

Reference Section

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1.1 Finding Main Ideas

Learn the Skill

The **main idea** is a statement that summarizes the subject of a speech, an article, a section of a book, or a paragraph. Main ideas can be stated or unstated. The main idea of a paragraph is often stated in the first or last sentence. If it is in the first sentence, it is followed by sentences that support that main idea. If it is in the last sentence, the details build up to the main idea. To find an unstated idea, you must use the details of the paragraph as clues.

Practice the Skill

The following paragraph deals with Indian mathematics, science, and technology during the reign of the Guptas. Use the strategies listed below to help you identify the main idea.

How to Find the Main Idea

Strategy 1 Identify what you think may be the stated main idea. Check the first and last sentences of the paragraph to see if either could be the stated main idea.

Strategy 2 Identify details that support the main idea. Some details explain that idea. Others give examples of what is stated in the main idea.

ADVANCES UNDER THE GUPTAS

1 During the reign of the Guptas, Indians made significant advances in mathematics, science, and technology. **2** Indian scholars developed the decimal system and the symbol for zero. **2** They also invented the numeral system we use today. **2** Meanwhile, Indian doctors made key contributions to Ayurvedic medicine. It is one of the oldest systems of medicine. It promotes health by using diet, exercise, and other methods to maintain energy in the body. **2** Indian artisans developed advanced methods of working with metal. In Delhi, an iron pillar erected about A.D. 400 towers almost 23 feet over the city.

Make a Chart

Making a chart can help you identify the main idea and details in a passage or paragraph. The chart below identifies the main idea and details in the paragraph you just read.

MAIN IDEA: During the reign of the Guptas, Indians made significant advances in mathematics, science, and technology.

DETAIL: Indian scholars developed the decimal system and the symbol for zero.

DETAIL: Indian scholars invented the numeral system we use today.

DETAIL: Indian doctors advanced Ayurvedic medicine.

DETAIL: Indian artisans developed advanced methods of working with metal.

Apply the Skill

Turn to Chapter 2, Lesson 3, "The First Communities." Read "Villages Grow More Complex" and create a chart that identifies the main idea and the supporting details.

1.2 Summarizing

Learn the Skill

When you **summarize**, you restate a paragraph, a passage, or a chapter in fewer words. You include only the main ideas and most important details. It is important to use your own words when summarizing.

Practice the Skill

The passage below describes early inventions that aided a group in ancient Mesopotamia known as the Sumerians. Use the strategies listed below to help you summarize the passage.

How to Summarize

Strategy 1 Look for topic sentences that state the main idea or ideas. These are often at the beginning of a section or paragraph. Briefly restate each main idea in your own words.

Strategy 2 Include key facts and any names, dates, numbers, amounts, or percentages from the text.

Strategy 3 Write your summary and review it to see that you have included only the most important details.

EARLY INVENTIONS

1 The plow and the wheel helped the Sumerians a great deal in their daily life. **2** Plows helped to improve agriculture. They broke up hard soil, which made planting easier. In addition, rainfall often flowed deeper into plowed soil. As a result, the roots of plants received more water.

Meanwhile, Sumerians used the wheel in many ways. **2** They built wheeled wagons, which helped farmers take their crops to market more easily and quickly. **2** They also built potter's wheels, which enabled them to make pottery more quickly and efficiently.

Write a Summary

You should be able to write your summary in a short paragraph. The paragraph below summarizes the passage you just read.

3 The plow and the wheel helped Sumerians in their daily life. Sumerians used plows to improve farming. They used wheels to construct transport wagons and to build potter's wheels, which helped them make pottery more quickly.

Apply the Skill

Turn to Chapter 1, Lesson 4, "How Historians Study the Past." Read "The Historian's Tools" and write a paragraph summarizing the passage.

1.3 Comparing and Contrasting

Learn the Skill

Comparing means looking at the similarities and differences among two or more things. **Contrasting** means examining only the differences among them. Historians compare and contrast events, personalities, behaviors, beliefs, and situations in order to understand them better.

Practice the Skill

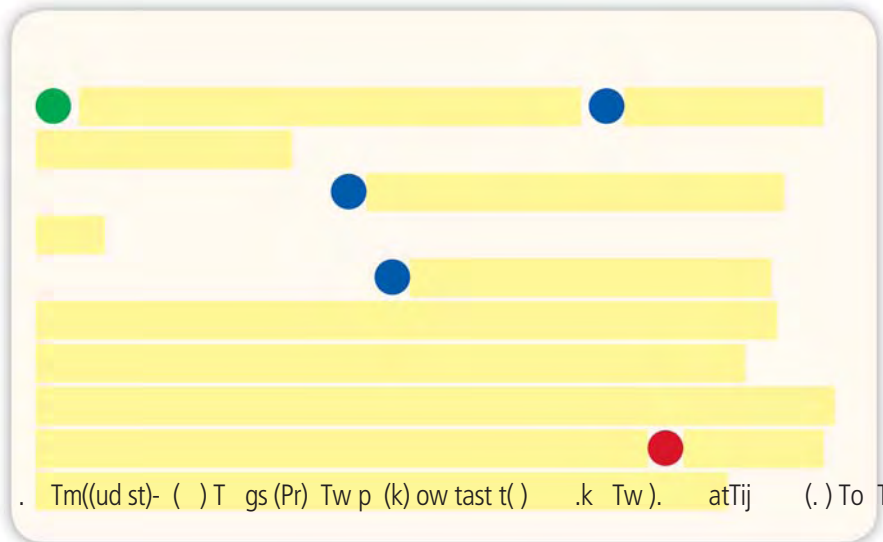
The following passage describes the ancient Assyrian and Persian empires. Use the strategies below to help you compare and contrast these two empires.

How to Compare and Contrast

Strategy 1 Look for two subjects that can be compared and contrasted. This passage compares the Assyrian and Persian empires.

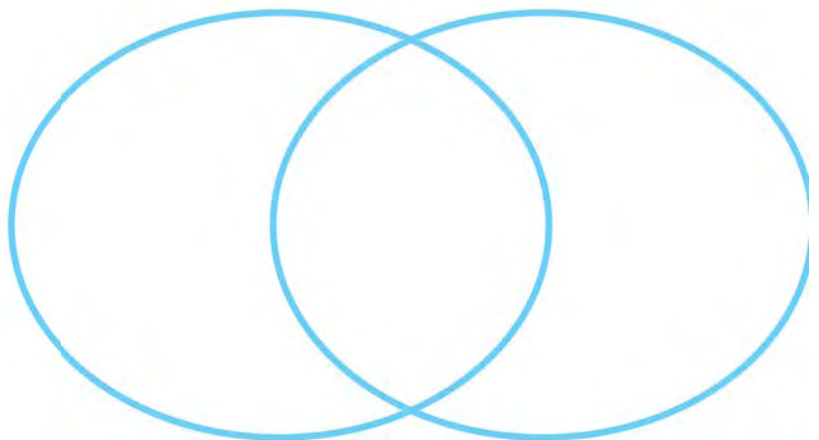
Strategy 2 To find similarities, look for clue words indicating that two things are alike. Clue words include *both*, *together*, *also*, and *similarly*.

Strategy 3 To contrast, look for clue words that show how two things are different.



Make a Venn Diagram

Making a Venn diagram will help you identify similarities and differences between two things. In the overlapping area, list characteristics shared by both subjects. Then, in the separate ovals, list the characteristics that the two subjects do not share. This Venn diagram compares and contrasts the Assyrian and Persian empires.



Apply the Skill

Turn to Chapter 1, Lesson 2, "How Maps Help Us Study History." Read "Different Maps for Different Purposes." Then make a Venn diagram showing similarities and differences between political and physical maps.

1.4 Making Inferences

Learn the Skill

Inferences are ideas that the author has not directly stated. **Making inferences** involves reading between the lines to interpret the information you read. You can make inferences by studying what is stated and using your common sense and previous knowledge.

Practice the Skill

The passage below examines the Kushite civilization in northern Africa. Use the strategies below to help you make inferences from the passage.

How to Make Inferences

Strategy 1 Read to find statements of facts and ideas. Knowing the facts will give you a good basis for making inferences.

Strategy 2 Use your knowledge, logic, and common sense to make inferences that are based on facts. Ask yourself, "What does the author want me to understand?" For example, from the facts about Kushite civilization, you can make the inference that trade was important to the Kushites.

