

History Alive!

California Standards Mastery Guide
for Teachers

Grade 6

Bert Bower

Jim Lobbell

TCI

Teachers' Curriculum Institute

Curriculum Developers

Amy George
Karl Grubaugh
Deborah Schick
Steve Seely

Assessment Consultant

Julie Weiss

Director of Development: Liz Russell
Editorial Assistant: Anna Embree
Production Manager: Lynn Sanchez
Graphic Designer: Jeff Kelly
Operations Manager: Ellen Hardy
Illustration: DJ Simison

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Teaching with TCI

Social studies teachers face these challenging goals:

- How to make historical knowledge and cultural understanding memorable to students
- How to engage students in thinking critically about the issues of the past that have shaped our world
- How to prepare students for active participation in American democracy

Teachers' Curriculum Institute (TCI) has created a powerful learning system to achieve these goals. This system produces student success with carefully structured, research-based lessons that are highly interactive and build critical reading and thinking skills. Here are the components of this system:

Lesson Guide A two-volume Lesson Guide for each grade level provides detailed, direct instruction for conducting the lessons and assessing student mastery of lesson content, concepts, and skills. Each active lesson uses multi-modal access to hook students and focus their attention on the big ideas, through one of six strategies: Visual Discovery, Social Studies Skill Builder, Experiential Exercise, Writing for Understanding, Response Group, or Problem Solving Groupwork.

Reproducible Student Handouts and Information Masters in the Lesson Guide provide information, templates, and checklists that help students complete the activity. Assessment pages for each lesson progress from recall to higher-order thinking questions, and from multiple choice to short answer to constructed response.

Student Edition The student book features considerate text on uncluttered pages, bringing history alive with a story well told and powerful images.

Interactive Student Notebook Students personalize this notebook as they complete a Preview assignment to connect to prior knowledge, respond to the textbook on Reading Notes pages that become a study guide, and complete a Processing assignment in which they apply what they have learned.

Placards and Overhead Transparencies These resources provide compelling visual information for interactive student work. The Lesson Guide explains how they are woven into the activities.

Sounds of History CD You play tracks as directed in the Lesson Guide to enrich activities with music, ambient sounds, and dramatic readings.

Digital Teacher Resources CD Digital versions of the Lesson Guide, Interactive Student Notebook, and transparencies allow you to customize the materials for your classroom.

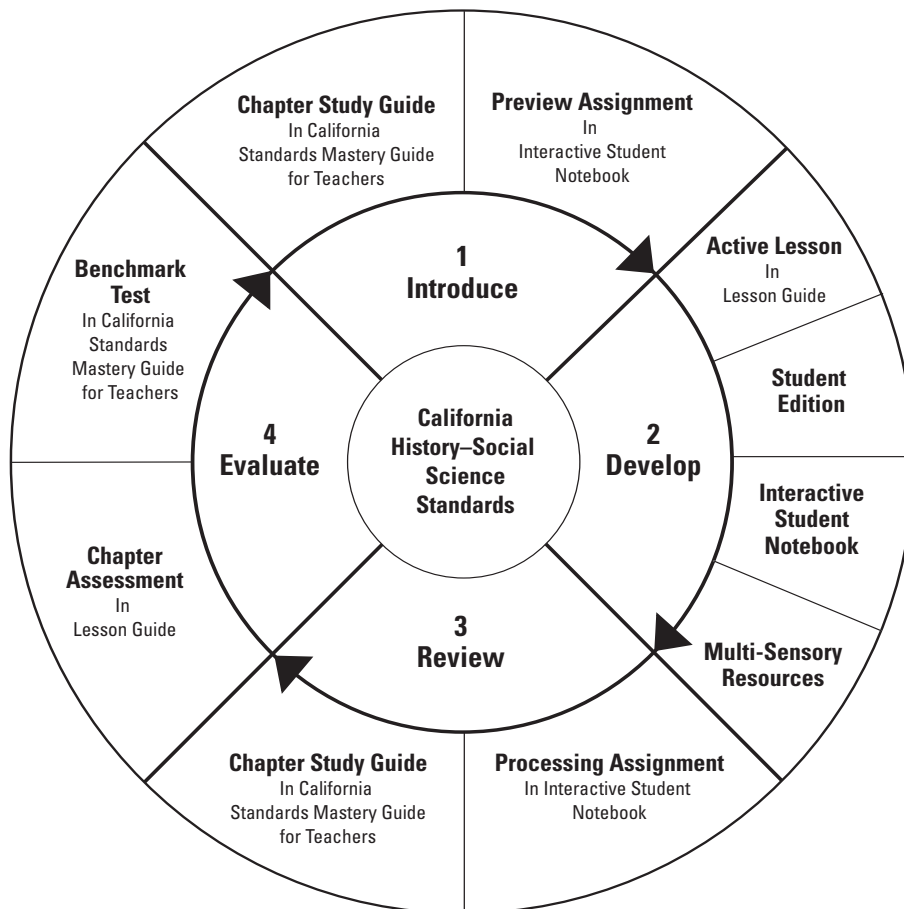
California Standards Mastery Guide for Teachers This booklet supplies the tools that will help you link your *History Alive!* program to the California History–Social Science Standards.

Teaching to the California Standards

Teaching all students to master the content and skills required of them by the California History–Social Science Standards is a key goal in the Golden State. Each TCI lesson addresses one or more California standards.

The content of this *California Standards Mastery Guide for Teachers* will help you make explicit to students—through previews, reviews, and assessments—how each lesson connects to the standards.

This diagram shows how the components of a TCI program work together in a standards-based lesson:



In greater detail, here's how to use each of the components identified in the diagram:

1. Introduce

Chapter Study Guide Hand out the chapter study guide from this booklet to introduce the standards to be covered, the key terms to be learned, and the essential questions to be answered through students' work in the lesson.

Preview Assignment As directed in the Lesson Guide, present the Preview assignment. The Lesson Guide will tell you whether to project a transparency, play a CD track, stage a brief activity, or have students answer a provocative question in their Interactive Student Notebook.

2. Develop

Active Lesson Follow the step-by-step directions in the Lesson Guide to conduct an activity that engages students and involves them in their learning. As needed, show transparencies, post placards, or distribute handouts.

Student Edition Refer to the Lesson Guide to see when students are expected to read the chapter. They may be asked to do the reading before, during, or after the activity.

Interactive Student Notebook While reading their textbook, students take notes in their Interactive Student Notebook, using graphic organizers that structure and highlight connections in the material.

3. Review

Processing Assignment Use the Lesson Guide to introduce the Processing assignment in the Interactive Student Notebook, which requires students to make sense of what they have learned and to respond to it creatively.

Chapter Study Guide After a lesson, use the chapter study guide for a review of the key terms and essential questions, which offer an ideal focus for class discussion and standards review.

4. Evaluate

Chapter Assessment To conclude each lesson, use the assessment pages from the Lesson Guide.

Benchmark Exams At midyear and year's end, use the benchmark exams in this booklet to review and build students' understanding as they move toward mastery of the state standards.

Overview of the Tools in This Guide

This guide includes six tools to help you work with the California History–Social Science Standards: correlations, a model instructional calendar, chapter study guides, benchmark exams, a model letter to parents and guardians, and the Student Guide to the California Standards. Using these tools in concert with your *History Alive!* program will help your students master the standards.

California Standards Correlations

The *History Alive!* middle school programs are fully articulated with the content standards and the analysis skills spelled out in the *History–Social Science Framework for California Public Schools (2001)*.

As you will discover, you can teach in an active, student-centered classroom without sacrificing standards coverage. In fact, California’s standards underlie each *History Alive!* lesson and are woven throughout the student textbook, the Interactive Student Notebook, and the Lesson Guide, as well as the placards, transparencies, handouts, and online enrichment materials that support the powerful interactive classroom activities.

The standards correlations in this booklet can help you be explicit with students, administrators, and parents about where and how the standards are covered by the *History Alive!* program.

California Standards for History–Social Science, Sixth Grade	Where Standards Are Addressed
6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.	Lessons 1–4 (6.1–2), (6.1–3), (6.1–4)
1. Describe the hunter-gatherer societies, including the development of tools and the use of fire.	Lessons 2 (6.1–2), (6.1–3), (6.1–4); CA.1
2. Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.	Lessons 2 (6.1–2), (6.1–3), (6.1–4); CA.1
3. Discuss the climatic, tectonic, and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter.	Lessons 2 (6.1–2), (6.1–3), (6.1–4); CA.1
6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.	Lessons 5 (6.2–1), (6.2–2), (6.2–3), (6.2–4); CA.2
1. Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.	Lessons 5 (6.2–1), (6.2–2), (6.2–3), (6.2–4); CA.2
2. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.	Lessons 5 (6.2–1), (6.2–2), (6.2–3), (6.2–4); CA.2
3. Understand the relationship between religion and the social and political order in Mesopotamia and Egypt.	Lessons 5 (6.2–1), (6.2–2), (6.2–3), (6.2–4); CA.2
4. Assess the significance of Mesopotamian Gods.	Lessons 5 (6.2–1), (6.2–2), (6.2–3), (6.2–4); CA.2
5. Discuss the main features of Egyptian art and architecture.	Lessons 5 (6.2–1), (6.2–2), (6.2–3), (6.2–4); CA.2
6. Describe the role of Egyptian trade in the eastern Mediterranean and Nile valley.	Lessons 5 (6.2–1), (6.2–2), (6.2–3), (6.2–4); CA.2
7. Understand the significance of Queen Hatshepsut and Ramesses the Great.	Lessons 5 (6.2–1), (6.2–2), (6.2–3), (6.2–4); CA.2

Model Instructional Calendar

You have a lot of content to cover in a year. Pacing while teaching in an active, student-centered classroom can be challenging. Allowing students to reach conclusions through inquiry, setting up opportunities for cooperative learning, helping students to experience history through hands-on activities—all these can take extra time. But these methods are also the secret to making history memorable.

TCI lessons vary in length, depending on chapter length and the nature of the featured activity. Lessons may take from three to eight days of classroom time. The suggested calendar in this booklet can help you with lesson planning. It is based on the experiences of real teachers who use the TCI program in real classrooms. Keep in mind that *History Alive!* programs are complete but flexible. Some teachers use them just as they are. Others use pieces of activities and enhance their regular lessons with the rich resources that are a part of this powerful learning system.

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Chapter Study Guides

It is important to tell students at the outset what you expect them to know and what they should be able to do. Making students aware of your expectations at the very beginning of a unit of instruction keeps them focused on the most important content and skills.

In this booklet, you will find a study guide for every chapter. Each study guide spells out the state standards addressed by the lesson, a list of terms that relate to the standards, essential questions related to the lesson, and a timeline activity that helps students keep track of the significance and sequence of the events covered in the lesson.

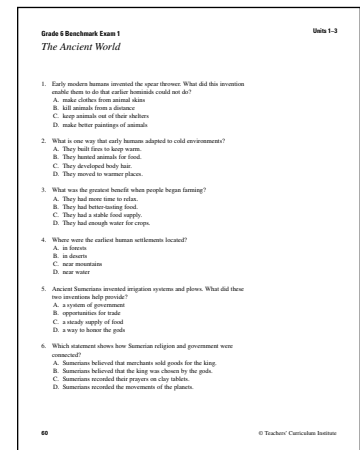
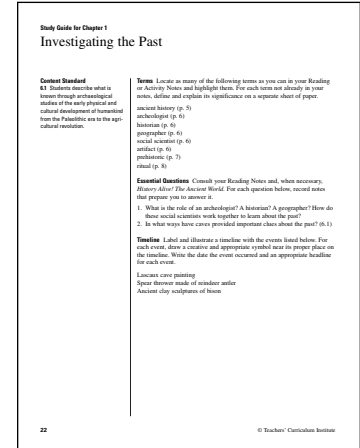
Use the study guides to introduce each lesson and to review before the chapter assessments and the benchmark exams.

