BOOK ORGANIZATION

Glencoe offers resources that accompany Journey Across Time to expand, enrich, review, and assess every lesson you teach and for every student you teach. Now Glencoe has organized its many resources for the way you teach.

How This Book Is Organized

Each Unit Resources book is divided into three parts—unit-based resources, chapter-based resources, and section-based resources. Glencoe has included tabs at the side of every activity page in this book to help you navigate.

Unit-Based Resources

We have organized this book so that all unit resources appear at the beginning. Although you may choose to use the specific activities at any time during the course of unit study, Glencoe has placed these resources up front so that you can review your options.

Chapter-Based and Section-Based Resources

Chapter-based resources follow the unit materials. These activities are directly tied to their chapter and should be used during the course of chapter study. A description of each of the many chapter activities available to you in this book can be found on page v. Following the chapter-based resources are the Vocabulary and Guided Reading Activities—one per each section of the Student Edition.

A Complete Answer Key

A complete answer key appears at the back of this book. This answer key includes answers for all activities in this book in the order in which the activities appear.

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**Answer Key**
Journey Across Time Unit Resources

Glencoe’s Unit Resources books are packed with activities for the varied needs of all of your students. They include the following activities:

**Unit-Based Activities**
- **Step Into World History Activities**
  These activities are designed to give students an idea about real life occurrences in history that they can feel a part of—to make history come alive! Through research, cooperative activities, simulations, and teaching strategies, these activities allow you to give students a taste of historical events first hand. There is also a pacing guide to help you plan your class time.

**Chapter-Based Activities**
- **Activities for Differentiated Instruction**
  The Journey Across Time Activities for Differentiated Instruction provide students with a cross-curricular connection between history and other subjects. These activities also give you an opportunity to differentiate your instruction, addressing the different types of learners in your classroom.
- **Critical Thinking Skills Activities**
  Critical thinking skills are important to students because they provide the tools to live and work in an ever-changing world. These activities show students how to use information to make judgments, develop their own ideas, and apply what they have learned to new situations.
- **Geography and History Activities**
  These interdisciplinary activities provide students with the opportunity to analyze and interpret maps in relation to historical events. Students practice using geography skills as an aid to understanding history.
- **People to Meet Activities**
  The activities focus on interesting and important figures in history who have had a lasting impact on future generations. Students will read about famous, and not so well known people from throughout history.
- **Time Line Activities**
  The Journey Across Time Time Line Activities use time lines of different periods of history to help students become aware of chronology and to locate major historical events in time. Comparative time lines allow students to see relationships among events in different regions of the country, among events in different countries, or among events on different continents.
- **Citizenship and Service Learning Activities**
  These application activities give students the opportunity to participate in grassroots community projects that may have national or international implications.
- **Economic Activities**
  These interdisciplinary activities analyze and interpret historical concepts in relation to economics and the economies of the world’s regions. The activities are designed to help students appreciate how economics and history are interrelated.
- **World Literature Readings**
  These readings provide literature by or about people who live in each of the world’s geographic regions. Each selection is preceded by background information and a guided reading suggestion, and followed by comprehension and critical thinking questions.
- **Primary Source Readings**
  The Journey Across Time Primary Source Readings allow students to see history through the eyes of those who witnessed historic events, lived in historic periods, and participated in historic cultures. The skills involved with interpreting primary sources are a part of the student activities in this booklet.
- **Take-Home Review Activities**
  These activities contain information and activities that students and their families/caregivers can do at home to reinforce an understanding of chapter content. They are intended to give parents easy (not challenging) materials to help their children with chapter lessons.

**Section-Based Activities**
- **Vocabulary Activities**
  These review and reinforcement activities help students to master unfamiliar terms used in the student textbook. The worksheets emphasize identification of word meanings and are intended to build student vocabularies.
- **Guided Reading Activities**
  These activities provide help for students who are having difficulty comprehending the student textbook. Students fill in missing information in the guided reading outlines, sentence completion activities, or other information-organizing exercises as they read the textbook.
UNIT 2 RESOURCES
The Ancient World

Step Into World History Activity 2 ................. 1
The Ancient World Awards Show
The Ancient World
The Ancient World Awards Show

**Topic**

In this simulation, students will plan an awards show to honor key figures in the ancient world.

**Purpose**

The societies of ancient Greece, India, and China originated many practices and beliefs that remain important today. This simulation will help students deepen their understanding of the contributions made by key figures from the three ancient cultures discussed in Unit 2.

**Objectives**

By participating in this simulation, students will:

- Learn about the contributions of key figures from the ancient cultures of Greece, India, and China.
- Compare and contrast the accomplishments of ancient Greece, India, and China.
- Relate the contributions of ancient Greece, India, and China to accomplishments of modern society.
- Practice writing, graphic arts, and public speaking.

**Suggested Resources**

- Biographies of the key figures specified in the “Nominees” table on the next page
- Web sites and print resources showing historical costumes, music, and graphics

**Procedures/Pacing Guide**

This simulation is designed to be conducted over the course of six days (plus out-of-class preparation time). You can shorten the time required by doing some of the preparatory work yourself.

**Day One—Introduce the Simulation**

Students will be writing short biographies of key figures from ancient Greece, India, and China; nominating the figures for awards; and participating in an awards show at which the key figures will be honored. First, assign a historical figure to each student. (You may pick names out of a hat.) Then, distribute Simulation Sheet 1, which will guide them in writing a biography. The biographies will be due on Day Three of the simulation.

**Day Two—Prepare for the Simulation**

On Day Two, check on the progress of the biographies. Then assign the students to teams based on the awards. Suggested awards are:

- Most Influential Writer/Philosopher
- Most Influential Scientist/Mathematician
- Best Military Leader
- Peace Prize
- Greatest Personality of the Ancient World

Have each team develop four or five criteria for the winner. Inform them that the next day they will review nominees for that award and write speeches to introduce the nominees and the winner. As an option, you may have each team design and make an award to present to its winner.

**Day Three—Prepare for the Simulation**

Biographies are due on this day. Before submitting them, each student should nominate the subject of his or her biography by writing at the top the award(s) for which that figure is a deserving nominee. Sort the biographies into award categories and pass them out to the appropriate
teams. Today, award teams should consider each nominee based on the criteria they developed on Day Two for their team’s award. Then they should pick a winner from the nominees.

**Day Four—Prepare for the Simulation**

On Day Four, teams prepare for the awards show. Each team should summarize the criteria by which they selected a winner and write a tribute to the winner. The team must select someone to announce each nominee and name the winner. Allow time for students to rehearse. Each winner should prepare an acceptance speech. You may wish to select one student to serve as a host or hostess for the ceremony.

**Day Five—Conduct the Simulation**

Costumes and a red carpet are optional. Still, try to make the arrival of the students/nominees a ceremonial event. The host should greet the guests and invite the nomination teams to come forward. The teams present their nomination speeches and announce the winner. Each winner comes forward to take his or her award and make the acceptance speech. Perhaps music can accompany each winner as he or she accepts an award. As an option, have snacks from the three cultures of Unit 2 available to close the ceremony with a party.

**Day Six—Reflection**

Have each team reflect on the process they went through to select a winner. Were there any surprises? How did the class as a whole feel about the Greatest Personality winner? How did this exercise deepen the class’s understanding of the three times studied? Have students record their responses on Simulation Sheet 2.
**The Ancient World**

**Directions:** In this simulation you will compare and contrast key figures of ancient Greece, India, and China by considering them for awards. You will write a brief biography of one of the figures and represent him or her at an awards show. You will also serve on a committee that selects the winner of one of five awards.

**Biography**

Using material in your textbook, in the library, and on the Internet, write a biography of your assigned historical figure. Use this sheet to guide you. Take notes for each of these topics on another sheet of paper.

1. **Note basic information about the figure.** This would include date of birth and death, place of residence, career accomplishments, parents, spouse, and children, and other basic information.

2. **Look for details about religious beliefs or the ideas by which he or she lived.** What or who were the major influences that shaped his or her life?

3. **Explore accomplishments in detail.** For what accomplishment is he or she best known? What influence did the accomplishments have in the figure’s own time?

4. **What influence does the figure’s life and work continue to have on modern society and culture?** How did his or her accomplishments affect how we live and think today?
Directions: Answer the following questions in the space provided to reflect on the simulation you have just completed.

1. How did your understanding of the key figure you wrote about change as you researched him or her? Did anything you discovered surprise you?

2. How has your opinion of the contributions of each of the ancient cultures changed? Which culture do you think has had the greatest influence on modern society?

3. List three major contributions of ancient Greece to modern society.

4. List three major contributions of ancient India to modern society.

5. List three major contributions of ancient China to modern society.

6. Wrap It Up How well do you think your awards group worked together? What was your role in your group? How could your group’s process be improved?
CHAPTER 4 RESOURCES

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The Ancient Greeks
### Activity for Differentiated Instruction 4

**Sparta and Athens**

The following table compares the city-states of Sparta and Athens as they existed around the mid-400s B.C. Use this information to answer the questions.

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<thead>
<tr>
<th></th>
<th>Sparta</th>
<th>Athens</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of government</td>
<td>Oligarchy</td>
<td>Direct democracy</td>
</tr>
<tr>
<td>Language spoken</td>
<td>Greek</td>
<td>Greek</td>
</tr>
<tr>
<td>The &quot;perfect&quot; citizen</td>
<td>Disciplined, physically fit, simple, highly skilled in war</td>
<td>Trained in the arts and sciences, well-rounded and prepared for both peace and war</td>
</tr>
<tr>
<td>Lives of men</td>
<td>At age 18–20, tested on fitness, military ability, and leadership skills. Those who passed became citizens and soldiers. Those who failed were allowed to own property and conduct business but were not citizens. Military service ended at age 60, when soldiers could retire and live with their families.</td>
<td>Worked in the morning, exercised or involved in political meetings later in the day. Also enjoyed physical activities such as wrestling, hunting, and riding. Often discussed politics and philosophy at drinking parties (where women were not allowed).</td>
</tr>
<tr>
<td>Lives of women</td>
<td>Wives lived at home while their husbands lived in the barracks; could own property and go where they wanted.</td>
<td>Very limited personal freedom; could attend celebrations and religious festivals; main task was to run the house and bear children. Had no political rights; could not own property.</td>
</tr>
<tr>
<td>Typical education</td>
<td>At age 6–7, boys were sent to barracks for military training; cheating, stealing, and lying were encouraged but punished severely if discovered; basic reading and writing taught but not emphasized. Girls also lived in barracks beginning at age 6–7 and were trained in sports to stay fit.</td>
<td>At age 6–7, boys attended school, where they learned to read, write, and do arithmetic; they were taught sports and music as well; intellectual achievements highly prized; at age 18 they attended two years of military school. Girls stayed at home and learned household duties; few learned to read and write.</td>
</tr>
</tbody>
</table>

**Directions:** Use the information in the table and your textbook to answer the following questions on a separate sheet of paper.

1. **Critical Thinking** Why do you think Spartan men who did not qualify to be soldiers were not considered citizens?

2. **Making Comparisons/Cause and Effect** Write a one-page report identifying differences between the lives of Spartan and Athenian girls and women. Tell in which city-state you would have preferred to live if you had been an ancient Greek woman.
The following are ways the basic lesson can be modified to accommodate students’ different learning styles.

**Visual/Spatial Learning**
Have students research one of the other ancient Greek city-states, such as Corinth or Argos. They should use the categories in the table for Sparta and Athens and add the information they find to the table.

**Linguistic/Verbal Learning; Intrapersonal Learning**
Have students research the roles of Sparta and Athens in the Peloponnesian War. Then have them write a one- to two-page essay from the perspective of a citizen of either Sparta or Athens, justifying their city-state’s participation in the war.

**Logical/Mathematical Learning**
Have students use a Venn diagram with one circle labeled “Sparta” and one circle labeled “Athens” to categorize information. Students should study the table, then write information about each city-state in the respective circle and that for both city-states in the overlapping area.

**Gifted and Talented**
Give the students the following information:

According to legend, a Spartan boy once stole a live fox. When he saw some soldiers coming, he hid the fox under his shirt. The soldiers asked him if he knew anything about the stolen fox. Rather than confessing and facing punishment for stealing, the boy allowed the fox to chew into his stomach. All the while he talked with the soldiers, he acted as if nothing were happening to him. His face did not show the pain he was feeling.

Have students write on one of the following topics: (1) What does this story tell us about Spartan values? (2) Create a similar story that tells about Athenian values.

**Kinesthetic Learning; Interpersonal Learning**
Have students work with a partner to write a dialogue for one of the following situations: an Athenian is lost in Sparta and asks for assistance; an Athenian and a Spartan mother discuss their hopes for their sons; a Spartan and an Athenian discuss the importance of literature and poetry.

**CRISS Reading Strategy**
RAFT (Role, Audience, Format, Topic) is a writing tool that directs students to look at a topic from a different perspective. Randomly assign students as either Spartans or Athenians. Have students take on the Role of coaches preparing athletes (the Audience) to compete in the upcoming Olympic Games. Students should choose the Format of a pregame “pep talk” and write a paragraph on the Topic of Spartan/Athenian goals and behavior during competition.

**English Learners (EL) Reading Strategy**
Have EL students identify and list any words in the table that they do not understand. Students should then look up the words in a dictionary and record the definitions.
CRITICAL THINKING SKILLS ACTIVITY 4

Sequencing

World History Objective: Analyze information by sequencing events; organize and interpret time lines.

Learning the Skill

A sequence of events is the order in which the events take place. Putting things in their correct sequence can help you see cause-and-effect relationships, or how one event causes another. Describing a process, such as the life cycle of a honeybee, puts the steps in a logical sequence, and can help you understand the process better.

Follow these steps to help you sequence events:

• Look for dates or clue words that provide you with a chronological order—the order in which events occurred. For example, these may be clue words: the late 1500s, during the Revolutionary War, around, finally, then, etc.
• Pay special attention to transitional words in order to follow the time sequence.

Practicing the Skill

Directions: Read the passage below. Then place a number in the blank next to each event or development listed to show the sequence of events.

By the Early Bronze Age, 3000 B.C., Greek villages often had one big house with smaller houses surrounding it. Big stone walls protected the village. In the Late Bronze Age, 1700 B.C., there were palaces, stone tombs, bridges, dams, and well-paved roads in towns.

Palaces were burned during the Greek Dark Age, which began in 1100 B.C., and roads, bridges, and dams fell apart. At the dawn of the Iron Age and the Greek Archaic period, around 850 B.C., people began building religious temples again. Houses, roads, bridges, and stone walls were also built.

During the Classical period, larger temples, such as the Parthenon built in 432 B.C., were erected. The Greeks also built large public buildings such as gymnasia and stoas.

The Hellenistic period began around 300 B.C. New architectural ideas began to emerge. Theaters were built. Streets were laid out in straight lines, instead of developing naturally. With the conquests of Alexander the Great, architecture became an important way to spread Greek culture and show domination.

Source: http://www.historyforkids.org

_____ The Parthenon was built.            _____ Stone walls protected villages.
_____ Streets were laid out in straight lines.        _____ Religious temples were built again.
_____ Stone tombs were built.                _____ Palaces were burned.
In the 100s B.C., an ancient Greek historian named Herodotus made a list of the most spectacular human-made structures of his time. Years later, other Greek historians wrote about these “wonders.” During the Middle Ages the list was revised to include structures from other parts of the world that the Greeks would not have known about. The structures on the list were impressive works of architecture and engineering, often with some religious meaning. Today, only one of the Seven Wonders exists—the Great Pyramid of Giza.

The Seven Wonders of the Ancient World

<table>
<thead>
<tr>
<th>Wonder</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Great Pyramid of Giza</td>
<td>In Giza, the royal burial place outside the ancient capital of Memphis, near present-day Cairo, Egypt</td>
</tr>
<tr>
<td>2. Hanging Gardens of Babylon</td>
<td>On the east bank of the Euphrates River south of present-day Baghdad, Iraq</td>
</tr>
<tr>
<td>3. Statue of Zeus at Olympus</td>
<td>In the ancient town of Olympia, west of modern Athens, Greece</td>
</tr>
<tr>
<td>4. Temple of Artemis at Ephesus</td>
<td>In the ancient city of Ephesus near present-day Selcuk, Turkey</td>
</tr>
<tr>
<td>5. Mausoleum at Halicarnassus</td>
<td>In the city of Bodrum, Turkey, on the Aegean Sea</td>
</tr>
<tr>
<td>6. Colossus of Rhodes (a statue)</td>
<td>In the harbor of Rhodes, a Greek island in the Aegean Sea</td>
</tr>
<tr>
<td>7. Lighthouse of Alexandria</td>
<td>On the ancient island of Pharos, today a part of the city of Alexandria, Egypt</td>
</tr>
</tbody>
</table>

The Wonders of Greece

Of the seven wonders on the list, two were located in ancient Greece: the Statue of Zeus at Olympus and the Colossus of Rhodes.

The Statue of Zeus was a 40-foot-tall (12 m) structure built in 457 B.C. to honor the god Zeus. The sculpture, carved from ivory, showed Zeus seated on a throne, draped in a gold robe. The god wore a wreath around his head and held a scepter in one hand and a figure of his messenger, Nike, in the other. The statue sat in an ornate temple in Olympia until a fire destroyed it in A.D. 462.

The Colossus of Rhodes was built in the early 200s B.C., near the harbor of Rhodes. The statue was in honor of the sun god Helios and was almost as tall as the Statue of Liberty. An earthquake destroyed it 56 years after it was built.
Seven Wonders of the Ancient World

Directions: Answer the following questions. Write your answers on the map or in the spaces provided.

1. **Map Activity** On the map above, write the number of each of the ancient wonders in its appropriate location.

2. Which structures were located in Asia Minor (Turkey)? ______________________

3. Which of the Seven Wonders can you actually visit today? ______________________

4. Which of the structures appear to be related to religion? ______________________

5. **Evaluating** If you were to choose seven wonders of today's world, what would you pick? Why?
   ______________________
Themistocles (thuh•MIHS•tuh•KLEEZ) was one of Greece’s most brilliant generals and politicians. He was born in 524 B.C. He taught himself military tactics and how to give speeches. When he was about 16 years old, the Assembly, or group who made laws, elected him to high office.

