

# Reading and Thinking in World History

BOOK 1

ACTIVITY TEXT



Robert E.  
Putnum

# Reading and Thinking in World History

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BOOK 1

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Robert E. Putnam

J. WESTON  
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## To the Student

This book is designed to be used with your world history textbook. The material in this book will help you understand and remember what you read in your textbook. We have included exercises to do before reading, while reading, and after reading. These activities will guide you in using methods that will improve your reading comprehension.

The “prereading” activities, which you will do before reading a chapter, will help you make connections between things you already know and the material you will read. These activities will ask you to predict what the material will be about and to set a purpose for your reading.

The exercises to be used while reading, called information searches, will help you find the important ideas in the reading and see the connections between those ideas.

The “postreading” activities, which you will use after reading the chapter, give you a chance to think over and use the ideas in the reading. By getting you involved in the subject, they will increase your understanding and help you fit the reading into your present knowledge.

All the materials help you develop reading and thinking skills that you can use in your other courses, not just in world history. In all the activities, you should be able to explain your reasoning and to support your answers with facts.

As your teacher assigns each exercise, put the chapter number and page numbers for the assigned material in the blanks near the top of the page. Then listen carefully to the directions. These activities are probably different from those you are used to doing. It is important that you listen carefully as your teacher explains them.

Some activities may be done with the whole class, but you will do most of them by yourself or in a group of two or three students. As you work through the book, the activities will allow you more freedom to choose the information you think is important and organize it in a way that makes sense to you.

Often, there is no one “right” answer for these activities. Don’t let this bother you. There are correct and incorrect answers. The discussions, in small groups or in class-size groups, will help you to clarify and expand upon your understanding and to see the range of correct answers.

Relax, read, and think. You will learn much, and you may even enjoy it.



■ UNIT I ■

# The First Civilizations

*(5000 B.C. – 250 B.C.)*



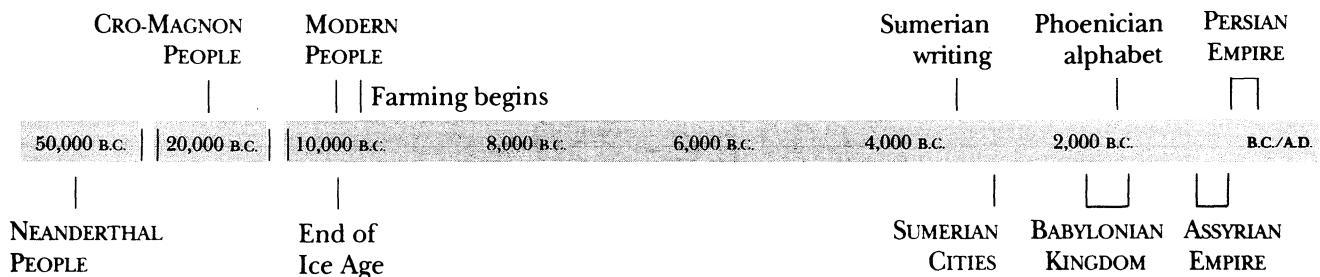
**—Chapter 1. The Beginning of Civilization—**  
**PREREADING**  
**Survey**

***The Beginning of Civilization.*** Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

**Directions:** Read the chapter introduction, the chapter summary, and the title of the chapter. Then write what you think will be the main idea of the chapter.

Main idea: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Time Line**



Study the time line above. Based on your analysis, give it a suitable title.

Title: \_\_\_\_\_  
 \_\_\_\_\_

Now look over the subtitles, pictures and captions, and maps and charts in the chapter. What do you expect the chapter to be about?

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**—Chapter 1. The Beginning of Civilization—**

PREREADING

**Vocabulary Activity—  
Using Context Clues**

*The Beginning of Civilization.* Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

**Directions:** Place each of the terms listed below on the proper line in the paragraph.

Agricultural Revolution	culture	Neolithic Age (New Stone Age)
archaeologists	domesticating	Paleolithic Age (Old Stone Age)
artifacts	historic period	prehistoric
civilization	Ice Age	technology
Cro-Magnon	Neanderthals	

Since early humans had no system of writing, they left no written records. This period is called \_\_\_\_\_, a time before written history.

\_\_\_\_\_, people who study the \_\_\_\_\_ or things left behind by early humans to learn about their \_\_\_\_\_, or way of life, believe that humans have spent almost all of their time on earth as wandering hunters. The earliest and longest period of prehistory is called the \_\_\_\_\_ because of the use of crudely made stone tools. During this period humans used stone, wood, and bones for their tools and weapons. They also learned how to use fire. A heavily built, strong group of humans called \_\_\_\_\_ roamed most of the earth from about 120,000 to about 30,000 years ago until they were replaced by the more advanced \_\_\_\_\_.

About 10,000 years ago, the earth warmed enough to end the \_\_\_\_\_. The change in climate brought about a change in the way humans lived. They went slowly from hunting, to food gathering, to \_\_\_\_\_ or taming animals, to farming. Their stone tools were made stronger and sharper by polishing rather than chipping and the new period was called the \_\_\_\_\_ after the new stone tools. With the growth of farming, humans could settle in one place, and a quickening of change, called the \_\_\_\_\_, started. This led to today's advanced \_\_\_\_\_, use of tools, and complex organization of society or \_\_\_\_\_. With the development of writing humans entered the period of written records, or the \_\_\_\_\_.

**—Chapter 1. The Beginning of Civilization—**  
**INFORMATION SEARCH**  
**Compare and Contrast**

*The Beginning of Civilization:* Prehistoric Peoples and Times. Chapter \_\_\_\_\_ ,  
 Pages \_\_\_\_\_ .

**Directions:** Place an **X** in any column to which the word or phrase in the left-hand column applies. Be prepared to explain the reasons for your choices.

**Part I**

	NEANDERTHAL	CRO-MAGNON	BOTH
Men were primarily hunters.			
Painted on cave walls			
Lived in small groups			
Used stone tools			
Had better hunting weapons			
Women were gatherers.			
Used fire			
Physically more like modern people			
Believed in an afterlife			

**Part II**

	PALEOLITHIC AGE (OLD STONE)	NEOLITHIC AGE (NEW STONE)	BOTH
People were hunters and gatherers.			
People first became farmers.			
People first learned to make stone tools.			
First domesticated animals			
Weaving and pottery making began.			
Climate became drier and milder.			
Settled communities first formed			

**—Chapter 1. The Beginning of Civilization—**  
**INFORMATION SEARCH**  
**Who Did What, and Why**

***The Beginning of Civilization:*** Sumerian Civilization. Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

**Directions:** Complete the chart by writing the parts of each sentence below the chart that answer the questions: Who? What? and Why? One of them is done for you.

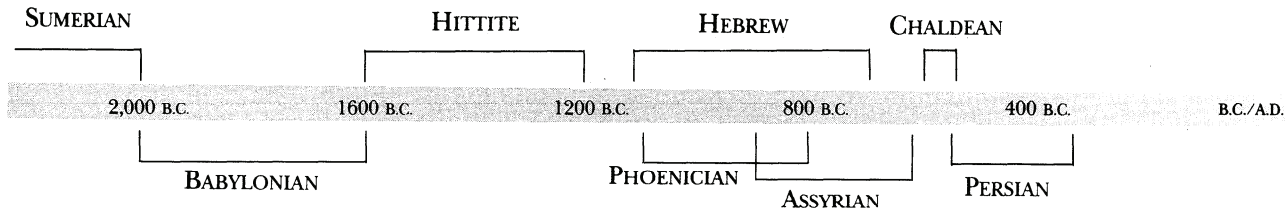
WHO?	WHAT?	WHY?
1.		
2.		
3.		
4.		
5. the people	obeyed the king and the priests	because they spoke for the gods
6.		
7.		
8.		

1. The farmers needed a more complex government to organize flood control and irrigation.
2. Because of the food surplus, people could specialize and do different jobs.
3. Citizens of the first cities enclosed them with a high wall for defense.
4. A religious people, the Sumerians built large temples, called ziggurats, to worship the gods.
5. The people obeyed the king and the priests because they spoke for the gods.
6. Sumerian priests developed writing to keep tax records and inventories.
7. The Sumerians were weakened by frequent wars among their city-states.
8. Not having geographic barriers, the people of Sumer were finally conquered by outside invaders.



**—Chapter 1. The Beginning of Civilization—**  
**INFORMATION SEARCH**  
**Structured Overview**

***The Beginning of Civilization:*** The Fertile Crescent. Chapter \_\_\_\_\_, Pages \_\_\_\_\_.



**Directions:** Place the names of civilizations from list A in chronological order on the lettered lines. Then place each of the phrases from list B on a numbered line to show the civilization to which it refers. Each term is used once.

**List A**

Assyrians	Chaldeans	Hittites	Phoenicians
Babylonians	Hebrews	Persians	Sumerians

**List B**

advanced astronomy	first alphabet	iron-wheeled chariots
belief in one God	first written code of laws	Ten Commandments
cuneiform writing	Hammurabi	left a fine library
efficient, harsh rulers	Hanging Gardens	seagoing traders
efficient, humane empire	invented arch	the secret of iron
empire stretched to India		

A. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

B. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

C. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

D. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

E. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

F. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

G. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

H. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

**—Chapter 1. The Beginning of Civilization—**

POSTREADING

**Reflection and Reaction**

*The Beginning of Civilization:* Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

**Directions:** Place a check (✓) in any of the three columns to which you think the word or phrase in the left-hand column applies. Be prepared to explain the reasons for your choices.

	HUNTERS AND GATHERERS	SUMERIAN CITY DWELLERS	THE UNITED STATES
A good way of life			
Civilization			
Control of environment			
Cooperation			
Culture			
Freedom			
Frequent change			
Law and order			
Self-sufficiency			
Social classes			
Specialization of labor			
Stored food supply			
Technology			
Trade			
Written records			

Now, working in small groups, agree among yourselves on the correct columns for each of the phrases. Mark the group choices with an **X**. Then choose a leader to share your group's decisions and the reasons for your decisions with the class.

## PREREADING

## KWL (Know, Want to learn, Learned) Chart

*Ancient Egypt.* Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

**Directions:** Use phrases or sentences to answer the question in the first column. Then write questions to complete the second column. Number your answers. Complete the third column after you have read the chapter.

[illegible]

—Chapter 2. Ancient Egypt—  
PREREADING  
**Vocabulary Activity—Categorizing**

*Ancient Egypt.* Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

**Directions:** Place each of the words listed below the category or categories to which it is related. You may use some words more than once. Some blanks may not be filled. Be prepared to explain your reasoning.

artisans	Middle Kingdom	pharaoh
calendar	mummies	priests
Egyptian Empire	New Kingdom	pyramids
farmers	nobility	slaves
geometry	Old Kingdom	soldiers
hieroglyphics	papyrus	two kingdoms
medicine		

**GOVERNMENT**

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**HISTORIC PERIODS**

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**RELIGION**

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**ACHIEVEMENTS**

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**SOCIOECONOMIC GROUPS**

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—Chapter 2. Ancient Egypt—  
INFORMATION SEARCH  
**Cause and Effect**

**Ancient Egypt:** The Nile and Egypt. Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

**Directions:** Place each of the words or phrases below on the chart to show the chain of cause and effect. Start at the top of the chart and work down. Remember that a cause must come before an effect.

## Boundaries lost

## Dikes

## Flood control

### Catch basins (reservoirs)

## Ditches and canals

## Irrigation

## Cooperation

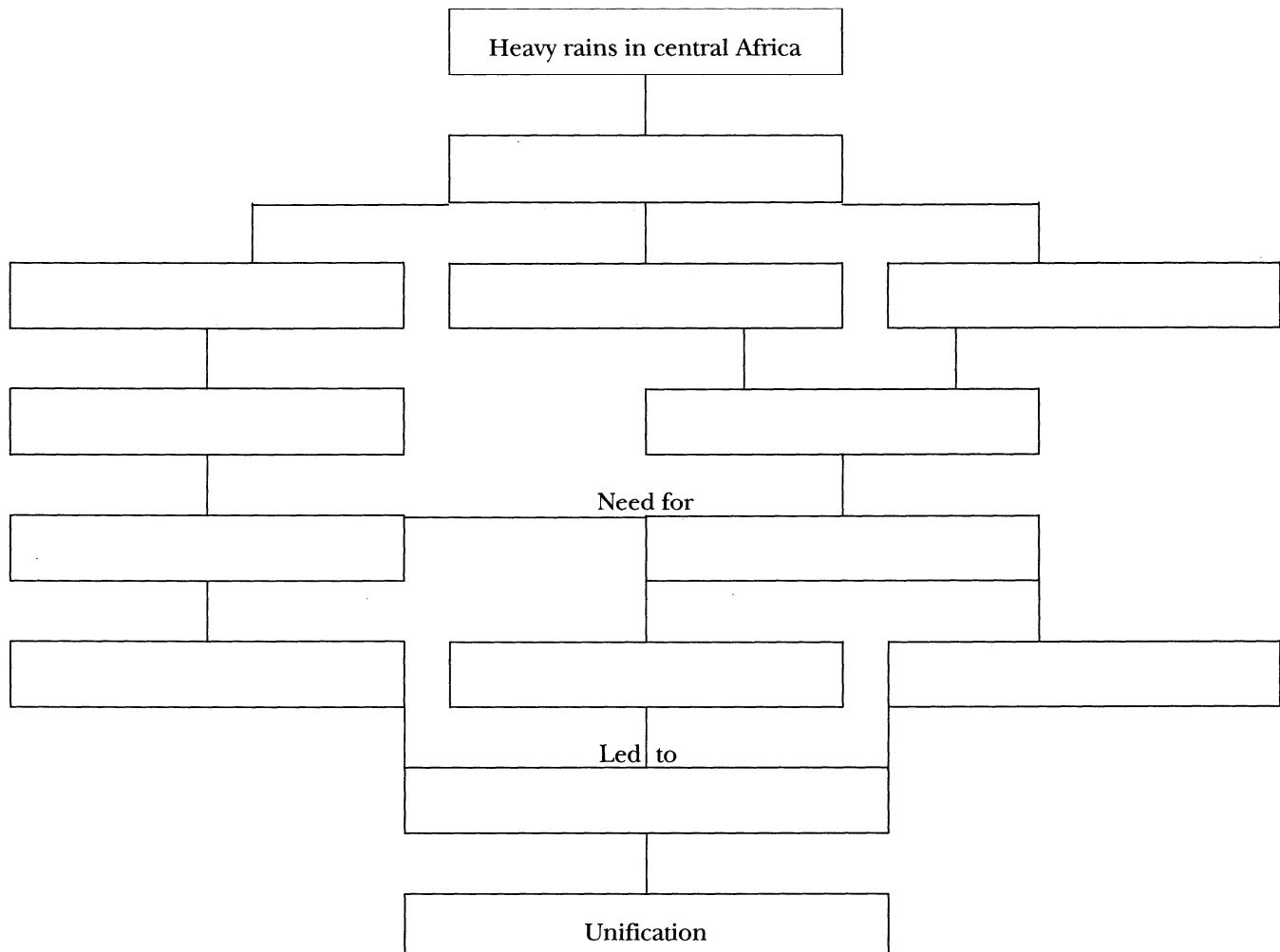
Enriched soil

## Nile floods

## Damaged villages

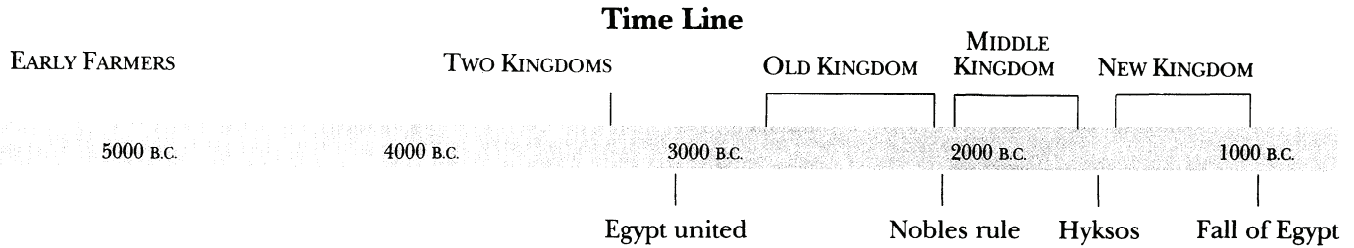
## Farming possible

Watered desert



**—Chapter 2. Ancient Egypt—**  
**INFORMATION SEARCH**  
**Structured Overview**

*Ancient Egypt:* Egypt United. Chapter \_\_\_\_\_, Pages \_\_\_\_\_.



**Directions:** Place the words and phrases below under the column heading for the period of Egyptian history to which they refer. You may use answers more than once. Some blanks will not be filled. The crossed-out words have been done for you. Disregard the *L*'s and *F*'s for the time being.

Conquered by invaders  
~~Egypt expands south~~  
~~Egyptian Empire~~  
~~Expands S., W., & E.~~  
~~Female pharaoh~~  
 First dynasty

First nation  
 First pharaohs  
 Hieroglyphics  
 Huge building projects  
 Internal fighting  
 Large, strong army

Menes  
 Nobles take power.  
 Pharaoh is god.  
 Pyramids built  
 Strong pharaohs  
 Weak pharaohs

**OLD KINGDOM**

First dynasty

**MIDDLE KINGDOM**

L Conquered by invaders

F Egypt expands south

**NEW KINGDOM**

L Conquered by invaders

Egyptian Empire

Expands S., W., & E.

