



**CALIFORNIA CONTENT
STANDARD 6.1**

Early Humankind

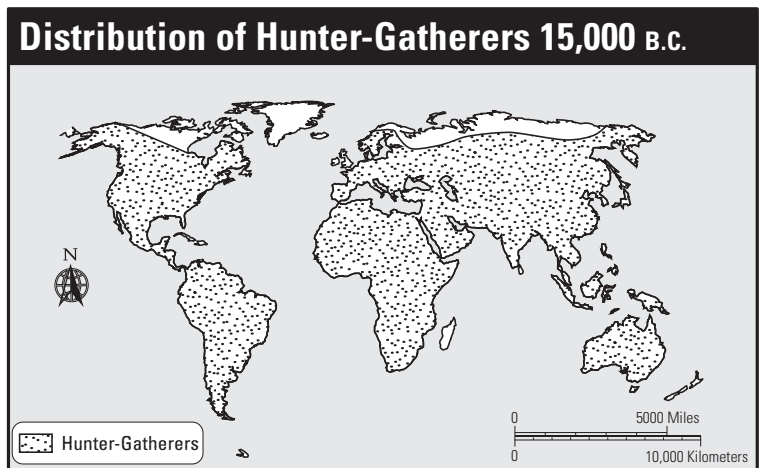
Overall Objective: Describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.

Use the information and maps below to answer questions on the next page.

2,000,000 B.C.

Hunter-Gatherers

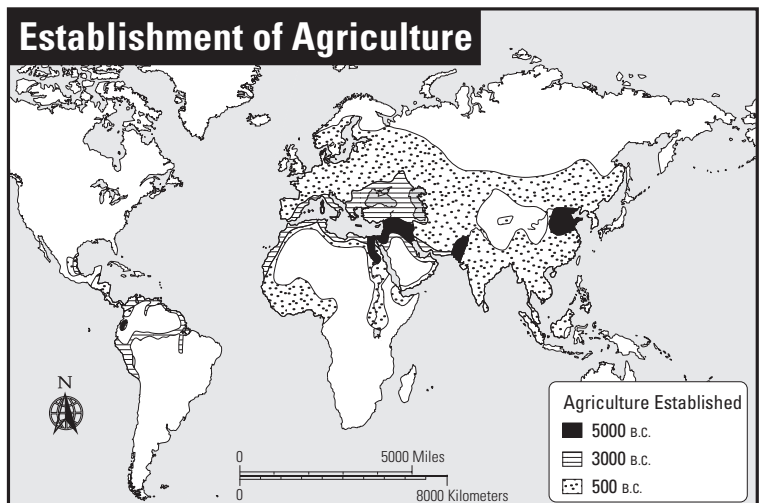
- Relied on wild animals and plants for food
- Moved according to seasons to find animals and plants
- Lived in family or tribal groups
- Invented tools
- Learned to control and use fire
- Developed language
- Created art



9,000–8,000 B.C.

Farmers

- Domesticated, or tamed, animals
- Learned to grow crops
- Practiced slash-and-burn agriculture
- Built villages

