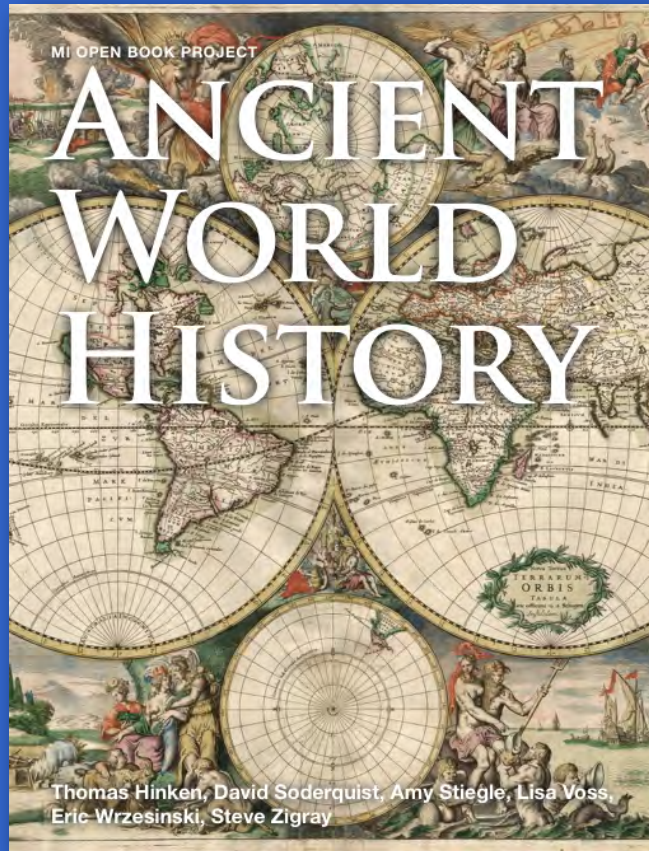


MI OPEN BOOK PROJECT

ANCIENT WORLD HISTORY

Thomas Hinken, David Soderquist, Amy Striegle, Lisa
Voss, Eric Wrzesinski, Steve Zigray



This is version 1.1.4 of this resource, released in August 2018.

Information on the latest version and updates are available on the project homepage: <http://textbooks.wmisd.org/dashboard.html>



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The Michigan Open Book Project

Project Manager: Dave Johnson,
Wexford-Missaukee Intermediate School
District

7th Grade Team Editor - David Klemm,
Muskegon Area Intermediate School Dis-
trict

Authors

Tom Hinken, Montague Area Public
Schools

David Soderquist, Three Rivers Public
Schools

Amy Striegle, Hamilton Community
Schools

Lisa Voss, Holland Public Schools

Eric Wrzesinski, Pewamo-Westphalia



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Tom Hinken

Montague Area Public Schools

Nellie B Chisholm Middle School

Tom teaches world geography and history at NBC Middle School in Montague. A graduate of the Defense Language Institute, Tom served as an Arabic Linguist in the U.S Air Force before receiving both bachelors and masters degrees from Grand Valley State University. He is currently pursuing Masters in Education Technology from MSU. Along with teaching Tom is also the advisor for the NBC Robotic club and the student leadership organization. When away from school Tom and his wife Kristin love to travel and spend time outdoors; biking, hik-

David Soderquist

Three Rivers Public Schools

Three Rivers Middle School

For the Past 11 years David has taught 6-8 grade Social Studies for Three Rivers Middle School. He serves as Department Head, School Improvement Member and Social Studies Rep for his area. Over the past few years he has completed his Masters Degree in Curriculum and Instruction and become a state recognized Instructional Coach.



Amy Striegle

Hamilton Community Schools

Hamilton Middle School

Amy has been teaching 7th grade Social Studies and Economics at Hamilton Middle School for 17 years. She has a BA in Geography/ Social Studies and a Masters Degree in Middle School Education both from Western Michigan University. She is also a PASST assessment participant and the Social Studies Department Chair. When not in the classroom she enjoys traveling with her husband Dan.





Lisa Voss

Holland Public Schools

East K-7

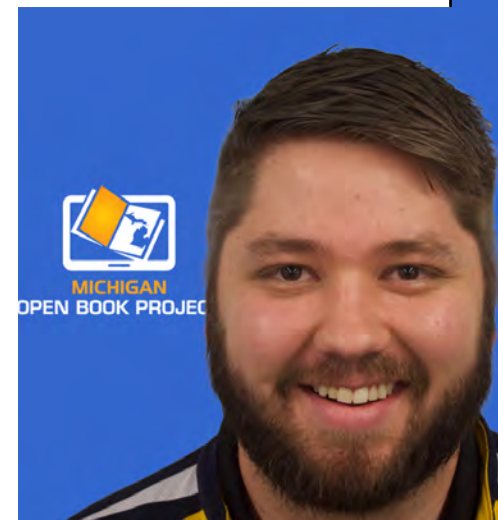
Lisa Voss has been teaching at Holland's East K-7 since 1993 working with students in grades 5-8. She enjoys teaching adolescents to be global thinkers in her geography and world studies classes. Teaching in Holland has been fulfilling and challenging in so many ways for Mrs. Voss. She studied education and trained at Michigan State University and then earned her masters degree at Grand Valley State University. She starting teaching elementary social studies content and methods to aspiring teachers for Hope College's Education Department in 2010. Lisa and her husband Jon have four sons and they live in Zeeland.

