

Standards Review Workbook

Jeff

HOLT

CALIFORNIA SOCIAL STUDIES



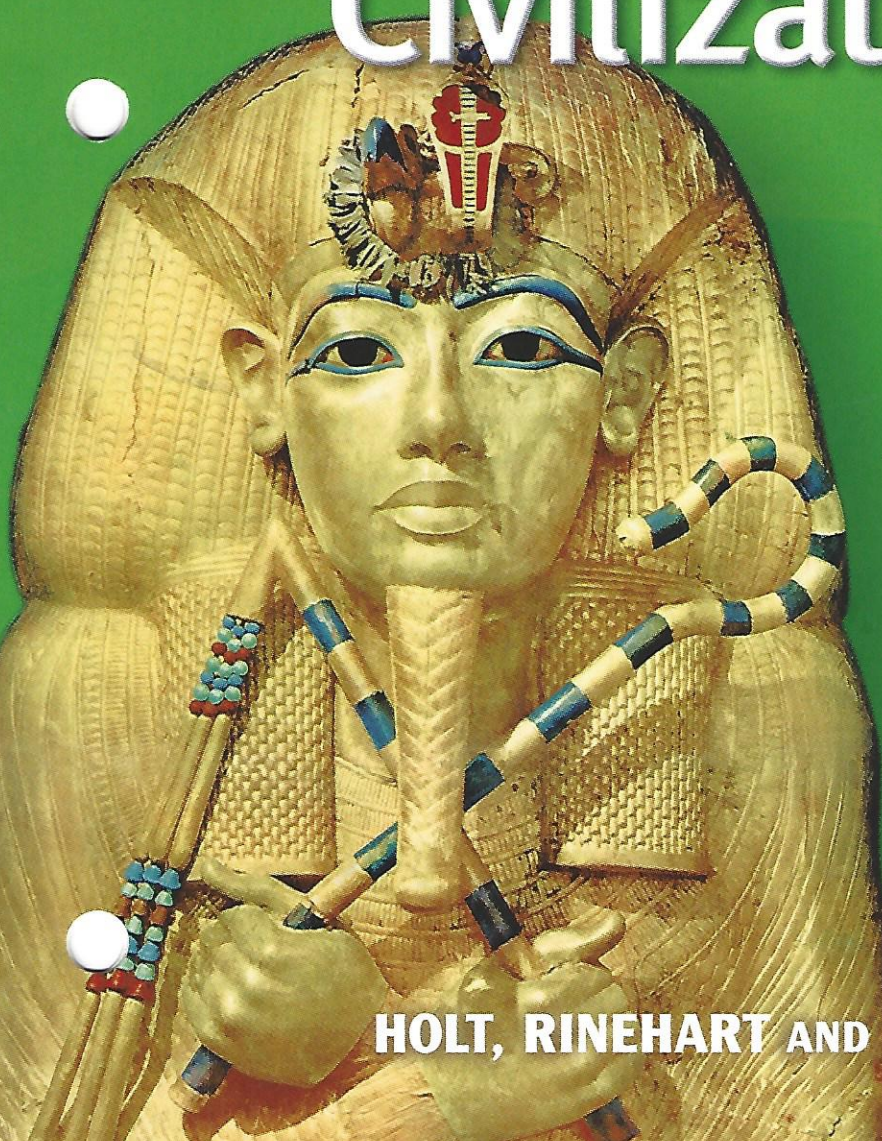
WORLD HISTORY

Ancient Civilizations

Provides students with

- a review of each specific grade-level standard
- opportunities to apply what they have learned
- sample test questions using the California test format

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Standards Review Workbook

Holt California Social Studies

World History Ancient Civilizations



HOLT, RINEHART AND WINSTON

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History–Social Science Grade 6 Standard 6.1 Review**STANDARDS REVIEW**

HSS 6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.

Many scientists think the first modern humans appeared in Africa about 200,000 years ago. These early humans lived during a time called the Stone Age. Early humans gradually developed tools, such as sharpened stones for processing food, flint axes, and spears. These people were hunter-gatherers. They hunted animals and gathered wild plants for survival. They learned to use fire. These early people also developed language and created art, including cave paintings and carvings.

During the Paleolithic Era, early people began to move around. From Africa, scientists believe humans went first to Asia. Early peoples eventually spread over thousands of years to Europe, Australia, North America, and South America. People learned to sew clothing from animal skins, build shelters, create new and better tools, and make pottery. A major change occurred about 5,000 years ago in Southwest Asia, but later in other parts of the world. There, people learned how to grow food crops by planting seeds. They also learned to raise animals, rather than following herds. This huge shift from food gathering to food producing is called the Agricultural, or Neolithic, Revolution.

STANDARDS PRACTICE

DIRECTIONS Read each question and circle the letter of the best response.

1 Which statement does not describe hunter-gatherers?

- ☒ **A** They lived during the Stone Age.
- ☒ **B** They developed tools.
- ☒ **C** They made cave paintings.
- ☐ **D** They grew crops by planting seeds.

2 Where did the first humans live?

- ☒ **A** Asia
- ☒ **B** Africa
- ☒ **C** Australia
- ☐ **D** Europe

3 In the Agricultural Revolution, people first learned to

- ☐ **A** raise animals.
- ☒ **B** use fire.
- ☐ **C** make carvings.
- ☐ **D** sharpen stones.

History–Social Science Grade 6 Standard 6.2 Review**STANDARDS REVIEW**

HSS 6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.

In several parts of the world, bands of hunter-gatherers settled down in farming settlements. Over time, their cultures became more complex. Most early civilizations grew up along rivers. Three of the earliest were at the eastern end of the Mediterranean Sea. Mesopotamia lay between the Tigris and Euphrates Rivers. In this fertile region, farmers grew crops and raised livestock. Cities appeared between 4000 and 3000 BC. Sumer was the world's first advanced society, with religion, writing, technology, armies, and a social order. Other civilizations, such as Babylonia, Assyria, and Phoenicia, followed Sumer in Mesopotamia.

At about the same time, other people settled along the Nile River in Egypt. Around 3100 BC, the kingdom of Egypt arose. Ruled by a pharaoh, ancient Egyptians developed a society with a strict class order, a religion with many gods, trade, art, a powerful military, and a system of writing called hieroglyphics. Egyptians were also known for their buildings, including massive temples and pyramids. South of Egypt in Africa, a third early civilization grew up around 2000 BC. It was Kush. Sometimes Kush was dominated by neighboring Egypt, but in the 700s BC, Kush conquered Egypt. Kush was known for its advanced iron industry, and it had extensive trade relations with other peoples.

STANDARDS PRACTICE

DIRECTIONS Read each question and circle the letter of the best response.

1 Which civilization did not grow up in Mesopotamia?

- A** Babylonia
- B** Assyria
- C** Kush
- D** Sumer

2 What is one thing all these civilizations have in common?

- A** Each had an advanced iron industry.
- B** Each grew up near a river.
- C** Each had a system of writing called hieroglyphics.
- D** Each lay between the Tigris and Euphrates Rivers.

History–Social Science Grade 6 Standard 6.3 Review**STANDARDS REVIEW**

HSS 6.3 Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.

The civilization of the Hebrews dates back to Abraham, who settled in Canaan on the Mediterranean Sea between 2000 and 1500 BC. The Hebrews, or Jewish people, endured a period of slavery in Egypt. They were led back to Canaan by Moses around 1200 BC, a journey known as the Exodus. According to the Bible, on this journey God gave Moses a set of laws called the Ten Commandments. The Jews believed that if they obeyed God, followed the Ten Commandments, and valued human life, self-control, and justice, God would look after them. The Jews' religion became known as Judaism. Historians believe it was the first monotheistic religion. Monotheism is the belief in only one god.

Over their history, the Jews have suffered periods of persecution and exile. Their capital, Jerusalem, has been destroyed, and many Jews were forced to move away from Israel, their homeland. They were conquered by neighboring peoples, including the Assyrians, Chaldeans, and Romans. Numerous revolts ended in failure. Through difficult times, their faith has remained strong. Jewish values, such as justice, obedience to the law, and education, have been especially influential in Western civilization. Christianity grew from Jewish roots. Judaism also has much in common with Islam. Today, Jews live all over the world.

STANDARDS PRACTICE

DIRECTIONS Read each question and circle the letter of the best response.

- 1** Which of the following statements about the ancient Hebrews is true?
- ☒ **A** There was the first monotheistic religion.
 - B** They conquered Egypt.
 - C** They founded the Christian religion.
 - D** Their civilization was started by Moses.

- 2** Monotheism is
- ☒ **A** the belief in the Jewish god.
 - B** the belief in the Ten Commandments.
 - C** the belief in only one god.
 - D** the belief in Abraham and Moses.
- 3** Which is not a Jewish value?
- ☒ **A** justice
 - B** obedience to the law
 - C** education
 - D** tyranny

History–Social Science Grade 6 Standard 6.4 Review**STANDARDS REVIEW**

HSS 6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.

One of the greatest of all ancient civilizations developed in a rocky, mountainous region in the Mediterranean Sea. Around 600 BC, small, independent city-states grew up in Greece. The most important city-state, Athens, soon set up trading colonies and grew more powerful. Early in its history, Athens was ruled by aristocrats and then by a king called a tyrant. Around 500 BC, however, a new form of government was invented in Athens—a democracy. In Athens's democracy, citizens assembled to vote on matters that affected their city. All modern democratic countries trace their roots to ancient Athens in Greece.

Athens flourished for only a short time. During its golden age, it gave the world some of its greatest literature, philosophy, history, art, architecture, mathematics, and science. Greeks also created a rich mythology to explain the world. In the mid-400s BC, however, Athens lost a destructive war with another city-state, the military state of Sparta. The war weakened all of Greece, and within 100 years, Greece was conquered by Macedonia, a small country north of Greece. However, the leader of Macedonia, Alexander the Great, admired Greek culture tremendously. He spread this culture throughout Asia as he built a huge empire. Through Alexander, Greek culture was preserved.

STANDARDS PRACTICE

DIRECTIONS Read each question and circle the letter of the best response.

1 Democracy was invented in

- A** Macedonia.
- B** Athens.
- C** Sparta.
- D** Rome.

2 How did Alexander preserve Greek culture?

- A** He created a rich mythology.
- B** He became a king called a tyrant.
- C** He conquered Sparta.
- D** He spread it throughout his empire.

3 In Greek democracy,

- A** all people voted.
- B** men and women voted.
- C** citizens voted.
- D** wealthy people voted.

History–Social Science Grade 6 Standard 6.5 Review**STANDARDS REVIEW**

HSS 6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.

India is separated by mountains, deserts, and seas from the rest of Asia. This isolation helped India develop its own special civilizations. The earliest civilization in India was the Harappan. Like other early civilizations, it grew up along a river, the Indus. By the 1200s BC, the Harappans had been replaced by the Aryans. The Aryans were a people from the north. These people gave their language, Sanskrit, and their religion, Brahmanism, to India. Brahmanism divided society into strict classes called castes. The caste system determined almost everything about a person's life. Brahmanism developed into Hinduism, the religion of today's India. Hindus believe in many gods, who are all different parts of one god. Hindus also believe in reincarnation, or rebirth into another life form, and the importance of doing one's duty. India is also the birthplace of another world religion. In the 500s BC, a man named Siddhartha created Buddhism. Buddhists search for enlightenment, or wisdom, and nirvana, a state of perfect peace.

In the 320s BC, a great leader named Asoka united most of India in one kingdom. He ruled by Buddhist principles, trying to improve the lives of his people. Under Asoka and other kings, India developed a rich culture. India excelled in art, architecture, literature, and mathematics.

STANDARDS PRACTICE

DIRECTIONS Read each question and circle the letter of the best response.

- 1** Which is not a Hindu belief?
- A** isolationism
 - B** reincarnation
 - C** the importance of doing one's duty
 - D** belief in many gods, who are all different parts of one god

- 2** Who were the Aryans?
- A** the creators of Buddhism
 - B** founders of a state of perfect peace
 - C** leaders who ruled by Buddhist principles
 - D** a people from the north who invaded India
- 3** For what is Asoka known?
- A** He created Buddhism.
 - B** He named the Indus River.
 - C** He found enlightenment, or wisdom.
 - D** He was a king who ruled by Buddhist principles

History–Social Science Grade 6 Standard 6.6 Review**STANDARDS REVIEW**

HSS 6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.

East of India, another great culture grew up along major rivers. China is a vast and varied land, and the country's first civilization was located along the Huang He, or Yellow River, in northern China. About 1500 BC, a group of rulers called the Shang had gained control. Among the Shang's achievements was China's first writing system. The next rulers, called the Zhou, solidified control over more of China, but eventually weakened. During a period of social chaos in the 500s BC, a man named Confucius looked for solutions to China's problems. He called for people to behave morally, be loyal, and perform their proper roles. His ideas are still influential today. Another set of ideas, called Daoism, suggested that people should live in harmony with nature.

The next dynasty, or group of related rulers, was the Qin. Its great emperor Shi Huangdi was able to unify all of China with his ruthless policies. He also built a Great Wall to protect China from its enemies. Rulers of the Han dynasty took power around 200 BC. They adopted Confucianism to create a strong central government. Art and learning thrived under the Han. They also opened trade routes to other countries, including the Silk Road across Asia to Europe. Also at this time, Buddhism arrived in China from India.

STANDARDS PRACTICE

DIRECTIONS Read each question and circle the letter of the best response.

- ✓ **1** Which is not a belief of Confucianism?
- A** People should behave morally
 - B** People should perform their proper roles.
 - C** People should live in harmony with nature.
 - D** People should be loyal.

- 2** Which dynasty created a strong central government in China?

A Qin
B Han
C Shang
D Zhou

- 3** Who built a Great Wall?

A Confucius
B Zhou
C Shi Huangdi
D Shang

History–Social Science Grade 6 Standard 6.7 Review**STANDARDS REVIEW**

HSS 6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.

The city of Rome lies on a river near the western coast of Italy, a peninsula that extends out into the Mediterranean Sea. This beneficial location helped Rome become the greatest civilization of the ancient world. Rome was founded in the 700s BC and became a republic in 509. Over centuries, the Roman Republic created a written constitution, a system of laws, and a three-part government with executive, legislative, and judicial branches. Rome gradually defeated and conquered more of its neighbors until it ruled a large area. After many years of social and political disorder, however, Augustus seized power in 27 BC. Rome became an empire.

Under its emperors, Rome expanded into a vast empire that stretched from Britain to Mesopotamia. The Roman Empire was united by an extensive road network, a common money system, and its magnificent army. People throughout the empire felt proud to be Roman citizens. But even this great empire eventually weakened and fell in the AD 400s. Its many contributions to the world live on. Its laws, science, architecture, literature, and art are still admired. Its language, Latin, is used today. Yet another contribution of Rome is the preservation and expansion of Christianity. The religion was born in the Roman Empire, and within a few centuries became the empire's official religion.

STANDARDS PRACTICE

DIRECTIONS Read each question and circle the letter of the best response.

- 1** What form of government did Rome have before it became an empire?
- ☒ **A** dictatorship
B democracy
C monarchy
D republic

- 2** Which was not one of Rome's lasting contributions to the world?

☒ **A** democracy
B laws
C architecture
D Christianity

- 3** Which helped unite the Roman Empire?

☒ **A** the legislative branch of government
B a common money system
C its architecture
D pride in being a Greek citizen

History–Social Science Grade 6 **Standard 6.1.1****STANDARDS REVIEW**

HSS 6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.

6.1.1 Describe the hunter-gatherer societies, including the development of tools and the use of fire.

Archaeological studies tell us that our hominid, or human-like, early ancestors lived in Africa millions of years ago. These ancestors traveled great distances and migrated around the world. Over time, these hominids developed characteristics of modern humans. Scientists think that early humans first appeared around 200,000 years ago. They lived in relatively small groups and hunted animals and gathered wild plants to survive. Men probably did most of the hunting. Women probably did most of the gathering of the wild plants, fruits, seeds, nuts, and berries that the group ate. In some places, these groups lived in caves. Early humans learned to make tools for processing food. They also made small axes and spears. They learned to use fire for cooking, warmth, and protection.

Early humans also developed language. Language may have made hunting in groups easier, or it may have been a way to form relationships within the groups. Early humans painted pictures of animals on cave walls. The paintings may have been another way to communicate about the hunt. Scientists think the paintings may also have had religious meaning.

STANDARDS PRACTICE

DIRECTIONS Read each question and circle the letter of the best response.

- 1** Which is not a characteristic of early humans?
- A** They cooked some of their food.
 - B** They lived in small groups.
 - C** They had forms of art.
 - D** They always stayed in one place.

- 2** Scientists think the first humans
- A** appeared millions of years ago.
 - B** appeared around 200,000 years ago.
 - C** remained in one place.
 - D** appeared around 20,000 years ago.

History–Social Science Grade 6 **Standard 6.1.2****STANDARDS REVIEW**

HSS 6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.

6.1.2 Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.

