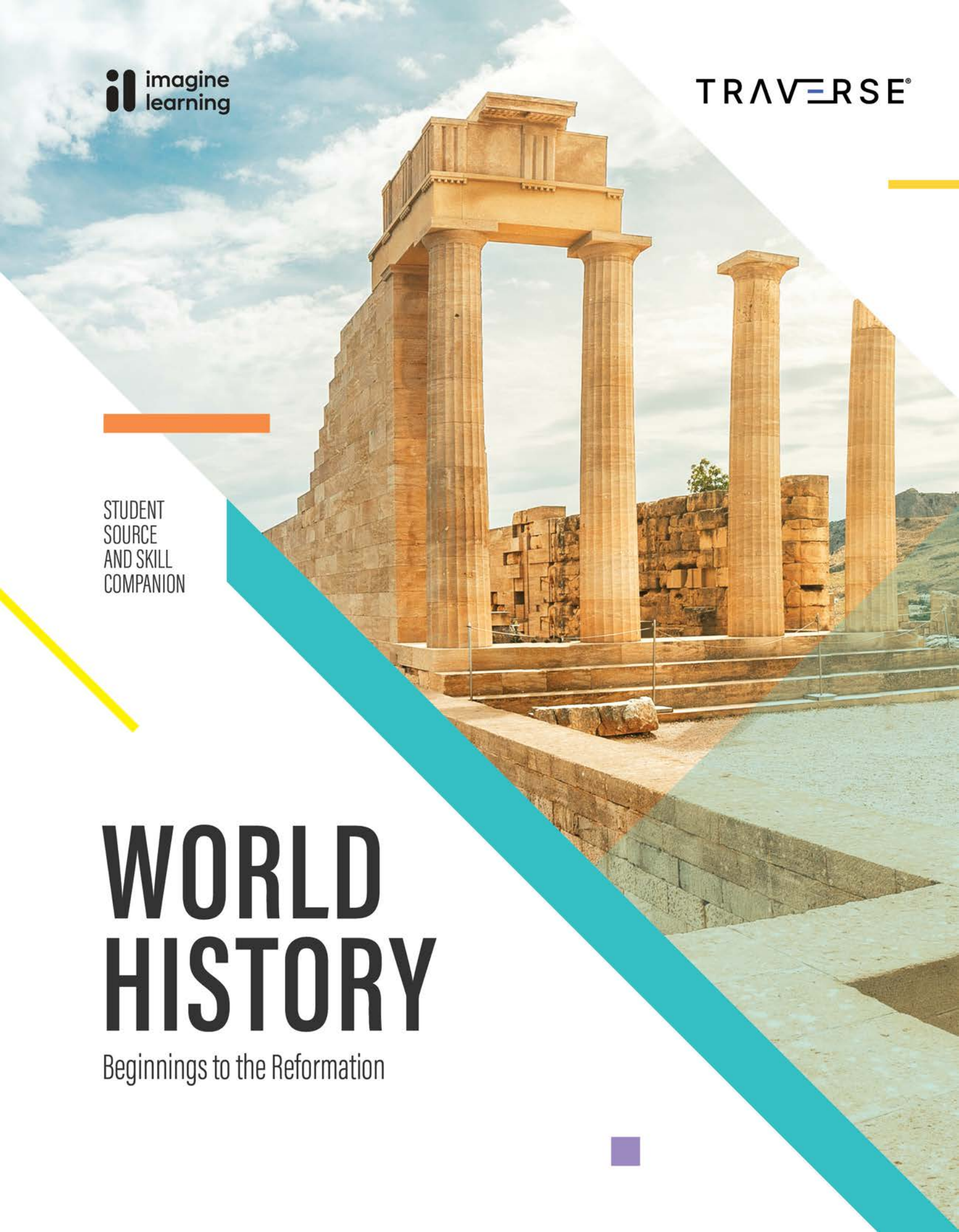


STUDENT  
SOURCE  
AND SKILL  
COMPANION

# WORLD HISTORY

Beginnings to the Reformation






# GETTING STARTED

**Welcome to the Traverse Source  
and Skill Companion!**

In this book, you will find the sources  
for each chapter as well as detailed  
instructions for every Chapter Inquiry.



# CHAPTER OVERVIEW

The chapter overview gives you essential information about the chapter. Everything in this book also appears in your digital student account, along with the chapter narratives, Echoes, and multiple types of media.

The screenshot shows the chapter overview page for 'Becoming a Historian'. It features a header with the chapter number '1' and title 'Becoming a Historian'. Below the header is a photograph of an archaeologist working with artifacts. The page is divided into several sections: 'CHAPTER QUESTION' with a question 'How do people know about the past?' and a quote from Herodotus; 'CHAPTER OBJECTIVES' with three numbered goals; 'CHAPTER CONTENTS' with a table of contents listing various sources and their page numbers; and 'CHAPTER INQUIRY' at the bottom. A red line points from the 'CHAPTER QUESTION' section to the text on the right.

## Chapter Question and Objectives

Refer to these high-level questions and goals when you need a reminder of how the sources and inquiry fit into the chapter as a whole.

## Chapter Contents

Sources in the narrative are listed before sources in the inquiry. If a source is used in both the narrative and inquiry, it will only appear once in this book.

The screenshot shows the chapter narrative page. It is divided into three main sections: 'CHAPTER NARRATIVE', 'CHAPTER INQUIRY ROUTINE', and 'CHAPTER OVERVIEW'. The 'CHAPTER NARRATIVE' section contains two tables. The first table, titled 'HISTORY', has columns for 'Secondary Source' (The Histories) and 'Media' (Flipbook: Historians and Their Work). The second table, titled 'ARCHAEOLOGY AND ANTHROPOLOGY', has columns for 'Primary Source' (World's Oldest Pants) and 'Media' (Hotspot: Archaeological Site, Explainer Video: Anthropology, 3D Object: Katanda Harpoon). The 'CHAPTER INQUIRY ROUTINE' section contains three numbered steps: 'COMPELLING QUESTION', 'SOURCE SET', and 'COMMUNICATING CONCLUSIONS'. A red line points from the 'CHAPTER NARRATIVE' section to the text on the right.

## Chapter Narrative

This chapter-at-a-glance table allows you to make connections to the narrative sections and media, which are found entirely online.

## Chapter Inquiry Routine

Preview the steps you will take to complete the Chapter Inquiry. All inquiries include a Compelling Question, a source set, and an Inquiry Prompt. Some also feature skill lessons and simulations.

# SOURCES

Sources in each chapter are a part of the narrative, Chapter Inquiry, or both. In narratives, sources give additional information about the section topics. In Chapter Inquiries, the sources form source sets that you will use to complete each inquiry.

The screenshot shows a digital interface for 'PRIMARY AND SECONDARY SOURCES'. It features two source cards. The first card, 'SECONDARY SOURCE SUMERIAN PLOW', includes a 'Section Question' about geographic features, 'SOURCING INFORMATION' (Genre: Artifact, Creator: Unknown, Date: Unknown), and a 'BACKGROUND' section describing the plow's invention. The second card, 'PRIMARY SOURCE THE EPIC OF GILGAMESH: TABLET XI', includes a 'Section Question' about writing, 'SOURCING INFORMATION' (Genre: Poem, Author: Unknown, Date: circa 2100 BCE), and a 'BACKGROUND' section. Both cards have 'Online option' buttons and 'Historical Reading Skill' icons. Red arrows point from the text on the right to these elements.

## Source Tabs

These tabs make it clear if a source is in a narrative section, Chapter Inquiry, or both. If the source appears in the Chapter Inquiry, you will return to that source page when you work through the source set.

## Skill Question

Practice social studies skills as you answer questions about the source.

## Sourcing Information and Background

Knowing who created something, when, and why can help you understand and analyze the source.

# READING SKILL LESSONS

Reading Skill lessons teach you how to analyze sources. These lessons use a source in the chapter narrative to model the skill.

## Checklist

Each skill lesson includes a checklist with specific steps and questions that you will use to analyze that type of source.

## Skill Model

The skill model provides an example of a source analysis using the checklist.

## Practice

Each Reading Skill lesson ends with a chance to practice the skill using the steps from the checklist.

The screenshot shows a digital page for 'HISTORICAL READING SKILL ANALYZING ARTIFACTS'. It includes an introduction, a checklist with three sections: '1. CHECKLIST' (Make observations, Make inferences, Go beyond), '2. SKILL MODEL' (Here's how one student uses the checklist to analyze artifacts, with a student's analysis of 'World's Oldest Pants'), and '3. PRACTICE' (Use the checklist to analyze 'World's Oldest Pants'). A table at the bottom shows a student's completed checklist. Red arrows point from the text on the right to these elements.

# CHAPTER INQUIRY

Each Chapter Inquiry is an opportunity to develop a claim based on evidence and to communicate that claim in a variety of ways. You will use a specific set of sources and the skills you are learning to complete each inquiry.

**CHAPTER INQUIRY**

**1 | COMPELLING QUESTION**

**COMPELLING QUESTION**  
What happened to the Sanxingdui?

**BACKGROUND INFORMATION**  
How can we uncover what happened to ancient cultures that have disappeared? Historians, archaeologists, and anthropologists gather and study evidence in order to find out. Evidence might point to a significant event like a natural disaster or an internal conflict that disrupts a culture or community. At times, the answer is unclear, and researchers need more evidence to come to a conclusion. In this Chapter Inquiry, you will explore some possible explanations for why the Sanxingdui disappeared, and you will develop your own claim.

**SUPPORTING QUESTIONS**  
Use the Supporting Questions to prepare for the Chapter Inquiry:

- What do we know about the culture of the Sanxingdui?
- What are different theories about what happened to the Sanxingdui?
- How are these theories similar?
- How are these theories different?

As you analyze the source set, gather information to add to your answers.

**GRAPHIC ORGANIZER**  
Track your ideas as you work through the source set. Complete one row for each source.

Source Title	What happened to the Sanxingdui?	Evidence
Mystery of Ancient Chinese Civilization's Disappearance Explained		

**INQUIRY PROMPT**  
**Construct an Argument:** Write a paragraph responding to the Compelling Question. Be sure to use information from multiple sources to support your position on what happened to the Sanxingdui. Also, discuss what the sources don't tell you about what happened to the Sanxingdui.

**2 | SOURCE SET**

 MYSTERY OF ANCIENT CHINESE CIVILIZATION'S DISAPPEARANCE EXPLAINED Genre: Article Author: Tia Ghose Date: 2014 PAGE 11	 POSSIBLE RESOUTING OF THE MINISANG RIVER 1099 BCE Genre: Map Date: 2024 PAGE 13
 EXCAVATION OF A SACRIFICIAL PIT AT SANXINGDUI RUINS Genre: Photograph Photographer: Ma Da Date: 2021 PAGE 12	

14 CHAPTER 1

## Compelling Question

Each Chapter Inquiry starts with a Compelling Question. All the work you do in the inquiry will help you craft an evidence-based response to this question.

## Inquiry Prompt

Your task will vary from chapter to chapter. The Inquiry Prompt always appears on the first page of the Chapter Inquiry to guide your work.