Eric Wrzesinski

Pewamo-Westphalia Community Schools

Pewamo-Westphalia Middle/High School

Eric is a social studies teacher at Pewamo-Westphalia Middle/High School where he teaches 7th grade world history, 8th grade U.S. history, and AP U.S. History. He also serves as social studies department head, was a TRIG coach, worked on the schools strategic plan, and is a member of the school improvement team. He graduated with an undergraduate degree from Central Michigan University and grew up near Lansing, MI. He currently resides in Portland, MI with his beautiful wife who he enjoys travelling and spending time with.



Steve Zigray

Concord Community Schools

Concord Middle School

Steve Zigray is a 6th grade teacher. He holds a Bachelor's Degree from Central Michigan University and a Masters Degree in K-12 Administration from Eastern Michigan University. Honors Steve has been awarded are the 2001 Junior Achievement Educator of the Year and he was nominated for Jackson Magazine's, Educator of the year in 2014. He has also coached high school and middle school sports, worked on various school improvement committees, wrote the 6th grade Common Assessment tests for Jackson County ISD and is an active member in the community as well as the PTO. He lives in southeast Jackson County with his

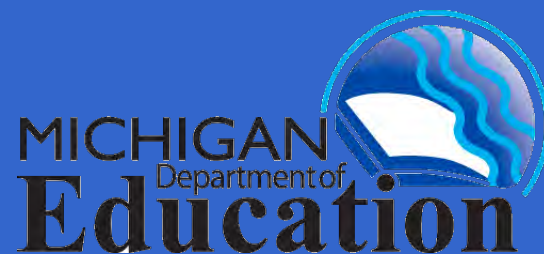
The Michigan Open Book Project Team would like to thank the following individuals for their help in reviewing some content in the book and guiding the development process.

Eric Hemenway - Director of Repatriation, Archives and Records, Little Traverse Bay Bands of Odawa Indians

Jim Cameron, Michigan Department of Education



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David Klemm

Editor

Muskegon Area Intermediate School District

David Klemm is the Social Studies and Special Projects Consultant for the Muskegon Area Intermediate School District (MAISD), serving 12 local school districts and numerous charters and private schools. While spending most of his time with the Social Sciences, he also works with Art, Music, World Language and Physical Education teachers. He has successfully directed two Teaching American History grants, coordinated We the People and Project Citizen programs, developed companion materials for the award-winning film documenting African-American migration to the Muskegon area, "Up from the Bottoms: The Search for the American Dream," worked with community development partners including the Michigan Humanities Council's Prime Time Family Reading Program, made numerous state and national presentations and worked with individual schools and teachers on curriculum, instruction and assessment. Mr. Klemm is a charter member of the Board of Directors of the Muskegon Center for Holocaust and Genocide Studies and currently serves on the National Council for the Social Studies Board of Directors. Prior to his current position at the Muskegon Area ISD, Mr. Klemm taught high school U. S. History for 15 years and served 3 years as

David A. Johnson

Project Manager

Michigan Open Book Project

Dave began his career teaching 8th grade United States History in Mesick, Michigan. After almost a decade in the classroom, he took a job at Wexford-Missaukee Intermediate School District (WMISD) as an Instructional Consultant for Social Studies. He is shared across 11 ISDs in Northern Michigan that form the Northern Michigan Learning Consortium. He completed his Masters in Educational Leadership through Central Michigan University in 2011 and is Co-Project Director of the Performance Assessments of Social Studies Thinking (PASST) Project in addition to his duties as the Project Manager for MI Open Book.



Chapter 1

Why do we study history?

1. How do we learn about the past?
2. How would you describe temporal thinking? Provide a scenario or specific event to illustrate.
3. What steps and tools do historians use to do their job?
4. How do historians know and construct theories, perspectives, theories, hypotheses, and accounts about the past?
5.and use it to support their claims?
6. How do historians collect and analyze evidence?
7. How and why are these historical claims controversial?



Using A Digital SS Textbook

QUESTIONS TO GUIDE INQUIRY

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TERMS, PLACES, PEOPLE

widget

The Michigan Open Book Project began in 2014 as part of a grant from the Michigan Department of Education. Many classrooms were beginning to go digital, and, in Social Studies in particular, a dusty book on the shelf was the only resource available.

