

Daily Warm-Ups

WORLD HISTORY

Level I



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The *Daily Warm-Ups series* is a wonderful way to turn extra classroom minutes into valuable learning time. The 180 quick activities—one for each day of the school year—practice social studies skills. These daily activities may be used at the very beginning of class to get students into learning mode, near the end of class to make good educational use of that transitional time, in the middle of class to shift gears between lessons—or whenever else you have minutes that now go unused.

Daily Warm-Ups are easy-to-use reproducibles—simply photocopy the day’s activity and distribute it. Or make a transparency of the activity and project it on the board. You may want to use the activities for extra-credit points or as a check on the social studies skills that are built and acquired over time.

However you choose to use them, *Daily Warm-Ups* are a convenient and useful supplement to your regular lesson plans. Make every minute of your class time count!

Daily Warm-Ups: World History



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Daily Warm-Ups: World History



Daily Warm-Ups: World History

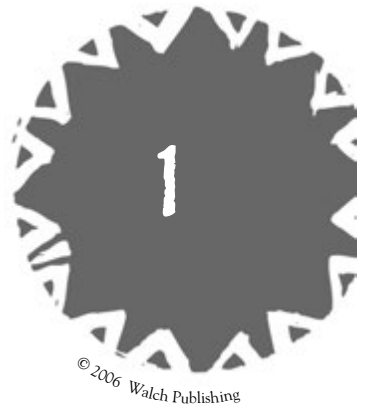
Prehistoric Era: Words to Know

The earliest civilizations began near rivers. Early people used water from the rivers to grow crops.

The words in the box are used to discuss prehistoric times. Match each word with the correct definition below. Write the letter of the term on the line.

- | | |
|----------------|--------------------|
| a. agriculture | c. hunter-gatherer |
| b. domesticate | d. technology |

- ___ 1. adapt or tame a plant or animal for human use
- ___ 2. any tools that humans use to improve their lives in some way
- ___ 3. the process of growing crops and raising animals for food
- ___ 4. a person who gets food by hunting wild animals and gathering wild plants, nuts, berries, and roots



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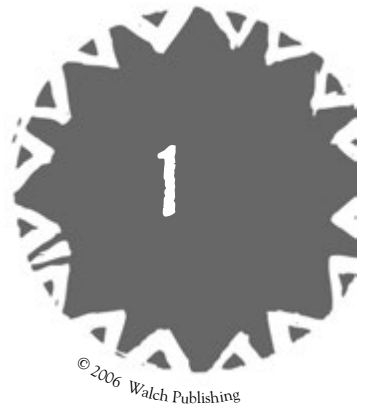
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Prehistoric Era: Time Line

Here are some important events in the time before written history. Use them to create a horizontal time line. Space the dates appropriately. Don't forget to give your time line a title.

- c. 45,000 B.C.E. oldest known musical instrument in Africa
- c. 38,000 B.C.E. first composite tools in Africa
- c. 30,000 B.C.E. early cave paintings in France and Spain
- c. 10,000 B.C.E. first pottery in Japan
- c. 8000 B.C.E. agriculture begins in Africa and Asia
- c. 6500 B.C.E. farming begins in Europe
- c. 6500 B.C.E. rice is cultivated in China's Yangtze (Chang Jiang) Valley
- c. 5000 B.C.E. first settlements begin near China's Huang He River



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Daily Warm-Ups: World History

History and Prehistory

The first writing system that we know of began in Mesopotamia about 5,500 years ago. The time before that is known as *prehistory*.

Of course, this does not mean that humans and societies did not exist before writing developed. Early humans began to settle down and form communities many thousands of years ago. These early humans did not have a system for writing things down. We know about them from the tools and other artifacts they left behind.

Since humans existed long before writing developed, why do we call this period *prehistory*? Write two or three sentences for your answer.



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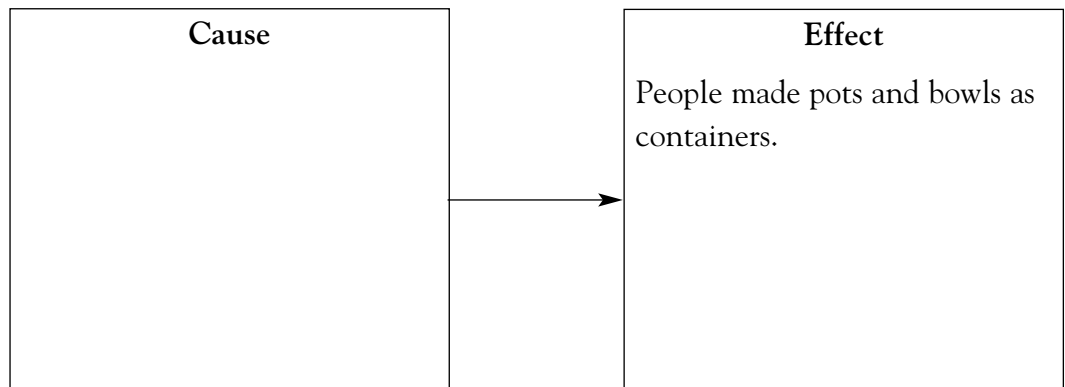


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Prehistoric Pottery

From the earliest times, humans have shaped clay into models of people and animals. Then, about 10,000 years ago, people started making containers from clay. At first they dried the clay in the sun to harden it. Soon they realized that baking clay in a fire made it even harder.

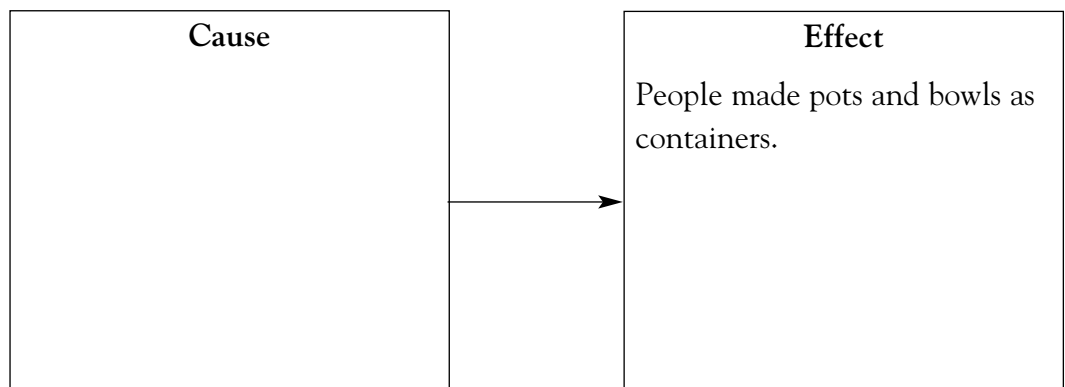
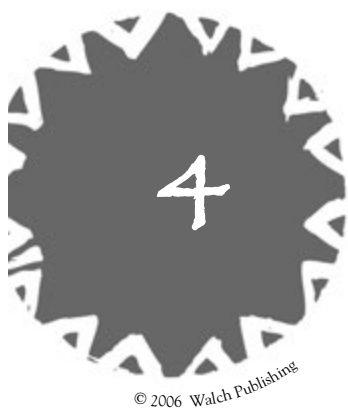
Historians think that the need for pottery containers came about when people began farming. Why do you think that growing crops and herding animals might create a need for containers? Write your answer in the "Cause" box below.

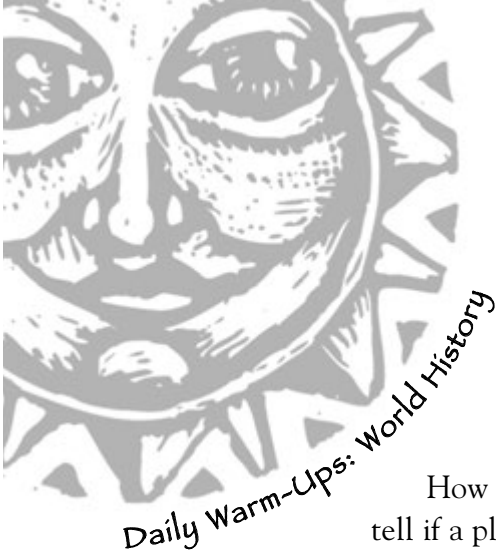


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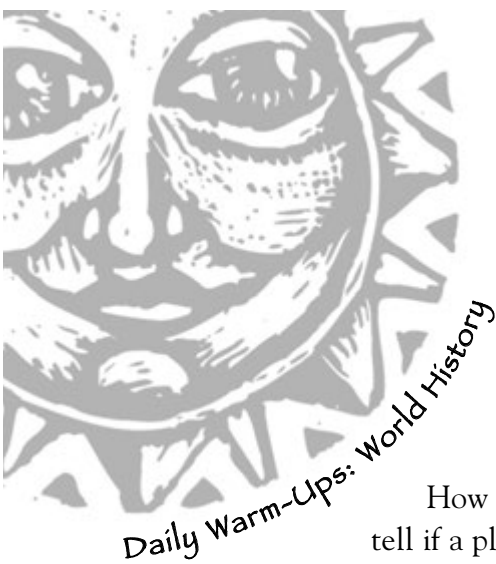




Prehistoric Era: Hunters, Gatherers, Food

Imagine that you had been born 15,000 years ago. In your world, there are no grocery stores or refrigerators to go to when you're hungry. You spend most of your days just looking for something you can eat. Some wild plants are good to eat. But some wild plants are poisonous. They can kill you, or at least make you very, very sick.

How do you think you—and the other hunter-gatherers in your group—can tell if a plant is safe to eat? List as many ways as you can.



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Prehistoric Era: Fire!

Have you ever spent an evening sitting by a fire? For most North Americans today, a fire is a luxury. We may light a fire in a fireplace for a pleasant glow. We may light a campfire to roast marshmallows.

But for early hunters, fire was more than just pleasant. Fire was necessary for survival. Think of as many ways as you can in which early humans used fire. List them below.



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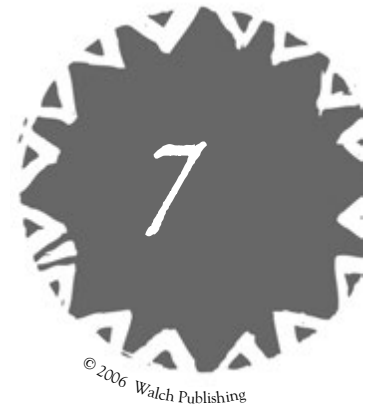


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Prehistoric Era: Tools

One of the things that sets early humans apart from the near-humans that came before them is the use of tools. Early humans made many different tools out of stone and bone. They used stone to make axes, arrowheads, and spear points. They also made stone tools to use in making other tools. They carved needles, fishhooks, and fishing spears from bones.

Choose one of the tools named above. Write one or two sentences describing how this tool might have improved the lives of early humans.



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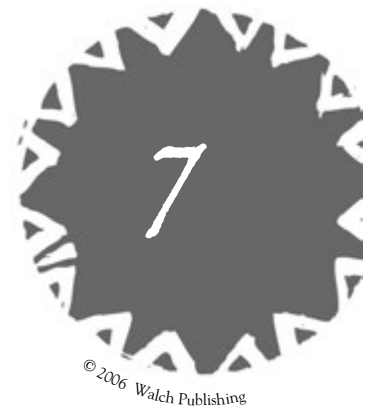


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Prehistoric Era: True or False?

Decide if each statement below is true (T) or false (F). Write the correct letter on the line before each statement. Rewrite any false statements to make them true.

- ___ 1. During the Ice Age, southern Europe was as cold as Alaska is today.
- ___ 2. We know about early hunter-gatherers from the written records they left behind.

___ 3. Early humans did not use any tools.

___ 4. Some early humans worked together to hunt large animals, such as elephants.

___ 5. Because the first Neanderthal remains found were of a person crippled by a disease, scientists thought for a long time that all Neanderthals had stooped shoulders and bowed legs.



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Prehistoric Era: What's the Question?

Each statement below is the answer to a question about prehistory. For each one, write the original question on the line.

1. huge sheets of ice that covered much of the world during the Ice Age

2. areas of land that appeared above the sea connecting land masses, then disappeared as glaciers melted and the sea level rose again

3. the process of growing crops and herding animals that led to the first permanent settlements

4. people who did not grow their own food but gathered wild plants and hunted wild animals for food

5. having more than enough of something, such as food, to meet people's needs



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Prehistory: Fill in the Blanks

Use your knowledge of prehistory to choose the correct words from the box to complete the paragraph below. Write the correct word on the line.

archaeologists	fossils	potsherds
artifacts	petrified	theories

Some scientists study early human cultures by finding and analyzing _____, or the things they left behind. These scientists are called _____. They study everything from buildings and building materials to ancient trash heaps. They examine bits of broken pottery, or _____. They often study _____. These are the preserved remains of prehistoric plants or animals. They can be preserved by being _____, or turned into stone. They can also be preserved by being encased in a material such as amber or even tar. Scientists use these clues to develop _____, or educated guesses, about the past. As they learn more, these guesses often change. This field of study must constantly adapt to new knowledge.



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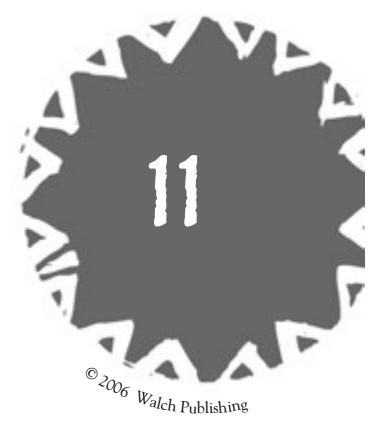
Civilization Pros and Cons

About 10,000 years ago, the way people lived began to change. Instead of moving from place to place in search of food, some groups had learned how to grow their own food. When people found a good area for growing crops and herding animals, they settled down and built permanent houses. Small settlements formed, followed by villages, towns, and cities. As more people lived in an area, leaders arose. People developed systems of government and laws. Arts and literature flourished.

Living in communities offered these early civilizations a lot of advantages. But there were some disadvantages, too. Think of as many advantages and disadvantages of community life as you can. List them below.

Advantages

Disadvantages



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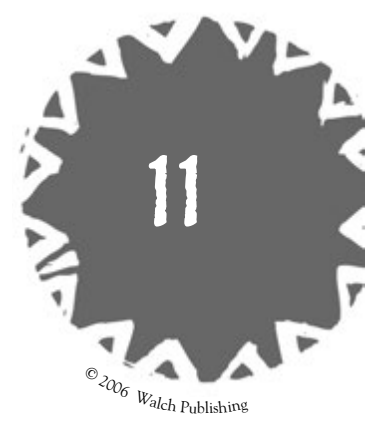
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Early Civilizations: Words to Know

The earliest civilizations began near rivers. Early people used water from the rivers to grow crops.

The words in the box describe tools and methods for using water. Match each word with the correct definition below. Write the letter of the term on the line.

- | | |
|---------------|--------------|
| a. canal | c. reservoir |
| b. irrigation | d. shaduf |



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- ___ 1. a tool used to raise water from a river that consisted of a pole with a weight on one end and a bucket on the other
- ___ 2. a place, such as a human-made pond or lake, where water is collected and stored until needed
- ___ 3. a channel dug to carry water from a river to the fields
- ___ 4. system of supplying water to land for farming



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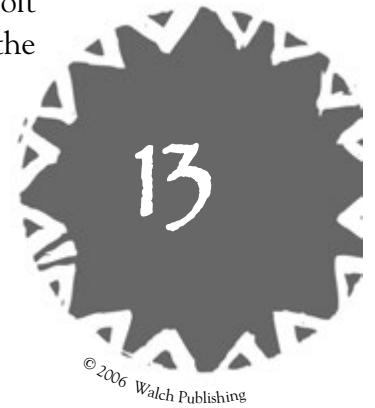
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Early Civilizations: The Potter's Wheel

People started making pottery out of clay around 6000 B.C.E. Most early pots were made by a technique called *coiling*. A ropelike length of clay is wound round and round on itself, forming a higher and higher wall of clay. The potter smoothes the coils together to make a solid wall of clay. Once the pot is finished, it is baked in a fire to harden the clay. Making pots this way, one at a time, is slow, and the coils tend to make the pots thick and heavy.

By around 2000 B.C.E. a new approach to pottery was being used: the potter's wheel. This is a platform that spins on an axle. To make a pot with this new approach, the potter pushes the wheel to make it spin, then puts a lump of soft clay on the platform. The potter can then form the sides of the pot as it spins on the wheel. This method of making pots is much faster than coiling. It also makes it possible to make pots with much thinner sides and with more complex shapes.

Imagine that you are an early potter. You have just invented the first potter's wheel. However, the other potters don't how helpful this can be for them. Write a paragraph in which you explain the benefits of the wheel for other potters.



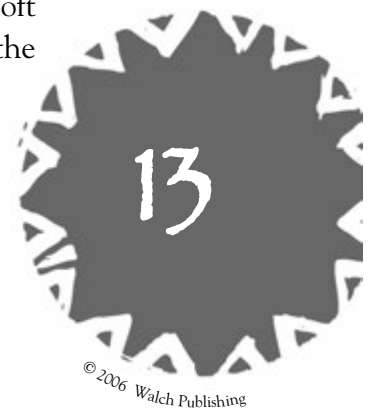
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Early Writing Time Line

Many different cultures developed their own forms of writing. Here are some important events in the development of writing. Use them to create a horizontal time line. Space the dates appropriately. Don't forget to give your time line a title.

- c. 3100 B.C.E. Sumerians develop the earliest known form of writing, cuneiform script.
- c. 3000 B.C.E. first hieroglyphic inscriptions in Egypt
- c. 2500 B.C.E. Indus Valley script in use
- c. 2200 B.C.E. Minoans use Linear A script on Crete.
- c. 1500 B.C.E. oldest known examples of Chinese writing
- c. 1400 B.C.E. Myceneans use Linear B script on Crete.
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Early Civilizations: Floods

When heavy rains fall, rivers often overflow their banks. The floodwaters from the river can cover the surrounding land. In modern times, floods are a disaster. People build dams, walls, and canals to keep rivers from flooding.

In ancient times, however, flooding rivers were often a good thing. Based on your knowledge of early civilizations, write a paragraph explaining how early peoples were helped, not harmed, by flooding rivers.



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Early Civilizations: Building Materials

Many buildings today are made of steel, concrete, glass, and plastic. But early humans did not have these building materials. The earliest humans used natural shelters, such as caves. Later humans built homes using the materials they found nearby.

Design a simple home to be built using one or more of the following materials: animal skins, reeds, dried mud, and wooden poles. Think about how big you want your home to be. Decide what the floor will be and how the walls will be attached. Decide what the roof will be made of, too, and how it will connect to the walls. If your home will have windows and a door, think about how you will make them.



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Draw or write about your building plan. If you make a drawing, be sure to include labels explaining the details of construction.



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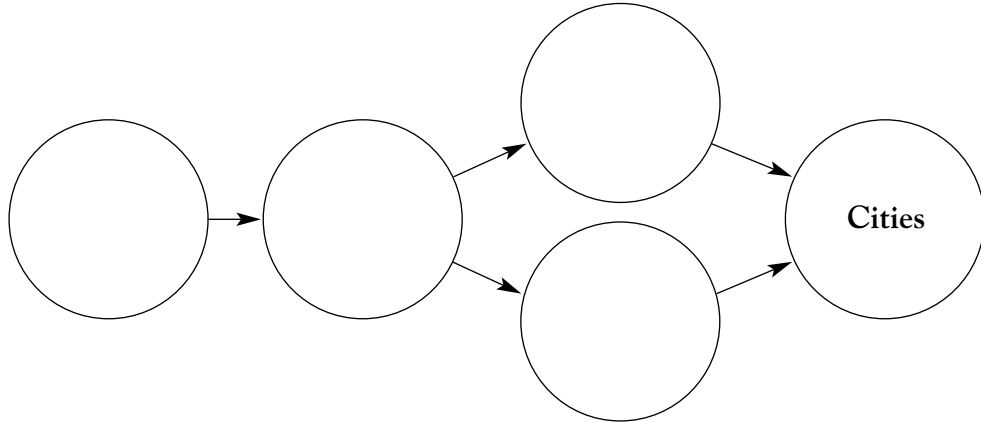


Early Civilizations: Cause and Effect

When a new idea or tool is introduced, it often leads to changes in the way people think or act. This idea or tool is the **cause** of the change. The change itself is the **effect**.

Some events in the development of early cities are listed below. Decide which events caused other events to happen. Then use them to complete the graphic organizer below.

- | | |
|------------------------|--------------------------|
| population growth | farming methods improved |
| surplus food available | permanent settlements |

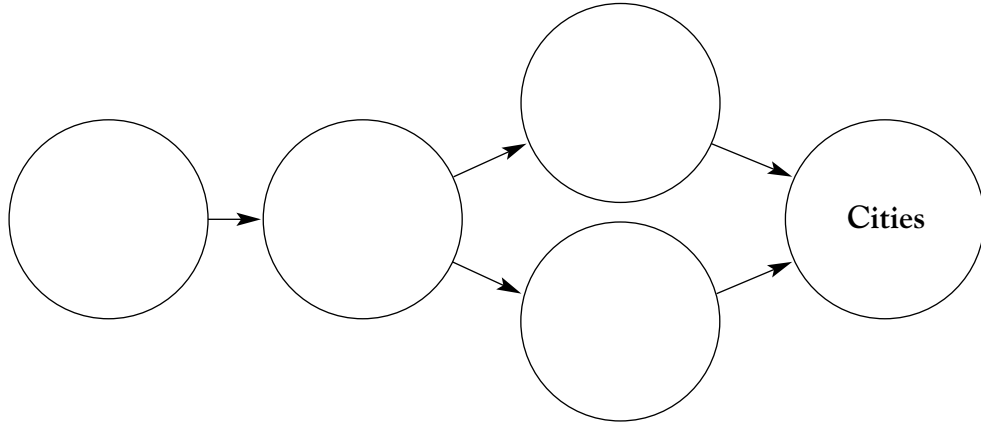


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Early Civilizations: The First Cities

One of the oldest cities we know of was found in Turkey. Its name is Çatal Hüyük. By about 6250 B.C.E., about 6,000 people lived there.

The houses of Çatal Hüyük were built of mud bricks with flat roofs. The houses were packed together, with no streets or paths between them. People walked along the rooftops to get from house to house. Instead of front doors, they climbed in and out a hole in the roof, using a ladder to go up and down.

Compared to the houses we live in today, the houses of Çatal Hüyük seem inconvenient. Still, for that time, a city with no doors or streets had one big advantage. In one or two sentences, explain what you think that advantage might have been.

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Early Civilizations: The First Cities

One of the oldest cities we know of was found in Turkey. Its name is Çatal Hüyük. By about 6250 B.C.E., about 6,000 people lived there.

