

UNIT

1

117–1453

# Connecting with Past Learnings

Chapter 1 Studying the  
Ancient World

Chapter 2 The Fall of Rome







### What You Will Learn...

Like detectives, historians look for clues about the past. Then they study the evidence they uncover to learn about life in the ancient world.

One of the last major civilizations of the ancient world was the Roman civilization. The Romans dominated the entire Mediterranean region for hundreds of years and left a lasting imprint on the region's cultures. Eventually, however, the empire fell.

In the next two chapters, you will learn about how historians study the ancient world and how the fall of Rome was followed by the rise of the Byzantine Empire.

### Explore the Art

In this scene, the Byzantine princess Anna Comnena admires a mosaic in Hagia Sophia, a famous church in Constantinople. What features of Byzantine culture can you see?



# Studying the Ancient World



## California Standards

### Analysis Skills

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

### English–Language Arts

**Writing 7.2.4** Write Persuasive Compositions

**Reading 7.1.0** Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

### FOCUS ON WRITING

**A Persuasive Composition** In this chapter, you will read about how scholars study the past by piecing clues together. You will pretend to be an archaeologist who has discovered ruins of a big building. In a letter, you will put together your own set of clues and try to convince the reader about the meaning of these mysterious ruins.







**HOLT**

## **History's Impact**

► **video series**

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

### **What You Will Learn...**

In this chapter you will learn how historians study the ancient world to unlock the mysteries of the past. In this photo a diver examines an ancient jar off the coast of Israel.



Economics

Geography

Politics

Religion

Society and Culture

Science and Technology

**Focus on Themes** To learn about history, you must learn what historians do as they study the past. As you read this chapter, you will learn vocabulary that historians use and discover how they use written and unwritten clues from the past

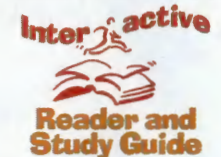
to learn about many topics, including **religion** and **society and culture**. You will learn the difference between primary and secondary sources and see how our understanding of history changes as new sources of each type are discovered.

## Specialized Vocabulary of History

**Focus on Reading** Suppose you turned on the TV just in time to hear, "Depressed economic patterns indicate a downturn in consumer spending." Would you know that people are spending less money?

**Specialized Vocabulary** The sentence in the previous paragraph uses specialized vocabulary, words used in only one field, economics. History has its own specialized vocabulary. The chart below lists some terms often used in the study of history.

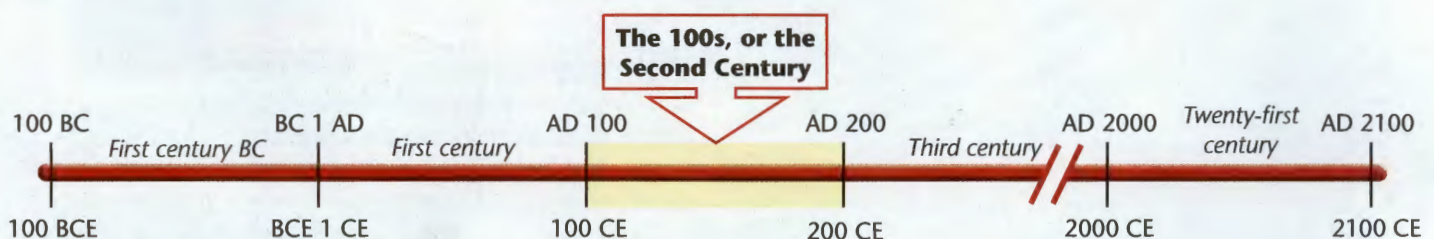
Additional reading support can be found in the



Terms used with dates

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

Because historians deal with so many dates, they have created many ways to refer to events in the past. For example, the time line below shows that the 100s can also be called the second century. What do you notice about the names given to a century and the first number of the dates in it?







**ELA Reading 7.1.0** Use word relationships and historical context clues to determine the meaning of specialized vocabulary.

## You Try It!

As you read this textbook, you will find many specialized vocabulary terms that historians use. Some of these terms will be highlighted in the text and defined for you as key terms. Others may not be highlighted, but they will still be defined. You may find a few words, however, that you do not know and that are not defined. In many cases, you will be able to figure out what these words mean from clues in the text around them. For an example, read the passages below and answer the questions that follow.

### Vocabulary in Context

1. Artifacts also offer clues. These items can tell us about economic systems. Archaeologists may find Roman coins in China and Chinese coins in Rome. If the coins are from the same time period, we can conclude that the Romans and Chinese were doing business at a certain time.
2. Wrecks of Roman ships were recently found far off the Mediterranean coast. Scholars had thought that the early Roman traders sailed their ships close to the coast. The new finding suggests that sailors could navigate the open waters earlier than experts had thought.

*From  
Chapter 1,  
pages 11,  
13–14*

Answer the following questions.

1. If you didn't know what *economic* meant, what clues in the first passage above might help you figure it out?
2. What clues could help you guess the meaning of *navigate* in the second passage?
3. In what century were you born? What is another name for it?
4. Put the following dates in order: AD 2000, the third century, 44 BC, the 1600s, CE 1215, 3100 BCE

# Key Terms and People

## Chapter 1

### Section 1

history (p. 6)  
primary source (p. 7)  
secondary source (p. 7)  
archaeology (p. 8)  
fossil (p. 8)  
artifacts (p. 8)

### Section 2

society (p. 10)  
social structure (p. 13)

## Academic Vocabulary

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

cause (p. 7)  
effect (p. 7)  
purpose (p. 13)

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



# Clues from the Past

## What You Will Learn...

### Main Ideas

1. Historians and archaeologists look for clues in written records and artifacts.
2. Other sources of clues include legends and luck.

