

World History I

Prehistory to the Middle Ages

Teacher's Guide

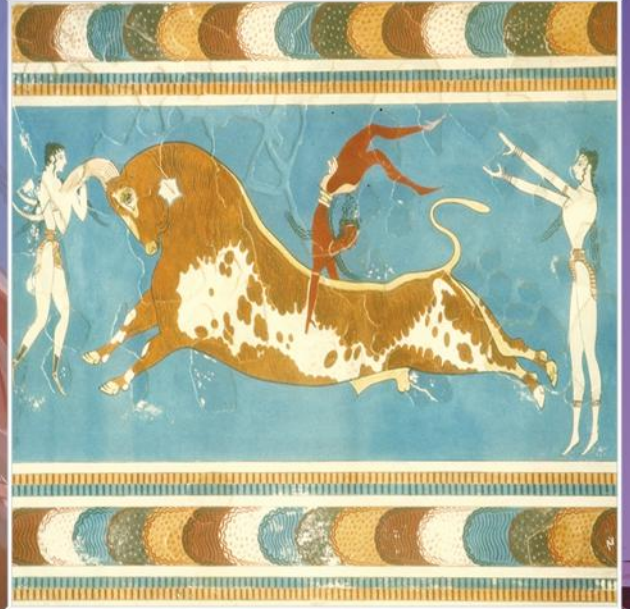


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To the Teacher

Overview

Power Basics® is a complete textbook program designed to meet the needs of students who are daunted by the length and complexity of traditional textbooks. The goal of all textbook programs is to provide students with important new information. However, in traditional textbook programs, this goal is often overshadowed by other considerations. Many textbooks are written for the above-average reader and cover a wide range of content. They are filled with photographs, illustrations, and other visual elements. For some students, the amount of material is overpowering, the visual elements are distracting, and the rapid pace is unnerving. In *Power Basics*®, we revisited the basic goal, developing a streamlined textbook program that presents the essential content students need to succeed.

Program Components

As with traditional textbook programs, *Power Basics*® includes a core textbook and ancillary products designed to round out the program. The student text provides coverage of the essential content in each subject area. A consumable workbook provides a variety of activities for each lesson, including practice activities, extension activities, and activities designed for different learning styles.

Teacher support materials include a teacher's guide and test pack for each student text. The teacher's guide includes the following: an overview of each unit in the student text; suggestions for extension activities; the student text glossary and appendixes; a complete answer key to all practice activities and unit reviews in the student text; classroom record-keeping forms, and graphic organizers for student use.

For more detailed assessments, the test pack offers a pretest, unit tests for each unit in the student text, a posttest, and test-taking strategies for students.

Student Text Organization

The student text is divided into units. Each unit contains a series of lessons on related topics, with

one lesson for each topic. Each lesson begins with a clear, student-centered goal and a list of key words that are introduced in the lesson. The definitions for these words are found in the glossary, located in both the student text and the teacher's guide.

Next comes a brief introduction to the topic of the lesson, followed by instructional text that presents essential information in short, easy-to-understand sections. Each section of instructional text is followed by a practice activity that lets students apply what they have just learned. A unit review is provided at the end of each unit to assess students' progress. The review is followed by one or more application activities that encourage students to extend and apply what they have learned.

The student text also includes several special features. "Think About It" sections ask students to use critical-thinking skills. "Tip" sections give students useful hints to help them remember specific pieces of information in the student text. "In Real Life" sections show students how the material they are learning connects to their own lives.

The reference section at the back of the student text includes appendixes, a glossary (with pronunciation guide) that includes all vocabulary in the Words to Know sections, and an index to help students locate information in the text.

Record-Keeping Forms

To make record-keeping easier, we have provided a reproducible class chart that you can use to track students' progress. Fill in your students' names, and make copies of the chart for each unit in the student text. Add lesson numbers, lesson titles, and practice numbers as needed. We have also provided a generic grading rubric for the application activities in the student text so that these activities may be assigned for credit, if you wish. You may customize the rubric by adding more grading criteria or adapting the criteria on the sheet to fit your needs.

We're pleased that you have chosen to Power Up your Basic Skills Curriculum with *Power Basics*®!