## Source Set

The source set identifies which sources to use for your Chapter Inquiry. Remember that some sources were also part of the chapter narrative, so use the page numbers to locate them.

**3 | COMMUNICATING CONCLUSIONS**

After evaluating the sources in the source set, prepare to communicate your conclusions about the Compelling Question. Use the process below to plan and develop your response to the Inquiry Prompt.

**1. REVIEW AND DISCUSS**  
With your partner, review the Supporting Questions. Refer back to the details in the chapter as needed.

- What do we know about the culture in Sanxingdui?
- What are different theories about what happened to the Sanxingdui?
- How are these theories similar?
- How are these theories different?

Then use your annotations and graphic organizer to discuss the Compelling Question and Inquiry Prompt response with a partner.

**2. PLAN**  
Plan your response by conducting research, developing your claim, and choosing evidence from the source set and your research to use in your paragraph.

Consider trying to find one of these types of sources when you research online:

- an article or book excerpt by a historian
- an article from a museum or historical library
- an interview with a historian

**3. RESPOND**  
Use your graphic organizer, the answers from your discussion with your peers, and your plan to respond to the Inquiry Prompt. An exemplary response meets the following criteria:

- The response demonstrates a thorough understanding of what may have caused the Sanxingdui to disappear.
- The response includes relevant evidence gathered from multiple sources. Evidence is used effectively to develop a strong, persuasive claim.
- The response successfully evaluates the credibility of a secondary source, identifies the source's intended purpose, and analyzes the role of the author's perspective in the argument.

**INQUIRY PROMPT**  
**COMPELLING QUESTION**  
What happened to the Sanxingdui?  
**Construct an Argument:** Write a paragraph responding to the Compelling Question. Be sure to use information from multiple sources to support your position on what happened to the Sanxingdui. Also, discuss what the sources don't tell you about what happened to the Sanxingdui.

CHAPTER INQUIRY 15

## Communicating Conclusions

After you've read and analyzed the inquiry sources, you will use the guidance in the Communicating Conclusions section to organize your response. These three steps will help you:

- Review your ideas.
- Organize your ideas into a plan.
- Craft your response to the Inquiry Prompt.

The Compelling Question and Inquiry Prompt are repeated here for easy reference as you prepare your response.

# INQUIRY AND RESEARCH SKILL LESSONS

Many Chapter Inquiries include an Inquiry and Research Skill lesson. These lessons will improve your ability to work with sources, conduct effective research, and craft successful responses.

**3 | INQUIRY AND RESEARCH SKILL**  
**EVALUATING PRIMARY SOURCES**

Examine the "Evaluating Primary Sources" episode of *The Beat* to understand how one group of students approaches the process of evaluating primary sources. Then read the definition and checklist that students discuss in the video.

**What does it mean to evaluate primary sources?**  
Primary sources are firsthand accounts or original materials of history that provide information about the experiences and ideas of people in that time period. When using a primary source, it is important to identify the source's strengths and limitations as evidence to answer your Compelling Question.

**Why is it important to evaluate a primary source?**  
Evaluating the strengths and limitations of a primary source helps you determine how to use the source as evidence to answer your Compelling Question. For example, you might find that a source includes some, but not all, evidence you need to answer your Compelling Question and needs to be paired with another relevant source to support your argument or explanation. Or, you might find that the perspective represented in the source does not fully address your Compelling Question and requires you to adjust your claim or consider other evidence.

**1. CHECKLIST HOW DO YOU EVALUATE PRIMARY SOURCES?**

**Analyze the source's relevance as evidence to answer your Compelling Question.**

- What do you know about the source's maker, time period, purpose, and intended audience?
- How could this perspective help you answer your Compelling Question?
- How useful is this source in answering your Compelling Question?

**Analyze the source's credibility as evidence to answer your Compelling Question.**

- Is the evidence in this source supported by evidence in other sources?
- Is there anything about the maker's perspective, the source's purpose, or intended audience that might impact its credibility?

**Evaluate the source's strengths and limitations for use in your response to the Compelling Question.**

- Strengths: What makes this source a strong fit for your Inquiry Response? Its credibility? Its relevance? Both?
- Limitations: After analyzing this source, what do you still need to know? How can you address any gaps by adjusting your claim or using additional sources?

**2. SOURCE**

Now it's time to practice evaluating primary sources with CUNEIFORM TABLET: CARAVAN ACCOUNT the second item in your source set. Use the checklist for Evaluating Primary Sources to analyze Cuneiform Tablet: Caravan Account and fill in your graphic organizer. Then you'll examine a second episode of *The Beat* showing how the students used the checklist to analyze the same source.

FACE TO

CHAPTER INQUIRY 75

## The Beat

Some skill lessons include *The Beat*, a video in which students practice Inquiry and Research Skills and model collaboration.

## Checklist

Each Inquiry and Research Skill includes a checklist that tells you how to practice the skill. Return to the checklist any time you need to use that skill.

## Source

Use the checklist to analyze some or all of your sources before returning to the skill lesson.

**3. SKILL MODEL**

Examine the second episode of *The Beat* to learn how the students used the checklist to evaluate "Cuneiform Tablet: Caravan Account."

Here is how one student took the conversation with their peers and used it to fill out a graphic organizer evaluating the "Cuneiform Tablet: Caravan Account."

Source	Strengths	Limitations	How could I use this source?
Cuneiform Tablet: Caravan Account	This source shows what writing looked like in Mesopotamia and also gives an example of what writing was used for. This was used to tell about a trading journey.	This does not give us information about who could read and write in this civilization or how useful writing was to most people.	I could use this source to support the idea that writing is an important factor for a civilization. This example shows how writing allowed people to record their histories.

**4. PRACTICE**

Use the checklist for Evaluating Primary Sources and annotation instructions to complete the graphic organizer for the rest of the source set in this Chapter Inquiry.

**4 | COMMUNICATING CONCLUSIONS**

After evaluating the sources in the source set, prepare to communicate your conclusions about the Compelling Question. Use the process below to plan and develop your response to the Inquiry Prompt.

**1. REVIEW AND DISCUSS**

With a partner, review the Supporting Questions. Refer back to the details in the chapter as needed.

- What are some features that are necessary for a civilization's survival?
- How do these features help a civilization survive?

Then use your annotations and graphic organizer to discuss the Compelling Question and Inquiry Prompt response with a partner.

**2. PLAN**

Plan for creating your collage by determining your argument in response to the Compelling Question, and choosing quotes or images from at least two sources. You may use this checklist to create your collage:

- Review the sources to decide on your response to the Compelling Question.
- Identify quotes and images from the sources that support your response.

76 CHAPTER 5

## Skill Model

Using a source from the source set, the skill model provides an example of how you can apply the skill to the Chapter Inquiry.

## Practice

You will have opportunities to practice the skill right away as you work through the inquiry and develop your response.

# TABLE OF CONTENTS

## UNIT 1

### Discovering the Past

#### CHAPTER 1

pg. 4

#### Becoming a Historian | How do people know about the past?

 **Historical Reading Skill:** Analyzing Artifacts

**Inquiry Compelling Question:** What happened to the Sanxingdui?

#### CHAPTER 2

pg. 16

#### Exploring Geography | Why is geography important to the study of history?

 **Historical Reading Skill:** Reading Maps

**Inquiry Compelling Question:** How did people navigate the ancient world?

#### CHAPTER 3

pg. 30

#### Exploring Culture, Government, and Economics | What roles do culture, government, and economics play in societies?

 **Historical Reading Skill:** Analyzing Primary Sources

**Inquiry Compelling Question:** What was the main purpose of ancient governments?

 **Inquiry and Research Skill:** Gathering Evidence to Develop Claims

#### CHAPTER 4

pg. 44

#### Prehistory and Neolithic Revolution | What changes to human life occurred during prehistoric times?

 **Historical Reading Skill:** Analyzing Maps

**Inquiry Compelling Question:** Did cities improve ancient societies?

Aboriginal cave painting in western Australia.



# UNIT 2

## Emergence of Civilizations in the Middle East

### CHAPTER 5

pg. 62

#### Ancient Mesopotamia

| How did early Mesopotamian societies develop?

**Inquiry Compelling Question:** What is the most important feature of a civilization?

**Inquiry and Research Skill:** Evaluating Primary Sources

### CHAPTER 6

pg. 78

#### Ancient Phoenicia and Persia

| How did Phoenicia and Persia impact the Mediterranean area?

**Historical Reading Skill:** Analyzing Secondary Sources

**Inquiry Compelling Question:** What effects can a single product like purple dye have on a civilization?

### CHAPTER 7

pg. 92

#### Origins of Judaism

| What features made Judaism distinct among ancient religions?

**Inquiry Compelling Question:** How did the Diaspora shape early Jewish culture?

**Inquiry and Research Skill:** Evaluating Secondary Sources

### CHAPTER 8

pg. 106

#### Ancient Egypt

| How did Egyptian civilization develop?

**Historical Reading Skill:** Analyzing Time Lines

**Inquiry Compelling Question:** Was Pharaoh Hatshepsut erased from history?

Relief sculpture from Persepolis, the capital city of the ancient Persian Empire, circa 500 to 330 BCE, today near the city of Shiraz, Iran.



# UNIT 3

## Emergence of Civilizations in Asia and the Americas

### CHAPTER 9

#### The Indus Valley

| What does archaeology reveal about ancient Indian civilization?

pg. 124

**Inquiry Compelling Question:** How important are numbers?

### CHAPTER 10

#### Hinduism and Buddhism in Ancient India

| How did Hinduism and Buddhism impact Indian society?

pg. 136

**Inquiry Compelling Question:** What can we learn about Hindu or Buddhist societies from their beliefs about how the world began?

**Inquiry and Research Skill:** Constructing Explanations

### CHAPTER 11

#### Ancient China

| How did civilization develop in ancient China?

pg. 151

**Inquiry Compelling Question:** What makes a dynasty successful?

**Inquiry and Research Skill:** Identifying and Applying Disciplinary Lenses

### CHAPTER 12

#### Ancient Americas

| What were the lasting legacies of ancient American civilizations?

pg. 167

**Inquiry Compelling Question:** What caused the collapse of ancient Mesoamerican civilizations?

**Inquiry and Research Skill:** Analyzing Cause and Effect

Machu Picchu, Peru.



# UNIT 4

## Ancient Greece and Rome

### CHAPTER 13

pg. 186

#### Ancient Greece

| How did early Greek civilizations shape Greek culture?

**Inquiry Compelling Question:** Was Athenian democracy fair for everyone?


 **Inquiry and Research Skill:** Determining Helpful Sources

### CHAPTER 14

pg. 200

#### Society and Culture of Greece

| How did Greek cultural developments reflect the values of the ancient Greeks?

 **Historical Reading Skill:** Analyzing Images and Artwork

**Inquiry Compelling Question:** Which modern Olympic sport best shows the ideals of the ancient games: fencing, swimming, or basketball?

