

This lesson will help you understand the development of ancient North Africa and the Indian Subcontinent, early Chinese civilization, and ancient Greece and Rome. Use it with core lesson 9. 1 Development of Ancient Civilizations to reinforce and apply your knowledge.

Key Concept

Ancient civilizations shared the same six developments: cities, central government, religion, social and economic classes, art and architecture, and writing.

Core Skills & Practices

- Draw Evidence from Text
- Understand Cause and Effect

Ancient North Africa and the Indian Subcontinent

Ancient civilizations sprang up in North Africa along the banks of the Nile River and on the Indian subcontinent along the banks of the Indus and Ganges rivers.

Directions: Use the map below to answer questions 1-4.



1. As shown in the map above, the Nile River became the center of a sophisticated Egyptian _____, or a society in an advanced state of cultural development.
 - A. transportation
 - B. colony
 - C. river delta
 - D. civilization
2. Ancient Egypt is sometimes called the “gift of the Nile,” because
 - A. Egypt depended on the Nile for transportation.
 - B. the Nile’s annual floodwater made agriculture possible.
 - C. it is the world’s longest river.
 - D. fishing was one of Egypt's largest industries.

3. Egyptians built the pyramids

- A. near the Nile delta.
- B. on the shores of the Red Sea.
- C. to house government documents.
- D. to defend against invasion.

4. The pharaoh _____ was buried in the Great Pyramid of Giza.

- A. Ra
- B. Menes
- C. Khufu
- D. Osiris

Directions: Read the passage below. Then answer the questions that follow.

The earliest civilization on the Indian subcontinent began in the Indus River Valley, dating back to around 2500 B. C. to 1500 B. C. Much of what we know is based on archaeological research from two cities, Harappa and Mohenjo-Daro. The two cities both were laid out on a grid pattern. Houses had running water and indoor plumbing that drained into a citywide sewage system. A combined temple, palace, and fort stood over each city on a nearby hill. Both cities had villages and fields scattered around them and large warehouses where crops were stored.

5. What did early civilizations on the Indian subcontinent have in common with ancient Egyptian civilization?

- A. Both built large religious monuments.
- B. Both began around 2500 B. C.
- C. Both had indoor plumbing and running water.
- D. Both were centered near rivers.

6. The economies of both civilizations were dependent upon

- A. trade.
- B. manufacturing.
- C. agriculture.
- D. hunting.

Early Chinese Civilizations

Chinese civilization was based on dynasties, and family was important to the structure of Chinese society.

Directions: Read the passage below. Then answer the questions that follow.

The Mandate of Heaven

To understand almost every aspect of Chinese culture, one must understand the concept of the Mandate of Heaven. It explains the dynastic cycles in China over the centuries beginning around the 11th century B. C.

The Duke of Zhou, younger brother of King Wu of the Western Zhou dynasty, first explained the Mandate of Heaven's four principles: 1. The right to rule is granted by Heaven. 2. There is one Heaven, therefore only one ruler. 3. The right to rule depends on the virtue of the ruler. 4. The right to rule is not limited to one dynasty. In other words, a ruler may lose the Mandate of Heaven. The Zhou dynasty explained its overthrow of the Shang dynasty based on the Mandate.

7. The term *mandate* most likely means
- A. an orange.
 - B. a command.
 - C. the title of the ruler.
 - D. the language they spoke.
8. The Mandate of Heaven was used to explain the overthrow of
- A. Chinese dynasties beginning in the 11th century B. C.
 - B. the Shang dynasty by the Zhou.
 - C. King Wu of the Western Zhou.
 - D. all governments in Asian countries.
9. Unlike the ruling philosophy of the Egyptians, the Mandate of Heaven
- A. says that the ruler can lose the right to rule.
 - B. presents the ruler as a divine figure.
 - C. teaches that the ruler is Heaven's choice.
 - D. attempted to preserve and stabilize the government.

Directions: Use the chart below to answer question 10.

10. Sort each of these terms into the ancient civilizations column with which they are associated.

Mandate of Heaven	papyrus	city wide sewage system
Egyptian		
Chinese		
Indus River Valley		

Ancient Greece and Rome

The ancient civilizations of Greece and Rome were located in the Mediterranean region. Like other ancient civilizations, they also developed in river valleys.