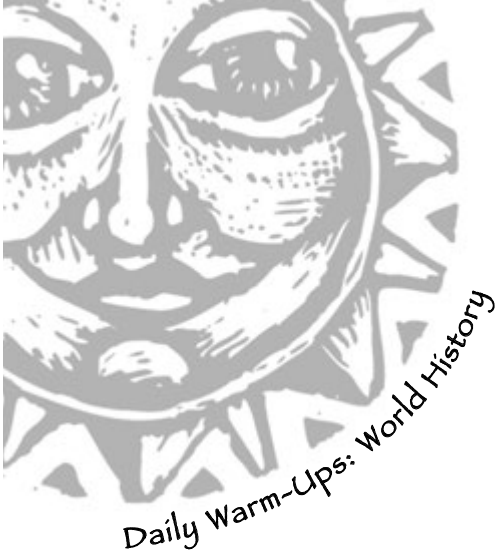
The houses of Çatal Hüyük were built of mud bricks with flat roofs. The houses were packed together, with no streets or paths between them. People walked along the rooftops to get from house to house. Instead of front doors, they climbed in and out a hole in the roof, using a ladder to go up and down.

Compared to the houses we live in today, the houses of Çatal Hüyük seem inconvenient. Still, for that time, a city with no doors or streets had one big advantage. In one or two sentences, explain what you think that advantage might have been.

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Mesopotamia: Time Line

Here are some important events in the history of Mesopotamia. Use them to create a horizontal time line. Space the dates appropriately. Don't forget to give your time line a title.

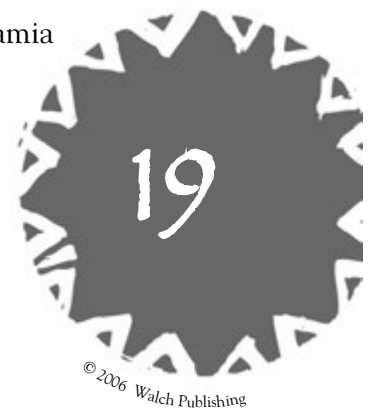
- c. 5000 B.C.E. The first towns in southern Mesopotamia develop.
- c. 5000 B.C.E. Copper is used in Mesopotamia.
- c. 3200 B.C.E. Cuneiform writing develops.
- c. 4000 B.C.E. The wheel is first used.
- c. 2000 B.C.E. Sumerian power in Mesopotamia ends.
- c. 1790 B.C.E. Hammurabi becomes king of Babylonia.
- c. 1400 B.C.E. Phoenicians develop first alphabet-like script.



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Mesopotamia: Archaeology and Artifacts

Archaeologists are scientists who study past cultures by looking at the things early people left behind. This includes digging through burial sites. As they dig, they carefully set aside any objects they find. Then they use these objects to try to form a picture of how people lived thousands of years ago.

Here are some of the things archaeologists found in one burial site in Mesopotamia. Based on these items, what conclusions might you form about the people buried here?



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- beads
- gold jewelry
- gold dagger
- manicure kit
- silver belt
- gold helmet
- gold dishes
- ox-drawn wagon
- oil lamp
- game board
- musical instrument

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Mesopotamia: The *Epic of Gilgamesh*

The *Epic of Gilgamesh* is the oldest written story in the world. It dates to around 2700 B.C.E. and was originally written on clay tablets in cuneiform script. It tells the story of Gilgamesh, ruler of Uruk, a Mesopotamian city-state. Gilgamesh is described as the ideal king.

Here is an excerpt from the poem. Read it carefully. Based on the excerpt, write what characteristics the people of Uruk valued in a ruler.

Supreme over other kings, lordly in appearance,
He is the hero, he is of Uruk, he is the butting bull.
He walks out in front, the leader,
And walks at the rear, trusted by his companions.
Mighty net, protector of his people,
Raging flood-wave who destroys even walls of stone!



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Mesopotamia: Mapping the World

The oldest known map was found in northern Iraq. It dates to around 2300 B.C.E. The map was drawn in soft clay, which was then dried to harden it. The lines of the map show some of the features the person who made it found important. They include rivers, hills, and towns.

If you were going to map the most important features of your area, what would you put on the map? Choose three features, just as that early mapmaker did. Using very simple lines, sketch your map below or on a separate sheet of paper.



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Mesopotamia: Writing Tools and Surfaces

Cuneiform is a type of writing used in ancient Mesopotamia. To write, a scribe pushed the end of a reed into soft clay, leaving a wedge-shaped mark. Certain combinations of marks stood for certain words or sounds. Because the Mesopotamian civilization was formed between two rivers, clay and reeds were easy to find.

Imagine that our civilization never developed a writing system. Because of this, there is no paper. There are no pens, pencils, ink, or other writing tools. (Yes, that goes for computers, too.) What other tools and materials that are easy to find could you use to develop a writing system? List as many alternative writing tools and surfaces as you can.



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Mesopotamia: Cuneiform Writing

Cuneiform writing used groups of wedge-shaped marks to stand for words or sounds. The writing system we use today uses groups of curved and straight lines to stand for sounds. For example, the letter *E* is made up of four straight lines connected to form a symbol. The letter *C* is one curved line.

Make up your own system for showing sounds. You might use geometric shapes, such as circles, squares, or triangles. You might use forms from nature, such as the shape of a leaf, a snake, or a tree. You might create symbols for the same sounds used in our alphabet, or you might make special symbols for sounds like the *sh* in *ship* or the *ng* in *ring*.



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Think about how you would create your own writing system. Then draw at least four of your symbols. Include a key to show the letters or sounds they stand for, using the western alphabet.

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Mesopotamia: Cuneiform Math

The Babylonians used cuneiform to write numbers as well as words. Their number system used place value, just as ours does. But where our number system uses multiples of 10, the Babylonian system used multiples of 60. In our system, the value of each place is 1, 10, 100, 1000, and so on. This is called a base 10 system, because it is based on 10. In the Babylonian system, the value of each place was 1, 60, 3600, and so on. This is called a base 60 system.

Today, we use the base 10 system for counting most things. But a few things still use a base 60 system. One of them you probably use every day. Can you think of what it might be?



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Mesopotamía: Tigris and Euphrates

The name *Mesopotamia* means “between rivers.” This civilization developed between the Tigris and Euphrates rivers. Answer the following questions about these rivers.

1. Where do the Tigris and Euphrates rise?

2. What direction do they flow in?

3. What body of water do both rivers flow into?



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Mesopotamia: The Need for Laws

King Hammurabi is best known today for the code of laws he had recorded. These laws were probably recorded around 1750 B.C.E. However, the laws themselves were much older than that. The first laws developed as soon as people started to form communities.

Why do you think settled communities need laws more than small groups of people who move from place to place? Write one or two sentences for your answer.



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Mesopotamia: The Code of Hammurabi

Hammurabi was king of Babylon from about 1790 B.C.E. to about 1750 B.C.E. He is best known today for gathering together all the laws of the country into one legal code. The 282 laws in the Code of Hammurabi addressed all aspects of daily life.

Here are three of the laws from Hammurabi's code. What can you tell about Babylonian society from reading these laws?

If a builder builds a house . . . which . . . collapses and causes the death of the owner of the house, the builder shall be put to death.

If any one open his ditches to water his crop, but is careless, and the water flood the field of his neighbor, then he shall pay his neighbor corn for his loss.

If any man, without the knowledge of the owner of a garden, fells a tree in a garden, he shall pay [a fine].



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Mesopotamia: True or False?

Decide if each statement below is true (T) or false (F). Write the correct letter on the line before each statement. Rewrite any false statements to make them true.

- ___ 1. Mesopotamia is a Greek word that means “between the rivers.”
- ___ 2. This civilization developed between the Tigris and the Indus rivers.
- ___ 3. The writing system of the Sumerians was known as hieroglyphics.
- ___ 4. Hammurabi is best known for his legal code.
- ___ 5. The Mesopotamians used a number system based on 60.



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Mesopotamia: What's the Question?

Each statement below is the answer to a question about ancient Mesopotamia. For each one, write the original question.

1. a tall temple building in ancient Mesopotamia, with a shrine on the highest platform

2. two mosaic panels, one called War and one called Peace, made of stones, shells, and gems, found in Ur, in what is now Iraq

3. the system of bringing water from rivers to fields that let people in ancient Mesopotamia grow crops in a dry land



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Daily Warm-Ups: World History

Mesopotamia: Fill in the Blanks

Use your knowledge of Mesopotamia to choose the correct word from the box to complete the paragraphs below. Write the correct word on the line.

Crescent cuneiform Euphrates Mesopotamia Tigris

One of the world's earliest civilizations developed in _____ . This name comes from a Greek word that means "between the rivers." This area lies between the _____ and _____ rivers. It is shaped a little bit like a letter C lying on its side. Because of its shape, and the rich soil found here, this area is called the Fertile _____ .

This area also gave rise to one of the world's earliest writing systems. Scribes used reeds to press marks into soft clay. Because these marks were wedge-shaped, this system is called _____ writing.



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Ancient Egypt: Words to Know

The words in the box are often used when talking about ancient Egypt. Match each word with the correct definition below. Write the letter of the term on the line.

a. cataract	c. dynasty	e. pharaoh
b. delta	d. papyrus	f. pyramid

- ___ 1. a paper-like writing material made from reeds
- ___ 2. a waterfall or area of steep rapids on a river
- ___ 3. a series of rulers from the same family or line
- ___ 4. a huge stone monument with a square base and four triangular sides, built as a royal tomb
- ___ 5. a triangle-shaped area of soil deposited where a river flows into the sea
- ___ 6. king of ancient Egypt



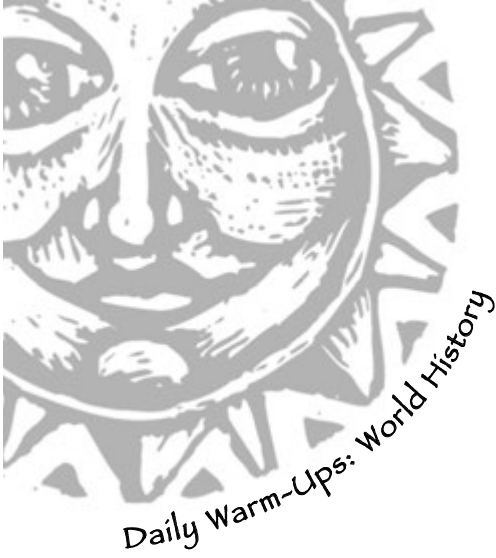
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Daily Warm-Ups: World History

Ancient Egypt: Time Line

Here are some important events in the history of ancient Egypt. Use them to create a horizontal time line. Space the dates appropriately. Don't forget to give your time line a title.

- c. 4000 B.C.E. People begin to settle along the Nile River.
- c. 3100 B.C.E.. King Menes unites kingdoms of Upper and Lower Egypt.
- c. 3000 B.C.E. Hieroglyphic writing develops.
- c. 2750–2260 B.C.E. Old Kingdom
- c. 2600 B.C.E. The Great Pyramid is built for King Zoser.
- c. 2080–1640 B.C.E. Middle Kingdom
- c. 1640–1570 B.C.E. Hyksos dominate Egypt
- c. 1570–1070 B.C.E. New Kingdom
- c. 1367–1350 B.C.E. King Akhenaton rules.
- c. 1090–945 B.C.E. Egypt breaks into smaller



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Ancient Egypt: Social Structure

Ancient Egypt had a very rigid social structure. At the top was the pharaoh, who had absolute power. Next in importance was the vizier, the chief administrator of the nation. After the vizier came the high priests and nobles. They were followed by lesser priests, as well as engineers and doctors.

Below the priests, engineers, and doctors came scribes. The next in importance were craftsmen. They included bakers, brewers, weavers, jewelers, and more. Near the bottom of Egypt's social ladder were the soldiers, farmers, and other workers. And below them came servants who did household chores. At the very bottom of the social structure came slaves, who usually did manual labor.

Egypt's social structure is sometimes shown in the form of a pyramid. The greatest number of Egyptians were at the lowest level of the social structure. As power and importance increased, the number of people at each level grew smaller. At the top, one man—the pharaoh—had more power than anyone else. Create a pyramid diagram showing the relative importance of each social class in ancient Egypt.



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Daily Warm-Ups: World History

Ancient Egypt: Sources of Information

Historians use many different sources to learn about early people. Written records are a great source of information. Nonwritten sources are also very useful.

Listed below are some of the sources of information we have about Egypt. Some are written sources; some are physical objects people have left behind. For each one, decide if it is a written source or a physical object. Write **W** for written or **O** for object on the line.

- ___ 1. Egyptian tombs often contained furniture for the dead to use in the afterlife.
- ___ 2. Scribes kept lists of goods imported into the country.
- ___ 3. Ancient garbage dumps show how ordinary people lived.
- ___ 4. The tombs of wealthy people often included biographies in words and pictures, painted on the tomb's walls.
- ___ 5. Egyptian rulers sometimes recorded important events in hieroglyphics on stelae, or stone slabs.



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Ancient Egypt: Hymn to the Nile

These lines come from a papyrus written around 2100 B.C.E. Read them carefully. Then write one or two sentences explaining what the poet is saying about the Nile River.

Hail to thee, O Nile! Who . . . comes to give life to Egypt! . . . Watering the orchards created by Re [the sun god], to cause all the cattle to live, you give the earth to drink, inexhaustible one!



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Ancient Egypt: Hymn to the Nile

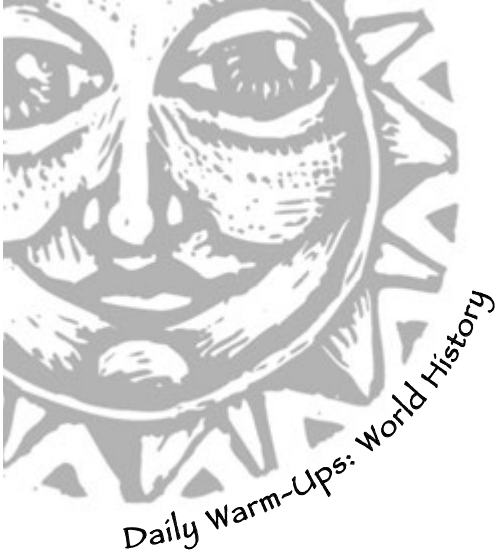
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Ancient Egypt: Instructions of the Vizier Ptahhotep

One vizier, named Ptahhotep, wrote a book of advice for government officials. Here are some of the suggestions in his book.

Do not be proud on account of your knowledge. Seek the advice of the ignorant as well as the wise. . . . Wise words are rarer than precious stones and may come even from slave-girls grinding the corn.

Be prudent whenever you open your mouth. Your every utterance should be outstanding, so that the mighty men who listen to you will say: “How beautiful are the words that fly from his lips.”

If you become rich after having been poor, then knowing your former condition, do not place your trust in your wealth.

Choose one of Ptahhotep’s pieces of advice. Write a paragraph explaining what you think Ptahhotep meant.



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Ancient Egypt: Barter

Ancient Egypt was a rich land. The main economic activity was farming. But many agricultural products were turned into other things. Flax was made into linen. Reeds were made into baskets, mats, papyrus, and shoes.

Many Egyptian goods were exported to other countries. Egypt also imported things from other countries, such as silver, iron, copper, spices, and cedar.

One challenge to all this trading was the fact that money as we know it today did not exist. All goods were traded directly for other goods. This kind of trade is called *barter*.

As an economic system, barter had both advantages and disadvantages. Name as many of both as you can.

Advantages

Disadvantages



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Daily Warm-Ups: World History

Ancient Egypt: Gods

The Egyptians believed in many gods and goddesses. Some of the most important Egyptian deities are listed in the box. Match each god and goddess with the correct description below. Write the correct letter on the line.

a. Anubis b. Horus c. Isis d. Osiris e. Ra

- ___ 1. ruler of the dead; shown as a dead king in mummy bands
- ___ 2. king of the gods, the sun-god; shown as a falcon-headed man crowned with the sun disk
- ___ 3. jackal-headed god of the dead and mummification
- ___ 4. the god of light; shown as a falcon or a falcon-headed man
- ___ 5. queen of the gods, wife of Osiris, shown wearing a vulture headdress



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- ___ 4. the god of light; shown as a falcon or a falcon-headed man
- ___ 5. queen of the gods, wife of Osiris, shown wearing a vulture headdress



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Ancient Egypt: The Afterlife

Most Egyptians believed that their life on Earth was just a beginning. After death, they expected to live forever in the Field of Reeds, the place where good Egyptians went after their lives on Earth.

To be sure they had everything they needed for life in the Field of Reeds, wealthy Egyptians had their important possessions buried with them. Objects found in Egyptian tombs include musical instruments, game boards, writing tools, furniture, and jewelry. For food, models of bread, fruit, vegetables, and meat were often included. That way, the dead person would not want for anything.



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Imagine that you are making a list of things you will need in the Field of Reeds. What would you want to take with you? List the food, clothes, entertainment, and personal belongings you would need.



Daily Warm-Ups: World History

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Daily Warm-Ups: World History



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Ancient Egypt: Medicine

Doctors in ancient Egypt knew a great deal about the human body. Some performed surgery. Most were able to set broken bones and used medicinal plants to help sick people.

When Egyptian doctors could not tell what caused a disease, they usually decided it was caused by evil forces. They sometimes turned to chants to cure their patients, as well as medicinal plants.

The following chant was designed to cure a common ailment. Read the chant.

Then answer the question. (*Hint: This ailment is still common today. You have probably suffered from it at some time—especially in winter.*)

Flow out, poison nose, son of poison nose! You who breaks bones, destroys the skull . . . and makes the seven holes in the head ill!

What was this chant meant to cure?



Daily Warm-Ups: World History

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Ancient Egypt: Hieroglyphics

Egyptian writing, called hieroglyphics, probably began as a form of record-keeping. For example, drawings of things like grain sacks and oil jars were used to show the contents of a storehouse.

As time went on, the pictures used in hieroglyphics changed. Some no longer stood for objects. This change was caused by a limitation in using pictures of objects for writing. What do you think that limitation was? Write your answer in several sentences.



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Daily Warm-Ups: World History

Ancient Egypt: I'll Buy a Vowel

When we see Egyptian words written in our alphabet, they use both vowels and consonants. In fact, most Egyptian hieroglyphics stood for consonants. To read hieroglyphics aloud, a scribe had to fill in the missing vowel sounds.

This may sound very hard to do. However, it's not really all that difficult. Here are some sentences written without any vowels. Can you make sense of them? Read them carefully. Then rewrite them, adding the missing vowels.

Stdyng t b scrb ws hrd wrk. Nly bys cld b scrbs.
Thy lrnd hw t rd nd wrt by cpyng txts tht tght
thm hw t bhv.



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Ancient Egypt: Art

You have probably seen photographs of Egyptian portraits. Egyptian artists had to follow strict rules when they painted portraits. The person's head had to be shown in profile, facing to one side. However, the eyes had to look as if they were being seen from the front. The shoulders also had to look as if they were being seen from the front. The legs had to be drawn as if they were being seen from the side. At the same time, as much as possible of both legs had to be shown. And finally, the artist had to show all the fingers of both hands.

Try following these rules to make a sketch of a person. It doesn't need much detail—a stick figure is fine, as long as it follows the rules described above.



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Try following these rules to make a sketch of a person. It doesn't need much detail—a stick figure is fine, as long as it follows the rules described above.



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Daily Warm-Ups: World History

Ancient Egypt: True or False?

Decide if each statement below is true (T) or false (F). Write the correct letter on the line. Rewrite any false statements to make them true.

___ 1. All children in Egypt learned to read and write hieroglyphics.

___ 2. The pharaoh was the supreme ruler of Egypt.

___ 3. Most Egyptians believed in one god, Aten.

___ 4. Egyptian merchants sailed south along the Nile to trade with other countries.

___ 5. Egypt depended on the floods of the River Nile.



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Ancient Egypt: What's the Question?

Each statement below is the answer to a question about ancient Egypt. For each one, write the original question.

1. the Egyptian writing system that included symbols for sounds and for whole words

2. the process of removing the internal organs and preserving a dead body using salt, spices, and hundreds of yards of linen strips

3. the jars or urns, each representing a different god, in which a dead person's internal organs were placed

4. the species of beetle, associated with the sun-god Ra, that was often shown in Egyptian amulets and works of art



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Daily Warm-Ups: World History

Ancient Egypt: Fill in the Blanks

Complete each sentence with a word about ancient Egypt.

1. Egyptians used a reed called _____ for many things, including boats, shoes, and paper.
2. The flooding of the _____ gave life to ancient Egypt.
3. The ruler of Egypt was known as _____.
4. Egypt's rulers built huge stone _____ as their tombs.
5. When Egyptians died, their bodies were preserved by the process known as _____.



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The Beginnings of Judaism

Choose the correct words from the box to complete the paragraphs below. Write the correct word on each line.

Ten Commandments Israelites Judaism Yahweh

Most early peoples in Southwest Asia believed in many different gods. One group believed in only one god. These were the _____, later known as the Jews. They believed that God, whom they called _____, had chosen them to be an example to the world.



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The Jewish holy book, the Bible, tells the history of the beginnings of _____. Through Moses, an early Jewish leader, God gave the Jews a set of rules they should live by. These are the _____.



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Daily Warm-Ups: World History

Judaism, Christianity, Islam

Three of the world's major religions arose in Southwest Asia: Judaism, Christianity, and Islam. Each statement below describes one of those religions. For each statement, write **J** for Judaism, **C** for Christianity, or **I** for Islam.

- 1. the first recorded monotheistic faith
- 2. holy book is the Bible, which includes both the Old Testament and the New Testament
- 3. holy book is the Koran
- 4. holy book is the Bible, which includes the Torah
- 5. believes in one god, Yahweh
- 6. believes in one god, Allah
- 7. early leader was Muhammad
- 8. based on the teachings and life of Jesus Christ
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Ancient Greece: Words to Know

The words in the box are often used when talking about ancient Greece. Match each word with the correct definition. Write the letter of the term on the line.

a. agora b. aristocrat c. democracy d. oracle e. polis

- ___ 1. a political system in which all citizens had a say in the government of the state
- ___ 2. a sacred place where people went to consult the gods
- ___ 3. a member of a rich landowning family
- ___ 4. an independent Greek city-state
- ___ 5. an open space in the middle of a Greek city



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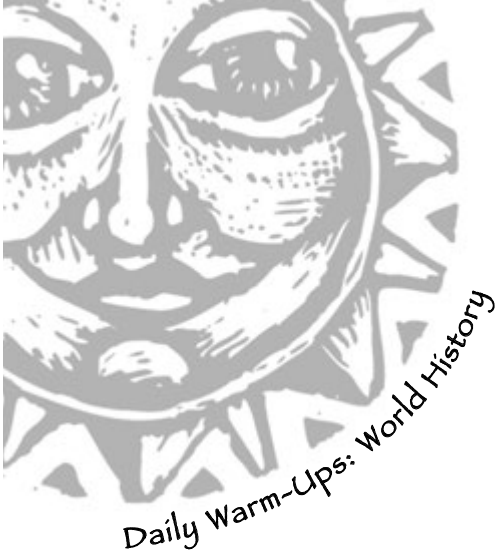
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Ancient Crete: Time Line

Here are some important events in the history of ancient Crete. Use them to create a horizontal time line. Space the dates appropriately. Don't forget to give your time line a title.

