

7th Grade Social Studies - Mr. Yaworski } Assignment Paper

1. From "World Civilizations" workbook, read and complete pages 1-3 and pages 4-5.
2. From "World Civilizations" workbook, read and complete pages 7-9 and pages 10-12.
3. From "World Civilizations" workbook, read and complete pages 22-23 and pages 25-28.
4. From "World Civilizations" workbook, read and complete pages 29-30 and pages 32-34.
5. From "World Civilizations" workbook, read and complete pages 38-39 and pages 41-43.
6. From "World Civilizations" workbook, read and complete pages 44-46 and pages 47-48.
7. From "World Civilizations" workbook, read and complete pages 86-88 and pages 89-90.
8. From "World Civilizations" workbook, read and complete pages 92-93 and pages 158-159.
9. From "World Civilizations" workbook, read and complete pages 158-160 and pages 161-163.
10. From "World Civilizations" workbook, read and complete pages 212-213 and pages 229-280.

Uncovering the Past

Lesson 1



MAIN IDEAS

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

Key Terms and People

history the study of the past

culture the knowledge, beliefs, customs, and values of a group of people

archaeology the study of the past based on what people left behind

fossil a part or imprint of something that was once alive

artifacts objects created by and used by humans

primary source an account of an event created by someone who took part in or witnessed the event

secondary source information gathered by someone who did not take part in or witness an event

Lesson Summary

THE STUDY OF THE PAST

History is the study of the past. Historians are people who study history. Historians want to know how people lived and why they did the things they did. They try to learn about the problems people faced and how they found solutions. They are interested in how people lived their daily lives. They study the past to understand people's culture. **Culture** is the knowledge, beliefs, customs, and values of a group of people.

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

What do we call people who study how people lived in the past?

Underline the sentence that tells why archaeologists examine the things that people left behind.

Lesson 1, *continued***UNDERSTANDING THROUGH HISTORY**

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

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

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

How can studying history teach you about yourself?

Underline the sentence that explains why history helps you relate more easily to people of different backgrounds.

USING CLUES

We learn about history from a variety of sources. **Fossils**, such as bones or footprints preserved in rock, give us clues to life very long ago. **Artifacts**, such as tools, coins, or pottery, also give us information. People invented writing about 5,000 years ago. Since then, laws, poems, speeches, letters, and other things have been written. People have learned from these written sources. Writing can be a **primary source**, which was written by someone who took part in or witnessed an event. Writing can also be a **secondary source**, which is information gathered by someone who did not take part in or witness an event.

What sources give us clues to life very long ago?

CHALLENGE ACTIVITY

Critical Thinking: Make Inferences Imagine a tribe or group of people that might have lived a long time ago. Write a short essay about its culture.

Lesson 1, *continued*

archaeology	artifacts	culture	fossil
history	primary source	secondary source	

DIRECTIONS Use the seven vocabulary terms from the lesson to write a summary of what you learned in the lesson.

DIRECTIONS On the line provided before each statement, write **T** if a statement is true and **F** if a statement is false. If the statement is false, write the correct term on the line after each sentence that makes the sentence a true statement.

- _____ 1. A fossil is a part or imprint of something that was once alive.

- _____ 2. A primary source is information gathered by someone who did not take part in or witness an event.

- _____ 3. Artifacts are objects that were created and used by humans.

- _____ 4. A secondary source is an account of an event created by someone who took part in or witnessed the event.

- _____ 5. The study of the past is called history.

- _____ 6. The study of the past based on what people left behind is called history.

Uncovering the Past

Lesson 2



MAIN IDEAS

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

Key Terms and People

geography the study of the earth's physical and cultural features

environment all the living and nonliving things that affect life in an area

landforms the natural features of the land's surface

climate the pattern of weather conditions in a certain area over a long period of time

region area with one or more features that makes it different from surrounding areas

resources materials found in the earth that people need and value

Lesson Summary

STUDYING PLACES AND PEOPLE

Historians study geography to understand where events took place and who was there. **Geography** is the earth's physical and cultural features. It includes mountains, rivers, people, cities, and countries.

Geography has two main areas of study. Physical geography is the study of the earth's land and features. Human geography is the study of people and the places where they live. Physical geographers study the **environment**, which includes all the living and nonliving things that affect life in an area. The environment is shaped by the physical processes of weathering, erosion, and pollution. The most important features for physical geographers are **landforms**, the natural features of the land's surface. Physical geographers also study **climate**, the pattern of weather conditions in a certain area over a long period of time.

What subject helps historians understand where events took place?

What are the two main areas of study in geography?

Underline the sentence that explains what climate is.

Lesson 2, *continued*

Specialists in human geography study many interesting questions about how people and the environment affect each other.

STUDYING LOCATION

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

What are maps used for?

GEOGRAPHY AND HISTORY

Geography gives us clues about the people and places that came before us. We can piece together information about past cultures by knowing where people lived and what the area was like.

Early people settled in places that were rich in resources. **Resources** are materials that are found in the earth that people need and value. They include water, animals, fertile land, stone for tools, and metals. Resources influence the development of cultures and the growth of civilizations and societies. For example, early societies formed along rivers. The relationship between geography and people is not one sided. People have influenced their environments positively by planting trees. They have influenced the environment negatively by creating wastelands where forests once existed.

Underline the sentence that explains how geography gives us clues about the past.

Why might early societies have formed along rivers?

CHALLENGE ACTIVITY

Critical Thinking: Design Draw a map of an imaginary country or region. Include features such as mountains, rivers, and cities.

Uncovering the Past

Lesson 3



MAIN IDEAS

1. The main problem in economics is scarcity.
2. Businesses and countries have to make decisions about economic resources.
3. Businesses and other organizations help people meet their needs and wants.
4. Money is used as a medium of exchange, a store of value, and a unit of account.
5. Economics helps explain events in world history.

Key Terms and People

economy a system of producing, selling, and buying goods and services

scarcity not enough resources to meet people's wants

profit the money an individual or business has left after paying expenses

entrepreneur a person who organizes, manages, and assumes the risk of a business

mixed economy economy in which businesses are free to operate but they must obey a government's laws and rules

trade the activity of buying, selling, or exchanging goods and services

wealth the value of all possessions that a person or country has

Lesson Summary

ECONOMIC FUNDAMENTALS

An **economy** is a system of producing, selling, and buying goods and services. A main economic problem is **scarcity**, or not enough resources to meet people's wants. It forces them to make choices about what they want. The laws of supply and demand determine the price of a good or service.

Profit is money left over after expenses have been paid. Profit and saving money are incentives for people to buy and sell goods and services.

SYSTEMS TO ORGANIZE RESOURCES

Businesses have to make choices about factors of production. These factors are: natural resources, capital, labor, and **entrepreneurs**, people who organize, manage, and assume business risk.

Why is scarcity a main economic problem?

Underline the phrase that explains what entrepreneurs do.

