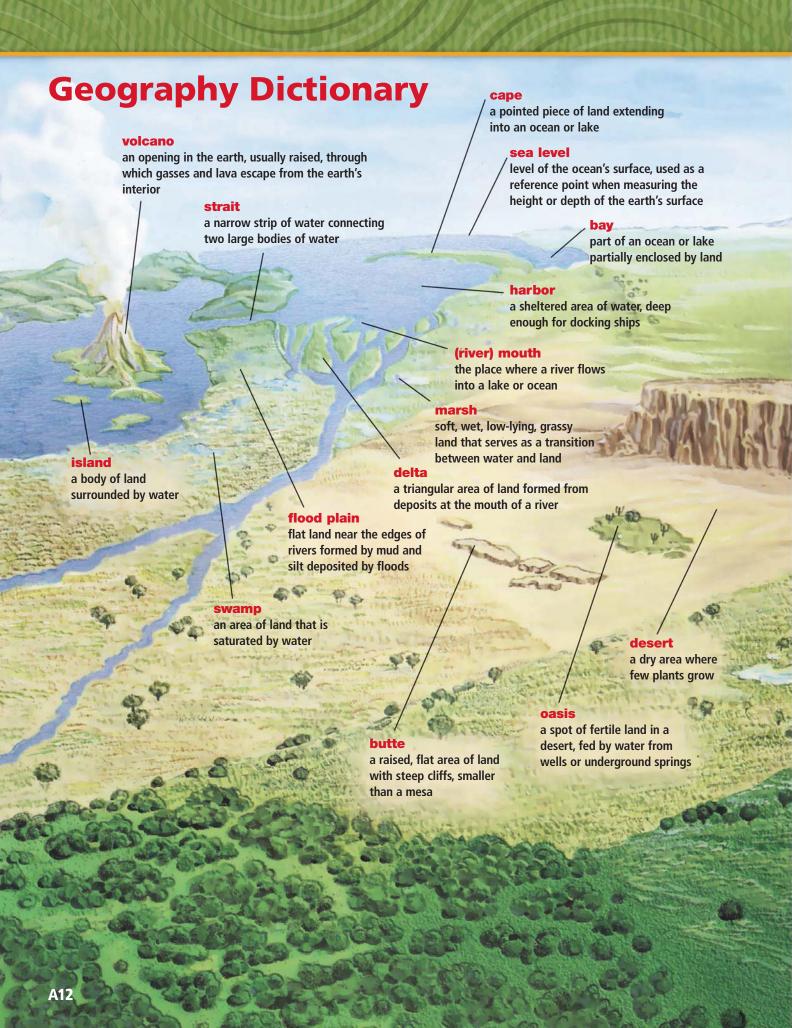
- **1.** What are the different aspects of physical geography?
- **2.** Which Latin American countries contain the largest variety of climates?
- **3.** What two countries contain most of Latin America's oil resources?

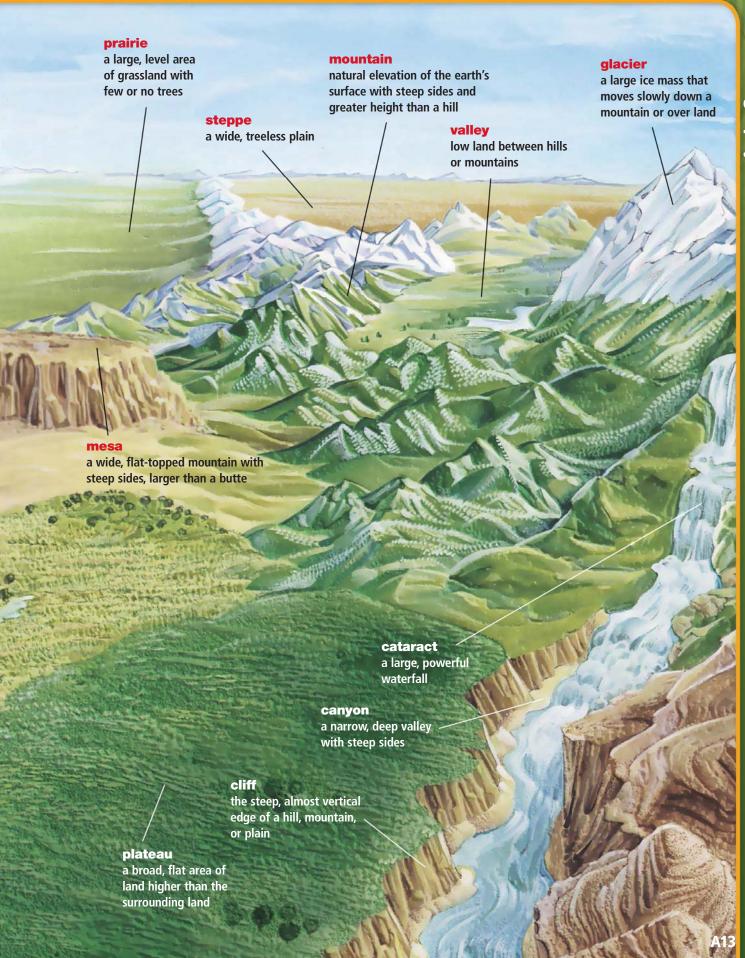
CRITICAL THINKING

4. Draw Conclusions What do you think are the advantages of living in a country with diverse physical geography?

Think about

- the different resources available
- the variety of recreational activities





Human Geography

Human geography focuses on people's relationships with each other and the surrounding environment. It includes two main themes of geography: human-environment interaction and movement. The following pages will help you to better understand the link between people and geography.

Humans Adapt to Their Surroundings

Humans have always adapted to their environment. Early humans found different types of plants and animals to use as food depending on where they lived. People still adapt to their specific environment by dressing to suit the climate.

Humans also adapt to their environment by building structures for shelter. In addition, they build dams, bridges, and tunnels. The materials and designs they use for building differ according to the type of environment.

THINKING ABOUT GEOGRAPHY What are some of the ways in which you interact with your environment on a daily basis?

The Dubrovnik Bridge, completed in 2002, shortens travel between the cities of Dubrovnik and Split in Croatia.







Humans Affect the Environment

Humans depend on a healthy environment for survival. They need clean air and water, stable temperatures, and rich soil for farming. But when humans adapt to their surroundings, they sometimes change or damage the environment.

As European settlers pushed west across what is now the United States, they cleared millions of acres of forests. They turned some forests into productive farm land. Other areas became cities and towns. Since the mid-1900s, some of the resulting farmland has been converted into suburbs and shopping centers.

The use of fossil fuels—coal, oil, natural gas—has had a strong impact on the environment. Byproducts from burning fossil fuels make the air unhealthy to breathe. In addition, burning fossil fuels creates greenhouse gases, which contribute to global warming.

The way fossil fuels are mined and transported also affects the environment. For example, major oil spills occur almost every year. The oil fouls shorelines and harms wildlife.

The satellite image on this page shows North America at night. Hundreds of millions of people live on the continent. Most of them rely on electricity to light their way at night. The darkest land areas—northern Canada and the deserts and mountains in the west—reflect the low populations in these areas.

THINKING ABOUT GEOGRAPHY What are some of the environmental problems in your city or town?

This picture of North America at night, composed of hundreds of separate satellite images, shows lights from cities, towns, industrial sites, and highways.



Human Geography A15

Preserving and Restoring

Humans can affect the environment in positive ways, too. Most people recognize their roles as caretakers of the environment. In order for the human race to continue, future generations need a clean and healthy place to live.

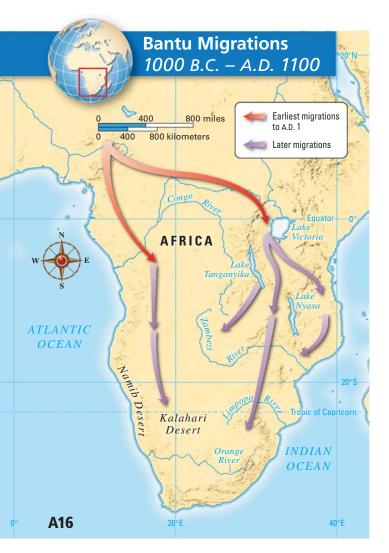
To reduce the amount of garbage, people practice the three R's: reduce, reuse, recycle. Using fewer disposable items reduces the amount of garbage. Reusing products—or donating them so others can reuse them—also results in less trash. Recycling gives garbage a second life by turning it back into raw materials.

In 2005, the Kyoto Protocol took effect, requiring countries to limit or reduce greenhouse gas emissions. As of June 2007, 174 countries—about 90 percent of all the countries in the world—had agreed to follow the treaty.

THINKING ABOUT GEOGRAPHY What are some of the ways in which you help the environment?



These children water a newly planted tree in Chongging, China.



Human Movement

From earliest times, people have moved to new locations. The process of relocating to a new region is called migration.

Geographers examine push-pull factors when studying migration. Push factors explain why people want to leave an area. Pull factors explain what attracts people to an area.

The map shows how Bantu-speaking people slowly spread across the southern half of Africa. As the number of Bantu-speaking people increased, they moved to find more land for farming and herding.

Today, people move from place to place for many different reasons. Among them are cost of living, job availability, and climate. Escaping from warfare or other political actions also may cause a person or group to migrate.

THINKING ABOUT GEOGRAPHY Has your family ever moved? If so, what were some of the reasons?

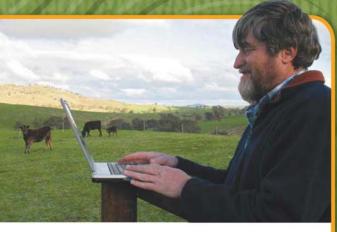
Humans Spread Ideas and Information

As people migrate, they bring with them food, music, language, technology, and other aspects of their culture. As a result, the cultures of both the immigrants and the people living in an area may change.

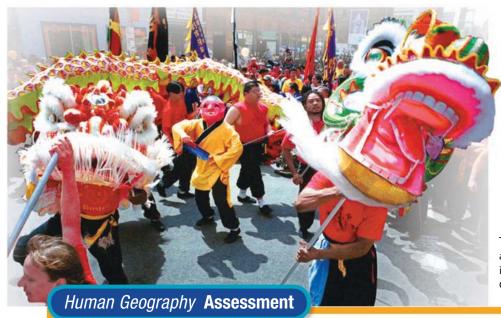
The United States is one of the most culturally rich and diverse nations in the world. Look around your town or city. You'll probably notice a variety of people, languages, and foods.

Today, the spreading of ideas and customs does not rely solely on human movement. Technology—from the Internet to television to satellites—spreads ideas and information faster than ever. As the world becomes more interconnected, human geography will continue to play an important role.

THINKING ABOUT GEOGRAPHY How have computers and the Internet affected your life?



Technology allows this man in rural Australia to stay in touch with the world.



The dragon dance is a holiday tradition in Boston's vibrant Chinatown neighborhood.

KEY IDEAS

- **1.** What are some of the ways that people have helped to restore the environment?
- **2.** What are some of the ways that residents of your region have modified their landscape?
- **3.** What are some of the reasons that people move from place to place?

CRITICAL THINKING

4. Analyze Effects In what ways has technology helped bring people in the world together?

Think about

- the different ways in which people communicate today
- the speed in which people today can communicate over long distances

Geography Handbook Assessment

VOCABULARY

Briefly explain the meaning of each of the following.

- 1. physical map
- 6. projection
- 2. political map
- 7. flood plain
- 3. longitude
- 8. sea level
- 4. latitude
- 9. human geography
- 5. hemisphere
- 10. human movement

Compare and contrast each pair of terms.

- 11. place and location
- 12. parallel and meridian
- 13. climate and temperature

KEY IDEAS

Themes of Geography (pages A2–A3)

- **14.** What is the difference between absolute location and relative location?
- **15.** What is meant by the theme of place?
- **16.** What are the themes of movement and human-environment interaction?

Map Basics (pages A4-A7)

- 17. What are the three major kinds of maps?
- 18. What does a compass rose show?
- **19.** What are latitude and longitude lines?

Physical Geography (pages A8–A13)

- **20.** How have the natural resources in Latin America helped its economic development?
- **21.** What are the different climates within Latin America?

Human Geography (pages A14–A17)

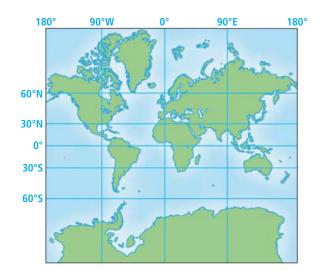
- **22.** How is human geography different from physical geography?
- **23.** What aspects of human geography might cause people to move?

CRITICAL THINKING

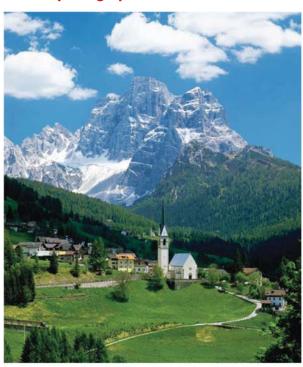
- 24. Form and Support Opinions Which of the five themes of geography do you think has had the most impact on history? Why?
- **25. Analyze Causes and Effects** How do the climate and natural resources of an area affect its economy?
- **26. Categorize** Create a diagram to organize information from this Handbook about the physical geography of Latin America.

Physical Geography of Latin America				
Landforms				
Resources				
Climate				
Vegetation				

- **27. Draw Conclusions** How have motor vehicles changed the human geography of the world?
- **28. Make Inferences** Why is the Mercator projection used for navigation instead of one of the other projection types?



Use the photograph below to answer 29-31.



- **29.** What are some of the physical features of this area?
- **30.** What is the climate of the area pictured?
- **31.** How are the roofs shown in this photograph adapted to this region's winter weather?

Fallangue

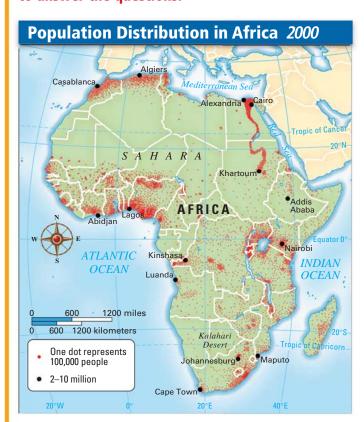
- 1. Writing Activity Review the Geography Dictionary on pages A12–A13. Write a short story that uses at least five of the terms.
- 2. Interdisciplinary Activity—Architecture
 Research the architecture used for
 homes in a different part of the world.
 Draw one of the houses and label its
 special features. Write a caption that
 tells where that style of house can be
 found.

Standards-Based Assessment



- Online Test Practice @ ClassZone.com
- Test-Taking Strategies and Practice at the front of this book

Use the map and your knowledge of geography to answer the questions.



- 1. Which describes the absolute location of Addis Ababa?
 - A. capital of Ethiopia
 - **B.** about 720 miles north of Nairobi
 - C. about 9° N, 38.5° E
 - **D.** sparsely populated
- 2. How many cities with over 2 million people were there in Africa in 2000?
 - **A.** 8 **B.** 10 **C.** 12 **D.** 14
- 3. Which of these cities is in the most densely populated region?
 - A. Abidjan C. Maputo
 - **B.** Cairo **D.** Nairobi



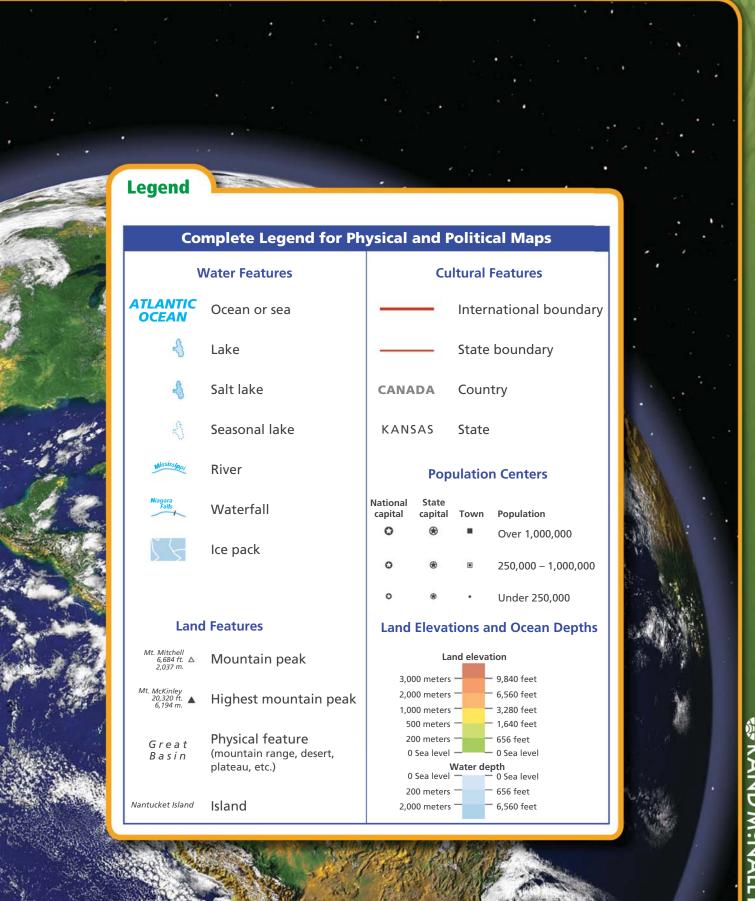
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Asia: Political	A36
Asia: Physical	A38
Australia and Oceania: Physical	
United States: Political	

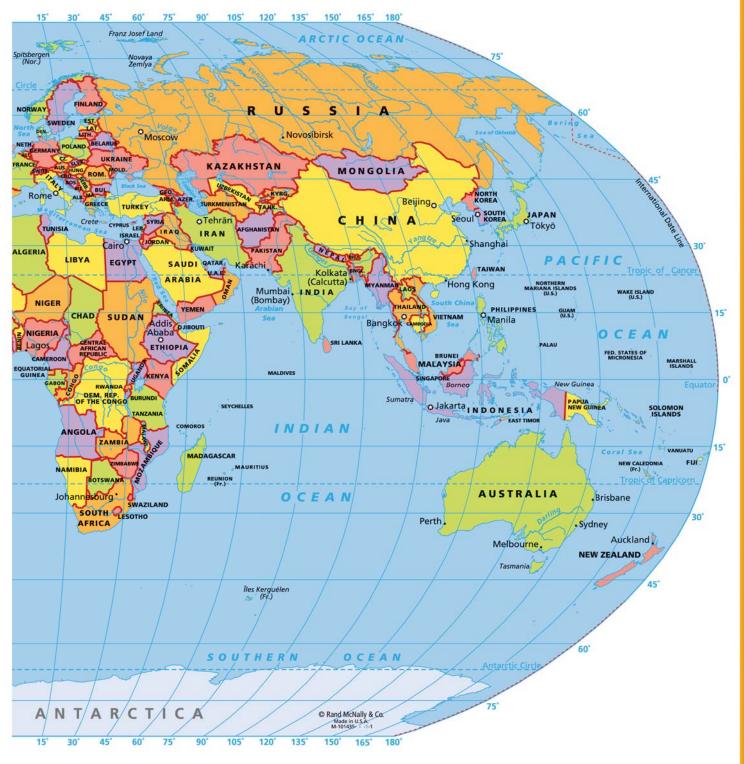


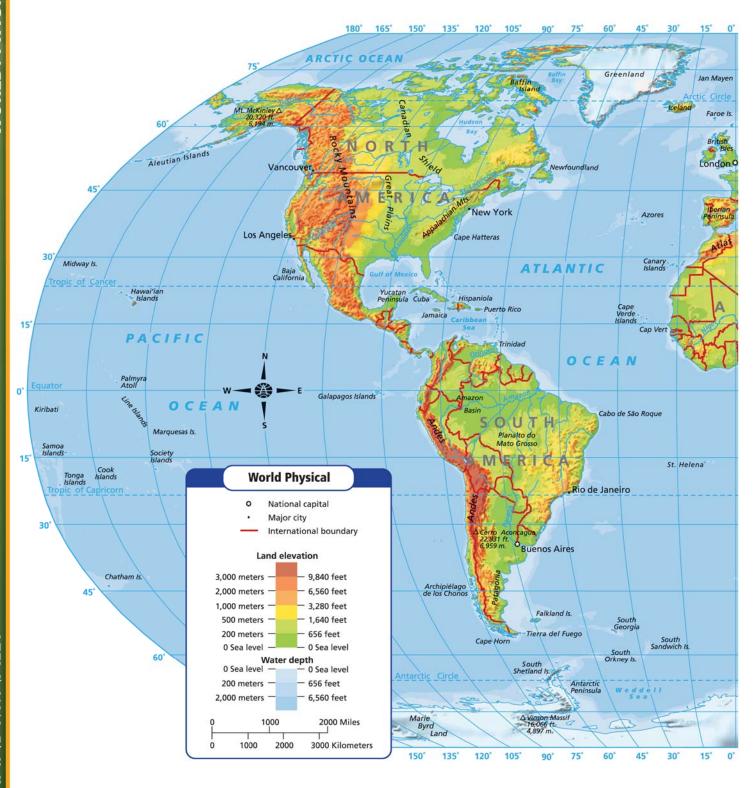


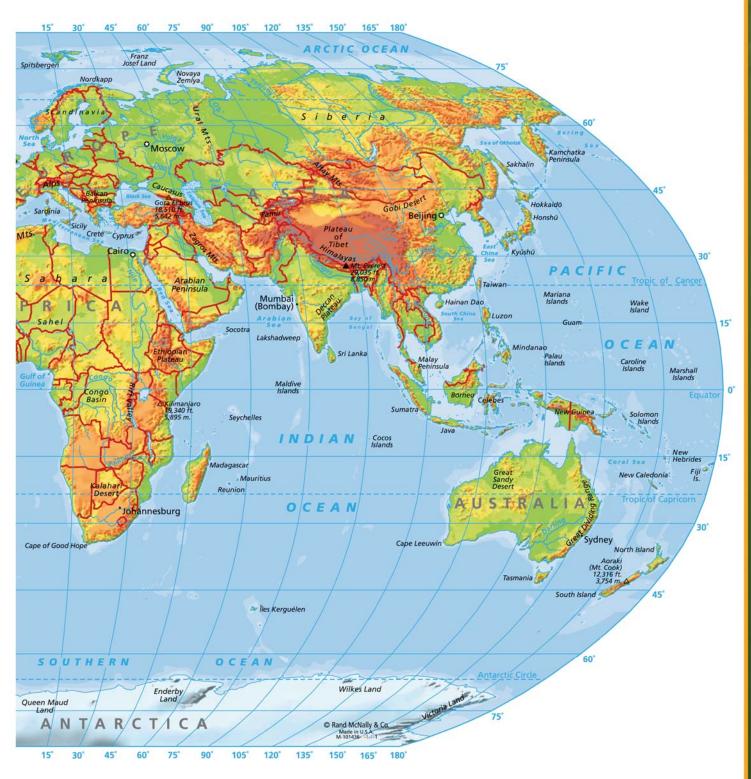
A21

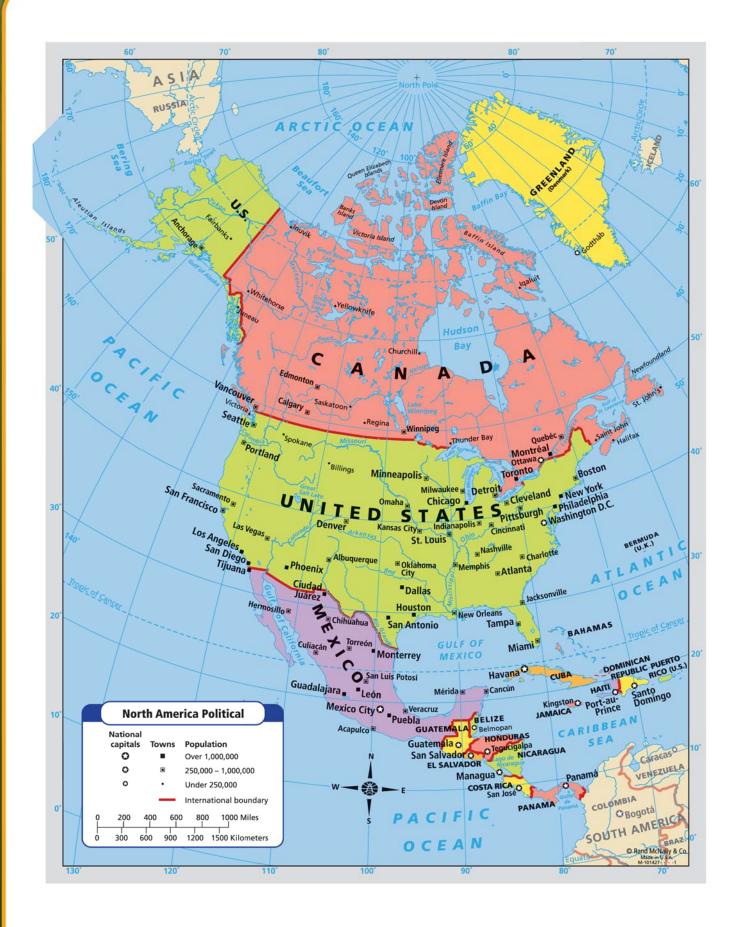


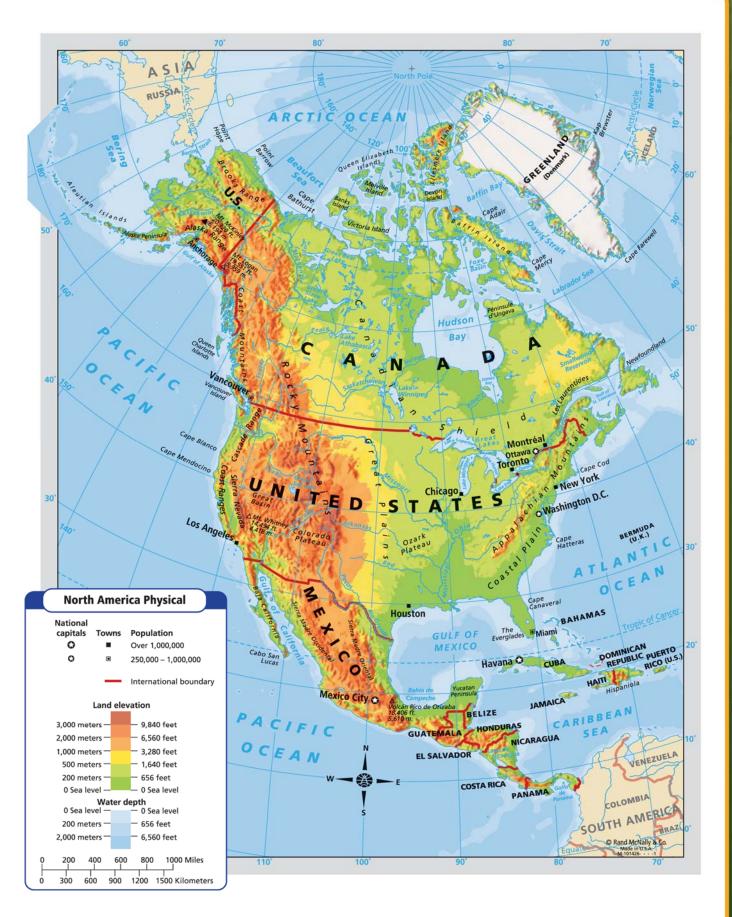








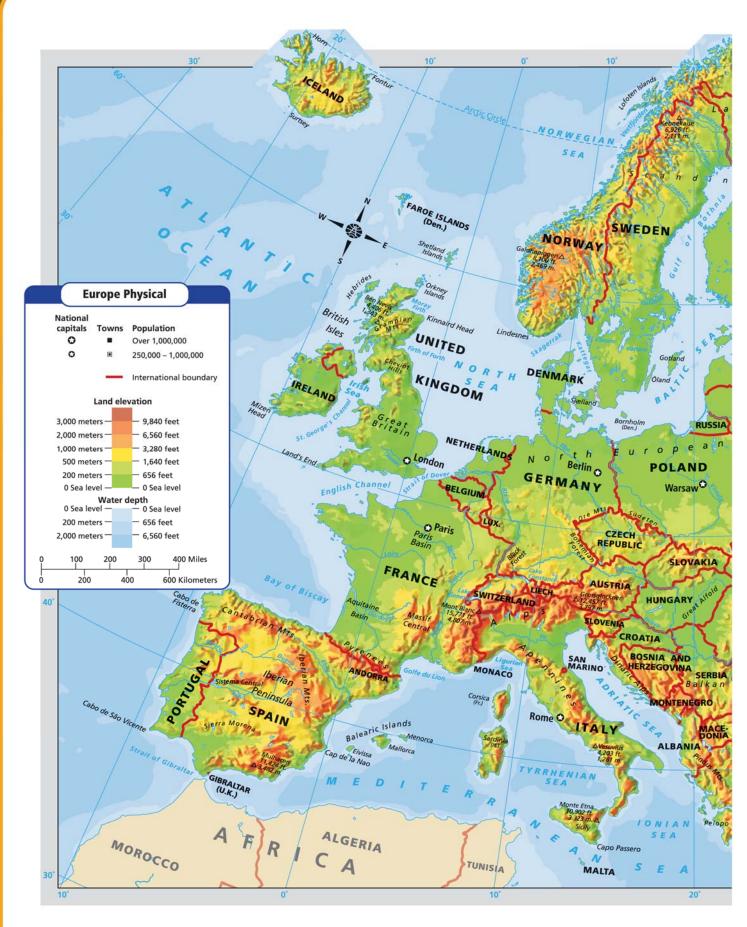


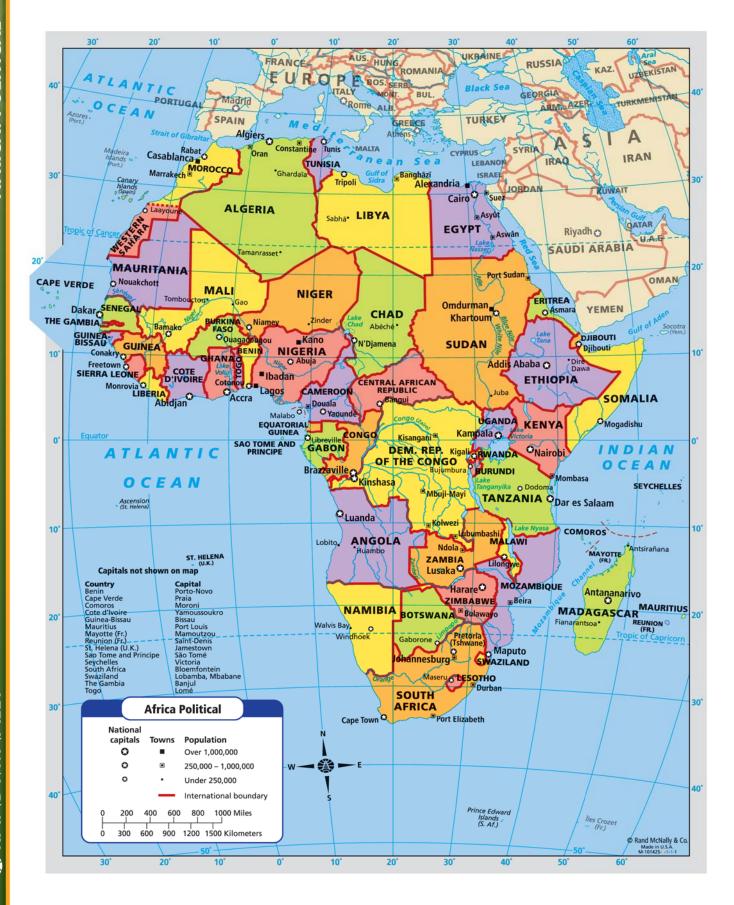


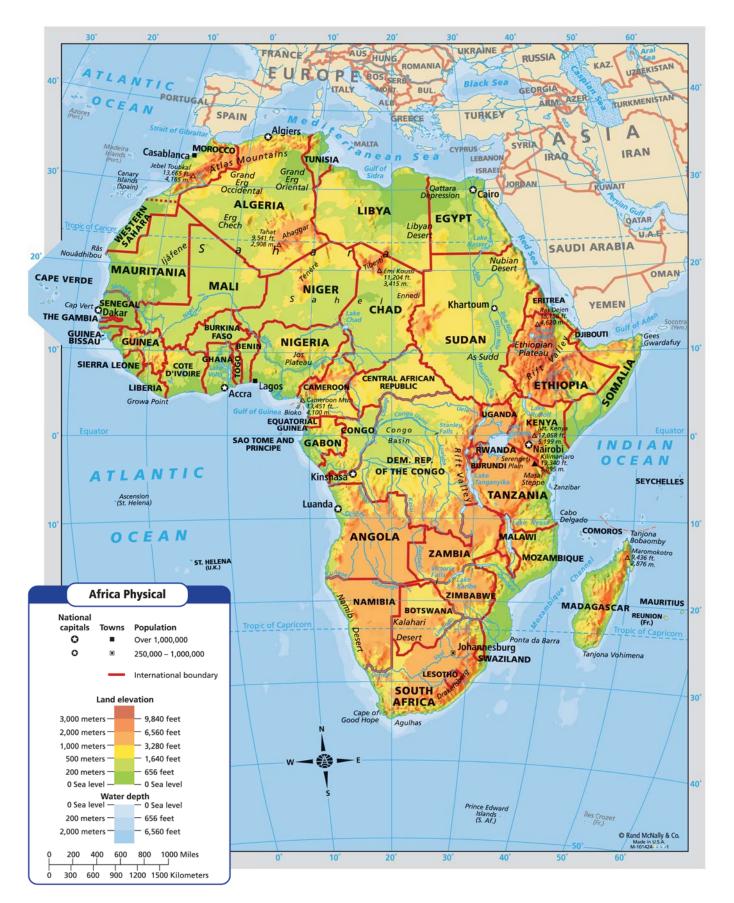


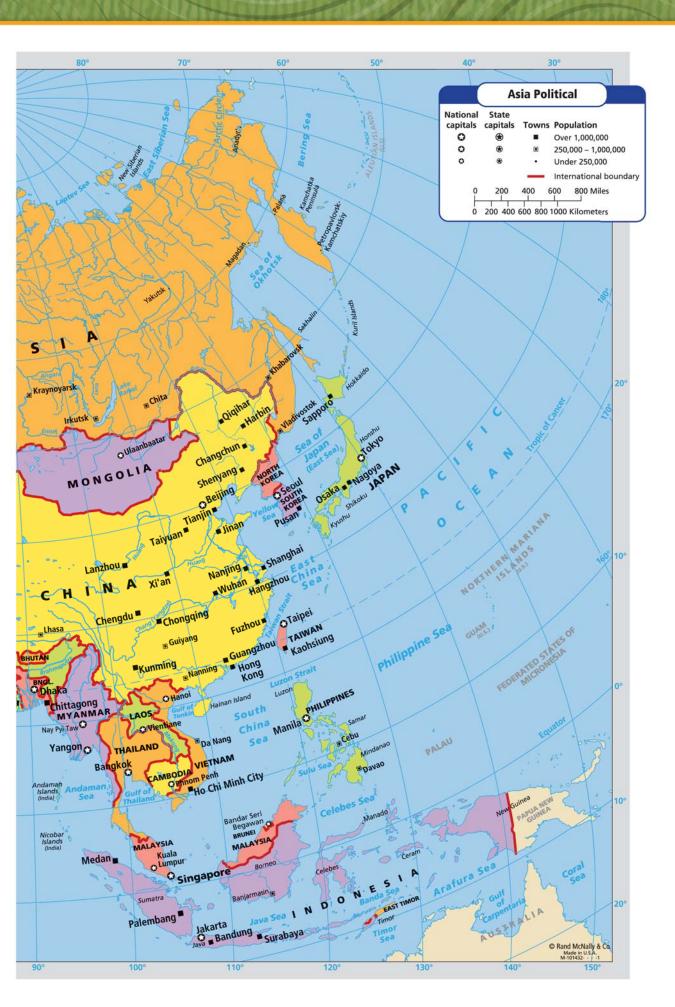


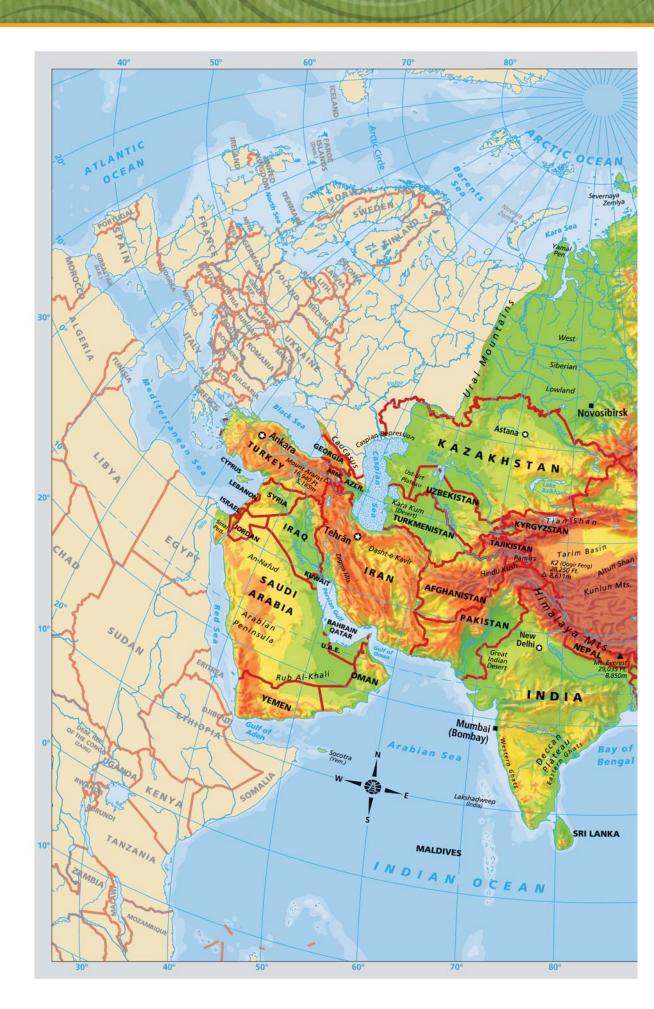


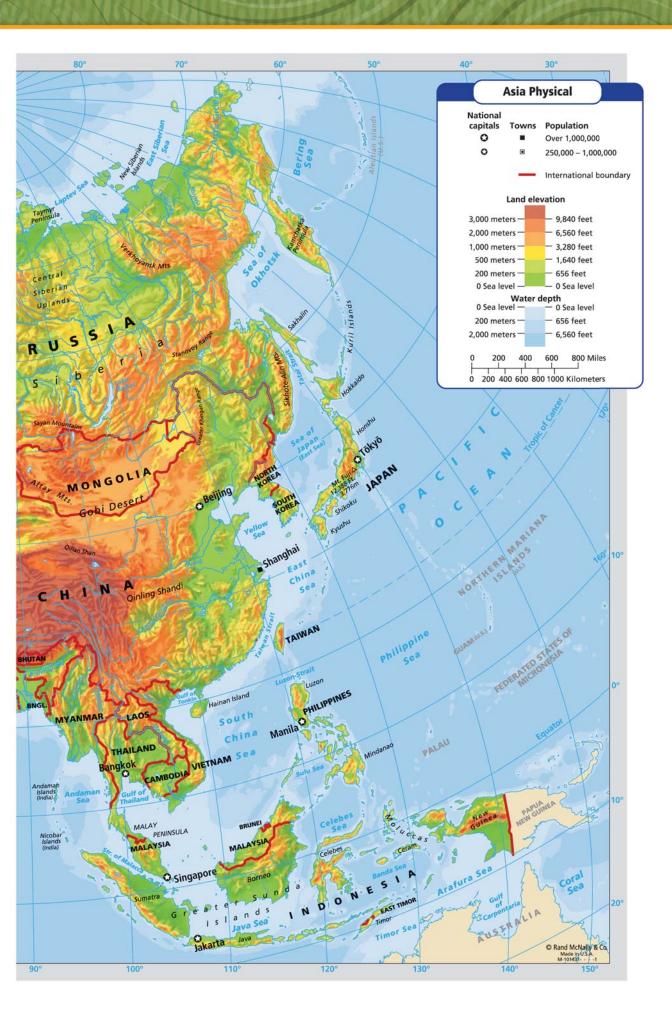


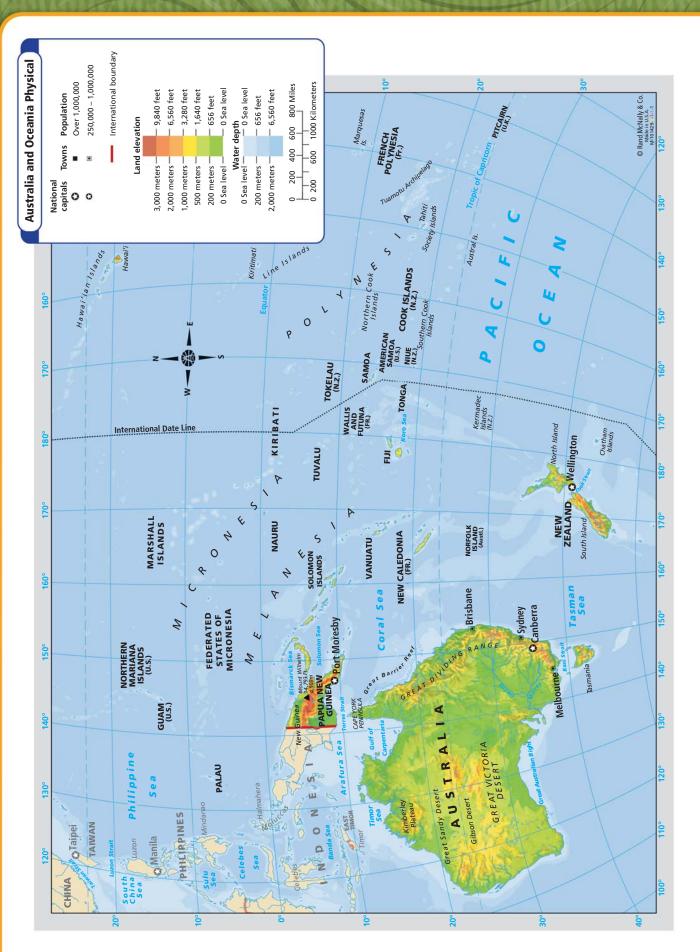


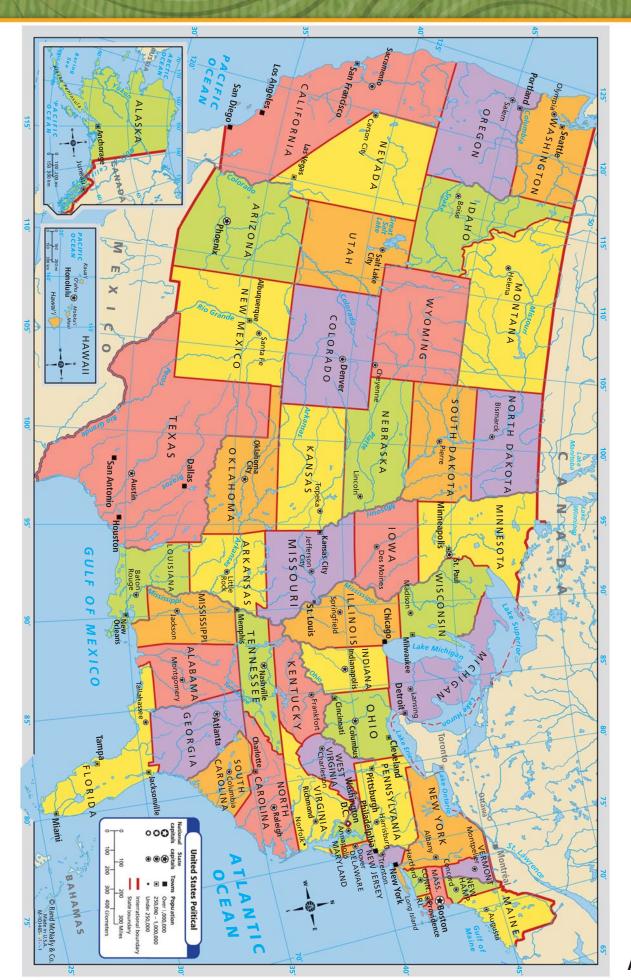


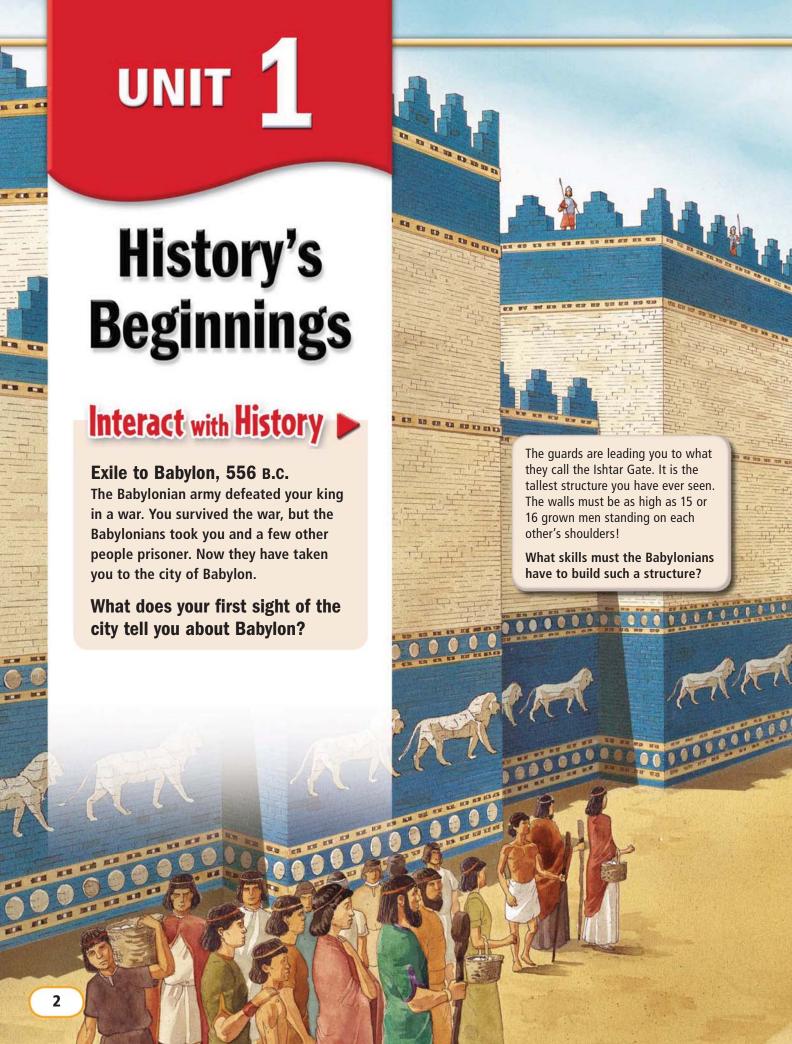


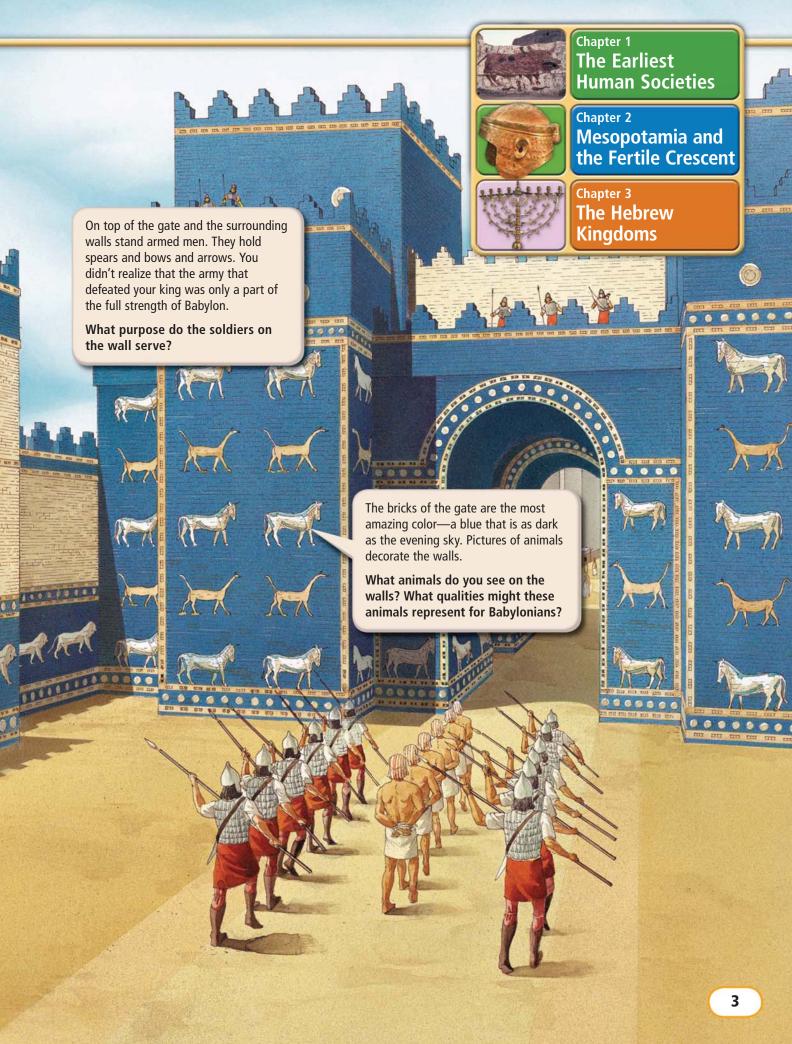






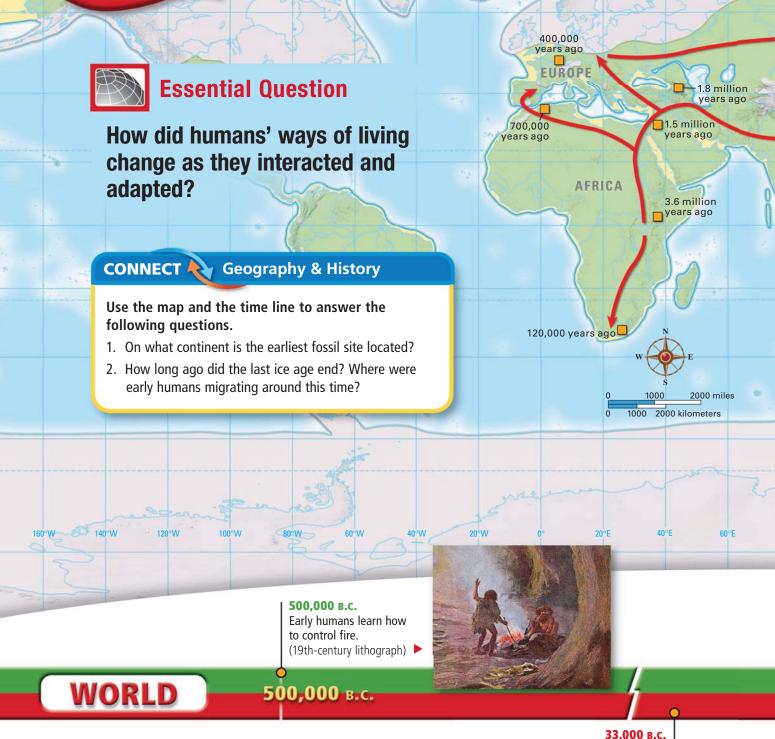




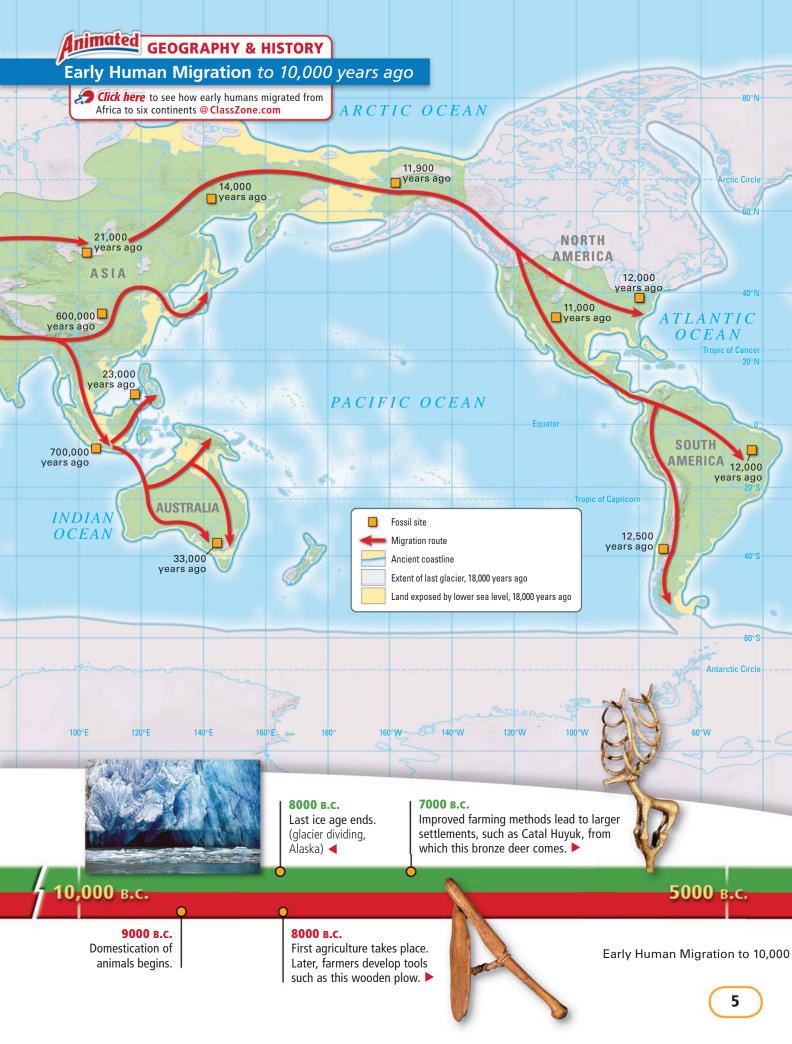


Chapter 1

The Earliest Human Societies



Cro-Magnons appear.



Section 1

Reading for Understanding

Key Ideas

Think about what you already know of early humans and how they lived.

NOW YOU WILL LEARN

Early humans adapted to their environment. They developed tools and domesticated plants and animals to improve their lives.

Vocabulary

TERMS & NAMES

BEFORE YOU BEGIN

primary source document or artifact created by a person who witnessed a historical event secondary source work produced about a historical event by someone not actually there hunter-gatherers people who hunt animals and gather plants for food

nomads members of a group of people who have no set home but move from place to place migration process of relocating to a new region technology people's application of knowledge, tools, and inventions to meet their needs religion worship of God, gods, or spirits domesticate to adapt or breed plants or animals for human use

agriculture cultivation of soil to produce crops

BACKGROUND VOCABULARY

bands small groups of families living and acting cooperatively

ravines deep, narrow valleys



Visual Vocabulary domesticate

Reading Strategy

Re-create the web diagram shown at right. As you read and respond to the **KEY QUESTIONS**, use the diagram to help you summarize the main ideas and important details about hunter-gatherers.



See Skillbuilder Handbook, page R4.



Studying History and Early Humans

Connect to What You Know You may know where your parents or ancestors came from and some of the stories about their lives. Family stories help people understand their own history. Now learn what historians use to help them understand the past.

Imagine what it would have been like to be an early human, hunting for food and clothing. Click here to listen to the story ClassZone.com

Understanding the Past



KEY QUESTION Why do people study history and try to learn more about the past?

People investigate their family history to find out about their ancestors. In the process, however, they also find out about themselves. We study world history for the same reasons.

Why Study History? What has happened to a person, a family, or a society in the past may affect what will occur in the future. But history is much more than simply recounting and studying past events. Examining a historical event also involves studying a society's culture, religion, politics, and economics.

When historians examine past events, they attempt to find patterns. Just as important, historians try to see the past through the eyes of the people who lived it. By doing so, they gain insight into human nature and answer important historical questions.

Archives Many historians study documents and images stored in archives. An archive is a collection of documents and other items of historical interest. Why are archives important for historians?



Primary and Secondary Sources

Historians begin their study of the past by asking questions. They use evidence to answer their questions. This evidence often takes the form of primary and secondary sources.

A **primary source** is something written or created by a person who witnessed a historical event. Primary source documents can include military records, marriage certificates, diaries, and private letters.

Not all primary sources are written, however. Artifacts, such as those discovered by archaeologists, can also be primary sources. Buildings, works of art, and tools are examples of artifacts that can be primary sources. Some primary sources are spoken. Oral history is made up of verbal or

unwritten accounts of events. It includes the stories, customs, and songs a culture has passed down for years. Many cultures have forms of oral tradition.

Another type of evidence is a **secondary source**, a work produced about a historical event by someone who was not actually there. Newspapers, books, and paintings are often secondary sources. Oral histories can also be secondary sources. A secondary source might contain an insight about a historical event that the primary sources do not. For example, a secondary source about Columbus might note that he had not sailed to Asia, something that Columbus himself never realized.

Why History Changes Historians carefully examine all of the evidence they have gathered. They sometimes have more information than they can use. They sort through all of the information and choose what is most important and trustworthy. One reason history changes is that different historians might use different evidence.

Once they have found and examined the evidence, historians interpret it. The interpretation can take different forms, including articles, books, and museum displays. Often, historians have conflicting interpretations. Historians sometimes draw different conclusions from the same evidence.

Finally, the discovery of new evidence may lead historians to draw new conclusions about the past. For example, in 1799, French soldiers found the Rosetta Stone. The Rosetta Stone, named after the town in Egypt where it was found, is a primary source from ancient Egypt.



▲ Great Chronicles of France Historians use many types of documents in their research, such as the illuminated manuscript page shown here. It comes from the *Great Chronicles of France*, a record of French kings up to the 1300s.

The stone is inscribed with a message in three languages: hieroglyphics, the ancient Egyptian form of writing; a cursive form of hieroglyphics; and Greek. In 1822, a French scholar finally broke the code of the hieroglyphics. This provided the key to reading hieroglyphics, which historians and scholars had been trying to do for over 1,000 years. Historians could finally read ancient Egyptian texts and translate the writing on monuments and tombs. They were able to learn more about ancient Egypt than ever before.

MAKE INFERENCES Explain why people study history and the past.

Early Humans Were Hunter-Gatherers



KEY QUESTION How did early humans adapt to the environment?

As with many subjects, historians' conclusions about early humans have changed over time as evidence has been uncovered. Historians agree that early humans were hunter-gatherers. They hunted animals and gathered plants for food. When hunter-gatherers no longer had enough to eat, they moved to another location.

Adapting to the Environment Early humans depended on the natural environment for shelter. Some groups lived in caves and rock shelters. People who lived on plains or in desert areas may have made shelters out of tree branches, plant fibers, or skins from the animals they hunted.

Hunter-gatherers lived together in small bands, each made up of several families. The size of a group—probably around 30 people—reflected the number of people who could live off the plants and animals in a given region. Men hunted and fished. Women gathered foods, such as berries and nuts from plants that grew wild, and cared for the children, who also worked.

African Savanna

This photograph shows the kind of landscape over which the first hunter-gatherers roamed. Savannas cover more than 40 percent of the African



Early Humans on the Move Hunter-gatherers were **nomads**, people who move from place to place. Movement often was limited, and groups returned to the same places with the changes of seasons. Early humans also moved to new and distant lands. The act of moving from one place to settle in another is called **migration**. Migrations may have been the result of people's following animals to hunt. By around 13,000 B.C., hunter-gatherers had migrated throughout much of the world. They may have traveled across a land bridge connecting Siberia and Alaska. In this way, they had even entered the Americas.

The arrival of a migrating group in the territory of another people could lead to both good and bad outcomes. Everyone benefited when knowledge and tools were shared. However, people sometimes turned violent when they felt threatened by newcomers, who they thought might try to take their territory. Sometimes they may have feared newcomers just because they were different.



SUMMARIZE Explain how early humans adapted to the environment.

Developing Tools and Culture

KEY QUESTION What were the main elements of prehistoric culture?

Technology consists of the ways in which people apply knowledge, tools, and inventions to meet their needs. Technology dates back to early humans. They relied on tools to make tasks easier.

The Development of Technology At least

2 million years ago, people made stone tools for cutting. Early humans also made carrying bags, stone hand axes, awls (tools for piercing holes in leather or wood), and drills. In time, humans developed more complex tools, such as hunting bows made of wood. They learned to make flint spearheads and metal tools. Early humans used tools to hunt and butcher animals and to construct simple forms of shelter. Technology—these new tools—gave humans more control over their environment. These tools also set the stage for a more settled way of life.

The Use of Fire Around 500,000 years ago, early humans learned to make and control fire. Fire provided heat and light, and it enabled people to cook food. A good fire offered protection from animals. Early humans also used fire to temper, or harden, tools made of metal.

▲ Early Tools Among the tools used by early humans were the mattock (a digging tool), the harpoon, and the ax.

Early Human Culture Early humans created their own culture. This characteristic sets humans apart from other creatures. Art, language, and religion are unique to humans.

Human language probably developed as a result of the need for people to work together. One theory suggests that the need for cooperation during the hunt spurred language development. Another theory suggests that the cooperation needed to gather and share food led to the development of language.

Religion is the worship of God, gods, or spirits. Early humans probably believed that

everything in nature, including rocks, trees, and animals, had a spirit. Some archaeologists believe that early cave paintings of animals were made to honor the spirits of animals killed for food.

Early art gives us insights into humans' daily lives and shared beliefs. Early humans created art in caves and rock shelters all over the world. More than 200 sites of early cave art have been discovered in France and Spain. Cave paintings thousands of years old show lively images of bulls, stallions, and bison. Early human art exists in Africa, Asia, Europe, Australia, and the Americas.

Early humans also created art that they could carry with them. Jewelry and figurines are examples of portable art. Early humans may have worn these items. Other items may have had religious or spiritual meaning. Art also included music, dance, and stories—art that could be performed anywhere.



FIND MAIN IDEAS Identify the main elements of prehistoric culture.

The Beginnings of Agriculture



KEY QUESTION How did their experience as hunter-gatherers help early humans to domesticate plants and animals?

Early humans were nomadic. They moved around in search of food. By around 8000 B.C., though, they had learned to modify the environment by growing plants and raising animals.

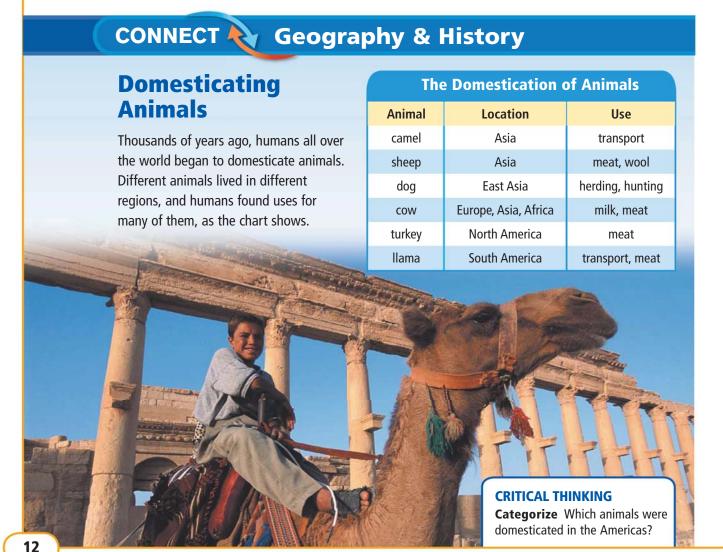
Climate Changes Rising temperatures resulted in the retreat of the Ice Age glaciers. This retreat meant that early humans could move into new areas. As temperatures rose, the growing season became longer. Wild grasses spread, and humans began to **domesticate** them—that is, humans learned to grow and breed the grasses. This skill provided humans and grazing animals with more grain to eat.



▲ Cave Painting This rock painting in the cave of Lascaux, France, showing a horse and a bull, is probably about 17,000 years old.

The Domestication of Animals Early humans also learned that some animals could be captured and tamed. Hunters' expert knowledge of wild animals probably played a key role in the domestication of animals. During a hunt, they may have driven herds of animals into **ravines** to be slaughtered. The idea to drive them into human-made enclosures might have developed from there. Enclosed animals could be kept as a constant source of food and eventually domesticated.

Early humans learned to domesticate the first animals around 9000 B.C. Domesticated animals offered reliable sources of food, clothing, and other products. Early humans used animal skins to make clothing and shelters. They made harpoons, needles, and other tools from the bones. Many animals, such as horses, llamas, and camels, were used for transporting people and goods. People probably domesticated dogs to help them hunt for wild animals. Because early humans relied on animals and animal products in so many parts of their lives, being able to domesticate them was very useful.

