

# Roots of the American People

Prehistory  
-1500

*"African, European, and Indian  
...in their adaptations to,  
and borrowings from,  
one another, they created  
truly exceptional societies."*

—Alan Taylor,  
American Colonies:  
The Settling of  
North America

Hundreds of years ago, Native Americans built these cliff dwellings at Mesa Verde in present-day Colorado.

## CHAPTER 1

### Next Generation Sunshine State Standards

#### Section 1

##### THE EARLIEST AMERICANS

FL LA.8.1.6.1, LA.8.1.6.3, SS.8.A.1.1,  
SS.8.G.4.2, SS.8.G.5.2

#### Section 2

##### CULTURES OF NORTH AMERICA

FL LA.8.1.6.2, SS.8.A.1.1, SS.8.A.1.2,  
SS.8.G.3.1, SS.8.G.5.1, SS.8.G.5.2

#### Section 3

##### TRADE NETWORKS OF ASIA AND AFRICA

FL LA.8.1.6.1, SS.8.A.1.1,  
SS.8.A.1.4, SS.8.E.3.1

#### Section 4

##### THE EUROPEAN HERITAGE

FL LA.8.1.6.3, LA.8.6.2.2,  
SS.8.A.1.1, SS.8.A.1.5

FL LA.8.1.6.2 Analyze familiar and  
conceptually challenging text

#### Reading Skill

**Read Actively** In this chapter, you will practice active reading by taking notes and using review questions to identify main ideas and supporting details.



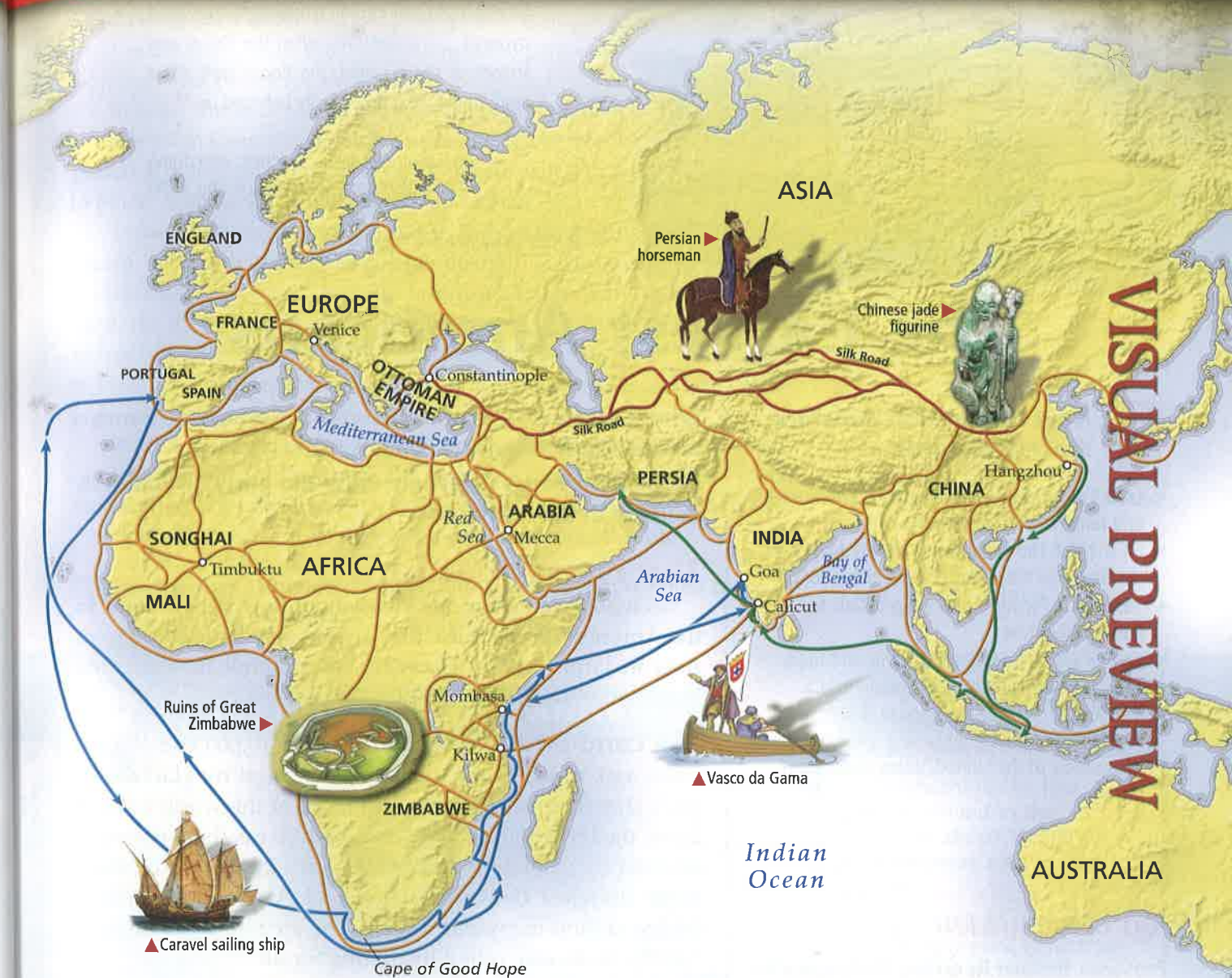


# How did different cultures and traditions develop around the world?

INTERACTIVE  
Whiteboard

CHAPTER  
1

## The World, ca. 1500



VISUAL PREVIEW

Prehistory

5000

1000 1500

**FL** Florida Events

about 12,000 years ago Humans first move to what is today Florida.

about 5,500 years ago Florida's Native American societies begin building burial mounds.

By this time, Mississippian culture extends into Florida.

about 1502 Europeans probably landed on coast of Florida.





### Ancient Pyramid Found

“When they first saw us digging there, the local people just couldn’t believe there was a pyramid. . . . It was only when the slopes and shapes of the pyramid, the floors with altars were found, that they finally believed us.”

—Archaeologist Jesus Sanchez, describing discovery near Mexico City, 2006

◀ Mayan pyramid in Mexico

## The Earliest Americans

### FL Next Generation Sunshine State Standards

- LA.8.1.6.1 Use vocabulary that is introduced and taught directly
- LA.8.1.6.3 The student will use context clues to determine meanings of unfamiliar words
- SS.8.A.1.1 Provide supporting details for an answer from text
- SS.8.G.4.2 Use geographic terms and tools to analyze the effects of migration in U.S.
- SS.8.G.5.2 Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history

### Reading Skill

**Preview Before Reading** The first step in active reading is to preview the text. Read the Objectives, Reading Skill, and Key Terms. Scan all the headings and side-margin notes. Read the captions and look at the illustrations. Finally, read the questions that appear at the section’s end.

### Key Terms

glacier  
irrigation

surplus  
civilization

**Why It Matters** Tens of thousands of years ago, no humans lived in North America or South America.

**Section Focus Question:** How did early civilizations develop in the Americas?

### The First Americans

Scientists have various ideas about how people came to the Americas. Some think that people may have come from Asia in large canoes. However, most think that the first humans arrived by land.

**The Land-Bridge Theory** Between 10,000 and 100,000 years ago, much of the world was covered by **glaciers, or thick sheets of ice**. As more and more of the world’s water froze, the level of the oceans dropped. Areas that once were covered by shallow water became dry land. One of these areas stretched between Siberia and Alaska. It became a bridge of land many miles wide. The area now lies under a narrow waterway called the Bering Strait.

The land bridge may have appeared and disappeared several times. However, many scientists believe that people first came to North America between 20,000 and 30,000 years ago. They were hunters, possibly following the coast of Siberia as they hunted prehistoric mammals such as the woolly mammoth. Over thousands of years, hunting bands moved over the land. They eventually spread across North America and South America.

**Other Theories** Not everyone agrees with the land-bridge theory. Some scientists think that people may first have crossed the arctic waters by boat and traveled southward along the Pacific coast. This idea is known as the coastal-route theory.

Many Native Americans also dispute both the land-bridge theory and the coastal-route theory. Each group has its own tradition explaining how they settled in the lands they did. These traditions appear in their creation stories.

**Learning to Farm** For centuries, early humans could fill most of their needs by hunting. Game animals provided food, furs for clothing, and bones for tools.

In time, many of the larger animals began to disappear. **Deprived** of their main source of food, hunters had to change their ways of life. In many places, hunters became gatherers. They traveled from place to place, searching for wild plants and small game.

Some 8,000 years ago, gatherers in Mexico began growing food plants, including squash and lima beans. The discovery of farming transformed life. No longer did families have to wander in search of food. In dry regions, farmers developed methods of irrigation. **Irrigation is a method to water crops by channeling water from rivers or streams.** Farmers also learned how to raise animals such as cattle, pigs, and llamas.

With a more dependable food supply, the population grew more rapidly. Once Native Americans produced **surplus, or extra**, food, they traded with others. Some farming communities grew into cities. The cities became centers of government and religious life.

**Checkpoint** How do scientists think people first reached the Americas?



### Vocabulary Builder

**deprive** (dee PRIV) **v.** to take away

### Preview Before Reading

Preview the matter on the following pages under the heading “Three Civilizations.” What do the subheadings, images, and captions tell you?

### MAP MASTER

#### Skills Activity

Scientists think the first people arrived in the Americas about 10,000 to 100,000 years ago.