KUSHITE CIVILIZATION

The Kushite kings chose a new capital, Meroë, in about 500 B.C. Meroë was located on the Nile River south of the Egyptian Empire. The city boasted abundant supplies of iron ore. **1** As a result, the Kushite people manufactured iron weapons and tools. **1** Merchants in Meroë traded iron goods for jewelry, fine cotton cloth, and glass bottles. **1** In Kush, royal women held a significant degree of power. In the absence of the king, a queen ruled the country.

Make a Chart

Making a chart will help you organize information and make logical inferences. The chart below organizes information from the passage you just read.

1 STATED FACTS AND IDEAS	2 INFERENCES
The people of Kush manufactured iron weapons and tools.	The Kushite people possessed strong technological skills.
Merchants from Meroë exchanged iron goods for products from faraway lands.	Trade was an important part of the Kushite empire.
In Kush, royal women sometimes ruled.	In Kush, some women were influential and well respected.

Apply the Skill

Turn to Chapter 6, Lesson 2, "The Kingdom of Aksum." Read "Aksum's Achievements" and use a chart like the one above to make inferences about Aksum's civilization.

1.5 Categorizing

Learn the Skill

To **categorize** is to sort people, objects, ideas, or other information into groups, called categories. Historians categorize information to help them identify and understand patterns in historical events.

Practice the Skill

The following passage discusses the development of villages during ancient times. Use the strategies listed below to help you categorize information in a passage.

How to Categorize

Strategy 1 First, decide what the passage is about.

Strategy 2 Then find out what the categories will be. Look for different ways that villages became more complex. These will be your category headings.

Strategy 3 Once you have chosen the categories, sort information into them. For example, how did the economy grow more complex? How did society grow more complex?

VILLAGES GROW MORE COMPLEX

Advances in agriculture and technology resulted in extra food and supplies. This meant that larger groups of people could live together in one place. **1** As a result, villages soon grew larger and more complex. With fewer farmers needed, people learned new skills and crafts. **2** They became carpenters, tool makers, and potters. As a result, a new and more diverse economic system emerged. Social systems also grew more diverse. **2** As villages grew, social classes with varying wealth, power, and influence emerged. **2** The growing populations of early villages also led to the creation of more organized political systems. Villagers established a government, or a system of ruling, to provide greater order and leadership.

Make a Chart

Making a chart can help you categorize information. The chart below shows how the information from the passage you just read can be categorized.

VILLAGES GROW MORE COMPLEX		
ECONOMIC	SOCIAL	POLITICAL
specialized workers; new professions	defined classes	creation of government

Apply the Skill

Turn to Chapter 7, Lesson 1, "Geography and Indian Life." Read "Physical Geography of India" and make a chart in which you categorize the physical geography of India.

1.6 Making Decisions

Learn the Skill

Making decisions involves choosing between two or more options, or courses of action. In most cases, decisions have consequences, or results. By understanding how historical figures made decisions, you can learn how to improve your own decision-making skills.

Practice the Skill

The passage below explains a decision Emperor Shi Huangdi faced about governing China. Use the strategies below to analyze his decision.

How to Make Decisions

Strategy 1 Identify a decision that needs to be made. Think about what factors make the decision difficult.

Strategy 2 Identify possible consequences of the decision. Remember that there can be more than one consequence to a decision.

Strategy 3 Identify the decision.

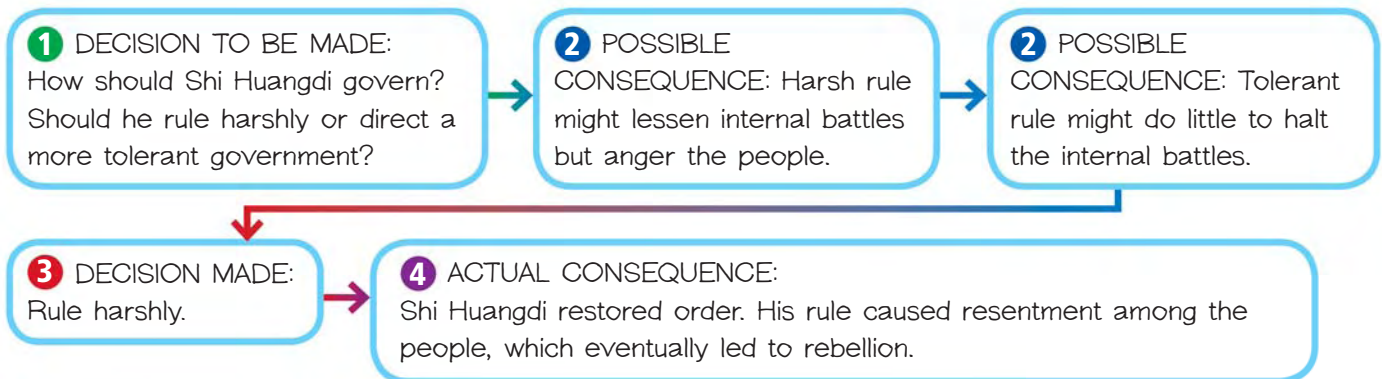
Strategy 4 Identify actual consequences that resulted from the decision.

HOW TO GOVERN

When Shi Huangdi became emperor in 221 B.C., China suffered from many internal battles between warring states. **1** Shi Huangdi had to decide how to govern. **2** If he imposed a strong and harsh rule, he could end the internal battles and restore order. However, the Chinese people might react angrily to such a strong government. **2** If Shi Huangdi ruled with tolerance, the internal battles might continue. **3** Shi Huangdi decided to rule harshly. **4** Shi Huangdi's strong rule did bring order. **4** However, his harsh rule caused great resentment among the people. After Shi Huangdi's death, the Chinese people rebelled.

Make a Flow Chart

A flow chart can help you identify the steps involved in making a decision. The flow chart below shows the decision-making process in the passage you just read.



Apply the Skill

Turn to Chapter 4, Lesson 3, "Persia Controls Southwest Asia." Read "Cyrus Finds an Empire" and make a flow chart to identify Cyrus' decision about how to rule his empire.

1.7 Making Generalizations

Learn the Skill

To **make generalizations** means to make broad judgments based on information. When you make generalizations, you should gather information from several sources.

Practice the Skill

The following three passages contain descriptions of Sparta. Use the strategies listed below to make a generalization about Sparta based on these descriptions.

How to Make Generalizations

Strategy 1 Look for information that the sources have in common. For example, all three sources describe the military might of Sparta.

Strategy 2 Form a generalization about these descriptions in a way that agrees with all three sources. State your generalization in a sentence.

LIFE IN SPARTA

1 From the 5th century, the ruling class of Sparta devoted itself to war and diplomacy, deliberately neglecting the arts, philosophy, and literature. . . .

–*Encyclopaedia Britannica*

1 From the age of seven a Spartan boy was educated and trained by the state to become a soldier.

–*Encyclopedia Americana*

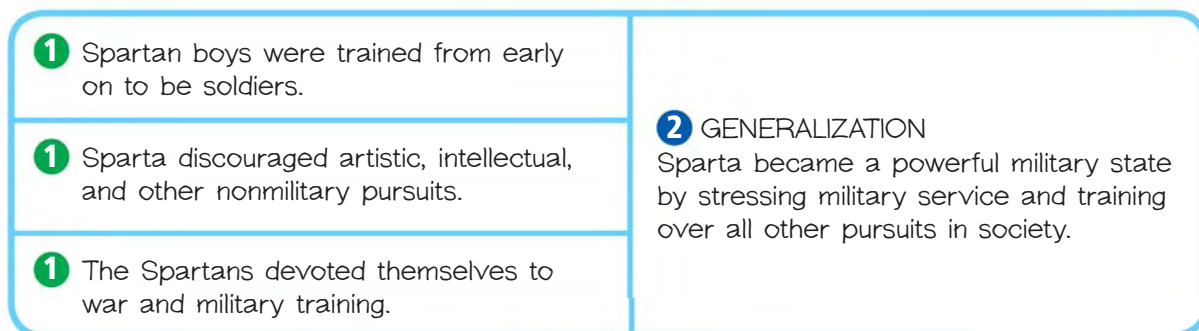
1 The Spartan people paid a high price for their military supremacy. All forms of individual expression were discouraged.

1 As a result, Spartans did not value . . . artistic or intellectual pursuits.

–*World History: Patterns of Interaction*

Make a Diagram

Using a diagram can help you make generalizations. The diagram below shows how the information you just read can be used to generalize about Sparta.



