

**UNIT**

**1**

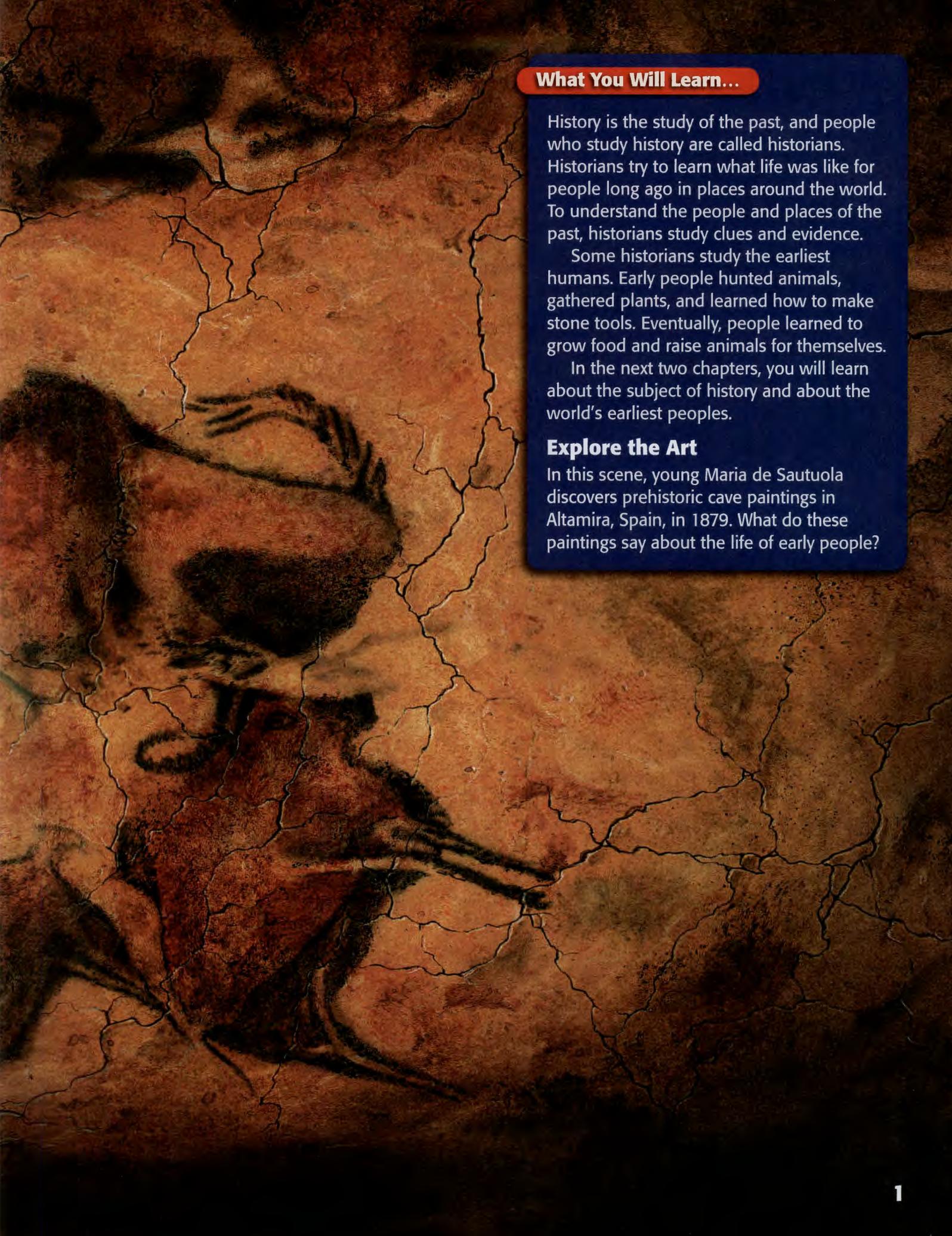
**BEGINNINGS TO 5,000 YEARS AGO**

# **Early Humans and Societies**

**Chapter 1 Uncovering the Past**

**Chapter 2 The Stone Ages and Early Cultures**





## What You Will Learn...

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

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

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

### Explore the Art

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

# Uncovering the Past



## California Standards

### Analysis Skills

**HI 5** Recognize that interpretations of history are subject to change as new information is uncovered.

### English–Language Arts

**Writing 6.2.2** Write expository compositions.

**Reading 6.1.0** Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

### FOCUS ON WRITING



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



HOLT

## History's Impact

► video series

Watch the video to understand the impact of archaeology on what we have learned about the past.