This book was designed by teachers like your own. People who have taught this class for years and felt that there was a need for both a digital tool and for something that was specific to the great state of Michigan! Because of that, this “book” is different in many different ways:

- **It is digital.** You may be using this book on a Chrome Book, an iPad, a Windows computer, your phone...the list of possibilities are endless.
- **It is kept current.** When our teams finished putting things together, some of the places we take you may have disappeared. As soon as we discover this, we take steps to fix it!
- **Your teacher can edit it.** This represents a resource that a small team of educators envisioned. Your teacher may want to add things to it, rearrange the order, or split things up. They’re free to do all of these things.

Using a MI Open Book Resource:

Taking Notes:

In many ways, formatting is very similar to an older print textbook. The first major difference, however, is that you can write all over this text! Whether you're using the Kami plugin on a Chrome Device, or opening this in Adobe Reader or iBooks, you don't have to turn a digital textbook in at the end of the year. You can use your finger or mouse (depending on what you're reading this on!) to highlight text and take notes!

Try it now! If you're using a touch-enabled device, tap on this paragraph and use the highlighting tool to highlight it. Not on a touch screen device or tablet? Use your mouse to highlight text! If you're reading this on a Chrome Book using the Kami plugin, you can highlight and take notes right here.

Stop and Think

Oftentimes our teacher writers want you to take a moment before moving on and have you answer a question to focus your thinking. This year we're introducing "Stop and Think" boxes. You'll recognize the stop sign logo, and from there you can either take notes in the blue box (as you just practiced above) or turn and talk with a partner about your thoughts if your teacher wants you to. These "Stop and Think" boxes



will appear all throughout the text.

Inquiry Based Questions:

Each chapter is set up around an inquiry question. We consider these questions to be "Compelling Questions." That means we want you to be thinking about this question throughout the entire chapter. You'll notice that most of them are open-ended. By investigating each question over the course of a chapter you'll come to a conclusion that you should be able to support with evidence before moving on to your next inquiry.



Take a moment to scroll back to the title graphic for this chapter. What is the inquiry question you'll be studying in this first chapter?

Each chapter also includes some smaller questions which usually have a right/wrong answer. These questions are known as "Supporting Questions" and are the basis for the sections within a chapter. That means that these supporting questions are the content around which the sections in a chapter are about. Each of these questions is a puzzle piece. As you begin trying to answer the inquiry question for a chapter, you'll need to answer each of these questions to assemble the whole "puzzle."

How did President Jefferson deal with Foreign Policy?

QUESTIONS TO GUIDE INQUIRY

1. Were President Jefferson's foreign policy decisions reflective of his philosophy of limited governmental power or in sharp contrast to his philosophies?
2. Were President Madison's war-hawkish foreign policy decisions aligned with his domestic policy decisions?
3. Was the Monroe Doctrine a policy of U.S. expansion or a policy of U.S. self-defense?

TERMS, PLACES, PEOPLE

blockade--a closing of a port or road to prevent supplies or people from entering or exiting an area

By 1803, America was getting tangled up in a war between Great Britain and France once again. Both countries were taking American ships to war with their enemy. President Jefferson tried hard to follow Washington's lead and remain neutral.



Image source: <http://www.theburningplatform.com/2015/05/29/1812-the-inconsequential-war-that-changed-america>

The British Navy controlled much of the Atlantic Ocean and created a blockade of American ships. British ships began to search the American ship for deserters. Work on the British ships was horrible and many men were sent away from the navy. However, many American sailors were wrong.

Terms, Places, and People

Underneath the “Questions to Guide Inquiry” box at the start of each section is a smaller section called “Terms, Places, and People.” These are the important vocabulary terms to know, as well as important places and people who may factor into the section. This portion of the book is a way for you to keep track of the words, locations, and people who will make up your study of a chapter.

Widgets

A **widget** is a small interactive piece of content that is embedded into the book. This is another important difference between a MI Open Book resource and a traditional textbook. A widget will

always be labeled with the word “Interactive” as it is in the picture to the right. What widgets do depend on the type of widget it is. In some cases (like the green one to the right) it will take you to a website where you can experience a primary source

document firsthand, do a piece of interactive content, etc. Some of the widgets are videos. They’ll take you to places like YouTube, TeacherTube, Vimeo, etc. Both a browser widget and a video widget usually require that you have an internet connection to use.

Another type of widget is an interactive that lives in the book itself. These are mini -programs designed by the teacher writers and put together by the project teams. These could be quizzes. They could be an embedded Google Doc. Sometimes they are analyzing and sorting activities. All of these can be updated relatively easily should something go wrong.

“Light-Horse Harry” Lee, the father of future Civil War general Robert E. Lee.

