Douglas Fisher, Ph.D., is a Professor in the Department of Teacher Education at San Diego State University. He is the recipient of an International Reading Association Celebrate Literacy Award as well as a Christa McAuliffe award for excellence in teacher education. He has published numerous articles on reading and literacy, differentiated instruction, and curriculum design as well as books, such as *Improving Adolescent Literacy: Strategies at Work* and *Responsive Curriculum Design in Secondary Schools: Meeting the Diverse Needs of Students*. He has taught a variety of courses in SDSU’s teacher-credentialing program as well as graduate-level courses on English language development and literacy. He has also taught classes in English, writing, and literacy development to secondary school students.
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Dear Social Studies Student,

Can you believe it? The start of another school year is upon you. How exciting to be learning about different cultures, historical events, and unique places in your social studies class! I believe that this Active Reading Note-Taking Guide will help you as you learn about your community, nation, and world.

Note-Taking and Student Success

Did you know that the ability to take notes helps you become a better student? Research suggests that good notes help you become more successful on tests because the act of taking notes helps you remember and understand content. This Active Reading Note-Taking Guide is a tool that you can use to achieve this goal. I’d like to share some of the features of this Active Reading Note-Taking Guide with you before you begin your studies.

The Cornell Note-Taking System

First, you will notice that the pages in the Active Reading Note-Taking Guide are arranged in two columns, which will help you organize your thinking. This two-column design is based on the Cornell Note-Taking System, developed at Cornell University. The column on the left side of the page highlights the main ideas and vocabulary of the lesson. This column will help you find information and locate the references in your textbook quickly. You can also use this column to sketch drawings that further help you visually remember the lesson’s information. In the column on the right side of the page, you will write detailed notes about the main ideas and vocabulary. The notes you take in this column will help you focus on the important information in the lesson. As you become more comfortable using the Cornell Note-Taking System, you will see that it is an important tool that helps you organize information.

The Importance of Graphic Organizers

Second, there are many graphic organizers in this Active Reading Note-Taking Guide. Graphic organizers allow you to see the lesson’s important information in a visual format. In addition, graphic organizers help you understand and summarize information, as well as remember the content.

Research-Based Vocabulary Development

Third, you will notice that vocabulary is introduced and practiced throughout the Active Reading Note-Taking Guide. When you know the meaning of the words used to discuss information, you are able to understand that information better. Also, you are more likely to be successful in school when you have vocabulary knowledge. When researchers study successful students, they find that as students acquire vocabulary knowledge, their ability to learn improves. The Active Reading Note-Taking
Guide focuses on learning words that are very specific to understanding the content of your textbook. It also highlights general academic words that you need to know so that you can understand any textbook. Learning new vocabulary words will help you succeed in school.

Writing Prompts and Note-Taking

Finally, there are a number of writing exercises included in this Active Reading Note-Taking Guide. Did you know that writing helps you to think more clearly? It's true. Writing is a useful tool that helps you know if you understand the information in your textbook. It helps you assess what you have learned.

You will see that many of the writing exercises require you to practice the skills of good readers. Good readers make connections between their lives and the text and predict what will happen next in the reading. They question the information and the author of the text, clarify information and ideas, and visualize what the text is saying. Good readers also summarize the information that is presented and make inferences or draw conclusions about the facts and ideas.

I wish you well as you begin another school year. This Active Reading Note-Taking Guide is designed to help you understand the information in your social studies class. The guide will be a valuable tool that will also provide you with skills you can use throughout your life.

I hope you have a successful school year.

Sincerely,

Douglas Fisher
Chapter 1, Section 1
Early Humans
(Pages 8-15)

Main Idea
Setting a Purpose for Reading  Think about these questions as you read:
• How did Paleolithic people adapt to their environment and use tools to help them survive?
• How did life change for people during the Neolithic Age?

Reading Strategy
As you read pages 9–15 in your textbook, complete this graphic organizer by filling in the causes and effects that explain how early humans adapted to their environment.
What would it be like to live in the Stone Age? As you read, list words and phrases that help you picture the life of early humans. Then write a paragraph describing a day in your life as a Paleolithic man or woman.

Define or describe the following terms from this lesson.

- **historian**
- **archaeologist**
- **artifact**
- **fossil**
- **anthropologist**
- **nomad**
- **technology**
Define these academic vocabulary words from this lesson.

period

- 
- 
- 

task

- 
- 
- 

How are fossils and artifacts different?

- 
- 
- 

Neolithic Times (pages 13–15)

Why do some historians consider the farming revolution the most important event in human history? As you read, look for hints or ideas that support this idea. Record the hints you find in the web below.

The Farming Revolution

- 
- 
-
Define or describe the following terms from this lesson.

- domesticate
- specialization

Briefly describe the following place.

- Jericho

Define these academic vocabulary words from this lesson.

- revolution
- affect

How did the Paleolithic and Neolithic Ages differ?
Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

How did Paleolithic people adapt to their environment and use tools to help them survive?

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

How did life change for people during the Neolithic Age?

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________
Chapter 1, Section 2
Mesopotamian Civilization
(Pages 16–23)

Main Idea

Setting a Purpose for Reading  Think about these questions as you read:
• Why did civilization in Mesopotamia begin in the valleys of the Tigris and Euphrates Rivers?
• How did the Sumerians contribute to later peoples?
• Why did the Sumerian city-states lose power?

Reading Strategy

As you read pages 17–23 in your textbook, complete this diagram to show how the first empire in Mesopotamia came about.
Mesopotamia’s Civilization (pages 17–20)

Complete this outline as you read.

I. Why Were River Valleys Important?
   A. ___________________________________________________________
   B. ___________________________________________________________

II. The Rise of Sumer
   A. ___________________________________________________________
   B. ___________________________________________________________

III. What Were City-States?
   A. ___________________________________________________________
   B. ___________________________________________________________

IV. Gods and Rulers
   A. ___________________________________________________________
   B. ___________________________________________________________

V. What Was Life Like in Sumer?
   A. ___________________________________________________________
   B. ___________________________________________________________

Define or describe the following terms from this lesson.

- civilization
- irrigation
**Key Points**

- city-state
- artisan

**Places To Locate**

Briefly describe the following places.

- Mesopotamia
- Tigris River
- Euphrates River
- Sumer

**Academic Vocabulary**

Define these academic vocabulary words from this lesson.

- complex
- assemble
How did Mesopotamians control the flow of the Tigris and Euphrates Rivers?

1. 
2. 
3. 

A Skilled People (pages 20–21)

As you read, write three details about the Sumerians. Then write a general statement on the basis of these details.

1. 
2. 
3. 

General Statement
Define or describe the following terms from this lesson.

- cuneiform
- scribe

Define these academic vocabulary words from this lesson.

- consist
- create

Use each of these terms that you studied earlier in a sentence that reflects the term’s meaning.

- archaeologist
  (Chapter 1, Section 1)
- technology
  (Chapter 1, Section 1)
What kind of written language did the Sumerians use?

1. Sumeria was conquered by the ______________. Their king, ______________, set up the world’s first ______________.

2. The Babylonian king ______________ is best known for his collection of ______________. While some of his laws seem cruel, they were an important step toward a fair system of ______________.

Define or describe the following term from this lesson.

Empire

Briefly describe the following place.

Babylon
Explain why each of these people is important.

**People To Meet**

- Sargon
  
- Hammurabi

Define these academic vocabulary words from this lesson.

**Academic Vocabulary**

- conflict
  
- code

Why was Sargon's empire important?

**Sum It Up**

- _______________________
  
- _______________________
  
- _______________________
Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

Why did civilization in Mesopotamia begin in the valleys of the Tigris and Euphrates Rivers?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

How did the Sumerians contribute to later peoples?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Why did the Sumerian city-states lose power?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
Chapter 1, Section 3
The First Empires
(Pages 26–30)

Main Idea
Setting a Purpose for Reading Think about these questions as you read:
• How did Assyria build its vast empire?
• What major contributions did the Chaldean Empire make?

Reading Strategy
As you read pages 27–30 in your textbook, complete this diagram listing the similarities and differences between the Assyrian and Chaldean Empires.
The Assyrians (pages 27–28)

As you read, write three questions about the main ideas presented in this passage. After you have finished reading, write the answers to these questions.

1. _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________

2. _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________

3. _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________

Define or describe the following term from this lesson.

province

Briefly describe the following places.

Assyria

Nineveh

Persian Gulf
Define these academic vocabulary words from this lesson.

- founded
- core

Why were the Assyrian soldiers considered brutal and cruel?

The Chaldeans (pages 29–30)

As you read, write the main idea of the passage. Review your statement when you have finished reading and revise as needed.
Define or describe the following terms from this lesson.

- **caravan**
- **astronomer**

Briefly describe the following place.

**Hanging Gardens**

Explain why this person is important.

**Nebuchadnezzar**

Define these academic vocabulary words from this lesson.

- **interval**
- **route**

What were the **Hanging Gardens of Babylon?**
Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

How did Assyria build its vast empire?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What major contributions did the Chaldean Empire make?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Chapter 2, Section 1
The Nile Valley
(Pages 38–46)

Main Idea
Setting a Purpose for Reading  Think about these questions as you read:
• Why did the early Egyptians settle in the Nile River valley?
• What role did the Nile River valley play in the development of the Egyptian civilization?
• How was early Egyptian society divided?

Reading Strategy
As you read pages 39–42 in your textbook, complete this diagram to describe Egyptian irrigation systems.
As you read, take notes describing the Nile and the area surrounding this great river. Use your notes to answer this question: How did the Nile and the surrounding area help protect Egypt?

Define or describe the following terms from this lesson.

- cataract
- delta

Briefly describe the following places.

- Egypt
- Nile River
- Sahara
Define these academic vocabulary words from this lesson.

rely

feature

Use each of these terms that you studied earlier in a sentence that reflects the term’s meaning.

civilization
(Chapter 1, Section 2)

city-state
(Chapter 1, Section 2)

What was Egypt’s physical setting like?

The River People  (pages 41–42)

As you read, write three questions about the main ideas presented in the passage. After you have finished reading, write the answers to these questions.

1. __________________________
   __________________________
   __________________________
Define or describe the following terms from this lesson.

- **papyrus**
- **hieroglyphics**

Define these academic vocabulary words from this lesson.

- **secure**
- **technology**

Use each of these terms, that you studied earlier, in a sentence that reflects the term’s meaning.

- **irrigation** (Chapter 1, Section 2)
- **technology** (Chapter 1, Section 1)
What crops did ancient Egyptians grow?

1. 
2. 
3. 

As you read, write three details about Narmer. Then write a general statement about Narmer’s leadership on the basis of these details.

1. 
2. 
3. 

Define or describe the following term from this lesson.

**dynasty**
Explain why this person is important.

Narmer

Define this academic vocabulary word from this lesson.

emerge

What is a dynasty?

Early Egyptian Life (pages 45–46)

As you read, complete the following sentences. Doing so will help you summarize the section.

1. The ___________ was at the top of the early Egyptian social structure.

2. Egypt’s upper class was made up of ________________.

3. Egypt’s middle class included people who ________________.
4. ___________ made up the largest group of early Egyptians.

5. ___________ were at the bottom of the social structure in Egypt.

6. ___________ had more rights in Egypt than in most other early civilizations.

Define these academic vocabulary words from this lesson.

portion

obtain

Who made up the largest group in Egyptian society?


Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

Why did the early Egyptians settle in the Nile River valley?


What role did the Nile River valley play in the development of the Egyptian civilization?


How was early Egyptian society divided?


Main Idea

Setting a Purpose for Reading  Think about these questions as you read:
• What were the main Egyptian beliefs about deities and the afterlife?
• Why did Egyptians build pyramids?

Reading Strategy

As you read pages 49–50 in your textbook, complete this graphic organizer to show the different religious beliefs in Egypt.
As you read, write the main idea of the passage. Review your statement when you have finished reading and revise as needed.

Define or describe the following term from this lesson.

**pharaoh**

Define these academic vocabulary words from this lesson.

**period**

**welfare**

Why did the pharaohs hold so much power?
To preview this section, first skim the section. Then write a sentence or two explaining what you think you will be learning. After you have finished reading, revise your statements as necessary.

Define or describe the following terms from this lesson.

- deity
- embalming
- mummy

Define these academic vocabulary words from this lesson.

- grant
- medical
Who were some of the main gods and goddesses of ancient Egypt?

Imagine standing at the foot of an ancient pyramid. What do these giant structures tell you about the Egyptian culture and people? As you read, take notes about the pyramids to help you answer this question.

Define or describe the following term from this lesson.

Briefly describe the following place.

Explain why this person is important.
Define these academic vocabulary words from this lesson.

<table>
<thead>
<tr>
<th>Academic Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>structure</td>
</tr>
<tr>
<td>principle</td>
</tr>
</tbody>
</table>

What was the purpose of pyramids?

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

What were the main Egyptian beliefs about deities and the afterlife?

Why did Egyptians build pyramids?
Chapter 2, Section 3
The Egyptian Empire
(Pages 59–67)

Main Idea
Setting a Purpose for Reading Think about these questions as you read:
• What was life like during the Middle Kingdom?
• What important events happened during the New Kingdom?

Reading Strategy
As you read pages 65–67 in your textbook, complete this diagram showing the major accomplishments of Ramses II.
The Middle Kingdom was a golden age for Egypt. Before you read, skim the passage. Make a note of any points that support this statement. Then, after you read, go back and fill in additional information about this golden age.

**Terms to Know**

**Define or describe the following term from this lesson.**

- **tribute**

**Places to Locate**

**Briefly describe the following place.**

- **Thebes**

**People to Meet**

**Explain why this person is important.**

- **Ahmose**

**Academic Vocabulary**

**Define these academic vocabulary words from this lesson.**

- **restore**
- **create**
Who were the Hyksos?

The New Kingdom (pages 61–62)

As you read, list the achievements of Hatshepsut and Thutmose III in the columns below. Then, based on the achievements you have listed, write a short paragraph evaluating the leadership of one of these rulers. Use specific examples from your list to support your opinion.

<table>
<thead>
<tr>
<th>Hatshepsut</th>
<th>Thutmose III</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Define or describe the following term from this lesson.

incense
Define these academic vocabulary words from this lesson.

- priority
- behalf

Use this term, that you studied earlier, in a sentence that reflects the term’s meaning.

- pharaoh (Chapter 2, Section 2)

Describe Egyptian trade during the rule of Hatshepsut.

The Legacies of Two Pharaohs (pages 64–65)

Questioning

Before you read, skim the text. Then write three questions about the main ideas you find. After you have finished reading, write the answers to these questions.

1. 

2. 

3. 

## Key Points

2. Explain why this person is important.

3. Define these academic vocabulary words from this lesson.

### People To Meet

**Akhenaton**

Explain why this person is important.

### Academic Vocabulary

- **maintain**
- **rely**

Define these academic vocabulary words from this lesson.

### Sum It Up

Why is Tutankhamen so famous today?

---

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As you read, place the following events in the correct order by numbering them in the spaces provided.

1. ___ Groups from the eastern Mediterranean attack Egypt by sea.
2. ___ Egyptian armies regain lands in western Asia.
3. ___ Egypt is taken over by the Assyrians.
4. ___ Egypt is conquered by Libyans.
5. ___ Ramses II becomes pharaoh.
6. ___ Egypt is ruled by Kush.
7. ___ The temple at Karnak is built.

Explain why this person is important.

Ramses II

Define this academic vocabulary word from this lesson.

construct

What groups conquered Egypt starting in the 900s B.C.?
Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

What was life like during the Middle Kingdom?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What important events happened during the New Kingdom?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Chapter 2, Section 4
The Civilization of Kush
(Pages 68–72)

Main Idea
Setting a Purpose for Reading
Think about these questions as you read:
- Who were the Nubians and what were they known for?
- What was life like for the people of Kush?