Lesson 3, *continued*

Countries make production choices, too. Their economic system addresses how they distribute economic resources. Types of economies are traditional, command, and market. Today, many countries follow a **mixed economy**. Businesses are basically free to operate as they wish, but they must follow government laws and rules.

What is an advantage of following a mixed economy?

NEEDS AND WANTS

Today, large businesses aid the economy. They have the resources and tools to produce goods people need and want. The government and nonprofit organizations also help meet people's needs and wants.

MONEY AND TRADE

Trade is buying, selling, or exchanging goods and services. Early trade was called the barter system. Over time, trade routes formed, such as the Silk Road. Trade led to the exchange of languages, religions, tools, and inventions. With more trading, it became harder to agree on the value of products. So countries began to use money as a medium of exchange. Money is a form of wealth. **Wealth** is the value of all possessions that a person or country has.

Why did money become a medium of exchange?

THE IMPORTANCE OF ECONOMICS

Studying economics can help people make everyday decisions about money. It can also help people interpret the past, explain the present, and predict future consequences of economic decisions. Economic growth has been affected by the discovery of new resources and expansion, which increased trade. It also has been helped by technology and education, which increased productivity.

Underline the factors that have helped economic growth.

Lesson 3, *continued*

CHALLENGE ACTIVITY

Critical Thinking: Identify Cause and Effect

What is the effect of scarcity? Write a short essay about why scarcity is likely to continue to exist.

DIRECTIONS Write a word that has a similar meaning, or synonym, for the term given.

1. entrepreneur _____
2. profit _____
3. scarcity _____
4. trade _____

DIRECTIONS Read each sentence and fill in the blank with the word in the word pair that best completes the sentence.

5. The value of all possessions that a person or country has is called _____. (**money/wealth**)
6. In a _____ economy, businesses are basically free to operate as they please but must obey laws and government rules. (**mixed/traditional**)
7. The activity of buying, selling, or exchanging goods and services is known as _____. (**scarcity/trade**)
8. The _____ is a system of producing, selling, and buying goods and services. (**profit/economy**)
9. _____ occurs when there are not enough resources to meet people's wants. (**wealth/scarcity**)
10. When a business or individual has money left after expenses have been paid, that person or business has made a _____. (**profit/trade**)

Uncovering the Past

Lesson 4



MAIN IDEAS

1. A country's government affects the lives of its people
2. There have been many different forms of government throughout history.
3. Governments have a role to play in the economy, including providing services and collecting taxes.

Key Terms and People

civics the study of citizenship and government

government the organizations and individuals who have the right to rule over a group of people

constitution a written plan of government

democracy the people either rule directly or they elect officials who act on their behalf

republic a system of government in which people elect representatives to carry on the work of government

tax a charge people pay to a government

Lesson Summary

NEED FOR GOVERNMENTS

Civics is the study of citizenship and government. A person who is a citizen is legally recognized by his or her country. The **government** is the organizations and individuals who have the right to rule over the people. Government provides a way for people to unite, solve problems, and cooperate. Government makes people's lives safer and easier.

Government provides services such as establishing schools and providing police and fire departments. It creates highways between its borders and establishes a system of money.

Government provides laws for society. Many countries are ruled by a written plan of government, or a **constitution**. It describes the government's purpose and how it will be organized. Laws cannot go against it, and they

What makes a person a citizen of a country?

List three ways governments affect people.

Lesson 4, *continued*

must be recorded so people know about them. Many laws guarantee freedoms, such as freedom of speech, press, and religion.

Underline the sentence that describes what laws may guarantee.

FORMS OF GOVERNMENT

Some governments are nondemocratic, so citizens do not have the power to rule. Other governments are democratic. In a **democracy**, the people either rule directly or elect officials who act for them.

Democracy began in Athens in ancient Greece. Then, for a time, Rome had a republic. In a **republic**, the people agree to be ruled by their elected leaders. The United States is a republic. In European countries, governments were monarchies ruled by a king or queen. Then in 1215, Britain's King John was forced to sign the Magna Carta. It protected the rights of English citizens. In the 17th and 18th centuries, John Locke and others said people were born equal with natural rights. These ideas inspired Americans to fight for independence from Great Britain.

Why might it be better to live in a democracy instead of a nondemocratic government?

Underline the sentences that tell the ideas that inspired America to seek its independence from Great Britain.

THE ROLE OF GOVERNMENT IN THE ECONOMY

Governments influence economics, because they determine how goods and services are produced and distributed. Many democracies have market or mixed economies.

To be able to provide services and protection, governments collect taxes. A **tax** is a charge people pay to a government. Governments may also participate in economies by making trade laws. They do this to protect jobs and industries from foreign competition. Even still, most governments support international trade.

What is the government's role in the economy?

CHALLENGE ACTIVITY

Critical Thinking: Develop Imagine a country that has just become independent. Draft a constitution to protect its citizens.

Lesson 4, continued

civics	constitution	democracy
government	republic	tax

DIRECTIONS Match the terms on the left to their definitions on the right. Write the correct letter on the line before each term.

- | | |
|-----------------------|---|
| _____ 1. civics | a. the people either rule directly or they elect officials who act for them |
| _____ 2. tax | b. a written plan of government |
| _____ 3. government | c. the study of citizenship and government |
| _____ 4. democracy | d. system of government in which people elect representatives to carry on the work of government for them |
| _____ 5. republic | e. the organizations and individuals who have the right to rule over a group of people |
| _____ 6. constitution | f. a charge people pay to a government |

DIRECTIONS On the line provided before each statement, write **T** if a statement is true and **F** if a statement is false. If the statement is false, write the correct term on the line after each sentence that makes the sentence a true statement.

- _____ 7. A republic is a written plan of government.

- _____ 8. A tax is a charge people pay to a government.

- _____ 9. Democracy is the study of citizenship and government.

The Fertile Crescent, Mesopotamia, and the Persian Empire

Lesson 1



MAIN IDEAS

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

Key Terms and People

Fertile Crescent a large arc of rich farmland extending from the Persian Gulf to the Mediterranean Sea

silt a mix of rich soil and small rocks

civilization an organized group of people (society) that live in an area and work to improve their way of life

irrigation a way of supplying water to an area of land

canals human-made waterways

surplus more of something than is needed

division of labor an arrangement in which people specialize in specific tasks

Lesson Summary.

RIVERS SUPPORT THE GROWTH OF CIVILIZATION

Early peoples settled where crops would grow. Crops usually grew well near rivers, where water was available and regular floods made the soil rich.

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

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

Farm settlements formed in Mesopotamia as early as 7000 BC. Farmers grew wheat, barley, and other grains. Livestock, birds, and fish were also sources of food. Plentiful food led to

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

List two grains grown by Mesopotamian farmers.

Lesson 1, *continued*

population growth and villages formed. Eventually, these early villages developed into the world's first **civilization**.