Benchmark Exams

Teachers know that it is important to measure student progress at many points during the academic school year. Your *History Alive!* program gives you several ways to find out how students are doing.

- During each lesson, students organize important information in their Reading Notes. You can use these to informally assess understanding as the lesson unfolds.
- At the end of a lesson, the Processing assignment pushes students to think critically and creatively—and show what they have learned.
- After each lesson, you can give a chapter test that checks students' comprehension while also tapping into their multiple intelligences. The Digital Teacher Resources include an assessment bank with items you can use to create additional tests.

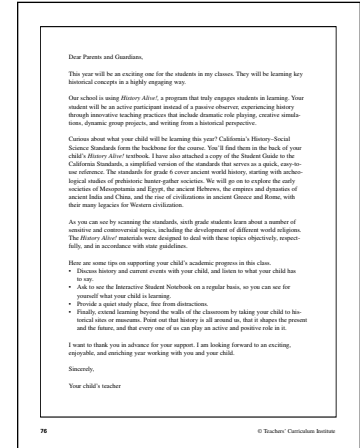
In addition, TCI believes it is essential for students to achieve mastery of the state standards. Over the three middle school years, students need to both retain what they learn and build on that knowledge in subsequent years. You can use the benchmark exams in this booklet to help reinforce learning from semester to semester and from year to year. Each successive benchmark exam is cumulative, requiring that students remember content and skills they have learned previously. The final benchmark exam in grade 8 assesses students' knowledge of the standards for grades 6, 7, and 8.



Letter to Parents and Guardians

Involving families in your curriculum is essential to student success. Because middle school teachers are charged with covering sensitive and sometimes controversial topics—such as world religions and the separation of church and state—it is especially important to communicate clearly and professionally with parents and guardians.

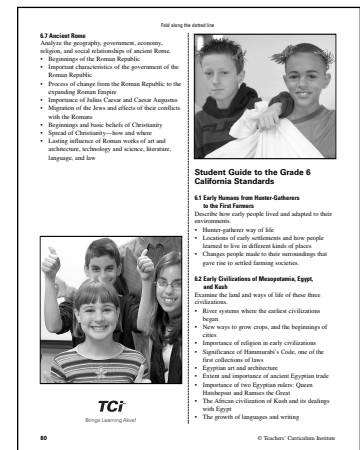
The sample letter in this booklet covers important points that parents need to be aware of: the importance of state standards, the pedagogical methods you plan to use with the *History Alive!* curriculum, your approach to teaching about controversial issues and religious topics, and tips on providing support at home. Feel free to use this letter as is and pass it out at Back to School Night. Or, use it as a model to write your own.



Student Guide to the California Standards

Students must know what they are expected to learn. To this end, teachers are asked to post the California History–Social Science Standards in their classrooms. But for many middle school students, the language of the standards is sometimes too complicated. The Student Guide to the California Standards offers a modified version in a handy, student-friendly reference tool.

The Student Guide to the California Standards can be used in a variety of ways. Hand it out to students at the beginning of the year. If you reproduce the fold-up version on sturdy stock, students can use it as a bookmark in their textbook. Duplicate the simpler two-page version of the guide for students to place in the front of their notebook. Encourage students to use the guide as a review tool at the end of a chapter or before any major assessment. In addition, you can distribute this item to parents as a quick and easy way to show them what students are learning.



California Standards Correlations

The charts that follow indicate correlations between TCI’s curriculum for grade 6 and the numbered content standards, plus the historical and social science analysis skills as listed in the *History–Social Science Framework for California Public Schools*.

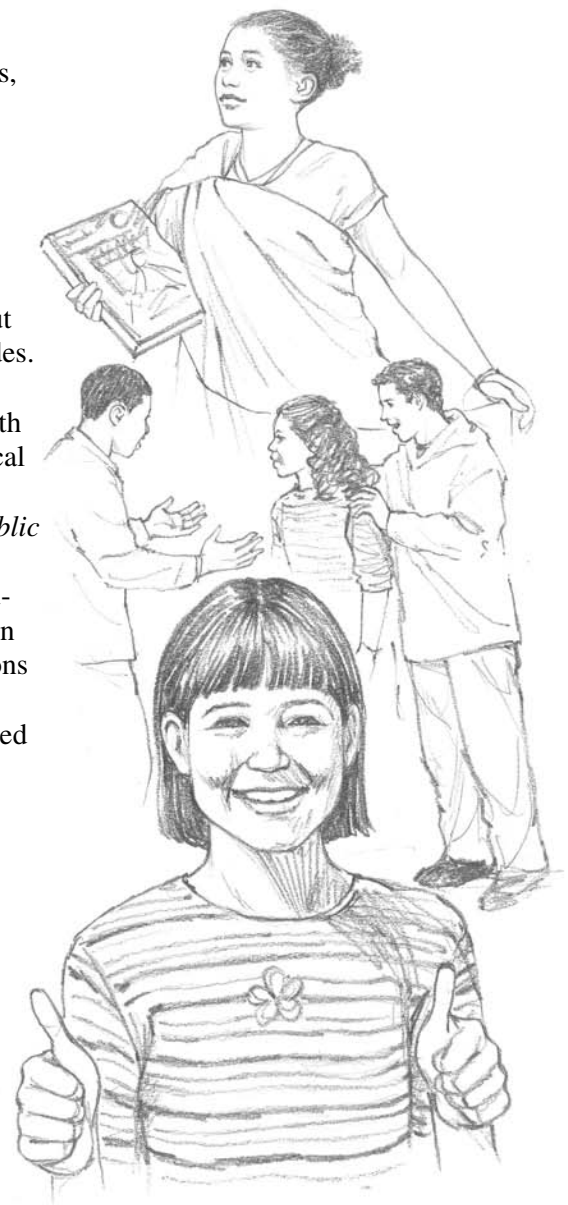
Key to the Charts Each number reference in these charts is preceded by a letter code that indicates where the relevant material can be found.

- SE pages in the Student Edition for *History Alive! The Ancient World*
- LG pages in the Lesson Guides for *History Alive! The Ancient World*
- ISN pages in the the Interactive Student Notebook for grade 6
- OLR Online Resources (enrichment essays, biographies, primary sources, and excerpts from literature), available to students at <http://www.historyalive.com>
- PL the Placards, used in class activities
- OT the Overhead Transparencies, used in class activities
- CA pages in this *California Standards Mastery Guide for Teachers*

Local Options A survey of California teachers in 1994 raised issues about the balance of the coverage of social studies standards in the middle grades. More specifically, seventh grade teachers observed an imbalance in standards coverage, since they had eleven major standards to cover while sixth grade teachers had just seven. Subsequently, the state suggested some local options to reduce the burden on seventh grade teachers, as explained in Appendix D of the *History–Social Science Framework for California Public Schools*.

One option the state proposed, which would affect the grade 6 curriculum, involves shifting two units from grade 7 back to grade 6: the unit on disintegration of the Roman Empire, and the unit on American civilizations that developed in the centuries B.C.E.

For districts and teachers who decide to implement the state’s suggested local options, two supplementary lessons (“The Byzantine Empire” and “The Maya”), with student text and study questions, are provided on the *History Alive!* Web site.



California Standards for History–Social Science, Sixth Grade	Where Standards Are Addressed
6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.	Lessons 1–4: SE 4–39; LG 4–63
1. Describe the hunter-gatherer societies, including the development of tools and the use of fire.	Lesson 2: SE 16–22; ISN 15–18; LG 32–35; CA 23
2. Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.	Lessons 2–3: SE 22, 26; OLR Essay 4; CA 24 Lesson 4: SE 34–39; CA 25 Geography Challenge 1: LG 5–7
3. Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter.	Lesson 3: SE 26–31; OLR Essay 4; CA 24 Lesson 4: SE 34–39; CA 25
6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.	Lessons 4–10: SE 33–99, 118–119; LG 54–167, 194–195
1. Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.	Lesson 4: SE 33–35; CA 25 Lesson 7: SE 65–71; CA 28 Geography Challenge 1: LG 8–9
2. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.	Lesson 3: SE 27–31; ISN 22; CA 24 Lesson 4: SE 34–39; ISN 28–29; OT 4A–4D; LG 62–63; CA 25 Lessons 5–6: SE 42–43, 57; CA 26
3. Understand the relationship between religion and the social and political order in Mesopotamia and Egypt.	Lessons 5–6: SE 44–45, 46, 53–54, 57; CA 26–27 Lessons 8–9: SE 74–75, 81–87; ISN 66–67; LG 142–143, 150–151; CA 30
4. Know the significance of Hammurabi’s Code.	Lesson 6: SE 54; ISN 41; LG 89; OLR Primary Source 1
5. Discuss the main features of Egyptian art and architecture.	Lesson 8: SE 75–76, 78–79; ISN 60–64; OT 8C–8G; LG 114–115, 121–125, 127–130; CA 29 Lesson 9: SE 90–91; OT 9A–9E; CA 30
6. Describe the role of Egyptian trade in the eastern Mediterranean and Nile valley.	Lessons 8–9: SE 77, 96; OLR Essay 5
7. Understand the significance of Queen Hatshepsut and Ramses the Great.	Lesson 8: SE 77, 78–79; ISN 63–64; OT 8E–8G; LG 124–125, 129–130; CA 29

California Standards for History–Social Science, Sixth Grade	Where Standards Are Addressed
8. Identify the location of the Kush civilization and describe its political, commercial, and cultural relations with Egypt.	Lesson 10: SE 95–99; ISN 72–75; OT 10A–10D; LG 153–155, 160–167; CA 31
9. Trace the evolution of language and its written forms.	Lessons 5–6: SE 49, 53; CA 26–27 Lessons 9–10: SE 88–89, 99; CA 30 Timelines, Units 1–2: SE 60–61, 118–119; ISN 47, 86
6.3 Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.	Lesson 7: SE 70–71; LG 100–111 Lessons 11–12: SE 101–117; LG 168–193
1. Describe the origins and significance of Judaism as the first monotheistic religion based on the concept of one God who sets down moral laws for humanity.	Lesson 11: SE 101–105; ISN 78–79; LG 176–177; CA 32 Lesson 12: SE 112–113; LG 191
2. Identify the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): belief in God, observance of law, practice of the concepts of righteousness and justice, and importance of study; and describe how the ideas of the Hebrew traditions are reflected in the moral and ethical traditions of Western civilization.	Lesson 11: SE 101–105, 107; ISN 78–80; LG 176–178; OLR Literature 3; CA 32 Lesson 12: SE 112–113; LG 191; CA 33
3. Explain the significance of Abraham, Moses, Naomi, Ruth, David, and Yohanan ben Zaccai in the development of the Jewish religion.	Lesson 11: SE 101–109; ISN 78–80; LG 176–178; OLR Biography 2; CA 32 Lesson 12: SE 116–117; ISN 83; LG 193; CA 33
4. Discuss the locations of the settlements and movements of Hebrew peoples, including the Exodus and their movement to and from Egypt, and outline the significance of the Exodus to the Jewish and other people.	Lesson 11: SE 102–107, 111 Lesson 12: SE 114–115; ISN 82; LG 192; OLR Primary Source 4
5. Discuss how Judaism survived and developed despite the continuing dispersion of much of the Jewish population from Jerusalem and the rest of Israel after the destruction of the second Temple in A.D. 70.	Lesson 12: SE 116–117; ISN 82–83; LG 192–193
6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.	Lessons 25–31: SE 245–305; LG 502–667
1. Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region.	Lessons 25–26: SE 247–251, 253; ISN 168–169; LG 507–510, 517–525; CA 46 Lesson 27: SE 260, 262; CA 48
2. Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from <i>Pericles’ Funeral Oration</i>).	Lesson 26: SE 254–257; ISN 172–174; LG 527–531, 536–537; OLR Biography 5; CA 47