Now that you have finished, place the letter **F** before the two items in each list that you think occurred first and the letter **L** before the two items in each column you think occurred last.

—Chapter 2. Ancient Egypt—  
INFORMATION SEARCH  
**Mapping**

**Ancient Egypt:** Egyptian Civilization. Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

**Directions:** Place the following terms on the map below. The lettered spaces are for main ideas. The numbered spaces are for details that relate to those main ideas.

365-day calendar  
Architecture and art  
Geometry  
Hieroglyphics  
Measurement  
Medicine

Papyrus  
Pyramids  
Scrolls  
Setting bones  
Sewing flesh wounds

Surveying  
Use of medication  
Use of stone  
Wall paintings  
Writing

<b>A.</b>	
1.	
2.	
3.	

E  
g  
y  
p  
t  
  
i  
a  
n  
  
A  
c  
h  
i  
e  
v  
e  
m  
e  
n  
t  
s

<b>B.</b>	
1.	
2.	
3.	

<b>C.</b>	
1.	
2.	
3.	

<b>D.</b>	
1.	
2.	
3.	

—Chapter 2. Ancient Egypt—  
POSTREADING  
**Reflection and Reaction**

*Ancient Egypt:* Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

**Directions: Write a brief description of what your life and future would be like if you were the son or daughter of one of the following: a pharaoh, a rich landowner, a soldier, an artisan, a farmer, or a slave in ancient Egypt.**

Son or daughter? \_\_\_\_\_ Of? \_\_\_\_\_

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

—Chapter 3. Ancient India and China—  
PREREADING  
**Anticipation/Reaction Guide**

**Ancient India:** Early Civilization in India. Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

**Directions:** Respond to each statement twice: once *before* reading the chapter, and again *after* reading the chapter.

Write **A** if you agree with the statement.

Write **D** if you disagree with the statement.

**BEFORE  
READING**

**AFTER  
READING**

- |       |   |       |
|-------|---|-------|
| _____ | 1. Tall mountains protected India from invasion.  | _____ |
| _____ | 2. India has often been invaded, both by land and sea.  | _____ |
| _____ | 3. The earliest Indian civilization was located in the Indus River Valley.                                  | _____ |
| _____ | 4. India's first civilization was made up of a small group of fiercely independent city-states.             | _____ |
| _____ | 5. We have knowledge of the Indus Valley civilization through the study of their written records.           | _____ |
| _____ | 6. For reasons we do not know, the people fled the Indus Valley about 1500 B.C.                             | _____ |
| _____ | 7. Between 1500 B.C. and 700 B.C., the Aryan invaders conquered all of northern India.                      | _____ |
| _____ | 8. The Aryan class structure was extended to include the conquered people and became a strict caste system. | _____ |
| _____ | 9. Hinduism, a blend of the beliefs of the different people in India, helped unite the people.              | _____ |
| _____ | 10. Buddhism originated in India and replaced Hinduism as India's largest religion.                         | _____ |



**—Chapter 3. Ancient India and China—**

**PREREADING**

**Survey**

**Ancient India.** Early Civilization in India. Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

**Directions:** Read the chapter introduction, the chapter summary, and the title of the chapter. Then write what you think will be the main idea of the chapter.

Main idea: \_\_\_\_\_

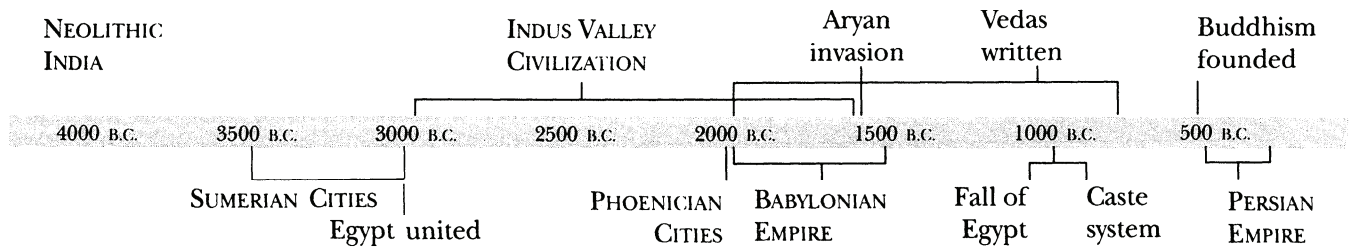
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Time Line**



Study the time line above. Based on your analysis, give it a suitable title.

Title: \_\_\_\_\_

\_\_\_\_\_

Now look over the subtitles, pictures and captions, and maps and charts in the chapter. What do you expect the chapter to be about?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## —Chapter 3. Ancient India and China—

## INFORMATION SEARCH

**Compare and Contrast**

**Ancient India:** Hinduism and Buddhism. Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

**Directions:** Place an **X** in any column in which you feel the word or phrase in the left-hand column applies. Be prepared to explain the reasons for your choices.

	HINDUISM	BUDDHISM	BOTH
Aims to achieve eventual freedom from rebirth			
All living things have a soul.			
All living things are part of the same life cycle.			
Belief in the rebirth of the soul			
Blend of earlier beliefs			
Did not accept caste system			
Founded by Gautama			
Gave unity to society			
How present life is lived determines status in future life.			
Material desires caused human suffering.			
Importance of duty and caste			
Included caste system			

—Chapter 3. Ancient India and China—  
PREREADING  
**Anticipation/Reaction Guide**

**Ancient China:** Early Civilization in China. Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

**Directions:** You have been studying the first civilizations, which developed in river valleys. The Chinese civilization developed in the Huang He or Yellow River Valley. What would you expect to be true of this Chinese civilization? Respond to each statement twice: once *before* reading the chapter, and again *after* reading the chapter.

Write **A** if you agree with the statement.

Write **D** if you disagree with the statement.

**BEFORE  
READING**

**AFTER  
READING**

- |       |   |       |
|-------|---|-------|
| _____ | 1. Yearly floods enriched the soil in the Huang He valley.                                      | _____ |
| _____ | 2. Flooding of the Huang He sometimes caused widespread destruction.                            | _____ |
| _____ | 3. The people built dikes and irrigation ditches to help control the Huang He.                  | _____ |
| _____ | 4. China's first civilization was made up of a small group of fiercely independent city-states. | _____ |
| _____ | 5. We have knowledge of the Huang He civilization through the study of its written records.     | _____ |
| _____ | 6. The Huang He civilization was ruled by leaders elected by most of the people.                | _____ |
| _____ | 7. Farmers were the largest social economic group.  | _____ |
| _____ | 8. A king had both political and religious authority.   | _____ |
| _____ | 9. The Huang He civilization suffered frequent invasions.                                       | _____ |
| _____ | 10. China's civilization was long lasting.  | _____ |



—Chapter 3. Ancient India and China—

PREREADING

Survey

**Ancient China:** Early Civilization in China. Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

**Directions:** Read the chapter introduction, the chapter summary, and the title of the chapter. Then write what you think will be the main idea of the chapter.

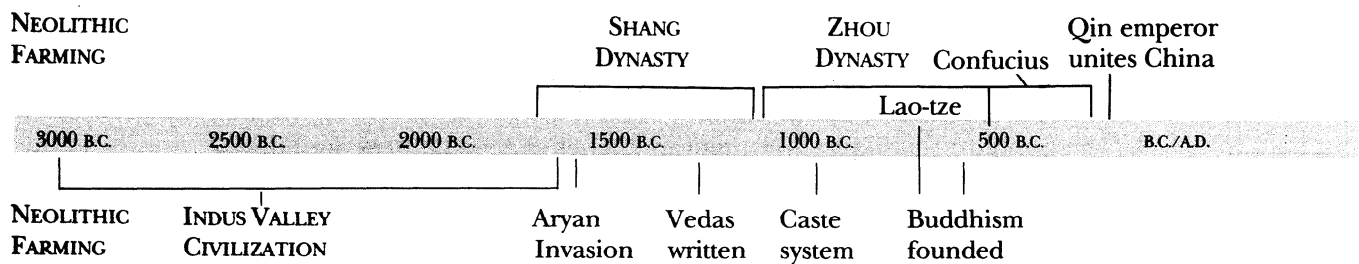
Main idea: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Time Line



Study the time line. Based on your analysis, give it a suitable title.

Title: \_\_\_\_\_

\_\_\_\_\_

Now look over the subtitles, pictures and captions, and maps and charts in the chapter. What do you expect the chapter to be about?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## —Chapter 3. Ancient India and China—

## INFORMATION SEARCH

**Compare and Contrast**

**Ancient China:** Confucianism and Taoism. Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

**Directions:** Place an **X** in any column in which you feel the word or phrase applies.  
Be prepared to explain the reasons for your choices.

	CONFUCIANISM	TAOISM	BOTH
Concerned the individual only			
Concerned behavior in social situations			
Developed during a long period of wars and disorder			
Every individual should do what he or she was born to do.			
Importance of duty and social position			
People should live in tune with nature.			
People should live by the “Golden Rule.”			
Taught learning through isolation and leaving society			
Taught the need for a clear code of conduct			
The “way” to understand life and unseen reality			
Rulers need the help of well-educated advisors.			
Rulers should set a good example.			

**—Postreading Activities for Unit I—  
Vocabulary Activity—  
Related Words**

*The First Civilizations***Part I**

**Directions:** Cross out the one word or phrase that does not belong in each group of four below. Then on the line below each group, describe the relationship between the remaining three words or phrases.

1. archaeologists	artifacts	<del>rivers</del>	culture
<hr/>			
2. end of the Ice Age	<del>Neanderthal</del>	Agricultural Revolution	improved stone tools
<hr/>			
3. Tigris	Sumer	Euphrates	<del>Mediterranean</del>
<hr/>			
4. <del>hieroglyphics</del>	catch basins	flood control	dikes
<hr/>			
5. mummies	pharaohs	<del>Nile</del>	pyramids
<hr/>			
6. <del>desert</del>	flood control	cooperation	irrigation
<hr/>			
7. Buddhism	<del>Confucianism</del>	Judaism	Hinduism
<hr/>			

**Part II**

**Directions:** Use the three words that you did not cross out for questions 1, 3, and 7 in sentences on the lines below:

1. \_\_\_\_\_
3. \_\_\_\_\_
7. \_\_\_\_\_

*—Postreading Activities for Unit I—*  
**Reflection and Reaction—  
Short Essay**

*The First Civilizations*

**Directions:** List five things that made the development of the first civilizations possible in the river valleys you have studied. Then write a paragraph, using the items in your list to explain why you think the first civilizations developed in river valleys.

1.

2.

3.

4.

5.

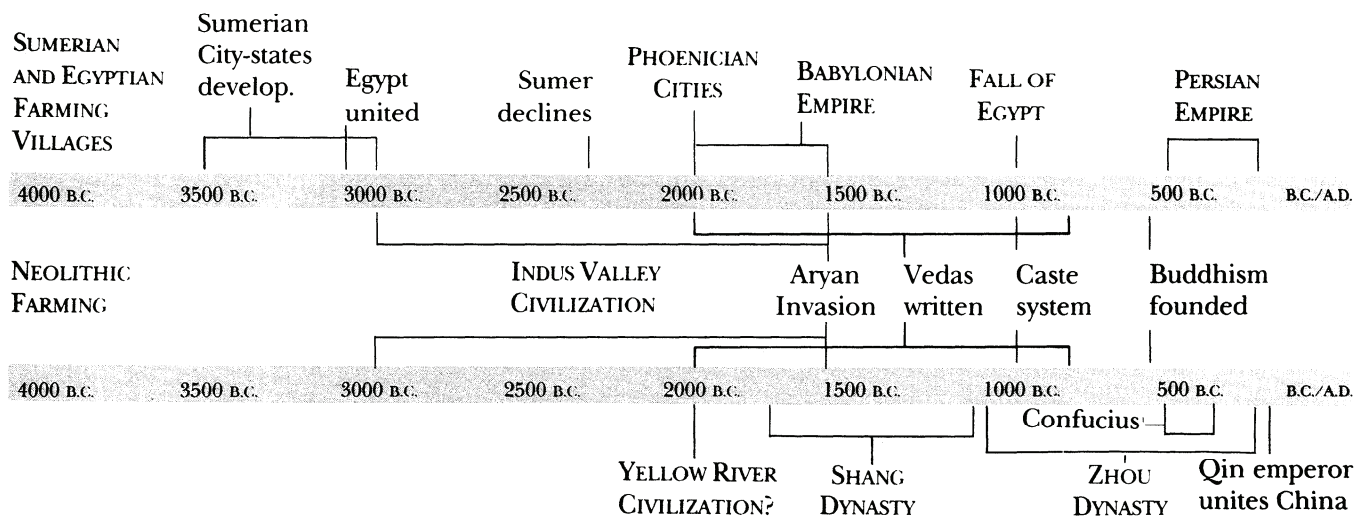
**Why the First Civilizations Developed in River Valleys**

**—Postreading Activities for Unit I—  
Reflection and Reaction—  
Summary**

***The First Civilizations***

**Directions:** You have studied the earliest civilizations and have analyzed and given titles to time lines. Study the combined time lines below and then write a brief paragraph summarizing this unit.

**Combined Time Lines**



**Summary**

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■ UNIT II ■

**Classical  
Mediterranean  
Civilizations**

*(800 B.C.–A.D. 476)*

—Chapter 4. Ancient Greece—

PREREADING

Survey

*Ancient Greece.* Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

**Directions:** Read the chapter introduction, the chapter summary, and the title of the chapter. Then write what you think will be the main idea of the chapter.

Main idea: \_\_\_\_\_

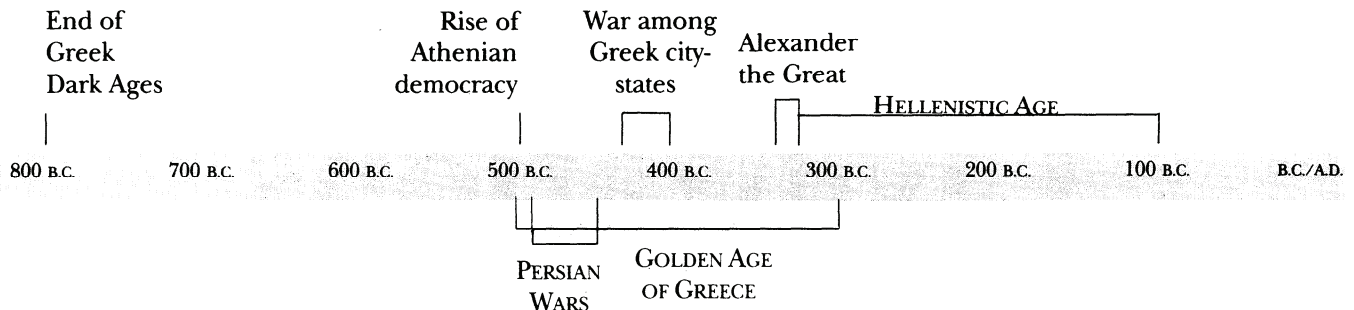
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Time Line



Study the time line above. Based on your analysis, give it a suitable title.

Title: \_\_\_\_\_

\_\_\_\_\_

Now look over the subtitles, pictures and captions, and maps and charts in the chapter. What do you expect the chapter to be about?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

—Chapter 4. Ancient Greece—  
PREREADING  
**Vocabulary Activity—Categorizing**

*Ancient Greece.* Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

**Directions:** Place each of the words listed in the category to which it is related. Be prepared to explain your reasoning. Try to use each word in the list only once.

Alexander	Dark Ages	oligarchy	Socrates
aristocracy	democracy	Pericles	Solon
Aristotle	Golden Age	Philip II	Sparta
Athens	Hellenistic Age	Plato	tyranny
Darius	monarchy	polis	

**CITY-STATES**

**GOVERNMENTS**

**HISTORY**

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**PHILOSOPHY**

**RULERS**

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



**—Chapter 4. Ancient Greece—**  
**INFORMATION SEARCH**  
**Questions for Answers—**  
**Cause and Effect**

**Ancient Greece:** Early Greek Civilization. Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

**Directions:** Below are some answers. Write a question to go with each answer.

1. Question: \_\_\_\_\_

\_\_\_\_\_

Answer: Greece is very mountainous, and communication among the early Greeks was difficult.

2. Question: \_\_\_\_\_

\_\_\_\_\_

Answer: For a period of about 300 years, until 800 B.C., warfare was common and trade and cultural activities decreased.

3. Question: \_\_\_\_\_

\_\_\_\_\_

Answer: This type of location made a city easier to defend.

4. Question: \_\_\_\_\_

\_\_\_\_\_

Answer: The people of the different city-states shared a common language and myths, believed in the same gods and heroes, and had a love of sports.

5. Question: \_\_\_\_\_

\_\_\_\_\_

Answer: They needed to feed a growing population and there was a lack of good farmland.