- Interpret a Map** According to the land-bridge theory, what body of water did Asians cross to reach the Americas?
- Draw Inferences** Why do you think the population continued to spread southward? What effect do you think this migration had on the people and the land?

### MapMaster Online

**For:** Interactive map  
**Visit:** PearsonSchool.com/amhist



**Tenochtitlán** The Aztecs built their capital city of Tenochtitlán on a group of islands in the middle of a lake. The center of the city was dominated by a huge temple (inset). **Critical Thinking: Draw Conclusions** How does this picture support the idea that the Aztec society was highly organized?



### Three Civilizations

With the development of cities came the beginnings of civilization. A **civilization** is an advanced culture in which people have developed cities, science, and industries. Over the centuries, several civilizations rose and declined in the Americas. The largest were the civilizations of the Mayas, the Aztecs, and the Incas.

**Mayas** Between A.D. 250 and A.D. 900, the Mayas built cities in what is now Mexico and Central America. These splendid cities contained large public plazas lined with pyramids, temples, ball courts, and palaces.

The Mayas did more, however. They developed arts, a system of government, and a written language. They also observed the stars. From their study of the heavens, they created the most accurate calendar known until modern times. They also carved stories of their past and their gods into the stones of their buildings.

Around A.D. 900, the Mayas began to abandon their cities. Why this happened remains a mystery. Disease or overpopulation may have caused the decline. Although the Mayan civilization is gone, the Mayan language still forms the root of more than 20 languages of Central America.

**Aztecs** As Mayan civilization declined, a new civilization was on the rise. The Aztecs built a great capital city, Tenochtitlán (tay noch tee TLAHN), on the site of present-day Mexico City. It was built on a series of islands in a large lake. The city was connected to the mainland by stone roadways. In many parts of Tenochtitlán, farmers raised crops on floating platforms. More than 200,000 people resided in Tenochtitlán at its height, making it perhaps the largest city in the world at that time.

#### Vocabulary Builder

**reside** (ree zid) **v.** to live; to make one's home in

The center of the city was a sacred place with dozens of temples that honored the Aztec gods. This was appropriate because religion dominated Aztec life. To the Aztecs, prosperity depended on the good will of the gods. Like a number of other ancient peoples, the Aztecs practiced human sacrifice as an offering to their gods.

During the 1400s, Aztec armies brought half of modern-day Mexico under their control. The Aztecs proved to be effective but harsh rulers. Conquered tribes were forced to send treasure, food, and prisoners to the Aztec capital. The Aztecs forced the people they conquered to pay high taxes. Resentful subjects would eventually turn on the Aztecs when the empire most needed allies.

**Incas** In the 1400s, the largest empire was not in Europe or Asia. It was in South America. The vast empire of the Incas stretched down the coast of South America along the Andes, across the Atacama desert, and reached the fringes of the Amazon rain forest.

At the center of the empire was the Inca capital, Cuzco (KOOS koh). Cuzco was linked to other cities and towns by a great network of roads. A Spaniard who traveled the main Inca highway called it "the finest road to be seen in the world."

The Incas constructed buildings of huge stones carefully shaped to fit together. Their engineers built walls to hold soil in their fields, canals to carry water, and bridges over deep canyons. The Incas produced fine weavings and metalwork. Inca rulers wore gold and silver jewelry, and their palaces contained plates of gold.

**Checkpoint** Where were the Aztec and Inca civilizations located?

**Looking Back and Ahead** Most Native Americans did not live in large cities like Tenochtitlán or Cuzco. In the next section, you will learn about the ways of life of people north of Mexico.



Figure of an Inca ruler or priest

**FL** LA.8.2.6.3, SS.8.A.1.1, SS.8.G.5.2

#### Progress Monitoring Online

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**Visit:** PearsonSchool.com/amhist

### Section 1 | Check Your Progress

#### Comprehension and Critical Thinking

- (a) List** Name one skill that people had to learn in order to grow crops.  
**(b) Identify Benefits** What benefits could farmers get from learning to raise animals?
- (a) Define** What is a civilization?  
**(b) Apply Information** How did the Mayas and Aztecs fit that definition?

#### Reading Skill

- Preview Before Reading** Preview Section 2. Read its headings, study its images and captions, and review its questions. Tell what you think Section 2 will be about. Use the headings to identify the text organization. How can you use this information to plan your reading?

#### Key Terms

Answer the following questions in complete sentences that show your understanding of the key terms.

- How did the growth of **glaciers** affect water levels in the ocean?
- Why was learning about **irrigation** important for farmers?
- What are the advantages of having a **surplus** of crops?

#### Writing

- Outline a paragraph in response to the following question: How did early civilizations use industry and science to improve their way of life? Then, list four or five supporting details. Next, write a concluding sentence.





◀ Re-creation of a Native American village

### Preserving Native American Culture

“By encouraging a greater focus on native language programs, we are not only striving to preserve the identity of the nation’s tribes, but we’re encouraging greater academic performance among Native American students as well.”

—Congresswoman Heather Wilson,  
on the Esther Martinez Native American  
Languages Preservation Act of 2006

## Cultures of North America

### FL Next Generation Sunshine State Standards

- LA.8.1.6.2 Analyze familiar and conceptually challenging text
- SS.8.A.1.1 Provide supporting details for text answers
- SS.8.A.1.2 Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect
- SS.8.G.3.1 Locate and describe in geographic terms key U.S. ecosystems
- SS.8.G.5.1 Describe dependence on the physical environment to satisfy basic needs
- SS.8.G.5.2 Describe the impact of human modifications to the environment and ecosystem

### Reading Skill

**Apply Prior Knowledge** You can prepare for reading by building on and connecting to what you already know. This can be information from an earlier section, chapter, or other reading. It can also be prior knowledge from your own life experience. Applying this knowledge while you are reading helps you interact with and engage in the text. This, in turn, will help you understand and remember what you have read.

### Key Terms

culture	adobe
culture area	clan
kayak	sachem
potlatch	

**Why It Matters** As the Mayas, Aztecs, and Incas built civilizations in Central America and South America, diverse cultures developed to the north.

**Section Focus Question:** How did geography influence the development of cultures in North America?

### First Cultures of North America

In North America, as elsewhere, groups of people developed unique **cultures, or ways of life**. Around 3,000 years ago, various groups began to emerge in an area stretching from the Appalachian Mountains to the Mississippi Valley. We call these people Mound Builders because they constructed large piles of earth. Many mounds were burial places, but some served as foundations for public buildings. One group of Mound Builders, the Mississippians, built the first cities in North America. As many as 40,000 people may have lived in the largest Mississippian city, Cahokia, in present-day Illinois.

A far different culture, which we call the Anasazi, emerged in southern Utah, Colorado, northern Arizona, and New Mexico. They built large cliff dwellings, probably to defend against attacks by outsiders such as the Navajos or even the Aztecs. Their largest community housed about 1,000 people. The Anasazis were skilled in making baskets, pottery, and jewelry. They also engaged in trade. Mysteriously, by 1300, the Anasazis had abandoned their cliff dwellings.

From about 300 B.C. to A.D. 1450, highly skilled farmers called the Hohokam dug irrigation canals in the deserts of present-day Arizona. Trade brought them in contact with people who lived on the Gulf of California. The Hohokam traded for seashells, which they used to create jewelry and religious objects.

✓ **Checkpoint** For what purposes were mounds built?

### Ways of Life

Scholars classify Native Americans into several **culture areas, regions in which groups of people have a similar way of life**. Though these cultures were very different from one another, many shared some basic traits.

**Meeting Basic Needs** Early Native American societies developed a variety of ways to meet their needs. In many areas, women collected roots, wild seeds, nuts, acorns, and berries. Men hunted for game and fished. Wild game was plentiful in regions like the Pacific Coast and the Eastern Woodlands.

In many culture areas, agriculture allowed people to grow and store food. Native Americans learned to grow crops suited to the climate in which they lived. They used pointed sticks for digging. Bones or shells served as hoes. Some used fertilizer, such as dead fish, to make the soil more productive. Where Native Americans lived by farming, their population was much larger than in nonfarming areas.

Trade was a common activity in all the North American cultures. In some areas, items such as seashells or beads were used as **currency**. Shells, flint for making fires, copper, and salt were all important trade items.

**Shared Beliefs** Many Native Americans felt a close relationship to the natural world. They believed that spirits dwelled in nature and that these spirits were part of their daily lives.

Traditions reflected these beliefs. For example, the Indians of the Southeast held the Green Corn Ceremony in late summer. The ritual, which could last for more than a week, was a form of natural and spiritual renewal at the end of the growing season. The Pueblo Indians revered spirits known as kachinas. To teach their children about these benevolent spirits, the Pueblos carved kachina dolls.

Native Americans also had a strong oral tradition. Storytellers memorized history and beliefs and then recited them. In this way, their tradition was passed on from generation to generation.

✓ **Checkpoint** How did North American cultures meet their needs?