California Standards for History–Social Science, Sixth Grade	Where Standards Are Addressed
4. Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer’s <i>Iliad</i> and <i>Odyssey</i> , and from <i>Aesop’s Fables</i> .	Lesson 29: SE 281–282, 284; ISN 190; OLR Literature 6, Essay 10; CA 50 Lesson 31: SE 298; ISN 206; CA 52
5. Outline the founding, expansion, and political organization of the Persian Empire.	Lesson 28: SE 245 (map), 272; ISN 182–186; LG 571–575, 586–590; CA 49
6. Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars.	Lesson 27: SE 259–268; ISN 176–180; LG 566–569; CA 48 Lesson 28: SE 273–277; ISN 182–186; LG 586–590; CA 49 Lesson 30: SE 289–290; ISN 194–195; CA 51
7. Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt.	Lesson 30: SE 290–295; ISN 194–203; CA 51
8. Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides).	Lesson 29: SE 283, 285; OLR Biography 6 Lesson 31: SE 298–299, 300–301; ISN 206–212; PL 31A–31K; LG 649–650, 656–659; OLR Literature 7, Essay 10; CA 52
6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.	Lessons 13–18: SE 121–179; LG 198–331
1. Locate and describe the major river system and discuss the physical setting that supported the rise of this civilization.	Lesson 13: SE 124, 126, 129, 131; ISN 94–95; OT 13A–13I; LG 203–204, 200–221; CA 34 Lesson 14: SE 133; CA 35
2. Discuss the significance of the Aryan invasions.	Lesson 15: SE 144; OLR Essay 7; CA 36
3. Explain the major beliefs and practices of Brahmanism in India and how they evolved into early Hinduism.	Lesson 15: SE 144–146, 147–150; OT 15A–15E; ISN 104–105; LG 262, 270–271; CA 36
4. Outline the social structure of the caste system.	Lesson 15: SE 145, 148–149; CA 36
5. Know the life and moral teachings of the Buddha and how Buddhism spread in India, Ceylon, and Central Asia.	Lesson 16: SE 153–159; ISN 108–111; OT 16A–16E; LG 273–276, 284–287; CA 37 Lesson 17: SE 161, 163–164; ISN 115; CA 38 Lesson 24: SE 241 Geography Challenge 3: LG 198–201

California Standards for History–Social Science, Sixth Grade	Where Standards Are Addressed
6. Describe the growth of the Maurya empire and the political and moral achievements of the emperor Asoka.	Lesson 17: SE 161–164; ISN 114–117; LG 290, 295–309; CA 38
7. Discuss important aesthetic and intellectual traditions (e.g., Sanskrit literature, including the Bhagavad Gita; medicine; metallurgy; and mathematics, including Hindu-Arabic numerals and the zero).	Lesson 18: SE 167, 169–175; ISN 120–123; LG 326–329; OLR Literature 4, Essay 8; CA 39
6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.	Lessons 19–24: SE 181–243; LG 374–499
1. Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.	Lesson 19: SE 191; ISN 131; LG 396; CA 40 Lesson 20: SE 195–202; ISN 136–138; LG 418–419; CA 41
2. Explain the geographic features of China that made governance and the spread of ideas and goods difficult and served to isolate the country from the rest of the world.	Lesson 19: SE 183–191; ISN 131–133; LG 396–398; CA 40
3. Know about the life of Confucius and the fundamental teachings of Confucianism and Daoism.	Lesson 21: SE 205, 208–209, 210–211; ISN 140–141; LG 430–431, 433–434; OLR Primary Source 6; CA 42
4. Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them.	Lesson 21: SE 205–209; ISN 140; LG 433; CA 42
5. List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty.	Lesson 22: SE 215–221; ISN 145–149; OT 22A–22E; LG 437–439, 444–450; CA 43
6. Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and the expansion of the empire.	Lesson 23: SE 223–225; ISN 152; PL 23A–23B; LG 459–463, 474; OLR Biography 4; CA 44
7. Cite the significance of the trans-Eurasian “silk roads” in the period of the Han Dynasty and Roman Empire and their locations.	Lesson 24: SE 233–241; ISN 158–159; LG 479–481, 490–497; CA 45
8. Describe the diffusion of Buddhism northward to China during the Han Dynasty.	Lesson 24: SE 241, 121 (map); ISN 159; CA 45
6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.	Lessons 32–37: SE 306–373; LG 670–761
1. Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero.	Lesson 32: SE 309–310, 312; CA 53 Lesson 33: SE 317 Lesson 34: SE 323–326, 330–331; ISN 232–233; LG 710–711; OLR Primary Source 7, Biography 7; CA 55 Lesson 37: OLR Literature 9

California Standards for History–Social Science, Sixth Grade	Where Standards Are Addressed
2. Describe the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty).	Lesson 33: SE 317–321; ISN 226–227; LG 685–687, 694–695; CA 54
3. Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire, including how the empire fostered economic growth through the use of currency and trade routes.	Lesson 34: SE 323–333; ISN 230–233; LG 704–705, 708–711; OLR Essay 11; CA 55
4. Discuss the influence of Julius Caesar and Augustus in Rome’s transition from republic to empire.	Lesson 34: SE 330–333; ISN 233; LG 711; CA 55
5. Trace the migration of Jews around the Mediterranean region and the effects of their conflict with the Romans, including the Romans’ restrictions on their right to live in Jerusalem.	Lesson 12: SE 114–117; ISN 82–83; LG 192–193; CA 33
6. Note the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament, and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs (e.g., belief in the Trinity, resurrection, salvation).	Lesson 36: SE 347–359; ISN 242–245; OT 36A–36E; LG 735–738, 744–747; OLR Literature 8, Essay 12; CA 57
7. Describe the circumstances that led to the spread of Christianity in Europe and other Roman territories.	Lesson 36: SE 356–359; ISN 245; LG 747; CA 57
8. Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law.	Lesson 37: SE 361, 364–371; ISN 248–249; LG 758–759; OLR Literature 9; CA 58

California Historical and Social Science Analysis Skills	Where Skills Are Practiced
Chronological and Spatial Thinking	
1. Students explain how major events are related to one another in time.	Timeline Challenge 1: SE 60–61; ISN 46–47 Timeline Challenge 2: SE 118–119; ISN 86–87 Timeline Challenge 3: SE 178–179; ISN 124–125 Timeline Challenge 4: SE 242–243; ISN 162–163 Timeline Challenge 5: SE 304–305; ISN 214–215 Timeline Challenge 6: SE 374–375; ISN 252–253
2. Students construct various time lines of key events, people, and periods of the historical era they are studying.	Timeline Challenge 1: ISN 46–47 Timeline Challenge 2: ISN 86–87 Timeline Challenge 3: ISN 124–125 Timeline Challenge 4: ISN 162–163 Timeline Challenge 5: ISN 214–215 Timeline Challenge 6: ISN 252–253 Lessons 1–37: CA 22–58 Lesson 12: OLR Primary Source 4
3. Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.	Geography Challenge 1: LG 4–7 Geography Challenge 2: LG 96–99 Lesson 7: ISN 54–57 with SE 68, 70; LG 105–106 Lesson 12: OLR Primary Source 4 Geography Challenge 3: LG 198–201 Lesson 13: OT 13A–13I; ISN 94–95; LG 203–204, 220–221 Lesson 14: PL14A–14H; ISN 98–101; LG 224–225, 256–259 Lesson 17: ISN 114–115; LG 290, 296–304, 306–309 Geography Challenge 4: LG 374–377 Lesson 19: ISN 131–133; LG 379–381, 384, 396–398 Lesson 24: OT24; ISN 158–159 with SE 234–241; LG 496–497 Geography Challenge 5: LG 502–505 Lesson 25: ISN 168–169; LG 524–525 Geography Challenge 6: LG 670–673 Lesson 34: ISN 230–231 with SE 327, 329, 331, 333; LG 701, 709
Historical Research, Evidence, and Point of View	
1. Students frame questions that can be answered by historical study and research.	Geography Challenge 1: LG 4 (step 6) Geography Challenge 3: LG 198 (step 6) Geography Challenge 4: LG 374 (step 6) Geography Challenge 5: LG 502 (step 6)
2. Students distinguish fact from opinion in historical narratives and stories.	Lesson 10: OLR Primary Source 3 Lesson 18: OLR Primary Source 5

California Historical and Social Science Analysis Skills	Where Skills Are Practiced
3. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.	Lesson 8: ISN 60–64; LG 126 with SE 73–79 Lesson 10: OLR Primary Source 3 Lesson 18: OLR Primary Source 5 Lesson 31: ISN 206–211 with SE 297–303
4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.	Lesson 5: OT 5A; PL 5A–5G; ISN 32–35; LG 66, 70 Lesson 28: OT 28A–28E; ISN 182–186; LG 571
5. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author’s perspectives).	Lesson 1: OLR Essay 1 Lesson 21: SE 206–213; ISN 140–142; LG 427–428
Historical Interpretation	
1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.	Lesson 10: ISN 72–76; LG 158 Lesson 34: ISN 232–234; LG 702
2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.	Lesson 4: OT 4A–4D; ISN 28–29; LG 57, 60 Lesson 26: ISN 172–173; LG 529, 530–531, 533 Lesson 34: OLR Biography 7
3. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.	Lesson 6: OLR Primary Source 1 Lesson 15: ISN 104–106; LG 263, 265
4. Students recognize the role of chance, oversight, and error in history.	Lesson 1: OLR Essay 1 Lesson 14: SE 133–135; LG 14 Lesson 20: SE 195; LG 402
5. Students recognize that interpretations of history are subject to change as new information is uncovered.	Lesson 1: SE 4–11; ISN 10–11; LG 13; OLR Essay 1 Lesson 20: SE 195–196; LG 401
6. Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.	Lesson 18: OLR Primary Source 5 Lesson 22: SE 215–221; OT 22A–22E; ISN 145–149; LG 438, 442 Lesson 24: SE 234–235; ISN 158–159; LG 481 Lesson 25: SE 249–251; ISN 168–169; LG 508 Lesson 30: SE 289–295; ISN 194–203

Model Instructional Calendar

This calendar shows how one teacher plans to teach ancient world history to California sixth graders, using the TCI program *History Alive! The Ancient World*. Modify these lesson plans to suit the needs of your students.

You'll notice that four days are set aside at the beginning of the year to establish a cooperative, tolerant classroom environment. This environment is essential to the success of the TCI curriculum.

Using the Model Instructional Calendar

1. *Refer to the model calendar as you create your own instructional calendar for the year.* Be sure to account for your particular school holidays and adhere to pacing guidelines given by your school or district. As needed, coordinate your planning with history and social science teachers across the grades.
2. *Consult your instructional calendar while doing your weekly and monthly planning.* Determine what your focus should be for each week and make adjustments to account for unexpected changes.
3. *To complete your weekly planning, refer to the chapter study guides in this booklet and to the Lesson Guide for details about the lesson you will be teaching.* Review both to determine how you will introduce standards and content to your students.