Interactive 5.3 An Exact and Authentic Narrative of the 2nd Baltimore Riot

Beginning of the War

The war didn’t come at a great time for either belligerent, or nation involved in a war or conflict. Britain was still at war with France. This meant that many British soldiers and warships were already deployed to serve the country in that conflict. The economic policies of President Thomas Jefferson, which had cut military spending, had weakened the



A small book giving various eye witness accounts of the “Second Baltimore Riot”, one of the most violent anti-federalist attacks during the War of 1812.

Reporting a Problem

We do have a small team working regularly to update content, but it is probably a given that at some point you'll come across a browser widget that has "gone dead." We have a stockpile of additional sites available for many of these, and all you have to do (if you're on a Chrome or Windows device) is click on the "Page not working? Broken link?" link at the bottom of a widget page to report the problem. In iBooks you can use the same form by returning here and clicking on the widget below. We'll get things fixed as quickly as possible.

There are lots of great features in your MI Open Book - have fun exploring them all!

Interactive 1.1 Bug Report



If you're on an Apple device and come across a problem, have your teacher return here and report it! We'll get it fixed as quickly as possible!

What Is Social Studies?

QUESTIONS TO GUIDE INQUIRY

1. How do we learn about the past?
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TERMS, PLACES, PEOPLE

Social studies

Why Do We Have To Study Social Studies?

Maybe you are the skeptical student who does not enjoy social studies, so you've probably asked, "Why do we have to study it?" Life is full of questions like this and many students before you have asked this question (and many more after you will probably, too!). Let's see if breaking things down to the simple 5W questions -- "who, what, when, where, and why" can help us understand why we study this subject in school..

What is Social Studies? Here's the most common definition: **social studies** is

...the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

So what does that all mean? In a sense, it means social studies is a collection of disciplines! Notice the definition talks about studying other things like geography, and history. Integrated means separate things combined together. That’s what we do in Social Studies.

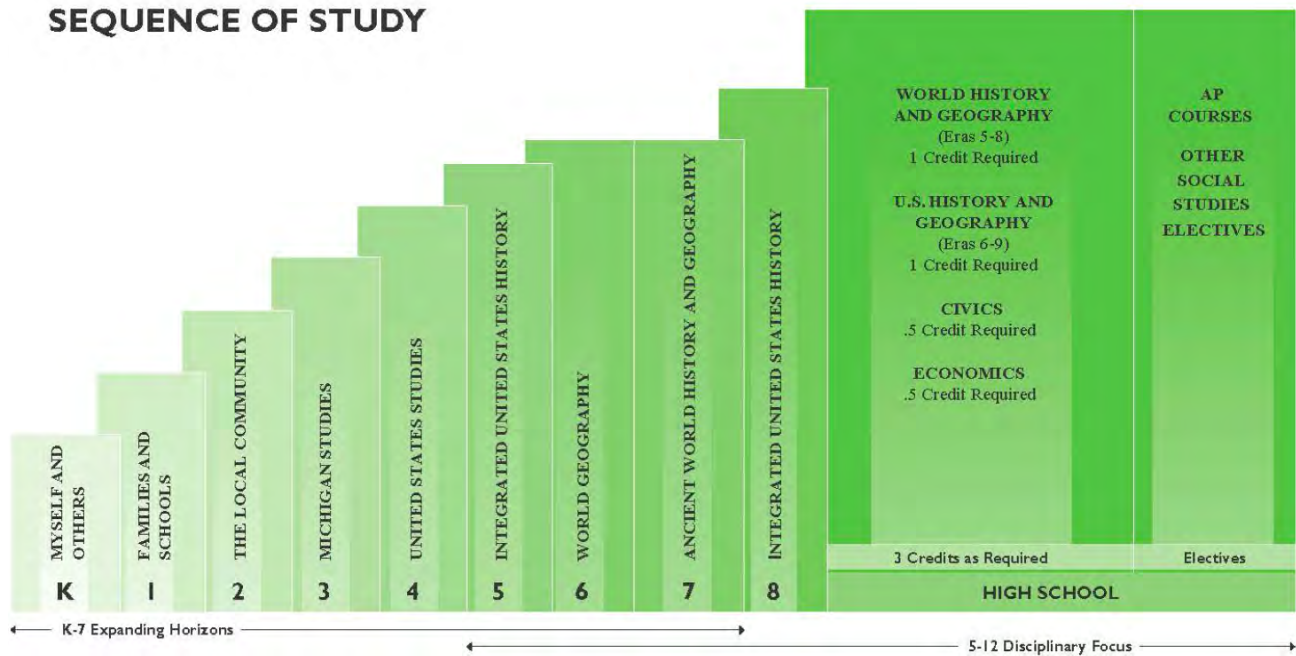
- In Michigan, Social Studies is defined as the integrated study of just four of all of those subjects in our official definition above: civics (which includes law and political science), economics, geography, and history. Those are the four we spend the most time on, though you will see in this book other topics like religion and archeology are talked about as well.
- This is a World History resource. That means our primary focus will be history, but it’s not social studies until you integrate those other subjects. Your teacher will guide you along the way, but in the end, how you think of the world -- your view of things -- will be up to you.