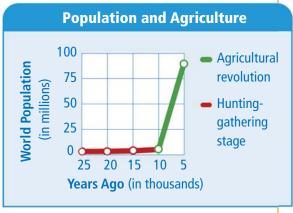


The Agricultural Revolution Just as hunters' knowledge of wild animals probably led to their domestication, food gatherers' understanding of plants probably spurred the development of farming. Food gatherers may have noticed that grain sprouted from spilled seed. Gradually, people got the idea of **agriculture**, or planting seeds to raise crops.

The agricultural revolution is the name given to the shift from food gathering to food

raising. Agriculture probably began in Asia around 8000 B.C. Within about five thousand years, civilizations in Africa, Asia, and the Americas had all turned to agriculture. Farming then spread to surrounding regions.

The agricultural revolution brought about changes in tools and technology. People made hoes to loosen soil, plows to help plant seeds, and sickles to harvest grain. As technology and farming methods improved, agriculture became humans' most important source of food. A given area of land could provide more food than hunting and gathering, allowing for an increased population and better opportunities for settling in one place.



Source: A Geography of Population: World Patterns

▲ Human Population

This graph shows how population jumped as a result of the agricultural revolution. Today, the world population is estimated to be more than 6 billion people.

DRAW CONCLUSIONS Explain how their experience as hunter-gatherers helped early humans to domesticate plants and animals.

1

Section Assessment



ONLINE QUIZ
For test practice, go to
Interactive Review
@ ClassZone.com

Terms & Names

1. Explain the importance of

primary source migration hunter-gatherers domesticate agriculture

Use Your Reading Notes

2. Summarize Use your completed web diagram to answer the following question: How did hunter-gatherers live?



Key Ideas

- **3.** How did early humans use available natural resources for food, housing, and clothing?
- **4.** How did the development of tools change the life of early humans?
- **5.** What farming techniques were part of the agricultural revolution?

Critical Thinking

- **6. Draw Conclusions** What does their art tell us about early humans?
- 7. CONNECT to Today How has modern technology changed the way people live their lives?



Internet Activity Use the Internet to research farming techniques used by early farmers. Design one scene or panel of a mural on a blank sheet of paper. **INTERNET KEYWORD:** prehistoric farming tools

Section **2**

Reading for Understanding



BEFORE, YOU LEARNED

Early humans were hunter-gatherers who learned to modify the environment by growing plants and raising animals.

NOW YOU WILL LEARN

As people became better farmers, they settled in larger villages. Some settlements developed into complex villages with new ways of life.

Vocabulary

TERMS & NAMES

irrigation watering dry land by using ditches, pipes, or streams

surplus amount produced in excess of what is needed

specialization skill in one type of work **artisans** people trained in a particular skill or craft

social class group of people with similar customs, backgrounds, training, and incomegovernment organization set up to make and enforce rules for a society

BACKGROUND VOCABULARY

fertile good for plants to grow in **inhabitants** residents of a place

REVIEW

agriculture cultivation of soil to produce crops



Visual Vocabulary These men are using a shadoof, an ancient Egyptian tool for of **irrigation**.

Reading Strategy

Re-create the web diagram shown at right. As you read and respond to the **KEY QUESTIONS**, use the diagram to categorize ideas about the first human communities.



See Skillbuilder Handbook, page R6.



The First Communities

Connect to What You Know Do you live in the country, a small town, a city, or a suburb? In the distant past, simple farming villages developed over hundreds of years into more complex villages and eventually into cities.

Settlements Begin

KEY QUESTION How did farming change the way people lived?

People learned to be better farmers as their tools improved. Groups often remained in the same areas instead of moving around every few years. They developed larger, more permanent settlements.

Farming Villages Develop Worldwide Early **agriculture** developed in areas where water was available, such as in river

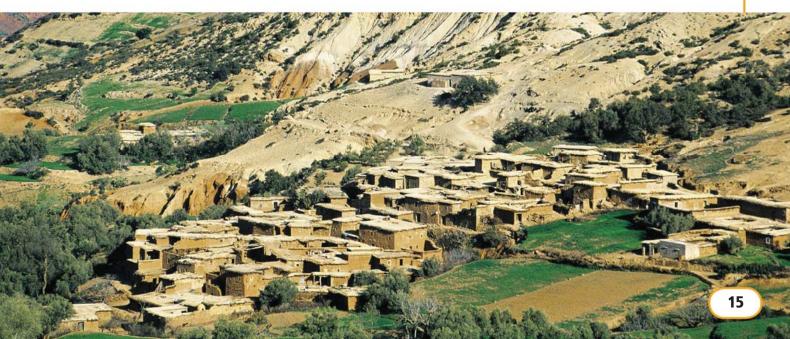
valleys. **Irrigation** is the watering of dry land using systems of ditches, pipes, and streams. **Fertile** soil in these areas also produced bigger and better crops, which attracted farmers. Farmers settled in larger villages and went out to the fields to work. Villages grew to hold several thousand people.

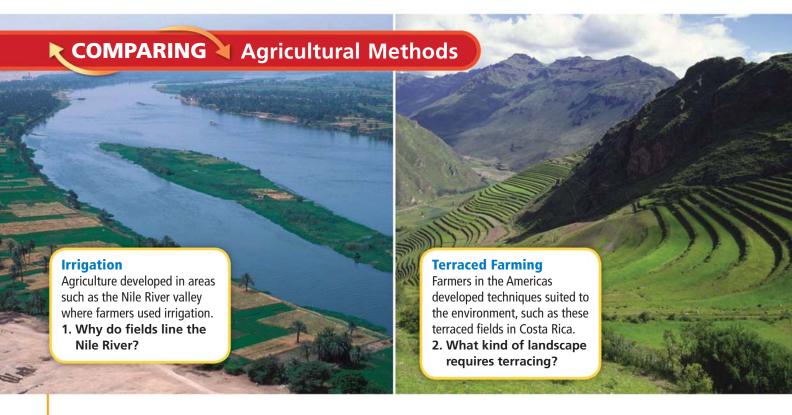
Village life provided many advantages. Food was more plentiful. People living in larger groups could more easily withstand attacks by nomadic bands. Village life also had disadvantages, including the risks of fire, disease, and flood.



Moroccan Village

This modern village in the Atlas Mountains of Morocco in North Africa continues a way of life that has lasted for thousands of years. V





Surpluses Boost Development As agricultural techniques improved, farmers sometimes produced surpluses. A **surplus** is more than what is needed to survive. For example, farmers might grow more grain than their families or village could use. The extra grain was an economic surplus.

Surpluses in early farming villages were not limited to food. Surpluses also included materials for making cloth and other products. Sheep raisers, for example, may have had surplus wool. Surpluses in good seasons helped villages survive bad seasons.

When villages prospered, they were able to support more people. Their populations grew. Village economies became more varied as people developed special skills.

People Develop Different Skills As farmers began producing surpluses, not everyone had to raise food. People began specializing in other kinds of work. A **specialization** is a skill in one kind of work.

Potters and weavers probably were among the first to specialize. They made products that everyone could use. Potters made vessels for carrying and storing water and food. Weavers created cloth from spun cotton, wool, and flax—the plant from which linen is made. Potters and weavers traded their products for food.

Certain people in a community were regarded as holy. These holy people, often called shamans, interpreted natural events such as rain or fire. They explained the meaning of a good or bad harvest. They were also healers thought to be in contact with the spiritual world. Such people evolved into the priests of the first cities.

The way of life in a village was new and very different. Hunter-gatherers led a nomadic life, moving from place to place. Villagers settled in one place and no longer depended solely on hunting and gathering for food. Instead, farmers worked to raise enough food for everyone in the village. Work became more specialized, with nonfarmers trading their goods and services for food.



DRAW CONCLUSIONS Explain how farming changed the way that early humans lived.

Simple Villages Grow **More Complex**



KEY QUESTION How did life in villages become more complex?

Surpluses and specialization led to the growth of villages. Life became more complex in certain villages as they developed. Social relationships also became more complicated as village populations grew larger.

A Changing Way of Life Extra food and other supplies meant that more people could live together. In this way, surpluses encouraged the growth of villages and populations. Surpluses also led to increased trade. People in one village might trade their surplus food for the surplus tools in another village.

As agriculture allowed more villages to produce surpluses and specialization spread, how people related to each other changed. Potters, weavers, and other craftspeople often spent years learning their skills. People trained in skills or crafts are called artisans. Carpenters, toolmakers, cloth makers, and potters are all artisans. People with similar skills developed into occupational classes. In this way, specialization led to the development of social classes. A social class is a group of people with similar customs, backgrounds, training, and income, such as farmers, craftspeople, priests, or rulers.

As ancient communities grew into larger villages, people felt the need for laws and leadership to keep order and settle disputes. People developed early forms of **government**—that is, ways of creating order and providing leadership. Early humans made laws to make their communities both safer and more stable.



▲ Necklace and **Pottery** People with special skills made different objects. Both of these objects were produced by early civilizations in Southwest Asia. What allowed villagers to specialize?

Primary Source

Artifacts

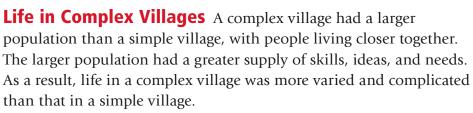
Primary sources include artifacts, or objects, from the past. Artifacts include tools, weapons, sculptures, and jewelry made by human beings. These objects can tell us much about ancient peoples and cultures.

 The seal at the top was found in a burial site in Catal Huyuk. It was used as a stamp to show ownership.
 None of the designs are repeated on the many seals that have been found.

 The dagger at the bottom was also found in Catal Huyuk. It has a snake handle. The blade is made of flint imported from Syria. It was probably used in religious ceremonies or rituals.

DOCUMENT-BASED QUESTION

What conclusions can you draw about the life of the people in Catal Huyuk by looking at these artifacts?



Complex villages were not like the cities of today. Although one of these villages may have had as many as 8,000 people, it would be quite small by today's standards. However, thousands of years ago, a village with a population of 8,000 would have been very large. Most farming villages had only a few hundred **inhabitants**.

Technology was still in its early stages. Electricity, rapid transit, sewer systems, and concrete buildings support today's huge city populations. In ancient times, these tools and technologies had not yet been invented.

Catal Huyuk By studying their remains, archaeologists can learn about life in complex villages. Catal Huyuk (chah•TAHL hoo•YOOK) is an example of a complex village. Located in Turkey, its ruins are at least 9,000 years old, and it had a population of about 8,000 people.



Catal Huyuk covered an area of about 32 acres. It was an agricultural village with fertile soil that produced crops of wheat, barley, and peas. Villagers also raised sheep. Catal Huyuk's agricultural surpluses supported a settled population.

Although Catal Huyuk had a small population, its site has yielded evidence of the complex life of its dwellers. The layout of the village shows that people lived in clusters

of permanent buildings. About 1,000 dwellings with similar floor plans housed the inhabitants of the village. Archaeologists believe that the people of Catal Huyuk buried their dead under the floors of their houses. They have also found vivid murals painted on the walls of many houses. The murals often show wild animals and hunting scenes. They seem to be related to the burials, suggesting that the paintings have some religious significance.

The people of Catal Huyuk developed special skills, such as making tools and luxury items. They produced cloth, wooden vessels, and simple pottery. Catal Huyuk became a center of trade, culture, and influence.



FIND MAIN IDEAS Explain how life in villages became more complex.



▲ Wall Painting

This painting shows a red bull surrounded by humans. It was painted on the inside wall of a building in the village of Catal Huyuk.

2

Section Assessment



Terms & Names

1. Explain the importance of

irrigation specialization social class surplus artisans government

Use Your Reading Notes

2. Categorize Use your completed web diagram to answer the following question:

Why were pottery and weaving among the first skills to be developed?



Key Ideas

- **3.** In what geographical regions did farming first develop?
- **4.** What are the basic characteristics of a complex village?
- **5.** What characteristics of Catal Huyuk identify it as a complex village?

Critical Thinking

- **6. Compare and Contrast** What would be the pros and cons of living as a nomad? in a simple village? in a complex village?
- **7. Make Inferences** How did specialization help to establish social classes?



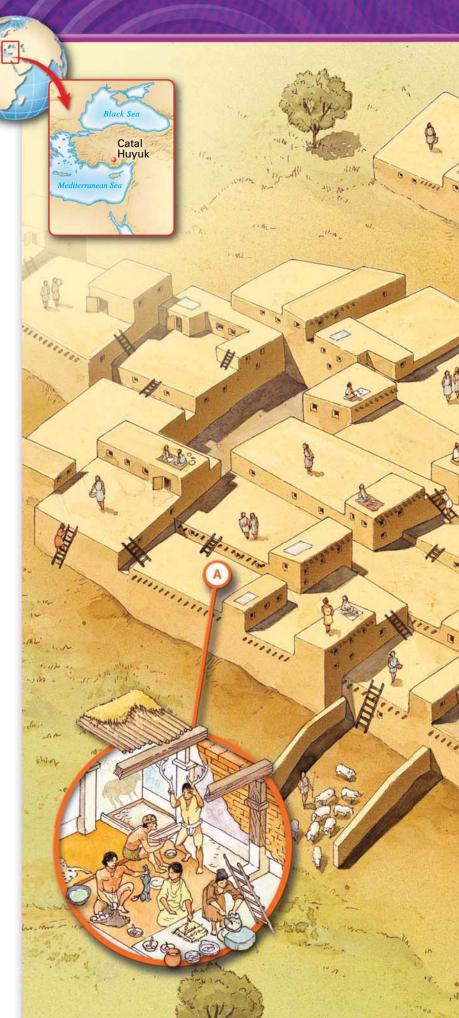
Plan a Museum Display Plan a museum display showing specializations that people practiced in early villages. On a poster, make a two-column chart. List the display items on the left. Opposite each item, write a brief description.

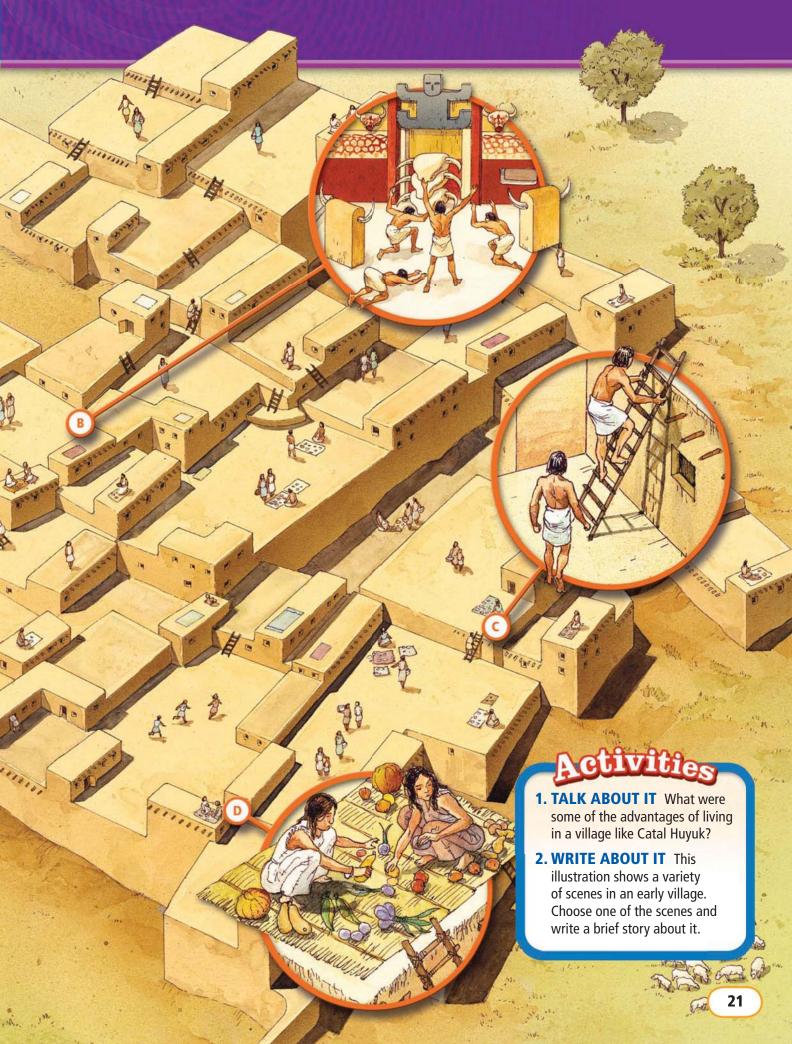
Daily Life

Living in a Complex Village

Catal Huyuk was located on a river in a plain that was well suited for growing crops. As the settlement prospered, permanent homes were built of mud brick. Around 7000 B.C., perhaps as many as 8,000 people lived in Catal Huyuk, which contained more than a thousand houses. Many different activities were part of daily life in the village.

- A House Interiors The houses had windows and doors. Within the houses, people attended to their daily chores, including the preparation of food. The clay hearths and ovens were built in and had curbs around them to prevent embers from spreading.
- B Religious Buildings Some buildings contained bulls' heads and horns. These were common religious symbols in the village. The buildings may have had religious significance.
- G Houses with Ladders Over a thousand houses were packed together. No streets or alleys separated the houses. For security, people used ladders to enter the village.
- People used the rooftops for a variety of purposes. They traveled across roofs. They slept on the roofs in hot weather. They also used the roofs to dry their crops in the sun.





Chapter

Assessment

Interactive (**) Review

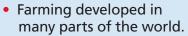


Material Series for quizzes, flipcards, crosswords, review notes, and activities @ ClassZone.com

The Earliest Human Societies

Geography

- Early humans adapted to their environment.
- Hunter-gatherers lived a nomadic life in pursuit of animals.



Science & Technology

- Humans desire to explore the world and solve problems.
- Weapons and tools helped huntergatherers to survive.
- New technologies developed to support the agricultural revolution.

Culture

- Early humans developed language, religion, and art.
- Agriculture caused a change in how people lived.
- Simple farming villages developed into complex villages.



Explain why the words in each set below are linked with each other.

- 1. primary source and secondary source
- 2. hunter-gatherers and nomads
- 3. agriculture and irrigation
- 4. surplus and specialization
- 5. social class and government

KEY IDEAS

Studying History and Early Humans (pages 6–13)

- 6. How did hunter-gatherers interact with the environment?
- **7.** Why was the development of technology important to early humans?
- 8. How did the domestication of animals affect people's lives?

The First Communities (pages 14–21)

- 9. How did environmental conditions influence the locations of early farms?
- **10.** What factors caused simple villages to develop into complex villages?
- 11. In what ways was life in Catal Huyuk more complex than life in a simple farming village?

CRITICAL THINKING

- **12. Find Main Ideas** As early communities grew larger, how did village life change?
- 13. Analyze Causes and Effects How did the development of tools affect agriculture?
- 14. Compare and Contrast What were some of the changes that occurred in the way people lived as they shifted from a nomadic to a settled way of life?





- 1. Writing Activity Choose one of the examples of early art shown in this chapter. Write one or two paragraphs about an event that might have inspired the work of art or about a story that the art is attempting to tell.
- 2. Interdisciplinary Activity— **Science** Make a chart comparing early farming in the Americas with that in African and Asian river valleys. Include the following factors: type of terrain, crops grown, and farming techniques. Use books and the Internet to find information.



MONLINE ACTIVITY

Click here to create a multimedia presentation about Catal Huyuk @ ClassZone.com



Answer the ESSENTIAL QUESTION

How did humans' ways of living change as they interacted and adapted?

Written Response Write a two- or three-paragraph response to the Essential Question. Consider the key ideas of each section and details about early humans' lives. Use the rubric to guide your thinking.

RESPONSE RUBRIC

A strong response will

- identify how hunter-gatherers adapted to their environment
- discuss the effects of the agricultural revolution and the shift from simple farming villages to complex villages

Standards-Based Assessment



- Online Test Practice @ ClassZone.com
- Test-Taking Strategies and Practice at the front of this book

Interpret Charts Use the chart below to answer the questions.

Characteristics of Complex Villages		
Larger populations	thousands of people	
Beginnings of government	leaders; laws or other means of settling disputes	
Public buildings	accommodations for gatherings of people	
Specialized workers	workers learn special skills and focus on one kind of work	
Social classes	groups with similar trainings and incomes	
Trade	exchange of surplus goods	

- 1. How many people needed to live in a village for it to be considered complex?
 - A. dozens
 - **B.** hundreds
 - C. thousands
 - D. tens of thousands
- 2. Which of the following is a NOT a characteristic of a complex village?
 - A. beginnings of government
 - **B.** development of social classes
 - C. record keeping
 - D. specialized workers

Chapter

Mesopotamia and the Fertile Crescent



Essential Question

How did geography influence the development of civilization in **Southwest Asia?**

Mediterranean Sea

CONNECT Q Geography & History

Use the map and the time line to answer the following questions.

- 1. Where in the Fertile Crescent were most cities of the early Southwest Asian empires located?
- 2. In which Southwest Asian empire was Hammurabi's Code developed?

Syrian Desert

Jordan River

Dead

People by the Euphrates River begin to irrigate crops. (early Mesopotamian jug)

3000 B.C.

The first system of writing is in use in Sumer.

MESOPOTAMIA

5000 B.C.

5000 B.C.

4200 B.C.

3400 в.с.

WORLD

4000 B.C.

A dry period begins in Africa, causing the Sahara to spread. (the Sahara today)





Section 1

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

As people became better farmers, they settled in larger villages. Some settlements developed into complex villages with new ways of life.

NOW YOU WILL LEARN

The geography of Mesopotamia influenced where people settled and how they lived.

Vocabulary

TERMS & NAMES

Mesopotamia (MEHS•uh•puh•TAY•mee•uh) land between the Tigris and Euphrates rivers floodplain flat land bordering the banks of a river

silt fine, fertile soil carried by rivers and deposited on nearby lands

arid climate type marked by hot summers and limited rainfall

drought (drowt) long period of little or no rainfall when it is difficult to grow crops

BACKGROUND VOCABULARY

currents concentrated flowing of water **swell** increase in size or volume

REVIEW

irrigation watering dry land by using ditches, pipes, or streams

surplus amount produced in excess of what is needed

Reading Strategy

Re-create the chart shown at right. As you read and respond to the **KEY QUESTIONS**, use the chart to record a sentence or two summarizing the content under each of the three main headings in the section.



See Skillbuilder Handbook, page R4.

SUMMARIZE

Geography of Mesopotamia

The rivers of Mesopotamia were important because . . .

Mesopotamians watered their crops by . . .

Because of a lack of resources, . . .



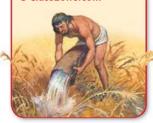
The Geography of Ancient Mesopotamia

Connect to What You Know Think of a time when you have seen pictures of a flood on television or in newspapers. Floods cause destruction by washing away objects in their path. Do you think a flood can also have good consequences?

Starting with a Story

Imagine you are a farmer living near a river in Southwest Asia. The yearly flood, which makes farming possible, has not come. Now the village is fighting for its life!

Click here to listen to the story @ ClassZone.com



The Land Between Two Rivers



V KEY QUESTION How did the land between the Tigris and Euphrates rivers support farming?

The Tigris (TY•grihs) and Euphrates (yoo•FRAY•teez) rivers are in Southwest Asia. They start in the mountains of what are now Turkey and Kurdistan. From there they flow through what is now Iraq and head southeast to the Persian Gulf.

Mesopotamia The region where these two rivers flow is called **Mesopotamia** (MEHS•uh•puh•TAY•mee•uh). The name means "land between the rivers." This land is mostly flat with small, scrubby plants. The rivers provided water and means of travel. In ancient times, it was easier to travel by boat than over land. Boats can carry heavy loads, and river currents helped move boats that were traveling down river. Also, few roads existed.

Euphrates River

Even today, people of Mesopotamia farm the land next to the Euphrates River. The flat land by a river is a floodplain. ∇



Fertile Soil Almost every year, rain and melting snow in the mountains caused the rivers to **swell**. As the water flowed down the mountains, it picked up soil. When the rivers reached the plains, water overflowed onto the **floodplain**, the flat land bordering the banks. As the water spread over the floodplain, the soil it carried settled on the land. The fine soil deposited by rivers is called silt. The silt was fertile, which means it was good for growing crops.

An Arid Climate Less than 10 inches of rain fell each year in southern Mesopotamia, and summers were hot. This type of climate is called arid. Although the region was dry, ancient people could still grow crops because of the rivers and the fertile soil. Farming villages were widespread across southern Mesopotamia by 3500 B.C.



ANALYZE EFFECTS Explain how the land between the Tigris and Euphrates rivers supported farming.

Controlling Water by Irrigation



V KEY QUESTION Why was irrigation so important for farmers?

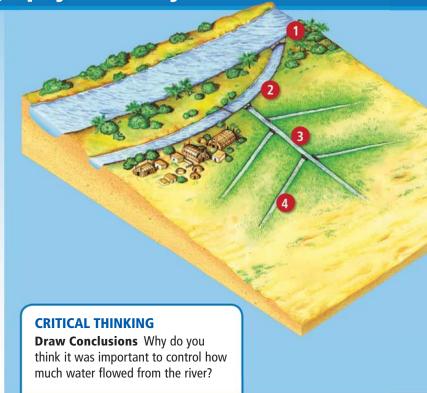
The work of a farmer is difficult. Crops need the right amount of water to thrive. The floods and the arid climate in Mesopotamia meant that farmers often had either too much water or too little.

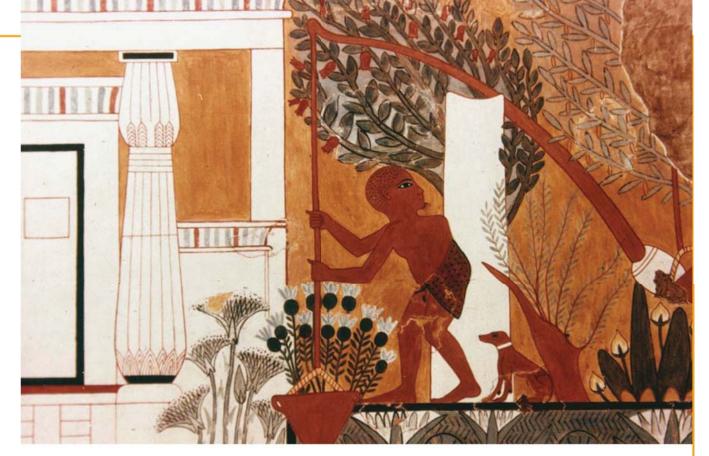
Geography & History **CONNECT**

Ancient Irrigation

The model shows how an ancient irrigation system worked.

- Gates controlled how much water flowed from the river.
- Main canals led from the river. They sloped gently downward to keep the water flowing.
- Medium-sized branch canals led away from the main canals.
- 4 Small feeder canals led water directly to the fields.





Floods and Droughts The yearly floods of the Tigris and Euphrates rivers were unpredictable. No one was sure when the floods would occur. They might come in April, or they might not happen until June, well after farmers had planted their crops. The extent of the floods depended on how much snow melted in the mountains in spring and how much rain fell. Heavy rains and snow melt brought violent floods that washed everything away. Too little rain and melting snow, however, meant that there would be no flood.

▲ Irrigation This detail from an Egyptian mural shows how farmers used buckets to move water during the summer months, when the water level in the rivers was low.

A long period when too little rain falls is called a **drought** (drowt). In an arid region such as Mesopotamia, drought is a constant danger. During a drought, the level of the Tigris and Euphrates would drop, making it hard for farmers to water their crops. If crops failed, the people of Mesopotamia starved.

Irrigation As early as 6000 B.C., Mesopotamian farmers began to take steps to control the water supply. They built earthen walls along the riverbanks to hold back excess water during floods. They also built canals to carry water from the rivers to their fields. Such a system for watering dry land is called **irrigation**.

Water from the Tigris and Euphrates was muddy, and silt often clogged the canals. Keeping canals clean and the water flowing was a constant challenge for Mesopotamian farmers.



DRAW CONCLUSIONS Describe the importance of irrigation to farmers.

A Land of Few Resources

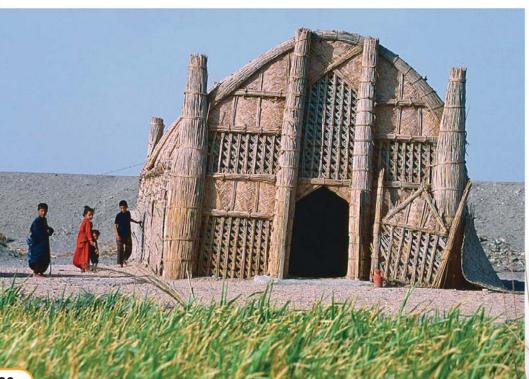


V KEY QUESTION How did Mesopotamians cope with a lack of resources?

Humans have always had to solve problems in the environment. Some problems result from lack of resources. For example, Mesopotamia had no forests to provide wood. The region also had little stone and lacked minerals, such as metals.

Reed and Brick Houses Because of that lack of resources, the ancient Mesopotamians had few conventional building materials. Since the Mesopotamians could not build with wood or stone, they used what was readily available—reeds and mud. They formed bundles of reeds into "pillars" and inserted them into holes in the ground. They bent the pillars over and bound them together, forming a roof. They plastered the walls with mud to strengthen them. The Mesopotamians also mixed mud and straw together to make bricks. They hardened the bricks by drying them in the sun. Buildings constructed with these bricks were much sturdier than reed and mud houses. Even so, both types of buildings crumbled easily in bad weather and had to be repaired often.

Brick Walls Lack of resources caused other problems for the people of Mesopotamia. The region was easy to invade because it was not surrounded by mountains or other natural barriers. As a result, people from other areas often came to steal from the Mesopotamians or conquer them. The Mesopotamians wanted to protect themselves.



■ Building of Mud and Reeds This style of building has been used in the region for at least 5,000 years and is still used today. How did the Mesopotamians use reeds as a building material?

However, they lacked the trees or stone needed to build strong defensive barriers. So they built brick walls around their towns and villages.

Around the bigger towns, the walls sometimes were as much as 25 feet thick. The walls had guard towers at regular intervals along their length. In addition, the walls often were surrounded by a wide open ditch or a water-filled moat. This provided a formidable defense against invading armies.

Trading for Resources Mesopotamians obtained stone, wood, copper, and tin through trade with people throughout Southwest Asia. They also traded for luxuries, such as gold, ivory, ebony, and precious stones. In exchange for these goods, the Mesopotamian merchants offered grain, dates, and other farm products. This was possible because the Mesopotamians grew a surplus of crops. **Surplus** means more than they needed for themselves.

Jobs such as trading, digging canals, building walls, and farming had to be done over and over. Community leaders began to organize groups of people to do the work at the right time. Section 2 explains more about the organization of Mesopotamian society.



ANALYZE EFFECTS Explain how the Mesopotamians overcame their lack of natural resources.



▲ Trade Goods This figurine shows a ram caught in a thicket. It is made with gold, shell, and a blue stone called lapis, which were obtained through trade.

1

Section Assessment



ONLINE QUIZ For test practice, go to Interactive Review @ ClassZone.com

Terms & Names

1. Explain the importance of

Mesopotamia silt drought floodplain arid

Use Your Reading Notes

2. Summarize Use your completed chart to answer the following question:

How did the Mesopotamians change the environment to deal with geographic challenges?

Geography of Mesopotamia

The rivers of Mesopotamia were important because . . .

Mesopotamians watered their crops by . . .

Because of a lack of resources, . . .

Key Ideas

- **3.** What did the Tigris and Euphrates rivers provide for ancient Mesopotamians?
- **4.** How did Mesopotamian farmers obtain the right amount of water for their crops?
- **5.** How did the lack of natural resources affect Mesopotamians?

Critical Thinking

- **6. Analyze Causes** How was irrigation connected to trade?
- **7. Draw Conclusions** How did Mesopotamians create a successful society?



Write Job Descriptions Create a job description for a worker in Mesopotamia. Some possible jobs include irrigation system planner, canal digger, wall builder, trader, and project scheduler. Form a small group, and share your job descriptions.

Section **9**

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

The geography of Mesopotamia influenced where people settled and how they lived.

NOW YOU WILL LEARN

A complex way of life, called civilization, developed in Sumer, a region in southern Mesopotamia.

Vocabulary

TERMS & NAMES

civilization advanced form of culture that developed in cities

city-state political unit made up of a city and its surrounding lands

ziggurat (ZIHG•uh•RAT) temple built atop a series of increasingly smaller platforms polytheism belief in many gods and goddesses king highest-ranking leader of a group of people pictographs pictures or drawings that represent a word or an idea **cuneiform** (KYOO•nee•uh•FAWRM) first known writing system, which used wedge-shaped symbols

scribes people who specialized in writing and record keeping



Visual Vocabulary pictograph

Reading Strategy

Re-create the chart shown at right. As you read and respond to the **KEY QUESTIONS**, use the chart to record generalizations about various aspects of the civilization of Sumer.



See Skillbuilder Handbook, page R12.

MAKE GENERALIZATIONS

Civilization in Sumer	
Advanced cities	
Specialized workers	
Complex institutions	
Record keeping	
Advanced technology	



The First Civilizations

Connect to What You Know Cities today have a wide range of cultural options. Their residents enjoy sports, entertainment, museums, theaters, and restaurants. Cities also offer people the chance to gain a good education or a promising job. As you are about to read, even the earliest cities were places of opportunity and culture.

The Rise of Civilization



KEY QUESTION How did civilization develop in the region of Sumer?

As you recall, as people became better farmers, they settled in larger villages. Over time, these villages grew larger and larger. Eventually, some of them grew into cities.

City leaders had to start organizing workers to solve problems, such as building and cleaning irrigation canals. As a result, society and culture grew more complex. These changes led to an advanced form of culture called **civilization**. Most historians believe the first civilization rose about 3300 B.C. in Sumer, which was a region in southern Mesopotamia.



SUMMARIZE Explain how civilization developed in the region of Sumer.

▲ Votive Statues

Sumerian artists made these statues to worship the gods when people were busy doing other things. Notice how big their eyes are from gazing at the gods.

Ruins of Ur The ancient Sumerian city of Ur once stood on the banks of the Euphrates. The river has shifted over time. Now it is



COMPARING Traits of Civilization

Five traits characterize civilization: advanced cities, specialized workers, complex institutions, record keeping, and improved technology. As you read about new civilizations, compare their characteristics to this list.

Advanced Cities

Civilization is closely linked to life in cities. At first, cities became important because farmers needed a place to store and trade their surplus grain. As cities grew, they began to offer other advantages. For example, the cities of Sumer had large temples where people prayed.

Ancient city scene



Having a food surplus allows people to do work other than farming. Workers can specialize, or do a job that requires special skills. For example, some Sumerians made armor and weapons while others became priests or kings. When people specialize, the quality of their work improves because they can develop their skills.

Complex Institutions

In time, religion and government became institutions. An institution is a group of people who have a specific purpose. Often it exists to help society meet its needs. For example, schools are institutions that exist to educate children.

Ziggurat, or Mesopotamian temple

Record Keeping

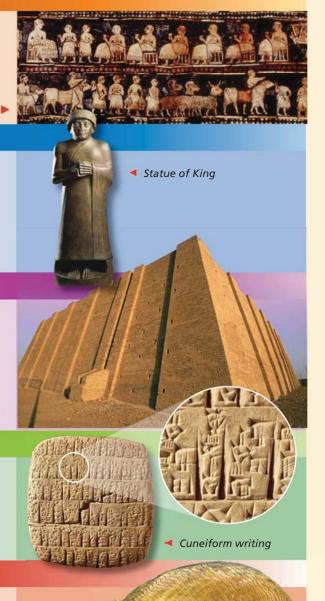
Societies must keep track of many things. For example, rulers may want to measure the food supplies stored in the city. Keeping records usually involves writing, but not always. Mesopotamia invented the world's first writing system.

Improved Technology

Societies advance as people develop technology, or learn better ways to do things. The people of Sumer created new tools and used new materials. For example, Sumerians began to make tools and weapons of bronze (a mixture of copper and tin) rather than copper, a softer metal.

CRITICAL THINKING

Draw Conclusions Refer to the traits above to show how Sumer was a good example of civilization.



Warrior's helmet

Sumerian City-States



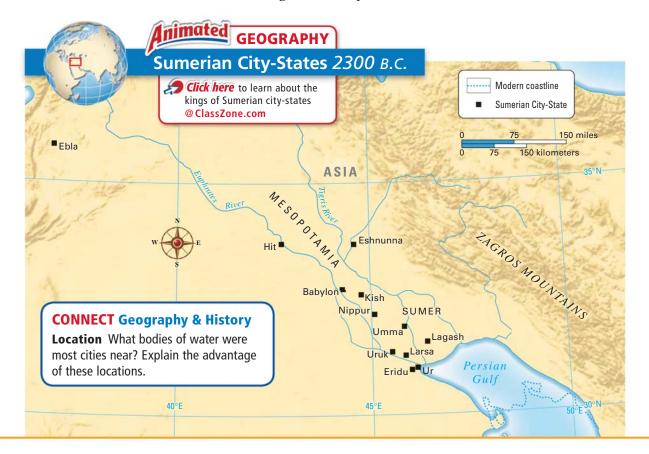
V KEY QUESTION What was life like in Sumerian city-states?

Sumerian cities were centers of trade, learning, and religion. Most people still lived in the countryside. Even so, over time the cities began to rule the surrounding lands and villages. A community that included a city and its surrounding lands was called a city-state.

By 3000 B.C., Sumer had at least 12 city-states. Some of the more famous ones were Babylon, Kish, Nippur, and Ur. As the map below shows, most of these city-states were located near the mouths of the Tigris and Euphrates rivers. The land was especially fertile there. As a result, farmers were able to grow more food. Food surpluses could support a larger population.

A Sumerian City The cities of Sumer grew gradually, so they did not look the way many U.S. cities look today. Instead of broad, straight streets that cross at right angles, Sumerian cities had narrow, winding streets. As you learned in Section 1, walls surrounded the city. Gates in the walls allowed people to come and go.

People built their houses of reeds and mud or brick. The walls were very thick to keep out the heat. A house consisted of a series of rooms arranged around a courtyard. This central courtyard was covered with a loose roof of palm leaves over wooden planks. Like the walls, the roof was designed to keep the house cool.



The Ziggurat: Center of the City The largest and most important structure in a Sumerian city was the ziggurat (ZIHG•uh•RAT). Ziggurats were first built about 2200 B.C.

The ziggurat stood at the center of a huge temple complex. The complex functioned as a sort of city hall. This was because the priests ran the irrigation system and other important aspects of city life. People came to the temple complex to pay the priests for their services with grain and other items. As a result, the priests managed the storage of surplus grain and controlled much of the city-state's wealth.

Priests Become Leaders As you just read, priests played an important political role in Sumer. The Sumerians also went to them to ask the gods for help. The priests advised the people on how to act to please the gods.

The Sumerians believed in many gods and goddesses, a belief called **polytheism**. According to Sumerian religion, four main gods created and ruled over the world: the gods of the sky, wind, hills, and fresh water. Each city-state worshiped its own main god. In addition, the Sumerians had thousands of lesser gods and goddesses. The Sumerians believed their gods could prevent bad things from happening. So to protect themselves and their cities, the Sumerians tried to please the gods. Each god had many priests. The priests worked to satisfy the gods and claimed to have influence with them. Because of this claim, people accepted the priests as leaders.

New Leaders in Sumer Around 3000 B.C., as city-states became richer, other groups of people began to attack them to take their wealth. Some attackers came from far-off lands. Others came from rival city-states. In such dangerous times, the people of the city-state often asked a powerful man to rule them and protect the city. At first, such leaders led the city-states only during wars. Eventually, they took control of the cities full-time. These new leaders took over some of the priests' jobs. They maintained the canals, managed the surplus grain, and acted as judges.

In time, this new type of ruler became a **king**, who is the highest-ranking leader of a group of people. The area a king ruled was called a kingdom. Sumer became a kingdom under one king by 2375 **B.C.**

The priests still remained important because their job was to please the gods and keep evil away. The people believed that the gods let the kings rule.



SUMMARIZE Describe what life was like in Sumerian city-states.

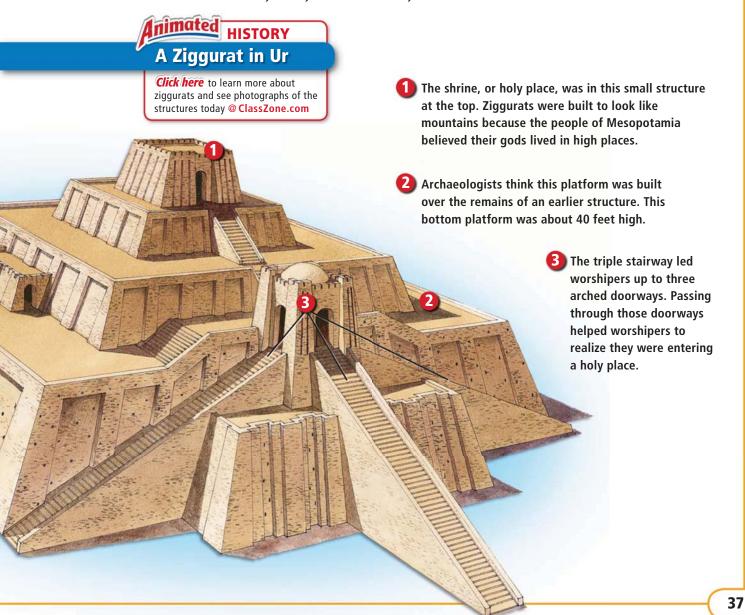
Sumerian Society

V KEY QUESTION What social classes made up Sumerian society?

As Sumerian society grew more complex, it divided into several social groups, or classes. Class systems often define who usually has power and who usually does the less desirable jobs.

Social Classes The king and the priests were at the top of the upper classes of Sumer. The Sumerians believed their kings and priests had a link to the gods, so they had great influence over people. The upper class also included landowners, government officials, and rich merchants.

The middle classes included all other free people. Most Sumerians were in this group, including farmers and artisans. Slaves made up the lowest class, but they had some rights. Slaves could conduct business and borrow money. They could also buy their freedom.



Role of Women All of the social classes included women, so their social positions varied widely. In general, women in early Sumer had more rights than they did in later Mesopotamia.

Some upper-class women became priestesses, which was a role of honor. Free women could own land, and they could work as merchants and artisans, such as weavers. Still, the main role for most women was raising their children.



CATEGORIZE Identify the classes that made up the Sumerian social system.

Sumerian Scientific Developments



KEY QUESTION What scientific developments did the Sumerians make?

Sumerians were good at solving problems. They invented tools and developed special knowledge to improve their lives. They were first to invent some of the things we use daily.

Early Inventions Historians believe that the Sumerians may have invented the plow sometime around 6000 B.C. and the wheel around 3500 B.C. These inventions helped the Sumerians a great deal in their everyday lives.

The plow was the first important tool invented to help farmers. The first plows were often simple digging sticks with handles. They could be pulled or pushed, first by people, then by animals. Plows broke up hard soil, which made planting easier. The Sumerians used the wheel in many ways, such as on wagons to transport goods. One special kind of wheel was the potter's wheel. This enabled Sumerians to make better quality pottery faster. Pots were important storage containers for surplus food. They also were an item that Sumerians could trade.

Mathematics The Sumerians developed arithmetic to keep records of crops and trade goods. Their number system was based on 60. So today, we have 60 seconds in a minute and 60 minutes in an hour. Circles contain 360 degrees. Eventually, the measurement of time helped with the creation of calendars.

▲ Wheel Early wheels were usually made from wood with tires made of leather. Why was the wheel such a useful invention?

A Written Language By 3000 B.C., the Sumerians had invented writing to meet business needs. As trade expanded, merchants needed records of exchanges. They also wanted to label goods. So, they marked the outside of containers with a symbol of the product inside. Such symbols are known as **pictographs**, which means "picture writing." In time, the Sumerians began drawing the pictographs on clay tablets.

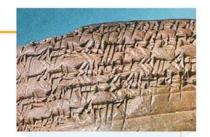
At first, pictographs showed actual objects. Later, they also stood for ideas and sounds. By combining sounds, they could write more words. Over time, the Sumerians stopped using pictures and began to use wedge-shaped symbols. This wedge-shaped writing is called **cuneiform** (KYOO•nee•uh•FAWRM).

The writing system was very complex and contained about 600 different symbols. Learning all those symbols took years. As a result, few people were able to read and write. The people who specialized in writing were called scribes. They were professional record keepers. Other people in Sumerian society respected them highly.

Initially, the Sumerians used writing for business purposes. Later, they started writing about wars, floods, and the reigns of kings. These records are Sumer's written history.



SUMMARIZE Identify important scientific developments made by the Sumerians.





a sharpened reed, called a stylus, to write. Because of its shape, the stylus made wedge-like marks.

ONLINE QUIZ

For test practice, go to Interactive Review @ ClassZone.com

2

Section Assessment

Terms & Names

1. Explain the importance of

civilization ziggurat pictographs city-state polytheism cuneiform

Use Your Reading Notes

2. Make Generalizations Use your completed chart to answer the following question:

What is the relationship between specialized workers and complex institutions? State your answer as a generalization.

Civilization in Sumer		
Advanced cities	1	
Specialized workers		
Complex institutions		
Record keeping		
Advanced technology		

Key Ideas

- **3.** Why are food surpluses necessary for civilization to develop?
- **4.** What did the Sumerians think their gods were like?
- **5.** Why was the plow such an important tool for farmers?

Critical Thinking

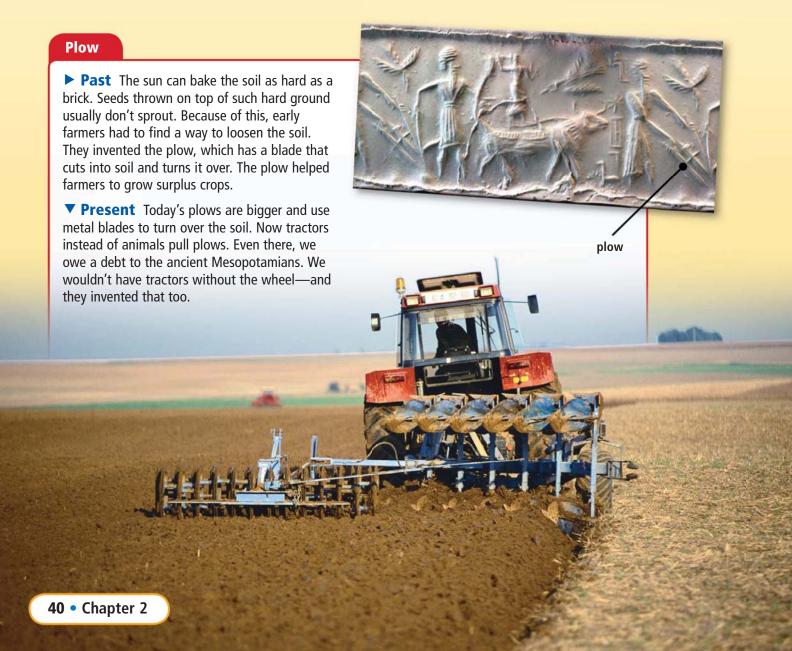
- **6. Draw Conclusions** Why do historians identify the beginnings of history with the beginning of writing?
- 7. CONNECT to Today How does the role of Sumerian priests compare to the role of clergy today?



Internet Activity Choose one of the Sumerian inventions and use the Internet to research it. Then give a presentation on its importance. Include visuals with captions in your presentation. **INTERNET KEYWORDS** *plow, wheel, cuneiform*

Mesopotamian Inventions

The ancient Mesopotamians are a good example of people who solved problems—and changed history by doing so. They invented technology that helped to grow crops and to create pottery more efficiently. Ever since, people all over the world have used those inventions. But don't think that ancient Mesopotamians were so serious that they thought only of inventions that would help them in their work. They also thought about play and invented some ways to have fun!



Board Game

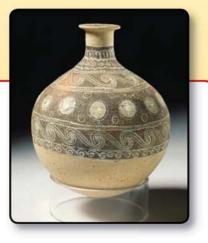
▼ Past This game comes from a tomb at Ur. Scholars think the goal was to move your pieces from one end to the other while an opponent blocked the narrow bridge. ▶ **Present** Checkers is a board game that many people still enjoy. The object is to capture all of your opponent's pieces.





Pottery

- ▶ Past It is possible to create pottery entirely by hand, but the potter's wheel provides several advantages. Artisans can make pots with more even, streamlined shapes. And the process is much faster, so artisans can produce more pots than before.
- ▼ **Present** If you go to any craft fair, you can still find pottery that artisans make on a simple potter's wheel. Many people create pottery as a way to express their artistic side.



John Miles

- TALK ABOUT IT Which of these inventions has had the greatest effect on your life? Explain.
- 2. WRITE ABOUT IT Create instructions for the ancient board game shown above. Write them out, using a numbered, step-by-step format.

Section 3

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

A complex way of life, called civilization, developed in Sumer, a region in southern Mesopotamia.

NOW YOU WILL LEARN

Successive empires rose and fell in Mesopotamia and the lands to the east.

Vocabulary

TERMS & NAMES

empire many different lands and peoples brought under the control of one ruler

Fertile Crescent region stretching from the Persian Gulf northwest up the Tigris and Euphrates rivers and west over to the Mediterranean Sea

code of law written rules for people to obey **justice** fair treatment of all the people, based on the law

tribute payment made in return for protection **exile** forced removal from one's homeland, often to lands far away

toleration practice of allowing people to keep their traditions and beliefs

provinces governmental divisions like states **satraps** (SAY•TRAPS) governors of provinces in the Persian Empire

Royal Road road used for government purposes in ancient times

BACKGROUND VOCABULARY

emperor ruler of an empire
governor person chosen to rule over a territory
policy course of action chosen by a government
minted coins coins that are issued by the
government and are official money

Reading Strategy

Re-create the chart shown at right. As you read and respond to the **KEY QUESTIONS**, use the chart to identify the issues and problems that faced the various empires that developed in Southwest Asia.



See Skillbuilder Handbook, page R9.

IDENTIFY PROBLEMS

Issues and Problems Faced by the Empires of Southwest Asia
Akkadians
Babylonians
Assyrians
Chaldeans
Persians



Empires of the Fertile Crescent

Connect to What You Know How big is the state where you live? What kinds of activities take place in the state capital? Most of the Mesopotamian city-states were smaller than the state you live in. Yet, the city-states were centers of culture and power.

The First Empire Builders

V KEY QUESTION Which early empires ruled the Fertile Crescent?

From about 3000 to 2000 B.C., ambitious kings of the city-states of Sumer fought over land. The land was flat and easy to invade. More land would give more wealth and power to the king. During this time, however, no single king was able to control all of Mesopotamia.

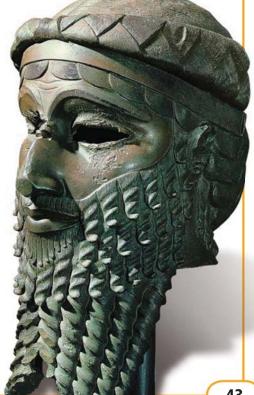
The Akkadian Empire Around 2371 B.C., a powerful leader named Sargon of Akkad took control of the whole region. Sargon is known as the creator of the first empire in world history. An **empire** brings together many different lands and peoples under the control of one ruler. The person who rules is called an **emperor**. Sargon's empire was called the Akkadian Empire.

Eventually, Sargon ruled over lands that stretched in a curve from the Persian Gulf through Mesopotamia to the Mediterranean Sea. This region is called the **Fertile Crescent**. (See map on page 25.) The Fertile Crescent had rich soil and water that made the area good for farming.

The creation of an empire is a pattern that repeats throughout history. Empires are important because they change the way people live. They may bring peace to the peoples there. They encourage trade, which makes more goods available. Empires often include people from several cultures. The ideas, technology, and customs of the different peoples may be shared by all.

Bust of Sargon Sargon's name means "the rightful king." **Why is Sargon an important historical figure?** ▶

▲ Statue of
Hammurabi This
statue from about
1760 B.C. shows the
great Babylonian leader
Hammurabi praying.



Primary Source

Background Hammurabi's Code is sometimes called the "eye for an eye" code. It included 282 laws covering business, property, and conduct toward other people. The laws help us understand what was important to the people in Hammurabi's empire.

This scene is from the upper section of a pillar with the law code of Hammurabi written on it. The laws were written on the lower section so that people could see them.

◄) *from* Code of Hammurabi

Translated by L. W. King

- 195. If a son strike his father, his hands shall be hewn [cut off].
- 196. If a man put out the eye of another man, his eye shall be put out.
- 197. If a man break another man's bone, his bone shall be broken.
- 202. If any one strike the body of a man higher in rank than he, he shall receive sixty blows with an ox-whip in public.
- 204. If a freed man strike the body of another freed man, he shall pay ten shekels in money.
- 205. If the slave of a freed man strike the body of a freed man, his ear shall be cut off.

DOCUMENT-BASED QUESTION

What do the laws tell you about justice at the time?

The Babylonian Empire and Hammurabi The Akkadian Empire lasted for about 200 years. It fell apart largely because of attacks by outside peoples. Around 2000 B.C., people known as Amorites invaded and took control of the city-states of Sumer. They chose the city of Babylon on the Euphratres River as their capital.

From 1792 to 1750 B.C., a powerful king named Hammurabi (HAM•uh•RAH•bee) ruled the Babylonian Empire. He believed that a **code of law** would help him control all his lands. A code of law is a set of written laws for people to obey. Hammurabi reviewed all the existing laws in the empire. From these he drew up a single code of law that was displayed on a huge pillar in Babylon.

The code's goal was to bring **justice**, or fair treatment of people, to everyone in the empire. It identified acts of wrongdoing and their punishments. Hammurabi's Code established the idea that society should be run by the rule of law. This means that the law should apply to all the people, not just a few. By displaying the code, Hammurabi also established the idea that people have a right to know the laws and the punishments for breaking them.



SUMMARIZE Identify the early empires that ruled the Fertile Crescent.

Assyrians and Chaldeans



KEY QUESTION How were the Assyrians and the Chaldeans able to build empires?

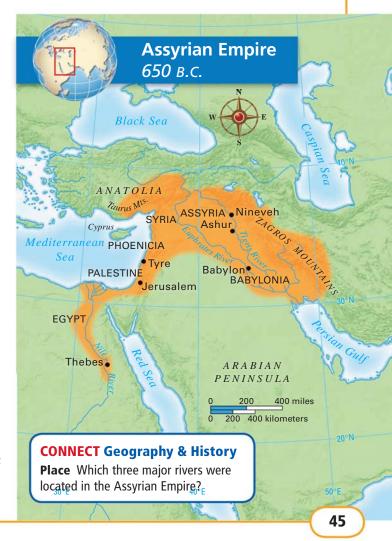
The Babylonian Empire fell around 1500 B.C. About 200 years later, another empire—Assyria—arose to control the Fertile Crescent. Assyria was located in northern Mesopotamia, an area of rolling hills. To protect their lands, the rulers built a powerful army and set out to control the neighboring lands.

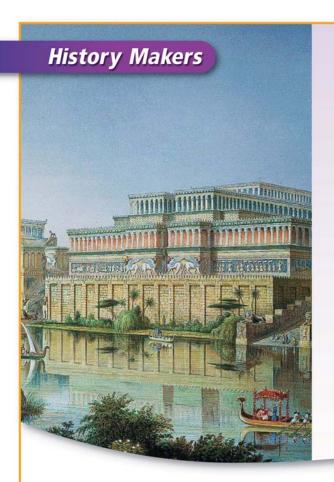
A Powerful Empire Assyrian soldiers used the latest inventions for war. They carried iron swords and iron-tipped spears. Few of their enemies had iron weapons. The Assyrians attacked city walls with battering rams. They used ladders to scale the walls of cities. They even dug tunnels under city walls to get soldiers inside.

Over time, the Assyrians conquered many lands. They added Syria, Babylonia, Egypt, Phoenicia, and Palestine to the empire. Assyria reached its peak of power under Ashurbanipal (AHSH•ur•BAHN•ee•PAHL) from 668 to 627 B.C. From his capital of Nineveh, he ruled almost all of the Fertile Crescent.

The Assyrians governed the lands they conquered by choosing a **governor** from that land to rule under their direction. Each governor had to send **tribute** to the Assyrian emperor. This meant that the governor had to pay for protection given by the Assyrian army. If any governor failed to pay tribute, the army destroyed cities in his land. People of the land usually were forced into **exile**, or driven out of their homelands, often to faraway places.

Assyria Crumbles In 609 B.C., the Assyrian Empire fell. Two of its enemies, the Medes (meedz) and the Chaldeans (kal•DEE•uhnz), joined forces to defeat the Assyrians. These forces completely destroyed Nineveh by burning it to the ground. For centuries afterward, only mounds of earth marked the location of the once great capital.





Ashurbanipal (c. 668–627 B.C.)

Assyrian ruler Ashurbanipal sent people to find and bring back copies of writings from throughout the empire. His collection contained over 20,000 cuneiform tablets on subjects such as science, geography, medicine, and religion.

Ashurbanipal set up a huge library in the capital at Nineveh. (An artist's impression of the library in Nineveh is shown at the left.) The library organized the collected texts by subject, like books in a modern library. However, Nineveh's enemies leveled the library. When archaeologists dug up the library's ruins, they found many tablets. These tablets became the main source of information about ancient Mesopotamia.

CRITICAL THINKING

Make Inferences Why do you think Ashurbanipal wanted to collect writings from throughout the empire and store them at his library?

A New Babylonian Empire In time, Assyria's neighbors, the Chaldeans, ruled much of the former Assyrian empire. The city of Babylon became the capital of the Chaldeans' new empire. Recall that Babylon was the capital of the first Babylonian empire. Sometimes the Chaldeans are called the New Babylonians.

The Chaldean Empire reached its peak under Nebuchadnezzar II (NEHB•uh•kuhd•NEHZ•uhr), who ruled from 605 to 562 B.C. He rebuilt the city of Babylon. To please his wife, Nebuchadnezzar added an artificial mountain covered with trees and plants. It was called the Hanging Gardens of Babylon. The gardens were constructed in such a way that they appeared to float over the ground. They became one of the seven wonders of the ancient world.

Seven Wonders of the Ancient World

Temple of Artemis at Ephesus (present-day Turkey)

Hanging Gardens of Babylon (present-day Iraq)

Colossus of Rhodes (present-day Greece)

Mausoleum at Halicarnassus (present-day Turkey)

Lighthouse at Alexandria (present-day Egypt)

Pyramids at Giza (present-day Egypt)*

Statue of Zeus at Olympia (present-day Greece)

* still standing

Like the Assyrians, the Chaldeans were cruel rulers. In 587 B.C., for example, Nebuchadnezzar seized Jerusalem, the capital city of the Hebrews. Later, the Chaldeans destroyed the Hebrews' sacred temple in Jerusalem. They also held thousands of Hebrews captive in Babylon for about 50 years. (You will learn about the Hebrews in Chapter 3.)

Weak rulers followed Nebuchadnezzar II. One ruler upset some Chaldeans by trying to replace their main god, Marduk. The followers of Marduk may have helped Cyrus of Persia conquer Babylon.



ANALYZE EFFECTS Explain how the Assyrians and the Chaldeans were able to build empires.

Persia Controls Southwest Asia



V KEY QUESTION How did the reigns of Cyrus and Darius compare?

To the east of the Fertile Crescent was the land of the Medes, which was called Media. The Medes controlled lands where the Persians lived. This region was bounded by mountain ranges. These three ranges are the Zagros, the Caucasus (KAW•kuh•suhs), and the Hindu Kush. Modern-day Iran lies in this area.

The Persians, who were nomads from the plains of Central Asia, arrived in Media around 1000 B.C. They created many tiny kingdoms that thrived through trade. These kingdoms grew in power and began to threaten the Medes' control of the land.

Cyrus Founds the Persian Empire The Medes ruled Persia until a brilliant, powerful Persian king named Cyrus (SY•ruhs) took control. He was known as Cyrus the Great. Cyrus had a vision of conquering the lands around Persia and uniting these lands as one large empire. He set out to accomplish his goal. First, Cyrus conquered Anatolia to the west. Then, between 550 and 539 B.C., he conquered the lands that had once been controlled by the Assyrians and the Chaldeans. His empire was immense.

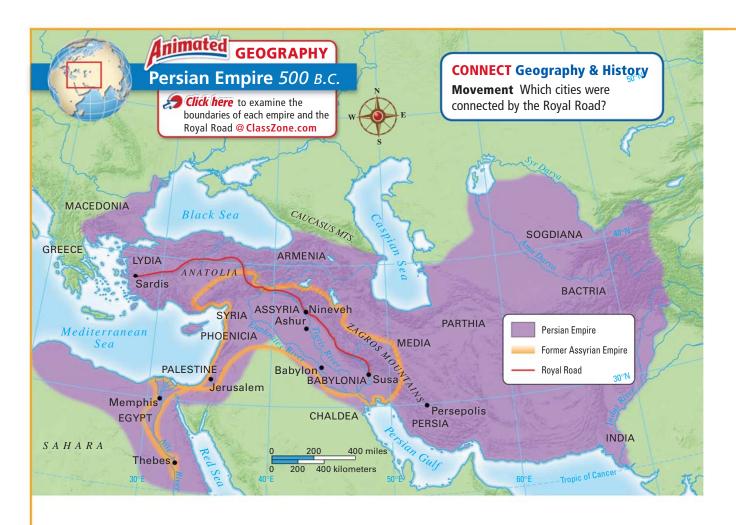
Cyrus needed ways to control lands filled with many different peoples. Unlike the Assyrians, who ruled through cruelty, Cyrus set up a policy, or government action, of **toleration**. This meant allowing people to keep their customs and beliefs. Cyrus allowed the conquered peoples to continue to worship their own gods, speak their own languages, and practice their own ways of life. However, they did have to pay tribute.

Cyrus's policy of toleration made governing the empire much easier. There were fewer revolts, and the people lived in peace.

Drinking Vessel A winged lion decorates a gold drinking vessel. Winged lions symbolizing speed and power were

associated with Persia.





Darius Expands the Empire Cyrus built a stable empire of many peoples through his policy of toleration. Cyrus's successor, Cambyses (kam•BY•seez), expanded the empire but he ruled through harsh means. When he died, rebellions broke out across the empire. Then a strong leader named Darius (duh•RY•uhs) came to power.

Darius spent the first years of his reign dealing with rebellious peoples. After he put down the revolts, he moved to extend the boundaries of his empire. Over time, he conquered lands as far east as India. Under his rule, the Persian Empire grew to measure some 2,800 miles from east to west. (The distance from New York City to Los Angeles is about 2,500 miles.)

The empire was so large that Darius added new policies to those set up by Cyrus. Darius divided the empire into 20 **provinces**. Each province, which was an area of land like a state, had a local government. Darius set up governors called **satraps** (SAY•TRAPS) to carry out his orders in the provinces and to collect taxes. He appointed a military commander for each satrap. He also sent out spies called "king's eyes and ears" to be sure his satraps followed orders. These policies allowed him to have greater control over all the lands in the empire.

The policy of provinces ruled by satraps was only one way that Darius united the empire. He also built a **Royal Road**, or road for government purposes. The Royal Road was 1,775 miles long. The eastern end of the road was in Susa in Babylonia, and the western end was in Sardis in Anatolia. Royal messages were sent along the road by a relay of messengers. Military troops and mail also moved along it from all parts of the empire.

Darius took other steps to unite the empire. He set up a code of law based on Hammurabi's model. From the Lydians, a conquered people, he took the idea of **minted coins**. These coins, issued by the government as official money, promoted business and made it easy to pay taxes.

Darius planned a march against Egyptian rebels in 486 B.C., but he died that year. His son Xerxes (ZUHRK•seez) had to deal with Egypt. You will read about Egypt in Chapter 4. Xerxes would also have to deal with the Greeks. You will read about them in Chapter 7.



COMPARE Compare the policies that Cyrus and Darius adopted during their reigns.



▲ Ruins at Persepolis

Winged and bearded bull-like figures guard the Gate of All Nations in the Persian capital, Persepolis.

Section Assessment



ONLINE QUIZ For test practice, go to Interactive Review

Terms & Names

1. Explain the importance of

iustice empire toleration code of law tribute satrap

Use Your Reading Notes

2. Identify Problems Use your completed chart to answer the following question:

What common problems did the empires of Southwest Asia face?

	blems Faced by Southwest Asia
Akkadians	
Babylonians	
Assyrians	
Chaldeans	
Persians	

Key Ideas

- **3.** Which empires gained control of the Fertile Crescent?
- **4.** How did the Assyrians and the Chaldeans maintain control of their lands?
- **5.** In what ways did the Royal Road and minted coins help Darius unite the Persian Empire?

Critical Thinking

- **6. Draw Conclusions** Why is the development of Hammurabi's Code an important landmark in the growth of civilization?
- **7. Contrast** How did the policies of Cyrus and Darius contrast with those of the Assyrians?



Make a Map Use the map on pages A24–A25 of the Atlas to sketch a world outline map. Use the maps on pages 45 and 48 to mark the extent of the Assyrian and Persian empires.