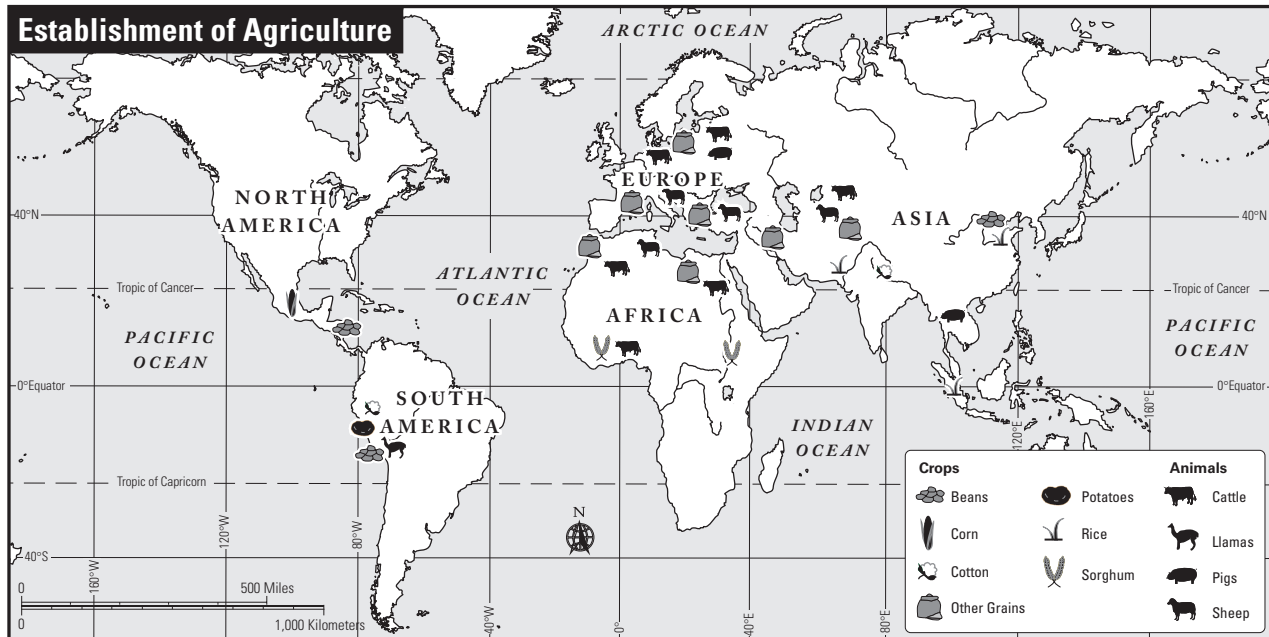




**CALIFORNIA CONTENT
STANDARD 6.1**

Early Humankind

Directions: Choose the letter of the *best* answer.



- 1 Why did hunter-gatherers lead nomadic, or traveling, lives?**
- A They moved on when the soil was used up.
 - B They followed the movements of animals.
 - C They outgrew their villages.
 - D They moved to escape wars.

Use the map on page 23 to answer question 2.

- 2 Based on the map, which is a true statement about the location of most hunters-gathers in 15,000 B.C.?**
- A They lived in the most northern portions of each continent.
 - B They had disappeared from most parts of Eurasia.
 - C They were widely scattered across the six continents shown.
 - D By 15,000 B.C., hunting and gathering had ended as a way of life.

Use the map to answer questions 3 and 4.

- 3 Based on the map, where did early farming communities mostly arise?**
- A near bodies of water or rivers
 - B in the central regions of each continent
 - C south of the equator
 - D in the Western Hemisphere
- 4 Early Africans mostly raised**
- A beans, sheep, and sorghum.
 - B cattle, cotton, and rice.
 - C grains, sheep, and potatoes.
 - D cattle, sorghum, and other grains.



**CALIFORNIA CONTENT
STANDARD 6.2**

Ancient River Civilizations (3500 B.C.–700s B.C.)

Overall Objective: Analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.

Read the chart below to answer questions on the next page.

	Mesopotamia	Egypt	Kush
Geography	<ul style="list-style-type: none"> • Flooding of Tigris and Euphrates rivers left fertile soil. • Flooding was unpredictable. 	<ul style="list-style-type: none"> • Flooding of Nile River left fertile soil. • Flooding was predictable. 	<ul style="list-style-type: none"> • A wetter climate allowed agriculture to extend beyond valley of the Nile.
Economy	<ul style="list-style-type: none"> • farming • trade of surplus (extra) grain in exchange for other resources 	<ul style="list-style-type: none"> • farming and fishing • trade with Africa, Arabia, and Mediterranean 	<ul style="list-style-type: none"> • center of trade network • trade of ivory, animal skins, timber, and minerals • trade along Nile
Government	<ul style="list-style-type: none"> • Priests, then kings, ruled early city-states. • Hammurabi's law code organized all law. • Law code was harsh but protected rights of people. 	<ul style="list-style-type: none"> • Upper and Lower Egypt united around 3000 B.C. • theocracy: ruled by a pharaoh, or god-king 	<ul style="list-style-type: none"> • Kush conquered Egypt in 700s B.C. • Kush pharaohs ruled.
Culture	<ul style="list-style-type: none"> • top: kings, priests, landowners, officials, merchants • middle: farmers and artisans • bottom: enslaved people; could not change rank • women: landowners, artisans, priestesses, merchants • writing: cuneiform, wedge writing 	<ul style="list-style-type: none"> • top: pharaoh, priests, nobles, scribes, officials • middle: artisans, merchants, farmers • bottom: laborers, enslaved people; could change rank • women: equal rights • writing: hieroglyphics, picture writing 	<ul style="list-style-type: none"> • Egyptian-influenced art and architecture • Egyptian customs, clothing, language, and writing system
Science & Technology	<ul style="list-style-type: none"> • irrigation • plow and wheel • geometry principles to build irrigation systems 	<ul style="list-style-type: none"> • irrigation • first practical calendar • papyrus • surgery 	<ul style="list-style-type: none"> • smelting iron ore to obtain pure iron
Religion	<ul style="list-style-type: none"> • many gods • bleak view of death • priests with social power • large temples called ziggurats 	<ul style="list-style-type: none"> • many gods • life after death • priests with social power • pyramids, tombs for afterlife • embalming, preserving bodies for life after death 	<ul style="list-style-type: none"> • Egyptian and Kush gods combined