Interactive 1.2 Why Do We Study What We Do In Social Studies?



You can read more about the topics you have studied and will study in social studies here.

Social Studies in Michigan



Where does Social Studies take place? This question looks simple enough, but it has two parts. Where does not just apply to geography, but it impacts something that social scientists like to call “Expanding Horizons.” Here is how we define that in Michigan. You may recall some of those big topics you learned in past grades.

This concept puts you, the student, in the center as the “me,” then radiates out to include my school, my neighborhood, my community, my city, my county, my state, my region, my country, my continent, my world. How might this look if you drew it in concentric circles?

Of course, geography is a “huge” part of our social studies classes. Geography is about locations and places, so let’s think about it like professional geographer Dr. Phil Gersmehl does when he writes,

“Geography is about understanding the place where we are. Students (present and future citizens, workers, business leaders, voters, and elected officials) should learn how people can choose locations and designs for buildings, roads, parks, workplaces, election districts, and other things in ways that are appropriate in their environment, fair to neighbors, safe for children, and satisfying in other ways that matter to them.”

Geography helps us to organize our thinking about the place we are, and it helps us to understand other places. Few subjects taught in schools can be truly understood without some understanding of geography. Think about the setting of a book, the effects of a storm, or the potential for a snow day in your area. All of these topics are better understood with geography.

As we study the history of the world, we will need a more global understanding of “conditions in other places and our connections with those places. Students (present and future citizens of the world) should learn about the land, climate, economy, politics, and culture of other places. That knowledge will help them deal with an increasingly interconnected and often highly competitive

world.” What better way to be prepared for the challenges you’ll face than to be armed with logical information and facts.

Social Studies class is also about getting students like you to think big, to care about the common good, and participate in public life. You have probably been told that before and thought about it in terms of your school or community or even your state. You are a global citizen, too. Our lives have challenges. Some of them are ours alone, but others are held in common with other people around the world. Solving these problems will help us and also our diverse nation and interdependent world.

Who is Social Studies about? There are two answers to that question, and the most important one is you, the learner. “Who” is also the people that lived through and were impacted by the event. The choices people made in the past have an impact on your life, even if you don’t know it. That impact might not be completely determined. You can’t change the past, but you often have choices about how it impacts your life. Getting to know the people of the past can often help you with decisions. Sometimes you might feel a real connection with someone from the past; you “get” them. Other times, you might greatly differ from the people that you are studying. They all determined the world you live in today and the choices you will have to make. Understanding this connection makes things clearer.

And some people find it fun! The “who” can also be people like the archaeologists, historians, researchers, and curious kids that

enjoy fact-packed historical books or even historical fiction novels. There might even be students reading this online textbook right now that find Percy Jackson books or The History Channel entertaining. All sorts of people now and in the past are the "who" as we study world history.



Image source: Shutterstock

So, who should study the history of the world? Studying history gives us some clues about the past. Often humans cannot piece together all the details, but we can make some reasonable guesses, yet all the mights and mayas are often sprinkled with a dose of speculation. Throughout elementary social studies classes, these are some of the "historical ideas" you and your classmates may have explored. Just like detectives in a modern-day crime

investigation, we can piece together evidence and try to answer some puzzling questions like:

When did Social Studies take place? When is the event's date, or estimated date. That's simple enough. But when is also about the times that an event influenced, including the present. Events that happened in ancient times have some comparisons that can be made to our present world.

Why Study Social Studies?

Why is a really deep word in many historical situations. Understanding why something happened may be the most important question to answer for understanding why we need to study Social Studies, especially History. Money might have motivated the actions or events, but power over others can be a big factor as well. Solving a conflict peacefully would be a noble and justified reason for an action. We have to consider so many reasons when we investigate a historical question. Consider a topic like migration: why do people move from one place to another? People are drawn to a new land or driven away from an area for many reasons. These reasons are called push and pull factors. Family and friends, finances, food, education, jobs, and hope for a better future can all push or pull humans. There are many reasons why something might have happened. Studying history gives us some clues about the past. Often humans cannot piece together all the details, but we can make some reasonable guesses.

Why Study World History?

Why study world history? We know much about the “now,” or time that we currently live in, but how did things get to be the way they are? What ideas led us to here? These are why questions about ourselves and our own lives that history can help us answer. Throughout elementary social studies classes, these are some of the “historical ideas” you and your classmates may have explored. We can speculate about the past. And in doing so, we learn about ourselves.

In all of our thinking about the “W” questions, “Who, What, Where, When, and Why” you saw a connection between ourselves and social studies and the people and events of the past. It impacts our lives. You saw that we will have to make some sense out of it and some choices about it. So what do you think? How might understanding social studies help you understand and make choices in your own life?