—Chapter 4. Ancient Greece—  
 INFORMATION SEARCH  
**Compare and Contrast**

*Ancient Greece:* Athens and Sparta. Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

**Directions:** Place an **X** in any of the columns in which you think the word or phrase applies. Be prepared to explain the reasons for your choices.

	ATHENS	SPARTA	BOTH
City-state			
Democracy			
Individual freedom			
Militaristic			
Loyalty to state			
Oligarchy			
Slaves			
Strong army			
Strong navy			
Women valued			
Extensive trade			
Wide colonization			
Athletics important			
Encouraged creative thinking			
Weak babies left to die			



## —Chapter 4. Ancient Greece—

## INFORMATION SEARCH

## Mapping

*Ancient Greece:* The Classical Age of Greece. Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

**Directions:** Place the following terms on the map below. The lettered spaces are for main ideas. The numbered spaces are for details (one number 3 space will not be used).

Aristophanes	Euclid	Hippocrates	Math & medicine	Philosophy	Sophocles
Aristotle	Euripides	Homer	Parthenon	Plato	Theater
Art & architecture	Government	Internal Wars	Pericles	Pythagoras	Vases
Athenian Empire	Herodotus	Literature	Phidias	Socrates	

<b>A.</b>  1. _____ 2. _____ 3. _____	<b>T h e  G o l d e n  A g e  o f  G r e e c e</b>	<b>B.</b>  1. _____ 2. _____ 3. _____
<b>C.</b>  1. _____ 2. _____ 3. _____		<b>D.</b>  1. _____ 2. _____ 3. _____
<b>E.</b>  1. _____ 2. _____ 3. _____		<b>F.</b>  1. _____ 2. _____ 3. _____

—Chapter 4. Ancient Greece—

INFORMATION SEARCH

Who, What, When, and Where

*Ancient Greece:* The Spread of Greek Culture. Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

Directions: Complete the following chart.

WHO	DID WHAT	WHEN	WHERE
Philip II			
Alexander the Great			
Alexander's generals		After 323 B.C.	
	The Hellenistic Age	323 B.C.–90 B.C.	
The Romans		30 B.C.	



—Chapter 4. Ancient Greece—  
 POSTREADING  
**Reflection and Reaction**

*Ancient Greece*

**Directions:** Place a check (✓) in any column in which you think the word or phrase applies. Be prepared to explain the reasons for your choices.

	<b>ATHENIAN DEMOCRACY</b>	<b>AMERICAN DEMOCRACY</b>	<b>BOTH</b>
Right to trial by jury			
Wealth required for public office			
Creative thinking encouraged			
Individual freedom			
Militarism			
Patriotism			
Citizenship restricted			
Women equal with men			
Direct democracy			
Age qualification for public office			
Citizens required to serve in the army in times of danger			
Reforms slowly decreased power of wealthy few			

Now, working in small groups, agree among yourselves on the correct columns for the words. Mark the group choices with an **X**. Then choose a leader to share with the class your decisions and the reasons for your decisions.



—Chapter 4. Ancient Greece—  
 POSTREADING  
**Vocabulary Activity—  
 Related Words**

*Ancient Greece***Part I**

**Directions:** Cross out the one word or phrase that does not belong in each group of four below. Then on the line below each group, describe the relationship between the remaining three words or phrases.

1. Alexander	Darius	Pericles	Philip II
<hr/>			
2. Aristotle	Athena	Plato	Socrates
<hr/>			
3. citizens	foreigners	slaves	women
<hr/>			
4. Dark	Golden	Hellenistic	polis
<hr/>			
5. Homer	<i>Iliad</i>	<i>Odyssey</i>	<i>The Republic</i>
<hr/>			
6. Alexandria	Athens	city-state	Sparta
<hr/>			
7. aristocracy	democracy	monarchy	oligarchy
<hr/>			

**Part II**

**Directions:** Use the three words that you did not cross out for questions 1, 2, and 7 in sentences on the lines below.

1. \_\_\_\_\_
2. \_\_\_\_\_
7. \_\_\_\_\_

—Chapter 4. Ancient Greece—  
POSTREADING  
**Three-Level Study Guide**

**PERICLES'S FUNERAL ORATION\***

Our ancestors, by their bravery, gave us this free state. They deserve praise, and so do our fathers, who added to this inheritance the empire we now possess. Our country is self-sufficient, whether for peace or for war. But, how did we rise to our position of power? Under what form of government and lifestyle did our empire become great?

Our government is called a democracy. It is a government of the many, not of the few. The laws secure equal justice to all. Public service is a reward for merit. Neither is poverty a bar. A man may serve his country even if he is poor. We enjoy freedom in both our government and our private life. We are not suspicious nor criticize a neighbor for doing what he likes. This freedom in our private lives does not lead us to doing wrong. As citizens, we have been taught to respect our officials and the laws.

The Spartans from their earliest youth seek bravery by harsh discipline, we live at ease. Yet, we are just as ready to face danger. As proof of this, it may be noticed that the Spartans do not invade our country alone, but with all their allies. If then we prefer to meet danger with a light heart, but without rigorous training, and with a courage gained by habit and not reinforced by law, are we not the gainers?

We alone regard a man who takes no interest in public affairs, not as harmless, but as useless. Our citizens, though occupied with business and farming, are still good judges of public matters. We think of discussion not as an obstacle to action, but as a necessary introduction to any action. . . .

---

\*Adapted from Albert R. Chandler, ed. *The Clash of Political Ideals*. New York: D. Appleton-Century Company, Inc., 1940.

POSTREADING (*continued*)**THREE-LEVEL QUESTIONNAIRE**

**Directions:** Read Pericles's Funeral Oration, then follow the directions below and place **X's** in the column labelled "You."

**Literal Level—What did the author say?**

Based on your reading, place an **X** on the line provided for each statement that you agree the author made.

<b>You</b>		<b>GROUP</b>
_____	1. Democracy is government of the many, not of the few.	_____
_____	2. Athenian laws provide equal justice for all.	_____
_____	3. Our lives have made us braver than the Spartans.	_____
_____	4. Thought and discussion are necessary before any action.	_____

**Interpretive Level—What did the author mean?**

Based on your reading, place an **X** before each statement that you believe shows what the author meant by what he said.

_____	1. Male citizens of Athens may actively take part in government decisions.	_____
_____	2. We allow no slavery in Athens.	_____
_____	3. In their private lives all who live in Athens, except slaves, enjoy freedom.	_____
_____	4. Public leaders are chosen for their abilities and respected.	_____

**Applied Level—What principle is involved?**

Place an **X** before each statement(s) that represents the central idea of the speech.

_____	1. Pride in their history and country unites a people.	_____
_____	2. Government should be of the people, by the people, and for the people.	_____
_____	3. Right makes might.	_____

From the list below, circle the word that would make the best title for this speech. You may create a title of your own, if you wish.

Liberty

Justice

Patriotism

Superiority

Now, in small groups, make decisions about the answers and place **X's** in the column marked "Group". Make sure your choices are unanimous and backed by evidence. You may make changes in the statements to reach agreement.

**—Chapter 5. Ancient Rome—**  
**PREREADING**  
**Survey**

*Ancient Rome.* Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

**Directions:** Read the chapter introduction, the chapter summary, and the title of the chapter. Then write what you think will be the main idea of the chapter.

Main Idea: \_\_\_\_\_

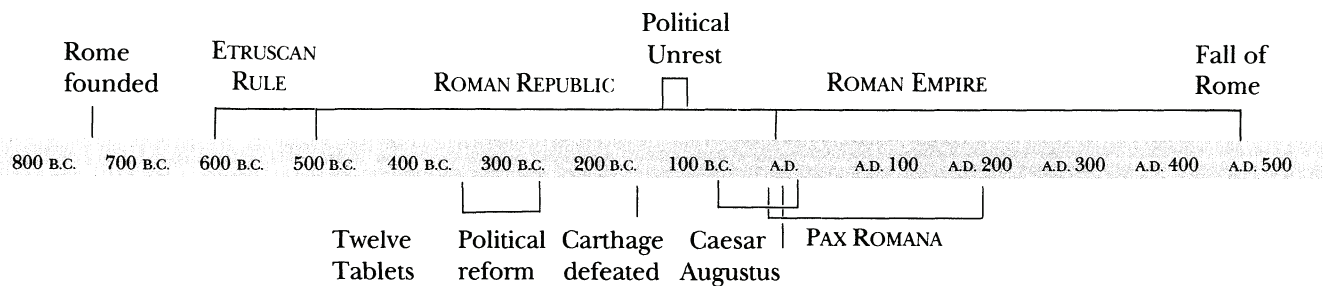
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Time Line**



Study the time line. Based on your analysis, give it a suitable title.

Title: \_\_\_\_\_

\_\_\_\_\_

Now look over the subtitles, pictures and captions, and maps and charts in the chapter. What do you expect the chapter to be about?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## PREREADING

## Vocabulary Activity—Categorizing

**Ancient Rome.** Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

**Directions:** After studying the list below, decide upon at least three categories into which the words could be divided. List the categories you have chosen at the top of each column. Then, place each of the words listed under the category to which it is related. You may have more than three categories if you wish. Be prepared to explain your reasoning.

Augustus	dictator	Hannibal	representative
Carthage	emperor	Italy	republic
Constantine	empire	Jesus	Rome
Constantinople	Etruscans	Julius Caesar	senator
consul	Greeks	Latins	tribune

## GOVERNMENT

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are organized into three distinct vertical columns. Each column contains ten evenly spaced horizontal lines, providing a template for writing or drawing. There are no margins, text, or other markings on the page.



—Chapter 5. Ancient Rome—  
INFORMATION SEARCH  
**Combined Guide—Sequence/  
Cause and Effect**

**Ancient Rome:** The Rise of the Republic. Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

### Part I. Sequence

**Directions:** Read the following headlines, then write them on the lines below in chronological order.

Tribunes Chosen to Protect the Rights of the Plebeians	Plebeians Gain Full Rights
Twelve Tablets Are Placed in the Forum	Patricians Control the Republic
Rome Controls All of Italy	Latins Revolt
Punic Wars Begin	Etruscans Rule Rome

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_
- E. \_\_\_\_\_
- F. \_\_\_\_\_
- G. \_\_\_\_\_
- H. \_\_\_\_\_

### Part II. Cause and Effect

**Directions:** Now, write the letter of the reordered events above in the spaces below to show a cause-and-effect relationship.

CAUSE	EFFECT
1. The Etruscans were harsh rulers.	_____
2. The Roman army was the strongest in Italy.	_____
3. The Plebeians were needed to fight.	_____
4. The Plebeians felt that the Patricians rewrote the laws.	_____
5. The Plebeians struggled for 200 years to get equal rights.	_____
6. The Patricians were rich and powerful landowners.	_____
7. Carthage threatened Sicily and southern Italy.	_____
8. The Etruscans had a strong army.	_____

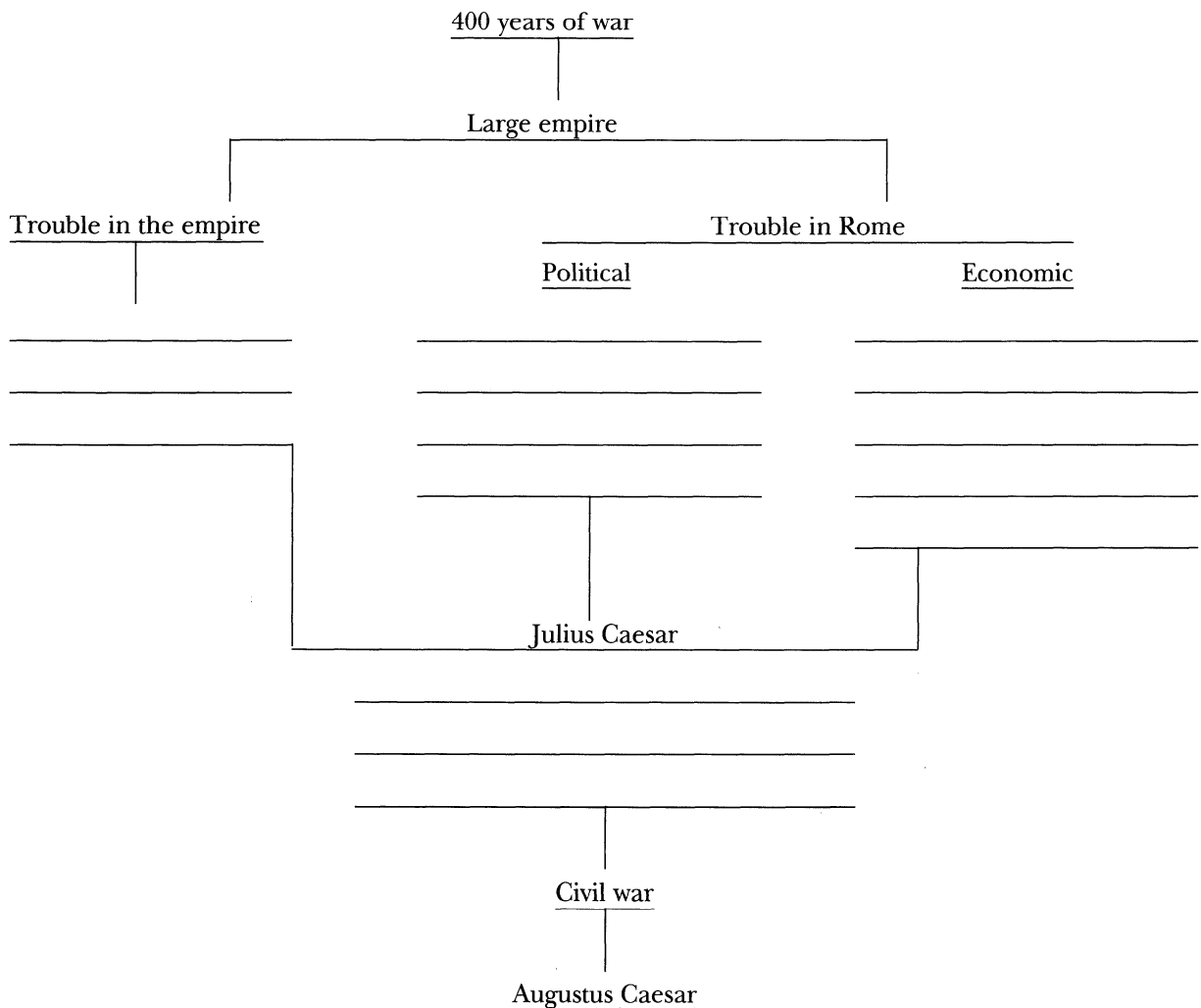


**—Chapter 5. Ancient Rome—**  
**INFORMATION SEARCH**  
**Structured Overview**

**Ancient Rome:** The End of the Republic. Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

**Directions:** Place the words below in the correct place or places on the chart. The crossed-out words have been done for you.

<del>400 Years of War</del>	Dictator	Large estates and slaves	Revolts
Assassination	<del>Economic</del>	Large standing armies	Riots
Attempted reforms	Failed reforms	<del>Political</del>	Roman mob
<del>Augustus Caesar</del>	Free games and food	Power struggles	<del>Trouble in Rome</del>
<del>Civil war</del>	<del>Julius Caesar</del>	Powerful generals	<del>Trouble in the Empire</del>
Civil war	<del>Large Empire</del>	Reforms	Unemployment
Corruption			

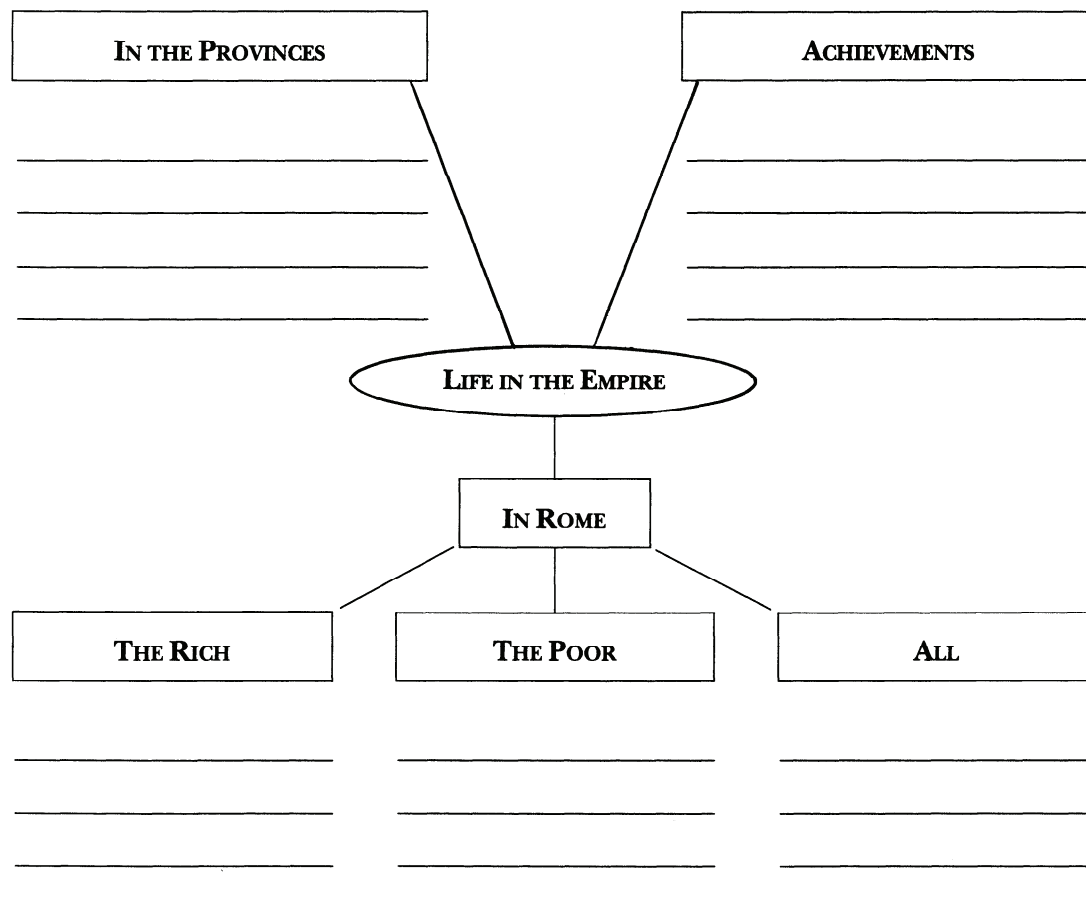


**—Chapter 5. Ancient Rome—**  
**INFORMATION SEARCH**  
**Mapping**

**Ancient Rome:** Life in the Empire. Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

**Directions:** Place the words and phrases below on the map in the order that best summarizes *your* understanding of the section. Try to use each term only once.