**CALIFORNIA CONTENT
STANDARD 6.2**

Ancient River Civilizations (3500 B.C.–700s B.C.)

Directions: Choose the letter of the *best* answer.

1 What advantage did Egyptian farmers have over farmers in Mesopotamia?

- A** Only the flooding of the Nile deposited fertile soil on plains used for farms.
- B** The Nile flooded at regular intervals; the Tigris and Euphrates, irregularly.
- C** The Nile flooded to greater depths than the Tigris or the Euphrates.
- D** The Nile was surrounded by plains, rather than mountains.

The first Farmer’s Almanac was written in Sumer and gave farmers specific guidance as to the timing, size, and number of crop waterings throughout the year. This advanced system of crop irrigation helped the Sumerians produce a significant surplus of food, which supported the growth of cities in Mesopotamia.

2 Based on this excerpt, which statement best describes Sumerian agriculture?

- A** The Sumerians were not able to farm, even during dry seasons.
- B** Cities arose late in Mesopotamia because farmers could not depend on flooding.
- C** As a result of irrigation, the Sumerians produced surplus, or extra crops.
- D** Agricultural methods in Sumer led to farmers producing fewer crops over time.

3 In what way did Egyptian and Mesopotamian societies or cultures differ?

- A** Egypt had three classes of people; Mesopotamia had two.
- B** Mesopotamia developed a system of writing; Egypt did not.
- C** In Egypt lower classes could change rank; this was not so in Mesopotamia.
- D** Egypt was ruled by a powerful king, and Mesopotamia was not.

4 Hammurabi’s code of law was significant because it

- A** helped him conquer other lands.
- B** was merciful and just.
- C** protected the rights of the governors.
- D** organized many existing laws.

5 Some ancient Egyptian statues portray pharaohs as sphinxes, beings with a human head and lion body. What does this fact imply about ancient Egyptian culture?

- A** Ancient Egyptians used animal imagery to express traits such as strength.
- B** It was forbidden to show the features of a pharaoh in Ancient Egyptian art.
- C** Ancient Egyptian sculpting technique required a variety of tools.
- D** Art was only used in Ancient Egypt to honor the greatness of pharaohs.



**CALIFORNIA CONTENT
STANDARD 6.3**

The Ancient Hebrews

Overall Objective: Analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.

Read the information below to answer questions on the next page.

c. 1800 B.C.

- According to tradition, Abraham made a **covenant**, or agreement, with God in which he promised to obey God in return for God's protection of the Hebrews.
- Abraham's agreement marked beginning of **monotheism**, belief in a single god.
- Monotheism contrasted sharply with beliefs of others at the time who believed in many gods.
- Hebrews believed that God watched over all peoples everywhere.

c. 1700 B.C.

During a severe drought, Hebrews went to Egypt.

c. 1250 B.C.

- According to tradition, Moses led the Hebrews out of Egypt (an event called the Exodus) and received the **Ten Commandments** from God.
- The Ten Commandments became basis for civil and religious laws of Judaism.
- The Ten Commandments and other laws emphasized equality and the need to live a good life,
- The Ten Commandments had lasting influence on later belief systems.

c. 1020 B.C.

Saul united the Hebrews and became the first king of a new kingdom—Israel.

c. 962 B.C.

King Solomon became king of Israel and built a great temple in Jerusalem.

586 B.C.

- Babylonians captured Jerusalem and destroyed the temple.
- Jews were forced into exile.
- Prophets helped to keep Judaism alive.

515 B.C.

- The second temple in Jerusalem was completed.

63 B.C.

- Judea was conquered by Romans.

A.D. 70

- Romans destroyed the second temple.
- The **Diaspora** began, the forced movement of Jews out of Palestine (Israel).
- To keep Judaism alive, Jews built synagogues (places for prayer and worship) and schools wherever they went.