FL SS.8.A.1.7 View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts

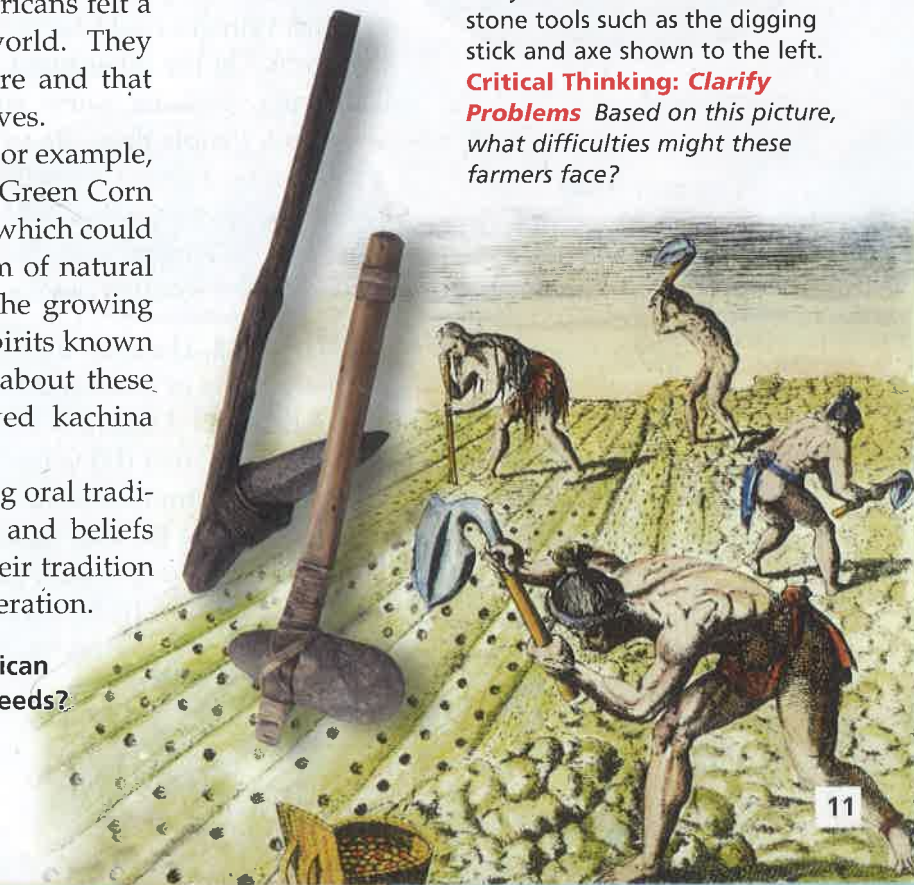
### Vocabulary Builder

**currency** (KUH rehn see) **n.** items used as money

### Native American Farmers

Early farmers made and used stone tools such as the digging stick and axe shown to the left.

**Critical Thinking: Clarify Problems** Based on this picture, what difficulties might these farmers face?





**Vocabulary Builder**  
**distinct** (dihs TIHNKT) **adj.** clearly different in quality

## Native Americans of North America

Well before 10,000 B.C., Native Americans had spread across the North American continent. They had adapted to the various climates and living conditions of the lands in which they settled. By A.D. 1500, when the first Europeans reached the Americas, the Native Americans living in North America were a richly diverse group of people with distinct ways of life.

**Far North** The people of the Arctic lived in a vast and harsh land, some of it covered with ice all year long. The people survived on fish, shellfish, and birds. They also hunted marine mammals, such as whales, seals, and walrus, from kayaks, small boats made from skins. In the summer, they fished on the rivers and hunted caribou.

South of the Arctic lay the dense forests of the subarctic region. With a climate too cold for farming, subarctic peoples relied on animals and plants of the forest for food. Most hunted caribou, moose, bear, and smaller animals.

**Northwest** Many Native Americans lived in the region of the Pacific Northwest, the land that stretches from southern Alaska to northern California. Deer and bears roamed forests rich with roots and berries. Rivers swarmed with salmon. With so much food available, people here were able to live in large, permanent settlements even though they were not farmers.

In many societies of the Northwest, high-ranking people practiced a custom called the potlatch. A potlatch was a ceremony at which the hosts showered their guests with gifts such as woven cloth, baskets, canoes, and furs. A family's status was judged by how much wealth it could give away.

**Far West** The people of the Far West lived in different geographic regions. Winters could be very cold in the forests and grasslands of the north. On the other hand, southern parts could be desertlike. In California, with its warm summers and mild winters, food was abundant. People there ate small game, fish, and berries.

Housing differed, depending on the area. Some Native Americans lived in pit houses, which were dug into the ground. Others lived in cone-shaped houses covered with bark. In the north, houses were made of wooden planks.

**Southwest** The area that is now Arizona, New Mexico, and the southern parts of Utah and Colorado was dry most of the year. But in late July and August, thunderstorms drenched the desert. All the groups in this area did some farming, although certain groups also followed and hunted animals. Farming peoples had to learn to collect and store the rain for the dry times.

The Pueblo people such as the Hopis and Zunis had stable towns that lasted for hundreds of years. To protect themselves from attack, they built large apartment houses made of adobe, or sun-dried brick.

**Apply Prior Knowledge**  
 What do you know about apartment life? Use this knowledge to imagine and describe Pueblo homes.

## INFOGRAPHIC

# Homes of Native Americans

Native Americans lived in several distinct culture areas. The ecosystem in each region, helped shape the people's way of life.

**Critical Thinking: Apply Information** Look at the map and the pictures. Identify the group that lived in tepees.





## The Iroquois Constitution

“Whenever the Confederate Lords shall assemble for the purpose of holding a council, the Onondaga Lords shall open it by expressing their gratitude to their cousin Lords and greeting them, and they shall make an address and offer thanks to the earth where men dwell, to the streams of water . . . to the forest trees for their usefulness, to the animals that serve as food and give their pelts for clothing . . . and to the Great Creator who dwells in the heavens above.”

—Iroquois Constitution

Items like this were widely used and traded among the people who belonged to the League of Iroquois.



### Reading Primary Sources

#### Skills Activity

The constitution of the League of Iroquois was at first a spoken rather than a written document. The excerpt above describes how members of the League of Iroquois were to begin a meeting.

- (a) **Apply Information** What attitude toward nature does this selection reflect?
- (b) **Draw Conclusions** Why do you think members of the League of Iroquois wanted to begin each meeting with a set ritual?

**Great Plains** The Great Plains is a vast region stretching between the Mississippi River and the Rocky Mountains. The people of the eastern Plains lived mainly by farming. Women planted corn, beans, and squash in river valleys. Many people lived in earth lodges. These buildings had log frames and were covered with soil.

Much of the western Great Plains was too dry and too matted with grass to be farmed. The treeless land provided few building materials. In the west, some people lived in tepees made of animal skins. Other Plains people dug round pits near their fields for shelter.

Hunting parties followed buffalo across the plains. The Plains people depended on the buffalo for many things. They ate the meat and used the hides to make tepees, robes, and shields. Buffalo bones were made into tools.

**Eastern Woodlands** Hundreds of years ago, most of what is now the eastern United States was covered by forests of maples, birches, pines, and beeches. The earliest woodlands people lived by hunting, fishing, and foraging for nuts and berries. By about A.D. 1000, a number of woodlands people had taken up farming.

Two groups dominated the Eastern Woodlands. One group spoke Algonquian (al GOHN kee un) languages. The Algonquian people were scattered through southern Canada, the Great Lakes area, and along the Atlantic coast to Virginia. The other groups, speaking Iroquoian (IHR uh kwoy an) languages, lived in what is now New York.

- FL LA.8.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text
- SS.8.A.1.7 View historic events through eyes of those there, through writing

The Iroquois were made up of five distinct nations. Each nation was made up of **clans**, or groups of families that were related to one another. Because membership in a clan was passed from a mother to her children, women had great influence in Iroquois society. They owned all the property that belonged to a clan. Women also chose the clan's **sachem**, or tribal chief.

During the 1500s, the five Iroquois nations went through a period of constant warfare. Finally, Iroquois leaders convinced their people to make peace. They formed a union called the League of the Iroquois. It established a council to make laws to keep the peace. Each tribe was still free to deal with its own affairs.

**Southeast** The climate in the Southeast was mild, but the summers were steamy and hot. The land and climate supported farming. People such as the Cherokees and Creeks built houses on wooden frames, covered with straw mats. They then plastered the houses with mud clay to keep the interiors cool and dry.

The Natchez people of the Gulf Coast created a complex society. At the top stood the ruler, called the Great Sun, and the nobles. At the bottom were commoners, known as Stinkards. By law, all nobles—including the Great Sun himself—had to marry Stinkards. In this way, membership in each class kept changing.

**Checkpoint** In what culture areas was hunting the main way of life?

**Looking Back and Ahead** In this section, you learned about Native American cultures. In the next sections, you will explore cultures that developed on the other side of the world.



Cherokee mask

- FL SS.8.A.1.7 View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts

- FL SS.8.A.1.1, SS.8.A.1.2, SS.8.G.5.1

### Progress Monitoring Online

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## Section 2 Check Your Progress

### Comprehension and Critical Thinking

1. (a) **Recall** What role did nature play in many Native American religious beliefs?  
(b) **Draw Inferences** How does that emphasis on nature reflect the everyday life of the people?
2. (a) **Identify** Identify two culture areas where farming was the main way of life.  
(b) **Analyze Cause and Effect** Why do you think farming did not develop extensively in the Arctic and the subarctic regions?

### Reading Skill

3. **Apply Prior Knowledge** Reread the first paragraph under the heading “Native Americans of North America.” How is your culture group different from others? How is it the same? Use this knowledge to describe how Native American cultures were the same and different.

