Chapter 1: Uncovering the Past

The textbook begins by looking at why and how people study the past. Historians and archaeologists, people who study objects of the past, use many tools and methods to learn about the past. Understanding the past helps people to understand the world today better. History also helps people make better decisions for the future.

Geography, the study of the earth’s physical and cultural features, has influenced history. Learning about geography contributes to the study of history by providing additional clues about where people lived and what the area was like.

Chapter 2: The Stone Ages and Early Cultures

Historians call the time before there was writing prehistory. Scholars study prehistoric peoples by examining the objects they left behind. Prehistoric people learned to make simple tools, to use fire, to use language, and to make art. Scholars believe the earliest people lived in what is now East Africa. Over time, people moved out of Africa as Earth’s climates changed. As people moved, they learned to adapt to new environments. In time, people learned how to plant and grow food and domesticate animals. The development of agriculture brought great changes to society and helped lead to the development of religion and to the growth of towns.
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 María de Sautuola discovers prehistoric cave paintings in Altamira, Spain, in 1879. What do these paintings say about the life of early people?

Connect to the Unit

Activity History in Popular Culture Ask students to describe what they know about the Stone Age. Make a list of their answers, and have students explain where they learned the information. Discuss with students how popular depictions of the past often mix accurate and inaccurate information. Then lead a discussion about how historians and archaeologists learn about the past.

During the study of the unit, have students work as a class to create a large collage on butcher paper that shows depictions of prehistory in popular culture. Students might collect comic strips, pictures of famous characters, movie posters or ads, and images from TV shows or books. Use the mural to help students understand the difference between accurate sources of historical information and popular depictions of history. In addition, point out the popularity of history as cultural entertainment.

Interpersonal, Visual/Spatial

Explore the Art
In 1879, María de Sautuola and her father, an amateur archaeologist, were exploring the cave pictured at left. While he looked for fossilized bones, Maria wandered into a side cavern. When she looked up she was amazed to see red, black, and violet paintings of bulls covering the ceiling. Today, the images, which are actually bison, remain the earliest known examples of prehistoric cave paintings. The Altamira cave has since been named a World Heritage Site.

About the Illustration

This illustration is an artist’s conception based on available sources. However, historians are uncertain exactly what this scene looked like.

Answers

Explore the Art that they had the skill to make tools for drawing, that they were interested in keeping records of animals for reasons we can only speculate about, that they used this cave perhaps as a dwelling or place for holding rituals.
## Chapter Overview

### CHAPTER 1
pp. 2–23

**Overview:** In this chapter, students are introduced to the work of historians and archaeologists. They will also learn about the importance of geography to the study of history.

### Section 1: Studying History

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

- **Differentiated Instruction Teacher Management System:** Section 1 Lesson Plan
- **Interactive Reader and Study Guide:** Section 1 Summary
- **Chapter Resource File:**
  - Vocabulary Builder Activity, Section 1
  - Biography Activity: Howard Carter
  - Biography Activity: Jean-François Champollion
  - Interdisciplinary Project: Studying History: Searching for Roots
  - Literature Activity: Who Cares About Great Uncle Edgar?
  - Primary Source Activity: The Discovery of the Tomb of King Tutankhamen, by Howard Carter
  - Primary Source Activity: Photographs from King Tutankhamen’s Tomb

### Section 2: Studying Geography

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

- **Differentiated Instruction Teacher Management System:** Section 2 Lesson Plan
- **Interactive Reader and Study Guide:** Section 2 Summary
- **Chapter Resource File:**
  - Vocabulary Builder Activity, Section 2
  - Economics and History Activity: Economics and History
  - History and Geography Activity: Human Communities

## Reproducible Resources

- **Differentiated Instruction Teacher Management System:**
  - Instructional Benchmarking Guides
  - Lesson Plans for Differentiated Instruction

- **Interactive Reader and Study Guide:**
  - Chapter Graphic Organizer

- **Chapter Resource File:**
  - Vocabulary Builder Activity, Section 1
  - Biography Activity: Howard Carter
  - Biography Activity: Jean-François Champollion
  - Interdisciplinary Project: Studying History: Searching for Roots
  - Literature Activity: Who Cares About Great Uncle Edgar?
  - Primary Source Activity: The Discovery of the Tomb of King Tutankhamen, by Howard Carter
  - Primary Source Activity: Photographs from King Tutankhamen’s Tomb