Reading Strategy
As you read pages 70–72 in your textbook, complete this diagram to show the differences and similarities between Napata and Meroë.
### Determining the Main Idea

As you read, write the main idea of the passage. Review your statement when you have finished reading and revise as needed.

<table>
<thead>
<tr>
<th>Main Idea</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
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<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

### Terms to Know

Define or describe the following term from this lesson.

- **savanna**
  - Definition or description:

### Places To Locate

Briefly describe the following places.

- **Nubia**
  - Description:

- **Kush**
  - Description:

- **Kerma**
  - Description:
Define these academic vocabulary words from this lesson.

- period
- collapse

Use each of these terms, that you studied earlier, in a sentence that reflects the term's meaning.

- historian (Chapter 2, Section 2)
- hieroglyphics (Chapter 2, Section 2)

Where was Kush located?
The Rise of Kush (pages 70–72)

**Outlining**

*Complete this outline as you read.*

I. The Importance of Iron
   A. ____________________________
   B. ____________________________

II. A New Capital
   A. ____________________________
   B. ____________________________

III. Building a Profitable Trade
   A. ____________________________
   B. ____________________________

**Places To Locate**

*Briefly describe the following places.*

- Napata
- Meroë

**People To Meet**

*Explain why each of these people is important.*

- Kashta
- Piye
Define these academic vocabulary words from this lesson

- **decline**

- **culture**

Use each of these terms that you studied earlier in a sentence that reflects the term’s meaning.

- **caravan**
  (Chapter 1, Section 3)

- **dynasty**
  (Chapter 2, Section 1)

How did Kush become a wealthy kingdom?

- 
- 
- 
- 
- 
- 
- 
- 
- 
- 
- 
-
Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

Who were the Nubians and what were they known for?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What was life like for the people of Kush?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Chapter 3, Section 1
The First Israelites
(Pages 80–85)

Main Idea

Setting a Purpose for Reading  Think about these questions as you read:
- What did the Israelites believe?
- Where was the Promised Land of the Israelites, and how did they return there?

Reading Strategy
As you read pages 81–85 in your textbook, complete this sequence chart to trace the movement of the Israelites.
As you read, consider how Judaism has influenced values in your culture today. Summarize your thoughts in a paragraph. Be sure to include specific ways that you see the values and beliefs of Judaism reflected in your world.

---

Define or describe the following terms from this lesson.

**monotheism**

**tribe**

**Torah**

**covenant**
Explain why these people are important.

- Abraham
- Jacob
- Moses

Define these academic vocabulary words from this lesson.

- focus
- occupy

Use this term that you studied earlier in a sentence that reflects the term's meaning.

- pharaoh

What covenant was described in the Torah?
As you read the story of Joshua and Jericho, record your responses. What do you think about the story? What questions do you have? What do you learn about the Israelites and about Joshua? After reading the section, write a short paragraph summarizing your response to the story.

Define or describe the following term from this lesson.

alphabet

Explain why these people are important.

Phoenicians

Deborah

Define this academic vocabulary word from this lesson.

create
Terms To Review

tribe
(Chapter 3, Section 1)

Use this term that you studied earlier in a sentence that reflects the term’s meaning.

Sum It Up

Who led the Israelites into Canaan, and what city did they conquer under his leadership?

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

What did the Israelites believe?

Where was the Promised Land of the Israelites, and how did they return there?
**Main Idea**

**Setting a Purpose for Reading** Think about these questions as you read:
- Why did the Israelites choose to follow kings instead of judges?
- Who was King David and why was he important?
- Why were the Israelites conquered?

**Reading Strategy**

As you read pages 87–92 in your textbook, complete this chart to list the characteristics of Israel and Judah.

<table>
<thead>
<tr>
<th>Location</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital City</td>
<td></td>
</tr>
<tr>
<td>Date Conquered</td>
<td></td>
</tr>
<tr>
<td>Conquered By</td>
<td></td>
</tr>
</tbody>
</table>
As you read, write the main idea of the passage. Review your statement when you have finished reading and revise as needed.

Define or describe the following term from this lesson.

**prophet**

Explain why these people are important.

**Philistines**

**Saul**

**David**

Define this academic vocabulary word from this lesson.

**instruct**
Why did the Israelites want a king?

As you read, complete the following sentences. Doing so will help you summarize the section.

1. David defeated the giant Philistine named __________ with a __________. As David won more victories __________ became jealous and plotted to __________ David.

2. David took over the throne in about __________, when Saul and his sons were __________ in battle.

3. David created an empire and established the capital of __________. His son __________ built a great temple there.

4. When Solomon died, the 12 tribes broke into two nations: __________ and __________.

Define or describe the following terms from this lesson.

empire

________________________________________

________________________________________
Define these academic vocabulary words from this lesson.

tribute
proverbs
expand
symbol

Briefly describe the following places.

Jerusalem
Judah

Define these academic vocabulary words from this lesson.

Why did Solomon tax the people so heavily?
As you read, place the following events in the correct order by numbering them in the spaces provided.

1. ___ The Egyptians conquer Judah
2. ___ The Jews unite with the Egyptians to fight the Chaldeans
3. ___ King Nebuchadnezzar captures Jerusalem
4. ___ The Assyrians conquer Israel and scatter the 10 tribes
5. ___ Nebuchadnezzar takes the Jews into captivity in Babylon
6. ___ The Assyrians become known as Samaritans and eventually worship Israel's God
7. ___ The Chaldeans conquer Egypt

Explain why this person is important.

Nebuchadnezzar

Define this academic vocabulary word from this lesson.

route

Why did the Assyrians and Chaldeans want to control the land belonging to the Israelites?
Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

Why did the Israelites choose to follow kings instead of judges?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Who was King David and why was he important?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Why were the Israelites conquered?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Chapter 3, Section 3
The Growth of Judaism
(Pages 93–102)

Main Idea

Setting a Purpose for Reading Think about these questions as you read:
• How did Judaism grow in the period following their exile?
• Why did the Romans destroy the temple and exile the Jews?

Reading Strategy
As you read page 96 in your textbook, complete this diagram to describe the Maccabees.

---

Maccabees

---

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Complete this outline as you read.

I. Why Did Jews Return to Judah?
   A. ________________________________________________________
   B. ________________________________________________________

II. What Is in the Hebrew Bible?
   A. ________________________________________________________
   B. ________________________________________________________

III. The Jews Look to the Future
   A. ________________________________________________________
   B. ________________________________________________________

Define or describe the following terms from this lesson.

exile

Sabbath

synagogue

Briefly describe the following place.

Babylon
Define these academic vocabulary words from this lesson.

- series
- symbol

Use this term that you studied earlier in a sentence that reflects the term's meaning.

- scribe (Chapter 1, Section 2)

Who allowed the Jews to return to Judah?

The Jews and the Greeks (pages 95–96)

As you read, write three questions about the main ideas presented in the text. After you have finished reading, write the answers to these questions.

1. ____________________________________________
   ____________________________________________
   ____________________________________________

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Define or describe the following term from this lesson.

Diaspora

Explain why this person is important.

Judas Maccabeus

Define these academic vocabulary words from this lesson.

version

trace
How did Alexander the Great affect the Israelites?

---

The Jewish Way of Life (pages 97–98)

As you read, complete the chart below to identify the main ideas from your reading.

---

Define these academic vocabulary words from this lesson.

- affect
- community
Why were sons especially valued in Jewish society?

1. What did Herod do as king?

2. Why were the Jews unable to regain control over their Roman rulers?

3. Who were the Pharisees?
4. Who were the Sadducees?

5. Who were the Essenes?

6. What were the cause and results of the Jewish revolts?

7. What role did rabbis play in Jewish society?

Define or describe the following terms from this lesson.

**Terms to Know**

- messiah
- rabbi
Explain why each of these people is important.

- Herod

- Zealots

- Johanan ben Zakkai

Define these academic vocabulary words from this lesson.

- expand

- despite

How did the Roman conquest affect the Jews?
Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

How did Judaism grow in the period following their exile?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Why did the Romans destroy the temple and exile the Jews?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Chapter 4, Section 1
The Early Greeks
(Pages 116–123)

Main Idea
Setting a Purpose for Reading  Think about these questions as you read:
• How did early Greek kingdoms develop?
• What ideas developed in Greek city-states?

Reading Strategy
As you read pages 122–123 in your textbook, complete this diagram by filling in
details about the polis.
As you read, list words and phrases that help you picture the land of Greece. Now imagine you are a Greek sailor or trader. Write a paragraph in your own words about what you see around you.

--------------------------------------------------------

Define or describe the following key term from this lesson.

peninsula

--------------------------------------------------------

Define this academic vocabulary word from this lesson.

community

--------------------------------------------------------

How did geography discourage Greek unity?

--------------------------------------------------------
Before you read, skim the section and write three questions about the main ideas you find. After you have finished reading, write the answers to these questions.

1. 

2. 

3. 

Define this academic vocabulary word from this lesson.

region
How did the Minoans become a trading civilization?

Complete this outline as you read.

I. What Were Mycenaean Kingdoms Like?
   A. 
   B. 

II. Power From Trade and War
   A. 
   B. 

III. What Was the Dark Age?
   A. 
   B. 

The First Greek Kingdoms (pages 119–120)
People To Meet

Explain why this person is important.

Agamemnon

Places To Locate

Briefly describe the following places.

Mycenae

Peloponnesus

Academic Vocabulary

Define these academic vocabulary words from this lesson.

positive

culture

Terms To Review

Use each of these terms that you studied earlier in a sentence that reflects the term’s meaning.

historian
(Chapter 1, Section 1)

artisan
(Chapter 1, Section 2)
What changes occurred during the Dark Age in ancient Greece?

As you read, write the main idea of the passage. Review your statement when you have finished reading and revise as needed.

Define or describe the following term from this lesson.

Define these academic vocabulary words from this lesson.
The Polis (pages 122–123)

To preview this section, first skim the section, looking for headings and main ideas. Then write a sentence or two explaining what you think you will be learning. After you have finished reading, revise your statements as necessary.

Define or describe the following terms from this lesson.

- polis
- agora

Define these academic vocabulary words from this lesson.

- vary
- debate
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Use this term that you studied earlier in a sentence that reflects the term’s meaning.

---

How did citizenship make the Greeks different from other ancient peoples?

---

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

How did early Greek kingdoms develop?

---

What ideas developed in Greek city-states?

---
Chapter 4, Section 2
Sparta and Athens
(Pages 124–130)

Main Idea

Setting a Purpose for Reading  Think about these questions as you read:
• Why did Spartans conquer and control groups of people?
• How were the people of Athens different from the people of Sparta?

Reading Strategy
As you read pages 125–130 in your textbook, complete this graphic organizer comparing and contrasting life in Sparta and Athens.
As you read, complete the following sentences. Doing so will help you summarize the section.

1. ______________, ______________, and ______________ all wanted a part in Greek government. Their unhappiness led to the rise of ______________, men who took power by force. These tyrants took power away from the ______________.

2. Most Greeks wanted all ______________ to be a part of the government. So most city-states became either ______________ or ______________.

Define or describe the following terms from this lesson.

tyranth

Define these academic vocabulary words from this lesson.

structure

participate
Why were tyrants popular in the city-states?

1. 
2. 
3. 

As you read, write three details about the Spartans. Then write a general statement or conclusion about the Spartans based on these details.

1. 
2. 
3. 

General Statement


Define or describe the following term from this lesson.

**helots**

Define this academic vocabulary word from this lesson.

**enforce**

Use this term that you studied earlier in a sentence that reflects the term’s meaning.

**oligarchy** (Chapter 4, Section 2)

Why did the Spartans stress military training?

What do you know about your state and national government? Think about things you have seen or read in the news. As you read, compare your state and national government with the democracy of Athens. Summarize your thoughts in a paragraph. Be sure to address the similarities and differences that you see.
Define these academic vocabulary words from this lesson.

- nonetheless
- process

Use this term that you studied earlier in a sentence that reflects the term’s meaning.

- democracy

How did Cleisthenes build a democracy in Athens?

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

Why did Spartans conquer and control groups of people?

How were the people of Athens different from the people of Sparta?
Chapter 4, Section 3
Persia Attacks the Greeks
(Pages 131–137)

Main Idea

Setting a Purpose for Reading  Think about these questions as you read:
• How did the Persian Empire bring together such a wide area?
• What role did Athens and Sparta play in defeating the Persians?

Reading Strategy

As you read pages 132–137 in your textbook, complete this graphic organizer listing the accomplishments of Cyrus, Darius, and Xerxes.

<table>
<thead>
<tr>
<th>Ruler</th>
<th>Accomplishments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cyrus</td>
<td></td>
</tr>
<tr>
<td>Darius</td>
<td></td>
</tr>
<tr>
<td>Xerxes</td>
<td></td>
</tr>
</tbody>
</table>
Complete this outline as you read.

I. The Rise of the Persian Empire
   A. _________________________________________________________
   B. _________________________________________________________

II. What Was Persian Government Like?
   A. _________________________________________________________
   B. _________________________________________________________

III. The Persian Religion
   A. _________________________________________________________
   B. _________________________________________________________

Define or describe the following terms from this lesson.

Satrapies

Satrap

Zoroastrianism

People To Meet

Explain why this person is important.

Cyrus the Great
Define these academic vocabulary words from this lesson.

- vision
- dominate

Use each of these terms that you studied earlier in a sentence that reflects the term’s meaning.

- nomad
  (Chapter 1, Section 1)

- empire
  (Chapter 1, Section 2)

Why did Darius create satrapies?
As you read, number the following events in the correct order.

1. ___ Greek army crushed the Persian army at Plataea
2. ___ Persian fleet landed 20,000 soldiers on the plain of Marathon
3. ___ Athenian army helped the Greeks in Asia Minor rebel against Persian rulers
4. ___ Xerxes launches invasion of Greece
5. ___ Alexander invades the Persian Empire
6. ___ Darius dies

Briefly describe the following places.

Marathon

Thermopylae

Salamis

Plataea

Explain why each of these people is important.

Xerxes

Themistocles
Define this academic vocabulary word from this lesson.

[Blank line]

What led to the Persian Wars?

[Blank line]

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

How did the Persian Empire bring together such a wide area?

[Blank line]

What role did Athens and Sparta play in defeating the Persians?

[Blank line]
Chapter 4, Section 4
The Age of Pericles
(Pages 138–146)

Main Idea

Setting a Purpose for Reading Think about these questions as you read:
• How did Athens change under the rule of Pericles?
• What happened when Sparta and Athens went to war for control of Greece?

Reading Strategy
As you read pages 139–144 in your textbook, create a circle graph showing how many citizens, foreigners, and enslaved people lived in Athens in the 400s B.C.
What do you think makes a leader great? Think of leaders you have known or heard about. Then, as you read, list the achievements of Pericles. Based on the achievements you have listed, write a paragraph evaluating his leadership. Use specific examples from your list to support your opinion.

Define or describe the following terms from this lesson.

- direct democracy
- representative democracy
- philosophers

Briefly describe the following place.

- Delos
Explain why this person is important.

Pericles

Define these academic vocabulary words from this lesson.

behalf

achieve

What is the difference between a direct democracy and a representative democracy?

Daily Life in Athens (pages 142–144)

What was life like in Athens? Before you read, skim the reading to identify main ideas. Then write three questions you think your reading will answer. After you have finished reading, write the answers to these questions.

1. 

2. 

3. 


2. Explain why this person is important.

Aspasia

3. Define these academic vocabulary words from this lesson.

- economy
- philosophy

How did Athenian men and women spend their time?
Before you read, based on what you know about Sparta and Athens, predict who you think will win the war. Support your prediction with facts from your reading. After you read, write a paragraph about your reaction to the actual outcome.

Define these academic vocabulary words from this lesson.

- **framework**
- **cooperate**

Use this term that you studied earlier in a sentence that reflects the term’s meaning.

- **colony** (Chapter 4, Section 1)
What effects did the Peloponnesian War have on Greece?