Apply the Skill

Turn to Chapter 8, Lesson 2, “China’s Ancient Philosophies.” Read “Confucianism,” and the primary source on page 261. Also read the History Maker feature about “Confucius” on page 262. Use a chart like the one above to make a generalization about Confucius.

2.1 Reading a Map

Learn the Skill

Maps are representations of features on Earth's surface. Some maps show political features, such as national borders. Other maps show physical features, such as mountains and bodies of water. By learning to use map elements, you can better understand how to read maps.

Practice the Skill

The following map shows the Sumerian city-states. Use the strategies listed below to help you identify the elements common to most maps.

How to Read a Map

Strategy 1 Read the title. This identifies the main idea of the map.

Strategy 2 Look for the grid of lines that forms a pattern of squares over the map. These numbered lines are the lines of latitude (horizontal) and longitude (vertical). They indicate the location of the area on Earth.

Strategy 3 Read the map key. It is usually in a box. The key will help you interpret the symbols or colors on the map.

Strategy 4 Use the scale and the pointer, or compass rose, to determine distance and direction.



Make a Chart

A chart can help you organize information given on maps. The chart below summarizes information about the map you just studied.

TITLE	Sumerian City-States, 2300 B.C.
LOCATION	"between longitudes 50°E and 40°E and latitudes 30°N and 35°N, except for Ebla which is located between longitude 35°E and 40°E, just north of 35°N"
KEY INFORMATION	square = Sumerian city-state
SUMMARY	Sumerian city-states developed mostly along the southern regions of the Tigris and Euphrates rivers.

2.1 Reading a Map (continued)

Practice the Skill

The following map shows the Aryan invasions into India. Use the strategies listed below to help you identify the elements common to most maps.

How to Read a Map

Strategy 1 Read the title. This identifies the main idea of the map.

Strategy 2 Look for the grid of lines that forms a pattern of squares over the map. These numbered lines are the lines of latitude (horizontal) and longitude (vertical). They indicate the location of the area on Earth.

Strategy 3 Read the map key. It is usually in a box. The key will help you interpret the symbols or colors on the map.

Strategy 4 Use the pointer, or compass rose, to determine direction.



Make a Chart

A chart can help you organize information given on maps. The chart below summarizes information about the map you just studied.

TITLE	Aryan Migrations into India, 1500–250 B.C.
LOCATION	“between longitudes 75°E and 90°E and latitudes 30°N and the equator.”
KEY INFORMATION	arrows = paths of Aryan migrations
SUMMARY	Over a roughly 1200-year period, the Aryans migrated south and settled throughout much of India.

Apply the Skill

Turn to Chapter 4, Lesson 2, “Assyria Rules the Fertile Crescent.” Read the map entitled “Assyrian Empire, 650 B.C.” and make a chart to identify information on the map.

2.2 Creating a Map

Learn the Skill

Creating a map involves representing geographical information. When you draw a map, it is easiest to use an existing map as a guide. On the map you draw, you can show geographical information. You can also show political information such as the area covered by empires, civilizations, and countries. In addition, maps can show data on climates, population, and resources.

Practice the Skill

Below is a map that a student created that shows the furthest extent of the Gupta Empire. Read the strategies listed below to see how the map was created.

How to Create a Map

Strategy 1 Select a title that identifies the geographical area and the map's purpose. Include a date in your title.

Strategy 2 Draw lines of latitude and longitude using short dashes.

Strategy 3 Create a key that shows the colors and symbols.

Strategy 4 Draw the colors and symbols on the map to show information.

Strategy 5 Draw a compass rose and scale.



Apply the Skill

Turn to Chapter 8, Lesson 1, "Geography Shapes Life in Ancient China." Read "Isolated by Barriers" under "Geographic Features of China." Use the information in this passage and the strategies mentioned above to create a map of China that shows the approximate areas covered by the Gobi Desert and the Taklimakan Desert. Use the map on pages A6–A7 as a model for your map.

2.3 Interpreting Charts

Learn the Skill

Charts present information in a visual form. Charts are created by simplifying, summarizing, and organizing information. This information is then presented in a format that is easy to understand. Tables and diagrams are examples of commonly used charts.

Practice the Skill

The chart below focuses on the early development of writing. Use the strategies listed below to help interpret the information in the chart.











How to Interpret a Chart

Strategy 1 Read the title. It will tell you what the chart is about. Ask yourself what kinds of information the chart shows.

Strategy 2 Read the headings to see how the chart is organized. In this chart, information is organized by examples of pictograph and cuneiform.

Strategy 3 Study the data in the chart to understand the facts that the chart was designed to show.

Strategy 4 Summarize the information shown in each part of the chart. Use the title to help you focus on what information the chart is presenting.

1 Early Development of Writing		
2 word	pictograph	cuneiform
3 bird		
cow		
fish		
mountain		
water		

Write a Summary

Writing a summary can help you understand the information given in a chart. The paragraph below summarizes the information in the chart "Early Development of Writing."

4 The chart depicts the early development of writing by showing examples of pictograph and cuneiform. By examining how each form of writing expressed the same word, one can see that pictograph and cuneiform had similarities and differences.

Apply the Skill

Turn to Chapter 12, Lesson 1, "The Golden Age of Greece." Study the political information presented in the chart entitled "Athenian and U.S. Democracy." Then write a paragraph in which you summarize what you learned from the chart.

2.4 Interpreting Graphs

Learn the Skill

Graphs use pictures and symbols, instead of words, to show information. There are many different kinds of graphs. Bar graphs, line graphs, and pie graphs are the most common. Line graphs show trends or changes over time.

Practice the Skill

The line graph below shows the relationship between the growth of farming (Agricultural Revolution) and the increase in the world population during the past 25,000 years. Use the strategies listed below to help you interpret the graph.

How to Interpret a Graph

Strategy 1 Read the title to identify the main idea of the graph.

Strategy 2 Read the vertical axis (the one that goes up and down) on the left side of the graph. In this graph, the vertical axis indicates the world population.

Strategy 3 Read the horizontal axis (the one that runs across the bottom of the graph). In this graph, the horizontal axis shows the progression of time.

Strategy 4 Look at any legends that accompany the graph in order to understand what colors and certain marks stand for.

Strategy 5 Summarize the information shown in each part of the graph.



Source: *A Geography of Population: World Patterns*

Write a Summary

Writing a summary will help you understand the information in the graph. The paragraph below summarizes the information from the line graphs.

5 As a result of the agricultural revolution, world population grew steadily over a period of 10,000 years.

Apply the Skill

Examine a current news magazine and look for any graphs that might be used to convey information. Write a summary of the information in the graph using the strategies you learned on this page. Share your graph and information with the class.

2.5 Constructing Time Lines

Learn the Skill

A **time line** is a visual list of events and dates shown in the order in which they occurred. Time lines show **sequence**, or the order in which events follow one another. The ability to sequence historical events by constructing a time line enables you to get an accurate sense of the relationship among those events.

Practice the Skill

The following passage shows the sequence of events in Rome's transition from a republic to an empire. Use the strategies listed below to help you construct a time line of the events.

How to Construct a Time Line

Strategy 1 Look for specific dates provided in the text. The dates may not always read from earliest to latest, so be sure to match an event with the date

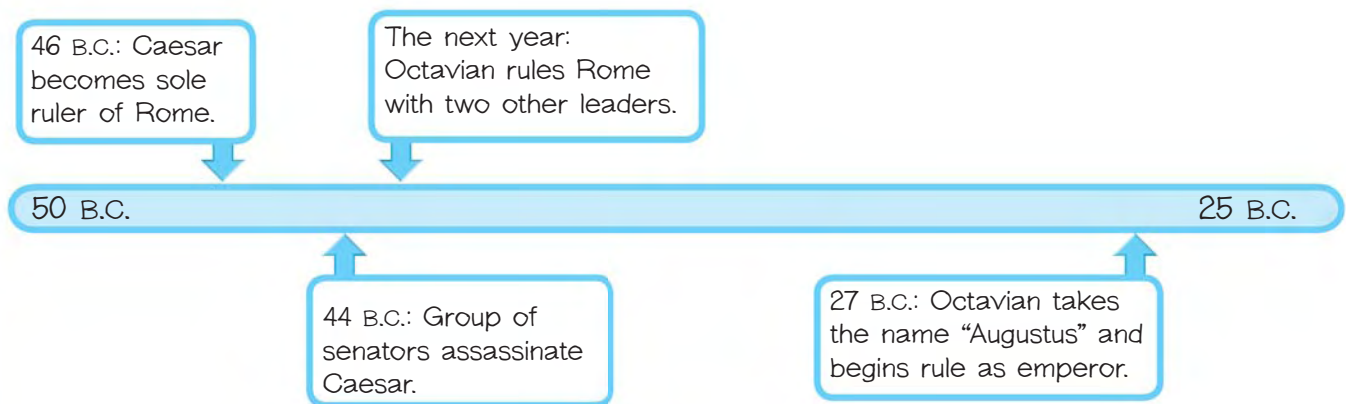
Strategy 2 Look for clues about time that allow you to order events according to sequence. Words and phrases such as *day*, *week*, *year*, or *century* may help to sequence the events.