Directions: Read the passage below. Then answer the questions that follow.

In 509 B. C., the Romans overthrew the Etruscan king and set up a republic. In a republic, citizens elect representatives to govern. This is different from the democracy that Athens developed, where citizens govern directly through voting. In Rome, wealthy landowners called patricians initially made most decisions regarding who would govern. Small landowners, farmers, craft workers, and merchants, known as plebeians, had little say. The government was headed by two consuls. The consuls issued laws and orders and could veto each other's decisions. A senate made sure that the laws and orders of the consuls were carried out, and it advised the consuls on issues. In time, the plebeians gained a larger voice in Roman government. By 409 B. C., plebeians had gained the right to hold public office. After 287 B. C., the Assembly of the People, which included all male citizens, could make laws that all Romans had to obey.

11. Which of the following best explains the difference between the governments of ancient Egypt and China with those of ancient Greece and Rome?
 - A. The governments of Greece and Rome did not recognize a class system.
 - B. The governments of Greece and Rome were not based on agriculture.
 - C. The governments of Greece and Rome allowed ordinary citizens to participate.
 - D. The governments of Greece and Rome had no official rulers.
12. The government of ancient Greece was different from that of ancient Rome in that
 - A. Roman citizens did not directly participate in government.
 - B. Roman citizens were not allowed to vote on laws.
 - C. Roman citizens had to own land to participate in government.
 - D. Roman citizens could veto the actions of the Senate.

This lesson will help you understand boundaries and borders, why borders often follow natural features, and how cooperation and conflict influence the division of Earth's surface. Use it with core lesson 9. 2 Nationhood and Statehood to reinforce and apply your knowledge.

Key Concept

Political and geographic boundaries divide the Earth into different regions and nations.

Core Skills & Practices

- Synthesize Ideas from Multiple Sources
- Analyze Author's Purpose

Boundaries and Borders

Boundaries are lines that separate one area of Earth from another area.

Directions: Use the map below to answer questions 1 and 2.



1. The Pacific Ocean serves as a border for _____ states.

- A. three
- B. four
- C. five

2. The _____ of ten states coincide with the Mississippi River.

- A. borders
- B. rivers
- C. mountains

Directions: Use the map below to answer questions 3 and 4.



3. Which two physical boundaries separate Europe and Asia from Africa?
 - A. Atlantic Ocean and Indian Ocean
 - B. Mediterranean Sea and Red Sea
 - C. Mozambique Channel and Indian Ocean
 - D. Nile River and Mediterranean Sea
4. The Atlantic Ocean is a physical and political boundary that separates the countries in Africa and Europe from those in
 - A. Asia and Australia.
 - B. North and South America.
 - C. North America and East Asia.
 - D. Antarctica.



Test-Taking Tip

When taking a test, you may see an image that goes with a question. Read the question first to determine exactly what it is asking. Then look at the image with the purpose of gathering only the details that will help you answer the question.

Geometric Borders

Some borders that follow imaginary lines such as lines of longitude and latitude are called geometric borders.

Directions: Use the map below to answer question 5.



5. The degrees of lines of longitude increase from
- A. north to south.
 - B. south to north.
 - C. east to west.
 - D. west to east,

Directions: Use the words latitude or longitude to fill in the blanks to questions 6 through 8.

6. Lines of _____ are not “parallels” because they meet at the poles.

7. The Equator is a line of _____

8. The Prime Meridian is a line of _____

9. Lines of latitude increase in value

- A. from north to south.
- B. from south to north.
- C. further from the equator.
- D. closer to the equator.

10. Latitude and longitude are measured in

- A. kilometers.
- B. miles.
- C. degrees.
- D. none of the above.

The Creation of Borders

People create borders separating ethnic and national groups sometimes through war and sometimes through negotiations.

Directions: Use the maps below to answer questions 11-13.



