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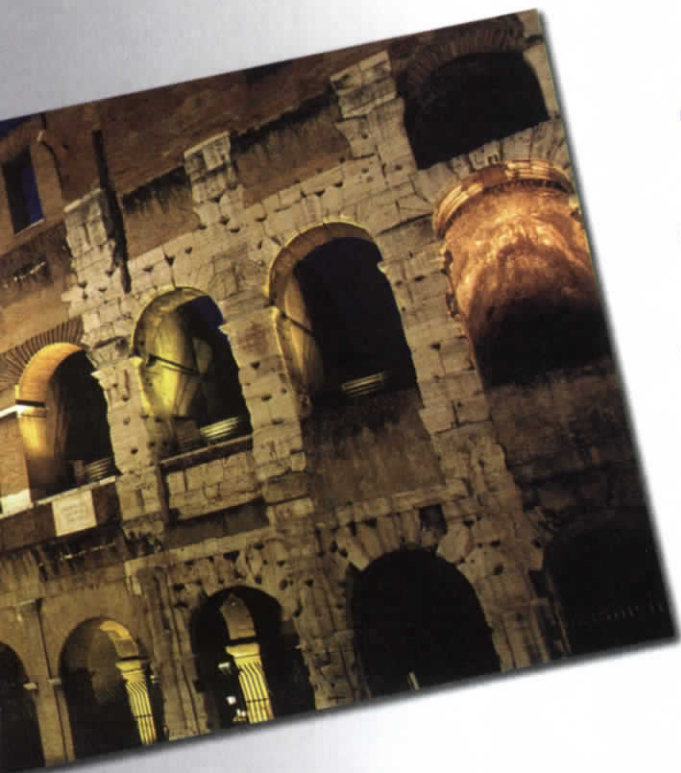
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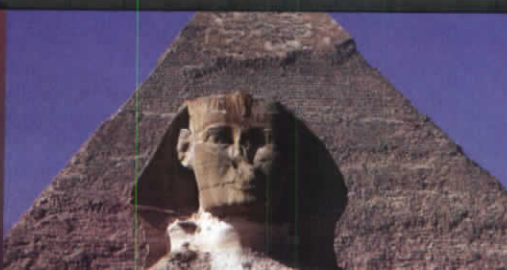
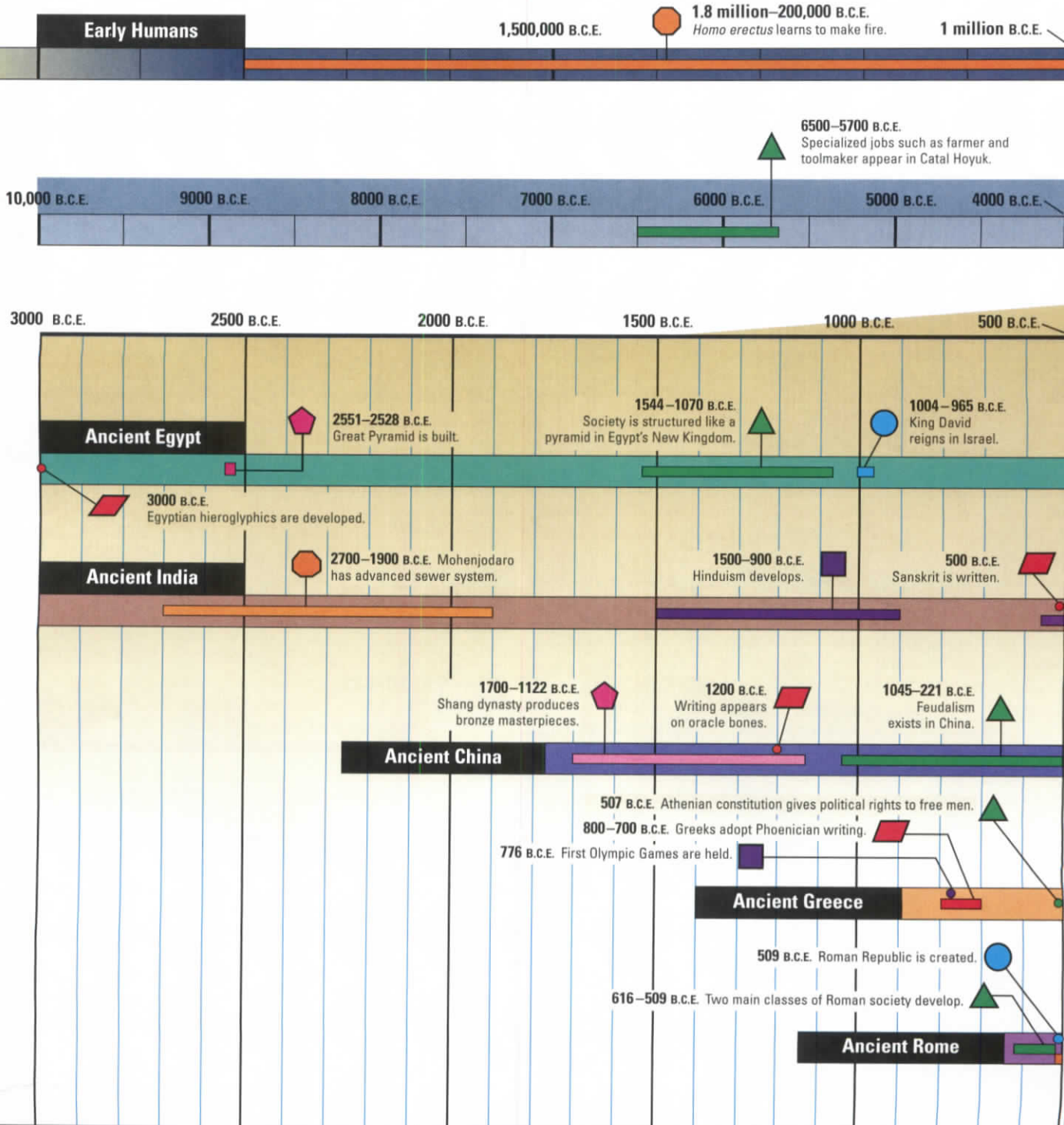
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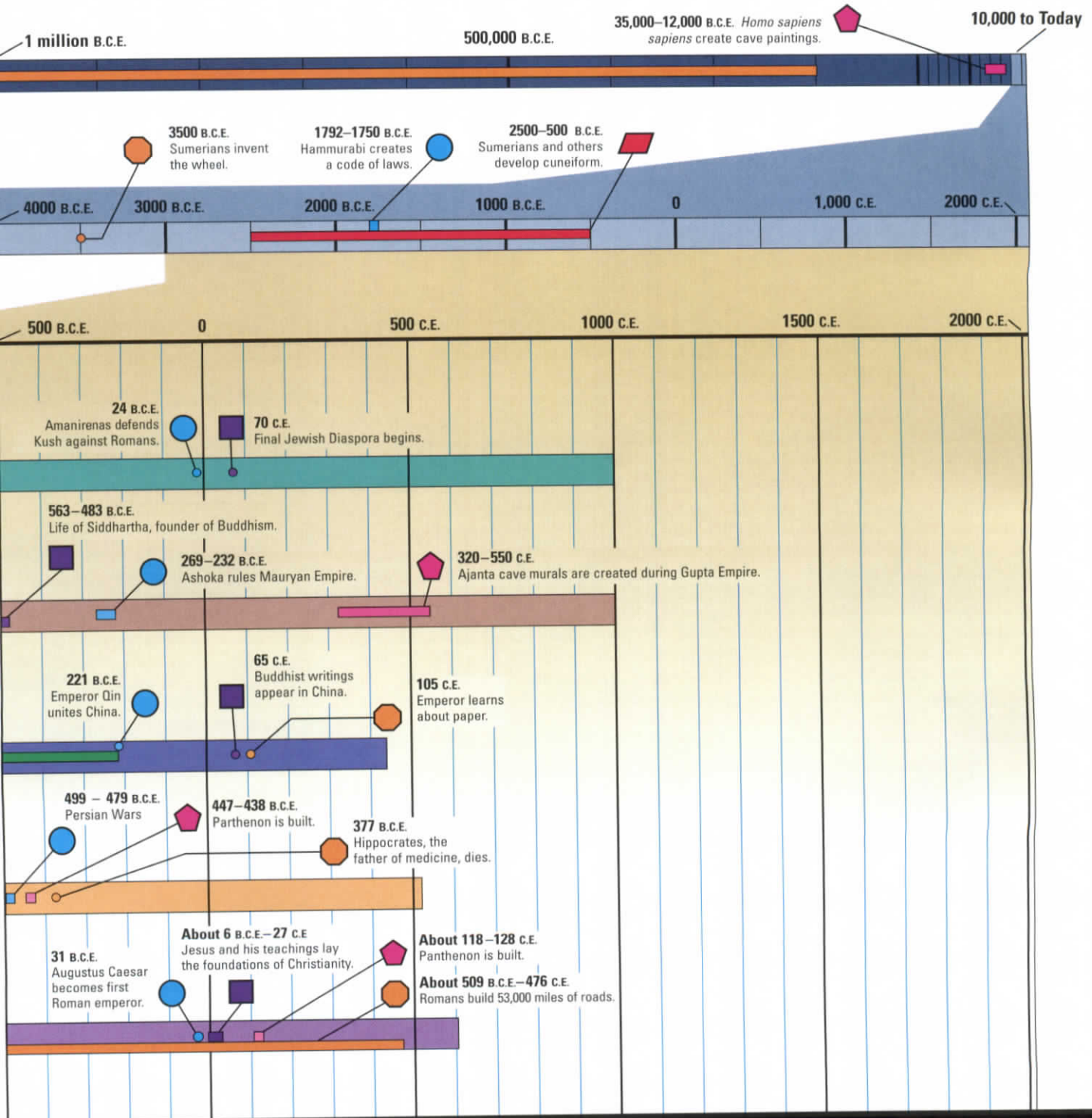
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# Physical Map of the World