- **A Teacher’s Guide to Religion in the Public Schools**

## Technology Resources

- **OSP One-Stop Planner CD-ROM:**
  - Calendar Planner

- **Power Presentations with Video CD-ROM**

- **Differentiated Instruction Modified Worksheets and Tests CD-ROM**

- **Primary Source Library CD-ROM for World History**

- **Interactive Skills Tutor CD-ROM**

- **Student Edition on Audio CD Program**

- **History’s Impact: World History Video Program (VHS/DVD): Archaeology, History, and Geography**

- **Daily Bellringer Transparency:**
  - Section 1

- **Internet Activity:**
  - Primary vs. Secondary

- **Map Transparency:**
  - Studying Maps
Power Presentations with Video CD-ROM

Power Presentations with Video are visual presentations of each chapter’s main ideas. Presentations can be customized by including Quick Facts charts, images from the text, and video clips.
Introduction to the Chapter

Chapter Big Ideas

Section 1 Historians use many kinds of clues to understand how people lived in the past.

Section 2 Physical geography and human geography contribute to the study of history.

Focus on Writing

The Chapter Resource File provides a Focus on Writing worksheet to help students create their job descriptions.

CRF: Focus on Writing Activity: A Job Description

Key to Differentiating Instruction

Below Level
Basic-level activities designed for all students encountering new material

At Level
Intermediate-level activities designed for average students

Above Level
Challenging activities designed for honors and gifted and talented students

Standard English Mastery
Activities designed to improve standard English usage

Introduce the Chapter

History is Happening!

1. Call on students to suggest a recent event that will probably appear in history books, such as a major scientific advance, a terrorist act, a peaceful change of government, or similar event.

2. Then ask students why people of the future should know about the event. Students may reply, for example, that knowledge of the event could serve as a warning, inspire other people to fight for justice, or help cure diseases. Discuss how understanding the event could help people of the future avoid mistakes. Encourage students to think of specific ways this could work.

3. Point out that history, archaeology, and geography help people learn about the past. Learning about the past then helps us understand the present and predict the future. Students will learn more about the importance of history, archaeology, and geography in this chapter. [Verbal/Linguistic]
In this chapter you will learn how historians and geographers study the past. This photo shows clay warriors that were found in China. Finds like these teach us a lot about the history of ancient places.

What You Will Learn…

UNCOVERING THE PAST

Analyzing Visuals

Asking Historical Questions Because students are just beginning their study of world history, they have more questions than answers. Ask each student to write down at least one question about the clay warriors in the picture. Examples: How big are they? Who made them? How old are they? Where were they found? Solicit students’ questions. Point out that historians ask similar questions. Challenge students to distinguish between questions that can be answered by examining the statues directly and those that require different kinds of inquiry.

Other People, Other Places

Egyptian Pyramids Explain to students that just as the Chinese honored an emperor with an impressive tomb guarded by these warriors, the Egyptians also built giant structures, the pyramids, to honor their powerful rulers. Tell students they will learn more about these pyramids in a later chapter. Have students imagine that they live in ancient times. Ask them what items might be placed in their own tombs that could be discovered thousands of years later.

Explore the Picture

Archaeology Of the three history-related careers you will learn about in this chapter—historian, archaeologist, and geographer—an archaeologist is the person most likely to study these life-size clay warriors. Archaeologists learn about people based on the objects they leave behind.

Analyzing Visuals What might these clay warriors tell you about life in China during the time that they were made? Possible answers—The military was an important segment of society; perhaps warriors were worshipped as gods. What task may an archaeologist have to perform with broken objects such as these? Repair or reassemble them.

Online Resources
go.hrw.com

Chapter Resources:
KEYWORD: SN6 WH1
Teacher Resources:
KEYWORD: SN6 TEACHER
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

<table>
<thead>
<tr>
<th>Decade</th>
<th>a period of 10 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Century</td>
<td>a period of 100 years</td>
</tr>
<tr>
<td>Age</td>
<td>a long period of time marked by a single cultural feature</td>
</tr>
<tr>
<td>Era</td>
<td>a long period of time marked by great events, developments, or figures</td>
</tr>
<tr>
<td>Ancient</td>
<td>very old, or from a long time ago</td>
</tr>
</tbody>
</table>

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”

Understanding Themes
Tell students that there are many themes that are repeated throughout history. Point out to students the themes listed across the page. Ask students to discuss what each theme might mean and how it might be related to the study of history. Tell students that this chapter will focus on the themes of society and culture and science and technology.