### What You Will Learn...

In this chapter you will learn how historians and geographers study the past. This photo shows clay warriors that were found in China. Finds like these teach us a lot about the history of ancient places.

Economics

Geography

Politics

Religion

Society  
and Culture

Science and  
Technology

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

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

## Specialized Vocabulary of History

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

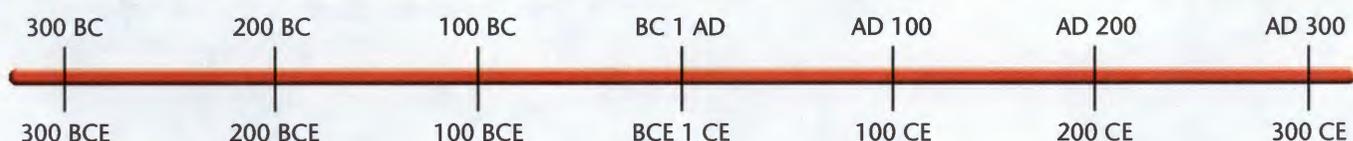
**Specialized Vocabulary** Plié, barre, sack, and quarterback are **specialized vocabulary**, words that are used in only one field. History has its own specialized vocabulary. The charts below list some terms often used in the study of history.

### Terms that identify periods of time

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

### Terms used with dates

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





**ELA Reading 6.1.0** Use word relationships and historical context clues to determine the meaning of specialized vocabulary.

## You Try It!

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

### Learning Words through Context

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

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

*From  
Chapter 1,  
page 10*

Answer the following questions about the specialized vocabulary of history.