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

How did Athens change under the rule of Pericles?

What happened when Sparta and Athens went to war for control of Greece?
Chapter 5, Section 1

The Culture of Ancient Greece

(Pages 154–163)

Main Idea

Setting a Purpose for Reading  Think about these questions as you read:
• What were the main religious beliefs of the Greeks?
• How did Greek art and architecture reflect Greek ideas?

Reading Strategy

As you read pages 155–159 in your textbook, complete this Venn diagram showing the similarities and differences between an epic and a fable.
Have you ever read a Greek myth? Preview this section to get an idea of what is ahead. First, skim the section. Then write a sentence or two explaining what you think you will be learning. After you have finished reading, revise your statements as necessary.

<table>
<thead>
<tr>
<th>Terms to Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>myth</td>
</tr>
<tr>
<td>oracle</td>
</tr>
</tbody>
</table>

Define or describe the following terms from this lesson.

Briefly describe the following places.

<table>
<thead>
<tr>
<th>Places to Locate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mount Olympus</td>
</tr>
<tr>
<td>Delphi</td>
</tr>
</tbody>
</table>
Define these academic vocabulary words from this lesson.

- affect
- grant

Use this term that you studied earlier in a sentence that reflects the term’s meaning.

- empire (Chapter 3, Section 2)

Why did the Greeks have rituals and festivals for their gods and goddesses?

Greek Poetry and Fables (pages 157–158)

As you read, write one sentence summarizing each of the following stories and fables.

- The Odyssey
- The Iliad
- “The Tortoise and the Hare”
Define or describe the following terms from this lesson.

- **epic**
- **fable**

Explain why each of these people is important.

- **Homer**
- **Aesop**

Define these academic vocabulary words from this lesson.

- **generation**
- **tradition**

What are the characteristics of a fable?
What are your favorite television shows and movies? As you read, compare the dramas, comedies, and tragedies you watch with Greek drama. Summarize your thoughts in a paragraph. Be sure to address the similarities and differences that you see.

Define or describe the following terms from this lesson.

- drama
- tragedy
- comedy

Explain why each of these people is important.

- Sophocles
- Euripides
Define the following academic vocabulary word from this lesson.

**conflict**

What two types of drama did the Greeks create?

---

Greek Art and Architecture (pages 162–163)

As you read, find information to answer the first two questions. Then use these answers to respond to the third question below.

1. What beliefs and ideas are reflected in Greek art and architecture?

2. Where do we see examples of Greek architecture today?

3. Synthesize: How has ancient Greece influenced our culture today?
Define these academic vocabulary words from this lesson.

structure

version

What was the most important type of building in ancient Greece?

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

What were the main religious beliefs of the Greeks?

How did Greek art and architecture reflect Greek ideas?
Chapter 5, Section 2
Greek Philosophy and History

(Pages 168–173)

Main Idea

Setting a Purpose for Reading  Think about these questions as you read:
• What ideas did Greek philosophers develop?
• How did Greeks contribute to the history of Western civilization?

Reading Strategy
As you read pages 169–171 in your textbook, complete diagrams like this one to show the basic philosophies of Socrates.
Complete the following reading guide by filling in the important ideas from each of these Greek philosophers. Use your guide to review main points from your reading.

<table>
<thead>
<tr>
<th>Philosopher</th>
<th>Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pythagoras</td>
<td></td>
</tr>
<tr>
<td>Socrates</td>
<td></td>
</tr>
<tr>
<td>Plato</td>
<td></td>
</tr>
<tr>
<td>Aristotle</td>
<td></td>
</tr>
</tbody>
</table>

Define or describe the following terms from this lesson.

- **philosophy**
- **philosopher**
- **Sophist**
- **Socratic method**
Define these academic vocabulary words from this lesson.

reject

method

Use each of these terms that you studied earlier in a sentence that reflects the term’s meaning.

tyrant
(Chapter 4, Section 2)

oligarchy
(Chapter 4, Section 2)

How did Aristotle’s idea of government differ from Plato’s?

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Quickly look over the entire selection to get a general idea about the reading. Then briefly describe what the selection is about on the lines below.

Explain why each of these people is important.

Herodotus

Thucydides

Define these academic vocabulary words from this lesson.

accurate

stress
How did Thucydides view war and politics?

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

What ideas did Greek philosophers develop?

How did Greeks contribute to the history of Western civilization?
Chapter 5, Section 3
Alexander the Great
(Pages 174–179)

Main Idea

Setting a Purpose for Reading  Think about these questions as you read:
• How did Philip II of Macedonia unite the Greek states?
• How did Alexander the Great change history?

Reading Strategy
As you read pages 176–179 in your textbook, complete this diagram to track the achievements of Alexander the Great.
Think about all you have learned about Greece up to this point. Now, before you read, answer the question below. What do you predict will happen? After you read, write a brief paragraph about your reaction to the actual events.

Will Macedonia defeat the Greeks?

---

Briefly describe the following places.

Macedonia

Chaeronea

---

Explain why this person is important.

Philip II

---

Define these academic vocabulary words from this lesson.

achieve

decline
Why did Philip II invade Greece?

I. Alexander Builds an Empire

II. Alexander’s Conquests

III. Alexander’s Legacy

IV. The Empire Breaks Apart

Define or describe the following terms from this lesson.

- legacy
- Hellenistic Era
### Places to Locate

<table>
<thead>
<tr>
<th>Place</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syria</td>
<td></td>
</tr>
<tr>
<td>Alexandria</td>
<td></td>
</tr>
</tbody>
</table>

### Academic Vocabulary

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>create</td>
<td></td>
</tr>
<tr>
<td>military</td>
<td></td>
</tr>
</tbody>
</table>

### Terms to Review

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>satrap</td>
<td>(Chapter 4, Section 3)</td>
</tr>
</tbody>
</table>

### Sum It Up

What was Alexander’s legacy?

<table>
<thead>
<tr>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

How did Philip II of Macedonia unite the Greek states?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

How did Alexander the Great change history?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Chapter 5, Section 4
The Spread of Greek Culture

(Pages 182–186)

Main Idea

Setting a Purpose for Reading
Think about these questions as you read:
• How did Greek culture spread and develop in the Hellenistic Era?
• Who were Epicurus and Zeno?

Reading Strategy
As you read pages 183–186 in your textbook, create a diagram to show the major Greek contributions to Western civilization.

[Diagram of a tree diagram with three main branches labeled Contributions]
As you read, list the causes and effects of the spread of Greek culture in the Hellenistic Era.

<table>
<thead>
<tr>
<th>Greek Culture Spreads</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Causes</td>
<td>Effects</td>
</tr>
</tbody>
</table>

How did the Hellenistic kingdoms spread Greek culture?

What is true happiness and what really makes people happy in life? Consider the views of the Epicureans and the Stoics. Then write a paragraph responding to their views and stating your own views about personal happiness.
Define or describe the following terms from this lesson.

**Epicureanism**

**Stoicism**

Define these two academic vocabulary words.

**goal**

**lecture**

Use each of these terms that you studied earlier in a sentence that reflects the term’s meaning.

**philosopher**

(Chapter 5, Section 2)

**philosophy**

(Chapter 5, Section 2)

What were the differences between Epicureanism and Stoicism?
As you read, list the major contributions made by Hellenistic mathematicians and astronomers in the graphic organizer below.

Define or describe the following terms from this lesson.

- astronomer
- plane geometry
- solid geometry
Define these academic vocabulary words from this lesson.

**major**

**accurate**

Who was the most famous scientist of the Hellenistic Era? What did he contribute?

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

How did Greek culture spread and develop in the Hellenistic Era?

Who were Epicurus and Zeno?
Chapter 6, Section 1
India’s First Civilization
(Pages 194–201)

Main Idea

Setting a Purpose for Reading  Think about these questions as you read:
• What factors influenced the rise of India’s first civilization?
• How did the Aryans change life in India?

Reading Strategy
As you read pages 195–201 in your textbook, complete this diagram to show how the Aryans changed India.

Major Ways Aryans Changed India

[Blank boxes for major ways Aryans changed India]
Look at the following statements from your reading. Evaluate each to determine which parts are facts and which parts are opinions.

1. “These ancient city dwellers had some surprising conveniences. Wells supplied water, and residents even had indoor bathrooms. Wastewater flowed to drains under the streets, running through pipes to pits outside the city walls. Houses also had garbage chutes connected to a bin in the street. It is likely the city government was well organized to be able to provide so many services.”

   Fact

   Fact

   Opinion

2. “From the ruins, though, we can tell that the royal palace and the temple were both enclosed in the fortress. This reveals that religion and politics were closely connected.”

   Fact

   Opinion

   Opinion

Define or describe the following terms from this lesson.

subcontinent

monsoon
Define this academic vocabulary word from this lesson.

similar

Use this term that you studied earlier in a sentence that reflects the term’s meaning.

archaeologist
(Chapter 1, Section 1)

How is India separated from the rest of Asia?

The Aryans Invade (pages 198–199)

As you read, write the facts you learn about cattle in the diagram below. You can use this diagram as a summary of your reading.

Aryan Cattle
Define or describe the following terms from this lesson.

**Sanskrit**

**raja**

Define each of these academic vocabulary words from this lesson.

**collapse**

**individual**

Use these terms that you studied earlier in a sentence that reflects the term's meaning.

**nomad** (Chapter 1, Section 1)

**tribe** (Chapter 3, Section 1)

Why do you think nomads like the Aryans were great warriors?
The Aryans were light-skinned people and thought they were better than the dark-skinned people they had conquered.

1. Have you ever experienced discrimination because of how you looked or what you believed? How did it feel?

2. Where do you see discrimination in your world today? What effect do you think it has on society?

Define or describe the following terms from this lesson.

caste

guru
What were the five major groups in Indian society?

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

What factors influenced the rise of India’s first civilization?

How did the Aryans change life in India?
Chapter 6, Section 2
Hinduism and Buddhism
(Pages 202–208)

Main Idea

Setting a Purpose for Reading Think about these questions as you read:
• What is Hinduism?
• What is Buddhism?

Reading Strategy
As you read pages 203–204 in your textbook, complete the web diagram to identify the major beliefs of Hinduism.
You are a Hindu servant living in ancient India. Your friend who is not a Hindu has asked you to share about your beliefs. Write a brief paragraph telling your friend what you believe and why your beliefs give you hope in life.

Define or describe the following terms from this lesson.

- **Hinduism**
- **reincarnation**
- **dharma**
- **karma**

Define each of these academic vocabulary words from this lesson.

- **affect**
- **require**
Use each of these terms that you studied earlier in a sentence that reflects the term’s meaning.

- epic
  (Chapter 5, Section 1)

- Sanskrit
  (Chapter 6, Section 1)

How is karma related to reincarnation?

1. Who is the Buddha?

2. What is nirvana?

3. What are some of the key beliefs of Buddhism?
4. What are the different types of Buddhism?

5. Who is the Dalai Lama?

Define or describe the following terms from this lesson.

- **Buddhism**
- **nirvana**
- **theocracy**

Define each of these academic vocabulary words from this lesson.

- **area**
- **aware**

How could a Buddhist reach nirvana?
Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

What is Hinduism?

What is Buddhism?
Chapter 6, Section 3
India’s First Empires
(Pages 209–216)

Main Idea

Setting a Purpose for Reading Think about these questions as you read:
• What were India’s first great empires?
• What contributions did these empires make?

Reading Strategy
As you read pages 210–211 in your textbook, complete this chart to identify the important dates, capital city, and government of the Mauryan Empire.

<table>
<thead>
<tr>
<th>Mauryan Empire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dates</td>
</tr>
<tr>
<td>Capital City</td>
</tr>
<tr>
<td>Government</td>
</tr>
</tbody>
</table>
Why do many historians think the Mauryan’s greatest king was Asoka? Look for facts in your reading that support this statement. Write the facts you find in the diagram below.

King Asoka

Define or describe these terms from this lesson.

dynasty

stupa

Briefly describe the following place.

Pataliputra

Explain why this person is important.

Chandragupta Maurya

Define each of these academic vocabulary words from this lesson.

founded
Why was Asoka an important ruler?

The Gupta Empire (page 213)

As you read, write the main idea of the passage. Review your statement when you have finished reading and revise as needed.

Define or describe the following term from this lesson.

pilgrim

Define each of these academic vocabulary words from this lesson.

expand

dominate
How did the Gupta empire become wealthy?

As you read, take notes in the chart below. You can use your notes to review the major contributions made by Indians in literature, mathematics, and science.

<table>
<thead>
<tr>
<th>Literature</th>
<th>Math</th>
<th>Science</th>
</tr>
</thead>
</table>

Explain why this person is important.

Kalidasa

Define each of these academic vocabulary words from this lesson.

similar

concept
Use each of these terms that you studied earlier in a sentence that reflects the term’s meaning.

**comedy**
(Chapter 5, Section 1)

**fable**
(Chapter 5, Section 1)

In what branches of science did ancient Indians make advances?

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

What were India’s first great empires?

What contributions did these empires make?
Chapter 7, Section 1

China’s First Civilizations

(Pages 224–231)

Main Idea

Setting a Purpose for Reading  Think about these questions as you read:

• What factors influenced the rise of China’s first civilization?
• Why were China’s early rulers so powerful?

Reading Strategy

As you read pages 226–231 in your textbook, complete this chart describing the characteristics of the Shang and Zhou dynasties.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Shang Dynasty</th>
<th>Zhou Dynasty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accomplishments</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How did geography shape China’s civilization? Complete the cause-and-effect diagram below to show the impact of geography. Completing the diagram will help you clarify your understanding.

**Causes**
- Floods from rivers
- Mountains and deserts

**Effects**

Briefly describe the following places.

**Huang He**

**Chang Jiang**

Name two rivers important to early Chinese civilizations.

Complete this outline as you read.

**The Shang Dynasty** (pages 226–229)

I. Who Were the Shang?
   A. 
   B. 

Chapter 7, Section 1
II. Spirits and Ancestors
   A. __________________________________________
   B. __________________________________________

III. Telling the Future
   A. __________________________________________
   B. __________________________________________

IV. The Chinese Language
   A. __________________________________________
   B. __________________________________________

V. Shang Artists
   A. __________________________________________
   B. __________________________________________

Define or describe the following terms from this lesson.

dynasty

aristocrat

pictograph

ideograph
Briefly describe the following place.

Anyang

Define these academic vocabulary words from this lesson.

recover

interpret

Use each of these terms that you studied earlier in a sentence that reflects the term’s meaning.

artifact (Chapter 1, Section 1)

oracle (Chapter 5, Section 1)

What was the role of the Shang warlords?
The Zhou Dynasty (pages 229–231)

Questioning

As you read, write three questions about the main ideas presented in the text. After you have finished reading, write the answers to these questions.

1. ____________________________
   ____________________________
   ____________________________
   ____________________________

2. ____________________________
   ____________________________
   ____________________________
   ____________________________

3. ____________________________
   ____________________________
   ____________________________
   ____________________________

Terms To Know

Define or describe the following terms from this lesson.

bureaucracy

mandate

Dao
Explain why this person is important.

Wu Wang

Define these academic vocabulary words from this lesson.

link

item

Use this term that you studied earlier in a sentence that reflects the term’s meaning.

irrigation (Chapter 1, Section 1)

What was the chief duty of Chinese kings?
Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

What factors influenced the rise of China’s first civilization?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Why were China’s early rulers so powerful?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Chapter 7, Section 2
Life in Ancient China

(Pages 232–239)

Main Idea

Setting a Purpose for Reading  Think about these questions as you read:
• How was Chinese society organized?
• What were the three main Chinese philosophies of the time?

Reading Strategy

As you read pages 233–235 in your textbook, complete the pyramid diagram to show the social classes in ancient China from most important (top) to least important (bottom).
In Chinese society, farmers ranked above merchants. Before you read, skim the passage. Make a note of any points that support this statement. Then, after you read, go back and fill in additional information about the life of farmers in ancient China.

