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World History

**Stanley M. Burstein
Richard Shek**



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Authors



Dr. Stanley M. Burstein

Dr. Stanley M. Burstein is Professor Emeritus of Ancient History and former Chair of the Department of History at California State University, Los Angeles. Dr. Burstein received his B.A., M.A., and Ph.D. degrees from the University of California at Los Angeles. The author of more than 100 books, articles, and chapters on ancient history, Dr. Burstein co-authored *The Ancient World: Readings in Social and Cultural History* (Englewood Cliffs, 2002). His specialties include ancient Greek history, Greek and Roman Egypt, and Kush. Dr. Burstein has served as president of the Association of Ancient Historians and was a member of the Educational Testing Service Task Force for Development of the AP World History Course.

Dr. Richard Shek

Dr. Richard Shek is Professor of Humanities and Religious Studies at California State University, Sacramento. A native of China, Dr. Shek received his B.A. in Tokyo, Japan, and he received his M.A. and a Ph.D. in history from the University of California at Berkeley. His specialties are East Asian cultural and religious history. The author of numerous publications on Confucianism, Daoism, Buddhism, and popular religion in China and Japan, Dr. Shek co-edited *Heterodoxy in Late Imperial China: Essays in Inquiry* (University of California Press, 2004). Dr. Shek was inducted into the International Educators' Hall of Fame in 1999.



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Program Consultants

Contributing Author

Kylene Beers

Senior Reading Researcher
School Development Program
Yale University
New Haven, Connecticut

A former middle school teacher, Dr. Beers has turned her commitment to helping struggling readers into the major focus of her research, writing, speaking, and teaching. She is the former editor of the National Council of Teachers of English literacy journal *Voices from the Middle* and has also served as NCTE president. Her published works include *When Kids Can't Read: What Teachers Can Do* (Heinemann, 2002).

General Editor

Frances Marie Gipson

Secondary Literacy
Los Angeles Unified School
District
Los Angeles, California

In her current position, Frances Gipson guides reform work for secondary instruction and supports its implementation. She has designed curriculum at the district, state, and national levels. Her leadership of a coaching collaborative with UCLA's Subject Matter Projects evolved from her commitment to rigorous instruction and to meeting the needs of diverse learners.

Senior Literature and Writing Specialist

Carol Jago

English Department Chairperson
Santa Monica High School
Santa Monica, California

An English teacher at the middle and high school levels for 26 years, Carol Jago also directs the Reading and Literature Project at UCLA. She has been published in numerous professional journals and has authored several books, including *Cohesive Writing: Why Concept Is Not Enough* (Boynton/Cook, 2002). She became president of the National Council of Teachers of English (NCTE) in 2010.

Consultants

John Ferguson, M.T.S., J.D.

Senior Religion Consultant
Assistant Professor
Political Science/Criminal Justice
Howard Payne University
Brownwood, Texas

Rabbi Gary M. Bretton-Granatoor

Religion Consultant
Director of Interfaith Affairs
Anti-Defamation League
New York, New York

J. Frank Malaret

Senior Consultant
Dean, Downtown and West
Sacramento Outreach Centers
Sacramento City College
Sacramento, California

Kimberly A. Plummer, M.A.

Senior Consultant
History-Social Science Educator/
Advisor
Holt McDougal

Andrés Reséndez, Ph.D.

Senior Consultant
Assistant Professor
Department of History
University of California at Davis
Davis, California

Reviewers

Academic Reviewers

Jonathan Beecher, Ph.D.

Department of History
University of California, Santa Cruz

Jerry H. Bentley, Ph.D.

Department of History
University of Hawaii

Elizabeth Brumfiel, Ph.D.

Department of Anthropology
Northwestern University
Evanston, Illinois

Eugene Cruz-Uribe, Ph.D.

Department of History
Northern Arizona University

Toyin Falola, Ph.D.

Department of History
University of Texas

Sandy Freitag, Ph.D.

Director, Monterey Bay History
and Cultures Project
Division of Social Sciences
University of California, Santa Cruz

Yasuhide Kawashima, Ph.D.

Department of History
University of Texas at El Paso

Robert J. Meier, Ph.D.

Department of Anthropology
Indiana University

Marc Van De Mieroop, Ph.D.

Department of History
Columbia University
New York, New York

M. Gwyn Morgan, Ph.D.

Department of History
University of Texas

Robert Schoch, Ph.D.

CGS Division of Natural Science
Boston University

David Shoenbrun, Ph.D.

Department of History
Northwestern University
Evanston, Illinois

Educational Reviewers

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Ross School
Ross, California

Anthony Braxton

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Robert Valdez

Pioneer Middle School
Tustin, California

Contents

HISTORY™ Partnership	xviii
Reading Social Studies	H2
How to Make This Book Work for You	H6

UNIT

1

Early Humans and Societies 1

CHAPTER 1 Uncovering the Past 2

Reading Social Studies Specialized Vocabulary of History	4
--	---



Section 1 Studying History	6
Section 2 Studying Geography	12
History and Geography Mapping the Past	18
Social Studies Skills Recognizing Bias	20
Chapter Review	21
Standardized Test Practice	23

CHAPTER 2 The Stone Ages and Early Cultures 24

Reading Social Studies Chronological Order	26
--	----



Section 1 The First People	28
Section 2 Early Human Migration	36
Section 3 Beginnings of Agriculture	40
Social Studies Skills Identifying Central Issues	44
Chapter Review	45
Standardized Test Practice	47
Unit Writing Workshop Comparing and Contrasting Societies... 47 WW1	



Mesopotamia, Egypt, and Kush

48



CHAPTER 3

Mesopotamia and the Fertile Crescent

50

Reading Social Studies Main Ideas in Social Studies 52

Section 1 Geography of the Fertile Crescent 54

History and Geography River Valley Civilizations 58

Section 2 The Rise of Sumer 60

Section 3 Sumerian Achievements 65

Literature in History The Epic of Gilgamesh 70

Section 4 Later Peoples of the Fertile Crescent 72

Social Studies Skills Interpreting Physical Maps 78

Chapter Review 79

Standardized Test Practice 81

CHAPTER 4

Ancient Egypt and Kush

82

Reading Social Studies Causes and Effects in History 84



VIDEO

HISTORY The Egyptian Empire is Born

Section 1 Geography and Ancient Egypt 86

Section 2 The Old Kingdom 90

Section 3 The Middle and New Kingdoms 96

Section 4 Egyptian Achievements 102

Section 5 Ancient Kush 107

Social Studies Skills Assessing Primary and Secondary Sources 114

Chapter Review 115

Standardized Test Practice 117

Unit Writing Workshop A Description of a Historical Place 117 WW1

Civilization in India and China

118

CHAPTER 5 Ancient India

120

Reading Social Studies Inferences about History 122

Section 1 Geography and Early India 124

Section 2 Origins of Hinduism 130

Section 3 Origins of Buddhism 136

Section 4 Indian Empires 142

Section 5 Indian Achievements 147

Social Studies Skills Interpreting Diagrams 152

Chapter Review 153

Standardized Test Practice 155

CHAPTER 6 Ancient China

156

Reading Social Studies Summarizing Historical Texts 158

H VIDEO
HISTORY China's Shortest Dynasty

Section 1 Geography and Early China 160

Section 2 The Zhou Dynasty and New Ideas 166

Section 3 The Qin Dynasty 172

Section 4 The Han Dynasty 178

Literature in History The Shiji 184

Section 5 Han Contacts with Other Cultures 186

History and Geography The Silk Road 190

Social Studies Skills Conducting Internet Research 192

Chapter Review 193

Standardized Test Practice 195

H MULTIMEDIA CONNECTIONS
HISTORY China and the Great Wall 195 MC1

Unit Writing Workshop Why Things Happen 195 WW1



Foundations of Western Ideas

196

CHAPTER 7

The Hebrews and Judaism

198

Reading Social Studies Facts and Opinions about the Past 200



VIDEO

HISTORY Moses at Mount Sinai

Section 1 The Early Hebrews 202

Section 2 Jewish Beliefs and Texts 208

Section 3 Judaism over the Centuries 214

Social Studies Skills Identifying Short- and Long-Term Effects 220

Chapter Review 221

Standardized Test Practice 223

CHAPTER 8

Ancient Greece

224

Reading Social Studies Greek Word Origins 226



VIDEO

HISTORY Origins of Western Culture

Section 1 Geography and the Early Greeks 228

History and Geography Natural Disaster! 234

Section 2 Government in Athens 236

Section 3 Greek Mythology and Literature 242

Literature in History The Epic Poetry of Homer 250

Social Studies Skills Analyzing Costs and Benefits 252

Chapter Review 253

Standardized Test Practice 255



MULTIMEDIA CONNECTIONS

HISTORY Ancient Greece 255 MC1





CHAPTER 9 **The Greek World** 256

Reading Social Studies Comparing and Contrasting Historical Facts . . . 258

H VIDEO
HISTORY Peter on the Parthenon

Section 1 Greece and Persia 260

Section 2 Sparta and Athens 266

Section 3 Alexander the Great 272

Section 4 Greek Achievements 277

Social Studies Skills Interpreting Charts and Tables 284

Chapter Review 285

Standardized Test Practice 287

Unit Writing Workshop A Social Studies Report 287 WW1

The Roman World 288**CHAPTER 10 The Roman Republic** 290

Reading Social Studies Outlining and History 292

**VIDEO****The Roman Republic is Born****Section 1 Geography and the Rise of Rome** 294

Literature in History The Aeneid 300

Section 2 Government and Society 302**Section 3 The Late Republic** 308

Social Studies Skills Interpreting Culture Maps 314

Chapter Review 315

Standardized Test Practice 317

CHAPTER 11 Rome and Christianity 318

Reading Social Studies Online Research 320

**VIDEO****The Rise of Roman Cities****Section 1 From Republic to Empire** 322

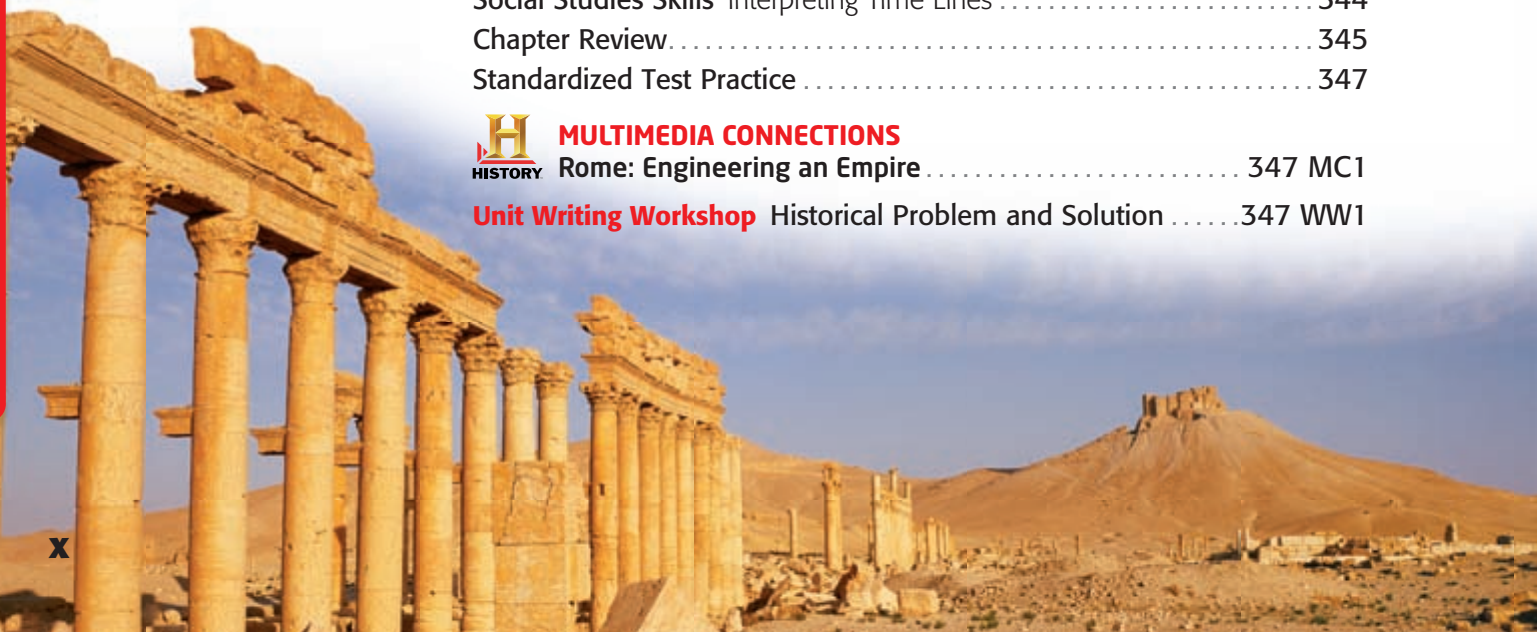
History and Geography Roman Roads 330

Section 2 The Roman Empire and Religion 332**Section 3 The End of the Empire** 339

Social Studies Skills Interpreting Time Lines 344

Chapter Review 345

Standardized Test Practice 347

**MULTIMEDIA CONNECTIONS****Rome: Engineering an Empire** 347 MC1**Unit Writing Workshop** Historical Problem and Solution 347 WW1

Islamic and African Civilizations

348

CHAPTER 12 The Islamic World

350

Reading Social Studies Questioning 352

H VIDEO
HISTORY The Taj Mahal

Section 1 The Roots of Islam 354

Section 2 Islamic Beliefs and Practices 358

Section 3 Islamic Empires 362

Section 4 Cultural Achievements 368

Social Studies Skills Understanding Historical Context 372

Chapter Review 373

Standardized Test Practice 375

CHAPTER 13 Early African Civilizations

376

Reading Social Studies Organization of Facts and Information 378

Section 1 Geography and Early Africa 380

History and Geography Crossing the Sahara 384

Section 2 The Empire of Ghana 386

Section 3 Later Empires 390

Section 4 Historical and Artistic Traditions 396

Social Studies Skills Interpreting Political Maps: Expansion
of Empires 400

Chapter Review 401

Standardized Test Practice 403

Unit Writing Workshop A Summary of a History Lesson 403 WW1



Empires of Asia and the Americas

404



CHAPTER 14 China 406

Reading Social Studies Drawing Conclusions about the Past 408

H VIDEO
HISTORY Ming Dynasty Wall Building

Section 1 China Reunifies 410

Section 2 Tang and Song Achievements 414

Section 3 Confucianism and Government 420

Section 4 The Yuan and Ming Dynasties 424

Social Studies Skills Understanding Chance, Error, and Oversight 432

Chapter Review 433

Standardized Test Practice 435

CHAPTER 15 Japan 436

Reading Social Studies Main Ideas and Their Support 438

H VIDEO
HISTORY Rise of the Samurai Class

Section 1 Geography and Early Japan 440

Section 2 Art and Culture in Heian 446

Literature in History The Tale of Genji 452

Section 3 Growth of a Military Society 454

Social Studies Skills Solving Problems 460

Chapter Review 461

Standardized Test Practice 463

H MULTIMEDIA CONNECTIONS
HISTORY Japan and the Samurai Warrior 463 MC1

CHAPTER 16 **The Early Americas**464

Reading Social Studies Analyzing Historical Information 466

H VIDEO
HISTORY Machu Picchu

Section 1 The Maya 468

Section 2 The Aztecs 474

Section 3 The Incas 479

History and Geography Inca Roads 484

Social Studies Skills Analyzing Economic Effects 486

Chapter Review 487

Standardized Test Practice 489

H MULTIMEDIA CONNECTIONS
HISTORY The Maya 489 MC1

Unit Writing Workshop Persuasion and Historical Issues 489 WW1



Renewal in Europe 490**CHAPTER 17 The Early Middle Ages** 492

Reading Social Studies Evaluating Sources 494

Section 1 Geography of Europe 496**Section 2 Europe after the Fall of Rome** 500**Section 3 Feudalism and Manor Life** 506**Section 4 Feudal Societies** 512

Social Studies Skills Interpreting Diagrams 516

Chapter Review 517

Standardized Test Practice 519

CHAPTER 18 The Later Middle Ages 520

Reading Social Studies Stereotypes and Bias in History 522

H VIDEO
HISTORY Motivations for the First Crusade

Section 1 Popes and Kings 524**Section 2 The Crusades** 528**Section 3 Christianity and Medieval Society** 533**Section 4 Political and Social Change** 540

History and Geography The Black Death 544

Section 5 Challenges to Church Authority 546

Social Studies Skills Understanding Transportation Maps 550

Chapter Review 551

Standardized Test Practice 553

H MULTIMEDIA CONNECTIONS
HISTORY The Crusades: Crescent & the Cross 553 MC1

CHAPTER 19

The Renaissance and Reformation

554

Reading Social Studies Greek and Latin Word Roots 556



VIDEO

Humanism Triggers the Renaissance

Section 1 The Italian Renaissance 558

Section 2 The Renaissance beyond Italy 565

Section 3 The Reformation of Christianity 569

Literature in History Romeo and Juliet 576

Social Studies Skills Understanding Graphs 578

Chapter Review 579

Standardized Test Practice 581

Unit Writing Workshop A Historical Narrative 581 WW1



The Early Modern World 582



CHAPTER 20 Science and Exploration 584

Reading Social Studies Vocabulary Clues 586



VIDEO

HISTORY Sir Isaac Newton: The Gravity of Genius

Section 1 The Scientific Revolution 588

Section 2 Great Voyages of Discovery 593

Section 3 New Systems of Trade 597

Literature in History Girl with a Pearl Earring 602

Social Studies Skills Analyzing Tables 604

Chapter Review 605

Standardized Test Practice 607



MULTIMEDIA CONNECTIONS

HISTORY Ponce de Leon 607 MC1

CHAPTER 21

Enlightenment and Revolution 608

Reading Social Studies Summarizing Historical Texts 610



VIDEO

HISTORY Declaration of Independence

Section 1 Ideas of the Enlightenment 612

Section 2 New Views on Government 616

Section 3 The Age of Revolution 622

Social Studies Skills Understanding Continuity and Change 628

Chapter Review 629

Standardized Test Practice 631



MULTIMEDIA CONNECTIONS

HISTORY The American Revolution 631 MC1

Unit Writing Workshop Cause and Effect in History 631 WW1

UNIT 10 The Modern World 632

CHAPTER 22 Revolutions and Nations ... 634

Reading Social Studies Comparing Historical Texts 636

 **VIDEO**
HISTORY What Was the Industrial Revolution?

Section 1 The Spread of Revolutionary Ideals 638

Section 2 The Industrial Revolution 644

Section 3 Nationalism and Colonial Empires 648

Literature in History Things Fall Apart 653

Social Studies Skills Understanding Supply and Demand 654

Chapter Review 655

Standardized Test Practice 657

CHAPTER 23 Global Challenges 658

Reading Social Studies Public Documents in History 660

 **VIDEO**
HISTORY A Watershed Moment

Section 1 World War I 662

Section 2 World War II 666

History and Geography Land, Air, and Sea 670

Section 3 Toward the Present Day 672

Social Studies Skills Understanding Historical Interpretation 680

Chapter Review 681

Standardized Test Practice 683

 **MULTIMEDIA CONNECTIONS**
HISTORY Dear Home: Letters from World War I 683 MC1

Unit Writing Workshop A Biographical Narrative 683 WW1

References

Atlas R2

English and Spanish Glossary R14

Index R32

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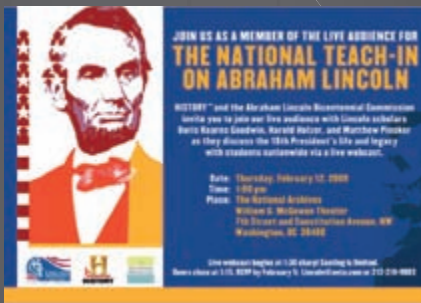
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Become an Active Reader

Did you ever think you would begin reading your social studies book by reading about reading? Actually, it makes better sense than you might think. You would probably make sure you learned some soccer skills and strategies before playing in a game. Similarly, you need to learn some reading skills and strategies before reading your social studies book. In other words, you need to make sure you know whatever you need to know in order to read this book successfully.