Chapter 2 Assessment

Interactive (Review



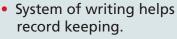
Material States for quizzes, flipcards, crosswords, review notes, and activities @ ClassZone.com

Early Empires

Government

- First empire is created.
- Code of law is developed.
- Empire is divided into smaller units for easier rule.
- Policies of toleration are used to control captured peoples.

Culture





- Ashurbanipal collects writings and builds a library.
- Nebuchadnezzar builds Hanging Gardens.

Economics

- Tribute is used to support the empire.
- Minted coins help business and the government.
- Royal Road links the Persian Empire.

Qing Dynasty (1644–1911)

- Tried to restrict foreign influence
- Ruled as China's last dynasty

VOCABULARY

Explain why the words in each set below are linked with each other.

- 1. floodplain and silt
- 2. ziggurat and polytheism
- 3. province, satrap, and Royal Road

KEY IDEAS

The Geography of Ancient Mesopotamia (pages 26-31)

- 4. How did the flooding of the Tigris and Euphrates rivers both help and hurt farmers?
- **5.** Why was irrigation so important to Mesopotamian farmers?
- **6.** How did the Mesopotamians overcome their lack of resources?

The First Civilizations (pages 32–41)

- 7. What are the five traits of civilization?
- **8.** What role did the temple play in Sumerian society?
- **9.** What roles did women and slaves play in Sumerian society?

Empires of the Fertile Crescent (pages 42–49)

- **10.** Why were the Assyrians able to build such a large empire?
- **11.** Why was Hammurabi's Code a step toward better government?
- **12.** What policies did Cyrus and Darius use to keep the Persian Empire under control?

CRITICAL THINKING

- 13. Analyze Effects How did inventions support farming in Sumer?
- **14. Make Inferences** How does a uniform code of law improve a leader's ability to rule effectively?
- 15. Compare and Contrast How successful were the policies of Assyria as compared with those of Persia?

- 1. Writing Activity Review the text under the heading "New Leaders in Sumer" on page 36. Decide whether you think kings or priests made better leaders in ancient Sumer. Then write one or two persuasive paragraphs trying to convince readers to adopt your position.
- 2. Interdisciplinary Activity—Science and Technology Use printed sources or the Internet to research ancient warfare equipment that the Assyrians invented. Create a poster to illustrate your findings.



ONLINE ACTIVITY

Click here to create a multimedia presentation about Mesopotamian or Persian artifacts discovered by archaeologists @ ClassZone.com



How did geography influence the development of civilization in Southwest Asia?

Written Response Write a two- or three-paragraph response to the Essential Question. Consider the key ideas of each section and specific details about the empires discussed in this chapter. Use the rubric to guide your thinking.

RESPONSE RUBRIC

A strong response will

- outline the geographic features of Southwest Asia
- note the impact that geography had on the rise and fall of empires in Southwest Asia

Standards-Based Assessment



- Online Test Practice @ ClassZone.com
- Test-Taking Strategies and Practice at the front of this book

Interpret Charts Use the table below to answer the questions.

Size and Population of Ancient Empires			
Empire	Empire Size (in Square Miles)	Major City	City Size (Approximate Population)
Akkadia	2,509,664	Agade	35,000
Assyria	3,602,333	Nineveh	120,000
Babylonia	640,930	Babylon	60,000
Sumer	386,102	Ur	65,000

Source: Institute for Research on World Systems

1. Which of the following statements about empire land size is correct?

- A. Assyria's land size is much smaller than Babylonia's land size.
- **B.** Assyria's land size is much larger than Sumer's land size.
- C. Sumer's land size and Babylonia's land size are about the same.
- **D.** All of the empires are about the same size.

2. Based on the population size of the major cities, which statement is correct?

- A. Agade and Nineveh were the largest cities.
- B. Babylon and Nineveh were similar in size.
- **C.** Babylon and Ur were similar in size.
- **D.** Nineveh was ten times larger than any other city.

Chapter

The Hebrew Kingdoms



Essential Question

How did the Hebrews defend themselves and maintain their beliefs?

CONNECT Q Geography & History

Use the map and the time line to answer the following questions.

- 1. What empire controlled Jerusalem when Solomon's Temple was destroyed?
- 2. Ur was located southeast of Babylon. Along what river did Abraham travel on his way to Canaan?

AFRICA

Assyrian Empire, 650 B.C.

Babylonian Empire, 600 B.C.

SOUTHWEST ASIA

1800 B.C.

Abraham and his family leave Ur on their way to Canaan. (Russian icon showing Abraham and Sara)



c. 1250 B.C.

Moses leads Hebrews out of Egypt.

1800 в.с.

1500 в.с.

1200 в.с.

WORLD

1200 B.C.

Olmec civilization emerges in southeast Mexico. (Olmec jade head) ▶





Section 1

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

The ancient Babylonians, Assyrians, and Persians built mighty empires in Mesopotamia and the Fertile Crescent.

NOW YOU WILL LEARN

Land in the Fertile Crescent became the home of the Hebrews, who believed it had been promised to them by God.

Vocabulary

TERMS & NAMES

Abraham shepherd who became the father of the Hebrew people

monotheism belief in one God

Judaism monotheistic religion of the Jews, based on the writings of the Hebrew Bible

Moses according to the Hebrew Bible, the prophet who led the Israelites from Egypt

Exodus migration of the Israelites from Egypt **Ten Commandments** basis of the law of the

Israelites; according to the Torah, given by God to Moses

BACKGROUND VOCABULARY

Torah first five books of the Hebrew Bible: Genesis, Exodus, Leviticus, Numbers, Deuteronomy

covenant (KUHV•uh•nuhnt) binding agreement **Western civilization** culture of Europe and
North America

Reading Strategy

Re-create the chart shown at right. As you read and respond to the **KEY QUESTIONS**, use the chart to record the results, or effects, of the causes shown.



See Skillbuilder Handbook, page R7.

ANALYZE CAUSES AND EFFECTS

Causes	Effects
Abraham leaves Ur.	
Moses leads people out of Egypt.	
Moses climbs Mount Sinai.	



The Origins of the Hebrews

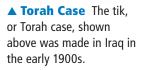
Connect to What You Know As you recall, the area known as the Fertile Crescent had rich soil and water that made it good for farming. Sometime before 1800 B.C., a group of people called the Hebrews moved into the region. The land provided plentiful pasture for their herds of goats and sheep.

The Hebrew People in Canaan

KEY QUESTION What is the central belief of the Hebrews?

The first five books of the Hebrew Bible are called the **Torah**. The Hebrews believed that these holy books, or scriptures, were given to them by God. The Torah gives the early history, laws, and beliefs of the Hebrews. It consists of Genesis, Exodus, Leviticus, Numbers, and Deuteronomy. Later, there were Commentaries, or interpretations, written about the Torah.

From Ur to Canaan In the Torah, God chose a shepherd named Abraham to be the father of the Hebrew people. Abraham lived in Ur, a city in Mesopotamia. According to the Book of Genesis, God commanded Abraham to leave Ur and go to Canaan (KAY•nuhn). Abraham believed that if he went to this land, Canaan would belong to his descendants because it was promised to them by God. Because of this, the Hebrews thought of Canaan as the Promised Land. So, around 1800 B.C, Abraham, his family, and their herds made their way to Canaan.



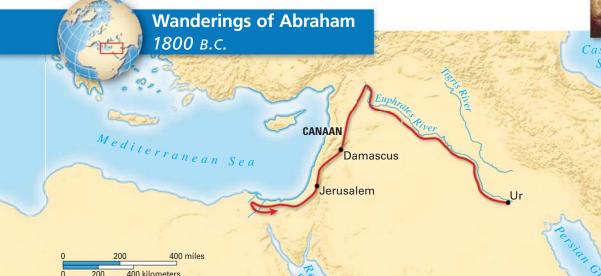
Abraham and FamilyThis painting shows

Abraham and his family during their journey to Canaan.



55

Caspian



COMPARING Early Religions

	Number of Gods	Important Book	Clergy	Basic Beliefs
Judaism	Monotheistic— only one God	Hebrew Bible, including the Torah	Rabbis	There is only one God.God holds people accountable for their behavior.
Religion of Ancient Sumer	-	Epic of Gilgamesh	Priests and priestesses	 People were the gods' servants, so they tried to satisfy the gods. Sumerians expected little help from the gods.
	Polytheistic—many gods, including Osiris, the god of the dead	Book of the Dead	Priests	 Pharaohs, Egypt's kings, were gods. In the afterlife, a life that continued after death, the gods would judge people's deeds.

CRITICAL THINKING

Compare and Contrast How was the relationship between the Egyptians and their gods similar to the one between the Hebrews and their God?

Judaism and Monotheism Throughout the ancient world, most people were polytheists (*poly* means "many" and *theos* means "god"). This means that they worshiped many gods. The Hebrews, on the other hand, believed that a single, all-powerful God spoke to Abraham and gave him important teachings. Belief in one God is called **monotheism** (*mono* means "one"). **Judaism** today is descended from the religion of the ancient Hebrews. The name comes from the tribe of Judah, one of the 12 tribes descended from Abraham.

The Torah states that the Hebrews kept their belief in God during troubled times. They believed that a **covenant** (KUHV•uh•nuhnt), or binding agreement, existed between God and Abraham and his descendants. Abraham promised to obey God. In return, God would protect Abraham and his descendants and give them a homeland.



SUMMARIZE Identify the central belief of the Hebrews.

Canaan to Egypt and Back



KEY QUESTION What made the Hebrews believe that God reaffirmed his covenant with them?

Over time, the Hebrews in Canaan took a new name—the Israelites. Their name came from Abraham's grandson Jacob. According to the Torah, he was also called *Israel*. Jacob had 12 sons. Ten of these sons and two grandsons were the fathers of the 12 tribes of Israel.

Moses Leads the Israelites The Torah tells of a terrible famine in Canaan. The starving Israelites went to Egypt, where Jacob's son Joseph served as top adviser to Egypt's pharaoh.

At first, the Israelites were given places of honor in Egypt. In time, however, a new pharaoh came to power. He enslaved the Israelites and forced them to work on his building projects. The Torah tells how God commanded **Moses** to lead the Israelites out of Egypt. The migration of the Israelites from Egypt is known as the **Exodus**.

After leaving Egypt, the Israelites wandered in the Sinai Desert for 40 years. According to the Torah, Moses climbed up Mount Sinai, where God spoke to him. Moses came down the mountain with two stone tablets on which God had written the **Ten Commandments**. These commandments became the basis for the laws of the Israelites. They later became an important part of the moral and ethical traditions of **Western civilization**, the culture of Europe and North America.

Primary Source

Background According to the Torah, the Ten Commandments are the ten laws given by God to Moses on Mount Sinai. These orders serve as the basis for the moral laws of the Israelites.



◄)) The Ten Commandments*

- 1. I am the Lord your God who brought you out of the land of Egypt, the house of bondage: You shall have no other gods besides Me.
- 2. You shall not make for yourself a sculptured image. . . .
- 3. You shall not swear falsely by the name of the Lord your God. . . .
- 4. Remember the Sabbath day and keep it holy. . . .
- 5. Honor your father and your mother. . . .
- 6. You shall not murder.
- 7. You shall not commit adultery.
- 8. You shall not steal.
- 9. You shall not bear false witness against your neighbor.
- 10. You shall not covet [desire] . . . anything that is your neighbor's.

Exodus 20:2-14

- * Christians word the commandments in ways slightly different from this Jewish version.
- Moses with tablets of Ten Commandments

DOCUMENT-BASED QUESTION

What do the last six commandments have in common, and how do they differ from the first four?

An Agreement Confirmed The Israelites believed that the giving of the commandments reaffirmed their covenant with God. They thought that God would protect them. The people, in turn, would obey his commandments. They believed that God had set down moral laws for all humanity through his commandments.



EVALUATE Explain what made the Hebrews believe that God reaffirmed his covenant with them.

Return to the Promised Land



V KEY QUESTION What role did the judges play in ancient Israel?

Moses picked Joshua to lead the Israelites back into Canaan. By the time they returned, many years had passed. Other groups lived there and were subject to powerful rulers who lived in walled cities.

The 12 Tribes of Israel As you have learned, the Israelites returning to Canaan were organized into 12 tribes. The men of these tribes became Joshua's troops. They formed a fighting force united by their goal of reclaiming the land from the cities' rulers. The first city to fall was Jericho. However, rulers throughout Canaan continued to fight back. It took about 200 years for the Israelites to win back Canaan.

Once the fighting ended, the Israelite soldiers became farmers and herders. The 12 tribes divided the land among themselves. Some received land in the mountains. Others settled on the plains. Tribes that lived near each other formed close ties, because they shared beliefs, problems, and enemies.



◆The 12 Tribes of Israel Symbols represent the 12 tribes in this stained glass window. For instance, the lion symbolizes Judah, and the wolf symbolizes Benjamin. What was the origin of the 12 tribes of Israel?

Judges Lead the Israelites During the 200 years of war, no single powerful leader led the Israelites. Instead, they sought advice from many different leaders called judges, highly respected members of the community.

The first judges acted as military leaders. Later judges gave advice on legal matters and helped settle conflicts. Judges such as Gideon, Samson, and Samuel gained fame throughout Canaan for their strength and wisdom. Deborah was one of the most famous judges. Her leadership was unusual for a Hebrew woman. In general,

a Hebrew woman's most important duty was considered to be raising her children and providing moral leadership for them. Nonetheless, Deborah inspired a small force of fighters to victory against a large Canaanite force near Mount Tabor.



▲ Judges This engraving portrays
Deborah, the only woman to be a judge of Israel.

The judges played a key role in keeping the 12 tribes united. When the Israelites lacked a strong judge as a leader, some tribes turned away from traditional religion. The judges spoke out against these practices. As you will learn in Section 2, they also helped select new, strong leaders who would further unite the Israelites.



FIND MAIN IDEAS Discuss the role that the judges played in ancient Israel.

1

Section Assessment



Terms & Names

1. Explain the importance of

Abraham Judaism Exodus monotheism Moses Ten Commandments

Use Your Reading Notes

2. Analyze Causes and Effects Use your completed chart to answer the following question: What was one effect of each of the following causes shown in the chart?

Causes	Effects
Abraham leaves Ur.	
Moses leads people out of Egypt.	
Moses climbs Mount Sinai.	

Key Ideas

- **3.** What religious beliefs made the Hebrews different from other ancient peoples?
- **4.** What part did Moses play in the Exodus from Egypt?
- **5.** Why did the return of the Israelites to Canaan cause conflicts with the rulers there?

Critical Thinking

- 6. Summarize What covenant with God did the Israelites believe was reaffirmed by the Ten Commandments?
- **7. Draw Conclusions** How did the belief in a Promised Land affect the Israelites' actions in Egypt and Canaan?



Create a Map Trace the map that shows the route of Abraham and his family out of Ur on page 55. Add to the map the geographic challenges they faced.

Section **9**

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

The Israelites settled in Canaan, which they believed was land that had been promised to them by God.

NOW YOU WILL LEARN

The Israelites formed two separate kingdoms, Israel and Judah, which were conquered first by the Assyrians and then by the Babylonians.

Vocabulary

TERMS & NAMES

David king of the Israelites who won control of Jerusalem in 1000 B.C.

Solomon David's son, who became the third king of Israel about 962 B.C.

Babylonian Captivity 50-year period in which the Israelites were exiled from Judah and held in Babylon

Messiah (mih•SY•uh) Hebrew word that means an "anointed one" charged with some task or leadership

prophets spiritual leaders who were thought to have a special ability to interpret God's word

BACKGROUND VOCABULARY

sustain to support or maintain the spirits of



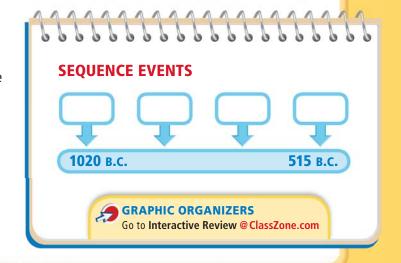
Visual Vocabulary Solomon

▶ Reading Strategy

Re-create the time line shown at right. As you read and respond to the **KEY QUESTIONS**, use the time line to record events that happened in the kingdoms of Israel and Judah. Add more entries as needed.



See Skillbuilder Handbook, page R5.



Kingdoms and Captivity

Connect to What You Know You have learned that the Israelites came back to Canaan from Egypt. After they fought to regain control of the land, the Israelites clashed with other groups in the region.

The Kingdom of Israel

V KEY QUESTION Why did the Israelites decide to choose a king?

The Israelites' belief in one God and their religious practices set them apart from others in the region. They traded with other groups in Canaan and mixed with them but did not adopt their culture or beliefs. Sometimes the Israelites were threatened by these groups. On these occasions, the judges called on the widely scattered tribes to unite and fight the groups.

The Philistines Around 1029 B.C., the Israelites faced the Philistines, a group of people from a nearby area called Philistia. The Philistines invaded and conquered Israelite territory.

The Israelites agreed to unite under one king in order to fight the Philistines, although many feared that a single king might have too much power. A judge named Samuel shared these concerns but helped select the Israelites' first two kings.

Starting with a Story

Suppose you had to leave the land you love to stay with the people you love. Would you choose to go?

Click here
to listen to the story
ClassZone.com



Judah and Philistia

A flock of sheep grazes in hills once part of the kingdom of Judah.



History Makers

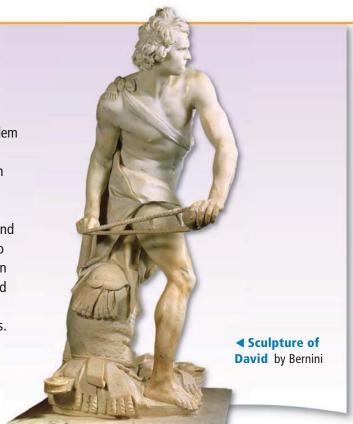
David (ruled c. 1000 B.C.)

David organized a central government and made Jerusalem the capital of Israel. He expanded the borders of Israel and helped its economy grow by encouraging trade with Phoenicia, a neighbor on the Mediterranean coast.

According to the Hebrew Bible, David slew the Philistine giant Goliath. David, who was Israel's second king, was also a fine poet and musician. He is said to have written the beautiful prayers and songs found in the Hebrew Bible's Book of Psalms. By the time David died, Israel had become an independent and united kingdom that was mostly at peace with its neighbors.



Draw Conclusions Why do you think David occupies such an important place in Hebrew history?



Saul and David The Israelites chose Saul, a respected military leader, as their first king in 1020 B.C. Under Saul, the Israelites fought the Philistines. These battles forced the Philistines to loosen their control over the Israelites. After Saul's death, the Israelites looked for a new leader.

According to the Hebrew Bible, Samuel chose a young man named **David** as the next king. The choice was a wise one. In about 1000 **B.C.**, David and the Israelites drove out the Philistines. David won control of Jerusalem and made the city his capital.

Solomon David established a line of kings. He chose his son **Solomon** to succeed him. Solomon became the third king of Israel in about 962 B.C. Solomon, too, was a strong leader.

During Solomon's rule, Israel became a powerful nation. Solomon built on the trade ties between Phoenicia and Israel established by David. He also formed new trade alliances.

Solomon oversaw many building projects. His most famous was the Temple in Jerusalem. The Temple was stone on the outside, while its inner walls were made of cedar covered in gold. Solomon's Temple became the center of religious life for the Israelites. People came there from all parts of the kingdom to say prayers and leave offerings. Many also came to ask the wise king to settle their disputes.

ANALYZE CAUSES Explain why the Israelites decided to choose a king.

The Kingdom Divides

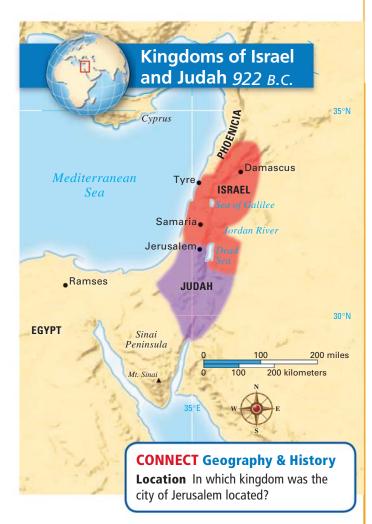


KEY QUESTION What happened as a result of the conflict among the Israelites?

Faced by a threat of attack, Israelite tribes formed the kingdom of Israel. When the threat ended, the kingdom divided.

Israel and Judah Solomon's Temple required high taxes. When Solomon died about 922 B.C., his son, Rehoboam, became king. But the northern tribes refused to pledge their loyalty until he agreed to lighten their taxes and end their labor on building projects. When he refused, the tribes rebelled. Only the tribes of Judah and Benjamin remained loyal to Rehoboam.

Israel split into two separate kingdoms. The northern part continued to be called Israel. The two tribes in the southern area, which included Jerusalem, called their new nation Judah. The words *Judaism* and *Jews* come from the name Judah. These two separate kingdoms existed for about two centuries. Throughout this time, Jerusalem remained an important center of worship.



Assyrians and Babylonians

Take the Land By 738 B.C., both kingdoms faced new threats to their independence from the Assyrians. The Assyrians forced Israel and Judah to pay tribute. In 722 B.C., Assyria invaded Israel, whose army was weak, and conquered it. The kingdom of Israel ended. Around 612 B.C., the Assyrian Empire fell to the Babylonians.

For many years, King Nebuchadnezzar ruled Babylonia. In 586 B.C., Nebuchadnezzar captured Jerusalem. When Judah's leaders resisted his rule, the Babylonians destroyed Solomon's Temple in Jerusalem. They took thousands of Jews to Babylon as captives.



ANALYZE EFFECTS Tell what happened as a result of the conflict among the Israelites.

Jewish Exiles Return to Judah

V KEY QUESTION What hopes and beliefs sustained the Jews in exile?

The exiles from Judah spent about 50 years in Babylon. This time is known as the **Babylonian Captivity**. During this period, the Israelites became known as the Jews.

Beliefs During the Babylonian Captivity During their years in Babylon, the Jews struggled to keep their identity. They continued to follow religious laws, celebrate holy days, and worship as they had in Judah. They hoped someday to return to their homeland in Judah and rebuild the Temple in Jerusalem. These beliefs supported, or **sustained**, the Israelites' spirits during their captivity.

The exiles also looked forward to a time when they would have their own king again. Before the exile, Hebrew leaders were anointed, or had special oils poured on their heads, when they assumed their offices. The Hebrew word Messiah (mih•SY•uh) means an "anointed

one" charged with some task or leadership. Throughout the centuries of foreign rule, the people kept hoping for their own king. This was sometimes expressed as a hope for an heir to the throne of David, a savior or liberator—a Messiah.

During times of trouble, both in Judah and in exile, the Jewish people turned to spiritual leaders called **prophets** for advice. These were men and women thought to have a special ability to interpret God's word. They warned the people when they strayed from the Jewish code of conduct. They criticized rulers who were not living according to God's laws. The prophets also comforted the people in times of trouble.

The Prophet Ezekiel According to the Hebrew Bible, Ezekiel urged his people to keep their religion alive during the exile in Babylon. In this painting, what do details suggest about the prophet?



The Temple Is Rebuilt In 539 B.C., the Persians conquered Babylon. As you read in Chapter 2, the Persian king Cyrus set up a policy of religious toleration in his empire. Unlike most conquerors, Cyrus believed in honoring local customs and religions. Instead of destroying the local temple, Cyrus would kneel there to pray.

In 538 B.C., Cyrus freed the Jewish exiles from captivity and allowed them to return to their homeland in Judah. About 40,000 exiles returned. Many, however, stayed in Babylon. Under Persian rule, the Jews rebuilt Jerusalem. The Jews were forever grateful to Cyrus, whom they considered as a friend and a protector.

Soon after most of the exiles returned to Judah, they began rebuilding the Temple in Jerusalem. The beautiful building Solomon had constructed lay in ruins. Grass grew between the crumbling walls. Workers completed the new Temple sometime around 515 B.C. The walls of Jerusalem were rebuilt in 445 B.C. In Section 3, you will learn what would become of the second Temple and the Jewish homeland.



DRAW CONCLUSIONS Describe the hopes and beliefs that sustained the Jews in exile.

Section Assessment



▲ Cvrus's Tomb

king. As proof of his honored place among the

A simple tomb marks the

burial place of the Persian

Terms & Names

1. Explain the importance of

David Babylonian Captivity prophets Solomon Messiah

Use Your Reading Notes

2. Sequence Events Use your completed time line to answer the following question:

Which empire destroyed the kingdom of Israel, and which empire took the Jews into captivity?



Key Ideas

- **3.** What were Solomon's achievements as king of Israel?
- **4.** What was the role of prophets in Jewish life in the ancient world?
- **5.** What event ended the Babylonian Captivity?

Critical Thinking

- **6. Draw Conclusions** How did fighting among the tribes of Israel make it easier for their enemies to conquer them?
- **7. Make Inferences** Why do you think Jewish exiles wanted to rebuild the Temple as soon as they returned to their homeland?



Write a Narrative Reread the passage "Solomon" in this section and research to learn more about Solomon's Temple. Then write a narrative about a visitor's experience at the Temple.

Section 3

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

The Persians freed the Jews from exile in Babylonia. When the exiles returned to Judah, they rebuilt the Temple in Jerusalem.

NOW YOU WILL LEARN

Roman rule brought an end to the Jewish political state but not to the Jewish religion. Jews continued to practice their faith.

Vocabulary

TERMS & NAMES

Zealots group of Jews who led a rebellion against Roman authority

Masada Jewish fortress overlooking the Dead Sea in Israel

Diaspora (dy•AS•puhr•uh) movement of the Jews to other parts of the world

rabbis Jewish leaders and teachers

synagogues (SIHN•uh•GAHGZ) places for Jewish prayer and worship

BACKGROUND VOCABULARY

observe to practice or celebrate in a customary way



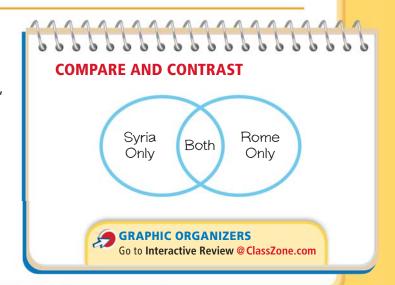
Visual Vocabulary A rabbi teaches the Torah.

Reading Strategy

Re-create the Venn diagram shown at right. As you read and respond to the **KEY QUESTIONS**, use the diagram to list the ways in which the Syrians and Romans were alike and different in their handling of Jewish rebellions.



See Skillbuilder Handbook, page R8.



The Spread of Judaism

Connect to What You Know The Jews returned to Judah from their long exile in Babylonia. As they began self-rule, they recalled that their periods of freedom had often been followed by foreign invasion.

Ruled by Foreigners

KEY QUESTION Why did the Jews rebel against Syria?

The land of Judah lay in the path of conquering armies that marched across the eastern shores of the Mediterranean. Over the years, many different groups, including the Syrians and Romans, controlled the country.

Syria Controls Judah In 198 B.C., Syria seized control of Judah. Syrian rulers admired Greek culture and introduced Greek beliefs to the Jewish people. Some Jews adopted these beliefs. However, others continued to **observe**, or follow, Jewish religious beliefs and practices. Judah's first Syrian rulers allowed the Jews to practice their religion.

In 175 B.C., a new Syrian ruler ordered Jewish priests to make offerings to Greek gods. When the Jews refused, he placed statues of Greek gods in the Temple in Jerusalem. The Syrian ruler made it a crime to observe Jewish laws or study the Torah. Some Jews fled to the hills, where they prepared to fight back.

▲ Menorah This brass menorah, or special candle holder, was made in the 1700s. Most menorahs have seven branches. The nine-branched version is used in celebration of Hanukkah.

Ancient Ruins The ruins of this ancient Jewish house of worship are located in Capernaum in Israel. ▼



Rebels Fight Syria A Jewish priest sparked the revolt to drive out the Syrians. One of his five sons, Judah Maccabee, led the revolt. Judah Maccabee had a difficult task. His tiny fighting force, called the Maccabees, faced the much larger, better-equipped Syrian army. But the Maccabees' knowledge of the countryside gave them an advantage. In battle after battle, the rebels defeated the Syrian forces. By 164 B.C., the Maccabees had regained control of Jerusalem.

ANALYZE CAUSES Explain why the Jews rebelled against Syria.

Roman Control



V KEY QUESTION What was the impact of Roman rule?

The independence of the Jews did not last. After about a century of self-rule, another foreign power took control.

Rome Conquers Judea In 63 B.C., the Romans conquered Judah, which they called Judea. Roman rulers kept strict control over Judea. The Jews were allowed to have Jewish kings and religious leaders, but these kings and leaders were appointed by Rome.

In A.D. 66, a group of Jews known as the **Zealots** led a rebellion in Judea against Roman authority in the province. They seized the fortress of Masada from the Romans and used it as their base.

CONNECT \rightarrow to Architecture

Masada The Zealots fought the Romans from the fortress of Masada, which overlooks the Dead Sea in Israel. Masada means "fortress" in Hebrew.

Materials

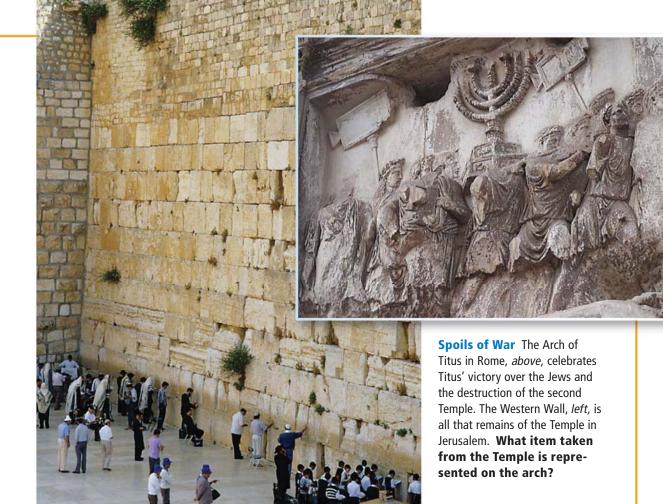
- blank drawing paper
- pen, marker or colored pencils Optional: book on forts and castles



Research the construction of fortresses.

- 1 Draw a blueprint for a fortress from above, showing the location of its important features.
- Call out various elements of your drawing and illustrate them in greater detail. For example, you might draw a close-up of watchtowers or a drawbridge.
- 3 Label the elements in your drawing, such as moats, drawbridges, walls, and so forth.

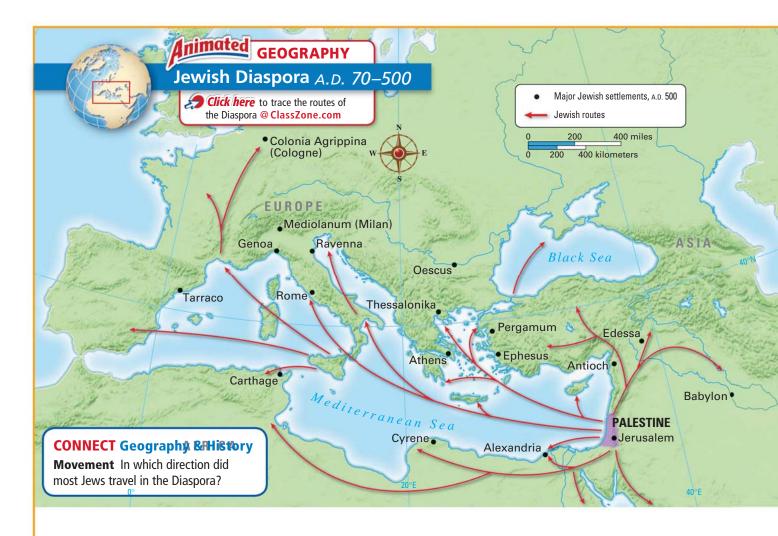




Resistance to Roman Rule Roman leaders responded by sending General Vespasian to crush the uprising. Some Jews feared the Romans would destroy the Temple. As a result, a teacher named Yohanan ben Zakkai hurried to Vespasian's camp. He asked the general to set aside a place for Jewish scholars to study. The school that ben Zakkai set up kept alive the traditions of the Jews.

When Vespasian became emperor of Rome in A.D. 69, he put his son Titus in charge of the Roman troops in Judea. In A.D. 70, Titus put down the rebellion. The Romans stormed Jerusalem and destroyed the second Temple. All that remained was a western portion of the wall, which today is the holiest Jewish shrine. Some Zealots held out at Masada until A.D. 73, but eventually it was taken. The remaining Jews in the fortress—nearly 1,000—chose to commit suicide rather than be captured by the Romans. In the course of the rebellion, about a half million Jews were killed.

The Jews made another attempt to break free of Roman rule in A.D. 132. They were angered when Emperor Hadrian announced plans to rebuild Jerusalem as a Roman city. Another 850,000 Jews died in three years of fierce fighting. After the rebellion was put down, Hadrian banned Jews from Jerusalem for the rest of his reign.



The Diaspora The destruction by the Romans of the second Temple and of Jerusalem in A.D. 70 was followed by centuries of Jewish exile and movement. This movement of the Jews is known as the **Diaspora** (dy•AS•puhr•uh), a Greek word meaning "scattered." The Romans sent many Jews to Rome as slaves. Some Jews remained near Jerusalem. Still others fled to other parts of the world, including Europe. As a result of the Diaspora, the Jewish political state ceased to exist for more than 1,800 years. There was no Jewish state until the creation of Israel in 1948.



ANALYZE EFFECTS Discuss the impact of Roman rule.

Judaism—An Ongoing Faith



KEY QUESTION How did the Jews continue to keep their religion alive during the years of exile?

Although the Jews were scattered throughout the Roman Empire, many stayed faithful to their religious beliefs. Despite their scattering, they continued to try to practice the biblical concepts of righteousness and justice.

Teachers and the Law After the destruction of the second Temple and the Diaspora, many Jews worried that they would lose their identity as a people. Religious leaders and teachers called **rabbis** tried to make sure that this did not happen. Led by Rabbi Yohanan ben Zakkai, they built places for learning, prayer, and worship wherever

Jews settled. These houses of worship are called **synagogues** (SIHN•uh•GAHGZ). At synagogues, the people gathered to hear the rabbis read the Torah and interpretations, or Commentaries, on the Torah. In this way, the Jews maintained a similar way of worship wherever they were in the world.

The Jews also held onto their faith by carefully following the laws and observing the customs of their religion. They created schools where Jewish children studied the Torah and learned the prayers of their faith. Many of these Jewish practices influenced those of Christianity. Traditions of both religions would provide one of the key foundations of Western civilization.



SUMMARIZE Tell how the Jews kept their religion alive during the years of exile.

Section Assessment



CONNECT to Today

▲ Torah A teenager

a ceremony marking the

adult Jewish community.

entry of a boy into the

reads from the Torah during his bar mitzvah,

Terms & Names

1. Explain the importance of

Zealots Diaspora synagogues Masada rabbis

Use Your Reading Notes

Syria

2. Compare and Contrast Use your completed Venn diagram to answer the following question: How were the Syrians and Romans alike and different in the way they dealt with Jewish rebellion?

Both

Rome

Key Ideas

- **3.** What was the goal of the revolt led by Judah Maccabee against the Syrians?
- **4.** How did the Romans punish the Jews of Judea for resisting Roman rule?
- **5.** What are three ways Jews kept their faith strong after the Diaspora?

Critical Thinking

- **6. Make Inferences** How did study keep the faith of the Jews alive?
- **7. CONNECT to Today** How does the Diaspora affect the lives of Jews today?

Activity

Internet Activity Use the Internet to research one of the Jewish leaders in this section, such as Judah Maccabee or Yohanan ben Zakkai. Then design the leader's Web page. **INTERNET KEYWORDS** Judah Maccabee, Yohanan ben Zakkai



Chapter Assessment

Interactive (**) Review



Material States for quizzes, flipcards, crosswords, review notes, and activities @ ClassZone.com

The Hebrew Kingdoms

Belief Systems

- The Hebrews worshiped one God.
- The beliefs of the Hebrews helped them survive difficult times.
- After being expelled from their homeland, most Jews remained loval to their beliefs.

Geography

- Abraham left Mesopotamia to settle in Canaan.
- Hebrew slaves left Egypt and returned to Canaan.
- Hebrew captives left Babylon and returned to the kingdom of Judah.

Government

- The Hebrews built a small but influential nation, Israel, that later divided into the kingdoms of Israel and Judah.
- The Jews fought against foreign control by the Assyrians, Babylonians, and Romans.
- Jewish resistance to Roman rule hastened the Jews' departure from their homeland.

VOCABULARY

Explain why the words in each set below are linked with each other.

- 1. Abraham and monotheism
- 2. Moses and Exodus
- 3. David and Solomon
- 4. rabbi and synagogue

KEY IDEAS

The Origins of the Hebrews (pages 54–59)

- **5.** What made the religion of the Hebrews different from the religions of other groups in the ancient world?
- 6. Why might the Hebrew leader Moses be known as "The Lawgiver"?
- 7. What are three ways the judges helped the Hebrews?

Kingdoms and Captivity (pages 60–65)

- 8. How did Solomon's building projects help and hurt Israel?
- **9.** What happened to the Israelites after Israel was conquered by the Assyrians?
- **10.** How did the Babylonian conquest change the way the people of Judah lived?

The Spread of Judaism (pages 66–71)

- **11.** How did the Maccabee victory affect the government of Judah?
- **12.** Which group of Jews led the fight to resist Roman rule?
- **13.** How did the Romans punish the people of Judea for rebelling?

CRITICAL THINKING

- 14. Make Inferences How did the Ten Commandments reflect Jewish beliefs?
- **15. Draw Conclusions** What important Jewish belief was passed on to other religions?
- **16. Evaluate** How did the Jews use their beliefs and practices to pass on their religion?

- 1. Writing Activity Choose one of the kings discussed in this chapter. Write a persuasive paragraph telling whether you think the person was a good king. Use information from the chapter to support your opinion.
- 2. Interdisciplinary Activity— **Science** According to tradition, the Hebrews wandered for 40 years in the Sinai Desert before entering Canaan. Use books or the Internet to research the plants and animals of the Sinai. Make a poster showing how one plant or animal has adapted to life in the Sinai Desert.



ONLINE ACTIVITY

Click here to make a multimedia presentation about Judah and the Maccabees @ ClassZone.com



Answer the ESSENTIAL QUESTION

How did the Hebrews defend themselves and maintain their beliefs?

Written Response Write a twoor three-paragraph response to the Essential Question. Be sure to consider the key ideas of each section as well as specific details about the Hebrews. Use the rubric to guide your thinking.

RESPONSE RUBRIC

A strong response will

- describe the efforts of the Hebrews to establish kingdoms
- explain how the Hebrews kept their faith alive in the face of many challenges

Standards-Based Assessment



- Online Test Practice @ ClassZone.com
- Test-Taking Strategies and Practice at the front of this book

Use Primary Sources The Ark of the Covenant was important to the Hebrews. It was said to contain the original tablets with the Ten Commandments given by God to Moses on Mount Sinai. Use the following description of the Ark from the Torah to answer the questions.

Primary Source

Bezalel [a craftsman] made the ark of acacia wood—two and a half cubits long [about 50 inches], a cubit and a half wide, and a cubit and a half high. He overlaid it with pure gold, both inside and out, and made a gold molding around it. He cast four gold rings for it and fastened them to its four feet, with two rings on one side and two rings on the other. Then he made poles of acacia wood and overlaid them with gold. And he inserted the poles into the rings on the sides of the ark to carry it. He made the . . . cover of pure gold—two and a half cubits long and a cubit and a half wide. Then he made two cherubim [angels] out of hammered gold at the ends of the cover.

Exodus 37:1-7

- 1. What precious metal was used in building the Ark?
 - A. silver
 - **B.** gold
 - C. platinum
 - **D.** copper
- 2. Why might the Hebrews have used precious metal?
 - A. because it is long lasting
 - **B.** because it is tarnish resistant
 - C. because it is rustproof
 - **D.** because it is worthy of God

UNIT 2

Ancient African and Asian Civilizations

Interact with History

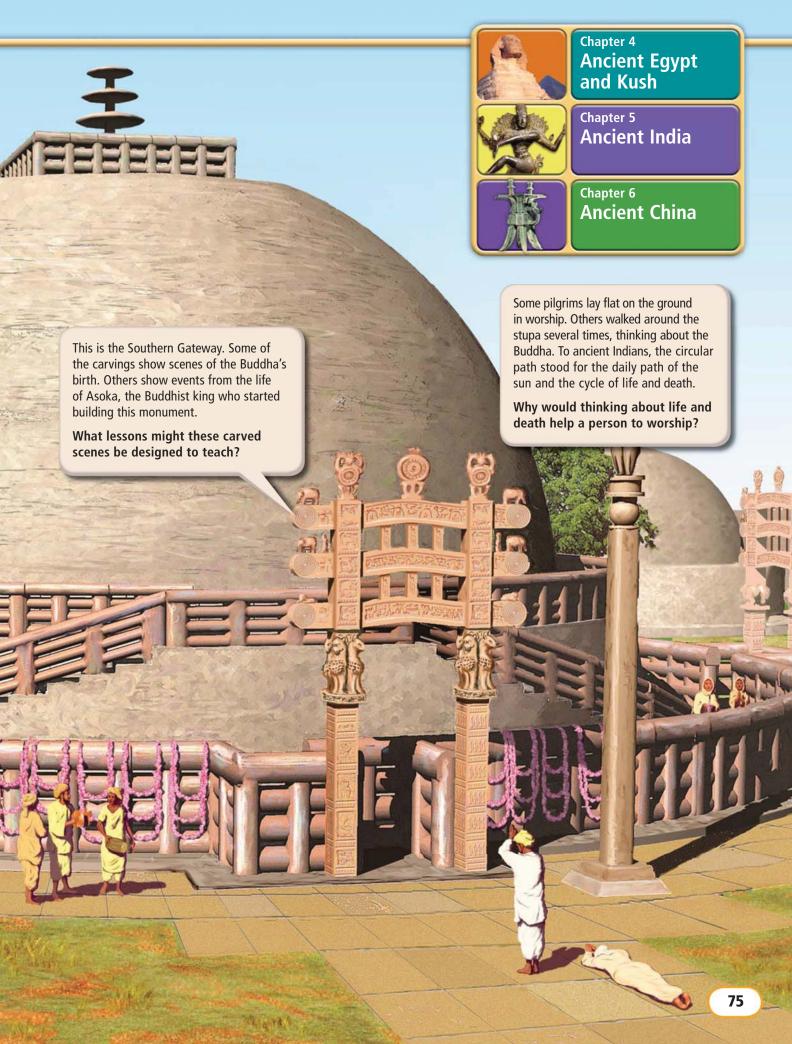
A Pilgrimage to Sanchi, about 50 B.C. Stupas are Buddhist holy places. They were built to hold relics, or physical remains, of the Buddha—the teacher whose ideas are the basis of Buddhism.
A Buddhist king began to build the Great Stupa at Sanchi, India, in the 200s B.C.

Why do people build holy places?

The rounded shape of the stupa originally symbolized the heavens. Because many stupas held relics, Buddhists came to regard them as symbols of the Buddha's body.

How might Buddhists feel about a structure that housed part of the Buddha's bodily remains?





Chapter

4

Ancient Egyptand Kush



Essential Question

How was the success of the Egyptian civilization tied to the Nile River?

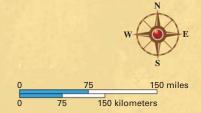
CONNECT

Geography & History

Use the map and the time line to answer the following questions.

- 1. Around what geographical feature does most of Egypt's fertile land lie? Why do you think this is so?
- 2. In what year did the pharaoh who built a temple at Abu Simbel begin his reign?





AFRICA

EGYPT

3100 B.C.

Upper and Lower Egypt are united.

2550 B.C.

Work on Khufu's Great Pyramid begins in Giza. (Great Pyramid is at far right.) ▶



3000 в.с.

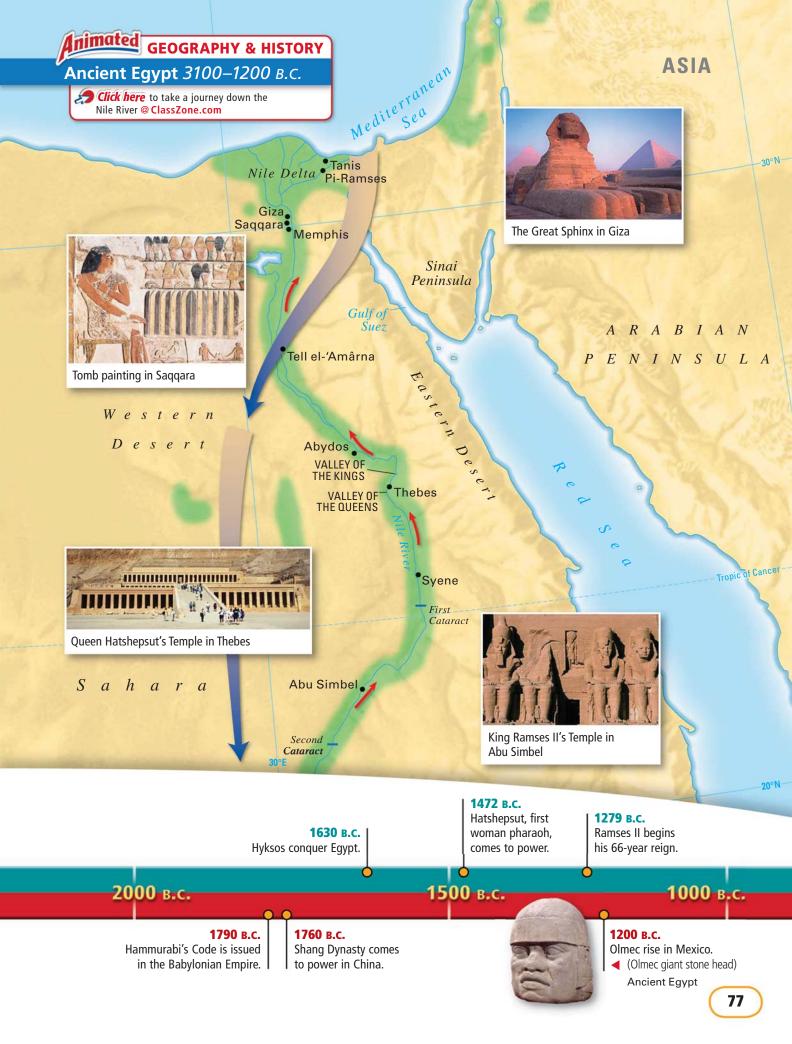
2500 в.с.

WORLD



2500 B.C.

Harappan culture rises in the Indus Valley. (Harappan elephant seal)



Section 4

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

The civilizations of Mesopotamia relied on the yearly flooding of the Tigris and Euphrates rivers to support their agriculture.

NOW YOU WILL LEARN

Egyptian civilization relied on the Nile River, which provided water for transportation and farming and even mud for bricks to build houses.

Vocabulary

TERMS & NAMES

cataract (KAT•uh•RAKT) high waterfall or rapids **delta** triangle-shaped deposit of rich soil near a river's mouth

silt fine, fertile soil carried by rivers and deposited on nearby lands

fertile favorable for the growth of crops and other plants

linen fabric woven from fibers of the flax plant

BACKGROUND VOCABULARY

plateau flat land area that is raised sharply above other nearby land

quarried obtained stone by cutting, digging, or blasting

REVIEW

irrigation watering of dry land by using ditches, pipes, or streams



Visual Vocabulary delta

Reading Strategy

Re-create the chart shown at right. As you read and respond to the **KEY QUESTIONS**, look for the effects of each event listed in the chart. Record the effects on your own chart.



See Skillbuilder Handbook, page R7.

ANALYZE CAUSES AND EFFECTS

Causes	Effects
Floods	
New agricultural techniques	
Many natural resources	9



Gift of the Nile

Connect to What You Know Have you ever received a gift that was very important to you? The Nile River was so important to Egypt that 2,500 years ago, an ancient Greek historian called Egypt "the gift of the Nile."

▲ Fish Bottle This glass bottle in the shape of a tilapia, a common Nile River fish, is about six inches long. Bottles of this type often held precious oils or cosmetics.

Geography of Ancient Egypt



KEY QUESTION How did the Nile's yearly flood benefit Egypt?

The Greek historian knew what he was talking about. The Nile River has fed Egyptian civilization for over 5,000 years.

The Longest River The Nile is 4,160 miles long—the world's longest river. It begins near the equator in Africa and flows north to the Mediterranean Sea. In the south it churns with cataracts. A **cataract** (KAT•uh•RAKT) is a waterfall. Near the sea, the Nile branches into a delta. A delta is an area near a river's mouth where the water deposits fine soil called **silt**. In the delta, the Nile divides into many streams.

The river begins in the south and flows north, emptying into the Mediterranean Sea. For this reason, the Upper Nile is in the south and the Lower Nile is in the north. For centuries, heavy rains on the Ethiopian **Plateau** caused the Nile to flood every summer. The floods deposited rich soil along the Nile's shores. This soil was **fertile**, which means it was good for growing crops. In fact, it was the most fertile soil in all of Africa. Fortunately for Egyptian farmers, the Nile River flooded at about the same time every year, so farmers could predict when to plant their crops.

The Nile Valley

Fertile land in Egypt stretches along the Nile and then gives way to desert. As a result, Egypt was a narrow country. V



Black Land, Red Land The ancient Egyptians lived in narrow bands of land on each side of the Nile. They called this region the black land because of the fertile soil that the floods deposited. The red land was the barren desert beyond the fertile region.

Weather in Egypt was almost always the same. Eight months of the year were sunny and hot. The four months of winter were sunny but cooler. Most of the region received only an inch of rain a year.

The parts of Egypt not near the Nile were deserts. The harsh desert acted as a barrier to keep out enemies. The Mediterranean coast was swampy and lacked good harbors. For these reasons, early Egyptians stayed close to home.



SUMMARIZE Identify the benefits of Nile River floods for Egyptians.

Land of Plenty

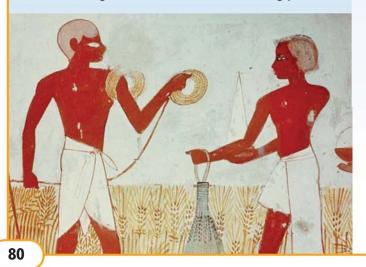


V KEY QUESTION How did Egyptians use the land around the Nile?

Each year, Egyptian farmers watched for white birds called ibises (EYE•bihs•uhz), which flew up from the south. When the birds arrived, the annual flood waters would soon follow. After the waters drained away, farmers could plant seeds in the fertile soil.

Primary Source

Background Poetry celebrating the Nile dates back about 5,000 years. The flooding of the Nile each year was a joyous occasion and a mystery. Ancient Egyptians had no knowledge of the natural events that brought the yearly flood. Very simply, they knew it was good, and they gave thanks for their good fortune, as in the following poem.



◄)) from "Hymn to the Nile"

Text not available for electronic use. Please refer to the text in the textbook.

Two surveyors measure the wheat crop before it is harvested.

DOCUMENT-BASED QUESTION

What did the Nile do for which the ancient Egyptians gave thanks?

Agricultural Techniques Controlling the yearly flood of the Nile for agricultural use must have been a community effort. To make use of the water, early Egyptian farmers had to work together. Mostly, they had to move earth. Irrigation canals had to be dug to divert water to dry areas. Catch basins, areas where water would pool to be used at a later date, also needed to be dug. Much of the earth removed for canals and basins could be used to build embankments to protect other areas from the flood.

Later, around 1600 B.C., a tool called the shadoof (shah•DOOF) was introduced from Southwest Asia. Egyptian farmers used it to move water between the Nile and a canal, a canal and a catch basin, or a catch basin and a field. The shadoof greatly improved Egyptians' ability to use water efficiently.

Egyptian Crops Ancient Egyptians grew a large variety of foods. Grains, such as wheat and barley, were the Egyptians' staple crops. They were the first to grind wheat into flour and to mix the flour with yeast and water to make dough rise into bread. They grew vegetables such as lettuce, radishes, onions, and cucumbers. Fruits included dates, figs, and grapes.

Egyptians also grew the materials for their clothes. They were the first to weave fibers from flax plants into a fabric called **linen**. Lightweight linen cloth was perfect for hot Egyptian days. Men wore linen wraps around their waists. Women wore loose, sleeveless dresses. Egyptians also wove marsh grasses into sandals.

Egyptian Houses Egyptians built houses using bricks made of mud from the Nile mixed with chopped straw. They placed narrow windows high in the walls to reduce bright sunlight. Egyptians often painted walls white to reflect the blazing heat. They wove sticks and palm branches to make roofs. Inside, woven reed mats covered the dirt floor. Most Egyptians slept on mats covered with linen sheets. Wealthy citizens enjoyed bed frames and cushions.

Egyptian nobles had fancier homes with tree-lined courtyards for shade. Some had pools filled with lotus blossoms and fish. Poor Egyptians simply went to the roof to cool off after sunset. They often cooked, ate, and even slept outside.



SUMMARIZE Explain the different ways that ancient Egyptians used the land near the Nile.



▲ Shadoof A shadoof is a bucket on a lever.
It was used to lift water from the Nile or canals.
Some Egyptians still use shadoofs today. Why might this ancient technology still be used in modern Egypt?

Geography Shapes Egyptian Life

V

KEY QUESTION What economic activities developed in Egypt?

Egypt's economy depended on farming. However, Egyptians also used other natural resources to provide for their everyday needs and develop economic activities.

Mining The Egyptians mined and quarried many different metals and minerals for a wide range of activities that were important to their society. For example, they mined copper as early as 4000 B.C. and used it to make tools and weapons. Later, because of its superior strength, iron became the metal of choice. Copper and iron were mined in the Eastern Desert and on the Sinai Peninsula.

▲ Hunter This wall painting from a tomb shows a man hunting marsh birds.

Gold was also mined in both of these extremely hot and harsh areas. Egyptians prized gold highly, and their goldsmiths were among the best in the ancient world. The Egyptian word for gold was *nub*. As a result, they called the area south of the second cataract of the Nile—another region with rich gold deposits—Nubia (NOO•bee•uh).

Many types of stone were also worked throughout Egypt. Egyptians used fine white limestone, quarried near Memphis, for special projects such as temple and tomb walls. Just north of the first cataract, granite was quarried at Aswan. Workers loaded it onto boats for transport to important religious and artistic centers, such as Thebes or Memphis. It was an important raw material for builders and sculptors.

Egyptians mined precious stones as well. They were probably the first people in the world to mine turquoise (TUR•KWOYZ). Turquoise and another kind of precious stone, emerald, were mined in the Eastern Desert. Both were used to make jewelry for royals and nobles.

Fishing and Hunting The Nile had fish and other wildlife that Egyptians wanted. To go on the river, Egyptians made lightweight rafts by binding together reeds. They used everything from nets to harpoons to catch fish. One ancient painting even shows a man ready to hit a catfish with a wooden hammer.



More adventurous hunters speared hippopotamuses and crocodiles along the Nile. Egyptians also captured quail with nets. They used boomerangs to knock down flying ducks and geese. (A boomerang is a curved stick that returns to the person who threw it.)

Transportation and Trade Eventually, Egyptians equipped their reed boats with sails and oars, and the Nile became a highway. The river's current was slow, so boaters used oars to go faster when they traveled north with the current. Going south, they raised a sail and let the winds push them.

The Nile provided so well for Egyptians that they often had surpluses, or more goods than they needed. They began to trade with each other. Ancient Egypt had no money, so people traded their surplus goods. This method of trade is called bartering. They also traded with other nearby peoples. Trade with Nubia brought exotic animals, gold, ivory, and incense to Egypt. Egypt also traded northeast across the Mediterranean with what are today Lebanon and Syria.

Egyptians found ways to put their surroundings to use. Their clever adaptations to their environment allowed them to build a complex society, as you'll see in Section 2.



SUMMARIZE Explain the economic activities that developed in Egypt.

Section Assessment



ONLINE QUIZ For test practice, go to Interactive Review @ ClassZone.com

▲ Hippopotamus

figurine has a turquoise

This ceramic hippo

glaze. Its bird, reed, and lotus flower

decorations show

it is a river dweller.

Terms & Names

1. Explain the importance of silt linen cataract

delta fertile

Use Your Reading Notes

2. Analyze Causes and Effects Use your completed chart to answer the following question: How did new agricultural techniques make the Egyptians more prosperous?

Causes	Effects
Floods	
New agricultural techniques	
Many natural resources	

Key Ideas

- 3. Why did Egypt develop along the Nile?
- 4. How did irrigation canals expand farmland in Egypt?
- **5.** What made it possible for Egyptians to begin trading among themselves and with neighboring societies?

Critical Thinking

- **6. Make Inferences** How did climate affect the daily lives of Egyptians?
- 7. Draw Conclusions What innovations did Egyptians apply to the gifts that the Nile provided?



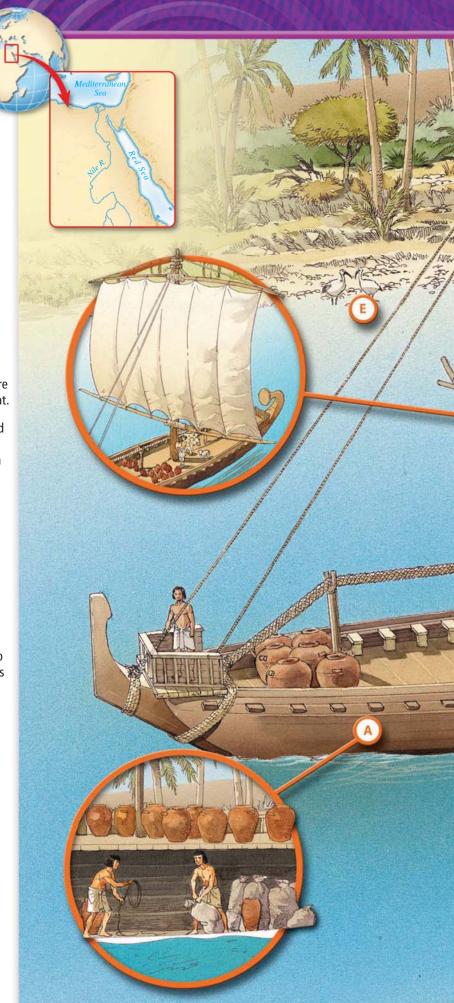
Make a Sketch Create a sketch showing the different types of economic activities that took place in ancient Egypt.

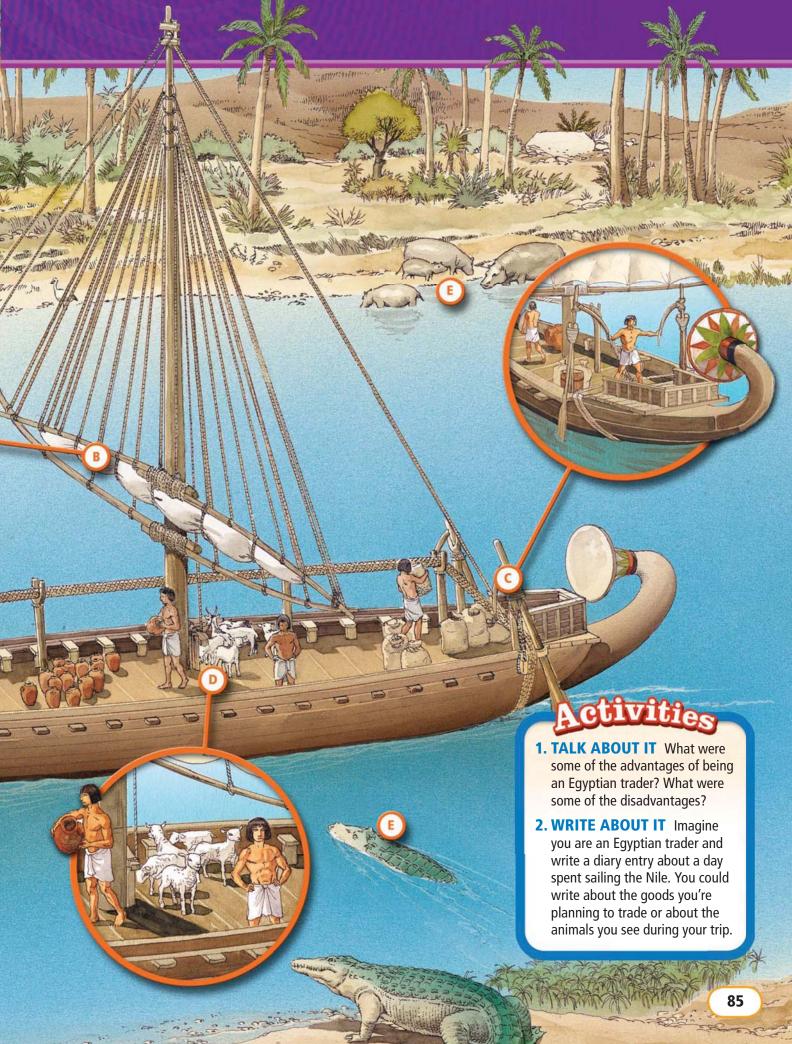
Daily Life

Life on the Nile River

If you were an Egyptian trader, you would sail the Nile River in a boat that looks much like the one shown here. Traders carried their goods in reed boats that they sailed up and down the Nile. As shown below, the simple boat held everything the traders needed for their trip on the river.

- A Hull In the hull below the boat's deck, you store containers of fruit and sacks of barley and wheat.
- B Sails You raise your linen sail to catch the wind when you travel south on the Nile against the current. You lower the sail when you travel with the current north on the Nile.
- Oars The boat has a basket and oar at either end. Once the boat sets sail, you or another trader will stand in the basket and use the oar to steer.
- On Deck There is much activity on the boat's deck, as you store more goods and tie up the sheep and goats you plan to barter.
- (E) River Animals A pair of ibises and some hippos feed as you load your boat. But you keep your eye on the crocodiles—the most dangerous animals on the Nile.





Section •

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

The Nile River supplied the people of Egypt with a surplus of the important goods needed for survival.

NOW YOU WILL LEARN

The prosperity of Egypt encouraged advances in the arts, religion, mathematics, and the sciences.

Vocabulary

TERMS & NAMES

scribes people who specialized in writing and record keeping

hieroglyphs (HY•uhr•uh•GLIHFS) pictures that stand for words or sounds

papyrus (puh

PY

ruhs) paperlike material made from the stems of the papyrus reed

afterlife a life believed to follow death **embalm** to preserve a body after death

mummy body prepared for burial according to

ancient Egyptian practice

BACKGROUND VOCABULARY

artisans skilled workers; craftspeople **rituals** sets of ceremonies or rites used in a place of worship

geometry mathematical study of the properties, measurement, and relationships of points, lines, angles, surfaces, and solids

REVIEW

specializations skills in certain types of workpolytheism belief in many gods or goddesses

Reading Strategy

Re-create the web diagram shown at right. As you read and respond to the **KEY QUESTIONS**, look for three categories of Egyptian culture and details about them. Record the information in the diagram.



See Skillbuilder Handbook, page R6.



Life in Ancient Egypt

Connect to What You Know As you have seen, Egypt prospered along the Nile. This prosperity made life easier and provided greater opportunities for many Egyptians.

Work and Family Life

V KEY QUESTION How did work and social roles affect people in ancient Egypt?

When farmers produce food surpluses, the society's economy begins to expand. Cities emerge as centers of culture and power, and people learn to do jobs that do not involve agriculture. For example, some ancient Egyptians learned to be scribes, people whose job was to write and keep records.

Specialized Jobs As Egyptian civilization grew more complex, people took on jobs other than that of a farmer or scribe. Some skilled artisans erected stone or brick houses and temples. Other artisans developed their own **specializations**. They made pottery, mats, furniture, linen clothing, sandals, or jewelry.

A few Egyptians traveled to the upper Nile to trade with other Africans. These traders took Egyptian products such as scrolls, linen, gold, and jewelry. They brought back exotic woods, animal skins, and live beasts.



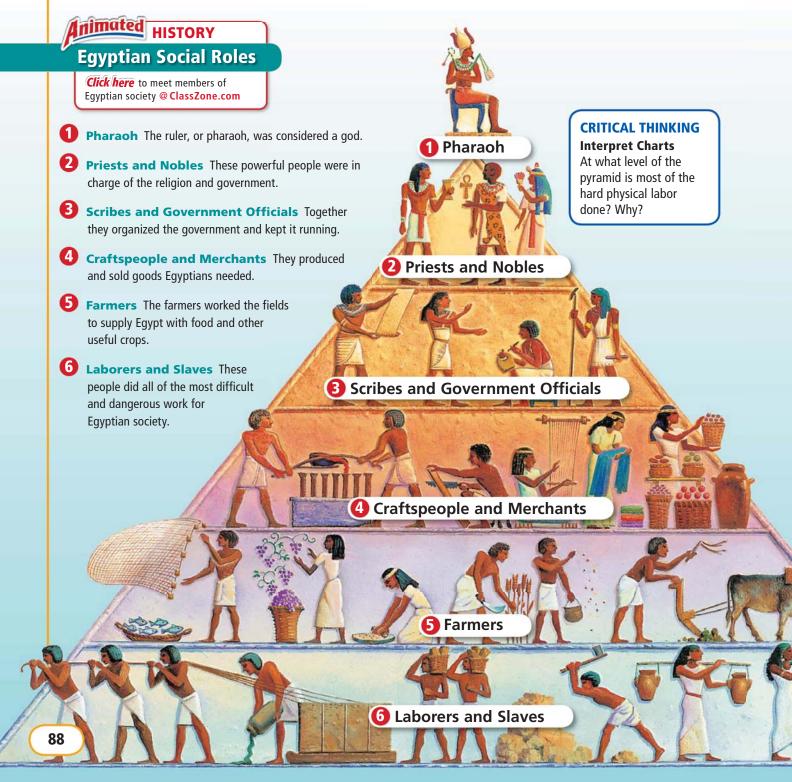
Egyptians made their dead pets into mummies and gave them a formal burial. Cats were especially honored in Egypt.