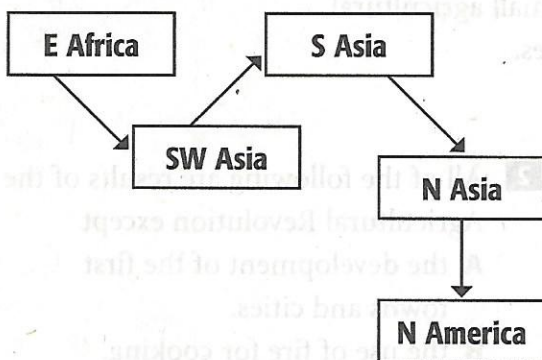
During the Paleolithic Era, also called the Old Stone Age, the earth's climate changed. In response to these changes, early people began to move around. Scientists believe humans went first from Africa to Asia. They eventually spread over hundreds of thousands of years to Europe, Australia, North America, and South America. Although scientists do not know exactly how, people also reached the island continent of Australia. By about 9000 BC, people lived on all the continents except Antarctica.

People gradually adapted to new climates. They learned new skills, such as sewing clothing from animal skins, building shelters, creating new and better tools, and making pottery.

STANDARDS PRACTICE

DIRECTIONS Read each question and circle the letter of the best response.

- 1** Use the chart to answer the following question.



Where did the earliest hominids start life?

- A** N America
- B** S Asia
- C** E Africa
- D** N Asia

- 2** By about 9000 BC, people
- A** had reached all the continents.
 - B** lived in Africa and Asia.
 - C** lived on all the continents except Antarctica.
 - D** lived on all the continents except Australia.

History–Social Science Grade 6 **Standard 6.1.3****STANDARDS REVIEW**

HSS 6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.

6.1.3 Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter.

Several major changes occurred about 5,000 years ago in Southwest Asia, and these changes occurred later in other parts of the world.

One change was the development of metal tools. These were a great improvement over stone tools. But another change was even more critical. As the earth's climate grew warmer, people learned how to grow food crops by planting seeds. Before, they had depended on wild plants for food. People also learned to raise animals, rather than following herds. The process of growing plants and breeding animals to make them more useful to people is called domestication. This huge shift from food gathering to food producing is called the Agricultural, or Neolithic, Revolution. It changed life forever.

The domestication of plants led to the development of agriculture, or farming. For the first time, people could produce their own food. Agriculture also enabled people to use plant fibers to make cloth. The domestication of animals made it possible to use wool from goats and sheep and skins from horses for clothes. With agriculture also came the first permanent settlements. People no longer needed to wander from place to place in search of food. Over time, small agricultural settlements grew into the first towns and cities.

STANDARDS PRACTICE

DIRECTIONS Read each question and circle the letter of the best response.

- 1** The process of changing plants and animals to make them more useful is known as
- A** domestication.
 - B** taming.
 - C** farming.
 - D** food production.

- 2** All of the following are results of the Agricultural Revolution except
- A** the development of the first towns and cities.
 - B** the use of fire for cooking.
 - C** the first permanent settlements.
 - D** the ability of people to produce their own food.

History–Social Science Grade 6**Standard 6.2.1****STANDARDS REVIEW**

HSS 6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.

6.2.1 Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.

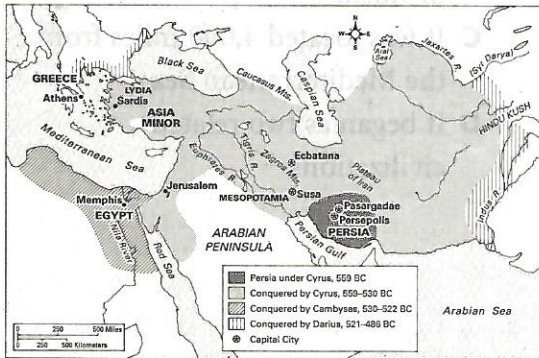
The earliest civilizations grew up along rivers. Rivers supplied water for drinking and agriculture and were sources of fish. Rivers also served as an easy means of transportation. The world's first civilization arose in Mesopotamia. Mesopotamia is an area of land between Asia Minor and the Persian Gulf. The name of this first civilization was Sumer.

The Tigris and Euphrates Rivers are the most important physical features of the region known as Mesopotamia. In fact, Mesopotamia means “the land between the rivers” in Greek. This region was part of a larger area called the Fertile Crescent, a large arc of rich farmland. The Fertile Crescent extends from the Persian Gulf to the Mediterranean Sea.

STANDARDS PRACTICE

DIRECTIONS Read each question and circle the letter of the best response.

1 Use the map to answer the following question.



What body of water do the Tigris and Euphrates Rivers flow into?

- A** the Red Sea
- B** the Caspian Sea
- C** the Persian Gulf
- D** the Mediterranean Sea

2 All of the following were advantages of settling near rivers except

- A** water for drinking.
- B** an easy means of transportation.
- C** food.
- D** high tides.

STANDARDS REVIEW

Another great river played a key role in the development of two other early civilizations. The river was the Nile, the world's longest river. It starts in eastern Africa and flows 4,000 miles north to the Mediterranean Sea. At some points, the fertile Nile Valley is only 13 miles wide. On either side are hundreds of miles of scorching deserts. When the Nile flooded, it washed fertile soils called silt over the land. Without these floods, farming would have been impossible in the desert land. Two related kingdoms grew up at the river's northern end, called the Lower Nile, and further upstream, the region called the Upper Nile. In about 3100 BC, the two kingdoms united and became Egypt.

Farther up the Nile, past a series of swift rapids, another civilization arose. It was called Kush and was located in a region called Nubia in northeast Africa. As in Egypt, the regular flooding of the Upper Nile made farming possible in its valley. Many small Upper Nile villages were united under a single king about 2000 BC and became known as the kingdom of Kush.

STANDARDS PRACTICE

DIRECTIONS Read each question and circle the letter of the best response.

- 3** What is silt?
- A** fertile soil washed over the land by rivers
 - B** fertile soil washed over the land by rainfall
 - C** desert soil
 - D** mud along a river bank
- 4** What is one thing Egypt and Kush had in common?
- A** Both were located in Nubia.
 - B** Both depended on the regular flooding of the Nile to make farming possible.
 - C** Both grew up along the Lower Nile.
 - D** Both were located in the Fertile Crescent.

- 5** Which statement about Egypt is correct?

- A** It was located on the Upper Nile.
- B** It was also known as the kingdom of Kush.
- C** It was located 4,000 miles from the Mediterranean Sea.
- D** It began as two related civilizations.

History–Social Science Grade 6**Standard 6.2.2****STANDARDS REVIEW**

HSS 6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.

6.2.2 Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.

Controlling rivers was the key to being able to farm in early civilizations. If too much rain fell, destructive flooding occurred. When water levels were too low, crops dried up and died. In addition, getting river water to the crops was a challenge. To solve their problems, Mesopotamians used irrigation, a method of supplying water to an area of land. They dug out large storage basins to hold water. Then they dug canals, human-made waterways, that connected the storage basins to a network of ditches. These ditches brought water to the fields. Farmers could water their fields or let farm animals drink when necessary.

Irrigation made possible the production of food surpluses, more food than people needed. As food supplies increased and farm methods improved, fewer people were needed for farming. As a result, people could do other work. Occupations such as craftsperson, government worker, and religious leader appeared. Another result of increased food production was the rise of Mesopotamian cities. Settlements grew larger as people grouped together. Between 4000 and 3000 BC, cities had become trading, government, cultural, and religious centers of Mesopotamian civilization.

STANDARDS PRACTICE

DIRECTIONS Read each question and circle the letter of the best response.

- ✓ **1** What was the purpose of the storage basins that Mesopotamians built?
- A** They brought water to the fields.
 - B** They held water.
 - C** They caused destructive flooding.
 - D** They dug human-made waterways.

- 2** All of the following were results of food surpluses except
- A** the use of irrigation.
 - B** the rise of Mesopotamian cities.
 - C** fewer people were needed for farming.
 - D** different occupations appeared.
- ✓

STANDARDS REVIEW

A similar pattern occurred in Egypt. As in Mesopotamia, farmers in Egypt developed an irrigation system. Unlike farmers in Mesopotamia, however, Egyptian farmers did not need to build basins for storing water. The Egyptians simply built a series of canals to direct the river's flow and carry water to their fields. The Nile provided early Egyptian farmers with a surplus of food. In addition to watering their crops, the Nile allowed farmers to raise animals. Farmers in Egypt grew wheat, barley, fruits, and vegetables and raised cattle and sheep. The river also provided many types of fish. Hunters trapped wild geese and ducks along its banks.

The Nile provided fertile soil. It also provided protection from invaders. The Nile had natural barriers that made it harder to invade Egypt. The desert to the west was too big and harsh to cross. To the north, the Mediterranean Sea kept many enemies away. To the east, more desert lands and the Red Sea provided protection against invasion as well. Cataracts, or swift rapids, in the Nile made it difficult for invaders to sail in from the south. So, protected from invaders, the villages of Egypt grew. Wealthy farmers emerged as village leaders, and strong leaders gained control over several villages. By 3200 BC, the villages had developed into the two kingdoms of Lower Egypt and Upper Egypt. By 3100, the two kingdoms were united under Egypt's first pharaoh, or ruler. Its capital city was located in the Nile Delta, where the river meets the Mediterranean. It was later named Memphis.

STANDARDS PRACTICE

DIRECTIONS Read each question and circle the letter of the best response.

✓ **3** What did the early Egyptians use to help water their crops?

- A** water spreaders
- B** water basins
- C** canals
- D** sprinklers

4 What happened around 3100 BC?

- ✓ **A** Egypt's capital was named Memphis.
- B** Egypt was invaded from the north.

C Egyptians developed an irrigation system.

D The two kingdoms of Egypt were united.

✓ **5** What was Egypt's ruler called?

- A** delta
- B** pharaoh
- C** king
- D** high priest

History–Social Science Grade 6**Standard 6.2.3****STANDARDS REVIEW**

HSS 6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.

6.2.3 Understand the relationship between religion and the social and political order in Mesopotamia and Egypt.

Religion played a major role in both Mesopotamia and Egypt. In Mesopotamia, religion was the foundation of society. It affected nearly every part of public and private life. Mesopotamians practiced polytheism, or the belief in many gods. They believed their gods had enormous powers. Gods could bring disastrous floods or a rich harvest. Gods brought poverty and illness or riches and health. Mesopotamians believed that success in every area of life depended on pleasing the gods. Every Mesopotamian had a duty to serve and worship the gods. Priests, people who performed religious ceremonies, had high status in Mesopotamian civilization. People relied on priests to gain the gods' favor. Mesopotamians built large temples where priests performed religious ceremonies. Some priests became so powerful that they were able to seize political control.

Religion also shaped the social order in ancient Mesopotamia. Kings were at the top of the order. Priests were in the next rank, along with nobles. Craftspeople and merchants were in the middle ranks. Farmers and laborers made up the working class. Slaves were at the bottom.

STANDARDS PRACTICE

DIRECTIONS Read each question and circle the letter of the best response.

1 Polytheism is the belief in

- ☒ **A** one god.
- ☐ **B** the afterlife.
- ☐ **C** the king.
- ☐ **D** many gods.

2 All of the following are true about Mesopotamian religion except

- ☐ **A** priests had high status in Mesopotamian society.
- ☒ **B** Mesopotamians believed their gods had enormous powers.
- ☐ **C** priests were in the top social rank.
- ☐ **D** Mesopotamians believed that success depended on pleasing the gods.

STANDARDS REVIEW

Like the Mesopotamians, the Egyptians practiced polytheism. Many Egyptian gods mixed human and animal forms. For example, Anubis, the god of the dead, had a human body and a jackal's head. Religion was a part of daily life in ancient Egypt. Much of Egyptian religion focused on the afterlife, of life after death. Ideas about the afterlife shaped Egyptian burial practices. Egyptians believed that if a dead body decayed, its spirit would no longer recognize it. So Egyptians preserved bodies as mummies. A mummy is a specially preserved body wrapped in cloth. Some ancient Egyptian kings (and some nobles) were buried in large tombs known as pyramids. Pyramids were magnificent to make sure that the pharaoh's spirit was happy and safe from grave robbers.

Egyptian religion, society, and government were closely connected. People believed the pharaoh was both a king and a god. People believed that the earth belonged to the gods and that the pharaoh had come to earth to manage Egypt for the gods. Because pharaohs were considered divine, they had absolute power over all the land and people of Egypt. When things did not go well, it was because the pharaoh had done something wrong. People blamed the pharaoh if crops died or disease struck. If wars were unsuccessful or trade bad, the pharaoh was to blame. As in Mesopotamia, the king or pharaoh was at the top of the social order. Next were priests and important government officials. The middle class and working class, mostly farmers, were next. Slaves and servants were at the bottom.

STANDARDS REVIEW

DIRECTIONS Read each question and circle the letter of the best response.

- ✓ **3** Egyptians made mummies because
- A** if the body decayed, its spirit could not recognize it.
 - B** the pharaoh ordered them to do so.
 - C** religion was a part of daily life.
 - D** the Egyptians practiced polytheism.

- 4** Both Mesopotamians and Egyptians believed in

- ✓ **A** monotheism.
B Christianity.
C polytheism.
D Judaism.

- 5** The working class in Egypt was mostly

- ✓ **A** priests.
B farmers.
C important government officials.
D servants.

History–Social Science Grade 6**Standard 6.2.4****STANDARDS REVIEW**

HSS 6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.

6.2.4 Know the significance of Hammurabi's Code.

After the Sumerians, many different cultures ruled parts of the Fertile Crescent. In the 1700s BC, a group of people known as the Babylonians came to power. Babylon, located near the modern Iraqi city of Baghdad, had been a city in the old Sumerian Empire. As other cities in the Sumerian Empire weakened, Babylon grew stronger. Under their leader Hammurabi, the Babylonians won a series of battles. Hammurabi was able to bring together all of Mesopotamia under Babylonian rule. Mesopotamia became the center of the large Babylonian Empire.

In addition to being a great military commander, Hammurabi was an able ruler. He had many new buildings and new irrigation projects built. To pay for these projects, Hammurabi improved the tax collection system. He also brought greater prosperity to Mesopotamia through increased trade.

STANDARDS PRACTICE

DIRECTIONS Read each question and circle the letter of the best response.

- 1** Which statement correctly describes the relationship of the Babylonian Empire to the Sumerian Empire?
- A** The Babylonian Empire replaced the Sumerian Empire.
 - B** The Babylonian Empire was replaced by the Sumerian Empire.
 - C** The Babylonian Empire existed at the same time as the Sumerian Empire.
 - D** The Babylonian Empire existed before the Sumerian Empire.

- 2** Who was Hammurabi?

- A** ruler and creator of the Sumerian Empire
- B** ruler and creator of the Babylonian Empire ✓
- C** ruler and creator of the Mesopotamian Empire
- D** ruler and creator of the Egyptian Empire

- 3** How did Hammurabi pay for his building projects?

- A** He sold thousands of slaves.
- B** He built new irrigation canals. ✓
- C** He won a series of battles.
- D** He improved the tax collection system.

STANDARDS REVIEW**6.2.4** Know the significance of Hammurabi's Code.

However, Hammurabi is most famous for his code of laws. He is credited with putting together the earliest known written collection of laws. Hammurabi's Code was made up of 282 laws. These laws dealt with almost every part of daily life. There were laws on everything from trade, loans, and theft to injury, marriage, and murder. For example, law number 196 stated, "If a man put out the eye of another man, his eye shall be put out."

Hammurabi's code contained some ideas that are still found in laws today. As in today's law, specific crimes brought specific penalties. However, unlike today's laws, social class mattered. For example, injuring a rich man brought greater penalties than injuring a poor man. Hammurabi's achievement is considered a crucial event in human history for several reasons. The code was important not only for how thorough it was. It is famous because the laws were written down and displayed for all to see. People all over the empire could tell exactly what actions were against the law.

STANDARDS PRACTICE

DIRECTIONS Read each question and circle the letter of the best response.

- ☒ **4** Hammurabi is best known for
- A** his tax collection system.
 - B** his military victories.
 - C** his code of laws.
 - D** his ideas about irrigation.
- ☒ **5** What is one way Hammurabi's code is like law codes of today?
- A** It was not written down.
 - B** Social class did not matter.
 - C** It contained 282 different laws.
 - D** Specific crimes brought specific penalties.

- ☒ **6** What is one way Hammurabi's code is different from law codes of today?
- A** Specific crimes brought specific penalties.
 - B** People's social class mattered.
 - C** It was written down.
 - D** Injuring a poor person brought greater penalties than injuring a rich person.

History–Social Science Grade 6**Standard 6.2.5****STANDARDS REVIEW**

HSS 6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.

6.2.5 Discuss the main features of Egyptian art and architecture.

Egyptians made lasting contributions in architecture and art. Their civilization is especially well known for its magnificent architecture. The Egyptians built huge religious temples. They believed that temples were the homes of their gods, so they made the temples as lavish as possible. People came to the temples to worship, give gifts to the gods, and ask for favors. One of the best known temples is the Temple of Karnak. Another temple, at Abu Simbel, features huge statues carved out of rock at the temple's entrance. Many Egyptian temples shared similar features. Rows of stone sphinxes, imaginary creatures with the body of a lion and the head of a human, lined the path leading to the entrance. Huge columns supported the temple's roof. These columns were often covered with paintings. So were the temple walls. Statues of gods and pharaohs also often stood along the walls. The sanctuary, the most sacred part of the building, was at the far end.