11. The two maps above illustrate changing borders as a result of
- A. World Wars I and II.
 - B. the Russian Revolution and the breakup of the Soviet Union in 1991.
 - C. an alliance between Russia and its neighbors that still exists today.
 - D. negotiations that the United Nations conducted in the 1990s.
12. The fact that Kazakhstan has separate boundaries in the second map indicates that it has become a(n)
- A. independent nation.
 - B. colony.
 - C. isolated region.
 - D. physical boundary.
13. Because the dissolution of the Soviet Union occurred without a war, these new boundaries were most likely created using
- A. force.
 - B. conflict.
 - C. longitude.
 - D. cooperation.

This lesson will help you discuss the effects of population growth and economic development, explain carrying capacity and global warming, and define sustainability and give examples of sustainable development. Use it with core lesson 9.3 Human Activity and the Environment to reinforce and apply your knowledge.

Key Concept

Economic development and a growing population are affecting the environment on Earth. Many people want to enact new policies to preserve Earth's natural resources.

Core Skills & Practices

- Draw Evidence from Text
- Analyze Ideas

Population Growth and Economic Development

As Earth's population continues to rise, and as more and more of its natural resources are being used, many people are concerned about how these changes will affect our environment.

Directions: Use the passage below to answer questions 1 and 2.

Since taking office, I have supported an all-of-the-above energy approach that will allow us to take control of our energy future, one where we safely and responsibly develop America's many energy resources—including natural gas, wind, solar, oil, clean coal, and biofuels—while investing in clean energy and increasing fuel efficiency standards to reduce our dependence on foreign oil.

... I have made the largest investment in clean energy and energy efficiency in American history and proposed an ambitious Clean Energy Standard to generate 80 percent of our electricity from clean energy sources like wind, solar, clean coal, and natural gas by 2035.

—President Barack Obama

1. President Obama's main concern seems to be developing more energy sources that are
 - A. nonrenewable.
 - B. profitable.
 - C. renewable.
 - D. expensive.
2. Which of the following best explains why President Obama would take an "all-of-the-above" approach to finding energy sources?
 - A. Without new sources, the United States might exceed its carrying capacity.
 - B. The president needs to be careful not to alienate any voting group.
 - C. The United States does not have enough of any one particular source of energy.
 - D. Some citizens refuse to use certain types of energy sources.

Directions: Read the following questions. Then select the correct answer.

3. Resources such as oil are _____ because they cannot be replaced in a short time.
 - A. renewable
 - B. fossil fuels
 - C. natural resources
 - D. nonrenewable
4. Which of the following would have the greatest impact in reducing greenhouse gas emissions in the United States?
 - A. reducing electricity use
 - B. increasing transportation use
 - C. reducing amount of agriculture
 - D. increasing the amount of agriculture

Global Warming and Climate Change

Carbon dioxide is one of many gases that cause Earth's greenhouse effect, or its ability to prevent some heat from the sun from escaping back into space. Without the greenhouse effect, Earth would be too cold for life.

Directions: Use the passage below to answer questions 5 and 6.

Francisco Estrada is an ecological economist at the Free University in Amsterdam. He studied temperature data from 1850 to 2010 to determine if there was a correlation between fossil fuel emissions and global warming. Here is some of what he found:

“A cooling period between 1940 and 1970 had previously been chalked up to natural variability and the Sun-shielding effect of pollution emitted by European industries, as they recovered after the Second World War. But Estrada and his colleagues found that it followed a reduction in greenhouse-gas emissions associated with economic downturns, when industries were less active. Significant drops in emissions occurred during the First World War, the Great Depression of the 1930s and the Second World War.”

—Hannah Hoag, *Nature*, November 10, 2013

5. What does Estrada now believe caused the cooling period between 1940 and 1970?
 - A. a decrease in greenhouse gas emissions because of a decrease in the sun-shielding effect of pollution
 - B. an increase in greenhouse gas emissions because of a decrease in the sun-shielding effect of pollution
 - C. a decrease in greenhouse gas emissions because industries were less active
 - D. an increase in greenhouse gas emissions because of the economic downturn
6. Why did greenhouse gas emissions drop during World War I, the Great Depression, and World War II?
 - A. The economy was in an upswing.
 - B. The sun-shield effect was stronger.
 - C. Fewer fossil fuels were used.
 - D. Industry was less active.