FROM REPUBLIC TO EMPIRE

Beginning in 60 B.C., a group of three leaders ruled Rome. Among them was a military leader named Julius Caesar. **1** In 46 B.C., Caesar claimed all power for himself. Caesar governed Rome as an absolute ruler. His power made many officials jealous. **1** In 44 B.C., a group of senators ambushed Caesar and stabbed him to death. **2** The next year, Caesar's adopted son Octavian and two other leaders gained control of Rome. Octavian eventually pushed the other two aside. He took the title of Augustus, or "exalted one" and began his rule as emperor **1** in 27 B.C.

Make a Time Line

The time line below shows the sequence of events in the passage you just read.



Apply the Skill

Turn to Chapter 4, Lesson 2, "Assyria Rules the Fertile Crescent." Read "Assyria Builds a Huge Empire" and "A New Babylonian Empire." Then make a time line showing the sequence of events in those two passages.

2.6 Explaining Chronological Order and Sequence

Learn the Skill

Explaining **chronological order** and **sequence** means identifying the order in which major historical events occur. Major events that follow each other in time are often linked by a series of occurrences.

Practice the Skill

The following passage deals with the captivity of ancient Israel. Use the strategies listed below to help you identify the major events and the series of occurrences that connect them.

How to Explain Chronological Order and Sequence

Strategy 1 Look for specific dates provided in the text. The dates may not always read from earliest to latest, so be sure to match an event with the date.

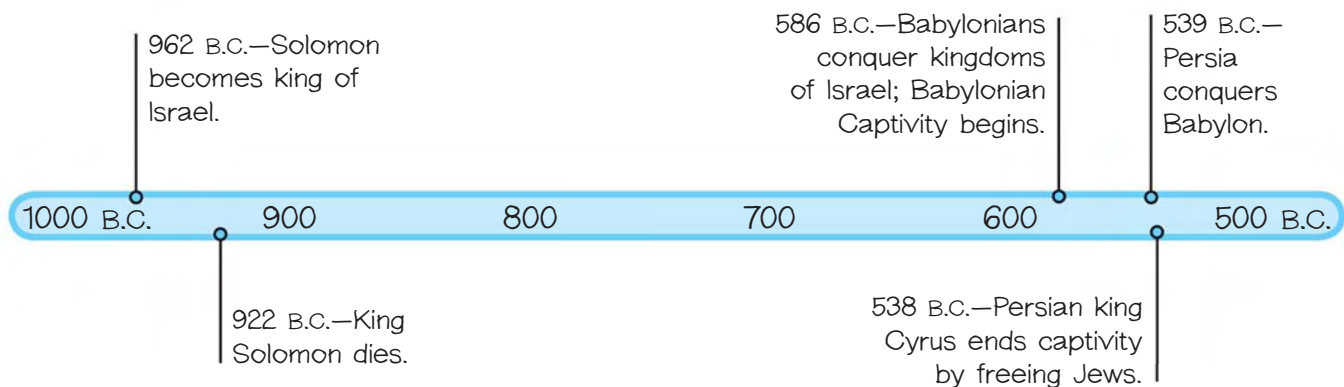
Strategy 2 Look for clues about time that allow you to order events according to sequence. Words and phrases such as *day*, *week*, *year*, or *century* may help to sequence the events.

THE BABYLONIAN CAPTIVITY

Solomon became the third king of Israel **1** in 962 B.C. Soon after Solomon's death in **2** in 922 B.C. Israel split into two separate kingdoms—Israel and Judah. Around 586 B.C., the Babylonians conquered both Israel and Judah. They took thousands of Jews to Babylon as slaves. These Jews spent roughly the **2** next 50 years in Babylon. This time is known as the Babylonian Captivity. **1** In 539 B.C., Persia conquered Babylonia. **2** The next year, the Persian king Cyrus freed the Jewish slaves and allowed them to return to their homeland.

Make a Time Line

Making a time line can help you visualize chronological order. The time line below shows the order of events in the passage you just read.



Apply the Skill

Turn to Chapter 15, Lesson 2, "The Fall of the Roman Empire." Read "Invading People" and "The Fall of Rome." Then make a chart that shows the major events and connecting events and summarizes how the major events relate to each other.

2.7 Explaining Geographic Patterns

Learn the Skill

Explaining geographic patterns involves understanding the movement of such things as people, cultures, or ideas across the earth. Geographic patterns include the migration of people, the expansion or decline of empires, the growth of economic systems, and the spread of religion. Some maps show geographic patterns. By studying these maps, you can better understand the development of cultures, ideas, and political systems.

Practice the Skill

The following map deals with the spread of Buddhism. Use the strategies listed below to help you study this map and others that show geographic patterns.

How to Explain Geographic Patterns

Strategy 1 Locate the title of the map. The title usually identifies the geographic pattern shown on the map.

Strategy 2 Locate any shaded areas on the map. The shaded areas show important regions of the geographic pattern. On this map, the shaded area shows the region where the Buddhism originated.

Strategy 3 Identify any graphics on the map, such as arrows. Arrows are often used to show the movement of ideas, goods, or people. Use the compass rose to determine the directions that the arrows point.

Strategy 4 Using the above strategies, write a summary about the geographic pattern shown on the map.



4 Buddhism began in India and spread southward and eastward. Its influence eventually reached China, Southeast Asia, Korea, Japan, and Sri Lanka.

Apply the Skill

Turn to Chapter 6, Lesson 3, "Western, Central, and Southern Africa." Study the map "Aryan Migrations into India, 1500–250 B.C." on page 228. Using the strategies mentioned above, write a summary of the geographic pattern shown on this map.

2.8 Creating a Model

Learn the Skill

When you **create a model**, you use information and ideas to show an event or a situation in a visual way. A model might be a poster or a diagram that explains how something happened. Or, it might be a three-dimensional model, such as a diorama, that depicts an important scene or situation.

Practice the Skill

The following sketch shows the early stages of a model of the Great Pyramid of Khufu's interior. Use the strategies listed below to help you create your own model.

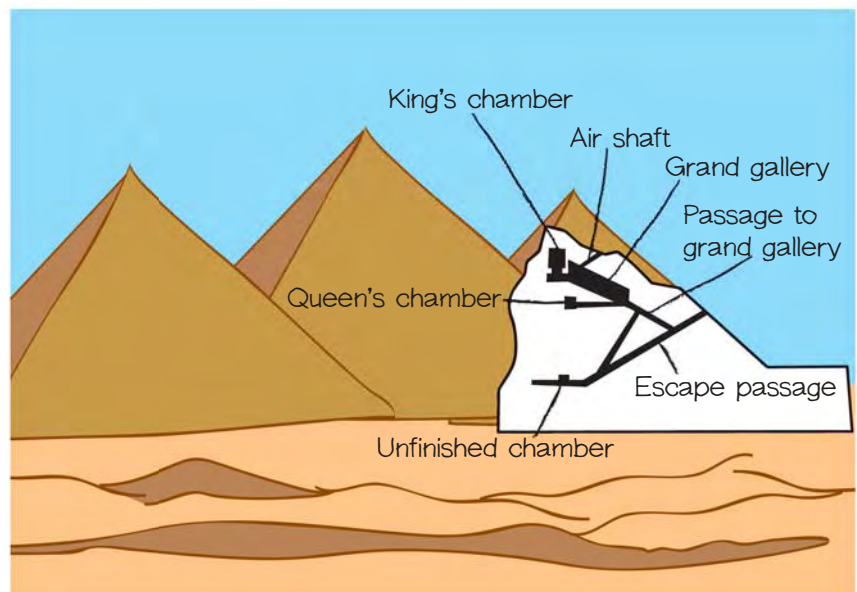
How to Create a Model

Strategy 1 Gather the information you need to understand the situation or event. In this case, you need to be able to show parts of the inside of the Great Pyramid of Khufu.

