

Effective Listening

Active listening is a key component of the communication process. Like all communication, it requires your engaged participation. Follow the Keys to Effective Listening to get the most out of discussions, presentations by others, lectures by your teacher, and any time you engage in listening.

Keys to Effective Listening

- ✓ Look at and listen to the speaker. Think about what you hear and see. Which ideas are emphasized or repeated? What gestures or expressions suggest strong feelings?
- ✓ Listen carefully to information presented in different media and formats—including videos, lectures, speeches, and discussions—so you can explain how the information you learn contributes to the topic or issue you are studying.
- ✓ Listen for the speaker's argument and specific claims so that you can distinguish claims that are supported by reasons and evidence from claims that are not.
- ✓ Listen to fit the situation. Active listening involves matching your listening to the situation. Listen critically to a speech given by a candidate for office. Listen with kindness to the feelings of a friend. Listen appreciatively to a musical performance.

INTERACTIVE

Go online for these interactive skills tutorials:

- Identify Bias
- Identify Evidence
- Distinguish Between Fact and Opinion
- Evaluate Existing Arguments



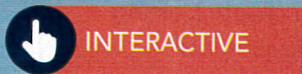
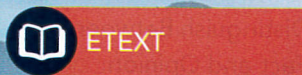
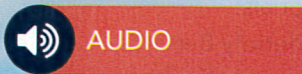
TOPIC

1

The Early Americas and European Exploration

(Prehistory–1600)

GO ONLINE
to access your
digital course



Go back over 10,000 years

to **PRESENT-DAY ALASKA**. The first people to live in North America are arriving from Asia. Over time, American Indians spread across North and South America and learned how to use the environment to make their lives easier.

Explore The Essential Question

How much does
geography affect
people's lives?

Throughout history people have been affected by the geography that surrounds them. How did early American Indians and people around the world use the land on which they lived?

Unlock the Essential
Question in your
 Active Journal.

Read

about the different civilizations that lived in the Americas, about the Middle Ages, and European exploration.

Lesson 1 The Early Americas

Lesson 2 Cultures of North America

Primary Sources Constitution of the Iroquois Nations: The Great Binding Law

Lesson 3 Early Europe, Africa, and Asia

Lesson 4 European Exploration in the Americas

Primary Sources Christopher Columbus, Diary

Watch

 **NBC LEARN**



 **BOUNCE TO ACTIVATE**  **VIDEO**


Austin Celebrates His Heritage.

Learn how one boy investigates who he is.

▲ The Temple of the Cross is in an ancient Maya city called Palenque in modern-day Chiapas, Mexico.

The Early Americas and European Exploration

(Prehistory–1600)

Learn more about the early Americas and European exploration of the world by making your own map and timeline in your  Active Journal.

NORTHWEST COAST

ARCTIC/SUBARCTIC

CALIFORNIA/
GREAT BASIN

GREAT PLAINS

EASTERN WOODLANDS

SOUTHEAST

SOUTHWEST

 INTERACTIVE
Interactive Timeline

What happened and when?

People learn to farm. . .
Impressive civilizations form in the Americas. . .
Europeans learn about lands they never knew existed. Explore the timeline to learn what was happening before 1600.

10,000 years ago people from Asia migrate and settle in North America.

TOPIC EVENTS

WORLD EVENTS

500

700

c. 600
Islam is founded.

1095
The First Crusade begins.

INTERACTIVE

Interactive Map

Where did some early American Indians live?

Before European explorers arrived in the Americas, many different cultures thrived in the Western Hemisphere. Locate the regions on the map where the Eastern Woodlands and Great Plains cultures lived.



1492

Christopher Columbus arrives in the Americas.

900

The Maya abandon their cities.

c.1300

The Aztec create a civilization in central Mexico.

900

1100

1300

1500

1307

Emperor Mansa Musa strengthens the empire of Mali.

c. 1430

Gutenberg uses movable type.

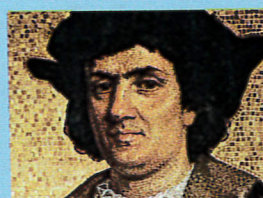
1520

Magellan reaches South America.

Who will you meet?



Hiawatha, who helped organize an alliance of the Iroquois nations



Christopher Columbus, the first European explorer to reach the Americas



Ferdinand Magellan, a Portuguese explorer whose crew sailed around the world

Quest

Document-Based Writing Inquiry

The Easter Mutiny

Quest KICK OFF

The year is **1520**, and Ferdinand Magellan is trying to sail around the world. During the journey, members of his crew revolt against Magellan and lead a mutiny on Easter Sunday.