Pyramids are another kind of Egyptian building. These huge four-sided, triangle-shaped, pointed structures were built as tombs for pharaohs and other important nobles. Pyramids contained hidden burial chambers, which were filled with valuable objects that might be needed in the afterlife. Pyramids were made from gigantic blocks of limestone. Building a pyramid took decades of work by thousands of people.

STANDARDS PRACTICE

DIRECTIONS Read each question and circle the letter of the best response.

1 The most sacred part of a temple was

- ☒ **A** the path.
- B** the rows of stone sphinxes.
- C** the sanctuary.
- D** huge columns.

2 Pyramids were built

- A** to honor the gods.
- ☒ **B** as burial chambers.
- C** as monuments to Egyptian laborers.
- D** as places of worship.

STANDARDS REVIEW**6.2.5** Discuss the main features of Egyptian art and architecture.

The ancient Egyptians were also masterful artists. Many of their greatest works were created to fill the tombs of pharaohs and other nobles. The Egyptians took great care in making these items because they believed the dead could enjoy them in the afterlife. Egyptian art was filled with lively, colorful scenes. Subjects included important historical events and religious rituals, as well as scenes from everyday life. In addition to tomb walls, artists painted on canvas, papyrus, pottery, plaster, and wood. Egyptians artists also carved statues from stone and they made necklaces, collars, and bracelets from gold and precious stones. The most breathtaking discovery of ancient Egyptian art and jewelry was found in the tomb of King Tutankhamen. It was explored in 1922.

Egyptian painting has a very distinctive style. People, for example, are drawn in a certain way. In Egyptian paintings, people's heads and legs are always seen from the side, but their upper bodies and shoulders are shown straight on. This style makes it appears as though people are twisting their bodies as they walk.

STANDARDS PRACTICE

DIRECTIONS Read each question and circle the letter of the best response.

3 Many Egyptian works of art

- ☐ A were miniature sphinxes.
- ☒ B show only the subjects' upper bodies and shoulders.
- ☐ C are hidden in the pyramids.
- ☐ D were created to fill the tombs of pharaohs and other nobles.

4 What was discovered in the tomb of King Tutankhamen?

- ☒ A 1922
- ☒ B beautiful art and jewelry.
- ☐ C the mummies of masterful artists.
- ☐ D models of the pyramids.

5 Which of the following is not true about Egyptian paintings?

- ☒ A All paintings are of pharaohs.
- ☐ B People appear as if they are twisting their bodies as they walk.
- ☐ C People's heads and legs are always seen from the side.
- ☐ D People's upper bodies and shoulders are shown straight on.

6 Subjects of ancient Egyptian painting included all except

- ☒ A scenes from everyday life.
- ☐ B religious rituals.
- ☐ C Nile River landscapes with the pyramids.
- ☐ D important historical events.

History–Social Science Grade 6**Standard 6.2.6****STANDARDS REVIEW**

HSS 6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.

6.2.6 Describe the role of Egyptian trade in the eastern Mediterranean and Nile valley.

Over much of its history, ancient Egypt experienced alternating periods of disorder and strong rule over much of its history. For a time, even foreign rulers served as pharaohs. Then, in about 1550 BC, a strong new leader named Ahmose rose to power. He drove foreign invaders out of the country and declared himself the ruler of all Egypt. Ahmose's rise to power marks the beginning of a period known as the New Kingdom. It was the period in which Egypt reached the height of its power. It was also the period when the Egyptians decided to take control of all possible invasion routes in order to prevent any future invasions.

These military conquests turned Egypt into a great empire. Egypt took control over all of the eastern shore of the Mediterranean and conquered Kush, its neighbor to the south. Military conquests made Egypt rich. Conquered kingdoms sent treasures to Egypt. For example, the kingdom of Kush sent gold, leopard skins, and precious stones.

STANDARDS PRACTICE

DIRECTIONS Read each question and circle the letter of the best response.

1 What event marks the beginning of the New Kingdom in Egypt?

- A** the military conquest of Kush
- B** Ahmose's rise to power
- C** the rule of foreign powers as pharaohs
- D** the end of the Old Kingdom

2 What did Egypt decide to do to prevent future invasions?

- A** ask Ahmose to become pharaoh
- B** allow foreign powers to rule
- C** begin the New Kingdom
- D** take control of all possible invasion routes

3 How did military conquests make Egypt rich?

- A** Egypt reached the height of its power.
- B** Conquered kingdoms sent treasures to Egypt.
- C** Conquered kingdoms sent leopard skins and precious stones.
- D** Ahmose became pharaoh.

STANDARDS REVIEW

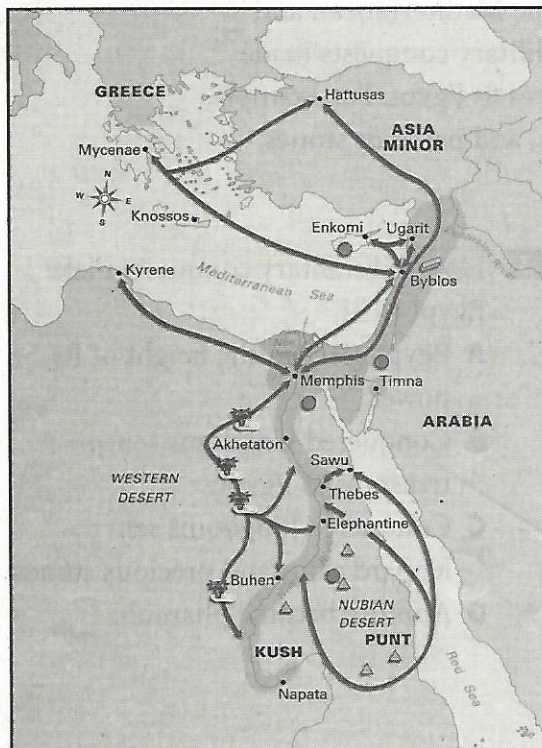
6.2.6 Describe the role of Egyptian trade in the eastern Mediterranean and Nile valley.

Egypt's military conquests had another important effect. They brought Egyptian traders into contact with more distant lands. Egypt's trade expanded with its empire's borders. Profitable trade routes, or paths followed by traders, developed. Many of the lands that Egypt took over had valuable resources for trade. For example, the Sinai Peninsula east of Memphis had large amounts of copper and turquoise. Other parts of Egypt's new empire had supplies of gold, timber, and other resources.

STANDARDS PRACTICE

DIRECTIONS Read each question and circle the letter of the best response.

Use the map to answer the following questions.



- 4** What city was the northernmost trading partner of Egypt?
☒ A Hattusas
☐ B Mycenae
☐ C Ugarit
☐ D Napata
- 5** What city lay at the end of an Egyptian trade route that went west?
☒ A Buhen
☐ B Thebes
☐ C Kyrene
☐ D Byblos
- 6** In what general direction would a trader from Memphis need to travel to reach Napata in Kush?
☒ A north
☐ B east
☐ C south
☐ D west

History–Social Science Grade 6**Standard 6.2.7****STANDARDS REVIEW**

HSS 6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.

6.2.7 Understand the significance of Queen Hatshepsut and Ramses the Great.

One pharaoh who worked to increase Egyptian trade was Hatshepsut. She ruled Egypt in the mid-1400s BC. Hatshepsut gained power because her stepson, the pharaoh, was too young to rule. Many people felt a woman should not rule Egypt, so Hatshepsut dressed like a man and called herself king. She sent Egyptian ships south to trade with the kingdom of Punt on the Red Sea and north to trade with Babylon, Asia Minor, and Greece. When she died in 1458, her stepson took back the throne.

Hatshepsut and pharaohs who followed her used the money they made from trade to support the arts and architecture. Hatshepsut especially is remembered for the many impressive monuments and temples built during her reign. The best known of these structures was a magnificent temple she built near the city of Thebes.

STANDARDS PRACTICE

DIRECTIONS Read each question and circle the letter of the best response.

1 How did Hatshepsut gain power?

- ☒ **A** She gained power when trade increased.
- ☐ **B** She gained power when priests supported her bid to become king.
- ☐ **C** She gained power when she began to dress like a man and called herself king.
- ☐ **D** She gained power because her stepson was too young to rule.

2 Hatshepsut dressed like a man because

- ☐ **A** many Egyptians felt a woman should not rule.
- ☒ **B** it was required by Egyptian priests.
- ☐ **C** the pharaoh ordered her to do it.
- ☐ **D** she had gained power through her stepson.

3 How did Egyptian rulers use the money they made from trade?

- ☒ **A** to wage war
- ☐ **B** to attack Kush
- ☐ **C** to support the arts and architecture
- ☐ **D** to improve irrigation

STANDARDS REVIEW

In the 1200s BC, a ruler that many consider the last great Egyptian pharaoh came to the throne. He was Ramses II, also known as Ramses the Great. From a young age, Ramses was trained to be a ruler and a warrior. He became an army captain at the age of 10. During his reign, Ramses greatly increased the size of Egypt's kingdom. On the walls of temples he had built was carved a poem praising him. It began, "Gracious lord and bravest king, savior-guard of Egypt in the battle." Ramses was a great builder as well as a famous soldier. He is known largely for the massive monuments he had built, including the temples at Karnak, Luxor, and Abu Simbel. These stand today as 3,000-year-old symbols of the great pharaoh's power.

Ramses the Great had many accomplishments. But the pharaohs who followed him were not as able. The Egyptians fought a series of wars against a people known as the Hittites. The Hittites were fierce warriors from Asia Minor. Other peoples also tried to attack the borders of the Egyptian Empire. Although Egypt managed to survive after Ramses' death, its Asian empire was soon gone. Egypt itself fell into a period of violence and disorder and never regained its power.

STANDARDS PRACTICE

DIRECTIONS Read each question and circle the letter of the best response.

- 4 Ramses is known for all of the following except
- A greatly increasing the size of his kingdom.
 - B building many temples and monuments.
 - C being the last great pharaoh.
 - D sending ships north to trade with Babylon, Asia Minor, and Greece.

- 5 Who were the Hittites?
- A fierce warriors from the region of the Upper Nile
 - B fierce warriors from Asia Minor
 - C Egypt's main trading partners
 - D imperial guard of Ramses the Great

- 6 What happened to Egypt after the death of Ramses?
- A It lost its empire and went into decline.
 - B It increased the size of its empire.
 - C It grew richer through increased trade.
 - D Hatshepsut gained the throne and built many temples and monuments.

History–Social Science Grade 6**Standard 6.2.8****STANDARDS REVIEW**

HSS 6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.

6.2.8 Identify the location of the Kush civilization and describe its political, commercial, and cultural relations with Egypt.

South of Egypt along the Nile, a group of people settled in the region we now call Nubia. These Africans established the first great kingdom in the interior of Africa. We know this kingdom by the name the Egyptians gave it—Kush. The development of Kushite society was greatly influenced by the geography of Nubia.

Nubia is a region in northeast Africa. It lies on the Nile south of Egypt. Today desert covers much of Nubia, but in ancient times the region received more rain than it does now. This rain flooded the Nile every year, providing a rich layer of fertile soil to nearby lands. The kingdom of Kush developed in this fertile area. Ancient Nubia was also rich in minerals such as gold, copper, and stone. These resources played a major role in the area's history.

STANDARDS PRACTICE

DIRECTIONS Read each question and circle the letter of the best response.

1 The first great kingdom in the interior of Africa was

- ☒ **A** Kush.
- B** Nubia.
- C** Egypt.
- D** Mesopotamia.

2 Which statement best describes the geographic relationship of Kush and Egypt?

- ☒ **A** Kush is located west of Egypt.
- B** Kush lies on the Nile south of Egypt.
- C** Egypt lies on the Nile south of Kush.
- D** Kush lies on the Nile north of Egypt.

3 All of the following were important resources in Nubia except

- ☒ **A** copper.
- B** gold.
- C** silver.
- D** a rich layer of fertile soil.

STANDARDS REVIEW

Kush and Egypt were neighbors. Sometimes the neighbors lived in peace with each other and helped each other prosper. For example, Kush became a major supplier of raw materials to Egypt. Kushites sent gold, copper, and stone to Egypt. Kushites also sent the Egyptians ebony, a type of dark, heavy wood, and ivory, a white material made from elephant tusks.

Kush became a territory of Egypt around 1500 BC and remained an Egyptian territory for about 450 years. During that time, Egypt's influence over Kush grew tremendously. Many Egyptians settled in Kush. Egyptian became the language of the region. Many Kushites used Egyptian names and wore Egyptian-style clothing. They also adopted Egyptian religious practices. Many buildings in the Kushite capital of Meroë, especially temples, resembled those in Egypt. Like Egypt's rulers, the rulers of Kush used the title pharaoh and were buried in pyramids. By about 850 BC, Kush had regained its strength. Then it was Kush's turn to conquer and dominate Egypt. But Kush was able to rule Egypt for only a short time. The Assyrians, a Mesopotamian people, used their superior weapons to defeat the Kushites.

STANDARDS PRACTICE

DIRECTIONS Read each question and circle the letter of the best response.

- ✓ **4** Kush sent Egypt elephant ivory and a dark heavy wood called

A Assyrian pine.
B oak.
C Kush ivory.
D ebony.

- ✓ **5** Which is an indication of Egyptian influence over Kush?

A Many Egyptians began to use Kushite names.
B Many Kushites used Egyptian names.
C Many Kushites settled in Egypt.
D The Egyptian ruler stopped calling himself a pharaoh.

- 6** Why was 850 BC an important turning point?

A The Kushites adopted Egyptian religious practices.
✓ **B** Egypt had regained its strength and was able to conquer Kush.
C Kush had regained its strength and was able to conquer Egypt.
D Egyptian became the language of Kush.

- 7** What advantage did the Assyrians have over the Kushites?

✓ **A** They possessed better weapons.
B They were led by better rulers.
C They were fighting at home.
D They had a better navy.

History–Social Science Grade 6**Standard 6.2.9****STANDARDS REVIEW**

HSS 6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.

6.2.9 Trace the evolution of language and its written forms.

The Sumerians of Mesopotamia made one of the greatest cultural advances in history. They developed cuneiform, the world's first system of writing. Sumerians did not have pencils, pens, or paper. Instead, they used sharp reeds to make wedge-shaped symbols on clay tablets. The earliest written communication was through picture symbols called pictographs. Each pictograph represented an object, such as a tree or the sky. In Sumerian cuneiform, however, symbols could also represent syllables, or basic parts of words. Therefore, writers could combine symbols to express more complex ideas, such as “joy” or “powerful.”

The Sumerians first used cuneiform to keep business records. Government and religious leaders began to hire scribes, or writers, to keep track of various financial accounts and other records. Over time, Sumerians began to use their writing skills for other purposes as well. They wrote works on law, mathematics, and grammar. They also created works of literature, such as stories, proverbs, and epic poems, which were long works about a hero. Later writers used Sumerian epics to create one of the world's earliest masterpieces. This was the *Epic of Gilgamesh*, a legendary Sumerian king.

STANDARDS PRACTICE

DIRECTIONS Read each question and circle the letter of the best response.

1 How was cuneiform written?

- A** Sharp reeds made wedge-shaped symbols on rocks.
- B** Sharp reeds made wedge-shaped symbols on clay tablets.
- C** Sharp reeds made pictographs on clay tablets.
- D** Metal pens scratched letters on soft stones.

2 Why could Sumerian writers express more complex ideas?

- A** Because cuneiform used pictographs, they could draw more complex pictures.
- B** Their language used syllables.
- C** They wrote works on law, mathematics, and grammar.
- D** Because cuneiform wedges represented syllables, they could combine symbols.

STANDARDS REVIEW**6.2.9** Trace the evolution of language and its written forms.

The earliest known examples of Egyptian writing are from around 3300 BC. Egyptians used a writing system called hieroglyphics. The hieroglyphic system used more than 600 symbols, mostly pictures of objects. Each symbol represented one or more sounds in the Egyptian language. For example, a picture of an owl represented the same sound as our letter M. Hieroglyphics could be written either horizontally or vertically. They could be written from right to left or from left to right. These options made hieroglyphics easy to write, but difficult to read.

These early Egyptian writings were carved in stone or on other hard material. Later, the Egyptians learned how to make papyrus, a long-lasting, paper-like material made from reeds. The Egyptians made papyrus by pressing layers of reeds together and pounding them into sheets. These sheets were tough and durable, yet easy to roll into scrolls. Not until 1799 did historians finally learn how to read hieroglyphics. In that year, a French soldier in Egypt discovered a stone slab that contained a text in hieroglyphics and translations of the text into Greek and later Egyptian. That made the stone, called the Rosetta Stone, a kind of dictionary. Historians who knew Greek were able to use the Rosetta Stone to read ancient Egyptian texts about science, medicine, and other subjects. A famous ancient Egyptian literary work called *The Book of the Dead* tells about the afterlife.

STANDARDS PRACTICE

DIRECTIONS Read each question and circle the letter of the best response.

3 The symbols used in hieroglyphics are mostly

- ☒ **A** pictures of objects.
- ☐ **B** pictures of birds.
- ☐ **C** wedge-shaped symbols.
- ☐ **D** Egyptian ideas.

4 Papyrus is a long-lasting, paper-like material made from

- ☒ **A** trees.
- ☐ **B** cotton and linen.
- ☐ **C** reeds.
- ☐ **D** grass.