Tip #1 Use the Reading Social Studies Pages

Take advantage of the two pages on reading at the beginning of every chapter. Those pages introduce the chapter themes; explain a reading skill or strategy; and identify key terms, people, and academic vocabulary.

Themes

Why are themes important? They help our minds organize facts and information. For example, when we talk about baseball, we may talk about types of pitches. When we talk about movies, we may discuss animation.

Historians are no different. When they discuss history or social studies, they tend to think about some common themes: Economics, Geography, Religion, Politics, Society and Culture, and Science and Technology.

Reading Skill or Strategy

Good readers use a number of skills and strategies to make sure they understand what they are reading. These lessons will give you the tools you need to read and understand social studies.

Key Terms, People, and Academic Vocabulary

Before you read the chapter, review these words and think about them. Have you heard the word before? What do you already know about the people? Then watch for these words and their meanings as you read the chapter.

Tells which theme or themes are important in the chapter

Explains a skill or strategy good readers use

Gives you practice in the reading skill or strategy.

Identifies the important words in the chapter.

Reading Social Studies

Economics Geography Politics Religion Society and Culture Science and Technology

Focus on Themes In this chapter you will learn about the earliest humans and how they lived. You will read about scientists who work constantly to learn more about this mysterious time. As you read, you will see the beginnings of human society and culture—the making of tools, the use of fire, and the creation of language. You will also read about the geography of the world and how it shaped where and how early people lived.

Chronological Order

Focus on Reading History, just like our lives, can be seen as a series of events in time. To understand history and events, we often need to see how they are related in time.

Understanding Chronological Order The word **chronological** means “related to time.” Events discussed in this history book are discussed in **sequence**, in the order in which they happened. To understand history better, you can use a sequence chain to take notes about events in the order they happened.

Sequence Chain

When you understand a chronological order, or sequence, of events, you can put them in order before they happen, or after they happen.

1. A scientist goes to Africa and drives to a gorge to search for fossils.

2. She searches for several hours and finds a bone.

3. She calls another scientist to report what she found.

You Try It!

The following passage is from the chapter you are about to read. Read the sentences carefully and think about order of events.

Scientists Study Remains

One archaeologist who made important discoveries about prehistory was Mary Leakey. In 1959 she found bones in East Africa that were more than 1.5 million years old. She and her husband, Louis Leakey, believed that the bones belonged to a hominid, an early ancestor of humans.

In 1974 anthropologist Donald Johanson found the bones of another early ancestor. . . . Johanson named his find Lucy. Tests showed that she lived more than 3 million years ago.

In 1994 anthropologist Tim White found even older remains. He believes that the hominid he found may have lived as long as 4.4 million years ago.

Key Terms and People

Chapter 2

algebra (p. 20)

prehistory (p. 20)

hominid (p. 20)

ancestor (p. 20)

tool (p. 20)

Neolithic Era (p. 21)

society (p. 23)

homo-gatherers (p. 23)

Sequence 2

migrate (p. 30)

ice age (p. 30)

land bridge (p. 30)

Measolithic Era (p. 30)

Sequence 3

Neolithic Era (p. 41)

domestication (p. 41)

agriculture (p. 42)

megaliths (p. 42)

Academic Vocabulary

Some words that are related to learning academic vocabulary—the words that are necessary to use in school assignments and discussions in this chapter—are listed in the following academic words.

algebra (p. 20)

development (p. 42)

After you read the sentences, answer the following questions.

1. Complete the time line below with information about scientists from the passage you just read.

Donald Johanson
finds Lucy.

2. Each of the scientists discussed in the passage found the bones of people who lived at different times. Make another time line that shows the order in which these people lived. What do you notice about this order compared to the order in which the bones were found?

26 CHAPTER 2 THE STONE AGES AND EARLY CULTURES

Tip #2

Read like a Skilled Reader

You will never get better at reading your social studies book—or any book for that matter—unless you spend some time thinking about how to be a better reader.

Skilled readers do the following:

- They preview what they are supposed to read before they actually begin reading. They look for vocabulary words, titles of sections, information in the margin, or maps or charts they should study.
- They divide their notebook paper into two columns. They title one column “Notes from the Chapter” and the other column “Questions or Comments I Have.”
- They take notes in both columns as they read.

- They read like **active readers**. The Active Reading list below shows you what that means.
- They use clues in the text to help them figure out where the text is going. The best clues are called signal words.

Chronological Order Signal Words:

first, second, third, before, after, later, next, following that, earlier, finally

Cause and Effect Signal Words:

because of, due to, as a result of, the reason for, therefore, consequently

Comparison/Contrast Signal Words:

likewise, also, as well as, similarly, on the other hand

Active Reading

Successful readers are **active readers**. These readers know that it is up to them to figure out what the text means. Here are some steps you can take to become an active, and successful, reader.

Predict what will happen next based on what has already happened. When your predictions don't match what happens in the text, re-read the confusing parts.

Question what is happening as you read. Constantly ask yourself why things have happened, what things mean, and what caused certain events.

Summarize what you are reading frequently. Do not try to summarize the entire chapter! Read a bit and then summarize it. Then read on.

Connect what is happening in the part you're reading to what you have already read.

Clarify your understanding. Stop occasionally to ask yourself whether you are confused by anything. You may need to re-read to clarify, or you may need to read further and collect more information before you can understand.

Visualize what is happening in the text. Try to see the events or places in your mind by drawing maps, making charts, or jotting down notes about what you are reading.

Tip #3

Pay Attention to Vocabulary

It is no fun to read something when you don't know what the words mean, but you can't learn new words if you only use or read the words you already know. In this book, we know we have probably used some words you don't know. But, we have followed a pattern as we have used more difficult words.

Key Terms and People

At the beginning of each section you will find a list of key terms or people that you will need to know. Be on the lookout for those words as you read through the section.

Much of Egyptian religion focused on the **afterlife**, or life after death. The Egyptians believed that the afterlife was a happy place.



Religion and Egyptian Life

The ancient Egyptians had strong religious beliefs. Worshipping the gods was a part of their everyday lives. Many Egyptian religious customs focused on what happened after people died.

The Gods of Egypt

Like Mesopotamians, Egyptians practiced polytheism. Before the First Dynasty, each village worshipped its own gods. During the Old Kingdom, however, Egyptian officials tried to give some sort of structure to religious beliefs. Everyone was expected to worship the same gods, though how they worshipped the gods might differ from one region of Egypt to another.

The Egyptians built temples to the gods all over the kingdom. The temples collected payments from both the government and worshippers. These payments allowed the temples to grow more influential.

Over time, certain cities became centers for the worship of certain gods. In

Memphis, for example, people prayed to Ptah, the creator of the world.

The Egyptians had gods for nearly everything, including the sun, the sky, and the earth. Many gods mixed human and animal forms. For example, Anubis, the god of the dead, had a human body but a jackal's head. Other major gods included

- Re, or Amon-Re, the sun god
- Osiris, the god of the underworld
- Isis, the goddess of magic, and
- Horus, a sky god, god of the pharaohs

Emphasis on the Afterlife

Much of Egyptian religion focused on the **afterlife**, or life after death. The Egyptians believed that the afterlife was a happy place. Paintings from Egyptian tombs show the afterlife as an ideal world where all the people are young and healthy.

The Egyptian belief in the afterlife stemmed from their idea of *ka* (KAH), or a person's life force. When a person died, his or her *ka* left the body and became a spirit. The *ka*, however, remained linked to the

The griots' stories were both entertaining and informative. They told of important past events and of the accomplishments of distant ancestors. For example, some stories explained the rise and fall of the West African empires. Other stories described the actions of powerful kings and warriors. Some griots made their stories more lively by acting out the events like scenes in a play.

In addition to stories, the griots recited **proverbs**, or short sayings of wisdom or truth. They used proverbs to teach lessons to the people. For example, one West African proverb warns, "Talking doesn't fill the basket in the farm." This proverb reminds people that they must work to accomplish things. It is not enough for people just to talk about what they want to do.

In order to tell their stories and proverbs, the griots memorized hundreds of names and events. Through this memorization **process** the griots passed on West African history from generation to generation. However, some griots confused names and

events in their heads. When this happened, the facts of some historical events became distorted. Still, the griots' stories tell us a great deal about life in the West African empires.

West African Epics

Some of the griot poems are epics—long poems about kingdoms and heroes. Many of these epic poems are collected in the *Dausi* (DAW-zee) and the *Sundiata*.

The *Dausi* tells the history of Ghana. Intertwined with historical events, though, are myths and legends. One story is about a seven-headed snake god named Bida. This god promised that Ghana would prosper if the people sacrificed a young woman to him every year. One year a mighty warrior killed Bida. As the god died, he cursed Ghana. The griots say that this curse caused the empire of Ghana to fall.

The *Sundiata* is about Mali's great ruler. According to the epic, when Sundiata was still a boy, a conqueror captured Mali and killed Sundiata's father and 11 brothers.

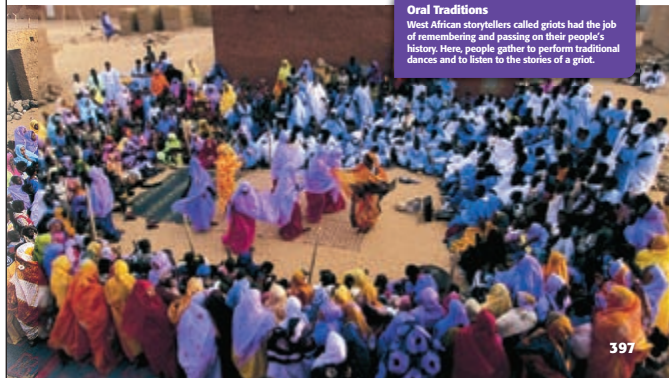
ANIMATED HISTORY
Modern Griots

ACADEMIC VOCABULARY
process a series of steps by which a task is accomplished

CHAPTER 4

ACADEMIC VOCABULARY

process a series of steps by which a task is accomplished



Words to Know

As you read this social studies textbook, you will be more successful if you know or learn the meanings of the words on this page. There are two types of words listed here. The first list contains academic words, the words we pointed out at the bottom of the previous page. These words are important in all classes, not just social studies. The second list contains words that are special to this particular topic of social studies, world history.

Academic Words

acquire	to get
affect	to change or influence
agreement	a decision reached by two or more people in a group
aspect	part
authority	power or influence; right to rule
classical	referring to the cultures of ancient Greece and Rome
competition	a contest between two rivals
conflict	an open clash between two opposing groups
consequences	effects of a particular event or events
contracts	binding legal agreements
defend	to keep secure from danger
development	creation; the process of growing or improving
distribute	to divide among a group of people
efficient	productive and not wasteful
establish	to set up or create
features	characteristics
function	work or perform
ideals	ideas or goals that people try to live up to
influence	change, or have an effect on
innovation	a new idea, method, or device
logical	reasoned, or well thought out
method	a way of doing something
motive	reason for doing something
neutral	not engaged in either side
opposition	the act of opposing or resisting
policy	rule, course of action
primary	main, most important
principles	basic beliefs, rules, or laws
procedure	the way a task is accomplished
process	a series of steps by which a task is accomplished
purpose	the reason something is done
rebel	to fight against authority

role	a part or function; assigned behavior
strategy	a plan for fighting a battle or war
structure	the way something is set up or organized
values	ideas that people hold dear and try to live by
vary	to be different

Social Studies Words

AD	also CE, refers to dates after Jesus's birth
BC	also BCE, refers to dates before the birth of Jesus of Nazareth
BCE	refers to "Before Common Era," dates before the birth of Jesus of Nazareth
CE	refers to "Common Era," dates after Jesus's birth
century	a period of 100 years
civilization	the culture characteristic of a particular time or place
climate	the weather conditions in a certain area over a long period of time
culture	the knowledge, beliefs, customs, and values of a group of people
custom	a repeated practice; tradition
economy	the system in which people make and exchange goods and services
era	a period of time
geography	the study of the earth's physical and cultural features
physical features	the features on the land's surface, such as mountains and rivers
politics	government
region	an area with one or more features that make it different from surrounding areas
resources	materials found on the earth that people need and value
society	a group of people who share common traditions
trade	the exchange of goods or services

How to Make This Book Work for You

Studying history will be easy for you using this textbook. Take a few minutes to become familiar with the easy-to-use structure and special features of this history book. See how this textbook will make history come alive for you!

UNIT 8 400–1650

Renewal in Europe

Chapter 17 The Early Middle Ages
Chapter 18 The Later Middle Ages
Chapter 19 The Renaissance and Reformation



What You Will Learn...

When the Roman Empire collapsed, Europe lost its center of power, and a new period called the Middle Ages began. During the Middle Ages, Europe was divided into small kingdoms. At the same time, though, the strong influence of the Christian church drew most Europeans together.

Later, during the Renaissance and Reformation, people changed the way they looked at the world. They developed new ideas about art, politics, and religion, ideas that changed Europe forever.

In the next three chapters, you will learn about life during the Middle Ages, the Renaissance, and the Reformation.

Explore the Art

In this section, French frescoer Giotto di Arccone's religious art or the bolds on army into battle during the Middle Ages. What does the scene suggest about the struggles of that period?

Unit

Each chapter of this textbook is part of a Unit of study focusing on a particular time period. Each unit opener provides an illustration, usually showing a young person of the period, and gives you an overview of the exciting topics that you will study in the unit.

Chapter

Each Chapter includes a chapter-opener introduction with a time line of important events, a Social Studies Skills activity, Chapter Review pages, and a Standardized Test Practice page.

CHAPTER 16 500 BC–AD 1537

The Early Americas

Essential Question What led to the development of complex societies in the Americas?

What You Will Learn...

In this chapter you will learn about the growth and development of the Maya, Aztec, and Inca civilizations in the Americas.

SECTION 1: The Maya 468

The Big Idea The Mayan civilization advanced in southern Mexico and Central America from about 250 until the 900s.

SECTION 2: The Aztecs 474

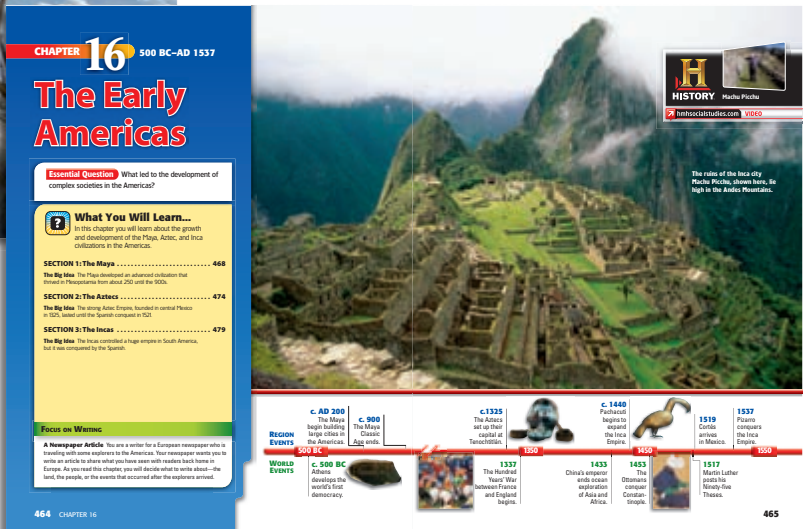
The Big Idea The Aztec civilization thrived in central Mexico in 1521, until the Spanish conquest in 1521.

SECTION 3: The Incas 479

The Big Idea The Inca civilization began in Peru in 1450, and expanded to the Spanish conquest in 1532.

Focus on Writing

News Article You are a writer for a European newspaper who is traveling with some explorers to the Americas. Your newspaper wants you to write an article to show what you have seen with readers back home in Europe. As you read this chapter, you will decide what to write about—the land, the people, or the events that occurred after the explorers arrived.



RECENT EVENTS

- c. 200 The Maya began building large cities in the Americas.
- c. 500 BC Aztecs founded the world's first democracy.
- c. 1325 The Aztecs set up their capital at Tenochtitlan.
- 1337 The Hundred Years' War between France and England begins.
- c. 1400 The Incas began to build their empire in the Andes.
- 1432 China's emperor sends official explorations of Asia and Africa.
- 1492 The Spanish conquistador Christopher Columbus begins his voyage to the Americas.
- 1517 Martin Luther posts his 95 Theses.
- 1519 Cortés arrives in Mexico.
- 1537 Pizarro conquers the Inca Empire.

Key Terms and People

Chapter 14

Section 1 Period of Division (p. 410)
Grand Canal (p. 411)
Empire (p. 412)

Section 2 porcelain (p. 411)
woodblock printing (p. 410)
woodblock (p. 410)

Social Studies Skills

Interpreting Political Maps

Understand the Skill

Many types of maps are useful in the study of history. Political maps show national boundaries, major cities, states, and countries. Historical political maps show what political boundaries were in the past.

Learn the Skill

Read the map to find out what the map shows.