How reliable is Antonio Pigafetta's account of the Easter Mutiny?

How do the different accounts of the Easter Mutiny differ? Find out as you explore how point of view can affect our understanding of a person or event.

1 Ask Questions

Start by considering the language Pigafetta used in his account. Get started by making a list of questions you would want to ask about how to judge word choices and tone. Write the questions in your

📖 Active Journal.

2 Investigate

As you read the lessons in this topic, look for **Quest CONNECTIONS** that provide information on how different points of view can affect how we evaluate information. Capture notes in your 📖 Active Journal.

3 Examine Primary Sources

Next explore primary sources about the Easter Mutiny. They will help you learn about the different ways people remembered the events. Make notes about the sources in your 📖 Active Journal.

Quest FINDINGS

4 Write Your Essay

At the end of this topic, you will write an essay in which you examine the reliability of Pigafetta's account. In your essay, be sure to clearly state your view in a strong topic sentence, use logical organization, and support your conclusion with evidence and relevant facts.



▲ Antonio Pigafetta

LESSON 1

The Early Americas



GET READY TO READ

START UP


Examine the photo of the Maya temple. What does this pyramid tell you about Maya society?

GUIDING QUESTIONS


- How did people first reach the Americas?
- How would you describe the early civilizations and cultures of the Americas?
- What are some of the greatest achievements of early civilizations in the Americas?

TAKE NOTES

Literacy Skills: Summarize

Use the graphic organizer in your  Active Journal to take notes as you read the lesson.

PRACTICE VOCABULARY

Use the vocabulary activity in your  Active Journal to practice the vocabulary words.

Vocabulary

glacier
settlement
surplus
civilization

Academic Vocabulary

according to
complex

city-state
causeway
quipu
terrace

Like other early people around the world, the first Americans left no written records to tell us where they came from or when they arrived. However, scientists have found evidence to suggest that the first people reached the Americas sometime during the last ice age.

Who Were the First Americans?

According to geologists, the Earth has gone through several ice ages. The last ice age occurred between 100,000 and 10,000 years ago. During that time, thick sheets of ice, called **glaciers**, covered almost one third of the Earth. In North America, glaciers stretched across Canada and reached as far south as present-day Kentucky.

Early Peoples Spread Across a

Continent Glaciers locked up water from the oceans, causing sea levels to fall and uncovering land that had been under water. In the far north, a land bridge joined Siberia in northeastern Asia to present-day Alaska.

Most scientists think that bands of hunters, tracking herds of grazing animals, reached North America by way of this land bridge.

The First Americans Arrive



GEOGRAPHY SKILLS

This map depicts both the land-bridge and coastal-route theories of North American migration.

1. **Movement** What were the two ways the first Americans may have arrived from Asia?
2. **Identify Supporting Details** What route do scientists who disagree with the land-bridge migration theory believe early Americans followed?

Other scientists disagree. They think that the first Americans crossed the icy Arctic waters by boat, reaching North America by sea.

Once these early hunters reached the Americas, they had to keep moving in search of food. Slowly, over thousands of years, they spread across North America, Central America, and South America. The physical environments where they settled varied widely. American Indians adapted to the physical environments of mountain plateaus, dry deserts, fertile plains, lush woodlands, and thick rain forests. In adapting to these varied environments, American Indian groups developed many different customs.

Adapting to and Modifying Environments About 12,000 years ago, the last ice age ended. Glaciers melted. The land bridge between Siberia and Alaska disappeared.

About the same time, some kinds of large animals died out. This forced hunting bands to adapt to new conditions. Smaller animals, wild berries, nuts, grains, and fish became a larger part of their diets.

About 5,000 years ago, people in the Americas learned to grow crops such as corn, beans, and squash. Farming modified the environment and brought great changes to those who practiced it. Farmers no longer had to keep moving to find food. Instead, they stayed in one place and began to build permanent **settlements**, or small communities. As farming methods improved, people produced more food, which in turn allowed the population to grow.

Academic Vocabulary

according to • *prep.*, as stated by

READING CHECK **Understand Effects** How did farming affect communities in the Americas?

The Olmec

Farming was a key advance for early societies in the Americas. In time, some farming communities in the Americas grew enough **surplus**, or extra, food to support large populations, and the first cities emerged.