 **Inquiry and Research Skill:** Searching Effectively Online

### CHAPTER 15

pg. 213

#### The Hellenistic Period

| How did Alexander's conquests reshape the Mediterranean world?

**Inquiry Compelling Question:** How great was Alexander?

### CHAPTER 16


pg. 226

#### The Roman Republic

| How did the Roman Republic create the foundation for the Roman Empire and future government systems?

 **Historical Reading Skill:** Analyzing Auditory and Video Sources

**Inquiry Compelling Question:** Who had a say in government in ancient Rome?

 **Inquiry and Research Skill:** Reading Laterally

### CHAPTER 17

pg. 243

#### The Roman Empire

| How did the Roman Empire differ from the Roman Republic?

**Inquiry Compelling Question:** Was the Pax Romana actually a time of peace?

### CHAPTER 18

pg. 258

#### The Rise of Christianity

| How did Christianity emerge and develop in the Roman Empire?

**Inquiry Compelling Question:** What was the most influential factor that allowed early Christianity to grow: trade, the needs of the people, or government support?

# UNIT 5

## Medieval Europe and the Middle East

### CHAPTER 19

#### The Byzantine Empire

| How did the Byzantine Empire differ from the Western Roman Empire?

pg. 272

**Inquiry Compelling Question:** Can one set of rules for everyone be fair?

### CHAPTER 20

#### The Rise of Islam and Islamic Civilization

| How did the rise of Islam shape society in the Middle East?

pg. 283

**Inquiry Compelling Question:** How did early Islamic medical innovations change the world?

### CHAPTER 21

#### Europe in the Early Middle Ages

| What changes in Europe happened after the fall of the Roman Empire?

pg. 297

**Inquiry Compelling Question:** Did Viking shield-maidens exist?

 **Inquiry and Research Skill:** Addressing Counterclaims


### CHAPTER 22

#### Europe in the High Middle Ages

| How did the Catholic Church influence life in the High Middle Ages?

pg. 311

**Inquiry Compelling Question:** Was the Magna Carta significant?

 **Inquiry and Research Skill:** Analyzing Relationships Between Sources

### CHAPTER 23

#### Europe in the Late Middle Ages

| How did the challenges of the Late Middle Ages change European society?

pg. 324

 **Historical Reading Skill:** Analyzing Quantitative Data

**Inquiry Compelling Question:** How have young people made significant change in the world?

### CHAPTER 24

#### The Ottoman Empire

| How did the Ottomans build their empire?

pg. 337

**Inquiry Compelling Question:** Why were caravanserais important parts of the Silk Road trade routes?


 **Inquiry and Research Skill:** Analyzing Change and Continuity

# UNIT 6

## Medieval Asia

**CHAPTER 25** **Tang and Song Dynasties** | Why are the Tang and Song dynasties considered a golden age in China?  
pg. 352

**Inquiry Compelling Question:** How can our questions help us understand a person's historical significance?

 **Inquiry and Research Skill:** Constructing Compelling and Supporting Questions


**CHAPTER 26** **The Rise of the Mongol Empire** | How did the Mongol Empire impact Asia?  
pg. 364

**Inquiry Compelling Question:** Who was the more successful khan, Genghis or Kublai?

 **Inquiry and Research Skill:** Analyzing Historical Significance


**CHAPTER 27** **Ming Dynasty** | How did the Ming dynasty govern China?  
pg. 378

**Inquiry Compelling Question:** Did trade throughout the medieval world improve people's lives?

 **Inquiry and Research Skill:** Analyzing Historical Perspectives

**CHAPTER 28** **Medieval India and Origins of Sikhism** | How did religion shape medieval India?  
pg. 391

**Inquiry Compelling Question:** Which empire was better for the people of India: the Chola or the Mughal?

 **Inquiry and Research Skill:** Using Case Studies to Analyze Outcomes

**CHAPTER 29** **Medieval Japan and Korea** | How did Japanese and Korean societies develop in the medieval period?  
pg. 405

**Inquiry Compelling Question:** What are methods people use to bring about significant change?

 **Inquiry and Research Skill:** Assessing Options for Action

# UNIT 7

## Medieval Africa

### CHAPTER 30

#### The Ghana Empire

| How did trade contribute to the growth of the Ghana Empire?

pg. 422

**Inquiry Compelling Question:** What was more valuable for medieval trans-Saharan trade: salt or gold?

**Inquiry and Research Skill:** Writing a Historical Argument

### CHAPTER 31

#### The Mali Empire

| How did leaders contribute to the growth of the Mali Empire?

pg. 436

**Inquiry Compelling Question:** What was Mansa Musa's greatest achievement?

**Inquiry and Research Skill:** Critiquing and Improving Arguments

### CHAPTER 32

#### The Songhai Empire

| What role did religion play in the development of the Songhai Empire?

pg. 448

**Inquiry Compelling Question:** How did Timbuktu become legendary?

**Inquiry and Research Skill:** Communicating Conclusions

### CHAPTER 33

#### Eastern and Southern Africa

| How did civilizations develop in eastern and southern Africa?

pg. 461

**Inquiry Compelling Question:** Why have theories changed about how the Bantu language spread?

**Inquiry and Research Skill:** Exploring Evolving Interpretations

The Great Enclosure at the ruins of Great Zimbabwe.



# UNIT 8

## Renaissance and Reformation

### CHAPTER 34

#### The Renaissance

How did the Italian city-states become the center of the Renaissance?

pg. 478

**Inquiry Compelling Question:** Which Renaissance figure best represented Renaissance ideals?

**Inquiry and Research Skill:** Reading Laterally

### CHAPTER 35

#### The Reformation

How did the Reformation transform Europe?

pg. 488

**Inquiry Compelling Question:** Was the invention of the printing press revolutionary?

**Inquiry and Research Skill:** Exploring Evolving Interpretations

Saint Peter's Basilica in Vatican City.



# PRIMARY AND SECONDARY SOURCES LIST

## Unit 1

### Discovering the Past

**N** Source appears in Chapter Narrative

**I** Source appears in Chapter Inquiry

#### CHAPTER 1

#### BECOMING A HISTORIAN

##### The Histories **N**

Herodotus (translated by Aubrey de Sélincourt)  
(Book Excerpt, circa 425 BCE) ..... 8

##### World's Oldest Pants **N**

Eric A. Powell (Article, 2014) ..... 9

##### Mystery of Ancient Chinese Civilization's

##### Disappearance Explained **I**

Tia Ghose (Article, 2014) ..... 11

##### Excavation of a Sacrificial Pit at Sanxingdui Ruins **I**

Ma Da (Photograph, 2021) ..... 12

##### Possible Rerouting of the Minjiang River

##### in 1099 BCE **I**

Traverse (Map, 2024) ..... 13

#### CHAPTER 2

#### EXPLORING GEOGRAPHY

##### Universalis Cosmographia **N**

Martin Waldseemüller (Map, 1507) ..... 20

##### Population of the World, 1 CE **N**

Traverse (Map, 2024) ..... 21

##### Nippur Map Tablet **I**

Unknown (Map, 1200 BCE) ..... 23

##### Cardinal Directions in Different Languages

##### and Cultures **I**

Traverse (Article, 2022) ..... 24

##### Mythological Celestial Map of Constellations **I**

Frederik de Wit (Map, 1680) ..... 25

#### CHAPTER 3

#### EXPLORING CULTURE, GOVERNMENT, AND ECONOMICS

##### Reception Hall of an Assyrian Royal Palace **N**

Austen Henry Layard (Illustration, 1849) ..... 34

##### La Pratica della Mercatura **N**

Francesco Balducci Pegolotti (translated by Henry Yule)  
(Book Excerpt, circa 1340) ..... 35

##### Book of the Dead for the Chantress of

##### Amun, Nauny **I**

Unknown (Artifact, circa 1050 BCE) ..... 37

##### Hammurabi's Code **I**

Hammurabi (translated by Robert Francis Harper)  
(Document, 1755–1750 BCE) ..... 38

##### The Announcement of the Duke of Shaou **I**

Unknown (translated by James Legge)  
(Book Excerpt, 11th century BCE) ..... 39

#### CHAPTER 4

#### PREHISTORY AND NEOLITHIC REVOLUTION

##### Lucy: The Beginnings of Humankind **N**

Donald Johanson and Maitland Edey  
(Book Excerpt, 1981) ..... 48

##### Early Human Migration **N**

Traverse (Map, 2024) ..... 49

##### Rock Painting of Neolithic Agriculture **N**

Unknown (Painting, circa 2000 BCE) ..... 51

##### Women's Role In the European Agricultural

##### Revolution Revealed **N**

Alison Macintosh, Penny Bickle, Brigitte Holt, and  
Michaeleen Doucleff (Radio Program, 2017) ..... 52

##### Ruins of Ur **I**

George Rendel (Photograph, 1937) ..... 52

##### Ruins of Çatalhöyük **I**

Paul Williams (Photograph, 2018) ..... 53

##### Stone Age Cities **I**

Gustav Milne (Article, 2016) ..... 54

##### Was the Neolithic Revolution Good or Bad? **I**

Traverse (Article, 2022) ..... 55

# Unit 2

## Emergence of Civilizations in the Middle East

### CHAPTER 5

#### ANCIENT MESOPOTAMIA

<b>Sumerian Plow</b> <b>N</b>	
Unknown (Artifact, Unknown) .....	66
<b>The Epic of Gilgamesh: Tablet XI</b> <b>N</b>	
Unknown (translated by Maureen Gallery Kovacs) (Poem, circa 2100 BCE) .....	66
<b>Hammurabi's Code</b> <b>N</b>	
Hammurabi (translated by Robert Francis Harper) (Document, 1755–1750 BCE) .....	68
<b>The Sumerians: Their History, Culture, and Character</b> <b>I</b>	
Samuel Noah Kramer (Book Excerpt, 1963) .....	69
<b>Cuneiform Tablet: Caravan Account</b> <b>I</b>	
Unknown (Artifact, 1888–1876 BCE) .....	70
<b>Baths and Granary of Mohenjo-daro</b> <b>I</b>	
Werner Forman (Photograph, Unknown).....	70
<b>The Evolution of Culture: The Development of Civilization to the Fall of Rome</b> <b>I</b>	
Leslie A. White (Book Excerpt, 1959) .....	71
<b>Stone Carving of Mesopotamian Feast</b> <b>I</b>	
Unknown (Artifact, 2600–2350 BCE) .....	72
<b>What Is Commensality? A Critical Discussion of an Expanding Research Field</b> <b>I</b>	
Håkan Jönsson, Maxime Michaud, and Nicklas Neuman (Article, 2021) .....	73

### CHAPTER 6

#### ANCIENT PHOENICIA AND PERSIA

<b>Human Tooth Found in Ancient Shipwreck off Gozo</b> <b>N</b>	
Claudia Calleja (Article, 2021) .....	82
<b>Behistun Inscription</b> <b>N</b>	
Darius I (translated by L.W. King and R.C. Thompson) (Engraving, circa 500 BCE).....	84
<b>The Color of Kings: Tyrian Purple</b> <b>I</b>	
Traverse (Article, 2022) .....	85
<b>Ancient Phoenician Trade Routes</b> <b>I</b>	
(Map, 2024) .....	86
<b>Impact of Phoenician Trade</b> <b>I</b>	
Traverse (Article, 2022) .....	87
<b>Alphabet Origins: From Kipling to Sinai</b> <b>I</b>	
Elizabeth Knott (Article, 2014) .....	88