FARMING AND CITIES

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

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

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

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

CHALLENGE ACTIVITY

Critical Thinking: Develop Write a proposal for an irrigation system that will divert floodwaters and benefit riverbank farmers.

Underline the sentence that lists some of the problems caused by flooding.

From where did the water collected in the storage basins come?

Which places in Mesopotamia became the centers of civilization?

The Fertile Crescent, Mesopotamia, and the Persian Empire

Lesson 2



MAIN IDEAS

1. The Sumerians created the world's first advanced society.
2. Religion played a major role in Sumerian society.
3. The Sumerians invented the world's first writing system.
4. Technical advances and inventions changed Sumerian lives.
5. Many types of art developed in Sumer.

Key Terms and People

rural having to do with the countryside

urban having to do with the city

city-state a political unit consisting of a city and the surrounding countryside

Gilgamesh a Uruk king who became a legend in Sumerian literature

Sargon Akkadian emperor who defeated Sumer and built the world's first empire

empire land with different territories and peoples under a single rule

polytheism the worship of many gods

priests people who performed religious ceremonies

social hierarchy a division of society by rank or class

cuneiform world's first system of writing

pictographs picture symbols

scribe writer and record keeper

epics long poems that tell the stories of heroes

architecture the science of building

ziggurat a pyramid-shaped temple tower

Lesson Summary

AN ADVANCED SOCIETY

In southern Mesopotamia in about 3000 BC, people known as the Sumerians (soo-MER-ee-unz) created an advanced society. Most people in Sumer (soo-muhr) lived in **rural** areas, but they were governed from **urban**, or city, areas. The size of these **city-states** depended on its military strength. Stronger city-states controlled larger

Why do you think governments are usually located in cities?

Lesson 2, *continued*

areas. Individual city-states gained and lost power over time. For 1,000 years, the city-states of Uruk and Ur fought for power. One Uruk king, **Gilgamesh**, became a legend in Sumerian literature,

Around 2300 BC, **Sargon** was the leader of the Akkadians (uh-KAY-dee-uhns), a people who lived to the north of Sumer. Sargon built a large army and defeated all the city-states of Sumer as well as all of northern Mesopotamia. He established the world's first **empire**. It stretched from the Persian Gulf to the Mediterranean Sea and lasted about 150 years.

RELIGION SHAPES SOCIETY

Religion played an important role in nearly every aspect of Sumerian public and private life.

Sumerians practiced **polytheism**, the worship of many gods. They believed that their gods had enormous powers bringing either illness or good health and wealth. Every area of life depended on pleasing the gods. Each city-state had one god as its special protector. People relied on **priests** to help them gain the gods' favor. Priests interpreted the wishes of the gods and made offerings to them.

A **social hierarchy** developed in Sumerian city-states. Kings were at the top, followed by priests and nobles. The middle ranks included skilled craftspeople, merchants, and traders. Traders had a great impact as they traded grain for precious metals and lumber. Farmers and laborers made up the large working class. Slaves were at the bottom of the social order. Most women were limited to the home and raising children; some upper-class women were educated and even became priestesses.

What type of religion did the Sumerians practice?

In Sumerian religious practice, what did priests do to try to please the gods?

Which two groups formed the Sumerian upper classes?

Lesson 2, *continued***THE INVENTION OF WRITING**

The Sumerians developed **cuneiform** (kyOO-NEE-uh-fohrn), the world's first system of writing. They used sharp tools to make symbols on clay tablets. Earlier writing was **pictographs**, or picture symbols. In cuneiform, symbols could also be syllables or basic parts of words. At first, Sumerian **scribes** used cuneiform for business records. Later, they wrote works on history, law, math, and even literature. Some were **epics**, long poems about heroes

How was cuneiform different from pictographs?

ADVANCES AND INVENTIONS

The Sumerians invented many important tools. They were the first to build wheeled vehicles like carts and wagons. They invented the ox-drawn plow and greatly improved farm production. They built sewers under city streets and learned to use bronze to make strong tools. They also excelled in math and science, developing the clock and calendar we use today.

List three items the Sumerians invented.

THE ARTS OF SUMER

Sumerian remains reveal great skills in the fields of art, metalwork, and **architecture**. Artists and craftspeople created statues in clay as well as jewelry made from imported gold, silver and gems. A special art form, the cylinder seal, was a stone engraved with designs for rolling over wet clay to decorate objects or to "sign" documents. A pyramid-shaped **ziggurat** rose above each city. Most people lived in one-story houses with rooms arranged around a small courtyard.

Which Sumerian skill or invention do you think was most important to Sumerian society?

CHALLENGE ACTIVITY

Critical Thinking: Compare Consider the invention of writing and of the wheel. As you go through a normal day, keep a list of the things you do that rely on one of these two inventions.

Lesson 2, continued

architecture	city-state	cuneiform	empire
epics	Gilgamesh	impact	pictographs
polytheism	priests	rural	Sargon
scribe	social hierarchy	urban	ziggurat

DIRECTIONS Read each sentence and fill in the blank with a word from the word bank that best completes the sentence.

1. Land with different territories and peoples under a single rule is called an _____.
2. _____ is a division of society by rank or class.
3. Countryside areas are considered to be _____.
4. _____ are people who perform religious ceremonies.
5. A _____ consists of a city, which is the political center, and the surrounding countryside.
6. The practice of worshipping many gods is called _____.
7. The temple's _____ was taller than all of the other buildings in the city.
8. Trade had a positive _____ on Sumerian society, allowing artists to be more creative.
9. Scribes wrote on clay tablets using _____ in order to keep business records.

The Fertile Crescent, Mesopotamia, and the Persian Empire

Lesson 3



MAIN IDEAS

1. The Babylonians conquered Mesopotamia and created a code of law.
2. Invasions of Mesopotamia changed the region's culture.

Key Terms and People

monarch a ruler of a kingdom or empire

Hammurabi the city of Babylon's greatest monarch

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

chariot a wheeled, horse-drawn battle cart

Nebuchadnezzar the Chaldean king who rebuilt Babylon

Lesson Summary

THE BABYLONIANS CONQUER MESOPOTAMIA

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

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

On what river was the city of Babylon located?

Why do you think it is important for laws to be written down?

Lesson 3, *continued***INVASIONS OF MESOPOTAMIA**

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

In the 1200s BC, the Assyrians briefly took over Babylon but were overrun by invaders. It took 300 years, but by around 900 BC they were the next group to conquer all of the Fertile Crescent and parts of Asia Minor and Egypt. The key to their success was their strong, fierce army. They also used iron weapons and chariots. They were well organized. Every soldier knew his role.

The Assyrians ruled from Nineveh (NI-nuh-vuh), a city in the north. They collected taxes, enforced laws, and raised troops through local leaders. The Assyrians also built roads to link distant parts of the empire. One Assyrian king built a royal library with tens of thousands of cuneiform tablets.

A series of wars started in 652 BC. In 612, BC the Chaldeans, a group from the Syrian Desert, conquered the Assyrians and set up a new empire of their own.

