

The Story Well Told

"Study the past and use it to
understand the present."*

Confucius

Have you ever wondered how ancient civilizations came to be and how they affect the world today? This year, you will be studying ancient civilizations and world geography. You will read about what it was like to live during the **time** of various ancient civilizations. You will also learn about some of the **people** who lived in those civilizations and about the **place** in which each civilization was located.

*Source: Confucius, as quoted in the *Analects*



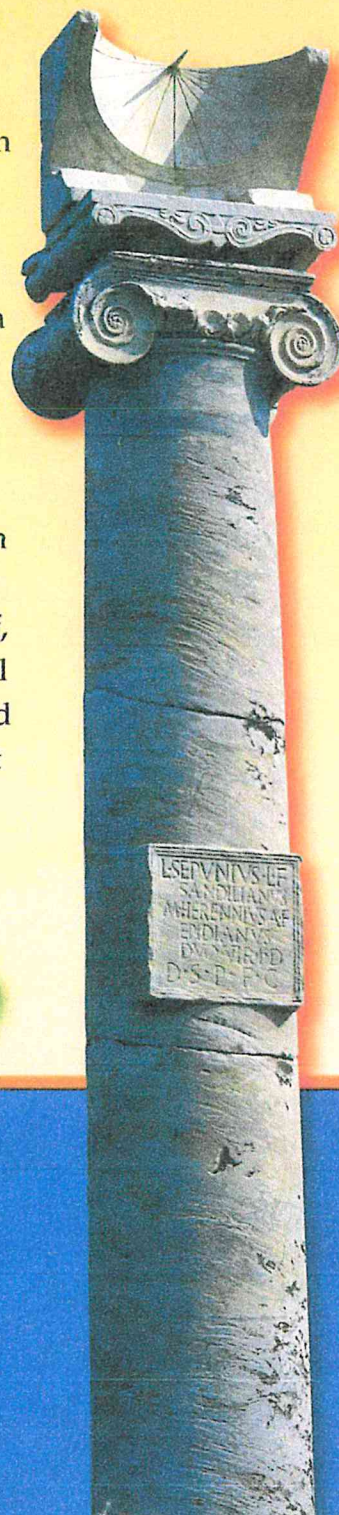
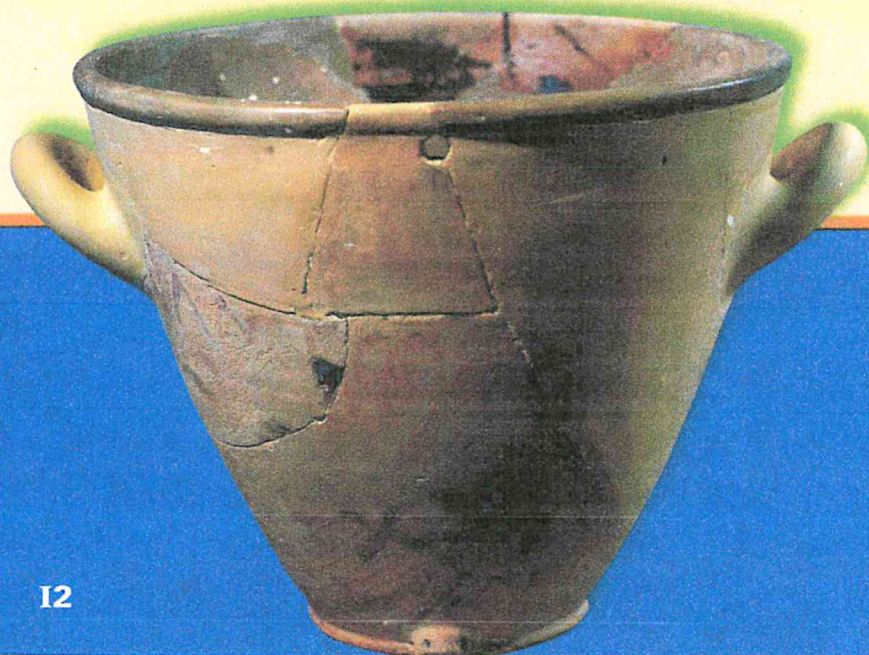
Ancient Civilizations