September

Monday	Tuesday	Wednesday	Thursday	Friday
				1
4 Labor Day	5 Cooperative, Tolerant Classroom	6	7	8
11 School Pictures	12 Geography Challenge 1 (Standards 6.1, 6.2)	13 Chapter 1: Investigating the Past (Standard 6.1)	14	15
18 Chapter 2: Early Hominids (Standard 6.1)	19	20	21 Chapter 3: From Hunters and Gatherers to Farmers (Standards 6.1, 6.2)	22
25 Chapter 3 (continued)	26	27	28 Chapter 4: The Rise of Sumerian City-States (Standards 6.1, 6.2)	29

October

Monday	Tuesday	Wednesday	Thursday	Friday
2 Chapter 4 (continued)	3	4	5 Chapter 5: Was Ancient Sumer a Civilization? (Standard 6.2)	6
9 Staff Development	10 Finish Chapter 5	11 Chapter 6: Exploring Four Empires of Mesopotamia (Standard 6.2)	12	13
16 Finish Chapter 6	17 Timeline Challenge 1 (Standards 6.1, 6.2)	18 Geography Challenge 2 (Standards 6.2, 6.3)	19 Chapter 7: Geography and the Early Settlement of Egypt, Kush, and Canaan	20
23 (Standards 6.2, 6.3)	24 Chapter 8: The Ancient Egyptian Pharaohs (Standard 6.2)	25	26	27
30 Finish Chapter 8	31 Start Chapter 9			

November

Monday	Tuesday	Wednesday	Thursday	Friday
		1	2	3
		Chapter 9: Daily Life in Ancient Egypt (Standard 6.2)		
6	7	8	9	10
Chapter 10: The Kingdom of Kush (Standard 6.2)				Veteran's Day
13	14	15	16	17
Chapter 11: The Ancient Hebrews and the Origins of Judaism (Standard 6.3)				
20	21	22	23	24
Chapter 12: The Struggle to Preserve Judaism (Standards 6.3, 6.7)			Thanksgiving	
27	28	29	30	
Timeline Challenge 2 (Standards 6.2, 6.3)	Geography Challenge 3 (Standard 6.5)	Chapter 13: Geography and the Early Settlement of India (Standard 6.5)		

December

Monday	Tuesday	Wednesday	Thursday	Friday
				1
				Chapter 13 (continued)
4	5	6	7	8
Finish Chapter 13	Chapter 14: Unlocking the Secrets of Mohenjodaro (Standard 6.5)			Start Chapter 15
11	12	13	14	15
Chapter 15: Learning About Hindu Beliefs (Standard 6.5)				India Field Trip
18	19	20	21	22
Winter Break				
25	26	27	28	29
Winter Break				

January

Monday	Tuesday	Wednesday	Thursday	Friday
1 New Year's Day	2	3	4	5
	Chapter 16: The Story of Buddhism (Standard 6.5)			
8	9	10	11	12
Chapter 17: Buddhism and the First Unification of India (Standard 6.5)			Chapter 18: The Achievements of the Gupta Empire (Standard 6.5)	
15 Martin Luther King's Birthday	16	17	18	19 Staff Development
	Chapter 18 (continued)			
22 Timeline Challenge 3 (Standard 6.5)	23	24	25 Geography Challenge 4 (Standard 6.6)	26 Start Chapter 19
	Review for and Administer Benchmark Exam 1			
29	30	31		
Chapter 19: Geography and the Early Settlement of China (Standard 6.6)				

February

Monday	Tuesday	Wednesday	Thursday	Friday
			1	2
			Chapter 20: The Shang Dynasty (Standard 6.6)	
5 Finish Chapter 20	6	7	8	9
	Chapter 21: Three Chinese Philosophies (Standard 6.6)			
12 Finish Chapter 21	13	14	15	16
	Chapter 22: The First Emperor of China (Standard 6.6)			
19 Finish Chapter 22	20	21	22	23 President's Day
	Chapter 23: The Han Dynasty (Standard 6.6)			
26	27	28		
Chapter 24: The Silk Road (Standard 6.6)				

March

Monday	Tuesday	Wednesday	Thursday	Friday
			1 Timeline Challenge 4 (Standard 6.6)	2 Geography Challenge 5 (Standard 6.4)
5 Chapter 25: Geography and the Settlement of Greece (Standard 6.4)	6	7	8 Chapter 26: The Rise of Democracy (Standard 6.4)	9
12 Chapter 26 (continued)	13	14 Chapter 27: Life in Two City-States: Athens and Sparta (Standard 6.4)	15	16
19 Finish Chapter 27	20 Chapter 28: Fighting the Persian Wars (Standard 6.4)	21	22	23
26 Chapter 29: The Golden Age of Athens (Standard 6.4)	27	28	29	30

April

Monday	Tuesday	Wednesday	Thursday	Friday
2 Chapter 30: Alexander the Great and His Empire (Standard 6.4)	3	4	5	6
9 Spring Break	10	11	12	13
16 Chapter 31: The Legacy of Ancient Greece (Standard 6.4)	17	18	19 Timeline Challenge 5 (Standard 6.4)	20 Library: Department Research Project on Ancient Greece
23 STAR Testing	24	25	26	27
30 STAR Testing				

May

Monday	Tuesday	Wednesday	Thursday	Friday
	1 STAR Testing	2	3	4
7 Geography Challenge 6 (Standard 6.7)	8	9	10	11
	Chapter 32: Geography and the Early Development of Rome (Standard 6.7)			
14	15	16	17	18
Chapter 33: The Rise of the Roman Republic (Standard 6.7)			Chapter 34: From Republic to Empire (Standard 6.7)	
21	22	23	24	25
Finish Chapter 34		Chapter 35: Daily Life in the Roman Empire (Standard 6.7)		
28 Memorial Day	29	30	31	
	Chapter 36: The Origins and Spread of Christianity (Standard 6.7)			

June

Monday	Tuesday	Wednesday	Thursday	Friday
				1 Finish Chapter 36
4	5	6	7	8
Chapter 37: The Legacy of Rome in the Modern World (Standard 6.7)			Timeline Challenge 6 (Standard 6.7)	Review for Benchmark Exam 2
11 Administer Benchmark Exam 2	12 Collect Books	13 Sixth Grade Field Day	14 Sixth Grade Field Trip	15 School Year Ends
18	19	20	21	22
25	26	27	28	29

Chapter Study Guides

This section contains reproducible study guides for each chapter of *History Alive! The Ancient World*. A study guide lists the content standards covered by the chapter, key terms, essential questions, and a timeline exercise. Use these study guides to introduce the standards related to each chapter and to check that students have mastered those standards.

Using the Study Guides in Your Classroom

1. *Reproduce and distribute the study guide.* Give students the appropriate study guide at the beginning of a lesson. Ask them to keep the study guide in their Interactive Student Notebook for reference throughout the lesson. Encourage students to review their study guide frequently and to add notes as they learn new information.
2. *Preview the standards that will be covered.* Ask students to read the standards and find the corresponding topics on their Student Guide to the California Standards. Explain that in order to master the standards for this chapter, students will have to know the key terms listed and be prepared to answer the essential questions. They will also need to be able to place several key events on a timeline.
3. *Preview the key terms.* Before beginning a lesson, introduce new terms by having students find each one in their textbook. As students work through the lesson activity and the reading, awareness of these terms will help them focus on important content. At the end of a lesson, working with the terms as indicated on the study guide offers further review of that content.
4. *Introduce the essential questions.* Post the essential questions in your classroom for reference. At the end of class each day, ask students to reflect on what they have learned that will help them to answer the essential questions. Tell students to record notes that will prepare them to answer the questions. When an Online Resource is suggested for additional information, be sure that students have the opportunity to visit www.historyalive.com.
5. *Use the study guides to help students review for the chapter test.* Ask students to complete their notes for the essential questions and to create the timeline. For further review, students might play a quiz game using the key terms. Students might use their completed timelines to label a more extensive timeline on the classroom wall that includes events they have studied throughout the year.
6. *Use the study guides for midyear and year-end reviews.* When students keep their study guides for each chapter, the collected packet offers a useful summary and review of key terms and concepts before the benchmark exams.



Investigating the Past

Content Standard

6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

ancient history (p. 5)
archeologist (p. 6)
historian (p. 6)
geographer (p. 6)
social scientist (p. 6)
artifact (p. 6)
prehistoric (p. 7)
ritual (p. 8)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The Ancient World*. For each question below, record notes that prepare you to answer it.

1. What is the role of an archeologist? A historian? A geographer? How do these social scientists work together to learn about the past?
2. In what ways have caves provided important clues about the past? (6.1)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Lascaux cave painting
Spear thrower made of reindeer antler
Ancient clay sculptures of bison

Study Guide for Chapter 2

Early Hominids

Content Standards

6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.

6.1.1 Describe the hunter-gatherer societies, including the development of tools and the use of fire.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

hominid (p. 13)

Australopithecus afarensis, Lucy (p. 14)

anthropologist (p. 14)

biped (p. 14)

Homo habilis, Handy Man (p. 16)

Homo erectus, Upright Man (p. 18)

migrate (p. 18)

Homo sapiens neanderthalensis, Neanderthal Man (p. 20)

Homo sapiens sapiens, Doubly Wise Man (p. 22)

land bridge (p. 22)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The Ancient World*. For each question below, record notes that prepare you to answer it.

1. How was Lucy similar to modern humans? In what ways was Lucy different?
2. What significant advancements did Handy Man and Upright Man make? (6.1.1)
3. In what ways did Neanderthals have a sense of community? (6.1.1)
4. Describe the first modern humans. Discuss what they looked like, how they lived, and how they expressed themselves. (6.1.1)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Australopithecus afarensis living in Africa

Homo habilis living in Africa

Migration of *Homo erectus*

Spread of *Homo sapiens neanderthalensis*

Migration of *Homo sapiens sapiens*

Study Guide for Chapter 3

From Hunters and Gatherers to Farmers

Content Standards

6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.

6.1.2 Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.

6.1.3 Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter.

6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.

6.2.2 Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Stone Age (p. 25)

Paleolithic Age, Old Stone Age (p. 25)

Neolithic Age, New Stone Age (p. 25)

domesticate (p. 27)

agriculture (p. 27)

trade (p. 31)

ore (p. 31)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The Ancient World*. For each question below, record notes that prepare you to answer it.

1. How did people obtain food during the Paleolithic Age? What problems resulted from this method?
2. What significant change in the climate happened between the Paleolithic and Neolithic Age? In what ways did that change affect human life? (See Online Resources, Essay 4, *Neolithic Societies Around the World*) (6.1.3)
3. Even though it did not happen all at once, what discovery signified the beginning of the Neolithic Age? How did this discovery come about? (6.1.3, 6.2.2)
4. What significant changes came about as a result of agriculture? (6.1.3, 6.2.2)
5. In what regions of the world were pre-Neolithic societies located? List two ways these hunter-gatherers adapted to their environment. (See Online Resources, Essay 4, *Neolithic Societies Around the World*) (6.1.2)
6. In what regions of the world were Neolithic societies located? List two ways these people adapted to their environment. (6.1.2)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Beginning of Paleolithic Age

Beginning of Neolithic Age

Study Guide for Chapter 4

The Rise of Sumerian City-States

Content Standards

6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.

6.1.2 Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.

6.1.3 Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter.

6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.

6.2.1 Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.

6.2.2 Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Mesopotamia (p. 33)

Sumer (p. 33)

city-state (p. 33)

Tigris River (p. 34)

Euphrates River (p. 34)

irrigation system (p. 34)

Sumerians (p. 35)

Zagros Mountains (p. 35)

levee (p. 36)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The Ancient World*. For each question below, record notes that prepare you to answer it.

1. Where was Mesopotamia located? Briefly describe its main physical features and climate. (6.1.2, 6.2.1)
2. Did the geography of Mesopotamia make it an easy or difficult place to live? Explain. (6.2.1)
3. What were the four key problems faced by Mesopotamians? How did Mesopotamians attempt to meet each challenge? (6.1.2, 6.1.3, 6.2.2)
4. How did the Mesopotamians' attempt to meet their challenges result in the formation of Sumerian city-states? (6.2.2)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Food shortages in foothills of Zagros Mountains

Sumerian villages

Sumerian walled city-states

Was Ancient Sumer a Civilization?

Content Standards

6.1 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.

6.2.2 Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.

6.2.3 Understand the relationship between religion and the social and political order in Mesopotamia and Egypt.

6.2.9 Trace the evolution of language and its written forms.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

civilization (p. 41)
social structure (p. 42)
technology (p. 42)
ziggurat (p. 46)
cuneiform (p. 49)
pictograph (p. 49)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The Ancient World*. For each question below, record notes that prepare you to answer it.