Cities marked the rise of the first civilization in the Americas. A **civilization** is a society—or a people sharing a language, territory, and economy—that has certain basic features. Among these are cities, an organized government, different social classes, a **complex** religion, and some method of record keeping.

The earliest known civilization in the Americas was that of the Olmec in present-day Mexico. The Olmec lived in the lowlands along the Gulf of Mexico about 3,500 years ago. Scientists have found huge stone heads carved by the Olmec. Some were 10 feet tall and weighed several tons. Smaller figures showed creatures that were part human and part animal.

Olmec farmers supplied nearby cities with food. There, powerful leaders built stone temples. The Olmec left few written records, but they did make many advances. They studied the stars and developed a calendar to predict the change of seasons and mark the passage of time.

 **READING CHECK** **Identify Supporting Details** What features of Olmec society indicate that it was a civilization?

The Maya

The Olmec influenced many later peoples, including the Maya. The early Maya lived in the rain forests of what are today Honduras, Belize, Guatemala, and southern Mexico. About 3,000 years ago, they began clearing the rain forest and draining swamps to create farmland.

Maya farmers were able to produce great harvests of corn, enough to feed large cities. As the Maya population grew, city-states began to spring up from Central America to southern Mexico. A **city-state** is a political unit that controls a city and its surrounding land. Trade flowed along a network of roads that linked inland city-states and the coast. City-states often waged war with one another for land, riches, and access to trade routes.

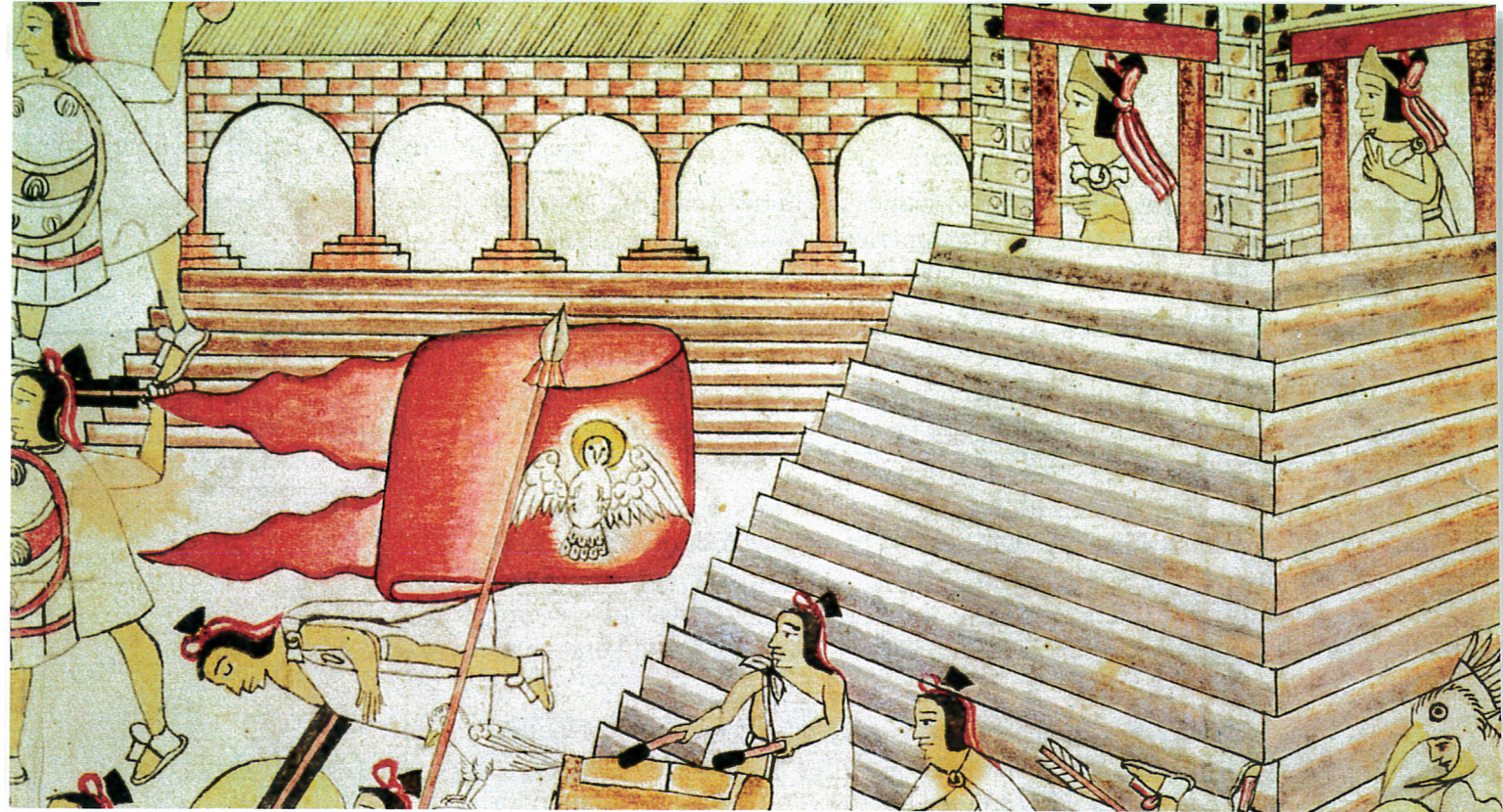
Maya Social Classes Nobles also held great power in Maya society. The most powerful nobles were the kings, who also served as high priests.