The Story of Ancient Civilizations is about

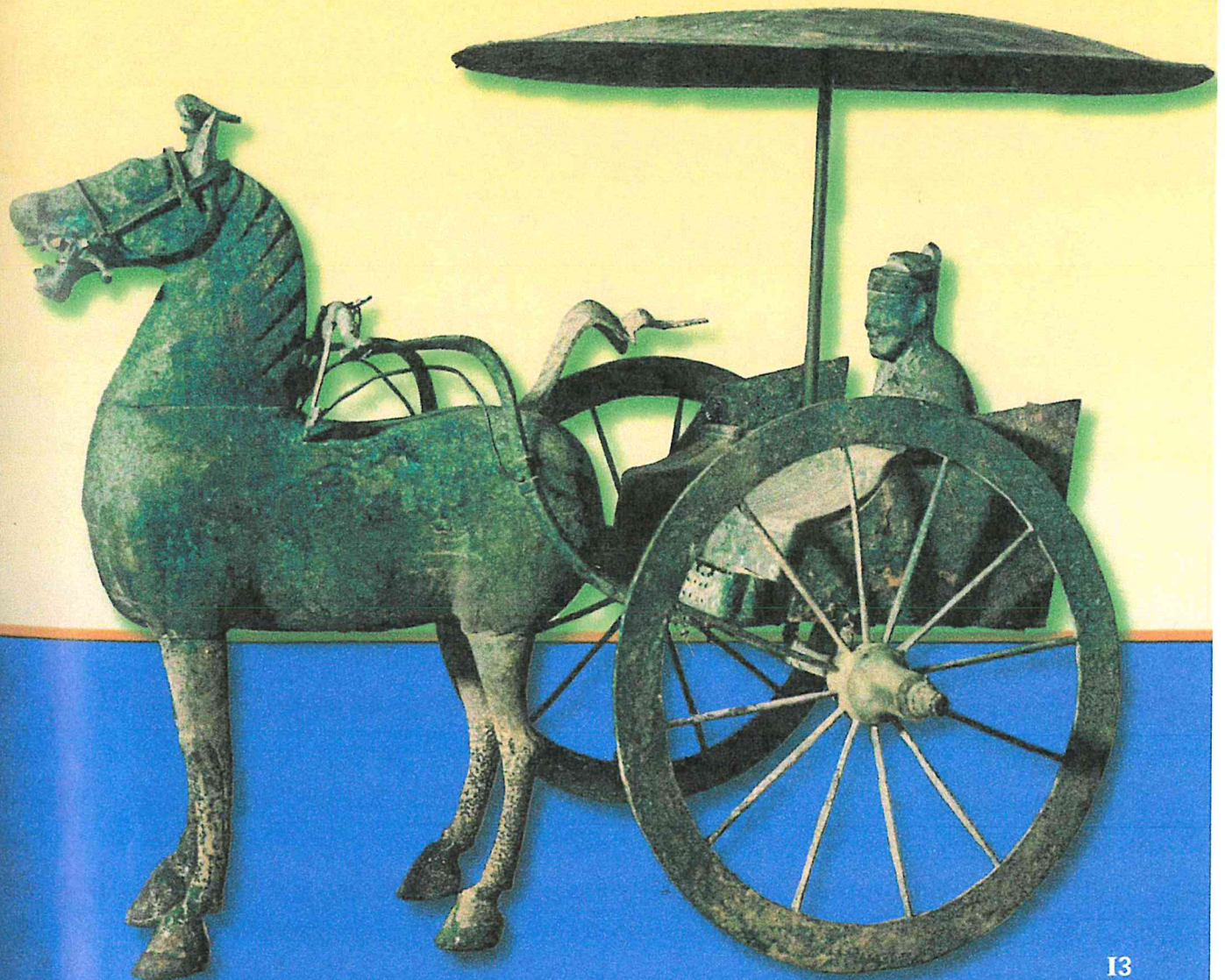
Time

Studying history helps you see how the present and the past are connected. It helps you identify both similarities and differences between the past and the present. It also helps you see how some things change over time while other things stay the same. As you learn to recognize these links, you will begin to think more like a historian—a person who studies the past.