Architecture	Danger of fire	Security
Baths	Forum	Slaves
Circus Maximus	Language	Townhouses
Cities	Law	Trade
Colosseum	Luxuries	Unemployment
Country estates	Peace	Work on public buildings
Crowded apartments	Roads	



**—Chapter 5. Ancient Rome—**  
INFORMATION SEARCH  
**Questions for Answers—**  
**Cause and Effect**

*Ancient Rome:* The Decline of Rome. Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

**Directions:** Below are some answers. Write a question to go with each answer.

1. Question:

Answer: There was no accepted way to name a new emperor when one died.

2. Question:

Answer: The Roman army had to be enlarged to defend the frontier from Germanic tribes who, under pressure from the Huns, entered and attacked Rome from the west.

3. Question:

Answer: Civil Wars, defending the frontiers, and a larger army required much higher taxes.

4. Question:

Answer: High prices and high taxes lowered demand for goods, while warfare disrupted trade.

5. Question:

Answer: After 128 A.D., there were many emperors who weakened the government and the values of the Romans with their dishonesty, corruption, or lack of ability.

**—Chapter 5. Ancient Rome—**  
**INFORMATION SEARCH**  
**Questions for Answers—**  
**Cause and Effect (*continued*)**

**Ancient Rome:** The Decline of Rome (continued)

**Directions:** Below are some answers. Write a question to go with each answer.

6. Question:

Answer: Attempts to strengthen the empire, and the growing strength of the eastern part, lead to the Empire being divided into Western and Eastern Empires.

7. Question:

Answer: The growing strength of the Eastern Empire and the growing weakness of the Western Empire led Constantine to move the capital to Constantinople.

8. Question:

Answer: The last Roman emperor was forced to give his throne and title to a powerful German chieftain.

9. Question:

Answer: Western Rome was divided into small kingdoms ruled by German chieftains who allowed roads and bridges to crumble, so trade almost disappeared.

10. Question:

Answer: Because of its strength, strategic location, and lack of invasion by outsiders, the Eastern Empire, known as the Byzantine Empire, lasted another 1000 years.



—Chapter 5. Ancient Rome—  
INFORMATION SEARCH  
**Using Context Clues**

**Ancient Rome:** The Jews and the Christians. Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

**Directions:** Place each of the words listed below on the proper line in the paragraph to show its correct place in the paragraph.

crucifixion	freedom	monotheism	Roman	sins
Eastern	Jesus	Palestine	Romans	Ten Commandments
Egypt	Jews	persecution	Rome	

The Jews were the first to believe in one God. Traveling from Sumer, the Jews reached, conquered, and settled in the land of \_\_\_\_\_ on the Mediterranean coast. Through the centuries they were conquered by many people and enslaved in \_\_\_\_\_ and Babylon. Allowed to returned to Palestine by the Persians, they were later conquered by the Greeks and, finally, the \_\_\_\_\_. Through this time and oppression they kept their belief in \_\_\_\_\_. Knowing the \_\_\_\_\_ believed in one God, the Romans did not try to force other gods on them, but the Jews, desiring their \_\_\_\_\_, were restless under Roman rule and revolted many times. Even destroying the Jews' temple and forcing them out of Palestine did not end the problem for the Romans.

During the years of discontent, a Jew named \_\_\_\_\_ traveled through Palestine and taught the people. He based his teachings on the Jewish \_\_\_\_\_. He taught that all people were equal in God's eyes, that they should love the one God and each other, that God would forgive their \_\_\_\_\_, and that a happy life in heaven awaited people after death.

Jesus's teachings were carried throughout the Roman empire after his \_\_\_\_\_. The Roman Emperor was now considered a god, and the Christians' refusal to worship the emperor led to their \_\_\_\_\_. Two of the Christian leaders, Peter and Paul, were killed in Rome when Nero was emperor. The appeal of Christianity was strong, and after more than three centuries of persecution the practice of Christianity was allowed. It finally became the official religion of \_\_\_\_\_.

When Rome was divided into East and West Empires, the Christian Church also split between the \_\_\_\_\_ Catholic Church in the West and the \_\_\_\_\_ Orthodox Church in the East. After the fall of Rome, the church and its language, Latin, were the unifying factors in European life.

—Chapter 5. Ancient Rome—  
 POSTREADING  
**Reflection and Reaction**

*Ancient Rome*

**Directions:** Place a check (✓) in any of the columns in which you think the word or phrase applies. Be prepared to explain the reasons for your choices.

	ROMAN REPUBLIC		ROMAN EMPIRE	
	EARLY DAYS	WITH EMPIRE	BEFORE 180 A.D.	AFTER 180 A.D.
Citizen army				
Civil wars				
High standard of public service				
Individual freedom				
Mercenary army				
Militarism				
Many poor and unemployed				
Many slaves				
Wealthy few are powerful.				
Professional army				
Reforms increased power of common citizens.				
Representative government				
Rich became richer.				
Romans led simple lives.				
Ruler often chosen by army				
Successful revolt by German tribes				

Now, working in small groups, agree among yourselves on the correct columns for the words. Mark the group choices with an **X**. Then choose a leader to share your decisions and the reasons for them with the class.



—Chapter 5. Ancient Rome—  
 POSTREADING  
**Vocabulary Activity—  
 Related Words**

**Ancient Rome****Part I**

**Directions:** Cross out the one word or phrase that does not belong in each group of four below. Then on the line below each group, describe the relationship between the remaining three words or phrases.

1. Augustus	Caesar	Hannibal	Constantine
-------------	--------	----------	-------------

2. citizens	foreigners	slaves	women
-------------	------------	--------	-------

3. consul	president	senator	tribune
-----------	-----------	---------	---------

4. baths	Colosseum	Circus Maximus	gladiators
----------	-----------	----------------	------------

5. Carthaginians	Etruscans	Germanic tribes	Greeks
------------------	-----------	-----------------	--------

6. Byzantium	Constantinople	Istanbul	Rome
--------------	----------------	----------	------

7. aristocracy	empire	monarchy	republic
----------------	--------	----------	----------

**Part II**

**Directions:** Use the three words that you did not cross out for questions 1, 3, and 7 in sentences on the lines below:

1. \_\_\_\_\_

3. \_\_\_\_\_

7. \_\_\_\_\_

*—Postreading Activity for Unit II—*  
**Reflection and Reaction—**  
**Short Essay**

## Classical Mediterranean Civilizations

**Directions: In a short paragraph, compare the direct, democratic government of Athens with the representative government of the Roman Republic. Begin with a topic sentence. Then write at least three sentences, each containing at least one fact or idea to support your topic sentence. End with a good concluding sentence that relates to your topic. Give your paragraph a title.**

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.



■ UNIT III ■

# Medieval Times in Asia

*(A.D. 400–1600)*

—Chapter 6. Islam—  
PREREADING  
**Anticipation/Reaction Guide**

*The Islamic World:* Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

**Directions:** Respond to each statement twice: once before reading the chapter, and then again after reading the chapter.

Write **A** if you agree with the statement.  
Write **D** if you disagree with the statement.

**BEFORE  
READING**

**AFTER  
READING**

- |       |   |       |
|-------|---|-------|
| _____ | 1. The Middle East is where the continents of Europe, Africa, and Asia meet.                  | _____ |
| _____ | 2. Only nomadic Arabs lived on the Arabian peninsula.   | _____ |
| _____ | 3. Muhammad said he was the last prophet of God.  | _____ |
| _____ | 4. Before Muhammad, the Arabs worshipped many gods.   | _____ |
| _____ | 5. Muhammad and the new religion were immediately successful.                                 | _____ |
| _____ | 6. Muhammad was both a religious and a political leader.                                      | _____ |
| _____ | 7. After Muhammad's death, the new religion was named Muhammadism in his honor.               | _____ |
| _____ | 8. The religion of Islam united the Arabian people as they were never united before.          | _____ |
| _____ | 9. Immediately after Muhammad's death, a new leader seized power by force.                    | _____ |
| _____ | 10. The Arabian armies helped spread Islam by their conquest of neighboring countries.        | _____ |
| _____ | 11. The Islamic Empire spread from Spain to the Indus Valley and the western border of China. | _____ |

**—Chapter 6. Islam—**  
**PREREADING**  
**Survey**

*The Islamic World.* Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

**Directions:** Read the chapter introduction, the chapter summary, and the title of the chapter. Then write what you think will be the main idea of the chapter.

Main Idea:

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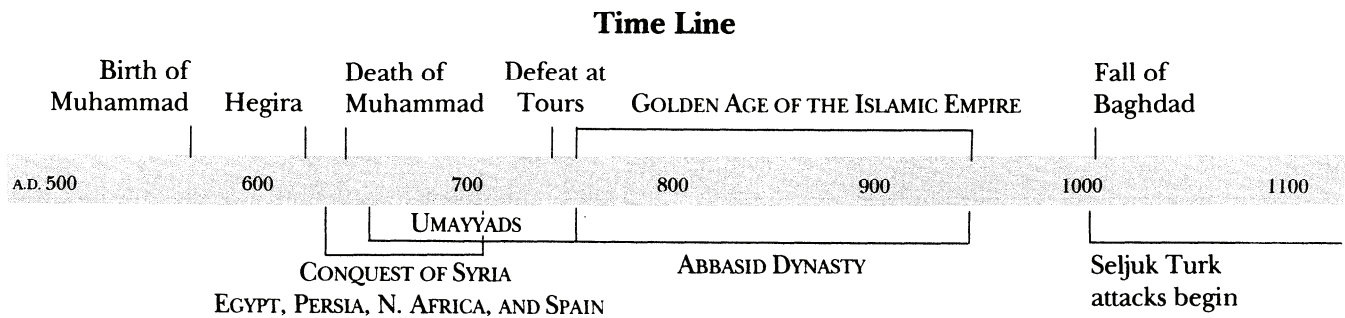
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Study the time line. Based on your analysis, give it a suitable title.

Title:

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Now look over the subtitles, pictures and captions, maps and charts in the chapter. What do you expect the chapter to be about?



**—Chapter 6. Islam—**

## PREREADING

## Vocabulary Activity—Categorizing

*The Islamic World.* Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

**Directions:** After studying the list below, decide upon the seven categories into which the words, grouped by threes, could be divided. List the categories you have chosen on the long lines at the top of each group of three. Then place each of the words listed under a category to which it is related. Be prepared to explain your reasoning. Use each word in the list only once.

Allah

church

Jews

mosque

## Arabia

God

## Judaism

## Muslims

## Bible

## Islam

## Koran

## Persia

## Byzantium

# Jehovah

## Mecca

temple

## Christians

Jerusalem

Medina

# Torah

## Christianity

This image shows a blank sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slightly textured appearance.

—Chapter 6. Islam—  
INFORMATION SEARCH  
**Pattern Guide—Sequence**

***The Islamic World:*** The Rise of Islam. Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

**Directions:** Read the following phrases, then write them on the lines below in chronological order.

Arabs, under the Caliph, are determined to spread Islam.

Birth of Muhammad

Death of Muhammad

Enemies force Muhammad to flee to Yathrib (Medina).

Forces of Muhammad take Mecca.

Islam is spread through Arabia.

Mecca becomes Islam's holy city.

Medina accepts Islam.

Muhammad preaches in Mecca.

People of Arabia are united under the caliph.

Tribes of Arabia often war with each other.

Voice tells Muhammad there is only one God.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

**—Chapter 6. Islam—**  
**INFORMATION SEARCH**  
**Mapping**

***The Islamic World:*** The Expansion of Islam, Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

**Directions:** Place the words and phrases below on the map in an order that best summarizes your understanding of the section.

Byzantium weakened by wars

Christians could keep their religion.

Conquests

Desire for wealth

Excellent army

Holy war (jihad)

Islamic rule

Jews could keep their religion.

Non-Muslims taxed

North Africa

Overpopulation

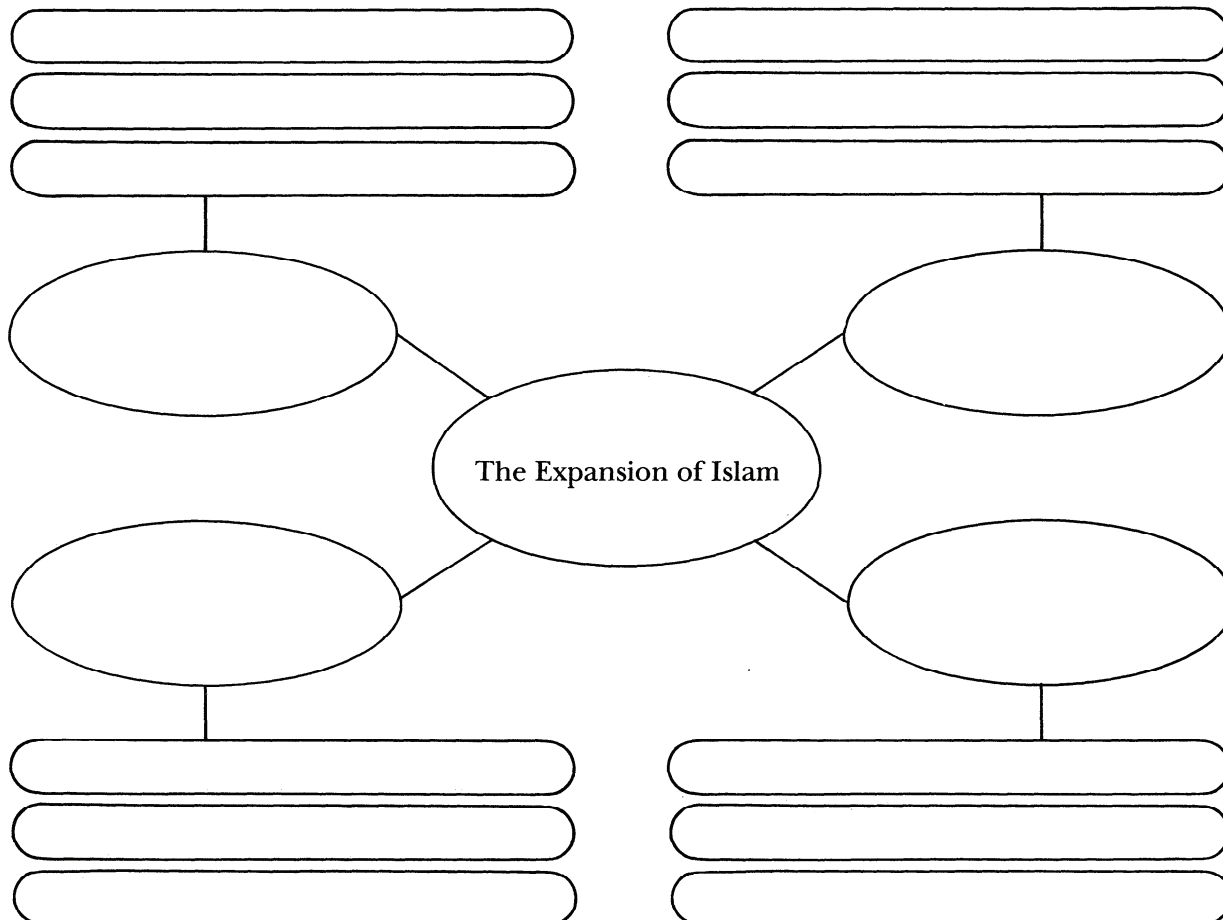
Persia

Persia weakened by wars

Spain

Reasons for expansion

Reasons for success





—Chapter 6. Islam—  
POSTREADING  
**Compare and Contrast**

*The Islamic World:* Religions of the Middle East. Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

**Directions:** Place an **X** in any of the columns in which you think the word or phrase applies. Be prepared to explain the reasons for your choices.