Luxor, Egypt Skilled artisans helped to build this temple and the shafts with pointed tops, which are called obelisks. V



Rulers and Priests As Egypt grew, so did its need to organize. Egyptians created a government that divided the empire into 42 provinces. Many officials worked to keep the provinces running smoothly. Egypt also created an army to defend itself.

One of the highest jobs in Egypt was to be a priest. Priests followed formal **rituals** and took care of the temples. Before entering a temple, a priest bathed and put on special linen garments and white sandals. Priests cleaned the sacred statues in temples, changed their clothes, and even fed them meals.



Together, the priests and the ruler held ceremonies to please the gods. Egyptians believed that if the gods were angry, the Nile would not flood. As a result, crops would not grow, and people would die. So the ruler and the priests tried hard to keep the gods satisfied. By doing so, they hoped to maintain the social and political order.

Slaves Slaves were at the bottom of society. In Egypt, most of the slaves were captured in war. Some were captured soldiers, and others were just were unlucky enough to be on the losing side.

Many of these enslaved people worked on public building projects, such as pyramids or temples. As difficult as this work was, it was preferable to working in the mines and quarries of the Eastern Desert and the Sinai. Assignment to these work sites was often a one-way trip. Shortages of slave labor were remedied quickly and cruelly. For instance, when the pharaoh Ramses II needed more labor for one of his major building projects, he sent soldiers into the Western Desert to kidnap Lybians. (You'll read more about Ramses in Section 4.)

Slaves who were domestic servants were comparatively lucky. They worked in less dangerous circumstances, lived in more comfortable housing, and ate more and better food. They could also rise to fairly important, trusted positions within the household.

Women and Children Egypt was one of the best places in the ancient world to be a woman. Unlike other ancient African cultures, in Egyptian society men and women had fairly equal rights. For example, they could both own and manage their own property.

The main job of most women was to care for their children and home, but some did other jobs too. Some women wove cloth. Others worked with their husbands in fields or workshops.

Children in Egypt played with toys such as dolls, animal figures, board games, and marbles. Their parents made the toys from wood or clay. Boys and girls also played rough physical games with balls made of leather or reeds. Boys and some girls from wealthy families went to schools run by scribes or priests. Most other children learned their parents' jobs. Almost all Egyptians married in their early teens.

Pets Ancient Egyptians kept many different kinds of pets. Dogs were kept to take on hunting trips, as they sometimes are today. There was also a popular breed (resembling a dachshund) that was more of a lapdog. The cat, however, was the most favored pet. There was even a cat goddess, Bastet. The Egyptian word for cat was *miw*, after the sound a cat makes.

DRAW CONCLUSIONS Explain the roles of people at different levels of ancient Egyptian society.

Expanding Knowledge



KEY QUESTION How did learning advance in ancient Egypt?

As in many ancient societies, much of the knowledge of Egypt came about as priests studied the world to find ways to please the gods. Other advances came about because of practical discoveries.

Writing Beginning about 3000 B.C., Egyptians developed a writing system using hieroglyphs. Hieroglyphs (HY•uhr•uh•GLIHFS) are pictures that stand for different words or sounds. Early Egyptians created a hieroglyphic system with about 700 characters. Over time the system grew to include more than 6,000 symbols.

The Egyptians also developed a paper-like material called papyrus (puh PY ruhs) from a reed of the same name. Egyptians cut the stems into strips, pressed them, and dried them into sheets that could be rolled into scrolls. Papyrus scrolls were light and easy to carry. Using these scrolls, Egyptians created some of the first books.

Math and Science The Egyptians developed some of the first **geometry**. Each year the Nile's floods washed away land boundaries. To restore property lines, surveyors measured the land by using ropes that were knotted at regular intervals. Geometric shapes such as squares and triangles were sacred to Egyptians. Architects used them in the design of royal temples and monuments.

Egyptian priests studied the sky as part of their religion. About 5,000 years ago, they noticed that a star now called Sirius (SIHR•ee•uhs) appeared shortly before the Nile began to flood. The star returned to the same position in 365 days. Based on that, Egyptians developed the world's first practical calendar.

Medicine Egyptian medics often prepared dead bodies for burial, so they knew the parts of the body. That knowledge helped them perform some of the world's first surgeries. One papyrus scroll, for example, contains instructions on how to stitch a serious cut.

Amazingly, another text even suggests putting pieces of moldy bread on wounds. Penicillin, an antibiotic that changed modern medicine, is made from mold. Egyptian doctors also used willow bark to create an effective pain reliever. Analysis shows that this bark contains a substance quite similar to aspirin.

▲ Scribe A person who wanted to be a scribe had to study many years to learn all of the hieroglyphs.



SUMMARIZE List and explain Egypt's advances in learning.

COMPARING Writing Systems These symbols represent the name HIEROGLYPHIC **ENGLISH** of ruler Senusret I. Hieroglyphs can be used as Letters are not used simple picture writing. For as pictures and cannot These pictures example, a wavy line might represent objects. stand for the idea mean "water." "aiven life." Some pictures stood for for Letters do not stand ideas. A circle often meant Re, for ideas. the sun god. Symbols sometimes represent Letters represent sounds. For example, the signs sounds, sounds are *\$********** below represent the name of grouped into syllables, Cleopatra, a foreign gueen who and syllables are would later rule Egypt. grouped into words. Words represent objects and ideas. These symbols KL E O P A T-R A-T represent the name of the Egyptian god Amun. CRITICAL THINKING Find Main Ideas List the important differences between hieroglyphics and English.

Beliefs and Religion



KEY QUESTION What religious beliefs did Egyptians hold?

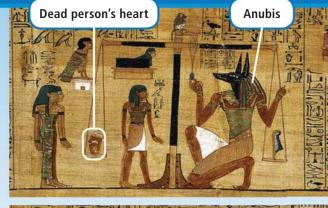
We know from their writing and their art that, in general, the Egyptians had a positive view of life. The black land provided most of the Egyptians' needs. As a result, they did not have to struggle to make a living.

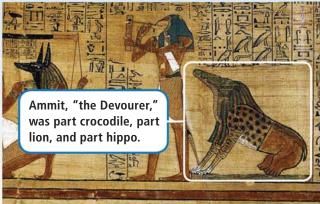
Life After Death Egyptians' generally positive outlook shaped their religion and led them to believe that the gods favored them. Egyptians came to believe that it was not just the pharaoh and the nobles that could look forward to life after death. It became a common belief that one's prosperity could continue into a happy afterlife. An **afterlife** is a life believed to follow death. Each level of Egyptian society had its own view of what made for a happy afterlife. Peasant farmers, for instance, welcomed their eternity in a land of successful harvests, without pain or injury, where everyone's plot of land was equal. Not every ancient culture shared Egyptians' beliefs. For example, the Sumerians thought that the afterlife would be miserable.

CONNECT Art & History

The Book of the Dead

The Book of the Dead was a sacred text made up of magic formulas and charms designed to aid the deceased in their journey into the afterlife. The number of magic spells grew over time to about 200, although none of the surviving papyrus scrolls contains them all. Scribes wrote out the text, and artists added fantastic illustrations. The image at right illustrates Egyptians' belief that bad deeds made a heart heavy. According to the Book of the Dead, the god Anubis weighed each dead person's heart. If it was lighter than a feather, the reward was a happy afterlife. If not, Anubis fed the heart to the demon Ammit.





CRITICAL THINKING

Draw Conclusions How did the god Anubis know whether someone had committed bad deeds during his or her life?

Many Gods As you learned in Chapter 3, polytheism is a belief in many gods. The Egyptians worshiped gods that were related to the afterlife and to parts of nature, such as the sun or the river.

Many gods were worshiped in certain areas only. The god Amun began as a local deity—the chief god of Thebes. Later, Amun became much more important when a Theban family became a line of pharaohs. Some important Egyptian gods are shown in the chart at right.

God	Description	
Re	the sun god (later	
(ray)	called Amon Re)	
Osiris	a god who judged	
(oh•SY•rihs)	Egyptians after death	
lsis	a fertility goddess;	
(EYE• sihs)	Osiris' wife	
Anubis	a god of the dead with	
(uh•NOO•bihs)	the head of a jackal	

Making Mummies Egyptians embalmed the bodies of their dead before they were placed in tombs. **Embalm** means to preserve a body after death. The practices that surround the process of embalming differed over time, but certain practices were common. First, embalmers removed all of the organs except the heart. Oddly, the brain was thought to be unimportant. While the other organs were kept and treated, the brain was simply removed and discarded.

The organs, other than the brain, were cleansed and put into separate jars. The embalmers washed and purified the empty body cavity. Next they packed and covered the body with natron—a natural drying agent and antiseptic that contained large amounts of salt.

The drying action of the natron transformed the body into a **mummy**. A mummy is a body that has been dried so it won't decay. Linen pads or even sawdust were used to fill the body cavity. The mummy was wrapped in hundreds of yards of linen strips. The whole process of embalming and wrapping took about 70 days. Embalming was expensive, and not everyone could afford it.

Anubis Egyptians hoped that by appeasing the jackal-headed god, they could keep jackals from scavenging in graveyards. ▼

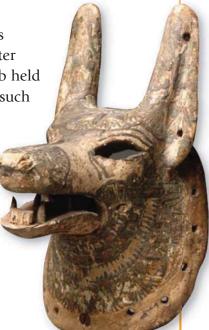
Egyptian Tombs The treatment of the body and the objects included in the tomb show that Egyptians believed that life after death was a kind of continuation of their earthly life. The tomb held many of the everyday objects any person might want or need, such as food, drink, tools, clothing, and furniture.

A person's living relatives were supposed to bring fresh food and drink to the tomb daily. Prayers for the dead person's soul were also to be said every day. Some wealthier families actually hired assistants to tend to the tomb and fulfill these duties.

Pyramids, the tombs of the pharaohs, have become the best-known symbols of ancient Egypt. You will learn about them and the pharaohs who built them in Section 3.



SUMMARIZE Give a summary of Egyptians' religious beliefs.



2

Section Assessment



Terms & Names

1. Explain the importance of

scribes papyrus embalm hieroglyphs afterlife mummy

Use Your Reading Notes

2. Categorize Use your completed web diagram to answer the following question:
What jobs did Egyptians hold?



Key Ideas

- **3.** Why were some Egyptians able to become artisans?
- **4.** How were hieroglyphs used?
- **5.** What duties did priests have?

Critical Thinking

- **6. Analyze Causes and Effects** Why were Egyptian discoveries in astronomy and medicine important?
- 7. CONNECT to Today How were the lives of children in ancient Egypt similar to and different from your life?

Activity

Write in Hieroglyphs Use the hieroglyphs shown on page 91 to write a few words. Share your hieroglyphs with a classmate and see if he or she can interpret them.

Section 3

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

Religion and learning were very important to Egyptian society.

NOW YOU WILL LEARN

Egyptians put their advances to use in building powerful societies during the Old and Middle kingdoms.

Vocabulary

TERMS & NAMES

dynasty (DY•nuh•stee) family or group that rules for several generations

succession order in which members of a royal family inherit a throne

pharaoh (FAIR•oh) ruler of ancient Egyptpyramid ancient Egyptian structure, built over or around a tomb

step pyramid type of pyramid with sides that rise in giant steps

Khufu (KOO•foo) pharaoh who ordered the construction of the largest pyramid ever built

BACKGROUND VOCABULARY

monuments structures built to honor a person, a group, or an event

overseers people who watch over and direct workers



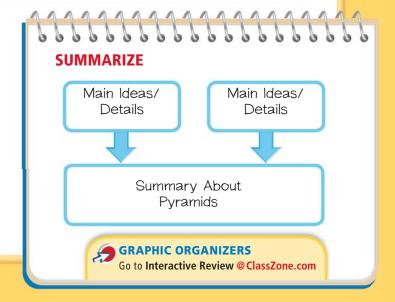
Visual Vocabulary step pyramid

Reading Strategy

Re-create the diagram shown at right. As you read and respond to the **KEY QUESTIONS**, jot down any main ideas and important details. Then use them to help you write a summary of the section.



See Skillbuilder Handbook, page R4.



The Pyramid Builders

Connect to What You Know You have read about the Upper Nile and the Lower Nile. There were also two kingdoms called Upper Egypt and Lower Egypt. They united into a strong empire.

▲ **Scarab** The scarab beetle was an important symbol to ancient Egyptians. It symbolized the eternal cycle of life.

The Old Kingdom



V KEY QUESTION What kind of government ruled Egypt after it was united?

Legend says a king named Narmer united Upper Egypt and Lower Egypt. Some historians think Narmer actually represents several kings who gradually joined the two lands. The merging of Upper Egypt and Lower Egypt occurred in about 3100 B.C. Historians divide the history of ancient Egypt into the Old Kingdom, the Middle Kingdom, and the New Kingdom. It was during the Old Kingdom, which began in about 2575 B.C., that the pyramids most people associate with Egypt were built.

The First Dynasties The first dynasty of the Egyptian empire began when the country was unified. The first three Egyptian dynasties predate the Old Kingdom. A dynasty (DY•nuh•stee) is a line of rulers from the same family. When a king died, one of his children usually took his place as ruler. The order in which members of a royal family inherit a throne is called the **succession**. More than 30 dynasties ruled ancient Egypt.

Pyramids These structures, called pyramids, were built as monuments over the



Pharaohs Rule The king of Egypt became known as the pharaoh (FAIR•oh). Pharaoh meant "great house," and it was originally used to describe the king's palace. Later it became the title of the king himself. The pharaoh ruled from the capital city of Memphis.

The ancient Egyptians thought the pharaoh was a child of the gods and a god himself. Egyptians believed that if the pharaoh and his subjects honored the gods, their lives would be happy. If Egypt suffered hard times for a long period, the people blamed the pharaoh for angering the gods. In such a case, a rival might drive him from power and start a new dynasty.

Because the pharaoh was thought to be a god, religion and government were not separate in Egypt. Priests had a lot of power in the government. Many high officials were priests.



EVALUATE Explain what Egypt's government was like after it was united.

Khufu's Great Pyramid



V KEY QUESTION How did the pharaoh Khufu proclaim his glory?

The first rulers of Egypt were often buried in an underground tomb topped by mud bricks. Soon, kings wanted more permanent monuments. They replaced the mud brick with a small pyramid of brick or stone. A pyramid is a structure shaped like a triangle, with four sides that meet at a point.

About 2630 B.C., King Djoser (ZHOH•suhr) built a much larger pyramid over his tomb. It is called a step pyramid because its sides rise in a series of giant steps. It is the oldest-known large stone structure in the world.

The Great Pyramid About 80 years later, a pharaoh named Khufu (KOO•FOO) decided he wanted a monument that would show the world how great he was. He ordered the construction of the largest pyramid ever built. Along its base, each side was about 760 feet long. The core was built from 2.3 million blocks of stone.

Building the Great Pyramid was hard work. Miners cut the huge blocks of stone using copper saws and chisels. These tools were much softer than the iron tools developed later, so the work was slow and difficult. Other teams of workers pulled the stone slabs up long, sloping ramps to the place where each slab would be used on the pyramid. Workers dragged each heavy block hundreds of feet and then set it in place.

▲ The Double **Crown** This crown combined the white crown of Upper Egypt and the red crown of Lower Egypt. It symbolized a united kingdom. What purpose

might this crown

have served for

the pharaoh?

Farmers did the heavy labor of hauling stone during the season when the Nile flooded their fields. Skilled stonecutters and **overseers** worked year-round. The Great Pyramid took nearly 20 years to build. An estimated 20,000 Egyptians worked on it. A city called Giza (GEE•zuh) was built for the pyramid workers and the people who fed, clothed, and housed them.

Grave Robbers Eventually, Egyptians stopped building pyramids. One reason is that the pyramids drew attention to the tombs inside them. Grave robbers broke into the tombs to steal the treasure buried with the pharaohs. Sometimes they also stole the mummies.

Egyptians believed that if a tomb was robbed, the person buried there could not have a happy afterlife. During the New Kingdom, pharaohs began building secret tombs in an area called the Valley of the Kings. The burial chambers were hidden in mountains near the Nile. This way, the pharaohs hoped to protect their bodies and treasures from robbers.

As hard as the pharaohs tried to hide themselves, robbers stole the treasures from almost every tomb. The only tomb of a pharaoh from the New Kingdom that escaped robbery was that of Tutankhamen (TOOT•ahng•KAH•muhn). It was discovered in 1922. The dazzling riches found in this tomb show how much wealth the pharaohs spent preparing for the afterlife.



SUMMARIZE Explain how the pharaoh Khufu proclaimed his glory.

History Makers

Khufu (ruled during the 2500s B.C.)

Khufu (shown at right) was one child who followed his father's example. His father, Snefru (SNEHF•roo), was a warrior king who brought prosperity to Egypt. Snefru celebrated his deeds by building the first true pyramid as his burial monument.

Khufu liked the pyramid's design, but decided that bigger was better. His Great Pyramid was the tallest structure on Earth for over 4,300 years. Sadly, the spectacular riches of his pyramid tomb were stolen by grave robbers long ago. The only object left from Khufu's funeral is a ship discovered in 1954. This 125-foot-long ship was meant to transport Khufu's soul through the afterlife along the path of the sun god.

CRITICAL THINKING

Make Inferences Why might Khufu have wanted to build a pyramid that was even larger than his father's?



Middle Kingdom



KEY QUESTION What did Amenemhet I do to help strengthen his rule?

By about 2160 B.C., the central power of the pharaohs began to break down. Disunity, civil war, and invasions plagued Egypt for just over 100 years. The rise of the pharaoh Mentuhotep II in 2055 B.C. brought some stability. The period that followed is called the Middle Kingdom.

Connect to Tradition Although Mentuhotep was able to reunite Egypt, the Middle Kingdom's high point began 70 years later. The pharaoh Amenemhet I founded the Twelfth Dynasty in 1985 **B.C.** He was not a member of the royal line, so his claim to the throne was shaky.

Amenemhet claimed an ancient prophecy supported his cause. He circulated the *Prophecy of Neferti* that supposedly dated from the time of Snefru, a much-revered Fourth Dynasty pharaoh. It foretold the coming of a king, Ameni, who would save Egypt from chaos. In truth, Amenemhet himself had this story written to connect him to Snefru and show that his kingship was meant to be. He ruled for 29 years, and the Twelfth Dynasty carried on for over 200 years.

Strength and Prosperity The pharaohs of the Twelfth Dynasty used their military might to extend Egypt's boundaries to the south. They wanted to take control of Nubia's resources, especially its gold. Pushing south along the Nile, they reached well beyond the second cataract by 1800 B.C. After each successful campaign, fortresses were built to keep control of the new territories and to help keep the gold flowing into Egypt's treasury.

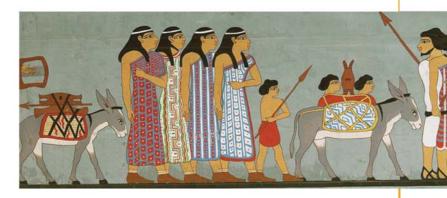
Agriculture got a huge boost in the Middle Kingdom. South and west of Saqqara was a marshy area known as the Faiyum. Successive pharaohs worked to drain these vast swamps so they could be used for planting. They did this by digging canals and building dams to redirect water that might otherwise collect there. This project put as many as 150,000 new acres under the plow. The increase in food production made Egypt even stronger.



Overall, Egypt thrived during the Twelfth Dynasty period of the Middle Kingdom. The arts (especially literature) flourished, trade expanded throughout the Mediterranean and eastward into Asia, and the succession of pharaohs was stable and orderly.

Decline and Overthrow

The rule of the Thirteenth Dynasty was much weaker. During this period, people from east of the Sinai Peninsula, referred to as "Asiatics" (people from Asia) in Egyptian texts, began to immigrate to the eastern part of the Nile Delta. Finally, a



group the Egyptians called the Hyksos (HIHK•sohs) invaded Egypt from Palestine and Syria. They conquered much of Lower Egypt by 1630 B.C., with the help of better weapons and horse-drawn chariots, which were new to the Egyptians. After about 100 years, the Egyptians drove out the Hyksos and began the New Kingdom. You will study this period in Section 4.

▲ Asiatics This Middle Kingdom tomb painting shows migrants from Palestine, "Asiatics," who settled in the eastern Delta area during this time.



RECOGNIZE PROPAGANDA Explain how Amenemhet I strengthened his rule.

3 5

Section Assessment



Terms & Names

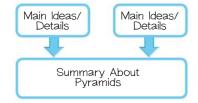
1. Explain the importance of

dynasty pharaoh step pyramid succession pyramid Khufu

Use Your Reading Notes

2. Summarize Use your completed diagram to answer the following question:

What was the purpose of the pyramids?



Key Ideas

- **3.** Why were religion and government not separate in ancient Egypt?
- **4.** Why did the pharaohs of the New Kingdom stop building pyramids?
- **5.** What group was able to conquer Egypt during the Middle Kingdom?

Critical Thinking

- **6. Find Main Ideas** What were the main successes achieved by pharaohs of the Middle Kingdom?
- 7. Draw Conclusions Did pyramids accomplish their purpose? Explain your answer. Consider what they did for a pharaoh while he lived and after he died.



Internet Activity Use the Internet to research the Bent Pyramid of Snefru. Write a two-page report on this early, unique structure. Include a sketch of the pyramid in your report. **INTERNET KEYWORDS:** Bent Pyramid, Snefru

The Great Pyramid

Elick here to enter the Great Pyramid @ ClassZone.com

PYRAMIDS

The Great Pyramid of Khufu is Egypt's largest pyramid, originally standing 481 feet high. For more than 4,000 years, it stood as the world's tallest building.



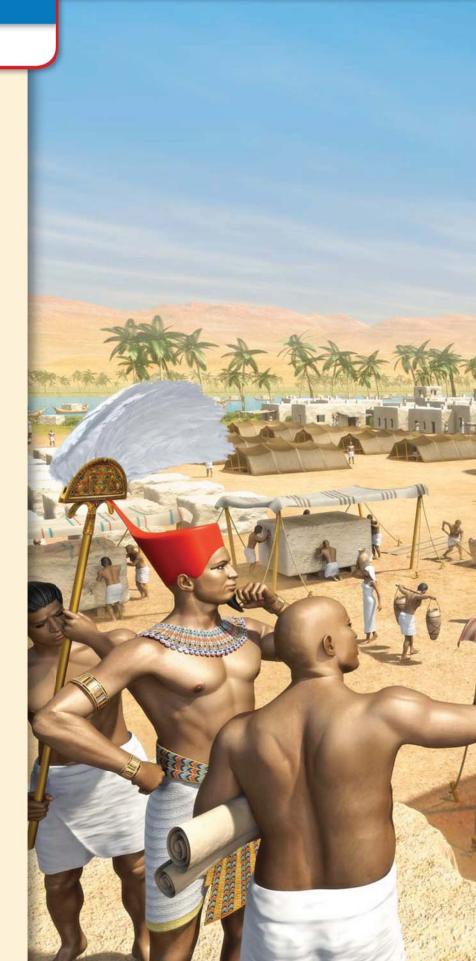
(a) Click here to visit the pyramids of Egypt today. Learn about the rulers of ancient Egypt and their belief in the afterlife.



(Click here to see how a pyramid was built. Learn about the materials and methods and the people who built them.



(a) Click here to explore the passageways and chambers of the Great Pyramid's interior.





Section **4**

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

In the Old and Middle kingdoms, Egyptian civilization grew and accomplished great things before experiencing periods of decline.

NOW YOU WILL LEARN

The New Kingdom was another period of advancement for Egypt.

Vocabulary

TERMS & NAMES

Hatshepsut (hat • SHEHP • SOOT) woman pharaoh who strengthened Egypt through trade obelisk (AHB • uh • lihsk) pillar-shaped stone monument

Ramses II (RAM•SEEZ) pharaoh who ruled Egypt for 66 years and greatly expanded the empire by conquering surrounding territories

Kush Nubian kingdom that conquered all of Upper and Lower Egypt in the 700s B.C.

Piye (py) king of Kush around 750 B.C., who gained control of Egypt, becoming pharaoh and uniting Egypt and Kush

BACKGROUND VOCABULARY

incense substance that is burned to produce a pleasant odor

Hittites group of people who lived in modern-day Turkey and northern Syria

REVIEW

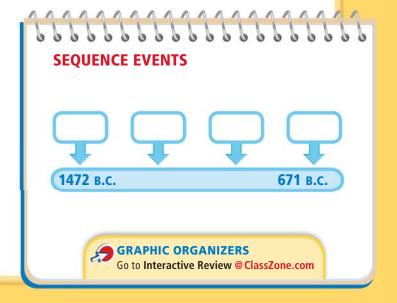
empire group of territories and peoples brought together under one supreme ruler

Reading Strategy

Re-create the time line shown at right. As you read and respond to the **KEY QUESTIONS**, write down important events discussed in this section. Be sure to note the year in which each event occurred. Add as many text bubbles as you need to include all of the important events.



See Skillbuilder Handbook, page R5.



The New Kingdom and Kush

Connect to What You Know As you read in Section 3, powerful pharaohs liked to build great monuments. The New Kingdom had several great pharaohs who continued this pattern.

A Woman Pharaoh

V

KEY QUESTION What was the significance of Queen Hatshepsut's rule?

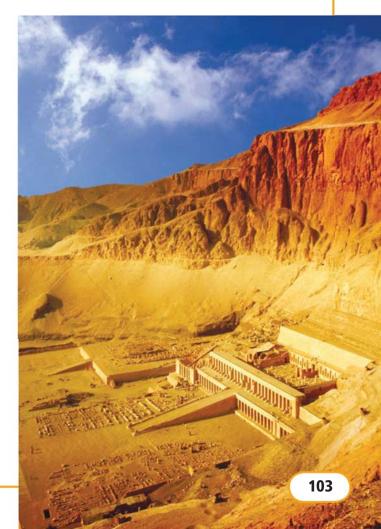
The New Kingdom included some of Egypt's most powerful rulers. These pharaohs set up a new capital city of Thebes, 450 miles south of the old capital at Memphis. They strengthened Egypt by further expanding the empire.

Taking Power Queen Hatshepsut (hat•SHEHP•soot) was the first woman to rule as pharaoh. She was the wife of a pharaoh who died soon after he took power. Hatshepsut then ruled with her stepson, Thutmose III (thoot•MOH•suh). In 1472 B.C., she declared herself the only ruler. She wore a false beard reserved for pharaohs alone.

Trade Grows Most New Kingdom pharaohs expanded Egypt by waging war. Hatshepsut used other methods as well. She wanted to make Egypt richer through trade. Her biggest trading expedition crossed the Eastern Desert to the Red Sea. Large ships sailed south to an African land called Punt (punt). Traders brought back rare herbs, spices, scented woods, live monkeys, and potted trees for making **incense**.



Hatshepsut's
Temple Queen
Hatshepsut had this
temple constructed to
honor herself. It was cut
into a mountain. ▼



Hatshepsut's Legacy Like other pharaohs, Hatshepsut was eager to proclaim her glory. One type of monument she erected was the obelisk (AHB•uh•lihsk). An **obelisk** is a four-sided shaft with a pyramid-shaped top. (See page 87.) Hatshepsut had tall obelisks carved from blocks of red granite. On them, artisans used hieroglyphs to record her great deeds.

After ruling 15 years, Hatshepsut disappeared. She may have died peacefully, or Thutmose III may have killed her. After her death, Thutmose became pharaoh and tried to destroy all records of Hatshepsut's reign. We know about her because archaeologists restored her damaged temple and tomb.



ANALYZE EFFECTS Explain how Queen Hatshepsut's rule affected Egypt.

A Reforming Pharaoh



KEY QUESTION How did Akhenaton try to change Egyptian religion?

As you read earlier, the Egyptians believed that angry gods caused suffering. Even so, one pharaoh dared to defy the gods.

A New Belief When Akhenaton (AHK•uh•NAHT•uhn) became pharaoh in 1353 B.C., he lifted a sun god called Aton to the highest status. He then closed the temples of other gods. In this way, he promoted the worship of one god for the first time in Egyptian history. Priests who served the other gods suddenly lost power. They also feared that the pharaoh's actions had angered the old gods.

Akhenaton's new ways of thinking affected art. In the past, Egyptian artwork usually tried to show perfect images of the pharaohs. In the Middle Kingdom, small steps toward realism began to appear. But under Akhenaton, a pharaoh was shown realistically for the first time. For example, carvings of Akhenaton show his large stomach.

Reform Ends Akhenaton's new religion did not last long. Three years after his death, a young relative named Tutankhamen became pharaoh in 1333 B.C. This boy relied on advisers to help him rule Egypt. They convinced Tutankhamen to reject the new religion and worship the old gods.

SUMMARIZE Summarize Akhenaton's religious reforms.

Nefertiti Historians consider this bust to be a realistic image of Akhenaton's wife, Nefertiti How is this sculpture of Nefertiti different from earlier Egyptian art styles?



A Powerful Pharaoh



V KEY QUESTION What methods did Ramses II use to expand Egypt?

In 1279 B.C., Ramses II (RAM•SEEZ) took the throne. His 66-year reign was among the longest in history.

Empire Builder Unlike

Hatshepsut, Ramses II—also called Ramses the Great—wanted to make Egypt powerful through war. Under Ramses' rule, Egypt extended its territory south into the African kingdom of Nubia. The empire also stretched to the eastern rim of the Mediterranean Sea, where it bordered the empire of the **Hittites**.

The Egyptians and Hittites had long been enemies. Soon after he became pharaoh, Ramses led an army into battle against the Hittites. Nobody

really won the battle, but Ramses claimed victory. His real success came after the battle, when he negotiated the first known peace treaty in world history with the Hittites.

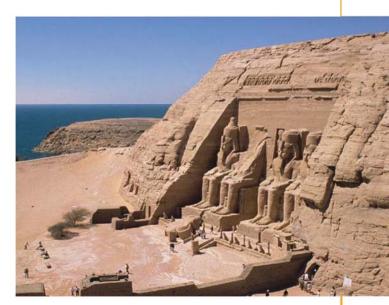
Ramses was bold in honoring himself. He built a city called Pi-Ramses, or the House of Ramses, in the eastern Delta. (See the map on page 77.) At Abu Simbel, south of the first cataract, four 66-foot statues of Ramses guarded his temple. The statues' ears were three feet long! Unlike Akhenaton, Ramses did not want his statues to show how he really looked. He wanted to appear godlike.

Ramses II reigned until 1213 B.C., when he was over 90 years old. Having one ruler for 66 years made the Egyptian government stable. His reign was also a time of peace. After the treaty with the Hittites, no enemy threatened Egypt while Ramses ruled.

Egypt's Decline Egypt was never quite the same after Ramses died. Gradually, the central government weakened. After about 1070 B.C., a series of foreign powers ruled Egypt for much of the next 1,000 years.

The Persians conquered Egypt in 525 B.C. Later, in 332 B.C., Alexander the Great of Macedonia took over, beginning 300 years of Greek rule. (You will read about Alexander the Great in Chapter 8.) Before the Persians and the Greeks, however, the Nubian Kushite kingdom ruled Egypt.

SUMMARIZE Describe the methods Ramses II used to expand Egypt.



▲ Abu Simbel Four giant statues of Ramses quarded his temple at Abu Simbel, which was near the Nile. Each statue was as tall as a six-story building.

Nubia and the Kush Civilization



KEY QUESTION How were Egypt and Kush connected?

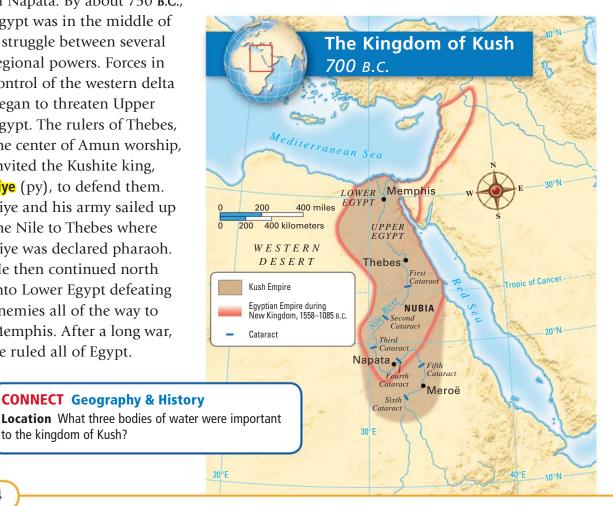
Egypt controlled parts of Nubia from about 2000 B.C. to 1000 B.C. As the central authority of the Egyptian state broke down at the end of the New Kingdom, separate ruling groups came to dominate Lower and Upper Egypt. These less-powerful rulers were unable to exert control in Nubia. In time, a Nubian kingdom called Kush became a power in the region.

Cultural Relations Between Egypt and Kush Periods of time when Egypt ruled Nubia resulted in cultural exchanges. Egypt influenced the art of Nubia, including Kush. Young Kushite nobles went to Egypt where they learned the Egyptian language. They adopted the customs and clothing styles of the Egyptians and brought royal rituals and a hieroglyphic writing system back to Kush. Egyptian pyramids were also copied in Kush, and Nubians worshiped some of the gods sacred to Egyptians.

Kush Rises to Power When Egyptian influence in Nubia declined, around 1000 B.C., the worship of Amun continued in the Kushite capital

of Napata. By about 750 B.C., Egypt was in the middle of a struggle between several regional powers. Forces in control of the western delta began to threaten Upper Egypt. The rulers of Thebes, the center of Amun worship, invited the Kushite king, **Piye** (py), to defend them. Piye and his army sailed up the Nile to Thebes where Piye was declared pharaoh. He then continued north into Lower Egypt defeating enemies all of the way to Memphis. After a long war, he ruled all of Egypt.

to the kingdom of Kush?



Political and Commercial Relations with Egypt Piye united Egypt and Kush. Nubia established its own dynasty, or line of royal rulers, on the throne of Egypt. Piye was declared Egypt's pharaoh. His reign marked the beginning of Egypt's Twenty-Fifth Dynasty. Although he was the pharaoh, Piye did not live in Egypt. Instead, he chose to live in Napata, the capital of Kush.

Napata was located at the head of a road used to move goods around one of the Nile River's cataracts. Traders used the road when boats loaded with goods were unable to navigate the rough water in sections of the river. This led to a lively trade along the Nile. Napata was the center for the spread of Egyptian goods and culture to Kush's other trading partners in Africa and beyond.

The Decline of Kush In 704 B.C., Kushite Egyptian forces battled Assyrians in Palestine. The Egyptians supported a leader there who resisted Assyrian rule. The Assyrians, whose iron weapons were stronger than the Kushites' bronze weapons, won that battle. The two sides fought on and off for years, as Egypt supported other foreign leaders who resisted Assyrian rule. In 671 B.C., the Assyrians invaded and conquered Egypt. This ended Kushite rule in Egypt.



FIND MAIN IDEAS Explain the ways that Egypt and Kush were connected throughout their histories.



Section Assessment



Terms & Names

1. Explain the importance of

Hatshepsut Ramses II Piye obelisk Kush

Using Your Reading Notes

2. Sequence Events Use your completed time line to answer the following question:

Which pharaoh reigned the longest?



Key Ideas

- **3.** How did Akhenaton try to change the way the Egyptians worshiped?
- **4.** Why was the government of Egypt stable under Ramses II?
- **5.** What goods and ideas passed between Egypt and Kush over the centuries?

Critical Thinking

- **6. Form and Support Opinions** Why do you think Thutmose tried to erase all records of Hatshepsut's reign?
- **7. Compare and Contrast** In what ways were the reigns of Akhenaton and Ramses II different?



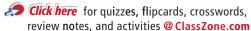
Internet Activity Use the Internet to research one of the pharaohs in this section. Then make a sketch for the pharaoh's Web page.

INTERNET KEYWORD: pharaoh's name

Chapter 4

Assessment

Interactive Review



Ancient Egypts

Geography

- Nile provided silt and water.
- Desert acted as a natural

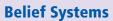


Science & Technology

- Developed calendar, astronomy, medicine
- Developed written language—hieroglyphs

Economy

- Traded around Africa, Mediterranean
- Prospered economically; had many specialized jobs



- Had many gods, including the pharaoh
- Believed in a happy afterlife



Government

- Upper and Lower Egypt united as one country.
- Pharaohs kept control; priests served as officials.

VOCABULARY

Explain why the words in each set below are linked with each other.

- 1 delta and silt
- 2. scribe and hieroglyph
- 3. dynasty and pharaoh
- 4. Hatshepsut and Ramses II

KEY IDEAS

Gift of the Nile (pages 78–85)

- **5.** Why was the Nile so valuable to Egypt?
- **6.** How did Egyptian farmers use the Nile to expand their farmland?

Life in Ancient Egypt (pages 86–93)

- **7.** What are the characteristics of the hieroglyphic system?
- 8. Why did the Egyptians embalm bodies?

The Pyramid Builders (pages 94–101)

- **9.** Why did the Egyptians have such great respect for the pharaohs?
- **10.** What items were found inside pyramids?

The New Kingdom and Kush (pages 102–107)

- **11.** What were the important accomplishments of Queen Hatshepsut?
- **12.** Why was Ramses II so successful?

CRITICAL THINKING

- **13. Draw Conclusions** How did the geography of Egypt help civilization develop there?
- **14. Analyze Causes and Effects** How did the geography of Egypt affect the building of pyramids and other structures?
- **15. Make Inferences** Why do you think successful agriculture encourages the development of civilizations?

- 1. Writing Activity Choose one artifact from the chapter. Write down the name and page number of the object. Then write a paragraph describing the details of the object and what you like or dislike about it.
- 2. Interdisciplinary Activity— Mathematics Use the Internet to research Egyptian numerals. Make a display showing the Egyptian symbols for 1, 10, 100, and 1000. Make up Egyptian math problems and test your classmates on them.



ONLINE ACTIVITY

Click here to create a multimedia presentation comparing different pyramids @ ClassZone.com



Answer the **ESSENTIAL QUESTION**

How was the success of the Egyptian civilization tied to the Nile River?

Written Response Write a two- or three-paragraph response to the Essential Question. Consider the key ideas of each section and specific details about the role Egypt's geography played throughout its history. Use the rubric to guide your thinking.

RESPONSE RUBRIC

A strong response will

- take into account multiple Egyptians' views on the Nile
- apply facts about the Nile to Egypt's social, economic, and political systems

Standards-Based Assessment



- Online Test Practice @ ClassZone.com
- Test-Taking Strategies and Practice at the front of this book

Read Charts Use the chart below to answer the questions.

Pyramids Around the World				
PYRAMID	LOCATION & APPROX. DATE	HEIGHT (feet)	NOTES	
Djoser step pyramid	Saqqara, Egypt 2630 B.C.	197	First step pyramid	
Bent pyramid	Dahshur, Egypt 2600 в.с.	345	First attempt at a true pyramid	
Khufu's Great Pyramid	Giza, Egypt 2550 B.C.	482	True pyramid	
Pyramid of the Sun	Teotihuacán, Mexico 100 B.C.	213	Step pyramid	
Temple of the Giant Jaguar	Tikal, Guatemala ^{A.D.} 700	148	Step pyramid	

Sources: Encyclopaedia Britannica; World Book

1. Which of the following pyramids is not in Egypt?

- **A.** Djoser step pyramid
- **B.** Bent pyramid
- C. Khufu's Great Pyramid
- D. Temple of the Giant Jaguar

2. Which of the following is tallest?

- A. Djoser step pyramid
- **B.** Bent pyramid
- **C.** Pyramid of the Sun
- D. Temple of the Giant Jaquar

Chapter

Ancient India



Essential Question

How do India's rich history and culture affect the world today?

> ARABIAN PENINSULA

CONNECT

Geography & History

Use the map and the time line to answer the following questions.

- 1. What are six of the important rivers of India?
- 2. Alexander the Great invaded India. From which direction would he have invaded and what river would he have had to cross?

Well-planned cities are

thriving by the Indus River. ◀ (necklace, 3000 to 2000 B.C.)

1500 B.C. Aryans begin to migrate into India.

INDIA

500 в.с.

2500 B.C.

WORLD

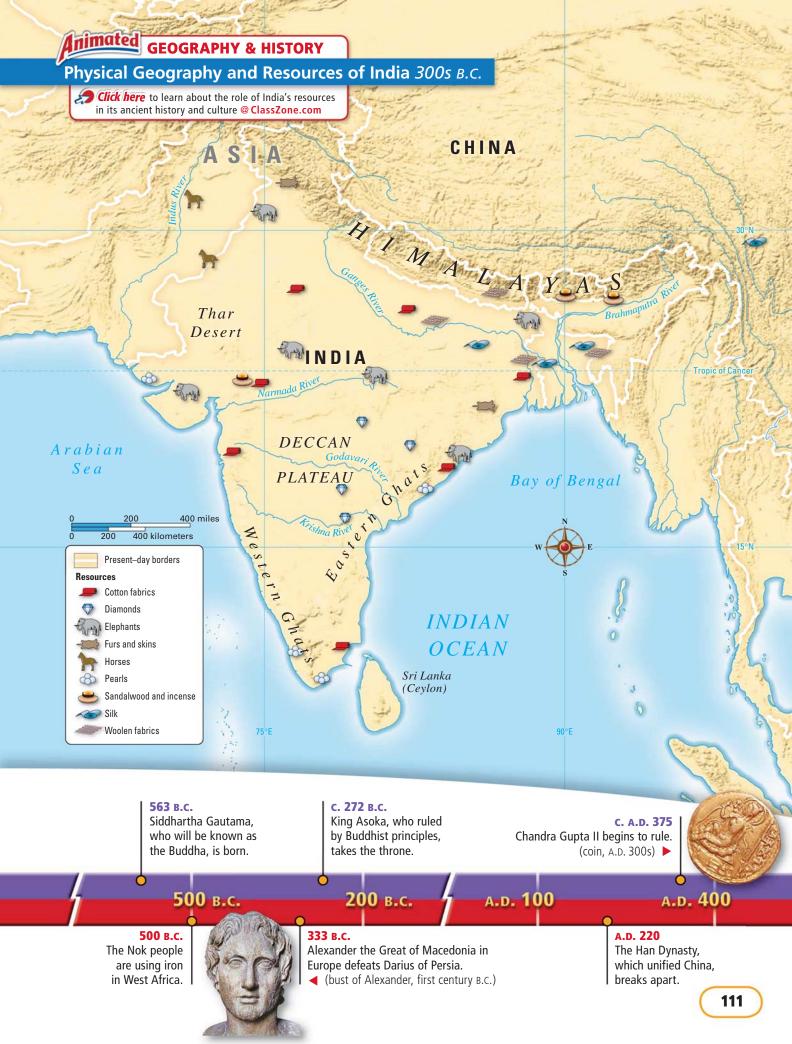


2000 в.с.

1500 в.с.

Queen Hatshepsut begins to rule Egypt.

◀ (statue of Hatshepsut, late 1400s B.C.)



Section 1

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

Ancient civilizations such as the Sumerian, Persian, Hebrew, and Egyptian had rich cultures and histories.

NOW YOU WILL LEARN

A complex civilization developed in ancient India that produced a sophisticated urban life as well as a rich culture.

Vocabulary

TERMS & NAMES

subcontinent large landmass that is part of a continent but is considered a separate region
 Hindu Kush (HIHN•doo kush) mountain range to northwest of India

Himalayas (HIHM•uh•LAY•uhz) highest mountains in the world, which stretch along northern India, separating India from China and the rest of Asia

monsoons seasonal wind system that produces a wet or dry season in a region, sometimes with heavy rainfall

Harappan civilization ancient civilization that developed along the Indus River

planned cities cities built according to a design



Visual Vocabulary Himalayas

Reading Strategy

Re-create the chart shown at right. As you read and respond to the **KEY QUESTIONS**, use the chart to make generalizations about the geography of India and Indian life.



See Skillbuilder Handbook, page R12.

MAKE GENERALIZATIONS Geography and Indian Life Physical Geography of India Cities in the Indus Valley Harappan Culture

Geography and Indian Life

Connect to What You Know Have you ever visited a part of the United States with a different climate? Some regions of the country receive much more rainfall than other regions do. As you are about to learn, India has two distinct seasons: a rainy season and a dry season.

Physical Geography of India

V KEY QUESTION How do mountains and seasonal winds shape the climate of India?

India is a **subcontinent**, which is a large landmass that is part of a continent but is considered a separate region. The subcontinent includes present-day Bangladesh, Bhutan, India, Nepal, and most of Pakistan. It is often referred to as South Asia. The kite-shaped Indian subcontinent used to be a separate landmass. It inched north until it hit Asia. The collision pushed up mountains where the two lands met.

Starting with a Story

Imagine that you live in a city along the Saraswati River and suddenly the river disappears!

to listen to the story

ClassZone com



Ganges River The Ganges is one of the major rivers of India. Most Indians consider it holy. As the photograph of Varanasi shows, the banks of the Ganges today are heavily populated. ▼



Mountains and Waterways Those mountains form mountain ranges, including the **Hindu Kush** (HIHN•doo kush) and the **Himalayas** (HIHM•uh•LAY•uhz), the highest mountains in the world. They stretch along northern India, separating India from China and Asia.

The subcontinent's rivers include the Ganges (GAN•JEEZ) and the Indus. These two rivers carry water for irrigation. The silt they deposit makes the land fertile. In ancient times, the Saraswati (SAR•uhs•wuh•tee) river area was home to great cities. However, it dried up, perhaps because of an earthquake.

The Arabian Sea, Indian Ocean, and Bay of Bengal surround India. Ancient Indians sailed these waters to other lands for trade.

Climate The tall mountains help block cold north winds from reaching much of India. As a result, temperatures are generally warm there. In addition, seasonal wind systems called **monsoons** shape India's climate. They produce a wet or dry season in a region, sometimes with heavy rainfalls. The summer monsoon provides rain for India's crops, but these rains can also cause severe floods.



SUMMARIZE Describe how mountains and winds shape India's climate.

CONNECT to Geography

Climate A climate graph can help you understand the physical setting of a region and the conditions under which the region's cultures developed.



Make a Climate Graph

Research examples of bar graphs in your textbook. Learn the meaning of the terms *vertical axis* and *horizontal axis*. Study the chart at right of average monthly rainfall in Islamabad, a city near the ancient site of Harappa.

- 1 On a piece of graph paper, draw the horizontal and vertical axes. Below the horizontal axis write the names of all 12 months.
- 2 For each month, draw a bar whose height indicates the average amount of rainfall.

Average	e Monthly Rainfall	Materials
in Isla	mabad, Pakistan	• graph paper
Month	Rainfall (inches)	colored markerspencils or pens
Jan.	2.3	• ruler
Feb.	2.1	- Tulei
Mar.	2.7	
Apr.	2.1	California (California California
May	1.6	
June	1.2	100
July	10.1	
Aug.	9.9	
Sep.	3.8	
Oct.	1.0	
Nov.	0.7	
Dec.	1.6	
Source: www.world	climate.com	
		and the state of t

Cities in the Indus Valley



KEY QUESTION Why was the earliest Indian civilization located near the **Indus River?**

Huge earth mounds dot the Indus Valley. Near them, people found burnt bricks and tiny stone seals covered with a mysterious writing. These finds led to further exploration of the mounds. Archaeologists uncovered the ruins of an ancient civilization.

Early Inhabitants History in the Indus River valley followed the same pattern as in Sumer and Egypt. As in other regions, civilization along the Indus River began with agriculture. The earliest farmers raised wheat and barley. By 3000 B.C., they were growing cotton and making it into fabric—the first people in Asia to do so. They domesticated cattle, sheep, goats, and chickens. They also learned how to make copper and bronze tools.

People in the villages traded with one another. Over time, the Indus Valley people began to trade with people from farther away. The wealth they gained from trade helped them to develop a more complex culture.



▲ Indus Valley Seal This seal clearly shows an elephant, but scholars don't know why. No one has figured out how to read the pictographs above the animal.

Great Cities By 2500 B.C., some villages had grown to be great cities. The Indus and Saraswati valleys contained hundreds of cities. At least 35,000 people may have lived in the largest and best-known cities, Mohenjo-Daro (moh•HEHN•joh•DAHR•oh) and Harappa (huh•RAP•uh). Harappa gave its name to the entire culture. Today the ancient culture that developed along the Indus River is called Harappan civilization.

This civilization featured planned cities, which were cities built according to a design. Architects surrounded these cities with heavy brick protective walls. City streets crossed each other in a neat grid with square corners. Along the streets were homes, shops, and factories. The cities also had large public buildings that may have been used for religious or government functions.

Harappa itself is a good example of this city planning. The city was partially built on mud-brick platforms to protect it from flooding. A thick brick wall about three and a half miles long surrounded it. Inside was a citadel that provided protection for the royal family and also served as a temple. The streets in its grid system were as wide as 30 feet. Walls divided districts from each other. Houses varied in size. Narrow lanes separated rows of houses that were laid out in blocks.

Dealing with Problems People in large cities always have to deal with the problem of removing human waste. In most ancient cities, people retrieved water from a river or a central well. They dumped waste into open drainage ditches or carted it out of town. By contrast, Harappan cities were very advanced in that area. Almost every house contained a bathroom and a toilet. Underground sewers carried away the waste. No other civilization achieved this level of convenience until the 1800s.

It takes much careful planning and organization to build such complex cities. Because of that, historians believe the ancient Harappans must have had powerful leaders. We do not know if priests or kings or a combination of both ruled the Harappans, but their government must have been strong.



FIND MAIN IDEAS Explain why Indian civilization developed along the Indus River.

Harappan Culture



KEY QUESTION What were the cultural features of Harappan civilization?

A mysterious form of writing covered the stone seals that people found in the ruined cities. Some of those seals may have indicated types of trade goods.

Indus Valley Cities



Citadel Walls
Citadels, or fortresses,
were part of most Indus
Valley cities.



Image not available for electronic use.

Please refer to the image in the textbook.

Some scholars think that the 500 pictographs, or picture signs, of Harappan writing may stand for words, sounds, or both. But they don't really know. No one has yet figured out how to read the writing of the Harappan civilization. Until someone does, the only way we can learn about the civilization is by studying artifacts.

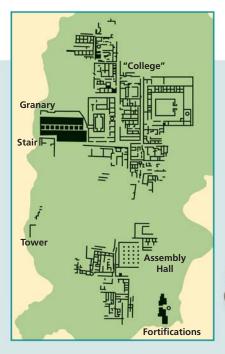
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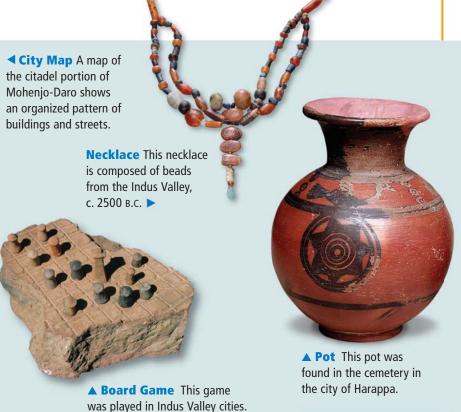
Harappan Religion Archaeologists have not identified the site of any temples for specific deities, or gods, but they have found evidence of religion. Mohenjo-Daro had a huge public bath that may have been used for religious rituals. Archaeologists have found figures of animals, such as bulls, that Indians still regard as holy. They also found clay figurines that may be deities or simply dolls.

Priests likely prayed for good harvests and safety from floods. Religious objects show links to modern Hindu culture. Figures show what look like early likenesses of Shiva, a major Hindu deity. Other figures relate to a mother deity and the worship of a bull. All of these became part of later Indian civilization.

A Widespread and Prosperous Culture People across a wide region shared Harappan culture. Harappan cities spread across an area that was about 500,000 square miles in size. That region was nearly twice as big as Texas is today. Even so, these cities shared a common design. Those shared designs show how widely the culture had spread.



■ Mohenjo-Daro The city streets were at right angles and the walls were well built.



Ancient India • 117

Culture and Trade Harappan people used standard weights and measures. Across the region, they made similar bronze statues and clay toys. These artifacts show that the Harappans could afford to have more than just basic necessities.

The Harappans gained their wealth from agriculture and trade. Archaeologists have found seals from the Indus Valley as far away as Mesopotamia. These stamps and seals made of carved stone were probably used by the Indus merchants to identify their goods. The Harappans traded timber, ivory, and beads. Mesopotamians sold the Harappans silver, tin, and woolen cloth. Trade began as early as the reign of Sargon of Akkad, around 2370 B.C., and continued for many years.

SUMMARIZE Describe features of Harappan civilization.

Indus Valley Culture Ends

KEY QUESTION Why did Indus Valley civilization decline?

Around 1700 B.C., the quality of buildings in the Indus Valley cities declined. Gradually, the great cities fell into decay. What happened? Some historians think the Indus River changed course so that floods no longer fertilized the fields near the cities. Other scholars suggest that people wore out the valley's land.

The Indus Valley civilization faced many environmental challenges. Among them were the following factors:

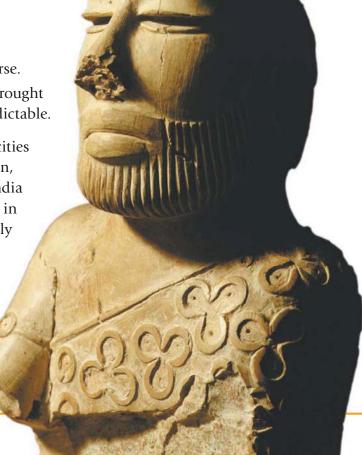
• Yearly floods along the Indus were unpredictable.

• The rivers sometimes changed course.

• The cycle of wet and dry seasons brought by the monsoon winds was unpredictable.

A Mystery Solved? The fate of the cities remained a mystery until the 1970s. Then, satellite images of the subcontinent of India revealed evidence of ancient movements in the earth's crust. This movement probably caused earthquakes and floods. The movement also probably altered the course of the Indus River.

> **Priest King** Scholars believe this sculpture is of a priest or king from the ancient city of Mohenjo-Daro.



Impact of Disaster Some cities along the river apparently suffered through these disasters and survived. Other cities were destroyed. The shifts may have caused another river, the Saraswati, to dry up. Trade on this river became impossible, and cities began to die.

Harappan agriculture, also, would have been influenced by these events. It is likely that these changes prevented production of large quantities of food. This too may have forced people to leave the cities in order to ensure their survival.

Influence of Nomads Another factor might have had an impact on the Indian subcontinent. A nomadic people from north of the Hindu Kush mountains swept into the Indus Valley around 1500 B.C. Indian civilization would grow again under the influence of these nomads, as you will learn in Section 2.



Farmers used these tools for tasks such as weeding

and leveling soil.



ANALYZE CAUSES Explain why Indus Valley civilization declined.

Section Assessment

ONLINE QUIZ For test practice, go to Interactive Review @ ClassZone.com

Terms & Names

1. Explain the importance of subcontinent Himalavas

Harappan civilization planned cities Hindu Kush monsoons

Use Your Reading Notes

2. Make Generalizations Use your completed chart to answer the following question: What are advantages and disadvantages of having monsoons?

Geography and Indian Life			
Physical Geography of India			
Cities in the Indus Valley			
Harappan Culture			

Key Ideas

- **3.** What evidence showed archaeologists that an ancient civilization had existed in the Indus Valley?
- 4. What economic activities allowed Harappan civilization to begin along the Indus and Saraswati rivers?
- **5.** What evidence suggested that Harappan civilization was prosperous?

Critical Thinking

- 6. Formulate Historical Ouestions What questions do you still have about Harappan culture?
- 7. Analyze Causes and Effects What are two effects of India's great rivers?



Do a Dig Find a toy, tool, or object in your house or classroom. Study it and describe it as if you were an archaeologist. List five things that it tells you about its owner.

Section **9**

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

The earliest Indian civilization developed near the Indus River and produced writing, a prosperous way of life, and a widely shared culture.

NOW YOU WILL LEARN

A group of nomadic people moved into India and developed a system of social classes and a belief system that developed into Hinduism.

Vocabulary

TERMS & NAMES

Aryans (AIR•ee•uhnz) group of Indo-Europeans who are believed to have migrated to the Indian subcontinent

caste social class a person belongs to by birth
Brahmanism early religion of the Aryans
Hindusim modern name for the major religion
of India, which developed from Brahmanism
reincarnation rebirth of a soul in another body
karma in Hinduism, the consequences of a
person's actions in this life, which determine his
or her fate in the next life

BACKGROUND VOCABULARY

dialects varieties of a language spoken in different regions or countries

REVIEW

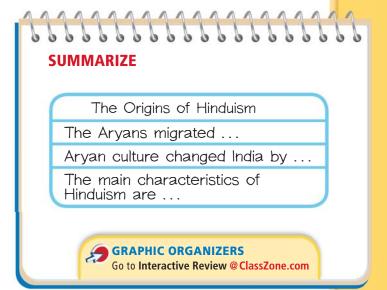
migration process of relocating to a new region

Reading Strategy

Re-create the chart shown at right. As you read and respond to the **KEY QUESTIONS**, use the chart to summarize ideas about the origins of Hinduism.



See Skillbuilder Handbook, page R4.



The Origins of Hinduism

Connect to What You Know In an earlier chapter, you learned how Egypt battled the Hittites. The Hittites belonged to a group of peoples who all spoke dialects of a language called Indo-European. Scholars believe that the Indo-Europeans may have originally come from Central Asia.

Aryans Move Into India

KEY QUESTION Who were the Aryans?

Most Indo-Europeans were nomads. They lived in family groups, or clans, and herded cattle, sheep, and goats. They also were warriors who rode horse-driven chariots. They fought with long bows and arrows and with bronze axes.

The Indo-European Migrations Around 2000 B.C., something drove the Indo-Europeans from their homeland in a wave of migrations. Historians do not know if a drought, a plague, or an invasion made them leave. Different groups moved to different regions. The Hittites went to Southwest Asia, and many other Indo-Europeans settled in parts of Europe.

▲ Shiva One of the most important deities of Hinduism is Shiva. This statue shows him dancing on the demon of ignorance.

Hindu Kush This mountain range runs along the northwest border of the Indian subcontinent. What obstacles might the **Indo-Europeans** have encountered in migrating to India? ▼



The Aryan Migrations In about 1500 B.C., the Aryans (AIR•ee•uhnz), a group of Indo-Europeans, are believed to have migrated to the Indian subcontinent. In contrast to the citydwelling Harappans, the Aryans were herders who lived in simple houses. They spoke an Indo-European language called Sanskrit.

Did Aryan warriors in chariots conquer the walled cities and force the Harappans to flee south? For years, history books told that story. But new research suggests a different tale. Two hundred years before the Aryans arrived, Harappan cities lay in ruins. This destruction may have been the result of earthquakes and floods.



SUMMARIZE Identify the Aryans.

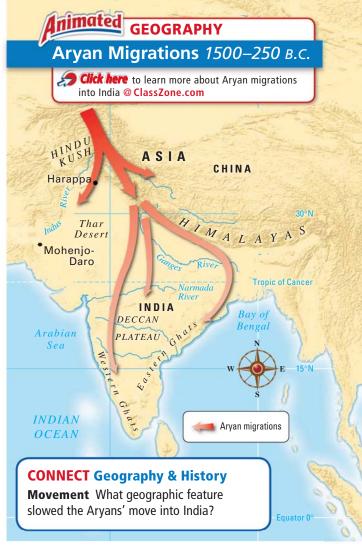
Changes to Indian Life



KEY QUESTION How was Aryan society organized? The Aryans entered India gradually. They practiced a religion that appealed to many Dravidians—the people living in India when they arrived. As a result, Aryan religion and language spread. In turn, the Dravidians taught the Aryans about city life. Because of these interactions, India developed a complex, blended culture.

Social Structure Aryan society was organized into classes: warriors, priests, and commoners. As Indian society grew more complex, these classes developed into what was later called the caste system. A **caste** is a social class that a person belongs to by birth. These castes became associated with different jobs. Broadly, those groups are organized into four categories. The Brahmans were priests, scholars, and teachers. The Ksatriya were rulers, nobles, and warriors. The Vaisya were bankers, farmers, and merchants. The Sudra were artisans and laborers.

Centuries later, another group developed that was considered below all other groups. This group was called the untouchables. They did the jobs no one else wanted, such as disposing of dead bodies.



Aryan Beliefs and Brahmanism The early religion of the Aryans is now called **Brahmanism**, after the name of the Aryan priests, or Brahmins. The Aryans worshiped many nature deities. The Brahmins made sacrifices to those deities by offering animals to a sacred fire. Over time, the ceremonies became more and more complex. Some lasted for days—or even months. The rituals of the Aryan religion and many hymns to their deities are found in ancient Sanskrit sacred texts called the Vedas. The Vedas are four collections of prayers and instructions for rituals. The most important of the collections is the Rig Veda.

As time passed, Indians began to question how the world came into being. These questions led to changes in the religious ideas of the time. One change was the increasingly widespread belief that all deities were really the expression of one deity.

Later, Indians wrote about their ancient history in such works as the *Mahabharata* (MAH•huh•BAH•ruh•tuh)—an epic poem that retells many legends. The *Bhagavad Gita* (BAH•guh•vahd GEE•tuh) is part of the *Mahabharata*. (See the Primary Source from the *Bhagavad Gita* on the next page.)



CATEGORIZE Describe the Aryan social structure.

COMPARING Languages

Sanskrit Sanskrit has been used by the educated classes in India for thousands of years. It is important in the history of India because it is the language of the sacred texts. Sanskrit is part of a major group of languages called the Indo-European family. Languages from the same family often have similar words for basic things.

English	father	mother	two	mouse
Sanskrit	pitar	matar	dva	mooshak
Greek	patros	matros	duo	mus
Latin	pater	mater	duo	mus
Spanish	padre	madre	dos	raton
German	vater	mutter	zwei	maus

CRITICAL THINKING

Compare Which word do you think is most alike in all of these Indo-European languages?



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Primary Source

Background The *Bhagavad Gita* tells the story of a warrior, Prince Arjuna. A great war is about to begin. When he looks at the enemy army, Arjuna sees many friends and relatives. He does not want to fight.

With Arjuna is his chariot driver, Krishna. In reality, Krishna (shown at right) is the deity Vishnu in human form. In this excerpt, Krishna tells Arjuna that he must do his duty.

DOCUMENT-BASED QUESTION

What arguments does Krishna use to convince Arjuna that the outcome of the battle is not important?

◄)) from the *Bhagavad Gita*

Translated by Ranchor Prime

Do not hesitate in your sacred duty as a warrior. For a soldier nothing is more sacred than the fight for a just cause. . . .

If you do not take up this just fight, you will fail in your duty and your honor will be lost. . . .

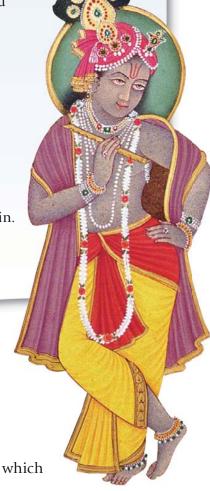
If you die in battle you will enter heaven.

If you win you will enjoy the earth.

Therefore rise and fight with determination.

Fight for the sake of fighting. Look equally on happiness and distress, gain and loss, victory and defeat.

In this way you will not incur sin.



Hinduism: The Religion of India



V KEY QUESTION How did the religion of Hinduism develop?

The Bhagavad Gita is an important sacred text of Hinduism. **Hinduism** is the modern name for the major religion of India, which developed from Brahmanism.

Many Deities Hindus worship many deities. Although they believe in many deities, Hindus also recognize one supreme God or life force. Hindus consider the other deities to be parts of the one universal God. The three most important of the other deities are Brahma, the creator; Vishnu, the protector; and Shiva, the destroyer. (Shiva destroys the world so that it can be created anew.)

Many Lives Hindus believe in **reincarnation**, which means that each person has many lives. What a person does in each life determines what he or she will be in the next life, according to a belief called karma. In Hinduism, this is the belief that the consequences of a person's actions in this life determine his or her fate in the next life.

Reincarnation creates a repeating cycle of birth, life, death, and rebirth. The cycle ends only when a person achieves a mystical union with God. To achieve that, a person must come to realize that his or her soul and God's soul are one.