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

# Key Terms and People

## Chapter 1

### Section 1

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

### Section 2

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

## Academic Vocabulary

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

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

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

# Studying History

## If YOU were there...

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

## What might you learn from the ancient writings?

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

## The Study of the Past

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

## What Is History?

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

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

## What You Will Learn...

### Main Ideas

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

### The Big Idea

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

### Key Terms

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



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

### What Is Archaeology?

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

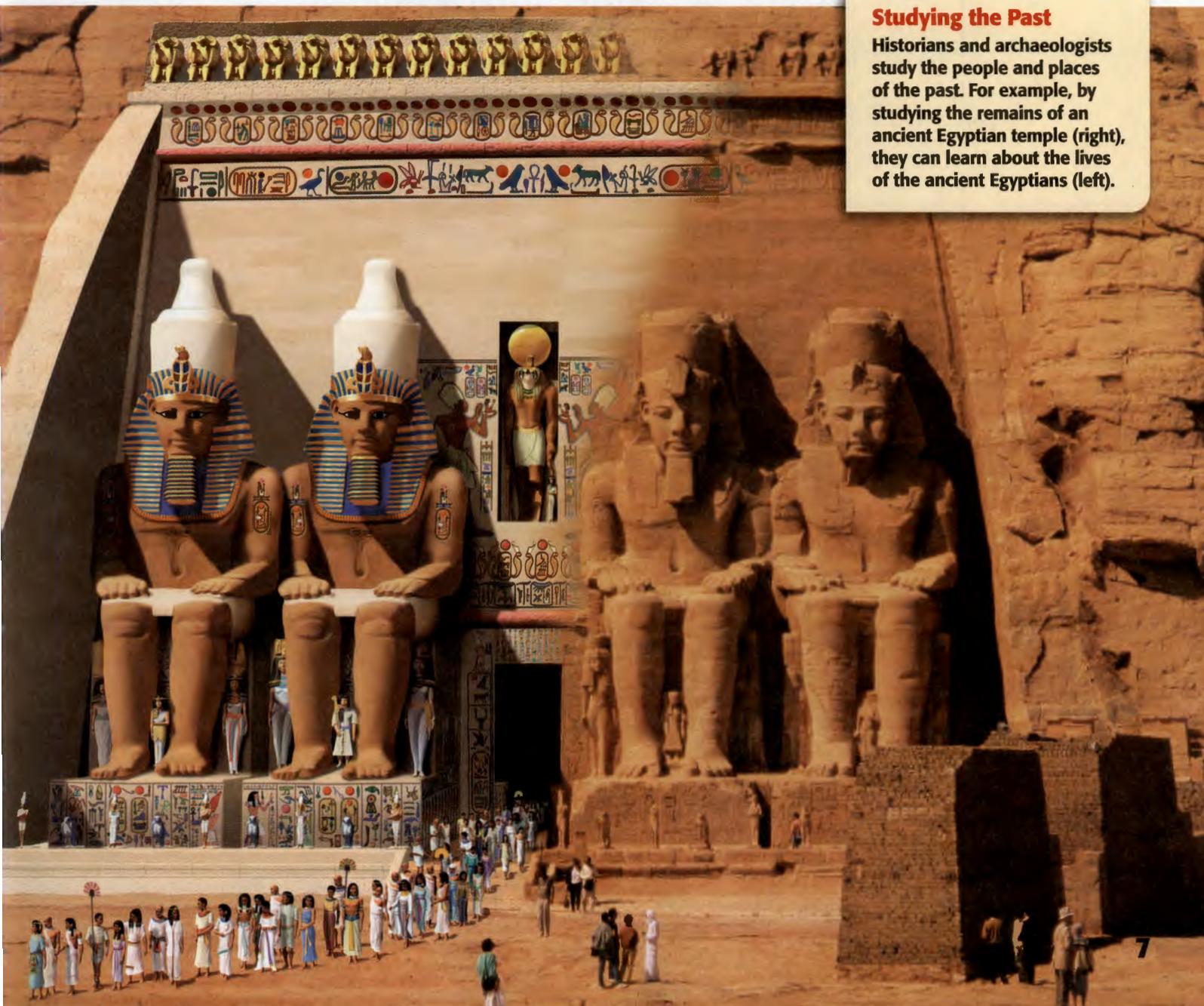
Archaeologists, or people who practice archaeology, explore places where people once lived, worked, or fought. The things that people left in these places may include jewelry, dishes, or weapons. They range from stone tools to computers.