Read the legend. The map's title also uses the time period covered by the map. Examine the title, legend, and symbols on the map.

Think the legend carefully to see what symbols mean. The symbols are used to color or provide that might indicate changes in borders, names, or territory.

Mail and Songhai

From medieval times, the Mali Empire was a powerful state in West Africa. It was one of the largest and most powerful empires of the world at the time of its peak in the 13th and 14th centuries.

Reading Social Studies These chapter level reading lessons give you skills and practice that you can use to help you read the textbook. Within each chapter there is a Focus on Reading note in the margin on the page where the reading skill is covered. There are also questions in the Chapter Review activity to make sure that you understand the reading skill.

Social Studies Skills The Social Studies Skills lessons give you an opportunity to learn and use a skill that you will most likely use again. You will also be given a chance to make sure that you understand each skill by answering related questions in the Chapter Review activity.

Reading Social Studies

Focus on Themes This chapter will explore the history of China from the late 500s until the 1600s. As you read, you will discover that many different dynasties ruled the country during that period, leading to great political changes. Some of those changes supported trade, leading to great economic growth and stability. Others favored isolation, limiting Chinese contact with the rest of the world. You will also learn that this period saw huge leaps forward in science and technology.

Drawing Conclusions about the Past

Focus on Reading You have no doubt heard the phrase, "Put two and two together." When people say that, they don't mean there's a hole in their head. They mean, "Put the information together."

Using Background Knowledge to Draw Conclusions A conclusion is a judgment you make by combining information. You put information from what you are reading together with what you already know your background knowledge.

Steps for Drawing Conclusions

1. Read the passage, looking for information the author gives you about the topic.
2. Think about what you already know about the topic. Consider things you've read, heard, or seen. Write your ideas down.
3. Put your background knowledge together with what the passage says.

Key Terms and People

Chapter 14

Section 1 Period of Division (p. 410)
Grand Canal (p. 411)
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Section

The Section opener pages include Main Idea statements, an overarching big idea statement, and Key Terms and People. In addition, each section includes the following special features.

If You Were There . . . introductions begin each section with a situation for you to respond to, placing you in the time period and in a situation related to the content that you will be studying in the section.

Building Background sections connect what will be covered in this section with what you studied in the previous section.

Short sections of content organize the information in each section into small chunks of text that you shouldn't find too overwhelming.

Taking Notes suggestions and online graphic organizers help you read and take notes on the important ideas in the section.

SECTION 2

What You Will Learn...

Main Ideas

1. In early Egyptian society, pharaohs ruled as gods and were at the top of the social structure.

2. Religion shaped Egyptian life.

3. The pyramids of Egypt were built as tombs for the pharaohs.

The Big Idea

Egyptian government and religion were closely connected during the Old Kingdom.

Key Terms and People

Old Kingdom, p. 80
Khufu, p. 91
nobles, p. 91
afterlife, p. 92
mummies, p. 93
elite, p. 93
pyramids, p. 94
engineering, p. 94

hmsocialstudies.com
TAKING NOTES

Use the graphic organizer online to take notes on government and religion in the Old Kingdom.

The Old Kingdom

If YOU were there...

You are a peasant farmer in ancient Egypt. To you, the pharaoh is a god, a descendent of the sun god, Re. You depend on his strength and wisdom. For part of the year, you are busy planting crops in your fields. But at other times, you work for the pharaoh. You are currently helping to build a great tomb in which the pharaoh and many of his belongings will be buried when he dies.

How do you feel about working for the pharaoh?

BUILDING BACKGROUND As in other ancient cultures, Egyptian society was based on a strict order of social classes. A small group of royalty, nobles, and priests ruled Egypt. They depended on the rest of the population to supply foods, crafts, and labor. Few people questioned this arrangement of society.

Early Egyptian Society

The First and Second Dynasties ruled Egypt for about four centuries. Around 2700 BC, the Third Dynasty rose to power. Its rule began the **Old Kingdom**, a period in Egyptian history that lasted from about 2700 BC to 2200 BC.

Rule by Pharaohs

During the Old Kingdom, the Egyptians continued to develop their political system. This system was based on the belief that the pharaoh was both a king and a god.

The ancient Egyptians believed that Egypt belonged to the gods. They believed that the pharaoh had come to earth to manage Egypt for the rest of the gods. As a result, he had absolute power over all the land and people in Egypt. But the pharaoh's status as a god came with many responsibilities. People blamed him if crops did not grow well or if disease struck. They also demanded that the pharaoh make trade profitable and prevent wars.

During the Old Kingdom, the duties of the pharaohs grew. To help carry out these duties, the pharaohs hired government officials. Most officials came from the pharaoh's family.


90

Renaissance Art

Renaissance art was very different from medieval art. Renaissance artists used new techniques to make their paintings more realistic.

How are these two paintings similar and different?

The people in this painting appear larger and have more detail than the mountains in the distance, creating a sense of depth.



Artists in the Middle Ages didn't use perspective, so their art looked flat.

To make his art more real, Leonardo studied anatomy, the structure of human bodies. He also showed human emotions in his work. His famous portrait of Mona Lisa, for example, shows the lady smiling.

READING CHECK Summarizing Who were some of the great Renaissance writers and artists?

SUMMARY AND PREVIEW Changes in Italy led to the beginning of an era called the Renaissance. During the late 1300s, a great rebirth of art, literature, and learning occurred in Italy. In the next section, you will learn how Renaissance ideas changed as they spread across Europe.

Section 1 Assessment

hmsocialstudies.com
ONLINE QUIZ

Reviewing Ideas, Terms, and People

- a. Identify** Who was Marco Polo and how was he influential?

b. Analyze Why were the four major trade cities of Italy important economically?

c. Elaborate How did the city of Florence rise to its position of fame?
- a. Describe** What sources inspired Renaissance artists and scholars?

b. Compare Which artist would you rather have met in real life—**Michelangelo** or **Leonardo da Vinci**? What is the reason for your choice?

c. Evaluate Why do you think **Dante Alighieri** chose to write in Italian, rather than Latin, the language used by most scholars?

Critical Thinking

3. Sequencing Draw a diagram like the one below. Using your notes, put the events in the correct order.

The Renaissance begins.

Rich merchants support cultural activities.

Trade between Europe and Asia increases.

Focus on Writing

4. Finding Key Details The main idea of this section might be stated, "Due to contact with Asia and the wealth that resulted from trade, the Renaissance began in Italy." Write this main idea in your notebook. What key details in this section support this idea? Write them in your notebook as well.

564 CHAPTER 19

Reading Check questions end each section of content so that you can test whether or not you understand what you have just studied.

Summary and Preview To connect what you have just studied in the section to what you will study in the next section, we include the Summary and Preview.

Section Assessments The section assessment boxes provide an opportunity for you to make sure that you understand the main ideas of the section. We also provide assessment practice online!

UNIT

1

BEGINNINGS TO 5,000 YEARS AGO

Early Humans and Societies

Chapter 1 Uncovering the Past

Chapter 2 The Stone Ages and Early Cultures





What You Will Learn...

History is the study of the past, and people who study history are called historians. Historians try to learn what life was like for people long ago in places around the world. To understand the people and places of the past, historians study clues and evidence.

Some historians study the earliest humans. Early people hunted animals, gathered plants, and learned how to make stone tools. Eventually, people learned to grow food and raise animals for themselves.

In the next two chapters, you will learn about the subject of history and about the world's earliest peoples.

Explore the Art

In this scene, young Maria de Sautuola discovers prehistoric cave paintings in Altamira, Spain, in 1879. What do these paintings say about the life of early people?

Uncovering the Past

Essential Question Why do scholars study the people, events, and ideas of long ago?



What You Will Learn...

In this chapter you will learn how historians and geographers study the past in order to learn more about the present.

SECTION 1: Studying History6

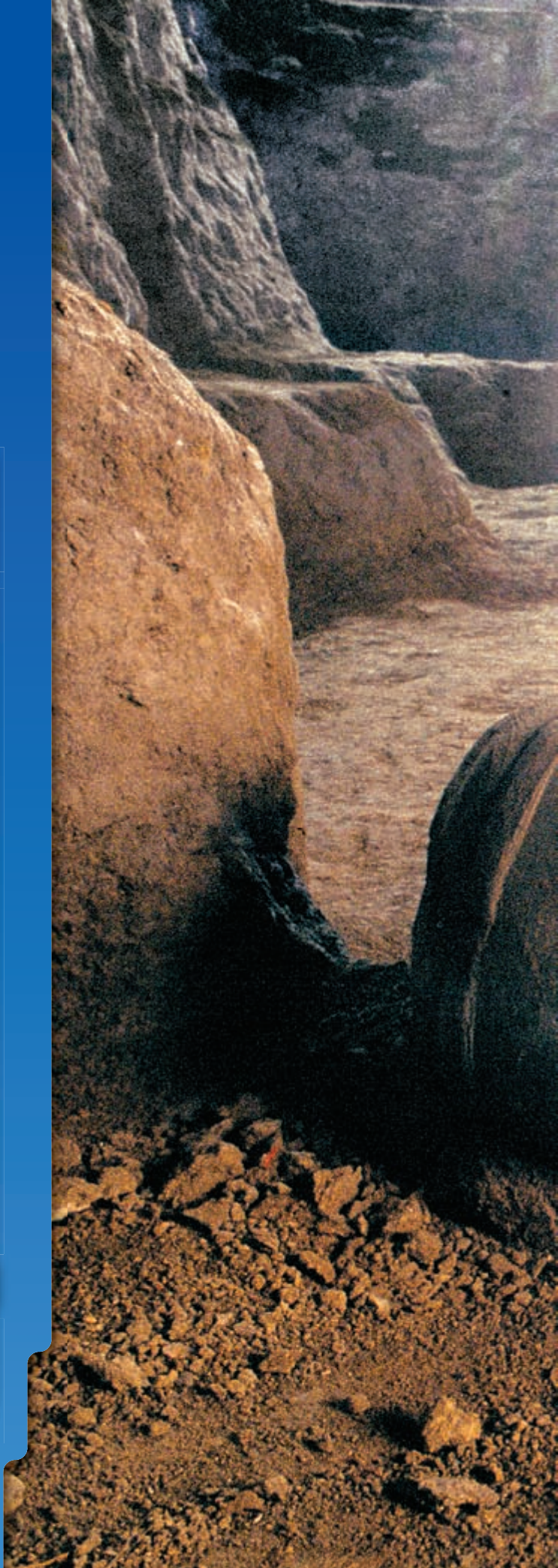
The Big Idea Historians use many kinds of clues to understand how people lived in the past.

SECTION 2: Studying Geography12

The Big Idea Physical geography and human geography contribute to the study of history.

FOCUS ON WRITING

A Job Description What is the job of a historian? an archaeologist? a geographer? In this chapter you will read about the work of people who study the past—its events, its people, and its places. Then you will write a job description to include in a career-planning guide.





H
HISTORY



Cult of Djedfre

hmsocialstudies.com VIDEO

This photo shows clay warriors that were found in China. Finds like these teach us a lot about the history of ancient places.

Reading Social Studies

Economics

Geography

Politics

Religion

Society
and Culture

Science and
Technology

Focus on Themes This chapter sets the stage for reading the rest of the book. In it you will learn the definitions of many important terms. You will learn how studying history helps you understand the past and the present. You will also read about the

study of geography and learn how the world's physical features affected when and where civilization began. Finally, you will begin to think about how **society and culture** and **science and technology** have interacted throughout time.

Specialized Vocabulary of History

Focus on Reading Have you ever done a plié at the barre or sacked the quarterback? You probably haven't if you've never studied ballet or played football. In fact, you may not even have known what those words meant.

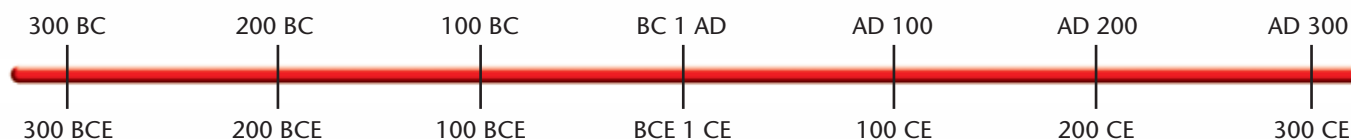
• **Specialized Vocabulary** Plié, barre, sack, and quarterback are **specialized vocabulary**, words that are used in only one field. History has its own specialized vocabulary. The charts below list some terms often used in the study of history.

Terms that identify periods of time

Decade	a period of 10 years
Century	a period of 100 years
Age	a long period of time marked by a single cultural feature
Era	a long period of time marked by great events, developments, or figures
Ancient	very old, or from a long time ago

Terms used with dates

circa or c.	a word used to show that historians are not sure of an exact date; it means "about"
BC	a term used to identify dates that occurred long ago, before the birth of Jesus Christ, the founder of Christianity; it means "before Christ." As you can see on the time line below, BC dates get smaller as time passes, so the larger the number the earlier the date.
AD	a term used to identify dates that occurred after Jesus's birth; it comes from a Latin phrase that means "in the year of our Lord." Unlike BC dates, AD dates get larger as time passes, so the larger the number the later the date.
BCE	another way to refer to BC dates; it stands for "before the common era"
CE	another way to refer to AD dates; it stands for "common era"



Key Terms

Chapter 1

Section 1

history (p. 6)
culture (p. 7)
archaeology (p. 7)
fossil (p. 10)
artifacts (p. 10)
primary source (p. 10)
secondary source (p. 10)

Section 2

geography (p. 12)
landforms (p. 12)
climate (p. 12)
environment (p. 13)
region (p. 15)
resources (p. 16)

Academic Vocabulary

Success in school is related to knowing academic vocabulary—the words that are frequently used in school assignments and discussions. In this chapter, you will learn the following academic words:

values (p. 8)
features (p. 14)

You Try It!

As you read this textbook, you will find many examples of specialized vocabulary terms that historians use. Many of these terms will be highlighted in the text and defined for you as key terms. Others may not be highlighted, but they will still be defined. For some examples, read the passage below. Learning these words as you come across them will help you understand what you read later in the book. For your own reference, you may wish to keep a list of important terms in your notebook.

Vocabulary in Context

We must rely on a variety of sources to learn history. For information on the very first humans, we have fossil remains. A **fossil is a part or imprint of something that was once alive**. Bones and footprints preserved in rock are examples of fossils.

*From
Chapter 1,
page 10*

As human beings learned to make things, by accident they also created more sources of information for us. They made what we call **artifacts, objects created by and used by humans**. Artifacts include coins, arrowheads, tools, toys, and pottery.

Answer the following questions about the specialized vocabulary of history.

1. What is a fossil? What is an artifact? How can you tell?
2. Were you born in a BC year or an AD year?
3. Put the following dates in order: AD 2000, 3100 BC, 15 BCE, AD 476, AD 3, CE 1215
4. If you saw that an event happened c. AD 1000, what would that mean?

As you read Chapter 1, keep a list in your notebook of specialized vocabulary words that you learn.

Studying History

What You Will Learn...

Main Ideas

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

The Big Idea

Historians use many kinds of clues to understand how people lived in the past.

Key Terms

history, p. 6
 culture, p. 7
 archaeology, p. 7
 fossil, p. 10
 artifacts, p. 10
 primary source, p. 10
 secondary source, p. 10



Use the graphic organizer online to take notes about the clues historians use to understand the past.

If YOU were there...

You are a student helping scholars uncover the remains of an ancient city. One exciting day you find a jar filled with bits of clay on which strange symbols have been carved. You recognize the marks as letters because for years you have studied the language of the city's people. This is your chance to put your skills to use!

What might you learn from the ancient writings?

BUILDING BACKGROUND Last year you learned about our country's past. Now you begin a study of world history, which started many centuries before the history of the United States. You will find that we learn about world history in many ways.

The Study of the Past

The people of the ancient world didn't build skyscrapers, invent the automobile, or send spaceships to Mars. But they did remarkable things. Among their amazing feats were building huge temples, inventing writing, and discovering planets. Every step we take—in technology, science, education, literature, and all other fields—builds on what people did long ago. We are who we are because of what people did in the past.

What Is History?

History is the study of the past. A battle that happened 5,000 years ago and an election that happened yesterday are both parts of history.

Historians are people who study history. Their main concern is human activity in the past. They want to know how people lived and why they did the things they did. They try to learn about the problems people faced and how they found solutions.



Historians are interested in how people lived their daily lives. How and where did they work, fight, trade, farm, and worship? What did they do in their free time? What games did they play? In other words, historians study the past to understand people's **culture**—the knowledge, beliefs, customs, and values of a group of people.

What Is Archaeology?

An important field that contributes much information about the past is **archaeology** (ahr-kee-AH-luh-jee). It is the study of the past based on what people left behind.

Archaeologists, or people who practice archaeology, explore places where people once lived, worked, or fought. The things that people left in these places may include jewelry, dishes, or weapons. They range from stone tools to huge buildings.

Archaeologists examine the objects they find to learn what they can tell about the past. In many cases, the objects that people left behind are the only clues we have to how they lived.

READING CHECK **Comparing** How are the fields of history and archaeology similar?

THE IMPACT TODAY

Modern technology, including computers and satellite imagery, has allowed archaeologists to more easily locate and study objects from the past.

Studying the Past

Historians and archaeologists study the people and places of the past. For example, by studying the remains of an ancient Egyptian temple (right), they can learn about the lives of the ancient Egyptians (left).



Understanding through History

There are many reasons why people study history. Understanding the past helps us to understand the world today. History can also provide us with a guide to making better decisions in the future.

ACADEMIC VOCABULARY

values ideas that people hold dear and try to live by

Knowing Yourself

History can teach you about yourself. What if you did not know your own past? You would not know which subjects you liked in school or which sports you enjoyed. You would not know what makes you proud or what mistakes not to repeat. Without your own personal history, you would not have an identity.

History is just as important for groups as it is for individuals. What would happen if countries had no record of their

past? People would know nothing about how their governments came into being. They would not remember their nation's great triumphs or tragedies. History teaches us about the experiences we have been through as a people. It shapes our identity and teaches us the **values** that we share.

Knowing Others

Like today, the world in the past included many cultures. History teaches about the cultures that were unlike your own. You learn about other peoples, where they lived, and what was important to them. History teaches you how cultures were similar and how they were different.