Studying History

QUESTIONS TO GUIDE INQUIRY

1. How do we learn about the past?
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TERMS, PLACES, PEOPLE

primary source

secondary source

Let's look at a different "why" question. This social studies book is specifically about World History and the key question about events in the past is, why: Why did this happen?



What questions do you come up with as you watch the embedded video "The History of the World in 7 Minutes?"

Interactive 1.3 The History of the World in 7 Minutes.



As you watch this video what questions surface?

Ultimately, why something happened in the past is the question that history is all about. And here's the fun part (or the hard part!). It's up to you to answer the why question. You will read about many things that happened in the past and some reasons why people think they happened. People who look at the same facts sometimes come to different conclusions. Answering the other "W" questions will

help you answer the question, why: Why did this happen?
 Answering Why -- that's what thinking like a historian is about.

Here is a chart that might help someone make sense of some social studies questions that may have been asked throughout your many years of schooling.

THINKING LIKE A ...HISTORIAN		
Grades K-2	Grades 3-5	Grades 6-8
Who wrote this document?	Who is the author? What is the author's background?	Who is the author/artist/creator? What is his or her background?
What is the author's/artist's/creator's purpose? (inform, entertain, persuade?)	What is the purpose of this document (inform, entertain, persuade?)	What is the purpose of this document? (inform, entertain, persuade?)
Did this happen in the past or in the present? Could it still be happening?	When was this written or created?	What might be going on that the artist/author/creator isn't showing or conveying to you? Why do you think that is? What questions would you like to ask? What do you still want to know?
What do you already know about this subject?	What might be going on that the artist/author/creator isn't showing or conveying to you? What questions would you like to ask?	What is happening in society at this time from an economic, social, and political perspective?
Is the material fiction or non-fiction?	What do you already know about this?	Are there other documents from different perspectives that address economic, social, or political issues?
Could this really happen?	What is happening? As you were reading/viewing/listening, what other thoughts did you have about the subject?	



Rebecca Bush, S.S. Consultant, Fall 2011

Let's put some of what we've learned about asking good questions and historical thinking to work. Look at this photo of a man found preserved in a glacier -- huge piece of ice -- on the border between Italy and Austria in the mountains. This mummy was discovered in 1991, but he lived long ago. We've answered one question: "where was he found?" But there are other where questions such as "where was he going" and "where did he come from?"



What questions might you ask to solve the mystery of the Iceman Mummy?

Possible Questions:

Who was this person? Did he have a name and a family?

Who might have been responsible?

What might have happened?

When did he live?

Why did he live and die where he did?

Why did he die here?

Interactive 1.4 The Smithsonian Channel



Learn more about the Ice Man in this video.

Now that you have questions, we have to try to answer them. To do that, we will need some evidence.

Evidence is like a witness, but, of course this eye-witness is not alive to answer our questions. What can we do? Fortunately, there is another way. Using primary and secondary sources. After good questions, these are the main tools of history. We'll revisit our Iceman mystery in the next chapter.

Primary Sources and Secondary Sources

Evidence gathered from the actual site or the real people that lived through the historical event is a **primary source**. Can you think of a few items that might be called primary sources?

- Photographs (they won't be much help for us because photography was invented less than 200 years ago and the history we will study is much further in the past!)

- Eyewitness accounts - retellings of event from a person that was there. Most of this is in written form but, like photography, some history took place before humans invented writing.

- Artwork created by those who watched the event happen is a primary source; like carvings, paintings, etchings, and writings, like diary entries.

- Artifacts - the everyday items used by the people we are studying.

- Fossils - like our Iceman; sometimes we can learn a lot by studying the remains of someone who once lived

Suppose you are interested in tattoos and makeup and you are studying Egypt. How do you find out if the ancient Egyptians were into decorating their bodies like a lot of people do today? You can find some primary sources, like pieces of artwork that historians have studied. Later in this

book you will read about people in ancient Egypt who might make you ask "did they have tattoos and use makeup too?" How might

Mummies - We usually think of mummies as coming from ancient Egypt, but a mummy is any body that has been preserved through dehydration.

you find out if ancient Egyptians were into decorating their bodies like a lot of people do today?

This is the kind of detective work that can make history fun! Historians have been detectives for generations. They help us to understand the mysteries of history. Like detectives at a crime scene, historians can bring differing opinions and perspectives to their theories. Data and evidence can lead historians to other ideas that they can consider. They can then test these ideas out with other information that has been collected about an event, a culture, or an idea. People can look at the same image and different details will stand out to them based on their schema, or background knowledge.

Interactive 1.5 Thinking Historically



Learn more about Historical Thinking in this video.