	JUDAISM	CHRISTIANITY	ISLAM
Allah is the one God.			
Bible contains basic beliefs.			
Holy wars			
Jerusalem is a holy city.			
Jesus is a prophet.			
Koran contains basic beliefs.			
There is life after death.			
Mecca is a holy city.			
Muhammad was God's greatest and last prophet.			
There is only one God.			
Should pray five times a day			
Believe they are the chosen people			
The Messiah will come.			
The Son of God died to save men from sin.			
Torah contains basic beliefs.			



**—Chapter 7. India, China, and Japan—**  
**PREREADING**  
**Survey**

**India.** Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

**Directions:** Read the chapter introduction, the chapter summary, and the title of the chapter. Then write what you think will be the main idea of the chapter.

Main Idea:

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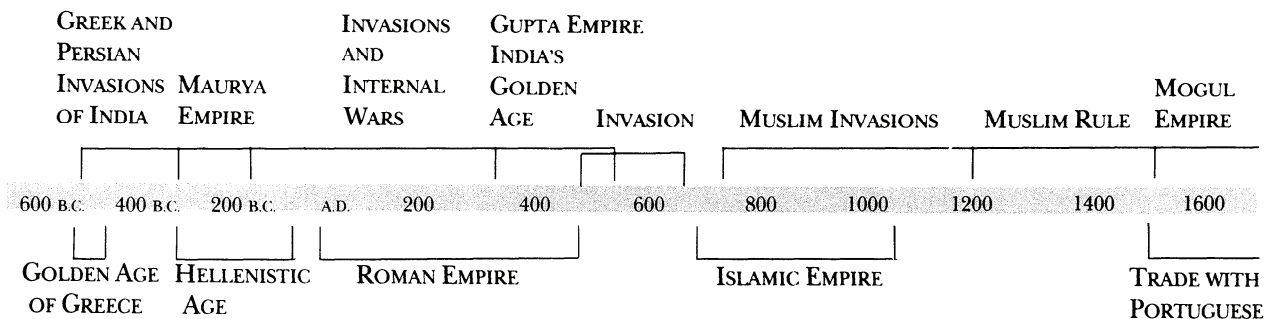


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**Time Line**



Study the time line. Based on your analysis, give it a suitable title.

Title:

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Now look over the subtitles, pictures and captions, and maps and charts in the chapter. What do you expect the chapter to be about?

—Chapter 7. India, China, and Japan—  
INFORMATION SEARCH  
**Anticipation/Reaction Guide**

**India:** Indian Society and Culture. Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

**Directions:** Respond to each statement twice: once before reading the section, and again after reading the section.

Write **A** if you agree with the statement.  
Write **D** if you disagree with the statement.

**BEFORE  
READING**

**AFTER  
READING**

- |       |   |       |
|-------|---|-------|
| _____ | 1. Women and men were considered equal.   | _____ |
| _____ | 2. Under the caste system, each child learned the occupation of his or her parents.                             | _____ |
| _____ | 3. The oldest male was head of the family and made the decisions for the family.                                | _____ |
| _____ | 4. The usual Indian family included father and mother, unmarried children, and married sons and their families. | _____ |
| _____ | 5. The caste (jati) system became less rigid, and it was possible for a person to change caste by marriage.     | _____ |
| _____ | 6. India developed trade with much of the world.  | _____ |
| _____ | 7. The Indian economy was based on farming.   | _____ |
| _____ | 8. The strict caste system united Indians, since they all knew their positions in society and their duties.     | _____ |
| _____ | 9. India became a country divided between Hindus and Muslims.   | _____ |
| _____ | 10. The use of the zero and “Arabic” numerals in mathematics were Indian developments.                          | _____ |
| _____ | 11. Students from other Asian countries came to India to study at its universities.                             | _____ |

**—Chapter 7. India, China, and Japan—**  
**INFORMATION SEARCH**  
**Mapping**

**India:** India's Golden Age. Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

**Directions:** Place the following terms on the map below. The lettered spaces are for main ideas. The numbered spaces are for details. Use each term only once.

Arabic numerals	Earth circles sun.	Paintings	Earth is round.	Surgery
Arts	Fables	Poems	Sculptures	Universities
Astronomy	Government	Prepared medicines	Security	Writing
Buildings	Mathematics	Roads	Setting of broken bones	Zero
Decimals	Medicine	Earth rotates.	Stories	

<b>A.</b> <hr/> 1. <hr/> 2. <hr/> 3. <hr/>	<b>T h e  G o l d e n  A g e  o f  I n d i a</b>	<b>B.</b> <hr/> 1. <hr/> 2. <hr/> 3. <hr/>
<b>C.</b> <hr/> 1. <hr/> 2. <hr/> 3. <hr/>		<b>D.</b> <hr/> 1. <hr/> 2. <hr/> 3. <hr/>
<b>E.</b> <hr/> 1. <hr/> 2. <hr/> 3. <hr/>		<b>F.</b> <hr/> 1. <hr/> 2. <hr/> 3. <hr/>

**—Chapter 7. India, China, and Japan—**  
**PREREADING**  
**Survey**

**China.** Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

**Directions:** Read the chapter introduction, the chapter summary, and the title of the chapter. Then write what you think will be the main idea of the chapter.

Main Idea:

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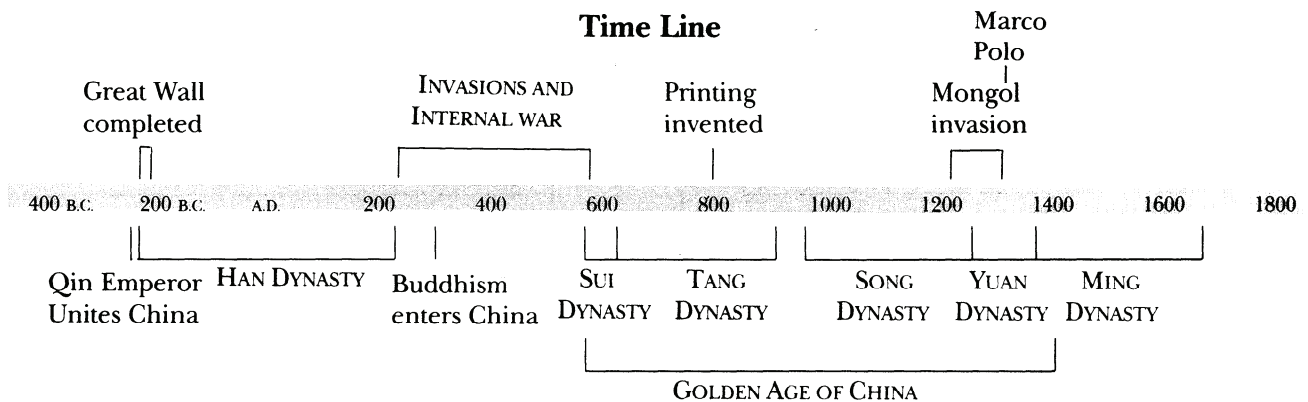
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Study the time line. Based on your analysis, give it a suitable title.

Title:

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Now look over the subtitles, pictures and captions, and maps and charts in the chapter. What do you expect the chapter to be about?

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—Chapter 7. India, China, and Japan—  
INFORMATION SEARCH  
**Anticipation/Reaction Guide**

**China:** Chinese Society and Culture. Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

**Directions:** Respond to each statement twice: once *before* reading the section, and again *after* reading the section.

Write **A** if you agree with the statement.  
Write **D** if you disagree with the statement.

**BEFORE  
READING**

**AFTER  
READING**

- |       |  |       |
|-------|--|-------|
| _____ | 1. The Chinese were unified by race and spoken language.   | _____ |
| _____ | 2. A large percentage of the land in China is suitable for farming.  | _____ |
| _____ | 3. The Chinese economy was based on intensive farming.   | _____ |
| _____ | 4. Most Chinese farmers worked the land they owned.  | _____ |
| _____ | 5. The basic unit of Chinese society was the family.   | _____ |
| _____ | 6. The favored Chinese family included father and mother, unmarried children, and married sons and their families. | _____ |
| _____ | 7. The oldest male was head of the family and made the decisions for the family.                                   | _____ |
| _____ | 8. Since they were somewhat isolated, the Chinese never needed to be concerned about foreign invasions.            | _____ |
| _____ | 9. After Confucius, government jobs were often open to those who could pass special examinations.                  | _____ |
| _____ | 10. Chinese women often held positions in the government.  | _____ |



—Chapter 7. India, China, and Japan—  
INFORMATION SEARCH  
**Anticipation/Reaction Guide**

**China:** The Golden Age of China. Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

**Directions:** Respond to each statement twice: once *before* reading the section, and again *after* reading the section.

Write **A** if you agree with the statement.  
Write **D** if you disagree with the statement.

**BEFORE  
READING**

**AFTER  
READING**

- |       |   |       |
|-------|---|-------|
| _____ | 1. China's Golden Age during the Tang and Song Dynasties was a time of peace and prosperity.                | _____ |
| _____ | 2. Paper and the magnetic compass are two early Chinese inventions.   | _____ |
| _____ | 3. The Chinese were also the first to use cannons and block printing.                                       | _____ |
| _____ | 4. During its Golden Age, China was a technologically advanced country.                                     | _____ |
| _____ | 5. As the demand for Chinese products increased, the Chinese developed both land and sea trade routes.      | _____ |
| _____ | 6. They traded silk, porcelain, and other products with India and, through Arabic Moslems, with Europe.     | _____ |
| _____ | 7. The Chinese produced great and distinctive art, literature, and architecture during this period.         | _____ |
| _____ | 8. The achievements in art and learning continued under the rule of the Mongol Yuan dynasty.                | _____ |
| _____ | 9. Kublai Khan and the Mongols made great and lasting changes in Chinese civilization and culture.          | _____ |
| _____ | 10. The written record of the travels of Marco Polo gave Europeans their first in-depth knowledge of China. | _____ |

**—Chapter 7. India, China, and Japan—**  
**PREREADING**  
**Survey**

**Japan.** Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

**Directions:** Read the chapter introduction, the chapter summary, and the title of the chapter. Then write what you think will be the main idea of the chapter.

**Main Idea:**

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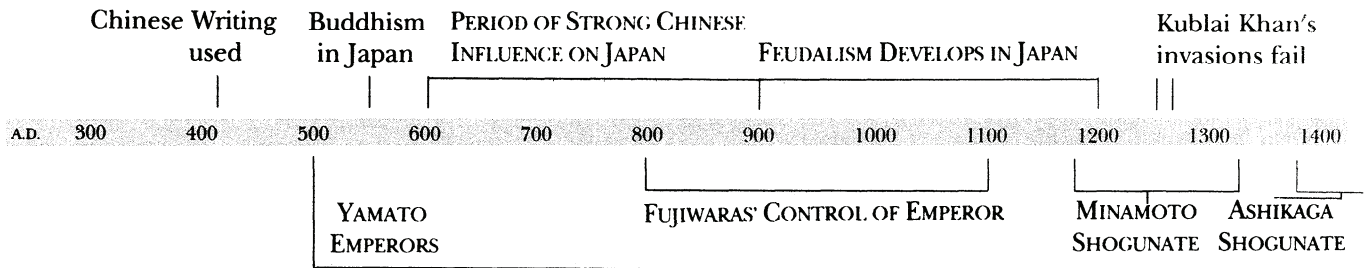


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**Time Line**



Study the time line. Based on your analysis, give it a suitable title.

**Title:**

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Now look over the subtitles, pictures and captions, and maps and charts in the chapter. What do you expect the chapter to be about?

—Chapter 7. India, China, and Japan—  
INFORMATION SEARCH  
**Anticipation/Reaction Guide**

**Japan:** Japanese Civilization and Culture. Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

**Directions:** Respond to each statement twice: once *before* reading the section, and again *after* reading the section.

Write **A** if you agree with the statement.  
Write **D** if you disagree with the statement.

**BEFORE  
READING**

**AFTER  
READING**

- |       |   |       |
|-------|---|-------|
| _____ | 1. Japan is a hilly and mountainous country of many islands.  | _____ |
| _____ | 2. The clans of Japan were united under the Yamatos, from whom all Japan's emperors have come.            | _____ |
| _____ | 3. Chinese writing and Buddhism were introduced to Japan through Korea.                                   | _____ |
| _____ | 4. The Japanese accepted Buddhism, and the native Shinto religion disappeared from the country.           | _____ |
| _____ | 5. Chinese culture was forced on the leaders of Japan.  | _____ |
| _____ | 6. The Japanese adapted the Chinese writing to their language and developed a written form of Japanese.   | _____ |
| _____ | 7. Buddhism and many of the teachings of Confucius were widely accepted by the Japanese.                  | _____ |
| _____ | 8. The Japanese were influenced by Chinese art, literature, science, and government.                      | _____ |
| _____ | 9. Later, many leaders of Japan felt they had learned all they could learn from the Chinese.              | _____ |
| _____ | 10. The Japanese blended Chinese culture and their own cultural heritage into a new Japanese way of life. | _____ |

**—Chapter 7. India, China, and Japan—**  
**INFORMATION SEARCH**  
**Structured Overview**

**Japan:** Feudal Society in Japan. Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

**Directions:** Place the words below in the correct places on the chart to show the relative positions of the social classes in feudal Japan. Draw vertical lines to show the lines of direct authority in Japanese feudal society. Then use any remaining words to complete the chart. One has been done for you.

Artisans	Emperor	Loyalty	Samurai
Bravery	Honor	Merchants	Self-discipline
<del>Bushido (Samurai code)</del>	Land	Peasant farmers	Shogun
Daimyos (local lords)			

→	
Bushido (Samurai code)	
→	

\_\_\_\_\_ and \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**—Postreading Activities for Unit III—**  
**Reflection and Reaction**

***Medieval Times in Asia***

**Directions:** Place a check (✓) in any of the columns in which you think the word or phrase applies. Be prepared to explain the reasons for your choices.

	EARLY INDIA	EARLY CHINA	EARLY JAPAN	ARABIC ISLAM
Children must follow occupation of parent.				
Economy based on farming and trade.				
Had periods of national unity and disunity				
Invaded by Mongols				
Low % of good farm land				
Many inventions and an advanced technology				
Many mathematical and astronomical advances				
Most farmers owned their land.				
Oldest male head of family				
Others came to study in country.				
Religion spread to neighbors.				
Social mobility possible				
Strongly affected by outside cultures				
Suffered frequent invasions				
Was geographically isolated				
Women and men considered equal				

Now, working in small groups, agree among yourselves on the correct columns for the words. Mark the agreed-upon choices with an **X**. Then choose a leader to share your decisions and the reasons for your decisions with the class.







■ UNIT IV ■

**Medieval Times  
in Africa and  
the Americas**

*(1000 B.C.-A.D. 1600)*

**—Chapter 8. Africa—**  
**PREREADING**  
**Survey**

**Africa.** Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

**Directions:** Read the chapter introduction, the chapter summary, and the title of the chapter. Then write what you think will be the main idea of the chapter.

**Main Idea:**

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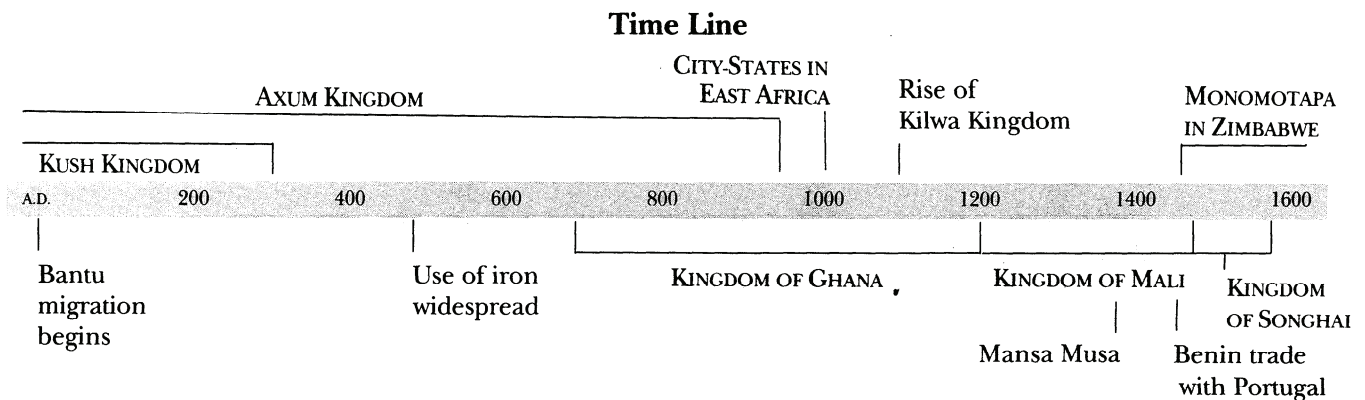
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Study the time line. Based on your analysis, give it a suitable title.

**Title:**

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Now look over the subtitles, pictures and captions, and maps and charts in the chapter. What do you expect the chapter to be about?