5 What was the importance of the Rosetta Stone?

- ☐ **A** It allowed historians to read ancient Greek texts.
- ☒ **B** It explained about science, medicine, and other subjects.
- ☐ **C** It allowed historians to read ancient Egyptian texts.
- ☐ **D** It told how to make papyrus.

History–Social Science Grade 6 **Standard 6.3.1****STANDARDS REVIEW**

HSS 6.3 Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.

6.3.1 Describe the origins and significance of Judaism as the first monotheistic religion based on the concept of one God who sets down moral laws for humanity.

Jewish beliefs have formed the basis for Jewish society from its beginnings. According to the Hebrew Bible, these beliefs can be traced back to Abraham. Jews believe that God made a promise to Abraham. If he would take his family to Canaan, Abraham's descendents would become a mighty nation. Abraham's descendents, known as the Hebrews, overcame many challenges. They faced slavery, war, and homelessness. Throughout their long history, however, they have been guided by their beliefs.

These beliefs include the worship of one God, or monotheism. Many people believe that Judaism was the first monotheistic religion. Another key belief of Judaism was that God guided his people's history. Jews believe they are God's chosen people. Therefore, they obey his laws. The most important of God's laws are the Ten Commandments. These laws describe how people should live just, righteous lives.

STANDARDS PRACTICE

DIRECTIONS Read the question and circle the letter of the best response.

✓ **1** The worship of one God is called

- A** Judaism.
- B** monotheism.
- C** Commandment.
- D** religion.

✓ **2** Which of the following is not a Jewish belief?

- A** God has guided their history.
- B** Jews are God's chosen people.
- C** God made a promise to Abraham.
- D** God's descendants were known as the Hebrews.

3 What is the purpose of the Ten Commandments?

- A** They help God guide Jewish history.
- B** They explain monotheism.
- C** They describe how people should live just, righteous lives.
- D** They helped the Hebrews overcome slavery.

History–Social Science Grade 6 Standard 6.3.2**STANDARDS REVIEW**

HSS 6.3 Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.

6.3.2 Identify the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): belief in God, observance of law, practice of the concepts of righteousness and justice, and importance of study; and describe how the ideas of the Hebrew traditions are reflected in the moral and ethical traditions of Western civilization.

Judaism's essential values can be found in important sacred writings. The first five books of the Hebrew Bible, or Tanach, are known as the Torah. The Torah contains both laws and the history of the Jews. The rest of the Hebrew Bible contains messages from God taught by prophets, as well as poetry, songs, and stories. Over the centuries, Jewish scholars have written commentaries on the Bible. These explanations are also considered key religious writings.

The teachings and beliefs of the ancient Hebrews have had a powerful influence on Western civilization. Important Jewish ideas include the importance of study and education, justice and righteousness, and obedience to moral and religious laws. Like Judaism, both Christianity and Islam are monotheistic religions. Many values shared by Christian and Muslims grew out of Judaism. Our society today reflects many Jewish ideas.

STANDARDS PRACTICE

DIRECTIONS Read the question and circle the letter of the best response.

- ✓ **1** The first five books of the Hebrew Bible are called the
- A** Torah.
 - B** Tanach.
 - C** prophets.
 - D** Ten Commandments.

- ✓ **2** All of the following are important Jewish beliefs except

- A** belief in justice and righteousness.
- B** belief in law.
- C** belief in power.
- D** belief in study and education.

- ✓ **3** Judaism, Christianity, and Islam

- A** use the Hebrew Bible.
- B** follow Jewish laws.
- C** share few values.
- D** are all monotheistic religions.

History–Social Science Grade 6 **Standard 6.3.3****STANDARDS REVIEW**

HSS 6.3 Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.

6.3.3 Explain the significance of Abraham, Moses, Naomi, Ruth, David, and Yohannan ben Zaccai in the development of the Jewish religion.

Many people played key roles in the creation, development, and spread of Judaism. Around 2000 BC, Abraham led his family on a journey to Canaan. Jews believe God promised this land to Abraham if the Jews would worship only him. Another important leader was Moses. He led the Hebrews out of Egypt, where they were held as slaves, back to Canaan. This important journey is called the Exodus. On this journey, God gave Moses the Ten Commandments.

Living again in Canaan, the Hebrews became known as the Israelites. Their greatest king was David, who established Jerusalem as the capital city. Another great leader was Yohannan ben Zaccai. He built a school, in which Jewish teachings were spread. Although men dominated Hebrew society, women also played important roles. Ruth was a famous model of devotion to one's family and to God. A book in the Hebrew Bible describes how she took care of her mother-in-law Naomi.

STANDARDS PRACTICE

DIRECTIONS Read the question and circle the letter of the best response.

1 Moses did all of the following except

- ☒ **A** establish Jerusalem as the capital.
- B** receive the Ten Commandments.
- C** lead the Exodus.
- D** direct the escape from Egypt.

2 Which Jewish leader founded a school?

- ☒ **A** Abraham
- B** Moses
- C** Yohannan ben Zaccai
- D** Naomi

3 Ruth is admired as

- ☒ **A** the founder of Judaism.
- B** the founder of a school.
- C** a great queen of Israel.
- D** a model of devotion.

4 Who made Jerusalem the capital of Israel?

- ☒ **A** Yohannan ben Zaccai
- B** Abraham
- C** David
- D** Moses

History–Social Science Grade 6 **Standard 6.3.4****STANDARDS REVIEW**

HSS 6.3 Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.

6.3.4 Discuss the locations of the settlements and movements of Hebrew peoples, including the Exodus and their movements to and from Egypt, and outline the significance of the Exodus to the Jewish and other people.

Throughout their history, Jews have moved from place to place. Following Abraham from Mesopotamia, they settled in Canaan. The Jews lived in Canaan for many years. However, possibly because of famine in Canaan, some Hebrew people moved to Egypt. Egypt's ruler, the pharaoh, enslaved the Hebrews. After years of toil, a leader named Moses appeared. Jews believe God told Moses to lead the Jews out of Egypt. When the pharaoh refused to release the Hebrews, God sent terrible plagues. Then the pharaoh allowed the Hebrews to leave. To the Jews, their escape was proof that God was protecting them.

For 40 years the Hebrews wandered, trying to reach their homeland. During the journey, Moses received the Ten Commandments on Mount Sinai. After forty years, the Jews reached Canaan. This journey, called the Exodus, is a major event in Jewish history. It has also inspired other people who long for freedom. For example, slaves in the American South sang about Moses and his journey from slavery to freedom.

STANDARDS PRACTICE

DIRECTIONS Read the question and circle the letter of the best response.

1 Why did some Hebrews move to Egypt?

- A** Moses led them there.
- B** They needed food.
- C** God told them to go to Egypt.
- D** God sent terrible plagues.

2 To where did the Hebrews return after 40 years of wandering?

- A** Canaan
- B** Mesopotamia
- C** Mt. Sinai
- D** Egypt

3 The Exodus has inspired people throughout history who long for

- A** God.
- B** food.
- C** freedom.
- D** their homeland.

History–Social Science Grade 6 **Standard 6.3.5****STANDARDS REVIEW**

HSS 6.3 Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.

6.3.5 Discuss how Judaism survived and developed despite the continuing dispersion of much of the Jewish population from Jerusalem and the rest of Israel after the destruction of the second Temple in AD 70.

While their beliefs united the Jewish people, other forces threatened to destroy their society. One threat was foreign rule. In the first century AD, Jews rebelled against Roman rule. When the Jewish rebellion was crushed in AD 70, the Romans destroyed their temple. Thousands of Jews were killed. Others became Roman slaves. Still others left Jerusalem and moved to Jewish communities throughout the Roman world. This scattering of Jews around the world is called the Diaspora.

Because of the Diaspora, Judaism changed over the centuries. Local synagogues, led by teachers called rabbis, began to develop different cultural traditions. However, central Jewish beliefs remained the same. One group of Jews, the Ashkenazim, lived in northern Europe. They tended to live apart from their non-Jewish neighbors. Another group, the Sephardim, lived around the Mediterranean and often mixed with non-Jews.

STANDARDS PRACTICE

DIRECTIONS Read the question and circle the letter of the best response.

- 1** Which of the following did not happen to Jews after AD 70?
- ☒ **A** They were killed.
 - B** They became Roman slaves.
 - C** They remained in Jerusalem.
 - D** They moved to other parts of the Roman Empire.
- 2** The scattering of Jews around the world is called the
- ☒ **A** Sephardim.
 - B** Diaspora.
 - C** Ashkenazim.
 - D** Rebellion.

- 3** Which of the following is true of the Ashkenazim?

- ☒ **A** They lived around the Mediterranean.
- B** They were the fighters that crushed the rebellion in AD 70.
- C** They often mixed with non-Jews.
- D** They lived in northern Europe.

History–Social Science Grade 6 Standard 6.4.1**STANDARDS REVIEW**

HSS 6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.

6.4.1 Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region.

All civilizations are shaped by geography. This influence is especially clear in ancient Greece. Greece is a series of peninsulas and many islands. Most of Greece is covered by rocky mountains. There is some flat land on the coastal plains and in narrow valleys. Early peoples settled in these flat areas because farming was possible there. The coastal plains also offered another advantage. Early Greeks became seafaring people because land travel over the mountains was difficult. Their skill as sailors helped Greeks develop extensive trade relations throughout the eastern Mediterranean region.

Mountains and seas led to the isolation of different settlements. This geographic isolation of Greek settlements had an important consequence. All people thought of themselves as Greeks and spoke the same language. However, they developed different governments and ways of life. These isolated settlements became known as city-states.

STANDARDS PRACTICE

DIRECTIONS Read the question and circle the letter of the best response.

- ✓ **1** Why did early Greeks settle in the flat areas?
- A** The city-states were located there.
 - B** Farming was possible there.
 - C** They were close to the islands.
 - D** They were skilled sailors.

- ✓ **2** The geography of Greece does not include
- A** mountains.
 - B** islands.
 - C** navigable rivers.
 - D** coastal plains.

- ✓ **3** Which of the following does not describe early Greek city-states?
- A** They developed different governments.
 - B** They spoke the same language.
 - C** Their location was influenced by geography.
 - D** They were all located on islands.

STANDARDS REVIEW

HSS 6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.

6.4.1 Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region.

Trading cultures developed early in Greece. Two of the most important were the Minoans and the Mycenaeans. The Minoans lived on the island of Crete starting about 2000 BC. They traded throughout the eastern Mediterranean. Minoans produced wood, olive oil, and pottery, exchanging them for copper, gold, silver, and jewels. As the Minoan society declined in the 1400s, another society grew powerful. These were the Mycenaeans. They lived on the southern Greek mainland. Mycenaeans set up trading colonies in northern Greece and Italy. They also raised powerful armies, which they used to battle their enemies.

Following the decline of Mycenae in the 1200s BC, Greece entered a lawless Dark Age. Greeks started to join together for protection and stability. These groups set up independent city-states, which grew into active trading, political, and cultural centers. At first trading with each other, the city-states soon extended their reach. By 550 BC, the Greeks city-states were the leading traders in the Aegean region.

STANDARDS PRACTICE

DIRECTIONS Read each question and circle the letter of the best response.

4 The Minoans

- A** produced copper, gold, silver, and jewels.
- B** lived on the island of Crete.
- C** lived on the southern Greek mainland.
- D** set up trading colonies in northern Greece and Italy.

5 The Mycenaeans

- A** raised powerful armies.
- B** produced wood, olive oil, and pottery.
- C** lived on the island of Crete.
- D** set up independent city-states.

6 Which of the following does not describe Greek city-states?

- A** They became the leading traders in the Aegean region.
- B** They developed cultural centers.
- C** They were located on Crete.
- D** They traded with each other.

History–Social Science Grade 6**Standard 6.4.2****STANDARDS REVIEW**

HSS 6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.

6.4.2 Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from *Pericles' Funeral Oration*).

Democracy was born in the ancient Greek city-state of Athens. Our word *democracy* comes from the Greek words for “rule of the people.” However, Athens did not begin as a democracy. Kings were the earliest rulers of this city-state. Later, a few rich landowners, or aristocrats, took control. A government in which only a few people have the power is called an oligarchy. In the 600s BC, some Athenians tried to overthrow the aristocrats. They failed, however, and a period of harsh rule followed. In 546 BC, a new leader seized power. This ruler, Peisistratus, was a tyrant, a leader who held power by force.

Over the next half-century, power passed from tyranny, or rule by a tyrant, to oligarchy. Finally, around 500 BC, an aristocrat named Cleisthenes came to power. He established an entirely new kind of government. This new kind of government came to be known as democracy. Cleisthenes is often called the father of democracy.

STANDARDS PRACTICE

DIRECTIONS Read each question and circle the letter of the best response.

- ✓ **1** Which form of government did Athens not have?
- A** democracy
 - B** tyranny
 - C** aristocracy
 - D** republic
- ✓ **2** Who were the first rulers of Athens?
- A** aristocrats
 - B** tyrants
 - C** kings
 - D** democrats

- ✓ **3** Who is known as the father of democracy?

- A** Peisistratus
- B** Cleisthenes
- C** Tyrant
- D** Aristocrat

STANDARDS REVIEW

HSS 6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.

6.4.2 Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from *Pericles' Funeral Oration*).

In Athenian democracy, all male citizens could take part in assemblies. During these assemblies, every citizen had the right to speak to the crowd about important political issues. Then the citizens at the assembly voted, usually by a show of hands.

Greek democracy enjoyed its greatest period under the leadership of Pericles. He led the government of Athens from about 460 BC until his death in 429. Pericles encouraged Athenian citizens to take pride in their government. He also challenged them to spread democratic ideas to other parts of Greece. In one famous speech, Pericles claimed that Athens' democratic system was a fine model for other people. The great age of Athenian democracy ended in the 330s BC. At this time, Athens was conquered by Macedonia, a kingdom to the north of Greece.

STANDARDS PRACTICE

DIRECTIONS Read each question and circle the letter of the best response.

- 4 Who had the right to attend and vote at Athens' assemblies?
- A all Athenians
 - B all male citizens
 - C all aristocrats
 - D all Greeks
- 5 Which of the following did Pericles not do?
- A encourage citizens to take pride in their government
 - B challenge Athenians to spread democratic ideas
 - C lead the government of Athens
 - D invent democracy

600s BC Aristocrats rule Athens.

546 Peisistratus takes control.

500 Cleisthenes gains power and establishes democracy.

460 Pericles becomes Athens' greatest democratic leader.

330s Athens is conquered by Macedonia and Athenian democracy ends.

- 6 Look at the time line. How long was Athens a democracy?
- A about 500 years
 - B about 320 years
 - C about 170 years
 - D about 50 years

History–Social Science Grade 6**Standard 6.4.3****STANDARDS REVIEW**

HSS 6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.

6.4.3 State the key differences between Athenian, or direct, democracy and representative democracy.

The United States, along with many other nations, has a democratic government. But modern democracy is very different from the democracy of ancient Athens. The key reason for the difference is the number of people participating in the democratic process. Ancient Athens used a kind of democracy called direct democracy.

Why was Athens's democracy called direct democracy? All male citizens of ancient Athens could take part directly in the government. Each person's decision directly affected the outcome of a vote. Athenian citizens gathered together to discuss political issues. Then each person at the assembly voted, either by a show of hands or by secret ballot. In ancient Athens, only male citizens could vote. Women and slaves could not. In addition, there was no separation of powers. The assembly of citizens created laws, enforced laws, and acted as judges in disputes about the laws.

STANDARDS PRACTICE

DIRECTIONS Read each question and circle the letter of the best response.

- 1** Which of the following statements is true?
- ☒ **A** Ancient Athens had an indirect democracy.
 - B** All Athenians could vote at the assembly.
 - C** Modern democracy is very similar to ancient democracy.
 - D** Modern democracy is very different from ancient democracy.

- 2** Which of the following statements is false?
- A** Athens had a direct democracy.
 - ☒ **B** Male citizens could vote.
 - C** Athens had no separation of powers.
 - D** All Athenians could vote at the assembly.
- 3** Which of the following did the assembly in Athens not do?
- A** create the laws
 - B** choose representatives to vote on issues
 - ☒ **C** enforce the laws
 - D** act as judges

STANDARDS REVIEW

HSS 6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.

6.4.3 State the key differences between Athenian, or direct, democracy and representative democracy.

The United States does not have a direct democracy. Our form of democracy is called a representative democracy. This nation, along with other democratic countries, is too large for direct democracy. It would be impossible for all U.S. citizens to meet to discuss important issues. In our system, citizens elect representatives to debate and vote on issues for them. Citizens in a representative democracy do not vote on each law directly. These elected representatives include members of Congress, the president and vice president, and many different state and local officials. In some small towns, however, local issues may be decided by a vote of town residents at a town hall meeting.

The United States' representative democracy also has some other differences compared to the direct democracy of ancient Greece. We have a separation of powers. We elect some people to create laws, others to enforce them, and still others to be judges. In addition, all men and women who are citizens can vote.

STANDARDS PRACTICE

DIRECTIONS Read each question and circle the letter of the best response.

4 Which of these statements is false?

- ☒ **A** The United States is too large for direct democracy.
- ☐ **B** Citizens in a representative democracy do not vote on each law directly.
- ☐ **C** The United States has a direct democracy.
- ☐ **D** The United States has a separation of powers.

5 Which of these statements is true?

- ☐ **A** Citizens in a representative democracy vote on each law directly.
- ☒ **B** The United States has a direct democracy.
- ☐ **C** Ancient Athens had a separation of powers.
- ☐ **D** The United States is too large for direct democracy.