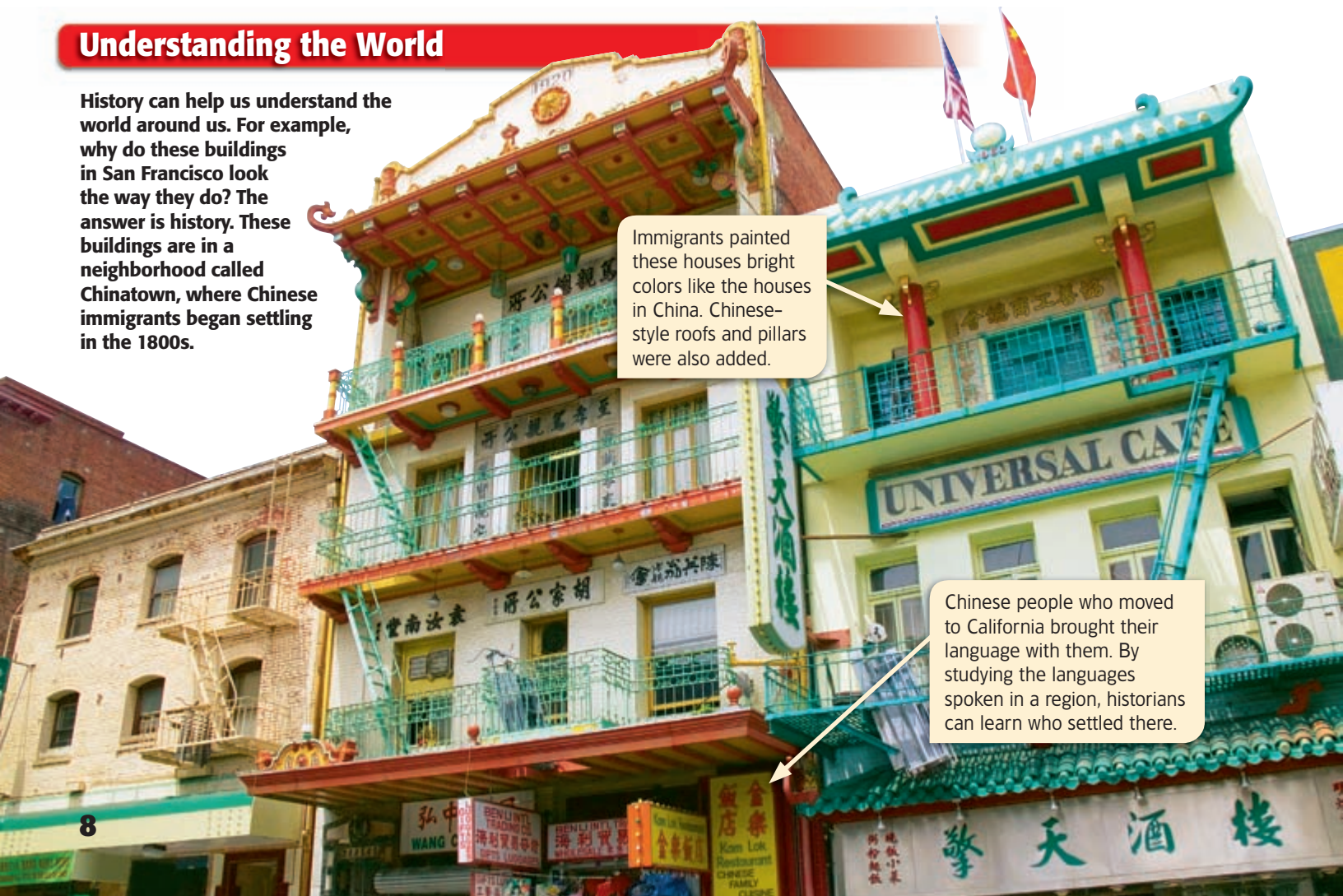
History also helps you understand why other people think the way they do. You learn about the struggles people have faced. You also learn how these struggles have affected the way people view themselves and others.

Understanding the World

History can help us understand the world around us. For example, why do these buildings in San Francisco look the way they do? The answer is history. These buildings are in a neighborhood called Chinatown, where Chinese immigrants began settling in the 1800s.

Immigrants painted these houses bright colors like the houses in China. Chinese-style roofs and pillars were also added.

Chinese people who moved to California brought their language with them. By studying the languages spoken in a region, historians can learn who settled there.



For example, Native Americans, European settlers, enslaved Africans, and Asian immigrants all played vital roles in our country's history. But the descendants of each group have a different story to tell about their ancestors' contributions.

Learning these stories and others like them that make up history can help you see the viewpoints of other peoples. It can help teach you to respect and understand different opinions. This knowledge helps promote tolerance. History can also help you relate more easily to people of different backgrounds. In other words, knowing about the past can help build social harmony throughout the world today.

Knowing Your World

History can provide you with a better understanding of where you live. You are part of a culture that interacts with the outside world. Even events that happen in other parts of the world affect your culture. History helps you to understand how today's events are shaped by the events of the past. So knowing the past helps you figure out what is happening now.

History is concerned with the entire range of human activities. It is the record of humanity's combined efforts. So while you are studying history, you can also learn more about math, science, religion, government, and many other topics.

Studying the past will also help you develop mental skills. History encourages you to ask important questions. It forces you to analyze the facts you learn. Such analysis teaches you how to recognize which information is important and which is extra. This skill helps you to find the main facts when studying any topic.

History also promotes good decision-making skills. A famous, often repeated saying warns us that those who forget their past are doomed to repeat it. This means

Primary Source

BOOK

History Makers

One way to study history is to study the "big names" of the past, the people whose lives and actions shaped the times and places in which they lived. In this passage from a collection of essays, historian Barbara W. Tuchman explains why some historians focus their attention on such people.

“They are the captains and kings, saints and fanatics, traitors, rogues and villains, pathfinders and explorers, thinkers and creators, even, occasionally, heroes. They are significant—if not necessarily admirable . . . they matter. They are the actors, not the acted upon, and are consequently that much more interesting.”

—Barbara W. Tuchman, from *Practicing History: Selected Essays*

ANALYSIS SKILL

ANALYZING PRIMARY SOURCES

What words does the author use to make history sound interesting?

that people who ignore the results of past decisions often make the same mistakes over and over again.

Individuals and countries both benefit from the wisdom that history can teach. Your own history may have taught you that studying for a test results in better grades. In a similar way, world history has taught that providing young people with education makes them more productive when they become adults.

Historians have been talking about the value of history for centuries. More than 2,000 years ago a great Greek historian named Polybius wrote:

“The purpose of history is not the reader's enjoyment at the moment of perusal [reading it], but the reformation [improvement] of the reader's soul, to save him from stumbling at the same stumbling block many times over.”

—Polybius, from *The Histories, Book XXXVIII*

READING CHECK Summarizing What are some benefits of studying history?

FOCUS ON READING

What does the word *century* mean?

Clues from the Past



This archaeologist is examining ancient pottery in Lebanon to learn about the past.

Using Clues

We must rely on a variety of sources to learn history. For information on the very first humans, we have fossil remains. A **fossil is a part or imprint of something that was once alive**. Bones and footprints preserved in rock are examples of fossils.

As human beings learned to make things, by accident they also created more sources of information for us. They made what we call **artifacts, objects created by and used by humans**. Artifacts include coins, arrowheads, tools, toys, and pottery. Archaeologists examine artifacts and the places where the artifacts were found to learn about the past.

Sources of Information

About 5,000 years ago, people invented writing. They wrote laws, poems, speeches, battle plans, letters, contracts, and many other things. In these written sources, historians have found countless clues about

how people lived. In addition, people have recorded their messages in many ways over the centuries. Historians have studied writing carved into stone pillars, stamped onto clay tablets, scribbled on turtle shells, typed with typewriters, and sent by computer.

Historical sources are of two types. A **primary source is an account of an event created by someone who took part in or witnessed the event**. Treaties, letters, diaries, laws, court documents, and royal commands are all primary sources. An audio or video recording of an event is also a primary source.

A **secondary source is information gathered by someone who did not take part in or witness an event**. Examples include history textbooks, journal articles, and encyclopedias. The textbook you are reading right now is a secondary source. The historians who wrote it did not take part in the events described. Instead, they gathered information about these events from different sources.



Written records, like this writing from a tomb in Egypt, are valuable sources of information about the past.



Sometimes, archaeologists must carefully reconstruct artifacts from hundreds of broken pieces, like they did with this statue of an Aztec bat god from Mexico.

Sources of Change

Writers of secondary sources don't always agree about the past. Historians form different opinions about the primary sources they study. As a result, historians may not interpret past events in the same way.

For example, one writer may say that a king was a brilliant military leader. Another may say that the king's armies only won their battles because they had better weapons than their enemies did. Sometimes new evidence leads to new conclusions. As historians review and reanalyze information, their interpretations can and do change.

READING CHECK **Contrasting** How are primary and secondary sources different?

SUMMARY AND PREVIEW We benefit from studying the past. Scholars use many clues to help them understand past events. In the next section you will learn how geography connects to history.

Section 1 Assessment



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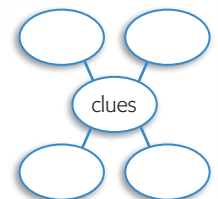
ONLINE QUIZ

Reviewing Ideas, Terms, and People

1. **a. Identify** What is **history**?
 - b. Explain** What kinds of things do historians try to discover about people who lived in the past?
 - c. Predict** What kinds of evidence will historians of the future study to learn about your **culture**?
2. **a. Describe** How does knowing its own history provide a group with a sense of unity?
 - b. Elaborate** Explain the meaning of the phrase, "Those who forget their past are doomed to repeat it."
3. **a. Identify** What is a **primary source**?
 - b. Explain** How did the invention of writing affect the sources on which historians rely?
 - c. Elaborate** Could a photograph be considered a primary source? Why or why not?

Critical Thinking

4. **Categorizing** Using your notes, identify four types of clues to the past and give at least two examples of each.



FOCUS ON WRITING

5. **Understanding What Historians Do** What is the difference between a historian and an archaeologist? Take notes about the work these people do.

Studying Geography

What You Will Learn...

Main Ideas

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

The Big Idea

Physical geography and human geography contribute to the study of history.

Key Terms

geography, p. 12
landforms, p. 12
climate, p. 12
environment, p. 13
region, p. 15
resources, p. 16



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TAKING NOTES

Use the graphic organizer online to take notes on physical geography and human geography.

If YOU were there...

Your parents are historians researching a city that disappeared long ago. You go with them to a library to help search for clues to the city's location and fate. While thumbing through a dusty old book, you find an ancient map stuck between two pages. Marked on the map are rivers, forests, mountains, and straight lines that look like roads. It is a map that shows the way to the lost city!

How can this map help you find the city?

BUILDING BACKGROUND You have read how historians and archaeologists help us learn about the past. Another group of scholars—geographers—also contribute to our study of history.

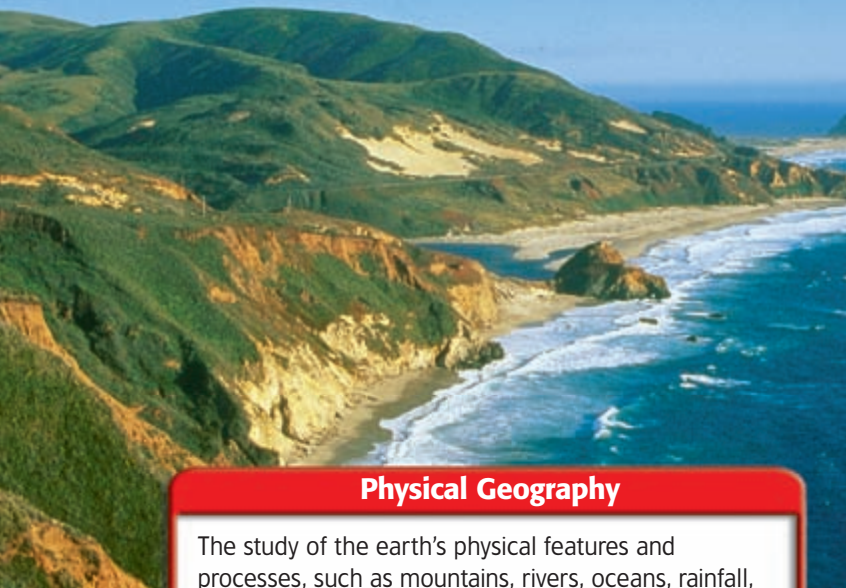
Studying Places and People

When you hear about an event on the news, the first questions you ask may be, “Where did it happen?” and “Who was there?” Historians ask the same questions about events that happened in the past. That is why they need to study geography. **Geography is the study of the earth’s physical and cultural features.** These features include mountains, rivers, people, cities, and countries.

Physical Geography

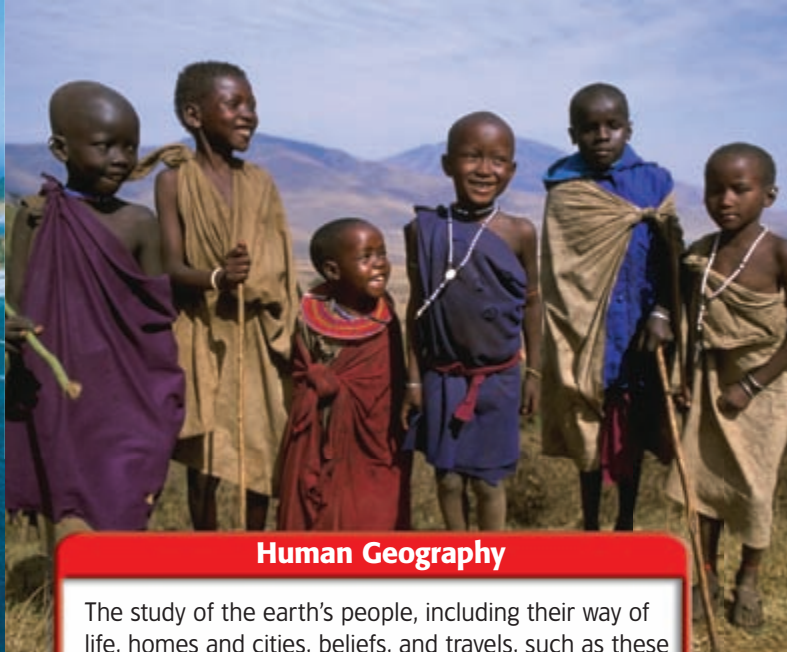
Physical geography is the study of the earth’s land and features. People who work in this field are called physical geographers. They study **landforms, the natural features of the land’s surface.** Mountains, valleys, plains, and other such places are landforms.

Physical geographers also study **climate, the pattern of weather conditions in a certain area over a long period of time.** Climate is not the same as weather. Weather is the conditions at a specific time and place. If you say that your city has cold winters, you are talking about climate. If you say it is below freezing and snowing today, you are talking about the weather.



Physical Geography

The study of the earth's physical features and processes, such as mountains, rivers, oceans, rainfall, and climate, including this section of California's coast



Human Geography

The study of the earth's people, including their way of life, homes and cities, beliefs, and travels, such as these children in the African country of Tanzania

Geography

The study of the earth's physical and cultural features

Climate affects many features of a region. For example, it affects plant life. Tropical rain forests require warm air and heavy rain, while a dry climate can create deserts. Climate also affects landforms. For example, constant wind can wear down mountains into flat plains.

Although climate affects landforms, landforms can also affect climate. For example, the Coast Ranges in northern California are mountains parallel to the Pacific coast. As air presses up against these mountains, it rises and cools. Any moisture that the air was carrying falls as rain. Meanwhile, on the opposite side of the range, the Central Valley stays dry. In this way, a mountain range creates two very different climates.

Landforms and climate are part of a place's environment. The **environment includes all the living and nonliving things that affect life in an area.** This includes the area's climate, land, water, plants, soil, animals, and other features.

Human Geography

The other branch of geography is human geography—the study of people and the places where they live. Specialists in human geography study many different things about people and their cultures. What kind of work do people do? How do they get their food? What are their homes like? What religions do they practice?

Human geography also deals with how the environment affects people. For example, how do people who live near rivers protect themselves from floods? How do people who live in deserts survive? Do different environments affect the size of families? Do people in certain environments live longer? Why do some diseases spread easily in some environments but not in others? As you can see, human geographers study many interesting questions about people and this planet.

READING CHECK Summarizing What are the two main branches of geography?

ACADEMIC VOCABULARY

features
characteristics

Studying Location

Both physical and human geographers study location. Location is the exact description of where something is. Every place on Earth has a specific location.

No two places in the world are exactly alike. Even small differences between places can lead to major differences in how people live. That is why geographers try to understand the effects that different locations have on human populations, or groups of people.

By comparing locations, geographers learn more about the factors that affected each of them. For example, they may study why a town grew in one location while a town nearby got smaller.

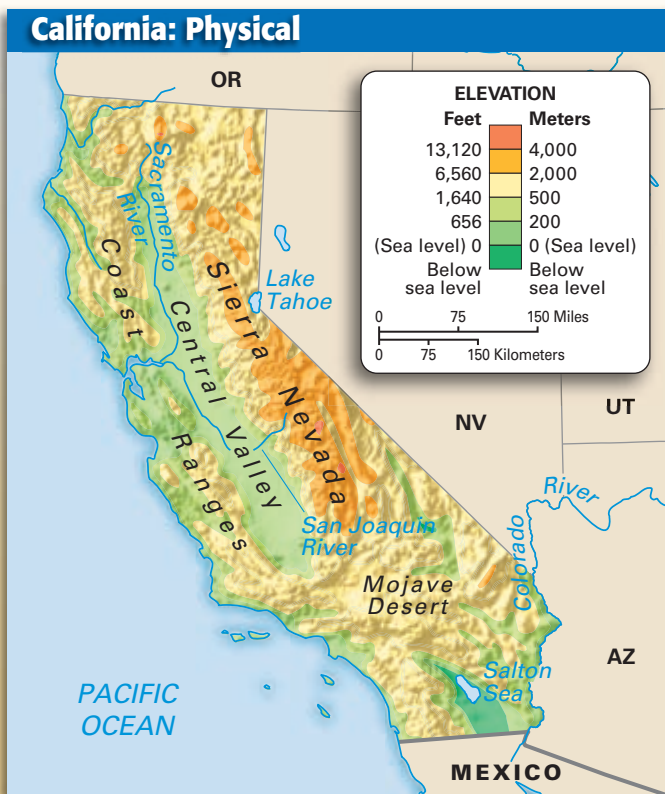
Learning from Maps

To study various locations, geographers use maps. A map is a drawing of an area. Some maps show physical **features**. Others show cities and the boundaries of states or countries. Most maps have symbols to show different things. For example, large dots often stand for cities. Blue lines show where rivers flow. Most maps also include a guide to show direction.