Academic Vocabulary

complex • *adj.*, composed of two or more parts

Analyze Images The Olmec, a tropical civilization, left behind many carvings of giant stone heads. They are generally thought to be portraits of Olmec rulers. **Use Visual Information** How can you tell that this object is made of stone?





Analyze Images Like the Maya, the Aztec also built temples and palaces atop huge stone pyramids. **Infer** What position in society might the person at the top of the pyramid hold?

Other nobles also became priests. Priests held great power in Maya society. Only priests, the Maya believed, could perform the ceremonies needed to bring good harvests or victory in battle. Priests conducted these ceremonies in temples built on top of huge pyramids.

Still other nobles served as warriors and government officials. Near the bottom of Maya society were laborers and farmers, who grew corn, squash, and many other crops. Below them were slaves, most of whom were prisoners of war or criminals.

Achievements in Mathematics and Astronomy Maya priests had to know exactly when to honor the many gods who were thought to control the natural world. Every day, priests anxiously studied the sun, moon, and stars. They learned much about the movement of these bodies.

Based on their observations, priests made great advances in astronomy and mathematics. They learned to predict eclipses and created a relatively accurate, 365-day calendar. They also developed a system of numbers that included the new concept of zero.

Then, around 900 CE, the Maya abandoned their cities. Historians are not sure why. Perhaps they did so because of warfare, a drought—or both. The rain forests swallowed up the great Maya temples and palaces. Although Maya cities decayed, the Maya people survived. Today, more than 2 million people in Guatemala and southern Mexico speak Mayan languages.

INTERACTIVE

Aztec Temple

READING CHECK **Infer** Why did city-states form as the Maya population grew?

The Aztec

Long after the Maya cities were abandoned, a new civilization arose to the northwest. Its builders were the Aztec. The early Aztec were nomads, people who moved from place to place in search of food. In the 1300s, the Aztec settled around Lake Texcoco (tays KOH koh) in central Mexico. From there, they built a powerful empire.

Tenochtitlán On an island in the middle of the lake, the Aztec built their capital, Tenochtitlán (tay nawch tee TLAHN). They constructed a system of **causeways**, or raised roads made of packed earth. The causeways linked the capital to the mainland.

The Aztec learned to farm the shallow swamps of Lake Texcoco. In some places, they dug canals, using the mud they removed to fill in parts of the lake. In other places, they attached floating reed mats to the lake bottom with long stakes. Then, they piled mud onto the mats to create farmland. Aztec farmers harvested several crops a year on these *chinampas*, or floating gardens.

With riches from trade and conquest, Tenochtitlán prospered. Its markets offered a wide variety of goods. "There are daily more than 60,000 people bartering and selling," wrote a Spanish visitor in the 1500s.

Religion Like the Maya, Aztec priests studied the heavens and developed complex calendars. Such calendars gave them the ability to tell their people when to plant or harvest.