6 Which is an example of direct democracy?

- ☒ **A** the United States Senate
- ☐ **B** a town meeting
- ☐ **C** the California State Assembly
- ☐ **D** a city council

History–Social Science Grade 6**Standard 6.4.4****STANDARDS REVIEW**

HSS 6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.

6.4.4 Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer's *Iliad* and *Odyssey*, and from *Aesop's Fables*.

The ancient Greeks believed in many different gods. They created *mythology*, or a group of stories about gods and heroes that tried to explain how the world works. Some of the best known Greek gods are Zeus, Hera, Poseidon, Apollo, and Aphrodite. Today we have scientific explanations for natural events like the seasons, lightning, volcanic eruptions, and earthquakes. The ancient Greeks believed these events were caused by their gods. The Greeks also believed that the gods influenced everyday life. To keep the gods happy, Greeks built temples, some to specific gods. The Parthenon in Athens, for example, was dedicated to Athena, the goddess of wisdom.

Greek mythology also includes stories about great heroes. Some were real people, others were not. The Greeks especially loved tales about resourceful heroes who battled monsters. Theseus killed the Minotaur, a bloodthirsty monster who was half-human, half-bull. The mighty Hercules, who performed incredible feats, was also a great favorite.

STANDARDS PRACTICE

DIRECTIONS Read each question and circle the letter of the best response.

- ✓ **1** Greek mythology tried to
- A** build temples.
 - B** tell people how they should behave in every situation.
 - C** explain natural events.
 - D** help people overcome monsters.
- ✓ **2** The Greek goddess of wisdom was
- A** Athena.
 - B** Poseidon.
 - C** Zeus.
 - D** Hera.

- ✓ **3** All of the following are characters from Greek mythology except

- A** Zeus.
- B** Hercules.
- C** Aphrodite.
- D** Aesop.

STANDARDS REVIEW

HSS 6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.

6.4.2 Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer's *Iliad* and *Odyssey*, and from *Aesop's Fables*.

The ancient Greek love of myths influenced the development of their literature. Writers produced epic poems, shorter types of poetry, and some of the world's greatest stories. The greatest epic poet of ancient Greece was Homer. His two great epics focus on the Mycenaeans war with Troy. The *Iliad* describes how the Greeks, with their great warrior Achilles, finally defeated the Trojans and destroyed the city. The *Odyssey* tells how the hero Odysseus tried to sail home from the war. For ten years he faced horrible monsters, evil magicians, and angry gods. Greeks believed that Homer's epics showcased the best of human values. People throughout history, including today, have often agreed.

Other Greek writers include Sappho, who wrote short poems about love and family. Aesop is beloved for his fables, stories with animals that teach readers lessons about life. Greek literature and myths have had a tremendous influence on both our own literature and language. Today's culture borrows many ideas, characters, names, and words from ancient Greece.

STANDARDS PRACTICE

DIRECTIONS Read each question and circle the letter of the best response.

- 4** Homer wrote
- A** epics.
 - B** fables.
 - C** short poems.
 - D** myths.
- 5** Which of the following people is a hero of the *Iliad*?
- A** Aesop
 - B** Homer
 - C** Achilles
 - D** Odysseus

- 6** Who is famous for poems about love and family life?

- ☒ **A** Aesop
- B** Sappho
- C** Homer
- D** Odysseus

History–Social Science Grade 6**Standard 6.4.5****STANDARDS REVIEW**

HSS 6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.

6.4.5 Outline the founding, expansion, and political organization of the Persian Empire.

While Athenians were creating democracy, a great power was rising in the East. This new power was Persia, today called Iran. In 550 BC, a Persian revolt against the Medes was led by Cyrus II. His success against the Medes marked the beginning of the Persian Empire. Under Cyrus, Persia soon conquered most of its neighbors in Southwest Asia. Among the regions Cyrus conquered were Mesopotamia, central Asia, and Asia Minor, where many Greeks lived. By the time he died in 529 BC, Cyrus's empire was the largest the world had ever seen.

There were several keys to Cyrus's success. His army was powerful, well organized, and loyal. It included a swift mounted cavalry and a group of 10,000 elite soldiers called the Immortals. Another key was Cyrus's treatment of conquered peoples. Cyrus allowed them to keep their own customs. Thanks to this liberal treatment, few conquered peoples rebelled against Cyrus. Because of his vast empire, military conquests, and liberal policies, he is known as Cyrus the Great.

STANDARDS PRACTICE

DIRECTIONS Read each question and circle the letter of the best response.

- 1 Which event marked the beginning of the Persian Empire?
- A the conquest of Asia Minor
 - B Cyrus's revolt against the Medes
 - C Cyrus's death in 529 BC
 - D the founding of the Immortals
- 2 Who were the Immortals?
- A elite Persian soldiers
 - B elite Greek soldiers
 - C cavalry in Cyrus's army
 - D rebels who defeated the Medes

- 3 The Persian Empire included all of the following except
- A Mesopotamia.
 - B Asia Minor.
 - C Greece.
 - D central Asia.
- 4 The word *mounted* in the passage means
- A powerful.
 - B tall.
 - C heavily armed.
 - D on horseback.

STANDARDS REVIEW

HSS 6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.

6.4.5 Outline the founding, expansion, and political organization of the Persian Empire.

Under the successors of Cyrus the Great, the Persian Empire continued to grow. A young prince named Darius I soon took power. He was an effective leader. Darius divided the empire into 20 provinces, each ruled by a satrap, or governor. Satraps served as judges, collected taxes, and put down rebellions. Satraps had great power, but Darius was the real ruler. Darius also made many improvements in the empire, such as building roads and a new capital, Persepolis. Under Darius, the arts flourished and a new religion, Zoroastrianism, developed.

The powerful Persian Empire soon came into conflict with the Greek city-states. In 499 BC, Greeks living in Asia Minor revolted against Darius. When some Greek city-states sent help, Darius was enraged. To gain revenge, Persia invaded Greece. Thanks to better weapons, the Greeks defeated the Persians at Marathon. In 480, Darius's son Xerxes I also tried to invade Greece. This attempt ended in failure, too. For Persia these defeats were not major blows. The Persian Empire remained strong. For Greeks, however, victory in the Persian Wars meant they had saved their homeland.

STANDARDS PRACTICE

DIRECTIONS Read each question and circle the letter of the best response.

- 5** Under Darius, satraps
- A** had little power.
 - B** governed from their home base in Persepolis.
 - C** served as judges and put down rebellions.
 - D** served as religious priests.

- 6** Why did Darius invade Greece?
- A** Greece was a military threat.
 - B** Persians were defeated at Marathon and wanted revenge.
 - C** Greeks in Asia Minor wanted to worship their own gods.
 - D** Greek city-states sent help to rebelling Greeks in Asia Minor.

History–Social Science Grade 6**Standard 6.4.6****STANDARDS REVIEW**

HSS 6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.

6.4.6 Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars.

The two most powerful city-states in ancient Greece were Athens and Sparta. They had very different cultures and became bitter enemies in the 400s BC. Life in Sparta was based on the military. Spartans believed military power was the best way to provide security and protection for their city. Boys were trained from an early age to be good soldiers. Courage, strength, self-discipline, and obedience were the highest values. Spartan women also received physical training. Because the men were often away fighting, Spartan women had more rights and responsibilities than other Greek women.

In Athens, things were different. Athens was strong militarily, but its society also valued other things. In addition to physical training, Athenians respected education, sound thinking, and the arts. Boys from rich families learned to read, speak, and even think properly. Very few girls or boys from poor families received any education. Unlike Spartan women, Athenian women had almost no rights.

STANDARDS PRACTICE

DIRECTIONS Read each question and circle the letter of the best response.

1 In Sparta,

- ☒ **A** women had almost no rights.
- B** education, sound thinking, and the arts were respected.
- C** life was based on the military.
- D** only boys received physical training.

2 In Athens,

- ☒ **A** courage, strength, self-discipline, and obedience were highly valued.
- B** women had almost no rights.
- C** life was based on the military.
- D** all boys learned to read.

3 Which city-state was strong militarily?

- ☒ **A** Athens only
- B** Sparta only
- C** neither
- D** both

STANDARDS REVIEW

HSS 6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.

6.4.6 Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars.

Sparta and Athens worked together successfully to defeat the Persians. While Sparta fought most of the land war, the Athenian navy fought at sea. Athens' mighty navy helped it become very influential throughout Greece. For protection against the Persians and to aid trade, Athens formed the Delian League. Athens was the league's strongest member, and the league quickly became an Athenian-ruled empire. At the same time, Sparta led another league. This alliance, the Peloponnesian League, feared Athenian power, and it declared war on Athens in 431 BC. The rivalry between the two city-states had turned deadly. The Peloponnesian War was the result.

For many years, the Athenian navy was able to protect its empire against Sparta and its allies. A truce was finally declared, but Athens continued to expand its empire. Then the Peloponnesian League won a great victory over Athens' army and navy. Without their navy, the Athenians could not hold out against a Spartan siege. In 404 Athens surrendered, and Sparta gained control of most of Greece. The war, however, left the Greeks disorganized and vulnerable to outside attack.

STANDARDS PRACTICE

DIRECTIONS Read each question and circle the letter of the best response.

4 Why did Athens become very influential throughout Greece?

- A** the Peloponnesian League
- B** its army
- C** its navy
- D** the truce

5 The Peloponnesian League

- A** feared Athenian power.
- B** feared Spartan power.
- C** depended on Athens' navy.
- D** declared war on Sparta in 431 BC.

6 Which was a result of the Peloponnesian War?

- A** The Greeks defeated the Persians.
- B** Athens defeated Sparta.
- C** Greece became vulnerable to outside attack.
- D** Athens formed the Delian League.

History–Social Science Grade 6**Standard 6.4.7****STANDARDS REVIEW**

HSS 6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.

6.4.7 Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt.

A new power was emerging to the north of Greece. When the city-states grew weaker after the Peloponnesian War, they became easy targets.

The king who conquered them was Philip II of Macedonia. A brilliant general, Philip used Greek military methods to conquer Greece. After Philip's death in 336 BC, his son proved to be an even greater leader.

Philip's son was named Alexander. In only 13 years, Alexander created the world's largest empire and earned the name Alexander the Great.

Alexander solidified his hold on Greece. Then he faced the Persians.

His well-trained troops cut down the larger Persian force. The rulers of Egypt respected the military ability of Alexander so much that they surrendered Egypt without a fight. Alexander now ruled Greece, Persia, and Egypt, and he headed east. He was determined to seize India. He reached this rich civilization's borders, but had to turn back in 325 BC.

His exhausted men had had enough. Alexander never returned to Greece, however. He fell ill in Babylon and died. According to legend, Alexander was buried in a golden coffin.

STANDARDS PRACTICE

DIRECTIONS Read each question and circle the letter of the best response.

1 Which country did Philip conquer?

- A** Macedonia
- B** Greece
- C** Persia
- D** Egypt

2 Alexander was

- A** Persian.
- B** Macedonian.
- C** Egyptian.
- D** Greek.

3 Why did Alexander fail to conquer India?

- A** He fell ill and died.
- B** Greeks at home rebelled.
- C** His soldiers were exhausted.
- D** The Indian army was too strong.

4 Why did Alexander not return home?

- A** He stayed in India.
- B** He went to Macedonia.
- C** His men rebelled.
- D** He died in Babylon.

STANDARDS REVIEW

HSS 6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.

6.4.7 Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt.

Alexander greatly admired Greek culture. He spread Greek ideas throughout his empire by founding cities. Many of them were named Alexandria. New temples and theaters featured Greek architecture. Settlers in the new cities spoke Greek and spread Greek literature, science, and philosophy eastward into Asia. At the same time, Alexander encouraged conquered people to keep their own customs and traditions. This blending of Greek ideas with Persian, Egyptian, Syrian, and other cultures was something new. Because it was not wholly Greek, or Hellenic, historians call it Hellenistic, or Greek-like.

Alexander the Great died without an heir. Three of his generals divided the empire. One took Greece and Macedonia. One became the ruler of Egypt, and Hellenistic Egypt became a great center of learning and culture. Another ruled in Syria. This kingdom included most of the old Persian Empire. It was home to people with many different customs, and they rebelled against Hellenistic rule. Over time, each of these empires was conquered by Rome.

STANDARDS PRACTICE

DIRECTIONS Read each question and circle the letter of the best response.

- 5** Which of the following did Alexander not do?
- ☒ **A** encouraged conquered people to keep their own customs
 - B** spread Greek literature, science, and philosophy eastward
 - C** founded cities throughout his empire
 - D** passed his empire on to his son

- 6** The new culture Alexander helped create was called
- ☒ **A** Hellenistic.
 - B** Hellenic.
 - C** Greek.
 - D** Alexandrian.
- 7** Which of the following was not a Hellenistic kingdom?
- ☒ **A** Greece and Macedonia
 - B** Syria
 - C** Persia
 - D** Egypt

History–Social Science Grade 6**Standard 6.4.8****STANDARDS REVIEW**

HSS 6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.

6.4.8 Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides).

Ancient Greeks are tremendously admired today for their contributions in the arts and sciences. In both fields, ancient Greeks are among the greatest in the history of the world. Greek artists include sculptors, painters, architects, and writers. In their statues and paintings, Greek artists tried to show perfection. They wanted to illustrate how beautiful people could be. Studying the human body helped sculptors make life-like figures. Vase painters showed beautiful people in scenes from everyday life. Greek buildings are also elegant and stately. Architects designed rows of tall columns for grand temples and other buildings.

Greek authors created new forms of writing such as drama and history. Plays by Aeschylus, Sophocles, and Aristophanes are still performed around the world. Greek historians were interested in the lessons that history could teach. Thucydides wrote a history of the Peloponnesian War based partly on his own experiences as a soldier.

STANDARDS PRACTICE

DIRECTIONS Read each question and circle the letter of the best response.

- ✓ **1** Greek artists tried to
A show the world as it is.
B show perfection.
C praise their city-states.
D base their art on their personal experiences.
- ✓ **2** Greek architects are known for
A lifelike statues.
B vases with scenes from daily life.
C writing plays.
D elegant buildings with rows of tall columns.

- ✓ **3** Aeschylus, Sophocles, and Aristophanes were
A writers of plays.
B painters.
C sculptors.
D historians.
- ✓ **4** One famous Greek historian is
A Sophocles.
B Thucydides.
C Aristophanes.
D Aeschylus.

STANDARDS REVIEW

HSS 6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.

6.4.8 Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides).

Many ancient Greeks believed in gods and goddesses whose actions caused natural events. However, around 500 BC, some Greeks began to think about other explanations. These people, called philosophers, believed in the power of the human mind to explain and understand life. Among the greatest of these philosophers was Socrates. He asked difficult questions to make people think about their lives. His student Plato also thought about how people should live and how society should be structured. Plato's student Aristotle taught that people should use reason, or clear and ordered thinking, to govern their lives.

Aristotle was also an influential scientist, and he inspired later Greek scientists. One, a mathematician named Euclid, discovered many of the rules of geometry. A Greek doctor named Hippocrates studied the causes of diseases and wrote about how doctors should behave. A woman named Hypatia taught about mathematics and astronomy. Archimedes invented many useful machines. All of these Greek scientists have influenced later men and women of science.

STANDARDS PRACTICE

DIRECTIONS Read each question and circle the letter of the best response.

- 5** Which of the following ideas did Greek philosophers teach?
- A** People should use reason to govern their lives.
 - B** Gods and goddesses are responsible for natural events.
 - C** The human mind cannot explain and understand life.
 - D** People should not think about their lives, just live them.

- 6** A Greek who studied the causes of diseases was
- A** Euclid.
 - B** Hippocrates.
 - C** Hypatia.
 - D** Socrates.
- 7** Who was both a scientist and a philosopher?
- A** Socrates
 - B** Archimedes
 - C** Hypatia
 - D** Aristotle

History–Social Science Grade 6**Standard 6.5.1****STANDARDS REVIEW**

HSS 6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.

6.5.1 Locate and describe the major river system and discuss the physical setting that supported the rise of this civilization.

Like other civilizations, early civilizations in India were shaped by geography. Also like other early civilizations, the key geographic feature was a river valley. The Indus River flows out of the mighty Himalayas, through today's country of Pakistan. Heavy snows from the mountains caused the Indus to flood. The flooding left behind a layer of fertile silt, which created ideal farmland. India's hot, humid climate also affected its early civilization. Wet seasons and dry seasons alternated, thanks to the *monsoon*, or seasonal wind patterns.

The first civilization in the lower Indus Valley is called the Harappan. Harappans farmed in the valley, using the river's water for their crops. The Harappans built villages, towns, and two large cities, Harappa and Mohenjo Daro. These cities had brick walls, a fortress, brick streets, and large, closely built houses. Harappan civilization flourished between 2300 and 1700 BC, largely because it was protected from invaders from the north by the Himalayas. Around 1700 BC, India's first civilization collapsed. Historians do not know why.

STANDARDS PRACTICE

DIRECTIONS Read the question and circle the letter of the best response.