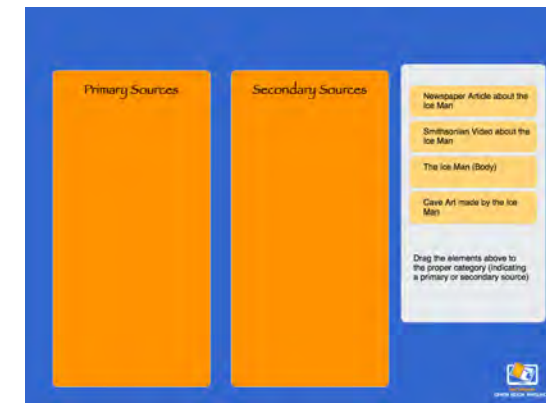


When you look at this picture, what do you see? What details did you notice right away? What details seem to stand out after you consider the more subtle features or specific fine points? Can you see the image that others might have seen at first? This is a

simple optical illusion, but it can help us understand that history is more than finding the right answer. Because of perspective, different historians often come to different conclusions even though they are looking at the same evidence.

Secondary sources are details recorded after an event occurs, and these documents are recorded by someone who was not actually at the event. An article written by a newspaper reporter is a secondary source. A retelling of a story is a secondhand account, so that also makes that retelling a secondary source. In terms of world history, artifacts and written records from the people being studied are primary sources but the interpretation of them are secondary sources. That includes this resource you are using.

Interactive 1.6 Primary/Secondary Source Quiz



Sort each light orange piece into the proper category (indicating whether it is a primary or secondary source).

How to Think Like a Historian

QUESTIONS TO GUIDE INQUIRY

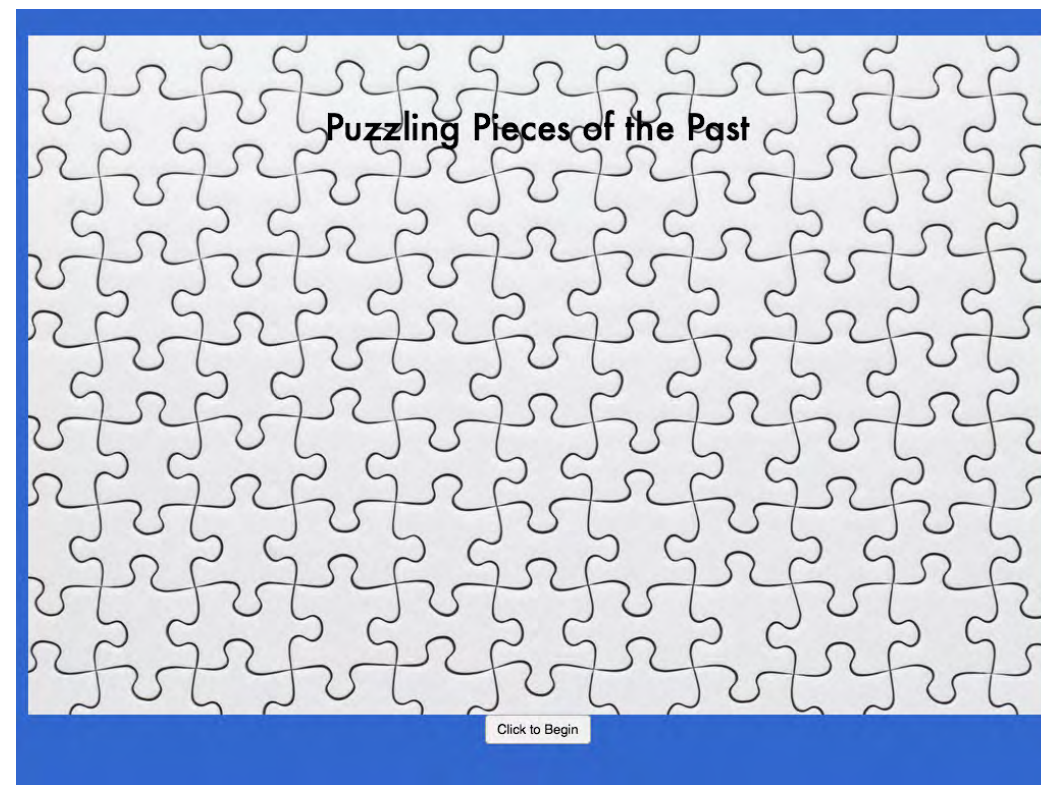
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TERMS, PLACES, PEOPLE

historical thinking

Studying history, especially ancient history, will often require making decisions based on limited evidence. You would like to have more; you might not get it so you have to make your argument about what happened in the past based on what you have. Then, new evidence is discovered. Sometimes that will help you fill in a few details about your picture of the past; other times, the new evidence will make you rethink your original picture of the past and start over.

Interactive 1.7 Puzzling Pieces of the Past



This activity is part of an in-class activity where your teacher will break you into one of five groups. Each group will follow the same set of instructions but hold different puzzle pieces.