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—Chapter 8. Africa—  
PREREADING  
**Advance Organizer—Using  
Context Clues**

*Africa.* Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

**Directions:** Place each of the words listed below on its proper line in the summary.

African	harbors	markets	rainfall
cities	hunters	pharaohs	Sahara
falls	iron	prosperity	second
farmers			soil

Many developments on the \_\_\_\_\_ continent were unknown to Europeans for many years. While Africa is the \_\_\_\_\_ largest continent, little was known of its development south of the \_\_\_\_\_ Desert. Its coast offered only a few good \_\_\_\_\_, and its rivers, with rapids and \_\_\_\_\_, limited travel by water. Prehistoric Africans, like other early people, were \_\_\_\_\_ and gatherers. Later, many became \_\_\_\_\_ and herders. With the introduction of \_\_\_\_\_ technology and improved farming methods and crops, even the thin \_\_\_\_\_ and unreliable \_\_\_\_\_ of Africa produced a surplus of food. \_\_\_\_\_ developed, and great kingdoms based on trade and agriculture emerged.

Between 1000 B.C. and A.D. 350, the kingdom of Kush was a powerful trading nation, exchanging goods with Egypt and the Middle East. Five Kushite rulers became the \_\_\_\_\_ of Upper Egypt. By A.D. 350, the kingdom of Axum conquered and replaced the Kush. Their \_\_\_\_\_ ended when the trading ports in northern East Africa were seized by the Muslims in the seventh century, cutting them off from their \_\_\_\_\_. By this time, large, successful trading kingdoms were being established by the people of eastern, western, and southern Africa.



—Chapter 8. Africa—  
 INFORMATION SEARCH  
**Who, What, When, and Where**

*Africa:* Western African Trading Kingdoms. Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

**Directions:** Complete the following chart.

WHO	WHAT	WHEN	WHERE
	Control of the salt-gold trade	c. 400–1590	
Muslim traders and Muslim invaders		c. 700 c. 1050–1100	
		c. 1230–1307	The Kingdom of Mali
Mansa Musa		1307–1332	
Mansa Musa		After 1324	Timbuktu
		c. 1200–1800	The Kingdom of Benin (Ife, Oyo)

**—Chapter 8. Africa—**  
INFORMATION SEARCH  
**Questions for Answers—**  
**Main Ideas**

**Africa:** Eastern African Trading Kingdoms. Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

**Directions:** Below are some answers. Write a question to go with each answer.

1. Question:

Answer: Arabian traders developed a profitable trade between the city-states of East Africa and Arabia, Persia, India, and China.

2. Question:

Answer: There was a blending of African and Arabian cultures in the trading cities, with many East Africans becoming Muslims.

3. Question:

Answer: The East African city-states provided a link between the products of the African inland kingdoms and the Asian traders.

4. Question:

Answer: The people of Monomotapa exchanged their mining products in the trading cities for goods from Asia.

5. Question:

Answer: The walls and towers of Zimbabwe are all that remain of the Monomotapa Kingdom.

—Chapter 8. Africa—

POSTREADING

**Reflection and Reaction—  
Short Essay**

*Africa*

**Directions:** List five things that made the development of the first African kingdoms possible. Then write a paragraph, using your list to explain why you think these kingdoms developed.

1.

2.

3.

4.

5.

**Why the First African Kingdoms Developed**

## PREREADING

*The Americas.* Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

**Directions:** Use phrases or sentences to answer the question in the first column.

**Then write questions to complete the second column. Number your answers.**

**Complete the third column after you have read the chapter.**

[illegible]



**—Chapter 9. The Americas—**  
**PREREADING**  
**Survey**

*The Americas.* Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

**Directions:** Read the chapter introduction, the chapter summary, and the title of the chapter. Then write what you think will be the main idea of the chapter.

Main Idea: \_\_\_\_\_

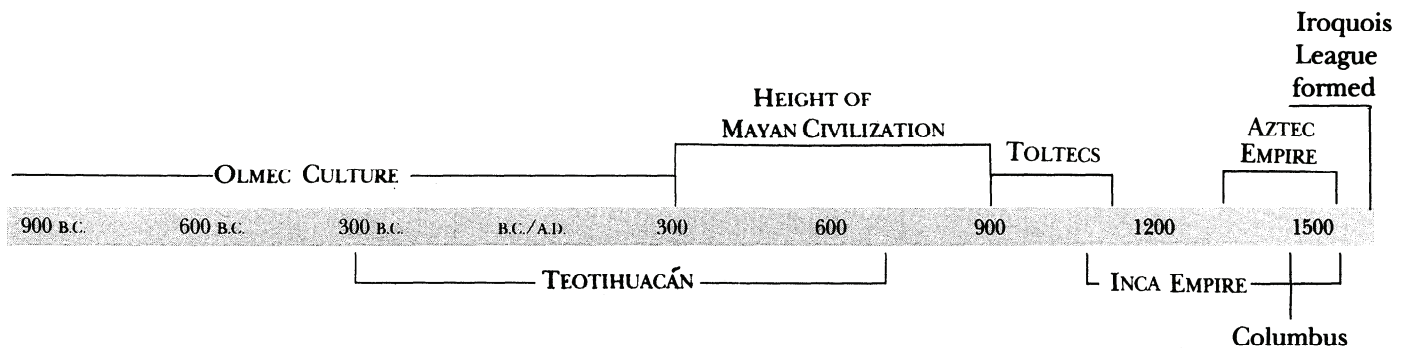
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**Time Line**



Study the time line. Based on your analysis, give it a suitable title.

Title: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Now look over the subtitles, pictures and captions, and maps and charts in the chapter. What do you expect the chapter to be about?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**—Chapter 9. The Americas—**  
**INFORMATION SEARCH**  
**Structured Overview**

**The Americas:** North America. Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

**Directions:** Under each heading on the chart, place six words or phrases from the list below that best show the most important characteristics of the given area and the Indians who lived in it. You will need to use some terms more than once.

Adobe houses	Farming	Hunting	Permanent towns	Tundra (frozen plains)
Buffalo	Fishing	Igloos (snow houses)	Plenty of rain	Wooden houses
Dry	Gathering	Irrigation	Skin tents	
Eskimos	Good soil	Nomadic	Totem poles	

**NORTHERN INDIANS**

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**PACIFIC COAST INDIANS**

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**GREAT PLAINS INDIANS**

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**WOODLAND INDIANS**

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**INDIANS OF THE SOUTHWEST**

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**SOUTHERN WOODLAND INDIANS**

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—Chapter 9. The Americas—  
INFORMATION SEARCH  
**Compare and Contrast**

*The Americas:* Central America. Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

**Directions:** Place a check (✓) in any of the columns in which you think the word or phrase is applicable. Be prepared to explain the reasons for your choices.

	OLMEC CIVILIZATION	CITY OF TEOTIHUACÁN	MAYAN CIVILIZATION	AZTEC CIVILIZATION
Built large pyramids for religious ceremonies				
Built Tenochtitlán as their capital				
Developed a 365-day calendar				
Developed a food surplus				
Had one absolute ruler				
Large cities built as religious centers became centers of trade.				
Lived in farming villages				
Lived in highlands of Mexico				
Lived in rain forests of Mexico and Central America				
Many cities, towns, and villages connected by system of roads				
Reason for the end of their civilization is unknown.				
They studied astronomy.				
Used a zero in their mathematics				
Used a calendar				
Were a warlike people				
Were ruled as city-states				
Worshiped gods of nature				
Wrote with hieroglyphics				

Working in small groups, agree among yourselves on the correct columns for the words. Mark the agreed-upon choices with an **X**. Then choose a leader to share your decisions and the reasons for your decisions with the class.

## INFORMATION SEARCH

Pages \_\_\_\_\_.

**Directions:** In the numbered spaces of the map below, add four details from your reading under each main idea.

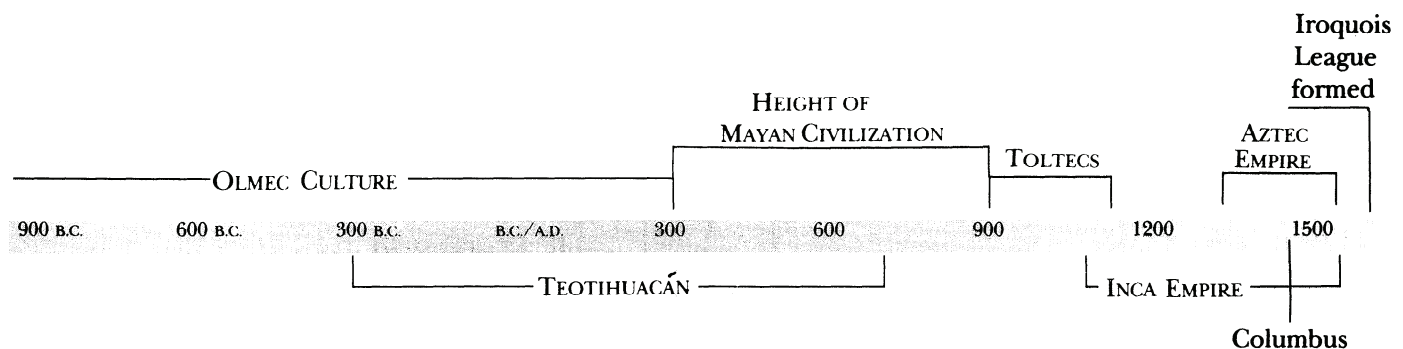
<b>A. ACHIEVEMENTS</b>		<b>T h e  I n c a  E m p i r e</b>	<b>B. CONQUERED PEOPLE</b>	
1. _____			1. _____	
2. _____			2. _____	
3. _____			3. _____	
4. _____			4. _____	
<b>C. FARMING</b>			<b>D. GOVERNMENT</b>	
1. _____			1. _____	
2. _____			2. _____	
3. _____		3. _____		
4. _____		4. _____		
<b>E. MINING</b>		<b>F. RELIGION</b>		
1. _____		1. _____		
2. _____		2. _____		
3. _____		3. _____		
4. _____		4. _____		

—Chapter 9. The Americas—  
 POSTREADING  
**Reflection and Reaction—  
 Summary**

*The Americas*

**Directions:** You have studied the Americas during medieval times and have analyzed and given a title to the time line. Summarize the chapter by studying the time line below and writing a brief paragraph comparing the developments in North, Central, and South America. Begin with a topic sentence. Then write at least three sentences, each containing at least one fact or idea to support your topic sentence. End with a good concluding sentence relating to your topic.

**Time Line**



**Summary**

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**—Postreading Activity for Unit IV—**  
**Reflection and Reaction—**  
**Compare and Contrast**

*Medieval Times in Africa and the Americas*

**Directions:** Place a check (✓) in any of the columns in which you think the word or phrase *generally* applies. Be prepared to explain the reasons for your choices.

	CIVILIZATIONS STUDIED IN				
	WESTERN AFRICA	EASTERN AFRICA	NORTH AMERICA	CENTRAL AMERICA	SOUTH AMERICA
Cities developed.					
Developed a food surplus					
Economy based on farming and trade					
Had a method of writing					
Lived in cities, towns, and villages					
Most farmers owned their land.					
Most lived in farming villages.					
Others came to study in country.					
Society ruled by a monarch					
Strongly affected by outside cultures before 1500					
Studied astronomy					
Used a zero in their mathematics					
Used a calendar					
Were geographically isolated					
Worshipped gods of nature					

Working in small groups, agree among yourselves on the correct columns for the words. Mark the group choices with an **X**. Then choose a leader to share your decisions and the reasons for your decisions with the class.





■ UNIT V ■

# Medieval Times in Europe

*(A.D. 500–1500)*



**—Chapter 10. The Early Middle Ages—**  
**PREREADING**  
**Survey**

*The Early Middle Ages.* Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

**Directions:** Read the chapter introduction, the chapter summary, and the title of the chapter. Then write what you think will be the main idea of the chapter.

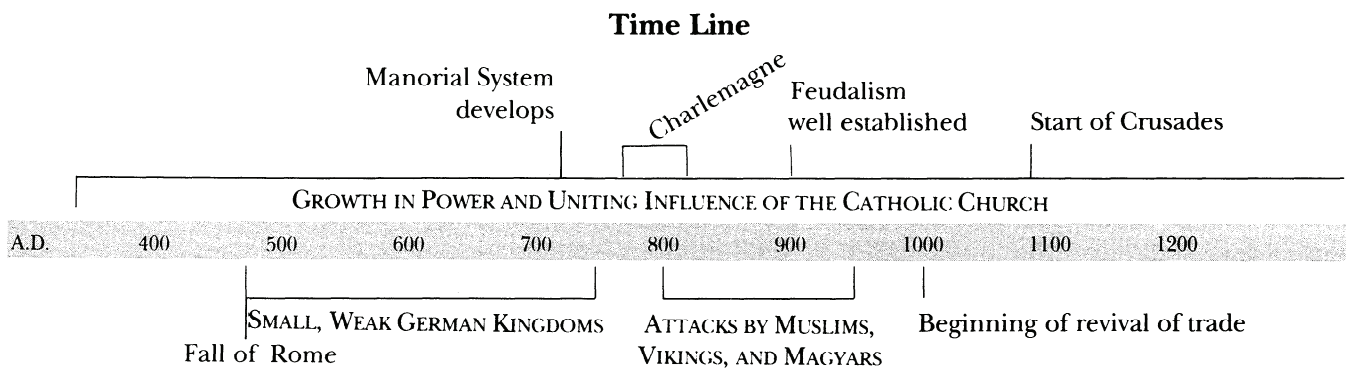
Main Idea: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Study the time line. Based on your analysis, give it a suitable title.

Title: \_\_\_\_\_

\_\_\_\_\_

Now look over the subtitles, pictures and captions, and maps and charts in the chapter. What do you expect the chapter to be about?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

—Chapter 10. The Early Middle Ages—  
PREREADING  
**Vocabulary Activity—Categorizing**

*The Early Middle Ages.* Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

**Directions:** After studying the list below, place each word under the category to which it is related. Be prepared to explain your reasoning.

bishop	knights	monastery	pope
castle	lord	monk	self-sufficient
chivalry	manor	nobles	serf
feudalism	missionary	nun	three-field system
fief	monarch	peasant	vassal
friar			

## ECONOMIC

## POLITICAL

**RELIGIOUS**[illegible]

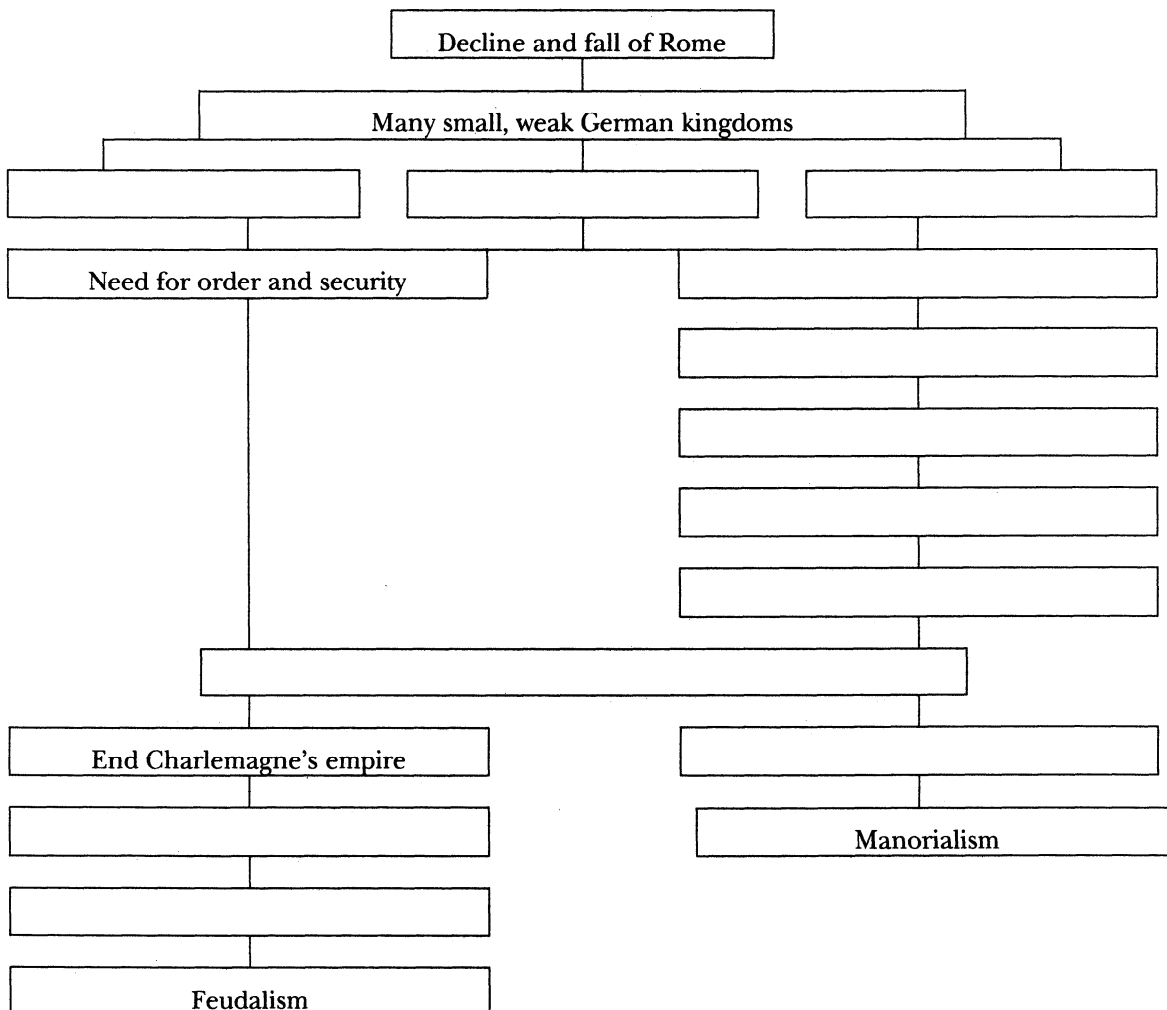


**—Chapter 10. The Early Middle Ages—**  
**INFORMATION SEARCH**  
**Cause and Effect**

**The Early Middle Ages:** After Rome. Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

**Directions:** Place each of the words or phrases below on the chart to show the chain of cause and effect. Start at the top of the chart and work down. Remember that a cause must come before an effect.