- c. 6000 B.C.E. first farmers arrive on Crete
- c. 3000 B.C.E. start of the Bronze Age
- c. 2000 B.C.E. first palaces built on Crete
- c. 1900 B.C.E. Linear A script in use
- c. 1600 B.C.E. Minoan power greatest
- c. 1450 B.C.E. Myceneans take over Crete
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Ancient Crete: The Minotaur

An ancient story tells of the minotaur of Crete. This monster was half human, half bull. It lived in a maze under the palace of Knossos, known as the Labyrinth. Human sacrifices were left within the maze. Unable to find their way out, these men and women were killed by the minotaur.

Finally, a hero named Theseus defeated the minotaur. The king's daughter, Princess Ariadne, gave him a ball of thread. He fastened one end of the thread outside the maze. Then he unrolled the thread as he wandered the paths of the maze. In the center of the maze, he found the minotaur and killed him. Then he followed the thread back to the entrance of the maze.



Draw your own version of the Labyrinth. Create a maze with an entrance at one corner and the minotaur in the center. Include lots of side paths and dead ends. Just make sure at least one path leads all the way from the entrance to the center of the maze.

Ancient Crete: The Minotaur

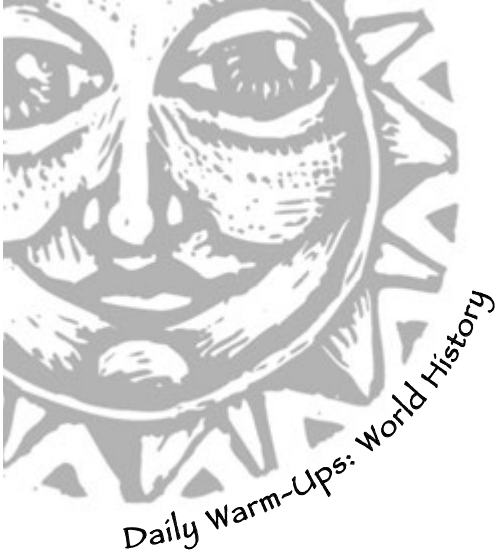
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Ancient Greece: Writing Materials

The ancient Greeks wrote on different surfaces, using different methods. Some of these writing surfaces are shown below.

Surface	Method
wax tablets	scratched into the surface with a stylus
clay tablets	scratched into the surface with a stylus
stone	carved with chisels
papyrus (paperlike material made from a plant)	written with ink and a brush
parchment (smooth surface made from animal skins)	written with ink and a brush



Some ancient Greek writing has survived until today. Of the writing surfaces listed above, which ones do you think are most likely to have survived? Explain your answer.



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Ancient Greece: The Fates

Greek myths tell of the Fates, three goddesses named Clotho, Lachesis, and Atropos. They were the daughters of Themis, the goddess of necessity.

The Fates control the destiny of all living things. Clotho spins the thread of life. Lachesis decides how long the thread should be. When the time has come for death, Atropos cuts the thread.

Many myths, both in Greece and elsewhere, developed to answer questions that mystified humans. These questions included why we have day and night and why there are different seasons in the year. What kinds of questions do you think the Fates might have been an answer to? Write your answer in one or two sentences.



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Daily Warm-Ups: World History

Ancient Greece: The Trojan Horse

A Greek epic tells the story of the Trojan War. A Greek army attacked the city of Troy. However, the city was able to withstand the attack. For ten years, the Greek army fought the Trojans, but could not capture the city. Finally, the Greeks used a trick. They built a huge wooden horse and hid soldiers inside. Then the Greeks sailed out of sight. The Trojans thought the Greeks had finally given up. They brought the horse into the city. During the night, the soldiers slipped out of the horse and let the Greek army into the city. Finally, the Greeks defeated Troy.

The word “Trojan” is used today to describe a type of computer program. What kind of program is it? Why do you think the name “Trojan” is used?



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Ancient Greece: The *Polis*

Early Greece was made up of many independent states. Each consisted of a city and the countryside that surrounded it. Most of these city-states were small, with only a few thousand citizens. The Greek word for such a state was *polis*.

The word *polis* has given rise to a number of English words. How many can you think of? Write as many as you can in the space below.



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Daily Warm-Ups: World History

Ancient Greece: Social Structure of Athens

Society in Athens was very structured. Athenian citizens had many rights, including having a say in government. However, not everyone who lived in Athens was a citizen. To qualify for citizenship, a person had to be a free man whose parents were Athenian.

Decide if each person described below could be a citizen of Athens. Write **C** for citizen or **N** for noncitizen on the line.

- ___ 1. a craftsman who moved to Athens from Sparta
- ___ 2. the wife of a wealthy Athenian citizen
- ___ 3. a former slave who bought his freedom and became wealthy
- ___ 4. a poor free man whose parents both came from Athens
- ___ 5. an Athenian senator



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Ancient Greece: Education in Athens

In Athens, education was seen as very important. Citizens paid to send their sons to school, starting at the age of seven. Boys from wealthy families might stay in school until they started military training at eighteen. Boys from poorer families usually received only a basic education.

Girls were usually taught at home. They learned how to run a household. Some girls were also taught how to read and write, but this was not seen as essential.

Imagine that you are the child of an Athenian citizen. Write a paragraph describing how you spend your days and what you learn.



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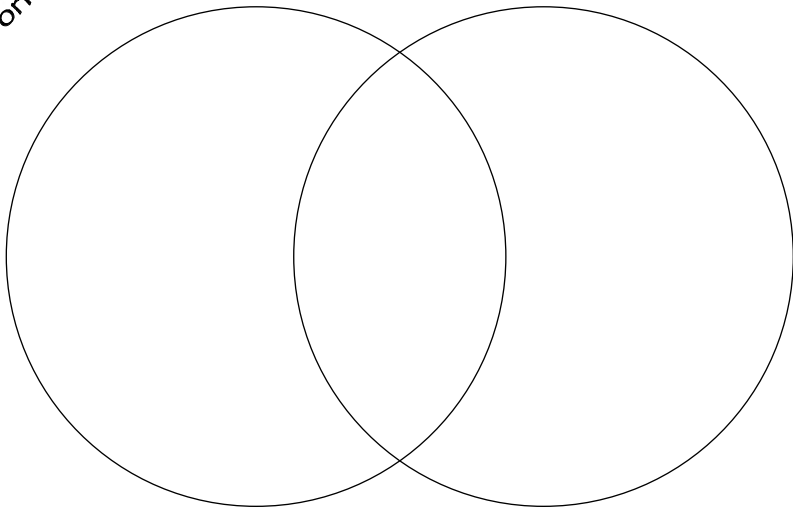




Daily Warm-Ups: World History

Ancient Greece: Athens and Sparta

All Greek city-states had some things in common. But they were also very different. Two of the most powerful city-states were Athens and Sparta. Think about their language, government, education, and culture. Use the Venn diagram below to compare and contrast these two city-states.



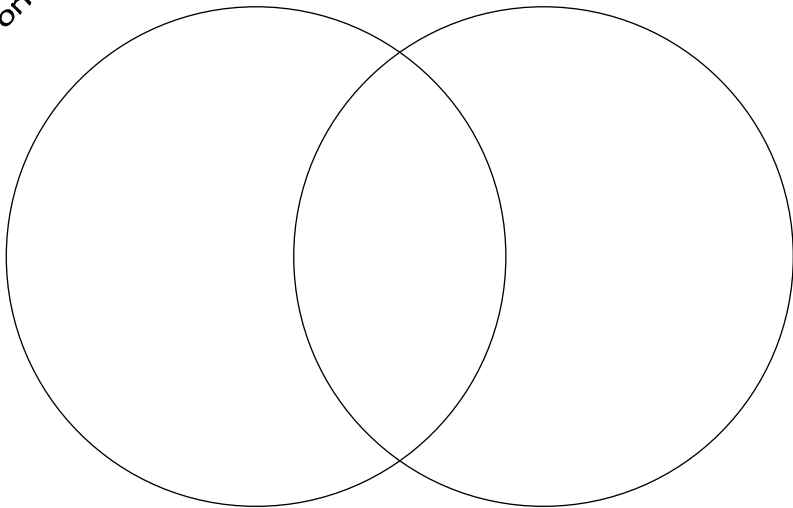
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Ancient Greece: Greek Scientists

The work of many Greek scientists still affects us today. Some Greek mathematicians and scientists are listed in the box. Match each one with his or her most important achievements. Write the letter on the line.

- | | | |
|-----------------|------------|---------------|
| a. Archimedes | c. Euclid | e. Pythagoras |
| b. Eratosthenes | d. Hypatia | |

- ___ 1. His work in geometry is still the basis of some study in this area.
___ 2. He developed an important theorem about right angles.
___ 3. She was the first known woman mathematician.
___ 4. He discovered the principle of specific gravity.
___ 5. He calculated the circumference of the Earth.



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Ancient Greece: Writers and Thinkers

Many of ancient Greece's greatest thinkers and writers lived in Athens. Some of these men are listed in the box. Match each name with the correct description below. Write the correct letter on the line.

- | | | |
|--------------|----------------|-------------|
| a. Aristotle | c. Homer | e. Plato |
| b. Herodotus | d. Hippocrates | f. Socrates |

- ___ 1. philosopher; developed a method of inquiry made up of questions and answers, known today as the Socratic method
- ___ 2. philosopher; considered the founder of western science; favored a rational approach to the world, based on observation
- ___ 3. philosopher; studied under Socrates, taught Aristotle
- ___ 4. physician; considered the father of medicine
- ___ 5. poet; credited with writing the epic poems the *Iliad* and the *Odyssey*
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Ancient Greece: Fables

Fables are short stories that are designed to teach a useful lesson. The characters in fables are often animals who speak or act like human beings. One of the best known tellers of fables was a Greek named Aesop.

Here is one of Aesop's fables. What do you think the lesson, or moral, of this story is? Write your answer below.

A dog was carrying a piece of meat home in his mouth. On his way home he had to cross a running brook. As he crossed, he looked down and saw his reflection in the water. Thinking it was another dog with another piece of meat, he wanted to have that piece of meat, too. He made a snap at the shadow in the water. But as he opened his mouth the piece of meat fell out, dropped into the water, and was carried away by the stream.



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Daily Warm-Ups: World History

Ancient Greece: A Fear of . . .

The English word *phobia* comes from a Greek word meaning “fear.” English has special terms for fear of different things. Many of these terms also come from Greek words. For example, arachnophobia is fear of spiders. It comes from the Greek *arachni*, “spider.”

Some terms for special fears are listed below, along with their Greek roots. For each one, write what people with this phobia fear.

Phobia	Greek root	English translation	Fear
1. acrophobia	akros	top	_____
2. claustrophobia	clausus	closed, shut	_____
3. herpetophobia	herpeton	reptile	_____
4. zoophobia	zoion	animal	_____
5. xenophobia	xenos	foreigner, stranger	_____
6. agoraphobia	agora	open space in a Greek city	_____



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Ancient Greece: Words from Greek

Many English words come from Greek. Some Greek roots and their English meanings are shown in the box. Use them to match the words below with their meanings. Write the letter of the meaning on the line.

<i>astron</i> —star	<i>derma</i> —skin
<i>demos</i> —people	<i>logos</i> —word, study
<i>grapho</i> —write	<i>cosmos</i> —world, order
<i>bios</i> —life, living things	<i>geo</i> —earth



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- | | |
|-------------------|--|
| ___ 1. astronomy | a. government by the people |
| ___ 2. biology | b. having to do with the universe |
| ___ 3. cosmic | c. given by injection under the skin |
| ___ 4. democracy | d. the study of the sun, moon, and stars |
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Ancient Greece: True or False?

Decide if each statement below is true (T) or false (F). Write the correct letter on the line. Rewrite any false statements to make them true.

___ 1. The Greek civilization had very little influence on the world today.

___ 2. The land of Greece was rocky and mountainous, making farming difficult.

___ 3. Greece was a close union of states.

___ 4. The Greeks believed in many gods and goddesses.

___ 5. The system of democracy developed in ancient Athens.



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Ancient Greece: What's the Question?

Each statement below is the answer to a question about ancient Greece. For each one, write the original question.

1. a form of government, developed in Athens, in which all citizens have a say

2. a city-state known for the toughness of its citizens, where boys were taken from their families at the age of seven to start training as soldiers

3. a city-state that valued the arts and sciences and that produced many poets, playwrights, and philosophers

4. the site of a battle between the Greeks and the Persians, after which a messenger ran about twenty-five miles to bring Athens news of the victory



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Ancient Greece: Fill in the Blanks

Use your knowledge of ancient Greece to choose the correct word from the box to complete the paragraphs below. Write the correct word on the line.

alphabet	democracy	Olympic
city-states	Mediterranean	peninsula
deities		

Ancient Greece developed on a rocky _____ in southern Europe that jutted out into the _____ Sea. It was made up of a number of independent _____, such as Athens and Sparta. All Greeks had some things in common. They spoke the same language, and believed in the same _____, or gods and goddesses. But each Greek city had its own distinct culture.

The Greek civilization was at its strongest more than 2,000 years ago. But this ancient culture still influences us today. The idea of _____, or government by the people, first developed here. The _____ Games, a sports event held every four years, was first held in Greece. Our system of writing uses an _____ based on the one the Greeks developed. Its name comes from the first two Greek letters, alpha and beta.



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Alexander's Horse

The historian Plutarch wrote about the boyhood of Alexander the Great. The story below took place when Alexander was fourteen. Read Plutarch's story. Then answer the question that follows it.

But when they went into the field to try him, they found him so very vicious and unmanageable, that he reared up when they [tried] to mount him, and would not so much as endure the voice of any of Philip's attendants. Upon which, as they were leading him away as wholly useless . . . Alexander, who stood by, said, "What an excellent horse do they lose for want of address and boldness to manage him!" . . . He immediately ran to the horse, and taking hold of the bridle, turned him directly towards the sun, having, it seems, observed that he was disturbed at and afraid of the motion of his own shadow; then letting him go forward a little, still keeping the reins in his hands, and stroking him gently when he found him begin to grow eager and fiery, . . . with one nimble leap he securely mounted him, and when he was seated, by little and little drew in the bridle, and curbed him without either striking or spurring him.

What does this story tell us about Alexander? List as many things as you can.



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Alexander the Great: What If . . .

Macedonia was a kingdom in ancient Greece. In 336 B.C.E., a 20-year-old named Alexander became king of Macedonia. Within a few years, Alexander was amassing a huge empire. He soon controlled much of the eastern Mediterranean region. His empire included Syria, Turkey, Phoenicia, and Egypt. In 326 B.C.E. he marched as far as India. There, his men refused to go any farther. Alexander was forced to turn back toward Europe. Three years later, in 323 B.C.E., Alexander died. His empire reached from Egypt to India.

Alexander was only thirty-two years old when he died. What do you think he might have done if he had lived longer? Write two or three sentences for your answer.



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Alexander's Influence

As he built his empire, Alexander also brought Greek culture to new lands. Alexander founded colonies. He built cities modeled after Greek cities. He encouraged his men to marry local women.

After Alexander died in 323 B.C.E., his empire fell apart. However, its influence lasted a long time. Think of all the ways in which Alexander's empire influenced the lands he conquered. List as many as you can.



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Ancient Rome: Words to Know

The words in the box are often used when talking about ancient Rome. Match each word with the correct definition below. Write the letter of the term on the line.

a. aqueduct	c. dictator	e. plebeian
b. consul	d. patrician	f. republic

- ___ 1. a ruler who has total power
- ___ 2. a member of one of Rome's wealthiest families
- ___ 3. a nation in which the citizens elect their leaders
- ___ 4. one of the two main elected officials of the Roman Republic
- ___ 5. bridgelike structure that carries water from mountains to the city
- ___ 6. a member of Rome's large class of ordinary citizens



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Ancient Rome: Time Line

Here are some important events in the history of ancient Rome. Use them to create a horizontal time line. Space the dates appropriately. Don't forget to give your time line a title.

- 753 B.C.E. According to legend, Romulus and Remus found Rome.
- 509 B.C.E. Roman Republic begins.
- 264 B.C.E. Punic Wars between Rome and Carthage begin.
- 49 B.C.E. Julius Caesar becomes ruler of Rome.
- 27 B.C.E. Octavian becomes first Roman emperor.
- 43 C.E. Rome conquers Britain.
- 79 C.E. Mount Vesuvius erupts.
- 117 C.E. Roman Empire reaches greatest extent.
- 285 C.E. Roman Empire divides in two.
- 410 C.E. Visigoths sack Rome.
- 455 C.E. Vandals sack Rome.
- 476 C.E. Western Roman Empire collapses.

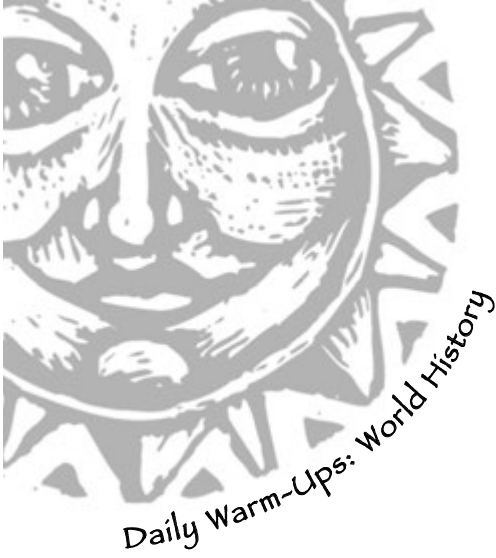


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Ancient Rome: Location

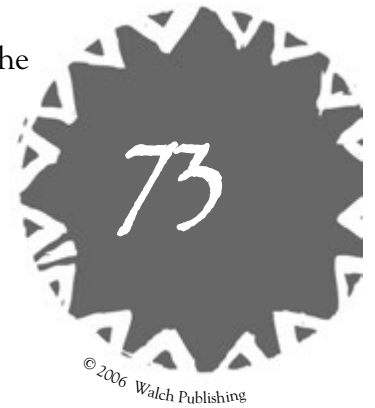
Livy was a Roman historian. He wrote a multivolume history of Rome, beginning with its founding. This is how Livy described the site where Rome was built.

Not without good reason did gods and men choose this spot as the site of a city, with its . . . hills, its . . . river by means of which the produce of inland countries may be brought down and oversea supplies obtained; a sea near enough for all useful purposes, but not so near as to be exposed to danger from foreign fleets; a district in the very center of Italy, . . . a position singularly adapted by nature for the growth of a city.

Livy names several advantages of this site based on physical geography. However, he does not name the physical features. Use your knowledge of Rome to name them.

Hills: _____

River: _____ Sea: _____



Ancient Rome: Location

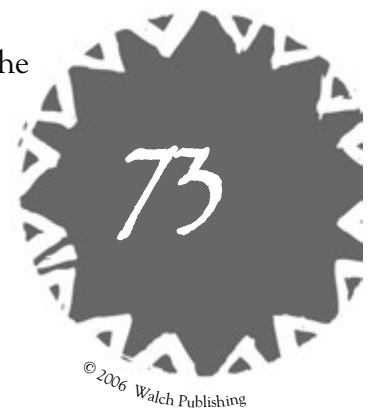
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Ancient Rome: Words from Latin I

Many English words come from Latin, the language of ancient Rome. The column on the left shows some English words that come from Latin words. The column on the right shows the Latin source words, with their English translations. Match each English word with its Latin derivation. Write the letter of the Latin word on the line.



English	Latin (translation)
___ 1. navigate	a. <i>labor</i> (work)
___ 2. laborer	b. <i>terra</i> (earth)
___ 3. feminine	c. <i>respondere</i> (to answer)
___ 4. respond	d. <i>femina</i> (woman)
___ 5. terrestrial	e. <i>navigare</i> (to sail)



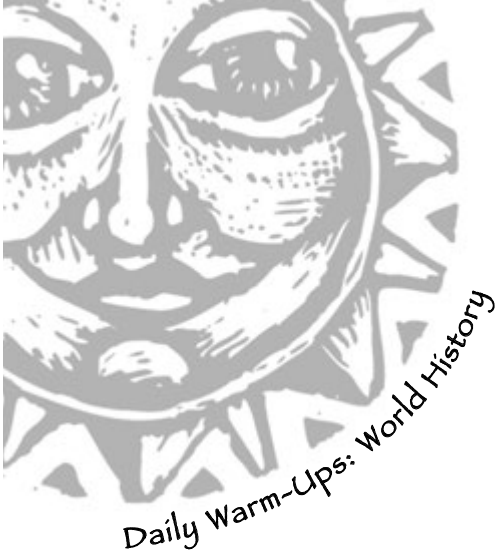
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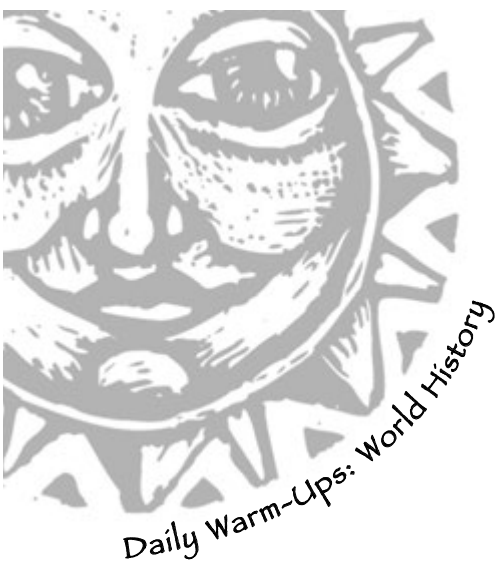


Ancient Rome: Words from Latin II

Many English words come from Latin. Some Latin words and their English meanings are shown in the box. Use them to match the words below with their meanings. Write the letter of the meaning on the line beside each word.

<i>annus</i> —year	<i>nominare</i> —to name
<i>multus</i> —much, many	<i>urbs</i> —city
<i>tempus</i> —time	<i>laborare</i> —to work
<i>centum</i> —hundred	

- | | |
|-------------------|---|
| ___ 1. annual | a. a workplace for scientific research |
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| ___ 3. laboratory | c. to name or propose as a candidate for a position |
| ___ 4. multiply | d. lasting only a short time |
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Ancient Rome: Roman Calendar

The Roman sources of the names of the months are listed below.
For each one, name the month of the calendar we use today.