Many Paths to God Hindus believe they connect with God by following their own individual path. Part of that path concerns one's job, which is linked to the caste system. Devout Hindus must faithfully carry out their assigned duties in life.

Hindus have a choice of spiritual practices to grow closer to God. Two of these are also popular with many non-Hindus. Meditation is the practice of making the mind calm. Yoga is a complex practice that includes exercise, breathing techniques, and diet. In the next section, you will learn about other important religions in India.



▲ Hindu Temple

Shown is the entrance to the Sachiya Mata Temple complex in northwest India.



MAKE GENERALIZATIONS Describe the development of Hinduism.

2

Section Assessment



Terms & Names

1. Explain the importance of

Aryans Brahmanism reincarnation caste Hinduism karma

Use Your Reading Notes

2. Summarize Use your completed chart to answer the following question:

How did Hinduism grow out of the beliefs of Brahmanism?

The Origins of Hinduism

The Aryans migrated ...

Aryan culture changed India by ...

The main characteristics of Hinduism are ...

Key Ideas

- **3.** How did the Aryan culture differ from Harappan culture?
- **4.** What was the social structure of the Aryan caste system?
- **5.** How does karma relate to reincarnation?

Critical Thinking

- **6. Find Main Ideas** What changed the long-held theory that Aryans drove out the Harappan people?
- **7. Draw Conclusions** What values of a warrior culture does the passage from the *Bhagavad Gita* express?



Internet Activity Use the Internet to learn about Hindu customs concerning one of these topics: the Ganges River, cows, funerals, diet. Present your findings to the class in an oral presentation.

INTERNET KEYWORDS: Hinduism, Ganges

Section 3

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

A group of nomadic people migrated into India, interacted with the people already there, and produced a distinctive culture and religion.

NOW YOU WILL LEARN

Many major religions developed in India, including Hinduism, Buddhism, and Jainism.

Vocabulary

TERMS & NAMES

ahimsa (uh•HIHM•SAH) nonviolence

Buddhism religion that began in India and is
based on the teaching of Siddhartha Gautama

Siddhartha Gautama (sihd•DAHR•tuh
GAW•tuh•muh) founder of Buddhism also known
as the Buddha, or "enlightened one"

nirvana (neer • VAH • nuh) in Buddhism, a state of wisdom that breaks the cycle of reincarnation

dharma (DAHR•muh) collective teachings of the Buddha, often represented by a wheel

Asoka (uh•SOH•kuh) greatest Maurya king who began to rule in 272 B.C.

BACKGROUND VOCABULARY

enlightened having spiritual knowledge or understanding

spies secret agents who obtain information about an enemy

flourished to have done well; prospered **estimated** guessed; calculated roughly

REVIEW

empire group of territories and peoples brought together under one supreme ruler

Reading Strategy

Re-create the Venn diagram shown at right. As you read and respond to the **KEY QUESTIONS**, use the diagram to compare and contrast the Maurya and Gupta empires.



See Skillbuilder Handbook, page R8.



Buddhism and India's Golden Age

Connect to What You Know As you know, Hinduism is the modern name for the major religion that is practiced in India. Other religions also had their beginnings in India. One of these is the religion of Jainism. Jains teach *ahimsa* (uh•HIHM•SAH), which means "nonviolence." Jains practice *ahimsa* very strictly. They believe that every living thing has a soul and should not be hurt. Some Jains even wear masks to avoid breathing in insects.

The Rise of Buddhism

V KEY QUESTION What are the main teachings of the religion of Buddhism?

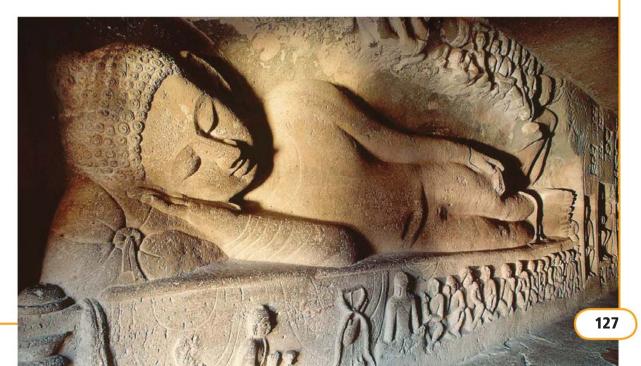
Another major world religion, called Buddhism, also began in India. **Buddhism** is based on the teachings of **Siddhartha Gautama** (sihd•DAHR•tuh GAW•tuh•muh). He was a prince who gave up his wealth and position to try to understand the meaning of life. Later, when he began to teach what he had learned, he was called the Buddha, or "enlightened one."



▲ Lion Asoka had his laws carved on pillars such as the one above. What might have been the reason for carving laws on pillars?

Resting Buddha

This carving of a sleeping Buddha is in the Ajanta Caves in India. ▼



History Makers

Siddhartha Gautama (c. 563 to 483 B.C.)

According to Buddhist teaching, as Siddhartha Gautama sat meditating, an evil spirit tempted him to stop seeking truth. First the spirit sent beautiful women, but Siddhartha ignored them. Then flaming rocks began to rain down on him. But as they drew close to Siddhartha, they became flower petals. Finally, the evil spirit asked what right Siddhartha had to look for truth. Siddhartha touched the ground, and a voice thundered, "I bear you witness"—which means to testify in one's favor.

That night Siddhartha's meditation grew even deeper, and he received his great insights. He had become the Buddha. The evil spirit decided to tempt him one last time. "No one will understand your deep truths," the spirit taunted.

The Buddha simply answered, "Some will understand."



Make Inferences Why do you think the Buddha searched for truth?



The Buddha's Life and Teachings Siddhartha was born a Hindu prince. A priest had predicted that he would become a wandering holy man. To prevent this, Siddhartha's father sheltered him. Siddhartha did not see old age, illness, death, or poverty until he was 29. When he finally did see such troubles, they upset him. He fled his home to search for peace in a world of suffering.

For six years, Siddhartha starved himself, but this sacrifice did not help him find the answers he sought. Then he sat under a fig tree and meditated until he found understanding. This gave him insights into reality, which he called the Four Noble Truths. First, existence is suffering. Second, that condition comes from wanting what one doesn't have or from wanting life to be different. Third, people can stop suffering by not wanting. Fourth, people can stop wanting by following the Eightfold Path.

The Eightfold Path involved right opinions, desires, speech, actions, job, effort, concentration, and meditation. This path could lead to **nirvana** (neer•VAH•nuh), the end of suffering. Reaching nirvana broke the cycle of reincarnation. The Buddha believed in the practice of *ahimsa*, but he didn't worship Hindu deities. After the Buddha died, his followers gathered his teachings to pass on to others. These collected teachings are called the **dharma** (DAHR•muh), which means the true nature of things. Dharma is often shown as a wheel.



SUMMARIZE Describe the main teachings of Buddhism.

The Maurya Empire



KEY QUESTION What were some of the major achievements of Asoka in his rule of the Maurya empire?

One reason Buddhism became so influential is that a famous Indian king ruled by its teachings. As you will read, he was the third king of the Maurya dynasty, which united India.

A United India For centuries, separate Aryan kingdoms battled each other. Around 550 B.C., Magadha (MAH•guh•duh), a northeastern kingdom, began to gain strength. About 321 B.C., Chandragupta Maurya (CHUHN•druh•GUP•tuh MOWR•yuh) became king of Magadha. He conquered much territory. Chandragupta moved northwest, seizing all the land from Magadha to the Indus. His Maurya **empire** soon covered much of the subcontinent.

Chandragupta controlled his empire by using **spies** to learn what people did and an army of soldiers to keep order. His vast army included 600,000 foot soldiers, 30,000 cavalry, and 9,000 elephants. Many officials ran the government. To pay these people, Chandragupta taxed land and crops heavily. Legend says that he became a nonviolent Jainist monk at the end of his life.

CONNECT Art & History

Images of the Buddha

- Ancient Indian artists developed visual symbols to show the Buddha's holiness. These symbols include features such as the topknot of hair.
- 2 The upraised hand of the Buddha is a gesture that means "Have no fear."
- 3 The long earlobes, like the topknot, are lakshana— that is, traditional bodily signs of the Buddha.

CRITICAL THINKING

Compare and Contrast

When you compare these two images, what do they suggest about the Buddha?



Asoka, the Buddhist King The greatest Maurya king was Chandragupta's grandson Asoka (uh•SOH•kuh), who began to rule in 272 B.C. Early in Asoka's reign, he fought a bloody war and conquered a neighboring kingdom. Afterwards, Asoka decided to rule by Buddhist teachings. He gave up constant warfare. He tried to rule peacefully by law instead.

Asoka had his policies carved on rocks and pillars. Rocks that survive from his reign advise people to be truthful and kind. Others urge people not to kill living things.

As a result of Asoka's patronage, Buddhism attracted people to join its order of monks. Asoka and the Buddhist rulers that followed him sent missionaries to bring new converts to Buddhism. At the same time, he let people of other religions worship freely. Asoka's officials planted trees, dug wells, set up hospitals, and built rest houses along main roads. These

improvements allowed people to travel in more comfort than before. Better travel conditions helped traders and officials. Such actions demonstrated Asoka's concern for his subjects' well-being. Noble as his policies were, they failed to hold the empire together after Asoka died about 230 B.C.



▲ Vishnu The deity Vishnu remains one of the most popular deities in India. This Indian miniature dates from the 1700s.

Changes to Hinduism The popularity of Buddhism meant that fewer people were worshiping Hindu deities. Early Hinduism had a set of complex sacrifices that only priests could perform. They conducted the rites in Sanskrit, which few people spoke anymore. This caused people to feel distant from the deities. Many people turned to Buddhism instead. Rulers who had come under the influence of Buddhism encouraged this shift.

Then Hindu thought began to change. Poets began to write hymns of praise to the deities Vishnu and Shiva. These poems were written in languages that common people spoke, instead of in Sanskrit.

The poems became popular across India. As a result, many Indians felt a renewed love for their Hindu deities. This renewal of interest in Hinduism occurred at the same time as a decline in Buddhism. Eventually, Buddhism lost most of its followers in India. By that time, however, it had spread to many other countries in Asia.



FIND MAIN IDEAS Identify several of Asoka's major accomplishments.

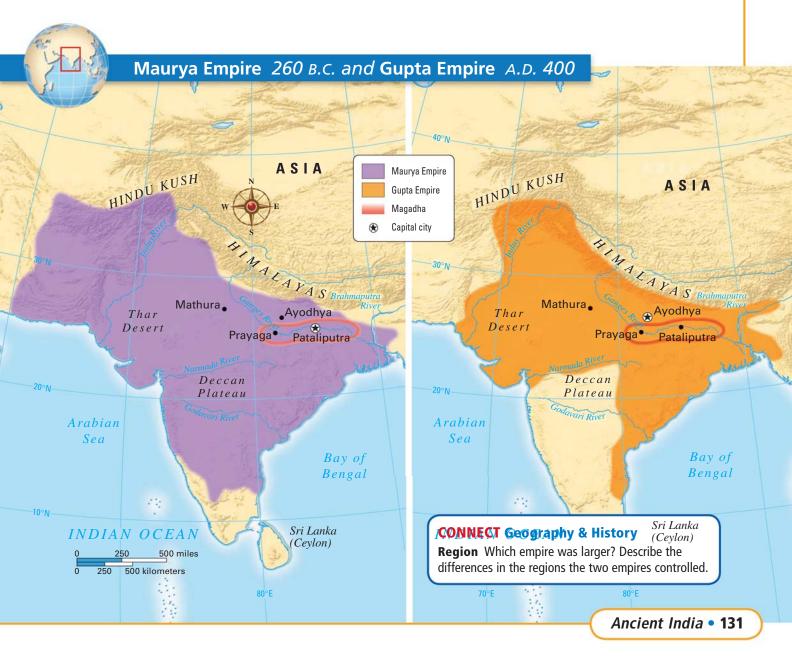
The Golden Age of the Guptas



V) **KEY QUESTION** Why was the period of Gupta rule a golden age for India?

Shortly after Asoka died, the Maurya Empire collapsed because of poor rulers and enemy invasions. Five centuries of conflict followed until the Gupta (GUP•tuh) family took control.

The Gupta Empire Like the Mauryas, the Guptas began as leaders in Magadha. Chandra Gupta I became king in A.D. 320. (He was not related to Chandragupta Maurya.) He immediately married a king's daughter and gained new lands. Later, his son enlarged the empire by fighting wars. But Chandra Gupta's grandson, Chandra Gupta II, was the greatest ruler of the family. During his reign (A.D. 375 to 415), India experienced a golden age—a time of great accomplishment.



Art and Literature Under Chandra Gupta II, Indian arts **flourished**. Architects erected gracefully designed temples. Artists painted murals and sculpted statues. Many of these murals and statues had religious subjects.

The ancient Sanskrit epic the *Mahabharata* became the basis of many plays written in the Gupta period. Poetry also flourished under the Guptas.

Mathematics and Science Indian mathematics was among the most advanced in the world. Indian scholars invented the numeral system we use today. They also developed the decimal system and the symbol for zero. (The Maya of Central America also came up with the idea of zero independently.)

One mathematician figured out the length of a year. He also **estimated** the value of pi, which you will study when you take geometry. Pi is the number that is used to calculate the length of a circle's boundary, called the circumference.

During the Gupta Empire, knowledge of astronomy increased. Almost 1,000 years before Columbus, Indian astronomers proved that the earth was round by observing a lunar eclipse. During the eclipse, the earth's shadow

fell across the face of the moon. The astronomers noted that the earth's shadow was curved, indicating that the earth itself was round.

Doctors added new techniques to the ancient practice of Ayurvedic (EYE•yuhr•VAY•dihk) medicine. It promotes health through diet and exercise.

Metal Working Indian artisans developed advanced methods of metallurgy (metal working). Outside of Delhi, an iron pillar erected about A.D. 400 stands over 20 feet high. No other people were able to manufacture such a large piece of iron until at least 1,000 years later. Unlike most iron, the pillar has resisted rust for 16 centuries. One explanation is that the iron pillar contains more phosphorous than most iron does. As a result, a protective coating formed on the surface.

Qutab Minar, Delhi The iron pillar from the Gupta period weighs about 1,300 pounds and stands among the ruins of Qutab Minar near Delhi, India. ▼



Trade Spreads Indian Culture The royal court of the Gupta kings was a place of excitement and growth. Indians revered the kings for their heroic qualities. The kings displayed these qualities by adding territory to their empire, which allowed Gupta India to expand and profit from foreign trade. Traders sold Indian goods such as cotton and ivory to foreign merchants. Indian merchants bought Chinese goods such as silk. They resold these goods to traders who were traveling west.

Both traders and missionaries spread Indian culture and beliefs. Hinduism spread to parts of Southeast Asia. Buddhism gradually spread to Central Asia, Sri Lanka (formerly called Ceylon), China, and Southeast Asia. Eventually, the influence of Hinduism declined in Southeast Asia, but it remained the dominant religion in India. Buddhism was the opposite. It became the dominant religion in the regions to which it had spread. At the same time, it declined as an influence in its place of origin. In the next section on the legacy of India, you will see how Indian achievements have influenced the world in many areas. Among these are religion, literature, drama, art, sculpture, and architecture.



FIND MAIN IDEAS Discuss why the period of Gupta rule was a golden age for India.

3 Sect

Section Assessment



Terms & Names

1. Explain the importance of

ahimsa Siddhartha Gautama dharma Buddhism nirvana Asoka

Use Your Reading Notes

2. Compare and Contrast Use your completed Venn diagram to answer the following question: How were the Maurya and Gupta empires of India alike?



Key Ideas

- **3.** The Buddha's Eightfold Path stressed right behavior in eight areas. What were they?
- 4. How did Buddhism influence Asoka as a ruler?
- **5.** What were the important achievements in Indian literature?

Critical Thinking

- **6. Compare** Was Hinduism or Buddhism more similar to ancient Egyptian religion? Why?
- 7. CONNECT to Today If historians today found an engraved rock pillar from Asoka's time, would that be a primary source or a secondary source? Explain.



Write Rules With a group of your friends, agree on three or four basic rules for social conduct. Print your rules on a poster and display it in the classroom.

Section 4

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

The teachings of the Buddha and the growth of the Maurya and Gupta empires influenced Indian history and culture.

NOW YOU WILL LEARN

The influence of India can be seen around the world today in religion, art, and mathematics.

Vocabulary

TERMS & NAMES

Mohandas Gandhi (MOH•huhn•DAHS GAHN•dee) 20th-century Indian who helped lead his country to independence by using nonviolent resistance to colonial rule

Kalidasa (KAH•lee•DAH•suh) one of India's greatest writers

Hindu-Arabic numerals numerals we use today that originated in India and were brought to the West by Arab trade

BACKGROUND VOCABULARY

practice to follow the teachings of a religion **translated** expressed in a different language **place** position of a numeral

REVIEW

religion worship of God, deities, or spirits



Visual Vocabulary Kalidasa

Reading Strategy

Re-create the chart shown at right. As you read and respond to the **KEY QUESTIONS**, use the chart to help you categorize information about the legacy of India.



See Skillbuilder Handbook, page R6.



The Legacy of India

Connect to What You Know In ancient times, trade spread Indian religion and art to other parts of Asia. Indian culture continues to influence our modern world today.

India's Religious Legacy



V KEY QUESTION How did the religions of India affect other cultures?

Yoga is as old as the *Bhagavad Gita* and as new as the yoga classes taught in health clubs today. Its popularity shows that the ancient religious traditions of India are still very much alive.

Hinduism and Buddhism Today Four out of five people living in India today are Hindus. Hindus also live in Nepal, Sri Lanka, Malaysia, and many other countries. About one million people in the United States **practice** Hinduism.

Buddhism did not remain strong in India. Not even one percent of Indians today are Buddhists. But the religion is popular in Asia, Western Europe, and the United States.



▲ Mohandas Gandhi In the early 20th century, Britain ruled India as a colony. Gandhi practiced ahimsa as he helped lead the fight against foreign rule. He took part only in nonviolent protests.

Spring Festival Indians dance and throw colors as they celebrate the spring festival known as Holi. V



Hindu and Buddhist Influences In the mid-1900s, Indian leader Mohandas Gandhi (MOH•huhn•DAHS GAHN•dee) used ahimsa (nonviolence) in his fight against British rule to gain independence for India. His life inspired U.S. civil rights leader Martin Luther King Jr., who led nonviolent protests to gain rights for African Americans.

Today Hindu and Buddhist influences continue. For example, millions of people from other religions meditate and practice yoga.

FIND MAIN IDEAS Describe how the religions of India influenced other cultures.

India's Artistic Legacy



V KEY QUESTION What are some important achievements in Indian arts?

The arts of India have strongly influenced the world. This influence can be seen in literature, art and sculpture, and architecture.

Literature One of India's greatest writers was Kalidasa (KAH•lee•DAH•suh). He may have been the court poet for Chandra Gupta II. Kalidasa's most famous play is Shakuntala. It tells the story of a beautiful girl who falls in love with and marries a middle-aged king. After Shakuntala and her husband are separated, they suffer tragically because of a curse that prevents the king from recognizing his wife when they meet again. Generations of Indians have continued to admire Kalidasa's plays because they are skillfully written and emotionally stirring.

Southern India also has a rich literary tradition. In the A.D. 100s, the city of Madurai in southern India became a site of writing academies. More than 2,000 Tamil poems from this period still exist.

Drama In addition to literature, drama was very popular in ancient India. In southern India, traveling troupes of actors put on performances in cities across the region.

Women as well as men took part in these shows, which combined drama and dance. Many of the classical dance forms in India today are based on techniques explained in a book written during this period.

In many Southeast Asian nations, people perform plays based on the ancient Sanskrit epic the Mahabharata. The Bhagavad Gita has been translated into many languages and is read around the world.

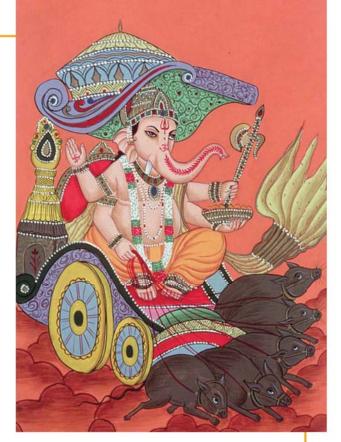
▲ Dance of the Ramayana This dancer in Thailand is

performing a piece from an Indian epic called the Ramayana. What does this dancer in Thailand suggest about Indian culture?

Art and Sculpture Indian art and sculpture have influenced art in other cultures. Both Hindu art and Buddhist art were important in the development of art in India.

The main difference between Buddhist art and Hindu art in India was its subject matter. Buddhist art often portrayed the Buddha or bodhisattvas, who were potential Buddhas. Hindu deities, such as Vishnu and Ganesha, were common subjects in Hindu art.

Beyond the differences in subject, Hindu and Buddhist beliefs had little influence on Indian artistic styles. For example, a Hindu sculpture and a Buddhist sculpture created at the same time and place were stylistically the same. In fact, the same artisans often created both Hindu and Buddhist art.



▲ Ganesha The elephant deity Ganesha, here pulled in his chariot by rats, is the deity of success, education, wealth, and wisdom.

CONNECT \rightarrow to Today

Bollywood

India's movie industry is called Bollywood, which combines Bombay and Hollywood.

- Movies are very popular in India, which has the world's largest motion picture industry.
- India's huge population and cultural diversity are reflected in its films, which are produced in 52 languages. About 5 million people work in Indian movies.
- Indian movies are often based on myths and folk tales. They also feature love stories and crime dramas. Devdas is among the most expensive Indian films ever made.

Films Released in 2005 India (1041) **United States (699)** Country **Japan** (356) China (260) **France** (240) 200 400 600 800 1000 1200 Number of Movies

Source: Australian National Film Board

CRITICAL THINKING

Make Inferences India's population is over one billion. How might this connect to the size of its film industry?

Architecture The influence of Hindu traditions can be seen in Indian architecture. Many architectural trends began in Gupta times. These include building with stone rather than wood; erecting a high, pyramidal roof instead of a flat roof; and sculpting elaborate decorations on the roof. The influence of Indian architecture spread throughout Southeast Asia, including Burma, Thailand, Laos, Vietnam, and Cambodia.

In northwestern Cambodia, ancient builders erected a large complex of Hindu temples called Angkor Wat. The architectural trends that began in Gupta times can be seen in this complex, which was built in the 1100s. It is the world's largest religious structure and is considered one of the world's greatest architectural achievements. It was built as a symbolic mountain dedicated to the Hindu deity Vishnu. Some years later, the complex became a Buddhist temple.

Indian influences are seen in the design of Angkor Wat. For example, the buildings in the temple complex have pyramidal roofs. They are built of stone, with elaborate sculptures decorating the roofs and walls. The complex covers nearly a square mile.

Angkor Wat The temples at Angkor Wat in Cambodia show how Hinduism and Indian artistic styles spread to Southeast Asia.



FIND MAIN IDEAS Discuss some important achievements in Indian arts.



The Legacy of Indian Mathematics



V KEY QUESTION How does the mathematical knowledge of ancient India affect our lives today?

The numerals we use originated in India. People in India have been using the numerals 1 to 9 for more than 2,000 years. Arab traders brought these numerals to the West; as a result, they are frequently referred to as Arabic numerals. However, in contemporary usage they are more often called **Hindu-Arabic numerals**.

The number system first developed in India and widely used today is called the decimal system. The name comes from the Latin word decem, which means "ten." In a number such as 5,555, each numeral is worth ten times as much as the numeral to its right. The place of a numeral—the ones place, the tens place, the hundreds place, and so on—tells how much that numeral is worth.

The decimal system would not work without a symbol for zero. It would be impossible to write a number like 504 without some way to show that the tens place was empty. In India, the use of the zero goes back about 1,400 years.



SUMMARIZE Describe how the mathematics of ancient India affects us



Section Assessment



Terms & Names

1. Explain the importance of

Mohandas Gandhi Hindu-Arabic numerals Kalidasa

Use Your Reading Notes

2. Categorize Use your completed chart to answer the following question:

Which of India's legacies has made the biggest impact on your life? Explain.

Legacy of India				
Religion	Arts	Mathematics		

Key Ideas

- 3. What ancient Hindu and Buddhist practice inspired both Mohandas Gandhi and Martin Luther King Jr.?
- 4. Which ancient Indian arts influenced Southeast Asian culture?
- **5.** What number system did Indian mathematicians invent?

Critical Thinking

- 6. Make Generalizations What are three main ways Indian religion, art, music, literature, and dance reached the rest of the world?
- **7. Sequence Events** How did Indian numerals come to be called Hindu-Arabic numerals?



Make a Travel Poster Research one of the Indian legacies you learned about. Advertise it on a travel poster about "Old and New India."

COMPARING Traditional and Modern India

India has one of the oldest cultures in the world. Indian people continue to observe many traditions in terms of beliefs, clothing, diet, and work. At the same time, India is rushing into the 21st century to embrace the modern world and improve the standard of living of its people.

Traditional India

Traditional India is a land of Hindu temples, brightly colored clothing, and bicycle rickshaws (see photo below) careening down narrow village streets. Although much of the developing middle class is modernizing, many continue to follow the traditional ways in clothing, food, work, and daily life.



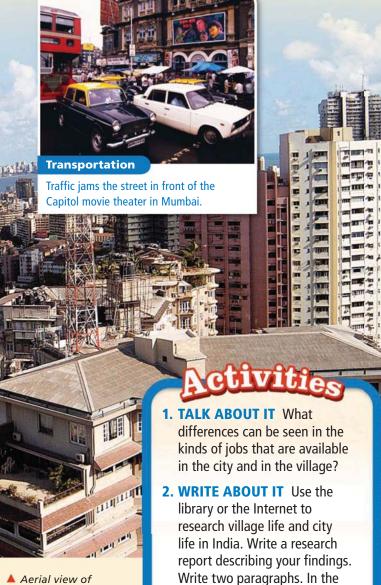
The Mumbai Stock Exchange is an example of contemporary architecture in the city of Mumbai.

Call-center workers in Bangalore serve customers in the

United States and Britain.

Modern India

Modern India is racing to become a center of hightech jobs and widespread prosperity. India's growing middle class is increasingly willing to abandon the sari for jeans, the railway for jet flights across the country, and the farming village for high-tech centers such as Bangalore.



first, describe village life; in the second, describe city life.

Assessment Chapter

Interactive (Review



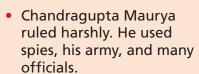
Material States for quizzes, flipcards, crosswords, review notes, and activities @ ClassZone.com

Ancient India

Geography

- The first Indian civilization arose near the Indus and Saraswati rivers.
- Monsoons, or seasonal winds, affect India's climate.

Government





min Amil

Asoka tried to rule peacefully, influenced by Buddhism.

Belief Systems

- Hinduism is a religion that worships God in many forms and believes in reincarnation.
- Buddhism teaches people to follow a middle way according to the Eightfold Path.

Culture

- Indian artistic styles spread to other regions of Asia.
- Indians invented the zero, Hindu-Arabic numerals, and the decimal system.
- They were skilled metal workers.

VOCABULARY

Explain why the words in each set below are linked with each other.

- 1. Himalayas and Hindu Kush
- 2. caste and Brahmanism
- 3. Buddhism and nirvana
- 4. Mohandas Gandhi and ahimsa

KEY IDEAS

Geography and Indian Life (pages 112–119)

- 5. Why did Indian farmers depend on the summer monsoons?
- 6. By what body of water were Harappa and Mohenjo-Daro, two of ancient India's large cities, located?

The Origins of Hinduism (pages 120–125)

- 7. What cultural impact did the Aryan migrations have on India?
- **8.** How does Hinduism differ from other religions that worship many deities?

Buddhism and India's Golden Age

(pages 126–133)

- 9. What are the Four Noble Truths?
- 10. Why was the reign of Chandra Gupta II considered India's golden age?

The Legacy of India (pages 134–141)

- 11. How did a Hindu belief influence the U.S. civil rights movement?
- **12.** What makes the Indian idea of the zero so important?

CRITICAL THINKING

- 13. Analyze Effects How did the Indian social structure maintain social order?
- 14. Draw Conclusions How are the various Hindu deities related to one supreme God?
- 15. Make Inferences How do you think the Buddha might have felt about political or social change?

- 1. Writing Activity Mohandas Gandhi opposed the caste system and worked to end its influence in India. Write a persuasive paragraph to convince the Indian people to fight against the traditional caste system.
- 2. Interdisciplinary Activity— **Math** Research the places in the decimal system. Learn the name for some high numbers: million, billion, trillion, and so on. Make a poster showing the names for these numbers and how they are written: For example, 1 million is written 1,000,000.



ONLINE ACTIVITY

Click here to design a Web page on Buddhism in the United States @ ClassZone.com



How do India's rich history and culture affect the world today?

Written Response Write a two- or three-paragraph response to the Essential Question. Consider the key ideas of each section and specific details about India's history and culture. Use the rubric to guide your thinking.

RESPONSE RUBRIC

A strong response will

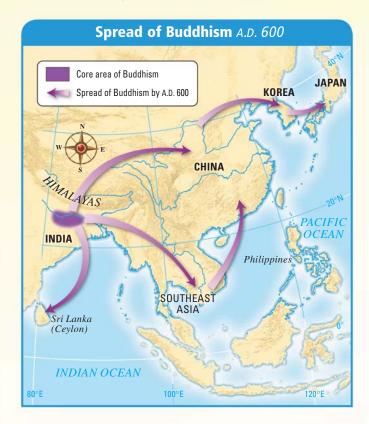
- discuss India's history and culture as they evolved over the course of thousands of years
- discuss India's role in the world today

Standards-Based Assessment



- Online Test Practice @ ClassZone.com
- Test-Taking Strategies and Practice at the front of this book

Read a Map Use the map below to answer the questions.



- 1. Where did Buddhism originate?
 - A. India
 - B. China
 - C. Korea
 - D. Sri Lanka
- 2. What is the farthest place from India that Buddhism had spread to by A.D. 600?
 - A. China
 - **B.** Japan
 - C. Korea
 - D. Sri Lanka





Section 4

Reading for Understanding

Ney Ideas

BEFORE, YOU LEARNED

The first Indian civilization arose in the Indus River valley.

NOW YOU WILL LEARN

Natural barriers isolated China's fertile river valleys from the rest of Asia. As a result, Chinese culture developed with limited outside influence.

Vocabulary

TERMS & NAMES

oracle bones animal bones or shells used by the Shang kings to communicate with the gods pictographs pictures or drawings that represent words or ideas

dynastic cycle pattern of the rise and fall of dynasties

Mandate of Heaven ancient Chinese belief that a good ruler had the gods' approval

BACKGROUND VOCABULARY

favor support or approval

REVIEW

dynasty family or group that rules for several generations

nomads members of a group of people who have no set home but move from place to place



Visual Vocabulary oracle bone

Reading Strategy

Re-create the web diagram shown at right. As you read and respond to the **KEY QUESTIONS**, use the diagram to help you make inferences about geographic patterns and the North China Plain.



See Skillbuilder Handbook, page R10.



Geography Shapes Ancient China

Connect to What You Know What makes the area you live in a good place for people to live? Think about how the geographic features of your area have affected life there.

Geographic Features of China

V KEY QUESTION What effect did the physical features of China have on its early development?

The river valley pattern you studied in Mesopotamia, Egypt, and the Indus Valley was repeated in China. China's civilization developed because two rivers brought water and silt that made farming possible. Cities grew along the banks of the rivers.

Isolated by Barriers Located on the eastern side of Asia, China lies about the same distance north of the equator as

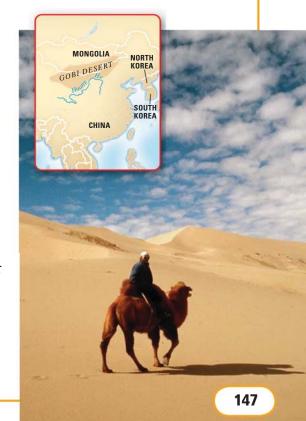
the United States. China's lands are bordered on the east by the Yellow Sea, the East China Sea, and the Pacific Ocean. Deserts edge the northern and western lands. To the north is the Gobi (GOH•bee) Desert, and to the west lies the Taklimakan (TAH•kluh•muh•KAHN) Desert. The Pamir, Tian Shan, and Himalaya (HIHM•uh•LAY•uh) mountain ranges form a tight curve marking the western border.

Unlike the regions of the Nile and Fertile Crescent, where civilizations often interacted, China was geographically isolated. The huge mountain chains, vast deserts, and large expanses of water acted as barriers between China and other lands. This made the spread of ideas and goods to China difficult. As a result, Chinese civilization developed along very distinct lines. There were fewer outside influences to shape China's culture.



▲ Shang Bronze Drinking Vessel The Shang were famous for their excellent bronzework.

Gobi Desert One of the largest deserts in the world, the Gobi covers more land than Texas and California combined. What two countries share the Gobi Desert? ▼

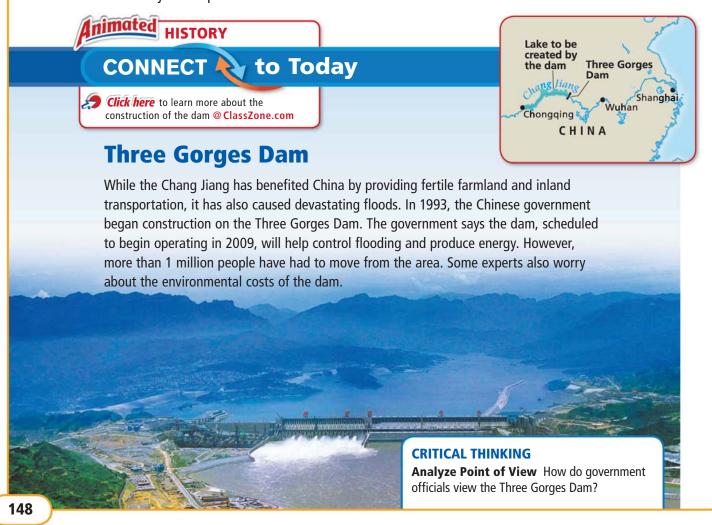


Two River Systems Two major rivers flow toward the Pacific Ocean. The Chang Jiang (chahng jyahng), or the Yangtze River, is found in central China. The Huang He (hwahng huh) to the north is also known as the Yellow River.

In ancient times, most Chinese farming was done in the very rich land between the Chang Jiang and Huang He. Their floodwaters deposit yellowish silt that makes fertile soil. This land, called the North China Plain, has always been the center of Chinese civilization.

A Varied Climate China has a varied climate, much like the United States. Western China is dry like the western United States. Because it is mostly deserts and mountains, it is sparsely populated and has little usable farmland. Northeast China has seasons like New England, with cold winters and warm summers. In contrast, the southeast is like the southern region of the United States, with mild winters and hot, rainy summers. These different climates allow China to produce a variety of crops. Rice is grown in the moist south, while wheat, soybeans, and millet are grown in the drier north lands.

ANALYZE EFFECTS Explain how China's physical features affected its early development.



The Shang Dynasty



KEY QUESTION How did the Chinese language develop?

Around 2000 B.C., farming settlements along the Huang He began to grow into cities. An early civilization began there, and Chinese culture today evolved from that ancient beginning. Historians consider China to be the oldest continuous civilization in the world.

Shang Kings About 1766 B.C., Shang family kings began to control some cities. They set up a dynasty, a family or group that rules for several generations. The kings were responsible for religious activities. They claimed to rule with the gods' permission. Shang kings controlled the central portion of the North China Plain; their relatives ruled distant areas. The Shang used chariots to defend themselves against the **nomads** who lived to the north and west. They made war with nomadic people like the Zhou (joh).

Shang Families In Shang culture, respect for one's parents and ancestors was important. Family was closely tied to religion. The Chinese believed that the spirits of their ancestors could bring good fortune. Families paid respect to the father's ancestors by sacrificing animals in their honor. Men ruled within the family.

Developing Language The Shang kings claimed to be able to influence the gods. They received messages from the gods through **oracle bones**. These were animal bones on which Shang royal priests scratched questions to the gods. Next, they touched the bones with heated rods to crack them and interpreted the cracks. They scratched the answers on the bones. The scratches were an early form of writing.

Like other ancient peoples, the Shang developed their system of writing with **pictographs**, simple drawings that represent words or ideas. As you can see in the chart at right, the pictographs are similar to the modern Chinese characters. The Chinese system of writing used a huge number of symbols. To be barely able to read and write, a person had to know at least 1,500 characters. An educated person needed to know at least 10,000 characters.

you can read Chinese without being able to speak it. People all over China could learn the written language, even if their spoken languages were different. The system helped unify a large, varied land.

One advantage of the Chinese writing system is that



SUMMARIZE Explain how the Chinese language developed.

Chinese Writing

field

water

Modern

Ancient



The Zhou Dynasty

XEY QUESTION How did the idea of the Mandate of Heaven help the Zhou take over the Shang?

The Zhou people moved down from the northwest. They clashed with the Shang on many occasions. Around 1027 B.C., the Zhou ruler Wu Wang led a force that defeated the Shang. The Zhou adopted many Shang ways, so their victory did not bring about sweeping cultural change. Still, Zhou rule brought new ideas to Chinese civilization.

The Zhou and the Dynastic Cycle The Zhou kings established a new dynasty in China. Chinese dynasties rose and fell in a pattern. Historians call the pattern of the rise and fall of dynasties in China the **dynastic cycle**. Look at the diagram above to see the pattern.

Like the ancient Egyptians, the Zhou kings thought that trouble would come if rulers lost heaven's **favor**. To justify their conquest, Zhou leaders declared that the last Shang king had been a poor ruler. They claimed that the gods had taken away the Shang's right to rule and given it to the Zhou.

Eventually, the idea that a good ruler had approval from the gods became a part of Chinese culture. When a ruler was bad or foolish, the people believed the approval of the gods would be taken away. This idea was called the **Mandate of Heaven**. The Chinese people believed that troubles such as peasant uprisings, invasions, floods, or earthquakes meant that the Mandate of Heaven had been taken away. Then it was time for new leaders, and the Mandate of Heaven might pass to another noble family.

Zhou Government Like the Shang, the Zhou did not have a strong central government. Kings put people with family ties or other trusted people in charge of regions. Those local rulers, or lords, owed loyalty and military service to the king. In return, the king promised to help protect their lands. As their towns became cities, the lords grew stronger. More groups came under their rule. The lords became less dependent on the king. They began to fight among themselves and with other peoples. The lands they added to their control expanded Chinese territory.

The Time of the Warring States Invasion of Chinese lands was a constant theme in Chinese history. After 800 B.C., nomads from the north and west invaded China. In 771 B.C., invaders destroyed the capital city of Hao and killed the king. The king's family escaped to Luoyang and set up a new capital. Because the kings were weak, the lords fought constantly. As their power grew, these warlords claimed to be kings within their own territories. This action led to a period called the Time of the Warring States, which began around 403 B.C.

▲ Jade Dragon
Pendant The dragon
is a symbol of power
and excellence.



DRAW CONCLUSIONS Explain how the idea of the Mandate of Heaven helped the Zhou take over the Shang.

1

Section Assessment

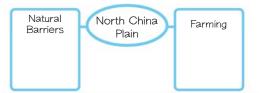


Terms & Names

1. Explain the importance oforacle bones dynastic cycle
pictographs Mandate of Heaven

Use Your Reading Notes

2. Make Inferences Use your completed diagram to answer the following question:
How did geographic barriers affect Shang and Zhou relations with outside peoples?



Key Ideas

- **3.** Why did Shang settlements begin along the Huang He?
- **4.** How did the Shang develop a Chinese language?
- **5.** How would the Chinese people know that a ruler had lost the Mandate of Heaven?

Critical Thinking

- **6. Analyze Causes and Effects** How did the development of a written language help to unify China?
- 7. Compare In what ways was the settling of the Huang He valley similar to settlements in other world regions?

Activity

Create Elements of Language Develop pictographs and use them in a sentence about your classroom. Have classmates try to determine what you wrote.

Section •

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

China's isolated location influenced the development of its civilization.

NOW YOU WILL LEARN

China's scholars developed three belief systems to help them think about the world: Legalism, Confucianism, and Daoism.

Vocabulary

TERMS & NAMES

philosophy logical study of basic truths about knowledge, values, and the world

Legalism belief that a powerful, efficient government and a strict legal system are the keys to social order

Confucianism (kuhn•FYOO•shuh•nihz•uhm) belief system based on the teachings of Confucius, a Chinese scholar

filial piety respect for one's parents and ancestors, an important teaching of Confucianism

Daoism (DOW•IHZ•uhm) Chinese belief system said to have begun with Laozi, a philosopher in the 500s B.C., based on the idea of natural order in the world

harmony agreement in feeling

BACKGROUND VOCABULARY

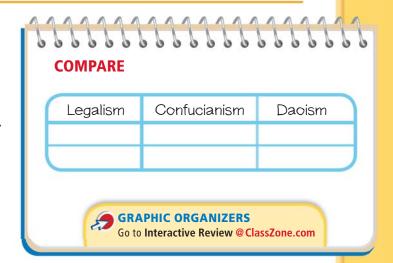
conduct how someone acts; behavior
complement to work well with

Reading Strategy

Re-create the chart shown at right. As you read and respond to the **KEY QUESTIONS**, use the chart to help you identify points that all three ancient Chinese philosophies consider important.



See Skillbuilder Handbook, page R8.



China's Ancient Philosophies

Connect to What You Know In the last section, you learned about the Time of the Warring States in China. During this time, Chinese society experienced much disorder. Warlords and kings fought with each other to gain control of lands. Scholars wondered what it would take to bring peace to the land. They developed three ways of thinking: Legalism, Confucianism, and Daoism. Each was a **philosophy**, or a logical study of basic truths about knowledge, values, and the world.

Starting with a Story

Imagine that Confucius, the famed philosopher, is coming to your village, and you get to meet him!

to listen to the story

ClassZone.com



Legalism



KEY QUESTION How did Legalism suggest that society should be controlled?

One philosophy was **Legalism**, or a belief that a powerful, efficient government and a strict legal system are the keys to social order. Legalists feared disorder in society. They decided that a strong government that enforced strict laws would restore order and solve China's problems.

Strict Laws and Harsh Punishments Legalists believed that human nature is wicked. Hence, they thought that people do good only if forced to. Legalists thought that the government should pass strict laws to control the way people behaved. They argued that harsh punishments were needed to make people afraid to do wrong.

School of Confucius

Confucius, second figure from the left, meets with his students. ▼



An Increase in Government Control Legalists taught that rulers should reward people who carried out their duties well. In practice, however, the Legalists stressed punishment more than rewards. Shang Yang, a supporter of Legalism, wanted to force people to report lawbreakers. In fact, he thought people who did not report lawbreakers should be executed.

Legalists did not want people to complain about the government or question what it did. They favored arresting people who questioned the government or taught different ideas. They also taught that rulers should burn books that contained different philosophies or ideas.

FIND MAIN IDEAS Explain how Legalism suggested that society should be controlled.

Confucianism



V KEY QUESTION What actions did Confucius believe would bring order to China?

Confucius lived from 551 to 479 B.C., during a time of much conflict and unrest in China. Like the Legalists, he wanted to restore the order of earlier times to his society. However, he developed different ideas about how to end conflict and have peace in all relationships. According to Confucius, respect for others was absolutely necessary for peace and order. Government leaders should set a good example so that people would see what was correct. Confucius's students collected his ideas and recorded them in a book called the Analects. The book tells of Confucius's teachings, which together form a belief system known as Confucianism (kuhn•FYOO•shuh•nihz•uhm).

The Five Relationships Confucius taught a code of proper **conduct**, or behavior, for people. In Confucianism, there were five basic relationships. Each type of relationship had its own duties and its own code of proper conduct. Here are the five relationships:

- father and son
- elder brother and younger brother
- husband and wife
- friend and friend
- ruler and subject

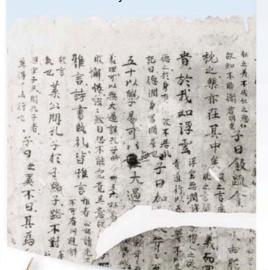
Notice that the relationships fall into two basic categories: proper conduct in the family and proper conduct in society.

Ceremony Children in Taiwan take part in a ceremony honoring



Primary Source

Background Confucius taught filial piety, or respect for one's parents and ancestors. In this selection, he discusses filial piety with his students. He focuses on propriety, or concern about what is proper or correct in society.



◄))from the *Analects*

By Confucius

Translated by James Legge

"The filial piety of now-a-days means the support of one's parents. But dogs and horses likewise are able to do something in the way of support; — without reverence, what is there to distinguish the one support given from the other?" . . .

Mang I asked what filial piety was. The Master said, "It is not being disobedient." . . .

Fan Chih said, "What did you mean?" The Master replied, "That parents, when alive, should be served according to propriety; that, when dead, they should be buried according to propriety; and that they should be sacrificed to according to propriety."

page from Confucius's Analects

DOCUMENT-BASED QUESTION

What can you infer from Confucius's teachings about the place of the family in society?

Proper Conduct Confucius believed good conduct and respect began at home. Husbands had to be good to their wives. Wives had to obey every decision of their husbands. Brothers had to be kind to brothers, but a younger brother always had to follow the wishes of his older brother. One of Confucius's most important teachings was about **filial piety**, or treating parents with respect. The primary source above is about filial piety.

Confucius was also concerned with people's behavior in society. Authority should be respected. The ruler's responsibility was to live correctly and treat his subjects with respect. If a ruler led in a right, moral way, a subject's duty was to obey. If these behaviors were followed, there would be peace in the society.

The Impact of Confucianism Confucianism set out clear family and social roles. By following these roles, the Chinese people found ways to avoid conflict and live peacefully. Many rulers tried to live up to Confucius's model for a good ruler. By emphasizing the importance of education, Confucius laid the groundwork for fair and skilled government officials.



SUMMARIZE Explain what Confucius thought would bring order to China.

COMPARING Belief Systems



Legalism

- An efficient and powerful government is the key to social order.
- Harsh punishments are needed to maintain social order.
- Ideas should be strictly controlled by the government.



Confucianism

- Social order and good government should be based on family relationships.
- Respect for elders helps to create order in society.
- Education helps to improve both individuals and society.



Daoism

- The natural order—or the relationship among all living things in the universe—matters more than the social order.
- A universal force called the Dao, or the Way, guides all things.
- Humans should learn to live in harmony with nature.

CRITICAL THINKING

Compare How are these belief systems similar?

Daoism



KEY QUESTION Why did Daoism teach that each human had to find an individual way to follow in life?

The third major philosophy of ancient China is said to have begun with Laozi (low•dzuh). No one knows if he really existed, but some say he lived in the 500s B.C. The name Laozi means "Old Master." The book of his teachings is the *Daodejing* (*The Book of the Way of Virtue*). The teachings of Laozi are called **Daoism** (DOW•IHZ•uhm). They contrast sharply with Legalism and Confucianism.

The Way Laozi believed that a universal force called the Dao, or the Way, guides all things. All creatures, except human beings, live in harmony with this force. Humans argue about questions of right and wrong. According to Laozi, such arguments are pointless. To relate to nature and each other, each human being has to find an individual way, or Dao, to follow. Each person should learn to live in **harmony**, or agreement, with nature and with his or her inner feelings.

Laozi and his followers were more concerned with natural order than social order. According to the teachings of Daoism, if each person could find his or her individual way and learn to live in harmony with nature, then social order would follow. As Laozi put it, "People would be content with their simple, everyday lives, in harmony, and free of desire."

Following the Way Daoists did not argue about good and bad, and they did not try to change things. They accepted things as they were. Unlike the followers of Legalism and Confucianism, they did not want to be involved with the government. In fact, they thought the government should leave people alone.

Daoists tried to understand nature and live in harmony with its rhythms. This included the idea of yin and yang, or two things that interact with each other and represent the natural rhythms of life. The yin (black) stands for all that is cold, dark, and mysterious. The yang (white) represents all that is warm, bright, and light. The forces **complement** each other. The forces are always changing and evolving. Understanding yin and yang helped a person understand how he or she fit into the world.

In their search for knowledge and understanding of nature, Daoists pursued scientific studies. They made important contributions to science in such fields as astronomy and medicine. In the next section you will learn how the three philosophies influenced the way in which the rulers of China controlled their lands.



DRAW CONCLUSIONS Explain why Daoism taught that each human had to find an individual way to follow in life.



▲ Yin and Yang
Symbol The outer circle represents "everything."
The inner shapes represent the interaction of the forces—yin and yang. What do the colors in the symbol represent?

2

Section Assessment



Terms & Names

1. Explain the importance of philosophy Confucianism Daoism Legalism filial piety harmony

Use Your Reading Notes

2. Compare Use your completed chart to answer the following question:

Which of the Chinese philosophies stressed the importance of family?

Legalism	Confucianism	Daoism

Key Ideas

- **3.** How did Legalists believe governments should keep peace among people?
- **4.** What was the purpose of Confucius's five relationships?
- **5.** What did Daoists believe about nature?

Critical Thinking

- **6. Compare and Contrast** How did the Legalists' views of human nature contrast with the views of the Confucianists?
- **7. CONNECT to Today** Do you think the Daoist belief about harmony with nature is more or less important today? Explain.



Create Classroom Rules Choose one of the three Chinese philosophies and create a set of classroom rules that reflect the basic ideas of that philosophy. Share your rules with others, and decide which rules you would like for your classroom.

Section 3

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

Chinese philosophers developed new belief systems during the disorder of the Time of the Warring States.

NOW YOU WILL LEARN

Shi Huangdi and the Qin Dynasty conquered the warring states and unified China. The Han Dynasty took over China and established a strong empire that lasted 400 years.

Vocabulary

TERMS & NAMES

Qin (chihn) state of ancient China

Shi Huangdi (shee hwahng•dee) Chinese ruler who came to power in 221 B.C. and unified and expanded China by ending internal battles and conquering rival states

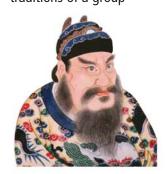
Great Wall wall built by Shi Huangdi to link smaller walls and keep invaders out of China

Han Dynasty Chinese dynasty begun in 202 B.C. by Liu Bang, who reunified China

bureaucracy (byu•RAHK•ruh•see) system of departments and agencies that carry out the work of a government

BACKGROUND VOCABULARY

terra cotta baked clay **assimilate** to adopt the cultural or social traditions of a group



Visual Vocabulary Shi Huangdi

Reading Strategy

Re-create the Venn diagram shown at right. As you read and respond to the **KEY QUESTIONS**, use the diagram to help you compare and contrast the rule of the Qin and Han dynasties.



See Skillbuilder Handbook, page R8.



The Qin and the Han

Connect to What You Know At the end of the Zhou period, several states were still at war. As you recall, the Chinese believed in the Mandate of Heaven. According to that belief, wars and other troubles were signs that the ruling dynasty had lost heaven's favor. The Chinese believed they needed a new ruler.

The Qin Unified China

KEY QUESTION How did the Qin Dynasty unify China?

The new ruler of China came from the state of **Qin** (chihn). Some scholars think the name of China may have come from this word. The new emperor took the name **Shi Huangdi** (shee hwahng•dee). He would unify and expand China.

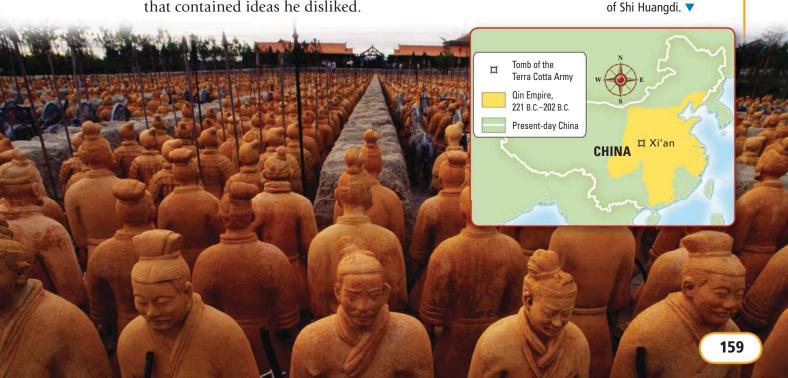
A Legalistic Ruler In 221 B.C., Qin ruler Shi Huangdi began ending internal battles between warring states. He then conquered rival states and drove out nomadic invaders. China grew larger than it had been under the Zhou.

Shi Huangdi believed in Legalism and its way of running the country. He tried to wipe out Confucianism. He had 460 critics and Confucianists killed. He also ordered the burning of books that contained ideas he disliked.



▲ Jade Funeral Sui This suit is made up of 2,498 jade pieces. The Chinese believed jade would preserve dead bodies for the afterlife.

Terra Cotta ArmyThousands of clay soldiers were buried at the tomb



Uniting China Shi Huangdi wanted a strong central government. To gain control, he tried to weaken China's noble families. He took the nobles' land and forced them to live at the capital so he could watch them. These actions strengthened the emperor's power.

Shi Huangdi set out to unite China under his control. To link the lands together, he built highways and irrigation projects. He forced peasants to work on these projects and set high taxes to pay for them. He also set government standards for weights, measures, coins, and writing, which made it easier to do business everywhere in China.

The Great Wall Shi Huangdi wanted a long wall along China's northern borders to keep out nomadic invaders. He planned the **Great** Wall, which linked together smaller walls built during the Time of the Warring States. The earliest walls were built of earth. Later, stone and brick were used.

Shi Huangdi forced hundreds of thousands of peasants and criminals to build the Great Wall. Many workers died from hard labor. The deaths caused great resentment among the people. Later dynasties rebuilt and extended the Great Wall many times.

The Qin Dynasty Ends Shi Huangdi died in 210 B.C. He was buried in an elaborate tomb. An army of soldiers made of terra cotta, or baked clay, was buried nearby to guard his tomb. Archaeologists discovered the soldiers in 1974.



SUMMARIZE Explain how the Qin Dynasty unified China.

History Makers

Shi Huangdi (c. 259–210 B.c.)

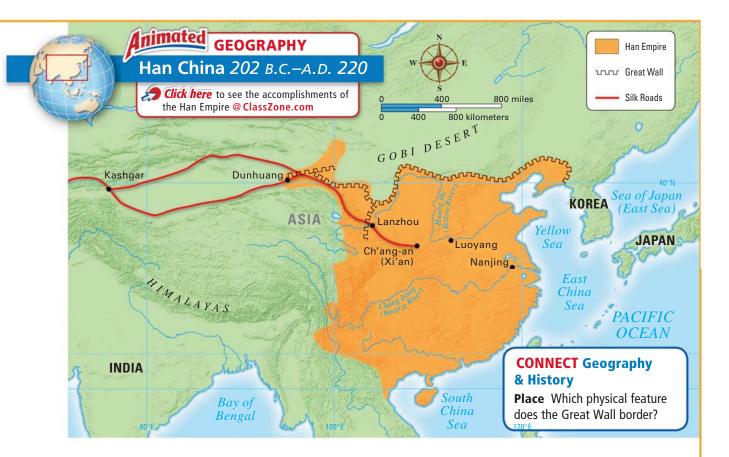
Shi Huangdi was determined to unify and strengthen China. He viciously opposed enemies of China and enemies of his rule. His armies attacked invaders north of the Huang He and as far south as present-day Vietnam. His military victories doubled China's size.

A follower of Legalism, Shi Huangdi believed in a powerful, centralized government. He uprooted 120,000 noble families, forced them to move to the capital, and took their land. He forced peasants to build a highway network of more than 4,000 miles to connect the country. He tried to silence his critics by ordering "useless" books burned, as shown at right. Shi Huangdi unified China but sacrificed his people's freedom in doing so.

CRITICAL THINKING

Summarize How did Shi Huangdi unify China?





The Han Dynasty



KEY QUESTION How did the Han rule China?

Shi Huangdi's son was a less effective ruler than his father. During his rule, rebellion and then civil war broke out. A military general named Liu Bang (lee•YOO bahng) ended the civil war and reunified China. In 202 B.C., he started the Han Dynasty. The Han Dynasty lasted until about A.D. 220, during the same period as the Roman Empire.

Han Government Liu Bang kept the Qin policies of strong central government, but he lowered taxes. He made punishments less harsh. In Han China, peasant men owed the government a month of labor per year on the emperor's public projects. Liu Bang put peasants to work building roads, canals, and irrigation projects.

The Han rulers set up a bureaucracy (byu•RAHK•ruh•see), a system of departments to carry out the work of the government. In this way of governing, officials chosen by the ruler ran offices, or bureaus. The officials helped enforce the emperor's rule. The Han rulers put family members and trusted people in local government positions. In time, however, people's skills started to play a role in the choice of government officials. Han rulers set up a system to find the most educated and ethical people for the imperial bureaucratic state. They tested individuals on their knowledge of Confucianism. The belief system became the foundation of Chinese government.

Empress Rules When Liu Bang died in 195 B.C., his widow, the Empress Lü, ruled for their young son. Lü outlived her son and continued to place infants on the throne. This allowed her to retain power because the infants were too young to rule. When she died in 180 B.C., those loyal to Liu Bang executed every member of her family.

Expanding and Unifying the Empire From 141 to 87 B.C., a descendant of Liu Bang named Wudi (woo•dee) ruled the Han Empire. He was called the Martial Emperor because he used war to expand China. Wudi made many military conquests. He brought southern Chinese provinces, northern Vietnam, and northern Korea under his control. He chased nomadic invaders out of northern China. By the end of his rule, China had grown significantly, nearly to its present-day size.

To unify this large and diverse empire, the Chinese government encouraged conquered peoples to assimilate, or adopt China's culture. To do so, the government sent Chinese farmers to settle newly colonized areas. It encouraged the farmers to marry conquered peoples to help spread Chinese culture. Government officials set up schools to teach local people about Confucianism. Then they appointed local scholars to government offices.

The Han faced rebellions, peasant revolts, floods, famine, and economic disasters. Still, strong government and a unified population helped them to stay in power. They ruled China until A.D. 220.

Women of Han These ladies of the Chinese court have elaborate dresses and hair styles. Do you think women like these lived in the country or the city? Why? ▼



FIND MAIN IDEAS Explain how the Han ruled China.

Life in Han China



V KEY QUESTION What was daily life in Han China like?

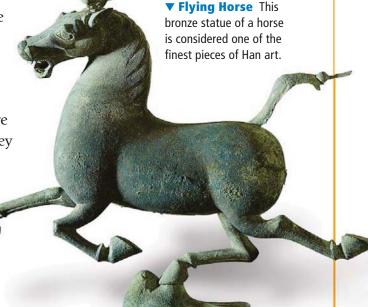
Many Chinese today call themselves the people of the Han. They identify strongly with their ancient past. The Han were industrious people whose civilization prospered for many decades.

Daily Life in Han China A large part of the Han society worked on farms. Farmers lived in villages near the lands they worked. Most lived in one- or two-story mud houses. Barns, pigsties, and storage buildings were also located there. Rich farmers probably had an ox or two to pull a plow. Poor farmers had to pull the plows themselves. Both rich and poor had a few simple tools to make farming a bit easier.



Chinese farmers wore simple clothing and sandals, much like clothing today. For the cooler months, their clothing was stuffed like a quilt. Farmers in the north raised wheat or millet. Those in the south raised rice. Families kept vegetable gardens for additional food. Fish and meat were available, but expensive. As a result, most people ate meat and fish only in small portions.

City Living Not everyone lived in the country. Han China had cities as well. The cities were centers of trade, education, and government. Merchants, craftspeople, and government officials lived there. In some ways, the cities were not too different from today's cities. They were crowded and had many kinds of entertainment, including musicians, jugglers, and acrobats. According to some writers, the cities also had street gangs. In the next section, you will learn about the legacy of Han China.



FIND MAIN IDEAS Describe what daily life in Han China was like.

3 Section Assessment



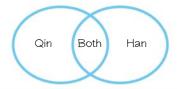
Terms & Names

1. Explain the importance of

Qin Han Dynasty Shi Huangdi bureaucracy

Use Your Reading Notes

2. Compare and Contrast Use your completed Venn diagram to answer the following question: In what ways were the Qin and Han dynasties similar?



Key Ideas

- **3.** What ruling style did Shi Huangdi choose, and how did it affect his rule?
- **4.** Why was the ruler Wudi important in the achievements of the Han Dynasty?
- **5.** How is the Chinese way of life today similar to that of Han China?

Critical Thinking

- **6. Make Inferences** Why were Shi Huangdi's efforts to unify China important?
- **7. Contrast** How were the lives of farmers in Han China different from the lives of city dwellers?



Make a Map Take out the world map that you started in Chapter 2. Add the borders of Han China to the map and then draw the Great Wall of China. Choose an appropriate symbol for the wall.

Section **4**

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

Despite facing many challenges, the Han Dynasty established a strong Chinese empire that lasted for four centuries.

NOW YOU WILL LEARN

Chinese philosophies had a lasting influence on East Asia, as did advances in technology, agriculture, and trade made during Han times.

Vocabulary

TERMS & NAMES

Silk Roads overland trade routes along which silk and other Chinese goods passed to Mesopotamia and Europe

trans-Eurasian involving the continents of Europe and Asia

cultural diffusion spread of cultural practices and customs to other areas of the world

BACKGROUND VOCABULARY

luxury object or service that is not really needed, but gives enjoyment

standards rules or practices that are accepted as models

REVIEW

Buddhism religion that began in India and is based on the teachings of Siddhartha Gautama



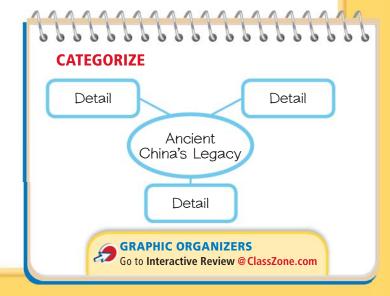
Visual Vocabulary Silk Roads

Reading Strategy

Re-create the web diagram shown at right. As you read and respond to the **KEY QUESTIONS**, use the diagram to categorize details about ancient China's legacy.



See Skillbuilder Handbook, page R6.



The Legacy of Ancient China



Connect to What You Know Trade formed a part of Chinese life. Despite the geographic barriers that separated China from the lands to the west, trade caused Chinese contacts with other lands to increase.

Chinese Coin Coins like this one, from the Han Dynasty, were used throughout the eastern part of central Asia until the A.D. 600s. Along what trade routes might these coins have spread?

The Silk Roads



KEY QUESTION Why were the Silk Roads important to Chinese civilization?

During the time of the Han Dynasty, only the Chinese knew how to make silk. It was much desired as a **luxury** fabric both by the Chinese and by people outside of China. Chinese silk was important in opening trading routes to the west.

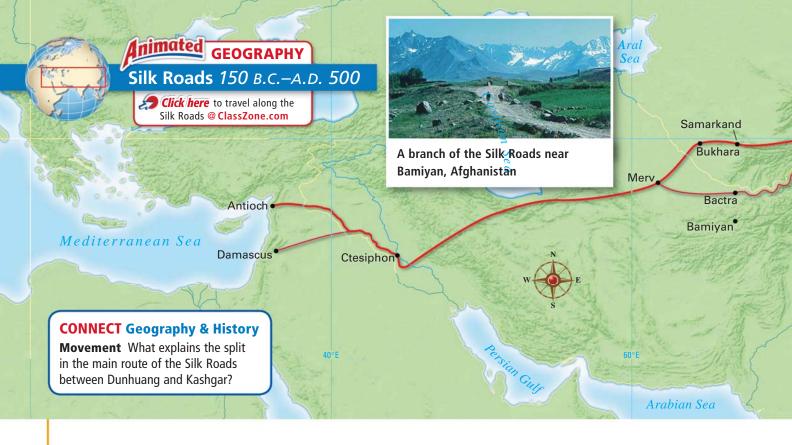
A Trans-Eurasian Link Overland trade routes were called Silk **Roads** because traders carried silk and other goods on caravan trails. The trails stretched westward from China through central

Asia to Mesopotamia and Europe, covering about 5,000 miles of territory. (See the map on pages 166-167.) Because these trails stretched across two continents, Europe and Asia, they were called **trans**-**Eurasian**. China was part of a huge global trade network.

By 100 B.C., the Silk Roads were well established. Traders made fortunes carrying goods back and forth across the harsh terrain in camel caravans. The trip could take several years. Cities along the Silk Roads provided food, water, and shelter, as well as goods for trade. Goods leaving China included silk, paper, jade, and pottery. Exchange goods coming from the west included sesame seeds and oil, metals, and precious stones. One trade item the Chinese especially valued was Central Asian horses.