Building a Navy
After the Athenians defeated the Persians at Marathon in 490 B.C., many Athenians thought the Persians would never come back. Themistocles disagreed. In 483 B.C. he had the Assembly buy triremes, or wooden battleships, to strengthen the Athenian navy.

In 481 B.C. the Persians invaded Greece. Themistocles convinced other Greek city-states to ally with Athens against the Persians. Still, the Greeks lost battle after battle.

The Persians had about 1,200 ships. The Greeks had about 400. Themistocles knew he had to trick the Persian navy into attacking in the narrow channel of water between the Greek coast and the island of Salamis. This would force the Persians to fight with only a few ships at a time. His trick worked, and the Greeks destroyed the Persian navy.

Not Long a Hero
The Assembly awarded Themistocles with the city’s finest award—a wreath of olive leaves. Unfortunately, Themistocles had made many enemies in the upper class with his support of the lower class. A few years later the Assembly banished him—forced him to leave—and he never returned to Athens.

Directions: Answer the questions below in the spaces provided.

1. Who was Themistocles? ________________________________

2. What are triremes? ________________________________

3. List two ways that Themistocles influenced other people.
   ________________________________

4. Writing Can you think of a time when you had to convince others to accept your point of view? Were you able to do so? Why or why not? On another sheet of paper, write a paragraph about this.
Important Events in Athenian History (600–400 B.C.)

**Directions:** Use your textbook and the information in the time line to answer the questions in the spaces provided.

### Background
In the 500s B.C. and 400s B.C., Athens became more democratic and also more powerful. Although Athens and Sparta joined forces to defeat the Persians, Sparta and the other city-states soon became suspicious of Athens’ growing wealth and power. War between Athens and Sparta broke out in 431 B.C. By the time the war was over, the Athenian empire was destroyed and, with it, any possibility of future cooperation among the Greeks.

1. What two rulers implemented reforms to help farmers?
   
   ____________________________  ____________________________

2. When was the Delian League formed?
   
   ____________________________

3. Athens’s Golden Age is also called the Age of __________.

4. Name three battles against the Persians that ended in victory for the Greeks.
   
   ____________________________  ____________________________  ____________________________

5. How long did the Peloponnesian War last?
   
   ____________________________
CITIZENSHIP AND SERVICE LEARNING ACTIVITY 4

Reading Myths to Second Graders

Why It's Important
Reading is an important skill in a modern democracy. It helps citizens participate fully in their government. Citizens read history to find out how people in the past handled problems. They read about current events and issues to help them know how to vote in elections.

Young children do not start reading history and political articles. Children must spend much time listening as they learn to read. Reading stories aloud to children is one of the best ways to interest them in reading and to develop their sense of how language is used.

Background
The ancient Greeks wrote many works of literature and history. They used a 24-letter alphabet to form their words. Their stories and tales, particularly their myths, have survived nearly 3,000 years later.

The Greek emphasis on reading and writing arose from the responsibility of all citizens to run the city-state. Athenian citizens (mostly men from the upper classes) needed to be able to read and write in order to govern effectively.

Questions to Consider
Directions: Answer the questions below on a separate sheet of paper.

1. How did you learn to read? Do you remember any of your favorite stories? Do you remember being read to by an adult?
2. Have you read any of the stories of Greek gods and goddesses? Which stories did you like the best?
3. Do you know how children are taught to read today? At what age do they begin? What techniques do their teachers use?
4. Where is the closest elementary school to your middle school or junior high school?
5. How could you help a child learn to read?

Did You Know? According to the American Society of Pediatrics [doctors for children], “Reading aloud to children helps stimulate brain development. . . . We strongly recommend that parents read to their children daily from six months of age.” It’s important for children to see older children read. You are showing them that reading is something to admire and do themselves.

Your Task
Your task is to arrange a visit to an elementary school classroom during which you will read aloud to the class. You will first visit the library to find versions of Greek myths that are appropriate for the age of the students to whom you will read.
Reading Myths to Second Graders

How to Do It

1. Contact the principal of a nearby elementary school. Explain the project and ask him or her to recommend a teacher for you to contact.

2. Contact the teacher and arrange a time for your classroom visit. You may want to ask: How old are the students? What are their interests? How many students are there?

3. Visit the library to find Greek myths. The librarian will help you use the library catalog system. Look in the children’s section.

4. When you find a myth that interests you, find a version of that myth that you like the best. Do not forget to consider the age of the students to whom you will be reading.

5. You can write your own version of a favorite myth if you do not find one you like. Remember to include some drawings.

6. Plan an introduction to your myth. Explain who the Greeks were and why reading was important to them. You will also want to tell students a little about the story they are going to hear.

7. Rehearse your myth. Practice reading it aloud. Pronounce words clearly and use a strong voice. Practice showing the pictures, too.

8. Introduce yourself to the class. Then read your myth using the clear, strong voice with which you practiced.

Follow-Up Activity

Did you feel that your visit to the elementary classroom was a success? What went well? What did not go well? What would you do differently? Write a note to the classroom you visited to thank them for allowing you to read.
Tyrants were able to overthrow the nobles in ancient Greece with the support of Greek farmers. The farmers were unhappy with the nobles for economic reasons. The farmers often needed to borrow money from the nobles. The farmers used their fields as collateral, or guarantees, for their loans. When they could not repay their loans, the nobles took their land.

Today, people still borrow money for many different reasons. They still use collateral, such as land, houses, cars, and savings, to get loans. In addition to collateral, banks and other lending institutions look at a person’s capacity to pay and his or her character when deciding whether or not to lend that person money.

**ECONOMIC ACTIVITY 4**

**Borrowing Money**

Capacity to pay is related to income and debt. If your employment has been unsteady, your capacity to pay off a loan will be questioned. If your debts are large, creditors may be reluctant to give you more credit.

Character refers to a person’s reputation as a reliable and trustworthy person, as well as his or her educational background. It also deals with whether that person had problems with the law or in repaying earlier loans.

Collateral is the amount of your capital, or personal wealth. It indicates to lenders your past ability to save and your present ability to pay off a loan. Even if you lose your job, you could sell your belongings to make payments.

**Directions:** Read the descriptions above and then make a list of things you can do to make sure you are able to borrow money in the future. Write your list on the lines below.

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
Greek Comedy

About the Selection

Aristophanes’ comedy Peace was first presented publicly in Athens in 421 B.C., ten years after the start of the Peloponnesian War between Athens and Sparta. In this scene, a man named Trygaios rides a beetle to heaven looking for Zeus, the king of the gods. Instead, he finds Hermes, the messenger of the gods.

Guided Reading

As you read the play, pay attention to where the gods have gone and why. Then answer the questions that follow.

---

**Peace**

by Aristophanes

TRYGAIOS. [I am] Trygaios, from Athmonia near Athens. A farmer, a wine-grower. I love my country and hate all politics.

HERMES. My dear! What can I do for you?

TRYGAIOS. . . . Call Zeus.

HERMES. Ha! Zeus! You won’t get near the gods. They’ve gone. Packed all their luggage yesterday, and moved.

TRYGAIOS. But where on Earth—?

HERMES. Ha! Zeus! You won’t get near the gods. They’ve gone. Packed all their luggage yesterday, and moved.

TRYGAIOS. But where on Earth—?

HERMES. Don’t make me laugh. On Earth?

TRYGAIOS. . . . Call Zeus.

HERMES. Miles from here. . . .

TRYGAIOS. But why are you still here, all on your own?

HERMES. Well, someone had to stay, to keep an eye on the crockery, the cutlery, the pots and pans. . . .

TRYGAIOS. What made them move so suddenly?
HERMES. You Greeks. They’ve had you up to here. They’ve leased this place to War, left him to sort you out. They’ve gone as far away as possible—they don’t want to watch your squabbling any more, or hear your prayers.

TRYGAIOS. But what have we done? Why turn on us?

HERMES. War-mania. You’re mad for it. Whenever Heaven comes up with a plan for peace, you veto it. . . . The upshot is, you won’t see Peace again.

TRYGAIOS. Don’t tell me she’s gone too.

HERMES. War’s thrown her in a black abyss. . . . That one, there. Those huge great stones are there to block the entrance. You’ll never dig her out.


Analyzing the Reading
Directions: Answer the questions below in the spaces provided.

1. Why have the gods moved away?

2. Where is Peace?

3. Who has trapped Peace there?

4. Critical Thinking Do you think Aristophanes felt hopeful that the Peloponnesian War would end soon? Why or why not?
First we will give directions how best to avoid being cheated in buying a horse.

For judging an unbroken colt, the only criterion, obviously, is the body, for no clear signs of temper are to be detected in an animal that has not yet had a man on his back.

[2] In examining his body, we say you must first look at his feet. For, just as a house is bound to be worthless . . . if the foundations are unsound, however well the upper parts may look, so a war-horse will be quite useless, even though all his other points are good, if he has bad feet; for in that case he will be unable to use any of his good points.

[3] When testing the feet first look to the hoofs. For it makes a great difference in the quality of the feet if they are thick rather than thin. Next you must not fail to notice whether the hoofs are high both in front and behind, or low. For high hoofs have the frog, as it is called, well off the ground; but flat hoofs tread with the strongest and weakest part of the foot simultaneously, like a bow-legged man. Moreover, Simon says that the ring, too, is a clear test of good feet: and he is right; for a hollow hoof rings like a cymbal in striking the ground.


**Primary Source Reading 4**

**Buying a Horse (continued)**

**Directions:** Answer the questions below in the spaces provided.

1. What parts are most important in judging a horse according to Xenophon?

2. What points are most important in evaluating the horse’s hooves?

3. Why is the ring of a hoof important?

4. **Critical Thinking** Why do you think it would be more important to judge a horse’s feet rather than a horse’s body?
REVIEWING CHAPTER 4

The Early Greeks
- Geography influenced the way Greek communities developed. Greece’s mountains, climate, and surrounding seas played a large role in their history.
- The earliest civilizations in Greece were the Minoans and the Mycenaeans.
- The Minoan civilization, on the island of Crete, built ships and became wealthy from trade.
- The Mycenaeans created the first Greek kingdoms and spread their power across the Mediterranean region.
- After the Dark Age, the Greeks set up colonies and trade increased.
- The idea of citizenship developed in Greek city-states.

Sparta and Athens
- The support of wealthy merchants and artisans helped tyrants seize power from nobles in the city-states.
- Athens and Sparta became the two most powerful city-states in ancient Greece.
- Sparta created a military state to control the people it conquered and to prevent uprisings.
- Athens was a powerful democratic city-state. Athenians were more involved in government, education, and the arts than the Spartans.

Persia Attacks the Greeks
- The Persian Empire gained control of most of southwest Asia. It united its many lands under a single government.
- The Persian Empire attacked Greece several times. Despite their rivalry, Athens and Sparta joined forces to defeat the Persians.

The Age of Pericles
- Under the leadership of Pericles, Athens became a powerful city-state and democracy and culture blossomed.
- Athenian men worked as farmers, artisans, and merchants, while most women stayed secluded at home.
- Athens and Sparta fought each other in the Peloponnesian War. The fighting led to the defeat of Athens and the weakening of all the Greek city-states.

STANDARDIZED TEST PRACTICE

Multiple Choice
1. The most powerful ancient Greek city-states were Athens and
   A) Minoans.  C) Mycenaeans.
   B) Persia.  D) Sparta.
TAKE-HOME REVIEW ACTIVITY 4 (continued)

Password Search

Directions: The History Club has issued a secret password phrase. Find it by first completing the sentences or answering the questions listed below. The answers are important words and ideas from Chapter 4. Use the numbers under the letters in the words to form a password phrase at the bottom of the page.

1. Mainland Greece is a body of land with water on three sides called a __________.
   
2. The first civilization to arise in the region that later became Greece
   __________

3. The Persian religion was called __________

4. Thinkers who ponder questions about life are called __________

5. Leaders of these people became the first Greek kings. __________

6. A type of government where only a few people hold power is an __________

7. The Spartans called their captive workers __________

8. What did many Athenians depend on for a living? __________

Password phrase

—Pericles, as recorded by Thucydides
The Early Greeks: Words to Know

Directions: Circle the letter of the item that best completes each sentence.

1. Mainland Greece is a(n) ________ that is surrounded by three seas.
   A. peninsula  B. colony  C. polis  D. island

2. As Greeks started ________ in Italy, France, and Spain, they spread their culture.
   A. peninsulas  B. colonies  C. agoras  D. wars

3. A Greek city-state known as a(n) ________ was like a tiny independent country.
   A. peninsula  B. colony  C. acropolis  D. polis

4. People gathered in the open area of the ________ to share ideas and buy goods.
   A. peninsula  B. polis  C. agora  D. colony

5. Citizens of the Greek ________ were usually land owners.
   A. polis  B. colonies  C. agora  D. islands

Building Academic Vocabulary

community (plural, communities), noun

Directions: Answer the following questions to learn more about communities. You may use your textbook, a dictionary, or Internet resources to help you.

6. What is a community? ________________________________

7. What are some things you know about a community? ________________________________

8. What is one characteristic of many communities in ancient Greece? ________________________________

9. Describe a community to which you belong. ________________________________
Sparta and Athens: Words to Know

Directions: Fill in the term or person for each definition listed below, writing one letter in each square. Then use the letters in the shaded squares to complete the sentence that follows.

1. a few people hold power
2. people who take power by force and rule with total authority
3. created a new council to help the assembly
4. citizens share in running the government
5. canceled farmers’ debts and freed slaves
6. Greek serfs or slaves

7. The government of ________ became a democracy.

Building Academic Vocabulary

authority (plural, authorities), noun

Directions: In this section you read about people in authority. On the lines below, make a list of people who have authority in your life.
Persia Attacks the Greeks: Words to Know

Building Academic Vocabulary

Directions: Study the definitions and examples of the academic vocabulary below. Then complete the activity that follows.

dominate, verb, to rule or to control
Example: King Darius depended on his army to dominate the areas they conquered.

region, noun, a physical area that shares common features, such as a common geography or culture
Example: The Persians controlled the Mediterranean Sea region.

strategy (plural, strategies), noun, a plan or method designed to achieve a goal
Example: The Persians used a waiting strategy at Marathon.

Directions: Fill in each blank below with the word that best completes the sentence. You will use words from the academic vocabulary above and words from the box below. Words may be used more than once.

satrapies satrap Zoroastrianism

King Darius used a (1) ________________ to strengthen the Persian government. He divided his kingdom into 20 (2) _________________. Each one was ruled by a (3) _________________.

To (4) ________________ the kingdom, Darius needed a good system of communication. One (5) ________________ to improve communication was to build a Royal Road. This made it easier for people to move throughout the empire. The Royal Road stretched from the (6) ________________ of Asia Minor to the Persian capital of Susa.

Religion was part of Persian life. (7) ________________, the Persian religion, recognized that both good and evil existed in the world. Like the Jews, they believed there was one supreme being who created all things.
VOCABULARY ACTIVITY 4-4

The Age of Pericles: Words to Know

Directions: Compare a direct democracy and a representative democracy by filling in the number of the phrases below in the correct portion of the Venn diagram.

2. Citizens choose the people who make the laws and policies.
3. All citizens can vote on each law or policy.
4. In Athens, male citizens over age 18 attended assembly meetings.
5. In the United States, Congress passes laws.
6. The people hold the power.

Building Academic Vocabulary

Directions: The meaning of an English word can be changed by changing the form of the word. Discover the meaning of cooperation by reading the sentence. Use different forms of the word cooperation and correctly complete the sentences that follow.

cooperation, noun

Example: Cooperation that would lead to harmony between the Greek city-states was not possible during the Peloponnesian War.

7. When the Greek city-states faced a common enemy, they did _____________.
8. The _______________ citizens of Athens worked together to achieve common goals.
The Early Greeks

Directions: Filling in the Blanks  Reading the section and completing the sentences below will help you learn more about the early Greeks. Refer to your textbook to fill in the blanks.

Greece is a(n) (1) ___________________ land framed by water. The mainland is a(n) (2) ___________________, a body of land with water on three sides. Many ancient Greeks lived near the sea and became fishers, sailors, and (3) ___________________.

The island of (4) ___________________ was the home of the (5) ___________________ civilization. These people became wealthy from (6) ___________________. They built (7) ___________________ and traded pottery and stone vases. Historians think their cities were destroyed either by undersea (8) ___________________ or by invaders called the (9) ___________________.

The Mycenaeans invaded Greece around 1900 B.C., and their leaders became the first Greek (10) ___________________. They were traders and warriors, and the (11) ___________________ is probably their most famous victory.

From 1100–750 B.C., the Greeks went through a difficult period of time called the (12) ___________________. A new group of people called the (13) ___________________ invaded Greece and settled on the Peloponnesus peninsula. They brought (14) ___________________ weapons and tools. Greeks began to farm and trade again, and they developed a new way of writing, the Greek (15) ___________________. Cities began to send people outside Greece to start settlements called (16) ___________________.

Nobles overthrew the Greek kings and created city-states. Each city-state, or (17) ___________________, had a fortified area called a(n) (18) ___________________, and an open area called an agora. Each city-state was run by its (19) ___________________.

Sparta and Athens

Directions: Outlining  Reading the section and completing the outline below will help you learn more about Sparta and Athens. Refer to your textbook to fill in the blanks.

I. ___________ overthrew the nobles with the support of the common people.

II. By 500 B.C., most city-states became either __________ or __________.
   A. In an oligarchy, a(n) __________ have power.
   B. In a democracy, all __________ share in the government.

III. ___________ was an oligarchy that focused on military training.
   A. Spartans were afraid that the __________ might rebel, so they trained for war.
      1. Spartan boys started training at age __________.
      2. Spartan girls were trained in __________ so that they would become healthy mothers.
   B. Sparta’s ___________ was an oligarchy.
      1. Two __________ headed a council of __________.
         a. The council included __________ citizens over age __________.
         b. The council presented laws to a(n) __________.
      2. The assembly was made up of all Spartan men over age __________.
         a. They __________ on the council’s laws.
         b. They chose __________ to enforce laws and collect taxes.