1. *aperire*, to open, as buds do this month _____
2. Augustus Caesar, the first Roman emperor _____
3. *decem*, meaning "ten" _____
4. *februa*, the festivals of purification held this month

5. Janus, the Roman god of beginnings and endings _____
6. Julius Caesar, the first Roman dictator _____
7. possibly in honor of Juno, a Roman goddess _____
8. possibly in honor of Maiesta, a Roman goddess _____
9. Mars, the Roman god of war _____
10. *novem*, meaning "nine" _____
11. *octo*, meaning "eight" _____
12. *septem*, meaning "seven" _____



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Ancient Rome: Roman Numerals

The people of ancient Rome used a different number system than the Indo-Arabic numerals we use today. We call this system Roman numerals. This system used letters to stand for certain values. This table shows the letters and their values.

I = 1	V = 5	X = 10	L = 50
C = 100	D = 500	M = 1000	

To show other values, the letter symbols were combined. If the same symbol was repeated, the values were added. If two symbols were written together with the larger value on the left and the smaller one on the right, the values were added. If two symbols were written together with the smaller value on the left and left the larger on the right, then the smaller value was subtracted from the larger one.

III = 1 + 1 + 1 = 3 XI = 10 + 1 = 11 IV = 5 - 1 = 4

- 1. VII _____
- 2. XIV _____
- 3. III _____
- 4. CCV _____



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- 3. III _____
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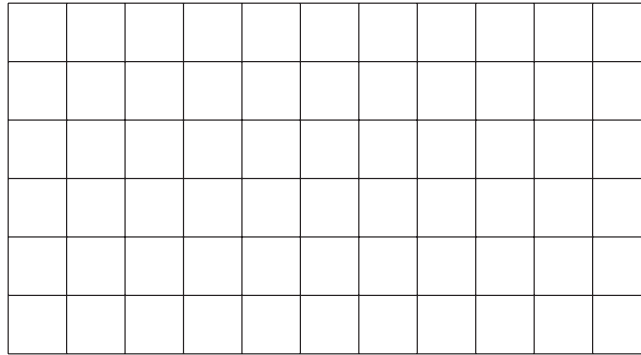


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Ancient Rome: Roman Mosaics

The homes of wealthy Romans were often decorated with mosaics. These were pictures made from small tiles. The tiles were usually square or rectangular. The mosaic artist laid them one at a time in a bed of plaster to create an image. To create curved shapes with the straight-edged tiles, the artist had to cut or break small pieces of tile.

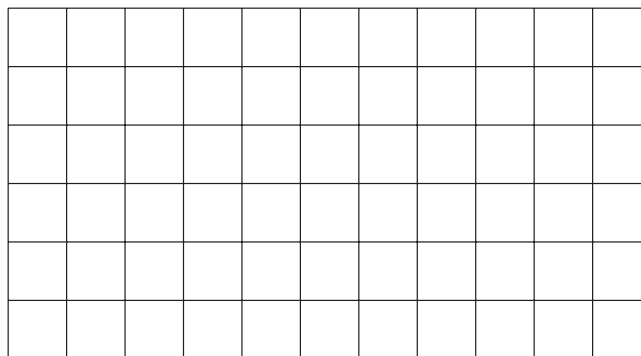
In the grid below, design your own simple mosaic. Each square stands for one tile. You can “cut” tiles by drawing a line across a square. However, the lines you draw must be straight, as that is the way real tiles would be cut. Use pencils or markers to color in your design.

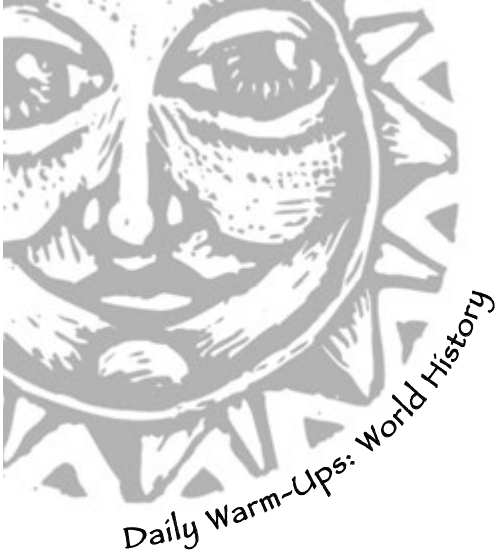


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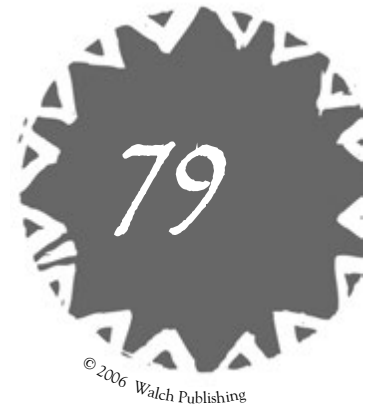


Ancient Rome: Roman Gods and Goddesses

Most Romans believed in many gods and goddesses. Here are some of the best-known Roman gods and goddesses.

- Apollo, the god of the sun
- Ceres, the goddess of the earth and agriculture
- Diana, goddess of the moon and hunting
- Jupiter, the king of the gods
- Mars, the god of war
- Mercury, the messenger of the gods
- Minerva, the goddess of wisdom
- Neptune, the sea god
- Pluto, the god of the underworld
- Venus, the goddess of love
- Vulcan, the god of fire

Which Roman god or goddess do you find most interesting? Write two or three sentences explaining why this god or goddess interests you.



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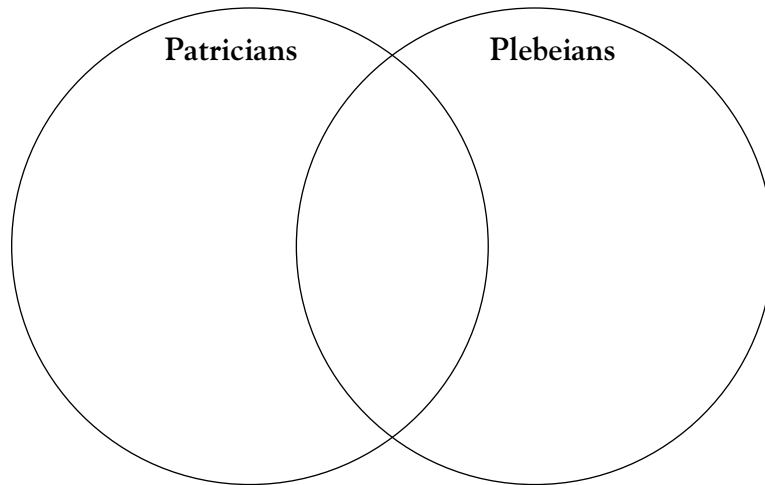
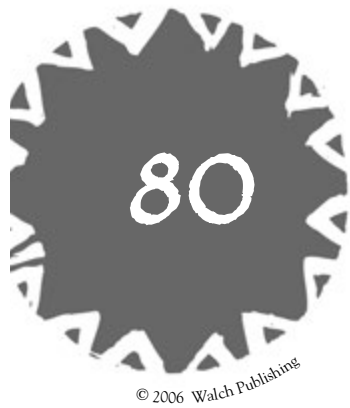
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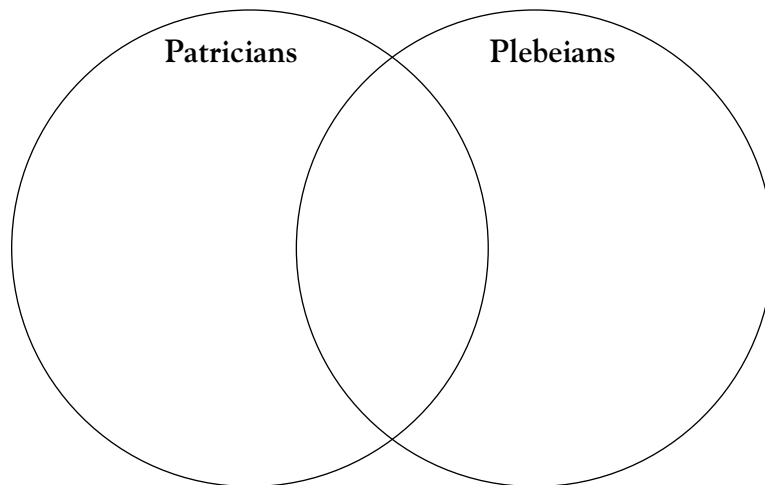
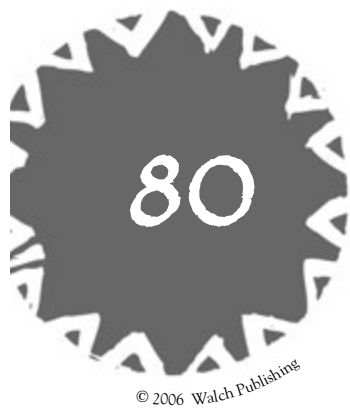
Ancient Rome: Patricians and Plebeians

In the days of the early republic, Rome had two distinct classes, the patricians and the plebeians. They had some things in common and many things not in common. Use the Venn diagram below to compare and contrast the patricians and plebeians.



Ancient Rome: Patricians and Plebeians

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Daily Warm-Ups: World History

Ancient Rome: Crossing the Rubicon

The Rubicon was a river in northern Italy. In Roman times, it marked the boundary between Rome and the provinces to the north. To protect the republic, Rome had a law that said no general could cross the river with a standing army.

In 49 B.C.E., Julius Caesar broke that law. Caesar's military successes had made him popular with the people of Rome. This made Rome's rulers nervous. They ordered Caesar to resign and break up his army. If he didn't, they would have him declared an enemy of the state.

Caesar marched south from the provinces toward Rome. When he reached the Rubicon, he was still undecided. If he crossed the river, he knew that civil war would result. If he did not, his career would be over. Finally, he made up his mind. Leading his army, Caesar crossed the Rubicon.

Today, nobody is sure which river was once known as the Rubicon. But the name endures in a phrase, "crossing the Rubicon." It means that a person is making a decision that cannot be unmade, passing the point of no return.

Think of a time when you, or someone you know, had to make a decision like this. In one or two sentences, describe the incident. Use the phrase "crossing the Rubicon" in your description.



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Daily Warm-Ups: World History

Ancient Rome: Crossing the Rubicon

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Ancient Rome: How to Build a Roman Road

The Romans built wide, straight roads so that their armies could march from place to place. The steps to building a road are given below, but they are out of order. Number them 1 to 7, with 1 being the first step.

- ___ Add more stones, pebbles, and sand; pack it down to make a firm base.
- ___ Fill the trench with big stones.
- ___ Place curbstones at the sides of the road to hold the paving stones in place and to form a drainage channel for water.
- ___ Add a layer of cement mixed with broken tiles.
- ___ Dig a trench where the road is to go.
- ___ Place paving stones so that they fit tightly together; these form the surface of the road.
- ___ Clear the ground of rocks and trees.



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Daily Warm-Ups: World History

Ancient Rome: Who's Who?

Some important figures in Rome's history are listed in the box below. Write the name of each figure on the line next the correct description.

Augustus	Hadrian	Scipio
Claudius	Julius Caesar	

- _____ 1. built large fortifications, including a wall across the narrowest part of England
- _____ 2. defeated Hannibal, Carthage's military leader, in the Punic Wars
- _____ 3. conquered Britain
- _____ 4. fought the Gauls, seizing more land for Rome; eventually became Rome's ruler
- _____ 5. first emperor of Rome



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Ancient Rome: True or False?

Decide if each statement below is true (T) or false (F). Write the correct letter on the line. Rewrite any false statements to make them true.

- ___ 1. Latin was the official language of the Roman Empire.
- ___ 2. Caligula was the first emperor of Rome.
- ___ 3. The Romans built roads to connect the parts of their empire.



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- ___ 4. According to Roman myth, the city of Rome was founded by the Senate.
- ___ 5. Roman builders used cement to make their structures last.



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Daily Warm-Ups: World History

Ancient Rome: What's the Question?

Each statement below is the answer to a question about ancient Rome. For each one, write the original question.

1. the Roman name for the province known as France today

2. the city-state in north Africa against which Rome fought a series of wars

3. the day in March on which Julius Caesar was assassinated

4. the twin boys, raised by a wolf, who legend said founded Rome



Daily Warm-Ups: World History

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Ancient Rome: Fill in the Blanks

Use your knowledge of ancient Rome to choose the correct word from the box to complete the paragraphs below. Write the correct word on the line.

Britannia	Gaul	Mediterranean	Tiber
empire	Latin	Romance	

Rome is a city in Italy, on the _____ River. About 387 B.C.E., this city began to acquire more land. Within a short period, it had grown to a great _____. At its height, Rome controlled most of the area around the _____ Sea. Roman control reached as far as England, known in Latin as _____. It included France, which was known as the province of _____. It also included Spain, Greece, and Egypt.

The language of Rome, _____, spread to all parts of the empire. Its influence is still seen today. Many European languages are closely related to the language of Rome; they are known as _____ languages.



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Daily Warm-Ups: World History

Carthage: Hanno's Expedition

Carthage was a city on the northern coast of Africa. It was part of ancient Phoenicia. In about 480 B.C.E., a fleet of 60 ships set sail from Carthage. The ships carried nearly 30,000 men and women. The leader of the fleet was a commander named Hanno. His mission was to start new settlements on Africa's west coast.

Hanno's mission was a success. The fleet set up several new colonies. Then they sailed down the coast of Africa. When they came close to the equator, they ran low on food and water and had to turn back.

On his return to Carthage, Hanno wrote an account of his voyage. He described many strange sights, including a "mountain of fire." He also described what he thought were strange people, "covered with hair . . . our interpreters called them gorillas."

Imagine that you were a sailor on one of Hanno's ships. Were you scared? Excited? Proud? Write a diary entry describing your thoughts on the journey.



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The Beginnings of Christianity

Today, Christianity is one of the world's major religions. Answer the questions below about early Christianity.

1. Where did Christianity begin?

2. When did Christianity begin?

3. Who was the founder of Christianity?



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Migrations

Some reasons why people move are listed below. Write an example of people moving for each reason.

- 1. Not enough resources in the original homeland

- 2. To relieve population pressure

- 3. To get away from an enemy, either a local enemy or an invader

- 4. To escape from a disaster, such as a hurricane or earthquake

- 5. Because they are forced out by some authority in the original homeland

- 6. To seize someone else's land or resources



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Ancient India: Time Line

Here are some important events in the early history of India. Use them to create a horizontal time line. Space the dates appropriately. Don't forget to give your time line a title.

- 3200–1600 B.C.E. the Indus Valley civilization
- 1600–1500 B.C.E. Aryans invade Indus Valley
- 1600–1000 B.C.E. Early Vedic period
- 1000–600 B.C.E. Late Vedic period; caste system emerges
- 563 B.C.E. Gautama Siddhartha Buddha is born
- 323 B.C.E. Chandragupta Maurya founds the Maurya Empire.
- 273–232 B.C.E. Ashoka, grandson of Chandragupta Maurya, rules; becomes a devout Buddhist and seeks peace, moral reforms
- 185 B.C.E. the Maurya dynasty ends



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Daily Warm-Ups: World History

Indus Valley: Geographical Location

A number of small rivers run down from the Himalaya Mountains. Then they join to form one large river, the Indus. This river flows south across what is now Pakistan as far as the Arabian Sea.

In ancient times, the climate was wetter than it is today, with plenty of rain. Also, the river often flooded. The floodwaters left rich soil, called silt, on the land near the river.

Think about what you know about early civilizations. What features made it possible for a civilization to form in the Indus Valley? Write one or two sentences for your answer.



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Indus Valley: Houses

The houses of the Indus Valley all followed a similar plan. Many of them were two stories high. They were built of clay bricks, hardened in wood-fired ovens. At the center of each house was an open courtyard. The houses had several rooms. In a two-story house, the bedrooms may have been on the second floor. Large houses had wells for drinking water. They had bathrooms and toilets. A drainage system brought waste water to the city sewers. Windows and balconies faced the courtyard.

This is all historians know about the houses of cities like Mohenjo-Daro. Based on this, artists have created drawings showing what the cities might have looked like.



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Try creating your own version of an Indus Valley house. Based on the description above, draw a plan for a house. Your house may be one or two stories high. It can include a bathroom and well, if you wish.

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Daily Warm-Ups: World History

Indus Valley: True or False?

Decide if each statement below about the Indus Valley civilization is true (T) or false (F). Write the correct letter on the line. Rewrite any false statements to make them true.

___ 1. The Indus Valley civilization lasted barely 100 years.

___ 2. This civilization included many towns and cities.

___ 3. The towns of the Indus Valley were neatly laid out, using similar plans.

___ 4. Houses in Mohenjo-Daro had running water and sewer systems.

___ 5. Archaeologists have not been able to read the writing left by the people of the Indus Valley.



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Indus Valley: What's the Question?

Each statement below is the answer to a question about ancient India. For each one, write the original question.

1. the modern name for the area where the Indus Valley civilization was found

2. the names of the two main cities of the Indus Valley civilization

3. the mountains in which the Indus River rises

4. the type of picture symbols used in writing systems such as the writing of the Indus Valley people



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Daily Warm-Ups: World History

Indus Valley: Fill in the Blanks

Use your knowledge of ancient India to choose the correct word from the box to complete the paragraphs below. Write the correct word on the line.

bricks	Harappa	Pakistan
grid	Mohenjo-Daro	sewers

Like other early civilizations, the Indus Valley culture began along a riverbank in what is _____ today. It consisted of hundreds of cities. The largest cities are known as _____ and _____.

These cities were carefully planned out and laid out on a _____. They were built of clay _____, hardened by baking in a kiln. The most surprising part about these cities was their drainage system. Many houses had bathrooms and running water; waste was carried away by _____.



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Hinduism: Words to Know

The words in the box are often used when talking about Hinduism. Match each word with the correct definition below. Write the letter of the term on the line.

- | | | |
|-----------|----------|------------|
| a. atman | c. guru | e. samsara |
| b. dharma | d. karma | |

- ___ 1. the moral and ethical aims of life
- ___ 2. the cosmic law of cause and effect, where good deeds lead to positive effects
- ___ 3. a spiritual guide or teacher
- ___ 4. the soul; the essence of a person
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Daily Warm-Ups: World History

Hinduism: Deities

Hindus believe that there is one divine spirit, Brahman, that permeates everything. However, this spirit has many different aspects. Some of these aspects are named in the box. Match each one with the correct description below. Write the letter on the line.

- | | | |
|------------|------------|-----------|
| a. Brahma | c. Hanuman | e. Vishnu |
| b. Ganesha | d. Shiva | |

- ___ 1. one of the Trimurti, or trinity of Hindu gods; the preserver, who protects the world
- ___ 2. one of the Trimurti, or trinity of Hindu gods; the destroyer, lord of the underworld
- ___ 3. one of the Trimurti, or trinity of Hindu gods; the creator
- ___ 4. elephant-headed god of wisdom, he removes obstacles and brings good fortune
- ___ 5. monkey-headed son of the wind god, he provides hope and courage



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India: Dancing Shiva

Shiva is often shown in a dancing pose. This image is called *Shiva Nataraj*, or “Shiva, King of Dancers.”

In this pose, Shiva is shown with four arms. His left foot is raised. His right foot stands on a figure that represents illusion and ignorance. In his upper right hand he holds a drum. His lower right hand is raised in a gesture that means “do not be afraid.” His lower left hand points down toward the figure under his foot, to signal release from ignorance. In his upper left hand he holds a flame. Snakes, which stand for the ego, are seen uncoiling from his arms, legs, and hair to show that he is free from ego. A skull on his head stands for his conquest over death. The figure is shown within a circle of flames.



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Based on this description, draw your own version of Dancing Shiva.

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Daily Warm-Ups: World History

India: Vishnu

Use your knowledge of Hinduism to choose the correct term from the box to complete the passage below. Write the correct word on the line.

avatars	dwarf	king	tortoise
boar	fish	lion	warrior

Hindus believe that Vishnu has ten forms, or _____, on earth. First Vishnu appeared as a _____ to rescue the world from a flood. Next, as a _____, he supported a mountain on his back. Third, as a _____, he killed a demon who had stolen the Vedas, or holy scriptures.

In his fourth avatar, as half man, half _____, he killed a demon who could not be harmed by either man or beast. Next, as a _____, he tricked a demon king who had seized the universe. As the _____ Parashurama he destroyed a wicked king. As Rama, the perfect _____, he killed the demon king Ravana. His next avatars were Krishna and Buddha. Vishnu's tenth avatar, Kalki, will wipe out the forces of evil. Kalki has not yet appeared in the world.



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Buddhism: Words to Know

The words in the box are often used when talking about Buddhism. Match each word with the correct definition below. Write the letter of the term on the line.

a. bodhisattva	c. dharma	e. samsara
b. Buddha	d. enlightenment	

- ___ 1. the teachings of the Buddha
- ___ 2. the cycle of birth and death
- ___ 3. a person who is ready to enter Nirvana
- ___ 4. the realization of one's true nature and the nature of everything in the universe
- ___ 5. an enlightened person who tries to help others attain enlightenment



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Daily Warm-Ups: World History

Ancient China: Time Line

Here are some important events in the history of ancient China. Use them to create a horizontal time line. Space the dates appropriately. Don't forget to give your time line a title.

- c. 5000 B.C.E. rice cultivated
- c. 5000–3000 B.C.E. Yangshao culture in Huang He Valley
- c. 3500–2000 B.C.E. Longshan culture in Huang He Valley
- c. 3000 B.C.E. potter's wheel in use
- c. 3000 B.C.E. the plough in use
- c. 3000 B.C.E. domestication of sheep, cattle, and water buffalo
- c. 3000 B.C.E. copper and silk manufactured
- c. 3000 B.C.E. Sage Kings period begins



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Ancient China: The Yangshao Culture

The Yangshao culture was one of the earliest in China, from around 5000 B.C.E. The name Yangshao comes from a village where the first artifacts of this culture were found in 1921. This culture was centered in the middle and lower valley of the Huang He (Yellow River). The people of the Yangshao culture farmed millet (a type of grain) and kept pigs. They also made fine colored pottery of local clay, which turned red when fired. This pottery was made by hand, without a potter's wheel. It was fired in extremely hot pottery kilns.

One Yangshao village has given historians a great deal of information about this culture. This village covered about two and a half acres. A large open space stood at the center of the village. The houses of the village were arranged in five groups around this open space. One big house stood at the center of each group, with ten or twenty houses arranged around it. There were about a hundred houses in all. A river ran along the south of the village. On the three other sides, deep moats had been dug to protect the village.

Based on this description, sketch a plan of this Yangshao village. Don't forget to include the river and the moats.



Ancient China: The Yangshao Culture

The Yangshao culture was one of the earliest in China, from around 5000 B.C.E. The name Yangshao comes from a village where the first artifacts of this culture were found in 1921. This culture was centered in the middle and lower valley of the Huang He (Yellow River). The people of the Yangshao culture farmed millet (a type of grain) and kept pigs. They also made fine colored pottery of local clay, which turned red when fired. This pottery was made by hand, without a potter's wheel. It was fired in extremely hot pottery kilns.