Strategy 2 Visualize and sketch an idea for your model. Once you have created a picture in your mind, make an actual sketch to plan how the model might look.

Strategy 3 Think of symbols you may want to use. Since the model should give information in a visual way, think about ways you can use color, pictures, or other visuals to tell the story.

Strategy 4 Gather the supplies you will need. For example, for this model, you will need pictures of the Great Pyramid of Khufu and diagrams of the inside of this pyramid. You will also need art supplies. Then create the model.



Apply the Skill

Turn to Chapter 12, Lesson 1, "The Golden Age of Greece" and read "Beautifying Athens." Also read descriptions and study images of the inside of the Parthenon. Then draw a diagram of the inside of the Parthenon. Include labels that identify parts of the Parthenon's interior.

3.1 Framing Historical Questions

Learn the Skill

Framing historical questions is important as you study primary sources—firsthand accounts, documents, letters, and other records of the past. As you analyze a source, ask questions about what it means and why it is significant. This will help you to better understand the information you read.

Practice the Skill

The following passage is an excerpt from a biography of Julius Caesar written by Roman scholar Caius Suetonius Tranquillus. This excerpt describes the assassination of Caesar. It mentions Spurinna, a prophet who had warned that harm would come to Caesar on the ides (15th) of March. Use the strategies listed below to help you frame historical questions.

How to Frame Historical Questions

Strategy 1 Ask about the historical record itself. Who produced it? When?

Strategy 2 Ask about the facts presented. Who were the main people? What did they do?

Strategy 3 Ask about the person who created the record. What judgments or opinions does the author express?

Strategy 4 Ask about the importance of the record. Does the record convey important historical information?

1 CAIUS TRANQUILLUS, 1ST CENTURY B.C.

2 He [Julius Caesar] entered the House [Senate] in defiance of portents [prophecies], laughing at **2** Spurinna and calling him a false prophet, because the ides of March were come without bringing him harm. . . . As he took his seat, the **2** conspirators gathered about him [Caesar] as if to pay their respects. . . . He [Caesar] saw that he was beset on every side by drawn daggers. . . . He was stabbed with three and twenty wounds, **3** uttering not a word, but merely a groan at the first stroke, though some have written that when Marcus Brutus rushed at him, he said in Greek, "You too, my child?" . . . **4**

Make a Chart

Making a chart can help you list and answer questions about a historical source. The chart below lists historical questions and answers based on the passage you just read.

	QUESTIONS	ANSWERS
HISTORICAL RECORD	Who produced it? When?	Caius Suetonius Tranquillus; first century B.C.
FACTS PRESENTED	Who were the main people? What did they do?	Julius Caesar, Spurinna, Marcus Brutus, Conspirators The conspirators killed Caesar.
CREATOR	What were his opinions?	Caesar died without uttering a word.
IMPORTANCE	What is its importance?	Provides insight into the death of a famous historical figure

Apply the Skill

Turn to Chapter 6, Lesson 2, "The Kingdom of Aksum." Read the Primary Source on King Ezana of Aksum. Use a chart like the one shown here to ask and answer historical questions about this primary source.

3.2 Distinguishing Facts from Opinions

Learn the Skill

Facts are events, dates, statistics, or statements that can be proved to be true. **Opinions** are judgments, beliefs, and feelings. By understanding the difference between facts and opinions, you will be able to think critically when a person is trying to influence your own opinion.

Practice the Skill

The following passage describes the Greek philosopher Aristotle and some of his views on government. Use the strategies listed below to distinguish facts from opinions

How to Distinguish Facts from Opinions

Strategy 1 Look for specific information that can be proved or checked for accuracy.

Strategy 2 Look for assertions, claims, and judgments that express opinions. In this case, one speaker's opinion is addressed in quotation marks.

Strategy 3 Think about whether statements can be checked for accuracy. Then identify the facts and opinions in a chart.

ARISTOTLE'S VIEWS

1 Aristotle was born in 384 B.C. in Stagira, a small town in northern Greece. At the age of 17, Aristotle entered a school directed by the noted philosopher Plato. **1** Aristotle quickly became a standout student. Plato referred to him as the "intelligence of the school." Aristotle is considered one of the greatest thinkers in Western culture. He expressed views on a number of significant subjects, including politics and government. **2** Aristotle believed the middle class was the most suited to rule, calling this group "the steadiest element" of society.

Make a Chart

The chart below analyzes the facts and opinions from the passage above.

3 STATEMENT	CAN IT BE PROVED	FACT OR OPINION
Aristotle was born in 384 B.C. in the town of Stagira.	Yes, check historical documents.	Fact
Aristotle became a standout philosophy student.	Yes, check Plato's comments; other historical records.	Fact
The middle class is the group most suited to rule.	No, this cannot be proved. It is what one speaker believes.	Opinion

Apply the Skill

Turn to Chapter 9, Lesson 2, "Ancient Andean Civilizations," and read the section entitled "The Nazca Civilization." Make a chart in which you analyze key statements to determine whether they are facts or opinions.

3.3 Detecting Historical Points of View

Learn the Skill

A **historical point of view** is an attitude that a person has about an event in the past. Detecting and analyzing different points of view can help you to better understand a historical figure's thoughts and actions.

Practice the Skill

The following passage describes the political rise of the Roman leader Julius Caesar. Use the strategies below to help you detect and analyze what historical points of view are expressed.

How to Detect Points of View

Strategy 1 Look for clue words that indicate a person's view on an issue. These include words such as *believe*, *insist*, *support*, and *oppose*.

Strategy 2 Look for reasons why someone has taken a particular point of view.

THE RISE OF CAESAR

Julius Caesar was a brilliant military leader who eventually became dictator of Rome. Although Rome had been a republic in which no single person held all the power, **1** many people *supported* Caesar's rise to dictator. **2** In addition to his military skills, Caesar was a good politician with a reputation as a reformer. All of this made him popular with the common people of Rome.

But some people opposed Caesar. One of his opponents was Cicero, a Roman politician. **1** Cicero *believed* it was wrong for Caesar to have complete control over Rome. **2** Cicero was a strong supporter of a republic. He opposed the idea of giving all political power to one person.

Make a Chart

Using a chart can help you detect and analyze historical points of view. The chart below analyzes the views in the passage you just read.

PERSON(S)	VIEW	REASONS
Common People	supported Caesar as dictator	military hero; reputation as a reformer
Cicero	opposed Caesar as dictator	avored a republic; distrusted rule by one person

Apply the Skill

Turn to Chapter 8, Lesson 3, "The Qin and the Han." Read "The Qin Unified China" and "The Han Dynasty." Then make a chart like the one above to analyze the different points of view taken by the two dynasties.

3.4 Determining Historical Context

Learn the Skill

Determining historical context means finding out how events and people were influenced by the context of their time. It means judging the past not by current values, but by taking into account the beliefs of the time.

Practice the Skill

The following passage is from the writings of the fourth-century Roman historian Ammianus Marcellinus. In this passage, Marcellinus describes the Huns, one of the groups that eventually invaded Rome and helped bring down the empire.

How to Determine Historical Context

Strategy 1 Identify the historical figure, the occasion, and the date.

Strategy 2 Look for clues to the attitudes, customs, and values of people living at the time. In this case, Marcellinus is expressing a view, most likely held by many Romans, that the outside invaders threatening their empire were uncivilized “barbarians.”

Strategy 3 Explain how people’s actions and words reflected the attitudes, values, and passions of the era. Here, Marcellinus is issuing a warning of sorts to his fellow Romans that the Huns are wild and fierce fighters that need to be taken seriously.

Strategy 4 Using the strategies mentioned above, write a conclusion about the historical context of the passage.

1 from *The Chronicle of Events* (fourth century)
Ammianus Marcellinus

The nation of the Huns . . . **2** surpasses all other barbarians in wildness of life. . . . And though [the Huns] do just bear the likeness of men (of a very ugly pattern), **2** they are so little advanced in civilization that they . . . feed upon the . . . half-raw flesh of any sort of animal. . . . **3** When attacked . . . they fill the air with varied and discordant cries. . . . They fight in no regular order of battle, but by being extremely swift and sudden in their movements, they disperse . . . spread havoc over vast plains, and . . . pillage the camp of their enemy almost before he has become aware of their approach.