### CHAPTER 7

#### ORIGINS OF JUDAISM

<b>Genesis</b> <b>N</b>	
Unknown (translated by Max Landsberg) (Book Excerpt, 1200–100 BCE) .....	96
<b>The Thirteen Principles of Jewish Faith</b> <b>N</b>	
Maimonides (translated and edited by Chabad.org) (Document, circa 1200).....	97
<b>History of the Ancient Jewish Diaspora</b> <b>I</b>	
Traverse (Article, 2022) .....	98
<b>Jewish Diasporas, 8th Century BCE to 3rd Century CE</b> <b>I</b>	
(Map, 2024) .....	99
<b>Building Jewish in the Roman East</b> <b>I</b>	
Peter Richardson (Book Excerpt, 2004).....	100
<b>Jewish Communities around the World</b> <b>I</b>	
Traverse (Article, 2022) .....	101

### CHAPTER 8

#### ANCIENT EGYPT

<b>Hymn to the Nile</b> <b>N</b>	
Unknown (translated by Paul Guieysse) (Poem, 2000–1000 BCE).....	111
<b>Notable Egyptian Pharaohs</b> <b>N</b>	
(Time Line, 2024) .....	112
<b>Champollion's Hieroglyphic Hand</b> <b>N</b>	
Jean-François Champollion (Document, 1822) .....	114
<b>The History of Pharaoh Hatshepsut</b> <b>I</b>	
(Time Line, 2024) .....	115
<b>A New Discovery Sheds Light on Ancient Egypt's Most Successful Female Pharaoh</b> <b>I</b>	
Elahe Izadi (Article, 2016) .....	116
<b>The Egyptian Princess Who Was King</b> <b>I</b>	
Souren Melikian (Article, 2006).....	117
<b>Destroyed Statue of Hatshepsut</b> <b>I</b>	
Harry Burton (Photograph, 1929) .....	118

# Unit 3

## Emergence of Civilizations in Asia and the Americas

### CHAPTER 9

#### THE INDUS VALLEY

<b>The Indus Civilization</b> <b>N</b>	
Ernest Mackay (Book Excerpt, 1935) .....	128
<b>The Prashna Upanishad</b> <b>N</b>	
Unknown (translated by Eknath Easwaran) (Book Excerpt, Unknown) .....	129
<b>Numbers and Infinity</b> <b>I</b>	
Ernst Sondheim and Alan Rogerson (Book Excerpt, 1981) .....	130
<b>Mastering the Geometry of the Jungle</b> <b>I</b>	
Nicholas Bakalar (Article, 2006) .....	131
<b>The Craft of Numbering</b> <b>I</b>	
Kevin Stroud (Podcast, 2018) .....	132

### CHAPTER 10

#### HINDUISM AND BUDDHISM IN ANCIENT INDIA

<b>The Life of the Buddha</b> <b>N</b>	
Unknown (translated and edited by Bhikkhu Ñāṇamoli) (Book Excerpt, circa 100 BCE) .....	140
<b>Arthashastra</b> <b>N</b>	
Kautilya (translated by L.N. Rangarajan) (Book Excerpt, 321–296 BCE) .....	141
<b>Ruins of Nalanda University</b> <b>N</b>	
Tahir Ansari (Photograph, 2011) .....	142
<b>The Hymns of the Rigveda</b> <b>I</b>	
Unknown (translated by Ralph T.H. Griffith) (Book Excerpt, 1500–1200 BCE) .....	143
<b>Hindu Creation Stories</b> <b>I</b>	
Traverse (Article, 2022) .....	144
<b>“Why the World, Why the Universe?” A Buddhist Perspective</b> <b>I</b>	
Paul van der Velde (Essay, 2016) .....	145
<b>The Philosophy of Dependent Origination</b> <b>I</b>	
Traverse (Article, 2022) .....	145

### CHAPTER 11

#### ANCIENT CHINA

<b>The Analects</b> <b>N</b>	
Confucius (translated by Simon Leys) (Book Excerpt, 479–140 BCE) .....	156
<b>Pan Chao: Lessons for Women</b> <b>N</b>	
Pan Chao (translated by Nancy Lee Swann) (Book Excerpt, 80 CE) .....	157
<b>Shang Dynasty Oracle Bone</b> <b>I</b>	
Unknown (Artifact, circa 1600–1046 BCE) .....	158
<b>Chinese Dynasties, 1600 BCE–220 CE</b> <b>I</b>	
Traverse (Map, 2024) .....	159
<b>2,000-Year-Old Texts Reveal the First Emperor of China’s Quest for Eternal Life</b> <b>I</b>	
Brigit Katz (Article, 2017) .....	160
<b>Philosophers of the Warring States</b> <b>I</b>	
Kurtis Hagen and Steve Coutinho (Book Excerpt, 2018) .....	161
<b>Achievements of Early Chinese Dynasties</b> <b>I</b>	
Traverse (Article, 2022) .....	162

### CHAPTER 12

#### ANCIENT AMERICAS

<b>Mesa Verde Voices: The Largest Villages</b> <b>N</b>	
TJ Atsye and Kayla Woodward (Podcast, 2021) .....	172
<b>Boturini Codex</b> <b>N</b>	
Unknown (Illustration, 16th century) .....	173
<b>Feast of the Inca</b> <b>N</b>	
Felipe Guaman Poma de Ayala (Illustration, 1615) .....	174
<b>Why Civilizations Collapse</b> <b>I</b>	
Traverse (Article, 2022) .....	175
<b>Why Did the Mayan Civilization Collapse? A New Study Points to Deforestation and Climate Change</b> <b>I</b>	
Joseph Stromberg (Article, 2012) .....	176
<b>Mother Culture, or Only a Sister?</b> <b>I</b>	
John Noble Wilford (Article, 2005) .....	177
<b>A Secret Tunnel Found in Mexico May Finally Solve the Mysteries of Teotihuacán</b> <b>I</b>	
Matthew Shaer (Article, 2016) .....	178

# Unit 4

## Ancient Greece and Rome

### CHAPTER 13

#### ANCIENT GREECE

<b>Sarcophagus of Agia Triada</b> <b>N</b>	
Unknown (Artifact, circa 1400 BCE).....	191
<b>The Athenian Constitution</b> <b>N</b>	
Aristotle (translated by Frederic G. Kenyon) (Document, circa 325 BCE).....	192
<b>Athenian Democracy</b> <b>I</b>	
Peter John Rhodes (Book Excerpt, 2004).....	193
<b>Ancient Greeks Voted to Kick Politicians out of Athens if Enough People Didn't Like Them</b> <b>I</b>	
Megan Gannon (Article, 2020).....	194
<b>Pottery Ostraka Identifying Themistocles</b> <b>I</b>	
Unknown (Artifact, 482 BCE).....	195

### CHAPTER 14

#### SOCIETY AND CULTURE OF GREECE

<b>Belling the Cat</b> <b>N</b>	
Aesop (translated by Joseph Jacobs) (Folktale, circa 600 BCE).....	204
<b>Terracotta Bell-Krater</b> <b>N</b>	
The Persephone Painter (Artifact, circa 440 BCE).....	205
<b>Olympic Charter: Fundamental Principles of Olympism</b> <b>I</b>	
International Olympic Committee (Document, 2021).....	207
<b>Ancient Olympic Ideals and Sports</b> <b>I</b>	
Traverse (Article, 2022).....	208

### CHAPTER 15

#### THE HELLENISTIC PERIOD

<b>Alexander and Bucephalus</b> <b>N</b>	
Plutarch (translated by Bernadotte Perrin) (Book Excerpt, circa 75).....	217
<b>Gold Serapeum Plaque</b> <b>N I</b>	
Unknown (Artifact, 247–221 BCE).....	218
<b>Map of the Empire of Alexander the Great</b> <b>I</b>	
I. S. Clare (Map, 1896).....	219
<b>Alexander in Hyrcania</b> <b>I</b>	
Plutarch (translated by Bernadotte Perrin) (Book Excerpt, circa 75).....	220
<b>The Library of History</b> <b>I</b>	
Diodorus of Sicily (translated by Charles Bradford Welles) (Book Excerpt, circa 40 BCE).....	221
<b>Burning of Persepolis</b> <b>I</b>	
Karel van Mander II (Artifact, 1619).....	222

### CHAPTER 16

#### THE ROMAN REPUBLIC

<b>Twelve Tables</b> <b>N</b>	
Unknown (translated by Allan Chester Johnson, et al.) (Document, 451–450 BCE).....	231
<b>Roman Food</b> <b>N</b>	
Kevin Hicks, Squadcation (Video, 2015).....	232
<b>Tableware from the Tivoli Hoard</b> <b>N</b>	
Unknown (Artifact, First century BCE).....	234
<b>The Roman Republic: A Very Short Introduction</b> <b>I</b>	
David M. Gwynn (Book Excerpt, 2012).....	235
<b>The Secession of the People to the Mons Sacer</b> <b>I</b>	
Bartolomeo Barloccini (Engraving, 1849).....	236
<b>Ancient Rome's Twelve Tables</b> <b>I</b>	
Traverse (Article, 2022).....	237
<b>SPQR</b> <b>I</b>	
Unknown (Artifact, 68–69).....	238

### CHAPTER 17

#### THE ROMAN EMPIRE

<b>A Roman Military Exercise</b> <b>N</b>	
Fortunino Matania (Painting, circa 1914).....	248
<b>Friends, Romans, Countrymen, Lend Us Your Toilets (Without Parasites)</b> <b>N</b>	
Rae Ellen Bichell (Article, 2016).....	249
<b>Extent of the Roman Empire, 117 CE</b> <b>I</b>	
Traverse (Map, 2024).....	251
<b>What Did the Romans Ever Do for Us?</b> <b>I</b>	
Paul Krugman (Article, 2018).....	252
<b>The Pax Romana and Forced Peace</b> <b>I</b>	
Adrian Goldsworthy (Book Excerpt, 2016).....	253
<b>The Five Good Emperors</b> <b>I</b>	
Traverse (Article, 2022).....	254

### CHAPTER 18

#### THE RISE OF CHRISTIANITY

<b>Mark 4, Revised Standard Version</b> <b>N</b>	
Unknown (Book Excerpt, 70).....	263
<b>Romans 1, Revised Standard Version</b> <b>N</b>	
The Apostle Paul (Book Excerpt, circa 57).....	264
<b>Edict of Milan</b> <b>I</b>	
Constantine I and Licinius Augustus (Document, 313).....	265
<b>Church Unearthed in Ethiopia Rewrites the History of Christianity in Africa</b> <b>I</b>	
Andrew Lawler (Article, 2019).....	266
<b>The Triumph of Christianity</b> <b>I</b>	
Bart D. Ehrman (Book Excerpt, 2018).....	267