IV. Athens was originally an oligarchy but became a(n) __________.
   A. A noble named __________ canceled all the farmers’ __________ and freed slaves.
   B. __________ won the support of the poor by giving them land and loaning them money.
   C. __________ is credited with making Athens a democracy.
      1. He reorganized the __________ to play the central role in governing.
      2. He created a council of __________ citizens to carry out daily business.
Persia Attacks the Greeks

Directions: Answering Questions Reading the section and completing the questions below will help you learn about the Persian Empire. Refer to your textbook to answer the questions.

1. What country today contains the land that was called Persia?

2. Which ruler united the Persians into a powerful kingdom?

3. How did Cyrus treat his subjects?

4. What countries and regions became part of the Persian Empire?

5. How did Darius improve the Persian government?

6. What was the Persian religion called?

7. Why were the Greeks able to defeat the Persians on the plain of Marathon?

8. When Xerxes invaded Greece, what two city-states joined forces?

9. How did the Battle of Thermopylae help Athens, even though the Greeks lost?

10. Why was the Battle of Plataea a turning point for the Greeks?
The Age of Pericles

Directions: Reading for Accuracy  Reading the section and completing the activity below will help you learn more about Athens during the Age of Pericles. Use your textbook to decide if a statement is true or false. Write T or F in the blank, and if a statement is false, rewrite it correctly on the line.

1. Athens formed the Delian League with other city-states, including Sparta.

2. The Delian League freed almost all of the Greek cities under Persian control.

3. Athens was a representative democracy.

4. In a direct democracy, citizens choose a smaller group to make laws.

5. Pericles allowed only upper-class male citizens to run for public office.

6. In the 400s B.C., more people lived in Sparta than in any other city-state.

7. Slavery was common in the ancient world.

8. Athens had so much farmland that it was able to export grain to other places.

9. Athenian girls learned to read and play music at school.

10. To win the Peloponnesian War, the Athenians made a deal with the Persians.
CHAPTER 5 RESOURCES
Greek Civilization

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Greek Civilization
Aesop’s Fables

About 550 B.C., a Greek slave named Aesop began writing and collecting his now famous fables. Each fable had a moral or lesson to teach within the story. People have been entertained by Aesop’s fables for centuries. Three short fables are presented below.

The Bat and the Weasels
A Bat who fell upon the ground and was caught by a Weasel pleaded to be spared his life. The Weasel refused, saying that he was the enemy of all birds. The Bat assured him that he was not a bird, but a mouse, and thus was set free. The Bat again fell to the ground and was caught by another Weasel, whom he likewise entreated not to eat him. The Weasel said that he had a special hostility to mice. The Bat assured him that he was not a mouse, but a bat, and thus a second time escaped.

MORAL: It is wise to turn situations to one’s benefit.

Avaricious and Envious
Two neighbors came before Jupiter and prayed him to grant their hearts’ desire. Now the one was full of avarice [greed], and the other eaten up with envy. So to punish them both, Jupiter granted that each might have whatever he wished for himself, but only on condition that his neighbor had twice as much. The Avaricious man prayed to have a room full of gold. But all his joy was turned to grief when he found that his neighbor had two rooms full of gold. Then the Envious man could not bear to think that his neighbor had any joy at all. So he prayed that he might have one of his own eyes put out, by which means his companion would become totally blind.

MORAL: ________________________

The Dog in the Manger
A Dog looking out for its afternoon nap jumped into the Manger of an Ox and lay there cozily upon the straw. But soon the Ox, returning from its afternoon work, came up to the Manger and wanted to eat some of the straw. The Dog, in a rage at being awakened, stood up and barked at the Ox, and whenever it came near attempted to bite it. At last the Ox had to give up the hope of getting at the straw and went away hungry.

MORAL: ________________________

Directions: Use the fables to answer the following questions on a separate sheet of paper.

1. Analyze Most of Aesop’s fables end with a moral. The moral for “The Bat and the Weasels” is given above. Write your own morals for the other two fables shown above.

2. Explain What do these fables—and other familiar stories such as “The Tortoise and the Hare” and “The Fox and the Grapes”—tell us about the values of ancient Greeks? Explain your answer.
The following are ways the basic lesson can be modified to accommodate students’ different learning styles.

**Verbal/Linguistic Learning; Intrapersonal Learning**

Instruct students to use the library or the Internet to find out more about Aesop. Have them write a one- to two-page biography about him.

**Logical/Mathematical Learning; Visual/Spatial Learning**

Concept maps help students visualize the components of an idea or key term. To begin, students should write and circle *Fable* in the center of a piece of paper. Then to the left, right, and below, have them write and circle each of the following three subcategories: (1) What is it? (2) How are they structured? (3) What are some examples? Students should link each of the three subcategories to the *Fable* bubble by a line. Have students examine the fables and complete the concept map by filling in brief answers in small bubbles around each subcategory. Ask them to link each answer to the corresponding subcategory bubble by a line.

**Verbal/Linguistic Learning**

Have students write their own one- to two-paragraph fables, using themselves and/or a friend or classmate as characters. They should select appropriate animals to represent the characters in their fable and include a moral. If time permits, allow students to share their fables with the class.

**Visual/Spatial Learning**

Have students illustrate one of the fables in “comic-book” format, showing the action of the story in three or four panels.

**Gifted and Talented**

Aesop may be the most famous author of fables, but he is not the only one. Have students research the history of the fable. They might focus on the oral folk literature of primitive tribes, fables found in ancient Egypt, or the Indian collection of fables called the Panchatantra. Aesop’s influence on the French fabulist Jean de La Fontaine should also be covered. Students should write a two- to three-page paper reporting their findings.

**CRiSS Reading Strategy**

Dialogue journals allow students to comment with a partner through writing. Ask students to speculate, in their journals, why they think Aesop’s fables are still read and enjoyed by people more than 2,500 years after they were collected. Then have students exchange journals, read one another’s entries, and respond in writing.

**English Learners (EL) Reading Strategy**

Ask students to pick one of the fables and track the incidents in the story in a series of events chain, similar to the one below.

<table>
<thead>
<tr>
<th>Initiating Event</th>
<th>Event 1</th>
<th>Event 2</th>
<th>Event 3</th>
</tr>
</thead>
</table>

**Series of Events Chain**
CRITICAL THINKING SKILLS ACTIVITY 5

Making Decisions

Social Studies Objective: Evaluate sources of print, visual, and electronic information and use decision-making skills.

Learning the Skill

In solving a problem, decision making involves gathering information that will help you reach a conclusion. Then you evaluate the possible choices of action that will help resolve a problem. Follow these steps to identify alternatives and make a reasoned decision or judgment:

• Identify the problem you are trying to solve.
• Make a list of possible actions that could solve the problem.
• Using your list, decide on the best course of action to solve your problem.

Practicing the Skill

Directions: Read the selections below, and use the information to answer the question that follows.

Beginning in 776 B.C., the Olympic Games were held in ancient Greece every four years in the valley Olympia. The Games were important because they were a religious festival honoring Zeus, king of the gods. They were also an opportunity for cities that were often at war to put aside their differences and come together. People came from all over the Greek world to the games.

When Greece was conquered and became part of the Roman Empire, the Games were moved to Rome in 146 B.C. In A.D. 394, the Roman emperor Theodosius ended the games along with other pagan rituals.

The tradition of the Olympic Games was revived in 1896 with the Modern Olympics. Since then, the Games have been held in many cities around the world and have added hundreds of sports beyond the original 200-yard footrace. The Winter Olympics have been added in years between the summer Olympics.

For our modern Olympics, the Olympic Committee selects a site based on presentations from individual cities interested in hosting the events. They look at a number of factors to help them decide which city would be the best place to present the Olympics.

If you were on an Olympic committee, what would be some factors the Olympic Committee should consider in deciding where the Olympics should be held? List at least three and briefly explain your reasoning.

__________________________

__________________________

__________________________
In 336 B.C., Alexander the Great became king of Macedonia. Soon after, he and his large army of Macedonians and Greeks set out for the lands to the east and south. In a period of 11 years, Alexander conquered nearly all of the known world.

However, one of Alexander’s greatest challenges would be leading his troops home from their conquests. To return home, Alexander’s troops had to cross the Gedrosian Desert.

A Hostile Place

By 325 B.C., Alexander had conquered the tribes in the Indus River Valley of India. His war-weary troops, however, demanded to return home. Alexander led them back through the Gedrosian Desert.

The reason Alexander chose that path instead of a safer route farther north puzzled historians for many years. The Gedrosian is in the southern part of what is today Pakistan and Iran. It is one of the hottest, driest places in the world. There are no trees to provide shade. Daytime temperatures are over 100 degrees Fahrenheit (38°C). Rainfall is less than a few inches a year. Fresh water is scarce.

However, Alexander was more than just an invading general. He was constantly looking ahead for the future of his empire. He wanted to map out a trade route for ships sailing from the Persian Gulf to the mouth of the Indus River.

While Alexander and his army went by land, a fleet of 150 Greek ships was supposed to follow by sea. The ships were to supply the army with food. The army, not realizing how dry and
barren the territory before them was, was supposed to supply the ships with fresh water. However, powerful storms called monsoons kept the fleet from sailing on time. Alexander had to begin his march without them.

Many Lives Lost
During the march across the Gedrosian Desert, Alexander lost an estimated three-fourths of his army. They died from heat exposure and thirst. Alexander eventually had to lead his troops farther inland, where the climate was better. He arrived back in Persia with only a handful of his 30,000 troops left.

Two years later Alexander died at the age of 32. His empire fell apart soon after his death. But Alexander’s march across the Gedrosian achieved its goal. The coastal area was mapped and sea routes were opened up between east and west. After the arrival of the Greek fleet that was supposed to follow Alexander’s army, the Greeks realized that sailing between Persia and India was possible. Both regions would benefit from the future trade.

Directions: Answer the following questions in the spaces provided.

1. Why did Alexander lead his army across the Gedrosian Desert?

2. What is the name of the body of water south of the Gedrosian Desert?

3. Why was the Greek fleet unable to follow Alexander’s march across the desert?

4. Why were Alexander’s losses so great on the march across the Gedrosian?

5. Evaluating What do you think the march revealed about Alexander as a leader?
Hypatia was one of the first famous women scientists and mathematicians. She invented the **hydrometer**, an instrument that compares the density of liquids and gases to water. Today, hydrometers are used to make things that Hypatia never dreamed of, including car batteries.

Hypatia was born about A.D. 370. At that time, most women were not educated. Hypatia’s father, Theon, was a mathematician and philosopher, so he taught Hypatia at home.

**A Scientist and Mathematician**

Hypatia lived in the Egyptian city of Alexandria. She studied philosophies, arts, and sciences from the Greek, Roman, and Egyptian cultures. Scientists and mathematicians from all over the world came to Alexandria’s “Museum,” which was similar to a research university. Working together, they made many new discoveries. When Hypatia was 31, she became the head of the Museum and the director of the Observatory of Alexandria.

**Religious Persecution**

The Christian Church was very strong in Alexandria, but Hypatia was not Christian. Instead, she led the Neoplatonist school at Alexandria. Neoplatonism is a philosophical school of thought. For 15 years Hypatia taught Neoplatonism, astronomy, and mathematics. However, many church officials feared her scholarship, learning, and depth of scientific knowledge. In A.D. 415, a Christian mob took Hypatia from her home and killed her. Many scientists and mathematicians left Alexandria soon after that.

**Directions:** Answer the questions below in the spaces provided.

1. What did Hypatia invent that can be used today to make car batteries?

2. What did Hypatia study in Alexandria?

3. **Writing** Why do you think women were not allowed to be educated in Hypatia’s time? On another sheet of paper, write a paragraph stating your views.
**TIME LINE ACTIVITY 5**

**Philip II and Alexander the Great**

(382–323 B.C.)

**Directions:** Use the following information about Philip II and Alexander the Great to complete the time line.

**Background**

- Philip II and his son Alexander were Macedonians, but they made a lasting impact on Greek history. Philip united the Greek states, and Alexander spread Greek culture throughout southwest Asia and northern Africa.
- Philip II became king in 359 B.C.
- Twenty-one years after becoming king, he gained control of Greece.
- Philip II murdered at age 46.
- Philip II born in Macedonia in 382 B.C.
- Alexander became king of Macedonia at age 20.
- Eight years earlier, he defeated the Persians.
- Alexander died in Babylon at age 32.
- Alexander born in 356 B.C.

**Use the following information about Philip II and Alexander the Great to complete the time line.**
Why It’s Important

The Supreme Court is the most powerful court in the United States. Not only does the Supreme Court interpret law, it plays an important role as one of the three equal branches of the national government. The other branches of government are the Congress and the president.

The Supreme Court rules on whether laws are in agreement with or in violation of the Constitution. The Court also decides on whether rulings in lower courts are constitutional. Often, this involves interpreting the Constitution.

Background

Two Greek philosophers in particular shaped the thinking of those who founded the government of the United States—Plato and Aristotle. Although he did not support democracy, Plato's ideas were an important influence. In particular, he thought that governments should be just and fair. He also believed in equality for men and women in the education they received and the jobs they could hold.

Aristotle classified governments into three types: first, rule by one person such as a king or queen; second, rule by a small group of people; and third, government by many people (democracy).

Questions to Consider

Directions: Answer the questions below on a separate sheet of paper.

1. Are you familiar with any Supreme Court decisions? One of the most famous is Brown v. the Board of Education of Topeka. This ruling declared segregation in public schools to be unconstitutional.

2. What experiences have you had with the courts? Have you ever visited a courtroom?

3. Many movies and television programs show trials and court cases. List some that you have seen. Do you think these shows are realistic in their portrayal of how the courts work? Describe some of the “reality” court shows you have seen.

4. Can you name any Supreme Court Justices, past or present?

Did You Know? One of the most important early cases of the Supreme Court was Marbury v. Madison (1803). This case established the Constitution as the supreme law of the land. It set up the process of judicial review—the ability to declare laws unconstitutional.

Your Task

Your task is to research the history of the U.S. Supreme Court and how it functions. Then, you will make a tri-fold brochure about the Supreme Court.
Supreme Court Brochure

How to Do It

1. Work with a partner. Start by thinking about how a tri-fold brochure works. As shown below, it has six panels. Panel 1 becomes the front of the brochure; panel 2 becomes the back of the brochure; panel 3 is folded inside the brochure; and so on.

2. Use library and Internet resources to research your topics.

3. Decide what information you want to include in the brochure. History of the Court? Important cases?

4. Create your brochure. Make sure the front panel has a title and a brief summary of the brochure’s contents. Add drawings or other helpful visuals.

5. Exchange brochures with another pair of students. Proofread the other students’ brochure and check the facts used. Share your comments with the other students. Use their comments to improve your brochure.

Follow-Up Activity

Research how your state’s Supreme Court operates. Write two paragraphs, one discussing the similarities between the U.S. Supreme Court and your state’s Supreme Court and the other discussing the differences.
To find out about the future, many ancient Greeks visited oracles—priests or priestesses believed to speak for their gods and goddesses. The Greeks believed that the gods gave people warnings about their futures in time to make changes.

Today many people look forward to their futures, including getting older and retiring. However, before the 1930s being old and without a job was usually a scary prospect. Most elderly, jobless people were poor. So the government began to require that workers pay social security taxes to support the elderly. The time line below shows some of the influences on and changes to Social Security since it began.

Directions: Use the information above to answer the following questions.

1. How much did the government receive in Social Security taxes for every $60,000 of wages in 1999?

2. In 1950, how many workers paid into the system for each person who received benefits?

3. How had the relationship between workers who paid into the system and people receiving benefits changed by 1997?

4. How does the increase in average life span affect Social Security funding?
The Greek Myths

About the Selection
The Greeks believed that many gods and goddesses controlled all of nature and much of human life. They thought that the twelve most important gods, including Zeus, lived on Mount Olympus, the highest mountain in Greece. However, many less important gods and goddesses lived in other places on Earth. Greek poets told stories about the gods that are now known as myths. The following myth tells the story of Tyche and Nemesis, two lesser goddesses. The Greeks believed these two goddesses controlled the wealth of humans.

Guided Reading
As you read the myth of Tyche and Nemesis, pay attention to the gifts Tyche gives and how she decides who gets what. Also note what happens if people do not use the gifts correctly. Then answer the questions that follow.

The Greek Myths
by Robert Graves

Tyche and Nemesis

Tyche is a daughter of Zeus, to whom he has given power to decide what the fortune of this or that mortal shall be. On some she heaps gifts from a horn of plenty, others she deprives of all that they have. Tyche is altogether irresponsible in her awards, and runs about juggling with a ball to exemplify the uncertainty of chance: sometimes up, sometimes down. But if it ever happens that a man, whom she has favoured, boasts of his abundant riches and neither sacrifices a part of them to the gods, nor alleviates the poverty of his fellow-citizens, then the ancient goddess Nemesis steps in to humiliate him. Nemesis, whose home is at Attic Rhamnus, carries an apple-bough in one hand, and a wheel in the other,
Greek Myths

and wears a silver crown adorned with stags; the scourge hangs at her
girdle. She is a daughter of Oceanus and has something of Aphrodite’s
beauty.


Analyzing the Reading
Directions: Answer the questions below in the spaces provided.

1. What is Tyche’s special power?

2. How does Tyche decide who receives good or bad fortune?

3. Why does Nemesis punish some humans?

4. Critical Thinking What did this myth teach Greek people about the source of wealth and good fortune? Can you relate this idea to the Athenians’ belief in democracy?