Land Elevation	
Feet	Meters
Over 9,841	Over 3,001
6,581-9,840	2,001-3,000
3,281-6,580	1,001-2,000
661-3,280	201-1,000
0-660	0-200
Ice-covered land	



# Political Map of the World







# Physical Map of Africa



# Political Map of Africa



# Physical Map of Asia





# Physical Map of Europe





# Physical Map of North America



# Political Map of North America

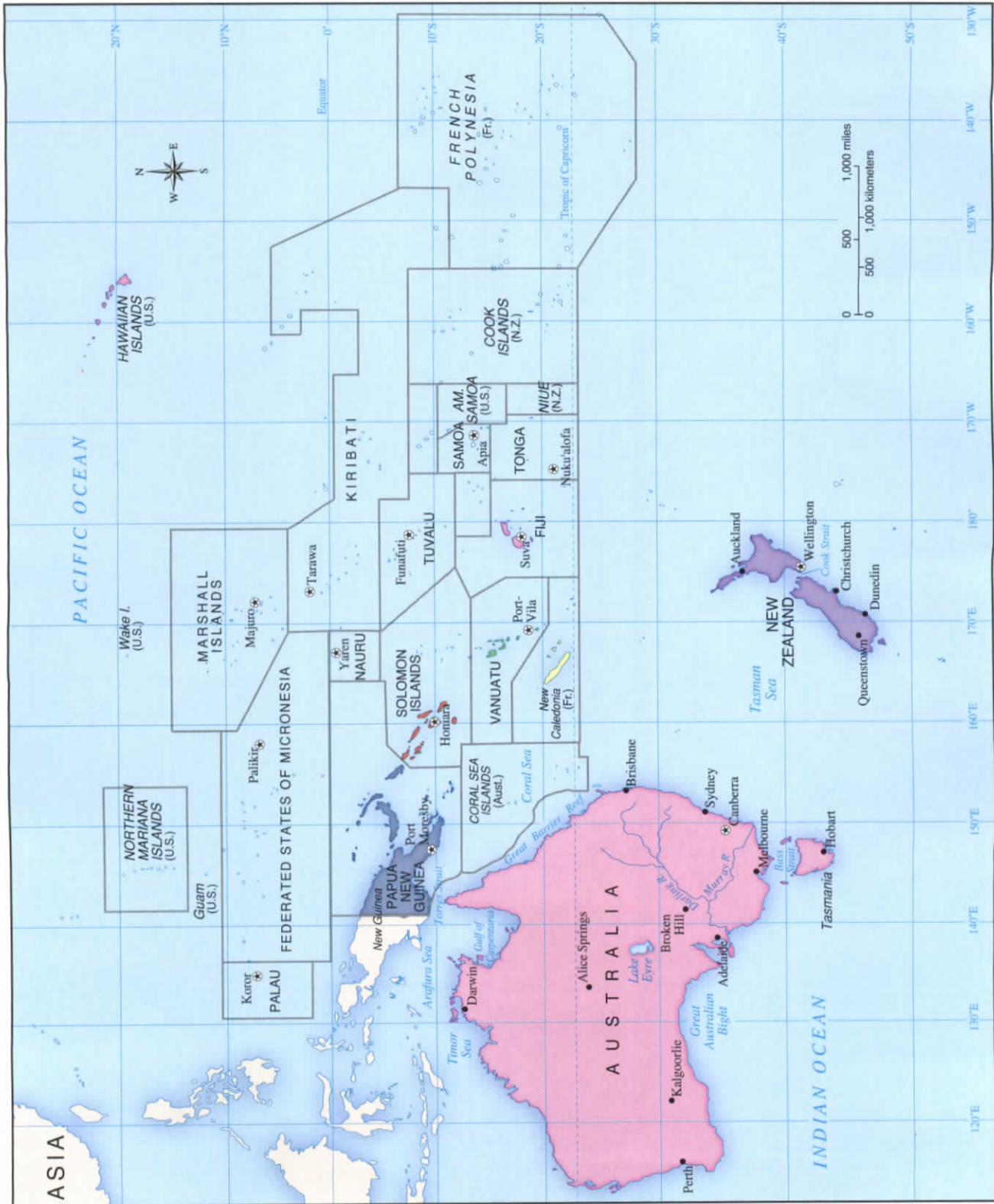






Physical Map of Oceania

# Political Map of Oceania



# Physical Map of South America



# Political Map of South America

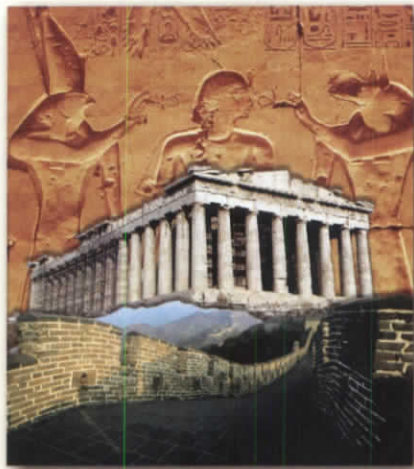


# On-Line Resources

The Online Resources at [www.historyalive.com/historyalive](http://www.historyalive.com/historyalive) provide the following resources and assignments linked to the content of each unit in *History Alive! The Ancient World*:

- biographies of people important in the history of each area of the world
- excerpts from primary sources and literature
- an Internet research project and links to related Web sites for more in-depth exploration
- enrichment essays and activities

Below are brief descriptions of the biographies and excerpts from primary sources and literature for each unit.



tells of a remarkable relationship between two women—one Jew and one gentile—and what they meant to the Jewish people. (Chapter 11: The Ancient Hebrews and the Origins of Judaism)

**Primary Source** *The Histories* by Herodotus (c. 480–425 B.C.E.). An excerpt from the writings of this ancient Greek historian tells of a Persian expedition down the Nile to Kush. (Chapter 10: The Kingdom of Kush)

*Psalm 137* (Old Testament, Book of Psalms). This moving song expresses the grief of the Jews being held captive in Babylon. (Chapter 12: The Struggle to Preserve Judaism)

*Painted scenes from the Tomb of Rekhmire and Tomb of Nakht* (c. 1550–1295 B.C.E.). These images from ancient Egyptian burials offer a glimpse into family life and the daily work of slaves. (Chapter 9: Daily Life in Ancient Egypt)

**Literature** *The Satire of the Trades* (c. 1950–1900 B.C.E.). This poem found on an ancient Egyptian papyrus describes the hardships faced by craftsmen and workers of all types. (Chapter 9: Daily Life in Ancient Egypt)

*The Torah* (from oral tradition, written down c. 5th century B.C.E.). Both Hebrew history and teachings of Judaic law are included in these ancient writings. (Chapter 11: The Ancient Hebrews and the Origins of Judaism)

## Unit 1: Early Humans and the Rise of Civilization

**Biography** Kathleen Kenyon (1906–1978). This British archaeologist conducted excavations to learn about the ancient inhabitants of Jericho. Her discoveries have made a significant impact on the study of archaeology in the Middle East. (Chapter 1: Investigating the Past)

**Primary Source** *The Code of Hammurabi* (written c. 1792–1750 B.C.E.). Under the rule of King Hammurabi, the people of Babylonia were subject to this detailed code of laws. (Chapter 6: Exploring Four Empires of Mesopotamia)

**Literature** *The Epic of Gilgamesh* (c. 2000 B.C.E.). Perhaps the oldest written story on Earth, this myth from ancient Sumer was written in cuneiform script on 12 clay tablets. It tells the adventures of Gilgamesh, legendary King of Uruk. (Chapter 5: Was Ancient Sumer a Civilization?)