Embroidered Silk Tapestry This Chinese tapestry shows the Buddha preaching at a site called Vulture





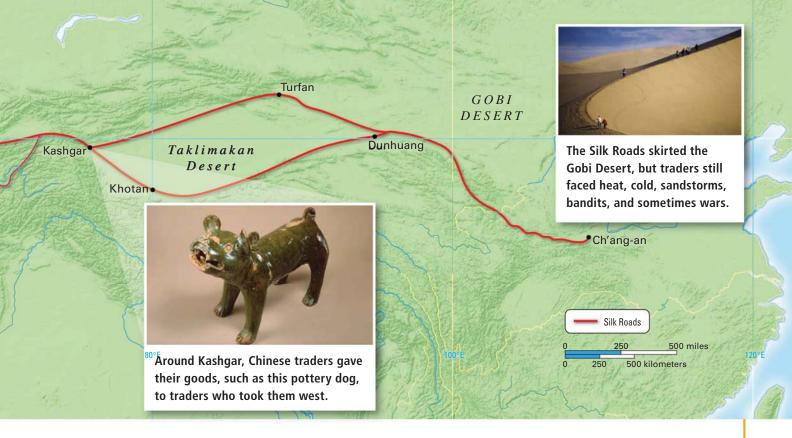
Cultural Diffusion Trade goods were not the only things that moved on the Silk Roads. Ideas and cultural customs traveled along the Silk Roads, too. This spread of ideas and customs is called **cultural diffusion**. Cultural diffusion can occur whenever one group of people comes in contact with another group of people.

As you learned in Section 1, geographic barriers isolated China, which meant that its culture developed with little outside influence. The Silk Roads, however, skirted the Taklimakan Desert and crossed the Pamirs, allowing new goods, ideas, and customs to enter China. For example, such things as Central Asian military techniques, Buddhist teachings, and western cultural styles reached China. In turn, Chinese art, silks, and pottery influenced the cultures to the west.

The Spread of Buddhism In Chapter 5, you learned about the beginnings of **Buddhism** in India. During the Han Dynasty, Buddhist missionaries entered China along the Silk Roads and introduced the religion to the Chinese people. At first, the foreign ideas attracted few followers. However, in the turbulent years after the fall of the Han Dynasty, Buddhism's promise of an escape from suffering became attractive to many Chinese people. Chinese Buddhists modified Buddhism to make it fit better with their own traditions. Buddhism spread to Japan and Korea from China.



ANALYZE EFFECTS Explain why the Silk Roads were important to Chinese civilization.



Influential Ideas and Beliefs



KEY QUESTION How important were Confucianism, Daoism, and Buddhism?

The philosophies of ancient China continue to influence the country and the world. The **standards** set by Confucianism remained significant in Chinese government and education. Today, Confucius's ideas about social duty are still important in Chinese villages. Confucianism also became a very influential philosophy in Japan, Korea, and Vietnam.

Daoism had a lasting influence in China. By the 500s, it had become a religion with priests, rituals, and volumes of collected writings. Unlike Confucianism, however, Daoism remained primarily a Chinese belief system.

Together, Buddhism, Daoism, and Confucianism make up the three major religions or ethical systems that have influenced Chinese life. Most people's beliefs included elements of all three. Daoist and Buddhist temples can be seen all over China. Today, these three belief systems have followers around the world. Buddhism is the most widespread, with almost 379 million followers in 130 countries. In addition, there are almost 6.5 million Confucianists and about 2.7 million Daoists worldwide.



SUMMARIZE Explain the lasting importance of Confucianism, Daoism, and Buddhism.

CONNECT \rightarrow to Geography

Silk Roads Trade Cities along the Silk Roads provided trade goods for the caravans traveling the route.

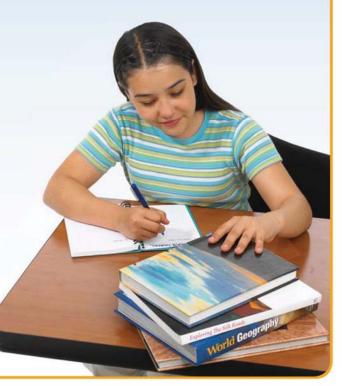
Make a Silk Roads Market

Research some of the goods available along the Silk Roads. Use the map of the Silk Roads on pages 166–167 in this chapter to help you.

- Break into pairs. Identify one trade good that caravans would have encountered on the Silk Roads. Find or draw an image to represent your trade good.
- 2 Think about how much your trade good is worth. What would you be willing to trade it for?
- 3 Gather together with the other pairs in a Silk Roads market. Set up a "stall" to trade from.
- While one partner stays at the stall to greet buyers, the other should travel to the other stalls to trade. Try to trade for at least one of each good at the market.

Materials

- books on the Silk Roads
- paper and markers or colored pencils



Chinese Inventions and Discoveries



China had a large and growing population to feed. The Chinese considered farming the most important and honored profession. Because agriculture was so significant in China, many new agricultural inventions came about during this period.

Agricultural Improvements Chinese inventions made life easier for farmers and made more grain available for trade. For example, the Chinese perfected a plow that was more efficient because it had two blades. The improved plow, along with better iron farm tools, helped increase crop production. Another technological advance was a collar harness for horses. This invention allowed horses to pull much heavier loads than did the harness being used in Europe at the time. The Chinese also invented the wheelbarrow, which made it easier for farmers to move heavy loads by hand. The Chinese began to use water mills, which used river power to grind grain. In a land of mostly farmers, these inventions were valuable.

Paper In A.D. 105, paper was invented in China. Before that time, books were made of costly silk. The inexpensive paper was made from a mixture of old rags, mulberry tree bark, and fibers from the hemp plant. Inexpensive paper made books available in a country that placed a high value on learning. The invention of paper also affected the Chinese government. Previously, all government documents had been recorded on strips of wood. Using paper for record keeping was much more convenient. Paper was an important invention for a bureaucratic government that kept many records.

Silk Silk is beautiful and long lasting. It can be dyed brilliant colors. For about 3,000 years, only the Chinese knew the secret to making silk. Because it was rare, it became an excellent trade product. Silk allowed the Chinese to get silver and gold from lands to the west of China. At one time, one pound of silk was worth one pound of gold. Getting gold and silver was important to China because the country did not have rich deposits of either mineral.



CATEGORIZE List the aspects of Chinese life in which the Han made the greatest advances.



CONNECT to Today

▲ Silk A modern-day silk vendor sells his goods at the ancient Silk Roads market at Kashgar in China.



Section Assessment



Terms & Names

1. Explain the importance ofSilk Roads trans-Eurasian cultural diffusion

Use Your Reading Notes

2. Categorize Use your completed web diagram to answer the following question:

What ideas or goods did China give the ancient world?



Key Ideas

- **3.** What economic changes did the Silk Roads bring to China?
- **4.** How did the Silk Roads aid in the spread of Buddhism?
- **5.** Why were most of the early Chinese inventions related to agriculture?

Critical Thinking

- **6. Analyze Causes and Effects** Why were the Silk Roads important to ancient China?
- **7. CONNECT to Today** Why might Confucianism continue to influence life in Chinese villages?



Internet Activity Use the Internet to research how silk is made. Create a diagram showing the process. Clearly label all the steps.

INTERNET KEYWORD: Silk making

Chapter Assessment

Interactive (**) Review



Material States for quizzes, flipcards, crosswords, review notes, and activities @ ClassZone.com

Ancient China

Science & Technology

- Chinese master the art of bronzeworking.
- A language system develops.
- Advances in agricultural technology produce more food.
- Paper and silk are produced.

Government



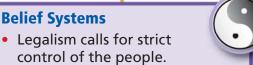
- Shang establish the first dynasty.
- People accept the idea of the Mandate of Heaven.
- Shi Huangdi and Qin unify China.
- Builders begin the Great Wall.
- Han Dynasty rules for 400 years.

Geography



- Early farmers settle in the river valleys of the Huang He and Chang Jiang.
- Physical landforms make contact with other parts of the world difficult.
- Goods, ideas, Buddhism, and cultural practices move along the Silk Roads.

Belief Systems



- Confucius teaches that the five relationships will bring harmony.
- Daoism promotes learning the way of nature to find harmony.

VOCABULARY

Explain why the words in each set below are linked with each other.

- 1. Qin and Legalism
- 2. filial piety and Confucianism
- 3. Han Dynasty and bureaucracy
- 4. Silk Roads and cultural diffusion

KEY IDEAS

Geography Shapes Ancient China

(pages 146–151)

- 5. What made the Huang He so valuable to ancient Chinese civilization?
- **6.** How did Chinese writing develop?

China's Ancient Philosophies (pages 152–157)

- 7. How did the Legalists and Daoists differ in their views of society?
- **8.** What five relationships did Confucius teach?

The Qin and the Han (pages 158–163)

- 9. Which policies of Shi Huangdi caused the greatest resentment among the people?
- **10.** What advances in government did the Han make?

The Legacy of Ancient China (pages 164–169)

- **11.** What are some ideas that reached ancient China because of the Silk Roads?
- **12.** Why was paper an important invention for China?

CRITICAL THINKING

- **13. Draw Conclusions** How did the teachings of Confucius support the ancient Chinese family structure?
- 14. Analyze Causes and Effects How did Confucianism contribute to the development of the Chinese bureaucracy?
- 15. Form and Support Opinions Do you think Legalism, Daoism, or Confucianism would be the most effective in ruling a land? Explain.



- 1. Writing Activity Imagine that you are a Chinese peasant and that Shi Huangdi has forced you to help build the Great Wal of China. Write a diary entry describing your work on the Great Wall. Include your views about having to do the work.
- 2. Interdisciplinary Activity—Science
 Research the paper-making process.
 Make a poster to illustrate the process
 and how it changed Chinese lives.



Click here to create a multimedia presentation comparing Shi Huangdi's tomb with the tomb of an Egyptian ruler @ ClassZone.com



How do the people, events, and ideas that shaped ancient China continue to influence the world?

Written Response Write a two- or three-paragraph response to the Essential Question. Consider the key ideas of each section and details about ancient China. Use the rubric to guide your thinking.

RESPONSE RUBRIC

A strong response will

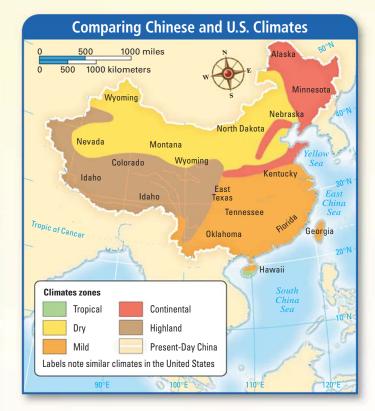
- discuss the development of Chinese culture
- identify ancient philosophies with lasting influence

Standards-Based Assessment



- Online Test Practice @ ClassZone.com
- Test-Taking Strategies and Practice at the front of this book

Read Maps The map below shows climates that are found in China and compares them to locations in the United States. Answer the questions about the map.



- 1. The western lands of China are similar in climate to which state of the United States?
 - A. Minnesota
 - B. Idaho
 - C. Kentucky
 - D. Oklahoma
- 2. Which area of China has a climate similar to Nebraska?
 - A. west central
 - **B.** east central
 - C. northeast
 - D. far north



Ancient and Classical Greece

Interact with History

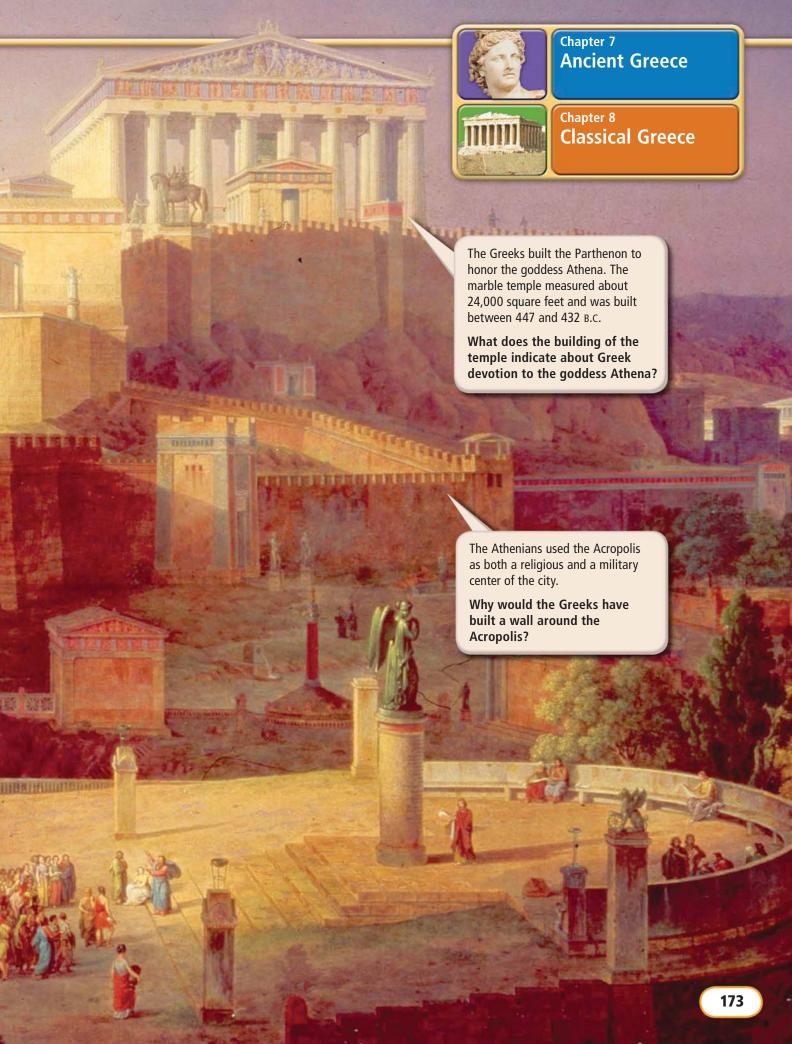
The Acropolis, mid-400s B.C.

You are a citizen of Athens, eager to catch up on the latest gossip and to find out the day's news. So you go to the agora, or marketplace, the best place to discuss the latest information. Looking up, you admire the Acropolis.

What functions did the Acropolis serve?

People made their way through the Propylaea, the gateway to the temples of the Acropolis.

Why might people have wanted to visit these temples?



Chapter **Ancient Greece Essential Question What factors shaped** government in Greece? lemeroscopium Use the map and the time line to answer the following questions. 1. Which bodies of water did the ancient Greeks use for trade? 2. How many years after the Mycenaean civilization thrived in Greece did the Greeks begin using an alphabet? 400 kilometers Greek homeland Region of Greek influence Major trade route Greek trade goods found 1500 B.C. Mycenaean civilization 1050 B.C. thrives in Greece. Dorians move (Mycenaean headpiece, 1500s B.c.) into Greece. **GREECE** 1500 B.O 1000 в.с. WORLD 1027 B.C. Olmec culture rises in Mexico. **Zhou Dynasty begins** (Olmec sculpture of man with in China. jaguar cub) 🕨 174



Section 1

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

The geography of China influenced the ancient cultures that developed there.

NOW YOU WILL LEARN

The geography of Greece led to sea travel and trade, which helped to influence Greek culture.

Vocabulary

TERMS & NAMES

peninsula body of land nearly surrounded by water

Peloponnesus (PEHL•uh•puh•NEE•suhs) peninsula that forms the southern part of Greece isthmus (IHS•muhs) strip of land that connects two landmasses

Phoenicians (fih•NIHSH•uhnz) people of Southwest Asia who began to trade around 1100 B.C.

alphabet system of symbols representing sounds

BACKGROUND VOCABULARY

mainland main part of a country or territoryrugged having a rough, jagged, or unevensurface

founded established; brought into being **collapsed** broke down or ended suddenly



Visual Vocabulary peninsula

Reading Strategy

Re-create the chart shown at right. As you read and respond to the **KEY QUESTIONS**, use the chart to note the effects of the causes that are already listed.



See Skillbuilder Handbook, page R7.

ANALYZE EFFECTS

Causes	Effects
Mountains cover most of Greece.	
Several seas surround Greece.	
Greece traded with other regions.	



The Geography of Greece

Connect to What You Know Has construction or an accident ever blocked the road your family wanted to take? How did you get around the problem? Mountains prevented the ancient Greeks from doing much traveling over land. This section will explain how other methods of travel affected Greek life.

▲ Pottery Plate The sea was very important to the ancient Greeks. For one thing, it provided them with a variety of seafood, as shown on

this plate.

Geography Shapes Ancient Greek Life



KEY QUESTION How did mountains affect life in Greece?

The **mainland** of Greece sticks out into the Mediterranean Sea. It is a peninsula, a body of land that is nearly surrounded by water. Greece also includes thousands of islands.

A gulf of water nearly divides the Greek peninsula in two. The southern tip forms a second peninsula called the **Peloponnesus** (PEHL•uh•puh•NEE•suhs). A narrow strip of land called an **isthmus** (IHS•muhs) links the Peloponnesus to the rest of Greece.

Landscape and Climate Mountains cover most of Greece and divide the land into many regions. The country also has no large rivers. The uneven landscape and lack of large rivers made transportation difficult in ancient times. The rugged landscape also made it difficult for Greeks to unite under a single government.

Greece has mild, rainy winters and hot, dry summers. In much of Greece, temperatures range from about 50°F in winter to 80°F in summer. The warm climate encouraged outdoor life in ancient Greece. For example, outdoor athletic competitions such as races were an important part of Greek culture.

Coastline of Greece

Because of its long coastline, Greece has many ports. This port, Palea Epidavros, is near the capital and ancient city of



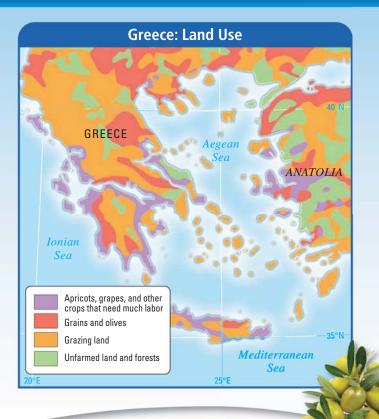
Land Use in Greece

Mountains cover 70 to 80 percent of Greece. As a result, only about 20 to 30 percent of Greek land was good for farming. Even so, the ancient Greeks found ways to make the best use of the land that they had.

- They grew grain on the few open plains. Olive trees grew on the edges of those plains.
- The Greeks planted grapevines on the lower slopes of hills.
- Sheep and goats grazed on land that was too rocky or too infertile to grow crops.



Compare and Contrast How did the amount of land used for growing grains and olives compare with that used for grazing animals?



Agriculture Greek land was rocky, so only a small part of the region was good for farming. Even so, more than half of all Greeks were farmers or herders. Most farming took place in the valleys located between mountains.

In Greek society, landowners were part of the upper class. In general, only men owned property. A person who owned land could support himself. He had enough wealth to pay for equipment such as helmets, shields, and swords. This allowed him to serve in the army and defend his homeland. As a result, landowners had a higher place in society than merchants or poor people.

In order to get more farmland, the Greeks founded colonies in other regions. The western end of Anatolia had broad plains and rivers. The Greeks founded many colonies there.

Resources The lack of farmland was not the only problem. Greece also lacked natural resources such as precious metals. As a result, the Greeks had to find those resources in other places.

Greece did have two important resources. One was plentiful stone for building. The other was a coastline with many good sites for harbors.



ANALYZE EFFECTS Describe the effects of mountains on life in Greece.

Trade Helps Greece Prosper



V KEY QUESTION How did the sea affect the economy of Greece?

Just as rivers influenced other ancient cultures, the sea influenced life in ancient Greece. Greece has a long coastline, and most places in Greece are less than 100 miles from the coast. In fact, many cities were built directly on harbors.

A Seafaring People Several seas played a major role in the life of ancient Greece. The largest was the Mediterranean Sea to the south. The Ionian and Aegean seas were branches of the Mediterranean. The Ionian Sea is west of Greece, and the Aegean Sea lies to the east.

These "highways of water" linked most parts of Greece to each other. The Greeks used the seas as transportation routes, and they became skilled sailors and shipbuilders. They built rowing ships for fighting and sailing ships for trading. Some warships had two or three levels of oars on each side. Most sailing ships had a single mast and square sail.

The Ionian and Aegean seas are not very large. Small ships could sail around them by staying near the coast or by sailing from island to island. Once the Greeks learned these routes, they were able to sail to other regions.

The sea was a source of fish, an important part of the Greek diet. The Greeks traded fresh fish from the sea to local ports along the coast. They also dried some kinds of fish so that they could be transported over great distances.

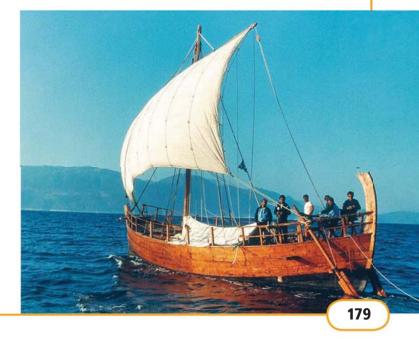
Trade and Commerce Greece did not produce much grain, but some regions produced surplus olive oil, wine, wool, and fine pottery. Greek city-states bought and sold surplus goods

from each other. In addition, Greeks traded these items to other regions around the Black Sea and the Mediterranean Sea, including Egypt and Italy.

The main items that the Greeks bought were grain, timber for building, animal hides, and slaves. The Greeks also traded for nuts, figs, cheese, and flax, which they used to make linen.

ANALYZE EFFECTS Identify the ways the sea affected the Greek economy.

Greek Ship This contemporary ship shows how ancient Greek fishing ships may have



The Earliest Greeks



KEY QUESTION How did trade influence Greek culture?

The Greek culture of sailing and trading developed over thousands of years. The earliest Greeks had moved onto the Greek peninsula about 2000 B.C.

Mycenaean Civilization The first Greek civilization was built on the Peloponnesus. It was named after its most important city, Mycenae (my•SEE•nee). The city, located among hills, was surrounded by a protective wall. This fortress could withstand almost any attack. A king ruled each city of Mycenaean Greece as well as the surrounding villages and farms.

The nobles who lived within the fortress in Mycenae lived in luxury. They enjoyed great feasts in huge dining halls. They drank from gold cups and wielded bronze weapons. Most common people in Mycenaean Greece made tools from less expensive materials such as stone and wood.

The Mycenaeans were traders. Their culture featured writing, gold jewelry, bronze weapons, and fine pottery. Their civilization collapsed about 1200 B.C., perhaps because of invaders.

After the fall of the Mycenaeans, Greek culture declined. People no longer kept written records. Without such records, historians know little about the period from 1200 to 750 B.C.

COMPARING Cultures

The Alphabet

Writing systems change over time. The Greeks borrowed the Phoenician alphabet of 22 letters but wrote the symbols differently. Also, the Greeks added two letters. The alphabet of the ancient Greeks evolved into the 26 letters used for English today.

Sign Language American sign language includes an alphabet that consists of gestures.



Culture									1	Alp	h	abet	: Cl	nar	act	ter	s															
Phoenician	4	9		⊿	3		1		\otimes	Z		Y	C	Μ	4	0		J	۲	٩	٩	W	×	Υ						‡		Ι
Ancient Greek	Α	В		Δ	Ε		Γ	Н	Ф	1		K	Λ	M	N	0	Ω	Г			P	Σ	Т	Υ			Φ	X	Ψ	Ξ		I
Modern English	A	В	С	D	E	F	G	Н		I	J	K	L	M	N	O		P		Q	R	S	T	U	V	W				X	Y	Z

New Advances in Greek Culture In time, Greek culture began to flourish again. One reason for this is that the Greeks learned from other people, such as the Phoenicians (fih•NIHSH•uhnz). The Phoenicians were an important trading people living on the eastern coast of the Mediterranean. As traders, the Phoenicians needed a way of recording trade transactions clearly and quickly. As you've learned, they developed a system that used 22 symbols to stand for sounds. Such a system of symbols is called an alphabet. By trading with other people, the Phoenicians spread their system of writing.

The Greeks picked up the Phoenician alphabet between 900 and 800 B.C. They changed some letters to suit their language. The Greek alphabet later evolved into our own alphabet of 26 letters. The table on page 180 shows the Phoenician, Greek, and modern English alphabets.

The Greeks also learned about coins from trading with other peoples. Coins were invented about 650 B.C. in Anatolia. Most parts of Greece were making their own coins by 500 B.C.

Eventually, the Greeks also developed new forms of literature and government. You will learn more about these developments in Sections 2 and 3.

Greek Coins This coin is from the city of Athens, Greece. One side shows the goddess Athena, for whom Athens was named. The other side shows an owl, which was a symbol of Athena's wisdom.







ANALYZE EFFECTS Identify the effects of trade on Greek culture.

1 S

Section Assessment

ONLINE QUIZ For test practice, go to Interactive Review @ ClassZone.com

Terms & Names

1. Explain the importance of

peninsula isthmus alphabet Peloponnesus Phoenicians

Use Your Reading Notes

2. Analyze Effects Use your completed chart to answer the following question:

What effects did the geography of Greece have on settlement patterns?

Causes	Effects
Mountains cover most of Greece.	
Several seas surround Greece.	
Greece traded with other regions.	

Key Ideas

- **3.** How did the geography of the Greek peninsula affect the political organization of the region?
- **4.** How did the seas affect the trade patterns that the Greeks established?
- **5.** What were some features of the culture of Mycenaean Greece?

Critical Thinking

- **6. Analyze Causes** Why did the ancient Greeks develop trade with other regions?
- 7. Compare and Contrast What were two major differences between the civilizations of Greece and Mesopotamia?



Make a Map Using the map on page 175 as a model, make an outline map of Greece. Then reread "Trade Helps Greece Prosper" and "The Earliest Greeks." With whom did ancient Greeks trade? What waterways did they use? Label these places on your map.

Section **9**

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

The life of ancient Greeks was influenced by Greece's geography and trade.

NOW YOU WILL LEARN

The ancient Greeks honored many gods and developed their own literature.

Vocabulary

TERMS & NAMES

Zeus ruler of the Greek gods

Mount Olympus highest mountain in Greece; home of the Greek gods, according to myth myths stories that people tell to explain beliefs

about their world

Olympics games held every four years
epics long poems about a hero's adventures
fable short story that usually involves animals
and teaches a moral

BACKGROUND VOCABULARY

vivid producing clear mental imagesjavelin light spear thrown by hand

REVIEW

polytheism belief in many gods and goddesses



Visual Vocabulary javelin

Reading Strategy

Re-create the chart shown at right. As you read and respond to the **KEY QUESTIONS**, record information that will help you make a generalization, or broad judgment, about the relationship between Greek beliefs and literature.



See Skillbuilder Handbook, page R12.

MAKE GENERALIZATIONS Greek Religious Beliefs Greek Literature

Life in Ancient Greece

Connect to What You Know Like other ancient peoples, the Greeks believed in many gods. This belief is called polytheism. But you won't find gods with animal heads in Greece as you did in Egypt. Greek gods looked like humans, yet were more powerful and beautiful than any human could be.

Greek Gods and Myths

KEY QUESTION How were Greek myths and religion related?

To the Greeks, the gods were not distant beings. They became involved in people's lives, and the Greeks loved to tell stories about them. These **vivid** tales portrayed gods who could be noble or wise but could also be cruel or selfish.

The Gods of Greece The Greek gods had both divine and human qualities. For example, they were very powerful and could shape human events. Yet they had a wide range of human emotions, including love, anger, and jealousy. The gods and goddesses of Greece constantly competed with one another.

Zeus (**ZOOS**) was the ruler of the gods. The Greeks believed that he and 11 other major gods and goddesses lived on **Mount Olympus** (uh•LIHM•puhs), the highest mountain in Greece. The Greeks also worshiped many less-important gods.

Each city had a special god or goddess to protect it. For example, Athena (one of the 12 who lived on Olympus) was the protector of Athens. She was the goddess of wisdom, a warrior, and the patron of crafts such as weaving.



▲ Greek Vase This vase shows a scene from a Greek myth about the hero Heracles (also called Hercules).

Mount Olympus

In the stories of ancient Greek religion, the most important gods lived on this mountain. As a result, this group is frequently called the Olympian gods. V

Greek Mythology Myths are stories that people tell to explain beliefs about their world. Myths often begin as oral stories. Later they might be written down.

The Greeks developed myths to explain the creation of the world and of human beings. One such myth tells about Pandora, the first woman on earth. Zeus gave Pandora a sealed jar, but told her not to open it. Despite the warning, she opened the jar, releasing sickness, greed, and all the other evils upon the earth. One spirit remained in the jar: hope.

Many myths described the gods and goddesses and how they related to one another and to humans. For example, the myth of Prometheus (pruh•MEE•thee•uhs) tells how he stole fire from the gods and gave it to humans. Zeus punished him for this by chaining him to a rock. Every day, an eagle ate his liver—which grew back every night.

Other myths portrayed Greek heroes and heroines. One such myth describes Atalanta, who was raised by a mother bear and then by caring hunters. As a result she became a skilled hunter and runner.

SUMMARIZE Explain how Greek myths and religion were connected.

Honoring the Gods



KEY QUESTION How did the Greeks honor their gods?

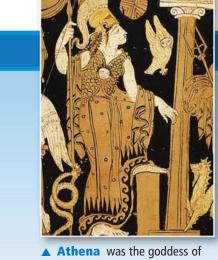
Like other ancient peoples, the Greeks believed it was important to honor the gods. An angry god could cause trouble. The Greeks created statues of the gods and built temples as places for the gods to live. They also held special events to honor the gods.



Greek Gods and Goddesses Like other ancient civilizations, the Greeks worshiped many gods.

Each god had a specific purpose.

Zeus was the father of many other gods. Some of his children were Aphrodite, Apollo, Athena, and Hermes.



▲ Athena was the goddess of wisdom and also a warrior. Athena had no mother. She sprang from the forehead of Zeus.

Holy Festivals Certain days of each month were holy to different gods and goddesses or to aspects of nature. People celebrated holy days with sacrifices and public ceremonies.

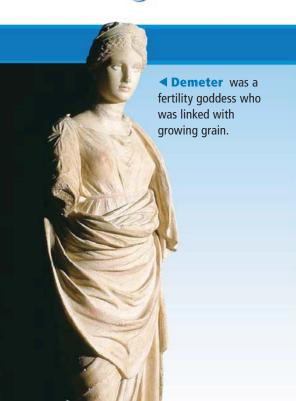
The most important festivals honored the 12 Olympian gods. For example, there was a great festival to honor Athena. A new robe was woven for her statue in the main temple. The festival also included a procession, races and other athletic games, and poetry recitals.

The Olympics In Greece, games were often part of religious festivals. The largest and most elaborate of these were the Olympics. The **Olympics** were games held every four years as part of a major festival that honored Zeus. They took place in a stadium built in the city of Olympia. Only men competed in these contests.

The oldest records of winners at the Olympics date to 776 B.C., but the games might have been going on for centuries before that. The first Olympics included only a foot race. Over time, longer races and other events were added. Events included wrestling, the long jump, the javelin throw, and the discus throw. These games tested skills that were valuable to soldiers.

A festival to honor the goddess Hera, the wife of Zeus, was held at the same time as the Olympics. As part of the festival, unmarried girls competed in foot races. The races, held for three different age categories, took place in the Olympic stadium.

CATEGORIZE Describe the ways Greeks honored their gods.





Make Flipcards

Learn the names and roles of Greek gods and goddesses by making flipcards.

- 1 Find the names and roles of the 12 major Greek gods and goddesses.
- 2 Write the name of the god on one side of an index card.
- Write the role of the god on the other side.



▲ Olympics for All Today, a wider variety of athletes has the chance to compete in Olympic games than ever before.

Materials

- index cards
- markers



Early Greek Literature



KEY QUESTION Why is early Greek literature, such as Homer's epics, important?

In addition to stories about gods, the Greeks told stories about their ancient heroes. Much of what we know about the early Greeks comes from stories passed down through generations and from long poems that told stories. These long poems are called **epics**. According to tradition, a blind man named Homer composed the most famous epic poems. They are still considered masterpieces of literature.

Epics of Homer Homer's two great epic poems are the *Iliad* and the Odyssey. The backdrop of both poems is the Trojan War. The war started because a Trojan (a resident of Troy) stole the wife of a Greek king. The Greeks gathered a great army and sailed to the city of Troy. They surrounded the city and spent more than nine years fighting the Trojans and trying to capture their city.

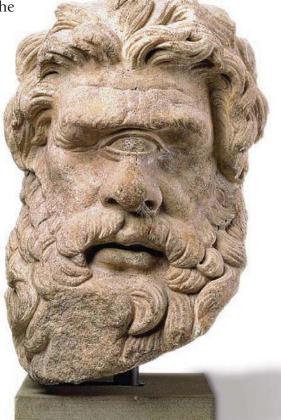
The *Iliad* is famous for its portrayal of heroes, especially the Greek warrior Achilles (uh•KIHL•eez). When he was a baby, his mother held him by his heel and dipped him in a special river. Every place the water touched was protected from injury. Achilles seemed unbeatable in battle. But when an arrow struck his one weak spot—his heel—he died.

For centuries, people thought the Trojan War was fiction. Around 1870, archaeologists discovered the ruins of ancient Troy. A real war did take place there, but it did not happen exactly as the *Iliad* portrays it.

Homer's other major epic is the *Odyssey*. It describes the adventures of the Greek hero Odysseus (oh•DIHS•YOOS). On his trip home after the Trojan War, Odysseus offended Poseidon, the Greek god of the sea. In revenge, the god made Odysseus' journey take ten years. During that time, Odysseus and his men traveled through strange and mysterious lands and encountered many dangers. Odysseus used his wits and trickery to survive his long journey.

These ancient stories still influence speech and art today. For instance, the phrase "Achilles' heel" is used to refer to a person's weakest area. The word odyssey describes a challenging trip or adventure.

Cyclops On Odysseus' long voyage, a one-eyed monster called a Cyclops made him and his men prisoners. The Cyclops ate several of the men before Odysseus blinded him and escaped. \vee



Aesop's Fables A fable is a short story, usually involving animals, that teaches a moral lesson. Many fables told today are credited to a Greek named Aesop (EE•suhp). Several ancient historians described Aesop as a slave who lived in Greece and wrote the fables. However, modern scholars believe it is unlikely that a person named Aesop actually existed. It is more likely that the name was invented to provide an author for many ancient fables.

One of Aesop's best-known fables is "The Hare and the Tortoise." In this fable, a hare (rabbit) makes fun of a tortoise (turtle) for being slow. The tortoise challenges the hare to a race. The hare thinks the challenge is ridiculous. He is so sure he will win that he decides to lie down for a nap. The tortoise, however, never stops but instead goes at a slow, steady pace until he reaches the finish line. When the hare wakes up, he realizes that it is too late for his speed to save him, and the slow tortoise wins the race. People today still refer to the lesson in this fable to encourage people to work steadily at a task, even if the task seems like an impossible one to accomplish.



▲ The Hare and the Tortoise This cartoon uses the theme of the hare and the tortoise. What sort of race is measured by "the polls" mentioned in the caption?



FIND MAIN IDEAS Explain the importance of Homer's epics.

2

Section Assessment



Terms & Names

1. Explain the importance of

Zeus myth epic poem Mount Olympus Olympics fable

Use Your Reading Notes

2. Make Generalizations Use your completed chart to answer the following question: How were Greek religious beliefs and literature linked? Write your answer as a generalization.

Greek Religious Beliefs	Greek Literature
	.00

Key Ideas

- **3.** Why was mythology important to the lives of ancient Greeks?
- **4.** What role did religious festivals play in Greek life?
- **5.** How are the *Iliad* and the *Odyssey* connected?

Critical Thinking

- **6. CONNECT to Today** What lesson might people today learn from the myth of Pandora?
- 7. Compare and Contrast In what key ways were the religions of Egypt and Greece similar and different?



Write a Fable Consider a moral lesson that is important to you. Working with a group, create a story that uses animals to teach that lesson.

Section 3

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

The Greeks honored many gods and developed their own literature.

NOW YOU WILL LEARN

The growth of city-states in Greece led to the development of different political systems, including democracy.

Vocabulary

TERMS & NAMES

polis Greek word for city-state
aristocracy (AR•ih•STAHK•ruh•see) a
government ruled by the upper classes
oligarchy (AHL•ih•GAHR•kee) a government
ruled by a few powerful individuals

tyrant in ancient Greece, ruler who took power illegally

democracy government in which citizens make political decisions, either directly or through elected representatives

ostracize to send someone away from the citystate for ten years

BACKGROUND VOCABULARY

supreme greatest in power or authoritycitizen person who is loyal to and protected by a state or nation

entitled to have rights and privilegesgradual happening little by little

REVIEW

city-state political unit made up of a city and its surrounding lands

Reading Strategy

Re-create the chart shown at right. As you read and respond to the **KEY QUESTIONS**, use your own words to take notes about types of government on the chart.



See Skillbuilder Handbook, page R6.

Types of Government Monarchy Oligarchy Democracy



The City-State and Democracy

Connect to What You Know As you read in Section 1, the Mycenaean civilization fell about 1200 B.C. After a decline, Greek culture gradually started to advance again. This led to the rise of Greek civilization. Like ancient Sumer, Greece was a region of people who shared a common language and common beliefs. In spite of that cultural unity, Greece was divided politically.



▲ Ostracism Athenian citizens could vote to ostracize, or banish, someone. They voted by scratching the person's name on a piece of pottery called an ostracon.

The Rise of City-States



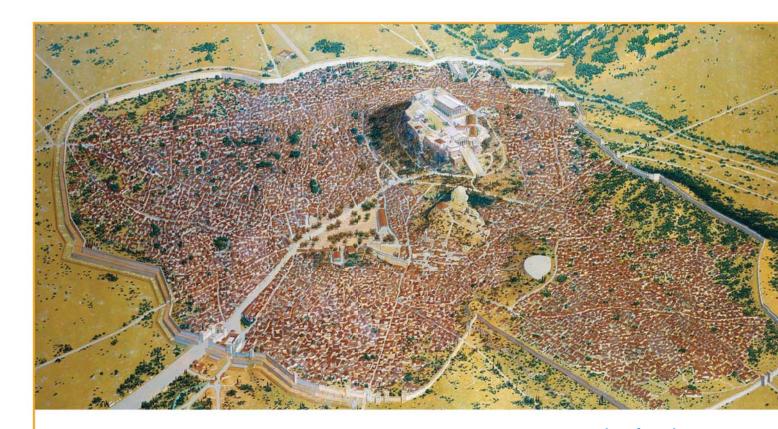
KEY QUESTION How was Greece organized politically?

You have learned how geography divided Greece into small regions. Because of this, the basic form of government in Greece was the **city-state**. A city-state is a state formed by a city and its surrounding lands. It generally included numerous villages. The colonies founded by Greeks around the Mediterranean were also city-states.

Greek City-States City-states became common in Greece about 700 B.C. In Greek, the word for city-state was polis. Most citystates were small. Geographic features, such as mountains, limited their size. Athens and Sparta were the largest Greek city-states. Their lands included the plains that surrounded the center city.

Most Greek city-states controlled from 50 to 500 square miles of territory and had fewer than 20,000 residents. Because the typical city-state was fairly small, the people who lived there **Agora** Most Greek cities had an open marketplace called an agora. The remains of ancient Athens' agora are shown here. \(\neg \)





Layout of the City The center of city life was the agora, an open space where people came for business and public gatherings. Male citizens met there to discuss politics. Festivals and athletic contests were held there. Statues, temples, and other public buildings were found in and around the agora. (See Daily Life on pages 202–203.)

▲ Athens from the Air A modern artist painted this watercolor showing what ancient Athens may have looked like. Notice how the Acropolis is much higher than everything else.

Many cities had a fortified hilltop called an acropolis. The word means "high city." At first, people used the acropolis mainly for military purposes; high places are easier to defend. Later the Greeks built temples and palaces on the flat tops of these hills. Ordinary houses were built along the hill's base.



SUMMARIZE Explain how Greece was organized politically.

Forms of Government



V KEY QUESTION What different political systems evolved in the citystates of Greece?

Each city-state of Greece was independent. The people of each one figured out what kind of government worked best for them. As a result, different city-states used different political systems. Some city-states kept the same system of government for centuries. Others slowly changed from one system to another.

Monarchs and Aristocrats The earliest form of government in Greece was monarchy. A monarch is a king or queen who has **supreme** power. A monarchy is a government that a king or queen rules. Most Greek city-states started out as monarchies but changed over time to other forms of government.

Aristocracy (AR•ih•STAHK•ruh•see) is a government ruled by the upper class of society or by nobility. In Greece, the nobles were people who were descended from high-born ancestors. Some aristocrats claimed that their ancestors were mythical heroes.

The Greek city-state of Corinth began as a monarchy. Later, it was ruled by an aristocracy. Many other Greek city-states followed the same path. By the 700s **B.C.**, the governments of most of the Greek city-states had changed from monarchies to aristocracies.

Oligarchy Some city-states developed a political system called **oligarchy** (AHL•ih•GAHR•kee). Oligarchy means "rule by the few." It is similar to aristocracy because in both cases, a minority group controls the government.

The main difference between an aristocracy and an oligarchy is the basis for the power of the ruling class. When aristocrats rule, they do so because of their inherited social class. In an oligarchy, people rule because of wealth or land ownership. In some Greek city-states, an oligarchy replaced aristocratic rule. In others, the aristocrats and the oligarchs shared power.

Tyrants Poor people were not part of government in monarchies, aristocracies, or oligarchies. Often, the poor people came to resent being shut out of power, and at times, they showed their resentment by rebelling.

Sometimes a wealthy person who wanted to seize power made use of that anger. He would ask poor people to support him in becoming a leader. Such leaders were called tyrants. In Greece, a **tyrant** was someone who took power in an illegal way. Today the term *tyrant* means a cruel leader. To the Greeks, a tyrant was simply someone who achieved the power of a king without being of royal birth. Some Greek tyrants worked to help the poor or created building programs to provide jobs. Others enacted laws canceling the debts that poor people owed to the wealthy.

Tyrants played an important role in the development of rule by the people. They helped to overthrow the oligarchies. They also showed that if common people united behind a leader, they could gain the power to make changes.



COMPARE AND CONTRAST Describe the political systems that evolved in the city-states of Greece.

COMPARING Governments

	Monarchy	Oligarchy	Direct Democracy
Who ruled	A king or queen ruled the government.	A small group of citizens ruled the government.	All citizens took part in the government
Basis for rule	Many kings or queens claimed that the gods gave them the right to rule. The monarch's son usually was the next ruler.	Wealth or land ownership gave this group the right to rule.	Citizenship was usually limited to adult males. Sometimes other restrictions applied.
Type of rule	The king or queen often had supreme power over everyone else.	The ruling group ran the government for their own purposes.	Decisions were made by voting. The majority won.

CRITICAL THINKING

Draw Conclusions Reading from left to right, what pattern do you see in how many people were involved in government?

Athens Builds a Limited Democracy



KEY QUESTION How did Cleisthenes change Athens' government?

By helping tyrants rise to power, people in the lower classes realized they could influence government. As a result, they began to demand even more political power.

Citizenship One of the major legacies of ancient Greece is the idea of citizenship, which the Greeks introduced. In today's world, a citizen is a person who is loyal to a country and who is **entitled** to protection by the government of that country. In ancient Greece, only adult males could be citizens. Other restrictions on citizenship varied in different city-states. Some limited citizenship to land owners. Others required having parents who were free citizens.

In much of ancient Greece, people of both upper and lower classes were citizens, but only upper-class citizens held power. By demanding political power, the lower-class citizens were asking for a major change to their society. Such changes do not happen quickly. During the 500s B.C., two leaders in Athens made gradual reforms that gave people more power. Those leaders were Solon and Cleisthenes (KLYS•thuh•NEEZ).

Solon In the 500s **B.C.**, trouble stirred in Athens. Many poor farmers owed so much money that they were forced to work their land for someone else or to become slaves. The lower classes were growing angry with the rulers.

About 594 B.C., the nobles elected Solon to lead Athens. He made reforms that helped prevent a revolt by the poor. First he freed people who had become enslaved because of debts. He made a law that no citizen could be enslaved.

Solon also organized citizens into four classes based on wealth, not birth. The richest men had the most power. Even so, this was still a fairer system than the old one that limited power to those of noble birth. The changes established by Solon allowed all citizens to serve in the assembly, the lawmaking body, and to help elect leaders. He also reformed the laws to make them less harsh.

Cleisthenes Around 500 B.C., Cleisthenes increased the power of Athenian citizens even more. He reorganized the assembly to take power away from the nobles. He organized citizens into ten groups, known as tribes. The tribes were based on place of residence, instead of on wealth or family ties.

Cleisthenes set up a group of ten commanders to lead the military. Each tribe elected one of the commanders, who served for one year. Cleisthenes also reformed the council that helped the assembly to govern. It became known as the Council of Five Hundred.

History Makers

Solon (c. 630 to 560 B.C.)

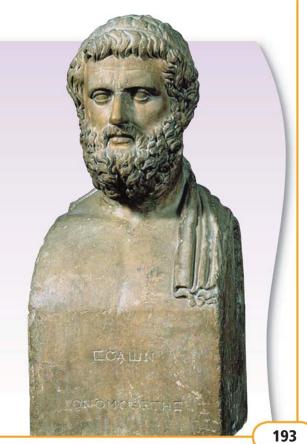
Solon was called one of the Seven Wise Men of Greece. Although he was the son of a noble family, he reduced the nobles' power. He is known for his political reforms and his poetry. Poetry was the way he communicated with the citizens.

About 600 B.C., Solon recited a poem to encourage the Athenians in a war. He persuaded them to resume the war and save the honor of Athens.

Solon's reforms did not make all Athenians happy. The nobles wished he had made fewer changes. Poor farmers wished that he had given them more land. Tired of having to justify his reforms, Solon left on a trip for ten years. He traveled to Egypt and Cyprus, among other places. He wrote poems about his journey.

CRITICAL THINKING

Analyze Point of View Why might nobles have disliked Solon's reforms?

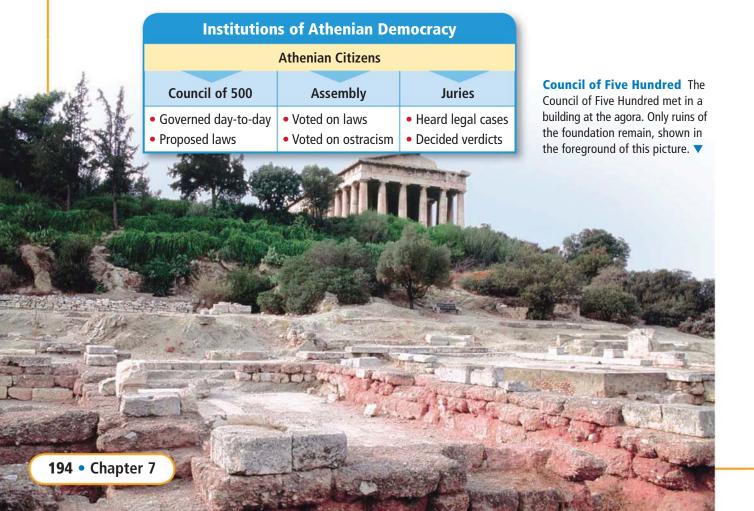


Direct Democracy The Council of Five Hundred was made up of 500 men, 50 men from each of the 10 tribes. Any citizen over the age of 30 was qualified to be a member. Each tribe chose the men by lot, or at random, to serve for a term of one year. Members could be reelected only once. The yearly turnover allowed for a greater number of Athenian citizens to participate in their government at a high level.

Cleisthenes' plan allowed members of the Council of Five Hundred to suggest laws to the assembly for debate and possible passage. The Council advised the assembly. Laws were passed by a majority vote in the assembly.

These changes moved Athens toward an early form of democracy. **Democracy** is a government in which the citizens make political decisions either directly or through elected representatives. The Athenian style of democracy is called a direct democracy. In such a system, all the citizens meet to decide on the laws. (Indirect democracy, in which people elect representatives to make laws, is more common today. The United States is an example.)

Limited Democracy and Ostracism Although Athens established a direct democracy, its benefits were limited. The government did not include all of the people who lived in the city-state. Only free adult males who were citizens could take part in the government.



Women, enslaved people, and foreigners could not take part. Noncitizens in Athens were not allowed to become citizens.

Athenian democracy included a system called ostracism. In this system, any member of the assembly who thought someone was a danger to the city-state could submit the name of the person for a vote by the assembly. If that person received a large number of votes to **ostracize**, then he or she would be sent away for ten years.

Citizens' Responsibilities Athenian citizens had several responsibilities. They had to serve in the army whenever they were needed. Under the changes brought about by Cleisthenes, each of the ten tribes was required to provide citizens for military duty. Athenian citizens were trained for warfare and were called upon to take up arms in times of actual war.

Athenian citizens also served on juries. To be eligible to serve, a citizen had to be at least 30 years old. Juries usually had several hundred people to hear charges against a person. In Athens, all citizens were equal in the courts. There were no professional lawyers or judges. Citizens argued their cases directly before the jury. The jurors then voted to decide whether or not the person was guilty.



ANALYZE EFFECTS Explain how Cleisthenes helped to change the government of Athens.

Section Assessment



Terms & Names

1. Explain the importance of

polis oligarchy democracy aristocracy tyrant ostracize

Use Your Reading Notes

2. Categorize Use your completed chart to answer the following question:

In which form of government do the fewest people share power?

Types of Government				
Monarchy	Oligarchy	Democracy		

Key Ideas

- **3.** How did the geography of Greece lead to the rise of city-states?
- **4.** What was the role of tyrants in the development of democracy in Greece?
- **5.** What made democracy in Athens a limited democracy?

Critical Thinking

- **6. Analyze Causes** What were the key factors leading to the rise of tyrants? Explain.
- **7. Draw Conclusions** Why was the introduction of the idea of citizenship important to the development of democracy?



Make a Poster Find out how a person qualifies as a citizen in the United States. How can a noncitizen become a citizen? Make a poster comparing U.S. citizenship with Athenian citizenship.

Section **4**

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

Athens developed a direct, though limited, democracy in which citizens made political decisions.

NOW YOU WILL LEARN

Sparta's government developed around its strong army. Several city-states united to defeat the invading Persians.

Vocabulary

TERMS & NAMES

Athens city-state of ancient Greece, noted for its democratic form of government

Sparta city-state of ancient Greece, noted for its militarism

helots (HEHL•uhtz) enslaved people of Sparta

barracks military houses

Marathon plain near Athens

BACKGROUND VOCABULARY

supervisors people who are in charge of a unit or group

proposed suggested, or put forward for consideration

industry enterprise in which goods are manufactured from raw materials

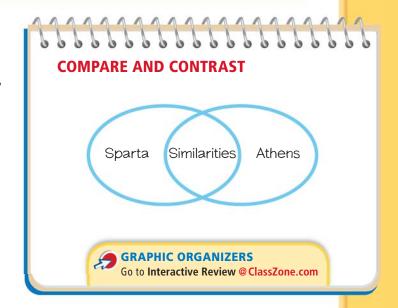
clever smart; showing quick thinking and resourcefulness

Reading Strategy

Re-create the Venn diagram shown at right. As you read and respond to the **KEY QUESTIONS**, take notes comparing and contrasting life in Sparta and Athens.



See Skillbuilder Handbook, page R8.



Sparta and Athens

Connect to What You Know You've read about Athens. Its main rival was **Sparta**, a large city-state in the Peloponnesus. Life there was quite different from life in Athens.

Sparta's Military State

V KEY QUESTION How did Spartan education support the military?

About 715 B.C., Sparta conquered a neighboring area to gain land. The Spartans forced the defeated people to become enslaved people called **helots** (HEHL•uhtz). They worked mostly on farms and had to give the Spartans half their crops. The helots rebelled many times. Although they greatly outnumbered the Spartans and fought hard, the Spartans put down the revolts. Fear of these revolts led Sparta to become a state that focused everything on building a strong army.

Government and Society Sparta had a government that was part monarchy, part oligarchy, and part democracy. Two kings ruled Sparta, and five elected **supervisors** ran the government. The Council of Elders, which was made up of 30 older citizens, **proposed** laws. All Spartan citizens were part of the Assembly, which elected officials and voted on the laws proposed by the Council.

Three social groups made up Spartan society citizens, free noncitizens, and helots. Citizens were descendants from the original inhabitants of the region. They lived in the city and spent all their time training to be soldiers. Free noncitizens, who had no political rights, lived in nearby villages. The lowest group was the helots. Their labor fed Sparta, making it possible for free Spartans to be full-time soldiers.

Spartan Warrior As this statue shows, Spartans valued military strength. Probably only an officer of a high rank could wear the crested helmet shown here.

Starting with a Story

Imagine you are a Spartan soldier. Persia is invading Athens, and Athenians are asking Sparta to help.

Click here to listen to the story @ ClassZone.com





Education The goal of Spartan society was to have a strong army. At age seven, boys moved into military houses called **barracks**. Their education stressed discipline, duty, strength, and military skill. The boys learned to read just a little.

All male citizens entered the army at the age of 20 and served until they were 60. Even after men got married, they had to eat with their fellow soldiers.

Women's Roles Spartan society expected its women to be tough, emotionally and physically. Mothers told their sons, "Bring back this shield yourself or be brought back on it." (Spartans carried dead warriors home on their shields.) Education for girls in Sparta focused on making them physically strong. They had athletic training and learned to defend themselves.

The emphasis on the army made family life less important in Sparta than in other Greek city-states. In Sparta, husbands and wives spent much time apart. Women had more freedom. They were allowed to own property. A wife was expected to watch over her husband's property if he was at war.



SUMMARIZE Explain how education in Sparta supported the military.

Primary Source

Background Plutarch (PLOO•tahrk) was a Greek historian who lived between A.D. 46 and about 120. One of the people he wrote about was Lycurgus (ly•KUR•guhs), the leader of Sparta who created its strong military institutions. This passage describes how boys were trained in Sparta by being placed in companies, or military units.

Lycurgus, seated, discusses the meaning of education in this painting created in the 1600s. ▼



◄)) from Parallel Lives

By Plutarch (Based on the translation by Aubrey Stewart and George Long)

As soon as the boys were seven years old Lycurgus took them from their parents and enrolled them in companies. Here they lived and ate in common and shared their play and work. One of the noblest and bravest men of the state was appointed superintendent of the boys, and they themselves in each company chose the wisest and bravest as captain. They looked to him for orders, obeyed his commands, and endured his punishments, so that even in childhood they learned to obey.

DOCUMENT-BASED QUESTION

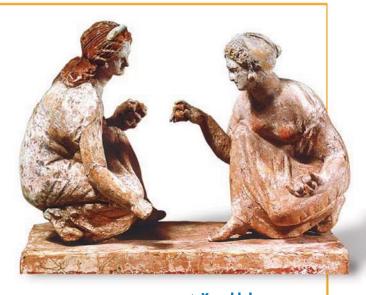
What did Spartan boys learn that made them good soldiers?

Athens' Democratic Way of Life

V

KEY QUESTION What was the role of women in Athens?

As you learned in Section 3, Athens gradually developed a direct democracy. All of its citizens met to vote on laws. However, democracy was limited because only free men were citizens.



▲ Knucklebones

Players These

women are playing

knucklebones, an ancient
game similar to the
child's game of jacks.

It was originally played
with the knucklebones
(anklebones) of a sheep.

Athenian Society Athenians were divided into four main classes—citizens, women, noncitizen free persons, and enslaved people. However, within each class were smaller classes. For example, the citizen class included several levels of citizens, generally based on wealth.

Enslaved people made up one-third of the population. Generally, Athenians enslaved people whom they captured in wars. The children of enslaved people were also enslaved. Enslaved people in Athens worked in homes, agriculture, **industry**, and mines, and often worked alongside their masters. Some even earned wages and were able to buy their freedom.

Education In Athens, education was designed to prepare boys to become good citizens. Boys of wealthy families started school at age six or seven. They studied logic and public speaking to help them debate as adults in the assembly. They also studied reading, writing, poetry, arithmetic, and music. Athletic activities helped them to develop strength and coordination.

Women's Roles Women did not participate in the Athenian government. Athenians expected women to be good wives and mothers. These roles were respected because they helped to keep the family and society strong. In addition, some women fulfilled significant religious roles as priestesses in temples. In spite of their importance to society, Athenian women had much less freedom than Spartan women.

Women could inherit property only if their fathers had no sons. Girls did not attend school. They learned household duties from their mothers. A few learned to read and write.



FIND MAIN IDEAS Describe the role of women in Athenian society.

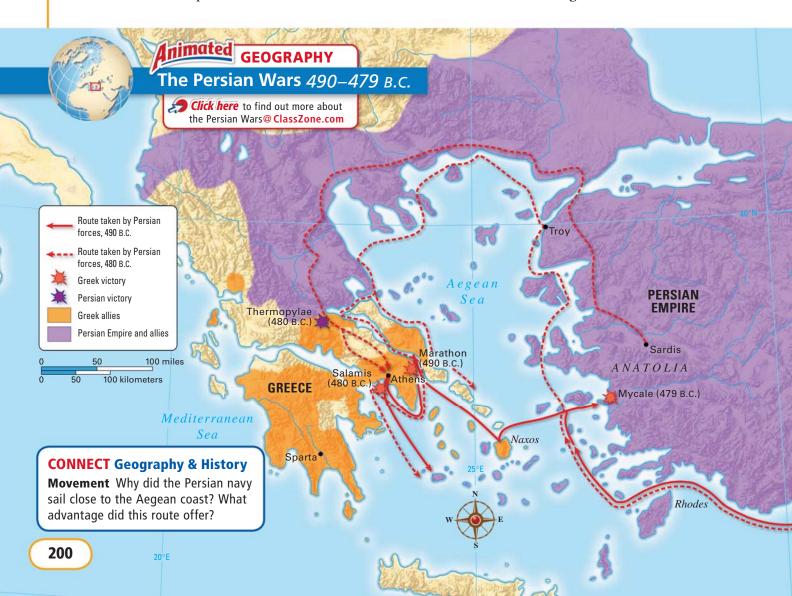
The Persian Wars

KEY QUESTION How did the Persian Wars affect Greek city-states?

As you know, Persia conquered much of Southwest Asia. In the 500s B.C., Persia conquered Anatolia, a region with many Greek colonies. In 499 B.C., some Greeks in Anatolia revolted against Persian rule. Athens sent ships and soldiers to help them. The revolt failed, but Persia decided to punish Athens for interfering. In 490 B.C., the Persians arrived near Athens on the plain of Marathon. The Athenians sent a runner to ask Sparta for help, but the Spartans came too late.

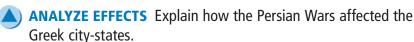
The Athenians were greatly outnumbered, so they had to use a **clever** plan. First they drew the Persians toward the center of the Greek line. Then the Greeks surrounded them and attacked. In close fighting, Greek spears were more effective than Persian arrows. The Persians lost 6,400 men. The Greeks lost only 192.

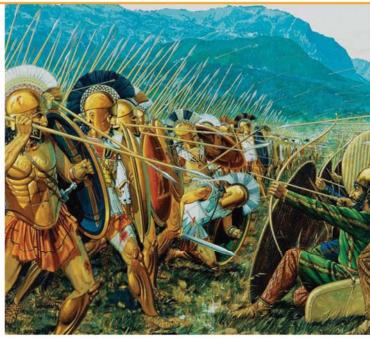
Legend says that a soldier ran from Marathon about 25 miles to Athens to tell of the victory. After he reached Athens with the news, he collapsed and died. Modern marathons are based on his long run.



Greek Victory In 480 B.C., Persia again invaded Greece. In spite of past quarrels with each other, several Greek city-states united against Persia. An army of 300 Spartans guarded the narrow pass at Thermopylae (thuhr•MAHP•uh•lee) to stop a Persian army from reaching Athens. The Spartans held the pass for two days before the Persians killed them all. Their sacrifice gave the Athenians time to prepare for battle.

The Athenians left their city to fight a naval battle against the Persians. The battle took place in a narrow body of water where the large Persian fleet could barely move. Smaller, more mobile Greek ships sunk about 300 Persian ships. The war finally ended in 479 B.C. You will read more about Greece after the war in the next chapter.





▲ Battle of
Thermopylae This
painting shows Spartan
soldiers fighting off the
Persian invasion. Which
are the Greek warriors
and which are the
Persians?



Section Assessment



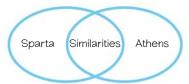
Terms & Names

1. Explain the importance of

Athens helot Marathon Sparta barracks

Use Your Reading Notes

2. Compare and Contrast Use your completed Venn diagram to answer the following question: What were some ways that Athens and Sparta were alike?



Key Ideas

- **3.** What form of government existed in ancient Sparta?
- **4.** How were direct democracy and education related in Athens?
- **5.** What roles did Athens and Sparta play in defeating the Persians?

Critical Thinking

- **6. Analyze Causes** How did the conquest of the helots make it necessary for Sparta to be a military state?
- **7. Contrast** How was the role of women in Athens different from the role of women in Sparta?



Internet Activity Use the Internet to learn more about the Persian Wars. Then create one panel for a mural about the wars. Illustrate one battle or another event.

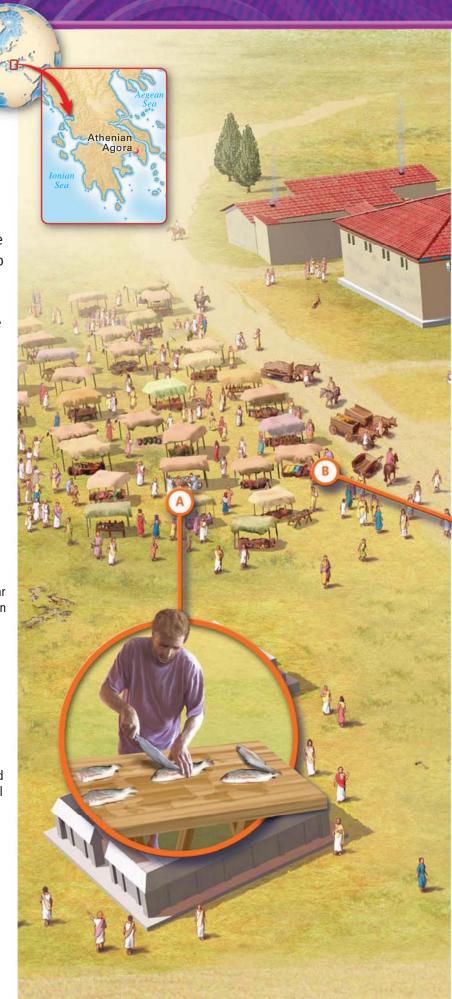
INTERNET KEYWORDS: Battle of Marathon, Battle of Salamis, Thermopylae

Daily Life

Life in the Agora

Imagine a place that is a shopping mall, city hall, sports arena, and place of worship all in one. The agora of an ancient Greek city was just such a place. An agora was an open space with buildings around it and roads leading into it. People went there to buy and sell goods, to worship at the nearby temples, and to take part in government. This illustration shows the agora of ancient Athens in about 500 B.C.

- A Fish Seller Merchants set up stalls in the open space to sell goods. Because the Greeks lived near the sea, they ate a great deal of fish. Fresh fish was sold locally; it would spoil if it was transported very far. (Dried fish could be stored and traded to distant regions.)
- B Cloth Seller Sheep could graze on land that was too poor to farm, so most Greeks wore clothes made from wool. They also wore some linen, made from flax bought in Egypt.
- Political Discussions Direct democracy required citizens to be very involved in government, so political discussions were popular in Athens. Because the weather was so mild, men often held such discussions outdoors.
- D Shoemaker Craftspeople, such as this shoemaker, often set up shop in the stoa. A stoa was a building made of a roof held up by long rows of columns. Stoas were also used for political meetings and as places for teachers to meet with their students.
- Farmers Farmers sold their own vegetables, fruit, milk, and eggs at the market. First they had to transport the food to the city. Using an animal to carry the heavy load was the easiest method. Some poor farmers carried goods on their backs.





Assessment **Chapter**

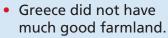
Interactive (**) Review



Material States for quizzes, flipcards, crosswords, review notes, and activities @ ClassZone.com

Ancient Greece

Geography



 Most places in Greece were close to the sea. The Greeks used the seas as highways.

Economics



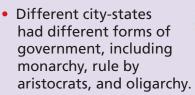
- The Greeks built their economy on farming and sea trade.
- They learned to use coins from other trading people.

Culture



- included Aesop's fables and the epic poems the Iliad and the Odyssey.
- The Greeks learned the alphabet from the Phoenicians and adapted it to their language.

Government



 Athens developed limited, direct democracy.

VOCABULARY

Sort the words in the list below into three categories: geography, government, and culture. Be prepared to explain your decisions.

- 1. alphabet
- 2. aristocracy
- 3. democracy
- 4. fable
- 5. isthmus

- 6. myth
- 7. oligarchy
- 8. peninsula
- 9. polis
- 10. tyrant

KEY IDEAS

The Geography of Greece (pages 176–181)

- 11. How did the geography of Greece affect the location of cities?
- **12.** What skills did the Greeks need to master to become successful traders?

Life in Ancient Greece (pages 182–187)

- **13.** In what ways did Homer use mythology?
- **14.** How were epic poems and fables the same? How were they different?

The City-State and Democracy (pages 188–195)

- **15.** How did government in Athens evolve into early forms of democracy?
- **16.** How was Athenian democracy different from democracy in the world today?