1. Name at least seven characteristics that make a culture a civilization.
2. Had the Sumerians created a civilization by 3000 B.C.E.? Justify your response with specific evidence for each major characteristic of a civilization. (6.2.2)
3. In ancient Sumer, to what social class did priests belong? What does their status suggest about the importance of religion to Sumerians? (6.2.3)
4. How did Sumerians believe kings were chosen? How did this belief affect the king's power? (6.2.3)
5. What is cuneiform? How did it develop? (6.2.9)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Sumerians living in powerful city-states
Earliest examples of the wheel
Development of cuneiform

Study Guide for Chapter 6

Exploring Four Empires of Mesopotamia

Content Standards

6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.

6.2.3 Understand the relationship between religion and the social and political order in Mesopotamia and Egypt.

6.2.4 Know the significance of Hammurabi's Code.

6.2.9 Trace the evolution of language and its written forms.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

empire (p. 51)

Akkadian Empire (p. 52)

Sargon (p. 52)

Babylonian Empire (p. 54)

Assyrian Empire (p. 56)

Nineveh (p. 57)

Neo-Babylonian Empire (p. 58)

Nebuchadnezzar* (p. 58)

Persian Empire (p. 59)

* alternative spelling of Nebuchadnezzar

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The Ancient World*. For each question below, record notes that prepare you to answer it.

1. What strategies did Sargon use to conquer the independent city-states of Sumer? What strategies did he use to control and maintain his empire? (6.2.3)
2. Did the Akkadians adopt Sumerian writing and language? Explain. (6.2.9)
3. Who was Hammurabi? What was the significance of his code of laws? (See also Online Resources, Primary Sources 1.) (6.2.3, 6.2.4)
4. What was life like in Mesopotamia under Assyrian rule? (6.2.3)
5. What were Nebuchadnezzar's accomplishments?
6. Hypothesize as to why so much conquest took place in Mesopotamia. Explain your hypothesis.

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Akkadian conquest of Sumer

Hammurabi's code of laws

Plunder of Nineveh

Nebuchadnezzar's reign

Persian conquest of Mesopotamia

Study Guide for Chapter 7

Geography and the Early Settlement of Egypt, Kush, and Canaan

Content Standards

6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.

6.2.1 Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Egyptians (p. 65)
Kushites (p. 65)
Hebrews (p. 65)
geography (p. 65)
topography (p. 66)
vegetation (p. 66)
fertilization (p. 69)
papyrus (p. 69)
nomad (p. 71)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The Ancient World*. For each question below, record notes that prepare you to answer it.

1. How did the environmental factors of water, topography, and vegetation affect where people choose to settle in ancient times? (6.2.1)
2. Why was the Nile River valley a favorable place to settle? In what ways did environmental factors influence daily life in the Nile River valley? (6.2.1)
3. Describe the geography of Canaan. In what ways did environmental factors influence daily life in this region?

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Beginning of Egyptian civilization
Beginning of Kush civilization
Hebrew settlement of Canaan
Destruction of Hebrews' capital city

Study Guide for Chapter 8

The Ancient Egyptian Pharaohs

Content Standards

6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.

6.2.5 Discuss the main features of Egyptian art and architecture.

6.2.6 Describe the role of Egyptian trade in the eastern Mediterranean and Nile valley.

6.2.7 Understand the significance of Queen Hatshepsut and Ramses the Great.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

pharaoh (p. 73)

pyramid (p. 74)

Khufu (p. 75)

Senusret I (p. 76)

White Chapel (p. 76)

Hatshepsut (p. 77)

Ramses II (p. 78)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The Ancient World*. For each question below, record notes that prepare you to answer it.

1. What were the major accomplishments of the Old, Middle, and New Kingdoms of ancient Egypt?
2. What features made the Great Pyramid an amazing accomplishment? (6.2.5)
3. In what ways did Egyptian art and architecture flourish during the rule of pharaoh Senusret I? (6.2.5)
4. Who was Hatshepsut? How did she strengthen her position and her kingdom? (6.2.6, 6.2.7)
5. Who was Ramses II? What were his most impressive achievements? (6.2.5, 6.2.7)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Reign of Khufu (Old Kingdom)

Reign of Senusret (Middle Kingdom)

Reign of Hatshepsut (New Kingdom)

Reign of Ramses the Great

Study Guide for Chapter 9

Daily Life in Ancient Egypt

Content Standards

6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.

6.2.3 Understand the relationship between religion and the social and political order in Mesopotamia and Egypt.

6.2.5 Discuss the main features of Egyptian art and architecture.

6.2.9 Trace the evolution of language and its written forms.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

artisan (p. 82)

peasant (p. 82)

vizier (p. 84)

alliance (p. 84)

scribe (p. 85)

embalm (p. 87)

sarcophagus (p. 87)

hieroglyph (p. 88)

famine (p. 93)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The Ancient World*. For each question below, record notes that prepare you to answer it.

1. Describe the social pyramid of ancient Egypt. What determined a person's social class? (6.2.3)
2. What were the primary responsibilities of the government officials? What privileges did government officials have? (6.2)
3. How were government and religion intertwined in Egyptian society? (6.2.3)
4. Why did Egyptians preserve bodies through embalming? What was involved in the burial process? (6.2)
5. How were scribes educated? What work did they do? (6.2.9)
6. What types of artisans existed in Egyptian society? What was daily life like for these artisans? (6.2.5)
7. In what ways did the daily lives of peasants revolve around the Nile River? (6.2)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Beginning of Egypt's New Kingdom

End of Egypt's New Kingdom

Study Guide for Chapter 10

The Kingdom of Kush

Content Standards

6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.

6.2.6 Describe the role of Egyptian trade in the eastern Mediterranean and Nile valley.

6.2.8 Identify the location of the Kush civilization and describe its political, commercial, and cultural relations with Egypt.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Nubia (p. 96)
King Piye (p. 97)
dynasty (p. 97)
the black pharaohs (p. 97)
Meroë (p. 98)
Meroitic (p. 99)
kandake (p. 99)
Queen Amanirenas (p. 99)
treaty (p. 99)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The Ancient World*. For each question below, record notes that prepare you to answer it.

1. Where was Kush located? Why was Kush an important trading center? (6.2.6, 6.2.8)
2. In what ways was Kush “Egyptianized” under Egypt’s control? What happened to these aspects of Egyptian culture when Kush regained its independence? (6.2.8)
3. Describe the Kush capital of Meroë. (6.2.8)
4. What aspects of its African roots did Kush return to after its split with Egypt? (6.2.8)
5. What eventually happened to the kingdom of Kush? (6.2)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Collapse of Egypt’s New Kingdom
Surrender of northern Egypt to King Piye
Assyrian invasion of Egypt
Return of last Kushite pharaohs to Kush
Peace treaty between Rome and Kush
Ethiopian invasion of Kush

The Ancient Hebrews and the Origins of Judaism

Content Standards

6.3 Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.

6.3.1 Describe the origins and significance of Judaism as the first monotheistic religion based on the concept of one God who sets down moral laws for humanity.

6.3.2 Identify the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): belief in God, observance of law, practice of the concepts of righteousness and justice, and importance of study; and describe how the ideas of the Hebrew traditions are reflected in the moral and ethical traditions of Western civilization.

6.3.3 Explain the significance of Abraham, Moses, Naomi, Ruth, David, and Yohanan ben Zaccai in the development of the Jewish religion.

6.3.4 Discuss the locations of the settlements and movements of Hebrew peoples, including the Exodus and their movement to and from Egypt, and outline the significance of the Exodus to the Jewish and other people.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Judaism (p. 101)

Torah (p. 101)

Old Testament (p. 101)

Jerusalem (p. 101)

covenant (p. 104)

Exodus (p. 106)

Ten Commandments (p. 107)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The Ancient World*. For each question below, record notes that prepare you to answer it.

1. Why is the Torah a valuable artifact that historians use to learn about the ancient Hebrews and their times? (6.3.2)
2. Who are Abraham, Moses, David, and Solomon? Who are Naomi and Ruth? How did each individual contribute to the development of the Jewish religion? (See also Online Resources, Biography 2, *Naomi and Ruth*) (6.3.3)
3. According to the Torah, how did Judaism begin? Which central beliefs emerged from the origins of Judaism? (6.3.1, 6.3.2)
4. Where did Abram (Abraham) and his relatives settle? From where had they come and why did they leave? (6.3.4)
5. Describe the movement of the Hebrew peoples to and from Egypt. Why is the Exodus from Egypt considered to be a significant event for Jewish and other people? (6.3.4)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Migration of Abraham and his relatives to Canaan

Enslavement of Abraham's descendants in Egypt

David's defeat of the Philistines and founding of Israel

Study Guide for Chapter 12

The Struggle to Preserve Judaism

Content Standards

6.3 Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.

6.3.2 Identify the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): belief in God, observance of law, practice of the concepts of righteousness and justice, and importance of study; and describe how the ideas of the Hebrew traditions are reflected in the moral and ethical traditions of Western civilization.

6.3.3 Explain the significance of Abraham, Moses, Naomi, Ruth, David, and Yohanan ben Zaccai in the development of the Jewish religion.

6.3.4 Discuss the locations of the settlements and movements of Hebrew peoples, including the Exodus and their movement to and from Egypt, and outline the significance of the Exodus to the Jewish and other people.

6.3.5 Discuss how Judaism survived and developed despite the continuing dispersion of much of the Jewish population from Jerusalem and the rest of Israel after the destruction of the second Temple in A.D. 70.

6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.

6.7.5 Trace the migration of Jews around the Mediterranean region and the effects of their conflict with the Romans, including the Romans' restrictions on their right to live in Jerusalem.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Jewish Diaspora (p. 111)

monotheism (p. 112)

Talmud (p. 113)

Jews (p. 114)

gentile (p. 116)

rabbi (p. 116)

Yochanan ben Zakkai* (p. 116)

synagogue (p. 117)

* alternative spelling of Yohanan ben Zaccai

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The Ancient World*. For each question below, record notes that prepare you to answer it.

1. What are the central beliefs and teachings of Judaism? (6.3.2)
2. Where were the Hebrews moved after the fall of Judah in 597 B.C.E.? After this event, what period had begun? (6.3.4)
3. What was the Jewish Diaspora? Which foreign powers dominated the Jews during the Diaspora?
4. What happened in 70 C.E.? What consequences did the Romans impose on the Jews as a result of their conflict with Rome? (6.7.5)
5. Who was Yochanan ben Zakkai? What role did he play in preserving Judaism during the Jewish Diaspora? (6.3.3)
6. Where were some of the large Jewish communities located around the Mediterranean in 200 C.E.? (6.7.5)
7. What techniques did Jews use to keep Judaism alive and thriving during the Jewish Diaspora? (6.3.5)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Fall of Judah

Hebrews sent to captivity in Babylon

Roman destruction of the Temple of Jerusalem

Modern creation of Jewish state of Israel

Geography and the Early Settlement of India

Content Standards

6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.

6.5.1 Locate and describe the major river system and discuss the physical setting that supported the rise of this civilization.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

subcontinent (p. 123)
monsoon (p. 125)
plateau (p. 125)
glacier (p. 127)
Khyber Pass (p. 128)
Indus-Sarasvati region (p. 131)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The Ancient World*. For each question below, record notes that prepare you to answer it.

1. What are the eight key physical features in India, including the major river systems? Be able to identify these places on a physical map of India. (6.5.1)
2. Which of these locations in India are suitable for human settlement? Why? (6.5.1)
3. Which of these places are unsuitable for human settlement? Why? (6.5.1)
4. Where did India's earliest human settlements develop? How did geography affect the location of those earliest settlements? (6.5.1)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Drying up of Sarasvati River
First walled towns on Indian subcontinent
Farming settlements in Indus-Sarasvati region
Farming settlements near Ganges River

Unlocking the Secrets of Mohenjodaro

Content Standards

6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.