Sacred Writings of Judaism

Hebrew Bible

- **Torah:** first five books of Bible. Tells the origins of humanity and Judaism.
- **Prophets:** stories about and writings by Jewish prophets.
- **Writings:** collection of poetry, history, stories, and writings.

Talmud

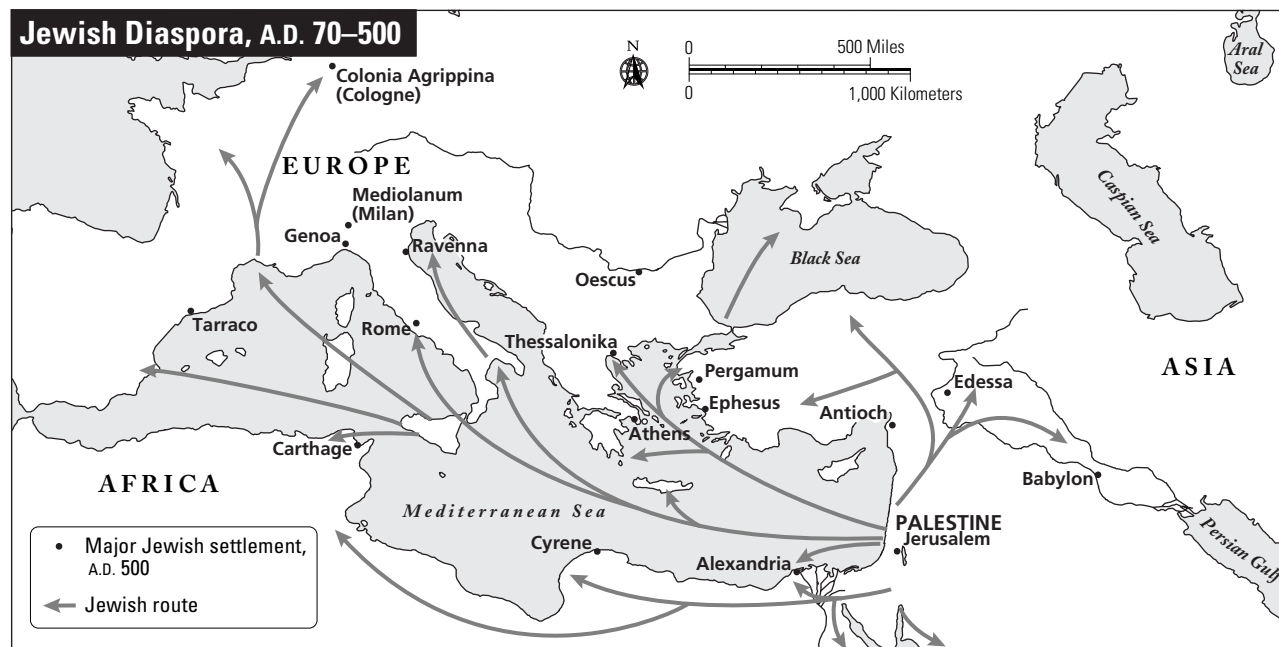
- **Mishnah:** written versions of Jewish oral (or spoken) law.
- **Gemara:** includes explanations and interpretations of the Mishnah.



**CALIFORNIA CONTENT
STANDARD 6.3**

The Ancient Hebrews

Directions: Choose the letter of the *best* answer.



1 An important way that early Judaism differed from other religions at the time was that Jews alone

- A built intricate temples in which to worship and pray.
- B practiced monotheism—belief in one God.
- C believed in an afterlife, or life after death.
- D worshiped the gods of nature.

2 Jewish civil and religious law evolved from the

- A covenant between Abraham and God.
- B Mishnah.
- C Ten Commandments.
- D Torah.

3 Which event was the cause of the movement shown on the map?

- A the capture of Jerusalem by Babylonians
- B the exodus from Egypt
- C the death of Solomon and split in the Hebrew kingdom
- D the destruction of the second temple by the Romans

4 Which of the following was a result of the Diaspora or spreading out of the Jewish people?

- A The Jewish religion died out for hundreds of years.
- B Many Jews converted to Christianity.
- C Jews formed communities across Europe.
- D Jews settled primarily in regions throughout Asia.



**CALIFORNIA CONTENT
STANDARD 6.4**

Ancient Greece

Overall Objective: Analyze the geographic, political, economic, religious, and social structures of the early civilization of Ancient Greece.