5. Critical Thinking What did Greek people believe wealthy people must do with their riches?
There are also ten Commissioners of Games (Athlothetae), elected by lot, one from each tribe. These officers, after passing an examination, serve for four years; and they manage the Panathenaic procession, the contest in music and that in gymnastic, and the horse-race; they also provide the robe of Athena and, in conjunction with the Council, the vases, and they present the oil to the athletes. This oil is collected from the sacred olives. The Archon requisitions it from the owners of the farms on which the sacred olives grow, at the rate of three-quarters of a pint from each plant. Formerly the state used to sell the fruit itself, and if any one dug up or broke down one of the sacred olives, he was tried by the Council of Areopagus, and if he was condemned, the penalty was death. Since, however, the oil has been paid by the owner of the farm, the procedure has lapsed, though the law remains; and the oil is a state charge upon the property instead of being taken from the individual plants. When, then, the Archon has collected the oil for his year of office, he hands it over to the Treasurers to preserve in the Acropolis, and he may not take his seat in the Areopagus until he has paid over to the Treasurers the full amount. The Treasurers keep it in the Acropolis until the Panathenaia, when they measure it out to the Commissioners of Games, and they again to the victorious competitors. The prizes for the victors in the musical contest consist of silver and gold, for the victors in manly vigour, of shields, and for the victors in the gymnastic contest and the horse-race, of oil.

Source: Aristotle. The Athenian Constitution, Part 60. classics.mit.edu/Aristotle/athenian_const.3.3.html
PRIMARY SOURCE READING 5

Greek Constitution (continued)

Directions: Answer the questions below in the spaces provided.

1. What events do the Commissioners of the Games manage?

2. What had been the punishment for digging up sacred olives?

3. Which prize is given to winners in the musical contest?

4. Critical Thinking Why do you think that oil would be so important to the Greeks?
REVIEWING CHAPTER 5

The Culture of Ancient Greece

- The Greeks believed that gods and goddesses controlled nature and shaped their lives.
- The Greeks wrote long poems, called epics, and short tales, called fables, to pass on Greek values.
- The Greeks created the ideas of tragedy and comedy that are still used in drama today.
- Greek art forms, such as painting, architecture, and sculpture, expressed Greek ideas of beauty, harmony, and moderation.

Greek Philosophy and History

- The Greeks’ love of wisdom led to the study of history, politics, biology, and logic.
- The ideas of Greek philosophers, including Socrates, Plato, and Aristotle, still affect modern thinking about education, government, and science.
- Herodotus and Thucydides are considered western civilization’s first historians. They believed that people could understand the present by studying the past.

Alexander the Great

- Philip II of Macedon united the Greek states.
- Alexander the Great, King Philip’s son, conquered an empire that stretched to Africa in the south and India in the east.
- As a result of Alexander’s conquests, Greek art, ideas, language, and architecture spread throughout southwest Asia and North Africa. Alexander’s conquests marked the beginning of the Hellenistic Era.
- After Alexander’s death, his empire split into several kingdoms.

The Spread of Greek Culture

- Hellenistic cities, such as Alexandria, attracted some of the Greek world’s best architects, sculptors, and writers.
- Epicurus and Zeno showed the world a new way to look at happiness through the development of the philosophies of Epicureanism and Stoicism.
- Hellenistic scientists, including Aristarchus, Eratosthenes, Euclid, and Archimedes, made important advances in the fields of astronomy and mathematics.

STANDARDIZED TEST PRACTICE

Multiple Choice

1. Alexander the Great was the son of
   A Philip II.  C Herodotus.
   B Plato.   D Zeno.
**TAKE-HOME REVIEW ACTIVITY 5 (continued)**

**Word Unscramble**

**Directions:** Look at the letters below. Unscramble each to reveal the name of a Greek god or goddess. Use the clues to help unscramble the letters.

1. S R E A  
   **god of war**

2. U E Z S  
   **chief god; god of the sky, rain, and lightning**

3. M A R T S I E  
   **goddess of the hunt and wild animals**

4. P O O L A L  
   **god of the sun and poetry**

5. T E S H A I  
   **goddess of the home**

6. S N P O E I D O  
   **god of the sea**

7. D E H A S  
   **god of the underworld**

8. H S E E M R  
   **messenger of the gods**

   **goddess of wisdom**

10. T E P H D R I O A  
    **goddess of love**

11. R H E A  
    **goddess of marriage**
SECTION RESOURCES

Greek Civilization

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The Culture of Ancient Greece: Words to Know

Directions: True or False  Print T or F on the line in front of each definition. If the statement is false, print on the blank line at the end of the statement the word that correctly matches the definition.

- A myth is a story told by actors and actresses.
- An oracle was a sacred shrine where a priest or priestess spoke for a god or goddess.
- In a tragedy, the story has a happy ending.
- A drama is a long poem that tells about heroic deeds.
- A fable is a traditional story about gods and heroes.

Building Academic Vocabulary

predict, verb
Example: The Greeks believed that oracles could predict the future.

Directions: The word predict is a verb as it is used in the example sentence. In the spaces below, fill in the derivative of the word that completes the statement. You may use your textbook, a dictionary, or Internet resources to help you.

6. A prophecy is a ____________ about the future.
7. The soldier’s behavior was ____________, as the same drill took place everyday.
8. On the line below, create your own sentence using predict.
Greek Philosophy and History: Words to Know

Directions: Select one of the following terms or names to complete each of the sentences below.

<table>
<thead>
<tr>
<th>Aristotle</th>
<th>Herodotus</th>
<th>philosophers</th>
<th>philosophy</th>
<th>Plato</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pythagoras</td>
<td>Socrates</td>
<td>Socratic method</td>
<td>Sophists</td>
<td>Thucydides</td>
</tr>
</tbody>
</table>

1. _____________ means “love of wisdom.”

2. _____________ believed that all relationships in the world could be expressed in numbers.

3. Greek _____________ thought the human mind could understand everything.

4. We know about the teachings of _____________ from the writings of his students.

5. _____________ were professional teachers who traveled from city to city.

6. _____________ wrote about government in the Republic.

7. The _____________ _____________ of teaching forced students to use their reason to answer questions.

8. _____________ is considered the “father of history” because he tried to separate fact from legend.

9. Plato’s best student was _____________, who had his own school called the Lyceum.

10. Many historians consider _____________ the greatest historian of the ancient world.

Building Academic Vocabulary

debate, noun and verb

Directions: In this section you read about the Sophists, who encouraged debate. Why is the ability to debate still important today?
Alexander the Great: Words to Know

Directions: For each of the following terms or place names, indicate which are associated with Philip II and which are associated with Alexander the Great by filling in the number before each term in the correct portion of the Venn diagram.

1. Alexandria
2. Chaeronea
3. Hellenistic Era
4. Macedonia
5. Syria

Building Academic Vocabulary

achieve, verb
achievement, noun

Directions: Answer the following questions about the word achieve. You may use your textbook, a dictionary, or Internet resources to help you.

6. What does it mean to “achieve a goal”?

7. What were some of the achievements of Philip II and Alexander the Great?
The Spread of Greek Culture: Words to Know

Directions: Matching  Each of the following people is associated with one or more of the terms or phrases listed below. Write the name of the correct person next to each term. There may be more than one name for each term, and the names may be used more than once.

<table>
<thead>
<tr>
<th>Archimedes</th>
<th>Aristarchus</th>
<th>Epicurus</th>
<th>Eratosthenes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Euclid</td>
<td>Theocritus</td>
<td>Zeno</td>
<td></td>
</tr>
</tbody>
</table>

1. astronomer __________________________________________
2. circumference _________________________________________
3. Epicureanism _________________________________________
4. lever _______________________________________________
5. poetry about nature __________________________________
6. plane geometry _______________________________________
7. solid geometry _______________________________________
8. Stoicism ___________________________________________

Building Academic Vocabulary

**survive, verb**

Example: The Hellenistic Age produced a large body of literature, but very little of it has survived and is not commonly found today.

Directions: After reading the example sentence above, determine the meaning of the word **survive**. Fill in the spaces below with forms of the word **survive** that will correctly complete the sentences.

9. One of the few __________ works from the Hellenistic Age is an epic poem by Appolonius.

10. What do we call a person who survives?

__________
The Culture of Ancient Greece

Directions: Filling in the Blanks  Reading the section and completing the sentences below will help you learn more about the culture of Ancient Greece. Refer to your textbook to fill in the blanks.

The Greeks believed in many gods and goddesses who controlled (1) _________________. Led by (2) _________________, the chief god, the twelve most important gods and goddesses lived on (3) _________________. According to Greek myth, the gods were not thought to be (4) _________________, but did have special powers. (5) _________________ were followed in hope of receiving good fortune from the gods. Because the Greeks believed in destiny and prophesy, they often visited a(n) (6) _________________ in order to find out about the future.

The earliest Greek stories were (7) _________________. The poet (8) _________________ wrote the Iliad and the Odyssey. The Greek people looked on the epics as real (9) _________________. Homer’s heroes became (10) _________________ for Greek boys. Another form of Greek story that taught a lesson was the (11) _________________. Each fable ends with a message, or (12) _________________.

(13) _________________ is a story told by actors who pretend to be characters in the story. A tragedy has an unhappy ending because the character tries to (14) _________________ difficulties but fails. In a comedy, the story ends (15) _________________.

(16) _________________ in ancient Greece believed in ideas like reason, moderation, balance, and harmony and hoped to inspire people to base their lives on these ideas. Examples of Greek painting can be seen on Greek (17) _________________. Greek architecture has influenced buildings today in the use of marble (18) _________________, which are common features of churches and government buildings.
Greek Philosophy and History

**Directions: Outlining**  Reading the section and completing the outline below will help you learn more about Greek philosophy and history. Refer to your textbook to fill in the blanks.

**I.** Greek _____________ led to the study of history, political science, _____________, and mathematics.
   A. Many philosophers were _____________ like Pythagoras, who taught that all relationships in the world could be _____________ in numbers.
   B. One school of philosophers were the _____________ who traveled from city to city making a living by teaching others.
   C. Socrates was an Athenian _____________ whose true love was philosophy.
      1. Socrates invented the _____________ of teaching, which asks pointed questions to force students to use reason and to see things for themselves.
      2. Socrates was accused of teaching young Athenians to _____________ against the _____________.
   D. _____________ was a student of Socrates who taught that democracy was not a good system of _____________.
   E. Aristotle, a student of Plato, influenced the way Europeans and _____________ thought about government.

**II.** Greeks wrote the first real _____________ in Western civilization.
   A. Herodotus wrote the history of the Persian Wars and tried to separate _____________ from _____________, but used _____________ and _____________ to explain some events.
   B. Most historians consider _____________ the greatest historian of the ancient world because he saw war and politics as the activities of _____________ and stressed the importance of having accurate _____________.

---

Name __________________ Date __________________ Class __________________
Guided Reading Activity 5-3

Alexander the Great

Directions: Answering Questions  Reading the section and completing
the questions below will help you learn about Alexander the Great. Refer
to your textbook to answer the questions.

1. Where is Macedonia located in relation to Greece?

2. What three things did Philip II especially admire about the Greeks?

3. Name the Athenian lawyer who warned the Greeks that Philip was
   a threat to freedom.

4. What war had left the Greeks weak and divided?

5. How old was Alexander when he became king of Macedonia?

6. How many soldiers did Alexander lead to victory over the
   Persians at the Battle of Granicus?

7. Although Alexander is known primarily as a military leader, what
city did he build in Egypt that became one of the most important
cities of the ancient world?

8. Why did Alexander turn back to Greece after invading India in
   326 B.C.?

9. Name four aspects of Greek culture that Alexander and his armies
   spread throughout Asia and northern Africa.

10. Name the four kingdoms that arose out of the decline of Alexan-
    der’s empire.
GUIDED READING ACTIVITY 5-4

The Spread of Greek Culture

Directions: Reading for Accuracy  Reading the section and completing the activity below will help you learn more about the spread of Greek culture. Use your textbook to decide if a statement is true or false. Write T or F in the blank, and if a statement is false, rewrite it correctly on the line.

1. The library in Alexandria contained more than 500,000 scrolls.

2. The epic poem Argonautica was written by the poet Theocritus.

3. Epicureanism taught that the way to be happy was to seek out pleasure.

4. Epicureans felt it was important to be active in politics.

5. A Phoenician named Zeno developed the philosophy of Epicureanism.

6. Stoics taught that happiness came from following reason, not emotions, and doing your duty.

7. Today, the word stoic is used to describe someone who is very expressive of his or her emotions.

8. Aristarchus held that Earth was the center of the universe.

9. Eratosthenes wrote Elements about plane geometry.

10. Archimedes of Syracuse figured out the value of pi that is used to measure the area of circles.
CHAPTER 6 RESOURCES

Early India

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  Early India
Ayurveda is a Sanskrit word made of two roots: *ayur*, which means “life,” and *veda*, which means “knowledge.” Ayurvedic medicine developed in India about 5,000 years ago. Ayurvedic medicine is based on a holistic approach to healing. Holistic medicine focuses on the whole body and the way all the parts of the body work together. A main idea of Ayurvedic medicine is that it is important to keep people healthy and strong so they do not become sick. Ayurvedic medicine tries to heal the mind and the body.

Ancient Indian doctors performed surgery and developed medicines similar to modern vaccines to help prevent disease. They also used herbal and animal toxins such as snake venoms to fight illness. Two early texts of Ayurvedic medicine were written between about 400 B.C. and 200 B.C.

Disease in Ayurveda is thought to come from an imbalance of three basic elements of the body: *vaata* (air and space), *pitta* (fire and water), and *kapha* (earth and water). The following table describes some of the functions of these three elements:

<table>
<thead>
<tr>
<th>Vaata</th>
<th>Pitta</th>
<th>Kapha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Controls all movement in the mind and body; controls blood flow, waste elimination, breathing, and the transmission of thoughts and sensory impressions to the mind</td>
<td>Controls vision, digestion, production of heat, hunger, thirst, intelligence</td>
<td>Provides material for physical structure; organizes tissues, lubricates joints, moistens skin, heals wounds; gives strength to the body; responsible for feelings of attachment, greed, envy</td>
</tr>
</tbody>
</table>

Ayurvedic medicine is still practiced today, not just in India but throughout the world. It is often used together with traditional Western medicine.

**Directions:** Use the information above to answer the following questions on a separate sheet of paper.

1. **Explain** In your own words, tell what holistic medicine involves.

2. **Identify** Name two procedures ancient Indian doctors performed that are often considered “modern” procedures.
The following are ways the basic lesson can be modified to accommodate students’ different learning styles.

**Verbal/Linguistic Learning; Intrapersonal Learning**

Have students write a one-page opinion essay about *Ayurvedic* medicine. They should tell which aspects of *Ayurvedic* medicine they like and which they are skeptical of, and provide ample explanations for their views.

**Visual/Spatial Learning**

Ask students to illustrate the story of how medical knowledge was taught to the ancient Indians as described in the first paragraph of the essay. Students might want to consult some examples of Indian religious art to get some ideas.

**Logical/Mathematical Learning**

Have students use a Venn diagram to compare and contrast *Ayurvedic* medicine and modern medicine. Label one circle of the diagram “*Ayurvedic* medicine” and the other circle “Modern medicine.” Students should then study the essay and think about the practices and philosophies of modern medicine (perhaps using their own doctor as a starting point), writing information about each in one circle of the diagram. Ways in which both types of medicine are similar fit into the overlapping area.

**Kinesthetic Learning; Interpersonal Learning**

Have students work with a partner to write a dialogue that might have occurred between an ancient Indian doctor and a patient suffering from (1) chronic tiredness, (2) depression, or (3) stomach problems. Students may wish to use the library or Internet to find more in-depth information about various *Ayurvedic* remedies. Students can then present their dialogues for the class.

**Gifted and Talented**

Ask students to use the library or Internet to research the topic of humors (blood, phlegm, choler, and black bile). In medieval Europe, the relative proportions of the humors were thought to determine a person’s disposition and health. Students should then write a report or create a chart comparing and contrasting the concept of humors to the *Ayurvedic* concept of vaata, pitta, and kapha.

**CRISS Reading Strategy**

Have students outline the article. Each paragraph can be a main (I, II, III) entry. Students should determine their own subentries (A, B, C) based on the content of the paragraphs.

**English Learners (EL) Reading Strategy**

The essay contains many non-English words. Ask EL students to identify them. Then ask them to find at least one source where they might learn how to pronounce these words.
CRITICAL THINKING SKILLS ACTIVITY 6

Making Comparisons

Social Studies Objective: Analyze information by comparing and contrasting.

Learning the Skill

When you make comparisons, you look at how two things are alike and how they are different. Comparing is showing how people, places, things, or ideas are the same. Contrasting is showing how people, places, things, or ideas are different. Seeing how two things are the same or different can help you understand each one more fully.

To make comparisons, follow these steps:

• Identify or decide what will be compared.
• Determine a common area or areas in which comparisons can be drawn.
• Look for similarities and differences within these areas.

Practicing the Skill

Directions: Compare and contrast the different number systems discussed below. Then answer the questions that follow.

1. Compare and contrast the Babylonian and Egyptian number systems. How are they the same? How are they different?

2. Which two number systems do you think are the most similar? Which are the most different?

3. What can we learn from comparing number systems like this?
In the western portion of India is the Thar Desert. It is about 100,000 square miles (259,000 sq. km) in area, and it is extremely hot and dry. But it was not always that way. In ancient times, part of the area was farmland along a now-vanished river known as the Saraswati.

Loosely translated, Saraswati means “mother of waters.” Along with the Indus River, the Saraswati was once home to the great civilizations that were centered in the cities of Harappa and Mohenjo-Daro. It was a twin river to the Indus, much like the Tigris was to the Euphrates in ancient Mesopotamia. The Saraswati flowed for more than 1,000 miles (1,609 km) from the Himalaya to the Arabian Sea.

In the fertile land between the two rivers, wheat, barley, rice, vegetables, fruits, and cotton were grown. Animals were raised for dairy products and meat. Archaeologists have uncovered the remains of more than 2,500 settlements in this region. It is thought that 75 percent of those settlements were along the Saraswati River.

**A River Disappears**

The Saraswati began in the Himalaya, the source of many other rivers. These rivers include the Indus; the Ganges, which flows east toward the Indian Ocean; and its major tributary, the Jumna. Glacial runoff and melting snow are the sources for these rivers. Scientists believe that an earthquake or some other type of shift in the region occurred around 2500 B.C. This shift may have diverted water away from the Saraswati. The Saraswati’s water may have gone to the Indus, the Ganges, or their tributaries.
Cut off from its water source, the Saraswati began to dry up. By 1900 B.C., archaeologists believe that the river ceased to exist. Civilizations along the river also disappeared. Some of the people migrated to the more fertile areas along the Ganges and the plains of central India. Others migrated westward toward Mesopotamia.