People have been making maps for more than 4,000 years. Maps help with many activities. Planning battles, looking for new lands, and designing new city parks all require good maps. On the first day of class, you may have used a map of your school to find your classrooms.

Studying Maps

By studying and comparing maps, you can see how a place's physical and human features are related.



1 What are some of California's main physical features? Where are the state's highest mountains?

2 What climates are found in California? How are the climate regions related to California's physical features?

Learning about Regions

Learning about regions is another key part of studying geography. A **region** is an area with one or more features that make it different from surrounding areas. These features may be physical, such as forests or grasslands. There may also be differences in climate. For example, a desert area is a type of region. Physical barriers such as mountains and rivers often form a region's boundaries.

Human features can also define regions. An area with many cities is one type of region. An area with only farms is another type. Some regions are identified by the language that people there speak. Other regions are identified by the religion their people practice.

READING CHECK **Categorizing** What are some types of features that can identify a region?

Primary Source

BOOK

What Geography Means

Some people think of geography as the ability to read maps or name state capitals. But as geographer Kenneth C. Davis explains, geography is much more. It is related to almost every branch of human knowledge.

“Geography doesn't simply begin and end with maps showing the location of all the countries of the world. In fact, such maps don't necessarily tell us much. No—geography poses fascinating questions about who we are and how we got to be that way, and then provides clues to the answers. It is impossible to understand history, international politics, the world economy, religions, philosophy, or 'patterns of culture' without taking geography into account.”

—Kenneth C. Davis, from *Don't Know Much About Geography*

ANALYSIS SKILL

ANALYZING PRIMARY SOURCES

Why does the writer think that geography is important?



3 Where are California's two main population centers? What kind of climate is found in these areas?



4 How are California's roads related to its physical features? How are they related to its population centers?



One way you can see how geography has shaped history is by studying the locations of cities. Certain locations have strategic advantages over others, and as a result, people choose to create cities there. For example, the city of Rio de Janeiro, Brazil, has easy access to the ocean and breathtaking scenery.

Geography and History

Geography gives us important clues about the people and places that came before us. Like detectives, we can piece together a great deal of information about ancient cultures by knowing where people lived and what the area was like.

Geography Affects Resources

An area's geography was critical to early settlements. People could survive only in areas where they could get enough food and water. Early people settled in places that were rich in **resources, materials found in the earth that people need and value**. All through history, people have used a variety of resources to meet their basic needs.

In early times, essential resources included water, animals, fertile land, and stones for tools. Over time, people learned to use other resources, including metals such as copper, gold, and iron.

Geography Shapes Cultures

Geography also influenced the early development of cultures. Early peoples, for example, developed vastly different cultures because of their environments. People who lived along rivers learned to make fishhooks and boats, while those far from rivers did not. People who lived near forests built homes from wood. In other areas, builders had to use mud or stone. Some people developed religious beliefs based on the geography of their area. For example, ancient Egyptians believed that the god Hapi controlled the Nile River.

Geography also played a role in the growth of civilizations. The world's first societies formed along rivers. Crops grown on the fertile land along these rivers fed large populations.

Some geographic features could also protect areas from invasion. A region surrounded by mountains or deserts, for example, was hard for attackers to reach.



environments in positive and negative ways. People have planted millions of trees. They have created new lakes in the middle of deserts. But people have also created wastelands where forests once grew and built dams that flooded ancient cities. This interaction between humans and their environment has been a major factor in history. It continues today.

READING CHECK Summarizing In what ways has geography shaped human history?

SUMMARY AND PREVIEW The field of geography includes physical geography and human geography. Geography has had a major influence on history. In the next chapter you will learn how geography affected the first people.

Geography Influences History

Geography has helped shape history and has affected the growth of societies. People in areas with many natural resources could use their resources to get rich. They could build glorious cities and powerful armies. Features such as rivers also made trade easier. Many societies became rich by trading goods with other peoples.

On the other hand, geography has also caused problems. Floods, for example, have killed millions of people. Lack of rainfall has brought deadly food shortages. Storms have wrecked ships, and with them, the hopes of conquerors. In the 1200s, for example, a people known as the Mongols tried to invade Japan. However, most of the Mongol ships were destroyed by a powerful storm. Japanese history may have been very different if the storm had not occurred.

The relationship between geography and people has not been one-sided. For centuries, people have influenced their

Section 2 Assessment



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ONLINE QUIZ

Reviewing Ideas, Terms, and People

- a. Define** What is **geography**?

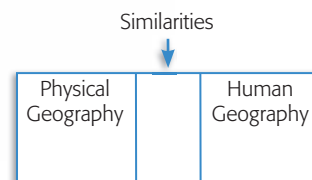
b. Summarize What are some of the topics included in human geography?
- a. Describe** Identify a **region** near where you live, and explain what sets it apart as a region.

b. Predict How might a map of a city's **landforms** help an official who is planning a new city park?
- a. Recall** Where did early peoples tend to settle?

b. Compare and Contrast How could a river be both a valuable **resource** and a problem for a region?

Critical Thinking

- Comparing and Contrasting** Using your note-taking chart, compare and contrast physical and human geography.



FOCUS ON WRITING

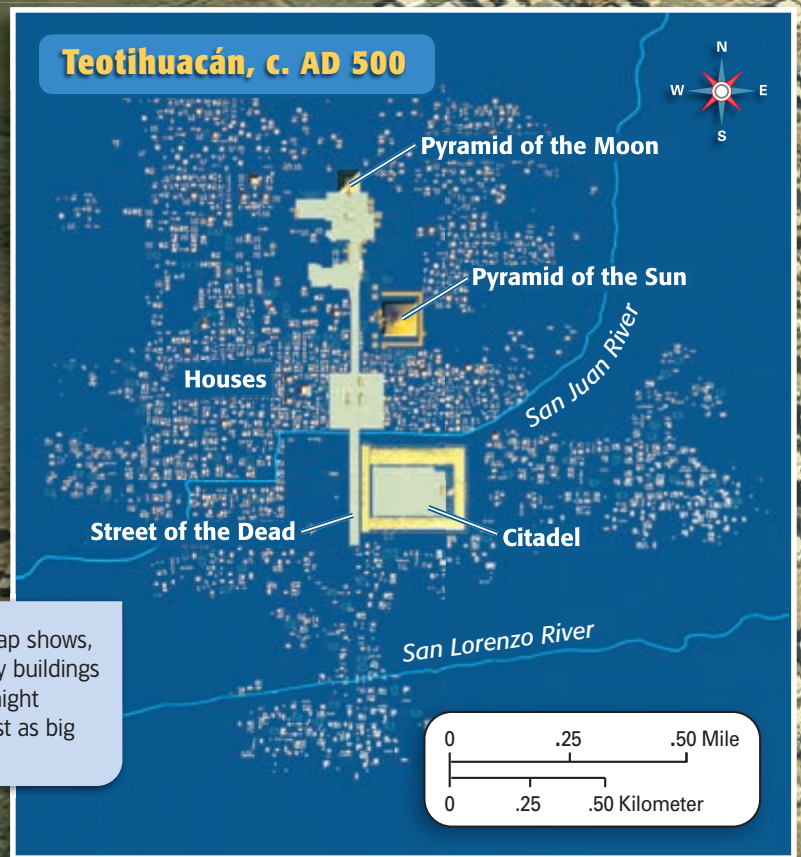
- Understanding What Geographers Do** In this section you learned how geographers contribute to the study of history. What is the difference between a physical geographer and a human geographer?

Mapping the Past

Maps are useful tools for historians. By creating a map of how a place used to be, historians can learn where things were located and what the place was like. In other words, by studying a place's geography, we can also learn something about its history.

This map shows the ancient city of Teotihuacán (tay-oh-tee-wah-KAHN) in central Mexico. Teotihuacán reached its height around AD 500. Study this map. What can it tell you about the history of the city?

Size and Importance As the map shows, Teotihuacán was a large city. It had many buildings and a large population. From this, you might conclude that the city was important, just as big cities are important today.



Religion The giant buildings that dominate the heart of the city, such as the Pyramid of the Sun, are religious temples. From this, you can conclude that religion was very important to the people of Teotihuacán.



Pyramid of the Sun

Citadel

Street of the Dead

San Juan River

Technology The map shows that this river turns at right angles, just like the city's streets. The people of Teotihuacán must have changed the course of this river. That tells you that they had advanced engineering skills and technology.

GEOGRAPHY SKILLS

INTERPRETING MAPS

- 1. Place** How does the map indicate that Teotihuacán was an important place?
- 2. Location** What can you conclude from the fact that large religious buildings are located in the heart of the city?

Recognizing Bias

Understand the Skill

Everybody has convictions, or things that they strongly believe. However, if we form opinions about people or events based only on our beliefs, we may be showing bias. Bias is an idea about someone or something based solely on opinions, not facts.

There are many types of bias. Sometimes people form opinions about others based on the group to which that person belongs. For example, some people might believe that all teenagers are selfish or that all politicians are dishonest. These are examples of a type of bias called *stereotyping*. Holding negative opinions of people based on their race, religion, age, gender, or similar characteristics is known as *prejudice*.

We should always be on guard for the presence of personal biases. Such biases can slant how we view, judge, and provide information. Honest and accurate communication requires people to be as free of bias as possible.

Learn the Skill

As you read or write, watch out for biases. One way to identify a bias is to look for facts that support a statement. If a belief seems unreasonable when compared to the facts, it may be a sign of bias.

Another sign of bias is a person's unwillingness to question his or her belief if it is challenged by evidence. People sometimes cling to views that evidence proves are wrong. This is why bias is defined as a "fixed" idea about something. It also points out a good reason why we should try to avoid being biased. Our biases can keep us from considering new ideas and learning new things.

You will meet many peoples from the past as you study world history. Their beliefs, behaviors, and ways of life may seem different or strange to you. It is important to remain unbiased and to keep an open mind. Recognize that "different" does not mean "not as good."

Understand that early peoples did not have the technology or the accumulation of past knowledge that we have today. Be careful to not look down on them just because they were less advanced or might seem "simpler" than we are today. Remember that their struggles, learning, and achievements helped make us what we are today.

The following guidelines can help you to recognize and reduce your own biases. Keep them in mind as you study world history.

- 1 When discussing a topic, try to think of beliefs and experiences in your own background that might affect how you feel about the topic.
- 2 Try to not mix statements of fact with statements of opinion. Clearly separate and indicate what you *know* to be true from what you *believe* to be true.
- 3 Avoid using emotional, positive, or negative words when communicating factual information.

Practice and Apply the Skill

Professional historians try to be objective about the history they study and report. Being *objective* means not being influenced by personal feelings or opinions. Write a paragraph explaining why you think being objective is important in the study of history.



History's Impact

▶ video series

Review the video to answer the focus question: *What is an artifact, and how can it help an archaeologist learn about history?*

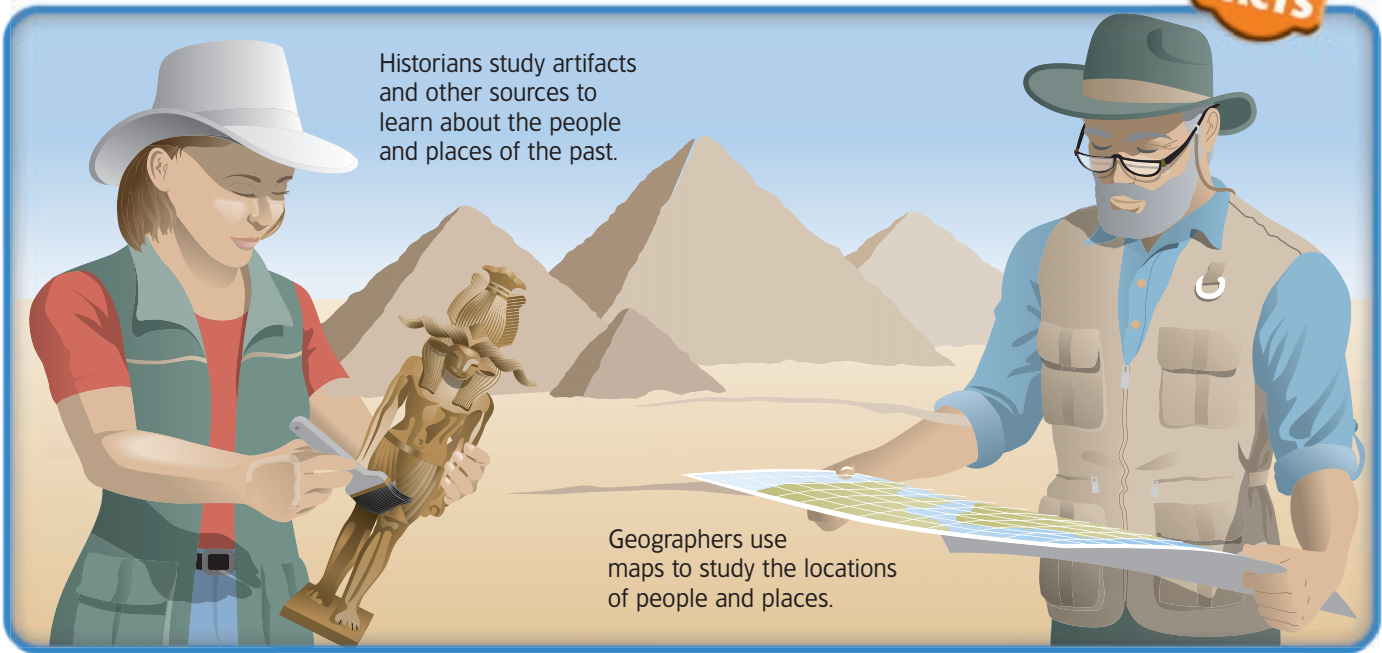
CHAPTER 1

Chapter Review

Visual Summary

Use the visual summary below to help you review the main ideas of the chapter.

QUICK FACTS



Historians study artifacts and other sources to learn about the people and places of the past.

Geographers use maps to study the locations of people and places.

Reviewing Vocabulary, Terms, and People

For each statement below, write *T* if it is true or *F* if it is false. If the statement is false, write the correct term that would make the sentence a true statement.

1. History is the study of the past based on what people left behind.
2. Knowledge, beliefs, customs, and values of a group of people are part of their environment.
3. A handwritten letter from a soldier to his family would be considered a primary source.
4. Geography is the study of the past, whether recent or long ago.
5. Your state probably has many different landforms, such as mountains, plains, and valleys.
6. Weather changes from day to day, but a location's climate does not change as often.
7. Values are ideas that people hold dear and try to live by.

Comprehension and Critical Thinking

SECTION 1 (Pages 6–11)

8. a. **Describe** What is history? What is archaeology? How do the two fields work together?
 b. **Make Inferences** Why may a historian who is still alive disagree with conclusions drawn by a historian who lived a hundred years ago?
 c. **Evaluate** Do you think primary sources or secondary sources are more valuable to modern historians? Why?

SECTION 2 (Pages 12–17)

9. a. **Identify** What are the two main branches of geography, and how does each contribute to our understanding of history?
 b. **Analyze** If you were asked to divide your state into regions, what features would you use to define those regions? Why?
 c. **Predict** How might a long period of severe heat or cold affect the history of a city or region?

Using the Internet

- 10. Activity: Describing Artifacts** Archaeologists study the past based on what people have left behind. Using your online textbook, explore recent archaeological discoveries. Select one artifact that interests you and write a short article about it. Write your article as if it will be printed in a school magazine. Describe the artifact in detail: What is it? Who made it? Where was it found? What does the artifact tell archaeologists and historians about the society or culture that created it? You may want to create a chart like the one below to organize your information. If possible, include illustrations with your article.

Artifact	
What is it?	
Who made it?	
Where was it found?	
What does it tell us?	

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Social Studies Skills

Recognizing Bias Answer the following questions about personal convictions and bias.

11. What is bias?
12. What is the difference between a personal conviction and a bias?
13. Why do historians try to avoid bias in their writing? What methods might they use to do so?
14. Do you think it is possible for a historian to remove all traces of bias from his or her writing? Why or why not?

Reading Skills

- 15. Specialized Vocabulary of History** Read the following passage in which several words have been left blank. Fill in each of the blanks with the appropriate word that you learned in this chapter.

“Although _____ is defined as the study of the past, it is much more. It is a key to understanding our _____, the ideas, languages, religions, and other traits that make us who we are. In the _____ left behind by ancient peoples we can see reflections of our own material goods: plates and dishes, toys, jewelry, and work objects. These objects show us that human _____ has not changed that much.

Reviewing Themes

- 16. Society and Culture** How may a historian’s description of a battle reveal information about his or her own society or culture?
- 17. Science and Technology** If hundreds of years from now archaeologists study the things we leave behind, what may they conclude about the role of technology in American society? Explain your answer.

FOCUS ON WRITING



- 18. Writing Your Job Description** Review your notes on the work of historians, archaeologists, and physical and human geographers. Choose one of these jobs and write a description of it. You should begin your description by explaining why the job is important. Then identify the job’s tasks and responsibilities. Finally, tell what kind of person would do well in this job. For example, a historian may enjoy reading and an archaeologist may enjoy working outdoors. When you have finished your description, you may be able to add it to a class or school guide for career planning.

DIRECTIONS: Read each question, and write the letter of the best response.

1



The object with ancient writing that is shown in this photo is a

- A primary source and a resource.
- B primary source and an artifact.
- C secondary source and a resource.
- D secondary source and an artifact.

2 Which of the following is the *best* reason for studying history?

- A We can learn the dates of important events.
- B We can learn interesting facts about famous people.
- C We can learn about ourselves and other people.
- D We can hear stories about strange things.

3 The study of people and the places where they live is called

- A archaeology.
- B environmental science.
- C human geography.
- D history.

4 Which of the following subjects would interest a physical geographer the *least*?

- A a place's climate
- B a mountain range
- C a river system
- D a country's highways

5 The type of evidence that an archaeologist would find most useful is a(n)

- A artifact.
- B primary source.
- C secondary source.
- D landform.

6 Which statement *best* describes the relationship between people and natural environments?

- A Natural environments do not affect how people live.
- B People cannot change the environments in which they live.
- C Environments influence how people live, and people change their environments.
- D People do not live in natural environments.

7 Each of the following is a primary source *except*

- A a photograph.
- B a diary.
- C a treaty.
- D an encyclopedia.

The Stone Ages and Early Cultures

Essential Question How did humans' ways of living change as they interacted and adapted?



What You Will Learn...