Sparta and Athens (pages 196–203)

- 17. What roles did slaves play in Sparta and Athens?
- **18.** How were Athens and Sparta different?

CRITICAL THINKING

- 19. Identify Problems Why would the rugged geography make it difficult to unify Greece? Explain the potential problems.
- 20. Draw Conclusions Considering their cultures, why do you think democracy developed in Athens and not in Sparta?
- **21. Analyze Effects** How did Solon's reforms change Athenian society?



- 1. Writing Activity Imagine that you have lived in both Sparta and Athens. Write an essay persuading your readers which city-state was better to live in and why.
- 2. Interdisciplinary Activity—Literature Read several of Aesop's fables. Choose one other than "The Hare and the Tortoise." Make a poster illustrating the fable and its lesson.



MONLINE ACTIVITY

Click here to do an activity on the adventures of Odysseus @ ClassZone.com



Answer the ESSENTIAL QUESTION

What factors shaped government in Greece?

Written Response Write a two- or three-paragraph response to the Essential Question. Consider the key ideas in each section and specific details about how geography and culture influenced Greek government. Use the rubric to guide your thinking.

RESPONSE RUBRIC

A strong response will

- describe the influence of geography on government
- discuss the development of various political systems in Greece

Standards-Based Assessment



- Online Test Practice @ ClassZone.com
- Test-Taking Strategies and Practice at the front of this book

Read a Map Use the map and graph below to answer the questions.



1. At what elevation is Athens located?

- A. about 400 feet
- B. about 650 feet
- C. about 950 feet
- **D.** about 1,200 feet

2. Which of the following general statements is supported by the elevation profile?

- **A.** There are many lakes in Greece.
- **B.** Broad plains cover most of Greece.
- C. The Greek coastline has numerous harbors.
- **D.** Greece has many mountains.

Chapter

Classical Greece



Essential Question

What advances did the Greeks make almost 2,500 years ago that still influence the world today?

CONNECT Q Geography & History

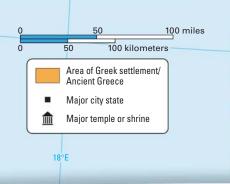
Use the map and the time line to answer the following questions.

- 1. Athens and Sparta were the leading city-states of this period. About how far apart were they?
- 2. Find the areas settled by the ancient Greeks. Do you think they were skilled sailors? Why or why not?

Ionian Sea



Tholos Temple, Delphi



GREECE

12°E

The Golden Age of Greece begins.

◀ (Greek vase)

431 B.C. The Peloponnesian War begins.

500 в.с.

475 B.C.

450 в.с.

WORLD

500 B.C.

Nok people of West Africa make iron tools.

483 в.с.

Siddhartha Gautama, the Buddha, dies.



445 B.C.

Jews rebuild the walls of Jerusalem. ◀ (illustration of Jerusalem)



Section 1

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

Ancient Greece was not a unified country. It was made up of independent city-states. Two of the leading city-states were Athens and Sparta.

NOW YOU WILL LEARN

Under the leadership of Pericles, Athens became the leading city-state of ancient Greece. Athens fought Sparta in the Peloponnesian War.

Vocabulary

TERMS & NAMES

Pericles leader of Athens from 460 to 429 B.C. **direct democracy** form of government in which all citizens participate

Delian League league of Greek city-states formed for mutual protection

Acropolis (uh•KRAHP•uh•lihs) highest part of Athens, location of important buildings

Parthenon (PAHR•thuh•NAHN) temple for Athena on the Acropolis

Peloponnesian War conflict between Athens and Sparta from 431 to 404 B.C.

plague disease that spreads easily and usually causes death

truce agreement to stop fighting

BACKGROUND VOCABULARY

league group of people, organizations, or countries working together for a common goal **glorify** to bring honor, praise, and admiration to someone or something

strategy plan for a series of actions designed to reach a specific goal



Visual Vocabulary Parthenon

Reading Strategy

Re-create the web diagram shown at right. As you read and respond to the **KEY QUESTIONS**, use the diagram to help you find the three goals Pericles set for Athens.



See Skillbuilder Handbook, page R3.



Athenian Democracy and War

Connect to What You Know In Chapter 7, you learned how Solon and Cleisthenes increased the political power of Athenian citizens. By about 500 B.C., Athens had become a democracy. You also learned about differences between Athens and Sparta, a city-state devoted to military power.

Starting with a Story

Pericles' new plans have created quite a stir. He asks you to find out what people are saying!.

Click here to listen to the story ClassZone.com



Pericles Leads Athens



KEY QUESTION What steps did Pericles take to make the government of Athens more democratic?

After the Persian Wars that you read about in Chapter 7, one of Athens' greatest leaders, **Pericles**, came to power. Pericles was considered the best public speaker of the time. He also gained a reputation for honesty and high ethical standards.

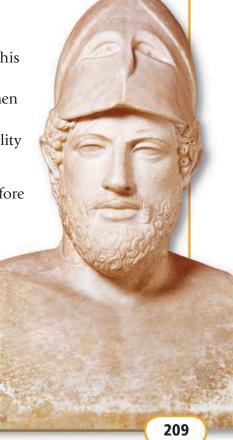
By 460 B.C., Pericles had become the strongest leader in Athens. He remained the city-state's leader until his death 31 years later. What he achieved as ruler was so important that this time in Athens is often called the Age of Pericles.

Pericles had three goals for Athens. The first was to strengthen its democracy. The second was to expand its power abroad. The third was to beautify the city. Pericles' exceptional speaking ability helped him to persuade Athenians to back his reforms.

Pericles Strengthens Democracy Remember that, before Pericles, leaders in Athens had begun to expand democracy. Pericles supported those reforms. However, he wanted to change the balance of power between the rich and the poor. Although Pericles came from a wealthy family, he thought the rich held too much power.

About 430 B.C., Pericles gave his view of democracy in a speech honoring Athenian soldiers killed in war. "Everyone is equal before the law," he said. What counts in public service "is not membership of a particular class, but the actual ability which the man possesses."

Pericles Pericles' leadership helped bring about the Golden Age of ancient Greece. ▼



COMPARING Cultures

Athenian and U.S. Democracy

Athenian Democracy Direct Democracy

- Citizens must be male, at least 18 years old, and born of Athenian parents.
- Assembly of all citizens votes on laws.
- Leader is selected randomly or elected.
- Council of Five Hundred prepares business for the assembly.
- Juries had as many as 500 jurors.

Both

- Political power is held by all citizens.
- Government has three branches.
- Law-making branch passes laws.
- Executive branch carries out laws.
- Judicial branch holds trials.

U.S. Democracy

Representative Democracy

- Citizens must be born in the United States, or have parents who are U.S. citizens, or have completed citizenship process.
- Representatives are elected to law-making body.
- Leader is elected.
- Executive branch has elected and appointed officials.
- Juries usually have 12 jurors.

To be a citizen, an individual had to be a free male, over 18, and the son of an Athenian father. Pericles changed the law to require that both parents be Athenian-born. This discouraged wealthy Athenians from forming bonds with wealthy families in other city-states through marriage.

Paid Public Officials To spread power more evenly, Pericles changed the rules for holding public office. Before Pericles, most public officials did not receive payment for their work, so only wealthy people could afford to serve in the Athenian government. Pericles increased the number of public officials who were paid for their work. With payment, even poor citizens could participate if elected to public office or chosen to serve on a jury.

Direct Democracy The form of democracy practiced in Athens was not the kind practiced in the United States today. The form used in Athens was **direct democracy**, meaning that all citizens participated in running the government. For example, any Athenian citizen could propose a new law or vote directly on laws.

By comparison, the United States has representative democracy, or a republic. U.S. citizens—male and female—elect representatives to take care of government business. These representatives propose and vote on laws. Study the chart on this page to find other differences.



SUMMARIZE Describe the steps Pericles took to make the government of Athens more democratic.

Expanding the Empire



KEY QUESTION How did Athens become more powerful?

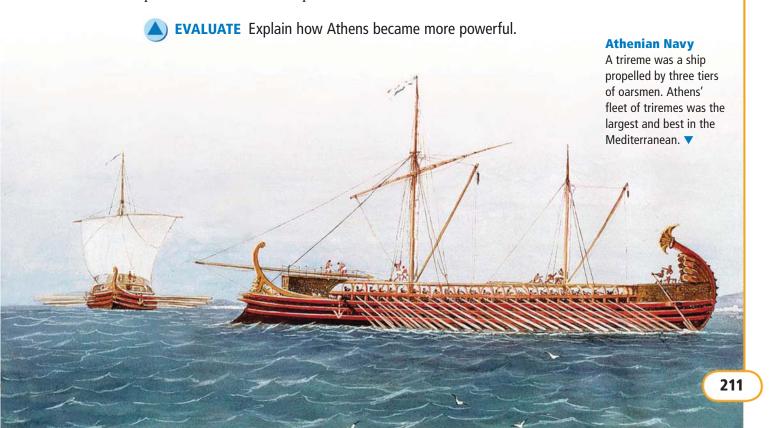
Greek wealth depended on overseas trade. Athens was determined to protect its overseas trade and its homeland. At the end of the Persian War, the Greek city-states formed a **league** for mutual protection. It was called the **Delian League**.

Delian League Athens helped to organize this league. It was called the Delian League because, at first, its headquarters and treasury were located on the island of Delos.

Some city-states provided troops and ships for the league's navy. Other member city-states paid dues instead. Pericles used the money, troops, and ships to build a strong navy. The naval fleet was made up of at least 300 warships.

Athens Dominates the Delian League The fleet of Athens was the strongest in the Mediterranean region. Because Athens now controlled a superior navy, it took over leadership of the Delian League. Some worried that the riches stored in the league's treasury might not be safe from attack by the Persians or other enemies. In 454 B.C., the Delian League's treasury was moved to Athens.

The transfer of the Delian League's treasury helped to strengthen Athens' power. Athens started treating the other members of the league as if they were conquered people, not allies. Eventually, Athens dominated all of the city-states to such an extent that they became part of an Athenian empire.



Beautifying Athens



KEY QUESTION How did Pericles beautify Athens?

Athens was left in ruins when the war with Persia ended in 479 B.C. Invading armies had burned parts of the city and destroyed most of the buildings. Pericles saw this destruction as a chance to rebuild, beautify, and **glorify** Athens.

Rebuilding Athens The Greek city-states paid a tribute to the Delian League organization. The funds were supposed to help build the military power of the league. Instead, Pericles used some of these funds to beautify Athens. He did not ask approval from the members of the league to use the money, which made the other city-states angry.

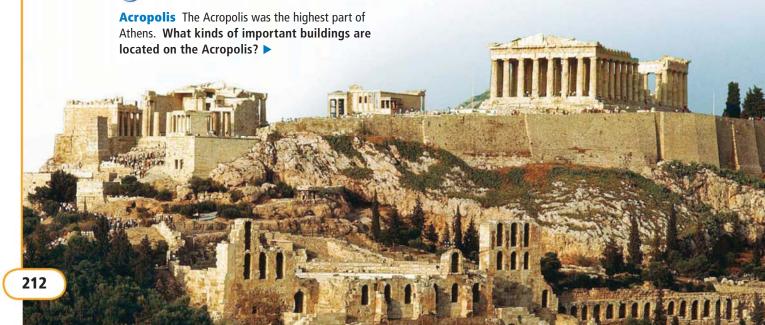
Pericles spent the money to purchase gold, ivory, and marble to create sculptures and to construct beautiful buildings. Pericles also used the money to pay artists, architects, and sculptors for their work on these projects.

The Acropolis One of the areas rebuilt was the **Acropolis** (uh•KRAHP•uh•lihs), or the "high city" part of Athens. An acropolis was an area in a Greek city where important temples, monuments, and buildings were located. The Persians had destroyed the temples and smashed the statues in Athens during the war.

One of the new buildings constructed was the **Parthenon** (PAHR•thuh•NAHN). It served as a temple to Athena, the warrior goddess for whom Athens was named. Athena was also the goddess of wisdom, arts, and handicrafts. The Parthenon is considered the most magnificent building on the Acropolis. It is a masterpiece of architectural design, especially its graceful proportions and sense of harmony and order.



FIND MAIN IDEAS Explain how Pericles made Athens more beautiful.



Peloponnesian War



KEY QUESTION What happened during the Peloponnesian War?

Important differences existed between the city-states of Athens and Sparta. For example, Athens had a democratic government, while Sparta had a culture that glorified military strength. Both wanted to be the most powerful city-state in the region. This competition led to clashes between the two city-states and their allies.

The Outbreak of War Several factors led to war. Some city-states feared Athens because of its grab for power and prestige. Under the leadership of Pericles, Athens had grown from a city-state to a naval empire.

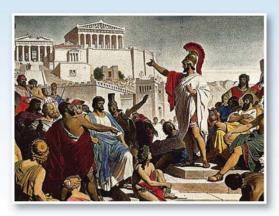
The other city-states also resented that Athens spent money from the Delian League to beautify its city. The money was intended for the protection of all the city-states in the league, not for rebuilding Athens. This conflict led several city-states to try to break free of Athenian power. But Pericles punished the city-states that resisted the authority of Athens.

Sparta headed a league of city-states to stand up to the power of the Athenian empire. This league is called the Peloponnesian League because many of the city-states were located on the Peloponnesus. Finally, in 431 B.C., Sparta declared war on Athens. This conflict became known as the **Peloponnesian War**.

Primary Source

Pericles' Funeral Oration

Background Pericles spoke to honor Athenians killed in action during the first year of the Peloponnesian War, which began in 431 B.C. Parts of his speech paid tribute to democracy in Athens as well.



(a) from The History of the Peloponnesian War

By Thucydides (translated by Benjamin Jowett)

It is true that we are called a democracy, for the administration is in the hands of the many and not of the few. But while the law secures equal justice to all alike in their private disputes, the claim of excellence is also recognized; and when a citizen is in any way distinguished, he is preferred to the public service, not as a matter of privilege, but as the reward of merit. Neither is poverty a bar, but a man may benefit his country whatever be the obscurity [insignificance] of his condition.

DOCUMENT-BASED QUESTION

Why do you think Pericles praised Athenian life in a tribute to the war dead?



The War Rages Each side in the war had distinct advantages. Sparta had the better land-based military force. Since Sparta was located far inland, it could not be attacked by sea. Athens had the better navy and could strike Sparta's allies by sea. The city of Athens had a strong harbor, and money from its empire helped it pay for the war. These differences shaped the war **strategy** of each side.

Athens' strategy was to avoid battles on land and to rely on its sea power. A narrow strip of land near Corinth connected the Peloponnesus to the rest of Greece. The Athenians focused their attacks on this strip, hoping to block Sparta's land route to Athens.

Sparta's strategy was to force Athens to fight on land. The Spartans took control of the countryside around Athens and tried to cut off the Athenian food supply by destroying crops.

Pericles persuaded the Athenians to allow the Spartans to destroy the countryside. He brought people from the areas surrounding Athens inside the city walls for safety. Athens could be supplied with food by sea. However, the city became badly overcrowded.

In 430 B.C., the second year of the war, a **plague** broke out in Athens. A plague is a disease that spreads easily and usually causes death.

Athens lost as many as one-third of its people and armed forces to the disease. The most notable victim was Pericles.

After ten years of war, neither side had made much progress in defeating the other. In 421 B.C., Athens and Sparta signed a **truce**, or an agreement to stop fighting. However, neither side obeyed the terms of the agreement for very long, and battles soon broke out again.

In 415 B.C., Athens launched an attack on Sicily in order to cut off supplies to Sparta. Initially, the plan worked. But in 413 B.C., a Spartan counterattack killed or captured all of the Athenian army forces on Sicily and destroyed much of Athens' navy.

Sparta attacked Athens again in 411 B.C. The Persians joined the war against Athens and helped Sparta to improve its navy. Athens repelled the attackers for a while, but in 405 B.C., the Spartan navy captured the Athenian fleet. Athens finally surrendered to Sparta in 404 B.C.

Consequences of the War The Peloponnesian War lasted for over 27 years. Cities and crops were destroyed, and thousands of Greeks died. All of the Greek city-states suffered losses of economic and military power.

To the north of the Greek city-states in Macedonia, King Philip II came to power in 359 B.C. He looked south toward the weakened Greek city-states as he planned to build an empire.



SEQUENCE EVENTS List the key events of the Peloponnesian War and when they occurred.

1 360

Section Assessment

ONLINE QUIZ For test practice, go to Interactive Review @ ClassZone.com

Terms & Names

1. Explain the importance of

Pericles Acropolis
direct democracy Parthenon
Delian League Peloponnesian War

Use Your Reading Notes

2. Find Main Ideas Use your completed web diagram to answer the following question: How did Pericles advance Athenian democracy?



Key Ideas

- **3.** Why did other members of the Delian League resent Athenian control?
- **4.** What was the purpose of the Parthenon, and where was it located?
- **5.** What were the military advantages of Athens and Sparta in the Peloponnesian War?

Critical Thinking

- **6. Form Opinions** Consider the consequences of the Peloponnesian War. Do you think Sparta and its allies felt the war was worthwhile in the end?
- **7. CONNECT to Today** How does the way laws were created in Athens compare with the way laws are created in the United States?



Write a Persuasive Speech Imagine that you are Pericles. Write a speech to convince people to leave their land and move into Athens to be safe from Spartan attacks.

Section **9**

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

Athens and Sparta were the two leading citystates in Ancient Greece. They and their allies fought each other in the Peloponnesian War, which lasted from 431 to 404 B.C.

NOW YOU WILL LEARN

Philip II of Macedonia conquered Greece. His son, Alexander, built a huge empire across parts of Europe and Asia. Greek culture spread throughout Alexander's empire.

Vocabulary

in 332 B.C.

TERMS & NAMES

catapult military machine used to hurl stones or spears at enemy forces and city walls

Alexander the Great King of Macedonia who conquered parts of Europe, Africa, and Asia

Hellenistic culture made up of parts of Greek,

Persian, Egyptian, and Indian styles and customs

Alexandria city in Egypt founded by Alexander

BACKGROUND VOCABULARY

hostage person taken by force to make sure the taker's demands are met

tutored given individual instruction



Visual Vocabulary Alexandria

Reading Strategy

Re-create the cause and effect chart shown at right. As you read and respond to the **KEY QUESTIONS**, use the chart to help you list the effects of the causes shown.



See Skillbuilder Handbook, page R7.

ANALYZE CAUSES AND EFFECTS

Causes	Effects
New weapons	
Destruction of Thebes	
Alexander's conquests	



Alexander the Great

Connect to What You Know You have learned that a strong ruler can often unite a divided people. While the Greek city-states were busy fighting each other, a new power was rising in the north. The king there was strong.

The Kingdom of Macedonia



KEY QUESTION How did Philip's improvements to Macedonia's military help him to conquer the Greek city-states?

The new power to the north of Greece was the country of Macedonia (MAS•ih•DOH•nee•uh). Its king, Philip II, was 23 years old, strong, and fearless. He had plans to build an empire that included the lands of Greece and of Persia.

A Military Genius As a teenager, Philip had been a hostage in the Greek city of Thebes. There he observed its army and its military tactics. Philip learned of the advantages of a professional army, or an army of full-time soldiers, rather than one made up of citizen-soldiers.

Philip organized a well-trained professional army. He devised new battle formations and tactics and experimented with the combined use of cavalry and infantry. He supplied his soldiers with new weapons, like the catapult. A **catapult** is a military machine used to hurl stones or spears at enemy forces and city walls. Philip's soldiers also used battering rams to smash through closed gates.

▲ Philip II, King of Macedonia Philip had dreams of defeating both the Greeks and the Persians.

Alexander the Great The detail is from this mosaic. It shows Philip's son, Alexander, in battle.



Philip Conquers Greece After conquering the lands around Macedonia, Philip focused on the Greek city-states. After the Peloponnesian War, the Greeks were too weak and disorganized to unite against Philip. In 338 B.C., Philip completed his conquest of the Greeks and became the ruler of the Greek city-states. His dictatorial rule ended Greek democratic practices. He brought Greek troops into his army and prepared to attack Persia.

However, in 336 B.C., Philip was assassinated at his daughter's wedding. His 20-year-old son Alexander took the throne. Although he was younger than Philip had been when he had gained power, Alexander proved ready to take control of his father's empire.



MAKE INFERENCES Explain how Philip's improvements to the Macedonian military helped him to conquer the Greek city-states.

Alexander Tries to Conquer the World



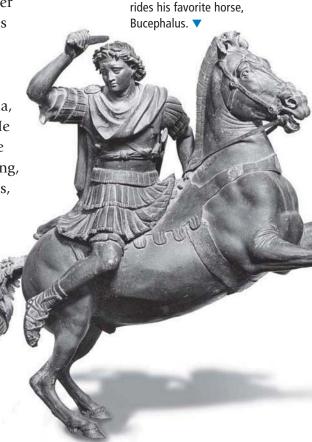
KEY QUESTION How did Alexander build an empire?

Alexander was well-prepared for the job of king. He had been tutored by the finest Greek scholars and trained in the Macedonian army. He continued his father's plan of creating an empire.

Alexander Defeats Persia Before Alexander could attack Persia, the Greek city-state of Thebes rebelled. Alexander destroyed the city. His ruthlessness made other Greek city-states too fearful to rebel.

Next, Alexander moved his troops to Anatolia, where he attacked and defeated Persian forces. He used bold tactics, such as charging straight at the enemy with thousands of troops. In the beginning, Alexander met sharp resistance from the Persians, but eventually he succeeded.

Instead of going directly to Persia, he turned south and entered Egypt, which the Persians controlled. The Egyptians welcomed Alexander because they hated the Persians. They even chose him to be their pharaoh. Alexander then moved his forces from Egypt across Mesopotamia toward Persia. Finally, he struck Persepolis, the royal capital of the Persians. By 331 B.C., Alexander controlled the Persian Empire.



Alexander Alexander



Alexander's Other Conquests In the next few years, Alexander pushed his armies eastward to conquer parts of Central Asia. In 326 B.C., they reached the Indus River Valley and India. Alexander urged his armies to continue eastward, but they refused to go any further. They had been fighting for 11 years and had marched thousands of miles from home. Alexander was forced to turn back.

In 323 B.C., Alexander and his armies returned to Babylon. While they paused there, Alexander fell ill with a fever and died within days. He was 32 years old. Although he did not live to an old age, he managed to create a large empire. Because of his achievements, he is remembered as Alexander the Great.

Alexander did not have time to unify his empire. After he died, military leaders fought among themselves to gain control of the empire. None of Alexander's generals was strong enough by himself to take control of the entire empire. Eventually, three key generals divided the empire.



SEQUENCE EVENTS Briefly describe the steps that Alexander took to build his empire.



The Legacy of Alexander

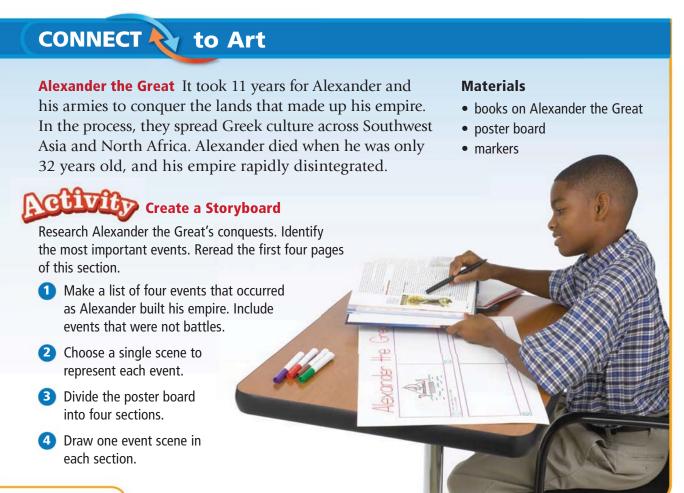


KEY QUESTION How did Greek culture blend with other cultures to form Hellenistic culture?

Alexander and his armies carried their culture and customs everywhere they went. As Alexander conquered one land after another, he set up colonies. He also built cities based on Greek culture. He named many of them Alexandria, after himself. The historian Plutarch, who lived a few centuries later, wrote that Alexander named 70 cities Alexandria.

A Blend of Cultures Alexander left Greeks behind to rule his lands. Greek became the common language in the lands he controlled. At the same time, Alexander adopted Persian clothing styles and Persian customs. He urged his armies to do the same. Some of the Greek settlers married Persian women and adopted Persian ways. In Egypt, the Greek rulers accepted Egyptian culture and blended it with Greek styles. In India, a similar blending occurred.

This blend of Greek, Persian, Egyptian, and Indian styles and customs became known as **Hellenistic** culture. *Hellas* was the Greek name for Greece. This culture remained influential for centuries.



Learning was especially affected by the mingling of cultures. The combined knowledge of the Greeks, Egyptians, Arabs, and Indians led to new discoveries in science and medicine.

Alexandria The most famous of the Hellenistic cities was **Alexandria**, Egypt, which Alexander founded in 332 B.C. The city was an important center of learning for over 400 years.

The Temple of the Muses in Alexandria

served as a research center for the arts and sciences. It was named for the Muses, nine goddesses who ruled the different arts and sciences. The Temple of the Muses became famous for its library, sometimes called the Library of Alexandria. The library contained major collections of Greek, Persian, Egyptian, Hebrew, and other texts. Scholars from throughout the Mediterranean area and from Asia came to Alexandria to study.

An enormous lighthouse in Alexandria's harbor could be seen 35 miles away. It was considered one of the Seven Wonders of the Ancient World. See the table on page 46 for the other six wonders.

FIND MAIN IDEAS Describe how Greek culture blended with other cultures to form Hellenistic culture.



▲ Iranian Manuscript

This manuscript is an example of Hellenistic art. Aristotle, the Greek philosopher, is shown teaching astronomy to Persians. He is dressed in Persian-style clothing.



Section Assessment



Terms & Names

1. Explain the importance of

catapult Hellenistic
Alexander the Great Alexandria

Use Your Reading Notes

2. Analyze Causes and Effects Use your completed chart to answer the following question: What were the effects of Alexander's conquest of a vast area?

Causes	Effects
New weapons	
Destruction of Thebes	
Alexander's conquests	

Key Ideas

- **3.** What happened to Greek democratic practices when Philip II of Macedonia conquered Greece?
- **4.** Why did Alexander's empire include Central Asia but not India?
- **5.** How did Alexander spread Greek influence in the new cities he founded?

Critical Thinking

- **6. Analyze Causes and Effects** How did Alexander's actions in Thebes, Anatolia, and Egypt help him to conquer the Persian Empire?
- **7. Make Inferences** What made Hellenistic culture unique?



Calculate the Size of the Empire Go to the map on page 219. Use the scale to calculate the distance from east to west of Alexander's empire. How does it compare to the distance of the continental United States from east to west?

Section 3

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

Trade helped the early Greeks develop a sophisticated culture. Early Greek literature included stories that taught lessons and long poems that told of adventures.

NOW YOU WILL LEARN

Greek culture reached a peak in the 400s B.C. Greek achievements in architecture, literature, mathematics, and science form the foundation of Western culture.

Vocabulary

TERMS & NAMES

drama written work performed by actors **tragedy** serious drama that presents the downfall of an important character

comedy humorous dramatic work that makes fun of politics, important people, or ideas

ideal perfected form

pediment triangular space between the top of a colonnade and the roof

philosophy logical study of basic truths about knowledge, values, and the world

BACKGROUND VOCABULARY

sponsor to support another person or thingtroupe group, especially of actors, singers, or dancers

proportions pleasing balance of various parts of a whole

compound consisting of or using more than one



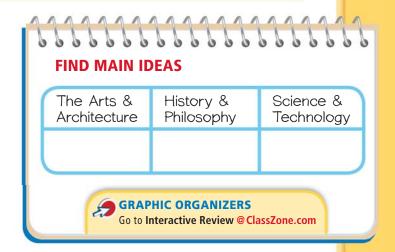
Visual Vocabulary pediment

Reading Strategy

Re-create the chart shown at right. As you read and respond to the **KEY QUESTIONS**, use the chart to help you find main ideas about the cultural and scientific contributions made by people of the Greek and Hellenistic cultures.



See Skillbuilder Handbook, page R3.



The Golden Age of Greece

Connect to What You Know After the Persian Wars ended in 479 B.C., Greek writers, artists, and architects created some of the greatest works of all time. These became the foundation of Western culture, the common heritage of Europe and the United States.

The Arts and Architecture



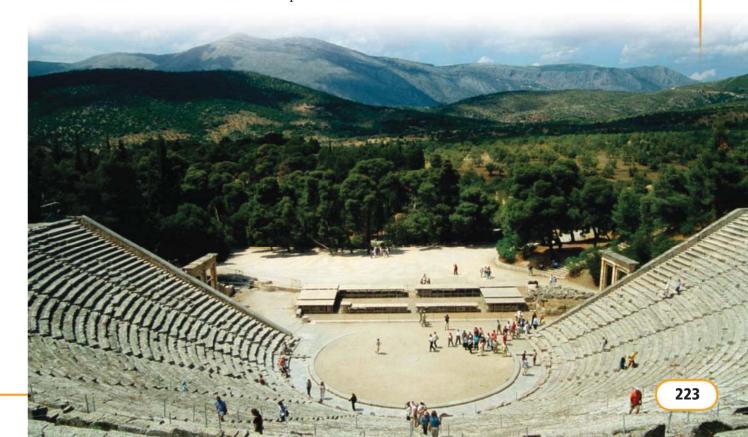
V KEY QUESTION What were the two forms of Greek drama and how were they different?

The Greeks invented drama as an art form. **Drama** is a written work designed for actors to perform. The Greeks built the first theaters in the Western world.

Drama Greek drama was a part of every city's religious festival. Wealthy citizens spent money to **sponsor** the production of the dramas. Writers submitted plays to the city leader, who chose the ones he thought were the best. Then each play was assigned to a **troupe** of actors for production. When the plays were performed, contests were held to award prizes to the best writers.



Ancient Theater The theater at Epidaurus is built into a hillside.



The actors in plays were all men, who also played the parts of women. The actors wore colorful costumes and masks to portray their characters. The stage sets were colorful as well.

Dancing was important in Greek festivals and plays. Often the plays included a large chorus that danced, sang, and recited lines that commented on the action in the plays. Drama had two forms: tragedy and comedy.

Tragedy and Comedy The first form, **tragedy**, was a serious drama that presented the downfall of an important character, such as a king. Common themes for tragedy included love, war, and hate.

The play Seven Against Thebes is one example. In the play, the king of Thebes defends the city against an attack led by his brother. The two brothers are the grandsons of an earlier king of Thebes who brought a curse upon the city by disobeying the gods. At the end of the play, the brothers kill each other, bringing an end to the curse. Seven Against Thebes was written by Aeschylus (EHS•kuh•luhs), who lived from 525 to 456 B.C.

The second form of drama, **comedy**, was a humorous dramatic work. Like many comedies today, comedies in ancient Greece often made fun of politics, important people, and ideas of the time. Comedies usually ended happily.

Aristophanes (AR•ih•STAHF•uh•neez), who lived from about Th 450 to 388 B.C., was a great writer of comedy. One of his plays, replied, makes fun of those who strive to gain power. In the play, a king becomes a bird and founds a city in the sky. The city is called Cloudcuckooland. The hero blocks the gods from interfering with his rule and declares himself the king of the universe.

Sculpture Greek artists aimed to capture the **ideal** in their work. In other words, they tried to portray objects, including humans, in as perfect a form as possible. The artists tried to create a sense of order, beauty, and harmony in every work.

Since the Greeks spent much of their time outdoors, many works of art were located outside. Art made for outdoor areas was frequently designed on a large scale. Many Greek sculptures portrayed the gods. Such sculptures were often placed in temples built to honor the gods.

One of the most famous statues was created to honor Athena, the protecting goddess of Athens. The sculptor Phidias (FIHD•ee•uhs) used gold and ivory to make the statue of Athena. It stood more than 30 feet tall. The statue was located inside a temple called the Parthenon (see pages 212 and 225).





▲ Dramatic Masks
The mask at the top
represented tragedy.
The lower mask
represented comedy.

Architecture Architects in ancient Greece designed temples, theaters, meeting places, and the homes of wealthy citizens. The architects followed similar principles to those used by Greek sculptors. They worked to create beautiful buildings with graceful **proportions**.

Greek architects used several distinctive architectural elements, or parts of a building. The most important element of many Greek buildings was the column. Often a series of columns, called a colonnade, was placed around the outside of a building. The triangular space between the top of a colonnade and the roof is called a **pediment**. Sculptures or paintings were placed in the pediments of many buildings.

In 447 B.C., Pericles appointed architects to construct the Parthenon as a temple for Athena. They built the Parthenon with colonnades on all four sides, the form most often used for temples. Phidias worked with the architects. He decorated the pediments of the Parthenon with sculptured designs of scenes from Athena's life. His statue of Athena stood inside the Parthenon.



COMPARE AND CONTRAST Name the two forms of Greek drama and describe how they were different.

Greek Columns

Ionic

This style has a thin column with a scroll-like design at the top.



Doric

This simple style has a plain top. It was used throughout Greece and its colonies.



Corinthian

The Greeks did not use this style much. The Romans copied it in the design of their temples.



Democracy, History, and Philosophy



KEY QUESTION How do the methods of the Greek historian Thucydides influence historians writing today?

The writers and thinkers of the Golden Age of Greece created some of the first—and most important—works of history and philosophy. One of the greatest legacies the Greeks left was the idea of democracy that the citizens of a place should control its government.

Democracy Becomes Reality After Athens developed democracy, other Greek city-states also adopted that form of government. Although citizenship was generally limited to male landowners, these governments were more open and more fair than any government had been. The Greeks' ideas on government have been adapted by many countries, including the United States.

Herodotus and Thucydides The Greeks were among the first civilizations to write down their history. They did not just tell stories about their past. They examined the past and tried to determine the facts and the significance of historical events.

Herodotus (hih•RAHD•uh•tuhs), who lived from 484 to 425 B.C., has been called the Father of History. He was interested in learning and recording stories about important events. Herodotus traveled widely as a young man. He wrote an account of the Persian Wars called History.

Another Greek historian, Thucydides (thoo●SIHD●ih●DEEZ), lived approximately from 460 to 400 B.C. He wrote a history of the Peloponnesian War while the war was still in progress. To make sure his work was accurate, he researched documents and collected eyewitness accounts. This approach set a standard for the writing of history that is still followed today.

The Search for Truth As early as 600 B.C., Greek thinkers had begun to try to explain the world using reason instead of myths. During the Golden Age, this search for explanations became more serious and intense. In their search, the Greeks developed philosophy, or the logical study of basic truths about knowledge, values, and the world.

Greek philosophers investigated a wide range of topics. They asked questions such as: How can a person achieve happiness? What is the best form of government? What is knowledge? Students of philosophy still study their thoughts on these topics.

Greek philosophers also asked questions that science investigates today, such as: Are there basic elements that make up all matter? What makes a creature alive?



▲ Greek Historians The two leading historians of classical Greece were Herodotus and Thucydides.

Socrates One of the most famous Greek philosophers was Socrates (SAHK•ruh•TEEZ). He encouraged people to examine their ideas by asking them question after question. This question-and-answer style of teaching became known as the Socratic method.

Many people liked Socrates' teaching. But his enemies brought him to trial on charges of causing young people to rebel. Socrates told the court that he was helping Athens by making people think about their values and actions. The jury did not agree and sentenced him to death. Socrates died by drinking a poison called hemlock.

Plato and Aristotle One of Socrates' followers was Plato. He lived from about 427 to 347 B.C. Most of Plato's writings were dialogues—conversations—between Socrates and other people. The dialogues explored many philosophical questions. Plato started an important school of higher learning called the Academy. It stayed open for about 900 years.

Aristotle (AR•ih•STAHT•uhl), Plato's brightest student, lived from 384 to 322 B.C. He opened his own school in Athens called the Lyceum. Aristotle's writings, which also explored a wide range of questions, are based on classes he taught. In addition to his great philosophical work, Aristotle also spent three years tutoring Alexander the Great.



EVALUATE Explain how the methods of Thucydides influence historians writing today.

History Makers

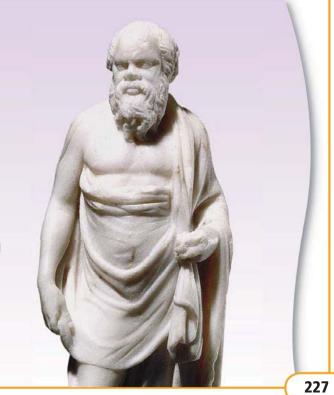
Socrates (470–399 B.C.)

Socrates made an unlikely celebrity. He was poor and paid little attention to his appearance. But his intelligence and charisma won him many followers, and he often socialized with leading Athenians. He was so well-known that Aristophanes wrote a play making fun of him called *Clouds*.

Socrates claimed that his only wisdom lay in realizing how little he actually knew. Yet he frequently demonstrated that the people he spoke with knew even less than he did. For some, this was the beginning of a better understanding of the topic. Others got angry at Socrates for revealing their ignorance.

CRITICAL THINKING

Draw Conclusions How can realizing your own ignorance be a source of wisdom?



Science and Technology



KEY QUESTION What subjects did Hellenistic scientists and mathematicians study?

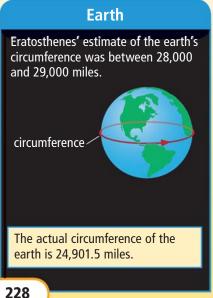
As you read in Section 2, the blending of Greek culture with other cultures formed Hellenistic culture. Hellenistic scholars preserved and expanded scientific and mathematical knowledge from Greece, Egypt, and India. By the 200s B.C., Alexandria, Egypt had replaced Athens as the leading cultural center. Most of the scientists discussed in this section lived in Alexandria for at least part of their lives.

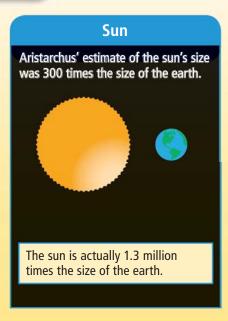
Astronomy Many of the scientists at Alexandria studied astronomy, the science that investigates the planets and the stars. The astronomer and mathematician Eratosthenes (EHR•uh•TAHS•thuh•NEEZ) found a way to estimate the circumference of, or distance around, the earth. His estimate proved to be fairly close to the actual measurement.

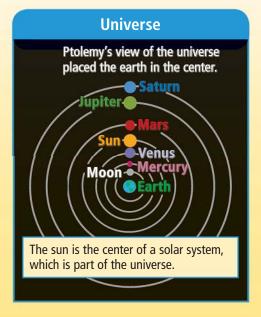
Another astronomer at Alexandria, Aristarchus (AR•ih•STAHR•kus), tried to prove that the earth revolves around the sun. At that time, most people believed that everything in the universe revolved around the earth. Aristarchus also tried to estimate the size of the sun, although his result proved to be far off the mark.

The astronomer Ptolemy (TAHL•uh•mee) supported the idea that the earth was at the center of the universe. He created a mathematical system that described the motions of the sun, the moon, and all of the known planets. His system was used by astronomers for the next 1,400 years. In the A.D. 1500s, new evidence and new mathematics helped to prove that the earth and the other planets revolve around the sun.

Greek Astronomy







Mathematics and Physics Astronomers needed to know complicated mathematics to do their work. Hellenistic scientists employed mathematics that had been developed by Greek and Hellenistic mathematicians.

Many Greek and Hellenistic mathematicians specialized in geometry—the study of lines, angles, circles, and other forms. The mathematician Euclid

(YOO•klihd) organized much of what was known about geometry and other types of math into a set of books called the *Elements*. It contained logical proofs of geometric ideas. Euclid's *Elements* has served as the basis of most geometry courses ever since.

Archimedes (AHR•kuh•MEE•deez) explained the law of the lever. As an inventor, he developed the **compound** pulley. He is also believed to have created a device to lift water for the irrigation of fields. The ideas of Archimedes were used to build pumps and eventually to create a steam engine.

The first noted female mathematician, Hypatia (hy•PAY•shuh), taught at Alexandria. Hypatia was also an astronomer. She wrote about the works of Ptolemy and about Euclid and geometry as well. Hypatia also led a philosophical movement based on the works of Plato.



FIND MAIN IDEAS Describe some of the subjects that Hellenistic scientists and mathematicians studied.

Section Assessment

ONLINE QUIZ For test practice, go to Interactive Review @ ClassZone.com

Terms & Names

1. Explain the importance of

drama comedy pediment tragedy ideal philosophy

Use Your Reading Notes

2. Find Main Ideas Use your completed chart to answer the following question:

Who were the leading Greek historians, and what were their most important works?

The Arts &	History &	Science &
Architecture	Philosophy	Technology

Key Ideas

- **3.** What qualities did Greek architects strive for in their work?
- **4.** What teaching style is identified with Socrates, and what is it like?
- **5.** Who wrote the *Elements*, and what is it about?

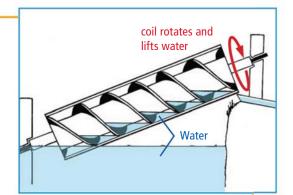
Critical Thinking

- **6. Identify Problems and Solutions** Why did it take so long to prove that the earth is not the center of the universe?
- **7. CONNECT to Today** Choose a modern television show and explain how it is similar to and different from Greek drama.



Internet Activity Use the Internet to research inventions of ancient Greeks. Design a Web page that illustrates and explains those inventions.

INTERNET KEYWORD: Greek inventions



▲ Archimedes' Water-Lifting Device

The device is a large coil open at both ends. It is placed inside a watertight tube. As the coil turns, it brings up water from a lower level.

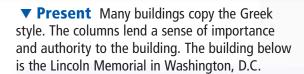
Greek Influences Today

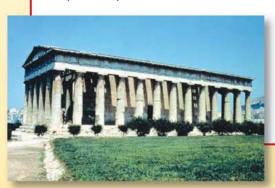
The ancient Greeks have influenced our world in many different ways. They strived to achieve the ideal in all areas of life. They paid especially close attention to those aspects of life that were a part of the city-state. Today, we can clearly see the Greek influence in sports, architecture, and the justice system.



Architecture

▶ Past Greek architects looked to geometry to find the ideal form for building. They found a ratio that they believed created perfect proportions. They used the ratio to design their buildings, especially the columns. The results were graceful structures like the Temple of Hephaestus.



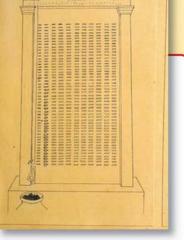




Jury

- ▶ Past Athens had a pool of about 6,000 qualified jurors. Trials required as many as 500 jurors. Jurors were paid. At right is a jury selection device from ancient Greece. Each juror had a metal plate with his name on it. The plates were randomly placed in the slots. Then rows of the plates were selected for a specific trial.
- ▼ **Present** In the United States, the adult citizens of a district make up the jury pool. Potential jurors receive a legal order to appear for jury duty. Juries are usually made up of 12 persons, although there can be as few as 6. Jurors are paid a small amount for each day that they serve.





1. TALK ABOUT IT Why do you

- 1. TALK ABOUT IT Why do you get paid for serving on a jury?
- 2. WRITE ABOUT IT Use the library or the Internet to research the development of the modern Olympic games. Write a research report describing your findings.

Assessment Chapter

Interactive (**) Review



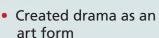
Material Series for quizzes, flipcards, crosswords, review notes, and activities @ ClassZone.com

Classical Greece

Culture

- Created foundations of Western culture
- Established guidelines for writing history
- Developed philosophy

Arts



- Pursued the ideal in the arts
- Set standards for art and architecture

Science & Technology

- Studied the motions of the planets and stars
- Devised new mathematics
- Developed inventions such as the compound pulley and water-lifting devices

Government

- Created and used direct democracy
- Expanded citizen participation in government
- Alexander built an enormous empire including land in Asia, Africa, and Europe.

VOCABULARY

Explain why the words in each set below are linked with each other.

- 1. Pericles and direct democracy
- 2. Delian League and Peloponnesian War
- 3. Alexander the Great and Hellenistic
- 4. tragedy and comedy

KEY IDEAS

Athenian Democracy and War (pages 208–215)

- 5. What aspects of Athenian democracy are similar to democracy as practiced by the **United States?**
- 6. Why did other city-states in the Delian League resent Athens?
- 7. How did Athens and Sparta shape their war strategies?

Alexander the Great (pages 216–221)

- 8. How did the Peloponnesian War help Philip II of Macedonia conquer Greece?
- 9. Why did Alexander the Great have to stop after reaching the Indus River Valley?

The Golden Age of Greece (pages 222–231)

- 10. What qualities did Greek sculptors and architects seek to portray?
- 11. What are some of the questions Greek philosophers attempted to answer?
- 12. Which Egyptian city became a leading cultural center by the 200s B.C.?

CRITICAL THINKING

- 13. Analyze Causes and Effects Why didn't the democratic ideas of Greek city-states spread throughout the empire of Alexander the Great?
- **14.** Make Inferences How did the conquests of Alexander the Great change the cultures of the conquered lands?
- **15. Make Generalizations** How did the Greek scientists expand knowledge about the world?



- 1. Writing Activity Review the information about Socrates in Section 3. Use books or the Internet to learn more about Socrates' trial. Working with a partner, write a short scene for a play about the trial of Socrates. Be sure to include parts for Socrates, his students, and his enemies.
- 2. Interdisciplinary Activity— **Science** Use books or the Internet to research Archimedes' ideas about levers. Duplicate some of his experiments. Prepare a lab report on your activities.



ONLINE ACTIVITY

Click here to create a video script about Greek architecture @ ClassZone.com



Answer the ESSENTIAL QUESTION

What advances did the Greeks make almost 2,500 years ago that still influence the world today?

Written Response Write a two- or three-paragraph response to the Essential Question. Consider the key ideas of each section and specific details about the Golden Age of ancient Greece. Use the rubric to guide your thinking.

RESPONSE RUBRIC

A strong response will

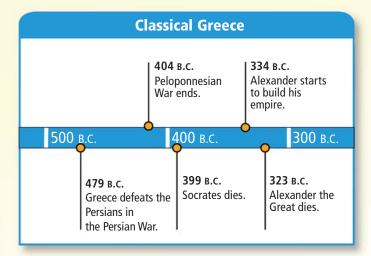
- discuss the political system of
- identify innovations in the arts and sciences

Standards-Based Assessment



- Online Test Practice @ ClassZone.com
- Test-Taking Strategies and Practice at the front of this book

Use a Time Line The time line below shows changes in Greece from 479 to 323 B.C. Use it to answer the questions that follow.



1. Which of the events listed above occurred first?

- A. death of Socrates
- B. death of Alexander
- C. Peloponnesian War
- D. Persian War

2. Which of the following statements is correct?

- A. Socrates died about 20 years before Alexander the Great died.
- **B.** The Peloponnesian War ended before Alexander built an empire.
- C. The Persian War occurred after the Peloponnesian War.
- **D.** It took Alexander 20 years to build his empire.

UNIT 4

The World of Ancient Rome

Interact with History

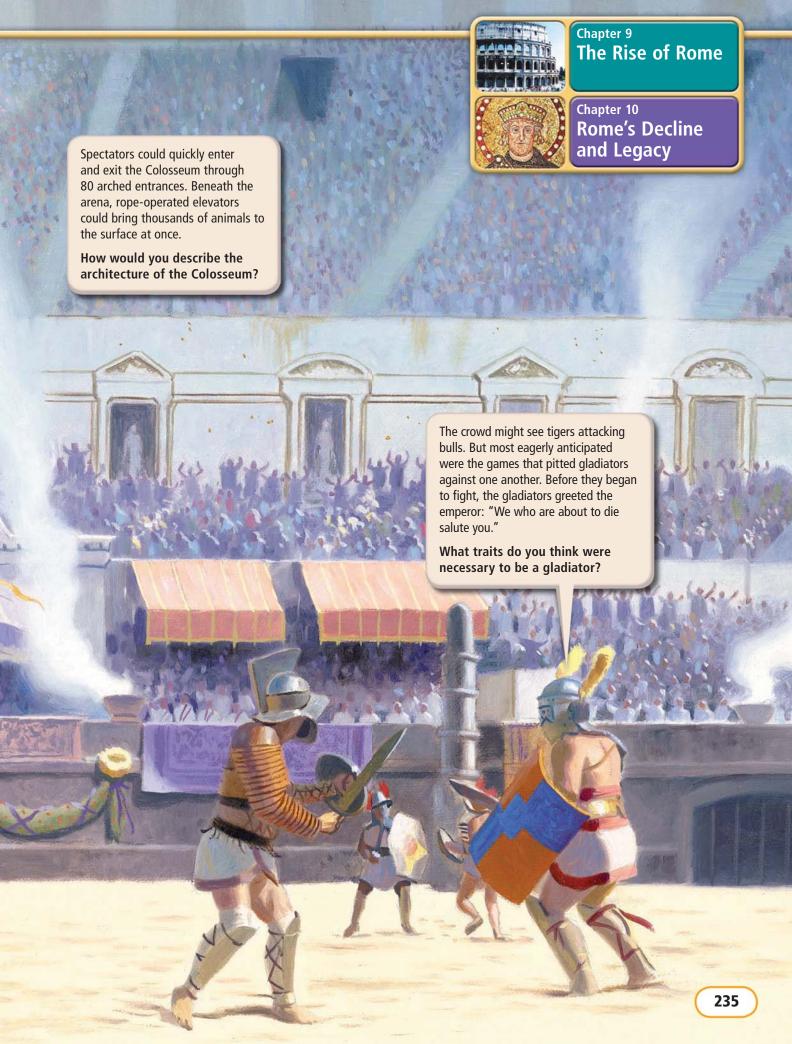
Watching the Games at the Colosseum, A.D. 80

Emperor Titus has invited all of Rome to celebrate the opening of the new Colosseum with 100 days of festivities and entertainment. Along with about 50,000 others, you have crowded into the arena to see the games. As the action gets underway, the crowd roars with excitement.

What do the games at the Colosseum suggest about the world of ancient Rome?

The emperor sat in a special box just above the stage where he controlled the entertainment. He declared whether a gladiator—a professional fighter—would live or die with a thumbs-up or a thumbs-down gesture.

What effect do you think this show of power had on the Roman people?



Chapter

The Rise of Rome



Essential Question

How did Rome become a powerful empire?



Use the map and the time line to answer the following questions.

- 1. Which two areas of the Roman Empire were farthest from Rome to the north and to the south?
- 2. Whom did Rome defeat in the Punic Wars and on what continent was this enemy located?



ATLANTIC OCEAN

ROME

WORLD

753 B.C.

According to legend, Rome is founded.

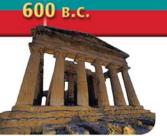
(bronze head of wolf)

509 B.C. Rome becomes a republic.

800 в.с.

750 B.C.

Greek city-states flourish. (Greek temple in Sicily)



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Section 1

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

Ancient Greece provided models of city-states, democracies, and empires, especially in the example of Athens and the empire of Alexander.

NOW YOU WILL LEARN

Rome grew from a city into a country and then into a republic.

Vocabulary

TERMS & NAMES

Romulus (RAHM•yuh•luhs) legendary hero who founded Rome

Aeneas (ih•NEE•uhs) hero of the Trojan War who settled in Italy after Troy was destroyed

Remus (REE•muhs) twin of Romulus **republic** government in which citizens elect representatives to rule in their name

patricians (puh•TRIHSH•uhnz) wealthy landowners who held high government positions in ancient Rome

plebeians (plih•BEE•uhnz) commoners who were allowed to vote but not to hold government office in ancient Rome

Senate powerful body of 300 members that advised Roman leaders

consuls officials who led executive branch

BACKGROUND VOCABULARY

legend popular story from earlier times that cannot be proved

REVIEW

peninsula body of land nearly surrounded by water

Reading Strategy

Re-create the web diagram shown at right. As you read and respond to the **KEY QUESTIONS**, look for details about the three categories given for ancient Rome. Record the information you learn about them in the diagram.



See Skillbuilder Handbook, page R6.



The Roman Republic

Connect to What You Know You have probably seen movies about ancient Rome, with its Colosseum and gladiators. These films show Rome at its height, but they only tell part of the story. The founding of the civilization owes much to its geography.

The Beginnings of Rome

KEY QUESTION What is the early history of Rome?

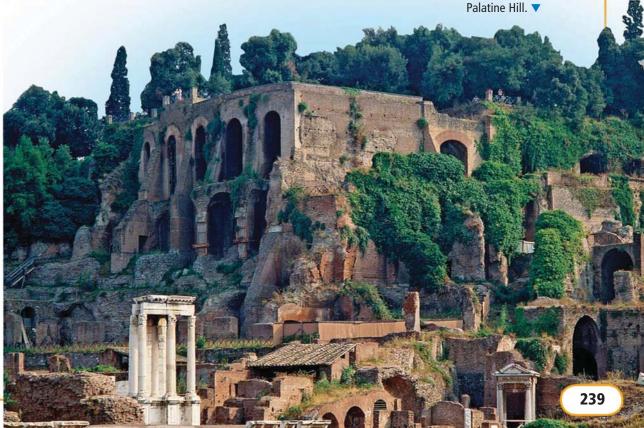
The history of ancient Rome begins with the overthrow of foreign kings in 509 B.C. But Romans like to date the history of their city to 753 B.C. That is when a legendary hero called **Romulus** (RAHM•yuh•luhs) is said to have founded Rome.

A **legend** is a popular story from earlier times that cannot be proved. The legend about Rome's founding begins with **Aeneas** (ih•NEE•uhs), a hero of the Trojan War who settled in Italy after Troy was destroyed. You learned about the Trojan War in Chapter 7.

▲ Symbol of Rome

This statue of the goddess Roma represents ancient Rome. Romans believed that the goddess protected them and their city.

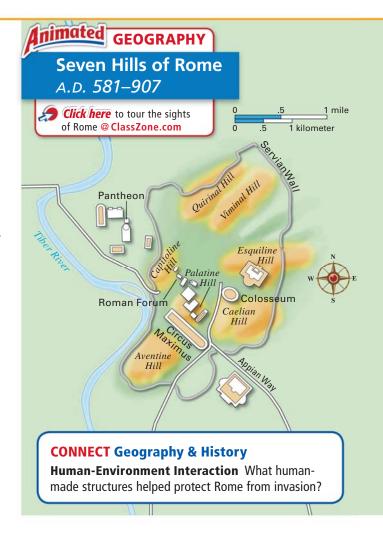
Palatine Hill Traces of settlements dating from around 1000 B.C. have been found on the



The Founding of Rome The legend continues with the twins Romulus and Remus (REE•muhs), the descendants of Aeneas who founded Rome. They were abandoned by their mother but rescued by a wolf. When the twins grew up, they fought over Rome's location. Romulus killed his brother and traced Rome's boundaries around the Palatine Hill.

After Romulus, a series of Roman kings ruled the city. In the 600s B.C., however, the Etruscans from northern Italy conquered Rome. In order to regain self-rule, the Romans overthrew the Etruscan king and formed a republic in 509 B.C. A republic is a government in which citizens elect representatives to rule in their name.





Rome's Geography and Early Life



KEY QUESTION Why was Rome's location so favorable?

After the overthrow of the Etruscans, Rome grew from a city into a country and then eventually into an empire. Its good location helped make this possible.

Hills and River The first settlers of Rome were the Latins. They came from a region surrounding Rome. They chose the spot for its mild climate, good farmland, and strategic location.

The Latins and later settlers built Rome on seven steep hills. During the day, settlers farmed the fertile plain at the base of the hills. At night, they returned to their hilltop homes, from which they could defend themselves against attack.

Rome had other advantages. It was located a short distance from the Mediterranean Sea on ancient trade routes. It also lay next to the Tiber River. This river was important to Rome's development because it provided a source of water for farming and drinking. **Italian Peninsula** Rome's location on the Italian Peninsula also played an important role in its development. The **peninsula** stretches south from Europe into the Mediterranean Sea.

Italy's location on the Mediterranean made it relatively easy for Roman ships to reach the other lands around the sea. This position helped Rome to eventually conquer and gain new territories. It also aided in the development of trade routes.

The two main mountain ranges of Italy helped protect Rome. The Alps border Italy on the north, and the Apennines (AP•uh•NYNZ) form Italy's spine, running for more than 800 miles down the peninsula. Italy also had large plains that were good for farming.

Farm Life Most early Romans worked small plots of land. They planted grains such as wheat and barley, and they grew beans, vegetables, and fruit. Later the Romans learned to grow olives and grapes. They raised pigs, sheep, goats, and chickens, and they used oxen to pull their plows. In ancient Rome, only wealthy farmers, who could afford to wait a few years to harvest the first crop, grew grapes.

At first, most Roman farmers lived in simple homes made of mud or timber. They did not have much furniture. In addition, the farmers lived in extended families of grandparents, aunts and uncles, nieces and nephews, and cousins.

The qualities of discipline, loyalty, and hard work that these early farmers developed would help Rome succeed. They were the qualities that made Roman armies so successful. When soldiers went to war, they had to obey orders and do their jobs. This attitude would help Rome conquer all of Italy.

SUMMARIZE Describe what made Rome's location favorable.

Italian Farm Grapes, like those shown here, are still a popular crop

in Italy. \checkmark



The Rise of the Republic



KEY QUESTION What were the three branches of the Roman republic?

As Rome developed into a complex civilization, two classes arose. Inequalities between them would lead to conflict. This conflict, however, would eventually define Roman citizenship and the rights of citizens under Roman law. For the next 500 years, the Romans operated under a political system that serves as a model for many of today's democratic nations.

Patricians and Plebeians In Ancient Rome, the upper-class patricians (puh•TRIHSH•uhnz) were wealthy landowners who held high government positions. The plebelans (plih•BEE•uhnz) were commoners who were allowed to vote but not to hold government office in ancient Rome.

Resentment over the patricians' power caused tension. Finally, the patricians passed a written constitution, called the Twelve Tables, around 450 B.C. The Twelve Tables established basic rights and duties for Roman citizens.

Republican Government The leaders of the Roman Republic established a tripartite (try•PAHR•tyt) government. This type of government has three branches: legislative, judicial, and executive. The legislative branch makes the laws. The judicial branch interprets the laws in court. And the executive branch enforces a country's laws.

Roman Forum Ruins of the Roman Forum, the religious, cultural, and political heart of Rome, still stand today. In the early days of the republic, the Senate met in a small



COMPARING Republican Governments

	Rome	United States
Executive Branch	Two consuls, elected for one year: led government and commanded army	A president, elected for four years: heads government and military
Legislative Branch	Senate of 300 members: advised consuls and set policies Assemblies: made laws and selected officials	Senate of 100 members: makes laws and advises president House of Representatives of 435 members: makes laws
Judicial Branch	Eight judges: oversaw courts and governed provinces	Supreme Court of nine justices: interprets the Constitution and federal law
Laws Legal Code	Twelve Tables: basis of Roman law, which established citizens' legal, economic, property, and social rights	U.S. Constitution: basis of U.S. law, which sets forth both individual rights and governmental powers

CRITICAL THINKING

Compare What similarities do you see in the governments of the Roman Republic and the United States?

The Three Branches The legislative branch of Roman government included the **Senate** and the assemblies. The Senate was a powerful body of 300 members that advised Roman leaders. Most senators were patricians. The assemblies were mainly made up of plebeians. Their representatives protected the rights of plebeians.

The judicial branch consisted of eight judges who served for one year. They oversaw the courts and governed the provinces.

Two **consuls** led Rome's executive branch. They commanded the army and directed the government for one year. Each consul had the power to veto, or overrule, the other.

In times of crisis, the consuls could choose a dictator—a leader with absolute power—to rule in their place for a limited time. In 458 B.C., a man named Cincinnatus (SIHN•suh•NAT•uhs) was made dictator to defend Rome from attack. According to legend, he defeated the enemy and returned power to the consuls in a single day.



CATEGORIZE Describe the three branches of the Roman Republic.

The Republic Expands



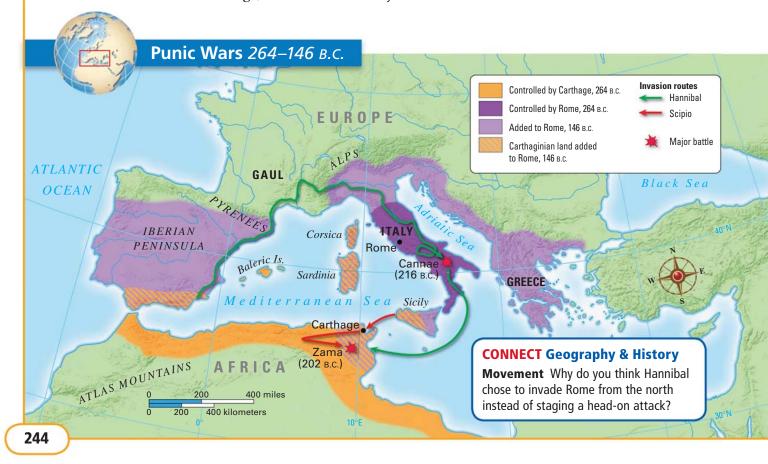
KEY QUESTION What were the results of Rome's expansion?

For hundreds of years after the founding of the republic, Rome expanded its territories. By the 300s B.C., the Romans dominated central Italy. Eventually, they conquered the Etruscans to the north and the Greek city-states to the southeast. By 275 B.C., all of the Italian Peninsula was under Roman control.

In general, Rome did not impose harsh rule on conquered peoples. The republic offered Roman citizenship to most of them and allowed them to govern themselves. In return, the new citizens had to pay taxes and provide soldiers for the Roman army.

The Punic Wars Rome needed these soldiers to fight in the Punic (PYOO•nihk) Wars, which began in 264 B.C. These were a series of three wars with Carthage, a rich trading city in North Africa. Carthage was once a colony of Phoenicia, a group of sea-trading city-states on the Mediterranean. *Punic* comes from the Greek word *Phoenician*.

Rome won each of the Punic Wars but almost lost the second. Hannibal, a general from Carthage, crossed the Alps with a herd of elephants and nearly captured Rome. The Roman general Scipio (SIHP•ee•OH) devised a plan to attack Carthage. This plan forced Hannibal to return to Africa to defend his native city. In 202 B.C., at Zama near Carthage, the Romans finally defeated Hannibal.



In 146 B.C., in the third Punic war, Rome laid seige to Carthage. Rome finally captured and destroyed the city. Carthage was set afire and its 50,000 inhabitants sold into slavery. The territory of Carthage was made a Roman province.

Rome's victories in the Punic Wars gave it dominance over the western Mediterranean. The Romans then went on to conquer the eastern half. Eventually Rome's Mediterranean empire stretched from Greece in the east to the Iberian Peninsula in the west.

Image not available for electronic use.
Please refer to the image in the textbook.

Effects of Expansion The Roman conquerors brought back great wealth and many slaves. They bought large estates and farmed them with slave labor. But because many small farmers couldn't compete, they lost their farms.

As a result, unemployment and poverty increased. The gap between rich and poor grew wider. This, in turn, produced more anger and tension between the classes. As you will read in the next section, these factors, among others, contributed to the overthrow of the republic.

▲ Laurel Wreath

Roman generals wore a wreath made of laurel leaves after winning a major battle. The Romans adopted this symbol of victory from ancient Greece. What does this suggest about the influence of Greece on Rome?



ANALYZE EFFECTS Analyze the results of Roman expansion.

1

Section Assessment



Terms & Names

1. Explain the importance of

Romulus Remus patricians Senate Aeneas republic plebeians consuls

Use Your Reading Notes

2. Categorize Use your web diagram to answer the following question:

Which category of information would you use to describe why Rome developed into a powerful civilization?



Key Ideas

- 3. What is the legend of Rome's founding?
- **4.** How was Rome's location good for defense?
- **5.** What lands did Rome conquer?

Critical Thinking

- **6. Draw Conclusions** What benefits do you think the Romans gained from fair treatment of conquered peoples?
- **7. CONNECT to Today** How do you think the Roman republican government has influenced the governments of other countries?



Illustrate a Legend Draw a picture that illustrates a scene from the founding of Rome. You might choose to illustrate either the legendary founding or the historical conflict with the Etruscans.

Section •

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

Rome developed from an early monarchy into a republic that expanded its territories.

NOW YOU WILL LEARN

Rome evolved from a republic into an empire led by Augustus, the first Roman emperor.

Vocabulary

TERMS & NAMES

civil war armed conflict between groups in the same country

Julius Caesar Roman general, politician, and dictator

Cicero (SIHS•uh•ROH) Roman consul, speaker, and opponent of Caesar

Augustus (aw•GUHS•tuhs) Julius Caesar's great-nephew and adopted son who became first Roman emperor

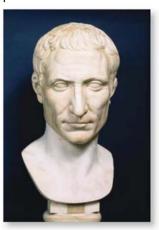
civil service group of officials employed by the government

Pax Romana Latin phrase meaning "Roman Peace," referring to the peace and stability of the Roman Empire

BACKGROUND VOCABULARY

campaign series of military operations that form part of a war

marble type of stone that can be highly polished



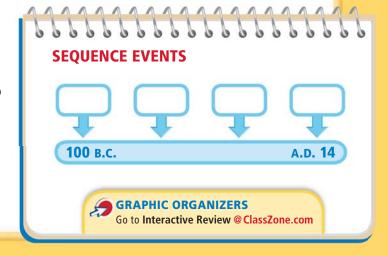
Visual Vocabulary
Julius Caesar

Reading Strategy

Re-create the time line shown at right. As you read and respond to the **KEY QUESTIONS**, use the time line to put events in the correct order so you see how they are related.