6.5.1 Locate and describe the major river system and discuss the physical setting that supported the rise of this civilization.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Mohenjodaro (p. 133)

Indus-Sarasvati (or Harappan) civilization (p. 133)

citadel (p. 134)

granary (p. 135)

sewer system (p. 138)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The Ancient World*. For each question below, record notes that prepare you to answer it.

1. On what major river system was the city of Mohenjodaro located? How was the city designed? (6.5.1)
2. What happened to the city of Mohenjodaro? (6.5)
3. What did the discoveries of the granary, weights, and a scale tell historians about Mohenjodaro? (6.5)
4. What was the Great Bath? What purpose(s) did it serve? (6.5)
5. Describe the statues, beads, seals, games, and models found in Mohenjodaro. What do these artifacts tell historians about Mohenjodaro? (6.5)
6. Does evidence of the sewer system for homes illustrate the existence of social classes in Mohenjodaro? Explain your response. (6.5)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Indus-Sarasvati civilization

Discovery of ruins of Mohenjodaro

Disappearance of great cities of Indus River valley

Learning About Hindu Beliefs

Content Standards

6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.

6.5.2 Discuss the significance of the Aryan invasions.

6.5.3 Explain the major beliefs and practices of Brahmanism in India and how they evolved into early Hinduism.

6.5.4 Outline the social structure of the caste system.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Hinduism (p. 143)

Ramayana (p. 143)

Vedas (p. 144)

Sanskrit (p. 144)

Brahmanism (p. 144)

caste (p. 145)

reincarnation (p. 150)

pilgrimage (p. 150)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The Ancient World*. For each question below, record notes that prepare you to answer it.

1. Who founded the religion of Hinduism? Explain your answer. (6.5.2)
2. Who were the Aryans? What contributions did they make to ancient India? (6.5.2)
3. What were the main beliefs and practices of Brahmanism? How are those beliefs and practices reflected in modern-day Hinduism? (6.5.3)
4. How did Brahmanism organize ancient Indian society? What did these classes come to be known as? Be able to describe each one, in order from highest to lowest. (6.5.3, 6.5.4)
5. How did the caste system affect daily life in ancient India? (6.5.4)
6. Describe each of these main Hindu beliefs: Brahman, multiple gods, dharma, karma, and samsara. (6.5)
7. In what ways do Hindu beliefs influence daily life in ancient and modern India? (6.5)

Timeline Label and illustrate a timeline with the events that are listed. (As needed, refer to the Ancient India Timeline, pp. 178–179.) For each event, draw a creative and appropriate symbol near its proper place on the timeline. Then write the date the event occurred and an appropriate headline for each event.

Aryan invasion of India

Hindu temples built

Vedas composed

Written Sanskrit developed

The Story of Buddhism

Content Standards

6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.

6.5.5 Know the life and moral teachings of the Buddha and how Buddhism spread in India, Ceylon, and Central Asia.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Buddhism (p. 153)
the Buddha (p. 153)
Siddhartha Gautama (p. 153)
ascetic (p. 156)
enlightenment (p. 157)
alms (p. 157)
nirvana (p. 158)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The Ancient World*. For each question below, record notes that prepare you to answer it.

1. Who was Siddhartha? Describe his birth and early life. (6.5.5)
2. What did Siddhartha discover outside of the royal palaces? How did these discoveries change Siddhartha forever? (6.5.5)
3. Explain Siddhartha's path to Enlightenment. What happened when he reached Enlightenment? (6.5.5)
4. What were the Buddha's main teachings? Be sure to address the "middle way," the Four Noble Truths, and the Eightfold Path. (6.5.5)
5. To what regions of the world did Buddhism spread by 600 C.E.? (6.5.5)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Birth of Prince Siddhartha
Marriage of Siddhartha
Birth of the Buddha

Buddhism and the First Unification of India

Content Standards

6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.

6.5.5 Know the life and moral teachings of the Buddha and how Buddhism spread in India, Ceylon, and Central Asia.

6.5.6 Describe the growth of the Maurya empire and the political and moral achievements of the emperor Asoka.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Ashoka* (p. 161)

Mauryan Empire (p. 161)

edicts (p. 161)

Chandragupta Maurya (p. 162)

monk (p. 162)

* alternative spelling of Asoka

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The Ancient World*. For each question below, record notes that prepare you to answer it.

1. Who was Chandragupta Maurya? How did his leadership contribute to the growth of the Mauryan Empire? (6.5.6)
2. Who was Ashoka? What happened to the Mauryan Empire under his leadership? (6.5.6)
3. What caused Ashoka to embrace Buddhism? How did his actions reflect his new beliefs? In what ways did he contribute to the spread of Buddhism through India? (6.5.5, 6.5.6)
4. What purpose did Ashoka's edicts serve? What main goals did these edicts promote? What effects did these edicts have on the Mauryan Empire? (6.5.6)

Timeline Label and illustrate a timeline with the events that are listed. (As needed, refer to the Ancient India Timeline, pp. 178–179.) For each event, draw a creative and appropriate symbol near its proper place on the timeline. Then write the date the event occurred and an appropriate headline for each event.

Rise of Chandragupta Maurya

Reign of Ashoka

Study Guide for Chapter 18

The Achievements of the Gupta Empire

Content Standards

6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.

6.5.7 Discuss important aesthetic and intellectual traditions (e.g., Sanskrit literature, including the *Bhagavad Gita*; medicine; metallurgy; and mathematics, including Hindu-Arabic numerals and the zero).

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Gupta Empire (p. 167)
Chandragupta I (p. 168)
province (p. 168)
monastery (p. 170)
Puranas (p. 171)
Mahabharata (p. 171)
Bhagavad Gita (p. 171)
scroll (p. 172)
mural (p. 172)
Hindu-Arabic numerals (p. 175)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The Ancient World*. For each question below, record notes that prepare you to answer it.

1. How was the Gupta Empire similar to the Mauryan Empire? In what ways was it different? How did the Gupta's ruling strategy contribute to a golden age? (6.5)
2. What advancements were made in the fields of education and literature during the Gupta Empire? (6.5.7)
3. Describe the painting, sculpture, and metalwork achievements of the Guptas. (6.5.7)
4. Who was Aryabhata? What contributions did this mathematician make? (6.5.7)
5. What improvements did the Guptas make to India's roadways? What impact did these improvements have on the empire? (6.5.7)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Fall of the Mauryan Empire
Rise of the Gupta Empire

Geography and the Early Settlement of China

Content Standards

6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.

6.6.1 Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.

6.6.2 Explain the geographic features of China that made governance and the spread of ideas and goods difficult and served to isolate the country from the rest of the world.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Himalaya Mountains (p. 184)

Tibet-Qinghai Plateau (Tibetan Plateau) (p. 184)

Northeastern Plain (p. 185)

North China Plain (p. 185)

Chang Jiang Basins (p. 185)

Huang He (Yellow River) (p. 186)

Chang Jiang (Yangtze River) (p. 186)

oasis (p. 187)

Taklamakan Desert (p. 187)

Gobi Desert (p. 187)

silt (p. 189)

tributary (p. 190)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The Ancient World*. For each question below, record notes that prepare you to answer it.

1. Describe the physical features, climate, and vegetation of each of China's five geographic regions: Tibetan Plateau, northwestern deserts, Northeastern Plain, North China Plain, and Chang Jiang Basins. (6.6.2)
2. Where did people first settle in China? Why was this location a good place to settle? (6.6.1)
3. In what ways did its geography keep China isolated from other parts of the ancient world? How did this isolation impact China's history? (6.6.2)
4. How did differences in the geography of Outer and Inner China create different ways of life? In what ways was daily life in Outer China different from daily life in Inner China? (6.6)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Rise of civilization of Ancient China

Fall of civilization of Ancient China

Unification of Outer and Inner China

The Shang Dynasty

Content Standards

6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.

6.6.1 Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Shang dynasty (p. 195)
Anyang (p. 196)
human sacrifice (p. 196)
clan (p. 197)
ancestor worship (p. 200)
logograph (p. 201)
economy (p. 202)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The Ancient World*. For each question below, record notes that prepare you to answer it.

1. What did archeologists discover at Anyang? Why was this discovery significant? (6.6.1)
2. How was Shang government organized? Why did the Shang rely on strong armies to maintain their rule? What invention made Shang armies especially powerful? (6.6.1)
3. What were the six social classes of Shang society? Explain the daily life of each social class. (6.6.1)
4. What religious beliefs and practices did the Shang tombs reveal? (6.6.1)
5. Did the Shang have a highly developed culture? Support your response with specific artifacts. (6.6.1)
6. What policies contributed to the downfall of the Shang dynasty? What eventually happened to the Shang dynasty? (6.6.1)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Beginning of Shang dynasty
Discovery of Shang oracle bones
Excavation of the ruins at Anyang
Defeat of Shang by Zhou armies

Three Chinese Philosophies

Content Standards

6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.

6.6.3 Know about the life of Confucius and the fundamental teachings of Confucianism and Daoism.

6.6.4 Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Zhou dynasty (p. 205)
Confucianism (p. 205)
Daoism (p. 205)
Legalism (p. 205)
Mandate of Heaven (p. 206)
feudalism (p. 206)
Confucius (Kongfuzi) (p. 208)
Laozi (p. 210)
yin and yang (p. 211)
Hanfeizi (p. 212)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The Ancient World*. For each question below, record notes that prepare you to answer it.

1. How did the Zhou justify their rule? How did they strengthen their rule? (6.6.4)
2. Why did the “Hundred Schools of Thought” develop during the Zhou dynasty? What were three major philosophies that emerged during this period? (6.6.4)
3. What were the main teachings of Confucius? How did his teachings influence Chinese government and culture? (6.6.3, 6.6.4)
4. According to tradition, who founded Daoism? What were the main teachings and significant influences of this philosophy? (6.6.3)
5. According to Legalists, what is the nature of people? In what ways did Legalism influence Chinese government? (6.6)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Beginning of Zhou dynasty
Breakdown of Zhou’s feudal system
Beginning of Warring States period
Life of Confucius

The First Emperor of China

Content Standards

6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.

6.6.5 List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Qin Shihuangdi* (p. 215)
standardize (p. 217)
Great Wall (p. 218)
exile (p. 218)
Li Siu (p. 219)
immortal (p. 220)
terra-cotta army (p. 220)
Liu Pang (p. 221)

* alternative spelling for Shi Huangdi

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The Ancient World*. For each question below, record notes that prepare you to answer it.

1. Who was the Emperor of Qin? How did he come to power? (6.6.5)
2. What aspects of Chinese culture did the Emperor of Qin standardize? How did this standardization help unify China under the Emperor of Qin's rule? (6.6.5)
3. How did the Emperor of Qin try to protect his empire from invaders? What were the benefits of this project? What were the costs of this project? (6.6.5)
4. What brought about the conflict between the Emperor of Qin and Confucian scholars? How was this conflict resolved? (6.6.5)
5. How did the Emperor of Qin die? How was he buried? What happened to the Qin dynasty after his death?

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Birth of Prince Zheng
Zheng's rise to emperor (Qin Shihuangdi)
Death of the Emperor of Qin
Beginning of Han dynasty

The Han Dynasty

Content Standards

6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.

6.6.6 Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and the expansion of the empire.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Han dynasty (p. 223)
bureaucracy (p. 225)
civil servant (p. 225)
calligraphy (p. 228)
acupuncture (p. 229)
moxibustion (p. 229)
anesthetic (p. 229)
seismograph (p. 230)
compass (p. 230)
lodestone (p. 230)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The Ancient World*. For each question below, record notes that prepare you to answer it.

1. To what extent did the Han emperors expand the empire? How did the Han army and new weapons contribute to this expansion? (6.6.6)
2. What improvements did the Han make in government? What role did Confucianism play in their policies? (6.6.6)
3. In what ways did agricultural and industrial advancements contribute to a golden age? (6.6)
4. What artistic, medical, and scientific advancements were made during the Han dynasty?
5. Who was Emperor Wu? What contributions did he make to the growth of bureaucracy and the growth of the Han empire? (See Online Resources, Biography4.) (6.6.6)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Lui Pang's conquest of Qin army
Invention of compass

Study Guide for Chapter 24

The Silk Road

Content Standards

6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.