Historians **research**, or investigate, the time in which events happened by searching for clues in the objects and documents that people left behind. They read journal entries, letters, newspaper articles, and other writings by people who experienced the events. They look at photographs, films, and artwork. They also listen to oral histories—the stories told aloud by people who lived at the time. By examining such **evidence**, or proof, historians are better able to piece together the historical context for the events and to understand what the world was like at the time. This helps them **interpret** the past and explain why events happened as they did.



To interpret the past accurately, historians must look closely at how events are connected to one another. They can better see such connections by studying the **chronology**, or time order, in which events happened. One way historians do this is by using time lines. A time line allows historians to place in chronological order key events and people from the historical era. A time line can also suggest how one event may have led to another.

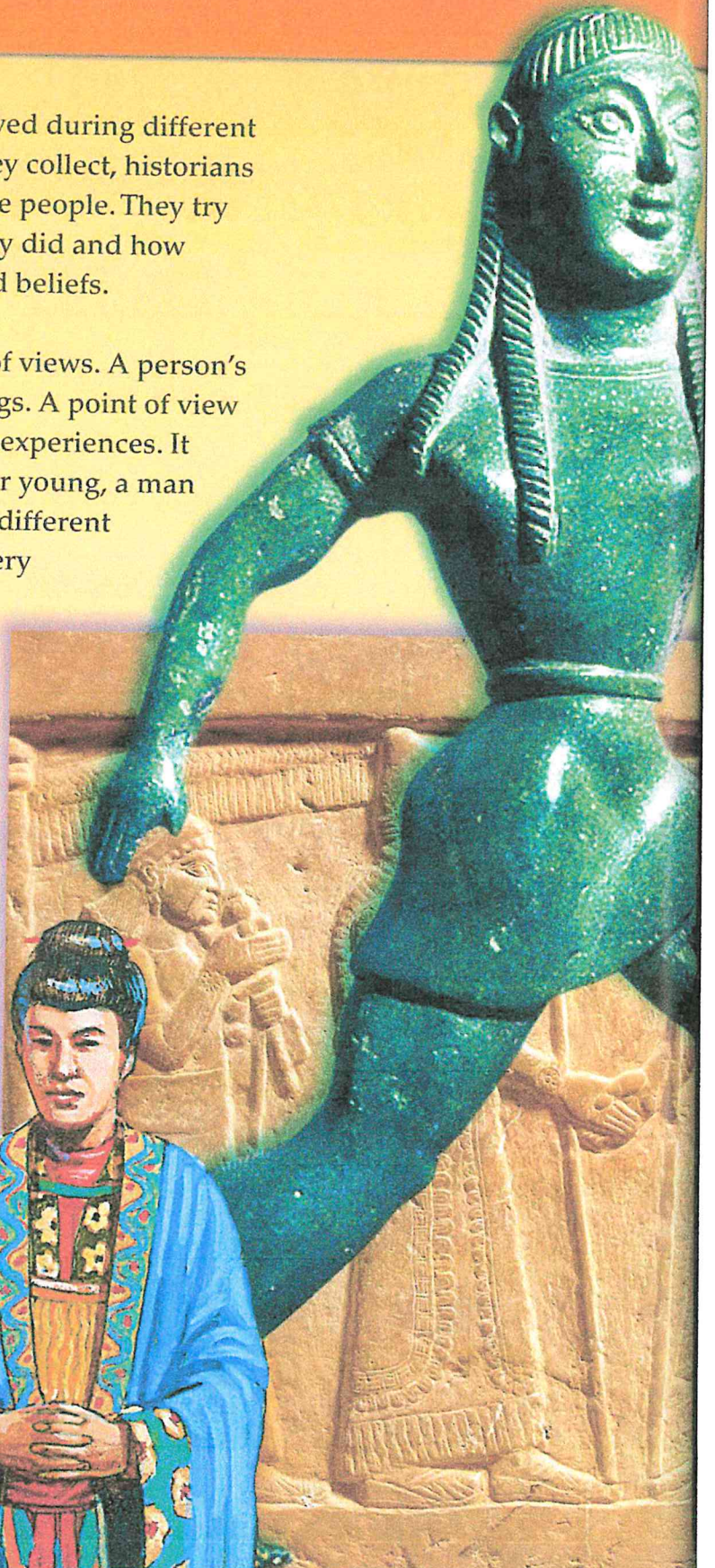