Specialized Vocabulary of History

Focus on Reading Review with students the specialized history vocabulary terms on this page. Check to see that the students understand the terms. Have students write a paragraph in which they use each of the terms listed. Ask volunteers to read their paragraphs to the class. Then have students brainstorm other specialized vocabulary that is used in history. Examples might include civilization, empire, historian, or constitution.

Reading and Skills Resources

Reading Support
- Interactive Reader and Study Guide
- Student Edition on Audio CD
- Spanish Chapter Summaries Audio CD Program

Social Studies Skills Support
- Interactive Skills Tutor CD-ROM

Vocabulary Support
- CRF: Vocabulary Builder Activities
- CRF: Chapter Review Activity
- Differentiating Instruction Modified Worksheets and Tests CD-ROM:
  - Vocabulary Flash Cards
  - Vocabulary Builder Activity
  - Chapter Review Activity
- OSP Holt PuzzlePro
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.

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 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?

You Try It!

1. fossil—part of or imprint of something that was once alive; artifact—object created and used by humans; the words immediately following artifact and fossil reveal their meaning; 2. AD; 3. 3100 BC, 15 BCE, AD 3, AD 476, CE 1215, AD 2000; 4. It happened about 1,000 years after Jesus’s birth.
Studying History

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?

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.

Academic Vocabulary

Review with students the high-use academic term in this section.

**values** ideas that people hold dear and try to live by (p. 8)

Taking Notes

Have students copy the graphic organizer onto their own paper and then use it to take notes on the section. This activity will prepare students for the Section Assessment, in which they will complete a graphic organizer that builds on the information using a critical thinking skill.

Key Terms

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

**TAKING NOTES**

As you read, look for information about the clues historians use to understand the past. Record your notes in a diagram like this one.

![Diagram of clues]

Teach the Big Idea

1. **Teach** Ask students the questions in the Main Idea boxes to teach this section.
2. **Apply** Ask students to imagine that they are historians who are living in the year 2999 writing about the young people of the early 2000s. Call on students to describe how their generation should be remembered. Topics may include music, food, clothing, education, entertainment, and others. Write their comments for students to see.
3. **Review** Have students review their comments and list the most important points that a future historian might want to know about this generation.
4. **Practice/Homework** Ask students to use the information to list items for a time capsule for portraying their generation.
Computers have become an essential tool in modern times. The impact today

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 computers.

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?

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).

Info to Know
Tools of the Trade
In their excavations, archaeologists use tools that are common in American homes, but they use those items differently. Archaeologists use ladles, spoons, dustpans, and paintbrushes to move small amounts of dirt that cover artifacts. To remove larger amounts of dirt and rubble, archaeologists use shovels and trowels.

History Humor
What is the definition of an archaeologist? A person whose career is in ruins!

Collaborative Learning
Back and Forth in Time
1. Organize the class into small groups.
2. Have students study the photo on this page to describe and write down the differences between the two sides of the monument. Then ask students to write down possible answers to this question: “How did historians and archaeologists figure out what the temple may have looked like?”
3. As a class, discuss students’ responses. Accept all feasible answers. Then invite students to look through this book for other examples of ancient sites. Ask students to pose questions that historians and archaeologists may ask about those same sites. Interpersonal, Visual/Spatial

Alternative Assessment Handbook, Rubric 14: Group Activity

Answers
Reading Check Both study people and places of the past.
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.

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.

Social Studies Skill: Developing Personal Participation Skills

History on TV

1. Ask students to imagine that they are media producers who want to start a new television cable channel. The student “producers” will propose a channel devoted to interesting young people in history.

2. Organize the class into pairs. Have each pair create a proposal for the new channel to be presented to financial investors. Students may create any one of a range of products for their proposals—posters, letters, or dialogues, for example—to discuss the importance of history for young people.

3. Call on volunteers to present their work to the class. Then lead a discussion on how students could apply this imaginary proposal to real-world issues about learning history.

Info to Know

The Father of History

Herodotus was a Greek author who lived during the 400s BC. He has been called the Father of History for attempting the first real historical narrative. Herodotus’s great work is an account of Greece’s wars with Persia. Inserted into the history are amusing short stories, dialogue, and speeches. Readers still study the works of Herodotus for insights into the ancient world.
For example, Native Americans, 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 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 information [knowledge] of the reader’s soul, to save him from stumbling at the same stumbling block many times over.”