<table>
<thead>
<tr>
<th>Terms To Know</th>
<th>Define or describe the following terms from this lesson.</th>
</tr>
</thead>
<tbody>
<tr>
<td>social class</td>
<td></td>
</tr>
<tr>
<td>filial piety</td>
<td></td>
</tr>
</tbody>
</table>

Define these academic vocabulary words from this lesson.

<table>
<thead>
<tr>
<th>Academic Vocabulary</th>
<th>Define these academic vocabulary words from this lesson.</th>
</tr>
</thead>
<tbody>
<tr>
<td>rely</td>
<td></td>
</tr>
<tr>
<td>convince</td>
<td></td>
</tr>
</tbody>
</table>

Why did the amount of land owned by each aristocrat decrease over time?

<table>
<thead>
<tr>
<th>Sum It Up</th>
<th>Why did the amount of land owned by each aristocrat decrease over time?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
As you read, summarize the main points of each of these Chinese philosophers in a few sentences.

<table>
<thead>
<tr>
<th>Confucius</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laozi</td>
</tr>
<tr>
<td>Hanfeizi</td>
</tr>
</tbody>
</table>

Define or describe the following terms from this lesson.

Confucianism

Daoism

Legalism

Define these academic vocabulary words from this lesson.

theory

promote
Key Points

Why did Hanfeizi believe that people needed laws and punishments?

--

Notes

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

How was Chinese society organized?

--

What were the three main Chinese philosophies of the time?

--
Chapter 7, Section 3
The Qin and Han Dynasties
(Pages 240–248)

Main Idea
Setting a Purpose for Reading  Think about these questions as you read:
• How did Qin Shihuangdi unify and defend China?
• What developments during the Han dynasty improved life for all Chinese?

Reading Strategy
As you read pages 244–248 in your textbook, complete this diagram to show the inventions of the Han dynasty and the resulting impact on society.
List the accomplishments of Emperor Qin in the diagram below. Then evaluate his leadership. Write a brief paragraph to answer this question: Was he a good leader? Why or why not?

Qin’s Accomplishments

---

Define these academic vocabulary words from this lesson.

**currency**

**civil**

---

Why did Qin face little opposition during most of his reign?
As you read, answer these questions to be sure you understand the main ideas of the section.

1. What effect did the civil service examinations used by the Han dynasty have on the government?

2. Why did the aristocrats gain so much land?

3. What was the effect of the rudder?

Define or describe the following term from this lesson.

Define these academic vocabulary words from this lesson.

acupuncture

founded

secure
Use each of these terms that you studied earlier in a sentence that reflects the term’s meaning.

- bureaucracy (Chapter 7, Section 1)
- aristocrats (Chapter 7, Section 1)

How did China’s empire increase in size during the Han dynasty?

The Silk Road (pages 246–247)

As you read, write the main idea of the passage. Review your statement when you have finished reading and revise as needed.

Why were only expensive goods carried on the Silk Road?
Quickly look over the entire selection to get a general idea about the reading. Then briefly describe the major changes that happened in China during this period.

Use this term that you studied earlier in a sentence that reflects the term's meaning.

What groups in China were first to adopt Buddhism?

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

How did Qin Shihuangdi unify and defend China?

What developments during the Han dynasty improved life for all Chinese?
Chapter 8, Section 1

Rome’s Beginnings

(Pages 262–267)

Main Idea

Setting a Purpose for Reading Think about these questions as you read:
• How did geography play a role in the rise of Roman civilization?
• How did the Romans build Rome from a small city into a great power?

Reading Strategy

As you read pages 263–265 in your textbook, complete this diagram to show how the Etruscans affected the development of Rome.

---

[Diagram of Etruscans affecting the development of Rome]

---

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Two different legends describe how Rome began. As you read, take notes on these two legends. Then write a two or three sentence summary of each legend.

Romulus and Remus

The Aeneid

People To Meet

Explain why these people are important.

Latin

Etruscans

Places To Locate

Briefly describe the following places.

Sicily

Apennines

Latium
Define these academic vocabulary words from this lesson.

- isolate
- capacity

Use each of these terms that you studied earlier in a sentence that reflects the term’s meaning.

- peninsula (Chapter 4, Section 1)
- epic (Chapter 5, Section 1)

How did geography help the Romans prosper?
The Birth of a Republic (pages 265–267)

Reviewing

What made Rome so strong? As you read, complete the diagram below. Use this diagram to review your learning.

---

Terms to Know

Define or describe the following terms from this lesson.

- republic
- legion

People to Meet

Explain why this person is important.

- Tarquins

Academic Vocabulary

Define these academic vocabulary words from this lesson.

- expand
- chapter
- status
How did Rome rule its new conquests?

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

How did geography play a role in the rise of Roman civilization?

How did the Romans build Rome from a small city into a great power?
Chapter 8, Section 2
The Roman Republic

(Pages 268–276)

Main Idea

Setting a Purpose for Reading Think about these questions as you read:

- How did Rome’s government change?
- How did Rome gain control of the Mediterranean region?

Reading Strategy

As you read pages 269–271 in your textbook, complete this chart listing the government officials and legislative bodies of the Roman Republic.

<table>
<thead>
<tr>
<th>Officials</th>
<th>Legislative Bodies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Before you read, scan the reading. Write a question for each section of the lesson. Then after you read, write the answers to your questions.

I. Rome’s Government
   __________________________________________________________
   __________________________________________________________

II. How Did Rome’s Government Work?
    __________________________________________________________
    __________________________________________________________
    __________________________________________________________

III. Plebeians Against Patricians
     __________________________________________________________
     __________________________________________________________
     __________________________________________________________

IV. Who Was Cincinnatus?
    __________________________________________________________
    __________________________________________________________
    __________________________________________________________

V. Roman Law
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

Define or describe the following terms from this lesson.

patrician
   __________________________________________________________
   __________________________________________________________

plebeian
   __________________________________________________________
   __________________________________________________________
Define these academic vocabulary words from this lesson.

consul

veto

praetor

dictator

reject

interpret

Before 471 B.C., what right did patricians have that plebeians did not?
Rome Expands (pages 274–276)

**Sequencing**

As you read, number the following events in the correct order.

1. ___ Hannibal attacks Rome
2. ___ Romans lose the Battle of Cannae
3. ___ Scipio’s troops defeat the Carthaginians
4. ___ First Punic War begins
5. ___ Rome crushes Carthage’s navy off the coast of Sicily
6. ___ Carthage expands its empire into southern Spain
7. ___ Rome gains its first province in Asia
8. ___ Scipio invades Carthage
9. ___ Macedonia comes under Roman rule

**Places To Locate**

Briefly describe the following places.

---

Carthage

Cannae

Zama

---
Explain why these people are important.

Hannibal

Scipio

Define these academic vocabulary words from this lesson.

challenge

expand

How did Rome punish Carthage at the end of the Third Punic War?
Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

How did Rome’s government change?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

How did Rome gain control of the Mediterranean region?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Chapter 8, Section 3
The Fall of the Republic
(Pages 277–283)

Main Idea

Setting a Purpose for Reading Think about these questions as you read:
• What impact did Julius Caesar have on Rome?
• Why did the Roman Republic become an empire under Augustus?

Reading Strategy
As you read pages 278–283 in your textbook, complete this chart to identify the main ideas of Section 3 and supporting details.
What factors worked together to weaken the republic? Complete the diagram below to identify the main factors.

Define or describe the following term from this lesson.

Define these academic vocabulary words from this lesson.

What change did Marius make to the Roman army?
As you read, list the accomplishments, actions, and reforms of Julius Caesar. Then, after you have read the passage, write a general statement about Caesar. Your list of accomplishments and reforms should support your statement.

Accomplishments, Actions, and Reforms:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Conclusion

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Define or describe the following term from this lesson.

triumvirate

________________________________________________________________________

Briefly describe the following place.

Rubicon

________________________________________________________________________
Define these academic vocabulary words from this lesson.

- tradition
- grant

Why did Brutus, Cassius, and others kill Caesar?

Rome Becomes an Empire (pages 282–283)

Connecting

How did the ideas of Cicero affect the writers of the U.S. Constitution? How do these ideas affect your life today? As you read, list the ideas that influenced the founders of our country. Write a brief paragraph about the impact these values have on you today.

Cicero’s Ideas:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

How These Ideas Affect Me Today:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Briefly describe the following place.

Actium

Explain why each of these people is important.

Octavian

Antony

Cicero

Augustus

Define these academic vocabulary words from this lesson.

sole

foundation
How did Octavian's government reflect the ideas of Cicero?

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

What impact did Julius Caesar have on Rome?

Why did the Roman Republic become an empire under Augustus?
Chapter 8, Section 4
The Early Empire
(Pages 286–294)

Main Idea

Setting a Purpose for Reading  Think about these questions as you read:
• How did Augustus create a new era of prosperity?
• What changes made the empire rich and prosperous?

Reading Strategy

As you read pages 287–288 in your textbook, complete this chart to show the changes Augustus made in the Roman Empire and the effect of each change.

<table>
<thead>
<tr>
<th>Causes</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Augustus paved the way for 200 years of peace and prosperity. Why do you think the Roman Empire remained at peace even with weak emperors such as Caligula and Nero?

Define or describe the following term from this lesson.

**Pax Romana**

Explain why these people are important.

Caligula

Nero

Define these academic vocabulary words from this lesson.

**conflict**

**successor**
What did Augustus do to make the empire safer and stronger?

Complete this outline as you read.

I. Unity and Prosperity
   A. __________________________________________________________
   B. __________________________________________________________

II. The “Good Emperors”
   A. __________________________________________________________
   B. __________________________________________________________

III. A Unified Empire
   A. __________________________________________________________
   B. __________________________________________________________

IV. A Booming Economy
   A. __________________________________________________________
   B. __________________________________________________________

V. Roads and Money
   A. __________________________________________________________
   B. __________________________________________________________

VI. Ongoing Inequality
   A. __________________________________________________________
Define or describe the following terms from this lesson.

- **aqueduct**

- **currency**

Briefly describe the following places.

- **Rhine River**

- **Danube River**

- **Puteoli**

- **Ostia**

Define these academic vocabulary words from this lesson.

- **commit**

- **capable**
Who were the “Good Emperors,” and what did they accomplish?

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

How did Augustus create a new era of prosperity?

What changes made the empire rich and prosperous?
Chapter 9, Section 1
Life in Ancient Rome

(Pages 302–310)

Main Idea

Setting a Purpose for Reading  Think about these questions as you read:
• How did Roman culture develop and change?
• What was life like in the Roman Empire?

Reading Strategy

As you read pages 306–310 in your textbook, complete this Venn diagram to show similarities and differences between the rich and the poor in Rome.
Roman historians took different views of the Roman Empire. After you read the entire passage, read the views of Livy and Tacitus again (page 304). Now you play the historian. Using all you have read and learned about Rome up to this point, write your own view of the empire.

Define or describe the following terms from this lesson.

vault

satire

ode

anatomy

People To Meet

Explain why these people are important.

Virgil

Horace
Define these academic vocabulary words from this lesson.

- Galen
- Ptolemy
- feature
- technique

Use each of these terms that you studied earlier in a sentence that reflects the term’s meaning.

- aqueduct (Chapter 8, Section 4)
- myth (Chapter 5, Section 1)

How was the character of Aeneas an ideal Roman?
The Roman government provided “bread and circuses,” or free grain and entertainment. Based on your reading, why do you think the government thought this was necessary? Write a brief paragraph answer this question. Support your answer with facts from your reading.

Define or describe the following terms from this lesson.

Forum

Gladiator

Paterfamilias

Rhetoric

People To Meet

Spartacus
Define these academic vocabulary words from this lesson.

- contact
- constant

Describe the freedoms of upper-class women that were not available to women of other classes.

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

How did Roman culture develop and change?

What was life like in the Roman Empire?
The Fall of Rome

(Pages 317–326)

Main Idea

Setting a Purpose for Reading Think about these questions as you read:
• Why was the Roman Empire weakened?
• How would our world be different today if the Roman Empire had never existed?

Reading Strategy

As you read pages 318–324 in your textbook, complete the diagram to show the events that led up to the fall of the Western Roman Empire.

[Diagram showing the sequence of events leading to the fall of the Roman Empire]
Use the chart below to summarize the reforms made by Diocletian and Constantine.

<table>
<thead>
<tr>
<th>Diocletian's Reforms</th>
<th>Constantine's Reforms</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Define or describe the following terms from this lesson.

- Plague
- Inflation
- Barter
- Reform
Briefly describe the following place.

**Constantinople**

Define these academic vocabulary words from this lesson.

- **Decline**
- **Authority**

*How did Diocletian try to reverse the decline of Rome?*

*Scanning*

Glance quickly over the reading to find answers to the following questions.

1. What happened to the empire in A.D. 395?

2. Why did Germanic groups invade the empire?
3. What happened at the Battle of Adrianople?

_________________________________________________________________

_________________________________________________________________

4. Who was Alaric?

_________________________________________________________________

_________________________________________________________________

5. Who was Odoacer?

_________________________________________________________________

_________________________________________________________________

People To Meet

Explain why this person is important.

Theodosius

_________________________________________________________________

_________________________________________________________________

Sum It Up

Which event usually marks the fall of the Western Roman Empire?

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________
Use the chart below to take notes on the legacies of Rome. Use your completed chart to review key concepts from your reading.

<table>
<thead>
<tr>
<th>The Legacy of Rome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
</tr>
<tr>
<td>------------</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Define these academic vocabulary words from this lesson.

- **participate**
  
- **expand**
  
Use this term that you studied earlier in a sentence that reflects the term’s meaning.

- **republic**
  (Chapter 8, Section 1)
Which aspects of the Roman Empire are reflected in present-day cultures?

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

Why was the Roman Empire weakened?

How would our world be different today if the Roman Empire had never existed?
Chapter 9, Section 3
The Byzantine Empire
(Pages 327–334)

Main Idea

Setting a Purpose for Reading Think about these questions as you read:
• What policies and reforms made the Byzantine Empire strong?
• What ideas and beliefs shaped Byzantine culture?

Reading Strategy
As you read pages 328–330 in your textbook, complete this chart to show the causes and effects of Justinian’s new law code.

```
Causes

New Code of Laws

Effects
```
The Rise of the Byzantines (pages 328–329)

Previewing

Preview this section to get an idea of what is ahead. First, skim the section. Then write a sentence or two explaining what you think you will be learning. After you have finished reading, revise your statements as necessary.

Places To Locate

Briefly describe the following places.

- Black Sea
- Aegean Sea

Academic Vocabulary

Define this academic vocabulary word from this lesson.

secure
Why did the Byzantine Empire have such a blending of cultures?

As you read, write the main idea of the passage. Review your statement when you have finished reading and revise as needed.
### People to Meet

**Justinian**

**Theodora**

**Belisarius**

**Tribonian**

*Explain why these people are important.*

### Academic Vocabulary

**Income**

**Rely**

*Define these academic vocabulary words from this lesson.*

### Sum It Up

*What did Justinian accomplish during his reign?*

---

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Complete this outline as you read.

I. The Importance of Trade
   A. _______________________________________________________
   B. _______________________________________________________

II. Byzantine Art and Architecture
    A. _______________________________________________________
    B. _______________________________________________________

III. Byzantine Women
     A. _______________________________________________________
     B. _______________________________________________________

IV. Byzantine Education
    A. _______________________________________________________
    B. _______________________________________________________

Define or describe the following terms from this lesson.

mosaic

saint

regent
Define this academic vocabulary word from this lesson.

enormous

__________________________________________

Use this term that you studied earlier in a sentence that reflects the term’s meaning.

caravan
(Chapter 1, Section 3)

__________________________________________

__________________________________________

What church was the religious center of the Byzantine Empire?

__________________________________________

__________________________________________

__________________________________________

__________________________________________
Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

What policies and reforms made the Byzantine Empire strong?

