

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

Study Guide for Chapter 22

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

Study Guide for Chapter 30

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