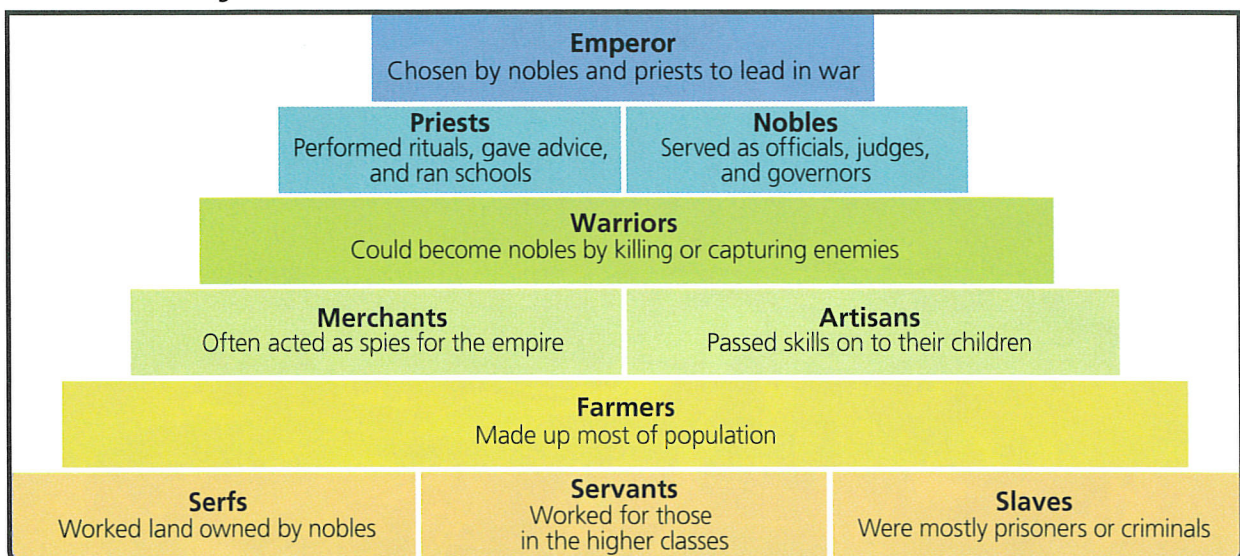
The Aztec paid special attention to the god who controlled the sun. They believed that each day the sun battled its way across the heavens.



▲ The Aztec used astronomy to develop a calendar. This calendar is carved from stone.

Analyze Charts Aztec society was hierarchical, meaning some groups have more power than those below them. **Draw Conclusions** What does the organization of Aztec society tell us about Aztec values?

Aztec Society



Did you know?

At its height, the Aztec empire is thought to have been made up of more than 400 small states and some 5 to 6 million people. It covered a territory of more than 80,000 square miles.

Analyze Images The remains of the ancient city of Machu Picchu show evidence of the incredible engineering capabilities of the Inca. **Infer** How might the buildings at Machu Picchu have looked when the Inca lived there?

They compared the sun's battle to their own, calling themselves "warriors of the sun." They believed that the sun required human sacrifices in order to rise each day. The Aztec therefore killed thousands of prisoners each year to please this powerful god.

A Powerful Empire By 1500, the Aztec ruled a huge empire. It stretched from the Gulf of Mexico to the Pacific Ocean and included millions of people. The Aztec took great pride in their empire and their capital. "Who could conquer Tenochtitlán?" boasted an Aztec poet. "Who could shake the foundation of heaven?"

The Aztec world was far from peaceful, however. Heavy taxes and the sacrifice of huge numbers of prisoners of war sparked many revolts. The Aztec waged war in part to capture more prisoners for sacrifice. Across the empire, people conquered by the Aztec were eager for revenge. Enemies of the Aztec would eventually help outsiders from distant lands destroy the Aztec empire.

READING CHECK Summarize How did the Aztec benefit from digging canals?

The Inca

Far to the south of the Aztec, the Inca built one of the largest empires in the Americas. By 1500, their empire stretched for almost 2,500 miles along the west coast of South America.

An Impressive Capital The center of the Incan empire was the magnificent capital at Cuzco (KOOS koh), located high in the Andes in present-day Peru. Cuzco was a holy city to the Inca. All nobles in the empire tried to visit it at least once in their lifetimes. The city had massive palaces and temples made of stone and decorated with gold.



At the center was the palace of the emperor, who was known as the Sapa Inca. The emperor was regarded as a god descended from the sun god.

From Cuzco, the emperor ruled more than 10 million people. They lived in varied environments, from coastal deserts to lowland jungles to the highlands of the Andes. The Inca had conquered the land through warfare.