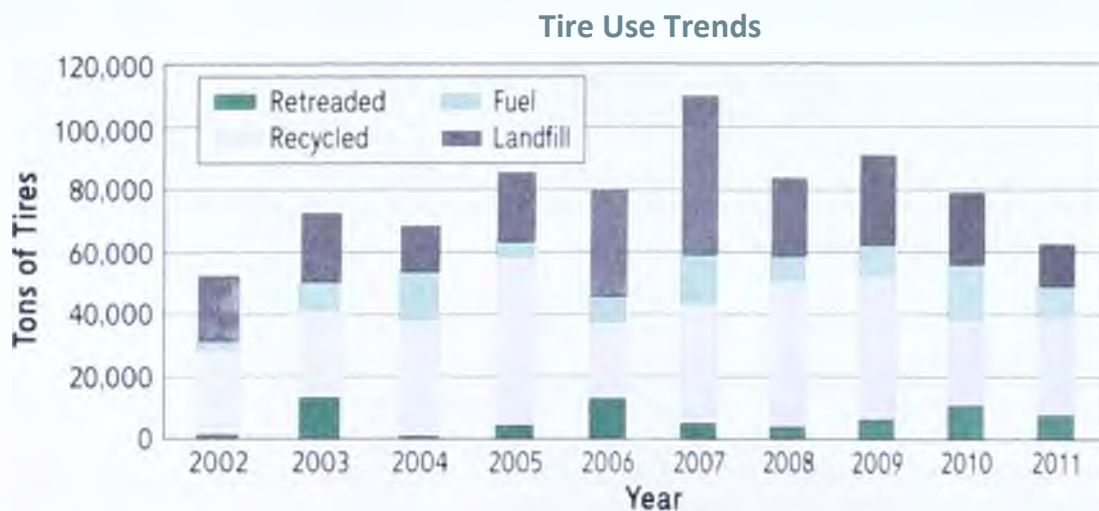
Sustainability

Sustainability is a term that refers to living within limits when it comes to the use of natural resources.

Directions: Read the following questions. Then select the correct answers.

7. As a response to a reduction in resources and an increase in the greenhouse effect, _____ development is economic development that uses natural resources without endangering supplies for the future.
- A. sustainable
B. declining
C. increasing
D. industrial
8. In addition to the size and growth of Earth's human population, which of the following is a reason why Earth's natural resources are being depleted?
- A. Natural resources are becoming more costly to produce and distribute.
B. Higher standards of living are allowing more people to use more resources.
C. Decreased access to resources is leading to wasteful consumption.
D. People are destroying resources to protest their unequal distribution.

Directions: Use the graph below to answer questions 9 and 10.



Source: <http://www.ecy.wa.gov/programs/swfa/tires/reuse.html>

9. How does the graph illustrate the concept of sustainable development?
- A. It shows that the amount of tires used as fuel has decreased.
B. It shows that retreaded tires are the smallest portion of tires each year.
C. It shows how many natural resources are being used to make new tires.
D. It shows the amount of tires being reused and recycled.
10. Which year shows the most sustainability for tires?
- A. 2011
B. 2007
C. 2005
D. 2003

Directions: Read the following questions. Then select the best answer

11. From the list of practices for sustainable development below, choose those that are the result of government policies and those that are individual and business decisions. Write each practice in the appropriate box.

increasing gasoline taxes

recycling materials

walking to work

limiting offshore oil drilling

turning out lights

subsidizing solar energy

Government Policies	
Individual and Business Decisions	

12. Automakers will produce smaller, more fuel-efficient automobiles when consumer _____ for them increases.

- A. care
- B. demand
- C. production
- D. GDP

13. On a separate sheet of paper, write a paragraph explaining which environmental issue you believe is most critical today. Provide reasoning for your choice.



Test-Taking Tip

When answering a drag-and-drop question, it is important to read the question carefully before selecting items. When you are sure you understand the question, carefully read the items to select. First, select the items you feel confident you know; then go back and work on the items about which you are less sure.