### The Big Idea

Historians and archaeologists study fossils, artifacts, and written records to learn about the past.

### Key Terms

history, p. 6  
 primary source, p. 7  
 secondary source, p. 7  
 archaeology, p. 8  
 fossil, p. 8  
 artifacts, p. 8

## If YOU were there...

You are spending your summer helping scholars search for the tomb of a great king. Local legends tell that the tomb lies under a nearby hill, guarded by traps that will harm anyone who disturbs the king's resting place. A single coin bearing the king's name has been found at the hill. However, an ancient scroll says that the king's body rests at the bottom of a deep lake, never to be found.

## Should you continue to search for the tomb?

**BUILDING BACKGROUND** The story of the past comes to us from many directions. What we hear, find, and read make up the pieces of a very big and fascinating puzzle.

## Looking for Clues

The task before you seems simple. You must fit together the pieces of a jigsaw puzzle to create a picture. But what if most of the puzzle pieces are missing, and you don't even know what the finished picture is supposed to look like?

This is the task that we may face when we try to learn about the past. To help us learn and to complete the picture, scholars from two basic fields work together like detectives.

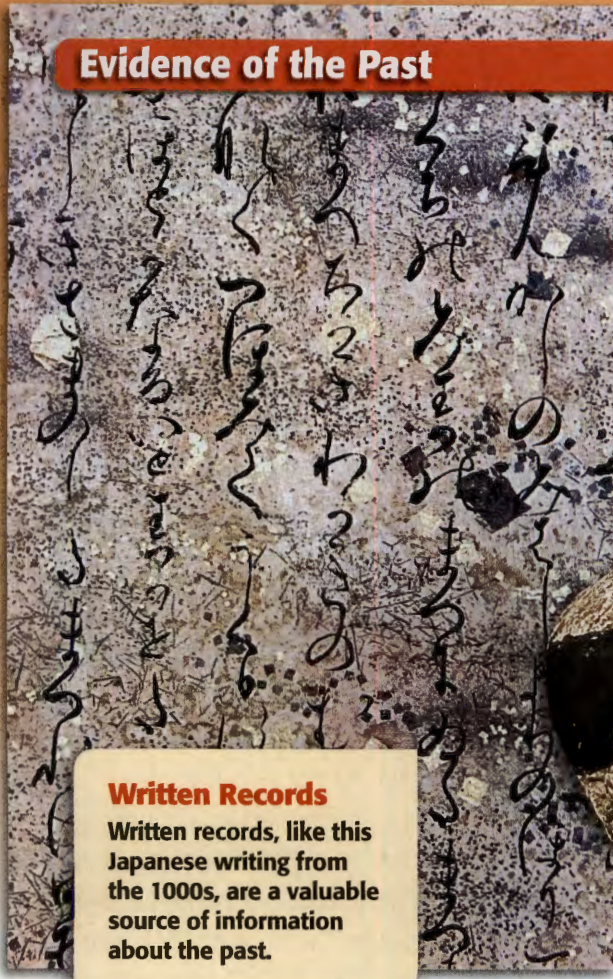
## What Historians Do

The main field that leads the investigation is **history**—the study of the past. History isn't just about events that no one alive remembers. It is both the distant and recent past. A battle that happened 5,000 years ago and an election that happened yesterday are both part of history.

Historians are people who study history. Historians are very curious about the past. They want to know who did what. They want to know how, when, where, and why people did what they did.



## Evidence of the Past



### Written Records

Written records, like this Japanese writing from the 1000s, are a valuable source of information about the past.

### Artifacts

The objects that people created and used, like this Maya mask, can tell historians about their culture, technology, and beliefs.



### Fossils

The remains of early hominids can give us clues about their lifestyle. This skull from Africa is about 1.8 million years old.

Historians are interested in the way individuals lived. How did they work, fight, and worship? What did they do in their free time? Scholars also look at what groups of people have done. What may **cause** a nation to become powerful and then to fade away? Why did a new religion spread? What was the **effect** of an invasion?

To study the past, historians mainly use written works. In the 5,000 or so years that people have been writing, they have recorded laws, poems, speeches, battle plans, letters, contracts, and many other things. In these written sources, historians have found details about every aspect of human life. In addition, people have not been limited to paper and pens. They have carved messages onto stone pillars, stamped them into clay tablets, scribbled them on turtle shells, and typed them on computers.

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

A **secondary source** is information gathered by someone who did not take part in or witness an event. Examples include textbooks and encyclopedias. The book you are reading right now is a secondary source. The historians who wrote it did not take part in the events described. Instead, they gathered information about these events from different sources. However, if a historian writes an opinion about something, that opinion is a primary source. The opinion is a record of how a historian at a certain time viewed history and the world.

### ACADEMIC VOCABULARY

**cause** to make something happen  
**effect** the result of an action or decision





### What Archaeologists Do

Another field that contributes information about the past is archaeology (ahr-kee-AH-luh-jee). **Archaeology is the study of the past based on materials that people have left behind.** Archaeologists explore places where people once lived, worked, fought, hunted, or pursued other activities. In many cases, objects that people left behind at these places provide the only clues we have about their lives.

For information on the very first humans, archaeologists examine fossil remains. **A fossil is a part or imprint of something that was once alive.** Ancient bones and footprints preserved in rock are examples of fossils.

As human beings learned to make things, they also happened to create more sources of information for us. They made what we call **artifacts, objects created and used by humans.** Among the many types of artifacts are arrowheads, coins, tools, toys, jewelry, and pottery.