## Unit 2: Ancient Egypt and the Near East

**Biography** Naomi and Ruth (Old Testament, Book of Ruth). This story from ancient Hebrew scriptures

## Unit 3: Ancient India

**Biography** Mahavira (599–527 B.C.E.). Born an Indian prince, Mahavira gave up all his possessions to become a religious teacher. He spread the values of an ancient religion called Jainism, including respect for all forms of life (people, animals, birds, plants, insects). (Chapter 15: Learning About Hindu Beliefs)

**Primary Source** *The Travels or Fa-hsien or Record of Buddhistic Kingdoms* by Fa-hsien (written 394–414 C.E.). This is an excerpt from the journal of a Chinese monk who went to India to learn more about Buddhism. (Chapter 18: The Achievements of the Gupta Empire)

**Literature** *Ramayana* (from oral tradition; first written down c. 4th century B.C.E.). Hindus often teach religious beliefs to their children through stories. This excerpt from a modern Reader's Theater adaptation of the ancient Indian epic teaches about *dharma* (duty). (Chapter 15: Learning About Hindu Beliefs)

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#### Unit 4: Ancient China

**Biography** Emperor Wu (156–87 B.C.E.). Wu ruled China for more than 50 years. His great army expanded the borders of the Han Dynasty, but he also supported Chinese art and culture. (Chapter 23: The Han Dynasty)

**Primary Source** *Lessons for Women* by Pan Chao (45–116 C.E.). In this excerpt from her handbook, China's first female historian describes the role of women in a Confucian society. (Chapter 21: Three Chinese Philosophies)

**Literature** *Ballad of Mulan* (c. 5 C.E.). This poem from the Han dynasty is an example of yuefu poetry, which often dealt with the emotions and daily lives of ordinary people. (Chapter 23: Three Chinese Philosophies)

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#### Unit 5: Ancient Greece

**Biography** Pericles (c. 490–429 B.C.E.). Pericles helped rebuild Athens after the Persian Wars and led this city-state into its golden age. (Chapter 29: The Golden Age of Athens)

Plato (c. 427–347 B.C.E.). Founder of a school of philosophy called The Academy, Plato wrote many works about his political and scientific beliefs, some of which still influence modern thinkers. (Chapter 29: The Golden Age of Athens)

**Literature** *Aesop's Fables* (6th century B.C.E.). Fables are short tales that were once used to explain natural phenomena, and are now used to teach lessons. Three examples are presented. (Chapter 31: The Legacy of Ancient Greece)

"*Some say...*" by Sappho (born 612 B.C.E.). This Grecian woman wrote poems about love that were traditionally performed to music (a lyre). Only fragments of her work have survived. (Chapter 31: The Legacy of Ancient Greece)

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#### Unit 6: Ancient Rome

**Biography** Tiberius Gracchus (163–133 B.C.E.) and Gaius Gracchus (153–121 B.C.E.). These two brothers both served in the Roman Senate, introducing a number of reforms that improved life for the people of Rome. (Chapter 34: From Republic to Empire)

**Primary Source** *Letter from Cicero to Brutus* (written 43 B.C.E.). After Julius Caesar's assassination by Brutus, the senator Cicero writes about his fears for the Roman republic. (Chapter 34: From Republic to Empire)

**Literature:** *Aeneid* by Virgil (70–19 B.C.E.). This epic poem glorifies the origins of the Roman Empire. In this excerpt, the goddess Venus brings gifts from the gods to her son Aeneas. (Chapter 37: The Legacy of Rome in the Modern World)

*New Testament* (c. 1st century C.E.). Parables and sermons from this collection of books and letters help explain the teachings of Jesus. Through the ages, they have offered Christians lessons for living. (Chapter 36: The Origins and Spread of Christianity)



# Glossary

**Teal** words are defined in the margins of *History Alive! The Ancient World*.

**Red** words are key concepts in the chapter introductions.

## A

---

**Abraham** the leader who led the Hebrews from Mesopotamia to Canaan

**achievement** an accomplishment

**acropolis** the hill above a Greek city on which temples were built

**agora** a marketplace in ancient Greece

**agriculture** the business of farming

**Akkadian Empire** a Mesopotamian empire

**Alexander the Great** the ruler of a vast empire from Macedonia to India in the 300s B.C.E.

**alliance** an agreement between nations to work together for common interests

**ally** a country or group that joins with another for a common purpose, such as to fight against a common enemy

**alms** goods given to the poor

**ancestor worship** honoring ancestors through rituals, such as offering food and wine to the dead

**ancient history** the study of the distant past, from the earliest humans through the first great civilizations

**anesthetic** something that takes away the feeling of pain

**anthropologist** a scientist who studies human development and culture

**appoint** to choose someone to fill an office or a position

**aqueduct** a pipe or channel that brings water from distant places

**arch** an upside-down U- or V-shaped structure that supports weight above it, as in a doorway

**archeologist** an expert who studies the past by examining objects that people have left behind

**archer** a person who shoots with a bow and arrow

**architecture** the art of designing buildings

**aristocrat** a member of the most powerful class in ancient Greek society

**Ark of the Covenant** the chest containing the Ten Commandments, written on stone tablets, that the Hebrews carried with them during their wanderings after their flight from Egypt

**art** human creations intended to express beauty and convey messages

**artifact** an object made or used by people in the past

**artisan** a craftsperson

**ascetic** a person who gives up worldly pleasures

**Ashoka** an Indian king who used Buddhist values to unify India from about 269 to 232 B.C.E.

**assembly** a group of citizens in an ancient Greek democracy with the power to pass laws

**Assyrian Empire** a Mesopotamian empire

**astronomy** the study of stars and planets

## B

---

**Babylonian Empire** a Mesopotamian empire

**baptize** a ritual by which a person is welcomed into a religion

**bas-relief** a sculpture in which the image projects out from a flat surface

**biped** a two-footed animal

**blasphemy** a disrespectful act or statement against God

**Brahman** in Hinduism, the one supreme power, or divine force, that everything is a part of

**Brahmanism** an ancient Indian religion in which the Brahmins (priests and religious scholars) are the dominant class

**Buddha** a man originally named Siddhartha Gautama who lived in India from about 563 to 483 B.C.E. and began the religion of Buddhism