- 1** Harappan civilization grew up
 - A** in the desert.
 - B** in Mohenjo Daro.
 - C** in the Himalayas.
 - D** along the Indus River.
- 2** The Indus River flooded, creating
 - A** monsoons.
 - B** fertile farmland.
 - C** a hot, dry climate.
 - D** a deep river valley.
- 3** Which of the following did not influence India's first civilization?
 - A** the monsoon
 - B** the Himalayas
 - C** the desert
 - D** the Indus River
- 4** Harappa and Mohenjo Daro had
 - A** brick streets.
 - B** a dry climate.
 - C** heavy snows.
 - D** mostly small mud huts.

History–Social Science Grade 6 **Standard 6.5.2****STANDARDS REVIEW**

HSS 6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.

6.5.2 Discuss the significance of the Aryan invasions.

Not long after the disappearance of the Harappan civilization, another group, the Aryans, took the Harappan's place in the Indus Valley. The Aryans were invaders from Central Asia. By the 1200s BC, the Aryans controlled all of the Indus River Valley. Then they moved east into another fertile plain, the Ganges River Valley. Much of what we know about the Aryans comes from the Vedas, a collection of poems, hymns, and myths.

Unlike the Harappans, the Aryans lived in small farming communities. Each village had a chief called a raja. Led by their rajas, Aryan villages often fought against each other. One key contribution of the Aryans was their language, Sanskrit. At first Sanskrit was a spoken language only. Aryans had to memorize the poems and hymns in the Vedas. Over time, written Sanskrit was developed. Another important contribution was the Aryans' religion. It soon developed into Hinduism, the religion of hundreds of millions of people today.

STANDARDS PRACTICE

DIRECTIONS Read each question and circle the letter of the best response.

- 1** Which statement does not describe the Aryans?
 - A** They were from Central Asia.
 - B** They lived in small communities.
 - C** They spoke Harappan.
 - D** Their villages were led by rajas.
- 2** The Aryan religion developed into
 - A** Buddhism.
 - B** Islam.
 - C** Hinduism.
 - D** Zoroastrianism.

- 3** Which of the following statements describes the Aryans' relationship to the Harappans?
 - A** They were invaded by the Harappans.
 - B** They pushed the Harappans out of India.
 - C** They learned Sanskrit from the Harappans.
 - D** They settled in the Indus River Valley after the Harappans had disappeared.

History–Social Science Grade 6 Standard 6.5.3**STANDARDS REVIEW**

HSS 6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.

6.5.3 Explain the major beliefs and practices of Brahmanism in India and how they evolved into early Hinduism.

The Aryan religion is known as Brahmanism, and their priests were called Brahmins. Brahmanism is based on the Vedas and on commentaries written about the Vedas. The Vedas explain how religious rituals, including sacrifices, should be performed. Over the centuries, the religious beliefs of the Aryans combined with religious ideas from other civilizations, such as Persia. This blending eventually became Hinduism, the largest religion in India today.

Hindus believe in many deities, including Brahma the Creator, Siva the Destroyer, and Vishnu the Preserver. At the same time, however, these three deities are all parts of a universal spirit called Brahman. Another important Hindu belief is reincarnation. A person's soul can be reborn in a new body many times as it makes its way to Brahman. Hindus also believe that people should do good deeds during their lives and accept their duty and role in life in order to move closer to Brahman.

STANDARDS PRACTICE

DIRECTIONS Read each question and circle the letter of the best response.

1 Which describes the relationship of Hinduism to Brahmanism?

- A** Brahmins can be reincarnated as Hindus.
- B** Hindus can be reincarnated as Brahmins.
- C** Hinduism was brought to India by Brahmins.
- D** Hinduism developed from Brahmanism.

2 Which statement about Hindus is true?

- A** They believe in a universal spirit called Vishnu.
- B** They believe people should accept their duty in life.
- C** The first Hindus were Persians.
- D** Hindus wrote the Vedas.

3 According to Hindus, a person's soul

- A** can be reborn.
- B** must do its duty.
- C** should perform rituals.
- D** will do good deeds.

History–Social Science Grade 6 **Standard 6.5.4****STANDARDS REVIEW**

HSS 6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.

6.5.4 Outline the social structure of the caste system.

Soon after the Aryans came to India, their society became divided into social classes. The four main castes were *Brahmins*, or priests; *Kshatriyas*, or rulers and soldiers; *Vaisyas*, or farmers and traders; and *Sudras*, or workers, servants, and non-Aryans. Below even Sudras were people who belonged to no caste at all. These outcasts were called *untouchables* and were considered unclean. This class, or *caste*, system, was mostly based on a person's job and family. Children stayed in the same caste as their parents. People rarely changed castes. Strict rules developed that governed interactions between people of different castes.

Over time, the rules governing castes became more and more strict. The four main castes were subdivided further, into as many as 3,000 different groups. According to rules called *sutras*, people could not marry someone from another caste. People could not even eat with people from another caste. People who broke the caste rules could be banned from their caste, becoming untouchables. For this reason, people spent almost all their time with members of their own caste.

STANDARDS PRACTICE

DIRECTIONS Read each question and circle the letter of the best response.

- | | |
|---|--|
| <p>1 Castes were based on a person's</p> <ul style="list-style-type: none">A job and family.B last name.C sutras.D education and ability. <p>2 The Vaisyas were</p> <ul style="list-style-type: none">A rulers and soldiers.B priests.C farmers and traders.D workers and servants. | <p>3 If people broke the caste rules, they could</p> <ul style="list-style-type: none">A move to a higher caste.B become Kshatriyas.C become Sudras.D be banned from their caste. <p>4 The lowest people in Aryan society were the</p> <ul style="list-style-type: none">A untouchables.B Sudras.C Vaisyas.D workers and servants. |
|---|--|

History–Social Science Grade 6**Standard 6.5.5****STANDARDS REVIEW**

HSS 6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.

6.5.5 Know the life and moral teachings of Buddha and how Buddhism spread in India, Ceylon, and Central Asia.

In the late 500s BC, a young Hindu prince named Siddhartha Gautama became dissatisfied with Hinduism. Although Siddhartha was wealthy, he saw that other people suffered and led hard lives. Siddhartha left his family to find the meaning of life. After about five years of questioning, fasting, and meditation, he found enlightenment, or understanding. Siddhartha began to teach others what he had learned. He quickly attracted followers, who named him the Buddha, or “Enlightened One.” Siddhartha’s teachings became known as Buddhism.

Buddha taught that people suffered because they were too attached to material goods. By overcoming their ignorance and desire for material goods, people could reach nirvana, or perfect peace. Buddha did not believe in the caste system or that Brahmin priests were necessary. People could reach nirvana on their own. The new religion of Buddhism spread quickly throughout India and to other countries. It was spread by Buddha’s followers. In addition, Buddhist kings sent missionaries to Sri Lanka, China, Southeast Asia, and even Persia and Egypt. Today, millions of people worldwide are Buddhists.

STANDARDS PRACTICE

DIRECTIONS Read each question and circle the letter of the best response.

- 1** Why did Siddhartha leave his family?
- A** to start a new religion
 - B** because they were untouchables
 - C** to find the meaning of life
 - D** to teach others about meditation
- 2** Nirvana means
- A** enlightenment.
 - B** perfect peace.
 - C** ignorance.
 - D** understanding.

- 3** Which statement about the Buddha is false?
- A** He found enlightenment by questioning, fasting, and meditation.
 - B** He did not believe in the caste system.
 - C** He came from a rich family.
 - D** He was a Brahmin priest.

History–Social Science Grade 6 Standard 6.5.6**STANDARDS REVIEW**

HSS 6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.

6.5.6 Describe the growth of the Maurya empire and the political and moral achievements of the emperor Asoka.

For centuries after the Aryan invasion, India was divided into small states. It had no central government. Then, in the 320s BC, a strong ruler, Chandragupta Maurya, unified much of northern India. He was the founder of the Mauryan Empire. This empire lasted about 150 years. Chandragupta was a strong ruler. His army numbered 600,000 soldiers. In return for Chandragupta's protection, farmers paid a heavy tax. Chandragupta's son continued to expand the empire. Chandragupta's grandson, Asoka, became king around 270 BC. He extended Mauryan rule over most of India. Asoka fought and won many wars against neighboring kingdoms.

Asoka converted to Buddhism. He gave up armed conquest unless it was absolutely necessary. Instead, he relied on peaceful persuasion. Asoka also began to work to improve the lives of his subjects. He built rest stops for travelers and planted trees to shade them. Asoka is also responsible for the spread of Buddhism. He sent missionaries all over Asia. When Asoka died in 233 BC, the empire began to fall apart.

STANDARDS PRACTICE

DIRECTIONS Read each question and circle the letter of the best response.

- 1** What was Chandragupta Maurya's greatest achievement?
 - A** He relied on peaceful persuasion instead of war.
 - B** He sent missionaries all over Asia.
 - C** He gave up armed conquest.
 - D** He unified much of northern India.
- 2** Why changes did Asoka make after becoming a Buddhist?
 - A** He went to war and conquered more territory.
 - B** He tried to improve the lives of his people.
 - C** He forced farmers to give food to Buddhists.
 - D** He became a Buddhist missionary.
- 3** When Asoka died,
 - A** his empire began to fall apart.
 - B** he sent missionaries all over Asia.
 - C** his son expanded the empire.
 - D** farmers paid a heavy tax.

History–Social Science Grade 6 **Standard 6.5.7****STANDARDS REVIEW**

HSS 6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.

6.5.7 Discuss important aesthetic and intellectual traditions (e.g., Sanskrit literature, including the *Bhagavad Gita*; medicine; metallurgy; and mathematics, including Hindu-Arabic numerals and the zero).

The Mauryan empire and its successor, the Gupta Dynasty, made India stable. During these periods of stability, artists, writers, scholars, and scientists flourished. Both Hindu and Buddhist temples were decorated with beautiful religious carvings, paintings, and sculptures. This period was also a classical age of Sanskrit literature. Two great religious texts, the *Mahabharata* and the *Ramayana*, tell about the struggle of good and evil. The *Mahabharata* contains one of the most famous of all Sanskrit sacred passages. In the *Bhagavad Gita* (“Song of the Lord”), the god Krishna gives advice about life. One famous author named Kalidasa wrote poems and plays. Others specialized in fables.

Science also made advances during the Mauryan and Gupta periods. Indian knowledge of metallurgy, the science of working with metals, allowed them to make excellent tools, weapons, and other products from gold, copper, zinc, and iron. Gupta mathematicians were probably the most advanced in the world. They created the zero. In fact, the numbers we use today are called Hindu-Arabic numerals. Indian doctors and surgeons were very skilled. Astronomers made important discoveries about the solar system, including identifying seven of the planets in our solar system.

STANDARDS PRACTICE

DIRECTIONS Read each question and circle the letter of the best response.

- | | |
|--|---|
| <p>1 One reason why the arts and sciences flourished during the Maurya and Gupta periods was</p> <ul style="list-style-type: none">A stability.B Hinduism.C Buddhism.D Sanskrit. | <p>2 Indian scientists were skilled in all of the following fields except</p> <ul style="list-style-type: none">A metallurgy.B navigation.C mathematics.D medicine. |
|--|---|

History–Social Science Grade 6 Standard 6.6.1**STANDARDS REVIEW**

HSS 6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.

6.6.1 Locate and describe the origins of Chinese civilization in the Huang He Valley during the Shang dynasty.

Like other ancient civilizations, the first Chinese settled along rivers.

As early as 7000 BC, farmers were growing rice in the Chang Jiang, or Yangzi River Valley in central China. At about the same time, farmers settled along the Huang He, or Yellow River, in northern China. The cooler climate there was better suited to growing wheat and millet.

These two centers of civilization grew and expanded over the centuries.

The first great *dynasty*, or series of related rulers, in China was the Shang. Starting in the 1800s BC, the Shang were centered in the Huang He Valley. They had a well-developed social order, with a king and nobles at the top. Warriors were next in the order, followed by artisans, then farmers. Slaves were at the bottom. A major invention of the Shang was China's first writing system. Priests used this writing system to carve questions on special animal bones called oracle bones. These bones were heated until they cracked. Priests then predicted the future by examining the cracks. Shang artisans made beautiful containers and jade ornaments. The Shang military built powerful chariots and armor. Shang astronomers and astrologers created a calendar based on the phases of the moon. This calendar was considered a sacred document.

bronze

STANDARDS PRACTICE

DIRECTIONS Read each question and circle the letter of the best response.

1 The Shang dynasty

- A** was centered in the Chang Jiang River Valley.
- B** was centered in the Huang He Valley.
- C** predicted the future using the phases of the moon.
- D** began in 7000 BC.

2 After the king and the nobles on the social ladder came

- A** artisans.
- B** slaves.
- C** warriors.
- D** farmers.

3 The Shang made all of these except

- A** bronze containers.
- B** chariots and armor.
- C** jade ornaments.
- D** a calendar based on the tides.

History–Social Science Grade 6 **Standard 6.6.2****STANDARDS REVIEW**

HSS 6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.

6.6.2 Explain the geographic features of China that made governance and the spread of ideas and goods difficult and served to isolate the country from the rest of the world.

China covers a vast area. While farming was possible in many parts of China, in other areas, the region's geography made farming very difficult. Some of China's geographic features served to isolate it from the rest of the world. Other features separated one part of China from another. One physical feature that separates China from other countries is the Gobi, a huge desert in the North. The Pacific Ocean forms much of China's eastern boundary. Rugged mountain ranges form the western boundary. Finally, on the south, the Himalayas, the world's highest mountain range, separate China from India. All of these barriers made it difficult for outsiders to visit China. They also slowed the spread of new ideas and technologies, both into and out of China.

China's geography also made it difficult to govern the country and to move goods around. China's huge size, high mountains, and vast deserts prevented government officials from easily reaching all parts of China. These same features also prevented the quick spread of new ideas.

STANDARDS PRACTICE

DIRECTIONS Read each question and circle the letter of the best response.

1 Which geographic feature did not prevent the movement of people and ideas to and from China?

- A** the Chang Jiang River
- B** the Gobi Desert
- C** the Pacific Ocean
- D** the Himalayas

2 Which geographic feature forms China's eastern boundary?

- A** the Himalayas
- B** the Indian Ocean
- C** the Pacific Ocean
- D** the Gobi Desert

3 Which statement about China is false?

- A** Mountains separate it from India.
- B** New ideas and technologies spread easily in and out of China.
- C** Officials could not easily reach all sections of China.
- D** Fertile land is found in all regions.

History–Social Science Grade 6 Standard 6.6.3**STUDY CONFUCIUS & DAOISM FIRST**
STANDARDS REVIEW

HSS 6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.

6.6.3 Know about the life of Confucius and the fundamental teachings of Confucianism and Daoism.

As Chinese society changed, different beliefs and ideas developed. During a difficult period, the late Zhou dynasty, two important systems of belief developed in response to social problems. One system was *Confucianism*, named for its founder, Confucius. Confucius was born in 551 BC. He was poor as a child, but he was a good student. Confucius had several minor government jobs, then became a teacher. Confucius was distressed by people's lack of decency and moral values. He felt the answer to China's problems was better moral leadership in families and in government. For example, fathers should display high moral values as the leader of the family. Government leaders, too, should serve as good examples to the common people. Confucius believed that people should behave well because it is the will of heaven.

The other new belief system of this time was Daoism. Dao means "the way," or guiding force of all reality. Daoists thought that people, as well as governments, needed to take nature as their example. They should be like water and let things flow in a natural way. A wise ruler should govern in harmony with nature.

STANDARDS PRACTICE

DIRECTIONS Read each question and circle the letter of the best response.

1 According to Confucius, the answer to China's problems was

- A** following nature.
- B** living in harmony.
- C** obeying the way.
- D** better moral leadership.

2 Daoists believed that rulers should

- A** serve as moral models.
- B** govern in harmony with nature.
- C** follow the will of heaven.
- D** show decency and moral values.

3 Which statement about Confucianism is not true?

- A** It pointed to nature as the best example for people.
- B** It was developed in response to social problems.
- C** Its followers believed it reflected the will of heaven.
- D** It criticized people's lack of decency.

History–Social Science Grade 6 **Standard 6.6.4****STANDARDS REVIEW**

HSS 6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.

6.6.4 Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them.

In the 1110s BC, a new dynasty called the Zhou came to power in China. The Zhou overthrew the Shang rulers. Zhou rulers believed that no one ruled without the mandate, or permission, of heaven. The Zhou were strong rulers. They expanded the borders of the Chinese empire, conquering peoples to the northwest and east. Zhou rulers also established a new political system. They gave land to nobles. In return, the nobles had to promise loyalty to the ruler and they had to pay taxes and provide soldiers for wars. This system brought order to China.

By the time of Confucius (the 500s BC), however, Chinese society was in turmoil. The ruling Zhou dynasty had declined. Nobles rejected the authority of the Zhou rulers. The nobles refused to defend China, and foreign invaders harassed the country. Powerful nobles battled each other in brutal wars, and chaos spread. Even loyalty among families declined. Fathers fought sons and brothers fought brothers. The weak government could do nothing. Soon, people like Confucius began looking for new ideas to bring order to the nation. Confucius's answer was that people should have high moral values and that everyone should have respect for one's proper place in society.

STANDARDS PRACTICE

DIRECTIONS Read each question and circle the letter of the best response.