To the Teacher, *continued*

Guide to Icons

Teacher's Guide



Teaching Tip

Practical suggestions help you to engage students in the learning process.



Differentiation

Different approaches to the content give all learners the opportunity to connect to the material.



Thinking Skills

Helpful suggestions increase students' ability to think critically.



Fascinating Facts

These tidbits of information are guaranteed to pique your students' interest.

Student Text



Tip

Tips give helpful hints to boost understanding and retention.



Think About It

These sections develop critical-thinking.



In Real Life

These features connect learning concepts to students' lives.

Workbook



Reinforcement

Reinforcement activities give students additional opportunities to practice what they have learned.



Multiple Intelligences

Different approaches capitalize on different learning styles and interests to help all students connect to the material.



Extension

Deepen and broaden learning with critical-thinking activities, real-life applications, and more.

Classroom Management

Student Name	Lesson No.: _____ Title: _____								Unit Review Score
	Practice # _____	Practice # _____	Practice # _____	Practice # _____	Practice # _____	Practice # _____	Practice # _____	Practice # _____	
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30.									

Application Activity Rubric

Name _____ Date _____

Unit _____ Activity _____

POINTS	4 all of the time	3 most of the time	2 some of the time	1 almost none of the time
followed directions				
organized material well				
used appropriate resources				
completed the entire activity				
showed an understanding of the content				
produced error-free materials				
drew logical conclusions				
where appropriate, listed sources used				

Use Chart

POWER BASICS WORKBOOK

Unit 1: The Earliest People

Activity 1: Understanding Archaeology
 Activity 2: Understanding Time Lines
 Activity 3: Designing a City
 Activity 4: The Code of Hammurabi
 Activity 5: Elements of Civilization
 Activity 6: Development of a Writing System
 Activity 7: The Gift of the Nile
 Activity 8: Mesopotamia and Egypt
 Activity 9: Mummification
 Activity 10: Peoples of the Fertile Crescent
 Activity 11: The Ten Commandments
 Activity 12: A Phoenician Sea Captain

Unit 2: The Ancient Greeks

Activity 13: Greek Geography
 Activity 14: Finding Troy
 Activity 15: Achilles and Odysseus
 Activity 16: Sparta and Athens
 Activity 17: The Olympic Games
 Activity 18: Greek and Persian Wars
 Activity 19: Famous Greeks
 Activity 20: Greek Mythology
 Activity 21: Greek Drama
 Activity 22: Macedonian Recruiting Poster
 Activity 23: Macedonian Soldier's Letter Home

Unit 3: Ancient India and China

Activity 24: Understanding Facts and Theories
 Activity 25: Buddhism
 Activity 26: Hinduism
 Activity 27: Time Line of Early Indian History
 Activity 28: Asoka's Pillars
 Activity 29: Interview with Chandragupta
 Activity 30: Chinese Astrology
 Activity 31: Ancient Medicine
 Activity 32: Confucianism
 Activity 33: Chinese Dynasties
 Activity 34: The Silk Road
 Activity 35: Chinese Inventions

STUDENT TEXT PRACTICE

Practice 4: Village Life
 Practice 4: Village Life
 Practice 5: The Earliest Cities
 Practice 14: The Code of Hammurabi
 Practice 14: The Code of Hammurabi
 Practice 9: Sumerian Achievements
 Practice 15: A Civilization in the Desert
 Practice 7: The First Four Civilizations
 Practice 17: Egyptian Beliefs
 Practice 31: The Phoenicians
 Practice 14: The Code of Hammurabi
 Practice 31: The Phoenicians

Practice 34: A Legendary Civilization Proves to Be Real
 Practice 37: The Trojan War
 Practice 37: The Trojan War
 Practice 43: The Rise of Athens
 Practice 41: The Growth of City-States
 Practice 48: The Peloponnesian Wars
 Practice 57: The Gifts of the Ancient Greeks
 Practice 51: Greek Mythology
 Practice 52: Greek Drama
 Practice 59: Alexander Takes Over
 Practice 59: Alexander Takes Over

