

### Industry and Nationalism

#### Chapter 19

What were people's beliefs at this time?

- Scientific ideas challenged religious traditions

### Imperialism and World War I

#### Chapter 20

- Western missionaries spread Christianity



### World War II and the Cold War

#### Chapter 21

- Islam, Hinduism, and Buddhism influenced new nations

### Building Today's World

#### Chapter 22

- Christianity remains strong in the Americas
- Islam, Hinduism, and Buddhism influence the West

What were governments like at this time?

- Republics largely in the Americas
- Monarchies in the rest of the world

- Western powers set up colonies in Africa and Asia
- World War I: republics replaced monarchies

- World War II: democracies and Communist USSR fought Fascist dictators
- Cold War: struggle between democracy and communism

- Communism ended in Europe
- Democracy spreads, but dictators continue to rule in many places

What were world languages like during these events?



- Language was linked to pride in one's nation or group

- European languages spread to overseas colonies

- English became a major global language

- Global culture—different languages mix and borrow from each other

What changes took place during this time?

- Constitutional governments are formed
- Variety of machine-made goods appeared

- Ideas, goods, and people moved from place to place

- Vote given to women and other groups

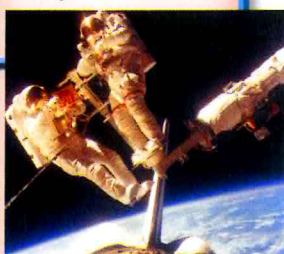
- Respect for human rights increases
- Living standards improve

How do these changes affect me? *Can you add any?*

- Public-supported schools are founded
- Organized sports developed
- Automobiles and telephones are invented

- U.S. becomes active in world affairs
- Airplane invented

- Radio, movies, and television introduced
- U.S. highway network built



- Internet, personal computers, and cellular phones are widely used



# Appendix

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# What Is an Appendix?

*An appendix is the additional material you often find at the end of books. The following information will help you learn how to use the Appendix in Journey Across Time.*

## SkillBuilder Handbook

The **SkillBuilder Handbook** offers you information and practice using critical thinking and social studies skills. Mastering these skills will help you in all your courses.

## Standardized Test Preparation

The skills you need to do well on standardized tests are practiced in the **Standardized Test Practice** section of this Appendix.

## Primary Sources Library

The **Primary Sources Library** provides additional first-person accounts of historical events. Primary sources are often narratives by a person who actually experienced what is being described.

## Suggested Readings

The **Suggested Readings** list suggests the titles of fiction and non-fiction books you might be interested in reading. These books deal with the same topics that are covered in each chapter.

## Glossary

The **Glossary** is a list of important or difficult terms found in a textbook. Since words sometimes have other meanings, you may wish to consult a dictionary to find other uses for the term. The glossary gives a definition of each term as it is used in the book. The glossary also includes page numbers telling you where in the textbook the term is used.

## The Spanish Glossary

The **Spanish Glossary** contains everything that an English glossary does, but it is written in Spanish. A Spanish glossary is especially

important to bilingual students, or those Spanish-speaking students who are learning the English language.

## Gazetteer

The **Gazetteer** (GA•zuh•TIHR) is a geographical dictionary. It lists some of the world's largest countries, cities, and several important geographic features. Each entry also includes a page number telling where this place is talked about in your textbook.

## Index

The **Index** is an alphabetical listing that includes the subjects of the book and the page numbers where those subjects can be found. The index in this book also lets you know that certain pages contain maps, graphs, photos, or paintings about the subject.

## Acknowledgements and Photo Credits

This section lists photo credits and/or literary credits for the book. You can look at this section to find out where the publisher obtained the permission to use a photograph or to use excerpts from other books.

## Test Yourself

*Find the answers to these questions by using the Appendix on the following pages.*

1. What does *dynasty* mean?
2. What is the topic of the first Unit 3 Primary Source reading?
3. On what page can I find out about Julius Caesar?
4. Where exactly is Rome located?
5. What is one of the Suggested Readings for Unit 3?

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# Finding the Main Idea

## Why Learn This Skill?

Understanding the main idea allows you to grasp the whole picture and get an overall understanding of what you are reading. Historical details, such as names, dates, and events, are easier to remember when they are connected to a main idea.

## 1 Learning the Skill

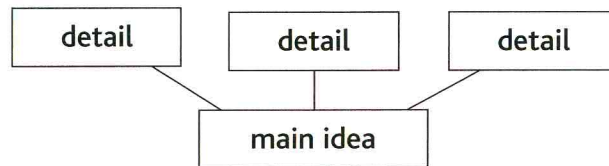
Follow these steps when trying to find the main idea:

- Read the material and ask, “Why was this written? What is its purpose?”
- Read the first sentence of the first paragraph. The main idea of a paragraph is often found in the topic sentence. The main idea of a large section of text is often found in a topic paragraph.
- Identify details that support the main ideas.
- Keep the main idea clearly in your mind as you read.

## 2 Practicing the Skill

Read the paragraph at the top of the next column that describes how the culture of the world is changing. Answer the questions, and then complete the activity that follows. If you have trouble, use the graphic organizer to help you.

Cultural diffusion has increased as a result of technology. Cultural diffusion is the process by which a culture spreads its knowledge and skills from one area to another. Years ago, trade—the way people shared goods and ideas—resulted in cultural diffusion. Today communication technology, such as television and the Internet, links people throughout the world.



1. What is the main idea of this paragraph?
2. What are some details that support that main idea?
3. Do you agree or disagree with the main idea presented above? Explain.
4. Practice the skill by reading three paragraphs in your textbook and identifying their main ideas.

## 3 Applying the Skill

Bring a newspaper or magazine to class. With a partner, identify the main ideas in three different articles. Then describe how other sentences or paragraphs in the article support the main idea.

# Taking Notes and Outlining

## Why Learn This Skill?

If you asked someone for his or her phone number or e-mail address, how would you best remember it? Most people would write it down. Making a note of it helps you remember. The same is true for remembering what you read in a textbook.

## 1 Learning the Skill

Taking notes as you read your textbook will help you remember the information. As you read, identify and summarize the main ideas and details and write them in your notes. Do not copy material directly from the text.

Using note cards—that you can reorder later—can also help. First write the main topic or main idea at the top of the note card. Then write the details that support or describe that topic. Number the cards to help you keep them in order.

*Schools in the Middle Ages* (3)

*• Catholic church set up cathedral schools.*

*• Only sons of nobles could go to these schools.*

You also may find it helpful to use an outline when writing notes. Outlining can help you organize your notes in a clear and orderly way.

First read the material to identify the main ideas. In this textbook, section headings and subheadings provide clues to the main ideas. Supporting details can then be placed under each heading. Each level of an outline must contain at least two items. The basic pattern for outlines is as follows:

Main Topic

- I. First idea or item
- II. Second idea or item
  - A. first detail
  - B. second detail
    - 1. subdetail
    - 2. subdetail
- III. Third idea or item
  - A. first detail
  - B. second detail

## 2 Practicing the Skill

Look back at Chapter 2, Section 1. Outline the main ideas of the section as shown above.

## 3 Applying the Skill

Use the outline that you created in step 2 to write a paragraph with a main idea and at least three supporting details.

# Reading a Time Line

## Why Learn This Skill?

Have you ever had to remember events and their dates in the order in which they happened? A time line is an easy way to make sense of the flow of dates and events. It is a simple diagram that shows how dates and events relate to one another. On most time lines, years are evenly spaced. Events on time lines are placed beside the date they occurred.

## 1 Learning the Skill

To read a time line, follow these steps:

- Find the dates on the opposite ends of the time line. They show the period of time that the time line covers.
- Note the equal spacing between dates on the time line.
- Study the order of events.
- Look to see how the events relate to each other.

## 2 Practicing the Skill

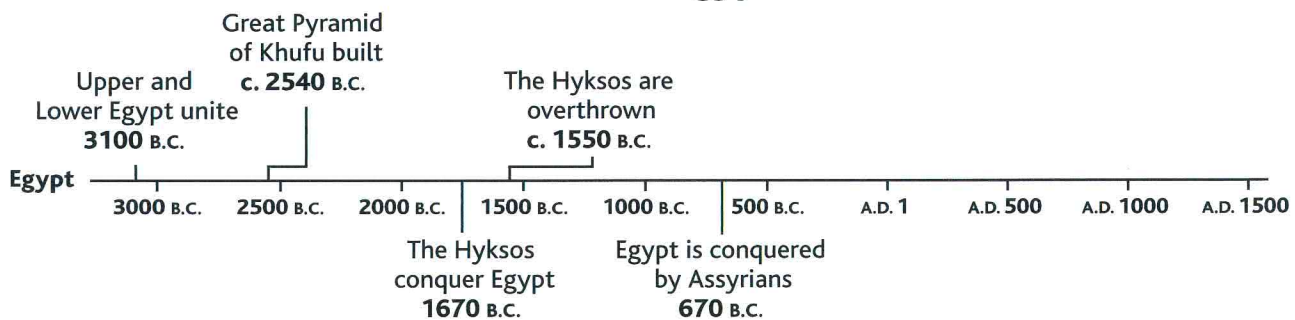
Examine the time line below. It shows major events in the history of early Egypt. Then answer the questions and complete the activity that follows.

1. When does the time line begin? When does it end?
2. What major event happened around 1550 B.C.?
3. How long did the Hyksos rule Egypt?
4. What happened to Egypt around 1670 B.C.?

## 3 Applying the Skill

List 10 key events found in Unit 1 and the dates on which these events took place. Write the events in the order in which they occurred on a time line.

### Ancient Egypt



# Sequencing and Categorizing Information

## Why Learn This Skill?

*Sequencing* means placing facts in the order in which they happened. *Categorizing* means organizing information into groups of related facts and ideas. Both actions help you deal with large quantities of information in an understandable way.

## 1 Learning the Skill

Follow these steps to learn sequencing and categorizing skills:

- Look for dates or clue words that provide you with a chronological order: *in 2004, the late 1990s, first, then, finally, after the Great Depression*, and so on.
- Sequencing can be seen in unit and chapter time lines or on graphs where information covers several years.
- If the sequence of events is not important, you may want to categorize the information instead. To categorize information, look for topics and facts that are grouped together or have similar characteristics. If the information is about farming, one category might be *tools of farming*.
- List these categories, or characteristics, as the headings on a chart.
- As you read, look for details. Fill in these details under the proper categories on the chart.

## 2 Practicing the Skill

Read the paragraph below and then answer the questions that follow.

Buddhism started in India about 500 B.C. but was mostly driven out by 300 B.C. The religion of Islam also influenced India's history. In the A.D. 700s, Muslims from southwest Asia brought Islam to India. In the 1500s, they founded the Mogul empire and ruled India for the next 200 years.

1. What information can be organized by sequencing?
2. What categories can you use to organize the information? What facts could be placed under each category?

## 3 Applying the Skill

Look at the Geographic Dictionary on pages GH14 and GH15. Record any terms that would fit into the category "bodies of water." Also, find two newspaper or magazine articles about an important local issue. Sequence or categorize the information on note cards or in a chart.



# Recognizing Point of View

## Why Learn This Skill?

If you say, “Cats make better pets than dogs,” you are expressing a point of view. You are giving your personal opinion. Knowing when someone is giving his or her personal point of view can help you judge the truth of what is being said.

## 1 Learning the Skill

Most people have feelings and ideas that affect their point of view. A person’s point of view is often influenced by his or her age, background, or position in a situation.

To recognize point of view, follow these steps:

- Identify the speaker or writer and examine his or her views on an issue. Think about his or her position in life and relationship to the issue.
- Look for language that shows an emotion or an opinion. Look for words such as *all*, *never*, *best*, *worst*, *might*, or *should*.
- Examine the speech or writing for imbalances. Does it have only one viewpoint? Does it fail to provide equal coverage of other viewpoints?
- Identify statements of fact. Factual statements usually answer the *Who?* *What?* *When?* and *Where?* questions.
- Determine how the person’s point of view is reflected in his or her statements or writing.

## 2 Practicing the Skill

Read the following statement about wildlife in Africa, and answer the questions below.