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

Name four groups that conquered all of Mesopotamia after the Babylonians.

Which older Mesopotamian civilization did the Chaldeans admire and study?

The Fertile Crescent, Mesopotamia, and the Persian Empire**Lesson 4****MAIN IDEAS**

1. The Phoenicians built a trading society in the eastern Mediterranean region.
2. Phoenicians developed one of the world's first alphabets.

Key Terms and People

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

Lesson Summary**PHOENICIA**

A land known as Phoenicia, at the western end of the Fertile Crescent along the Mediterranean Sea, created a wealthy trading society. Major Phoenician city-states, including Byblos, Sidon, and Tyre, began as early as 3000 BC. At times controlled by Egyptians and Hittites, by 1200 BC the Phoenician cities formed a loose association of city-states, each ruled by its own king. Phoenicia was conquered by the Persian Empire in 538 BC.

Phoenicia had few resources other than cedar trees to trade. But its location was valuable. Its city-states connected Mediterranean Sea routes with land routes into the Fertile Crescent. Phoenician leaders looked to the sea to trade and expand their economy.

On what body of water
were most Phoenician
city-states located?

PHOENICIAN TRADE AND CULTURE

Fleets of fast Phoenician trading ships sailed all around the Mediterranean Sea and even into the Atlantic Ocean through the Strait of Gibraltar. The Phoenicians built trade networks and founded new cities. Many became expert sailors, and they built ships with both sails and oars. They founded colonies along their trade routes. Carthage (KAHR-thij), on the northern coast of Africa, was the most famous and powerful city on the Mediterranean.

Lesson 4, *continued*

Phoenicia grew wealthy from its trade. They traded silverwork, ivory carvings, and slaves. After the invention of glassblowing, beautiful glass objects were traded. Phoenicians made a purple dye from a type of shellfish and traded cloth dyed with this purple color. Phoenicians used their goods to trade for resources that were not local to them, such as ivory, gold, copper, tin, and iron.

Underline the sentence that explains what Phoenicians did with their resources.

The Phoenicians made several important contributions to early civilization. They created trade and communication routes throughout the Mediterranean area. Different cultures came to know one another better as they exchanged goods. To navigate the Mediterranean Sea they learned to use Polaris, the North Star, to make sure they were moving in the right direction.

The Phoenicians' most important achievement, however, was the development of one of the world's first alphabets. The Phoenician **alphabet** was a set of 22 letters that could be combined to form words. Instead of pictographs or cuneiform to communicate ideas, the alphabet made it easier to use writing to communicate big ideas. Later civilizations, including our own, have benefited from this development. The English alphabet is based on the Phoenician alphabet.

Circle the three forms of writing used by early civilizations.

CHALLENGE ACTIVITY

Critical Thinking: Evaluate Consider this statement: The invention of the alphabet was the Phoenicians' most important achievement. Write a paragraph explaining why you agree or disagree.

Lesson 4, *continued*

alphabet	Carthage	cuneiform
fleet	navigate	Polaris

DIRECTIONS Read each sentence and fill in the blank with the word in the word pair that best completes the sentence.

1. Sailors safely arrived at ports because they learned to track the location of the star named _____. (**Carthage/Polaris**)
2. A set of letters that can be combined together to form words is known as an _____, which was developed by the Phoenician traders. (**alphabet/cuneiform**)
3. Phoenicians could successfully _____ their ships to many ports on the Mediterranean Sea. (**navigate/fleet**)
4. The Phoenicians had a large _____ of ships to trade goods all along the Mediterranean Sea. (**navigate/fleet**)

DIRECTIONS On the line provided before each statement, write **T** if a statement is true and **F** if a statement is false. If the statement is false, write the correct term on the line after each sentence that makes the sentence a true statement.

- _____ 5. The Phoenicians wrote using cuneiform to record their trades.

- _____ 6. The port of Polaris on the north coast of Africa was a famous Phoenician center of trade on the Mediterranean.

- _____ 7. The alphabet developed by the Phoenicians is similar to the one we use today.

Kingdoms of the Nile

Lesson 1



MAIN IDEAS

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

Key Terms and People

cataracts steep river rapids, almost impossible to sail by boat

delta triangle-shaped area of land made of soil deposited by a river

Menes Egyptian leader who united both Upper and Lower Egypt into one kingdom

pharaoh ruler of unified Egypt, literally means "great house"

dynasty series of rulers from the same family

Lesson Summary

THE GIFT OF THE NILE

The existence of Egypt was based solely around the Nile, the world's longest river. The Nile carries water from central Africa through a vast stretch of desert land. The river was so important that the Greek writer Herodotus called Egypt "the gift of the Nile."

Ancient Egypt developed along a 750-mile stretch of the Nile and was originally organized into two kingdoms—Upper Egypt and Lower Egypt. The Nile flowed through the desert of Upper Egypt. This kingdom was located upriver in relation to the Nile's flow. Lower Egypt was the northern region and was located down river.

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

Why is a river a "gift" to a desert land?

Why were the Nile's floods so important in Ancient Egypt?

Lesson 1, *continued*

land surrounding the Nile Valley was arid desert, this watered area made farming possible in Egypt.

CIVILIZATION DEVELOPS IN EGYPT

With dry desert all around, it is no wonder that ancient settlers were attracted to this abundant and protected area of fertile farmland. Hunter-gatherers first moved to the area around 12,000 years ago and found plenty of wild animals, plants, and fish to hunt and eat. By 4500 BC, farmers were living in villages and growing wheat and barley. They also raised cattle and sheep, while hunters trapped wild geese and ducks along the banks of the Nile.

Egypt had natural barriers, so it was a hard place to invade. Egyptian villages grew and became organized into two kingdoms. The capital of Lower Egypt was located in the northwest Nile Delta at a town called Pe. The capital city of Upper Egypt was called Nekhen. It was located on the west bank of the Nile.

KINGS UNIFY EGYPT

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

What did hunter-gatherers find when they moved to the Nile Valley?

Why do you think Menes united Egypt's two kingdoms?

Kingdoms of the Nile

Lesson 2



MAIN IDEAS

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

Key Terms and People

Old Kingdom the third Egyptian dynasty, which lasted nearly 500 years

theocracy a government where religious leaders have power to make, approve, or enforce laws

Khufu the most famous pharaoh of the Old Kingdom

nobles people from rich and powerful families

afterlife life after death, a widely held ancient Egyptian belief

mummies dead bodies preserved by wrapping them in cloth

elite people of wealth and power

pyramids huge stone tombs with four triangle-shaped walls that meet at a top point

engineering application of scientific knowledge for practical purposes

Lesson Summary

LIFE IN THE OLD KINGDOM

Around 2700 BC, the Third Dynasty, or the **Old Kingdom**, came to power in Egypt. During the next 500 years, the Egyptians developed a **theocracy**. Religious leaders had power to make, approve, or enforce laws in this government. Egyptians believed the pharaoh was both a king and a god. The most famous pharaoh of the Old Kingdom was **Khufu**. Many monuments were built to him.