**Recent Evidence Uncovered**

The existence of the Saraswati was not known to the Western world until 1874. Surveys taken since then have helped locate portions of ancient riverbed. Satellite images from many miles above the earth’s surface have helped map out much of what was once the river’s course.

Today, groups within the Indian government hope that the river can be restored to its former location. They also hope that portions of the adjacent Thar Desert can be cultivated once again. Diverting waters from nearby rivers may make this project possible. If this happens, a large, sparsely populated region of India could be opened for settlement.

**Directions:** Answer the following questions in the spaces provided.

1. **Where did the Saraswati begin and in which direction did it flow?**

2. **Why did the Saraswati dry up?**

3. **What happened to the people who lived along the Saraswati after the river dried up?**

4. **Why does the Indian government want the flow of the Saraswati to be restored?**

5. **Inferring** Why do you think the existence of the Saraswati was unknown for so long?
Imagine you are a metalsmith in India 3,000 years ago. You are a man because women in India are not yet allowed to work with metal. You were born into either the Vaisya or Sudra caste—or social class. Your caste determines the work you are allowed to do, your food, where you live, and whom you marry. The Vaisya are artisans and farmers. The Sudra are laborers.

**Influence of Caste**

Your caste also determines your apprenticeship. If you are Vaisya, you will learn to carve fine molds to form statues and jewelry. After designing your mold, laborers will cast, or pour molten metal into, the mold. You may work with copper, tin, iron, lead, gold, silver, or zinc. You may also work with alloys like brass or bronze, which are combinations of different metals.

If you are a Sudra, you will probably be a laborer in a foundry. At the foundry you will melt metal and cast it into molds. As it cools, the metal takes the shape of the mold. It is hot, tiring, and dangerous work.

**Working With Metals**

India has been famous for its metallurgy since before 2500 B.C. Metallurgy is the science of working with metals. It includes separating metal from ore, which is the rock and dirt around the metal. It also involves combining different metals to make alloys and crafting objects from metal. People all over the world have wanted Indian pots, mirrors, decorations, and weapons that you and other craftsmen make.

**Directions:** Answer the questions below in the spaces provided.

1. **What do you make if you are in the Vaisya caste?**

2. **Why does your caste make a difference?**

3. **Writing** On another sheet of paper, write a paragraph about how you would feel if you were born into the Sudra caste.
Directions: Use the following information about Indian history to complete the time line.

Background
Indian civilization began in the Indus River valley. During its early history, India was ruled by several different empires and dynasties.

- The Harappan civilization began about 3000 B.C.
- The Buddha was born near the Himalaya in 563 B.C.
- The Persians invaded India about 518 B.C.
- The Buddha died at age 80.
- The Gupta empire began in A.D. 320.
- Alexander the Great invaded India in 327 B.C.
- Six years later, the Mauryan dynasty began.
- In 183 B.C., the last Mauryan ruler was killed.
- Ninety years earlier, Asoka began to rule India.
- The Harappan civilization began about 3000 B.C.
- Fifteen hundred years later, the Aryans entered India.
Filing Income Taxes

Why It’s Important

Without taxes, you would receive no government services. Public schools would close. The roads you travel on would be full of potholes. The fire department, sheriff, and police officers would simply not show up. Taxes are the cost of having a government. The main tax that funds the federal government is the income tax. It is based on how much a person earns.

Background

Filing income tax forms takes you through an algorithm. An algorithm is a series of steps that solve a problem—in this case, how much you owe in taxes. If you follow the steps, you get the right answer. Algorithms were invented in ancient India. Without algorithms, computer programming would be impossible.

The early Indians made many contributions in the area of mathematics. In addition to inventing the algorithm, the Indians invented not just the concept of zero, but also the symbol used to represent it. They also developed the numerals we use today—the digits 1 through 9—in the A.D. 700s. Use of these numbers spread throughout Europe, replacing Roman numerals. The scientist Aryabhata began the use of algebra. Indian mathematicians also explained the concept of infinity—something without an end.

Questions to Consider

Directions: Answer the questions below on a separate sheet of paper.

1. What comes to mind when you hear the word taxes?

2. Who files tax returns in your household? Do they do their own taxes?

3. Should rich people pay more taxes than poor people, or should everyone pay the same percentage of their income?

4. Would you ever be willing to pay higher taxes if you knew the money would pay for something you felt was important? What things would you rather NOT pay taxes for?

Did You Know? The Internal Revenue Service (IRS) is the government agency that collects taxes and processes income tax returns. The IRS Web site is www.irs.gov. At this Web site, people can begin the process of free online filing of their taxes. They can also download IRS tax forms and publications, and check on the status of their refund. Numerous statistics and other information are also available.

Your Task

Your task is to use an algorithm—the IRS tax form. You will act as a taxpayer with an income, marital status, and children. Then, you will use those characteristics to fill out a real 1040A tax form.
Filing Income Taxes

How to Do It

1. First, work with classmates to assemble taxpayer profiles for everyone in the class. Use three boxes. Into the first, place slips of paper with various wage amounts on them. Wages should range from $12,000 to $100,000. Include a slip for each student in your class.

2. In the second box, place slips of paper with various “other income” amounts on them. Let these range from $50 to $500,000.

3. In the third box, place slips of paper with various numbers of children on them. Let these range from 0 to 6.

4. Obtain tax form 1040A from the public library nearest to you. It comes packaged with most of the information you will need for filling it out. If you can get only a few of the booklets, photocopy the tax form and share the booklet.

5. Important. Fill in the social security information with all zeros. This will prevent anyone from filing this return.

6. Now, pass the boxes around the room. Each student draws a slip from each box to build a profile.

7. Now, fill in the form to find out how much you owe in taxes. Your teacher or other adults can help you with questions. Or, be adventurous and visit the IRS Web site to find answers on your own.

Follow-Up Activity

Share in small groups the outcome of your tax-filing experience. How did number of children affect the amount of taxes paid? How did wages and other income affect the amount you owed? Were you surprised by your findings?
ECONOMIC ACTIVITY 6

Evaluating Savings and Investment Options

The Gupta empire of India (c. A.D. 600) grew wealthy from trade. The rulers invested their profits in gold, silver, and large estates.

Today, people also save and invest to accumulate wealth. They have many savings and investment options. When you are choosing an investment, there are three important factors to consider—return on investment, safety, and liquidity.

**Directions:** The following table lists some saving and investment options. Each option is defined and then rated for return on investment, safety, and liquidity. They are either good (++), adequate (+), poor (-), or cannot be predicted (+/-). Use the data and definitions to answer the questions that follow on another sheet of paper.

<table>
<thead>
<tr>
<th>Saving/Investment Option</th>
<th>Definition</th>
<th>Return on Investment</th>
<th>Safety</th>
<th>Liquidity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passbook savings</td>
<td>Savings account; money can be withdrawn at any time.</td>
<td>-</td>
<td>++</td>
<td>++</td>
</tr>
<tr>
<td>Money market account</td>
<td>Savings account requiring $2,500 minimum balance; allows 3 checks a month to be written on the account.</td>
<td>-</td>
<td>+</td>
<td>++</td>
</tr>
<tr>
<td>Certificate of Deposit (CD)</td>
<td>Deposit of money that can only be withdrawn at a certain time.</td>
<td>+</td>
<td>++</td>
<td>-</td>
</tr>
<tr>
<td>Stocks</td>
<td>Shares of ownership in company; entitle owner to certain part of company’s profit.</td>
<td>+/-</td>
<td>+/-</td>
<td>+</td>
</tr>
<tr>
<td>Straight life insurance</td>
<td>Insurance plan that combines savings with insurance coverage.</td>
<td>-</td>
<td>+</td>
<td>-</td>
</tr>
<tr>
<td>Real estate</td>
<td>Investment in land or buildings.</td>
<td>+</td>
<td>+/-</td>
<td>-</td>
</tr>
</tbody>
</table>

1. Which option is the safest investment for someone who does not need to convert his or her investment into cash often?
2. In which investment does a person earn money if a company does well?
3. In which investment option can you only write three checks a month?
4. Which investment offers the possibility of an adequate investment return, safety, and liquidity?
Panchantantra: The Book of India’s Folk Wisdom

‘Far-sighted and Quick-witted,
Happily did these two thrive;
While Inevitable died.’

The lady sandpiper narrated this story:

The Fate of Three Fish:
Far-sighted, Quick-witted, and Inevitable

In a certain large lake there once lived three big fish. They were named Far-sighted, Quick-witted, and Inevitable. One day as he was swimming in the water, Far-sighted heard a conversation between some fishermen who were passing nearby: “This lake has a lot of fish. Let us do some fishing here tomorrow.”

When he heard this, Far-sighted thought to himself: “They are sure to come back. So, I will get hold of Quick-witted and Inevitable and go with them to another lake with open channels.” He called his two friends together and asked them to come along.

Quick-witted replied: “If in fact the fisher folk come back here, I will save myself by some strategy that fits the circumstances.”

Inevitable, whose end was near, paid no heed to Far-sighted’s plea and remained idly by making no preparation for the journey. Seeing that the two were determined to remain there, Far-sighted made his way into a stream of the river and proceeded to another lake.
Indian Fables

The day after he left, the fishermen together with their helpers blocked off the outlet, spread a dragnet, and caught every single fish. When this happened, Quick-witted lay in the net and made himself appear as if he were already dead. The fishermen, thinking, “This big fish has died on his own,” drew him out of the net and threw him near the water. He then jumped in and fled quickly to another lake. Inevitable darted here and there, totally at a loss and not knowing what to do. The fishermen bound him with the net and beat him to death with clubs.


Analyzing the Reading

Directions: Answer the questions below in the spaces provided.

1. What was Far-sighted’s plan for escaping the fishermen?

2. What was Quick-witted’s plan for escaping the fishermen? How did he carry it out?

3. Did Inevitable think ahead? Was he able to think intelligently when in danger?

4. Critical Thinking What lesson did the author want readers to learn from the fates of Far-sighted, Quick-witted, and Inevitable?
The Blessed One would rise early in the morning, and when, out of kindness to his body-servant and for the sake of bodily comfort, he had rinsed his mouth and otherwise cared for his person, he would sit retired until it was time to go begging. And when it came time, he would put on his tunic, girdle, and robes, and taking his bowl, he would enter the village or the town for alms. Sometimes he went alone, sometimes surrounded by a congregation of priests; sometimes without anything especial happening, sometimes with the accompaniment of many prodigies.

While, namely, the Lord of the World is entering for alms, gentle winds clear the ground before him; the clouds let fall drops of water to lay the dust in his pathway, and then become a canopy over him; other winds bring flowers and scatter them in his path; elevations of ground depress themselves, and depressions elevate themselves; wherever he places his foot, the ground is even and pleasant to walk upon, or lotus-flowers receive his tread. No sooner has he set his right foot within the city-gate than the rays of six different colors which issue from his body race hither and thither over palaces and pagodas, and deck them, as it were, with the yellow sheen of gold, or with the colors of a painting. The elephants, the horses, the birds, and other animals give forth melodious sounds; likewise the tom-toms, lutes, and other musical instruments, and the ornaments worn by the people.

The Buddha (continued)

Directions: Answer the questions below in the spaces provided.

1. How did the Buddha care for his body in the morning?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. What other names are used for the Buddha in the passage?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. Why does the Buddha go to a village or town?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4. Critical Thinking What conclusions do you as a reader draw about the Buddha from this selection?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
REVIEWING CHAPTER 6

India’s Early Civilizations
• Climate and geography influenced the rise of India’s early civilization. This civilization, including the cities of Harappa and Mohenjo-Daro, developed in the fertile Indus River valley.
• The Aryans, a group of nomadic herders, entered the northern part of India. They introduced new ideas and technology, including the iron plow and the Sanskrit language, to India.
• The Aryans created a caste system dividing people into rigid social and economic classes. Ancient Indian society favored men over women.

Hinduism and Buddhism
• Hinduism grew out of the ancient beliefs of the Aryans.
• Hinduism is an old religion with many deities. Hindus believe in reincarnation and that a person’s place in life is determined by his or her karma.
• In the 500s B.C., Siddhartha Gautama founded the religion of Buddhism in northern India.
• According to Buddhism, a person who follows the Four Noble Truths and Eightfold Path can achieve nirvana.

India’s First Empires
• Ancient India had two great empires: the Maurya and the Gupta.
• The Mauryan empire, under leaders such as Chandragupta Maurya and Asoka, united most of India for more than a hundred years.
• The Gupta dynasty reunited northern India and grew wealthy from trade.
• During the Mauryan and Gupta empires, the arts and sciences flourished in India. Several great works of literature came from this period.

STANDARDIZED TEST PRACTICE

Multiple Choice
1. The group in ancient India that developed the Sanskrit language was the
   A. Mauryans.  C. Aryans.
TAKE-HOME REVIEW ACTIVITY 6 (continued)

India's Social System

Directions: Listed below are the four social classes of ancient India. A description of each group follows. Decide which description matches each group. Then write the group’s name and its description in an opening on the pyramid. Begin with the highest class in the top opening and move down the pyramid according to class.

Social Classes
Sudras
Vaisyas
Kshatriyas
Brahmins

Descriptions
Common people
Warriors, rulers
Priests
Unskilled laborers,
servants
SECTION RESOURCES

Early India

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  India’s Early Civilizations: Words to Know

Vocabulary Activity 6-2 ........................................ 93
  Hinduism and Buddhism: Words to Know

Vocabulary Activity 6-3 ........................................ 94
  India’s First Empires: Words to Know

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  India’s Early Civilizations

Guided Reading Activity 6-2 ................................. 96
  Hinduism and Buddhism

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  India’s First Empires
India’s Early Civilizations: Words to Know

Directions: Circle the letter of the item that best completes each sentence.

1. India is a(n) ________ with barrier mountains to the north.
   A. continent       B. island       C. subcontinent       D. peninsula

2. Aryan people were organized into tribes led by a ________.
   A. raja           B. guru            C. Brahman           D. general

3. At the top of Aryan society was the class of ________.
   A. rajas          B. gurus          C. Brahmins         D. sudras

4. The Aryans developed a written language called ________.
   A. Brahmin       B. Sanskrit       C. raja              D. suttee

5. A ________ is a strong wind that blows in one direction in winter and the opposite direction in summer.
   A. raja             B. monsoon       C. caste            D. Mohenjo-Daro

6. A ________ is a social group that someone is born into and cannot change.
   A. raja            B. monsoon       C. caste            D. suttee

Building Academic Vocabulary

manual, noun and adjective

Directions: The word manual can have two entirely different meanings. For each of the sentences below, circle the letter of the word that has the closest meaning to the boldfaced word. You may use a dictionary or the Internet to help you.

7. Sudras were manual laborers and servants who had few rights.
   A. handbook      B. physical      C. poor             D. trained

8. She used a manual to find out how to fix the broken machine.
   A. handbook      B. physical      C. poor             D. diagram

9. Which of the following words is an antonym (opposite) of the word manual as it is used in the above item number seven?
   A. easy           B. clean          C. untouchable      D. intellectual
VOCABULARY ACTIVITY 6-2

Hinduism and Buddhism: Words to Know

Directions: True or False Print T or F on the line in front of each definition. If the statement is false, print on the blank line at the end of the statement the word that correctly matches the definition.

<table>
<thead>
<tr>
<th>Brahmán</th>
<th>Buddhism</th>
<th>Dalai Lama</th>
<th>dharma</th>
<th>Hinduism</th>
<th>theocracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>karma</td>
<td>nirvana</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. In Hinduism the one universal spirit is called **nirvana**.

2. In Hinduism the consequences of how a person lives is called **dharma**.

3. In Tibet, the Buddhist leader who led the government was called the **Brahman**.

4. When religious leaders head a government, it is called a **theocracy**.

5. **Hinduism** was founded by Siddhartha Gautama.

6. The idea of passing through many lives to reach the Brahman is called **reincarnation**.

7. **Buddhism** is the third largest religion in the world today.

8. **Karma**, the divine law in Hinduism, requires people to perform the duties of their caste.

9. The Buddha taught that if people gave up all desires, they would reach **Brahman**.
Building Academic Vocabulary

Directions: Use your textbook or a dictionary to determine the meanings of the following words. Then complete the activity below.

**military, adjective**
Example: Asoka was a strong military leader, but he came to hate bloodshed.

**expand, verb**
Example: Samudragupta expanded the Gupta empire in northern India.

Directions: Fill in the puzzle with the term for each definition listed below, writing one letter in each square. You will use both the academic vocabulary above and the words in the bank below.

| dynasty | Pataliputra | pilgrim |

1. make greater; enlarge
2. a series of rulers from the same family
3. relating to soldiers or war
4. the Mauryan capital
5. a person who traveled to a religious shrine or site

The shaded letters in the puzzle can be reordered to form the sixth term, whose definition is given below. Write the letters in the correct order.

6. a Buddhist shrine, shaped like a dome or mound  __ __ __ __ __
India’s Early Civilizations

Directions: Filling in the Blanks  Reading the section and completing the sentences below will help you learn more about India’s first civilizations. Refer to your textbook to fill in the blanks.

India is a subcontinent of (1) ___________________. The (2) ____________________, the highest mountains in the world, separate India from the rest of the Asian continent. India has two very fertile (3) ___________________ valleys created by the Ganges River and the Indus River. Monsoons are an important part of the Indian (4) ___________________. They cause cold, dry air in (5) ___________________ and warm, wet air in (6) ___________________.

India’s early (7) ___________________ grew up near the Indus River. It was made up of more than a thousand villages and towns that stretched from the Himalaya to the (8) ___________________ Sea. This civilization is known as the (9) ___________________ or Indus civilization. Most Harappans were (10) ___________________ who grew various crops. It is likely that the Harappans (11) ___________________ with the Mesopotamians.

The Harappan civilization was destroyed by a combination of natural disasters. A group of people called the (12) ___________________ began settling the region. The Aryans were (13) ___________________ instead of farmers and originated in central and south central Asia. The Aryans developed a new written (14) ___________________ called Sanskrit while in India.