Practice 66: A Mystery Yet to Be Solved
 Practice 71: Buddhism
 Practice 70: Hinduism
 Practice 77: The Golden Age in India
 Practice 75: Asoka's Edicts
 Practice 76: The Gupta Dynasty
 Practice 79: Fortune-Telling Leads to Writing
 Practice 81: Ancient Chinese Medicine
 Practice 86: Confucius and Confucianism
 Practice 94: A Time of Confusion
 Practice 92: Industry and Trade
 Practice 94: A Time of Confusion

Unit 1: The Earliest People

Unit 1 introduces the first people on Earth. Lesson 1 addresses the earliest human communities and how agriculture affected early human development. Lesson 2 covers the world's first civilization, Mesopotamia. Lesson 3 discusses ancient Egypt and Nubia. Finally, Lesson 4 explores other ancient cultures in and around the Fertile Crescent.

Lesson 1—The First Communities

Goal: To understand the characteristics of the earliest human communities; to understand the role agriculture played in early human development

WORDS TO KNOW

agriculture	domesticate	New Stone Age
civilization	glaciers	nomads
cultivate	goods	Old Stone Age
culture	Ice Age	

Lesson 2—Mesopotamia, the First Civilization

Goal: To discover the history and characteristics of the world's first civilization

WORDS TO KNOW

city-state	cuneiform	scribe
classes	empire	ziggurat
Code of Hammurabi	irrigated	
commoners	noble class	

NAMES TO KNOW

Akkadians	Hammurabi	Sumerians
Babylonians	Sargon the Great	

PLACES TO KNOW

Akkad	Mesopotamia	Ur
Babylon	Sumer	
Fertile Crescent	Tigris and Euphrates rivers	

Lesson 3—The Civilization of the Nile

Goal: To understand the characteristics and early history of ancient Egypt, and to learn about the civilization of Nubia

WORDS TO KNOW

archaeologist	exports	papyrus
Assyrians	hieroglyphics	pharaohs
candake	imports	pyramid
dynasties	mummy	scroll

NAMES TO KNOW

Hatshepsut	King Piye	Rosetta Stone
Howard Carter	Menes	Tutankhamen

PLACES TO KNOW

Kerma	Nile
Meroë	Nubia

POWER BASICS

World History I



J. WESTON
WALCH
PUBLISHER

Social Studies

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LESSON 1: The First Communities



GOAL: To understand the characteristics of the earliest human communities; to understand the role agriculture played in early human development

WORDS TO KNOW

agriculture

domesticate

New Stone Age

civilization

glaciers

nomads

cultivate

goods

Old Stone Age

culture

Ice Age

Earth and the First People

Planet Earth probably began as a hot, glowing ball. It took millions of years to cool and form into giant landmasses surrounded by oceans. Life probably began in the water. As living things grew and changed, life spread onto the land.

Humanlike creatures appeared perhaps 1 to 2 million years ago. They stood on two legs but looked more like apes than human beings. These early humans used simple tools that they made from stone. This was the beginning of the **Old Stone Age**—and the beginning of human history. The Old Stone Age lasted until about 10,000 years ago (c. 8000 B.C.E.).

The first modern humans, who looked much like we do today, appeared some 100,000 years ago. They lived in a world that was often quite cold. Huge sheets of ice, called **glaciers**, covered most of the land. So, this era is also called the **Ice Age**. From time to time, Earth would get warmer. The glaciers would melt at the edges, making the oceans rise. But then it would become cold again, and the glaciers would regrow.

The first humanlike beings emerged in Africa. From there, they fanned out widely to other continents. As they moved, the modern humans were able to use their mental powers to figure out ways to adapt to each environment they found.

■ PRACTICE 1: Earth and the First People

Circle the letter(s) of the correct answer(s) to each of the following questions. (*Hint:* There is more than one correct answer to each question.)

1. What happened during the Old Stone Age?
 - a. Earth was a hot, glowing ball.
 - b. Humans used simple tools.
 - c. Humanlike creatures first appeared.
 - d. Life began in the water.
2. What happened during the Ice Age?
 - a. Glaciers covered most of the land.
 - b. The oceans rose and fell.
 - c. Life on land was fairly easy.
 - d. Modern humans appeared.