Although individual artifacts can give us useful clues, more useful are groups of artifacts from the same area and time period.

Archaeologists refer to these collections of related artifacts as a group's material culture. Just as important as the artifacts themselves are the places where they are found. For example, Viking coins and swords found in Russia can show that the Vikings traded and fought there.

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

### Other Sources of Clues

Historians and archaeologists work together. Archaeologists use written sources to help them find sites where they will find artifacts. Similarly, historians examine material culture to help them understand what they read. Sometimes these scholars also get help from sources that may surprise you.

### Legends

Stories and legends can point scholars toward discoveries. For example, you have probably read stories about King Arthur. Historians know that no such king really lived during the Middle Ages. However,





In the 1970s, archaeologists uncovered thousands of clay soldiers built to protect the tomb of a Chinese emperor. Scientists are still studying the site's artifacts, such as this warrior's head.

legends about Arthur encouraged historians to search ancient documents for information about England's distant past. In these sources historians found a warrior who lived in about AD 500. This man may have inspired the legends. Archaeologists, too, used the stories about Arthur as guides to make important discoveries.

Legends are still providing exciting clues that may lead to astonishing finds. For example, researchers in many fields are using legends about the burial of Genghis

Khan, a mighty conqueror and ruler, to search for his tomb in his homeland of Mongolia. Archaeologists have found artifacts that suggest they are close to a major discovery, but so far Genghis Khan's tomb has not been found.

### Luck

Sometimes luck can play a major part in uncovering history. In 1974 Chinese farmers were digging a well. When their shovels hit hard clay instead of dirt, they were amazed to find the first of the clay soldiers you see on these pages.

One day, perhaps you will make an amazing discovery or uncover new information that will explain what happened long ago. Perhaps you will even solve one of history's mysteries.

**READING CHECK** **Evaluating** Do you think that legends and luck are reliable sources of clues? Why or why not?

**SUMMARY AND PREVIEW** Historians and archaeologists use clues from many sources to learn about the past. Next, you will learn about some of the things they can discover by using these clues.

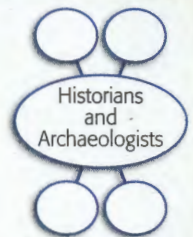
## Section 1 Assessment

### Reviewing Ideas, Terms, and People

- Define** What is **history**?
  - Contrast** How is a **primary source** different from a **secondary source**?
  - Predict** What kinds of things will future archaeologists study to learn about how we lived?
- Describe** How do legends help historians?
  - Explain** Why would archaeologists study written sources and historians study **artifacts**?
  - Rank** List the ways in which scholars look for clues, ranking the methods from what you think would be the most useful to the least useful.

### Critical Thinking

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



### WRITING JOURNAL

- Finding Your Ruins** Choose a large, familiar building that you will "discover" as an archaeologist, such as your school, a place of worship, or a shopping mall. Write down or draw pictures of what your building could look like 3,000 years from now.

go.hrw.com

Online Quiz

KEYWORD: SQ7 HP1



# Putting the Pieces Together

## What You Will Learn...

### Main Ideas

1. Using the evidence they have gathered allows historians to draw conclusions about societies in the past.
2. Views of the past change because of new discoveries and new interpretations.

### The Big Idea

Historians and archaeologists put written and unwritten clues together to learn about the past and sometimes to revise their ideas about the past.

### Key Terms

society, p. 10

social structure, p. 10

## If YOU were there...

You are an expert on an ancient Asian language. For years you have worked at translating a long poem from that language into English. Now it is finally finished! The poem seems to be just a group of fairy tales, but you suspect that you can find some real facts within the fantastic stories. You want to know about the people who told the tales as they sat around their campfires.

## What else can you learn from these tales?

**BUILDING BACKGROUND** The people who wrote down these stories didn't know that they were telling later generations about themselves. Yet that is just what they did. These unknown people were creating evidence that we can use to understand the past.

## Using the Evidence

Archaeologists, historians, and other experts ask questions about the past. Then they gather clues and put them together to reveal information about past societies. **A society is a community of people who share a common culture.**

## Social Structure and Family Life

Families are an important part of a culture's **social structure—the way a society is organized.** We often learn about family life and social structure in sources that are more about something else. For example, you may remember a work of literature called the *Rig Veda* from last year's study of ancient India. This work of literature is mainly about religion. It also tells, however, that Indian society was strictly divided into classes. Another text from India, the *Ramayana*, tells us about marriage in early Indian society. In this story, Rama and his wife Sita face many dangers. In Sita's constant loyalty, we see what the Indians considered to be a perfect wife.



## An Artifact as Evidence

The carving on the left from a Maya king's coffin is a clue to Maya beliefs about the afterlife. The carving has been redrawn below by scholars trying to unlock its meaning.