Decline of trade	Lords, peasants, and serfs	People returned to farming.
Economy based on land	Many wars	Roving robbers
Land for military service	Need to be self-sufficient	Unrepaired roads
Land for protection	Noble lords and vassals	Unsafe trade routes



**—Chapter 10. The Early Middle Ages—**  
**INFORMATION SEARCH**  
**Structured Overview**

**The Early Middle Ages:** Charlemagne and the Franks. Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

**Directions:** Place the phrases below in the correct places on the chart. Try to use each one only once.

Attacked Eastern Europe  
 Attacked Southern Europe  
 Controlled the Mediterranean  
 Crowned by Pope  
 Empire divided at his death  
 Encouraged education  
 Established three kingdoms

Expanded Frankish empire  
 Fought among themselves  
 Holy Roman Emperor  
 Invaded England and France  
 Invaders from Asia  
 Kings couldn't protect people.

Local nobles gave protection.  
 Raided N. and W. Europe  
 Refused to unite  
 Spread Christianity  
 The empire disintegrated  
 United much of Europe

**CLOVIS, 481-511**

United the Franks

Became a Christian

Supported by Church

**CHARLES MARTEL**

Mayor of the Palace

Reunited the Franks

Defeated Muslims in 732

**PEPIN THE SHORT, 751-768**

Mayor of the Palace

Alliance with the Pope

Crowned king in 751

**CHARLEMAGNE, 768-814**

**LOUIS THE PIOUS, 814-840**

**CHARLES THE BALD**

**LOTHAIR**

**LOUIS THE GERMAN**

**VIKINGS**

**MUSLIMS**

**MAGYARS**

## —Chapter 10. The Early Middle Ages—

## INFORMATION SEARCH

**Mapping**

**The Early Middle Ages:** Medieval Society in Europe. Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

**Directions:** Place each word below in its correct place on the chart to show the relative position of the social classes in medieval Europe.

Archbishops

Knights

Peasants

Bishops, abbots, &amp; abbesses

Lesser lords

Pope

Clergy

Lords

Serfs

Commoners

Nobles

Townpeople

King

Parish priests, monks, &amp; nuns

<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p style="text-align: center;">and</p> <p>_____</p> <p>_____</p>	

**—Chapter 10. The Early Middle Ages—**  
**INFORMATION SEARCH**  
**Who Provided What for Whom?**

*The Early Middle Ages:* Feudalism and Manorialism. Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

**Directions:** Complete the following chart. The three numbered items in each box should be those you think are most important.

<b>UNDER FEUDALISM</b>		
WHO	PROVIDED WHAT	FOR WHOM
Lord	1. 2. 3.	Vassal
Vassal	1. 2. 3.	Lord
<b>UNDER MANORIALISM</b>		
WHO	PROVIDED WHAT	FOR WHOM
Lord	1. 2. 3.	Peasant or Serf
Peasant or Serf	1. 2. 3.	Lord
<b>UNDER FEUDALISM AND MANORIALISM</b>		
WHO	PROVIDED WHAT	FOR WHOM
The Church	1. 2. 3.	all
1. all 2. church's vassals 3. lords	1. 2. 3.	The Church

## —Chapter 10. The Early Middle Ages—

## POSTREADING

**Vocabulary Activity—  
Related Words***The Early Middle Ages***Part I**

**Directions:** Cross out the one word or phrase that does not belong in each group of four below. Then, on the line below each group, describe the relationship between the remaining three words or phrases.

1. lord                      fief                      peasant                      vassal

2. lord                      serf                      peasant                      feudalism

3. monastery              monk                      nun                      pope

4. pope                      bishop                      chivalry                      priest

5. monastery              castle                      village                      fields

6. monarch              townspeople              knight                      lord

7. Viking                      Frank                      Magyar                      Muslim

**Part II**

**Directions:** Use the three words that you did not cross out for questions 1, 5, and 7 in sentences on the lines below:

1. \_\_\_\_\_

5. \_\_\_\_\_

7. \_\_\_\_\_



## —Chapter 10. The Early Middle Ages—

## POSTREADING

**Reflection and Reaction—  
Compare and Contrast***The Early Middle Ages*

**Directions:** Place a check (✓) in any of the columns in which you think the word or phrase applies. Be prepared to explain the reasons for your choices.

	ROMAN EMPIRE	ARABIC ISLAM	MEDIEVAL EUROPE
Advanced technology			
Centers of learning			
Economy based on farming and trade			
Had periods of unity and disunity			
Internal order and security			
Many libraries			
Many poor			
Many slaves or serfs			
Mathematical and astronomical advances			
Militarism			
Most farmers owned their land.			
Secure trade routes			
Spread of religion			
Strongly affected by outside cultures			
Suffered frequent invasions			
Wealthy few are powerful.			

Now, working in small groups, agree among yourselves on the correct columns for the words. Mark the group choices with an **X**. Then choose a leader to share your decisions and the reasons for your decisions with the class.



**—Chapter 11. The Late Middle Ages—**

**PREREADING**

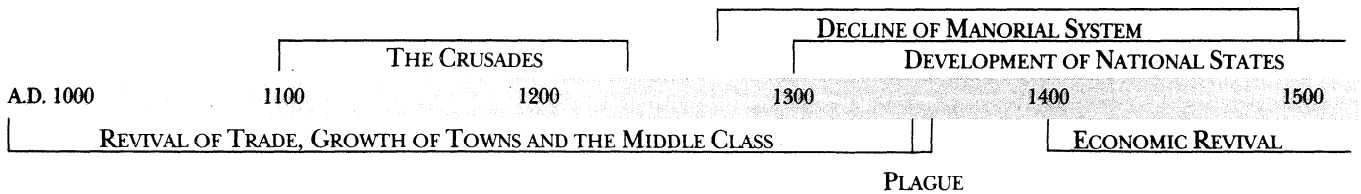
**Survey**

*The Late Middle Ages.* Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

**Directions:** Read the chapter introduction, the chapter summary, and the title of the chapter. Then write what you think will be the main idea of the chapter.

Main Idea: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Time Line**



Study the time line. Based on your analysis, give it a suitable title.

Title: \_\_\_\_\_  
 \_\_\_\_\_

Now look over the subtitles, pictures and captions, and maps and charts in the chapter. What do you expect the chapter to be about?

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## Vocabulary Activity—Categorizing

*The Late Middle Ages.* Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

**Directions:** After studying the list below, place each of the words under the category (or categories) to which it is related. Be prepared to explain your reasoning.

apprentice	crop rotation	guild	manufacturing	pilgrimage
Black Death	Crusader	Holy Land	master craftsman	plague
burgher	fallow	horse collar	middle class	three-field system
charter	famine	journeyman	Muslims	
crafts	fertilizer	Jerusalem	new plow	

## CITIES

[illegible]

**—Chapter 11. The Late Middle Ages—**  
**INFORMATION SEARCH**  
**Structured Overview**

**The Late Middle Ages:** The Crusades. Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

**Directions:** Place each of the words or phrases below in its correct place on the chart.

Adventure	Dying ensured salvation	Open new markets and trade
Allowed Christian pilgrimages	Escape debts or poverty	Successful; captured Jerusalem
Attacked Christian Byzantium	Free the Holy Land	Took Jerusalem from Arabs
Called for war to free Holy Land	Gain land and wealth	Truce allowing pilgrimages
Captured Constantinople	Glory	Unsuccessful; Muslims encouraged
Conquered Holy Land (Palestine)	Interfered with pilgrims	

**CAUSES**

Arabic Muslims—600's

Seljuk Turks—1070's

Pope Urban II—1095

**REASONS FOR JOINING CRUSADES**

Religious	Economic	Other
_____	_____	_____
_____	_____	_____
_____	_____	_____

**RESULTS OF THE CRUSADES IN THE HOLY LAND**

1st Crusade	_____
1144	Muslim attacks reclaim part of the territory held by the crusaders.
2nd Crusade	_____
1187	Muslims under Saladin recapture Jerusalem.
3rd Crusade	_____
4th Crusade	_____
Others	1291—Muslims regained complete control of the Holy Land.



**—Chapter 11. The Late Middle Ages—**  
INFORMATION SEARCH  
**Questions for Answers—**  
**Cause and Effect**

**The Late Middle Ages:** Changes in Europe. Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

**Directions:** Below are some answers. Write a question to go with each answer.

1. Question: \_\_\_\_\_

Answer: Many advancements were made in agriculture during the Middle Ages.

2. Question: \_\_\_\_\_

Answer: The Crusaders introduced many new foods, spices, and luxury items to Europe from the East, and there was an increased demand for trade goods from the East.

3. Question: \_\_\_\_\_

Answer: The Crusaders learned of the Byzantine and Muslim knowledge in the arts, mathematics, medicine, and science.

4. Question: \_\_\_\_\_

Answer: Many nobles died, were absent from their fiefs for long periods of time, or spent their fortunes in the Crusades.

5. Question: \_\_\_\_\_

Answer: Kings could now hire knights and pay them with money rather than land.

**—Chapter 11. The Late Middle Ages—**  
INFORMATION SEARCH  
**Questions for Answers—**  
**Cause and Effect (continued)**

*The Late Middle Ages:* Changes in Europe (continued). Chapter \_\_\_\_\_ ,  
Pages \_\_\_\_\_ .

**Directions:** Below are some answers. Write a question to go with each answer.

6. Question: \_\_\_\_\_  
\_\_\_\_\_

Answer: They grew because of the increase in trade and manufacturing, the growing population, and the existence of surplus food.

7. Question: \_\_\_\_\_  
\_\_\_\_\_

Answer: The demands of the increasing trade could not be met by barter.

8. Question: \_\_\_\_\_  
\_\_\_\_\_

Answer: Members wanted to control production and prices and to protect each other in hard times.

9. Question: \_\_\_\_\_  
\_\_\_\_\_

Answer: A successful and growing middle class developed in the cities and wanted to be independent of the local lords.

10. Question: \_\_\_\_\_  
\_\_\_\_\_

Answer: The nobles had land, but needed money.

**—Chapter 11. The Late Middle Ages—**

**INFORMATION SEARCH**

**Who, What, and Why**

***The Late Middle Ages:*** The Decline of Feudalism. Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

**Directions:** Complete the following chart. If you think there were gains, but no losses, you may write the word “nothing” in the Lost box. If you feel there were losses, but no gains, you may write the word “nothing” in the Gained box.

THE DECLINE OF FEUDALISM		
WHO	GAINED	LOST
King	1.	1.
	2.	2.
	WHY	
WHO	GAINED	LOST
The Middle Class	1.	1.
	2.	2.
	WHY	
WHO	GAINED	LOST
Peasants or Serfs	1.	1.
	2.	2.
	WHY	
WHO	GAINED	LOST
Nobles	1.	1.
	2.	2.
	WHY	

—Postreading Activities for Unit V—  
**Reflection and Reaction—Mapping**

*Medieval Times in Europe*

**Directions:** Complete the first two sections of the map with what you think are the most important economic and political/military characteristics of the early and late Middle Ages. Use the third section to show the social structure during each period.

THE EARLY MIDDLE AGES		
ECONOMY		
1. _____		
2. _____		
3. _____		
POLITICAL/MILITARY STRUCTURE		
1. _____		
2. _____		
3. _____		
SOCIAL STRUCTURE		
1. _____		
2. _____		
3. _____		
4. _____		

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THE LATE MIDDLE AGES		
ECONOMY		
1. _____		
2. _____		
3. _____		
POLITICAL/MILITARY STRUCTURE		
1. _____		
2. _____		
3. _____		
SOCIAL STRUCTURE		
1. _____		
2. _____		
3. _____		
4. _____		







■ UNIT VI ■

**Toward a  
Modern Europe**  
*(1350–1650)*

**—Chapter 12. The End of the Middle Ages—**

**PREREADING**

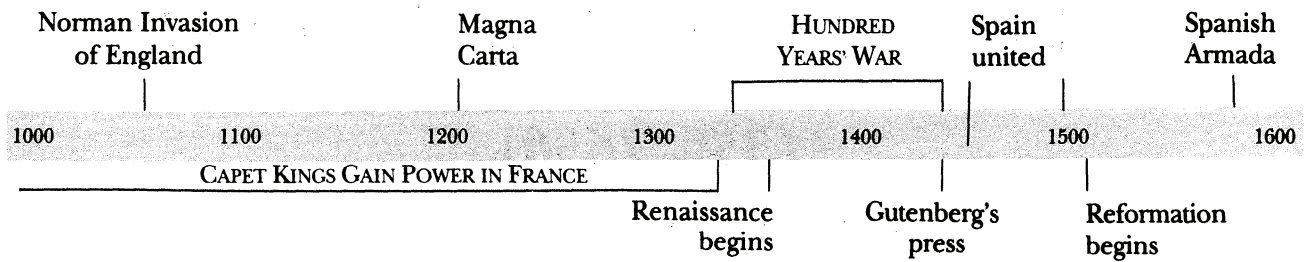
**Survey**

*The End of the Middle Ages.* Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

**Directions:** Read the chapter introduction, the chapter summary, and the title of the chapter. Then write what you think will be the main idea of the chapter.

Main Idea: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Time Line**



Study the time line. Based on your analysis, give it a suitable title.

Title: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Now look over the subtitles, pictures and captions, and maps and charts in the chapter. What do you expect the chapter to be about?

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

—Chapter 12. The End of the Middle Ages—

## PREREADING

# KWL Chart

*The End of the Middle Ages: The Renaissance.* Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

**Directions:** Use phrases or sentences to answer the question in the first column.

**Then write questions to complete the second column. Number your answers.**

**Complete the third column after you have read the section on the Renaissance.**

[illegible]

—Chapter 12. The End of the Middle Ages—  
 INFORMATION SEARCH  
**Combined Guide—Sequence/  
 Cause and Effect**

*The End of the Middle Ages:* The Reformation. Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

**Directions:** Read the following headlines, then write them on the lines below in chronological order.

**Part I. Sequence**

John Calvin Flees to Geneva from France  
 Ignatius Loyola Starts the Society of Jesus (the  
 Jesuits)  
 Many German Princes Support Martin Luther  
 First Questioning of the Practices of the Roman  
 Catholic Church

Martin Luther Nails 95 Beliefs for Debate  
 (Theses) to the Church Door  
 Pope Banishes (Excommunicates) Martin Luther  
 from the Roman Catholic Church  
 Luther Translates the Bible into German  
 Martin Luther Starts His Own Church

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_
- E. \_\_\_\_\_
- F. \_\_\_\_\_
- G. \_\_\_\_\_
- H. \_\_\_\_\_

**Part II. Cause and Effect**

**Directions:** Now, write the letters of the reordered events above in the spaces below to show the cause-and-effect relationships.

CAUSE	EFFECT
1. The people of France were strongly Catholic.	_____
2. There was a need to counteract the Protestant successes.	_____
3. Luther wanted the people to be able to read the Bible.	_____
4. Some church leaders appeared too interested in money and power.	_____
5. Some rulers resented the power of the Pope.	_____
6. Martin Luther wished to force discussion of church reform.	_____
7. After being warned, Luther continued to write and preach reform.	_____
8. Luther could no longer work for reform within the Catholic Church.	_____



**—Chapter 12. The End of the Middle Ages—**

INFORMATION SEARCH

**Structured Overview**

***The End of the Middle Ages:*** England Becomes a Nation. Chapter \_\_\_\_\_ ,  
Pages \_\_\_\_\_ .

**Directions:** Place each of the words or phrases below in its correct place on the chart. The first two have been done for you.