One Yangshao village has given historians a great deal of information about this culture. This village covered about two and a half acres. A large open space stood at the center of the village. The houses of the village were arranged in five groups around this open space. One big house stood at the center of each group, with ten or twenty houses arranged around it. There were about a hundred houses in all. A river ran along the south of the village. On the three other sides, deep moats had been dug to protect the village.

Based on this description, sketch a plan of this Yangshao village. Don't forget to include the river and the moats.





Daily Warm-Ups: World History

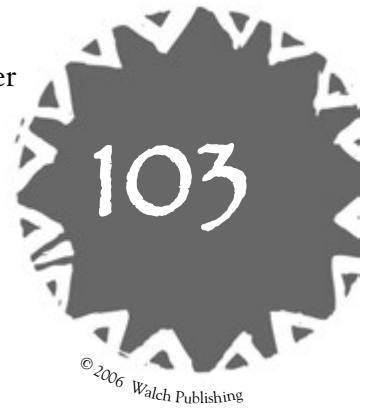
Ancient China: Being Longshan

About 4,000 years ago, the Longshan people lived in the plains of eastern China, on the middle and lower reaches of the Huang He, or Yellow River. Their houses were rectangular, with clay foundations. Longshan settlements show a transition from villages to cities, with moats and city walls made of rammed earth.

The Longshan people relied on hunting, fishing, and raising grain, including rice. Some families remained small-scale farmers. Others came to own large pieces of land. This led to the development of economic and social classes. Leadership was then passed down from father to son in wealthy families.

The Longshan people used the potter's wheel to make high-quality bowls and other vessels. Their pottery was of black earthenware, carefully polished but never painted. Some pottery from this period is as thin as eggshells. The Longshan also knew how to make bronze, which was much stronger than earlier metals.

Imagine you lived in a Longshan village. Write a paragraph describing the activities you do during the day.



Daily Warm-Ups: World History

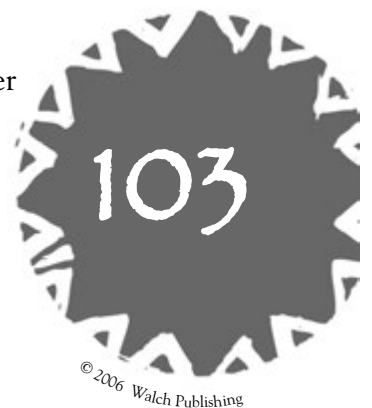
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Ancient China: Coins

Most of the coins we use today are round disks of metal. But in ancient China, early coins were shaped like objects. One type of coin was known as *dao*. These coins were cast in the shape of a knife. Another type of coin was known as *bu*. These coins were cast in the shape of a spade.

At that time, knives and spades were objects that most people used every day. If you were asked to design a coin based on an everyday object of today, what would it be? Draw your design below. (If you prefer, describe your coin design in words.)



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Daily Warm-Ups: World History

Ancient China: True or False?

Decide if each statement below is true (T) or false (F). Write the correct letter on the line. Rewrite any false statements to make them true.

- ___ 1. The philosopher Lao-tzu founded Buddhism.
- ___ 2. Under the brief Qin dynasty, the country was united for the first time and the Great Wall was built.
- ___ 3. Qin emperor Shi Huangdi banned books and had all historical documents burned.
- ___ 4. Under Han emperor Wu Ti, the civil service exam system spread throughout China.
- ___ 5. Buddhist monks brought the secret of paper to China.

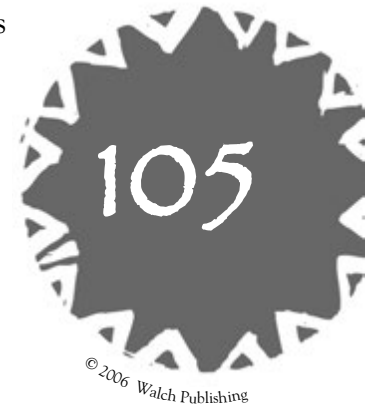


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Ancient China: What's the Question?

Each statement below is the answer to a question about ancient China. For each one, write the original question.

1. an airborne device, considered a toy today, that was used for many purposes, including sending messages over enemy lines in wartime

2. writing material that China kept secret as long as possible until Arab traders brought it to the West

3. an explosive invention that was first used in fireworks but came to be used in weapons

4. an early navigational tool that used a piece of metal and a bowl of water to determine direction



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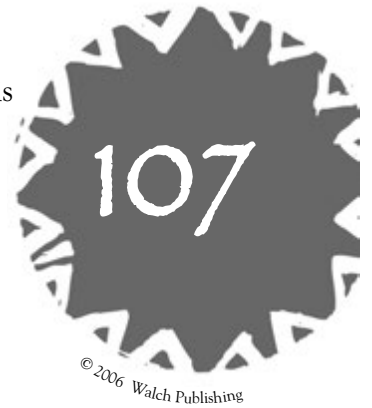
Ancient China: Fill in the Blanks

Use your knowledge of ancient China to choose the correct word from the box to complete the paragraphs below. Write the correct word on the line.

Huang He potter's wheel rice silk silt Yangshao

One of the earliest civilizations to develop in China was the _____ culture. Like most other early civilizations, it developed along a river, the _____. This river flooded regularly, depositing rich _____ on the land near the river.

By about 5000 B.C.E., _____ was being grown in China; this is still an important crop in China today. By about 3000 B.C.E., Chinese potters used the _____ to create bowls and other pottery. At around the same time they learned how to raise a certain type of caterpillar whose thread could be spun into _____, a strong and beautiful fabric.



Daily Warm-Ups: World History

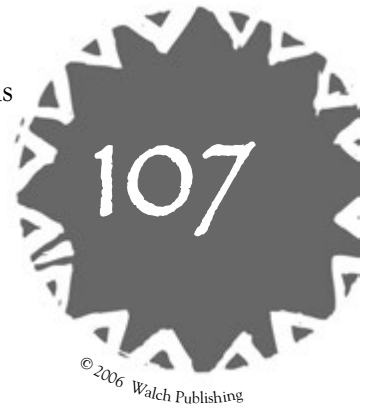
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Ancient China: Proverbs

Proverbs are short sayings people use all the time. Found in different cultures around the world, they are a way of passing on information within a culture.

Here are some proverbs from China. Choose one of them. Write two or three sentences to explain what the proverb means.

1. How can you put out a fire set on a cartload of firewood with only a cup of water?
2. Once on a tiger's back, it is hard to alight.
3. A sly rabbit will have three openings to its den.
4. That's like waiting for a rabbit to hit a tree and be killed in order to catch it.
5. Don't pick up a sesame seed but lose sight of a watermelon.



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Daily Warm-Ups: World History

Ancient China: Folk Tale

An old Chinese story tells of a man whose daughters-in-law wanted to visit their families. He agreed to let them go, on one condition. One was to bring back some fire wrapped in paper. The other was to bring back some wind in paper. If they didn't bring these two things, they were not to return.

The two young women accepted the condition and headed off on their visit. Only when they were headed home did they realize what they had promised. Neither one could think of how the promise could be fulfilled.

Fortunately, they met a clever young girl along the way. As soon as she heard their problem, she knew just what they had to do. She gave each woman an item made of paper that was in common use at the time. The two young women returned to their home and showed their father-in-law what they had brought. He had to agree that one had brought him fire in paper and one had brought him wind.

What were the two items the girl gave the two women?



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Confucius

Confucius, or K'ung-Fu-tzu, was a Chinese philosopher and reformer. He was born in 551 B.C.E., during the Age of Warring States. Confucius believed that society would be better if people respected the laws—and each other. Confucius did not write his philosophy down. After his death, his students put together a book of his teachings. Some of his ideas are listed below. Choose one of them. In your own words, explain what Confucius was saying.

Forget injuries, never forget kindnesses.

I hear and I forget. I see and I remember. I do and I understand.

Ignorance is the night of the mind, but a night without moon and star.

It does not matter how slowly you go so long as you do not stop.

Respect yourself and others will respect you.

To see what is right, and not to do it, is want of courage or of principle.

When anger rises, think of the consequences.

He who speaks without modesty will find it difficult to make his words good.



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Daily Warm-Ups: World History

The Voyages of Zheng He

During the Ming dynasty, Chinese sailors sailed as far as Africa and Southeast Asia. A court official named Zheng He led a number of voyages. Between 1405 and 1433, his fleet made seven long voyages.

On his early expeditions, he sailed to Southeast Asia, Sri Lanka, and India. Later voyages took him to Persia, Arabia, and the east coast of Africa. He carried pearls and fine pottery to show China's wealth. He brought back gifts from the lands he visited, including giraffes, zebras, and ostriches. China seemed set to become an important seagoing power.

In 1433, these voyages came to a sudden end. Chinese ships no longer set out to other places. What happened to cause this? Write two or three sentences for your answer.



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Sub-Saharan Africa: Words to Know

The words in the box are often used when talking about ancient sub-Saharan Africa. Match each word with the correct definition below. Write the letter of the term on the line.

a. delta	c. griot	e. sahel
b. ghana	d. mansa	f. savanna

- ___ 1. a region of grasslands that contains scattered trees and vegetation
- ___ 2. a strip of dry grasslands along the southern edge of the Sahara
- ___ 3. war chief, or ruler, of the Soninke people of West Africa
- ___ 4. a low area of land at the mouth of a river formed from the silt, sand, and small rocks carried downstream by the river
- ___ 5. a storyteller who recites oral history
- ___ 6. in the language of the Mandinke people of Mali, "emperor"



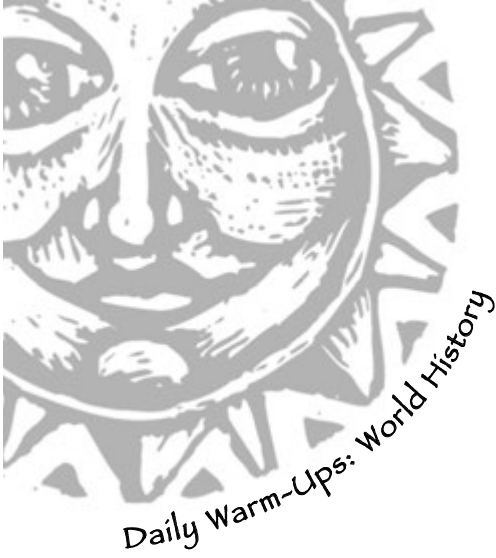
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Sub-Saharan Africa: Time Line

Here are some important events in the history of sub-Saharan Africa. Use them to create a horizontal time line. Space the dates appropriately. Don't forget to give your time line a title.

- 500 B.C.E. earliest evidence of Nok culture in Nigeria
- 300–500 C.E. rise of the kingdom of Ghana
- c. 900–1100 Ghana dominant power in West Africa
- c. 1000 Islam reaches West Africa
- c. 1050 kingdom of Ife arises
- c. 1200–1450 kingdom of Mali
- c. 1312–1337 Mansa Musa king of Mali
- 1324–1325 Mansa Musa makes pilgrimage to Mecca
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Sub-Saharan Africa: A Land of Gold

In the tenth century, an Arab geographer named al-Ya'qubi wrote the following lines about a kingdom in West Africa:

[The] king is mighty and in his land are gold mines.
Under his authority are various other kingdoms—and
in all of this region there is gold.

Based on your knowledge of early West African kingdoms, what kingdom do you think al-Ya'qubi was talking about?



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Daily Warm-Ups: World History

Sub-Saharan Africa: Society and Government

Between 400 and 1500 C.E., many different civilizations arose in Africa. Each had its own characteristics. But most African societies had things in common, too. One was the pattern of social and political organization.

How were most early African societies organized? Write two or three sentences for your answer.



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Sub-Saharan Africa: The King of Ghana's Court

In the eleventh century, a Muslim geographer named al-Bakri wrote this description of the court of the king of Ghana:

When he holds court in order to hear the people's complaints and to do justice, he sits in a pavilion around which stand ten horses covered with gold-embroidered materials. Behind the king stand ten pages holding shields and swords decorated with gold, and on his right are the sons of the chiefs of his country wearing splendid garments and with their hair sprinkled with gold. The governor of the city sits on the ground before the king and around him are ministers seated likewise. Dogs of excellent pedigree . . . never leave the place where the king is, guarding him. Round their necks they wear collars of gold and silver studded with bells of the same metals.

Now imagine that you are part of a team sent to learn about the kingdom of Ghana for al-Bakri's book. You can be either an artist or a writer. If you are an artist, make a sketch of the scene described above. If you are a writer, write a description of your reaction to the scene.



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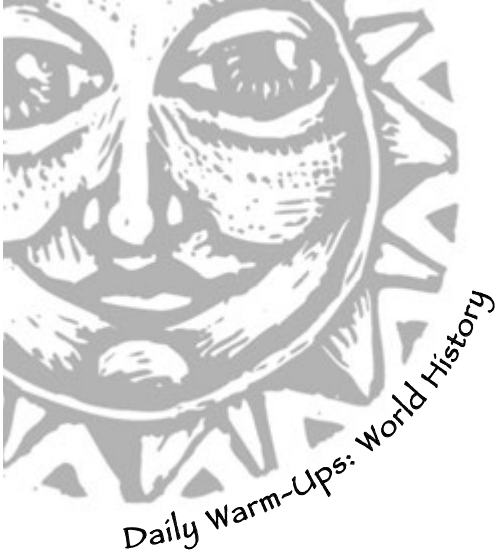
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Sub-Saharan Africa: Mansa Musa's Pilgrimage

Mansa Musa, the ruler of Mali, was a devout Muslim. In 1324–1325, in accordance with his faith, he made a pilgrimage to Mecca. Along the way, he made quite a stir. Al-Omari, a North African historian, described his visit to Egypt:

This man Mansa Musa spread upon Cairo the flood of his generosity: there was no person . . . who did not receive a sum of gold from him. The people of Cairo earned incalculable sums from him. . . . So much gold was current in Cairo that it ruined the value of the money. . . .

Mansa Musa's pilgrimage changed Egypt. It also changed Mali. Write a paragraph describing what Mansa Musa brought back and how it affected his kingdom.



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Sub-Saharan Africa: Asante Gold Weights

The Asante Empire arose in the area that is Ghana today. The Asante economy was based on gold dust. To weigh the dust, small weights made of brass were used. Asante weights came in different sizes, but many of them were only an inch or two long.

At first, these weights were simple geometric forms. Later weights became small works of art. Some showed animals, including birds, lizards, frogs, antelope, and leopards. Some showed people doing everyday tasks: men carrying their tools, women with children, priests carrying shrines. Some

illustrated well-known proverbs. For example, one Asante proverb goes, “Only birds of the same species play together on the same tree.” To illustrate this, a weight might show a group of birds on a stylized tree.

Sketch a design for your own brass weight. (If you prefer, you can write a description of your design.) Your design can show an animal or plant, a household item, or a person. Like the Asante weights, it can illustrate a familiar phrase or proverb. Give your design a caption that explains what it is.



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Sub-Saharan Africa: True or False?

Decide if each statement below is true (T) or false (F). Write the correct letter on the line. Rewrite any false statements to make them true.

- ___ 1. Sundiata was the first ruler of the kingdom of Ghana.
- ___ 2. Mansa Musa encouraged both merchants and scholars in Mali.
- ___ 3. Travel between western and northern Africa was quick and easy.
- ___ 4. Salt was an important trade item in West Africa.
- ___ 5. Around 1235 C.E., Mali replaced Ghana as West Africa's most important kingdom.



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Sub-Saharan Africa: What's the Question?

Each statement below is the answer to a question about sub-Saharan Africa. For each one, write the original question.

1. a disease, spread by the tsetse fly, that kills people and cattle

2. the seasonal winds of the Indian Ocean that blow from the northeast between November and March and from the southwest between April and October

3. a 4,000-mile-long valley in East Africa, formed by a crack in the earth's surface

4. a disease spread by mosquitoes that causes fever and chills; can be fatal

5. a group of ruins in southeastern Africa whose name means "Houses of Stone" in the language of the Shona people



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Daily Warm-Ups: World History

The Growth of Islam: Words to Know

The words in the box are often used when talking about the growth of Islam. Match each word with the correct definition below. Write the letter of the term on the line.

a. caliph	c. Koran	e. Shi'ite
b. Kaaba	d. mosque	f. Sunni

- ___ 1. branch of Islam that accepts the caliphs appointed after Muhammad's death as his rightful successors
- ___ 2. branch of Islam that holds that only Muhammad's descendants are his rightful successors
- ___ 3. Islamic house of worship
- ___ 4. a cube-shaped black stone building in Mecca that is Islam's holiest shrine
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The Growth of Islam: Muhammad

Here are some important events in the life of Muhammad. Use them to write a paragraph about Muhammad's life.

- c. 570 Muhammad is born into Quraysh tribe.
- c. 595 Muhammad marries.
- c. 610 Muhammad has a vision in which the angel Gabriel appears to him.
- 622 hegira; Muhammad is forced to flee Mecca and takes refuge in Medina.
- 630 Muhammad and his followers take control of Mecca.
- 632 Muhammad dies.



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- c. 595 Muhammad marries.
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- 622 hegira; Muhammad is forced to flee Mecca and takes refuge in Medina.
- 630 Muhammad and his followers take control of Mecca.
- 632 Muhammad dies.



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Daily Warm-Ups: World History

The Growth of Islam: Sunnis and Shi'ites

Immediately after Muhammad's death in 632, conflict arose among his followers. They separated into two main groups, called Sunnis and Shi'ites.

What caused this separation? Write two or three sentences explaining the separation.



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Daily Warm-Ups: World History

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The Growth of Islam: A Way of Life

It has been said that Islam is not only a system of belief, it is also a way of life. Think about what you know about Islam. Do you think this statement is true? Write two or three sentences explaining your answer.



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Daily Warm-Ups: World History

The Growth of Islam: The Five Pillars of Islam

The Five Pillars of Islam are the most basic rules that Muslims must follow. The Five Pillars are listed below. For each one, write one or two sentences explaining what it calls for. Write your answers on the lines below or on a separate sheet of paper.

1. *shahadah*—the confession of faith _____

2. *salat*—prayer _____

3. *sawm Ramadan*—the fast of the month of Ramadan _____

4. *zakat*—giving alms _____

5. *hajj*—the pilgrimage to Mecca _____



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The Growth of Islam: True or False?

Decide if each statement below about the growth of Islam is true (T) or false (F). Write the correct letter on the line. Rewrite any false statements to make them true.

- ___ 1. The word *Islam* means “surrender to the will of Allah.”
- ___ 2. Muhammad’s teachings are collected in the Koran, the holy book of Islam.
- ___ 3. All the people of Mecca quickly accepted Muhammad’s teachings.
- ___ 4. Muhammad wrote his teachings down as he preached; these writings make up the Koran.
- ___ 5. The city of Mecca is still a Muslim holy place.



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The Growth of Islam: What's the Question?

Each statement below is the answer to a question about the growth of Islam. For each one, write the original question.

- 1. Muhammad's flight from Mecca to Medina in 622 C.E.

- 2. the city where Muhammad was born, a Muslim holy place today

- 3. a follower of Islam

- 4. the pilgrimage to Mecca that is one of the five pillars of Islam



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The Growth of Islam: Fill in the Blanks

Use your knowledge of the growth of Islam to choose the correct word from the box to complete the paragraphs below. Write the correct word on the line.

Allah	hegira	Medina	prophet
Gabriel	Mecca	Muhammad	

_____ was born in the Arabian city of _____ around 570 C.E. Around the age of forty, he began to go to a mountain near Mecca to meditate. On one of these visits, Muhammad had a vision. The angel _____ told Muhammad he had come from _____, or God. More visions followed.

Muhammad began sharing what he heard with other people. Many believed he was a _____. But others became angry with his teachings. He was forced to flee from Mecca to another city, _____. This flight became known as the _____.

Muhammad soon returned to Mecca. By the time he died, in 632 C.E., most of Arabia had accepted Islam.



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Daily Warm-Ups: World History

Medieval Japan: Words to Know

The words in the box are often used when talking about medieval Japan. Match each word with the correct definition. Write the letter of the term on the line.

- | | | |
|-------------|------------|-----------|
| a. ashigaru | c. daimyo | e. shogun |
| b. bushido | d. samurai | |

- ___ 1. military aristocracy; name means “those who serve”
- ___ 2. military leader who ruled Japan
- ___ 3. foot soldiers
- ___ 4. lord of agricultural estate; supported shogun
- ___ 5. code of ethics for samurai; also called “the way of the warrior”



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Medieval Japan: Time Line

Here are some important events in the history of medieval Japan. Use them to create a horizontal time line. Space the dates appropriately. Don't forget to give your time line a title.

- | | |
|------|---|
| 1543 | Portuguese arrive in Japan. |
| 1549 | Jesuit missionaries settle in Japan. |
| 1587 | Japanese peasantry disarmed; only samurai can carry swords. |
| 1587 | Christian persecution begins. |
| 1600 | Battle of Sekigahara; Japan unified under Tokugawa Ieyasu. |
| 1603 | Emperor gives Tokugawa Ieyasu title of shogun, authority in all military matters. |



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Daily Warm-Ups: World History

Medieval Japan: *The Pillow Book* of Sei Shonagon

Sei Shonagon was a lady at the Fujiwara court. In her book of essays called *The Pillow Book*, she described things she liked and disliked about life at court. Here are some excerpts from Sei Shonagon's list of hateful things. Choose two or three items from the list. Rewrite them to make them apply to life today.

It is also despicable when the sliding doors are simply rammed open! Can't they know that just lifting them up a bit helps them to slide quietly?

Riding around with a person whose carriage has squeaky wheels. . . .
Frightful! I become hateful not just of the silly carriage, but of its owner as well. This is too much!

Someone who butts into the middle of a story one is telling who wants to tell the ending. Children, as well as adults, who butt in are despicable!

An inkstone where a hair has gotten caught on the grinding surface. Or when there is sand in the ink stick that makes it grate on the surface.



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Medieval Japan: Family Crests

In medieval Japan, high-ranking Japanese families used family crests as symbols for the family name. These crests, called *mon*, were used on all kinds of things: the fabric used to make clothes, carriages, furniture, even weapons.

These crests usually used simple designs so they could be stenciled on fabric. They were often enclosed in a square, a circle, or a hexagon. Symbols included natural forms, such as flowers and animals. They were usually chosen because they had some kind of meaning for the family.

Design your own family crest. Choose a plant or animal that has some meaning for you. If you prefer, you can write a description of your crest instead.



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Daily Warm-Ups: World History

Medieval Japan: True or False?

Decide if each statement below about medieval Japan is true (T) or false (F). Write the correct letter on the line. Rewrite any false statements to make them true.

- ___ 1. From 1185 to 1867, Japan was ruled by warriors.
- ___ 2. During the 1300s, Zen Buddhist monasteries were centers of learning.
- ___ 3. In 1333, the imperial family regained power, defeating the Minamoto family.
- ___ 4. Under the Ashikaga shoguns, new art forms developed.
- ___ 5. Tokugawa Ieyasu based his government in Kyoto.



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Medieval Japan: What's the Question?

Each statement below is the answer to a question about medieval Japan. For each one, write the original question.