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

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

#### Studying the Past

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



## Understanding through History

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

### ACADEMIC VOCABULARY

**values** ideas that people hold dear and try to live by

### Knowing Yourself

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

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

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

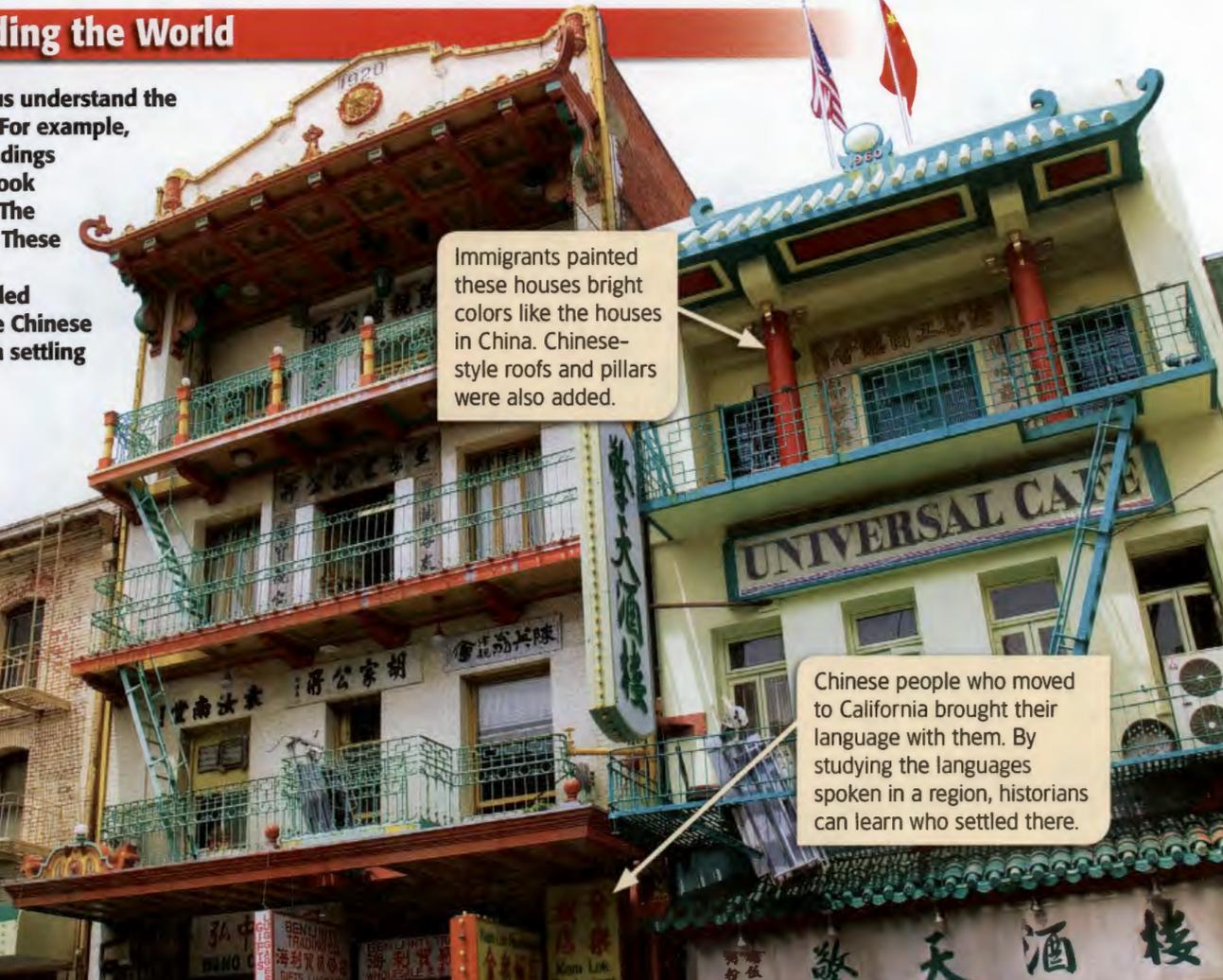
### Knowing Others

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

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

## Understanding the World

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



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

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

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

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

### Knowing Your World

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

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

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

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

## Primary Source

### BOOK

## History Makers

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

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

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

### ANALYSIS SKILL

### ANALYZING PRIMARY SOURCES

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

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

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

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