Egyptians believed that a well-ordered society would keep their kingdom strong. Social classes developed. The pharaoh was at the top and **nobles** from rich and powerful families made up

Why was there no distinction between religion and politics in Egypt's Old Kingdom?

Lesson 2, *continued*

the upper class. The middle class included lesser government officials, scribes, and rich craftspeople. Most people, including farmers, belonged to the lower class. Lower-class people were often used by the pharaoh as laborers.

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

Of the upper, middle, and lower classes, which was the largest in ancient Egypt?

RELIGION AND EGYPTIAN LIFE

Officials in the Old Kingdom expected everyone to worship the same gods. Over time certain cities built temples and were associated with particular gods. The Egyptians had gods for nearly everything.

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

What is the *ka*?

THE PYRAMIDS

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

Why do you think the Egyptians believed that royal burial sites were so important?

CHALLENGE ACTIVITY

Critical Thinking: Make Judgments Write a one-page essay considering whether a god-king pharaoh ruling today would be loved or hated by his people.

Name _____ Class _____ Date _____

Lesson 2, continued

DIRECTIONS Write two adjectives or descriptive phrases that describe the term.

1. afterlife _____
2. elite _____
3. engineering _____

4. Khufu _____
5. mummies _____

6. nobles _____
7. Old Kingdom _____
8. pyramids _____

9. theocracy _____

Kingdoms of the Nile

Lesson 3



MAIN IDEAS

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

Key Terms and People

Middle Kingdom period of stability and order in ancient Egypt between about 2050 and 1750 BC

New Kingdom the height of Egypt's power and glory, between 1550 and 1050 BC

trade routes paths followed by traders

Queen Hatshepsut New Kingdom ruler renowned for expanding Egyptian trade

Ramses the Great important New Kingdom pharaoh who defended Egypt from invaders and strengthened defenses

Lesson Summary

THE MIDDLE KINGDOM

The Old Kingdom ended with the pharaohs in debt. Ambitious nobles serving in government positions managed to take power from the pharaohs and rule for nearly 160 years. Egypt had no central ruler during this time. Finally, a powerful pharaoh regained control around 2050 BC and started a peaceful period of rule. This era was called the **Middle Kingdom** and lasted until Southwest Asian invaders conquered Lower Egypt around 1750 BC.

Who ruled Egypt before the Middle Kingdom began?

THE NEW KINGDOM

When an Egyptian named Ahmose (AHM-ohs) drove away the invaders and declared himself king of Egypt in 1550 BC, he began Egypt's eighteenth dynasty and the start of the **New Kingdom**. Responding to invasions, Egypt took control of possible invasion routes and quickly became the leading military power in the region,

Lesson 3, *continued*

with an empire extending from the Euphrates River in the northeast to Nubia in the south. These conquests also made Egypt rich, through gifts and vastly expanded **trade routes**. One particular ruler, **Queen Hatshepsut**, was active in establishing new paths for traders.

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

WORK AND DAILY LIFE

During the Middle and New Kingdoms daily life in Egypt did not change very much. The population continued to grow and become more complex. Professional and skilled workers like scribes, artisans, artists, and architects were honored. These roles in society were usually passed on in families, with young boys learning a trade from their fathers.

Farmers and peasants made up the vast majority of the population. In addition to hard work on the land, they were required to pay taxes and were subject to special labor duty at any time. Only slaves were beneath them in social status.

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

CHALLENGE ACTIVITY

Critical Thinking: Design Design an ancient Egyptian “job want ad,” and then write a letter to a potential employer explaining why you should be hired.

Why did Egypt become the leading military power in the region?

What sort of workers were respected in ancient Egyptian society?

What was daily life like in Egypt for farmers and peasants?

Lesson 3, *continued*

Middle Kingdom	Queen Hatshepsut	trade routes
New Kingdom	Ramses the Great	

DIRECTIONS Read each sentence and choose the correct term from the word bank to replace the underlined phrase. Write the term in the space provided and then define the term in your own words.

1. Queen Hatshepsut could not stop invasions from the west and Southwest Asia.

Your definition: _____

2. Ahmose's dynasty began the Middle Kingdom.

Your definition: _____

3. One ruler who worked to increase Egyptian trade was Ramses the Great.

Your definition: _____

4. Paths followed by traders are New Kingdoms.

Your definition: _____

5. The period during which Egypt had a peaceful period of rule is called the trade routes.

Your definition: _____

Kingdoms of the Nile

Lesson 4



MAIN IDEAS

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

Key Terms and People

hieroglyphics Egyptian writing system, one of the world's first, which used symbols

papyrus long-lasting, paperlike substance made from reeds

Rosetta Stone a stone slab discovered in 1799 that was inscribed with hieroglyphics and their Greek meanings

sphinxes huge ancient Egyptian statues of imaginary creatures with the heads of people or animals and bodies of lions

obelisk a tall, four-sided pillar that is pointed on top

King Tutankhamen a pharaoh whose tomb was untouched by raiders, leaving much information about Egyptian art and burial practices

Lesson Summary

EGYPTIAN WRITING

Egyptians invented one of the world's first writing systems, using a series of more than 600 images, symbols, and pictures called **hieroglyphics** (hy-ruh-GLIH-fiks). Each symbol represented one or more sounds in the Egyptian language.

At first, hieroglyphics were carved in stone. Later they were written with brushes and ink on **papyrus** (puh-PY-ruhs). It was made by pressing layers of reeds together and pounding them into sheets.

Because papyrus didn't decay, many ancient Egyptian texts still survive, including government records, science texts, and literary works, such as *The Book of the Dead*. The discovery of the **Rosetta Stone** in 1799 provided the key to reading Egyptian writing because its text was inscribed both in hieroglyphics and Greek.

How was papyrus made?

What language helped scholars to understand the meaning of hieroglyphics on the Rosetta Stone?

Lesson 4, *continued*

The Egyptians created two 12-month calendars. One was based on the moon and the other on the sun. The solar calendar was more accurate.

EGYPT'S GREAT TEMPLES

Egyptian architects are known for designing magnificent temples. These structures were the homes of the gods. Temples were lavishly decorated with numerous statues and beautifully painted walls and pillars. **Sphinxes** and **obelisks** were usually found near the entrances to the temples.

EGYPTIAN ART

Many great works are found in either the temples or the tombs of the pharaohs. Most Egyptians, however, never saw these paintings, because only kings, priests, or other important people could enter these places.

Egyptian paintings depict a variety of subjects, like royal events, religious rituals, and daily life. The paintings also have a particular style. People are drawn as if they were twisting as they walked. They are shown in different sizes depending upon their stature in society. In contrast, animals appear more realistically. The Egyptians were also skilled stone and metal workers, creating beautiful statues and jewelry.

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

Why did only some people get to see ancient Egyptian sculptures and paintings?