See Skillbuilder Handbook, page R5.



Rome Becomes an Empire

Connect to What You Know In Section 1, you learned about the changes expansion brought to Roman society. Expansion would also change the balance of power in Rome's republican government. These changes would lead to the overthrow of the republic.

Conflicts at Home

KEY QUESTION What led to conflict in Rome?

As Rome expanded, many wealthy Romans neglected their civic duties. They thought only about gaining even more power and wealth. This increased the distance between rich and poor. As a result, the threat of uprisings grew as the common people increasingly resented the power and privileges of the wealthy.

Reform Fails Reformers tried to relieve these problems. They wanted to break up the huge estates and give land to the poor. But the wealthy landowners in the Senate felt threatened. They opposed the reforms and had the reformers killed.

)) Starting with a Story

Imagine that you are in the Roman Senate on March 15, 44 B.C. As Julius Caesar takes his seat, armed men suddenly surround him!

Click here to listen to the story @ ClassZone.com



CONNECT to Today

Colosseum The Colosseum is a lasting symbol of the power of the Roman Empire. How might the influence of the Colosseum be seen today? ▼



Civil War At the same time, generals who had conquered other lands became ambitious for power at home. They hired poor farmers to serve under them as soldiers. Increasingly, these soldiers shifted their loyalty from the republic to their general. The generals' desire for power led to conflict.

Eventually, civil war broke out. A **civil war** is an armed conflict between groups within the same country. On one side were the generals who supported the cause of the plebeians. On the other were generals who were backed by patricians and senators.

A general named Marius fought for the plebeians, while a general named Sulla fought for the patricians. The struggle went on for many years. Finally, in 82 B.C., the patricians won. Sulla took power and became a dictator.



ANALYZE CAUSES Describe the reasons for conflict in Rome.

Julius Caesar



KEY QUESTION What were some of Caesar's accomplishments?

After Sulla died, other generals rose to power. One of them was Julius

Caesar, general, politician, and dictator.

Caesar was born around 100 B.C. into an old noble family. He was a man of many talents and great ambition. But to achieve real power, he knew he had to win on the battlefield.

Military Leader Caesar first saw military action in Asia Minor—part of present-day Turkey—and Spain. But he proved himself to be a great general in Gaul, the area now known as France.

▲ Julius Caesar One of the great figures of history, painted here by Peter Paul Rubens (1577–1640), Caesar was a brilliant statesman, general, orator, and writer.

The Gauls were fierce fighters. But in a brilliant military **campaign**, Caesar defeated the Gauls and captured the entire region. His conquests won new lands and great wealth for Rome. The victories also won fame and fortune for Caesar.

Caesar wrote about his exploits in Gaul in a military memoir entitled *Commentaries on the Gallic War*. This work established his reputation as one of the great writers of Latin prose.

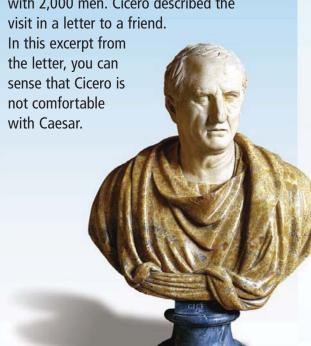
Dictator for Life In addition to his military skills, Caesar was also a good politician. He gained a reputation as a reformer who supported the common people. This, plus his military fame, made him popular with the plebeians.

But Caesar also had enemies. Many powerful Romans, including patrician senators, opposed Caesar. One of his opponents was **Cicero** (SIHS•uh•ROH), a key Roman consul and perhaps the greatest speaker in Roman history. Cicero was a strong supporter of the republic. He distrusted Caesar and the ruler's great desire for power. (You can learn more about the relationship between Cicero and Caesar by reading Cicero's letter in the Primary Source below.)

When Caesar returned from Gaul, the Senate ordered him to break up his army. Instead, he led his soldiers into Italy and began fighting for control of Rome. After several years, Caesar emerged victorious. In 46 B.C., he returned to Rome, where he had the support of the people and the army. That same year, the Senate appointed him the sole Roman ruler. In 44 B.C., Caesar was named dictator for life as opposed to the usual six months.

Primary Source

Background Although Cicero opposed Caesar, he could still be polite to Rome's sole ruler. In 45 B.C., Cicero invited Caesar to be a guest in his home. The ruler arrived with 2,000 men. Cicero described the visit in a letter to a friend.



◄)) from *Cicero's Selected Works*A Letter by Cicero

Translated by Michael Grant

In other words, we were human beings together. Still, he was not the sort of guest to whom you would say "do please come again on your way back." Once is enough! We talked no serious politics, but a good deal about literary matters. In short, he liked it and enjoyed himself. . . . There you have the story of how I entertained him—or had him billeted [camped] on me; I found it a bother, as I have said, but not disagreeable.

DOCUMENT-BASED QUESTION

Why do you think Cicero and Caesar avoided talking about politics?

Caesar's Reforms Caesar governed as an absolute ruler, but he started a number of reforms. He expanded the Senate by including supporters from Italy and other regions. He also enforced laws against crime and created jobs for the poor. Despite these reforms, some Romans feared that Caesar would make himself king. Not only would he rule for a lifetime, but his family members would also rule after him. The Roman's hatred of kings went back to the days of Etruscan rule.

Assassination and Legacy Concern over Caesar's growing power led to his downfall. The Senate, Rome's governing body, resented his power. On March 15, 44 B.C., some of the senators took action. The Senate held a meeting on that fateful day. The senators entered one by one and, finally, Caesar came into the chamber. He was surrounded and then assassinated by a group of senators. The leaders of the conspiracy were eventually killed or committed suicide.

Historians still disagree about Caesar's rule, just as Romans did at the time. Some say he was a reformer who worked to help the common people. Others say he was a power-hungry tyrant. In either case, Caesar's rule and his death would bring an end to the republic.



profile of one of the assassins. The other side shows a cap of liberty between two daggers.



SUMMARIZE Discuss Caesar's accomplishments.

Emperors Rule Rome



V KEY QUESTION What happened to Rome after Caesar's death?

After Caesar's death, several Roman leaders struggled to gain power. One of these men was Caesar's great-nephew and adopted son, Octavian (ahk•TAY•vee•uhn).

This struggle led to another civil war, which lasted for years. The war destroyed what was left of the Roman Republic. Eventually, Octavian defeated his enemies. In 27 B.C., he became the ruler of Rome. In time, he took the name Augustus (aw•GUHS•tuhs), which means "exalted one," or person of great rank and authority.

Augustus Rebuilds Rome Augustus was the first emperor of Rome, but he didn't use that title. He preferred to be called "first citizen." He restored some aspects of the republican government. Senators, consuls, and tribunes once again held office. But Augustus had power over all of them.

History Makers

Augustus (63 B.C.–A.D. 14)

As a child, Augustus was weak and sickly. He continued to suffer from illnesses throughout his life. Yet he lived a long life and became the powerful ruler of a great empire.

Despite his enormous power, Augustus liked to present himself as an average citizen with simple tastes. He lived in a small house and slept in a bedroom no larger than a cell. He wore plain robes woven by his wife. His favorite foods were those of the common people—bread, cheese, and olives. Augustus also believed in a strict moral code. He sent his own child into exile for not living up to this code.

Augustus once said that his highest honor was to be called the father of his country by the Roman people. But after his death, the Romans worshiped Augustus as a god.

CRITICAL THINKING

Make Inferences Why might Augustus have wanted to present himself as an average citizen?

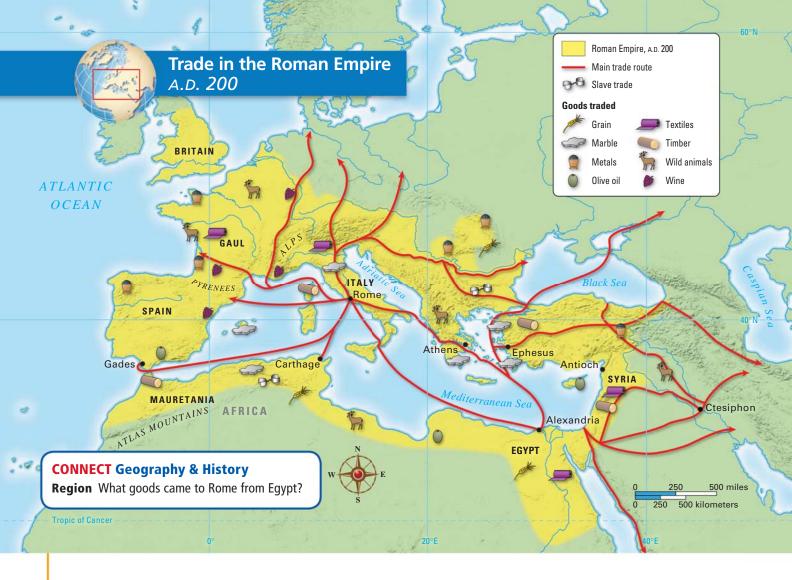


Augustus governed well. He brought the provinces under control and strengthened the empire's defenses. He also began a **civil service**, a group of officials employed by the government. The Roman civil service collected taxes, oversaw the postal system, and managed the grain supply.

Augustus also rebuilt and beautified Rome. He built grand temples, theaters, and monuments. He replaced many old brick buildings with structures made of **marble**. Under Augustus, Rome became a magnificent imperial capital.

The Roman Peace The reign of Augustus began a long period of peace and stability in the Roman Empire called the *Pax Romana*, or "Roman Peace." The *Pax Romana* lasted for about 200 years. During this time, the empire grew to its greatest size, about two million square miles.

Under Augustus, the Roman army became the greatest fighting force in the world. Around 300,000 men served in the army. They guarded the empire's frontiers. They also built roads, bridges, and tunnels that helped tie the empire together. In addition, Augustus created a strong Roman navy that patrolled the Mediterranean Sea. In this way, Rome was able to make its power and influence felt throughout the Mediterranean world.



A Strong Government The *Pax Romana* continued long after Augustus died in A.D. 14. Many other emperors ruled after Augustus. Some were good rulers, while others were not. But the government begun under Augustus was so effective that the empire continued to do well. The Romans managed to control an empire that by the A.D. 100s reached from Spain to Mesopotamia, from North Africa to Britain. Included in its provinces were people of many languages, cultures, and customs.

Agriculture Agriculture and trade helped the empire prosper. Agriculture was the most important economic activity in the empire. All else depended on it. The majority of people were engaged in farming. Most Romans survived on the produce from their local area. Additional food, if needed, was obtained through trade.

Farming remained the basis of the Roman economy, but industry also grew. The manufacture of pottery, metal goods, and glass increased. So did the production of wine and olive oil, as well as other food products.

Trade The empire fostered economic growth through the use of trade routes. Traders sailed across the Mediterranean Sea to Spain, Africa, and western Asia. They also traveled by land to Gaul and other parts of Europe. Through trade, Rome acquired valuable goods not available at home. Traders brought back grain, ivory, silk, spices, gold and silver, and even wild animals. Much of this trade relied on the quality of Roman roads. It also relied on the security provided by the Roman military.

Currency The Roman economy was also united by a common currency, or money. In Augustus' time, a silver coin called a denarius (dih•NAHR•ee•uhs) was used throughout the empire.

A common form of money made trade between different parts of the empire much easier. Traders could buy and sell without changing their money into another currency.

Rome's expanding economy largely benefited those who were already wealthy. As a result, the division between rich and poor became deeper. You will learn more about this division in Section 3.



FIND MAIN IDEAS Describe what happened to Rome after the death of Julius Caesar.



▲ Motto SPQR stands for "the Senate and the people of Rome." This was the motto of the Roman Empire.

2

Section Assessment



Terms & Names

1. Explain the importance of

civil war Cicero civil service
Julius Caesar Augustus Pax Romana

Use Your Reading Notes

2. Sequence Events Use your completed time line to answer the following question:

How long did Julius Caesar serve as dictator for life?



Key Ideas

- **3.** How did expansion threaten the Roman Republic?
- **4.** How did Caesar gain power?
- **5.** How did Roman government change under Augustus?

Critical Thinking

- **6. Summarize** What events and circumstances brought the Roman Republic to an end?
- **7. Analyze Causes and Effects** What factors encouraged economic growth during the *Pax Romana?*



Make a Map Make an outline map of the Roman Empire at its height in A.D. 117. Then add labels to the map for cities, regions, countries, and bodies of water.

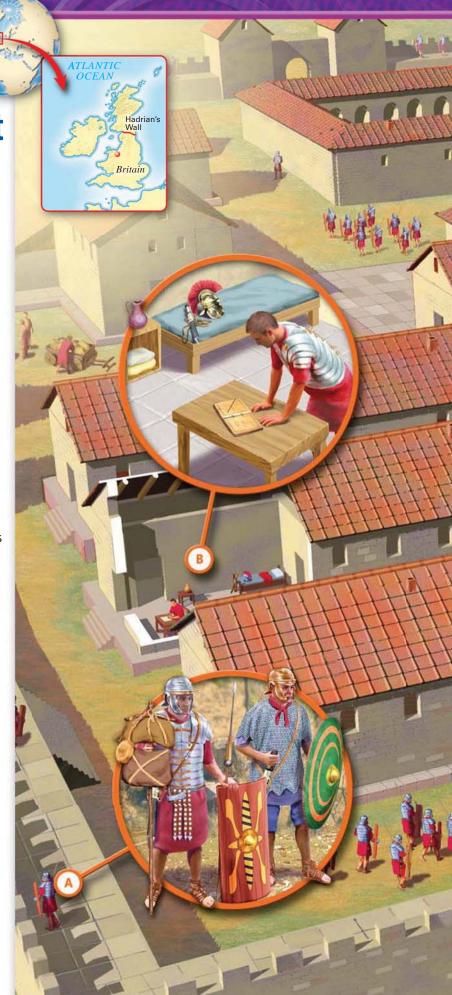
Daily Life

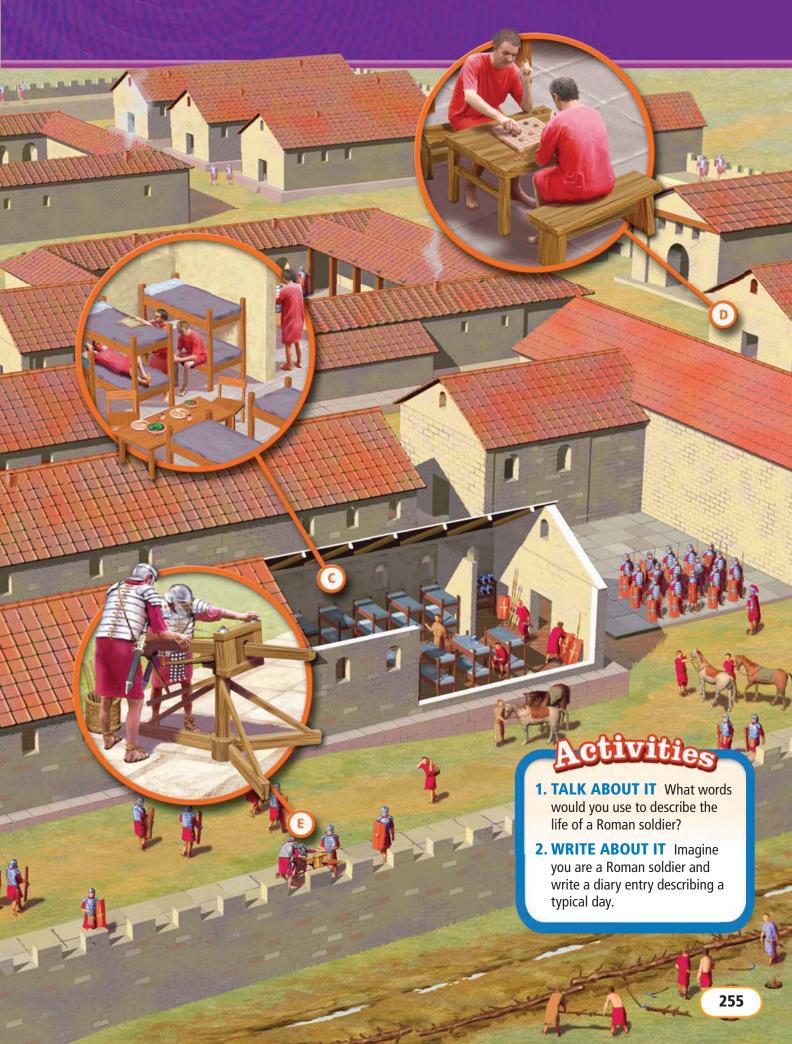
Life in a Roman Fort

The Romans built permanent forts on the frontiers of the empire. These forts helped Rome both defend and expand its empire. Some of the forts, like the one shown here, were located in Britain. Officers called centurions commanded the forts and the ordinary soldiers. Many Roman citizens joined the army but had to sign on for 25 years of service. Conquered peoples were also invited to join. They became Roman citizens when their service ended.

Each fort housed officers and about 500 soldiers. When they weren't on patrol, the soldiers spent much of their time in and around their barracks. Eighty men and one centurion lived in each barrack.

- A Uniform and Equipment A soldier guarding the fort wore a wool tunic, protective chain mail or armor, an iron helmet, and leather sandals. He carried a spear, a sword, and a shield with his unit's emblem.
- B Centurion's Rooms A commander had several rooms to himself. Like all centurions, he wore a helmet with a crest that helped his soldiers identify him during a battle.
- **G** Mess Rooms Eight men shared a pair of mess rooms. This is where they slept, cooked, and ate.
- **D** Free Time The soldiers didn't have much free time, but when they did, they sometimes played games. Board games were popular pastimes.
- (3) Weapons Soldiers defended the fort by throwing spears or shooting arrows at the enemy. Sometimes they also used this machine, called a ballista. It could throw steel-tipped arrows 300 to 400 yards.





Section 3

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

The Roman Empire created a long-lasting period of stability and prosperity in the ancient world.

NOW YOU WILL LEARN

The daily lives of Romans revolved around family, religion, and social class, as well as sports and public entertainment.

Vocabulary

TERMS & NAMES

aqueducts (AK•wih•DUHKTS) artificial channels that carry water, sometimes over arched bridges Colosseum Roman stadium where Romans watched gladiator fights

gladiators trained Roman warriors

BACKGROUND VOCABULARY

cause motive or reason for acting
private school school that charges students
for admission

shrines places where sacred religious objects are kept

REVIEW

emperor person who rules an empireempire a group of territories and peoplesbrought together under one supreme ruler



Visual Vocabulary gladiators

Reading Strategy

Re-create the web diagram shown at right. As you read and respond to the **KEY QUESTIONS**, use the diagram to summarize ideas about the daily life of Romans.



See Skillbuilder Handbook, page R4.



The Daily Life of Romans

Connect to What You Know Remember that, in the earliest days of Rome, extended families lived and worked on small farms. Family members knew what was expected of them. During the Roman Empire, family roles became even more structured—and so did roles in society.

Family and Society

V KEY QUESTION How were the family and society organized?

The head of the Roman family was the father. He owned all the property and had control over other members of the household. The father's power was limited, however, by public opinion and custom. Roman society disapproved of a father punishing his family without good cause.

Women Women in a Roman family enjoyed some freedoms. Like women in most parts of the world, Roman women were expected to run the household and take care of the children. But they also could inherit property, and they ran the family business when their husbands were away. Still, Roman women had little power outside the home and could not vote.



▲ Household Mosaic

This mosaic was set in front of a house in Pompeii, an ancient Roman city. The words at the bottom of the mosaic tell visitors to "beware of dog."

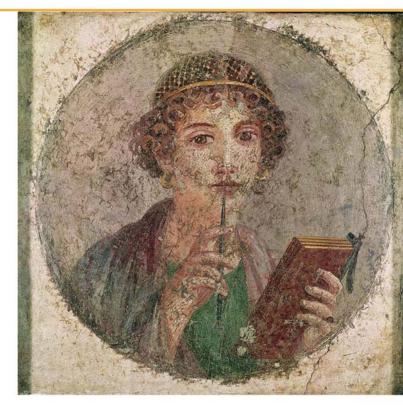
Emperor's Villa

While most Romans lived in poor conditions, the emperors lived in luxury. A large number of slaves took care of



Children Most parents gave their children some education at home. Boys from wealthy families were often sent to private schools, while daughters stayed at home and learned household skills. Girls usually married by age 14, while boys married later.

Social Classes Over time, Roman social classes changed. The old division between patricians and plebeians evolved into upper and lower classes. Patricians and some wealthy plebeians became part of the upper class. A new middle class also developed. Prosperous business leaders and officials belonged to this middle class. Farmers formed one of the lower classes.



Slaves made up the lowest—and largest—class in society. Up to one-third of the population were slaves. Some were prisoners of war. Others became slaves because their parents were slaves. Slaves were found throughout Roman society. Some slaves worked in low-level clerical positions. However, slaves also performed all jobs requiring physical labor. They worked in mines, on large estates, and as servants. Many suffered cruel treatment. Slave revolts were common, but none of them succeeded. Thousands of slaves died in these revolts, the most famous of which was led by Spartacus.

▲ Upper-Class Woman The young woman in this wall painting wears the clothes and hairstyle of a wealthy Roman citizen. What other elements in the wall painting reveal her social class?



DRAW CONCLUSIONS Describe how the family and society were organized.

Roman Beliefs



X KEY QUESTION What were the religious beliefs of the Romans?

Religious beliefs bound Roman society together. From the earliest times, the Romans worshiped hundreds of spirits. They believed that these spirits lived in everything around them, including rivers, woods, and fields. Roman families also believed that household gods protected them. They set up shrines in their homes in order to honor these spirits.

Religious Influences

Later, Roman beliefs were influenced by other cultures. The Etruscans and Greeks particularly affected Roman religion. The Romans adopted the Etruscan idea of gods in human form. They also adopted Etruscan rituals designed to predict the future. The Romans believed these rituals could reveal whether a specific action, such as a battle, would have a good result.

Greek and Roman Gods			
Description	Greek	Roman	
Supreme god	Zeus	Jupiter 🎻	
Supreme goddess	Hera (wife of Zeus)	Juno (wife of Jupiter)	
God of the sea	Poseidon	Neptune	
God of music and poetry	Apollo	Apollo	
Goddess of love and beauty	Aphrodite	Venus	
God of war	Ares	Mars	

▲ Jupiter This statue of Jupiter shows the god riding an eagle—his symbol—and throwing a lightning bolt.

The Romans borrowed many of their gods from the Greeks. For instance, the Roman god Jupiter, father of the gods, had many of the characteristics of the Greek god Zeus. Apollo, the Greek god of music and poetry, became a key Roman god of the same name.

Religion and Public Life As in ancient Egypt, religion and government were linked in Rome. Priests were government officials, and the **emperor** was the head of the church. Roman gods were also symbols of the state. Romans were expected to honor these gods in public ceremonies. Over time, even the emperor himself became a god. At first, the Romans only worshiped emperors after death. But eventually they honored living rulers as gods. Loyalty to the emperor became the same as loyalty to the gods.



FIND MAIN IDEAS Discuss the religious beliefs of the Romans.

Life in Roman Cities



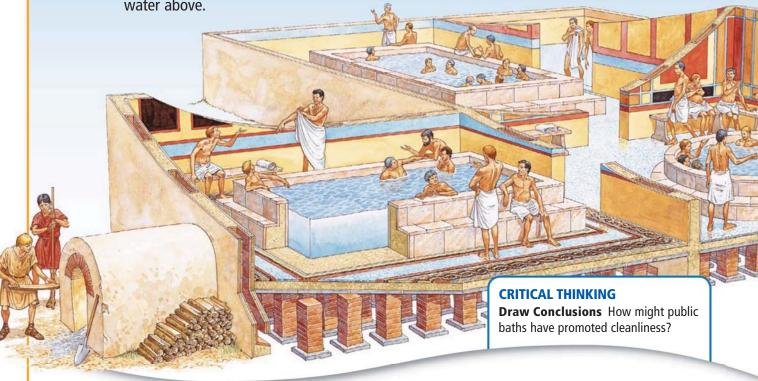
KEY QUESTION What was life like in Roman cities?

At the height of the Roman **Empire**, the city of Rome had nearly one million people. People from all over the empire moved to Rome. This mix of people produced a lively blend of ideas and customs.

The Crowded City The number of people also created problems. Rome's center was crowded, dirty, and noisy. Much of the city's population was unemployed and poor. These people lived in rundown apartment buildings. They had small rooms with no running water or toilets. Public bathhouses were one means of adapting to a crowded city. People dropped their trash out the windows, injuring others walking in the streets below. Fire was also a constant danger.

CONNECT \(\) to Science

Water Management The typical Roman public bath was built on a foundation of pillars. Roman architects constructed a furnace that opened into the area beneath the bath. When slaves burned wood in the furnace, hot air flowed around the pillars. This hot air heated the rooms and water above.



Rich and Poor Poor Romans also had little to eat. Typical foods were bread, olives, and fruit. But the government provided free grain to keep people happy and avoid public unrest.

By contrast, wealthy Romans enjoyed a life of luxury. They lived in large, comfortable homes in the countryside. They spent their time going to the theater and enjoying themselves. They also held fancy dinner parties. These meals included fine foods like dates, oysters, and ham. They also included unusual dishes like salted jellyfish, roast parrot, and boiled flamingo tongue.

Responding to Urban Problems The Romans came up with a number of practical solutions to some of their urban problems. They built sewer and plumbing systems to improve sanitation. They also built **aqueducts** (AK•wih•DUHKTS), artificial channels that carried fresh water from springs, streams, and lakes into Roman towns. The water traveled through a system of channels and pipes. Most of these were underground but some were supported by high arched bridges.

Public baths were another important part of city life. Most towns and even most Roman forts had public bathhouses. Romans of all classes visited the baths to bathe and socialize. Connect to Science on the preceding page provides more about the architecture and technology of a typical Roman bathhouse.

To distract Romans from the problems of city life, the government provided entertainment at large public arenas. One of these was the Circus Maximus (MAK•suh•muhs), a large oval stadium used for chariot races. As you learned on pages 234–235, another famous arena was the **Colosseum**. The Colosseum was named for a huge statue, or colossus, of a Roman emperor that once stood beside the arena.

In the arena, Romans could watch **gladiators**, or trained warriors, fight to the death. Overhead stretched a cloth awning to protect the public from the sun. The crowd might see hunters killing unusual animals. But the most popular contests pitted two gladiators against one another or a gladiator against a wild animal. The spectacles the Romans watched combined bravery and violence, honor and cruelty.



MAKE GENERALIZATIONS Describe what life was like in Roman cities.

Section Assessment

ONLINE QUIZ For test practice, go to Interactive Review @ ClassZone.com

▲ Roman Aqueducts

The remains of this

River in France.

Click here to see how aqueducts

Roman aqueduct still stand over the Gard

work @ ClassZone.com

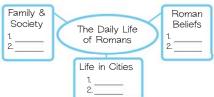
Terms & Names

Explain the importance of
 aqueducts Colosseum qladiators

Use Your Reading Notes

2. Summarize Use your completed diagram to answer the following question:

What architectural innovations improved Roman city life?



Key Ideas

- **3.** Who belonged to the main social classes during the time of the Roman Empire?
- **4.** What was the relationship of religion to government in ancient Rome?
- **5.** What was the city of Rome like?

Critical Thinking

- **6. Form and Support Opinions** How would worshiping the emperor while he lived affect the Romans' view of their ruler?
- **7. CONNECT to Today** How are ancient Rome's urban problems reflected in urban problems today?

Activity

Internet Activity Use the Internet to find out more about how aqueduct bridges worked. Then draw a diagram that illustrates how these bridges carried water to Roman cities.

INTERNET KEYWORD Roman aqueduct

Section **4**

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

The daily lives of Romans revolved around family, religion, social organization, and urban life.

NOW YOU WILL LEARN

The development of Christianity took place in the Roman Empire.

Vocabulary

TERMS & NAMES

Jesus Jewish teacher whose life and teaching became the basis of Christianity

Gospels four written accounts of life of Jesus **disciples** (dih•SY•puhlz) closest followers of Jesus

parables stories with morals, often told by Jesus Gentiles (JEHN•TYLZ) non-Jewish people

Paul apostle and early leader of the Christian church

missionary person sent to do religious work in another place

Epistles letters that became part of the New Testament

BACKGROUND VOCABULARY

morals lessons taught by a story



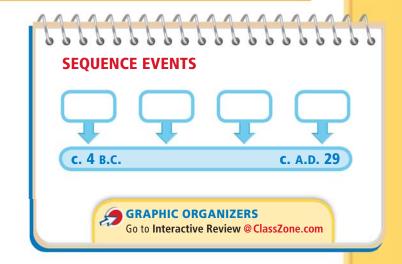
Visual Vocabulary disciples

Reading Strategy

Re-create the time line shown at right. As you read and respond to the **KEY QUESTIONS**, use the time line to put events in the correct chronological order so you see how they are related.



See Skillbuilder Handbook, page R5.



The Development of Christianity

Connect to What You Know The Roman world was diverse, with many religions. The life and teaching of a Jewish teacher named **Jesus** became the basis of Christianity.



▲ Cross The cross is a symbol of Christianity.

Some are made of gold and adorned with jewels, like the one shown above.

Christianity's Jewish Roots

KEY QUESTION What were some Jewish beliefs about the Messiah?

In 63 B.C., the Romans conquered the Jewish kingdom of Judah, also called Judea. During their history, the Jews had frequently been treated badly. Many Jews wanted to be free from foreign rulers. Some Jewish sacred writings promised a Messiah, and many people believed that this would be an earthly ruler sent by God. Some believed that this ruler would be descended from King David, the ruler of Israel in the 900s B.C.

SUMMARIZE Describe some Jewish beliefs about the Messiah.

Others believed the Messiah would free them.

CONNECT to Today

Bethlehem This

photograph shows the Church of the Nativity in Bethlehem, supposedly built upon the site of Jesus' birth. ▼



The Life of Jesus

V) **KEY QUESTION** Who did the disciples of Jesus believe he was?

As a Jew born in the Roman province of Judea, Jesus followed many of the teachings of Judaism. However, he also taught certain ideas and practices that differed from what others were teaching.

Birth and Early Life We know about Jesus from the Gospels, four accounts of the life of Jesus written after his death by Matthew, Mark, Luke, and John. The Gospels and other writings make up the New Testament.

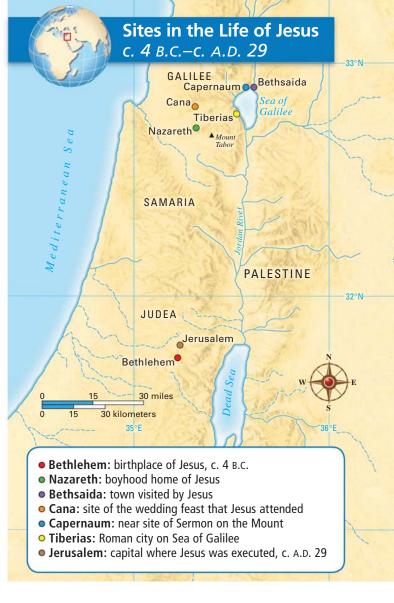
According to the Gospels, Jesus was born in Bethlehem and grew up in Nazareth. Christians later celebrated his birth on the holiday of Christmas. In the Gospel account, Jesus was raised by Mary, his mother, and by Joseph.

Jesus' Followers As a young adult, Jesus became a traveling

teacher. Biblical accounts say he cured the sick and lame and turned water to wine at a wedding feast in Cana.

Jesus began to gather followers. His closest followers were called disciples (dih•SY•puhlz). Jesus' 12 disciples were Peter, Andrew, James, John, Philip, Bartholomew, Thomas, Matthew, James (son of Alphaeus), Simon, Thaddaeus, and Judas Iscariot.

The Teachings of Jesus Jesus preached justice, compassion, and the coming of God's kingdom. He often delivered these messages in the form of parables, or stories with morals. Three of Jesus' best-known parables are those of the Good Samaritan, the Prodigal Son, and the Lost Sheep. The Good Samaritan teaches the importance of helping other people, even if they are different from us and do not share our race or religion. The Prodigal Son deals with God's call for the lost soul to repent. The Lost Sheep deals with God's concern for every individual, no matter how lost or seemingly insignificant.



Jesus' most famous teachings were given in the Sermon on the Mount. The sermon opens with the Beatitudes (bee•AT•ih•TOODZ), or blessings. In this sermon, Jesus encouraged people not only to obey the law but also to change their hearts. People shouldn't simply refrain from killing; they should also love and pray for their enemies. Jesus encouraged his followers to live simply and humbly. (See the Primary Source below for more about the Beatitudes.)

Despite his teachings, Jesus angered some people who heard him preach. For example, Jesus forgave people who had broken religious laws, but many Jewish leaders thought only God could grant this kind of forgiveness. Jesus also associated with sinners, whom religious leaders treated as outcasts. Most shocking was the claim of some of Jesus' followers that he was the Messiah they had long been waiting for. These factors contributed to a certain amount of hostility toward Jesus.



SUMMARIZE Describe who some of Jesus' disciples thought he was.

Primary Source

Background One of Jesus' most famous sermons is called the Sermon on the Mount. In this speech, he made a number of memorable statements that have become known as the Beatitudes. Some of them are listed at right. Below is the Sermon on the Mount as pictured in a French manuscript of the 1200s.



(a) from the Beatitudes

- Blessed are the poor in spirit, for theirs is the kingdom of heaven.
- Blessed are those who mourn, for they shall be comforted.
- Blessed are the meek, for they shall inherit the earth.
- Blessed are those who hunger and thirst for righteousness, for they shall be satisfied.
- Blessed are the merciful, for they shall obtain mercy.
- Blessed are the pure in heart, for they shall see God.
- Blessed are the peacemakers, for they shall be called sons of God.

Matthew 5:3-9

DOCUMENT-BASED QUESTION

What do these sayings of Jesus suggest about his view of the oppressed? Does he seem to identify with the rich and powerful or the poor and weak?

The Death of Jesus

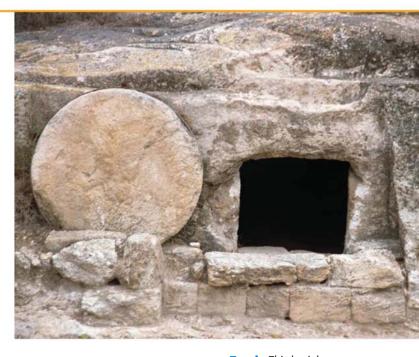


KEY QUESTION Why did Christians believe an afterlife was possible?

The claim that Jesus was the Messiah, or Jewish liberator and ruler, threatened the Romans because it questioned their political power and authority. The claim also shocked many Jewish leaders.

Arrest and Trial According to three of the Gospels, Jesus' followers hailed him as king

when he journeyed to Jerusalem to celebrate the Jewish holy day of Passover. In that city's holy Temple, Jesus publicly criticized how the Temple was being run. Jesus was arrested and turned over to the Romans for punishment.



▲ Tomb This burial chamber dating from the time of Jesus was sealed with a round stone.

The Story of the Resurrection The Roman governor, Pontius Pilate, ordered Jesus to be executed by crucifixion, or hanging on a cross until he suffocated. After Jesus died, his body was taken down from the cross and a huge stone was placed in front of the tomb where he was buried.

On the third day after his execution, according to the Gospels, some of his followers reported that the stone had moved and the tomb lay empty. Others said they had seen Jesus and had even walked and talked with him.

These accounts of Jesus' resurrection, or return to life, proved to many of his followers that he was divine. They came to believe that Jesus had been willing to give up his own life for the sake of God's kingdom. Through Jesus' death and resurrection, God was bringing new life into the world. This was a world in which sin and even death would be defeated. Jesus' followers said anyone who believed this would share in the life of God.

According to Christians, Jesus' crucifixion took place on a Friday, and his resurrection on a Sunday. The Christian holidays Good Friday and Easter Sunday, which recall these two events, have been celebrated ever since.



DRAW CONCLUSIONS Discuss why Christians believed an afterlife was possible.



The Early Christians



KEY QUESTION What did Jesus' disciples do after his death?

Jesus' first disciples were Jews. Eventually, they developed beliefs and practices that caused a break from Judaism, and they became known as Christians.

The Early Church The disciples thought that Jesus had fulfilled Jewish prophecies about the Messiah. The disciples tried to convince other Jews to accept Jesus as the Messiah.

The early church stressed sharing property as well as practicing charity, helping prisoners, and taking common meals. Women and slaves were eager to join, perhaps because the new church taught that all its members were equal. These beliefs helped to set the early church apart from other religions of the time. The disciples hoped to spread Jesus' message and convert others to their beliefs.

Conflict Arises The first members of Christian churches were Jewish converts to Christianity. The conversion of **Gentiles** (JEHN•tylz), or non-Jewish people, to Christianity sparked a debate. Some thought Gentiles should observe the Torah, while others thought that this practice was unnecessary.

At first, Roman leaders ignored the early Christians. Like the Christians themselves, the Romans viewed Christianity as a sect, or division, of Judaism. Jewish leaders disagreed with this view.



SUMMARIZE Describe what Jesus' disciples did after his death.

Ephesus This view shows the ruins of a street and temple in the Roman city of Ephesus in Anatolia, where early Christians preached. ▼



Paul Spreads Christianity



KEY QUESTION Where did Paul travel and why?

One of the men who became an early leader of the Christian church was Saul, who had been born a Jew. He wrote about how, as a young man, he had actively opposed the Christian church. Later, his faith changed.

The Road to Damascus While on the road to Damascus, Saul experienced a sudden conversion. According to his own account, Saul felt that God had revealed Jesus as his son to him, and appointed Saul to proclaim Jesus among the Gentiles. Saul came to believe that Jesus was the Jewish Messiah.

Saul's cultural and political background helped him convert nonbelievers. As a Pharisee, Saul knew



▲ Paul The apostle Paul was the most important early Christian missionary. What do the objects held by Paul suggest about the spread of Christianity?

Jewish law. He had been born in Tarsus, a city in Asia Minor heavily influenced by Greek culture. Saul held Roman citizenship, which allowed him to travel freely throughout the empire.

When he traveled, Saul used his Roman name, Paul. After three years, according to Christian scriptures, Paul was ready to travel as a missionary, a person sent to do religious work in another place. During Paul's lifetime, the Roman Empire was experiencing the Pax Romana, or "Roman peace." That made the empire's excellent roads safer for Paul's widespread travels.

The Journeys Change Christianity Nonetheless, Paul's travels weren't easy. He made four missionary journeys. Each one took several years. Paul and other Christian missionaries brought about changes that made it possible for Christianity to spread throughout the Roman Empire. For years, Paul and other early Christian leaders struggled over whether Gentiles had to become Jews before becoming Christians. Paul argued that conversion to Judaism was unnecessary. Paul's beliefs helped separate Christianity from Judaism. It also made the new religion more appealing to Gentiles. As a result, Christianity began to spread throughout the empire.

The Letters Paul started new churches and kept in touch with these churches by writing letters. Paul's letters explained Christian beliefs and urged converts to live according to God's laws. He preached that salvation was available to all who accepted Jesus. Paul's letters are among the **Epistles**, letters that became part of the New Testament. In one famous Epistle, Paul wrote that believing in Jesus broke down all barriers between people.

Paul's Death and Legacy Paul had wanted to travel to Rome to spread his Christian faith. He did reach Rome, but not in the way he had hoped. Near the end of his career, Paul returned to Jerusalem. He was taken into custody by the Romans when it was rumored that he had brought Gentiles into the Temple. After staying in prison for two years, Paul demanded to be tried before Caesar in Rome.

Paul left on his final journey in late autumn A.D. 59. After arriving in Rome in early A.D. 60, Paul remained under house arrest for two years. He wrote several letters from captivity. Then, he suddenly stopped. Paul probably died in Rome.

Paul was the most influential of the early apostles, or messengers of Jesus, because of his many journeys and letters. He helped spread the church from Jesus' homeland out to the nations of the world.



SUMMARIZE Describe Paul's travels and why he made them.



Section Assessment



Terms & Names

1. Explain the importance of

Jesus disciples Gentiles missionary Gospels parables Paul Epistles

Use Your Reading Notes

2. Sequence Events Use your completed time line to answer the following question:

What actions of Jesus in Jerusalem preceded his arrest?



Key Ideas

- **3.** What great power ruled over Judea in the time of Jesus?
- **4.** How do we know about Jesus' life and about his teachings?
- **5.** What qualifications did Paul possess that made him an effective missionary?

Critical Thinking

- **6. Analyze Causes and Effects** How did the *Pax Romana* contribute to the spread of Christianity?
- **7. Draw Conclusions** Why might Jesus have used parables to deliver his message?



Write a Parable Think of an important lesson you would like to teach. Then write a brief story to teach your lesson. Read your parable aloud to your class.

Chapter Assessment

Interactive (**) Review



Material States for quizzes, flipcards, crosswords, review notes, and activities @ ClassZone.com

The Rise of Rome

Geography

- Hills and the Tiber River helped protect Rome.
- Rome's location in Italy made it easier to reach other lands.



Culture

- Family life and society were highly structured.
- Romans built aqueducts and sanitation systems.



Government

- The Roman Republic had a government divided into three parts.
- Roman government influenced modern republics.

Economics

- A vigorous trade developed in the Roman Empire.
- A common currency united the empire.



Belief Systems

- Romans worshiped many gods.
- Christianity developed in the Roman Empire.



VOCABULARY

Explain why the words in each set below are linked with each other.

- 1. patrician and plebeian
- 2. Senate and consul
- 3. Julius Caesar and Augustus
- 4. Gospels and Epistles

KEY IDEAS

The Roman Republic (pages 238–245)

- 5. How would you describe the geography of Rome?
- **6.** What powers did the executive branch have in the Roman Republic?

Rome Becomes an Empire (pages 246–255)

- 7. What did Julius Caesar accomplish as ruler of the Roman Republic?
- 8. How did Augustus encourage the expansion of the Roman Empire?

The Daily Life of Romans (pages 256–261)

- 9. How did life differ for the rich and poor in Roman cities?
- 10. What structures in Roman cities have influenced modern structures?

The Development of Christianity (pages 262–269)

- 11. What is one important message from the Sermon on the Mount?
- 12. What religion did Jesus and his earliest disciples follow?

CRITICAL THINKING

- 13. Analyze Causes and Effects How did the advantages gained by some early farmers affect Rome's development?
- **14. Draw Conclusions** How did class divisions bring about the end of the Roman Republic?
- 15. Identify Problems and Solutions What steps did the empire take to avoid another civil war between rich and poor?

Contribution

- 1. Writing Activity Imagine that you are a plebeian in the Roman Empire. Write a journal entry about a day in your life. Describe where and how you live. Tell what you see and do on an ordinary day.
- 2. Interdisciplinary Activity—Civics
 Create a poster in which you use photographs and drawings to compare the Roman republic with the U.S. republic.



Click here to write a news report on the opening of the Colosseum @ ClassZone.com



How did Rome become a powerful empire?

Written Response Write a two- or three-paragraph response to the Essential Question. Consider the key ideas of each section and specific details about the rise and expansion of the Roman Empire. Use the rubric to guide your thinking.

RESPONSE RUBRIC

A strong response will

- discuss aspects of Roman government, civic life, and urban life in the empire
- discuss Rome both as a republic and as an empire

Standards-Based Assessment



- Online Test Practice @ ClassZone.com
- Test-Taking Strategies and Practice at the front of this book

Interpret Secondary Sources Use the secondary source below on the fall of Rome to answer the questions.

Secondary Source

The year was 476. For those who demand to know the date Rome fell, that is it. Others will realize that the fall of Rome was not an event but a process. Or, to put it another way, there was no fall at all—ancient Roman civilization simply became something else, which is called medieval. [It evolved into another civilization, the civilization of the Middle Ages.]

Source: *Roman Realities* (1967) by Finley Hooper

- 1. Which of the following best summarizes the author's main point about the fall of the Roman empire?
 - **A.** It was a sudden military collapse.
 - **B.** It had simply become too large.
 - **C.** It was an event rather than a process.
 - **D.** It was a process rather than an event.
- 2. What did Roman civilization evolve into?
 - A. the Age of Revolution
 - **B.** the Modern Age
 - C. the Middle Ages
 - **D.** the Enlightenment

Chapter

Rome's Decline and Legacy



Essential Question

Why did the Roman Empire fall, and what is its legacy?



CONNECT Q Geography & History

Use the map and the time line to answer the following questions.

- 1. How does the size of the Western Roman Empire compare with that of the Eastern Roman Empire?
- 2. The Eastern Roman Empire was also known as the Byzantine Empire. About how much longer did that empire last than the Western Roman Empire?

ATLANTIC OCEAN

ROME

Marcus Aurelius begins his reign. (relief of Marcus Aurelius)

285 Diocletian reorganizes

the empire.

Constantine reunifies Western Roman the Roman Empire.

Empire falls.

200

300

400

WORLD

220

Han Dynasty collapses in China.

King Ezana rules African kingdom of Aksum. (pillar from Aksum)





Section 1

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

The apostle Paul and other Christian missionaries traveled throughout the Roman Empire, spreading their faith.

NOW YOU WILL LEARN

At first, Rome felt threatened by Christianity and persecuted its followers. In time, however, the empire embraced the religion.

Vocabulary

TERMS & NAMES

Constantine (KAHN•stuhn•TEEN) Roman emperor who made Christianity one of the empire's legal religions

bishops local church leaders within the Roman Catholic Church

pope bishop of Rome and the most important bishop in the Roman Catholic Church

Roman Catholic Church Christian church based in Rome

creed statement of beliefs

Trinity union of three divine beings—Father, Son (Jesus), and Holy Spirit—in one God

REVIEW

Gentiles non-Jewish people



Visual Vocabulary Constantine

Reading Strategy

Re-create the web diagram shown at right. As you read and respond to the **KEY QUESTIONS**, use the diagram to jot down details that support the idea that Rome's attitude toward Christianity changed. Add more ovals as needed.



See Skillbuilder Handbook, page R3.



Rome and Christianity

Connect to What You Know You have already learned that Roman religious beliefs were influenced by the religions of earlier cultures. As Christianity spread throughout the ancient world before A.D. 100, however, Rome tried to control the new religion.

Rome's Policy Toward Christianity

KEY QUESTION How did Rome react to Christianity?

In general, Rome tolerated the religious practices of the people it conquered. For example, it did not require Jews to worship the emperor and other Roman gods. However, Rome would not let its subjects' religions inspire rebellion. For that reason, when a Jewish revolt began in Jerusalem, the Romans destroyed the Jews' temple in A.D. 70.

A Christian Threat The Christians' refusal to worship Roman gods was seen as a form of rebellion. In addition, the appeal of Christianity to slaves and women caused alarm. Finally, talk about a leader who would establish a new kingdom seemed to imply an end to the Roman Empire. As more **Gentiles**, or non-Jewish people, joined the Christian movement by converting to Christianity, the Romans felt threatened.

Starting with a Story

Fire! Rome is burning! Some say Emperor Nero set the fire, and now he is accusing the Christians!

click here
to listen to the story
ClassZone.com





St. Peter's Basilica

St. Peter's in Rome is one of the world's holiest Christian sites.

click here
to visit Italy's historic
and holy sites
ClassZone.com



The Roman Persecutions Roman fears about Christianity soon led to active hostility. Some Roman rulers blamed Christians for political and economic troubles. For instance, Emperor Nero accused the Christians of setting a fire that leveled much of Rome in A.D. 64. During the second century, persecution of the Christians intensified. Many were imprisoned or killed because of their religion. Yet more people converted to Christianity.

Other Christians and even some non-Christians regarded the persecuted as martyrs. Martyrs are people who are willing to sacrifice their lives for the sake of a belief or cause. During the Roman persecutions, Christian martyrs were often buried in underground cemeteries called catacombs. Christians gathered in the catacombs to celebrate

the martyrs' funerals as well as other rituals and ceremonies.

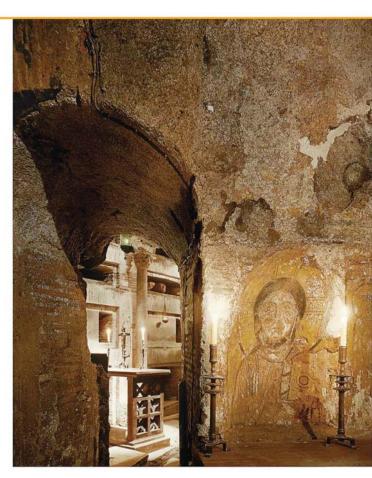
A World Religion Despite the persecution of its followers, Christianity became a powerful force. By the late 200s, millions of Christians lived in the Roman Empire and beyond. Christianity was popular for several reasons:

- The religion embraced all people: men and women, enslaved persons, the poor, and nobles.
- It gave hope to the powerless.
- The spirituality of the faith appealed to those who were disgusted by the luxurious lifestyle of wealthy Romans.
- Christianity offered a personal relationship with a loving God.
- Christianity's teachings promised eternal life after death.

As the religion grew, Christian communities offered support to their members. Christians established hospitals, schools, and other social services. As a result, their faith attracted even more followers. In time, their numbers would include one very powerful believer.



SUMMARIZE Discuss how Rome reacted to Christianity.



▲ Catacomb This picture of a catacomb in Rome shows burial niches and a painting of Jesus. Why do you think the Christians decorated the catacomb with a painting of Jesus?

The Conversion of Constantine

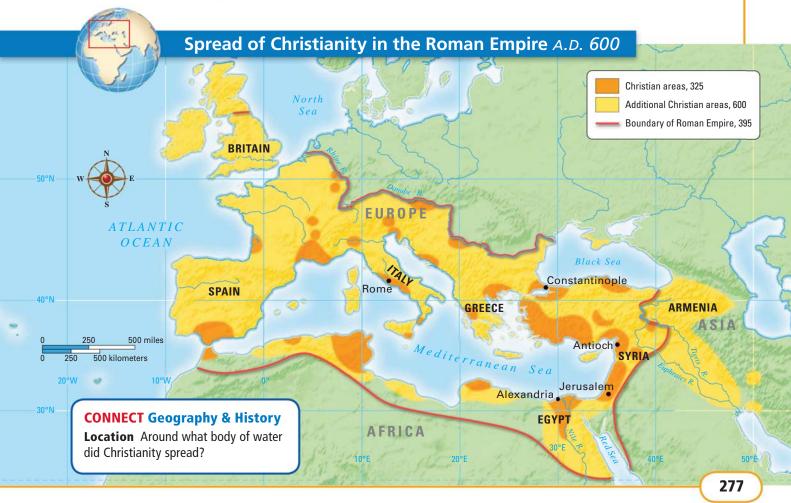


KEY QUESTION Why did Constantine convert to Christianity?

In 306, Constantine (KAHN•stuhn•TEEN) became the emperor of Rome. At first, Constantine allowed the persecution of Christians. In 312, however, he changed his policy toward Christianity when he was battling three rivals for the leadership of Rome.

The Cross as Sign In the midst of the fighting, Constantine prayed for help. Later he reported seeing a Christian cross in the sky along with these words: "In this sign you will conquer." He ordered his soldiers to put the symbol of the cross on their shields and battle flags. Constantine and his troops won the battle. The victorious emperor credited his success to the Christian God.

The Legalization of Christianity Constantine immediately ended the persecution of Christians. Then, in a decree known as the Edict of Milan, he made Christianity one of the empire's legal religions. Constantine also built churches, used Christian symbols on coins, and made Sunday a holy day of rest and worship. But Rome's first Christian emperor delayed his own formal conversion to Christianity until the end of his life.



History Makers

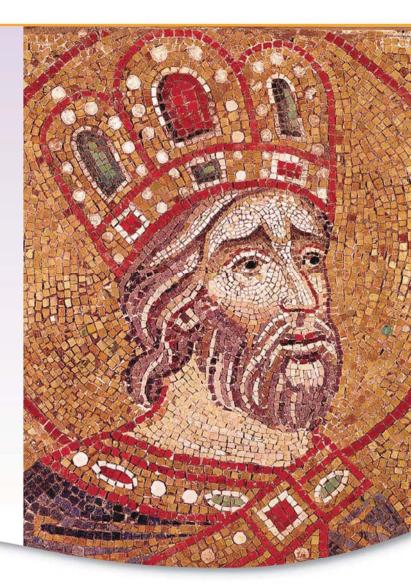
Constantine (c. 280-337)

Constantine was a fierce and successful warrior. He was also a serious student of his new religion, Christianity. He wrote a special prayer for his troops, and he even traveled with a movable chapel in a tent. Constantine decreed the building of many Christian churches in the Roman Empire.

Constantine established Constantinople (now Istanbul, Turkey) as a new capital. It was a center of Christianity for the next thousand years. He was buried in Constantinople's Church of the Apostles in 337. Memorials to the 12 apostles surrounded Constantine's tomb. Constantine, the first Christian emperor, considered himself to be Jesus' 13th apostle.

CRITICAL THINKING

Draw Conclusions Why do you think Constantine considered himself to be Jesus' 13th apostle?



Christianity Changes Rome In 380, Emperor Theodosius made Christianity the official religion of Rome. Eleven years later, Theodosius closed all non-Christian temples. "All the peoples we rule," he said, "shall practice that religion that Peter the Apostle transmitted to the Romans."



ANALYZE CAUSES Explain what led to Constantine's conversion.

Beginnings of the Roman Catholic Church



V KEY QUESTION What were some of the beliefs of the early church?

Christianity in Roman cities took on a common structure. Priests and deacons obeyed bishops, or local church leaders. According to Roman Catholic tradition, Rome's first bishop was the apostle Peter. Much later, the bishop of Rome would become the most important bishop, or **pope**. This marked the beginning of the **Roman Catholic Church**, a Christian church based in Rome. Catholic means "universal."

Some early Christian writers, called church fathers, developed a **creed**, or statement of beliefs. This creed featured a belief in the **Trinity**, or union of three divine beings—Father, Son (Jesus), and Holy Spirit—in one God. Augustine, a church father from North Africa, taught that humans needed the grace of God to be saved. He further taught that people could not receive God's grace unless they belonged to the church.

The church also developed religious rites based on events in the life of Jesus. Baptism, a rite of purification by water, signaled Jesus' entry into Christianity. The rite came to symbolize the admission of all believers into the religion.

To live the ideal Christian life and to celebrate these sacraments together, Christian men and women formed communities called monasteries. Over time, men entered the higher orders of the church, becoming bishops, priests, and deacons. Christianity changed from a small sect into a powerful, wealthy religion.

As Christianity grew, however, the Roman Empire began to weaken. In Section 2, you will learn the causes and results of the empire's decline.



EVALUATE Identify some of the beliefs of the early Christian church.



Section Assessment



▲ **Dove** The Holy Spirit

is often symbolized by a

dove, like the one in this stained glass window

from St. Peter's Basilica.

Terms & Names

1. Explain the importance of

Constantine pope creed bishops Roman Catholic Church Trinity

Use Your Reading Notes

2. Find Main Ideas Use your completed diagram to answer the following question:

What decision made by Theodosius had a big impact on Roman religion?



Key Ideas

- 3. How did the Romans view Christianity at first?
- 4. What effect did the Edict of Milan have?
- **5.** What three beings are said to make up the Trinity?

Critical Thinking

- **6. Analyze Causes and Effects** What effect did Emperor Constantine have on the spread of Christianity?
- **7. Make Inferences** Why do you think the bishop of Rome became the most important of all the bishops?



Make a Time Line Chart the important events in the early history of the church on a time line. Be sure to include the sources for your dates.

Section **9**

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

The Christian movement in Rome gained in strength until it became one of the empire's official religions.

NOW YOU WILL LEARN

While Christianity grew, the Roman Empire weakened and divided into an eastern and a western empire.

Vocabulary

TERMS & NAMES

mercenary (MUR•suh•NEHR•ee) soldier for hire Diocletian (DY•uh•KLEE•shuhn) Roman emperor who restored order to the empire and divided it into eastern and western parts barbarian according to the ancient Romans, someone who was primitive and uncivilized plunder to loot, or to take things by force Clovis (KLOH•vihs) founder of a Frankish kingdom in the former Roman province of Gaul

BACKGROUND VOCABULARY

nomadic term describing people who make a living by herding animals and moving from place to place as the seasons change



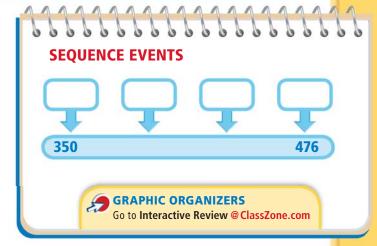
Visual Vocabulary statue of Diocletian

Reading Strategy

Re-create the time line shown at right. As you read and respond to the **KEY QUESTIONS**, use the time line to list events that brought about the decline and fall of the Roman Empire.



See Skillbuilder Handbook, page R5.



Decline and Fall of the Empire

Connect to What You Know Consider what problems any large empire might face, from economic difficulties to invasion by outsiders. In this section, you will learn that the Roman Empire developed problems for which there seemed to be no obvious solutions.

Weakness in the Empire

KEY QUESTION What problems weakened Rome?

Late in the A.D. 100s, the empire still seemed as strong as ever to most people. Yet a series of internal problems had begun that would threaten Rome's existence.

Economic Problems Some of Rome's problems were brought about by a weakened economy. During the A.D. 100s, the empire stopped expanding. The end of new conquests meant an end to new sources of wealth. As a result, the government raised taxes, creating hardships for citizens. A decline in agriculture also weakened the empire. Constant warfare and overuse had destroyed farmland. In addition, technology had not improved because farmers had relied on slaves rather than new tools to do the work. The resulting food shortages caused unrest.

▲ Germanic Invaders

Rome could not stop the waves of invaders from the outlying Germanic tribes. This sculpture belonged to a Germanic group called the Lombards.

Hadrian's Wall

Hadrian's Wall in Britain marked the northern border of the Roman Empire. What do you think was the purpose of the wall? V



Military Problems Meanwhile, Rome's once powerful military began showing signs of trouble. The empire was constantly at war with **nomadic** peoples in the north and northeast, as well as with the people who lived along its eastern borders. Rome needed larger armies to respond to so many threats, so it hired foreign mercenaries. A **mercenary** (MUR•suh•NEHR•ee) is a soldier for hire. Mercenaries often had no loyalty to the empire. Over time, Roman soldiers in general became less disciplined and loyal. They pledged their allegiance not to Rome but to individual military leaders.

Political and Social Problems The sheer size of the Roman Empire made it hard to govern. Government officials had trouble getting news about affairs in distant regions of the empire. This made it more difficult to know where problems were developing. Also, many government officials were corrupt, seeking only to enrich themselves. These political problems destroyed people's sense of citizenship. Many Romans no longer felt a sense of duty to the empire.

Other aspects of Roman society also suffered. The cost of education increased, so poor Romans found it harder to become educated. People grew less informed about civic matters.

SUMMARIZE Discuss the problems that weakened Rome.

Image not available for electronic use. Please refer to the image in the textbook.

COMPARING The Decline of Empires

	Causes for Failure	Roman Empire 27 B.CA.D. 476	Han Empire 202 B.CA.D. 220
_	Political	A series of inexperienced and often corrupt emperors	A series of inexperienced emperors
		Division of the empire	No division of the empire
		Ongoing conflict with Germanic tribes	Ongoing conflict with nomads
_	Economic	Crushing tax burden	Crushing tax burden
		Gap between the rich and the poor	Gap between the rich and the poor
- Image not available	Social	Decline of patriotism and loyalty	Peasant revolts
for electronic use.		Food shortages	Floods that caused starvation
Please refer to the			and displacement of people

Roman soldier

CRITICAL THINKING

Draw Conclusions What conclusions can you draw about what led to the decline of both empires?

image in the textbook.

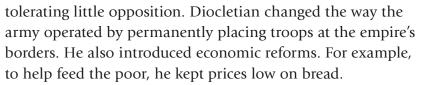
Rome Divides into East and West



KEY QUESTION Why did Rome split into two empires?

A rapidly changing series of emperors also weakened the government. During the 49 years from 235 to 284, Rome had 37 emperors. Of these, 34 died in civil wars or by assassination. With emperors changing so often, the Roman people had little sense of orderly rule.

Splitting the Empire In 284, the emperor Diocletian (DY•uh•KLEE•shuhn) took power. He restored order to the empire by ruling with an iron fist and



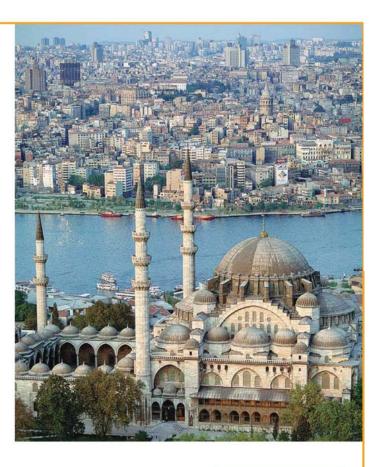
In addition, Diocletian realized that he could not effectively govern the huge empire. In 285, he divided the empire into east and west parts, taking the eastern portion for himself. He chose this area for its greater wealth and trade and its magnificent cities. Diocletian appointed Maximilian to rule the Western Empire. The two men ruled for 20 years.

A New Capital In 306, a civil war broke out over control of the empire. Four military commanders fought for control of the two halves. One of these commanders was Constantine. He gained control during the civil war and became emperor.

In Section 1, you learned that Constantine made it lawful to be a Christian. Constantine's second significant action came in 330 when he moved the empire's capital from Rome to the ancient Greek city of Byzantium (bih•ZAN•shee•uhm). Constantine renamed the city Constantinople. At a crossroads between east and west, the city was well placed for defense and trade. The new capital signaled a shift in power from the western part of the empire to the east.



FIND MAIN IDEAS Explain why Rome split into two empires.



CONNECT to Today

▲ Istanbul Today
Constantinople is called
Istanbul. The Blue Mosque is
visible in the foreground of
this aerial view of the city.



The Western Empire Falls



KEY QUESTION What brought about the fall of the Western Empire?

In addition to internal difficulties, the Romans faced another major problem. Foreign groups were swarming all around Rome's borders. Soon they would invade, and the empire's slow decline would turn into a rapid downfall.

Invasion and Conquest A number of Germanic peoples and other groups lived beyond Rome's borders. Romans looked down on these groups but also feared them. To the Romans, the Germanic peoples were barbarians. For the ancient Romans, the term **barbarian** meant someone who was primitive and uncivilized. The Romans applied the term to anyone living outside the empire.

During the late 300s, these Germanic groups began pushing into Roman lands. Their reasons for invading varied. Some came looking for better land or a way to join in Rome's wealth. Many others were fleeing a fierce group of invaders from Asia known as the Huns.

Rome's Fall In 410, Germanic peoples attacked and plundered the city of Rome. **Plunder** means to loot, or to take things by force. It was the first time since the Gauls seized Rome in 390 B.C. that nomadic invaders had entered Rome. Eventually, the Huns would also invade the empire. In 476, the Germanic tribes conquered Rome. This date marks the fall of the Western Roman Empire.

The Aftermath of Rome's Fall In the years that followed, the final holdouts of Roman power in the west fell. In 486, Clovis (KLOH•vihs), the leader of a Germanic group known as the Franks, conquered the remaining Roman land in the province of Gaul (present-day France and Switzerland) and founded a Frankish kingdom.

After Rome's fall, life in Western Europe changed in many ways.

Roads and other public structures fell into disrepair, and trade and commerce declined. Germanic kingdoms claimed former Roman lands, and the Roman Catholic Church became a unifying and powerful force.

Though the western part of the empire had crumbled, the eastern part survived. As you will read in the next section, this civilization became known as the Byzantine Empire.



ANALYZE CAUSES Tell what brought about the fall of the Western Empire.

Section Assessment



▲ Germanic Skull

This skull still has its hair.

The knot in the hair was a characteristic style of

Terms & Names

1. Explain the importance of

mercenary barbarian Clovis Diocletian plunder

Use Your Reading Notes

2. Sequence Events Use your completed time line to answer the following question:

What was the most significant event of the empire's downfall?



Key Ideas

- **3.** What internal problems were faced by the Roman Empire?
- **4.** How did Diocletian try to solve the empire's problems?
- **5.** Why is 476 considered an important date in Roman history?

Critical Thinking

- **6. Evaluate** How did moving the capital from Rome to Constantinople in the east weaken the western part of the empire?
- **7. Make Inferences** Why didn't the Romans make the Germanic peoples their allies?



Write Newspaper Headlines Write a series of headlines that describe the fall of Rome. Base each headline on a major event in this section. Arrange the headlines in chronological order on a poster. When possible, provide a date for each event.