*What can scholars learn from the carving?*



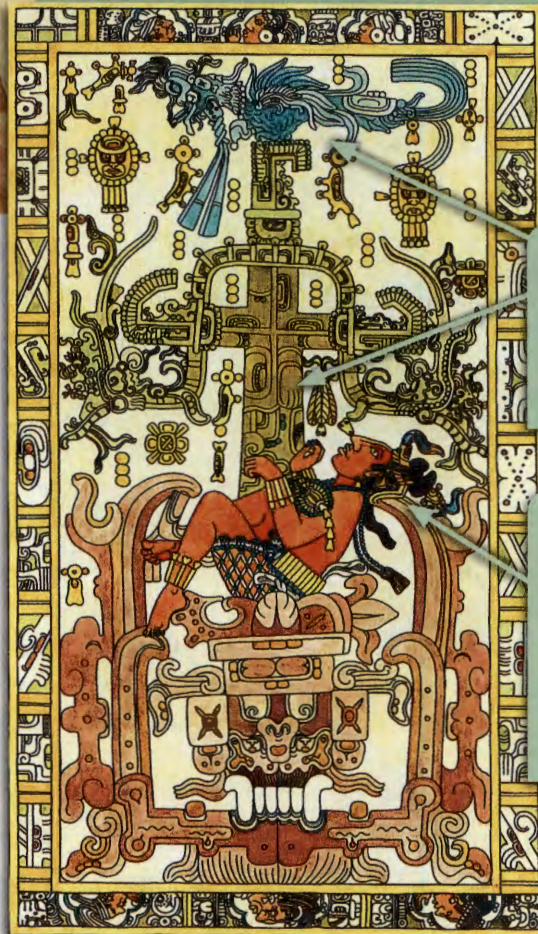
Art can tell us about social structure and families, too. For example, Egyptian tomb paintings show the pharaoh at the top of Egyptian society and the other classes below him. Other paintings show the pharaoh at home with his wife and children. In these scenes we see the importance of family to the Egyptians.

### Politics and Economic Systems

Ancient sources also inform historians about political and economic systems. Written sources can be especially useful for learning about politics, or government. For example, many speeches of politicians from ancient Athens have survived in written form. Today, we can read those speeches and see that the Athenians valued democracy and that politicians worked hard to protect people's freedoms.

Some written sources are useful for answering questions about a society's economic situation—the value of its goods and services. Many cultures left behind business records showing the value of different products. Other lists tell us how much workers were paid for various tasks.

Artifacts also offer clues. These items can tell us about economic systems. Archaeologists may find Roman coins in China and Chinese coins in Rome. If the



Above the king is the Tree of Life, and atop the tree is a bird that symbolizes heaven.

The king is falling from the Tree of Life and being swallowed by the earth monster, symbolizing his journey into the underworld and afterlife.

coins are from the same time period, we can conclude that the Romans and Chinese were doing business at a certain time.

We may also find the actual items that people traded. Ancient North America provides an example. Centuries ago, people used a rock called obsidian (uhb-si-dee-uhn) for making weapons. But few sources of obsidian existed. Archaeologists have found obsidian weapons hundreds of miles from the stone's sources. Using this information, experts can calculate how far trade in the valuable rock extended.

### FOCUS ON READING

What words give you clues to the meaning of *politicians*?



This bronze container from China's Shang dynasty shows the incredible metal-working skills of the ancient Chinese.



## Language

Learning about ancient languages can be especially difficult for historians. When scholars find a document in an unknown language, they don't find a dictionary for that language right next to it!

Sometimes historians can use clues from known languages to understand old ones. The most famous example is the Rosetta Stone. Created in ancient Egypt, the Rosetta Stone shows the same message in Greek and in two types of Egyptian writing. Because scholars could read Greek, they were able to translate the Egyptian writing also. Since the early 1800s, when its secrets were unlocked, the Rosetta Stone has helped historians read many Egyptian texts. Some ancient languages, however, are still complete mysteries.

## Art and Architecture

Looking at a society's art can tell us more about a society than just what its people liked to draw or paint. One thing art may show us is religious beliefs. For example, you probably remember that archaeologists have found Egyptian tombs full of beautifully crafted furniture, jewelry, toys, and other everyday items. The fact that the Egyptians placed these goods in tombs shows they believed the person buried there would need them. From this evidence, we can conclude that the Egyptians believed in life after death.

Art can also give us clues about a society's level of technology. Do you remember the Shang dynasty of China? Although there are gaps in our knowledge of that long-ago time, we have found beautiful bronze objects that are amazing for their detail. These art objects show us that the Shang had incredible metalworking skill.

Architecture provides more evidence about societies. Clues come from the number and types of buildings. For example, if archaeologists find many temples in the ruins of a small town, they can assume that religion was very important there. Or, if none of the houses in a place were fancier than others, they may figure that no one was much richer than anyone else.

The structure of the buildings themselves can reveal clues, too. If an ancient castle had thick stone walls, perhaps war was a problem, and the people needed walls as protection from enemies. The beautiful temples that the Greeks built show the importance of the Greek gods. Similarly, buildings made with rounded arches show us the Romans' engineering talents.

## Beliefs and Values

Finally, historians and archaeologists use many sources to interpret the beliefs and values of a society. Written sources like the



teachings of Confucius tell us about the importance of the family to Chinese society. The Code of Hammurabi tells us that the Babylonian ruler of long ago valued justice. Written speeches show that the early Romans thought highly of citizens who served the republic.

Unwritten sources also provide information. Greek statues of athletes and images of athletes on vases show the value that the Greeks placed on sports. Unwritten sources can be harder to interpret, however. Sometimes archaeologists find artifacts whose **purpose** is unclear. Often, experts think these unidentified objects are related to religious beliefs. Other experts disagree. To understand the cultures that created these mysterious objects, we must find more information.

**READING CHECK** **Generalizing** What types of information can evidence reveal about past societies?

## Views of the Past

Although we have evidence from many sources, our understanding of history changes. Archaeologists may find new clues that change what experts think about a society. In addition, changes in our own society may alter our ideas about history.