- 1** Which of the following does not describe the Zhou dynasty?
- ☐ A expanded China's borders
 - ☒ B established a new political order
 - ☐ C chose Confucius as emperor
 - ☐ D gave land to nobles
- 2** During the Zhou dynasty, nobles
- ☒ A gained the mandate of heaven.
 - ☐ B overthrew the Shang dynasty.
 - ☐ C looked for new ideas.
 - ☐ D promised loyalty to the rulers.

- 3** Confucius's solution to the problems in China
- ☒ A was adopted by the Zhou rulers.
 - ☐ B was to institute moral values.
 - ☐ C was to rid China of land-owning nobles.
 - ☐ D was to give land to the peasants.

History–Social Science Grade 6 **Standard 6.6.5****STANDARDS REVIEW**

HSS 6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.

6.6.5 List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin dynasty.

The Qin dynasty followed the breakup of the Zhou dynasty. Shi Huangdi, the founder of the Qin, unified northern China and became emperor in 221 BC. Shi Huangdi had very different ideas about how to govern. He believed in legalism, a system of government featuring a powerful central ruler and severe punishments. According to legalism, the only effective way to govern people was with a strict, firm hand. Shi Huangdi's government tolerated no opposition.

Shi Huangdi used his powerful armies to expand the empire. He also changed the old political system. He took land away from nobles and claimed it for himself. Shi Huangdi forced peasants to work on massive government projects. Military governors ruled in his name in separate districts. Shi Huangdi also instituted reforms designed to unify China. He established a uniform law code and national systems for money, weights and measures, and writing. Shi Huangdi also used forced labor to build a highway network, canals, and the Great Wall in the north to keep out invaders. Shi Huangdi died in 210 BC. His successors could not hold the Qin empire together. China fell into a civil war.

STANDARDS PRACTICE

DIRECTIONS Read each question and circle the letter of the best response.

1 Shi Huangdi ruled according to

- ☒ **A** Legalism.
- ☐ **B** Confucianism.
- ☐ **C** Daoism.
- ☐ **D** Buddhism.

2 Which was not an achievement of Shi Huangdi?

- ☒ **A** changed the old political system
- ☐ **B** built a highway network
- ☐ **C** replaced the Shang dynasty
- ☐ **D** established a national money system

3 Why was the Great Wall built?

- ☐ **A** The new law code required it.
- ☒ **B** to punish nobles
- ☐ **C** to find work for peasants
- ☐ **D** to keep out invaders

History–Social Science Grade 6**Standard 6.6.6****STANDARDS REVIEW**

HSS 6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.

6.6.6 Detail the political contributions of the Han dynasty to the development of the imperial bureaucratic state and the expansion of the empire.

The Han dynasty arose after the death of Shi Huangdi and the fall of the Qin. The founder of this new dynasty was Liu Bang, the first commoner to become emperor. The greatest Han emperor was Wudi. He gained the throne in 140 BC. Wudi centralized power, raised taxes, and placed the grain supply under government control. But Wudi's greatest achievement was the creation of a class of educated civil servants to administer the empire.

Wudi believed in Confucianism. He expected government officials to practice Confucianism. To get a government job, applicants had to pass a test about the ideas of Confucius. Social classes, based on Confucian ideas, took hold. Confucian beliefs also led to a strengthening of the family. Many wealthy families became influential as a result. The Han period was also one of artistic and scientific advances. Painting and literature thrived, as did crafts such as papermaking. Scientific and medical advances, like the sundial and acupuncture, enriched China.

STANDARDS PRACTICE

DIRECTIONS Read each question and circle the letter of the best response.

- ✓ **1** What was Wudi's greatest accomplishment?
- A** first commoner to become emperor
 - B** raised taxes to build schools
 - C** placed the grain supply under government control
 - D** created a class of educated civil servants

- ✓ **2** What did a person have to do to get a government job in Han China?
- A** pay a fee to officials
 - B** pass a test about Confucianism
 - C** be skilled in acupuncture
 - D** be a member of the Qin dynasty
- ✓ **3** During the Han dynasty, Confucian beliefs led to
- A** a commoner becoming emperor.
 - B** placing the grain supply under government control.
 - C** a strengthening of the family.
 - D** Liu Bang becoming emperor.

History–Social Science Grade 6 **Standard 6.6.7****STANDARDS REVIEW**

HSS 6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.

6.6.7 Cite the significance of the trans-Eurasian “silk roads” in the period of the Han dynasty and Roman Empire and their locations.

During the Han dynasty, advances in technology, farming, and manufacturing methods caused improvements in China’s economy. Important improvements included better ironmaking techniques and the production of pottery, paper, and silk. As a result of these advances, China began trading with foreign countries. Chinese goods, especially silk and pottery, were very desirable. The Chinese themselves wanted gold, silver, precious stones, and horses from Central Asia. A trade network was soon set up between China and other regions to allow the exchange of these and other items.

China’s trade took place along a series of overland routes known as the Silk Road. The Silk Road was a 4,000-mile long network of trade routes that stretched from western China to the eastern shores of the Mediterranean Sea. It crossed Asia’s forbidding deserts and mountain ranges. Chinese traders did not travel the entire route. When they reached central Asia, Chinese merchants turned goods over to local traders. These traders traveled west, exchanging goods again, in a kind of trade relay. Merchants traveled in caravans to protect themselves against bandits and other dangers along the routes.

STANDARDS PRACTICE

DIRECTIONS Read each question and circle the letter of the best response.

- 1** The improvement in China’s economy led to
- ☒ **A** trade with foreign countries.
 - ☐ **B** better ironmaking techniques.
 - ☐ **C** the production of paper.
 - ☐ **D** the silk industry.
- 2** Other countries wanted Chinese
- ☒ **A** silver.
 - ☐ **B** horses.
 - ☐ **C** silk and pottery.
 - ☐ **D** precious stones.

- 3** Which statement correctly describes the Silk Road?

- ☒ **A** Only Chinese merchants used it.
- ☐ **B** Chinese merchants traveled to the Mediterranean.
- ☐ **C** Silk was the only product carried by the caravans.
- ☐ **D** It was a network of trade routes.

History–Social Science Grade 6 Standard 6.6.8**STANDARDS REVIEW**

HSS 6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.

6.6.8 Describe the diffusion of Buddhism northward to China during the Han dynasty.

Trade goods were not the only things that traveled along the Silk Road. When traders came into contact with people from other civilizations, they also exchanged ideas. One of the ideas that came to China along the Silk Road was Buddhism. Merchants and other travelers brought this religion to China in the first century AD. Buddhism arrived through *diffusion*, which is the spread of ideas from one culture to another.

Before long, many Chinese embraced Buddhism. Their Han government had become weaker, and society had become less orderly. Life was violent. Millions of people were hungry. Helpless Chinese could not find answers in Confucianism or Daoism. Buddhism, however, seemed to provide more hope. It offered rebirth and relief from suffering. By the year AD 200, both poor and wealthy Chinese had accepted Buddhism. Buddhist altars stood in the emperor's palace. Buddhist texts were translated into Chinese, and Chinese people became Buddhist monks and nuns. Buddhist ideas also found their way into Chinese art and literature.

STANDARDS PRACTICE

DIRECTIONS Read each question and circle the letter of the best response.

1 What is diffusion?

- A** the spread of Buddhism to China
- B** the spread of ideas from one culture to another
- C** ideas based on trade
- D** rebirth and relief from suffering

2 Which statement is not a reason why Buddhism spread to China?

- A** Merchants and other travelers brought this new religion to China.
- B** Millions of people were hungry.
- C** It seemed to provide more hope.
- D** Han officials forced people to accept this new religion.

3 Which statement describes the relationship of Buddhism to diffusion?

- A** Buddhism spread to China because of diffusion.
- B** Buddhism is part of diffusion.
- C** Diffusion is part of Buddhism.
- D** Diffusion led to Buddhist trade on the Silk Road.

History–Social Science Grade 6**Standard 6.7.1****ROME****STANDARDS REVIEW**

HSS 6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.

6.7.1 Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero.

The location of Rome in central Italy helped the city develop into a great empire. Italy is a peninsula, which extends out into the Mediterranean Sea. Most of Italy is mountainous, which made travel difficult but also made it easier to defend the city from attack. In addition, rivers brought water to the site where Rome was founded. Italy's climate is warm, with enough water to grow a variety of crops.

Rome's beginnings are wrapped in mystery. Romans themselves had legends about its founding. Some legends said Aeneas, a Trojan hero, helped found the city after fleeing the destruction of Troy. He was the ancestor of twin orphan boys, Romulus and Remus, who were raised by a wolf. Romulus killed his brother and named the city after himself. In fact, historians know that people lived in the area of Rome as early as 800 BC. For a while, early Romans were ruled by kings. In 509 BC, a group of nobles decided to overthrow their king. These nobles created a new kind of government, a republic. In a republic, people elect leaders to govern them.

STANDARDS PRACTICE

DIRECTIONS Read each question and circle the letter of the best response.

- 1** Which geographic feature was not an advantage to Rome's development?
- ☒ **A** Italy's climate is warm.
 - ☐ **B** Hills made it easier to defend a city.
 - ☐ **C** Coastal plains were easy to attack.
 - ☐ **D** Rivers brought water to Rome.

- 2** According to legend, who was Romulus?
- ☒ **A** a Trojan hero
 - ☐ **B** the last king of Rome
 - ☐ **C** founder of the Roman Republic
 - ☐ **D** one of twin brothers raised by a wolf

- 3** The first rulers of Rome were
- ☐ **A** kings.
 - ☒ **B** emperors.
 - ☐ **C** Trojans.
 - ☐ **D** priests.

STANDARDS REVIEW

HSS 6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.

6.7.1 Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero.

The Roman Republic was controlled by wealthy men. Poor people and women had no say in how the government was run. During times of war and other dangers, Romans chose a temporary dictator, a ruler with almost absolute powers. When the threat was ended, the dictator was required to give up power. One of the most famous dictators was Cincinnatus. He gained power in 458 BC when Rome was threatened by a powerful army. Cincinnatus left his farm and quickly defeated the enemy. He then gave up power and returned to his farm. To later Romans, Cincinnatus was considered an ideal leader.

During the years of the early republic, Rome also faced challenges from within. Many common people, or plebeians, wanted a bigger say in running the government. Patricians, the aristocrats who ran the republic, refused. In 494 BC, the plebeians took a drastic step. They elected their own officials. The patricians feared that trouble was brewing. They decided to make some reforms, which allowed plebeians a limited role in the government.

STANDARDS PRACTICE

DIRECTIONS Read each question and circle the letter of the best response.

✓ **4** When the threat to Rome was over, Cincinnatus

- A** continued as dictator.
- B** gave up power.
- C** became leader of the army.
- D** invaded Greece and Troy.

✓ **5** A Roman dictator

- A** had only military power.
- B** could meet threats.
- C** had temporary powers.
- D** led government for life.

6 Which group had the most power in Rome's government?

- ✓ **A** the patricians
- B** the Cincinnatians
- C** the commoners
- D** the plebeians

7 Which group had no say in Rome's government?

- ✓ **A** patricians
- B** aristocrats
- C** plebeians
- D** women

History–Social Science Grade 6**Standard 6.7.2****STANDARDS REVIEW**

HSS 6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.

6.7.2 Describe the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty).

The patrician leaders of Rome knew they had a problem. Angry plebeians were demanding a larger role in running the government. Patricians responded by making important changes. First they created some offices only for plebeians. These new officials would look after the interests of common people. Gradually, the distinction between patricians and plebeians disappeared. Eventually a tripartite, or three-part, government developed. Each part had its own powers, rights, and responsibilities.

The first part of Rome's government consisted of elected officials, or magistrates. The most powerful magistrates were called consuls. Two consuls were elected each year to run the city and lead the army. There were two consuls so that one person could not become too influential. The second part of Rome's government was the Senate. Each senator was elected for life. As Rome grew, the Senate assumed more and more power. By 200 BC, it had taken control of the city's finances. The third part of the government, the one that protected the common people, was made up of assemblies and tribunes. Assemblies elected the city's magistrates. Tribunes possessed the special power to veto, or prohibit, actions by other officials. Tribunes stayed in power for only one year.

STANDARDS PRACTICE

DIRECTIONS Read each question and circle the letter of the best response.

1 The most powerful magistrates were

☒ **A** senators.

☐ **B** plebeians.

☐ **C** tribunes.

☐ **D** consuls.

2 A tripartite government

☒ **A** has lifelong officeholders.

☐ **B** has both patricians and plebeians.

☐ **C** has three parts.

☐ **D** consists of magistrates.

3 Which Roman official held office for life?

☒ **A** tribune

☐ **B** senator

☐ **C** consul

☐ **D** magistrate

STANDARDS REVIEW

HSS 6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.

6.7.2 Describe the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty).

Roman government featured a system of checks and balances. A system of checks and balances restricts the power of government officials. One officeholder or part of the government could block the actions of another. The system of checks and balances kept one part of the government from becoming stronger than the others. Another important development in Roman government was the creation of written laws. At first, laws were not written down. As a result, only the patricians who wrote them knew all the laws. Many people were dissatisfied with unwritten laws. Rome's first written law code, the Twelve Tables, was created in 450 BC. These bronze tablets were displayed in the Forum, Rome's public meeting place, for everyone to see.

Rome's complex government would not have worked well without the participation of citizens. People took part in Rome's government because they believed it was their civic duty or obligation for good citizenship. People eligible to vote were expected to take part in elections. Wealthy citizens felt it was their duty to hold office and help run the city.

STANDARDS PRACTICE

DIRECTIONS Read each question and circle the letter of the best response.

4 Another term for civic duty is

- A** good citizenship.
- B** checks and balances.
- C** written laws.
- D** patriotism.

5 The Twelve Tables were

- A** powerful elected officials.
- B** meeting place for officeholders.
- C** Rome's first written law code.
- D** laws followed by patricians.

6 What was the purpose of Rome's system of checks and balances?

- A** balance power between patricians and plebeians
- B** enforce the Twelve Tables
- C** strengthen Romans' civic duty
- D** prevent one part of government from becoming too powerful

7 What was included in a Roman's civic duty?

- A** take part in elections
- B** become a patrician
- C** keep track of unwritten laws
- D** simplify Rome's government

History–Social Science Grade 6**Standard 6.7.3****STANDARDS REVIEW**

HSS 6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.

6.7.3 Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire, including how the empire fostered economic growth through the use of currency and trade routes.

After about 400 BC, the Roman Republic began to grow geographically and economically. For example, Rome had conquered most of Italy by 200 BC. In part, Rome grew as it defeated military opponents and took over their lands. Rome also grew as its trade expanded. Rome's farmers could not grow enough food for the growing population. In response, merchants began obtaining food from other parts of the Mediterranean. To pay for this food more easily, as well as to pay for other imports such as metal goods and slaves, Romans began making coins. Soon, Roman money was used in markets all around the Mediterranean.

As Rome grew, its neighbors began to fear the city. The most powerful enemy, the North African city of Carthage, fought a series of three wars against Rome, known as the Punic Wars. From 264 to 146 BC, Rome and Carthage battled for control of the Mediterranean. Rome's total victory helped it take control of much of North Africa. Within a few decades, Rome also controlled Gaul (modern France, Germany, and northern Italy), Greece, and parts of Asia. Romans were soon speaking of the Mediterranean Sea as *Mare Nostrum*, or Our Sea.

STANDARDS PRACTICE

DIRECTIONS Read each question and circle the letter of the best response.

- 1** Which region did Rome conquer first?
- A** Gaul
 - B** Italy
 - C** North Africa
 - D** Greece

- 2** Which of the following is not a reason for the expansion of Rome?
- A** Farmers could not produce enough food.
 - B** Rome defeated military opponents and took over their lands.
 - C** Rome wanted to export metal goods and slaves.
 - D** It defeated Carthage in the Punic Wars.

STANDARDS REVIEW

HSS 6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.

6.7.3 Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire, including how the empire fostered economic growth through the use of currency and trade routes.

Rome continued to expand after it became an empire in 27 BC. It already controlled most of the Mediterranean and soon grew even larger. At its height, Rome ruled one of the largest empires in world history. By the early AD 100s Rome had taken over much of central Europe and Spain. England also became a Roman province. A huge wall, known as Hadrian's wall in honor of the emperor who oversaw its construction, protected Roman Britain from attack by the Celts, who lived to the north in Scotland. To the east, Rome conquered Mesopotamia. Rome also controlled the North African coast and the eastern end of the Mediterranean, home to the Jews.

One reason the Romans created a large empire was trade. Many conquered territories had goods and products, such as food, metals, cloth, and spices, which the Romans needed. To make trade easier, Rome built a huge network of roads. They also used their currency to pay for goods. Roman money was accepted everywhere. Another reason that Rome expanded was for self-protection. Many of Rome's neighbors were hostile. To prevent these hostile neighbors from attacking, Rome defeated and conquered them.

STANDARDS PRACTICE

DIRECTIONS Read each question and circle the letter of the best response.

- ✓ **3** Which region did not become part of the Roman Empire?
- A** Russia
 - B** England
 - C** Spain
 - D** Mesopotamia

- 4** Which statement best summarizes Roman trade?
- ✓ **A** Rome exported food and slaves.
 - B** Rome's trading partners included Scotland and Spain.
 - C** Rome's neighbors were friendly trading partners.
 - D** Roman roads facilitated trade.
- 5** Where is Hadrian's wall located?
- ✓ **A** on the border of Spain and Gaul
 - B** in Egypt
 - C** in Jerusalem
 - D** between England and Scotland

History–Social Science Grade 6**Standard 6.7.4****STANDARDS REVIEW**

HSS 6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.