# Unit 5

## Medieval Europe and the Middle East

### CHAPTER 19

#### THE BYZANTINE EMPIRE

<b>Illustration of Constantinople</b> <b>N</b>	
Michael Wolgemut and Wilhelm Pleydenwur (Engraving, 1493) .....	276
<b>The Code of Justinian</b> <b>N</b>	
Unknown (Book Excerpt, 533) .....	277
<b>Byzantine Empire, 565 CE</b> <b>I</b>	
Traverse (Map, 2024) .....	278
<b>Linguistic Diversity in the Byzantine Empire</b> <b>I</b>	
Traverse (Map, 2024) .....	279

### CHAPTER 20

#### THE RISE OF ISLAM AND ISLAMIC CIVILIZATION

<b>The Qur'an</b> <b>N</b>	
Unknown (translated by J. M. Rodwell) (Book Excerpt, Seventh century) .....	288
<b>Charta Rogeriana</b> <b>N</b>	
Muhammad al-Idrisi (Map, 1154) .....	289
<b>Advances in Islamic Medicine and Hospitals</b> <b>I</b>	
Traverse (Article, 2022) .....	290
<b>Why Was the Islamic Golden Age of Science Golden?</b> <b>I</b>	
Sci Show (Video, 2020) .....	291
<b>The Nervous System (from <i>Mansur's Anatomy</i>)</b> <b>I</b>	
Mansur ibn Ilyas (Illustration, circa 1390) .....	292
<b>The Canon of Medicine</b> <b>I</b>	
Ibn Sina (translated by Hakeem Abdul Hameed, et al.) (Book Excerpt, 1025) .....	293
<b>Medieval Islamic Surgical Tools</b> <b>I</b>	
Abu Qasim Khalaf ibn Abbas al-Zahrawi (Illustration, circa 1000) .....	294

### CHAPTER 21

#### EUROPE IN THE EARLY MIDDLE AGES

<b>Letter to Abbot Fulrad</b> <b>N</b>	
Charles the Great (Correspondence, 804–811) .....	301
<b>Prick Spur</b> <b>N</b>	
Unknown (Artifact, 11th century) .....	302
<b>Sketch of Viking Grave Bj 581</b> <b>I</b>	
Evald Hansen (Engraving, 1889) .....	303
<b>This High-Ranking Viking Warrior Was a Woman</b> <b>I</b>	
Ben Panko (Article, 2017) .....	304
<b>A Female Viking Warrior? Tomb Study Yields Clues</b> <b>I</b>	
Christina Anderson (Article, 2017) .....	305
<b>Wonder Woman Lived</b> <b>I</b>	
Amy Ellis Nutt (Article, 2017) .....	306

### CHAPTER 22

#### EUROPE IN THE HIGH MIDDLE AGES

<b>Papal Bull Annuling Magna Carta</b> <b>N</b>	
Pope Innocent III (translated by C. R. Cheney and W. H. Semple) (Document, 1215) .....	316
<b>A Chantar M'er</b> <b>N</b>	
Beatriz de Dia (translated by Traverse) (Song, 12th century) .....	317
<b>Magna Carta</b> <b>I</b>	
John, King of England (with Stephen Langton) (Document, 1215) .....	317
<b>Magna Carta: Text and Commentary</b> <b>I</b>	
A. E. Dick Howard (Book Excerpt, 1998) .....	318
<b>Magna Carta, Still Posing a Challenge at 800</b> <b>I</b>	
Sarah Lyall (Article, 2015) .....	319

### CHAPTER 23

#### EUROPE IN THE LATE MIDDLE AGES

<b>Black Death Mortality Rates in Europe, 1347–1352</b> <b>N</b>	
Traverse (Table, 2024) .....	328
<b>The Expulsion of Jews from Spain</b> <b>N</b>	
Unknown (Illustration, 1915) .....	330
<b>First Known Image of Joan of Arc</b> <b>I</b>	
Clément de Fauquembergue (Illustration, 1429) .....	331
<b>Letter to the King of England from Joan of Arc</b> <b>I</b>	
Joan of Arc (translated by Winifred Stevens) (Correspondence, 1429) .....	331
<b>Joan of Arc: Her Story</b> <b>I</b>	
Regine Pernoud and Narue-Veronique Clin (translated by Jeremy duQuesnay Adams) (Book Excerpt, 1986) .....	333

### CHAPTER 24

#### THE OTTOMAN EMPIRE

<b>The Damascus Room</b> <b>N</b>	
Unknown (Artifact, 1707) .....	341
<b>What Were Caravanserais?</b> <b>I</b>	
Traverse (Article, 2022) .....	342
<b>The Travels of Ibn Jubayr</b> <b>I</b>	
Ibn Jubayr (translated by R. J. C. Broadhurst) (Journal, 12th century) .....	343
<b>Medieval Commerce in Asia</b> <b>I</b>	
William Shepherd (Map, 1911) .....	344

# Unit 6

## Medieval Asia

### CHAPTER 25

#### TANG AND SONG DYNASTIES

<b>The Classic of Filial Piety</b> <b>N</b>	
Li Gonglin (Illustration, circa 1085) .....	356
<b>To the Tune “Spring in Wuling”</b> <b>N</b>	
Li Qingzhao (translated by Ronald Egan) (Poem, 12th century) .....	357
<b>Empress Wu’s Accomplishments</b> <b>I</b>	
Traverse (Article, 2022) .....	357
<b>The Demonization of Empress Wu</b> <b>I</b>	
Mike Dash (Article, 2012) .....	358
<b>Empress Wu’s Uncharactered Stele</b> <b>I</b>	
Unknown (Artifact, circa 706 CE) .....	359

### CHAPTER 26

#### THE RISE OF THE MONGOL EMPIRE

<b>The Secret History of the Mongol Queens</b> <b>N</b>	
Jack Weatherford (Book Excerpt, 2010) .....	368
<b>Safe Conduct Pass</b> <b>N</b>	
Unknown (Artifact, 13th century) .....	369
<b>Mongol Empire</b> <b>I</b>	
(Map, 2024) .....	370
<b>Genghis Khan and the Making of the Modern World</b> <b>I</b>	
Jack Weatherford (Book Excerpt, 2004) .....	371
<b>Khubilai Khan: His Life and Times</b> <b>I</b>	
Morris Rossabi (Book Excerpt, 2009) .....	372
<b>Modern Views of Genghis Khan and Kublai Khan</b> <b>I</b>	
Traverse (Article, 2022) .....	373

### CHAPTER 27

#### MING DYNASTY

<b>When China Ruled the Seas</b> <b>N</b>	
Louise Levathes (Book Excerpt, 1994) .....	381
<b>Catalan Atlas</b> <b>I</b>	
Abraham Cresques (Map, 1375) .....	382
<b>La Pratica della Mercatura</b> <b>I</b>	
Francesco Balducci Pegolotti (translated by Henry Yule) (Book Excerpt, circa 1340) .....	383
<b>Routes of the Black Plague</b> <b>I</b>	
(Map, 2024) .....	384
<b>1492: The Prequel</b> <b>I</b>	
Nicholas D. Kristof (Article, 1999) .....	385
<b>Travels in Asia and Africa</b> <b>I</b>	
Ibn Battuta (translated by H. A. R. Gibb) (Book Excerpt, 1325–1354) .....	386

### CHAPTER 28

#### MEDIEVAL INDIA AND ORIGINS OF SIKHISM

<b>Guru Granth Sahib</b> <b>N</b>	
Guru Nanak and Guru Arjan (translated by Kartar Singh Duggal) (Book Excerpt, 15th century) .....	395
<b>Arjuna Battles Raja Tamradhvaja</b> <b>N</b>	
Unknown (Illustration, circa 1616) .....	396
<b>Culture in the Chola Empire</b> <b>I</b>	
Traverse (Article, 2022) .....	397
<b>Thanjavur Hindu Temple</b> <b>I</b>	
Rajaraja I (Artifact, circa 1010) .....	398
<b>Ain i Akbari</b> <b>I</b>	
Abul Fazl Allami (translated by H. Blochmann) (Book Excerpt, circa 1590) .....	399
<b>The Empire of the Great Mughals</b> <b>I</b>	
Annemarie Schimmel (translated by Corinne Attwood) (Book Excerpt, 2004) .....	400
<b>Aurangzib and the Decay of the Mughal Empire</b> <b>I</b>	
Stanley Lane-Poole (Book Excerpt, 1896) .....	401

### CHAPTER 29

#### MEDIEVAL JAPAN AND KOREA

<b>The Constitution of Prince Shotoku</b> <b>N</b>	
Shotoku (Document, 604) .....	409
<b>The Pillow Book</b> <b>N</b>	
Sei Shonagon (translated by Ivan Morris) (Book Excerpt, circa 1000) .....	410
<b>Charter Oath of the Meiji Restoration</b> <b>I</b>	
Unknown (Document, 1868) .....	411
<b>Meiji Constitution</b> <b>I</b>	
Hirobumi Ito, et al. (translated by Miyoji Ito) (Document, 1889) .....	412
<b>Battle of Honnoji</b> <b>I</b>	
Utagawa Yoshimori (Illustration, 1869) .....	413
<b>Paddle Steamer Soembing</b> <b>I</b>	
Unknown (Illustration, 1850) .....	414
<b>The Choshu Five</b> <b>I</b>	
Henry Maull & Co (Photograph, 1863) .....	415

# Unit 7

## Medieval Africa

### CHAPTER 30

#### THE GHANA EMPIRE

<b>Climate Regions, Niger River</b> <span style="float: right;">N</span>	
Traverse (Map, 2024).....	426
<b>Ancient Ghana and Mali</b> <span style="float: right;">N</span>	
Nehemia Levtzion (Book Excerpt, 1973) .....	427
<b>The Societies of Africa South of the Sahara in the Early Iron Age</b> <span style="float: right;">I</span>	
Merrick Posnansky (Article, 1981) .....	428
<b>Salt Slabs from Timbuktu</b> <span style="float: right;">I</span>	
Louise Bretten (Photograph, 2008) .....	429
<b>Travels in Asia and Africa</b> <span style="float: right;">I</span>	
Ibn Battuta (translated by H. A. R. Gibb) (Book Excerpt, 1354).....	430
<b>The Many Uses of West African Gold in the Medieval World</b> <span style="float: right;">I</span>	
Various (Image Set, Various) .....	431

### CHAPTER 31

#### THE MALI EMPIRE

<b>The Charter of Kurukan Fuga</b> <span style="float: right;">N</span>	
Unknown (Oral Tradition, 13th century) .....	439
<b>Catalan Atlas (Leaf II)</b> <span style="float: right;">N I</span>	
Abraham Cresques (Map, 1375) .....	440
<b>Mansa Musa, One of the Wealthiest People Who Ever Lived</b> <span style="float: right;">I</span>	
Jessica Smith (Video, 2015) .....	441
<b>Djinguereber Mosque</b> <span style="float: right;">I</span>	
Luis Dafos (Photograph, 2005) .....	442
<b>Account of Mansa Musa's Visit to Cairo</b> <span style="float: right;">I</span>	
Al-Umari (Document, circa 1340) .....	443