**Buddhism** a religion of India begun by Prince Siddhartha, or the Buddha

**bureaucracy** a form of government in which a few people rule many others

## C

---

**calligraphy** the art of fine handwriting

**capability** skill

**capital** a city that is the center of government

**caravan** a group of people traveling together

**caste** a class, or group, in Hindu society

**cavalry** soldiers who ride on horses

**census** an official count of the population or number of people living in an area

**chariot** a two-wheeled vehicle pulled by a horse

**Christianity** the religion based on the life and teachings of Jesus Christ

**citadel** a fortress built to protect a city

**citizen** a member of a democracy, who has certain rights and responsibilities

**city-state** an early city that was like a small, independent country with its own laws and government

**civilization** a culture marked by developments in arts, sciences, government, and social structure

**civil servant** a person who works for a government

**civil war** a war between regions of the same country

**clan** a large group of friends and family

**climate** the average weather conditions at a particular place

**colonist** a person who lives in a colony

**colony** a settlement in a distant place

**compass** an instrument for determining direction

**Confucianism** a Chinese philosophy that emphasizes proper behavior

**consul** one of two chief leaders in the Roman Republic

**covenant** an agreement or promise

**culture** a characteristic of civilization that includes the beliefs and behaviors of a society or group of people

**cuneiform** writing that uses wedge-shaped characters

**cuniculus** an irrigation system invented by the Etruscans

## D

---

**daily life** the factors of everyday existence, including religion, recreation, housing, food and drink, and education

**Daoism** a Chinese philosophy that emphasizes living in harmony with nature

**David** the Hebrew king who established Jerusalem as a holy city

**delta** an area of sediment deposited at the mouth of a river

**democracy** a form of government in which the ruling power is shared by all citizens

**descendant** a daughter or son, granddaughter or grandson, and so on

**dharma** one of the basic beliefs of Hinduism that stands for law, obligation, and duty

**disciple** a person who helps spread the religious teachings of another

**dome** a half-round or hemisphere-shaped roof

**domesticate** to train a wild animal to be useful to humans

**drama** the art of writing, acting in, and producing plays

**dynasty** a family or group that rules for several generations

## E

---

**economy** a system of managing the wealth of a community or region

**edict** a command that is obeyed like a law

**education** a system of learning



# Glossary

**Egyptian civilization** a society of people who lived in the northeast corner of Africa from around 3100 B.C.E. to 350 C.E.

**embalm** to treat a dead body with preservatives to prevent it from decaying

**empire** a large territory in which several groups of people are ruled by a single leader or government

**engineering** the science of building structures and the like

**environmental factors** the water, topography (shape of the land), and vegetation (plant life) of an area or region

**Etruscans** inhabitants of Etruria, a land just north of the Palatine

**execute** to kill

**exile** living away from one's native country

**Exodus** the departure of the Hebrews from Egypt

**expansion** the process of becoming larger, such as of an empire

## F

---

**famine** a severe shortage of food

**fertilization** the process of adding fertilizer, or plant food, to soil

**feudalism** a system of government based on landowners and tenants

## G

---

**gentile** non-Jewish

**geographer** an expert who studies and creates maps of Earth's natural and humanmade features

**geographic region** an area of land that has its own geographic characteristics

**geography** the physical features of an area

**geometry** the branch of mathematics involving points, lines, planes, and figures

**glacier** a huge mass of ice that slowly slides over a land area

**gladiator** a person trained to fight another person to the death for public entertainment

**golden age** a time of great prosperity and achievement

**gospel** an account of the life and teachings of Jesus Christ

**government** the people or groups that rule a particular region

**granary** a place to store grain

**Greco-Roman** having the characteristics of Roman art with a strong Greek influence

**Greek contribution** influence from the Greeks that affects us today, as in the areas of language, government, medicine, mathematics and science, architecture, entertainment, and sports

**Greek culture** the features of Greek society, including religion, architecture, sculpture, drama, philosophy, and sports

**Greeks** inhabitants of Greece

**Gupta Empire** an empire that flourished in India from about 320 to 550 C.E.

## H

---

**Han dynasty** the Chinese dynasty that ruled from about 206 B.C.E. to 220 C.E.

**Hebrew civilization** a society of people (ancient Israelites) who lived to the northeast of Egypt, in Canaan, from about 1800 B.C.E. to 70 C.E.

**Hellespont** the long, narrow body of water between Europe and Asia in present-day Turkey

**hieroglyph** a symbol used in hieroglyphics, a system of writing developed in about 3000 B.C.E.

**Hinduism** India's first major religion

**historian** an expert who studies and records the past

**hominid** a prehistoric human

**human sacrifice** a person who is killed as part of a religious ritual

## I

---

**immortal** able to live forever

**Indus-Sarasvati civilization** a society of people who settled in the Indus River valley in India and were known for their advanced culture; also called the Harappan civilization

**industry** a business that manufactures a particular product, such as silk

**irrigation system** a means of supplying land with water

**isolated community** a settlement that is separated from other settlements by features such as mountains or oceans

## J

**Jesus Christ** a man who lived from about 6 B.C.E. to 27 C.E. and upon whose life and teachings Christianity is based

**Jewish beliefs** the basis of Judaism, such as the belief in one God and the importance of following the Ten Commandments

**Jewish Diaspora** the scattering of the Jewish people to many lands

**Judaism** a major world religion that was founded by the Hebrews

## K

**kandake** a powerful female leader who co-ruled Kush with her husband and sons

**karma** in Hinduism, the belief that how a person lives will affect their next life

**Kush civilization** a society of people who lived along the Nile, south of Egypt, from about 2000 B.C.E. to 350 C.E.

## L

**land bridge** a piece of land connecting two continents

**language** spoken and written words used to communicate thoughts, ideas, and feelings

**Latins** people from the ancient country of Latium, an area in what is now the country of Italy

**latitude** a measure of how far a place on Earth is from the equator

**law** a legal system

**legacy** a contribution of one culture to another

**Legalism** a Chinese philosophy that emphasizes

strict obedience to laws

**levee** a wall of earth built to prevent a river from flooding its banks

**lodestone** a type of iron ore

**logograph** a written character that represents a word

**longitude** a measure of how far a place on Earth is from an imaginary line that runs between the North and South Poles on the globe

## M

**Macedonia** an ancient kingdom north of Greece

**maize** a type of corn

**Mandate of Heaven** a power or law believed to be granted by a god

**Mauryan Empire** an empire that flourished in India from about 322 to 187 B.C.E.

**medicine** the science of healing the body and preventing disease

**merchant** a person who makes money by selling goods

**Mesopotamia** in ancient times, the geographic area located between the Tigris and Euphrates Rivers

**Messiah** a savior that many Jews believed had been promised by God

**Middle Kingdom** a period in ancient Egyptian history that lasted from about 2000 to 1800 B.C.E.

**migrate** to move from one geographic region to another

**millet** a type of grain

**mirage** an image of something that isn't really there, such as water

**missionary** someone who tries to persuade others to believe in his or her religious teachings

**Mohenjodaro** one of the first great settlements in India and a center of the Indus-Sarasvati civilization

**monarch** a single ruler who holds all the power in a country or empire

**monarchy** a form of government in which the ruling power is in the hands of one person

# Glossary

**monastery** a home for monks

**monk** a holy man who devotes his life to religious practice

**monotheism** the belief that there is only one god

**monsoon** a strong wind that brings heavy rain to southern Asia in the summer

**Moses** a Hebrew leader who led his people out of slavery in Egypt and brought Judaism its fundamental laws, the Ten Commandments

**multiple gods** in Hinduism, the many gods and goddesses that represent the various qualities of Brahman, the one supreme god

**mural** a wall painting

**mutton** meat from sheep

**myth** a traditional story that helps to explain a culture's beliefs

## N

**Neo-Babylonian Empire** a Mesopotamian empire

**Neolithic Age** the later part of the Stone Age, called the New Stone Age, from 8000 to 3000 B.C.E.

**New Kingdom** a period in ancient Egyptian history that lasted from about 1600 to 1100 B.C.E.

**nirvana** an ideal state of happiness and peace

**nomad** a person who moves from place to place with no permanent home

## O

**oasis** a place where water can be found in a desert

**Old Kingdom** a period in ancient Egyptian history that lasted from about 2700 to 2200 B.C.E.

**oligarch** one of several people who rule a country or empire together, sharing the power

**oligarchy** a form of government in which the ruling power is in the hands of a few people

**ore** a mineral mined for its valuable uses

## P

**Palatine** one of the seven hills in ancient Rome

**Paleolithic Age** the first period of the Stone Age, called the Old Stone Age, from about 2 million years ago to around 8000 B.C.E.