The Story of Ancient Civilizations is about

People

Historians research the people who lived during different times in the past. Using the evidence they collect, historians try to imagine what life was like for those people. They try to explain why people did the things they did and how various events affected their feelings and beliefs.

Historians also study people's points of views. A person's **point of view** is how he or she sees things. A point of view is shaped by a person's background and experiences. It can depend on whether a person is old or young, a man or a woman, or rich or poor. People with different points of view may see the same event very differently.



People from the past can serve as role models for how to act—or how not to act—when troubling events occur. Historians identify key **character traits**, such as trustworthiness, respect, responsibility, fairness, compassion, and patriotism, that people from the past displayed. They look at how these character traits help make people good leaders, then and now.



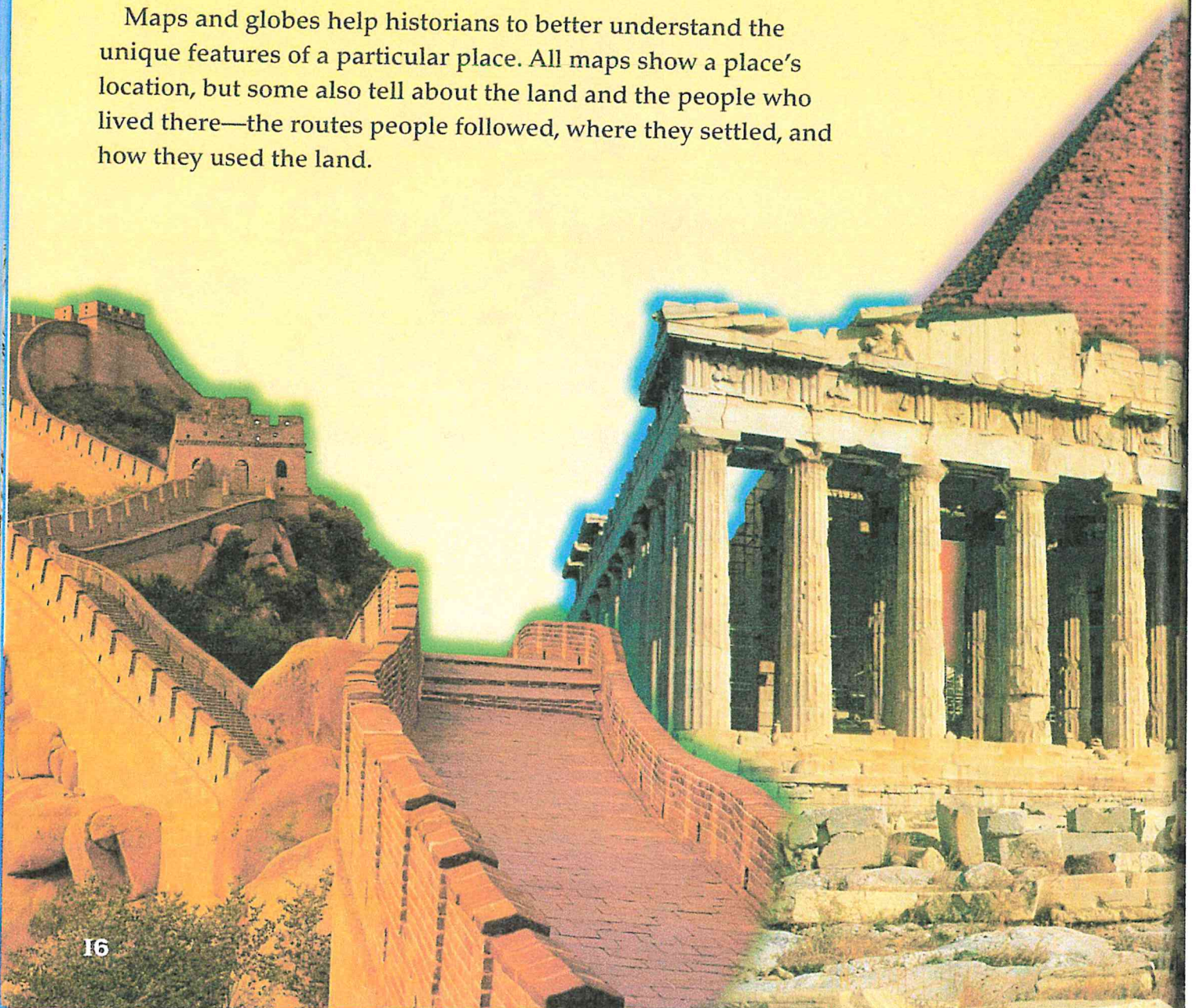
The Story of Ancient Civilizations is about