Read the summary below to answer questions on the next page.

Geography of Ancient Greece

- Rocky land divided by high mountains and deep valleys.
- The geography led to the rise of separate **city-states** rather than one united country.
- Aegean and Ionian Seas were links that united ancient Greeks for trade.

Greek City-States (700 B.C.–338 B.C.)

- City-states shared language and beliefs but had different forms of government.
- By 700 B.C. **aristocracy**, or group of nobles, rather than by a single monarch.
- Some were controlled by **oligarchies**, in which a group of powerful people ruled.
- Strong individuals called **tyrants** sometimes seized control, supported by common people.

Athens—A Limited Democracy

- **Solon** outlawed debt slavery and opened the assembly to all Athenian citizens.
- **Cleisthenes** allowed all citizens to submit laws to the assembly for debate.
- **Pericles** paid public officials so that both rich and poor men could take the positions if elected.
- Limited democracy was established in which all free adult male landowners were citizens.
- All citizens participated directly in the government rather than electing representatives.

Sparta—A Military State

- Boys trained to be soldiers. Male citizens entered the army at age 20 and served until they were 60.
- Enslaved people did labor to allow male citizens to be full-time soldiers.
- Two kings ruled.
- All citizens were part of the assembly.

Persian Wars, 480 B.C.

Sparta, Athens, and other city-states united against a common foe—the Persians.

Peloponnesian War, 431 B.C.

Under Pericles, Athens began to take over neighboring city-states. Sparta declared war on Athens. Athens surrendered 27 years later.

Age of Alexander (338 B.C.–330 B.C.)

- Philip of Macedon conquered the Greek city-states.
- Philip’s son, Alexander, expanded conquests east as far away as India and Egypt.
- Alexander’s armies spread Greek culture wherever they went.
- Greek culture blended with those of Persia, Egypt, and India to form the Hellenistic culture.

Literature of Ancient Greece

- Greek **mythology** explained the world around them and told stories about Greek gods and goddesses.
- Greeks composed **epic poems**, such as the *Iliad* and the *Odyssey*, about their heroes.
- **Aesop** and others wrote fables, stories involving animals that teach a moral lesson.

**CALIFORNIA CONTENT
STANDARD 6.4***Ancient Greece*

Directions: Choose the letter of the *best* answer.

1 Based on your knowledge of ancient Greece, what was *one* direct result of the geography of Greece on early Greek civilization?

- A Tyrants were able to gain control.
- B An oligarchy developed.
- C A unified national state rose up.
- D Separate city-states developed.

2 Which factor made Athens's direct democracy different from representative democracy?

- A Citizens elected representatives, who made the laws for them.
- B Citizens directly made the laws themselves.
- C There was a council to solve problems and an assembly to make policy.
- D Political power was divided into three parts.

3 Why did the ancient Greeks most likely develop myths?

- A to teach children useful skills and life lessons
- B to explain and glorify natural and human events
- C to document day-to-day activities and events
- D to entertain society with dramatic stories

“When it is a question of putting one person before another in positions of public responsibility, what counts is not membership in a particular class, but the actual ability which the man possesses.”

—Pericles, “The Funeral Oration,” from Thucydides, *The Peloponnesian War*

4 How did Pericles translate into reality the vision of citizenship he expresses in the quotation?

- A He had families pass along public positions of power.
- B He allowed lower classes to serve in the police force.
- C He distributed all land and wealth evenly.
- D He began the practice of paying public officials.

5 Which of the following describes a similarity between Athens and Sparta?

- A They were both democracies.
- B They were both military states.
- C They were both on the same side in the Peloponnesian War.
- D They both courageously resisted Persian advances into Greece.