### Key Terms

Fill in the blank in each question with a key term from this section.

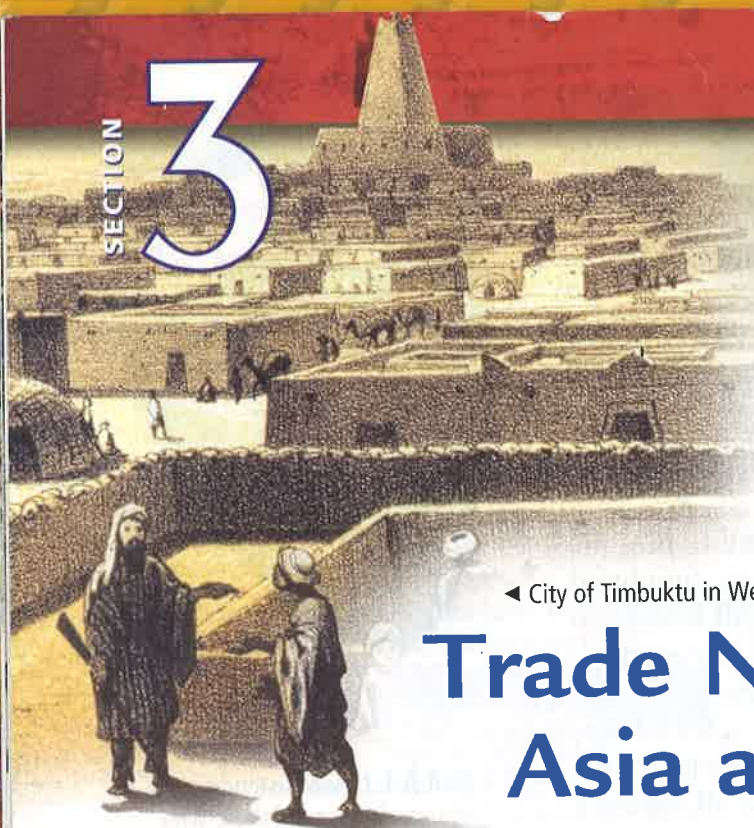
4. The \_\_\_\_\_ of a people includes its customs, beliefs, and ways of making a living.
5. The \_\_\_\_\_ provided leadership in Iroquois communities.
6. Members of the same \_\_\_\_\_ shared a common ancestor.

### Writing

7. Create a chart that shows how three different groups of Native Americans adapted to the regions in which they lived. Use the following column headings: Region, Way of Life, Diet, Shelter.



# SECTION 3



## The Wealth of Timbuktu

“The inhabitants are very rich. . . . Grain and animals are abundant, so that the consumption of milk and butter is considerable. But salt is in very short supply because it is carried here from Tegaza, some 500 miles from Timbuktu. . . . The royal court is magnificent and very well organized. . . . This king makes war only upon neighboring enemies and upon those who do not want to pay him tribute.”

—Hassan ibn Muhammad, *The Description of Africa*, 1526

◀ City of Timbuktu in West Africa

## Trade Networks of Asia and Africa

### FL Next Generation Sunshine State Standards

- LA.8.1.6.1 Use vocabulary that is introduced and taught directly
- SS.8.A.1.1 Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments
- SS.8.A.1.4 Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.
- SS.8.E.3.1 Evaluate domestic and international interdependence

### Reading Skill

**Ask Questions** Asking questions when you read will help you organize your reading plan and get involved with the text. You can use your questions, for example, to set a reading purpose—answering the questions. Two ways to generate questions are to restate headings and to study the review questions at the end of the section.

### Key Terms and People

Muhammad navigation  
Mansa Musa Zheng He

**Why It Matters** While Native Americans were developing diverse cultures and civilizations, other civilizations thrived in Europe, Africa, and Asia.

**Section Focus Question: How did trade link Europe, Africa, and Asia?**

## The Muslim Link in Trade

From earliest times, trade linked groups who lived at great distances from one another. As trade developed, merchants established regular trade routes. These merchants carried their culture with them as they traveled.

By the 1500s, a complex trade network linked Europe, Africa, and Asia. Much of this trade passed through the Arabian Peninsula in the Middle East. Ships from China and India brought their cargoes of spices, silks, and gems to ports on the Red Sea. The precious cargoes were then taken overland to markets throughout the Middle East.

**Rise of Islam** The growth in trade was also linked to the rise of Islam. This religion emerged on the Arabian Peninsula in the 600s. Its founder was **Muhammad**. His followers believed him to be a prophet. He taught that there is one true God. Followers of Islam, called Muslims, believed that the Quran (ku RAHN), the sacred book of Islam, contained the exact word of God as revealed to Muhammad.

Islam was transmitted rapidly through conquest and trade. Arab armies swept across North Africa and into Spain. Muslim merchants also spread their religion far into Africa, and from Persia to India. Millions of people across three continents became Muslims.

**Advances in Learning** Arab scholars made remarkable contributions to mathematics, medicine, and astronomy. They helped develop algebra and later passed it along to Europe. Arab astronomers measured the size of Earth, supporting the Greek belief that Earth was a **sphere**. Arabs also made important advances in technology. They built ships with large, triangular sails that allowed captains to use the wind even if it changed direction.

**Checkpoint** How did Islam spread?

## The African Link in Trade

Africa has a long history of trade, going back as far as 3100 B.C., when the great civilization of Egypt arose. Egyptian traders sailed throughout the eastern Mediterranean Sea and the Red Sea to bring home cedar logs, silver, and horses. Following routes south from Egypt, they traded for ivory, spices, copper, and cattle.

**East African Trade Centers** About A.D. 1000, trade centers began to appear in eastern Africa. The most powerful was Zimbabwe (zim BAH bway), which became the center of a flourishing empire in the 1400s. Zimbabwe lay on the trade route between the east coast and the interior of Africa. Traders passing through Zimbabwe had to pay taxes on their goods.

Trade brought prosperity to a number of cities along the east coast of Africa. Kilwa, the chief trading center, attracted merchant ships from as far away as China. Kilwa traders did a brisk trade with the African interior, exchanging cloth, pottery, and manufactured goods for gold, ivory, and furs. An active slave trade also developed between East Africa and Asia across the Indian Ocean.



Cardamom

Curry

Cumin

### Vocabulary Builder

**sphere** (sfeer) **n.** rounded shape

### Ask Questions

Preview the headings on the next two pages. Turn them into questions that you would expect to find the answers to as you read.

### Merchants in the Middle East

At outdoor bazaars, Muslim merchants bought and sold goods from around the world. Probably the most valuable goods sold at this Persian bazaar were spices from Southeast Asia, such as the ones shown here. **Critical Thinking: Link Past and Present** How is this bazaar similar to a modern shopping area? How is it different?



## Biography Quest



**Mansa Musa**  
1280?–1337

Every Muslim must make a *hajj*, or pilgrimage, to the holy city of Mecca. Mansa Musa's *hajj* became famous. His escort included 80 camels, each carrying 300 pounds of gold. Thousands of servants and officials accompanied the emperor across the Sahara.

Word of the emperor's *hajj* reached Europe. A Portuguese mapmaker described Mansa Musa as "the richest and most noble king in all the land."

## Biography Quest

**How did Mansa Musa's hajj affect the Egyptian economy?**

Visit: [PearsonSchool.com/amhist](http://PearsonSchool.com/amhist)

**West African Trade Centers** Trade networks also linked the Middle East and West Africa. Desert nomads guided caravans, or groups of camels and their cargo, across the vast Sahara, the largest desert in the world.


Ghana was the first major center of trade in West Africa. The kingdom was located between the sources of salt in the desert and the gold fields farther south. By the ninth century, the demand for gold had grown in the Middle East. On the other hand, people in West Africa needed salt in their diet to prevent dehydration in the hot tropical climate. As the trade in gold and salt increased, the rulers of Ghana became rich.

Shifting trade routes and disruptions caused by war gradually led Ghana to weaken. In the 1200s, the kingdom was absorbed into the empire of Mali. Mali reached its height under the Muslim ruler **Mansa Musa**. As Mali prospered, its great city of Timbuktu became a center of learning. Merchants from Mali traded throughout the region for kola nuts, food, and, of course, gold.

In the 1400s, Mali had a number of weak rulers. When nomads captured Timbuktu in 1433, the empire had been in decline for some time. It would soon be replaced by Songhai.

The rulers of Songhai captured Timbuktu in 1468. Songhai rulers restored the city as a center of Islamic learning. Trade across the Sahara expanded,

which brought wealth to the Songhai Empire. Salt, gold, and captives for sale as slaves passed through Songhai on the way to Muslim markets in the north.

 **Checkpoint** What trading kingdoms arose in West Africa?

## The East Asian Link in Trade

As early as 221 B.C., a strong ruler had unified China into a single empire. Later rulers added to the empire until it covered a large part of the continent of Asia. Highways, canals, and a postal system linked China together.

As China's empire expanded, so did its trade. China established trade links with India, Korea, Japan, the Middle East, and Africa. China's trade centers grew into cities. By the 1200s, Hangzhou (HAN JOW) was one of the world's largest cities.


**World Traders** China had a higher level of technology than any other civilization of the time. Around 1050, the Chinese invented printing with movable type. This was about 400 years before this technology was developed in Europe.