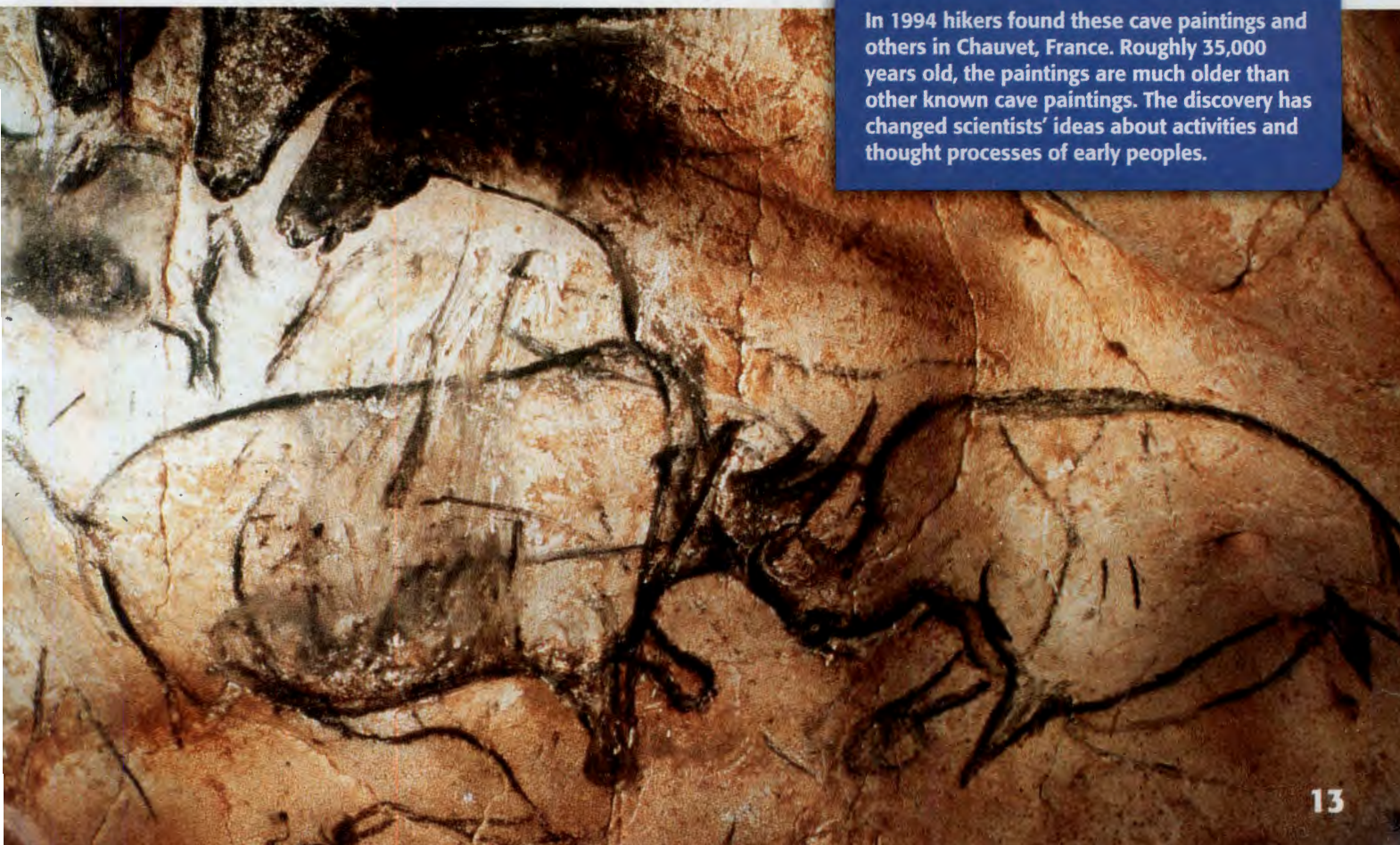
### New Discoveries

New historical evidence can change our understanding of when events happened. In recent years, archaeologists have found extremely old human bones in Africa and the Americas. These remains may require the time lines of human development to be completely rewritten.

Another example comes from the bottom of the Mediterranean Sea. Wrecks of Roman trading ships were recently found far off the Mediterranean coast. Scholars had thought that early Roman traders sailed their ships close to the coast.

#### ACADEMIC VOCABULARY

**purpose** use or function

A photograph of a cave wall covered in ancient paintings of animals. The most prominent is a large, dark-colored animal, possibly a bison or aurochs, with its body and legs outlined in black pigment. To its left, there are smaller, more faintly drawn animals, including what appears to be a horse and a deer. The rock surface is uneven and textured, with some natural cracks and discolorations. The lighting is somewhat dim, highlighting the texture of the rock and the dark pigments of the paintings.