Place

In addition to looking at the time in which events took place and the people who took part in them, historians must also consider the place in which those events occurred. Every place on Earth has features that set it apart from all other locations. Often, these features affected what kind of events occurred. They may also have affected why the events unfolded as they did.

Maps and globes help historians to better understand the unique features of a particular place. All maps show a place's location, but some also tell about the land and the people who lived there—the routes people followed, where they settled, and how they used the land.



Maps, like other evidence, help historians more accurately tell the story of the past. They are just one valuable tool historians use to better understand how time, people, and place are connected.

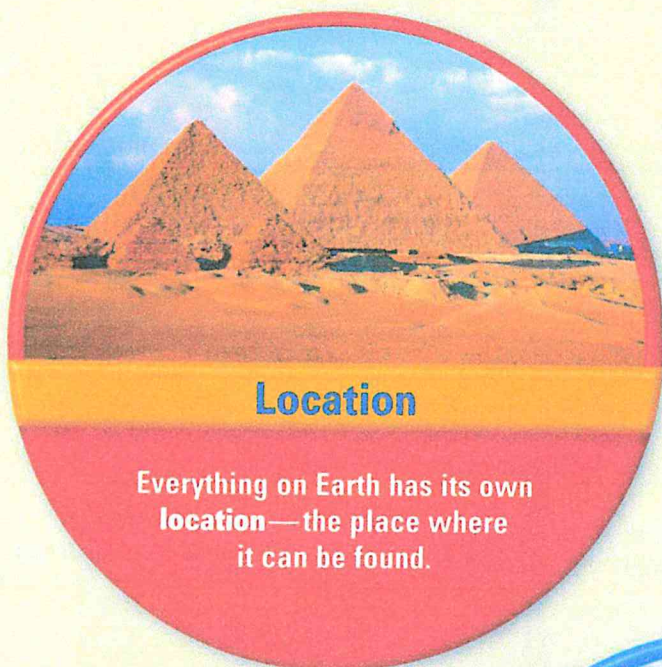




GEOGRAPHY REVIEW

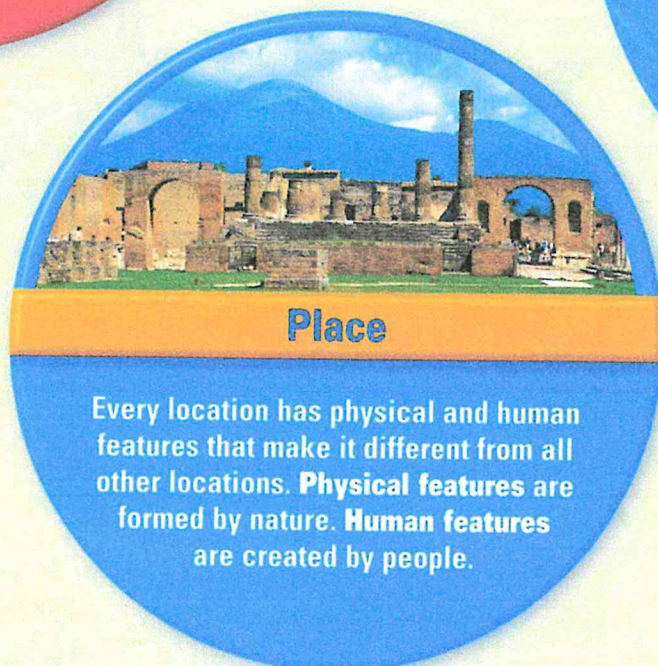
The Five Themes of Geography

Learning about places is an important part of history and geography—the study of Earth’s surface and the way people use it. Geographers often think about five main themes, or topics, when they study Earth and its geography. Keeping these themes in mind as you read will help you think like a geographer.



Location

Everything on Earth has its own **location**—the place where it can be found.



Place

Every location has physical and human features that make it different from all other locations. **Physical features** are formed by nature. **Human features** are created by people.

GEOGRAPHY





Human-Environment Interactions

People and their surroundings interact, or affect each other. People's activities may **modify**, or change, the environment. The environment may affect people, requiring them to **adapt**, or adjust, to their surroundings.



Movement

Each day, people in different parts of the state and country and around the world exchange products and ideas.



Regions

Areas of Earth with main features that make them different from other areas are called regions. A **region** can be described by its physical features or its human features.

THEMES



GEOGRAPHY REVIEW

Geography Terms