What determined a person's size in an Egyptian painting?

Why is King Tutankhamen's tomb so important for the study of Egyptian history?

The Hebrews and Judaism

Lesson 1



MAIN IDEAS

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

Key Terms and People

Judaism the religion of the Hebrews

Abraham the biblical father of the Hebrew people

Moses Hebrew leader who led the Israelites out of slavery in Egypt

Exodus the journey the Israelites made from Egypt to Canaan, led by Moses

Ten Commandments moral code of laws that God handed down to Moses

David former shepherd who became king after the death of Saul, Israel's first king

Solomon David's son; became king of the Israelites

Diaspora the dispersal of the Jews outside of Israel and Judah

Lesson Summary

ABRAHAM AND MOSES LEAD THEIR PEOPLE

A people called the Hebrews (HEE-brooz) appeared in Southwest Asia sometime between 2000 and 1500 BC. Their writings describe the laws of their religion, **Judaism** (JOO-dee-i-zuhm). The Hebrew Bible, or Torah, traces the Hebrews back to a man named **Abraham**. The Hebrew Bible says that God told Abraham to leave his home. God promised to lead him to a new land and to make his children into a mighty nation. Abraham moved to Canaan (KAY-nuhn) where the Hebrews lived for many years.

Some of Abraham's descendents, the Israelites, later moved to Egypt. In time, Egypt's ruler, the pharaoh, made them slaves. In the 1200s BC, God told a leader named **Moses** to lead the Israelites out of Egypt. Moses went to the pharaoh and demanded that the Israelites be freed.

Circle the name of the people who appeared in Southwest Asia sometime between 2000 and 1500 BC.

Underline the promise that God made to Abraham. Where did Abraham move?

Lesson 1, *continued*

The pharaoh agreed only after a series of plagues, or disasters, struck Egypt.

Moses led his people on a journey called the **Exodus**. The Israelites believed that they had been set free because God was watching over them. The Bible says that during this journey, God gave Moses two stone tablets with laws written on them. They were known as the **Ten Commandments**. According to them, the Israelites were to worship only one God and were to value human life, self-control, and justice. After 40 years in exile, the Israelites reached Canaan.

Why was Moses an important Israelite leader?

What three basic values are emphasized in the Ten Commandments?

KINGS UNITE THE ISRAELITES

Saul, after fighting the Philistines (FI-li-steenz), became the first king of Israel. After he died, a former shepherd named **David** became king. David was well-loved. He defeated the Philistines and other enemies. He captured the city of Jerusalem. It became Israel's new capital. David's son **Solomon** (SAHL-uh-muhn) became the next king around 965 BC. He was a strong king. He built a great temple in Jerusalem. It became the center of the Israelites' religious life.

Circle the names of the first three kings of Israel. Which king built a temple?

INVADERS CONQUER AND RULE

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

Lesson 1, *continued***WOMEN IN ISRAELITE SOCIETY**

Although men dominated Israelite society, some Israelite and Jewish women made great contributions to the culture.

CHALLENGE ACTIVITY

Critical Thinking: Make Inferences Write a set of ten commandments that reflects the responsibilities and rights of students and faculty for your school.

DIRECTIONS Read each sentence and fill in the blank with the word in the word pair that best completes the sentence.

1. After King Saul died, _____ became the new king of Israel. **(David/Solomon)**
2. _____ led the Israelites out of Egypt, which freed them from slavery under the pharaoh. **(Moses/Abraham)**
3. The _____, a code of moral laws, has helped shape the development of Israelite and Jewish society over time. **(Judaism/Ten Commandments)**
4. The Hebrews trace their ancestry back to a man named _____. **(Abraham/David)**

DIRECTIONS Write three adjectives or a descriptive phrase to describe the term or person.

5. Diaspora _____
6. Exodus _____
7. Judaism _____
8. Solomon _____
9. Ten Commandments _____

The Hebrews and Judaism

Lesson 2



MAIN IDEAS

1. Belief in God, commitment to education and justice, and observance of the law anchor Jewish society.
2. Jewish beliefs are listed in the Torah, the Hebrew Bible, and the Commentaries.
3. The Dead Sea Scrolls reveal many past Jewish beliefs.
4. The ideas of Judaism helped shape later cultures.

Key Terms and People

monotheism belief in only one god

Torah the sacred text of Judaism

synagogue Jewish house of worship

prophets people said to receive messages from God to be taught to others

Talmud commentaries, stories, and folklore recorded to explain Jewish laws

Dead Sea Scrolls writings by Jews who lived about 2,000 years ago

Lesson Summary

JEWISH BELIEFS ANCHOR THEIR SOCIETY

Jewish society is founded upon religion.

Judaism's central concepts are belief in God, education, justice and righteousness, and observance of religious and moral law.

Judaism is the oldest known religion to practice **monotheism**, the belief in only one God. The Hebrew name for God is YHWH. The Jews say their history was guided through God's relationship with Abraham, Moses, and other leaders. Moral and religious laws, believed to be handed down from God, have guided Jewish society throughout their history and continue to do so today.

Besides the Ten Commandments, Jews believe that Moses recorded a whole set of laws governing Jewish behavior. These are called Mosaic laws. They set down rules for everything, including what to eat, when to work, and how to pray.

Underline the four core values of Judaism.

What is monotheism?

Lesson 2, *continued*

Today, Orthodox Jews continue to follow all of the Mosaic laws. Reform Jews choose not to follow many of the ancient rules. Conservative Jews fall in between.

TEXTS LIST JEWISH BELIEFS

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

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

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

SCROLLS REVEAL PAST BELIEFS

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

JUDAISM AND LATER CULTURES

Jewish ideas helped shape two other major world religions, Christianity and Islam. In addition, the Ten Commandments are reflected in our laws and in modern society's rules of behavior.

Circle the name of the most important sacred Jewish text.

What is in the Talmud?

The Hebrews and Judaism

Lesson 3



MAIN IDEAS

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

Key Terms and People

Zealots Jews who rebelled against their Roman rulers

rabbis teachers who guide Jews in their religious lives

Passover a time for Jews to remember the Exodus

High Holy Days the two most sacred Jewish holidays, Rosh Hashanah and Yom Kippur

Lesson Summary

REVOLT, DEFEAT, AND MIGRATION

The teachings of Judaism helped unite the ancient Jews. But many Jews were unhappy with the Roman rule of Jerusalem. Tensions increased. Some Jews refused to obey Roman officials. In AD 66, a group called the **Zealots** (ZE-luhts) led a rebellion against Rome. After four years of fierce fighting, the rebellion failed. The Jews' Second Temple of Jerusalem was destroyed in AD 70. The Romans put down another Jewish rebellion 60 years later. After this uprising, Jews were banned from living in Jerusalem, so they migrated to other parts of the world.

Why did the Zealots revolt?