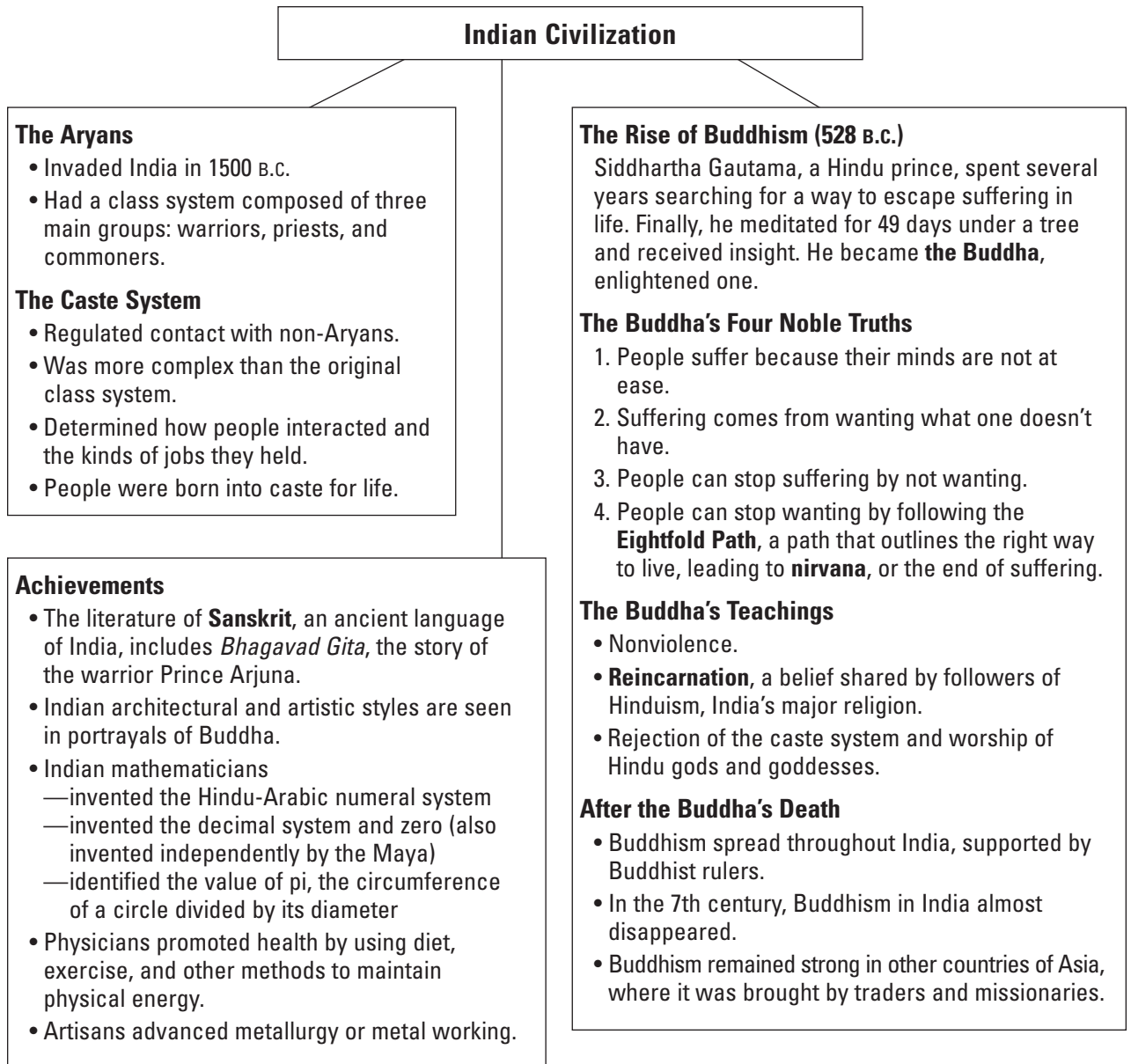


CALIFORNIA CONTENT STANDARD 6.5

Early Civilizations of India

Overall Objective: Analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.

Read the chart below to answer questions on the next page.



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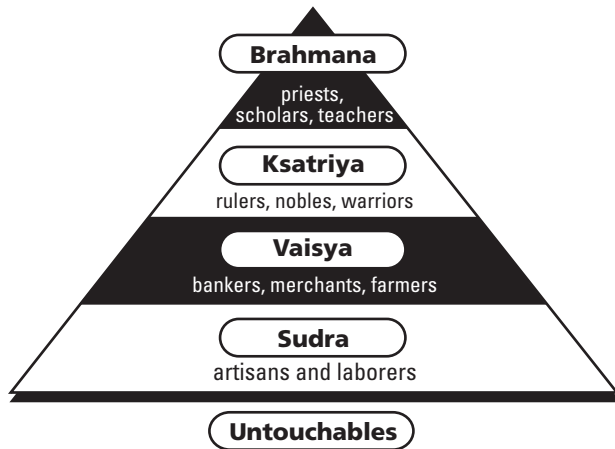


**CALIFORNIA CONTENT
STANDARD 6.5**

Early Civilization of India

Directions: Choose the letter of the *best* answer.