- 1 **basin** bowl-shaped area of land surrounded by higher land
- 2 **bay** an inlet of the sea or some other body of water, usually smaller than a gulf
- 3 **bluff** high, steep face of rock or earth
- 4 **canyon** deep, narrow valley with steep sides
- 5 **cape** point of land that extends into water
- 6 **cataract** large waterfall
- 7 **channel** deepest part of a body of water
- 8 **cliff** high, steep face of rock or earth
- 9 **coast** land along a sea or ocean
- 10 **coastal plain** area of flat land along a sea or ocean
- 11 **delta** triangle-shaped area of land at the mouth of a river
- 12 **desert** dry land with few plants
- 13 **dune** hill of sand piled up by the wind
- 14 **fall line** area along which rivers form waterfalls or rapids as the rivers drop to lower land
- 15 **floodplain** flat land that is near the edges of a river and is formed by silt deposited by floods
- 16 **foothills** hilly area at the base of a mountain
- 17 **glacier** large ice mass that moves slowly down a mountain or across land
- 18 **gulf** part of a sea or ocean extending into the land, usually larger than a bay
- 19 **hill** land that rises above the land around it
- 20 **inlet** any area of water extending into the land from a larger body of water
- 21 **island** land that has water on all sides
- 22 **isthmus** narrow strip of land connecting two larger areas of land
- 23 **lagoon** body of shallow water
- 24 **lake** body of water with land on all sides



- 25 **marsh** lowland with moist soil and tall grasses
- 26 **mesa** flat-topped mountain with steep sides
- 27 **mountain** highest kind of land
- 28 **mountain pass** gap between mountains
- 29 **mountain range** row of mountains
- 30 **mouth of river** place where a river empties into another body of water
- 31 **oasis** area of water and fertile land in a desert
- 32 **ocean** body of salt water larger than a sea
- 33 **peak** top of a mountain
- 34 **peninsula** land that is almost completely surrounded by water
- 35 **plain** area of flat or gently rolling low land
- 36 **plateau** area of high, mostly flat land
- 37 **reef** ridge of sand, rock, or coral that lies at or near the surface of a sea or ocean
- 38 **river** large stream of water that flows across the land