Mountain gorillas live in the misty mountain forests of East Africa. Logging and mining, however, are destroying the forests. Unless the forests are protected, all of the gorillas will lose their homes and disappear forever. As a concerned African naturalist, I must emphasize that this will be one of the worst events in Africa’s history.

1. What problem is the speaker addressing?
2. What reasons does the speaker give for the loss of the forests?
3. What is the speaker’s point of view about the problem facing the gorillas in East Africa?

## 3 Applying the Skill

Choose a “Letter to the Editor” from a newspaper. Summarize the issue being discussed and the writer’s point of view about that issue. State what an opposing point of view to the issue might be. Describe who might hold this other viewpoint in terms of their age, occupation, and background.

# Distinguishing Fact From Opinion

## Why Learn This Skill?

Suppose a friend says, "Our school's basketball team is awesome. That's a fact." Actually, it is not a fact; it is an opinion. Knowing how to tell the difference between a fact and an opinion can help you analyze the accuracy of political claims, advertisements, and many other kinds of statements.

## 1 Learning the Skill

A **fact** answers a specific question such as: What happened? Who did it? When and where did it happen? Why did it happen? Statements of fact can be checked for accuracy and proven.

An **opinion**, on the other hand, expresses beliefs, feelings, and judgments. It may reflect someone's thoughts, but it cannot be proven. An opinion often begins with a phrase such as *I believe*, *I think*, *probably*, *it seems to me*, or *in my opinion*.

**To distinguish between facts and opinions, ask yourself these questions:**

- Does this statement give specific information about an event?
- Can I check the accuracy of this statement?
- Does this statement express someone's feelings, beliefs, or judgment?
- Does it include phrases such as *I believe*, superlatives, or judgment words?

## 2 Practicing the Skill

Read each statement below. Tell whether each is a fact or an opinion, and explain how you arrived at your answer.

- (1) The Han dynasty ruled China from 202 B.C. to A.D. 220.
- (2) The Han dynasty was a much better dynasty than the Qin dynasty.
- (3) The Han divided the country into districts to be better able to manage such a large area.
- (4) The government should not have encouraged support for arts and inventions.
- (5) The Han kept very good records of everything they did, which helps historians today learn about them.
- (6) Han rulers chose government officials on the basis of merit rather than birth.
- (7) No other ruling family in the world can compare with the Han dynasty of China.
- (8) Han rulers should have defended the poor farmers against the harsh actions of wealthy landowners.

## 3 Applying the Skill

Read one newspaper article that describes a political event. Find three statements of fact and three opinions expressed in the article.

# Analyzing Library and Research Resources

## Why Learn This Skill?

Imagine that your teacher has sent you to the library to write a report on the history of ancient Rome. Knowing how to choose good sources for your research will help you save time in the library and write a better report.

### 1 Learning the Skill

Not all sources will be useful for your report on Rome. Even some sources that involve topics about Rome will not always provide the information you want. In analyzing sources for your research project, choose items that are nonfiction and that contain the most information about your topic.

When choosing research resources ask these questions:

- Is the information up-to-date?
- Does the index have several pages listed for the topic?
- Is the resource written in a way that is easy to understand?
- Are there helpful illustrations and photos?

### 2 Practicing the Skill

Look at the following list of sources. Which would be most helpful in writing a report on the history of ancient Rome? Explain your choices.

- (1) A travel guide to Italy today
- (2) A guide to early Roman art and architecture
- (3) A children's storybook about ancient Europe
- (4) A history of ancient Greece
- (5) A study of the rise and fall of the Roman Empire
- (6) A book on modern republican ideas
- (7) A biographical dictionary of ancient rulers of the world
- (8) An atlas of the world

### 3 Applying the Skill

Go to your local library or use the Internet to create a bibliography of sources you might use to write a report on the history of ancient Rome. List at least five sources.



▲ Roman mosaic showing gladiators in battle

# Analyzing Primary Source Documents

## Why Learn This Skill?

Historians determine what happened in the past by combing through bits of evidence to reconstruct events. These types of evidence—both written and illustrated—are called **primary sources**. Examining primary sources can help you understand history.

### 1 Learning the Skill

Primary sources are sources that were created in the historical era being studied. They can include letters, diaries, photographs and pictures, news articles, legal documents, stories, literature, and artwork.

To analyze primary sources, ask yourself the following questions:

- What is the item?
- Who created it?
- Where did it come from?
- When was it created?
- What does it reveal about the topic I am studying?

### 2 Practicing the Skill

The primary source that follows comes from *Stories of Rome* by Livy. Livy was a Roman historian who lived from 59 B.C. to A.D. 17. Here he has written a story with a moral, or lesson to be learned. Read the story, and then answer the questions that follow.

Once upon a time, the different parts of the human body were not all in agreement. . . . And it seemed very unfair to the other parts of the body that they should worry and sweat away to look after the belly. After all, the belly just sat there . . . doing nothing, enjoying all the nice things that came along. So they hatched a plot. The hands weren't going to take food to the mouth; even if they did, the mouth wasn't going to accept it. . . . They went into a sulk and waited for the belly to cry for help. But while they waited, one by one all the parts of the body got weaker and weaker. The moral of this story? The belly too has its job to do. It has to be fed, but it also does feeding of its own.

Excerpt from *Stories of Rome*,  
Livy, c. 20 B.C.

1. What is the main topic?
2. Who did the hands and mouth think was lazy?
3. What did the hands and mouth do about it?
4. What was the moral—or lesson—of the story?

### 3 Applying the Skill

Find a primary source from your past—a photo or newspaper clipping. Explain to the class what it shows about that time in your life.

# Building a Database

## Why Learn This Skill?

A database is a collection of information stored in a computer or on diskette files. It runs on software that organizes large amounts of information in a way that makes it easy to search and make any changes. It often takes the form of a chart or table. You might build databases to store information related to a class at school or your weekly schedule.

## 1 Learning the Skill

To create a database using word-processing software, follow these steps:

- Enter a title identifying the type of information in your document and file names.
- Determine the set of specific points of information you wish to include. As the database example on this page shows, you might want to record data on the imports and exports of specific countries.
- Enter the information categories along with country names as headings in a columned chart. Each column makes up a *field*, which is the basic unit for information stored in a database.
- Enter data you have collected into the *cells*, or individual spaces, on your chart.
- Use your computer's sorting feature to organize the data. For example, you might alphabetize by country name.
- Add, delete, or update information as needed. Database software automatically adjusts the cells in the chart.

## 2 Practicing the Skill

On a separate sheet of paper, answer the following questions referring to the database on this page.

1. What type of information does the database contain?
2. What related fields of information does it show?
3. The author learns that Canada also exports clothing, beverages, and art to the United States. Is it necessary to create a new database? Explain.

## 3 Applying the Skill

Build a database to help you keep track of your school assignments. Work with four fields: Subject, Assignment Description, Due Date, and Completed Assignments. Be sure to keep your database up-to-date.

U.S. International Commerce			
Country	Japan	United Kingdom	Canada
Exports to U.S.	Engines, rubber goods, cars, trucks, buses	Dairy products, beverages, petroleum products, art	Wheat, minerals, paper, mining machines
Value of Exports to U.S.	\$128 billion	\$35.2 billion	\$232.6 billion
Imports from U.S.	Meat, fish, sugar, tobacco, coffee	Fruit, tobacco, electrical equipment	Fish, sugar, metals, clothing
Value of Imports from U.S.	\$67.3 billion	\$42.8 billion	\$199.6 billion

# Summarizing

## Why Learn This Skill?

Imagine you have been assigned a long chapter to read. How can you remember the important information? Summarizing information—reducing large amounts of information to a few key phrases—can help you remember the main ideas and important facts.

## 1 Learning the Skill

To summarize information, follow these guidelines when you read:

- Separate the main ideas from the supporting details. Use the main ideas in a summary.
- Use your own words to describe the main ideas. Do not copy the selection word for word.
- If the summary is almost as long as the reading selection, you are including too much information. The summary should be very short.

## 2 Practicing the Skill

To practice the skill, read the paragraph below. Then answer the questions that follow.

The Ming dynasty that followed the Mongols tried to rid the country of Mongol influence. The Ming leaders believed that China could become a great empire. They expanded Chinese control over parts of East Asia, including Korea, Vietnam, and Myanmar (Burma). To re-establish the importance of Chinese culture, they encouraged the practices of older Chinese traditions, especially in the arts. Chinese literature during the Ming era followed the styles of ancient Chinese writers. Some of the finest Chinese paintings and pottery were created during this period. Ming rulers also built the Forbidden City.

1. What are the main ideas of this paragraph?
2. What are the supporting details?
3. Write a brief summary of two or three sentences that will help you remember what the paragraph is about.

## 3 Applying the Skill

Read a newspaper or short magazine article. Summarize the article in one or two sentences.

# Evaluating a Web Site

## Why Learn This Skill?

The Internet has grown to become a necessary household and business tool as more people use it. With so many Web sites available, how do you know which one will be the most helpful to you? You must look at the details, so you do not waste valuable time in Web searches.

## 1 Learning the Skill

The Internet is a valuable research tool. It is easy to use, and it often provides fast, up-to-date information. The most common use of the Internet by students is in doing research. However, some Web site information is not really accurate or reliable.

When using the Internet to do research, you must evaluate the information very carefully. When evaluating the Web site, ask yourself the following questions:

- Do the facts on the site seem accurate?
- Who is the author or sponsor of the site, and what is that person's or organization's reason for maintaining it?
- Does the site information explore a subject in-depth?
- Does the site contain links to other useful resources?
- Is the information easy to read and access?

A Japanese samurai warrior ►

## 2 Practicing the Skill

To practice the skill, find three Web sites on the shoguns or samurai of Japan. Follow these steps and write your explanation.

1. Evaluate how useful these sites would be if you were writing a report on the topic.
2. Choose which one is the most helpful.
3. Explain why you chose that site.

## 3 Applying the Skill

If your school had a Web site, what kind of information would be on it? Write a paragraph describing this site.



# Understanding Cause and Effect

## Why Learn This Skill?

You know if you watch television instead of completing your homework, you probably will not get a good grade. The cause—not doing homework—leads to the effect—not getting a good grade.

## 1 Learning the Skill

A *cause* is any person, event, or condition that makes something happen. What happens as a result is known as an *effect*.

These guidelines will help you identify cause and effect.

- Identify two or more events.
- Ask questions about why events occur.
- Look for “clue words” that alert you to cause and effect, such as *because*, *led to*, *brought about*, *produced*, and *therefore*.
- Identify the outcome of events.

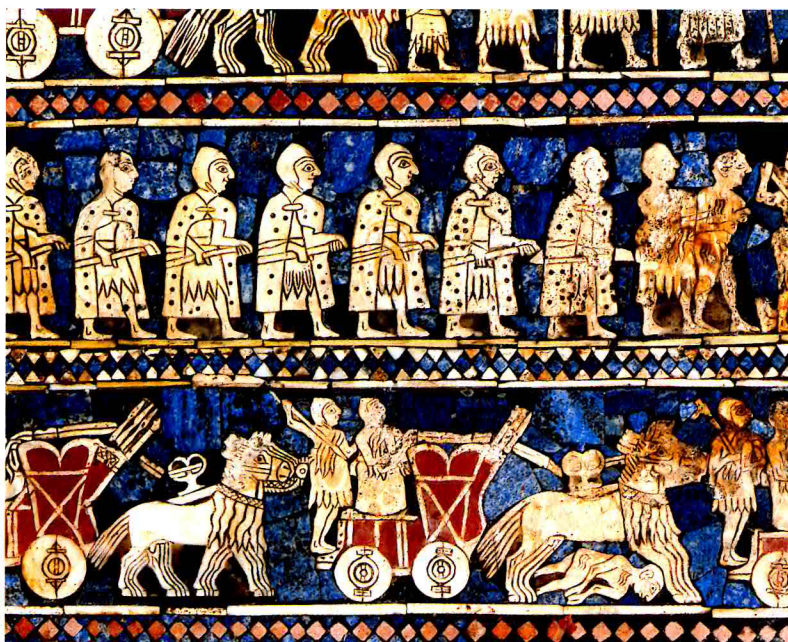
## 2 Practicing the Skill

As you read the following passage, record cause-and-effect connections in a chart or graphic organizer.

Around 200 B.C., Mesopotamians were among the first in the world to blend copper and tin to make bronze.

Bronze brought many changes to life in Mesopotamia. For one thing, bronze was much harder than the copper products that were used until that time. Because it was harder, bronze made better tools and sharper weapons. This improvement in technology was a help to farmers, craftworkers, and soldiers alike.

Molten [melted] bronze was also easier to pour than the metals used earlier. Craftworkers were able to make finer arrows, ax-heads, statues, bowls, and other objects.



## 3 Applying the Skill

Look again at the chapter you are currently reading. Choose a major event that is described and list its causes.

◀ The Royal Banner of Ur



# Making Comparisons

## Why Learn This Skill?

Suppose you want to buy a portable CD player, and you must choose among three models. To make this decision, you would probably compare various features of the three models, such as price, sound quality, size, and so on. By making comparisons, you will figure out which model is best for you. In the study of world history, you often compare people or events from one time period with those from a different time period.

## 1 Learning the Skill

When making comparisons, you examine and identify two or more groups, situations, events, or documents. Then you identify any similarities (ways they are alike) and differences (ways they are different). For example, the chart on this page compares the characteristics of two ancient civilizations.

When making comparisons, apply the following steps:

- Decide what items will be compared. Clue words such as *also*, *as well as*, *like*, *same as*, and *similar to* can help you identify things that are being compared.
- Determine which characteristics you will use to compare them.
- Identify similarities and differences in these characteristics.

## 2 Practicing the Skill

To practice the skill, analyze the information on the chart at the bottom of this page. Then answer these questions.

1. What items are being compared?
2. What characteristics are being used to compare them?
3. In what ways were the Phoenicians and Israelites similar? In what ways were they different?
4. Suppose you wanted to compare the two peoples in more detail. What are some of the characteristics you might use?

## 3 Applying the Skill

Think about two sports that are played at your school. Make a chart comparing such things as: where the games are played, who plays them, what equipment is used, and other details.

Phoenician and Israelite Civilizations

Cultural Characteristic	Phoenicians	Israelites
Homeland	Canaan	Canaan
Political Organization	city-states	12 tribes; later, kingdom
Method of Rule	kings/merchant councils	kings/council of elders
Main Occupations	artisans, traders, shippers	herders, farmers, traders
Religion	belief in many gods and goddesses	belief in one, all-powerful god
Main Contribution	spread of an alphabet	principles of social justice

# Making Predictions

## Why Learn This Skill?

In history you read about people making difficult decisions based on what they think *might* happen. By making predictions yourself, you can get a better understanding of the choices people make.

## 1 Learning the Skill

As you read a paragraph or section in your book, think about what might come next. What you think will happen is your *prediction*. A prediction does not have a correct or incorrect answer. Making predictions helps you to carefully consider what you are reading.

**To make a prediction, ask yourself:**

- What happened in this paragraph or section?
- What prior knowledge do I have about the events in the text?
- What similar situations do I know of?
- What do I think might happen next?
- Test your prediction: read further to see if you were correct.



◀ Aztec shield

## 2 Practicing the Skill

To practice the skill, read the following paragraph about the Aztec Empire. Then answer the questions.

The Aztec of ancient Mexico built the strongest empire of any Native American group. They mined gold, silver, and other goods for trade. In building their empire, they conquered many other Native American groups. The Aztec fought their enemies using wooden weapons with stone blades.

In the 1500s, a Spanish army seeking gold heard about the Aztec and their riches. Led by Hernán Cortés, the Spaniards were helped by enemies of the Aztec. Armed with steel swords, muskets, and cannons, the Spaniards moved towards the Aztec capital.

1. Choose the outcome below that is most likely to occur between the Aztec and Spaniards.
  - a. The Spaniards will avoid the Aztec altogether.
  - b. The two groups will become friends.
  - c. The Spaniards will conquer the Aztec.
  - d. The Aztec will conquer the Spaniards.
2. Explain why you chose the answer you did.

## 3 Applying the Skill

Watch a television show or a movie. Halfway through the show, write your prediction of how it will end on a piece of paper. At the end of the show, check your prediction.

# Drawing Inferences and Conclusions

## Why Learn This Skill?

Suppose your teacher brought an artifact to class and a classmate exclaimed, "That came from Greece, didn't it?" You might infer that your classmate had an interest in Greece.

## 1 Learning the Skill

To *infer* means to evaluate information and arrive at a *conclusion*. Social studies writers do not always spell out everything in the text. When you make inferences you "read between the lines." You must then use the available facts and your own knowledge of social studies to draw a conclusion.

Use the following steps to help draw inferences and make conclusions:

- Read carefully for stated facts and ideas.
- Summarize the information and list the important facts.
- Apply related information that you may already know to make inferences.
- Use your knowledge and insight to develop some conclusions about these facts.

## 2 Practicing the Skill

Read the passage below and answer the questions.

Many Greek temples were decorated with sculpture. Greek sculpture, like Greek architecture, was used to express Greek ideas. The favorite subject of Greek artists was the human body. Greek sculptors did not copy their subjects exactly, flaws and all. Instead, they tried to show their ideal version of perfection and beauty.

1. What topic is the writer describing?
2. What facts are given?
3. What can you infer about Greek cities from the information?
4. What conclusions can you draw about how the Greeks felt about sculptures?

## 3 Applying the Skill

Read one of the biographies in this text. What can you infer about the life of the person described? Draw a conclusion about whether or not you would like to meet this person.



◀ Ancient Greek sculptures of Socrates (far left), Plato (middle), and Aristotle (left)

# Recognizing Economic Indicators

## Why Learn This Skill?

Every day, business and government leaders are faced with the challenge of trying to predict what will happen to the economy in the coming months and years. To help these leaders in making decisions, economists, or scientists who study the economy, have developed ways to measure an economy's performance. These ways are called economic indicators.

## 1 Learning the Skill

Economic indicators are statistics, or numbers, that tell how well the economy is doing and how well the economy is going to do in the future. They include the number of jobless, the rate at which prices rise over a period of time, and the amount of goods and services that are produced and sold. Each month, the U.S. Department of Commerce gathers data for 78 economic indicators covering all aspects of the state of the United States economy. The chart below lists some common terms for economic indicators that you may read about.

**Economic Indicators**

Term	Definition
Saving	
Income	
Expenditure	
Consumption	
Inflation	
Debt	
Gross Domestic Product (GDP)	
Interest Rates	
Credit	
Export	
Import	



▲ Prices on the stock market often rise or fall based on changes in economic indicators.

## 2 Practicing the Skill

**Start an Economics Handbook.** Using a dictionary, look up each economic term listed on this chart. Write a definition for each term in your Economics Handbook.

## 3 Applying the Skill

Think about one of the countries you have read about in this text that has grown to be wealthy. Using the terms that you just defined, write a paragraph describing that country's wealth.

# Interpreting Political Cartoons

## Why Learn This Skill?

Political cartoonists use art to express political opinions. Their work appears in newspapers, magazines, books, and on the Internet. Political cartoons are drawings that express an opinion. They usually focus on public figures, political events, or economic or social conditions. A political cartoon can give you a summary of an event or circumstance and the artist's opinion in a quick and entertaining manner.

## 1 Learning the Skill

To interpret a political cartoon, follow these steps:

- Read the title, caption, or conversation balloons. Most cartoons will carry at least one of these elements. They help you identify the subject of the cartoon.
- Identify the characters or people shown. They may be caricatures, or unrealistic drawings that exaggerate the characters' physical features.
- Identify any symbols shown. Symbols are things that stand for something else. An example is the American flag that is a symbol of our country. Commonly recognized symbols may not be labeled. Unusual symbolism will be labeled.
- Examine the actions in the cartoon—what is happening and why?

- Identify the cartoonist's purpose. What statement or idea is he or she trying to get across? Decide if the cartoonist wants to persuade, criticize, or just make people think.

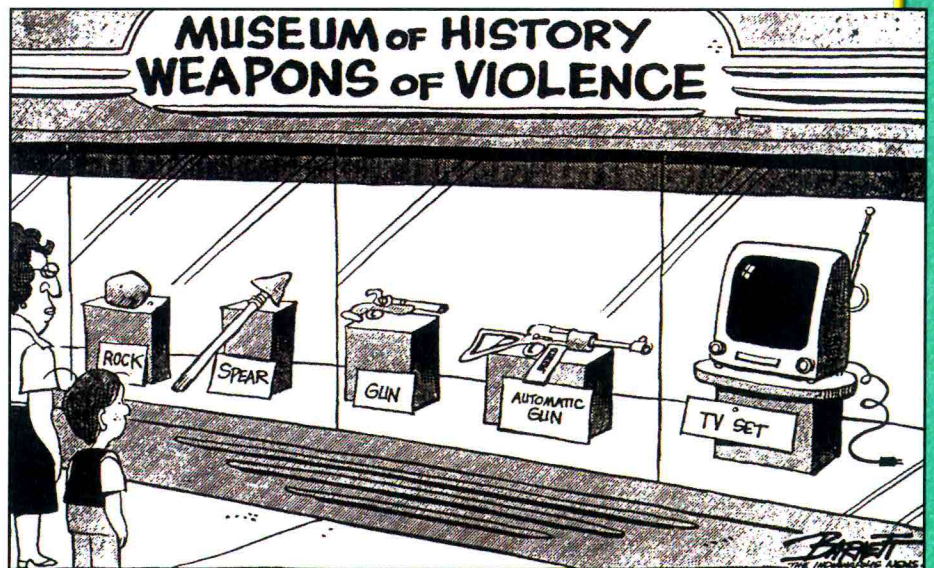
## 2 Practicing the Skill

On a separate sheet of paper, answer these questions about the political cartoon below.

1. What is the subject of the cartoon?
2. What words give clues as to the meaning of the cartoon?
3. What item seems out of place?
4. What message do you think the cartoonist is trying to send?

## 3 Applying the Skill

Bring a news magazine to class. With a partner, analyze the message in each political cartoon that you find.



# Standardized Test Practice

Standardized tests are one way educators measure what you have learned. This handbook is designed to help you prepare for standardized tests in social studies. On the pages that follow, you will find a review of the major social studies critical thinking skills that you will need to master to be successful when taking tests.

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## Interpreting a Map

Before 1492, people living in Europe in the Eastern Hemisphere had no idea that the continents of North America and South America in the Western Hemisphere existed. That was the year Christopher Columbus first reached the Americas. His voyage of exploration paved the way for other European voyages to the Western Hemisphere. The voyages of the early explorers brought together two worlds. Previously these parts of the globe had no contact with each other. Trade between the hemispheres changed life for people on both sides of the Atlantic Ocean. The trade between the peoples of the Eastern Hemisphere and the Western Hemisphere is referred to as the Columbian Exchange.

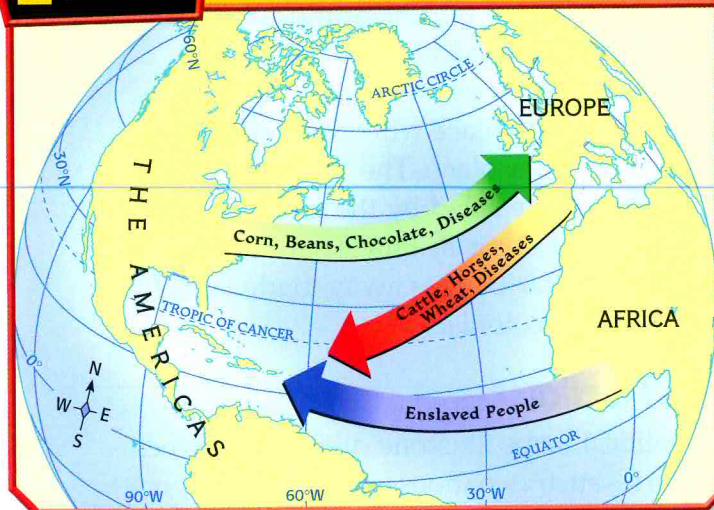
### Skills Practice

Although globes are the best, most accurate way to show places on the round earth, people can more easily use maps to represent places. A map is made by taking data from a round globe and placing it on a flat surface. To read a map, first read the title to determine the subject of the map. Then read the map key or the labels on the map to find out what the colors and symbols on the map mean. Use the compass rose to identify the four cardinal directions of north, south, east, and west. Study the map of the Columbian Exchange and answer the questions that follow on a separate sheet of paper.

1. What is the subject of the map?
2. What do the arrows represent?
3. What continents are shown on the map?
4. What foods did Europeans acquire from the Americas?



## The Columbian Exchange



5. What did the Americas acquire from Europe?
6. What people were brought from Africa to the Americas?
7. In what direction is Europe from the Americas?

### Standardized Test Practice

**DIRECTIONS:** Use the map and your knowledge of social studies to answer the following question on a separate sheet of paper.

1. Which of the following statements about the Columbian Exchange is true?
  - A Food products were traded only between Africa and the Americas.
  - B Europeans acquired cattle from the Americas.
  - C Europeans introduced corn, tomatoes, and beans to Native Americans.
  - D Enslaved Africans were brought to the Americas.

## Interpreting a Political Map

By 1750, or the middle of the eighteenth century, there were 13 British colonies in North America. A colony is a group of people living in one place who are governed by rulers in another place. The British colonists in America were ruled by the monarchy and Parliament of Great Britain. That meant that rulers living 3,000 miles away made laws for the American colonists.

### Skills Practice

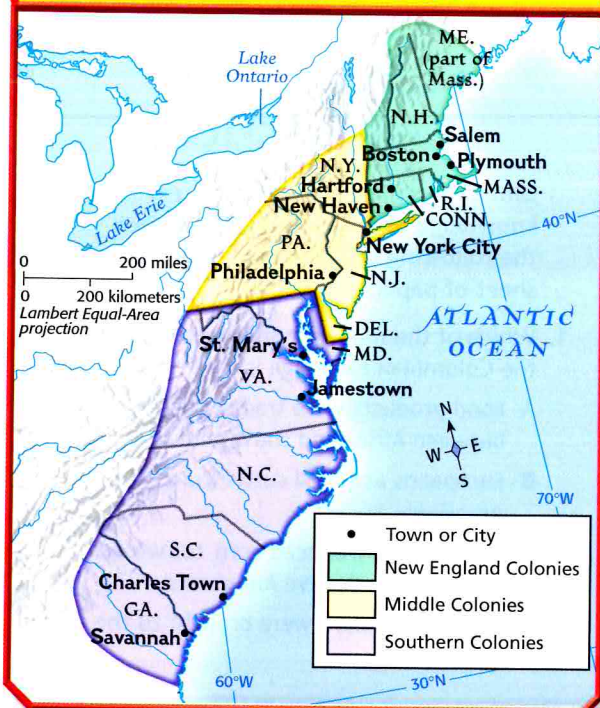
Political maps illustrate divisions between territories such as nations, states, colonies, or other political units. These divisions are called boundaries. Lines represent the boundaries between political areas. To interpret a political map, read the map title to determine what geographic area and time period it covers. Identify the colonies or other political units on the map. Look at the map key for additional

information. Study the map on this page and answer the questions that follow on a separate sheet of paper.

1. List the New England Colonies.
2. Which were the Middle Colonies?
3. Which Middle Colony bordered Pennsylvania to the north?
4. Which was the southernmost early British colony?
5. Name the body of water that formed the eastern border of the colonies.
6. Where was Charles Town located?



### The Thirteen Colonies 1750



## Standardized Test Practice

**DIRECTIONS:** Use the map and your knowledge of social studies to answer the following questions on a separate sheet of paper.

1. The New England Colony that covered the largest land area was
  - A Virginia.
  - B Pennsylvania.
  - C Massachusetts.
  - D New Hampshire.
2. The northernmost Middle Colony is the present-day state of
  - F Maryland.
  - G New York.
  - H Massachusetts.
  - J Pennsylvania.
3. The settlement of Plymouth was located
  - A near Jamestown.
  - B in Massachusetts.
  - C in the Southern Colonies.
  - D in Virginia.



## Interpreting Charts

Government is a necessary part of every nation. It gives citizens stability and provides services that many of us take for granted. However, governments can sometimes have too much power.

The United States was founded on the principle of limited government. Limited governments require all people to follow the laws. Even the rulers must obey rules set for the society. A democracy is a form of limited government. Not all forms of government have limits. In unlimited governments, power belongs to the ruler. No laws exist to limit what the ruler may do. A dictatorship is an example of an unlimited government.

## Skills Practice

Charts are visual graphics that categorize information. When reading a chart, be sure to look at all the headings and labels. Study the charts on this page and answer the questions that follow on a separate sheet of paper.

1. What do the charts compare?
2. Which political systems are forms of limited government?
3. Which form of government often uses military rule?
4. In which political system does the king or queen have complete power?

### Limited Governments

#### Representative Democracy

People elect leaders to rule

Individual rights important

More than one political party

People give consent to be governed

#### Constitutional Monarchy

King or queen's power is limited

Individual rights important

More than one political party

People elect governing body

### Unlimited Governments

#### Dictatorship

One person or small group rules

Few personal freedoms

Rule by force, often military

Ruler does not have to obey rules

#### Absolute Monarchy

King or queen inherits power

Usually some freedoms

Officials are appointed by king or queen

Monarch has complete authority

## Standardized Test Practice

**DIRECTIONS:** Use the charts and your knowledge of social studies to answer the following questions on a separate sheet of paper.

1. Information found in the charts shows that the most restrictive form of government is a
  - A dictatorship.
  - B representative democracy.
  - C absolute monarchy.
  - D constitutional monarchy.
2. Under which type of government do citizens have the most power?
  - F unlimited government
  - G limited government
  - H absolute monarchy
  - J dictatorship
3. An example of an unlimited government is
  - A the United States in the 1960s.
  - B Libya in the 1970s.
  - C the United Kingdom in the 1980s.
  - D Mexico in the 1990s.

## Making Comparisons

The roots of representative democracy in the United States can be traced back to colonial times. In 1607 English settlers founded the colony of Jamestown in present-day Virginia. As the colony developed, problems arose. Later, colonists formed the House of Burgesses to deal with these problems. Citizens of Virginia were chosen as representatives to the House of Burgesses. This became the first legislature, or lawmaking body, in America.

Today citizens of the United States elect representatives to Congress. The major function of Congress is to make laws for the nation. There are two houses, or chambers, of the U.S. Congress. Legislative bodies with two houses are said to be bicameral. The bicameral Congress of the United States includes the Senate and the House of Representatives. Article I of the U.S. Constitution describes how each house will be organized and how its members will be chosen.

The U.S. Congress	
House of Representatives	Senate
<p><b>Qualifications:</b> Must be 25 years old Must be U.S. citizen for 7+ years Must live in the state they represent</p>	<p><b>Qualifications:</b> Must be 30 years old Must be U.S. citizen for 9+ years Must live in the state they represent</p>
<p><b>Number of Representatives:</b> 435 total representatives; number of representatives per state is based on state population</p>	<p><b>Number of Representatives:</b> 100 total senators; two senators elected from each state regardless of state population</p>
<p><b>Terms of Office:</b> Two-year terms</p>	<p><b>Terms of Office:</b> Six-year terms</p>

## Skills Practice

When you make a comparison, you identify and examine two or more groups, situations, events, or documents. Then you identify any similarities and differences between the items. Study the information presented on the chart on this page and answer the questions that follow on a separate sheet of paper.

1. What two things does the chart compare?
2. How are the qualifications for each house of the U.S. Congress similar?
3. The members of which house are probably more experienced? Why?

## Standardized Test Practice

**DIRECTIONS:** Use the chart and your knowledge of social studies to answer the following questions on a separate sheet of paper.

1. Which of the following statements best reflects information shown in the chart?
  - A The Senate has more members than the House of Representatives.
  - B Representatives to the House are elected to two-year terms.
  - C House members must be residents of their states for at least 9 years.
  - D A state's population determines its number of senators.
2. One inference that can be made from information shown on the chart is that
  - F Texas elects more senators than Rhode Island.
  - G Texas elects more House members than Rhode Island.
  - H Texas elects fewer senators than Rhode Island.
  - J Texas elects fewer House members than Rhode Island.

## Interpreting Primary Sources

When Thomas Jefferson wrote the Declaration of Independence, he used the term “unalienable rights.” Jefferson was referring to the natural rights that belong to humans. He and the other Founders of our nation believed that government could not take away the rights of the people.

### Skills Practice

Primary sources are records of events made by the people who witnessed them. A historical document such as the Declaration of Independence is an example of a primary source. Read the passage below and answer the questions that follow on a separate sheet of paper.

“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness . . .”

—Declaration of Independence, July 4, 1776

1. What does the document say about the equality of men?
2. List the three natural, or unalienable, rights to which the document refers.

After gaining independence, American leaders wrote the U.S. Constitution in 1787. The Bill of Rights includes the first 10 amendments, or additions, to the Constitution. The First Amendment protects five basic rights of all American citizens. Study the chart on this page and answer the questions that follow.

1. Which right allows Americans to express themselves without fear of punishment by the government?
2. Which right allows people to worship as they please?

3. Which right allows citizens to publish a pamphlet that is critical of the president?
4. What is the Bill of Rights?

### Rights Protected by the First Amendment

#### Freedom of Religion

Every person can worship freely.  
No national religion will be established.

#### Freedom of Speech

People may speak their opinions without fear of punishment by the government.

#### Freedom of the Press

Americans can express themselves in printed publications without government interference.

#### Freedom of Assembly

Citizens can meet in groups as long as the meetings are peaceful and lawful.

#### Right to Petition

Americans can make requests that express their ideas to the government.

## Standardized Test Practice

**DIRECTIONS:** Use the chart and your knowledge of social studies to answer the following question on a separate sheet of paper.

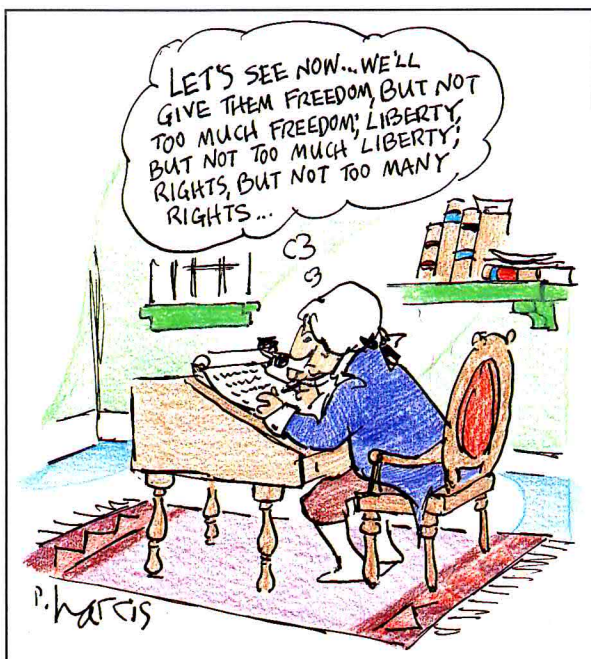
1. Which First Amendment right protects citizens who are staging a protest outside a government building?
  - A freedom of speech
  - B freedom of the press
  - C freedom of assembly
  - D freedom of religion

## Interpreting a Political Cartoon

Just as the government of the United States is limited in its powers, freedoms extended to Americans also have limits. The First Amendment was not intended to allow Americans to do whatever they please without regard to others. Limits on freedoms are necessary to keep order in a society of so many people. The government can establish laws to limit certain rights to protect the health, safety, security, or moral standards of a community. Rights can be restricted to prevent one person's rights from interfering with the rights of another. For example, the freedom of speech does not include allowing a person to make false statements that hurt another's reputation.

### Skills Practice

The artists who create political cartoons often use humor to express their opinions on political issues. Sometimes these cartoonists are trying to inform and influence the public about a certain topic. To interpret a political cartoon, look for symbols, labels, and captions that provide clues about the message of the cartoonist. Analyze these



elements and draw some conclusions. Study the political cartoon on this page and answer the questions that follow on a separate sheet of paper.

1. What is the subject of the cartoon?
2. What words provide clues as to the meaning of the cartoon?
3. Whom does the person in the cartoon represent?
4. What is the person doing?
5. What do the subject's thoughts suggest about the task faced by those involved in planning the new nation's government?
6. What limits are placed on First Amendment rights? Why are these rights limited?

## Standardized Test Practice

**DIRECTIONS:** Use the political cartoon and your knowledge of social studies to answer the following questions on a separate sheet of paper.

1. The most appropriate title for the cartoon is
  - A Limits on Government.
  - B Parliament at Work.
  - C Limiting Rights.
  - D Unlimited Government.
2. The sources of our rights as citizens of the United States come from which of the following?
  - F the Declaration of Independence and the U.S. Constitution
  - G the will of the president
  - H unwritten customs and traditions
  - J the United Nations charter

## Interpreting a Circle Graph

“E pluribus unum” is a Latin phrase found on United States coins. It means “Out of many, one.” The United States is sometimes called a “nation of immigrants.” Unless you are a Native American, your ancestors came to America within the last 500 years.

Groups of people who share a common culture, language, or history are referred to as ethnic groups. American neighborhoods include many different ethnic groups. The circle graph on this page shows the major ethnic groups in the United States.

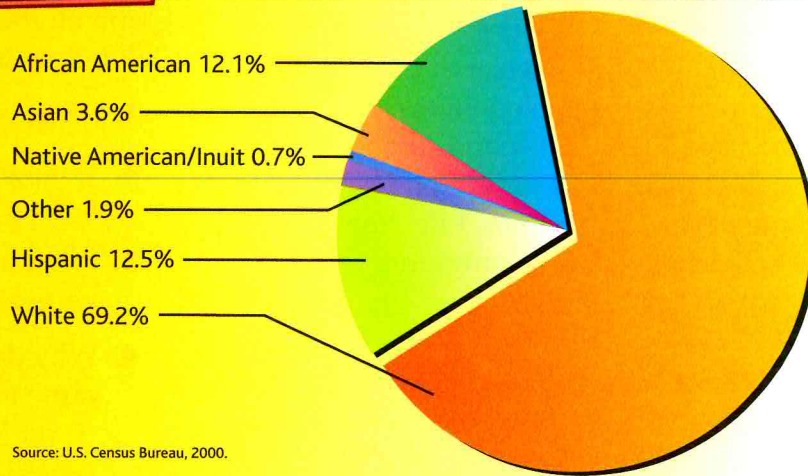
### Skills Practice

A circle graph shows percentages of a total quantity. Each part, or slice, of the graph represents a part of the total quantity. To read a circle graph, first read the title. Then study the labels to find out what each part represents. Compare the sizes of the circle slices. Study the circle graph and answer the questions that follow on a separate sheet of paper.

1. What information does this circle graph present?
2. Which ethnic group includes the largest percentage of Americans?
3. Which groups represent less than 1 percent of the people in the United States?
4. What percentage of the United States population is represented by African Americans?
5. The smallest ethnic group has lived in the United States the longest. What is this ethnic group?



## U.S. Ethnic Groups



## Standardized Test Practice

**DIRECTIONS:** Use the graph and your knowledge of social studies to answer the following questions on a separate sheet of paper.

1. Which group's population is about three times greater than the number of Asians?  
A African American  
B White  
C Native American/Inuit  
D Other
2. How does the Hispanic population compare to the African American population of the United States?  
F It is greater than the African American population.  
G It is the smallest segment of the United States population.  
H It is less than half the size of the African American population.  
J It is slightly less than the African American population.

## Drawing Inferences and Conclusions

During the mid-nineteenth century, immigration to the United States increased. People from European countries such as Germany and Ireland traveled to America seeking new opportunities. Life, however, was not easy for these immigrants.

### Skills Practice

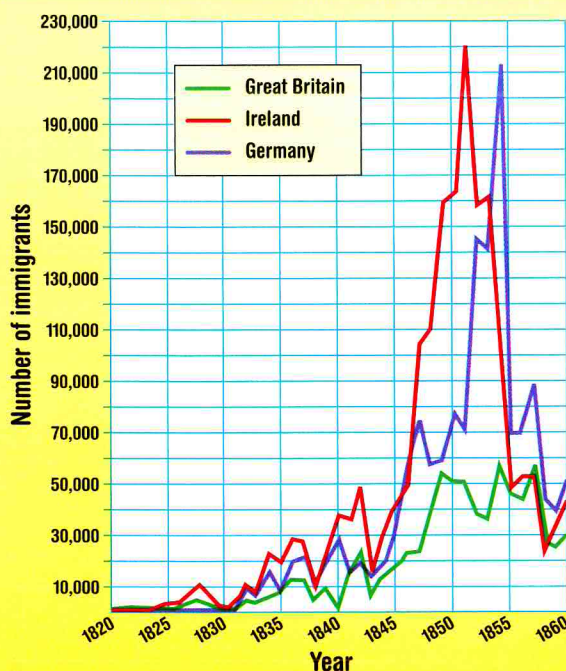
To infer means to evaluate information and arrive at a conclusion. When you make inferences, you “read between the lines.” You must use the available facts and your own knowledge of social studies to form a judgment or opinion about the material.

Line graphs are a way of showing numbers visually. They are often used to compare changes over time. Sometimes a graph has more than one line. The lines show different quantities of a related topic. To analyze a line

graph read the title and the information on the horizontal and vertical axes. Use this information to draw conclusions. Study the graph on this page and answer the questions that follow on a separate sheet of paper.

1. What is the subject of the line graph?
2. What information is shown on the horizontal axis?
3. What information is shown on the vertical axis?
4. Why do you think these immigrants came to the United States?

### U.S. Immigration, 1820–1860



Source: *Historical Statistics of the United States: Colonial Times to 1970.*

## Standardized Test Practice

**DIRECTIONS:** Use the line graph and your knowledge of social studies to answer the following questions on a separate sheet of paper.

1. The country that provided the most immigrants to the United States between the years 1820 and 1860 was
  - A Great Britain.
  - B Ireland.
  - C Germany.
  - D France.
2. In about what year did the number of German immigrants to the United States reach a peak?
  - F 1845
  - G 1852
  - H 1855
  - J 1860
3. Irish migration to the United States increased in the mid-1800s because of
  - A a terrible potato famine in Ireland.
  - B the failure of a German revolution in 1848.
  - C the nativist movement.
  - D the availability of low-paying factory jobs.

## Comparing Data

The world's earliest civilizations developed more than 6,000 years ago. The discovery of farming led to the rise of ancient cities in Mesopotamia and the Nile River valley. These early cities shared one important characteristic—they each arose near waterways. Since water was the easiest way to transport goods, the settlements became centers of trade.

Since then cities have grown all over the world. Every 10 years, the United States Census Bureau collects data to determine the population of the United States. (A census is an official count of people living in an area.) The first census was conducted in 1790. At that time, there were 3.9 million people in the 13 original states. The most recent census occurred in 2000. The results of that census showed that more than 280 million people reside in the 50 states that make up our nation.

### Skills Practice

The charts on this page show populations of the five most populous cities in the United States during different time periods. When comparing information on charts be sure to read the titles and headings to define the data being compared. Study the charts and answer the questions below on a separate sheet of paper.

- Which U.S. city had the greatest population in 1790?
- Which U.S. city had the greatest population in 2000?
- What was the population of Philadelphia in 1790?
- What was Philadelphia's population in 2000?
- Which cities are on both lists?

Population of Five Largest  
U.S. Cities, 1790

City	Number of People
New York City	33,131
Philadelphia	28,522
Boston	18,320
Charleston	16,359
Baltimore	13,503

Population of Five Largest  
U.S. Cities, 2000\*

City	Number of People
New York City	8,008,278
Los Angeles	3,694,820
Chicago	2,896,016
Houston	1,953,631
Philadelphia	1,517,550

\*Numbers do not include metropolitan areas.

## Standardized Test Practice

**DIRECTIONS:** Use the charts and your knowledge of social studies to answer the following questions on a separate sheet of paper.

- One inference that can be made from the charts is that the most populous cities in the United States
  - have good weather.
  - were founded early in our nation's history.
  - are port cities.
  - are in the eastern United States.
- In 1790 the major cities of the United States were all
  - larger than 20,000 people.
  - located in the East.
  - Northern cities.
  - founded for religious reasons.

# Primary Sources Library



## Working With Primary Sources

Suppose that you have been asked to write a report on changes in your community over the past 25 years. Where would you get the information you need to begin writing? You would draw upon two types of information—primary sources and secondary sources.

### Definitions

**Primary sources** are often first-person accounts by someone who actually saw or lived through what is being described. In other words, if you see a fire or live through a great storm and then write about your experiences, you are creating a primary source. Diaries, journals, photographs, and eyewitness reports are examples of primary sources. **Secondary sources** are second-hand accounts. For instance, if your friend experiences the fire or storm and tells you about it, or if you read about the fire or storm in the newspaper, and then you write about it, you are creating a secondary source. Textbooks, biographies, and histories are secondary sources.

### Checking Your Sources

When you read primary or secondary sources, you should analyze them to figure out if they are dependable or reliable. Historians usually prefer primary sources to secondary sources, but both can be reliable or unreliable, depending on the following factors.

#### Time Span

With primary sources, it is important to consider how long after the event occurred the primary source was written. Chances are the longer the time span between the event and the account, the less reliable the account is. As time passes, people often forget details and fill in gaps with events that never took place. Although we like to think we remember things exactly as they happened, the fact is we often remember them as we wanted them to occur.

#### Reliability

Another factor to consider when evaluating a primary source is the writer's background and reliability. First, try to determine how this person knows about what he or she is writing. How much does he or she know? Is the writer being truthful? Is the account convincing?

#### Opinions

When evaluating a primary source, you should also decide whether the account has been influenced by emotion, opinion, or exaggeration. Writers can have reasons to distort the truth to



*The Roman Colosseum*



suit their personal purposes. Ask yourself: Why did the person write the account? Do any key words or expressions reveal the author's emotions or opinions? Compare the account with one written by another witness to the event. If they differ, ask yourself why they differ and which is more accurate.

## Interpreting Primary Sources

To help you analyze a primary source, use the following steps:

- **Examine the origins of the document.**  
You need to determine if it is a primary source.
- **Find the main ideas.**  
Read the document and summarize the main ideas in your own words. These ideas may be fairly easy to identify in newspapers and journals, for example, but are much more difficult to find in poetry.

- **Reread the document.**

Difficult ideas are not always easily understood on the first reading.

- **Use a variety of resources.**

Form the habit of using the dictionary, the encyclopedia, and maps. These resources are tools to help you discover new ideas and knowledge and double-check other sources.



*King Tut's Mask*

## Classifying Primary Sources

Primary sources fall into different categories:



### Printed Publications

Printed publications include books such as autobiographies. Printed publications also include newspapers and magazines.



### Songs & Poems

Songs and poems include works that express the personal thoughts and feelings or political or religious beliefs of the writer, often using rhyming and rhythmic language.



### Visual Materials

Visual materials include a wide range of forms: original paintings, drawings, sculptures, photographs, film, and maps.



### Oral Histories

Oral histories are chronicles, memoirs, myths, and legends that are passed along from one generation to another by word of mouth. Interviews are another form of oral history.



### Personal Records

Personal records are accounts of events kept by an individual who is a participant in, or witness to, these events. Personal records include diaries, journals, and letters.



### Artifacts

Artifacts are objects such as tools or ornaments. Artifacts present information about a particular culture or a stage of technological development.

For use with Unit 1

## Early Civilizations

*The people of early civilizations formed societies. These societies had a sense of justice and sets of values. As today, the family was the basic unit of society where values and justice were learned.*

### Reader's Dictionary

**Bull of Heaven:** mythical creature sent by the gods to kill Gilgamesh and Enkidu

**Humbaba:** evil spirit who guards the cedar forest through which Gilgamesh and Enkidu travel

**steppe:** wide, rolling, grassy plain

**reproach:** fault

**Canaan:** an ancient land that lay along the Syrian Desert

*This Sumerian tablet is covered with cuneiform writing, the language in which the Epic of Gilgamesh was written.*

## The Epic of Gilgamesh



**T**he Epic of Gilgamesh—written c. 2500 B.C.—is one of the most well-known ancient tales. In this passage, Gilgamesh describes his adventures and journeys with his best friend, Enkidu.

We overcame everything: climbed the mountain, captured the **Bull of Heaven** and killed him, brought **Humbaba** to grief, who lives in the cedar forest;

entering the mountain gates we slew lions; my friend whom I love dearly underwent with me all hardships.

The fate of mankind overtook him.

Six days and seven nights I wept over him until a worm fell out of his nose.

Then I was afraid.

In fear of death I roam the wilderness. The case of my friend lies heavy in me.

On a remote path I roam the wilderness. The case of my friend Enkidu lies heavy in me.

On a long journey I wander the **steppe**.

How can I keep still? How can I be silent?

The friend I loved has turned to clay. Enkidu, the friend I love, has turned to clay.

Me, shall I not lie down like him, never again to move?



## An Egyptian Father's Advice to His Son



Upper-class Egyptians enjoyed collecting wise sayings to provide guidance for leading an upright and successful life. This excerpt of instructions from Vizier Ptah-hotep dates from around 2450 B.C.

If you have, as leader, to decide on the conduct of a great number of men, seek the most perfect manner of doing so that your own conduct may be without reproach. Justice is great, invariable, and assured; it has not been disturbed since the age of Ptah. . . .

If you are a wise man, bring up a son who shall be pleasing to Ptah. If he conforms his conduct to your way and occupies himself with your affairs as is right, do to him all the good you can; he is your son, a person attached to you whom your own self has begotten. Separate not your heart from him. . . .

If you are powerful, respect knowledge and calmness of language. Command only to direct; to be absolute is to run into evil. Let not your heart be haughty, neither let it be mean. . . .

## Ancient Israelites



Much of the history of the ancient Israelites is recorded in the Bible. The Bible tells about a man named Abraham and his wife Sarah:

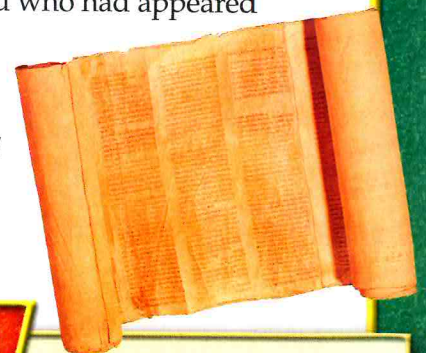
The Lord said to [Abraham], 'Leave your own country, your kin, and your father's house, and go to a country that I will show you. I shall make you into a great nation; I shall bless you. . . .'

[Abraham] . . . set out as the Lord had bidden him. . . . He took his wife [Sarah], his brother's son Lot, and all the possessions they had gathered . . . and they departed for Canaan.

When Abraham arrived in Canaan, the Bible says that God made a covenant, or special agreement, with him. It is considered by the Jewish people to be the beginning of their history.

When they arrived there, [Abraham] went on as far as the sanctuary. . . . When the Lord appeared to him and said, 'I am giving this land to your descendants,' [Abraham] built an altar there to the Lord who had appeared to him.

*An ancient scroll from the Jewish Torah*



### Document Based Questions

1. What happened to the friend of Gilgamesh?
2. What is shown on the Sumerian tablet?
3. Does any part of the Egyptian father's advice have value today for sons or daughters? Be specific and support your answer.
4. According to the Bible, what did the Lord tell Abraham to do, and why?

For use with Unit 2

## The Ancient World

Some of the greatest thoughts in modern civilization came from the ancient world. Important philosophers and religious leaders formed ideas we still express today. These ideas are timeless.

### Reader's Dictionary

**refinements:** improvements

**regulations:** rules

**nurture:** upbringing

**immortal:** never dying

**palpable:** obvious

## The Analects of Confucius



An *analect* is a selected thought or saying. The sayings below were written by the Chinese philosopher Confucius in c. 400 B.C.

"If you make a mistake and do not correct it, this is called a mistake."

"Be dutiful at home, brotherly in public; be discreet and trustworthy, love all people, and draw near to humanity. If you have extra energy as you do that, then study literature."

"If leaders are courteous, their people will not dare to be disrespectful. If leaders are just, people will not dare to be [ungovernable]. If leaders are trustworthy, people will not dare to be dishonest."

A certain pupil asked Confucius about government: "What qualifies one to participate in government?"

Confucius said, "Honor five **refinements**. . . . Then you can participate in government."

The pupil asked, "What are the five refinements?"

Confucius said, "Good people are generous without being wasteful; they are hard working without being resentful; they desire without being greedy; they are at ease without being [proud]; they are dignified without being fierce."



*Statue of Confucius*

## The Rights of Women



In the Republic, Plato presents his ideas on a just society in the form of dialogues, or imaginary conversations, between Socrates and his students. In this dialogue, Socrates has just finished questioning his student about the type of men who might make the best “watchdogs” of Athenian government. He surprises his student by turning to the subject of women.

Let us further suppose the birth and education of our women to be subject to similar or nearly similar **regulations** [as men]; . . .

What do you mean?

What I mean may be put into the form of a question, I said: Are dogs divided into hes and shes, or do they both share equally in hunting and in keeping watch and in the other duties of dogs? [O]r do we entrust to the males the entire and exclusive care of the flocks, while we leave the females at home, under the idea that the bearing and [feeding of] their puppies is labour enough for them?

No, he said, they share alike; the only difference between them is that the males are stronger and the females weaker.

But can you use different animals for the same purpose, unless they are [raised] in the same way?

You cannot.

Then, if women are to have the same duties as men, they must have the same **nurture** and education?

Yes.

## The Rig Veda



The Vedas, written in ancient India, are the oldest writings of the Hindu religion. This song was written c. 1100 B.C.

The goddess Night has drawn near, looking about on many sides with her eyes. She has put on all her glories.

The **immortal** goddess has filled the wide space, the depths and the heights. She stems the tide of darkness with her light.

The goddess has drawn near, pushing aside her sister the twilight. Darkness, too, will give way.

As you came near to us today, we turned homeward to rest, as birds go to their home in a tree.

People who live in villages have gone home to rest, and animals with feet, and animals with wings, even the ever-searching hawks.

Ward off the she-wolf and the wolf; ward off the thief. O night full of waves, be easy for us to cross over.

Darkness—**palpable**, black, and painted—has come upon me. O Dawn, banish it like a debt.



A representation of the Hindu god Siva

### Document Based Questions

1. What are the five refinements according to Confucius?
2. What does Plato think will help make men and women more equal?
3. Who is the sister to the goddess Night in the last reading?
4. What does the song say Dawn should do about Darkness?

For use with Unit 3

## New Empires and New Faiths

*With the growth of new empires came great change. Events occurred that gave people the chance to be great leaders and heroes. New faiths continued to form new ideas.*

### Reader's Dictionary

**cognizant:** aware

**trifling:** insignificant

**posterity:** future time

**allay:** calm

**incurred:** brought upon oneself

*Incense burner from the Byzantine Empire in the shape of a church*



## A Woman on the Throne



**I**n 1081 an able general named Alexius Comnenus captured Constantinople. As Emperor Alexius I, he defended the Byzantine Empire against attacks from invaders. His daughter, Anna Comnena, retold the story of his reign in a book called *The Alexiad* (uh • lehk • see • uhd). She begins her account by describing Alexius's decision to turn the government over to his mother Anna Dalassena.

He really longed that his mother rather than himself should take the helm of the state, but so far he had concealed this design [plan] from her, fearing that if she became **cognizant** of it, she might actually leave the palace [for a convent]. . . . Therefore in all daily business he did nothing, not even a **trifling** thing, without her advice . . . and made her a partner in the administration of affairs, sometimes too he would say openly that without her brain and judgement the Empire would go to pieces.

. . . she was perhaps more devoted to her son than most women. And so she wished to help her son. . . . She ruled . . . with the Emperor, her son, and at times even took the reins alone and drove the chariot of Empire without harm or mishap. For besides being clever she had in very truth a kingly mind, capable of governing a kingdom.

## A Heroic Rescue Attempt

### Personal Records

**P**liny the Elder—a Roman admiral and well-known author and scientist—died attempting to rescue people trapped at the foot of Mt. Vesuvius when it erupted. His nephew, Pliny the Younger, recorded his uncle’s death in a letter written to a Roman historian named Tacitus. The letter forms an eyewitness account of the eruption and expresses Roman views of courage and duty.

Thank you for asking me to send you a description of my uncle’s death so that you can leave an accurate account of it for **posterity**; . . .

As he was leaving the house he was handed a message from Rectina, . . . whose house was at the foot of the mountain, so that escape was impossible except by boat. She was terrified by the danger threatening her and implored him to rescue her. . . . Ashes were already falling, hotter and thicker as the ships drew near. . . . For a moment my uncle wondered whether to turn back, but when the helmsman advised this he refused, telling him that Fortune stood by the courageous. . . . This wind was . . . in my uncle’s favour, and he was able to bring his ship in.

Meanwhile on Mount Vesuvius broad sheets of fire and leaping flames blazed at several points. . . . My uncle tried to **allay** the fears of his companions. . . . They debated whether to stay indoors or take their chance in the open,

for the buildings were now shaking with violent shocks, and seemed to be swaying. . . .

. . . A sheet was spread on the ground for him [uncle] to lie down, and he repeatedly asked for cold water to drink. Then the flames and smell of sulphur which gave warning of the approaching fire drove the others to take flight. . . . He stood . . . and then suddenly collapsed, I imagine because the dense fumes choked his breathing. . . . When daylight returned on the 26th—two days after the last day he had seen—his body was found. . . .

## The Quran

### Printed Publications

**T**he Quran is the holy book of Islam. The verses below come from Chapter 1, verses 2–7.

Praise be to Allah, the Lord of the Worlds,  
The Compassionate, the Merciful,  
Master of the Day of Judgement,  
Only You do we worship, and only You  
do we implore for help.  
Lead us to the right path,  
The path of those You have favoured  
Not those who have **incurred** Your wrath or  
have gone astray.

### Document Based Questions

1. Why did Alexius conceal his plans to turn the government over to his mother?
2. Why did Pliny the Elder sail to Mt. Vesuvius?
3. Does Pliny the Younger consider his uncle a hero? Why or why not?
4. Who is the quote from the Quran praising?

## The Middle Ages

*During the Middle Ages, civilizations began to develop to be more as we know them in modern times. There were still strong leaders—some good, some bad. But it became a time when the common people began to demand their rights. Women especially started to have a voice in their status and how they would live.*

### Reader's Dictionary

**ebony:** a hard, heavy wood

**score:** twenty

**mitqal:** an ancient unit of measure

**heirs:** descendants

**abject:** low



*Drawing of Mansa Musa*

## The Sultan of Mali

### Personal Records

*An Arab scholar named Ibn Fadl Allah al Omari describes the West African court and army of Mansa Musa in the 1330s. He refers to Mansa Musa as sultan, the Arab word for “king.”*

The sultan of this kingdom presides in his palace on a great balcony called *bembe* where he has a seat of **ebony** that is like a throne fit for a large and tall person: on either side it is flanked by elephant tusks turned towards each other. His arms stand near him, being all of gold, saber, lance, quiver, bow and arrows. He wears wide trousers made of about twenty pieces [of stuff] of a kind which he alone may wear. Behind him there stand about a **score** of Turkish or other pages which are bought for him in Cairo. . . . His officers are seated in a circle about him, in two rows, one to the right and one to the left; beyond them sit the chief commanders of his cavalry. . . . Others dance before their sovereign, who enjoys this, and make him laugh. Two banners are spread behind him. Before him they keep two saddled and bridled horses in case he should wish to ride.

Arab horses are brought for sale to the kings of this country, who spend considerable sums in this way. Their army numbers one hundred thousand men of whom there are about ten thousand horse-mounted cavalry: the others are infantry having neither horses nor any other mounts. . . .

The officers of this king, his soldiers and his guard receive gifts of land and presents. Some among the greatest of them receive as much as fifty thousand *mitqals* of gold a year, besides which the king provides them with horses and clothing. He is much concerned with giving them fine garments and making his cities into capitals.



## The Magna Carta



**T**he Magna Carta, signed in England in 1215, for the first time gave common people some freedoms and protections. It also limited the power of King John.

To all free men of our kingdom we have also granted, for us and our **heirs** for ever, all the liberties written out below. . . .

No widow shall be compelled [forced] to marry, so long as she wishes to remain without a husband. . . .

For a trivial offence, a free man shall be fined only in proportion to the degree of his offence. . . .

No sheriff, royal official, or other person shall take horses or carts for transport from any free man, without his consent. . . .

No free man shall be seized or imprisoned . . . or outlawed or exiled . . . except by the lawful judgement of his equals or by the law of the land.

To no one will we sell, to no one deny or delay right or justice.

All merchants may enter or leave England unharmed and without fear, and may stay or travel within it, by land or water, for purposes of trade. . . .

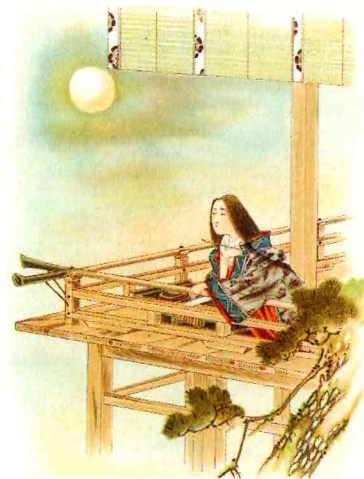
All these customs and liberties that we have granted shall be observed in our kingdom.

## The Tale of Genji



**T**he Tale of Genji is the story of a young man searching for the meaning of life. It was written by Murasaki Shikibu in A.D. 1010. Genji's friend described three classes of women: those of high rank and birth whose weak points are concealed; those of the middle class; and those of the lower class. This is part of Genji's reply.

[Genji said] "It will not always be so easy to know into which of the three classes a woman ought to be put. For sometimes people of high rank sink to the most **abject** positions; while others of common birth rise to . . . think themselves as good as anyone. How are we to deal with such cases?"



*Murasaki Shikibu*

### Document Based Questions

1. What conclusions can you draw about Mansa Musa's power?
2. Why do you think Mansa Musa treated his soldiers so well?
3. According to the Magna Carta, when can a man be imprisoned?
4. What does Genji seem to realize about the social classes that his friend does not?

For use with Unit 5

## A Changing World

World exploration expanded as countries looked for new lands to conquer. There was great competition among European countries to claim undiscovered riches. This exploration did not always benefit the people already living in explored lands, however.

### Reader's Dictionary

**finery:** fancier clothes and jewelry

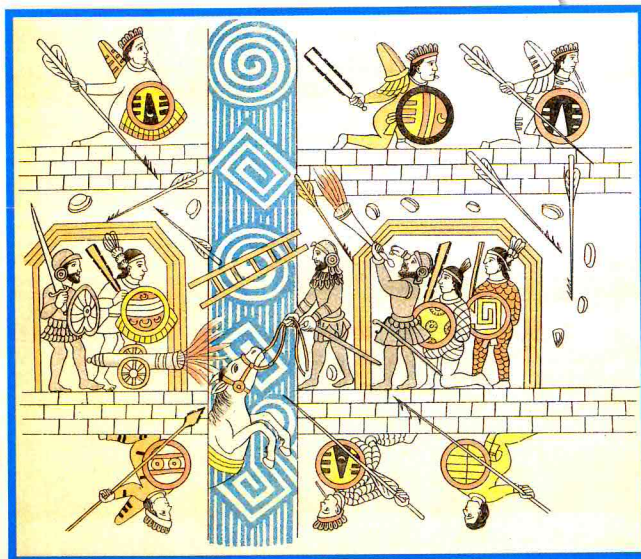
**installed:** placed in

**plunder:** stolen goods, usually during war

**stench:** a very bad smell

**scorn:** anger

*Aztec and Spanish soldiers in battle*



## Arrival of the Spaniards

### Personal Records

**A**ztec accounts of the Spanish conquest of Mexico in 1519 are recorded in *The Broken Spears*, edited and translated by Miguel Leon-Portilla. This selection describes the meeting of Montezuma and Cortés.

The Spaniards arrived . . . near the entrance to Tenochtitlan. That was the end of their march, for they had reached their goal.

[Montezuma] now arrayed himself in his **finery**, preparing to go out to meet them. . . .

. . . Then he hung the gold necklaces around their necks and gave them presents of every sort as gifts of welcome.

When [Montezuma] had given necklaces to each one, Cortés asked him: "Are you [Montezuma]? Are you the king? . . ."

And the king said: "Yes, I am [Montezuma]." Then he stood up to welcome Cortés; he came forward, bowed his head low and addressed him in these words: "Our lord, you are weary. The journey has tired you, but now you have arrived on the earth. You have come to your city, Mexico. You have come here to sit on your throne. . . ."

When the Spaniards were **installed** in the palace, they asked [Montezuma] about the city's resources. . . . They questioned him closely and then demanded gold.

[Montezuma] guided them to it. . . .

. . . When they entered the hall of treasures, it was as if they had arrived in Paradise. . . . All of [Montezuma's] possessions were brought out: fine bracelets, necklaces with large stones, ankle rings with little gold bells, the royal crowns and all the royal finery—everything that belonged to the king. . . . They seized these treasures as if they were their own, as if this **plunder** were merely a stroke of good luck.

## The Life of Olaudah Equiano



### Printed Publications

Olaudah Equiano was kidnapped from West Africa and brought to America as a slave. In 1789 he wrote an account of this frightening journey. Here he describes the first part of that trip.

The first thing I saw was a vast ocean, and a ship, riding at anchor, waiting for its cargo. The ocean and the ship filled me with astonishment that soon turned to fear. I was taken to the ship and carried on board! . . .

The crew took me down below decks, into the ship's stinking hold. With the horribleness of the **stench** and my crying I was so sick and low that I couldn't eat. I wanted to die. . . .

That first day, among the poor chained men in the hold, I found some people of Benin.

"What are they going to do to us?" I asked.

"They are taking us away to work for them," a man from Benin explained.

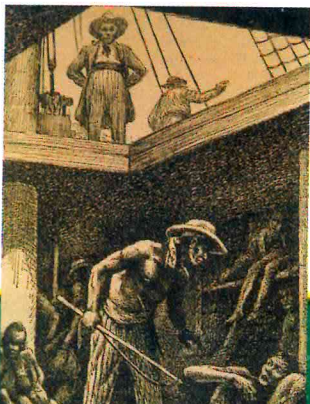
"And do they only live here," I asked, "in this hollow place, the ship?"

"They have a white people's country," the man explained, "but it is far away."

"How can it be," I asked, "that in our whole country nobody ever heard of them?"

"They live *very* far away," another man explained.

Drawing of a slave ship



## Queen Elizabeth's Speech To Her Troops



### Oral Histories

In 1588, a Spanish fleet, known as the Spanish Armada, was sent to invade England. Queen Elizabeth I spoke to her troops before the battle.

Let tyrants fear: I have so behaved myself that under God I have placed my chiefest strength and safeguard in the loyal hearts and goodwill of my subjects. Wherefore I am come . . . to live and die amongst you all, to lay down for my God and for my kingdom and for my people mine honor and my blood even in the dust. I know I have the body but of a weak and feeble woman, but I have the heart and stomach of a king and a king of England too—and take foul **scorn** that . . . any prince of Europe should dare to invade the borders of my realm.

Queen Elizabeth I



### Document Based Questions

1. What gifts did Montezuma give to Cortés?
2. Why do you think Montezuma took Cortés to see his personal treasury?
3. How did Equiano travel from Africa to the Americas?
4. In her speech, is Queen Elizabeth I encouraging or discouraging her troops? Explain.

For use with Unit 6

## Modern Times

One of the major ideas of the world's modern times is the theme of justice and equality for all people. All over the world—in India, the United States, and Africa—this theme has been supported by great leaders.

### Reader's Dictionary

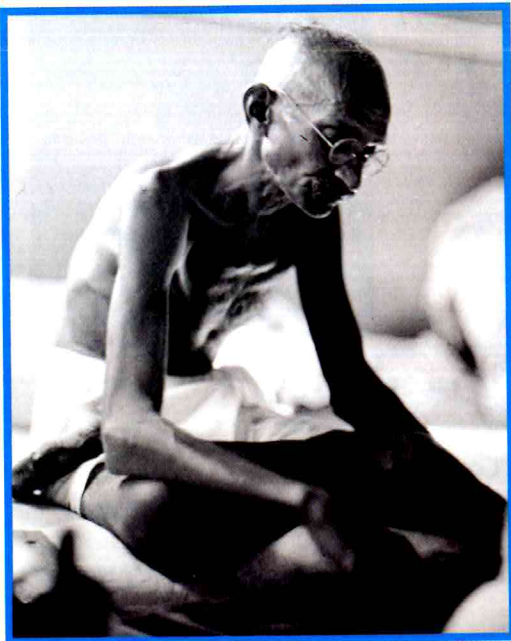
**doctrine:** a principle or belief

**Gentile:** a person who is not Jewish

**dichotomy:** having two sides

**oppression:** cruel use of authority or power

*Mohandas K. Gandhi*



## Peaceful Noncooperation



**M**ohandas K. Gandhi, the great Indian nationalistic leader, spoke to over 500,000 people in 1920. He addressed them about his philosophy of peaceful rebellion against and noncooperation with the rule of Great Britain over India.

I have been told that non-cooperation is unconstitutional. I venture to deny that it is unconstitutional. On the contrary, I hold that non-cooperation is a just and religious **doctrine**; it is the inherent [natural] right of every human being and it is perfectly constitutional. . . . I do not claim any constitutionality for a rebellion successful or otherwise, so long as that rebellion means in the ordinary sense of the term, what it does mean, namely, wresting justice by violent means. On the contrary, I have said it repeatedly to my countrymen that violence, whatever end it may serve in Europe, will never serve us in India.

. . . I am asking India to follow this non-violent non-cooperation. . . . As soon as India adopts the doctrine of the sword, my life as an Indian is finished. It is because I believe in a mission special to India and it is because I believe the ancients of India after centuries of experience have found out that the one true thing for any human being on earth is not justice based on violence but justice based on sacrifice of self. . . . I cling to that doctrine and I shall cling to it forever. . . .

## I Have a Dream



**I**n 1963 civil rights leader Dr. Martin Luther King, Jr., spoke to more than 200,000 people in a peace march on Washington, D.C. He spoke about his dreams for the future of African Americans and the United States.

I say to you today, my friends, that in spite of the difficulties and frustrations of the moment I still have a dream. . . . I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident, that all men are created equal."

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slaveowners will be able to sit down together at the table of brotherhood. . . .

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. . . .

. . . When we let freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and **Gentiles**, Protestants and Catholics, will be able to join hands and sing the words of the old Negro spiritual: "Free at last! Free at last! Thank God Almighty, we are free at last!"

*Dr. King speaking*



## Nobel Peace Prize Winner



**I**n 1993 Nelson Mandela of South Africa accepted the Nobel Peace Prize for his efforts to end the unequal treatment of the black citizens of South Africa.

I extend my heartfelt thanks to the Norwegian Nobel Committee for elevating us to the status of a Nobel Peace Prize winner. . . .

We speak here of the challenge of the **dichotomies** of war and peace, violence and non-violence, racism and human dignity, oppression and repression and liberty and human rights, poverty and freedom from want.

We stand here today as nothing more than a representative of the millions of our people who dared to rise up against a social system whose very essence is war, violence, racism, **oppression**, repression and the impoverishment of an entire people.

I am also here today as a representative of the millions of people across the globe, the anti-apartheid movement, the governments and organizations that joined us, not to fight against South Africa . . . but to oppose an inhuman system. . . .

Because of their courage and persistence . . . we can, today, even set the dates when all humanity will join together to celebrate one of the outstanding human victories of our century.

### Document Based Questions

1. What does Gandhi believe about violent rebellion in India?
2. What does Dr. King say is America's most important creed?
3. Nelson Mandela fought to end unequal treatment for what people in what country?
4. What is one belief each of these leaders seem to share? Explain.

# Suggested Readings

If you are interested in reading more about people and events in world history, the following list will help you. The book titles listed for each unit are fiction and nonfiction books you can read to learn more about that time period.

## Unit 1:

**Arnold, Caroline.** *Stone Age Farmers Beside the Sea.* Clarion Books, 1997. A photo-essay describing the prehistoric village of Skara Brae.

**Bunting, Eve.** *I Am the Mummy Heb-Nefert.* Harcourt Brace, 1997. Fictional story of a mummy recalling her past life as the wife of the pharaoh's brother.

**Courlander, Harold.** *The King's Drum, and Other African Tales.* Harcourt, 1962. Folktales taken from Africa south of the Sahara.

**Deem, James M.** *Bodies from the Bog.* Houghton Mifflin, 1998. A photo-essay that looks at information from the well-preserved bodies found in a Danish bog.

**Gregory, Kristiana.** *Cleopatra VII: Daughter of the Nile.* Scholastic Inc., 1999. A fictional diary written by Cleopatra.

**Herrmann, Siegfried.** *A History of Israel in Old Testament Times.* Fortress Press, 1975. The Old Testament as a history of early Israel, with evidence from sources other than the Bible.

**Lattimore, Deborah Nourse.** *Winged Cat: A Tale of Ancient Egypt.* HarperCollins, 1995. A tale of a servant girl and a High Priest using the Book of the Dead to investigate the death of the girl's sacred cat.

**Maltz, Fran.** *Keeping Faith in the Dust.* Alef Design Group, 1998. Fictional account of a 16-year-old girl whose family is forced to flee their home near the Dead Sea to the fortress of Masada, where Roman forces are held off by the Jews for seven years.

**Morley, Jacquelin. Mark Bergin, and John James.** *An Egyptian Pyramid.* Peter Bedrick, 1991. Explains how the pyramids were built and their purpose.

**Perl, Lila.** *Mummies, Tombs, and Treasure: Secrets of Ancient Egypt.* Clarion Books, 1990. An account of what ancient Egyptians believed about death and the afterlife.

**Travis, Lucille.** *Tirzah.* Herald Press, 1991. Fictional story of a 12-year-old boy who flees from Egypt with Moses during the Exodus.

**Trumble, Kelly.** *Cat Mummies.* Clarion Books, 1996. Reasons and background examining why ancient Egyptians mummified thousands and thousands of cats.

**Wetwood, Jennifer.** *Gilgamesh, and Other Babylonian Tales.* Coward, McCann & Geoghegan, 1970. Retells ancient tales of Sumer and Babylon.

## Unit 2:

**Chang, Richard F.** *Chinese Mythical Stories.* Yale Far Eastern Publications, 1990. Legends and myths of China.

**Craft, Charlotte.** *King Midas and the Golden Touch.* Morrow, 1999. The myth of King Midas and his greed for gold.

**Evslin, Bernard.** *Heroes and Monsters of Greek Myth.* Scholastic, 1988. A collection of Greek myths.

**Fleischman, Paul.** *Dateline: Troy.* Candlewick Press, 1996. Author uses modern wars (Persian Gulf, Vietnam) to better understand the Trojan War.

**Ganeri, Anita.** *Buddhism.* NTC Publishing Group, 1997. Overview of Buddhist history and beliefs.

**Ganeri, Anita.** *Hinduism.* NTC Publishing Group, 1996. Overview of Hindu history and beliefs.

**Hamilton, Edith.** *The Greek Way.* Norton, 1983. The story of the Greek spirit and mind told by great writers.

**Harris, Nathaniel.** *Alexander the Great and the Greeks.* Bookwright Press, 1986. Contributions Alexander made to the Greeks.

**Homer and Geraldine McCaughrean.** *The Odyssey.* Oxford, 1999. Illustrated retelling of *The Odyssey* using modern language.

**Ross, Stewart.** *The Original Olympic Games.* NTC Publishing Group, 1999. A history of the Olympics.

**Theule, Frederic.** *Alexander and His Times.* Henry Holt and Co., 1996. A pictorial and historic account of the life of Alexander the Great.

## Unit 3:

**Boyd, Anne.** *Life in a 15th-Century Monastery (A Cambridge Topic Book).* Lerner Publications, 1979. An account of the daily life of monks in the monastery at Durham, England.

**Browning, Robert.** *The Byzantine Empire.* Charles Scribner's Sons, 1980. The Byzantine world from A.D. 500 to fall of Constantinople in 1453.

**Burrell, Roy.** *The Romans: Rebuilding the Past.* Oxford University Press, 1991. A historical outline of ancient Rome.

**Comte, Fernand.** *Sacred Writings of World Religions.* Chambers, 1992. The history, beliefs, and major figures of more than 20 religions, among them Judaism, Islam, and Christianity.

**Dillon, Eilis.** *Rome Under the Emperors.* Tomas Nelson, 1975. Views of Roman society and family life in the time of Trajan, as seen by young people of four different families and social classes.

**Powell, Anton.** *The Rise of Islam.* Warwick Press, 1980. An overview of Islamic culture.

**Tingay, Graham.** *Julius Caesar.* Cambridge University Press, 1991. An account of the life and achievements of Julius Caesar.

#### Unit 4:

**Giles, Frances and Joseph.** *Life in a Medieval Village.* Harper Perennial, 1990. An illustrated look at the way most medieval people passed their lives.

**Haugaard, Erik Christian.** *The Revenge of the Forty-Seven Samurai.* Houghton Mifflin, 1995. The tale of Jiro, a young boy who must aid 47 samurai who are attempting to avenge the unjust death of their lord. This historical novel provides a detailed look at Japanese feudal society.

**Heer, Friedrich.** *Charlemagne and His World.* Macmillan, 1975. Large, lavishly illustrated description of the period.

**McKendrick, Meveena.** *Ferdinand and Isabella.* American Heritage, 1968. Photographs and contemporary paintings help re-create the period.

**Sanders, Tao Tao Liu.** *Dragons, Gods, and Spirits from Chinese Mythology.* NTC, 1997. Collection of myths, legends, and folktales providing insight into the culture and historic development of China.

**Scott, Sir Walter.** *Ivanhoe.* Longmans, Green, and Co., 1897. A twelfth-century story of hidden identity, intrigue, and romance among the English nobility.

**Wisniewski, David.** *Sundiata: Lion King of Mali.* Houghton Mifflin, 1999. Story about the ancient king of Mali and how he defeated his enemies to become the ruler.

#### Unit 5:

**Cowie, Leonard W.** *Martin Luther: Leader of the Reformation (A Pathfinder Biography).* Frederick Praeger, 1969. A detailed biography of Luther.

**Davis, Burke.** *Black Heroes of the American Revolution.* Harcourt, Brace and Jovanovich, 1991. Highlights achievements of African Americans during the Revolution.

**Hibbard, Howard.** *Michelangelo.* Westview Press, 1985. Biography of Michelangelo told through his paintings, poems, and personal letters.

**Hooks, William H.** *The Legend of White Doe.* Macmillan, 1998. Tale about Virginia Dare, the first child of English settlers born in the Americas.

**Lomask, Milton.** *Exploration: Great Lives.* Scribners, 1988. Biographies of explorers.

**Mee, Charles L.** *Daily Life in the Renaissance.* American Heritage, 1975. Works of art showing people in their daily lives.

**O'Dell, Scott.** *The Hawk that Dare Not Hunt by Day.* Houghton Mifflin, 1975. Novel about a boy who helps the reformer Tyndale smuggle his translation of the Bible into England.

**Stuart, Gene S.** *America's Ancient Cities.* National Geographic Society, 1988. An illustrated collection of essays on cultures of North America and Mesoamerica.

#### Unit 6

**Alvarez, Julia.** *Before We Were Free.* Knopf Books for Young Readers, 2002. This story tells of a young girl and her family trying to flee the dictatorship of the Dominican Republic in the 1960s.

**Ambrose, Stephen E.** *The Good Fight: How World War II Was Won.* Atheneum Books for Young Readers, 2001. This book gives an account of World War II based on personal anecdotes from soldiers.

**Blumberg, Rhoda.** *What's the Deal? Jefferson, Napoleon, and the Louisiana Purchase.* National Geographic Society, 1998. This piece explores the Louisiana Purchase as something more than a simple business deal.

**Chang, Jung.** *Wild Swans: Three Daughters of China.* Doubleday, 1991. This fictional biography traces three generations of Chinese women as they live through Chinese warlords, Mao and Communism, and the Tiananmen Square massacre of 1989.

- Connell, Kate.** *They Shall Be Heard: Susan B. Anthony and Elizabeth Cady Stanton.* Steck-Vaughn, 1993. This book discusses the work of Anthony and Stanton during the early years of the struggle for woman suffrage.
- Falstein, Mark.** *Nelson Mandela.* Globe Fearon, 1994. This book tells the story of Mandela's life, from being in prison for 27 years to becoming president of South Africa in 1994.
- Holliday, Laurel.** *Children of Israel, Children of Palestine: Our Own True Stories.* Pocket Books, 1998. This book contains the stories of 36 men, women, and children of Israeli and Palestinian descent who reflect on their feelings on growing up during such a turbulent time.
- Lewington, Anna.** *Mexico: A Study of an Economically Developing Country.* Raintree Steck-Vaughn Publishers, 1996. This book explores the history, geography, economy, and people of Mexico in the modern world.
- Marrin, Albert.** *Napoleon and the Napoleonic Wars.* Viking Penguin, 1991. This is a biography of Napoleon Bonaparte, highlighting his military genius and goals for conquest.
- Marrin, Albert.** *Stalin: Russia's Man of Steel.* Viking Penguin, Inc., 1988. This book tells how Joseph Stalin used terror and an iron fist to transform Russia from a backward country into a major world superpower in the first half of the 1900s.
- Moscow, Henry.** *Russia Under the Czars.* American Heritage Publishing Co., Inc., 1962. This story tells how the Russian czars withstood external invasion, only to fall to the revolutionaries led by Lenin.
- Murphy, Jim.** *The Boys War: Confederate and Union Soldiers Talk About the Civil War.* Houghton Mifflin, 1993. This book uses primary sources to detail the role of juvenile soldiers in the Civil War, as well as the effects that their experiences had in shaping the rest of their lives.
- Nordhoff, Charles and James N. Hall.** *Falcons of France.* Little, Brown and Co., 1957. This novel tells of the Lafayette Flying Corps, an expert team of French fighter pilots in World War I.
- Rosenberg, Tina.** *The Haunted Land: Facing Europe's Ghosts After Communism.* Random House, 1995. This book tells of countries that broke from communism in the 1900s and built democracies.
- Savage, Katharine.** *The Story of the United Nations.* Henry Z. Walck, Inc., 1970. This book details the creation of the UN and its early history.
- Severance, John B.** *Gandhi: Great Soul.* Clarion Books, 1997. This book details the life of Mohandas Gandhi and highlights his nonviolent campaign for the independence of India.
- Sommer, Robin Langley.** *Nien Cheng: Prisoner in China.* Blackbirch Press, Inc., 1992. This book tells the story of Nien Cheng, a Chinese woman who spent six years in solitary confinement during the rule of Mao Zedong in China.
- Stowe, Harriet Beecher.** *Uncle Tom's Cabin.* Bantam Classics, 1983. This famous novel gives a fictional account of the evils of slavery in the United States in the mid-1800s.
- Veciana-Suarez, Ana.** *Flight to Freedom.* Scholastic, 2004. This fictional biography tells the story of thirteen-year-old Yara and how her life changes as she leaves Communist Cuba for a new life and new challenges in Florida.
- Zeinert, Karen.** *Those Incredible Women of World War II.* The Milbrook Press, 1994. This book focuses on the contributions of women during World War II.