The Aryans developed a(n) (15) ___________________ system in which people were born into a particular social group. The Aryans had long believed that society was divided into four (16) ___________________ called varnas.
**Hinduism and Buddhism**

Directions: Answering Questions  Reading the section and completing the questions below will help you learn about Hinduism and Buddhism. Refer to your textbook to answer the questions.

1. The Hindus tend to think of all deities as different parts of what universal spirit?

2. Give an example from the Upanishads to describe how a person unites with Brahman.

3. What is the idea of passing through many lives to reach the Brahman?

4. In what ways did the belief in reincarnation affect Indian life?

5. Who was the founder of the religion, Buddhism?

6. According to the Buddha, what three desires must be given up for pain and sorrow to vanish?

7. According to the Four Noble Truths, what steps must be followed in order to stop desiring things?

8. Name the two groups the Buddhists split into.

9. What does Mahayana Buddhism teach about the Buddha himself?

10. How is Buddhism in Tibet unique?
GUIDED READING ACTIVITY 6-3

India’s First Empires

Directions: Reading for Accuracy  Reading the section and completing the activity below will help you learn more about India’s first empires. Use your textbook to decide if a statement is true or false. Write T or F in the blank, and if a statement is false, rewrite it correctly on the line.

1. Both the Persians and Alexander the Great invaded the Indus Valley.
   
2. India’s first empire, founded by the Indian prince Chandragupta Maurya, was located in the Indus River valley.
   
3. Chandragupta used a strong, well-organized government to run his empire.
   
4. The great Buddhist king Asoka persecuted his Hindu subjects for their religious beliefs.
   
5. The Gupta empire grew wealthy through decades of war and conquest.
   
6. The Guptas made Hinduism the official religion and built many Hindu shrines to their deities.
   
7. The Mahabharata is a long sacred text.
   
8. In the Bhagavad Gita, animal characters often present lessons about life.
   
9. Euclid was the leading mathematician of the Gupta empire.
   
10. Early Indians invented mathematical algorithms that computer programmers use today to tell computers what to do.
CHAPTER 7 RESOURCES

Early China

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   Chinese Inventions

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   Early China
Chinese Inventions

The ancient Chinese invented many useful and important items, several of which were unknown in Europe for centuries. The shading on the following table shows the lag in time between when the Chinese invented the item and when it was adopted in Europe.

<table>
<thead>
<tr>
<th>Some Chinese Inventions and Their Adoption in the West</th>
</tr>
</thead>
<tbody>
<tr>
<td>iron plows</td>
</tr>
<tr>
<td>cast iron</td>
</tr>
<tr>
<td>harness for horses</td>
</tr>
<tr>
<td>stirrup</td>
</tr>
<tr>
<td>paper</td>
</tr>
<tr>
<td>printing – block printing</td>
</tr>
<tr>
<td>porcelain</td>
</tr>
<tr>
<td>ship’s rudder</td>
</tr>
<tr>
<td>compass</td>
</tr>
</tbody>
</table>

1000 B.C.  500 B.C.  0  A.D. 500  A.D. 1000  A.D. 1500  A.D. 2000

Directions: Use the information in the chart to answer the following questions on a separate sheet of paper.

1. Analyze Name one factor that might account for the long time lag between most of the Chinese inventions shown in the chart and their adoption in the West.

2. Evaluate Which of the inventions shown in the chart do you think did the most to increase the population of China? To help China establish trade in distant lands? To preserve the history of China? Explain your answers.
The following are ways the basic lesson can be modified to accommodate students’ different learning styles.

**Verbal/Linguistic Learning; Intrapersonal Learning**

Have students write a one- to two-page report explaining which of the inventions shown on the chart has had the greatest positive impact on the world. Students should provide ample support for their arguments.

**Logical/Mathematical Learning**

For each item shown on the chart, have students calculate approximately how much time passed between the invention of the item in China and its adoption in the West. Which two items had the longest time lags? The shortest?

**Kinesthetic Learning**

Have students construct their own models of one of the items in the chart, using whatever materials they choose. They may use the library or Internet for assistance if necessary and display their models in class.

**Visual/Spatial Learning**

Ask students to construct a time line listing the inventions in correct chronological order. A small illustration of each item should accompany its listing on the time line.

**Gifted and Talented**

According to the chart, the iron plow was invented in China c. 250 B.C. but was not used in the West until around A.D. 1000. Ask students to play “what-if?” Instruct them to write a two-page report on how Western and Chinese civilizations might have been different if the plow had been invented in the West in 250 B.C. but not used in China until A.D. 1000. Students should provide reasons and evidence for their views.

**CRiSS Reading Strategy**

A K-W-L chart taps student knowledge and generates student interest. Have students create a three-column chart titled *Chinese Inventions*. Explain that they will fill out the chart by writing what they know about the topic in the first column; what they want to know in the second; and what they learned in the third. Have students first fill out the K and W columns. Then ask them to complete the L column as they study the chart, read the chapter in their textbooks, and/or conduct their own library or Internet research.

**English Learners (EL) Reading Strategy**

Ask EL students to pick four items from the chart and write a sentence or two about what they are and how they are used.
CRITICAL THINKING SKILLS ACTIVITY 7

Making Inferences

Social Studies Objective: Analyze information by making inferences.

Learning the Skill

An inference is an observation or conclusion that you can make based on known facts. The way you think about the facts or evidence available to you leads you to draw certain conclusions or to make an inference. For example, you know that your sister hates broccoli. You see your mother preparing broccoli for dinner. You can infer that your sister won’t be happy at dinnertime.

To make an inference, follow these steps:
• Read (or listen) carefully for stated facts and ideas.
• Then review what you already know about the topic or situation.
• Put all your information together to see if you have enough evidence to draw an inference about a situation.

Practicing the Skill

Directions: Read the chart below. Then match the saying or belief listed below the chart on the left with the appropriate religion or philosophy on the right. Briefly support your answer.

<table>
<thead>
<tr>
<th>Daoism</th>
<th>Confucianism</th>
<th>Legalism</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The Dao is the force that flows through all life.</td>
<td>• People must find the right pattern to live life by.</td>
<td>• People need laws and punishments to behave.</td>
</tr>
<tr>
<td>• Daoists seek “the three jewels”: compassion, moderation, and humility.</td>
<td>• Peace and order in life can be attained by following rituals and self-discipline.</td>
<td>• Society can only be maintained by a strong ruler.</td>
</tr>
<tr>
<td>• Daoists practice wu-wei, which is letting nature take its course without interfering.</td>
<td>• Followers practice jen, which is loving others. Devotion to family is the highest form of jen.</td>
<td>• People are naturally evil. Education cannot improve them, only punishments and rewards.</td>
</tr>
<tr>
<td>“Practice no-action; Attend to do-nothing; Taste the flavorless”</td>
<td>“Forget injuries, never forget kindnesses.”</td>
<td>“People submit to power, and few of them can be influenced by doctrines of righteousness.”</td>
</tr>
</tbody>
</table>

A. “What you do not wish for yourself, do not do to others.”

B. The tiger makes the dog serve him by his claws and his teeth. If the tiger gave the dog his claws and teeth, the tiger would serve the dog.

C. “Be still like a mountain and flow like a river.”

____ 1. Daoism ____________

____ 2. Confucianism ____________

____ 3. Legalism ____________
In ancient times, many merchants traveled a trade route that linked China to the west. This trade route was called the Silk Road. Though most of the route was actually a rough caravan track through mountains and deserts, it was used for hundreds of years. The route began in China and covered some 4,000 miles (6,436 kilometers) to Damascus and on to Antioch. From there, merchants from the East traded with those of the Roman Empire and others from the West.

Traveling the Silk Road

Most merchants did not travel the entire route of the Silk Road. Instead, they traveled part of the distance and sold or bartered their goods to other merchants who continued onward. This was due in large part to the difficulty of the terrain. There were rugged mountains along much of the journey, including the Tian Shan and the Kunlun Shan. Hundreds of miles of lifeless desert, such as the Taklimakan, made the central region of the journey very dangerous. Merchants also had to cross rivers, valleys, and plains, and deal with bandits. The many cultures and languages along the route also created barriers. All of these features made for a difficult trip, and many travelers lost their lives along the way.

There were also many countries along the Silk Road that wanted to control trade within their borders. Persia, for example, would not let Western or Eastern merchants pass through its lands. This forced merchants to exchange goods in Persia and allowed Persia to tax their trade goods.

Exchanging Goods and Ideas

Despite the challenges of a journey along the Silk Road, such a trip could earn a merchant great wealth. The longer the distance goods traveled, and the more merchants’ hands they passed through, the more expensive the goods became. Merchants could sell the products at increasingly higher prices.

Silk was not the only good that was traded along the Silk Road, though it was perhaps the most famous. Many flowers, such as roses and azaleas, and fruits such as oranges, peaches, and pears, traveled to the West. In return, China received items such as green and white jade, colored glass, Central Asian horses, grapes, figs, and chives.

Technology and ideas were also exchanged along the Silk Road. Advances in metalworking and animal breeding traveled both ways along the road, as did new forms of language and writing. The various cultures along the route also learned of other religions and philosophies, including Christianity, Judaism, Confucianism, Taoism, and eventually Islam.
Directions: Answer the following questions in the spaces provided.

1. What goods flowed into China along the Silk Road? ________________________________

2. Why was the journey along the Silk Road difficult? What geographic features added to the difficulty?

   ____________________________________________________________

3. Why were merchants able to make a profit on the Silk Road?

   ____________________________________________________________

4. Which city is the easternmost city on the Silk Road? Which city is the westernmost?

   ____________________________________________________________

5. Analyzing Do you think that trade between countries today still leads to the exchange of technology and ideas? Explain your answer.

   ____________________________________________________________
Hua Tuo was born about A.D. 101 on the North China Plain. His father died when he was seven years old and his family was very poor.

**A Surgeon**

Hua had seen many people die in plagues, famines, and war. So he decided to become a doctor. He studied with doctors and became an expert in medicine for women and children. Hua became the first Chinese surgeon. He even invented some of the first anesthetics so his patients would not feel pain.

Hua was also an expert in using herbs and acupuncture. In acupuncture, doctors place small needles in specific spots on the human body to treat pain and certain illnesses. People still use acupuncture today.

**Exercise Is Important**

Hua said, “The body needs exercise, but it should not be excessive. Motion consumes energy produced by food and promotes blood circulation so that the body will be free of diseases.” To encourage his patients to exercise, Hua invented the “frolics of the five animals.” These are exercises that imitate the tiger, deer, bear, monkey, and bird.

**Lost Knowledge**

When Hua died, someone burned his medical notes and much knowledge died with him. Local beliefs and laws discouraged doctors from performing surgery. As a result, surgery disappeared from China for almost 1,000 years.

**Directions:** Answer the questions below in the spaces provided.

1. What is acupuncture? ____________________________________________

2. What are the “frolics of the five animals”? ____________________________

3. Why did surgery disappear from China for so long?
   ___________________________________________________________________

4. **Writing** What do you think about Hua’s ideas on exercise?
   Write about this on another sheet of paper.
China's Dynasties (1750 B.C.–A.D. 220)

Directions: Label the brackets below with the name of the correct dynasty (Han, Qin, Shang, or Zhou). Then use the time line to answer the questions in the spaces provided.

Background
From 1750 B.C. to A.D. 220, four different dynasties controlled China. During the rule of these dynasties, Confucius was born, the first Great Wall of China was built, and the Silk Road was established.

1. During which dynasty was Confucius born?

2. During which dynasty was the Silk Road established?

3. Which dynasty lasted the longest?

4. How many years did the Qin dynasty last after Qin Shihuangdi’s death?
CHAPTER 7

CITIZENSHIP AND SERVICE LEARNING ACTIVITY 7

Levels of Government Bee

Why It’s Important
In the United States, different levels of government serve different functions. Many of the functions of the federal government are spelled out in the Constitution. According to the 10th Amendment to the Constitution, any powers not specifically given to the federal government are left to the states or the people. Thus, state and local governments provide a different set of services than the federal government, although some overlap exists.

Background
The early Chinese dynasties recognized the need to have different levels of government. For example, during the Shang dynasty, as early as 1750 B.C., the king divided the kingdom into areas ruled by various military leaders.

In the Han dynasty, which began in 202 B.C., the concept of civil service developed. Civil service is a system under which people applying for jobs must take certain tests. Those who score highest on the tests are hired.

Questions to Consider
Directions: Answer the questions below on a separate sheet of paper.
1. Have you ever considered working for the government? Does anyone in your family hold a government job?
2. Do you think the civil service system sounds fair? What factors besides test scores do you think should be considered when someone is hired?
3. Who is the head of the federal government? The state government? Your local government?
4. Can you name three services provided by local government? State government? Federal government?
5. What government services affect you? (If you go to a public school, your education is a government service!)

Did You Know? In most states, there is a fourth level of government in addition to federal, state, and town/city. That level is the county. In Louisiana, counties are called parishes. In Alaska, they are called boroughs. Counties usually provide a specific set of services, such as juvenile courts, adult courts, and election services.

Your Task
Your task is to identify the services and functions of various levels of government. Then, you will pool your findings to hold a “Government Bee,” with rules similar to a spelling bee.

How to Do It
1. Work in groups of three or four.
   Use phone books, government directories, and Internet resources to identify the services and functions of
Levels of Government Bee

government. Call or e-mail agencies to get a clearer idea of the tasks they perform.

2. Put each service or function on a note card with the level of government (federal, state, city, county) written under it. Try to be specific when a service may be performed by more than one level of government.

3. Make a bulletin board display with the cards, clustering them by level of government. After your class has had a few days to study the cards, take them down.

4. Shuffle the cards and divide the class into two teams.

5. Ask your teacher to read the service or function from the top card to the first member of the first team. That person should name the level of government responsible for that service.

If he or she gets it right, he or she goes to the end of the line. If the answer is wrong, he or she sits down and the question is passed to the other team.

6. If a particular question stumps the players from both teams, students from each team (including those who have sat down) may look up the answer. The first team to find the answer can regain a player.

7. The last team to have students still standing is the winner.

Follow-Up Activity

How did your team do in the Government Bee? Did the level at which certain functions are performed surprise you? Are there functions performed at one level of government that you think should be provided by another level? Write a paragraph summing up your experiences with this activity.
Chinese merchants began using a large network of trade routes known as the Silk Road between 200 B.C. and A.D. 100. The trip was expensive because merchants had to pay taxes to each kingdom they passed through.

Today, foreign exchange markets buy and sell foreign currency so that individuals and businesses can easily do business in different countries. They need to convert from one currency unit to another.

Below is a table of foreign exchange rates for a recent day. These rates change daily and are posted in large banks and major newspapers. To make sense of the table, look at the Euro, the common currency of many European countries. It is worth $1.19 in U.S. currency.

<table>
<thead>
<tr>
<th>Country (currency unit)</th>
<th>What it is worth in U.S. Dollars</th>
<th>Country (currency unit)</th>
<th>What it is worth in U.S. Dollars</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argentina (peso)</td>
<td>0.34</td>
<td>Egypt (pound)</td>
<td>0.16</td>
</tr>
<tr>
<td>Australia (dollar)</td>
<td>0.69</td>
<td>Euro</td>
<td>1.19</td>
</tr>
<tr>
<td>Britain (pound)</td>
<td>1.76</td>
<td>India (rupee)</td>
<td>0.02</td>
</tr>
<tr>
<td>Canada (dollar)</td>
<td>0.72</td>
<td>Japan (yen)</td>
<td>0.009</td>
</tr>
<tr>
<td>Chile (peso)</td>
<td>0.002</td>
<td>Philippines (peso)</td>
<td>0.02</td>
</tr>
<tr>
<td>China (renminbi)</td>
<td>0.12</td>
<td>Saudi Arabia (riyal)</td>
<td>0.27</td>
</tr>
</tbody>
</table>

**Directions:** Use the data above to answer the questions below.

1. What is the currency called in each of these countries?
   - Saudi Arabia
   - Britain
   - China

2. How much is each of the following worth in U.S. dollars?
   - 1 Canadian dollar
   - 1 Indian rupee
   - 1 Chinese renminbi

3. When you leave Japan, you exchange 100 yen for dollars. How much will you get?

4. A sari in India for 700 rupees

5. A painting in Britain for 1,250 pounds

6. A belt in Chile for 1,250 pesos

7. A shirt in Canada for 40 dollars

8. Some cheese in Australia for $18.00

9. A painting in China for 800 renminbis
A knower of the Truth
travels without leaving a trace
speaks without causing harm
gives without keeping an account
The door he shuts, though having no lock,
cannot be opened
The knot he ties, though using no cord,
cannot be undone

The Sage is always on the side of virtue
so everyone around him prospers
He is always on the side of truth
so everything around him is fulfilled

The path of the Sage is called
“The Path of Illumination”
He who gives himself to this path
is like a block of wood
that gives itself to the chisel—
Cut by cut it is honed to perfection
 Daoism Writings

Only a student who gives himself
can receive the master’s gift
If you think otherwise,
despite your knowledge, you have blundered

Giving and receiving are one
This is called,
“The great wonder”
“The essential mystery”
“The very heart of all that is true”

“Verse 27” from Tao Te Ching by Lao Tzu,

Analyzing the Reading
Directions: Answer the questions below in the spaces provided.

1. Give an example from the text of the power of “a knower of the Truth.”

__________________________________________________________

2. What side is a Sage always on?

__________________________________________________________

3. What is “the very heart of all that is true”?

__________________________________________________________

4. Critical Thinking How might the values described in this verse help create a peaceful society?

__________________________________________________________

5. Critical Thinking Think about the description of how a student learns from a teacher. How does that compare to how you are expected to learn from your teacher?

__________________________________________________________
CHAPTER 7

Thoughts of Confucius

About the Selection
Confucius, born in 551 B.C., was China’s first great thinker and teacher. He taught that people needed to have a sense of duty to others. He also encouraged people to be good and to learn. He believed this would improve society. Confucius traveled through China sharing his teachings. His followers recorded many of his sayings, which are much like proverbs or simple rules for living. In the proverbs below, Confucius talks about duty, family, and growing older.