- 39 **riverbank** land along a river
- 40 **savanna** area of grassland and scattered trees
- 41 **sea** body of salt water smaller than an ocean
- 42 **sea level** the level of the surface of an ocean or a sea
- 43 **slope** side of a hill or mountain
- 44 **source of river** place where a river begins
- 45 **strait** narrow channel of water connecting two larger bodies of water
- 46 **swamp** area of low, wet land with trees
- 47 **timberline** line on a mountain above which it is too cold for trees to grow
- 48 **tributary** stream or river that flows into a larger stream or river
- 49 **valley** low land between hills or mountains
- 50 **volcano** opening in the earth, often raised, through which lava, rock, ashes, and gases are forced out
- 51 **waterfall** steep drop from a high place to a lower place in a stream or river



Critical Thinking Skills

Distinguish Fact from Opinion

WHY IT MATTERS

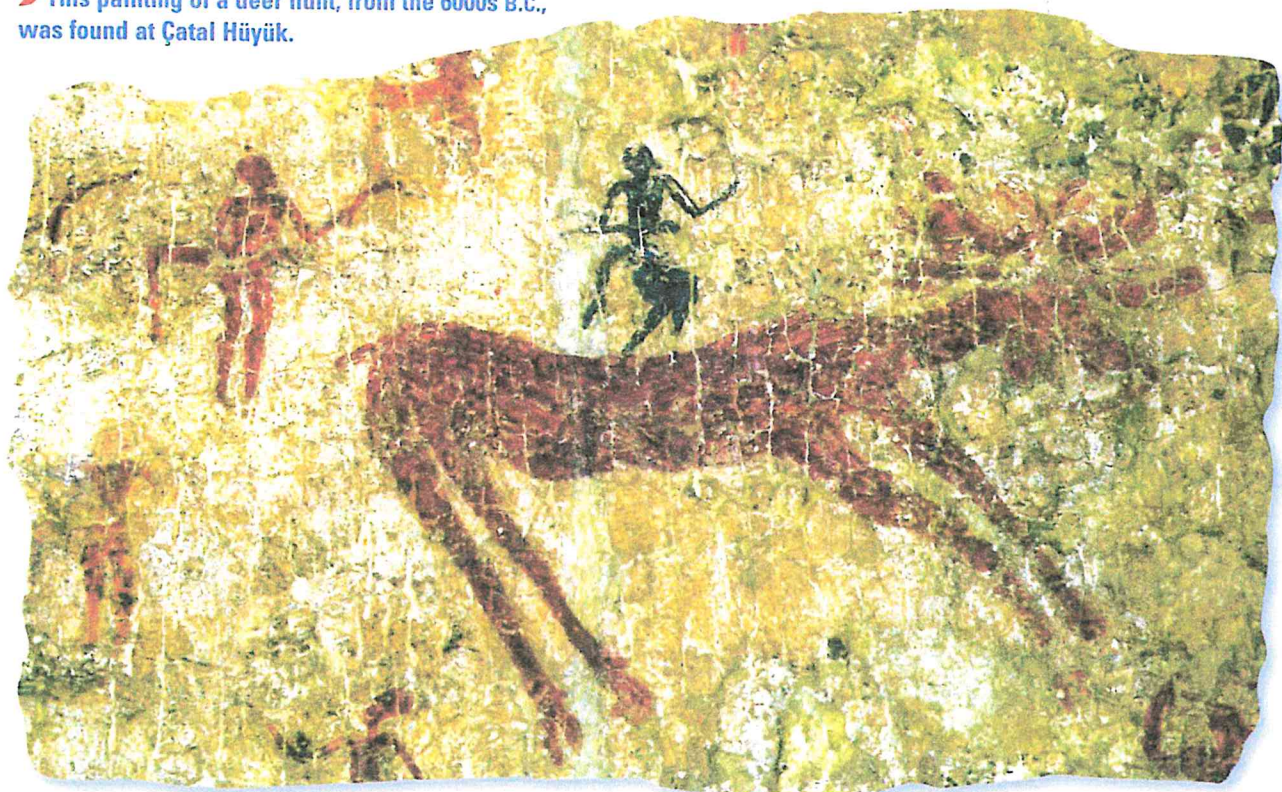
When you read, it is important to think about whether what you are reading is a statement of fact or a statement of opinion. A statement of **fact** can be proved to be true. An **opinion** is a statement that cannot be proved. It expresses only the belief, attitude, or viewpoint of the person making it.