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

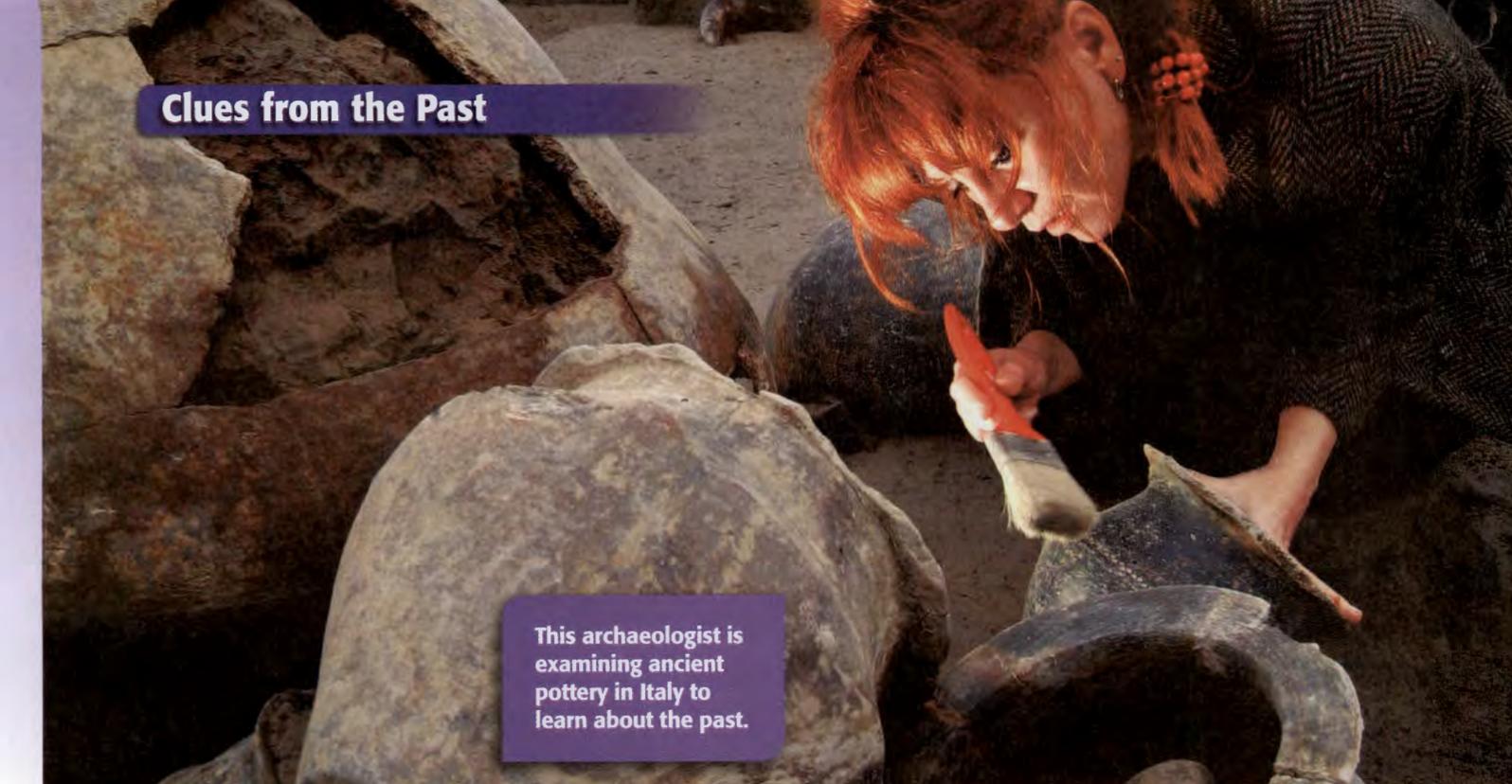
—Polybius, from *The Histories*, Book XXXVIII

### FOCUS ON READING

What does the word *century* mean?

**READING CHECK** Summarizing What are some benefits of studying history?

## Clues from the Past



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

### Using Clues

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

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

### Sources of Information

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

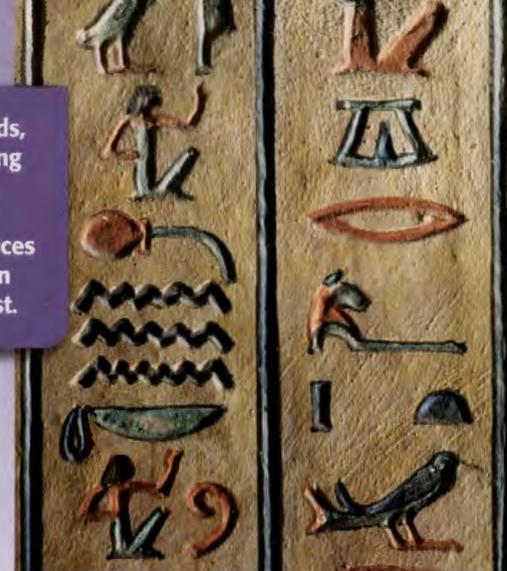
how people lived. In addition, people have recorded their messages in many ways over the centuries. Historians have studied writing carved into stone pillars, stamped onto clay tablets, scribbled on turtle shells, typed with typewriters, and sent by computer.

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

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



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



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

## Sources of Change

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

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

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

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

## Section 1 Assessment

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Online Quiz

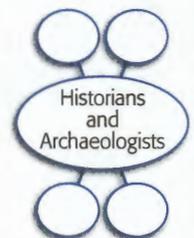
KEYWORD: SQ6 HP1

### Reviewing Ideas, Terms, and People

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

### Critical Thinking

- Categorizing** Copy the diagram. In the empty circles, list the types of clues that historians and archaeologists use.