6.6.7 Cite the significance of the trans-Eurasian “silk roads” in the period of the Han Dynasty and Roman Empire and their locations.

6.6.8 Describe the diffusion of Buddhism northward to China during the Han Dynasty.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Silk Road (p. 233)
Zhang Qian (p. 234)
silk (p. 235)
glassware (p. 235)
mirage (p. 236)
caravan (p. 236)
Kashgar (p. 238)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The Ancient World*. For each question below, record notes that prepare you to answer it.

1. Why is Zhang Qian known as the “Father of the Silk Road”? How did the Silk Road develop? (6.6.7)
2. Why was silk so valuable? (6.6.7)
3. Through what areas did the Eastern Silk Road pass? What was it like to travel along the Eastern Silk Road? What goods were exchanged along this route? (6.6.7)
4. Through what areas did the Western Silk Road pass? What was it like to travel along the Western Silk Road? What goods were exchanged along this route? (6.6.7)
5. How was culture exchanged along the Silk Road? Give some specific examples. (6.6.7)
6. How was Buddhism introduced into China? (6.6.8)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Travels of Zhang Qian
The making of glass in China

Geography and the Settlement of Greece

Content Standards

6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.

6.4.1 Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Mediterranean Sea (p. 247)

peninsula (p. 247)

colonist (p. 250)

merchant (p. 251)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The Ancient World*. For each question below, record notes that prepare you to answer it.

1. Why were settlements isolated from one another in ancient Greece? (6.4.1)
2. How did the ancient Greeks adapt their farming techniques to their environment? (6.4.1)
3. Why did the Greeks establish colonies? What impact did these colonies have? (6.4.1)
4. Why did many Greek settlements rely on trade? Describe the role of the Greeks in Mediterranean trade. (6.4.1)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Rise of ancient Greek culture

Fall of ancient Greek culture

Greek colony of Ionia

The Rise of Democracy

Content Standards

6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.

6.4.2 Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from *Pericles' Funeral Oration*).

6.4.3 State the key differences between Athenian, or direct, democracy and representative democracy.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

city-state (p. 253)
monarchy (p. 253)
oligarchy (p. 253)
tyranny (p. 253)
democracy (p. 253)
aristocrat (p. 254)
citizen (p. 257)
assembly (p. 257)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The Ancient World*. For each question below, record notes that prepare you to answer it.

1. Explain the evolution of power in ancient Greece from a monarchy to an oligarchy to a tyranny to a democracy. (6.4.2)
2. What is the difference between a direct democracy and a representative democracy? (6.4.3)
3. How did the direct democracy work in ancient Greece? (6.4.3)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Monarchy in most Greek city-states
Oligarchy in most Greek city-states
Tyranny in many Greek city-states
Introduction of democracy to Greece

Life in Two City-States: Athens and Sparta

Content Standards

6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.

6.4.1 Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean regions.

6.4.6 Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Athens (p. 259)

Sparta (p. 259)

Peloponnesus (p. 260)

Council of 500 (p. 261)

the Assembly (p. 261)

agora (p. 262)

priestess (p. 264)

Council of Elders (p. 265)

barracks (p. 267)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The Ancient World*. For each question below, record notes that prepare you to answer it.

1. How did geography affect the development of Athens as a city-state? How did geography affect the development of Sparta as a city-state? What was the relationship between the two city-states for most of their histories? (6.4.1)
2. Describe Athenian government. In what ways was Sparta's government different? (6.4.6)
3. How did the economies of Athens and Sparta differ from one another? Be sure to comment on the role of trade. (6.4.1, 6.4.6)
4. Was daily life similar in Athens and Sparta? Describe the education and role of women in each city-state. (6.4.6)
5. What role did slavery play in Athens? How did this compare and contrast to the role of slavery in Sparta? (6.4.6)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Introduction of democracy to Athens

Spartan conquest of neighboring Messenia (725 B.C.E.)

Fighting the Persian Wars

Content Standards

6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.

6.4.5 Outline the founding, expansion, and political organization of the Persian Empire.

6.4.6 Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Persian Empire (p. 271)
Persian wars (p. 271)
allies (p. 271)
King Darius (p. 272)
Ionian Revolt (p. 272)
Miltiades (p. 273)
Pheidippides (p. 273)
King Xerxes (p. 274)
Hellespont (p. 274)
Thermopylae (p. 274)
Salamis (p. 275)
Plataea (p. 276)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The Ancient World*. For each question below, record notes that prepare you to answer it.

1. Who were the Persians? How did they build their empire? At its height, what regions did the Persian Empire control? (6.4.5)
2. How was the Persian Empire organized? (6.4.5)
3. Why did Athens and Sparta join forces to fight the Persians? (6.4.6)
4. What tactics did the Greeks use to defeat the Persians at the Battle of Salamis? (6.4.6)
5. What was the significance of the Battle of Plataea? (6.4.6)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Ionian Revolt
Defeat of Ionians by Persian army
Xerxes' march across the Hellespont
Battle of Plataea

The Golden Age of Athens

Content Standards

6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.

6.4.2 Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from *Pericles' Funeral Oration*).

6.4.4 Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer's *Iliad* and *Odyssey*, and from *Aesop's Fables*.

6.4.8 Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides).

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Pericles (p. 279)

acropolis (p. 279)

Parthenon (p. 280)

myth (p. 281)

drama (p. 284)

Socrates (p. 285)

Plato (p. 285)

Panathenaic Games (p. 286)

Olympics (p. 286)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The Ancient World*. For each question below, record notes that prepare you to answer it.

1. How did religion influence architecture and daily life? (6.4.4)
2. What were the major characteristics of Greek sculpture during this period? (6.4.8)
3. In what ways was ancient Greek theater similar to modern theater? In what ways was it different? (6.4.8)
4. What is philosophy? How did Socrates practice philosophy? What happened to him? (6.4.8)
5. Why did the Greeks hold athletic events? In what sports did athletes compete?
6. What did Pericles believe to be the responsibilities of a citizen in a democracy? How did Pericles convey this message to Athenians? (See Online Resources, Biography 5.) (6.4.2)
7. What enduring contributions were made by Plato? (See also Online Resources, Biography 6.) (6.4.8)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Beginning of Golden Age of Greece

End of Golden Age of Greece

Trial of Socrates

Alexander the Great and His Empire

Content Standards

6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.

6.4.6 Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars.

6.4.7 Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Peloponnesian War (p. 289)

Macedonia (p. 289)

King Philip (p. 289)

Alexander the Great (p. 289)

ally (p. 290)

Persia (Persian Empire) (p. 290)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The Ancient World*. For each question below, record notes that prepare you to answer it.

1. What happened during the Peloponnesian War? What role did Athens and Sparta play? How did this conflict encourage the expansion of Macedonia under Philip? (6.4.6)
2. How did Alexander create his empire? How did he plan to unify it? (6.4.7)
3. How did Alexander spread Greek ideas? (6.4.7)
4. In what ways did Alexander use religion to unify his empire? (6.4.7)
5. Why was adopting the culture of those he conquered a successful tactic for Alexander? (6.4.7)
6. What happened to Alexander's empire after his death? Why might this situation have encouraged a neighboring empire, such as Rome, to consider conquering Greece in the future?

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Peloponnesian War

King Philip's conquest of mainland Greece

Murder of Philip and rise of Alexander to king

Alexander's invasion of Asia Minor

Death of Alexander

The Legacy of Ancient Greece

Content Standards

6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.

6.4.4 Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer's *Iliad* and *Odyssey*, and from *Aesop's Fables*.

6.4.8 Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides).

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Archimedes (p. 297)

Herodotus (p. 298)

Thucydides (p. 298)

Hippocrates (p. 299)

Pythagoras (p. 300)

Euclid (p. 300)

Hypatia (p. 300)

Aristotle (p. 301)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The Ancient World*. For each question below, record notes that prepare you to answer it.

1. What contributions did the Greeks make in language and literature? (6.4.4., 6.4.8)
2. How did the Greeks influence modern ideas about government?
3. What achievements did the Greeks make in the fields of medicine, math, and astronomy? (6.4.8)
4. In what ways did Greek theater and architecture have a lasting influence? (6.4.8)
5. In what ways do ancient Greek writings, such as Homer's *Iliad* and *Odyssey* and *Aesop's Fables*, continue to influence our literature and language today? (See Online Resources, Essay 10, *The Lasting Influence of Greek Literature*, and Literature 6 and 7.) (6.4.4)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

First Greek Olympics

First modern Olympics in Athens (1896 C.E.)

Summer Olympic games in Athens (2004 C.E.)

Geography and the Early Development of Rome

Content Standards

6.4 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.

6.7.1 Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Romulus and Remus (p. 309)

Tiber River (p. 309)

Etruscans (p. 309)

Latins (p. 310)

Palatine (p. 310)

cuniculus (p. 311)

gladiator (p. 311)

Aeneas (p. 312)

Greco-Roman art (p. 313)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The Ancient World*. For each question below, record notes that prepare you to answer it.

1. Where is Rome located? According to Roman legend, how was the city founded? What do historians think is the truth about the first Romans? (6.7.1)
2. How did the Etruscans influence Roman engineering and sporting events?
3. In what ways did the Greeks influence Roman society? Explain.

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Rise of Roman civilization

Fall of Roman civilization

First village on the Palatine

Domination of Etruscans in Italy

The Rise of the Roman Republic

Content Standards

6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.

6.7.2 Describe the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty).

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

republic (p. 317)
patrician (p. 317)
plebeian (p. 317)
Senate (p. 318)
consul (p. 318)
Conflict of the Orders (p. 319)
tribune (p. 320)
veto (p. 320)
Council of Plebs (p. 320)
Twelve Tables (p. 320)
Cicero (p. 321)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The Ancient World*. For each question below, record notes that prepare you to answer it.

1. During the time when the Etruscans ruled Rome, what were the two social classes? Describe each class. (6.7)
2. Why did the patricians come to resent Etruscan rule? What did the patricians do, and what happened as a result of their actions? (6.7)
3. Describe the structure of the republic created by the patricians after they drove out the last Etruscan king. (6.7.2)
4. Why were the plebeians dissatisfied with the Roman republic? What did the plebeians do, and what happened as a result of their actions? (6.7)
5. Describe changes made to the structure of the republic after the plebeians' revolt. (6.7.2)
6. Why was it important to the plebeians to have laws written down? (6.7.2)
7. In what ways do the ideas and organization of the Roman republic influence American government today? (6.7.2)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Etruscan rule of Rome
Overthrow of Etruscans by patricians
Revolt of plebeians against patrician rule
The Twelve Tables
Victory of plebeians in fight for equality

From Republic to Empire

Content Standards

6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.

6.7.1 Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero.

6.7.3 Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire, including how the empire fostered economic growth through the use of currency and trade routes.

6.7.4 Discuss the influence of Julius Caesar and Augustus in Rome's transition from republic to empire.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Carthage (p. 324)
civil war (p. 325)
Julius Caesar (p. 325)
Octavian (Augustus) (p. 325)
Cincinnatus (p. 326)
Punic Wars (p. 328)
Hannibal (p. 328)
Spartacus (p. 330)
Pompey (p. 330)
Antony and Cleopatra (p. 332)
currency (p. 332)
Pax Romana (p. 333)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The Ancient World*. For each question below, record notes that prepare you to answer it.