Imagine you have a puzzle. It's over 100 pieces, but you only have ten of the pieces. Based on those ten, you have to describe what the entire picture made by the puzzle looks like -- in detail! Of course, you and a classmate doing the same thing might have come to a different conclusion about what that picture looks like.

This is what studying ancient history is like. We have limited pieces to the puzzle and different people are going to come to different conclusions about what happened and why it happened. You need to be able to explain why you think the picture looks the way it does based on the limited evidence you have.

Now, imagine you find ten more pieces to the puzzle. What might happen? Some of the new pieces might confirm some of your original ideas and help you add more detail. Some pieces might make you change your mind. You thought the whole picture was one thing, but new puzzle pieces show that your first idea was wrong and needs to be changed or modified. You had to change your original idea because it just didn't work with new evidence.

This is what historians do all the time. Historians build an argument based on the evidence they have. New evidence discovered later, however, may force them to change their original argument. History requires you to be flexible because new evidence might change your original understanding of the past.

How to Read/Research/Investigate Like an Historian?

To build the most accurate picture of the past based on the evidence you have requires **thinking like a historian** and asking good questions about the pieces of evidence you have.

Some of the questions to ask about artifacts -- unwritten information-- are:

- When was it made?
- Who made it?
- What was it used for?
- Does this confirm, modify or force me to change my current understanding of the past?

Some of the questions to ask of a document -- a written source-- are:

- Who is the author?
- What is this author's background?
- What is the purpose of this document?
- What might be going on that I am not seeing from this source?

- What questions do I have for this author or artist?

What do I still want to know?

- What is happening in society at this time from an economic/social/political perspective?
- Are there other documents from different perspectives that I should consider?
- Does this confirm, modify, or force me to change my current understanding of the past?

There are tools used by a historian: questions, argument building based on evidence, and a willingness to change based on new evidence. Multiple sources bring about many different perspectives.

Watch this video to understand historical thinking and how to use primary sources better.

Interactive 1.8 Think Historically



Watch this video to understand historical thinking and how to use primary sources better.



Section 5

Setting the Stage For World History

QUESTIONS TO GUIDE INQUIRY

1. How do we learn about the past?
2. How would you describe temporal thinking? Provide a scenario or specific event to illustrate.
3. What steps and tools do historians use to do their job?
4. How do historians know and construct theories, perspectives, theories, hypotheses, and accounts about the past?
5.and use it to support their claims?
6. How do historians collect and analyze evidence?
7. How and why are these historical claims controversial?

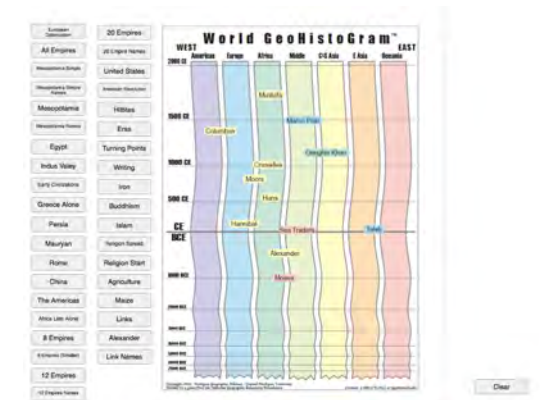
TERMS, PLACES, PEOPLE

GeoHistogram

The **GeoHistoGram** is a way to link the “where” and “when” questions in our study of history. The human brain has an amazing natural ability to coordinate time and space and the GeoHistoGram will help you do just that. You will hopefully be able to see relationships across time and space, but you will have to think deeper to understand the “why” questions.

As we set out to study ancient peoples, your understanding of the deep relationship between geography and history will help you to make sense of many of the things we will study. The Eras of time between the first people on Earth to the end of the 4th Era in about 1500 CE were full of interesting people and places and things -- and opportunities for you to practice your questioning and historical thinking skills. There are images that you can drag and drop onto a GeoHistoGram created for the studies of 7th grade

Interactive 1.9 World GeoHistoGram



Take some time to explore this World GeoHistoGram created by the Michigan Geographic Alliance.

Interactive 1.10 GeoHistogram Sort Activity



Once you’ve explored the clickable HistoGram (Interactive 1.9) Take a moment to see if you can match the artifacts above to their proper era.

Ancient World History. Use your questioning and historical thinking skills to locate where and when each image belongs on the diagram. Don't worry if you get some of them wrong -- you're just getting started!

Another resource you could explore is the site GeaCron. It is a world history atlas with timelines since 3000 BCE.

You'll become familiar with the GeoHistoGram and other websites like GeaCron as you begin your study of the ancient world in the next chapter.



Now that you've finished this chapter, take a stab at answering the chapter inquiry question: Why do we study history?

Interactive 1.11 GeaCron



Before beginning the next chapter, spend some time exploring the GeaCron website.