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

What ideas and beliefs shaped Byzantine culture?

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________
Chapter 10, Section 1
The First Christians
(Pages 342–350)

Main Idea

Setting a Purpose for Reading  Think about these questions as you read:
• What did Jesus teach?
• How did people react to his teachings?

Reading Strategy
As you read pages 348–350 in your textbook, complete this diagram to show the purposes of the early Christian churches.

[Diagram: Purposes of Churches]
The Jews responded in different ways to Roman rule. Some worked with the Romans. Some followed their own traditions more closely. Some moved away. Others rebelled. How do you feel when someone else—maybe a parent, teacher, peer, or other leader—is in control of your life? How do you respond when this person shares your values and beliefs? How do you respond when they do not? Write a brief paragraph answering these questions.

_________________________________

_________________________________

_________________________________

_________________________________

Briefly describe the following places.

Jerusalem

_________________________________

_________________________________

Judaea

_________________________________

_________________________________

Define these academic vocabulary words from this lesson.

convince

_________________________________

_________________________________

community

_________________________________

_________________________________
Why did many Jews leave Judaea after the A.D. 132 revolt?

The Life of Jesus (pages 344–347)

This section states that Jesus taught in parables. The parable of the Good Samaritan is one of the best known parables. As you read that parable, consider your personal response to it. Also consider why Jesus presented his teachings in the form of a parable. Write your response in a brief paragraph.

Terms to Know

Define or describe the following terms from this lesson.

- messiah
- disciple
- parable
- resurrection
Briefly describe the following places.

Jerusalem

Nazareth

Galilee

Define these academic vocabulary words from this lesson.

decade

assemble
Sum It Up

What were the main ideas Jesus taught during his life?

---

### The First Christians (pages 348–350)

#### Predicting

On the chart below, write headings that indicate the kind of information you expect to find in the reading. Use the Main Idea, Reading Focus, main headings, and terms to help you with the headings. The first one has been done for you. Then as you read, write details from the text under the correct headings.

<table>
<thead>
<tr>
<th>Early Christians</th>
<th></th>
</tr>
</thead>
</table>
Define or describe the following terms from this lesson.

- **apostle**

- **salvation**

Define this academic vocabulary word from this lesson.

- **reside**

Who were Peter and Paul, and why were they important?

- ____________________________
- ____________________________
- ____________________________
- ____________________________
Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

What did Jesus teach?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

How did people react to his teachings?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Chapter 10, Section 2
The Christian Church
(Pages 351–356)

Main Idea

Setting a Purpose for Reading Think about these questions as you read:
• How did Christianity become the official religion of the Roman Empire?
• How was the early Christian Church organized?

Reading Strategy

As you read pages 352–354 in your textbook, complete the diagram to show reasons for the growth of Christianity.
As you read, infer the answer to the following question.

Why did Christians refuse to serve in the army or hold public office?

_________________________________________________________________

_________________________________________________________________

Define or describe the following terms from this lesson.

persevere

_________________________________________________________________

_________________________________________________________________

martyr

_________________________________________________________________

_________________________________________________________________

Explain why these people are important.

Constantine

_________________________________________________________________

_________________________________________________________________

Helena

_________________________________________________________________

_________________________________________________________________

Theodosius

_________________________________________________________________

_________________________________________________________________
Define these academic vocabulary words from this lesson.

- establish
- issue

Why did the Romans see the Christians as traitors?

The Early Church (pages 355–356)

Glance quickly over the reading to find answers to complete the chart below.
Define or describe the following terms from this lesson.

**Terms To Know**

- hierarchy
- clergy
- laity
- doctrine
- gospel

Define these academic vocabulary words from this lesson.

- unify
- authority

**Sum It Up**

What are the Gospels, and why are they significant?
Now that you have read the section, write the answers to the questions that were included in **Setting a Purpose for Reading at the beginning of the lesson**.

How did Christianity become the official religion of the Roman Empire?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

How was the early Christian Church organized?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________


Chapter 10, Section 3
The Spread of Christian Ideas
(Pages 358–364)

Main Idea

Setting a Purpose for Reading Think about these questions as you read:
• How did church and government work together in the Byzantine Empire?
• How did Christian ideas spread to Europe?

Reading Strategy
As you read pages 361–364 in your textbook, complete this diagram to show the reach of Christian missionaries.
As you read, look for the reasons for the conflicts that led up to the break between the Roman Catholic and Eastern Orthodox Churches. Then, after you read, use the chart below to summarize the major reasons for the split.

Define or describe the following terms from this lesson.

icon

iconoclast

excommunicate

schism
### Key Points

#### People To Meet

**Charlemagne**

*Explain why this person is important.*


#### Places To Locate

**Byzantine Empire**

*Briefly describe the following place.*


#### Academic Vocabulary

**survive**

*Define these academic vocabulary words from this lesson.*


**conflict**


#### Sum It Up

*How did the church and government work together in the Byzantine Empire?*


Chapter 10, Section 3
Christian Ideas Spread (pages 361–364)

**Sequencing**

As you read, number the following events in the correct order.

1. ___ Patrick brings Christianity to Ireland
2. ___ Cyril invents a new Slavic alphabet
3. ___ Paula builds churches, a hospital, and a convent in Palestine
4. ___ Monks band together into the first monasteries
5. ___ Pope Gregory I sends monks to take Christianity to England

**Terms To Know**

Define or describe the following terms from this lesson.

- **monastery**
- **missionary**

**People To Meet**

Explain why these people are important.

- **Basil**
- **Benedict**

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Key Points

Cyril

Patrick

Places to Locate
Briefly describe the following places.

Britain

Ireland

Sum It Up

How did Christianity spread westward?

Notes
Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

How did church and government work together in the Byzantine Empire?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

How did Christian ideas spread to Europe?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Chapter 11, Section 1

The Rise of Islam

(Pages 372–378)

Main Idea

Setting a Purpose for Reading Think about these questions as you read:
• How did geography shape the Arab way of life?
• What did Muhammad teach?

Reading Strategy

As you read pages 377–378 in your textbook, complete this diagram to identify the Five Pillars of the Islamic faith.

Five Pillars
Picture yourself in the deserts of Arabia. The heat is intense. Water is scarce. You live life as a Bedouin, traveling from oasis to oasis. What do you experience in a day? What do you like about your life? What do you not like? After you read the passage, write a paragraph about your life.

Define or describe the following terms from this lesson.

**Terms to Know**
- Oasis
- Sheikh
- Caravan

**People to Meet**
- Bedouins

Explain why this group is important.
**Places To Locate**

Briefly describe the following places.

<table>
<thead>
<tr>
<th>Place</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Makkah</td>
<td></td>
</tr>
<tr>
<td>Kaaba</td>
<td></td>
</tr>
</tbody>
</table>

**Academic Vocabulary**

Define these academic vocabulary words from this lesson.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>intense</td>
<td></td>
</tr>
<tr>
<td>transport</td>
<td></td>
</tr>
</tbody>
</table>

**Sum It Up**

How did geography shape life in Arabia?

1. __________________________________________
2. __________________________________________
3. __________________________________________
4. __________________________________________

**Muhammad: Islam’s Prophet** (pages 374–375)

As you read, write three questions about the main ideas presented in the text. After you have finished reading, write the answers to these questions.

1. __________________________________________
2. __________________________________________
3. __________________________________________
2. Briefly describe the following place.

   Madinah

3. Define these academic vocabulary words from this lesson.

   - create
   - require

4. Use this term that you studied earlier in a sentence that reflects the term’s meaning.

   prophet (Chapter 3, Section 2)
Before you read, look over the passage. What do you already know about Islam? What do you want to learn about Islam? Complete the first two columns in the table below. Then, after you read, fill in the third column with new information you learned.

<table>
<thead>
<tr>
<th>What I know about Islam</th>
<th>What I want to learn about Islam</th>
<th>What I learned about Islam</th>
</tr>
</thead>
</table>

Define or describe the following term from this lesson.

Quran
Define this academic vocabulary word from this lesson.

instruct

What role do the Quran and Sunna play in Muslim daily life?

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

How did geography shape the Arab way of life?

What did Muhammad teach?
Chapter 11, Section 2
Islamic Empires
(Pages 379–386)

Main Idea
Setting a Purpose for Reading  Think about these questions as you read:
• How did Islam spread?
• Why did Muslims split into two groups?

Reading Strategy
As you read pages 380–381 in your textbook, complete the diagram to show why the Arabs were successful conquerors.

![Diagram of Arab conquests]

Arabs were successful conquerors
The Spread of Islam (pages 380–381)

As you read, write the main idea of the passage. Review your statement when you have finished reading, and revise as needed.

Define or describe the following term from this lesson.
- caliph

Explain why these people are important.
- Umayyad
- Sufi

Briefly describe the following places.
- Damascus
- Indonesia
- Timbuktu
Define these academic vocabulary words from this lesson.

create

successor

expand

How did Arabs spread the religion of Islam through trade?

Struggles Within Islam (pages 382–383)

Sequencing

As you read, number the following rulers and dynasties in the correct order.

1. ___ Umayyads
2. ___ Muhammad
3. ___ Seljuks
4. ___ Mongols
5. ___ Abbasids
Shiite

Sunnī

sultan

Abbasids

Baghdad

policy

devote
What is the difference between Shiite and Sunni Muslims?

Later Muslim Empires (pages 384–386)

As you read, fill in the information in the chart below. Use this chart to review information about the Ottoman and Mogul empires.

<table>
<thead>
<tr>
<th>Great leader</th>
<th>Ottoman Empire</th>
<th>Mogul Empire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capital</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accomplishments</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

People To Meet

Explain why these people are important.

Suleiman I

Moguls

Akbar
Briefly describe the following place.

Delhi

Define these academic vocabulary words from this lesson.

style

impose

How did Constantinople change in 1453?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

How did Islam spread?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Why did Muslims split into two groups?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Chapter 11, Section 3
Muslim Ways of Life

(Pages 387–394)

Main Idea

Setting a Purpose for Reading Think about these questions as you read:
• What was Muslim society like?
• How did Muslims contribute to science and culture?

Reading Strategy

As you read pages 388–390 in your textbook, complete this pyramid to show the social classes in the early Muslim world.
Why would language and coins make trade easier for the Muslims? Write your answer in the space below.

Terms To Know

Define or describe the following terms from this lesson.

- mosque

- bazaar

Academic Vocabulary

Define these academic vocabulary words from this lesson.

- similar

- widespread
How did the Muslim rulers give their merchants an advantage?

<table>
<thead>
<tr>
<th>Muslim Achievements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math and Science</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Art and Buildings</td>
</tr>
</tbody>
</table>

Define or describe the following terms from this lesson.

- minaret
- crier
**People To Meet**

Explain why these people are important.

- **Mamun**
- **al-Razi**
- **Ibn Sina**
- **Omar Khayyam**
- **Ibn Khaldun**

**Places To Locate**

Briefly describe the following places.

- **Granada**
- **Agra**

**Sum It Up**

What contributions did Muslims make in math?

- 
- 
- 
- 
-
Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

What was Muslim society like?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

How did Muslims contribute to science and culture?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Chapter 12, Section 1
China Reunites

(Pages 408–415)

Main Idea
Setting a Purpose for Reading  Think about these questions as you read:
• How did the Sui and Tang dynasties reunite China?
• What religious ideas influenced China in the Middle Ages?

Reading Strategy
As you read pages 409–412 in your textbook, complete this table to show the
time periods, most important rulers, and the reasons for decline of the Sui and
Tang dynasties.

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Sui</th>
<th>Tang</th>
</tr>
</thead>
<tbody>
<tr>
<td>Important Rulers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reasons for Decline</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Rebuilding China’s Empire (pages 409–412)

Sequencing

As you read, place the following events in the correct order by numbering them in the spaces provided.

1. ___ Taizong rules
2. ___ The Song dynasty rules
3. ___ Yangdi builds the Grand Canal
4. ___ Wendi reunites China
5. ___ Empress Wu rules
6. ___ The Han empire ends

Terms To Know

Define or describe the following terms from this lesson.

warlord

________________________________________________________________________

________________________________________________________________________

economy

________________________________________________________________________

________________________________________________________________________

reform

________________________________________________________________________

________________________________________________________________________

People To Meet

Explain why these people are important.

Wendi

________________________________________________________________________

________________________________________________________________________

Empress Wu

________________________________________________________________________

________________________________________________________________________
**Places To Locate**

Briefly describe the following place.

- Korea

**Academic Vocabulary**

Define these academic vocabulary words from this lesson.

- route
- civil

**Terms To Review**

Use each of these terms that you studied earlier in a sentence that reflects the term’s meaning.

- dynasty (Chapter 7, Section 1)
- tribute (Chapter 3, Section 2)

**Sum It Up**

How did Wendi unite China?

- 
- 
- 
- 
- 
Why did Buddhism spread to China and what caused it to decline? After you read, complete the diagram below to analyze the cause-and-effect relationships.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buddhism spreads to China</td>
<td></td>
</tr>
<tr>
<td>Buddhism declines in China</td>
<td></td>
</tr>
</tbody>
</table>

Define or describe the following term from this lesson.

**monastery**

Briefly describe the following place.

**Japan**

Use each of these terms that you studied earlier in a sentence that reflects the term’s meaning.

**Buddhism**

(Chapter 6, Section 2)

**monastery**

(Chapter 10, Section 3)
Why did some Chinese people dislike Buddhism?

New Confucian Ideas (pages 413–415)

Evaluating

As you read, take notes on Neo-Confucianism and the scholar-officials. Use your notes to answer this question: How did Neo-Confucianism help strengthen the government?

Terms to Review

Use each of these terms that you studied earlier in a sentence that reflects the term’s meaning.

Confucianism
(Chapter 7, Section 2)

bureaucracy
(Chapter 7, Section 1)

How did Confucianism change in China?
Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

How did the Sui and Tang dynasties reunite China?

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

What religious ideas influenced China in the Middle Ages?

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________
Chapter 12, Section 2
Chinese Society
(Pages 416–422)

Main Idea

Setting a Purpose for Reading Think about these questions as you read:
• What new technologies developed in China?
• How did art and literature develop in the Tang and Song dynasties?

Reading Strategy

As you read pages 418–420 in your textbook, complete this chart to describe the new technologies developed in China during the Middle Ages.
As you read, write the main idea of the passage. Review your statement when you have finished reading, and revise as needed.

Define or describe the following term from this lesson.

Porcelain

Define this academic vocabulary word from this lesson.

Available

How did the new kinds of rice developed in China help its population grow?
As you read the passage, list the inventions and new technology that would have affected China’s military. Then answer this question: How did China’s inventions in the Middle Ages strengthen their dynasties?

Define this academic vocabulary word from this lesson.

method

Use this term that you studied earlier in a sentence that reflects the term’s meaning.

technology

Why was the invention of printing so important?
As you read the information about Chinese art and literature, write a general statement about each art form: poetry, painting, and porcelain.

1. Poetry

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. Painting

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. Porcelain

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Define or describe the following term from this lesson.

calligraphy

________________________________________________________________________

Briefly describe the following place.

Changan

________________________________________________________________________
People To Meet

Explain why these people are important.

Li Bo

Duo Fu

What did Duo Fu often write about?

Sum It Up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

What new technologies developed in China?

Section Wrap-up

How did art and literature develop in the Tang and Song dynasties?
Chapter 12, Section 3
The Mongols in China
(Pages 423–429)

Main Idea
Setting a Purpose for Reading Think about these questions as you read:
• Who was Genghis Khan?
• How did Mongol rule impact China?

Reading Strategy
As you read pages 424–429 in your textbook, complete this diagram to show the accomplishments of Genghis Khan’s reign.

Accomplishments

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Scanning

Glance over the reading to find answers to the following questions. After you read, fill in any missing details from the passage.

1. What were the Mongols known for?

2. What were Mongol warriors known for?

3. How big was the Mongol Empire?

Define or describe the following terms from this lesson.

tribe

steppe

terror
Briefly describe the following places.