Living as Hunters and Gatherers

Put yourself in the Old Stone Age. It is very cold, and you must wear animal skins to keep warm. There are no towns or houses. You and your family are **nomads**. This means you are always on the move, looking for caves in which to stay.

If you are a man, you go hunting with the other men. You hunt in small groups for animals that you can kill and eat. You might hunt deer, bison, or perhaps the giant, elephantlike animals called woolly mammoths. You and your family must follow these animals as they move from place to place. This is why you are nomads. Your only weapons are knives and spears. They may have sharp stone tips, or they may be carved out of animal bone.

If you are a woman or a child, you gather food, such as berries, nuts, and fruit. You use sticks to dig up roots. You know which plants are good to eat, and you have learned which plants can make you sick or even kill you.

Since your family keeps moving, your homes are very simple. They may be caves or tents made of animal hides (skins) or huts made of branches. But some caves have something special—paintings on their walls. If you

are an Old Stone Age artist, you make paints out of things you find, such as berries and clay. Your paintings show the animals that you hunt. These amazing pictures will help people of the future imagine what your life was like.

■ PRACTICE 2: Living as Hunters and Gatherers

Match each description with a term from below. Write the letter of the correct term on the line before each description.

- a. knives and spears
- b. paintings of animals
- c. berries, nuts, fruits, and roots

____ 1. These were tools the hunters used.

____ 2. These were foods that were gathered.

____ 3. These made the cave walls special.

The New Stone Age

About 10,000 years ago (c. 8000 B.C.E.), the Ice Age came to an end. Earth grew warmer, and the glaciers shrank in size. At this point, human life changed in a very significant way. Historians refer to this time as the beginning of the **New Stone Age** and the end of the Old Stone Age.

The new, warmer climate was better for plants. People discovered that they could grow plants on their own. They began to clear the land, plant seeds, and take care of the growing plants. In other words, they began to **cultivate** crops. The crops they grew included wheat, barley, rice, and beans.

They also discovered that certain wild animals could be tamed. People began to **domesticate** these animals, or getting them used to living with humans. Animals such as sheep, cows, and goats were domesticated and

used as sources of milk, meat, and hides. The people of the New Stone Age had stopped being hunters and gatherers and had become farmers.

■ PRACTICE 3: The New Stone Age

Circle the letter(s) of the correct answer(s) to each of the following questions.

1. When did the New Stone Age begin?
 - a. about 10,000 years ago
 - b. about 100,000 years ago
 - c. about 20,000 years ago
 - d. about 200,000 years ago

2. What new things happened during the New Stone Age? (*Hint: There is more than one correct answer.*)
 - a. The Ice Age began.
 - b. People began to plant and grow crops.
 - c. People became hunters and gatherers.
 - d. People raised their own animals for food and hides.

Village Life

Because they were planting and growing crops, families had to stay in one place. They could no longer be nomads, following animal herds. As more and more families settled down, they began to live together in small agricultural villages. (**Agriculture** is another word for “farming.”) Instead of using caves or making temporary shelters, people built more permanent homes. If there were trees, they made wooden houses. If there were no trees, people built huts out of earth and clay. They also built pens to house their animals. Now there was plenty of food to eat, so people did not have to hunt and gather their food. They could learn new skills. Some became potters or weavers, making storage pots from clay and baskets out of straw. Toolmakers invented better tools, using metals like copper and iron. People from one village traded the **goods** they made and extra food with people from nearby villages. Many villages sprang up in river valleys. People learned to fish. Boatbuilding became an important craft. Communities began to grow.

THINK ABOUT IT



You have just read that many villages were formed in river valleys. Why would a river valley be a good place to set up a village? How could the villagers use the river? Write your answers on a separate sheet of paper.

PRACTICE 4: Village Life

Decide if each statement below is true (T) or false (F). Write the correct letter on the line before each statement.

- ___ 1. People in villages had to be nomads.
- ___ 2. People in villages kept domesticated animals.
- ___ 3. People in villages had to spend all day looking for food.
- ___ 4. People in villages had time to learn new skills.
- ___ 5. People in villages traded goods with people in other villages.