The Chinese made great advances in navigation. **Navigation** is the science of locating the position and plotting the course of ships. The Chinese invented the magnetic compass, which made it possible for ships to sail out of sight of land and still find their way home.

By the 1300s Chinese ships were sailing trade routes that stretched from Japan to East Africa. The Chinese explorer **Zheng He** made several voyages with a fleet of more than 300 giant ships. The fleet visited 30 nations throughout Asia and Africa, trading silks and pottery for spices, gems, medicinal herbs, and ivory.

**Spice Trade and the Silk Road** Chinese silks, bronze goods, pottery, and spices flowed west from China along a route known as the Silk Road. The Silk Road was one of the great trade routes of ancient times. It was not really a single road but a series of routes that stretched about 5,000 miles from Xi'an (SHE AHN) in China to Persia.

Merchants on the Silk Road brought silk and other goods from China across Asia for sale in Middle Eastern and European markets. Along the way they traded in the Middle East for products like cloves, nutmeg, and peppercorns from the Spice Islands in Southeast Asia. The Silk Road declined in importance when alternative sea routes were discovered.

 **Checkpoint** What was the Silk Road?

 **Looking Back and Ahead** The trade links between Asia and Africa developed at a time when much of Europe was isolated. In the next section, you will learn about the development of Europe. You will also see how Europe began to look toward the riches of Asia.



This Chinese figurine is made of jade, a precious trade item.

## Vocabulary Builder

**alternative** (awl TUR nuh tiv) *adj.* providing a choice between two or among more than two things

**FL** LA.8.A.6.1, SS.8.A.1.1, SS.8.E.3.1

## Progress Monitoring

**For:** Self-test with instant help  
**Visit:** [PearsonSchool.com/amhist](http://PearsonSchool.com/amhist)

## Section 3 | Check Your Progress

### Comprehension and Critical Thinking

- (a) Recall** What role did the Muslim world play in trade?  
**(b) Interpret Maps** Locate the Arabian Peninsula on a world map. Why was its location ideal for a trading center?
- (a) Recall** Why were gold and salt important in West African trade?  
**(b) Contrast** How did trade in East Africa differ from trade in West Africa?

### Reading Skill

- 3. Ask Questions** Look at the questions you asked, and look at the section review questions. Did the reading answer those questions? How did previewing help you set purposes and increase your understanding?

### Key Terms

- 4.** Write two definitions for the key term **navigation**—one a formal definition for a teacher, the other an informal definition for a younger child.

### Writing

- 5.** Consider the following thesis statement: The trading network between Asia, Africa, and Europe began a useful exchange of ideas and products. Write one or two paragraphs to develop that thesis.



## GEOGRAPHY AND HISTORY

# Global Trade in the Fifteenth Century

For centuries, merchants and traders used land and sea routes to travel between Europe, Africa, and Asia. Before the first European voyages to the Americas, a global trading network linked the major civilizations of three continents. Gold and salt moved east from Africa while silk and spices moved west from China and India. Use the map below to trace the patterns of global trade.

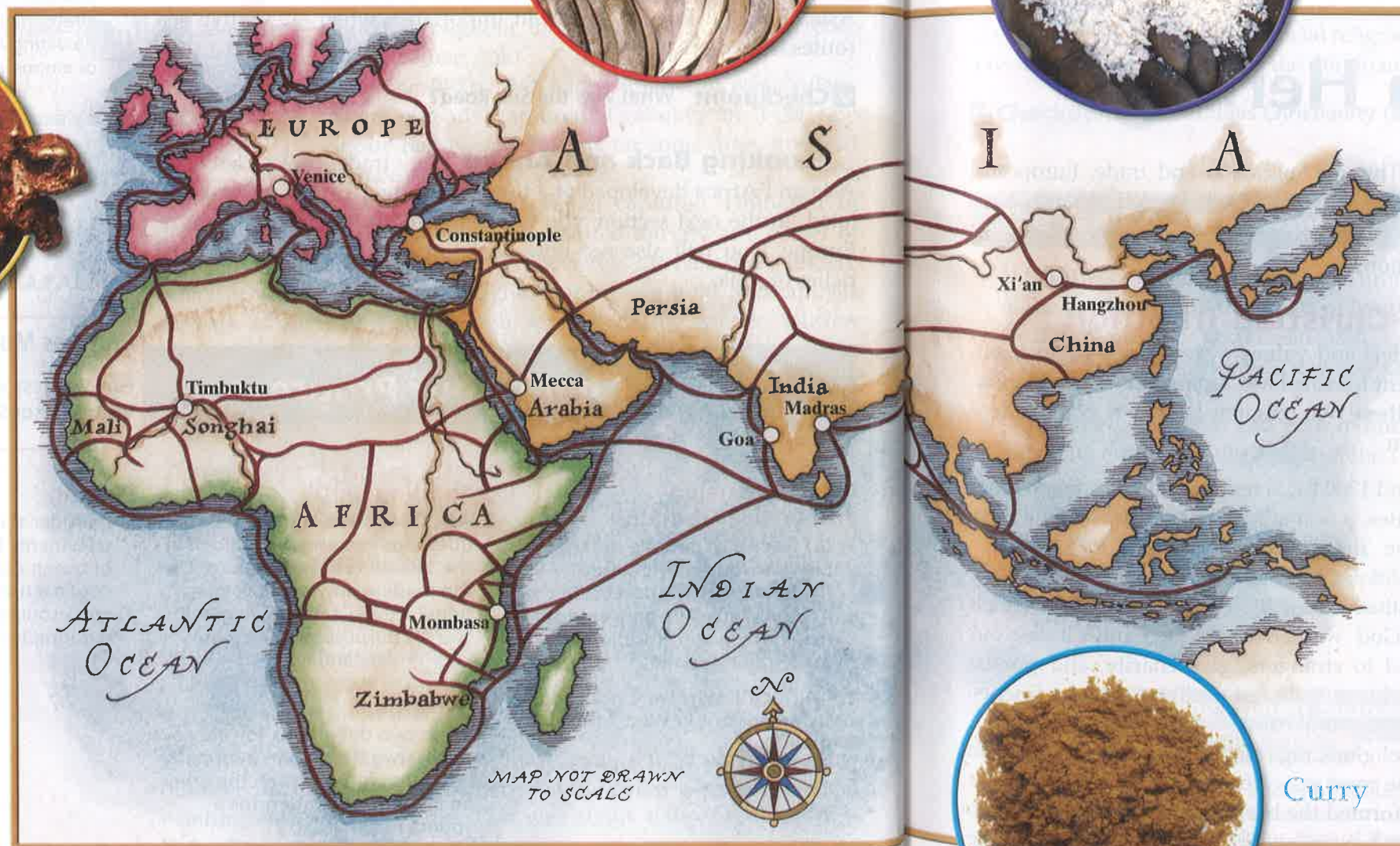
FL

- MA.8.A.1.3 Use tables, graphs, and models to represent, analyze, and solve real-world problems related to systems of linear equations
- SS.8.E.3.1 Evaluate domestic and international interdependence
- SS.8.G.2.2 Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications

Ivory



Gold



## Gold, Salt, and Ivory

Trade centers in East and West Africa saw heavy traffic in gold, salt, and ivory. African gold was highly valued in the Middle East.



Salt



Curry

**History Interactive**  
Explore Global Trade  
Visit: [PearsonSchool.com/amhist](http://PearsonSchool.com/amhist)

## Understand Effects:

### The Network Expands

When Christopher Columbus sailed west from Spain in 1492, he opened up a new era in global trade. Prior to Columbus's voyage, the Americas were isolated from the flow of goods and ideas that connected Europe, Africa, and Asia. After 1492, the old trade networks expanded across an ocean to a new world of resources.



Trade flourished throughout Asia. Ships from China and India unloaded their cargoes in Arabian ports for overland transport to African or European markets.

## Analyze GEOGRAPHY AND HISTORY

Worldwide trade allowed for the exchange of goods and ideas across continents. Write a paragraph describing how West African gold might travel to China.





▲ European merchants sold goods from Africa and Asia.

### Cinnamon, Pearls, and Gold

“[I] landed and showed them a variety of merchandise, with the view of finding out whether such things were to be found in their country. This merchandise included cinnamon, cloves, seep pearls, gold, and many other things, but it was evident that they had no knowledge whatever of such articles.”

—Vasco de Gama, *Round Africa to India*, 1497–1498

## The European Heritage

### FL Next Generation Sunshine State Standards

- **LA.8.1.6.3** The student will use context clues to determine meanings of unfamiliar words
- **LA.8.6.2.2** The student will assess, organize, synthesize, and evaluate the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources
- **SS.8.A.1.1** Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments
- **SS.8.A.1.5** Identify in primary/secondary sources author of key documents

### Reading Skill

#### Use Graphics to Construct Meaning

Textbooks include information beyond the main text that can be useful to your understanding. Nontext material includes maps, charts, and photos. These materials often have accompanying text such as captions or titles. Use this material to gain understanding as you read.

#### Key Terms and People

monotheism	feudalism
Jesus	Martin Luther
salvation	Henry the Navigator
direct democracy	Vasco da Gama
republic	

**Why It Matters** Through migration and trade, Europeans, Africans, and Asians exchanged goods, inventions, and ideas.

**Section Focus Question:** What major influences shaped European civilization?

### The Judeo-Christian Tradition

European beliefs and values were shaped by two religions of the ancient Middle East: Judaism and Christianity. The influence of these two religions is known as the Judeo-Christian tradition.