6.7.4 Discuss the influence of Julius Caesar and Augustus in Rome's transition from republic to empire.

In the 70s BC, the Roman Republic was teetering on the edge of chaos. Politicians and generals battled each other with private armies for power. Poor Romans rioted in the streets. More and more people flocked to an overcrowded Rome. Thoughtful Romans searched for ways to solve these severe problems. One of them was Cicero, who called for Romans to work together. He asked Romans to limit the power of generals. His pleas fell on deaf ears. Instead, one powerful general decided that he offered the best way to restore order.

Julius Caesar was a great military commander. He became famous in Rome after conquering most of Gaul. In fact, his former friends decided he had become so popular that he was a threat to their own power. In 49 BC, they ordered Caesar to give up his army and return to Rome, to likely arrest. Caesar refused to surrender his army and marched on the capital. His enemies fled, and Caesar became ruler of Rome. He forced the Senate to name him dictator for life. Many Romans believed Caesar planned to make himself king and end the republic. A group of senators assassinated Caesar in 44 BC.

STANDARDS PRACTICE

DIRECTIONS Read each question and circle the letter of the best response.

1 What did Cicero ask Romans to do?

- ☒ **A** support Julius Caesar
- ☐ **B** limit the power of generals
- ☐ **C** stop immigration into Rome
- ☐ **D** share power with the generals

2 How did Julius Caesar first gain fame?

- ☒ **A** He was a great speaker.
- ☐ **B** He became king of Rome.
- ☐ **C** He limited the power of the generals.
- ☐ **D** He conquered Gaul.

3 Which statement about Caesar is not true?

- ☐ **A** He was killed by opponents.
- ☒ **B** He conquered much territory.
- ☐ **C** He surrendered his army and returned to Rome.
- ☐ **D** He forced the Senate to name him dictator for life.

STANDARDS REVIEW

HSS 6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.

6.7.4 Discuss the influence of Julius Caesar and Augustus in Rome's transition from republic to empire.

Following Julius Caesar's murder, two men took control of Roman politics. One was Caesar's former assistant, Marc Antony. The other was Caesar's adopted son Octavian. They cooperated to defeat Caesar's murderers at a battle in northern Greece in 42 BC. After the battle, Octavian returned to Rome. Antony went east to fight Rome's enemies. The two men soon became rivals for control of Rome. Octavian sent a fleet to attack Antony in Egypt, where Antony had fallen in love with Cleopatra. After Antony was defeated in 31 BC. He and Cleopatra committed suicide to avoid capture. Octavian stood alone as ruler of the empire.

Over the next few years, Octavian solidified his power. In 27 BC, he announced that he would hand all his power over to the Senate. In return, the Senate gave him a new name—Augustus. It means “revered one.” In reality, however, Augustus retained all power and was in complete control. Historians mark 27 BC as the end of the Roman Republic and the beginning of the empire. Augustus was the first Roman emperor.

STANDARDS PRACTICE

DIRECTIONS Read each question and circle the letter of the best response.

- 4 Antony and Octavian
- ☒ A both loved Cleopatra.
 - ☐ B together attacked the Egyptian navy.
 - ☐ C worked together to defeat Caesar's killers.
 - ☐ D gave up their power to the Senate.
- 5 Historians consider 27 BC as
- ☒ A the end of the Roman Republic.
 - ☐ B the end of the Roman Empire.
 - ☐ C the beginning of the Roman Republic.
 - ☐ D the date of Julius Caesar's murder.

- 6 Octavian received a new name when
- ☐ A he defeated Antony.
 - ☒ B he defeated Egypt.
 - ☐ C he won a battle in 42 BC.
 - ☐ D he said he would give up power to the Senate.
- 7 The first Roman emperor was
- ☐ A Julius Caesar.
 - ☒ B Augustus.
 - ☐ C Marc Antony.
 - ☐ D Cicero.

History–Social Science Grade 6**Standard 6.7.5****STANDARDS REVIEW**

HSS 6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.

6.7.5 Trace the migration of Jews around the Mediterranean region and the effects of their conflict with the Romans, including the Romans' restrictions on their right to live in Jerusalem.

As Rome's empire expanded, it had to include people who followed different religions. In general, Romans were tolerant of other religions. Sometimes, Romans even adopted ideas from religions of conquered peoples, such as the Gauls and the Persians. Many of the Roman gods were based on Greek gods, about whom they had learned when the Romans conquered Greece. The only time Rome restricted a religion was when they thought it might threaten their political rule. In these cases, Romans might place restrictions on when people could gather to hold religious meetings.

One religious group that caused problems for Rome was the Jews. Jews were *monotheists*, which means that they believed in only one God. Some Romans thought the Jews were insulting them by refusing to worship Roman gods. Still, the Romans did not try to ban Judaism in the empire. Jews were allowed to practice their religion as they pleased—as long as it posed no threat to Roman political rule.

STANDARDS PRACTICE

DIRECTIONS Read each question and circle the letter of the best response.

- 1** Which statement best describes Rome's attitude toward other religions?
- ☒ **A** People were encouraged to worship Greek gods.
- B** Other religions were allowed if they did not threaten Roman political control.
- C** Monotheistic religions were not allowed.
- D** Romans were intolerant of other religions.

- 2** Rome allowed Jews to practice their religion because
- ☒ **A** many Romans admired Judaism.
- B** Romans, like Jews, were monotheists.
- ☒ **C** all Romans worshipped God.
- D** it posed no threat to Roman political rule.

STANDARDS REVIEW

HSS 6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.

6.7.5 Trace the migration of Jews around the Mediterranean region and the effects of their conflict with the Romans, including the Romans' restrictions on their right to live in Jerusalem.

The other problem Rome had with the Jews was political, and it became more serious than the religious problem. Roman armies had conquered the Jewish lands, renaming them the province of Judea in 63 BC. Over time, many Jews had grown more and more unhappy living under Roman rule. These Jews wanted to be ruled by Jews, not by outsiders. Once Judaism began to threaten Rome's political control, the Romans felt they had to act.

Jews rebelled against Roman rule in the AD 60s and again in the early 100s. Each time the Jews were defeated and punished. In AD 70, Romans destroyed the sacred temple that King Solomon had built centuries earlier. When the Jews rebelled a third time in the 130s, Jerusalem was destroyed. All Jews were forced to leave the city's ruins. With their home gone, most Jews moved to other parts of the Roman Empire. The scattering of Jews around the world is known as the Diaspora.

STANDARDS PRACTICE

DIRECTIONS Read each question and circle the letter of the best response.

- ✓ **3** Jews in Judea were unhappy with Roman rule because
- A** Romans would not let them practice their religion.
 - B** Romans made them move to other parts of the empire.
 - C** they wanted to be ruled by Jews, not by outsiders.
 - D** they gave Israel the Roman name of Judea.

- 4** Which of the following was not a result of the Jews' rebellions against Roman control?

- ✓ **A** Most Jews moved to other parts of the Roman Empire.
- B** The Diaspora began and Jews were scattered.
- C** Romans destroyed King Solomon's temple.
- D** Jews were finally able to be ruled by Jews alone.

History–Social Science Grade 6**Standard 6.7.6****STANDARDS REVIEW**

HSS 6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.

6.7.6 Note the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament, and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs (e.g., belief in the Trinity, resurrection, salvation).

In the middle of the first century AD, a new religion appeared in Judea. This religion was based on the teachings of Jesus of Nazareth and was rooted in Jewish ideas and traditions. At the time of Jesus' birth, many Jews believed in the coming of a Messiah. This Messiah, chosen by God, would restore Israel's greatness. Many prophets wandered through Judea, predicting that the Messiah was coming. The most famous of these prophets was John the Baptist.

Everything we know about Jesus is contained in the New Testament of the Bible. The first four books, called the Gospels, tell about Jesus' life and teachings. He was born to Jewish parents in Bethlehem. However, Christians believe God was Jesus' father. After spreading his message for a few years, Jesus was arrested. He was accused of challenging the authority of political and religious leaders. He was crucified in Jerusalem in about AD 30. Christians believe Jesus rose from the dead, an event called the Resurrection. To Christians, the Resurrection is proof that Jesus was the Messiah. His followers began calling him Christ, from the Greek word for Messiah.

STANDARDS PRACTICE

DIRECTIONS Read each question and circle the letter of the best response.

- 1** Many Jews believed in
- ☒ **A** the birth of Jesus.
 - ☐ **B** the coming of a Messiah.
 - ☐ **C** the coming of John the Baptist.
 - ☐ **D** the truth of the Gospels.
- 2** Why was Jesus crucified?
- ☐ **A** for starting a new religion
 - ☐ **B** for claiming to be God
 - ☒ **C** for challenging authorities
 - ☐ **D** for being Jewish

- 3** The Resurrection is
- ☐ **A** Jesus' birth.
 - ☒ **B** Jesus' arrest.
 - ☐ **C** Jesus' crucifixion.
 - ☐ **D** Jesus' rising from the dead.

STANDARDS REVIEW

HSS 6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.

6.7.6 Note the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament, and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs (e.g., belief in the Trinity, resurrection, salvation).

Following the crucifixion of Jesus, his followers traveled around the Roman world telling of his life and ideas. They described miracles he performed and recited parables he told. They shared his message that people should love God and other people, and that they could gain salvation, or rescue from sin. The leader of Jesus' closest followers, a group of 12 men called the Apostles, was Peter. He traveled and shared Jesus' teachings, eventually settling in Rome. Many people consider Peter the Christian Church's first leader.

Another important figure in the early spread of the new religion of Christianity was Paul of Tarsus. Early in his life he helped to punish Christians, but he himself was converted to Christianity. Paul visited many Christian communities in the eastern Mediterranean and wrote long letters to explain Jesus' teachings. Among the most important was the idea of the Trinity. This idea states that God is one, but in three parts, God the Father, Jesus the Son, and the Holy Spirit.

STANDARDS PRACTICE

DIRECTIONS Read each question and circle the letter of the best response.

- 4** Which statement is the best summary of Jesus' teachings?
- A** To gain salvation, people should love God and other people.
 - B** God is made up of three parts.
 - C** People who punish Christians can themselves be converted to Christianity.
 - D** Miracles and parables of Jesus reveal the Christian message.

- 5** Which statement best describes Paul of Tarsus?

- A** He spent most of his life in Rome.
- B** He visited Christian communities and wrote many letters.
- C** Many people consider him the Christian Church's first leader.
- D** He was the leader of the 12 Apostles.

- 6** Which is not part of the Trinity?

- A** Jesus the Son
- B** the Holy Spirit
- C** the Resurrection
- D** God the Father

History–Social Science Grade 6**Standard 6.7.7****STANDARDS REVIEW**

HSS 6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.

6.7.7 Describe the circumstances that led to the spread of Christianity in Europe and other Roman territories.

From its beginnings in Judea, Christianity spread quickly through much of the Roman world. A disagreement arose, however. Some early Christians wanted to spread the teachings of Jesus among Jews only. Others, like Paul, wanted to introduce non-Jews, or Gentiles, to Christianity as well. As the religion spread, followers began to write down parts of Jesus' message, including the Gospels. The Gospels and other writings helped to strengthen people's faith. Historians estimate that within a hundred years after the death of Jesus, there were thousands of Christians in the Roman Empire.

Some of those people who spread the new faith met opposition from authorities. Some, including Peter and Paul, became martyrs. A *martyr* is a person who dies for his or her religious beliefs. Most Roman emperors allowed Christians to worship. But a few feared that Christians could cause unrest in the empire. Periods of persecution, punishing the group for its beliefs, occurred in the 200s and 300s. Many Christians were forced to meet in secret. Local groups of believers were led by bishops. These bishops helped Christians understand and live by Christian teachings.

STANDARDS PRACTICE

DIRECTIONS Read each question and circle the letter of the best response.

- ✓ **1** Which disagreement arose among early Christians?
- A** whether to follow Peter or Paul
 - B** whether to write down or just speak the Gospels
 - C** whether or not to elect bishops
 - D** whether to share Christianity only with Jews or introduce it to non-Jews as well

- 2** A problem early Christians faced was
- A** persecution.
 - ✓ **B** support from Gentiles.
 - ✓ **C** hostility from bishops.
 - D** fights between Peter and Paul.
- 3** People who die for their religious beliefs are known as
- A** bishops.
 - ✓ **B** martyrs.
 - C** persecutions.
 - D** Gentiles.

STANDARDS REVIEW

HSS 6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.

6.7.7 Describe the circumstances that led to the spread of Christianity in Europe and other Roman territories.

As Christianity grew, people looked to the bishops of large cities for guidance. The most respected of all bishops was the bishop of Rome. He became known as the pope, from the Greek word for father. Over time, Christians came to see the pope as the head of the whole Church. Other influential Church leaders contributed writings that expanded and explained Christian beliefs. One of these was Augustine of Hippo. Augustine wrote that Christians should focus not on material goods but on God's plan for the world.

A key event in the development and spread of Christianity occurred in the early 300s. The Roman emperor Constantine became a Christian. He became convinced that his success in battle came about because he had won God's favor. Constantine removed barriers against the practice of Christianity. He also called a conference to discuss Christian teachings. In 381, another emperor, Theodosius I, banned non-Christian religious practices in Rome. Around 350 years after Jesus' death, Christianity had become the official religion of the Roman Empire.

STANDARDS PRACTICE

DIRECTIONS Read each question and circle the letter of the best response.

4 Who became known as the pope?

- A** Peter
- B** Augustine
- C** Constantine
- D** the bishop of Rome

5 According to Augustine, Christians should

- A** remove barriers against the practice of Christianity.
- B** focus on material goods.
- C** focus on God's plan for the world.
- D** build churches where they could worship.

6 Who outlawed non-Christian religious practices in the Roman Empire?

- A** Peter
- B** Theodosius I
- C** Augustine
- D** Constantine

History–Social Science Grade 6**Standard 6.7.8****STANDARDS REVIEW**

HSS 6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.

6.7.8 Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law.

Rome's accomplishments echo through the ages. The legacy of Rome includes its accomplishments in science and technology, art and architecture, literature, and language. The Romans took a practical approach to science and technology. Roman scientists wanted to produce results that could benefit their society. Perhaps the best example of practical Roman science can be found in their wonderful engineering feats. Romans were great builders. Many of their roads and bridges have survived for almost 2,000 years. A material they invented, cement, helped them build huge, watertight buildings for many purposes. Romans also used arches, vaults, and domes to make their buildings larger and more open than any other buildings before their time.

Romans excelled at architecture. Using their advanced building techniques, Romans created magnificent buildings that still inspire architects today. Roman artists are also known for other kinds of art. Mosaics, paintings, and statues decorated Roman buildings. Roman portraits often reveal individual characteristics of their subjects. Many Roman statues preserve their now-destroyed Greek models.

STANDARDS PRACTICE

DIRECTIONS Read each question and circle the letter of the best response.

- 1** Which statement best describes Roman science?
- ☒ **A** Romans copied the Greeks.
 - ☐ **B** Romans wanted to understand how things worked.
 - ☐ **C** Romans ignored science when constructing buildings.
 - ☐ **D** Romans took a practical approach to science.

- 2** Roman engineers invented

- ☐ **A** cement.
- ☒ **B** concrete.
- ☐ **C** mosaics.
- ☐ **D** bridges.

- 3** In which field did Romans copy Greek originals?

- ☒ **A** mosaics
- ☐ **B** paintings
- ☐ **C** sculpture
- ☐ **D** road-building

STANDARDS REVIEW

HSS 6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.

6.7.8 Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law.

Many historians believe Rome's greatest contribution to the world was its system of law. Roman ideas about law spread throughout Europe and survived even after the empire collapsed. Over time, Roman law inspired legal systems, based on written laws, called civil law. Most countries in the world, including the United States, have systems of civil law that owe much to the Romans.

Romans also contributed their language to the world. This language, Latin, is the basis for many widely spoken world languages, including French, Spanish, and Italian. Latin also strongly influenced other languages, including English. Many English words are based on Latin words. Even unchanged Latin words and phrases, such as *et cetera*, *circus*, and *veto*, are part of English. Latin is also used extensively in science, law, and other fields. Finally, Roman writers are admired and read throughout the world. One of the best-known Roman authors is Virgil, who wrote the great epic poem the *Aeneid*.

STANDARDS PRACTICE

DIRECTIONS Read each question and circle the letter of the best response.

- ✓ **4** Which language is not based on Latin?
- A** Spanish
 - B** English
 - C** French
 - D** Italian
- ✓ **5** Civil law is
- A** a legal system written in Latin.
 - B** a legal system based on the *Aeneid*.
 - C** a legal system based on written laws.
 - D** a legal system based on French, Spanish, and Italian models.

- 6** Which statement accurately describes Rome's legacy to the world?
- A** Roman law inspired legal systems.
 - B** The Romans' language has completely disappeared.
 - C** Rome produced no writers of lasting value.
 - D** Latin contributed many words to English.
- ✓ **7** After the empire collapsed,
- A** Latin was no longer understood.
 - B** Roman literature was forgotten.
 - C** Roman ideas about law survived.
 - D** the poet Virgil wrote his great epic.