Use the diagram to answer questions 1 and 2.



- 1 **Why are the Untouchables placed where they are on the pyramid diagram?**
 - A They are considered too low to be part of the caste system.
 - B They are foreigners who do not belong to the caste system.
 - C They belong to another caste system.
 - D They are Indians who have rebelled against the caste system.

- 2 **Which conclusion is supported by the diagram?**
 - A Only the bankers, merchants, and farmers had any wealth.
 - B The Aryans put those with knowledge at the top of the system.
 - C To the Aryans, trade was the highest position.
 - D Military skill was most highly prized in Aryan society.

- 3 **Hindus and Buddhists both believe in**
 - A the need for a caste system.
 - B many gods and goddesses.
 - C nirvana.
 - D reincarnation.

- 4 **According to the Four Noble Truths, people's suffering will end when they**
 - A accept the caste system.
 - B take untouchables into their families.
 - C stop desiring what they cannot have.
 - D accept the Hindu gods and goddess.

- 5 **Which of the following is an achievement associated with the Indian civilization?**
 - A the decimal system
 - B representative government
 - C birth of democracy
 - D the Bible



**CALIFORNIA CONTENT
STANDARD 6.6**

Early Civilizations of China

Overall Objective: Analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.

Read the chart below to answer questions on the next page.

<p>551 B.C. Birth of Confucius</p>	<p>Confucius</p> <ul style="list-style-type: none"> • Taught a code of proper conduct. • Identified five important relationships: ruler/subject; father/son; husband/wife; brothers; friends. • Believed social order, harmony, and good government should be based on family relationships. 	<ul style="list-style-type: none"> • Taught that rulers and subjects should respect each other and that people should respect their parents and elders. • Stressed the importance of education. • Set clear family and social roles to help avoid conflict.
<p>c. 500s B.C. Life of Laozi</p>	<p>Laozi</p> <ul style="list-style-type: none"> • Taught that a universal force called the <i>Dao</i> guides all things. • Searched for knowledge and understanding through nature. • Believed natural order is more important than social order. 	<ul style="list-style-type: none"> • Stressed the importance of living simply and in harmony with nature. • Led to many advances in astronomy, alchemy, and medicine.
<p>221 B.C. Beginning of Qin Dynasty under Shi Huangdi</p>	<p>Shi Huangdi</p> <ul style="list-style-type: none"> • Unified and expanded China during Qin Dynasty. • Ruled harshly. • Used peasant labor to build roads to keep empire unified. 	<ul style="list-style-type: none"> • Instituted government standards for weights, measures, coins, and writing. • Began the Great Wall to keep out northern invaders
<p>202 B.C. Beginning of Han Dynasty</p>	<p>The Han</p> <ul style="list-style-type: none"> • Developed a large government bureaucracy. • Instituted a state exam, testing knowledge of Confucianism, for government positions. • Expanded China's borders to include northern Vietnam, northern Korea, and southern provinces. 	<ul style="list-style-type: none"> • Sent paper, silk, and pottery to the west along the Silk Roads in exchange for sesame seeds, oil, metals, and precious stones. • Was influenced by ideas, such as Buddhism, through interaction along the Silk Roads. • Invented paper from old rags, mulberry bark, and hemp fibers.



**CALIFORNIA CONTENT
STANDARD 6.6**

Early Civilizations of China

Directions: Choose the letter of the *best* answer.

“Zigong inquired about governing.
The Master said, ‘Make food supplies
sufficient, provide an adequate army,
and give the people reason to have
faith.’”

—from *Analects* by Confucius

1 Based on the quotation, what would *most likely* be Confucius’s advice for rulers who want their people to have faith?

- A Promise the people great wealth as a reward.
- B Enforce a strict set of religious beliefs.
- C Treat the people with respect and rule wisely.
- D Draft everyone into the army for a period of time.

2 How did Shi Huangdi unify China?

- A He built roads and set up a uniform currency and writing system.
- B He surrounded himself with high-ranking nobles.
- C He promoted Confucianism.
- D He banned taxes.

“Do not honor the worthy,
And the people will not compete.
Do not value rare treasures,
And the people will not steal.
Do not display what others want,
And the people will not have their
hearts confused.”

—from Laozi

3 Which statement *best* paraphrases Laozi’s ideals expressed in the quotation?

- A Misery results when when you value material possessions and status.
- B People should invest in rare treasures for their family’s future.
- C Competition in a society leads to greater productivity and wealth.
- D Most people cannot help but spend their lives in a state of confusion.