-Polybius, from The Histories, Book XXVIII

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

Reading Check

Summarizing

What are some benefits of studying history?

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

Reading Check

What are some benefits of studying history?
CHAPTER 1

Clues from the Past

Using Clues

Historians use clues from various sources to learn about the past.

Define What is a fossil? a part or imprint of something that was once alive

Draw Conclusions How do fossils and artifacts help teach us about the past? Fossil remains teach us about the first humans, and artifacts teach us about the tools and objects used by humans in the past.

Predict What are some things that historians of tomorrow may use as primary sources? possible answers—recordings of televised speeches, digital photographs, a soldier’s letters home, and so on

CRF: Biography Activity: Howard Carter
CRF: Biography Activity: Jean-Francois Champollion

Online Resources
KEYWORD: SN6 WH1
ACTIVITY: Primary vs. Secondary

Connect to Science

Tree-Ring Dating Archaeologists have many methods available to them for determining the age of artifacts. To find the age of wooden objects they may use dendrochronology, or dating by tree-ring growth. Because the growth of annual rings reflects climate conditions, scientists can correlate growth patterns with particular years. In the United States, dendrochronology is particularly useful in the Southwest, because the dry climate there preserves wood well.

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.

Critical Thinking: Finding Main Ideas

Primary and Secondary Sources

1. Ask students to select a newsworthy event in recent history—one that an adult they know has experienced or witnessed. Examples include a severe weather event or an election.

2. Next, have students use primary and secondary sources to learn more about the event. Suggest that they interview a parent or another adult for the primary source and read published accounts for the secondary sources. Point out that a newspaper article can be a primary source if the reporter witnessed the event directly, and that either type of source can be biased.

3. Have each student write a paragraph comparing the information from the two types of sources for similarities and differences.

Alternative Assessment Handbook, Rubric 30: Research
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 Answers

1. **a.** the study of the past  
   **b.** how they lived and their knowledge, beliefs, customs, and values  
   **c.** possible answers—television broadcasts, newspapers, books, films, videos, CDs
2. **a.** possible answer—it teaches them about the experiences they have been through as a people and about the values they share  
   **b.** possible answer—Studying history helps people keep from making the same mistakes that people made in the past.
3. **a.** a firsthand account of an event  
   **b.** It provided them with many more types of records  
   **c.** possible answer—yes; shows a firsthand account of an event
4. fossils, artifacts, primary sources of information, secondary sources of information

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**Critical Thinking**

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

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

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**Answers**

**Reading Check** Primary sources provide a firsthand account of an event, while secondary sources include information gathered by someone who did not witness the event.
Studying 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. Is it 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.

Academic Vocabulary

Review with students the high-use academic term in this section.

features characteristics (p. 14)

Taking Notes

Have students copy the graphic organizer onto their own paper and then use it to take notes on the section. This activity will prepare students for the Section Assessment, in which they will complete a graphic organizer that builds on the information using a critical thinking skill.

Teach the Big Idea

1. Teach Ask students the questions in the Main Idea boxes to teach this section.

2. Apply Write Physical Geography and Human Geography for students to see, spacing the phrases so that more words and phrases can be added to create a web. Call on students to suggest words and phrases that add details and examples to the two basic terms. For example, landforms, climate, and location could be added to the Physical side. Challenge students to add details specific to your state. Visual/Spatial

3. Review Next, ask students to imagine that they are studying your state’s history this year. Ask how the details on the web could enhance their study of the state’s history.

4. Practice/Homework Ask students to create a similar web of the physical and human geography of their neighborhood. Visual/Spatial
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.

**Info to Know**

**Global Warming**

A main component of physical geography seems to be changing: global temperatures are rising. But what is the cause? Many scientists say that human activities are to blame. They say that carbon dioxide in the atmosphere is creating a greenhouse effect, which is raising average temperatures worldwide. Some people say, however, that temperature changes may be caused by natural factors.
2 Studying Location

Studying location is important to both physical and human geography.

**Define** What does location mean? The exact description of where something is.

**Summarize** What are some activities that would use maps? Possible answers—exploring lands, finding one’s way in unfamiliar surroundings, planning a new community, and plotting military actions.

**Draw Inferences** What are some regions within the United States? Possible answers—Southwest, New England, Midwest, Gulf Coast, and so on.

**Activity** An Original Map Have students create a physical map of a fictional country. Caution students that their maps should describe a possible landscape. For example, rivers must flow from high elevations to lower elevations.