In this chapter you will learn about the earliest people. You will see how they learned to make tools, hunt, gather food, and even create art.

SECTION 1: The First People 28

The Big Idea Prehistoric people learned to adapt to their environment, to make simple tools, to use fire, and to use language.

SECTION 2: Early Human Migration 36

The Big Idea As people migrated around the world they learned to adapt to new environments.

SECTION 3: Beginnings of Agriculture..... 40

The Big Idea The development of agriculture brought great changes to human society.

FOCUS ON WRITING

A Storyboard Prehistoric humans did not write. However, they did carve and paint images on cave walls. In the spirit of these images, you will create a storyboard that uses images to tell the story of prehistoric humans. Remember that a storyboard tells a story with simple sketches and short captions.

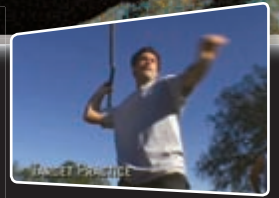


4–5 million
Early humanlike
creatures called
Australopithecus
develop in Africa.

5 MILLION YEARS AGO



2.6 million
Hominids
make the first
stone tools.



The cave painting above is in France and is more than 15,000 years old.

500,000

By this time, hominids live all across Europe.

500,000 YEARS AGO



200,000

The first modern humans appear in Africa.

11,000

Humans occupy all of the continents except Antarctica.

11,000 YEARS AGO



8,500

More than 5,000 people live in Çatal Hüyük, Turkey.

5,000 YEARS AGO

10,000

Ice ages end. People begin to develop agriculture.



Reading Social Studies

Economics

Geography

Politics

Religion

Society
and Culture

Science and
Technology

Focus on Themes In this chapter you will learn about the earliest humans and how they lived. You will read about scientists who work constantly to learn more about this mysterious time. As you read, you will see the beginnings of human

society and culture—the making of tools, the use of fire, and the creation of language. You will also read about the **geography** of the world and how it shaped where and how early people lived.

Chronological Order

Focus on Reading History, just our like our lives, can be seen as a series of events in time. To understand history and events, we often need to see how they are related in time.

Understanding Chronological Order The word **chronological** means “related to time.” Events discussed in this history book are discussed in **sequence**, in the order in which they happened. To understand history better, you can use a sequence chain to take notes about events in the order they happened.

Sequence Chain



Writers sometimes signal chronological order, or sequence, by using words or phrases like these:

first, before, then, later, soon, after, before long, next, eventually, finally

You Try It!

The following passage is from the chapter you are about to read. Read the sentences carefully and think about order of events.

Scientists Study Remains

One archaeologist who made important discoveries about prehistory was Mary Leakey. In 1959 she found bones in East Africa that were more than 1.5 million years old. She and her husband, Louis Leakey, believed that the bones belonged to a hominid, an early ancestor of humans . . .

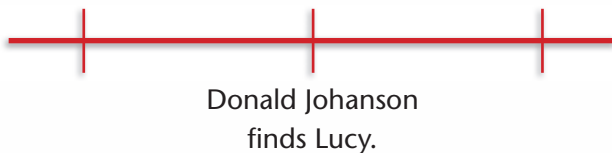
In 1974 anthropologist Donald Johanson found the bones of another early ancestor . . . Johanson named his find Lucy. Tests showed that she lived more than 3 million years ago . . .

In 1994 anthropologist Tim White found even older remains. He believes that the hominid he found may have lived as long as 4.4 million years ago.

*From
Chapter 2,
pages
28–29*

After you read the sentences, answer the following questions.

1. Complete the time line below with information about scientists from the passage you just read?



2. Each of the scientists discussed in the passage found the bones of people who lived at different times. Make another time line that shows the order in which these people lived. What do you notice about this order compared to the order in which the bones were found?

Chapter 2

Section 1

prehistory (p. 28)
hominid (p. 28)
ancestor (p. 28)
tool (p. 30)
Paleolithic Era (p. 31)
society (p. 33)
hunter-gatherers (p. 33)

Section 2

migrate (p. 36)
ice ages (p. 36)
land bridge (p. 36)
Mesolithic Era (p. 38)

Section 3

Neolithic Era (p. 41)
domestication (p. 41)
agriculture (p. 42)
megaliths (p. 42)

Academic Vocabulary

Success in school is related to knowing academic vocabulary—the words that are frequently used in school assignments and discussions. In this chapter, you will learn the following academic words:

distribute (p. 33)
development (p. 42)

As you read Chapter 2, look for words that indicate the order in which events occurred.

The First People



If YOU were there...

You live 200,000 years ago, in a time known as the Stone Age. A local toolmaker has offered to teach you his skill. You watch carefully as he strikes two black rocks together. A small piece flakes off. You try to copy him, but the rocks just break. Finally you learn to strike the rock just right. You have made a sharp stone knife!

How will you use your new skill?

What You Will Learn...

Main Ideas

1. Scientists study the remains of early humans to learn about prehistory.
2. Hominids and early humans first appeared in East Africa millions of years ago.
3. Stone Age tools grew more complex as time passed.
4. Hunter-gatherer societies developed language, art, and religion.

The Big Idea

Prehistoric people learned to adapt to their environment, to make simple tools, to use fire, and to use language.

Key Terms

prehistory, p. 28

hominid, p. 28

ancestor, p. 28

tool, p. 30

Paleolithic Era, p. 31

society, p. 33

hunter-gatherers, p. 33



Use the graphic organizer online to take notes on the advances made by prehistoric humans.

BUILDING BACKGROUND Over millions of years early people learned many new things. Making stone tools was one of the earliest and most valuable skills that they developed. Scientists who study early humans learn a lot about them from the tools and other objects that they made.

Scientists Study Remains

Although humans have lived on the earth for more than a million years, writing was not invented until about 5,000 years ago. **Historians call the time before there was writing prehistory.** To study prehistory, historians rely on the work of archaeologists and anthropologists.

One archaeologist who made important discoveries about prehistory was Mary Leakey. In 1959 she found bones in East Africa that were more than 1.5 million years old. She and her husband, Louis Leakey, believed that the bones belonged to an early **hominid** (HAH-muh-nuhd), an early ancestor of humans. **An ancestor is a relative who lived in the past.**

In fact, the bones belonged to an Australopithecus (aw-stray-loh-PI-thuh-kuhs), one of the earliest ancestors of humans. In 1974 anthropologist Donald Johanson (joh-HAN-suhn) found bones from another early ancestor. He described his discovery:

“We reluctantly headed back toward camp ... I glanced over my right shoulder. Light glinted off a bone. I knelt down for a closer look ... Everywhere we looked on the slope around us we saw more bones lying on the surface.”

—Donald Johanson, from *Ancestors: In Search of Human Origins*

Early Hominid Sites



Donald Johanson discovered the bones of Lucy, an early hominid that lived more than 3 million years ago.



Mary Leakey found some of the earliest ancestors of humans in Olduvai Gorge.

GEOGRAPHY SKILLS INTERPRETING MAPS

Location On which continent are all of these sites located?

Johanson named his find Lucy. Tests showed that she lived more than 3 million years ago. Johanson could tell from her bones that she was small and had walked on two legs. The ability to walk on two legs was a key step in human development.

In 1994 anthropologist Tim White found even older remains. He believes that the hominid he found may have

lived as long as 4.4 million years ago. But some scientists disagree with White's time estimate. Discoveries of ancient bones give us information about early humans and their ancestors, but not all scientists agree on the meaning of these discoveries.

READING CHECK Drawing Inferences What can ancient bones tell us about human ancestors?

Hominids and Early Humans

Later groups of hominids appeared about 3 million years ago. As time passed they became more like modern humans.

In the early 1960s Louis Leakey found hominid remains that he called *Homo habilis*, or “handy man.” Leakey and his son Richard believed that *Homo habilis* was more closely related to modern humans than Lucy and had a larger brain.

Scientists believe that another group of hominids appeared in Africa about 1.5 million years ago. This group is called *Homo erectus*, or “upright man.” Scientists think these people walked completely upright like modern people do.

Scientists believe that *Homo erectus* knew how to control fire. Once fire was started by natural causes, such as lightning, people used it to cook food. Fire also gave them heat and protection against animals.

Eventually hominids developed characteristics of modern humans. Scientists are not sure exactly when or where the first modern humans lived. Many think that they first appeared in Africa about 200,000 years ago. Scientists call these people *Homo sapiens*, or “wise man.” Every person alive today belongs to this group.

READING CHECK **Contrasting** How was *Homo erectus* different from *Homo habilis*?

Stone Age Tools

The first humans and their ancestors lived during a long period of time called the Stone Age. To help in their studies, archaeologists divide the Stone Age into three periods based on the kinds of tools used at the time. To archaeologists, **a tool is any handheld object that has been modified to help a person accomplish a task.**

FOCUS ON READING

Dates in a text can help you keep events in order in your mind.

Early Hominids

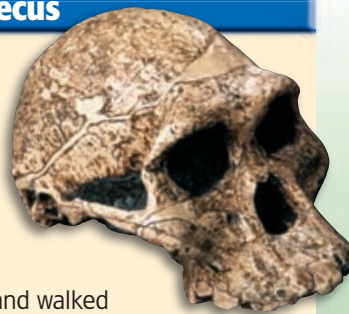
QUICK FACTS

Four major groups of hominids appeared in Africa between 5 million and about 200,000 years ago. Each group was more advanced than the one before it and could use better tools.

Which early hominid learned to control fire and use the hand ax?

Australopithecus

- Name means “southern ape”
- Appeared in Africa about 4–5 million years ago
- Stood upright and walked on two legs
- Brain was about one-third the size of modern humans



Homo habilis

- Name means “handy man”
- Appeared in Africa about 2.4 million years ago
- Used early stone tools for chopping and scraping
- Brain was about half the size of modern humans



An early Stone Age chopper

The first part of the Stone Age is called the **Paleolithic** (pay-lee-uh-LI-thik) **Era**, or **Old Stone Age**. It lasted until about 10,000 years ago. During this time people used stone tools.

The First Tools

Scientists have found the oldest tools in Tanzania, a country in East Africa. These sharpened stones, about the size of an adult's fist, are about 2.6 million years old. Each stone had been struck with another rock to create a sharp, jagged edge along one side. This process left one unsharpened side that could be used as a handle.

Scientists think that these first tools were mostly used to process food. The sharp edge could be used to cut, chop, or scrape roots, bones, or meat. Tools like these, called choppers, were used for about 2 million years.

Later Tools

Over time people learned to make better tools. For example, they developed the hand ax. They often made this tool out of a mineral called flint. Flint is easy to shape, and tools made from it can be very sharp. People used hand axes to break tree limbs, to dig, and to cut animal hides.

People also learned to attach wooden handles to tools. By attaching a wooden shaft to a stone point, for example, they invented the spear. Because a spear could be thrown, hunters no longer had to stand close to animals they were hunting. As a result, people could hunt larger animals. Among the animals hunted by Stone Age people were deer, horses, bison, and elephantlike creatures called mammoths.

READING CHECK Summarizing How did tools improve during the Old Stone Age?

Homo erectus

- Name means "upright man"
- Appeared in Africa about 2–1.5 million years ago
- Used early stone tools like the hand ax
- Learned to control fire
- Migrated out of Africa to Asia and Europe



A hand ax



Homo sapiens

- Name means "wise man"
- Appeared in Africa about 200,000 years ago
- Migrated around the world
- Same species as modern human beings
- Learned to create fire and use a wide variety of tools
- Developed language



A flint knife



Hunter-Gatherers

Early people were hunter-gatherers. They hunted animals and gathered wild plants to survive. Life for these hunter-gatherers was difficult and dangerous. Still, people learned how to make tools, use fire, and even create art.

Hunting

Most hunting was done by men. They worked together to bring down large animals.

Art

People painted herds of animals on cave walls.

Gathering

Most gathering was done by women. They gathered food like wild plants, seeds, fruits, and nuts.

Fire

People learned to use fire to cook their food.

Tools

Early people learned to make tools such as this spear for hunting.

ANALYSIS SKILL

ANALYZING VISUALS

What tools are people using in this picture?

Hunter-gatherer Societies

As early humans developed tools and new hunting techniques, they formed societies. A **society** is a community of people who share a common culture. These societies developed cultures with languages, religions, and art.

Society

Anthropologists believe that early humans lived in small groups. In bad weather they might have taken shelter in a cave if there was one nearby. When food or water became hard to find, groups of people would have to move to new areas.

The early humans of the Stone Age were **hunter-gatherers**—people who hunt animals and gather wild plants, seeds, fruits, and nuts to survive. Anthropologists believe that most Stone Age hunters were men. They hunted in groups, sometimes chasing entire herds of animals over cliffs. This method was both more productive and safer than hunting alone.

Women in hunter-gatherer societies probably took responsibility for collecting plants to eat. They likely stayed near camps and took care of children.

Language, Art, and Religion

The most important development of early Stone Age culture was language. Scientists have many theories about why language first developed. Some think it was to make hunting in groups easier. Others think it developed as a way for people to form relationships. Still others think language made it easier for people to resolve issues like how to **distribute** food.

Language wasn't the only way early people expressed themselves. They also created art. People carved figures out of stone, ivory, and bone. They painted and carved images of people and animals on cave walls. Scientists still aren't sure why people made art. Perhaps the cave paintings were used to teach people how to hunt, or maybe they had religious meanings.

ACADEMIC VOCABULARY
distribute
to divide among a group of people

LINKING TO TODAY

Stone Tools

Did you know that Stone Age people's tools weren't as primitive as we might think? They made knife blades and arrowheads—like the one shown below—out of volcanic glass called obsidian. The obsidian blades were very sharp. In fact, they could be 100 times sharper and smoother than the steel blades used for surgery in modern hospitals.

Today some doctors are going back to using these Stone Age materials. They have found that blades made from obsidian are more precise than modern scalpels. Some doctors use obsidian blades for delicate surgery on the face because the stone tools leave “nicer-looking” scars.

ANALYSIS SKILL

ANALYZING INFORMATION

How do you think modern obsidian blades are different from Stone Age ones?





Cave Paintings

Thousands of years ago, early people decorated cave walls with paintings like this one. No one knows for sure why people created cave paintings, but many historians think they were related to hunting.

Why do you think this cave painting may be connected to hunting?

Scholars know little about the religious beliefs of early people. Archaeologists have found graves that included food and artifacts. Many scientists think these discoveries are proof that the first human religions developed during the Stone Age.

READING CHECK Analyzing What was one possible reason for the development of language?

SUMMARY AND PREVIEW

Scientists have discovered and studied the remains of hominids and early humans who lived in East Africa millions of years ago. These Stone Age people were hunter-gatherers who used fire, stone tools, and language. In the next section you will learn how early humans moved out of Africa and populated the world.

Section 1 Assessment



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ONLINE QUIZ

Reviewing Ideas, Terms, and People

- a. **Identify** Who found the bones of Lucy?

b. **Explain** Why do historians need archaeologists and anthropologists to study **prehistory**?
- a. **Recall** What is the scientific name for modern humans?

b. **Make Inferences** What might have been one advantage of walking completely upright?
- a. **Recall** What kind of **tools** did people use during the **Paleolithic Era**?

b. **Design** Design a stone and wood tool you could use to help you with your chores. Describe your tool in a sentence or two.
- a. **Define** What is a **hunter-gatherer**?

b. **Rank** In your opinion, what was the most important change brought by the development of language?

Critical Thinking

- Evaluate** Review the notes in your chart on the advances made by prehistoric humans. Using a graphic organizer like the one here, rank the three advances you think are most important. Next to your organizer, write a sentence explaining why you ranked the advances in that order.

FOCUS ON WRITING

- Listing Stone Age Achievements** Look back through this section and make a list of important Stone Age achievements. Which of these will you include on your storyboard? How will you illustrate them?



The Iceman

Why was a Stone Age traveler in Europe's highest mountains?

When did he live? about 5,300 years ago

Where did he live? The frozen body of the Iceman was discovered in the snowy Ötztal Alps of Italy in 1991. Scientists nicknamed him Ötzi after this location.

What did he do? That question has been debated ever since Ötzi's body was found. Apparently, he was traveling. At first scientists thought he had frozen to death in a storm. But an arrowhead found in his shoulder suggests that his death was not so peaceful. After he died, his body was covered by glaciers and preserved for thousands of years.

Why is he important? Ötzi is the oldest mummified human ever found in such good condition. His body, clothing, and tools were extremely well preserved, telling us a lot about life during the Stone Ages. His outfit was made of three types of animal skin stitched together. He wore leather shoes padded with grass, a grass cape, a fur hat, and a sort of backpack. He carried an ax with a copper blade as well as a bow and arrows.

Drawing Conclusions Why do you think the Iceman was in the Alps?

Scientists examine the Iceman's body in 1991, before it was removed from the glacier.

The Iceman's dagger and the scabbard, or case, he carried it in



Early Human Migration

What You Will Learn...

Main Ideas

1. People moved out of Africa as the earth's climates changed.
2. People adapted to new environments by making clothing and new types of tools.

The Big Idea

As people migrated around the world they learned to adapt to new environments.

Key Terms

migrate, p. 36

ice ages, p. 36

land bridge, p. 36

Mesolithic Era, p. 38



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TAKING NOTES

Use the graphic organizer online to take notes on the sequence and paths of migration of early humans.

If YOU were there...

Your tribe of hunter-gatherers has lived in this place for as long as anyone can remember. But now there are not enough animals to hunt. Whenever you find berries and roots, you have to share them with people from other tribes. Your leaders think it's time to find a new home in the lands far beyond the mountains. But no one has ever traveled there, and many people are afraid.

How do you feel about moving to a new home?

BUILDING BACKGROUND From their beginnings in East Africa, early humans moved in many directions. Eventually, they lived on almost every continent in the world. People probably had many reasons for moving. One reason was a change in the climate.