4 Which statement is *true* about China under the Han?

- A China rejected Buddhism.
- B China raised taxes.
- C China refused to trade with others
- D China expanded beyond its borders.



**CALIFORNIA CONTENT
STANDARD 6.7**

The Roman Republic

Overall Objective: Analyze the geographic, political, economic, religious, and social structures during the development of Rome.

Read the summary below to answer questions on the next page.

The Founding of Rome, 753 B.C.

According to legend, Romulus, a descendant of the Trojan hero Aeneas, killed his brother in an argument over where to establish a city. He then founded Rome near the Tiber River. The early Romans were ruled by Etruscan kings. In 509 B.C., the Romans overthrew the Etruscan rule and founded a republic.

The Roman Republic

The new republic had two classes of citizens, the powerful **patricians**, or nobles, and the **plebeians**, or common people. In time, the plebeians won the right to elect representatives called tribunes. They also had their own assembly. The **Twelve Tables**, the law code written down in 451 B.C. and displayed in the Forum, helped to protect the rights of all citizens. Later laws were based on this code.

Three Branches of Government

Executive

- Two **consuls** were elected by the assembly for one year. They were chief executives of the government and commanders-in-chief of the military.

Legislative

- A **senate** of 300 members was chosen from the aristocracy.

Judicial

- Eight judges, or praetors, were chosen for one year.

End of the Republic, 46 B.C.

During a civil war, **Julius Caesar**, a Roman general, won great popularity among the people. He ended the war and two years later, he was

named **dictator** for life. He was an absolute ruler but had many ideas for reform. He expanded the senate, enforced laws against crime, and created jobs for the poor before he was assassinated by senators who feared his growing power.

The Roman Empire, 27 B.C.

In 27 B.C., Caesar's great nephew, **Augustus**, became Rome's first emperor. Augustus had absolute power but retained the senate, consuls, and tribunes. Under his rule, Rome expanded and enjoyed a period of peace and prosperity.

The Roots of Christianity, A.D. 6

The Romans took over the Jewish kingdom of Judea in A.D. 6 and made it a Roman province. It was about this time that Jesus was born. He was both a Jew and a Roman subject.

Jesus preached justice and compassion, often using stories known as parables. He taught forgiveness and associated with the poor and sinful of society. Jesus's followers believed he was the messiah, or savior, whom God had promised the Jewish people. (The name **Christ** comes from the Greek word for messiah, *Christos*.)

Jesus's success made enemies of the Roman officials. As a result, he was put to death. Accounts of his **resurrection**, or rising from the dead, led to the belief that he was the son of God.

After Jesus's death, his **disciples**, or followers, continued preaching his message. Saul, who was called Paul after he came to believe in Jesus as the son of God, was the most important early Christian missionary. He converted many Gentiles, or non-Jews, to Christianity.



**CALIFORNIA CONTENT
STANDARD 6.7**

The Roman Republic

Directions: Choose the letter of the *best* answer.

- 1 According to legend, what led to the founding of Rome?**
 - A its settlement by a group of Latins
 - B its settlement by a group of Etruscans
 - C its colonization by Greek traders
 - D the decision of Romulus to establish a city

- 2 In the Roman Republic, who were the consuls?**
 - A citizens of Rome and citizens of the provinces
 - B the executive and legislative branches of the government
 - C judges who interpreted Roman laws
 - D the chief executives of the government

- 3 The Twelve Tables led to**
 - A protection under the law for all citizens.
 - B more power for the patricians.
 - C three branches of government.
 - D the beginning of the Roman Empire.

- 4 What was Julius Caesar's contribution to Rome?**
 - A He was Rome's greatest judge.
 - B He ended civil war and instituted reforms.
 - C He fought for and preserved the ideals of the republic.
 - D He wrote down the Twelve Tables.

“The Christian Church differed from [other religious groups of that time]. . . . While the . . . [others] provided special means to salvation in the next world, they took the position of their devotees [followers] in this world for granted. The Christian Church offered a way of living in this world.”

—Peter Brown, *The World of Late Antiquity*: A.D. 150–750

- 5 According to the quotation, what was part of the unique appeal of the early Christian Church?**
 - A It promised life in the next world.
 - B It gave followers freedom from political oppression.
 - C It guided the lives of its followers.
 - D It granted equality to all its members.