### FOCUS ON WRITING

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

# Studying Geography

## What You Will Learn...

### Main Ideas

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

### The Big Idea

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

### Key Terms

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

## If YOU were there...

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

## How can this map help you find the city?

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

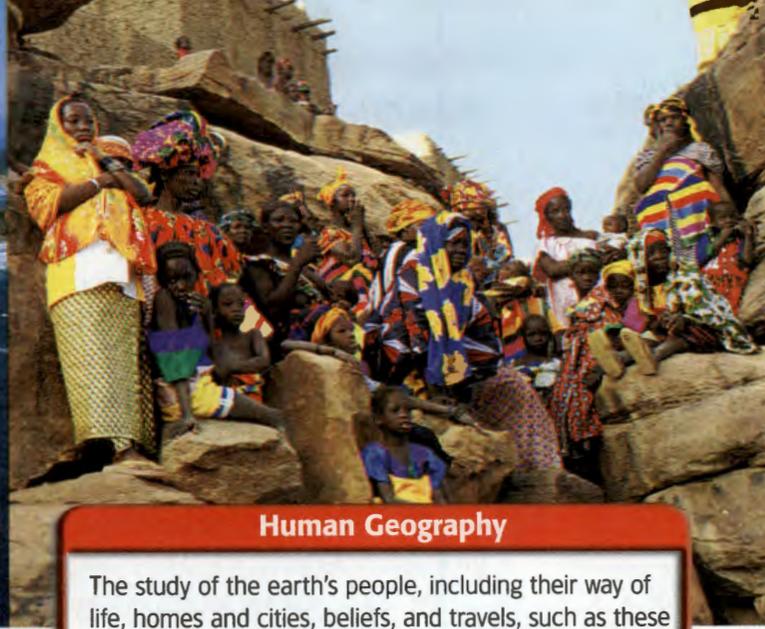
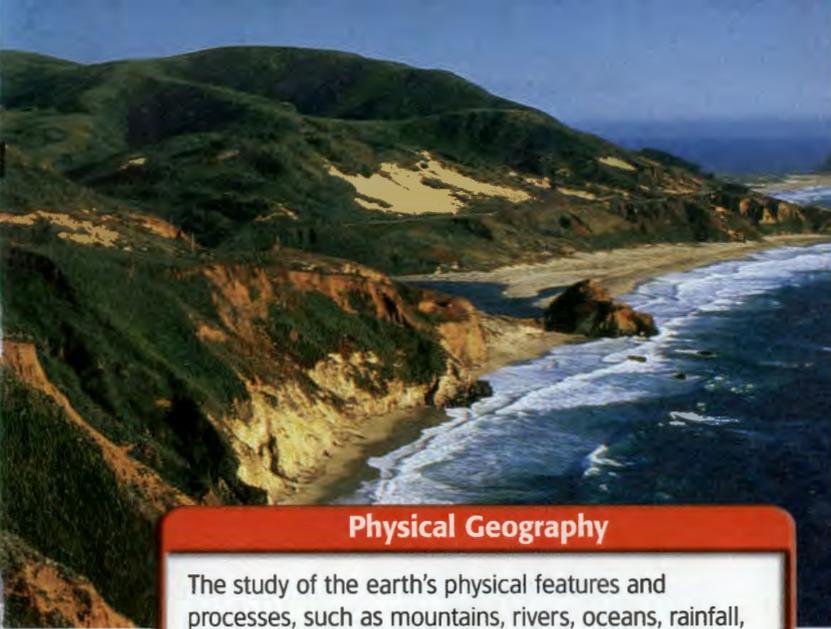
## Studying Places and People

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

### Physical Geography

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

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



### Physical Geography

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

### Human Geography

The study of the earth's people, including their way of life, homes and cities, beliefs, and travels, such as these members of the Dogon people in the country of Mali