1. the port where Dutch traders were allowed to trade under Japan's closed-door policy

2. military title meaning "barbarian-quelling generalissimo"

3. capital of the Tokugawa shogunate, today known as Tokyo



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4. form of theater that began during the Tokugawa shogunate and was popular with the common people, while Noh theater was popular with the upper classes



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Daily Warm-Ups: World History

Medieval Japan: Fill in the Blanks

Use your knowledge of medieval Japan to choose the correct word from the box to complete the paragraphs below. Write the correct word on the line.

shogun	samurai	Kabuki	bushido
daimyos	Bunraku	haiku	

In medieval Japan, military rulers gained authority. The title of _____, or “barbarian-quelling generalissimo,” was originally given to a general by the emperor. Eventually, this title became hereditary.

The shoguns ruled through powerful local lords, known as _____. These lords had large estates in the countryside.

Under the shoguns, a warrior class developed. These warriors were called _____. They had a complex code of honor, known as _____.

The arts also flourished. New forms of theater, such as _____ and the puppet theater _____, developed. So did the _____, a shorter form of classical Japanese poetry.



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Aztec Empire: Words to Know

The words in the box are often used when talking about the Aztec Empire. Match each word with the correct definition. Write the letter of the term on the line.

- | | | |
|-------------|------------|-----------------|
| a. calpulli | c. codex | e. quetzal |
| b. chinampa | d. patolli | f. Quetzalcoatl |

- ___ 1. a folded book, painted on animal skins or bark paper
- ___ 2. a brightly colored, long-tailed bird whose feathers were used in Aztec art and dress
- ___ 3. a board game played with pebbles and dried beans as counters
- ___ 4. farmland reclaimed from swamps or lake water by cutting and piling up vegetation and covering it with mud
- ___ 5. groups of families, each with its own temple and school
- ___ 6. the "Feathered Serpent," Aztec god



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Aztec Empire: Time Line

Here are some important events in the history of the Aztec Empire. Use them to create a horizontal time line. Space the dates appropriately. Don't forget to give your time line a title.

- 1100 Aztecs leave their homeland.
- 1195 Aztecs arrive in the Valley of Mexico.
- 1325 Tenochtitlán founded
- 1428 Aztecs form Triple Alliance with Texcoco and Tlacopan.
- 1440–1469 rule of Montezuma I
- 1452 Tenochtitlán destroyed by flood
- 1502–1519 rule of Montezuma II
- 1519 Spanish conquistador Hernán Cortés lands on Yucatán Peninsula.
- 1520 first smallpox epidemic
- 1521 Tenochtitlán falls to the Spanish.



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Inca Empire: Words to Know

The words in the box are often used when talking about the Inca Empire. Match each word with the correct definition. Write the letter of the term on the line.

a. chasqui	c. Inti	e. quipu
b. conquistadores	d. maize	f. Viracocha

- ___ 1. a record-keeping device made of knotted cords
- ___ 2. corn
- ___ 3. the creator god
- ___ 4. the sun god; second most important god after Viracocha
- ___ 5. a messenger who relayed official messages
- ___ 6. Spanish soldiers who came to South America for gold and land



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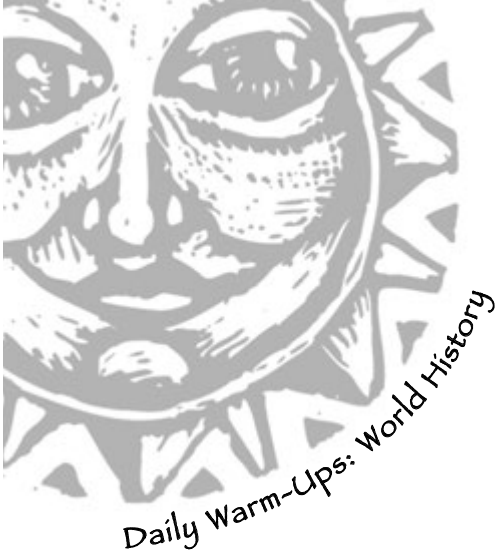
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- c. 1200 City of Cuzco is founded.
- c. 1400–1500 Inca Empire expands.
- 1523 Huayna Capac dies; empire divided between sons Atahualpa and Huascar; civil war begins.
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Mesoamérica: A Picture Is Worth a Thousand Words

The Maya and Aztec people both developed writing systems. These systems used glyphs, or picture writing. Some of their records combine glyphs and drawings in the same way that graphic novels do today.

Imagine that you wanted to use a drawing to show an important event from the history of either the Maya or the Aztec. Choose the event you want to show. On a separate sheet of paper, sketch the important figures in the scene. (You can use stick figures for the people. Or if you prefer, you can write a description of the scene instead of drawing it.) Remember to include a title to show what the event is.

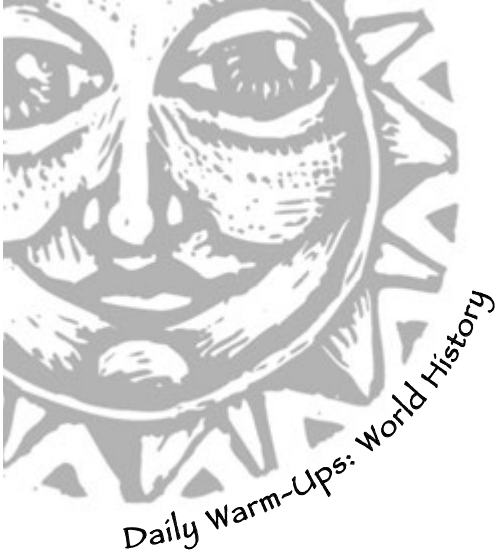


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Maya Empire: Time Line

Here are some important events in the history of the Maya Empire. Use them to create a horizontal time line. Space the dates appropriately. Don't forget to give your time line a title.

- c. 2600 B.C.E. Maya civilization begins to develop.
- c. 700 B.C.E. Writing develops.
- c. 400 B.C.E. Solar calendars are in use.
- c. 300 B.C.E. City of Tikal is founded.
- c. 500 C.E. Tikal becomes first great Maya city.
- c. 600 C.E. City of Palenque reaches its peak.
- 751 C.E. Trade declines, conflict increases.
- 899 C.E. Tikal is abandoned.
- 1461 C.E. Mayapán is abandoned.
- 1517 C.E. Spanish arrive in Yucatán.
- 1541 C.E. Spanish conquer Maya.



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Early America: Maya, Aztec, Inca

The Maya, Aztec, and Inca were three of the most important civilizations of pre-Columbian America. Use your knowledge of all three to complete the table below.



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	Maya	Aztec	Inca
Where			
When			
Writing system			
Ended because . . .			

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Daily Warm-Ups: World History

Early America: True or False?

Decide if each statement below about Mesoamerica is true (T) or false (F). Write the correct letter on the line. Rewrite any false statements to make them true.

- ___ 1. The Inca developed a way to freeze-dry potatoes that kept them edible for years.
- ___ 2. Tenochtitlán, the capital city of the Aztecs, was built in the middle of a lake.
- ___ 3. Aztec warriors were divided into military orders, including jaguar knights and eagle knights.
- ___ 4. The Aztec, Inca, and Maya all developed a writing system.
- ___ 5. The Inca used llamas to pull wheeled carts.



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Early America: What's the Question?

Each statement below is the answer to a question about Mesoamerica. For each one, write the original question.

1. floating gardens made by placing soil on mats of woven twigs that floated on a canal or lake

2. a nutritious vegetable that grows underground and was an important part of the Inca diet

3. fields built like steps on the sides of mountains, with walls to keep the soil in place on each "step"

4. a record-keeping device made of strings and knots used to store information such as statistics and lists



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Daily Warm-Ups: World History

Medieval Europe: Words to Know

The words in the box are often used when talking about medieval Europe. Match each word with the correct definition. Write the letter of the term on the line.

a. chivalry	c. fief	e. serf
b. feudalism	d. manor	f. vassal

- ___ 1. a unit of land given to a vassal by a lord in return for the vassal's service
- ___ 2. a peasant who was allowed to work a specific piece of land and who belonged to the lord who owned the land
- ___ 3. the code of behavior associated with medieval knighthood
- ___ 4. the estate owned by a lord and farmed by tenants
- ___ 5. a feudal landowner who promised service and loyalty to a lord in return for land and protection
- ___ 6. system in which vassals held land and in return gave their overlords military and other services



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Medieval Europe: Time Line

Here are some important events in the history of medieval Europe. Use them to create a horizontal time line. Space the dates appropriately. Don't forget to give your time line a title.

- c. 750 The first great English epic poem, *Beowulf*, is written in Old English.
- 768 Charlemagne becomes king in France.
- 871–899 King Alfred of England unifies smaller Anglo-Saxon states.
- 1066 William the Conqueror conquers England.
- 1095 The First Crusade begins.
- 1164 Thomas Becket, archbishop of Canterbury, is murdered in Canterbury Cathedral.
- 1189 Richard the Lionhearted becomes king of England.
- 1215 English barons force King John to sign the Magna Carta (Great Charter).



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- c. 750 The first great English epic poem, *Beowulf*, is written in Old English.
- 768 Charlemagne becomes king in France.
- 871–899 King Alfred of England unifies smaller Anglo-Saxon states.
- 1066 William the Conqueror conquers England.
- 1095 The First Crusade begins.
- 1164 Thomas Becket, archbishop of Canterbury, is murdered in Canterbury Cathedral.
- 1189 Richard the Lionhearted becomes king of England.
- 1215 English barons force King John to sign the Magna Carta (Great Charter).



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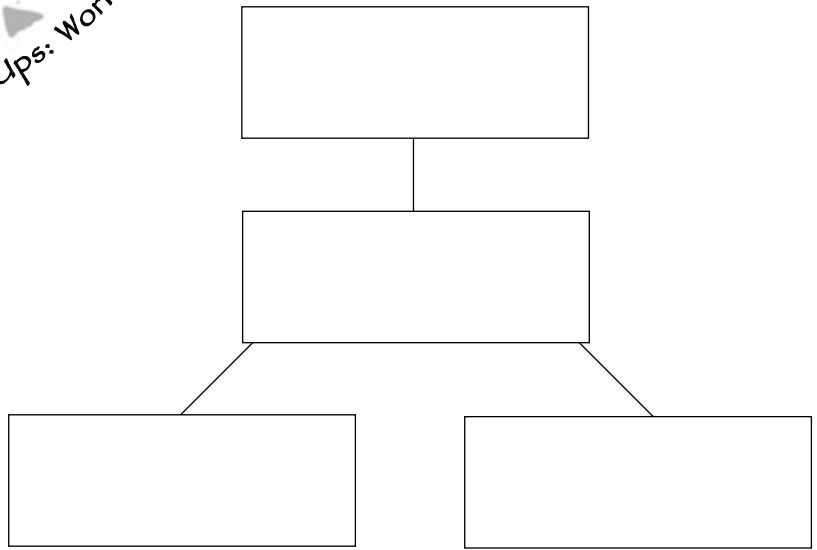


Daily Warm-Ups: World History

Medieval Europe: Hierarchy

Society in medieval Europe was strictly ordered. Everyone had a clear place in society. Some members of medieval society are listed in the box. Write each name in the correct place in the graphic organizer below.

lord king knight serf

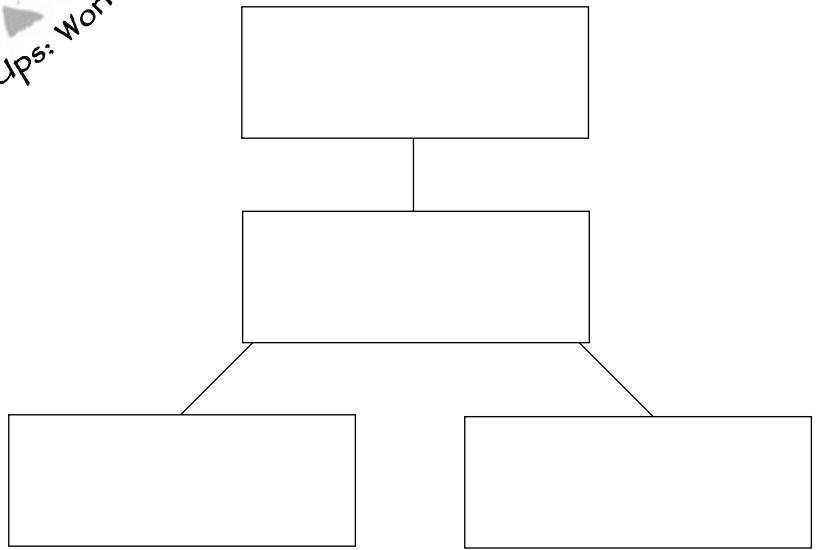


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lord king knight serf



Medieval Europe: Becoming a Knight

In medieval Europe, a knight was a man of noble birth who was trained as a soldier. However, at that time, there were no military schools. Instead, a knight started his training as a young boy in another knight's household. A boy at this first stage of training was called a page. In the next stage, the boy became a squire. He acted as a personal servant to a knight. Finally, the squire himself became a knight.

The numbered phrases below describe a knight's training or duties. For each one, decide if it describes a page (P), a squire (S), or a knight (K).

Write the correct letter on the line.



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- | | |
|---|---|
| ___ 1. received land from a lord | ___ 7. learned to swim, box, and fence |
| ___ 2. assisted a knight in battle | ___ 8. began at age 14 or 15 |
| ___ 3. began at age 7 or 8 | ___ 9. served a lord as his vassal |
| ___ 4. learned to play chess and other strategy games | ___ 10. served in a lord's household |
| ___ 5. learned to move about wearing armor | ___ 11. served as a knight's personal servant |
| ___ 6. fought on horseback, wearing armor | ___ 12. fought in a lord's army |



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Daily Warm-Ups: World History

Medieval Europe: Armor

During the medieval period, soldiers fought with swords, lances, bows, and battle-axes. To protect themselves against an enemy's weapons, knights wore armor. In the 1500s, armor was made of metal plates. To get ready for battle, a knight started by putting on a padded coat called an arming doublet. This was to protect him from the hard metal plates. It also helped keep the armor together. Leather laces or ties were sewn onto the arming doublet. Various pieces of armor were tied onto these laces to keep them on the knight's body. A full set of armor weighed as much as fifty pounds.

Each piece of armor was designed to protect a different part of the body. Each piece also had its own name. Some of the major pieces of armor are listed below. Match each piece of armor with the body part it protected. Write the correct letter on the line.

- | | |
|--------------------|---------------------------------|
| ___ 1. helmet | a. thighs |
| ___ 2. gorget | b. neck, upper chest, shoulders |
| ___ 3. breastplate | c. hands |
| ___ 4. gauntlets | d. lower legs |
| ___ 5. cuisses | e. chest |
| ___ 6. greaves | f. head and face |



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Medieval Europe: Coat of Arms

During the medieval period, many families adopted a coat of arms, or crest. The coat of arms was usually in the shape of a shield. Different symbols were drawn on this shape to represent the family.

Some crests were in the form of visual puns. The symbol on the shield sounded like the family's name. For example, a family named "Lyons" might use a picture of a lion. Some showed an important event in the family's history. Some used symbols to represent important characteristics. For example, the bee was a symbol of industriousness. Some crests included a motto, or saying.



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Create a crest for your family or for yourself. What symbols will you use? Will you use a motto? Draw a design for your family crest. (If you prefer, write a detailed description of the crest.)

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Daily Warm-Ups: World History

Medieval Europe: Lord and Vassal

The relationship between a vassal and his lord was a formal one, and it could be quite complicated. The excerpt below is part of an oath of fealty, or loyalty, from thirteenth-century France. Read it carefully. Then list all the people named in the oath, and explain their relationship to each other.

I, John of Toul, make known that I am the liege man of the lady Beatrice, countess of Troyes, and of her son, Theobald, count of Champagne, against every creature, living or dead, saving my allegiance to . . . the count of Grandpré. If it should happen that the count of Grandpré should be at war with the countess and count of Champagne on his own quarrel, I will aid the count of Grandpré in my own person, and will send to the count and the countess of Champagne the knights whose service I owe to them for the fief which I hold of them. But if the count of Grandpré shall make war on the countess and the count of Champagne on behalf of his friends and not in his own quarrel, I will aid in my own person the countess and count of Champagne, and will send one knight to the count of Grandpré for the service which I owe him for the fief which I hold of him, but I will not go myself into the territory of the count of Grandpré to make war on him.



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Medieval Europe: Everyday Life

Imagine that you had lived in England in the 1400s. What would your life have been like? What clothes would you have worn? What would you have done all day?

Choose one of the roles listed below. Write a paragraph describing that person's everyday life.

- Nicholas, a 9-year-old page in a lord's house
- Susanna, a 12-year-old peasant girl
- Radulf, a 10-year-old novice in a monastery



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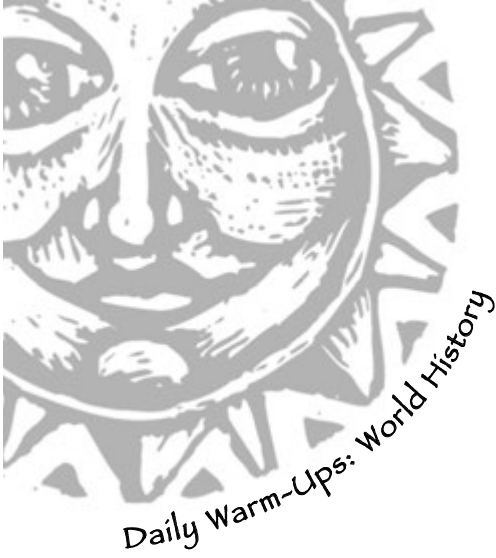
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Medieval Europe: Cause and Effect

Listed below are elements of medieval life in Europe that affected Christians and Jews. Match each event in the left-hand column with its effect in the right-hand column. Write the correct letter on the line.

- | | |
|--|---|
| ___ 1. Jews were not allowed to own land. | a. Jews became merchants. |
| ___ 2. Jews were not allowed to join guilds. | b. Jews became moneylenders. |
| ___ 3. Christians considered lending money sinful. | c. Jews lived in towns, not in the countryside. |



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Medieval Europe: True or False?

Decide if each statement below about medieval Europe is true (T) or false (F). Write the correct letter on the line. Rewrite any false statements to make them true.

- ___ 1. Charlemagne fought in more than fifty campaigns.
- ___ 2. Charlemagne demanded that Pope Leo III crown him emperor.
- ___ 3. The Magna Carta was the document that inspired feudalism.
- ___ 4. The Norman William the Conqueror defeated Harold of England and became king.
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Daily Warm-Ups: World History

Medieval Europe: What's the Question?

Each statement below is the answer to a question about medieval Europe. For each one, write the original question.

1. a union of craftsmen in medieval European cities

2. a medieval competition in which contestants competed in a series of events such as jousting

3. a religious community where monks lived and worked

4. a deadly disease spread by fleas



Daily Warm-Ups: World History

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3. a religious community where monks lived and worked

4. a deadly disease spread by fleas



Medieval Europe: Fill in the Blanks

Use your knowledge of medieval Europe to choose the correct word from the box to complete the paragraphs below. Write the correct word on the line.

apprentice guild journeyman master masterpiece

In medieval Europe, craft workers in each profession were organized into a union called a(n) _____ . Membership was not open to all comers. First, a man had to spend years learning the craft.

To do this, a young man started out as a(n) _____. He usually signed an agreement to work for a certain number of years for an experienced craftsman, working in his shop and learning his trade.

The next step was to become a(n) _____. During this phase, the worker traveled to workshops in other cities to learn more about the craft. Finally, when an artisan had learned enough about the craft to start a shop, he could be elected to become a(n) _____ craftsman. This usually required several things: the production of a _____, a donation of money, and the approval of all senior members of the organization.



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Daily Warm-Ups: World History

Crusaders

When you think of crusaders, what do you imagine? Many people think of knights on horseback. In fact, many different people joined the crusades. There were knights, but there were also servants to help the knights. There were priests, monks, and nuns who went on a pilgrimage to the Holy Land. There were peasants seeking freedom from their lords.

Many of the people who set off on a crusade never arrived in the Holy Land. Some turned back, or stayed somewhere along the way. Others died on the journey. But those who arrived in the area that is Israel today saw many fascinating new things.

Imagine that you were one of the lucky ones who survived the long trip and arrived in the Holy Land. Write a letter to your family at home describing what you see. Include a description of the landscape, the climate, the architecture, the food, and the people in the Holy Land.



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Crusades: Words to Know

The words in the box are often used when talking about the crusades. Match each word with the correct definition. Write the letter of the term on the line.

- | | |
|------------|-----------|
| a. crusade | c. knight |
| b. jihad | d. sultan |

- ___ 1. a soldier of noble rank who rode on horseback
___ 2. in Islam, a holy war or spiritual struggle
___ 3. the ruler of a Muslim country, especially during the Ottoman Empire
___ 4. European military expedition to reclaim the Holy Land from Muslim rule



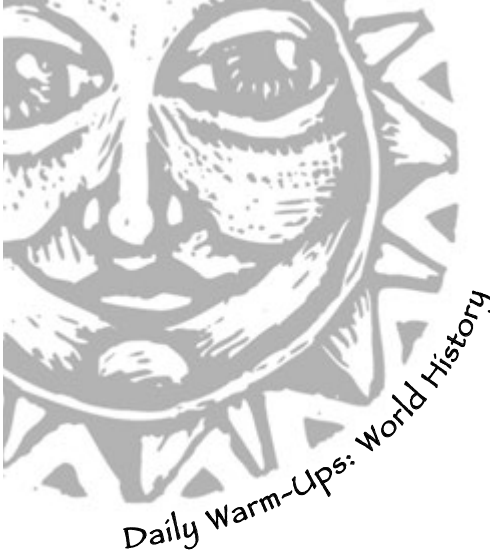
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Crusades: Good or Bad?

The crusades had some positive effects. They also had negative effects in both Europe and Southwest Asia. List as many of both as you can.

Positive Effects _____

Negative Effects _____



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Crusades: Long-Term Effects

The crusades were designed to take the Holy Land from its Muslim rulers. In this, they failed. However, the crusades had long-term effects on European life.

Write a paragraph in which you explain how the crusades affected life in Europe. Include both short-term and long-term effects.



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Daily Warm-Ups: World History

Renaissance Europe: Words to Know

The words in the box are often used when talking about Renaissance Europe. Match each word with the correct definition. Write the letter of the term on the line.

a. fresco	c. linear perspective	d. patron
b. humanism	e. Renaissance	

- ___ 1. a way of creating the illusion of space and distance on a flat surface
- ___ 2. a person who gives an artist financial support
- ___ 3. the belief that human actions and ideas are important
- ___ 4. a period of scientific and cultural rebirth in Europe
- ___ 5. a painting done on wet plaster



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Renaissance Europe: Time Line

Here are some important events in the history of Renaissance Europe. Use them to create a horizontal time line. Space the dates appropriately. Don't forget to give your time line a title.