# Unit 8

## Renaissance and Reformation

### CHAPTER 34

#### THE RENAISSANCE

<b>Boccaccio and Petrarch</b> <span style="float: right;">N</span>	
Master of the White Inscriptions (Illustration, circa 1480) .....	482
<b>Life of Leonardo da Vinci: Painter and Sculptor of Florence</b> <span style="float: right;">N</span>	
Giorgio Vasari (translated by Gaston du C. de Vere) (Book Excerpt, 1550).....	483

### CHAPTER 32

#### THE SONGHAI EMPIRE

<b>Researchers Gather, Preserve Timbuktu Manuscripts</b> <span style="float: right;">N</span>	
Michael Gomez and Farai Chideya (Radio Program, 2007) .....	451
<b>The Hidden Treasures of Timbuktu</b> <span style="float: right;">I</span>	
Elizabeth Cox (Video, 2020).....	452
<b>Manuscript of Timbuktu</b> <span style="float: right;">I</span>	
Unknown (Artifact, 16th century) .....	453
<b>Catalan Atlas</b> <span style="float: right;">I</span>	
Abraham Cresques (Map, 1375) .....	454
<b>From Here to Timbuktu: Myth and Reality at the World's Edge</b> <span style="float: right;">I</span>	
Scott Neuman (Article, 2013) .....	455

### CHAPTER 33

#### EASTERN AND SOUTHERN AFRICA

<b>The Great Enclosure at the Great Zimbabwe Ruins</b> <span style="float: right;">N</span>	
Christopher Scott (Photograph, 2017) .....	465
<b>Bantu Migrations, 2000 BCE–1200 CE</b> <span style="float: right;">I</span>	
Traverse (Map, 2024).....	466
<b>The Bantu-Speaking Peoples and Their Expansion</b> <span style="float: right;">I</span>	
S. Lwanga-Lunyiigo and J. Vansina (Book Excerpt, 1988).....	467
<b>Assessing the Importance of Cultural Diffusion in the Bantu Spread into Southeastern Africa</b> <span style="float: right;">I</span>	
Neus Isern and Joaquim Fort (Article, 2019) .....	468
<b>The Spread of the Bantu Language</b> <span style="float: right;">I</span>	
Traverse (Article, 2022) .....	469

### CHAPTER 35

#### THE REFORMATION

<b>Ninety-Five Theses</b> <span style="float: right;">N</span>	
Martin Luther (translated by Adolph Spaeth, et al.) (Document, 1517).....	492
<b>Brand Luther</b> <span style="float: right;">I</span>	
Andrew Pettegree (Book Excerpt, 2015).....	493



*Mona Lisa* by Leonardo da Vinci, circa 1503–1519.

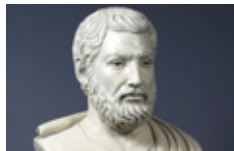
# UNIT 4

## Ancient Greece and Rome



**3000 BCE**

The earliest Aegean civilization emerges.



**508 BCE**

Cleisthenes comes to power.

**327 BCE**

Alexander leads the Macedonian armies into Persia.

**3100 BCE**



**550 BCE**

**800 BCE**

City-states known as *polis* develop on the Greek peninsula.

**480 BCE**

Culture and arts blossom in Athens.



**350 BCE**

# ENDURING THEMES



## CULTURE, ART, AND TECHNOLOGY

### How do art, architecture, and literature reflect the values of a culture?

In this unit, you will examine cultural artifacts from key regions of the Mediterranean, including art, architecture, and literature. You will encounter stories, artwork, and buildings that reveal the values of these ancient people. As you explore these cultures, examine the artistic works in detail. According to these artifacts, what did these cultures value? Why would artists and writers spotlight these elements of society? In what ways do we value similar or different things in the present day?



## GLOBALIZATION AND INTERDEPENDENCE

### How do culture, economics, and government connect people around the world?

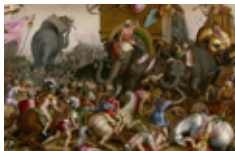
In the ancient world, people from vast geographic territories were brought together through travel, trade, and war. In this unit, you will learn how the early Greek civilizations expanded and found ways to both cooperate and compete. You will explore how Rome developed from a small settlement in Italy to a global power. Pay attention to what connected ancient people around the Mediterranean. How did these people come into contact? What did the people from these places have in common?



## DIPLOMACY AND CONFLICT

### How have the actions of civilizations impacted each other?

In this unit, you will learn about the various civilizations that inhabited the same geographic region: the Mediterranean Basin. You will investigate how these neighboring societies cooperated and engaged in conflict. Pay close attention to moments in history when the actions of one society affected a different society. How did societies respond to pressures from neighboring groups? How did interactions between cultures affect the entire Mediterranean region? What can present-day people learn from these ancient consequences?



264 BCE

The Roman Republic and Carthage fight in the Punic Wars.

31 BCE

The heir of Julius Caesar defeats his enemies.



284 CE

The Roman Empire grows too large to manage.

150 BCE



44 BCE

Julius Caesar rises to power in Rome.

150 CE

313 CE

Emperor Constantine converts to Christianity.

350 CE

# 13

## Ancient Greece



Temple of Hephaestus,  
Athens, Greece.

### CHAPTER OVERVIEW



#### CHAPTER QUESTION

How did early Greek civilizations shape Greek culture?

#### CHAPTER OBJECTIVES

1. Explain how the geography of ancient Greece influenced the development of civilization.
2. Analyze the influence of democratic ideals on Athenian economics and culture.
3. Compare and contrast the fundamental values of Athens and Sparta.
4. Explain how the Persian and Peloponnesian Wars led to the end of classical Greek civilization.
5. Determine helpful sources in order to write a paragraph arguing whether or not Athenian democracy was fair.

*“Our form of government does not enter into rivalry with the institutions of others. We do not copy our neighbours, but are an example to them. It is true that we are called a democracy, for the administration is in the hands of the many and not of the few.”*

—Pericles, delivering a funeral oration for fallen soldiers of the Peloponnesian Wars circa 431 BCE, as related by Thucydides

### CHAPTER CONTENTS

#### CHAPTER OVERVIEW

pg. 186

#### PRIMARY AND SECONDARY SOURCES

Sarcophagus of Agia Triada

pg. 191

The Athenian Constitution

pg. 192

Athenian Democracy

pg. 193

Ancient Greeks Voted to Kick Politicians out of Athens if Enough People Didn't Like Them

pg. 194

Pottery Ostraka Identifying Themistocles

pg. 195

#### CHAPTER INQUIRY

pg. 196

## CHAPTER NARRATIVE



### EARLY GREECE

How did the geography of ancient Greece influence the development of Greek civilizations?

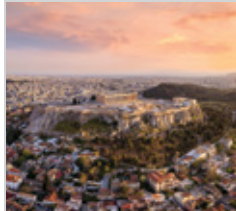
#### Primary Source

Sarcophagus of Agia Triada

#### Media

Hotspot: Throne Room of Knossos

Interactive Time Line: Early Mediterranean Cultures



### ATHENS

How did democracy develop in Athens?

#### Primary Source

The Athenian Constitution

#### Media

Explainer Video: Democracy in Athens



### SPARTA

How were Athens and Sparta distinct from each other?



### PERSIAN AND PELOPONNESIAN WARS

How did the wars fought by ancient Greeks reflect their cultural values?

#### Media

Explainer Video: The Peloponnesian Wars

## CHAPTER INQUIRY ROUTINE

### 1 COMPELLING QUESTION

Was Athenian democracy fair for everyone?

### 3 INQUIRY AND RESEARCH SKILL

Determining Helpful Sources

### 2 SOURCE SET

- Athenian Democracy
- Ancient Greeks Voted to Kick Politicians out of Athens if Enough People Didn't Like Them
- Pottery Ostraka Identifying Themistocles

### 4 COMMUNICATING CONCLUSIONS

**Construct an Argument:** Think about what point of view each source shows about Athenian democracy. Decide on two sources that were most helpful in answering the Compelling and Supporting Questions. Then write a paragraph responding to the Compelling Question. Your paragraph should include a claim and supporting evidence from two sources. At the end of your paragraph, identify something else you want to know based on what was missing from the sources.

## CHAPTER SUMMARY

### BACKGROUND

- Civilizations in North Africa, Asia, the Americas, and the Middle East developed over thousands of years.
- These civilizations depended on the natural resources in their areas and innovations to survive.
- Ancient Greek civilization developed on rocky islands and peninsulas in the Aegean. Greek advancements in government, philosophy, and culture would lay the foundation for Western civilization.

Settlements in **ancient Greece** developed in isolation due to the islands and mountains surrounding them. The earliest Aegean civilization was that of the **Minoans**, who flourished on the island of **ancient Crete**. The Minoans explored and established **trade routes**. They built palaces that were centers for government, religion, and trade. The **Mycenaeans** were another ancient civilization that ruled mainland Greece. Ancient oral tradition and literature about the Mycenaeans reveal that they may have participated in the **Trojan War**. They used a writing system known today as Linear B, which predates the Greek alphabet. Around 1100 BCE, **Greece's Dark Age** began and marked a period of decline that lasted about 200 years. Around 800 BCE, the Greeks began to form city-states. A **polis** was formed around an **acropolis**, which included government and religious buildings. The most important of these city-states were Athens and **Sparta**.

**Ancient Athens** was originally an **oligarchy**, but Athenian reformers sought to expand power to a larger share of society. **Draco** was tasked with writing Athen's first codes in 621 BCE, but his laws were deemed too severe. In 594 BCE, **Solon** created laws that limited power and protected the poor. Peisistratus overthrew the oligarchy and established the system of **tyranny**. Later, when **Cleisthenes** came to power, he instituted reforms that would become known as **Athenian democracy**, including establishing the **ancient Greek assembly** and reforming the legal system. **Pericles** ruled during **Greece's Golden Age** and ushered in even more reforms, allowing common citizens to hold power and paying assembly members. Athenians created the **Athenian constitution** around 325 BCE. Athenian democratic concepts, principles, and values would influence later democracies and forms of government.

**Sparta** was the main rival of Athens. It was a city-state based around its military. According to legend, a lawmaker named **Lycurgus** created the military society. Spartan boys began military training at a young age and served for most of their lives. The Spartan government was led by two kings and a council of elders, while an assembly voted on day-to-day issues. A council of elected **ephors** oversaw the kings. When Sparta conquered other areas, the people in those areas either became **helots** or **Perioeci**. Helots and Perioeci were the basis of the Spartan economy.