### Geography

The study of the earth's physical and cultural features

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

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

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

### Human Geography

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

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

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

## ACADEMIC VOCABULARY

features  
characteristics

## Studying Location

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

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

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

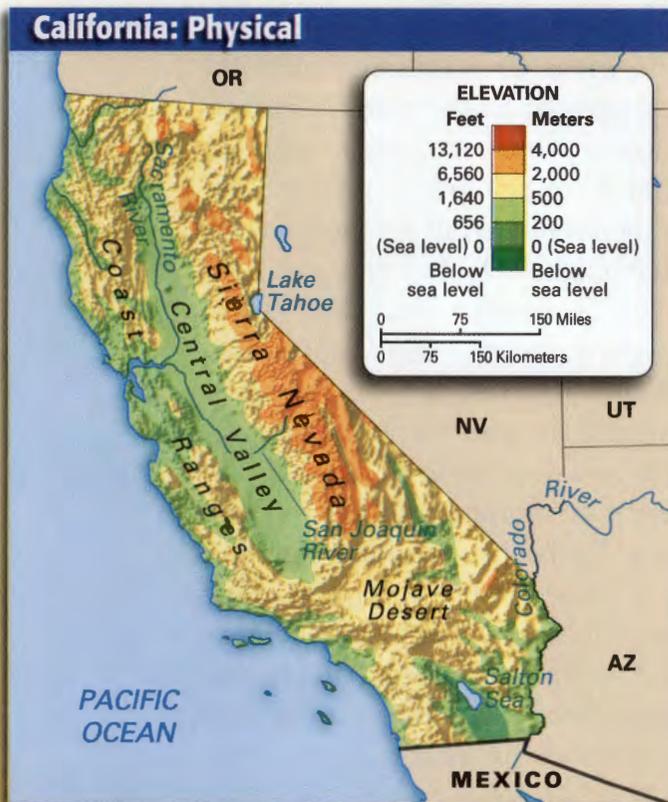
## Learning from Maps

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

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

## Studying Maps

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



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

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

## Learning about Regions

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

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

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

## Primary Source

### BOOK

## What Geography Means

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

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

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

### ANALYSIS SKILL

### ANALYZING PRIMARY SOURCES

Why does the writer think that geography is important?



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



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



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

## Geography and History

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

## Geography Affects Resources

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

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

## Geography Shapes Cultures

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

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

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



## Geography Influences History

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

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

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

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

**READING CHECK** **Describing** What are some ways geography has shaped human history?

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

## Section 2 Assessment

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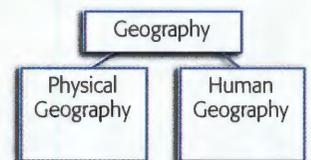
KEYWORD: SQ6 HP1

### Reviewing Ideas, Terms, and People

- Define** What is **geography**?
  - Summarize** What are some of the topics included in human geography?
- Describe** Identify a **region** near where you live, and explain what sets it apart as a region.
  - Predict** How might a map of a city's **landforms** help an official who is planning a new city park?
- Recall** Where did early peoples tend to settle?
  - Compare and Contrast** How could a river be both a valuable **resource** and a problem for a region?

### Critical Thinking

- Categorizing** Draw this chart. Under each heading, list the types of things that are studied in that branch of geography.