**papyrus** a tough water plant used to make paper and rope in ancient times

**parable** a simple story that explains a moral or religious lesson

**Parthenon** the temple honoring the goddess Athena, built on the acropolis above Athens

**patrician** in the Roman Republic, a rich man who held power

**peasant** a person who does farmwork for wealthy landowners

**Peloponnesian War** conflict between Athens and Sparta (and other city-states) from 431 to 404 B.C.E.

**Peloponnesus** the peninsula forming the southern part of the mainland of Greece

**Persian Empire** at its height in the 400s B.C.E., the largest empire the world had ever known, ruling over land in Africa, the Middle East, and Asia

**Persian wars** the conflict between Persia and the Greek city-states between 499 and 479 B.C.E.

**pharaoh** an ancient Egyptian leader

**philosophy** a theory or set of values by which one lives; the search for wisdom or knowledge

**physical feature** an aspect of the land, such as mountains, plateaus, and rivers

**pictograph** a symbol that stands for an object

**pilgrimage** a journey to a holy place

**plague** a terrible disaster affecting many people and thought to be sent by God as a punishment

**plateau** a flat area of land that is elevated, or raised, above the land around it

**plebeian** one of the common people; in the Roman Republic, a person who had no say in government

**prefect** a high official in ancient Rome

**prehistoric** before written history

**priestess** a female priest

**prophet** a person who speaks or interprets for God to other people

**province** a territory that is part of a country or an empire

**Punic Wars** wars fought between Rome and Carthage

**pyramid** a huge, triangular-shaped monument of ancient Egypt built around a tomb

## Q

**Qin Shihuangdi** the man who became emperor over a united China from 221 to 210 B.C.E.

## R

**rabbi** a religious teacher who studies and teaches others about Jewish law

**reincarnation** the belief that a person's soul is reborn into a new body after death

**relationship between Egypt and Kush** how the cultures of Egypt of Kush influenced each other commercially, culturally, and politically

**religion** a set of spiritual beliefs, values, and practices

**remains** a dead body

**Renaissance** a period of European history around the 14th century in which there was a rebirth of interest and accomplishments in art, literature, and learning

**republic** a form of government with elected leaders

**ritual** relating to a ceremony, such as a religious ceremony

**Rome** a city in Italy

## S

**Sabbath** the seventh day of the week to be used for rest and worship, according to one of the Ten Commandments

**sacrifice** a gift of an animal for slaughter as a way to honor gods

**samsara** in Hinduism, the belief in a continuous cycle of birth, death, and rebirth

**Sanskrit** an ancient language of India

**sarcophagus** a large stone coffin

**science** knowledge of the physical world

**scribe** a person who writes

**scroll** a roll of a material like paper or papyrus

**sculpture** the art of creating three-dimensional figures from such materials as wood, stone, and clay

**seismograph** an instrument for detecting earthquakes

**Senate** a group of 300 men elected to govern Rome in the Roman Republic

**settlement** a small community or village

**sewer system** a network of pipes that disposes of sewage, or waste water

**shelter** a place that provides protection from weather, such as a house

**Shang dynasty** the Chinese dynasty that ruled the area around the Huang He from 1700 to 1122 B.C.E.

**siege** a military blockade and attack on a city to force it to surrender

**Silk Road** a network of trade routes that stretched more than 4,000 miles across Asia

**silt** fine particles of rock

**social class** a group of society distinguished from other groups by such things as wealth, property, and rights

**social pyramid** a drawing of a pyramid shape with levels showing how social classes are positioned above and below one another regarding power and rights in the society

**social structure** the way a society or civilization is organized

**Solomon** the Hebrew king who built Jerusalem's first great temple; son of King David

**standardize** to make the same

**status** importance

**Stone Age** the first period of prehistoric human culture, from about 2 million years ago to around 3000 B.C.E.

# Glossary

**struggle to preserve Judaism** the effort of the Jews to preserve their religion after being scattered to many lands in the Diaspora

**stylus** a pointed instrument used for writing

**subcontinent** a landmass, such as India, that is of great size but smaller than a continent

**Sumer** an area in the southern part of Mesopotamia, where cities first appeared

**Sumerians** ancient people who lived in the geographic region of Sumer

**synagogue** a place of Jewish worship

## T

---

**Talmud** the collection of ancient Jewish writings that interpret the law of the Torah

**technology** the use of tools and other inventions for practical purposes

**Ten Commandments** the ten laws said to be given to Moses by God

**toga** a loose robe worn by men in Rome

**topography** the surface features of a place or region, such as mountains or deserts

**Torah** the first five books of the Jewish Bible

**trade** the business of buying and selling or exchanging items

**trade route** a network of roads along which traders traveled

**treaty** a written agreement by which two or more groups agree to be peaceful

**tribune** an official of the Roman Republic elected by plebeians to protect their rights

**tributary** a stream that feeds into a larger river

**tribute** wealth sent from one country or ruler to another as a sign that the other is superior

**tyranny** a form of government in which the ruling power is in the hands of one person who is not a lawful king

**tyrant** a person who seizes power illegally

## U

---

**unification of China** the merging of Chinese government and culture that occurred during the reign of Qin Shihuangdi

**unify** to make into a whole

## V

---

**vault** an arched structure used to hold up a ceiling or roof

**Vedas** a collection of Hindu sacred writings

**vegetation** the plant life of a place or region

**veto** to refuse to approve proposals of government made by the Senate

**villa** a large house in the country

**vizier** a high-ranking government official

## W

---

**warfare** military struggle between enemies

**writing** letters, words, and symbols formed on a surface, using an instrument, to record or communicate information

## Y

---

**yang** one half of the Daoist concept of opposing forces of nature; the opposite of yin

**yin** one half of the Daoist concept of opposing forces of nature; the opposite of yang

## Z

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**ziggurat** an ancient Mesopotamian temple tower

**Zhou dynasty** a line of rulers in China from about 1045 to 256 B.C.E.

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# Correlation of History Alive! Materials to State History–Social Science Standards

Below is a correlation of *History Alive! The Ancient World* to California Content Standards. For correlations to other state standards, go to <http://www.historyalive.com>.

California History–Social Science Standards, Sixth Grade	Where Standards Are Addressed
<b>6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.</b>	
1. Describe the hunter-gatherer societies, including the development of tools and the use of fire.	pp. 16–22
2. Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.	pp. 22, 26, 34–39 Online Resources: Ch. 3 Enrichment Essay 4
3. Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter.	pp. 25–31, 34–39 Online Resources: Ch. 3 Enrichment Essay 4
<b>6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.</b>	
1. Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.	pp. 33–35, 65–71
2. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.	pp. 27–31, 34–39, 42–43, 57
3. Understand the relationship between religion and the social and political order in Mesopotamia and Egypt.	pp. 44–46, 53–54, 57, 74–75, 81–87
4. Know the significance of Hammurabi’s Code.	p. 54 Online Resources: Ch. 6 Primary Sources
5. Discuss the main features of Egyptian art and architecture.	pp. 75–76, 78–79, 90–91
6. Describe the role of Egyptian trade in the eastern Mediterranean and Nile valley.	pp. 77, 96 Online Resources: Ch. 8 Enrichment Essay 5
7. Understand the significance of Queen Hatshepsut and Ramses the Great.	pp. 77, 78–79
8. Identify the location of the Kush civilization and describe its political, commercial, and cultural relations with Egypt.	pp. 95–99
9. Trace the evolution of language and its written forms.	pp. 49, 53, 88–89, 99 Online Resources: Ch. 5 Literature

**6.3 Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.**

1. Describe the origins and significance of Judaism as the first monotheistic religion based on the concept of one God who sets down moral laws for humanity.	pp. 101–105, 112–113
2. Identify the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): belief in God, observance of law, practice of the concepts of righteousness and justice, and importance of study; and describe how the ideas of the Hebrew traditions are reflected in the moral and ethical traditions of Western civilization.	pp. 101–105, 107, 112–113
3. Explain the significance of Abraham, Moses, Naomi, Ruth, David, and Yohanan ben Zaccai in the development of the Jewish religion.	pp. 101–109, 116–117 Online Resources: Ch. 11 Biographies
4. Discuss the locations of the settlements and movements of Hebrew peoples, including the Exodus and their movement to and from Egypt, and outline the significance of the Exodus to the Jewish and other people.	pp. 102–107, 111, 114–115 Online Resources: Ch. 12 Primary Sources
5. Discuss how Judaism survived and developed despite the continuing dispersion of much of the Jewish population from Jerusalem and the rest of Israel after the destruction of the second Temple in A.D. 70.	pp. 116–117

