

CHAPTER
3

RETEACHING ACTIVITY *The Indo-Europeans*

Section 1

Making Inferences

Below are some general statements about the Indo-European migration into Europe. Read each statement. Then supply details from the section to support it.

1. The Indo-Europeans were a group of nomadic peoples who came from the region north of the Caucasus.

- a. _____
- b. _____

2. The Indo-European family of languages were the ancestors of many of the modern languages of Europe, Southwest Asia, and South Asia.

- a. _____
- b. _____

3. One group of Indo-European speakers were the Hittites.

- a. _____
- b. _____

4. The Hittites brought greatly improved technology for warfare.

- a. _____
- b. _____

5. Around 1500 B.C., another Indo-European people, the Aryans, moved into the Indus River Valley of India.

- a. _____
- b. _____

6. The Aryans were different from the *dasas*, the people they found in India.

- a. _____
- b. _____

7. When they first came to India, the Aryans were divided into three social classes.

- a. _____
- b. _____

8. Eventually, the Aryan class structure became a caste system.

- a. _____
- b. _____

CHAPTER
3
Section 2

RETEACHING ACTIVITY *Hinduism and Buddhism Develop*

Comparing and Contrasting

Complete the chart below by recording details to compare and contrast the development of Hinduism and Buddhism.

| | HINDUISM | BUDDHISM |
|------------------------------|-----------------|-----------------|
| Origin/founder | 1. | 2. |
| Who believers worship | 3. | 4. |
| Leaders | 5. | 6. |
| Sacred texts | 7. | 8. |
| Basic beliefs | 9. | 10. |
| | 11. | 12. |
| | 13. | 14. |
| Attitude toward caste system | 15. | 16. |

CHAPTER
3**RETEACHING ACTIVITY** *Seafaring Traders***Section 3****Multiple Choice**

Choose the best answer for each item. Write the letter of your answer in the blank.

- ____ 1. A powerful seafaring people who dominated trade in the eastern Mediterranean from about 2000 to 1400 B.C. were the
 - a. Romans.
 - b. Minoans.
 - c. Aryans.
 - d. Mesopotamians.
- ____ 2. The capital city of these people was
 - a. Knossos.
 - b. Phoenicia.
 - c. Crete.
 - d. Byblos.
- ____ 3. Bull-leaping may have served all the following purposes *except*
 - a. entertainment.
 - b. religious ritual.
 - c. training for warriors.
 - d. preparation of bulls for sacrifice.
- ____ 4. After Crete's decline, the most powerful traders along the Mediterranean were the
 - a. Aryans.
 - b. Minoans.
 - c. Africans.
 - d. Phoenicians.
- ____ 5. The greatest Phoenician colony was in
 - a. Carthage.
 - b. Crete.
 - c. Minoa.
 - d. Sardinia.
- ____ 6. The Phoenician writing system was based on
 - a. pictographs.
 - b. phonetics.
 - c. cuneiform.
 - d. hieroglyphics.
- ____ 7. Popular Phoenician trade items included
 - a. obsidian products and religious artifacts.
 - b. cotton cloth and wool.
 - c. gold, wine, and cotton cloth.
 - d. papyrus, purple cloth, and cedar.
- ____ 8. One significant Phoenician contribution to learning was
 - a. the writing of many religious texts.
 - b. their enhanced system of numbers.
 - c. the development of an alphabet.
 - d. the training of many learned scholars.

CHAPTER
3

RETEACHING ACTIVITY *The Origins of Judaism*

Section 4

Drawing Conclusions

Complete the chart below by indicating the significance of each person, place, or object to the development of Judaism.

| PERSON, PLACE, OR EVENT | SIGNIFICANCE |
|--------------------------------|---------------------|
| Canaan | 1. |
| Hebrews | 2. |
| Torah | 3. |
| Moses | 4. |
| Ten Commandments | 5. |

Determining Main Ideas

Write your answers in the blanks provided.

6. Considered the father of the Hebrew people: _____
7. The belief in a single god: _____
8. The god of the Hebrew people: _____
9. A group of people who threatened the Hebrews' position in ancient Palestine: _____

10. Name for the new Hebrew kingdom united under Saul, David, and Solomon: _____

11. Money paid by a weaker power to a stronger power in order to keep the peace: _____

12. First religion to teach monotheism: _____