The Analects

1.11 The Master said: “When the father is alive, watch the son’s aspirations. When the father is dead, watch the son’s actions. If three years later, the son has not veered from the father’s way, he may be called a dutiful son indeed.”

2.4 The Master said: “At fifteen, I set my mind upon learning. At thirty, I took my stand. At forty, I had no doubts. At fifty, I knew the will of Heaven. At sixty, my ear was attuned. At seventy, I follow all the desires of my heart without breaking any rule.”

2.7 Ziyou asked about filial piety. The Master said: “Nowadays people think they are dutiful sons when they feed their parents. Yet they also feed their dogs and horses. Unless there is respect, where is the difference?”

PRIMARY SOURCE READING 7

Thoughts of Confucius (continued)

Directions: Answer the questions below in the spaces provided.

1. According to Confucius, what is the sign of a faithful child?

2. How should children treat their parents, according to Confucius?

3. What was Confucius like when he was 15?

4. Critical Thinking Based on this reading, how do you think Confucius felt about getting older?
REVIEWING CHAPTER 7

China’s First Civilizations
• China’s first civilizations formed in river valleys. The Chinese were isolated from other people by mountains and deserts.
• Rulers known as the Shang controlled the area around the Huang He valley. The Shang became powerful because they controlled land and had strong armies.
• The Zhou dynasty replaced the Shang and claimed to rule with the Mandate of Heaven. During the Zhou dynasty, farming methods improved and trade increased.

Life in Ancient China
• Early Chinese society had three main social classes: aristocrats, farmers, and merchants.
• The family was the basis of Chinese society. Chinese families practiced filial piety, meaning that children had to respect their parents and put the needs of the head of the family before their own.
• Three Chinese philosophies—Confucianism, Daoism, and Legalism—grew out of a need for order.

The Qin and Han Dynasties
• Qin Shihuangdi used harsh methods to unify and defend China.
• Developments during the Han dynasty improved life for all Chinese. During the Han dynasty, people began taking tests for government jobs. New inventions, such as the waterwheel and paper, were created.
• The Silk Road was an important trade route that linked China to the West.
• As the Han dynasty lost power, many Chinese became followers of Buddhism.

STANDARDIZED TEST PRACTICE

Multiple Choice
1. The Silk Road was a
   A. road made out of cloth.
   B. row of bushes that fed silkworms.
   C. trade route used only by silk merchants.
   D. trade route used by all.
TAKE-HOME REVIEW ACTIVITY 7  (continued)

Crossword Puzzle

Directions: Use the clues below to fill in the correct key words from Chapter 7 on the crossword puzzle.

ACROSS
1. nobles whose wealth came from the land they owned
4. a line of rulers who belong to the same family
5. Chinese dynasty founded by Liu Bang
8. a character that stands for an object in writing
9. What is the Chang Jiang (Yangtze)?

DOWN
2. early Chinese dynasty that may have built the first Chinese cities
3. a formal order
4. based on the teachings of Laozi, this Chinese philosophy promotes a peaceful society
6. an important Chinese invention that made this book possible
7. vast desert bordering Northern China
SECTION RESOURCES

Early China

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  Life in Ancient China: Words to Know

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  Life in Ancient China

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  The Qin and Han Dynasties
China’s First Civilizations: Words to Know

Directions: True or False  Print T or F on the line in front of each definition. If the statement is false, print on the blank line at the end of the statement the word that correctly matches the definition.

- arista\text{crat}
- bu\text{rea}uc\text{ry}
- D\text{ao}
- m\text{and}ate
- pict\text{ograph}
- dyn\text{asty}

1. A pictograph is a character that represents an idea.

2. A bureaucracy is a line of rulers that belong to the same family.

3. The Dao was a formal order that gave kings the power to rule.

4. An aristocrat is a noble whose wealth came from the land he owned.

5. A dynasty is made up of appointed officials who are responsible for different areas of government.

6. The mandate was the proper way that kings were supposed to rule.

Building Academic Vocabulary

\text{contact, noun and verb}

Example: An important duty of Shang kings was to contact the gods, spirits, and ancestors before making important decisions.

Directions: Use a dictionary or Internet resources to help you understand the meanings of these two words. Then answer the following question.

7. The word contact can have different meanings. On the lines below, write your own sentence using the word contact as either a person, place, or thing or as an action word.
**Vocabulary Activity 7-2**

**Life in Ancient China: Words to Know**

**Directions:** Match each of the following terms with the correct person or phrase below. You will use each term twice.

<table>
<thead>
<tr>
<th>Confucianism</th>
<th>Daoism</th>
<th>Legalism</th>
</tr>
</thead>
</table>

1. Hanfeizi ____________________________
2. Confucius __________________________
3. Laozi ______________________________
4. sense of duty ________________________
5. harmony with nature __________________
6. system of laws ________________________

**Building Academic Vocabulary**

*estate, noun,* a large piece of land with a residence

Example: China’s aristocratic families owned large estates.

**Directions:** Use your textbook and a dictionary to answer the following questions.

7. On the lines below, describe a Chinese estate.

8. The word *estate* has other meanings besides the one given in the example sentence. Write a definition for the word *estate* based on the following sentence.

A few days after the man’s death, his relatives began to divide up his estate.
VOCABULARY ACTIVITY 7-3

The Qin and Han Dynasties: Words to Know

Building Academic Vocabulary

unify, verb, combine into one

Directions: Study the word unify. Then answer the following questions. You may use a dictionary or Internet resources to help you.

1. What does the prefix uni- mean? ________________________________

2. Write a definition of the following words that also use the prefix uni-.
   unicycle ________________________________
   uniform ________________________________

Directions: Fill in each blank below with the word that best completes the sentence. You will use the academic vocabulary and words from the box below.

acupuncture Guangzhou Han Wudi Liu Bang
Luoyang Qin Shihuangdi Silk Road

(3) _________________ means “the First Qin Emperor.” This ruler made changes in China’s government. He appointed government officials, called censors, to make sure that other officials did their jobs. He also

(4) _________________ China by creating one currency to be used throughout the empire and by building roads and a huge canal that connected the Chang Jiang to the city of (5) _________________.

(6) _________________ founded the Han dynasty. He continued to use censors, and he also divided the empire into provinces and counties. The Han dynasty reached its peak under (7) _________________. To fill government posts, he made job seekers take civil service examinations. During the Han dynasty, Chinese doctors began to use a treatment known as (8) _________________ to ease patients’ pain. Merchants began using the (9) _________________ to ship expensive goods to other countries.
The Huang He, or (1) Huang He, flows across China for more than 2,900 miles. The flooding of the rivers of China helped farmers as it left behind rich (2) silt deposits. An even longer river in China is the (3) Yangtze River, or the Yangtze River. In spite of these river valleys, China has so many mountains and deserts that only a little more than (4) 10% of its land can be farmed.

The kings of the Shang dynasty ruled from the capital city of (5) Anyang in northern China. The upper class of the Shang dynasty was made up of aristocrats whose wealth came from the (6) crops they owned. Most Shang Chinese were farmers who grew grain such as millet, wheat, and (7) rice. The people of Shang China worshiped gods and (8) ancestors and honored their (9) ancestors. Like many other ancient languages, early Chinese writing used (10) logograms and (11) ideograms. While English is based on an alphabet based on sounds, most Chinese characters represent (12) words.

An aristocrat named (13) Wuider Overthrew the Shang and began a new dynasty called the (14) Zhou dynasty. Like the Shang, the Zhou kings divided the kingdom into smaller (15) states and then trusted aristocrats to rule them. During the Zhou dynasty, the Chinese developed irrigation and (16) terraced systems that allowed farmers to grow more crops. The Zhou dynasty ended when the rulers of the territories became powerful and set up their own (17) shires.
GUIDED READING ACTIVITY 7-2

Life in Ancient China

Directions: Answering Questions  Reading the section and completing the questions below will help you learn more about life in ancient China. Refer to your textbook to answer the questions.

1. Name the three main social classes of early China.

2. Why were merchants not allowed to have government jobs?

3. What were the two primary responsibilities of women in Chinese society?

4. Name the three major theories developed by early Chinese thinkers about how to create a peaceful society.

5. What did Confucius believe would bring peace to Chinese society?

6. What particular teaching of Confucius caused him to be resisted by the aristocrats?

7. What Chinese philosophy was based on the teachings of Laozi?

8. Describe the primary differences between Confucianism and Daoism.

9. What did the scholar Hanfeizi believe about human nature that was different from both Confucius and Laozi?

10. Why did aristocrats like the philosophy of Legalism?
GUIDED READING ACTIVITY 7-3

The Qin and Han Dynasties

Directions: Reading for Accuracy  Reading the section and completing the activity below will help you learn more about the Qin and Han dynasties. Use your textbook to decide if a statement is true or false. Write T or F in the blank, and if a statement is false, rewrite it correctly on the line.

1. Qin Shihuangdi based his rule on the ideas of Daoism and allowed opposing views within his government.  
   
2. The Xiongnu were nomads who excelled at fighting on horseback.  
   
3. The wall built by Qin Shihuangdi is the same Great Wall of China that we know today.  
   
4. Liu Bang, a former peasant, founded the Han dynasty in 202 B.C.  
   
5. The civil service examinations developed by Han Wudi favored the poor.  
   
6. Farmers of the Han dynasty regained ownership of farmland from aristocrats.  
   
7. The Chinese developed a way to move the sails of ships that allowed ships to sail into the wind for the first time.  
   
8. Paper was the most valuable trade product of the Han dynasty.  
   
9. The Silk Road was an inexpensive way to export Chinese products.  
   
10. Indian merchants and teachers brought Buddhism to China.
Step Into World History Activity 2

Answers to Simulation Sheet 1

1. Answers will vary depending on the historical figure assigned. Make sure students have adequately identified the basic information requested.

2. Answers will vary depending on the historical figure assigned. Generally, those from ancient Greece worshiped many gods and goddesses and believed in fate; those from ancient India followed Hinduism or Buddhism; and those from ancient China followed Confucianism, Daoism, or Buddhism and worshiped their ancestors.

3. Answers will vary depending on the historical figure assigned. This question helps to ground the historical figure in his or her own time period.

4. Answers will vary depending on the historical figure assigned. This question helps to trace the achievements of the ancient world into the modern world.

Answers to Simulation Sheet 2

1. Answers will vary. However, students should generally report that their understanding of the figure has deepened through further study.

2. Answers will vary. However, students should generally report that their understanding of all three cultures has deepened. Thus, their opinions about the contributions of the ancient cultures will be better grounded and more assured.

3. Ancient Greece contributed the concept of democracy, architecture, and theater and drama.

4. Ancient India contributed advances in medicine, science, mathematics, and literature, and developed Buddhism and Hinduism.

5. Ancient China contributed Confucianism and Daoism, paper, gunpowder, and silk.

6. Answers will vary, but should reflect the teacher’s observations of the group processes.

Activity for Differentiated Instruction 4

1. Students’ answers will vary. Answers should focus on the high value Spartans placed on military strength. Anyone who could not make a good soldier was obviously not “superior” enough to be a citizen of Sparta.

2. Students’ answers will vary. Answers should focus on the differences in personal freedom enjoyed by Spartan women and the types of education Spartan girls and Athenian girls received. Students should understand that many of these differences resulted from the relative absence of Spartan men from daily life in Sparta.

Critical Thinking Activity 4


2. Stone tombs were built.

3. Palaces were burned.

4. Religious temples were built again.

5. The Parthenon was built.

6. Streets were laid out in straight lines.
Geography and History Activity 4

1. 

2. the Temple of Artemis, the Mausoleum at Halicarnassus
3. the Great Pyramid of Giza
4. Statue of Zeus at Olympus, Temple of Artemis, Colossus of Rhodes
5. Answers will vary but students should mention major structures in the United States or around the world.

People to Meet Activity 4

1. Themistocles was a Greek general and politician.
2. Triremes were wooden battleships.
3. Themistocles convinced the Assembly to build ships and he tricked the Persians into fighting in the channel between Salamis and the mainland.
4. Answers will vary.

Time Line Activity 4

1. Solon and Peisistratus
2. 478 B.C.
3. Pericles
4. the Battles of Marathon, Salamis, and Plataea
5. about 27 years

Citizenship and Service Learning Activity 4

Student answers to the Questions to Consider will vary. These questions require students to use examples from their daily lives and to think critically about issues that affect them. Students should answer the questions by using complete sentences and by supporting their opinions with logical arguments. Students should complete the Citizenship and Service Learning Activity Task by working individually or in a group as directed in the How to Do It section. At the end of the project, have students review their work by discussing any difficulties they faced while they completed the project and how they resolved those difficulties. Encourage students to explain how they would improve their work if they did this project again.

Economic Activity 4

Answers will vary. Responses may include getting a job, saving money, living up to promises you make, work at getting a good education, and taking care of things of value that you own.

World Literature Reading 4

1. The gods have moved away because they are frustrated that Spartans and Athenians keep rejecting their plans for Peace.
2. Peace is trapped in a dark abyss blocked by big boulders.
3. War has put Peace into the abyss.
4. Aristophanes seemed to feel no hope that the war would end, as Hermes tells Trygaios that he will not see Peace again.

**Primary Source Reading 4**

1. The most important parts in judging a horse are its feet and hooves.

2. The important things are the thickness and height of the hoof and the sound it makes when it strikes the ground.

3. A hollow hoof rings like a cymbal.

4. Student answers will vary. Generally, a horse with poor feet will be useless.

**Take Home Review Activity 4**

**Standardized Test Practice**

1. D

**Activity 4**

1. peninsula
2. Minoan
3. Zoroastrianism
4. philosophers
5. Mycenaeans
6. oligarchy
7. helots
8. farming

**Password phrase**

Athens is the school of Greece.
—Pericles, as told to Thucydides

**Vocabulary Activities**

**Section 4-1 The Early Greeks: Words to Know**

1. A
2. B
3. D
4. C
5. A
6. Answers may vary. A community is a group of people that have common interests or that live in a particular place, such as a city or town.
7. Answers may vary. Students may know that communities can be large or small and that people can belong to more than one community.
8. Answers may vary. Students may note that communities formed around the types of jobs people did, such as farming or fishing. They may also note that early Greek communities became fiercely independent.
9. Answers may vary. Students may describe the physical community, such as their city or town, or a community in which people share things in common, such as the school community.

**Section 4-2 Sparta and Athens: Words to Know**

1. oligarchy
2. tyrants
3. Cleisthenes
4. democracy  
5. Solon  
6. helots  
7. Athens  

Students list the people who have authority in their lives such as parents, teachers, school administrators, police officers, and government leaders. Students should also note that in some areas of their life, they have authority.

Section 4-3 Persia Attacks the Greeks: Words to Know  
1. strategy  
2. satrapies  
3. satrap  
4. dominate  
5. strategy  
6. region  
7. Zoroastrianism

Section 4-4 The Age of Pericles: Words to Know  
1. mountainous  
2. peninsula  
3. traders  
4. Crete  
5. Minoan  
6. trade  
7. ships  
8. earthquakes  
9. Mycenaeans  
10. kings  
11. Trojan War  
12. Dark Age  
13. Dorian  
14. iron  
15. alphabet  
16. colonies  
17. polis  
18. acropolis  
19. citizens

Guided Reading Activities  

4-1 The Early Greeks  
1. mountainous  
2. peninsula  
3. traders  
4. Crete  
5. Minoan  
6. trade  
7. ships  
8. earthquakes  
9. Mycenaeans  
10. kings  
11. Trojan War  
12. Dark Age  
13. Dorian  
14. iron  
15. alphabet  
16. colonies  
17. polis  
18. acropolis  
19. citizens

4-2 Sparta and Athens  
I. Tyrants  
II. oligarchies, democracies  
A. few people  
B. citizens
III. Sparta
A. helots
1. seven
2. sports
B. government
1. kings, elders
   a. 28, 60
   b. assembly
2. 30
   a. voted
   b. ephors

IV. democracy
A. Solon, debts
B. Peisistratus
C. Cleisthenes
1. assembly
2. 500

4-3 Persia Attacks the Greeks
1. Iran
2. Cyrus the Great
3. Cyrus treated his subjects well. For example, he allowed the captive Jews to return to Jerusalem.
4. Babylon, northern Mesopotamia, Asia Minor, Syria, Canaan, Phoenician cities, Egypt, western India, and Thrace
5. Darius divided the empire into 20 states called satrapies. Each was ruled by an official called a satrap who acted as tax collector, judge, chief of police, and head recruiter for the army.
6. Zoroastrianism
7. The cavalry, the strongest part of the Persian army, had boarded ships to sail to Athens. The Greeks only had to fight the Persian foot soldiers, who were standing in the water and were unable to defend themselves.
8. Athens and Sparta
9. It gave Athens enough time to assemble 200 ships.
10. The Battle of Plataea was a turning point because it convinced the Persians to retreat to Asia Minor.

4-4 The Age of Pericles
1. False. Athens formed the Delian League with other city-states, but not Sparta.
2. True
3. False. Athens was a direct democracy.
4. False. In a direct democracy, people gather at mass meetings to decide on government matters.
5. False. Pericles allowed lower-class male citizens to run for public office.
6. False. In the 400s B.C., more people lived in Athens than in any other city-state.
7. True
8. False. Athens did not have enough farmland to grow crops for all its people and had to import grain from other places.
9. False. Athenian women could not attend school, but many did learn to read and play music.
10. False. To win the Peloponnesian War, the Spartans made a deal with the Persian Empire.
Activity for Differentiated Instruction 5

1. Answers may vary. The moral for “Avaricious and Envious” is *Vices are their own punishment.* The moral for “The Dog in the Manger” is *People often begrudge others what they cannot enjoy themselves.*

2. Answers will vary. One possible answer: Ancient Greeks were serious about living moral, ethical lives. Our modern entertainment illustrates that material possessions are of high importance to many people today.

Critical Thinking Activity 5

1. Answers will vary, but may include: transportation in and out of the city so athletes can come and go easily; adequate highways and mass transit to move people around the different places the games are held; hotels and restaurants to serve participants; a large population nearby to attend the games.