TWO CULTURAL TRADITIONS

Because Jews could not worship at a central temple anymore, their traditions changed. Everywhere Jews went, they built local temples. They also appointed **rabbis**, religious leaders responsible for teaching Judaism. Even with a similar culture and background, Jewish traditions grew differently depending on where they moved. Two major Jewish cultures developed that still exist today.

Underline the definition of *rabbis* in the summary.

Lesson 3, *continued*

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

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

What was the main difference between the Ashkenazim and the Sephardim?

TRADITIONS AND HOLY DAYS

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

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

What is the proper name for the Jewish New Year?

CHALLENGE ACTIVITY

Critical Thinking: Draw Inferences Imagine that you are living in Jerusalem during Roman rule. Write a letter to your relatives explaining the difficulties the Zealots faced and why they rebelled.

Name _____

Class _____

Date _____

The Rise of Islam

Lesson 1



MAIN IDEAS

1. Arabia is a mostly a desert land.
2. Two ways of life—nomadic and sedentary—developed in the desert.

Key Terms

sand dunes hills of sand shaped by the wind

oasis a wet, fertile area in the desert

sedentary settled

caravan a group of traders that travels together

souk a market or bazaar

Lesson Summary

A DESERT LAND

The Arabian Peninsula is a mostly hot and dry desert of scorching temperatures and little water. Yet people have lived there for thousands of years.

Arabia, located in the southwest corner of Asia, is the crossroads for three continents—Africa, Europe, and Asia. Trade routes cross the region by both land and sea. These routes have brought many different people and customs through Arabia, influencing the people who live there.

The world's largest sand desert, the Rub'al-Khali, which means "Empty Quarter," lies in Arabia. There is little life there. **Sand dunes**, or hills of sand shaped by the wind, can rise to 800 feet and stretch for hundreds of miles. Water is scarce and exists mainly in oases throughout the desert. An **oasis** is a wet, fertile area in the desert. Oases have always been key stops along Arabia's trade routes.

Deserts cover much of Arabia's interior, but other landforms are along its edges. Mountains border the southern and western coasts, and

Arabia was the trading crossroads for what three continents?

Why would oases be important to people traveling along trade routes?

Lesson 1, *continued*

marshy land is near the Persian Gulf. Most people have settled in the milder coastal regions.

TWO WAYS OF LIFE

People developed two main ways to live in the desert: nomadic and **sedentary**, or settled. Nomads moved from place to place. They lived in tents and raised goats, sheep, and camels. They traveled with their herds across the desert, moving along regular routes as seasons changed. They depended on camels for transportation and milk. Nomads traveled in tribes, or groups of people. Tribe membership was important to nomads. It offered protection from desert dangers and reduced competition for grazing lands.

Other people settled in oases and farmed. Settlements in oases along the trade routes became towns, where most people in Arabia lived. Merchants and craftspeople lived there too and worked with people in caravans. A **caravan** is a group of traders that travel together. Most town centers featured a **souk**, which is a market or bazaar. Both nomads and caravans used these centers of trade. Nomads traded animal products and desert herbs for cooking supplies and clothing. Merchants sold spices, gold, leather, and other goods brought by the caravans.

Arabian towns were important places along the trade routes. They linked India with Northeast Africa and the Mediterranean. Trade made it possible for Arabs to come in contact with people and ideas from different cultures around the world.

Why did nomads want to travel in a tribe?

Underline the sentence that tells where most people in Arabia lived.

What are some things that could be found at a souk?

CHALLENGE ACTIVITY

Critical Thinking: Elaborate If you lived in Arabia, would you choose a nomadic or sedentary life? Write a one-page description of what your life would be like based on the lifestyle you would prefer to live.

Name _____ Class _____ Date _____

Lesson 1, continued

DIRECTIONS Write a descriptive phrase to describe each term.

1. sand dunes _____

2. souk _____

3. caravan _____

4. oasis _____

5. sedentary _____

DIRECTIONS Look at each set of vocabulary terms. On the line provided, write the letter of the term that does not relate to the others.

- _____ 6. a. sand dunes
b. souk
c. oasis
- _____ 7. a. souk
b. sedentary
c. sand dunes

The Rise of Islam

Lesson 2



MAIN IDEAS

1. Muhammad became a prophet and introduced a religion called Islam in Arabia.
2. Muhammad's teachings had similarities to Judaism and Christianity, but they also presented new ideas.
3. Islam spread in Arabia after being rejected at first.
4. The Qur'an is the holy book of Islam.
5. Along with the Qur'an, the Sunnah guide Muslims' lives.
6. Islamic law is based on the Qur'an and the Sunnah.

Key Terms and People

Muhammad an Arabian man whose teachings became the basis for a new religion

Islam religion based on messages Muhammad received from God

Muslim a person who follows Islam

Qur'an the holy book of Islam

shrine a place where people worship a saint or god

pilgrimage journey to a sacred place

mosque a building for Muslim prayer

jihad literally means "to make an effort" or "to struggle"

Sunnah a collection of actions or sayings by Muhammad

Five Pillars of Islam the five acts of worship required of all Muslims

Lesson Summary

MUHAMMAD BECOMES A PROPHET

Muhammad brought a new religion to Arabia. What is known about him is from religious writings. He was born in the city of Mecca around 570.

Muhammad became upset that Mecca's rich people did not help the poor. According to Islamic teachings, when he was 40, an angel revealed God's messages to him. These form the basis of **Islam**. A follower of Islam is a **Muslim**. Islam's messages were written in the **Qur'an**, the holy book of Islam.

Underline the name of Islam's founder.

What did the messages Muhammad received from God form?

Lesson 2, *continued*

MUHAMMAD'S TEACHINGS

Some of Muhammad's ideas came from Judaism and Christianity, including monotheism, or belief in one god. This was a new idea for many Arabs who prayed to gods at a **shrine**. The most important shrine was in Mecca. People traveled there on a **pilgrimage**.

Why did people travel to Mecca on a pilgrimage?

ISLAM SPREADS IN ARABIA

Mecca's rulers felt threatened by Muhammad. So he left and went to Medina. His house became the first **mosque**, or Muslim prayer building. Many Arab tribes accepted Islam. After years of fighting, Meccans welcomed back Muhammad and accepted Islam.

Underline the name for a Muslim prayer building.

THE QUR'AN

Muslims believe that the Qur'an is the word of God as told to Muhammad. Muslims believe that God wishes them to follow rules. These rules affect Muslims' everyday life.

Jihad is an important Islamic concept, which means "to make an effort" or "to struggle." It refers to the internal struggle of a Muslim trying to follow Islamic beliefs. It can also mean the struggle to defend the Muslim community or convert people. The word has also been translated as "holy war."

Why is the Qur'an so important?

What two struggles does jihad refer to?

THE SUNNAH

Another important Islamic holy book is the **Sunnah**, a written record of Muhammad's words and actions. It spells out the five acts of worship required of Muslims—the **Five Pillars of Islam**.