**6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.**

1. Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region.	pp. 247–251, 260, 262
2. Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from <i>Pericles' Funeral Oration</i> ).	pp. 254–257 Online Resources: Ch. 29 Biographies (Pericles)
3. State the key differences between Athenian, or direct, democracy and representative democracy.	p. 257, 298
4. Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer's <i>Iliad</i> and <i>Odyssey</i> , and from <i>Aesop's Fables</i> .	p. 281–282, 284, 296 Online Resources: Ch. 31 Literature (Aesop); Enrichment Essay 10
5. Outline the founding, expansion, and political organization of the Persian Empire.	pp. 245, 272
6. Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars.	pp. 259–268, 273–277, 289–290
7. Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt.	pp. 290–295



California History–Social Science Standards, Sixth Grade	Where Standards Are Addressed
8. Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides).	pp. 283, 285, 298-9, 300-301 Online Resources: Ch. 29 Biographies (Plato); Ch. 31 Literature (Sappho); Enrichment Essay 10
<b>6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.</b>	
1. Locate and describe the major river system and discuss the physical setting that supported the rise of this civilization.	pp. 124, 126, 129, 131, 133
2. Discuss the significance of the Aryan invasions.	p. 144 Online Resources: Ch. 15 Enrichment Essay 7
3. Explain the major beliefs and practices of Brahmanism in India and how they evolved into early Hinduism.	pp. 144–146
4. Outline the social structure of the caste system.	p. 145
5. Know the life and moral teachings of the Buddha and how Buddhism spread in India, Ceylon, and Central Asia.	pp. 121, 153–159, 163–164, 241
6. Describe the growth of the Maurya empire and the political and moral achievements of the emperor Asoka.	pp. 161–164
7. Discuss important aesthetic and intellectual traditions (e.g., Sanskrit literature, including the <i>Bhagavad Gita</i> ; medicine; metallurgy; and mathematics, including Hindu-Arabic numerals and the zero).	pp. 167, 169-175 Online Resources: Ch. 15 Biographies; Literature; Ch. 18 Enrichment Essay 8
<b>6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.</b>	
1. Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.	pp. 191, 195–202
2. Explain the geographic features of China that made governance and the spread of ideas and goods difficult and served to isolate the country from the rest of the world.	pp. 183–191
3. Know about the life of Confucius and the fundamental teachings of Confucianism and Daoism.	pp. 205, 208–209, 210–211 Online Resources: Ch. 21 Primary Sources
4. Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them.	pp. 205–209
5. List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty.	pp. 215–221

California History–Social Science Standards, Sixth Grade	Where Standards Are Addressed
6. Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and the expansion of the empire.	pp. 223–225 Online Resources: Ch. 23 Biographies
7. Cite the significance of the trans-Eurasian “silk roads” in the period of the Han Dynasty and Roman Empire and their locations.	pp. 233–241
8. Describe the diffusion of Buddhism northward to China during the Han Dynasty.	p. 241
<b>6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.</b>	
1. Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero.	pp. 309–310, 312, 317, 323–326, 330–331 Online Resources: Ch. 34 Primary Sources
2. Describe the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty).	pp. 318–321
3. Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire, including how the empire fostered economic growth through the use of currency and trade routes.	pp. 323–333 Online Resources: Ch. 34 Enrichment Essay 11
4. Discuss the influence of Julius Caesar and Augustus in Rome’s transition from republic to empire.	pp. 330–333
5. Trace the migration of Jews around the Mediterranean region and the effects of their conflict with the Romans, including the Romans’ restrictions on their right to live in Jerusalem.	pp. 114–117
6. Note the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament, and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs (e.g., belief in the Trinity, resurrection, salvation).	pp. 347–359 Online Resources: Ch. 36 Literature, Ch. 36 Enrichment Essay 12
7. Describe the circumstances that led to the spread of Christianity in Europe and other Roman territories.	pp. 356–359 pp. 356–359
8. Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law.	pp. 361, 364–371 Online Resources: Ch. 37 Literature

# Historical and Social Science Analysis Skills

In addition to the content standards, students demonstrate the following intellectual reasoning, reflection, and research skills, which are reinforced throughout the program.

<b>Chronological and Spatial Thinking</b>
1. Students explain how major events are related to one another in time.
2. Students construct various time lines of key events, people, and periods of the historical era they are studying.
3. Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.
<b>Historical Research, Evidence, and Point of View</b>
1. Students frame questions that can be answered by historical study and research.
2. Students distinguish fact from opinion in historical narratives and stories.
3. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.
4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.
5. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).
<b>Historical Interpretation</b>
1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.
2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.
3. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.
4. Students recognize the role of chance, oversight, and error in history.
5. Students recognize that interpretations of history are subject to change as new information is uncovered.
6. Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.

**Chapter 1**

**pp. 2–3:** Etosha National Park, Namibia; Jeremy Woodhouse/Getty Images/PhotoDisc. **p. 4:** Hall of Bulls, Lascaux cave, Lascaux, France; © Sisse Brimberg/National Geographic Image Collection. **p. 5:** Susan Jaekel. **p. 6:** Archeological dig in Gibraltar; © Bojan Bredelj/Corbis. **p. 7:** Depiction of Cro-Magnon man with pictographs; © Margaret Kyle McLellan/National Geographic Image Collection. **p. 8:** Magdalenian rock painting depicts scene from a hunt with human figure, Lascaux cave, Perigord, France; © Charles & Josette Lenars/Corbis. **p. 9, upper:** Prehistoric animals from Lascaux cave, France; © Sylvain Julienne/Woodfin Camp & Associates. **p. 9, lower:** Petroglyphs from Los Manos Cave, Patagonia, Santa Cruz Province, Argentina; © Hubert Stadler/Corbis. **p. 10, upper:** Carving of horse on a spear thrower made of antler bone found in Bruniquel, France; Magdalenian period; Musée des Antiquités Nationales, St. Germain-en-Laye, France; © 1985 David Brill. **p. 10, lower:** Clay sculpture of two bison from the Tuc d'Audoubert cave, France; © Sisse Brimberg/National Geographic Image Collection. **p. 11:** Prehistoric artists' tools including grindstone with manganese, ocher, sculptor's pick, and an engraving burin; © Sisse Brimberg/National Geographic Image Collection.

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**p. 12:** Illustration of early man in fire-lit cave; © Bettmann/Corbis. **p. 13:** Susan Jaekel. **p. 14:** Susan Jaekel. **p. 15:** Susan Jaekel. **p. 16, left:** Susan Jaekel. **pp. 16–17:** Artist's rendition of *Homo habilis* group skinning a zebra; Robert Harding. **p. 18, left:** Susan Jaekel. **pp. 18–19:** Rendition of *Homo erectus* group around fire; Robert Harding. **p. 20, left:** Susan Jaekel. **pp. 20–21:** Rendition of the Shanidar Cave burial; Robert Harding. **p. 22:** Susan Jaekel. **p. 23:** Artist's rendition of *Homo sapiens sapiens* making cave paintings in Lascaux cave, France; © Jack Unruh/National Geographic Image Collection.

**Chapter 3**

**p. 24:** DJ Simison. **p. 25:** Doug Roy. **p. 27:** Detail of cattle, herdsmen, and women with children; cave painting of Tassili n'Ajjer, Algeria; 2nd millennium B.C.E.; Henri Lhote Collection, Musée de l'Homme, Paris, France; © Erich Lessing/Art Resource, NY. **p. 28:** Renate Lohmann. **p. 29:** Renate Lohmann. **p. 30:** Prehistoric man fashioning a cooking pot from clay; 19th C. engraving; The Granger Collection, New York. **p. 31:** Obsidian arrowhead; © Tom Bean/Corbis.

**Chapter 4**

**p. 32:** Excavated ruins at Dura Europus, near Mari, As Salhiyah, Syria; © Dean Conger/Corbis. **p. 33:** Doug Roy. **p. 35:** Zagros Mountains, Parawah, Iran; Robert Harding. **p. 36:** Euphrates River near Anah, Iraq; © V.