- 1347 Bubonic plague comes to Europe.
- 1350 Renaissance begins in northern Italy.
- 1381 Peasants rebel in England.
- 1455 Johannes Gutenberg prints the Bible using movable type.
- 1469 Lorenzo de' Medici comes to power in Florence.
- 1506 Leonardo da Vinci paints the *Mona Lisa*.
- 1508 Michelangelo begins painting the ceiling of the Sistine Chapel.
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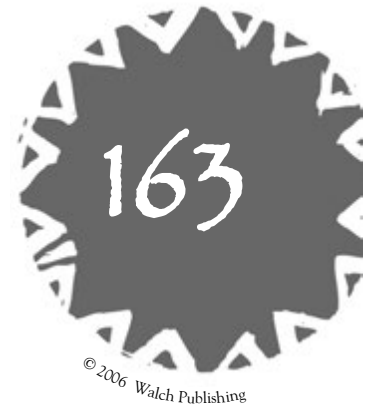


Daily Warm-Ups: World History

Renaissance Europe: Who's Who?

The Renaissance was a period of great achievements in many fields. The people listed below made important contributions. For each one, decide whether the person was an artist (A), a writer (W), or a scientist (S). Write the correct letter on the line.

- | | |
|---------------------------------|------------------------------|
| ___ 1. Dante Alighieri | ___ 7. Albrecht Dürer |
| ___ 2. Roger Bacon | ___ 8. Galileo Galilei |
| ___ 3. Giovanni Boccaccio | ___ 9. Hypatia of Alexandria |
| ___ 4. Michelangelo Buonarrotti | ___ 10. Raphael |
| ___ 5. Geoffrey Chaucer | ___ 11. William Shakespeare |
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Renaissance Europe The Perfect Courtier

A courtier was a person who spent time at a royal court. An Italian diplomat named Baldassare Castiglione described the perfect courtier. Some of his requirements are listed below. Read them carefully. Then summarize them in your own words.

[He] should know how to swim, to leap, to run, to throw stones: for besides the use that this may be to him in war, a man often has occasion to show what he can do in such matters, whereby he can get a good reputation, especially among the multitude. . . . Also it is a noble exercise, and suitable for one living at Court, to play tennis . . .

. . . I would have him more than passably accomplished in letters . . . let him be versed in the poets and not less in the orators and historians, and also proficient in writing verse and prose . . . I am not content with the Courtier unless he be also a musician . . . let him laugh, dally, jest, and dance . . . and every thing that he does or says, let him do it with a grace.



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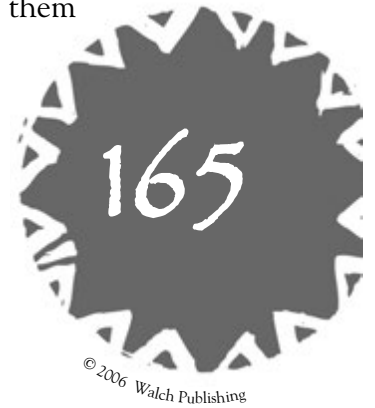


Daily Warm-Ups: World History

Renaissance Europe: True or False?

Decide if each statement below about Renaissance Europe is true (T) or false (F). Write the correct letter on the line. Rewrite any false statements to make them true.

- ___ 1. The development of movable type helped spread new ideas during the Renaissance.
- ___ 2. The Renaissance was only possible because of Italy's strong central government.
- ___ 3. Wealthy Italian families were patrons of artists and writers, supporting them with gifts of money.
- ___ 4. Renaissance painters showed people as they really were, including their flaws.
- ___ 5. The Renaissance began in northern Europe.



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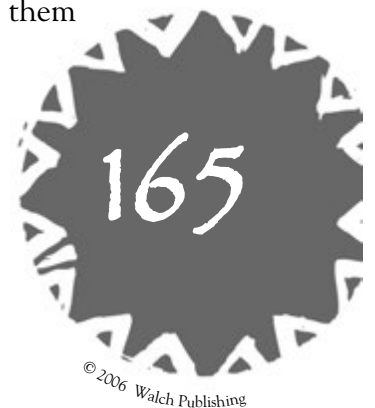


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Renaissance Europe: What's the Question?

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2. disease carried by fleas that killed millions in Europe

3. German metalworker who introduced movable type in Europe

4. a new type of ship that was easier to maneuver and was better able to survive storms at sea



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Daily Warm-Ups: World History

Reformation: Words to Know

The words in the box are often used when talking about the Reformation in Europe. Match each word with the correct definition. Write the letter of the term on the line.

- | | | |
|------------------|----------------|----------|
| a. clergy | c. heretic | e. tithe |
| b. excommunicate | d. indulgences | |

- ___ 1. a person who believes or teaches something opposed to accepted beliefs
- ___ 2. certificates that promised people forgiveness for their sins in return for money
- ___ 3. a portion of a person's income paid to support the Church
- ___ 4. formal religious leaders
- ___ 5. to say that a person is no longer a member of a church



Daily Warm-Ups: World History

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- ___ 3. a portion of a person's income paid to support the Church
- ___ 4. formal religious leaders
- ___ 5. to say that a person is no longer a member of a church



Reformation: Time Line

Here are some important events from the Reformation in Europe. Use them to create a horizontal time line. Space dates appropriately. Don't forget to give your time line a title.

- 1381 English preacher John Wycliffe translates the Bible into English.
- 1415 Reformer Jan Hus is burned at the stake for heresy.
- 1517 Martin Luther posts objections to Church practices.
- 1519 Ulrich Zwingli begins Swiss reformation.
- 1526 William Tyndale prints English translation of the New Testament.
- 1534 Henry VIII breaks with the Roman Catholic Church; makes himself head of English church.
- 1536 French reformer John Calvin active in Switzerland.
- 1538 Pope Paul III excommunicates Henry VIII.
- 1544 Council of Trent, for reform of Catholic Church, opens.



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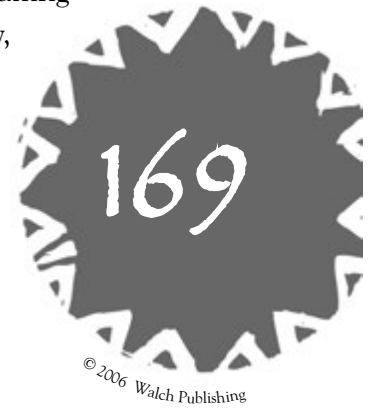
Daily Warm-Ups: World History

Reformation: Martin Luther

On October 31, 1517, Martin Luther nailed some papers to the door of a church in Wittenberg, Germany. Luther disagreed with some of the practices of the Roman Catholic Church. The papers he nailed to the door explained his objections.

Luther wanted to get people to think about the Church, and not to keep putting up with Church abuses. He certainly succeeded in doing this.

Imagine that you were in Wittenberg that day in 1517. You saw Luther nailing his theses to the door. You went closer and read what he had to say. Later that day, you were asked to describe the scene. Write a paragraph that describes what you “saw.”



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Reformation: Who's Who?

The people listed in the box were important figures in the Reformation. Match each name with the correct description. Write the letter of the name on the line.

- | | |
|----------------|-------------------|
| a. John Calvin | c. Martin Luther |
| b. Henry VIII | d. Ulrich Zwingli |

- ___ 1. German priest who nailed a list of statements to a church door
- ___ 2. French theologian who preached that God had already decided the future and that only those He chose—the Elect—would be saved
- ___ 3. English king who cut ties with the Catholic Church and founded the Church of England
- ___ 4. Swiss reformer whose ban of the Catholic mass in Zurich led to civil war

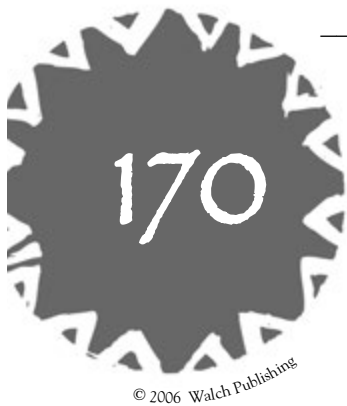


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Reformation: True or False?

Decide if each statement below about the Reformation in Europe is true (T) or false (F). Write the correct letter on the line. Rewrite any false statements to make them true.

___ 1. The Protestant Reformation began in England with Martin Luther.

___ 2. Reformers thought that some Catholic priests were corrupt.

___ 3. John Wycliffe translated the Bible into English so that more people could read it.

___ 4. Church leaders said reformers were heretics spreading false ideas about the Church.

___ 5. Martin Luther believed that people could buy forgiveness for their sins.



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Reformation: What's the Question?

Each statement below is the answer to a question about the Reformation in Europe. For each one, write the original question.

1. statements about the Catholic Church that Martin Luther nailed to a church door

2. certificates that people could buy that promised forgiveness for sins

3. the process of saying someone is no longer a member of the Church

4. a statement from the Church that a marriage between two people never existed



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4. a statement from the Church that a marriage between two people never existed



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Reformation: Fill in the Blanks

Use your knowledge of the Reformation in Europe to choose the correct word from the box to complete the paragraph below. Write the correct word on the line.

Catholic indulgences Reformation reforms theses

During the middle ages, the _____ Church was very powerful in Europe. But by the 1500s, some people began to question the Church. One problem was the sale of _____. These were certificates that said a person's punishment for sins would be reduced. Many people felt that the Church needed to change. They suggested _____, or ways to improve the Church. In 1517, Martin Luther nailed papers with ninety-five _____ to the door of a church. He set in motion a wave of change within the Church. This came to be known as the _____.



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Use your knowledge of the Reformation in Europe to choose the correct word from the box to complete the paragraph below. Write the correct word on the line.

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Age of Exploration: Words to Know

The words in the box are often used when talking about the Age of Exploration. Match each word with the correct definition. Write the letter of the term on the line.

a. astrolabe	c. cartography	e. latitude
b. caravel	d. lateen	f. sextant

- ___ 1. the science of mapmaking
- ___ 2. triangular sail introduced from Asia that made ships easier to maneuver
- ___ 3. a ship developed in Portugal that was faster and easier to handle than earlier ships
- ___ 4. an instrument used by sailors to calculate where they were
- ___ 5. an instrument that measured the angular distance of the sun or a star from the horizon
- ___ 6. distance north or south of the equator



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Age of Exploration: Time Line

Here are some important events from the Age of Exploration. Use them to create a horizontal time line. Space the dates appropriately. Don't forget to give your time line a title.

- 1415 Prince Henry of Portugal commissions explorations.
- 1488 Bartholomeu Dias sails around the tip of Africa.
- 1492 Columbus sails west and reaches the Americas.
- 1494 Treaty of Tordesillas divides the New World between Spain and Portugal.
- 1497 John Cabot, sailing for England, reaches Newfoundland.
- 1497–1498 Vasco da Gama sails around Africa to India.
- 1500 Pedro Cabral claims Brazil for Portugal.
- 1519–1522 Ferdinand Magellan's expedition sails around the world.



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Age of Exploration: Navigation

European sailors in the 1400s knew a lot less about the world than we know today. Their maps were not accurate. When they sailed out of sight of land, they had no way of knowing where they were. For many sailors, setting out to sea was a daring act, heading off into the unknown.

Today, we have many tools to help us find our way. One of the most powerful is GPS, or global positioning system. This system uses satellites to tell users exactly where they are, and how to get where they want to go.

Imagine that you have traveled back in time to the Age of Exploration. Try to explain GPS technology in terms that a sailor of this era would understand. Write a few sentences for your answer.

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Daily Warm-Ups: World History

Age of Exploration: Who's Who?

The people listed in the box were important figures in the Age of Exploration. Match each name with the correct description. Write the letter of the name on the line.

- | | |
|-------------------------|-----------------------|
| a. Jacques Cartier | d. Vasco da Gama |
| b. Pedro Cabral | e. Ferdinand Magellan |
| c. Christopher Columbus | |

- ___ 1. first European to sail around Africa to India
- ___ 2. leader whose expedition sailed around the world, although he was killed in the Philippines
- ___ 3. Italian sailor whose attempt to sail westward to Asia led him to the Americas
- ___ 4. sailor who claimed Brazil for Portugal
- ___ 5. explorer who claimed Canada for France



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Age of Exploration: Cause and Effect

“To discover” literally means “to find, learn of, or observe,” especially to be the first person to do so. Christopher Columbus is sometimes described as having discovered the Americas.

Do you think it is reasonable to say that Columbus discovered America? Why or why not? Write two or three sentences for your answer.



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Daily Warm-Ups: World History

Age of Exploration: Reasons for Exploring

Different people often do the same thing for different reasons. This is certainly true of European explorers in the 1400s and 1500s. They all sailed off in search of new places, or new ways to get to places they already knew about. But they had different reasons for their voyages.

What were the most common reasons for voyages of exploration? List as many as you can in the space below.



Daily Warm-Ups: World History

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History of Geography: Fill in the Blanks

An important new development helped make the Age of Exploration possible: the development of better, more accurate maps. Many different people contributed to this development. Use your knowledge of the history of maps to choose the correct word from the box to complete the paragraphs below. Write the correct word on the line.

mathematician merchant patron sailor

Ptolemy wrote a book, *Geography*, in 150 C.E. It was more accurate than most later maps because of the knowledge Ptolemy had as a _____.

Ptolemy's maps were lost to Europe for centuries. Then, in 1400, Palla Strozzi paid to have *Geography* translated from Greek to Latin. Strozzi was a _____ of arts and letters.

In the 1200s Marco Polo, a _____, wrote about his travels to Asia. His notes were an important source of knowledge for later European explorers. More than one _____ in the 1300s added to mapmaking by recording details in coastal charts that mapped their routes and ports of trade. These coastal charts added greatly to mapmakers' knowledge of these areas.



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1. 1. b; 2. d; 3. a; 4. c
2. Time lines will vary, but should include the dates in appropriate order.
3. Answers will vary. Sample answer: The word *history* comes from a Greek word that means “an account.” Before people learned how to write, they left no accounts; thus, the period before writing is described as “before history,” that is, “before accounts.”
4. Answers will vary. Sample answer: Cause: People needed containers to store the crops they grew and to carry water for their animals.
5. Answers will vary. Sample answer: Watch to see if animals eat a plant; if they do, it is probably safe for humans, too.
6. Answers will vary. Sample answer: to provide warmth; to scare off dangerous animals; to cook raw meat, making it tastier and easier to eat
7. Answers will vary. Sample answers: Bone needles were used to poke holes in skins and sew garments to keep people warm. Stone axes were used to cut down trees and to butcher animals killed in the hunt. Stone arrowheads and spear points enabled hunters to kill animals from a distance, which reduced the hunter’s risk of being killed by his prey. Bone fishhooks and fishing spears made it easier to catch fish.
8. 1. T; 2. F; Hunter-gatherers had no written language. We know about them from the tools they made and from other artifacts, fossils, skeletons, and so forth. 3. F; Early humans made many tools from stone and bone. 4. T; 5. T
9. 1. What are glaciers? 2. What were land bridges? 3. What is agriculture? 4. Who were hunter-gatherers? 5. What is a surplus?
10. artifacts, archaeologists, potsherds, fossils, petrified, theories
11. Answers will vary. Sample answer: Advantages: protection from danger, more stable food supply, flourishing of arts, development of writing and numeral systems; Disadvantages: greater concentration of people in one place put a greater

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Daily Warm-Ups: World History

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12. 1. d; 2. c; 3. a; 4. b
13. Answers will vary.
14. Time lines will vary, but should include the dates in appropriate order.
15. Answers will vary. Sample answer: The earliest civilizations—Mesopotamia, Egypt, the Indus Valley, and the Huang He Valley—all arose near rivers that tended to flood. The floodwaters covered the nearby land with rich soil carried by the river. This soil was fine and easy to dig into with the primitive tools of early cultures. Without metal tools, it would have been difficult to plow regular soil, but the silt deposited by the floods was easy to work. Because it was rich in nutrients, it was very fertile.

Daily Warm-Ups: World History

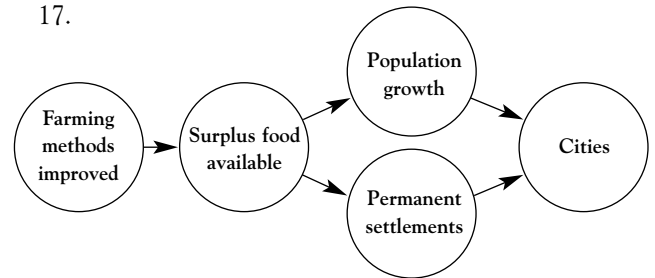
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Daily Warm-Ups: World History

16. Answers will vary. Actual construction methods included: mud—shaped into bricks and dried in the sun, then stacked to form walls; reeds—woven to form walls and roof; wooden poles—woven into panels, then daubed with clay to keep out wind and rain; animal skins—stretched on a frame of wooden poles to form a tentlike structure

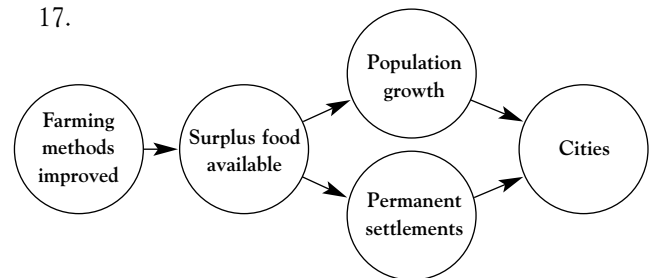
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20. Answers will vary. These are among the items Sir Leonard Woolley found in a burial site in Ur in 1927. Because so many of the objects were made of precious materials, Woolley believed these were the graves of Mesopotamian royalty.
21. Answers will vary. Sample answer: They wanted a leader who was strong and imposing, who would intimidate the rulers of other nations while at the same time look after his own people.
22. Maps will vary.
23. Answers will vary. Sample answer: use broken bricks to write on concrete; use the juice from plants or fruit to write on fabric; use a stick to write in sand.
24. Answers will vary.
25. We count seconds and minutes in 60s, with 60 seconds to a minute and 60 minutes to an hour. We also divide circles into 360 degrees, which is based on a base 60 system.
26. 1. Turkey; 2. southeast; 3. the Persian Gulf
27. Answers will vary. Sample answer: Small, mobile groups, such as the hunter-gatherers who preceded the first settlements, were able to self-select for compatible personalities. If friction developed, it was easy for the combatants to go their separate ways, hunting in different territories. Once people formed permanent settlements, it was harder for incompatible individuals to remain separate from one another, leading to the need for laws to specify unacceptable actions and to punish individuals who acted against the welfare of the group. Also, small groups of hunter-gatherers had few possessions; thus, crimes against property were unlikely. As settled communities grew and some individuals had more possessions than others, the temptation for one person to take another's belongings grew, leading to the need to control against and to punish infractions of this sort.
28. Answers will vary. Sample answer: You can tell that the Babylonians had a very organized society.

Daily Warm-Ups: World History

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Daily Warm-Ups: World History

Some people had specialized occupations, such as building houses for other people. They also thought that personal property was important, and if someone damaged another person's property, that person had to pay for the damage.

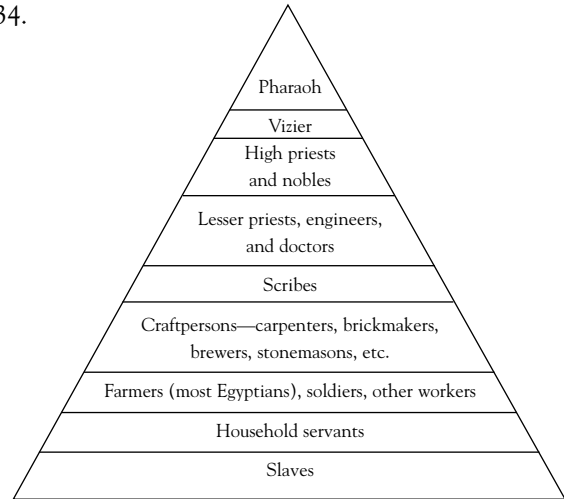
29. 1. T; 2. F; This civilization developed between the Tigris and Euphrates rivers. 3. F; The writing system of the Sumerians was known as cuneiform. 4. T; 5. T
30. 1. What is a ziggurat? 2. What is the Standard of Ur? 3. What is irrigation?
31. Mesopotamia, Tigris, Euphrates, Crescent, cuneiform
32. 1. d; 2. a; 3. c; 4. f; 5. b; 6. e
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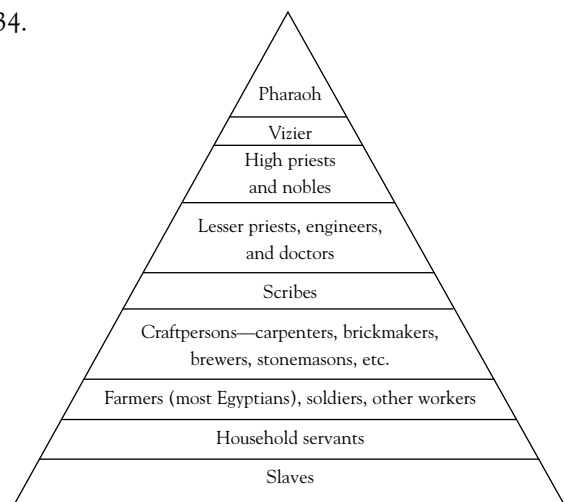
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34.



35. 1. O; 2. W; 3. O; 4. W; 5. W
36. Answers will vary. Sample answer: The water of the Nile is the only thing that makes it possible to live in Egypt, so the Nile gives life to the country. Without the Nile, crops wouldn't grow and the people could not keep cattle.

34.



35. 1. O; 2. W; 3. O; 4. W; 5. W
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Daily Warm-Ups: World History

37. Answers will vary.
38. Answers will vary. Sample answer: Advantages: Since most people are producers, everyone has something to trade. Disadvantages: In order to make a trade, both parties have to have something the other party wants; if you're trading something large, such as stone blocks, it's awkward to carry the item with you in order to trade; it can be hard to decide on the relative value of two very different things, such as a gold necklace and papyrus sandals.
39. 1. d; 2. e; 3. a; 4. b; 5. c
40. Answers will vary.
41. the common cold
42. Answers will vary. Sample answer: Drawings of objects were fine for record-keeping, but they could only be used to show concrete things, not abstract ideas. Once people started trying to write about anything more abstract, such as "warm," "son," or "love," they needed to change the way they used the signs.
43. Studying to be a scribe was hard work. Only boys could be scribes. They learned how to read and write by copying texts that taught them how to behave.
44. Drawings will vary.
45. 1. F; Only a few Egyptians learned to read and write. 2. T 3. F; Most Egyptians believed in many gods, although one pharaoh, Akhenaten, tried to introduce a single god, Aten. 4. F; South of Egypt, cataracts, or waterfalls, made the Nile unsuitable for sailing. 5. T
46. 1. What were hieroglyphics? 2. What was mummification? 3. What were canopic jars? 4. What was the scarab?
47. 1. papyrus; 2. Nile; 3. pharaoh; 4. pyramids; 5. mummification
48. Israelites, Yahweh, Judaism, Ten Commandments
49. 1. J; 2. C; 3. I; 4. J; 5. J; 6. I; 7. I; 8. C; 9. C
50. 1. c; 2. d; 3. b; 4. e; 5. a
51. Time lines will vary, but should include the dates in appropriate order.