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### California Climates

Have students use Internet sources to check weather reports from the California cities shown on the maps. Point out that only by using many weather reports over a long period of time can one make generalizations about a location’s climate.

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### Studying Maps

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

1. **California: Physical**
   - **ELEVATION**
     - Feet: 13,120, 6,560, 2,000, 1,840, 656, 200
     - Meters: 4,000, 2,000, 500, 200
     - Below sea level: 0, 50, 100

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   - **ELEVATION**
     - Feet: 13,120, 6,560, 2,000, 1,840, 656, 200
     - Meters: 4,000, 2,000, 500, 200
     - Below sea level: 0, 50, 100

### 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.

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### Collaborative Learning: Where in the World?

**Learning about Regions**

1. Organize the class into small groups. Ask each group to select a region somewhere in the world and conduct research about the region’s physical and human characteristics. Students should concentrate on physical characteristics, however. Next, have each group write five characteristics of its region but not identify the region by name.

2. Have all students open this book to the atlas at the back to help them find the regions.

3. Play a “Where in the World?” game. Have each group read its list of characteristics. Challenge the rest of the class to name or describe the region.

4. Discuss the characteristics of any regions not identified. Interpersonal, Visual/Spatial

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### Answers

**Studying Maps** 1. mountains, deserts, rivers, valley, Sierra Nevada; 2. highland, marine, Mediterranean, semi-arid, desert; possible answers—highland climate in the highest mountains, marine climate near coast, desert climate in Mojave Desert, semi-arid in Central Valley.

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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

Learning about Regions

Studying location is important to both physical and human geography.

Define What is a region? an area with one or more features that make it different from surrounding areas

Describe What are some human features that can define a region? number of cities, an area with many farms, language, religion

Evaluate Would all people define a region the same way? Why or why not? possible answer—no, because people interpret both physical and human features differently

Connect to Geography

Ancient Maps People have been making maps for a very long time. The oldest known map is a Babylonian clay tablet that dates from about 2500 BC. People who did not yet have a written language also made diagrams of their world. For example, early Arctic Inuit, Native Americans, and some Pacific Islanders all made maps.

Critical Thinking Activity: Interpreting Maps

Mapping Your School

1. On a sheet of butcher paper, draw a rough map of the area surrounding your school. Label the school on the map.
2. Call on students to mark on the map main roads and local landmarks, such as places of worship and favorite restaurants or stores.
3. When all the students have marked information on the map, ask each student to write at least one sentence making a generalization about the map’s information.

Example: The restaurants are located near each other on a main street.
4. Then have students use the thesaurus or dictionaries to add appropriate adjectives and descriptive phrases to their sentences.

Answers

Analyzing Primary Sources because it poses fascinating questions and affects so many other aspects of the world

Studying Maps 3. Los Angeles and San Francisco; Mediterranean; 4. fewer major roads in the desert and mountains; more roads in population centers

Reading Check physical features such as mountains, forests, and rivers; human features such as religion or language
CHAPTER 1

Geography and History

Geography and history are closely connected.

Recall What are three aspects of human life that geography affects? resources, cultures, history

Draw Conclusions Why can present-day people live in places that lack resources valued by early humans? possible answers—Irrigation brings water to dry areas; modern transportation brings resources from far away.

Evaluate How do you think physical geography has affected your community? your state? Answers will vary but should be logical.

Activity Connecting Geography and History Have students review the maps of fictional countries that they created earlier. Ask each student to imagine how the physical geography of the “country” might affect its development. Instruct students to write brief essays in which they describe those effects.

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.

Differentiating Instruction

Struggling Readers Below Level

1. Copy the diagram shown for students to see, omitting the blue answers.

2. Help students fill in the diagram with information from this section that shows how geography relates to history.

3. Then ask students to provide examples for each of the circles shown on the diagram.

4. Review the link between geography and history to conclude the activity.

Visual/Spatial
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 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.

**Section 2 Assessment**

**Reviewing Ideas, Terms, and People**

1. a. Define What is geography?
   
   b. Summarize What are some of the topics included in human geography?

2. 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?

3. 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**

4. Comparing and Contrasting

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

5. 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?

**Section 2 Assessment Answers**

1. a. the study of the Earth’s physical and cultural features

   b. what work people do, how they get their food, the homes they live in, religions they practice

2. a. Answers will vary but should display an understanding of the concept of a region.

   b. possible answers—A map would show areas that have trees for shade, water for activities, or areas that might not be desirable for building a park, such as steep hills or swamps.