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**Chapter 5**

**p. 40:** Both sides of the Standard of Ur (detail), illustration of scenes of war and peace; worked in shell, red limestone, and lapis lazuli, bitumen inlay; © Trustees of the British Museum, London. **p. 41:** Doug Roy. **p. 42, left:** Reverse of U.S. penny; Teachers' Curriculum Institute. **p. 42, right:** Phoenician galley ship on a coin of Sidon, Mesopotamian period, ca. 4th C. B.C.E.; British Museum, London; © Winfield Parks/National Geographic Image Collection. **p. 43:** Boy plowing with buffalo in Azerbaijan area of Iran; © Roger Wood/Corbis. **p. 44:** Sumerian ruins of Uruk; © Nik Wheeler/Corbis. **p. 45:** Nebuchadrezzar II, Chaldean king of Babylon; North Wind Picture Archives. **p. 46:** Ziggurat of Ur, Iraq, Sumerian city ca. 4500–400 B.C.E.; Robert Harding. **p. 47:** Reconstruction of a lyre found in the grave of Queen Pu-abi, Royal Cemetery, Ur, Iraq; © Trustees of the British Museum, London. **p. 48:** Baked clay model of a chariot, 17 x 15 cm; period of the Amorite dynasties, 2000–1595 B.C.E.; © Erich Lessing/Art Resource, NY. **p. 49:** Relief of scribes using tablet and stylus; © Trustees of the British Museum, London.

**Chapter 6**

**p. 50:** Elamite warriors marching into battle against Ashurbanipal at the battle of Til Tuba, detail from stone bas-relief, palace in Miniveh, Mesopotamia, 7th C. B.C.E.; © Erich Lessing/Art Resource, NY. **p. 51:** Susan Jaekel. **p. 52:** Head of Sargon the Great, Nineveh, Akkadian, ca. 2300–2200 B.C.E., bronze, h: 12" (30.7 cm); Iraq Museum, Baghdad, Iraq; © Scala/Art Resource, NY. **p. 53:** Victory Stele of Naram-Sin, ca. 2300–2200 B.C.E.; © Gianni Dagli Orti/Corbis. **p. 54:** Stele of Hammurabi, ca. 1780 B.C.E.; © Gianni Dagli Orti/Corbis. **p. 55:** Terra-cotta relief plaque of a woman weaving, early 2nd millennium B.C.E.; © Gianni Dagli Orti/Corbis. **p. 56:** Tower with defenders; Assyrians attack the Jewish fortified town of Lachish in 701 B.C.E.; detail of an Assyrian relief from the palace of Sennacherib at Nineveh, Mesopotamia, 8th C. B.C.E., British Museum, London; © Erich Lessing/Art Resource, NY. **p. 57:** Colossal human-headed winged bull, Ashurbanipal, Nimrud, ca. 865 B.C.E.; © Boltin Picture Library. **p. 58:** Ishtar Gate, Babylon, Iraq; © Nik Wheeler/Corbis. **p. 59:** Hanging gardens of ancient Babylon; North Wind Picture Archives. **pp. 60–61, background:** Etosha National Park, Namibia; Jeremy Woodhouse/Getty Images/PhotoDisc. **pp. 60–61, details:** Len Ebert.

**Chapter 7**

**pp. 62–63:** Pyramid at Giza, sphinx in front; Neil Beer/Getty Images/PhotoDisc. **p. 64:** Nile River at Aswan, where prior to being dammed the river narrowed to the First Cataract, Egypt; © Nik Wheeler/Corbis. **p. 65:** Doug Roy. **p. 67:** Farmer in field, Nile, Egypt; © Staffan Widstrand/Corbis. **p. 68:** Farmland on banks of Nile, Egypt; © Yann Arthus-Bertrand/Corbis. **p. 69:** Desert near Aswan, Egypt; © Roger Wood/Corbis. **p. 70:** Jordan River valley, Galilee, Israel; © Richard T. Nowitz/Corbis. **p. 71:** Desert flowers bloom in Negev Desert, Israel; © Shai Ginott/Corbis.

**Chapter 8**

**p. 72:** Entrance to Nefertari and Hathor Temple, Abu Simbel, ca. 1250 B.C.E.; colossal statues of Ramses II flank the entrance to the smaller of two temples cut into sandstone rock at Abu Simbel, on the Nile River; © Carmen Redondo/Corbis. **p. 73:** Len Ebert. **p. 75, upper:** Entrance to the Great Pyramid of Giza, Egypt, ca. 2525 B.C.E.; © Corbis. **p. 75, lower:** King Cheops or Pharaoh Khufu (2545–2520 B.C.E.), ivory statuette; Egyptian Museum, Cairo, Egypt; © Erich Lessing/Art Resource, NY. **p. 76:** Senusret I (reign 1964–1926 B.C.E.), from Osiride Pillar; © Richard T. Nowitz/Corbis. **p. 77:** Queen Hatshepsut seated, pink granite figure, 18th dynasty (16th–14th C. B.C.E.), New Kingdom, Egypt; Rijksmuseum van Oudheden, Egyptian Collection, Leiden, Netherlands; © Erich Lessing/Art Resource, NY. **p. 78:** Ramesses II and sons attacking Hittite fortress, painting; James Putnam. **p. 79:** Mummified face of Ramses II, New Kingdom, 19th dynasty (1550–1070 B.C.); © Roger Wood/Corbis.

**Chapter 9**

**p. 80:** Painting of ancient Egyptian architecture (detail), 1838, Antonio Basoli; © Massimo Listri/Corbis. **p. 81:** Len Ebert. **p. 82:** Len Ebert. **p. 83:** Nefertari playing senet, fresco, ca. 1320–1200 B.C.E.; © Gianni Dagli Orti/Corbis. **p. 84:** Imhotep, architect and minister of Djoser, with a dedication of Poumeh, son of Horsaiset; bronze, height 15 cm; © Réunion des Musées Nationaux, Paris/Art Resource, NY. **p. 85:** Banquet scene (detail), wall painting from the tomb of Nebamun, Dra Abu el-Naga, West Thebes, 18th dynasty; British Museum, London, Great Britain; Werner Forman/Art Resource, NY. **p. 86:** Priest and scribe, detail, F.A. Bridgman; © Bettmann/Corbis. **p. 87:** Purification of the dead before entombment, fresco wall painting, ca. 1550–1295 B.C.E.; © Gianni Dagli Orti/Corbis. **p. 88:** Scribes, bas-relief, Egypt, 18th dynasty; © Scala/Art Resource, NY. **p. 89:** Bas-relief with Egyptian scribes, ca. 2494–2345 B.C.; © Gianni Dagli Orti/Corbis. **p. 90:** Sculptors at work, detail, wall painting, tomb of Rekhmere, vizier under pharaohs Thutmose III and Amenophis II, 18th dynasty, 16th–14th C. B.C.E.; tomb of Rekhmere, cemetery of Sheikh Abd

# Credits

el-Qurnah, Tombs of the Nobles, Thebes, Egypt; © Erich Lessing/Art Resource, NY. **p. 91:** Rekhmere inspects woodcarvers and carpenters, detail, wall painting, tomb of Rekhmere, vizier under Pharaohs Thutmosis III and Amenophis II, 18th dynasty, 16th–14th C. B.C.E.; tomb of Rekhmere, cemetery of Sheikh Abd el-Qurnah, Tombs of the Nobles, Thebes, Egypt; © Erich Lessing/Art Resource, NY. **p. 92:** Ancient Egyptian fresco of husband and wife plowing fields, ca. 1306–1290 B.C.; © Archivo Iconografico, S.A./Corbis. **p. 93:** Agricultural scene, wall painting, tomb of Mennah, scribe of the fields and estate inspector under pharaoh Thutmosis IV (18th dynasty, 16th–14th C. B.C.E.); cemetery of Sheikh Abd el-Qurna, Tombs of the Nobles, Thebes, Egypt; © Erich Lessing/Art Resource, NY.

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**p. 94:** Men bring the tribute of Black Africa for presentation to Pharaoh, fragment of painted plaster from the tomb of Sebekhotep; © Trustees of the British Museum, London. **p. 95:** Len Ebert. **p. 96:** Kushites bringing tribute to Ramesses II's governor of Kush; © Trustees of the British Museum, London. **p. 97:** King Piye accepting the tribute of Egyptian princes (NGM 1990/11 104-5); © James Gurney. **p. 98:** Kush iron workers; © Lloyd Townsend/National Geographic Image Collection. **p. 99:** Kandake Amanirenas and her son Prince Akinidad direct a dawn attack on the Roman garrison at Syene, modern-day Aswan, Egypt; © David Blossom/National Geographic Image Collection.