- Mongolia
- Gobi

Define these academic vocabulary words from this lesson.

- code
- encounter

What military and economic reasons explain why the Mongols were able to build an empire so quickly?
As you read, take notes on the actions and effects of Mongol rule in China in the chart below. Then, based on your notes, write a short paragraph evaluating the leadership of Kublai Khan. Use specific examples from your notes to support your opinion.

**Mongol Rule in China**

**Evaluation:**

**People To Meet**

*Explain why each of these people is important.*

- **Kublai Khan**
- **Marco Polo**

**Places To Locate**

*Briefly describe the following places.*

- **Karakorum**
Who founded the Yuan dynasty?

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

Who was Genghis Khan?

How did Mongol rule impact China?
Chapter 12, Section 4
The Ming Dynasty
(Pages 430–436)

Main Idea
Setting a Purpose for Reading  Think about these questions as you read:
• How did Ming rulers make China’s government strong?
• What did the Ming rulers accomplish?

Reading Strategy
As you read pages 433–436 in your textbook, complete this chart to show
cause-and-effect links in China’s early trade voyages.

<table>
<thead>
<tr>
<th>Cause</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zheng He traveled to parts of Asia and Africa.</td>
</tr>
</tbody>
</table>

[Diagram of cause-and-effect links]
As you read, list the ways the Ming reformed China in the chart below.

Ming Reforms

Define or describe the following terms from this lesson.

- treason
- census
- novel

Explain why these people are important.

- Zhu Yuanzhang
- Yong Le
Briefly describe the following place.

Nanjing

Define these academic vocabulary words from this lesson.

accurate

economy

Use each of these terms that you studied earlier in a sentence that reflects the term’s meaning.

reform
(Chapter 9, Section 2)

drama
(Chapter 5, Section 1)

What was the Forbidden City?
Complete this outline as you read.

I. Who Was Zheng He?
   A. __________________________________________________________
   B. __________________________________________________________

II. Where Did Zheng He Travel?
   A. __________________________________________________________
   B. __________________________________________________________
   C. __________________________________________________________
   D. __________________________________________________________

III. The Europeans Arrive in China
   A. __________________________________________________________
   B. __________________________________________________________
   C. __________________________________________________________

IV. Why Did the Ming Dynasty Fall?
   A. __________________________________________________________
   B. __________________________________________________________

Define or describe the following term from this section.

barbarian

________________________________________________________
Briefly describe the following place.

**Portugal**

Explain why this person is important.

**Zheng He**

Use each of these terms that you studied earlier in a sentence that reflects the term’s meaning.

**Tribute**
(Chapter 3, Section 2)

**Missionary**
(Chapter 10, Section 3)

What caused the Ming dynasty to decline and fall?
Now that you have read the section, write the answers to the questions that were included in **Setting a Purpose for Reading at the beginning of the lesson**.

How did Ming rulers make China’s government strong?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What did the Ming rulers accomplish?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Chapter 13, Section 1

The Rise of African Civilizations

(Pages 444–453)

Main Idea

Setting a Purpose for Reading  Think about these questions as you read:
• How did geography affect the development of African kingdoms?
• What factors contributed to the growth of African civilizations?

Reading Strategy

As you read pages 448–449 in your textbook, complete these diagrams describing the accomplishments of the West African empires.

Ghana

Mali

Songhai
As you read, picture yourself in the different parts of the African continent. Complete the chart below with a summary of each part of Africa. As you write, think about what it would be like to explore each of these very different places.

<table>
<thead>
<tr>
<th>Tropics</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Deserts</td>
<td></td>
</tr>
<tr>
<td>Plateau</td>
<td></td>
</tr>
</tbody>
</table>

Define or describe the following term from this lesson.

plateau

Define this academic vocabulary word from this lesson.

percent

Use each of these terms that you studied earlier in a sentence that reflects the term’s meaning.

oasis
(Chapter 11, Section 1)

fossil
(Chapter 1, Section 1)
What caused the Great Rift Valley?

1. ________________________________
2. ________________________________
3. ________________________________

West African Empires (pages 447–449)

As you read, write three questions about the main ideas presented in the text. After you have finished reading, write the answers to these questions.

1. ________________________________
2. ________________________________
3. ________________________________

Define or describe the following term from this lesson.

griot ________________________________
Explain why these people are important.

- Sundiata Keita

- Mansa Musa

- Sunni Ali

Briefly describe the following places.

- Ghana

- Mali

- Timbuktu

- Songhai

Use this term that you studied earlier in a sentence that reflects the term's meaning.

- Caravan (Chapter 11, Section 1)
Why did West Africa become the center of three large trade empires?

1. What protected the kingdoms of the rain forest?

2. What crops did these kingdoms produce?

3. What items did they trade?

What advantages did farmers in the rain forests have over farmers in other parts of Africa?
As you read, identify the main idea and supporting ideas from the passage to complete the chart below.

**Main Idea**

**Supporting Ideas**

- 
- 
- 
- 
- 
- 
- 

Define or describe the following term from this lesson.

**dhow**

**Places To Locate**

Briefly describe the following place.

**Axum**
Define these academic vocabulary words from this lesson.

- trace
- impact

How did new technology help East Africa’s trade?

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

How did geography affect the development of African kingdoms?

What factors contributed to the growth of African civilizations?
Chapter 13, Section 2
Africa’s Government and Religion
(Pages 460–467)

Main Idea

Setting a Purpose for Reading Think about these questions as you read:
• How did African governments develop?
• What religions and beliefs shaped life in Africa?

Reading Strategy
As you read pages 464–467 in your textbook, complete the diagram to show the components of Swahili culture and language.
Imagine you are a citizen of Ghana. You have a complaint against your neighbor. You just brought your complaint before the king. Write a paragraph about your meeting with the king. What did you do? What did he do? How did you feel as you approached the king? What was happening around you?

Define or describe the following term from this lesson.

clan

Define these academic vocabulary words from this lesson.

benefit

rely

How was Mali ruled differently from Ghana?
As you read, take notes in the space below on the different African religious practices and beliefs. Then answer the question below:

African Religious Practices

Why do you think Africans held so strongly to their own religious practices?

Explain why this person is important.

Olaudah Equiano

What was the role of ancestors in African religion?
As you read, fill in the information in the chart below. Use this chart to review information about Mansa Musa’s and Askia Muhammad’s role in strengthening the Islamic religion.

<table>
<thead>
<tr>
<th>Causes</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Define or describe the following terms from this lesson.

- **sultan**
  - Definition/Description

- **Swahili**
  - Definition/Description

Explain why these people are important.

- **Ibn Battuta**
  - Importance

- **Askia Muhammad**
  - Importance
Briefly describe the following place.

Makkah

Define these academic vocabulary words from this lesson.

survive

unique

Use each of these terms that you studied earlier in a sentence that reflects the term's meaning.

Quran
(Chapter 11, Section 1)

mosque
(Chapter 11, Section 3)

How did Askia Muhammad gain control of Songhai?
Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

How did African governments develop?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What religions and beliefs shaped life in Africa?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Chapter 13, Section 3
African Society and Culture
(Pages 468–476)

Main Idea
Setting a Purpose for Reading  Think about these questions as you read:
• What events shaped the culture of medieval Africa?
• What effects has African culture had on other cultures around the world?

Reading Strategy
As you read pages 472–473 in your textbook, complete this Venn diagram to show the similarities and differences between the enslavement of Africans in Africa and the enslavement of Africans in Europe.

Enslavement in Africa

Both

Enslavement in Europe
In West Africa, griots told stories passed down from generation to generation as part of the community’s oral history. What stories have been passed down from generation to generation in your family or community? How has this story impacted you? Write the story—your oral history—and your response to it in the space below.

Define or describe the following terms from this lesson.

extended family

matrilineal

oral history

Explain why these people are important.

Dahia al-Kahina

Nzinga
Briefly describe the following place.

Benue River

Define these academic vocabulary words from this lesson.

generation

guarantee

Use this term that you studied earlier in a sentence that reflects the term's meaning.

proverb

How were Bantu families organized?
Previewing

Preview this section to get an idea of what is ahead. First, skim the section. Then write a sentence or two explaining what you think you will be learning. After you have finished reading, revise your statements as necessary.


Define these academic vocabulary words from this lesson.

goal

portion

How did exploration change the African slave trade?
How has African culture affected your world today? As you read, note the different types of African dance, art, stories, and music in the passage. Then think about how you see African dance, art, and music in the world around you today. Write a brief paragraph about the effects of African culture in your society today.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Why did Africans use dance to celebrate important events?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

What events shaped the culture of medieval Africa?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What effects has African culture had on other cultures around the world?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Main Idea
Setting a Purpose for Reading  Think about these questions as you read:
• How did geography affect the development of Japan?
• What ideas shaped Japan’s religion and government?

Reading Strategy
As you read page 490 in your textbook, complete this diagram to show the basics of the Shinto religion.
As you read, complete the diagram below to show the effects of geography on life in Japan.

**Cause** | **Effect** | **Effect** | **Effect**
--- | --- | --- | ---
Mountains |  |  |  
Islands |  |  |  

**Places To Locate**

Briefly describe the following places.

- **Japan**
- **Hokkaido**
- **Honshu**
- **Shikoku**
- **Kyushu**
How did Japan’s geography shape its society?

The First Settlers (pages 486–487)

After you read, write a brief description of each of the people, gods, and goddesses listed below. Then place names in the proper order in the diagram below to show their relationships.

- Susanowo
- Amaterasu
- Ninigi
- Jimmu

Diagram:

Amaterasu → [ ] → [ ]
Define or describe the following term from this lesson.

**clan**


Explain why these people are important.

**Jomon**


**Yayoi**


Use this term that you studied earlier in a sentence that reflects the term’s meaning.

**myth** (Chapter 5, Section 1)


What do historians know for sure about the rise of the Yamato?
Complete the diagram below to list Prince Shotoku’s reforms.

Define or describe the following term from this lesson.

Use each of these terms that you studied earlier in a sentence that reflects the term’s meaning.

What happened during the Great Change?
After you read, write one or two sentences summarizing the beliefs of the Shinto religion in the space below.


Define or describe the following terms from this lesson.

animism


shrine


How did the Japanese honor the kami?


Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

How did geography affect the development of Japan?

What ideas shaped Japan’s religion and government?
Chapter 14, Section 2
Shoguns and Samurai
(Pages 491–497)

Main Idea

Setting a Purpose for Reading Think about these questions as you read:
• How did Buddhism spread to Japan?
• Who were the shoguns and samurai?

Reading Strategy

As you read pages 493–497 in your textbook, complete the diagram to show the relationships between daimyo and samurai.

[Diagram: Daimyo connecting to Samurai through arrows, with blank spaces for additional connections.]

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After you read, answer the first two questions below. Then, use your answers to these two questions to infer the answer to the third question.

1. What did Japan’s census count?


2. What were the results of the census?


3. Why was the census important in maintaining a strong central government?


Define this academic vocabulary word from this lesson.

estate


Use this term that you studied earlier in a sentence that reflects the term’s meaning.

census
(Chapter 12, Section 4)
How was the Japanese system of hiring officials different from the Chinese system?

I. The Government Weakens
   A. ________________________________________________________
   B. ________________________________________________________
   C. ________________________________________________________

II. Who Were the Samurai?
   A. ________________________________________________________
   B. ________________________________________________________
   C. ________________________________________________________
   D. ________________________________________________________

III. What Is a Shogun?
   A. ________________________________________________________
   B. ________________________________________________________
   C. ________________________________________________________
   D. ________________________________________________________

IV. The Mongols Attack
   A. ________________________________________________________
   B. ________________________________________________________

The Rise of the Shogun (pages 493–495)
Define or describe the following terms from this lesson.

**Terms To Know**

- **samurai**
- **shogun**

**People To Meet**

Explain why this person is important.

- **Minamoto Yoritomo**

**Places To Locate**

Briefly describe the following places.

- **Heian**
- **Kamakura**

**Academic Vocabulary**

Define these academic vocabulary words from this lesson.

- **enforce**
- **design**
Terms To Review

clan
(Chapter 13, Section 2)

Use this term that you studied earlier in a sentence that reflects the term’s meaning.

Who was the shogun, and why was he important?

The Daimyo Divide Japan (pages 496–497)

Predicting

Read the first paragraph on page 496. Based on your reading about Japan to this point, what do you predict will happen next? Write your prediction in the space below. Now read the entire passage. Was your prediction correct? Write your reaction to the actual events in the space provided.
Define or describe the following terms from this lesson.

**daimyo**

**vassal**

**feudalism**

**People To Meet**

*Explain why this person is important.*

**Ashikaga Takauji**

**Sum It Up**

*Why were shoguns unable to regain control of Japan after the Onin War?*

__________________________

__________________________

__________________________

__________________________

__________________________
Now that you have read the section, write the answers to the questions that were included in **Setting a Purpose for Reading** at the beginning of the lesson.

How did Buddhism spread to Japan?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Who were the shoguns and samurai?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Chapter 14, Section 3
Life in Medieval Japan

(Pages 498–504)

Main Idea

Setting a Purpose for Reading  Think about these questions as you read:
- How did religion shape Japan’s culture?
- What was life like for people in medieval Japan?

Reading Strategy

As you read pages 503–504 in your textbook, complete this diagram to describe
the role of women in the families of medieval Japan.
Two sects of Buddhism were important in Japan. Use the diagram below to compare and contrast these sects. What did they have in common? How were they different?

Define or describe the following terms from this lesson.

sect
martial arts
meditation
calligraphy
tanka

Explain why this person is important.

Murasaki Shikibu
Use this term that you studied earlier in a sentence that reflects the term’s meaning.

How are martial arts and meditation connected to Zen Buddhism’s principle of self-control?

Economy and Society (pages 503–504)

Preview this section to get an idea of what is ahead. First, skim the section. Then write a sentence or two explaining what you think you will be learning. After you have finished reading, revise your statements as necessary.

Define or describe the following term from this lesson.

guild

Briefly describe the following place.

Kyoto
Define these academic vocabulary words from this lesson.

- benefit
- contribute

Use this term that you studied earlier in a sentence that reflects the term’s meaning.

- economy (Chapter 12, Section 1)

Which groups in Japan benefited from the country’s wealth?

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

How did religion shape Japan’s culture?

What was life like for people in medieval Japan?
Setting a Purpose for Reading

Think about these questions as you read:

- How did geography influence where medieval Europeans settled and what they did?
- How did religion affect life in the Middle Ages?

Reading Strategy

As you read pages 513–521 in your textbook, complete this table to show the major accomplishments of medieval leaders.

<table>
<thead>
<tr>
<th>Leader</th>
<th>Major Accomplishments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
As you read, complete the diagram below to show the effects of geography on life in medieval Europe.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peninsula</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seas and rivers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mountains</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Define these academic vocabulary words from this lesson.

- economy
- instance

What did Europe’s seas and rivers provide for its people?

- 
- 
- 
- 
- 
The Germanic Kingdoms

Look at the following headings and write a question about each one. Find answers to your questions as you read. Revise your question if the answer is not found in the reading.

The Germanic Kingdoms

Who Were the Franks?

Who Was Charlemagne?

Europe Is Invaded

The Holy Roman Empire

Define or describe the following term from this lesson.

fjord
Terms To Review

Use this term, that you studied earlier, in a sentence that reflects the term’s meaning.

legion
(Chapter 8, Section 1)

Who were the Vikings, and why did they raid Europe?

The Rise of the Catholic Church (pages 519–521)

Summarizing

What part did each of the following people play in the rise of the Catholic Church? After you read, write one sentence about each person answering this question.

Patrick

Gregory the Great

Ethelbert

Gregory VII

280
Define or describe the following terms from this lesson.

- missionary
- excommunicate
- concordat

Define these academic vocabulary words from this lesson.