### FOCUS ON WRITING

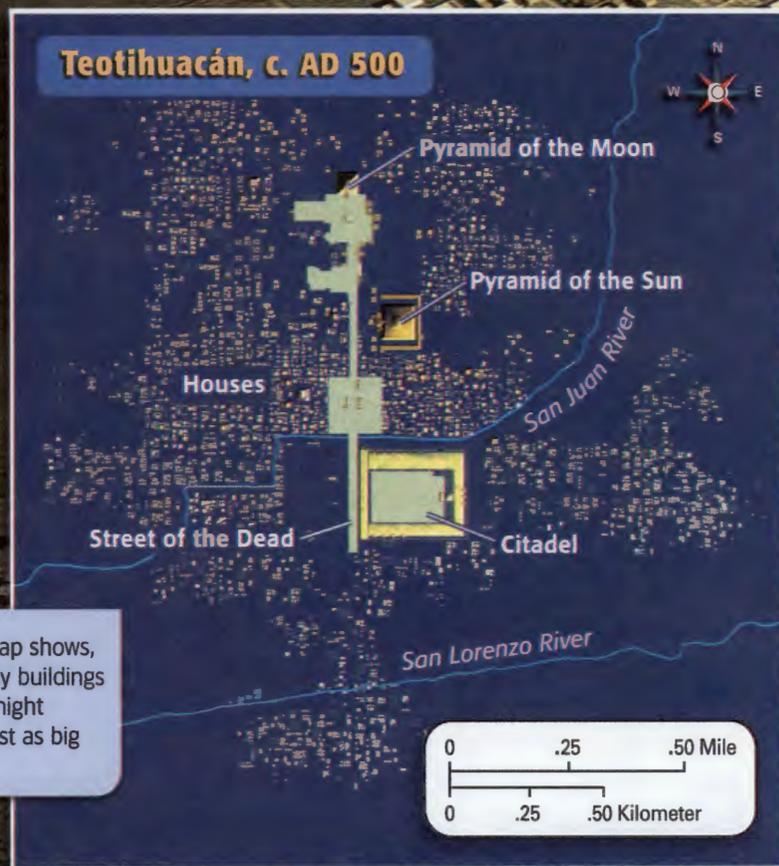
- Understanding What Geographers Do** In this section you learned how geographers contribute to the study of history. What is the difference between a physical geographer and a human geographer?

# Mapping the Past

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

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

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





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



Pyramid of the Sun

Citadel

Street of the Dead

San Juan River

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

**GEOGRAPHY SKILLS**

**INTERPRETING MAPS**

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



Analysis

Critical Thinking

Participation

Study

## Recognizing Personal Conviction and Bias

### Understand the Skill

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

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

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

### Learn the Skill

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

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

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

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

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

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

### Practice and Apply the Skill

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

## Visual Summary

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

QUICK FACTS



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

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

## Reviewing Vocabulary, Terms, and People

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

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

## Comprehension and Critical Thinking

### SECTION 1 (Pages 6–11)

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

### SECTION 2 (Pages 12–17)

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

## Using the Internet

go.hrw.com  
KEYWORD: SQ6 WH1

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

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

## Social Studies Skills

- 11. Developing Personal Participation Skills** Over the course of this year, your teacher will probably organize the class into groups to complete some assignments. Working in groups requires you to have certain skills. Those skills include being sensitive to the opinions of others, expressing your own opinions clearly and calmly, recognizing your personal biases or prejudices, and just being willing to participate.

Practice working in groups by examining objects in the classroom as if they were old artifacts left by an ancient civilization. Discuss with your classmates what these objects could tell later generations about education in the United States in the 2000s. Remember that you should be willing to express your ideas to the other members of your group. At the same time, you must be willing to listen to other people's thoughts, ideas, and opinions.

## Reading Skills

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

“Although \_\_\_\_\_ is defined as the study of the past, it is much more. It is a key to understanding our \_\_\_\_\_, the ideas, languages, religions, and other traits that make us who we are. In the \_\_\_\_\_ left behind by ancient peoples we can see reflections of our own material goods: plates and dishes, toys, jewelry, and work objects. These objects show us that human \_\_\_\_\_ haven't changed that much. After all, people still hold many of the same ideas dear that they did years and years ago. In other words, studying the past can lead to a new \_\_\_\_\_ of the present as people re-examine and re-evaluate our lives and change how we view ourselves.”

## Reviewing Themes

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

### FOCUS ON WRITING



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

# Standards Assessment

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

**1**



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

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

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

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

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

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

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

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

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

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

## Connecting with Past Learnings

**6** Last year in Grade 5, you learned about American history from several different sources. Which of the following sources you might have studied is a secondary source?

- A the Declaration of Independence
- B the diary of a classmate's ancestor
- C a chapter in your textbook
- D a letter written by George Washington

**7** Which of the following topics you studied in American History in Grade 5 is an example of a region?

- A New England
- B the Mayflower Compact
- C the Iroquois people
- D the slave trade