## Chapter 11

**p. 100:** Moses with the Ten Commandments; © Bettmann/Corbis. **p. 101:** Susan Jaekel. **p. 102:** Ceremonial reading of the Torah at the Western Wall, Jerusalem, Israel; © Bojan Breclj/Corbis. **p. 103:** Jamb sculptures of Abraham, Isaac, Moses, Samuel, and David on north portal, Chartres Cathedral, Chartres, France; © Mary Ann Sullivan. **p. 105:** *Sacrifice of Isaac*, Giovanni Battista Tiepolo, panel from fresco cycle depicting scenes from the Old Testament, 1726; © Elio Cioli/Corbis. **p. 106:** *The Crossing of the Red Sea*, from *The Story of Moses*, school of Raphael (1483–1520), fresco, loggia, Vatican Palace, Vatican State; © Scala/Art Resource, NY. **p. 108:** King David leading the procession of the sacred Ark into Jerusalem, Luigi Ademollo, 19th C.; © Archivo Iconografico, S.A./Corbis. **p. 109:** Illustration of King Solomon's temple, updated illustration depicting John W. Kelchner's 1913 reconstruction; © Bettmann/Corbis.

## Chapter 12

**p. 110:** Romans carrying Jewish spoils, replica of the Arch of Titus in the Diaspora Museum, Tel Aviv, Israel; © Richard T. Nowitz/Corbis. **p. 111:** Susan Jaekel. **p. 112:** *Moses and the Ten Commandments*, by James Jacques Joseph Tissot (1836-1902), c. 1896-1902, gouache on

board, 10 11/16 x 5 5/8 in. Gift of the Heirs of Jacob Schiff, x1952-190. Photo by John Parnell. © The Jewish Museum of New York, NY/Art Resource, NY. **p. 113:** Bar/bat mitzvah class, Tel Aviv-Yafo, Israel; © David H. Wells/Corbis. **p. 115:** The Wailing Wall, Jerusalem, Israel; H. Wiesenhofer/PhotoLink/Getty Images/PhotoDisc. **p. 117:** Torah study group, Yeshiva Bircas Halorah, Jerusalem, Israel; © Bojan Breclj/Corbis. **pp. 118–119, background:** Pyramid at Giza, sphinx in front; Neil Beer/Getty Images/PhotoDisc. **pp. 118–119, details:** Len Ebert.

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**pp. 120–121:** Amber Fort near Jaipur, India; Glen Allison/Getty Images/Photodisc. **p. 122:** River Ganges, Varanasi, India; © G. Hellier/Robert Harding. **p. 123:** Len Ebert. **p. 124:** Bangla Desh, Sundarbans fishing; Robert Harding. **p. 125:** Deccan Plateau, Tamil Nadu, India; Robert Harding. **p. 126, upper:** Tea plantation, India; © R. & S. Michaud/Woodfin Camp & Associates. **p. 126, lower:** Ganges River, Benares, India; © Andrea Pistolesi/Getty Images/The Image Bank. **p. 127:** Himalaya Mountains, Manaslu, Nepal; Robert Harding. **p. 128:** Hunza Valley, Karakoru Mountains, Pakistan; Robert Harding. **p. 129:** Indus River, Ladakh, Alchi, India; © John Elk III. **p. 130:** Sam Desert, Rajasthan, India; The Hutchison Library.

## Chapter 14

**p. 132:** Pakistan, Mohenjodaro, citadel with Buddhist stupa, ca. 2nd C. C.E.; Robert Harding. **p. 133:** Renate Lohmann. **p. 134:** View from top of stupa/citadel of Mohenjodaro site, Mohenjodaro, Pakistan; © Randy Olson/National Geographic Image Collection. **p. 135:** Precision weights and measures, artifacts from Mohenjodaro, Pakistan; © Jehangir Gazdar/Woodfin Camp & Associates. **p. 136:** Great Bath at Mohenjodaro, Pakistan; © Borromeo/Art Resource, NY. **p. 137, upper left:** King-priest figure, Mohenjodaro, Indus Valley civilization, c. 2000 B.C.E., limestone, height 6 7/8" (17.5 cm); National Museum of Pakistan, Karachi, Pakistan; Robert Harding. **p. 137, upper right:** Necklace with carnelian beads, Mohenjodaro, Pakistan; Robert Harding. **p. 137, lower:** Steatite seals from Mohenjodaro (Indus Valley culture); National Museum of Pakistan, Karachi, Pakistan; © Borromeo/Art Resource, NY. **p. 138:** Ruins of sewer system, Mohenjodaro, Pakistan; © James P. Blair/National Geographic Image Collection. **p. 139:** Ruins of Mohenjodaro houses; © Robert Harding. **p. 140, upper:** Artifacts of game pieces, Mohenjodaro, Pakistan; © Jehangir Gazdar/Woodfin Camp & Associates. **p. 140, lower:** Sculpture from Mohenjodaro, Pakistan; Karachi Museum, Pakistan; © Corbis. **p. 141:** Aerial view of Mohenjodaro, Pakistan; © Randy Olson/National Geographic Image Collection.

## Chapter 15

**p. 142:** Brahmin praying on ghats beside Ganges River, Varanasi, Uttar Pradesh, India; © Ric Ergenbright/Corbis. **p. 143:** Susan Jaekel. **p. 144:** Books of the Indian Vedas; © Milind A. Ketkar/Dinodia Photo Library. **p. 145:** Brahmins praying before eating, Pushkar, Rajasthan, India; © 2003 Anthony Cassidy/Getty Images/Stone. **p. 146:** Mobile pavement shrine, Mysore, India; © David Cumming; Eye Ubiquitous/Corbis. **p. 147:** Lighting of candles and sparklers to celebrate Diwali, Hindu festival of lights, commemorating Lord Rama's homecoming after overcoming the god-demon Ravana; Calcutta, India; © AFP Photo/Deshakalyan Chowdhury/Corbis. **p. 148:** Sacred cow in market, Jaisalmer, India; © Lindsay Hebbard/Corbis. **p. 149:** Hindu man praying near Taj Mahal, Agra, India; © Bruce Burkhardt/Corbis. **p. 150:** Ritual bathing in the Ganges, Varanasi, India; © 2003 Gavin Hellier/Getty Images/Taxi. **p. 151:** Member of brahmin class reading from sacred books to Hindu followers; © G. Corrigan/Robert Harding.

## Chapter 16

**p. 152:** Buddha with halo, Gupta dynasty, 5th C., Mathura style; Archaeological Museum, Mathura, Sarnath, Uttar Pradesh, India; © Borromeo/Art Resource, NY. **p. 153:** Len Ebert. **p. 154:** A king enthroned in his palace; outside the palace gates his general on a white elephant and his army await orders. By permission of the British Library, London (manuscript number OR 14297, folios 10b–11, photo 1006304.011). **p. 155:** The prince shows his archery skill (upper left) and marries Princess Yasodhara (lower left). By permission of the British Library, London (manuscript number OR 14297, folios 10b–11, photo 1006301.011). **p. 156:** Prince Siddhartha encounters an old man, a sick man, a corpse and a monk (on the right); and departs from his palace (on left). By permission of the British Library, London (manuscript number OR 14297, folios 10b–11, 1006350.011). **p. 157:** Buddhas, mounted asparas on white horses outside the walls of a Buddhist shrine. By permission of the British Library, London (manuscript number OR 14297, folios 10b–11, photo 1006670.011). **p. 158:** The Buddha is honoured by gods and men (on left); he meditates for seven days seated and for seven days standing (on right). By permission of the British Library, London (manuscript number OR 14297, folios 10b–11, photo 1006295.011).

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**p. 160:** Ashokan pillar, Lauriya, Nandangarh, India; by permission of the British Library, London (photo number 1002/C27). **p. 161:** Renate Lohmann. **p. 163:** Stupa III at Sanchi, ca. 1st C. B.C.E.–1st C. C.E., Sanchi, India; © Chris Lisle/Corbis. **p. 164:** 4th C. iron Gupta pillar with Sanskrit inscriptions, Delhi, India; © David Cumming/Eye Ubiquitous/Corbis.

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