4 CONCLUSION

Like perhaps many Romans, Marcellinus considered the Huns far less civilized than the Romans themselves. As barbaric as the Romans thought they were, however, many probably agreed with Marcellinus that their fierce and chaotic fighting style made them a serious threat to the empire.

Apply the Skill

Turn to Chapter 12, Lesson 2, “Peloponnesian War.” Read the Primary Source feature “Pericles’ Funeral Oration.” Using the above strategies, write a conclusion about the historical context of this passage.

3.5 Forming and Supporting Opinions

Learn the Skill

When you **form opinions**, you interpret and judge the importance of events and people in history. You should always **support your opinions** with facts, examples, and quotations.

Practice the Skill

The following passage describes characteristics of the Egyptian kings, known as pharaohs. Use the strategies listed below to form and support an opinion about these rulers.

How to Form and Support Opinions

Strategy 1 Look for important information about the subject. Information can include facts, quotations, and examples.

Strategy 2 Form an opinion about the subject by asking yourself questions about the information. For example, how important was the subject? How does it relate to similar subjects in your own experience?

Strategy 3 Support your opinions with facts, quotations, and examples.

EGYPTIAN PHARAOHS

1 The pharaoh stood at the center of Egypt's religion as well as its government and army. Egyptians believed that the pharaoh bore full responsibility for the kingdom's well being. **1** Many Egyptians believed it was the pharaoh who caused the sun to rise, the Nile to flood, and the crops to grow. It was the pharaoh's duty to promote truth and justice. Egyptians believed that the pharaoh ruled even in death. **1** As a result, they built giant pyramids to serve as elaborate resting places for pharaohs who passed away. These pyramids were remarkable engineering achievements that took the work of thousands of people.

Make a Chart

Making a chart can help you organize your opinions and supporting facts. The following chart summarizes one possible opinion about Egyptian pharaohs.

2 OPINION	Egyptians viewed pharaohs as god-like and worshiped these rulers intensely.
3 FACTS	Pharaohs served as the center of political and cultural life in Egypt. Many Egyptians looked to pharaohs to control nature. Thousands of Egyptian citizens worked to build elaborate pyramids to serve as tombs for deceased pharaohs.

Apply the Skill

Turn to Chapter 4, Lesson 2, "Assyria Rules the Fertile Crescent." Read "Assyria Builds a Huge Empire," and form your own opinion about the Assyrian Empire. Make a chart like the one above to summarize your opinion and the supporting facts and examples.

3.6 Evaluating Information

Learn the Skill

To **evaluate** is to make a judgment about something. Historians evaluate information about peoples, cultures, and events by determining what material is essential to the main point and whether or not the information is verifiable.

Practice the Skill

The following passage examines the rule of the Greek leader Solon. Use the strategies listed below to evaluate his rule.

How to Evaluate

Strategy 1 Determine the major point of a passage. In this case, think about what Solon set out to achieve.

Strategy 2 Look for statements that convey information relevant and essential to the main point. Think about how Solon achieved his goal.

Strategy 3 Consider what text does not support the main point.

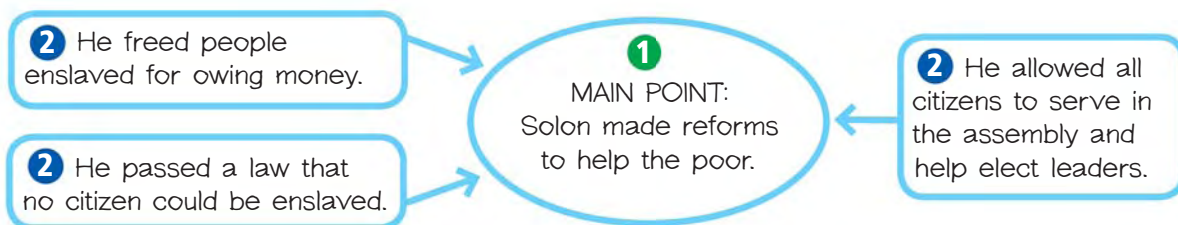
Strategy 4 Ask whether most or all of the essential information can be verified in historical texts or other documents.

SOLON RULES ATHENS

Solon was the son of a noble family. **1** After being elected leader of Athens, he made reforms that helped prevent a revolt by the poor. **2** First, he freed people who had become slaves because they owed too much money. **2** He also made a law that no citizen could be enslaved. **2** In addition, Solon allowed all citizens to serve in the assembly and help elect leaders. Some powerful officials opposed the reform and criticized Solon. **3** Tired of defending his actions, Solon left on a trip for ten years. He traveled to Egypt and Cyprus among other places. **4**

Make a Diagram

The diagram below shows how to evaluate information and organize the essential material from the passage you just read.



Apply the Skill

Turn to Chapter 7, Lesson 3, "Buddhism and India's Golden Age." Read "Asoka, the Buddhist King" under "The Maurya Empire," and make a chart in which you decide what information is the most essential about the rule of Asoka.

3.7 Assessing Credibility of Sources

Learn the Skill

Assessing the credibility of sources means determining if the source material accurately portrays events, facts, and people. Primary sources are materials written or made by people who lived during a historical event. They include letters, diaries, articles, and photographs. Secondary sources are written after a historical event by people who were not present at the event. Books that appear long after an event are examples of secondary sources.

Practice the Skill

The following passage describes the Roman ruler Augustus. It includes both primary source and secondary source observations. Use the strategies listed below to help you assess the credibility of the sources.

How to Assess Credibility of Sources

Strategy 1 Determine the thesis, or main point, of the source.

Strategy 2 Check for details that support the thesis.

Strategy 3 Determine the credibility of primary sources. Is the speaker objective or not. Here, Augustus is speaking for himself.

THE EMPEROR AUGUSTUS

1 Despite his enormous power, Augustus liked to present himself as an average citizen with simple tastes. **2** He lived in a small house and wore plain clothes. His favorite foods were those of common people—bread, cheese, and olives. **2** In addition, he tried to present himself as a servant of the Roman people. In taking power, **3** Augustus is reported to have said, “What more have I to ask of the immortal gods than that I may retain this same unanimous approval of yours to the very end of my life?”

Make a Chart

Making a chart can help you assess the credibility of sources. The chart below organizes questions to ask about the credibility of sources.

Questions	Answers
What is the main idea?	Augustus portrayed himself as a humble ruler.
What are the supporting details?	He lived in a small house. He dressed and ate simply. He called himself a servant of the people.
Are the sources credible?	Secondary sources—can be verified in historical texts. Primary sources—views may vary; people may or may not trust what historical figures say about themselves.

Apply the Skill

Turn to Chapter 8, Lesson 2, “China’s Ancient Philosophies.” Read the “History Maker” feature on Confucius and use a chart like the one above to assess the credibility of the sources you encounter.

3.8 Drawing Conclusions from Sources

Learn the Skill

Drawing conclusions from sources means analyzing what you have read and forming an opinion about its meaning. To draw conclusions, look at the facts and then use your own common sense and experience to decide what the facts mean.

Practice the Skill

The following passage presents information about the Persian Empire. Use the strategies listed below to help you draw conclusions about the Persians.

How to Draw Conclusions from Sources

Strategy 1 Read carefully to understand all the facts or statements.

Strategy 2 List the facts and review them. Use your own experiences and common sense to understand how the facts relate to each other.

Strategy 3 After reviewing the facts, write down the conclusions you have drawn about them.

THE PERSIAN EMPIRE

The Persian Empire stretched some 2,800 miles from east to west. **1** The Persian king Darius divided the empire into 20 provinces. Each province, had a local government. Darius set up governors called satraps to rule the provinces. **1** Darius also built the Royal Road, a road for government purposes. The Royal Road was 1,775 miles long. The road greatly improved travel and communication across the empire. In addition, **1** Darius created standard coins throughout the empire. This made it easier for residents of the far-flung and diverse kingdom to conduct trade and other commercial activities.

Make a Diagram

Making a diagram can help you draw conclusions from sources. The diagram below shows how to organize facts to draw a conclusion about the passages you just read.

2 FACTS

Darius divided the empire into 20 provinces and installed governors to rule over each province.

Darius created the Royal Road, which stretched for 1,775 miles and improved travel and communication throughout the empire.

Darius created standard coins for use throughout the empire, which helped people conduct trade and commerce more easily.

3 CONCLUSION

The Persians were a highly organized people who succeeded in bringing order and stability to their far-reaching empire.

Apply the Skill

Turn to Chapter 6, Lesson 3, "West, Central, and Southern Africa." Read the section titled "Nok Culture" and use the strategies on this page to draw conclusion about the Nok people.

4.1 Understanding Cause and Effect

Learn the Skill

A **cause** is an action in history that makes something happen. An **effect** is the historical event that is the result of the cause. A single event may have several causes. It is also possible for one cause to result in several effects. Historians identify cause-and-effect relationships to help them understand why historical events took place.

Practice the Skill

The following paragraph describes the growth of Christianity in the Roman Empire. Use the strategies below to help you identify the cause-and-effect relationships.

How to Analyze Causes and Recognize Effects

Strategy 1 Ask why an action took place. Ask yourself a question about the title or topic sentence, such as, "How did Christianity spread?"

Strategy 2 Look for the results (the effect). Ask yourself, What happened?

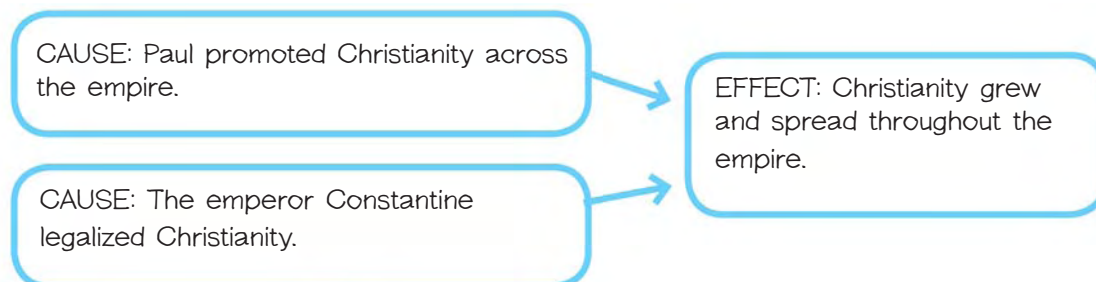
Strategy 3 Look for the reasons why something happened (the cause). Search for clue words that signal causes, such as *cause* and *led to*.

1 THE SPREAD OF CHRISTIANITY

In the decades after it developed, Christianity came under attack in the Roman Empire. Roman officials jailed and killed Christians mainly because they refused to worship Roman gods. **2** Nonetheless, Christianity grew and spread throughout the Roman Empire. **3** A major *cause* of its spread was the contribution of St. Paul the Apostle. St. Paul was a Jewish leader who converted to Christianity. He traveled throughout the Roman world preaching Christian beliefs and attracting followers. **3** Another factor that *led to* the spread of Christianity was the decision by the Roman emperor Constantine to legalize Christianity and allow Christians to worship freely.

Make a Diagram

Using a diagram can help you understand causes and effects. The diagram below shows causes and an effect for the passage you just read.



Apply the Skill

Turn to Chapter 6, Lesson 3, "West, Central, and Southern Africa." Read "The Bantu Migrations." Then make a diagram about the causes and effects of the Bantu migrations.

4.2 Explaining Historical Patterns

Learn the Skill

When humans develop new ways of thinking and acting that are repeated by other people over time or in other places, these ways become historical patterns. **Explaining historical patterns** will help you better understand how and why certain ideas influence events and movements at different times in history.

Practice the Skill

The following passage discusses the recurring development of farming throughout the ancient world. Use the strategies listed below to help you explain the historical pattern.

How to Explain Historical Patterns

Strategy 1 Identify the historical movement or idea being examined.

Strategy 2 Identify previous or subsequent periods in history during which a similar movement or idea occurred.

THE DEVELOPMENT OF FARMING

About 10,000 years ago, humans began experimenting with planting seeds and growing plants. **1** This led to the development of farming. The foothills of the Zagros Mountains in northeastern Iraq appear to be a birthplace of agriculture. There, residents established a farming settlement as early as 9,000 years ago. Within a few thousand years, many other regions worldwide turned to farming. **2** About 7,000 years ago, residents along the Huang River in China cultivated a grain called millet. About 1,000 years later, people began growing rice in the Chang Jiang River delta. **2** Meanwhile, farmers in Mexico and Central America started growing corn, beans, and squash.

Make a Flow Chart

Making a flow chart can help you visualize historical patterns. The flow chart below helps to explain the historical pattern in the passage you just read.



Apply the Skill

Turn to Chapter 12, Lesson 1, "The Golden Age of Greece." Read "Pericles Leads Athens." Use the information in the text as well as your own knowledge to create a flow chart about the development of democracy.

4.3 Identifying Issues and Problems

Learn the Skill

Identifying issues and problems means finding and understanding the difficulties faced by a particular group of people and the historical factors that contributed to these difficulties. By identifying historical issues and problems, you can learn to identify and understand problems in today's world.

Practice the Skill

The following paragraph describes the problems of floods and droughts in early Mesopotamia. Use the strategies listed below to find and understand these problems.

How to Identify Issues and Problems

Strategy 1 Look for the difficulties or problems faced by a group of people.

Strategy 2 Look for situations that existed at that time and place, which contributed to these problems.

Strategy 3 Look for the solutions that people or groups employed to deal with the problems.

FLOOD AND DROUGHT IN MESOPOTAMIA

1 In ancient Mesopotamia, farmers had to deal with both floods and droughts. **2** If too much rain fell, the rivers might overflow and wash everything away. Too little rain also created difficulties. **2** During a drought, the river levels dropped, making it hard to water crops. **3** To combat the lack of rain, farmers in Mesopotamia eventually built canals to carry water from the river to the fields. Such a system is called irrigation. **3** Farmers also built dams to hold back excess water during floods.

Make a Chart

Making a chart will help you identify and organize information about problems. The chart below shows the problem, the factors that contributed to the problem, and solutions to the problem in the passage you just read.

1 PROBLEM	2 CONTRIBUTING FACTORS	3 SOLUTIONS
Floods and droughts made farming difficult in ancient Mesopotamia.	Too much rain caused floods that washed everything away.	built canals to carry water from the river to the fields
	Drought caused the river level to drop, making it hard to water crops.	built dams to hold back excess water during floods

Apply the Skill

Turn to Chapter 13, Lesson 4, "The Daily Life of Romans." Read "Life in Roman Cities." Using the above chart as a model, identify the urban problems faced by ancient Romans.

4.4 Understanding Continuity and Change

Learn the Skill

Understanding continuity and change means understanding why certain political and social systems continue without major change for many years and why sometimes they undergo significant change. Continuity and change is a process that happens repeatedly throughout history.

Practice the Skill

The following passage describes the Han Dynasty of China. Use the strategies listed below to help you understand the continuity and change of this empire.

How to Understand Continuity and Change

Strategy 1 Identify the system that is undergoing continuity and change. In this case, it is the Han Dynasty.

Strategy 2 Identify the elements that contributed to the continuity of this system.

Strategy 3 Identify the elements that contributed to the change of this system.

THE HAN DYNASTY

1 The Han Dynasty began in China in 202 B.C. **2** The Han rulers put family members and trusted people in local government positions. They set up a system of tests to find the most educated and ethical people for the imperial bureaucratic state. **2** Under the Han, China witnessed improvements in education and numerous advances in technology and culture. **2** Throughout its long reign, the Han Dynasty withstood rebellions, peasant revolts, floods, famine, and economic disasters. **3** Eventually, however, these episodes of economic and political unrest made the empire weak. By 220, the Han Dynasty had disintegrated into three rival kingdoms.

Make a Chart

A chart can help you understand the main contributors to continuity and change. The chart below shows the possible reasons for the Han's long reign and eventual fall.

HAN DYNASTY FLOURISHES FOR 400 YEARS.	HAN DYNASTY COLLAPSES.
REASONS: <ul style="list-style-type: none">• placed educated, ethical people in charge• promoted cultural and technological advances• withstood numerous challenges and disasters	REASONS: <ul style="list-style-type: none">• could not remain strong amid continuous social and economic unrest

Apply the Skill

Turn to Chapter 4, Lesson 2, "Assyria Rules the Fertile Crescent." Read "Assyria Rules a Huge Empire." Using the above strategies, create a chart highlighting why the Assyrian Empire continued for many years and the changes that led to its decline.

4.5 Analyzing Economic and Political Issues

Learn the Skill

An **issue** is a matter of public concern. Issues in history are often economic or political. **Analyzing economic and political issues** means studying the various components of the issue in order to reach a better understanding of the issue and its impact on a particular event.

Practice the Skill

The following passage describes the growing difficulties that the Roman Empire faced in the centuries before it eventually fell. Use the strategies listed below to help you analyze the economic and political issues involved in Rome's decline.

How to Analyze Economic and Political Issues

Strategy 1 Identify the discussion of economic and political issues. Look for clue words and phrases such as *pay*, and *sources of wealth*. Then look for clue words and phrases such as *government*, *politician*, *ruler*, and *public affairs*.

Strategy 2 Determine what are the different components of each issue.

Strategy 3 Write an analysis that summarizes the issues.

Make a Diagram

Use this diagram to help you pull out the components of various economic and political issues in order to better analyze them.

3 ECONOMIC ISSUE	3 POLITICAL ISSUE
<u>Components</u> <ul style="list-style-type: none"> The empire stops expanding, which ends new sources of wealth. Government has fewer funds for needed services. 	<u>Components</u> <ul style="list-style-type: none"> Politics grows corrupt. Residents lose civic pride and duty to empire.
<u>Analysis</u> <p>With no new income, the Roman government became unable to pay for key services.</p>	<u>Analysis</u> <p>As the government became more corrupt, Romans lost their sense of civic duty.</p>

Apply the Skill

Turn to Chapter 9, Lesson 4, "The Mayan Civilization." Read "Mayan Life" and "Mayan Culture." Using the above graphic as a model, analyze the economic and political issues in these passages.

INTERNAL WEAKNESSES OF ROME

During the second century, the empire stopped expanding. The end of new conquests meant an end to new **1** *sources of wealth*.

2 As a result, it grew harder for the government to *pay* for needed services, especially the army.

Meanwhile, the empire had to deal with other difficulties.

1 Over time, Roman *politics* grew increasingly corrupt. As a result, **2** citizens lost their sense of pride in **1** *government* and their interest in **1** *public affairs*.

4.6 Recognizing Changing Interpretations of History

Learn the Skill

Recognizing changing interpretations of history means identifying historical viewpoints that have changed over time. Historical interpretations often change when new evidence is found that causes historians to rethink an interpretation. When studying history, you should be able to identify both old and new interpretations of history—and any reasons for the change.

Practice the Skill

The following passage discusses hunter-gatherer societies. Use the strategies listed below to help you identify changing interpretations of history.

How to Recognize Changing Interpretations of History

Strategy 1 Identify old interpretations of history.

Strategy 2 Identify new interpretations of history.

Strategy 3 Determine what factors led to the new interpretation.

Strategy 4 Recognize any details that attempt to support the new interpretation.

HUNTER-GATHERER SOCIETIES

1 For many years, scholars thought that life for hunter-gatherers was very hard. **2** Now, many scholars believe that life for these ancient people was quite good. **3** They have based their new beliefs on studies of hunter-gatherers in the modern world. **4** Scholars now think that the surrounding environment gave hunter-gatherers all the kinds of food they needed. They had a varied diet of meat, fish, fruit, and wild plants. In addition, hunting and gathering did not require too much time and energy. People had time to relax, visit with friends, and play games.

Make a Chart

The chart below addresses changing historical interpretations about hunter-gatherer societies.

OLD INTERPRETATION	NEW INTERPRETATION	REASON	DETAILS
life difficult for hunter-gatherers	life good for hunter-gatherers	closer study of modern hunter-gatherers	healthy and well-balanced diet; didn't have to work too hard for food; had plenty of relaxation time

Apply the Skill

Turn to Chapter 1, Lesson 4, "How Historians Study the Past." Read "How Knowledge of the Past Changes." Using the above chart as a model, identify an old and new historical interpretation about the "mummy's curse."

4.7 Conducting Cost-Benefit Analyses

Learn the Skill

A **cost-benefit analysis** involves determining the economic costs and benefits of an action. Imagine, for example, that you own a lawn-mowing business. Your business would be economically beneficial if, at the end of the summer, the total amount of money you earned was greater than the costs of buying the mower, paying for gas, cleaning and repairing the tools, and so on. The ability to recognize the costs and benefits of an action in history will help you to better understand why people made the decisions they did.

Practice the Skill

The following passage examines the decision to travel the ancient Silk Roads that connected China and Europe. Use the strategies below to analyze the costs and benefits related to this issue.

How to Conduct a Cost-Benefit Analysis

Strategy 1 Identify the historical topic or event that is under consideration.

Strategy 2 Locate the potential costs of the action.

Strategy 3 Identify the potential benefits associated with the action.

Strategy 4 Determine what decision was made based on the cost-benefit analysis.

1 THE SILK ROADS

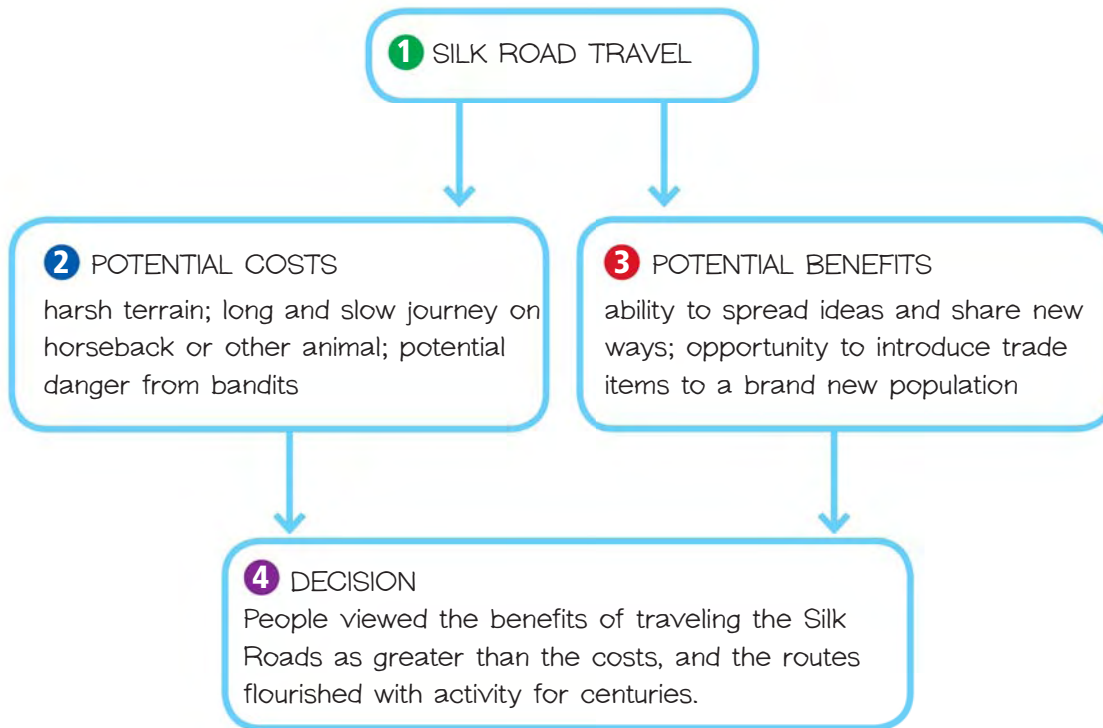
The Silk Roads were a series of trade routes that connected Europe and China. The Silk Roads flourished primarily from the second century B.C. to the 1400s. **2** The routes were not easy to travel. They stretched about 4,000 miles across harsh terrain of mountains and deserts. **2** The journey was long and slow, as traders back then had to rely on horses or other animals to take them to their destination. **2** The trip also could be dangerous. Travelers along the roads had to watch for bandits, who might rob or even kill them.

3 However, the roads offered a way for people from different cultures to spread their ideas. **3** The roads also presented traders with a way to introduce their goods to a new population of buyers. Merchants from China wanted to sell silk, paper, pottery, and other items to Westerners. Meanwhile, Westerners wanted to sell such items as sesame, metals, and precious stones to the people of the East. **4** As a result, many people from both Europe and Asia made the long and difficult journey along the route.

(continued)

Make a Diagram

Making a diagram can help you organize the components of a cost-benefit analysis. The diagram below shows you how to create a cost-benefit analysis from the passage you just read.



Apply the Skill

Turn to Chapter 5, Lesson 3, "The Pyramid Builders." Read "Khufu's Great Pyramid." Then use the strategies you have learned to conduct a cost-benefit analysis of pyramid building in ancient Egypt.