ISLAMIC LAW

The Qur'an and the Sunnah form the basis of Islamic law, or Shariah. This sets punishments or rewards. It makes no distinction between religious and secular life. Most Islamic countries

How is Shariah law used in Islamic countries today?

Lesson 2, continued

today blend Islamic law with a legal system like that in the United States.

CHALLENGE ACTIVITY

Critical Thinking: Summarize Suppose you had to explain Islam to someone who knew nothing about it. Write a one-page paper that includes important information about the religion.

Five Pillars of Islam	Islam	jihad
Mosque	Muhammad	Muslim
pilgrimage	Qur'an	shrine
Sunnah		

DIRECTIONS Read each sentence and fill in the blank with a word from the word bank that best completes the sentence.

- The first acts of worship required of all Muslims are known as the _____.
- The inner struggle people go through in their effort to obey God or to convert others to Islam is known as _____.
- The religion based on messages sent by God through an angel to an Arabian man is _____.
- A collection of actions or sayings by an Arabian man who founded a religion is the _____.
- A person who follows Islam is a(n) _____.
- A building for Muslim prayer is known as a(n) _____.
- The holy book of Islam is the _____.
- A place where people worship a saint or god is a(n) _____.
- A journey to a sacred place is a(n) _____.
- The Arabian man whose teachings became the basis for a new religion was _____.

Cultures of South and Southwest Asia

Lesson 2



MAIN IDEAS

1. The Safavid Empire blended Persian cultural traditions with Shia Islam.
2. The Safavids supported trade networks throughout the region.

Key Terms and People

Shia Muslims who thought that only members of Muhammad's family could become caliphs

Sunni Muslims who believed caliphs did not have to be related to Muhammad as long as they were good Muslims and strong leaders

Lesson Summary

THE SAFAVID EMPIRE

To the east of the Ottoman Empire, the Safavids, a group of Persian Muslims, started gaining power. They came into conflict with the Ottomans and other Muslims. The conflict was about the old disagreement among Muslims over who should be caliph. Since a caliph is someone who leads all Muslims, he is viewed as Muhammad's successor. During the mid-600s, Islam had split into two groups over this issue. The **Shia** were Muslims who thought that only members of Muhammad's family could become caliph. In contrast, the **Sunni** did not think caliphs had to be related to Muhammad as long as they were good Muslims and strong leaders. While the two groups both believed in daily prayer and fasting during Ramadan, some religious differences developed between them.

The Safavid leader Esma'il conquered Persia in 1501 and became shah, or king. He made Shiism, the beliefs of the Shia, the official religion of the empire. However, most people in the empire were Sunnis. Esma'il was committed to conquering other Muslim territories and converting all Muslims to Shiism. After his death, his

What was the basis for the split between the Sunnis and the Shias?

Underline the sentence that tells what Esma'il did after he became shah.

Lesson 2, *continued*

successors struggled to keep the empire together. In 1588, 'Abbas, the greatest Safavid leader, became shah. He strengthened the military and had his soldiers use gunpowder weapons. Similar to the Ottomans, 'Abbas trained foreign enslaved boys to be soldiers. Under his rule, the Safavids defeated the Uzbeks and took back land that had been lost to the Ottomans. 'Abbas also made many contributions to Safavid culture and economy.

What made 'Abbas the greatest Safavid leader?

SAFAVID CULTURE AND ECONOMY

The Safavids blended Persian and Muslim traditions. They built beautiful mosques in their capital city of Esfahan. The Shah's mosque, built for 'Abbas, was admired for its colorful tiles and large dome. In the 1600s, Esfahan was considered one of the world's most magnificent cities. It was said to have 162 mosques and more than 1,800 commercial buildings. It had rugs and objects made in silver, gold, and enamel. Poetry, painting, and drawing were popular.

Safavid culture was important to the empire's economy because 'Abbas encouraged the manufacturing of traditional products. Major exports included handwoven carpets, silk, and velvet. Also, the Safavids were admired for their skills in making ceramic and metal goods, especially goods made from steel.

The Safavids also built roads and bridges, which made it possible for merchants to come from as far away as Europe to trade. This led to wealth for the Safavid Empire and helped establish it as a major Islamic civilization. It lasted until the mid-1700s.

Why was Esfahan thought of as a magnificent city?

Underline the sentence that explains why the Safavid Empire became wealthy and a major Islamic civilization.

The Scientific Revolution

Lesson 3



MAIN IDEAS

1. The ideas of Francis Bacon and René Descartes helped clarify the scientific method.
2. Science influenced new ideas about government.
3. Medical treatments changed as scientists better understood the human body.
4. Science and religion developed a sometimes uneasy relationship.

Key Terms and People

Francis Bacon English philosopher who argued for systematic scientific research

René Descartes French philosopher who argued for clear thinking and reason to establish proof

scientific method step-by-step procedure for performing experiments or research

hypothesis a solution that the scientist proposes to solve a problem

Lesson Summary

BACON, DESCARTES, AND THE SCIENTIFIC METHOD

The Scientific Revolution led to a dramatic change in the way people learned about the world. The new, scientific way of gaining knowledge had far-reaching effects. Science became the most effective way to learn about the natural world.

Two important philosophers played a leading role in supporting science. **Francis Bacon** from England and **René Descartes** (ruh-NAY day-CART) from France encouraged the use of orderly experiments and clear reasoning. Descartes believed that nothing should be accepted as true if it could not be proven to be true. Their ideas led to the development of the **scientific method**, a step-by-step procedure for doing scientific research through observation and experimentation. These are the main principles of modern science. There are six basic steps in

Underline the sentence that explains how science changed people during the Scientific Revolution.

What are the main principles of modern science?

Lesson 3, continued

the scientific method, starting with stating the problem and gathering information. The third step is forming a hypothesis. A **hypothesis** is a solution that the scientist proposes to solve the problem. Fourth is testing the hypothesis by performing experiments. The fifth step is recording and analyzing the data gathered from the experiments. The final step is drawing conclusions from the data.

SCIENCE AND GOVERNMENT

Science had a great impact on society and politics. Human reason, or logical thought, was a powerful tool. Philosophers thought they could use reason to improve society. If laws governed nature, laws could govern human behavior as well. Scientists' use of reason and logic helped pave the way for new democratic ideas in Europe, such as personal freedom, individual rights, and equality.

Underline three democratic ideas new to Europe.

ADVANCES IN MEDICINE

The field of medicine changed thanks to the scientific methods. Doctors' observations and experiments led to changes in the way they treated sick patients. The invention of the microscope allowed scientists to see things not visible to the human eye.

What was one effect of the Scientific Revolution in the field of medicine?

SCIENCE AND RELIGION

The advances of science also brought conflict. The Roman Catholic Church leaders tried to force scientists to reject findings that opposed the Church's teachings. Galileo was put on trial for saying that the planets orbit the sun. The Church taught that the earth was the center of the universe and did not move. Galileo was threatened with torture unless he agreed with the church.

Why was Galileo put on trial?