**Judaism** Around 1700 B.C. a religion called Judaism arose among the Israelites, a nomadic people of the Middle East. Judaism was the first major world religion to teach **monotheism**, the idea that there is only one God.

According to the Hebrew Bible, Moses taught the Israelites the values God wanted them to fulfill—love your neighbor, be kind to strangers, give charity, and pursue justice. Those teachings included the Ten Commandments, a set of religious and moral rules.

Other early religions regarded rulers as gods. Judaism held that even the most powerful ruler had to obey God’s laws. This belief formed the basis for the later view that no person, no matter how powerful or wealthy, is above the law.

**Christianity** About 2,000 years ago, a Jewish teacher named **Jesus** of Nazareth began to preach in the region around the Sea of Galilee. Jesus attracted a following. Many believed that he was the Messiah, the Savior chosen by God.

The Gospels, which recount the life of Jesus, tell how crowds flocked to hear Jesus teach and perform miracles. According to the Gospels, the Roman rulers of Judea, wanting to maintain order, arrested, tried, and crucified Jesus. Followers of Jesus said that he rose from the dead three days later.

The life and teachings of Jesus inspired a new religion, Christianity. Christianity is based on the belief that Jesus was indeed the Messiah, sent by God to save the world. Christians teach that Jesus was, in fact, God in human form.

The teachings of Jesus emphasized love, mercy, and forgiveness. Jesus also taught that all people have an equal chance for **salvation**, or **everlasting life**. These beliefs appealed to many people, especially the poor and oppressed. This helped Christianity spread from the Middle East across Europe.

As Christianity spread, the Romans at first viewed it as a threat. Christians were subject to arrest and death. Later, emperors accepted Christianity and made it the official religion of the Roman Empire. As a result, it eventually became the dominant religion of all of Europe.

**Checkpoint** What does Christianity teach about Jesus?

### The Ten Commandments

“[I.] I the Lord am your God, who brought you out of the land of Egypt, the house of bondage. You shall have no other gods besides Me. . . .  
[IV.] Remember the sabbath day and keep it holy. . . .  
[V.] Honor your father and your mother, that you may long endure on the land that the Lord your God is assigning to you.  
[VI.] You shall not murder. . . .  
[VIII.] You shall not steal.”

—Book of Exodus, *Tanakh*, The New Jewish Publication Society

Translation of the Hebrew Bible

Painting showing Moses with the Ten Commandments



### Reading Primary Sources

#### Skills Activity

According to the Book of Exodus, God gave the Ten Commandments to the Israelite leader Moses. Five of the Commandments are given above.

- Apply Information** How does this selection reflect the Judeo-Christian idea of monotheism?
- Draw Conclusions** How do the Ten Commandments say we should treat other people?

**Use Graphics to Construct Meaning**  
Preview the pictures in this section. What do they suggest to you about the content of the text?



## Greek and Roman Traditions

Judaism and Christianity shaped European religious and moral thinking. At the same time, the ancient civilizations of Greece and Rome shaped European political traditions. Greek and Roman ideas would later deeply influence the Founders of the United States.

**Athenian Democracy** In the fifth century B.C., the Greek city-state of Athens experienced a sudden explosion of learning and creativity. Perhaps its most remarkable achievement was the birth of democracy.

Athens was a direct democracy. **Direct democracy** is a form of government in which an assembly of ordinary citizens makes decisions. This differs from the modern American form of government, in which citizens elect representatives to make laws. Any adult male citizen could participate in the Athenian Assembly. The Athenian leader Pericles described the Athenian idea of democracy:

“Our constitution is named a democracy, because it is in the hands not of the few but of the many. . . . We decide or debate, carefully and in person, all matters of policy.”

—Pericles, from *The History of the Peloponnesian War* (Thucydides)

Still, Athenian democracy had limitations. Women, slaves, and foreign-born people could not participate in government.

Athenians believed that a democracy depended on well-rounded, educated citizens. In Athenian schools, boys studied many areas of knowledge, from history and grammar to poetry and music. Because Athenian citizens were expected to voice their opinions in the Assembly, schools also trained students in public speaking.

**Roman Government and Law** While democracy was developing in ancient Greece, a few small villages in central Italy were growing into the city of Rome. Over time, the Romans developed new traditions in law and government.

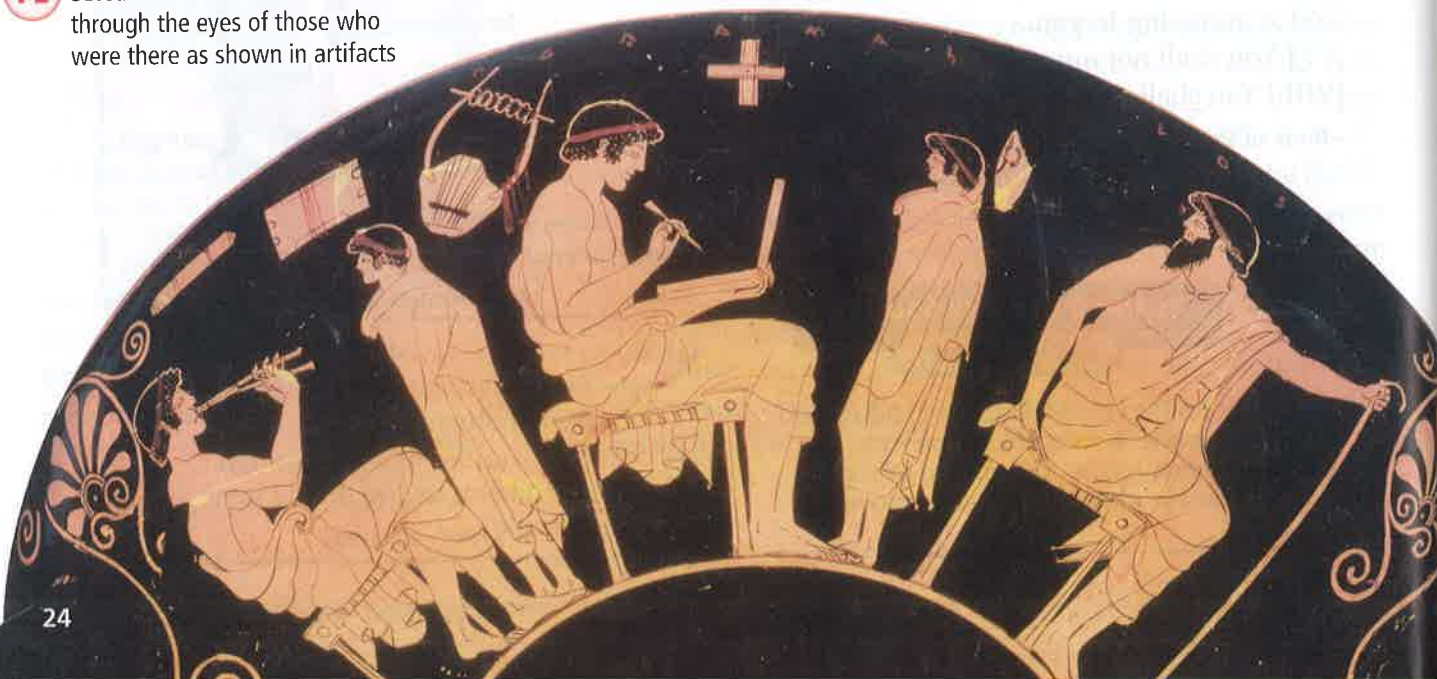
### Vocabulary Builder

**participate** (pah-TEEHS uh payt)  
v. to take part

### Education in Athens

This Greek vase painting shows an Athenian school. At the center, a teacher checks a student's writing tablet. **Critical Thinking:** **Interpret Art** Identify one other subject that the students at this school are learning.

**FL** SS.8.A.1.7 View historic events through the eyes of those who were there as shown in artifacts



## Links Across Time

### Republican Government

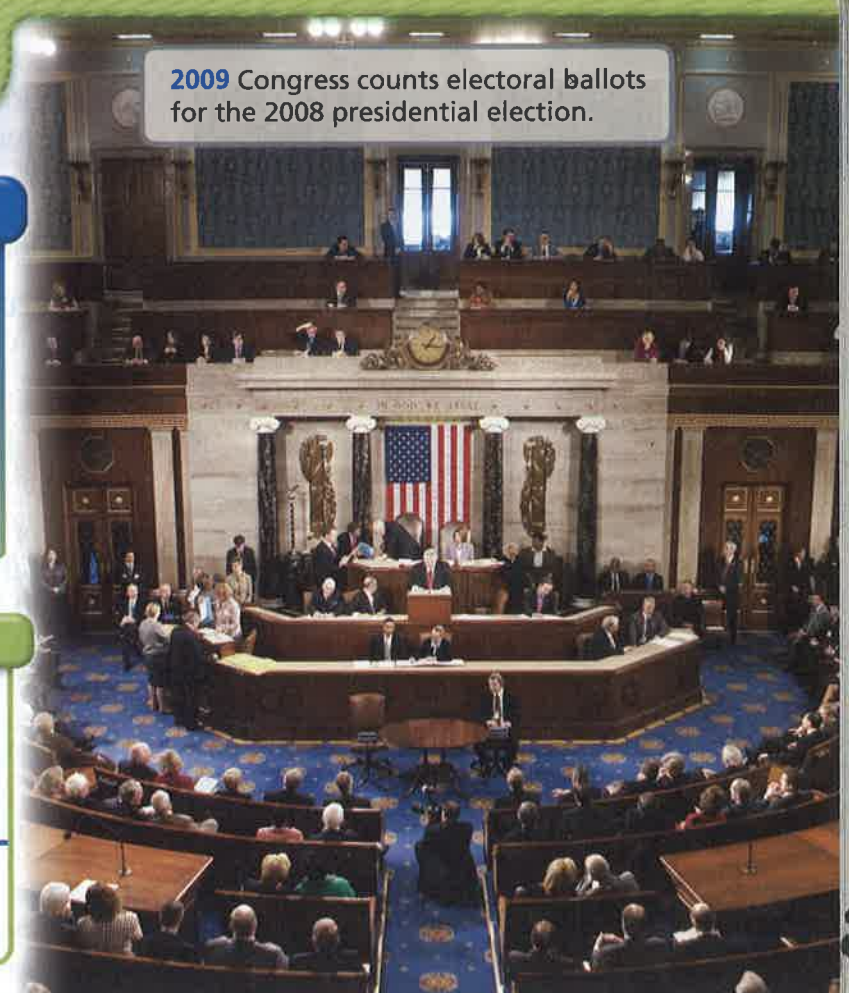
**509 B.C.** The Roman Republic was established. The elected Senate became the chief governing and law-making body of Rome.