- exclude
- resolve

How did Gregory VII and Henry IV disagree?
Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

How did geography influence where medieval Europeans settled and what they did?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

How did religion affect life in the Middle Ages?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
Chapter 15, Section 2
Feudalism
(Pages 522–531)

Main Idea
Setting a Purpose for Reading Think about these questions as you read:
• Why did feudalism develop in Europe?
• What was life like in a feudal society?

Reading Strategy
As you read pages 523–526 in your textbook, complete this Venn diagram to show the similarities and differences between serfs and slaves.
What Is Feudalism? (pages 523–526)

You live on the manor of a feudal lord in medieval Europe. Pick your role. You may be a vassal or a serf. Write an entry in your journal about the work you did today for your lord. Use details from your reading. Then add your own ideas about life in the Middle Ages.

Define or describe the following terms from this lesson.

- feudalism
- vassal
- fief
- knight
- serf
Define these academic vocabulary words from this lesson.

income

portion

Use this term that you studied earlier in a sentence that reflects the term's meaning.

samurai
(Chapter 14, Section 2)

How could a noble be both a lord and a vassal?

Life in Feudal Europe (pages 526–528)

Connecting

Knights followed rules of conduct. They lived by their code of chivalry. Read about the knights’ code, then write your own in the space below. Include the values that are important to you.
Define this academic vocabulary word from this lesson.

considerable

What was the code of chivalry?

Trade and Cities (pages 528–531)

Fill in the chart below to show the relationships between feudalism, new inventions, and the growth of manufacturing. Then write your answer to this question: What relationship do you see between safety and stability, technology, trade, and the economy?

Feudalism makes Europe safer

Technology helps people produce more food and goods

Define or describe the following term from this lesson.

guild
Define this academic vocabulary word from this lesson.

grant

In what ways do you think the shift from a barter system to a money system changed medieval Europe?

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

Why did feudalism develop in Europe?

What was life like in a feudal society?
Chapter 15, Section 3
Kingdoms and Crusades
(Pages 534–543)

Main Idea
Setting a Purpose for Reading Think about these questions as you read:
• What types of governments did European kingdoms create?
• Why did European Christians launch the Crusades?

Reading Strategy
As you read pages 541–543 in your textbook, complete this diagram to show the
causes and effects of the Crusades.

Cause:

Effect:

Cause:

Effect:
As you read, answer the questions below about the Magna Carta. Review your answers to ensure you understand the document and its importance.

1. Why did the nobles force King John to sign the Magna Carta?

2. What rights were guaranteed by the Magna Carta?

3. Why is the Magna Carta important?

Define or describe the following terms from this lesson.

- grand jury
- trial jury
Define these academic vocabulary words from this lesson.

- region
- guarantee

How did the Magna Carta affect the king’s power?

The Kingdom of France (page 538)

As you read, take notes on the actions of Philip IV. Then, based on your notes, write a short paragraph evaluating his leadership. Did he deserve the name Philip the Fair? Why or why not? Use specific examples from your notes to support your opinion.
Define or describe the following term from this lesson.

clergy

How did King Philip II bring power back to French kings?

Eastern Europe and Russia (pages 539–540)

Who do you think was the most important leader in Russia based on your reading? After you read, write a brief paragraph supporting your answer.

Define these academic vocabulary words from this lesson.

recover

version
**Key Points**

**Terms to Review**

Use this term, that you studied earlier, in a sentence that reflects the term’s meaning.

**Notes**

**Sum It Up**

Why was Alexander Nevsky important?

---

**The Crusades (pages 541–543)**

**Sequencing**

As you read, number the following events in the correct order.

1. ___ Emperor Frederick, King Richard I, and King Philip II join to fight Saladin.

2. ___ The Crusaders create four states.

3. ___ Muslims conquer all the territory lost in the First Crusade.

4. ___ Crusaders burn and loot the Byzantine capital.

5. ___ The Muslims capture Edessa.

6. ___ The Crusaders capture Antioch and Jerusalem.

7. ___ Saladin unites the Muslims and declares war against the Christian states.

8. ___ King Richard I agrees to a truce with Saladin.

9. ___ Saladin captures Jerusalem.
Define these academic vocabulary words from this lesson.

- aid
- achieve

What did the First Crusade accomplish? What did the Third Crusade accomplish?

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What did the First Crusade accomplish?</td>
<td></td>
</tr>
<tr>
<td>What did the Third Crusade accomplish?</td>
<td></td>
</tr>
</tbody>
</table>

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

What types of governments did European kingdoms create?

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What types of governments did European kingdoms create?</td>
<td></td>
</tr>
</tbody>
</table>

Why did European Christians launch the Crusades?

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why did European Christians launch the Crusades?</td>
<td></td>
</tr>
</tbody>
</table>

Chapter 15, Section 3
Chapter 15, Section 4
The Church and Society
(Pages 544–552)

Main Idea

Setting a Purpose for Reading Think about these questions as you read:
• What role did the Catholic Church play in medieval Europe?
• What new ideas developed in medieval Europe?

Reading Strategy

As you read pages 549–552 in your textbook, complete this Venn diagram to show the similarities and differences between Romanesque and Gothic cathedrals.

Romanesque Cathedrals

Both

Gothic Cathedrals
Before you read, scan the main headings and terms in this passage. Write four questions about the main ideas presented in the text. After you have finished reading, write the answers to these questions.

1. ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

2. ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

3. ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

4. ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
Define or describe the following terms from this lesson.

- mass
- heresy
- anti-Semitism

Explain why this person is important.

- Francis of Assisi

Define these academic vocabulary words from this lesson.

- conduct
- enable

How did the main goal of the Franciscans differ from the main goal of the Dominicans?
After you read each section, summarize the main idea of the section in one sentence in the space below.

1. Medieval Art and Architecture

2. The First Universities

3. Who Was Thomas Aquinas?

4. Medieval Literature

Define or describe the following terms from this section.

- theology
- scholasticism
- vernacular
People To Meet

**Thomas Aquinas**

Explain why this person is important.

Academic Vocabulary

- **logic**
- **obtain**

Define these academic vocabulary words from this lesson.

Terms To Review

- **guild** (Chapter 14, Section 3)
- **epic** (Chapter 5, Section 1)

Use each of these terms, that you studied earlier, in a sentence that reflects the term’s meaning.

Sum It Up

What is natural law?
Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

What role did the Catholic Church play in medieval Europe?

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

What new ideas developed in medieval Europe?

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
Chapter 15, Section 5
The Late Middle Ages
(Pages 553–558)

Main Idea

Setting a Purpose for Reading  Think about these questions as you read:
• What was the Black Death?
• What major conflicts affected life in Europe in the late Middle Ages?

Reading Strategy

As you read pages 554–555 in your textbook, complete this table to show the path of the Black Death in Europe and Asia.

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Affected Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>1330s</td>
<td></td>
</tr>
<tr>
<td>1340s</td>
<td></td>
</tr>
<tr>
<td>1350s</td>
<td></td>
</tr>
</tbody>
</table>

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After you read, write your answer to the following question in the space below.

How does a dramatic decrease in population affect the economy?

Define or describe the following term from this lesson.

plague

Use this term, that you studied earlier, in a sentence that reflects the term’s meaning.

How many Europeans died of the plague between 1347 and 1351?
As your read, complete the table below to summarize the conflicts in Europe in the late Middle Ages. After you read, use your table for review.

<table>
<thead>
<tr>
<th>Groups in Conflict</th>
<th>Name of Conflict</th>
<th>The Cause</th>
<th>The Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Define or describe the following term from this section.

Reconquista
**People To Meet**

Explain why each of these people is important.

- Joan of Arc
- Isabella of Castile
- Ferdinand of Aragon

**Places To Locate**

Briefly describe the following places.

- Crécy
- Orléans

**Sum It Up**

What caused the Hundred Years’ War?

- 
- 
-
Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

What was the Black Death?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

What major conflicts affected life in Europe in the late Middle Ages?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Chapter 16, Section 1

The First Americans

(Pages 572–581)

Main Idea

Setting a Purpose for Reading  Think about these questions as you read:

• Who were the first people in the Americas and how did they get there?
• What was life like for people in the first American civilizations?

Reading Strategy

As you read pages 574–581 in your textbook, complete this chart to show the characteristics of the Olmec and Moche.

<table>
<thead>
<tr>
<th></th>
<th>Location</th>
<th>Dates</th>
<th>Lifestyle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Olmec</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moche</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
After you read, complete the chart below to identify the effects of the end of the Ice Age.

**End of Ice Age**

Define or describe the following term from this lesson.

- **glacier**

Define these academic vocabulary words from this lesson.

- **expose**
- **estimate**

**Why is there no longer a land bridge between Asia and America?**

- [Blank]
As you read, make a list of the important accomplishments of the first American civilizations. Then write a general statement that answers what these accomplishments tell you about these ancient peoples.

<table>
<thead>
<tr>
<th>Civilization</th>
<th>Accomplishments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Olmec</td>
<td></td>
</tr>
<tr>
<td>Maya</td>
<td></td>
</tr>
<tr>
<td>Toltec</td>
<td></td>
</tr>
<tr>
<td>Moche</td>
<td></td>
</tr>
<tr>
<td>Inca</td>
<td></td>
</tr>
</tbody>
</table>

**General Statement**

Define or describe the following term from this lesson.

**monopoly**
Define these academic vocabulary words from this lesson.

complex

resource

Use each of these terms, that you studied earlier, in a sentence that reflects the term's meaning.

nomad
(Chapter 1, Section 1)

irrigation
(Chapter 1, Section 2)

How did the Toltec keep other people from challenging them?

Civilizations in North America (pages 578–581)

Sequencing
Number the following civilizations in the order in which they appeared.

1. ___ Hopewell
2. ___ Adena
3. ___ Hohokam
4. ___ Mississippians
5. ___ Anasazi
Define these academic vocabulary words from this lesson.

channel

abandon

How was turquoise used by the Anasazi of Chaco Canyon?

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

Who were the first people in the Americas and how did they get there?

What was life like for people in the first American civilizations?
Chapter 16, Section 2
Life in the Americas

(Pages 582–592)

Main Idea

Setting a Purpose for Reading Think about these questions as you read:
• What was life like in the Mayan, Incan, and Aztec cultures?
• How did the different climates and environments of North America shape Native American cultures?

Reading Strategy

As you read page 588 in your textbook, complete the pyramid to show Incan social classes.
Glance over the reading to find details related to the following topics. After you read, fill in any missing details from the passage.

Government

Religion

Discoveries

Define these academic vocabulary words from this lesson.

require

predict
Use each of these terms, that you studied earlier, in a sentence that reflects the term's meaning.

**city-state**  
(Chapter 1, Section 2)

**hieroglyphics**  
(Chapter 2, Section 1)

What was the main advantage of living in a tropical rain forest?

---

The Aztec  
(pages 585–587)

As you read, look for answers to the first three questions. Then use your answers to draw a conclusion about Aztec beliefs and values. Answer this question: What do these answers tell you about the Aztec?

1. What did the Aztec expect of their kings?

2. Who was worthy of an afterlife and why?
3. What words were spoken over baby boys?

[Blank lines]

Use this term that you studied earlier in a sentence that reflects the term’s meaning.

[Blank lines]

How could commoners move into the noble class?

[Blank lines]

As you read, summarize the contributions of Pachacuti in one sentence. Then use the chart below to list the ideas from your reading that support this main idea.

Main Idea

[Blank lines]
Define or describe the following term from this lesson.

quipu

Define these academic vocabulary words from this lesson.

create

ensure

How did Pachacuti make sure local leaders would be loyal to him?
As you read, complete the table below to learn about the people who settled in North America. Use your notes for review.

<table>
<thead>
<tr>
<th>Group</th>
<th>Climate</th>
<th>Food Sources</th>
<th>Homes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Far North</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>West Coast</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Southwest</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Define or describe the following terms from this lesson.**

- **igloo**
- **adobe**
- **confederation**

**Define these academic vocabulary words from this lesson.**

- **adjust**
- **widespread**
### Key Points

**How did geography shape the lives of the people north of present-day Mexico?**

---

### Notes

Now that you have read the section, write the answers to the questions that were included in **Setting a Purpose for Reading at the beginning of the lesson.**

What was life like in the Mayan, Incan, and Aztec cultures?

---

How did the different climates and environments of North America shape Native American cultures?

---
Chapter 16, Section 3

The Fall of the Aztec and Inca Empires

(Pages 593–600)

Main Idea

Setting a Purpose for Reading  Think about these questions as you read:
• How did Spain conquer Mexico?
• What brought an end to the Inca Empire?

Reading Strategy

As you read pages 595–597 in your textbook, complete this diagram to show the reasons Cortés was able to conquer the Aztec.

Cortés Conquers the Aztec
You are one of the Taino people, living on the island of Hispaniola. For you, it is a day like any other day until you see Spanish soldier-explorers approaching from the beach. Based on the passage, write a paragraph about your first encounter with the Spaniards. How do you react to them? How do they react to you?

Define or describe the following term from this lesson.

conquistador

Define this academic vocabulary word from this lesson.

finance

Who were the conquistadors?
### Evaluating

Did Cortés’s leadership result in the defeat of the Aztec? Or did Montezuma make tactical errors? Complete the chart below to show the decisions of both Cortés and Montezuma. Then answer this question: Who played the biggest role in the defeat? Support your answer with facts from your reading.

<table>
<thead>
<tr>
<th>Actions of Cortés</th>
<th>Actions of Montezuma</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

### Academic Vocabulary

Define this academic vocabulary word from this lesson.

**display**

- 
- 
- 

### Sum It Up

Why did the Aztec think they should welcome Cortés?

- 
- 
- 
- 

Chapter 16, Section 3
Analyzing

After you read, answer the question below.

Why were the Inca so easily defeated by Pizarro?

__________________________________________________________

__________________________________________________________

Define or describe the following term from this lesson.

treason

__________________________________________________________

__________________________________________________________

How did Pizarro fail to keep his promise to Atahualpa?

__________________________________________________________

__________________________________________________________

__________________________________________________________

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

How did Spain conquer Mexico?

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

What brought an end to the Inca Empire?

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________
Chapter 17, Section 1

The Renaissance Begins

(Pages 608–615)

Main Idea

Setting a Purpose for Reading  Think about these questions as you read:
• Why did the Renaissance begin in Europe?
• How did Italy’s city-states grow wealthy?

Reading Strategy

As you read pages 611–615 in your textbook, complete this chart to show the reasons Italian city-states grew wealthy.

Wealth Grows in City-States
As you read, complete the diagram below to show the relationship between the growth of cities and the beginning of the Renaissance.

**Cause**
- Italy's population becomes more urban

**Effect/Cause**
- ____________________
- ____________________

**Effect**
- ____________________

**Terms To Know**

**Renaissance**
- ____________________

**secular**
- ____________________

**Places To Locate**

**Florence**
- ____________________

**Venice**
- ____________________

**Define this academic vocabulary word from this lesson.**

**individual**
- ____________________
Why did the Renaissance start in Italy?

1. 
2. 
3. 
4. 

The Rise of Italy’s City-States (pages 611–613)

Before you read, look at the headings and terms in the passage. Then write four questions. Find answers to your questions as you read. Revise your questions if the answer is not found in the reading.

1. 
2. 
3. 
4. 
Explain why these people are important.

Marco Polo

Medici

Define these academic vocabulary words from this lesson.

network

publish

Use each of these terms that you studied earlier in a sentence that reflects the term’s meaning.

peninsula (Chapter 4, Section 1)

city-state (Chapter 1, Section 2)

How did Florence and the Medici family become so wealthy?

How did Florence and the Medici family become so wealthy?
What is your personal response to Machiavelli’s ideas about government? Do you agree or disagree? Why or why not? Present your response to Machiavelli in a brief paragraph.