As ancient Greek city-states gained power, they came into conflict with other civilizations. The ancient Greeks fought the Persian Empire in a series of battles known as the **Greek and Persian Wars**. The ancient Greek historian **Herodotus** recorded accounts of the wars. The Greek army used a battle tactic called the **phalanx** to hold off the much larger Persian army. More battles ensued, until the Greek navy was able to overcome the Persian ships. After defeating the Persians, Athens formed the **Delian League** to unite Greek city-states against future attacks. Sparta believed that Athens was growing too powerful, so the Spartans formed the **Peloponnesian League** in response. Athens and Sparta fought each other in the **Peloponnesian Wars**. The two city-states fought for over 20 years. Athens eventually surrendered and Sparta would become the dominant city-state in ancient Greece.

## CHAPTER VOCABULARY

### acropolis

fortified area atop a hill in a Greek city-state that typically included temples and government buildings; the most prominent example is in Athens

### alliance

a formal relationship between states that agree to support each other should war occur

### ancient Athens

one of the most prominent ancient Greek city-states; credited with establishing the first known democracy in history



Athens, Greece.

### ancient Crete

civilization on an island located in the Aegean Sea, southeast of the Greek mainland

### ancient Greece

ancient civilization that included the islands and peninsulas in and around the Aegean and Ionian Seas in the Eastern Mediterranean; included Athens, Sparta, Mycenae, and Minoan Crete

### ancient Greek assembly

a meeting of people gathered for a common purpose

### Athenian Constitution

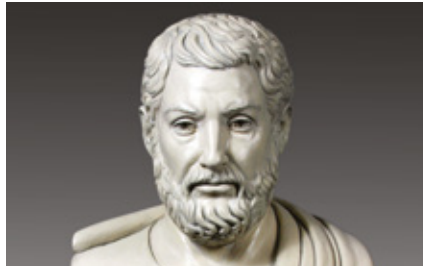
document likely written by Aristotle around 325 BCE describing the rights of Greek citizens living in ancient Athens

### Athenian democracy

the system of government developed in ancient Athens in which male citizens could participate in and influence government

### Cleisthenes

the ruler of ancient Athens who came to power in 508 BCE; introduced reforms that gave Athenian citizens a say in their government



Cleisthenes.

### Delian League

an alliance of Greek city-states led by Athens, formed to defend against attacks by Persia

### Draco

Athenian aristocrat and oligarch who created Athens's first code of laws in 621 BCE; known by some for being strict

### ephor

a member of the Spartan council of officials who watched over the kings

### Greece's Dark Age

the period of time between 1100 and 800 BCE in which Greek civilization declined

### Greece's Golden Age

the period from about 479 to 404 BCE in which Athens experienced peace and cultural activity flourished

### Greek and Persian Wars

a series of armed conflicts fought between Greek city-states and the Persian Empire from around 500 to 449 BCE

### helot

an enslaved person in ancient Sparta

### Herodotus

ancient Greek historian from Halicarnassus; has been called the first historian and the Father of History; wrote histories of the Greek and Persian Wars

### Lycurgus

lawmaker who, according to Spartan legend, formed Sparta's military society after a group of enslaved people revolted



Lycurgus of Sparta.

### Minoan

a member of an ancient civilization on the island of Crete around 3000 BCE

### Mycenaean

a member of an ancient Greek cultural group that developed Greece's early civilization between 1650 and 1200 BCE

### oligarchy

form of government in which power is held by a small group of individuals

### Peloponnesian League

an alliance of Greek city-states, led by Sparta, whose members promised to help one another in times of war

### Peloponnesian Wars

a series of armed conflicts fought among Athens, Sparta, and their allies in the fifth century

### Pericles

Greek statesman who led Athens during its Golden Age and advanced Athenian democracy

**Perioeci**

conquered people who worked to benefit Sparta's economy

**phalanx**

a rectangular military formation that creates a wall of shields

**polis**

an ancient Greek city-state

**Solon**

an Athenian statesman and oligarch who created laws; limited the power of the aristocracy and protected the poor

**Sparta**

one of the most prominent ancient Greek city-states, known for being a warrior society structured around the military; a rival of Athens

**Thucydides**

ancient Athenian historian who wrote a detailed account of the Peloponnesian Wars

**trade route**

a network or pathway that established regular opportunities for interactions between buyers and sellers

**Trojan War**

In this famous armed conflict from ancient Greek tradition, the Mycenaeans united with other city-states of ancient Greece to destroy the city of Troy in Anatolia (Turkey).

**tyranny**

a government in ancient Greece run by a sole ruler, called a tyrant



The Trojan War.

# PRIMARY AND SECONDARY SOURCES

Online option

Follow your teacher's directions for completing this activity.

EARLY GREECE

ATHENS

SPARTA

PERSIAN AND PELOPONNESIAN WARS

INQUIRY

PRIMARY SOURCE

## SARCOPHAGUS OF AGIA TRIADA

**Section Question:** How did the geography of ancient Greece influence the development of Greek civilizations?

### SOURCING INFORMATION

**Genre:** Artifact

**Creator:** Unknown

**Date:** circa 1400 BCE

### BACKGROUND

This sarcophagus, or stone coffin, was found in 1903 in a cemetery near the Minoan settlement of Agia Triada on the island of Crete. Painted with a scene from a funeral, it is one of just a few complete images of a Minoan religious ritual in existence. Experts believe it depicts the burial ceremony of Minoan royalty.



**HISTORICAL READING SKILL | Analyzing Artifacts**

Match each piece of contextual information to the analyzing question it can answer. Then explain what you can infer about the Minoan culture based on this information.

**Analyzing Question**

1. When was this artifact created?
2. What is the artifact made of?
3. What does the artifact depict?

**Contextual Information**

- A. The scene includes individuals carrying representations of a boat and animals.
- B. It was created around 1400 BCE.
- C. It is a fresco painted on the side of a sarcophagus.

EARLY GREECE

ATHENS

SPARTA

PERSIAN AND PELOPONNESIAN WARS

INQUIRY

## PRIMARY SOURCE

**THE ATHENIAN CONSTITUTION**

**Section Question:** How did democracy develop in Athens?

**SOURCING INFORMATION**

**Genre:** Document

**Author:** Aristotle (translated by Frederic G. Kenyon)

**Date:** circa 325 BCE

**BACKGROUND**

Written around 325 BCE by the philosopher and historian Aristotle, possibly with the aid of his students, *The Athenian Constitution* is a study of the history and government of ancient Athens. One in a group of 158 similar studies of various city-states, these writings were initially lost until they were uncovered in Egypt in 1880.

All the magistrates<sup>1</sup> that are concerned with the ordinary routine of administration are elected by lot,<sup>2</sup> except the Military Treasurer, the Commissioners of the Theoric fund, and the Superintendent of Springs. These are elected by vote, and hold office from one Panathenaic festival to the next. All military officers are also elected by vote.

The Council of Five Hundred is elected by lot, fifty from each tribe. Each tribe holds the office of Prytanes<sup>3</sup> in turn, the order being determined by lot; the first four serve for thirty-six days each, the last six for thirty-five, since the reckoning is by lunar years. The Prytanes for the time being, in the first place, mess together in the Tholus,<sup>4</sup> and receive a sum of money from the state for their maintenance; and, secondly, they convene the meetings of the Council and the Assembly. The Council they convene every day, unless it is a holiday, the Assembly four times in each prytany.<sup>5</sup> It is also their duty to draw up the programme of the business of the Council and to decide what subjects are to be dealt with

on each particular day, and where the sitting is to be held. They also draw up the programme for the meetings of the Assembly. One of these in each prytany is called the 'sovereign'<sup>6</sup> Assembly; in this the people have to ratify the continuance of the magistrates in office, if they are performing their duties properly, and to consider the supply of corn and the defence of the country. On this day, too, impeachments<sup>7</sup> are introduced by those who wish to do so, the lists of property confiscated by the state are read, and also applications for inheritances and wards of state, so that nothing may pass unclaimed without the cognizance<sup>8</sup> of any person concerned. In the sixth prytany, in addition to the business already stated, the question is put to the vote whether it is desirable to hold a vote of ostracism<sup>9</sup> or not; and complaints against professional accusers, whether Athenian or aliens domiciled<sup>10</sup> in Athens, are received, to the number of not more than three of either class, together with cases in which an individual has made some promise to the people and has not performed it. Another Assembly in each prytany is

assigned to the hearing of petitions, and at this meeting any one is free, on depositing the petitioner's olive-branch, to speak to the people concerning any matter, public or private. The two remaining meetings are devoted to all other subjects, and the laws require them

to deal with three questions connected with religion, three connected with heralds and embassies, and three on secular subjects. Sometimes questions are brought forward without a preliminary vote of the Assembly to take them into consideration.

<sup>1</sup>magistrates: a judge or civil authority who administers the law in small cases

<sup>2</sup>elected by lot: choosing public officials by random selection from a large group of applicants

<sup>3</sup>Prytanes: also *prytaneis*, the executive office of the Athenian Senate, which served for one-tenth of the year

<sup>4</sup>Tholos: a circular building; in ancient Athens, it was where the prytaneis dined

<sup>5</sup>prytany: the term of office for the prytaneis, roughly one-tenth of a year

<sup>6</sup>sovereign: greatest in status, authority, or power

<sup>7</sup>impeachment: the process of trying a government official for a crime with intent to remove him or her from office

<sup>8</sup>cognizance: the range of what one can know or understand

<sup>9</sup>ostracism: the act of excluding someone from a group or society

<sup>10</sup>domiciled: residing, or living, in a place that one claims as their true, permanent home

🔗 Online option



HISTORICAL READING SKILL | Analyzing Primary Sources

Why do you think the lawmakers of Athens decided to elect the Council of 500 “by lot”?

EARLY GREECE

ATHENS

SPARTA

PERSIAN AND PELOPONNESIAN WARS

INQUIRY

SECONDARY SOURCE

ATHENIAN DEMOCRACY



SOURCING INFORMATION

Genre: Book Excerpt

Author: Peter John Rhodes

Date: 2004

BACKGROUND

Professor and classics scholar P.J. Rhodes edited and wrote the introduction to *Athenian Democracy*, from which this source was excerpted, in 2004. A collection of academic essays, the book focuses on the history and detailed analysis of the structure and function of the democratic government of Athens during the classical period of ancient Greece.



**Close Reading:** Identify groups of people represented by the Athenian government, and explain what ways the Athenian government was fair or unfair to each group.

The classical democracy of the fifth and fourth centuries was based as far as possible on active involvement of the citizens. (Citizenship was limited to adult males of Athenian ancestry, and therefore excluded not only children but also women, immigrants and slaves, but those exclusions were entirely normal: Rome was abnormal in repeatedly extending its citizenship and in making citizens of liberated slaves.) Making decisions was entrusted to the citizens directly, in an *ekklesia*, assembly, open to all citizens (some kinds of business required a quorum of 6,000, perhaps

10 percent of the citizens before the Peloponnesian War of 431–404 and 20 percent after), guided but not seriously limited by the *boule*, council, numbering 500, a representative body whose membership changed each year. Carrying out the decisions could not be entrusted to all the citizens together; but by dividing the work into a large number of small jobs, most done by committees of ten to which men were appointed by lot and which they could serve only for one year, the Athenians involved over a number of years as many citizens as were willing to participate.



