Chapter 1: Outline Notes
“What Does a Historian Do?”

Lesson 1.1 – What is History?

I. Why Study History?
A. History is the study of the ___________ of the past. History considers both the way things change and the way things ___________.
B. ___________ are people who study history. Their job is to examine the ___________, or reasons, that something happened in the past.
C. Learning about the past allows us to understand the present better. What we learn from history helps us to ___________ about the future.

II. Measuring Time
   o In order to study the past, and to identify/describe when something happened, historians ___________ time in different ways.

A. Periods of History
   1. An example of measuring time involves ___________ a certain number of years. A group of 10 years is called a ___________, 100 years is called a ___________ and 1,000 years is called a ___________.
   2. Historians also measure the past by dividing time into larger blocks, or ___________. For example, ___________ is the era before people developed writing. Other eras include Ancient History, the Middle Ages and Modern History.

B. Calendars
   1. A calendar is a system for arranging days in ___________. Throughout the world, cultures have developed about 40 different calendars, some of which are based on nature.

C. Julian Calendar
   1. Today, we use a calendar that is based on a calendar developed by ___________ known as the Julian calendar.
   2. This calendar starting counting years at the founding of ___________, had 365 ½ days in a year, and had leap years.
   3. The one problem with the Julian calendar was that it was not precisely right. It was ___________ time.

D. Gregorian Calendar
   1. In A.D. 1582, Pope Gregory XIII decided to create a new calendar that started counting from the ___________.
   2. Although the Gregorian calendar includes leap years, unlike the Julian calendar, no century year will be a leap year unless it is divisible by 400. Therefore, it will take ___________ before another day is lost.
   3. It took more than three centuries for the calendar to be recognized around the world. Today, most of the world uses the ___________ calendar.
   4. Like the Gregorian calendar, other calendars are also based on events of religious importance including the Hebrew, or Jewish, calendar.

E. Dating Events
   1. In The Gregorian calendar, the years before the birth of Jesus are known as B.C. or “__________”. The years after are called A.D. or “__________”.
   2. To date events before the birth of Jesus, historians count ________ from A.D.1. There is no year “0” (zero).
   3. To avoid a religious reference in dating, many historians prefer to use the initials B.C.E. and C.E. These stand for “__________” and “__________”. These initials do NOT change the numbering of the years.
F. Using Time Lines
   1. A ________ shows the order of events with a period of time while
      showing the amount of time between events.
   2. Most timelines are divided into ______ sections of time and are placed on the
      time line at the date when the event occurred.
   3. Time lines help historians to make sense of the flow of events.

III. Digging Up the Past
   o After the invention of writing, people have ________ important events, giving historians a
     window to the past. However, when trying to understand prehistory, the time before
     ____________________________, students must find a different window.

A. History and Science
   1. ________ is the study of the past by looking at what people left behind.
      They dig to find places where people once lived and often discover ________–
      objects made by people such as tools, pottery, weapons and jewelry.
   2. Paleontology is the study of ________ to learn about what the world was like
      long ago. Fossils are remains of ___________________________ that have been
      preserved.
   3. ________ is the study of ___________ and how it develops over time. Studying artifacts and fossils, anthropologists seek clues about what people
      ____________________________

B. Human Discoveries
   1. In 1974, a team of scientists found a partial skeleton of a human ancestor who lived more
      than 3.2 million years ago.
   2. A species is a class of individuals with similar ___________________________. All modern
      human beings belong to the “Homo sapiens” species. Latin for “________________________
      _____”, Homo sapiens are thought to have developed about 150,000 to 195,000 years ago!

Lesson 1.1 Review:
1. Name one example of how the past influences daily life today:

2. Identify different ways that historians measure time:

3. How do historians learn about people who lived in the earliest historical eras?

Lesson 1.2 – How Does a Historian Work?
I. What is Evidence?
   A. Historians ask questions about the information they discover from the past.
      1. In order to learn the answers to their questions, historians look for ________:
         something that shows proof or an indication that something is true.
      2. Historians use the evidence they read in historical sources to ________ what
         happened in the past.
   B. Primary and Secondary Sources
      1. Historians search for clues about the past using both __________________________ sources.
      2. Primary sources are ____________________________ that were written/created by the
         people who saw or experienced the event. Letters, diaries, or government records
         are primary sources.
3. Primary sources help historians learn what people were thinking __________ of an event.
4. Secondary sources are things created __________________ by people who were not part of the actual event. Biographies, encyclopedias and textbooks are all secondary sources.
5. Secondary sources give historians a __________________ of an event.