Define or describe the following term from this lesson.

diplomacy

Use each of these terms that you studied earlier in a sentence that reflects the term’s meaning.

republic
(Chapter 8, Section 1)

dictator
(Chapter 8, Section 2)

How were medieval and Renaissance nobles different?
Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

Why did the Renaissance begin in Europe?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

How did Italy’s city-states grow wealthy?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Chapter 17, Section 2
New Ideas and Art
(Pages 618–626)

Main Idea

Setting a Purpose for Reading  Think about these questions as you read:
• What is humanism and how did it affect the Renaissance?
• What makes Renaissance art different from previous art?

Reading Strategy
As you read pages 623–624 in your textbook, complete this diagram to show features of Renaissance art.
Renaissance Humanism (pages 619–621)

For each section of your reading, write a one-sentence summary of the main idea presented.

1. Ancient Works Become Popular

2. Changes in Literature

3. The Printing Press Spreads Ideas

4. How Did Humanism Affect Society?

Define or describe the following terms from this lesson.

- humanism
- vernacular
Define these academic vocabulary words from this lesson.

- approach
- proportion

Use this term that you studied earlier in a sentence that reflects the term's meaning.

- fossil (Chapter 1, Section 1)

What was the benefit of writing in the vernacular?

Artists in Renaissance Italy (pages 623–624)

As you read the passage, take notes about the differences between medieval and Renaissance art. Then answer this question: How was Renaissance art affected by humanism?

-
Define these academic vocabulary words from this lesson.

- fund
- method
- perspective

What were some of the differences between medieval and Renaissance artists?

The Renaissance Spreads (pages 625–626)

Connecting

When have you seen a painting or picture, read a story, or seen a play or movie that made you feel a strong emotion? Why did you connect with that work of art? Write a brief paragraph describing the work of art and your reaction to it. Be sure to write about techniques used by the artist to make the work more real to you.

Define this academic vocabulary word from this lesson.
How did the Northern Renaissance differ from the Italian Renaissance?

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

What is humanism and how did it affect the Renaissance?

What makes Renaissance art different from previous art?
Chapter 17, Section 3

The Reformation Begins

(Pages 633–641)

Main Idea

Setting a Purpose for Reading  Think about these questions as you read:
  • How did Martin Luther’s ideas change the Church?
  • What did John Calvin teach?

Reading Strategy

As you read pages 634–637 in your textbook, complete this diagram to show the reasons for the Reformation.
Calls for Church Reform (pages 634–637)

Complete this outline as you read.

I. What Ideas Led to the Reformation?
   A. ______________________________________________________
   B. ______________________________________________________

II. The Church Upsets Reformers
   A. ______________________________________________________
   B. ______________________________________________________
   C. ______________________________________________________
   D. ______________________________________________________

III. Who Was Martin Luther?
   A. ______________________________________________________
   B. ______________________________________________________
   C. ______________________________________________________
   D. ______________________________________________________
   E. ______________________________________________________

IV. Revolt Leads to New Churches
   A. ______________________________________________________
   B. ______________________________________________________
   C. ______________________________________________________

V. Peasant Revolts
   A. ______________________________________________________
   B. ______________________________________________________
   C. ______________________________________________________
   D. ______________________________________________________
Define or describe the following terms from this lesson.

- **Reformation**
  
- **indulgence**
  
- **denomination**
  
Define these academic vocabulary words from this lesson.

- **challenge**
  
- **thereby**
  
Use each of these terms that you studied earlier in a sentence that reflects the term’s meaning.

- **clergy**  
  (Chapter 10, Section 2)
  
- **salvation**  
  (Chapter 10, Section 1)
What was the result of the Church’s decision to sell indulgences in 1517?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Politics and Lutheranism (page 639)

As you read, take notes on the reasons German rulers decided to become Lutherans. Now think about different countries and governments around the world today. Some governments favor or support specific religions. Others do not. Write a paragraph summarizing your opinions about the relationship of church and government. Use specific examples from history, from current events, and from your notes to support your opinion.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Why did many German princes support Martin Luther’s ideas?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Glance quickly over the reading to find answers to the following questions.

1. Who was John Calvin?

2. What is Calvinism?

Define or describe the following terms from this lesson.

- theology
- predestination

Define these academic vocabulary words from this lesson.

- debate
- convince
How did Calvin’s ideas differ from those of Luther?

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

How did Martin Luther’s ideas change the Church?

What did John Calvin teach?
Chapter 17, Section 4
Catholics and Protestants

(Pages 642–650)

Main Idea

Setting a Purpose for Reading Think about these questions as you read:
• What was the Counter-Reformation?
• What were the results of the Reformation in England?

Reading Strategy

As you read pages 643–646 in your textbook, complete this diagram to show the results of the Catholic Church’s attempts to reform.
As you read, list the effects of the Reformation on the following kingdoms in the chart below.

<table>
<thead>
<tr>
<th>Kingdom</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>France</td>
<td></td>
</tr>
<tr>
<td>Bohemia</td>
<td></td>
</tr>
<tr>
<td>Spain</td>
<td></td>
</tr>
</tbody>
</table>

Define or describe the following terms from this lesson.

- seminary
- heresy

Explain why each of these people is important.

- Ignatius of Loyola
- Henry of Navarre

Briefly describe the following places.

- Trent
Define these academic vocabulary words from this lesson.

- contradict
- convert

Use each of these terms that you studied earlier in a sentence that reflects the term’s meaning.

- reform (Chapter 9, Section 2)
- pope (Chapter 10, Section 2)

What deal earned Henry of Navarre the French throne?

- [ ]
- [ ]
Think about what you have already read about the effects of the Reformation in Spain, France, and the Roman Empire. Now, before you read, make a prediction about what will happen in England. After you read, write your response to the actual events.

Prediction

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

Reaction

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

Define or describe the following term from this section.

annul

________________________________________________________________________________________

Briefly describe the following place.

London

________________________________________________________________________________________

Explain why each of these people is important.

Henry VIII

________________________________________________________________________________________
Why did Henry VIII create the Anglican Church?

As you read, write the main idea of the passage. Review your statement when you have finished reading and revise as needed.

Missionaries Go Overseas (page 650)

As you read, write the main idea of the passage. Review your statement when you have finished reading and revise as needed.

Terms To Review

Use this term that you studied earlier in a sentence that reflects the term’s meaning.

excommunicate
(Chapter 10, Section 3)
Define this academic vocabulary word from this lesson.

overseas

Use each of these terms that you studied earlier in a sentence that reflects the term’s meaning.

shogun
(Chapter 14, Section 2)

missionary
(Chapter 10, Section 3)

In what parts of the world did Catholic missionaries teach?
What was the Counter-Reformation?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What were the results of the Reformation in England?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Chapter 18, Section 1
The Age of Exploration
(Pages 658-669)

Main Idea

Setting a Purpose for Reading  Think about these questions as you read:
• Where did the Europeans explore and what did they do there?
• What were the results of global exploration?

Reading Strategy

As you read pages 659-660 in your textbook, complete this diagram to show why Europeans began to explore.
Europe Gets Ready to Explore (pages 659–660)

**Summarizing**

How did the events listed in this passage lead to exploration? As you read, write a one-sentence summary for each of the main headings to answer this question.

1. Trade With Asia
   
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

2. New Technology
   
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

3. The Rise of Strong Nations
   
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

4. Did Maps Encourage Exploration?
   
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

**Academic Vocabulary**

Define this academic vocabulary word from this lesson.

technology

____________________________________________________

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What were the main reasons the Europeans began exploring the world in the 1400s?

1. 
2. 
3. 
4. 

Before you read, look at the headings and terms in the passage. Then write four questions. Find answers to your questions as you read. Revise your questions if the answer is not found in the reading.

1. 
2. 
3. 
4. 
Briefly describe the following place.

**Strait of Magellan**

**People To Meet**

Explain why these people are important.

**Vasco da Gama**

**Christopher Columbus**

**Ferdinand Magellan**

**John Cabot**

**Jacques Cartier**

**Define these academic vocabulary words from this lesson.**

**research**

**license**
Who was the first European to sail to India? Whose crew was first to sail around the world?

The Commercial Revolution  (pages 666–667)

How did exploration affect European economies? After you read, complete the diagram below to analyze the effects of exploration on trade and commerce.

Define or describe the following terms from this lesson.

- **mercantilism**
- **export**
- **import**
- **colony**
How did merchants raise the money for overseas trade?

Places To Locate  
Moluccas

Briefly describe the following place.

A Global Exchange (pages 668–669)

What were the positive and negative effects of the Columbian Exchange? After you read, complete the chart below to evaluate the costs and benefits of a global exchange.

<table>
<thead>
<tr>
<th>Positive Effects</th>
<th>Negative Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Use these terms that you studied earlier in a sentence that reflects the term's meaning.

- **shogun** (Chapter 14, Section 2)

- **daimyo** (Chapter 14, Section 2)

Describe the Columbian Exchange.

---

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

Where did the Europeans explore and what did they do there?

---

What were the results of global exploration?
Chapter 18, Section 2
The Scientific Revolution
(Pages 670–679)

Main Idea
Setting a Purpose for Reading  Think about these questions as you read:
• How did the Scientific Revolution change life in the 1600s?
• What is the scientific method and how did it change ideas about society?

Reading Strategy
As you read pages 671–675 in your textbook, complete this diagram to show the similarities and differences in the views of Ptolemy and Copernicus.
What factors led to the growth of scientific knowledge in Europe? As you read, list the factors in the chart below.

**Scientific Knowledge Grows in Europe**

Define or describe the following term from this lesson.

**theory**

Use each of these terms that you studied earlier in a sentence that reflects the term’s meaning.

**acupuncture** (Chapter 7, Section 3)

**theology** (Chapter 17, Section 3)

Describe scientific knowledge during the Middle Ages.
As you read the passage, take notes on Galileo’s experiments. Think about what you have read so far about the Catholic Church. Then answer this question: Why did the Catholic Church force Galileo to withdraw many of his statements?

---

Explain why this person is important.

Kepler

---

Define this academic vocabulary word from this lesson.

revolution

---

Use each of these terms that you studied earlier in a sentence that reflects the term’s meaning.

pope
(Chapter 10, Section 2)

heresy
(Chapter 17, Section 4)
How did Galileo prove Copernicus’s theory?

New Scientific Discoveries (pages 675–676)

As you read, complete the chart below to identify the major discoveries in the Scientific Revolution. Use your notes to review later.

<table>
<thead>
<tr>
<th>Scientist</th>
<th>Discovery</th>
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</thead>
<tbody>
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</tbody>
</table>
According to Newton, what force held the planets in orbit?

Define these academic vocabulary words from this lesson.

- element
- contribute

The Triumph of Reason (pages 678–679)

Sequencing

Write the steps of the scientific method in the proper order in the diagram below.
Define or describe the following terms from this lesson.

rationalism

scientific method

hypothesis

Explain why this person is important.

Descartes

Define these academic vocabulary words from this lesson.

obvious

principle

What is the scientific method?

---

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Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

How did the Scientific Revolution change life in the 1600s?

________________________________________

________________________________________

________________________________________

________________________________________

What is the scientific method and how did it change ideas about society?

________________________________________

________________________________________

________________________________________

________________________________________
Chapter 18, Section 3

The Enlightenment

(Pages 680–689)

Main Idea

Setting a Purpose for Reading  Think about these questions as you read:

• What was the Enlightenment?
• How did Enlightenment ideas affect government?

Reading Strategy

As you read pages 681–689 in your textbook, complete this table to show the major ideas of Enlightenment thinkers.

<table>
<thead>
<tr>
<th>Thinkers</th>
<th>Ideas</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>
As you read, complete the Venn diagram below to compare and contrast the views of Hobbes and Locke on government.

**New Ideas About Politics** (pages 681–682)

### Analyzing

**Views of Thomas Hobbes**

**Views of John Locke**

**Both**

**Terms to Know**

Define or describe the following terms from this lesson.

- **natural law**
- **social contract**
- **separation of powers**

**People To Meet**

Explain why this person is important.

- **Montesquieu**
Define these academic vocabulary words from this lesson.

reveal

contract

According to Montesquieu, how should government be organized?

The French Philosophes (pages 684–686)

Select one of the philosophers from your reading and evaluate his or her ideas. Do you agree with the ideas? Do you disagree? Write a brief paragraph summarizing your view of the philosopher’s ideas.

Define or describe the following term from this lesson.
deism
**People To Meet**

Explain why this person is important.

Voltaire

**Academic Vocabulary**

Define these academic vocabulary words from this lesson.

*maintain*

*range*

**Sum It Up**

Who were the philosophes?

**The Age of Absolutism** (pages 686–689)

Quickly look over the entire selection to get a general idea about the reading. Then briefly describe what the selection is about on the lines below.


Define or describe the following term from this lesson.

absolutism

Briefly describe the following places.

Prussia

Austria

St. Petersburg

Use this term that you studied earlier in a sentence that reflects the term's meaning.

serf

(Chapter 15, Section 2)

How did the ideas of absolute monarchs conflict with the ideas of Enlightenment thinkers?
Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

What was the Enlightenment?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

How did Enlightenment ideas affect government?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Chapter 18, Section 4
The American Revolution
(Pages 690–700)

Main Idea
Setting a Purpose for Reading  Think about these questions as you read:
• What ideas of government influenced Americans?
• Why did American colonists fight to form a new nation?

Reading Strategy
As you read pages 695–698 in your textbook, complete this cause-and-effect dia-
gram to show why the British colonies declared independence.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
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</tr>
</tbody>
</table>
As you read, complete the diagram below to identify the reasons that English settlers came to North America.

Reasons English Settlers Came to America

Define or describe the following terms from this lesson.

representative government

constitution

Explain why this group of people is important.

Pilgrims

Briefly describe the following places.

Quebec

Jamestown

Use this term that you studied earlier in a sentence that reflects the term’s meaning.

conquistador (Chapter 16, Section 3)
How was the funding of Jamestown different from the funding of Plymouth?

Trouble in the Colonies (pages 695–698)

Sequencing

What events led to the American Revolution? Number the events below to show the order in which they occurred.

1. ___ Parliament passes the Stamp Act
2. ___ Violence breaks out at the Boston Massacre
3. ___ The British defeat the French and gain nearly all of their North American empire
4. ___ Parliament passes the Tea Act
5. ___ Parliament closes Boston Harbor and passes the Intolerable Acts
6. ___ Delegates from the 12 colonies meet in Philadelphia
7. ___ Angry colonists toss English tea into Boston Harbor
8. ___ Britain passes the Navigation Acts

Places To Locate

Briefly describe the following place.

Boston
Define these academic vocabulary words from this lesson.

- **impose**
- **guarantee**

Use this term that you studied earlier in a sentence that reflects the term’s meaning.

- **veto**
  (Chapter 8, Section 2)

What was the Boston Tea Party?

<table>
<thead>
<tr>
<th>Source</th>
<th>Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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</tbody>
</table>

The War of Independence  (pages 698–700)

What ideas influenced American ideas about government and independence? And where did these ideas come from? As you read, complete the chart below to answer these questions.
### Terms To Know

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition/Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>popular sovereignty</td>
<td></td>
</tr>
<tr>
<td>limited government</td>
<td></td>
</tr>
</tbody>
</table>

### People To Meet

<table>
<thead>
<tr>
<th>Person</th>
<th>Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>George Washington</td>
<td></td>
</tr>
<tr>
<td>Tom Paine</td>
<td></td>
</tr>
<tr>
<td>Thomas Jefferson</td>
<td></td>
</tr>
</tbody>
</table>

### Places To Locate

<table>
<thead>
<tr>
<th>Location</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philadelphia</td>
<td></td>
</tr>
</tbody>
</table>

### Terms To Review

<table>
<thead>
<tr>
<th>Term</th>
<th>Use in Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>republic</td>
<td></td>
</tr>
</tbody>
</table>

(Chapter 8, Section 1)
Why did the colonists decide to separate from Great Britain to create a new nation?

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

What ideas of government influenced Americans?

Why did American colonists fight to form a new nation?