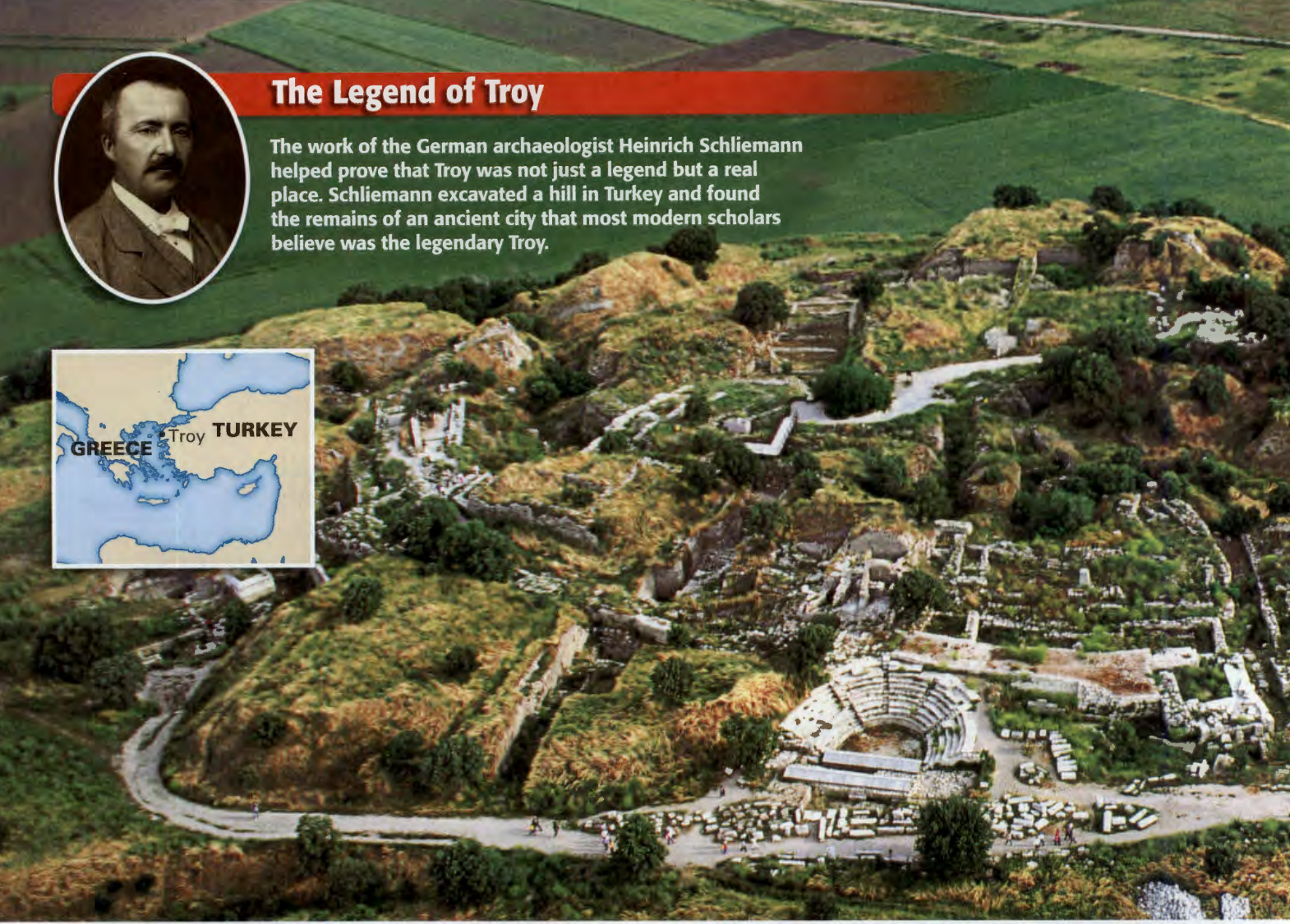
In 1994 hikers found these cave paintings and others in Chauvet, France. Roughly 35,000 years old, the paintings are much older than other known cave paintings. The discovery has changed scientists' ideas about activities and thought processes of early peoples.





## The Legend of Troy

The work of the German archaeologist Heinrich Schliemann helped prove that Troy was not just a legend but a real place. Schliemann excavated a hill in Turkey and found the remains of an ancient city that most modern scholars believe was the legendary Troy.



The new finding suggests that sailors could navigate the open waters earlier than experts had thought.

How we view a society can also change with new archaeological finds. Not long ago, historians thought the Maya of Central America were a peaceful people interested mainly in studying the stars and making art. When scholars figured out how to read more Maya writing, however, they found that Maya rulers often made war on their neighbors. Scholars also learned that Maya religion included cruel, bloody rituals.

New evidence can even shed new light on old stories. Heinrich Schliemann (SHLEE-mahn) and his search for the city of Troy serve as a good example. For centuries,

people had read Homer's tales about the Trojan War in the *Iliad* and the *Odyssey*. Most people assumed they were just stories. Schliemann, however, thought they described real events in a real place. After years of searching and digging, Schliemann found a whole civilization that no one knew had existed. He also found the site of Troy.

### New Interpretations

Views of history also change depending on the time, place, and cultures within which historians live. The growth of democracy, the civil rights movement, and women's movements have affected how we study history. In the United States, for example, we now realize that women played key roles

#### THE IMPACT TODAY

The site of Troy is a popular tourist attraction for Turkey.





in history. In the past their contributions received little attention, but today many historians study women in history—both as a large group and as individuals.

The attention historians have paid to rich and powerful people versus ordinary or poor people is another example of changing views. Once rich and powerful people got almost all of the attention in history books. Now historians also look at how ordinary people lived.

Personal opinions of historians can also affect their views of the past. Political opinions, for example, can make historians see past times in certain ways. Historians must always be careful not to let their personal biases affect their work.

As you study world history, think critically about what you learn, and be ready for change! Because new evidence can appear, and because our own culture shifts, a historian must keep an open mind. Consider new evidence carefully, and be prepared to revise your understanding of history.

**READING CHECK** Analyzing Why do views of history change?

**SUMMARY AND PREVIEW** Artifacts and written evidence help archaeologists and historians study and reconsider many aspects of past societies. In the next chapter you will study what historians and other scholars have learned about the fall of the Roman Empire.

## Section 2 Assessment

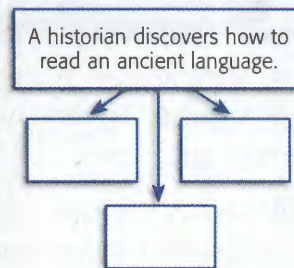
go.hrw.com  
**Online Quiz**  
 KEYWORD: SQ7 HP1

### Reviewing Ideas, Terms, and People

- Define** What is a **society**?
  - Explain** What could price lists and lists of workers' wages tell us about a people's economic system?
  - Evaluate** What type of evidence do you think would be the most difficult to interpret? Why?
- Identify** What are two ways interpretations of history have changed?
  - Explain** Why should historians watch out for personal biases?

### Critical Thinking

- Identifying Cause and Effect**  
 Copy the graphic organizer. Use it to describe what we may learn about a culture after a historian figures out how to read an ancient language.



### FOCUS ON WRITING

- Analyzing the Evidence** What can you learn about the past from the ruins you have found? What can various parts of the building tell you? What can you learn from the materials and arrangement of the building? Draw a map of your building and label important "clues."





Analysis

Critical Thinking

Participation

Study

## Understanding Historical Interpretation

### Understand the Skill

Historical interpretations are ways of explaining the past. They are based on what is known about the people, ideas, and events that make up history.

Two historians can look at the same set of facts about a historical topic and see things in different ways. For example, historians decide which facts are the most important in explaining what happened and why. One person may believe certain facts are important, while someone else may believe other facts are more important. The amount of attention paid to different facts can lead historians to come up with different explanations of what happened in the past and why it happened.

The result of focusing on different facts is different interpretations of history. In addition, if new facts are uncovered about a topic, they may cause historians to reconsider their ideas, and still more historical interpretations may result. Being able to recognize and evaluate different historical interpretations is a valuable skill in the study of history.

### Learn the Skill

Use the following guidelines to better understand and evaluate differing historical interpretations of people and events.

- 1 Identify the main idea in how the topic is explained. What conclusions are reached? Conclusions may not be directly stated. They may only be hinted at in the information provided.
- 2 Identify the facts on which the writer or speaker has relied. Do these facts seem to support his or her explanation and conclusions?

- 3 Determine if the writer or speaker has ignored important information about the topic. If so, the interpretation may be inaccurate or deliberately slanted to prove a particular point of view.

Just because interpretations differ, one is not necessarily “right” and others “wrong.” As long as a person considers all the evidence, and draws conclusions based on a fair evaluation of that evidence, his or her interpretation is probably acceptable.

Remember, however, that trained historians let the facts *lead* them to conclusions. People who *start* with a conclusion, select only facts that support it, and ignore opposing evidence produce interpretations that have little value for understanding history.

### Practice and Apply the Skill

Reread the “If you were there” scenario in Section 1. Suppose that Historian A believes the king’s body is in the hill, and Historian B believes it is at the bottom of the lake. Answer the following questions to evaluate their explanations of what happened to the king.

1. Is the coin strong evidence to support Historian A’s interpretation? Explain why or why not.
2. Should Historian B ignore the local legend? If so, why? If not, how should he or she handle it?
3. Suppose each historian asks you to be part of their expedition to find the king’s body. Which historian’s group would you join? Explain why.
4. Suppose one day the group digging in the hill finds pieces of pottery like those that were usually put in the grave of an important person. How might this discovery affect explanations of what happened to the king?

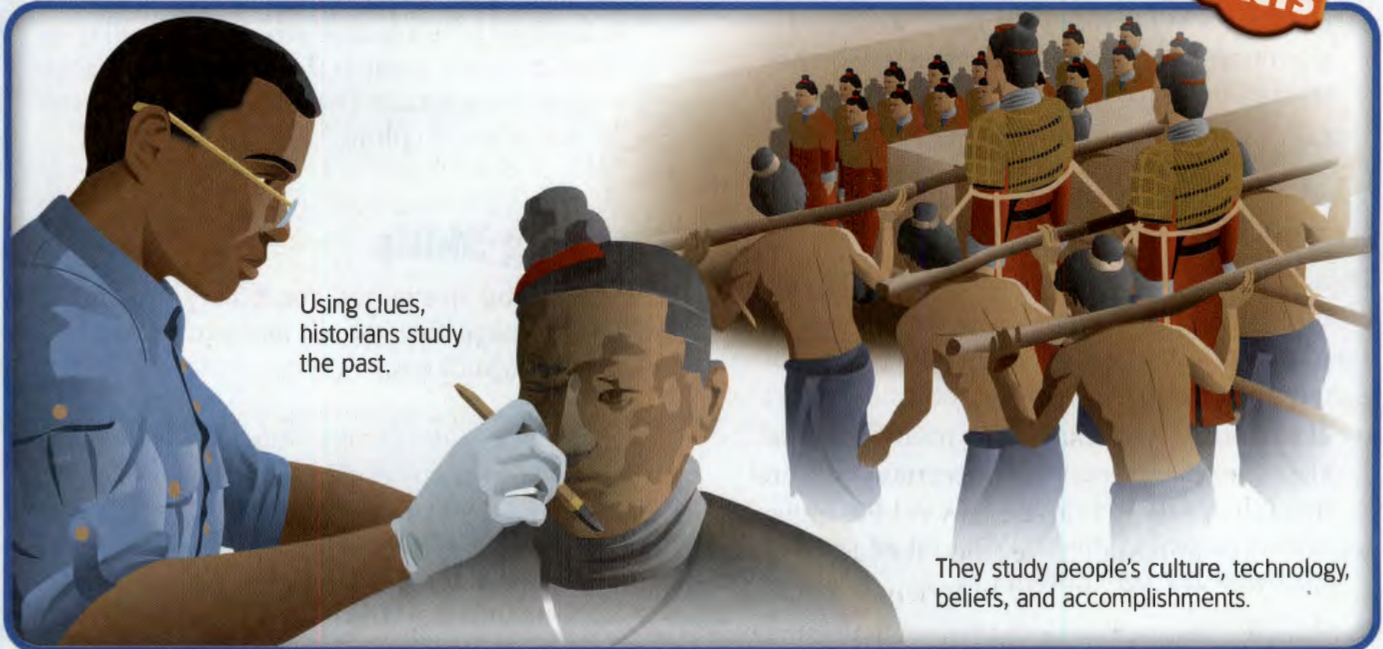


## Standards Review

## Visual Summary

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

QUICK FACTS



Using clues, historians study the past.

They study people's culture, technology, beliefs, and accomplishments.

### Reviewing Vocabulary, Terms, and People

Choose the letter of the answer that best completes each statement below.

- \_\_\_\_\_ is the study of the past.
  - Archaeology
  - Literature
  - Societal structure
  - History
- A magazine article about an event that happened 100 years ago would be considered a(n)
  - elementary source.
  - secondary source.
  - primary source.
  - artifactual source.
- A tooth from an ancient human skeleton is a(n)
  - fossil.
  - remnant.
  - artifact.
  - document.
- The study of the past based on materials that people have left behind is
  - history.
  - archaeology.
  - biology.
  - geography.
- An example of a primary source is a(n)
  - textbook.
  - encyclopedia.
  - journal entry.
  - dictionary.
- Jewelry, tools, toys, clothing, and broken dishes may be examples of
  - fossils.
  - primary sources.
  - social objects.
  - artifacts.
- If a historian studies how two events are connected, he may be studying the \_\_\_\_\_ that one event had on the other.
  - effect
  - cause
  - purpose
  - change
- A community of people who share a common culture is a
  - town.
  - country.
  - society.
  - social group.



# Comprehension and Critical Thinking

## SECTION 1 (Pages 6–9)

9. **a. Identify** What two types of scholars gather clues to study the past?
- b. Analyze** What more could an archaeologist learn from studying a group's material culture than from just studying an artifact?
- c. Evaluate** Do archaeologists or historians have a more difficult job? Why?

## SECTION 2 (Pages 10–15)

10. **a. Describe** What do scholars need to be able to interpret old languages?
- b. Analyze** Why do changing perceptions about our society today affect history?
- c. Elaborate** What may an archaeologist conclude about a society if the weapons she found in a ruined city were well made but the farm tools were poorly made? What might cause her to change her conclusion?

## Reviewing Themes

11. **Society and Culture** Why might different historians draw different conclusions about a culture's social structure?
12. **Religion** What kinds of primary and secondary sources could provide clues about a society's religious beliefs?

## Social Studies Skills

**Understanding Historical Interpretation** Read the passage here and then answer the questions that follow.

“If such a thing as a ‘purely objective’ historian could exist, his work would be unreadable—like eating sawdust. Bias is only misleading when it is concealed.”

—Barbara W. Tuchman, from *Practicing History*

13. What role does the writer think bias, or personal opinion, plays in historical interpretation?
14. Why is it not possible for a “purely objective” historian to exist?

## Using the Internet

go.hrw.com  
KEYWORD SQ7 WH1

15. **Activity: Researching Changing Views of History** Recent archaeological finds can change interpretations of history. Enter the activity keyword to explore recent discoveries. Choose an archaeological site that interests you and write a paragraph to summarize what was found there. Then conduct research to find how the discoveries at the site have changed historians' views of that place or culture.

## Reading Skills

**Understanding Specialized Vocabulary** Read the following passages from the text and answer the questions after each one.

16. “Some written sources are useful for answering questions about a society's economic situation—the value of its goods and services.”

Where can you find the definition of “economic situation”? What is the definition?

17. “These items can tell us about economic systems. Archaeologists may find Roman coins in China and Chinese coins in Rome.”

Notice that “economic systems” is not defined. How can you figure out what that term means? What does “economic system” mean?

## FOCUS ON WRITING

18. **Writing Your Composition** Now you are ready to evaluate your building as if you were an archaeologist. Think about what will have changed in 3,000 years. Many features of your building will no longer be meaningful. For example, an archaeologist of the future probably could not read department store signs that say “Furniture” or “Ladies' Shoes.” How can you gather information from unwritten clues? Could you interpret something incorrectly?

After considering these issues, draw your conclusions about the building's meaning and use. Then write a letter to another scholar in which you try to convince him or her of your conclusions.



# Standards Assessment

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

**1**



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

- A secondary source.
  - B secondary source and an artifact.
  - C primary source and a fossil.
  - D primary source.
- 2** A community of people who share a common culture is called a
- A class.
  - B society.
  - C religion.
  - D country.
- 3** Can views of history change?
- A Yes, if new evidence is found
  - B No, because history happened in the past and is over
  - C Yes, because people keep creating new primary sources
  - D No, because the people who did the things are dead

**4** The source that would be *least* likely to provide information about a group's religious beliefs is

- A an artifact found in a tomb.
- B their sacred texts.
- C their farming tools.
- D their art.

**5** Which statement *best* describes the relationship of legends to history?

- A Legends prove that historians' theories about events are correct.
- B Legends can sometimes guide historians to new discoveries.
- C Legends never provide useful information.
- D Legends are the most useful sources of clues that historians can find.

## Connecting with Past Learnings

**6** In your study of ancient history last year, you read from many different sources. All of the following were primary sources *except*

- A the Code of Hammurabi.
- B a chapter in your textbook.
- C a quote from Homer's poem the *Odyssey*.
- D the writing of a Greek philosopher.

**7** Which of the following from your study of humans' earliest times in Grade 6 is an example of a fossil?

- A a stone used for grinding seeds
- B the remains of a 10,000-year-old hut
- C the bone of a prehistoric animal
- D an arrowhead found in an animal bone