C. What is Point of View?
1. After interpreting a source, historians consider whether or not the source is __________ and __________ based on the author’s point of view, or general attitude about people or life.
2. Authors of primary sources decide what information is important and what to include based on their __________.
3. Historians must evaluate a primary source to identify and decide if the author’s point of view is trustworthy. Sometimes sources have a _____, or an unreasoned, emotional __________ about people and events – these sources cannot be _____.

II. Writing About History
- When writing about events, historians interpret the information from primary sources to draw _______ and make _______.
  1. Historians check the evidence in primary sources and _______ it to sources that have already been determined to be “trustworthy”.
  2. Then, they look at secondary sources that express different points of view to get a clear idea of what happened.
- A. Looking at History
  1. Historians gather information about a subject and then _______ what they have learned from their study. In most cases, historical books and articles are reviewed by other scholars to check for _______.
- B. Focusing Research
  1. Some historians keep their areas of study very narrow, or______, while others focus on ____________________.
- C. Drawing Conclusions
  1. A conclusion is a final decision that is _________________. Historians look for facts and evidence in their primary and secondary sources before making a judgment or conclusion.
- D. Historical Interpretations
  1. Sometimes, historians disagree about their interpretations of the facts, but it is the job of the historian to evaluate the primary sources and explain why his or her interpretation can be argued.

Lesson 1.2 Review:
  1. Why does drawing a conclusion come at the end of a research process?
  2. How does a primary source help a historian understand the past?
  3. Explain why some historians differ in their interpretations of historical events:
Lesson 2.1 – Studying Geography

I. Displaying the Earth’s Surface
   A. A globe of the Earth best shows the ___________ and the shapes of landmasses and ___________. They also show true ___________ and direction.
      1. Maps are flat drawings that can show small areas in ________________.
      2. Maps can show many things, however they can’t show true ________________ because they are ____________ drawings of a round object.
   B. Globes and maps have some things in common.
      1. Both are marked with ___________ that divide the Earth into ____________
   C. Hemispheres
      1. The ___________ divides the Earth into ________________ or hemispheres.
      2. Everything north of the Equator is in the Northern Hemisphere, whereas everything south of the Equator is in the ________________ hemisphere.
      3. The ___________ divides the Earth into Eastern and Western hemispheres.
      4. Everything east of the Prime Meridian is in the ________________ and everything west of it is in the ________________.
   D. Finding Places on the Earth
      1. Latitude and longitude lines cross, forming a pattern called a ___________ system.
      2. Lines of ___________ circle the Earth parallel to the Equator. They measure distance ________________ of the Equator in degrees.
      3. Lines of ________________ circle the Earth from Pole to Pole. These lines measure distance ________________ of the Prime Meridian.
      4. The grid system makes it possible to find the ________________ location of a place. This is the ________________ where a line of latitude crosses a line of longitude.

E. From Globes to Maps
   1. Mapmakers create different types of ________________ to show the round Earth on a flat sheet of paper.
   F. Map Projections
      1. A “Goode’s Interrupted Equal-Area projection” map shows continents close to their true ________________ and land shapes fairly accurately.
      2. The Mercator projection shows true ________________ and land shapes fairly accurately.
         It does not, however, show correct ________________.
      3. The ___________ projection is less distorted, and the ________________ projection gives a good overall view of the continents’ shapes and sizes.
II. Five Themes and Six Essential Elements of Geography
To understand how our world is connected, some geographers have broken the study of geography into five or six.

A. Five Themes of Geography
1. The Five Themes of Geography are: 

B. Six Essential Elements
1. The World in Spatial Terms: Geographers first take a look at where the place is. By asking “where is it?” you begin to develop an of the world around you.
2. Places and Region: Place refers to where something is, but also what a . It might describe characteristics. To organize their study, geographers often group places into regions that are by one or more characteristics.
3. Physical Systems: Geographers study how physical systems, such as _, _, _, shape the Earth’s surface.
4. Human Systems: This refers to how have shaped our world, and geographers look at how and why people in certain places
5. Environment and Society: How does the relationship between people and their natural surroundings ?
6. The Uses of Geography: Geography helps us understand the relationships among 

III. Types of Maps
Geographers use many different types of maps. Maps that show a wide range of information are called maps. These are often collected into one book called an .

A. Physical Maps
1. These maps show features. The colors used on these maps are usually brown or green for land and blue for water. They may also use colors to show , or the height of an area above sea level.