**1787** The Founders of the United States admired the Roman Republic. When they wrote the Constitution, they gave lawmaking power to an elected Congress similar to the Roman Senate. But they divided Congress into two separate houses, the Senate and the House of Representatives.

### Link to Today Online

**Congress Today** Today, as in the past, the men and women of Congress make laws that affect the lives of all Americans.

**For:** Congress in the news  
**Visit:** [PearsonSchool.com/amhist](http://PearsonSchool.com/amhist)



2009 Congress counts electoral ballots for the 2008 presidential election.

In 509 B.C., the Romans overthrew their king and set up a republic. A **republic** is a form of government in which people choose representatives to govern them. In the Roman Republic, an elected senate and assembly made the laws.

Rome's code of laws defined the rights of citizens. According to the code, everybody was equal under the law. People accused of crimes were considered innocent until proven guilty. These principles form the framework of the American system of justice.

Long years of civil war led to the collapse of the Roman republic. In 27 B.C., a noble named Octavian declared himself emperor. The Roman Empire would last for almost 500 years. During this time, Roman ideas about law and government spread over a wide area.

**✓Checkpoint** How did citizens participate in Greek and Roman government?

### New Horizons

After a period of decline, the Roman Empire fell to invaders in A.D. 476. Europe fragmented into many small states. The 1,000-year period after the fall of Rome is known as the Middle Ages.

**The Middle Ages** By the ninth century, feudalism had arisen in Europe. **Feudalism** is a system in which a ruler grants parts of his land to lords. In exchange, lords owed the king military service and financial assistance. In turn, lords granted land to lesser lords.





### Copying a Manuscript

In Europe during the Middle Ages, learning was in the hands of the Church. Monks like this one spent hours and hours each day carefully copying books by hand. **Critical Thinking: Make Predictions** How might the invention of mechanical printing affect learning in Europe?

The Roman Catholic Church had great power in the Middle Ages. Daily life revolved around the rituals of the Catholic Church. The Catholic Church was also the center of learning. Outside of members of the clergy, few people, even among the nobility, were able to read and write.

**The Crusades** In 1095, the leader of the Roman Catholic Church, Pope Urban II, declared a crusade, or holy war. Its object was to win back control of the region known as the Holy Land, the land where Jesus had lived and taught. There were nine crusades over the next 200 years. In the end, they failed to win permanent control of the Holy Land.

Still, the Crusades had important long-term effects. They put Europeans in closer contact with the more advanced Muslim civilization. Europeans were attracted by the rich goods they saw in the Holy Land. They tasted strange foods and spices, such as oranges, pepper, and ginger. They also learned about advanced technology used for navigation. In time, the Crusades would help inspire Europeans to look overseas for trade.

**The Renaissance** Beginning in the 1300s, there was a rebirth of learning that is known as the Renaissance. European scholars rediscovered the classical texts of ancient Greece and Rome. Artists reflected a new interest in subjects that had influenced ancient thinkers.

Science and invention flourished. One invention, in particular, had a great impact on society. In the mid-fifteenth century, Johann Gutenberg invented a printing press. Using movable type, the printing press enabled a printer to produce a large number of identical books in a short time. As books became more available, the ability to read became more widespread.

During the late Middle Ages, powerful nation-states emerged in Europe. Italian cities had long controlled trade on the Mediterranean. The new nations—Spain, Portugal, France, and England—would shift the important trade routes to the Atlantic Ocean.

**The Reformation** Since the late Roman Empire, most Europeans had belonged to the Roman Catholic Church. Not all were happy with Catholicism, however. In 1517, a German monk named **Martin Luther** demanded that the Roman Catholic Church reform.

When his demands were rejected, Luther rebelled against the Catholic Church authority. Followers of Luther were called Protestants, because they were protesting certain Catholic Church practices. The movement Luther led is called the Protestant Reformation. Over time, Luther's movement split, and many Protestant churches emerged. The Reformation also plunged Europe into a long series of wars between Catholic and Protestant forces.

**Checkpoint** What was the Renaissance?

## An Age of Exploration Begins

The Renaissance, the rise of nations, and the expansion of trade set the stage for an era of exploration. The person who provided the leadership for this new era was a brother of the king of Portugal, known to history as Prince **Henry the Navigator**. A deeply religious man, Henry hoped not only to expand Portuguese power but also to spread Christianity to new lands.

In the 1400s, Henry set up a center for exploration at Sagres (SAH greesh) in southern Portugal. He brought mathematicians, geographers, and sea captains to this center to teach his crews everything they needed to know about navigation and mapmaking.

At Sagres, sailors learned how to use the magnetic compass to find their direction at sea. They also learned how to use an instrument called the astrolabe to determine their precise latitude, or distance from the equator.

Using their new skills, Portuguese sailors began sailing southward along the western coast of Africa. By 1498, the Portuguese sailor **Vasco da Gama** passed the southern tip of Africa and continued north and east to India. Da Gama's course became an important trade route and helped boost Portuguese wealth and power. Later, Portuguese sailors pressed on to the East Indies, the source of trade in spices.

**Checkpoint** What was Prince Henry's goal?

**Looking Back and Ahead** By the time Vasco da Gama reached India, Prince Henry was long dead. However, his work opened the way for European sailors to reach far-flung corners of the globe. In the next chapter, you will see how these sailors linked the long-separated worlds of the east and west.

### Vocabulary Builder

**precise** (pree sīs) **adj.** exact; accurate

**FL** LA.8.1.6.3, LA.8.6.2.2, SS.8.A.1.1

### Progress Monitoring **Online**

**For:** Self-test with instant help  
**Visit:** PearsonSchool.com/amhist

## Section 4 | Check Your Progress

### Comprehension and Critical Thinking

- (a) **Recall** What role did citizens play in Athens?  
(b) **Contrast** How did Athenian democracy differ from the Roman Republic?
- (a) **Recall** How did Europeans make greater contact with the outside world?  
(b) **Identify Benefits** How might Europeans of that time benefit from increased trade?

### Reading Skill

#### 3. Use Graphics to Construct Meaning

How did previewing visual material in this section help you read more actively? How did this material add detail to your understanding of European civilization?

### Key Terms

Answer the following questions in complete sentences that show your understanding of the key terms.

- How did **monotheism** differ from other early beliefs?

- Why were nobles important in **feudalism**?
- How are leaders chosen in a **republic**?

### Writing

- Some of the events covered in this section include the Crusades, feudalism, and the Renaissance. What do you think life was like in Europe before these events happened? How did life in Europe change after these events? Answer the questions in one or two paragraphs.





21st Century Learning

History books are full of information. Although you cannot remember every fact, you can learn to identify the main ideas and note the details that explain and support them. The following passage is a description such as you might find in a textbook.



SS.8.A.1.4 Differentiate fact from opinion, utilize appropriate historical research and fiction/non-fiction support materials

Native Americans developed a variety of ways to meet their basic needs for food, clothing, and shelter. In some culture areas, tribes hunted animals and gathered the nuts and fruits that grew in the wild. Other tribes depended on the sea for food. They made boats out of animal skins or carved canoes out of trees. From their boats and canoes, they speared fish or hunted marine animals such as seals, walruses, and whales.

Whether hunting, fishing, farming, or gathering wild plants, Native Americans had a great respect for the natural world. Their prayers and ceremonies were designed to maintain a balance between people and the forces of nature. They believed that they must adapt their ways to the natural world in order to survive and prosper.

Learn the Skill

Use these steps to learn how to identify main ideas and supporting details.

- 1 **Find the main idea.** The main idea is what the passage is about. Often, the main idea is stated in the first sentence of a paragraph. However, it can occur in other parts of a paragraph as well.
- 2 **Restate the main idea.** To be sure you understand the ideas expressed in the paragraph, restate the main idea in your own words.
- 3 **Look for details.** Details might include facts, reasons, explanations, examples, and descriptions that tell more about the main idea.
- 4 **Make connections.** Note how the details support and expand the main idea.