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37. Answers will vary.
38. Answers will vary. Sample answer: Advantages: Since most people are producers, everyone has something to trade. Disadvantages: In order to make a trade, both parties have to have something the other party wants; if you're trading something large, such as stone blocks, it's awkward to carry the item with you in order to trade; it can be hard to decide on the relative value of two very different things, such as a gold necklace and papyrus sandals.
39. 1. d; 2. e; 3. a; 4. b; 5. c
40. Answers will vary.
41. the common cold
42. Answers will vary. Sample answer: Drawings of objects were fine for record-keeping, but they could only be used to show concrete things, not abstract ideas. Once people started trying to write about anything more abstract, such as "warm," "son," or "love," they needed to change the way they used the signs.
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50. 1. c; 2. d; 3. b; 4. e; 5. a
51. Time lines will vary, but should include the dates in appropriate order.

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52. Mazes will vary. You may want students to trade mazes with one another and see if they can find the way to the minotaur.
53. Answers will vary. Sample answer: Stone, because it is most durable, and clay, because it can be baked to harden it. At the same time, fired clay is easily broken if it is dropped or banged into. Papyrus and parchment would be less likely to survive, as both the plant material and animal skin would rot over time. Wax could melt.
54. Answers will vary. Sample answer: why some people live a long time, but some die young, or unexpectedly
55. Answers will vary. Sample answer: A trojan is a computer program that is put on a computer without the owner's knowledge. It is often hidden in something else, something the computer owner wants. The program's creator can take control of the computer and use it without the computer owner's knowledge. This is similar to the Trojan horse, which the Trojans brought into the city thinking it was harmless, thus enabling the Greeks to take control of the city.
56. Answers will vary. Sample answer: politic, politics, politician, political, police, politically, politicize
57. 1. N; 2. N; 3. N; 4. C; 5. C
58. Paragraphs will vary. Sample answer: Athenian boy: I get up in the morning, have breakfast, and walk to school, accompanied by a slave whose job is to supervise my education. At school, I learn to read and write using the Greek alphabet. I practice writing with a stylus on a wax tablet. I use an abacus to practice addition and subtraction. At the end of the school day, the slave walks me home.
59. Venn diagrams will vary. Sample answer:
- Athens**
- government: democracy—all citizens eligible to vote
 - social structure: citizens; *metics* (those who came

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- from outside the city); slaves
- military: strong navy
- culture: focus on arts, literature, drama, philosophy
- education: boys taught reading, writing, math, music, poetry, sports, gymnastics; girls taught how to maintain household
- women: considered husband's property
- cultural achievements: art, architecture, drama, literature, philosophy, science, medicine, government
- food: often luxurious, imported from all over empire
- housing: wealthy homes very comfortable, with many rooms, inner courtyard

Sparta

- government: oligarchy—rule by a few
- social structure: military professionals; outsiders; *helots* (serfs, treated like slaves)
- military: strong army

- culture: focus on strength, bravery
- education: boys taken from parents at 7, trained in art of warfare; girls taught reading, writing, sports
- women: role to produce strong, healthy babies; free to move around, own and control property; in time of war, wife expected to run husband's property until his return
- cultural achievements: military legacy
- food: simple and plain
- housing: men lived most of their lives in military barracks

Both Athens and Sparta

- women did not take part in political life
- spoke Greek
- fought against Persia for Greek independence
- fought against each other in Peloponnesian Wars

60. 1. c; 2. e; 3. d; 4. a; 5. b
 61. 1. f; 2. a; 3. e; 4. d; 5. c; 6. b
 62. Answers will vary. Sample answer: Be careful of

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 62. Answers will vary. Sample answer: Be careful of

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trying to get something that doesn't really exist, because in reaching for it, you may lose something both valuable and real.

63. 1. fear of heights; 2. fear of closed spaces; 3. fear of snakes or other reptiles; 4. fear of animals; 5. fear of foreigners; 6. fear of open spaces
64. 1. d; 2. f; 3. b; 4. a; 5. e; 6. c
65. 1. F; Greek civilization still affects us today in many ways, including language and government. 2. T 3. F; Greece consisted of a number of independent city-states, which were often at war with each other. 4. T 5. T
66. 1. What is democracy? 2. What was Sparta? 3. What was Athens? 4. What was Marathon?
67. peninsula, Mediterranean, city-states, deities, democracy, Olympic, alphabet
68. Answers will vary. Sample answer: It tells us that he is brave, because he is not afraid to try riding this wild horse; he is observant, because he notices the cause of the horse's fear; he is a good strategist,

because once he identifies the problem, he finds a solution.

69. Answers will vary. Sample answer: He would have extended his empire even farther, perhaps taking the western part of the Mediterranean, or even expanding toward the north.
70. Answers will vary. Sample answer: Many people in the conquered lands spoke Greek, read Greek literature, and worshipped Greek gods. Buildings were built using Greek architectural styles. Greek art and culture influenced people in the conquered areas.
71. 1. c; 2. d; 3. f; 4. b; 5. a; 6. e
72. Time lines will vary, but should include the dates in appropriate order.
73. Hills: the seven hills of Rome (Palatine, Aventine, Caelian, Capitoline, Esquiline, Quirinal, Viminal); River: Tiber; Sea: Tyrrhenian
74. 1. e; 2. a; 3. d; 4. c; 5. b
75. 1. e; 2. g; 3. a; 4. b; 5. c; 6. d; 7. f

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74. 1. e; 2. a; 3. d; 4. c; 5. b
75. 1. e; 2. g; 3. a; 4. b; 5. c; 6. d; 7. f

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76. 1. April; 2. August; 3. December; 4. February; 5. January; 6. July; 7. June; 8. May; 9. March; 10. November; 11. October; 12. September
77. 1. 7; 2. 14; 3. 3; 4. 205
78. Mosaics will vary.
79. Answers will vary.
80. Venn diagrams will vary. Sample answer:
- Patricians**
- members of hereditary ruling families
 - able to hold political office
 - able to become senator, judge, consul
- Plebeians**
- general population of Rome: merchants, farmers, artisans, etc.
 - able to vote
 - not able to become senator, judge, consul
- Both Patricians and Plebeians**
- Roman citizens
 - able to vote
 - able to fight in battle
- required to pay taxes
 - unable to marry outside class
81. Answers will vary.
82. 1. Clear the ground of rocks and trees. 2. Dig a trench where the road is to go. 3. Fill the trench with big stones. 4. Add more stones, pebbles, and sand; pack it down to make a firm base. 5. Add a layer of cement mixed with broken tiles. 6. Place paving stones so that they fit tightly together; these form the surface of the road. 7. Place curbstones at the sides of the road to hold the paving stones in place and to form a drainage channel for water.
83. 1. Hadrian; 2. Scipio; 3. Claudius; 4. Julius Caesar; 5. Augustus
84. 1. T 2. F; Augustus Caesar was the first emperor of Rome. 3. T 4. F; According to Roman myth, the city of Rome was founded by two brothers, Romulus and Remus. 5. T
85. 1. What was Gaul? 2. What was Carthage?

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3. What were the Ides of March? 4. Who were Romulus and Remus?
86. Tiber, empire, Mediterranean, Britannia, Gaul, Latin, Romance
87. Answers will vary.
88. 1. Palestine, known as Israel today 2. about 2,000 years ago 3. Jesus of Nazareth
89. Examples will vary.
90. Time lines will vary, but should include the dates in appropriate order.
91. Answers will vary. Sample answer: The climate was wet enough for farming, the regular flooding and silt deposits made farming easy, and the river made transportation easy.
92. Drawings will vary, but should be generally square or rectangular, with a central courtyard open to the sky.
93. 1. F; The Indus Valley civilization lasted about 1,000 years. 2. T 3. T 4. T 5. T
94. 1. What is Pakistan? 2. What are Harappa and Mohenjo-Daro? 3. What are the Himalayas? 4. What are pictograms?
95. Pakistan, Mohenjo-Daro, Harappa, grid, bricks, sewers
96. 1. b; 2. d; 3. c; 4. a; 5. e
97. 1. e; 2. d; 3. a; 4. b; 5. c
98. Check drawings to make sure they include the details in the description.
99. avatars, fish, tortoise, boar, lion, dwarf, warrior, king
100. 1. c; 2. e; 3. b; 4. d; 5. a
101. Time lines will vary, but should include the dates in appropriate order.
102. Drawings will vary.
103. Answers will vary.
104. Designs will vary.
105. 1. F; Lao-tzu founded Taoism. 2. T 3. T 4. T 5. F; Paper was invented in China.
106. 1. What is a kite? 2. What is paper? 3. What is gunpowder? 4. What is the compass?

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107. Yangshao, Huang He, silt, rice, potter's wheel, silk
108. Answers will vary. Sample answers: 1. It is pointless to try to solve major problems with minor solutions. 2. Before going into a risky situation, you should make sure you know how you're going to get out of it. 3. To succeed, you need to have more than one plan and to be ready for every possibility. 4. If you want something to happen, you need to act instead of just waiting and hoping it will happen. 5. Don't concentrate on minor details but lose sight of the important things.
109. a fan (wind in paper) and a paper lantern with a candle inside (fire wrapped in paper)
110. Answers will vary.
111. The emperor who had sent Zheng He on his voyages died, and his successors were influenced by conservative advisers. One factor was the huge expense of building and maintaining a fleet of large ships. But the primary reason was that the emperors decided that the "barbarian" nations in the rest of the world offered little value to China and put an end to exploration. It became a crime to build a ship with more than two masts or to leave the country by sea.
112. 1. f; 2. e; 3. b; 4. a; 5. c; 6. d
113. Time lines will vary, but should include the dates in appropriate order.
114. the kingdom of Ghana
115. Answers will vary. Sample answer: Families and clans related by blood lived together in villages or small city-states; the basic social unit was the extended family; the village was governed by a chief, who was advised by a council of tribal elders.
116. Answers will vary.
117. Answers will vary. Sample answer: Mansa Musa learned a great deal on his pilgrimage. He learned about the countries of the Mediterranean region. He started diplomatic relations with the Muslim

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rulers of Morocco and Egypt. He brought an Arabian architect, al-Saheli, back to Mali. With al-Saheli's help, he transformed the city of Timbuktu, building mosques and other buildings in the Muslim style. What had begun as a campsite for desert nomads became a center of learning.

118. Designs will vary.
 119. 1. F; Sundiata was king of Mali, not of Ghana.
 2. T 3. F; Travel between western and northern Africa, which involved crossing the Sahara, was slow and difficult. 4. T 5. T
 120. 1. What is sleeping sickness? 2. What are the monsoons? 3. What is the Rift Valley? 4. What is malaria? 5. What is Great Zimbabwe?
 121. 1. f; 2. e; 3. d; 4. b; 5. c; 6. a
 122. Paragraphs will vary.
 123. Answers will vary. Sample answer: Muhammad died without naming a successor. His advisors felt that it was important to name a successor quickly,

so they met and chose Abu Bakr as caliph, or successor. However, some of Muhammad's followers felt that only members of Muhammad's family were qualified to succeed him as leader. They felt that Muhammad's cousin and son-in-law Ali, who had married his daughter Fatima, was his rightful successor.

124. Answers will vary. Sample answer: Yes, it is true, because as well as the Five Pillars of Islam, Islam has standards for what Muslims should eat and drink, how they should do business, and other aspects of daily life.
 125. 1. The confession of faith is "There is no God but God and Muhammad is the messenger of God" (la illaha illa 'llah Muhammadun rasul 'llah). This is the first thing said to a newborn baby and the last thing said to someone who dies. 2. Muslims are required to pray five times a day while facing toward Mecca. 3. During the month of Ramadan, which is the ninth month of the Muslim calendar,

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all believers must go without food, drink, or sexual contact between dawn and dusk. (Since the Muslim calendar is a lunar calendar, not a solar one, Ramadan falls at different times of the year, so the period between dawn and dusk can be longer or shorter from year to year.) The intent of fasting is purification by renouncing the world.

4. According to Islam, a Muslim's duty to Allah involves sharing wealth with those less fortunate. This is designed to purify the believer by encouraging a charitable outlook and reducing a person's attachment to worldly belongings. 5. Any believer who can afford to must make a pilgrimage to the Kaaba, the sacred shrine of Islam in Mecca, at least once in his or her lifetime.

126. 1. T 2. T 3. F; Although Muhammad had a group of loyal followers, others in Mecca felt that the new religion threatened the old gods, and Muhammad was forced to flee the city. 4. F; The Koran was prepared by Muhammad's followers;

some was written down while Muhammad was alive, and some was written down after his death.

5. T

127. 1. What was the hegira? 2. What is Mecca? 3. What is a Muslim? 4. What is the hajj?
128. Muhammad, Mecca, Gabriel, Allah, prophet, Medina, hegira
129. 1. d; 2. e; 3. a; 4. c; 5. b
130. Time lines will vary, but should include the dates in appropriate order.
131. Answers will vary. Sample answer: I can't stand it when people fling doors open, so they bang against the wall. Can't they just open a door quietly? Riding around in a car with a noisy exhaust. I get annoyed not just with the car, but with the owner, too. A pen where the ink comes out in big globs, so you can't write without blotting.
132. Designs/descriptions will vary.
133. 1. T 2. T 3. F; In 1333, the imperial family tried to regain power, but failed; power passed from the

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128. Muhammad, Mecca, Gabriel, Allah, prophet, Medina, hegira
129. 1. d; 2. e; 3. a; 4. c; 5. b
130. Time lines will vary, but should include the dates in appropriate order.
131. Answers will vary. Sample answer: I can't stand it when people fling doors open, so they bang against the wall. Can't they just open a door quietly? Riding around in a car with a noisy exhaust. I get annoyed not just with the car, but with the owner, too. A pen where the ink comes out in big globs, so you can't write without blotting.
132. Designs/descriptions will vary.
133. 1. T 2. T 3. F; In 1333, the imperial family tried to regain power, but failed; power passed from the

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- Minamoto family to the Ashikaga family. 4. T
5. F; Tokugawa Ieyasu based his government in Edo, which is known as Tokyo today.
134. 1. What was Nagasaki? 2. What was a shogun?
3. What was Edo? 4. What is Kabuki?
135. shogun, daimyos, samurai, bushido, Kabuki, Bunraku, haiku
136. 1. c; 2. e; 3. d; 4. b; 5. a; 6. f
137. Time lines will vary, but should include the dates in appropriate order.
138. 1. e; 2. d; 3. f; 4. c; 5. a; 6. b
139. Time lines will vary, but should include the dates in appropriate order.
140. Drawings will vary.
141. Time lines will vary, but should include the dates in appropriate order.

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136. 1. c; 2. e; 3. d; 4. b; 5. a; 6. f
137. Time lines will vary, but should include the dates in appropriate order.
138. 1. e; 2. d; 3. f; 4. c; 5. a; 6. b
139. Time lines will vary, but should include the dates in appropriate order.
140. Drawings will vary.
141. Time lines will vary, but should include the dates in appropriate order.

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142.

	Maya	Aztec	Inca
Where	Yucatán	central Mexico	Peru
When	2600 B.C.E.–1541 C.E.	1100–1521 C.E.	1200–1533 C.E.
Writing system?	yes; glyphs	yes; glyphs	no
Ended because . . .	Spanish conquest	Spanish conquest	Spanish conquest

143. 1. T 2. T 3. T 4. F; The Aztec and Maya had writing systems, but the Inca did not. 5. F; The Inca used llamas as pack animals, not draft animals, and did not have wheeled carts.
144. 1. What were chinampas? 2. What are potatoes?
3. What are terraces? 4. What was a quipu?
145. 1. c; 2. e; 3. a; 4. d; 5. f; 6. b
146. Time lines will vary, but should include the dates in appropriate order.

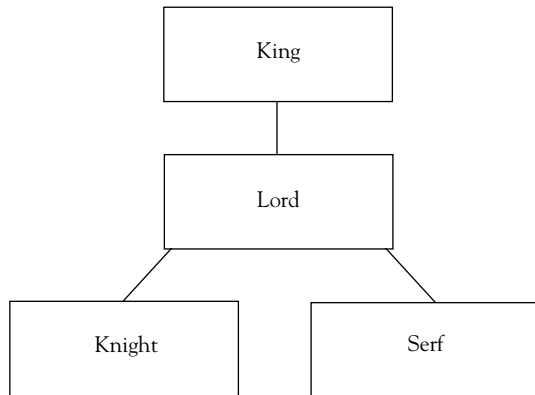
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144. 1. What were chinampas? 2. What are potatoes?
3. What are terraces? 4. What was a quipu?
145. 1. c; 2. e; 3. a; 4. d; 5. f; 6. b
146. Time lines will vary, but should include the dates in appropriate order.



147.



148. 1. K; 2. S; 3. P; 4. P; 5. S; 6. K; 7. P; 8. S; 9. K; 10. P; 11. S; 12. K
 149. 1. f; 2. b; 3. e; 4. c; 5. a; 6. d
 150. Drawings/descriptions of crests will vary.
 151. 1. John of Toul—vassal of the countess of Troyes and of the count of Champagne and of the count of Grandpré 2. Beatrice, countess of Troyes—mother of Theobald, count of Champagne, and

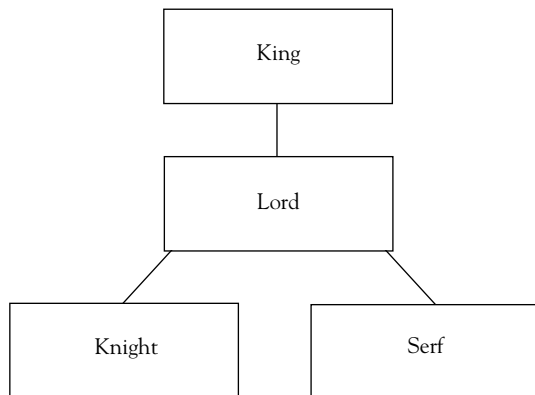
overlord of John of Toul 3. Theobald, count of Champagne—son of Beatrice, countess of Troyes, and overlord of John of Toul 4. the count of Grandpré—overlord of John of Toul

152. Answers will vary.
 153. 1. c; 2. a; 3. b
 154. 1. T 2. F; Pope Leo III chose to crown Charlemagne without being asked. 3. F; The Magna Carta began the decline of feudalism because it set rules to govern kings. 4. T 5. T
 155. 1. What was a guild? 2. What was a tournament? 3. What was a monastery? 4. What was the plague?
 156. guild, apprentice, journeyman, master, masterpiece
 157. Letters will vary.
 158. 1. c; 2. b; 3. d; 4. a
 159. Answers will vary. Sample answer: Positive effects: contact with Byzantine and Muslim cultures brought classical knowledge back to Europe; crusades developed European interest in trade with

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147.



148. 1. K; 2. S; 3. P; 4. P; 5. S; 6. K; 7. P; 8. S; 9. K; 10. P; 11. S; 12. K
 149. 1. f; 2. b; 3. e; 4. c; 5. a; 6. d
 150. Drawings/descriptions of crests will vary.
 151. 1. John of Toul—vassal of the countess of Troyes and of the count of Champagne and of the count of Grandpré 2. Beatrice, countess of Troyes—mother of Theobald, count of Champagne, and

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 158. 1. c; 2. b; 3. d; 4. a
 159. Answers will vary. Sample answer: Positive effects: contact with Byzantine and Muslim cultures brought classical knowledge back to Europe; crusades developed European interest in trade with

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- Asia; improved technology—including magnetic compass, better ships, and more accurate maps—made further exploration possible. Negative effects: Constantinople was badly damaged by crusaders; knights lost respect because of abuses; Jews in Europe were persecuted.
160. Answers will vary. Sample answer: The crusades changed Europe because they exposed Europeans to the culture, knowledge, and trade goods of Asia. Crusaders returned from the Holy Land with sugar, spices, silk, and other luxury goods. This created a desire in Europe for more of these goods and led to increased trade with Asia. Eventually, the desire for access to the sources of these goods led European explorers to venture farther and farther from Europe, including Columbus' accidental voyage to the Americas.
161. 1. c; 2. d; 3. b; 4. e; 5. a
162. Time lines will vary, but should include the dates in appropriate order.
163. 1. W; 2. S; 3. W; 4. A; 5. W; 6. S; 7. A; 8. S; 9. S; 10. A; 11. W; 12. A
164. Answers will vary. Sample answer: The perfect courtier has to be an athlete, well-read, and musical; whatever he does, he has to be graceful.
165. 1. T 2. F; Unlike France and England at the time, Italy did not have a strong central government, but was made up of independent city-states. 3. T 4. T 5. F; The Renaissance began in Italy.
166. 1. Who was Niccoló Machiavelli? 2. What was the Black Plague/bubonic plague/Black Death? 3. Who was Johannes Gutenberg? 4. What was the caravel?
167. 1. c; 2. d; 3. e; 4. a; 5. b
168. Time lines will vary, but should include the dates in appropriate order.
169. Answers will vary.
170. 1. c; 2. a; 3. b; 4. d
171. 1. F; The Protestant Reformation began in Germany with Martin Luther. 2. T 3. T 4. T 5. F;

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161. 1. c; 2. d; 3. b; 4. e; 5. a
162. Time lines will vary, but should include the dates in appropriate order.
163. 1. W; 2. S; 3. W; 4. A; 5. W; 6. S; 7. A; 8. S; 9. S; 10. A; 11. W; 12. A
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167. 1. c; 2. d; 3. e; 4. a; 5. b
168. Time lines will vary, but should include the dates in appropriate order.
169. Answers will vary.
170. 1. c; 2. a; 3. b; 4. d
171. 1. F; The Protestant Reformation began in Germany with Martin Luther. 2. T 3. T 4. T 5. F;

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Martin Luther believed that the path to salvation was through faith alone.

172. 1. What were the ninety-five theses? 2. What were indulgences? 3. What is excommunication? 4. What is an annulment?
173. Catholic, indulgences, reforms, theses, Reformation
174. 1. c; 2. d; 3. b; 4. a; 5. f; 6. e
175. Time lines will vary, but should include the dates in appropriate order.
176. Answers will vary.
177. 1. d; 2. e; 3. c; 4. b; 5. a
178. Answers will vary. Sample answer: I think that Christopher Columbus didn't discover America because there were already native Americans living there. To say that America was discovered by the first European whose voyage was well-recorded is a very one-sided position.
179. Answers will vary. Sample answer: To acquire goods, such as spices and silk from Asia; to find

- gold; to spread Christianity; to learn more about the world; to find new markets for European goods
180. 1. mathematician; 2. patron; 3. merchant; 4. sailor

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