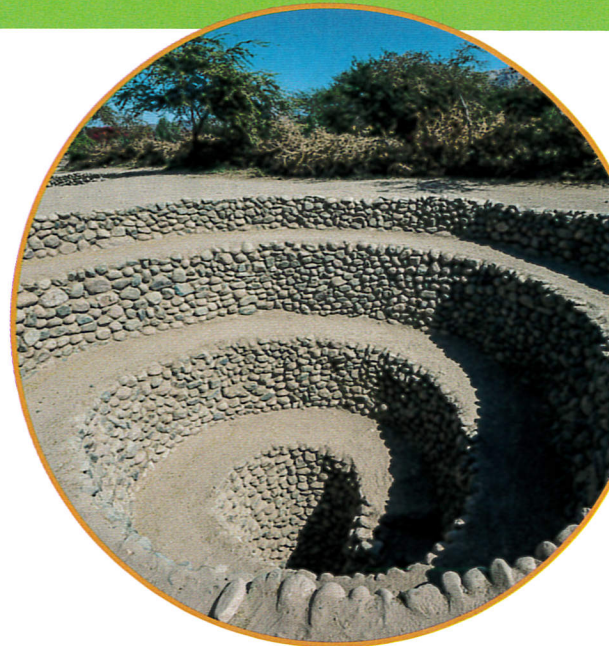
The Incan empire was very well organized. The emperor was kept well informed about affairs in all parts of his empire. He sent high officials out to act as governors of his domain. The governors made sure that every person worked at least part of the time on projects for the state, such as road building, mining, and farming.

Incan Achievements To unite their empire, the Inca maintained a system of roads that covered more than 10,000 miles. Builders carved roads in rock cliffs and stretched rope bridges across deep gorges. Runners spread royal orders using the roads.

The runners carried with them a **quipu** (KEE poo). This was a cord or string with knots that stood for numbers or categories. The numbers might represent bags of goods that the government ordered from different parts of the empire. The quipu was also used by officials to keep records.

The Inca were skilled engineers. They built massive stone temples and forts. With only human labor, ropes, and wooden rollers, they moved stones weighing up to 200 tons. They also used their engineering skills to farm the dry, rugged mountain lands. They became experts at creating **terraces**—or wide, flat steps of land—out of the steep mountainsides. Sturdy stone walls kept rain from washing away the soil.

 **READING CHECK** **Identify Main Ideas** Why was a system of roads so important to the Inca?




Analyze Images The Inca created a water system for the city of Machu Picchu using the natural stone from the mountains. **Use Visual Information** Why do you think the Inca designed the system in this way?

Lesson Check

Practice Vocabulary

1. How did a **surplus** of food lead to the first civilizations?
2. Why did the Aztec construct **causeways**?

Critical Thinking and Writing

3. **Identify Cause and Effect** How might the last ice age have helped hunters reach North America?
4. **Identify Supporting Details** What major impact did the development of farming have on the early settlers of the Americas?
5. **Understand Effects** How did the Aztecs' religious beliefs weaken their empire?
6. **Writing Workshop: Generate Questions to Focus Research** At the end of this topic, you will write a research paper on the question: How did a travel-related invention or improvement in one of the societies covered impact people's lives? Make a list of questions for this lesson that would need to be answered in order to write the paper. Record your questions in your  Active Journal

LESSON 2

Cultures of North America



VIDEO

GET READY TO READ

START UP

Examine the photo of the Serpent Mound found in present-day Ohio. Why do you think the American Indians of the region constructed such a mound?

GUIDING QUESTIONS

- What early societies formed in North America?
- What are the human and physical characteristics of different regions of North America?
- What were the religious beliefs of American Indian groups in North America?

TAKE NOTES

Literacy Skills: Classify and Categorize Use the graphic organizer and your Active Journal to take notes as you read the lesson.

PRACTICE VOCABULARY

Use the vocabulary activity in your Active Journal to practice the vocabulary words.

Vocabulary

culture
adobe
pueblo
culture region
tribe

Academic Vocabulary

characteristic
maintain
clan
Iroquois
League

Scholars have found evidence of complex societies in North America. Traders and migrating people carried foods, goods, arts, and beliefs from Central America and Mexico to the early peoples of North America.

Early North American Societies

These peoples developed many distinct cultures in North America. A **culture** is the entire way of life of a people. It includes their homes, clothing, economy, arts, and government.

Land and People of the Southwest At least 3,000 years ago, knowledge of farming spread northward. Gradually, farming societies emerged in what is today the American Southwest. Much of this region is desert, with little rainfall and hot summers. The early societies in this region included the Hohokam (hoh HOH kahm) and Anasazi (ah nuh SAH zee).

The Hohokam lived in present-day southern Arizona. About 2,000 years ago, they dug networks of irrigation ditches for farming.