1. How did Rome gain control of the entire Italian peninsula? (6.7.1, 6.7.3)
2. What happened during the Punic Wars? What were the costs and benefits of these wars? (6.7.3)
3. When and how did the Roman republic come to an end? Why did many Romans welcome this change? What were Cicero's beliefs about the republic? (See Online Resources, Primary Source 7.) (6.7.1, 6.7.3, 6.7.4)
4. When and how did Augustus become Rome's first emperor? In what ways did Augustus's rule contribute to the period known as the Pax Romana? (6.7.3, 6.7.4)
5. By 117 C.E., what regions were part of the Roman Empire? (6.7.3)
6. How did the Roman Empire encourage economic growth through the use of currency and trade routes? (See also Online Resources, Essay 11, *Trade Routes and Currency Help the Romans Build a Stronger Empire.*) (6.7.3)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Roman conquest of Italian peninsula
Hannibal's defense of Carthage
Death of Caesar
Octavian's defeat of Antony and Cleopatra
Death of Augustus

Daily Life in the Roman Empire

Content Standard

6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Forum (p. 335)
toga (p. 337)
paterfamilias (p. 339)
stylus (p. 342)
colosseum (p. 343)
Circus Maximus (p. 343)
villa (p. 344)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The Ancient World*. For each question below, record notes that prepare you to answer it.

1. In what ways did Roman law and religion influence daily life? (6.7)
2. What were the roles of men, women, and children within Roman families? (6.7)
3. How did food and drink, housing, and education differ for people of different social classes? (6.7)
4. What did rich and poor Romans do in their free time? (6.7)
5. In what ways was life in the country similar to life within the city of Rome? In what ways was it different? (6.7)
6. What role did slavery play in Rome? (6.7)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Height of Rome's power
Burning of Rome

The Origins and Spread of Christianity

Content Standards

6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.

6.7.6 Note the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament, and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs (e.g., belief in the Trinity, resurrection, salvation).

6.7.7 Describe the circumstances that led to the spread of Christianity in Europe and other Roman territories.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Christianity (p. 347)	baptize (p. 351)
Jesus (p. 347)	disciple (p. 352)
Constantine (p. 347)	parable (p. 353)
Judea (p. 348)	crucify (p. 354)
prefect (p. 348)	resurrect (p. 354)
New Testament (p. 349)	blasphemy (p. 355)
gospels (p. 349)	missionary (p. 357)
Messiah (p. 349)	

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The Ancient World*. For each question below, record notes that prepare you to answer it.

1. Why is Judea considered the birthplace of Christianity? (6.7.6)
2. How do historians know about the life and times of Jesus? (6.7.6)
3. Describe the early life and teachings of Jesus. (6.7.6)
4. Why was Jesus crucified? According to the gospels, what happened after his crucifixion? (6.7.6)
5. What was the importance of Paul's missionary work? How did his writings, such as those on resurrection and salvation, help to define Christianity? (See also Online Resources, Essay 12, *The Influence of St. Paul on Christian Beliefs*.) (6.7.6)
6. Why did the Romans persecute Christians? What was the result of this persecution? (6.7.7)
7. Why was Emperor Constantine important to the growth of Christianity? (6.7.7)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Start of Roman rule in Judea
Birth of Jesus
Reign of King Herod
Christians first noticed by Romans
Christian population in Roman Empire at 5 million

The Legacy of Rome in the Modern World

Content Standards

6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.

6.7.8 Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Constantinople (p. 363)
Byzantine Empire (p. 363)
Renaissance (p. 365)
Sistine Chapel (p. 365)
Michelangelo (p. 365)
vault (p. 366)
dome (p. 366)
triumphal arch (p. 367)
aqueduct (p. 367)
stoicism (p. 370)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The Ancient World*. For each question below, record notes that prepare you to answer it.

1. What problems contributed to the fall of the Roman Empire? What ultimately brought about the end of the empire?
2. In what ways did the Romans influence modern art, architecture, and engineering? (6.7.8)
3. Why is Latin an important legacy of Rome? (6.7.8)
4. What lasting contributions did the Romans make in the areas of philosophy and law? (6.7.8)
5. Compare Roman achievements to those of the earlier Greeks. Think about areas such as art, architecture, engineering, political thought, religion, and philosophy. What are some major influences of both cultures on our lives today? (6.7.8)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Move of Roman capital to Byzantium
Attack of Rome by Germanic tribe
Fall of last Roman emperor in the west
Spread of Latin through Norman conquest of England

Letter to Parents and Guardians

The model parent letter on the following page is designed to inform parents about state standards, the pedagogical methods you plan to use with the *History Alive!* curriculum, your approach to teaching about controversial issues and religious topics, and tips on providing support at home.

Using the Letter to Parents and Guardians

1. *Reproduce the parent letter.* You may find it more effective to create your own letter based on the model provided. A customized letter might include rules and procedures that are specific to your classroom.
2. *Send the letter home with students during the first week of school.* Open the lines of communication early. The same letter, or another version of it, should also be available for Back to School Night. Include with each letter a copy of the Student Guide to the California Standards, so parents will have a quick reference to what students will be learning in your class.
3. *Encourage parents to monitor progress throughout the year by reviewing their child's Interactive Student Notebook.* The Interactive Student Notebook will give parents an overview of their child's learning. During parent conferences, you could use the Interactive Student Notebook to demonstrate where students are excelling and where they are struggling. You may want to have parents sign the Interactive Student Notebook each week to ensure that they are continually monitoring their child's progress.



Dear Parents and Guardians,

This year will be an exciting one for the students in my classes. They will be learning key historical concepts in a highly engaging way.

Our school is using *History Alive!*, a program that truly engages students in learning. Your student will be an active participant instead of a passive observer, experiencing history through innovative teaching practices that include dramatic role playing, creative simulations, dynamic group projects, and writing from a historical perspective.

Curious about what your child will be learning this year? California's History–Social Science Standards form the backbone for the course. You'll find them in the back of your child's *History Alive!* textbook. I have also attached a copy of the Student Guide to the California Standards, a simplified version of the standards that serves as a quick, easy-to-use reference. The standards for grade 6 cover ancient world history, starting with archeological studies of prehistoric hunter-gather societies. We will go on to explore the early societies of Mesopotamia and Egypt, the ancient Hebrews, the empires and dynasties of ancient India and China, and the rise of civilizations in ancient Greece and Rome, with their many legacies for Western civilization.

As you can see by scanning the standards, sixth grade students learn about a number of sensitive and controversial topics, including the development of different world religions. The *History Alive!* materials were designed to deal with these topics objectively, respectfully, and in accordance with state guidelines.

Here are some tips on supporting your child's academic progress in this class.

- Discuss history and current events with your child, and listen to what your child has to say.
- Ask to see the Interactive Student Notebook on a regular basis, so you can see for yourself what your child is learning.
- Provide a quiet study place, free from distractions.
- Finally, extend learning beyond the walls of the classroom by taking your child to historical sites or museums. Point out that history is all around us, that it shapes the present and the future, and that every one of us can play an active and positive role in it.

I want to thank you in advance for your support. I am looking forward to an exciting, enjoyable, and enriching year working with you and your child.

Sincerely,

Your child's teacher

Student Guide to the California Standards

The Student Guide to the California Standards offers a simplified, student-friendly rephrasing of the language of the California History–Social Science Standards. This guide is provided in two versions: a two-page version that can be three-hole punched, and a fold-up version (with photos). Use this guide to introduce the standards to students and parents.

Using the Student Guide to the California Standards

1. *Duplicate and distribute the guide to students.* Have them place the two-page version in their notebook. Copy the fold-up version back to back, on sturdy stock, for students to use as a bookmark in their textbook.
2. *Refer students to the Student Guide to the California Standards when introducing new standards.* After previewing the standards that will be covered in a new chapter, tell students to find the corresponding topic on the student guide. Ask students to rephrase the standard in their own words.
3. *As topics are covered in class, have students mark these on the student guide.* Refer students back to their student guide toward the end of each lesson. Have them check off each topic covered or note a specific page number in their textbook or Interactive Student Notebook where the topic is covered.
4. *Provide parents with either version of the Student Guide to the California Standards.* Attach a copy to the letter you send home so that the family knows what topics will be taught throughout the year.
5. *Encourage students to use this guide for review.* Reading over the standards that have been covered serves as a good review at the end of a chapter or before the midyear and year-end benchmark exams.



Student Guide to the Grade 6 California Standards

This guide explains the California History–Social Science standards for Grade 6. Think of standards as your learning targets. Listed below each standard are the key events and ideas for you to understand.

As you begin a unit of instruction, look at the standards to see what your learning targets are. Before a test, review this guide as an outline of what you will be expected to know. Keeping the learning targets in mind will help you focus on the most important information.

6.1 Early Humans from Hunter-Gatherers to the First Farmers

Describe how early people lived and adapted to their environments.

- Hunter-gatherer way of life
- Locations of early settlements and how people learned to live in different kinds of places
- Changes people made to their surroundings that gave rise to settled farming societies.

6.2 Early Civilizations of Mesopotamia, Egypt, and Kush

Examine the land and ways of life of these three civilizations.

- River systems where the earliest civilizations began
- New ways to grow crops, and the beginnings of cities
- Importance of religion in early civilizations
- Significance of Hammurabi’s Code, one of the first collections of laws
- Egyptian art and architecture
- Extent and importance of ancient Egyptian trade
- Importance of two Egyptian rulers: Queen Hatshepsut and Ramses the Great
- The African civilization of Kush and its dealings with Egypt
- The growth of languages and writing

6.3 Ancient Hebrews

Analyze the geography, government, economy, religion, and social relationships of the ancient Hebrews.

- Beginnings and importance of Judaism, the first religion based on monotheism, or the belief in one God who sets moral laws for humanity
- Basic beliefs of Judaism and their lasting influence on Western civilization
- Influence of ancient Hebrew leaders on Judaism
- Migrations and settlements of the ancient Hebrews, including their departure from Egypt, known as the Exodus
- How Judaism survived as the ancient Hebrew population scattered

6.4 Ancient Greece

Analyze the geography, government, economy, religion, and social relationships of ancient Greece.

- Connections between Greek geography and the beginnings of city-states and trade
- Changes in government from harsh rule by one or a few persons to early forms of democracy
- Differences between direct democracy and representative democracy
- Importance of Greek mythology in ancient times and today
- Rise of a powerful neighbor, the Persian Empire
- Athens and Sparta—their different ways of life and their role in Greek wars
- Alexander the Great, his conquests, and the spread of Greek culture
- Lasting influence of ancient Greek writers, artists, and scientists

6.5 Ancient India

Analyze the geography, government, economy, religion, and social relationships of ancient India.

- The lands and rivers of ancient India
- Importance of Aryan migration from the north into India
- Hinduism's beginnings in the belief in Brahma, the religion of ancient India
- The caste system, a way of dividing people into social classes
- The life and teachings of the Buddha and the spread of his ideas
- The Mauryan Empire in ancient India
- Lasting influence of ancient Indian writers, artists, scientists, and mathematicians

6.6 Ancient China

Analyze the geography, government, economy, religion, and social relationships of ancient China.

- The lands and rivers of ancient China
- Geographic features that separated Chinese from each other and China from the rest of the world
- Importance of Confucius and his teachings, called Confucianism, and of Daoism, an ancient philosophy
- Attempts by Confucius to solve political and social problems
- Achievements of the emperor Qin Shihuangdi in unifying parts of China
- Achievements of Han rulers in expanding China's boundaries and developing the civil service system
- Location and importance of the trade routes known as the Silk Roads
- Spread of Buddhism to China

6.7 Ancient Rome

Analyze the geography, government, economy, religion, and social relationships of ancient Rome.

- Beginnings of the Roman Republic
- Important characteristics of the government of the Roman Republic
- Process of change from the Roman Republic to the expanding Roman Empire
- Importance of Julius Caesar and Caesar Augustus
- Migration of the Jews and effects of their conflicts with the Romans
- Beginnings and basic beliefs of Christianity
- Spread of Christianity—how and where
- Lasting influence of Roman works of art and architecture, technology and science, literature, language, and law

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Brings Learning Alive!

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