**INQUIRY AND RESEARCH SKILL | Evaluating Secondary Sources**

According to the excerpt, who was allowed to participate in the decision-making processes of the Athenian government?

- A. adult men of Athenian ancestry
- B. all adult men living within Athens
- C. Athenian men and women above the age of 18
- D. all residents of Athens, regardless of birthplace

EARLY GREECE

ATHENS

SPARTA

PERSIAN AND PELOPONNESIAN WARS

INQUIRY

SECONDARY SOURCE

**ANCIENT GREEKS VOTED TO KICK POLITICIANS OUT OF ATHENS IF ENOUGH PEOPLE DIDN'T LIKE THEM**



**Close Reading:** Identify examples of words or phrases that show how Athenians used ostracism, and explain how this may have affected Athenian society.



**SOURCING INFORMATION**

**Genre:** Article  
**Author:** Megan Gannon  
**Date:** 2020

**BACKGROUND**

This article exploring the Athenian process of ostracism,<sup>1</sup> the democratic decision to determine if a citizen of Athens should be banished<sup>2</sup> from the city, was written by Megan Gannon<sup>2</sup> and published in *Smithsonian Magazine* in 2020. Historians can confirm that these elections took place at least 12 times between 487 and 416 BCE.

From about 487 to 416 B.C., ostracism was a process by which Athenian citizens could banish someone without a trial. "It was a negative popularity contest," says historian James Sickinger of Florida State University. "We're told it originated as a way to get rid of potential tyrants. From early times, it seems to be used against individuals who were maybe not guilty of a criminal offense, so [a case] couldn't be brought to court, but who had in some other way violated or transgressed against community norms and posed a threat to civic order." Athenians would first take a vote on whether there should be an *ostracophoria*, or an election to ostracize. If yes, then they would set a date for the event. A candidate had to have at least 6,000 votes cast against him to be ostracized and historical records suggest that this occurred at least a dozen times.

Ostracisms occurred during the heyday of Athenian democracy, which allowed direct participation in governance for the city-state's citizenry, a population that excluded women, enslaved workers and foreign-born residents. Though the number of citizens could sometimes be as high as 60,000, a much smaller group of men was actively involved in Athenian politics. Ostracism could be a guard against any one of them gaining too much power and influence. Nearly all of Athens' most prominent politicians were targets. Even Pericles, the great statesman and orator, was once a candidate, though never successfully ostracized; his ambitious building program that left us the Parthenon<sup>3</sup> and the other monuments of the Acropolis as we know it today was not universally beloved.

<sup>1</sup>ostracism: the act of excluding someone from a group or society

<sup>2</sup>banish: to force to leave a country or place as punishment

<sup>3</sup>Parthenon: fifth-century BCE temple on the Acropolis dedicated to the goddess Athena and dominating central Athens

🔗 Online option



**HISTORICAL READING SKILL | Analyzing Secondary Sources**

Match each quote from the excerpt to the content question it best addresses. Then explain how this quote could help you answer the Compelling Question, “Was Athenian democracy fair for everyone?”

**Content Question**

1. What was ostracism?
2. Who voted in an ostracophoria?
3. What was the purpose of ostracism?

**Quote from the Excerpt**

- A. “a much smaller group of men was actively involved in Athenian politics”
- B. “Ostracism could be a guard against any one of them gaining too much power and influence.”
- C. “a process by which Athenian citizens could banish someone without a trial”

EARLY GREECE

ATHENS

SPARTA

PERSIAN AND PELOPONNESIAN WARS

INQUIRY

SECONDARY SOURCE

**POTTERY OSTRAKA IDENTIFYING THEMISTOCLES**

**SOURCING INFORMATION**

**Genre:** Artifact

**Creator:** Unknown

**Date:** 482 BCE

**BACKGROUND**

*Ostraka*, pottery shards with an individual’s name scratched into their surface, were used to vote in an *ostracophoria*, an election to determine if an Athenian should be ostracized or banished from the city. These ostraka were created for the ostracophoria of Themistocles in 482 BCE and discovered on the northern slope of the Acropolis in a well.



**Source Analysis:** Identify details from the image, and explain how they connect to information you learned in the chapter about ostracism in ancient Athens.



🔗 Online option



**INQUIRY AND RESEARCH SKILL | Determining Helpful Sources**

Using this artifact as an example, how did the practice of ostracism make Athenian democracy more or less fair toward everyone in their society?



## COMPELLING QUESTION

Was Athenian democracy fair for everyone?

## 1 | COMPELLING QUESTION

### BACKGROUND INFORMATION

What does it mean for something to be fair? It's a word people use every day to describe things they experience. Sometimes a rule may seem unfair. Other times, the outcome of a game you play may seem unfair. The idea of fairness is one that can be important in many different situations. In this Chapter Inquiry, you will explore the idea of fairness as it related to democracy in ancient Greece.

### SUPPORTING QUESTIONS

Use the Supporting Questions to prepare for the Chapter Inquiry:

- Who was involved in Athenian democracy?
- What made democracy fair in ancient Athens?
- What made democracy unfair in ancient Athens?
- What point of view does each source show about ancient Athenian democracy?

As you analyze the source set, gather information to add to your answers.

### GRAPHIC ORGANIZER

Track your ideas as you work through the source set. Complete one row for each source.

Source Title	Point of View	How does this source help you answer the Compelling Question?
<i>Athenian Democracy</i>		

### INQUIRY PROMPT

**Construct an Argument:** Think about what point of view each source shows about Athenian democracy. Decide on two sources that were most helpful in answering the Compelling and Supporting Questions. Then write a paragraph responding to the Compelling Question. Your paragraph should include a claim and supporting evidence from two sources. At the end of your paragraph, identify something else you want to know based on what was missing from the sources.

## 2 | SOURCE SET



### ATHENIAN DEMOCRACY

**Genre:** Book Excerpt  
**Author:** Peter John Rhodes  
**Date:** 2004

PAGE 193



### POTTERY OSTRAKA IDENTIFYING THEMISTOCLES

**Genre:** Artifact  
**Creator:** Unknown  
**Date:** 482 BCE

PAGE 195



### ANCIENT GREEKS VOTED TO KICK POLITICIANS OUT OF ATHENS IF ENOUGH PEOPLE DIDN'T LIKE THEM

**Genre:** Article  
**Author:** Megan Gannon  
**Date:** 2020

PAGE 194

**What are helpful sources?**

When engaging in historical inquiries, you use a set of sources to investigate a question. Helpful sources provide relevant evidence you can use to answer your question. Sometimes, you will identify sufficient evidence that reflects a range of perspectives. Other times, you may determine limitations in the sources available. This may be a reflection of recorded history, which often does not include certain perspectives.

**Why is it important to determine helpful sources?**

Determining if a source is helpful will ensure that you have relevant and sufficient evidence from multiple points of view to support your response to a Compelling Question. Two people given the same set of sources might come to different conclusions about which sources are most helpful because they might have different responses to the Compelling Question.

**1. CHECKLIST****HOW DO YOU DETERMINE WHICH OF THE AVAILABLE SOURCES ARE MOST HELPFUL?****Identify the point of view represented in each source.**

- What person or group created this source?
- Why is the creator's point of view important to the Compelling Question?
- Is there any important point of view missing from this source?

**Consider how each source impacts your answer to the Compelling Question.**

- What evidence does this source provide to answer the Compelling Question?
- How did analyzing this source deepen or change your answer to the Compelling Question?
- What are you curious to know more about after analyzing this source?

**After you have analyzed all of the sources, select the source(s) that are most helpful in building your answer to the Compelling Question.**

- Which sources provide the strongest evidence to answer the Compelling Question?
- How can you pick sources that will help you address more than one point of view?
- Which sources will work best together to support your Inquiry Response?

**2. SOURCE**

Now it's time to practice determining helpful sources with the three items in your source set. Use the checklist for Determining Helpful Sources to read and analyze the sources and fill in your graphic organizer. After you've examined all three sources, you'll examine a skill model showing how a student used the checklist to determine if the sources were helpful.

### 3. SKILL MODEL

Source Title	Point of View	How can I use this source to answer the Compelling Question?
<i>Athenian Democracy</i>	<i>Peter John Rhodes, professor and historian of classical civilization</i>	<i>I can use this source to show how Greece gave rights in government to many citizens. It may not have been fair because so many people did not have those rights.</i>
<i>Ancient Greeks Voted to Kick Politicians out of Athens if Enough People Didn't Like Them</i>	<i>Megan Gannon, historian writing for Smithsonian Magazine. This was written very recently.</i>	<i>I can use this source to show how citizens even had a say in who could and could not live in certain cities.</i>
<i>Pottery Ostraka Identifying Themistocles</i>	<i>These were created by the ancient Greeks.</i>	<i>I can use this source as an example of what voting looked like in ancient Greece and how it could be used to determine whether or not certain people could live in cities.</i>

### 4. PRACTICE

Use the checklist for Determining Helpful Sources and annotation instructions to complete the graphic organizer for the three sources in this Chapter Inquiry.

## 4 | COMMUNICATING CONCLUSIONS

After evaluating the sources in the source set, prepare to communicate your conclusions about the Compelling Question. Use the process below to plan and develop your response to the Inquiry Prompt.

### 1. REVIEW AND DISCUSS

**With your partner, review the Supporting Questions. Refer back to the details in the chapter as needed.**

- Who was involved in Athenian democracy?
- What made democracy fair in ancient Athens?
- What made democracy unfair in ancient Athens?
- What point of view does each source show about ancient Athenian democracy?

**Then use your annotations and graphic organizer to discuss the Compelling Question and Inquiry Prompt response with a partner.**

## 2. PLAN

**Plan for your essay.**

**You may use the following outline to structure your essay:**

- Include a one- or two-sentence claim answering the Compelling Question.
- Include evidence from Source 1.
- Explain the point of view of Source 1.
- Explain how evidence from Source 1 supports your claim.
- Include evidence from Source 2.
- Explain the point of view of Source 2.
- Explain how evidence from Source 2 supports your claim.
- Write one or two sentences explaining something else you want or need to know based on what is not told in the sources.

## 3. RESPOND

**Use your graphic organizer, the answers from your discussion with your peers, and your plan to respond to the Inquiry Prompt. An exemplary response meets the following criteria:**

- The response demonstrates a thorough understanding of how fair Athenian democracy was.
- The response determines the kinds of sources that will be helpful in answering questions, takes into consideration the multiple points of view represented in the sources, detects their possible limitations, and when appropriate, identifies further areas of inquiry.
- The response evaluates the credibility of a secondary source by determining its relevance and intended use as well as analyzing how perspectives have influenced what information is available in the historical sources.

### INQUIRY PROMPT



#### COMPELLING QUESTION

**Was Athenian democracy fair for everyone?**

**Construct an Argument:** Think about what point of view each source shows about Athenian democracy. Decide on two sources that were most helpful in answering the Compelling and Supporting Questions. Then write a paragraph responding to the Compelling Question. Your paragraph should include a claim and supporting evidence from two sources. At the end of your paragraph, identify something else you want to know based on what was missing from the sources.