Geography and History Activity 5

1. to map out a trade route to India

2. Arabian Sea

3. It was delayed by heavy monsoon rains.

4. The soldiers could not survive in the brutally hot climate of the desert with little water.

5. Answers will vary. Students may suggest that Alexander was a good leader looking to the future of his country and he was able to maintain control of his troops under difficult conditions.

People to Meet Activity 5

1. Hypatia invented a hydrometer.

2. Hypatia studied philosophies, arts, and sciences from the Greek, Roman, and Egyptian cultures.

3. Answers will vary.

Time Line Activity 5

**Philip II**

382 B.C. Philip II is born

359 B.C. Philip II becomes king of Macedonia

338 B.C. Philip II wins the Battle of Chaeronea and gains control of Greece

336 B.C. Philip II is murdered

**Alexander the Great**

356 B.C. Alexander is born

336 B.C. Alexander becomes king of Macedonia

331 B.C. Alexander defeats the Persians at Gaugamela

323 B.C. Alexander dies in Babylon

Citizenship and Service Learning Activity 5

Student answers to the Questions to Consider will vary. These questions require students to use examples from their daily lives and to think critically about issues that affect them. Students should answer the questions by using complete sentences and by supporting their opinions with logical arguments. Students should complete the Citizenship and Service Learning Activity Task by working individually or in a group as directed in the How to Do It section. At the end of the project, have students review their work by discussing any
difficulties they faced while they completed the project and how they resolved those difficulties. Encourage students to explain how they would improve their work if they did this project again.

**Economic Activity 5**

1. $7,440
2. 16
3. In 1997, only three workers paid into the system for each person who received benefits.
4. As a greater number of people live longer and receive benefits longer, the system must find additional funds.

**World Literature Reading 5**

1. Tyche decides who has good or bad fortune.
2. Who receives good or bad fortune is decided by chance, which is symbolized by the ball Tyche tosses up and down.
3. Nemesis punishes humans if they brag about their riches, do not make sacrifices to the gods, or do not use some of their wealth to help poorer people.
4. Wealth and good fortune did not prove one person was better than another person. The Athenians developed a democracy in which all male citizens could help run the city-state, regardless of how much land or money they owned.
5. The Greeks believed that wealthy people must help the poor and make big sacrifices to the gods.

**Primary Source Reading 5**

1. The Commissioners of the Games manage the Panathenaic procession, the contests in music and gymnastics, and the horse-race. They also provide the robe of Athena and the vases, and they present the oil to the athletes.
2. The previous penalty for digging up sacred olives was death.
3. The prize for winners in the musical contest was silver and gold.
4. Student answers will vary. In general, they should note that the Greeks considered the oil to be sacred and used it as a prize in the games.

**Take Home Review Activity 5**

**Standardized Test Practice**

1. A

**Activity 5**

1. Ares
2. Zeus
3. Artemis
4. Apollo
5. Hestia
6. Poseidon
7. Hades
8. Hermes
9. Athena
10. Aphrodite
11. Hera
Vocabulary Activities

Section 5-1 The Culture of Ancient Greece: Words to Know

1. False; drama
2. True
3. False; comedy
4. False; epic
5. False; myth
6. prediction
7. predictable
8. Answers will vary but students should use the word correctly as a verb, and their sentences should demonstrate an understanding of the word’s meaning.

Section 5-2 Greek Philosophy and History: Words to Know

1. Philosophy
2. Pythagoras
3. philosophers
4. Socrates
5. Sophists
6. Plato
7. Socratic method
8. Herodotus
9. Aristotle
10. Thucydides

Answers will vary, but students may indicate that political candidates still use debates to discuss issues.

Section 5-3 Alexander the Great: Words to Know

6. Answers may vary. A possible answer might be: “Achieving a goal” means that a person has accomplished something that he or she set out to do.

7. Answers will vary but students should list some of their military victories.

Section 5-4 The Spread of Greek Culture: Words to Know

1. Aristarchus, Eratosthenes
2. Eratosthenes
3. Epicurus
4. Archimedes
5. Theocritus
6. Euclid
7. Archimedes
8. Zeno
9. surviving
10. survivor
Guided Reading Activities

5-1 The Culture of Ancient Greece

1. nature
2. Zeus
3. Mount Olympus
4. all-powerful
5. Rituals
6. oracle
7. epics
8. Homer
9. history
10. role models
11. fable
12. moral
13. Drama
14. overcome
15. happily
16. Artists
17. pottery
18. columns

5-2 Greek Philosophy and History

1. philosophy, science
   A. teachers, expressed
   B. Sophists
   C. sculptor
      1. Socratic method
      2. rebel, state
   D. Plato, government
   E. Americans

II. histories
   A. fact, legend, gods, goddesses
   B. Thucydides, human beings, facts

5-3 Alexander the Great

1. Macedonia is located north of Greece.
2. their art, ideas, and armies
3. Demosthenes
4. the Peloponnesian War
5. 20 years old
6. 37,000 foot soldiers and 5,000 mounted warriors
7. Alexandria
8. Weary of continuous war, his soldiers refused to go farther, and Alexander agreed to lead them home.
9. They spread Greek art, ideas, language, and architecture.
10. Macedonia, Pergamum, Egypt, and the Seleucid Empire

5-4 The Spread of Greek Culture

1. True
2. False. Argonautica was written by Appolonius.
3. True
5. False. Zeno developed the philosophy of Stoicism.
6. True
7. False. Today, the word stoic is used to describe someone who is not affected by joy or grief.
8. False. Aristarchus claimed that the sun was at the center of the universe and that Earth circled the sun.


10. True

**Activity for Differentiated Instruction 6**

1. Students’ wording will vary, but students should understand that holistic medicine focuses on the whole body and the way all the parts of the body work together as well as healing both body and mind.

2. Two “modern” procedures performed by ancient Indian doctors are surgery and a type of vaccination.

**Critical Thinking Activity 6**

1. Answers may vary but should include that both number systems are based on 10 and use short, vertical lines to show numbers. Neither system has a symbol for zero. The systems differ in the shape of their lines, especially in the symbol for 10, and in the arrangement of the lines.

2. Answers may vary but could include that the Arabic and Modern Arabic systems are the most similar because the numbers have almost matching shapes. The Hindu and Roman systems may be considered the most dissimilar because the numbers have very dissimilar shapes and only one has a symbol for zero.

3. Answers may vary but could include that we can learn how number systems developed and how people in different cultures work with numbers.

**Geography and History Activity 6**

1. in the Himalaya; southwest

2. An earthquake or some other type of shift in the region occurred and may have diverted water away from the Saraswati.

3. People migrated to fertile areas along the Ganges, the plains of central India, and westward to Mesopotamia.

4. The Thar Desert could be cultivated once again, and a large, sparsely populated region of India could be opened for settlement.

5. Students may realize that people thought the barren area had always been dry and unpopulated.

**People to Meet Activity 6**

1. You carve fine molds to form statues and jewelry.

2. Caste determines the work you do, your food, where you live, and whom you marry.

4. Answers will vary but students should talk about how the Sudra are laborers.

**Time Line Activity 6**

3000 B.C. The Harappan civilization begins
1500 B.C. The Aryans enter India
563 B.C. The Buddha is born
518 B.C. The Persians invade India
483 B.C. The Buddha dies
327 B.C. Alexander the Great invades India
321 B.C. The Mauryan dynasty is founded
273 B.C. Asoka begins to rule India
183 B.C. The last Mauryan ruler is killed
A.D. 320 The Gupta empire begins

Citizenship and Service
Learning Activity 6

Student answers to the Questions to Consider will vary. These questions require students to use examples from their daily lives and to think critically about issues that affect them. Students should answer the questions by using complete sentences and by supporting their opinions with logical arguments. Students should complete the Citizenship and Service Learning Activity Task by working individually or in a group as directed in the How to Do It section. At the end of the project, have students review their work by discussing any difficulties they faced while they completed the project and how they resolved those difficulties. Encourage students to explain how they would improve their work if they did this project again.

Economic Activity 6
1. Certificate of Deposit (CD)
2. Stocks
3. Money market account
4. Stocks

World Literature Reading 6
1. Far-sighted thought ahead and left the lake before the fishermen returned.
2. Quick-witted believed he could out-smart the fishermen if they caught him. He did just that by playing dead and being thrown back in the water.
3. Inevitable did not think ahead, nor was he able to come up with a plan once he had been caught.
4. The moral of the story is that to keep safe, one must either think ahead or be smart enough to think clearly when in danger. Failing to do one or the other will lead to being out of control and probably disaster.

Primary Source Reading 6
1. In the morning, the Buddha rinsed his mouth, cared for his body, and got dressed.
2. Other names include Blessed One and Lord of the World.
3. The Buddha went to villages and towns to beg for alms.
4. Student answers will vary. In general, they should discuss the miraculous signs that accompany the Buddha and formulate an opinion about his divinity.

Take Home Review Activity 6
Standardized Test Practice
1. C

Activity 6
From the top:
Brahmins: Priests
Kshatriyas: Warriors, rulers
Vaisyas: Common people
Sudras: Unskilled laborers, servants
Vocabulary Activities

Section 6-1 India’s Early Civilizations: Words to Know
1. C
2. A
3. C
4. B
5. B
6. C
7. B
8. A
9. D

Section 6-2 Hinduism and Buddhism: Words to Know
1. False; Brahman
2. False; karma
3. False; Dalai Lama
4. True
5. False; Buddhism
6. True
7. False; Hinduism
8. False; Dharma
9. False; nirvana

Section 6-3 India’s First Empires: Words to Know
1. expand
2. dynasty
3. military
4. Pataliputra
5. pilgrim
6. stupa

Guided Reading Activities

6-1 India’s Early Civilizations
1. Asia
2. Himalaya
3. river
4. climate
5. winter
6. summer
7. civilization
8. Arabian
9. Harappan
10. farmers
11. traded
12. Aryans
13. hunters
14. language
15. caste
16. classes

6-2 Hinduism and Buddhism
1. Brahman
2. A soul that becomes one with Brahman is like a lump of salt thrown into water. The lump of salt is gone, but the water tastes salty. The salt has become part of the water.
3. reincarnation

4. It made them more accepting of the caste system and gave hope to everyone, even servants.

5. Siddhartha Gautama, who later became known as the Buddha

6. the desire for fame, the desire for money, and the desire for all worldly things

7. the steps of the Eightfold Path

8. Theravada Buddhism and Mahayana Buddhism

9. Mahayana Buddhism teaches that the Buddha is a god who came to save people.

10. It has mixed with Tibet’s traditional religion and Hinduism to make a special kind of Mahayana Buddhism.

6-3 India’s First Empires

1. True

2. False. Chandragupta’s empire was in the Ganges River valley.

3. True

4. False. Although he was a Buddhist, Asoka allowed his Hindu subjects to practice their religion.

5. False. The Gupta empire grew wealthy from trade with China and with kingdoms in southeast Asia and the Mediterranean.

6. True

7. True

8. False. The Panchatantra tales include animal characters presenting lessons about life.

9. False. Aryabhata was the leading mathematician of the Gupta empire.

10. True

Activity for Differentiated Instruction 7

1. Answers will vary. One possible answer: The geographic features of China made the spread of ideas difficult and served to isolate the country from the West.

2. Answers will vary. One possible answer: The invention of the iron plow enabled farmers to grow more and therefore feed more people, allowing the population of China to increase. The invention of the ship’s rudder allowed Chinese traders to sail to distant lands more easily. The invention of paper allowed China’s history to be recorded and preserved more easily.

Critical Thinking Activity 7

1. C. Daoism. Daoists believe that the true way to follow the will of Heaven is not action but inaction. They also believe that the best way to act in harmony with the universal order is to not interfere with nature.

2. A. Confucianism. Confucianism encouraged compassion and empathy for others. It encouraged people to put the needs of the family and larger community before one’s own needs. If each person follows his duty, society will prosper.

3. B. Legalism. Legalists believed that people were naturally evil and needed a system of laws and punishments to force them to do what their ruler wished them to do.
Geography and History Activity 7
1. green and white jade, colored glass, Central Asian horses, grapes, figs, and chives
2. Travel along the Silk Road was difficult because of geographic features like rugged mountains, hundreds of miles of lifeless desert, rivers, valleys, plains, and bandits. The many cultures and languages along the route also created barriers.
3. Merchants made a profit on the Silk Road because the farther the goods traveled and the more merchants’ hands they passed through, the more expensive the goods became. Merchants could sell the products at increasingly higher prices.
4. Luoyang; Antioch
5. Student answers will vary but may suggest that much technology is still traded today, as well as ideas and cultural influences.

People to Meet Activity 7
1. In acupuncture, doctors place small needles in specific spots on the human body to treat pain and certain illnesses.
2. The “frolics of the five animals” are exercise positions that imitate five animals: the tiger, deer, bear, monkey, and bird.
3. Hua’s medical notes were burned when he died. Plus, local beliefs and laws discouraged doctors from performing surgery.
4. Answers will vary, but should include some comment on the quote from Hua (“The body needs exercise, but it should not be excessive. Motion consumes energy produced by food and promotes blood circulation so that the body will be free of diseases.”) or the exercises themselves.

Time Line Activity 7
1750–1045 B.C. Shang dynasty
1045–256 B.C. Zhou dynasty
221–206 B.C. Qin dynasty
202 B.C.–A.D. 220 Han dynasty
1. Confucius was born during the Zhou dynasty.
2. The Silk Road was established during the Han dynasty.
3. The Zhou dynasty lasted the longest.
4. The Qin dynasty lasted 4 years after Qin Shihuangdi’s death.

Citizenship and Service Learning Activity 7
Student answers to the Questions to Consider will vary. These questions require students to use examples from their daily lives and to think critically about issues that affect them. Students should answer the questions by using complete sentences and by supporting their opinions with logical arguments. Students should complete the Citizenship and Service Learning Activity Task by working individually or in a group as directed in the How to Do It section. At the end of the project, have students review their work by discussing any difficulties they faced while they completed the project and how they resolved those difficulties. Encourage students to
explain how they would improve their work if they did this project again.

**Economic Activity 7**
1. riyal; pound; renminbi
2. $0.72; $0.02; $0.12
3. 1 yen = $0.009, so 100 yen = $0.90
4. 1 rupee = $0.02, so 700 rupees = $14
5. 1 pound = $1.76, so 1,250 pounds = $2,200
6. 1 Chilean peso = $0.002, so 1,250 Chilean pesos = $2.50
7. 1 Canadian dollar = $0.72, so 40 Canadian dollars = $28.80
8. 1 Australian dollar = $0.69, so 18 Australian dollars = $12.42
9. 1 renminbi = $0.12, so 800 renminbi = $96

**World Literature Reading 7**
1. Any of the following answers are correct: travel without leaving a trace, speak without causing harm, give without keeping an account, keep a door shut without a lock, create a knot that cannot be untied.
2. A Sage is always on the side of virtue.
3. Knowing that giving and receiving are the same is the heart of all that is true.
4. Answers will vary, but may include that followers of Daoism will try to hurt no one, will be able to do things without force, and will always try to be virtuous and moral—all qualities that would contribute to a peaceful society.
5. Answers will vary, but may have to do with the belief that Dao students must completely trust their teachers and not have differing thoughts or opinions, while students today are encouraged to learn through debate; or, students may write about the idea of learning as a gift, while today it is often viewed as an obligation.

**Primary Source Reading 7**
1. A faithful child still follows his or her father’s example three years after the father’s death.
2. Children should treat their parents with reverence.
3. At the age of 15, Confucius was intent on learning.
4. Student answers will vary. In general, they should discuss the progression of young to old in these passages. Confucius seems to value the wisdom that age brings.

**Take Home Review Activity 7**

**Standardized Test Practice**
1. D

**Activity 7**

**ACROSS**
1. aristocrat
4. dynasty
5. Han
8. pictograph
9. river
Vocabulary Activities

Section 7-1 China’s First Civilizations: Words to Know

1. False; ideograph
2. False; dynasty
3. False; mandate
4. True
5. False; bureaucracy
6. False; Dao
7. Answers will vary, but students should use the word contact correctly. An example sentence would be: He came into contact with people from other backgrounds, and his ideas changed.

Section 7-2 Life in Ancient China: Words to Know

1. Legalism
2. Confucianism
3. Daoism
4. Confucianism
5. Daoism
6. Legalism
7. In this sentence, an estate is the property and possessions of a dead person.

Section 7-3 The Qin and Han Dynasties: Words to Know

1. one or single
2. Answers may vary. Suggestions include: unicycle: a one-wheeled vehicle; uniform: a style of dress in which each person wears the same basic outfit or a regular pattern
3. Qin Shihuangdi
4. unified
5. Guangzhou
6. Liu Bang
7. Han Wudi
8. acupuncture
9. Silk Road

Guided Reading Activities

7-1 China’s First Civilizations

1. Yellow River
2. topsoil
3. Chang Jiang
4. one-tenth
5. Anyang
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7-2 Life in Ancient China

1. landowning aristocrats, peasant farmers, and merchants

2. Chinese leaders believed that government officials should not be concerned with money, and many merchants became rich.

3. raising children and managing the household

4. Confucianism, Daoism, and Legalism

5. a sense of duty

6. Confucius taught that all men with a talent for governing should take part in government.

7. Daoism

8. Followers of Confucius taught that people should work hard to improve the world, while Daoism called on people to give up their concerns about the world.

9. Hanfeizi taught that humans were naturally evil.

10. It favored force and power, and did not require rulers to show kindness or understanding.

7-3 The Qin and Han Dynasties

1. False. Qin based his rule on the ideas of Legalism and punished or killed everyone who opposed him.

2. True

3. False. The Great Wall of China that we know today was built 1,500 years after Qin’s rule.

4. True

5. False. The civil service examinations favored the rich because only wealthy families could educate their sons for the exams.

6. False. Farmers sold their land to aristocrats and became tenant farmers.

7. True

8. False. Silk was the most valuable trade product.

9. False. The trip over the Silk Road was expensive because it was difficult and dangerous, and merchants had to pay taxes to many kingdoms as they passed through.

10. True