3. a. in areas rich in natural resources

   b. Rivers could provide water and access to trade routes; flooding can destroy settlements or leave them open to invasion.

4. Physical—earth’s land and features; Human—people and the places where they live

5. Physical geographer—studies earth’s land and features; Human geographer—studies people and the places where they live

**Answers**

**Reading Check** possible answers—Areas rich in resources thrived, access to rivers made trade possible, and events associated with physical geography have changed history.
**History and Geography**

**Info to Know**

**Teotihuacán** Teotihuacán is located about 30 miles northeast of what is now Mexico City. The city reached its height in the 500s AD. At that time, it was probably the sixth-largest city in the world, with an estimated population of 125,000. The city covered some eight square miles. It contained pyramids, temples, plazas, palaces, and more than 2,000 residential buildings. Many of the people who lived there were farmers or craftsmen. Others were merchants, nobles, or priests. Sometime in the 600s or 700s, a fire destroyed much of Teotihuacán. The event led to the city’s swift decline, and it was soon abandoned.

Much of the information in the map at right is based on the Teotihuacán Mapping Project, done in the 1960s and 1970s.

**City of the Gods** Centuries after the abandonment of Teotihuacán, Aztec travelers came across the ruins. The Aztec believed the place to be holy and the birthplace of the gods. As a result, they named it Teotihuacán, which means “City of the Gods” in the Aztec language. The city’s original name and the language its residents spoke remain unknown.

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-lee-wah-KEE-noh) in central Mexico. Teotihuacán reached its height around AD 500. Study this map. What can it tell you about the history of the city?

**Detectives in Time**

1. Have students examine the map to see what they can learn about the city of Teotihuacán and the people who lived there. Have students consider the following questions:
   - Approximately how big was the area of the city in 500 AD?
   - Why might people have settled there? What natural resources are apparent?
   - How spaced out are the dwellings? Do they appear to have yards or gardens?
   - Why do you think the river’s course was changed? How many people and what sort of equipment might such a project have involved?

2. Discuss what the answers reveal about the people and city of Teotihuacán.

3. Then encourage students to ask their own questions about the information on the map. Explain that this process of forming questions based on maps is one way that historians work. Visual/Spatial

**Social Studies Skill: Interpreting Maps**

At Level

**Info to Know**

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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.

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.

Connect to Civics

Early City Planning

Teotihuacán was carefully planned. The Street of the Dead, the main axis of the city, runs north-south and points directly at the mountain Cerro Gordo. (The road is slightly off of true north.) On each side of the street, structures are arranged in grids, often in symmetrical layouts. Ask students how a carefully planned city could contribute to civic pride.

Info to Know

Mistaken Interpretations

The names of structures in Teotihuacán reveal more about the people who named them than about their original purposes. For example, the Aztec thought the ruined buildings along the city’s central road were burial sites. As a result, they named the road the Street of the Dead. Later, Spaniards mistook other ruins for a fortress and named it the Citadel. This large space was more likely used for rituals.

Linking to Today

Pyramids of Teotihuacán

Archeologists continue to dig and discover new finds at Teotihuacán. Recent excavations at the Pyramid of the Moon uncovered the skeletons of three high-ranking priests or officials. The figures were discovered seated cross-legged with their hands clasped in front of them. Their bodies were adorned with collars, ear and nose rings, and possibly headdresses. The archaeologists also found jade stones, figurines, animal remains, and carved seashells in the pyramid.

Draw Conclusions

What might this discovery tell us about the culture of Teotihuacán? possible answers—had a class structure, ceremonies for the deceased, and belief in an afterlife

Differentiating Instruction

Struggling Readers

To help students understand how historians learn from maps, draw the following chart for students to see. Complete the chart as you explain each point.

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?

What the Map Shows | What We Can Learn
---|---
Size: large city with many temples, buildings, homes | large population; probably important city
Religion: pyramids, or religious temples, at key sites in the city | religion very important to the people
Technology: pyramids, buildings, rerouted river | had advanced engineering skills, large labor force

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Answers

Interpreting Maps
1. It was a large city with many buildings and a large population, and therefore likely an important city.
2. Religion was important to the city’s residents.
Social Studies Skills

Recognizing Personal Conviction and Bias

Activity: Bias in the News

Materials: photocopies of newspaper pages

1. Pass out photocopies of the editorial page and the front page from a local newspaper. Have students contrast the articles that appear on each page. Guide students in determining that the front-page news coverage is mainly objective reporting of facts. The editorial page likely contains many opinionated items.