The Earliest Cities

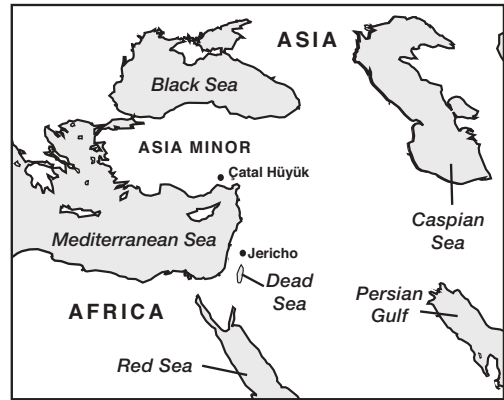
As villages continued to grow, they became towns. Some towns grew large enough to be called cities. Two of the earliest cities were Jericho and Çatal Hüyük.

The town of Jericho was built around 7500 B.C.E. in the Jordan River valley. Today, this area is in the country of Jordan, which is in the Middle East. Jericho covered four acres of land and was surrounded by a wall that was over twelve feet high. The wall was put up to protect the people of the city from outsiders. You can still see the ruins of this magnificent city.

In the 1950s, scientists discovered the ruins of another ancient city in Turkey. It was named Çatal Hüyük, and it contained what is now the world's oldest pottery and wool clothing. This early city was built a bit later than Jericho, in a region that used to be called Asia Minor. Çatal Hüyük was at least eight times as big as Jericho. It contained many large

brick and stone buildings packed tightly together with no streets or alleys between them. Apparently, to get from one house to another, a person had to travel across roofs and go down stairways or ladders.

As time went on, more cities sprang up. These set the stage for the next major development in human history—the birth of civilizations.



Jericho and Çatal Hüyük

■ PRACTICE 5: The Earliest Cities

Decide if each statement below is true (T) or false (F). Write the correct letter on the line before each statement.

____ 1. In the 1950s, the ruins of Jericho were found in Turkey.

____ 2. In Çatal Hüyük, there were no streets or alleys between buildings.

Cultures and Civilizations

Villagers of the New Stone Age shared a **culture**. They lived, worked, and ate together. They shared language, ideas, and habits. As more and more people settled in villages, the culture grew, with more beliefs, more jobs, and more to learn. Soon, the villages needed a way to be organized so life could run smoothly. The villages grew into a civilization. A **civilization** is a highly organized society that usually has

- a **government** to keep things in order. The government may be a group of people or just a single ruler.
- a **system of record keeping** to keep track of crops and items of trade, for example. (As you will see, a record-keeping system may grow into an actual written language.)

- a **class system**. People in the highest class, such as kings, have power and riches. People in the lowest class, like poor farmers, have to work hard just to make a living.

Historians and scientists believe that they know where the first civilization in the world arose. It was in a region where two rivers—the Tigris and the Euphrates—came together. This civilization will be explored in the next lesson.

■ THINK ABOUT IT



Think about your own culture. What are the shared customs, beliefs, stories, and songs of this culture? How is your culture different from those of other people you know? Write your answers on a separate sheet of paper.

■ PRACTICE 6: Cultures and Civilizations

Circle the letter of the correct answer to each of the following questions.

1. Which term describes a shared set of language, ideas, and habits?
 - a. civilization
 - b. culture
 - c. government
 - d. class

2. Which of the following is part of a civilization?
 - a. a government
 - b. a system of record keeping
 - c. a class system
 - d. all of the above

**UNIT 1 • ACTIVITY 1****Understanding Archaeology**

Much of what is known about people who lived in the Old Stone Age comes from the work of archaeologists. An *archaeologist* is a scientist who, among other things, digs in the ground looking for fossils. *Fossils* are the remains of earlier people and animals. These remains have been preserved for thousands or millions of years because they have become hard as stone, or frozen in ice, or hidden inside of caves.

The work of an archaeologist is like putting together a jigsaw puzzle—with only half of the pieces. This is because, most times, archaeologists can only find bits and pieces of earlier people and animals. When this happens, they have to guess at what the missing parts of the puzzle looked like.

Imagine that you are an archaeologist. You have found the remains of a human being that were frozen in the ice for thousands of years. As you look at this incredible discovery, you find out many things about how people lived in the Old Stone Age. Use your imagination to think of ten things you might discover about your ancestors from fossil remains. Write them below.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