People Move Out of Africa

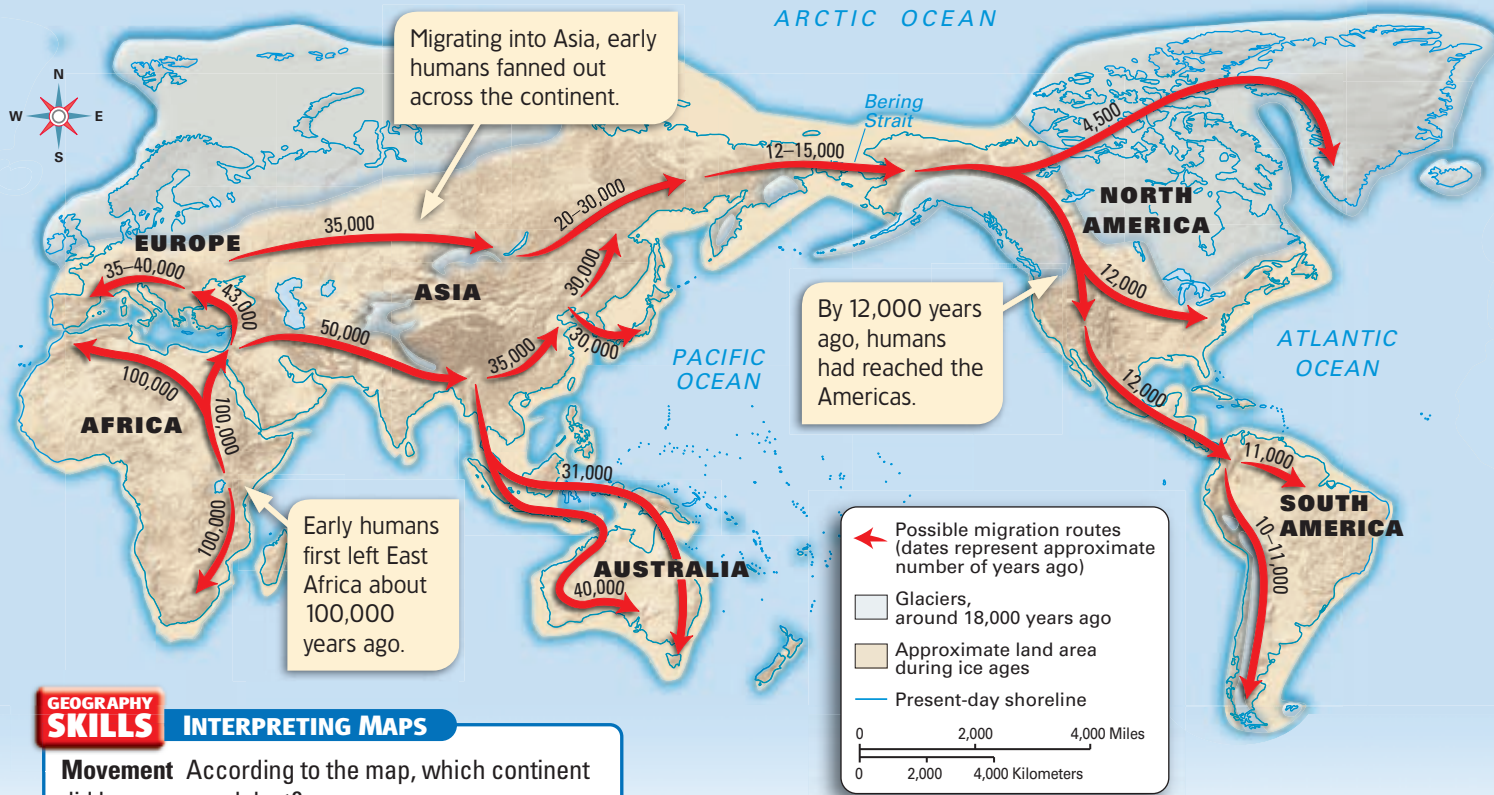
During the Old Stone Age, climate patterns around the world changed, transforming the earth's geography. In response to these changes, people began to **migrate, or move**, to new places.

The Ice Ages

Most scientists believe that about 1.6 million years ago, many places around the world began to experience long periods of freezing weather. **These freezing times are called the ice ages.** The ice ages ended about 10,000 years ago.

During the ice ages huge sheets of ice covered much of the earth's land. These ice sheets were formed from ocean water, leaving ocean levels lower than they are now. Many areas that are now underwater were dry land then. For example, a narrow body of water now separates Asia and North America. But scientists think that during the ice ages, the ocean level dropped and exposed a **land bridge, a strip of land connecting two continents.** Land bridges allowed Stone Age peoples to migrate around the world.

Early Human Migration



GEOGRAPHY SKILLS

INTERPRETING MAPS

Movement According to the map, which continent did humans reach last?

Settling New Lands

Scientists agree that migration around the world took hundreds of thousands of years. Early hominids, the ancestors of modern humans, migrated from Africa to Asia as early as 2 million years ago. From there, they spread to Southeast Asia and Europe.

Later, humans also began to migrate around the world, and earlier hominids died out. Look at the map to see the dates and routes of early human migration.

Humans began to migrate from East Africa to southern Africa and southwestern Asia around 100,000 years ago. From there, people moved east across southern Asia. They could then migrate to Australia. Scientists are not sure exactly how the first people reached Australia. Even though ocean levels were lower then, there was always open sea between Asia and Australia.

From southwestern Asia, humans also migrated north into Europe. Geographic features such as high mountains and cold temperatures delayed migration northward into northern Asia. Eventually, however, people from both Europe and southern Asia moved into that region.

From northern Asia, people moved into North America. Scientists disagree on when and how the first people arrived in North America. Most scholars think people must have crossed a land bridge from Asia to North America. Once in North America, these people moved south, following herds of animals and settling South America. By 9000 BC, humans lived on all continents of the world except Antarctica.

READING CHECK Analyzing How did the ice ages influence human migration?

People Adapt to New Environments

As early people moved to new lands, they found environments that differed greatly from those in East Africa. Many places were much colder and had strange plants and animals. Early people had to learn to adapt to their new environments.

Clothing and Shelter

Although fire helped keep people warm in very cold areas, people needed more protection. To keep warm, they learned to sew animal skins together to make clothing.

In addition to clothing, people needed shelter to survive. At first they took shelter in caves. When they moved to areas with no caves, they built their own shelters. The first human-made shelters were called pit houses. They were pits in the ground with roofs of branches and leaves.

Later, people began to build homes above the ground. Some lived in tents made of animal skins. Others built more permanent structures of wood, stone, clay, or other materials. Even bones from large animals such as mammoths were used in building shelters.

New Tools and Technologies

People also adapted to new environments with new types of tools. These tools were smaller and more complex than tools from the Old Stone Age. They defined the **Mesolithic** (me-zuh-LI-thik) **Era**, or the **Middle Stone Age**. This period began more than 10,000 years ago and lasted to about 5,000 years ago in some places.

During the Middle Stone Age, people found new uses for bone and stone tools. People who lived near water invented hooks and fishing spears. Other groups invented the bow and arrow.

Primary Source

POINTS OF VIEW

Views of Migration to the Americas

For many years scientists were fairly certain that the first Americans came from Asia, following big game through an ice-free path in the glaciers.

“Doubtless it was a formidable [challenging] place . . . an ice-walled valley of frigid winds, fierce snows, and clinging fogs . . . yet grazing animals would have entered, and behind them would have come a rivulet [stream] of human hunters.”

—Thomas Canby,

1979, quoted in *Kingdoms of Gold, Kingdoms of Jade* by Brian M. Fagan

New discoveries have challenged beliefs about the first Americans. Some scientists now are not so sure the first Americans came along an ice-free path in the glaciers.

“There’s no reason people couldn’t have come along the coast, skirting [going around] the glaciers just the way recreational kayakers do today.”

—James Dixon,

quoted in *National Geographic*,
December 2000



ANALYSIS
SKILL

ANALYZING PRIMARY SOURCES

Why might a scientist change his or her mind about a long-held belief?

A Mammoth House

Early people used whatever was available to make shelters. In Central Asia, where wood was scarce, some early people made their homes from mammoth bones.

Heavy mammoth bones were used as a frame for the shelter.

The frame was probably covered with animal hides to form a solid roof and walls.



In addition to tools, people developed new technologies to improve their lives. For example, some learned to make canoes by hollowing out logs. They used the canoes to travel on rivers and lakes. They also began to make pottery. The first pets may also have appeared at this time. People kept dogs to help them hunt and for protection. Developments like these, in addition to clothing and shelter, allowed people to adapt to new environments.

READING CHECK Finding Main Ideas

What were two ways people adapted to new environments?

SUMMARY AND PREVIEW Early people adapted to new environments with new kinds of clothing, shelter, and tools. In Section 3 you will read about how Stone Age peoples developed farming.

Section 2 Assessment



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ONLINE QUIZ

Reviewing Ideas, Terms, and People

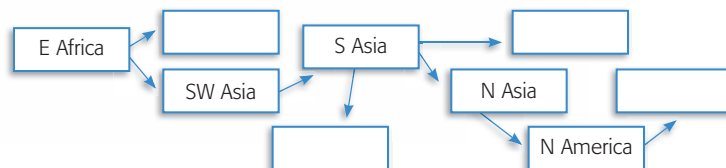
- a. Define** What is a **land bridge**?

b. Analyze Why did it take so long for early people to reach South America?
- a. Recall** What did people use to make tools in the **Mesolithic Era**?

b. Summarize Why did people have to learn to make clothes and build shelters?

Critical Thinking

- Sequencing** Draw the organizer below. Use your notes and sequence chain to show the path of migration around the world.



FOCUS ON WRITING

- Illustrating** How will you illustrate early migration on your storyboard? Draw some sketches. How does this information relate to your ideas from Section 1?

Beginnings of Agriculture

What You Will Learn...

Main Ideas

1. The first farmers learned to grow plants and raise animals in the New Stone Age.
2. Farming changed societies and the way people lived.

The Big Idea

The development of agriculture brought great changes to human society.

Key Terms

Neolithic Era, p. 41
 domestication, p. 41
 agriculture, p. 42
 megaliths, p. 42



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TAKING NOTES

Use the graphic organizer online to take notes on the different changes related to the development of agriculture.

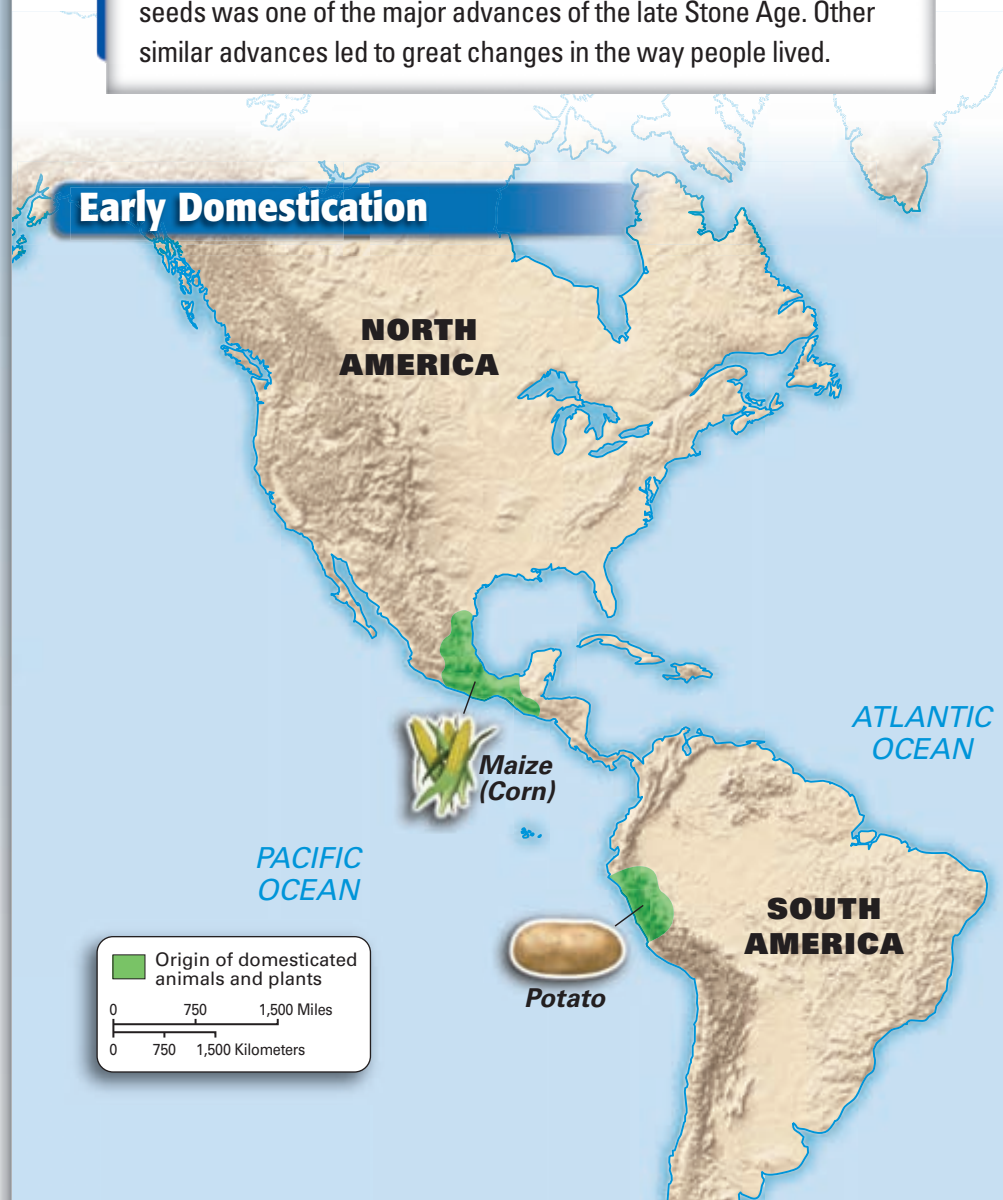
If YOU were there...

As a gatherer, you know where to find the sweetest fruits. Every summer, you eat many of these fruits, dropping the seeds on the ground. One day you return to find new plants everywhere. You realize that the plants have grown from your dropped seeds.

How could this discovery change your way of life?

BUILDING BACKGROUND The discovery that plants grew from seeds was one of the major advances of the late Stone Age. Other similar advances led to great changes in the way people lived.

Early Domestication



The First Farmers

After the Middle Stone Age came a period of time that scientists call the **Neolithic** (nee-uh-LI-thik) **Era**, or **New Stone Age**. It began as early as 10,000 years ago in Southwest Asia. In other places, this era began much later and lasted much longer than it did there.

During the New Stone Age people learned to polish stones to make tools like saws and drills. People also learned how to make fire. Before, they could only use fire that had been started by natural causes such as lightning.

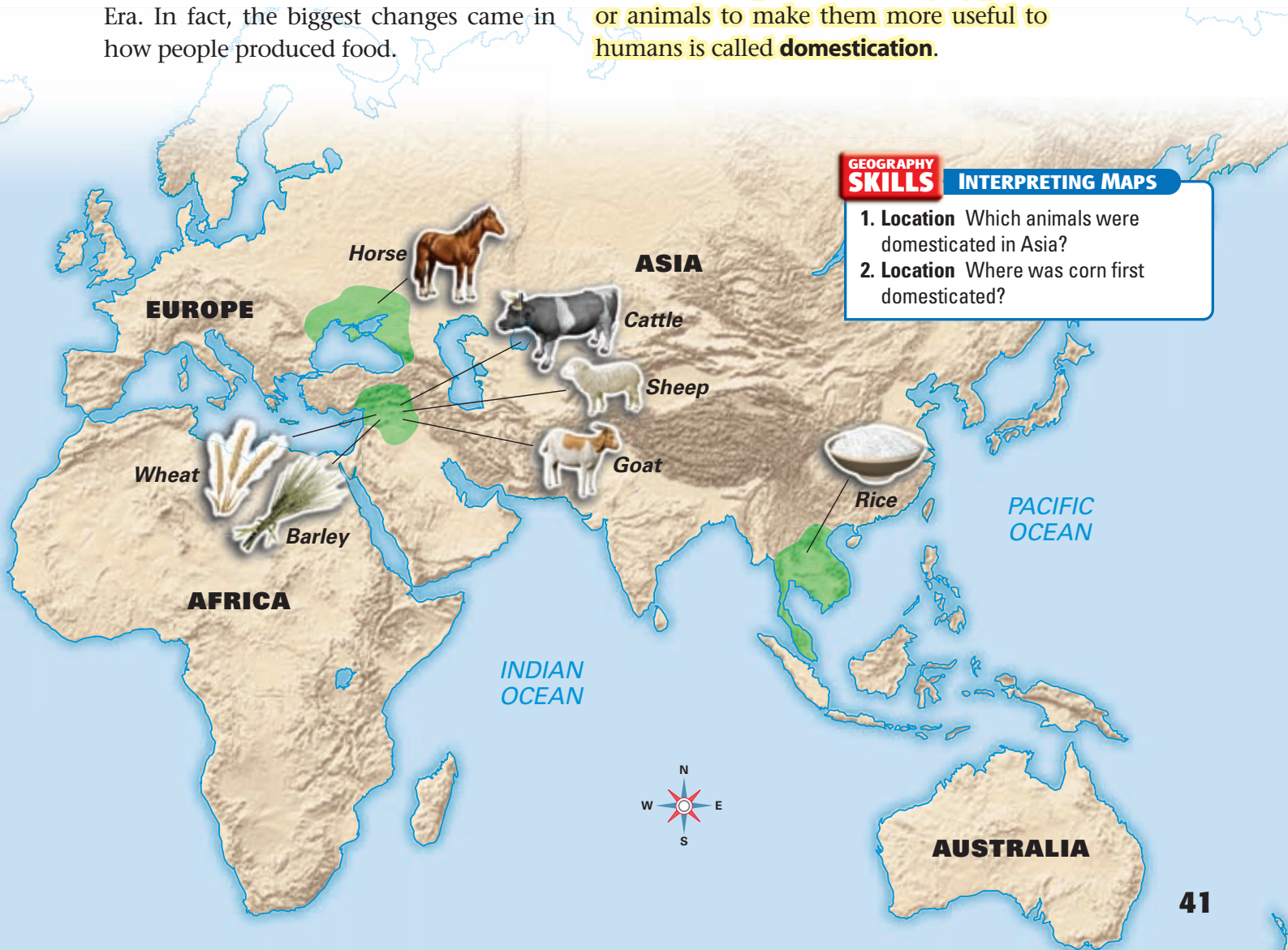
The New Stone Age ended in Egypt and Southwest Asia about 5,000 years ago, when toolmakers began to make tools out of metal. But tools weren't the only major change that occurred during the Neolithic Era. In fact, the biggest changes came in how people produced food.

Plants

After a warming trend brought an end to the ice ages, new plants began to grow in some areas. For example, wild barley and wheat plants started to spread throughout Southwest Asia. Over time, people came to depend on these wild plants for food. They began to settle where grains grew.

People soon learned that they could plant seeds themselves to grow their own crops. Historians call the shift from food gathering to food producing the Neolithic Revolution. Most experts believe that this revolution, or change, first occurred in the societies of Southwest Asia.