2. Next, have students examine the editorials and letters to the editor. Ask students to identify any biases the writers might hold. How are these biases shaping the writers’ viewpoints and opinions? See if students can find examples of stereotyping or prejudice.

3. Then assign students one editorial or letter to the editor. Have each student create a three-column chart listing the verifiable statements, or facts; the unverifiable statements, or opinions; and any examples of bias. Review students’ charts as a class.

Lesson 20: Evaluate Sources of Information

Verbal/Linguistic

Some examples of primary sources include interviews, documents, samples, and photographs. Secondary sources include biographies, history textbooks, and monographs. As you read or write, watch out for biases. One way to identify a bias is to look for support for a statement. If a belief seems unreasonable when compared to the facts, it may be a sign of bias.

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.

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 us see what we are today.

The following guidelines can help you to recognize and reduce your own biases. Keep 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.

Social Studies Skills Activity: Recognizing Personal Conviction and Bias

Determining Bias in Primary and Secondary Sources

1. Read the textbook’s definitions of primary and secondary sources aloud for students.

   • primary source: an account of an event created by someone who took part in or witnessed the event
   • secondary source: information gathered by someone who did not take part in or witness an event

2. Ask students to list examples of each type of source (primary—diaries, editorials, letters, newspaper articles, photographs, political cartoons; secondary—biographies, encyclopedias, history textbooks, and monographs). Then discuss with students the bias that might be inherent in each example (e.g., the letters of a military commander and the journal of a soldier will reflect different viewpoints and perspectives on a conflict).

Answers

Practice and Apply the Skill

Answers will vary, but students should note that personal biases will influence the ways in which people interpret events in history. Thus, historians need to remain objective when they interpret events and try to view the events within the context of the period.
Visual Summary

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

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?

Review and Assessment Resources

Review and Reinforce

SE Chapter Review
CRF: Chapter Review Activity
California Standards Review Workbook
Quick Facts Transparency: Uncovering the Past Visual Summary
Spanish Chapter Summaries Audio CD Program
Online Chapter Summaries in Six Languages
OSP Holt PuzzlePro; Game Tool for ExamView
Quiz Game CD-ROM

Assess

SE Standardized Test Practice
PASS: Chapter Test, Forms A and B
Alternative Assessment Handbook
OSP ExamView Test Generator, Chapter Test
Differentiated Instruction Modified Worksheets and Tests CD-ROM: Chapter Test
Holt Online Assessment Program (in the Premier Online Edition)

Reteach/Intervene

Interactive Reader and Study Guide
Differentiated Instruction Teacher Management System: Lesson Plans
Differentiated Instruction Modified Worksheets and Tests CD-ROM
Interactive Skills Tutor CD-ROM

Online Resources

Chapter Resources: KEYWORD: SN6 WH1
CHAPTER 1

Using the Internet
10. Activity: Describing Artifacts
Archaeologists study the past based on what people have left behind. Enter the activity keyword and 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.

Social Studies Skills
Recognizing Personal Conviction and Bias
Answer the following questions about personal convictions and bias.

11. What is a personal conviction?
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
12. history, culture, artifacts, values, history or geography

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
13. possible answer—may reveal how the historian’s society or culture viewed war in general or that particular battle, depending on who participated and who won; may also reveal what qualities the historian’s society admired in a leader or in warriors
14. possible answer—Technology was important not just for business and basic communication, but also for entertainment.

Focus on Writing
15. Rubric
Students’ job descriptions should:
• explain why the job is important.
• describe the tasks and responsibilities of the job
• end by telling what kind of person would be good for the job.
• use correct grammar, punctuation, spelling, and capitalization.

Focus on Writing
A Job Description
DIRECTIONS: Read each question, and write the letter of the best response.

1. 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

2. The type of evidence that an archaeologist would find most useful is a(n)
   A. artifact.
   B. primary source.
   C. secondary source.
   D. landform.

3. 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.

4. Each of the following is a primary source except
   A. a photograph.
   B. a diary.
   C. a treaty.
   D. an encyclopedia.

5. 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.

6. 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.

7. The study of people and the places where they live is called
   A. archaeology.
   B. environmental science.
   C. human geography.
   D. history.