B. Political Maps
1. These maps show the of countries. They also show the location of and other human-made features of a place.

C. Special-Purpose Maps
1. These maps show kinds of information, usually patterns such as . A is an example of a special-purpose map.

D. Reading Maps
1. An important step in reading a map is to study the . This explains the lines and colors used on a map. It also explains any , or signs and pictures, used on a map.
2. The map is a measuring line that tells you the represented on the map.
3. A map has a symbol called a that tells you the position of the: north, south, east, and west. These directions help you to explain the of any place on Earth.

IV. Using Charts, Graphs, and Diagrams
Charts, graphs, and diagrams are tools for showing information.

A. Charts
1. Charts show facts in an way using .

B. Graphs
1. Bar graphs use to compare data.
2. Line graphs show of time.
3. A , or climograph, combines a line graph and a bar graph. This shows the long-term weather patterns in a place.
4. __________ graphs are circular graphs that show how the whole of something is _______ into parts.
5. Diagrams are special _______________. They show steps in a process, point out the parts of an object, or _____________________________.

V. Population and Culture
Like geographers, historians study population, cultures, and the movement of people, ideas and goods. Historians are interested in how these things _____________________________.

A. Population shifts
1. Geographers examine what sorts of people __________________________ a population.
2. Geographers also study how fast a population _________________ or _____________ over time and they measure _________________, the average number of people living in a square mile or square kilometer.
3. A _________________ uses __________________________ to show population density.
4. The movement of people from one place to settle in another place is called _________________. Throughout history there have been many migrations of human being.

B. Culture and Change
1. _____________ is the set of beliefs, behaviors, and traits shared by the members of a ______________. Scholars study cultures by examining the _________________ of different groups.
2. Throughout history, different peoples have met through ___________________________. These meetings often lead to ___________________________. This is when each group shares part of its culture with the other.

Lesson 2.1 Review:

4. What type of map would you choose to find the borders between countries? Why?

5. What is the difference between a chart and a diagram?

Lesson 2.2 – Exploring Economics
I. What is Economics?
A. Resources and Production
1. In order to make goods and offer services, people need _____________: land, labor, capital, and entrepreneurship.
2. Land includes the surface of the Earth and its _____________________________.
3. Labor is the ability of people to _____________________________.
4. Capital is _________________ used to help people make or do things.
5. ____________________________ is the act of running a business and taking on the _______ of that business.
6. Technology is using knowledge in a practical way to _____________________________.

B. Supply and Demand
1. __________ is the amount of a good or service that a producer ______________. The law of supply says that the ___________________________, you can charge for a good or service, the more of it you will want to _________________.
2. ___________ is the amount of something that a ______________ wants to ___________. The law of demand says that the lowers the price of a good or service, the __________ people will want to buy.
3. ________________, or lack of a resource, affects supply and demand. When not much of a needed resource is available, then the demand for it will __________. The higher the demand will _________________.
4. __________________________ also impacts supply and demand. This is what you _ ___________ to make it or buy it.

II. Managing and Measuring Economies
   A. Economic Systems
      1. A _______________ economy is based on custom. In this economy, members of a family or tribe make goods for _______________.
      2. In a _______________ economy, a central _______________ decides what goods will be make and _______________ them.
      3. In a _______________ economy, the _______________ makes choices about what to make, sell or buy.
      4. In a _______________ economy, the government has some __________ over what and how much is made.

   B. Measuring Economies
      1. When the economy grows quickly, it is often called a _______________. When the economy grows very slowly or shrinks, it is called a _______________.
      2. Rising prices are a _______________. High inflation means that money buys less.

III. Trade in World History
   A. Why Do People Trade?
      1. Countries trade with each other when both sides can _______________ something from the _______________. _______________ are goods shipped out of a county and sold somewhere else, and _______________ are goods and services that a country _______________ from other countries.
      2. Early civilizations often traded by _______________.

   B. Barriers to Trade
      1. _______________ can stop trade. _______________ can make it hard to travel between two places. Sometimes a country chooses to _______________ contact with other peoples. And nations may try to _______________ trade that hurts producers in their own country.

   C. Global Trade
      1. Today, most of the world’s countries take part in some form of international trade. This is known as _______________.
      2. The goal of free trade is a _______________ where people are free to choose what to _______________.
      3. Globalization has _______________ the ties among the world’s _______________.

Lesson 2.2 Review:

1. What is opportunity cost?

2. Describe the difference between a command economy and a traditional economy.

3. How does demand relate to buyers of a good?