Church of England	King at age nine	Ruled unfairly
Common law	Magna Carta	Spanish Armada
Conquered England	Married to Philip II of Spain	Tried to restore Catholic Church
First Norman king	Protestant king	Very popular and successful queen
First Tudor king	Reunited England after War of the Roses	Wanted a male heir
Grand jury		

WILLIAM I 1066–1087

HENRY II 1154–1189

Common law

JOHN 1199–1216

**THE HUNDRED YEARS' WAR**

HENRY VII 1485–1509

HENRY VIII 1509–1547

Church of England

EDWARD VI 1547–1553

MARY I 1553–1558

ELIZABETH I 1558–1603

**—Chapter 12. The End of the Middle Ages—**  
**INFORMATION SEARCH**  
**Sequence**

*The End of the Middle Ages:* France and Spain. Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

**Part I. France**

**Directions:** Read the following sentences or phrases, then rewrite them in chronological order.

Civil wars caused by religious differences	Henry IV grants some religious freedom.
Edward III of England claims French throne.	Joan of Arc leads French armies.
French defeat the English.	The Capet kings increase their power.
French kings become absolute monarchs.	The Hundred Years' War with England

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

**Part II. Spain**

**Directions:** Read the following phrases, then rewrite them in chronological order.

Height of Spanish power under Philip II	Spain is united.
Marriage of Ferdinand and Isabella	Spanish Armada attacks England.
Moors conquer Spain.	Spanish Christians regain all but Granada.
Moors fight among themselves.	Spanish Inquisition begins.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

—Chapter 12. The End of the Middle Ages—

POSTREADING

**Reflection and Reaction—  
Cause and Effect**

*The End of the Middle Ages.* Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

**Directions:** Place each of the words or phrases below on the chart to show the chain of cause and effect. Start at the top of the chart and work down. Remember, a cause may have more than one effect and an effect may have multiple causes.

Crusades

Manorialism

Renaissance

Feudalism

Nobles weakened

Renewed use of money

Growth of middle class

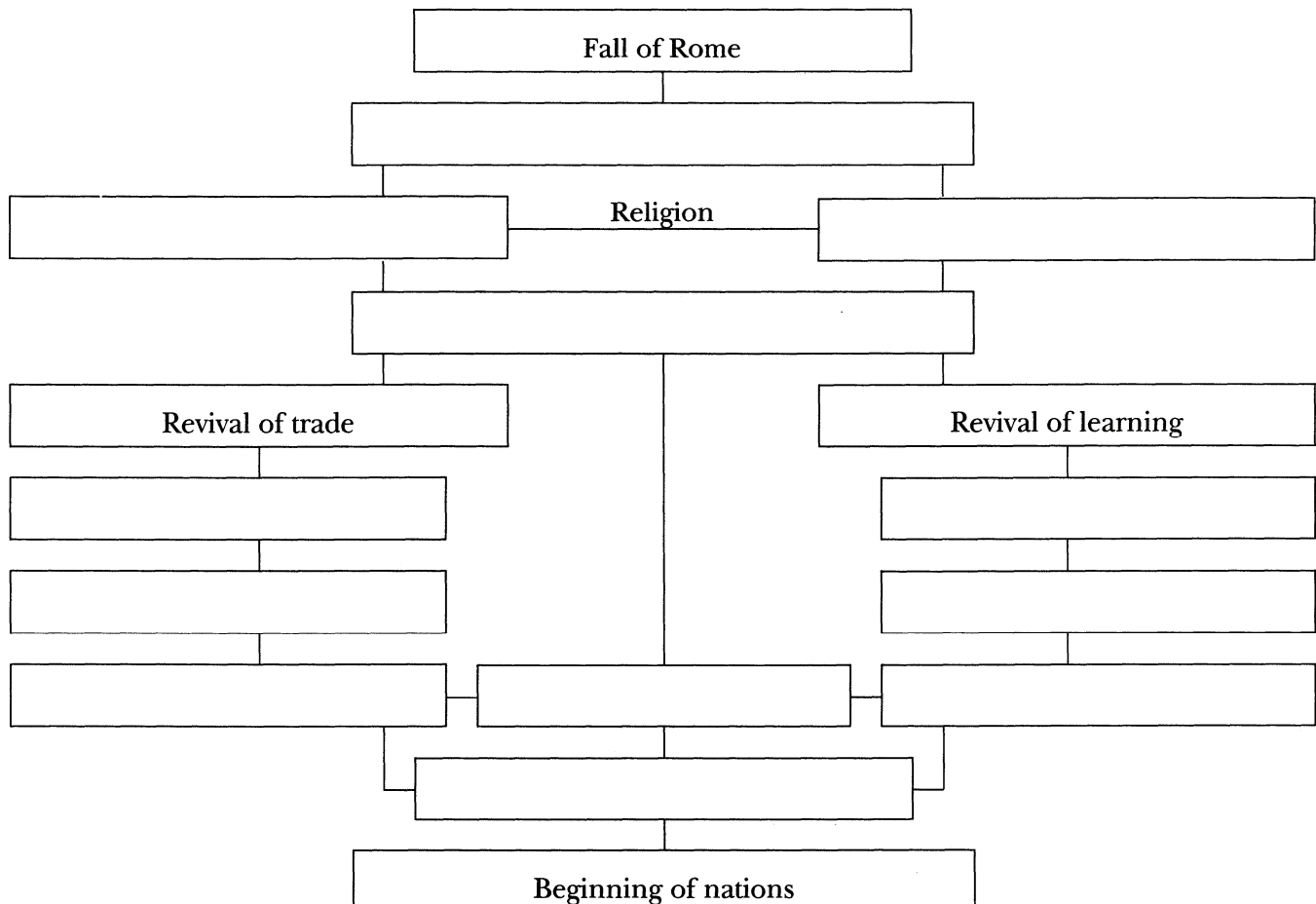
Printing press

Rise of monarchs

Growth of towns

Reformation

Small German states



—Chapter 12. The End of the Middle Ages—

POSTREADING

**Three-Level Study Guide**

**FROM MACHIAVELLI'S *THE PRINCE* \***

Everyone recognizes how praiseworthy it is for a Prince to keep faith, and to act uprightly and honestly. But, we see from what has happened in our days that Princes who have set little store by their word, but have known how to outmaneuver others by their deception have accomplished great things, and in the end had the better of those who trusted to honest dealings.

There are two ways of contending, one in accordance with the laws, the other by force; the first is proper to men, the second to beasts. But since the first method is often ineffective, it becomes necessary to resort to the second. A Prince should understand how to use both the man and the beast.

A Prince should know how to use the beast's nature wisely, he ought of beast choose both the lion and the fox; for the lion cannot guard himself from traps, nor the fox from wolves. He must therefore be a fox to detect traps, and a lion to drive off wolves.

A Prince, and most of all a new Prince, cannot observe all the rules of good conduct, he is forced to preserve his Principedom by acts in opposition to good faith, charity, humanity, and religion.

It is not essential that a Prince should have the good qualities I have mentioned, but it is essential that he should seem to have them. I would say that if he has and practices them, they are harmful, but the appearance of having them is useful.

It is necessary to put a good face on this nature, but men are so simple and governed so absolutely by their present needs, that he who wishes to deceive will never fail to find willing dupes.

In the actions of all men, and most of all Princes, where there is no court to which we can appeal, we look to results. If a Prince succeeds in establishing and maintaining his authority, the means will always be judged honorable and be approved by every one.

---

\* Niccolò Machiavelli, *The Prince*, translated by N. H. Thomson, 3d edition, Oxford, 1913; by permission of Oxford University Press. Adapted from Foster, Michael B., *Masters of Political Thought*, Volume 1: Plato to Machiavelli. Copyright © 1968 by Michael B. Foster. Used with permission by Houghton Mifflin Company.

POSTREADING (*continued*)**THREE-LEVEL QUESTIONNAIRE**

**Directions:** Read the excerpt from Machiavelli's *The Prince*, then, following the directions below, place **X's** in the column labelled "You."

**Literal Level—What did the author say?**

Based on your reading, place an **X** on the line provided for each statement that you agree the author made.

You		GROUP
_____	1. It is praiseworthy for a Prince to keep faith and to act honestly.	_____
_____	2. Laws are proper to men and force to beasts.	_____
_____	3. A Prince should be both a fox and a lion.	_____
_____	4. If a Prince succeeds, the means will always be honorable.	_____

**Interpretive Level—What did the author mean?**

Based on your reading, place an **X** before each statement that you believe shows what the author meant by what he said.

_____	1. Trust and honesty are for losers.	_____
_____	2. A Prince must be above the law to succeed.	_____
_____	3. To succeed, a Prince should use both cunning and force.	_____
_____	4. The good qualities are for appearance, not the basis for actions.	_____

**Applied Level—What principle is involved?**

Place an **X** before each statement that represents the central idea of the excerpt.

_____	1. It takes a strong man to establish unity and maintain authority.	_____
_____	2. Government should be of the people, by the people, and for the people.	_____
_____	3. The end justifies the means.	_____

Circle one of the following as a title for this essay. You may add a title of your own, if you wish.

Might

Necessity

Right

Success

Now, in small groups, make decisions about the answers and place **X's** in the column marked "Group." Make sure your choices are unanimous and backed by evidence. You may make changes in the statements to reach agreement.



**—Chapter 13. Exploration and Colonization—**

## PREREADING

## KWL Chart

***Exploration and Colonization.*** Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

**Directions:** Use phrases or sentences to answer the question in the first column. Then write questions to complete the second column. Number your answers. Complete the third column after you have read the chapter.

[illegible]

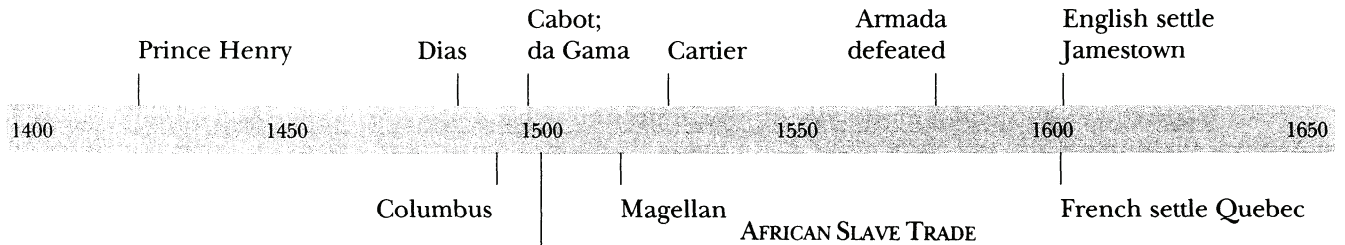
**—Chapter 13. Exploration and Colonization—**  
**PREREADING**  
**Survey**

**Exploration and Colonization.** Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

**Directions:** Read the chapter introduction, the chapter summary, and the title of the chapter. Then write what you think will be the main idea of the chapter.

Main Idea: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Time Line**



Study the time line. Based on your analysis, give it a suitable title.

Title: \_\_\_\_\_  
 \_\_\_\_\_

Now look over the subtitles, pictures and captions, and maps and charts in the chapter. What do you expect the chapter to be about?

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**—Chapter 13. Exploration and Colonization—**  
INFORMATION SEARCH  
**Questions for Answers—**  
**Main Ideas**

**Exploration and Colonization:** Causes. Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

**Directions:** Below are some answers. Write a question to go with each answer.

1. Question:

Answer: The trade routes between Europe and Asia were long, expensive, and dangerous.

2. Question:

Answer: The Italian cities of Genoa and Venice controlled the Mediterranean trade routes and had a monopoly on the trade with Asia.

3. Question:

Answer: The improvements in charts, the compass, and the astrolabe.

4. Question:

Answer: The development of larger ships and a more efficient system of sails made them possible.

5. Question:

Answer: Originally, they were all searching for a water route to Asia.

**—Chapter 13. Exploration and Colonization—**  
**INFORMATION SEARCH**  
**Who, What, When, and How**

**Exploration and Colonization:** The Searchers. Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

**Directions:** Complete the following chart of explorers seeking a water route to Asia.

WHO/COUNTRY	WHAT	WHEN	HOW
Prince Henry		1400's	
Bartholomeu Dias		1488	
Vasco da Gama		1498	
Christopher Columbus		1492	
Ferdinand Magellan		1519	
John Cabot		1497	
Jacques Cartier		1535	
Francis Drake		1579	

—Chapter 13. Exploration and Colonization—  
 INFORMATION SEARCH  
**Compare and Contrast**

**Exploration and Colonization:** The Portuguese and Spanish Empires. Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

**Directions:** Place a check (✓) in any of the columns in which you think the word or phrase applies. Be prepared to explain the reasons for your choices.

	PORTUGUESE EMPIRE	SPANISH EMPIRE
Almost entirely in the eastern half of the world		
Became rich by taking gold and silver from its colonies		
Became rich through its colonial trade		
Became the center of trade with the East		
Claimed the lands as their own and ruled the local people		
Conquered the Aztec and Inca Empires		
Could be easily replaced		
Focused on the West and the Americas		
Invaded North and South America		
Pedro Cabral gave it claim to Brazil.		
Primarily a trading empire		
Replaced the Muslims		
Sent many settlers as well as traders and soldiers to its colonies.		
Soon lost many parts of its empire to other European nations		
Used military power to achieve its empire		
Wealth brought competition from other countries.		
Wealth brought inflation and ruined industries at home.		

Now, working in small groups, agree among yourselves on the correct columns for the words. Mark the group choices with an **X**. Then choose a leader to share your decisions and the reasons for your decisions with the class.



**—Chapter 13. Exploration and Colonization—**  
**INFORMATION SEARCH**  
**Compare and Contrast**

**Exploration and Colonization:** The English, French and Dutch Empires. Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

**Directions:** Place a check (✓) in any of the columns in which you think the word or phrase applies. Be prepared to explain the reasons for your choices.

	ENGLISH EMPIRE	FRENCH EMPIRE	DUTCH EMPIRE
Allowed different religious beliefs in its colonies			
Allowed to trade in Japan			
Became rich by taking gold and silver from its colonies			
Developed into the world's strongest naval power			
Encouraged by the successes of Portugal and Spain			
Explored and claimed much of the interior of North America			
Had an East India Trading Company active in Asia			
Had interests in the Far East and the Americas			
Had settlements in North America			
Had settlements in South America			
Many settlers as well as traders in its colonies			
Primarily a trading empire			
Soon lost many parts of its empire to other European nations			
Started few settlements because of small home population			
Took over many of the Portuguese trading posts			
Used military power to achieve its empire			
Wealth brought competition from other countries.			

Now, working in small groups, agree among yourselves on the correct columns for the words. Mark the group choices with an **X**. Then choose a leader to share your decisions and the reasons for your decisions with the class.

—Chapter 13. Exploration and Colonization—

INFORMATION SEARCH

**Structured Overview**

**Exploration and Colonization:** European Claims. Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

**Directions:** Place the words or phrases below in the correct places on the chart to show where the five countries had colonial claims. You may have to use some answers more than once.

Brazil  
Cape of Good Hope  
Central America  
Central North America  
East Coast of Africa  
East Coast of North America

East Indies  
Hudson River Valley  
India  
Northeastern South America  
Northern North America  
Northern South America

Philippine Islands  
Southern North America  
West Coast of Africa  
West Indies  
Western South America

**ENGLISH CLAIMS**

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**FRENCH CLAIMS**

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**DUTCH CLAIMS**

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**PORTUGUESE CLAIMS**

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**SPANISH CLAIMS**

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**—Chapter 13. Exploration and Colonization—**

**POSTREADING**

**Who, What, When, and Where—  
Chronological Summary**

**Exploration and Colonization:** The Routes of the Explorers. Chapter \_\_\_\_ . Pages \_\_\_\_ .

**Directions:** Complete the following chart of explorers.

WHO AND WHEN	SERVED WHAT NATION	EXPLORED OR CLAIMED
Erik the Red c. 950		
Leif Eriksson c. 1000		
Prince Henry* c. 1450		
Dias c. 1488		
Columbus c. 1492		
da Gama c. 1498		
Cabral c. 1500		
The Cabots c. 1497–1509		
Cortez c. 1519		
Magellan c. 1519		
Pizarro c. 1531		
Cartier c. 1535		
de Soto c. 1538		
Coronado c. 1540		
Drake c. 1579		
Hudson c. 1609		
de Champlain c. 1608		
Joliet and Marquette c. 1673		
LaSalle c. 1682		

\*Not an explorer; what did he do?

**—Chapter 13. Exploration and Colonization—**

**POSTREADING**

**Reaction and Reflection—  
Short Essay**

**Exploration and Colonization:** Effects. Chapter \_\_\_\_\_, Pages \_\_\_\_\_.

**Directions:** List five effects of the European explorations and colonizations you have studied. Then write a paragraph, using the items on your list to explain how this exploration and colonization changed the world.

1.

2.

3.

4.

5.

**The Effects of European Exploration and Colonization**

**—Postreading Activity for Book I—**  
**Categorizing Review**

*From Early Civilizations to National States. 5000 B.C.–A.D. 1650*

**Directions:** Place each of the words or phrases below in its correct place on the chart. Use all of the words or phrases at least once.

Alexander	colonization	first farmers	Muhammad	pyramids
Allah	Cro-Magnon	first nation	Neanderthal	Reformation
Athens	Crusades	Gutenberg	national states	Renaissance
Caesars	cuneiform	hieroglyphics	oligarchy	republic to empire
caliph	democracy	Koran	pharaoh	revival of trade
Carthage	exploration	manorial system	papyrus	Sparta
Christianity	feudalism	Mecca	Pax Romana	Sumerians
Charlemagne				

**FIRST CIVILIZATIONS**

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**ANCIENT EGYPT**

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**ANCIENT GREECE**

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**ANCIENT ROME**

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**ISLAM**

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**MEDIEVAL EUROPE**

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**THE END OF MEDIEVAL EUROPE**

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