Eventually, people learned to change plants to make them more useful. They planted only the largest grains or the sweetest fruits. **The process of changing plants or animals to make them more useful to humans is called domestication.**



History Close-up

An Early Farming Society

The village of Çatal Hüyük in modern Turkey is one of the earliest farming villages discovered. Around 8,000 years ago, the village was home to about 5,000–6,000 people living in more than 1,000 houses. Villagers farmed, hunted and fished, traded with distant lands, and worshipped gods in special shrines.



Villagers used simple channels to move water to their fields.

Wheat, barley, and peas were some of the main crops grown outside the village.

ACADEMIC VOCABULARY

development
creation

The domestication of plants led to the **development** of **agriculture**, or **farming**. For the first time, people could produce their own food. This development changed human society forever.

Animals

Learning to produce food was a major accomplishment for early people. But learning how to use animals for their own purposes was almost equally important.

Hunters didn't have to follow wild herds anymore. Instead, farmers could keep sheep or goats for milk, food, and wool. Farmers could also use large animals like cattle to carry loads or to pull large tools used in farming. Using animals to help with farming greatly improved people's chances of surviving.

THE IMPACT TODAY

One famous megalith, Stonehenge in England, attracts millions of curious tourists and scholars each year.

READING CHECK Identifying Cause and Effect

What was one effect of the switch to farming?

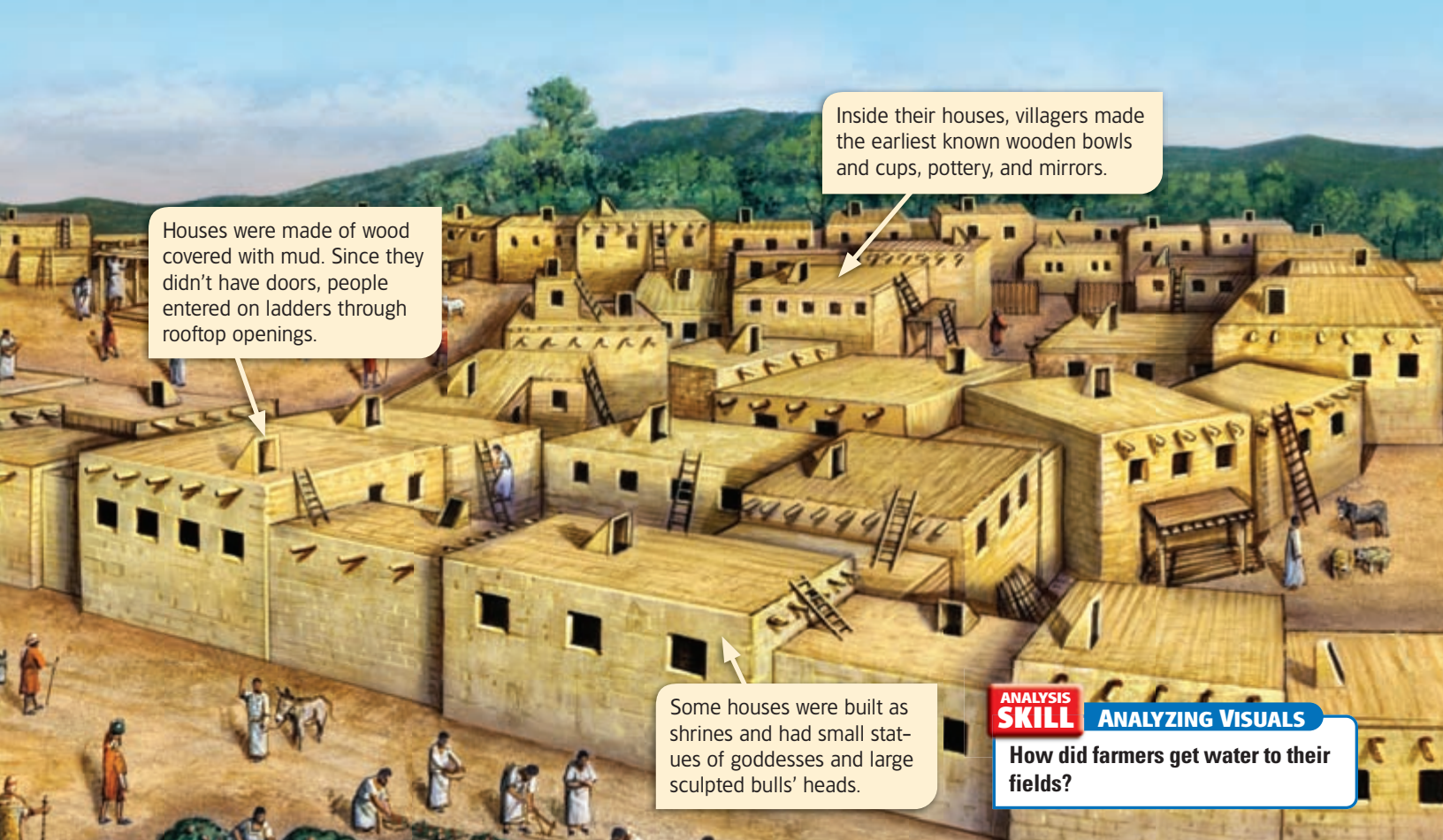
Farming Changes Societies

The Neolithic Revolution brought huge changes to people's lives. With survival more certain, people could focus on activities other than finding food.

Domestication of plants and animals enabled people to use plant fibers to make cloth. The domestication of animals made it possible to use wool from goats and sheep and skins from horses for clothes.

People also began to build permanent settlements. As they started raising crops and animals, they needed to stay in one place. Then, once people were able to control their own food production, the world's population grew. In some areas farming communities developed into towns.

As populations grew, groups of people gathered to perform religious ceremonies. Some put up megaliths. **Megaliths** are huge stones used as monuments or as the sites for religious gatherings.



Houses were made of wood covered with mud. Since they didn't have doors, people entered on ladders through rooftop openings.

Inside their houses, villagers made the earliest known wooden bowls and cups, pottery, and mirrors.

Some houses were built as shrines and had small statues of goddesses and large sculpted bulls' heads.

ANALYSIS SKILL ANALYZING VISUALS
How did farmers get water to their fields?

Early people probably believed in gods and goddesses associated with the four elements—air, water, fire, and earth—or with animals. For example, one European group honored a thunder god, while another group worshipped bulls. Some scholars also believe that prehistoric peoples also prayed to their ancestors. People in some societies today still hold many of these same beliefs.

READING CHECK Analyzing How did farming contribute to the growth of towns?

SUMMARY AND PREVIEW Stone Age peoples adapted to new environments by domesticating plants and animals. These changes led to the development of religion and the growth of towns. In the next chapter you will learn more about early towns.

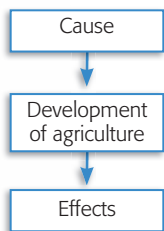
Section 3 Assessment hmhsocialstudies.com
ONLINE QUIZ

Reviewing Ideas, Terms, and People

1. **a. Define** What is **domestication** of a plant or animal?
b. Make Generalizations How did early people use domesticated animals?
2. **a. Describe** What were gods and goddesses probably associated with in prehistoric religion?
b. Explain How did domestication of plants and animals lead to the development of towns?

Critical Thinking

3. **Identifying Cause and Effect** Copy the graphic organizer at right. Use it to show one cause and three effects of the development of agriculture.



FOCUS ON WRITING

4. **Beginnings of Agriculture** Now that you've read about the birth of agriculture, you're ready to plan your storyboard. Look back through your notes from previous sections and the text of this one. Make a list of the events and ideas you will include on your storyboard. Then plan how you will arrange these items.

Identifying Central Issues

Understand the Skill

Central issues are the main problems or topics that are related to an event. The issues behind a historical event can be varied and complicated. Central issues in world history usually involve political, social, economic, territorial, moral, or technological matters. The ability to identify the central issue in an event allows you to focus on information that is most important to understanding the event.

Learn the Skill

In this chapter you learned about prehistory. Some of the events you read about may not seem very important. It is hard for people in the computer age to appreciate the accomplishments of the Stone Age. For example, adding wooden handles to stone tools may seem like a simple thing to us. But it was a life-changing advance for people of that time.

This example points out something to remember when looking for central issues. Try not to use only modern-day values and standards to decide what is important about the past. Always think about the times in which people lived. Ask yourself what would have been important to people living then.

The following guidelines will help you to identify central issues. Use them to gain a better understanding of historical events.

- 1 Identify the subject of the information. What is the information about?
- 2 Determine the source of the information. Is it a primary source or a secondary source?
- 3 Determine the purpose of what you are reading. Why has the information been provided?

- 4 Find the strongest or most forceful statements in the information. These are often clues to issues or ideas the writer thinks are the most central or important.
- 5 Think about values, concerns, ways of life, and events that would have been important to the people of the times. Determine how the information might be connected to those larger issues.

Practice and Apply the Skill

Apply the guidelines to identify the central issue in the following passage. Then answer the questions.

“What distinguished the Neolithic Era from earlier ages was people’s ability to shape stone tools by polishing and grinding. This allowed people to make more specialized tools. Even more important changes took place also. The development of agriculture changed the basic way people lived. Earlier people had been wanderers, who moved from place to place in search of food. Some people began settling in permanent villages. Exactly how they learned that seeds could be planted and made to grow year after year remains a mystery. However, the shift from food gathering to food producing was possibly the most important change ever in history.”

1. What is the general subject of this passage?
2. What changes distinguished the Neolithic Era from earlier periods?
3. According to this writer, what is the central issue to understand about the Neolithic Era?
4. What statements in the passage help you to determine the central issue?



History's Impact

▶ video series

Review the video to answer the focus question:

What are some of the theories for how early migration occurred?

Chapter Review

Visual Summary

Use the visual summary below to help you review the main ideas of the chapter.



Hominids developed in Africa and learned how to use tools.

Early humans lived as hunter-gatherers.

Humans migrated around the world, adapting to new environments.

Eventually, people learned how to farm and raise animals.

Reviewing Vocabulary, Terms, and People

For each group of terms below, write a sentence that shows how all the terms in the group are related.

1. prehistory
ancestor
hominid
2. domestication
Neolithic Era
agriculture
3. Paleolithic Era
tool
hunter-gatherers
develop
4. land bridge
ice ages
migrate
5. society
megaliths
Neolithic Era

Comprehension and Critical Thinking

SECTION 1 (Pages 28–34)

6. a. **Recall** What does *Homo sapiens* mean? When may *Homo sapiens* have first appeared in Africa?
- b. **Draw Conclusions** If you were an archaeologist and found bead jewelry and stone chopping tools in an ancient woman's grave, what may you conclude?
- c. **Elaborate** How did stone tools change over time? Why do you think these changes took place so slowly?

SECTION 2 (Pages 36–39)

7. a. **Describe** What new skills did people develop to help them survive?
- b. **Analyze** How did global climate change affect the migration of early people?
- c. **Evaluate** About 15,000 years ago, where do you think life would have been more difficult—in eastern Africa or northern Europe? Why?

SECTION 3 (Pages 40–43)

8. **a. Define** What was the Neolithic Revolution?
- b. Make Inferences** How did domestication of plants and animals change early societies?
- c. Predict** Why do you think people of the Neolithic Era put up megaliths instead of some other kind of monuments?

Reviewing Themes

9. **Geography** What were three ways in which the environment affected Stone Age peoples?
10. **Society and Culture** How did the development of language change hunter-gatherer society?

Using the Internet

11. **Activity: Creating a Skit** In the beginning of the Paleolithic Era, or the Old Stone Age, early humans used modified stones as tools. As the Stone Age progressed, plants and animals became materials for tools too. Use your online textbook to research the development of tools and the use of fire. Then create a skit that tells about an early human society discovering fire, creating a new tool, or developing a new way of doing a task.

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Reading Skills

Understanding Chronological Order Below are several lists of events. Arrange the events in each list in chronological order.

12. Mesolithic Era begins.
Paleolithic Era begins.
Neolithic Era begins.
13. *Homo sapiens* appears.
Homo habilis appears.
Homo erectus appears.
14. People make stone tools.
People make metal tools.
People attach wooden handles to tools.

Social Studies Skills

Identifying Central Issues Read the primary source passage below and then answer the questions that follow.

“Almonds provide a striking example of bitter seeds and their change under domestication. Most wild almond seeds contain an intensely bitter chemical called amygdalin, which (as was already mentioned) breaks down to yield the poison cyanide. A snack of wild almonds can kill a person foolish enough to ignore the warning of the bitter taste. Since the first stage in unconscious domestication involves gathering seeds to eat, how on earth did domestication of wild almonds ever reach that first stage?”

—Jared Diamond, from *Guns, Germs, and Steel*

15. What is the main point of this passage?
16. What does the author suggest is the major issue he will address in the text?

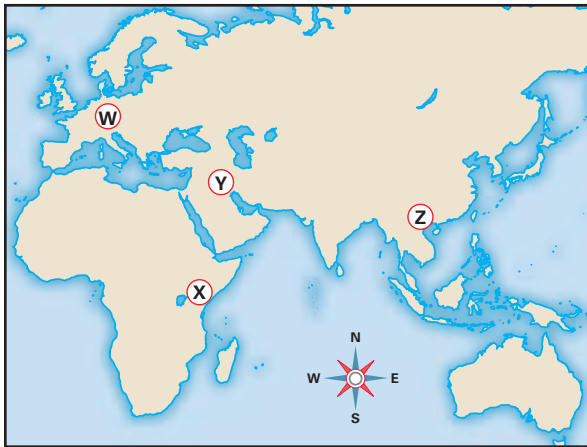
FOCUS ON WRITING

17. **Creating Your Storyboard** Use the notes you have taken to plan your storyboard. What images will you include in each frame of the storyboard? How many frames will you need to tell the story of prehistoric people? How will you represent your ideas visually?

After you have sketched an outline for your storyboard, begin drawing it. Be sure to include all significant adaptations and developments made by prehistoric people, and don't worry if you can't draw that well. If you like, you might want to draw your storyboard in the simple style of prehistoric cave paintings. As the last frame in your storyboard, write a detailed summary to conclude your story.

DIRECTIONS: Read each question, and write the letter of the best response.

- 1** Use the map to answer the following question.



The region in which the first humans lived is shown on the map by the letter

- A W.
B X.
C Y.
D Z.
- 2** The earliest humans lived
- A by hunting and gathering their food.
B as herders of sheep and other livestock.
C alone or in pairs.
D in farming villages along rivers and streams.
- 3** The development of farming brought all of the following changes to the lives of early humans *except*
- A the first human-made shelters.
B a larger supply of food.
C the construction of permanent settlements.
D new types of clothing.

- 4** The region of the world that was likely occupied *last* by early humans was
- A northern Asia.
B southern Asia.
C North America.
D South America.

- 5** Hunter-gatherer societies in the Old Stone Age possessed all of the following *except*
- A fire.
B art.
C bone tools.
D religious beliefs.

Connecting with Past Learnings

- 6** You know that history is the study of people and events from the past. To learn about prehistory, historians would likely study all of the following *except*
- A graves.
B journals.
C bones.
D art.
- 7** A skull from a human who lived during the Neolithic Era would be considered a(n)
- A tool.
B artifact.
C fossil.
D secondary source.

Assignment

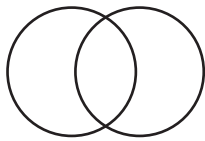
Write a paper comparing and contrasting two early human societies.

Comparing and Contrasting Societies

Comparing means finding likenesses between or among things. Contrasting means finding differences. You often compare and contrast things to understand them better and see how they are related.

TIP Using a Graphic Organizer

A Venn diagram can help you see ways that the two societies are similar and different.



1. Prewrite

Getting Started

Unlike most essays, a compare and contrast paper has two subjects. However, it still has only one big idea, or thesis. For example, your idea may be to show how two societies dealt with the same problem or to show how two human societies changed over time.

Begin by choosing two subjects. Then identify specific points of similarities and differences between the two. Support each point with historical facts, examples, and details.

Organizing Your Information

Choose one of these two ways to organize your points of comparison.

- Present all the points about the first subject and then all the points about the second subject: AAABBB, or block style
- Alternate back and forth between the first subject and the second subject: ABABAB, or point-by-point style

2. Write

This framework will help you use your notes to write a first draft.

A Writer's Framework

Introduction

- Clearly identify your two subjects.
- Give background information readers will need in order to understand your points of comparison between the societies.
- State your big idea, or main purpose in comparing and contrasting these two societies.

Body

- Present your points of comparison in block style or point-by-point style.
- Compare the two societies in at least two ways, and contrast them in at least two ways.
- Use specific historical facts, details, and examples to support each of your points.

Conclusion

- Restate your big idea.
- Summarize the points you have made in your paper.
- Expand on your big idea, perhaps by relating it to your own life, to other societies, or to later historical events.

3. Evaluate and Revise

Evaluating

Use the following questions to discover ways to improve your paper.

Evaluation Questions for a Comparison/Contrast Paper

- Do you introduce both of your subjects in your first paragraph?
- Do you state your big idea, or thesis, at the end of your introduction?
- Do you present two or more similarities and two or more differences between the two societies?
- Do you use either the block style or point-by-point style of organization?
- Do you support your points of comparison with enough historical facts, details, and examples?
- Does your conclusion restate your big idea and summarize your main points?

TIP Help with Punctuation

Use the correct punctuation marks before and after clue words within sentences. Usually, a comma comes before *and*, *but*, *for*, *nor*, *or*, *so*, and *yet*, with no punctuation after the word. When they are in the middle of a sentence, clue words and phrases such as *however*, *similarly*, *in addition*, *in contrast*, and *on the other hand* usually have a comma before and after them.

Revising

When you are revising your paper, you may need to add comparison-contrast clue words. They will help your readers see the connections between ideas.

Clue Words for Similarities	Clue Words for Differences
also, another, both, in addition, just as, like, similarly, too	although, but, however, in contrast, instead, on the other hand, unlike

4. Proofread and Publish

Proofreading

Before sharing your paper, you will want to polish it by correcting any remaining errors. Look closely for mistakes in grammar, spelling, capitalization, and punctuation. To avoid two common grammar errors, make sure that you have used the correct form of *-er* or *more* and *-est* or *most* with adjectives and adverbs when making comparisons.

Publishing

One good way to share your paper is to exchange it with one or more classmates. After reading each other's papers, you can compare and contrast them. How are your papers similar? How do they differ? If possible, share papers with someone whose big idea is similar to yours.

Practice and Apply

Use the steps and strategies outlined in this workshop to write your compare and contrast paper.