The following statement is a fact: "The people of Çatal Hüyük lived in small houses, rather than the beehive-shaped

huts of Jericho." You can check this information in an encyclopedia or other resources.

The following statement is an opinion: "The small houses of Çatal Hüyük were much better than the beehive-shaped houses of Jericho." This statement expresses a belief that cannot be proved, even though you may agree with it. Being able to distinguish fact from opinion can help you decide what to believe when you read.

This painting of a deer hunt, from the 6000s B.C., was found at Çatal Hüyük.





► Many artifacts found at Çatal Hüyük—such as this clay seal stamp, flint dagger, animal figurine, and necklace made from limestone beads and deer teeth—are more than 8,000 years old.

► WHAT YOU NEED TO KNOW

The following can help you identify whether statements are facts or opinions.

- 1 Ask yourself whether the statement can be proved to be true. Have you personally observed or experienced the events described in the statement? Can the statement be checked in a reliable, up-to-date reference source?
- 2 Certain words may be clues that a statement is an opinion. Words that express feelings or judgments, such as *best*, *worst*, *good*, *bad*, *wonderful*, or *terrible*, are clues that an opinion is being expressed.
- 3 Although you may agree with an opinion, that does not make it a fact. If it cannot be proved to be true, it is an opinion.

► PRACTICE THE SKILL

SKILL Read the statements in the next column, and decide whether each is a statement of fact or of opinion.

- 1 Success at farming or trading allowed many early villages to grow into towns.
- 2 In about 6000 B.C., the people of Jericho abandoned their settlement.
- 3 Jericho was a better place to live in than Çatal Hüyük.
- 4 The people of Çatal Hüyük made the first known linen.
- 5 Craftworkers in early cities made very poor tools.

► APPLY WHAT YOU LEARNED

ANALYZE SKILL Reread the section of the lesson titled Çatal Hüyük on page 68. Write six statements about the information in the section—three that state facts and three that are your own opinions. Trade papers with a classmate. See whether you can identify which of your partner's statements are facts and which are opinions.



Participation Skills

Act as a Responsible Citizen

WHY IT MATTERS

Governments depend on citizens to act responsibly. One way to act responsibly is to keep informed about what is happening in your nation and your community. By keeping informed about current events, citizens prepare themselves to participate in their nation's and their community's government. Then, when the nation faces problems, the citizens can work together to solve those problems.



WHAT YOU NEED TO KNOW

Fortunately for the people he ruled, Ashoka was unlike the other Mauryan rulers. He acted responsibly by being a fair ruler rather than a cruel one. In a democracy such as the United States, all citizens have the opportunity to act responsibly. Here are some steps that you can follow to act as a responsible citizen:

- Step 1** Keep informed about problems and concerns in your nation and your community.
- Step 2** Think about ways to solve these problems.
- Step 3** Decide how to bring about change in ways that would be good for the entire nation or community.
- Step 4** Think about how you can help, either alone or with other citizens.

Buddhism inspired Ashoka (left) to rule responsibly. Ashoka and other Mauryan rulers built large Buddhist shrines, called stupas, like the one below.