Practice the Skill

Answer the following questions based on the paragraph above.

- 1 **Find the main idea.** (a) What is the main-idea sentence in the first paragraph? (b) What is the main-idea sentence in the second paragraph?
- 2 **Restate the main idea.** Restate the main idea of each paragraph in your own words.
- 3 **Look for details.** Identify a detail that supports the main idea in each paragraph.
- 4 **Make connections.** (a) How do the details in the first paragraph help explain its main idea? (b) How do the details in the second paragraph help explain its main idea?

Apply the Skill

See the Review and Assessment at the end of this chapter.



How did different cultures and traditions develop around the world?

Section 1

The Earliest Americans

- Most scientists believe that early people came to the Americas from Asia by way of a land bridge.
- As people learned to farm, they formed permanent settlements.
- The Mayas, Aztecs, and Incas built civilizations in Central America and South America.

Section 2

Cultures of North America

- The Mound Builders were among the earliest cultures of North America.
- People of North America developed varied ways of life, depending upon the environments in which they lived.
- The League of the Iroquois created a pact between warring nations in the Eastern Woodlands.

Section 3

Trade Networks of Asia and Africa

- The Muslim world linked Asia to Africa and Europe through trade.
- Various trading states emerged in both East Africa and West Africa.
- China dominated East Asian trade along the Silk Road.

Section 4

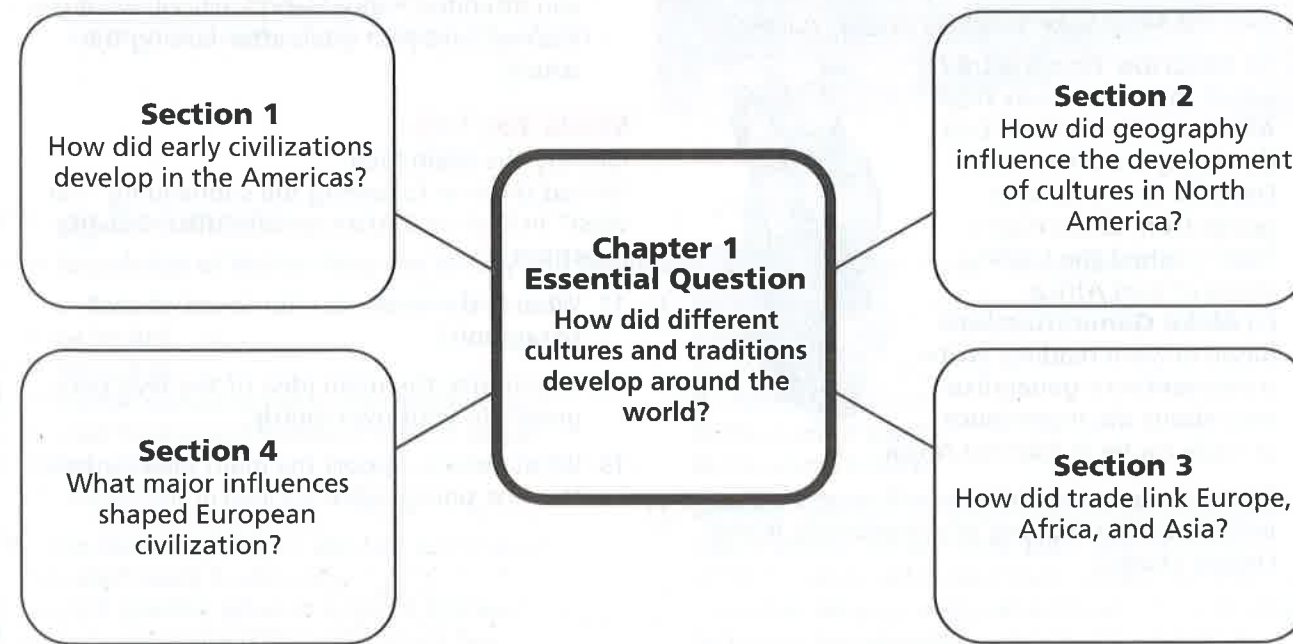
The European Heritage

- Judaism and Christianity formed the foundation for European religious beliefs.
- Greece and Rome shaped ideas about democratic government.
- After the Middle Ages, Europeans began to look beyond their boundaries.



Exploring the Essential Question

Use the online study guide to explore the essential question.





### Key Terms

1. Draw a table with eight rows and three columns. In the first column, list the following key terms: **glacier**, **irrigate**, **culture**, **clan**, **navigation**, **monotheism**, **direct democracy**, **republic**. In the next column, write the definition of each word. In the last column, make a small illustration that shows the meaning of the word.

### Comprehension and Critical Thinking

2. (a) **Recall** Describe the land-bridge theory that scientists have developed to explain how people first came to the Americas.  
(b) **Clarify Problems** Some scholars have different ideas about how people first came to the Americas. Why do you think we are not sure about this event?
3. (a) **Describe** How did the Aztecs build a large empire?  
(b) **Compare** What features did the Aztec civilization have in common with the civilization of the Incas?  
(c) **Contrast** How did the civilization of the Aztecs differ from other societies of North America?
4. (a) **Recall** What was the purpose of the League of the Iroquois?  
(b) **Identify Costs and Benefits** What did each Iroquois Nation give up by joining the League? What did they gain?  
(c) **Draw Conclusions** Why do you think the Iroquois League succeeded?
5. (a) **Describe** How did trade goods move between West Africa and the Middle East?  
(b) **Apply Information** Describe two ways that goods from China might have reached the trading states of East Africa.  
(c) **Make Generalizations** Based on your reading, write a one-sentence generalization about the importance of trade routes in Asia and Africa.
6. (a) **Summarize** Which Greco-Roman traditions influenced the shaping of government in the United States?



- (b) **Link Past and Present** How do these Greco-Roman ideas directly impact political life in the United States today?
- (c) **Recall** Name three major influences of the Judeo-Christian tradition on Europe.
7. (a) **Define** What were the Crusades?  
(b) **Analyze Cause and Effect** What were the long-range effects of the Crusades?  
(c) **Draw Conclusions** Do you think the Crusades were a failure or a success? Explain.

### History Reading Skill

8. **Read Actively** Apply what you learned about active reading to the next chapter. Preview the headings and prereading material. Scan the graphic material. Generate two questions to help you guide your reading.

### Writing

9. **Write a paragraph on the following topic:** Historical events led to increasing contacts between people in different parts of the world. **Your paragraph should:**
  - begin with a thesis statement that explains the critical events and ideas that started the move toward increasing contacts;
  - support these events or ideas with facts and examples.
10. **Write a Narrative:** You are a sailor who studied with the navigator Prince Henry. Write a paragraph explaining why you attended Prince Henry's school, what you learned, and your goals after leaving the school.

### Skills for Life

#### Identify the Main Idea

Reread the text following the subheading "Far West" in Section 2, then answer the following questions.

11. What is the main-idea sentence of each paragraph?
12. Summarize the main idea of the two paragraphs in your own words.
13. What details support the main-idea sentence of the first paragraph?

## Document-Based Assessment FL

### Native Americans and Nature

Early Native Americans were profoundly influenced by nature and geography. Documents A and D show North American Native American dwellings. In Documents B and C, a Tlingit boy and a Zuni priest describe the importance of land and natural things to their lives and religion.

#### Document A



The land of the Pacific Northwest

#### Document B

"Land ownership is one of the biggest laws in the Tlingit culture. You did not fish or hunt on somebody else's land without their permission. If you did and you were caught, your equipment would be broken and you would have to leave. . . .

The Tlingit people subsisted in seasonal rounds. . . . They hunted black and brown bear with spear and deadfall. For wolf, coyote, and fox they used snares. They used traps to get mink, weasel, and land otter. With bow and arrow, they hunted the mountain goat. They fished Halibut, King salmon, Silver salmon, and Humpy salmon. . . ."

—From an Oral History from a Tlingit boy, age 11

#### Document C

"Five things alone are necessary to the sustenance and comfort of the [Native Americans] among the children of earth.

The sun, who is the Father of all.  
The Earth, who is the Mother of men.  
The water, who is the Grandfather.  
The fire, who is the Grandmother.  
Our brothers and sisters the Corn, and seeds of growing things."

—from "Zuni Breadstuff," *Millstone 9*, no. 1 (1884): 1–3.

#### Document D



A Seminole village

### Analyzing Documents

Use your knowledge of Native American history and Documents A, B, C, and D to answer questions 1–4.

- 1 You can infer from Document B that land ownership was important because
  - A. the law said so.
  - B. it let people give permission to other people to hunt.
  - C. land had the abundant resources the Tlingit people needed to live.
  - D. kids needed land to learn life skills.
- 2 What does Document C tell you about the Zuni people?
  - F. They relied heavily on corn crops.
  - G. They had abundant resources in their environment.
  - H. Corn was not as important to them as was fire.
  - I. They were not religious.
- 3 Which two documents describe life in Native American villages?
  - A. Documents B and C
  - B. Documents C and D
  - C. Documents B and D
  - D. Documents A and D
- 4 **Writing Task** How did Native American life in the Southeast, Southwest and Northwest differ? How did nature affect the culture and society of both groups? Use documents from this page along with information from the chapter to write two paragraphs answering these questions.

- SS.8.A.1.1 Check validity of information from research/text
- SS.8.A.1.4 Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials
- SS.8.A.1.7 View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts