Middle School Social Studies Enrichment

2 of 2





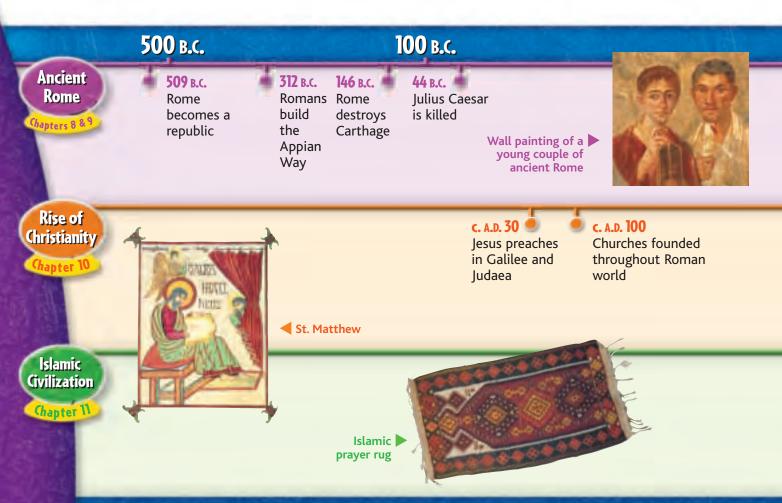


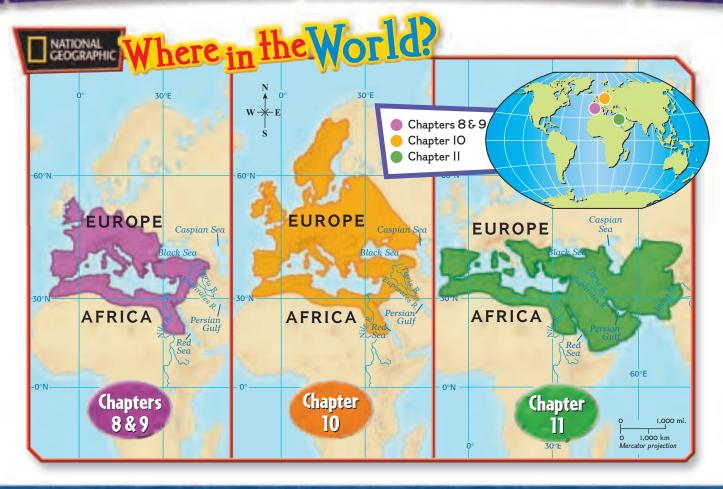
New Empires and New Faiths

Why It's Important

Each civilization that you will study in this unit made important contributions to history.

- The Romans invented concrete and used the arch in building.
- The Christians helped shape the West's religious beliefs.
- The Muslims spread the religion of Islam and invented algebra.





A.D. 700 A.D. 1100

A.D. 476
Western
Roman
Empire
ends

A.D. 534 Justinian reforms Roman law



■ Gladiators in battle

A.D. 392
Christianity
becomes Rome's
official religion



Church of Hagia Sophia ("Holy Wisdom") A.D. 1054
Eastern Orthodox
and Roman
Catholic Churches
separate



A.D. 624 Muhammad founds Islamic state in Arabia

C. A.D. 830 Baghdad reaches its height as center of Islamic learning

C. A.D. 1200 Muslim rule reaches to northern India

Mosque in Baghdad

Unit

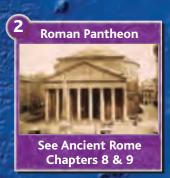
Places to Locate

EUROPE



3

Mediterranean Sea



FRICA



63 B.C.-A.D. 14 Roman emperor Chapter 8, page 289



c. 6 B.C. -A.D. 30 Crucifixion led to rise of Christianity Chapter 10, page 346



c. a.d. 10-65 Christian thinker Chapter 10, page 349



c. a.d. 280-337 Roman emperor Chapter 9, page 321





A.D. 354-430 Christian philosopher Chapter 10, page 357



c. a.d. 500-548 **Byzantine** empress Chapter 9, page 331



c. a.d. 570-632 Muslims believe Allah dictated the Quran to Muhammad Chapter 11, page 376



A.D. 1048-1131 Islamic poet and philosopher Chapter 11, page 392



Rise of Rome

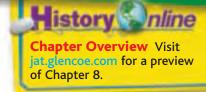
258-259 Roy Rainford/Robert Harding/Getty Ir





Chapter Preview

While the Chinese civilization arose in East Asia, the Romans created an empire that covered much of the Mediterranean world. Read this chapter to discover how the Romans were able to win control of such a large area.





View the Chapter 8 video in the World History: Journey Across Time Video Program.



Rome's Beginnings

The civilization of Rome began in Italy. Rome grew from a small city into an economic and military power.



The Roman Republic

Rome was a republic for almost 500 years. During this time, it gradually expanded the right to vote. After many years of war and following the destruction of the Carthaginian Empire, Rome took control of the Mediterranean region.



The Fall of the Republic

As Rome's territory grew, the army gained political power. The Roman Republic, weakened by civil wars, gave way to the Roman Empire.



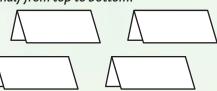
The Early Empire

Augustus and many of his successors governed well. Rome's empire grew larger and wealthier.



Know-Want-Learn Make this foldable to help you organize what you know, what you want to know, and what you learn about the rise of Rome.

Step 1 Fold four sheets of paper in half from top to bottom.



on top of the other. Staple the four sections together and label the top four tabs: Rome's Beginnings, The Roman Republic, The Fall of the Republic, and The Early Empire.

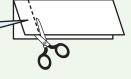
Step 3 Place the folded papers one

Staple here.

Rome's
Beginnings

Step 2 On each folded paper, make a cut 1 inch from the side on the top flap.

Cut 1 inch from the edge through the top flap only.



Reading and Writing

Before reading the chapter, write what you already know about the beginning of Rome, the rise and fall of its republic, and the early Roman Empire under the tabs of your foldable. Also write one question you have on each tab. As you read, summarize what you learn under each tab.



Reading Studies Social Studies



Taking Notes

1 Learn It!

Note Taking

Did you know that when you take notes, you remember more than three-fourths of the information you recorded? That is why it is important to learn to take careful notes as you are reading.

Read this paragraph from Section 3.

Trouble in the Republic

Rome's armies were victorious wherever they went. Yet problems were building at home. Dishonest officials stole money, and the gap between rich and poor was growing. Thousands of farmers faced ruin, and the cities were becoming overcrowded and dangerous.

-from page 278

Reading Tip

Authors of textbooks
help with note taking
by giving you headings
and subheadings. If you
are not sure of the main
topic, it is a safe bet
that headings in bold
are important.

Here is one method of note taking for the above paragraph.

Main Topic	Important Details	
Republic's Problems	1. dishonest officials	
	2. gap between rich	
	and poor	
	3. farmers faced ruin	
	4 cities overcrowded	



Practice It!

Make a T-Chart

Read the first few pages of Section 2 and use this T-chart as a guide to help you practice taking notes.

Main Topic	Important Details
Rome's government	1.
	2.
Social groups in Rome	1.
	2.
Roman law	1.

2.

Read to Write:

On page 273, read about Rome's first code of laws, the Twelve Tables. Come up with your own 12 Tables of School Law, and explain why each one should be used to govern the students in your school.



3 Apply It!

As you read Section 1, write the names of important people or places on the left column of your note-taking paper. On the right side, list details from your reading.



Section 1

Rome's Beginnings

Get Ready to Read!

What's the Connection?

In previous chapters, you learned about the civilization of ancient Greece. Greek ways did not die with the end of Greece's freedom. They were adopted and spread widely by another civilization, Rome.

Focusing on the Main Ideas

- Geography played an important role in the rise of Roman civilization. (page 263)
- The Romans created a republic and conquered Italy. By treating people fairly, they built Rome from a small city into a great power. (page 265)

Locating Places

Sicily (SIH • suh • lee)
Apennines (A • puh • NYNZ)
Latium (LAY • shee • uhm)
Tiber River (TY • buhr)
Etruria (ih • TRUR • ee • uh)

Meeting People

Romulus (RAHM • yuh • luhs)
and Remus (REE • muhs)
Aeneas (ih • NEE • uhs)
Latins (LA • tuhnz)
Etruscans (ih • TRUHS • kuhnz)
Tarquins (TAHR • kwihnz)

Building Your Vocabulary

republic (rih • PUH • blihk) legion (LEE • juhn)

Reading Strategy

Summarizing Information Use a diagram like the one below to show how the Etruscans affected the development of Rome.

	<u> </u>
Etruscans	
_	





The Origins of Rome

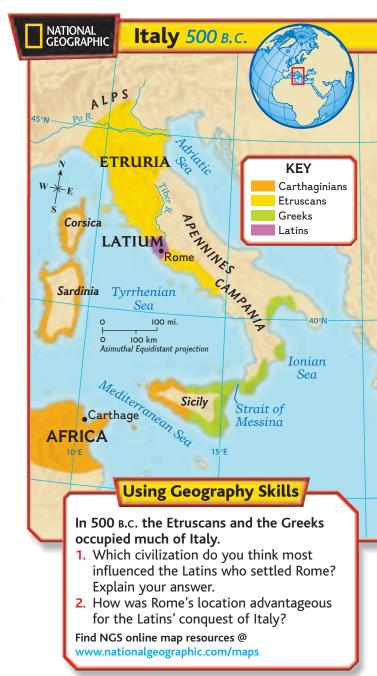
Main Idea Geography played an important role in the rise of Roman civilization.

Reading Focus If you were founding a new city, what natural features would influence your choice of a building site? As you read this section, think about the choices that the early Romans made.

Italy is in an important location in the middle of the Mediterranean region. It is a long, narrow peninsula with a distinctive shape: it looks like a high-heeled boot jutting into the sea. The heel points toward Greece and the toe toward the island of Sicily (SIH•suh•lee). Across the top of the boot are the Alps, craggy mountains that separate Italy from European lands to the north. Another mountain range, the Apennines (A•puh•NYNZ), runs all the way down the boot from north to south.

The landscape of Italy is similar to that of Greece, but the Apennines are not as rugged as Greece's mountains. They can be crossed much more easily. As a result, the people who settled in Italy were not split up into small, isolated communities as the Greeks were. In addition, Italy had better farmland than Greece. Its mountain slopes level off to large flat plains that are ideal for growing crops. With more capacity to produce food, Italy could support more people than Greece could.

Historians know little about the first people to live in Italy. There is evidence, however, that groups from the north slipped through Italy's mountain passes between about 1500 B.C. and 1000 B.C. Attracted by the mild climate and rich soil, a small but steady stream of newcomers settled in the hills and on the plains. Among these peoples were a Latin-speaking people who built the city of Rome on the plain of Latium (LAY•shee•uhm) in central Italy.



Where Was Rome Located? Geography played a major part in the location of Rome. The site chosen for Rome was about 15 miles (24 km) up the Tiber River (TY•buhr) from the Mediterranean Sea. The Tiber River gave the Romans a source of water and a way to the rest of the Mediterranean world. At the same time, Rome was far enough from the sea to escape raids by pirates.



Primary Source The

The Aeneid

Two legends describe the beginning of Rome. One says that after Troy was destroyed, Aeneas and the other Trojans went in search of another place to live.

"Weeping, I drew away from our old country.... I took to the open sea, borne outward into exile with my people, my son, my hearth gods, and the greater gods.... Now making landfall under the southwind there, I plotted out on that curved shore the walls of a colony—though fate opposed it—and I devised the name Aeneadae for the people, from my own."



Virgil

-adapted from Virgil, Aeneid

Document-Based Question

What type of person do you think Aeneas was to build a new city after having the first one destroyed?

In addition, Rome was built on seven hills. The Romans did this on purpose. The hills were very steep, making it easy to defend the city against enemy attack. Rome was also located at a place where people could easily cross the Tiber River. As a result, Rome became a stopping place for people traveling north and south in western Italy and for merchant ships sailing in the western Mediterranean.

How Did Rome Begin? Two different legends describe how Rome began. The traditional story is that twin brothers named Romulus (RAHM•yuh•luhs) and Remus (REE•muhs) founded the city. As babies, the

boys were abandoned near the Tiber River. Rescued by a wolf and raised by a shepherd, they decided to build a city in 753 B.C. The twins quarreled, however, and Remus made fun of the wall his brother was building. In a fury, Romulus lashed out at Remus

and killed him. Romulus went on to become the first king of Rome, the new city he named after himself.

The seeds of Rome are traced even farther back in the *Aeneid*, a famous epic by the Roman poet Virgil. The *Aeneid* is the story of the Trojan hero **Aeneas** (ih • NEE • uhs). He and a band of followers are said to have sailed the Mediterranean Sea after the Greeks captured Troy. After many adventures, the Trojans landed at the mouth of the Tiber.

Through warfare and then marriage to the local king's daughter, Aeneas united the Trojans and some of the Latins (LA•tuhnz), the local people. He thus became the "father" of the Romans.

Historians are not sure how Rome began. They think that Latins lived in the area of Rome as early as 1000 B.C. They built huts on Rome's hills, tended herds, and grew crops. Sometime between 800 B.C. and 700 B.C., they decided to band together for protection. It was this community that became known as Rome.

Early Influences After about 800 B.C., other groups joined the Romans in Italy. Two of these groups, the Greeks and the Etruscans (ih • TRUHS • kuhnz), played a major role in shaping Roman civilization.

Many Greeks came to southern Italy and Sicily between 750 B.C. and 550 B.C., when Greece was busily building overseas colonies. From the Greeks, Romans learned to grow olives and grapes. They also adopted the Greek alphabet, and they





would eventually model their architecture, sculpture, and literature after the Greeks.

Rome's early growth was influenced most, however, by the Etruscans. The Etruscans lived north of Rome in Etruria (ih • TRUR • ee • uh). After 650 B.C., they moved south and took control of Rome and most of Latium.

The Etruscans were skilled metalworkers who became rich from mining and trade. They forced enslaved people to do the heaviest work and made their own lives comfortable. Their tomb paintings show men and women feasting, dancing, and playing music and sports. Some murals also show bloody battle scenes, revealing the Etruscans' pride in their military.

The Etruscans changed Rome from a village of straw-roofed huts into a city of wood and brick buildings. They laid out streets, temples, and public buildings around a central square. Etruscans also taught Romans a new style of dress, featuring short cloaks and togas—loose garments draped over one shoulder. More importantly, the Etruscan army would serve as a model for the mighty army the Romans eventually assembled.

Reading Check Explain How did geography help the Romans prosper?

The Birth of a Republic

Main Idea The Romans created a republic and conquered Italy. By treating people fairly, they built Rome from a small city into a great power.

Reading Focus Have you heard the phrase "winning hearts and minds"? It means convincing people to support you rather than just forcing them to obey. Read on to learn how the Romans not only conquered other people in Italy but also won their hearts and minds.

The Etruscans ruled Rome for more than 100 years. Under the Etruscans, Rome became wealthy and powerful. However, the ruling family, called the **Tarquins** (TAHR•kwihnz), grew more and more cruel.

Finally, in 509 B.C., the Romans rebelled. They overthrew the Tarquins and set up a republic (rih • PUH • blihk). A republic is a form of government in which the leader is not a king or queen but someone put in office by citizens with the right to vote. In a republic, the citizens have the power. The rise of the Roman Republic marked the beginning of a new chapter in Rome's history.

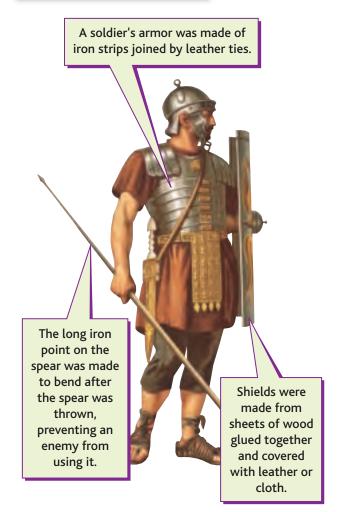


▲ Etruscan murals often showed lively scenes of daily life, such as religious ceremonies or people enjoying music and feasts. How did the Etruscans become wealthy?



At the time Rome became a republic, it was still a small city, surrounded by enemies. Over the next 200 years, the Romans fought war after war against their neighbors. In 338 B.C. they finally defeated the other Latins living nearby. Next they attacked the Etruscans and defeated them in 284 B.C. By 267 B.C., the Romans had also conquered the Greeks in southern Italy. With this victory, the Romans became the masters of almost all of Italy.

Roman Legionary



At first, the Roman army was made up of ordinary citizens. Later the army contained well-trained professional soldiers and was one of the best fighting forces in the world. What was a standard, and why did the army carry them?

Why Was Rome So Strong? Rome was able to conquer Italy because the Romans were excellent soldiers. In the republic's early days, every male citizen who owned land had to serve in the army. Discipline was harsh, and deserters were punished by death. The tough discipline helped mold Roman soldiers into fighters who did not give up easily. In addition, they were practical problem solvers.

For example, Roman armies at first fought like Greek armies. Row upon row of soldiers marched shoulder to shoulder, keeping their shields together and holding long spears. Roman generals soon realized that this way of fighting was slow and hard to control. They reorganized their soldiers into smaller groups called **legions** (LEE• juhnz). Each legion had about 6,000 men and was further divided into groups of 60 to 120 soldiers. These small groups could quickly cut through enemy lines.

Roman soldiers, or legionaries, were armed with a short sword called a *gladius* and a spear called a *pilum*. Each unit also carried its own standard—a tall pole topped with a symbol. In battle, standards helped keep units together because the soldiers could see them above the action.

Shrewd Rulers The Romans were not only good fighters but also smart planners. As they expanded throughout Italy, they built permanent military settlements in the areas they conquered. Then they built roads between these towns. These roads allowed troops to travel swiftly to any place in their growing territory.

To rule their new conquests, the Romans created the Roman Confederation. Under this system, Romans gave full citizenship to some peoples, especially other Latins. They could vote and serve in the government, and they were treated the



same as other citizens under the law. The Romans granted other peoples the status of allies.

Allies were free to run their own local affairs, but they had to pay taxes to the republic and provide soldiers for the army. The Romans made it clear that loyal allies could improve their position and even become Roman citizens.

With these policies, the Romans proved themselves clever rulers. They knew that conquered peoples would be more loyal to the government if they were well treated. Rome's generosity paid off. As a result, the republic grew stronger and more unified.

All the same, Rome was not afraid to use force if necessary. If conquered peoples revolted against Roman rule, their resistance was swiftly put down.

Reading Check Describe How did Rome rule its new conquests?



▲ This mosaic, or picture made from bits of stone, shows a group of Roman legionaries. How many soldiers made up a legion?

History *Inline*

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Section Review

Reading Summary

Review the Main Ideas

- The Romans, a Latin-speaking people, settled the region of Rome on the west side of Italy. The region's geography, as well as Etruscan and Greek ideas, helped Rome grow.
- In 509 B.C. the Romans overthrew Etruscan rule and established a republic. By about 275 B.C., Roman legions had conquered most of Italy.

What Did You Learn?

- Where did the Greeks live in Italy, and how did they influence Roman civilization?
- Describe the two legends that tell of the founding of Rome. Then describe how and when Rome was actually founded.

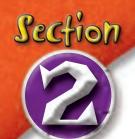
Critical Thinking

 Geography Skills Draw a diagram like the one below. List examples of how geography determined Rome's location.



- **4. Summarize** Describe the Roman conquest of Italy.
- 5. Compare and Contrast How did geography affect the development of civilization in Greece and Italy?
- Expository Writing Write a short essay discussing the reasons Rome was so successful in its conquest of Italy.
- 7. Use the blue subheads in Section 1 to create notes about Rome's beginnings. List each subhead on the left of a T-chart and details on the right.





The Roman Republic

Get Ready to Read!

What's the Connection?

Romans had suffered under cruel Etruscan kings. When they had the chance to create their own government, they chose something very different.

Focusing on the Main Ideas

- Rome's republic was shaped by a struggle between wealthy landowners and regular citizens as it gradually expanded the right to vote. (page 269)
- Rome slowly destroyed the Carthaginian Empire and took control of the entire Mediterranean region. (page 274)

Locating Places

Carthage (KAHR • thihj)
Cannae (KA • nee)
Zama (ZAY • muh)

Meeting People

Cincinnatus (SIHN • Suh • NA • tuhs)
Hannibal (HA • nuh • buhl)
Scipio (SIH • pee • OH)

Building Your Vocabulary

patrician (puh *TRIH *shuhn)
plebeian (plih *BEE *uhn)
consul (KAHN *suhl)
veto (VEE *toh)
praetor (PREE *tuhr)
dictator (DIHK *TAY *tuhr)

Reading Strategy

Categorizing Information Complete a chart like the one below listing the government officials and legislative bodies of the Roman Republic.

Officials	Legislative Bodies



Rome's Government

Main Idea Rome's republic was shaped by a struggle between wealthy landowners and regular citizens as it gradually expanded the right to vote.

Reading Focus Do you know where our word republic comes from? It is made up of two Latin words meaning "thing of the people." Read on to learn about the republican government that early Romans created.

Early Romans were divided into two classes: patricians and plebeians. The patricians (puh • TRIH • shuhnz) were wealthy landowners. These nobles made up Rome's ruling class. Most of Rome's people, however, were plebeians (plih • BEE • uhnz). This group included artisans, shopkeepers, and owners of small farms.

Both patrician and plebeian men were Roman citizens. They had the right to vote and the responsibility to pay taxes and serve in the army. However, plebeians had less social status. Marriage between members of the two classes was forbidden. Plebeians also lacked an important political right: they could not hold public office.

How Did Rome's Government Work?

Rome had a tripartite, or three-part, government. One group of people ran the government, another group made laws, and a third group acted as judges. It had checks and balances so that one group could not get too strong, but it did not separate powers like our government does today. In the Roman Republic, the top government officials were





Primary Source A Roman Triumph

Sometimes military leaders returning to Rome after a victory took part in a great parade called a triumph.

"Thus arrayed [decoratively dressed], they entered the city, having at the head of the procession the spoils and trophies and figures representing the captured forts, cities, mountains, rivers, lakes, and seas—everything, in fact, that they had taken.....
[When] ... the victori-



Roman soldiers

ous general arrived at the Roman Forum . . . he rode up to the Capitol. There he performed certain rites and made offerings."

—Zonaras, "A Roman Triumph"

Document-Based Question

Why do you think the military leaders and their troops were dressed decoratively before the triumph?

the **consuls** (KAHN•suhlz). Two consuls both patricians—were chosen every year. They headed the army and ran the government. Because they served such short terms, there was little risk that they would abuse their power. The consuls also kept each other in line because each could veto (VEE • toh), or reject, the other's decision. The word veto is Latin for "I forbid." Rome had other important officials called practors (PREE • tuhrz). Their main job was to interpret the law and act as judges in court. Various officials performed specialized duties-keeping tax records, handling public festivals, and so forth.

Rome's most important legislative, or lawmaking, body was the Senate. This was a select group of 300 patrician men who served for life. In the beginning, the Senate only gave advice to the consuls. Over time, the power of the Senate grew. By the 200s B.C., it could also propose laws, hold debates, and approve building programs.

Another legislative body was the Assembly of Centuries. It elected consuls and praetors, and passed laws. Like the Senate, the Assembly of Centuries was under the control of the patricians.

Plebeians Against Patricians As you might expect, plebeians complained about having so little power in the Roman Republic. After all, they fought alongside patricians in the army, and their tax payments helped the republic thrive.

Eventually, the plebeians took action to bring about change. In 494 B.C. many plebeians went on strike. They refused to serve in the army. They also left the city to set up a republic of their own. These moves frightened the patricians into agreeing to share power.

In 471 B.C. the plebeians were allowed to set up their own body of representatives, called the Council of the Plebs. The assembly elected tribunes who brought plebeian concerns to the government's attention. The tribunes also won the right to veto government decisions. In 455 B.C. plebeians and patricians were allowed to marry, and in the 300s B.C., plebeians were allowed to become consuls.

The most far-reaching political reform came in 287 B.C. In that year, the Council of the Plebs finally gained the power to pass laws for all Romans. Now all male citizens had equal political standing, at least in theory. In practice, a few wealthy patrician families still held most of the power, and women remained without a voice in government.

Who Was Cincinnatus? An unusual feature of the Roman Republic was the office of dictator (DIHK • tay • tuhr). We define a dictator today as an oppressive ruler with complete control over the state. Roman dictators also had complete control, but they served the people and ruled on a temporary basis during emergencies. The Senate appointed a dictator in times of great danger. As soon as the danger was past, Roman dictators gave up their power.

The best-known early Roman dictator is **Cincinnatus** (SIHN • Suh • NA • tuhs). About 460 B.C., a powerful enemy had surrounded a Roman army. Officials decided that the crisis called for a dictator and that Cincinnatus was the man for the job. The officials found Cincinnatus plowing his fields. A loyal and devoted citizen, Cincinnatus left his farm and gathered an army. He defeated the enemy in short order and returned to Rome in triumph. Although he probably could have continued ruling, Cincinnatus did not want power. Having done his duty, he returned to his farm a mere 15 or 16 days later.

Romans strongly believed in civic duty, or the idea that citizens have a responsibility to help their country. Cincinnatus was widely admired for his civic duty in his own time and in later ages. George Washington, for one, took inspiration from his example. Like Cincinnatus, Washington was a farmer when he was asked to head an army: the Continental Army in the American War for Independence. After leading the Americans to victory, Washington returned to his plantation home. Only later, and with some reluctance, did he agree to become the first president of the United States.

NATIONAL GEOGRAPHIC The Way

Focus on Everyday Life

Roman Dinner Parties Before Rome became a powerful empire, Romans ate simple meals of porridge, dried vegetables, and greens. People rarely ate meat or seafood. After Rome's conquests, the dining habits of wealthy Romans changed. Newly rich Romans showed off their wealth with expensive feasts that included exotic foods and lively entertainment for their guests.

At Roman dinner parties, guests reclined on couches. The enslaved servants served the food, which would be carried into the banquet room on great silver platters. Roman dishes might include boiled stingray garnished with hot raisins; boiled crane with turnips; or roast flamingo cooked with dates, onions, honey, and wine.

A wealthy Roman woman reclining on a couch



Connecting to the Past

- 1. Whose eating habits changed after Rome became wealthy and powerful?
- 2. Describe how their eating habits changed.

LUCIUS QUINCTIUS CINCINNATUS

с. 519-438 в.с.

The loyal devotion of Cincinnatus greatly impressed the Roman historian Livy. In his History of Rome, Livy advised his readers to listen to the worthwhile story of Cincinnatus, whose virtue rose high above any rewards that wealth could bring.

According to Livy, Cincinnatus lived in Rome but owned and worked a four-acre field on the other side of the Tiber River. On the day that the officials looked for Cincinnatus, they found him hard at work in his field, covered with dirt and sweat. Cincinnatus was surprised when the officials asked him to put on his toga and listen as they explained the wishes of the Roman Senate

The officials explained the emergency situation to Cincinnatus. He agreed to the Senate's request that he become a dictator. Cincinnatus and the officials crossed the Tiber River to Rome. The next morning, before daylight, Cincinnatus went to the Forum and gathered his forces to attack the enemy.

The story of Cincinnatus was important to the ancient Romans for several reasons. He was victorious in battle and yet quickly gave up the dictatorship. Perhaps more importantly, he did his civic duty by responding to a call to serve.



▲ Cincinnatus is asked to lead Rome.

"The city was in the grip of fear."

-Livy, The Rise of Rome

Then and Now

Name a modern-day leader that you think historians will write about with great admiration. Explain why.



Roman Law One of Rome's chief gifts to the world was its system of law. The legal system of the United States owes much to the Roman system.

Rome's first code of laws was the Twelve Tables, adopted about 451 B.C. Before this time, Rome's laws were not written down. As a result, plebeians claimed that

patrician judges often favored their own class. They demanded that the laws be put in writing for everyone to see.

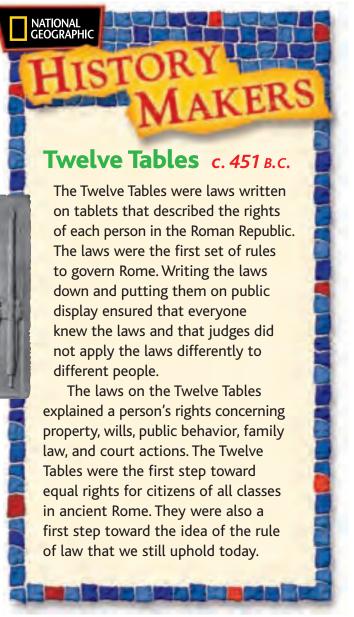
The patricians finally agreed. They had the laws carved on bronze tablets that were placed in Rome's marketplace, or the Forum (FOHR•uhm). The Twelve Tables became the basis for all future Roman laws. They established the principle that all free citizens had the right to be treated equally by the legal system.

These bundles of rods and axes, called fasces, symbolized the legal authority of Roman leaders.

The Twelve Tables, however, applied only to Roman citizens. As the Romans took over more lands, they realized that new rules were needed to solve legal disputes between citizens and noncitizens. They created a collection of laws called the Law of Nations. It stated principles of justice that applied to all people everywhere.

These standards of justice included ideas that we still accept today. A person was seen as innocent until proven guilty. People accused of crimes could defend themselves before a judge. A judge had to look at the evidence carefully before making a decision.

The idea that the law should apply to everyone equally and that all people should be treated the same way by the legal system



is called the "rule of law." In the age of Rome, the rule of law was still a new idea. In many lands, people at the top of society often had special privileges and did not have to obey the same laws or use the same courts as people lower down. In some places, people at the bottom of society did not have any legal rights at all. The rule of law is one of the key ideas that the Romans gave to the world. It is still the basis of our legal system today.

Reading Check Contrast Before 471 B.C., what right did patricians have that plebeians did not?



Rome Expands

Main Idea Rome slowly destroyed the Carthaginian Empire and took control of the entire Mediterranean region.

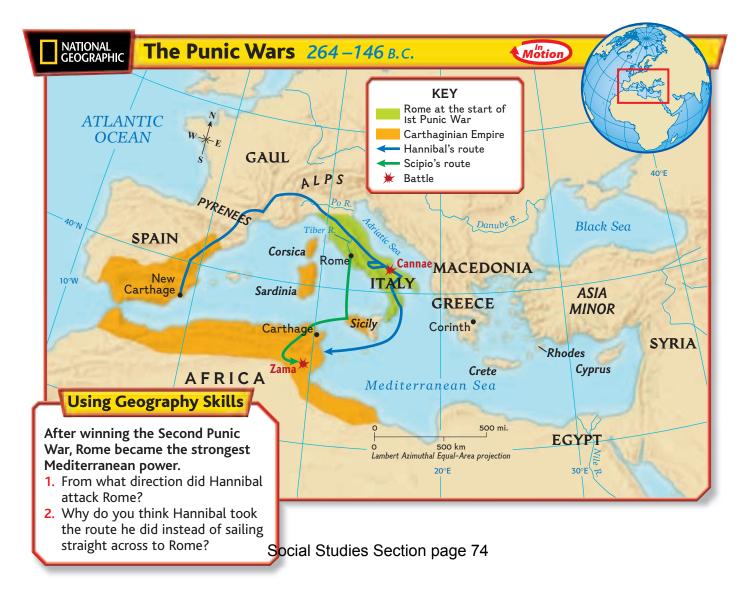
Reading Focus When you achieve a victory—whether it is in academics, sports, or some other field—do you then strive for more success? That may have been how the Romans felt once they had taken over Italy. Read on to learn how they continued to expand their power.

While Rome developed its government, it also faced challenges abroad. The Romans had completed their conquest of Italy. However, they now faced a powerful rival in the Mediterranean area. This enemy was the state of **Carthage** (KAHR•thihj) on the coast of North Africa. It had been founded around

800 B.C. by the Phoenicians. As you learned earlier, the Phoenicians were sea traders from the Middle East.

Carthage ruled a great trading empire that included parts of northern Africa and southern Europe. By controlling the movement of goods in this region, Carthage made itself the largest and richest city in the western Mediterranean.

The First Punic War Both Carthage and Rome wanted to control the island of Sicily. In 264 B.C. the dispute brought the two powers to blows. The war that began in 264 B.C. is called the First Punic War. *Punicus* is the Latin word for "Phoenician." The war started when the Romans sent an army to Sicily to prevent a Carthaginian





takeover. The Carthaginians, who already had colonies on the island, were determined to stop this invasion.

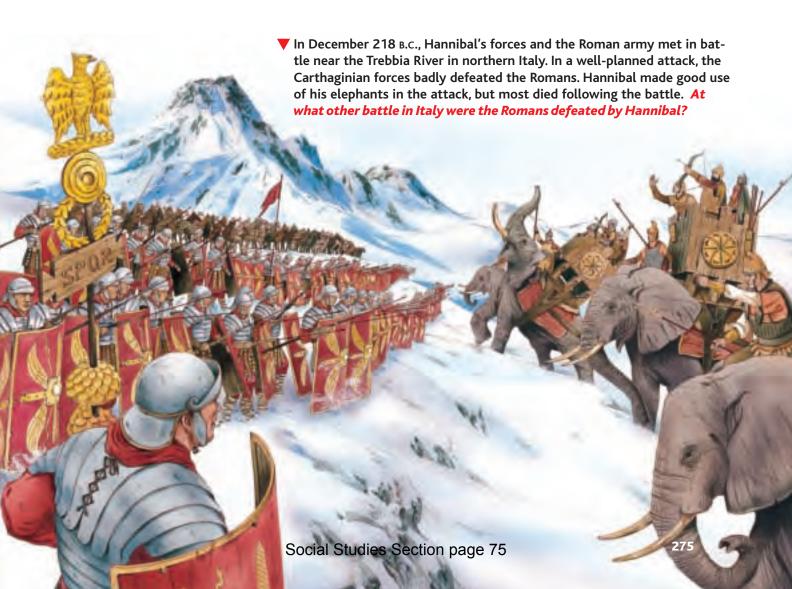
Up until then, the Romans had fought their wars on land. However, they soon realized they could not defeat a sea power like Carthage without a navy. They quickly built a large fleet of ships and confronted their enemy at sea. The war dragged on for more than 20 years. Finally, in 241 B.C., Rome crushed Carthage's navy off the coast of Sicily. Carthage was forced to leave Sicily and pay a huge fine to the Romans. The island then came under Roman rule.

The Second Punic War To make up for its loss of Sicily, Carthage expanded its empire into southern Spain. Roman leaders were

not happy about Carthage gaining land on the European mainland west of Rome. They helped the people living in Spain rebel against Carthage. Of course, Carthaginians were angry. To punish Rome, Carthage sent its greatest general, **Hannibal** (HA•nuh• buhl), to attack Rome in 218 B.C. This started the Second Punic War.

Hannibal's strategy was to take the fighting into Italy itself. To do this, Hannibal gathered an army of about 46,000 men, many horses, and 37 elephants. He landed his forces in Spain and then marched east to attack Italy.

Even before reaching Italy, Hannibal's forces suffered severe losses crossing the steep, snowy Alps into Italy. The brutal cold, gnawing hunger, and attacks by





mountain tribes killed almost half of the soldiers and most of the elephants. The remaining army, however, was still a powerful fighting force when it reached Italy.

The Romans suffered a severe loss in 216 B.C. at the Battle of **Cannae** (KA•nee) in southern Italy. Even though Hannibal's army was outnumbered, it overpowered the Roman force and began raiding much of Italy.

The Romans, however, raised another army. In 202 B.C. a Roman force led by a general named **Scipio** (SIH•pee•OH) invaded Carthage. Hannibal, who was waging a war in Italy, had no choice but to return home to defend his people.

At the Battle of **Zama** (ZAY•muh), Scipio's troops defeated the Carthaginians. Carthage gave up Spain to Rome. It also had to give up its navy and pay a large fine. Rome now ruled the western Mediterranean.

More Conquests While Carthage was no longer a military power, it remained a trading center. In 146 B.C. Rome finally destroyed its great rival in the Third Punic War. Roman soldiers burned Carthage and enslaved 50,000 men, women, and children. Legend says that the Romans even spread salt on the earth so no crops would grow. Carthage became a Roman province, or regional district.

During the Punic Wars, Rome successfully battled states in the eastern Mediterranean. In 148 B.C. Macedonia came under Roman rule. Two years later, the rest of Greece became Roman. In 129 B.C. Rome gained its first province in Asia. It was no wonder that the Romans began to call the Mediterranean *mare nostrum*—"our sea."

Reading Check Describe How did Rome punish Carthage at the end of the Third Punic War?



listory *Inline*

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Reading Summary

Review the Main Ideas

- During the Roman Republic, the government changed as the plebeians, or lower classes, and the patricians, or ruling class, struggled for power.
- Beginning in 264 B.C., Rome fought and won a series of wars with Carthage and other powers and gained control of the Mediterranean region.

What Did You Learn?

- 1. Who were the top government officials in the Roman Republic, and what were their duties?
- 2. What does mare nostrum mean, and why did the Romans use the term?

Critical Thinking

Sequencing Information
 Draw a diagram to describe
 the sequence of events from
 the start of the First Punic War
 to the start of the Second
 Punic War.



- **4. Geography Skills** Where was Carthage located, and why did it compete with Rome?
- 5. Summarize What other conquests did Rome carry out during the period of the Punic Wars?
- 6. Evaluate Why do you think the legacy of Roman law is considered so important?
- Persuasive Writing Write a speech demanding equal rights for plebeians in the early republic.



Section



Get-Ready to Read!

What's the Connection?

By the end of the Third Punic War, Rome ruled the Mediterranean world. All was not well, however. Closer to home, the republic faced increasing dangers that would soon lead to its end.

Focusing on the Main Ideas

- The use of enslaved labor hurt farmers, increased poverty and corruption, and brought the army into politics. (page 278)
- Military hero Julius Caesar seized power and made reforms. (page 280)
- The Roman Republic, weakened by civil wars, became an empire under Augustus. (page 282)

Locating Places

Rubicon (ROO • bih • KAHN) Actium (AK • shee • uhm)

Meeting People

Julius Caesar

(jool•yuhs SEE•zuhr)

Octavian (ahk • TAY • vee • uhn)

Antony (AN•tuh•nee)

Cicero (SIH • suh • ROH)

Augustus (aw • GUHS • tuhs)

Building Your Vocabulary

latifundia (LA • tuh • FUHN • dee • uh) **triumvirate** (try • UHM • vuh • ruht)

Reading Strategy

Finding the Main Idea Use a chart like the one below to identify the main ideas of Section 3 and supporting details.

Main Idea		
*	\	\
Supporting	Supporting	Supporting
Detail	Detail	Detail
+	*	\
Supporting Detail	Supporting Detail	Supporting Detail

NATIONAL GEOGRAPHIC



100 B.C.

82 B.C.

Sulla becomes dictator of Rome

60 B.C.

44 B.C. Group of senators murder Julius Caesar

20 B.C.

27 B.C.

Octavian becomes Rome's first emperor



Trouble in the Republic

Main Idea The use of enslaved labor hurt farmers, increased poverty and corruption, and brought the army into politics.

Reading Focus Poverty, corruption, unemployment, crime, and violence are problems we hear about today. Read on to learn how the Romans struggled with these same issues 2,000 years ago.

Rome's armies were victorious wherever they went. Yet problems were building at home. Dishonest officials stole money, and the gap between rich and poor was growing. Thousands of farmers faced ruin, and the cities were becoming overcrowded and dangerous.

Rich Versus Poor As you read in Section 2, most of the people who ruled Rome were patricians—rich people who owned large farms. These rich landowners ran the Senate and held the most powerful government jobs. They handled Rome's finances and directed its wars. Despite some gains for the plebeians, many people became very unhappy about this situation.

Rome had few privileged citizens compared with the many Romans who farmed small plots of land. In the 100s B.C., however, these farmers were sinking into poverty and debt. Why? Many of them had been unable to farm because they were fighting in Rome's wars. Others had suffered damage to their farms during Hannibal's invasion of Italy.

Moreover, small farmers could not compete with wealthy Romans who were buying up land to create **latifundia** (LA•tuh•FUHN•dee•uh), or large farming estates. These rich landowners used a new source of labor—the thousands of prisoners brought to Italy during the wars. By using these enslaved people to tend their crops, wealthy Romans could force owners of small farms out of business.

Faced with debts they could not pay off, many farmers sold their land and headed to the cities, desperate for work. However, jobs were hard to find. Enslaved people did most of the work. If free men were lucky enough to be hired, they earned low wages. These conditions created widespread anger.



▲ This image shows Romans farming their land. Why were Roman farmers becoming poor in the 100s B.c.?



Roman politicians were worried about riots breaking out, but they quickly turned the situation to their advantage. To win the votes of the poor, they began providing cheap food and entertainment. This policy of "bread and circuses" helped many dishonest rulers come to power.

Why Did Reform Fail? Not all wealthy people ignored the problems facing the Roman Republic. Two prominent officials who worked for reforms were Tiberius and Gaius Gracchus (GRA•kuhs). These brothers thought that many of Rome's problems were caused by the loss of small farms. They asked the Senate to take back public land from the rich and divide it among landless Romans.

Many senators, however, were among those who had claimed parcels of public land. Putting their own interests above the general welfare, they fought the Gracchus brothers' proposals. A band of senators even went so far as to kill Tiberius in 133 B.C. Twelve years later, Gaius met the same fate. These were dark days for the Roman Republic, when the people charged with making and upholding the laws could so shockingly violate them.

The Army Enters Politics Matters only worsened as the Roman army took on a new role. Until now, the army had mostly stayed out of government affairs. Things changed when a military leader named Marius became consul in 107 B.C. Previously, most soldiers were owners of small farms. Now because this type of farmer was disappearing, Marius began to recruit soldiers from the





■ Tiberius Gracchus (left) and his brother Gaius believed that moving poor Romans from the city to farms would help solve the republic's problems. What happened to the Gracchus brothers?

poor. In return for their service, he paid them wages and promised them the one thing they desperately wanted—land.

Marius changed the Roman army from citizen volunteers to paid professional soldiers. The new troops, however, were motivated by material rewards rather than a sense of duty. They felt loyal to their general, not to the Roman Republic. This gave individual generals a great deal of influence and good reason to become involved in politics. They needed to get laws passed that would provide the land they had promised their soldiers.

Marius's new military system led to new power struggles. It was not long before Marius faced a challenge from a rival general with his own army, a man named Sulla. In 82 B.C. Sulla drove his enemies out of Rome and made himself dictator.

Over the next three years, Sulla changed the government. He weakened the Council of the Plebs and strengthened the Senate. Then he stepped down from office. He hoped that the Roman Republic could heal its wounds and recapture its glory. Instead, Rome plunged into an era of civil wars for the next 50 years. Ambitious men saw how Sulla used an army to seize power. They decided to follow the same path.

Reading Check Explain What change did Marius make to the Roman army?



Julius Caesar

Main Idea Military hero Julius Caesar seized power and made reforms.

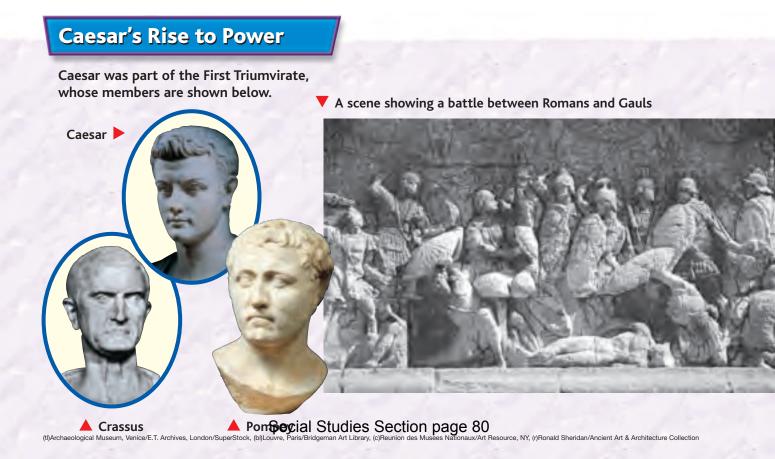
Reading Focus Did you know that George Washington, Andrew Jackson, William H. Harrison, Zachary Taylor, Ulysses S. Grant, and Dwight D. Eisenhower all commanded armies before becoming president? Read to learn about a famous Roman who made a similar jump from military leader to political leader.

After Sulla left office, different Roman leaders battled for power, supported by their loyal armies. In 60 B.C. three men were on top: Crassus, Pompey, and Julius Caesar (jool•yuhs SEE•zuhr). Crassus was a military leader and one of the richest men in Rome. Pompey and Caesar were not as rich, but both were successful military men. Drawing on their wealth and power, they formed the First Triumvirate to rule Rome. A triumvirate (try•UHM•vuh•ruht) is a political alliance of three people.

Caesar's Military Campaigns The members of the Triumvirate each had a military command in a remote area of the republic. Pompey was in Spain, Crassus in Syria, and Caesar in Gaul (modern France). While in Gaul, Caesar battled foreign tribes and invaded Britain. He became a hero to Rome's lower classes. Senators and others back home in Rome feared that Caesar was becoming too popular and might seize power like Sulla.

After Crassus was killed in battle in 53 B.C., the Senate decided that Pompey should return to Italy and rule alone. In 49 B.C. the Senate ordered Caesar to give up his army and come home. Caesar faced a difficult choice. He could obey the Senate and perhaps face prison or death at the hands of his rivals, or he could march on Rome with his army and risk a civil war.

Caesar decided to hold on to his 5,000 loyal soldiers. He marched into Italy by crossing the **Rubicon** (ROO • bih • KAHN), a



small river at the southern boundary of his command area. By doing so, Caesar knew that he was starting a civil war and that there was no turning back. The phrase "crossing the Rubicon" is used today to mean making a decision that you cannot take back.

Pompey tried to stop Caesar, but Caesar was the better general. He drove Pompey's forces from Italy and then destroyed Pompey's army in Greece in 48 B.C.

Caesar's Rise to Power In 44 B.C. Caesar had himself declared dictator of Rome for life. This broke with the Roman tradition that allowed dictators to hold power for only short periods of time. To strengthen his hold on power, Caesar filled the Senate with new members who were loyal to him.

At the same time, Caesar knew that reforms were needed. He granted citizenship to people living in Rome's territories outside the Italian peninsula. He started new colonies to provide land for the landless and created work for Rome's jobless people. He ordered landowners using slave labor to hire

more free workers. These measures made Caesar popular with Rome's poor.

Caesar also created a new calendar with 12 months, 365 days, and a leap year. The Julian calendar, as it was called, was used throughout Europe until A.D. 1582. That year it was modified slightly to become the Gregorian calendar. This calendar, based on the birth of Christ, has been used in the United States since its beginning and is used by most countries in the world today.

While many Romans supported Caesar, others did not. His supporters believed he was a strong leader who brought peace and order to Rome. His enemies, however, feared that Caesar wanted to be king. These opponents, led by the senators Brutus and Cassius, plotted to kill him. Caesar ignored a famous warning to "beware the Ides of March" (March 15). On that date in 44 B.C., Caesar's enemies surrounded him and stabbed him to death.

Reading Check Explain Why did Brutus, Cassius, and others kill Caesar?







Rome Becomes an Empire

Main Idea The Roman Republic, weakened by civil wars, became an empire under Augustus.

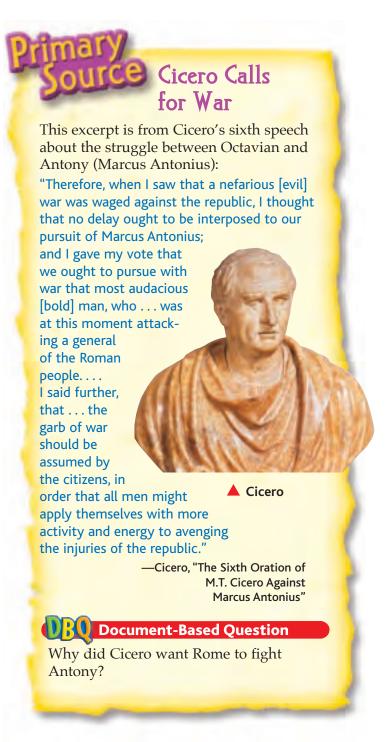
Reading Focus Have you ever been in a traffic jam and wished that a police officer would show up to get things moving? Read on to learn how Romans welcomed the arrival of a strong new ruler.

Caesar's death plunged Rome into another civil war. On one side were forces led by the men who had killed Caesar. On the other side was Caesar's grandnephew Octavian (ahk • TAY • vee • uhn), who had inherited Caesar's wealth, and two of Caesar's top generals, Antony (AN • tuh • nee) and Lepidus. After defeating Caesar's assassins, these three men created the Second Triumvirate in 43 B.C.

The Second Triumvirate The members of the Second Triumvirate began quarreling almost at once. Octavian soon forced Lepidus to retire from politics. Then the two remaining leaders divided the Roman world between themselves. Octavian took the west; Antony took the east.

In short order, though, Octavian and Antony came into conflict. Antony fell in love with the Egyptian queen Cleopatra VII and formed an alliance with her. Octavian told the Romans that Antony, with Cleopatra's help, planned to make himself the sole ruler of the republic. This alarmed many Romans and enabled Octavian to declare war on Antony.

In 31 B.C., at the Battle of Actium (AK•shee•uhm) off the west coast of Greece, Octavian crushed the army and navy of Antony and Cleopatra. The couple then fled to Egypt. A year later, as Octavian closed in, they killed themselves. Octavian, at the age of 32, now stood alone at the top of the Roman world. The period of civil wars was



over, but so was the republic. Octavian would lay the foundation for a new system of government—the Roman Empire.

Who Was Augustus? Octavian could have made himself dictator for life, like Julius Caesar did. He knew, though, that many people favored a republican form of government. One such person was



Cicero (SIH • suh • ROH), a political leader, writer, and Rome's greatest public speaker. Cicero had argued against dictators and called for a representative government with limited powers.

Cicero's speeches and books swayed many Romans. Centuries later, his ideas would also influence the writers of the United States Constitution.

Although Cicero did not live to see Octavian rule, he had supported him, hoping he would restore the republic. In 27 B.C. Octavian announced that he was doing just that.

He knew the Senate wanted this form of government. However, Octavian also knew that the republic had been too weak to solve Rome's problems. Although he gave some power to the Senate, he really put himself in charge. His title, *imperator*, translates to "commander in chief," but it came to mean



▲ At the Battle of Actium, Octavian's forces defeated those of Antony after Cleopatra's ships retreated. How did the Battle of Actium affect the history of Rome?

"emperor." Octavian also took the title of **Augustus** (aw•GUHS•tuhs)—"the revered or majestic one." From this point on, he was known by this name.

Reading Check Explain How did Octavian's government reflect the ideas of Cicero?

History nline

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Section Review

Reading Summary

Review the Main Ideas

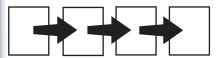
- As the gap between the ruling class and the poor in Rome increased, a number of reforms failed, and generals began to gather power.
- Julius Caesar became dictator and carried out reforms to aid Rome's poor. Later he was assassinated by members of the Senate.
- Caesar's grandnephew Octavian defeated Antony and Cleopatra and became Augustus, the first Roman emperor.

What Did You Learn?

- 1. What is a triumvirate?
- 2. Who was Cicero, and how did he influence the writers of the United States Constitution?

Critical Thinking

3. Understanding Cause and Effect Draw a diagram like the one below. Fill in the chain of effects that was caused by the thousands of enslaved prisoners that were brought to Italy from Rome's many wars.



4. Summarize What reforms did the Gracchus brothers suggest?

- 5. Analyze What was the "bread and circuses" policy, and how did Roman politicians benefit from it?
- 6. Analyze What reforms did Julius Caesar put in place that increased his popularity with poor and working-class Romans?
- 7. Persuasive Writing Imagine you are a Roman citizen. Decide whether you would have been for or against Julius Caesar's rise to power and his reforms. Then write a newspaper editorial explaining your views. Be sure to include facts to support your opinions.

You Decide ...

Was Caesar a Reformer or a Dictator?

Great Reformer

During his life, Julius Caesar was greatly admired by many people. He was also hated and feared by many others. Some believed he was too ambitious—exceptionally eager for fame and power—and that his ambition would keep him from acting in Rome's best interest.

Was Caesar a great reformer or an ambitious dictator? Those who saw him as a great leader and reformer said that he

- won the support of his soldiers through his military leadership and strategy
- treated many of his defeated enemies generously and appointed some of them including Brutus—to government positions
 - ended the rule of corrupt Roman nobles
 - brought order and peace to Rome
 - restored cities that had been destroyed by the republic
 - strengthened and expanded the state of Rome
 - started public jobs programs to aid the poor
 - granted Roman citizenship to people from foreign countries or states.



▲ The assassination of Julius Caesar

Ambitious Dictator

Caesar also had many enemies, including some who had been his friends. They saw Caesar as a dangerous dictator and thought he was taking advantage of his growing power.

They said that he

- became an enemy when he refused to follow the Senate's order to return to Rome
- started a civil war that led to the destruction of the republic
- increased the number of senators to add to his number of supporters
- treated his defeated enemies with cruelty
- punished those who wanted to uphold the traditions and laws of the republic
- weakened the Senate to gain absolute power over Rome
- kept hidden any facts that did not make him look brave and intelligent
- sought glory for himself at the expense of the republic.



▲ Julius Caesar

You Be the Historian

Checking for Understanding

- 1. Define *ambition*. Identify some ways ambition can be a positive characteristic and some ways it can be a negative characteristic.
- 2. What could Caesar have done to show his enemies that he was not abusing his power?
- 3. Do you think Caesar was a great leader and reformer or an ambitious dictator? Write a brief essay that explains how you view Caesar. Use facts to support your position.





ne Early Empire

Get-Ready to Read!

What's the Connection?

You learned in Section 3 that when Octavian became Augustus, the Roman world began to change. The republic gave way to an empire, and peace and prosperity spread throughout the Mediterranean.

Focusing on the Main Ideas

- By expanding the empire and reorganizing the military and government, Augustus created a new era of prosperity. (page 287)
- Rome's system of roads, aqueducts, ports, and common currency made the empire rich and prosperous. (page 290)

Locating Places

Rhine River (RYN)

Danube River (DAN • YOOB)

Puteoli (pyu • TEE • uh • LY)

Ostia (AHS • tee • uh)

Meeting People

Caligula (kuh•LiH•gyuh•luh)
Nero (NEE•roh)
Hadrian (HAY•dree•uhn)

Building Your Vocabulary

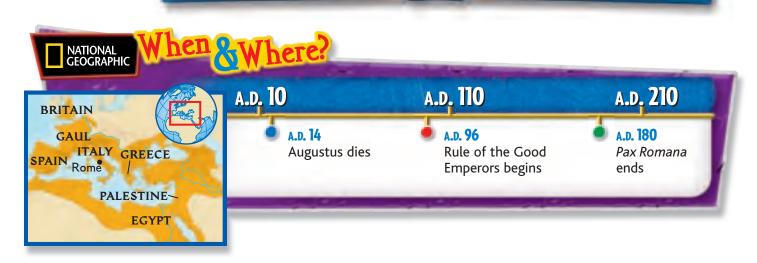
Pax Romana

(pahks roh•MAH•nah)
aqueduct (A•kwuh•DUHKT)
currency (KUHR•uhn•see)

Reading Strategy

Cause and Effect Use a chart like the one below to show the changes Augustus made in the Roman Empire and the effect of each change.

Causes	_	Effects
]→	
]→	
]→	
]→	





The Emperor Augustus

Main Idea By expanding the empire and reorganizing the military and government, Augustus created a new era of prosperity.

Reading Focus What makes a good or bad leader? Think about this question as you read about Augustus and other Roman emperors.

Augustus paved the way for 200 years of peace and prosperity in Rome. The emperors who followed him were not all good rulers, but they helped the Roman Empire reach its peak. For centuries, the Mediterranean region had been filled with conflict. Under Augustus and his successors, the region was under the control of one empire. A long era of peace began with Augustus and lasted until A.D. 180. It was called the Pax Romana (pahks roh • MAH • nah), or "Roman Peace."

What Did Augustus Achieve? Upon becoming emperor in 27 B.C., Augustus set out to make the empire strong and safe. To provide security, he built a permanent, professional army of about 150,000 men all Roman citizens. Augustus also created a special unit called the Praetorian Guard.

This force consisted of about 9,000 men in charge of guarding the emperor. The Praetorian Guard later became very influential in Roman politics.

Augustus's legions conquered new territories and added vast stretches of northern Europe to the empire. All of Spain and Gaul came under Roman rule, as did land in what is today Austria, Hungary, Romania, and Bulgaria.

Meanwhile, Augustus rebuilt Rome with stately palaces, fountains, and splendid public buildings. "I found Rome a city of brick," he boasted, "and left it a city of marble." The arts flourished as never before, and Augustus also imported grain from Africa to feed the poor. He knew that a well-fed population would be less likely to cause trouble.

Augustus devoted much of his energy to improving Rome's government. During his reign, more than 50 million people lived in the Roman Empire. To rule this huge population, Augustus appointed a proconsul, or governor, for each of Rome's provinces. These new officials replaced the politicians who had been chosen by the Senate. Augustus often traveled to the provinces to see how the governors were doing.



The city of Rome at the height of the Roman Empire



The Julio-Claudian Emperors

Emperor

Accomplishments

Tiberius

14-37 A.D.



Great military leader; regulated business to prevent fraud; kept Rome's economy stable

Caligula

37-41 A.D.



Abolished sales tax; allowed people in exile to return; increased court system's power

Claudius

41-54 A.D.



Built new harbor at Ostia and new aqueduct for Rome; conquered most of Britain

Nero

54-68 A.D.



Constructed many new buildings; gave slaves the right to file complaints; assisted cities suffering from disasters

Understanding Charts

The four emperors who followed Augustus were all relatives of Augustus.

- 1. Under which emperor was Britain conquered?
- 2. Conclude Why do you think the Roman Empire remained at peace even with weak emperors such as Caligula and Nero?

Augustus also reformed the Roman tax system. Previously, individual tax collectors paid the government for the right to do the job. To make their investment worthwhile, tax collectors were allowed to keep some of the money they gathered. Many of them, however, were dishonest and took too much. Augustus solved this problem by making tax collectors permanent government workers. This change made the tax system fairer.

Augustus also reformed the legal system. He created a set of laws for people in the provinces who were not citizens. As time passed, however, most of these people gained citizenship. The laws of Rome then applied to everyone, although the legal system generally stressed the authority of the government over the rights of the individual.

Who Came After Augustus?

After ruling for almost 40 years, Augustus died in A.D. 14. No law stated how the next emperor was to be chosen. Augustus, however, had trained a relative, Tiberius, to follow him. The next three emperors—Caligula(kuh•LIH•gyuh•luh), Claudius, and Nero (NEE•roh)—also came from Augustus's family. They are called the Julio-Claudian emperors. Unfortunately, they were not all fit to lead. Tiberius and Claudius ruled capably. Caligula and Nero, however, proved to be cruel leaders.

Mental illness caused Caligula to act strangely and to treat people cruelly. He had many people murdered, wasted a lot of money, and even gave his favorite horse the position of consul. Eventually, the Praetorian Guard killed him and put Claudius on the throne.

Nero was also a vicious man. Among those he had killed were his mother and two wives. He is best remembered for having "fiddled while Rome burned." According to legend, he was playing music miles from Rome when a fire destroyed much of the city in A.D. 64. Eventually, he committed suicide.

Reading Check Explain What did Augustus do to make the empire safer and stronger?

Siograph

AUGUSTUS

63 B.C.-A.D. 14

Octavian was born to a wealthy family in a small Italian town southeast of Rome. During his youth, Octavian suffered a number of illnesses. He refused to let his illnesses interfere with his life, however, showing the determination that would later make him Rome's first emperor.

Octavian's father was a Roman senator, but it was Octavian's great-uncle—Julius Caesar—who first introduced Octavian to public life in Rome. In his late teens, Octavian joined Caesar in Africa and then the following year in Spain. At the age of 18, while Octavian was studying at school, he learned that his great-uncle had been murdered. In his will, Caesar had adopted Octavian as his son. Caesar had also made Octavian his heir—a position that Antony had assumed would be his. Against his family's advice, Octavian went to Rome to claim his inheritance. By the time he reached Rome, however, Antony had seized Caesar's papers and money and refused to give them to Octavian. With remarkable political savvy for someone so young, Octavian turned the situation around in his favor. He won the hearts of Caesar's soldiers and the people of Rome by celebrating the public games that Caesar had started.

In his rise to power and during his reign as Emperor Augustus, Octavian pushed himself and his loyal followers with relentless energy. In his private life, however, he lived simply and quietly and shunned personal luxury. He was devoted to his wife, Livia Drusilla, and spent his spare time with her at their home on the outskirts of Rome.



"I extended the frontiers of all the provinces of the Roman people."

-Augustus, "Res Gestae: The **Accomplishments of Augustus"**

Then and Now

Augustus overcame the obstacles of illness and political enemies to become a great emperor. Can you think of any present-day individuals who overcame obstacles to excel at something?



Unity and Prosperity

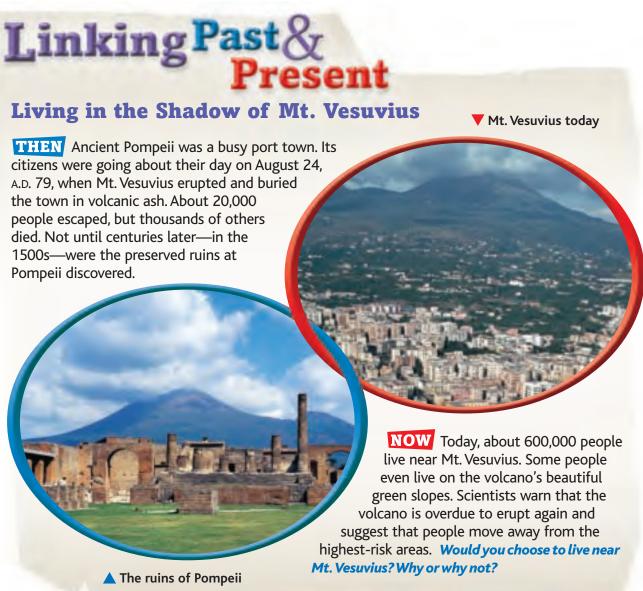
Main Idea Rome's system of roads, aqueducts, ports, and common currency made the empire rich and prosperous.

Reading Focus Do you find that you are more productive when you are not worried about conflicts at home or school? Read to learn how the Roman Empire prospered during its time of peace.

After Nero committed suicide, Rome passed through a period of disorder until Vespasian, a general and one of Nero's proconsuls, took the throne. Vespasian restored peace and order. He put down several

rebellions in the empire, including the glowish rebellion in Palestine. Troops commanded by his son Titus defeated the Jews and destroyed the Jewish temple in Jerusalem in A.D. 70.

During his reign, Vespasian began construction of the Colosseum—a huge amphitheatre—in central Rome. His son Titus, then his other son Domitian, ruled Rome after he died. Both sons oversaw an era of growth and prosperity in Rome. During Titus's reign, two disasters struck the empire. The volcano Mount Vesuvius erupted, destroying the city of Pompeii, and a great fire badly damaged Rome.





The "Good Emperors" At the beginning of the A.D. 100s, a series of rulers who were not related to Augustus or Vespasian came to power. These five emperors—Nerva, Trajan, Hadrian (HAY•dree•uhn), Antoninus Pius, and Marcus Aurelius—are known as the "good emperors." They presided over nearly a century of prosperity, from A.D. 96 to A.D. 180. Agriculture flourished, trade increased, and the standard of living rose.

During this time, the emperor came to overshadow the Senate more than ever before. The five "good emperors" did not abuse their power, however. They were among the most devoted and capable rulers in Rome's history. They improved Roman life in many ways, naming trained officials to carry out their orders.

Among the achievements of these emperors were programs to help ordinary people. Trajan gave money to help poor parents raise and educate their children. Hadrian made Roman law easier to under-

stand and apply. Antoninus Pius passed laws to help orphans. All the emperors supported public building projects. They built arches and monuments, bridges and roads, and harbors and aqueducts. An aqueduct (A•kwuh•DUHKT) is a human-made channel for carrying water long distances.

A Unified Empire Later emperors continued to conquer new territory for Rome. The empire reached its largest size under Trajan. It spread well beyond the Mediterranean, including Britain in the north and part of Mesopotamia in the east.

Trajan's successors, however, realized that the empire had grown too big to rule effectively. Hadrian began to pull back. He removed troops from most of Mesopotamia.

NATIONAL GEOGRAPHIC The Way

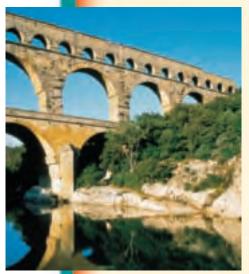
Science and Inventions

Roman Aqueducts Transporting water is a complex problem. Roman engineers solved it by building aqueducts. Roman aqueducts carried water across a valley or hillside using gravity, aboveground stone arches, and underground pipes made of stone or clay. Between 312 B.C. and A.D. 226, 11 aqueducts were built to bring water to Rome from as far away as 57 miles. Once the water made it to Rome, it was held in collecting tanks. Most people gathered water from these public tanks. Only the rich and highranking officials had private water tanks in their homes.

Many Roman aqueducts still stand and are used today. Engineers in ancient

Persia, India, and Egypt built similar water systems hundreds of years before the Romans. However, historians agree that the Romans were the greatest aqueduct builders of the ancient world.

◄ Roman aqueduct



Connecting to the Past

- 1. How did the Romans transport water to the city of Rome?
- 2. Why do you think that only the rich and powerful had private water supplies?



NATIONAL GEOGRAPHIC The Roman Empire: Trade and Expansion Motion Extent of Roman Extent of Roman Extent of Roman Empire, 146 B.C. Empire, 44 B.C. Empire, A.D. 14 ITALY Black Se ITALY **ITALY** Black Se Black Sec SPAIN Medite Rome Rome Rome ASIA SPAIN SPAIN ASIA ASIA Medite Medite MINOR MINOR **MINOR** Carthage anean Sea GREECE ean Sea GREECE Carthage Carthage GREECE 500 mi. 500 mi 500 mi. o 500 km Lambert Azimuthal Equal-Area projection 500 km 500 km nbert Azimuthal Equal-Area projection bert Azimuthal Equal-Area projection The "Good Emperors" of the Pax Romana **Antoninus Pius** Nerva **Trajan Hadrian Marcus Aurelius** A.D. 96-98 A.D. 98-117 A.D. 117-138 A.D. 138-161 A.D. 161-180 Reformed land Promoted art and Helped unite **Built Hadrian's** Expanded the the empire laws in favor of empire to its Wall in Britain; science; built new the poor; revised made Roman public works; economically; largest size; built passed laws to aid reformed taxes laws easier to many new public

understand

In Europe, he set the empire's northern boundaries at the Rhine River (RYN) and Danube River (DAN • YOOB). He also built Hadrian's Wall across northern Britain to keep out the Picts and Scots—two warlike people who lived in northern Britain.

works

In the A.D. 100s, the Roman Empire was one of the greatest empires in history. It included about 3.5 million square miles (9.1 million square km). Its people spoke different languages—mostly Latin in the west and Greek in the east. They also practiced different local customs. What unified the

empire, though, were Roman law, Roman rule, and a shared identity as Romans.

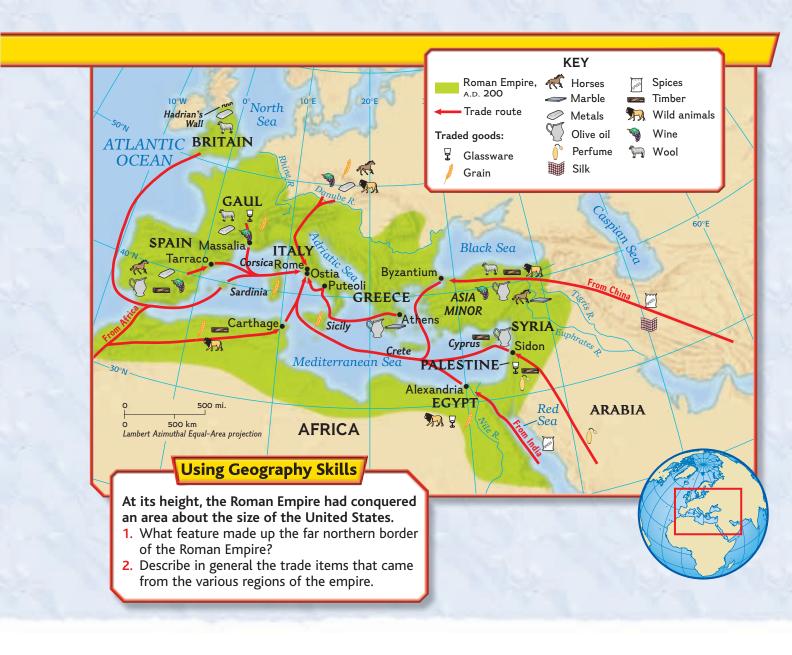
Roman law

orphans

Roman culture had been carried into every province by the soldiers who protected the empire and by the officials sent to govern. The Romans were generous in granting citizenship. In A.D. 212 every free person was made a Roman citizen.

A Booming Economy Most people in the Roman Empire made a living from the land. Small farms dotted northern Italy. In





southern and central Italy, latifundia, or large estates worked by enslaved people, were common. On these estates and in the provinces of Gaul and Spain, farmers produced grapes and olives. The making of wine and olive oil became big business. In Britain and Egypt, the chief crops were grains. Bountiful harvests from these regions kept Rome's people well fed.

Agriculture was the most important part of the economy, but industry was important too. Potters, weavers, and jewelers produced goods and cities became centers for making glass, bronze, and brass.

Traders came from all over the empire—and beyond—to ports in Italy. Two of the largest port cities were **Puteoli** (pyu•TEE•uh•IY) on the Bay of Naples and **Ostia** (AHS•tee•uh) at the mouth of the Tiber. The docks were lively places. Luxury items, including silk goods from China and spices from India, poured in to satisfy the rich. Raw materials, such as British tin, Spanish lead, and iron from Gaul, went to the workshops of Roman cities.



Roads and Money A good transportation network was vital to the empire's trade. During the Pax Romana, Rome's system of roads reached a total length of 50,000 miles (80,000 km). On the seas, the Roman navy helped to rid the Mediterranean of pirates. Goods could be shipped more safely to and from Rome's ports.

Rome's trade was helped by a common currency (KUHR•uhn•see), or system of money. Roman coins were accepted throughout the Mediterranean region by A.D. 100. Merchants could use the same money in Gaul or Greece as they did in Italy. The Romans also created a standard system of weights and measures. This made it easier for people to price goods, trade, and ship products.

Ongoing Inequality The Roman Empire's prosperity did not reach all of its people.



A Roman coins could be used throughout most of the empire, making trade much easier. How else did Rome improve trade during the empire?

Shopkeepers, merchants, and skilled workers benefited from the empire's trade. Rich Romans built great fortunes and lived in luxury. However, most city dwellers and § remained farmers poor, and remained enslaved.

Reading Check Identify Who were the "Good Emperors," and what did they accomplish?

Section 29

istory

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Reading Summary

Review the Main Ideas

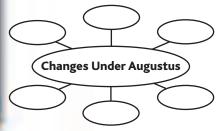
- Augustus conquered new lands and created a professional military and a system of proconsuls. He improved the tax system and the legal system, ushering in the Pax Romana.
- Under Vespasian, his sons, and the five good emperors, Romans continued to be prosperous. They built an elaborate system of roads and developed a common currency that promoted trade and economic growth.

What Did You Learn?

- 1. What was the Pax Romana?
- 2. What products came from the farms of Italy, Gaul, and Spain?

Critical Thinking

3. Organizing Information Draw a diagram like the one below. Add details about the improvements and changes Augustus made to the Roman Empire during his reign.



- 4. Sequencing Information
 - Describe the sequence of emperors who ruled Rome, from Augustus through the "Good Emperors."
- 5. Analyze Why was Rome's creation of a common currency important?
- **6. Evaluate** Who do you think was a more important leader, Julius Caesar or Augustus? Explain.
- 7. Creative Writing Write a short play in which several Roman citizens discuss one of the emperors mentioned in this section and his accomplishments.



Section **Rome's Beginnings**



Study anywhere, anytime! Download quizzes and flash cards to your PDA from glencoe.com.

Vocabulary

republic legion

Focusing on the MainIdeas

- Geography played an important role in the rise of Roman civilization. (page 263)
- The Romans created a republic and conquered Italy. By treating people fairly, they built Rome from a small city into a great power. (page 265)

Section The Roman Republic

Vocabulary

patrician plebeian consul veto praetor dictator

Focusing on the Main Ideas

- Rome's republic was shaped by a struggle between wealthy landowners and regular citizens as it gradually expanded the right to vote. (page 269)
- Rome slowly destroyed the Carthaginian Empire and took control of the entire Mediterranean region. (page 274)

Roman consul



Section



The Fall of the Republic

Vocabulary

latifundia triumvirate

Focusing on the MainIdeas

- The use of enslaved labor hurt farmers, increased poverty and corruption, and brought the army into politics. (page 278)
- Military hero Julius Caesar seized power and made reforms. (page 280)
- The Roman Republic, weakened by civil wars, became an empire under Augustus. (page 282)

Section



The Early Empire

Vocabulary

Pax Romana aqueduct currency

Focusing on the Main Ideas

- By expanding the empire and reorganizing the military and government, Augustus created a new era of prosperity. (page 287)
- Rome's system of roads, aqueducts, ports, and common currency made the empire rich and prosperous. (page 290)

Review Vocabulary

Each of the following statements is false. Replace each word in italics with a word that makes the statement true. Write the correct words on a separate sheet of paper.

- ____ **1.** A *legion* is a form of government in which the citizens choose their leader.
- ____ **2.** *Patricians* included artisans and shopkeepers.
- ____ **3.** The judge in a Roman court case was a *consul*.
- **4.** In early Rome, the role of *praetor* lasted only until a crisis had passed.
- ____ **5.** Large farming estates that used enslaved people to tend crops were called *aqueducts*.
- ___ **6.** A *veto* was a human-made channel for carrying water.

Review Main Ideas

Section 1 • Rome's Beginnings

- **7.** Describe the role geography played in the rise of Roman civilization.
- **8.** How did treating people fairly help Rome to increase its power?

Section 2 • The Roman Republic

- **9.** How did the roles of patricians and plebeians differ in Roman society?
- **10.** Explain how Rome gradually defeated the Carthaginians.

Section 3 • The Fall of the Republic

- **11.** How did slavery weaken the Roman Republic?
- **12.** How did Augustus change the Roman Republic?

Section 4 • The Early Empire

- **13.** Was Augustus a successful ruler? Explain your answer.
- **14.** How did the Roman Empire change during the *Pax Romana?*

Critical Thinking

- **15. Compare** In the chapter, Cincinnatus is compared to George Washington. Think of another person or character who is similar to Cincinnatus. Explain how they are similar.
- **16. Explain** Why did Caesar fight Pompey?
- 17. Predict What do you think would have happened if Hadrian had tried to further expand the Roman Empire?

Review

Taking Notes

Note Taking

18. Read the following paragraph from page 269. Take notes on the information by making a T-chart.

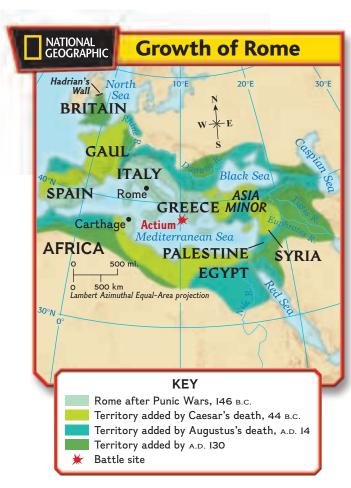
Early Romans were divided into two classes: patricians and plebeians. The patricians were wealthy landowners. These nobles made up Rome's ruling class. Most of Rome's people, however, were plebeians. This group included artisans, shopkeepers, and owners of small farms.

To review this skill, see pages 260-261.

Geography Skills

Study the map below and answer the following questions.

- **19. Place** Which areas did Rome control after the Punic Wars?
- **20. Human/Environment Interaction** What does the building of Hadrian's Wall say about the Picts and Scots?
- **21. Region** Why was it important to the Romans to control Mediterranean lands?



Read to Write

- **22. Persuasive Writing** Suppose you were working with Tiberius and Gaius to reform Rome. Write a letter or speech that explains why reform is needed and what types of reforms should occur.
- 23. **Using Your FOLDABLES** Use your foldable to write a series of questions about the chapter. With a partner, take turns asking and answering questions until you have reviewed the entire chapter.

History *nline*

Self-Check Quiz To help prepare for the Chapter Test, visit jat, glencoe.com

Building Citizenship

24. Making Connections Use the Internet and your local library to research the Twelve Tables. Work with your classmates to design a similar series of laws, and record them, using modern language. How is your law code similar to and different from the Twelve Tables?

Using Technology

25. Creating Promotional Materials Use the Internet to find at least five places related to ancient Rome that can be visited by tourists. Create a guidebook or brochure on the computer advertising these links to the past and persuading people to visit that area. Share your final product in a report to the class.

Primary Source Analyze

Augustus wrote a historical document describing his accomplishments. This passage is about his military leadership.

"About 500,000 Roman citizens were under military oath to me. Of these, when their terms of service were ended, I settled in colonies or sent back to their own municipalities a little more than 300,000, and to all these I allotted lands or granted money as rewards for military service."

—Augustus, "Res Gestae: The Accomplishments of Augustus"

Document-Based Questions

- **26.** Why did Augustus give money to his retired soldiers?
- **27.** Why do you think Augustus did not explain the reasons for his actions?

Chapter

Ancient Greece

Before You Read: Predicting

Scan the title of the chapter and the lesson titles. Write three questions that you think will be answered in the chapter. One example might be

What were the main geographic features of Greece?

If you find the answer to any of your questions as you read, write it down in your notebook.

Big Ideas About Ancient Greece

Government Governments create law codes and political bodies to organize a society.

Mountains separated ancient Greece into regions, which were organized as separate city-states. Originally, kings ruled those city-states, but over time other forms of government evolved. The city-state of Athens developed direct democracy, in which all male citizens met in an assembly to make their own laws.

Integrated Technology

eEdition

- Interactive Maps
- Interactive Visuals
- Starting with a Story



Ancient Greece

INTERNET RESOURCES

Go to ClassZone.com for

- WebOuest
- Ouizzes
- Homework Helper
- Maps
- Research Links
- Test Practice
- Internet Activities
- Current Events

10°W

1500 B.C.

Mycenaean civilization thrives in Greece.

(Mycenaean headpiece, 1500s B.c.)

1050 B.C.

Dorians move into Greece.

1500 в.с

WORLD

GREECE

c. 1200 B.C.

Olmec culture rises in Mexico. (Olmec sculpture of man with infant)

Social Studies Section page

1000 в.с.

1027 B.C.

Zhou Dynasty begins in China.



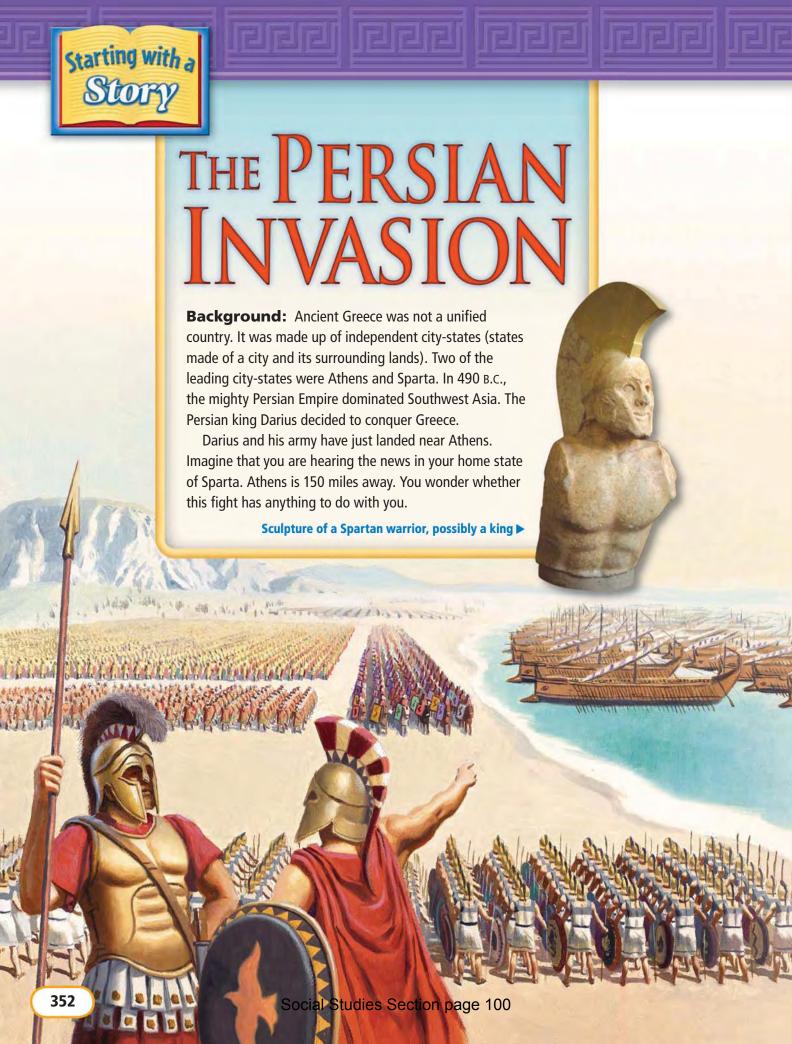




400 kilometers

lemeroscopium







ou are a soldier in Sparta. All of the free men in Sparta are soldiers. Your father and grandfather were soldiers. All of the men in your family for more than 150 years have been soldiers.

Sparta's army is its great strength and the source of its pride. From the time you were a boy, you trained to be a soldier. You learned to be tough. You and your friends played at war, preparing for the real thing.

Athens is Sparta's main rival. Its way of life is different. Men there spend most of their time talking about politics. Boys in Athens study debate, music, and poetry. You wonder what kind of people would waste their time on such things.

An Athenian messenger has just arrived to tell the Spartan rulers that the Persian army has landed near Athens. He ran for two days to bring the news. He pleads with the rulers, "The enemy's force is enormous. There are 600 ships and more than 15,000 soldiers, many of them with horses. We have only about 10,000 soldiers. Athens desperately needs the help of your powerful army. Will you not join us in this fight?"

You've heard about the Persian Empire. Their rulers have been conquering their neighbors for more than 100 years. Their lands stretch from the Mediterranean Sea to the border of India. Persians now rule over Egypt.

Such a powerful empire might eliminate your rival for you. Then Sparta would be the greatest city-state in Greece. Why should Spartans die for men who would rather be politicians than warriors? Then a horrible thought occurs to you. What if the Persians don't stop with Athens? What if they decide to come after Sparta next?

Do you help your rival against a greater enemy?

Reading & Writing

- **1. READING: Compare and Contrast** How were Athens and Sparta similar and different? Compare and contrast them.
- **2. WRITING: Persuasion** Suppose that the rulers of Sparta have asked your advice. Think about the reasons for and against helping Athens. Then write a letter to the ruler explaining what you think Sparta should do.

MAIN IDEAS

Geography Rugged mountains divided Greece into many regions.

- **Geography** The sea linked the regions of Greece to each other and to foreign regions. Sea trade became common.
- Culture Trade helped the early Greeks develop a sophisticated culture.



Reading Skill: Understanding Effects

An effect is an event or action that is the result of a cause. Copy a chart like the one below on your own paper. As you read Lesson 1, look for the effects of the causes that are listed.

Causes	Effects
Mountains cover most of Greece.	
Several seas surround Greece.	
Greece traded with other regions.	



📢 Skillbuilder Handbook, page R26

▲ Pottery Plate The sea was very important to the ancient Greeks. For one thing, it provided them with a variety of seafood, as shown on this plate.

Words to Know

Understanding the following words will help you read this lesson:

mainland the main part of a country or territory (page 355)

Surrounding the mainland are thousands of islands, which are part of Greece.

rugged having a rough, jagged, or uneven surface (page 355)

The country's **rugged** landscape made it difficult for people to travel.

found to establish; to bring into being (page 356)

Greek traders helped to found colonies where they could exchange their goods.

collapse to break down or end suddenly (page 358)

Greek culture took some time to recover after its early civilization collapsed about 1200 B.C.

The Geography of Greece

TERMS & NAMES

peninsula

Peloponnesus

isthmus

Phoenician

alphabet

Build on What You Know Has construction or an accident ever blocked the road your family wanted to take? How did you get around the problem? Mountains prevented the ancient Greeks from traveling over land. This lesson will explain their other methods of travel.

Geography Shapes Ancient Greek Life

1 ESSENTIAL QUESTION What were the main features of the geography of Greece?

The mainland of Greece sticks out into the Mediterranean Sea. It is a peninsula, a body of land that has water on three sides. Greece also includes thousands of islands.

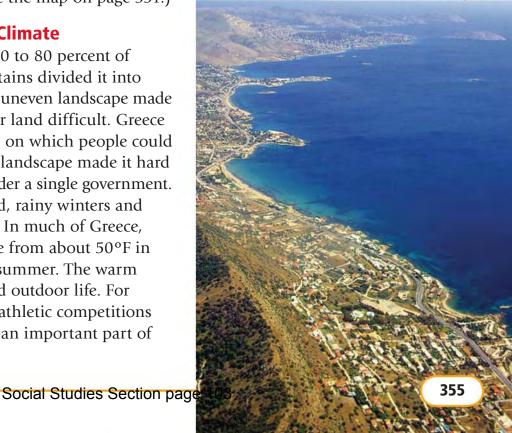
A gulf of water almost divides the Greek peninsula in two. The southern tip forms a second peninsula called the **Peloponnesus** (PEHL•uh•puh•NEE•suhs). A narrow strip of land called an isthmus (IHS•muhs) links the Peloponnesus to the rest of Greece. (See the map on page 351.)

Coastline of Greece Because of its long coastline, Greece has many ports. This port, Piraeus, is near the capital and ancient city of Athens. ▼

Landscape and Climate

Mountains cover 70 to 80 percent of Greece. The mountains divided it into many regions. The uneven landscape made transportation over land difficult. Greece had no large rivers on which people could travel. The rugged landscape made it hard to unite Greece under a single government.

Greece has mild, rainy winters and hot, dry summers. In much of Greece, temperatures range from about 50°F in winter to 80°F in summer. The warm climate encouraged outdoor life. For example, outdoor athletic competitions such as races were an important part of Greek culture.

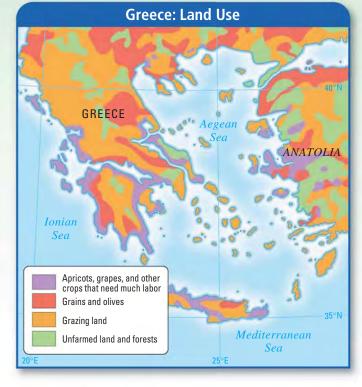


Geography

Land Use in Greece

Mountains cover 70 to 80 percent of Greece. As a result, only about 20 to 30 percent of Greek land was good for farming. Even so, the ancient Greeks found ways to make the best use of the land that they had.

- They grew grain on the few open plains. Olive trees grew on the edges of those plains.
- The Greeks planted grapevines on the lower slopes of hills.
- Sheep and goats grazed on land that was too rocky or too infertile to grow crops.



GEOGRAPHY SKILLBUILDER

INTERPRETING MAPS

Region Was more land used for growing grains and olives or for grazing animals?

Agriculture Greek land was rocky, so only about 20 to 30 percent of it was good for farming. Even so, more than half of all Greeks were farmers or herders. Most farmland was located in the valleys between mountains.

In Greek society, landowners were part of the upper class. In general, only men owned property. A person who owned land could support himself. He had enough wealth to pay for equipment such as helmets, shields, and swords. This allowed him to serve in the army and defend his homeland. As a result, people respected landowners, who had a higher place in society than merchants or poor people.

In order to get more farmland, the Greeks founded colonies in other regions. The western end of Anatolia had broad plains and rivers. The Greeks founded many colonies there.

Resources The lack of farmland was not the only problem. Greece also lacked natural resources such as precious metals. The Greeks had to find those resources somewhere else.

One resource that Greece did have was stone for building. Greece also had plenty of good sites for harbors.

REVIEW How did the mountains affect life in Greece?

Trade Helps Greece Prosper

2 ESSENTIAL QUESTION How did the sea affect Greek life?

Just as rivers influenced other ancient cultures, the sea influenced Greece. Greece has a long coastline, and most places in Greece are less than 100 miles from the coast. In fact, many cities were built directly on harbors.

Highways of Water Several seas played a major role in the life of ancient Greece. The largest was the Mediterranean Sea to the south. The Ionian and Aegean seas were branches of the Mediterranean. The Ionian Sea is west of Greece. The Aegean Sea is east of Greece.

These "highways of water" linked most parts of Greece to each other. The Greeks used the seas as transportation routes.

A Seafaring People The Greeks became skilled sailors and shipbuilders. They built rowing ships for fighting and sailing ships for trading. Some warships had two or three levels of oars on each side. Most sailing ships had a single mast and square sail.

The Ionian and Aegean seas are not very large. Small ships could sail around them by staying near the coast or by sailing from island to island. Once the Greeks learned these routes, they could sail to other regions.

The sea was a source of fish, an important part of the Greek diet. The Greeks traded fresh fish from the sea to local ports along the coast. The Greeks also dried some kinds of fish so that they could be transported over great distances.

Trade and Commerce Greece did not produce much grain, but some regions produced surplus olive oil, wine, wool, and fine pottery. Greek city-states bought and sold surplus goods from each other. In addition, Greeks traded these items to other regions around the Black Sea and the Mediterranean Sea, including Egypt and Italy.

The main products that the Greeks bought were grain, timber for building, animal hides, and slaves. The Greeks also traded for nuts, figs, cheese, and flax, which was used to make linen.

REVIEW How did the sea help the Greek economy?



▲ Greek Ship In recent times, people built this ship to show how ancient Greek fishing ships looked.

The Earliest Greeks

ESSENTIAL QUESTION How did trade influence Greek culture?

The Greek culture of sailing and trading developed over thousands of years. The earliest Greeks had moved onto the Greek peninsula about 2000 B.C.

Mycenaean Civilization The first Greek civilization was built on the Peloponnesus. It was named after its most important city, Mycenae (my•SEE•nee). A king ruled each city of Mycenaean Greece. The Mycenaeans were traders. Their culture featured writing, gold jewelry, bronze weapons, and fine pottery. Their civilization collapsed about 1200 B.C., perhaps because of invaders.

After the fall of the Mycenaeans, Greek culture declined. People no longer kept written records. Without such records, historians know little about the period from 1200 to 750 B.C.

New Advances in Greek Culture In time, Greek culture made advances again. One reason for this is that the Greeks learned from other people, such as the **Phoenicians** (fih•NISHSH•uhnz). They were another important trading people, who lived on the coast of the eastern Mediterranean. By trading with other people, the Phoenicians spread their system of writing. It used 22 symbols to stand for sounds. Such a system of symbols is called an alphabet.

Comparisons Across Cultures

Alphabets

Writing systems change over time. The Greeks borrowed the Phoenician alphabet of 22 letters but wrote the symbols differently. Also, the Greeks added two letters. Since the time of ancient Greece, their alphabet has evolved into the one used in the United States today.



▲ American Sign Language is a language for the deaf that uses gestures to convey meaning. It includes an alphabet.

Culture		Characters from Alphabet																												
Phoenician	4	9		4	3	Y	1	Ħ	\otimes	Z		Y	C	٧	4	0	J	۲	٩	4	W	X					Ŧ		I	
Greek	Α	В		Δ	Ε	7	Γ	Н	θ	1		K	^	M	N	0	П			P	Σ	Т	Y	Φ		Y	Ξ		Z	\cap
Modern English	A	В	С	D	Е	F	G	Н		I	J	K	L	M	N	o	P		Q	R	S	Т	U		V	W	X	Y	Z	

The Greeks picked up the Phoenician alphabet between 900 and 800 B.C. They changed some letters to suit their language. The Greek alphabet later evolved into our own alphabet of 26 letters.

The Greeks also learned about coins from trading with other peoples. Coins were invented about 650 B.C. in Anatolia. Most parts of Greece were making their own coins by 500 B.C.

Eventually, the Greeks also developed new forms of literature and government. You will learn more about these developments in Lessons 2 and 3.

REVIEW What did the Greeks learn from trading with other peoples?

Lesson Summary

- The mountainous geography of Greece limited agriculture and political unity.
- The Greeks depended on the sea to connect with each other and with the wider world.
- Trade brought an alphabet and coins to Greece.

Why It Matters Now . . .

The Greek alphabet influenced the development of all Western alphabets, including the English alphabet.

Greek Coins This coin is from the city of Athens, Greece. One side shows the goddess Athena, for whom Athens was named. The other side shows an owl, which was a symbol of Athena's wisdom. ▼





1 Lesson Review

Terms & Names

 Explain the importance of peninsula Peloponnesus isthmus Phoenician alphabet

Using Your Notes

Understanding Effects Use your completed chart to answer the following question:

2. What effects did the geography of Greece have on settlement patterns?

Causes	Effects
Mountains cover most of Greece.	
Several seas surround Greece.	
Greece traded with other regions.	



Main Ideas

- **3.** How did the geography of the Greek peninsula affect the political organization of the region?
- **4.** How did the seas affect Greek trade patterns?
- **5.** How did trade with other peoples contribute to Greek civilization?

Critical Thinking

- **6. Analyzing Causes** Why did the Greeks develop trade with other regions?
- 7. Contrasting What were two major differences between the civilizations of Greece and Mesopotamia?

Activity

Making a Map Take out the world map you started in Chapter 2. Using the map on page 351 as a model, add the Greek homeland to your map. You should also add the cities of Athens and Sparta.

MAIN IDEAS

Belief Systems Like other ancient peoples, the Greeks believed their gods controlled the human and natural worlds.

- **Belief Systems** The Greeks honored their gods by worshiping them and by holding festivals and games in their honor.
- Culture Early Greek literature included stories that taught lessons, and long poems that told of adventures.

TAKING NOTES

Reading Skill: Making Generalizations

As you read Lesson 2, look for information that will help you make a generalization, or broad judgment, about the relationship between Greek beliefs and literature. Record the information on a chart like the one below.

Greek Religious Beliefs	Greek Literature



🚺 Skillbuilder Handbook, page R8

▲ Greek Vase This vase shows a scene from a Greek myth. The hero Heracles (also called Hercules) rescued Alcestis from the underworld after she offered to die in place of her husband, the king of Thessaly.

Words to Know

Understanding the following words will help you read this lesson:

hero a person who is admired for great courage or special achievements (page 360)

Odysseus was a famous **hero** of ancient Greece.

vivid producing clear mental images (page 361) People still enjoy reading the vivid stories that the Greeks told about their gods.

public open to all people; not private (page 362)

The Greeks built special places for **public** rituals and celebrations.

javelin a light spear thrown by hand (page 363)

The **javelin** throw is an Olympic event.

Beliefs and Customs

Build on What You Know Like other ancient peoples, the Greeks were polytheistic—they worshiped many gods. But you won't find gods with animal heads in Greece as you did in Egypt. Greek gods looked like humans, yet were more powerful and more beautiful than any human could be.

Greek Gods and Myths

1 ESSENTIAL QUESTION What was Greek religion like?

To the Greeks, the gods were not distant beings. They became involved in people's lives, and the Greeks loved to tell stories about them. These vivid tales showed that the gods were sometimes cruel and selfish.

The Gods of Greece The Greek gods had both divine and human qualities. For example, they were very powerful and could shape human events. Yet they had a wide range of human emotions, including love, anger, and jealousy. The gods and goddesses of Greece constantly competed with one another.

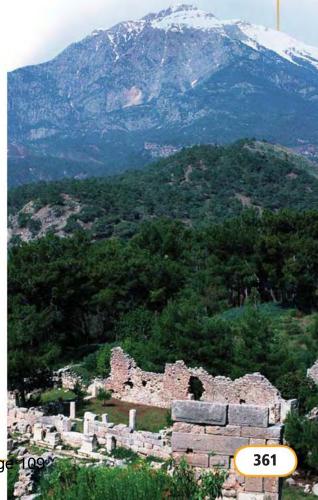
Zeus (ZOOS) was the ruler of the gods. The Greeks believed that he and 11 other major gods and goddesses lived on **Mount Olympus** (uh•LIHM•puhs), the highest mountain in Greece. (See the box on pages 362–363.) The Greeks also worshiped many less-important gods.

Each city had a special god or goddess to protect it. For example, Athena (one of the 12 who lived on Olympus) was the protector of Athens. She was the goddess of wisdom, a warrior, and the patron of crafts such as weaving.

TERMS & NAMES

Zeus
Mount Olympus
myth
Olympics
epic poem
fable

Mount Olympus
The ancient Greeks
believed that their
most important gods
lived on this mountain.
As a result, this group
is frequently called the
Olympian gods. ▼



Social Studies Section page

Greek Mythology Myths are stories that people tell to explain beliefs about their world. Myths often begin as oral stories. Later they might be written down.

The Greeks created myths to explain the creation of the world and of human beings. Many myths described the gods and goddesses and how they related to one another and to humans. For example, the myth of Prometheus (pruh•MEE•thee•uhs) tells how he stole fire from the gods and gave it to humans. Zeus punished him for this by chaining him to a rock. Every day, an eagle ate his liver—which grew back every night. Today, Prometheus is seen as a hero who defied unjust authority.

Other myths portrayed Greek heroes and heroines. The Reader's Theater on pages 366–369 is based on the myth of a young woman named Atalanta, who was a skilled hunter and runner.

REVIEW How were Greek myths and religion connected?

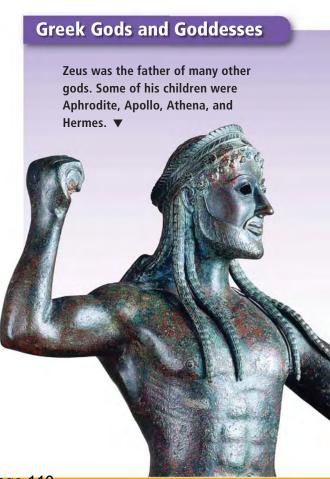
Honoring the Gods

ESSENTIAL QUESTION How did the Greeks honor their gods?

Like other ancient peoples, the Greeks believed it was important to honor the gods. An angry god could cause trouble. The Greeks created statues of the gods and built temples as places for the gods to live. They also held special events to honor the gods.

Holy Festivals Certain days of each month were holy to different gods and goddesses or to aspects of nature. For example, each month began with the new moon, and the festival of Noumenia was held. People celebrated holy days with sacrifices and public ceremonies.

The most important festivals honored the 12 Olympian gods. For example, there was a great festival to honor Athena. A new robe was woven for her statue in the main temple. The festival also included a procession, races and other athletic games, and poetry recitals.



Primary Source

Handbook

See the Greek myth: "The Boy Who Flew,"

pages R54-55.

The Olympics In Greece, games were always part of religious festivals. The largest and most elaborate of these were the Olympics. The **Olympics** were games held every four years as part of a major festival that honored Zeus. They took place in a stadium built in the city of Olympia. Only men competed in these contests.

The oldest records of winners at the Olympics date to 776 B.C. But the games might have been going on for centuries before that. The first Olympics included only a foot race.

Over time, longer races and other events were added. Events included wrestling, the long jump, the javelin throw, and the discus throw. These games tested skills that were valuable to soldiers.

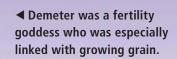
Unmarried girls competed in a festival to honor the goddess Hera. Hera was Zeus' wife, and her festival was held at the same time as the Olympics. This festival featured a foot race in three different age categories.



Connect to Today

▲ Olympics for All In modern times, a wider variety of athletes has the chance to compete in the Olympic games than ever before.

REVIEW Why did the Greeks hold the Olympics?





▲ Athena was the goddess of wisdom and also a warrior. Athena had no mother. She sprang from the forehead of Zeus.

Apollo was the god of archery, healing, music, poetry, and prophecy.
Later, he was honored as the god of the sun. Zeus and Apollo were the most widely worshiped gods.

Other Greek Gods and Goddesses

Ares	god of war								
Aphrodite	goddess of love								
Artemis	goddess of the hunt								
Hephaestus	god of fire								
Hera	wife of Zeus; protector of marriage								
Hermes	messenger of the gods								
Hestia	goddess of home life								
Poseidon	god of the seas and earthquakes								

Early Greek Literature

2 ESSENTIAL QUESTION What literature did the early Greeks produce?

In addition to stories about gods, the Greeks told stories about their ancient heroes. Much of what we know about the early Greeks comes from stories passed down through generations and from long poems that told stories. These long poems are called **epic poems**. According to tradition, a blind man, Homer, composed the most famous epics.

Primary Source Handbook See the excerpt from the *Iliad*, pages R51–52.

Epics of Homer Homer's epic the *Iliad* is about the Trojan War, which started because a Trojan stole a Greek king's wife. In the *Iliad*, the Greeks surrounded the city of Troy for more than nine years, trying to capture it. The *Iliad* is famous for its portrayal of heroes. For example, no one could defeat the Greek warrior Achilles (uh•KIHL•eez). When he was a baby, his mother dipped him in a river that would make him live forever. But an arrow wounded Achilles in his one weak spot—the heel his mother held as she lowered him in the water—so he died.

For centuries, people thought Homer's story was fiction. Around 1870, archaeologists discovered the ruins of ancient

Troy. A real war did take place there, but it did not happen exactly as the *Iliad* portrays it.

Homer's other major epic was the *Odyssey*. It describes the adventures of the Greek hero Odysseus (oh•DIHS•YOOS) after the Trojan War. The Greek gods decided that Odysseus' trip home should take ten years. During that time, he and his men encountered many dangers. The gods sometimes helped Odysseus and sometimes worked against him.

These ancient stories still influence speech and art today. For instance, we use the phrase *Achilles' heel* to refer to a person's weakest area.

Aesop's Fables A **fable** is a short story, usually involving animals, that teaches a moral lesson. A storyteller named Aesop (EE•suhp) is credited with writing down many ancient Greek fables.

Primary Source Handbook

See the excerpt from Aesop's Fables: The Wolf in Sheep's Clothing, page R53.

Achilles The ancient Greek epics still influence our culture. For example, in 2004, the movie *Troy* retold the story of the Trojan War. Here the warrior Achilles does battle. ▼



One of Aesop's best-known fables is "The Hare and the Tortoise." In it, a hare (rabbit) makes fun of a tortoise (turtle) for being slow. The tortoise challenges the hare to a race. The hare is so sure he will win that he lies down for a nap. The tortoise never stops but goes at a slow, steady pace to the finish line. The hare wakes up too late for his speed to save him. We still use this story today to encourage people to work steadily at a task that seems impossible to accomplish.

Cyclops On Odysseus'
long voyage, a one-eyed
monster called a Cyclops
made him and his men
prisoners. The Cyclops
ate several of the
men before Odysseus
defeated him. ▼

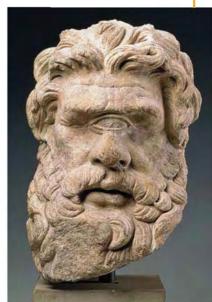
REVIEW Why are Homer's epics important?

Lesson Summary

- The ancient Greeks created stories about their gods, who were important to their daily lives.
- The ancient Greeks honored their gods through festivals that included rituals and athletic games.
- Early Greeks wrote fables and epic poems.

Why It Matters Now . . .

Greek mythology, epics, and fables continue to influence our literature, language, and movies.



2 Lesson Review

Terms & Names

Explain the importance of
 Zeus myth epic poem
 Mount Olympus Olympics fable

Using Your Notes

Making Generalizations Use your completed chart to answer the following question:

How were Greek religious beliefs and Greek literature linked? Write your answer as a generalization.

Greek Religious Beliefs	Greek Literature				



Main Ideas

- **3.** Why was mythology important to the lives of ancient Greeks?
- **4.** What role did religious festivals play in Greek life?
- **5.** How are the *lliad* and the *Odyssey* connected?

Critical Thinking

- **6. Drawing Conclusions from Sources** What lesson might the Greeks have learned from the myth of Prometheus?
- 7. Comparing and Contrasting In what key ways were the religions of Egypt and Greece similar and different?

Activity

Writing a Fable Consider a moral lesson that is important to you. Working with a group, create a story that uses animals to teach that lesson.



Atalanta's Last Race

Background: According to Greek myth, the father of Atalanta (AT•uh•LAN•tuh) wanted a son, not a daughter. So he left Atalanta to die in the wilderness as an infant. She was raised first by a mother bear and then by caring hunters. As a result, the beautiful young woman was skilled in running, hunting, and wrestling.

Cast of Characters

Narrator

Oeneus: (EEN•yoost) king of Calydon

Atalanta: a young Greek woman

Hunter: Atalanta's foster father

Meleager: (mehl•ee•AY•guhr) son of Oeneus

lasus: (EYE•ah•suhs) father of Atalanta

Aphrodite: (Af•ruh•DY•tee) Greek goddess of love

Milanion: (my•LAN•ee•uhn) suitor of Atalanta

Spectator

Atalanta Running This vase
from about 500 8.c. depicts
the myth of Atalanta running
in her famous race. ▶

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Narrator: The goddess Artemis (AHR•tuh•mihs) is angry at King Oeneus because he forgot to make sacrifices to her. So she has sent a wild boar to destroy his country of Calydon (KAL•ih•DAHN). The king has asked the best hunters in Greece for help. When they arrive, Atalanta is with them. She stands before the king, looking lovely in her simple woolen robe. A quiver of arrows hangs over her left shoulder. Her right hand clasps her bow.

Oeneus: Who are you, young woman? I have need of skilled hunters, not foolish girls.

Atalanta: Your majesty, I think you will find that I am as skilled as any man here. I have spent my life in the woods.

Hunter: I can speak for her, my lord. Atalanta has lived among us since she was a small girl. She once killed two centaurs¹ single-handedly. In our land, she is known as "the pride of the woods."

Oeneus: Very well, let us see what she can do. We need all the help we can get.

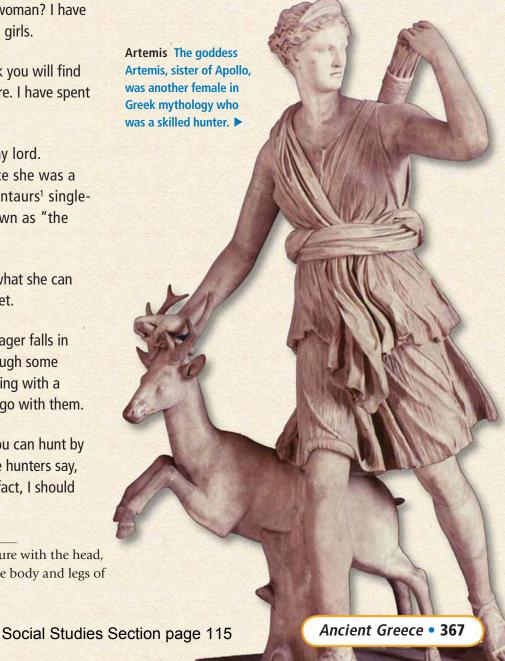
Narrator: The king's son Meleager falls in love with Atalanta instantly. Although some of the men dislike the idea of hunting with a woman, Meleager insists that she go with them.

Meleager: Come, Atalanta, you can hunt by my side. If you are as skilled as the hunters say, I will be glad of your presence. In fact, I should like you always near me.

 centaur (SEHN•TAWRZ): a creature with the head, arms, and chest of a man, and the body and legs of a horse. **Atalanta:** I am happy to be your friend, Meleager, and I look forward to the hunt. But I only care for men as fellow hunters. I don't plan to ever get married.

Narrator: When the hunters surround the boar, it attacks and kills two men. Atalanta stays calm, and it is her arrow that first strikes the animal. Meleager then moves in for the kill.

(continued)



Meleager: Although it is my knife that has killed this beast, I insist that the honor go to Atalanta. She shall have the boar skin as a trophy.

Narrator: Meleager's uncles quarrel with him because he honored Atalanta. This quarrel leads to his death. But Atalanta's fame is just beginning. After defeating a great hero in a wrestling match, she meets her father, lasus.

lasus: Congratulations, daughter. I am very proud of you and would like to welcome you back to my home. I see that you will be almost like a son to me. But I understand that many young men want to marry you.

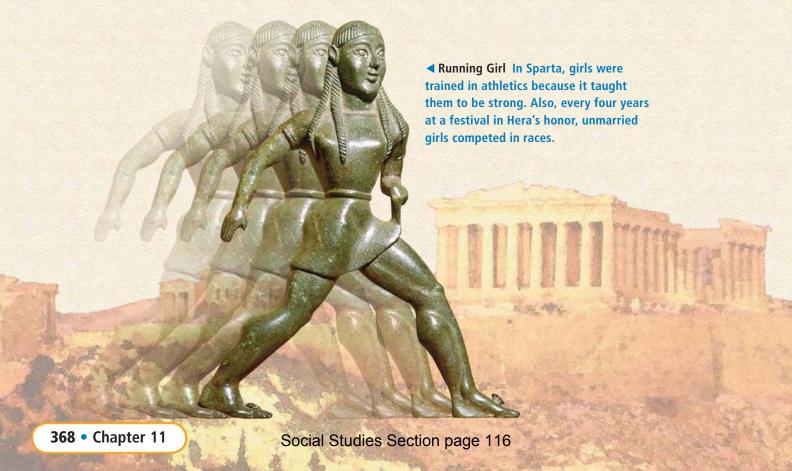
Atalanta: Don't worry, Father, I will never marry a man unless he can beat me in a foot race. (*Aside*) And I know there is no man alive who can do that.

Narrator: Atalanta enjoys defeating all the young men who come to race with her. No matter how fast they are, she is faster. She cares nothing for their promises of love. Her actions do not go unnoticed by Aphrodite, the goddess of love on Mount Olympus.

Aphrodite: It has come to my attention that there is a wild, young maiden who thinks she is too good for love. I may need to teach her a lesson.

Narrator: As it happens, a young man named Milanion wants very much to marry Atalanta. He is smart enough to know he cannot rely on his speed to beat her. He calls upon Aphrodite.

Milanion: Aphrodite, will you help me to marry Atalanta?



Aphrodite: I will gladly help tame this young woman who refuses to honor me. Here are three magical golden apples. Their beauty is so dazzling that anyone who sees them will feel she must have them. Use them wisely and you will succeed.

Milanion: Thank you, goddess, for your wise and generous assistance.

Narrator: The day arrives when Milanion and Atalanta are to race. Atalanta looks so confident of her skill that Milanion almost despairs of being able to succeed in his plan.

Milanion: I must not lose courage. Aphrodite is on my side.

Narrator: The race begins. Milanion is swift, but Atalanta is pulling ahead. He rolls his first golden apple right in front of her.

Atalanta: Oh my! What is this? I've never seen anything so lovely. I'll just reach down and scoop it up.

Milanion: She barely lost her stride! I've caught up with her, but now she is racing ahead again. I've got to slow her down even more.

Narrator: This time, Milanion throws his apple to Atalanta's side. She has to move to the right to pick it up.

Spectator: Look, he's pulled ahead of her! But here she comes again, and the finish line is just ahead. Will she win this time?

Milanion: This is my last chance.

I must distract her long enough for me to reach the goal ahead of her. Here goes.

Narrator: The third golden apple rolls right in front of Atalanta and onto the side of the racecourse. She sees it glinting in the green grass and follows it.

Atalanta: I must have that gorgeous glowing ball. But wait, what's this? Milanion is sprinting past me. He has won!

Milanion: (panting for breath) Atalanta, do not be angry with me. I only acted out of my great love for you. I will be extremely honored to be your husband.

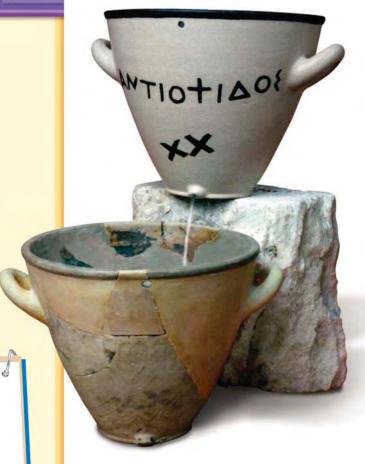
Atalanta: I admire your skill and your wit. And I see that Aphrodite is your friend. I will honor my promise and be your wife.

Activities

- 1. TALK ABOUT IT Why might Atalanta prefer not to marry?
- 2. WRITE ABOUT IT Imagine that you are a spectator watching the race between Atalanta and Milanion. Write a paragraph describing the details of the race—the sights, the sounds, and other important impressions.

MAIN IDEAS

- **Government** Instead of being a unified country, Greece was organized into separate city-states.
- Government Different political systems evolved in the various city-states. Some governments changed because of conflicts between rich and poor.
- Government The city-state of Athens developed democracy, which is rule by the people.



▲ Water Clock A water clock was a device that used the flow of water to measure time. The Greeks used this clock to make sure that people in court kept their speeches short. (This clock runs out in about six minutes.)

TAKING NOTES

Reading Skill: Categorizing

To categorize means to sort information. As you read Lesson 3, use your own words to take notes about types of government on a chart like this one.

Types of Government									
Monarchy	Oligarchy	Democracy							



Skillbuilder Handbook, page R6

Words to Know

Understanding the following words will help you read this lesson:

layout the plan or arrangement of something (page 372)

The city's **layout** included space for a large public marketplace.

supreme greatest in power or authority (page 373)

The upper class began to question the **supreme** authority of the king.

entitle to have rights and privileges (page 374)

Greek women and slaves were not **entitled** to many of the benefits enjoyed by free male citizens.

gradual happening little by little (page 374)

Political change sometimes occurs suddenly, but often it is gradual.

The City-State and Democracy

Build on What You Know As you read in Lesson 1, the Mycenaean civilization fell about 1200 B.C. After a decline, Greek culture gradually started to advance again. This led to the rise of Greek civilization. Like ancient Sumer, Greece was a region of people who shared a common language and common beliefs. In spite of that cultural unity, Greece was divided politically.

The Rise of City-States

ESSENTIAL QUESTION How was Greece organized politically?

In Lesson 1, you learned how geography divided Greece into small regions. Because of this, the basic form of government was the city-state. A city-state is a state made of a city and its surrounding lands. The colonies founded by Greeks around the Mediterranean were also city-states.

Greek City-States City-states became common in Greece about 700 B.C. In Greek, the word for city-state was polis. Most city-states were small. Geographic features, such as mountains, limited their size. Athens and Sparta were the largest Greek city-states. Their lands included the plains that surrounded the center city.

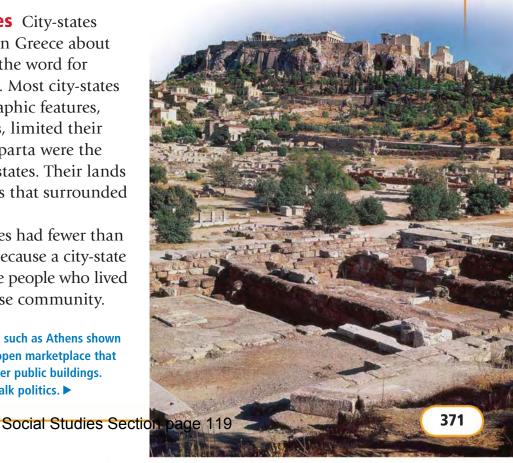
Most Greek cities had fewer than 20,000 residents. Because a city-state was fairly small, the people who lived there formed a close community.

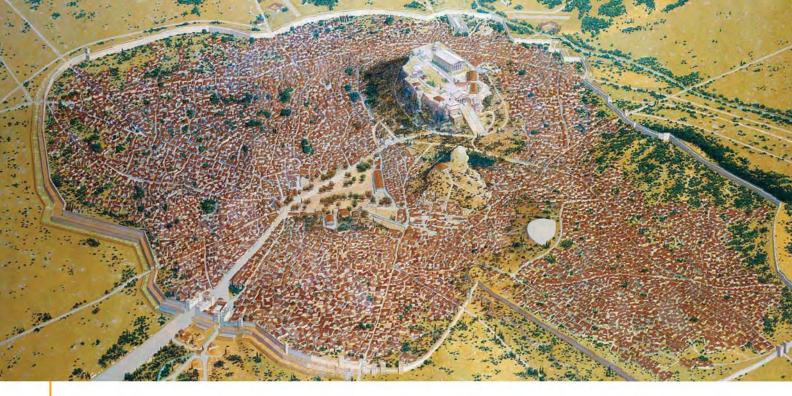
Agora Most Greek cities, such as Athens shown here, had an agora—an open marketplace that also had temples and other public buildings.

Men often met there to talk politics. ▶

TERMS & NAMES

polis
aristocracy
oligarchy
tyrant
citizen
democracy





Layout of the City The center of city life was the agora. The agora was an open space where people came for business and public gatherings. Male citizens met there to discuss politics. Festivals and athletic contests were held there. Statues, temples, and other public buildings were found in and around the agora. (See Daily Life on pages 384–385.)

▲ Athens from the Air A modern artist painted this watercolor showing Athens and its surrounding lands. Notice how the Acropolis is much higher than everything else.

Many cities had a fortified hilltop called an acropolis. The word means "highest city." At first, people used the acropolis mainly for military purposes; high places are easier to defend. Later the Greeks built temples and palaces on the flat tops of these hills. Ordinary houses were built along the hill's base.

REVIEW What was the role of the agora in a Greek city?

Forms of Government

2 ESSENTIAL QUESTION What different political systems evolved in the city-states of Greece?

Each city-state of Greece was independent. The people of each one figured out what kind of government worked best for them. As a result, different city-states used different political systems. Some city-states kept the same system of government for centuries. Others slowly changed from one system to another.

Monarchs and Aristocrats The earliest form of government in Greece was monarchy (MAHN•uhr•kee). A monarch is a king or queen who has supreme power. Therefore, a monarchy is a government that a king or queen rules. Most Greek city-states started out as monarchies but changed over time.

Aristocracy (AR•ih•STAHK•ruh•see) is another name for the upper class or nobility. In Greece, the aristocracy were people who were descended from high-born ancestors. Some aristocrats believed that their ancestors were mythical heroes.

The Greek city-state of Corinth began as a monarchy. Later, an aristocracy ruled it. In fact, by the 700s B.C., most of the Greek city-states had moved from monarchy to rule by an aristocracy.

Oligarchy Some city-states developed a political system called **oligarchy** (AHL•ih•GAHR•kee). Oligarchy means "rule by the few." It is similar to aristocracy because in both cases, a minority group controls the government.

The main difference between the two is the basis for the ruling class's power. When aristocrats rule, they do so because of their inherited social class. In an oligarchy, people rule because of wealth or land ownership. In some Greek city-states, an oligarchy replaced aristocratic rule. In others, the aristocracy and the oligarchy shared power.

Tyrants Poor people were not part of government in either monarchy, aristocracy, or oligarchy. Often, the poor came to resent being shut out of power. At times, they rebelled.

Sometimes a wealthy person who wanted to seize power made use of that anger. He would ask poor people to support him in becoming a leader. Such leaders were called tyrants. In Greece, a **tyrant** was someone who took power in an illegal way. Today the term *tyrant* means a cruel leader. To the Greeks, a tyrant was simply someone who acted like a king without being of royal birth. Some Greek tyrants worked to help the poor. Some created building programs to provide jobs. Others enacted laws canceling the debts that poor people owed to the wealthy.

Tyrants played an important role in the development of rule by the people. They helped overthrow the oligarchy. They also showed that if common people united behind a leader, they could gain the power to make changes.

REVIEW How were oligarchy and aristocracy similar?

Vocabulary Strategy

The term aristocracy is from the Greek root words aristos, which means "best," and kratos, which means "power." The term oligarchy is from the root words oligos, which means "few," and arkhe, which means "rule."

Athens Builds a Limited Democracy

ESSENTIAL QUESTION How did limited democracy develop in Athens?

By helping tyrants rise to power, people in the lower classes realized they could influence government. As a result, they began to demand even more political power.

Citizenship One of the major legacies of ancient Greece is the idea of citizenship, which the Greeks invented. In today's world, a **citizen** is a person who is loyal to a government and who is entitled to protection by that government. To the Greeks, a citizen was a person with the right to take part in ruling the city-state. A citizen had to be born to parents who were free citizens. In much of ancient Greece, people of both upper and lower classes were citizens, but only upper-class citizens had power.

By demanding political power, the lower-class citizens were asking for a major change to their society. Such a change does not happen quickly. During the 500s B.C., two leaders in Athens made gradual reforms that gave people more power. Those leaders were Solon and Cleisthenes (KLIHS•thuh•NEEZ).

Solon and Cleisthenes In the 500s B.C., trouble stirred in Athens. Many poor farmers owed so much money that they were forced to work their land for someone else or to become slaves. The lower classes were growing angry with the rulers.

History Makers

Solon (c. 630 to 560 B.C.)

Solon was called one of the Seven Wise Men of Greece. Although he was the son of a noble family, he reduced the nobles' power. He is known for his political reforms and his poetry. Poetry was the way he communicated with the citizens.

About 600 B.C., Solon recited a poem to encourage the Athenians in a war. He persuaded them to resume the war and save the honor of Athens.

Solon's reforms did not make all Athenians happy. The nobles wished he had made fewer changes. Poor farmers wished that he had given them more land. Tired of having to justify his reforms, Solon left on a trip for ten years. He traveled to Egypt and Cyprus, among other places. He wrote poems about his journey.



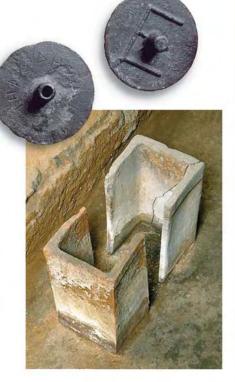
About 594 B.C., the nobles elected Solon to lead Athens. He made reforms that helped prevent a revolt by the poor. First he freed people who had become slaves because of debts. He made a law that no citizen could be enslaved.

Solon also organized citizens into four classes based on wealth, not birth. Rich men had more power—yet this was still a fairer system than the old one that limited power to nobles. Solon allowed all citizens to serve in the assembly and help elect leaders. He also reformed the laws to make them less harsh.

Around 500 B.C., Cleisthenes increased the citizens' power even more. He took power away from the nobles. He organized citizens into groups based on place of residence, not wealth. Any citizen could now vote on laws.

Direct Democracy Athens moved toward an early form of democracy. **Democracy** is a government in which the citizens make political decisions. The Athenian style of democracy is called a direct democracy. In such a system, all the citizens meet to decide on the laws. (Indirect democracy, in which people elect representatives to make laws, is more common today. The United States is an example.)

Jury box and tokens
Juries in Athens voted
by putting tokens in this
box. The token with the
hollow center spoke meant
"guilty," and the other
meant "not guilty." ▼



PATTERNS in HISTORY

Forms of Government

	Monarchy	Oligarchy	Direct Democracy
Who ruled	A king or queen ruled the government.	A small group of citizens ruled the government.	All citizens took part in the government (but not all people were citizens).
Basis for rule	Many kings or queens claimed that the gods gave them the right to rule. The monarch's son usually was the next ruler.	Aristocratic birth, wealth, or land ownership gave this group the right to rule.	Neither wealth nor social status affected the right to make decisions.
Type of rule	The king or queen often had supreme power over everyone else.	The ruling group ran the government for their own purposes.	Decisions were made by voting. The majority won.

Limited Democracy Athens had a limited democracy. It did not include all of the people who lived in the city-state. Only free adult males were citizens who could take part in the government. Women, slaves, and foreigners could not take part. Noncitizens were not allowed to

REVIEW How did reformers change the government of Athens?

- The people of Greece lived in independent city-states.
- Greek city-states had various types of government: monarchy, oligarchy, and direct democracy.
- Over time, the male citizens of Athens gained the power to make political decisions.

Why It Matters Now . . .

become citizens.

Athens is often called the birthplace of democracy. Many people in today's world are seeking to replace other forms of government with democracy.

▲ Ostracism If Athenians thought someone was a danger to the city-state, they would ostracize, or send that person away for ten years. People voted to ostracize someone by scratching his or

her name on a piece of pottery called an ostracon.

Lesson Review

Terms & Names

1. Explain the importance of oligarchy polis citizen aristocracy tyrant democracy

Using Your Notes

Categorizing Use your completed chart to answer the following question:

2. In which form of government do the fewest people share power?

Types of Government									
Monarchy	Oligarchy	Democracy							



Main Ideas

- 3. How did the geography of Greece lead to the rise of city-states?
- **4.** What was the role of tyrants in the development of democracy in Greece?
- 5. What made democracy in Athens a limited democracy?

Critical Thinking

- **6. Understanding Causes** What were the key factors leading to the rise of tyrants? Explain.
- **7. Drawing Conclusions** Why was the invention of the idea of citizenship important to the development of democracy?

Making a Poster Find out how a person qualifies as a citizen in the United States. How can a noncitizen become a citizen? Make a poster comparing citizenship in Athens with citizenship in the United States.

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Make Vocabulary Cards

Goal: To learn English words that are based on Greek roots

Prepare

- 1 The Greek word *polis*, which you learned in this chapter, is the root of many English words, including *politics*.
- 2 Other terms from the chapter use Greek words as prefixes and roots. For example, democracy comes from word *demos*, which means "the people," and *kratos*, which means "power."

Materials & Supplies

- a dictionary that gives word origins
- pens or pencils
- notecards
- a map of the United States

Do the Activity

- 1 Working with a partner, find other words in the dictionary that are based on the Greek word *polis*. Look up words beginning with the letters *pol* and check their origin. Word origins are given at the beginning or the end of the definition.
- 2 Look up the following types of government in the dictionary: monarchy, aristocracy, oligarchy. Note the meaning of each term and the Greek roots of the words.

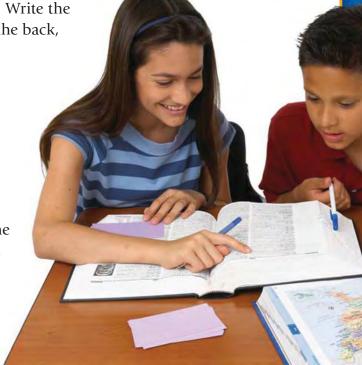
3 Make a vocabulary card for each word that comes from *polis* and for each of the government terms. Write the English word on the front of the card. On the back, write the word's meaning and origin.

Follow-Up

Take turns quizzing each other until you know the meaning of the words.

Extension

Locating Cities on a Map Use a map of the United States to find cities that end in *polis*, such as Indianapolis. Make a list.



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Lesson

4

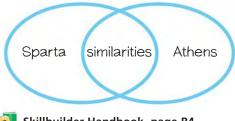
MAIN IDEAS

- **Government** Sparta built a state in which every part of life was organized around the need to have a strong army.
- **Government** Athenian citizens were expected to participate actively in government.
- **Government** A Persian invasion endangered Greece, so some city-states united to fight their enemy.

TAKING NOTES

Reading Skill: Comparing and Contrasting

Use a Venn diagram to take notes comparing and contrasting life in Sparta and Athens. Think about where you would rather have lived. Underline the details in your notes that influenced your decision.







▲ Athena The goddess
Athena was associated closely
with the city of Athens. She
was wise and was supposed
to give good advice in war.
Because she is a warrior
goddess, she is often shown
wearing a helmet.

Words to Know

Understanding the following words will help you read this lesson:

supervisor a person who is in charge of a department (page 379)

In Sparta, five **supervisors** ran the government.

propose to suggest; or put forward for consideration (page 379)

The group **proposed** a new law that it hoped would be approved by the Assembly.

industry an enterprise in which goods are manufactured from raw materials (page 381)

Some Greek slaves worked in the shield-making **industry**.

clever smart; showing quick thinking and resourcefulness (page 382)

A small army with a **clever** strategy can sometimes defeat a much larger force.

Sparta and Athens

TERMS & NAMES

379

Athens

Sparta

helot

barracks

Marathon

Build on What You Know You've read about **Athens**. Its main rival was **Sparta**, a large city-state in the Peloponnesus. Life there was quite different from life in Athens.

Sparta's Military State

1 ESSENTIAL QUESTION What did Spartan society emphasize the most?

About 715 B.C., Sparta conquered a neighboring area to gain land. This conquest changed Sparta. The Spartans forced the defeated people to become slaves called **helots** (HEHL•uhtz). They worked mostly on farms and had to give the Spartans half their crops. The helots rebelled many times. Although they greatly outnumbered the Spartans and fought hard, the Spartans put down the revolts. Fear of these revolts led Sparta to become a state that focused everything on building a strong army.

Government and Society Sparta had a government that was part monarchy, part oligarchy, and part democracy. Two kings ruled Sparta, and five elected supervisors ran the government. The Council of Elders, made up of 30 older citizens, proposed laws. All Spartan citizens were part of the Assembly. It elected officials and voted on the laws proposed by the Council.

Three social groups made up Spartan society. Citizens lived in the city and spent all their time training to be soldiers. Free noncitizens lived in nearby villages. They had no political rights. The lowest group was the helots. Their labor fed Sparta, making it possible for free Spartans to be full-time soldiers.

Spartan Warrior As this statue shows, Spartans valued military strength. Probably only an officer of a high rank could wear the crested helmet shown here. ▶

Social Studies Section page 127

Education The goal of Spartan society was to have a strong army. At age seven, boys moved into military houses called **barracks**. Their education stressed discipline, duty, strength, and military skill. (See Primary Source below.) The boys learned to read just enough to get by.

All male citizens entered the army at the age of 20 and served until they were 60. Even after men got married, they had to eat with their fellow soldiers.

Women Spartan society expected its women to be tough, emotionally and physically. Mothers told their sons, "Bring back this shield yourself or be brought back on it." (Spartans carried dead warriors home on their shields.) Education for girls in Sparta focused on making them strong. They had athletic training and learned to defend themselves.

The emphasis on the army made family life less important in Sparta than in other Greek city-states. In Sparta husbands and wives spent much time apart. Women had more freedom. They were allowed to own property. A wife was expected to watch over her husband's property if he was at war.

REVIEW How did Spartan education support the military?

Primary Source

Background: Plutarch
(PLOO®TAHRK) was a Greek
historian who lived between
A.D. 46 and about 120. One of
the people he wrote about was
Lycurgus (ly®KUR®guhs), the leader
of Sparta who created its strong
military institutions. This passage
describes how boys were trained
in Sparta by being placed in
companies, or military units.

from Parallel Lives

By Plutarch

(based on the translation by Aubrey Stewart and George Long)

As soon as the boys were seven years old Lycurgus took them from their parents and enrolled them in companies. Here they lived and ate in common and shared their play and work. One of the noblest and bravest men of the state was appointed superintendent of the boys, and they themselves in each company chose the wisest and bravest as captain. They looked to him for orders, obeyed his commands, and endured his punishments, so that even in childhood they learned to obey.

◆ Lycurgus discusses the meaning of education in this 17th-century painting.

DOCUMENT-BASED QUESTION

Visual Vocabulary

Barracks

What did Spartan boys learn that made them good soldiers?



Social Studies Section page 128

Athens' Democratic Way of Life

2 ESSENTIAL QUESTION What was the government of Athens like?

As you learned in Lesson 3, over time Athens developed a direct democracy. All of its citizens met to vote on laws. Only free men were citizens.

Government and Society Athens had two governing bodies. The Council of Four Hundred took care of day-to-day problems. The Assembly voted on policies proposed by the council.

Citizens had to serve in the army whenever they were needed. They also had to serve on juries. Juries usually had several hundred people to hear charges against a person. In Athens, all citizens were equal in the courts. There were no professional lawyers or judges. Citizens argued their case directly before the jury.

Solon's reforms had organized citizens into four classes based on income. Foreigners, women, children, and slaves were not citizens.

Slaves made up one-third of the population. They worked in homes, agriculture, industry, and mines. Some slaves worked alongside their masters. Some even earned wages and were able to buy their freedom.

Education Boys of wealthy families started school at age six or seven. Education prepared them to be good citizens. They studied logic and public speaking to help them debate as adults in the Assembly. They also studied reading, writing, poetry, arithmetic, and music. Athletic activities helped them develop strong bodies.

▲ Knucklebones Players
These two women are
playing knucklebones,
an ancient game
similar to the child's
game of jacks. It is
called that because it
was originally played
with the knucklebones
(anklebones) of a sheep.

Women Athenians expected women to be good wives and mothers. These roles were respected because they helped to keep the family and society strong. In addition, some women fulfilled important religious roles as priestesses in temples. In spite of their importance to society, Athenian women had much less freedom than Spartan women.

Women could inherit property only if their fathers had no sons. Girls did not attend school. They learned household duties from their mothers. A few learned to read and write.

REVIEW What were the duties of an Athenian citizen?

The Persian Wars

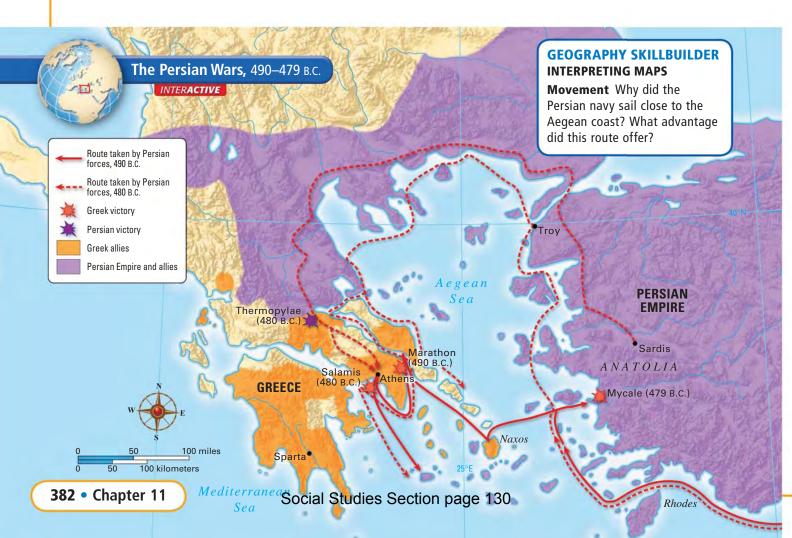
ESSENTIAL QUESTION What happened when Persia invaded Greece?

As you know, Persia conquered much of Southwest Asia. A king and a highly organized government ruled the resulting empire.

In the 500s B.C., Persia conquered Anatolia, a region with many Greek colonies. In 499 B.C., some Greeks in Anatolia revolted against Persian rule. Athens, which had a strong navy, sent ships and soldiers to help them. The revolt failed, but Persia decided to punish Athens for interfering. In 490 B.C., the Persians arrived near Athens on the plain of Marathon. The Athenians sent a runner to ask Sparta for help, but the Spartans came too late.

The Athenians were greatly outnumbered, so they had to use a clever plan. First they drew the Persians toward the center of the Greek line. Then the Greeks surrounded them and attacked. In close fighting, Greek spears were more effective than Persian arrows. The Persians lost 6,400 men. The Greeks lost only 192.

Legend says that a soldier ran from Marathon about 25 miles to Athens to tell of the victory. When he reached Athens, he collapsed and died. Modern marathons are based on his long run.



Greek Victory In 480 B.C., Persia again invaded Greece. In spite of past quarrels with each other, several Greek city-states united against Persia. An army of 300 Spartans guarded the narrow pass at Thermopylae (thuhr•MAHP•uh•lee) to stop a Persian army from reaching Athens. The Spartans held the pass for two days before the Persians killed them all. Their sacrifice gave the Athenians time to prepare for battle.

The Athenians left their city to fight a naval battle against the Persians. The battle took place in a narrow body of water where the large Persian fleet could barely move. Smaller, more mobile Greek ships sunk about 300 Persian ships, and the war ended. You will read more about Greece after the war in Chapter 12.

REVIEW How did the Persian Wars bring the Greek city-states together?

Lesson Summary

- Sparta organized its state around its strong army.
- Athens valued democratic government and culture.
- Some Greek city-states united to defeat the Persians.

Why It Matters Now . . .

Defeating the Persians allowed Greek democracy and culture to continue. This culture greatly influenced later world civilization.

4 Lesson Review

Terms & Names

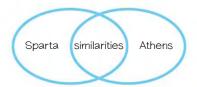
1. Explain the importance of

Athens helot Marathon Sparta barracks

Using Your Notes

Comparing and Contrasting Use your completed Venn diagram to answer the following question:

2. What were some ways that Athens and Sparta were alike?





Main Ideas

- **3.** What form of government existed in ancient Sparta?
- **4.** How were direct democracy and education related in Athens?
- **5.** What roles did Athens and Sparta play in defeating the Persians?

Critical Thinking

- **6. Understanding Causes** How did the conquest of the helots make it necessary for Sparta to be a military state, and how did the conquest make such a state possible?
- **7. Contrasting** How was the role of women different in Athens and Sparta?

Activity

Internet Activity Use the Internet to learn more about the Persian Wars. Then create one panel for a mural about the wars. Illustrate one battle or another event.

INTERNET KEYWORDS: Battle of Marathon, Battle of Salamis, Thermopylae



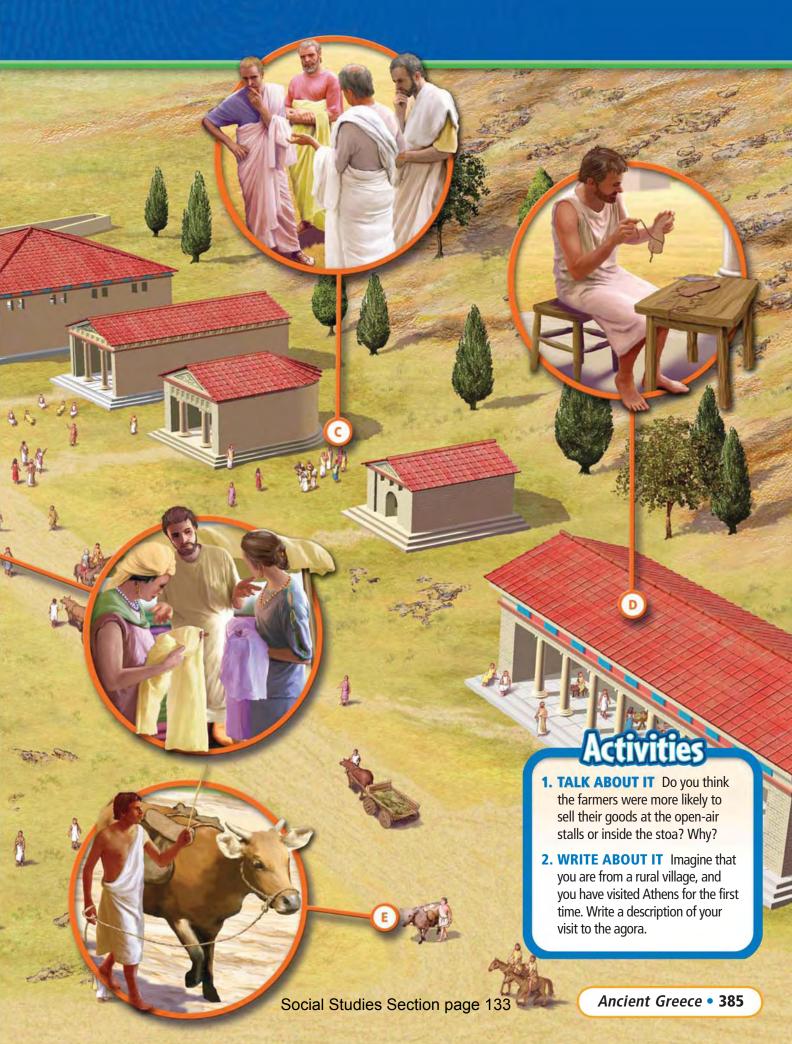
Life in the Agora

Purpose: To learn about daily life in Athens

Imagine a place that is a shopping mall, city hall, sports arena, and place of worship all in one. The agora of an ancient Greek city was just such a place. An agora was an open space with buildings around it and roads leading into it. People went there to buy and sell goods, to worship at the nearby temples, and to take part in government. This illustration shows the agora of ancient Athens in about 500 B.C.

- A Fish Seller Merchants set up stalls in the open space to sell goods. Because the Greeks lived near the sea, they ate much fish. Fresh fish was sold locally; it would spoil if it was transported very far. (Dried fish could be stored and traded to distant regions.)
- B Cloth Seller Sheep could graze on land that was too poor to farm, so most Greeks wore clothes made from wool. They also wore some linen, made from flax bought in Egypt.
- C Political Discussions Direct democracy required citizens to be very involved in government, so political discussions were popular in Athens. Because the weather was so mild, men often held such discussions outdoors.
- Shoemaker Craftspeople, such as this shoemaker, often set up shop in the stoa. A stoa was a building made of a roof held up by long rows of columns. Stoas were also used for political meetings and as places for teachers to meet with their students.
- (E) Farmers Farmers sold their own vegetables, fruit, milk, and eggs at the market. First they had to transport the food to the city. Using an animal to carry the heavy load was the easiest method. Some poor farmers carried goods on their backs.





Chapter 11 Review

VISUAL SUMMARY

Ancient Greece

Geography

- Greece did not have much good farmland.
- Most places in Greece were close to the sea. The Greeks used the seas as highways.



Economics

- The Greeks built their economy on farming and sea trade.
- They learned to use coins from other trading people.

Culture

- Early Greek literature included Aesop's fables and the epic poems the *Iliad* and the *Odyssey*.
- The Greeks learned the alphabet from the Phoenicians and adapted it to their language.

Government

- Different city-states had different forms of government, including monarchy, rule by aristocrats, and oligarchy.
- Athens developed limited, direct democracy.



Sort the words in the list below into three categories: geography, government, culture. Be prepared to explain your decisions.

- 1. alphabet
- 2. aristocracy
- 3. democracy
- 4. fable
- 5. isthmus
- 6. myth
- 7. oligarchy
- 8. peninsula
- 9. polis
- 10. tyrant

MAIN IDEAS

The Geography of Greece (pages 354–359)

- **11.** How did the geography of Greece affect the location of cities?
- **12.** What skills did the Greeks need to master to become successful traders?

Beliefs and Customs (pages 360–369)

- 13. In what ways did Homer use mythology?
- **14.** How were epic poems and fables the same? How were they different?

The City-State and Democracy (pages 370–377)

- **15.** How did government in Athens evolve into early forms of democracy?
- **16.** How was Athenian democracy different from democracy in the world today?

Sparta and Athens (pages 378–385)

- **17.** What roles did slaves play in Sparta and Athens?
- **18.** How were Athens and Sparta different?

Standards-Based Assessment

CRITICAL THINKING

Big Ideas: Government

- 19. ANALYZING POLITICAL ISSUES Why would the rugged geography make it difficult to unify Greece? Explain the potential problems.
- **20. EXPLAINING HISTORICAL PATTERNS** Considering their cultures, why do you think democracy developed in Athens and not in Sparta?
- 21. UNDERSTANDING EFFECTS How did Solon's reforms change Athenian society?

ALTERNATIVE ASSESSMENT

- 1. WRITING ACTIVITY Review your notes about Sparta and Athens. Write an essay persuading your readers which city-state was better to live in and why.
- 2. INTERDISCIPLINARY ACTIVITY— **LITERATURE** Read several of Aesop's fables. Choose one besides "The Hare and the Tortoise." Make a poster illustrating the fable and its lesson.
- 3. STARTING WITH A STORY

Review the letter you wrote about



helping Athens. Write a report to the Spartan assembly. Describe the results of the

Battle of Marathon, and recommend how Sparta and Athens should deal with Persia in the future.

Technology Activity

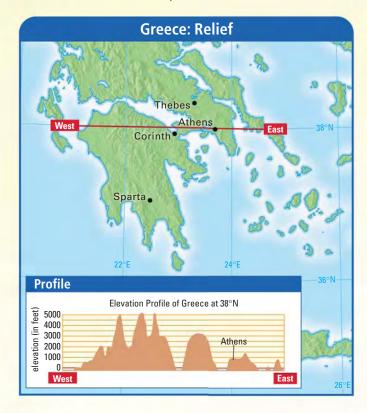
4. DESIGNING A VIDEO GAME

Use the Internet or library to research the Odyssey. Work with a partner to design a video game about Odysseus' adventures as he journeyed home.

- How did he escape from the Cyclops?
- What were Scylla and Charybdis?
- How did he escape from Calypso?



Reading a Map Use the map and graph below to answer the questions.



1. At what elevation is Athens located?

- A. about 400 feet
- B. about 650 feet
- C. about 950 feet
- D. about 1,200 feet

2. Which of the following general statements is supported by the elevation profile?

- A. Greece is a country of many lakes.
- B. Greece is a country of many plains.
- C. Greece is a country of many harbors.
- D. Greece is a country of many mountains.



Additional Test Practice, pp. S1-S33

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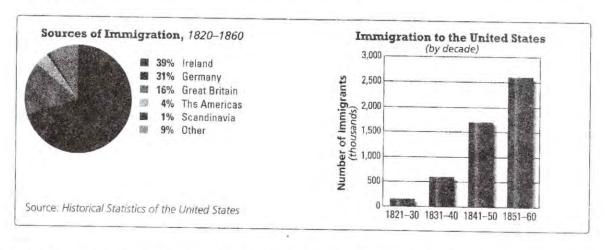
In-Depth Resources: Unit 4

Skillbuilder Practice

Interpreting Graphs

Graphs use pictures and symbols, instead of words, to show information. Historians often use graphs to summarize statistics or to help the reader further understand an issue. Graphs can make numerical information easy to understand at a glance.

After **interpreting the graphs** below, answer the questions that follow. (See Skillbuilder Handbook, page R22.)



- 1. Which two countries contributed the most immigrants to the United States between 1820 and 1860?
- 2. What percentage of immigrants came from outside Great Britain?
- 3. Estimate the total number of immigrants between 1821 and 1860.
- 4. How much greater was immigration in the 1850s than in the 1830s?
- 5. Based on the figures shown in the graph, predict how many immigrants would come in the 1860s. Explain how you made your prediction.
- 6. What part of Europe contributed the most to U.S. immigration between 1820 and 1860?

1828

New England Industrialist

How can we protect our new industry?

It is 1828. You own a textile mill in Lowell, Massachusetts. You buy cotton from planters in the southern states. Your mill makes cotton cloth, which you sell everywhere in America.

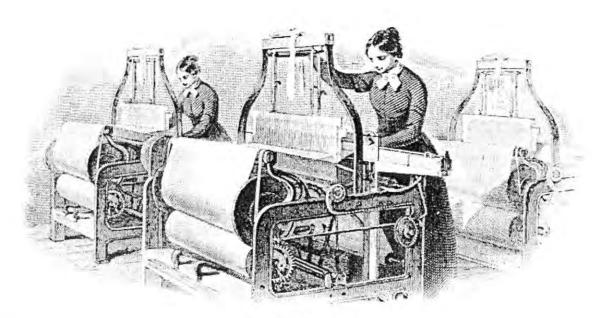
Textile mills are new in America. The only textile mills used to be in Europe, especially England. Now American mills can produce very nice cloth, too.

In England, the mill owners use children to work in the mills. The children work for very low pay. The owners do not make the working conditions healthy. They just want to

keep the cost of making cloth low so that they can make more money.

In Lowell, you pay good wages to your workers. You keep the mills as healthy as possible. You try to take good care of your workers. But this costs money, and the price for your cloth is higher than the price for European cloth.

When American merchants buy cloth, they buy the least expensive cloth. Because Lowell cloth is more expensive, many merchants buy European cloth instead. What should you do to protect the American textile industry and save your mill?



Lowell mill workers

	Date
Name	



New England Industrialist: How can we protect our new industry?

(continued)

Comprehension NOTATION NOTATIO

- 1. Who are you in this story?
- 2. Where do you get your cotton from?
- 3. What do you make with the cotton?
- 4. What word in paragraph 1 is another word for cloth?
- 5. What word in paragraph 1 probably means "a building with machinery for manufacturing"?
- 6. What kind of factory makes cloth?
- 7. Where can merchants buy cloth?
- 8. In paragraph 2, what does Now mean?
- 9. In paragraph 3, who are They?
- 10. Why is European cloth less expensive than American cloth?
- 11. Why do merchants buy the least expensive cloth?
- 12. In paragraph 4, what does this mean?
- 13. What do you want to do?

Decision NAVAVAVAVAVAVAVA

- What should we do to protect our industries? Choose one or more of the following options:
 - (a) Lower the price of your cloth.
 - (b) Stop paying your workers so much.
 - (c) Don't take such good care of your mills and machines.
 - (d) Put advertisements in newspapers explaining why your costs are higher, and ask merchants to buy your cloth.
 - (e) Send letters to state governments asking them to put taxes on foreign cloth so that the prices will be higher.
 - (f) Try to get the federal government to tax foreign cloth so that the prices will be higher.
 - (g) Try to get people to boycott European cloth. "Buy American!"
 - (h) Hire children or immigrants to work for you. You will not have to pay them so much.
 - (i) Ask the southern cotton growers not to sell their cotton to European factories.
- Why did you decide that way? Plan how you will explain your decision to your classmates.
 Write out your reasoning completely.



1828

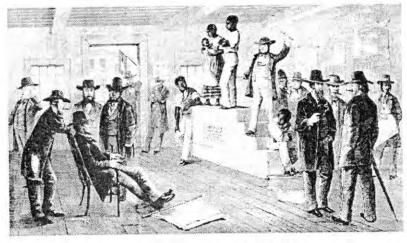
Southern Planter

How can we protect our rights as states?

It is 1828. You are a planter in Alabama. You own three very large plantations on which you grow cotton. You own 537 slaves who do most of the work. They plant, cultivate, and harvest all the crops, including the cotton and the food crops that you grow. Others work in your house, cooking, cleaning, and taking care of your children. You paid a lot of money to get these slaves. Good slaves are expensive. One strong, healthy man costs nearly \$1,000. You do not pay your slaves because they are your property. This saves a lot of money. You can also sell your slaves if you need to raise money for something. Their children are also your slaves. They will work for you all their lives, unless you trade or sell them. You try to take good care of them because you need them to do the work. You give your slaves a cabin to live in. You let them use some land to grow their own food. You give them your old clothes. The slaves are good for you, and you are good to your slaves.

You have a wonderful life. You sell your cotton to English, German, Irish, French, and northern textile mills. With your profits, you can send your children to good schools. You can import the best furniture from Europe. You have a library full of books from Europe. You drink wine from Europe and tea from India. Your house has beautiful glass windows from Germany. Your family wears the finest European clothes. You have expensive parties with the best music and food. You can travel to visit friends and family. Your friends are senators, representatives, judges, and governors. And you are a leader in your state. Not many other Americans have as much as you do. It's a good life.

Many northern representatives in Congress want to abolish (to stop) slavery. They also want a tariff (a tax) on cloth that comes to the U.S. from foreign countries.



Slave auction





Southern Planter: How can we protect our rights as states? (continued)

Comprehension

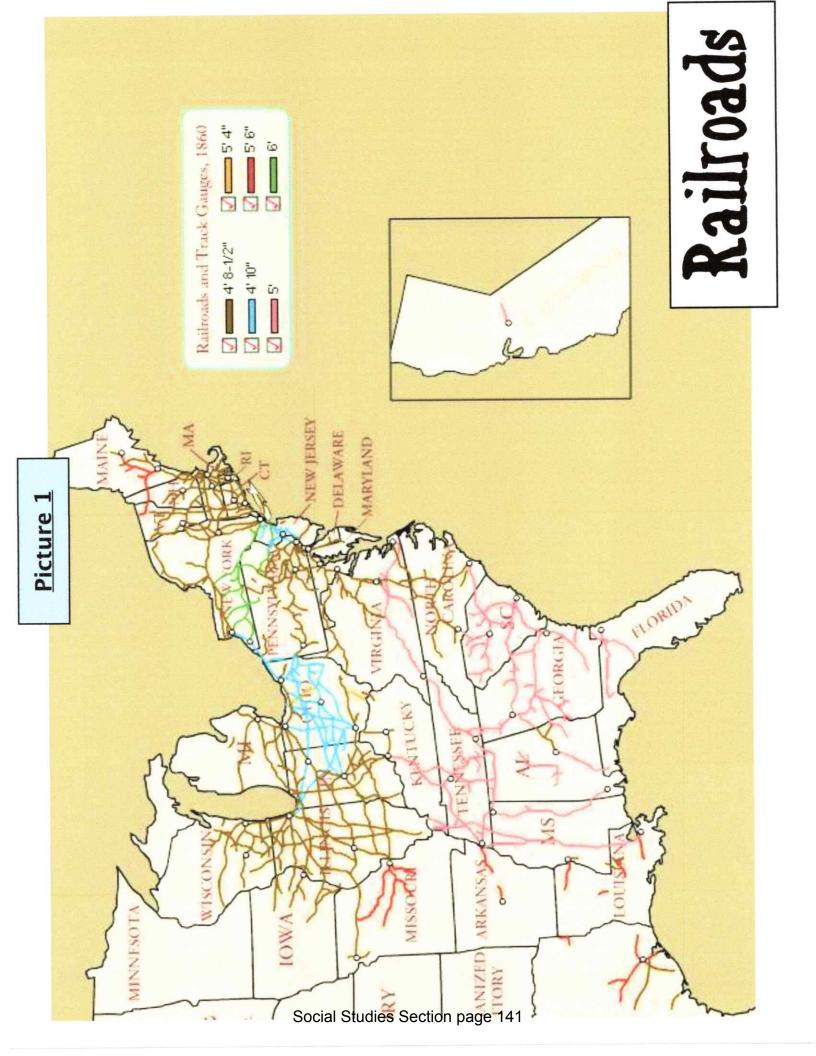
- 1. Who are you in this decision?
- 2. For each of the following statements, write *T* for true and *F* for false:
 - (a) You are rich.
 - (b) You have a lot of expenses.
 - (c) Your slaves cost you a lot of money.
 - (d) You could not be so rich if you did not have slaves.
 - (e) You are cruel to your slaves because they are lazy.
 - (f) The only way you get more slaves is by buying them.
 - (g) If you want to get some money by selling slaves you must sell a whole family—not just a child or a wife.
 - (h) American textile mills buy some of your cotton.
 - (i) You buy clothes, furniture, and other things from Europe.
 - (j) You would like to keep prices of European goods high.
 - (k) Growing and selling tobacco is the way you have become rich.
- 3. If the U.S. abolishes slavery, how will that affect you?
- 4. If the U.S. puts a tariff on foreign cloth, how will that affect you? Why?
- 5. If the U.S. puts a tariff on foreign cloth, what do you think foreign countries will do? Why?

Decision NAMANANANA

- What should we do to protect our rights as states?
 - (a) What do you want the representatives and senators from Alabama to do about these issues in Congress?
 - (b) What level of government—state or federal—do you think should make laws about slavery and tariffs? Why?

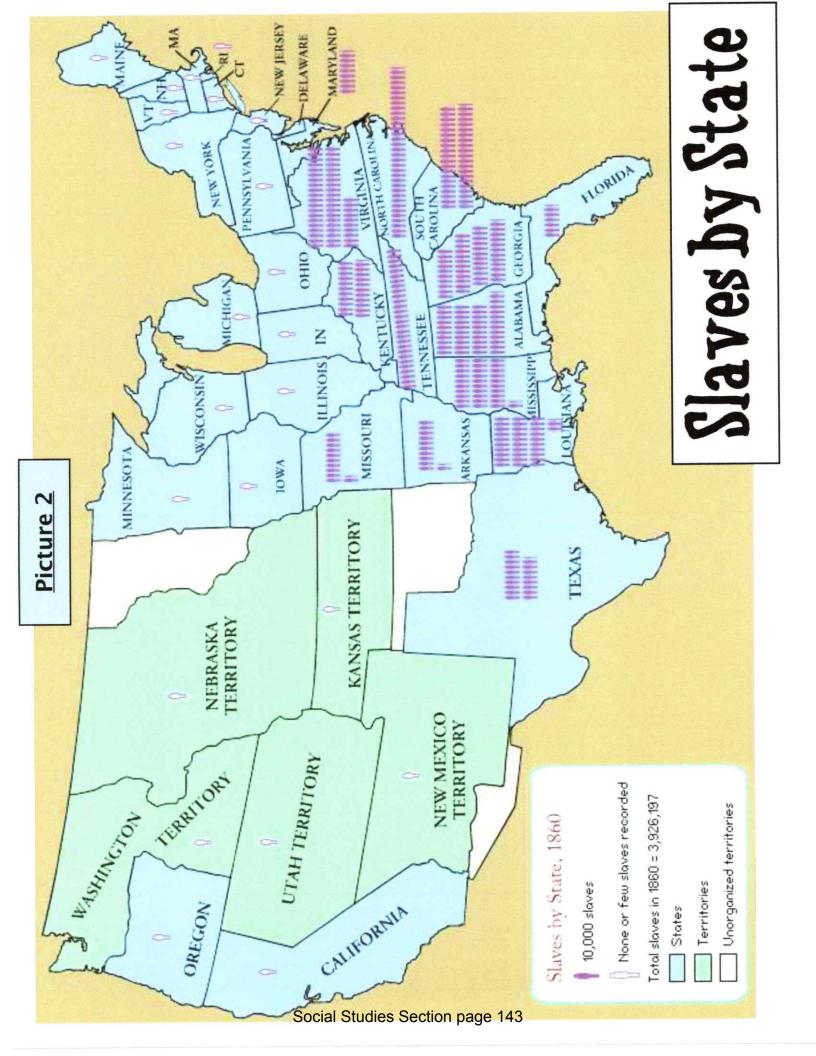


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Picture 1 - Railroads, 1860

- 1.) In 1860, where were more railroads located the North or the South?
 - 2.) Who do you think had the greatest advantage if war were to break out, the North or the South?
- 3.) Tracks of different gauges could not handle the same load. For example, trains that ran on a 4'10" track could not run on a 5" track. If there was battle in the South, how would the Railroad system help the South? What about in the North?



Picture 2 - Slaves by State, 1860

1.) Divide up the slave states among your group members. Calculate how many slaves each state had. Which ones had the most? Which had the least? Organize your data like this:

VA -

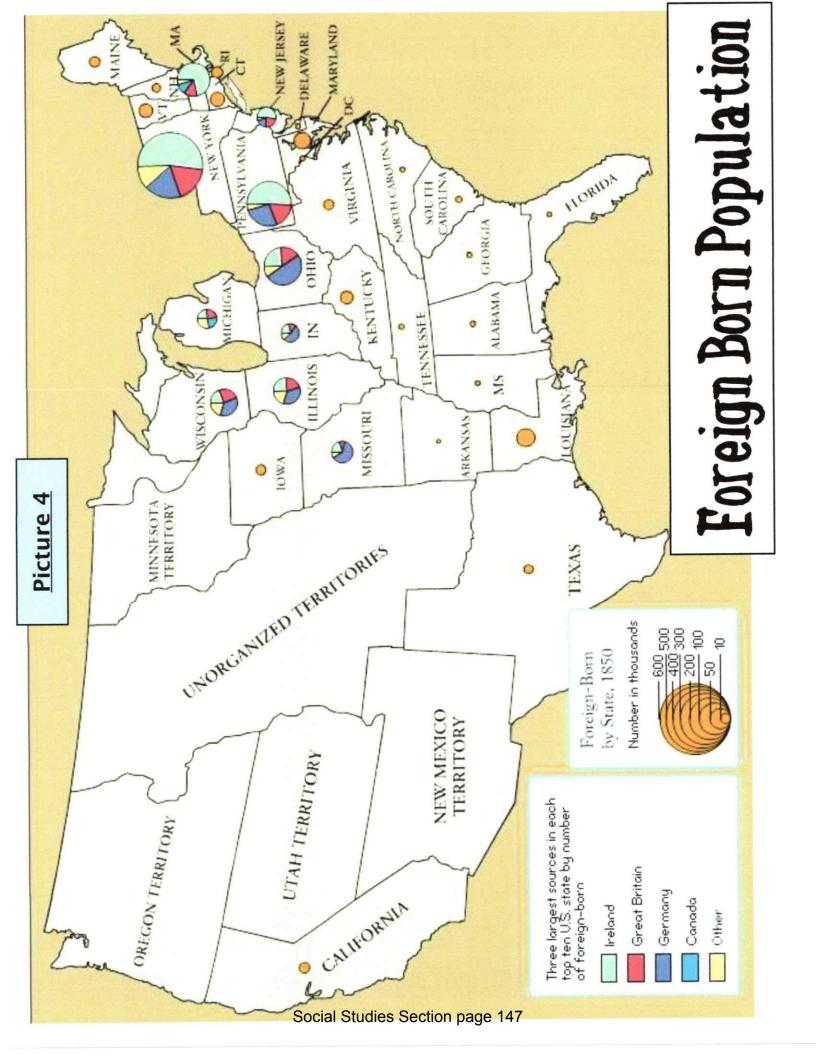
TX -

KY -

(do this for every slave state)

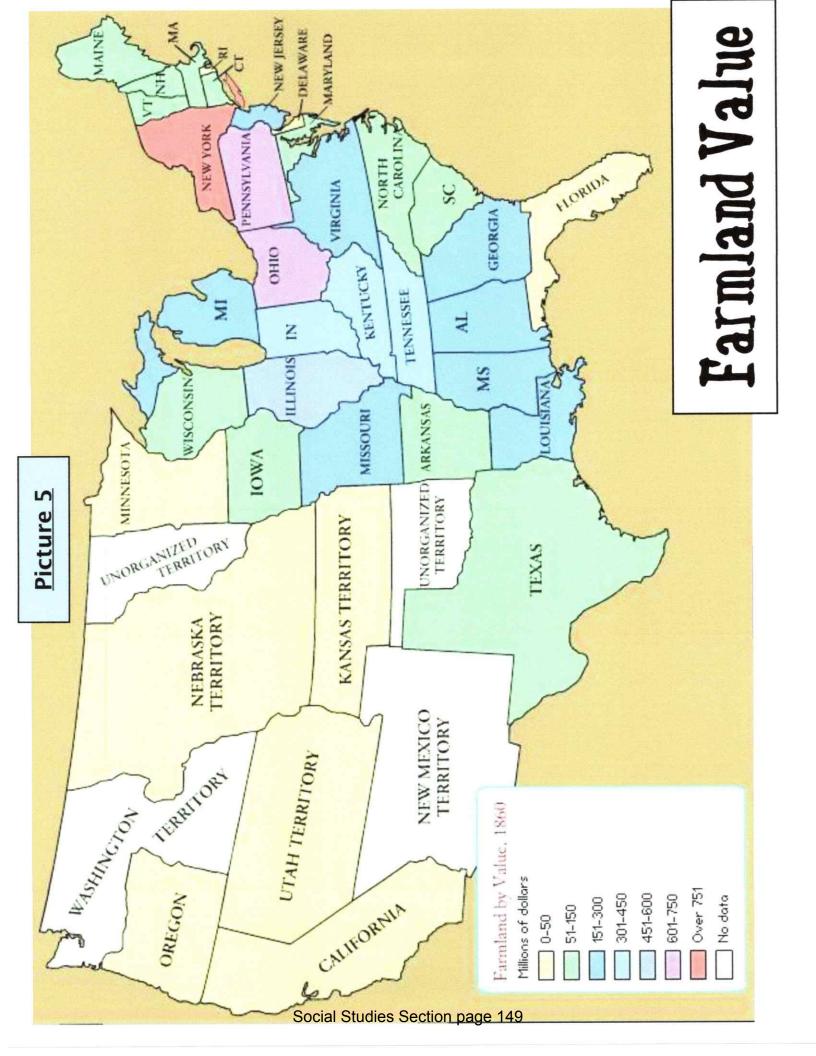
Picture 3 - Free Blacks, 1830

- 1.) Even though slavery was outlawed in northern states, not 100% of blacks in these states were free. Where would you find 100% of all black people free?
- 2.) What might explain why there were still enslaved blacks in the north, even when they outlawed slavery?
- 3.) Was there a place in 1830 where every black in every state was enslaved? Which states had the fewest percentage of free blacks?



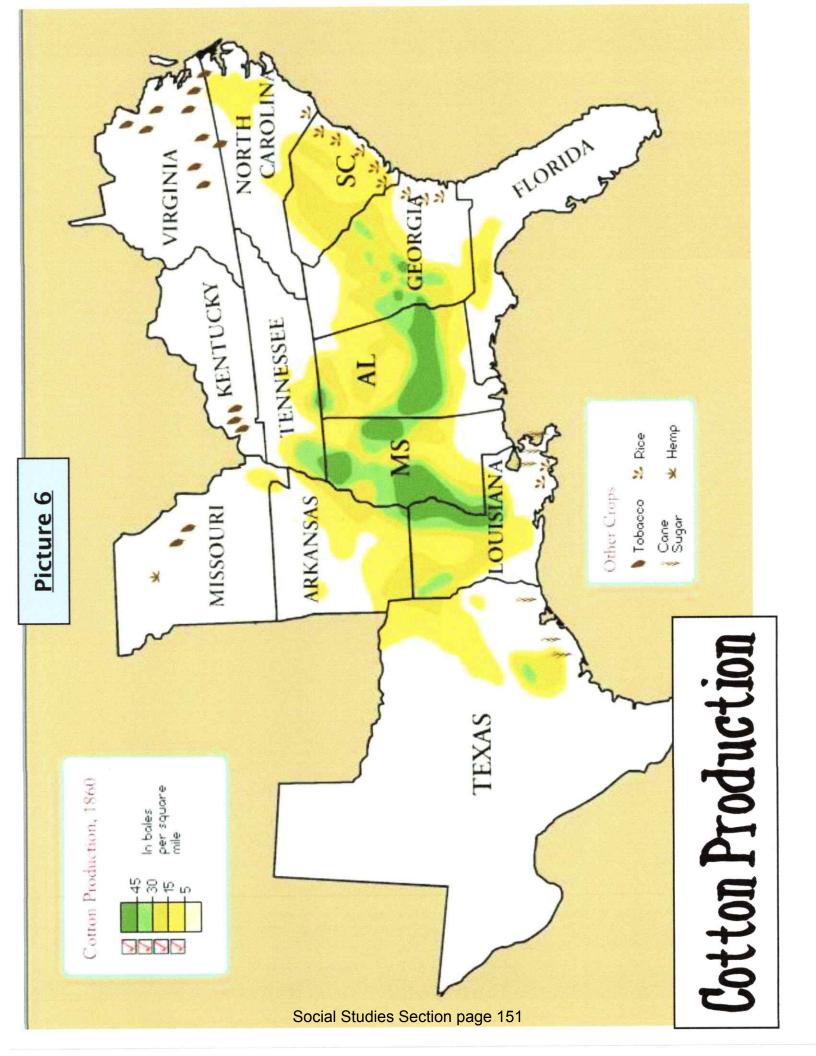
Picture 4 - Foreign Born

- 1.) Which region has a larger foreign born population North or South?
- 2.) What states have 10,000 (or less) foreign born population?
- 3.) Are there any states that have at least 50% of their foreign population from the same country? What states, from where?



Picture 5 - Agriculture, 1860

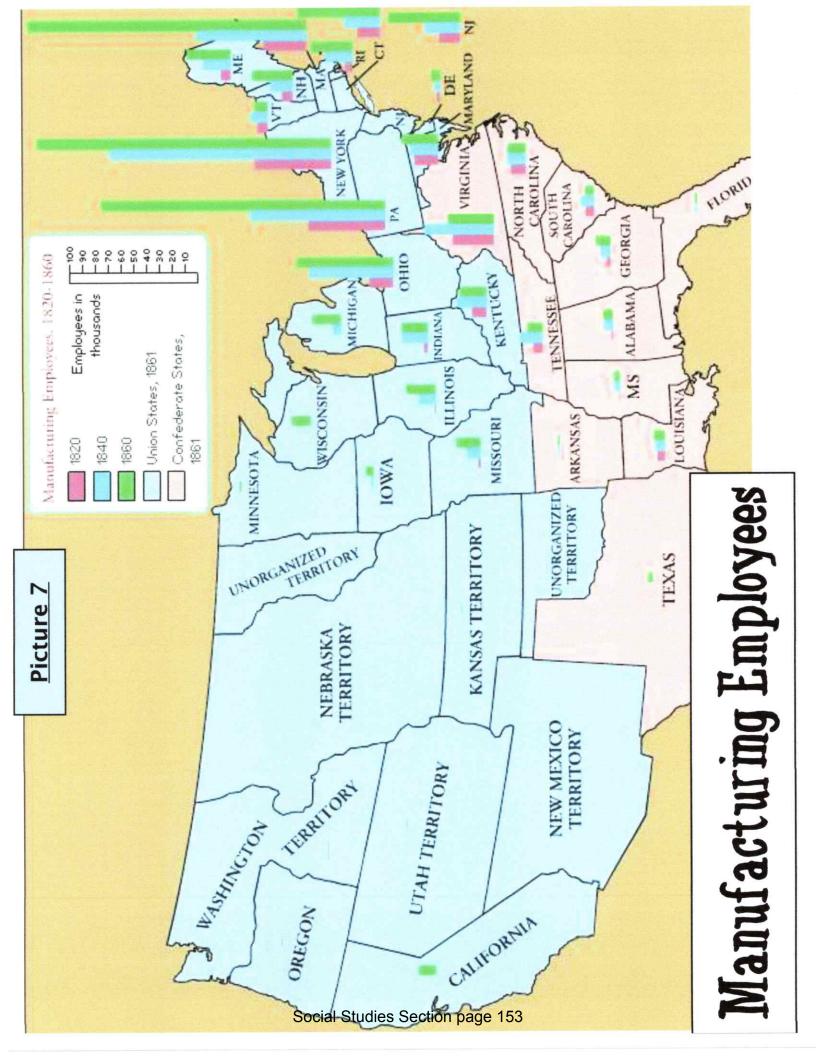
- 1.) According to the map, which four states have the highest farmland values?
- 2.) On the whole, which region do you think has the highest valued farmland North or South?
- 3.) If the North had much more farmland than the South, and they produced more valuable goods than the South, then why do you think slavery existed in the South and was outlawed in the North?



Picture 6 - Cotton Production, 1860

- 1.) Which crop was produced the most in the South tobacco, hemp, cotton, rice, or sugar cane?
- 2.) How does crop production change as one travels from North to South?
- 3.) When people talked about the land of "King" cotton (land were cotton was 'king') what states do you think they were referring to?

 Why?



Picture 7 - Manufacturing Employees, 1820-1860

- 1.) In the mid-19th century, how does the North compare with the South in manufacturing jobs?
 - 2.) Which states saw less than 30,000 manufacturing jobs in 1860? Which three states had the largest number of manufacturing jobs in 1865?
- 3.) Who is more likely to see a benefit from this statistic if war were to break out North or South?

Map Skills Toolkit

To the Teacher

Students encounter maps every day inside and outside their classes—in books and on handheld devices, computers, or television screens. Whether they're navigating cities and continents or exploring the world by way of an atlas, students will use map skills throughout their lives.

This Map Skill Toolkit provides support for learning and reviewing the basic skills of reading and interpreting maps of all kinds. It includes handouts for the following:

- oceans and continents
- latitude and longitude
- the global grid
- hemispheres
- compass rose
- map scale
- map titles and symbols

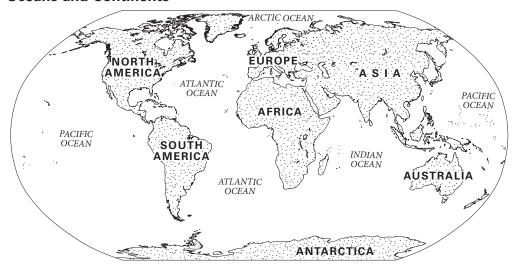
Oceans and Continents

What is it? In order to locate places on our planet, we need to name its largest features. Water covers nearly three-fourths of Earth's surface. The largest bodies of water are oceans. The large land areas that cover the rest of the earth are the continents.

How to do it. Find the oceans on the map below. This is really just one big body of water, but geographers usually divide it into four oceans. They are the Atlantic, Pacific, Indian, and Arctic oceans.

Now find the continents. Geographers identify seven continents. From largest to smallest, they are Asia, Africa, North America, South America, Antarctica, Europe and Australia. Europe and Asia are actually parts of one huge landmass that is sometimes called Eurasia. But geographers usually think of Europe and Asia as two continents because they have different cultures and histories.

Oceans and Continents



Try it. Use this map to answer the following questions.

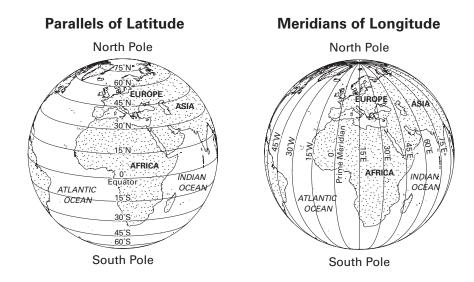
- 1. Which is the most northern ocean on earth?
- 2. Which is the most southern continent on earth?
- 3. Which continents border the Atlantic Ocean?
- 4. Which ocean touches three continents? What are they?
- 5. Which ocean do you think is the largest? Why?

Latitude and Longitude

What is it? Mapmakers draw horizontal and vertical lines around the globe to help us locate places on Earth. The horizontal lines are parallels of latitude. The verticals are **meridians of longitude**. Both are measured in degrees.

How to do it. The globe on the left shows how parallels of latitude ring the globe horizontally. Find the equator. It is 0°. Now find the South Pole. It is 90° south latitude, written as 90°S. All of the parallels south of the equator are South latitude. Similarly, the North Pole is 90° north latitude, or 90°N, and all parallels north of the equator are North latitude.

The globe on the right shows how meridians of longitude divide the globe in vertical sections between the North and South poles. Find the Prime Meridian. It is 0° longitude. On the opposite side of the globe is the meridian of 180°. East and west of the Prime Meridian are 179° of longitude.



Try it. Use these illustrations to help you answer the following questions.

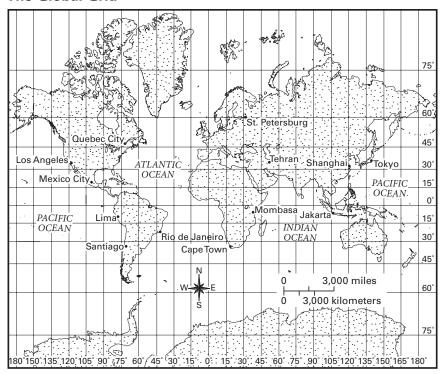
- 1. Locate the continent of Europe. Which parallels of latitude run through Europe?
- 2. Locate the prime meridian. Through which continents does it run?
- 3. Find 30° west longitude. It runs through which ocean?
- 4. Find the Indian Ocean. Name three meridians of longitude that cross it.

The Global Grid

What is it? The **global grid** shows both lines of latitude and of longitude. You can locate the "global address" or *absolute location* of any place on earth by finding where its degrees of latitude and longitude cross. For example, the location of Rio De Janeiro, Brazil is 23°S, 44°W. These numbers are called **coordinates**. Latitude always comes first.

How to do it. To find the coordinates of a place, first locate it on a map. Next look up and down to find the degree of latitude. You may have to estimate if the place is between two parallels on a map. Then look left and right to find the degree of longitude. Again, you may need to estimate if the place is between two meridians.

The Global Grid



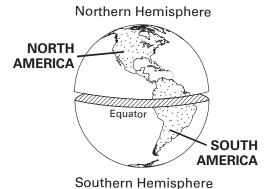
Try it. Use the grid on this map to locate cities around the world.

- 1. What are the coordinates of St. Petersburg?
- 2. Which city is located at 47°N, 71°W?
- 3. What are the coordinates of Shanghai?
- 4. Estimate the coordinates of Mexico City.
- 5. Which city is located at 33°N, 118°W?

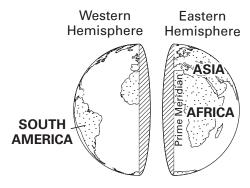
The Hemispheres

What is it? A hemisphere is half of a globe or sphere. In geography, a hemisphere is half of planet Earth. Geographers recognize two sets of hemispheres on Earth. One set is the Northern Hemisphere and the Southern Hemisphere. The other set is the Eastern Hemisphere and the Western Hemisphere.

How to do it. Find the equator on the globe below. The equator divides Earth into the Northern and Southern Hemispheres. North of the equator lies the Northern Hemisphere. South of the equator lies the Southern Hemisphere.



Now find the prime meridian on the second globe. It separates the Eastern and Western Hemispheres. To the east of the prime meridian lies the Eastern Hemisphere, while the Western Hemisphere lies to the west of the prime meridian.



Try it. Answer the following questions, based on the information on these globes.

- 1. In which hemisphere, Northern or Southern, is the United States?
- 2. In which hemisphere, Eastern or Western, is Asia?
- 3. In which two hemispheres is Africa?
- 4. In which two hemispheres is South America?

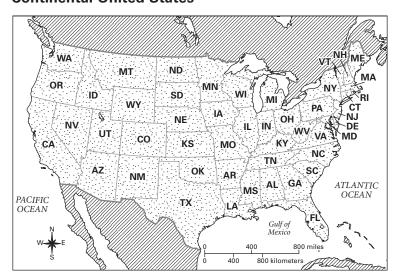
Compass Rose

What is it? Mapmakers use a diagram called a compass rose to show directions on a map. A simple compass rose has two short lines that cross at right angles. The ends of the lines are labeled N for north, S for south, E for east, and W for west. These are the cardinal directions. A more complex compass rose has lines between the cardinal points to show intermediate directions. These lines are labeled NE for northeast, SE for southeast, SW for southwest, and NW for northwest.



How to do it. Use the compass rose to tell where one place is in relation to another. Find Colorado (CO) and Wyoming (WY) on the map below. The compass rose tells you that Colorado is south of Wyoming. This is one way to state its **relative location**. Now find Wisconsin (WI). From the compass rose, you can see that Minnesota (MN) is west of Wisconsin. You can also see that Indiana (IN) is southeast of Wisconsin.

Continental United States



Try it. Use this map to answer the following questions.

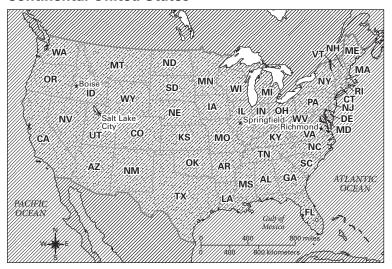
- 1. Which state borders Oregon (OR) on the east? The north?
- 2. If you traveled from Georgia (GA) to Missouri (MO), in which direction would you go?
- 3. Find Colorado (CO) and Nebraska (NE). Where is Nebraska in relation to Colorado?
- 4. Suppose you go north from Texas (TX) to the next state. Then you go to the state to the west. Where would you be?

Map Scale

What is it? Mapmakers include a scale to show the relationship between a unit of measure on a map and the actual distance in the real world. The scale tells you how to read the distances on the map. For instance, an inch on a map might equal 10 miles on earth. A map scale usually has two short lines with notches on them. One line measures distance in miles, the other in kilometers.

How to do it. The easiest way to use a map scale is to make a map strip. Find the scale on the map below. Place a strip of paper under the map scale. Mark the scale's notches on the paper, and label the marks with the number of miles or kilometers. Use a ruler to help you extend the notches on your strip. Then place the strip with the "0" mark at one point on the map. Line up the strip with a second point. Now read the closest number on your strip to this second point. You have just figured out the actual distance between two places.

Continental United States



Try it. Practice reading distances using the scale on this map. Then answer the questions below.

- 1. What does one inch equal on this map?
- 2. About how many miles is it between Springfield, Illinois, and Richmond, Virginia?
- 3. If you start at Boise, Idaho, and go southeast, how many miles is it to Salt Lake City?
- 4. Plan a trip of 1,000 miles that goes through at least three states. Where would you start? Where would you end? Which states would you pass through?

Map Titles and Symbols

What is it? The title tells you the subject of a map. Symbols on a map represent different types of information. Symbols include shapes, colors, and lines. Shapes such as stars can stand for capital cities. Lines can represent borders, highways, and rivers. Areas of colors symbolize regions, such as green for forests. A legend lists the symbols on a map in a box and explains what they mean. A map legend is also called a map key.

How to do it. Read the map title first. Ask yourself what part of the world the map shows. The title should also tell what type of information the map shows, such as time period, routes, products, population, or climate.

Now look at the map itself. Match up each symbol with its explanation in the legend. Then look at the map as a whole. In your own words, summarize the information that the map presents.

BRITAIN 0 300 600 miles 0 300 600 kilometers Lambert Azimuthal Equal-Area Projection EUROPE: TYRAS Caspian Sea SPAIN GREECE CYRENE CYRENE ASIA Greek settlements Major Greek trading routes Copper Iron Gold Grain Silver Wool

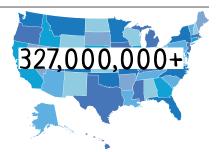
Ancient Greek Trading Routes, About 500 B.C.E.

Try it. Use the map title and legend to answer the following questions.

- 1. What is the subject of this map? What period of time does it show?
- 2. What do the heavy solid lines on the map stand for?
- 3. What do the shaded areas represent?
- 4. Which product came from both Egypt and Tyras?
- 5. Which product came only from Persia?

What is the Census?

The **census** is a count of every person in our country. It's our government's way of keeping track of our population. Every ten years, the government does a major count of every family and person, in every community across the country. The results help the government figure out what communities need and who should get what.



There are currently over 327 million people living in the United States.



The Framers thought the Census was so important they put it at the very beginning of the Constitution!

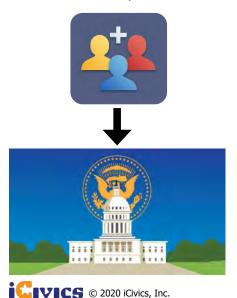
How Did the Census Start?

Article I, Section 2 of the U.S. Constitution called for a count of each state's population within three years after the first meeting of the new Congress. (And every ten years after that.) The population count would help our newly founded government figure out how to distribute the number of "seats" (which reflects the number of members) each state would get in the U.S. House of Representatives. That count was the first U.S. census. It happened in 1790. U.S. Marshals from district courts visited every home in the country—which only had thirteen states, three districts, and one territory at the time—and took a count of the men, women and children.

How Does It Work?

Since the first census a lot has changed. For one, U.S. Marshals no longer do the counting. Instead, we have a **Census Bureau**, an organization with thousands of people who work daily to complete the huge task of counting each and every person living in the United States. Every ten years, the Census Bureau distributes census surveys across the country. By March, households receive letters with instructions for how to complete the survey online, over the phone, or by mailing in a paper form. The Census Bureau also sends census workers called "door knockers" to rural areas and to houses that don't respond to the survey by early April to collect answers in person, too.





What Happens After Everyone Gets Counted?

Once everyone is counted, population data is shared with the President and U.S. Congress. States may lose or gain seats in the House of Representatives based on how their population has changed. The process of redistributing the House's 435 seats among the states is called **apportionment**, and it only happens after a census count. The seats are redistributed, or **reapportioned**, according to a **representation ratio** which helps ensure that each representative represents roughly the same number of people per state. Today, each representative in the House represents a little more than 747,000 people!

Who's Counted?

A lot has changed about how people are counted. For one, now everyone is included. The first census counted white males and females and categorized them by age and gender. All other free persons, meaning mostly free blacks, were counted, too, but reported in one single category. Enslaved blacks were grouped into another category—but only counted as 3/5th of a person. Native Americans weren't counted at all, not until 1870. Today, the Census Bureau counts everyone equally. Your race doesn't matter and neither does citizenship status. The census count is a resident count, not a citizen count. If you live in the United States (or its surrounding territories), you must be counted.



Counting every single person in the U.S. is a colossal task. Special workers called **enumerators** are hired by the Census Bureau help ensure an accurate count. But our country has hundreds of millions of diverse people, and some groups are harder to reach than others. Children ages 0-5, people who don't speak or read English well, the homeless, and some racial minorities have historically been hard for the Census Bureau to count. It's important to try to reach "hard to count" communities, because when people aren't fully counted, their communities miss out on the hundreds of billions of dollars the federal government distributes based on census data.

What Will the Census Ask?

The census only takes about ten minutes to complete. Only one person in your household needs to fill out the form. The census will ask for the number of people who live or stay at your home, their ages, gender, relationship to one another, and race. The census will also ask if each person is of Latino, Hispanic, or Spanish descent and if your family owns or rents your home. Any personal information like your name or address is kept private. The Census Bureau can't share that information with anyone, not even the FBI!



How Will the Census Affect Me?

Data from the census can be used to decide which communities will get money for new schools, better public buses and trains, and even hospitals. Businesses and city planners use the data to decide where to build factories, roads, offices, and stores, which help to create new jobs and improve neighborhoods. And considering that you'll be old enough to vote before the next census comes along, the results will determine the number of representatives you'll elect for your state and national governments and the amount of electoral votes your state will have in the 2024 and 2028 presidential elections. Make sure you're counted!

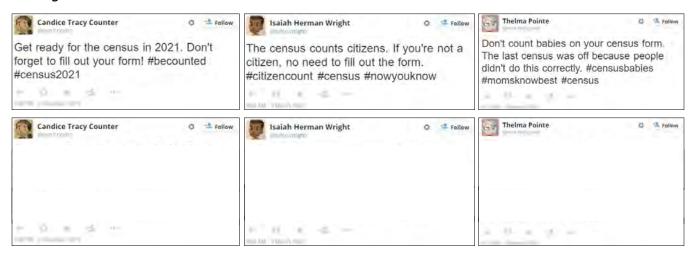
	C-	- -	41
Get	CO	unte	a!

Nan	ne
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Foldable. Define each word from the lesson and write a sentence using the word. Then sketch an image that will help you to remember it's meaning in the space under each word. When you're done, fold and cut your foldable according to the directions and add it to your notebook or binder.

Census	Definition:
	Sentence:
Census Bureau	Definition:
0	Sentence:
Apportionment	Definition:
	Sentence:
Representation Ratio	Definition:
Ω	Sentence:
Enumerator	Definition:
	Sentence:

A. Misinformation Fake Out. It's important that people have correct information about the census. Don't be fooled by these deceptive social media posts. Read each post and fix it in the space below by sharing a corrected version.



B. The Census & You. Complete the chart by thinking about how each group listed will use the census data and how that data will eventually impact you! Write your answers in the space provided.

The Census & Me

How the Census Affects You...

National Government	State and Local Government	City Planners	Businesses	You! (How will census data impact you?)
The national government will use census data to	State and local governments will use census data to	City planners will use census data to	Business will use census data to	Here's how the census will impact me

C. Hard to Count. Hard to count communities exist all over the United States and vary from location to location. What do you think would make a community hard to count? Read through some of the possible reasons, then for each group list the factors that could prevent an accurate count and think of possible solutions to overcome them.



- Access to information
- Location
- Access to resources in languages other than English
- Lack of permanent address
- Inability to complete the form
- Fear that information will not be kept private

Group	What do you think contributes to this group being undercounted?	What could the Census Bureau do to improve their count of this group?
Children ages 0-5		
Homeless		
New Residents		

D. Primary Source. Read the excerpt and answer the questions. Some words have been defined for you. Others you'll have to figure out on your own. (Don't worry, we know you can do it!)

Article I, Section 2 of the U.S. Constitution

Representatives and direct Taxes shall be **apportioned** among the several States which may be included within this Union, according to their respective Numbers, which shall be determined by adding to the whole Number of free Persons, including those bound to Service for a Term of Years, and excluding (not counting) Indians not taxed, three fifths of all other Persons.]¹ The actual **Enumeration** shall be made within three Years after the first Meeting of the Congress of the United States, and within every subsequent (next) Term of ten Years, in such Manner as they shall by Law direct. The Number of Representatives shall not exceed (be greater than) one for every thirty Thousand, but each State shall have at Least one Representative; and until such **enumeration** shall be made, the State of New Hampshire shall be entitled (able) to chuse (choose) three, Massachusetts eight, Rhode–Island and Providence Plantations one, Connecticut five, New–York six, New Jersey four, Pennsylvania eight, Delaware one, Maryland six, Virginia ten, North Carolina five, South Carolina five, and Georgia three.

- 1. How were representatives and direct taxes apportioned among the states?
- 2. When did the Constitution change to count enslaved blacks as whole persons?
- 3. In the reading you learned what an enumerator is. Now, use that knowledge and the context clues from the excerpt to write a definition for enumeration.
- 4. What was the representation ratio set by the U.S. Constitution?
- 5. How many representatives did each state have before the first census count?

¹The 14th Amendment, ratified in 1868, changed the rule that enslaved blacks be counted as 3/5th of a person.

E. Practice Survey. Directions for completing the census will soon be making their way to your door. Practice by answering a few sample questions below. The questions here will cover the first 2 people in your home. The real census will have room for everyone living or staying in your home.

	, 3 , 3 ,
Start here or go online to complete y	our 2020 Census questionnaire.
Use a blue or black pen.	Person 1: a. First and Last Name
 Directions: Before you begin, use the guidelines here to help you get an accurate count of all the people in your home. Count everyone, including babies, living or sleeping in your home. Count anyone who doesn't have a permanent address who is staying with you on April 1st. Do not count anyone who lives away from your home on April 1st even if they will return to your home later (i.e. 	b. Gender (Check one) Male Female c. Age and Birthday (if the person is less than a year old, write 0 for the age) d. Hispanic, Latino, or Spanish descent? Yes
anyone away at college, in the Armed Forces, staying in a nursing home, jail, or prison.) 1. How many people live or stay in your	e. Race or Ethnicity Person 2:
 home? Number of people = 2. Is your house, apartment, or mobile home owned or rented? (Check one) Owned? 	a. First and Last Name b. Gender (Check one) Male Female c. Age and Birthday (if the person is less than a year old, write 0 for the age)
Rented? Neither? Neither? Rented? Neither? Rented? In the people who live in your home. Start by listing the person who pays rent or owns the home as Person 1. If that person does not live in the home, you may start with any person.	d. Hispanic, Latino, or Spanish descent? Yes No e. Race or Ethnicity

Thank you for completing the Sample Census Questionnaire!

det Counteu:	Name:
*Optional Activity. Create a poster or PSA (public service about the census and the importance of being counted. Be happening, how people can complete it, and two other picthink will help your community ensure a complete and accomplete and accomplete and accomplete.	e sure to include when the census will be eces of information about the census that you
think will help your community ensure a complete and acc	curate count.

Critical Thinking Skills Toolkit

To the Teacher

Success in social studies depends on proficiency with fundamental critical thinking and reading skills. However, students may come into your class with varying levels of ability in comprehending social studies texts. Without fluency in skills such as recognizing cause and effect, students will have great difficulty in understanding history. You can use the pages in this booklet to bring your students up to speed.

First check the skills correlation chart for your program to see which skill or skills are part of the lesson you plan to teach. If you believe that your class would benefit from direct instruction in that skill, plan to dedicate some class time to the corresponding skill page of this toolkit. This extra bit of time will pay dividends in the success of the TCI activity and also in the long term, as these skills appear in state standards and are tested in state and national assessments.

Many teachers work through the exercise together with the class. Whole class instruction such as this will give you the chance to model the skill for your students as well as provide them with the opportunity to practice it. You can also photocopy the page and distribute it to students for classwork or for homework.

As you review students' work with them, be sure to ask them to explain how they reached their answers. This sort of "thinking out loud" will help students to become more conscious of their own thought processes. Listening to their classmates' explanations will also show students other ways to read for meaning.

Comparing and Contrasting

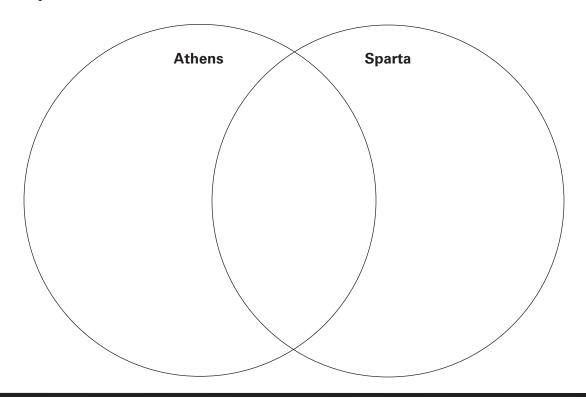
What is it? When you **compare** things, you look for ways that they are alike. When you **contrast** things, you look for ways that they are different.

How to do it. As you read, first identify the things that you want to compare. Next, list all the ways that they are alike. These similarities may be stated or they may be implied. Then list all the ways in which the things differ. These too may be state or implied. Organizing similarities and differences in a Venn diagram will let you compare and contrast at a glance.

Try it. Read the passage below. Identify the similarities and differences. Write the similarities in the overlapping area of a Venn diagram. Write the differences in the spaces on either side.

Athens and Sparta were both city-states of ancient Greece. Yet they differed greatly. Located near the sea, Athens grew large and powerful through trade. Athenians were eager to travel and exchange ideas with others. They made their city a center of art and culture.

Sparta, on the other hand, was an inland city. Spartans did not trust outsiders or their ideas. Instead of trade, they used their armies to take what they needed from their neighbors. Spartans valued strength and simplicity. They produced soldiers rather than artists and thinkers.



Sequencing Events

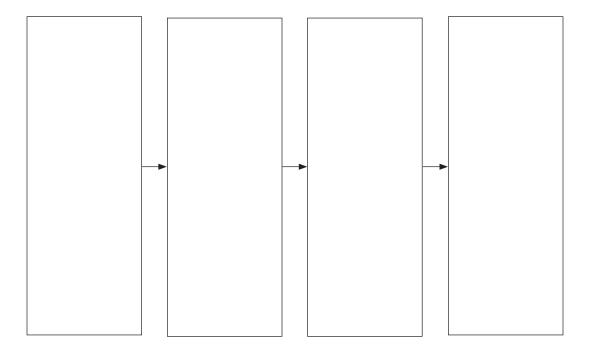
What is it? Sequencing events means listing them in the order they occurred. Organizing events in time order will help you understand why things happened as they did.

How to do it. As you read, look for words that signal time relationships between events. These words include first, next, then, during, later, finally, before, after, at the same time, and meanwhile. Then say the order of events to yourself. Recording events in a flow chart will help you clarify the sequence.

Try it. Read the passage below and spot the words that signal time relationships. Then sequence the events in a flow chart.

It took many years to become a knight in Europe in the Middle Ages. At age seven, a boy left home to live in the castle of a lord. He then became a page. During this time, he learned to ride a horse. After about seven years, he became a squire and took care of his lord's horse and weapons. At the same time, he also trained to become a warrior and served his lord in battle.

In his early 20s, a worthy squire would become a knight. Before receiving this honor, a squire often spent a night in prayer, and then dressed in white to show purity. In a ceremony, the young man promised loyalty to his lord. The lord then tapped him on each shoulder with a sword to make him a knight.



Creating a Timeline

What is it? A **timeline** shows when, and in what order, past events happened. Organizing events along a timeline helps you see how the events are related to one another in time. Understanding this relationship can also help you remember the sequence of events.

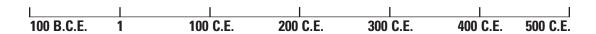
How to do it. First, locate the dates in your reading. Find the earliest and latest dates you want to record. Then choose beginning and end dates for your timeline. For example, if your dates range from 1812 to 1926, your timeline might begin at 1800 and end at 1930. Using a ruler, divide the line into equal units of time. Finally, place the other dated events from the reading along your timeline.

Try it. Read this passage and list dates to show on a timeline.

"All roads lead to Rome." This ancient saying dates back more than two thousand years. For 500 years, from about 27 B.C.E. to 476 C.E., Rome was the capital of the greatest empire the world had ever seen. At its height, around 117 C.E., the Roman Empire spanned the entire Mediterranean world.

However, the empire did not last. Power struggles, border threats, and economic and social problems led to its fall. In 330 C.E., the emperor Constantine moved his capital east to Byzantium. After that, power was divided between two emperors, one in Rome and the other in Byzantium. A Germanic tribe invaded Rome in 410 C.E. and looted the city. In 476 C.E., the last emperor in Rome was driven from his throne.

From your list of dates, create a timeline for the history of the Roman Empire.



Analyzing Cause and Effect

What is it? A cause is something that brings about a particular result, which is called an effect. An event may have more than one cause and/or more than one effect. Analyzing cause and effect can help you understand why historical events happened.

Both causes and effects can be either **immediate** or **long-term**. An immediate cause or effect happens shortly before or after an event. Long-term causes and effects generally unfold over many months or years.

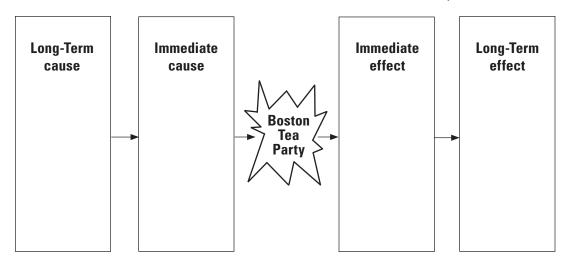
How to do it. To identify cause and effect, consider the following questions:

- What was the trigger that made an event happen? (immediate cause)
- What were the conditions that contributed to the event? (long-term cause)
- What was the direct result of an action? (immediate effect)
- What were some lasting consequences? (long-term effect)

Try it. Read this passage about the Boston Tea Party.

After the French and Indian War, British actions increasingly angered the American colonists. To pay for military costs, the British Parliament passed laws that chipped away at colonial rights. One such law, the Tea Act, set off a chain reaction that soon carried the colonies to open rebellion. To protest the Tea Act, a group of colonists dumped a shipload of tea into Boston Harbor. The outraged British clamped down with even harsher laws. Colonists called these laws the Intolerable Acts. These acts helped to build colonial resistance to the British government. This resistance led to the American Revolution.

Fill in a chart to show the causes and effects of the Boston Tea Party.



Making Predictions

What is it? By analyzing cause and effect, you can often make **predictions**. Making predictions means making an educated guess about the likely outcome of certain events or actions.

How to do it. Here are three ways to make predictions:

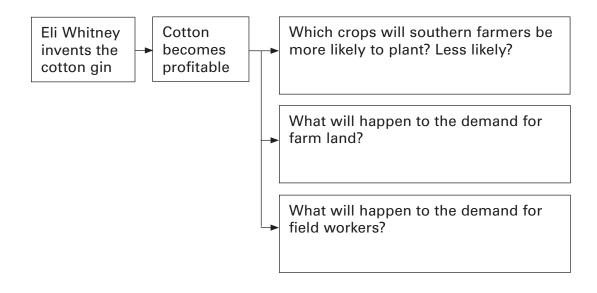
- 1. Look for patterns. Do the causes and effects over time follow a regular pattern?
- 2. Consider what might come next in a sequence. Where does this chain of events seem to be leading?
- 3. Look for correlations (connections) between historical events. Are there other events in history or other places in the world with a similar situation?

Try it. Often new inventions trigger a chain of events with a variety of outcomes. Consider the example of the cotton gin.

In 1793, the United States produced about 180,000 pounds of cotton. Seventeen years later, the harvest had grown to an astounding 93 million pounds. What spurred this incredible change? It was the invention of the cotton gin by Eli Whitney in 1793.

The cotton gin is a machine that removes the seeds from cotton. Before the gin, one person took all day to clean one pound of cotton. In contrast, one small cotton gin could clean 50 pounds in a day. Later horse-driven gins could clean thousands of pounds per week. With cotton in high demand by textile mills in the North and in Britain, it quickly became very profitable for southern farmers.

Answer the questions to predict other impacts of the cotton gin.



Recognizing the Role of Chance, Error, and Oversight in History

What is it? Many things affect the course of history, even accidents and mistakes. **Chance** is an unexpected or accidental event. **Errors** are mistakes people make. Oversight occurs when someone does not pay close attention to what is important.

How to do it. Look for examples of chance, error, and oversight in your reading. What was the effect or outcome of each accident or error?

Try it. Read the following passage about the American War of Independence. Notice any chance happenings, errors, or oversights.

In 1777, the British planned to capture Albany, New York. Three British armies were to attack from different directions to take the city. By controlling Albany, they could prevent colonial forces from joining together.

General Burgoyne to the north and Lieutenant Colonel St. Leger to the west set off as planned. However, General Howe to the south decided to attack Philadelphia before heading to Albany. Once his troops occupied Philadelphia, he stayed there. While he enjoyed the company of British supporters, George Washington attacked and prevented Howe's army from ever setting out for Albany.

Meanwhile, Burgoyne was clumsily moving his army through the woods. He had planned for his army to live off the land, but his troops were an easy target for local militias. As a result, his men suffered without food and supplies. As for St. Leger, he was only part way to Albany he was forced him to retreat.

With only limited troop strength in New York, the British lost the Battle of Saratoga later that year. It was the turning point of the war.

Identify two errors or oversights and their consequences. Can you think of a chance occurrence that might have changed the outcome?

Error or Oversight	Consequence
1. General Howe decided to attack Philadelphia instead of marching on.	1. Howe's army never got to Albany to support Burgoyne and St. Legere.
2.	2.
3.	3

Framing Questions to Research

What is it? Framing questions to research means identifying specific information you would like to know about a topic. When you frame a question, you focus your search for answers.

How to do it. As you read, think about what information is not stated. What questions do you have? Write them down. Then choose one question to start your research. Write down any new questions that come to mind as you learn more. You may need to revise your original question. If your question seems too broad, reframe it to focus your research.

Too broad: What was the role of city planning in 20th-century America?

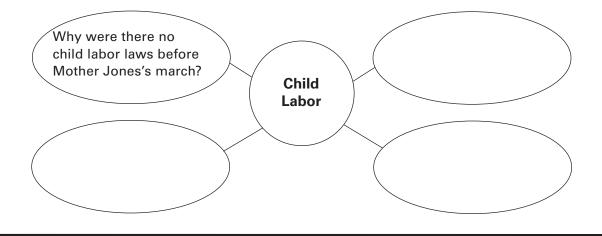
More focused: How did city planning help San Francisco recover after the earthquake of 1906?

Try it. Read the following passage.

Labor leader Mary Harris Jones, commonly known as Mother Jones, went to Pennsylvania in 1903. She was going to support a strike by 75,000 textile workers. To her surprise, she found that about 10,000 of the workers were children. Jones led a "March of the Mill Children" from Pennsylvania to Oyster Bay, New York. She petitioned President Theodore Roosevelt to support child labor laws.

Mother Jones's march helped people across the country become aware of child labor. Reformers demanded an end to child labor. By 1909, 43 states had passed laws that outlawed the hiring of children.

One question on the topic of child labor is suggested below. Frame three more questions for research on this topic. Which would be a good question to start researching?



Distinguishing Fact from Opinion

What is it? Statements that can be proven to be true are facts. Statements that reflect someone's personal viewpoint are **opinions**. Recognizing the difference between fact and opinion will help you determine how reliable a source is.

How to do it. To recognize a fact, look for information that can be checked elsewhere. Often this type of text tells who, what, where, when, or how much. If you can find the same information in a reliable source, it's likely a fact.

To recognize opinions, look for words such as think, feel, or believe. Also look for words that carry a value judgment, such as most, best, impressive, or wonderful. An author's predictions may be an expression of opinion. For example, "With a little money, we could solve our town's pollution problem." That's the author's opinion.

Try it. As you read this passage, identify facts and opinions. List at least one of each and answer the questions. An example has been done for you.

The Chinese Emperor of Qin had the greatest and longest-lasting influence of all the emperors of China. He was born in 259 B.C.E. and became ruler at age 13. Sometimes called the Tiger of Qin, he was very ambitious. He used military might, spies, bribery, and alliances to conquer rival states. Soon he gained power over all of China. He proclaimed himself emperor in 221 B.C.E. During his reign, the emperor created a unified system of laws and writing. He also strengthened the empire against invasion. His tomb covers many square miles. The people of China will always remember him as the man who created a new world.

Fact	How might you prove this fact?	Opinion	What suggests this is an opinion?
1. The emporer of Qin was born in 259 B.C.E. 2.	Use a history book or ency- clopedia	The emporer of Qin had the greatest influence of the Chinese emperors	The words greatest and longest-lasting

Selecting Useful Information

What is it? When you research a topic, you need to determine which information is useful and which isn't. Useful information is relevant, essential, and verifiable. Information is relevant if it is connected to your topic. Information is essential if you cannot answer your research question without it. Information is verifiable if you can find it in other reliable sources.

How to do it. Examine each piece of information in your reading. Does it help define, explain, or give details about your topic? Can you verify the information?

Try it. Suppose that you are researching this question: What was daily life like for a Civil War soldier? You have found firsthand information in letters from a Union soldier to his mother. In a chart, list information from the reading. Decide if it is relevant, essential, and verifiable for your topic. An example has been done for you.

For a few days . . . both armies are on very friendly terms. Well today I was out on the line and there was a lot of Rebs there and one of them invited me to go with him . . . Had a great chat. . . .

Desertions from their army are quite numerous . . . I had on a pair of fine Gaiters and one of them asked me the price. I told him and he said they would cost in Petersburg \$150. Common shoes cost 60 & 70 Dolls. Common letter paper 50 cts per sheet & mighty hard to get at that. They say themselves that they have had no coffee or sugar for 4 weeks.

You need not be alarmed about my health for I have good heavy blanket and warm clothes. My boots was not very good but we have all drawed a good pair of government shoes. . . . There is about half a dozen men in our regiment that are sick. . . .

—Papers of Tilton C. Reynolds, 18	851–1963 Library of Cor	ngress: Manuscript Division.
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Information	Relevant?	Essential?	Verifiable?
Union soldier reports many desertions from the Confederate army	Yes, part of a soldier's daily life	maybe not, for the this topic	probably

Selecting Credible Sources: Primary Sources

What is it? A primary source is a record or an artifact from the past that was created by someone who witnessed an event or lived through an era. Examples are letters, diaries, interviews, photos, and things such as tools, clothing, or weapons.

How to do it. To select a primary source that is **credible**, or believable, you must ask questions about the source.

- Who created this source? What was its purpose?
- Is there any reason to think that the creator might exaggerate, leave out important information, or not tell the truth?

You might need to find out more about the source or its creator. You might also compare the source to other views of the same event.

Try it. Suppose that you are researching this question: Who was to blame for the Boston Massacre? "Boston Massacre" is the American name for a fight between British troops and a crowd of angry colonists in 1770. The colonists started a small riot, and British soldiers killed five of them. Consider the following primary sources, and answer the questions.

- 1. Trial testimony of Dr. John Jeffries, who treated a wounded colonist who later died
- 2. Trial testimony of one of the British soldiers who fired at the colonists
- 3. A flyer entitled "An account of a late military massacre at Boston," published in New York in 1770
- 4. An engraving that shows soldiers firing on unarmed citizens, created by Paul Revere, a silversmith living in Boston in 1770

Source	Credible or not credible?	Why?	What else would you like to know about the source?
1	Not very credible	It is unclear if Jeffries was an eyewitness or not.	Did Jeffries have political leanings toward either the Patriots or the British?
2			
3			
4			

Selecting Credible Sources: Secondary Sources

What is it? A secondary source is a record created by someone who did not personally experience the event described. Examples of secondary sources include encyclopedias, almanacs, biographies, and textbooks.

How to do it. To select a secondary source that is **credible**, or believable, you must ask questions about the source.

- Who is the author? What is the author's background? What else has the author written? Does the author belong to a group with a certain point of view?
- How recently was the source created or updated? If it was created long ago, where could you look for more recent sources?
- Why was the source created? Is it meant to give facts or to explain what happened? Does it try to persuade you to see things a certain way?

Try it. Suppose that you are researching this question: What was everyday life like for enslaved Africans in the American colonies? Consider the following secondary sources, and complete the table. Tell what you would like to know further about each source.

- 1. Myths and Realities: Societies of the Colonial South, by Carl Bridenbaugh, 1952. Bridenbaugh was a professor of American history at the University of California, Berkeley, and at Brown University.
- 2. Resource Guide: Slavery, on Digital History, a U.S. history Web site developed and maintained by the University of Houston, updated December 2005
- 3. American Slavery As It Is: Testimony of a Thousand Witnesses, published anonymously in 1839. Written by Theodore Dwight Weld, an antislavery activist.
- 4. Slavery Defended: The Views of the Old South, edited by Eric L. McKitrick, 1963. A collection of proslavery writings from the mid-1800s.

Source	Author	Date	Purpose	What else would you like to know about the source?
1	Bridenbaugh	1952	To explain and teach	What else has he written?
2				
3				
4				

Drawing Sound Conclusions

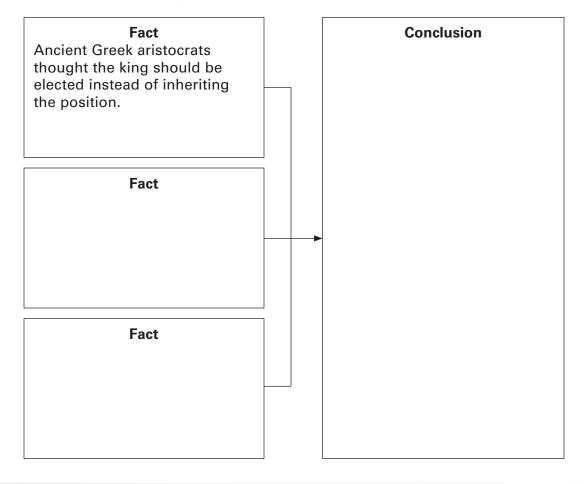
What is it? Sometimes writers state their conclusions directly. Other times it is up to you, the reader, to draw conclusions from the reading. A **sound conclusion** is based on solid evidence and your knowledge of the subject.

How to do it. First, read the passage. What facts are given? Looking at these facts together, what do they suggest to you that is not stated in the reading?

Try it. Read the following passage about ancient Greece.

In some city-states, aristocrats—wealthy men who had inherited large pieces of land—insisted that the king should be elected instead of inheriting his crown. Then they said the king could rule only for a certain number of years. Eventually, aristocrats in most city-states overthrew the monarchy. By 800 B.C.E., kings no longer ruled most Greek city-states.

Identify two more facts from the passage. What conclusion could you draw from these facts? How could you test your conclusion to see if it is sound?



Identifying Frame of Reference and Point of View

What is it? Someone's frame of reference includes all the things that influence how that person thinks and the way that person sees the world. Point of view is a person's individual opinion or perspective.

How to do it. First, identify everything you know about the writer of the passage. Consider background, age, culture, the historical period in which he or she lived, and beliefs. Next, look for expressions of the person's perspective. They may be stated directly—"I believe that...." Or they may be expressed in value judgments, such as "the worst ever..." How do you think this person's frame of reference might have influenced his or her point of view?

Try it. During the Civil War, the Union at first refused to enlist African American soldiers. Consider these two quotes from that time.

Do you know that this is a white man's government; that the white men are able to defend and protect it; and that to enlist a Negro soldier would be to drive every white man out of the service?

— Ohio Governor David Todd,

in response to a group of African Americans who asked to form a regiment

Why does the government reject the Negro? Is he not a man? Can he not wield a sword, fire a gun, march and countermarch, and obey orders like any other? . . . Men in earnest don't fight with one hand, when they might fight with two, and a man drowning would not refuse to be saved even by a colored hand.

— African American anti-slavery leader Frederick Douglass

Identify the point of view and frame of reference of each man. How do you think frame of reference might have shaped each man's perspective?

	David Todd	Frederick Douglass
Point of View		
Frame of Reference		

Identifying Bias, Stereotyping, and Propaganda

What is it? Bias is a one-sided or slanted view. A stereotype is an oversimplified image of a group or an idea. Propaganda means the spreading of one-sided views to influence people's opinions or actions. To evaluate historical evidence, you must be able to recognize bias, stereotyping, and propaganda.

How to do it. To identify bias, look for exaggerations and emotionally charged images or words. Are opinions stated as if they were facts? What information is left out? In what way does the piece focus on one side of an issue?

To recognize a stereotype, look for exaggerations and for overly negative or positive statements or images.

To recognize propaganda, ask yourself: Does the piece present only one side of the story? Does the piece appeal to people's desire to belong or be part of a group? Does it connect the cause to a respected group or symbol?

Try it. In World War I, the British were at war with the Germans. This poster was created during that war. Answer the questions below.

- 1. What is the bias of this poster? What emotionally charged words and images does it use?
- 2. What stereotype of the Germans does this poster present?
- 3. What stereotype of the British does this poster present?
- 4. What is the propaganda message of this poster?



Conducting a Cost-Benefit Analysis

What is it? One way to make decisions is to conduct a cost-benefit analysis of your options. In this process, you compare the **costs** (disadvantages) of choosing a certain course of action with the **benefits** (advantages) of choosing that course.

How to do it. Identify the option you are considering. Make a list of all the costs of pursuing that option, and another list of the benefits. Compare the two lists. Are there more costs than benefits? Does any one cost weigh too heavily? Are the benefits guaranteed outcomes, or is there a chance they won't happen?

Finally, make the decision. Based on your analysis of the costs and benefits, which choice makes the most sense?

Try it. Suppose that you are a young man living in China in 1852. You are trying to decide whether to immigrate to California. You have heard stories of "Gold Mountain"—of great wealth, fine homes, and plenty of food. You have also talked to one man who returned empty-handed. He told you that he was badly treated in California. Meanwhile, your village in China has fallen on hard times. War, poor economic conditions, and overcrowded farms have forced your family into poverty. You have barely enough to eat. You will need to leave your family behind if you go to California.

Conduct a cost-benefit analysis of your option of immigrating to California.

Costs	Benefits
Might be badly treated in California	Could make lots of money in California

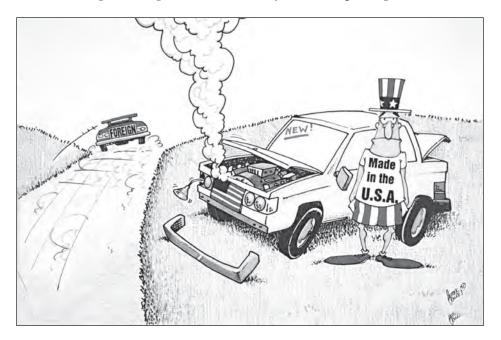
Put a star by any costs or benefits that are guaranteed. Do you consider any of the costs too great? What choice do you make? Why?

Interpreting Political Cartoons

What is it? Political cartoons appear on the editorial pages of newspapers. They may be funny, but their purpose is to carry a message or opinion. Cartoonists use characters and symbols—animals, people, or objects—to communicate their point. **Interpreting a political cartoon** means figuring out the cartoonist's message.

How to do it. Identify the symbols and characters in the cartoon. What does each one stand for? Are there labels or captions to give you clues? Are the characters and symbols simplified or exaggerated to make a point? What details are emphasized? What action is taking place in the cartoon? Fit these pieces of information together to determine the message of the cartoon.

Try it. Interpret this political cartoon by answering the questions below.



- 1. What are the characters and symbols in the cartoon, and what does each one represent?
- 2. How do the words help you identify the cartoonist's intention?
- 3. What action is taking place in the cartoon?
- 4. What opinion is the cartoonist expressing?